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BOARD OF EDUCATION  
OF BALTIMORE COUNTY

PUBLIC BOARD MEETING  
BALTIMORE, MARYLAND

MAY 21, 2019

5:00 P.M.

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1 BOARD MEMBERS:

2

3 Kathleen S. Causey, Board Chair

4 Julie C. Henn, Vice Chair

5 Roger B. Hayden

6 Moalie S. Jose

7 Russel T. Kuehn

8 Lisa A. Mack

9 Rodney R. McMillion

10 John H. Offerman, Jr.

11 Cheryl E. Pasteur

12 Lily P. Rowe

13 Makeda Scott

14 Haleemat Adekoya, Student Member

15

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19

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2 Sarah Haff. . . . . 47

3 Melissa Murphy. . . . . 51

4 Helene Groves . . . . . 54

5 Lily Lee. . . . . 57

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1 P R O C E E D I N G S

2 BOARD CHAIR CAUSEY: Good evening. I now

3 call to order the meeting of the Board of

4 Education for Baltimore County for Tuesday, May

5 21st, 2019. I invite you to rise and recite the

6 Pledge of Allegiance to the Flag to be led by

7 John and Marilyn Ryan. We will then remain

8 standing for a moment of silence in recognition

9 of those who have served education in Baltimore

10 County.

11 (Pledge of Allegiance.) (Moment of Silence.)

12 BOARD CHAIR CAUSEY: Thank you. The next

13 item is consideration of the May 21, 2019 agenda.

14 Dr. McComas, are there any additions or changes

15 to tonight's agenda?

16 DR. MCCOMAS: None.

17 BOARD CHAIR CAUSEY: Hearing none, the

18 agenda stands as presented.

19 Earlier this evening, the Board met in

20 closed session pursuant to the Open Meetings Act

21 for the following reasons. To discuss the

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1 appointment, employment, assignment, promotion,  
 2 discipline, demotion, compensation, removal,  
 3 resignation or performance evaluation of  
 4 appointees, employees or officials over whom it  
 5 has jurisdiction or any other personnel matter  
 6 that affects one or more specific individuals,  
 7 seven, consult with counsel to obtain legal  
 8 advice and, 9, to conduct collective bargaining  
 9 negotiations or consider matters that relate to  
 10 the negotiations. The minutes of the closed  
 11 session and information summary can be found on  
 12 our website at  
 13 [www.bcps.org/board/informational-summaries.html](http://www.bcps.org/board/informational-summaries.html).  
 14 The next item is item D, selection of  
 15 speakers. Sign-up cards were available to the  
 16 public prior to the meeting for anyone wishing to  
 17 speak at this evening's meeting. Board practice  
 18 limits to 10, the number of speakers at a  
 19 regularly scheduled Board meeting. Each speaker  
 20 is allowed three minutes to address the Board.  
 21 The completed sign-up cards for this evening have

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1 been placed in this box and the first 10 drawn  
 2 from the box will be our speakers for tonight  
 3 during the public comment portion of the meeting.  
 4 Of course, if fewer than 10 sign-up cards are  
 5 received, all those who signed up will be  
 6 permitted to speak.  
 7 VICE CHAIR HENN: Our first speaker is  
 8 Erin O'Toole-Trivas. Our second speaker is  
 9 Alisha Curry. Our third speaker is Katelyn  
 10 Bashline. Our fourth speaker is Sharon Saroff.  
 11 Our fifth speaker is Cara Panowitz. Our 6th  
 12 speaker is Sarah Haff. Our 7th speaker is  
 13 Melissa Murphy. Our 8th speaker is Helene  
 14 Groves. Our 9th speaker is Delegate Robin  
 15 Grammer. However, we give our elected officials  
 16 a chance to speak so I will choose another  
 17 speaker for our 9th spot. Our 9th speaker is  
 18 Lily Lee. Our 10th speaker is Kyrea Joseph.  
 19 BOARD CHAIR CAUSEY: Thank you.  
 20 VOICE: (Inaudible. Speaking from  
 21 audience.)

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1 BOARD CHAIR CAUSEY: Security? I'm  
 2 sorry, sir. A point of inquiry would come from a  
 3 member of the body which would be a Board member.  
 4 So, it's not appropriate for us to address that  
 5 from a stakeholder. So, thank you.  
 6 VOICE: (Inaudible. Speaking from  
 7 audience.)  
 8 BOARD CHAIR CAUSEY: No, sir. It's not  
 9 our practice to do that. We have a typical  
 10 practice and we're going to follow that this  
 11 evening. So, thank you. Our next item is E,  
 12 public comment. We start with our Advisory and  
 13 stakeholder groups.  
 14 This is one of the opportunities the  
 15 Board provides to hear the views and receive the  
 16 advice of community members. The members of the  
 17 Board appreciate hearing from interested  
 18 citizens. As appropriate, we will refer your  
 19 concerns to the interim Superintendent for  
 20 follow-up by her staff.  
 21 While we encourage public input on

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1 policy, programs and practices within the purview  
 2 of this Board and this school system, this is not  
 3 the proper forum to address specific student or  
 4 employee matters, or to comment on matters that  
 5 do not relate to the public education in  
 6 Baltimore County. We encourage everyone to  
 7 utilize existing dispute resolution processes as  
 8 appropriate.  
 9 I remind everyone that inappropriate  
 10 personal remarks or other behavior that disrupts  
 11 or interferes with the conduct of this meeting  
 12 are out of order.  
 13 I ask that you observe the three-minute  
 14 clock which will let you know when your time is  
 15 up. Please conclude your remarks when you hear  
 16 the bell or see that the time has expired. The  
 17 microphone will be turned off at the end of your  
 18 time and it could be turned off if a speaker  
 19 addresses specific student or employee matters or  
 20 is commenting on matters not related to public  
 21 education in Baltimore County.

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1 If not selected, the public may submit  
 2 their comments to the Board members in hard copy  
 3 or via email to boe@bcps.org.

4 I now call our stakeholder groups to  
 5 speak. As is our practice, if we have elected  
 6 officials visiting us, we allow them to go first.  
 7 So, we have State Senator Shirley Nathan-Pulliam.  
 8 Welcome and good evening. Okay, she is not here  
 9 this evening. Next, we have State Delegate  
 10 Charles Sydnor. (Applause.) Good evening and  
 11 welcome.

12 DELEGATE SYDNOR: Good evening, Chairman  
 13 Causey and Board. I'm Delegate Charles Sydnor.  
 14 I represent District 44B in the southwest side of  
 15 Baltimore County. Tonight, I come before you to  
 16 speak of my support for interim Superintendent  
 17 White.

18 As a public official, we are given the  
 19 opportunity to make decisions that we feel will  
 20 ultimately be for the good of the public. Those  
 21 decisions are not always easy.

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1 As a legislator, I'm fully aware that  
 2 every decision I make will have opponents and  
 3 proponents. Regardless of those differences of  
 4 opinions which sometimes arise, I hope one thing  
 5 that my constituents are able to say about me,  
 6 other than being deliberate, is that I'm fair.

7 In this day and age of social media, we  
 8 all know that there is no lack of people with  
 9 opinions willing to share them about your actions  
 10 and the public is not always fair nor does the  
 11 public always know the deliberations that you  
 12 have made in order to come to your conclusions.

13 I have had an opportunity to read some of  
 14 your social media postings and I know that some  
 15 of you feel beat up upon by other media when  
 16 you've taken actions that you believe were  
 17 justified. You expressed your displeasure at  
 18 what you believe was a lack of fairness.

19 Just I have read unquestioning support  
 20 for interim Superintendent White's leadership,  
 21 I've also seen comments about the audit that a

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1 constituency says wasn't a real audit, as well as  
 2 a survey by some stakeholders that have expressed  
 3 concerns.

4 While I believe many of those concerns  
 5 may be misplaced, as the leader of the entire  
 6 school system, interim Superintendent White is  
 7 being held responsible for the performance of the  
 8 system's teachers, principals and central staff  
 9 as the head buck always does stop with the  
 10 leader.

11 But, what is not fair, though, is that  
 12 she be held responsible for the actions of our  
 13 preceding Superintendent. She has her own track  
 14 record within this system.

15 I've had a chance to observe Verletta  
 16 White as interim Superintendent and I have not  
 17 seen anything that would give me pause if I were  
 18 in your position to vote on her candidacy as our  
 19 permanent Superintendent. Her staff has been  
 20 responsive to me when I've had concerns and  
 21 during the last session when I submitted

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1 legislation to update an overly punitive state  
 2 truancy law, her administration provided me with  
 3 the support to gain bipartisan support to change  
 4 the law.

5 Within the next few weeks, even as early  
 6 as tonight, you will have to reach a decision  
 7 regarding who will ultimately lead our school  
 8 system. This decision certainly is one that  
 9 should not be taken lightly. In fact, whomever  
 10 it is will likely sign the diplomas of my three  
 11 children who will matriculate in this system  
 12 through 2026.

13 While some of you have been extremely  
 14 vocal in your opposition in her continuing as our  
 15 Superintendent, I can only hope that your  
 16 decision is a decision that you make based on  
 17 things that matter to our children without  
 18 preconception nor prejudice.

19 It is a decision that I hope you will  
 20 make in fairness to the citizens of Baltimore  
 21 County as well as in fairness to our current

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1 interim Superintendent. Thank you all.  
 2 (Applause.)  
 3 BOARD CHAIR CAUSEY: Thank you. Our next  
 4 guest this evening is Councilman Julian Jones.  
 5 (Applause.) Good evening and welcome.  
 6 COUNCILMAN JONES: Good evening. Good  
 7 evening, ladies and gentlemen of the School  
 8 Board. I'm Councilman Julian Jones and I  
 9 certainly appreciate you giving me an opportunity  
 10 to come here today and speak.  
 11 I'd like to just bring some words of  
 12 wisdom, if I could. Obviously, I support Ms.  
 13 Verletta White for the Superintendent position.  
 14 But, I'd like to just talk a little bit about the  
 15 system itself. I'd like to talk about the  
 16 114,000 we have, as well as the thousands of  
 17 employees we have. I would hope that when we  
 18 make a decision, we would put aside any type of  
 19 what I would call silly squabbles. Some folks  
 20 have a tendency, one of the things I notice in  
 21 this business, some people will come to you with

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1 a self-righteous position. As if they know best  
 2 and everyone else knows nothing.  
 3 I would hope that we would not be in that  
 4 place. I would hope that we, as a Board, as  
 5 people that are elected to serve the citizens as  
 6 well as the students, would do what is best for  
 7 the children in this system.  
 8 We need less disruption and more  
 9 cooperation. We need, basically, adults in the  
 10 room to do what is best for our children and put  
 11 aside some of those issues.  
 12 I have witnessed people go after Ms.  
 13 Verletta White with a vendetta. As if she  
 14 physically did something to their family. I ask  
 15 you to ask yourself, if you're one of these  
 16 people, as yourself why you feel that way. Why?  
 17 Ask yourself, deep down, why do you feel that  
 18 way?  
 19 Are your feelings really based, and are  
 20 your actions based, on what is in the best  
 21 interest of the students of BCPS? Because what

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1 we need is stability in our system. We need  
 2 someone who can lead our system who has the trust  
 3 and confidence of the teachers, who has the trust  
 4 and confidence of the principals, and who has the  
 5 trust and confidence of the administration.  
 6 We need stability. We need to move our  
 7 system forward. Hiring another Superintendent  
 8 after everything we've gone through at this  
 9 juncture is not in the best interests of the  
 10 students or the system of Baltimore County.  
 11 So, I would ask you to basically do the  
 12 right thing, put aside your personal feelings,  
 13 put aside the vocal minority who has a tendency  
 14 to always go to hell and back to make their  
 15 positions known and think about the 100,000  
 16 students as well as the 800,000 citizens who are  
 17 entrusting you to do what is best for our  
 18 students.  
 19 I thank you so very much for your time.  
 20 I certainly hope my comments were too pointed or  
 21 too harsh. If they were, I certainly apologize

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1 but I think it's important that I say it. So,  
 2 thank you for your time and may God continue to  
 3 bless each and every one of you. Thank you.  
 4 (Applause.)  
 5 BOARD CHAIR CAUSEY: Thank you. Our next  
 6 speaker for this evening is State Delegate Robin  
 7 Grammer. (Applause.) Welcome and good evening.  
 8 DELEGATE GRAMMER: Good evening, Ms.  
 9 Chair and members of the Board. I really  
 10 appreciate the time to be here today to testify  
 11 in front of the Board.  
 12 For those of you who don't know me, my  
 13 name is Robin Grammer. I am a state Delegate  
 14 representing southeast Baltimore County. I want  
 15 to start by saying sorry to the parents and  
 16 teachers at Patapsco High School. I was actually  
 17 scheduled to be at a scholarship awards ceremony  
 18 today but I felt overwhelmingly compelled to be  
 19 here.  
 20 I want to start my testimony with  
 21 comments from a teacher in my district so that we

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1 could put aside the squabbles and use a story  
 2 that speaks directly to the leadership in  
 3 question so we can hear directly from the  
 4 concerns of a person in my district. I redacted  
 5 the name and how long she's been there at the  
 6 school. I hope you don't mind.

7 I'm retiring this year after so many  
 8 years at Baltimore County Public Schools.  
 9 Someone needs to come out here and stay all day  
 10 and sit through lunch here at my school. I had  
 11 to send one kid out via ambulance this year. He  
 12 was beat up so bad by another child.

13 The power has been stripped away from the  
 14 teachers and the administration in our school  
 15 that lets the horrible behavior continue. My  
 16 teachers have told me that they would never send  
 17 their kids to our school. Now that's a sad  
 18 statement.

19 Some of our additional assistants who  
 20 have children here have had to demand the  
 21 administration move their child out of certain

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1 classes because the disruption and violence is so  
 2 bad. I really wish people could see and hear  
 3 what goes on and what the administration does in  
 4 different situations. Honestly, at times, I've  
 5 thought about calling the Department of Social  
 6 Services due to the emotional and physical abuse  
 7 other kids are suffering because the adults in  
 8 our building aren't protecting them.

9 If a child in a home was being hurt the  
 10 way our kids are being hurt at school, some  
 11 repeatedly, it would be a protective service  
 12 referral.

13 Is this stability? To anyone? I get  
 14 these stories every week going back five years  
 15 even before I was elected. When the parents, the  
 16 teachers and, on some occasions, the students  
 17 tell me these stories, they don't give me the  
 18 inclination that the problems are fixed. They  
 19 don't give me the inclination that the problems  
 20 are going in the right direction.

21 What they're telling me, chronically, is

Page 20

1 that these issues are being swept under the rug  
 2 and they are absolutely terrified to speak up for  
 3 fear of retaliation.

4 One of the most recent issues that we've  
 5 seen in the news, and it seems to be every week  
 6 now, is a student that got thrown off a school  
 7 bus. The solution for that was that the mother  
 8 and father decided to move to West Virginia.

9 Ms. Verletta White is a very nice person.  
 10 We don't need a very nice person in leadership.  
 11 We need someone who is going to commit to a  
 12 different direction and that's what I'm begging  
 13 you for today. Thanks very much. (Applause.)

14 BOARD CHAIR CAUSEY: We're now hearing  
 15 from our Advisory and stakeholder groups.  
 16 Starting is Baltimore County Student Council,  
 17 Ruben Amaya. (Applause.) Good evening and  
 18 welcome.

19 MR. AMAYA: Good evening, members of the  
 20 Board. I just wanted to give a few brief  
 21 remarks.

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1 First, I want to say, as the year is  
 2 wrapping up, thank you to all of you, to Ms.  
 3 Verletta White and her cabinet for the support  
 4 that you all have provided for Baltimore County  
 5 student councils. I know representing 114,000  
 6 students is a pretty hard job. Haleema and I can  
 7 tell you that and we can go on and on about it.  
 8 But, truly, it's been an honor and privilege to  
 9 do that.

10 Hearing the stories, just as all of you  
 11 hear the stories of your constituents and the  
 12 people you represent, truly is humbling and it's  
 13 been an honor. So, thank you to all of you for  
 14 that experience and it's been an honor.

15 In terms of today, as the buzz is about  
 16 the Superintendent, just to reiterate what I said  
 17 about last week, I hope that this Board truly  
 18 considers someone who is committed to the  
 19 students.

20 I did express who I would like as  
 21 Superintendent last week and I did say that we

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1 have to have someone that's invested in our  
 2 communities, truly. I think someone with  
 3 experience.  
 4 I know I joked about it last week. You  
 5 know when you play the game of thrones, well, we  
 6 know how that ends. (Laughter.)  
 7 So, as I said, it's important that we  
 8 have stability in our leadership and that we look  
 9 toward someone who is invested in our communities  
 10 because when you bring someone new, you start  
 11 back at Square One and that's not what BCPS needs  
 12 right now.  
 13 So, just to reiterate, I hope that the  
 14 Board has considered that and, first and  
 15 foremost, considers the students first because  
 16 that's who you all work for in the first place.  
 17 So, thank you for an amazing year and I  
 18 hope that when you look to next year, that you  
 19 think of the students. Thank you. (Applause.)  
 20 BOARD CHAIR CAUSEY: Thank you. Our next  
 21 speaker for this evening is TABCO President Ms.

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1 Abby Beytin. Good evening and welcome.  
 2 MS. BEYTIN: Good evening, Chairwoman  
 3 Causey, Vice Chairwoman Henn, Ms. White and  
 4 members of the Board. Tonight, I'm going to talk  
 5 about the intersection of two issues facing this  
 6 system. The provision of special education  
 7 services and the problem of maintaining  
 8 discipline in our schools.  
 9 I know there are laws governing how we  
 10 address these concerns. I want to make it clear  
 11 I am obviously proposing we find solutions that  
 12 fit into these legal frameworks while also  
 13 improving conditions for learners and educators.  
 14 Imagine a child struck in two ways,  
 15 struck with a disability hindering learning and  
 16 born into trauma. This child struggles to learn  
 17 and struggles to socialize. Her teachers see  
 18 these struggles and, with parental support,  
 19 initiates a student support team leading to an  
 20 IEP team.  
 21 That team of loving and passionate

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1 professionals see the child's condition requires  
 2 special resources that are unavailable in the  
 3 schoolhouse and crafts an individual education  
 4 plan for the services our friend needs. The  
 5 system is working. A need has been identified  
 6 along with a solution.  
 7 Now, imagine that child languishing in  
 8 the schoolhouse two months, three months, 6  
 9 months. Educators are in the dark about the  
 10 status of the placement, the child is not  
 11 learning and due to the child's needs for intense  
 12 assistance, her behaviors draw the energy of  
 13 administrators, counselors, psychologists, school  
 14 workers, interventionists, social-emotional  
 15 teachers, instructional assistants and more.  
 16 These adults spend hours and hours with  
 17 that one child and all the programs that you, the  
 18 Board, wish to see in the schools are hindered.  
 19 This child does not advance. New teachers quit  
 20 before they are seasoned, mid-career teachers  
 21 burn out and administrators are pushed to their

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1 limits.  
 2 Other students see these extreme  
 3 behaviors and they see no consequences. There  
 4 are no consequences because our friend's behavior  
 5 is rooted in her disability. The other children  
 6 do not know that. They begin to shape their  
 7 behavior to what they see. Behavior issues  
 8 increase, learning suffers more, the community  
 9 suffers more.  
 10 This is the daily reality in many of our  
 11 schools. The educators standing up behind me  
 12 live this reality. They feel under water,  
 13 helpless, overworked. They see how the students  
 14 suffer and this makes them suffer, too.  
 15 We ask the Board to open a formal  
 16 discussion in a timely manner on how long it  
 17 takes for Baltimore County children to find a  
 18 proper placement after their IEP team has  
 19 determined they need more intense services. We  
 20 want to open the discussion of an expedited  
 21 process for some children and for increased

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<p>1 transparency around placement for the educators 2 who suffer for these kids every day. Together, 3 let's work to fix the problem. That is what our 4 students deserve and what our educators need. 5 And, that's why all of these people came and many 6 more are watching at home. Thank you. 7 (Applause.) 8 BOARD CHAIR CAUSEY: Thank you. Thank 9 you for being here. Our next speaker this 10 evening is from the Special Education Citizens' 11 Advisory Committee, Leslie Seid-Margolis. Good 12 evening and welcome. 13 MS. MARGOLIS: Thank you. Good evening. 14 My name is Leslie Seid-Margolis and I am 15 testifying tonight at the request of the Special 16 Education Citizens Advisory Committee. I'm a 17 managing attorney at Disability Rights Maryland 18 and I'm also the parent of a now adult daughter 19 with profound developmental disabilities. 20 I have worked with families and 21 represented students with disabilities, many in</p>	<p>1 and programmatic modifications and supports, can 2 a student be moved out of the general education 3 curriculum and into progressively more 4 restrictive settings. 5 Notably, Baltimore County still educates 6 a smaller percentage of students in general 7 education for the majority of the school day and 8 segregates students at a higher rate into 9 separate special education schools than most 10 other jurisdictions in Maryland. 11 Federal and state special education laws 12 also contain requirements for behavior 13 assessments and behavior intervention plans for 14 the use of positive behavior supports and 15 interventions and they require the presence at 16 every IEP meeting of a person who is 17 knowledgeable about the resources that the county 18 has. 19 Baltimore County's Office of Special 20 Education has behavior coaches, they have Board 21 certified behavior analysts and they have</p>
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<p>1 Baltimore County, for more than 30 years. It has 2 always been my practice to use the law as the 3 overarching structure within which to try to find 4 common ground and forge relationships with the 5 school system staff who sit across the table from 6 me and the families whose children I represent. 7 So, it's particularly disconcerting to be 8 here tonight to address what could have been a 9 cooperative and jointly planned plea for 10 resources to enable teachers and other school 11 staff to support the students in their schools, 12 but instead feels like a zero sum equation that 13 calls for the removal of students with 14 disabilities, my clients, to other more 15 restrictive and segregated placements. Intensive 16 services does not equate with placement somewhere 17 else. 18 Federal and state special education laws 19 require that only when the needs of students with 20 disabilities cannot be met satisfactorily, even 21 with the use of supplementary aids and services</p>	<p>1 education experts who are available to deploy to 2 the schools. These resources have made all the 3 difference for some of my clients, clients that 4 some would seek to remove from their neighborhood 5 schools. But, there aren't nearly enough of 6 these resources to accommodate the need. 7 I wholeheartedly support, as do the 8 parents and my colleagues, more resources to 9 support teachers in meeting the needs of our 10 clients. I also wholeheartedly support teachers 11 and parents joining together to advocate for more 12 resources to enable school staff to support 13 students in their neighborhood schools. 14 I cannot support, however, any 15 undertaking that makes parents feel that their 16 children are unwanted in their school communities 17 and then push them to segregated placements. 18 Thank you. (Applause.) 19 BOARD CHAIR CAUSEY: Thank you. Our next 20 speaker is from PTA Council of Baltimore County, 21 Ms. Jayne Lee. Good evening and welcome.</p>



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1 MS. LEE: Good evening, Chairwoman, Vice  
2 Chair and members of the Board. I came here last  
3 time and I spoke about parents coming to me about  
4 fears of retribution. I was very serious and so  
5 you can only imagine how upset I was when I left  
6 and my mailbox was full of people telling me  
7 about Tweets that went out from an executive  
8 staff member that were not nice, we divisive and  
9 were inappropriate comments to any member of the  
10 public. I hope that's going to stop.  
11 I think that if we want our children to  
12 learn good digital citizenship, we have to start  
13 ourselves.  
14 PTA does not support any candidate for  
15 any job in the school system. We are careful not  
16 to. We only talk about traits and  
17 characteristics. My mailbox has blown up from  
18 people on all sides of issues and I do not speak  
19 publicly for or against anyone. So, I was  
20 appalled at the private messages I got and the  
21 attacks I received.

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1 We are proponents of public education.  
2 We want nothing more than to work with this Board  
3 and to work with whoever is sitting in that  
4 position. We support the position, not the  
5 person and we work to better the lives of  
6 children. That is our goal and that's all we ask  
7 for.  
8 On a personal level, I don't think I've  
9 ever been hurt more. I am the mother of a child  
10 who, Saturday, will be walking down the aisle to  
11 get her Master's in education leadership and  
12 informed me this morning that she will be  
13 starting at Hopkins to get a Ph.D. because she  
14 decided to go for the Ph.D. instead of just the  
15 doctorate of education and her goal is to teach  
16 education.  
17 To come at me the way, I can't begin to,  
18 I hope it stops. I ask that whoever you choose  
19 and whatever direction you take, you remember  
20 that we want communication with the community and  
21 we want to work with you.

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1 I have sat, I have been on the PTA Board  
2 for the State of Illinois, I have been on the  
3 National PTA Board working with the Board at  
4 National. I was the Chairman of the By-Laws  
5 Rewriting Task Force. I know rules and I am  
6 appalled at the behavior that I'm seeing and  
7 that's on all sides.  
8 We need to come together and think about  
9 these children. We need to stop the bullying in  
10 and out of school and we need to better the lives  
11 of our children and we can only do that if we all  
12 work together. Thank you. (Applause.)  
13 BOARD CHAIR CAUSEY: Thank you. Our next  
14 speaker is Baltimore County Alliance of Black  
15 School Educators, Mr. Russ Hopewell. Good  
16 evening and welcome.  
17 MR. HOPEWELL: Good evening. Greetings,  
18 Chair Causey, Vice Chair, Superintendent White  
19 and Board members. My name is Russell Hopewell,  
20 the Chair of the retired commission of the  
21 Baltimore County Alliance of Black School

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1 Educators. We call it BCAPSE.  
2 BCAPSE is concerned that we have yet to  
3 receive a response from the request that we made  
4 at the April 9th, 2019 Board meeting for the meet  
5 and greet opportunities with stakeholder groups  
6 with Superintendent finalists. BCAPSE sent a  
7 follow-up email on May 9th, 2019 and, as of May  
8 21st, 2019, we have not received a response from  
9 the Board.  
10 We believe that transparency is important  
11 and as a stakeholder group, we would like the  
12 opportunity to work with the Board of Education.  
13 BCAPSE is a valued stakeholder group and we hope  
14 the Board of Education values our input.  
15 Why hasn't the Board provided us with the  
16 courtesy of a response? I thank you for your  
17 sincere consideration of BCAPSE's request and we  
18 look forward to a response. Thank you.  
19 BOARD CHAIR CAUSEY: Thank you. We will  
20 now turn to general public comment. Our first  
21 speaker is Erin O'Toole-Trivas. Good evening and

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1 welcome.

2 MS. TRIVAS: Good evening, members of the

3 Board. Over the last two years as a principal in

4 the county, I've watched the search for our new

5 Superintendent unfold in unexpected ways. At

6 this final meeting before a new Superintendent is

7 selected, I've chosen to offer an opinion on the

8 matter.

9 During this tumultuous time, I've not

10 only watched Verletta White evolve in the

11 Superintendent's role, I've spent time thinking

12 about the size of our school system and its

13 needs. We know our system is huge with changing

14 demographics, diverse geographic and political

15 areas and, most importantly, increasing student

16 needs. We know that the economic future of our

17 county is inextricably linked to the health of

18 its school system. Undoubtedly, our school

19 system needs a steady but demanding leader.

20 Under Drs. Harrison and Marcioni, we had

21 steady long-term leadership. Some argued that we

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1 needed greater change during those periods but

2 there is no doubt that we had strong and steady

3 leaders.

4 Under Dr. Dance, our system made bold

5 changes including important instructional shifts,

6 moving to a one-to-one initiative and adding the

7 stat and consulting teaching positions that are

8 critical to training and retaining good teachers.

9 Unfortunately, in the last two years, our

10 system has been in a holding pattern waiting for

11 a new leader to be seated so we can move fully

12 forward. In that time, Ms. White has made

13 literacy and climate and safety our system

14 priorities. At first, I saw this as conservative

15 and sensible for someone serving in an interim

16 capacity.

17 As a system, we're deepening our

18 understanding of literacy and pushing it into all

19 disciplines and our systems leaders have been

20 recognized nationally for their work promoting

21 literacy. After all, the foundation of college

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1 and career readiness is our students' ability to

2 wield proficient literacy skills to pursue their

3 college or career goals.

4 We've also watched Ms. White pursue and

5 invite input from stakeholders regarding climate

6 and safety and, in response, she's proposed and

7 successfully reorganized our system to ensure our

8 schools are safe. In hindsight, I see Ms.

9 White's choices of literacy and climate as bold

10 and necessary.

11 I've had two years to question whether

12 Ms. White, a career BCPS employee as well as a

13 citizen and former student, is the best choice

14 for Superintendent. Because Ms. White served as

15 CAO under the previous administration, she was

16 called into question, audited, analyzed,

17 criticized and, sometimes, vilified. Each time

18 she responded with grace and transparency. In

19 that time, she was reappointed as interim and

20 selected as Superintendent but denied the post.

21 Another person might have walked away

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1 from the system and its ugly politics, leaving it

2 rudderless. But, she stayed. When it might have

3 been easier personally to pursue other abundant

4 opportunities, she stayed. She stayed for the

5 system, its students, its teachers, and for us,

6 its leaders. She stayed to provide continuity

7 and consistency. In doing so, she's proven her

8 medal and her character and she's demonstrated

9 tremendous grace in the face of it all.

10 I believe Ms. White will offer us the

11 long-term, demanding and steady leadership our

12 system needs. She's had two years to interview

13 and two years to demonstrate (time bell).

14 (Applause.)

15 BOARD CHAIR CAUSEY: Our next speaker for

16 this evening is Alisha Curry.

17 MS. CURRY: Good evening, members of the

18 Board. Thank you for allowing me to speak

19 tonight. My name is Alisha Curry and I'm a

20 parent of two children at Pleasant Plains

21 Elementary School and also a member of the PTA.

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1 I am here this evening to continue to petition on  
 2 behalf of our wonderful school, staff and  
 3 students.  
 4 As you've been made aware in previous  
 5 meetings, Pleasant Plains is at 138 percent  
 6 capacity, the highest of any elementary school in  
 7 the central area. We're the third largest Title  
 8 I school in Baltimore County and the overcrowding  
 9 at Pleasant Plains is detrimental to our students  
 10 and teachers and we need a solution.  
 11 Recently, three relocatable classrooms  
 12 were installed on the school property. This  
 13 works as a short-term solution and, for that, we  
 14 are grateful. However, the concern is that these  
 15 trailers, which we now have 8, by the way, do not  
 16 alleviate any of the issues we have with  
 17 overcrowding in our core spaces.  
 18 A facility study has shown that our  
 19 cafeteria, hallways, gymnasium and restrooms are  
 20 far too small to handle our 700-plus students.  
 21 As you know, our cafeteria, students

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1 start lunch at 10:30 in the morning and they go  
 2 until 1:30 in the afternoon. As more trailers  
 3 are added to the property, they continue to be  
 4 placed farther and farther from the main  
 5 building. So, as a parent, I have many concerns  
 6 about safety as students have to walk back and  
 7 forth for restrooms, lunch and specials. It's  
 8 just not a viable and safe long-term solution.  
 9 As of now, Pleasant Plains is not on any  
 10 schedule for renovation that addresses our core  
 11 space issues. Our student population has been  
 12 steadily growing for years and shows no signs of  
 13 slowing down.  
 14 Also, with the addition of three more  
 15 trailers, we are also in need of more custodial  
 16 staff. We have added space without adding  
 17 custodians to clean these new spaces. We  
 18 currently have three evening custodians who are  
 19 responsible for cleaning each classroom,  
 20 bathroom, common space and relocatable. We can't  
 21 add space without adding custodians to clean

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1 them.  
 2 We would also like to petition for  
 3 additional daytime staff, custodial staff. We  
 4 currently have one and most of her days are spent  
 5 cleaning the cafeteria due to the extended lunch  
 6 time. There's little time left for cleaning  
 7 restrooms, emergencies, things like that.  
 8 Staff additions are necessary as our  
 9 student body grows. Every year, we add more  
 10 teachers as we add more students. Many grades  
 11 now have five teachers where they used to have  
 12 four and we will continue to need more as our  
 13 student body grows each year.  
 14 But, inevitably, it will come to a point  
 15 where there is just no space to add teachers and  
 16 staff that are needed and only so many  
 17 relocatable classrooms can be added before  
 18 compromising safety. Our space issues need to be  
 19 addressed now before we get to that point and  
 20 we're almost there. Thank you for your time.  
 21 BOARD CHAIR CAUSEY: Our next speaker for

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1 this evening is Katelyn Bashline. Good evening  
 2 and welcome.  
 3 MS. BASHLINE: Good evening. My name is  
 4 Katelyn Bashline and I'm a special education  
 5 teacher at Relay Elementary School. I work with  
 6 1st, 2nd and 3rd grade students in a  
 7 self-contained classroom. I'm here tonight to  
 8 talk about the placement of students within  
 9 Baltimore County.  
 10 As a teacher in a specialized program, I  
 11 deal with the placement of students a lot. I am  
 12 very concerned with this process. I am told that  
 13 there is a set process for how students should be  
 14 moved from one placement to another placement and  
 15 it seems so simple on paper.  
 16 A student is identified as not thriving  
 17 in their current setting. Interventions are put  
 18 in place in the current classroom and progress  
 19 and data are monitored. A call is made from an  
 20 IEP Chair to the Office of Special Education and  
 21 someone from that office comes out and does an

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1 observation.

2 The team writes the IEP to reflect the

3 current needs of the student as identified from

4 the data and the data is collected. The student

5 is moved to a more appropriate placement where

6 they can thrive. But, this is not what happens.

7 What happens is a child is identified as

8 struggling academically or behaviorally and the

9 school puts interventions into place and the

10 progress and data is monitored. A call is made

11 from an IEP Chair to the office of special

12 education and is told that someone will be out in

13 a couple of months. That person comes out and

14 does a short observation, tells the school that

15 the data is not the right kind of data or that

16 the child needs more visuals and they'll be back

17 in another three months to check in.

18 During that time, we always see children

19 fall apart. They become increasingly frustrated,

20 begin to act out and fall even further behind.

21 Next, someone different from the Office

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1 of Special Education comes out, looks at the data

2 and increased visuals and reiterates the same

3 feedback. This time, the school pushes back and

4 says we need help. We are told to rate the IEP

5 that the student needs despite not having the

6 resources. The school knows that they can't

7 follow that IEP and ask for more help. But, now

8 it's term four and students are not moved in term

9 four, so the process begins again the next year.

10 This leaves children to suffer for years before

11 they get the help that they need.

12 This cycle needs to stop. The placement

13 process is broken. It is causing students to

14 become dangerous to themselves and others,

15 teachers become overwhelmed and parents have

16 their hearts broken because they know their kids

17 are not getting what they need.

18 We are here tonight begging you for help.

19 We know the report that the Office of Special

20 Education is giving is much different from the

21 one I am telling you tonight. But, as the

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1 teacher in the classroom, collecting data, adding

2 more visuals and making the phone calls for help,

3 I am telling you that the placement process in

4 it's current for is causing unnecessary stress

5 and grief on students, families, teachers, paras,

6 administrators and schools on a whole. Every

7 educator here is living this reality. Thank you.

8 (Applause.)

9 BOARD CHAIR CAUSEY: Thank you. Our next

10 speaker for this evening is Sharon Saroff. Good

11 evening and welcome.

12 MS. SAROFF: Good evening. I hope that

13 everybody in the audience can hear me. I'm a

14 special educator, I'm an advocate and I'm a

15 parent of a child who was forcibly put in a

16 non-public placement because his school saw him

17 as somebody they couldn't handle.

18 Many of you know him. He graduated in

19 the top 100 of his class in a school with very

20 few resources and is currently attending a

21 community college with the ability and the

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1 resources available to him so that he can go to

2 College Park and be an engineer in the aerospace

3 field.

4 The way to address the problems in our

5 classrooms and the way to address the broken, and

6 yes, I'm going to say broken way of placement, is

7 not to dump children in non-public placements

8 that may not be appropriate.

9 My son had every right to be in a general

10 education environment as everybody else in the

11 school system. He was denied that for three

12 years because he shoved desks across the room.

13 Because he didn't get the supports that he

14 needed.

15 I just came this evening from a two-hour

16 IEP meeting where I heard a school administrator

17 tell a parent that the child didn't need more

18 services, which is what we realize he needs, but

19 he needs less services.

20 I have been in meetings this year and I

21 have been in contact with some of the Board

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1 members here today begging for assistance because  
 2 of retaliation from administrators towards  
 3 teachers and parents who are begging for  
 4 assistance.  
 5 We need more supports in the special  
 6 education system in this school district. Six  
 7 Board certified behavior analysts cannot hope to  
 8 address the discipline problems of our special  
 9 needs kids in this school system.  
 10 The more restricted environment is not  
 11 the answer. The supports are the answer. That's  
 12 why my son is where he is today. (Applause.)  
 13 BOARD CHAIR CAUSEY: Thank you. Our next  
 14 speaker is Cara Panowitz. Good evening and  
 15 welcome.  
 16 MS. PANOWITZ: Thank you. Good evening,  
 17 members of the Board, and thank you for letting  
 18 me speak. I am Cara Panowitz and I work for No  
 19 Kid Hungry.  
 20 As you know, 43 percent of students in  
 21 Baltimore County are eligible for free and

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1 reduced-priced meals which is about 50,000 kids.  
 2 In the summer, these kids don't have access to  
 3 the meals they get at school. So, the USDA  
 4 Summer Meals Program exists. Free meals are  
 5 available for any youth 18 and under at schools  
 6 and community sites.  
 7 I'm asking that you support this program  
 8 and help spread the word about this important  
 9 resource to families that may need these meals,  
 10 as well as places that may want to serve meals at  
 11 no cost to them or their families. Proper  
 12 nutrition year-round is vital to a student's  
 13 school performance. (Applause.)  
 14 BOARD CHAIR CAUSEY: Thank you. Our next  
 15 speaker is Sarah Haff. Good evening and welcome.  
 16 MS. HAFF: Thank you. Members of the  
 17 Board, thank you for your service to the  
 18 Baltimore County Public Schools community at  
 19 large and your attention to the concerns that the  
 20 Pleasant Plains community has raised to date. We  
 21 have seen some action that makes us hopeful that

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1 BCPS intends to serve our community, but we know  
 2 our students deserve our diligence in continuing  
 3 to make you aware of our needs. My name is Sarah  
 4 Haff and I am a teacher at Pleasant Plains.  
 5 Tonight, I want to draw your attention to  
 6 two positions in particular. The first is the  
 7 reading specialist. Pleasant Plains currently  
 8 has one. This position is vital in supporting  
 9 students with reading deficits to make  
 10 improvements so they can access grade-level  
 11 content.  
 12 An inability to catch these needs earlier  
 13 is a large factor in what leads to the  
 14 achievement gaps that plague our school system.  
 15 Reportedly, these positions have been staffed  
 16 based on enrollment. But, once again, our  
 17 enrollment would warrant a second.  
 18 However, I would call for you to  
 19 reconsider staffing that position solely on  
 20 enrollment. They should be staffed based on the  
 21 needs identified by reading data. As you likely

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1 realize, there are larger elementary schools with  
 2 far lesser reading needs than some smaller  
 3 elementary schools.  
 4 The system does not have to guess at  
 5 where reading needs are or blindly assign  
 6 position on an enrollment projection. We can  
 7 make strategic decisions with staffing that are  
 8 responsive and aligned to students' needs. We  
 9 have this data through MAP, PARCC and reading  
 10 levels on report cards.  
 11 Based on both size and need, Pleasant  
 12 Plains deserves a second reading specialist, a  
 13 position inexplicably afforded to some other  
 14 schools in the district with smaller enrollments  
 15 and a much higher reading proficiency.  
 16 The second concern is administrative  
 17 support for our front office. We currently have  
 18 two secretaries, the minimum for elementary  
 19 schools. But, our particular needs warrant the  
 20 additional support afforded some other schools of  
 21 our size. With 700 students, the daily tasks of

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1 attendance monitoring, supporting substitute  
 2 teachers, transportation needs and adjustments  
 3 and handling phone calls from families are  
 4 cumbersome.

5       However, in addition, Pleasant Plains is  
 6 a Title I supported school meaning there is a  
 7 second budget which must be monitored and  
 8 maintained.

9       We support roughly 125 English learners  
 10 and their families which calls for additional  
 11 translation and care in communication.

12       We are on pace for nearly 300 IEP team  
 13 meetings with stringent communication,  
 14 documentation and record-keeping processes  
 15 necessary to be compliant with the law.

16       Additionally, Pleasant Plains has a  
 17 mobility rate of approximately 30 percent, among  
 18 the highest in the school system. This means  
 19 weekly enrollments and withdrawals throughout the  
 20 school year, which is an intensive process.

21       Once again, there are schools of similar

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1 size without these additional needs that are  
 2 afforded this support.

3       We are grateful for the Board for the  
 4 opportunity to make our needs known. We have  
 5 been vocal this year and some have said that we  
 6 have been heard and need to stop speaking  
 7 publicly but our students deserve more.  
 8 (Applause.)

9       BOARD CHAIR CAUSEY: Thank you. Our next  
 10 speaker for this evening is Melissa Murphy. Good  
 11 evening and welcome.

12       MS. MURPHY: Good evening, Chairwoman  
 13 Causey, thank you, and members of the Board. My  
 14 name is Melissa Murphy. I'm a proud parent of a  
 15 Kindergartener at Pleasant Plains Elementary  
 16 School. I'm here tonight to discuss some issues  
 17 related to staffing and overcrowding.

18       Previously, you've heard about our need  
 19 for two full-time guidance counselors, but I'd  
 20 also like to make the case for an additional  
 21 clerical position.

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1       As a Title I school for over 700  
 2 students, our amazing staff needs support. They  
 3 have more intake and transfer paperwork to fill  
 4 out than a non-Title I school, for example.

5       I'd also like to talk for a moment about  
 6 enrollment projections. As you've heard from us  
 7 previously, the BCPS projections are very  
 8 different from our actual enrollment. There  
 9 needs to be a procedure in place so that  
 10 projections can be compared to actual enrollment  
 11 data at each school so adjustments can be made  
 12 for the next school year.

13       The current method of calculating  
 14 enrollment projections does not account for  
 15 changing demographics.

16       My neighborhood of Hillendale and the  
 17 surrounding community of Loch Raven Village is  
 18 about 60 years old. So, we're seeing a growing  
 19 number of original homeowners moving out and  
 20 young families with children moving in.

21       When decisions are being made based on

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1 aggregate data from entire geographic planning  
 2 zones, outliers such as Pleasant Plains are  
 3 easily overlooked. BCPS needs a thorough and  
 4 transparent facilities master plan with targeted  
 5 time lines and priorities for capital projects  
 6 for all schools.

7       The county currently uses enrollment as  
 8 of September 30th to allocate staffing for the  
 9 next year. If principals aren't given their  
 10 initial staffing allotments until February,  
 11 surely that date could be pushed back to reflect  
 12 the more current enrollment at schools. Pleasant  
 13 Plains routinely has a large number of students  
 14 enrolling after September 30th.

15       Finally, I wanted to remind you that  
 16 Pleasant Plains is in desperate need of a  
 17 long-term solution to our overcrowding. I hope  
 18 you keep us in mind. (Applause.)

19       BOARD CHAIR CAUSEY: Thank you. Our next  
 20 speaker this evening is Helene Groves. Good  
 21 evening and welcome.

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1 MS. GROVES: Hi, my name is Helen Groves.  
 2 I'm a special educator at Campfield Early  
 3 Learning Center. Thank you for taking comments  
 4 tonight.  
 5 Placement makes all the difference in a  
 6 puzzle as well as in education. We're not  
 7 talking about one of the simple three-piece farm  
 8 animal puzzles I use with my three-year olds.  
 9 This is a giant, multifaceted, multidimensional  
 10 puzzle. You're all aware of that.  
 11 Discipline and special education are two  
 12 very large, very important pieces of this puzzle.  
 13 They are intertwined with achievement, classroom  
 14 community, morale and equity. Supporting pieces  
 15 directly connected to special education include  
 16 appropriate resources.  
 17 As noted earlier and many times, the law  
 18 demands that all children be provided free and  
 19 appropriate access to public education in their  
 20 least restrictive environment. This least  
 21 restrictive environment, or LRE, looks different

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1 for every child. There is no cookie-cutter mold.  
 2 Often, the appropriate supports, however,  
 3 are not in place. When the supports are not in  
 4 place as described by the IEP team, the students  
 5 are, as would be expected, not able to meet with  
 6 success.  
 7 A difficulty facing the IEP teams is the  
 8 incredibly important and daunting task of  
 9 determining the appropriate placements for our  
 10 most vulnerable students. We are asked to design  
 11 the IEP to meet the needs of the child, not to  
 12 meet the parameters of a specific program offered  
 13 by the county.  
 14 I am very lucky to have a supportive IEP  
 15 team who 100 percent stands by a decision to  
 16 structure our children's IEPs so that we can  
 17 provide every possible accommodation and service  
 18 to help a child succeed. The problem is what  
 19 looks fantastic on paper is not always feasible  
 20 within the larger system.  
 21 While the IEP team makes assurances to

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1 the families gathered around our table, we do not  
 2 know what will ultimately occur in the schools  
 3 that our students matriculate into. Due to  
 4 inequity across the county and lack of training  
 5 for professionals, sorry. While I agree with a  
 6 previous speaker that entirely separate  
 7 placements are not the least restrictive  
 8 environment for a large majority of students, I  
 9 cannot guarantee to my families, and when you've  
 10 worked with children for three years or more,  
 11 you've hugged the parents and cried with them,  
 12 celebrated every small success, heard their  
 13 children's first words, they truly are my family  
 14 just as much as they are yours.  
 15 I cannot guarantee to them that the  
 16 resources stipulated within the IEP will be  
 17 provided with fidelity. In order to make a  
 18 setting truly the most restrictive placement, it  
 19 is imperative that general educators be provided  
 20 with the behavioral supports, social-emotional  
 21 programs and services from highly skilled special

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1 education professionals that all of our children  
 2 need.  
 3 Without these supports, our students  
 4 become confused, frustrated and often begin  
 5 acting out and are then unable to achieve to  
 6 their potential. (Closing bell.) (Applause.)  
 7 BOARD CHAIR CAUSEY: Thank you. Our next  
 8 speaker this evening is Lily Lee. Good evening  
 9 and welcome.  
 10 MS. LEE: Good evening, Board members.  
 11 My name is Lily Lee, a parent of BCPS students  
 12 and I'm here to support all of you.  
 13 In recent weeks, it was brought to our  
 14 attention that some older power and people in the  
 15 old regime tried to suppress the voices of our  
 16 elected BOE members. Trying to silence them.  
 17 This is not acceptable to us.  
 18 For whoever has tried to make our current  
 19 BOE members as rubber stamps, they need to  
 20 understand that it took us years and years to  
 21 finally be able to elect our BOE members. A new

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1 era in Baltimore County's history.  
 2 The Board of Education has always had the  
 3 name of doing oversight of the BCPS system.  
 4 That's a so-called name. However, it had always  
 5 been the rubber stamp in the past until this new  
 6 BOE was formed not long ago.  
 7 The old power, the people working for the  
 8 old power, some people with an old mind set, are  
 9 still trying to tell or warn the current BOE  
 10 members that their boss is still BCPS  
 11 administration.  
 12 These people are from the (inaudible).  
 13 They need to accept that as the world has  
 14 changed, BOE is boss now. We elected our BOE  
 15 members to speak for us, to represent us, to  
 16 exercise the power of doing oversight and holding  
 17 BCPS administration accountable. That's the way  
 18 it's supposed to be. This is the professional  
 19 way.  
 20 Whoever are trying to silence our BOE  
 21 members will not be tolerated by Baltimore County

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1 voters. Here, I encourage our current BOE  
 2 members to continue to speak for Baltimore County  
 3 people but not be intimidated by some eochicks  
 4 (phonetic) from behind.  
 5 We need a face to audit, to make sure  
 6 that there is transparency and accountability in  
 7 the BCPS system and not waste our tax money to a  
 8 stat program.  
 9 We also want a Superintendent who works  
 10 for the BOE and the administration that replies  
 11 to requests for information. Thank you so much.  
 12 (Applause.)  
 13 BOARD CHAIR CAUSEY: Thank you. Our  
 14 final speaker for the evening is Ms. Kyrea  
 15 Joseph. Good evening and welcome.  
 16 MS. JOSEPH: Good evening, members of the  
 17 Board. My name is Kyrea Joseph and I have the  
 18 honor of serving as principal of Milford Mill  
 19 Academy. On behalf of the Milford Mill  
 20 community, I would like to congratulate our  
 21 student, Haleemat Adekoya, on serving as Student

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1 Board member for the 2018-2019 school year. She  
 2 has served her term with dignity and excellence.  
 3 Haleemat won the Baltimore County Young Woman of  
 4 the Year and she has devoted her time to  
 5 mentoring students and became a staunch advocate  
 6 for mental health awareness.  
 7 I want to thank Superintendent Verletta  
 8 White for her mentoring and supporting Haleemat  
 9 during the school year. Superintendent White  
 10 kept the focus on our students and we are  
 11 thankful for her leadership.  
 12 We are proud that Haleemat has decided to  
 13 attend UMBC through the STEM Teaching Program to  
 14 become a future outstanding teacher at her alma  
 15 mater, Milford Mill Academy. You are helping to  
 16 make Milford a mecca of excellence.  
 17 Haleema, we are so proud of you for  
 18 having the courage to use your voice to empower  
 19 all students to advocate for themselves, to  
 20 strengthen the educational system and to bring  
 21 awareness to mental health issues in our

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1 community.  
 2 It has been a joy and a blessing serving  
 3 as your principal and continue to let your light  
 4 shine. I love you. (Applause.)  
 5 BOARD CHAIR CAUSEY: Thank you. Our next  
 6 item of business is item F, New Business,  
 7 Personnel Matters. Dr. Mayo, we ask you to come  
 8 forward.  
 9 DR. MAYO: Good evening, Chairwoman  
 10 Causey, Vice Chair Henn, members of the Board.  
 11 I'd like Board consent for the following  
 12 personnel matters, terminations, retirements and  
 13 resignations.  
 14 BOARD CHAIR CAUSEY: Do I have a motion  
 15 to approve the personnel matters as presented in  
 16 Exhibits F1 through F3?  
 17 MR. OFFERMAN: Motion.  
 18 BOARD CHAIR CAUSEY: Thank you, Mr.  
 19 Offerman. Do I have a second?  
 20 MS. MACK: Second.  
 21 BOARD CHAIR CAUSEY: Ms. Mack, thank you.



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1 Any discussion? All in favor, please raise your  
 2 hand. Any opposed? The motion carries. Thank  
 3 you. Our next item is G, New Business,  
 4 Administrative Appointments. For that, I call on  
 5 Dr. McComas.

6 DR. MCCOMAS: Good evening, Madame Chair  
 7 and members of the Board. I'd like to bring  
 8 forward for approval the following administration  
 9 appointments. Principal, Red House Run  
 10 Elementary School, Manager, Construction, Office  
 11 of Facilities, Construction and Improvement,  
 12 Senior Supervisor, Planning, Office of  
 13 Facilities, Construction and Improvement,  
 14 Supervisor, Office of Mathematics, PreK-12.

15 If I could ask the following individuals  
 16 stand and be recognized? If we could have  
 17 Catherine Angstadt? She will be our new Senior  
 18 Supervisor for Planning, Office of Facilities,  
 19 Construction and Improvement. (Applause.)

20 BOARD CHAIR CAUSEY: Do I have a motion  
 21 to approve the administrative appointments as

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1 presented in Exhibit G1?

2 MS. MACK: So moved.

3 BOARD CHAIR CAUSEY: Thank you, Ms. Mack.  
 4 Do I have a second?

5 MR. KUEHN: Second.

6 BOARD CHAIR CAUSEY: Thank you, Mr. Kuehn  
 7 and Ms. Adekoya. Any discussion? All in favor,  
 8 please raise your hand. Any opposed? The motion  
 9 carries unanimously. Now, Dr. McComas,  
 10 recognition of our appointments.

11 DR. MCCOMAS: Thank you. Ms. Angstadt,  
 12 do you have any families with you this evening to  
 13 be recognized?

14 MS. ANGSTADT: (Inaudible. Speaking from  
 15 audience.)

16 DR. MCCOMAS: Very good. Congratulations  
 17 and thank you. (Applause.)

18 If I could also ask Emily Daviti stand  
 19 and be recognized? She is a resource teacher who  
 20 is moving into the position of Supervisor, Office  
 21 of Mathematics, PreK-12. (Applause.)

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1 Ms. Daviti, likewise, do you have any  
 2 family members here to celebrate with us tonight?

3 MS. DAVITI: (Inaudible. Speaking from  
 4 audience.) (Applause.)

5 DR. MCCOMAS: If I could ask Leah  
 6 Scarafile stand to be recognized? She's moving  
 7 into the principalship at Red House Run  
 8 Elementary School. (Applause.) Likewise, do we  
 9 have family with us this evening?

10 MS. SCARAFILE: (Inaudible. Speaking  
 11 from audience.)

12 DR. MCCOMAS: Very good. Thank you.  
 13 (Applause.) We have one last individual who was  
 14 not able to join us this evening. But, to make  
 15 sure he is also recognized, Mr. Phil Maddox will  
 16 become our Manager of Construction in the Office  
 17 of Facilities, Construction and Improvement. So,  
 18 congratulations, Mr. Maddox. (Applause.)

19 BOARD CHAIR CAUSEY: Thank you. Our next  
 20 item is Item G, Appointments. For that, I call  
 21 on Ms. Mack.

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1 MS. MACK: I would like to move to adopt  
 2 the following resolution, resolution for  
 3 appointment of county Superintendent.

4 Whereas, the Board of Education of  
 5 Baltimore County has the responsibility and the  
 6 legal authority to appoint a Superintendent of  
 7 Schools of Baltimore County Public Schools and,  
 8 whereas, the Board of Education has selected Dr.  
 9 Darrell L. Williams as the school system's  
 10 Superintendent, now, therefore be it resolved  
 11 that Dr. Darrell L. Williams be and hereby is  
 12 appointed to the position of Superintendent of  
 13 Schools for Baltimore County Public Schools for a  
 14 four-year term beginning July 1st, 2019  
 15 contingent on the approval by the State  
 16 Superintendent of Schools and successful  
 17 negotiation of an employment contract. Be it  
 18 further resolved that the Board Chair is hereby  
 19 authorized and directed to formally request that  
 20 the Maryland State Superintendent of Schools  
 21 approve this appointment.

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1 BOARD CHAIR CAUSEY: Is there a second?  
 2 MR. MCMILLION: Second.  
 3 BOARD CHAIR CAUSEY: Thank you, Mr.  
 4 McMillion. Ms. Gover, if I could ask for a role  
 5 call vote?  
 6 MS. GOVER: Mr. Offerman?  
 7 MR. OFFERMAN: Yes.  
 8 MS. GOVER: Mr. Kuehn?  
 9 MR. KUEHN: Yes.  
 10 MS. GOVER: Ms. Pasteur?  
 11 MS. PASTEUR: No.  
 12 MS. GOVER: Mr. Hayden?  
 13 MR. HAYDEN: No.  
 14 MS. GOVER: Ms. Adekoya?  
 15 MS. ADEKOYA: Yes.  
 16 MS. GOVER: Ms. Henn?  
 17 VICE CHAIR HENN: Yes.  
 18 MS. GOVER: Ms. Causey?  
 19 BOARD CHAIR CAUSEY: Yes.  
 20 MS. GOVER: Ms. Jose?  
 21 MS. JOSE: No.

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1 MS. GOVER: Mr. McMillion?  
 2 MR. MCMILLION: Yes.  
 3 MS. GOVER: Ms. Mack?  
 4 MS. MACK: Yes.  
 5 MS. GOVER: Ms. Scott?  
 6 MS. SCOTT: No.  
 7 MS. GOVER: Ms. Rowe?  
 8 MS. ROWE: Yes.  
 9 BOARD CHAIR CAUSEY: The motion carries  
 10 and Dr. Darrell Williams is named Baltimore  
 11 County Public Schools' Superintendent.  
 12 We are pleased to announce that Dr.  
 13 Darrell Williams has been named the next  
 14 Superintendent of Schools for Baltimore County  
 15 Public Schools effective July 1, 2019.  
 16 Dr. Williams was selected following an  
 17 extensive nationwide Superintendent search  
 18 facilitated by Ray and Associates incorporating  
 19 input from more than 4,400 Baltimore County  
 20 citizens.  
 21 Dr. Williams currently serves as the area

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1 Associate Superintendent of K-12 schools in 8  
 2 clusters in Montgomery County Public Schools. In  
 3 this capacity, he supervises three directors of  
 4 Learning, Achievement and Administration, as well  
 5 as 9 instructional specialists of learning and  
 6 achievement. Together, they coach, support and  
 7 evaluate 8 high school principals, two specialty  
 8 school principals, 15 middle school principals  
 9 and 44 elementary school principals.  
 10 Previously, Dr. Williams supervised 7  
 11 directors of school support and improvement and  
 12 supervised 40 middle school principals and 28  
 13 high school principals serving approximately  
 14 67,000 students.  
 15 He serves on the Superintendent's  
 16 Executive Leadership Team and a variety of work  
 17 groups and committees to improve teaching and  
 18 learning in the school system.  
 19 Prior to these positions, Dr. Williams  
 20 served two years as the Associate Superintendent  
 21 of 38 middle schools and two years as the

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1 Community Superintendent for the Damascus,  
 2 Gaithersburg, McGruder and Watkins Mill clusters.  
 3 Dr. Williams served as the principal of  
 4 Montgomery-Blair High School in Silver Spring,  
 5 Maryland from 2007 to 2011. He also served as  
 6 principal of Gaithersburg High School in  
 7 Gaithersburg, Maryland and William H. Barker  
 8 Middle School in Olney, Maryland.  
 9 Dr. Williams earned his Bachelor of  
 10 Science Degree in Mathematics from Hampton  
 11 University and his Master of Arts Degree in  
 12 Educational Administration from American  
 13 University, and completed his Doctoral Degree  
 14 from the University of Maryland, College Park.  
 15 He's a native Washingtonian and graduated from  
 16 Benjamin Banneker Academic High School in 1984  
 17 which was the first graduating class of Banneker  
 18 Academic High School. He began his teaching  
 19 career as a mathematics teacher at Banneker  
 20 Academic High School from 1988 to 1994 and left  
 21 DC Public Schools in 1994 to start a career in

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1 Montgomery County Public Schools.  
 2 Dr. Williams is married to Shelly  
 3 Bronson-Williams and together they have three  
 4 children. Lauren, Darrell, Jr. and Sydney  
 5 Williams. They currently reside in Howard  
 6 County, Maryland.  
 7 I am honored to have been chosen to be  
 8 the new Superintendent of Baltimore County Public  
 9 Schools and I am excited to serve our students,  
 10 leaders, staff and community, said Dr. Williams.  
 11 I will focus on the needs of our students and  
 12 staff and work to maintain a positive and  
 13 effective learning environment for all. We have  
 14 to continue to move our district in a positive  
 15 direction and listen to stakeholders and students  
 16 about our successes and areas of improvement and  
 17 make necessary changes.  
 18 Our students come first and our work as a  
 19 unified team will positively impact the lives of  
 20 the students in BCPS, remarked Dr. Williams.  
 21 Dr. Williams come to Baltimore County

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1 highly recommended and with a solid and lengthy  
 2 track record of success for students in  
 3 Montgomery County Public Schools. His focus on  
 4 supporting all students in every school gives us  
 5 every confidence in his ability to deliver  
 6 outstanding results for Baltimore County.  
 7 Additional remarks about Dr. Williams  
 8 include that he's a great educational leader,  
 9 marrying integrity with professional will to  
 10 support students, staff and parents. He is a  
 11 discipline leader whose future-oriented  
 12 perspective and strategic thinking are  
 13 foundational to long-term success.  
 14 The Board of Baltimore County Public  
 15 Schools has selected a leader who understands the  
 16 power of strong teams and shared accountability,  
 17 stated Patricia O'Neal, Vice President, Board of  
 18 Education, Montgomery County Public Schools.  
 19 Baltimore County is getting a smart,  
 20 committed professional in Dr. Williams. He  
 21 understands the importance of teamwork in the

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1 critical effort to reach all students, stated Dr.  
 2 Jack Smith, Superintendent of Schools, Montgomery  
 3 County.  
 4 He is also an exemplary educational  
 5 leader of the highest integrity. His  
 6 comprehensive understanding of district and  
 7 school improvement coupled with highly positive  
 8 interpersonal skills to effectively lead and  
 9 collaborate with all stakeholders to ensure that  
 10 staff are able to do their best for the success  
 11 and benefit of all students, stated by Donna  
 12 Hollingshead, Associate Superintendent of School  
 13 Administration in Montgomery County Schools.  
 14 The Board of Education greatly  
 15 appreciates the leadership, hard work and  
 16 commitment of our interim Superintendent,  
 17 Verletta White. She was thrust into the position  
 18 during a turbulent time and provided much-needed  
 19 stability to Baltimore County Public Schools. We  
 20 look forward to honoring her more than 20 years  
 21 of service dedicated to educating our children.

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1 In addition, the Board looks forward to  
 2 welcoming and introducing Dr. Williams to the  
 3 community and will be publicizing those  
 4 opportunities in the coming weeks. Thank you.  
 5 We now move forward to our next item,  
 6 Item H, New Business, Action Taken in Closed  
 7 Session. For that, I call forward Mr. Andy  
 8 Neusbaum.  
 9 MR. NEUSBAUM: Good evening. Earlier  
 10 this evening, the Board considered an appeal  
 11 regarding a confidential student matter in your  
 12 quasi-judicial capacity. This matter was  
 13 considered on the record as there was no request  
 14 for oral arguments made.  
 15 At this time, it would be appropriate to  
 16 confirm the action taken in closed session in  
 17 that matter which was Hearing Examiner Number  
 18 19-42.  
 19 BOARD CHAIR CAUSEY: Thank you. Do I  
 20 have a motion to approve the action taken in  
 21 closed session?

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1 MS. ROWE: So moved.  
 2 BOARD CHAIR CAUSEY: Thank you, Ms. Rowe.  
 3 Do I have a second?  
 4 MS. PASTEUR: Second.  
 5 BOARD CHAIR CAUSEY: Thank you, Ms.  
 6 Pasteur, for the second. Is there any  
 7 discussion? All in favor, please raise your  
 8 hand. Any opposed? Any abstain? The motion  
 9 carries unanimously.  
 10 MR. NEUSBAUM: Thank you. I'm going to  
 11 try something different this evening. I'm going  
 12 to pass the order around so you all don't have to  
 13 come to the table.  
 14 BOARD CHAIR CAUSEY: Thank you. Our next  
 15 item is Item I, New Business, the Report of EFMP,  
 16 the Educational Facilities Master Plan. For  
 17 that, I call forward Dr. Brown and Mr. Dixit.  
 18 Good evening.  
 19 DR. BROWN: Good evening, Chief Academic  
 20 Officer, members of the Board and community. I'm  
 21 pleased to be here this evening to present to the

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1 Board and to the community a brief presentation  
 2 on the EFMP and the CMP. For some of you, this  
 3 will be the first time you've seen this document.  
 4 For others, it's an annual rite of passage.  
 5 In response to feedback from the Board in  
 6 prior years about the length and the volume of  
 7 this document, which I would describe as  
 8 wonderful sleeping material. If you're having  
 9 any trouble at all, this is a great document to  
 10 help you get to sleep at night.  
 11 But, given the volume of material in the  
 12 past with the compression and the few meetings  
 13 that are available in the spring, there has been  
 14 some concern that there wasn't enough time for  
 15 the Board to process this.  
 16 So, we're bringing this a full month  
 17 ahead of time so that you all have time to look  
 18 at it and we'll actually ask you to vote on it  
 19 next month. So, you guys have a lot of time to  
 20 pour through this and have wonderful sleep for  
 21 the better part of a month.

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1 With that being said, let's go through it  
 2 because I think it's important to talk a little  
 3 bit about what these two documents are and what  
 4 they're not.  
 5 First and foremost, they are both  
 6 compliance documents. These are both things that  
 7 really help us support our CIP process and they  
 8 are compliance documents. The EFMP is due by  
 9 July 1st and the CMP, on the other hand, by  
 10 October 15th. The material is literally dictated  
 11 by the state in terms of what is in there. The  
 12 contents, again, are just outlined by the state  
 13 and required for us to do.  
 14 This is not, and I want to reiterate, not  
 15 a 10-year plan. It would be lovely to have a  
 16 10-year plan because it would help inform what  
 17 this document looks like each year. This is a  
 18 compliance document whereas a 10-year plan would  
 19 be a strategic plan for us to be thoughtful about  
 20 moving forward, much like we heard this evening  
 21 from the folks at Pleasant Plains.

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1 So, again, communities in the greater  
 2 Baltimore County area would have some sense of  
 3 when and where and how different projects would  
 4 happen in their communities.  
 5 So, how is it used? I'll do the first  
 6 part of this and then I'll hand it over to Mr.  
 7 Dixit to talk about the CMP and I apologize for  
 8 not introducing him before. But, I think we all  
 9 know who Mr. Dixit is.  
 10 So, again, the EFMP acts as a reference  
 11 guide to inform state and local leaders and the  
 12 community as a whole about the things that are  
 13 supporting the CIP. It's basically a lot of  
 14 compliance documentation in support of the CIP.  
 15 It ensures that our capital planning, the  
 16 projects in the CIP are justified and that they  
 17 can be justified for funding. It also outlines  
 18 the needs in terms of systemic improvements,  
 19 etc., and it's something that we do in  
 20 conjunction with the counties. So, it's not  
 21 something we do by ourselves but we also do it

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1 with the respect to the county planning  
 2 department as well. The CMP on the other hand?  
 3 MR. DIXIT: Thank you, Dr. Brown. The  
 4 CMP is another compliance document that the state  
 5 requires. Adding to what Dr. Brown just said,  
 6 both of these compliance documents are a part of  
 7 IAC's administrative guidelines.  
 8 So, CMP, the state wants to get an idea  
 9 of how we are structured in terms of the  
 10 maintenance department, what kind of scheduled  
 11 and unscheduled maintenance is provided, do we  
 12 have a deferred maintenance list and what is the  
 13 energy conservation. And, some idea of the  
 14 operating budget dollars we spend to take care of  
 15 the facility that they have participated in  
 16 funding. That's the rationale behind it. That,  
 17 if we are going to put money for your schools, we  
 18 want to make sure that there is a reasonable  
 19 effort being made to maintain those.  
 20 So, that's the brief description of what  
 21 the comprehensive maintenance plan is.

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1 DR. BROWN: Okay. Again, we'll split  
 2 this. In terms of the required elements and,  
 3 again, these are dictated. The compliance  
 4 elements. So, you'll see as you go through the  
 5 document, it's broken down according to these.  
 6 The first is goals, standards, policies  
 7 and guidelines. The second is educational  
 8 provisions, the third is community analysis and  
 9 that's actually supplied by the Department of  
 10 Planning for us. Then, we show enrollment data  
 11 and school inventory and facility needs. A lot  
 12 of that material you've already seen because it's  
 13 in students count. So, a lot of this carries  
 14 over from students count because it's just a part  
 15 of the compliance reporting each year.  
 16 MR. DIXIT: CMP is basically the same  
 17 that I just mentioned. If you look at the  
 18 structure that is the goals and how the capital  
 19 and operating budget is used, what is the  
 20 personnel organization and, to put it simply, how  
 21 many engineers, managers, supervisors,

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1 technicians, do you have, what kind of salary  
 2 structure do they have? It's all included as  
 3 part of that.  
 4 DR. BROWN: So, with that, again, we've  
 5 brought this to you a full month ahead of time so  
 6 that you guys have some time to work your way  
 7 through it. Again, recall that this is a  
 8 compliance document. It is not, in any way,  
 9 shape or form, a substitute for the necessity for  
 10 a 10-year plan. We're still advocating for a  
 11 10-year plan. We think it's an important part of  
 12 us moving forward in a thoughtful way and it will  
 13 actually make putting this document together a  
 14 little bit easier for us as we move forward. So,  
 15 if you have any questions, I'd be more than happy  
 16 to answer them.  
 17 BOARD CHAIR CAUSEY: Ms. Jose?  
 18 MS. JOSE: Thank you. So, why aren't we  
 19 doing a 10-year CIP plan?  
 20 DR. BROWN: At this point, we are working  
 21 with the county on that. I believe the County

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1 Executive did put into his budget money for a  
 2 10-year facilities plan and I think we're excited  
 3 about the opportunity to move forward and do  
 4 that. It's just not in our budget.  
 5 BOARD CHAIR CAUSEY: Ms. Rowe?  
 6 MS. ROWE: One of the things that we hear  
 7 from Pleasant Plain Elementary School is about  
 8 student enrollment and the student counts. I  
 9 noticed that it seems that they are already at  
 10 their 2024 projection number and I wanted to know  
 11 if these numbers, what they're currently at now,  
 12 are being updated in the projections so that  
 13 their projected number next fall is already what  
 14 they're at now. Clearly, if they're already at  
 15 their 2024 projected number, those projections  
 16 would need to be adjusted and I wanted to know  
 17 what process we have in place to do that.  
 18 DR. BROWN: So, every year when we do  
 19 projections, and we've been doing that since I  
 20 came here, we always look for ways to  
 21 continuously improve. Every year, we update the

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1 projection data using the September 30th  
 2 enrollment. If, in the fall, the September 30th  
 3 enrollment data for Pleasant Plains has a higher  
 4 number, naturally, the projections will as well.  
 5 With that being said, we've also looked  
 6 at other issues tied to projections over time.  
 7 One of the things that Sage Group had done which  
 8 I thought was a nice forward-looking component  
 9 was to look at the impact of new housing and how  
 10 new housing comes into play.  
 11 Sage Policy Group has also looked at  
 12 trying to anticipate the impact of rollover  
 13 housing and, in fact, the folks at Pleasant  
 14 Plains are right about this. They've got  
 15 rollover going in their housing right now and the  
 16 folks who are moving into the housing are using  
 17 the housing differently than the folks who used  
 18 to be there. They're right on that.  
 19 We've tried to get a handle on that but  
 20 that's almost like trying to do two sets of  
 21 projections. You're trying to project when

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1 people are going to move out of their houses and  
 2 then you're trying to figure out who is going to  
 3 move in and how they might use it afterwards.  
 4 We've taken one swing at it and I can be  
 5 honest, we didn't add to our predictive value  
 6 when we did it. Clearly, we need to keep looking  
 7 at Pleasant Plains. I mentioned the last time I  
 8 was here, I have some interest at trying to look  
 9 at a relief strategy for them next year. They're  
 10 right. They don't have a whole lot of room for  
 11 additional relocatable units, their core spaces  
 12 are small. There are some buildings in our  
 13 community that have more flexibility than they  
 14 do. They've got a genuine concern.  
 15 MS. ROWE: So, do we see situations  
 16 where, I guess what I'm concerned about, because  
 17 this has happened according to the parents and  
 18 PTA there, a number of times where their  
 19 September 30th number is one thing and then they  
 20 have 30, 40, 50 students enroll after September  
 21 30th and then the following September 1st or

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1 whenever school starts, they look like they're at  
 2 that year's projection but the same thing happens  
 3 that year. So, every year it's a cycle. How are  
 4 we dealing with that?  
 5 DR. BROWN: So, one of the challenges  
 6 that we have is the state requires us to use  
 7 September 30th as an enrollment date. Yet, the  
 8 majority of our growth in enrollment does not  
 9 occur over the summer. It occurs during the  
 10 academic year.  
 11 So, the pattern that you're describing is  
 12 partially a function of how the state wishes us  
 13 to projects and use enrollment. For systems that  
 14 aren't growing at our rate, that's probably fine.  
 15 In systems that are stable, using a September  
 16 30th enrollment where you don't have substantial  
 17 growth, where you don't grow a thousand kids  
 18 during the course of a year, that's probably  
 19 fine. It does create some challenges for us,  
 20 particularly in communities where we have  
 21 differential growth. Specifically, some of our

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1 communities where we have a large number of  
 2 second language learners. So, it's something  
 3 that we're aware of. It's something that we're  
 4 looking at and something where we're consider how  
 5 that impacts a couple of other areas as we move  
 6 forward.  
 7 MS. ROWE: I would be interested in any  
 8 additional information of updates that you come  
 9 up with on that as you progress.  
 10 DR. BROWN: Sure.  
 11 BOARD CHAIR CAUSEY: Other questions or  
 12 comments from Board members? Thank you very  
 13 much. We really appreciate that and we look  
 14 forward to looking through our flash drive of  
 15 materials.  
 16 Our next item is Item J, New Business,  
 17 Report on Board Policies. Members of the Board,  
 18 the Policy Review Committee has asked that the  
 19 Board accept this report of the committee's  
 20 approved proposed changes to the following Board  
 21 policies. Policy 1270, Parent and Family

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1 Engagement, Policy 3720, Behavior Threat  
 2 Assessment, Policy 4104, Technology Acceptable  
 3 Use Policy for Employees and Approved  
 4 Non-Employees, Policy 6202, Technology Acceptable  
 5 Use Policy for Students.

6 These recommendations are presented to  
 7 you on tonight's agenda as Exhibit J. Staff is  
 8 available should any Board members have questions  
 9 about these policies.

10 Do I have a motion to adopt the  
 11 recommendation of the Board's Policy Review  
 12 Committee?

13 MS. ROWE: So moved.

14 BOARD CHAIR CAUSEY: Thank you, Ms. Rowe.  
 15 No second is needed since the recommendation  
 16 comes from the committee. Is there any  
 17 discussion or comments? Hearing none, all in  
 18 favor, please raise your hand. Any opposed? Any  
 19 abstain? The motion carries unanimously.

20 The next item is Item K, New Business,  
 21 Report on Watershed Public Charter School Update.

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1 For that, we will hear from Dr. McComas and Dr.  
 2 Renard Adams.

3 DR. MCCOMAS: Good evening, Board  
 4 members. Dr. Adams is taking a seat and Mr.  
 5 Dixit will also join Dr. Adams on my behalf.  
 6 This evening, we're bringing to you an  
 7 informational update to keep the Board abreast of  
 8 progress related to the Watershed Public Charter  
 9 School.

10 DR. ADAMS: Good evening, Dr. McComas and  
 11 members of the Board. Mr. Dixit and I are here  
 12 tonight to present an informational update on the  
 13 opening of Watershed Public Charter School.

14 Our outcomes for tonight are listed on  
 15 the slide before you. We want to review the  
 16 public charter school approval process to date  
 17 and provide an update on the opening of the  
 18 school. Our presentation is organized around our  
 19 what, why, how format. So, that is why do we  
 20 have a public charter school in Baltimore County,  
 21 what is the charter school about and, most

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1 importantly, how are we doing opening the charter  
 2 school. There will be time for questions at the  
 3 end of our presentation.

4 Just to review the time line, at its  
 5 meeting on May 22, 2018, the Board voted to  
 6 accept the recommendation to deny the application  
 7 for Watershed Public Charter School. As is their  
 8 right, Watershed appealed the Board's decision to  
 9 the State Board of Education.

10 On September 26, 2018, the General  
 11 Council notified members of the local Board that  
 12 the State Board of Education had overturned the  
 13 local Board's denial of the charter school  
 14 application.

15 In its decision, the State Board directed  
 16 the local Board to grant contingent approval of  
 17 the charter and to establish a reasonable time  
 18 line. That time line was not to exceed 18 to 24  
 19 months for Watershed to secure a facility and, if  
 20 necessary, to renovate it in order to make it  
 21 suitable for educational programming.

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1 At its November 20, 2018 meeting, the  
 2 Board of Education granted contingent approval of  
 3 the application subject to Watershed's ability to  
 4 meet the agreed upon time line and subject to the  
 5 final approval by the local Board regarding the  
 6 suitability of the facility.

7 Finally, beginning in December of 2018,  
 8 BCPS initiated its school opening process with  
 9 Watershed. Since Watershed staff have not opened  
 10 or operated a school in BCPS before, we also held  
 11 multiple one-hour deep-dive meetings with all  
 12 offices across BCPS. All of these efforts were  
 13 designed to ensure a successful opening of the  
 14 charter school and is above and beyond the  
 15 typical time and effort expended by staff when we  
 16 open a school of our own accord.

17 This series of deep-dive and school  
 18 opening meetings included but was not limited to  
 19 curriculum operations, academics, information  
 20 technology, human resources, assessment, student  
 21 services to support enrollment and residency,

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1 special education, all elementary content areas,  
 2 so that's English language arts, mathematics,  
 3 social studies, science, PE, health and art, and  
 4 more.  
 5 From December to date, over 50 staff have  
 6 invested approximately 400 total hours of staff  
 7 time in supporting Watershed' opening.  
 8 For the Board and public's information,  
 9 we wanted to again review Watershed's location.  
 10 This slide shows you where they plan to be and  
 11 where they are actually located.  
 12 Watershed Public Charter School planned  
 13 to open in a location in the northwest area of  
 14 Baltimore County in the corridor between  
 15 Reisterstown and Pikesville. The map before you  
 16 has a red circle that's showing the originally  
 17 proposed location of Watershed.  
 18 Since that time, Watershed has leased a  
 19 facility located on Dogwood Road in the southwest  
 20 area of Baltimore County. The school's actual  
 21 location is show by the red map marker and is

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1 highlighted by the green arrow on the screen.  
 2 Watershed plans to open in the fall of  
 3 2019 with a total student enrollment of 176  
 4 students in grades Kindergarten through three.  
 5 Class sizes are expected to cap at 22 and by the  
 6 start of the 2024-25 school year, Watershed would  
 7 enroll students in grades K-8 and would have a  
 8 total student enrollment projected to be 372  
 9 students.  
 10 As a reminder to the Board and the  
 11 public, that proposed total student enrollment of  
 12 372 students as a K-8 school would be an  
 13 enrollment slightly larger than or closer to our  
 14 smallest elementary schools.  
 15 A natural next question that Board  
 16 members or the public may have is what is the  
 17 enrollment impact of the charter school on  
 18 neighboring schools. On February 28, 2019,  
 19 Watershed held its student lottery. At that  
 20 time, there were 270 applicants for the school's  
 21 176 seats.

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1 Subsequent to the lottery, there will be  
 2 students who will be offered admission once  
 3 residency is verified and there are also students  
 4 who have been placed on the school's wait list.  
 5 Our analysis of the accepted and wait  
 6 listed students shows that Watershed is drawing  
 7 from all areas of the county with a concentration  
 8 on the northwest and southwest areas.  
 9 Two maps are shown before you on the  
 10 screen. On each map, accepted lottery students  
 11 are shown as blue dots and wait listed students  
 12 are shown as red dots. The left map shows  
 13 students who are currently enrolled in grades  
 14 Kindergarten through two and those students will  
 15 be in grades one through three in the fall. The  
 16 right map shows students who are scheduled to  
 17 enter Kindergarten in the fall of 2019.  
 18 At this time, there is minimal enrollment  
 19 impact on existing BCPS elementary schools. Very  
 20 few students are scheduled to leave their current  
 21 school to enroll in Watershed and those numbers

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1 are not anticipated to cause any staffing shifts  
 2 at the current home schools. I know that is also  
 3 a question that some have had.  
 4 Next, we will highlight areas of  
 5 consideration regarding Watershed's opening in  
 6 the following areas. Curriculum development and  
 7 facilities. Former Board members may recall that  
 8 during the May 8, 2018 meeting, Dr. McComas and I  
 9 provided the Board with an informational overview  
 10 of the charter school application from Watershed.  
 11 You will recall that these two areas were among  
 12 the five areas of consideration initially  
 13 highlighted for the Board's information last May.  
 14 As another reminder, Watershed's charter  
 15 agreement and approval is contingent on them  
 16 obtaining a facility that is deemed suitable for  
 17 instruction. On the next few slides, we'll  
 18 provide an update on these two areas.  
 19 On February 28, 2019, staff held a  
 20 meeting with Watershed leadership and TABCO  
 21 leadership, specifically, we had Ms. Beytin and



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1 Mr. Gallante with us. At that meeting, Watershed  
 2 shared an update on their progress with  
 3 curriculum development. As a reminder, with  
 4 their application, Watershed provided curricular  
 5 frameworks for grade two. Frameworks are not  
 6 complete curriculum and I want to remind the  
 7 Board that, according to our Master agreement  
 8 with TABCO, curriculum materials must be in the  
 9 hands of the teachers by the beginning of the  
 10 fourth marking period. That was April 8.

11 At the February meeting with TABCO, TABCO  
 12 leadership shared feedback and concerns regarding  
 13 the curriculum presented by Watershed leadership.  
 14 Specifically, that the current level and amount  
 15 of curricular materials did not appear to be  
 16 sufficient to support teachers and provide  
 17 instruction to students.

18 Based on our understanding of the amount  
 19 of curriculum currently developed, teachers may  
 20 not have what they're used to having in terms of  
 21 what they would call a complete curriculum.

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1 On March 28, 2019, staff and TABCO held a  
 2 joint meeting for interested teachers to hear  
 3 about the Watershed program, review available  
 4 curriculum materials and ask questions about the  
 5 transfer process.

6 At that time, additional curriculum  
 7 materials were shown to teachers. Subsequent to  
 8 that meeting, this Board heard public comments  
 9 from Ms. Beytin where she shared concerns about  
 10 the curriculum she had seen.

11 We have an additional meeting later this  
 12 week with Watershed to have a follow-up  
 13 conversation about the current amount of  
 14 curriculum. The Board is reminded that while  
 15 curriculum development and availability may be a  
 16 concern, the charter agreement may not be  
 17 terminated based on curriculum.

18 At this point in time, the charter  
 19 opening is dependent solely on the facility being  
 20 deemed suitable for educational programming.  
 21 Therefore, for the next few slides, my partner

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1 here, Mr. Dixit, will provide an overview of the  
 2 school opening time lines in terms of facility  
 3 suitability.

4 MR. DIXIT: Thank you, Dr. Adams. I'll  
 5 be very brief. A typical construction or  
 6 renovation project has three phases. Schematic,  
 7 design and educational specification, design and  
 8 permitting and construction.

9 Since this is a small project and it does  
 10 not require a lot of construction or renovation,  
 11 the amount limited to less than \$350,000, we  
 12 created a compressed time line for the charter  
 13 folks.

14 So, as you'll see in the next slide, I  
 15 will not read each and every phase but will share  
 16 with you what is the compressed time line. So  
 17 far, they have complied with all the time lines  
 18 but there are still some issues that we are  
 19 dealing with. The issues we had identified in  
 20 the initial review needed about asbestos, the  
 21 health suite and to ensure that the building is

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1 compliance with fire code and the kitchen  
 2 equipment is adequate.

3 What they have shared with us so far is  
 4 that they have no prior asbestos issues. So,  
 5 they are okay on that front. The building is  
 6 compliant or going to be compliant for the fire  
 7 code. But, the other two issues, they are still  
 8 not in compliance with COMAR 13A.05.05 that deals  
 9 with health suite and all the requirements that  
 10 are needed for the health suite. It does not  
 11 have a private consultation space and has some  
 12 other issues that they are still working on.

13 So, as of today, the health suite is not  
 14 in compliance with the state requirement. The  
 15 kitchen equipment has issues that they are not of  
 16 the right size and some of there are inoperable.

17 It is important for the Board to  
 18 understand that the State has left the  
 19 responsibility of approving facilities onto the  
 20 local Board since the amount of renovation is  
 21 less than \$350,000.

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1 So, we want to stress that the health  
 2 suite is not in compliance with the state  
 3 requirements.

4 DR. ADAMS: So, this concludes our  
 5 summary of where we are with opening the charter  
 6 school. Again, this information is provided to  
 7 the Board at this time based on prior requests  
 8 for more frequent updates and information. No  
 9 Board action is required at this time. There may  
 10 come a point where it's possible where the Board  
 11 may have to decide not to grant a charter. So,  
 12 if that time comes, we would certainly bring  
 13 forth that information along with a  
 14 recommendation.

15 We continue to work with Watershed and  
 16 support them in opening the school. Just last  
 17 week, we held our most recent school opening  
 18 meeting with them and we have additional school  
 19 opening meetings scheduled throughout the coming  
 20 months. We want them to be successful and we  
 21 will certainly continue to provide appropriate

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1 levels of support to make that so.

2 With that, Mr. Dixit and I are prepared  
 3 to take any questions you may have.

4 BOARD CHAIR CAUSEY: Ms. Rowe, Ms.  
 5 Pasteur and then Mr. Offerman.

6 MS. ROWE: Do you have the numbers on how  
 7 many students were wait listed and how many  
 8 students were enrolled?

9 DR. ADAMS: Right. They have 176 seats  
 10 and initially 270 students applied. So, we would  
 11 have to do that math and I'm going to say that 96  
 12 students that were initially wait listed.  
 13 Although they may have more current numbers,  
 14 those were the numbers that we had. We have, as  
 15 of April, a snapshot of those students, what  
 16 their home schools are and, certainly, we could  
 17 rerun that analysis.

18 MS. ROWE: So, how many of the  
 19 enrollments are priority placements?

20 DR. MCCOMAS: I have that information.  
 21 Do you mind if I share? For Kindergarten, there

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1 are 7 students on the wait list. For 1st grade  
 2 there are 12, second grade there are 9, 3rd grade  
 3 is also 12. There are 32 schools from which the  
 4 students come. I have the breakdown of gender  
 5 and I have the breakdown of race if you need  
 6 that. Does that jive with what you have?

7 DR. ADAMS: Yeah. I did not get the  
 8 breakdown by gender and race. But, I do have, by  
 9 the home school, how many students. So, for the  
 10 Board's information, I'll share that.

11 The largest number at this time from any  
 12 single school is 11 students who have been  
 13 accepted. Most of the numbers are between one to  
 14 three. There are a couple of schools that have  
 15 five to 7 students that are currently accepted  
 16 into the program.

17 VOICE: (Inaudible. Speaking away from  
 18 microphone.)

19 DR. ADAMS: I do not.

20 BOARD CHAIR CAUSEY: Ms. Pasteur?  
 21 MS. PASTEUR: Dr. Adams, thank you.

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1 You've already started addressing the school  
 2 issue. Now, the student aren't impacting on the  
 3 neighborhood school and clearly there are a large  
 4 number of schools from which they are coming.  
 5 I'd like to know where those schools are located.

6 DR. ADAMS: Sure. I could certainly,  
 7 it's a long list of schools.

8 MS. PASTEUR: I just need area.

9 DR. ADAMS: They're drawing from all  
 10 areas of the county but it's mostly concentrated  
 11 in the northwest and southwest corridor. So,  
 12 some schools where students are enrolling from  
 13 include Catonsville, Johnnycake, Westchester,  
 14 Westtown, to name a few. It's all over.

15 MS. PASTEUR: But, primarily the west  
 16 side.

17 DR. ADAMS: The west side. Yes, ma'am.  
 18 But, there are some students from central and the  
 19 east side of the county who have enrolled and/or  
 20 on the wait list.

21 MS. PASTEUR: And, from private schools,

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1 I understand, as well?  
 2 DR. ADAMS: We do have some parents who  
 3 have returned and are returning and we are  
 4 verifying, with all the students, we are  
 5 verifying residency. So, Ms. D'Donato, who is  
 6 the Executive Director of School Support who will  
 7 be supervising. That school has an assigned  
 8 pupil personnel worker.  
 9 So, we have someone working with the  
 10 Watershed team to ensure that the students who  
 11 have bene accepted and/or on the wait list are  
 12 actual residents of Baltimore County.  
 13 MS. PASTEUR: Thank you.  
 14 BOARD CHAIR CAUSEY: Mr. Offerman?  
 15 MR. OFFERMAN: Yes. What is the  
 16 transportation?  
 17 DR. ADAMS: Transportation is not  
 18 provided as a part of their application. So,  
 19 parents are responsible for getting their  
 20 students to and from the school.  
 21 MR. OFFERMAN: Thank you.

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1 BOARD CHAIR CAUSEY: Mr. McMillion?  
 2 MR. MCMILLION: Good evening, gentlemen.  
 3 So, is Watershed a for-profit or non-profit  
 4 company or organization?  
 5 DR. ADAMS: I don't want to misspeak. I  
 6 will just say that it's Watershed, Inc. But, I  
 7 don't want to give you the wrong information so  
 8 let me get back to you on that.  
 9 MR. MCMILLION: Okay. So, we've allotted  
 10 X number of dollars? I think I've heard a  
 11 figure.  
 12 DR. ADAMS: In our budget request, the  
 13 Superintendent's proposal that went to the County  
 14 Executive, there was a \$2 million earmark for  
 15 opening the school.  
 16 DR. MCCOMAS: Also, that's along with  
 17 17.5 FTEs. So, that's all provided in the  
 18 budget.  
 19 MR. MCMILLION: We're providing the  
 20 teachers for this organization.  
 21 DR. ADAMS: All the staff of the charter

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1 school are our staff.  
 2 MR. MCMILLION: In addition to the \$2  
 3 million.  
 4 DR. ADAMS: Yes, sir.  
 5 MR. MCMILLION: Okay. And, back to the  
 6 curriculum. Understood that that's not a deal  
 7 breaker. If the curriculum, we're used to it or  
 8 where it's supposed to be. But, how can we open  
 9 up that school building and I think the opening  
 10 is scheduled for this school year. Correct?  
 11 DR. ADAMS: Yes, sir.  
 12 MR. MCMILLION: How can we do that if the  
 13 curriculum is not up to par?  
 14 DR. ADAMS: It is our hope that the  
 15 curriculum will be up to par. Again, we have had  
 16 meetings with Watershed when we've talked about  
 17 curriculum. You weren't here but at the May 22nd  
 18 meeting last year, former Board members, I  
 19 believe it was the former Board Vice Chair, asked  
 20 Dr. McComas what would be her number one  
 21 recommendation to Watershed? Dr. McComas'

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1 response was that they continue to develop  
 2 curriculum.  
 3 So, when Ms. Shay and I met with them in  
 4 December and we talked about what needed to be  
 5 developed, the deep dive meetings with the  
 6 content offices, meeting with them and looking at  
 7 our learning management system. We gave them  
 8 access to our learning management system. They  
 9 had BCPS login credentials so they could see the  
 10 curriculum.  
 11 When Ms. Beytin, Mr. Gallante and I met  
 12 with them and we talked about the components of  
 13 curriculum, so this is often a debate between  
 14 curriculum staff and teachers. When is there too  
 15 much, when is there not enough.  
 16 So, while there can be assessments and  
 17 lesson plans and lesson seeds, the teachers who  
 18 actually work at the school decide whether they  
 19 feel like that is enough or not. The April 4th  
 20 deadline is not as much of a barrier because we  
 21 did not have a principal appointed at that time.

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1 So, we weren't hiring teachers.  
 2 So, the expectation in talking to Ms.  
 3 Beytin is that as teachers are accepting  
 4 transfers, they are then provided the curriculum  
 5 materials that they'll have.  
 6 So, our every effort will be to help  
 7 answer questions and we actually, what my  
 8 recommendation was, because I hear from our  
 9 teachers and, hopefully, Ms. Beytin is shaking  
 10 her head, we talk about curriculum all the time.  
 11 Our teachers sometimes say there's too much in  
 12 LEA. There's so much that's overwhelming. Then,  
 13 there might be another content area where  
 14 teachers say there's not enough.  
 15 Since they are doing some experiential  
 16 work and being outside, I said, hey. Think about  
 17 our elementary science curriculum as a guide  
 18 because I don't have teachers meeting with me to  
 19 say that they don't like our elementary science  
 20 curriculum. It's pretty well received by our  
 21 teachers and our students.

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1 So, I said, map what you're doing against  
 2 that because I'm not and Dr. McComas and Ms. Shay  
 3 and I have not had complaints about that  
 4 curriculum. So, let that be our guide. Our  
 5 elementary teachers have said, hey, we like this  
 6 and maybe if you model after that, it would be  
 7 enough insufficient.  
 8 So, what can happen when there's not  
 9 enough curriculum or there's disagreement over  
 10 curriculum, is that teachers may grieve. Those  
 11 grievances would come to Dr. McComas and myself  
 12 and Ms. Shay and then we meet with the teachers  
 13 and we listen to their feedback. With a  
 14 grievance, they typically tell us what they'd  
 15 like us to do as a remedy, to relieve them.  
 16 Then, we make a determination on whether we agree  
 17 and there have certainly been instances where  
 18 teachers have brought grievance concerns to us  
 19 and we have said we absolutely agree with you and  
 20 we're going to put in place all the things you've  
 21 said because this isn't what it should be. We

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1 would have to make that determination at that  
 2 time.  
 3 So, I can't foresee whether or not there  
 4 is enough. I can just say, based on my  
 5 experience in my last two years in this seat  
 6 talking to our teachers about our curriculum, it  
 7 doesn't feel to me like there's enough there.  
 8 We also told Watershed that the letter of  
 9 the agreement is that teachers must now have what  
 10 they need for the first marking period and that  
 11 when they show up in August, they must then have  
 12 at least what they need for the second marking  
 13 period.  
 14 While that is certainly legally  
 15 acceptable, I did share with them that is not  
 16 what our teachers prefer and is not our current  
 17 practice. What we are currently doing and  
 18 holding our content offices to is that by that  
 19 first marking period, the first day of the fourth  
 20 marking period, excuse me, everything the  
 21 teachers need the next year is in their hands

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1 because we want to make that commitment to  
 2 teachers.  
 3 I know, as a former special educator,  
 4 it's hard to plan when you only have a couple  
 5 weeks out of what you're supposed to do.  
 6 So, my best answer to you, and this is a  
 7 very long-winded answer and I apologize for that,  
 8 is we have to take a wait-and-see approach. With  
 9 any given issue or any given topic, there are  
 10 people concerned about it to raise a concern and  
 11 then there are people that are okay with it. I  
 12 can't tell you how the teachers who are wanting  
 13 to transfer here will respond.  
 14 I can tell you that we invited, the  
 15 teachers we invited to the interest meeting were  
 16 those teachers who listed Watershed as one of  
 17 their 10 transfer options because we thought it  
 18 would be appropriate for them to hear from  
 19 Watershed staff, to look at their curricular  
 20 materials and be able to ask any questions.  
 21 While that was occurring, I did not have a lot of

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1 interaction because I just wanted to welcome the  
 2 teachers and make sure the teachers at that  
 3 particular meeting had time to talk with  
 4 Watershed, look at the curriculum materials and  
 5 interact with Ms. Beytin and Mr. Gallante.  
 6 MR. MCMILLION: I have a couple more  
 7 questions. May I continue?  
 8 BOARD CHAIR CAUSEY: Yes, you may.  
 9 MR. MCMILLION: So, the facility needs to  
 10 get this building up to code, does the cost of  
 11 that come out of the \$2 million that we allotted?  
 12 DR. ADAMS: It does not. They are  
 13 responsible for renovating the building.  
 14 MR. MCMILLION: Okay. And, the 17 and a  
 15 half teaching positions that we're assigning  
 16 there, so they provide leadership for those?  
 17 DR. ADAMS: So, the 17 and a half  
 18 positions include a principal and a half-time  
 19 assistant principal. I understand that Ms.  
 20 Lehson may have adjusted some of that to have,  
 21 for example, a full-time assistant principal.

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1 So, those positions, they are full-time  
 2 BCPS staff members. As with most staffing  
 3 decisions, principals then get to shift and  
 4 adjust based on the size and configuration, how  
 5 much PE time and staff do you need, how much art  
 6 time. But, those are our staff members that come  
 7 out of our staffing allocation which, as Dr.  
 8 Brown shared, is based on last year's September  
 9 30th enrollment.  
 10 MR. MCMILLION: So, we're providing the  
 11 leadership, we're providing the teachers, we've  
 12 allotted \$2 million to go toward their plan. So,  
 13 they have a Director, they have a Board,  
 14 Watershed LLC, that oversees our teachers and our  
 15 leadership?  
 16 DR. ADAMS: Well, it's sort of a  
 17 bifurcated structure. So, because there are  
 18 staff members, the teachers are BCPS staff  
 19 members, the principal is a BCPS principal. That  
 20 principal is technically supervised by a BCPS  
 21 Executive Director of School Support, in this

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1 case, Ms. Melissa D'Donato, who reports to Dr.  
 2 Raquel Jones in the west zone.  
 3 But, Watershed, Inc. Has a Board, as is  
 4 typical with charter schools. That Board may do  
 5 a lot of things. It's in the application what  
 6 the Board's authority is. For example, it is not  
 7 my and Dr. McComas and Ms. Shay's responsibility  
 8 to develop their curriculum. We develop  
 9 curriculum for our comprehensive programs and our  
 10 other 174 school centers and programs.  
 11 So, Watershed is responsible for  
 12 developing their curricular program and aligning  
 13 with local and state policies and procedures and  
 14 things like that.  
 15 MR. MCMILLION: I'm just curious. Will  
 16 the Watershed leadership, separate from Baltimore  
 17 County Public Schools, will they come and present  
 18 to us again anytime soon?  
 19 DR. ADAMS: That would be, I believe, the  
 20 Board's prerogative. Certainly, Ms. Lehson has  
 21 spoken during public comment and things like

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1 that. But, that would certainly be up to this  
 2 Board.  
 3 MR. MCMILLION: Thank you very much.  
 4 BOARD CHAIR CAUSEY: Mr. Kuehn?  
 5 MR. KUEHN: Thank you for your  
 6 presentation. I just have two questions. In  
 7 order for this Watershed school to open, my  
 8 understanding is that they have to get the health  
 9 suite item taken care of and then we have to  
 10 approve it and that's it.  
 11 DR. ADAMS: Yes, sir.  
 12 MR. KUEHN: Okay. I just wanted to be  
 13 clear. I know there's a lot of talk about  
 14 curriculum but that won't stop anything from  
 15 occurring.  
 16 DR. ADAMS: No, it will not.  
 17 MR. KUEHN: It's really just is a  
 18 facility ready to go and are we comfortable  
 19 enough with approving them to move forward.  
 20 DR. ADAMS: Yes.  
 21 MR. KUEHN: All right. Thank you.

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1 BOARD CHAIR CAUSEY: Ms. Mack?  
 2 MS. MACK: I just wanted to clarify. Is  
 3 it only the health suite or is it also the  
 4 kitchen?  
 5 MR. DIXIT: The kitchen has the size of  
 6 the equipment and some of the equipment is not  
 7 working. From what I understand, they are making  
 8 efforts to make it happen. So, they are making  
 9 reasonable efforts.  
 10 I'm optimistic about the kitchen  
 11 equipment but I'm not sure about the compliance  
 12 with COMAR on the health suite.  
 13 DR. ADAMS: At the last school opening  
 14 meeting, there was some discussion around, from  
 15 our understanding of the report, it appears that  
 16 they're getting close to reaching that \$350,000  
 17 threshold that will require state approval as an  
 18 additional step.  
 19 Again, that doesn't mean that they won't  
 20 open. That just means that's another approval  
 21 process that's outside of us saying it's okay

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1 once those renovations reach that point. I leave  
 2 this to Mr. Dixit. I don't know enough. I watch  
 3 too much HGTV where a bathroom renovation goes  
 4 from \$10,000 to \$25,000 and maybe you don't get  
 5 everything you want.  
 6 So, I'm just having him and Mr. Plate  
 7 tell me when we think we're going to get there or  
 8 not. But, they have to comply with the idea of a  
 9 private consultation space because it is required  
 10 by state law.  
 11 MR. DIXIT: The challenge is if the  
 12 renovation cost goes above \$350,000 then there is  
 13 a different set-up requirement from the state to  
 14 approve it. The timing is critical here, too.  
 15 But, so far, whatever conversations we've  
 16 had with the state, they have said, since it is  
 17 less than \$350,000, the primary response for  
 18 approval lies with the local School Board.  
 19 So, we wanted you to know what's going  
 20 on. That they have said that for less than  
 21 \$350,000 renovation, the state is not going to

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1 play any role in it. It is up to the local  
 2 Board.  
 3 We are trying to make sure that they  
 4 comply with all the requirements of the facility  
 5 that we would have asked if we were doing it  
 6 ourselves. This is one item that comes to our  
 7 attention and we wanted you to know about it.  
 8 BOARD CHAIR CAUSEY: Can I just clarify,  
 9 though, I visited there on Friday. It's not a  
 10 lack of space. Correct? It seems like they have  
 11 a lot of space. It's a lack of how the space is  
 12 set up based on what a health suite needs to be?  
 13 MR. DIXIT: Specifically, it lacks a  
 14 private consultation space. The health suite  
 15 lacks a waiting space of adequate size. Toilet  
 16 rooms in health suite are not ADA compliant.  
 17 Now, if we had a building that we were  
 18 building, we would not approve it for occupancy.  
 19 BOARD CHAIR CAUSEY: I think they did  
 20 mention that they needed to widen a doorway.  
 21 MR. DIXIT: Uh-huh (affirmative).

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1 DR. ADAMS: In my understanding, the  
 2 current plan for a consultation space is just  
 3 pulling a curtain which isn't private. You need  
 4 to be able to have a soundproof area so that the  
 5 nurse can have a private conversation with a  
 6 student and his or her parent or guardian and  
 7 other staff members or students would not be  
 8 privy to that conversation. So, that is also an  
 9 additional renovation. I don't know what they  
 10 have to do but I know that they can't have just a  
 11 curtain or something like that that's pulled or  
 12 drawn.  
 13 BOARD CHAIR CAUSEY: Ms. Pasteur?  
 14 MS. PASTEUR: Dr. Adams, just reiterate  
 15 for me again how much buy-in we have to the  
 16 school. You've mentioned Dr. Jones will be the  
 17 community Superintendent.  
 18 DR. ADAMS: Yes, ma'am.  
 19 MS. PASTEUR: We will have some of our  
 20 teachers there.  
 21 DR. ADAMS: They will all be our

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1 teachers.

2 MS. PASTEUR: Oh, they will all be our

3 teachers. They will all be our children. Well,

4 that sounds like a Baltimore County Public School

5 issue.

6 So, I think it's actually a moot point

7 about whether they come back. I am sure that

8 they would love to come back and have a

9 conversation because we will be held responsible

10 for this school at the beginning, the middle and

11 the end of this day. Is that not correct? Just

12 based on all of these faults.

13 DR. ADAMS: Yes, ma'am.

14 MS. PASTEUR: So, we need to make sure

15 that all of the bells and whistles are happening

16 in addition to which I know that I was also told

17 that unlike our past experiences where it was a

18 company, these are teachers. How am I doing?

19 Okay?

20 So, I know that they want to have that

21 kind of feedback and support. Yeah, I want them

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1 to come back and have all of these conversations

2 because we understand, Dr. Jones, we have it like

3 that. I want her to be okay, the teachers to be

4 okay, and more importantly, to know that the

5 children are okay so they won't have to go out

6 and find new jobs and we'll be explaining why the

7 school didn't work.

8 So, yes to the Board. Let's have their

9 back and have a full conversation. Thank you.

10 BOARD CHAIR CAUSEY: Ms. Rowe?

11 MS. ROWE: I don't know if this is a

12 question for you or not. But, how is the school

13 handling special education requirements,

14 social-emotional learning, restorative practices?

15 I know there's a new law requiring restorative

16 practices. Is the school expected to be in

17 compliance with all of those things?

18 DR. ADAMS: Yes, ma'am. The school has

19 to be in compliance with all state and federal

20 laws and regulations.

21 MS. ROWE: So, standardized testing and

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1 all of that?

2 DR. ADAMS: Uh-huh (affirmative). They

3 also have to comply with all BCPS Board policies

4 unless this Board grants a waiver.

5 MS. ROWE: Okay, thank you.

6 BOARD CHAIR CAUSEY: Are there any other

7 questions or comments? I want to thank you very

8 much for your presentation and for answering all

9 the many questions and we look forward to hearing

10 the next update. Thank you very much.

11 Our next item is Item L, New Business,

12 Report on Equity and Cultural Proficiency. For

13 that, we will ask Mr. Burke and Dr. Williams to

14 come forward to present. Following the

15 presentation, there will be time for questions

16 and discussion from the Board if it so desires.

17 Hi, Mr. Burke. How are you?

18 MR. BURKE: Well. How are you?

19 BOARD CHAIR CAUSEY: Good. Welcome, Dr.

20 Williams.

21 DR. WILLIAMS: Thank you.

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1 MR. BURKE: Good evening, Chairwoman, Ms.

2 Causey, Vice Chairwoman, Ms. Henn, Dr. McComas

3 and members of the Board. Ms. Scott, thank you

4 for reaching out about the opportunity for

5 professional learning on equity. Dr. Williams

6 will provide information on why we need equity

7 training and where we've been and where we need

8 to go.

9 Please know that like most good

10 professional learning, this won't be a one

11 workshop and done and deal. If you commit to

12 equity work, you must be in it for the long haul.

13 You can't learn to see the world with an equity

14 lens in one day. It takes dedication.

15 In its purest sense, equity training

16 teaches you to examine the lived experiences of

17 people whose lives are different from your own so

18 you have the knowledge needed to provide access

19 and opportunity based on what children need.

20 It's all about what you know and believe.

21 Do GT students and students in need of

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1 special education services deserve and  
 2 specialized experience? Do students that  
 3 struggle with poverty or linguistic diversity or  
 4 historical racism deserve a specialized  
 5 experience? What do you believe? Now I'd like  
 6 to turn it over to Dr. Williams.

7 DR. WILLIAMS: Good evening, everyone.  
 8 As we shared, my name is Lisa Williams and I'm  
 9 the Executive Director in the Office of Equity  
 10 and Cultural Proficiency. I'm here tonight to  
 11 present, really, a discussion of the evolution of  
 12 equity work in Baltimore County Public Schools.

13 I will contextualize the presentation in  
 14 the context of Board Policy 0100. I think it's  
 15 also important for us to be mindful that the  
 16 Maryland State Department of Education is in the  
 17 process of ratifying its own equity policy which  
 18 will have statewide implications on LEAs for the  
 19 application of an equity policy within all LEAs.  
 20 But, of course, we ratified our policy in 2014.  
 21 So, we're above the threshold for requirements.

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1 Finally, I will conclude this discussion  
 2 with bringing us current to where we are at  
 3 present given our Board priorities around  
 4 literacy and climate, what does it look like to  
 5 apply an equity lens in that context.

6 Baltimore County Public Schools  
 7 established its equity policy in 2014. It was  
 8 one of the organization's first expressions of an  
 9 explicit recognition that a core part of the work  
 10 of the organization must be decisively engaging  
 11 the myriad of data points that suggest that,  
 12 number one, not all students are having the same  
 13 educational experience within our borders.  
 14 Number two, the challenge that we contend with is  
 15 both historical and structural in nature.

16 With these opening comments, I would like  
 17 to begin the examination of this work by really  
 18 taking us back to the 2009-2010 school year.  
 19 That's significant because, at that point, what  
 20 we did in the organization was we started having  
 21 conversations with stakeholder groups, helping

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1 them to appreciate the way in which the school  
 2 district had changed.

3 So, the markers that we used were 1979 to  
 4 2009. So, there was 30 years of data that we  
 5 used to describe how the system had changed. So,  
 6 it's an interesting point to have this  
 7 conversation now because now we're talking about  
 8 10 years from that point.

9 So, at that time, we started discussion  
 10 demographic shifts and the implications for the  
 11 school district. It's important to recognize  
 12 that several things were happening in 2009 that  
 13 was driving this work.

14 There was the revitalization of the Inner  
 15 Harbor. So, in effect, what was happening was  
 16 poor families were being displaced. It is cost  
 17 prohibitive for poor folks to live in Harbor  
 18 East. Since that time, that has only  
 19 accelerated.

20 Additionally, the other thing that was  
 21 happening in 2009, I can't remember yesterday so

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1 remembering 2009 has taken some work on my part.  
 2 But, the other thing that was happening at that  
 3 time was the demolition of public housing. So,  
 4 you had these two pretty significant things that  
 5 were happening in Baltimore City that were  
 6 driving some of the shifts that were happening  
 7 not only to Baltimore County or in Baltimore  
 8 County Public Schools but school districts  
 9 surrounding the urban core. It was changing the  
 10 population of students that we served.

11 I'm going to share some data with you  
 12 that will illustrate why we needed to actually  
 13 have that conversation because Baltimore County  
 14 is a pretty interesting district in as much as  
 15 the municipal area does not look like the school  
 16 system. The diversity of our school system is  
 17 not mimicked across the county.

18 We talked about data at that time that  
 19 showed that most residents of the county don't  
 20 have school-aged children. So, it is very  
 21 possible that you can live your whole life in



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1 Baltimore County, the municipal area, but not  
 2 really appreciate the differences and the  
 3 complexity of the school system as juxtaposed  
 4 against the community.

5 So, what I want to call your attention to  
 6 as an entry point for this conversation, we  
 7 started talking about just the socio-economic  
 8 diversity in the organization. This is another  
 9 piece of data that really is distortional when  
 10 trying to understand the school system and the  
 11 changes and challenges with which we contend.

12 When we look at the income spread as  
 13 shown here, what you see are a bunch of incomes  
 14 that we would call middle class. But, what's  
 15 happening in our school district even up to  
 16 present is we have an increase in the number of  
 17 Title I schools.

18 As an example, in 2009, there were 37  
 19 Title I schools. Today, there are 63. The  
 20 poverty in the organization amongst the school  
 21 population looks different than what we might see

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1 if we just looked at the economic data of  
 2 households in the main.

3 So, again, having folks to begin to  
 4 consider what it means to serve a population that  
 5 was shifting from largely middle class to one  
 6 where you had a broad array of socio-economic  
 7 differences was the floor that we really needed  
 8 to set to move into this work.

9 Similarly, we talked about the ratio data  
 10 that comprised our school system, specifically,  
 11 among our student population. Then, we need to  
 12 juxtapose that to what our staffing looks like.

13 So, in 2009, we had just reached the  
 14 100,000-student mark. Ten years later, we've  
 15 added 13,000 more students. What is interesting  
 16 is that when we looked at the data in 1979,  
 17 Baltimore County, racially, was about 77 to 80  
 18 percent white students. There was very little  
 19 racial diversity.

20 By 2009, as you see here, that was no  
 21 longer the case. Then, when you fast-forward 10

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1 years later from 2009 to today, there are racial  
 2 groups that we talk about now that we didn't even  
 3 identify then. We did not have a count or any  
 4 data on our students who identified as two or  
 5 more races, we did not have data on our students  
 6 who were native Hawaiian or Pacific Islander.

7 So, that is one metric. The other thing  
 8 that is critical for us to appreciate when we  
 9 look from 2009 to today is our Hispanic student  
 10 population has doubled, our ELLs have doubled.  
 11 Poverty is increasing from 2009 to today and this  
 12 was all happening when we started this  
 13 conversation using that 30-year view.

14 So, what I want you to think about is  
 15 that all of the changes that we were starting to  
 16 describe in 2009 are only accelerating.

17 It is important to note that our African  
 18 American population, which is our largest student  
 19 group racially, has stabilized over that time.  
 20 But, when we started the discussion, there was a  
 21 significant uptick in that population. What is

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1 notable is that our white student population is  
 2 precipitously declining.

3 So, again, all of these changes require  
 4 us to pause and think about our structures, think  
 5 about our policies, think about our procedures,  
 6 think about our capacities in effectively  
 7 navigating diversity. Not making difference mean  
 8 deficit. Without a structured way for us to  
 9 begin to systemically evaluate and analyze these  
 10 conversations, the idea that because the  
 11 population has shifted, we will all know how to  
 12 respond in the most efficacious way is not an  
 13 assumption that is reasonable to me.

14 So, the first iteration of this work was  
 15 really about laying the ground work to help  
 16 people appreciate the complexity of the diversity  
 17 of our school system.

18 An important piece of information to use  
 19 to contextualize this part of the conversation is  
 20 that while our student population has shifted,  
 21 our work force has not. This graphic that is

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1 presently describing just the racial make-up in  
 2 Baltimore County looks just like the student  
 3 population of 1979.  
 4 So, what that tells us is who works, who  
 5 serves, is pretty consistent while the student  
 6 population, the communities are changing,  
 7 parenting is changing. All of these variables  
 8 are colliding and they need to be understood as a  
 9 part of an effective service model.  
 10 So, this is how the conversation started.  
 11 Just painting the reason why it was important. I  
 12 want to share a video with you, it's about two  
 13 minutes long, where we have some experts in the  
 14 space of cultural competence share their thoughts  
 15 about why this is important.  
 16 (Video Presentation.)  
 17 DR. WILLIAMS: All of the data that I  
 18 shared generally about the ways in which the  
 19 demographic was shifting were laid out to make  
 20 the argument that the organization needed to  
 21 consider developing capacity around cultural

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1 competence through an equity lens.  
 2 We talked about, at that time, that this  
 3 was not just a question of teaching and learning.  
 4 This was a broader question of thinking about the  
 5 larger global environment that our students will  
 6 enter. CEOs cite cultural competence as a  
 7 critical skills that often employees are not  
 8 coming with.  
 9 So, this is not, as we are starting  
 10 conversations about globally competitive students  
 11 that have now morphed into globally competitive  
 12 and globally contributing students, this  
 13 conversation around cultural competency and being  
 14 able to effectively navigate difference is really  
 15 seminal to the ways in which our students need to  
 16 be prepared.  
 17 So, we tried to make the case to really  
 18 help folks to understand that this work was  
 19 critically important to the institution and why  
 20 the work was so important for the institution at  
 21 that time. So, that was the foundation.

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1 The next phase of the presentation that I  
 2 would like to move us into is really making the  
 3 conversation more contemporary. So, what does it  
 4 look like right now? How it started and what it  
 5 looks like.  
 6 Around 2012, we started doing systemic  
 7 equity training. Some of you may have heard  
 8 about the equity training that we do across the  
 9 organization. A few of you may have actually  
 10 been in sessions. But, it was important that we  
 11 actually take the time to create structured  
 12 learning opportunities and it's really important  
 13 that the Board understand the means by which we  
 14 have done this work.  
 15 We did the work top-down. We started it  
 16 top-down. So, the School Board, at the time, was  
 17 in equity training first. What we did not want  
 18 to do was problematize teachers. Too often when  
 19 we have conversations about equitable access, we  
 20 are talking about classroom instruction and we  
 21 should be talking about classroom instruction.

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1 But, what's important to think about in  
 2 the system is when one thing changes, things need  
 3 to change. So, there is a superstructure, there  
 4 are macro-level structures that sit on top of  
 5 teaching and learning that influences how that  
 6 happens. So, it's important for us to have  
 7 leadership thinking about what equity and  
 8 cultural competence means for us, means for how  
 9 we lead, how we provide supervision so that  
 10 teachers feel supported and not problematized  
 11 because it is extremely critical that when doing  
 12 equity work, what we do is we problematize the  
 13 practice, we trouble the structure. But, we  
 14 don't problematize the people.  
 15 We're all coming in on a day-to-day basis  
 16 doing our very best. So, acknowledging that and  
 17 then building from the assets, what's working  
 18 really well but what do we need to hold ourselves  
 19 into account for doing better has been how we  
 20 have approached this conversation.  
 21 So, the other piece that I think is

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1 really important is that we recognize that our  
 2 students see us. They see us in the ways that we  
 3 are meeting their needs and responding to their  
 4 greatest aspirations and their fears and they  
 5 also see the things that they perceive as not  
 6 fair. They see opportunities not being equally  
 7 provided.

8 So, when we started to do the training,  
 9 the first place we started was with our student  
 10 leadership to get their perspective. So, the  
 11 next video clip I want to share are the thoughts  
 12 of John Gallow who is a former student Board  
 13 member who shared with us his sentiments on why  
 14 equity was so important.  
 15 (Video Presentation.)

16 DR. WILLIAMS: So, amplifying student  
 17 voice was an antecedent to this work.  
 18 Additionally, beginning those difficult  
 19 challenging conversations with staff across the  
 20 organization about our own beliefs and  
 21 perceptions about what is the right orientation,

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1 what is the right disposition, should everyone  
 2 have the same opportunity, how do we make an  
 3 opportunity accessible? All of these were the  
 4 courageous conversations that we started our  
 5 systemic equity training around.

6 The really challenging part of the work  
 7 is digging into the reality. It is not always  
 8 the most pleasant thing to consider. It is not  
 9 always the easiest thing to negotiate. This  
 10 graphic just illustrates conceptually what the  
 11 conversations in the first phase of training look  
 12 like.

13 As I shared, what came out of the work,  
 14 because we started top-down, was the Board's  
 15 adoption of an equity policy that the state is  
 16 now following. What I can tell you about what  
 17 the state has proposed is that it will influence  
 18 shifts in our policy because they are requiring a  
 19 lot more of LEAs as they shift their focus to  
 20 this work.

21 The Maryland Association of Boards of

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1 Education, they are organized to provide guidance  
 2 to School Board members in responding to changes  
 3 at the state level.

4 It is important to also recognize that  
 5 the conversations in the work that we do in  
 6 equity and cultural competence are contextualized  
 7 in the priorities of the system. So, what does  
 8 it mean to serve a diverse populous of students  
 9 to ensure that they are globally competitive when  
 10 they come from different places, have different  
 11 goals, different priorities, what does it look  
 12 like to ensure all students have opportunities  
 13 and how do we do that using the data to tell us  
 14 where we need to raise the bar and where we need  
 15 to close gaps.

16 This graphic just shares what the phase  
 17 implementation looks like. I won't spend a lot  
 18 of time here but I will reiterate that the model  
 19 that the model that we have been using is  
 20 top-down and so we are just now really getting  
 21 into intensive work with our school teams. But,

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1 our leaders spent a good amount of time  
 2 negotiating these issues.

3 Additionally, it's important for you to  
 4 know that we have evaluated the work that we've  
 5 done to see what the impact on capacity of staff  
 6 has been. Our theory of change is, as adults who  
 7 serve students, increasing their capacity to  
 8 apply an equity lens through cultural competence.  
 9 Then, we will see changes in instruction which  
 10 will yield changes in outcomes for kids.

11 So, in conclusion, where we are today is  
 12 really asking the question of what does it look  
 13 like to apply an equity lens in the context of  
 14 our work around climate and literacy. Because,  
 15 again, the discussions are contextualized in  
 16 teaching and learning.

17 So, I want to conclude with another  
 18 student Board member and her perspective on why  
 19 the work is important.  
 20 (Video Presentation.)

21 DR. WILLIAMS: So, what she said is

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1 equity is good. (Laughter.)  
 2 (Video Presentation Restarts.)  
 3 DR. WILLIAMS: So, that concludes the  
 4 overview of the equity work that we've done  
 5 across the organization for the past 10 years to  
 6 date. Now, I will create some opportunity for  
 7 any questions you might have.  
 8 BOARD CHAIR CAUSEY: Since everyone is  
 9 interested, I think I'll just start there and  
 10 work around the dais. So, Ms. Rowe?  
 11 MS. ROWE: So, you said in here that when  
 12 you started this, you started with the Executive  
 13 leadership and the Board and now we have a whole  
 14 new Board and getting a new Superintendent and  
 15 I'm just wondering, can we go back and do some of  
 16 this again?  
 17 DR. WILLIAMS: Well, that was the  
 18 conversation that brought this presentation  
 19 forward. That there would be some deliberation  
 20 about our convening together to actually re-enter  
 21 that work.

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1 MS. SCOTT: On that, I just, first, would  
 2 like to thank you all so much for coming. This  
 3 was a wonderful presentation. It was very  
 4 informative. I learned a great deal, especially  
 5 the difference in the population in our schools,  
 6 the socio-economic, and then also the greater  
 7 population of Baltimore County. So, that is  
 8 important.  
 9 I'd be curious to know some areas where  
 10 BCPS has really excelled in the area of equity.  
 11 Like, where are some places where we've really  
 12 had some great successes?  
 13 DR. WILLIAMS: So, I want to actually  
 14 uplift two things. I think that it is  
 15 significant that we've had an equity policy since  
 16 2014 and the state is just in the process of  
 17 adopting one.  
 18 So, I think that is definitely an  
 19 accomplishment that can be connected to the work  
 20 that we've done, the training that we've done.  
 21 The data point that I think is

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1 significant that really shows how our attention  
 2 to equity has yielded outcomes for students is a  
 3 close in the graduation rate. Black-white  
 4 achievement gap graduation rate has closed while  
 5 going up.  
 6 One of the things I think that is really  
 7 important about equity work, because  
 8 historically, we've done things, we've called it  
 9 equity, I would take exception to if it actually  
 10 was. But, the two characteristics of quality  
 11 equity work is that you increase achievement and  
 12 you close gaps.  
 13 So, groups that need to make faster  
 14 achievement just get the inputs that help them to  
 15 move faster and the kids that are already  
 16 trending in the right way, we continue to do  
 17 those things to support their progress. So, our  
 18 graduation rate and our ability to close that gap  
 19 is evidence of an application of an equity lens.  
 20 MS. MACK: Do students get trained on  
 21 this? I have a specific reason for asking.

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1 DR. WILLIAMS: Students are not invited  
 2 into training yet. I have been in consultation  
 3 with leadership very sensitive about how we  
 4 create spaces for students because we need our  
 5 young people to be safe.  
 6 One of the pieces that I think is a  
 7 positive about doing the work top-down is that we  
 8 look at the entirety of the infrastructure. The  
 9 challenge of that is that means that kids get the  
 10 input last.  
 11 But, what I didn't want and I will speak  
 12 personally as a black woman, are a bunch of  
 13 children who are able to have conversations that  
 14 teachers can't sustain. Or, that principals  
 15 can't support.  
 16 So, it's been important to create the  
 17 kind of infrastructure that makes it safe for  
 18 kids to negotiate these things because kids are  
 19 talking about this stuff anyway.  
 20 On social media, they're talking about it  
 21 outside of the school space. So, the work has

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1 been about building capacity for us to be able to  
 2 create safe spaces in classrooms for the students  
 3 to do the work.  
 4 So, that's a long answer to say we  
 5 haven't gotten to students. But, trust me,  
 6 they're a part of the plan.  
 7 MS. MACK: But, I think some students  
 8 are, I met two students walking one day and we  
 9 ended up walking the length of Frederick Road and  
 10 we got talking about this. Without any  
 11 prompting, one of the students said something  
 12 about the difference between equality and equity.  
 13 What stuck with me is she used Thanksgiving. She  
 14 said, equality is everybody has a seat at the  
 15 table. Equity is the short person has some books  
 16 to sit on.  
 17 So, I remember thinking, wow, where did  
 18 they talk about it? It was two different  
 19 students and they were equally well-versed. I  
 20 know Catonsville High School has a common culture  
 21 club. I did not specifically ask them if they

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1 were part of that club.  
 2 But, the fact that, literally, we walked  
 3 the whole length of Frederick Road and discussed  
 4 this topic and they almost used your slide.  
 5 DR. WILLIAMS: Yes, I'm sure. I slipped  
 6 it to them. No, I'm kidding. (Laughter.)  
 7 But, I actually visited Catonsville  
 8 Middle last week because a group of students were  
 9 having that conversation. But, they couldn't  
 10 have the conversation in the classroom.  
 11 So, this is the conundrum because our  
 12 kids are discussing these things in a whole  
 13 variety of ways. What I will say is I'm certain  
 14 there are schools that are convening these  
 15 discussions. We just have not had the training  
 16 of students be a part of our structural work yet.  
 17 MS. MACK: Thank you.  
 18 MR. MCMILLION: Good evening.  
 19 Approximately four years ago in my role as  
 20 Baltimore County Athletic Director, I went  
 21 through this training. I'm curious, how quickly

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1 is the staff continuing to be trained?  
 2 DR. WILLIAMS: So, we have a staff of 7  
 3 in the Office of Equity. Our first days of  
 4 training, we trained upward of 6,000 people.  
 5 So, what that means at present is there  
 6 is capacity across every office in every school  
 7 to begin to do this work. Where we are now,  
 8 we're actually moving from, now that there's  
 9 awareness, what do you go and do? What should  
 10 practices look like? What should strategies look  
 11 like? What should structures look like?  
 12 I will tell you, that gets back to your  
 13 question, Ms. Mack. Students will be integral to  
 14 that because the students can tell us what things  
 15 work for them in classrooms, what things do they  
 16 want to read or have experience in that we've not  
 17 thought to do.  
 18 So, at this point, that is where we are  
 19 in terms of capacity. Every school, every office  
 20 has a core group of people who have been trained  
 21 and are moving now into a phase of the work that

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1 we call theory to practice.  
 2 MS. JOSE: Thank you, Dr. Williams. That  
 3 was a really good presentation. Thank you, Dr.  
 4 Burke and congratulations on your award.  
 5 MR. BURKE: Thank you.  
 6 MS. JOSE: I also want to thank Ms.  
 7 Makeda Scott for bringing this very important  
 8 conversation to the table. I think it's  
 9 important that these conversations are brought to  
 10 the table.  
 11 Many people confuse equity with cultural  
 12 competency. For instance, this is the holy month  
 13 of Ramadan and that's for Dr. Bash Pharoan. This  
 14 is the time when a lot of Muslim students may be  
 15 fasting. Is that something that's being brought  
 16 to teachers so that they are aware that they are  
 17 going to be fasting the length of the time.  
 18 Secondly, I think, as a Board, we should  
 19 not just embrace equity as a priority because  
 20 priorities change. Equity should be a value  
 21 because values don't change. So, that's my take

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1 on it. Thank you.  
 2 DR. WILLIAMS: So, to your point, what is  
 3 discussed. What is the lens that we use. I'll  
 4 be heady for just a second. We use an  
 5 intersectional framework which means we look at  
 6 the aspects of student identity. We look at the  
 7 aspects of staff identity that are relevant to  
 8 our population. So, if there is an intersection  
 9 between religion and gender and race and  
 10 interest, then that would be the conversation  
 11 that a given school might need to be having about  
 12 what does it look like to provide equitable  
 13 access to this group of students under these  
 14 circumstances. How do we center their needs and  
 15 create structures that support this population.  
 16 So, you can appreciate using that lens.  
 17 Why is it a continuous conversation? Because the  
 18 population continues to shift. So, does that  
 19 make sense?  
 20 MS. JOSE: Yes, thank you.  
 21 BOARD CHAIR CAUSEY: We can start now

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1 with Mr. Offerman and then work back around. Do  
 2 you have questions or comments? Mr. Kuehn?  
 3 MR. KUEHN: I just want to say thank you  
 4 for this presentation. It's been very  
 5 informative. I look forward to learning more  
 6 about this.  
 7 I'm results-oriented and we're focused on  
 8 academics here. I want to know how we take this  
 9 lens and this view and foster academic results  
 10 for all children. So, that's the focus that I  
 11 want to take this in so that we can drive it  
 12 forward in the best way possible.  
 13 DR. WILLIAMS: I'll be succinct and I  
 14 would just offer this. People often want to do  
 15 this work quickly. But, there is a saying in  
 16 this space. To go fast, you need to go slow.  
 17 Namely because it is about challenging some of  
 18 our perceptions about what is the best way of  
 19 doing a given thing.  
 20 There is a way that I am in the world as  
 21 a black woman that I'm certain would be

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1 completely foreign to you as a white man. I  
 2 mean, that's who I perceive as I look at you.  
 3 Right?  
 4 So, part of the work is about creating  
 5 conversations where we can talk about what does  
 6 that look like, what does that mean and what  
 7 should that mean in the school community. Those  
 8 are not easy discussions.  
 9 So, we have been thoughtful to create an  
 10 opportunity for people to wrestle with what their  
 11 beliefs are, what they understand about this  
 12 conversation before we've said, now, go do  
 13 something different.  
 14 But, we are in this space now because of  
 15 our focus on climate and literacy where we've got  
 16 to have practice implications that are about  
 17 exactly what you're saying. Ultimately, how do  
 18 we make sure that this yields greater student  
 19 achievement and that's where we are.  
 20 MS. PASTEUR: Thank you, Dr. Williams,  
 21 for your presentation and I ditto Ms. Jose.

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1 Thank you, Ms. Scott, for putting this together  
 2 and making sure that this is happening because it  
 3 is so important.  
 4 I was thinking as you were speaking that,  
 5 very often, we think that when we talk about  
 6 equity, we're only talking about people and  
 7 issues that seem to be unlike. But, there are  
 8 equity issues among "same group" and you're right  
 9 and I would say to the Board that if we think we  
 10 can have a retreat or a workshop, meaning one, on  
 11 this that we are not really embracing those  
 12 things about which you are speaking. So, I am  
 13 hopeful that since Ms. Scott has brought this to  
 14 us, that she and the leadership of the Board will  
 15 understand that this must be something that will  
 16 be ongoing because it's not going to be pretty  
 17 and it's not going to be easy and we need to  
 18 nestle into that to get to the pretty. It's  
 19 going to have to be ugly first.  
 20 DR. WILLIAMS: What I will say is it will  
 21 not be Game of Thrones. It won't be that. But,

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1 there is some discomfort through the process  
 2 because it is about interrogating and challenging  
 3 and pushing and knowing one another in different  
 4 ways.  
 5 So, yes. I echo your sentiments. Thank  
 6 you.  
 7 BOARD CHAIR CAUSEY: Mr. Hayden? Ms.  
 8 Henn?  
 9 VICE CHAIR HENN: Thank you. Thank you  
 10 for this outstanding presentation and I must say  
 11 the context in which you presented this, the way  
 12 you framed equity, was really unique in terms of  
 13 I've heard other equity presentations, the light  
 14 bulb just went off for me. So, thank you very  
 15 much.  
 16 The one slide that really slapped me in  
 17 the face was your chart on the work force  
 18 demographics. I had hoped to see a label on it  
 19 that said 1979 because that matches our 1979  
 20 population.  
 21 When we talk about recruiting for

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1 diversity in our work force, especially with our  
 2 teachers, nothing drives that point home more  
 3 than this chart. We talk about it and it sounds  
 4 great but to see it displayed like this, our kids  
 5 need teachers who look like them and this drives  
 6 that home. So, thank you.  
 7 BOARD CHAIR CAUSEY: I just wanted to  
 8 wrap up and say thank you all. So, I had the  
 9 opportunity to attend a two-day training a couple  
 10 years ago when I first got on the Board. It is,  
 11 it's challenging. But, it's also inspirational  
 12 because of how many people were together. This  
 13 was a very large training that was taking place.  
 14 I think there were about 100 school leadership  
 15 folks in one room that I was in and another 100  
 16 in another. Very well organized.  
 17 It was challenging to have some of your  
 18 biases brought out and challenged and to  
 19 understand what other people are doing. But,  
 20 what was so inspirational was the willingness of  
 21 our school leaders and educators throughout the

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1 system to do what is hard to benefit our  
 2 students.  
 3 As a middle-aged white woman who went  
 4 through desegregation in Alexandria City in the  
 5 1970s, this work is not short-term. It's not  
 6 done. Things have improved but we also need to  
 7 understand what is yet to be improved.  
 8 So, this Board has been looking at equity  
 9 and coming to the understanding of really needing  
 10 to put our focus on that from several different  
 11 directions, from what I've seen and the work that  
 12 we've been doing.  
 13 We've had folks that are interested in  
 14 equitable facilities because how important is it  
 15 for our children to all have clean water, to all  
 16 have classrooms that are not overcrowded and so  
 17 forth.  
 18 Baltimore County Public Schools is making  
 19 tremendous strides in making our facilities  
 20 equitable. We're not there yet and we know that  
 21 and we're working on that. Our 10-year strategic

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1 plan that we heard about from our staff earlier  
 2 today, that's going to be a way that our  
 3 community can understand it matters. Is it fair,  
 4 is it equitable, are we taking care of the most  
 5 vulnerable students? So, that's encouraging.  
 6 Makeda, thank you, Ms. Scott, for  
 7 bringing this up and wanting to get this  
 8 presentation on our agenda. That's great. I  
 9 wanted to point out, too, the work of our Policy  
 10 Review Committee, Mr. Offerman and Ms. Pasteur  
 11 and Ms. Rowe and our Student Member of the Board  
 12 might have actually had to go home and do some  
 13 homework tonight so she can graduate. But, she's  
 14 also on there and we've had some good  
 15 conversations. We actually recently said that  
 16 although the work of the Policy Review Committee  
 17 is to review the policies, work with staff and  
 18 update them and then bring them to the Board,  
 19 that we felt that the Equity Policy 0100 is so  
 20 foundational that we want to bring it to the full  
 21 Board to begin. So, that's one of the things

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1 that we're going to propose to add to the agenda  
 2 for our Board retreat this summer where our full  
 3 Board can talk about that.

4 So, it will be great to continue this  
 5 conversation with how can the Board engage with  
 6 the work that's being done and be a part of that,  
 7 understand that and find ways to expand it and  
 8 improve it. So, thanks very much.

9 DR. WILLIAMS: Thanks for the  
 10 opportunity.

11 VICE CHAIR HENN: Thank you.

12 BOARD CHAIR CAUSEY: So, our next item is  
 13 Item N, New Business, Report on Update of Cooling  
 14 Options. For that, we're going to ask Mr. Kevin  
 15 Smith and Mr. Pete Dixit to come forward.

16 MR. SMITH: Chairwoman Causey, Vice Chair  
 17 Henn, Dr. McComas and members of the Board. Mr.  
 18 Dixit is going to be joined by other members of  
 19 his team. I'm going to introduce this topic.

20 This was a topic that we had, to your  
 21 earlier comments as it relates to this last

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1 presentation, cooling all of our schools has been  
 2 all of our charge. But, that's easier said than  
 3 done. It requires resources, it requires  
 4 leadership, it requires commitment and it  
 5 requires a will to wanting to do something that's  
 6 going to be best for our children and in the best  
 7 manner possible.

8 Mr. Dixit and his team and working with  
 9 some outside consultants through the leadership  
 10 of Superintendent White and this Board, we set  
 11 out that we have approximately 7 schools  
 12 remaining that will not have air as we go into  
 13 next year.

14 This presentation here is merely setting  
 15 the stage as it relates to what options you have  
 16 available as you explore where we go with our  
 17 temporary school cooling options.

18 Most, if not all, of the schools that  
 19 they're going to discuss here are on some  
 20 trajectory to be either replaced, renovated or  
 21 have an addition on it that is going to address

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1 that long-term. But, as you alluded to earlier  
 2 in our conversation about a 10-year capital plan,  
 3 that actually has to materialize before all that  
 4 happens.

5 So, without further ado, I will turn it  
 6 over to Mr. Dixit, Ms. Leslie Lazzeri and Mr.  
 7 Merrill Plait.

8 MR. DIXIT: Thank you, Mr. Smith. Good  
 9 evening, again, Chair Ms. Causey, Vice Chair Ms.  
 10 Henn, Dr. Boswell and members of the Board. We  
 11 will present to you the status of non-air  
 12 conditioned schools and how we got there. In the  
 13 interest of the Board members that were not here,  
 14 will just give you a brief backdrop of what had  
 15 happened.

16 In 2007, we started air conditioning  
 17 schools. We started this major initiative for  
 18 air conditioning all schools. At that time 83 of  
 19 172 schools were air conditioned and there were  
 20 89 schools not air conditioned. So, more than 50  
 21 percent of the schools were not air conditioned.

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1 In 2018, 163 out of 174 schools are air  
 2 conditioned. So, there is tremendous progress  
 3 that we made in a short amount of time.

4 Just to give you an idea, since 2012  
 5 which is just 6 years ago, 63 schools have been  
 6 air conditioned with more than 43,000 students in  
 7 an air conditioned environment. These projects  
 8 take a lot of time and a lot of money and to be  
 9 able to complete it, it was a lot of hard work  
 10 and burning the midnight oil for us.

11 This type of work cannot be just done by  
 12 one person or one office. Joining with me today  
 13 are my two key team members. Mr. Plait is  
 14 Director of Construction and Improvement. Ms.  
 15 Lazzeri is the Manager of Design. She has been  
 16 the brain behind the mechanical design of these  
 17 air conditioning plants. She has a team that has  
 18 helped with us.

19 In spite of doing all that hard work,  
 20 unfortunately, there are five non-air conditioned  
 21 schools today and there are three centers that



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1 are not air conditioned. I'll take one at a  
 2 time.  
 3 Colgate Elementary School and Berkshire  
 4 Elementary School with 900 students, they are  
 5 under construction and will be air conditioned by  
 6 2020. For Dulaney High School and Lansdowne High  
 7 School, in our original plan, we had a major  
 8 renovation included in there with air  
 9 conditioning. But, for the reasons that you  
 10 know, the Board either did not approve or did not  
 11 accept the contract and we never awarded those  
 12 two contracts.  
 13 Bedford Elementary School was scheduled  
 14 for 2020, replacement of Bedford Elementary  
 15 School which would have air conditioning. But,  
 16 now it's going to be delayed because of the  
 17 funding situation that you have heard about.  
 18 There are two centers which are the two  
 19 centers, one of them is the Campfield Early  
 20 Learning Center and the other one is Catonsville  
 21 Center and the Colgate Elementary School located

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1 in Rosedale buildings. The Colgate will move to  
 2 the air conditioned building but Campfield and  
 3 Catonsville, those programs are being evaluated.  
 4 So, we are hopeful that once the construction is  
 5 complete, either one of them or both of them will  
 6 move to a new school and will have an air  
 7 conditioned environment. So, this is the overall  
 8 status so far.  
 9 I'll give it to Mr. Plait to introduce  
 10 the team that was involved in developing those  
 11 options and then Ms. Lazzeri will go into some of  
 12 the issues that we have to deal with. This is a  
 13 complex subject of engineering and design and  
 14 with the help of these two folks here, we have  
 15 created a presentation to outline some of the  
 16 things that we run into and what are some of the  
 17 options that we have, the time frame that we are  
 18 talking about and the dollar amounts that we are  
 19 talking about.  
 20 The permanent fix for air conditioning  
 21 would be a central air conditioning system. That

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1 is the most cost efficient in the long run and  
 2 that provides the perfect environment for an air  
 3 conditioned situation. With that, I'll give it  
 4 to Mr. Plait to introduce his team.  
 5 MR. PLAIT: Thank you, Mr. Dixit.  
 6 Initially, the scope that we developed for the  
 7 research that we did was to investigate options  
 8 available to us other than centrally air  
 9 conditioning schools the way we would typically  
 10 do it or these 7 schools that will not have air  
 11 conditioning this September.  
 12 There is one other school that does not  
 13 have air conditioning today but Dundalk  
 14 Elementary School will be opening this September  
 15 with air conditioning.  
 16 The investigation team consisted of four  
 17 local Board-approved mechanical engineering firms  
 18 as shown here on this slide. The BCPS staff  
 19 involved was Leslie Lazzeri, the Manager of  
 20 Design, her senior supervisor, Dean Simec, a  
 21 senior project engineer, Kayley Hopt, who is the

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1 mechanical senior project engineer, and Vladimir  
 2 Mukasey who is our senior project engineer for  
 3 electrical.  
 4 Now, having said that, we're now going to  
 5 proceed into some definitions and then onto the  
 6 actual evaluations and investigation that we  
 7 performed. But, to do that, I'd like Leslie, who  
 8 is a registered professional engineer with about  
 9 35-years experience, much of it here in Baltimore  
 10 County, and specifically about 10 or 12 years of  
 11 experience with Baltimore County Public Schools.  
 12 Leslie?  
 13 MS. LAZZERI: Thank you. I'd like to  
 14 give a little bit of background information. We  
 15 have some definitions on this slide. Air  
 16 conditioning a space in a school does not  
 17 directly relate to air conditioning an office or  
 18 a house. The occupancy density and the need for  
 19 ventilation are much greater in a school.  
 20 It should be noted that thermal comfort,  
 21 which is air conditioning, and air quality aren't

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1 interchangeable words although they are related.  
 2       Occupant comfort, which is thermal  
 3 comfort, is determined by factors of temperature,  
 4 humidity, ventilation, air flow and other effects  
 5 of the space like lighting.  
 6       Indoor air quality is affected by  
 7 human-generated contaminants which is carbon  
 8 dioxide, viruses, dander, body odor and other  
 9 contaminants that are in the building such as  
 10 off-gassing of furniture, any mold you may have,  
 11 building activity such as science labs or any  
 12 cleaning components.  
 13       Good indoor air quality management  
 14 includes control of airborne pollutants,  
 15 introduction and distribution of adequate outdoor  
 16 air and maintenance of acceptable temperature and  
 17 relative humidity.  
 18       The County Council of Baltimore County,  
 19 Maryland passed the building code of Baltimore  
 20 County which includes many national codes such as  
 21 building code, mechanical code, plumbing code,

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1 energy code, electric code. Codes are rules that  
 2 are adopted to specify standards in building and  
 3 in order to protect the public health, safety and  
 4 general welfare. Engineers, as part of their  
 5 professional duties, must maintain these  
 6 standards.  
 7       This slide and the next slide indicate a  
 8 few codes that are mandated to be followed. The  
 9 purpose of ASHRAE, which is the Association of  
 10 the Heating, Refrigeration and Air Conditioning  
 11 Engineers, Standard 62.1 which is called  
 12 Ventilation for Acceptable Indoor Air Quality,  
 13 specifies the minimum ventilation rates intended  
 14 to provide indoor air quality that is acceptable  
 15 to human occupants and minimizes adverse health  
 16 effects.  
 17       Please note, unfortunately, that window  
 18 units installed alone without a means of  
 19 providing additional ventilation air, while it  
 20 will cool the classroom, it does not replace any  
 21 stale air or provide adequate indoor air quality

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1 and, therefore, does not meet code.  
 2       This slide identifies impacts of the  
 3 schools in which electrical upgrade, which can  
 4 either be a major work such as a replacement of  
 5 the entire switchboard, or minor work which would  
 6 be the exterior BGE duct banks and transformers,  
 7 is required.  
 8       Code requires that only one service for  
 9 the entire building. So, we would have to  
 10 upgrade the service if needed and we cannot just  
 11 bring in a separate second service just for the  
 12 air conditioning.  
 13       Temporary school cooling options. The  
 14 analysis was based originally on classroom  
 15 cooling only. Options listed are not applicable  
 16 for high volume spaces such as gymnasiums or a  
 17 lot of the cafeterias.  
 18       We called four separate mechanical  
 19 engineer firms in. The consultants were told to  
 20 think outside the box, all options were discussed  
 21 and the four consultants came to the same

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1 conclusions on the systems chosen to be analyzed.  
 2       These consultants have designed systems  
 3 in multiple counties for the public school system  
 4 and we actually told them that we wanted  
 5 something not the standard chilled water and like  
 6 what we would do in a new school. But, something  
 7 that would meet code, provide the air and do it  
 8 as quickly as possible.  
 9       There are five temporary school cooling  
 10 options that were determined viable during this  
 11 investigation. One was operational thermal  
 12 comfort. The second is chilled water system with  
 13 chiller. The variable refrigerant flow sets  
 14 along with a dedicated outdoor air system,  
 15 vertical packaged units and then window units  
 16 that would also have to have a dedicated outdoor  
 17 air system.  
 18       BCPS currently has some of these systems  
 19 in areas of schools that we have right now.  
 20       The first option is called operational  
 21 thermal comfort. What is basically is doing is,

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1 without adding air conditioning into the space,  
 2 it's managing the factors on how a body feels  
 3 comfortable which could be increasing air  
 4 movement, lowering the baseline temperature of  
 5 the school building during the night so that you  
 6 can let it air out, increasing hydration of the  
 7 students and staff and managing solar load of the  
 8 building.

9 The pros are you can almost have an  
 10 immediate impact, it has the lowest first costs.  
 11 The cons are minimal thermal comfort relief, the  
 12 highest operational cost because, as you'll see  
 13 in the next slide, there's other things we're  
 14 doing. Limited temperature control and it really  
 15 doesn't control the humidity.

16 How is it done? The steps that we have  
 17 set in place is that we're going to operate all  
 18 the mechanical ventilation systems at full  
 19 capacity from one hour after sunset to 3:00 a.m.  
 20 to provide precooling of the building. Many of  
 21 these schools have univentilators that have a lot

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1 of outdoor air coming in and after 3:00 a.m., the  
 2 relative humidity starts getting higher so we  
 3 want to make sure we get it in the right zone.

4 Utilizing existing windows, doors and  
 5 fans throughout the building for  
 6 cross-ventilation when and where practical.  
 7 Enhance supply of bottled water cooling stations,  
 8 monitoring the window blinds on the sunny side of  
 9 the school during the day, and then targeted  
 10 monitoring of conditions by central building  
 11 operations staff. So, we're really just helping  
 12 to manage that building. We've been successful  
 13 in areas where we've done it before.

14 The second option and, all of the five  
 15 options, I'm going to say what it is, the pros  
 16 and cons and then sort of an explanation of how  
 17 it's done.

18 The second option is a chilled water  
 19 system with a chiller. What it is, it's  
 20 installed as part of a current hydronic water  
 21 piping system in the school. Chilled water is

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1 pumped to mechanical units. A lot of times,  
 2 those same pipes are the ones that, in the winter  
 3 time, carry the heated water from the boiler.

4 The pros, it has the best temperature and  
 5 humidity control. It's easy to add AC in  
 6 corridors and other areas so that the school is  
 7 stable. The cons, it typically is the highest  
 8 cost option unless you get a school that we call  
 9 chiller-ready which meant that the coils and the  
 10 pipes were sized for dual temp. Then, we would  
 11 just have to work on the insulation. There is an  
 12 impact to the exterior because most of our  
 13 chillers, while they can be mounted on the grade,  
 14 sometimes they're on the roof.

15 How is it done? We would place the  
 16 chiller, it cools the water. It then pumps  
 17 inside the building, starts distributing the  
 18 chilled water to univentilators, air handlers,  
 19 that are available in all different areas. Then,  
 20 the inside equipment cools the air by running it  
 21 over the chilled water lines and blowing it out

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1 into the space.

2 The third option is, it's a long title.  
 3 It's really two systems. It's a variable  
 4 refrigerant flow cassettes with a dedicated  
 5 outdoor air system. Part of it does the cooling,  
 6 the other does the ventilation.

7 What it is, we have in many of our  
 8 administration suites right now, we've been using  
 9 this for the last five years, at least. We have  
 10 at least one elementary school right now that's  
 11 fully has a VRS system. It's a system of  
 12 internal cassettes that are ceiling mounted and  
 13 exterior heat pumps that are normally on a roof  
 14 that are connected through a refrigerant flow  
 15 system.

16 Then, we decouple the ventilation air and  
 17 that's with a, a lot of time, energy recovery  
 18 units and we duct the fresh air that's then  
 19 treated and tempered, dehumidified, into each  
 20 space.

21 The pros of it, it's a long-term

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1 solution. It controls humidity and air quality.  
 2 The cons are it's a moderate cost option. It's  
 3 not something quick. You're going to need to get  
 4 above all the ceilings and some of the duct work  
 5 may be below the ceiling for the DOAS unit, the  
 6 dedicated outdoor air system. Right now, it's  
 7 cooling classrooms.  
 8 How is it done? The rooftop unit cools  
 9 the refrigerant and then it's piped to the  
 10 ceiling mounted units. The classroom units cool  
 11 the recirculated air with the cooled refrigerant.  
 12 The rooftop unit dehumidifies outdoor air and  
 13 cools it and puts it into the space through  
 14 ducts. So, that's that one.  
 15 That one has good control because each of  
 16 the cassettes has a thermostat so that each of  
 17 the different spaces are comfortable.  
 18 Option four is a vertical packaged unit.  
 19 It is very similar to the old time univents that  
 20 we have in many of our schools except these are  
 21 vertical. The ones we were going to use don't

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1 have chilled water. They would have refrigerant  
 2 and they're like a self-contained unit that's in  
 3 a lot of the Kindergarten spaces.  
 4 There's a large outdoor air louvre that  
 5 does the air intake and then the exhaust.  
 6 There's a picture that shows the exterior.  
 7 The unit provides cooling without chilled  
 8 water and the cool air is distributed into the  
 9 space without ducts. It's a long-term solution.  
 10 It controls the humidity and the indoor air  
 11 quality. It has a large unit footprint that, if  
 12 we're retrofitting it into a space, we may have  
 13 to change some of the case work on the sides.  
 14 It's a little bit harder. But, it's a good  
 15 option to be able to, while it's moderately  
 16 invasive, you don't have any above ceiling work  
 17 and there is a little bit of noise implications  
 18 on this one. But, there's a lot of these units  
 19 in a lot of different counties. This is an  
 20 acceptable way to provide cooling and indoor air  
 21 quality.

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1 How is it done? The vertical packaging,  
 2 or BPU, cools the refrigerant. It mixes with the  
 3 fresh air from the outside, mixes it with the  
 4 recirculated air, dehumidifies it and then blows  
 5 it back into the space.  
 6 Finally, we have the option of window  
 7 units with dedicated outdoor air systems. How  
 8 we've done it before if we've done it, we've had  
 9 two window units in each classroom. They're  
 10 installed to provide the cooling of the  
 11 recirculated air.  
 12 Then, the DOAS system is the system that  
 13 treats the ventilation air. It provide  
 14 dehumidified, cooled outdoor air into each space.  
 15 The pros. It controls the humidity, as  
 16 does the indoor air quality. The cons, there's a  
 17 number of cons. It's actually more costly to do  
 18 these, when the consultants were looking at the  
 19 options, than a BPU. The continual replacement  
 20 of the units due to a short life span and then  
 21 architectural impacts, you may have ducts below

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1 the ceiling for the DOAS unit and then it could  
 2 impact warrantees or structural integrity of the  
 3 existing window system. It's least energy  
 4 efficient.  
 5 Just as this is a general thing on how  
 6 it's done, the window unit cools recirculated air  
 7 within the classroom. The rooftop unit  
 8 dehumidifies the outdoor air and cools it and  
 9 then mixes it with the recirculated classroom air  
 10 and puts into the system.  
 11 Then, the consultants did a  
 12 school-by-school analysis.  
 13 MR. DIXIT: Let me help you. That was a  
 14 very good description of all of the different  
 15 five types. In the interest of time, if you  
 16 would allow us, instead of reading each and every  
 17 slide for a school, I'll jump to the summary  
 18 slide which kind of appears at the end of the  
 19 presentation. It gives you all those five  
 20 options, which ones we believed were relevant or  
 21 more pertinent to an individual school and some

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1 of the issues we are dealing with.  
 2 For example, Bedford and Berkshire, if  
 3 you look at that chart that is in front of you  
 4 right now, the completion date for the option we  
 5 are recommending is September of 2020 which is  
 6 about the same time that the new school is going  
 7 to be constructed. That's why you have that in  
 8 red print.  
 9 But, we also gave you a cost. How much  
 10 it's going to cost. So, \$1.675 million is the  
 11 construction cost for the system that we are  
 12 recommending here.  
 13 So, the first two is about \$2.8 million.  
 14 Even if we want to do the recommended option, the  
 15 time is going to be the same. So, we are kind of  
 16 in a situation where thermal comfort is perhaps  
 17 the best option that we can choose.  
 18 But, we are just presenting the, for  
 19 Dulaney and Lansdowne, which will be completed by  
 20 December of 2020 and has a cost number of \$4.2  
 21 and \$4.9 million. So, these are the costs.

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1 So, when we look at all of the total, the  
 2 total cost is anywhere from \$13.5 to \$16.4  
 3 million for completion of that. If we do the  
 4 other two, which is really not very practical to  
 5 consider because of the timing of construction of  
 6 those two schools.  
 7 So, we are talking about somewhere in the  
 8 neighborhood of \$13 to \$14 million to take care  
 9 of the other school. This is assuming that the  
 10 funding is available on July 1st. This time  
 11 frame is if the funds are available on the 1st of  
 12 July.  
 13 In the next slide, you will see some of  
 14 the options for funding. We can include this in  
 15 our request for county-state plan or for the  
 16 state. If we include it in the county, and as a  
 17 result of our conversation with the county folks,  
 18 if it is approved, we can start the design of  
 19 that on July 1. But, for the state, for  
 20 inclusion in the state plan, as you know, the  
 21 plan for the '20 is already submitted. So, it

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1 will be next year that the state plan, so this is  
 2 going to delay the use of state funds by another  
 3 year.  
 4 So, these are some of the things that we  
 5 wanted to share with you. And, now if you have  
 6 any questions, we would be glad to answer them.  
 7 BOARD CHAIR CAUSEY: Again, there's a lot  
 8 of interest. So, we can start in that corner and  
 9 work around.  
 10 MS. ROWE: Do you have an update on the  
 11 IAC's guidelines for the grant program for the  
 12 \$15 million? Because, my understanding is  
 13 MS. LAZZERI: We're waiting for the state  
 14 to do the administrative and procedures guide. I  
 15 call them, like, every one or two weeks. The  
 16 last time I talked with them, they apologized for  
 17 not having it out yet. So, there's no way to  
 18 list what's acceptable, what we can even start  
 19 putting it in.  
 20 MS. ROWE: Oh, they don't have an  
 21 estimate for when they'll finish that?

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1 MS. LAZZERI: Soon, but I've heard that  
 2 for a little while.  
 3 MS. ROWE: Okay.  
 4 BOARD CHAIR CAUSEY: Ms. Mack, did you  
 5 have any questions?  
 6 MS. MACK: Thank you very much. Mr.  
 7 Dixit, on the bottom of page 13, I see the  
 8 program costs and I understand the difference  
 9 between the blue and the red. Then, under there,  
 10 it says operational thermal comfort cost.  
 11 MR. DIXIT: That's right.  
 12 MS. MACK: So, when I go back to that  
 13 slide, I think what it's basically saying is it's  
 14 not any type of form of air conditioning. It's  
 15 managing the environment.  
 16 MR. DIXIT: Absolutely right.  
 17 MS. MACK: What concerns me just a little  
 18 bit is I'm a person who cannot stand to be hot  
 19 and I don't like humidity. I see that it does  
 20 not provide any type of solution for humidity.  
 21 MR. DIXIT: That is true. That is

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1 absolutely correct.

2 MS. MACK: So, I think you used the words

3 operational thermal comfort cost as a

4 recommendation but I don't remember if it was for

5 a specific school.

6 MR. PLAIT: What we would do is that we

7 would begin that process right now. So, starting

8 this spring, since it's already the heating

9 season as we all experienced over the last couple

10 days, we are already implementing that program

11 right now.

12 So, all of these schools would be treated

13 with operational thermal comfort until any of the

14 formal cooling methodologies are constructed in

15 any one of the schools.

16 MS. MACK: And, what does that 200

17 represent? Is that for all schools or each

18 school?

19 MR. DIXIT: For all schools.

20 MS. MACK: All right. Thank you.

21 MR. MCMILLION: Ms. Leslie, you mentioned

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1 option three was in one elementary school. Which

2 school is that?

3 MS. LAZZERI: I think it's Carney.

4 MR. MCMILLION: Carney. Thanks.

5 MS. LAZZERI: We just put it in in the

6 last two years.

7 MS. JOSE: Thank you. Bedford Elementary

8 and Berkshire. Are they up for replacement?

9 MR. DIXIT: That's right. They are

10 replacement.

11 MS. JOSE: Are you still having temporary

12 cooling for them in the meantime?

13 MR. DIXIT: Well, what we are talking

14 about is if we install temporary cooling, it will

15 take the same amount of time as it will to get

16 the new school completed which will have air

17 conditioning.

18 MS. JOSE: Right. So, it will be

19 centrally air conditioned. The Rosedale Center,

20 is that where, because Colgate is going to be a

21 new school, a replacement school.

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1 MR. DIXIT: Those students at Rosedale

2 will move to the new Colgate.

3 MS. JOSE: Got you. So, I looked at the

4 schools, of 174, you only have 7 schools that

5 don't have central air conditioning.

6 MR. DIXIT: That's right.

7 MS. JOSE: And, you are working towards

8 it. At Lansdowne, we also have, hopefully, a

9 replacement school. That option is also taken in

10 here. So, what recommendations are you, because

11 I look at the cost and there's quite a huge cost

12 associated with these temporary coolings. But,

13 having said that, children do need to be

14 comfortable.

15 Does it make sense to have a combination

16 of long-term and short-term solutions based on

17 the capital money that's available just to be

18 fiscally responsible?

19 MR. PLAIT: I'll take that one. The

20 options we have before you are not

21 recommendations from us. These are options to

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1 let you know this is what is at your fingertips.

2 This is what you can do immediately and this is

3 what we can do short-term or long range based on

4 when the capital project will come up. We wanted

5 you to have a myriad of things to consider as we

6 went down this road.

7 The operational short-term options, we're

8 going to do that in all 7 schools now. We're

9 going to start that work now. That's the

10 \$200,000 you saw so that can provide some

11 immediate relief to those schools. But, it won't

12 necessarily, it's not the fix. It's how we can

13 get through until we can get to a capital project

14 or the completion of these schools in whatever

15 phase they may come.

16 So, we're not necessarily making

17 recommendations. We wanted you to know what each

18 option is available and how it will work for that

19 specific school.

20 So, as you see on that chart on slide 13,

21 it just lists what the preferred options from the

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1 teams that were there saying this school is the  
 2 best candidate for this option. But, you could  
 3 choose to do something else based on funding or  
 4 the availability of when the state funds will  
 5 materialize as it relates to that project.  
 6 Once again, we didn't get the state funds  
 7 this year that the CE and this Board and the  
 8 system had been, but it doesn't mean that we  
 9 can't get it next year. So, we just wanted you  
 10 to know best and worst case scenarios.  
 11 MR. DIXIT: And, it kind of shares with  
 12 you some of the challenges that we have. That's  
 13 all we are trying to share with you.  
 14 MS. JOSE: Thank you.  
 15 BOARD CHAIR CAUSEY: Mr. Offerman?  
 16 MR. OFFERMAN: I'm assuming since Dulaney  
 17 is partially air conditioned now, this does the  
 18 rest of the school. Is that correct?  
 19 VOICE: Yes.  
 20 MR. OFFERMAN: Thank you.  
 21 MR. KUEHN: So, I have some basic

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1 questions just so I understand. These schools  
 2 that don't have air conditioning, we were talking  
 3 about comfort and cooling air, we're talking  
 4 about ventilation. How does ventilation work  
 5 currently in a school that has no air  
 6 conditioning?  
 7 MS. LAZZERI: Natural ventilation. They  
 8 open up the windows. It used to be when those  
 9 schools were designed, that was an acceptable way  
 10 to do it.  
 11 MR. KUEHN: Right. On one of your early  
 12 slides, it talks about codes and there's an item  
 13 here that says window units installed without  
 14 additional ventilation air will only cool the  
 15 classroom and it doesn't meet code.  
 16 So, I was just wondering if there is a  
 17 way, because now, basically, you just open the  
 18 windows and that's all you do to get ventilation.  
 19 MS. LAZZERI: Yes, sometimes you can use  
 20 it if it's a univentilator. They can use those  
 21 year-round as well to actually bring in outdoor

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1 air. We could meet code by opening the windows  
 2 and putting in a window air conditioner but then  
 3 that adds a lot of humidity issues.  
 4 MR. DIXIT: So, part of the challenge,  
 5 there are a couple of things you have to keep in  
 6 mind. Buildings that are not designed to be air  
 7 conditioned, ventilation requirements were  
 8 totally different. Buildings that are designed  
 9 for air conditioning, they have a different set  
 10 of ventilation requirements. That's number one.  
 11 The code itself evolved and changed over  
 12 a period of time. So, a building built in 1920  
 13 or 1930 that is not air conditioned, it will just  
 14 open the windows and it will have adequate  
 15 ventilation.  
 16 But, a building built in 2019 or `18 and  
 17 air conditioned has totally different sets of  
 18 codes.  
 19 MR. KUEHN: That makes perfect sense.  
 20 I'm trying to get to the unique problem we're  
 21 dealing with where we have old buildings and we

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1 would like to replace them but we don't have the  
 2 money to do that overnight, yet we have children  
 3 sitting in these buildings sweltering.  
 4 So, I'm just trying to understand and  
 5 this is a really great presentation. I really  
 6 appreciate all the background information.  
 7 MR. PLAIT: Understand one other aspect  
 8 of it, too. The minute we go in there to add any  
 9 kind of cooling system into it, we are renovating  
 10 that school to some degree. Then, current codes  
 11 now have to comply.  
 12 So, if you go into a 1930s building that  
 13 was designed just to open windows and that's the  
 14 ventilation, the minute we want to put cooling in  
 15 there, that ventilation is no longer acceptable  
 16 and we've got to modify the ventilation system in  
 17 that school to accommodate the current codes.  
 18 MR. KUEHN: Just one last question. I  
 19 know we have a lot of relocatable temporary  
 20 structures. How are they heated and cooled?  
 21 MS. LAZZERI: They have a DX unit, most

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1 of the time, on the side that takes it and they  
 2 have fresh air. There is a state guideline of  
 3 what a relocatable needs to have.  
 4 MR. KUEHN: All right. Thank you.  
 5 MS. PASTEUR: Thank you very much for the  
 6 presentation. I just want to get to the bottom  
 7 line.  
 8 So, I want to talk about Bedford  
 9 Elementary. So, when will they be cooled? Just  
 10 give me, would it be 2020? Because, that's the  
 11 original date. So, will they have some sort of  
 12 cooling?  
 13 MR. PLAIT: Certainly, the operational  
 14 piece which will happen at all of these 7  
 15 schools, that's going to take place. That's not  
 16 necessarily cooling. That's distributing the  
 17 air.  
 18 The Bedford project is one of the  
 19 projects that's probably closer to being  
 20 continued in the capital plan than some of the  
 21 ones at the bottom of the list because of the

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1 timing of the project.  
 2 So, I can't give you a time because I  
 3 don't know when the funding is going to free up  
 4 with the County Executive and the state dollars.  
 5 But, it's one of the projects, Berkshire and  
 6 Bedford are the two projects that are higher up  
 7 on the list that when they're going to actually  
 8 start and complete than some of the other ones.  
 9 So, today we can't give you, with the CE pushing  
 10 the date out, I don't know  
 11 MS. PASTEUR: I'm talking the temporary.  
 12 Not the full one.  
 13 MR. PLAIT: The temporary options for  
 14 those two schools, September 2020 from what we  
 15 have here. But, what I'm saying to you is I  
 16 don't know if that's the feasible choice. Let's  
 17 say that the construction project gets back on  
 18 track, you're going to complete this temporary  
 19 option in virtually the same time you're going to  
 20 be able to have a new building. So, it almost  
 21 crosses each other out. So, that's what we're

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1 trying to say with those two projects. They may  
 2 X each other out. By the time they actually come  
 3 to fruition, we'll be just finishing the  
 4 temporary work and it will be no need to really  
 5 do it.  
 6 MS. PASTEUR: Thank you.  
 7 BOARD CHAIR CAUSEY: Mr. Hayden, did you  
 8 have questions or comments?  
 9 MR. HAYDEN: No.  
 10 BOARD CHAIR CAUSEY: Okay. Thank you  
 11 very much for putting that presentation together  
 12 and providing that information. I think the  
 13 short story is that the Board should consider all  
 14 of the information that you've given to us. If  
 15 we have any more specific questions, we'll send  
 16 them to you and we'll consider putting an agenda  
 17 item on if the Board wants to consider taking  
 18 actions on any of the recommendations.  
 19 I just had a couple quick questions.  
 20 What is the optimal temperature, healthy  
 21 temperature for children? Conducive for a

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1 learning environment.  
 2 MR. DIXIT: It's a range. It's not one  
 3 temperature. The range is 68 to 75 degrees, if  
 4 my memory serves me right. I can send that to  
 5 you.  
 6 BOARD CHAIR CAUSEY: Okay, that would be  
 7 great. Is it the same healthy temperature for  
 8 employees as for children?  
 9 MR. DIXIT: It's the human comfort that  
 10 you're talking about.  
 11 BOARD CHAIR CAUSEY: Okay. And, there is  
 12 a difference between comfort and health. I mean,  
 13 there are temperatures at which it is unhealthy  
 14 for humans to be in them. There's risk for heat  
 15 stroke, heat illness, students or employees that  
 16 have asthma, increased temperature, increased  
 17 humidity is unhealthy. So, there's comfort and  
 18 then there's health. So, we just need to be  
 19 clear about that.  
 20 I heard part of the, one of the temporary  
 21 solutions talked about using existing windows and



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1 doors and fans and I'm wondering what is the  
 2 connection between the use of windows and doors  
 3 and our current safety plan.  
 4 MR. DIXIT: If we provide fans, we will  
 5 make sure that they are in a safe location.  
 6 That's why we have been reluctant to provide fans  
 7 in classrooms because safety is one of the  
 8 concerns. Safety in terms of a student getting  
 9 hurt, safety in terms of overloading the  
 10 electrical circuit.  
 11 So, that's why when folks have said, why  
 12 don't you give me a fan, we have to be careful  
 13 about where we locate that fan and we have to  
 14 make sure that there is enough electrical power  
 15 and we are not overloading the electrical  
 16 circuit.  
 17 BOARD CHAIR CAUSEY: The other aspect of  
 18 that I was thinking about was in terms of the  
 19 building being safe and secure from outside or,  
 20 even internally, in many of the schools, they  
 21 lock the classroom doors or they have the doors

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1 shut to increase safety inside the schoolhouse.  
 2 So, was that being considered when you were  
 3 talking about the operational thermal comfort  
 4 plan?  
 5 MR. DIXIT: Yeah, if we are going to do  
 6 anything in that, we will make sure that security  
 7 is not impacted in any way.  
 8 BOARD CHAIR CAUSEY: Okay, thank you. I  
 9 do appreciate the slide that was put in talking  
 10 about the school closing process and that has  
 11 been used to the health and benefit of our  
 12 students and our staff and that is the highest  
 13 priority.  
 14 Then, the second aspect is that  
 15 instructional piece of the learning that's taking  
 16 place. So, what I didn't see in the presentation  
 17 is what is the plan for if the schools are closed  
 18 for any segment of time, not only for our  
 19 students in general education but specifically  
 20 and especially for our students that have IEPs  
 21 and they are mandated to have compensatory

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1 education if they do not get their regularly  
 2 scheduled education.  
 3 MR. PLAIT: Thank you for that question.  
 4 When schools are closed, there is no FAPE that is  
 5 lost because there are no services that are  
 6 provided. When a school is closed or when all  
 7 schools are closed.  
 8 What an IEP team could decide, if a  
 9 school were closed for a lot of days, a team  
 10 could determine that a student hadn't made enough  
 11 progress and we would provide additional  
 12 services. But, strictly when a school that is  
 13 without air conditioning has to close because of  
 14 heat, there is no loss of service because there  
 15 is no school day.  
 16 BOARD CHAIR CAUSEY: Okay. Thank you for  
 17 that clarification.  
 18 VOICE: I'd just like to add that for the  
 19 general education student as well, teachers  
 20 throughout the year are constantly monitoring and  
 21 adjusting instruction based on a variety of

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1 things that challenge instructional time.  
 2 Whether that's an assembly or athletics, I know  
 3 as a high school teacher, it was challenging for  
 4 the number of students who, I might have 7  
 5 students miss classes this season, I might have a  
 6 different five the next season.  
 7 So, teachers are constantly adjusting for  
 8 all of those variables that compete with time.  
 9 So, I just wanted to assure the Board that our  
 10 teachers work through those things keeping their  
 11 eye on the standards and the critical path that  
 12 students need to accomplish no matter what the  
 13 variable is. Whether that's inclement weather,  
 14 assemblies, field trips or a variety of things.  
 15 BOARD CHAIR CAUSEY: Thank you. Mr.  
 16 McMillion?  
 17 MR. MCMILLION: As you are probably  
 18 aware, I spent 25 years at Chesapeake High School  
 19 as a physical education teacher and athletic  
 20 director. We didn't have windows in the activity  
 21 room or the gymnasium. During that 25-year

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1 period, I bought several fans and put them in  
 2 those areas. Could I have gotten in trouble for  
 3 that?  
 4 MR. DIXIT: I wouldn't want to make any  
 5 comment on that but we wouldn't put any fan  
 6 unless we are sure that the electrical circuit is  
 7 not being overloaded and that the security and  
 8 safety of a student is not jeopardized. So, if  
 9 anybody did that without doing that, it's not  
 10 something that we'd recommend.  
 11 MR. MCMILLION: Okay. Thank you.  
 12 BOARD CHAIR CAUSEY: Ms. Mack?  
 13 MS. MACK: Mr. Dixit, when you provide  
 14 the optimal temperature range, can you also  
 15 provide the optimal relative humidity range? I  
 16 know that's a component of how hot a person  
 17 feels.  
 18 MR. DIXIT: Yes. As a matter of fact,  
 19 what we will do, if it's okay with the  
 20 Superintendent, I'll provide you a chart that is  
 21 prepared by Noah and it gives you the

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1 relationship between temperature and humidity.  
 2 So, what is the danger zone and what is the alert  
 3 zone and all of that. I will share that with you  
 4 and all the Board members.  
 5 MS. MACK: Thank you very much.  
 6 BOARD CHAIR CAUSEY: Okay. Thank you  
 7 very much and, as you said, if there's any  
 8 additional questions, we can email to you for  
 9 follow up. Thank you very much. Our next item  
 10 is Item N, New Business, Report on Water Testing.  
 11 For that, we're going to ask Mr. Smith and Mr.  
 12 Dixit to come forward to present. I want to  
 13 thank Ms. Jose who worked on this project with  
 14 staff.  
 15 MR. BROWN: Thank you, Madame Chairwoman  
 16 and members of the Board. Mr. Dixit is still  
 17 here. We're bringing a report to you, an update  
 18 report on what we're doing with water testing in  
 19 all of our buildings.  
 20 As you know, back in 2018, the general  
 21 assembly passed legislation that put a new water

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1 testing level that we hadn't had before at this  
 2 threshold. I won't get into that because I stole  
 3 the thunder from their presentation.  
 4 In this most recent legislative cycle,  
 5 there was another bill on top of that that passed  
 6 that changed the parts per billion it did not  
 7 pass? It passed but it didn't do that aspect.  
 8 They're going to do this when they have this  
 9 presentation but we wanted you to have an update  
 10 on what the water testing that we're doing thus  
 11 far and the update on where we are.  
 12 MR. DIXIT: Good evening, again. We are  
 13 here to present an update on the water testing  
 14 program. Before I do that, let me introduce my  
 15 team here. On my right is Mr. Paul Taylor. He  
 16 is Director of Support Services. While you see  
 17 Mr. Plait a lot of times, you don't see Mr.  
 18 Taylor. He is in charge of all the maintenance,  
 19 grounds, logistics and environmental services.  
 20 Under him is Mr. David Glassman who is  
 21 the expert on environmental affairs and he heads

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1 the environmental office. Mr. Taylor and Mr.  
 2 Glassman have been actively involved in testing  
 3 the water. As you know, the regulations for  
 4 testing were passed in April of 2018 and our  
 5 timeline was to start after schools open, the  
 6 schools have to be in session when we do water  
 7 testing and it has to be completed before the  
 8 schools close this year. So, that's the  
 9 timeline.  
 10 Water sampling, testing, communication,  
 11 all of that has been described in detail in the  
 12 regulation that was passed. We have actively  
 13 developed our internal protocol for communication  
 14 of that and that has been done.  
 15 The testing has started and, for this,  
 16 I'm going to ask Mr. Taylor to start and then Mr.  
 17 Glassman will join us.  
 18 MR. TAYLOR: Good evening. The Clean  
 19 Drinking Water Act of 1974 is a federal  
 20 regulation that requires drinking water suppliers  
 21 to meet certain standards. The municipal

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1 supplier of drinking water for our schools is the  
 2 Baltimore City Department of Public Works.  
 3 Our water testing program is being  
 4 implemented to comply with the 2018 Maryland  
 5 regulation. This regulation requires all schools  
 6 receiving water from a municipal supplier to test  
 7 for lead in all devices that could potentially be  
 8 used for drinking water. As Mr. Dixit mentioned,  
 9 we are required to conduct and complete the water  
 10 sampling during the school year of 2018-2019.  
 11 For the duration of the sampling period, all  
 12 schools are being provided with bottled water.  
 13 I'll ask Mr. David Glassman, the  
 14 supervisor for environmental services, to provide  
 15 more details regarding the sampling process.  
 16 MR. GLASSMAN: So, as some background,  
 17 lead can be introduced into a water supply  
 18 throughout the supply system. Prior to it  
 19 entering our buildings, it's the responsibility  
 20 of our supplier, the Baltimore City Department of  
 21 Public Works, to assess and correct any sources

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1 of lead.  
 2 The Department of Public Works, as  
 3 required by law, publishes an annual report that  
 4 summarizes all of their sampling and that  
 5 information is available to the public.  
 6 As Mr. Dixit said, the state now has new  
 7 regulations specific to schools and the Maryland  
 8 Department of the Environment established that  
 9 regulation based on the law that now requires  
 10 that all dispensing fixtures, potentially used  
 11 for drinking or cooking water, be sampled to  
 12 determine the likelihood as a lead source.  
 13 So, the protocol for sampling has been  
 14 established by the Maryland Department of the  
 15 Environment and BCPS has a process that is  
 16 designed to meet that protocol.  
 17 So, prior to sampling the water system, a  
 18 building must not be used for between 8 and 18  
 19 hours. So, the water has to be used at least 18  
 20 hours ago but it has to sit for a minimum of 8  
 21 hours before we can sample it.

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1 So, in order to accomplish this, all  
 2 fixtures that are to be sampled are flushed  
 3 within 18 hours. So, we make sure that all those  
 4 fixtures actually run within that 8 to 18 hour  
 5 period. Then, we have to let the entire building  
 6 water system sit unused for at least 8 hours.  
 7 So, because of that, think about the use  
 8 of our buildings. So, all the sampling is taking  
 9 place on Saturdays because that's the only we  
 10 option we have is for Friday night after our  
 11 custodial staff is done for the night and then we  
 12 are setting up and having our schools unused  
 13 until we can complete sampling on Saturday  
 14 mornings.  
 15 So, the sample that we're collecting,  
 16 it's a 250ml sample which is about three seconds  
 17 or less of water. It's the very first water that  
 18 comes out. So, we have to catch the very first  
 19 250ml that come out of the water fixture. We are  
 20 sampling the fixture. We are not sampling, this  
 21 protocol that the state has given us does not

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1 sample all the piping in the building and it  
 2 really doesn't need to. We don't have lead  
 3 piping in our schools.  
 4 So, this is a worst case assessment.  
 5 We're letting the water sit in the fixture.  
 6 We're letting it sit for a period of time so this  
 7 is actually the worst case. This isn't the norm,  
 8 this isn't the average. This is the worst case.  
 9 So, when we get a number, it's the worst case.  
 10 The samples are analyzed at a  
 11 state-certified laboratory and our results are  
 12 coming in between 6 and 10 weeks after. We're  
 13 getting much closer to the 6 weeks right now.  
 14 So, the lab's volume has been reduced because  
 15 we're one of their larger customers. So, their  
 16 smaller customers are done and we're getting done  
 17 faster now.  
 18 So, at the beginning of this, we engaged  
 19 with the Office of Communications to develop a  
 20 communications protocol that would meet all the  
 21 requirements of the state regulation. This began

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1 with a community communication that we sent out  
 2 at the beginning of the school year that outlined  
 3 our plan to sample the schools and what that  
 4 involved.  
 5 The next communication that the community  
 6 receives is after we have gotten the results back  
 7 from our sampling. Within 10 school days of us  
 8 receiving the results, the school community is  
 9 required, the school is required to send a  
 10 notification out to their community.  
 11 Each school is provided with that  
 12 notification on a standard format. The state  
 13 tells us what information, at a minimum, needs to  
 14 go onto that form. We've used the state form  
 15 with some minor modifications. The Maryland  
 16 Department of the Environment requires that that  
 17 communication go out to any school community that  
 18 has a fixture that comes in above the action  
 19 level.  
 20 Baltimore County Public Schools sends a  
 21 notification out to every school. So, even the

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1 schools that don't have a failed fixture, they're  
 2 getting a notification so the community knows  
 3 that we've tested.  
 4 All notifications are also then posted on  
 5 the BCPS website. Again, that's a requirement of  
 6 the regulation as well.  
 7 So, after we get results back, we have  
 8 required actions that we have to take. The first  
 9 thing we have to do is turn that fixture off.  
 10 So, within 24 hours, my teams goes out and turns  
 11 off fixtures throughout whatever the school is.  
 12 So, that's any fixture that's exceeding the  
 13 action level of 20 parts per billion. It gets  
 14 turned off on the day that the results were  
 15 received.  
 16 That fixture is then put on a replacement  
 17 schedule. Many of them have been replaced. But,  
 18 we can't use it when it's replaced. It is  
 19 required that that new fixture be sampled and  
 20 that it be below the action level before we can  
 21 use it.

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1 One of the best practices for that,  
 2 though, is that to use water through the fixture  
 3 for a regular period of time. So, we have to do  
 4 a flushing protocol before we can actually go  
 5 through and sample.  
 6 Just to reiterate what Mr. Taylor said,  
 7 throughout this process, bottled water is in all  
 8 of the schools. So, we do have that drinking  
 9 source for all of our students. So, if we have  
 10 to turn off a fixture, there's still drinking  
 11 water available.  
 12 MR. DIXIT: The final slide that you have  
 13 was dated April 1, 2019. Since then, the numbers  
 14 for May 20th are changed and will be posted on  
 15 the website. But, to read it to you, the number  
 16 of schools that have been sampled is 142 instead  
 17 of 119 that you have. The number of schools with  
 18 testing results is 123 instead of 82 that you  
 19 have. The number of schools that are totally  
 20 clear are 50 and you have 29 on your chart. The  
 21 number of schools that are partially clear are

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1 73. Number of schools that have not yet been  
 2 sampled is 16. So, it's reduced from 39 to 16.  
 3 We had committed that it will be  
 4 completed in the first week of June or second  
 5 week of June and we will meet that timeline.  
 6 Thank you very much.  
 7 BOARD CHAIR CAUSEY: We will go around  
 8 the Board to see if there are any questions. Mr.  
 9 Offerman? Mr. Kuehn?  
 10 MR. KUEHN: Thank you for this work.  
 11 It's very important. Are you seeing any  
 12 patterns? You said there are different sinks and  
 13 fixtures that you sample. Are you seeing repeat  
 14 patterns? Like, this age sink or bubbler or  
 15 whatever seems to be an issue with lead where  
 16 you're having findings? I'm just curious if  
 17 there's any dispersion.  
 18 MR. TAYLOR: The only thing we've really  
 19 found as a pattern is fixtures that just aren't  
 20 frequently used. So, if we have, I'll give you  
 21 an example. Library work rooms. Those sinks, at

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1 the beginning of the school year, that was our  
 2 biggest, almost more than half of them were  
 3 failing because who uses the sink in the library  
 4 work room? It just doesn't get used.  
 5 So, what we've discovered is that  
 6 fixtures that don't get used often are the most  
 7 likely to fail.  
 8 MR. KUEHN: Then, a follow-up question.  
 9 Is there a way to, as we're procuring  
 10 replacements, to use lead-free options so that  
 11 we're not worried about lead going forward?  
 12 MR. TAYLOR: In 1986, the federal  
 13 government passed regulations that defined what a  
 14 lead-free fixture was and all fixtures in the  
 15 United States, from that point forward, had to  
 16 meet that standard. That was modified in 2014.  
 17 So, the standard again has been changed and  
 18 lead-free is defined as a fixture, it's about a  
 19 fixture's potential to release lead. It's not a  
 20 foolproof, it's a testing methodology that they  
 21 have to pass. It's not foolproof but, yes, every

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1 fixture that we buy has to meet that standard.  
 2 So, what we're finding is our failures  
 3 are almost always older but when you look for a  
 4 pattern, it's an older, unused fixture.  
 5 MR. KUEHN: Okay. Just so that I'm  
 6 clear, have we determined where the lead is  
 7 coming from? You said it's coming from old  
 8 fixtures that are not used. Are there any other  
 9 sources that we're identifying in school  
 10 buildings that we've pinpointed?  
 11 MR. TAYLOR: Well, this sampling  
 12 methodology is about the fixture. What we know  
 13 is that brass fixtures have a level of lead  
 14 content. All brass has a level of lead content  
 15 just as a contaminant. What the lead-free  
 16 standards do is require that the manufacturer  
 17 MR. KUEHN: No brass?  
 18 MR. TAYLOR: Well, no. There's still  
 19 brass but the brass has to meet a certain  
 20 standard or its coded or they're starting to come  
 21 out with more fixtures that have plastic parts.

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1 But, yeah. That is the source and that's why the  
 2 sampling methodology that was developed by the  
 3 EPA focuses on that because that's the primary  
 4 source.  
 5 MR. KUEHN: Okay. One last question and  
 6 I appreciate your time. I know that this is all  
 7 focused on lead. When we are testing this water,  
 8 are we looking for other contaminants or is it  
 9 simply a lead check exercise, check the box, move  
 10 on and that's it?  
 11 MR. TAYLOR: We're looking for lead  
 12 because this is a municipal water system and all  
 13 those other contaminants that you may be  
 14 concerned about are, the source is outside of our  
 15 buildings. So, that's the responsibility of our  
 16 supplier, to test and sample and make sure that  
 17 we meet that standard.  
 18 There are some aesthetic things that  
 19 happen in our buildings, brown water from iron  
 20 oxide which is not a health concern. It just  
 21 make sit taste bad. But, we're working on that,

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1 we have processes to help deal with that.  
 2 MR. KUEHN: Thank you.  
 3 VOICE: (Inaudible. Speaking away from  
 4 microphone.)  
 5 MR. DIXIT: I'm aware of PVC piping.  
 6 I'm not aware of 100 percent PVC fixtures.  
 7 VOICE: (Inaudible. Speaking away from  
 8 microphone.)  
 9 MR. DIXIT: Sure.  
 10 BOARD CHAIR CAUSEY: Ms. Henn?  
 11 VICE CHAIR HENN: Thank you. No  
 12 questions. Just thank you for the outstanding  
 13 presentation, Mr. Taylor, Mr. Glassman, Mr.  
 14 Dixit.  
 15 MR. DIXIT: Thank you.  
 16 MS. JOSE: Thank you, Mr. Taylor, Mr.  
 17 Dixit and Mr. Glassman. That was a good  
 18 presentation. I worked with you guys on this  
 19 project and I do want to point out that the  
 20 source water is from the City of Baltimore that  
 21 has been protecting their source water for over

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1 100 years. They just released their 2019 water  
 2 quality report and they test for several heavy  
 3 metals including plastics and other  
 4 microplastics.  
 5 They continue to meet and exceed state  
 6 and federal regulations. They continue to win  
 7 taste tests around the country. I work in water.  
 8 So, there really is not a source problem. There  
 9 really is a localized problem with the fixtures.  
 10 Sometimes the solder may have, even though they  
 11 aren't supposed to have lead, it could have up to  
 12 .3 percent lead even with the new regulations.  
 13 When you have two dissimilar metals coming in,  
 14 copper and cast iron, there is a possibility of  
 15 galvanic corrosion and that leeches some of that  
 16 into that water and what we're really testing for  
 17 is that kind of sporadic lead in the water.  
 18 Having said that, there is no level of  
 19 lead that is safe for children. So, I'm glad  
 20 that they reduced our action level from 20 parts  
 21 per billion to five parts per billion. Correct?

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1 MR. TAYLOR: Well, actually, I've been  
 2 reading that but I asked MDE about that and their  
 3 response to me was that, and I went back and read  
 4 the legislation. That action level in the  
 5 legislation, it's only applicable to that  
 6 legislation and that legislation is about grant  
 7 funding. MDE said that they are not planning to  
 8 change their regulation to drop it. That that's  
 9 about grant funding, it's about the ability to  
 10 ask for, so, what they're saying is that grant  
 11 funding is now available for fixtures down to  
 12 five, that that did not change the level that  
 13 they're going to enforce.  
 14 MS. JOSE: So, what are we enforcing?  
 15 MR. TAYLOR: We're starting at 20 and  
 16 then we're hoping to get grant funding.  
 17 MS. JOSE: So, is it possible for us to  
 18 reduce that to five parts per billion? Because,  
 19 I think that's the right thing to do.  
 20 MR. DIXIT: At this time, the focus is to  
 21 comply with the regulation and the regulation is

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1 for 20 parts per billion, not five parts per  
 2 billion.  
 3 MS. JOSE: For school waters, the EPA's  
 4 levels is 15 and -  
 5 MR. DIXIT: At five parts per billion  
 6 means we can apply for funding up to that level.  
 7 But, the compliance level is 20 parts per  
 8 billion.  
 9 MS. JOSE: Yes, I know the compliance is  
 10 20. But, I also think there is not safe level  
 11 for lead in the water and we should work on that  
 12 and I'll probably work with you guys on getting  
 13 funding because I really think we should reduce  
 14 that to five parts per billion. I know that's  
 15 going to create more work and more fixtures that  
 16 are going to get out of service.  
 17 MR. DIXIT: And, our plan is to comply  
 18 with the regulations and then go back and see  
 19 what else we can do.  
 20 MR. TAYLOR: We're collecting all the  
 21 data. So, we're collecting all the information

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1 on all the fixtures that are above five. So,  
 2 we're preparing ourselves to work our way down to  
 3 it.  
 4 MS. JOSE: Yes, and you shared that data  
 5 with me. So, thank you. So, I'm looking to that  
 6 data as well. You guys do have an excellent  
 7 communication protocol and I actually went to one  
 8 of the schools and I knew exactly which one had  
 9 lead and I asked the principal, I think Mr.  
 10 McMillion was with me. I said, where do you guys  
 11 get your water from and they had bottled water.  
 12 So, I was just kind of making sure you guys were  
 13 following protocol. So, thank you.  
 14 MR. DIXIT: I, personally, want to thank  
 15 you for the support and guidance that you  
 16 provided. That was very helpful.  
 17 MS. JOSE: You're welcome.  
 18 MS. MACK: You mentioned the  
 19 communication that's required by the state. Do  
 20 we take into consideration our families for whom  
 21 English is a second language when those

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1 communications go out? We have a high population  
 2 of families who don't have English as a first  
 3 language.  
 4 MR. TAYLOR: The schools work with the  
 5 Office of Communication. If the schools need  
 6 translated information, they work with the Office  
 7 of Communications on that. So, that's not  
 8 something that we do in facilities.  
 9 MR. GLASSMAN: Part of the, one of the  
 10 contracts that the Board voted on for translative  
 11 services, that's encompassed of any communication  
 12 that comes out. So, it was part of that  
 13 contract. So, it goes through communications as  
 14 well as some of the curriculum offices. So, yes.  
 15 BOARD CHAIR CAUSEY: Ms. Scott?  
 16 MS. SCOTT: Thank you so much for the  
 17 presentation. It was very informative. Thank  
 18 you, Ms. Jose, for working with you all to  
 19 partner and agreeing and bringing up something I  
 20 didn't know about the five parts per billion and  
 21 20 parts per billion. I'm not an engineer. But,

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1 that sounds like, I'm glad that she's going to  
 2 continue to work with you all and that you all  
 3 are going to look at the research.  
 4 I also agree, no level of lead is  
 5 appropriate for our children. So, thank you for  
 6 that.  
 7 BOARD CHAIR CAUSEY: Ms. Rowe?  
 8 MS. ROWE: Do we have, within our  
 9 policies, the ability for children to be  
 10 permitted to bring their own bottled water to  
 11 school?  
 12 MR. DIXIT: We provide bottled water to  
 13 every school.  
 14 MS. ROWE: But, once the, if a facility  
 15 doesn't have fixtures that are above 20 parts per  
 16 billion for lead, do they still have the bottled  
 17 water?  
 18 MR. DIXIT: At this point, yes. Every  
 19 school has bottled water.  
 20 MS. ROWE: Every school has bottled  
 21 water. Okay. My other question is I noticed,

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1 this is maybe not directly related to lead but I  
 2 noticed at one of the schools that I toured, I  
 3 believe it was Victory Villa, that they had  
 4 drinking fountains that, on one of the sides, you  
 5 could fill a water bottle and the other side is a  
 6 regular drinking fountain and what I'm wondering  
 7 is as we're replacing these fountains for lead,  
 8 can we do that same configuration so that some of  
 9 them are that way, that you can fill a water  
 10 bottle? Because I think it would probably be  
 11 helpful.  
 12 MR. GLASSMAN: Once again, that  
 13 particular option, we work with the school  
 14 principal as it relates to what is best for their  
 15 school community. We don't want to make a  
 16 standard like that for all.  
 17 We had some schools that had contemplated  
 18 that and they said, after they met with their  
 19 teachers and their students, that wasn't a  
 20 conducive option for them. They said, if you do  
 21 that, we're never going to use it. They're quite

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1 costly, those fountains. They're not like  
 2 standard fountains. They have filters in them.  
 3 So, we want to make sure that we can look at that  
 4 with the school and the design team as they're  
 5 making those decisions as we replace fountains.  
 6 So, we're definitely doing that in some places  
 7 but it's not widespread across every school.  
 8 MS. ROWE: So, is there an equitable  
 9 reason why one school would require the extra  
 10 funds for those types of fountains and another  
 11 school wouldn't?  
 12 MR. GLASSMAN: Some of the schools that  
 13 do it now sort of pay for their filters  
 14 themselves. They handle those supplies  
 15 themselves. So, we didn't curtail them from not  
 16 doing it but we just said if you have these types  
 17 of fountains in there, you're going to have to  
 18 maintain them because they're above the standard  
 19 that we use.  
 20 MS. ROWE: So, using money on filters  
 21 instead of what? Like, books? What would they

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1 use the money on if they weren't using it on  
 2 filters?  
 3 MR. TAYLOR: Whatever the school  
 4 resources that they have, they can use it for  
 5 whatever instructional purposes or school purpose  
 6 that they have that meet the requirement. So, I  
 7 can't tell you off the top of my head what that  
 8 would be. It would be a school-based decision.  
 9 MS. ROWE: Okay. Thank you.  
 10 BOARD CHAIR CAUSEY: Mr. Kuehn, and then  
 11 we're going to wrap up.  
 12 MR. KUEHN: So, the action level is 20  
 13 and you've gathered data. Whatever result you  
 14 get, you get. Right? And, you said you're  
 15 planning on it driving down to five. Are we able  
 16 to release all those results so that we can see  
 17 what they are? I'm curious. Like we said,  
 18 nobody wants any lead in their water. I think  
 19 since we've notified folks that at 20 parts per  
 20 billion, we're going to take action, I want to  
 21 know, as a parent with multiple kids in these

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1 schools, where the lead actually is at this point  
 2 in time. Do we have that information available?  
 3 MR. DIXIT: We comply with the  
 4 regulation.  
 5 MR. KUEHN: Oh, I understand the  
 6 regulation.  
 7 MR. DIXIT: This things is very  
 8 regulation and protocol-driven. We are doing  
 9 exactly what we are asked to do.  
 10 MR. KUEHN: And, I'm asking you to go  
 11 beyond that.  
 12 MR. DIXIT: And, can we go beyond that,  
 13 that's something that we are going to look into  
 14 later on and if the Board decides a certain a  
 15 process that is different than the state  
 16 requirement, we can talk about that later on.  
 17 But, right now, our focus is complying with the  
 18 tight timeline for that regulation.  
 19 MR. KUEHN: And, I agree. You guys have  
 20 done a fine job here. I'm not calling that into  
 21 question. I'm taking it to the next logical

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1 step.  
 2 MR. DIXIT: That's something we can talk  
 3 about. Our entire work, as we talked about in  
 4 two different presentations today, is  
 5 code-driven. It's protocol-driven. It's  
 6 regulation-driven.  
 7 MR. KUEHN: Right. But, if we make a  
 8 motion here and make it code-driven right here  
 9 tonight then we will have to react to it. That's  
 10 why I'm asking you, since you guys are the  
 11 keepers of the data at this point in time, how we  
 12 can handle that and provide it back to the  
 13 community.  
 14 Now, if we need to, and it sounds like we  
 15 probably have to have more discussion as a Board  
 16 MR. DIXIT: That's what I suggest, that  
 17 you need more discussion as a Board. If you feel  
 18 that it is in the interest of the Board to put  
 19 funding in it, to share everything with the  
 20 community, then that's what you need to do here  
 21 and we'll comply with that. But, at this point,

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1 we are complying with the regulation that's in  
 2 front of us.  
 3 MR. KUEHN: I just wanted to follow up on  
 4 one last point. You mentioned something about  
 5 the 20 parts per billion and getting some sort of  
 6 funding associated with it. Are we getting some  
 7 state funding to actually replace fixtures from  
 8 any of this?  
 9 MR. DIXIT: We are not getting, we will  
 10 be eligible to apply for funding. So, what we'll  
 11 do is replace those fixtures and we'll become  
 12 eligible for state funding. This is very typical  
 13 of state grants. Sometimes we get grants,  
 14 sometimes we don't.  
 15 So, for that, they have said that even if  
 16 we apply for up to five PPB, they will consider,  
 17 we'll still be eligible for that. So, yes. We  
 18 are going to apply for everything that we can.  
 19 MR. KUEHN: All right. Thank you.  
 20 BOARD CHAIR CAUSEY: Gentlemen, thank you  
 21 very much for that report and thank you very much



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1 that our schools are almost done in complying and  
 2 that we are very focused on keeping our children  
 3 safe. So, thank you.  
 4 MR. DIXIT: Thank you. Thank you very  
 5 much.  
 6 VOICE: (Inaudible. Speaking away from  
 7 microphone.)  
 8 BOARD CHAIR CAUSEY: The next item is  
 9 Item O, Board Committee Updates. In the interest  
 10 of time, if there's no objection, I'm going to  
 11 move that item to the next meeting. Hearing no  
 12 objections, we'll move forward Item P. As  
 13 information, available on Board Docs is the  
 14 revised Superintendent's Rule 8132 relating to  
 15 Internal Board Policies, Organizational, Policy  
 16 Manual Availability. Also, there is information  
 17 on the 2019 Legislative Session, Final Summary.  
 18 Next item is Item Q, Announcements. The  
 19 Board public hearing of the fiscal year `20-`21  
 20 capital budget is tomorrow, Wednesday, May 22nd,  
 21 7:00 p.m. right here in the Greenwood Building E.

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1 All of the public is invited to attend. Everyone  
 2 that attends and signs up in advance will be  
 3 given three minutes for the Board to hear their  
 4 comments.  
 5 That is the end of the meeting and the  
 6 meeting is adjourned. Thank you very much.  
 7 (PROCEEDINGS CONCLUDED.)  
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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 City 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 12th day of June, 2019.  
 16  
 17  
 18 \_\_\_\_\_  
 19 Notary Public  
 20  
 21 My commission expires September 21, 2022

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