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BOARD OF EDUCATION
BALTIMORE COUNTY

PUBLIC MEETING OF THE BOARD OF EDUCATION

Tuesday, March 5, 2024

Transcribed by:
CRC Salomon, Inc.

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1 **BOARD MEMBERS:**
2 **Tiara Booker-Dwyer, Board Chair**
3 **Christina Pumphrey, Vice Chair**
4 **Maggie Domanowski**
5 **Tiffany Lashawn Frempong**
6 **Robin Harvey**
7 **Julie C. Henn (Absent)**
8 **Jane Lichter**
9 **Rodney R. McMillion**
10 **Dr. Brenda Savoy**
11 **Felicia Stolusky**
12 **Emory Young**
13 **Kayla Drummond, Student Member**
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11 **None**
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13 **None**
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1 **P R O C E E D I N G S**
2 **MS. BOOKER-DWYER: This is Chairwoman Tiara**
3 **Booker-Dwyer. I now call to order the meeting of the**
4 **Board of Education of Baltimore County for Tuesday,**
5 **March 5, 2024. I invite you to recite the Pledge of**
6 **Allegiance to the flag, to be led by Ms. Kayla**
7 **Drummond. We will then have a moment of silence in**
8 **recognition of those who have served education in**
9 **Baltimore County.**
10 **(Pledge of Allegiance.)**
11 **MS. BOOKER-DWYER: Tonight's Board of**
12 **Education meeting is being broadcast through BCPS**
13 **Online Live Meeting Broadcast and on BCPS TV, Comcast**
14 **XFINITY channel 73, Verizon Fios channel 34. In order**
15 **to efficiently conduct this meeting, all voting items**
16 **will be done by roll call vote.**
17 **The first item on the agenda is the**
18 **consideration of the March 5th agenda.**
19 **Dr. Rogers, are there any additions or**
20 **changes to tonight's agenda?**
21 **DR. ROGERS: I am unaware of any additions**

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1 or changes to this evening's agenda.

2 MS. BOOKER-DWYER: Hearing none, the agenda

3 stands as presented.

4 Earlier this evening, the Board met in

5 closed session pursuant to the Open Meetings Act for

6 the following reasons: to discuss the appointment,

7 employment, assignment, promotion, discipline,

8 demotion, compensation, removal, resignation, or

9 performance evaluation of appointees, employees, or

10 officials whom it has jurisdiction, or any other

11 personnel matter that affects one or more specific

12 individuals; and consult with counsel to obtain legal

13 advice.

14 The closed session summary and open session

15 information summary can be found on BoardDocs under

16 this Board meeting agenda date.

17 The next item on the agenda is personnel

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

19 MR. MCCALL: Good evening, Chair Booker-

20 Dwyer, Vice Chair Pumphrey, Superintendent Dr. Rogers,

21 and members of the Board. I'd like the Board's

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1 consent for the following personnel matters:

2 retirements, resignations, leaves, deceased

3 recognition of service.

4 MS. BOOKER-DWYER: Do I have a motion to

5 approve the personnel matters as presented in Exhibits

6 D1 through D4?

7 MS. FREMPONG: So moved, Frempong.

8 MS. BOOKER-DWYER: Do I have a second?

9 MS. STOLUSKY: Second, Stolusky.

10 MS. BOOKER-DWYER: Any discussion?

11 May have a roll call vote?

12 MS. GOVER: Ms. Lichter?

13 MS. LICHTER: Yes.

14 MS. GOVER: Ms. Pumphrey?

15 MS. PUMPHREY: Yes.

16 MS. GOVER: Ms. Drummond?

17 MS. DRUMMOND: Yes.

18 MS. GOVER: Ms. Stolusky?

19 MS. STOLUSKY: Yes.

20 MS. GOVER: Dr. Savoy?

21 DR. SAVOY: Yes.

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1 MS. GOVER: Mr. McMillion?

2 MR. MCMILLION: Yes.

3 MS. GOVER: Ms. Harvey?

4 MS. HARVEY: Yes.

5 MS. GOVER: Mr. Young?

6 MR. YOUNG: Yes.

7 MS. GOVER: Ms. Domanowski?

8 MS. DOMANOWSKI: Yes.

9 MS. GOVER: Ms. Frempong?

10 MS. FREMPONG: Yes.

11 MS. GOVER: Ms. Booker-Dwyer?

12 MS. BOOKER-DWYER: Yes. Motion carries.

13 The next item on the agenda is

14 administrative appointments, and for that I call on

15 Dr. Rogers.

16 DR. ROGERS: Good evening, Madam Chair

17 Booker-Dwyer, Vice Chair Pumphrey, and members of the

18 Board.

19 I'm bringing forward the following

20 administrative appointments for your approval.

21 Executive Director, School Support, and

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1 Transformational Leadership Department of Schools.

2 MS. BOOKER-DWYER: Do I have a motion to

3 approve personnel matters as presented in Exhibit E1?

4 MS. LICHTER: So moved, Lichter.

5 MS. BOOKER-DWYER: Do I have a second?

6 MS. FREMPONG: Second, Frempong.

7 MS. BOOKER-DWYER: Any discussion?

8 May have a roll call vote?

9 MS. GOVER: Ms. Lichter?

10 MS. LICHTER: Yes.

11 MS. GOVER: Ms. Pumphrey?

12 MR. PUMPHREY: Yes.

13 MS. GOVER: Ms. Drummond?

14 MS. DRUMMOND: Yes.

15 MS. GOVER: Ms. Stolusky?

16 MS. STOLUSKY: Yes.

17 MS. GOVER: Dr. Savoy?

18 DR. SAVOY: Yes.

19 MS. GOVER: Mr. McMillion?

20 MR. MCMILLION: Yes.

21 MS. GOVER: Ms. Harvey?

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1 MS. HARVEY: Yes.
 2 MS. GOVER: Mr. Young?
 3 MR. YOUNG: Yes.
 4 MS. GOVER: Ms. Domanowski?
 5 MS. DOMANOWSKI: Yes.
 6 MS. GOVER: Ms. Frampong?
 7 MS. FRAMPONG: Yes.
 8 MS. GOVER: Ms. Booker-Dwyer?
 9 MS. BOOKER-DWYER: Yes. Motion carries.
 10 Thank you.
 11 If we could have the slide, please?
 12 Najib Jammal is attending this evening with
 13 his wife, Sarah Jammal. If you could please stand so
 14 we can recognize both of you.
 15 (Applause.)
 16 Najib is being appointed as the Executive
 17 Director of School Support and Transformational
 18 Leadership in the Department of Schools. His
 19 experiences include instructional coach, teacher,
 20 resident principal and principal in Baltimore City
 21 Public Schools, Executive Director at Youth Organizing

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1 Urban Revitalization Systems, and Chief of School
 2 Improvement and Transformation at the Maryland State
 3 Department of Education.
 4 Congratulations, and welcome to Baltimore
 5 County Public Schools.
 6 (Applause.)
 7 Our next item is public comment. This is
 8 one of the opportunities the Board provides to hear
 9 the views and receive the advice of community members.
 10 If not selected to address the Board, members of the
 11 public may submit their comments to the Board members
 12 via email at BOE@BCPS.org.
 13 The Baltimore County Police Department's
 14 Homeland Security Unit and Office of School Safety has
 15 recommended safety and security protocols, which are
 16 posted in the boardroom and available on BoardDocs and
 17 on the Board's participation by the public website.
 18 While we encourage public input on policy programs and
 19 practices within the purview of the Board and this
 20 school system, this is not the proper forum to address
 21 specific student or employee matters or to comment on

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1 matters that do not relate to public education in
 2 Baltimore County. Inappropriate personnel remarks or
 3 other behavior, such as language that promotes
 4 violence against a BCPS employee or that disrupts or
 5 interferes with the conduct of this meeting are out of
 6 order and will not be tolerated. Persons who
 7 otherwise disrupt or disturb this meeting will not be
 8 allowed to continue their remarks and will be escorted
 9 from the meeting. Please observe the three-minute
 10 clock, which will let you know when your time is up.
 11 The microphone will be turned off at the end of your
 12 time or prior to that time at the discretion of the
 13 Board Chair.
 14 I now call on individual citizens and
 15 student groups as our first speaker.
 16 Our first speaker is Ms. Amy Adams from the
 17 Baltimore County Parent and Student Coalition.
 18 MS. ADAMS: Good evening. Thank you. Yes,
 19 I'm from the Baltimore County Parent and Student
 20 Coalition, and I'd like to start out by acknowledging
 21 the Board members who are asking detailed questions

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1 related to contract requests.
 2 You're being active and responsible Board
 3 members by providing fiscal oversight. It's noticed
 4 and needed during these challenging times.
 5 This oversight and accountability is exactly
 6 what's expected of you by the public. We want these
 7 questions and discussions to occur on the record. We
 8 want staff to explain to you exactly how decisions
 9 were made before you move forward with these products
 10 and services. If you don't fully understand the
 11 answers you're given, we expect you to dig in deeper,
 12 get the answers, and to help full understanding before
 13 voting. Too many times questions are asked in
 14 committee, and the answer is, "We will get you that
 15 information." But then the public never hears the
 16 answer. Do you?
 17 As an example, have you gotten all of the
 18 SORV's course work data for your vote tonight on the
 19 high ed cohorts? If not, we would expect that you
 20 wouldn't be voting those contracts through tonight.
 21 Along the lines of accountability and follow

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1 up, it's now the first week of March. We have just
 2 over three months of school left, and this Board has
 3 yet to see any true academic data points for this
 4 year. Being that a priority of BCPS's improving
 5 academic achievement, why haven't you demanded data to
 6 prove what's being implemented as having a positive
 7 effect on students? How much longer will you wait?
 8 The last 10 years of rewarding effort over
 9 outcomes has gotten us through our current state.
 10 This is our formal request to show the public the
 11 data, multiple data points of real academic
 12 performance data. Map scores, (indiscernible) mirror
 13 scores, and the unit test scores, progress monitoring
 14 scores, proficiency scores, we want to see the data
 15 proving that the expenditures are resulting in
 16 measurable and meaningful gap-closing growth for our
 17 most vulnerable populations.
 18 We are counting on this school board and
 19 this superintendent to not tolerate low performing
 20 schools and underperforming staff and departments. We
 21 are counting on this Board not to fear the blowback of

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1 upsetting the status quo. We know that a school
 2 system cannot intervene their way out of a core
 3 problem. It seems to be a current strategy addressing
 4 low proficiency rates in reading in math, but enough
 5 time has gone by. Is it working? We spent millions
 6 on curricula, where are the results?
 7 We know effective leadership in education
 8 means setting high standards, celebrating successes,
 9 and holding underperformers accountable, while keeping
 10 students' best interests at heart, and we want to see
 11 it. We expect the Board of Education to be fiscally
 12 responsible when approving multi-million-dollar
 13 contracts and to follow up with evaluation of the cost
 14 benefit analysis from those contracts prior to
 15 extensions, renewals, or replacements. You've
 16 tightened the belts on kids and on classrooms, it's
 17 time to tighten the belt on ineffectiveness and
 18 spending on anything and everything that doesn't
 19 change student outcomes.
 20 We would like to see the Budget Committee
 21 comb through all the active contracts, starting with

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1 the ones pertaining to curriculum, examine how much of
 2 the spending authority is left, ones up for renewal,
 3 and how it's effective.
 4 We want to trust all of our Board members
 5 and school system leadership, but until we see signs
 6 of improvement, we're going to keep questioning
 7 everything.
 8 Thank you.
 9 MS. BOOKER-DWYER: Thank you. Our next
 10 speaker is Mr. Rubin Danielli (phonetic) from CARA
 11 Center for Arts and Tech.
 12 Okay. So, since there are speaker spaces
 13 available, we will now call from the waitlist for
 14 individual citizens and students category.
 15 The first waitlist speaker is Bassey, yes.
 16 MS. ETIM-EDET: Hello. Hi.
 17 MS. BOOKER-DWYER: Hello.
 18 MS. ETIM-EDET: My name is Bassey Etim-Edet.
 19 I am new to the Baltimore County school system area.
 20 I have come into a neighborhood that has completely
 21 turned over from original owners, and now there are

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1 new young families in that area.
 2 My first comment is about how difficult it
 3 was to find information on what was going on here, but
 4 my neighbors and I are very active members of our
 5 community. We care a lot about our school systems.
 6 We support Option A in the New Boundary Study for the
 7 Northwest Area. But I had to put out a Google alert.
 8 I had to look for this information to come up.
 9 And so, just as a comment, in the future,
 10 because I'm sure there will be more boundary studies
 11 that are occurring, if there was a way finding this
 12 information and becoming more active and this easier
 13 for those of us in the community.
 14 Additionally, we were troubled by a lot of
 15 the information or the comments that we saw from some
 16 parents that felt like they weren't hearing about the
 17 options that they had until the last minute. And so,
 18 some parents felt very upset that kids from one school
 19 would be coming to their school. And so, now we are
 20 faced with our kids, if, you know, Option A is
 21 adopted, our kids going into a school that isn't

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1 welcoming. And it doesn't feel great to be the new
 2 people in the area and going to this great school that
 3 we're so excited to be a part of, but not being a part
 4 of a welcoming community where they think that we will
 5 bring trouble and lower test scores. And, just so,
 6 maybe if there was a way to make it so that people
 7 could find out earlier about stuff like this, easier
 8 to find out earlier. I'm sure you guys are doing the
 9 best that you can. But for those of us that are new
 10 parents that don't know where to go to find this, that
 11 just saw a school building being built, and started to
 12 Google, and fall down a rabbit hole, and then tell her
 13 neighbors, and that's how we are here today.

14 And so, we just hope that you take this into
 15 consideration for future sessions.

16 MS. BOOKER-DWYER: Thank you, and welcome to
 17 the neighborhood.

18 MS. ETIM-EDET: Thank you.

19 MS. BOOKER-DWYER: The next item on the
 20 agenda is the Superintendent's report, and for that I
 21 call on Dr. Rogers.

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1 DR. ROGERS: Thank you. Good evening.
 2 You can put up the first slide, please.
 3 This evening I am pleased to provide an
 4 update on some of the very items we were just talking
 5 about.
 6 We are going to begin with literacy, move
 7 through some legislative changes that have an impact
 8 on Baltimore County Public Schools, and we will close
 9 with information about pre-K expansion and summer
 10 programs.
 11 Next slide, please.
 12 And so, I want to begin by thanking our
 13 Board of Education for making a sizable investment in
 14 literacy education for our elementary school students.
 15 It is very important that we provide regular updates.
 16 And so, I'm providing a preview of what we've seen so
 17 far with our elementary students, and our literacy
 18 team will be back in front of the full Board with a
 19 full presentation.
 20 On this slide, we share that professional
 21 development is one of our areas where we are making

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1 sure that we are investing in the learning of our
 2 teachers.
 3 We are pleased to report that 110 out of 110
 4 elementary coaching visits with a coach from HMH Into
 5 Reading have been completed. You'll see a quote from
 6 one of our principals.
 7 On this slide, these coaching visits not
 8 only include principals and members of the leadership
 9 team, as well as members of our literacy team from
 10 curriculum and instruction, they also include grade
 11 level teachers that have an opportunity to meet
 12 directly with the coaches focused on literacy.
 13 Next on this slide, you'll see our data in
 14 terms of where we were, how our students performed
 15 percentile at the beginning of the year compared to
 16 the middle of the year. And so, the red bars that you
 17 see -- if you go back to the last slide, please.
 18 The red bars that you see represent our
 19 students who performed less than 25 percentile.
 20 Yellow is between 25 and 50, light green between 50
 21 and 75, and dark green greater than or equal to 75

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1 percentile.
 2 What you'll note from the beginning of the
 3 year to the middle of the year assessments, and the
 4 window has completely closed, is that the red bar,
 5 meaning the students that were performing less than 25
 6 percent, that has decreased significantly for half of
 7 a year, and then you'll notice the increases in
 8 yellow, light green, and dark green, indicating that
 9 our students are increasing their performance with
 10 literacy.
 11 You'll also note that we shared at the
 12 beginning of the year that we had a percentage of
 13 schools, I believe it's 17 elementary schools in
 14 particular, that move forward with Dibbles for this
 15 year. And so, they are in that percentage that did
 16 not test. And so, we have some schools that are still
 17 moving forward with Dibbles for the remainder of this
 18 year.
 19 And as I share, this is just high-level data
 20 in terms of all of our elementary schools that are
 21 moving forward with a mirror assessment. However, the

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1 literacy team will be here to not only share the high-
 2 level data, but grade level data, as well as
 3 information about our student groups disaggregated.
 4 Next slide, please.
 5 We are also pleased to share that parents
 6 are empowered to find out about how their students are
 7 doing, their children are doing. There is a parent
 8 report that you should have received. A mirror
 9 currently provides that in English, as well as in
 10 Spanish, to meet the needs of our families. In those
 11 reports, there is a score, a composite score, that
 12 shows the student's estimated grade level of reading
 13 ability compared to where they should be during the
 14 year.
 15 Then you have the sub-scores. The sub-
 16 scores identify the different strands of the
 17 components that make up student comprehension. And
 18 then at the very bottom of the report, there are
 19 specific tips for parents to help student with reading
 20 at home.
 21 And so, we ask that if you have not had an

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1 opportunity to see that, please reach out to your
 2 school to receive your student's mirror parent report
 3 so that you are kept apprised of their growth since
 4 the beginning of the year, as well as different things
 5 that you can do at home to help the student to
 6 continue to move forward.
 7 Next slide, please.
 8 This time, we're gonna switch gears to -- as
 9 you know, we are currently in legislative session in
 10 Annapolis. One of the pieces of legislation that
 11 affects all school systems is the legislation around
 12 virtual education days. Starting with school year
 13 '24-'25, virtual education days can only be used for
 14 severe weather conditions. There are several
 15 components that must come into play. I have also
 16 included our Board presentation from July 2023. The
 17 results from our community and Baltimore County were
 18 similar.
 19 The previous year, the good news for us are
 20 the changes in legislation, for the most part, 100
 21 percent align with how we've moved forward with the

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1 virtual inclement weather days. Meaning that school
 2 systems are required to use the traditional days
 3 before they can move to virtual days, which has been
 4 the will of our school community for the last two
 5 years. The only change that will impact us for the
 6 following school year, December 20 and May 16, 2024
 7 and 2025, respectively, they were listed as
 8 asynchronous days for professional learning. They are
 9 no longer allowed to be asynchronous days. And so, we
 10 wanted to point that out to the community.
 11 There was an update that was provided in the
 12 last Board meeting documents for Baltimore County
 13 Public Schools regarding that specifically.
 14 Next slide, please.
 15 Again, we want to thank the Board of
 16 Education for your support and your vote in favor of
 17 the FY'25 budget, pending county executive and county
 18 council approval. We are very excited about pre-
 19 kindergarten expansion.
 20 The map on the slide shows the different
 21 programs that are being expanded across all three

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1 zones in our school system. This is based on our data
 2 and alignment with blueprint really looking at our
 3 Tier 1 students who qualify for our pre-K services.
 4 On the slide, you'll see the list of additional school
 5 sites for the upcoming year.
 6 And if you go right to our website, there is
 7 information that is already included there about
 8 enrolling children. We have some upcoming programs
 9 for three-year-olds, as well as for our pre-K
 10 students. And we are quite excited about bringing on
 11 our younger learners, as we know that this has a very
 12 significant impact on the trajectory for success for
 13 all of our students. You'll find right on the slide,
 14 if you go to BCPS.org/parents, you'll go right to the
 15 information that you need.
 16 And so, if you are a new family coming into
 17 Baltimore County Public Schools, we are encouraging
 18 you to take a look at our website for initial
 19 information, and for additional specific information,
 20 please feel free to reach out to the school. We are
 21 very excited about our youngest learners joining us in

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1 the fall.

2 Next slide, please.

3 Summer programs. We have announced some of

4 our enrichment summer programs but wanted to take a

5 few minutes to talk about our summer program focus on

6 academics.

7 Our summer programs are going to be based on

8 invitation, based on our student data, as we are all

9 focused on making sure that our students have what

10 they need, overview of the upcoming program, the dates

11 are on the slide in front of you, July 8th through

12 August 2nd. Important to note, a change from Monday

13 through Friday, summer programs will be five days per

14 week, four hours per day.

15 We have programs at the elementary, middle,

16 and high levels coming this summer. Very excited to

17 have 46 regional sites for elementary and our four

18 public separate day schools. The content will be in

19 alignment with what we teach during the school year.

20 So, HMH for reading, as well as the Bridges

21 curriculum for math. Again, in alignment with a

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1 significant investment made by the Board of Education.

2 For middle schools, we will have 20 sites.

3 We are partnering with the Lavinia Summer RISE

4 program. All of the work will be focused on selected

5 grade level literacy and math standards so that we can

6 access on a regular basis how our students are doing.

7 And for our high schools we will have both

8 face models, as well as a flexible blended model.

9 We'll have credit recovery options, as well as options

10 for original credit.

11 What's new this year is that we're going to

12 have an evening option at both Woodlawn High School

13 and Overlee High School responding to the needs of our

14 students who work full-time during the day, during the

15 summer.

16 We are excited about the possibilities with

17 these changes to our summer academic programs.

18 Additional information is forthcoming, but really

19 looking at the opportunity to have high quality summer

20 learning programs that are focused on mathematics,

21 reading, as well as social/emotional learning.

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1 Next slide, please.

2 And for more information about what I've

3 shared this evening, as well as what we're doing

4 across the system in all different curricular areas, I

5 invite you to participate in BCPS curriculum nights.

6 We have two of them forthcoming. The first one, March

7 12th, at Woodlawn High School, and our community

8 conversations.

9 Our community conversations will be an

10 opportunity for us to share the work that we've done

11 to date, what the evidence of that work is, focused on

12 our four priorities, but also hear directly from the

13 community in terms of what you're experiencing in

14 schools and what areas you feel we need to continue to

15 focus our attention on.

16 So, with that, I thank you for your time

17 this evening.

18 MS. BOOKER-DWYER: Thank you. Any questions

19 from Board members? Okay. So, we will move on. The

20 next item on the agenda is the Chair's report. And

21 for that, I call on myself.

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1 So, members of the Board of Education, we

2 remain active in the community and in schools to

3 engage with community members, school staff, to inform

4 our Board governance decisions.

5 Still the last Chair's report, Board members

6 have visited 13 different schools to see teaching and

7 learning in action. And so, we are actively in those

8 elementary schools looking at the implementation of

9 the curriculum that we've purchased, we're looking at

10 the implementation of the culture and climate, and all

11 of those resources. So, we are actively in the

12 schools.

13 We have met with members of the Baltimore

14 County Education Justice Table to discuss

15 implementation of the blueprint for Maryland's future

16 community schools and other topics essential to the

17 school system. We participated in ribbon cutting of a

18 new state-of-the-art school Red House Run that was

19 just absolutely phenomenal, and we're really hopeful

20 that elementary schools like Red House Run will become

21 the norm for Baltimore County Public Schools.

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1 Most importantly, Board members participated
 2 in the Parkville High School Stem Fair. Not only did
 3 they get a chance to see stem in action and to review
 4 the projects of the students, we got to serve as
 5 judges, and actually vote on some of those stem
 6 projects by students.

7 So, I really do just want to thank the Board
 8 members for all of their involvement in schools and in
 9 the community. It takes a lot of time, a lot of hours
 10 that they are committing outside of attendance at
 11 these Board meetings to really inform our governance
 12 decisions.

13 The next item on the agenda is the student
 14 Board members' report. For that, I call on Ms.
 15 Drummond.

16 MS. DRUMMOND: Since my last report, I have
 17 visited more schools and gone to meet many more
 18 amazing and high-achieving students. Students being
 19 my top priority, I wanted to take this opportunity to
 20 talk about a common theme students have complained
 21 about, safety.

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1 Making our students feel safe and providing
 2 them with an environment they're comfortable in is the
 3 only way we can begin to really work towards becoming
 4 a high-achieving school system. As a student myself,
 5 I have had situations where instruction was brought to
 6 a halt because of safety threats. The first problem
 7 with this is it takes away from class time. But the
 8 second, and equally as important problem, is that
 9 students come to school the next few days on edge and
 10 unconfident in their school's ability to keep them
 11 safe.

12 But when I say safety, I not only mean safe
 13 physically, but safe mentally as well. Every school I
 14 visited in the past couple of weeks, I've started with
 15 questions alluding to, if they feel they have someone
 16 in their school they can comfortably confide in,
 17 whether that be academically or personally. Many
 18 students say yes, but there are too many students that
 19 say no that I can be comfortable with. Students
 20 having teachers that really try to relate to them on a
 21 personal level and push them to thrive, give them more

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1 confidence in class, and that teacher. This allows
 2 students to ask more questions and stay engaged in the
 3 class. Most importantly, students know that they
 4 have a staff member in the school that truly cares
 5 about them and will listen to them if they need to
 6 talk. At least one trusted adult in the school
 7 building can be extremely helpful with every aspect of
 8 the student's life.

9 I could continue to talk about this topic
 10 for hours, but I'll stop there. Thank you.

11 MS. BOOKER-DWYER: Thank you, Ms. Drummond.
 12 The next item on the agenda is unfinished business,
 13 Northwest Area Elementary School boundary
 14 recommendation. For that, I call on Dr. Grim.

15 DR. GRIM: Good evening, Chair Booker-Dwyer,
 16 Vice-Chair Pumphrey, Superintendent Dr. Rogers, and
 17 members of the Board. We are here this evening to
 18 request Board approval of the recommendation of the
 19 Northwest Area Elementary School Boundary Study Number
 20 1 Committee.

21 As a reminder, the purpose for this first

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1 Boundary Study was to provide capacity relief to
 2 Northwest Elementary schools, return students to their
 3 home schools from Campfield Early Center, eliminate
 4 satellite boundaries, and to improve efficiencies.

5 At its meeting on February 13, 2024, the
 6 Board received for consideration a recommendation for
 7 Option A from the Northwest Area Elementary Boundary
 8 School Study Number 1 Committee. This option received
 9 94 percent approval by the Committee members for this
 10 particular study. A public hearing was then held on
 11 the recommended boundary changes on February 21, 2024
 12 for additional comment and feedback to the Board
 13 regarding this process.

14 At this time, we're requesting the Board's
 15 approval of Option A from the Northwest Area
 16 Elementary School Boundary Study Number 1 Committee.

17 MS. BOOKER-DWYER: May I have a motion to
 18 approve the Northwest Area Elementary School Boundary
 19 recommendation as presented as Option A and Exhibit
 20 J1.

21 MS. FREMPONG: So moved, Frempong.

<p style="text-align: right;">Page 34</p> <p>1 MS. BOOKER-DWYER: Is there a second?</p> <p>2 MR. YOUNG: Second, Young.</p> <p>3 MS. BOOKER-DWYER: Any discussion? Ms.</p> <p>4 Lichter?</p> <p>5 MS. LICHTER: I just want to thank the</p> <p>6 members of the Northwest Boundary Committee for the</p> <p>7 work they did on creating the new boundary. It's</p> <p>8 commendable that the committee was able to work</p> <p>9 together to create boundaries that met the purposes</p> <p>10 outlined, provide capacity relief to the Northwest</p> <p>11 Elementary Schools, to return students to their home</p> <p>12 schools, to eliminate the satellite boundaries, and to</p> <p>13 improve efficiencies. The 94 percent agreement on the</p> <p>14 proposed option is also impressive.</p> <p>15 I also want to thank and acknowledge the</p> <p>16 members of the Northwest committee that attended and</p> <p>17 spoke at the Board hearing on February 21st.</p> <p>18 Following the hearing, I continued my research based</p> <p>19 on the comments about the Glenville community and how</p> <p>20 they affect capacity at Bedford Elementary School. I</p> <p>21 understand the concerns about having schools open at</p>	<p style="text-align: right;">Page 36</p> <p>1 the hearing, provided us with more questions, and I</p> <p>2 just wanted to clarify a little bit about the Option A</p> <p>3 and Option C, and where the numbers came from for that</p> <p>4 Glenville community. So, thank you.</p> <p>5 MS. BOOKER-DWYER: Thank you. Any other</p> <p>6 questions?</p> <p>7 May I have a roll call vote?</p> <p>8 MS. GOVER: Ms. Lichter?</p> <p>9 MS. LICHTER: Yes.</p> <p>10 MS. GOVER: Ms. Pumphrey?</p> <p>11 MS. PUMPHREY: Yes.</p> <p>12 MS. GOVER: Ms. Stolusky?</p> <p>13 MS. STOLUSKY: Yes.</p> <p>14 MS. GOVER: Dr. Savoy?</p> <p>15 DR. SAVOY: Yes.</p> <p>16 MS. GOVER: Mr. McMillion?</p> <p>17 MR. MCMILLION: Yes.</p> <p>18 MS. GOVER: Ms. Harvey?</p> <p>19 MS. HARVEY: Yes.</p> <p>20 MS. GOVER: Mr. Young?</p> <p>21 MR. YOUNG: Yes.</p>
<p style="text-align: right;">Page 35</p> <p>1 capacity. Recommended Option A will have Bedford an</p> <p>2 estimated 88 percent capacity or 605 students. State-</p> <p>3 rated capacity for Bedford Elementary is indicated at</p> <p>4 689 students.</p> <p>5 Option C that was also mentioned at the</p> <p>6 hearing would result in 87 percent capacity or 601</p> <p>7 students, a difference of only four students between</p> <p>8 the two options. Also, what we don't want, schools to</p> <p>9 function over capacity any student that resides within</p> <p>10 the new boundary will be provided access to Bedford</p> <p>11 Elementary School.</p> <p>12 I understand that there's a concern about</p> <p>13 the number of students residing in the Glenville</p> <p>14 community, which was not accurately included in the</p> <p>15 data the committee used. However, the boundary study</p> <p>16 committee was provided information sourced from</p> <p>17 Baltimore County Public Schools, Baltimore County</p> <p>18 Planning and state agencies, and this process follows</p> <p>19 best practices for predicting school enrollment and</p> <p>20 utilization trends.</p> <p>21 So, again, thank you for those who came to</p>	<p style="text-align: right;">Page 37</p> <p>1 MS. GOVER: Ms. Domanowski?</p> <p>2 MS. DOMANOWSKI: Yes.</p> <p>3 MS. GOVER: Ms. Frempong?</p> <p>4 MS. FREMPONG: Yes.</p> <p>5 MS. GOVER: Ms. Booker-Dwyer?</p> <p>6 MS. BOOKER-DWYER: Yes.</p> <p>7 MS. GOVER: Thank you.</p> <p>8 MS. BOOKER-DWYER: Motion carries.</p> <p>9 Thank you, Dr. Grim.</p> <p>10 The next item on the agenda is action taken</p> <p>11 in closed session. And for that, I call on Mr. Burns.</p> <p>12 MR. BURNS: Good evening, Madam Chair, Dr.</p> <p>13 Rogers, members of the Board. In recent closed</p> <p>14 session, the Board considered and acted upon appeal</p> <p>15 case HE24-08, and now would be an appropriate time to</p> <p>16 affirm your action.</p> <p>17 MS. BOOKER-DWYER: May I have a motion to</p> <p>18 affirm the action taken during closed session on case</p> <p>19 HE24-08 in which oral argument was heard.</p> <p>20 MS. HARVEY: So moved, Harvey.</p> <p>21 MS. BOOKER-DWYER: Is there a second?</p>

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

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1 MS. GOVER: Ms. Frempong?
 2 MS. FREMPONG: Yes.
 3 MS. GOVER: Ms. Booker-Dwyer?
 4 MS. BOOKER-DWYER: Yes.
 5 MS. GOVER: Thank you.
 6 MS. BOOKER-DWYER: Motion carries.
 7 MR. BURNS: Also, in recent closed session,
 8 the Board considered and acted on appeal case HE24-09.
 9 This would be an appropriate time for you to affirm
 10 your action.
 11 MS. BOOKER-DWYER: May I have a motion to
 12 affirm the action taken during closed session on case
 13 HE24-09 in which oral argument was heard.
 14 MS. FREMPONG: So moved, Frempong.
 15 MS. BOOKER-DWYER: Is there a second?
 16 MS. LICHTER: Second, Lichter.
 17 MS. BOOKER-DWYER: Any discussion?
 18 May I have a roll call vote.
 19 MS. GOVER: Ms. Lichter?
 20 MS. LICHTER: Yes.
 21 MS. GOVER: Ms. Pumphrey?

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1 MS. PUMPHREY: Yes.
 2 MS. GOVER: Ms. Drummond?
 3 MS. DRUMMOND: Yes.
 4 MS. GOVER: Ms. Stolusky?
 5 MS. STOLUSKY: Yes.
 6 MS. GOVER: Dr. Savoy?
 7 DR. SAVOY: Yes.
 8 MS. GOVER: Mr. McMillion?
 9 MR. MCMILLION: Yes.
 10 MS. GOVER: Ms. Harvey?
 11 MS. HARVEY: Yes.
 12 MS. GOVER: Mr. Young?
 13 MR. YOUNG: Yes.
 14 MS. GOVER: Ms. Domanowski?
 15 MS. DOMANOWSKI: Yes.
 16 MS. GOVER: Ms. Frempong?
 17 MS. FREMPONG: Yes.
 18 MS. GOVER: Ms. Booker-Dwyer?
 19 MS. BOOKER-DWYER: Yes. Motion carries.
 20 Thank you, Mr. Burns.
 21 MR. BURNS: Thank you.

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1 MS. BOOKER-DWYER: The next item on the
 2 agenda is contract awards. And for that I call on Ms.
 3 Harvey, Chair of the Building and Contracts Committee.
 4 MS. HARVEY: Thank you, Madam Chair. If I
 5 may, prior to bringing the contracts to the floor, I
 6 would like to ask Superintendent Rogers to speak to
 7 questions that were unanswered last night at the
 8 Building and Contract's committee meeting,
 9 specifically regarding the cohort contracts and the
 10 evaluations used to vet those particular programs.
 11 Thank you.
 12 DR. ROGERS: Thank you. Yes, we received the
 13 question about evaluation. BCPS cohort program
 14 proposals are determined and evaluated first for their
 15 alignment to the four priorities of the school system,
 16 and then they're evaluated. They're reviewed by the
 17 curriculum content experts and the Department of
 18 Organizational Development and Leadership. They are
 19 focused on recruitment and retention strategies and
 20 support of our high need areas, specifically in
 21 Baltimore County Public Schools, and lastly, they're

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1 vetted to make sure that they're in alignment with the
 2 blueprint for Maryland's future.
 3 MS. HARVEY: Thank you for providing that
 4 additional information.
 5 Madam Chair, Madam Vice-Chair, members of
 6 the Board, in addition to that information, I would
 7 like to inform the Board that contract L1 for tutoring
 8 services for grades 4 through 12 math, reading and
 9 English language arts were pulled at the request of
 10 staff.
 11 Tonight, I'd like a motion to approve items
 12 L2 through L4, and L7 to L24 for approval.
 13 MS. BOOKER-DWYER: So, do I have a motion to
 14 approve items L2 through L4 and L7 to L24?
 15 MS. LICHTER: So moved, Lichter.
 16 MS. BOOKER-DWYER: No second is needed since
 17 the recommendation comes from the Committee. Any
 18 discussion? Ms. Domanowski?
 19 MS. DOMANOWSKI: Could we also pull L9
 20 through L15 to vote on separately?
 21 MS. BOOKER-DWYER: I don't why you'd make a

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1 motion for that today. Do you want to amend the
 2 motion?
 3 MS. DOMANOWSKI: I guess. Do I have to
 4 amend the motion to do that?
 5 We have a motion to amend?
 6 UNIDENTIFIED SPEAKER: Yes, motion to amend.
 7 MS. BOOKER-DWYER: Do we have a motion on
 8 the floor that's been seconded? So, this is where I'm
 9 going to need the next steps.
 10 MS. DOMANOWSKI: Yeah, sorry.
 11 UNIDENTIFIED SPEAKER: So, you're moving to
 12 amend that motion --
 13 MS. BOOKER-DWYER: Amend that motion.
 14 UNIDENTIFIED SPEAKER: -- but state clearly
 15 the numbers of the contract you do want to bring
 16 forward.
 17 MS. BOOKER-DWYER: Okay. So, amend the
 18 motion to bring forward contracts L2 to L4, L8, and
 19 then L16 to L22.
 20 MS. DOMANOWSKI: And L7 --
 21 MS. BOOKER-DWYER: Oh, 7. Don't forget 7.

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1 So, L2 to L4, L7, L8 --
 2 MS. DOMANOWSKI: Yes.
 3 MS. BOOKER-DWYER: -- and then L16 to L24.
 4 Right. Is there a second?
 5 MS. PUMPHREY: Second, Pumphrey.
 6 MS. BOOKER-DWYER: Any discussion?
 7 MS. HARVEY: Chair member Domanowski, can
 8 you speak to your motion, please?
 9 MS. DOMANOWSKI: I think that while the
 10 information that was presented towards us today was
 11 great, I don't think it fully answered all the
 12 questions as far as the evaluation processes that were
 13 used to determine these higher learning cohorts as far
 14 as aligning with the science of reading, aligning with
 15 the -- there was a certain evaluation that was asked
 16 about. I just want to make sure moving forward that
 17 we use this practice.
 18 MS. HARVEY: Thank you.
 19 MS. BOOKER-DWYER: And so, Dr. Rogers, could
 20 you speak a little bit about the science of reading,
 21 and the requirements that programs have to be aligned.

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1 DR. ROGERS: Yes, thank you for that
 2 question. So, some of the cohorts, and I think,
 3 matter of fact, many of the cohort programs that we're
 4 talking about this evening are not literacy. If I
 5 remember correctly, there might be one, maybe two
 6 maximum of the cohorts that are literacy that would
 7 qualify for the science of reading. But I want to
 8 share some information that I did provide the last
 9 time we brought summer cohorts forward, specifically
 10 around the science of reading.
 11 And so, the first is that there are two
 12 programs in the State of Maryland that have reported
 13 to all school systems that their programs are aligned
 14 with the science of reading. Those are Loyola and
 15 Morgan University. Towson University and the
 16 University of Maryland College Park shares that they
 17 are in progress in terms of shifting their curriculum
 18 content to be in alignment with the science of
 19 reading.
 20 Our interim state superintendent of schools
 21 on January 23, 2024, she brought forth a board

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1 resolution that requires for 2025 and beyond that all
 2 institutes of higher education infuse the science of
 3 reading in their instruction. My understanding from
 4 watching the tape about the conversation that occurred
 5 yesterday evening, there was a reference to a
 6 particular group. I believe it's the National Council
 7 of Teacher Quality. Their assessment was specifically
 8 on elementary education reading programs for the State
 9 of Maryland. They only deemed one program that was
 10 rated at the Level A. The Board contract,
 11 particularly 9, that there was a lot of conversation
 12 around, is a special education cohort.
 13 So, I believe it was cited in that meeting
 14 that it was rated an F, but that actual -- if you go
 15 to their website and pull up the report for the State
 16 of Maryland, you will see that they are only reviewing
 17 teacher prep programs for reading in particular, and
 18 contract number 9 is not a reading program. This is
 19 for special education.
 20 MS. DOMANOWSKI: So, number 11 was for
 21 literacy education as well. And my concern with it,

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1 as I understand it, was moving forward 2025 and above,
 2 while we -- why would we want -- is there a need to do
 3 this right now, or do we have to -- can we wait until
 4 there is a program that in 2025 that has to have these
 5 elements.
 6 DR. ROGERS: I understand the question. So
 7 I would say that literacy is, you know, it's pivotal
 8 for us to make sure that our teachers are well trained
 9 in literacy. One of the things that we shared as a
 10 stop gap is that we're making sure by June 30, 2024,
 11 all of our elementary teachers are trained in the
 12 science of reading.
 13 The State has now moved in terms of what
 14 they're requesting all teacher education programs to
 15 have. But in the interim, we still need more literacy
 16 teachers. We still need more literacy instruction.
 17 So, I think partnering the work that's happening at
 18 the university with those experiences that teachers
 19 have, particularly in Master programs, with the work
 20 that we're doing, specifically here with HMH Into
 21 Reading, all of the 110 first visits have already been

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1 completed.
 2 You can speak to your different schools to
 3 find out what those experiences were, what they
 4 gained. Along with, we have another 110 visits slated
 5 for second semester that we are working in earnest to
 6 fill in those gaps.
 7 And I would say, you know, we have to keep
 8 moving forward in terms of literacy. The community
 9 has pointed out, and we have pointed, our data calls
 10 us to make sure that our students are learning at high
 11 levels. And so, I'm confident that we have measures
 12 in place to make sure that our teachers are being well
 13 trained in the science of reading in addition to the
 14 other instruction that they receive at the university
 15 as part of a Master's program.
 16 MS. DOMANOWSKI: The only other follow-up I
 17 have to that is, it doesn't sound like going two steps
 18 forward, three steps back. Would these programs need
 19 to be redone if they are not taught -- like if this is
 20 not taught correctly, is there any fear that we're
 21 going to go back and say these teachers actually need

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1 to be retrained because this wasn't correct, this
 2 wasn't something aligned with the way the science of
 3 reading with the future of the blueprints?
 4 DR. ROGERS: So, I don't think that's the
 5 case because every single one of our elementary
 6 teachers are currently implementing HMH Into Reading,
 7 which is based on the science of reading. I've shared
 8 with you just the preview of what that data is looking
 9 like. It's looking very promising. Dr. Kraft is
 10 working to triangulate that data with our map, our
 11 data, to make sure that they're all saying the same
 12 things.
 13 And it's not just that the teachers are
 14 going to have blinders on and hear what's happening in
 15 that classroom in the university. The university is
 16 working as fast as possible to incorporate the science
 17 of reading, but they have to also go through the
 18 vetting process. But in addition to that day to day,
 19 the work that they're doing with our elementary
 20 students is based in the science of reading.
 21 MS. DOMANOWSKI: Thank you for that.

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1 MS. BOOKER-DWYER: Any other questions?
 2 Ms. Frempong?
 3 MS. FREMPONG: So, I have a question, I
 4 guess, about overlap. Dr. Rogers, you had mentioned
 5 that the Board resolution was made for 2025, and so,
 6 with some of these contracts, they are going into 2025
 7 and beyond. So, for the resolution, will it be then
 8 incorporated into these current, I guess, that pathway
 9 for them to achieve the certificate, or do you know
 10 whether or not it will be included or not? Thank you.
 11 DR. ROGERS: That, I am not sure in terms of
 12 what that final decision is going to be between the
 13 partners, MSDE, as well as the Institute for Higher
 14 Education.
 15 I did want to note. One of our programs is
 16 Stevenson University, and Stevenson University is in
 17 alignment with the standards of reading as well --
 18 the science of readings, excuse me.
 19 You're welcome.
 20 MS. BOOKER-DWYER: Ms. Stolusky.
 21 MS. STOLUSKY: Thank you. So, with Loyola

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1 and Morgan already certified or aligned with the
 2 science of reading, is it a standardized process that
 3 then trains the other universities as well? And then,
 4 is there an evaluation piece built in to ensure that
 5 any aspects of it that aren't leading to positive
 6 outcomes are improved? Thank you.
 7 DR. ROGERS: Thank you for that question.
 8 I'm not exactly sure what their accreditation process
 9 is, as it's different than what we typically would go
 10 through here in the K through 12 system. I do know
 11 that as soon as they make that alignment, they reach
 12 out to all their partners, and they let us know, which
 13 is why I made the correction to add Stevenson because
 14 they also reached out to us to let us know that their
 15 current curriculum is in alignment with the science of
 16 reading.
 17 MS. STOLUSKY: Okay. Thank you.
 18 DR. ROGERS: You're welcome.
 19 MS. STOLUSKY: And is there an evaluation,
 20 like a self-evaluation tool built in at all?
 21 DR. ROGERS: For the universities?

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1 MS. STOLUSKY: Right. To see the results
 2 that are then coming to the county.
 3 DR. ROGERS: I am not sure about that. The
 4 State Department of Education really regulates what's
 5 happening with them. They share with us as partners
 6 as curriculum is changing, just like we would share
 7 with things that we receive their progress towards
 8 making those changes. In terms of whether or not they
 9 have a separate evaluation tool, I'm not aware of
 10 that. But best practice, particularly around
 11 accreditation, there is usually a self-evaluation tool
 12 where you start, you compare what you have based to
 13 the standard, and then there's usually ongoing
 14 monitoring. But I don't have specific information in
 15 terms what their ask is then from the state since this
 16 is a fairly new resolution.
 17 MS. STOLUSKY: Thank you.
 18 DR. ROGERS: You're welcome.
 19 MS. BOOKER-DWYER: Any other questions? Mr.
 20 McMillion.
 21 MR. MCMILLION: Ms. Harvey, yesterday at the

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1 meeting, at the budget contract meeting, if I'm not
 2 mistaken, we, as a committee, passed 6 and 7 to move
 3 forward to the Board. Was there additional
 4 information that came out for those to be pulled this
 5 evening?
 6 MS. HARVEY: Yes. Board member Frempong
 7 asked that those be pulled, they be separated for the
 8 vote, which we will, after this discussion --
 9 MR. MCMILLION: Okay. Thank you.
 10 MS. BOOKER-DWYER: Ms. Lichter?
 11 MS. LICHTER: I just want to make sure I'm
 12 clear because there's a lot of cohort ones on here.
 13 So, the cohort ones that are literacy, those
 14 universities or colleges are doing science of reading
 15 because a lot of these are math. So Towson has the
 16 math, Towson has the science, but the reading ones are
 17 from Stevenson and -- Stevenson -- anybody can help me
 18 -- and that's -- okay, and you said Morgan was --
 19 UNIDENTIFIED SPEAKER: Yeah.
 20 MS. LICHTER: Okay. Thank you.
 21 MS. BOOKER-DWYER: Any other questions. So,

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1 right now, we're going to vote on the amended version
 2 of the motion, which pulls L2, L4, L7, L8 through L16,
 3 and L24. So -- yes?
 4 UNIDENTIFIED SPEAKER: As a point of order,
 5 you actually are voting on whether or not the motion
 6 be amended. First you have to --
 7 MS. BOOKER-DWYER: So, we're voting on the
 8 motion is amended --
 9 UNIDENTIFIED SPEAKER: On the amendment.
 10 MS. BOOKER-DWYER: On the amendment.
 11 Right. We're voting on the amendment, and
 12 then we'll do the vote to see if they're pulled.
 13 Okay, may I have a roll call vote.
 14 MS. FREMPONG: Point of clarification,
 15 please.
 16 MS. BOOKER-DWYER: Yes, Ms. Frempong.
 17 MS. FREMPONG: Did you mention L5?
 18 UNIDENTIFIED SPEAKER: That wasn't in the
 19 primary.
 20 MS. BOOKER-DWYER: Yes. L2 to L4.
 21 MS. FREMPONG: Okay. Thank you.

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1 MS. LICHTER: Can somebody say what we are
 2 voting on this minute?
 3 MS. BOOKER-DWYER: We are voting on the
 4 amendment that Ms. Domanowski made --
 5 MS. LICHTER: Of pulling --
 6 MS. BOOKER-DWYER: -- of pulling -- we're
 7 just voting on the amendment. We're not actually
 8 voting on the motion just yet, just on the amendment
 9 of L2 to L4, L7, L8 to L16, and L24.
 10 MS. HARVEY: No.
 11 MS. BOOKER-DWYER: No? Okay. All right.
 12 Say it again for me.
 13 MS. HARVEY: L2 to L4.
 14 MS. BOOKER-DWYER: L2 to L4, L7, L8, L16 to
 15 L24. There we go. Did you get that Ms. Lichter?
 16 MS. LICHTER: Sure. Yes.
 17 UNIDENTIFIED SPEAKER: We're voting to
 18 approve 7.
 19 MS. HARVEY: No, we're voting to say whether
 20 we'll pull those separate --
 21 MR. YOUNG: It could be the only one.

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1 UNIDENTIFIED SPEAKER: Those are the ones
 2 that --
 3 MS. HARVEY: We're gonna vote now.
 4 MS. BOOKER-DWYER: Okay. So, let's clarify
 5 again. So, we are voting to approve the amendment
 6 that Ms. Domanowski made to pull L2 to L4 --
 7 (Crosstalk)
 8 MS. BOOKER-DWYER: -- to lead them. L2 to
 9 L4, L7, L8, L16 to L24.
 10 MS. GOVER: Ms. Lichter?
 11 MS. LICHTER: Yes.
 12 MS. GOVER: Ms. Pumphrey?
 13 MS. PUMPHREY: Yes.
 14 MS. GOVER: Ms. Drummond?
 15 MS. DRUMMOND: Yes.
 16 MS. GOVER: Ms. Stolusky?
 17 MS. STOLUSKY: Yes.
 18 MS. GOVER: Dr. Savoy?
 19 DR. SAVOY: Here.
 20 MS. GOVER: Mr. McMillion?
 21 MR. MCMILLION: Yes.

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1 MS. GOVER: Mr. Young?
 2 MR. YOUNG: Yes.
 3 MS. GOVER: Ms. Domanowski?
 4 MS. DOMANOWSKI: Yes.
 5 MS. GOVER: Ms. Frempong?
 6 MS. FREMPONG: Yes.
 7 MS. GOVER: I'm sorry, Ms. Harvey?
 8 MS. HARVEY: Yes.
 9 MS. GOVER: Ms. Booker-Dwyer?
 10 MS. BOOKER-DWYER: Yes. Motion carries.
 11 Now, we're going to vote on the -- may I
 12 have a motion --
 13 UNIDENTIFIED SPEAKER: We already have a
 14 motion.
 15 MS. BOOKER-DWYER: We already have a motion,
 16 okay. So, now we vote on the motion as amended.
 17 MS. GOVER: Ms. Lichter?
 18 MS. LICHTER: Yes.
 19 MS. GOVER: Ms. Pumphrey?
 20 MS. PUMPHREY: Yes.
 21 MS. GOVER: Ms. Drummond?

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1 MS. DRUMMOND: Yes.
 2 MS. GOVER: Ms. Stolusky?
 3 MS. STOLUSKY: Yes.
 4 MS. GOVER: Dr. Savoy?
 5 DR. SAVOY: Here.
 6 MS. GOVER: Mr. McMillion?
 7 MR. MCMILLION: Yes.
 8 MS. GOVER: Ms. Harvey?
 9 MS. HARVEY: Yes.
 10 MS. GOVER: Mr. Young?
 11 MR. YOUNG: Yes.
 12 MS. GOVER: Ms. Domanowski?
 13 MS. DOMANOWSKI: Yes.
 14 MS. GOVER: Ms. Frempong?
 15 MS. FREMPONG: Yes.
 16 MS. GOVER: Ms. Booker-Dwyer?
 17 MS. BOOKER-DWYER: Yes.
 18 MS. GOVER: Thank you.
 19 MS. BOOKER-DWYER: Motion carries.
 20 So, now we will discuss L5 and L6. Go
 21 ahead, Ms. Frempong.

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1 We need a motion to approve L5 and L6.
 2 MS. FREMPONG: So moved, Frempong.
 3 MS. BOOKER-DWYER: Is there a second?
 4 MS. LICHTER: Second, Lichter.
 5 MS. BOOKER-DWYER: Any discussion?
 6 MS. FREMPONG: Yes.
 7 MS. BOOKER-DWYER: Okay. Ms. Frempong,
 8 there better be a discussion going through all of
 9 this.
 10 MS. FREMPONG: So, my first question is
 11 regarding L5, which is the destination management
 12 services. And this is for curriculum enhanced student
 13 tours. So, the question is, is this domestic only,
 14 and then what options exist for international travel
 15 for our students? So, for example, students are
 16 taking a foreign language, are they provided with that
 17 opportunity to travel to the country with a school
 18 trip or via a school trip?
 19 MS. SHAY: Good evening, Ms. Frempong,
 20 members of the Board, Chief Booker-Dwyer, Vice-Chair,
 21 and Superintendent Rogers. This particular contract

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1 is not for that. This particular contract the vendor,
 2 what is Greenspring Tours, these are for trips to like
 3 Philadelphia, Washington D.C., and Annapolis, a lot of
 4 the extensions from our social studies courses. And
 5 the reason we have a separate contract is because this
 6 company will actually arrange the tours. So, not only
 7 will they do the transportation, but if schools are
 8 going to visit the State House and entrance to a
 9 museum, et cetera, they actually plan the whole trip.
 10 While there are opportunities that schools
 11 pursue around the trips you're discussing, it does not
 12 fall on this contract.
 13 MS. FREMPONG: And then for the next, which
 14 was athletic and PE supplies, what do those supplies
 15 entail. So, are these fixed items within the school?
 16 And then, I guess, just as far as looking at spending,
 17 do we have warranties or things like that that exist
 18 on the equipment. And the other piece would be, if
 19 there are fixtures, for example, do we have it put as
 20 a preventative maintenance so we can extend the life
 21 of that equipment?

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1 MS. SHAY: I can start with the equipment,
 2 and then Mr. Upstrumsure (phonetic) is gonna answer
 3 about warranties and that type of thing.
 4 First, let me offer that this is a shared
 5 contract through the Office of Athletics. I'm going
 6 to speak to physical education.
 7 So, many of the expenditures on this
 8 purchase equipment, such as tumbling mats, they made a
 9 large purchase to replace the tumbling mats in our
 10 elementary schools for safety. Those are semi-
 11 permanent fixtures, and that they're often affixed to
 12 the wall with Velcro, but they're used in the space.
 13 We also used it to purchase our rotating
 14 equipment. So, that includes things like our table
 15 tennis tables, what we call our movement education
 16 equipment. So, some of you may know that as the
 17 Little or the Hard Adventure Course that you may see
 18 set up that rotates between schools. So, that's not
 19 affixed, but that actually rotates between the
 20 schools.
 21 And then in our high schools this is often

<p style="text-align: right;">Page 62</p> <p>1 used for weight rooms. So that is more of like a 2 fixed piece that you described. We do use this not 3 only for upgrading materials or new materials, but 4 also some of that maintenance that you described. 5 And then last but not least, when we 6 purchase materials for our new school. So, right now, 7 separating that and middle school with those 8 purchases. 9 UNIDENTIFIED SPEAKER: Good evening. As it 10 relates to the athletics portion of the contract, the 11 equipment purchase is primarily for our 12 interscholastic athletic program, but it's also 13 sanctioned by the National Federation of High Schools 14 National Operating Committee on the Standards for 15 Athletic Equipment. The equipment provides safety and 16 primary safety items for sports like football, in 17 terms of helmet, shoulder pads, knee pads, girdles, 18 lacrosse helmets, chest protectors, arm pads, and it's 19 important for the purchasing of this safety equipment 20 to reduce any type of injury, such as concussions or 21 any other injury risk that would be impending for any</p>	<p style="text-align: right;">Page 64</p> <p>1 from playground balls and equipment to the actual 2 sports equipment that is used for team play. 3 MS. STOLUSKY: Thank you. 4 UNIDENTIFIED SPEAKER: Thank you. 5 MS. BOOKER-DWYER: Any other questions? May 6 I have a roll call vote? 7 MS. GOVER: Ms. Lichter? 8 MS. LICHTER: Yes. 9 MS. GOVER: Ms. Pumphrey? 10 MS. PUMPHREY: (No audible response.) 11 MS. GOVER: Ms. Drummond? 12 MS. DRUMMOND: Yes. 13 MS. GOVER: Ms. Stolusky? 14 MS. STOLUSKY: Yes. 15 MS. GOVER: Dr. Savoy? 16 DR. SAVOY: Yes. 17 MS. GOVER: Mr. McMillion? 18 MR. MCMILLION: Yes. 19 MS. GOVER: Ms. Harvey? 20 MS. HARVEY: Yes. 21 MS. GOVER: Mr. Young?</p>
<p style="text-align: right;">Page 63</p> <p>1 of our students. It's to keep them safe. 2 UNIDENTIFIED SPEAKER: Good evening. In 3 response to the warranty portion of your question, all 4 of our contracts have to be two-year warranty included 5 in them. Plus, if a manufacturer's warranty is longer 6 than that, we require that they also provide that 7 warranty. 8 MS. BOOKER-DWYER: Any other questions? Ms. 9 Stolusky? 10 MS. STOLUSKY: Thank you. Just with the 11 \$670,000.00 increase, is that a typical jump in 12 spending, and is there anything specific that is 13 unique to this contract that would cost such a large 14 amount of money? 15 UNIDENTIFIED SPEAKER: Sure. I believe Ms. 16 Shay addressed a portion of that when she discussed 17 the wrestling mats, the additional wrestling mats, and 18 the weight rooms that had been installed. The other 19 impact to the spend authority on the contract is the 20 number of new schools because every time we open a new 21 school, this contract is used to provide everything</p>	<p style="text-align: right;">Page 65</p> <p>1 MR. YOUNG: Yes. 2 MS. GOVER: Ms. Domanowski? 3 MS. DOMANOWSKI: Yes. 4 MS. GOVER: Ms. Frempong? 5 MS. FREMPONG: Yes. 6 MS. GOVER: Ms. Booker-Dwyer? 7 MS. BOOKER-DWYER: Yes. 8 MS. GOVER: Thank you. 9 MS. BOOKER-DWYER: Motion carries. Thank 10 you. 11 The next item on the -- oh, wait. 12 (Crosstalk) 13 Oh, motion up. Okay, may I have a motion to 14 approve L9 through 15? Where's my Vice-Chair? She has 15 it all. L9 through 15. 16 MS. FREMPONG: So moved, Frempong. 17 MS. BOOKER-DWYER: Is there a second? 18 MS. LICHTER: Second, Lichter, isn't needed. 19 MS. BOOKER-DWYER: No second is needed since 20 it's from the committee. Any discussion? May I have 21 a roll call vote?</p>

<p style="text-align: right;">Page 66</p> <p>1 MS. GOVER: Ms. Lichter? 2 MS. LICHTER: Yes. 3 MS. GOVER: Ms. Drummond? 4 MS. DRUMMOND: Yes. 5 MS. GOVER: Ms. Stolusky? 6 MS. STOLUSKY: Yes. 7 MS. GOVER: Dr. Savoy? 8 DR. SAVOY: Here. 9 MS. GOVER: Mr. McMillion? 10 MR. MCMILLION: Yes. 11 MS. GOVER: Ms. Harvey? 12 MS. HARVEY: Yes. 13 MS. GOVER: Mr. Young? 14 MR. YOUNG: Yes. 15 MS. GOVER: Ms. Domanowski? 16 MS. DOMANOWSKI: Yes. 17 MS. GOVER: Ms. Frempong? 18 MS. FREMPONG: Yes. 19 MS. GOVER: Ms. Booker-Dwyer? 20 MS. BOOKER-DWYER: Yes. 21 MS. GOVER: Thank you.</p>	<p style="text-align: right;">Page 68</p> <p>1 The bricks to be included for the installation are 2 from the administration building dated 1938. 3 So, as you can see, this is an opportunity 4 for the school to have something of historic origin in 5 place. The Sparrows Point North Point Historical 6 Society encourages efforts to persevere, maintain, and 7 enhance the cultural and historical heritage of 8 Sparrows Point and South East Baltimore County. The 9 estimated value of the donated statute, stand, bricks, 10 and lamp post is \$35,000.00. In addition, the SPMPHS 11 has an existing grant from the Department of General 12 Services in place to hire ABCPS on-call contractor for 13 installation, and that amount is approximately 14 \$43,345.00. 15 Again, this is a collaboration between the 16 Office of Facilities, Construction and Improvement, 17 The Department of Schools, Department of Facilities 18 and Strategic Planning. 19 And so, without further ado, we bring to 20 your consideration the 7330 Sparrows Point High School 21 Beacon of Hope project.</p>
<p style="text-align: right;">Page 67</p> <p>1 MS. BOOKER-DWYER: Motion carries. 2 All right. Are we done with that? Okay. 3 Ms. Pumphrey, you missed a lot. The next 4 item on the agenda is new business. Special project 5 request. And for that I call on Dr. Jones and Mr. 6 Reed. 7 DR. JONES: Good evening, Board Chair 8 Booker-Dwyer, Vice-Chair Pumphrey, Superintendent 9 Rogers. Mr. Reed is actually here. You can join me, 10 Mr. Reed, who is the Executive Director of Sparrows 11 Point High School. This is a collaboration between 12 Dr. Jess Grim and his team and the efforts of the 13 Department of Schools. 14 We bring to you the consideration of the 15 privately funded capital project request at Sparrows 16 Point High School Beacon of Hope. The 2023 Alumni 17 Association donated the Bronze Pointer Statue, Beth, 18 short for Bethlehem, for the installation at Sparrows 19 Point High School. The stand for the statute is made 20 of rails for the Maryland Steel Company, Baltimore 21 County, 1905, prior to the Bethlehem Steel Company.</p>	<p style="text-align: right;">Page 69</p> <p>1 MS. BOOKER-DWYER: Okay. May I have a 2 motion to approve the 7330 special project request for 3 Sparrows Point High School's Beacon of Hope project. 4 MR. MCMILLION: So moved. 5 MS. BOOKER-DWYER: Is there a second? 6 UNIDENTIFIED SPEAKER: Second. 7 MS. BOOKER-DWYER: Any discussion? 8 Mr. McMillion. 9 MR. MCMILLION: I would like to acknowledge 10 Hank Rowdy that's president of the Sparrows Point 11 Alumni Association in the back. Mr. Rowdy and a 12 gentleman named Keith Taylor have spent a lot of time 13 and energy and efforts under these projects, and I 14 want to commend both of those gentlemen, along with a 15 lot of other people. Thank you very much. 16 Thank you. 17 MS. PUMPHREY: Thank you. 18 MS. BOOKER-DWYER: Thanks. 19 (Applause.) 20 MS. BOOKER-DWYER: Any other discussion? 21 May I have a roll call vote?</p>

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

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1 MS. BOOKER-DWYER: Yes.
 2 MS. BOOKER-DWYER: Motion carries.
 3 And we all look forward to visiting the
 4 school's Beacon of Hope, the Bronze. So, once it's in
 5 there, we're coming to it.
 6 MS. JONES: Thank you.
 7 MS. BOOKER-DWYER: The next item on the
 8 agenda is the report on Academic Achievement, Special
 9 Education, Strategic Road Map. And for that I call on
 10 Dr. DiDonato and Ms. Meyers.
 11 DR. ROGERS: Good evening, Chair Booker-
 12 Dwyer, Vice-Chair Pumphrey, members of the Board. Dr.
 13 DiDonato and Ms. Meyers, Executive Director for
 14 Special Education, are here to provide a comprehensive
 15 update on our efforts towards moving forward with our
 16 strategic road map for special education.
 17 As you will recall, this summer, we had an
 18 opportunity to engage directly with our community
 19 members to share with them for feedback and input our
 20 direction for this current school year, to also hear
 21 feedback from them about their experiences in special

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1 education.
 2 One of the things that we know as a school
 3 system is that our data calls us to provide additional
 4 attention to meet the needs of our special education
 5 students. I want to thank all of you for your support
 6 in moving forward our FY'25 budget that allows us to
 7 address many of the needs of our special education
 8 students, particularly our youngest learners with our
 9 pre-K programs, our IEP facilitators for elementary
 10 schools, and providing special educators across the
 11 system, K through 12, to meet the individual and
 12 specific needs of our students.
 13 We know that our special educators are one
 14 of the areas that are highest in need, and they have a
 15 tremendous workload. We know as a school system that
 16 Baltimore County Public Schools have been working in
 17 earnest for many years to address the gaps faced by
 18 many of our students. We are very committed to doing
 19 this work in partnership with our teachers to reduce
 20 the workload in any way possible without shortchanging
 21 the very immediate needs that our students present to

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1 our schools on a regular basis.
 2 And so, with that, I'm going to turn it over
 3 to Ms. Meyers and Dr. DiDonato to get into the
 4 specifics of what our goals have been and our progress
 5 towards those goals this school year. Thank you.
 6 DR. DIDONATO: Thank you. Good evening,
 7 Chair Booker-Dwyer, Vice-Chair Pumphrey,
 8 Superintendent Dr. Rogers, and members of the Board.
 9 I am happy to present, along with Ms. Meyers, we'll be
 10 looking at the special education strategic plan and
 11 the steps that have been taken, and will be taken, to
 12 improve the achievement of our students for accessing
 13 special education services.
 14 So, the graphic on the screen is not a new
 15 one, but it is truly our plan of how we are moving
 16 fast-forward to accelerate the learning for our
 17 students. Again, we are focusing on the academic
 18 achievement in those intervention supports, and the
 19 resources that we are providing to our students
 20 receiving special education services.
 21 Next slide.

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1 Identifying again our chief priority areas,
 2 Dr. Rogers has repeatedly shared, as well as in
 3 various other presentations, the emphasis on looking
 4 at our academic priorities of English Language Arts,
 5 Math, ESOL, and Special Education. Often times, we
 6 keep special education as one of the top priorities,
 7 however it also lives very strongly within English
 8 language arts and mathematics. We also have students
 9 who are twice exceptional, and they might be English
 10 language winners, as well as receiving special
 11 education services.

12 So, when we look at our academic priority
 13 areas, special education truly touches every part of
 14 our instructional focus.

15 Next slide.

16 Dr. Rogers referenced the work that was
 17 previously done, and this information was shared this
 18 summer with regards to the strategic road map for
 19 special education.

20 What you see on this slide is truly the
 21 overview that identifies the results, which is a 10-

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1 year result/goals for the strategic road map.

2 The three priority areas, people, services,
 3 and cultures identify the three-year indicators and
 4 strategies that are going to be used in order to reach
 5 the 10-year long-term goals.

6 Next slide.

7 MS. MEYERS: I'm excited to be able to talk
 8 about -- so, for FY'24 we prioritize strategies. So,
 9 all this is a three-year plan. We also have to have
 10 some structure and direction with regards to what we
 11 do each year.

12 So, as you can see here, this highlights
 13 which strategies we are gonna focus on, and then we'll
 14 be able to provide progress on those as we move
 15 forward this evening.

16 Next slide, please.

17 One of the defining portions of this plan is
 18 the focus on performance measures. A lot of our plans
 19 in the past have been what we call maybe an audit of
 20 such related to special education services. But the
 21 difference with this is that we identify performance

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1 measures, that we are holding ourselves too to be able
 2 to report on, which is leading us to this work and
 3 this conversation today.

4 So, you'll see within the various measures,
 5 while it is for '24 to '26, there are some things that
 6 we'll be able to report on have already been
 7 accomplished, which is fantastic and exciting. Also,
 8 other areas where we know there continues to be work
 9 that needs to be done.

10 So, you'll note in there what was kind of a
 11 priority for FY'24, work that may have needed to
 12 happen during the summer, or various other things
 13 where you'll see in the plan.

14 The other thing we want to highlight is
 15 there are areas that show 100 percent. We realize
 16 that might be difficult to achieve, but we want to
 17 hold ourselves to that expectation. Over time, we
 18 will get there.

19 The final note that I will make is that you
 20 can see on this that under our services, the top there
 21 is related to achievement. And at the time, this is a

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1 working document on purpose. We want to be able to
 2 highlight that that is a performance measure that we
 3 probably want to raise. At the time, it was listed at
 4 5 percent. We also reference math and unit assessment
 5 data, but we know that our students can achieve more
 6 than 5 percent for a lot of our kiddos. So, that's an
 7 area that we probably will highlight.

8 We receive good advice that we need to
 9 measure to be able to make sure we're holding
 10 ourselves to something, but we know we can raise that.

11 DR. DIDONATO: So, we will get into a little
 12 more depth so Ms. Meyers can highlight some of the
 13 achievements within the prior areas. Again, looking
 14 at how are we supporting our people? So, those are
 15 the teachers, the para-educators, the additional
 16 involve assistance, the SLPs, and OTs, and all the
 17 related service providers who are supporting our
 18 students. However we focus on supporting them, so
 19 that they can better our students.

20 So, our services, that was really looking at
 21 the service delivery model. And as Ms. Meyers just

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1 mentioned, it's really focusing on what are those
 2 supports and services were providing that lead to
 3 increase student achievement, access to instructional
 4 programs, and then culture. That's really how our
 5 teachers, our staff members feel every day when
 6 they're coming to work.

7 So, what kind of environment are we creating
 8 for them, what kind of environment are we creating for
 9 our families when they come to an IEP team meeting?
 10 What kind of environment are we creating for our
 11 students as we welcome them into our school buildings?
 12 And by focusing on the people, the services, and the
 13 culture, the goal is that we will lead to improved
 14 outcomes for our students and families who are
 15 receiving special education services.

16 Next slide.

17 MS. MEYERS: So, priority one, our people.
 18 Obviously here, supporting our people and choose to do
 19 their best work for students, families, and partners.
 20 So, be able to get into a lot of the work. This is
 21 prioritizing that importance of all providers and the

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1 success of all students and families.

2 We value our teachers. We value our
 3 providers. We value our schools and the system in
 4 order to support them and making sure that we have the
 5 best things in place for our students to make the
 6 progress that we know that they can make.

7 Next slide, please.

8 So, three highlighted areas here related to
 9 our people.

10 So, budget requests, which Dr. Rogers
 11 already referenced in her opening here, is the
 12 exciting area for us, was that we kind of were
 13 dedicated to aligning those budget requests for this
 14 school year to special education and increased
 15 achievement for our students. And that was done.

16 So, position to support growth. That's a
 17 (indiscernible). It hasn't happened in recent years
 18 for special education, and those were added.

19 Pre-K expansion and early childhood, which
 20 is fantastic to allowing our students to have access
 21 to their home school as much as possible. For our

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1 youngest learners to be able to be able to be in those
 2 home schools and aligning the right supports in order
 3 for that to happen effectively for students.

4 And then IEP facilitators, which we know is
 5 huge. That's one of those that we said was going to
 6 be 100 percent, and we hit it right away, which is
 7 fantastic. An IEP facilitator is just being an
 8 important role for the reasons around access for
 9 families, good information, sharing of information, as
 10 well as the compliance end of ensuring that teams are
 11 doing what they need to be doing.

12 The other area that I want to highlight with
 13 this is the importance of IEP facilitators and what
 14 could be professional learning for schools. So, they
 15 should be able to be leaders with regards to the
 16 implementation of IEPs and what that looks like in the
 17 school building.

18 So, aligning our staffing structure to meet
 19 the needs of students and teachers. The importance,
 20 this was another add this year was really being
 21 focused on clear expectations and how staffing is

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1 utilized. In the past, we may have provided special
 2 educators, maybe inclusion, and self-contained
 3 teachers. But we weren't explicit with regards to
 4 what the expectations are for those roles. And that
 5 was a shift, which is an ad, fantastic for the school
 6 year. We were able to say, you have this many
 7 teachers, this is the expectation for those. It
 8 allows for shared accountability around the special
 9 education staffing plan. It's also being updated, or
 10 was updated this year. It will also be revised to
 11 reflect the additional IEP facilitator positions, as
 12 well as those pre-K special educators.

13 But that plan really drives how are
 14 supporting schools. And that is also being reflected.

15 And then, differentiated professional
 16 learning. This is important around support for new
 17 teachers. I know that Dr. Rogers referenced in her
 18 opening that importance of caseload, workload for our
 19 special educators, for all providers. And one of the
 20 added layers to that is that new teachers, new special
 21 educators often -- they're balancing multiple things,

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1 like all teachers are, but especially around case
 2 management.
 3 So, that's an area we lean into as an office
 4 this year to support new teachers was opportunities
 5 for new special educators to get some relief closer to
 6 small group instruction for themselves with our
 7 compliance team, supporting around progress reports,
 8 supporting around compliance measures, and just
 9 ensuring that they have -- that was feedback we'd
 10 receive loud and clear was that not only are they
 11 learning to teach in that first year, but they're also
 12 learning all that case management functions.
 13 DR. DIDONATO: Just to take you back, Ms.
 14 Meyers, part of the differentiated professional
 15 learning really does support our long-term goals of
 16 and recruitment and retention for our staff, but by
 17 providing that differentiated professional
 18 development, really trying to meet our educators and
 19 support staff where they are, that they will feel
 20 valued, they'll have the skills to be able to feel
 21 successful in the job and the work that they do with

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1 students.
 2 MS. MEYERS: Next slide.
 3 The next slide has some important measures
 4 here which are exciting around, actually, that special
 5 education teacher retention that I want to highlight.
 6 So, the first measure there, you'll see that
 7 the staffing plan will be updated by end of Quarter 2.
 8 That's an easy win, we call those, right. Yes, it's
 9 done. There's a checkmark there.
 10 We are looking for a 10 percent increase in
 11 average special education teacher retention. The
 12 interesting thing about these measures is we look for
 13 baseline. We look for kind of points where we could
 14 give a measure. And then, when we were able to gather
 15 the data, we realized, wow, 10 percent, because as you
 16 can see there, special ed inclusion teachers and
 17 special ed self-contained teachers that average was 89
 18 percent for special ed inclusion teachers and 88
 19 percent for self-contained teachers for teacher
 20 retention. So, that is teachers employed in one year,
 21 and then the next year continuing to still be employed

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1 in that same role.
 2 The other data point that we were able to
 3 capture, which was very exciting, was that new special
 4 education teacher. So, those teachers that were hired
 5 last year in our system and continue in the same role
 6 this year in our system, we have an 88 percent
 7 retention rate. That's great, right? That speaks to
 8 all kinds of things that are happening, the value that
 9 we provide in them, and just really the work our
 10 principals do to ensure that folks are valued and
 11 supported in their roles.
 12 The budget request, the lines, another great
 13 one we've already referenced. You'll see a checkmark
 14 there. The design and employing a staff satisfaction
 15 survey where 80 percent of staff indicate increase job
 16 satisfaction.
 17 So, I can speak to that we put that measure
 18 out there through the feedback for our special
 19 education staffing plan. So, there was feedback that
 20 was taken from -- we sent out to all stakeholders. We
 21 had even 12 teachers respond. And of that is where

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1 we're able to say that it was deployed, and there's
 2 some other measures it could be reported around it.
 3 We continue on into work around the focus
 4 for making sure that our teachers have what they need
 5 to do to work, that they have the professional
 6 learning, so that they feel valued and able to do what
 7 they need to do.
 8 The final note there as a measure is that 25
 9 percent decrease in mediation filing. And you can see
 10 that we actually met that with a 24 percent decrease
 11 on mediation filings from -- there were 58 filings in
 12 '22/'23 to 44 filings in '23/'24.
 13 The note I want to make about mediation
 14 filings is you'll see throughout this plan, there's
 15 various measures that link to each other. What I'd
 16 like to highlight on that, not only are the compliance
 17 aspects of professional learning for teams around the
 18 importance of a well-developed IEP and implementation
 19 in the classroom, but also around our increased parent
 20 advocacy, information, reaching out to the community,
 21 and ensuring that parents feel valued and informed on

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1 the part of the team decision making process.

2 When those things are happening, we see less

3 mediations being filed because the team outcomes are

4 able to be worked out at either the team level or in

5 collaboration with our office.

6 Next slide, please.

7 Priority 2, our services. This really is

8 where we are really focused on expanding and refining

9 the services that we're providing to students

10 systemwide. So, obviously, highlighting a focus on

11 special education systemwide as a priority of the

12 superintendent does a lot of amazing things for our

13 system.

14 So, immediately with that, we've been able

15 to see just that highlighted approach. The attention

16 being paid, the in-data conversations immediately,

17 it's always elevated to have that conversation about

18 our student group, which is great.

19 And it's not a bad thing to be one of the

20 highlighted areas, right, because you can have

21 resources for students, things are really supported,

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1 and put in place, and attention being given that has

2 been needed for a long time for our kiddos.

3 Next slide, please.

4 All right. So, our services. This is a

5 familiar graphic I think you've seen before. I

6 believe it came from the superintendent's budget

7 presentation on the top here. But the interesting

8 part that we wanted to highlight here was that it is

9 all combined, right. It's all connected, the

10 curriculum, professional learning, and PLC's. That's

11 not different for our initiatives related to special

12 education.

13 So, this year, we focused on professional

14 learning with an immediate thing that we leaned into.

15 We developed professional learning community types for

16 job-alike roles for across all jobs within our system

17 that where we could role-alike groups. So, those

18 folks meet on six-week cycles and really are able to

19 get professional learning that's targeted to their

20 role. So, whether that means that you're a social-

21 emotional learning teacher, or you work in one of our

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1 functional, or ESOL's, or CALs programs, we have

2 running for inclusion teachers, running for para-

3 educators, a variety of role-alike groups we wanted to

4 target professional learning for them.

5 We really focus on increasing fidelity of

6 service delivery model. This is another area is

7 ensuring that when you cross – we have large system,

8 we have similar models, but dependent where you go, it

9 may look different. So, we really leaned into

10 creating look for tools for our principals to use, as

11 well as for special educators that are the teachers in

12 the classroom to know what is that expectation and to

13 be able to ensure that there's fidelity across those

14 service models.

15 The other area I want to highlight is the

16 building of capacity for our own team. So, that's

17 something that we've also leaned into this year was

18 that, you know, often within the Department of Special

19 Education, you're called to be that expert with

20 regards to special ed. But we also need to make sure

21 that they have their own professional learning.

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1 So, some of what we focused on this year was

2 both equity training for our special educators, as

3 well as ensuring that our special educators were doing

4 adult learning through our own organizational

5 development, ensuring that when we're providing

6 professional learning, that it meets the needs of

7 adult learners in order to make shifts.

8 Finally, their focus on equity and provision

9 of service for each student. This has been a high

10 level of focus for us, as in showing that across our

11 system that we are paying close attention to our

12 trends and data and ensuring that when decisions

13 around service delivery are being made for students,

14 that we are looking at each student individually.

15 This does come from our equity work. You'll see our

16 measures in there that I'll talk to in a minute, but

17 just ensuring that there's decisions around each

18 student and ensuring that no matter where you live in

19 our system, what your color is, whatever is happening,

20 that we're making sure that the services are

21 (indiscernible).

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1 Back one slide, please. There we go. Okay.
 2 So, this is an easy check, where 100 percent
 3 of elementary schools are supported by an IEP
 4 facilitator that we talked about that.
 5 The next one down is that we're looking for
 6 100 percent of our special education and general
 7 education teachers to report having the resources and
 8 support to implement curriculum. This is an area that
 9 we know we need to improve upon with regards to
 10 professional learning. And a lot of that focuses
 11 around our general educators feeling empowered to be
 12 able to address the needs of all learners in their
 13 class.
 14 So, you see that report, it needed a 58.4
 15 percent reporting on either having very appropriate,
 16 or appropriate, or somewhat appropriate. But we do
 17 want to get that higher, and that's our work to be
 18 able to do so.
 19 The final measure there is exciting related
 20 to pre-K expansion. Is that our goal is to have 100
 21 percent of our three and four-year-old's who are

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1 eligible to have access to their home school. We're
 2 moving there, that addition of the pre-K special
 3 educator to support pre-K and being clear on that
 4 implementation is gonna really help us on being able
 5 to get to that space.
 6 Next slide.
 7 Three more measures to highlight here.
 8 The top being that decrease or
 9 disproportionate placement of Black African American
 10 students. Their improved placement practices
 11 developed in summer FY'24 and rolled in Quarter 1.
 12 So, to address this one directly, you will
 13 see that we have continued work to address the data
 14 trends around both suspension, eligibility, and
 15 placement. We, as a school system, have been
 16 identified as disproportionate around eligibility, in
 17 particular for Black African American students who
 18 identified as having an intellectual disability. This
 19 is an area that we actually use a portion of our
 20 special education funding required by the state to
 21 interrupt those data trends, address those data

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1 trends, and support.
 2 At the same time, you can be
 3 disproportionate across multiple areas. So, it might
 4 be, we are close to being disproportionate, for
 5 example, for white students who are identified for a
 6 speech and language impairment. So, it's an
 7 interesting portion and something that we continue to
 8 lean into.
 9 We want to prioritize appropriate services
 10 and access for each student is something that we are
 11 focused clearly on. As I mentioned earlier, another
 12 area to highlight is the importance of coordinating
 13 with our infants and toddlers providers around -- so
 14 appropriate identification for all students. We,
 15 actually, at times, have to be cautious around under-
 16 identifying at the earliest ages and then in
 17 comparison to over-identification or a little older.
 18 So, really, that balance and continued collaboration
 19 to ensure that each student, each child, each baby,
 20 right, is receiving the appropriate services and
 21 referred across our system.

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1 So, our services do go birth to 21.
 2 Sometimes we kind of forget that with the rest of the
 3 birth aspects, but that's an area that also we are
 4 really focused on.
 5 And then, just to hit the measures
 6 specifically, we did do focus groups, the principles
 7 around the placement process in our system to ensure
 8 for equitable access to special education services, as
 9 well as print and send that same information to
 10 principals and IEP teachers, which was noted that we
 11 would be doing.
 12 And then we have revised our eligibility
 13 tool, which is used in the identification of students
 14 for special education services to align with newest
 15 recommendations from MSDE related to the
 16 identification of an intellectual disability for
 17 (indiscernible) to ensure that we are doing it with
 18 all appropriate measures with a broad base of measures
 19 in order to make sure that we are doing that
 20 appropriately.
 21 Final. There is that we're looking for a 50

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1 percent increase in participation for our students to
 2 access extracurricular activities. That's a system
 3 initiative as well, so we will have baselined it on
 4 that to share. And then, again, that three and four-
 5 year-old access to home schools.

6 Next slide.

7 All right. Our culture. Dr. DiDonato just
 8 talked about this briefly earlier. This is really
 9 that asterisk that I'd like to highlight is the focus
 10 on families, community in schools.

11 Turn to the next slide, please.

12 So, you can see this triangle, something I
 13 talked about over the summer as well, that focus on
 14 relationships, collaboration, and communication, and
 15 how those things together are able to support family,
 16 schools, and departments.

17 We want authentic relationships, for help to
 18 feel like help, for us to be able -- and that's not
 19 just for schools, but for families to make sure that
 20 there's engagement across all areas in order for our
 21 families to feel like valued members and informed

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1 decision makers of IEP team table.

2 Next slide.

3 This slide highlights what we've done so far
 4 around family and community engagement. I really want
 5 to highlight this as an exciting time for us around
 6 family and community as special education.

7 Some of you may have noticed, like an
 8 increased presence on social media and different
 9 things that are happening. So, halfway point of the
 10 year we've had three different podcasts through parent
 11 university related to special education and special ed
 12 process, undisputed resolution, and then just an
 13 intro. We've had virtual workshops.

14 For the IEP process and services, where
 15 we've had a good turnout of families, and we're going
 16 to continue to (indiscernible) those. We've had
 17 approximately 30 to 50 participants in those, but we
 18 just need to continue to gain participants.

19 Resource fairs. We've had two that are
 20 sponsored by the Department of Special Education. One
 21 was in the central area at White Oaks. The other one

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1 was in the Southeast area. And then we will also have
 2 one on the westside later this school year.

3 Notice again, our focus on, we have made
 4 broad all resources for families related to accessing
 5 services for their student or child.

6 County library presence, which is really
 7 exciting. Two times a month where we're there to be
 8 able to engage with families and community members who
 9 have questions about how to access services. Again,
 10 from that angle of our services going from birth to
 11 21, is a lot of that work is with our youngest babies
 12 in the community and families, just sharing
 13 information about the process for accessing services
 14 is important.

15 And then, family support Wednesdays is
 16 something that our infants and toddlers' group does.
 17 It's a support that runs for birth to five. Families
 18 of students who are birth to age five. And it really
 19 is just a support group for them to have access to
 20 others of similar circumstance, to have a sense of the
 21 needs and the stresses of having a student that is

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1 needing something additional at that youngest age.
 2 So, just support around that.

3 So, performance measures here. These are
 4 some easy ones. We did departmental level training on
 5 customer service. That was an area we heard loud and
 6 clear that we needed to really be customer service
 7 space. So, we did that first thing in the summer, and
 8 that was an easy check.

9 A parent satisfaction survey is something
 10 that has gone out that we're asking for feedback on.
 11 So, that comes at the end of every IEP team. Parents
 12 receive a QR code to provide feedback with regards to
 13 their level of participation, and the involvement in
 14 that school community.

15 We, again, want to increase the responses
 16 we're getting. We've had, as of when this was
 17 completed early February, we had 106 responses, and
 18 that went out in December. So, we clearly have more
 19 teams than that, and want to make sure that we're
 20 getting more data. But it's a data point that we want
 21 our families to feel valued, and for us to take that

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1 feedback in further outreach activities.
 2 And then similarly, the school satisfaction
 3 survey that we had deployed that in December of '24,
 4 and that comes out at the end of when we are providing
 5 a support to a school, when that kind of case is
 6 closed out, in essence, they receive, again, a survey
 7 that allows them to provide feedback on the level of
 8 support received.
 9 Thank you very much. We can certainly take
 10 questions if you have any.
 11 MS. BOOKER-DWYER: Thank you. Dr. Savoy.
 12 DR. SAVOY: Okay. This has been a
 13 historical practice of Baltimore County Public Schools
 14 to place African American males in special education
 15 based on stereotypes. Is there a criteria in place to
 16 prevent this from happening?
 17 MS. MEYERS: So, that is part of why we
 18 really lean into the placement process, to make sure
 19 that we have equitable practices in place and to
 20 ensure that we are making database decisions.
 21 The area that we're leaning into around

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1 having very clear and structured things around
 2 eligibility, for example, that that drive, sometimes
 3 dependent on the identified disability, may lead to a
 4 certain program maybe being recommended for a student.
 5 So, for example, the student is identified as having
 6 an intellectual disability, it may be more likely that
 7 they, over time, would have accessed one of our
 8 functional programs, for example. So, we are
 9 committed to that eligibility tool was updated for
 10 that specific, as well as that's why we've been
 11 working with schools around what are the data points?
 12 What are those things impacting the barriers for them
 13 accessing general education? What do we need to do to
 14 overcome those barriers? And then really make an
 15 informed decision about, if we are removing from a
 16 general education setting, how much, not for all of
 17 the day, right? And if we really truly do need along
 18 that continuum access to original service delivery
 19 model, ensure that decision is evaluated every year
 20 and ensuring that that continues to be the case. We
 21 still have work to do this area.

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1 DR. SAVOY: Thank you.
 2 MS. MEYERS: Hm-hmm. Thanks for the
 3 question.
 4 MS. BOOKER-DWYER: Ms. Harvey.
 5 MS. HARVEY: Thank you, Madam Chair. First,
 6 I want to say that it is courageous to set 100 percent
 7 goal for yourselves and for our system. It reflects
 8 the commitment to our students, to every student, and
 9 I appreciate it.
 10 I also wanted to thank my fellow Board
 11 members for approving our budget because that budget
 12 allows us to demonstrate and put equity into practice
 13 for a traditionally underserved population of
 14 students. I cannot express how transformative having
 15 IEP facilitators in every elementary school will be
 16 for our students and families.
 17 And in fact, I'd like you to just briefly
 18 speak on what is the difference. I think many of our
 19 community members don't understand the difference or
 20 know the difference between having an assistant
 21 principal or someone else facilitate an IEP versus and

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1 IEP facilitator.
 2 And lastly, I just want to say, I'm looking
 3 forward to and appreciate the inclusion of
 4 extracurricular activities for our students who are
 5 receiving special education services because, again,
 6 they're often not considered as part of their holistic
 7 learning experience. So, thank you.
 8 DR. DIDONATO: So, I'm going to go ahead and
 9 start and then let Ms. Meyers continue with the
 10 importance of the role of the IEP facilitator at the
 11 elementary school.
 12 So, the former elementary schools, teacher,
 13 assistant principal, and principal typically in an
 14 elementary school, the assistant principal wears
 15 multiple hats, one being the IEP facilitator, IEP
 16 Chair. In addition to trying to focus on instruction
 17 and often working with transportation and those other
 18 things within the building, they really have to have
 19 another hat in the area of expertise of running IEP
 20 teams.
 21 Oftentimes, they're not certified special

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1 educators because proportionally, we have more general
 2 education teachers than special education teachers,
 3 but lots of people go into school leadership. So,
 4 they're often receiving the very basic training of
 5 information about running an IEP team because they
 6 might have been a classroom teacher, and now they're
 7 an assistant principal, and that was the role at the
 8 elementary school level.

9 So, this is really a game changer around
 10 multiple levels: one, because you're gonna people with
 11 more expertise that are training, who most likely were
 12 special educators, or were related service providers,
 13 who had that first-hand knowledge of the development
 14 of an IEP, of assessing a student, of talking with a
 15 parent about a student's strengths and where we're
 16 trying to grow them. So, this is really going to
 17 provide a level of expertise of running IEP team
 18 meetings.

19 Additionally, it provides that person at the
 20 school who can provide training for teachers. So, if
 21 a teacher is struggling to provide certain

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1 accommodations for a student, this person can talk to
 2 them about, you know, how do you implement that. And
 3 then how do you document that you provided that
 4 service or support to students. So, this is someone
 5 who's gonna be their firsthand to really walk teachers
 6 and staff through that, as well as someone who's
 7 available to families that that is their dedicated
 8 role is to really serve in that capacity, so that
 9 they're available to answer those question from
 10 families that they can do that follow up communication
 11 with them. So truly, this is a game changer at the
 12 elementary schools.

13 Want to add anything, Ms. Meyers?
 14 MS. MEYERS: Yeah, I'll just highlight that
 15 we have had the opportunity within the last, I guess
 16 it was the last year, to have a few IEP facilitators.
 17 But it was around being able to see what works, right,
 18 what are the trainings that are needed, where they've
 19 been helpful in schools, what are kind of those data
 20 trends.
 21 The other thing I really want to highlight

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1 is the importance of them being able to implement
 2 those procedures, the eligibility guidance, all of
 3 those things that will then help to disrupt some of
 4 our trends because they're gonna be able to have the
 5 professional learning to ensure that those team
 6 processes are being followed the way that they need to
 7 be followed.

8 MS. BOOKER-DWYER: Thank you.
 9 MS. MEYERS: Yeah. Thank you.
 10 MS. BOOKER-DWYER: Other questions. Ms.
 11 Domanowski and then Ms. Lichter.
 12 MS. DOMANOWSKI: Thank you for all that. I
 13 don't know if this is part of the presentation, but
 14 how many IEP facilitators do we have at a secondary
 15 level, or do we have IEP facilitators at the secondary
 16 level at middle school, high school?
 17 MS. MEYERS: Yeah, so, the model has run
 18 traditionally at the middle and high school level is
 19 that we staff based on the ratio for the school for a
 20 number of special education students, and then we do
 21 it through a recommended ratio, is what we call that.

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1 Out of that allocation, we then offer a -- we
 2 recommend to schools to pull a position out to focus
 3 on either as a department Chair and IEP Chair or in
 4 some schools, depending on their numbers, we may say,
 5 you need you a department Chair, and you need an IEP
 6 Chair.
 7 And then in other schools -- well, that's
 8 really it. It's you're either a split role or the one
 9 role that is split between two different people. So,
 10 every school has an IEP Chair.
 11 We do recommend schools to have backups so
 12 that if an IEP Chair is absent or unable whatever the
 13 reason, that we expect, whether that's an assistant
 14 principal or someone else in that building, to be able
 15 to support. That same model will still continue. So,
 16 we want to ensure that our administrators also have
 17 that importance -- understand the importance of the
 18 processes, understand special education in order to
 19 help facilitate those teams.
 20 MS. DOMANOWSKI: So, in the secondary level,
 21 we're not necessarily dedicating this as a special

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1 education teacher position at the IEP facilitator
 2 roles. Is that what you're saying?
 3 MS. MEYERS: No, we actually are. So --
 4 MS. DOMANOWSKI: You are?
 5 MS. MEYERS: Yes.
 6 MS. DOMANOWSKI: So, they're not just --
 7 because you said that it could be assistant principal
 8 or another Chair.
 9 MS. MEYERS: I'll clarify.
 10 MS. DOMANOWSKI: Okay, yeah. Go ahead.
 11 MS. MEYERS: So, basically, here's the
 12 thing. One of the positions out of the overall
 13 allocation is dedicated to be in an IEP Chair. That
 14 comes out of the allocation. That's in every
 15 secondary school. We also expect the principal lean
 16 to ensure that they have an administrator in their
 17 building who's also trained in the process of special
 18 education in case that person's out so that they would
 19 then be able to run an IEP team.
 20 So, every secondary school would have an IEP
 21 Chair.

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1 MS. DOMANOWSKI: Okay. And then my other
 2 question revolves around the inclusion of the most
 3 inclusive environment for IEP students and for special
 4 education students. Are we ensuring that the most
 5 inclusive is the most safe for these students as well?
 6 Like, are we putting all the -- I know we've had some
 7 speakers come in and say that some of their IEP
 8 students or special education students when they're
 9 put in the inclusive environment, it's not necessarily
 10 ready for the safety precautions that this particular
 11 student needs. What are we doing to ensure that this
 12 doesn't happen?
 13 MS. MEYERS: So, a lot of --
 14 DR. DIDONATO: A lot of answers to that
 15 question, yes.
 16 MS. MEYERS: So, we are legally obligated to
 17 provide our students access to the general education
 18 setting to the greatest extent possible. We are
 19 legally obligated under IDEA. So, if a student is
 20 identified as a student receiving special education
 21 services, they are protected in order to have access

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1 to the general education setting to the greatest
 2 extent possible. It is an IEP team decision as far as
 3 what services and supports are outlined on the IEP.
 4 Within that IEP development you look at a
 5 myriad of things. But the goal being that students
 6 have access to the general education setting as much
 7 as possible.
 8 There are circumstances where -- that's why
 9 there's a continuum. So, I know we've talked about
 10 that in past meetings around the continuum of services
 11 from Elory (phonetic) A to the most inclusive to we
 12 have students in private separate day schools, home
 13 and hospitals more restrictive because we know they're
 14 at home. So, along that continuum, that's part of
 15 what that decision making is, is what are those
 16 services and supports a student needs in order to
 17 access, and if they are at such level that they can't
 18 access for whatever reason, then they might access
 19 more of a self-contained setting.
 20 We have behavior plans for students. We do
 21 functional behavior assessments to ensure that we are

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1 addressing the function of the behavior, putting
 2 reinforcement systems in place to make sure that our
 3 students are learning replacement behavior, targeted
 4 appropriate behavior. Those are all those things that
 5 are in place to be able to support our students.
 6 Ultimately, I do want to highlight that we
 7 are legally obligated to provide our students access.
 8 We are also obligated to provide those supports in
 9 order for that to be a safe environment for all
 10 students.
 11 MS. DOMANOWSKI: Right. This is not like a
 12 criticism or anything, I'm trying to -- like how are
 13 we like bringing that data together that giving them
 14 the most inclusive environment legally plus, like, you
 15 know, are they excelling in that most inclusive
 16 environment? Is that the best place for them to learn
 17 and for all students around, is it the best
 18 environment for everyone, or we make, like --
 19 DR. DIDONATO: So, I think, you know what?
 20 That really comes down to those are IEP decisions.
 21 So, it's not a decision Ms. Meyers makes, it's not a

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1 decision that I make. So, it truly is that the IEP
 2 team, and the parent being a part it, as well as the
 3 student at some ages might be part of that team
 4 meeting, as well as all the service providers that
 5 work with that student, including a general educator,
 6 and all the related service providers, and truly, it's
 7 a matter of looking at all the data and identifying
 8 those supports that they need to be successful.

9 So, it is an IEP team decision. I think the
 10 biggest sort of take away would be that if parents
 11 have concerns about the support that their students
 12 are receiving, their first call should be to their
 13 student's teacher or to their special educator and
 14 case manager about the supports that they're having,
 15 and that if an IEP team meeting is needed to exam
 16 that. What are the number of days that a student
 17 might be successful versus the days that they're
 18 struggling, or are they still making academic progress
 19 in a lesser restrictive environment as opposed to
 20 maybe they're in a more restrictive setting.

21 So, it's truly the IEP team that drives

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1 that.

2 MS. DOMANOWSKI: Just to bring a full circle
 3 to Robin's point, having this identified IEP
 4 cheerleader in the elementary level is crucial, and
 5 thank you for doing that.

6 MS. BOOKER-DWYER: Thank you, Ms.
 7 Domanowski. Any other questions? Ms. Lichter, yes.

8 MS. LICHTER: And also, to Ms. Domanowski's
 9 point, sometimes it's the professional worry that you
 10 talked about before. So, while our special educators
 11 need a lot of professional learning, our general
 12 education do, and also the schedule that that
 13 principal makes for that building is huge. Sometimes
 14 you think about including kids, and art, and music,
 15 and gym who have special needs, and then the behaviors
 16 come because those are the least structured places for
 17 them. So sometimes we are putting barriers or putting
 18 kids in places that, without the support that they
 19 truly need.

20 My question was about workloads. You had
 21 talked about trying to reduce the workload for special

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1 educators. I was a special education teacher, so back
 2 then, it was a huge workload. Are there patterns and
 3 trends that you're finding when you talk to teachers
 4 about -- what do they mean by that workload? Is it
 5 case management, too many kids, or the complexity of
 6 the kids, or trying to get to too many classrooms?
 7 What are they saying as far as the workload piece?

8 MS. MEYERS: So, there's a couple of layers.
 9 We actually work very collaboratively with our TABCO
 10 group called SWAG, which is our special ed work group
 11 that really focuses on -- that's one of their main
 12 topics for us. And most recently, we've been having
 13 conversations around, yes, there is sometimes the
 14 feeling of the balance, the challenge of balancing
 15 between both implementation of IEPs, and service
 16 delivery, and the case management.

17 Also, we do work really closely with also
 18 our office of staff relations to ensure that we are
 19 providing -- there's appropriate planning time in
 20 place for special educators. To highlight, which is
 21 really a great thing, is that our special educators

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1 actually receive more planning time than any other
 2 special educator in the state, which is fantastic.

3 Where we can lean in around workload is
 4 ensuring that that time is efficiently spent for them,
 5 so that they're not having to go around looking for
 6 documents that they might need for a team. That we
 7 have conversations with principals around special
 8 education management plans and buildings. To ensure
 9 that there's kind of shared accountability have been
 10 trained that folks have that.

11 Some of the other things that we're looking
 12 at and have been able to support is some electronic
 13 options for things like acknowledgment forms for kids.
 14 So that when we know that it's required that any
 15 provider for a student has an understanding of the
 16 IEP, there are ways to do that that are more
 17 efficient, that would allow for special educators so
 18 they don't have to go around and try to get signatures
 19 from people but to have kind of a more uniformed way
 20 of doing that.

21 So, those are just some various things that

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1 we're leaning on currently. We also heard that was
 2 one of the measures that we look for in our data was
 3 around that balance, and about 50 percent of our folks
 4 said that they didn't really feel that.

5 What I'll highlight, and as something that
 6 is exciting, is that that retention rate, when you
 7 look at special educators for both self-contained and
 8 inclusion, so that's folks that have been in the role,
 9 tenured or not, for periods of time, the one year
 10 together was an 80 percent and high 80's. And then
 11 for our first year's still is at the 88 percent.

12 So, while there is work to do with workload,
 13 and we're gonna continue to collaborate and do that, I
 14 am excited to see that something's working, and that
 15 our teachers are feeling valued and able to stay with
 16 us. But we want to ensure that we retain them beyond
 17 that year, obviously. So, we'll continue to do that.

18 MS. LICHTER: And my last comment. I just
 19 want to thank you that the presentation has so many
 20 data points in it. So, whether it was 5 percent or
 21 100 percent, just having that many data points gives

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1 us a better pulse on where things are.

2 And also, the honesty about the
 3 disproportionality. That is a huge issue. It's been
 4 a huge issue. It continues. But I appreciate you
 5 including that in this presentation and talking about
 6 the work that needs to still happen. So, thank you
 7 for the opportunity.

8 MS. BOOKER-DWYER: Any other questions? Dr.
 9 Savoy and then Pumphrey.

10 MS. PUMPHREY: I didn't get a chance to say
 11 it before, but it was a very brilliant presentation.
 12 Thank you for your feedback.

13 MS. MEYERS: Thank you.

14 DR. SAVOY: Just a quick comment, and I'm
 15 reiterating it with some other Board members that we
 16 often hear negative comments about our special
 17 education services, and I appreciate that you
 18 presented us with data that showed goals that we're
 19 meeting, and the progress that we're making, as well
 20 as showing specific data points that point to goals
 21 that are unmet, and what we're doing to work towards

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1 meeting those goals. So, thank you for the very huge
 2 presentation.

3 MS. BOOKER-DWYER: Ms. Frempong?
 4 MS. FREMPONG: This was a great
 5 presentation, as there was so much information
 6 provided, and it was honest, right? You talked about
 7 the things that are working well, and then you also
 8 talked about the things that we still have some work
 9 to do.

10 So, one of the things you mentioned, you
 11 said that the special educators have more planning
 12 time than any others in the state. Is that specific
 13 to the special education teacher, or what about if
 14 there's a general ed teacher who has special education
 15 children receiving the services in his or her
 16 classroom?

17 MS. MEYERS: So, with special educators, and
 18 the reason for that is special educators, the unique
 19 aspect is that they are responsible for case
 20 management for the student. So, writing IEPs, doing
 21 assessments, progress reports, a myriad of other

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1 important paperwork-type activities, not just
 2 paperwork, really, there's a lot of meaning and
 3 importance behind this, but just to kind of highlight
 4 that.

5 In addition to, they are also the service
 6 provider for students. So, they are also, whether
 7 they're doing small group inside, whether they are co-
 8 teaching, whether that we have special educators who
 9 are the teacher of record maybe for multiple classes.
 10 So, on top of it, they are planning on their own, not
 11 co-teaching, right, and as a service provider, so then
 12 taking data, et cetera, et cetera.

13 So, we acknowledge that it truly is a heavy
 14 load for special educators. I was one. I love that
 15 you can tell that, right. But at the same time, we
 16 need to support in that in order for them to feel like
 17 they have what they need. So, not that it's too much,
 18 right. We acknowledge that this is something that has
 19 been a focus in order for them to have that
 20 appropriate time. But general educators, yes, they
 21 need planning time. It is a little bit different.

<p style="text-align: right;">Page 118</p> <p>1 They have different focus areas.</p> <p>2 MS. FREMPONG: Thank you. And I do have</p> <p>3 another question. For the Priority 3, with the</p> <p>4 culture, I was glad to see the incorporation of a</p> <p>5 parent survey, so that parents are an important piece</p> <p>6 of the IEP team and really feeling like they have</p> <p>7 voice and choice in what happens to their student,</p> <p>8 their children.</p> <p>9 So, if it was 106 responses, so what is the,</p> <p>10 I guess, percent response rate because I saw what the</p> <p>11 goals were, but then the response rate was just 106</p> <p>12 responses, what is that as far as a percentage?</p> <p>13 MS. MEYERS: Honestly, that's an area that</p> <p>14 we need to lean into further. We were able to just</p> <p>15 say this is how many, but we need to calculate against</p> <p>16 the number of teams had. So, what we do is, the end</p> <p>17 of every team, the conversation also is, should it be</p> <p>18 at the end of every single team, should it be of</p> <p>19 certain types of teams, because parents make come to a</p> <p>20 team for a variety of reasons. So, that's something</p> <p>21 that we're looking into.</p>	<p style="text-align: right;">Page 120</p> <p>1 going in, and it really should be a call to all</p> <p>2 special education teachers to submit their</p> <p>3 applications to work for Baltimore County Public</p> <p>4 Schools. You get more planning time. We already have</p> <p>5 the top-tier pay. So, I definitely think special</p> <p>6 education teachers should want to come and work here.</p> <p>7 Just on that point. So, on Slide 13, you</p> <p>8 put in there that 58.4 percent reported having very</p> <p>9 appropriate, appropriate, or somewhat appropriate</p> <p>10 level of resources and support from the Department.</p> <p>11 And that is a big range, very appropriate to somewhat</p> <p>12 appropriate.</p> <p>13 So, what is it that teachers are reporting?</p> <p>14 What is it that they need more of? What are those</p> <p>15 resources? Was that a follow-up in the survey for</p> <p>16 them to talk a little bit more about what resources</p> <p>17 are needed?</p> <p>18 MS. MEYERS: No. No, I -- go ahead.</p> <p>19 DR. ROGERS: Ms. Meyers, no is the correct</p> <p>20 answer, but we could probably guess and be about 99</p> <p>21 percent correct that they want more time, that they</p>
<p style="text-align: right;">Page 119</p> <p>1 So, we do have, you know, what's gone on</p> <p>2 within the responses making sure that our goal is</p> <p>3 getting that information. Are they still a valued</p> <p>4 member? Do they feel that they have the information</p> <p>5 they need? We also around the school -- do they feel</p> <p>6 like a valued member of the school community because</p> <p>7 we do know that some of our -- a lot of our families</p> <p>8 are going to school outside of their home school. So,</p> <p>9 because in order to access those services in a</p> <p>10 regional program, they don't have access to their home</p> <p>11 school. So, how is that? Do they feel that they're</p> <p>12 still part of the community in access, or are they</p> <p>13 feeling kind of like other than that? And that's</p> <p>14 something that we really want to lean into to make</p> <p>15 sure that our families feel like they're empowered in</p> <p>16 their decision making and part of the community.</p> <p>17 MS. FREMPONG: Thank you.</p> <p>18 MS. BOOKER-DWYER: I have a few questions.</p> <p>19 So, Dr. DiDonato and Ms. Meyers, thank you</p> <p>20 for this presentation. I think this just emphasizes</p> <p>21 the direction of Baltimore County Public Schools is</p>	<p style="text-align: right;">Page 121</p> <p>1 need more time. When you talk about the competing</p> <p>2 interest in just the load, I think most of our special</p> <p>3 educators from pre-K all the way to 12th grade will</p> <p>4 say time, even though they have the largest amount of</p> <p>5 planning that we've also been able to, throughout the</p> <p>6 calendar this year, provide some dedicated time for</p> <p>7 our special educators. But we know that the needs are</p> <p>8 also grown. And so, that they're in there with a very</p> <p>9 important job, but many times, a difficult job. And</p> <p>10 so, they need more time.</p> <p>11 MS. BOOKER-DWYER: And that is something, so</p> <p>12 that's good to know. And that is something I think</p> <p>13 surveys are great. They're a good first level cut of</p> <p>14 data. They're doing some focus groups with teachers,</p> <p>15 with parents to really get deeper into some of their</p> <p>16 survey responses.</p> <p>17 MS. MEYERS: And I'll just say that this was</p> <p>18 a first kind of avenue, right, of saying, where can we</p> <p>19 even get some of these data points? So, we use the</p> <p>20 staffing plan survey as a feedback point. We also</p> <p>21 have used opportunities with QR codes and things. We</p>

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1 actually are measured on our parent survey performance
 2 through MSDE, which I'm sure you know, and we
 3 traditionally have a low rate. So, that's part of our
 4 parent/community engagement aspect is working with
 5 communications, this has been great, and other areas
 6 to be able to get that, and then be able to have the
 7 underlying questions asked.
 8 So, 100 percent. Yeah, I just, you know,
 9 that's something that we need to continue to work
 10 through.
 11 MS. BOOKER-DWYER: And then moving forward,
 12 our students with IEPs. We know that there's this big
 13 push for college and career readiness. And I know
 14 that some of our students with IEPs are not
 15 necessarily on the diploma track. So, how are we
 16 ensuring that these students are able to transition
 17 after they're finished with their K-12 time to have a
 18 job and to be productive members of our society?
 19 So, could you talk a little bit about, like
 20 you said, the transition, and how that support is
 21 being provided to our students?

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1 MS. MEYERS: Yes, and I'll highlight that
 2 one of our measures actually we shifted to include
 3 college, career, and community-ready just for that
 4 reason. And that our 18 to 21 group, which is what
 5 you're talking about, right, is an area that we are
 6 looking to build. That is an area focus that we need
 7 to continue to grow. We do have transition
 8 facilitators. We have a couple of job coaches that
 9 can support in that realm. But that's an area that we
 10 continue to lean into as far as where we can expand.
 11 We have a couple of schools. We've been
 12 able to do some initial programming with regards to
 13 work-based learning within the schoolhouse -- I mean
 14 utilizing our schoolhouses first in order -- there's a
 15 -- we say it's an infrastructure in itself of job
 16 opportunities, right. So, how can start to provide
 17 some of those. And then also using kind of
 18 infrastructure within the system for other
 19 opportunities for our students to be able to access.
 20 So, it's an area we need to grow. It's 100
 21 percent the case, and we're committed to doing that

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1 because we have to be able to hit kind of all aspects
 2 of the spectrum.
 3 MS. BOOKER-DWYER: And I'll stop there. But
 4 this is really good and encouraging. Any other final
 5 questions or comments? Well, thank you all. This was
 6 truly phenomenal. Thanks.
 7 DR. DIDONATO: Thank you.
 8 MS. MEYERS: Thank you.
 9 (Applause.)
 10 MS. BOOKER-DWYER: Okay. The next item on
 11 the agenda is Board member comments and agenda
 12 setting. I'll start with Mr. Young.
 13 MR. YOUNG: I just want to thank the staff
 14 for doing all the research to answer questions and
 15 have a good evening.
 16 MS. BOOKER-DWYER: Ms. Domanowski? Ms.
 17 Frempong?
 18 MS. FREMPONG: I think with our boundary
 19 studies that we've been doing a better job of trying
 20 to engage all of the different communities that are
 21 affected. However, I would say that hearing still,

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1 some with call it comment, and even at the -- from the
 2 public hearing about people not being aware of what's
 3 going on with the school's letters because they're
 4 elderly and they're not a tech savvy, or they're not
 5 yet in the school, but they are in the neighborhood
 6 and they'll be affected. Just looking at some ways to
 7 still continue that outreach to the community that's
 8 impacted. But I think we're making some good strides.
 9 And that's it.
 10 MS. BOOKER-DWYER: Okay. Ms. Lichter?
 11 MS. LICHTER: No comments, but thanks.
 12 MS. BOOKER-DWYER: Ms. Pumphrey?
 13 MS. PUMPHREY: I hope it's okay. I'd like
 14 to make a couple quick comments about some schools I
 15 visited this week.
 16 MS. BOOKER-DWYER: Yes.
 17 MS. PUMPHREY: In the past two weeks. At
 18 Catonsville, Principal Ames mentioned their increase
 19 of ESOL (phonetic) students and how they're
 20 implementing student ambassadors to make the students
 21 feel welcomed as they come into the new school.

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1 At Stricker, Principal Kearns, I heard some
 2 feedback that she's doing an amazing job with the
 3 climate and culture of the school, and improving
 4 behavior with initiatives, such as school dances,
 5 which in the past, they have not been able to do at
 6 that school.

7 At Milford Middle, Ms. Shipman hosted me,
 8 and I saw the initiatives to improve their team in
 9 mathematics, which is run, of course, by their math
 10 Chair, Ms. Blackwell.

11 At Charlesmont, their Assistant Principal
 12 hosted me, Ms. Davis, and I observed some ELA and math
 13 classes. And Ms. Davis is also a former reading
 14 specialist, and she mentioned how the new curriculum,
 15 the teachers are really starting to see improvement in
 16 students, and really improving their profession and
 17 development is helping them to understand that the HMH
 18 program is actually working for their students, which
 19 was very nice to hear.

20 Ms. Davis at Sandy Plains showed me their
 21 food pantry and also the items that are provided to

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1 the students. The community school first a few
 2 years. And their facilitator is amazing. And I
 3 actually observed the students, their kindergarten
 4 class, who used some resources on a wall to make out
 5 some words from the math that they were learning. She
 6 was sounding out the words using her resource in the
 7 classroom, which I thought was amazing.

8 And finally, Mr. Haas at Patapsco led me
 9 around to see some of the magnet programs, and I spoke
 10 to a student who expressed that she feels that the
 11 safety issues are addressed immediately when students
 12 express concerns about safety in the building, which I
 13 thought was a nice thing to hear in that school. So,
 14 thank you.

15 MS. BOOKER-DWYER: Thanks. Ms. Drummond?
 16 MS. DRUMMOND: No comment.
 17 MS. BOOKER-DWYER: Okay. Ms. Stolusky?
 18 MS. STOLUSKY: I just want to thank the
 19 special education team for the strategic road map. It
 20 was really transparent with detailed data, completely
 21 honest, and really sets the tone for where our school

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1 system is heading. And also, it was just really
 2 informative for members of the community that might
 3 not understand how special education works. So, thank
 4 you very much.

5 MS. BOOKER-DWYER: Dr. Savoy?
 6 DR. SAVOY: Yes. I thoroughly enjoyed the
 7 presentation tonight. And also, I'd like to say, we
 8 went out to Franklin Senior High School, and we got,
 9 well, Ms. Stolusky and myself, and instead of seeing
 10 students working, we were side-tracked, and so, we
 11 have to go back. We saw everything in the school
 12 except students working in the classroom. We walked
 13 all over the school. We saw the auditorium. We saw a
 14 tree spell. Everything you could possibly see but
 15 didn't get to see the children working. My fault for
 16 not paying attention. Right?

17 MS. STOLUSKY: But one of the amazing things
 18 at Franklin is all of the newly enrolled ESOL students
 19 are paired up with a mentor, and not just for a day or
 20 two, but it's a short-term plan to immerse the newly-
 21 enrolled student, which just seems like a really

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1 positive thing.

2 MS. BOOKER-DWYER: Okay. Thank you. Mr.
 3 McMillion?

4 MR. MCMILLION: An agenda item that I'd like
 5 to see Board leadership and Dr. Rogers think about is
 6 an update on our alternative education programs.
 7 Yesterday, during contracts, we talked about the
 8 contract from Medwood, and also Rosedale came up. We
 9 talked about the square footage. There was a brief
 10 conversation about the number of students that are
 11 attending these programs, and I know that there's been
 12 changes in the programs. For example, Crossroads, at
 13 one time, the family, and including the student, made
 14 a commitment to stay at that school for one year.
 15 That's no longer happening from what I understand.
 16 So, it's revolving sort of like the other schools,
 17 alternative schools.

18 So, I think that we could benefit as a
 19 Board. I think the public could benefit and see
 20 exactly what's going on right now with those
 21 alternative programs. Thank you.

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1 MS. BOOKER-DWYER: Thank you. Ms. Harvey?
 2 MS. HARVEY: I have nothing at this time.
 3 Thank you.
 4 MS. BOOKER-DWYER: Ms. Domanowski?
 5 MS. DOMANOWSKI: Yes. This kind of goes
 6 along with what Ms. Drummond said in her student
 7 address today, student Board member's address. I'd
 8 like to talk to Dr. Rogers about this as well. I'd
 9 like to see in a coming agenda item to talk about
 10 making our schools a safe place for each of our
 11 students, and what we're doing behind the scenes. I
 12 know we don't talk about that, but I know there's a
 13 lot of conversations going on, and I'd like to hear
 14 from committee members and from Board members about
 15 what we're doing to hear from our students and make
 16 our schools a place that is isolated from the rest of
 17 their environment, and they walk in those doors, and
 18 they're here to learn, and they're here to be safe.
 19 I think there's a lot of things that are
 20 going on behind the scenes that we need to address,
 21 and talk about, and work on together.

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1 MS. BOOKER-DWYER: Thank you, Ms.
 2 Domanowski. In speaking on that, I will close us out
 3 with this.
 4 So, one of the comments I would like to make
 5 is that often, principals may see me at the after-
 6 school activities that the schools are having,
 7 especially sports, because safety is something I am
 8 concerned about. Well, I was concerned about it. But
 9 what I see now more and more as I go to these after
 10 school activities, you see a strong presence of police
 11 officers. You see, especially at the secondary
 12 schools, you see SROs, you see mitigation strategies,
 13 whether it's how people are entering the building.
 14 There's certain strategies that principals are using
 15 so that these large events, you feel very safe at
 16 them.
 17 I don't know the numbers. We haven't dug
 18 deep into the number of incidents or anything like
 19 that, but I know just from being actively involved in
 20 a lot of the after-school things in Baltimore County
 21 over the years, I see a definite difference this

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1 school year compared to others, especially regarding
 2 safety, culture, and climate.
 3 So, I'm just letting principals known, if
 4 you see me pop up at a lacrosse game or at a -- you
 5 know, I did pay for the ticket. I go to Ticket
 6 Spicket or Hometown, I'll get a ticket, and I will go
 7 and see because I know that there's a lot that happens
 8 after school. They are important. And I definitely,
 9 for all the schools that I've been to, the high school
 10 and middle school principals are just doing a
 11 phenomenal job at ensuring that those events are safe,
 12 our students are safe, and that our families are
 13 enjoying the games.
 14 So, for that, I can see what we've put in
 15 place, in motion, the budgets that we've approved, and
 16 some of the things that we have adopted. So, I
 17 definitely thank Dr. Rogers for that because I do see
 18 that difference after school.
 19 So, the last item on the agenda is
 20 announcements. As a reminder, the Board will hold a
 21 public hearing on the central area elementary school

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1 capacity relief boundary recommendation at Loch Raven
 2 High School in the auditorium tomorrow, March 6, 2024,
 3 at 6:30 p.m. Speaker sign up begins in person at 5:30
 4 p.m.
 5 The Board's next meeting will be held on
 6 Tuesday, March 19, 2024, at 6:30 p.m.
 7 Thank you for joining us tonight. The
 8 meeting is now adjourned.
 9 (Meeting adjourned.)
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CERTIFICATE

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

IN WITNESS THEREOF, I have subscribed my name on March 11, 2024

Vivian Saxe
Transcriber

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