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BOARD OF EDUCATION  
OF BALTIMORE COUNTY  
  
PUBLIC BOARD MEETING  
  
BALTIMORE, MARYLAND

June 11, 2019

5:00 P.M.

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1 BOARD MEMBERS  
 2 Kathleen S. Causey, Board Chair  
 3 Julie C. Henn, Vice Chair  
 4 Roger B. Hayden  
 5 Moalie S. Jose  
 6 Russel T. Kuehn  
 7 Lisa A. Mack  
 8 Rodney R. McMillion  
 9 John H. Offerman, Jr.  
 10 Cheryl E. Pasteur  
 11 Lily P. Rowe  
 12 Makeda Scott  
 13 Haleemat Adekoya, Student Member  
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1 or officials over whom it has jurisdiction or any other  
 2 personnel matter that affects one or more specific individuals,  
 3 seven, consult with counsel to obtain legal advice and, 9, to  
 4 conduct collective bargaining negotiations or consider matters  
 5 that relate to the negotiations.  
 6 The minutes of the closed session and information  
 7 summary can be found on our website at  
 8 www.bcps.org/board/informational-summaries.html.  
 9 The next item is item D, selection of speakers.  
 10 Sign-up cards were available to the public prior to the meeting  
 11 for anyone wishing to speak at this evening's meeting. Board  
 12 practice limits to 10, the number of speakers at a regularly  
 13 scheduled Board meeting. Each speaker is allowed three minutes  
 14 to address the Board. The completed sign-up cards for this  
 15 evening have been placed in this box and the first 10 drawn from  
 16 the box will be our speakers for tonight during the public  
 17 comment portion of the meeting. Of course, if fewer than 10  
 18 sign-up cards are received, all those who signed up will be  
 19 permitted to speak.  
 20 VICE CHAIR HENN: Our first speaker is Ms. Jen  
 21 Weaver. Our second speaker is Preston Snedegar. Our third

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1 PROCEEDINGS  
 2  
 3 BOARD CHAIR CAUSEY: I now call to order the meeting  
 4 of the Board of Education of Baltimore County for June 11, 2019.  
 5 I invite you all to rise and recite the Pledge of Allegiance to  
 6 the Flag to be led by Angela Chen from Dundalk High School. We  
 7 will then remain standing for a moment of silence in recognition  
 8 of those who have served education in Baltimore County.  
 9  
 10 (Pledge of Allegiance.) (Moment of Silence.)  
 11  
 12 BOARD CHAIR CAUSEY: Thank you, Ms. Chen. The next  
 13 item is consideration of the June 11th agenda. Ms. White, are  
 14 there any additions or changes to tonight's agenda?  
 15 MS. WHITE: There are no changes or additions.  
 16 BOARD CHAIR CAUSEY: Hearing none, the agenda stands  
 17 as presented. Earlier this evening, the Board met in closed  
 18 session pursuant to the Open Meetings Act for the following  
 19 reasons. To discuss the appointment, employment, assignment,  
 20 promotion, discipline, demotion, compensation, removal,  
 21 resignation or performance evaluation of appointees, employees

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1 speaker is Dr. Bash Pharoan. Our fourth speaker is Ryan  
 2 Baldwin. Our fifth speaker is Colleen Baldwin. Our sixth  
 3 speaker is Brooke Angel. Our seventh Speaker is Ranuka Rege.  
 4 Our eighth speaker is Megan Boyer. Our ninth speaker is Mark  
 5 Cherry. Our final speaker is Suzanne Forno.  
 6 BOARD CHAIR CAUSEY: Thank you. Our next item is  
 7 public comment. This is one of the opportunities the Board  
 8 provides to hear the views and receive the advice of community  
 9 members. The members of the Board appreciate hearing from  
 10 interested citizens. As appropriate, we will refer your  
 11 concerns to the interim Superintendent for follow-up by her  
 12 staff.  
 13 While we encourage public input on policy and  
 14 programs and practices within the purview of this Board and the  
 15 school system, this is not the proper forum to address specific  
 16 student or employee matters, or to comment on matters that do  
 17 not relate to public education in Baltimore County. We  
 18 encourage everyone to utilize existing dispute resolution  
 19 processes as appropriate.  
 20 I remind everyone that inappropriate personal  
 21 remarks or other behavior that disrupts or interferes with

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1 conduct of this meeting are out of order. I ask you to observe  
 2 the three-minute clock which will let you know when your time is  
 3 up. Please conclude your remarks when you hear the bell or see  
 4 that time has expired. The microphone will be turned off at the  
 5 end of your time and it could be turned off if a speaker  
 6 addresses specific student or employee matters or is commenting  
 7 on matters not related to public education in Baltimore County.  
 8 If not selected, the public may submit their  
 9 comments to the Board members in hard copy or via email to  
 10 boe@bcps.org.  
 11 I now call on our stakeholder groups to speak.  
 12 First this evening, I would like to acknowledge two guests that  
 13 are here. Mr. Jim Almon is representing Councilwoman Kathy  
 14 Bevin's office, and we also have Mr. Justin Silberman who is the  
 15 Chief of Staff for Councilman Izzy Patoka.  
 16 Our first speaker this evening is from our Baltimore  
 17 County Student Council, Angela Quan. Good evening and welcome.  
 18 MS. QUAN: Good evening, Chairwoman Causey, Vice  
 19 Chairwoman Henn, Superintendent White and the Board of  
 20 Education. Thank you for the opportunity to speak tonight.  
 21 My name is Angela and I'm a rising senior at Dulaney

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1 High School. I am so honored and excited to be serving as the  
 2 Baltimore County Student Council's President for the 2019-2020  
 3 school year.  
 4 Our initiatives for next year include combatting  
 5 climate change at a student and school level, holding dialogues  
 6 about mental health and bullying and increasing student advocacy  
 7 in local and state government.  
 8 Finally, I'd like to thank Haleema, Ruben and Ms.  
 9 White for their dedication to representing and serving the  
 10 students of BCPS this year. Thank you for your time.  
 11 BOARD CHAIR CAUSEY: Thank you. Our next speaker  
 12 this evening is from TABCO, President Ms. Abby Beytin. Good  
 13 evening and welcome.  
 14 MS. BEYTIN: Good evening, Chairwoman Causey, Vice  
 15 Chairwoman Henn, Ms. White and members of the Board.  
 16 With the end of the school year 2018-19 on our  
 17 doorstep, I wanted to share some insights and observations from  
 18 the field.  
 19 One of the most important points to remember,  
 20 teachers and support professionals are professionals and know  
 21 what they are doing. They work hard every day trying to give

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1 their best to the children of Baltimore County, often  
 2 sacrificing their own family time. They want to be heard and  
 3 have their advice and ideas really heeded, knowing full well  
 4 that some things can't come to pass right now, they need to know  
 5 you have listened to them and understand why, in some instances,  
 6 you might not be able to give them what they need.  
 7 Our students need to be heard. Their voices are  
 8 important. If a Kindergartener lets you know he or she needs  
 9 some recess because the work has just gotten too intense for  
 10 them, we need to listen and provide that time for them.  
 11 Teachers should not be told they cannot take recess with their  
 12 class except in a certain time period because that might not be  
 13 in the best interest of their kids.  
 14 Parents need to be heard. If a student has been up  
 15 all night because someone was sick at their house and they  
 16 couldn't sleep, the staff needs to listen and work with that  
 17 student accordingly. We need to provide the tools necessary for  
 18 those students to have those needs met.  
 19 Please don't misunderstand me and think I believe we  
 20 should be handing children everything and not allowing them to  
 21 learn from difficult situations. The teachers know when to push

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1 harder and when to let something go. The art of teaching is  
 2 knowing your students, knowing when to demand more from them and  
 3 when to offer an ear to listen. It is what great parents do for  
 4 their own kids and what great teachers do for their students.  
 5 In actuality, it is what great administrators do for their staff  
 6 as well.  
 7 My reason for writing these thoughts is twofold. I  
 8 want us to give time where it is needed and let our folks do  
 9 just that. But, I also want to bring humanity, individuality  
 10 and the art of teaching back to the profession that is so  
 11 important to our society. If we truly want an educated society,  
 12 we must remove the shackles placed on educators today. We must  
 13 fight local, state and federal edicts that end up harming us,  
 14 especially our future generations.  
 15 Before I go, I have to say farewell to our student  
 16 member. I love every one of these student members that I get to  
 17 know and, Haleema, you have done one heck of a job as student  
 18 member. So, thank you for all your time and effort and good  
 19 luck.  
 20 Finally, to Ms. Verletta White. You will be missed.  
 21 Everyone I know who knows you loves you dearly and we thank you

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1 for all your service to Baltimore County. From the time you  
 2 were a student through all the time you've been here. Thank you  
 3 so much. (Applause.)  
 4 BOARD CHAIR CAUSEY: Thank you. Our next speaker is  
 5 from the Special Education Citizens Advisory Committee, Ms.  
 6 Elizabeth Hembling. Good evening and welcome.  
 7 MS. HEMBLING: Good evening, Ms. White, Ms. Causey,  
 8 Ms. Henn and members of the Board. I am Liz Hembling. I am  
 9 here today representing SECAC as well as Decoding Dyslexia  
 10 Maryland to support contract ARA-212-19, Open Court K-3 phonics  
 11 program.  
 12 Decoding Dyslexia Maryland is a parent-led movement  
 13 driven by families concerned about reading instruction  
 14 interventions for all students. Learning to Decode is essential  
 15 for learning to read and write. Students need teachers who are  
 16 knowledgeable about the science of reading and a curriculum,  
 17 such as Open Court, that provides a scope and sequence to  
 18 explicitly teach the foundational skills of phonemic awareness  
 19 and phonics. The combination will help students gain the  
 20 decoding skills necessary for skilled reading, writing and  
 21 spelling.

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1 For years now, Baltimore County has focused on  
 2 reducing the large number of students who struggle with reading.  
 3 They started revamping their literacy approach by first  
 4 addressing the severe gaps in special education interventions  
 5 for dyslexic students. They address this need by training  
 6 students in Orton Gillingham which has been a huge success.  
 7 Baltimore County has also recognized that the  
 8 reading gap for many stems from lack of explicit instruction and  
 9 foundational reading skills, such as phonemic awareness and  
 10 phonics, in early grades.  
 11 Many teachers report that they were not taught the  
 12 science of reading or how students learn to read in their  
 13 preservice teaching training course work in college.  
 14 As a result, we've had a knowledge gap in the  
 15 classroom as few teachers knew how to identify or teach the  
 16 skills struggling readers required.  
 17 To address this, Baltimore County has trained close  
 18 to 1,000 teachers in LETRS, Language Essentials for Teachers of  
 19 Reading and Spelling. This important training on the science of  
 20 reading arms teachers with the knowledge of how children learn  
 21 to read. But, unfortunately, teachers have not had a

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1 foundational skills curriculum available that supported  
 2 implementing this new knowledge.  
 3 For this reason, Decoding Dyslexia and SECAC support  
 4 the contract to purchase Open Court. Schools that piloted Open  
 5 Court saw gains in reading scores that they attributed directly  
 6 to it. We spent a great deal of time speaking to teachers all  
 7 over the system about their needs regarding the reading  
 8 curriculum. Without question, this program has been the most  
 9 requested by teachers all over the county. This program  
 10 addresses the current reading gap of foundational skills in the  
 11 gen ed classroom that many teachers have been trying to fill on  
 12 an ad hoc basis.  
 13 Thank you for your commitment to being a change  
 14 agent in education by leading our state with initiatives that  
 15 implement the science of reading, Open Court will be a key part  
 16 to making sure all children learn to read.  
 17 I would like to thank Baltimore County for their  
 18 commitment to literacy and bringing evidence-based approaches to  
 19 reading instruction in both the special ed and general ed  
 20 classroom. It is because of the joint efforts of Ms. Shea and  
 21 Ms. Rider, along with the support of this Board and, of course,

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1 Ms. White, that Baltimore County is years ahead of all other  
 2 counties in Maryland. We hope that these initiatives continue  
 3 the new leadership of Dr. Williams. Thank you, Ms. White, for  
 4 your commitment to literacy and everything you've done. Thank  
 5 you.  
 6 BOARD CHAIR CAUSEY: Thank you. Our next speaker  
 7 this evening is from ESPBC, Educational Support Professionals of  
 8 Baltimore County. Ms. Jeanette Young. Good evening and  
 9 welcome.  
 10 MS. YOUNG: Good evening. I appreciate the  
 11 opportunity to address the leadership of Baltimore County Public  
 12 Schools. My name is Jeanette Young and I'm the President of the  
 13 ESPBC, Education Support Professionals of Baltimore County.  
 14 During my previous presentation to the Board, I have  
 15 advocated for the need for equal access and opportunities for  
 16 ESPs in Baltimore County. Every support staff person deserves  
 17 to have an equal access to timely information. In today's  
 18 information age, this could come through allocating devices to  
 19 each of the staff members. There needs to be equitable staffing  
 20 for paras, office professionals and technicians. These numbers  
 21 will allow the support staff to meet the growing needs of the

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1 students we are here to support.  
 2       There's a need for ongoing professional development.  
 3 As practices and programs and protocols change, the support  
 4 staff must be included in the training.  
 5       Lastly, I advocate for the need to support a budget  
 6 that includes salaries and staffing for our support staff.  
 7 Thank you again for creating a budget that focuses on us. Ms.  
 8 White said people for our people. The ESPs are one of the  
 9 lowest paid staffs in Baltimore County Public Schools. We  
 10 appreciate each of your effort and vote in supporting our  
 11 salaries.  
 12       Haleema, I thank you, we thank you for the support  
 13 that you have provided for our students across Baltimore County  
 14 Public Schools. Ms. White, it has been a pleasure working with  
 15 you and I wish you the best as you move across this educational  
 16 work. For your advocacy, we appreciate all that you do for us.  
 17 Thank you to everyone at the Board. Thank you.  
 18       BOARD CHAIR CAUSEY: Thank you. Our next speaker  
 19 for this evening is from the Citizens Advisory Committee for  
 20 Gifted and Talented Education, Ms. Julie Miller-Breetz. Good  
 21 evening and welcome.

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1       MS. MILLER-BREETZ: Good evening, Chairwoman Causey,  
 2 Board members, Ms. White and the BCPS community. Just last  
 3 week, we had our last GTCAC meeting of the year. We had a new  
 4 parent come to our meeting and heard something very familiar. I  
 5 had no idea there was a group like this. It's always gratifying  
 6 when we have a new parent attend a meeting because, much as in  
 7 teaching, you feel like you have made a difference and someone  
 8 has walked away with a little more information, a little more  
 9 knowledge.  
 10       Advocating for excellence in GT education often  
 11 starts with educating parents. But, it doesn't end there. A  
 12 key role of our group is to act in an advisory capacity to the  
 13 BCPS Superintendent and as a corollary to the Board.  
 14       We have spent this year focusing on the theme of  
 15 accountability and thinking about ways we could best advise the  
 16 school system to increase accountability as it relates to GT  
 17 programs and services.  
 18       In fact, this theme actually started several years  
 19 ago with the revision of policy 6401 which now calls for the  
 20 Superintendent to provide to the Board disaggregated data for  
 21 advanced academic students including student achievement,

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1 attendance, suspension rate, graduation rate and standardized  
 2 test scores. We look forward to this initial data reporting.  
 3       Policy 6401 also now requires consistent  
 4 implementation, periodic evaluation and any necessary revision  
 5 related to identification processes as well as the  
 6 implementation of accountability measures for the monitoring and  
 7 evaluation of the administration, identification and  
 8 instructional delivery of advanced academic services in all BCPS  
 9 schools.  
 10       Firmed by this base provided by Policy 6401, we  
 11 advised interim Superintendent White at our meeting with her  
 12 last November, to initiate an outside evaluation of the advanced  
 13 academics/GT program in Baltimore County.  
 14       The last outside evaluation was done 25 years ago  
 15 and highlighted many of the same issues still being talked about  
 16 today. No evaluation has been done since the elementary GT  
 17 program changed in 2014. Further thinking has led us to believe  
 18 that there should be regularly scheduled internal program  
 19 reviews which also seems to be the direction of the proposed  
 20 COMAR revision.  
 21       It is also in the spirit of accountability that, at

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1 our Ed Tech meeting in December, we asked questions about how  
 2 software was chosen and evaluated with the GT student in mind  
 3 and how its efficacy is evaluated and why, at our April meeting,  
 4 we spoke with community superintendents about best practices and  
 5 evaluating principles related to GT and how to reign in  
 6 variability and inconsistency in GT identification and programs  
 7 within BCPS. We will continue to ask questions to further  
 8 accountability measures and are hopeful that you, as the Board,  
 9 will do the same.  
 10       Finally, I can't end the school year without a  
 11 call-out to Ms. Haleema Adekoya. She's been a delight to watch  
 12 on the Board this year. We also deeply appreciated her hosting  
 13 one of our meetings at her home school of Milford Mill and we  
 14 wish her all the best.  
 15       Also, a huge thanks to Verletta White. The forward  
 16 positive progressed that we have experienced the last few years  
 17 and the strong relationships we have built with Team BCPS would  
 18 not have happened without your leadership. We are very thankful  
 19 and appreciative and also wish you the very best. Thank you for  
 20 your time.  
 21       BOARD CHAIR CAUSEY: Thank you. Our next speaker is

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1 Ms. Kyria Joseph from the Baltimore County Alliance of Black  
 2 School Educators. Good evening and welcome.  
 3 MS. JOSEPH: Greetings to Board members and  
 4 Superintendent White on behalf of BCABSE which is the Baltimore  
 5 County Alliance of Black School Educators. We would like to  
 6 thank Ms. White for her service and leadership to Baltimore  
 7 County Public Schools.  
 8 We leave you, Ms. White, with this quote from  
 9 Martina Boone. You didn't find strength when you couldn't live  
 10 without it. You found it when you had something or someone you  
 11 loved so much that it forced you to stretch the edges of  
 12 yourself further than you though was possible. Ms. White, we  
 13 thank you for your strength.  
 14 We also congratulate Student Board member Haleema  
 15 Adekoya on her graduation and her service. She is truly a  
 16 leader and we, too, are proud of you and what you have become  
 17 for students who once did not have a voice.  
 18 We are thankful to the Board for responding to our  
 19 request. As we move forward, we are excited about the  
 20 opportunity to work with the Board and our new Superintendent,  
 21 Dr. Williams. BCABSE is a valued stakeholder group representing

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1 teachers, parents, paraprofessionals, office staff, building  
 2 service workers, principals, Board members, students and retired  
 3 educators, all who have a common desire to improve the quality  
 4 of education for children in Baltimore County Public Schools.  
 5 This work will require a relentless focus on  
 6 collaborating and the best interests of children. May we keep  
 7 this as our primary focus. Have a wonderful summer and enjoy  
 8 this time with your families.  
 9 BOARD CHAIR CAUSEY: Thank you. Our next speaker is  
 10 Tiffany Stith from the Northeast Area Education Advisory  
 11 Council. Good evening and welcome.  
 12 MS. STITH: Good evening, Superintendent White and  
 13 ladies and gentlemen of the Board.  
 14 Seeds are planted in soil. With the proper  
 15 conditions and care, seeds grow and begin to flower, produce and  
 16 even thrive. What happens when crowded conditions occur? Do we  
 17 uproot the flower? Only by replacing it in soil that is  
 18 comparable or better could we expect the flower to continue to  
 19 thrive. If not, placing it in any other type of soil would  
 20 result in the flower's withering and stagnation.  
 21 So, what do we do with the crowded conditions of the

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1 flower? With my metaphor, you've probably determined by now I'm  
 2 speaking about the children at Perry Hall Middle School who are  
 3 subjected to overcrowding at their home school.  
 4 Of the three options presented, none of them, as it  
 5 stands, work. Option One, the trailers would be a detriment to  
 6 the students in terms of more outdoor field and play space lost  
 7 to trailers without really alleviating crowding.  
 8 Option Two with annexing or break up existing  
 9 elementary schools and communities. The new bonds that students  
 10 and parents would try to establish as they integrated the new  
 11 schools and communities would be temporary as the students would  
 12 be moved yet again.  
 13 Option Three with redistricting could potentially  
 14 move students multiple times to different schools and some  
 15 students have already been redistricted to another elementary  
 16 school with the most recent boundary study, they haven't even  
 17 finished their first year.  
 18 Middle school redistricting would create yet another  
 19 disruption for these students. So, what do we do? First and  
 20 foremost, a new middle school needs to be built in order to  
 21 properly and most effectively deal with the overcrowding in the

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1 northeast area. We cannot lose sight of this, this is the  
 2 optimal solution for the community.  
 3 The financial plans determine how funds can be  
 4 allocated and set aside towards building the school that we need  
 5 must be created. Commit to create and commit to working with  
 6 our local and state politicians to get the money that our  
 7 district needs to address the much-needed capital improvements  
 8 throughout our county.  
 9 I liken it to if you need \$10,000 or \$100,000,  
 10 whatever it is for your down payment on a home, you may not have  
 11 it now but, do proper financial planning, you'll get there.  
 12 We might need to look at our budget, cut the fat,  
 13 perhaps even stat. There should be a document you have received  
 14 with some additional options that I'll just highlight quickly.  
 15 We also would suggest increasing magnet schools and  
 16 seats at the middle school level and the use of special permits  
 17 and transfers. There's a group of parents in the community who  
 18 have Perry Hall as their zoned school but they say that it's too  
 19 crowded. Allow those parents a special permission transfer to  
 20 another middle school, for example, comparable schools such as  
 21 Pine Grove Middle School which is not at capacity. There's

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1 another group of parents in the community, they want to stay at  
 2 Perry Hall Middle School, it is their designated home school,  
 3 let them stay.

4 We also recommend a hiatus on special circumstances  
 5 on Perry Hall Middle School as further outlined in the document  
 6 that's submitted. We also recommend a residency review and  
 7 verification.

8 There is a perception that many students attending  
 9 Perry Hall Middle School are being bussed in. So, verify their  
 10 residency, or lack of, if that's the case.

11 We would also say to do an extended and  
 12 comprehensive boundary study that may extend across the  
 13 northeast into other areas. We want to look for all options for  
 14 the middle schools including adjacent areas and boundary studies  
 15 across multiple areas so that the study is comprehensive.

16 BOARD CHAIR CAUSEY: Thank you. That concludes our  
 17 advisory group speakers. We now move to our individuals signed  
 18 up for public comment. Oh, I'm sorry. How could I do that?  
 19 Our next speaker is Ms. Jayne Lee from PTA Council of Baltimore  
 20 County. Good evening and welcome.

21 MS. LEE: Thank you. Good evening, Chair, Vice

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1 Chair, interim Superintendent White and Board members. For some  
 2 people, this is the end of the year. But, in PTA we look at  
 3 this as the beginning of a new year because, as of July 1st, we  
 4 will be helping our locals get their audits done, set goals for  
 5 next year, make goal-based budgets.

6 We have just finished our calendar for next year and  
 7 I'm happy to say that we're also planning to have area meetings  
 8 in each of our areas so that our local units can network and  
 9 train and directly meet with each other and advocate together.  
 10 Next week, I leave for Columbus, Ohio with the rest of the  
 11 Maryland delegation for the National PTA Convention followed  
 12 shortly after by the Maryland PTA Convention at which we are  
 13 doing a total revision of our By-Laws and perhaps we'll have  
 14 some changes to our organizational structure.

15 I would also like to invite each one of you to come  
 16 to our meetings and communicate with us. It would be nice.  
 17 Don't wait for me to call you. Please, contact me. You're all  
 18 invited to any meeting.

19 If we work together in the mission and purpose of  
 20 bettering children's lives at home, in school and in the  
 21 community, the children are the winners.

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1 Lastly, I want to thank all of the staff and support  
 2 staff of BCPS, a special thank you to Ms. White and Ms. Beytin  
 3 for your years of service to Baltimore County's children and to  
 4 our Student Member, my cousin wrote this little song a few years  
 5 back. The words went, teach the children well and let them lead  
 6 the way.

7 I think you are living proof that, in Baltimore  
 8 County schools, we teach our children well because you are  
 9 certainly leading the way and we expect to see a lot more of you  
 10 in the future. Thank you. (Applause.)

11 BOARD CHAIR CAUSEY: Thank you. Our next speaker  
 12 for the evening is Ms. Jen Weaver. Good evening and welcome.

13 BOARD CHAIR CAUSEY: Orem's, Fifth District, Pine  
 14 Grove Elementary, Woodholme, Shady Spring, Perry Hall  
 15 Elementary, Elmwood, Grange, Sussex, Timonium, Harford Hills,  
 16 Joppaview, Reisterstown, Milbrook, Fullerton, Deep Creek  
 17 Elementary and Pleasant Plains.

18 According to the 2018 Student Counts Report, those  
 19 17 schools have a higher building utilization than Perry Hall  
 20 Middle School. As far as I can find from all of the capital  
 21 budget and improvement information on the BCPS website, those 17

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1 schools aren't included in any plan or study for overcrowding  
 2 relief.

3 My name is Jennifer Weaver. I am a Pleasant Plains  
 4 Elementary School parent and PTA secretary. I'm also a BCPS  
 5 resource teacher who currently works primarily to support our  
 6 middle schools.

7 I want to be clear that I'm not here to diminish the  
 8 needs of Perry Hall Middle School. As the largest and most  
 9 overcrowded middle school, they are dealing with an overcrowding  
 10 situation that makes the sheer volume of students a challenge to  
 11 manage. But, their need is not isolated and not every school  
 12 has vocal champions like Ms. Henn or Mr. David Marks, to promote  
 13 their causes. Which is why I'm here.

14 I would like to recall some things that were stated  
 15 at the May 7th Board meeting. With regards to her motion for a  
 16 boundary study for Perry Hall, Ms. Henn stated that her  
 17 confidence is in Dr. Brown and his team to do this right.  
 18 Overcrowding of our schools is a complex issue that requires  
 19 time and careful study to resolve and I implore you all to trust  
 20 Dr. Brown and his team to do this right.

21 If a solution for Perry Hall Middle comes at the

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1 expense of the needs of other schools, than perhaps you need to  
 2 be more careful in what you're asking the system to do. BCPS  
 3 has the funding allotted to do a comprehensive long-term capital  
 4 project study. There are plans for an additional elementary and  
 5 middle school to be built in the northeast area even though the  
 6 funding is on hold and there are 17 schools that I just named  
 7 that have at least the same need as Perry Hall Middle that are  
 8 waiting for their own urgent overcrowding relief options.

9 I'm leaving for you a spreadsheet of information  
 10 that I gathered from the BCPS website, student count reports and  
 11 facilities studies done over the year. When I look at this  
 12 data, I don't see an easy or quick solutions for all students  
 13 with needs. These challenges must somehow be prioritized and  
 14 addressed with a careful urgency.

15 Pleasant Plains Elementary School is at 138 percent  
 16 capacity and has been overcapacity for at least five years. We  
 17 have 8 relocatable classrooms and only two office staff to do  
 18 the work of three. Our cafeteria is crowded. Our lunch shifts  
 19 span three hours. We don't have enough bathroom and our  
 20 building was last expanded in 1974.

21 Please make a decision today that doesn't exclude

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1 considerations for Pleasant Plains Elementary School or any  
 2 other schools' needs. Thank you for continuing to fight for  
 3 what's best for all of our children. (Applause.)

4 BOARD CHAIR CAUSEY: Our next speaker for the  
 5 evening is Preston Snedegar. Good evening and welcome.

6 MR. SNEDEGAR: Thank you. To the honorable men and  
 7 women of Baltimore County. Baltimore County of Education  
 8 utilizes Robert's Rules of Order to conduct meetings. There's  
 9 some very special exceptions. Number one, the lottery for  
 10 citizens to determine if they win permission to speak. Number  
 11 Two, not allowing citizens to yield their time to another speak.  
 12 Baltimore County School Board allows politicians, at their  
 13 request, to speak freely at this Board meeting. The Baltimore  
 14 County School Board allows stakeholders to speak on a favored  
 15 status. The average tax-paying citizen is provided a degraded  
 16 status to speak at Board meetings.

17 This degradation is so bad that the citizens may  
 18 never, ever be able to speak in the first Board meeting or the  
 19 second Board meeting or the third Board meeting. Standard  
 20 statistical analysis.

21 These two alterations, additions or addendums to

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1 Robert's Rules of Order are designed specifically to shut you  
 2 up, the average citizen.

3 The racial conflicts of separate but equal come to  
 4 mind here, as well as the philosophy of Descartes. Descartes  
 5 believed that what separates man from the animal kingdom is our  
 6 ability to question. If you take the general public's ability  
 7 to question out, you treat them like an animal.

8 Maybe this is why it felt, while I was trying to  
 9 question this Board on some issues two meetings ago. I have  
 10 some solutions for this problem. I'm a businessman.

11 A new stakeholder group needs to be created having  
 12 the same status as the other groups. I, Preston Snedegar,  
 13 volunteer to serve as the initial Chair. What I want to call it  
 14 is QED. Quality Erederek Demonstratum. Latin translation, that  
 15 which is to be demonstrated.

16 Let the people help you. You have a massive amount  
 17 of very intelligent, articulate people. They won't come back  
 18 three times. They won't do it.

19 Now, the new group will allow the tax-paying  
 20 citizens the right to speak out, question or offer solutions to  
 21 problems on equal footing. I believe it's not too distant past,

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1 Mr. Russell T., Kuehn? I don't want to pronounce his name  
 2 wrong. A member of the Board of Education indicated that, with  
 3 a stroke of a pen, he could make changes. Fine by me. I humbly  
 4 asked that he take appropriate actions to honor my request  
 5 knowing full well that time is of the essence. I can hand these  
 6 out to you since I have extra time. Whatever the protocol is.

7 But, this is a tough issue for me.

8 BOARD CHAIR CAUSEY: Sir, if you have documents to  
 9 hand out, you may hand them to Mr. Shaw and he'll hand them to  
 10 the Board. Thank you. MR. SNEDEGAR: I have  
 11 two grandkids that may come to Baltimore County soon. I want  
 12 you to be the best but I don't see that. I can help you make it  
 13 the best. That's why I'm here. Thank you. (Applause.)

14 BOARD CHAIR CAUSEY: Thank you. Our next speak for  
 15 the evening is Dr. Bash Pharoan. Good evening and welcome.

16 DR. PHAROAN: Good evening you all. I don't have  
 17 anything with me except my words. Ms. White, I thank you,  
 18 personally. I know you will be doing well in whichever endeavor  
 19 you undertake. I truly thank you for your services.

20 So, my question today to the Board, what do you want  
 21 our students to be after they graduate? Usual answer is to



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1 excel in math, science and English. Of course, that's good.  
 2  
 3           However, I propose to you, our Board of Education,  
 4 to educate our students to learn to tell the truth, to be  
 5 honest.  
 6           To that, I want to go to June 4th. It was supposed  
 7 to be a professional day coinciding with the Muslim holiday Eid  
 8 al-Fitr and has been sacrificed as a make-up day. Which means  
 9 not only we sacrificed it, we sacrificed the rights and the  
 10 culture of the Muslim students in the county.  
 11           This is in contrast to the other minority which is  
 12 treated most special, most favorably and the professional days  
 13 are coinciding with Yon Kippur and Rosh Hoshana. Of course,  
 14 they don't really get sacrificed because they are in the  
 15 beginning of the year.  
 16           To me, this is disparate treatment and it does not  
 17 really fit what the Board of Education stands for.  
 18           The calendar is really packed with holidays.  
 19 Sometimes, some Board members say, you know, what's equal  
 20 treatment? So, I'd like to really focus on that in my minutes.  
 21           The Board of Education made a grave mistake in 1995

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1 when it closed on the Jewish holidays of Rosh Hoshana and Yom  
 2 Kippur without any objective secular reason. It was a political  
 3 reason. It is the time to fix that.  
 4           Do not close on any religious holiday. Just close  
 5 on COMAR holidays. Four professional days is too much. The  
 6 teachers don't need four of them. Three is plenty. Maybe two.  
 7 It's time to be electronic. It's time to communicate in a  
 8 different way. I think starting after Labor Day is more  
 9 appropriate.  
 10           The website, basically, is not a valued way of, you  
 11 know, we don't know who voted on the website. We don't know  
 12 whether they live in the county or not. We don't know if they  
 13 are legal or illegal, whether they are cousins or friends or  
 14 visitors or anything like that.  
 15           I ask you to take these (closing bell).  
 16           BOARD CHAIR CAUSEY: Thank you, Dr. Pharoan. Our  
 17 next speaker for the evening is Mr. Ryan Baldwin. Good evening  
 18 and welcome.  
 19           MR. BALDWIN: Good evening to the Board of BCPS  
 20 leaders. My name is Ryan Baldwin and I am a 2nd grade student  
 21 at Pleasant Plains Elementary. I want to share my experience as

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1 a student in a very overcrowded school.  
 2           Right now, we have 703 students and our school is  
 3 built for 509. Even though our staff works really hard, I love  
 4 my school. But, it's very hard to be in such a cramped space.  
 5  
 6           My classes have always had almost 30 kids and the  
 7 spaces we share like the cafeteria, gym and bathrooms are always  
 8 tight on space. Four bathrooms are not enough. Lunch at 10:30  
 9 is too early.  
 10           We also need more staff to support counselors like  
 11 Ms. Vee helped me on noise, crowds overwhelmed me. Our behavior  
 12 staff like Mr. Sinkard keeps kids safe and calm. We shouldn't  
 13 have to fight to get the staff we need.  
 14           I really want the Board of Education and BCPS to  
 15 find a way to make our school bigger and help the overcrowded  
 16 schools.  
 17           My dad teaches at Perry Hall Middle and they need  
 18 help, too. You need to find a way to help both schools. This  
 19 week, we started a unit on inches and feet. We need a lot more  
 20 of those in our school. Thank you. (Applause.)  
 21           BOARD CHAIR CAUSEY: Thank you, young man. That's

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1 great. Thank you so much for coming. Next, we have Ms. Colleen  
 2 Baldwin. Good evening.  
 3           MS. BALDWIN: Good evening, Chairwoman Causey, Vice  
 4 Chair Henn, members of the Board and the BCPS leadership in  
 5 attendance tonight. My name is Colleen Baldwin. I am the PTA  
 6 Vice President at Pleasant Plains Elementary, the parent of this  
 7 awesome 2nd grader and a future Panther, and I'm also a proud  
 8 BCPS spouse. I appreciate the opportunity to speak to you  
 9 again.  
 10           As you well know, Pleasant Plains has been at 138  
 11 percent of its state-rated capacity for the better part of this  
 12 school year. Time and again, we've shared how years of  
 13 projected enrollment data egregiously misses the mark as  
 14 compared to our real-life numbers. We are the fourth most  
 15 overcrowded school in the county with core spaces that were  
 16 deemed under-sized more than 10 years ago for our state-rated  
 17 capacity.  
 18           Despite receiving additional relocatables and modest  
 19 staffing increases this year, there is still no clear direction  
 20 on a permanent solution for the critical mass of students in our  
 21 school. Furthermore, we remain significantly under-staffed for

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1 next year with only one reading specialist, inadequate special  
 2 education, counseling and social work resources, one full-time  
 3 daytime custodian and insufficient clerical support.

4 After being granted a second behavior  
 5 interventionist midway through this year, it was denied for  
 6 2019-2020. Consequently, we plan to lean on Title I funds to  
 7 maintain that support. Funds that, in my opinion, should not  
 8 have to be used to supplement BCPS staffing failures.

9 I'd like to make it very clear that neither I, nor  
 10 my peers representing Pleasant Plains, have ever sought to  
 11 position the needs of our school as more important than those of  
 12 another. Nonetheless, given tonight's discussions around  
 13 capacity relief for Perry Hall Middle, I feel compelled to  
 14 address that elephant in the room.

15 You see, I am uniquely tuned into this issue  
 16 because, in addition to being a Pleasant Plains parent, my  
 17 husband has spent more than half of his 17-year teaching career  
 18 at Perry Hall Middle.

19 I understand that the state legislature's failure to  
 20 pass the Build to Learn Act impacts current capital improvement  
 21 plans and the needs of Perry Hall Middle carry significant

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1 merit.

2 However, it infuriates me that the proposal to  
 3 redistrict Perry Hall Middle twice in the next several years  
 4 would come at the expense of any work to develop a plan for  
 5 Pleasant Plains.

6 We have more than demonstrated that we want to  
 7 partner with the experts in our system to find a solution. The  
 8 sense of urgency for our community is at a fever pitch. This  
 9 Board and BCPS leadership must do better and stop cutting its  
 10 nose to spite its face.

11 We need to move beyond being on your radar and  
 12 implore you to initiate an immediate call to action that results  
 13 in more equitable solutions for our communities. Thank you.  
 14 (Applause.)

15 BOARD CHAIR CAUSEY: Thank you. Our next speaker is  
 16 Ms. Brooke Angel. Good evening and welcome.

17 MS. ANGEL: Members of the Board. Hi, I am Brooke,  
 18 a 6th grader at Perry Hall Middle and although I get a good  
 19 education, it is unfair that I have to go to different schools  
 20 than my sisters. While I will stay at PHMS, my sister who is  
 21 going to 6th grade will get moved to a different school. Also,

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1 my other sister is still in elementary school so my siblings and  
 2 I will all be going to different schools. It will be hard for  
 3 me and my family to fit into the time restrictions for the  
 4 different schools. Also, my hourlong commute makes me wake up  
 5 earlier and makes me more tired throughout the day.

6 Lastly, I have lots of homework as a GT student and  
 7 spend up to four hours on it daily. This makes the stress  
 8 enough already. Since building a new school is really the only  
 9 way to solve the over-crowding issues, you should make it easier  
 10 for everyone here and stop annexing and redistricting our  
 11 students.

12 Also, redistricting may provide relief for  
 13 overcrowding at Perry Hall Middle School while potentially  
 14 moving our students and school community up to three times over  
 15 an anticipated five-year period. Thank you. (Applause.)

16 BOARD CHAIR CAUSEY: Thank you. Our next speaker  
 17 for the evening is Ms. Ranuka Rege. Good evening and welcome.

18 MS. REGE: Good evening. My name is Ranuka Rege and  
 19 I am an attorney with the Public Justice Center. I'm here to  
 20 comment on Baltimore County Public Schools' Student Discipline  
 21 Policies 5550 and 5560, which are up for third reader before the

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1 Board for this evening.

2 The PJC appreciates BCPS's efforts to bring its  
 3 discipline policies into compliance with governing law. We  
 4 express our support for the most recent drafts of the policies  
 5 that are before you today and we urge the Board to vote to pass  
 6 these policies to ensure that they are in line with state and  
 7 federal law.

8 We look forward to continuing to work with BCPS once  
 9 the policies are passed to ensure that they are implemented,  
 10 both through administrative regulations and in practice so that  
 11 BCPS can best serve all its students to the fullest extent.  
 12 Thank you.

13 BOARD CHAIR CAUSEY: Thank you. Our next speaker  
 14 for the evening is Ms. Megan Boyer. Good evening and welcome.

15 MS. BERGER: Good evening. My name is Megan Berger  
 16 and I'm an attorney with Disability Rights Maryland. I am also  
 17 here to support the most recent drafts of Discipline Policies  
 18 5550 and 5560.

19 The Board has been working for the past year to  
 20 revise the policies to ensure that they are fully in conformance  
 21 with Maryland Law. We appreciate these efforts and are here

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1 today to urge the Board to vote to pass Discipline Policies 5550  
 2 and 5560. These policies are a positive step forward for our  
 3 clients and other students in Baltimore County.

4 We look forward to continuing to work with BCPS to  
 5 ensure that these policies are fully implemented and that staff  
 6 are appropriately trained on the new policies. Thank you very  
 7 much.

8 BOARD CHAIR CAUSEY: Thank you very much, Ms.  
 9 Berger. Our next speaker for the evening is Mr. Mark Cherry.  
 10 Good evening and welcome.

11 MR. CHERRY: Good evening. Good evening, Board  
 12 members. This evening, you will be presented with a report from  
 13 Dr. Brown on the northeast middle school boundary study. This  
 14 study is looking specifically at the overcrowding issue at Perry  
 15 Hall Middle School. It is my understanding that the study  
 16 developed three different options for you to decide on this  
 17 evening.

18 After reading the report myself, there was only one  
 19 choice that was made that made the most sense to me as a parent  
 20 and part of this community. Option one which was stay the  
 21 course and push for capital improvement on the Perry Hall Middle

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1 School area.

2 Dr. Brown presented the idea of annexation as part  
 3 of an easy solution for Perry Hall Middle School. Based on the  
 4 proposal, Option Two would annex the Chapel Hill neighborhood  
 5 east of I-95 to Stemmers Run Middle School and some of the  
 6 Vincent Farms neighborhood to Middle River Middle School.

7 According to the report, this would be a temporary  
 8 fix until a new middle school is built, after such time, BCPS  
 9 would redistrict this portion of the community.

10 One factor to be considered is that these  
 11 neighborhoods just went through a redistricting process due to  
 12 the opening of the Honeygo Elementary. The area of Chapel Hill  
 13 east of I-95 just had 225 children redistricted from Vincent  
 14 Farms to Chapel Hill Elementary at the start of the school year.

15

16 While both schools are great schools, this first  
 17 round of moving still caused a lot of disruption anxiety within  
 18 our children. Many of our kids do not want to go to Chapel Hill  
 19 because they do not feel like anyone knows them.

20 We are once again telling these same children to  
 21 attend a school in a community where nobody knows them. In one

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1 neighborhood, we have Gabriella, who is from Vincent Farms  
 2 during 4th grade, Chapel Hill this year for 5th grade and 6th  
 3 grade at Perry Hall Middle. Under this proposal, she will start  
 4 7th grade at Stemmers Run Middle School. That is four schools  
 5 in four years for just her. That is only one individual.

6 Temporary solutions don't work. BCPS has a long  
 7 history of stating this will be temporary. Yet, the temporary  
 8 changes will become permanent.

9 BCPS uses trailers as temporary solutions due to an  
 10 increase in population yet Perry Hall High School has had  
 11 trailers for over 20 years. Perry Hall Middle School for many  
 12 years and Chapel Hill for 11 years. It is rumored that in over  
 13 20 years, Perry Hall will get a new middle school and high  
 14 school. Dr. Brown states annexation will be a temporary  
 15 solution because a new middle school will be built, hopefully,  
 16 in the next few years. Yet, no date has been specified.

17 We don't want our children to be another temporary  
 18 solution. Once you saw overcrowding at Perry Hall Middle, you  
 19 will then have to address overcrowding at Perry Hall High  
 20 School. What does that mean for our children? Another move?  
 21 When you vote tonight, please vote for Option One,

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1 to stay the course and fight for proper funding to build the new  
 2 school. Our children's education has already been disrupted  
 3 once. Please do not disrupt it again. (Applause.)

4

5 BOARD CHAIR CAUSEY: Thank you. Our final speaker  
 6 for this evening is Ms. Suzanne Forno. Good evening and  
 7 welcome.

8 MS. FORNO: Good evening. As parents of Chapel Hill  
 9 Elementary and Perry Hall Middle School students, we have many  
 10 concerns about the proposed relief strategies for Perry Hall  
 11 Middle School.

12 While we can all agree that Perry Hall Middle is  
 13 overcrowded, students are still able to attend and receive a  
 14 quality education. This is because the faculty and staff have  
 15 learned to manage through these outrageous numbers that have  
 16 been caused by the continued building of homes in the desirable  
 17 Perry Hall area.

18 As you walk through our objections to Options Two  
 19 and Three, please remember you are not just voting to  
 20 potentially move numbers, you are deciding whether to move young  
 21 students in their formative years multiple times.

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1 The proposed annexation or redistricting of the  
 2 eastern side of Perry Hall Middle School poses a hardship on  
 3 many families whose students just changed elementary schools  
 4 this year. Asking these same families to move again is simply  
 5 unfair and unreasonable.

6 These students took time to adjust to the new  
 7 school. If they were being annexed or redistricted and the new  
 8 middle school is funded, some students would move three times in  
 9 five years.

10 Annexation brings with it additional complications.  
 11 Students travel further to school and back. The greater  
 12 distance makes it more difficult for students to participate in  
 13 after-school activities when parents must pick them up. It  
 14 increases the difficulty of managing family time and  
 15 participating in after-school events.

16 Or, an even greater concern is the difficulty for  
 17 students to truly become part of a school community when they're  
 18 supposed to be there only temporarily. Annexation will cause  
 19 unnecessary stress and anxiety for these families.

20 Redistricting seems premature if we are still  
 21 anticipating the building of the new middle school.

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1 Redistricting affects students, teachers and their families. It  
 2 is a costly process that will need to be done twice if the new  
 3 middle school is built.

4 The process of redistricting is long and stressful  
 5 for all families involved. To ask families that are just  
 6 settling in from this past year's redistricting to go through  
 7 this process again, potentially twice, is unacceptable.

8 Redistricting Perry Hall Middle School now would  
 9 also be asking others with greater capacity issues to step aside  
 10 and wait longer for the relief they have been anticipating.

11 Based on projections, the new middle school must be built as the  
 12 region will soon be over 100 percent capacity, collectively.

13 Yet, this premature redistricting could impact the funding as we  
 14 have seen in Dr. Brown's presentation.

15 As you vote tonight, please realize that the true  
 16 solution is procuring the capital funding to get the new middle  
 17 school built and then, and only then, go through a comprehensive  
 18 redistricting process.

19 We strongly recommend Option One for the best  
 20 interests of the students and families of Baltimore County.  
 21 (Applause.)

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1 BOARD CHAIR CAUSEY: Thank you. The next item is  
 2 public comment on policies. Individuals have previously signed  
 3 up for policies. I would ask the speakers to observe the  
 4 three-minute clock which will let you know when your time is up.  
 5 Please conclude your remarks when you hear the bell or see that  
 6 time has expired. The microphone will be turned off at the end  
 7 of your time and it could be turned off if a speaker addresses  
 8 an issue that is not related to the policy.

9 The first speaker for Board Policy 1270 is Ms. Diana  
 10 Bergman. Good evening and welcome.

11 MS. BERGMAN: Good evening. Which policy is it  
 12 again?

13 BOARD CHAIR CAUSEY: 1270.

14 MS. BERGMAN: So, 1270 is a policy coming up for  
 15 review and I'm concerned once again. This is the policy that's  
 16 coming up for review for family and parent engagement. It says,  
 17 cost analysis, physical impact on school system, no physical  
 18 impact is anticipated by the re-adoption of this policy.

19 Back in 2014, I was a stakeholder that got to  
 20 participate in a focus group revising the policy for parent and  
 21 family engagement. Back in 2014, Baltimore County looked very

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1 different than what it does now. We have a lot of language  
 2 barriers, a lot of families throughout our whole county that  
 3 have every right to be engaged in their child's education. A  
 4 language barrier should not prevent those families.

5 So, what I'm proposing for this policy is that, in  
 6 addition, it also includes this policy to give these families  
 7 the opportunity to receive information communication-wise so  
 8 they can be actively engaged in their community, in their school  
 9 community and in their child's education.

10 Montgomery County has been doing this since back in  
 11 1997. They've provided a lot of families that spoke a large  
 12 population as a different language besides English, information  
 13 to those parents so they could be engaged.

14 We have the technology to do that today. We have  
 15 the resources, and we're always asking for resources, to be able  
 16 to do this. There should be part of the policy that requires  
 17 that we give this information to families.

18 That language barrier shouldn't be a hiccup.  
 19 They're part of our community as well. Thank you.

20 BOARD CHAIR CAUSEY: Thank you. Our next speaker on  
 21 Policy 1270 is Dr. Bash Pharoan. Welcome back.

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1 DR. PHAROAN: Thank you, all. I would like to add,  
 2 really, my experience. As you know, I am a real American. I  
 3 came 45 years ago. I didn't know pretty good in English. I  
 4 used to speak French. The county at that time was basically one  
 5 color, point one, something like that. Maybe one religion.  
 6 Dr. Hairston talked about seismic change in 2005, if  
 7 I remember. February of 2005, we had a presentation here about  
 8 the changes and the website says that students come from 100  
 9 different nations and so forth.  
 10 So, my request for you as Board members, and for  
 11 administration, is that when you deal with students that have a  
 12 beautiful accent like mine, to kind of feel sensitive to make  
 13 sure that they understand the rules, they understand the  
 14 implications.  
 15 I do not really truly condone that the United  
 16 States, to be like Canada, like Quebec versus Ontario. I'm very  
 17 strong supporter of everyone to learn proficient English and  
 18 communicate. But, in the beginning, immigrants really need that  
 19 help and I think that's really important.  
 20 The other part I want to ask the Board to consider  
 21 is as we, in the policy, involve parents, we need to give

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1 parents incentive to be involved. So, involving parents  
 2 requires more effort, more communication, more invitation, more  
 3 addressing to what is making them not really be as involved as  
 4 they should be.  
 5 I don't profess that I have a real prescription for  
 6 that. I basically ask you to be sensitive to that issue because  
 7 parents who have drug problems, depression problems, overwhelmed  
 8 by handicapped children, special education children, etc., would  
 9 need treatment that is special versus a parent who is a  
 10 professional educated, has a stable life, etc.  
 11 So, I hope you take my comments and the substance of  
 12 the policy. I'm not really criticizing the language. I'm just  
 13 really asking you to be sensitive to those two issues. Thank  
 14 you, again. I have 21 seconds. Thank you.  
 15 BOARD CHAIR CAUSEY: Thank you. We do have one more  
 16 speaker on Policy 1270. Ms. Sharon Saroff.  
 17 MS. SAROFF: Good evening. I have previously noted  
 18 my concerns about how Baltimore County communicates with its  
 19 stakeholders and its parents.  
 20 I have many clients who do not have access to  
 21 computers, cell phones, Facebook, the internet, and yet that

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1 seems to be the only way we are willing to communicate. I know  
 2 that you're not changing this policy but I think you need to be  
 3 more sensitive to those individuals who do not have access to  
 4 the only way you seem to be willing to communicate so that  
 5 you're communicating with everybody and not those who are able  
 6 to afford it.  
 7 The other issue that I have a concern about with  
 8 this policy is, again, what Ms. Bergman mentioned. We need to  
 9 have a sensitivity to those individuals who do not speak  
 10 English.  
 11 I have a few clients who do not speak English very  
 12 well and I do not speak their language very well. I can tell  
 13 you that it's a big barrier and we have to be sensitive to their  
 14 concerns just as much as we are to anybody else in our school  
 15 system.  
 16 So, maybe it's time to change that particular policy  
 17 and make it a little more sensitive to those individuals who  
 18 don't speak our language and those individuals who have  
 19 different access than those of us like you and me.  
 20 BOARD CHAIR CAUSEY: Our next policy is Policy 3720.  
 21 Our first speaker is Ms. Diana Bergman.

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1 MS. BERGMAN: Hi. So, Policy 3720, Behavior Threat  
 2 Assessment, is actually one that all the LEAs have to consider  
 3 and put in place together because of the Maryland Safe Act of  
 4 2018.  
 5 My concern with this policy is it has a lot of  
 6 language, it has too much language. When we look at the  
 7 policies, I think it should be a lot more simple because the  
 8 implementation of the policy and the details of that come in the  
 9 rule.  
 10 I think it's going to overlap in other parts of the  
 11 process that we have to comply with with federal and state law.  
 12 So, one of my concerns is regarding the special  
 13 education community and how we're going to document the process  
 14 for the behavior threat assessment when it comes to our children  
 15 with special needs and where is that information going to be  
 16 stored? Because, that's going to create a record of data for a  
 17 child with special needs.  
 18 We already have a process and system in place to  
 19 make sure that child gets their issues addressed for that. So,  
 20 my concern, I feel uneasy. I know it's going to be a few  
 21 hiccups because this is the first time we're creating this

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1 policy. But, at the same time, I say use caution, look at the  
 2 language and make sure that you're not stepping on the toes of  
 3 what's required to be produced by the Superintendent in the  
 4 rules.  
 5 So, that's my recommendation. Thank you.  
 6 BOARD CHAIR CAUSEY: Thank you. Our next speaker on  
 7 Policy 3720 is Dr. Bash Pharoan.  
 8 DR. PHAROAN: Thank you, Madame Chair. Policy 3720,  
 9 my three sons benefitted from special education. I read the  
 10 policy and I understand it. However, my concern is about the  
 11 lack of objectivity in it. In essence, what I'm saying is  
 12 certain wordings are flexible wordings and can be misused.  
 13 So, in Item IA, behavior threat assessment, I ask  
 14 you as a Board to have some sort of objectiveness in the threat  
 15 assessment. The same thing goes with behavior may pose a threat  
 16 to the safety of school, etc.  
 17 As you know, we have plenty of stereotypes in the  
 18 United States. There is still disparate treatment based on  
 19 color, religion, national origin, etc. There are other  
 20 languages in it, in their definition Item C, the intent to cause  
 21 physical harm to someone.

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1 In that, I want to say adults make mistakes.  
 2 Students, as they are growing, make mistakes. It's human to  
 3 err. So, when I read the policy, I wonder whether this policy  
 4 can be used to be so strict and strong and taking actions  
 5 against students who may not really truly pose a real threat but  
 6 this is part of the growing, the way of them expressing it.  
 7 Last, but not really least, on the next page where  
 8 we developing process for regular assessment and intervention  
 9 including mechanisms for identifying, assessing, intervening  
 10 with individuals whose behavior may pose a threat.  
 11 Again, I wonder how this policy would be applied.  
 12 You and I and others see on television, for instance, police men  
 13 and women abusing their authority against others who later prove  
 14 to be innocent.  
 15 So, my concern is if the child as a disability of  
 16 some sort, illness of some sort, etc., how can this policy  
 17 really differentiate treating that student versus someone who is  
 18 a real threat.  
 19 I hope you understand what I'm trying to say. I  
 20 guess the devil is in the details and the devil is in the  
 21 application and I ask you basically to take that into

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1 consideration after approving the policy. Hopefully, that would  
 2 be good for all of us. Thank you, again.  
 3 BOARD CHAIR CAUSEY: Thank you. Our next speaker is  
 4 Ms. Sharon Saroff.  
 5 MS. SAROFF: Last month, you heard me speak rather  
 6 passionately about my son who was a known behavior problem. The  
 7 reason I am bringing this up is because my son was considered a  
 8 threat to his middle school to the point where the SRO grabbed  
 9 him and put him in handcuffs. The reason being was because he  
 10 had the audacity to push his way out of a room where he was not  
 11 allowed to leave. In doing so, he knocked down the principal  
 12 and the IEP Chair. For a very long time, both of them  
 13 considered that my son was a threat.  
 14 I'm bringing this up because I have a concern about  
 15 any policy that doesn't note in its language sensitivity to kids  
 16 with disabilities.  
 17 A lot of people here on this Board who know my son  
 18 have shown shock that my son would ever be considered a threat  
 19 to the point where he is in handcuffs. There are a lot of  
 20 students on my caseload that you would be shocked to figure out  
 21 that they have been arrested by the police of you knew them.

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1 We really do need to have not just training in what  
 2 the policy is, in what the procedure is, we have to have  
 3 training for our teachers, for our administrators, for everybody  
 4 in the school building including janitors, cafeteria staff, bus  
 5 drivers, so that they understand the ins and outs of special  
 6 needs individuals and know how to de-escalate a situation and  
 7 know how to tell the difference between an actual threat and a  
 8 child who may not understand the situation that he's in and  
 9 having an SRO misinterpret what is going on. Everybody needs to  
 10 be trained and I'm looking at who you're going to have on these  
 11 committees.  
 12 I can tell you that a lot of the meetings I've had  
 13 this year where administrators have been part of those meetings,  
 14 IEP meetings, they have absolutely no idea what is involved in  
 15 special education. (Closing bell.)  
 16 BOARD CHAIR CAUSEY: Our next policy is 4104,  
 17 Personnel Conduct, Technology Acceptable Use Policy. The first  
 18 speaker is Ms. Diana Bergman.  
 19 MS. BERGMAN: On Board Policy 4104 regarding staff  
 20 and non-employees for approval. So, what's acceptable policy.  
 21 One of the things that I want to know, could there

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1 be included a process of determination of when non-acceptable  
 2 usage of BCPS equipment is used by staff members during  
 3 instructional time for social media or sharing information  
 4 that's not accurate to the public. What does that process look  
 5 like? Like, an appeal process or a disciplinary action process?  
 6 I don't know. The policy doesn't really identify what that  
 7 looks like.  
 8 So, I'll give you a scenario example. Let's say you  
 9 have a BCPS teacher Tweeting something on Twitter and the  
 10 information provided about the school community is not accurate.  
 11 It could be misleading information and then you have parents  
 12 calling with concerns. Maybe they had a fire drill and the  
 13 communication on social media was that it was an actual fire  
 14 when it wasn't a fire. How does that get addressed? How is  
 15 that use of using BCPS technology equipment and social media  
 16 during instructional time providing that big hiccup, mistake, or  
 17 whatever, how is that addressed? What is that process to hold  
 18 that person accountable so we don't have misinformation out when  
 19 it comes to BCPS staff or any person that represents BCPS  
 20 including Board members. Thank you.  
 21 BOARD CHAIR CAUSEY: Thank you. Dr. Bash Pharoan?

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1 DR. PHAROAN: Thank you, Madame Chair. Policy 4104,  
 2 I basically want to talk about the second page where it talks  
 3 about the Board prohibits the illegal and unethical use of the  
 4 school system's technology.  
 5 I have no issues with illegal. I basically request  
 6 some sort of clarification for unethical.  
 7 This is another word that, when I read hospital  
 8 rules, school rules, etc., it can be misused, it can change with  
 9 time. What's the definition of ethical versus unethical? I  
 10 really wonder if there is a way to clarify that. Whether it's a  
 11 different section of the school system.  
 12 My concern is what is ethical yesterday may not  
 13 really be ethical tomorrow and it really depends on how the  
 14 political system or the interaction. I, myself, as a physician,  
 15 I see it happening in hospitals I work with where certain things  
 16 are okay for someone and not okay for another or at a certain  
 17 time, it is ethical at a certain time and then it changes.  
 18 So, if there is a way of clarification to make sure  
 19 it would not really be abused and used in an inappropriate way.  
 20 I thank you very much for listening.  
 21 BOARD CHAIR CAUSEY: Thank you. Policy 6202 is

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1 Instruction and Instructional Services, Technology Acceptable  
 2 Use Policy for Students. The first speaker is Ms. Diana  
 3 Bergman.  
 4 MS. BERGMAN: So, Policy 6202, Technology Acceptable  
 5 Use Policy for Students. This is another policy that I think  
 6 has too much language for a policy regarding our students.  
 7 You're looking at each scenario throughout BCPS for our students  
 8 using technology and what that looks like. In the schoolhouse,  
 9 that's determined by the Superintendent. They're the experts  
 10 and their staff are the experts to decide how we move forward on  
 11 this policy of what's acceptable and not acceptable. We need to  
 12 have a little bit more confidence when we're writing these  
 13 policies, that our schoolhouse principals are capable and are  
 14 professionals to take care of what's appropriate on the use of  
 15 BCPS technology. They're the ones on the ground working with  
 16 our students.  
 17 You create a policy that is requiring a rule to have  
 18 a lot of details and then you have a lot of different  
 19 implementation throughout our school system because that's what  
 20 usually happens with some of these policies that are providing  
 21 too much information and not giving the rule an opportunity to

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1 be consistent across the board through all the schoolhouses.  
 2 So, I feel very similar, too. There is no reason  
 3 why students during the school day accessing technology to  
 4 access their education should even be able to access any social  
 5 media with any BCPS device.  
 6 So, that's my peace on this policy. Thank you.  
 7 BOARD CHAIR CAUSEY: Thank you. The final speaker  
 8 on Policy 6202 is Dr. Pharoan.  
 9 DR. PHAROAN: Madame Chair, Board members, 6202,  
 10 again, I ask for clarification. I'd like to focus on two more  
 11 things. In the middle of the first page, learning that supports  
 12 the curriculum, the instructional program and students.  
 13 So, the support here is also, again, to me as one  
 14 sitting on this side, is vague. How much support you will do,  
 15 what kind of support it is? Maybe somehow we can clarify that  
 16 in a different time or location that everyone would know what  
 17 the support would be.  
 18 The second point is about blocking sites or maybe  
 19 allowing students to see certain sites. I don't know enough  
 20 about the school system but I kind of reflect on the blocking of  
 21 certain sites like in certain hospitals I go to check on

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1 something and it is blocked where it is really education in  
 2 nature. I wonder whether the school system would be truly just  
 3 blocking the sites that are truly inappropriate and not go  
 4 beyond that. It's difficult to have a clear line in between and  
 5 I don't know how to make that line.

6       Nonetheless, I would ask you for some sort of  
 7 clarification of how it is being done.

8       On the next page, it says, students should be held  
 9 responsible for the appropriate use of BCPS technology. I  
 10 wonder whether the students how what appropriate and  
 11 inappropriate is. Again, this is language that I see both in  
 12 schools and hospitals. Again, what is appropriate yesterday is  
 13 not the same as tomorrow and what's appropriate for one person  
 14 is not necessarily appropriate for another person.

15       So, some sort of clarification and maybe emphasis on  
 16 teaching the students what is truly appropriate so they really  
 17 don't fall into making a mistake by going into an inappropriate  
 18 decision or behavior or access just because they are young and  
 19 learning and growing.

20       I thank you again for the opportunity and bearing  
 21 with me and then these four policies. Thank you, again.

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1       BOARD CHAIR CAUSEY: Thank you. Next on our agenda  
 2 is a special order of business recognizing our Student Member of  
 3 the Board, Ms. Haleema Adekoya. I ask that Ms. White and Ms.  
 4 Adekoya please join me up front.

5       MS. PASTEUR: Fellow Board members, I move that the  
 6 Board accept the resolution being presented tonight to Ms.  
 7 Adekoya.

8       VOICE: Second.

9       BOARD CHAIR CAUSEY: All in favor, please say aye.

10       SPEAKERS: Aye.

11       BOARD CHAIR CAUSEY: The motion carries. I read  
 12 this resolution. Whereas, Haleema Adekoya has served as Student  
 13 Member of the Board of Education of Baltimore County with honor  
 14 and distinction or the 2018-2019 school year including  
 15 participation in the Board's Curriculum Committee and Policy  
 16 Review Committee, and, whereas her role as a student leader  
 17 began at Milford Mill Academy where she served as the Class  
 18 President for Milford Mill Academy's Class of 2019, Student  
 19 Government Association, African Student Association, National  
 20 Technical Honors Society, as well as National Honors Society.  
 21 Her leadership extended countywide through her work on the Board

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1 of Education, her membership on the Superintendent's Student  
 2 Advisory Council and the Baltimore County Student Council, and,  
 3 whereas Haleema's leadership activities are evident as she  
 4 co-founded a community-based organization for young women, Date  
 5 to Be, where she focuses her attention on empowering young women  
 6 ages 11 to 18.

7       Haleema also works with the Prison to Professionals  
 8 pipeline where she mentors individuals with a criminal history  
 9 to pursue higher education, as well as #builtbygirls, an  
 10 online-based mentoring program that pairs girls with  
 11 professionals in the technology field who assist young women in  
 12 exposing them to the necessary skills and network for future  
 13 career opportunities in technology, and, whereas, Haleema is to  
 14 be commended with bringing honor to the school district as she  
 15 continues her education at the University of Maryland, Baltimore  
 16 County.

17       Now, therefore be it resolved that the Board of  
 18 Education of Baltimore County, assembled in regular session on  
 19 the 11th of June in the year 2019 expresses to Haleema its  
 20 fondest regards and gratitude for her services, and, be it  
 21 further resolved that the Board does herewith extend its best

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1 wishes to Haleema for happiness, good health and continued  
 2 success in future endeavors and directs a copy of this  
 3 resolution to be recorded among the permanent records of the  
 4 Board of Education of Baltimore County. (Applause.)  
 5 Congratulations. She's going to say a few words during her  
 6 report. Thank you very much.

7       Our next item on the agenda is the Superintendent's  
 8 Report and, for that, I ask Ms. White to give her report.

9       MS. WHITE: Thank you, Madame Chair. First, I'd  
 10 like to start by recognizing and congratulating, and I'd ask you  
 11 to join me in congratulating our graduates of 2019. (Applause.)

12       Just yesterday we finished commencement exercises  
 13 with approximately 7,000 graduates who are heading toward bright  
 14 and successful futures. It was an honor for me to shake every  
 15 graduate's hand.

16       I am most proud of providing our young people with  
 17 not only a diploma but also a resume of skills and experiences  
 18 thanks to everything from CTE credentials to early college  
 19 credits to apprenticeships and to internships. BCPS will also  
 20 congratulate summer graduates at a ceremony on Saturday, August  
 21 17th.



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1 So, for now, let's enjoy a recap of our graduation  
 2 ceremonies for the Class of 2019. Let's take a look.  
 3  
 4 (Video Presentation.)  
 5  
 6 MS. WHITE: Again, let's congratulate our Class of  
 7 2019. (Applause.) We're proud of them.  
 8 One of our graduates was surprised with the news  
 9 that she is the first recipient of the Bernice H. Johnson  
 10 Memorial Scholarship for the Promotion of Alzheimer's Research  
 11 which, if you'll recall, my husband and I established in my dear  
 12 mother's memory who passed about 7 weeks ago, through the  
 13 Education Foundation.  
 14 During the commencement for Catonsville High School  
 15 last Saturday night, I announced that Erin Creiss won this  
 16 year's \$1,000 scholarship. So, congratulations to Erin as well.  
 17 (Applause.)  
 18 While we are celebrating and recognizing special  
 19 individuals, we must recognize our school resource officers as  
 20 they are valued members of our school communities who often  
 21 serve as role models and mentors to our students.

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1 This year's School Resource Officers of the Year at  
 2 the Secondary Level are Officer Alex Melios at Pikesville Middle  
 3 School and D.J. Moore of Overlea High School. We so appreciate  
 4 their contributions, as well as those of the officers who  
 5 support climate at all of our schools.  
 6 If you'll recall, we've expanded the school resource  
 7 officer program where we have more officers keeping our  
 8 buildings safe. So, congratulations also to those School  
 9 Resource Officers of the Year. (Applause.)  
 10 Last month, we named our 2019 Volunteers of the  
 11 Year, Gary Green of Milford Mill Academy and Lillian Pasquale  
 12 and Claudia Molera of Riverview Elementary School. BCPS is  
 13 fortunate to have more than 109,000 people registered as  
 14 volunteers who support instruction, operations and athletics.  
 15 All BCPS volunteers play a special role, not only in our schools  
 16 but in the hearts of our students and staff. Let's hear it for  
 17 our volunteers. (Applause.)  
 18 During the Volunteer of the Year breakfast, I  
 19 announced that the annual award is now named after two of our  
 20 most steadfast volunteers, John and Marilyn Ryan. I'm proud to  
 21 celebrate their more than 50 years of service to BCPS and to the

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1 Parkville area schools where their four children attended  
 2 school. The Ryans' legacy of service has transcended  
 3 generations as well as two of their children are BCPS educators.  
 4 The Ryans' also attend nearly every Board of  
 5 Education meeting and they are here tonight. Please join me in  
 6 recognizing the Ryans. (Applause.)  
 7 We do love you and we appreciate you for all that  
 8 you've done and how invested you are in our children and our  
 9 school system. So, thank you again for your service. We  
 10 appreciate you.  
 11 From the legacy work of the Ryans, I now turn to  
 12 some new beginnings. Berkshire, Chadwick and Colgate Elementary  
 13 Schools recently celebrated groundbreaking ceremonies. We know  
 14 that these schools have proud communities, just as all of our  
 15 communities do. Their new buildings will open in the fall of  
 16 2020 continuing a tradition of high-quality learning with new  
 17 memories.  
 18 Finally, of course, I want to acknowledge that this  
 19 is the last time that I will sit in this seat as your  
 20 Superintendent. It has been a blessing and an honor to serve  
 21 the children and the communities of Baltimore County.

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1 We have accomplished so much together during the  
 2 past two years and I am extremely proud of the many ways that we  
 3 have increased access to high quality instruction and  
 4 programming by emphasizing literacy across the subject areas and  
 5 creating healthy, warm school climates.  
 6 So, I would like to end my report tonight with just  
 7 simply a thank you. Thank you BCPS, not only for your  
 8 outpouring of love and support, but also for your hard work to  
 9 support the students of Baltimore County every day.  
 10 We have a phenomenal school system and I am proud of  
 11 all that we have accomplished together. The past two years have  
 12 been remarkable because we did much more than stabilize our  
 13 system. Many of you, you were all here. You know that that was  
 14 a goal, we had to stabilize the system. But, we did more than  
 15 stabilize the system. We grew the system and we've progressed  
 16 the system together due to our collective focus and our  
 17 diligence.  
 18 For instance, together we've expanded magnet and CTE  
 19 programs by staying committed to equity and high-quality  
 20 programming for all students. We increase not only our  
 21 graduation rate but our college acceptance rates and college

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1 scholarship awards. We open new buildings on time and on  
 2 budget. We realize gains in student achievement due to our  
 3 focus on literacy and high quality instruction. We invested in  
 4 community schools and enhanced our welcome center for our  
 5 English learners. We re-aligned academic successes and  
 6 recognitions for music and the arts because of our emphasis on  
 7 providing a well-rounded curriculum.

8 We have accomplished much and we should be proud of  
 9 that collective work together. It is because of Team BCPS that  
 10 we have accomplished so much.

11 I do also want to recognize Ms. Haleema Adekoya for  
 12 her intelligence and for her strength and for her diligence on  
 13 the Board. It has been an honor to serve alongside you Ms.  
 14 Adekoya. Absolutely. I thank you for your service as well.

15 The time has come for me, of course, and for all of  
 16 us, to renew our efforts and to continue the forward momentum.  
 17 To do so, I do welcome Dr. Darrell Williams as the next  
 18 Superintendent. Dr. Williams comes to Baltimore County, as you  
 19 know, as an experienced educator and administrator from  
 20 Montgomery County Public Schools. I am working closely with him  
 21 to ensure a smooth transition and, I have to say, he's one heck

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1 of a nice guy.

2 So, as I make this transition, I will ask the BCPS  
 3 community to do just a few things for me. That is, be kind to  
 4 one another. Tell the truth, of course, but be kind to one  
 5 another. Assume the best about those who serve children every  
 6 day. Those from the Central office to the classroom. Those  
 7 from food services to our volunteers. Assume the best in people  
 8 and not the worst because our children are watching. Our  
 9 children are watching how we honor one another, how and if we  
 10 respect each other, how we hold our heads up high and how we  
 11 progress forward.

12 How do we identify what needs to get done and do so  
 13 collectively but do so together. Respectfully and honorably.  
 14 That's what I would ask our community to continue to do. Start  
 15 and end every conversation with children and we'll never go  
 16 wrong if we do that.

17 So, never forget, we can never forget whom we serve.  
 18 Again, our children are watching. Again, I will always be a  
 19 part of BCPS. I am BCPS through and through and I want to thank  
 20 you for your well wishes, for your support and never forget we  
 21 are BCPS and we are BCPS strong. Thank you, everyone.

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1 (Applause.)

2 BOARD CHAIR CAUSEY: Thank you, Ms. White. The next  
 3 item is the Chair's Report and I just want to start off with  
 4 saying that the Board wishes to thank Ms. White, our interim  
 5 Superintendent, who has led our school system for the past two  
 6 years.

7 In addition to her normal responsibilities, as she  
 8 mentioned, she attended every graduation and shook the hand of  
 9 every graduate which was very meaningful. Her contributions to  
 10 BCPS span more than two decades and we appreciate your personal  
 11 and professional dedication to the system and we look forward to  
 12 her continued engagement with the BCPS family and we appreciate  
 13 your support of Dr. Williams and the transition. So, again, we  
 14 want to thank you, Ms. White. (Applause.)

15 It was, indeed, a really wonderful and positive and  
 16 forward-looking event as we had the groundbreaking for Colgate,  
 17 Chadwick and Berkshire Elementary Schools. It's just another  
 18 evidence of our commitment as a Board and as a school system to  
 19 equitable facilities for all of our students all around the  
 20 county.

21 We appreciate the partnership with the school

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1 system, the county and our state funding partners who all share  
 2 in this work with us. I also want to especially thank Board  
 3 members Makeda Scott and Mr. Rod McMillion for bringing remarks  
 4 to those events.

5 I also want to echo the comments regarding  
 6 graduations. We had 27 high school graduations. Three of our  
 7 special schools and 24 comprehensive high schools. We had Board  
 8 members attending all of those events. We even had a new Board  
 9 member who attended 10 graduations which is a record among Board  
 10 members recently. So, I want to extend a special thank you to  
 11 Lily Rowe for all of that enthusiasm and support for our  
 12 graduates.

13 I also want to thank the other Board members who  
 14 attended graduations. It is truly inspirational to watch our  
 15 students cross the stage, be congratulated by their principals,  
 16 school administrators, teachers, Ms. White, other school system  
 17 leaders.

18 It's also a great time for Board members to connect  
 19 with school faculty in a special way. We had the pleasure at  
 20 one of our graduations, discussing career and technology  
 21 education programs and I received a souvenir from Newtown High

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1 School regarding how their graduates receive industry  
 2 certifications. So, a special shout-out.  
 3 It's also our evidence of mission accomplished and  
 4 we congratulate each and every graduate and we wait to hear all  
 5 about their future success. We also look forward to our summer  
 6 graduation to celebrate those students' success as well.  
 7 We appreciate every person who has contributed to  
 8 the success of our graduates and to every student at every  
 9 school in every area of our district. We wish the teachers,  
 10 support staff and every 10-month employee a rejuvenating summer.  
 11 We appreciate our year-round employees and school leaders and  
 12 administrators as well and we hope they also get some time off  
 13 to renew their energies and enthusiasm.  
 14 In looking forward, the Board and school system are  
 15 preparing for the incoming Superintendent, Dr. Darrell Williams,  
 16 to join us on July 1st. the Board looks forward to introducing  
 17 Dr. Williams to the school system and community in the weeks to  
 18 come. Stay tuned to bcps.org for future details.  
 19 In discussing changes, it is important to understand  
 20 that the foundation of our school system is firm. Baltimore  
 21 County supports public education. The community is actively

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1 engaged as we saw here tonight. It's very supportive of the  
 2 schools. Teachers, school staff, leaders, administrators and  
 3 all the staff have hearts for children.  
 4 Additionally, our county and state government  
 5 consistently make public education a priority, not just in words  
 6 but in deeds and with robust funding. So, moving forward,  
 7 Baltimore County Public Schools is on a wonderful path.  
 8 Finally, we wish all a great summer and we look  
 9 forward to planning over the summer for a great opening in  
 10 August and September. With that, that is my report. Thank you.  
 11 Our next item is Ms. Adekoya's Student Member of the  
 12 Board Report.  
 13 MS. ADEKOYA: Dear Team BCPS, I still remember  
 14 sitting at Ruby Tuesdays with my mom and cousin when I got the  
 15 phone call from Josey that I was the Student Member-Elect for  
 16 Baltimore County. It always seems like it was just yesterday I  
 17 told my mom and she knelt down in the middle of the restaurant  
 18 praising God's name.  
 19 Fast forward to last week as I sat to write my last  
 20 SMOB Report, I found it extremely difficult to locate the right  
 21 words to leave that final lasting impression. I've had the best

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1 year of my life, one I truly can never forget and it all began  
 2 with BCSC.  
 3 From visiting schools like Bedford Elementary,  
 4 Franklin Middle and Kenwood High with President Ruben Amaya, to  
 5 hosting terrific events such as Mind Over Matter Conference and  
 6 Principal and Teacher of the Year, from filming Hanging with  
 7 Haleema with the phenomenal BCPS TV crew featuring my alma  
 8 mater, Milford Mill Academy, Eastern Technical High School,  
 9 Randallstown High School and Chadwick Elementary, to filming  
 10 various Chat Café episodes with intelligent students like Shane  
 11 Shakur, Rayna Ruez, Jonah Nicholas of Catonsville High School.  
 12 Additionally, last but not least, having the blessed  
 13 opportunity to speak at State of the Schools and the honor to be  
 14 named the 2019 Baltimore County Young Woman of the Year.  
 15 Through my jam-packed year interacting with the  
 16 diverse student population of BCPS, they have opened my eyes and  
 17 taught me a plethora of lessons. I do not take any of them for  
 18 granted. As their advocate, they supported me in fulfilling my  
 19 mission of being the voice to the voiceless.  
 20 I couldn't be more encouraged for the supportive  
 21 pockets of people who have encouraged me to authentically be

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1 myself, empowered me to continue to persevere despite the  
 2 obstacles and inspired me to aim higher and think bigger for the  
 3 beautiful, talented and unique scholars of BCPS.  
 4 Again, my spectacular year would not have been  
 5 possible by my lonesome. Thank you to every single student,  
 6 teacher, counselor, advisor, principal, system and government  
 7 official who invested in me, my thoughts and ideas. You have  
 8 all individually given me your time, love and support which  
 9 aided me in having a successful year as student member.  
 10 I will never forget your individual imprints on my  
 11 life. Once again, thank you.  
 12 So, since this is my last time in the rodeo, it's  
 13 only right to advocate one more time for my scholars. I implore  
 14 my Board members, central office staff, administration, teachers  
 15 and community members to put our children in the center of  
 16 everything we say and do. It must start with them.  
 17 Our scholars have voiced their needs for their  
 18 mental health to be placed as the proposition with elevated  
 19 awareness brought to where their school mental health  
 20 professionals are located in their buildings and the need for  
 21 more professionals in their buildings. They are generally asked

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1 that labelling division animosity in the system disseminates on  
 2 all levels with equity at the forefront. They have voiced their  
 3 need for adequate buildings, renovated infrastructure and  
 4 standard, up-to-date equipment. They have voiced their desires  
 5 for actions to take place around bullying because, never forget,  
 6 kindness matters. They have voiced their desires for intense  
 7 professional development for our incredible teachers and  
 8 successfully implementing devices because, truthfully, they love  
 9 them.

10 They have voiced their need for a revised handbook  
 11 in reference to dress codes. They have expressed that it is  
 12 paramount that school safety protocols acknowledge with high  
 13 regard on all levels.

14 Last but not least, our school students have voiced  
 15 their heart desires for quality education with quality  
 16 leadership who foster environments built on inclusivity of all  
 17 and consistency with all. It is imperative we continue to fight  
 18 for them through every possible way we can.

19 Scholars, I only have one final word for you all.  
 20 Be the voice and not an echo or a whisper. Be it when it's  
 21 uncomfortable, be it when you're the only one and continue to be

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1 it even if you're the first and you're not heard.

2 The experience I've had this past year is truly one  
 3 I will never forget. I am eternally grateful for its highs,  
 4 lows and all around lessons. As I matriculate into university  
 5 with a new narrative, my purpose will not change. I've also  
 6 encouraged our youth to rise above, empower youth to be the  
 7 best, inspire youth to be the change they wish to see and  
 8 educate our youth because knowledge is power.

9 Thank you, Team BCPS, for this opportunity but, look  
 10 out, I'll still be back. From, Haleema Adekoya, 2018-2019 SMOB.

11 God bless, thank you and I love you all. (Applause.)

12 BOARD CHAIR CAUSEY: Thank you very much. Our next  
 13 item of business is Unfinished Business, Consideration of the  
 14 2019-2020 School Calendar. For that, I ask Dr. Mayo and Mr.  
 15 Duke to come forward. Good evening.

16 DR. MAYO: Good evening, Chairwoman Causey, Vice  
 17 Chairwoman Henn, Superintendent White and members of the Board.  
 18 I'm here once again regarding the 2019-2020 calendar. I have a  
 19 quick overview just to bring you up to speed.

20 Just to give you a quick overview regarding the  
 21 calendar, we have state guidance documents that we utilize when

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1 it comes to the calendar. We have to look at the number of  
 2 school days as well as the length of the school year when  
 3 consider the school calendar.

4 The state requirements as far as the number of days  
 5 equates to 180 days. For high schools, we need to have 1,170  
 6 hours. Elementary and middle schools are required to have 1,080  
 7 hours. This is just a refresher from the previous presentations  
 8 that we've discussed regarding the school calendar. I wanted to  
 9 bring you up to speed on why we're back today.

10 With the calendar that was approved back in March of  
 11 this year, we had three emergency closures and we had a spring  
 12 break that equated to 10 calendar days.

13 At that particular time, when we were looking at  
 14 this calendar, we were also considering the fact that we would  
 15 have a 6-hour and possibly 45-minute day. Also looking at the  
 16 fact of possibly having a 6-hour and 35-minute day which is what  
 17 we have currently this year. Which would have equated to 15.5  
 18 hours as far as for a cushion.

19 Being the fact that we will only have a 6-hour and  
 20 30-minute school day, that brought us down to only a 30-minute  
 21 cushion. When I say a cushion, it's when we have inclement

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1 weather or emergency closures for the school system. So, when  
 2 we have a delayed opening or early release for any type of  
 3 weather, or emergency closures, we have to have a balance of  
 4 hours, especially at the high school level, to make sure that  
 5 we're going to meet the hour requirement which is 1,170 hours.  
 6 Also, in some cases, the day requirement.

7 So, with that being stated, we had to come up with  
 8 some different options to ensure we would have enough of a  
 9 balance moving forward for the '19-'20 school year.

10 So, the first proposal would be a pre-Labor Day  
 11 start for the calendar which would be a 6-hour and 30-minute  
 12 day. You will see also we have based this on 183 student days  
 13 whereas the previous one was based on 181 days. So, we're  
 14 building more days into the school year to help build more of a  
 15 balance for our high school students.

16 This calendar also provides five emergency closures  
 17 and it also, as I stated, gives you 10 calendar days. So, it  
 18 gives you a full spring break and this is the pre-Labor Day  
 19 calendar.

20 The second proposal also is 183 student days at 6  
 21 hours and 30 minutes with a 6 calendar day spring break. So,

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1 your spring break would be condensed in this particular calendar  
 2 with five emergency closure days built into the calendar. Two  
 3 of those days being Presidents Day in the event we have any  
 4 emergency closures prior to February 20th, I believe. Then,  
 5 also Easter Monday would be another date which would be  
 6 considered an emergency closure day as well, with this  
 7 particular calendar. The three calendars that I'm presenting  
 8 right now equate to 16.5 hours of a balance for the school  
 9 system.

10 The last calendar option which was not part of the  
 11 survey which was placed online which I'll discuss briefly in a  
 12 second is a post-Labor Day calendar. It's the calendar that  
 13 looks almost identical to the calendar that was approved back in  
 14 March. With this particular calendar, you also have 183 student  
 15 days, a 6-hour and 30-minute day but you also have a full spring  
 16 break, the 10 calendar days of a full spring break with this  
 17 calendar.

18 So, this particular calendar would fall in line with  
 19 what was approved back in March with Presidents Day being one of  
 20 our considered emergency closure days, as well as Easter Monday.  
 21 We would also have three days at the end of the school year

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1 that we would carry over as well in the event we needed to  
 2 utilize that time period.

3 So, this slide here which is kind of busy,  
 4 especially for our public to see at this particular time, but it  
 5 gives you an overview of the three different calendars that  
 6 we're discussing this evening. One being a pre-Labor Day with  
 7 10 calendar days for spring break, one being a post-Labor Day  
 8 with 6 calendar days for spring break and one being a post-Labor  
 9 Day with 10 calendar days. Any questions?

10 BOARD CHAIR CAUSEY: Board members, any questions or  
 11 comments for Dr. Mayo? Mr. Offerman?

12 MR. OFFERMAN: Could you give us the proposed  
 13 closing days for all three of these calendars? Ending days.  
 14 I'm sorry. End of the school year.

15 DR. MAYO: For the first calendar, it would be June  
 16 19th. Excuse me, this is the post-Labor Day calendar which is  
 17 the last one. The pre-Labor Day calendar, the last day would be  
 18 June 16th for students. The post-Labor Day with 6 calendar  
 19 days, the last day would be in June 19th for students.

20 MR. OFFERMAN: Thank you.

21 BOARD CHAIR CAUSEY: Ms. Pasteur?

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1 MS. PASTEUR: Mr. Mayo, aren't those with closures,  
 2 if we have five closure days? The dates that you just gave.

3 DR. MAYO: That's correct.

4 MS. PASTEUR: So, it goes up. For the pre, it's  
 5 June 9th with no, June 16th with no and June 12th with no.

6 DR. MAYO: Yes, that's correct.

7 BOARD CHAIR CAUSEY: Ms. Rowe?

8 MS. ROWE: What happens if we exceed the five days  
 9 for closures?

10 DR. MAYO: We have 16.5 hours built into the  
 11 calendar so we could utilize some of that time. Or we would  
 12 have to extend the school year, possibly, or look at possibly  
 13 reducing spring break and other days throughout the year as  
 14 well. So, we have different variables we have to take into  
 15 consideration once the school year starts.

16 MS. ROWE: Okay. So, depending on which calendar we  
 17 pick, if we exceed that amount of time in closures, the spring  
 18 break or the end date could still change?

19 DR. MAYO: That's correct.

20 MS. ROWE: Okay, thank you.

21 BOARD CHAIR CAUSEY: Board members, for your

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1 consideration, I would like to make a motion. I would like to  
 2 move that the Board adopt the latest option presented by the  
 3 school system which is the original start date that the Board  
 4 approved which is post-Labor Day for the students but includes  
 5 the 10-day spring break, pending state approval of using the two  
 6 holidays, Presidents Day and Easter Monday as provisional  
 7 inclement weather days and that the school system, with  
 8 diligence and urgency, appeal to the state for such approval.

9 If the Board does not receive state approval, then  
 10 the Board adopts the option that has the student post-Labor Day  
 11 start as already scheduled and that has the shortened 6-day  
 12 spring break.

13 VICE CHAIR HENN: Second.

14 BOARD CHAIR CAUSEY: Thank you, Ms. Henn, for the  
 15 second. Just to speak a moment to my motion, we have received a  
 16 great deal of input at the Board regarding the challenges that  
 17 would be presented in changing the start date of school at this  
 18 late date. We've received the input not only from teachers,  
 19 many of whom have jobs that they have during the summer and  
 20 they've signed up for jobs, but also families where families  
 21 have made arrangements for children with child care and so

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1 forth, as well as system staff throughout the system that have  
 2 made plans.  
 3 The other issue with changing the start date at this  
 4 late time is that, starting one week earlier would be a loss of  
 5 planning and preparation time by the entire school system  
 6 including construction projects that we have underway. Starting  
 7 one week earlier at this late date would be a loss of transition  
 8 time for our incoming Superintendent.  
 9 Additionally, we still have two large high schools,  
 10 and other schools, that remain without air conditioning and no  
 11 temporary cooling solution. When school started last year after  
 12 Labor Day, there were 10 schools that were closed for the first  
 13 three days due to excessive heat. So, if we started one week  
 14 earlier, that would just be not logical as there would be a  
 15 great risk of having those schools not be able to start.  
 16 Finally, there are many students, teachers and  
 17 families who have already planned to participate in the  
 18 agricultural activities and competitions which, for many  
 19 students, are the exemplary final assessment of their  
 20 agricultural efforts throughout the year in terms of the number  
 21 of competitions.

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1 So, I would ask my Board members to consider my  
 2 motion. Are there any questions or comments? Hearing none, may  
 3 we have a roll call vote?  
 4 VOICE: Mr. Offerman?  
 5 MR. OFFERMAN: Yes.  
 6 VOICE: Ms. Pasteur?  
 7 MS. PASTEUR: Yes.  
 8 VOICE: Mr. Hayden?  
 9 MR. HAYDEN: Yes.  
 10 VOICE: Ms. Adekoya?  
 11 MS. ADEKOYA: Yes.  
 12 VOICE: Ms. Henn?  
 13 VICE CHAIR HENN: Yes.  
 14 VOICE: Ms. Causey?  
 15 BOARD CHAIR CAUSEY: Yes.  
 16 VOICE: Ms. Jose?  
 17 MS. JOSE: Yes.  
 18 VOICE: Mr. McMillion?  
 19 MR. MCMILLION: Yes.  
 20 VOICE: Ms. Scott?  
 21 MS. SCOTT: Yes.

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1 VOICE: Ms. Rowe?  
 2 MS. ROWE: Yes.  
 3 BOARD CHAIR CAUSEY: The vote is unanimous and the  
 4 motion carries. Thank you, Dr. Mayo, and thank you to all the  
 5 staff that worked on this issue. There were a lot of challenges  
 6 but we appreciate everyone's efforts to bring forward a solution  
 7 for our school system.  
 8 Our next item is Item K, Unfinished Business,  
 9 Consideration of Board Policies. Members of the Board, the  
 10 Policy Review Committee asks that the Board accept this report  
 11 of the committee's recommendation to amend the following  
 12 policies.  
 13 Policy 110, Publications, Radio, Television and  
 14 Digital Media. Policy 1200, Community Involvement. Policy  
 15 5550, Disruptive Behavior, which is renamed as Student Behavior  
 16 Code. Policy 5560, Suspensions, Assignments to Alternative  
 17 Programs or Expulsions, which is renamed as Suspensions and  
 18 Expulsions, the committee's recommendation to delete Policy  
 19 6602, Alternative Education programs.  
 20 These recommendations are presented to you on  
 21 tonight's agenda as Exhibit K. As a result of public comment

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1 received, the Policy Review Committee has recommended additional  
 2 edits to Policies 5550 and 5560. The policies presented on  
 3 tonight's agenda reflect those additional edits.  
 4 Do I have a motion to adopt the recommendations of  
 5 the Board Policy Review Committee?  
 6 MS. ROWE: So moved.  
 7 BOARD CHAIR CAUSEY: Thank you, Ms. Rowe. No second  
 8 is required. Is there any discussion? Hearing none, those in  
 9 favor, please raise your hand. Any opposed? None. The motion  
 10 carries unanimously. Thank you very much. I especially want to  
 11 thank the Policy Review Committee and our council and our  
 12 administrative support for working so diligently on all of those  
 13 policies so the many community members that had input and  
 14 allowed us to strengthen those policies for the benefit of our  
 15 students and school system.  
 16 The next item on the agenda is Item L, Unfinished  
 17 Business, Dogwood and Johnnycake Elementary School Capacity  
 18 Relief. For that, I ask Dr. Brown to come forward. Good  
 19 evening and welcome. We also have Dr. Raquel Jones joining us.  
 20 DR. BROWN: Good evening, Superintendent White,  
 21 Board members and community. That will probably be the second

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1 to the last time I get to say that.  
 2 We are here today to bring to culmination the  
 3 boundary work that was in place for Dogwood with Featherbed Lane  
 4 and Johnnycake and Edmondson Heights that's been presented. The  
 5 Board had a hearing. No one attended. At this point, we would  
 6 ask the Board to adopt the two proposed boundaries. The  
 7 boundary modification for Johnnycake and Ed Heights as well as  
 8 that for Featherbed Lane and Dogwood.  
 9 BOARD CHAIR CAUSEY: Do I have a motion to approve  
 10 the recommended capacity relief options for Dogwood, Option Two,  
 11 and Johnnycake, Option Four, elementary schools?  
 12 MS. ROWE: So moved.  
 13 BOARD CHAIR CAUSEY: Thank you, Ms. Rowe. Do I have  
 14 a second?  
 15 MR. MCMILLION: Second.  
 16 BOARD CHAIR CAUSEY: Thank you, Mr. McMillion. Is  
 17 there any discussion? Hearing none, all in favor, please raise  
 18 your hand. Any opposed? The motion carries unanimously. Thank  
 19 you, Dr. Brown and Dr. Jones.  
 20 For the next item of business, Item M, Personnel  
 21 Matters, I call forward Dr. Mayo.

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1 DR. MAYO: Good evening again. I'd like Board  
 2 consent for the following personnel matters. Retirements,  
 3 resignations, leaves of absence, deceased recognition of  
 4 service, certificated appointments and consideration of the  
 5 central area education advisory council appointments.  
 6 BOARD CHAIR CAUSEY: Do I have a motion to approve  
 7 the personnel matters as presented in Exhibits M1 through M6?  
 8 MS. PASTEUR: So moved.  
 9 BOARD CHAIR CAUSEY: Thank you, Ms. Pasteur. Do I  
 10 have a second?  
 11 MR. OFFERMAN: Second.  
 12 BOARD CHAIR CAUSEY: Thank you, Mr. Offerman. Is  
 13 there any discussion this evening? All those in favor, please  
 14 raise your hand. Any opposed? The motion carries unanimously.  
 15 Thank you, Dr. Mayo.  
 16 The next item of business is Administrative  
 17 Appointments. For that, I call on Ms. White.  
 18 MS. WHITE: Thank you, Madame Chair and members of  
 19 the Board. I would like to bring forward for your approval the  
 20 following administrative appointments. Principal, Edmondson  
 21 Heights Elementary School, principal, Lansdowne Elementary

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1 School, principal, Patapsco High School and Center for the Arts,  
 2 assistant principal, Chadwick Elementary School, assistant  
 3 principal, Charlesmont Elementary School, assistant principal,  
 4 Perry Hall High School, assistant principal, Sandy Plains  
 5 Elementary School, specialist, Teaching and Learning, Office of  
 6 Special Education.  
 7 BOARD CHAIR CAUSEY: Do I have a motion to approve  
 8 the Administrative Appointments as presented in Exhibit N-1?  
 9 MS. PASTEUR: So moved.  
 10 BOARD CHAIR CAUSEY: Thank you, Ms. Pasteur. Do I  
 11 have a second?  
 12 MR. OFFERMAN: Second.  
 13 BOARD CHAIR CAUSEY: Thank you, Mr. Offerman. Is  
 14 there any discussion? All in favor, please raise your hand.  
 15 Any opposed? The motion carries unanimously.  
 16 MS. WHITE: Thank you. I'd like to acknowledge the  
 17 following individuals. I'd ask that they stand along with any  
 18 family and friends they may have with them tonight and let's  
 19 offer congratulations. First to Laura Clark who will be the new  
 20 assistant principal at Sandy Plains Elementary School.  
 21 (Applause.) Laura, do you have anyone here with you this

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1 evening?  
 2 MS. CLARK: (Inaudible. Speaking from audience.)  
 3 MS. WHITE: Very good. Congratulations. I'd also  
 4 like to acknowledge Terry Cohee who will be the new assistant  
 5 principal at Perry Hall High School. (Applause.) Terry, do you  
 6 have anyone here with you tonight?  
 7 MS. COHEE: (Inaudible. Speaking from audience.)  
 8 MS. WHITE: Congratulations. I'd also like to  
 9 acknowledge Jacqueline Hardwick who will be the new specialist,  
 10 Teaching and Learning, Office of Special Education. (Applause.)  
 11 Jacqueline, do you have anyone here with you this evening?  
 12 MS. HARDWICK: (Inaudible. Speaking from audience.)  
 13 MS. WHITE: Congratulations. I'd also like to  
 14 acknowledge Maria Henry who will be the new assistant principal  
 15 at Charlesmont Elementary School. (Applause.) Hi Maria. Do  
 16 you have anyone with you here tonight?  
 17 MS. HENRY: (Inaudible. Speaking from audience.)  
 18 MS. WHITE: Very good. Congratulations. I'd also  
 19 like to acknowledge Amanda McBride who will be the new principal  
 20 at Lansdowne Elementary School. (Applause.) Congratulations,  
 21 Amanda. Do you have anyone here with you tonight?

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1 MS. MCBRIDE: (Inaudible. Speaking from audience.)  
 2 MS. WHITE: Congratulations. I'd like to  
 3 acknowledge Scott Rodriguez-Hobbs who will be the new principal  
 4 at Patapsco High School. (Applause.) Scott, do you have anyone  
 5 here with you tonight?  
 6 MR. RODRIGUEZ-HOBBS: (Inaudible. Speaking from  
 7 audience.)  
 8 MS. WHITE: Wonderful. Congratulations.  
 9 Congratulations also to Nicole White who will be the new  
 10 assistant principal at Chadwick Elementary School. (Applause.)  
 11 Do you have anyone here with you tonight?  
 12 MS. WHITE: (Inaudible. Speaking from audience.)  
 13 MS. WHITE: Congratulations. Last but certainly not  
 14 least, we would like to congratulate Erin Womble who will be the  
 15 new principal of Edmondson Heights Elementary School.  
 16 (Applause.) Hi Erin, do you have anyone with you here tonight?  
 17 MS. WOMBLE: (Inaudible. Speaking from audience.)  
 18 MS. WHITE: Congratulations. Those are the  
 19 administrative appointments for tonight. Congratulations,  
 20 everyone.  
 21 BOARD CHAIR CAUSEY: Thank you and congratulations

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1 to everyone. At this point, we're going to take a five-minute  
 2 recess for the Board because we do have a bit of time coming  
 3 ahead of us so this will just give us five minute's recess and  
 4 then we'll return.  
 5 (PROCEEDINGS RECESSED.)  
 6 (PROCEEDINGS RESUMED.)  
 7 BOARD CHAIR CAUSEY: Thank you for your patience as  
 8 we took a recess. We're now continuing the June 11th meeting of  
 9 the Board of Education.  
 10 Our next item on the agenda is Item O, New Business,  
 11 Superintendent's Contract. Board members, earlier you were  
 12 emailed the Superintendent's contract and it's attached to your  
 13 Executive Session of Board Docs. Do I have a motion to approve  
 14 the Superintendent's contract for 2019-2023?  
 15 MS. ROWE: So moved.  
 16 BOARD CHAIR CAUSEY: Thank you, Ms. Rowe. Do I have  
 17 a second?  
 18 MR. OFFERMAN: Second.  
 19 BOARD CHAIR CAUSEY: Thank you, Mr. Offerman. Is  
 20 there any discussion, Board members? Hearing none, all in  
 21 favor, please raise your hand. Any opposed? Any abstained?

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1 The motion carries unanimously. Thank you very much. The  
 2 Superintendent's contract will be attached to the public's  
 3 facing version of Board Docs in a day. A day or two. Thank  
 4 you.  
 5 Our next item of business is Item P, Collective  
 6 Bargaining Master Agreements. For that, we call forward Dr.  
 7 Mayo and Mr. Duke.  
 8 DR. MAYO: Good evening, once again. We would like  
 9 Board consent for the approval of the Master Agreements for  
 10 TABCO and ESPBC.  
 11 BOARD CHAIR CAUSEY: Do I have a motion to approve  
 12 the collective bargaining master agreements for the education  
 13 and support professionals of Baltimore County and the Teachers  
 14 Association of Baltimore County as presented in Exhibit P?  
 15 MR. HAYDEN: So moved.  
 16 BOARD CHAIR CAUSEY: Thank you, Mr. Hayden. Do I  
 17 have a second?  
 18 MS. ROWE: Second.  
 19 BOARD CHAIR CAUSEY: Thank you, Ms. Rowe. Any  
 20 discussion? All in favor, please raise your hand. Any opposed?  
 21 The motion carries unanimously. Thank you very much.

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1 The next item is Item Q, New Business, Action Taken  
 2 in Closed Session. For that, I call forward our Board Counsel,  
 3 Mr. Neusbaum.  
 4 MR. NEUSBAUM: Good evening. Earlier this evening,  
 5 the Board considered several matters in closed session including  
 6 three appeals regarding confidential employee and student  
 7 matters and a personnel matter all in your quasi-judicial  
 8 capacity. The three appeals were on the record as there were no  
 9 requests made for oral arguments. At this time, it would be  
 10 appropriate to confirm all the actions taken in closed session,  
 11 the summary affirmances were numbers 19-34, 19-41 and 19-58.  
 12 BOARD CHAIR CAUSEY: Do I have a motion to approve  
 13 the action taken in closed session?  
 14 MR. HAYDEN: So moved.  
 15 BOARD CHAIR CAUSEY: Thank you, Mr. Hayden. Do I  
 16 have a second?  
 17 MR. OFFERMAN: Second.  
 18 BOARD CHAIR CAUSEY: Thank you, Mr. Offerman. Is  
 19 there any discussion? Hearing none, all in favor, please raise  
 20 your hand. The motion carries unanimously. Thank you.  
 21 MR. NEUSBAUM: I'm going to pass around, there's



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1 three orders to be signed. Thank you.

2 BOARD CHAIR CAUSEY: Thank you, Mr. Neusbaum. Our

3 next item is Item R, New Business, 2019 Capital Budget

4 Supplement. For that, I call forward Mr. Smith and Mr. Sarris.

5 MR. SMITH: Madame Chair, members of the Board, Dr.

6 McComas, I'm here with Mr. Sarris. Due to the hour, I'm not

7 going to prolong this. I'm going to turn it over to Mr. Sarris

8 who will give a quick overview and then we'll be available to

9 answer any questions.

10 MR. SARRIS: So, the November 6th, 2018 bond

11 referendum was approved by the electorate for the construction

12 of elementary and middle schools to continue Baltimore County's

13 aggressive Schools for our Future program. The funding

14 represents the county's capital contribution for approved

15 projects and allows BCPS to issue the necessary purchase orders

16 to construction contractors prior to July, 2019.

17 The specific capital projects and schools impacted

18 by the supplemental appropriation include the construction of a

19 new middle school on the Nottingham site, the Pine Grove Middle

20 School addition/renovation project, the replacement of

21 Berkshire, Chadwick, Colgate and Dundalk Elementary Schools and

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1 the construction of a new elementary school on the Ridge Road

2 site and this same supplemental appropriation was approved by

3 the Baltimore County Council on November 19, 2018 and took

4 effect December 1st of last year.

5 BOARD CHAIR CAUSEY: Thank you. Do I have a motion

6 to approve the fiscal year 2019 capital budget supplemental

7 appropriation as presented in Exhibit R?

8 MS. ROWE: So moved.

9 BOARD CHAIR CAUSEY: Thank you, Ms. Rowe. Do I have

10 a second?

11 MS. JOSE: Second.

12 BOARD CHAIR CAUSEY: Thank you, Ms. Jose. Is there

13 any discussion? Ms. Rowe?

14 MS. ROWE: As you know, I initially had struggled

15 with this because it was not clear exactly why we were doing the

16 supplemental allocation. I just want to make sure that my

17 understanding of this is consistent with your understanding.

18 We had a 2019 capital county request that had zeros

19 for county money. The reason for this, as I understand it, was

20 because the bond referendum had not been approved so it was not

21 possible to allocate things in that budget. So, this

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1 supplemental allocation allocates that bond money in FY20 and

2 also in FY19.

3 MR. SARRIS: That is correct.

4 MS. ROWE: So, the supplemental allocation,

5 initially, I had thought that it was taking things out of

6 priority order but that is not the case because those things are

7 also in FY20. Is that also your understanding?

8 MR. SMITH: That is our understanding. Yes, ma'am.

9 That is correct.

10 MS. ROWE: Thank you.

11 BOARD CHAIR CAUSEY: Are there any other questions

12 or comments by Board members? Hearing none, all in favor,

13 please raise your hand. Any opposed? Any abstained? The

14 student member does not vote. So, thank you. That motion

15 carries unanimously. Thank you.

16 Before we get too far along, if I could ask Dr. Mayo

17 to come up one more time? In our brief recess, he pointed out

18 that he needs to make a clarification just for the understanding

19 of the Board members related to the calendars.

20 DR. MAYO: Good evening, again. The calendar that

21 you approved this evening, the post-Labor Day with 10 calendar

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1 day spring break, with this calendar, we do not reach the

2 threshold of 191 teacher duty days.

3 So, with that being stated, there were some emails

4 that came through from teachers concerned about the shortened

5 teacher work week.

6 We are able to start the teacher work week on August

7 26th which is a Monday. That gives the teachers a five-day work

8 week and also gives them two days for classroom preparation and

9 we can still do our systemwide professional development as well.

10

11 So, I'm recommending that change and I will have

12 that updated for the website for tomorrow. The last day for

13 teachers will now be on June 19th instead of June 22nd which

14 will be a Monday.

15 BOARD CHAIR CAUSEY: Thank you. Ms. Hayden?

16 MR. HAYDEN: (Inaudible. Speaking away from

17 microphone.)

18 DR. MAYO: I've spoken to the President for TABCO

19 and then also several of the yes.

20 BOARD CHAIR CAUSEY: A thumbs up for clarification.

21 DR. MAYO: Mr. Hayden, we're telling teachers they

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1 don't have to come to work on Monday. They can stop on that  
 2 Friday. So, I don't see any objections there.

3 BOARD CHAIR CAUSEY: Sounds like a win, win. Any  
 4 other questions or comments? Thank you, Dr. Mayo. We  
 5 appreciate that.

6 Our next item is Item S, New Business, Privately  
 7 Funded Capital Projects. For that, I call forward community  
 8 superintendent, Ms. Byers. Good evening.

9 MS. BYERS: Good evening, Dr. McComas, members of  
 10 the Board. This evening, I'm bringing forward three separate  
 11 privately funded capital projects. I'm going to begin with a  
 12 project for Pretty Boy Elementary School to purchase new tables  
 13 for their cafeteria. The total cost for this project is \$19,989  
 14 and the Pretty Boy Elementary PTA is donating \$15,000 of that  
 15 towards the project. The school operating budget will cover the  
 16 remaining cost of approximately \$5,000. This has gone through  
 17 all of our normal channels of approval.

18 BOARD CHAIR CAUSEY: Thank you. Board members, all  
 19 of those documents are in your Board Docs. Do I have a motion  
 20 to approve the Pretty Boy Elementary School cafeteria tables  
 21 project?

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1 MR. OFFERMAN: So moved.

2 BOARD CHAIR CAUSEY: Thank you, Mr. Offerman. I  
 3 will second that. Is there any discussion? Mr. McMillion?

4 MR. MCMILLION: It's just sad to me that the PTA has  
 5 to pay for cafeteria tables. It's a shame that their \$15,000  
 6 can't go to something else. I just want to be on the record  
 7 saying that. Thank you.

8 BOARD CHAIR CAUSEY: Thank you, Mr. McMillion. Any  
 9 other discussion? All in favor, please raise your hand. Any  
 10 opposed? The motion carries unanimously. Thank you.

11 MS. BYERS: Next, I'm bringing forward for approval  
 12 the purchase and installation for bleachers at Towson High  
 13 School. The total cost for this project which includes the  
 14 bleachers and the necessary concrete work that has to be done to  
 15 install the bleachers is \$76,200.

16 Of that, \$48,980 is for the bleachers and the  
 17 remaining \$27,000 is for the concrete work. The Towson High  
 18 School Sports Booster Club raised approximately \$47,000 for this  
 19 project and they were matched through a capital projects grant  
 20 from the State of Maryland General Assembly for \$30,000. Again,  
 21 this has gone through all of our normal channels for approval.

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1 BOARD CHAIR CAUSEY: Thank you, Ms. Byers. Do I  
 2 have a motion to approve the Towson High School bleacher  
 3 project?

4 VICE CHAIR HENN: So moved.

5 BOARD CHAIR CAUSEY: Ms. Henn, thank you. Do I have  
 6 a second?

7 MR. OFFERMAN: Second.

8 BOARD CHAIR CAUSEY: Mr. Offerman. Is there any  
 9 discussion? All in favor, please raise your hand. The motion  
 10 carries unanimously.

11 MS. BYERS: Okay. Finally, this is also a privately  
 12 funded capital improvement project for Towson High School. It  
 13 is for the purchase and installation of a C container. The  
 14 total cost of this project is \$9,947, all of which has been  
 15 donated by the Towson High School Sports Booster Club. This  
 16 will be for a C container to store equipment for, essentially,  
 17 pole vaulting equipment. That's what they're going to be  
 18 storing.

19 BOARD CHAIR CAUSEY: Do I have a motion to approve  
 20 the Towson High School C container project?

21 MR. OFFERMAN: So moved.

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1 BOARD CHAIR CAUSEY: Mr. Offerman.

2 VICE CHAIR HENN: Second.

3 BOARD CHAIR CAUSEY: Ms. Henn, second. Any  
 4 discussion? Mr. Hayden?

5 MR. HAYDEN: (Inaudible. Speaking away from  
 6 microphone.)

7 MS. BYERS: It will be anchored onto a concrete  
 8 slab. So, part of the project is actually building the slab.

9 MR. HAYDEN: (Inaudible. Speaking away from  
 10 microphone.)

11 MS. BYERS: Yes.

12 BOARD CHAIR CAUSEY: Any other discussion? All in  
 13 favor, please raise your hand. The motion carries unanimously.  
 14 Thank you, Ms. Byers.

15 MS. BYERS: Thank you.

16 BOARD CHAIR CAUSEY: Our next item is Item T, New  
 17 Business, Contract Awards. For that, I call forward Mr. Sarris  
 18 and Mr. Dixit.

19 MR. DIXIT: Good evening.

20 VOICE: Members of the Board, the Board's Building  
 21 and Contracts Committee met earlier this evening. Items T1

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1 through T11 are being forwarded to the full Board for approval.

2 BOARD CHAIR CAUSEY: Do I have a motion to approve

3 items T1 through T11?

4 MS. ROWE: So moved.

5 BOARD CHAIR CAUSEY: Thank you, Ms. Rowe. No second

6 is needed since the recommendation comes from the committee.

7 Board members, is there any discussion? All in favor, please

8 raise your hand. Any opposed? The motion carries unanimously.

9 Thank you very much.

10 Our next item is Item U, New Business, Report on

11 Northeast Area Middle School Boundary Study. For that, I call

12 forward Dr. Brown.

13 DR. BROWN: Good evening, CAO Boswell-McComas,

14 members of the Board and community. I want to first take a

15 moment and thank the Board for the opportunity to present this

16 evening. I'm glad that you guys took a moment to look at this.

17 I do want to underscore the sense of urgency around

18 making a decision with this in that it was my understanding that

19 we were very interested in being able to have a solution for the

20 '20-'21 school year and we hurried up and got a presentation

21 here for this group to try to facilitate that. I worry that any

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1 further delay will compromise our ability to move forward with

2 this.

3 That being said, I'd like to start with just a

4 description of what we've heard already to some extent. As of

5 this year, both Parkville and Perry Hall Middle Schools are

6 overcrowded in this region. Certainly, I appreciate the

7 discomfort that is occurring for Perry Hall students. I took

8 time to walk the building and to be able to see what it was like

9 in that building. I've had staff at the building this year.

10 Again, I just want to express my concern for them and the fact

11 that we have recognized this for a while and this is part of why

12 we advocated so strongly for a middle school solution. Really,

13 the ultimate solution here is a new middle school at Nottingham

14 and some additional seats at Pine Grove.

15 Right now, in the schools that are immediately

16 adjacent to Perry Hall Middle School, there are only 103 seats

17 available in the immediate adjacencies. I believe, Ms. Henn,

18 when you were looking at this, you also looked at Stemmers.

19 Stemmers does have the largest pocket of seats. One of the

20 things that does become very apparent when we look at Stemmers

21 is there are only so many routes to get to Stemmers to afford

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1 those seats to folks in the northeast. That's part of the

2 conversation. There's just really not that many options to do

3 that.

4 Then, to add insult to injury as we move forward,

5 this is an area that continues to grow. So, by the time we get

6 to the '21-'22 school year, there's no excess capacity here at

7 all in the region. In fact, the whole area will be overcrowded.

8 So, again, I said this earlier today and I've heard

9 a couple people say it in terms of the constituency, the real

10 solution here is to get behind advocating for a new school. We

11 need more seats for this solution.

12 This just underscores the point that the area is

13 continuing to grow and you can see by the time you get to the

14 '21-'22 school year, the area is in excess of 100 percent

15 capacity.

16 To date, we have expended most of the internal and

17 external capacity relief opportunities for the building. What

18 you see here, if you look at the three lines here, the red line

19 represents the state-rated capacity for the building that's why

20 it's sort of level across there. The blue line represents the

21 enrollment and projected enrollment. You'll see that that's

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1 sort of flattened out. We had a lot of growth for a while but

2 it's sort of flattened out as we move forward. The green line

3 reflects the additional capacity that's afforded by relocatable

4 units. You'll see that the green and blue lines are actually

5 quite close to one another. Truthfully, if we were to stay the

6 course with relocatable units or adding a relocatable unit, we

7 could likely accommodate much of this already.

8 So, when we look at providing capacity relief and I

9 really wish Mr. Kuehn was here because he brought this up the

10 other day. We do look every year across the entire system. We

11 are aware that there are a number of schools across the system

12 that have needs for this.

13 Really, one of the things I was looking forward to

14 this year was addressing Pleasant Plains in the fall and

15 potentially one more elementary school in the spring. So, when

16 we start talking about another boundary process, it starts to

17 have these cascading impacts on other schools that we want to

18 address. That's part of why I feel such an urgency to try to

19 make a decision so that I can get my team on board to moving to

20 address other needs. We just don't have that much time to get

21 these things done.

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1 So, when we do this and we look across the community  
 2 as a whole, we start looking at, well, what can be done within a  
 3 building? Can we put art on a cart, can we put music on the  
 4 stage? What can we do?  
 5 Obviously, all those things have been done at Perry  
 6 Hall. Then, we start talking about adding relocatable units and  
 7 we've done that as well. While Perry Hall has a large number of  
 8 relocatable units, there are a couple elementary schools that  
 9 actually have just as many across the system. We have issues of  
 10 overcrowding that are going to require capital solutions.  
 11 As you work up, we can talk about annexing. I  
 12 actually put an annex solution in here, in part, to help people  
 13 understand what a boundary might look like as well. I just  
 14 wanted it to be as transparent as possible to the public so they  
 15 understood what I anticipate to be a very difficult process.  
 16 This is not an easy thing for communities to go through, let  
 17 alone go through twice in short order.  
 18 I wish I had a good solution here. I will tell you,  
 19 any pathway the Board picks on this, a portion of the community  
 20 is not going to be happy. The only way to resolve this in the  
 21 long run realistically, again, is we need a new building.

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1 That's what we need here.  
 2 So, I will walk through a couple solutions here and  
 3 what they look like and the pros and cons associated with each.  
 4 Obviously, when we think about solutions, we do  
 5 think about them with respect to 1280. You heard Brooke Angel,  
 6 a lovely little girl, when she was talking about, wow, I could  
 7 go to middle school in one place, my sibling could go to school  
 8 over here and then my third sibling who is in elementary school  
 9 could end up at a third school.  
 10 She captured part of the complexity and part of the  
 11 challenge here. That a quote, "temporary boundary" will  
 12 involve families getting split up in ways that are usually not  
 13 palatable for us when we think about it.  
 14 We want to think about feeder patterns and travel  
 15 time so the annex example that I give you has a much longer  
 16 travel time if it goes all the way down to Stemmers. So, that's  
 17 a significant change.  
 18 We talk about neighborhood continuity, we talk about  
 19 feeder patterns for schools and all the sort of disruptions that  
 20 come with that. These are things that, when we do a boundary  
 21 process, we don't take them lightly and they're meant to be

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1 permanent. We think about them as a permanent solution for the  
 2 community.  
 3 So, again, sort of working our way up through these  
 4 solutions starting with the least invasive solution, the one  
 5 that will have the impact on the fewest number of kids in terms  
 6 of movement is the use of relocatable classrooms. That's not  
 7 necessarily a popular response but we could continue to add one  
 8 or two more relocatable classrooms potentially to this site.  
 9 Then, if that's, again, it's the least disruptive to  
 10 students, it's the lowest cost of the solutions. It does  
 11 provide temporary and immediate relief. It will not involve any  
 12 more movement of students. So, we're not moving students  
 13 between schools using this model. We don't interrupt feeder  
 14 patterns, we're not impacting travel times, it has no impact on  
 15 the neighborhoods. It allows for things to remain the way they  
 16 are until we do a meaningful boundary to accommodate the new  
 17 Nottingham school.  
 18 Challenges. Again, as with any other overcrowded  
 19 school, core space has become an issue. it will have an impact  
 20 on outside spaces as well and there are going to be people who  
 21 live in the center of the community who aren't going to be happy

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1 about this. Many folks who are advocating for boundaries tend  
 2 to live in the center of the community because they're not going  
 3 to ever be impacted by the boundary. It's the folks on the  
 4 periphery I think will be a little bit happier with this as a  
 5 potential solution.  
 6 Again, in my opinion, if we think about what's best  
 7 for kids, if it were my student or one of my grandkids going to  
 8 the school, this is the solution I'd be advocating for.  
 9 I put an annex in. Annexes are, by their very  
 10 nature, fairly unpopular and we've heard from the community on  
 11 that. I wanted to see an annex because the annex describes the  
 12 region of Perry Hall that would be most likely to move under a  
 13 boundary as well.  
 14 When we talk about Stemmers, Stemmers is southeast  
 15 of Perry Hall. The major divider, what we'd be looking at under  
 16 Rule 1280 would likely be I-95. So, everything east of 95  
 17 happens to be a pocket of kids that matches about the number of  
 18 kids who need to move out of Perry Hall to balance enrollment.  
 19 So, the question is where do they go? So, part of  
 20 what I wanted folks in the community to understand is who is  
 21 likely to move here? It's that area east of 95 that's likely to

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1 move. Then, who moves with it?  
 2 So, the benefit of this is it is a focused movement.  
 3 If you're going to do a boundary, if the Board feels compelled  
 4 to act, this is a focused movement of kids. It will move the  
 5 fewest number of kids without displacing kids from another  
 6 school. A boundary process that involves Middle River likely  
 7 would involve displacement of students from another school.  
 8 I'll come back to that.  
 9 It's, again, Brooke explained it really well. I  
 10 mean, wow. I think we have another parent here who explained it  
 11 really well in that, wow, I'm going to move from my elementary  
 12 school. So, I went from Vincent Farm to Chapel Hill. Now, I'm  
 13 going to move for my middle school and then I'm going to move  
 14 back.  
 15 Yeah. This one is a tough one and it's going to  
 16 happen in a relatively quick fashion. If this boundary goes  
 17 forward or if this annex goes forward, it will go forward in the  
 18 year '20-'21. By 7th grade we'd be doing a new boundary. In  
 19 8th grade, now do I finish at Middle River? Do I finish at  
 20 Stemmers? Do I go to Nottingham? It gets complication, even  
 21 for an individual student progressing through this model.

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1 It is a lower cost solution and it's guaranteed  
 2 because the boundary is sort of structured. We could do this  
 3 much like we would a typical boundary process in that we could  
 4 easily stand up an informational session for the public, give  
 5 them maps, put a survey together with it and the Board could get  
 6 a lot of information before they would choose to act on this if  
 7 they would go forward and give the public plenty of opportunity  
 8 to give input on the process.  
 9 As with a boundary, you don't get full relief until  
 10 the '22-'23 year because kids have to matriculate. Sixth grade  
 11 to 7th grade, 7th grade to 8th grade, and when you have that  
 12 full cohort, that's when you get that.  
 13 It's unlikely that you get a full cohort through  
 14 just by the nature of the staggering of the two projects. If,  
 15 as we anticipate, Nottingham opens in the '22-'23 year, kids  
 16 will be going back to Nottingham when they were in 8th grade.  
 17 Potentially.  
 18 So, this does disrupt feeder patterns. There is a  
 19 much longer travel time. Again, there are going to be folks who  
 20 are really not going to like this because it's going to have an  
 21 adverse impact on their students and it's going to be move a lot

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1 of students away from the school that they know a month.  
 2 So, when we look at this, we'd be moving kids  
 3 directly from that area east of 95. Part of them we'd move  
 4 directly to Middle River Middle School because that would make a  
 5 consistent feeder from Vincent Farms. Chapel Hill students we  
 6 would route directly down to Stemmers under that. That would  
 7 involve the least disruption to any other school. Not  
 8 suggesting it's not disruptive to this pool of students. I  
 9 believe it is. But, it won't disrupt students in another school  
 10 as well.  
 11 As you can see, if you do an annex, it does provide  
 12 relief and it does reduce the overcapacity for Perry Hall Middle  
 13 School as we move forward.  
 14 As you can see, while it does take Middle River up  
 15 over 100 percent, it's not horribly over 100 percent and the  
 16 impact on Stemmers is modest.  
 17 The last one is double redistricting. This is  
 18 probably the one I like the least in this model because it's  
 19 permanent and it's also the most expensive.  
 20 So, it could provide relief to Perry Hall Middle  
 21 School and I actually wish Ms. Mack were here on this in that,

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1 because it's a community-driven process, people draw their own  
 2 maps a lot of the time which is to say there's no guarantee that  
 3 this community east of 95 is going to be willing to move. So,  
 4 we could go through this entire process and, at the end of the  
 5 year next year, find out in short order that this is not  
 6 appealing to that community because they don't want to go to  
 7 Middle River nor do they want to go to Stemmers. Or, we may  
 8 find out that Middle River is maybe not willing to have a large  
 9 number of students move out of Middle River to accommodate or  
 10 make space for Perry Hall because if Perry Hall moves 200  
 11 students into Middle River, Middle River doesn't have room for  
 12 that. So, students would have to come out of Middle River to go  
 13 to Stemmers to make room for those kids coming from Perry Hall.  
 14 I'm not sure that Middle River is going to like that  
 15 idea. So, when you have Middle River and Stemmers at the table,  
 16 I don't know how likely they're going to be to adopt that type  
 17 of boundary. It's a tough sell.  
 18 Boundaries are hard in the first place. When we  
 19 have a school at the end of the rainbow for people to go to,  
 20 it's tough but people tolerate it and they go through that  
 21 process because they know there's something good for their kids

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1 at the end.

2 When we're asking them to do the same thing on a

3 temporary basis and then come back a year later and do it again,

4 it just feels like a lot of emotional turmoil for a community.

5 You've heard some of that today as people were speaking. It

6 concerns me because, ultimately, when we come back and we talk

7 about the Nottingham boundary, we want people to be genuinely

8 engaged with that. We want them to think about what's best for

9 their community moving forward, not coming in angry because they

10 had to do something on a temporary basis that they didn't like.

11 So, the problem with this one, again, it has the

12 most impact on students. If we do anything other than a

13 satellite to Stemmers, it means moving kids out of one or more

14 schools and that's going to be tough. So, to create space for

15 Perry Hall kids, other kids will have to move out and I just

16 think that's awfully tough.

17 Again, you won't see a cohort of kids move through

18 the program. You'll see 6th and 7th grade and then you get

19 around to 8th grade and, all of a sudden, some sort of decision

20 has to be made about where I'm going to finish my middle school?

21 Do I go back to Perry Hall? Do I go to Nottingham? Et cetera.

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1 We have students that will easily be impacted three

2 times. Those kids in that Chapel Hill area are going to be

3 impacted at least three times in this process. That really

4 concerns me. It is the most expensive because if you do

5 boundary processes twice, it's double the expense on that moving

6 forward.

7 We will also, again, have staff and students move

8 more than once on this. So, the staff will follow the students

9 and then they'll move back and it's a lot of disruption. Again,

10 it's not a guaranteed solution. It isn't a guaranteed solution

11 moving forward.

12 So, again, just to put the time lines out so people

13 can understand. If we start this and we have to start very

14 quickly if we're going to do this boundary process in the fall,

15 this boundary has to happen in the fall if we're going to

16 implement it in the `20-`21 year. If we start this boundary

17 process in the spring, it can't go into place until the `21-`22

18 school year. Much like you saw with Johnnycake and Dogwood

19 today, we did that as a spring process. We let a whole year

20 roll by so parents have the opportunity to do what they need to

21 do around magnet placements, special transfers, we give them an

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1 entire year to work through that. If we try to accelerate that

2 process, we take choices away from parents in the spring and I

3 just don't think that's fair. This is going to be disruptive

4 enough without trying to accelerate and compromise parents.

5 So, we talked about that already. I want to just

6 briefly go through this because I want to honor the folks from

7 Pleasant Plains who were here. They have a point. Pleasant

8 Plains is actually running out of options. Their internal

9 spaces are compromised, they're maxed out. Their core spaces

10 are actually much smaller than Perry Hall Middle School which

11 was originally a high school. It has larger core spaces than

12 many buildings.

13 We are out of places to put relocatables at Pleasant

14 Plains. It's really a pretty tight footprint. So, if we stay

15 the course and we use relocatable units, that's pathway one. We

16 can easily do Pleasant Plains and then we could talk about doing

17 another boundary in the spring to relieve overcrowding for an

18 elementary school that doesn't have a capital project associated

19 with it.

20 If we were to explore annexation, again, another way

21 to gather more information because you have to make a decision.

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1 We could do a public information session over the summer or

2 early fall. We could absolutely put together a survey, like we

3 do with a boundary process, and let people give feedback to it.

4 None of this compromises being able to do Pleasant Plains. I

5 can do Pleasant Plains in the fall and would not have a problem

6 with it. I just need a decision about that to be able to move

7 that forward.

8 The final process, if we do double redistricting and

9 we start a district process for Perry Hall Middle in the fall,

10 we cannot do two large-scale boundary processes at the same

11 time. There's just insufficient staff resources to make that

12 happen. Each take, again, about 1,000 hours of staff time to

13 get done. There's just limited resources to get that done.

14 So, by necessity, it would push any boundary work

15 for Pleasant Plains to at least the spring to get that done.

16 So, again, I'm very thankful that the Board gave me

17 the opportunity to present tonight. Again, it's a difficult

18 situation to be in. I'm sorry that funding was delayed for the

19 school.

20 Ultimately, what I believe to be the most viable and

21 best solution for students here involves a new building and

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1 capital improvement at Pine Grove.  
 2 BOARD CHAIR CAUSEY: Thank you. Board members,  
 3 questions or comments? Ms. Henn and then Ms. Jose and then Mr.  
 4 McMillion.  
 5 VICE CHAIR HENN: Thank you, Ms. Causey and thank  
 6 you, Dr. Brown, for the excellent presentation and all the work  
 7 you and your team put into this. I appreciate the short  
 8 turnaround. I know you and your team scrambled to provide this  
 9 at the Board's request. So, I really appreciate all the work  
 10 you put into this. I know you're in a difficult position  
 11 because you were fully aware of the situation and on top of it  
 12 as you have been.  
 13 DR. BROWN: We're really trying to accommodate that  
 14 '20-'21 time line that was put forward.  
 15 VICE CHAIR HENN: Sure. I understand the difficult  
 16 predicament because we all want that capital solution and when  
 17 that doesn't come forward, then what do we do?  
 18 My issue is that there is no other path forward for  
 19 Perry Hall. So, as I look at your last slide, and this is a  
 20 great visual, by the way. Seeing the path forward, I see, okay,  
 21 in that decision chart, where do we go from here?

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1 So, we decide to stay the course, if that's the path  
 2 that the Board decides to take, and we move forward with  
 3 relocatables, I'm at the school several times a week, you run  
 4 out of physical space eventually. Then what?  
 5 If the capital funding doesn't come through, then  
 6 what? As you said tonight, there is no other option. Then, are  
 7 we looking at a possible annexation anyway? I don't like that  
 8 idea, you said you don't like it, it's not what's best for kids.  
 9  
 10 A redistricting is also possibly not what's best for  
 11 kids. But, then what? So, I'm looking for what is the  
 12 alternative because this is not a new situation for Perry Hall.  
 13 I pulled up the boundary map. The last time the boundary map  
 14 was updated was 2003. So, I had some questions there to say,  
 15 okay, is this a problem? What have we done about it? I'm  
 16 seeing no new solutions come forward and really there are none  
 17 that I'm hearing and no fault of yours or the system's or anyone  
 18 sitting around this table or our predecessors.  
 19 But, at some point, we have to say, okay. We need  
 20 to think outside the box and there's some ideas that the  
 21 community has brought forward. One of which I want to toss out

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1 there is the idea of a voluntary special permission transfer.  
 2 If parents would be willing to send their students, for  
 3 instance, to Pine Grove Middle? Could that be an option that we  
 4 offer to parents for voluntary transfer and it's something I've  
 5 talked to Mr. Roberts about in the past.  
 6 Is it time that we consider Options 1A, B and C to  
 7 look at alternatives, if we stay the course. My question, and  
 8 I'm getting to that question, is have you considered Options 1A,  
 9 B and C, or are there other, I guess, options to expand the  
 10 space or provide some relief to Perry Hall Middle if we do  
 11 decide to stay the course and wait out the capital funding and  
 12 do what we can to advocate for that?  
 13 DR. BROWN: So, I'm drawing a blank on the last  
 14 name, but Tiffany who is a lovely community member and was part  
 15 of a couple of the boundary processes that we worked with, I  
 16 think rattled off a whole list of things that could be explored.  
 17 There's no reason not to.  
 18 I don't believe that, again, there's any graceful  
 19 way to take advantage of the seats at Stemmers. It's why, when  
 20 we were initially looking at a boundary process for this area  
 21 and whether or not a boundary could really resolve it, when we

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1 looked several years down the road, it's like, oh, all these  
 2 buildings are overcrowded to begin with so I can't really go  
 3 that way. We didn't even talk about maybe going to Pine Grove  
 4 but I hate to overcrowd Pine Grove right before it starts a  
 5 capital project. We're just moving kids from one set of  
 6 relocatables to another at that point because a sizeable portion  
 7 of that building will wind up in relocatables during the  
 8 construction process. That doesn't sound like a very good  
 9 solution to me. I wouldn't want that and it's disruptive.  
 10 I'm not sure that you're going to get enough  
 11 voluntary transfers, if that's permissible in policy and I would  
 12 have to dig into that. I'd be happy to do so. But, I don't  
 13 think you're going to get oodles of people doing, a couple  
 14 hundred people, I doubt it.  
 15 So, it may tinker around the edges and give some  
 16 parents some choice. It's worth considering. I'm just not  
 17 convinced that redistricting in the short run here, because you  
 18 can't even get a cohort of kids all the way through it before  
 19 it's done. It just feels like it will do more harm than good.  
 20 That's my concern.  
 21 VICE CHAIR HENN: Given our assumption that a

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1 capital project is in the immediate future which is a big  
 2 assumption. Hopefully, it is and we like to think positively  
 3 but that is a big assumption.

4 My fear is that we are multiple years away from that  
 5 and if that doesn't come to fruition, then we didn't provide  
 6 relief for the kids that are struggling now. Staying the course  
 7 does not provide relief, as you said in your slide deck, to  
 8 those core areas and that is very real. That's not just a  
 9 bullet point on a slide. That's kids waiting to see the nurse  
 10 for an hour and a half, that's the support resources don't scale  
 11 accordingly at a school that's nearing 2,000 kids at a middle  
 12 school.

13 So, my concern is that that doesn't come to  
 14 fruition, we've got kids that need help now and what can we do  
 15 to help them now?

16 My second question to you is what's so appealing  
 17 about a boundary study in that circumstance is that it's  
 18 broader, it may consider the western boundary to take into  
 19 account Pine Grove. Their capital project is also on hold. I'm  
 20 curious as to why the annexation that was proposed looked only  
 21 to the east and not to the west and maybe you can address that

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1 because there are currently seats, if that is a temporary  
 2 solution, we've got some seats, not a lot but we've got some at  
 3 Pine Grove. Looking at possibly the Gunpowder community, some  
 4 on the western boundary of Perry Hall that could be considered.

5 But, what's appealing about a boundary study is that  
 6 the community is at the heart of it. It's community-driven,  
 7 everyone has a seat at the table and, like you said, the  
 8 community draws the map. It's community-driven and it's  
 9 comprehensive.

10 So, when I think of the process, I envision and  
 11 process that would be west to Pine Grove and east to possibly  
 12 Stemmers, possibly not. But, that would include the community  
 13 in that process and, as you said, there's no guarantee. Who  
 14 knows what that map would look like but it is a process that is  
 15 community-drive and that's part of the appeal. You list it as  
 16 an advantage. So, I agree with you. It is that.

17 DR. BROWN: So, a couple things. One is sort of the  
 18 primary architect of the boundary process. I appreciate that  
 19 the Board has consistently valued that process and how it works.

20 There are circumstances under which I think it works  
 21 incredibly well and quite easily. So, tonight, you saw

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1 Johnnycake and Ed Heights. They navigated that process  
 2 beautifully and when they sat at the table, I heard them say to  
 3 each other, yeah, these are all our kids. There's an overlap in  
 4 the walk zone and let's just do what's best for our kids.

5 Same thing with Featherbed and Dogwood. It was  
 6 really a pretty straightforward process because there wasn't a  
 7 perceived disparity between the buildings.

8 The greater the perceived disparity between two  
 9 buildings, the more likely that folks are not going to be happy  
 10 with that change. I've got a staff member who lives in Perry  
 11 Hall who is a professional planner, I might add, who has  
 12 expressed great concern about moving through a boundary process  
 13 like this followed up by another one. Again, there's no new  
 14 school at the end of the rainbow right now.

15 So, as the designer of this process, I don't think  
 16 this is the process for this. I don't think it's going to work  
 17 because the majority of the people who are going to be at the  
 18 table, you're basically asking for a favor. You're asking the  
 19 people in Middle River to move for you to make space for kids  
 20 from Perry Hall. That's a big ask.

21 Going back to Pine Grove. I said it before and I'll

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1 repeat it tonight, Pine Grove is seen primarily as a solution  
 2 for Ridgely and Dumbarton. That's not to say that there aren't  
 3 a few seats there but not substantial relief. If we were to  
 4 provide the sort of relief that Perry Hall needs, a couple  
 5 hundred kids, we would fill Pine Grove to the brim right before  
 6 a capital project and we'd be moving them to put them in  
 7 relocatables at Pine Grove. That just, again, doesn't seem to  
 8 make sense to me. To ask families to go from their home school  
 9 to another school to end up in relocatables at that school while  
 10 they're doing a building project there which is why I didn't go  
 11 that direction.

12 If we would go that direction, frankly, I would need  
 13 to have Ridgely and Dumbarton at the table so that we could  
 14 allocate seats appropriately as we move forward with that. At  
 15 that point, Perry Hall is going to get little to no relief from  
 16 that move.

17 So, really, again, the lion's share of seats, and  
 18 you pointed them out yourself, are at Stemmers. There's just no  
 19 graceful way to get there and I don't think that Perry Hall  
 20 families are going to be happy with movement to Middle River or  
 21 Stemmers.



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1 VICE CHAIR HENN: Do you have an idea, and if this  
 2 is an unfair question, I apologize and you can get back to me.  
 3 As far as the history of boundary adjustments in the northeast  
 4 as far as the middle schools are concerned, because I know this  
 5 is an area with significant population changes in terms of  
 6 demographics with growth, the Honeygo area particularly in the  
 7 last decade as grown enormously. To my knowledge, the  
 8 boundaries for Perry Hall Middle have never been changed. The  
 9 last map is dated 2003.

10 DR. BROWN: It may just be an updated map. We may  
 11 have just put the map in a more current tool.

12 VICE CHAIR HENN: Sure. But, do you know, and there  
 13 was an addition built onto the middle school, I believe, in '96.  
 14 Do you know if that was the last date that a boundary study  
 15 process was done for the school?

16 DR. BROWN: I do not know that off the top of my  
 17 head. We can certainly get that for the weekly update.

18 VICE CHAIR HENN: Sure. I couldn't find that  
 19 information as well. So, I think it's a fair assumption that  
 20 was the last time the boundaries for Perry Hall Middle have ever  
 21 been looked at. It's also fair to say that the community has

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1 changed significantly in that time.

2 Is there a process within the system itself to look  
 3 at boundaries on a regular basis in terms of at regular  
 4 intervals given the changing demographics, given the community  
 5 changes, given growth and development.

6 I know we look at enrollment projections and try to  
 7 plan accordingly. That's what our planning department does.  
 8 But, in terms of an area that has been overlooked or that has  
 9 not had action done, are we long overdue for some action in  
 10 terms of boundaries in this area? There's never an ideal time  
 11 is what I'm getting at here.

12 DR. BROWN: When I started here, we had about 5,000  
 13 more elementary students than we had seats. Five years ago.  
 14 We've cut that about in half at this point. Schools for our  
 15 future will lay out a plan that will produce as many elementary  
 16 seats as we expect to have elementary students.

17 So, really, there was a crisis around elementary  
 18 enrollment and not having enough space for that. Obviously,  
 19 those kids rolled up to middle school. When they rolled up to  
 20 middle school, we were blessed systemwide to have more seats at  
 21 the system level for middle school than we'll have students.

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1 We had pockets, though. Perry Hall was one. So, we  
 2 needed a new middle school in Perry Hall. That's why we're  
 3 advocating for that.

4 Ridgely, Dumbarton, Pine Grove, sort of helps with  
 5 that pocket. It takes care of a lot of our middle school  
 6 challenge. We typically associate a boundary process when those  
 7 seats become available. That's what makes it palatable to  
 8 people. It's like, oh, there's hope. I'm moving in a direction  
 9 to something that's good. A new school and new schools are very  
 10 appealing. Then, you can restructure a boundary.

11 We've tried to, and we've been quite busy, frankly,  
 12 as schools have come online, we do those boundary processes.  
 13 So, when there was a delay in funding this year, we immediately  
 14 said, okay, where else can we balance enrollment? That's when  
 15 Pleasant Plains immediately doubled up.

16 Again, there's at least one more elementary school  
 17 we'd like to address in the '19-'20 school year because those  
 18 opportunities are kind of few and far between. As long as we're  
 19 doing new schools, we're going to be addressing them.

20 So, do we look across the system as a whole?  
 21 Absolutely. That's what the impetus for the high school study

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1 was. Wow, those kids came to middle school, they're going to go  
 2 to high school. Oh, we don't have as many seats in high school.  
 3 Wow, we need to do something about that. Let's start looking  
 4 down the road for that.

5 We looked every year across the entire system and  
 6 tried to plan on what's best to make adjustments around the  
 7 system and how best to do that. That's why we did, again, even  
 8 though Chadwick was going to relieve itself, we took that  
 9 opportunity to look at Johnnycake and Ed Heights and balanced  
 10 the enrollment there. Featherbed and Dogwood, let's balance the  
 11 enrollment between those two schools because then we can be  
 12 balanced effectively from Liberty Road all the way to the tip of  
 13 the southwest at the elementary level and that's nice to have  
 14 gotten to that point.

15 So, we look every year at this and we try to figure  
 16 out how can we pace these and where can we place these  
 17 activities. They do take substantial planning to do well and to  
 18 produce with the level of transparency that the Board and the  
 19 community has come to expect.

20 VICE CHAIR HENN: Great. My last question, then, it  
 21 is your recommendation that the Board should move forward with

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1 staying the course and you would be willing to look at  
 2 unconventional options such as revisiting our policy around  
 3 voluntary special permission transfers and other options. We  
 4 have a new Superintendent joining the team shortly. There may  
 5 be some fresh ideas that he brings to the table as well, if we  
 6 want him to.

7 DR. BROWN: We can all help. Absolutely. More than  
 8 one to look at other things as well as we move forward. But, my  
 9 recommendation for the time being would be to stay the course  
 10 and if at some point in the future it becomes evident that the  
 11 funding is going to be delayed even further, then I think this  
 12 conversation can be brought back up.

13 VICE CHAIR HENN: Thank you.

14 BOARD CHAIR CAUSEY: Thank you. Who was first? Mr.  
 15 McMillion and then Ms. Jose and then Ms. Rowe.

16 MR. MCMILLION: Over the last couple months, we've  
 17 talked about a high school, from design to finish, is about 6  
 18 years. If I'm not mistaken. It appears from these elementary  
 19 school groundbreakings, from the groundbreaking to the finish of  
 20 the elementary school is 14 or 15 months.

21 What is it for a middle school from design to

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1 finish?

2 VOICE: (Inaudible. Speaking from audience.)

3 DR. BROWN: Thank you. And, where are we at in  
 4 terms of the design status?

5 VOICE: (Inaudible. Speaking from audience.)

6 MR. MCMILLION: Okay. So, that saves some time,  
 7 then.

8 DR. BROWN: Exactly.

9 MR. MCMILLION: So, let's go back to groundbreaking.  
 10 Groundbreaking on a middle school. How far out do we project  
 11 to finish?

12 BOARD CHAIR CAUSEY: We welcome forward Mr. Pete  
 13 Dixit. Thank you for joining us again.

14 MR. DIXIT: We are mixing two things here. What you  
 15 saw in the groundbreaking of elementary school is just the  
 16 construction time. There is a good one to two years of design  
 17 and design review time.

18 So, for an elementary school, if the planning is  
 19 approved this July, we are looking at three years for completion  
 20 of that school. For middle school, if the design or planning is  
 21 approved in July, then we're looking at four years and, high

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1 school, at least five years. These are approximate times. We  
 2 try to expedite it based on the need but a lot of this time is  
 3 beyond us. It is the state reviews that are needed, it is the  
 4 bidding process that is needed. So, we cannot tremendously  
 5 decrease the time.

6 But, these are the time periods that you're talking  
 7 about. Three year for elementary school, four years for middle  
 8 school and five to 6 years for high school.

9 MR. MCMILLION: Thank you, Mr. Pete.

10 DR. BROWN: So, with a one-year delay, we would  
 11 still be anticipating a `22-`23 opening.

12 MR. DIXIT: That's right. We have the benefit that  
 13 a lot of design is completed for the middle school. We are  
 14 anticipating funds this year. So, we are in the final stages of  
 15 the design of the middle school.

16 DR. BROWN: Right. So, the timeline that I provided  
 17 with `22-`23 is consistent with that building.

18 BOARD CHAIR CAUSEY: Ms. Jose?

19 MS. JOSE: Thank you, Dr. Brown. I also visited  
 20 Perry Hall Middle with you and with Mr. McMillion and I have a  
 21 child that attends Perry Hall Middle School. So, I know the

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1 issues that you're talking about.

2 Explain to the Board what happens if we don't make a  
 3 decision today in terms of the timeline.

4 DR. BROWN: So, we have communications that go out  
 5 right now for those schools that are going to be involved in a  
 6 boundary process. We're running out of time to get those  
 7 communications out.

8 We also need to bring the pool of people who are  
 9 going to work on that boundary process together and start moving  
 10 through that. We have to engage a vendor and schedule dates for  
 11 that to get that off the ground. All those things, the further  
 12 we go down the road, the more difficult it becomes to get those  
 13 done.

14 My team, frankly, was a little frustrated with me  
 15 for taking it to here. They wanted a decision a while back  
 16 because they really want to get moving on this. They want to  
 17 have a defined pathway forward.

18 What is likely to happen is we're going to lose the  
 19 opportunity to do a fall boundary process and instead be stuck  
 20 in the spring. Well, doing a spring boundary process would  
 21 preclude an opportunity to do anything for Pleasant Plains and

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1 it will also mean that boundary won't be implemented in the  
 2 `20-`21 school year, which was my commitment to come with  
 3 options that could be done by `20-`21. But, instead, would be  
 4 in the `21-`22 school year which means you would only have one  
 5 year of that in place before it would change. You would no more  
 6 than complete it and you'd be starting the second boundary,  
 7 literally, the next year. That just sounds awful to me, to be  
 8 honest.

9 MS. JOSE: So, this may be for Mr. Dixit. I just  
 10 saw that we just appropriated some funds for the northeast  
 11 middle school and Pine Grove. So, they are in design currently.  
 12 Correct? So, if we were to delay this process, essentially, it  
 13 would be overlapping with `20-`22 given the fact that if we do  
 14 get construction money, that's a whole different ball game. It  
 15 would be another boundary study that would start. My kids just  
 16 went through two boundary studies, from Chapel Hill to Honeygo.  
 17 So, I know and I feel the pain. But, how do we address it now?  
 18 And, if we don't make a decision today, we just let it slide,  
 19 essentially, it will be option one?

20 DR. BROWN: If you don't make a, and I would ask  
 21 that you make a recommendation today just so that we can keep

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1 the trains on time with some things.

2 Yeah, a lack of decision today means that we would  
 3 be using relocatables for the `20-`21 school year because we  
 4 won't be able to get the boundary process done because it would  
 5 have to be done in the spring. Again, if we try to implement, I  
 6 mean, the decisions for boundary come, like, now. So, the  
 7 school would be closing when you made the decision about the  
 8 boundary for Perry Hall Middle, parents wouldn't have the  
 9 opportunity to look at magnet opportunities, they wouldn't have  
 10 the opportunity to look at special permission transfers, etc.

11 It takes choice away from parents. That's why we  
 12 don't implement spring boundaries the following fall. We give a  
 13 whole year on that to accommodate those choices for parents.

14 MS. JOSE: Thank you. So, this would also help  
 15 Pleasant Plains if we do the boundary study.

16 DR. BROWN: If we don't do a boundary, if we stay  
 17 the course, it would help Pleasant Plains because I could, I  
 18 mean, I was already on track to do a boundary for Pleasant  
 19 Plains this fall. Then, this bubbled up and it was like, okay,  
 20 I can't do both. So, we have to pick.

21 If the Board is advocating that we do Perry Hall and

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1 the Board votes that we do Perry Hall, then by very nature, we  
 2 have to delay Pleasant Plains.

3 I would be able to do Pleasant Plains, or my team  
 4 would be able to do Pleasant Plains and we would likely be able  
 5 to address one more elementary school in the spring of next year  
 6 with a boundary process which I'd very much like to do because,  
 7 again, we have very few opportunities to address those pockets  
 8 out there that don't have a capital plan or program associated  
 9 with them.

10 We like to, usually, we're doing these boundaries in  
 11 conjunction with a capital project a year before the capital  
 12 project comes to fruition.

13 MS. JOSE: Thank you.

14 BOARD CHAIR CAUSEY: Thank you. I do just want to  
 15 point out that there is a meeting that has been called for one  
 16 week from today. So, there is an opportunity to revisit this in  
 17 one week. Ms. Rowe?

18 MS. ROWE: Dr. Brown, I don't know if this is a  
 19 question for you or if we need our capital budget people. But,  
 20 my understanding of the state capital budget process in this  
 21 project, for the northeast middle school, is that we have all of

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1 the county portion allocated and what we need to do the  
 2 northeast middle school is the state portion.

3 The justification for obtaining state money has a  
 4 lot to do with overcrowding. So, we have Perry Hall Middle and  
 5 Middle River Middle that have projected overcrowding that can  
 6 justify a new middle school. And, then we have some facilities  
 7 conditions at Stemmers Run and Golden Ring.

8 But, unless facility conditions get really heavily  
 9 weighted, I guess my concern is do we need overcrowding at those  
 10 two schools and facility conditions at the other two schools to  
 11 justify the state money for a new school? Or, if we do a  
 12 boundary change at Perry Hall Middle right now, will it  
 13 potentially remove justification for the state money for the new  
 14 school and compromise that project altogether?

15 DR. BROWN: Ms. Rowe, I'm really thankful that you  
 16 brought that back up. You brought that up the last time we were  
 17 here and I think I answered it halfway but I got to thinking  
 18 more about it.

19 The numbers won't change in terms of the overall  
 20 overcapacity in the region. It won't change. But, the fact  
 21 that we'll no longer have a severely overcrowded school

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1 definitely could change the priority and the urgency for that  
 2 project and that is a concern for me.

3       Upon reflection, I think you're spot on that that  
 4 could change the math for that. Suddenly, you've distributed  
 5 the overcrowding and all the buildings, 104 or 105 percent, that  
 6 doesn't look like an emergency anymore.

7       MS. ROWE: So, if that were to happen, we would  
 8 eliminate the possibility of having not only overcrowding relief  
 9 in a brand-new school, but moving children from Golden Ring  
 10 that's a very poor facility into a better facility. I guess my  
 11 concern is that if we have a comprehensive solution and we're  
 12 making a decision that compromises the potential for state  
 13 funding for that comprehensive solution, then we could be  
 14 creating a sort of self-fulfilled prophecy for the thing that we  
 15 don't want which his to not get a new school.

16       DR. BROWN: Middle bullet in here is just that. It  
 17 could compromise the funding. I am worried about that. I think  
 18 it's a reasonable concern.

19       MS. ROWE: Thank you.

20       BOARD CHAIR CAUSEY: Are there other questions or  
 21 comments before we move on? Ms. Jose?

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1       MS. JOSE: So, Dr. Brown, do you recommend we make a  
 2 motion today? Or, if we don't, what happens?

3       DR. BROWN: So, again, I would recommend that the  
 4 Board make a motion to stay the course for the time being. That  
 5 would allow us to move forward with planning to address Pleasant  
 6 Plains. It doesn't take the possibility for a boundary or  
 7 redistricting off the table. You can come back to that at a  
 8 later point in time.

9       In effect, delaying it is going to make it a spring  
 10 process. It's going to be a '21-'22 school year issue anyway.  
 11 It's effectively the same. But, what it takes away is our  
 12 capacity to immediately address Pleasant Plains.

13       So, I would ask that the Board choose to stay the  
 14 course now and then let us explore some of the A1, A2, A3  
 15 options that may exist out there in the world. If it becomes  
 16 evident that the timeline is going to get extended for funding,  
 17 then by all means, let's come back to the table and talk about a  
 18 longer term solution.

19       BOARD CHAIR CAUSEY: Ms. Jose?

20       MS. JOSE: So, I would like a motion that we choose  
 21 option one, stay the course, and come back next year if we don't

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1 get funding for the capital project.

2       BOARD CHAIR CAUSEY: Is there a second?

3       MR. HAYDEN: Second.

4       BOARD CHAIR CAUSEY: Thank you, Mr. Hayden. Ms.  
 5 Jose, do you want to speak more to your motion?

6       MS. JOSE: No, I mean, Dr. Brown did a good job of  
 7 explaining. I have personal interest. My child goes to Perry  
 8 Hall High School. But, I'm also a long-term infrastructure  
 9 planner and what he said makes sense to wait for capital funding  
 10 and then make a decision. I really don't like jumping the gun  
 11 on decisions like this that have a domino effect on different  
 12 communities because it's also about equity. So, I think I've  
 13 spoken enough. Thank you.

14       BOARD CHAIR CAUSEY: Thank you. I would like to  
 15 speak for a moment. I agree with Ms. Jose about jumping the gun  
 16 on issues.

17       I feel that given we have an incoming Superintendent  
 18 arriving in just a few weeks, that I would currently abstain  
 19 from any vote this evening in order to allow our incoming  
 20 Superintendent to get up to speed because this is a decision  
 21 that will impact the four years of his tenure. So, that's my

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1 perspective on it.

2       Additionally, we do have another meeting next week  
 3 and I am trying to be mindful of the time, also. Ms. Henn?

4       VICE CHAIR HENN: I would also like to see options  
 5 1A, B, C. So, I will be abstaining for that reason. I would  
 6 like to see what Dr. Williams brings to the table in terms of  
 7 new ideas and I don't think it necessitates a sense of urgency  
 8 to act tonight. I think he will be here in just a few short  
 9 weeks. So, I think we can revisit it then.

10       BOARD CHAIR CAUSEY: Mr. Hayden?

11       MR. HAYDEN: Dr. Williams, albeit a good  
 12 administrator, is not going to come in here as a miracle man and  
 13 learn all about our system and all about our schools just like  
 14 that and say, okay, let's go. This is what to do.

15       We've got people who are well-versed in the school  
 16 system, they've done a lot of homework and they've brought a  
 17 suggestion to us that makes inordinate good sense.

18       If we stall on this, we're just asking for trouble.  
 19 We have got to move forward onto something. In my checkered  
 20 past as a School Board member way back when, I found in  
 21 redistricting and the like, the longer you waited, the more or

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1 the less you got done.

2 So, we've got something in mind. Let's move forward

3 on it. Let's keep the community involved and make sure that we

4 can get something done.

5 BOARD CHAIR CAUSEY: Board members, any other

6 discussion? Ms. Rowe?

7 MS. ROWE: I just had one question. If we vote in

8 favor of this motion, then it's the same as doing nothing?

9 DR. BROWN: No.

10 MS. ROWE: If we don't vote, I guess I'm confused

11 because I thought you said if we didn't do anything tonight,

12 then that's like choosing option one.

13 DR. BROWN: Almost. Not quite. If you choose

14 option one tonight which is stay the course, it means that for

15 the foreseeable future, which we expect to be a couple of years,

16 we would be planning to try to resolve overcrowding at Perry

17 Hall Middle School with the use of relocatable units.

18 What it would also allow me to do is go back to my

19 team tomorrow and say start the process for Pleasant Plains. We

20 got the ball rolling but let's start the process for Pleasant

21 Plains and make sure that we can continue with that and get that

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1 off the ground in the fall.

2 If we keep kicking this can down the road, then the

3 opportunity to try to address Pleasant Plains comes off the

4 table because then we will be doing either the Pleasant Plains

5 solution in the spring or we'll be coming back and doing the

6 Perry Hall solution in the spring because I'm not going to

7 compromise the process. I want the process to be done well.

8 It's too important in either case. I think, in both cases, the

9 community is going to be deeply involved with those projects and

10 we want to do them right.

11 So, you know, it's not doing nothing. It's allowing

12 us to move forward with Pleasant Plains.

13 BOARD CHAIR CAUSEY: Is there any other discussion?

14 Hearing none, can you repeat the motion, Ms. Jose?

15 MS. JOSE: I make a motion that this Board choose

16 option one, stay the course and come back and revisit this if we

17 don't get capital funding for the construction.

18 BOARD CHAIR CAUSEY: May I have a roll call vote,

19 please?

20 VOICE: Mr. Offerman?

21 MR. OFFERMAN: Yes.

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1 VOICE: Ms. Pasteur?

2 MS. PASTEUR: Yes.

3 VOICE: Mr. Hayden?

4 MR. HAYDEN: Yes.

5 VOICE: Ms. Henn?

6 VICE CHAIR HENN: Abstain.

7 VOICE: Ms. Causey?

8 BOARD CHAIR CAUSEY: Abstain.

9 VOICE: Ms. Jose?

10 MS. JOSE: Yes.

11 VOICE: Mr. McMillion?

12 MR. MCMILLION: Yes.

13 VOICE: Ms. Scott?

14 MS. SCOTT: Yes.

15 VOICE: Ms. Rowe?

16 MS. ROWE: Yes.

17 DR. BROWN: Thank you for your guidance. Appreciate

18 it.

19 BOARD CHAIR CAUSEY: Thank you. The motion carries.

20 The next item of business is Item V, New Business, Report on

21 Policies.

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1 Members of the Board, the Policy Review Committee

2 asks that the Board accept this report of the committee's

3 approved proposed changes to the following Board policies.

4 Policy 1260, School Volunteers, Policy 3230, Qualification of

5 Vendors, Policy 8130, Internal Board Policies, Organization

6 Formulation, Policy 8315, Internal Board Policies, Operations,

7 Meetings, Participation by the Public.

8 These recommendations are presented to you on

9 tonight's agenda as Exhibit Five. Staff is available should

10 Board members have any questions about these policies.

11 Additionally, this is the first reading. So, the public will be

12 able to comment on these policies at a future Board meeting.

13 Do I have a motion to adopt the recommendation of

14 the Board's Policy Review Committee?

15 MR. OFFERMAN: So moved.

16 BOARD CHAIR CAUSEY: Thank you, Mr. Offerman. No

17 second is needed since the recommendation comes from the

18 committee. Is there any discussion or questions from Board

19 members? Hearing none, all in favor, please raise your hand.

20 The motion carries unanimously. Thank you very much.

21 The next item is Item W, Board Member Comments. I

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1 will go around the room seeking comments from Board members.  
 2 I'll start with Mr. Offerman.  
 3 MR. OFFERMAN: Even though she's not in the room, I  
 4 want to add my thank you to the tremendous work Ms. White has  
 5 done, not only as the interim Superintendent but also her whole  
 6 dedication to Baltimore County.  
 7 Yesterday, I spoke at a faculty meeting about a man  
 8 who has spent 42 and a half of his years in the same building.  
 9 People like that, and like Ms. White who dedicate themselves to  
 10 everything they do, they make a school system work right. I'm  
 11 so thankful for all she's given us and I hope we can carry on  
 12 the mantle. Thank you.  
 13 BOARD CHAIR CAUSEY: Ms. Pasteur?  
 14 MS. PASTEUR: Thank you. To staff, I see this as  
 15 sort of the end point for this year and during the summer months  
 16 for us to rejuvenate and begin. So, there's a quote that says a  
 17 group becomes a team when each member is sure enough of himself  
 18 to praise the skills of others.  
 19 So, to our staff and stakeholders, I applaud you, I  
 20 respect you and I challenge you to continue to make me better in  
 21 this role and we are not a group, we are a team. Team BCPS.

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1 I'm proud to be a part of that.  
 2 To my Board members, on page 23 of our handbook, we  
 3 are asked to have an annual self-assessment and I hope that we  
 4 do that. I hope we do that before school opens and I hope that  
 5 we will honestly look at ourselves as individuals as the book  
 6 states and as the group as a whole so that we can move from  
 7 being the group that we have been for 6 months and turn into a  
 8 team because our bottom line, whether it's staff or School  
 9 Board, is to make things better and point to the future for our  
 10 children. Thank you.  
 11 BOARD CHAIR CAUSEY: Thank you. Mr. Hayden?  
 12 MR. HAYDEN: What she said. We have got a great  
 13 school system and we have great facilities around the county.  
 14 We're continually looking to improve them. I think we'll get  
 15 there again as long as we stick together and realize that the  
 16 kids are the bottom line. That's why we're here, that's what  
 17 we're all about. Anything else on our part is just out and out  
 18 foolish. We have to worry about kids and their success and do  
 19 everything we can.  
 20 We are going to miss Verletta tremendously. I think  
 21 her calm assuredness at things and getting things done and being

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1 able to stay the course in a lot of situations will be missed  
 2 and certainly this Board member will miss here there.  
 3 Ms. Adekoya, she was my supplier when the World's  
 4 Finest Chocolate bars were out and about. I could always count  
 5 on her to slip me a World's Finest Chocolate. So, I've got to  
 6 find out if the new guy can handle that task. But, we are going  
 7 to miss an outstanding young woman who has done an outstanding  
 8 job and has an intellect that is so surprising for someone that  
 9 is so young and she's so dedicated. So, we are going to miss  
 10 you. I think that means it's your turn.  
 11 MS. ADEKOYA: Keep being the change that you want to  
 12 see. Thank you.  
 13 VICE CHAIR HENN: Congratulations, Haleema and  
 14 congratulations Class of 2019. It was an honor to attend  
 15 several of your graduations and to recognize and celebrate your  
 16 dedication, your hard work and the sacrifices you've made to  
 17 pursue your education. I am so tremendously proud of each and  
 18 every one of you.  
 19 My hope is that the energy, excitement and pride you  
 20 feel remain with you as you begin your next adventure and for a  
 21 lifetime.

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1 Please know that this Board and that this community  
 2 shares in your pride and that we will be here to cheer you every  
 3 step of your journeys ahead. We can't wait to see what you do  
 4 next. Congratulations.  
 5 BOARD CHAIR CAUSEY: Thank you. Ms. Jose?  
 6 MS. JOSE: Thank you. I would like to just take  
 7 some time to thank our interim Superintendent for her dedication  
 8 and service to BCPS for over 24 years. She has been a stellar  
 9 leader and, as a woman, I was proud to see her gentle demeanor,  
 10 her grace that was fortified by grit and her steadfast and  
 11 unwavering loyalty to BCPS. I will miss having her here on the  
 12 Board. I wish her well.  
 13 I would also like to thank all of the staff for  
 14 their professionalism and expertise, especially during this  
 15 transition period. We will miss our Student Member of the Board  
 16 who heads off to new adventures. So, farewell and goodnight.  
 17 BOARD CHAIR CAUSEY: Mr. McMillion?  
 18 MR. MCMILLION: Over the last 10 or 12 days, I've  
 19 had the good fortune of attending two groundbreaking. Colgate  
 20 and Berkshire. I've attended 9 graduations, of which, all were  
 21 very special.

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1           However, two of the graduations stand out to me.  
 2 Battle Monument, a special program in the southeast area, and  
 3 RICA which is the Regional Institute for Children and  
 4 Adolescents which is a Maryland state educational program that  
 5 services some Baltimore County students.  
 6           Tomorrow, Ms. Pasteur and I are going to Crossroads  
 7 for a 10:00 event. Lastly, I hope everyone, including  
 8 especially Ms. Verletta White and Ms. Haleema, have a long,  
 9 restful and relaxing summer break. Thank you.  
 10           BOARD CHAIR CAUSEY: Ms. Scott?  
 11           MS. SCOTT: Thank you. I would like to echo the  
 12 comments of others. I would like to thank interim  
 13 Superintendent Verletta White for her dedication, leadership,  
 14 everything that she's done, her service to BCPS and her leading  
 15 as an example. She will be missed.  
 16           On that same note, I'd like to congratulate Haleema.  
 17 You will be missed as well. I know that we will miss your  
 18 quick wit, your leadership to students, your sense of humor,  
 19 everything. I know that when she goes out into the world, she's  
 20 going to be the change that she wants to see. She tells  
 21 everybody to be the change that you want to see but I know she's

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1 going to be that change.  
 2           On that note, I would like to say I had the  
 3 opportunity to visit Windsor Mill Middle School, a Magnet School  
 4 for Global Communications. I was very impressed with the  
 5 dedicated staff and administration there and how their vision is  
 6 where they're known as a school where achievement is limitless.  
 7 At Windsor Mill Middle School, students and staff communicate,  
 8 collaborate and problem-solve to be beacons of global  
 9 citizenship and I think that's wonderful. I wanted to bring  
 10 that here to share with you all. So, thank you.  
 11           BOARD CHAIR CAUSEY: Thank you, Ms. Scott. Ms.  
 12 Rowe?  
 13           MS. ROWE: So, I just want to say congratulations to  
 14 all of our graduates and especially Haleema who we're going to  
 15 miss immensely.  
 16           This school year, I've gone on a lot of school tours  
 17 and I went to 10 graduations and three groundbreaking. The  
 18 things that's interesting for me for these groundbreakings is  
 19 that three years ago, I started advocating for Colgate  
 20 Elementary and Dundalk Elementary. So, to be able to see the  
 21 fruit of that advocacy take place is very important.

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1           I got this today and I just want to thank Mr. Dixit  
 2 because I had toured Hawthorne Elementary and I noticed that  
 3 they needed paint. I always pick on Mr. Dixit because the first  
 4 time I met him, people were asking for \$20 million renovations  
 5 in Towson and stuff like that and I was like, Mr. Dixit, I just  
 6 want some paint for Hawthorne. Just some blue paint, that's it,  
 7 on the outside of the building. That's easy. Right?  
 8           So, they did it. They painted everything. Well,  
 9 Hawthorne Elementary needed some paint so they sent me a card  
 10 that, already, there's paint. I thought, well, maybe in the  
 11 summer. So, thank you. You guys move really fast. They sent  
 12 me this rock. The kids paint rocks now. The elementary schools  
 13 I've gone to, they have these little rocks. So, Hawthorne  
 14 Elementary sent me a rock.  
 15           So, I've had a great time with all of our students  
 16 and exploring the schools, they're fantastic schools and I look  
 17 forward to next year. I hope everyone has a happy summer.  
 18           BOARD CHAIR CAUSEY: Great. Thank you very much.  
 19 Our next item is Board Committee Updates from Committee Chairs.  
 20 I'll start off and then anyone else can chime in.  
 21           So, the next meeting of the Policy Review Committee

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1 will be held next Monday, June 17th. The Committee's meetings  
 2 are held in this room and our meeting begins at 4:30 p.m. It is  
 3 open to the public to attend. The minutes of the committee's  
 4 May 17, 2019 meeting are available for viewing for anyone who is  
 5 interested on our website.  
 6           Are there any other committee Chairs with updates?  
 7 Ms. Pasteur?  
 8           MS. PASTEUR: Government and Legislative. I'd like  
 9 to thank the committee, Ms. Scott who is the Vice Chair, Ms.  
 10 Rowe and Mr. Hayden. I would really like to thank Mr. Bazemore  
 11 for everything that he did to keep us in line and Eileen  
 12 Rosenberg who really kept us in line.  
 13           Not to be outdone by Ms. Rowe, Mr. Dixit, you know  
 14 you're the man. Thank you for keeping the bear off of my back.  
 15 Thank you.  
 16           BOARD CHAIR CAUSEY: Thank you. If there's no other  
 17 committee updates, we have some points of information that are  
 18 attached to Board Docs. Revised Superintendent's Rule 2361,  
 19 Administration, Administrative Operations, Distribution of  
 20 Non-School Materials.  
 21           There's also a revised Superintendent's Rule 5120,

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1 Students' Promotion and Retention, Grading and Reporting. The  
 2 final information is the financial report for the months ending  
 3 April 2018 and 2019 are attached to Board Docs.  
 4 The final is the announcement for the next Board  
 5 meeting which is going to be Tuesday, July 9, 2019 at 6:00 p.m.  
 6 in Greenwood Building E. There's also going to be an  
 7 announcement that there will be a special meeting next Tuesday,  
 8 June 18th at 6:00 p.m. here.  
 9 That is our final issue. Our meeting is now  
 10 adjourned. Thank you, everyone.  
 11 (PROCEEDINGS CONCLUDED.)  
 12  
 13  
 14  
 15  
 16  
 17  
 18  
 19  
 20  
 21

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



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