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THE BALTIMORE COUNTY BOARD OF SCHOOL  
COMMISSIONERS  
BALTIMORE COUNTY PUBLIC SCHOOLS

PUBLIC BOARD MEETING  
BALTIMORE, MARYLAND

MAY 7, 2019  
5:00 P.M.

Page 2

1 MEMBERS:

2

3 Kathleen S. Causey, Board Chair

4 Julie C. Henn, Vice Chair

5 Roger B. Hayden

6 Moalie S. Jose

7 Russell T. Kuehn

8 Lisa A. Mack

9 Rodney R. McMillion

10 John H. Offerman

11 Cheryl E. Pasteur

12 Lily P. Rowe

13 Makeda Scott

14 Haleemat Adekoya, Student Member

15

16

17

18

19

20

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1 PROCEEDINGS

2 BOARD CHAIR CAUSEY: Good evening.

3 Seeing the time and seeing a quorum, I now call

4 to order the meeting of the Board of Education

5 for Baltimore County for Tuesday, May 7th, 2019.

6 I invite you to rise and recite the Pledge of

7 Allegiance to the flag. We will then remain

8 standing for a moment of silence in recognition

9 of those who have served education in Baltimore

10 County. We welcome our incoming student member

11 of the Board.

12 (Pledge of Allegiance.)

13 BOARD CHAIR CAUSEY: The first item for

14 consideration is the agenda. Ms. White, are

15 there any additions or changes to tonight's

16 agenda?

17 MS. WHITE: There are no additions or

18 changes.

19 BOARD CHAIR CAUSEY: Hearing none, the

20 agenda stands as presented. Earlier this

21 evening, the Board met in closed session pursuant

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1 to the Open Meetings Act for the following  
 2 reasons. To discuss, one, the appointment,  
 3 employment, assignment, promotion, discipline,  
 4 demotion, compensation, removal, resignation or  
 5 performance evaluation of appointees, employees  
 6 or officials over whom it has jurisdiction, or  
 7 any other personnel matter that affects one or  
 8 more specific individuals, 7, to consult with  
 9 counsel to obtain legal advice, and 9, to conduct  
 10 collective bargaining negotiations or consider  
 11 matters that relate to the negotiations.

12 The minutes of the closed session and  
 13 informational summary can be found on our website  
 14 at [www.bcps.org/board/informational-summaries.html](http://www.bcps.org/board/informational-summaries.html).

15 Our next item is selection of speakers.  
 16 Sign-up cards were available to the public prior  
 17 to the meeting for anyone wishing to speak at  
 18 this evening's meeting. Board practice limits to  
 19 10, the number of speakers at a regularly  
 20 scheduled Board meeting. Each speaker is allowed  
 21

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1 three minutes to address the Board. The  
 2 completed sign-up cards for this evening have  
 3 been placed in this box and the first 10 drawn  
 4 from the box will be our speakers for tonight  
 5 during our public comment portion of the meeting.  
 6 Of course, if fewer than 10 sign-up cards are  
 7 received, all who signed up will be permitted to  
 8 speak.

9 Our first speaker is Dr. Bash Pharoan.  
 10 Our second speaker is Ms. Deb Sullivan. Our  
 11 third speaker is Ms. Sharon Saroff. Our fourth  
 12 speaker is Tamea Moore. Our fifth speaker is  
 13 Donna McDonough. Our 6th speaker is Troy  
 14 Mitchell. Our 7th speaker is Brenda Peiffer.  
 15 Our 8th speaker is Laura Showalter. Our 9th  
 16 speaker is Anna Gaffold. Our final speaker is  
 17 Jessie Lehson.

18 Thank you. Our next item is Advisory and  
 19 Stakeholder groups. This is one of the  
 20 opportunities the Board provides to her the views  
 21 and receive the advice of community members.

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1 The members of the Board appreciate  
 2 hearing from interested citizens. As  
 3 appropriate, we will refer your concerns to the  
 4 interim Superintendent for follow-up by her  
 5 staff. While we encourage public input on  
 6 policy, programs and practices within the purview  
 7 of this Board and this school system, this is not  
 8 the proper forum to address specific student or  
 9 employee matters or to comment on matters that do  
 10 not relate to public education in Baltimore  
 11 County. We encourage everyone to utilize  
 12 existing dispute resolution processes as  
 13 appropriate.

14 I remind everyone that inappropriate  
 15 personal remarks or other behavior that disrupts  
 16 or interferes with the conduct of this meeting  
 17 are out of order. I ask you to observe the  
 18 three-minute clock which will let you know when  
 19 your time is up. Please conclude your remarks  
 20 when you hear the bell or see that time has  
 21 expired. The microphone will be turned off at

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1 the end of your time and it could be turned off  
 2 if a speaker addresses specific student or  
 3 employee matters or is commenting on matters not  
 4 related to public education in Baltimore County.

5 As a Board practice, we do welcome and  
 6 acknowledge our elected officials here this  
 7 evening and give them the opportunity to speak at  
 8 the beginning. With that, I would like to call  
 9 forward Delegate Rick Metzger. Good evening and  
 10 welcome.

11 DELEGATE METZGER: Good evening, ladies  
 12 and gentlemen. It is a joy to be here and I  
 13 understand the three-minute rule. I'm in health  
 14 and government operations and sometimes we have  
 15 over 175 people testify. So, I understand that.

16 I'm Delegate Rick Metzger and I represent  
 17 Essex, Dundalk, Edgemere and part of Rosedale and  
 18 Middle River in Annapolis. My wife and I are  
 19 both graduates of Baltimore County Public  
 20 Schools. As a matter of fact, I met her in 11th  
 21 grade at Kenwood High School in Essex.

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1 After graduation from Kenwood, we married  
 2 and have been happily married for 43 years. I'm  
 3 telling you this for this reason. Having history  
 4 and knowing history is important in life.  
 5 Knowing what has worked and knowing the  
 6 challenges the students face are the first steps  
 7 in educating our children.  
 8 The job of the Superintendent should not  
 9 be given to someone out-of-state. The job of  
 10 Superintendent should be given to someone who has  
 11 attended Baltimore County and has a history in  
 12 Baltimore County schools. Someone who has  
 13 attended and worked in Baltimore County Public  
 14 Schools, who has been an administrator in  
 15 Baltimore County Public Schools.  
 16 I, honestly, ladies and gentlemen, cannot  
 17 think of a more qualified person of  
 18 Superintendent for Baltimore County schools, who  
 19 has all these qualifications, than Verletta  
 20 White. Ms. White is a homegrown candidate for  
 21 this job. She attended Baltimore County schools,

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1 she taught in Baltimore County schools, she has  
 2 been an administrator in Baltimore County  
 3 schools, she has been the interim Superintendent  
 4 for the past two years in Baltimore County  
 5 schools, and is finishing her doctorate degree.  
 6 Ms. White has the background, the  
 7 knowledge and the experience to be the next  
 8 Superintendent for Baltimore County and take us  
 9 to the next level.  
 10 I have met and I've talked with her in  
 11 Annapolis on several occasions. As a matter of  
 12 fact, I've been so impressed with her that she  
 13 and her staff have full use of my office when  
 14 they come to Annapolis.  
 15 She has been a leader. She has been a  
 16 champion of Baltimore County Public Schools. I  
 17 have spoken to many Baltimore County teachers and  
 18 they have given her 100 percent job performance.  
 19 She loves her teachers as families, her students  
 20 as her own. A friend of mine at a local  
 21 elementary school said that she has not seen

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1 anyone like her. Ms. White gives of her efforts,  
 2 her time and her talents.  
 3 I ask you, ladies and gentlemen, to  
 4 please give her serious consideration for the  
 5 next Superintendent for Baltimore County.  
 6 I thank you tonight for your time. God  
 7 bless you. (Applause.)  
 8 BOARD CHAIR CAUSEY: Thank you, Delegate.  
 9 Next, we would like to welcome and acknowledge  
 10 Councilman David Marks representing the Fifth  
 11 District. Good evening and welcome.  
 12 COUNCILMAN MARKS: Thank you very much.  
 13 Thank you for the opportunity to speak before the  
 14 Board of Education. Thank you to all of you for  
 15 your service for the children of Baltimore  
 16 County. Thank you to Ms. White for the  
 17 leadership you have provided and the constant  
 18 communication you've provided my office.  
 19 I'll be very brief. I'm here to ask you  
 20 to give full consideration to the motion to look  
 21 at a boundary adjustment for Perry Hall Middle

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1 School.  
 2 This is a very frustrating situation. I  
 3 have been in office for 9 years on the County  
 4 Council. I have done my best as a Councilman to  
 5 lower the zoning in the northeast to reduce  
 6 school overcrowding by blocking what I thought  
 7 were harmful developments and I have supported  
 8 capital projects throughout the area including  
 9 air conditioning and also expansion projects.  
 10 Quite frankly, the state Senate's failure  
 11 to pass the Build to Learn Act has had serious  
 12 repercussions throughout Baltimore County,  
 13 throughout my district from Towson to Kingsville,  
 14 and this is one practical effect of it. I am  
 15 concerned that if we don't take immediate action,  
 16 our students are going to be condemned to being  
 17 in conditions exceeding over 120 percent  
 18 overcrowding for the foreseeable future.  
 19 I know it's a controversial subject. I  
 20 just ask you to give it your full consideration.  
 21 I also think that the School Board really

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1 needs to look holistically at boundary  
 2 adjustments. My understanding is that other  
 3 jurisdictions routinely have boundary adjustments  
 4 and, quite frankly, it's a complaint that I hear  
 5 from the homebuilders whenever I talk to them  
 6 about impact and school construction, that we  
 7 just do not have a natural boundary adjustment  
 8 process.

9 The County Council, I think I speak for  
 10 all my colleagues, we're here to support you with  
 11 construction money. I'm looking at impact fees  
 12 and I'm the sponsor of a bill to do that. But, I  
 13 think the Perry Hall Middle School situation is  
 14 very urgent and I simply ask you to give your  
 15 full consideration. Thank you very much.  
 16 (Applause.)

17 BOARD CHAIR CAUSEY: Thank you,  
 18 Councilman Marks. We next want to acknowledge  
 19 and welcome Delegate Ben Brooks. Good evening  
 20 and welcome.

21 DELEGATE BROOKS: Good evening. Thank

Page 15

1 you. I just want to say a great thanks to the  
 2 Board for allowing me to come before you this  
 3 evening.

4 I guess I can start off by saying I want  
 5 to echo what my colleague from the House said.  
 6 I, too, am here to offer my support for Verletta  
 7 White.

8 Oftentimes we go out and we start looking  
 9 in other areas for what we have right here.

10 Being a Baltimore resident for 40 years, being a  
 11 business owner for 38 years, and this is my fifth  
 12 year in the General Assembly, I understand about  
 13 negotiating and working across the aisle and  
 14 creating that positive relationship with  
 15 individuals.

16 But, I also understand that there are  
 17 certain nuances that one has that grew up in the  
 18 system. She attended Woodlawn Elementary, she  
 19 went to Woodlawn Middle, Woodlawn High.  
 20 Post-secondary education at Towson University.  
 21 Notre Dame for her Masters and now working on her

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1 doctorate at Morgan. Her kids go to Baltimore  
 2 County schools.

3 This individual is invested in our  
 4 community and that's what we want. That's  
 5 definitely what we want.

6 I'm from a family of 13. The year I  
 7 started college, my parents had 9 kids in school.  
 8 Three in college and 6 in high school and  
 9 elementary school. So, I understand the value of  
 10 an education and I understand that investment  
 11 that we make, we want to get the best out of it.  
 12 My parents were trying to send the girls to  
 13 school. Us guys, we had to make it on our own.  
 14 So, I had to go to Vietnam to go to college.  
 15 But, at the same time, that was a means to an  
 16 end.

17 But, I truly think we've got what we need  
 18 right here in Baltimore County and even under all  
 19 of the trials and tribulations and things that  
 20 she's gone through, that integrity, that honor,  
 21 those values, that ethic, still remain intact.

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1 We've just got to do this. The audit  
 2 report is done and it came up with no major  
 3 issues. So, I'm here, again, to state my support  
 4 for Verletta White for Superintendent of  
 5 Baltimore County schools. My name is Ben Brooks  
 6 and I approved this message. (Laughter.)  
 7 (Applause.)

8 BOARD CHAIR CAUSEY: Thank you, Delegate  
 9 Brooks. We do want to thank you for your  
 10 military service as well as your service in the  
 11 House. So, thank you very much.

12 I now call our Advisory groups to speak.  
 13 Leading off, from Baltimore County Student  
 14 Council and Superintendent's Student Advisory  
 15 Council is Mr. Reuben Amaya. Good evening and  
 16 welcome.

17 MR. AMAYA: Good evening. The Baltimore  
 18 County Student Council, last week, we held our  
 19 last event of the year, the BCSC Bull Roast where  
 20 we swore in our new officers. I wanted to  
 21 congratulate our new President, Angela Chen, who

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1 will be taking my spot next year and I know  
 2 she'll do a great job. I'm very excited for the  
 3 future of our organization.  
 4 Speaking of the future, I do also want To  
 5 echo from our Delegates in the back, the  
 6 Superintendent search and that process. It's now  
 7 May 7th and we still don't have candidates for  
 8 Superintendent and the deadline is nearing.  
 9 I think it's important that we look that,  
 10 in past year, usually candidates are picked way  
 11 before May so that stakeholders have time to  
 12 decide on a Superintendent. We need to look for  
 13 a solution.  
 14 I have a great idea for a solution and  
 15 she's sitting right here with all of you and  
 16 that's Ms. Verletta White who is our current  
 17 Superintendent. Her record shows 20 years in  
 18 public education right here in BCPS. As our  
 19 Delegates said, she's invested in our communities  
 20 and she is serving right now as our current  
 21 Superintendent for the past two years. I don't

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1 know about you but I think she's doing a bang-up  
 2 job as our Superintendent. She truly cares about  
 3 the students and knows what's best for us.  
 4 I also think it's important that we look  
 5 and that we don't have someone from outside of  
 6 the state. I think it's important that we look  
 7 at continuity of leadership. This should be like  
 8 Game of Thrones where have a different  
 9 Superintendent every other day. (Laughter.)  
 10 I say that because I'm a sophomore right  
 11 in high school and if we pick another  
 12 Superintendent, that would be their fourth  
 13 Superintendent. So, we have to think about  
 14 continuity of leadership as well when we look at  
 15 who we want to pick as our Superintendent.  
 16 When we say there's concerns with the  
 17 audit, it's out and there's nothing. So, there  
 18 shouldn't be any reason why we should not pick  
 19 someone who is more than qualified to serve as  
 20 our Superintendent and I know that Ms. Verletta  
 21 White will do an amazing job because she already

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1 has. Thank you. (Applause.)  
 2 BOARD CHAIR CAUSEY: Excuse me. My  
 3 microphone was not on. Ms. Abby Beytin from  
 4 TABCO. Welcome.  
 5 MS. BEYTIN: Thank you. Good evening  
 6 Chairwoman Causey, Vice Chair Henn, Ms. White and  
 7 members of the Board. This afternoon, I met with  
 8 three first-year teachers from the same school.  
 9 These are all effective teachers who would have  
 10 remained in Baltimore County except they have  
 11 chosen to leave because teaching in their school  
 12 has been a detriment to their health. Those are  
 13 their words.  
 14 They report that students throughout  
 15 their building are threatening and assaulting  
 16 other students and staff members. Students are  
 17 disrupting instruction and undermining the safety  
 18 of the school environment. Administration said  
 19 these incidents would be handled but they have  
 20 not been. Because faculty know their referrals  
 21 are not responded to, they stop writing them.

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1 This makes it appear that referrals have gone  
 2 down when what has really happened is teachers  
 3 have given up.  
 4 One of them reported that, today, there  
 5 was a fight outside their classroom and the  
 6 teacher was hit by a student. It was not the  
 7 first time this teacher was assaulted at school.  
 8 These teachers decide to come to me with  
 9 their stories because they love teaching and want  
 10 to make a difference. They felt so beaten down  
 11 by the system, they chose to leave our system and  
 12 apply for teaching jobs elsewhere.  
 13 It was clear throughout our conversation  
 14 that these teachers love teaching and wanted  
 15 someone to hear their grave concerns. I am  
 16 compelled to share the story with you so everyone  
 17 understands that until we consistently implement  
 18 and critically, that our faculty and  
 19 administration follow our behavior plans, we will  
 20 have these problems occurring over and over.  
 21 Why is it when we walk into one school,

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1 the halls are quite and under control. Yet,  
 2 another school at the same level is totally out  
 3 of control? Consistency, accountability,  
 4 collaboration and leadership. That's why.  
 5 We need to not only work collaboratively  
 6 together to address these issues, we need to make  
 7 sure the consistency is evident throughout the  
 8 system. We can't continue to lose teachers when  
 9 we have the power and tools to get our schools  
 10 under control. Consistency and teaching respect  
 11 are at the heart of the problem. We must do  
 12 better. Thank you. (Applause.)  
 13 BOARD CHAIR CAUSEY: Thank you, Ms.  
 14 Beytin. Our next speaker for this evening is PTA  
 15 Council of Baltimore County, Jayne Lee,  
 16 President. Welcome.  
 17 MS. LEE: Good evening, Madame Chair,  
 18 Madame Vice Chair, Superintendent White and Board  
 19 members. I am here tonight to express the  
 20 support of PTA Council and its membership for the  
 21 hybrid Board of Education.

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1 We worked strongly for that to happen.  
 2 We worked before the bill was made with the  
 3 makers of the bill to put our input in. We then  
 4 went to Annapolis. We had a 68 to one vote,  
 5 something that's never happened at a general  
 6 Council meeting, to support it and we are happy  
 7 to see it working.  
 8 I also want to thank the current Chair of  
 9 the Board for allowing things to be mailed to my  
 10 home and my email because two years ago when I  
 11 asked for that to happen, I was told that unless  
 12 my address was placed on the Council website,  
 13 that couldn't be done. Which is why my address  
 14 is now out on the internet and not something I  
 15 wanted.  
 16 Part of my communication with the new  
 17 Board Chair was to let her know that unless I  
 18 appointed someone or approved someone, I didn't  
 19 want to see them listed as a representative of  
 20 the PTA Council because I'm the only one who can  
 21 appoint them and she has lived by that and I

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1 appreciate it. Other parents are welcome to come  
 2 and speak and be part of groups but they don't  
 3 represent Council unless they were chosen by us.  
 4 I also want to thank you for including us  
 5 by holding a meeting between us and Ray and  
 6 Associates where we were given the opportunity to  
 7 offer thoughts on skill sets, traits,  
 8 qualifications and the direction we wanted the  
 9 system to head. But, we do know that now is the  
 10 time for confidentiality on the part of the Board  
 11 in their decision-making process and we fully  
 12 support that.  
 13 In the last week or so, I have been  
 14 contacted by concerned members, including my  
 15 Board members, who were afraid that they were  
 16 going to be singled out for asking questions or  
 17 accused of bullying by asking for clarification.  
 18 I have reassured them that asking  
 19 questions is advocating for children. But, if  
 20 they're concerned, come to me. I'll ask their  
 21 questions, speak for them and keep their names

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1 confidential.  
 2 Questioning by stakeholders is advocating  
 3 and questioning by Board members is part of their  
 4 duty of care and often their fiduciary  
 5 responsibility. Be assured that I will continue  
 6 to ask questions on behalf of our membership and  
 7 speak out when I feel it's necessary and I hope  
 8 this Board will as well. That is why we wanted a  
 9 hybrid School Board who answered to the community  
 10 and the voters. Thank you. (Applause.)  
 11 BOARD CHAIR CAUSEY: Thank you, Ms. Lee.  
 12 Our next speaker this evening is the Executive  
 13 Director, Tom DeHart, of CASE. Good evening and  
 14 welcome.  
 15 MR. DEHART: Good evening, Board Chair  
 16 Causey, Vice Chair Henn, Superintendent White and  
 17 members of the Board.  
 18 On this Teacher Appreciation Day, CASE  
 19 would like to take this opportunity to thank all  
 20 of the hard-working teachers in Baltimore County.  
 21 The vast majority of CASE members were teachers

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1 and we recognize and appreciate the dedication  
 2 and perseverance necessary to be successful in  
 3 the classroom. So, again, thank you, teachers.  
 4 Tonight, I want to talk about  
 5 transparency. Currently, it's like one of the  
 6 sexiest terms in our society. (Laughter.) I  
 7 Googled transparency and came up with 12 and a  
 8 half billion hits. Billion with a B.  
 9 Transparency is regularly touted as  
 10 standard operation procedure in government at the  
 11 federal, state and local levels and, yes, even by  
 12 the School Board. For the sake of this  
 13 discussion, I'll use the definition of  
 14 transparency found in Wikipedia which is,  
 15 transparency is operating in such a way that it  
 16 is easy for others to see what actions are  
 17 performed.  
 18 Last month, CASE requested of this Board  
 19 that in the spirit of transparency, that they  
 20 share the names of the two to three finalists for  
 21 the BCPS Superintendent search and bring each of

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1 them into our community for a day to meet with  
 2 various stakeholder groups. This is common  
 3 practice across the nation.  
 4 Now, CASE, you need to know, appreciates  
 5 each member of this Board and the hard work and  
 6 dedication you have and continue to put into this  
 7 search. With that said, tonight, CASE is  
 8 challenging this Board to go on record to either  
 9 commit to this transparent practice of meeting  
 10 the Superintendent finalists or maintain the  
 11 current plan which is to call a press conference  
 12 and announce the permanent Superintendent without  
 13 any kind of introduction.  
 14 The Board, here tonight, needs to decide  
 15 which of these choices exemplifies the level of  
 16 transparency that you espouse. CASE sees it as  
 17 an easy choice. We think the members of this  
 18 Board should see it that way, too. Thank you  
 19 very much and have a good evening. (Applause.)  
 20 BOARD CHAIR CAUSEY: Thank you. Our next  
 21 speaker is from the Northeast Area Education

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1 Advisory Council, Dr. Ryan Beveridge. Good  
 2 evening and welcome.  
 3 DR. BEVERIDGE: Hi, thank you. Interim  
 4 Superintendent White, School Board Chair Causey,  
 5 Vice Chair Henn and Board members, thank you for  
 6 giving me and the Northeast Area Advisory  
 7 Council, which I represent, the opportunity to  
 8 speak tonight.  
 9 I would like to thank all the Board  
 10 members for your time, devotion and sacrifice  
 11 that you've given to our school system. What  
 12 most people may not understand is you all are  
 13 paid very little for your time and effort that  
 14 you give to Baltimore County Public Schools and  
 15 that you're here to make our schools better.  
 16 That is very commendable. Thank you to you all.  
 17 I am also thankful, now that we have a  
 18 strong independent leadership from Board Chair  
 19 Causey and Vice Chair Henn. For a while, my  
 20 community did not have a voice on the School  
 21 Board and I believe our community schools

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1 suffered because of that.  
 2 Now, that has changed because of Vice  
 3 Chair Henn's representation and hard work and we,  
 4 in the community, are thankful for her efforts.  
 5 We are also thankful to you, interim  
 6 Superintendent White, for bringing stability to  
 7 our school system after the tenure of the  
 8 previous administration and previous majority  
 9 Board. They are not leading us now and that is  
 10 reason alone for optimism.  
 11 Another reason for optimism is I believe  
 12 our curriculum has improved under your tenure and  
 13 that, Ms. Megan Shay, the Director of Academics,  
 14 is to be commended.  
 15 The fact that my boys read and get  
 16 excited about such great authors as Roald Dahl  
 17 and Mark Twain brings a smile to my face and I am  
 18 thankful Ms. Shay has improved our curriculum  
 19 once she became Executive Director of Academics.  
 20 Another reason I am here tonight, besides  
 21 to express my gratitude to the new leadership of



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1 our schools, is to discuss the overcrowding  
 2 situation in the northeast area of our county.  
 3 As we know, the money to build a much-needed new  
 4 middle school to reduce overcrowding at Perry  
 5 Hall Middle has been denied by the state Senate.  
 6 That leaves students at Perry Hall Middle in a  
 7 severely overcrowded situation. About 1,900  
 8 students presently attend the school. Let that  
 9 sink in. That's 1,900 students in three grades.  
 10 How crowded is that? It is so crowded  
 11 that when I drive my son to school in the  
 12 morning, it looks like the traffic of a major  
 13 sporting event. Cars are backed up for several  
 14 blocks. It is so crowded that my son cannot buy  
 15 lunch at the cafeteria. The line is so long that  
 16 by the time he gets his lunch and can sit down,  
 17 lunchtime is over. And, what time does he have  
 18 lunch? Ten o'clock in the morning.  
 19 Ten o'clock in the morning, my son has  
 20 lunch because the school cafeteria keeps pushing  
 21 the time up to accommodate increasing student

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1 population. Later in the day, my son's  
 2 concentration seems to be lacking in his later  
 3 classes and I believe it's because he eats so  
 4 early.  
 5 Perry Hall Middle School is on track to  
 6 be the largest school in the county with more  
 7 than 400 students above maximum capacity. Please  
 8 think about that for a second. A middle school  
 9 with just three grades is on track to be the  
 10 largest school in the county.  
 11 That is why we, at the Northeast Area  
 12 Advisory Council, agree with Vice Chair Julie  
 13 Henn and Councilman David Marks in calling for an  
 14 immediate boundary study for middle school.  
 15 Unfortunately, that is not the end of the  
 16 story for Perry Hall parents and students. The  
 17 residents of the northeast section of Baltimore  
 18 County are very concerned about not only the  
 19 present overcrowding at Perry Hall Middle School,  
 20 but the future overcrowding at Perry Hall High  
 21 School.

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1 We are requesting an immediate boundary  
 2 study for the middle school and a boundary study  
 3 for the high school within the year. The middle  
 4 school is at 115 percent capacity. The high  
 5 school is at about 95 percent capacity. (Closing  
 6 bell.) (Applause.)  
 7 BOARD CHAIR CAUSEY: Thank you. Next, we  
 8 have, from the Northwest Area Education Advisory  
 9 Council, Mr. Clifford Collins. Welcome.  
 10 MR. COLLINS: Good evening, Chairwoman  
 11 Causey, Vice Chair Julie Henn and interim  
 12 Superintendent Verletta White. I am Clifford  
 13 Collins, Chair of the Northwest Area Education  
 14 Advisory Council.  
 15 I come before you this evening to issue a  
 16 clarion call urging this Board to select the best  
 17 candidate for permanent Superintendent for  
 18 Baltimore County Public Schools. We all know too  
 19 well what the issues the new Superintendent will  
 20 face. They are discussed on Facebook. They are  
 21 headlines in print and electronic media and they

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1 are debated during every Board meeting.  
 2 Some of these issues are fiscal oversight  
 3 and management of the school budget,  
 4 transportation, stat, student discipline, the  
 5 lack of air conditioning and other structural  
 6 problems in our aging school buildings. I remind  
 7 you that the parents and stakeholders in the  
 8 western zone are also very much concerned about  
 9 those issues.  
 10 You are currently in the final stages of  
 11 selecting a permanent Superintendent. We  
 12 respectfully remind you that, keep in mind our  
 13 expectations and remember that your decisions  
 14 will impact the present future of our students  
 15 and school system in the years to come.  
 16 I challenge members of the Board to think  
 17 about these three options that must be considered  
 18 when making your final selection of a permanent  
 19 Superintendent.  
 20 Option One, will you select a candidate  
 21 who will require months or years to grasp the

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1 gravity of the issues while this school system  
 2 continues to struggle providing quality education  
 3 for our children? Or, Option Two, will you  
 4 proceed down the road previously traveled and  
 5 select a candidate that may have his or her own  
 6 agenda, vision, which is contrary to the  
 7 immediate long-term educational goals and  
 8 objectives of the School Board and express  
 9 parents and stakeholder groups?  
 10 How about Option Three? Will you select  
 11 a candidate who has been an effective leader for  
 12 Team BCPS over the last two years, is home-grown,  
 13 knows the culture of our school system, is  
 14 already managing solutions that are addressing  
 15 the critical issues that we face, and most  
 16 importantly, is committed to serving as permanent  
 17 Superintendent well into the foreseeable future?  
 18 I conclude my remarks by reminding you,  
 19 again, that you give very serious consideration  
 20 to choosing the permanent Superintendent that has  
 21 the qualifications, vision and demonstrated

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1 leadership required to meet the challenges facing  
 2 Baltimore County Public Schools in the years  
 3 ahead. Thank you very much. (Applause.)  
 4 BOARD CHAIR CAUSEY: Thank you. We're  
 5 now calling our public speakers. The first  
 6 speaker for this evening is Dr. Bash Pharoan.  
 7 Good evening and welcome.  
 8 DR. PHAROAN: Good evening to all. Today  
 9 is the second day of the celebration of Ramadan.  
 10 Although it's really known for fasting in the  
 11 daytime from food and hanky panky and stuff like  
 12 that, it is really about family reunion, it's  
 13 about self-purification, about taking care of  
 14 others.  
 15 In that, I want to celebrate one American  
 16 hero. His name is Omar ibn Said. He was born in  
 17 1807. He lived in the area that is known now as  
 18 Senegal, Mauritania. He was an educated,  
 19 literate person.  
 20 One day, a big army came in and killed  
 21 many people. Took him as a slave, as many others

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1 were taken. Went on the high seas for a month  
 2 and landed in Charleston, South Carolina.  
 3 His captor was mistreating him so he ran  
 4 away and went to North Carolina. The Governor  
 5 there realized that he was literate, educated  
 6 slave. So, he took care of him.  
 7 He wrote a manuscript and the Library of  
 8 Congress has recognized that and put many papers,  
 9 he wrote many things in Arabic about Islamic  
 10 culture, Koran Kareem, and others, on prison  
 11 walls. Which are not available at this time.  
 12 While that's past, what I'm trying to  
 13 say, Muslin Americans today have their roots,  
 14 hundreds of years. Actually, I really believe  
 15 that Christopher Columbus had Arabic navigators  
 16 with him to guide him as Arabs were really great  
 17 navigators.  
 18 So, what I'm trying to say to you is that  
 19 Omar ibn Said was eventually converted to  
 20 Christianity, he had no choice. But, for our  
 21 children, we need to be recognized to others. I

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1 ask you to declare the month of Ramadan in the  
 2 school system as the month of Islamic culture  
 3 because it's really about family union, it's  
 4 about bringing family together.  
 5 I believe other communities have the same  
 6 thing. You don't have to waste any money. It  
 7 has nothing to do with other difficult issues you  
 8 are doing. It's basically recognizing us so when  
 9 my granddaughter comes into the school system,  
 10 she should not have to face what my sons have  
 11 faced a long time ago. I really ask you for that  
 12 consideration and thank you all. (Applause.)  
 13 BOARD CHAIR CAUSEY: Thank you, Dr.  
 14 Pharoan. Our next speaker this evening is Ms.  
 15 Deb Sullivan. Good evening and welcome.  
 16 MS. SULLIVAN: Good evening. First off,  
 17 as former PTA President on all levels, I would  
 18 like to say Happy Teacher Appreciation Week to  
 19 all of the educators in the room and we greatly  
 20 appreciate your service.  
 21 I would like to say that I am in favor of

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1 the Phase II audit and I would hope that the  
 2 entire Board and Ms. White would also want a full  
 3 and complete audit which would disclose all of  
 4 the facts to be in the open and that should be  
 5 welcomed.  
 6 I'm also asking that all Board members  
 7 support the Superintendent search. Those  
 8 undermining the process may not have faith in Ms.  
 9 White. However, she may very well outshine any  
 10 and all of the candidates because she is  
 11 currently in the position and has walked those  
 12 steps.  
 13 Please allow the democratic process to  
 14 continue. We would not want there to be a case  
 15 of no bids allowed as we hear so often in the  
 16 government. I'm simply asking for a fair and  
 17 democratic process to be completed with the  
 18 Superintendent search, as well as with the audit.  
 19 I would also like to thank the Board  
 20 members who, despite public scrutiny, continue to  
 21 fight for what's right for our children in

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1 Baltimore County schools. You continue to be  
 2 strong advocates, you have kept your eyes and  
 3 ears open to the turmoil our schools are in,  
 4 despite critics. You continue to believe that  
 5 our schools can be saved for our children and our  
 6 teachers because they are worth it.  
 7 You have not turned a blind eye or a deaf  
 8 ear to the concerns that we hear here and on the  
 9 news and over the fencepost of the concerns of  
 10 our students and our parents. I am asking that  
 11 Board members, please work together as a team for  
 12 all of the students in Baltimore County, for a  
 13 complete audit and throughout the search for a  
 14 Superintendent for Baltimore County.  
 15 I also thank those realizing we do have  
 16 problems in the schools. Discipline, bullying.  
 17 Principals and teachers need more support and are  
 18 often frustrated with the constraints that they  
 19 face. Overcrowding in the buildings and on the  
 20 busses and some buildings are in desperate need  
 21 of repairs, as we've heard time and time again,

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1 even with unsafe water.  
 2 Reading and math levels have dropped and  
 3 are below average in many cases. Students are  
 4 pushed to graduate with little or no skills. All  
 5 of these issues are in your hands as the Board.  
 6 Working together, you might be able to tackle all  
 7 of these issues through your leadership.  
 8 I believe that you can do it. I believe  
 9 that you can be a team and you can be role models  
 10 to the teachers that are under you and all of the  
 11 students. Thank you. (Applause.)  
 12 BOARD CHAIR CAUSEY: Thank you. Our next  
 13 speaker for this evening is Ms. Sharon Saroff.  
 14 Good evening and welcome.  
 15 MS. SAROFF: Good evening. What does it  
 16 mean to be college and career ready? That's  
 17 something that we are tasked with as educators in  
 18 every school system in the country. I'm speaking  
 19 about Baltimore County and I've said this before.  
 20 I have two children who are attending  
 21 college right now and I expect them to be

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1 responsible individuals who are independent and  
 2 able to address their own needs and communicate  
 3 their needs to others.  
 4 When does it happen that these students  
 5 become college and career ready? Does it happen  
 6 at the beginning of elementary school? The end  
 7 of elementary school? The beginning of middle  
 8 school?  
 9 I can tell you that when I was in middle  
 10 school, I wasn't college and career ready. I  
 11 wasn't even close. So, then why are we asking  
 12 our students, when they set their foot in the 6th  
 13 grade, to be college and career ready?  
 14 Especially, those individuals that have the  
 15 supports of an IEP or a 504. Why are we in such  
 16 a rush to take those supports away because now  
 17 they're in the 6th grade or the 7th grade, the  
 18 11th grade or the 12th grade?  
 19 The way that our students become college  
 20 and career ready is for us to continue to support  
 21 them with helping them to communicate their

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1 needs, to be responsible to address their own  
 2 needs and compensate for their disability. Not  
 3 throw them to the wolves.  
 4 I spent today and I've been spending the  
 5 better part of this year arguing with  
 6 administrators saying to me the real world isn't  
 7 going to accommodate them the same way we do.  
 8 When are they going to be independent?  
 9 They will be independent when we give  
 10 them the supports and teach them how to be  
 11 independent. Not by taking them away. We need  
 12 to give these students time and let them tell us  
 13 when they are ready and not make that decision  
 14 for them because they're now in 6th grade. Thank  
 15 you.  
 16 BOARD CHAIR CAUSEY: Thank you. Our next  
 17 speaker for this evening is Tamea Moore. Good  
 18 evening and welcome.  
 19 MS. MOORE: Good evening. Hi, my name is  
 20 Tamea Moore. I'm a Baltimore County schools  
 21 parent. My son and my daughter both attended

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1 Parkville High School. Both of my children have  
 2 had the experience of being put out of school  
 3 unfairly and inappropriately.  
 4 When my son was in the 12th grade, he got  
 5 into a fight with another student. The school's  
 6 first response was to kick him out. They didn't  
 7 try to resolve the conflict between the students.  
 8 So, to get involved or get me involved to  
 9 problem-solve or try any other interventions even  
 10 though this was his first time getting in any  
 11 trouble throughout his entire school career.  
 12 There didn't seem to be any process.  
 13 BOARD CHAIR CAUSEY: Ma'am, I'm sorry.  
 14 We're not supposed to speak about specific  
 15 student issues. We do have an avenue of redress  
 16 for you. If you want to keep your comments  
 17 general.  
 18 MS. MOORE: Okay. So, basically, the  
 19 process, there wasn't any standards for the  
 20 suspension or expulsion. He, basically, I'm  
 21 sorry, I'm not supposed to be speaking about him.

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1 So, they transfer the students to an  
 2 alternative school and you meet with an assistant  
 3 Superintendent or designee and then no reason for  
 4 expulsion was given or any standards at all.  
 5 So, due to this, I believe that the  
 6 process and the circumstances in which they were  
 7 put out of school were unfair and as required by  
 8 the law. Thank you.  
 9 BOARD CHAIR CAUSEY: Thank you. Our next  
 10 speaker is Ms. Donna McDonough. We do have folks  
 11 in the overflow room. Donna McDonough? Good  
 12 evening and welcome.  
 13 MS. MCDONOUGH: Good evening, Chairwoman  
 14 Causey, members of the Board, parents, teachers  
 15 and students. My name is Donna McDonough and I  
 16 am the grandparent of a future Kindergarten  
 17 student at Watershed Public Charter School.  
 18 I'm here tonight to support the founding  
 19 Board of Watershed. I'm a retired Baltimore  
 20 County Public School teacher and I was interested  
 21 in the concept of the school using environment

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1 and arts as a driving principle. As I became  
 2 more and more involved personally in the school,  
 3 I did my homework, researching best practices  
 4 that are developmentally appropriate for all  
 5 children.  
 6 I encourage the Board to pay close  
 7 attention to the curriculum and outcomes of this  
 8 school. Perhaps some of the ideas and practices  
 9 are practical and able to be used by all schools  
 10 and may help with achievement and behavior.  
 11 The approach is simple. Young children  
 12 are interested in science and the outdoors.  
 13 Using those concepts to capture the hearts and  
 14 minds of children will increase student  
 15 achievement, reduce the need for discipline. All  
 16 schools could benefit from more breaks outside  
 17 and focus on high-interest materials such as  
 18 those that are planning to be taught at  
 19 Watershed.  
 20 I'd like to thank you for your support of  
 21 the charter school and I encourage all of you to

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1 have a chance to see the curriculum and what  
 2 they're doing. I also would like to wish a Happy  
 3 Teacher Appreciation Week to all my former  
 4 colleagues and friends. Thank you. (Applause.)  
 5 BOARD CHAIR CAUSEY: Thank you. Our next  
 6 speaker is Troy Mitchell. Good evening and  
 7 welcome.  
 8 MR. MITCHELL: Good evening. I have the  
 9 distinct honor of introducing Ms. Akisha Kelly,  
 10 Ms. Amy Somers and Ms. Debbie Curry who is in the  
 11 overflow. My name is Troy Mitchell and we are a  
 12 cohort of doctoral students of Notre Dame of  
 13 Maryland University.  
 14 Our policy that we would like you to  
 15 consider is gender non-conforming students. Sex,  
 16 gender and sexual orientation, they are not the  
 17 same. According to key vocabularies described by  
 18 the Maryland State Department of Education, sex  
 19 is defined as the genetic and anatomical  
 20 characteristics with which people are born,  
 21 typically labeled male or female. Gender is

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1 defined as the attitudes, feelings and behaviors  
 2 that a given culture associates with a person's  
 3 biological sex. Sexual orientation is defined as  
 4 who you are physically, spiritually and  
 5 emotionally attracted to based on their sex,  
 6 gender, in relation to your own.  
 7 Gender non-conforming is an umbrella term  
 8 for students whose gender expression differs from  
 9 stereotypical expectations of the sex they were  
 10 assigned at birth. Students who do not identify  
 11 with either traditional gender categories, or  
 12 identify as both genders, are often called gender  
 13 non-conforming, gender-diverse or gender  
 14 expansive.  
 15 Transgender refers to students whose  
 16 internalized knowledge and sense of who they are  
 17 as either male or female does not match their sex  
 18 assigned at birth. We believe that it is  
 19 important to recognize the value of everyone in  
 20 the school community.  
 21 BCPS Policy 100, Policy 5000 and Standard

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1 D, and Policy 5470, all include language  
 2 regarding the importance of inclusivity, equity,  
 3 wellness and safety. However, according to  
 4 Gleason's 2017 National School Climate Survey in  
 5 Maryland, most LGBTQ students in Maryland  
 6 experience victimization at school with 56  
 7 percent of students reporting verbal harassment  
 8 based upon their gender expression.  
 9 Seventeen percent of LGBTQ students  
 10 attended a school with a comprehensive  
 11 anti-bullying harassment policy that included  
 12 specific protections based upon sexual  
 13 orientation and gender identity expression.  
 14 Fewer than 20 percent had a policy or official  
 15 guidelines to support transgender or gender  
 16 non-conforming students.  
 17 On April 9th, 2019, Baltimore City joined  
 18 Frederick County in having a specific progressive  
 19 policy to address students who identify as  
 20 transgender. Baltimore County should follow in  
 21 their footsteps and create a specific and

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1 progressive policy of their own to address the  
 2 needs and safety of gender non-conforming  
 3 students.  
 4 This discrimination affects students in  
 5 specific ways that prevent them from fully  
 6 participating in the school environment and  
 7 impacts their ability to learn. The perceived  
 8 sense of belonging has a powerful impact on  
 9 students' emotions and motivation in their  
 10 academic environment. Creating school cultures  
 11 that are supportive, challenging and accepting  
 12 could help to foster engagement and academic  
 13 achievement for all students.  
 14 BOARD CHAIR CAUSEY: Thank you. This  
 15 goes for anyone. If you have written remarks  
 16 that you want to submit to the Board, then our  
 17 Executive Assistant can make copies for all of  
 18 us.  
 19 MR. MITCHELL: Thank you very much.  
 20 BOARD CHAIR CAUSEY: Also, anyone at any  
 21 time can email boe@bcps.org. Thank you. Our

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1 next speaker is Brenda Peiffer. Good evening and  
 2 welcome.  
 3 MS. PEIFFER: Good evening. I'm here  
 4 tonight to speak in support of the work that this  
 5 Board has been doing since beginning its work  
 6 together in December.  
 7 For years, this school system was plagued  
 8 with a Board of Education that was largely  
 9 ineffective. Most members did not genuinely  
 10 listen to or respond to the concerns of  
 11 stakeholders, little work was done to get  
 12 information from the school system or even to ask  
 13 meaningful questions prior to votes or decisions  
 14 and little, if any, effort was made by the  
 15 majority of the members to hold BCPS accountable  
 16 and create an expectation of transparency.  
 17 It was as if most of the Board members  
 18 had forgotten the rightful order of things. The  
 19 leadership of BCPS is to answer to the Board of  
 20 Education and the Board members are to answer to  
 21 the stakeholders and the citizens.

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1 A lack of proper oversight from many of  
 2 the previous Board members allowed our school  
 3 system to go down the wrong path in many ways.  
 4 However, thanks to the hard work and dedication  
 5 of many advocates over a number of years, we now  
 6 have this new hybrid School Board and I'm here  
 7 tonight to commend you for the work you're doing.  
 8 In just a few short months, you have accomplished  
 9 an extraordinary amount of work. What's more,  
 10 you have demonstrated a commitment to bringing  
 11 much-needed accountability and transparency back  
 12 to this school system.  
 13 You are asking questions and expecting  
 14 answers. You are discussing and debating  
 15 decisions to ensure, to the best of your ability,  
 16 that you are making decisions that are in the  
 17 best interests of students and teachers above all  
 18 else.  
 19 Many stakeholders have been pleasantly  
 20 surprised by how responsive you've been to the  
 21 ideas, concerns and requests that have been

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1 brought before you in the few short months since  
 2 you officially began your work as a Board.  
 3 The work you are doing is difficult and  
 4 time consuming. At times, it can certainly be a  
 5 thankless task. So, tonight, I am here to thank  
 6 you for your hard work and to encourage you to  
 7 keep pressing on.  
 8 Of course, any time you set out to serve  
 9 as a leader in the community, there will be  
 10 naysayers. Those who try to detract from the  
 11 work you are doing. But, too many advocates  
 12 worked too hard to get this hybrid School Board  
 13 in place in the hopes of bringing back  
 14 much-needed oversight for BCPS.  
 15 So, don't let the naysayers discourage  
 16 you from continuing on in the important work that  
 17 you were brought here to do. Remember what you  
 18 were elected or appointed to do. Ask questions,  
 19 oversee the operations and the budget of the  
 20 school system and hold the leadership of BCPS  
 21 accountable.

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1 If you continue to persevere and do your  
 2 job well, you will accomplish what you were  
 3 brought here by the people to accomplish, provide  
 4 oversight and accountability and bring integrity  
 5 and transparency back to BCPS. Thank you.  
 6 (Applause.)  
 7 BOARD CHAIR CAUSEY: Thank you. Our next  
 8 speaker is Laura Showalter. Good evening and  
 9 welcome.  
 10 MS. SHOWALTER: Good evening, Chair  
 11 Causey, Vice Chair Henn, Superintendent White and  
 12 members of the Board. Tonight, there will be a  
 13 discussion regarding boundary changes in the  
 14 northeast region. The proposition as raised by  
 15 Board member Julie Henn on Facebook is the 245  
 16 students that cause Perry Hall Middle School to  
 17 be overcapacity be redistricted to surrounding  
 18 middle schools where a combined 500 seats are  
 19 available.  
 20 However, such a proposition does not come  
 21 without very serious implications for those that

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1 would be redistricted to the surrounding schools  
 2 as evidenced by readings that can be found at  
 3 sources like Maryland Report Card for BCPS  
 4 schools. None of the surrounding middle schools  
 5 are equivalent to the quality of education  
 6 provided at Perry Hall Middle School.

7 How can the Board, in good conscience,  
 8 decide to compromise the educations and futures  
 9 of some of the students in the district? Our  
 10 students deserve consistency and continuity in  
 11 their education and to not be uprooted from their  
 12 current community. While the issue of home  
 13 values may be of little importance to the Board,  
 14 it is of great consequence to the homeowners  
 15 whose property values will suddenly become less  
 16 than what they paid for their homes.

17 Is it the intention of our county leaders  
 18 to see inevitable short sales and foreclosures  
 19 impact the entire housing market in the region  
 20 because of their decision to redistrict? Does  
 21 the county intend to compensate effected

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1 homeowners in the loss of their home value? Or,  
 2 to reduce the high-dollar property and school  
 3 taxes they pay now? Or, to provide a stipend to  
 4 these residents so that they can afford to send  
 5 their children to a private school in order to  
 6 get the quality education this county is failing  
 7 to provide to its residents?

8 The impact of such a decision is far  
 9 greater than just alleviating overcrowding and I  
 10 implore you to find an alternative to addressing  
 11 the overcrowding issue at Perry Hall Middle  
 12 School.

13 In preparing to speak to you this  
 14 evening, I conducted some research on BCPS  
 15 enrollment stats. I was unable to find anywhere  
 16 a statistic that stated the number of students  
 17 enrolled in a given school as part of a shared  
 18 domicile. Further, there were no statistics  
 19 stating how many shared domicile students receive  
 20 special services or free and reduced meals.

21 The 2018 BCPS budget states that the per

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1 pupil allocation for a middle school student is  
 2 \$86 and for those receiving special services, the  
 3 allocation is \$281 per student. It makes me  
 4 wonder what the total expenditure is for shared  
 5 domicile students when my children, who should  
 6 have the right to attend a quality school that  
 7 isn't overcrowded because I am a homeowner in the  
 8 district, may be in danger of being sent to a  
 9 lesser quality school to accommodate these  
 10 students.

11 My suggestion to you is that when a  
 12 school is over capacity, there should be a  
 13 moratorium placed on the shared domicile rule.  
 14 Students with parents who are homeowners or  
 15 leaseholders in the district should have priority  
 16 over those who are living with a friend or  
 17 relative in order to get a better opportunity for  
 18 their child.

19 While this may not solve the issue  
 20 entirely, it is a starting point and you, as the  
 21 people appointed and elected to represent the

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1 residents of this county, have the power to begin  
 2 here. Thank you for your time. (Applause.)

3 BOARD CHAIR CAUSEY: Thank you. Our next  
 4 speaker for this evening is Anna Gaffold. Good  
 5 evening and welcome.

6 MS. GAFFOLD: Good evening, ladies and  
 7 the Board. I'm Anna Gaffold.

8 MS. HAILEY: Good evening. I'm Allison  
 9 Hailey.

10 MR. PATTERSON: I'm Ken Patterson. We  
 11 also are Ph.D. students at Notre Dame University.  
 12 Nelson Mandela once said that a nation should not  
 13 be judged by how it treats its highest citizens,  
 14 but its lowest ones.

15 When translated into education, our  
 16 school districts must be at the forefront of  
 17 working diligently for those without natural  
 18 advocacy.

19 To bring it home to BCPS, our desire to  
 20 build a global community should begin with the  
 21 input, contributions and continued support of

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1 those who are already global citizens, our ELL or  
 2 English language learner children.  
 3 Are we supporting the whole child? What  
 4 our district needs is a policy that supports the  
 5 ESOL office and its mission as the ELL population  
 6 continues to grow, both nationally and in our own  
 7 backyard.  
 8 We are before you today to seek the  
 9 Board's support in creating a committee to draft  
 10 a robust policy that demonstrates BCPS's  
 11 commitment to equitable access to curriculum and  
 12 instruction, social and emotional support and  
 13 services that empower the child and the families  
 14 of ELLs.  
 15 Currently, the approach to teaching and  
 16 assessing ELL students is embedded in Equity  
 17 Policy 0100 and Instructional Policy 641 for  
 18 advanced academics and gifted education.  
 19 However, these policies do not address the  
 20 specific needs of the ELL population. The lack  
 21 of a defined policy does not accurately reflect

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1 what we believe is the commitment of BCPS toward  
 2 meeting the diverse needs of this specific  
 3 population.  
 4 BCPS should go beyond curriculum  
 5 acquisition and address unique social, cultural  
 6 and linguistic needs of ELLs as they integrate.  
 7 Not only into the school system but into their  
 8 local communities as contributing members.  
 9 MS. GAFFOLD: According to the Maryland  
 10 Equity Project, Maryland's rate of ELL population  
 11 growth increased by 4.9 percentage points over  
 12 the 3.3 percentage points for the nation between  
 13 1995 and 2015.  
 14 The Maryland Equity Project also cited  
 15 that Baltimore County has the third highest  
 16 number of ELL students in the state behind  
 17 Montgomery and Prince George's counties. The  
 18 Migration Policy Institute reported that while  
 19 the 2017 Maryland graduation rate of 88 percent  
 20 for all its students was comparable to the  
 21 nation's average of 84 percent, only 45 percent

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1 of Maryland's ELL population graduated within  
 2 four years, versus the national ELL graduation  
 3 rate of 67 percent.  
 4 This means that although the county is  
 5 committed to the academic success of ELL students  
 6 in spirit, more must be done to support them to  
 7 overcome academic barriers that prevent them from  
 8 graduating at or above the national graduation  
 9 rate.  
 10 With the largest concentration of  
 11 Maryland ELL students, Montgomery County has both  
 12 a policy and a resolution specifically addressing  
 13 the needs of this population. BCPS is encouraged  
 14 to learn from Montgomery County and be at the  
 15 forefront of this trend.  
 16 As such, we urge this Board to commission  
 17 the creation of a committee to draft a robust  
 18 policy that affirms BCPS's commitment to our ELL  
 19 students. Thank you. (Applause.)  
 20 BOARD CHAIR CAUSEY: Thank you for  
 21 joining us. Our final public speaker for the

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1 evening is Jessie Lehson. Good evening and  
 2 welcome.  
 3 MS. LEHSON: Good evening, Chairwoman  
 4 Causey, interim Superintendent White, members of  
 5 the Board, parents, teachers and students. My  
 6 name is Jessie Lehson. I am the Executive  
 7 Director of Watershed Public Charter School. I'm  
 8 here tonight to give you an update on our  
 9 progress.  
 10 To date, we have received 339  
 11 applications for 176 available spaces and  
 12 continue to receive them every day. We received  
 13 65 applications for our 11 teaching positions and  
 14 are in the midst of our interview process.  
 15 We are excited to report that we have  
 16 phenomenal candidates from both within BCPS and  
 17 teachers who are new to the district. We look  
 18 forward to the Board announcing the appointment  
 19 of our principal later this evening.  
 20 We took possession of our building in  
 21 March and have been working around the clock to



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1 finish our building permit paperwork which was  
 2 submitted this week. We are currently ahead of  
 3 our construction schedule. Our facility was  
 4 previously the John Paul Regional School, a  
 5 parochial school that was built in 1955 and  
 6 recently closed in 2017. Like any building of  
 7 that age, there are some minor asbestos work that  
 8 we will be taking care of, although it was  
 9 largely addressed by the former school.

10 The three closest BCPS schools are  
 11 Dogwood, Featherbed and Johnnycake, two of which  
 12 are seriously overcapacity. We have students  
 13 joining us from all over the county but around 60  
 14 percent are coming from the surrounding area and  
 15 we also have a significant number of students who  
 16 have come back to the district from home school  
 17 or private school.

18 We will have a positive impact on school  
 19 capacity in the west zone and a wonderfully  
 20 diverse student population. The school sits on  
 21 11 acres of property which includes a stream, a

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1 wooded area and a microfarm that we have  
 2 installed with the generous support of the  
 3 Maryland Agricultural Education Foundation and  
 4 Teach Ag at Penn State. We've worked with  
 5 Project Stream Clean to host a stream clean-up  
 6 event on our property and are working with Blue  
 7 Water Baltimore and the National Wildlife  
 8 Federation on a large-scale stormwater,  
 9 pollinator garden and rain garden project that  
 10 will include grants and training for other local  
 11 BCPS schools.

12 Watershed was founded by teachers, not a  
 13 large national company. We've written a full  
 14 curricular framework that uses the Maryland  
 15 Common Core and NGSS standards, but does so in a  
 16 project-based multidisciplinary way. We will  
 17 augment our curricular materials with purchased  
 18 resources in math and phonics and have consulted  
 19 with the Office of Curriculum and Instruction  
 20 about those choices.

21 We have developed project-based

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1 assessments to augment the existing assessments  
 2 built into those products, map testing and  
 3 running records. We have completed quarter one  
 4 curriculum materials for our teachers to have  
 5 in-hand as soon as they were hired.

6 We were fortunate to welcome Ms. Pasteur  
 7 this week to tour the school and see our  
 8 curriculum. We would, again, like to extend an  
 9 open invitation to the rest of the Board to do  
 10 the same. We look forward to sitting down for  
 11 the first time with Mr. Neusbaum and starting the  
 12 important work of finalizing our contract with  
 13 the district, a process which began in November  
 14 of 2018.

15 Thank you all for the important work you  
 16 do for our schools and our students. We look  
 17 forward to working with you. (Applause.)

18 BOARD CHAIR CAUSEY: Thank you. That  
 19 concludes our general public comment. We also  
 20 offer the opportunity for the public to comment  
 21 on proposed changes to policies. There were no

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1 speakers for Policy 1110 or 1200. For public  
 2 comment on proposed changes to Policy 5500,  
 3 Student Conduct, Student Behavior Code, I call  
 4 forward Renuka Rege, attorney for the Public  
 5 Justice Center. Thank you and welcome.

6 MS. REGE: This is for Policy 5550.  
 7 Correct?

8 BOARD CHAIR CAUSEY: No, excuse me. The  
 9 first one that you signed up for is 5500.

10 MS. REGE: Okay, that's fine. Oh, I  
 11 apologize. I thought it was 5550.

12 BOARD CHAIR CAUSEY: I'm sorry. There's  
 13 a typo on my sheet. It is 5550.

14 MS. REGE: Okay. Thank you.

15 BOARD CHAIR CAUSEY: Student behavior  
 16 code.

17 MS. REGE: Thank you. Good evening. My  
 18 name is Renuka Rege and I am an attorney with the  
 19 Public Justice Center whose mission includes  
 20 advancing equity and access to education for all  
 21 Maryland students.

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1 Thank you for the opportunity to testify  
 2 again about our continuing concerns about the  
 3 legality of BCPS's proposed school discipline  
 4 policies presented on second reader tonight and,  
 5 first, I'll be speaking about revised Policy  
 6 5550.

7 The current version of Policy 5550, like  
 8 its predecessors, fails to provide guidance on  
 9 the specific responses recommended for each  
 10 disciplinary infraction. Policy 5550 lists three  
 11 categories of offenses and corresponding  
 12 responses including suspension, assignment to an  
 13 alternative program and expulsion.

14 However, each list of offenses and  
 15 responses are extremely broad and there is no  
 16 specification of what offenses can lead to what  
 17 lengths of suspension.

18 For example, the policy states that  
 19 disrespect such as refusal to do assigned work or  
 20 failure to follow direction may result in  
 21 suspension but offers administrators no direction

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1 on what specific intervention should be used  
 2 short of suspension, under what circumstances a  
 3 suspension would be appropriate and what length  
 4 of suspension is recommended.

5 We have seen the harmful impact of this  
 6 lack of guidance in our work representing  
 7 individual students in the county. In multiple  
 8 instances this school year, administrators have  
 9 automatically imposed 10-day suspensions for  
 10 category one offenses just because, under Policy  
 11 5550, they could. Even though that response was  
 12 unnecessary in that particular case.

13 State law requires policies that both  
 14 allow for discretion in imposing discipline and  
 15 are designed to keep students connected to  
 16 school. Policy 5550 should be revised to provide  
 17 more detail and direction on levels of responses  
 18 and better facilitate a graduated consequence  
 19 approach so that discipline is administered in a  
 20 progressive fashion.

21 The lowest possible response is used to

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1 address each incident of misbehavior as much as  
 2 possible and more intensive responses are used  
 3 when behavior is repeated, consistent with state  
 4 guidance.

5 We have detailed this concern and others  
 6 related to the policy in our written comments to  
 7 the Board. Thank you for your consideration.

8 BOARD CHAIR CAUSEY: Thank you. The next  
 9 policy is Policy 5560, Student Conduct,  
 10 Suspension, Expulsion or Assignment to an  
 11 Alternative Education Program. Our first speaker  
 12 signed up is Ms. Renuka Rege.

13 MS. REGE: Good evening, again. My name  
 14 is Renuka Rege, an attorney with the Public  
 15 Justice Center. Thank you for the opportunity to  
 16 testify about Policy 5560.

17 As we have stated in prior letters and  
 18 presentations to the full Board and the Policy  
 19 Review Committee, BCPS cannot discipline students  
 20 by transferring them from their regular school to  
 21 an alternative education program unless it abides

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1 by the legal standards and procedures governing  
 2 extended suspension and expulsion.

3 State law defines suspension and  
 4 expulsion as disciplinary removals from a  
 5 student's regular school program. Because a  
 6 transfer to an alternative school takes a student  
 7 out of his regular school program, it falls  
 8 within that definition.

9 This means that when a student goes  
 10 before a Superintendent's designee following a  
 11 behavior infraction, the decision is not whether  
 12 to give an extended suspension, expulsion or  
 13 removal to an alternative program. The decision  
 14 is only whether the student meets the  
 15 requirements to implement an extended suspension  
 16 or expulsion. I.e. the student engaged in  
 17 chronic and extreme disruption in the education  
 18 process that has created a substantial barrier to  
 19 learning across the school day and other  
 20 interventions have been exhausted or where the  
 21 student's return to school would pose an imminent

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1 threat of serious harm to other students and  
 2 staff.  
 3       Only if the answer is yes may the student  
 4 be sent to an alternative program for up to 44  
 5 days in a case of chronic and extreme disruption  
 6 or potentially for longer in the case of imminent  
 7 threat.  
 8       The latest revision to BCPS Policy 5560  
 9 directly contravenes these requirements and, on  
 10 this issue, represents a step backwards from  
 11 prior drafts. In Section 6, it permits the  
 12 designee to transfer students to an alternative  
 13 school under any circumstance, even when there is  
 14 no imminent threat of serious harm or chronic and  
 15 extreme disruption.  
 16       Under this version, a designee could  
 17 force a student to transfer to an alternative  
 18 school for an attendance violation or a single  
 19 instance of disrespect or texting in class.  
 20       Such transfers would be illegal under  
 21 state law and to the extent they are

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1 disproportionate applied to students of color or  
 2 students with disabilities, they may run afoul of  
 3 federal law as well.  
 4       Blanket reliance on alternative school  
 5 transfers as a disciplinary response is also bad  
 6 policy. Research shows that every time a student  
 7 transfers schools, he loses three months of  
 8 academic progress because of a disruption to  
 9 course work, the severing of positive  
 10 relationships with teachers and peers and the  
 11 stigma that comes from being kicked out.  
 12       Alternative schools often also do not  
 13 offer opportunities available in mainstream  
 14 schools such as AP classes, languages, the full  
 15 range of extracurriculars. The failure to  
 16 provide the full range of courses available in  
 17 regular schools also can cause students to not  
 18 graduate on time or repeat grades.  
 19       Removal to an alternative school may be  
 20 necessary where a student's return to his or her  
 21 regular school would pose an imminent threat of

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1 serious harm. But, otherwise, the costs far  
 2 outweigh the benefits.  
 3       Again, we've detailed this concern and  
 4 others related to both policies in our written  
 5 comments to the Board. Thank you for your  
 6 consideration.  
 7       BOARD CHAIR CAUSEY: Thank you. The next  
 8 speaker on Policy 5560 is Ms. Nicole Landers.  
 9 Good evening and welcome.  
 10       MS. LANDERS: Good evening. Hi. I thank  
 11 you for your time. I want to say that I'm very  
 12 thankful that you're addressing this and trying  
 13 to trim it up and make it look better.  
 14       I held the records in my hands of someone  
 15 who utilized restorative practices for many years  
 16 and killed 17 students in Parkland. It's a  
 17 serious matter that students that are disruptive  
 18 and not following the rules get moved. It's as  
 19 much for the student that's disruptive to be  
 20 helped as it is all the other students and  
 21 faculty and staff in the buildings.

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1       I can tell you because I've held the  
 2 records in my hand that his record looks like a  
 3 nightmare of restorative practices for years that  
 4 culminated into an act of violence. A severe act  
 5 of violence. Now we have another one in Denver,  
 6 Colorado today.  
 7       This is a really serious matter and I  
 8 appreciate that you're trying to trim it up. It  
 9 is not unwise to move a disruptive student who is  
 10 showing violent tendencies out. IEP, 504 or not.  
 11 They need help and they need to get moved. If we  
 12 don't take action, we're going to lose more  
 13 students. We're multiplying Nicolas Cruzes in  
 14 this county by the hundreds. I'm getting calls  
 15 from teachers, from parents, daily.  
 16       One teacher who suffered under this  
 17 restricted suspension policy who was assaulted so  
 18 severely she had to crawl to safety out of her  
 19 classroom, the student was then suspended for  
 20 five days and sent back to her. That's pretty  
 21 serious. I can't imagine if any of you had to

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1 crawl your way to safety from a violent student,  
 2 whether you'd want to come back to work or not.  
 3 A whole classroom of Kindergartners watched this  
 4 unfold while their teacher was violently  
 5 assaulted and she had to crawl to safety.  
 6 I appreciate that you're working on it.  
 7 Please keep working on it because the onus of  
 8 responsibility is on the Board, on the staff, on  
 9 the Superintendent, and honestly, on all of us as  
 10 taxpayers because we're funding this. This is  
 11 our tax dollars at work. That's all I have to  
 12 say. Have a good night. (Applause.)  
 13 BOARD CHAIR CAUSEY: Thank you. Our next  
 14 speaker is Megan Berger from Disability Rights  
 15 Maryland. Good evening and welcome.  
 16 MS. BERGER: Hi, good evening. My name  
 17 is Megan Berger. I work with Disability Rights  
 18 Maryland, an organization dedicated to defending  
 19 and advancing the rights of students with  
 20 disabilities.  
 21 I'm here tonight on behalf of the many

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1 clients in Baltimore County that my organization  
 2 has represented to urge the School Board one last  
 3 time to bring its discipline policies in line  
 4 with the law. This is important and it matters  
 5 because students with disabilities and African  
 6 American students are being pushed out of school  
 7 at higher rates than their non-disabled and white  
 8 peers for the very same behaviors. In order to  
 9 combat this inequity, it's imperative, at a  
 10 minimum, that BCPS's discipline policies conform  
 11 with state law.  
 12 The main provision in Policy 5560 that  
 13 violates state law is the assignment to  
 14 alternative education programs because it creates  
 15 a separate disciplinary response, separate and  
 16 apart from suspension and expulsion and it states  
 17 no clear criteria or standards for how the  
 18 Superintendent designee is to make such  
 19 decisions. This is illegal and the provision  
 20 must be removed from the policy.  
 21 DRM, Disability Rights Maryland, has

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1 provided the Board with written comments  
 2 detailing the technical legal reasons why the  
 3 provision is illegal. But, this evening, I want  
 4 to talk about the real life ways that blanket  
 5 transfers to alternative schools harm students.  
 6 I represented students in the past where  
 7 the student gets referred to our office and they  
 8 are desperate for help. They have a disability  
 9 and a long history of failing grades and poor  
 10 school performance. They have a history of being  
 11 sent to alternative schools. They've often  
 12 failed at the alternative schools and are then  
 13 retained and have to repeat a grade.  
 14 They, then, experience multiple  
 15 suspensions and are sometimes out of school and  
 16 missing instruction for over 20 25 days.  
 17 Sometimes they're placed on half-day schedules  
 18 where they're only allowed to attend school for  
 19 half of the day and then they're ultimately  
 20 placed in another alternative program for  
 21 behaviors.

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1 One particular education program is  
 2 E-learning and we have had clients on E-Learning,  
 3 they're sitting on a computer by themselves,  
 4 these are young students, supposedly receiving  
 5 instruction. One particular client was on  
 6 E-Learning and didn't even have a computer for  
 7 the last month and a half that he was on that  
 8 program. There is no engagement with teachers or  
 9 staff.  
 10 It's not until our office gets involved  
 11 that the student is referred for special  
 12 education, evaluations and assessments. They're  
 13 deemed eligible, found to have educational  
 14 disabilities and that's when the IEPs and the  
 15 behavioral supports get put in place. That's  
 16 when school staff gets eyes on the student and  
 17 they make the connections and the positive  
 18 relationships with that student and that's when  
 19 things start to turn around. We've represented  
 20 many students. (Closing bell.) I'll submit  
 21 these comments.

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1 BOARD CHAIR CAUSEY: Yes, absolutely.  
 2 You can submit those. Our next speaker on Policy  
 3 5560 is Tamea Moore. Is Ms. Moore still here?  
 4 We'll check on that. Thank you. Thank you for  
 5 checking on that. That concludes our general  
 6 public comment. Thank you to all of those that  
 7 have come forward this evening.  
 8 That brings us to our next item for  
 9 consideration, the Superintendent's Report. Ms.  
 10 White?  
 11 MS. WHITE: Thank you, Madame Chair and  
 12 good evening to all. I would like to start this  
 13 evening by thanking the BCPS family for your  
 14 expressions of sympathy and for your condolences  
 15 on my mother's passing. This has been, without a  
 16 doubt, one of the most difficult times in my  
 17 life. But, it has been made bearable for the  
 18 outpouring of love and support from our  
 19 community. So, thank you, BCPS.  
 20 We are family. I said that a little  
 21 earlier in the week and I do believe that. We

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1 are more than a team. We are family. I'm  
 2 grateful for the hundreds of you who have reached  
 3 out in various ways, through your notes and cards  
 4 and text messages and phone calls. It's been  
 5 incredible and it's been overwhelming but just  
 6 wonderful.  
 7 My mother was very special to me and she  
 8 believed in the power of education and she  
 9 championed my efforts toward becoming a teacher.  
 10 Tonight, I honor our beloved teachers  
 11 during this Teacher Appreciation Week. I'm  
 12 grateful for our hard-working teachers who go  
 13 above and beyond the call of duty for students  
 14 every single day.  
 15 Tomorrow, we will also celebrate School  
 16 Nurse Day. Our school nurses do more than  
 17 administer medications which is a very important  
 18 part of their job. But, they do more than that.  
 19 They provide care and support to all children and  
 20 to staff members as well and they connect with  
 21 our families and we are grateful for them.

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1 So, please join me in celebrating our  
 2 teachers, our support staff and our school nurses  
 3 for all that they do. (Applause.)  
 4 So, this is the season of celebrations  
 5 and I would also like to honor those who have  
 6 been recognized recently. I know in the back and  
 7 who said the Pledge of Allegiance for us, Omar  
 8 Rashid, who was elected Student Member of the  
 9 Board for the 2019-2020 school year at a forum by  
 10 his peers. Congratulations, Omar. (Applause.)  
 11 Congratulations on your appointment.  
 12 Mr. Douglas Handy, Director of Career and  
 13 Technology Education and Fine Arts was honored  
 14 with the CTE Awards of Excellence Outstanding  
 15 Secondary Change Agent Award. Congratulations,  
 16 Doug. (Applause.) Michael Sye, Coordinator of  
 17 Athletics, received the Anderson Blenko  
 18 Professional Development Award from the Maryland  
 19 State Athletic Directors Association.  
 20 Congratulations, Mike. (Applause.)  
 21 Kristen Neilsen, English language arts

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1 teacher at Crossroads Center was named the BCPS  
 2 Teacher of the Year. Congratulations, Kristen.  
 3 (Applause.) Charlene Behnke, the principal of  
 4 Honeygo Elementary School, was named the BCPS  
 5 Elementary Principal of the Year.  
 6 Congratulations, Charlene. (Applause.) Monica  
 7 Sample is the principal of Overlea High School  
 8 and was named the BCPS Secondary Principal of the  
 9 Year. Congratulations, Monica. (Applause.)  
 10 These are just a few student and staff  
 11 recognitions from just this past month. So,  
 12 again, let's give them all a round of applause.  
 13 (Applause.)  
 14 Additionally, Mr. Walter Carter from  
 15 Milford Mill Academy was recognized as the  
 16 National Magnet Teacher of the Year. Let's give  
 17 Mr. Carter a round of applause as well.  
 18 (Applause.) He was honored at the 37th National  
 19 Magnet Conference that BCPS hosted last month.  
 20 The conference drew more than 1,000 magnet  
 21 educators, many of whom learned about BCPS magnet

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1 programs through the 22 school tours that we  
 2 offered. Participants who came, they raved about  
 3 our students and educators and how we inspired  
 4 them and motivated them through our passion for  
 5 learning and four our students' passion for  
 6 learning and creativity and opportunities for  
 7 student voice and choice.

8 I want to thank our wonderful central  
 9 office and school-based staff who planned and  
 10 carried out the conference to great success. So,  
 11 thank you to all who were involved in that.  
 12 (Applause.)

13 I'm excited about this next portion. I'm  
 14 going to do my very best to get through it so  
 15 please bear with me. It is my honor to announce  
 16 a new scholarship opportunity in honor of my  
 17 mother who battled Alzheimer's Disease for 15  
 18 years. Many of you have shared with me that you  
 19 know someone or have family members who have been  
 20 affected or touched by this disease.

21 What you know, and if you've lived with

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1 this or if you know someone who has lived with  
 2 it, it can rob you of who you are and it can be  
 3 extremely debilitating. According to the data,  
 4 this disease will reach epidemic proportions in  
 5 the near future.

6 I believe the answer to this problem is  
 7 in the research and to dedicated individuals who  
 8 really want to eradicate Alzheimer's. I thank  
 9 those who contribute to this work in the various  
 10 ways you do so.

11 But, I also believe that our young  
 12 people, through their resolve and through their  
 13 passion and their creativity, hold the answers to  
 14 this challenge. You see, many times, people will  
 15 talk about our young people today and they worry  
 16 about our young people but I don't. I believe in  
 17 our young people and I believe that our young  
 18 people have the answers to many of these  
 19 challenges that we face.

20 To that end, through the Education  
 21 Foundation of BCPS, my husband and I have

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1 personally established the Bernice H. Johnson  
 2 Memorial Scholarship Fund for the promotion of  
 3 Alzheimer's research. (Applause.) Thank you.  
 4 Thank you so much.

5 One of BCPS's female graduating seniors  
 6 who demonstrates an interest in the eradication  
 7 of Alzheimer's Disease will receive a \$1,000  
 8 scholarship. Requirements will include an  
 9 application and an essay, a minimum GPA of 3.0,  
 10 acceptance into an accredited two or four-year  
 11 college in a field related to science,  
 12 technology, engineering or mathematics, a resume  
 13 and two letters of recommendation. Eligible  
 14 students are encouraged to apply through their  
 15 school counselor by May 30th.

16 We want to start this now. It is hoped  
 17 that this small contribution from my husband and  
 18 from me will spark an interest and really draw,  
 19 especially young women where we don't have young  
 20 women in the field of STEM, and to eradicate this  
 21 horrible disease. I believe that many of us, of

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1 not most of us, have been affected by this.

2 So, we do hope that this will also  
 3 benefit a deserving young student. So, it is our  
 4 pleasure to do so and it is my honor to even be  
 5 able to speak my wonderful mother's name tonight.  
 6 So, thank you for your support of this.  
 7 (Applause.)

8 Finally, behind every outstanding student  
 9 is an amazing teacher. In the spirit of National  
 10 Teacher Appreciation Day, which happens to be  
 11 today, it is my pleasure to celebrate and honor  
 12 the more than 9,000 educators who support and  
 13 encourage our students. Tonight's video is one  
 14 way that we are thanking and acknowledging every  
 15 single one of our teachers.  
 16 (Video Presentation.)

17 MS. WHITE: We celebrate our teachers.  
 18 We celebrate our paraeducators as well who  
 19 support teachers and we celebrate our school  
 20 nurses. Thank you, teachers, for all you do.  
 21 (Applause.)

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1 BOARD CHAIR CAUSEY: Thank you, Ms.  
 2 White, for that heartfelt report this evening. I  
 3 do want to step back just for a moment to Policy  
 4 5560. It was pointed out that Ms. Margolis  
 5 needed to speak about Policy 5560. Ms. Margolis?  
 6 Good evening and welcome.  
 7 MS. MARGOLIS: Good evening and thank  
 8 you. I'm sorry, after this happy news, to come  
 9 back to Policy 5560.  
 10 My name is Leslie Margolis, I'm a  
 11 managing attorney at Disability Rights Maryland.  
 12 Initially, I want to make a point that although  
 13 there is a perception in the county that  
 14 teachers' hands are tied and that they are not  
 15 able to use suspension and expulsion in schools,  
 16 that's simply not true.  
 17 In fact, since 2014 when Maryland passed  
 18 its current discipline regulations, the rate of  
 19 suspension and expulsion in Maryland has  
 20 increased and that's absolutely true in Baltimore  
 21 County as well. The rate has been going up.

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1 Which raises the question about what role the  
 2 policy is, 5550 and 5560, play in that process.  
 3 So, Disability Rights Maryland and the  
 4 Public Justice Center have been working on this  
 5 issue with Baltimore County for about a year.  
 6 We've met with administration and with counsel.  
 7 We have sent letters to the Board beginning in  
 8 July of 2018. We sent letters in July and  
 9 August, September and October. We met with the  
 10 previous policy review committee, we have come to  
 11 Board meetings, we have testified at Board  
 12 meetings. We sent a letter this week and well  
 13 and we're here. We understand that, as of today,  
 14 we have been invited back to the policy review  
 15 committee meeting coming up in a couple of weeks  
 16 and we appreciate that invitation.  
 17 But, to date, the policies still do not  
 18 comply with the law. We feel that we have tried  
 19 so hard to work with the Board and with the  
 20 county and the policies are still out of  
 21 compliance.

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1 So, I come here tonight to say that we  
 2 continue to want to work with you to try to  
 3 resolve this. However, should we not be able to  
 4 reach an agreement on this in a cooperative way,  
 5 we will take every step we need to to compel the  
 6 county to come into compliance with the law. We  
 7 need to protect the rights of children in  
 8 Baltimore County and to ensure that the county  
 9 meets the requirements of the law.  
 10 So, this is our last time coming to you  
 11 offering to work with you. I hope that, at the  
 12 policy review committee, we are able to resolve  
 13 this in a cooperative way. That's our message  
 14 tonight. Thank you very much.  
 15 BOARD CHAIR CAUSEY: Thank you. The next  
 16 item is the Chair's Report. I just wanted to  
 17 say, today, the Board is pleased to acknowledge  
 18 National Teacher Appreciation Day which is  
 19 observed on the Tuesday of the first full week in  
 20 May and that is today as has been pointed out.  
 21 This day is part of Teacher Appreciation

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1 Week which is the first full week in May and we  
 2 are so grateful to the over 9,000 teachers and  
 3 thousands more teacher and student support  
 4 personnel who are so dedicated to our students'  
 5 success.  
 6 We all have special memories of teachers  
 7 who have positively impacted our lives. One of  
 8 the many significant teachers in my life was a  
 9 math teacher at my high school. He was a  
 10 popular, respected, successful math teacher  
 11 helping many students achieve who did not believe  
 12 in themselves or their math abilities.  
 13 Yet, I did not spend a minute in his  
 14 classroom. I had the privilege of him being my  
 15 cross country and track coach all four years in  
 16 my public high school in Alexandria City Public  
 17 Schools. He saw potential in me that I did not  
 18 see. I started out a scrawny, quiet girl.  
 19 Through his teaching the team of girl runners  
 20 that we needed to focus on the details of our  
 21 practice, be determined, strive to improve and

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1 support each other, I developed into a  
 2 fun-loving, resolute team contributor and team  
 3 leader. I learned life lessons that still  
 4 positively impact me today. Thanks, Coach Bob.

5 So, today and this week, let's all take  
 6 time to remember in special ways those educators  
 7 who impacted us in the past and those who are  
 8 positively influencing our students today.

9 A teacher affects eternity. He can never  
 10 tell where his influence stops. This quote by  
 11 Henry Brooks Adams really reflects the eternal  
 12 ripple effects of what can happen in a classroom  
 13 between a teacher and a child. That's why we're  
 14 here as Board members, why we're here as  
 15 educators in this system, to make that connection  
 16 happen every day in every school.

17 We also want to thank our school nurses.  
 18 As a parent of a student who had health issues,  
 19 it's a wonderful feeling to know that they go to  
 20 school and there's a competent, caring person  
 21 that's able to step in and help. So, we really

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1 have a lot to appreciate.

2 We also wanted to welcome Omar Rashid,  
 3 the newly elected incoming Student Member of the  
 4 Board. His application has been submitted to  
 5 Governor Hogan and we encourage Governor Hogan to  
 6 appoint him as soon as possible and he would join  
 7 us after July 1.

8 The Board appreciates, as was heard  
 9 earlier in public comment, the interest in the  
 10 Superintendent search and we're all encouraged by  
 11 the community's interest in this important  
 12 decision. We understand that finding the best  
 13 leader for our school system is of vital  
 14 importance and we will strive to keep the  
 15 community informed at all stages in the process  
 16 and decisions being made when possible. Through  
 17 updates at meetings, press releases and on our  
 18 Board webpage, bcps.org, and there's a tab under  
 19 Board Leadership that is labeled Superintendent  
 20 Search, we will be updating that.

21 We are thankful for the tremendous we've

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1 received from the public and through constituent  
 2 groups through our extensive executive search  
 3 firm, Ray and Associates. There are extensive  
 4 and various avenues for input, all of which can  
 5 be found on our website. Rest assured, we will  
 6 consider community input.

7 At the same time, to secure the most  
 8 qualified candidates, it is essential that the  
 9 identities of those applying for the position  
 10 remain confidential during the entire process so  
 11 that their current positions are not jeopardized  
 12 and they can be fully and fairly vetted by the  
 13 search firm and the Board.

14 This is the commitment the Board and Ray  
 15 and Associates has made to our candidates. These  
 16 confidentiality concerns will require, and  
 17 Maryland law allows, that portions of the  
 18 decision-making process be completed outside of  
 19 the public view.

20 During those times, we, as a Board, will  
 21 consider community input. However, it will be

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1 inappropriate for us to comment on or lobby for  
 2 any individual candidates during the search  
 3 process.

4 In reaching our ultimate decision, we  
 5 will be mindful of the background, strengths and  
 6 experiences of the candidates who apply and will  
 7 let the process guide us to make the best  
 8 judgment possible. Please stay tuned as we will  
 9 be giving an update later this week.

10 That leads me to my final remarks. It is  
 11 amazing that it is May already and the season of  
 12 school celebrations has begun. We had our Career  
 13 and Technology Education Awards ceremony. I was  
 14 pleased to attend and congratulate the students  
 15 and the educators for their great success.

16 Also coming up is the TABCO retiree and  
 17 young educator awards dinner this Friday. There  
 18 are also school concerts, plays, dances, proms,  
 19 sports championships, extracurricular  
 20 competitions like the Robotics World Competition  
 21 that was held in Tennessee last week, well



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1 represented by several BCPS schools. These  
 2 events are attended by many Board members as we  
 3 all continue to be engaged at all levels of the  
 4 school system, but also in the community.  
 5 Finally, the graduations are coming. The  
 6 culmination of our mission accomplished.  
 7 Students graduating college and career ready, not  
 8 only with a diploma, but with a resume or an  
 9 industry certification or college credits under  
 10 their belt.  
 11 So, it's for that reason, that mission  
 12 accomplished, that we are all here and we  
 13 continue to work hard. Thank you and that's my  
 14 report. Our next item is the Student Board's  
 15 Report. For that, Ms. Adekoya.  
 16 MS. ADEKOYA: Thank you. Good evening  
 17 everyone and happy Tuesday. It pains me to  
 18 announce that this will be my second to last  
 19 Student Member Report. Teardrop, teardrop.  
 20 But, just as much as it pains me, I am  
 21 delighted to introduce Omar Rashid, the 2019-2020

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1 Student Member nominee recommended by the  
 2 students of BCPS. I'm confident that Omar will  
 3 embody this position, paving the way for students  
 4 he will serve.  
 5 I'd also like to congratulate the newly  
 6 elected BCSC officer team, Angela Chin, Samantha  
 7 Warfield, Clara Carbel and Carter Bohart. I have  
 8 no doubt in my mind that they will continue  
 9 serving their peers, advocating for their diverse  
 10 needs and wants at a local and systemic level.  
 11 Thank you to the leading ladies of  
 12 Chadwick Elementary for allowing me to visit  
 13 their club and record a new episode of Hanging  
 14 with Halima. I enjoyed wrapping up our  
 15 discussion on what it meant to not just have  
 16 zeal, but display it in our present and future.  
 17 In addition, thank you to the SADD  
 18 organization at Randallstown High School for  
 19 allowing me to visit their school and record  
 20 another episode of Hanging with Halima. The  
 21 Randallstown leaders of SADD, Students Against

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1 Destructive Decisions, are revamping what it  
 2 means to us as youth to have fun but also be  
 3 cautious and responsible. Both clubs are doing  
 4 amazing work in their community and I'm quite  
 5 impressed by their impact.  
 6 It's May. Happy Mental Health Awareness  
 7 Month. Last Friday, over 100 middle and high  
 8 school ambassadors gathered at the Mind Over  
 9 Matter Summit where we engaged in learning about  
 10 mental health. It was imperative that the  
 11 students realized that their mental health is  
 12 just as important as their physical health.  
 13 The students listened to a keynote  
 14 speaker who reminded them that they cannot simply  
 15 go with the flow but must be charged with the  
 16 mission of being courageous and cutting off the  
 17 chickens, simply because there are some things  
 18 you just don't do until you are drunk or high.  
 19 They were also able to participate in  
 20 various workshops such as mindfulness and opioid  
 21 substance abuse prevention. A huge shout-out to

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1 the planning team for putting such an awesome  
 2 event together. Again, I know the students who  
 3 participated were heavily impacted and did not go  
 4 back the same.  
 5 Last, but not least, I'd like to announce  
 6 this. In the fall of 2019, I will be attending  
 7 the University of Maryland, Baltimore County, as  
 8 a Sherman STEM teaching scholar. The entire  
 9 college decision-making process was very  
 10 strenuous but eye-opening. I cannot stress  
 11 enough how thankful I am for our BCPS community  
 12 who supported me in a million and 10 ways.  
 13 As an aspiring educator, cough, cough,  
 14 Superintendent as well, I will be eternally  
 15 grateful my years spent as a BCPS student and  
 16 Student Member. So, nobody can get rid of me  
 17 just yet. Thank you. (Applause.)  
 18 BOARD CHAIR CAUSEY: Thank you, Ms.  
 19 Adekoya. You're going to make us all cry. So,  
 20 we're going to move on. Our next item is  
 21 unfinished business, considerations of policy,

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1 third reader.

2 Members of the Board, the Policy Review

3 Committee asked that the Board accept this report

4 of the committee's recommendation to amend the

5 following policies. Policy 2361, Distribution of

6 Non-School Materials, Policy 8132 which is Policy

7 Manual Availability, Policy 8250, Board Member

8 Responsibilities, and Policy 8330, Minutes.

9 These recommendations are presented to

10 you on tonight's agenda as Exhibit I. No public

11 comments were received concerning these proposed

12 changes to these policies.

13 Do I have a motion to adopt the

14 recommendations of the Board's Policy Review

15 Committee?

16 MS. MACK: So moved.

17 BOARD CHAIR CAUSEY: Thank you, Ms. Mack.

18 No second is required. Is there any discussion?

19 All those in favor, please raise your hand? Any

20 opposed? The motion carries. Thank you.

21 The next item of business is item J, new

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1 business, personnel matters. For that, we call

2 forward Dr. John Mayo.

3 DR. MAYO: Good evening, Chairwoman

4 Causey, Vice Chair Henn, Superintendent White and

5 members of the Board. I would like Board

6 consideration for the following personnel

7 matters. Retirements, resignations, leaves of

8 absence, deceased recognition of service and

9 certificated appointments.

10 BOARD CHAIR CAUSEY: Do I have a motion

11 to approve the personnel matters as presented in

12 Exhibits J1 through J5?

13 MS. MACK: So moved.

14 MR. OFFERMAN: So moved.

15 BOARD CHAIR CAUSEY: Thank you, Ms. Mack

16 and Mr. Offerman. So, we'll have Ms. Mack and

17 then Mr. Offerman as a second. Is there any

18 discussion? All in favor, please raise your

19 hand? Any opposed? The motion carries

20 unanimously. Thank you.

21 The next item is Item K, new business,

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1 administrative appointments. I call on Ms. White

2 to present the administrative appointments.

3 MS. WHITE: Thank you. Madame Chair and

4 members of the Board, I would like to bring

5 forward for your approval the following

6 administrative appointments. Principal, Norwood

7 Elementary School, principal, Owings Mills

8 Elementary School, principal, Watershed Charter

9 School, assistant principal, Dundalk Elementary

10 School, assistant principal, Hereford Middle

11 School and specialist, Office of ESOL.

12 BOARD CHAIR CAUSEY: Do I have a motion

13 to approve the administrative appointments as

14 presented in Exhibit K1?

15 MS. ROWE: So moved.

16 BOARD CHAIR CAUSEY: Thank you, Ms. Rowe.

17 Do I have a second?

18 MS. PASTEUR: Second.

19 BOARD CHAIR CAUSEY: Thank you, Ms.

20 Pasteur. Is there any discussion? All in favor,

21 please raise your hands. Any Opposed? The

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1 motion carries unanimously. (Applause.)

2 MS. WHITE: I'd like to recognize the

3 following administrative appointments. When you

4 hear your name, feel free to stand along with any

5 friends or family members that you may have here.

6 We'll ask you who you have with you tonight.

7 First, we'd like to recognize Scott

8 Conway who will be the new principal of Owings

9 Mills Elementary School. (Applause.) Scott, do

10 you have anyone here with you this evening?

11 MR. CONWAY: (Inaudible. Speaking from

12 audience.)

13 MS. WHITE: Congratulations. (Applause.)

14 I'd also like to recognize Annie Hogue-Frenz who

15 will be the new specialist in ESOL. (Applause.)

16 Annie, do you have anyone here with you this

17 evening?

18 MS. HOGUE-FRENZ: (Inaudible. Speaking

19 from audience.)

20 MS. WHITE: Wonderful. Congratulations.

21 (Applause.) I'd also like to recognize Jenetta

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1 Jaymon who will be the new principal of Watershed  
 2 Charter School. Jenetta, do you have anyone here  
 3 with you this evening?  
 4 MS. JAYMON: I sure do. This is Sandra  
 5 Jiminez, principal of Shady Spring and I also  
 6 have Dr. Kendra Hart who oversees elementary  
 7 social studies and gifted and talented with  
 8 Carroll County Public Schools, and her husband,  
 9 Mr. Gerard Park, Sr. Also, I have Ms. Alexis  
 10 Wiley who works with me in the Office of ELA and,  
 11 of course, our Watershed friends here, Donna  
 12 McDonough and Jessie Lehson.  
 13 MS. WHITE: Lots of support.  
 14 Congratulations. (Applause.) I'd also like to  
 15 recognize Steven Parsons who will be the new  
 16 assistant principal at Hereford Middle School.  
 17 (Applause.) Do you have anyone here with you  
 18 tonight?  
 19 MR. PARSONS: (Inaudible. Speaking from  
 20 audience.) (Applause.)  
 21 MS. WHITE: Wonderful. Congratulations.

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1 I'd also like to recognize Candace Stafford who  
 2 will be the new principal at Norwood Elementary  
 3 School. (Applause.) Do you have anyone here  
 4 with you, Candance?  
 5 MS. STAFFORD: (Inaudible. Speaking from  
 6 audience.)  
 7 MS. WHITE: Congratulations. (Applause.)  
 8 I'd also like to recognize Heather Swinder who  
 9 will be the new assistant principal of Dundalk  
 10 Elementary School. (Applause.) I see you have  
 11 someone special with you. Would you like to do  
 12 the introductions?  
 13 MS. SWINDER: This is my son, Duke. This  
 14 is my husband, Paul. My parents are here. I  
 15 have the administration from Dundalk Elementary  
 16 School. (Remainder of comments inaudible.)  
 17 MS. WHITE: Wonderful. Congratulations.  
 18 (Applause.) Congratulations to all.  
 19 BOARD CHAIR CAUSEY: Thank you. That was  
 20 great. Next is Item L, new business, action  
 21 taken in closed session. For that, I call Mr.

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1 Neusbaum, our Board counsel, to the table.  
 2 MR. NEUSBAUM: As usual, I sit down and  
 3 everyone leaves.  
 4 BOARD CHAIR CAUSEY: You just have that  
 5 effect on us, Mr. Neusbaum.  
 6 MR. NEUSBAUM: Every time. It's okay. I  
 7 don't take it personally. (Laughter.) Earlier  
 8 this evening, the Board considered several  
 9 matters in closed session including two appeals  
 10 regarding confidential student matters in your  
 11 quasi-judicial capacity. These matters were on  
 12 the record as no request for oral argument was  
 13 made. They are summary affirmments numbers 19-46  
 14 and 19-51. At this time, it would be appropriate  
 15 to confirm all the actions taken in closed  
 16 session.  
 17 BOARD CHAIR CAUSEY: Do I have a motion  
 18 to approve the action taken in closed session?  
 19 MS. MACK: So moved.  
 20 BOARD CHAIR CAUSEY: Thank you, Ms. Mack.  
 21 Do I have a second?

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1 MS. PASTEUR: Second.  
 2 BOARD CHAIR CAUSEY: Thank you, Ms.  
 3 Pasteur. Is there any discussion? All in favor,  
 4 please raise your hand. Any opposed? The motion  
 5 carries unanimously.  
 6 MR. NEUSBAUM: Thank you. The orders are  
 7 sitting on the table.  
 8 BOARD CHAIR CAUSEY: Thank you, Mr.  
 9 Neusbaum. The next item is Item M, new business,  
 10 northeast area middle school boundary study  
 11 discussion. For that, I call on Ms. Henn.  
 12 VICE CHAIR HENN: Thank you, Madame  
 13 Chair. Good evening, Board members. Tonight for  
 14 your consideration, I present to you the  
 15 following motion to initiate a northeast middle  
 16 school boundary study. You should have a copy of  
 17 the motion as your places.  
 18 Whereas, the Board of Education of  
 19 Baltimore County believes that every student in  
 20 the school system should receive an education  
 21 that maximizes his or her potential to become a

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1 globally competitive graduate; and, whereas, the  
 2 Board is committed to the success of every  
 3 student in every school; and, whereas, the Board  
 4 is committed to providing for every student the  
 5 highest quality 21st Century education in a safe,  
 6 secure and positive environment conducive to high  
 7 levels of teaching, learning and student  
 8 engagement; and, whereas, the Board establishes  
 9 school attendance areas in order to provide  
 10 quality educational opportunities for all  
 11 students and to promote the efficient use of  
 12 school facilities and resources; and, whereas,  
 13 the Board shall determine, with the  
 14 recommendation of the Superintendent, the  
 15 geographical attendance area for each Baltimore  
 16 County Public School; and, whereas, the  
 17 Superintendent may initiate a boundary study to  
 18 develop recommendations for a boundary change to  
 19 maximize use of available space in schools; and,  
 20 whereas, enrollment at Perry Hall Middle School  
 21 will exceed 120 percent of the school's

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1 state-rated capacity for the 2019-2020 school  
 2 year with more than 250 students enrolled over  
 3 capacity; and, whereas, approximately 500 open  
 4 seats are available in middle schools adjacent to  
 5 Perry Hall Middle; and, whereas, the planned  
 6 construction of a new northeast middle school as  
 7 well as the planned renovation and addition to  
 8 Pine Grove Middle School have been delayed  
 9 indefinitely; therefore, I move that the Board  
 10 direct the Superintendent to initiate a boundary  
 11 study of northeast area middle schools in order  
 12 to make recommendations for a boundary change  
 13 that will maximize the use of available space in  
 14 these schools.

15 I further move that the boundary study be  
 16 completed in time for any recommended boundary  
 17 changes to be implemented and in effect for the  
 18 2020 through 2021 school year.

19 SPEAKER: Second.

20 BOARD CHAIR CAUSEY: Ms. Henn, you can  
 21 speak to your motion.

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1 VICE CHAIR HENN: Thank you. I believe I  
 2 have covered my points in the motion as have  
 3 several community members who have attended  
 4 tonight. Perry Hall Middle is the most  
 5 overcrowded middle school in Baltimore County, by  
 6 far. There are available seats and our Policies  
 7 0100, 0200, 1280 and Rule 1280 all detail the  
 8 precepts that I've outlined in my motion.

9 BOARD CHAIR CAUSEY: Thank you. Other  
 10 questions or comments from Board members? Mr.  
 11 Kuehn and then Ms. Jose.

12 MR. KUEHN: My question isn't about  
 13 middle school. It's about the impact on high  
 14 school delineation. Does the middle school  
 15 feeder pattern change? Or, will these kids still  
 16 go back to Perry Hall High School?

17 BOARD CHAIR CAUSEY: Ms. Henn?

18 VICE CHAIR HENN: Thank you, Mr. Kuehn,  
 19 excellent question. This would not impact the  
 20 high school boundaries as boundaries are  
 21 school-specific according to our processes. So,

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1 those patterns would not change.

2 BOARD CHAIR CAUSEY: Ms. Jose?

3 MS. JOSE: Thank you. My question is  
 4 going to be to Dr. Brown, if you could please  
 5 step forward. Also, to Ms. White, too. To  
 6 further elaborate on what Mr. Kuehn said, does  
 7 that impact the high school? My son goes to  
 8 Perry Hall Middle School. So, I have a vested  
 9 interest in this as well. But, I want to see how  
 10 it's going to impact the other schools and to be  
 11 equitable to everybody, I would like for you to  
 12 speak on how the process is done by BCPS.

13 BOARD CHAIR CAUSEY: Thank you for  
 14 joining us, Dr. Brown.

15 DR. BROWN: Thank you for the opportunity  
 16 to speak. I really want to harken back to  
 17 something that Mr. Mark said at the beginning. I  
 18 think it's really important that we give full  
 19 consideration to this process.

20 There are two sides to this issue and I  
 21 think we heard from Ms. Showalter as well that

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1 while folks who live in the center of a boundary  
 2 area are often quite enthused with the idea of  
 3 setting up a boundary, those living at the  
 4 periphery and who are going to experience the  
 5 change often feel quite differently about it.  
 6 These processes, and let me be clear. I do think  
 7 it's accurate to say that Perry Hall Middle  
 8 School is grossly overcrowded. There a reason  
 9 that we advocated for capital projects in this  
 10 area. I believe, in the long run, the capital  
 11 solutions are really the solution for Perry Hall  
 12 Middle School.

13 That being said, this is not a new issue.  
 14 We've talked about this before. About two years  
 15 ago, I actually came to the Board and presented  
 16 on another option which was annexing which was  
 17 actually faster than a boundary process and a lot  
 18 cheaper than a boundary process, and also  
 19 temporary. Whereas, boundaries are permanent.

20 So, I think if we're going to give full  
 21 consideration to this and attentive to the time

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1 line, we still have time to maybe come back and  
 2 talk through the options before we commit to one  
 3 pathway. I think given the potential  
 4 consequences for folks in the community, and I'll  
 5 talk a little bit about that, I think it's worthy  
 6 of us giving our full attention to it and  
 7 weighing that before we wander down this road and  
 8 maybe ask people to go through two boundary  
 9 processes almost back-to-back. I'm just a little  
 10 concerned about what that experience will be like  
 11 for members of the community.

12 So, Ms. Henn is absolutely right.  
 13 Boundaries that are established for middle school  
 14 are for middle school. Now, that may impact what  
 15 elementary schools feed into that because if I  
 16 change the middle school, where you are in  
 17 elementary may end up feeding to a different  
 18 middle.

19 It will not impact the high schools. The  
 20 high school boundaries are separate. But, you  
 21 should maybe hear some logic in that. Logically,

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1 we like to do our elementary boundaries first and  
 2 establish them, then we can do a middle school  
 3 boundary and do our best to try to align those so  
 4 that your elementary school feeder pattern and  
 5 your middle school feeder pattern come together  
 6 and then ultimately feed up into the high school.

7 We had a gentleman earlier who said, wow,  
 8 high schools are going to be overcrowded in this  
 9 area as well which is part of why when we heard  
 10 from Sage Policy Group, there was advocacy for  
 11 Loch Raven as a solution because it provides  
 12 additional seats for Perry Hall, much needed  
 13 additional seats that just simply don't exist.  
 14 We can't boundary our way out of Perry Hall right  
 15 now.

16 So, that being said, I'm not following  
 17 the 500 number. The schools that are immediately  
 18 adjacent to Perry Hall only have about 100  
 19 additional seats. I think you're probably  
 20 including Stemmers in the math.  
 21 This is where it gets tricky because,

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1 when we do boundaries, typically we look at the  
 2 buildings that are right next door. To get to  
 3 those seats at Stemmers, we have to go through at  
 4 least one building to get there. Or, create an  
 5 island where we say, hey, there's this island and  
 6 then I'm back to an annex. It's a lot cheaper to  
 7 just do an annex and say, you know, let's send  
 8 these kids over here for a little bit.

9 My experience has been, and I think we  
 10 heard it and if you look back over time, the  
 11 greater the perceived disparity between two  
 12 schools, I don't care if it's based on academics,  
 13 based on SES, based on race, I mean, we heard  
 14 this loud and clear as a Route 40 delimiter for  
 15 the southwest area, the greater the perceived  
 16 disparity between two schools, the more energy  
 17 that tends to come up in a boundary process.

18 We're asking people to make changes that  
 19 are very difficult. We're asking people to think  
 20 about, often times, long-standing relationships  
 21 with their community and how those changes, and

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1 sometimes that can cause quite a rift within a  
 2 community. That's my concern right now. I would  
 3 really prefer us, rather than voting today, to  
 4 have an opportunity to come back and let's talk  
 5 about what these options would look like, who  
 6 would be likely to move.

7 Based on 1280, we look at typical  
 8 geographic features. Again, if we're talking  
 9 about trying to get to Stemmers, the shortest  
 10 pathway to Stemmers is, frankly, through Middle  
 11 River which means that students would have to  
 12 move out of Middle River to accommodate students  
 13 coming into Middle River from Perry Hall. It  
 14 requires two school communities to change.

15 Then, we come back, likely within a year,  
 16 and Mr. Smith, our best estimate of when the  
 17 Nottingham site would be available?

18 MR. SMITH: We're at least a year out now  
 19 but that could change as we continue our  
 20 conversations with both our state and local  
 21 funding agencies.

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1 DR. BROWN: So, if we think about this,  
 2 we're talking about a boundary that would go in  
 3 place in 2021. A year later, in 21-22, I'd have  
 4 to be initiating a new boundary process for an  
 5 opening in 22-23. We wouldn't even get one  
 6 cohort of students through this process.

7 Again, I'm not trying to take away from  
 8 the urgency or the sense of overcrowding. I just  
 9 want us to fully think about what we're asking  
 10 families to do. This is a tough ask. We're  
 11 asking people to move one direction and then  
 12 likely move back a different direction at a later  
 13 point in time.

14 MS. JOSE: And, there was just a boundary  
 15 study done for Honeygo Elementary because my kids  
 16 moved from Chapel Hill to Honeygo.

17 DR. BROWN: Yes. Some of these  
 18 communities have already been moved and we could  
 19 be moving some of these families three and four  
 20 times during their students' careers.

21 It just, I think it's worth some more

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1 thought.

2 MS. JOSE: What kind of solutions would  
 3 you propose? Because, there is an urgency.  
 4 There is a problem. I know there's a process.  
 5 What typical time frame does annexation versus  
 6 the boundary study take?

7 DR. BROWN: So, the boundary process  
 8 takes about 15 months to get through from  
 9 beginning to end which is why I say we have a  
 10 little bit of time here that we could consider.  
 11 We don't necessarily have to make this vote  
 12 today. We could postpone that and come back and  
 13 talk about the options and things that could be  
 14 considered.

15 Annexing could happen much faster. We  
 16 could just look at, geographically, what would be  
 17 the most likely area to move and we could move  
 18 that area simply straight to Stemmers and not  
 19 impact, say, the Middle River community and, you  
 20 know, another route would move kids through three  
 21 different schools to do it and we could limit the

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1 number of families impacted and it's temporary  
 2 and it can be undone.

3 So, that's a second option and I think,  
 4 for the sake of transparency with the community,  
 5 I think it would be helpful for folks to know who  
 6 we are talking about moving. Who would be the  
 7 most likely to move. Which is why I think we  
 8 should come back and maybe walk through that  
 9 based on numbers.

10 The other thing is when we implement a  
 11 boundary, 5140, Policy and Rule 5140 phases that  
 12 over time. So, initially we're impacting 6th  
 13 graders and then 7th graders and then 8th  
 14 graders. So, again, in the model based on what  
 15 we anticipate in terms of funding, kids who enter  
 16 6th grade in one building likely wouldn't  
 17 complete their middle school time in that same  
 18 building without experiencing another boundary  
 19 process. We throw in sibling transfers, etc., it  
 20 becomes a little complicated.

21 So, again, I think it's just worth a

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1 longer conversation than that and I don't have  
 2 slides ready to talk about that. When we talk  
 3 about moving forward, we do progressively look at  
 4 relief strategies. I think what I'd like to do  
 5 is come back and talk about a progressive set of  
 6 relief strategies that have been considered what  
 7 our options are.  
 8 MS. JOSE: What kind of time frame would  
 9 you need to come back and give us a more detailed  
 10 study? There's going to be some pushback from  
 11 the community.  
 12 DR. BROWN: Oh, absolutely.  
 13 MS. JOSE: People buy houses in Perry  
 14 Hall for specific schools and when you tell them  
 15 they're going to be shifted to school A, B and C  
 16 due to the decisions of this Board.  
 17 DR. BROWN: Don't mistake me. I  
 18 absolutely believe a boundary will be necessary  
 19 in Perry Hall. But, I would prefer to do it one  
 20 time. I would prefer to ask families and the  
 21 community to only think about that once.

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1 But, again, I would like to come and  
 2 actually talk about, hey, option one is we  
 3 actually move through a boundary process, option  
 4 two is we look at annexing, option three looks  
 5 like this.  
 6 None of the above are ideal right now.  
 7 Let's be clear. I think from my seat, probably  
 8 the most important thing we can do is advocate  
 9 for adequate funding. We need to get these  
 10 projects back on track and get them back on track  
 11 yesterday.  
 12 MS. WHITE: I would have to echo what Dr.  
 13 Brown just said. I won't repeat everything he  
 14 said but, again, a capital solution is the  
 15 solution. I think that that is the best  
 16 solution.  
 17 Certainly, we've recently learned that a  
 18 capital solution is kind of off the table for  
 19 right now. But, again, we do share the Board's  
 20 sense of urgency to relieve this capacity and to  
 21 make sure that we are relieving overcrowding and

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1 we're creating more capacity, rather.  
 2 So, we want to make sure, though, that  
 3 we're sensitive to students and student movement  
 4 and families and making the adjustments and what  
 5 that will mean and how many times we will need to  
 6 make those adjustments given the disruption to a  
 7 child's educational program.  
 8 So, we are very sensitive to that. We do  
 9 have a pretty robust system when we talk about  
 10 boundary studies and the boundary process. We  
 11 would just like to be able to propose responsible  
 12 solutions. Again, none of the solutions without  
 13 the capital project will be ideal. But, just the  
 14 various options for the Board to consider prior  
 15 to making the decision. Again, I don't believe  
 16 that the Board has to make the determination  
 17 tonight. But, we do understand the sense of  
 18 urgency and we share in that sense of urgency.  
 19 DR. BROWN: I would suggest, based on the  
 20 Superintendent's direction and collaboration with  
 21 Board leadership, we can accelerate this as

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1 needed.  
 2 BOARD CHAIR CAUSEY: Thank you, Dr. Brown  
 3 and thank you, Ms. White. Ms. Mack?  
 4 MS. MACK: Dr. Brown, as you know,  
 5 because I've seen you at many meetings, I'm very  
 6 familiar with the boundary process. But, I don't  
 7 know that I'm as familiar with the annexing  
 8 process. Is there a brief description that you  
 9 can give us?  
 10 DR. BROWN: Sure. Again, boundary  
 11 processes, when you think about them, they're  
 12 governed by 1280. Again, they take about 15  
 13 months to get through the process. They, by  
 14 their very nature, are permanent.  
 15 So, when we think about a process of,  
 16 again, escalating components of a relief  
 17 strategy, the top of that food chain, and I'll  
 18 bring that next time as a slide, is a capital  
 19 project.  
 20 There's a whole bunch of stuff we try to  
 21 do within a building first and then, sort of in

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1 the middle ground is this annexing. Annexing  
 2 could be saying, oh, kids in this grade will be  
 3 served in this building. We have a number of  
 4 Kindergartens across the system, or, pardon me,  
 5 PreKs, that are annexed to another building  
 6 because of lack of available space.  
 7 There have been times when grade levels  
 8 have been annexed to another building because of  
 9 lack of available space at the current building.  
 10 So, it's a temporary solution to buy time.  
 11 Again, the Board can vote on, I mean, all  
 12 of these things fall within the Board's capacity  
 13 to make a decision about a pathway forward. I'm  
 14 just suggesting that if you're going to make a  
 15 decision about a pathway forward, let's have all  
 16 the information on the table so that you can say  
 17 these are the pros and cons if we do a boundary.  
 18 These are the pros and cons if we choose to do an  
 19 annex. These are the pros and cons if we try to  
 20 do something else in the short run.  
 21 Again, if anything, I would encourage you

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1 all to unify around the idea of we need to get  
 2 our capital plan back on track because, ideally  
 3 in this area, we would start our elementary  
 4 schools because there's additional elementary  
 5 relief, we get those elementary boundaries set  
 6 and then come and do the middle school boundary  
 7 because, again, the elementary boundaries will  
 8 inform the middle boundary as we move forward.  
 9 MS. MACK: I have just another question.  
 10 A parent spoke tonight and spoke about shared  
 11 domicile and the impact on overcrowding. Do you  
 12 ever include that in any type of annexation or  
 13 boundary study? Looking at students in a shared  
 14 domicile?  
 15 DR. BROWN: The things that we typically  
 16 look at in a boundary process are students who  
 17 reside in a given area.  
 18 MS. MACK: Just at face value?  
 19 DR. BROWN: At face value. Yes.  
 20 BOARD CHAIR CAUSEY: I'm keeping track  
 21 here of who has already spoken and who has yet to

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1 speak. So, working down that list, then, I would  
 2 add Mr. Offerman and then Ms. Rowe.  
 3 MR. OFFERMAN: Yes, thank you. I think  
 4 I'm getting a better grasp on the complexity of  
 5 this. Is the 20-21 school year, the proposed  
 6 deadline in this motion, reasonable?  
 7 DR. BROWN: Recently, the Board was  
 8 informed of our intent to do a boundary for  
 9 Pleasant Plains. The Pleasant Plains community  
 10 is also overcrowded and, frankly, we're pretty  
 11 much out of options to address any additional  
 12 overcrowding at Pleasant Plains. So, there was a  
 13 sense of urgency to try to address that. That is  
 14 the planned fall boundary process.  
 15 To be perfectly transparent to the Board,  
 16 the work that we do to put up a boundary process  
 17 is extensive and it requires all hands on deck,  
 18 it involves many offices, it's about a thousand  
 19 hours of work to get one of these off the ground.  
 20 That's not even counting what happens at the  
 21 schools. I'm just talking central office work.

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1 We're not talking about what it takes for schools  
 2 to have welcoming and all that.  
 3 So, it is possible that we could do this  
 4 but we can't do both. So, if we do the Perry  
 5 Hall then we'll have to delay the Pleasant Plains  
 6 because we simply don't have the 2,000 hours  
 7 worth of capacity in staff to be able to do both  
 8 of those at the same time. I'm just being  
 9 utterly transparent and honest about that.  
 10 It's a tough choice because both  
 11 communities have high needs. I think we actually  
 12 have more options in Perry Hall than we do in  
 13 Pleasant Plains at this point in time.  
 14 BOARD CHAIR CAUSEY: Ms. Rowe?  
 15 MS. ROWE: Mr. Seres, can you tell me,  
 16 based on the changes in the funding and the lack  
 17 of forward funding, that if we receive over the  
 18 coming years approximately the funding we're  
 19 receiving, when would a new Nottingham Middle  
 20 School open based on the current priority order?  
 21 I assume that time line is changing since we're



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1 not forward-funding and since we're not getting a  
 2 hundred million dollars a year, I'd like to know  
 3 when we would expect this new middle school to  
 4 open?  
 5 MR. SMITH: I'm not Mr. Seres and he's  
 6 much better looking but I will try to answer  
 7 this.  
 8 BOARD CHAIR CAUSEY: Yes. We welcome Mr.  
 9 Smith.  
 10 MR. SMITH: We can't put a definitive on  
 11 that because we have a capital plan but how the  
 12 funding is allocated is based on the decision  
 13 that the county executive and the county Council  
 14 make. So, we can't tell you today what that's  
 15 going to be.  
 16 Based on what we've heard thus far, as I  
 17 indicated there, we're at about a year delay  
 18 based on what the county executive shared with  
 19 this Board and with the Senate and House  
 20 delegation.  
 21 MS. ROWE: Where does a year delay put us

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1 from where we would have been?  
 2 MR. SMITH: One year behind. It was  
 3 going to open in 21-22. Now, it's going to be,  
 4 based on what we have now, 22-23. But, Mr.  
 5 Seres, no, I can tell you definitively if that's  
 6 going to happen. It just feels like if the  
 7 funding comes together as we continue to advocate  
 8 with our funding agencies state and locally, as  
 9 well as our communities, hopefully, we can get  
 10 the funding that we need in order to move forward  
 11 with the capital plan and forward funding.  
 12 MS. ROWE: So, my understanding is that  
 13 part of the qualification for state funding for a  
 14 new building has to do with the capacity of  
 15 surrounding jurisdictions and that there was a  
 16 plan to close Golden Ring in order to build the  
 17 new middle school. Is that something that the  
 18 state will approve or is that kind of up in the  
 19 air, putting this whole new middle school project  
 20 in the air for state funding?  
 21 I guess I'm trying to gauge whether this

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1 new middle school is going to happen at all  
 2 because if the surrounding areas have capacity,  
 3 could the state come back to us and say do a  
 4 boundary study because you have capacity?  
 5 DR. BROWN: So, the capacity that Ms.  
 6 Henn cited, it included Stemmers which, again, is  
 7 not immediately adjacent. It also didn't include  
 8 Ridgely in the math. When we were looking at  
 9 Pine Grove as a potential solution, the lion's  
 10 share of the Pine Grove seats are actually aimed  
 11 for Ridgely and Dumbarton.  
 12 That's not to say that there aren't some  
 13 seats that could be afforded to Perry Hall. But,  
 14 if we were to try to go that direction for a  
 15 boundary, we'd have to have Ridgely at the table  
 16 and likely Dumbarton as well as part of that  
 17 conversation. When you put that math together,  
 18 all of a sudden, these seats start evaporating.  
 19 The other thing is when we look at seat  
 20 availability, Ms. Henn's number is based on  
 21 today. It's not based on growth and our schools

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1 are growing. So, when we put together the  
 2 justification for a project, that's 7 years out.  
 3 If I go 7 years out, we're at a huge deficit  
 4 across the region any way you cut it. I don't  
 5 care if we leave Stemmers in, we bring Stemmers  
 6 out, we put Ridgely and Pine Grove in or take  
 7 them out, we just don't have enough seats.  
 8 So, I'm confident that we have justified  
 9 the seats for these projects as we move forward.  
 10 BOARD CHAIR CAUSEY: Ms. Henn and then  
 11 Ms. Jose.  
 12 VICE CHAIR HENN: Thank you and thank  
 13 you, Dr. Brown, for speaking to us. I was aware  
 14 that this was a last-minute agenda item and I  
 15 know the Board didn't ask you to prepare. So,  
 16 thank you for taking our questions and speaking  
 17 to us on this.  
 18 The boundary study process, and I've gone  
 19 through this as a Board member on the periphery  
 20 several times now, is one of the most amazing,  
 21 outstanding processes in BCPS. It truly is

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1 remarkable. When Dr. Brown says a thousand hours  
 2 of effort go into it, I see that because,  
 3 clearly, a lot of effort goes into and this is  
 4 not a request I'm making lightly for the Board to  
 5 seek this. It is an amazing process. It is what  
 6 Perry Hall needs.

7 What led us to the capital project of the  
 8 new northeast middle school was the gross  
 9 overcrowding of Perry Hall Middle and the  
 10 longevity of that. Perry Hall Middle has been  
 11 grossly overcrowded for, Dr. Brown would have the  
 12 numbers, but for a very long time. For years.

13 This is not a new problem. It's one that  
 14 led us to a capital project that was so  
 15 desperately needed to open in '21. Now that  
 16 that's not happening, we've got to provide some  
 17 relief to this school. They have lost athletic  
 18 field space, their relocatables on the majority  
 19 of the field space now. The school is busting at  
 20 the seams. Not to mention there's going to be  
 21 over 2,000 students for middle school.

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1 So, I am open to other suggestions. I  
 2 will say that, instinctively, the boundary  
 3 process is an amazing one. It's what this  
 4 community has needed for a very long time. The  
 5 need was not created overnight. It's probably a  
 6 process that should have been done many years ago  
 7 and we do need to do something now because there  
 8 is no certainty with the new northeast middle  
 9 school project. We've got to get these kids some  
 10 relief and I understand we need to look at  
 11 Ridgely. They're right behind Perry Hall in  
 12 terms of overcrowding. We need to consider seats  
 13 at Pine Grove.

14 My confidence is in Dr. Brown and his  
 15 team to do this right and that's why I'm asking  
 16 for a boundary study process because I know it  
 17 will be done right, I know the level of community  
 18 engagement that's included in this process and  
 19 it's phenomenal. I have every confidence in this  
 20 process that all voices will be represented and  
 21 that the solution that this process will result

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1 in will be the best for our kids.

2 So, I'm asking you to support this to  
 3 move forward with the boundary process. Again,  
 4 we've got the right folks in place. This process  
 5 is down to a science and we've done it before and  
 6 we've done it extraordinarily well.

7 So, again, thank you, Dr. Brown, for  
 8 addressing the Board members' questions tonight.  
 9 I appreciate it.

10 BOARD CHAIR CAUSEY: Ms. Jose?  
 11 MS. JOSE: Thank you. Given the  
 12 complexity of this whole boundary process, I  
 13 would like to move that we postpone this matter  
 14 until the Superintendent and Dr. Brown's office  
 15 can give us a preliminary evaluation of this  
 16 boundary study and its impact so we can make a  
 17 more informed decision as a Board.

18 BOARD CHAIR CAUSEY: Ms. Jose, that is  
 19 currently out of order because we have a motion  
 20 and a second already. So, we'll have to address  
 21 that.

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1 MS. JOSE: Can I amend her motion?  
 2 SPEAKER: The first motion takes  
 3 priority.

4 BOARD CHAIR CAUSEY: A motion to  
 5 postpone.

6 MS. JOSE: It was to postpone so we can  
 7 get a preliminary evaluation and maps from Dr.  
 8 Brown.

9 BOARD CHAIR CAUSEY: Is there a second?  
 10 MR. HAYDEN: Second

11 BOARD CHAIR CAUSEY: Second from Roger.  
 12 Okay. So, is there discussion on the motion to  
 13 postpone? She had her hand up first. So, we're  
 14 now speaking to a new motion. So, we're starting  
 15 over with the number of times that Board members  
 16 can speak to the motion. Just to be clear, we're  
 17 now speaking on Ms. Jose's motion to postpone.  
 18 Ms. Rowe?

19 MS. ROWE: So, if we approve this motion  
 20 to postpone, can Dr. Brown come back and can the  
 21 school system, other personnel who may be needed

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1 to come back with a variety of proposals as far  
 2 as annexation or as far as what is necessary to  
 3 solve this problem of overcrowding in the short  
 4 term?  
 5 DR. BROWN: Ms. Rowe, as I state earlier,  
 6 I don't believe the decision to do this has to be  
 7 make today. I believe the Board has time without  
 8 jeopardizing a 20-21 time line, being sensitive  
 9 to that because I certainly would want the  
 10 students and the families in the community to be  
 11 afforded to have that whole process and the  
 12 opportunity to think about special permission  
 13 transfers, magnet applications, etc. All the  
 14 things that go into that work. So, I do believe  
 15 we could accomplish that and give, again, the  
 16 Board full information to be able to make  
 17 decisions about their options moving forward.  
 18 SPEAKER: (Inaudible. Speaking away from  
 19 microphone.)  
 20 DR. BROWN: Again, I put it to the  
 21 Superintendent and the Board Chair to direct that

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1 but I think we could expedite that fairly  
 2 quickly.  
 3 MS. WHITE: Again, I know that, usually,  
 4 it does take several months. But, we want to  
 5 make sure that we are expediting the process and  
 6 getting it to the Board as soon as possible.  
 7 I'm hesitant tonight to sit here with an  
 8 absolute date. So, I defer to you, Dr. Brown, in  
 9 terms of how long it might take because you know  
 10 the process.  
 11 DR. BROWN: I can safely say that this  
 12 isn't the first time we've thought about this  
 13 area which puts us at a little bit of an  
 14 advantage to putting something together.  
 15 So, while two weeks may be fast, I don't  
 16 see any reason why we couldn't be back to the  
 17 Board in June.  
 18 MS. WHITE: Without jeopardizing the  
 19 20-21 deadline.  
 20 DR. BROWN: Exactly. It would require a  
 21 little bit of compression on the front end.

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1 There's some places where we could do that.  
 2 MS. WHITE: I would echo just the Board's  
 3 consideration on that matter. That way, we can  
 4 offer various options for the Board's  
 5 consideration as we're moving forward so that you  
 6 have all the information that you need to make  
 7 the decision.  
 8 BOARD CHAIR CAUSEY: Excuse me, we had  
 9 Mr. Kuehn next and then I have some comments.  
 10 Then, Ms. Henn.  
 11 MR. KUEHN: Dr. Brown, my question was  
 12 simply about timing as to when you could come  
 13 back and address us with the information. So,  
 14 you're saying our June meeting, I think, which is  
 15 the 11th. Is that enough time?  
 16 BOARD CHAIR CAUSEY: Ms. Gover, what is  
 17 the first meeting in June, please? June 11th.  
 18 DR. BROWN: I believe we could be back by  
 19 June 11th with an outline of two or three  
 20 pathways forward.  
 21 MR. KUEHN: All right. Thank you.

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1 BOARD CHAIR CAUSEY: Thank you. I did  
 2 just want to make a few comments. I do know that  
 3 the Perry Hall Middle School is incredibly  
 4 overcrowded. I've seen it myself going in the  
 5 locker rooms and there's just not enough lockers.  
 6 So, students' bookbags, clothes, laptops, are  
 7 hanging out on the floor, the whole issue with  
 8 the cafeteria starting early, it really puts  
 9 pressure on the school to provide the highest  
 10 level of academic engagement and achievement for  
 11 our students.  
 12 I've also been to Pleasant Plains and  
 13 I've seen the overcrowding there. So, obviously,  
 14 that's a very important school, too. I've been  
 15 to Ridgely Middle and while they have some  
 16 capacity, they do not have enough at this time.  
 17 That's why they were slated to get an addition.  
 18 Ridgely Middle is at capacity also.  
 19 So, we are in a predicament and I do  
 20 share the concern of the community and Board  
 21 Member Henn and Councilman David Marks that

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1 conversations have been taking place since 2012,  
 2 at least that I'm aware of, 2014, 2013. So,  
 3 there is action that needs to be taken, I  
 4 believe.  
 5 My question is, just real quickly, how  
 6 many relocatables right now are at Perry Hall  
 7 Middle School?  
 8 DR. BROWN: I believe there are 10 but  
 9 let me get back to you with a verification.  
 10 BOARD CHAIR CAUSEY: Okay. Ten. The  
 11 other issue is with how the different types of  
 12 relief strategies will be considered. You've  
 13 talked about progressive relief strategies, also  
 14 annexing. I think one of the suggestions I would  
 15 make is that there be some ad hoc committee  
 16 that's working with your folks, with some folks  
 17 from the community. We know that we have heard  
 18 from them over the years and really, even here on  
 19 the Board with having members that are in that  
 20 community, it can be very helpful. So, I would  
 21 make that as a recommendation to be considered by

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1 the Board as we consider different options.  
 2 So, those are my remarks and where we  
 3 were next, Mr. Hayden has not yet spoken so I'm  
 4 going to put him to the top of the list. Mr.  
 5 Hayden?  
 6 MR. HAYDEN: One that I'd like to talk  
 7 about is the fact that this is déjà vu. We've  
 8 been here before. We've been here a number of  
 9 times before. When I was on the Board my first  
 10 time around, we closed a whole bunch of schools  
 11 which means we altered where students went. It  
 12 was something that's somewhat disconcerting and  
 13 you find, almost in order, the people who get  
 14 most concerned about it, and I'll leave Board  
 15 members out of it for a minute, are the parents,  
 16 the teachers and the students.  
 17 The students because we have a great  
 18 staff, always manage to get through, get a good  
 19 education, learn what we had to learn and get  
 20 through. Was it the best of all worlds? No.  
 21 But, it worked and it worked because we have

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1 great teachers, we have great staff out there.  
 2 We make things happen and we have done this  
 3 before. To say that this is some mysterious  
 4 circumstance that's coming up, it's not.  
 5 We have done this many times and, if my  
 6 memory was better, I could tell you how many.  
 7 It's double digits and double digits in the 30s  
 8 if not more when we've been able to go into  
 9 schools, handle situations like this, working  
 10 with good staff and working towards a solution  
 11 and making people understand that what we're  
 12 talking about is improving education for  
 13 everybody and run to charging pell mell into  
 14 something and spending a whole bunch of money  
 15 because, geez, we've got a problem here.  
 16 Well, how long will the problem last? I  
 17 mean, student populations are known to do this as  
 18 well as go up. I remember when I first came on  
 19 the Board way back when, we had 130,000 kids in  
 20 the school system. We went from 130,000 down to  
 21 around 70,000.

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1 It was not the end of the world going  
 2 down. We redistricted, we closed schools, we  
 3 saved over \$100 million in things that we did  
 4 that went back to students at that time. But,  
 5 it's a matter of not getting lambasted into a  
 6 direction that's going to say, oh my God, it's  
 7 the end of the world. We've got to do this.  
 8 We have got to look at it in a reasonable  
 9 manner and I think the reasonable manner is to  
 10 have Ms. White have Dr. Brown get involved, do  
 11 the normal study that we would do and lay out the  
 12 direction that we would take to make this happen.  
 13 Again, running into something and making  
 14 a decision like this would be just not good news  
 15 for the school system and not good news for any  
 16 amount of money we would spend which, I  
 17 guarantee, the more we rush it, the more it will  
 18 go up.  
 19 BOARD CHAIR CAUSEY: Thank you, Mr.  
 20 Hayden. Is there anyone else speaking on the  
 21 motion to postpone? Ms. Rowe.

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1 MS. ROWE: I'd like to amend the motion  
 2 to postpone to include postponing it to June.  
 3 That's not part of the official motion. It was  
 4 just part of the conversation.  
 5 BOARD CHAIR CAUSEY: So, can you restate  
 6 your amendment?  
 7 MS. ROWE: The motion is to postpone the  
 8 item. I would like to amend the motion to state  
 9 that we are postponing it to June.  
 10 BOARD CHAIR CAUSEY: The first meeting in  
 11 June, on June 11th.  
 12 MS. ROWE: The first meeting in June.  
 13 Yes.  
 14 BOARD CHAIR CAUSEY: Do you accept that  
 15 friendly amendment? And, who seconded your  
 16 motion?  
 17 MS. JOSE: Mr. Hayden.  
 18 BOARD CHAIR CAUSEY: Mr. Hayden. Ms.  
 19 Jose has accepted the friendly amendment. Is  
 20 there any discussion on that? Let's vote on the  
 21 amendment. All in favor of the amendment to

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1 motion, please raise your hand. Any opposed?  
 2 The motion to amend carries unanimously.  
 3 MR. NEUSBAUM: I just wanted to indicate  
 4 that Ms. Adekoya cannot vote in this one because  
 5 it relates to boundaries.  
 6 BOARD CHAIR CAUSEY: So, Mr. Neusbaum has  
 7 clarified that the Student Member of the Board is  
 8 not able to vote. So, that vote was 11 to zero  
 9 which is unanimous.  
 10 VICE CHAIR HENN: Ms. Causey, I withdraw  
 11 my original motion.  
 12 BOARD CHAIR CAUSEY: So, Ms. Henn is  
 13 withdrawing her original motion.  
 14 SPEAKER: Point of order. You can't  
 15 withdraw the original motion when we have to vote  
 16 on the motion to postpone. If that carries, then  
 17 the original motion is postponed.  
 18 BOARD CHAIR CAUSEY: Thank you for that.  
 19 Any other discussion before we vote to postpone  
 20 this issue to the June 11th meeting? We voted on  
 21 the amendment. Now we're voting on the motion

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1 with the amendment. All in favor, please raise  
 2 your hand. Any opposed? The motion carries 11  
 3 to zero.  
 4 Ms. White, if you can work with staff, I  
 5 would make a suggestion to include the Board  
 6 members that have the, Ms. Henn who represents  
 7 the Fifth District and also Ms. Jose who also  
 8 lives in that area who can be involved.  
 9 MS. WHITE: I would suggest that the  
 10 Board, so that the full Board will have the  
 11 information at the same time, that the staff  
 12 would put together the kind of recommendations  
 13 and options and then present to the Board at the  
 14 same time. That would be my recommendations.  
 15 BOARD CHAIR CAUSEY: I can understand  
 16 that but I don't need to, I see where the elected  
 17 member of the Board that represents that district  
 18 to have specific input and knowledge and other  
 19 Board members that have specific knowledge in  
 20 that area. So, Ms. Jose or, go ahead, Mr.  
 21 Hayden.

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1 MR. HAYDEN: I don't understand your  
 2 reluctance there because, again, one of the  
 3 strengths of the Board, not the most recent old  
 4 Board, but the older Board, was that Board  
 5 members got involved in everything that they had  
 6 time to get involved in. It didn't have to be  
 7 explicitly their district. Board members were  
 8 appointed from districts and then those  
 9 appointments, they were responsible for talking  
 10 about issues there. But, they realized that  
 11 their number one responsibility was to the boys  
 12 and girls of Baltimore County Public Schools.  
 13 There was no, well, you came from that district  
 14 so you should only think about that. That is so  
 15 wrong, it's unbelievable.  
 16 We have to think as a Board about all the  
 17 boys and girls in Baltimore County.  
 18 BOARD CHAIR CAUSEY: Thank you, Mr.  
 19 Hayden. We absolutely do, as a Board, think  
 20 about the boys and girls of Baltimore County as a  
 21 whole when we make our decisions. Although,

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1 there are some subject matter experts like we  
 2 have in committees and in the district in terms  
 3 of being elected.  
 4 MR. HAYDEN: But, that allows them to  
 5 learn more as they get involved.  
 6 BOARD CHAIR CAUSEY: Excuse me. So,  
 7 we'll leave that up to Ms. White and staff to  
 8 coordinate with the folks that would be helpful.  
 9 Okay? All right. Thank you. That brings us to  
 10 our next item which is Item N, new business,  
 11 contract awards. For that, I turn it over to our  
 12 Building and Contracts Committee Chair, Ms. Henn.  
 13 VICE CHAIR HENN: Thank you. Members of  
 14 the Board, the Board's Building and Contracts  
 15 Committee met earlier this evening. Items N1  
 16 through N15 are being forwarded to the full Board  
 17 for approval.  
 18 BOARD CHAIR CAUSEY: Do I have a motion  
 19 to approve items N1 through N15?  
 20 SPEAKER: So moved.  
 21 BOARD CHAIR CAUSEY: There is no second

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1 needed since the recommendation comes from the  
 2 committee. Is there any discussion on any of the  
 3 contract items? I did have a question about the  
 4 contract related to the relocatables. If Mr.  
 5 Seres could come forward?  
 6 MR. DIXIT: Good evening.  
 7 BOARD CHAIR CAUSEY: Good evening, Mr.  
 8 Dixit. One of my questions related to this is in  
 9 terms of the competitively bid contract for the  
 10 purchase of relocatable classrooms. We currently  
 11 have both leased and purchased relocatables? Is  
 12 that correct?  
 13 MR. DIXIT: That's correct.  
 14 BOARD CHAIR CAUSEY: So, this contract is  
 15 only for purchasing?  
 16 MR. DIXIT: There are two exhibits in  
 17 front of you. One is for leased modular  
 18 classroom and the other one is for the purchase.  
 19 So, there are two different exhibits.  
 20 BOARD CHAIR CAUSEY: Okay. So, for the  
 21 leasing, how long is that lease required?

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1 MR. DIXIT: The lease could be for any  
 2 number of years. There is a charge we pay for  
 3 the installation and first year of lease cost.  
 4 After that, there is another charge that is just  
 5 for the lease amount for any number of years that  
 6 we want.  
 7 BOARD CHAIR CAUSEY: So, if we purchase a  
 8 number of relocatable classrooms and then we also  
 9 lease a number of relocatable classrooms and we  
 10 continue to advocate aggressively, as we all have  
 11 done, and we do get our construction funding,  
 12 then are we able to back out of the leases as we,  
 13 hopefully, get all of those students into  
 14 classrooms and out of the relocatables?  
 15 MR. DIXIT: That is true.  
 16 BOARD CHAIR CAUSEY: Okay. So, it's not  
 17 a set number of years like we've had for devices  
 18 or anything along those lines.  
 19 MR. DIXIT: That's true.  
 20 BOARD CHAIR CAUSEY: So, it does offer us  
 21 the flexibility as we provide those more

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1 long-term solutions for our children.  
 2 MR. DIXIT: Yes, it does.  
 3 BOARD CHAIR CAUSEY: Awesome. Thank you  
 4 so much. Are there any other questions? Mr.  
 5 Kuehn?  
 6 MR. KUEHN: Since we're leasing and  
 7 purchasing relocatable classrooms, can you just  
 8 share with us the decision-making as to when you  
 9 would lease versus when you would purchase and  
 10 how that decision occurs?  
 11 MR. DIXIT: At this time, we have a total  
 12 of 58 leased units and we have 187 owned units.  
 13 The units that are owned, we don't pay any  
 14 rental, it's fixed cost and we own it. But,  
 15 after due course of time, we have to replace some  
 16 of those units because their useful life is only  
 17 so many years.  
 18 So, every year we look at it and manage a  
 19 mix of leased and relocatable units. So, you  
 20 have to look at how many do you always have need  
 21 for and how many is for temporary time. So,

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1 that's how we manage it.

2 MR. KUEHN: Just a follow-up. What do

3 you consider temporary time for relocatables?

4 MR. DIXIT: Temporary time. The break

5 even point for the lease is anywhere from five to

6 7 years or sometimes less than that. So, if we

7 know that we are going to need it for more than 7

8 years, than it's in our interest to buy it. If

9 we don't know the future, we know it could be a

10 temporary need, we lease it.

11 MR. KUEHN: So, if I understand you,

12 you're saying that buying relocatables where we

13 don't see the ability to not need those

14 relocatables in the next 7-plus years and we're

15 leasing in areas where we believe we won't need

16 those in 7 or less years.

17 MR. DIXIT: That's true but it's still a

18 judgment call because we don't know how many we

19 are going to need for more than 7 years. So,

20 there's a judgment that needs to be made. The

21 units that we lease or we own, they can be

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1 transferred also.

2 MR. KUEHN: Okay. Thank you.

3 BOARD CHAIR CAUSEY: Thank you. In

4 discussing the relocatables, I have a question.

5 With the discussion about Pleasant Plains going

6 through a boundary study, I'm curious, why not a

7 learning annex at Pleasant Plains? There's

8 elementary schools in my district that have a

9 learning annex that's classrooms and hallway and

10 bathrooms. So, it does provide capacity and it

11 allows students to stay in their neighborhood

12 school and so forth. We have some special

13 programs at Pleasant Plains that community

14 members really appreciate.

15 MR. DIXIT: There are several different

16 advantages we have using relocatables. Quick

17 delivery time and also lower cost. If you have

18 what you are talking about, modular unit, the

19 code requirements and the timing for that is

20 closer to new construction.

21 So, if we know for sure that the need is

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1 on a long-run basis, then it's in our interest to

2 build an addition or a new school, whatever the

3 case may be. The code requirement for modular is

4 more in line with construction.

5 BOARD CHAIR CAUSEY: Okay. Thank you.

6 Are there any other additional questions? Okay.

7 All in favor of approving items N1 through N15,

8 please raise your hand. Any opposed? The motion

9 carries. Thank you. Thank you, Mr. Dixit.

10 Thank you, Mr. Seres. Next item is Item O, new

11 business, curricula. For that, I call on

12 Curriculum Committee Chair, Ms. Mack.

13 MS. MACK: Thank you. Chairwoman Causey

14 and members of the Board, this evening, we're

15 bringing forward the annual additions and changes

16 to the Master Course File that were vetted and

17 reviewed by the Curriculum Committee for

18 approval. An executive summary of these changes

19 is provided for the Board's review as presented

20 in Exhibit O.

21 BOARD CHAIR CAUSEY: Do I have a motion

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1 to approve Exhibit O?

2 MR. MCMILLION: So moved.

3 BOARD CHAIR CAUSEY: Thank you, Mr.

4 McMillion. No second is needed since the

5 recommendation comes from the committee. Is

6 there any discussion? Mr. Kuehn?

7 MR. KUEHN: I just had some basic

8 questions about some course name changes. I'm

9 looking at the world languages on page two. It's

10 going from Spanish grade 6 to beginner Spanish

11 Level A and B and then intermediate Spanish.

12 My questioning really comes down to is

13 the change in name due to the fact that these

14 courses would be available to different grade

15 levels?

16 SPEAKER: Good evening, Mr. Kuehn, Chair,

17 Vice Chair, Ms. White and members of the Board.

18 The name change really reflects the proficiency

19 level.

20 Typically, students do move through a

21 language program in cohorts and that has been how

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1 we've identified it traditionally, grade 6  
 2 Spanish, grade 7 Spanish. If you have a student  
 3 who enters your building and perhaps their  
 4 fluency is at a different level, then you can  
 5 customize that.

6 So, if you have a student, for example,  
 7 that enters Dumbarton and they happen to be in  
 8 7th grade but they have a fluency that is higher  
 9 than 7th grade. They could then be placed in a  
 10 higher level. But, typically, students move  
 11 through, when they're in the program from start  
 12 to finish, they move through in grade bands. No  
 13 different than we do with English.

14 If you think about a student that is in a  
 15 grade level that is, we don't say 6th grade  
 16 English, 7th grade English, 8th grade English.  
 17 It's their English class for that grade level.  
 18 Within any class, you're going to have a range of  
 19 reading levels and world language proficiency  
 20 levels.

21 MR. KUEHN: Okay, thank you.

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1 BOARD CHAIR CAUSEY: Thank you, Dr.  
 2 (Inaudible). Are there any other questions? Mr.  
 3 Kuehn?

4 MR. KUEHN: This has been fantastic.  
 5 We're adding new courses and, specifically, I'm  
 6 looking at the world languages again under  
 7 American Sign Language. So, you have American  
 8 Sign Language Level One, you have American Sign  
 9 Language Grade 8. I'm just wondering where  
 10 they're going to be offered. What schools.

11 MS. SHAY: Good evening. Our hope would  
 12 be that we would ultimately or eventually offer  
 13 them everywhere. It doesn't always work out that  
 14 way in terms of staffing.

15 So, this course is going to be brand new.  
 16 We're creating it in partnership with CCBC. So,  
 17 this is a brand-new concept and it's really in  
 18 response to several reasons. Our population of  
 19 students that have dyslexia for which earning  
 20 another language is very challenging. This would  
 21 allow them to earn their world languages credit

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1 while still working on their reading intervention  
 2 support.

3 Ultimately, the course would result in  
 4 them being certified as interpreters. So, our  
 5 goal long-term would be for it to be offered  
 6 everywhere. Obviously, that's going to have  
 7 challenges with staffing because you'll need a  
 8 very specific certification.

9 So, we have not yet identified schools  
 10 where we would start. This is about giving us  
 11 permission from the Board to begin the work of  
 12 actually developing the course. So, probably in  
 13 next year's update, we'll be ready to talk about  
 14 specific school identified. But, the long-range  
 15 plan would be everywhere.

16 MR. KUEHN: All right. Thank you.

17 BOARD CHAIR CAUSEY: Thank you, Mr.  
 18 Kuehn, for that question and thank you, Ms. Shay,  
 19 for being available to answer that. Ms. Jose?

20 MS. JOSE: Thank you. I saw a class  
 21 here, P-Tech to CAD. What grade level is that

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1 offered to and do you guys have Autodesk license?  
 2 MS. SHAY: Yes. So, the P-Tech intro to  
 3 CAD will be offered primarily, at this point, our  
 4 P-Tech program is at Dundalk High School. It  
 5 would be the basic two-dimensional drafting  
 6 principles on Autocad and other computer-aided  
 7 drafting design software. So, the grade level, I  
 8 believe, would be for the 10th grade.

9 BOARD CHAIR CAUSEY: Any other questions?  
 10 All right. Thank you very much. So, all in  
 11 favor of approving Exhibit O, please raise your  
 12 hand. Any opposed? The motion carries  
 13 unanimously. Thank you very much.

14 Our next item of business is Item P, new  
 15 business, special project request, West Towson  
 16 Elementary School. For that, we call forward Ms.  
 17 Byers. Good evening.

18 MS. BYERS: Good evening, Ms. Causey, Ms.  
 19 Henn, Superintendent White, members of the Board.  
 20 Tonight, I am bringing forward for your approval  
 21 a privately-funded capital project to purchase



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1 and install two buddy benches at West Towson  
 2 Elementary. This project is being funded by a  
 3 donation from the Greater Baltimore Medical  
 4 Center.  
 5 These benches will be installed near the  
 6 West Towson playground really with the intent of  
 7 allowing students to establish and build  
 8 friendships.  
 9 The total cost of the project is  
 10 \$3,005.70. GBMC has donated \$2,164.70 and the  
 11 remaining cost of \$841 will be covered by the  
 12 West Towson Elementary School Foundation.  
 13 In accordance with Policy and Rule 7330,  
 14 this request has progressed through all of our  
 15 normal internal processes for review and I would  
 16 like to thank and acknowledge Principal Sue  
 17 Hershfeld, who is here tonight, for her  
 18 leadership. (Applause.)  
 19 So, with that, I bring this forward for  
 20 your approval.  
 21 BOARD CHAIR CAUSEY: Do I have a motion

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1 to approve the West Towson Elementary School  
 2 buddy benches?  
 3 VICE CHAIR HENN: So moved.  
 4 MR. KUEHN: Second.  
 5 BOARD CHAIR CAUSEY: Okay. Ms. Henn  
 6 motioned and Mr. Kuehn seconded. Is there any  
 7 discussion? Ms. Rowe?  
 8 MS. ROWE: So, I've never heard of an  
 9 elementary school having their own foundation  
 10 before. Is this the PTA or is it something  
 11 different?  
 12 MS. BYERS: It is a private organization  
 13 for the elementary school. We do have some  
 14 schools with foundations.  
 15 BOARD CHAIR CAUSEY: Any other questions?  
 16 All in favor, please raise your hands. Any  
 17 opposed? Motion carries unanimously. Thank you  
 18 very much, Ms. Byers. The next item is Item Q,  
 19 new business, report on the proposed Dogwood and  
 20 Johnnycake Elementary Capacity Release Studies.  
 21 For that, we will hear from Dr. Brown and team.

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1 DR. BROWN: Superintendent White, members  
 2 of the Board and community, I'm pleased to be  
 3 here again this evening at the culmination of a  
 4 boundary process that started quite a while back.  
 5 Some of you are familiar with Matthew Copper. He  
 6 is a consultant who has worked with us on  
 7 boundaries for an extended period of time. About  
 8 five years now.  
 9 When you talk about excellence in the  
 10 boundary process, I would say that he's been a  
 11 wonderful partner in this work and has helped us  
 12 pushed towards best practices over time and has  
 13 been very much responsive as we move forward to  
 14 our community and our needs as we've gone  
 15 forward.  
 16 So, without further ado, I'm going to  
 17 hand things over to Mr. Copper to start going  
 18 through the process. Then, at the conclusion,  
 19 Dr. Jones will talk about our next steps and how  
 20 we're going to begin to implement this in the  
 21 coming year.

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1 MR. COPPER: Thank you, Dr. Brown, Chair  
 2 Causey, members of the Board, Superintendent  
 3 White, thank you for the opportunity to present  
 4 to you here tonight. I am here tonight to  
 5 present to you the recommendations for the  
 6 Dogwood Elementary and Johnnycake Elementary  
 7 capacity relief studies.  
 8 This was a little bit of a different  
 9 process than you may have seen in the past in  
 10 that we are presenting two processes  
 11 simultaneously here as we did the work  
 12 simultaneously over the last several months.  
 13 So, to start, a little bit of background  
 14 introduction. The new Chadwick Elementary School  
 15 was anticipated to provide capacity relief to  
 16 several schools in this area. The current  
 17 enrollment projections do indicate that, however,  
 18 upon completion, Chadwick Elementary School will  
 19 not have additional capacity to provide relief to  
 20 other adjacent schools.  
 21 Therefore, the relief at Johnnycake and

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1 Dogwood Elementary Schools can be provided  
 2 through a two-part measure. It's moving programs  
 3 and also changing attendance boundaries.  
 4 When considering schools that could  
 5 provide capacity relief to the area, Dogwood  
 6 Elementary was paired with Featherbed Lane  
 7 Elementary and Johnnycake Elementary was paired  
 8 with Edmondson Heights in terms of looking at  
 9 adjacencies and which schools have available  
 10 capacity to provide some relief as well as to  
 11 adjacent schools that need the relief.  
 12 The process occurred in four phases, as  
 13 it typically does. Phase One is the planning  
 14 part of the process. From August to December of  
 15 last year, the Superintendent initiated a  
 16 boundary study process. The staff held  
 17 orientation for principals and communicated with  
 18 the community, some outreach to the public to let  
 19 them know what's going on. The staff prepared  
 20 data and information in preparation for the  
 21 committee's work and then the committee was

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1 convened.  
 2 The second phase is really the meat of  
 3 the work with the public engagement and also the  
 4 community-based committee where the committee is  
 5 working through the process of evaluating options  
 6 and developing options and also soliciting input  
 7 from the public and things like that. That  
 8 occurred January through April of 2019. Here we  
 9 are in Phase Three of the process which is the  
 10 Board of Education's phase of the process where  
 11 we present the recommendations to you and then  
 12 it's up to the Board to make a decision on how  
 13 they want to proceed with the recommendation.  
 14 That is expected to occur between May and June of  
 15 2019 as it relates to a presentation of  
 16 recommendations and then a public hearing process  
 17 and such, and then your approval.  
 18 Once Phase Four comes online, it's  
 19 basically the process of the staff implementing  
 20 the boundaries and working through notifying  
 21 parents and staffing and making adjustments to

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1 account for the change that has been approved.  
 2 The boundaries do become effective for the  
 3 2020-2021 school year.  
 4 This is just a glimpse of the time line  
 5 for both processes. They were running  
 6 simultaneously. So, at the very beginning of the  
 7 process, we did some meetings on the same evening  
 8 and back-to-back on staggered times in the same  
 9 evening. As we got further along in the process,  
 10 we started to do them on alternate days so that  
 11 we can make sure that we had enough time and  
 12 consideration for the committee to look at all of  
 13 the factors and components of the study.  
 14 So, the objectives of the study, this  
 15 community-based comprehensive boundary study is  
 16 to meet the following key objectives. Those are  
 17 to provide capacity relief to Dogwood and  
 18 Johnnycake Elementary Schools, to create viable  
 19 and successful boundaries to effectively utilize  
 20 capacity and to support diversity among schools  
 21 that reflects the community and the school

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1 system.  
 2 There are rules that we follow, as  
 3 always, that are administered by the Board and  
 4 these are the rules that we always orient the  
 5 committee on as well as the public and I always  
 6 encourage the Board to consider these rules as we  
 7 look at the recommendations as well. These are  
 8 per Rule 1280 and these are to maintain the  
 9 continuity of neighborhoods, maintaining or  
 10 increasing diversity amongst schools, reflect the  
 11 diversity of the region and the school system,  
 12 the impact of transportation and pedestrian  
 13 patterns on students, minimizing the number of  
 14 times any individuals students are reassigned and  
 15 efficient use of capacity at affected schools.  
 16 Additional rules that the committee was  
 17 focused on include long-term enrollment and  
 18 capacity trends and future capital plans,  
 19 location of feeder school boundaries and  
 20 continuity of feeder patterns, phasing in  
 21 boundary changes by grade level for high schools

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1 which doesn't apply to this process because we  
 2 were focused only on elementaries and the  
 3 recommendation is only to make adjustment to  
 4 elementary boundaries and then additional  
 5 considerations which adhere to some best  
 6 practices in the industry are to use geographic  
 7 features such as railroads, creeks and major  
 8 highways when determining and considering  
 9 boundary adjustments.

10 So, the boundary study committee  
 11 consisted of 9 members. There were 7 voting  
 12 members on each committee. One principal was on  
 13 each committee and they were a non-voting member.  
 14 There was one teacher and staff representative on  
 15 each committee and four parents which consisted  
 16 of two from each school and then one area  
 17 education Advisory council representative.  
 18 That's the composition of both committees that we  
 19 worked with.

20 Each committee met five times between  
 21 January and April and we're working through the

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1 options. They collaborated exclusively with each  
 2 other and worked together. I was really proud of  
 3 both committees and the dynamic that they had.  
 4 It was not an adversarial type of conversations.  
 5 They really worked as a cohesive unit and I was  
 6 really proud that they focused on a plan and  
 7 developing a recommendation that was best for all  
 8 children in the study areas and not just one  
 9 particular community, neighborhood or schools.

10 They reviewed and agreed upon planning  
 11 blocks to support the study and they discussed  
 12 and revised multiple scenarios and we also used  
 13 additional outreach methods to ensure  
 14 transparency which include the BCPS website.  
 15 Email was provided so that anybody could provide  
 16 emails and provide input that way and there were  
 17 also online interactive maps so the public and  
 18 also committee and staff could see how the  
 19 boundaries really affected the neighborhood and  
 20 get a detailed understanding of that.

21 In terms of public participation and

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1 input, letters were sent to all families in  
 2 September of 2018 regarding the process to inform  
 3 them of what was coming up. There was additional  
 4 outreach after that to make sure that they were  
 5 informed of how the process was maturing and  
 6 things that were ongoing.

7 The public was invited to all committee  
 8 meetings as observers and we welcome the public  
 9 to come watch from the back and as long as they  
 10 don't participate or interrupt the work of the  
 11 committee, the public is always welcome to  
 12 observe the process.

13 All the meetings were livestreamed on the  
 14 website and those are all saved and stored as  
 15 YouTube clips which is a very useful tool that  
 16 Baltimore County has for the public.

17 All information that was provided to the  
 18 committee was made available on a webpage  
 19 dedicated to both process so that any member of  
 20 the public can go download and print any of the  
 21 materials that were shared with the committee at

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1 any time.

2 The public was invited to provide input  
 3 throughout the process, as I said, through the  
 4 website and email. In addition to that, we had a  
 5 public information meeting for each process. We  
 6 had 33 total respondents participate in the  
 7 online survey and it was provided in both English  
 8 and Spanish.

9 The Dogwood-Featherbed Lane process had  
 10 16 responses through the public information  
 11 session to that outreach effort and  
 12 Johnnycake-Edmondson Heights at 17 responses.

13 I think we should note that you may think  
 14 that's a small number of responses for a boundary  
 15 change study but one of the things to note is  
 16 that what we were looking at was making minimal  
 17 changes to accomplish our objectives. Therefore,  
 18 there was not a large number, a large segment of  
 19 the community was not impacted in this process.  
 20 So, we were looking at moving small sections of  
 21 the community to accomplish our objectives.

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1 So, I'm not surprised that we didn't have  
 2 much larger numbers like we have seen in larger  
 3 boundary change studies.

4 Each committee considered four scenarios  
 5 through the course of the study. They reviewed  
 6 and discussed all materials with a focus on the  
 7 considerations and they did recognize that no  
 8 single scenario would equally satisfy all of the  
 9 considerations. In every process I've worked  
 10 with across the country, I think no plan is ever  
 11 going to be perfect. There's things that we  
 12 can't control, where the schools are located, how  
 13 many seats are available, how many kids live in  
 14 various communities. But, they did their best  
 15 with a focus on what was best for all students in  
 16 the area, knowing that no plan would be perfect.

17 All four options were presented to the  
 18 public and the public information sessions and we  
 19 surveyed them on those to get their additional  
 20 input. The committee looked at that input, we  
 21 reported that back to the committee. They

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1 studied that and they continued their important  
 2 work.

3 Getting to the specifics of each study.  
 4 For Dogwood Elementary School, one of the things  
 5 to note, I had mentioned earlier that it was a  
 6 combination of program moves and boundary changes  
 7 to help, a combination would accomplish our  
 8 objectives. So, regional special education  
 9 programs at Featherbed Lane Elementary will  
 10 relocate in coordination with this effort. This  
 11 movement will reduce enrollment and provide  
 12 additional capacity to the schools that we're  
 13 working with in this study.

14 The anticipated impact of this program  
 15 move includes 15 fewer students at Featherbed  
 16 Lane Elementary to reflect the program movement  
 17 and that results in an increase in the capacity  
 18 of the school from 654 to 667. That's due to  
 19 converting special education classrooms into  
 20 regular education which can house more students.

21 So, this is just a slide to show you the

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1 before and after. Before we started boundary  
 2 changes at all. Before and after, how the  
 3 program moves, would provide an incremental  
 4 benefit to the schools to help provide more  
 5 opportunity to balance utilization.

6 We had four options and these are the  
 7 four options. For this process, the areas that  
 8 were a focus in the study are areas east of  
 9 Rolling Road that are in the Dogwood Elementary  
 10 attendance area. That area was an area to move  
 11 to Featherbed Lane. Rolling Road is a pretty  
 12 busy road and that was one of the things that  
 13 they had gone back and forth in considering.

14 Additionally, the Dogwood boundary  
 15 stretches north up into areas that are already  
 16 feeding into Featherbed Lane Elementary.  
 17 Primarily, a large-scale apartment complex and  
 18 several different apartment complexes make up  
 19 this dense area in the north. Some of those  
 20 apartments already go to Featherbed Lane and so  
 21 the committee was considering moving some

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1 additional areas to Featherbed Lane out of  
 2 Dogwood in this area to help accomplish their  
 3 objectives.

4 So, you'll see in Option One, there was  
 5 an adjustment between Rolling Road and the north.  
 6 Option Two, all of the options basically come up  
 7 with a combination of both. Different areas in  
 8 the apartments versus, and also Rolling Road.

9 Option Three as well is just a different  
 10 configuration of some of the areas in the north  
 11 but still has Rolling Road go to Featherbed Lane  
 12 and then Option Four is one that moves a higher  
 13 share of the apartments and does not move the  
 14 area east of Rolling Road into Featherbed Lane.

15 The committee's recommendation was to  
 16 recommend Option Two. At the March 20th meeting,  
 17 they voted. There were three votes cast for  
 18 Option Two. The committee really deliberated on  
 19 this and looked at all of the factors and  
 20 considerations and they felt like Option Two was  
 21 the best option to recommend because the primary



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1 Option Four at the April 4th, 2019 meeting.  
 2 Seven votes were cast for the option and the  
 3 committee felt like this option provided the best  
 4 balance of enrollment. I'll show you the before  
 5 and after here. So, you can see that both  
 6 schools, as a result of their recommendation,  
 7 fall below 100 percent utilization. So, they  
 8 felt like it doesn't get much better than that in  
 9 terms of balancing utilization. I was proud of  
 10 them and the work they did with crafting this  
 11 option.  
 12 There is no impact on minority and you  
 13 can see that Option Four does impact 75 students.  
 14 There were other options considered that did  
 15 impact fewer but they felt like the  
 16 recommendation best met the overall  
 17 considerations and objectives.  
 18 There is no impact on feeder patterns in  
 19 this particular area so there is no change in  
 20 where elementary schools feed as it regards to  
 21 middle schools in this particular study.

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1 DR JONES: Thank you. Good evening,  
 2 Board Chair, Vice Chair and Ms. White. The next  
 3 steps are for the Board of Education public  
 4 hearing which will take place at Woodlawn High  
 5 School at 6:30 on May 15th. That will be another  
 6 opportunity for the community to engage and  
 7 provide input and will take place in the  
 8 auditorium.  
 9 In terms of the next opportunity for the  
 10 public to engage will be July 11th here at 6:30  
 11 and that will be an opportunity to vote, to have  
 12 the Board of Education vote on the boundary.  
 13 We want to thank you for your time and we  
 14 appreciate your engagement as we share the  
 15 boundary studies for Dogwood and Johnnycake.  
 16 BOARD CHAIR CAUSEY: Thank you, Dr.  
 17 Jones. Just to clarify, the Board will vote on  
 18 the recommendation on June 11th, 2019. I  
 19 appreciate that look into July. That's great.  
 20 But, we're going to be here discussing this on  
 21 June 11th and there will be an opportunity for

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1 community input there as well.  
 2 Board members, questions? Ms. Mack?  
 3 MS. MACK: I don't have a question, I  
 4 have a comment. I came as an observer and I was  
 5 very impressed with the level of engagement with  
 6 the community members. It was almost like they  
 7 were running the process themselves. The night I  
 8 was there, I think they actually proposed a  
 9 different map than the maps you even presented.  
 10 They were just so engaged and they worked so  
 11 collaboratively. So, I was very impressed with  
 12 this process. Thank you for your efforts.  
 13 BOARD CHAIR CAUSEY: Thank you, Ms. Mack.  
 14 Other questions or comments? Okay. Thank you  
 15 very much. We appreciate your work on this and  
 16 we look forward to hearing from the public on May  
 17 15th at Woodlawn High School.  
 18 That brings us to the next item on the  
 19 agenda which is Item R, Board member comments.  
 20 For that, I will start with Mr. Offerman and just  
 21 go right around the dais.

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1 MR. OFFERMAN: Thank you. This is  
 2 actually a thank you. I had the pleasure of  
 3 meeting with three different groups who did a  
 4 great job of explaining programs of interest that  
 5 I had. I had a meeting where I was given a  
 6 tremendous amount of information and a depth of  
 7 understanding in the CTE program which I think is  
 8 going to be even a bigger part of Baltimore  
 9 County Public Schools. Ms. Shay, Dr. Handy and  
 10 Mr. Grubb did a great job of explaining what the  
 11 present programs are and gave me great insight to  
 12 what is coming which I think was exciting.  
 13 I also met with Dr. McComas, Mr. Corn,  
 14 Dr. Adams and Mr. Imbriale about Baltimore  
 15 County's efforts to keep the Baltimore County  
 16 data secure. It was quite complete and we have  
 17 real reason to be proud of the work that they are  
 18 doing now. Particularly in this era when data  
 19 leakage and data acquisition is a major issue.  
 20 BCPS, it looks to me like they're leading the way  
 21 in trying to make sure that our data is safe, our

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1 students and our staff.

2 I also had the pleasure of meeting with

3 Mr. Smith and Dr. Brown so I would get a better

4 understanding of the whole process of

5 prioritizing school replacements and what the

6 needs are there. Unfortunately, after that, we

7 had the decision made by the state Senate which

8 changed our current plans and certainly makes an

9 impact which leads me even more to think that we

10 need to be as tightly planned and as tightly

11 focused on prioritizing schools for the best of

12 the students above all other concerns.

13 So, I thank them. All of these meetings

14 were very helpful to me and I know they took time

15 from a lot of people's very busy schedule. Thank

16 you.

17 BOARD CHAIR CAUSEY: Mr. Kuehn?

18 MR. KUEHN: Thank you. I just wanted to

19 point out that we seem to have extreme growth in

20 multiple areas throughout the county and as we're

21 having these discussions, especially we're

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1 talking about the northeast this evening. But,

2 we realize that they're happening in various

3 places, that we try and take a look and get a

4 feel for the overall impact through all of the

5 schools. It's just because we have a massive

6 move through Perry Hall Middle School that's

7 going to lead to a massive amount of kids in

8 Perry Hall High School soon enough and there's

9 tremendous growth in that area with new

10 elementary schools having gone up.

11 So, as we move forward, let's make sure

12 that we're looking at the big pictures as much as

13 we can and working as a team to make sure that

14 we're addressing these issues and providing

15 students the best options we can at the point in

16 time we're at. Thank you.

17 BOARD CHAIR CAUSEY: Ms. Pasteur?

18 MS. PASTEUR: Thank you. Some unknown

19 person said that next in importance to freedom

20 and justice is education, without which neither

21 freedom nor justice can be permanently

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1 maintained.

2 So, to all who are still in this room and

3 out there in TV-land and up here on the dais who,

4 in one way or another, have taught our young

5 people and some who are not so young, I thank you

6 and I thank those who support, all of you who

7 support our teachers, who help them grow, and

8 those of you who, like my good friend, Sharon

9 Saroff who makes me want to run sometimes. But,

10 I know that she is always about children and

11 always out for the best for children and that

12 means working with teachers, I thank you.

13 For the staff at Watershed, thank you for

14 being gracious and answering my questions and

15 having those binders out so I could see every

16 little thing and being patient as I went through

17 the binders and kept asking one more question,

18 one more question.

19 So, thank you to everyone who makes a

20 difference in the lives of our children.

21 BOARD CHAIR CAUSEY: Mr. Hayden?

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1 MR. HAYDEN: That was when she had her

2 Columbo hat on where she sort of started for the

3 door and said, just one more question. For

4 anybody who has watched Columbo over the years,

5 that was his MO.

6 One of the things that I mentioned in my

7 earlier remarks which I think is so important is

8 that all of us who sit around this table are not

9 just responsible for those kids who live in the

10 district from which we were appointed. We are

11 responsible for children all over Baltimore

12 County. So, there's not one district to say

13 that, even though it's been changed a little bit

14 with this election portion.

15 But, back when I first went on, as I

16 mentioned in those remarks, you represented a

17 district but, at the same time, you were told by

18 a fellow named Byron Williams who was a

19 long-serving member of the Board and who was both

20 President and Vice President of the Board, that

21 your job was to represent all the children of

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1 Baltimore County and that is our job. Even  
 2 though we have more specialized knowledge in an  
 3 area where we were appointed from, perhaps, our  
 4 job is still all the children in Baltimore  
 5 County.  
 6 I'm thinking about naming a movie after  
 7 this next remark I just thought about. We talk  
 8 about all this growth and it's sort of like back  
 9 to the future. Wouldn't that be a good movie  
 10 title?  
 11 But, that's where we're going. We've  
 12 been there, we've done that. There's no mystery  
 13 in this. It's just a matter of marching through,  
 14 listening and acting. We have a great staff who  
 15 really works hard at getting these things done.  
 16 It enables us to make decisions based on what's  
 17 going to happen in the future.  
 18 Again, nothing that we haven't done  
 19 plenty of times in the past. So, it's basically  
 20 doing our homework, concentrating, asking  
 21 questions and making a decision. With our

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1 Superintendent and staff, I think we're  
 2 well-suited to be able to do that as we move  
 3 forward.  
 4 BOARD CHAIR CAUSEY: Thank you. Ms.  
 5 Henn?  
 6 VICE CHAIR HENN: Thank you. Ms. Kent,  
 7 Ms. Walters, Ms. Schneider, Mr. Myers, Ms. Huff,  
 8 you may not recognize these names but they were  
 9 my first five teachers at Harford Hills  
 10 Elementary. I remember them to this day. I  
 11 think of them every time I'm at this dais. They  
 12 are why I am here where I am today. They put up  
 13 with me and I am thankful and will ever be  
 14 thankful for the impact that they've made on my  
 15 life as I am thankful for each and every one of  
 16 our thousands of teachers who touch our students  
 17 lives every day.  
 18 To you, I want to say thank you. Those  
 19 two words seem terribly inadequate to express my  
 20 appreciation for what you do for our boys and  
 21 girls every day. So, thank you.

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1 BOARD CHAIR CAUSEY: Thank you. Ms.  
 2 Jose?  
 3 MS. JOSE: I do want to thank all of the  
 4 teachers listening and also all the teachers  
 5 sitting on the dais here with me. Mr. Offerman,  
 6 Ms. Pasteur, Ms. White who has also been a  
 7 teacher, but not you, Mr. McMillion.  
 8 I also want to thank all of the staff and  
 9 the nurses, especially, having a child that has  
 10 life-threatening food allergies, I am very  
 11 grateful to the nurses in our schools that help  
 12 me have peace of mind. So, thank you for  
 13 everything and good night.  
 14 BOARD CHAIR CAUSEY: Mr. McMillion?  
 15 MR. MCMILLION: I want to thank everybody  
 16 because everywhere I go in my travels around  
 17 Baltimore County Public Schools, I'm received  
 18 cordially, people are polite to me. I'm not used  
 19 to a lot of that. But, people treat me with such  
 20 dignity and respect and I really appreciate that.  
 21 That goes from the central office staff to Mr.

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1 And Mrs. Ryan, to everybody. I'd be remiss if I  
 2 started naming people because everywhere I go,  
 3 people treat me with dignity and respect and I  
 4 greatly appreciate that.  
 5 I'm going to date myself with a  
 6 historical perspective. In 1966, I was a 7th  
 7 grade student at Stemmers Run Junior High School  
 8 and we had Perry Hall students that were  
 9 transported to Stemmers Run for two years before  
 10 they were then returned back to their home  
 11 school. So, I just wanted to add that. Thank  
 12 you.  
 13 BOARD CHAIR CAUSEY: Ms. Mack?  
 14 MS. MACK: Yes. I'd like to say that on  
 15 April 12th, Mr. McMillion and I attended Western  
 16 Tech's cultural coalescence event. I was so  
 17 impressed by it. I was impressed by the level of  
 18 effort that the students put into their  
 19 presentations. I was impressed by the  
 20 encouragement the students gave each other.  
 21 When you think of high school students,



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1 you don't think of them going out in the middle  
 2 of a big gym and doing a dance from their home  
 3 country and having everybody around them cheering  
 4 them on and clapping. I saw nothing but  
 5 preparation and encouragement and support and I  
 6 was really wowed by it.

7 In the spirit of teacher appreciation,  
 8 I'd like to thank all the teachers out there. I  
 9 can't imagine doing your job. But, I'd also like  
 10 to thank Wanda Warfield who is a teacher I had at  
 11 Lakeland Elementary School, that Dr. McComas  
 12 knows. She always acted like she didn't want to  
 13 be there, that she didn't think she should have  
 14 been at that school.

15 But, in spite of that, she held us to a  
 16 very high standard. She never, ever gave up on  
 17 us and as a result of Ms. Warfield, I learned to  
 18 value education and took her lessons with me  
 19 throughout my life.

20 So, I hope she's still alive and somehow  
 21 she gets this but she did have quite an impact on

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1 me.

2 MS. SCOTT: I'd like to start by thanking  
 3 all of the hard-working teachers. Those here in  
 4 the dais as well as those in the audience and any  
 5 that are watching at home. It is a job, a lot of  
 6 times, that you don't get a lot of thanks for.  
 7 So, I would like to definitely thank all the  
 8 teachers.

9 I'd also like to especially thank the  
 10 teachers I had an opportunity and staff and  
 11 principal and everyone. I visited Woodmore  
 12 Elementary School and I was very impressed with  
 13 what I saw there with the teaching staff, with  
 14 the principals, with the children who were so  
 15 eager to learn. They were excited about school  
 16 and you get excited because you have a good  
 17 teacher and you're excited about learning. It  
 18 was just a pleasure.

19 I was welcomed. The children were almost  
 20 falling over each other to try to show me their  
 21 work and what they were doing and that was

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1 wonderful. That made my day. I was smiling for  
 2 the rest of the day.

3 It's a very diverse school and that's  
 4 reflected by the community that's around the  
 5 school. What I was also impressed with is  
 6 they're teaching the children to be global  
 7 leaders. It was very international and they also  
 8 have a strong partnership with the community and  
 9 that's important.

10 So, it's the community at school but then  
 11 it's the larger community and working together in  
 12 partnership, that's when you really have success  
 13 and it was evident when I visited. So, thank  
 14 you.

15 BOARD CHAIR CAUSEY: Thank you, Ms.  
 16 Scott. Ms. Rowe?

17 MS. ROWE: So, in honor of Teacher  
 18 Appreciation Week, I'd just like to say thank you  
 19 to all the teachers.

20 When I first had my children and they  
 21 were young, I didn't always have the confidence

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1 or even know that what I was doing with them was  
 2 the right thing to do. They say children don't  
 3 come with a handbook.

4 At that time, I had someone who is a  
 5 teacher now, she is here, actually. Erica Falcon  
 6 was part of the something BCPS had done. It was  
 7 the HIPPY program where a teacher would come to  
 8 your house and help you with early childhood  
 9 learning. She came and she was helping me with  
 10 my older daughters and I was talking to her about  
 11 how Aiden really wasn't talking the way he was  
 12 supposed to. She said, oh, you can go and have  
 13 him evaluated and get speech therapy.

14 The support of having an early childhood  
 15 program in a school system is something that I  
 16 didn't even know, as a parent, that we had in  
 17 Baltimore County or that it's free and the  
 18 parents can just come and do this.

19 What I found out is that, as a parent,  
 20 over the years if I didn't know what to do with  
 21 something that was going on with my children,

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1 maybe they didn't come to me with a handbook.  
 2 But, there are these teachers who are highly  
 3 educated professionals who know, collectively,  
 4 everything there is to know about children. If  
 5 you find one and you ask them, they will tell you  
 6 100 different ways to solve the problem that  
 7 you're having or give you the information that  
 8 you don't have.  
 9 So, as a parent and as a community  
 10 leader, I have very much appreciated the impact  
 11 of teachers in my life, in my children's lives  
 12 and in our community because, more often than  
 13 not, I've been able to share that information  
 14 with other members of our community.  
 15 So, I believe that we need to do  
 16 everything we can to support teachers and to  
 17 value their contribution to our society. So,  
 18 thank you, teachers, for everything.  
 19 BOARD CHAIR CAUSEY: Thank you very much.  
 20 I just wanted to point out this evening, we've  
 21 touched on in a number of ways, overcrowding,

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1 redistricting, relocatables, different aspects of  
 2 our construction plan. We are hopeful that what  
 3 the Superintendent recommended, the Board  
 4 proposed and approved and that the County  
 5 Executive approved what's moving now in front of  
 6 the County Council, is that piece of the budget  
 7 that relates to a 10-year strategic plan.  
 8 Baltimore County would engage for the  
 9 first time with the County Executive, with the  
 10 County Council, the Board of Education, the  
 11 Superintendent, school administration and, most  
 12 importantly, the community to identify all the  
 13 needs and to, in a very holistic way, but also  
 14 pragmatic way in terms of prioritizing according  
 15 to needs. How can we take care of the needs of  
 16 the students at the fastest possible point and  
 17 the highest priority so that we can improve their  
 18 education?  
 19 So, we're hoping that that piece moves  
 20 forward and that would be something that we would  
 21 start to engage in this summer.

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1 I do want to just thank everyone, interim  
 2 Superintendent and staff. Once again, thanks to  
 3 all the teachers.  
 4 The last items are Item S, there's  
 5 information on Board Docs related to the  
 6 southeast area Education Advisory Council  
 7 meeting. Their minutes from March 26th are on  
 8 Board Docs.  
 9 Also, the last is the announcements of  
 10 the Board public hearing that we talked about for  
 11 the proposed Dogwood and Johnnycake Elementary  
 12 School capacity relief is Wednesday, March 15th  
 13 at 6:30 p.m. at Woodlawn High School. The next  
 14 Board meeting is here, Tuesday, May 21st at 6:30  
 15 p.m. Also, looking forward a bit, there will be  
 16 a Board public hearing of the fiscal year 20-21  
 17 capital budget on Wednesday, May 22nd at 6:30  
 18 p.m. here in Greenwood. Our meeting is  
 19 adjourned.  
 20 (PROCEEDINGS CONCLUDED.)  
 21

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1 STATE OF MARYLAND  
 2 SS:  
 3 I, Dawn L. Brown, a Notary Public of the  
 4 State of Maryland, do hereby certify that the  
 5 foregoing transcript of a Baltimore County Board  
 6 of School Commissioners proceeding was  
 7 transcribed under my supervision as herein  
 8 appears and is an accurate transcript of what is  
 9 recorded and audible on the recording.  
 10 I further certify that I am not of  
 11 counsel to any of the parties, nor an employee of  
 12 counsel, nor in any way interested in the outcome  
 13 of this action.  
 14 As witness my hand and notarial seal this  
 15 15th day of May, 2019.  
 16  
 17  
 18 \_\_\_\_\_  
 19 Notary Public  
 20  
 21 My commission expires September 21, 2022

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