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BOARD OF EDUCATION
BALTIMORE COUNTY

PUBLIC BOARD MEETING
BALTIMORE, MARYLAND

OCTOBER 8, 2019

Transcribed by:
Paula J. Eliopoulos

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1 BOARD MEMBERS:

2

3 Kathleen S. Causey, Board Chair

4 Julie C. Henn, Vice Chair

5 Roger B. Hayden (Not Present)

6 Moalie S. Jose

7 Russel T. Kuehn

8 Lisa A. Mack (Not Present)

9 Rodney R. McMillion

10 John H. Offerman, Jr.

11 Cheryl E. Pasteur

12 Lily P. Rowe

13 Makeda Scott

14 Omer Reshid, Student Member

15

16

17

18

19

20

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1 PROCEEDINGS

2 CHAIRMAN CAUSEY: I now call to order

3 the meeting of the Board of Education of

4 Baltimore County for Tuesday, October 8th, 2019.

5 I invite you to rise and recite the

6 pledge of allegiance to the flag to be led by

7 Ryan McKinney of Towson University. We will then

8 remain standing for a moment of silence in

9 recognition of those who have served education in

10 Baltimore County.

11 (Pledge of allegiance recited)

12 (A moment of silence was observed)

13 CHAIRMAN CAUSEY: Thank you, Mr.

14 McKinney.

15 Our first item on the agenda is

16 consideration of the October 8th, 2019 agenda.

17 Dr. Williams, are there any additions or changes

18 to tonight's agenda?

19 DR. WILLIAMS: There are no changes to

20 tonight's agenda.

21 CHAIRMAN CAUSEY: Hearing none, the

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1 agenda stands as presented.
 2 Earlier this evening the Board met in
 3 closed session pursuant to the Opens Meetings Act
 4 for the following reasons: 2, discuss the
 5 appointment, employment, assignment, promotion,
 6 discipline, demotion, compensation, removal,
 7 resignation or performance evaluation of
 8 appointees, employees or officials over whom it
 9 has jurisdiction or any other personnel matter
 10 that affects one or more specific individuals.
 11 And 7, to consult with counsel to obtain
 12 legal advice.
 13 The minutes of the closed session are
 14 available and the informational summary can be
 15 found on our website at
 16 www.bcps.org/board/informational-summaries.html.
 17 Our next item on the agenda is item D,
 18 selection of speakers. Sign-up cards were
 19 available to the public prior to the meeting for
 20 anyone wishing to speak at this evening's
 21 meeting.

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1 Board practice limits to ten the number
 2 of speakers at our regularly scheduled Board
 3 meeting.
 4 Each speaker is allowed three minutes to
 5 address the Board. The completed sign-up cards
 6 of this evening have been placed in the box and
 7 the first ten drawn from the box will be our
 8 speakers for tonight during the public comment
 9 portion of the meeting.
 10 PARTICIPANT: Our first speaker this
 11 evening is Dr. Muhammad Jameel, our second
 12 speaker is Ms. Amanda Graves, our third speaker
 13 is Dayana Bergman, our fourth speaker is Dr. Bosh
 14 Pharoan, our fifth speaker is Brenda Peiffer, our
 15 sixth speaker is Lynette Dent, our seventh
 16 speaker is Marie Hoerr, I believe, our eighth
 17 speaker is Tina Gentle, our ninth speaker is
 18 Chelsey Cooper and our last speaker is Krystal
 19 Krause.
 20 CHAIRMAN CAUSEY: Thank you. We look
 21 forward to hearing from them.

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1 Our next item of business is E, new
 2 business personnel matters. And for that we call
 3 forward Mr. McCall to present the personnel
 4 matters.
 5 Good evening and welcome.
 6 MR. MCCALL: Good evening Chairwoman
 7 Causey, Vice Chairwoman Henn, Superintendent Dr.
 8 Williams and other Board members.
 9 I would like the Board to consent for
 10 the following personnel matters, retirements,
 11 resignations, leaves, deceased recognition of
 12 service and certificated appointments.
 13 CHAIRMAN CAUSEY: Do I have a motion to
 14 approve the personnel matters as discussed in
 15 Exhibits E-1 through E-5?
 16 MS. ROWE: Motion.
 17 CHAIRMAN CAUSEY: Thank you, Ms. Rowe.
 18 Do I have a second?
 19 MR. MCMILLION: Second.
 20 CHAIRMAN CAUSEY: Thank you, Mr.
 21 McMillion. Is there any discussion?

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1 (No response)
 2 CHAIRMAN CAUSEY: Hearing none, all in
 3 favor please raise your hand.
 4 (All raise hands)
 5 CHAIRMAN CAUSEY: The motion carries
 6 unanimously. Thank you.
 7 MR. MCCALL: Thank you.
 8 CHAIRMAN CAUSEY: The next item on the
 9 agenda is consideration of administrative
 10 appointments and for that we call on Dr.
 11 Williams.
 12 DR. WILLIAMS: Madam Chair and members
 13 of the Board, I would like to bring forward for
 14 your approval the following administrative
 15 appointments. Staff attorney in our Office of
 16 Law, specialist in the office of equity and
 17 cultural proficiency and coordinator in the
 18 program evaluation of the Division of Research
 19 Accountability and Assessment.
 20 CHAIRMAN CAUSEY: Do I have a motion to
 21 approve the administrative appointments as

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1 presented in Exhibit F-1?
 2 MR. OFFERMAN: Make a motion.
 3 CHAIRMAN CAUSEY: Thank you, Mr.
 4 Offerman. Do I have a second?
 5 MS. HENN: Second.
 6 CHAIRMAN CAUSEY: Thank you, Ms. Henn.
 7 Is there any discussion?
 8 (No response)
 9 CHAIRMAN CAUSEY: All in favor, please
 10 raise your hand.
 11 (All raise hands)
 12 CHAIRMAN CAUSEY: Any opposed?
 13 (No response)
 14 CHAIRMAN CAUSEY: The motion carries
 15 unanimously.
 16 DR. WILLIAMS: So our first candidate is
 17 Dr. Pamela Foresman, please stand, the staff
 18 attorney in the Office of Law. Welcome to
 19 Baltimore County Public Schools.
 20 She's an external candidate. She brings
 21 to us several years of experience, a staff

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1 Academy and Milbrook Elementary. She had prior
 2 experience in Baltimore City Public Schools for
 3 four years.
 4 Supporting her tonight is a host of
 5 family and friends. Let me see if I can get this
 6 right. Family, her niece, Ronda White Jacobe,
 7 her sisters-in-law Emma White and Credella White.
 8 Friends and supporters, her friend Darryl Sloane,
 9 Principal Aubrey Brown, Randallstown High School.
 10 Medial specialist Donna Anderson and Janine Goode
 11 and Tatanisha Love, Social Studies Department
 12 Chair.
 13 Dr. Catina Harris and BCPS retired
 14 educator Herman Young.
 15 (Applause)
 16 DR. WILLIAMS: Congratulations.
 17 Congratulations.
 18 And our last candidate is Dr. Rebecca McGill-
 19 Wilkinson, Coordinator in the Program Evaluation of
 20 the Division of Research Accountability and
 21 Assessment.

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1 attorney in the Disability Rights of Maryland, a
 2 teacher at St. Francis of Assisi School, a staff
 3 attorney in the Homes and Special Way Law units
 4 in the Maryland Disability Law Center, Assistant
 5 Attorney General in the Compliance Division of
 6 the Comptroller of Maryland, the Office of the
 7 Attorney General and a trial lawyer and law
 8 clerk.
 9 Supporting her this evening her husband
 10 Brian Mysarsis (phonetic), her daughters Beatrice
 11 and Charlotte Mysarsis, please stand.
 12 And our Deputy General Counsel, Stephen Cowles.
 13 Congratulations.
 14 (Applause)
 15 DR. WILLIAMS: Thank you and welcome.
 16 Our next candidate is Jaquetta Johnson,
 17 a specialist in the Office of Equity and Cultural
 18 Proficiency. Please stand. There you are.
 19 She brings to us years of experience as
 20 a library science media specialist at
 21 Randallstown High, Pikesville High, Milford Mill

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1 She brings to us several months of
 2 experience as a research specialist in the
 3 Division of Research Accountability and
 4 Assessment and previous experience in the U.S.
 5 Department of Education of seven years, New York
 6 University for two years and Temple University,
 7 five years.
 8 Congratulations.
 9 (Applause)
 10 CHAIRMAN CAUSEY: Congratulations and
 11 welcome.
 12 Our next item is public comment. This
 13 is one of the opportunities the Board provides to
 14 hear the views and receive the advice of
 15 community members.
 16 The members of the Board appreciate
 17 hearing from interested citizens. As
 18 appropriate, we will refer your concerns to the
 19 Superintendent for followup by his staff.
 20 While we encourage public input on
 21 policy, programs and practices within the purview

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

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1 action plans about how to advocate for climate
 2 change action and implement programs to make
 3 their schools more environmentally friendly. We
 4 were glad to see Dr. Williams at this event.
 5 Thank you for coming.
 6 Furthermore, the September 20th school
 7 strike for climate was well populated by BCSC
 8 student activists. In fact, Omer and I attended
 9 the protest in Inner Harbor.
 10 To that end, BCSC is pioneering a new
 11 structure of committee which addresses student
 12 led change in BCPS.
 13 Our environmental committee narrows in
 14 on making BCSC schools greener. It's meeting
 15 right now up in Building A, and I encourage Board
 16 members to lend a listening ear to the concerns
 17 and suggestions of these students and what might
 18 come out of these committee meetings.
 19 I'd also like to shout out Nadia.
 20 She's a senior at Eastern Tech. She's a youth
 21 climate activist and she took a really big role

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1 their comments to the Board members in hard copy
 2 or via e-mail to boe@bcps.org.
 3 I now call on our stakeholder groups to
 4 speak. Our first speaker for the evening is from
 5 Baltimore County Student Council, the
 6 Superintendent's Student Advisory Council, Angela
 7 Qian.
 8 Good evening and welcome.
 9 MS. QIAN: Good evening Chairwoman
 10 Causey, Vice Chairwoman Henn, Superintendent Dr.
 11 Williams and student member of the Board Omer and
 12 the Board of Education.
 13 My name is Angela, I'm a senior at
 14 Dulaney. I'm the President of Baltimore County
 15 Student Councils this year. BCSC's fall
 16 leadership camp ran from September 25th to the
 17 27th. It was held over three days in Manchester
 18 and we emphasized a theme of climate activism
 19 with the slogan "Sea the Problem" spelled s-e-a
 20 "Be the Change."
 21 Students returned to their schools with

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1 in organizing the school strikes for climate in
 2 D.C. She's a great example and an inspiration to
 3 a lot of students. And that's from the student
 4 side.
 5 But the adult and school system side are
 6 needed as well. So I'd like to encourage the
 7 Board to examine BCPS building sustainability
 8 practices.
 9 I've heard reports that the contents of
 10 recycling bins in schools across the county end
 11 up in the trash at the end of the day. Our
 12 school system should be leading the charge on
 13 sustainability and climate action.
 14 Because climate change is a source of
 15 great anxiety and importance to the students
 16 of BCPS, I urge the Board to emphasize this
 17 comprehensively and thus put student concerns
 18 first.
 19 Also, toward our initiative of mental
 20 health awareness. In tandem with Omer, our SMOB,
 21 BCSC is hosting a kindness matters summit on

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1 October 23rd to 24th for middle and high school
 2 students.
 3 And this is an event focused on
 4 anti-bullying, on kindness and on self-love.
 5 And another BCSC committee which is the
 6 infrastructure committee kind of narrows down
 7 on that mental health awareness aspect and
 8 element and this factor that impacts student
 9 life.
 10 And our final committee is called the
 11 general services committee. And this focuses
 12 on improving students' every day lives using
 13 discussions about dress code, technology and
 14 things along that vein.
 15 Again, I encourage you to continue to
 16 put students' issues first and hear what
 17 students have to say. Their opinions and
 18 concerns, their anxieties and their
 19 recommendations.
 20 Thank you for your time.
 21 CHAIRMAN CAUSEY: Thank you very much,

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1 Ms. Qian. Our next speaker for this evening is
 2 the President of the Teacher's Association of
 3 Baltimore County, Ms. Cindy Sexton.
 4 Good evening and welcome.
 5 MS. SEXTON: Good evening Chairwoman
 6 Causey, Vice Chair Henn, Dr. Williams and members
 7 of the Board.
 8 Oftentimes when something is happening
 9 and we don't like the whatever it is, there's a
 10 great deal of questioning, wondering, and yes,
 11 even complaining, about that taking place.
 12 And one of those examples that came up
 13 recently was the marriage re-certification form
 14 that was referenced in a recent e-mail to all
 15 employees from the Office of Benefits. So I had
 16 a conversation with Maria Lowery and all it took
 17 was just a few minutes to understand the why
 18 behind that. I shared the information with my
 19 members and they could understand it as well.
 20 So another question I frequently hear
 21 is: Why does it take so long for somebody to get

Page 20

1 hired? So whether it's an additional adult,
 2 paraeducator, bus driver, lunch assistant, the
 3 hiring process seemingly takes forever.
 4 But, again, I had met with Maria and she
 5 helped me to understand that a large part of the
 6 process was due to the passage in the Maryland
 7 General Assembly of House Bill 486 which I hadn't
 8 heard of and now I am quite well versed. And I
 9 understand what it actually meant to the hiring
 10 process and why it isn't as fast as we'd like it
 11 to be.
 12 And I thanked Maria for her time and I
 13 felt guilty taking it because of all the work
 14 that this House Bill has added to her department.
 15 But I shared it with my members and it just gave
 16 us a clearer understanding of the process, things
 17 that are happening that we often just don't
 18 realize.
 19 So I'm going to continue to ask for that
 20 transparency in information when I contact other
 21 departments and offices as well.

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1 And to be clear, I have gotten answers
 2 when I've called or e-mailed and BCPS personnel
 3 has been quick to respond to my questions.
 4 And I won't pretend that we'll always
 5 like each other's answers and explanations, but
 6 knowing the process and the reasons why at least
 7 gives us the information that we haven't always
 8 had in the past.
 9 So to segue. The two words I'm hearing
 10 the most about from teachers are work load and
 11 discipline, discipline and work load. So I
 12 reached out to Dr. Zarchin and we are going to
 13 set up another meeting with our discipline
 14 working action group (skip) remember so we can
 15 try to help schools who are struggling the most
 16 with these concerns.
 17 And I'm trusting that Dr. Zarchin will
 18 share information that we might not be aware of
 19 that will help us as we confront and work through
 20 the issues so that we can focus on how to make
 21 situations better for students' learning

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1 environments and teachers' working environments.
 2 I've also reached out to Dr. Boswell and
 3 McComas and Dr. Adams so we can have similar
 4 discussions with regards to curricular concerns.
 5 And this withstood for special ed. I'm going to
 6 have lots of questions as I continue to learn
 7 these processes.
 8 And, you know, as an elementary
 9 librarian, I encourage students to ask questions
 10 and then look for answers. It's a common
 11 misconception that librarians know all the
 12 answers. We just know where to find them.
 13 So that sometimes means reaching out to
 14 people. So everybody back there, get ready
 15 because I'm going to be reaching out to all of
 16 you.
 17 So it's day 69 of my journey and I'm
 18 ready to continue to work with all members of
 19 team BCPS as we move our profession and our
 20 students to new levels and greater successes.
 21 Thank you.

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1 CHAIRMAN CAUSEY: Thank you.
 2 Our next speaker this evening is
 3 representing the PTA Council of Baltimore County,
 4 Ms. Christina Pumphrey.
 5 Good evening and welcome.
 6 MS. PUMPHREY: Good evening. My name is
 7 Christina Pumphrey, I'm the Central Area Vice
 8 President of PTA Council of Baltimore County. I
 9 am speaking on behalf of our President Jane who
 10 is unable to attend this evening due to her
 11 religious holiday.
 12 We wanted to express our concern over
 13 Lutherville Lab's problems with the cell program
 14 moving into the school. We have had many calls
 15 and e-mails from concerned parents about injured
 16 teachers, fights in the hallways, kids thrown
 17 into classrooms to get away from trouble going on
 18 and the welfare of everyone in the building.
 19 Jane has been reaching out to help
 20 parents network with other parents at other
 21 schools who have cell programs but this does not

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1 address the immediacy of the problem.
 2 We have spoken with the Community
 3 Superintendent and we understand the delay that
 4 the new laws on background checks cause; however,
 5 parents were notified in April that the program
 6 was starting. By September there should have
 7 been sufficient time to staff the program and
 8 train all involved adequately.
 9 If the program was not fully staffed and
 10 if all involved were not fully and properly
 11 trained, the program should have been delayed.
 12 Our chief concern in PTA is the health
 13 and well being of all children and safety for all
 14 staff as well as children. The present situation
 15 is unsafe for staff, teachers and students and
 16 exasperates the emotional needs of the children
 17 that this program is meant to help.
 18 We ask on behalf of our membership for
 19 the Board to look into this and get back to us
 20 with a report.
 21 The next largest number of calls and

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1 e-mails we have received has been about
 2 transportation issues. We are now six weeks into
 3 the year and those contacts have not lessened.
 4 Concerns are ongoing.
 5 While we are well aware of steps being
 6 taken to help with transportation issues and we
 7 appreciate the hard work some have done to
 8 encourage improvements, parents continue to
 9 express concerns that no resolutions have been
 10 made to ongoing problems.
 11 Many parents are not seeing any
 12 progress. And, again, safety of students is our
 13 main concern.
 14 Thank you.
 15 CHAIRMAN CAUSEY: Thank you.
 16 (Applause)
 17 CHAIRMAN CAUSEY: Our next speaker for
 18 the evening is from the Special Education
 19 Citizens Advisory Committee, Ms. Megan Stewart-
 20 Sicking.
 21 Good evening and welcome.

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1 MS. STEWART-SICKING: Chairwoman Causey,
 2 Vice Chairwoman Henn, Dr. Williams and members of
 3 the Board, good evening to all of you.
 4 SECAC will be here advocating for
 5 staffing requests in the budget during October
 6 and tonight I will start as we usually do with
 7 the need for more teachers.
 8 I want to first reference specifically
 9 birth to 5 services. Most of us know the
 10 research that intervention is more likely to be
 11 effective when provided earlier in life. We know
 12 the connections in a baby's brain are most
 13 adaptable in the first three years, and these
 14 connections are the foundation for learning,
 15 behavior and health.
 16 Over time these connections are more
 17 difficult and take longer to change. The
 18 full-time positions requested for birth to 5 will
 19 provide teachers who can assess and provide
 20 direct intervention for our youngest learners.
 21 Our numbers and needs increase annually

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1 and children benefit when they receive services
 2 from speech therapists, OTs, PTs, special
 3 educators and other service providers who help
 4 close or narrow the gap in their skills before
 5 they get to kindergarten.
 6 Our schools also benefit which children
 7 arrive for kindergarten more ready to learn with
 8 their peers or with a well developed plan for
 9 continued growth.
 10 There are few things we can do of
 11 greater importance than providing consistent high
 12 quality evidence based interventions for infants,
 13 toddlers and pre-schoolers.
 14 In addition, I also want to highlight
 15 the need for teachers in our schools, especially
 16 for those students who remain in their home
 17 schools but need outside general education time
 18 with a special educator. We simply are not
 19 providing enough special educators for those
 20 critical hours that some students need.
 21 I have watched this with my own child

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1 and so many others. At this time my youngest
 2 child belongs in his home school, but he also
 3 needs individualized time with a special
 4 educator. He has gone from refusing to even look
 5 at a book to reading out loud to us thanks to the
 6 high quality intervention he has received one on
 7 one or in small groups with a special educator.
 8 I firmly believe my second grader
 9 wouldn't even be reading at all right now without
 10 those hours of specialized instruction.
 11 We know what happens when our needs grow
 12 beyond our resources. We have seen it with our
 13 buildings, our schools fall apart when we don't
 14 keep up with necessary maintenance and upgrades.
 15 Our schools are too crowded when we don't plan
 16 adequately for growth.
 17 We see it in transportation when there
 18 aren't enough drivers to cover the routes.
 19 Special education is yet another area where the
 20 needs are larger than the resources.
 21 Special education referrals, enrollment

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1 and needs increase annually at a rate faster than
 2 our annual staffing rates in the budget. Our
 3 Human Resources are too limited and the gaps
 4 continue to grow.
 5 SECAC urges this Board to seriously
 6 consider enrollment data, growth data, and our
 7 current gaps in staffing and to fund the
 8 necessary positions requested in the budget.
 9 Thank you.
 10 (Applause)
 11 CHAIRMAN CAUSEY: Thank you.
 12 And from public comment, we welcome Dr.
 13 Muhammad Jameel.
 14 Good evening and welcome.
 15 DR. JAMEEL: Good evening Chair Causey
 16 and Dr. Williams and members of the Board.
 17 Good evening to you and peace and
 18 blessings to everyone who's present here.
 19 Honesty has become a real commodity
 20 nowadays and practice of truthiness has been
 21 normalized. For those of you who know about

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1 truthiness, it's a legitimate vocabulary word
2 that means the quality of seeming to be true or
3 being felt to be true even if it's not
4 necessarily true.

5 The true fact is that the spring break,
6 summer break and winter break were days for the
7 children to assist their parents to sow the
8 fields and then harvest them. Truthiness is that
9 these breaks are now days for vacations and
10 extended religious holidays.

11 Easter is not one week long. One less
12 day is not any infringement on the rights of
13 Christian Brethren. My wife who happens to be a
14 devout Catholic has never needed more than a few
15 days even for Christmas, let alone a whole week.
16 One day less is not affecting her religious
17 obligations either.

18 The concept of summer holidays for
19 harvesting the crop is obsolete. One day less is
20 not affecting any farm. It was heartening to
21 know at the last meeting before this Board that

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1 the teachers do care and revere their religious
2 holidays.

3 It appears that the Board is expected to
4 cater to them as a priority over all of the
5 students. The truth is that only one minority in
6 BCPS is preferred over all the others. We have
7 never asked for any exceptions, any special
8 treatment or any restrictions in the operations
9 of BCPS.

10 The entire system is for the students'
11 benefit. Their needs supersede everyone else's.
12 Most of your constituency has been trying to
13 reason with this Board, and this is my 85th plea
14 since the bias actions of the late '90s. We were
15 told that no data existed, nor was ever
16 requested.

17 There is never a requirement or a
18 prerequisite to have justified that
19 discriminatory decision. The declaration of one
20 nation under God, indivisible with liberty and
21 justice for all should not be discarded on the

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1 heap of truthiness. Please remove this division
2 and discrimination against Muslim students and
3 grant them equal opportunity and equal rights
4 just as the students of the other two Abrahamic
5 faiths are given.

6 Thank you and God bless you all.

7 CHAIRMAN CAUSEY: Thank you.

8 Our next speaker for the evening is Ms.
9 Amanda Graves.

10 Good evening and welcome.

11 MS. GRAVES: Good evening.

12 I wanted to know, when a child has been
13 withdrawn due to fraudulent enrollment and is
14 currently not in any school, we're now in the
15 second month of school and still have not had any
16 feedback on getting back into school along with
17 it's against the law that a child is not in
18 school, not being educated.

19 So I want to know how is this right with
20 the Baltimore County Board of Education. I
21 thought that advocacy for education was a

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1 priority. How is a child wrongfully withdrawn
2 from school with the Board of Education.

3 This is a situation pertaining to me and
4 my child. And this action is against Wright's
5 Law. What is the standard or normal timeframe
6 that a situation like this is resolved?

7 I thought that children's educational
8 needs are what matter in the system, but clearly
9 Baltimore County Board of Education does not
10 follow in that direction or by those guidelines
11 due to the demonstration that has been shown
12 toward my situation.

13 My child has attended summer school
14 there, even after being withdrawn and I'm being
15 told that I have her wrongfully in the wrong
16 school, the district, and she's been going there
17 for four years.

18 So I'm trying to find some type of help
19 or, you know, and some type of direction on what
20 I should do or how to go about this because my
21 child was still not being educated.

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1 That's it. Thank you.
 2 CHAIRMAN CAUSEY: Thank you.
 3 Our next speaker for the evening is Ms.
 4 Dayana Bergman.
 5 Good evening and welcome.
 6 MS. BERGMAN: Good evening, Board
 7 members. Please turn on your listening ears.
 8 The deadline has been extended for
 9 October 9th for the applicants to serve on the
 10 Superintendent's Teacher and Parent Advisory
 11 Council which I think is great. That parents and
 12 teachers get to borrow Mr. Williams' listening
 13 ears to help make our school district better and
 14 improve it with our challenges.
 15 The only thing that I'm a little
 16 disappointed is that it's not including all the
 17 parents. There's a requirement that if you're a
 18 parent you must be either a PTA President or
 19 officer. And I think to, you know, work together
 20 and make improvements we need to have everybody,
 21 every parent participate and have an opportunity

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1 to apply.
 2 So, yeah, I haven't been a PTA President
 3 in a while, but I still applied anyways because
 4 -- and I shared it with everybody, you know, and
 5 gave myself some competition. But just because I
 6 think it's important for parents to get involved
 7 and be involved in every child's education.
 8 The second piece is transportation. Now,
 9 I'm in the southwest area. The transportation
 10 department has been getting back to us, so that's
 11 good news. They are making efforts to
 12 communicate with the challenges that they have.
 13 At the same time, I am begging you guys,
 14 please for emergency base only, can we please
 15 give permission for the attendants on the buses
 16 to be able to use a cell phone to communicate?
 17 We've got no radios on the buses currently.
 18 They're not allowed to use their cell phones.
 19 And I understand when they're doing their job
 20 they shouldn't be on the phone, but for an
 21 emergency reason -- not the drivers driving the

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1 bus, but if there's an attendant to allow them to
 2 use the bus -- their cell phone to call for help
 3 and assistance, to be able to communicate.
 4 Second piece. The drivers that live out
 5 in the community. If you see a bus stopped with
 6 the stop sign out, do not pass that bus. You're
 7 compromising a child's safety. This continues to
 8 be a problem and hopefully we can advocate for
 9 some cameras on the bus stops on the sign that
 10 goes outside the box to catch people that are
 11 breaking the law, to save a life, a child's life.
 12 So the end part is the school calendar.
 13 All I'm going to say about the school calendar is
 14 I think the focus should be on children and how
 15 to provide a calendar that's focused on children
 16 and the best way to educate them.
 17 And that is ideally what a school
 18 calendar is supposed to be, the best way how we
 19 communicate instruction and the best interest of
 20 the student to educate them. And I'm a big
 21 supporter of year round schedules just because it

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1 provides consistent education for students. So
 2 we should focus on the calendar and be focused on
 3 our children.
 4 So thank you and have a good night.
 5 CHAIRMAN CAUSEY: Thank you.
 6 (Applause)
 7 CHAIRMAN CAUSEY: And our next speaker
 8 for the evening is Dr. Bash Pharoan.
 9 Good evening and welcome.
 10 DR. PHAROAN: Thank you.
 11 Thank you for the privilege of making me
 12 a member of calendar committee since February of
 13 2004. I'm not old, but that's how old I have
 14 been.
 15 So in all the discussions, the priority
 16 of the calendar committee is really truly not
 17 what is best of the children. The first priority
 18 is spring break, that's the most important.
 19 Second priority is closure on the Jewish
 20 holidays. Third priority, what do we do if we
 21 have sleet and snow and compensate for it. And

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1 doing it that way basically makes the calendar
 2 kind of, you form it whichever way, all right.
 3 So in the past good 15, 20 years, no
 4 matter what happens, basically the school
 5 calendar committee manages to make a calendar and
 6 go through the Board.
 7 My concern about the new calendar that
 8 we have '20, '21 is that Eid is a professional
 9 day and it comes in May. So if something really
 10 happened in wintertime, who's going to be
 11 sacrificed? Not the Jewish holidays in the
 12 beginning of the year, it's going to be the
 13 Muslim holidays.
 14 The proof of that that is happened this
 15 past summer, you know, the previous
 16 Superintendent decided to open the school on Eid
 17 when it was designated to be a professional day.
 18 That is unequal. In the past, and I
 19 want to say a couple of good words about Dr.
 20 Hairston when he was. He was really very
 21 concerned about closing the school too many days.

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1 So, you know, when you have Yom Kippur and
 2 Roshashana, oftentimes they come either within
 3 seven, eight days or maybe nine days. So you
 4 would have one week with the holiday say in the
 5 middle of it, and school is closed.
 6 And then the next week, the holiday in
 7 the middle of it and school is closed. And Dr.
 8 Hairston used to count those weeks that are not
 9 really complete weeks.
 10 So with education you have to be
 11 focused, all right. So if you have too many
 12 interruptions, too many holidays, then basically
 13 the students are not really getting their -- the
 14 benefit of it.
 15 What I'm really asking you, if you are
 16 going to approve the calendar is to pass some
 17 sort of a motion to put some sort of a lock on
 18 professional day on the day if Eid that it will
 19 not be converted into an open school day.
 20 And I think that would be fair.
 21 Nonetheless, I really prefer that the calendar

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1 focuses on children and children first and not
 2 really on holidays. But the way it is --
 3 (microphone muted)
 4 CHAIRMAN CAUSEY: Thank you. And our
 5 next speaker for the evening is Brenda Peiffer.
 6 Good evening and welcome.
 7 MS. PEIFFER: Good evening. I watched
 8 the presentation on student performance measures
 9 at the last Board meeting. And the presentation
 10 showed some pretty disappointing scores for BCPS.
 11 I think we can all agree that there's
 12 much room for improvement. I also believe that
 13 every one of us in this room tonight wants the
 14 same thing, to help BCPS students succeed.
 15 Of course we all know that there are a
 16 great number of factors that impact student
 17 achievement. Factors such as the curriculum
 18 being used, teacher training, policies dealing
 19 with student behavior and addressing student
 20 mental health can make a difference.
 21 However, with only three minutes I can

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1 only speak about one factor that may be impacting
 2 student achievement and that is the use of
 3 technology in BCPS.
 4 Several years ago as BCPS was beginning
 5 the roll out of its STAT initiative, I began
 6 looking into the idea of a one to one device
 7 program in schools. I was hoping to find out why
 8 BCPS would choose to begin such a program. In
 9 other words, what evidence was there out there to
 10 support such a sweeping change of instruction and
 11 such a significant financial investment.
 12 One of the first pieces of research I
 13 ran across was a report from the OECD in which
 14 dozens of countries were examined to consider the
 15 impact of technology on education.
 16 The OECD report indicates that while
 17 some limited use of computers in schools can
 18 increase achievement, once the use of computers
 19 gets beyond a mere moderate level, achievement
 20 actually tends to go down.
 21 The report indicates that to create

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1 equal opportunities in learning, it's more
 2 important to ensure that each child reach
 3 baseline levels in reading and math than to
 4 expand technology access and programs. It tells
 5 us that there's no link between investing in
 6 education technology and improved student
 7 achievement.

8 In addition to this OECD report, I've
 9 seen a variety of research and reports over the
 10 years that agree that heavy use of technology in
 11 schools has no proven benefit for students.

12 This isn't to say that all technology
 13 should be removed from BCPS. On the contrary, I
 14 think we'd be foolish to let our students
 15 graduate with no opportunities to use technology.
 16 This is simply a call to re-examine, re-evaluate
 17 how we're using technology and to what extent.

18 The STAT program was poorly designed and
 19 hastily implemented. It essentially forced
 20 technology into every aspect of our school. Our
 21 kids even take their devices to gym class, rather

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1 than taking the time to examine in what ways
 2 technology would be useful or helpful.

3 I believe the disappointing levels of
 4 achievement for our students is due in part to
 5 the disruption and distraction of the STAT
 6 program and it's time for a change. It's true
 7 that these changes cannot come overnight.
 8 Current contracts need to be considered, and we
 9 certainly don't want to throw another radical
 10 change at our teachers who have endured so much
 11 over the past few years.

12 But I urge the school system to
 13 prioritize taking a fresh look at how and how
 14 much we are using technology to find the right
 15 balance that will help BCPS students be
 16 successful.

17 Thank you.
 18 (Applause)

19 CHAIRMAN CAUSEY: Thank you. Our next
 20 speaker for the evening is Lynette Dent.
 21 Good evening and welcome.

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1 MS. DENT: Good evening. Good evening,
 2 Board.

3 I'm a concerned grandparent. And my
 4 primary concern is that my grandbaby is a BCPS
 5 student and she was investigated and withdrawn
 6 for fraudulent enrollment.

7 We submitted documentation, MVA records,
 8 child support records, District Court records,
 9 lease, recent mail, shared domicile, appealed
 10 several times. And then after appealing, we were
 11 hoping to receive notification of a hearing, but
 12 instead we received a motion to dismiss.

13 I just wanted to humbly ask if it's
 14 possible to request a hearing to review the
 15 submitted documentation in hopes of getting her
 16 back in school.

17 And if so, would there have to be a new
 18 investigation and how long would the process be.

19 Thank you so much for your time.
 20 CHAIRMAN CAUSEY: Thank you.
 21 Our next speaker for the evening is Ms.

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1 Marie Hoerr.
 2 Good evening and welcome.

3 MS. HOERR: Good evening. Thank you.

4 I am a parent of a Lutherville Lab
 5 children and I come to you as a parent and the
 6 PTA President.

7 We first found out that we were getting
 8 a new program in April, and we were wanting to
 9 find out more information, which we ended up not
 10 really getting which led to a lot of confused
 11 parents and unfortunately brings us here tonight.

12 I started looking into what the SEL
 13 program was, because it was coming to our school
 14 and I wanted to know more information. But I
 15 have quickly found that as diving deeper, I am
 16 concerned about the entire program, not just our
 17 school.

18 I'm here tonight asking you to take a
 19 serious look at the entire program and how it's
 20 being run. How are the students placed, how is
 21 the program staffed and what are the

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1 qualifications being asked for those that are
 2 supporting and teaching the SEL program.
 3 With speaking with multiple people in
 4 multiple departments at BCPS, it seems that there
 5 is little to no specific training required for
 6 the staff of the SEL program prior to their start
 7 or hire by BCPS.
 8 How is a child enrolled in the SEL
 9 program who already struggle with really big
 10 feelings and emotions on a daily basis to be
 11 support -- are they supported by staff who quite
 12 possibly have not been trained to handle their
 13 behaviors.
 14 As a former educator, I know behaviors
 15 are just another way of communicating. For the
 16 children in the SEL program, they need support to
 17 use other avenues to communicate. Each of these
 18 children have the right to a free and a public
 19 education and in the least restrictive
 20 environment. By not having the proper criteria
 21 in place to ensure those working closely with

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1 these children on a daily basis can support them
 2 in a developmentally appropriate way, they do not
 3 have an LRE or FAPE. In turn, either do the
 4 students that are in the school along with the
 5 SEL program.
 6 I am really asking you to take a deeper
 7 look into the missteps of the program and how it
 8 is currently placed in schools.
 9 Thank you.
 10 (Applause)
 11 CHAIRMAN CAUSEY: Thank you. Our next
 12 speaker for this evening is Tina Gentle.
 13 Good evening and welcome.
 14 MS. GENTLE: Good evening.
 15 My name is Tina Gentle and I am a parent
 16 of a student at Lutherville Lab Elementary
 17 School.
 18 I continue to have serious concerns
 19 about the decision-making that took place
 20 regarding the transition and implementation of
 21 the regional social emotional learning program

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1 now housed within our school.
 2 I first want to clarify and rebut any
 3 presumption that has been made that speaking out
 4 and questioning this process is in any way
 5 demonstrating a lack of inclusiveness or
 6 compassion for any child placed within this
 7 program. In fact, our community is here to
 8 advocate that all children impacted by this
 9 program deserve better from our County.
 10 The rush to transition the SEL's program
 11 from one school to another has led to multiple
 12 failures and the leading among them, the keeping
 13 of staff and students in a safe learning
 14 environment.
 15 This hasty transition failed to
 16 contemplate our school leadership recently
 17 changed, a sense of consistency had not yet been
 18 established.
 19 Additionally, the physical building
 20 itself borders York Road, one of the busiest
 21 traffic corridors in the County. This is

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1 particularly worrisome as there are children in
 2 the program such as these that are prone to
 3 eloping. Rather than the County taking time to
 4 evaluate all of the elements that are pertinent
 5 to the program, such as continuity of educators,
 6 moving the program to a school with established
 7 school leadership, having adequate properly
 8 trained staff as well as the actual physical
 9 building location and space and potential
 10 hazards, the program was simply re-branded from
 11 behavioral learning support to a social emotional
 12 learning to include the ECLS program.
 13 As a note, the ECLS program was removed
 14 after BCPS received notification that they had
 15 too many self-contained programs.
 16 Parents expressed concerns about the
 17 SELs program at the school's announcement last
 18 spring. Those concerns included, how to talk to
 19 your children about what they may see or hear,
 20 concerns over the type of behaviors they may be
 21 exposed to, concerns about the actual physical

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1 location of the classrooms in the school and the
 2 access to York Road, concerns about the fact the
 3 hallways outside the classes are high traffic
 4 areas.
 5 We also had questions about having
 6 enough teaching as well as instructional and
 7 adult supports in place. Time and time again
 8 parents were assured and reassured that all of
 9 these concerns were heard and that everything
 10 would be fine because it was a smoothly run
 11 program that was being picked up and moved to our
 12 school.
 13 This was not the case. Children have
 14 been exposed to fighting among their peers,
 15 explicit and vulgar language being screamed at
 16 times in the hallway, seeing peers run through
 17 the halls attempting to exit the building, and
 18 teachers getting struck by students.
 19 This list, these types of events -- the
 20 list of these types of events continues, and I
 21 know numerous such accounts have been sent to

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1 many of you.
 2 Had school administration or the various
 3 BCPS representatives at parent meetings even
 4 listened to -- (microphone muted)
 5 (Applause)
 6 CHAIRMAN CAUSEY: Our next speaker for
 7 this evening is Chelsey Cooper.
 8 Good evening and welcome.
 9 MS. COOPER: Good evening Chairwoman
 10 Causey. Good to see you again, Dr. Williams, and
 11 it's nice to meet all of you face to face finally
 12 after many communications via e-mail.
 13 I'm here in support of the parents that
 14 you've heard just now. I am also a parent of a
 15 student at Lutherville Lab. I'm also an attorney
 16 with the Federal Government and so this forum is
 17 very familiar to me.
 18 I'm -- I've written a lot of e-mails.
 19 I've given a lot of details. You all have heard
 20 and seen and borne witness to the many egregious
 21 events that are taking place in the elementary

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1 school.
 2 I don't know what more we could possibly
 3 say to get someone to do something immediately.
 4 I have met with numerous people on this issue and
 5 each one of my encounters has informed more and
 6 more problems with this SEL program, particularly
 7 our school is in severe non-compliance with this
 8 program.
 9 There is understaffing, there is under-
 10 training. There was a rush to move students in
 11 from all over with IEPs that had not been
 12 reviewed. There is no safety plan with the
 13 school to address the new population.
 14 And as a result, we are floundering.
 15 Teachers are leaving the school. We have one
 16 teacher who has already taken a leave of absence
 17 because she has been assaulted.
 18 And we have students as young as
 19 kindergarten witnessing, as you've heard, vulgar
 20 language and violence among their peers.
 21 What's more is that we do not have a

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1 staff that is trained to do anything about it.
 2 No one in the school is trained in physical
 3 passive restraint for the age groups that are
 4 comprised of this program so that when something
 5 happens, the leaders of the school stand around
 6 and watch.
 7 So I challenge you, I'm here and I'm
 8 asking for something to be done immediately.
 9 Last Thursday or Tuesday, Dr. Williams and I
 10 spoke on this issue and I said make this the
 11 number one priority. And I'm asking you all to
 12 make this a number one priority tonight.
 13 Thank you.
 14 CHAIRMAN CAUSEY: Thank you.
 15 (Applause)
 16 CHAIRMAN CAUSEY: Our next speaker for
 17 the evening is Krystal Krause.
 18 Good evening and welcome.
 19 MS. KRAUSE: Hello. Good evening,
 20 Board. My name is Krystal Krause and my daughter
 21 is a student at Lutherville Lab Elementary.

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1 First off, I want to say that I love our
 2 school. It is amazing because of the teachers
 3 and community supporting it. We have a strong
 4 diverse and compassionate community that loves
 5 all of the children in the school and want to see
 6 them do their best.

7 Sadly, this year is very different. I
 8 don't even want to send my daughter to school
 9 because I am worried about her safety. My
 10 4-year-old is going to kindergarten next year
 11 and at this moment in the state of the school, I
 12 don't want to send her there.

13 I'm looking to all of you to do
 14 something to improve the situation. Children
 15 should feel safe in their own school. Parents
 16 should want to send their children to their
 17 schools.

18 The last few weeks of Lutherville Lab
 19 have been riddled with aggressive events,
 20 lock-downs, elopements and emergency services
 21 called to the school.

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1 Teachers have been hit and choked. I
 2 witnessed four events in one hour when I was
 3 there to volunteer. I fear more events occur
 4 that we aren't even aware of. The more I got
 5 involved, the more I learned how poorly
 6 researched, poorly communicated and delinquently
 7 implemented the new SEL program has been from the
 8 start.

9 I'm here today because I believe the new
 10 SEL program at our school is extremely unsafe and
 11 disruptive to the entire school process. I
 12 believe the program at our school is not the
 13 appropriate or safe setting for the SEL students
 14 either. It does not provide the safeguards or
 15 least restrictive educational setting for either
 16 group.

17 I was horrified to know a similar
 18 program already existed at Cromwell Elementary
 19 School with the same problems for years and yet
 20 they moved it over to our school with 16 known
 21 students. BCPS decided to enlarge the size of

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1 the program, provide less training, less support
 2 and less behavioral specialists.

3 You've known this program, at least our
 4 school, was coming since April. Even more
 5 alarmingly, BCPS started this program without a
 6 finished de-escalation room and dangerously
 7 placed known, violent, aggressive, emotionally
 8 disturbed students in the middle of our school
 9 next to the youngest and most vulnerable
 10 kindergarten students.

11 It's also placed in the highest student
 12 traffic area with multiple elopement exits. The
 13 goal is to provide educational resources to
 14 students with significant behavioral, emotionally
 15 disturbed children.

16 These children are not zoned for our
 17 school and goes directly against the idea of
 18 inclusion in their home school. I fear BCPS puts
 19 all of these students together to financially
 20 save money and to put behavioral resources
 21 together.

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1 As a pediatric nurse, I feel putting
 2 more aggressive and emotionally disturbed
 3 students in one setting only makes it more
 4 upsetting, unsafe and restrictive to those
 5 students.

6 We are not the only school. BCPS
 7 implemented the same program at Franklin
 8 Elementary. This is a universal problem.
 9 There's not enough resources. BCPS has knowingly
 10 jeopardized the safety and education of all
 11 children at Lutherville Lab and I'm looking to
 12 all of you to do something about it.

13 (Applause)

14 CHAIRMAN CAUSEY: Thank you.

15 Also this evening as part of public
 16 comment we had sign-in sheets for public comment
 17 on proposed changes to policies.

18 And this evening we are seeking input on
 19 Policy 6702, Instruction Extra-Curricular
 20 activities and we had one stakeholder sign up and
 21 that's Ms. Dayana Bergman.

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1 MS. BERGMAN: Good evening. Reviewing
 2 the policy for 6702 for the Extra-Curricular
 3 Activities, there's just one little section on
 4 the policy that I want to see added, which is
 5 under three standards. Under B it says Principal
 6 will ensure that parents and students are
 7 notified of various extra-curricular activities
 8 available at the school.

9 I want to make sure that if possible the
 10 consideration of providing written notification
 11 to the policy. There's a lot of -- it doesn't
 12 have to be an actual paper, it could be
 13 communicated through text some of our schools
 14 use.

15 But those extra-curricular activities
 16 that the students have an opportunity to,
 17 sometimes our students don't tell the parents
 18 that it's going on and sometimes we don't get the
 19 call that it's available.

20 They might make one short announcement
 21 to the students, but they don't communicate back.

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1 So if there's a way to actually add to this
 2 policy that written form will be communicated as
 3 notification to the parents.

4 CHAIRMAN CAUSEY: Thank you.

5 There was also available a speaker
 6 sign-in sheet for public comment on proposed
 7 changes to Policy 7530, new construction
 8 occupying, naming an area of a school.

9 And signed up is Ms. Bergman.

10 MS. BERGMAN: So for Policy 7530 on the
 11 process for naming or renaming an area of the
 12 school or its grounds, the only thing that I see
 13 with this policy is where's the student, parent
 14 and community involvement? Do they have a say?
 15 It's not mentioned in the policy whatsoever if
 16 they want to contribute as being part of that
 17 community and that school to either name a
 18 certain area of the school or the grounds in
 19 honor or somebody that has provided commitment to
 20 education at that local school.

21 So I would like the opportunity to

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1 include the rest of the community in that process
 2 of making that decision, whether it's the
 3 students, the parents, community leaders, just
 4 the school community is all, to make everybody
 5 part of the process.

6 Thank you.

7 CHAIRMAN CAUSEY: Thank you.

8 That concludes our public comment
 9 portion of the meeting.

10 Our next item is Item H,
 11 Superintendent's report. And for that we call on
 12 Dr. Williams.

13 DR. WILLIAMS: So good evening,
 14 everyone.

15 I can hardly believe that it is my 100th
 16 day with BCPS. During these first months, I have
 17 already had a chance to visit 60 or more schools
 18 and meet with many members of the BCPS family.

19 BCPS leaders are busy preparing my
 20 100-day entry plan with a focus on the three
 21 goals that I set for myself, strategic

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1 leadership, relationship building and
 2 professional development.

3 The plan will make recommendations for
 4 our next steps based on feedback from our work
 5 groups which included students, parents, staff
 6 and community members. So stay tuned for the
 7 release of the 100-day entry plan in the coming
 8 weeks.

9 Also, by the time I bring this
 10 Superintendent report next month, my first series
 11 of community conversations will have concluded.
 12 I still invited community members to come out and
 13 let me know what matters to you most.

14 You will find the dates and location at
 15 BCPS.org. I look forward to seeing you there.

16 I feel like my mouth is moving -- can
 17 you all hear me. I apologize. I am struggling
 18 with a head cold today.

19 During the first 100 days, it's been a
 20 wonderful -- it has been extremely wonderful to
 21 get to know our principals. So I do want to

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1 schools to participate in activities to promote
 2 this within each school. I would like to end my
 3 report with our Kindness Matters video we made
 4 with our BCPS students about the importance of
 5 creating a culture of kindness in our community
 6 and schools.
 7 It starts with you and it ends with us.
 8 #BCPS Be Kind.
 9 Thank you.
 10 (Video playing)
 11 MALE: Hey, BCPS, do you know the
 12 importance of Kindness Matters?
 13 Maybe you held the door for someone.
 14 FEMALE: Maybe you listened to a friend
 15 about a problem.
 16 MALE: We want everyone to support each
 17 other in positive ways.
 18 FEMALE: Being a counter bully can
 19 impact students.
 20 GROUP: We the students of Baltimore
 21 County --

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1 FEMALE: Announce BCPS Kindness Matters
 2 Month which takes place throughout October.
 3 MALE: Kindness Matters because everyone
 4 deserves to feel great and do well in school.
 5 Here's what we're doing this year.
 6 We're celebrating all month. During the
 7 first week of October we'll make sure that we
 8 understand bullying.
 9 FEMALE: During the second week we'll
 10 discuss how to be an up-stander instead of a
 11 bystander.
 12 MALE: And then we'll talk about
 13 preventing cyber bullying.
 14 FEMALE: And finally we get to Kindness
 15 Matters Week, from October 21st to 25th. Each
 16 day we want you to show how Kindness Matters.
 17 MALE: By wearing a different color
 18 shirt and focusing on a new word of the day.
 19 Monday, BCPS blue for civility.
 20 MALE: Tuesday, green for equity.
 21 FEMALE: Wednesday, orange for unity.

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1 MALE: Thursday, red for respect.
 2 FEMALE: Friday, purple for
 3 positivity.
 4 MALE: And that's not all. We want
 5 everyone to sign a pledge against bullying.
 6 FEMALE: You have to really mean it,
 7 Kindness Matters.
 8 GROUP: Just sign it.
 9 MALE: And what else?
 10 FEMALE: All week schools and students
 11 will have the option of how to participate.
 12 Maybe your school will have a day devoted to
 13 making new friends.
 14 MALE: Maybe a day to take a selfie
 15 with a new friend.
 16 FEMALE: Perhaps create a positive
 17 music video.
 18 FEMALE: And all week #BCPS be kind.
 19 Send us your positive, powerful and profound
 20 tweets.
 21 Lets stop the negative words and

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1 images found on social media.
 2 FEMALE: And replace them with
 3 positive ones.
 4 MALE: Post positive words and
 5 pictures on Twitter again at #BCPS Be Kind.
 6 FEMALE: Then tag five people and ask
 7 them to do the same.
 8 MALE: Let's make sure that everyone
 9 knows Kindness Matters in BCPS and across the
 10 County.
 11 GROUP: Kindness Matters.
 12 Don't be a bystander, be an
 13 up-stander. #BCPS Be Kind. It starts with
 14 you, ends with us.
 15 (Applause)
 16 CHAIRMAN CAUSEY: That was awesome.
 17 Thank you very much.
 18 Our next item on the agenda is Item K,
 19 new business, action taken in closed session.
 20 And for that we call on Mr. Bruce Aides for
 21 consideration of action taken in closed session.

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1 Good evening.

2 MR. AIDES: Earlier this evening the

3 Board met in its quasi-judicial capacity to

4 consider an appeal in a confidential employee

5 matter.

6 At this time it would be appropriate to

7 confirm the action taken in closed session in

8 that matter which is Hearing Examiner 19-31.

9 CHAIRMAN CAUSEY: Do I have a motion to

10 approve the action taken in closed session?

11 MS. ROWE: Make a motion.

12 CHAIRMAN CAUSEY: Thank you, Ms. Rowe.

13 Do I have a second?

14 MR. OFFERMAN: Second.

15 CHAIRMAN CAUSEY: Thank you, Mr.

16 Offerman. Is there any discussion?

17 All in favor, please raise your hand.

18 Any opposed?

19 Any abstentions?

20 Thank you. The Motion carries. Thank

21 you.

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1 Our next item on the agenda is Item L,

2 new business contracts. For that I call on Ms.

3 Henn.

4 MS. HENN: Thank you. Members of the

5 Board, the Board's Building and Contracts

6 Committee met earlier this evening. Items L1

7 through L3 and L5 through L7 are being forwarded

8 to the full Board for approval.

9 CHAIRMAN CAUSEY: Do I have a Motion to

10 approve the items? Please state those again.

11 MS. HENN: L1 through L3 and L5 through

12 L7.

13 CHAIRMAN CAUSEY: Do I have a Motion to

14 approve items L1 through L3 and L5 through L7?

15 MS. ROWE: So moved.

16 CHAIRMAN CAUSEY: Thank you, Ms. Rowe.

17 No second is needed since the recommendation

18 comes from the committee. Is there any

19 discussion?

20 (No response)

21 CHAIRMAN CAUSEY: All in favor, please

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1 raise your hand.

2 Any opposed?

3 The Motion carries.

4 MS. HENN: Madam Chair --

5 CHAIRMAN CAUSEY: Ms. Henn?

6 MS. HENN: I believe Staff were going to

7 return item L4. Dr. Williams, would you like to

8 comment on that, to the Board for a future

9 agenda?

10 Mr. Smith.

11 CHAIRMAN CAUSEY: Good evening, Mr.

12 Smith. Thank you.

13 MR. SMITH: Members of the Board.

14 This item from discussion from the committee will

15 be coming back to Dr. Williams for additional

16 information that was requested that we could not

17 get together before tonight before this -- when

18 we met earlier tonight. So we're going to bring

19 it back to Dr. Williams and we'll pick a time

20 that is going to be appropriate to bring it

21 forward.

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1 So we're just removing it after the

2 discussion.

3 MS. HENN: Thank you, Mr. Smith.

4 CHAIRMAN CAUSEY: Thank you very much.

5 Our next item on the agenda is Item M,

6 new business, privately funded capital project

7 and for that we call on Ms. Beyers. Good

8 evening.

9 MS. BEYERS: Hi. Good evening, Chair

10 Causey, Vice Chair Henn, Superintendent Williams,

11 Members of the Board.

12 Tonight I'm bringing forward for

13 approval a privately funded capital project for

14 the George Washington Carver Center for Arts and

15 Technology.

16 This project is for the delivery,

17 assembly and installation of bleachers for their

18 stadium. The total cost of this project which is

19 reflected in the quote that you have from Dant

20 Clayton Corporation is \$17,660. Part of this

21 project is being funded through the Carver

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1 Foundation.
 2 They've donated \$10,000 to this project.
 3 And then the remaining funds are coming from
 4 donations from graduating classes as well as the
 5 athletic department.
 6 In accordance with Policy and Rule 7330,
 7 this has gone through all of our normal internal
 8 processes for review.
 9 CHAIRMAN CAUSEY: Thank you. Do I have
 10 a motion to approve the George Washington Carver
 11 Center -- thank you.
 12 Do I have a Motion to approve the George
 13 Washington Carve Center for the Arts and
 14 Technology bleachers project?
 15 MS. HENN: I'd make a motion.
 16 CHAIRMAN CAUSEY: Ms. Henn. Do I have a
 17 second.
 18 MR. MCMILLION: Second.
 19 CHAIRMAN CAUSEY: Mr. McMillion. Is
 20 there any discussion?
 21 (No response)

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1 CHAIRMAN CAUSEY: All in favor, please
 2 raise your hand.
 3 (All raise hands)
 4 Thank you. The Motion carries
 5 unanimously.
 6 MS. BEYERS: Thank you.
 7 CHAIRMAN CAUSEY: Our next item on the
 8 agenda is Item N, unfinished business, Board of
 9 Education Policies.
 10 Members of the Board, the Policy Review
 11 Committee asks that the Board accept this report
 12 of the Committee's recommendation to amend the
 13 following Board policies.
 14 Policy 1600 Public Charter Schools,
 15 Policy 5120, Attendance and Excuses; Policy 6102,
 16 Teaching of Controversial Issues; Policy 6200,
 17 School Libraries.
 18 These recommendations are presented to
 19 you on tonight's agenda as Exhibit N and have
 20 been available on Board docs.
 21 Do I have a Motion to adopt the

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1 recommendation of the Board's Policy Review
 2 Committee?
 3 MS. ROWE: Motion.
 4 CHAIRMAN CAUSEY: Thank you, Ms. Rowe.
 5 No second is needed since the
 6 recommendation comes from the Committee.
 7 Is there any discussion?
 8 (No response)
 9 CHAIRMAN CAUSEY: Hearing none. All in
 10 favor, please raise your hand.
 11 (All raise hand)
 12 CHAIRMAN CAUSEY: Thank you. The Motion
 13 carries unanimously.
 14 The next item on our agenda tonight is
 15 Item O, Report on the Proposed 2020-2021 school
 16 calendar.
 17 For that we call forward Mr. Duke. At
 18 the September 24th meeting, Board meeting, the
 19 Board directed Staff to prepare a proposed
 20 2020-2021 school calendar with a post-Labor Day
 21 opening for the Board's consideration.

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1 Additionally, the public hearing on both
 2 proposed '20-'21 school calendars pre and
 3 post-Labor Day will be rescheduled to take place
 4 at the October 22nd, 2019 Board meeting with the
 5 vote following at the November 5th, 2019 Board
 6 meeting.
 7 Good evening, Mr. Duke.
 8 MR. DUKE: Good evening, Madam Chair,
 9 Vice Chair Henn, Dr. Williams and Members of the
 10 Board.
 11 As you stated, at the Board's last
 12 meeting on September 24th, I presented a proposed
 13 calendar for the '20 '21 school year with a
 14 pre-Labor Day start date.
 15 At the Board's request I forwarded a post-
 16 Labor Day calendar for its consideration.
 17 This evening I briefly will discuss that proposal
 18 in comparison to the calendar previously
 19 submitted.
 20 As I mentioned at the last meeting,
 21 there are certain parameters established by MSDE

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1 that must be followed in a calendar's
 2 development. These are shown on this slide as a
 3 refresher for the Board.
 4 Both proposals adhere to these
 5 guidelines.
 6 Similarly, both calendars take into
 7 account and incorporate the BCPS directed
 8 closures as well as the State mandated school
 9 holidays. As you will note, however, the total
 10 number of school closures for students differs
 11 between the post-Labor Day calendar and the
 12 pre-Labor Day calendar. This is due to the
 13 shortened spring break in the post-Labor Day
 14 calendar.
 15 Whereas the pre-Labor Day calendar has a
 16 ten calendar day spring break, the post-Labor Day
 17 calendar has a break of five calendar days which
 18 are comprised of the Thursday and Friday before
 19 Easter, the weekend and the Monday after Easter.
 20 This slide provides you with a
 21 comparison of key days between the pre and post

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1 Day calendars, Labor Day calendars.
 2 Should no emergency closures be needed
 3 in the post-Labor Day calendar, the last day for
 4 students would be June 15th, 2020. Should five
 5 closures occur, the last day for school would be
 6 June 22nd.
 7 For your information, the slide's third
 8 column provides you with key dates for a
 9 post-Labor Day calendar with a full ten calendar
 10 day spring break.
 11 In this scenario should no emergency
 12 closures be needed, the last day for students
 13 would be June 21st, 2020. And should five
 14 closures occur, the last day of school would be
 15 June 28th.
 16 The need for more than five emergency
 17 closure days potentially could push the school
 18 year beyond June 28th.
 19 The next slide provides you with some
 20 historical information relative to past
 21 calendars. It shows start dates, emergency

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1 closure days, planned and used, and the number of
 2 delayed openings and early releases that
 3 occurred.
 4 As you will note, starting the school
 5 year prior to Labor Day is not new for BCPS. The
 6 post-Labor Day start was the result of a 2016
 7 Gubernatorial Executive Order. Recent
 8 Legislation, however, overrode that order and
 9 again allows School Boards to decide when to
 10 start and end the school year.
 11 I also would invite your attention to
 12 the third and fourth columns of the chart which
 13 lists the days built into the calendars, into
 14 past calendars and the number of days actually
 15 utilized.
 16 Those entries in red indicate those
 17 years when we used more days than were allocated.
 18 I would also direct your attention to the column
 19 showing the number of delayed openings and early
 20 releases. These hours also come into play when
 21 calculating closure days. For example, if you

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1 look at the '14-'15 school year, you will see
 2 that there were 10 two-hour delayed openings
 3 along with one, one-hour early release, one two
 4 hour early release and one three-hour early
 5 release for a total of 26 hours or four days.
 6 For that school year, those four days
 7 were added to the six closures used for a total
 8 of 10 emergency closures that occurred in that
 9 school year.
 10 The next slide provides you with a chart
 11 comparing the key characteristics of the calendar
 12 options. All calendars have five emergency
 13 closure days built in and are based on the school
 14 year of 182 student days, 190 teacher days,
 15 1,161.5 elementary student contact hours and
 16 1,180 middle school and high school student
 17 contact hours.
 18 As Madam Chair stated, public comment is
 19 scheduled for October 22nd, and I will return to
 20 you on November 5th for the Board's decision and
 21 vote. This concludes my presentation.

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1 I'll be happy to answer any questions.
 2 CHAIRMAN CAUSEY: Board members, are
 3 there questions or comments? Ms. Henn?
 4 MS. HENN: Thank you, Ms. Causey.
 5 Mr. Duke, this is very helpful. Thank
 6 you for this information, particularly the data
 7 on emergency closure days and usage. This is the
 8 first time I've seen this.
 9 And it's very useful the way it's broken
 10 out in this chart. Do we have this data readily
 11 available for years prior to the school year
 12 '11-'12? Is that something that the Board could
 13 receive, for instance going back to --
 14 MR. DUKE: It's spotty.
 15 MS. HENN: It's spotty?
 16 MR. DUKE: Yeah. I can go back further
 17 and try to recompose it, but I don't think it's
 18 as complete as the ones that I've provided to
 19 you.
 20 That was basically eight years. And the
 21 average number of emergency closures was 5.5

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1 during those eight years.
 2 And as you would note, at one point we
 3 were incorporating seven days into the calendars
 4 as emergency closures.
 5 MS. HENN: Whatever is available, I
 6 would like to -- if Dr. Williams is willing to
 7 share that with the Board, if it's not too much
 8 effort to receive what is available.
 9 I think that would be useful to have
 10 additional data points when considering past data
 11 beyond the eight years, if it is available.
 12 DR. WILLIAMS: We can explore that.
 13 Are you looking for particular trends?
 14 MS. HENN: Yes.
 15 CHAIRMAN CAUSEY: Thank you, Dr.
 16 Williams. Ms. (Inaudible)
 17 BOARD MEMBER: Thank you, Mr. Duke.
 18 My question is, I'm looking at the
 19 emergency closure days and you have three built
 20 in days. But I look at the previous years and
 21 you have an average of seven.

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1 What happens if we have more than three
 2 emergency closure days?
 3 MR. DUKE: We have to extend the school
 4 year.
 5 BOARD MEMBER: So for --
 6 MR. DUKE: If we fall below the 180
 7 required days, then we would have to go ahead and
 8 extend the school year.
 9 You're referring to our current calendar
 10 or -- oh, the proposed post-Labor Day?
 11 BOARD MEMBER: The proposed, yes.
 12 MR. DUKE: Yes. That is based on 182
 13 days. So additionally -- we have two student
 14 days that we add into the calendar basically to
 15 accommodate or provide a buffer for any delayed
 16 openings and early releases that we may have from
 17 an hours standpoint.
 18 But if we go beyond -- if we fall below
 19 the 180 days, then we have to extend the school
 20 year.
 21 BOARD MEMBER: Thank you.

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1 CHAIRMAN CAUSEY: Mr. McMillion.
 2 MR. MCMILLION: Good evening.
 3 MR. DUKE: Good evening.
 4 MR. MCMILLION: We've discussed the
 5 public comments is going to be October 22nd. And
 6 we've already started to receive a lot of e-mails
 7 either for or against pre or post-Labor Day
 8 starts.
 9 I'd like to discuss the possibility of
 10 doing an on-line survey that would give people
 11 the option to pick one or the other with a couple
 12 of variations as long as we could secure that so
 13 that other people couldn't -- so that somebody
 14 couldn't go on there and do it some ridiculous
 15 number of times.
 16 Is that an option available to us?
 17 CHAIRMAN CAUSEY: Dr. Williams, is there
 18 Staff that would be able to assist with answering
 19 questions related to survey possibilities?
 20 DR. WILLIAMS: So can someone give me
 21 the history as to what happened this past May or

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1 June where there was an on-line survey and I
 2 don't know if that helped the situation or not.
 3 CHAIRMAN CAUSEY: Ms. Henn or --
 4 DR. WILLIAMS: So I'm really questioning
 5 the security or just what you're asking, how to
 6 gather that information to make it secure.
 7 But I know prior to my arrival there was
 8 a discussion and there was an actual on-line
 9 survey.
 10 CHAIRMAN CAUSEY: Ms. Henn can speak to
 11 that, and then maybe Staff can clarify.
 12 MS. HENN: Sure. So the on-line survey
 13 that was made available last year was open to all
 14 respondents and there was no limit on the number
 15 of times any individual could take it.
 16 So individuals could, as Mr. McMillion
 17 said, complete the survey multiple times. There
 18 was no limit, for instance, based on IP address
 19 or any other limitation.
 20 So the complaint was that individuals
 21 could complete it multiple times and affect the

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1 survey results.
 2 CHAIRMAN CAUSEY: Ms. Rowe.
 3 MS. ROWE: So I think the other issue
 4 with that survey too was also the fact that once
 5 it was released on the internet and social media
 6 attempting to encourage Baltimore County
 7 residents to take the survey, part of the issue
 8 with that survey was that it was then shared
 9 across the state by the Governor.
 10 So we're attempting to figure out what
 11 people in Baltimore County wanted, but we ended
 12 up with a lot of Respondents from across the
 13 entire state.
 14 And what I was wondering is if there's a
 15 way since we have an extensive e-mail database of
 16 all of our constituents, if it would be possible
 17 to secure the survey link within an e-mail that
 18 would -- where the coding would understand that
 19 you're clicking the link out of the e-mail so
 20 that it's coded to the e-mail, so that for each
 21 e-mail sent soliciting a survey response, you can

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1 only respond using the link in that e-mail once.
 2 So that way it would not be an internet
 3 link that would be across all of the internet,
 4 you would have to get an e-mail and then respond
 5 within the e-mail, in the body of the e-mail and
 6 it couldn't be tampered with that way.
 7 CHAIRMAN CAUSEY: Is there Staff
 8 available or are these questions that we -- the
 9 Board can get answers to because we can compile
 10 all the questions in our discussion and then
 11 perhaps have Staff reply to the Board.
 12 DR. WILLIAMS: So I would have to
 13 explore this with Staff. My concern is the
 14 system tried to do this last year and we had
 15 these complications. So it's the expectation of
 16 Staff to develop what you're asking in the midst
 17 of everything else. So I don't particularly know
 18 what the constraints or barriers were last year.
 19 And the Staff that would know best might
 20 be in the room, might not be in the room. I
 21 don't want to put somebody on the spot.

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1 CHAIRMAN CAUSEY: Sure. Sure.
 2 DR. WILLIAMS: But I just think what
 3 you're asking for will require some
 4 investigation.
 5 MR. DUKE: And time.
 6 DR. WILLIAMS: And with this timeframe I
 7 don't know how quickly they can develop that.
 8 I'm just concerned about what we lived through a
 9 year ago by having a survey that the Staff here
 10 probably created and there were some
 11 complications.
 12 Now our attempt to try to do it again
 13 with -- under this tight timeline to try to have
 14 an October 22nd public comment and a vote by
 15 November 5th, I don't know if that will give you
 16 the information.
 17 But since Staff joined the table --
 18 CHAIRMAN CAUSEY: Yes, good evening.
 19 Thank you, Dr. Monique Wheatley-Phillip and Mr.
 20 Duke again and Mr. Cortes. Thank you.
 21 And just to give a little background,

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1 the Board is very interested in hearing from our
 2 constituents as Ms. Rowe pointed out. Especially
 3 we have teachers for whom the calendar and the
 4 schedule is very important in terms of how they
 5 set up their year to provide excellent
 6 instruction for our children.

7 But also the impact on professional
 8 development days and also the impact on their
 9 schedules outside of the school year.

10 So when we get e-mails from folks saying
 11 that they prefer pre-Labor Day and post-Labor Day
 12 if, in fact, they don't have the full information
 13 that Mr. Duke and his staff prepared for us,
 14 here's what a pre-Labor Day start means from
 15 start to finish, and here's what a post-Labor Day
 16 start calendar means from start to finish, then
 17 the input is not as helpful as it could be.

18 So, especially considering we have, as
 19 Ms. Rowe pointed out, e-mails for our teachers,
 20 our staff or administrators, we also have e-mail
 21 contacts for parents or guardians for our

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1 students that maybe there's some way to limit
 2 input to those people for whom we want to make
 3 sure this calendar works optimally.

4 MS. WHEATLEY-PHILLIP: So good evening.
 5 And we apologize for having, filing
 6 conversations trying to figure out the best way
 7 to provide a response to the Board.

8 I think some of the concerns with a
 9 survey piece was really looking at ways within
 10 which we can make sure that a survey provides
 11 access to all of our parents. Particularly with
 12 the previous survey, we were only able to create
 13 that survey using one primary language, and we
 14 know that across our school system we have
 15 parents for whom their first language consists of
 16 languages other than English.

17 The other piece was really looking at
 18 the IP piece in terms of if you have multiple
 19 families that live in one home or folks that work
 20 in different offices, if they choose to complete
 21 the survey at work and were using that IP

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1 address, it then limits anyone else from being
 2 able to administer or complete the survey at the
 3 same time.

4 Regarding the e-mail piece. That would
 5 be something new that we would have to explore,
 6 and that's why I was speaking with Mr. Cortes to
 7 find out, you know, what would be some of the
 8 ways within which we would be able to access
 9 that.

10 Because there is a tight turn-around in
 11 terms of trying to build a survey, we have to
 12 think about the questions we're asking, we have
 13 to think about ways within which we're going to
 14 collect responses, we've shared as part of the
 15 Policy review that open ended questions are not
 16 the best way to code and put those together
 17 because they really are very time intensive.

18 So if we're looking at a multiple choice
 19 question, we have to think about the questions
 20 we're asking. We have to consider folks that
 21 would be taking the survey, what languages would

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1 that need to be translated into.

2 So it really isn't a process within
 3 which you can turn around quickly if we want to
 4 have a very reliable, and we want to have an
 5 accurate process that really allows most of our
 6 stakeholders to be able to participate in the
 7 process.

8 What I'd like to do is ask Mr. Cortes if
 9 he has some information regarding the use of the
 10 e-mail addresses, because that would be a
 11 different lens that we have not used in the past.

12 MR. CORTES: So the limiting factor that
 13 we would have is the idea of the database of
 14 e-mail addresses we would have for parents, we're
 15 about -- in the -- I don't want to give a hard number,
 16 but we're in between 20 and 50,000 e-mail
 17 addresses collected for all parents in BCPS. So,
 18 given that we have 115,000 students, that is less
 19 than half of our parents have actively provided
 20 us with an e-mail address.

21 So immediately we would discount over 50

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1 percent of our parents from receiving or being
 2 able to participate in this e-mail.
 3 All of our staff members would have
 4 e-mail, and that would be an easy distribution
 5 internally. The IP limitation that Dr.
 6 Wheatley-Phillip was speaking about, for example,
 7 Baltimore County Public Schools itself represents
 8 on the internet less than 20 IP addresses. So
 9 if we were to limit it to one IP address answer,
 10 all -- about 150,000 devices we have currently in
 11 the system if we were to ask all students and all
 12 teachers to participate, we would probably get
 13 about 20 responses before that would be limited.
 14 And Ms. Henn can speak to network
 15 address translation, keeping the internet running
 16 from IP address numbers.
 17 So what I can say is, seeing the raw
 18 data coming out of DRAA, there had been work done
 19 to limit the number of responses that were seen
 20 from multiple IP addresses, to find anomalies and
 21 rule them out.

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1 But currently if we were to go and say
 2 we want to limit to only who could receive an
 3 e-mail, that's going to dramatically decrease the
 4 number of parents that we could access.
 5 If we were to limit it by IP address,
 6 that poses another limitation or restriction in a
 7 public facing survey of this nature that we would
 8 want to gain as much stakeholder input. But
 9 given those factors, if that were something that
 10 the Board were to accept those -- what word am I
 11 missing? Yeah, those limitations or those
 12 assumptions about the responses that you would
 13 get, then that would be a framework that we would
 14 have to build within.
 15 CHAIRMAN CAUSEY: Thank you. Are there
 16 additional questions and comments?
 17 MS. JOSE: You kind of answered my
 18 question. One was we could have used the BCPS1,
 19 the splash page which has access to all parents,
 20 including me, which is password protected.
 21 But that again brings in the equity

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1 issue where a lot of parents don't access that.
 2 So how do you -- there will just be a limited set
 3 of parents like me that would have access to
 4 serving.
 5 So it is not going to be inclusive of
 6 everybody. And given the short timeframe, I just
 7 think it's not a very feasible option at this
 8 time unless you just hearing you guys, I don't
 9 think it's a very feasible option.
 10 There is the language barrier as well.
 11 We have to consider that. There are a lot of
 12 people that do not speak English, especially the
 13 parents. So given that, the timeframe, I don't
 14 think it's a very -- it's do-able, unless you
 15 guys can do it.
 16 But for me the equity is a huge issue.
 17 How do parents that do not have access to e-mails
 18 and the BCPS1 splash page address or participate
 19 in the survey.
 20 CHAIRMAN CAUSEY: Ms. Henn and then Mr.
 21 King.

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1 MS. HENN: Thank you.
 2 It sounds like, based on what I'm
 3 hearing, though, we can limit it to attempts or
 4 responses by IP address. Am I understanding that
 5 correctly?
 6 MR. CORTES: Uh-huh.
 7 MS. HENN: So while it wouldn't be
 8 perfect, that is a solution that many throughout
 9 last year when we did this to say, yes, somebody
 10 could complete the survey from multiple
 11 locations, multiple browsers. You know, there
 12 are ways around that, but it would limit the
 13 number of attempts so that someone couldn't
 14 complete it 500 times but they could possibly
 15 complete it twice.
 16 So we would be able to limit the number
 17 of attempts per individual.
 18 As far as language barriers, there are
 19 third-party translation tools that individuals
 20 could use as a work-around to being able to
 21 access the site and still being able to

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1 participate without the burden on staff having to
 2 do that translation and making the survey
 3 available, natively translating the page in
 4 multiple languages.
 5 Are those two statements accurate in
 6 terms of work-arounds?
 7 MR. CORTES: The only addressing of
 8 another issue that Ms. Rowe brought up is we
 9 don't have a limitation on where those IP
 10 addresses are coming from. So distribution
 11 statewide is still possible.
 12 And quite honestly, we captured IP
 13 address on the last survey, so we could
 14 theoretically, if that was the directive, to
 15 simply go back and kind of massage that data out
 16 to say, you know, any time you see X number of
 17 responses from one IP address, discount that lot.
 18 That's something that is feasible right
 19 now with data currently collected.
 20 MS. WHEATLEY-PHILLIP: The only other
 21 piece regarding the language is that if a

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1 parent's primary language is Spanish, for
 2 example, and they're completing the survey at
 3 home, to have to go through a third-person party
 4 to be able to then have them read the survey to
 5 them for them to respond, I would have to talk
 6 with the staff regarding those branches in terms
 7 of the survey, how those pieces would work.
 8 My wondering is, given the short
 9 timeframe that we have, would we be able to do
 10 that. Because that is a branching of the initial
 11 question to then have someone translate it and
 12 have that connection come back to then be able to
 13 record the response.
 14 So we'd have to take a look at that with
 15 the staff in terms of the feasibility of that
 16 being completed within a short timeframe?
 17 MS. HENN: Right. In terms of using an
 18 in browser tool to be able to view that page
 19 through a translator.
 20 MS. WHEATLEY-PHILLIP: Right. It would
 21 have to be set up as part of the survey itself,

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1 and we would have to look at that. I'd have to
 2 talk to the staff.
 3 CHAIRMAN CAUSEY: Mr. Kuehn.
 4 MR. KUEHN: Can Mr. Offerman go before
 5 me?
 6 CHAIRMAN CAUSEY: Certainly.
 7 MR. OFFERMAN: Yes. I want to repeat
 8 Ms. Jose's statement about the concern over the
 9 issues for those parents and those guardians who
 10 don't have usual typical access.
 11 I think we're going to get a very
 12 slanted view of this, and ask them to go to third
 13 party. I think we're talking about a four-week
 14 limit in terms of getting information out and in
 15 and somehow analyzed.
 16 So I don't think this is the way to go.
 17 I do want to point out that we have seven elected
 18 members on the Board from Districts. We have
 19 four appointed. You know, while I think the
 20 input is important and I certainly read every
 21 e-mail that gets sent my way, I also, you know,

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1 think that we have the ability, particularly as
 2 educators and people who are very interested in
 3 education to make informed decisions about what's
 4 best.
 5 Best for students, you know, best for
 6 families. So I don't think this is the way that
 7 we ought to go at this point.
 8 CHAIRMAN CAUSEY: Mr. Kuehn?
 9 MR. KUEHN: So we went through this last
 10 year. I was just curious. Does anybody recall
 11 like how many responses we actually got?
 12 MS. WHEATLEY-PHILLIP: I don't have that
 13 information right now.
 14 MR. KUEHN: But it was a lot less than
 15 115,000, right?
 16 MR. CORNS: I wouldn't even want to
 17 wager a guess, Mr. Kuehn, without asking the
 18 question.
 19 MR. KUEHN: So I believe we have limited
 20 numbers of folks and there might have been some
 21 people that really wanted to, you know, increase

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1 the number and fill it out multiple times.
 2 I would suggest since we're kind of
 3 putting you on the spot right at this moment that
 4 we would give you time, if we do want to follow
 5 some kind of a public input survey, to kind of
 6 come back with us for possible solutions next
 7 meeting.
 8 And the only other thing I'd like to
 9 throw out there is the automatic telephone system
 10 that calls with updates and what have you. That
 11 might be another avenue that we use to inform
 12 people about this, because I get those regularly,
 13 depending on if the bus is late or if something
 14 is happening at the various schools that one of
 15 my children might be at.
 16 There could be the possibility of
 17 actually just reaching out to people and
 18 informing them this is happening. I don't know
 19 what, if any, IBR capability we have, do we have
 20 the ability to also like select 1, 2 or 3
 21 depending on what it is that people think.

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1 So we may want to consider that.
 2 That's all. Thank you.
 3 CHAIRMAN CAUSEY: I wanted to make a
 4 point. Yes. Go ahead. No, go ahead Ms.
 5 Pasteur.
 6 MS. PASTEUR: Thank you so much.
 7 CHAIRMAN CAUSEY: Uh-huh.
 8 MS. PASTEUR: First I want to thank you,
 9 Mr. Duke, for coming in tonight with two post-
 10 Labor Day options as we asked at the last
 11 meeting.
 12 But aside from that -- there's no but.
 13 Aside from that or along with that, what you also
 14 did was broke it down so that anyone who looked
 15 at the three options could see the number of days
 16 for spring break and where it would put us in
 17 terms of the end of the year if we're looking at
 18 extra days, having to make up days.
 19 And it really was a nightmare in my
 20 brain when I thought about what would happen if
 21 we picked that third option, because I could see

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1 it. And we went beyond the three or so days that
 2 you gave, we would be in school until July, or
 3 pretty close to it.
 4 But my point here, and it really is a
 5 but this time, is that the visual in and of
 6 itself was very helpful. So all of the things
 7 about which we have spoken in terms of how we can
 8 hear from parents, we do have a public session
 9 and we can have 9,462 people or 115,000 or
 10 whatever it is, parents here on the 22nd. But
 11 what will be helpful to them is knowing the
 12 options that you've put out.
 13 So I go along with, I think is what Mr.
 14 Offerman and maybe even Ms. Jose were pointing
 15 to, is that it's really critical for people to
 16 see what the options are, and that is something
 17 that happened last year and you've done that.
 18 So I would simply like to see us put
 19 those options on the website and wherever else
 20 people look to find out what's going on in the
 21 magnificent Baltimore County Public Schools,

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1 because I would probably not answer my phone if I
 2 got that.
 3 CHAIRMAN CAUSEY: Thank you, Ms.
 4 Pasteur.
 5 So I had a question and a comment. So
 6 we do receive e-mails at the Board in terms of
 7 people's preferences. As Mr. McMillion I think
 8 pointed out, we're starting to get e-mails that
 9 say post-Labor Day start or pre-Labor Day start.
 10 But that's not complete information for the Board
 11 because do we know if those folks have seen the
 12 actual options and what it means from start to
 13 finish that Mr. Duke and his team have worked
 14 very diligently on and we appreciate those
 15 efforts.
 16 And I hear the concerns about the
 17 limitations of who we will reach and who will
 18 reach back to us.
 19 But I think we may be overlooking the
 20 fact that we're going to get information through
 21 e-mail. There are people already talking. We've

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1 received an e-mail about doing petitions and
 2 having those sent to the Board.
 3 And I think that we're -- we have an
 4 opportunity to clearly say these are the options.
 5 This is a very different year than previous years
 6 because we do have the flexibility to decide when
 7 to start school. We do have the very late start
 8 of Labor Day, and we do have the issues of
 9 needing enough inclement weather days.
 10 So I think that it would be more helpful
 11 to have organized and clear information that
 12 comes to the Board rather than what we receive
 13 which might be, you know, 600 lengthy e-mails
 14 where it's not necessarily based on the specific
 15 information.
 16 So -- and I understand about limiting
 17 who gives input, but right now we're open to
 18 disorganized information from we don't know what
 19 constituents as opposed to having an organized
 20 opportunity, and even if it's just for our staff
 21 to be able to say these are the three options,

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1 what they actually mean, and in terms of the data
 2 collection like you said, Ms. Phillips, Dr.
 3 Phillips, we don't want open-ended questions. We
 4 don't want information that's not helpful.
 5 We want information that is accurate and
 6 helpful, and I understand we would like everyone
 7 to participate. But it seems as if we don't do a
 8 survey, we have no organized information as
 9 opposed to potentially having, as Mr. Cortes
 10 pointed out, up to 50,000 parents with direct
 11 e-mail addresses and our employees and staff.
 12 So I would just ask us to consider and I
 13 think it was Mr. Kuehn that made the point of not
 14 this evening, obviously we don't want to put you
 15 on the spot and solve a problem here, but to come
 16 back with what is possible, especially related to
 17 our teachers and schoolhouse staff.
 18 We have a teacher retention issue. If
 19 this is an issue that's vitally important to
 20 teachers, then let's hear from our teachers.
 21 Let's hear with their full knowledge of what the

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1 options are, what is going to -- what do they
 2 feel is going to make them most effective in the
 3 coming year.
 4 So I -- that's what I would ask the
 5 Board to consider, and I would ask Dr. Williams
 6 to consider. There are other questions, I know,
 7 and I have some other questions, but we'll move
 8 around the dais.
 9 Can I have Ms. Scott participate and
 10 then Ms. Jose. Okay. Thank you.
 11 MS. SCOTT: Thank you.
 12 Along with it, I would just ask -- you
 13 all were talking about like survey or an e-mail
 14 and issues with equity as far as, you know,
 15 everyone doesn't have an e-mail account.
 16 Would there be something also maybe that
 17 we could place on the website where we can direct
 18 people there like if they don't have an e-mail.
 19 Like maybe posting something on the website
 20 showing the survey and then maybe also doing
 21 something through our Facebook, BCPS on Facebook

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1 and Twitter directing people to the website where
 2 they would just fill it out there so if you don't
 3 have an e-mail but you have social media you can
 4 still participate in the survey. Is that an
 5 option?
 6 MR. OFFERMAN: But then anyone,
 7 literally anyone can kind of --
 8 MS. SCOTT: It sounds like we're kind of
 9 doing anyone now. That's what I'm saying.
 10 Because it sounds like right now there's no IP --
 11 MR. OFFERMAN: So what I'm saying is, is
 12 the data we get valid if we don't know where it's
 13 -- where it's coming from. And it still doesn't
 14 address (microphone off) There are people --
 15 excuse me.
 16 There are people who don't have access
 17 to technology to the degree that I think we're
 18 assuming they have.
 19 MS. SCOTT: A lot of people.
 20 MR. OFFERMAN: And they're basically the
 21 disenfranchised, okay, people within the system.

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1 And I think basing our, you know, again,
 2 I don't think -- I'm not trying to minimize this
 3 and I certainly appreciate all the work that's
 4 been done. And I think these are three excellent
 5 things to look at, okay.
 6 But I really firmly believe that as a
 7 group, you know, with phone call, e-mail and
 8 other ways we can access people's opinion. It
 9 doesn't mean we have to -- is this going to be a
 10 if we get a majority win situation? Because if
 11 it is, I want to have 150,000 parental voters as
 12 well as teacher voters.
 13 And I don't think, given the fact that
 14 we're going to vote on this in 29 days, that if
 15 we bring back --
 16 MS. SCOTT: Well, that's what I was
 17 asking. What's the feasibility of even doing
 18 something like this.
 19 MR. OFFERMAN: Right.
 20 MS. SCOTT: Is this something that can
 21 be turned around in such a short time period?

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1 How feasible is that with all the things that
 2 we're saying, making sure that there's not repeat
 3 IP addresses and things like that. Within the
 4 amount of time that we have, what is the
 5 feasibility of that?
 6 MS. WHEATLEY-PHILLIP: I will say
 7 honestly within 29 days it will be very
 8 difficult. I will have to talk with the Staff
 9 about it and we'll certainly provide Dr. Williams
 10 with the information.
 11 But just considering the options that
 12 have been presented so far in terms of building
 13 the survey, it will take a considerable amount of
 14 time and I will have to speak with the Staff
 15 about it.
 16 MS. SCOTT: Okay. I think that's then
 17 what we should be looking at discussing. How
 18 feasible is it? Is it something that can be
 19 cohesively and correctly done in the short amount
 20 of time period that we have.
 21 CHAIRMAN CAUSEY: Thank you. And Dr.

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1 Williams wanted to make a comment.
 2 DR. WILLIAMS: So looking at the
 3 timeline where we have October 22nd as public
 4 comment, it may be an opportunity -- I heard a
 5 recommendation to make sure all three calendars
 6 are posted.
 7 And then we have our own stakeholder
 8 groups who come every Board meeting and present.
 9 So we can ask our stakeholders -- because
 10 remember, there were stakeholders on the
 11 committee that provided feedback.
 12 But maybe we can look at hearing on
 13 October 22nd, you hearing from the stakeholders.
 14 You've got TABCO, you've got CASE, look at all
 15 our different stakeholders so you've got
 16 information so then by November 5th you will have
 17 some representation of the different stakeholders
 18 and community groups, where they stand regarding
 19 the calendar.
 20 I would say I'm very concerned to say to
 21 Staff to go forth now and develop a survey, to

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1 figure out how to disseminate that information in
 2 multiple languages, to then have that information
 3 back by October 22nd. I appreciate their
 4 willingness to go back and work with Staff, but
 5 looking at the totality of what needs to happen
 6 in addition to all of the other things that we're
 7 working on, I'll give you a heads up.
 8 My 100-day entry plan coming forth,
 9 recommendation for a strategic plan, a multiple
 10 year strategic plan, I would just -- I appreciate
 11 their willingness and flexibility, it's just the
 12 timing of this right now.
 13 But that's why I propose is there a way
 14 in which we can get our stakeholder groups, those
 15 who sign up, those who normally come, to actually
 16 provide some public comments to the Board so at
 17 least you have an awareness of the various
 18 stakeholders, what their opinions may be.
 19 But I will also say, there was a
 20 committee made up of a variety of stakeholders
 21 that led to one recommendation. The last meeting

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1 we were asked to go back, which we did, as you
 2 see today, to provide different options.
 3 But keep in mind we're -- this year
 4 we're fighting against this timeframe that a
 5 decision has to be made by November 5th.
 6 CHAIRMAN CAUSEY: Thank you for that,
 7 Dr. Williams.
 8 And what I see is people that still want
 9 to comment and I have other comments in a
 10 completely different vein. But Ms. Jose, did you
 11 still have comments and then Ms. Henn and then
 12 Ms. Rowe?
 13 MS. JOSE: I think Dr. Williams
 14 addressed my comment. I wanted to inform the
 15 Board that the calendar committee was comprised
 16 of different stakeholders and they represented
 17 their communities and they made their
 18 recommendation to the Board so that not one group
 19 is marginalized.
 20 I think after the public hearing the
 21 Board should have enough information to make an

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1 informed decision. I like Ms. Causey's point
 2 about the teachers.
 3 I think that is also critical to see
 4 where the teachers stand with the pre and
 5 post-Labor Day start dates. I have received
 6 e-mail from teachers for both post and pre. So
 7 it's, again, hard to make that decision based on
 8 those e-mails alone, at least for me.
 9 Thank you.
 10 CHAIRMAN CAUSEY: Ms. Henn and then Ms.
 11 Rowe and then I have a question for Staff.
 12 MS. HENN: Sure. I'm thinking about
 13 from a practical standpoint if we can't, you
 14 know, less is more -- if we can't graphically
 15 represent the survey in having both or three
 16 options side by side what we do now in terms of
 17 translation and three radio buttons, which do you
 18 prefer. Something that simple to, again, reach
 19 as many individuals as possible.
 20 We're not talking open ended response
 21 or, you know, anything fancier than that. But to

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1 give, these are the options. They can see it
 2 graphically, literally a calendar on the page.
 3 Choose your preference and a submit button.
 4 So in terms of visually what, at least
 5 what I'm envisioning something that would cross
 6 those language barriers that could be implemented
 7 without a lot of extra work on Staff in terms of
 8 translation. Something like that might meet what
 9 we're trying to do. So I just wanted to share
 10 that idea.
 11 CHAIRMAN CAUSEY: Ms. Rowe?
 12 MS. ROWE: So respectfully to all of the
 13 rest of the Board members, I think we've made
 14 this whole entire thing way too complicated. A
 15 lot of us are elected. It's our job to figure
 16 out what our constituents want.
 17 And trying to make the perfect survey or
 18 the perfect scientific poll and get them to do it
 19 is effectively not doing our job.
 20 I think that what would help us collect
 21 information from our constituents in the easiest

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1 way possible is if you would represent the three
 2 calendars in a graphic that could be shared
 3 across social media that, label each option A, B
 4 and C and then all my constituents can be happy
 5 to tell me on my Facebook page which one they
 6 like and engage there.
 7 And I will figure out where they come
 8 from and how much weight to put on that decision
 9 based on the feedback I get from my constituents
 10 because this is like -- if I -- let's just do
 11 that.
 12 CHAIRMAN CAUSEY: So you have a lot of
 13 input there.
 14 I have a different question. So for the
 15 Monday after Easter, is there any flexibility or
 16 is it already incorporated into the calendar to
 17 use that for closure?
 18 MR. DUKE: No. No holidays in any of
 19 the proposals have been earmarked as potential
 20 emergency closure days.
 21 In order for us to use President's Day,

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1 for example, or Easter Monday, there would have
 2 to be a need. In other words, we would have to
 3 have a closure and then we would have to go into
 4 the State and request the State Board to grant a
 5 waiver for us to use that day as a student day.
 6 CHAIRMAN CAUSEY: Okay. So in none of
 7 the current plans is there possible use or
 8 potential use of the President's Day or any of
 9 the holidays; is that correct?
 10 MR. DUKE: Correct.
 11 CHAIRMAN CAUSEY: And then what happens
 12 if -- to the calendar and our inclement weather
 13 issues if we get the funding for the 15 minutes
 14 extra a day. Does that improve our situation in
 15 terms of the early dismissals, the late mornings
 16 that add up to those hours that we need?
 17 MR. DUKE: From an hour perspective,
 18 yes. But it still does not impact the minimum
 19 number of days that we have to have students in
 20 their seats. And that's 180 days.
 21 CHAIRMAN CAUSEY: 180 days. Okay. Thank

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1 you.
 2 And is it typically, with the chart that
 3 you arranged for us, is it typical that we have
 4 more of an issue with the days or we have more of
 5 an issue with the hours?
 6 MR. DUKE: Lately we've run into
 7 situations where it's been a combination of both.
 8 CHAIRMAN CAUSEY: Okay. A combination
 9 of both. Okay.
 10 And then the other question I had is, we
 11 are improving, as I mentioned in my Board Chair
 12 comments. We received additional funding from
 13 both the State and the County to provide
 14 temporary cooling solutions for those schools
 15 that don't have air conditioning.
 16 Do we know what the timeline is now that
 17 we have the funding to implement that solution?
 18 My concern is that with school opening sooner
 19 rather than later, there is more of a potential
 20 of those schools having to be closed.
 21 This year, unfortunately, we had to

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1 close schools twice. The year before we had to
 2 close schools three days for lack of air
 3 conditioning. So in terms of providing safe and
 4 healthy equitable education across the district,
 5 I was wondering if we had an estimate for that.
 6 MR. SMITH: Madam Chair?
 7 CHAIRMAN CAUSEY: Yes, Mr. Smith.
 8 MR. SMITH: We're still working with the
 9 State who's finalizing what the piece is going to
 10 be with that component as well as with our county
 11 funding agents. They clearly have identified
 12 those dollars.
 13 Now we have to put together the actual
 14 design and the implementation for each of those.
 15 We're working on those, but we don't have
 16 anything to submit to the Superintendent at this
 17 day, but we'll continue to get that as soon as we
 18 have it.
 19 But we just, at this time with how it is
 20 still unfolding with the State as it relates to
 21 what the criteria will be exactly and the

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1 interpretation, we're just not at that point yet
 2 where we can release a date yet.
 3 CHAIRMAN CAUSEY: Okay. So we're not in
 4 a position to be certain that those schools are
 5 going to open with air conditioning.
 6 MR. SMITH: Correct.
 7 CHAIRMAN CAUSEY: Okay. Great. Well, I
 8 appreciate that response.
 9 And I appreciate all the work that our
 10 facilities and construction folks are doing. We
 11 have made tremendous stride in the last four and
 12 five years in creating equitable learning
 13 environments for all of our teachers and our
 14 students, so we appreciate that.
 15 Board members, are there additional
 16 questions or comments related to different
 17 aspects of the calendar?
 18 Mr. Kuehn?
 19 MR. KUEHN: I just had one question.
 20 For the BCPS directed closure days, when
 21 schools are closed for students, are we required

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1 to have professional development for teachers by
 2 contract or some sort? I'm just curious.
 3 MR. DUKE: No, there's no requirement.
 4 MR. KUEHN: Okay. Thank you.
 5 CHAIRMAN CAUSEY: Mr. Offerman?
 6 MR. OFFERMAN: Is it appropriate to make
 7 a motion at this point --
 8 CHAIRMAN CAUSEY: Umm --
 9 MR. OFFERMAN: Concerning the use of the
 10 religious associated professional development
 11 days from being included -- for being used as
 12 makeup days?
 13 CHAIRMAN CAUSEY: I think that would be
 14 appropriate at this time.
 15 MR. OFFERMAN: Okay. I'd like to move
 16 to keep the professional development days that
 17 are associated with religious holidays, be
 18 excluded from being used as makeup days for
 19 inclement weather.
 20 MS. ROWE: Second.
 21 CHAIRMAN CAUSEY: Thank you, Ms. Rowe.

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1 Is there discussion?
 2 Mr. Kuehn?
 3 MR. KUEHN: The only question I have is,
 4 how many times have we lost that day and for --
 5 in essence lost the holiday?
 6 MR. DUKE: Once.
 7 MR. KUEHN: Just one time?
 8 MS. SCOTT: But in fairness, we only
 9 ever gave them a professional development day
 10 once to begin with.
 11 MR. KUEHN: Right. Right.
 12 MS. SCOTT: In the past we've given the
 13 Jewish holidays as a complete holiday, not even a
 14 PD day, and the Muslim holidays have gotten
 15 absolutely nothing.
 16 MR. OFFERMAN: Absolutely. Right. I
 17 just think, you know, as I said two weeks ago
 18 that this is something we ought to do because
 19 it's the right thing to do.
 20 If the Board is going to model fairness
 21 and equity, then I think we need to be fair and

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1 equitable.
 2 And I think if we're going to say we're
 3 going to have professional study days on one
 4 religious holiday but we're going to make the
 5 other days possible, we can take it away, I don't
 6 think that's fair. And I don't think that's
 7 equitable.
 8 And I think the Board needs to make a
 9 decision, each person, about how they feel about
 10 that.
 11 CHAIRMAN CAUSEY: Thank you.
 12 Additional comments or questions, Mr. McMillion?
 13 MR. MCMILLION: Mr. Duke, I was always
 14 under the impression that there was an agreement
 15 between TABCO and Baltimore County Public Schools
 16 about professional study days. Am I inaccurate
 17 about that? There's no arrangement on how many
 18 days that you agreed to to provide teachers with
 19 professional training?
 20 MR. DUKE: Not to my knowledge.
 21 MR. MCMILLION: Okay. Thank you.

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1 CHAIRMAN CAUSEY: Mr. Kuehn?
 2 MR. KUEHN: So why are we forcing
 3 teachers to go to school on those days for
 4 professional development? Why are they just not
 5 straight days off?
 6 MR. DUKE: Well, one of the
 7 considerations that we have to take into account
 8 is that by contract teachers work 190 days. So
 9 that's one consideration.
 10 And if I'm not mistaken, the guidance
 11 that was provided by the Board was that we would
 12 go ahead and develop the calendar, this year's
 13 calendar with those days as non-student days.
 14 CHAIRMAN CAUSEY: Is there any more
 15 discussion on Mr. Offerman's motion?
 16 Mr. Offerman, would you restate your
 17 motion?
 18 MR. OFFERMAN: Certainly. Hold on just
 19 a second. Let me get it right.
 20 I move to keep the professional
 21 development days associated with religious

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1 holidays excluded from being used as makeup days
 2 for inclement weather.
 3 CHAIRMAN CAUSEY: Thank you. Any more
 4 discussion?
 5 Mr. Kuehn?
 6 MR. KUEHN: If we support this motion,
 7 are we tying our hands to just make them straight
 8 holidays instead of professional days at all?
 9 MR. OFFERMAN: No.
 10 MR. KUEHN: That's my only question.
 11 MR. OFFERMAN: I don't believe that's
 12 part of the motion, or has anything in the
 13 motion. Do you?
 14 MR. KUEHN: You said that they're --
 15 keep them as professional days.
 16 MR. OFFERMAN: No, I said --
 17 MR. KUEHN: That's what the motion --
 18 that's my question. That's all.
 19 MR. OFFERMAN: Maybe you're right.
 20 That is what I have.
 21 MS. PASTEUR: Mr. Kuehn, I think what he

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1 means is they could not be converted to being
 2 school days.
 3 MR. KUEHN: I fully understand that.
 4 I just wanted -- if we wanted to go the extra
 5 step --
 6 MR. OFFERMAN: I'll repeat it again.
 7 I move to keep the professional development days
 8 excluded from being used as makeup days for
 9 inclement weather. I did not say anything about
 10 how many professional development days or if we
 11 don't have any development days. I said in this
 12 calendar, in this situation, I'm asking, okay --
 13 I'm asking the Board to make a decision on
 14 whether we should -- whether we should have one
 15 of the holidays associated with a specific
 16 religion be treated different than any other
 17 holidays.
 18 That's what I'm asking.
 19 CHAIRMAN CAUSEY: Thank you for that
 20 clarification. Is there any other discussion?
 21 (No response)

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1 CHAIRMAN CAUSEY: All of those in favor
 2 of Mr. Offerman's motion, please raise your hand.
 3 (All raise hand)
 4 CHAIRMAN CAUSEY: Thank you. The motion
 5 carries unanimously.
 6 Dr. Williams, the Staff would consider
 7 that as they implement the calendar and how it's
 8 designated, if there was any designation that it
 9 could be taken for inclement weather day if that
 10 could be modified on the documents that are
 11 posted on Board docs.
 12 DR. WILLIAMS: So we've had several
 13 discussions. I just need to know, what are the
 14 next steps regarding the three calendars, the
 15 options, the survey?
 16 MR. OFFERMAN: Let's find that out.
 17 DR. WILLIAMS: There seems to be -- we
 18 just need clarity.
 19 And, again, I just want to caution about
 20 the timeframe. I think the desire to get the
 21 voice is important. But at this point I'm just

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1 concerned, as I probably raised the last time,
 2 about trying to make a -- trying to inform the
 3 Board so the Board can make a decision by the
 4 meeting of November 5th.
 5 CHAIRMAN CAUSEY: Ms. Rowe?
 6 MS. ROWE: So, I mean, I don't know how
 7 the rest of the Board feels, but after that
 8 lengthy survey conversation, for me personally, I
 9 just want a graphic that represents the three
 10 calendars simply enough to distribute to the
 11 public so they can get back to us. They can be
 12 put on the BCPS website and distribute the
 13 calendar options in as simple forms as possible,
 14 labeled A, B and C.
 15 So that when people give feedback to us,
 16 I know exactly what it is, which one they like.
 17 CHAIRMAN CAUSEY: Ms. Pasteur.
 18 MS. PASTEUR: Okay. Just very quickly.
 19 Dr. Wheatley-Phillip just said, I'm sure she just
 20 said that it would be very difficult to reach out
 21 and come up with a way first and then reach out

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1 to all of these people. Did you not just say
 2 that?
 3 MS. WHEATLEY-PHILLIP: I did.
 4 MS. PASTEUR: So that having been said,
 5 I support -- I said it, Ms. Rowe said it as well,
 6 that the graphics are wonderful. They have
 7 already been done. Put them out there.
 8 Facebook, web page. We will do our jobs as
 9 School Board members on top of that and make
 10 excellence happen.
 11 CHAIRMAN CAUSEY: Ms. Henn?
 12 MS. HENN: Well, as several Board
 13 members have said, I think it's important that we
 14 collect teacher input because of our teacher
 15 retention issues.
 16 So I will move that we collect teacher
 17 input specifically as to which calendar is
 18 preferred by designing a survey that can be
 19 e-mails, since we do have e-mails for all of our
 20 teachers, to capture one response per teacher in
 21 BCPS, asking them which calendar they prefer and

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1 for that data to be aggregated and provided to
 2 the Board.
 3 Ms. Causey, do you want to ask for a
 4 second?
 5 CHAIRMAN CAUSEY: Is there a second?
 6 I'll second it. And I see Ms. Sexton in
 7 the back. Would you like to make a comment?
 8 MS. SEXTON: Yes, please.
 9 We already have a plan in place to
 10 survey our members. We're going to get our
 11 building reps to see what the members in their
 12 buildings want. We are not going to survey each
 13 individual members, that's why we have building
 14 reps to be able to do that.
 15 In the buildings that don't have a
 16 building rep currently, there are seven schools,
 17 we have a plan to go in and survey those members
 18 as well, with the calendar options.
 19 We should have them at our rep assembly
 20 on October 24th, we're going to bring it to the
 21 whole rep assembly and if there's a consensus we

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1 will take a stand and we can share that
 2 information with you. But we already have that
 3 in the works.
 4 CHAIRMAN CAUSEY: So you'll be able to
 5 utilize the calendar options that Mr. Duke
 6 presented this evening.
 7 MS. SEXTON: That's correct.
 8 CHAIRMAN CAUSEY: That sounds wonderful.
 9 So when you said the 24th, October 24th.
 10 MS. SEXTON: We have our rep assembly
 11 that afternoon, yes. So I can have that
 12 information the next day to the Board.
 13 CHAIRMAN CAUSEY: Okay. That sounds
 14 great. Thank you so much.
 15 MS. HENN: So we have a motion on the
 16 floor.
 17 CHAIRMAN CAUSEY: Yes, we have a motion
 18 on the floor.
 19 MS. HENN: That you've seconded.
 20 CHAIRMAN CAUSEY: That I've seconded. So
 21 to process the motion I would say that since our

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1 TABCO president is going to be collecting the
 2 teacher data for us and being able to submit that
 3 to the Board, that I would be interested in
 4 withdrawing the motion.
 5 MS. HENN: You withdraw your second?
 6 CHAIRMAN CAUSEY: I withdraw my second.
 7 MS. HENN: I'll withdraw my motion.
 8 CHAIRMAN CAUSEY: Okay. So that motion
 9 is withdrawn.
 10 Board members, are there other comments
 11 or questions?
 12 (No response)
 13 CHAIRMAN CAUSEY: Okay. Thank you for
 14 all of that discussion and all of the work of the
 15 Staff. I just want to make another reminder that
 16 public comment on the proposed school calendar
 17 will now take place during the October 22nd, 2019
 18 Board meeting.
 19 For those not able to attend, comments
 20 for consideration may be sent to the Board by
 21 hard copy to the Board office or via e-mail at

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1 boe@bcps.org. And all of the documents that we
 2 discussed this evening are on our on-line Board
 3 docs.
 4 Our next item on the agenda is Item P,
 5 New Business. Report on Water Testing. And for
 6 that we'll ask Mr. Smith and Mr. Dixit to come
 7 forward to present the report.
 8 Following the presentation, allowing
 9 time for discussion if the Board so desires.
 10 Good evening.
 11 MR. SMITH: Chairman Causey, Vice Chair
 12 Henn, Dr. Williams and members of the Board. I am
 13 going to turn this over to our more than capable
 14 team of Mr. Pete Dixit and Mr. Paul Taylor to
 15 give an update on the water testing that has
 16 taken place. This is an ad hoc committee of a
 17 member of your Board, Ms. Moalie Jose who is a
 18 part and they have been working with us to make
 19 sure that we are following this testing, as well
 20 as Ms. Scott and other members of the Board.
 21 But we wanted to make sure you guys knew

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1 that we're following up on this and this is
 2 merely just an update that the Superintendent had
 3 asked us to bring forward.
 4 With that being said, I will turn it
 5 over to Mr. Dixit and Mr. Taylor.
 6 MR. DIXIT: Good evening. Good evening
 7 Chair Ms. Causey, Vice Chair Ms. Henn,
 8 Superintendent Dr. Williams and members of the
 9 Board. My name is Pete Dixit and with me is Paul
 10 Taylor who's the Director of Facilities Support
 11 Services.
 12 And tonight we are going to provide an
 13 informational update on lead in water testing.
 14 Before I ask Mr. Taylor to present the
 15 details of the program, I would just like to
 16 share a quick snapshot of the findings to date.
 17 I just want to remind the Board that bottled
 18 water has been provided to all schools.
 19 All of the schools that have been tested
 20 or that are being tested, bottled waters had
 21 already been provided. All sampling was

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1 completed prior to school year closing last year.
 2 All 157 buildings that we have, all of the
 3 sampling was completed.
 4 All of the testing results have been
 5 posted on the BCPS website. And also just to
 6 share this and I know Mr. Taylor is going to
 7 present the details. Of the 6975 fixtures, 95
 8 percent of the fixtures tested in compliance with
 9 the latest regulation. The remaining 388
 10 fixtures that are not within the limit of the
 11 regulation were immediately disabled as soon as
 12 we found out that they are not.
 13 And all of the fixtures, 335 of the 380
 14 fixtures, have already been replaced and they
 15 will go through the same protocol of resampling
 16 and retesting.
 17 And everything, all of the sampling of
 18 the remaining fixtures is projected to be
 19 completed by December and then re-tested by
 20 spring some time.
 21 So this was a quick snapshot that I just

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1 wanted you to have this. And I wanted to thank
 2 Ms. Moalie Jose for providing all of the help and
 3 guidance and asking some questions and Ms. Makeda
 4 Scott for sharing some of her concerns.
 5 So with that, I pass to Mr. Taylor.
 6 MR. TAYLOR: Thank you, Mr. Dixit.
 7 Good evening Chair Causey, Vice Chair Henn and
 8 Superintendent Williams.
 9 In May we presented to the Board an
 10 overview of our water testing program, and today
 11 I'm providing a status update on that program.
 12 Our water testing program was
 13 implemented to comply with the 2018 Maryland
 14 Regulation. This Regulation requires all schools
 15 receiving water from a municipal supplier to test
 16 for lead in all devices that could potentially be
 17 used for drinking water.
 18 As Mr. Dixit mentioned, we
 19 successfully completed the water sampling during
 20 the school year of 2018-2019 as required by the
 21 regulation.

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1 My apologies. We know that lead can
 2 enter water supply from different sources. The
 3 source of our water supply is Baltimore City
 4 Department of Public Works. This water agency
 5 complies with strict regulation regarding water
 6 quality, and the results of their testing is
 7 posted on the website.

8 The Maryland Regulation is meant to test
 9 for lead at the dispensing point. At our schools
 10 that includes drinking fountains, sinks, bubblers
 11 and ice machines.

12 The sampling protocol requires that all
 13 of these potential drinking sources be sampled.
 14 The protocol requires very specific steps
 15 including flushing, allowing water to sit in the
 16 device for a number of hours and drawing a
 17 measured 250 milliliters sample.

18 The samples were then sent to a State
 19 certified laboratory for testing.

20 Once the test results were received, we
 21 followed the communication protocol which

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1 included providing individual results to schools
 2 who then issued a notification of results to the
 3 community within 10 days and posting all the
 4 results on the BCPS website within 30 days.

5 Based on the testing results, any device
 6 that was found to exceed the State Regulation
 7 action level of 20 parts per billion were
 8 immediately turned off.

9 Replacement of all failed devices is
 10 nearly complete and resampling has commenced this
 11 month.

12 The regulation requires these new
 13 devices to be sampled under the same protocol as
 14 the initial phase of the program. We anticipate
 15 completion of retesting by the end of April.

16 So to summarize the current status, as
 17 Mr. Dixit had mentioned, the initial sampling and
 18 testing of all required schools is complete. 95
 19 percent of all fixtures tested were below the
 20 action level.

21 The amounts of -- this amounts to 380

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1 failed fixtures out of the 6,985 tested.

2 Most of the failed devices have been
 3 replaced. The replacement and resampling phase
 4 of the program is anticipated to be complete by
 5 April, 2020. And bottled water continues to be
 6 provided to all the schools during the process.

7 So that concludes the overview and I'm
 8 happy to answer any questions.

9 CHAIRMAN CAUSEY: Ms. Scott and then Mr.
 10 Kuehn.

11 MS. SCOTT: Thank you very much for that
 12 informative information and for answering my
 13 questions and for putting all the information up
 14 on the BCPS website.

15 So I just had a few questions, if you
 16 would bear with me.

17 I was looking through the list, and I
 18 have questions about six schools in particular
 19 that had lead levels reaching up to 1,000 parts
 20 per billion. I know that you said the State
 21 regulated action level is 20 parts per billion.

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1 And I was just a little concerned that
 2 1,000 seemed like a very high number. And I just
 3 wanted to ask the status of those fixtures or
 4 faucets at those schools where we were and the --
 5 one of them, I can start with Deer Park Magnet
 6 Middle that's 1,150 parts per billion. So that's
 7 like 58 percent over the State regulated action
 8 level.

9 Has that been replaced or where are we
 10 with that?

11 MR. TAYLOR: I can check the schools
 12 that you mentioned.

13 MS. SCOTT: I was really concerned about
 14 the elementary schools like Edmondson Heights
 15 Elementary School that's 1,280 parts per billion,
 16 Powhatan Elementary School that's 1,300 parts per
 17 billion, Kenwood High School, it looks like it's
 18 1,680 parts per billion and Owings Mills High
 19 School that's 1,290 parts per billion.

20 So when I was looking at it, I noticed
 21 it seemed like the schools that had these high

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1 numbers like 1,000 were in mostly the northwest
 2 or the southeast region. So I wanted to know if
 3 there was going to be additional testing to maybe
 4 the pipes or some other fixtures to see if after
 5 the water is initially retested if additional
 6 testing needs to happen for those areas.
 7 I know it's like a countywide issue, but
 8 the numbers were like 20 or 40 or 50. But 1,000,
 9 numbers of 1,000 parts per billion seemed
 10 concentrated to one area or one region of the
 11 County, rather.
 12 So I just wanted to know if we were
 13 going to maybe spend some more time delving into
 14 that.
 15 MR. DIXIT: While Mr. Taylor is looking
 16 at all of the details, let me just respond to
 17 your question in general.
 18 What we have found, the test is for
 19 individual fixture. So while we may have
 20 sporadic instances of one fixture being too high,
 21 all of the remaining fixtures are okay.

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1 So that kind of leads us to the
 2 conclusion that there's nothing wrong with the
 3 piping, it is the fixture. And the test itself
 4 is designed for that. So we are not testing
 5 piping or anything, we are testing fixtures.
 6 So that's the first part of the answer.
 7 The second is, our intent was even before we
 8 started testing, we made sure that all of the
 9 schools had bottled water. So there were no
 10 health concerns right from the beginning.
 11 As soon as we found that there was
 12 higher than 20 parts per billion, it doesn't
 13 matter whether it was 25 or it was 1,100, we
 14 immediately disabled it.
 15 MS. SCOTT: Okay.
 16 MR. DIXIT: And most of the fixtures,
 17 he's looking at the specific, but all of them
 18 have been replaced except 35 fixtures throughout
 19 the system, out of 3,500 something.
 20 MS. SCOTT: Do you have any reason why
 21 it was -- because I looked at all of the schools

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1 and all of the fixtures. And the only high
 2 numbers that were in the thousands were in a
 3 certain region and in a certain area.
 4 Do you know or have any sort of idea why
 5 that would be in that region of the county?
 6 MR. DIXIT: When I took this question to
 7 our team, they said there are a few and they are
 8 scattered all over the system. There may be a
 9 few more in certain parts but they are all over
 10 the system.
 11 And it has to do with the
 12 manufacturing process for that fixture. And even
 13 when we look at the manufacturer, the same
 14 manufacturer may have one with high level and all
 15 the other 50 or 60 within the limit. So it is
 16 totally a random process from what we can see.
 17 MS. SCOTT: So once these are updated
 18 and everything, when will the website be updated
 19 with the current information? Because right now
 20 it says pending.
 21 MR. DIXIT: That's a different piece of

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1 information. Go ahead and explain it.
 2 MR. TAYLOR: The website right now does
 3 not have information about the replacement
 4 program. It just has the information about the
 5 initial sampling. So the pending there was about
 6 the results. It was not about the replacements.
 7 MS. SCOTT: When will the replacements
 8 be, will that be put up?
 9 MR. TAYLOR: Once we have the results --
 10 we're just starting the sampling now and it could
 11 take four weeks to actually start seeing the
 12 results of that sampling on the replaced
 13 fixtures.
 14 MS. SCOTT: Okay.
 15 MR. TAYLOR: So I've checked the -- we
 16 identified five in that category of a thousand or
 17 more, out of the 6,000 fixtures, five of them did
 18 test over 1,000. Edmondson Heights, that's
 19 already been replaced. Powhatan has been
 20 replaced. Kenwood has been replaced and I think
 21 Deer Park has been replaced. We have not

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1 replaced the ones in Owings Mills yet.
 2 MS. SCOTT: Do you know when that will
 3 be replaced?
 4 MR. TAYLOR: I don't have an exact
 5 schedule. We're trying to do it as efficiently
 6 as possible. We're doing groups of schools at a
 7 time and going around the entire county in
 8 different places. We're not doing one area and
 9 then another, we're just going all over the
 10 county.
 11 MS. SCOTT: But I was just saying
 12 because 1,000 seems high. That seems like it
 13 should have a little bit more urgency.
 14 MR. TAYLOR: Well, it's off.
 15 MR. DIXIT: It's off. So nobody is
 16 using it.
 17 MS. SCOTT: I know it's off, but I'm
 18 saying to replace it.
 19 MR. TAYLOR: And they have been
 20 replaced. Before it's been replaced, it's off so
 21 it can't emanate any water for anyone to drink.

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1 And then it will -- once they're replaced,
 2 they're not turned on again until they're tested.
 3 MS. SCOTT: Okay. Thank you.
 4 CHAIRMAN CAUSEY: Mr. Kuehn, were you
 5 next?
 6 MR. KUEHN: Yes. Thank you for this
 7 information.
 8 So the question I have is just so I can
 9 understand what was included on our Board docs.
 10 You have a lead in water update; right, which is
 11 very good. Thank you.
 12 Just so that I understand, of -- it says
 13 below action level and that means that if there's
 14 a number like say Arbutus Elementary School is
 15 the top one, so -- it's the first one there.
 16 And there are 23. So if I'm reading
 17 this, it's telling me 23 fixtures were tested and
 18 were below 20 parts per billion.
 19 MR. DIXIT: That's correct.
 20 MR. KUEHN: And there may be 100 water
 21 sources in the school, but 23 tested that were

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1 below and then two tested as elevated, meaning
 2 above 20.
 3 MR. DIXIT: That's true.
 4 MR. KUEHN: Right?
 5 And then here you're saying, all right,
 6 fixture replacement status completed. So my
 7 understanding is of the two, you've replaced
 8 them. They're not back in service yet because
 9 you need to test them.
 10 MR. DIXIT: We need to resample them.
 11 And once that part is done, then we need to
 12 retest them.
 13 So there's a sampling protocol and then
 14 retest.
 15 MR. KUEHN: So you sample and then
 16 retest.
 17 MR. DIXIT: So sample -- go ahead.
 18 MR. TAYLOR: We take a sample from the
 19 device, and then we have to send that out to a
 20 lab to be tested. So there's some time in
 21 between those two steps.

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1 MR. KUEHN: One sample is the test?
 2 MR. DIXIT: No. That sample is sent for
 3 testing.
 4 MR. KUEHN: Exactly. You're testing the
 5 water you sampled.
 6 MR. DIXIT: Yeah.
 7 MR. KUEHN: I just want to make sure
 8 it's not two pieces. Okay. All right.
 9 So I guess as I'm looking at this, there
 10 are varying numbers that are under 20 parts per
 11 billion.
 12 And you stated that you weren't seeing
 13 like certain manufacturers having more or less
 14 issues outside of -- so if fixture A was made by
 15 company A, it's kind of random. You're not
 16 finding that there's like, you know, company X
 17 that we should definitely stop buying from
 18 because it's just lead everywhere; right?
 19 MR. DIXIT: We did not find any trend by
 20 companies or models or by schools.
 21 MR. KUEHN: All right. Thank you very

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1 much.

2 CHAIRMAN CAUSEY: I had a question.

3 If you could, and I know that this is a robust

4 part of the program. If you could just spend a

5 little time in terms of what communication was

6 sent to parents of schools where findings

7 happened.

8 MR. DIXIT: Do you want to talk about

9 that?

10 MR. TAYLOR: Yes.

11 On the website, the BCPS website there

12 is a link. And it identifies the notice that

13 gets sent out. There's one for every school.

14 And that's exactly what the Principals use to

15 send out to -- communication to the community.

16 So there's a sample of each one at every school

17 right on their website.

18 And I can pull this up, but it's a

19 document that describes the devices that were

20 tested, which one failed, and a lot of other

21 information about what the next steps are, what

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1 the action levels meant, and they even provide

2 some information about what local and Federal

3 drinking water standards are.

4 So it's a very informative document.

5 CHAIRMAN CAUSEY: Okay, great. I knew

6 that there was a key communication piece and I

7 just wanted everyone to know that all of the

8 parents are being communicated about the program

9 so that they're aware of what the situation is in

10 their school for their children.

11 So we appreciate the thoroughness of the

12 program.

13 Ms. Jose?

14 MS. JOSE: Thank you.

15 I want to thank Mr. Dixit, Mr. Smith and

16 Mr. Taylor. You guys have been extraordinarily

17 professional and I've been working on this with

18 you guys for almost a year now. You've followed

19 protocol and I'm very impressed.

20 Also Ms. Scott for taking the lead on

21 this, which is a health issue. One of the things

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1 that concerns me is that lead is known to cause

2 behavioral and learning disabilities,

3 particularly in children more than adults.

4 There is no known level of lead that's

5 considered safe. We all know that through years

6 of research.

7 The current action level for lead is 20

8 parts per billion. And thank you for sharing the

9 other data for me. So anything that was below 20

10 parts per billion essentially cleared and is

11 considered okay.

12 EPA's action level for treatment of lead

13 in water is 5 parts per billion. And having

14 discussed this with you, I actually have a motion

15 that I'm going to read and I'll explain the

16 motion before I read it.

17 It is essentially to shut all of the

18 faucets between 5 and 20 parts per billion that

19 have cleared and now I guess they're turned on,

20 is to turn those off and keep them in line or in

21 queue until you're finished replacing all of the

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1 faucets that are above 20 parts per billion.

2 This, I know, will also have operational

3 issues like we talked.

4 So the motion is going to make sure that

5 you only shut the faucets that are potential

6 drinking water sources for children, especially

7 in the elementary schools where the kids may

8 drink it.

9 And it's not going to precede what

10 you're currently doing, it's going to stand in

11 line until your current schedule is done. And we

12 also talked about the House Bill 1253 that the

13 State and the Senate passed, which has reduced

14 the level to 5 parts per billion and they're

15 working with MDE and MDSE. That may become

16 available next year.

17 But I'll read my motion. So I move that

18 the Baltimore County Board of Education shut down

19 all faucets and fixtures that have tested between

20 5 parts per billion to 20 parts per billion,

21 whereas to prevent operational issues within the

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1 MS. JOSE: There's no such thing as a
2 friendly amendment.

3 CHAIRMAN CAUSEY: So if we can vote on
4 the motion made by Ms. Rowe, amended and seconded
5 by Ms. Pasteur. Is there any discussion about
6 Ms. Rowe's amendment?
7 Mr. Kuehn?
8 MR. KUEHN: I just want to ask for
9 clarification. Are we talking about all fixtures
10 that children drink from or all fixtures that
11 tested above -- I don't know if there's a
12 delineation that you need to make, but --
13 MS. JOSE: Yeah. So I did have that,
14 and I think -- I may want to amend that. It is
15 all fixtures that kids drink from, just to keep
16 the schools operational because if I shut down
17 all of the fixtures, they might have an
18 operational issue.
19 So if it's in a boiler room, if it's in
20 something that's not potable, then it's okay to
21 keep it open. So it's all drinking water

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1 fixtures.

2 MS. ROWE: So I would like to change the
3 wording of my amendment, if you'll hand me that
4 back.
5 CHAIRMAN CAUSEY: So, Ms. Rowe, while
6 you work on that --
7 MS. ROWE: No, I can do it.
8 CHAIRMAN CAUSEY: No, no, no. Just
9 while you --
10 MS. ROWE: It's two words.
11 CHAIRMAN CAUSEY: -- work on that, I
12 wanted to ask Ms. Jose to clarify a point that
13 she made earlier about the EPA standards for the
14 lead.
15 So you're basing your motion on the
16 EPA's stricter standard of the 5 parts per
17 billion, is that what I heard you say?
18 MS. JOSE: So the EPA standard is for
19 drinking water that's treated in the treatment
20 plant. But House Bill that recently Maryland
21 passed, House Bill 1253 is reducing the action

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1 level from 20 parts per billion to 5 parts per
2 billion in school water.
3 We're kind of pre-empting them. I also
4 don't feel comfortable with kids drinking from
5 water that has 10 parts per billion of lead.
6 So we're just shutting those down.
7 CHAIRMAN CAUSEY: Right. So you're
8 basing it on the science --
9 MS. JOSE: Yes.
10 CHAIRMAN CAUSEY: That Maryland --
11 excuse me, that the State -- excuse me, the
12 Federal EPA --
13 MS. JOSE: Correct.
14 CHAIRMAN CAUSEY: --the Environmental
15 Protection Agency has researched and put into
16 their regulations.
17 MS. JOSE: Right. And it's 5 parts per
18 billion and I have to remind the European Union
19 is 0 parts per billion. So that is a much
20 stricter regulation.
21 So when I see faucets that have 18 parts

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1 per billion that kids are still drinking from,
2 it's not something I'm comfortable with as a
3 public engineer.
4 CHAIRMAN CAUSEY: Thank you.
5 MR. MCCALL: Are you ready for me to
6 restate this?
7 CHAIRMAN CAUSEY: Yes.
8 MS. ROWE: So I'd like to reword the
9 amendment. I know, Ms. Howie. I'm sorry. To
10 reword the amendment.
11 Okay, you know what, I'll do it proper
12 just for her. I withdraw the amendment and I
13 would like to make a new amendment which states:
14 I move that the Baltimore County Board of
15 Education shut down all faucets and fixtures that
16 have tested between 5 parts per billion and 20
17 parts per billion which children are likely to
18 ingest from.
19 MS. JOSE: Second.
20 CHAIRMAN CAUSEY: Okay. So we have a
21 motion and we have an amendment to the motion.

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1 Is there any more discussion on the amendment?
 2 (No response)
 3 CHAIRMAN CAUSEY: All those in favor of
 4 the amendment, please raise your hand.
 5 Any opposed? Are you opposed to the
 6 amendment?
 7 MS. JOSE: Yeah. I don't think it's
 8 stated correctly, so -- ingest is not the correct
 9 word. It is potential drinking water source.
 10 MR. DIXIT: That's the language that has
 11 been used, potential drinking water source.
 12 You are correct.
 13 MS. ROWE: Potential drinking water
 14 source?
 15 MS. JOSE: Yes.
 16 MR. KUEHN: Amend your amendment.
 17 MS. ROWE: Amend my amendment?
 18 CHAIRMAN CAUSEY: Ms. Jose, can I just
 19 make a suggestion. If you can use the first two
 20 paragraphs --
 21 MS. JOSE: Yes. I'll read it out.

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1 CHAIRMAN CAUSEY: If we can just take a
 2 moment also, because I did want to ask Staff and
 3 Dr. Williams what is the impact logistically.
 4 Any concerns or comments that Staff or Dr.
 5 Williams would like to make?
 6 MR. SMITH: I'll chime in here. We have
 7 to have that consultation with the
 8 Superintendent, because this motion was made here
 9 tonight. So we will do whatever the
 10 Superintendent charges us to do based on the
 11 action of the Board. But we have to consult
 12 about what this looks like as it relates to this
 13 motion.
 14 So we can't tell you how many, how soon,
 15 how long. All we can tell you is we heard the
 16 motion and we will work through the
 17 Superintendent through his direction for us.
 18 So that's all we can say as it relates
 19 to us. I'm not saying it's a bad idea. I'm just
 20 saying, we're not going to be able to give you a
 21 lot of clarity tonight about what you just voted

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1 on, because we just got it tonight. And we have
 2 to consult with him.
 3 We know what we discussed, but we just
 4 have to make sure we have a lot of fixtures that
 5 we have to go out and touch before we can give
 6 you any definitive as it relates to that.
 7 CHAIRMAN CAUSEY: So it sounds like
 8 there was discussion with your office before this
 9 meeting about making this motion.
 10 MR. SMITH: Correct.
 11 CHAIRMAN CAUSEY: Is that correct?
 12 MR. SMITH: Correct. Correct.
 13 CHAIRMAN CAUSEY: Because we don't -- we
 14 don't want to bring surprises to the
 15 administration and to staff, but at the same time
 16 I think Ms. Jose has raised a very important
 17 point about the safety of our children, that lead
 18 is a very big detriment to developing brains, and
 19 so if there's an opportunity for us to make
 20 improvements to our children's health certainly
 21 the Board is considering that.

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1 MR. SMITH: We work through the
 2 direction of the Superintendent. Yes, ma'am.
 3 CHAIRMAN CAUSEY: Thank you.
 4 MS. ROWE: So where are we wording on
 5 the motion?
 6 CHAIRMAN CAUSEY: I think Ms. Jose is
 7 working on it.
 8 MS. ROWE: Okay.
 9 CHAIRMAN CAUSEY: Does anyone else have
 10 any questions or comments?
 11 MS. ROWE: I think maybe we should ask
 12 Ms. Howie how we fix this parliamentary mess we
 13 made.
 14 CHAIRMAN CAUSEY: Ms. Howie, please
 15 advise.
 16 MS. HOWIE: By consensus the assembly of
 17 the Board as a whole has to agree that you're
 18 starting from scratch. So both the amendment,
 19 both the secondary amendments and the motion be
 20 withdrawn and resubmit.
 21 CHAIRMAN CAUSEY: May I have a motion to

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1 withdraw and resubmit the original motion, the
 2 first amendment and the second amendment?
 3 MS. ROWE: So moved.
 4 CHAIRMAN CAUSEY: Moved by Ms. Rowe.
 5 MR. OFFERMAN: Second.
 6 CHAIRMAN CAUSEY: Seconded by Mr.
 7 Offerman. All in favor, please say aye.
 8 (All say aye)
 9 CHAIRMAN CAUSEY: That motion carries
 10 unanimously. We are now starting with a clean
 11 slate.
 12 MS. JOSE: I move that the Baltimore
 13 County Board of Education shut down all faucets
 14 and fixtures that have tested between 5 parts per
 15 billion to 20 parts per billion and to those
 16 fixtures that are potential drinking water
 17 sources.
 18 CHAIRMAN CAUSEY: Is there a second?
 19 BOARD MEMBER: Second.
 20 CHAIRMAN CAUSEY: Thank you. Is there
 21 additional questions or comments?

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1 I would just like to say that since this
 2 was not planned and that the Superintendent has
 3 not had time to present to the Board any
 4 ramifications of this that the Board can vote on
 5 this and then understand that Dr. Williams may
 6 need to give us advice or recommendations of how
 7 the system can proceed systematically on this
 8 issue.
 9 Okay. All of those in favor, please say
 10 aye.
 11 (All say aye)
 12 CHAIRMAN CAUSEY: Any opposed?
 13 (No response)
 14 CHAIRMAN CAUSEY: The motion carries
 15 unanimously.
 16 Thank you very much, Board, for
 17 advocating for the health of children.
 18 All right. Related to this report is
 19 there any other comments or questions?
 20 We just thank you very much for that
 21 presentation and for the work that you're doing

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1 to keep our children safe.
 2 MR. DIXIT: Thank you.
 3 MR. TAYLOR: Thank you.
 4 CHAIRMAN CAUSEY: The next item is Item
 5 Q, Board member comments. And for that I will go
 6 around seeking comments. And I'm going to start
 7 over with Ms. Rowe, because I normally pick on
 8 Mr. Offerman. We're going to start with Ms. Rowe
 9 this evening.
 10 MS. ROWE: So the first thing I would
 11 like to say is that if you notice Board Member
 12 Lisa Mack is not here because her daughter is
 13 actively in labor and has not had the baby yet,
 14 but has been attempting since 7:00. So any
 15 minute there will be grandbaby Mack.
 16 The other thing I want to explain is
 17 that one of the things that constituents talk to
 18 me a lot about and they don't really understand
 19 is the quasi-judicial nature of the Board of
 20 Education as it applies to other elected offices.
 21 And one of the things that comes up is

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1 someone will come up to me and they'll try to
 2 talk to me about something and then I say, stop.
 3 Don't tell me any more details because this
 4 sounds like something that might be an appeal
 5 before the Board of Education. And if it is an
 6 appeal, because you shared too much with me and I
 7 talked to you about it, I'll have to recuse
 8 myself.
 9 And I just wanted to take a minute to
 10 explain that that is also the reason why we don't
 11 let public commenters discuss personal situations
 12 at the public comments session. In addition to
 13 potentially revealing privacy data or privacy
 14 information, you could also potentially make an
 15 entire Board have to recuse themselves. Which if
 16 you were filing an appeal before the Board of
 17 Education, presumably you're doing that because
 18 you want the Board to hear the appeal.
 19 So these attempts to sometimes not
 20 discuss things are really to protect the process
 21 and the rights of students and Appellants before

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1 the Board so that there's enough Board members
 2 who can hear the appeal to hear the appeal.
 3 So I just want to ask people for
 4 patience. That when the Board redirects you to
 5 Staff, that is our process. But it's not a
 6 process that doesn't have a reason. And it's not
 7 a process that's meant to try to shut
 8 constituents down.
 9 Other elected officials don't have a
 10 quasi-judicial capacity and we do. So we have to
 11 be very careful that we're not compromising that.
 12 So thank you.
 13 CHAIRMAN CAUSEY: Ms. Scott.
 14 MS. SCOTT: Thank you. Well, I had the
 15 pleasure of attending the CUBE conference, their
 16 annual conference in Miami. It's the Council of
 17 Urban Boards of Education of which Baltimore
 18 County School Board is a member.
 19 And CUBE was created more than 50 years
 20 ago, and it was created to help educators as well
 21 as Board members provide them with educational

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1 opportunities for supporting students in urban
 2 areas, metropolitan areas or districts that
 3 experience similar kinds of issues.
 4 And as a school district, we educate
 5 some of the nation's highest need and
 6 historically under-served students. So I feel
 7 that professional development so that we can come
 8 up with best practices to support all of our students
 9 is necessary and essential.
 10 And I will share with you just a
 11 paragraph from the Chair of CUBE that this year
 12 was the 65th anniversary of the Brown versus
 13 Board of Education, the landmark Supreme Court
 14 case ruling that segregation was unconstitutional
 15 and stated that education is perhaps the most
 16 important function of State and local
 17 governments.
 18 It also pronounced that personal success
 19 depends on equal access to education. As such,
 20 the work that we do as stewards of this
 21 fundamental right is vital to securing a brighter

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1 future for all of our students.
 2 So I just wanted to share that with
 3 everyone. Thank you.
 4 CHAIRMAN CAUSEY: Mr. McMillion.
 5 MR. MCMILLION: I would like to express
 6 my support for all bus drivers, attendants,
 7 mechanics, cafeteria workers, custodians,
 8 groundmen, craftsmen and office workers. Without
 9 these people our school system comes to a stop.
 10 Thank you.
 11 (Applause)
 12 CHAIRMAN CAUSEY: Thank you. Ms.
 13 Jose?
 14 MS. JOSE: I want to wish all the
 15 Principals, Happy Principals Month -- is it week?
 16 National Principals Week. Thank you to the Staff
 17 for helping me work on this, the water -- lead in
 18 the school water and have a good night. Thank
 19 you.
 20 CHAIRMAN CAUSEY: Omer? Mr. Reshid.
 21 MR. RESHID: I just wanted to say Happy

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1 National Principals Month and #BCPS Be Kind.
 2 CHAIRMAN CAUSEY: Ms. Pasteur.
 3 MS. PASTEUR: Happy Principals Month.
 4 When I call your name, I need you to repeat
 5 after me. Dr. Zarchin, say English language
 6 learners.
 7 DR. ZARCHIN: English language learners.
 8 MS. PASTEUR: Ms. Bergman, say Special
 9 education resources and supports.
 10 MS. BERGMAN: Special education
 11 resources and support.
 12 MS. PASTEUR: Ms. Baysmore, say students
 13 who receive free and reduced meals.
 14 MR. BAYSMORE: Students who receive free
 15 and reduced meals.
 16 MS. PASTEUR: Dr. Pharoan, say equity.
 17 DR. PHAROAN: Equity.
 18 MS. PASTEUR: Ms. Sexton, say Staff
 19 growth and retention.
 20 MS. SEXTON: Staff growth and retention.
 21 MS. PASTEUR: Omer, say children first.

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1 MR. RESHID: Children first.
 2 MS. PASTEUR: What am I talking about?
 3 Kerwin. Ms. Rowe, say know the facts.
 4 MS. ROWE: Know the facts.
 5 MS. PASTEUR: Kerwin. Thank you.
 6 CHAIRMAN CAUSEY: Mr. Kuehn, that's a
 7 hard act to follow, but --
 8 MR. KUEHN: That is indeed tough to
 9 follow so I'm not going to use my own words, I'm
 10 going to use Dwayne the Rock Johnson who quoted
 11 that his grandmother shared this with him as he
 12 grew up, since it's kindness month.
 13 It's nice to be important, but it's more
 14 important to be nice.
 15 CHAIRMAN CAUSEY: Thank you. Mr.
 16 Offerman?
 17 MR. OFFERMAN: Yes. Mr. Reshid and I as
 18 members of the policy review committee are
 19 working with Dr. McComas and the area
 20 superintendents as well as Dr. Wheatley-Phillip
 21 trying to gather data that will hopefully lead to

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1 an introduction of a policy that will give us a
 2 policy for cell phone use by students in the
 3 schools. It's going to be a lengthy process. I
 4 hope to have it done and in place by next school
 5 year.
 6 We want to certainly get the input from
 7 all the stakeholders and we want to make -- and
 8 we want to look at what is a, you know, a
 9 positive plan that will help make learning better
 10 and will help make school conditions better.
 11 Thank you.
 12 CHAIRMAN CAUSEY: Thank you, Mr.
 13 Offerman.
 14 And I just wanted to make one final
 15 Board member comment. Ms. Cheryl Pasteur is
 16 going to be honored in the upcoming future, the
 17 near future and I apologize that I will not be
 18 able to attend the event, although I would love
 19 to be there, but I will be visiting my daughter
 20 in college.
 21 But she's being honored as Excellence in

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1 Education by the NAACP in their Freedom Fun
 2 Festival. So we wanted to acknowledge her. It's
 3 not quite a lifetime of service designation yet
 4 because her lifetime of service is not done.
 5 But anyway, we're very proud of Ms.
 6 Pasteur and all that she's done in the past for
 7 education and all that she is doing right now
 8 and all that she will do to make excellence
 9 happen for each and every child in our school
 10 system.
 11 So absolutely we really want to honor
 12 you for that.
 13 The next item on the agenda is Item R,
 14 information in the Board docs. There is the
 15 southeast area education advisory council meeting
 16 minutes from their June 19th meeting.
 17 And then the last item is
 18 announcements. Our next Board meeting is
 19 Tuesday, October 22nd, 6:30 here in Greenwood
 20 Building E. And that will be the public comment
 21 meeting for our calendar.

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1 So thank you very much, and you all have
 2 a good evening.
 3 Kindness matters.
 4 (Proceedings concluded)

1 STATE OF MARYLAND
2 CITY OF BALTIMORE: Ss

3
4 I, Paula J. Eliopoulos, a Notary Public in
5 and for the State of Maryland, Baltimore City, do
6 hereby certify that the foregoing is a true and
7 accurate transcription of the recording to the
8 best of my ability.

9 I further certify that I am not of counsel
10 to any of the parties nor in any way interested
11 in the outcome of these proceedings.

12 As witness, my hand and notarial seal this
13 18th day of October, 2019.

14
15
16 _____
17 Paula J. Eliopoulos

18
19
20
21 My commission expires: June 15, 2020

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