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BOARD OF EDUCATION  
BALTIMORE COUNTY

PUBLIC HEARING ON BOARD POLICIES 5550 AND 5560  
BROADCAST VIA MICROSOFT TEAMS

MARCH 10, 2022

Transcribed by:  
Paul A. Gasparotti

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1 **BOARD MEMBERS:**

2

3 Julie C. Henn, Board Chair

4 Rodney R. McMillion, Vice Chair

5 Kathleen Causey

6 Moalie S. Jose

7 Erin R. Hager

8 Russell T. Kuehn

9 Lisa A. Mack

10 John H. Offerman, Jr.

11 Lily P. Rowe

12 Makeda Scott

13 Christian Thomas, Student Member

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1 **PROCEEDINGS**

2 **CHAIRWOMAN HENN:** Good evening, this is

3 Chairwoman Julie Henn. I call to order the Board

4 of Education of Baltimore County public hearing

5 on Board Policies 5550 and 5560, on school

6 climate and discipline. This evening's Board of

7 Education meeting is being held virtually and

8 broadcast through Microsoft Teams Live. The

9 registration form for the public hearing was

10 available to the public on line and closed at

11 three p.m. yesterday for anyone wishing to speak

12 at this evening's hearing. Speakers' names will

13 be called in the order of registration and the

14 next speaker's name will also be called and asked

15 to be on deck and ready to provide their

16 comments.

17 While we encourage public input on Board

18 Policies 5550 and 5560, this is not the proper

19 forum to address specific student or employee

20 matters, or to comment on matters that do not

21 relate to these policies. I remind everyone that

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1 **I N D E X**

2 Call to Order. . . . . 4

3 Public Comment . . . . . 4

4 Cheryl Pasteur. . . . . 6

5 Amy Adams . . . . . 9

6 Sara Valentine. . . . . 12

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1 inappropriate personal remarks or other behavior

2 that disrupts or interferes with the conduct of

3 this meeting are out of order.

4 Each speaker will be given three minutes

5 to speak on Board Policies 5550 and 5560 and

6 school climate and student discipline. This

7 public hearing is not the forum to speak on any

8 other topics.

9 I ask speakers to observe the

10 three-minute limit and conclude remarks when time

11 has expired and you hear the tone. The call will

12 be ended if a speaker addresses specific student

13 or employee matters, or is commenting on matters

14 not related to the policies.

15 The first speaker tonight is Dayana

16 Bergman, who will be followed by Cheryl Pasteur.

17 **MS. GOVER:** Ms. Henn, it doesn't appear

18 that Ms. Bergman's on the call yet.

19 **CHAIRWOMAN HENN:** Thank you. Our

20 speaker then is Ms. Cheryl Pasteur. Welcome.

21 **MS. PASTEUR:** Good evening, am I on?

Page 6

1 Hello?

2 CHAIRWOMAN HENN: You're on. Welcome.

3 MS. PASTEUR: Good evening, everyone.

4 In 1996 while at Loyola, I read as a part of my

5 coursework a book called Other Peoples Children

6 by Lisa Delpit, and later Baltimore County had

7 its principals reading it, so I bought it for my

8 staff. One thing that I recalled in it is that

9 nothing touches us until it touches us, and that

10 seems to be the case now. We see that,

11 particularly after the pandemic, there are so

12 many things that are changing and have changed

13 for our children, our staff, for the Board, for

14 us, and we are seeing behaviors that in many ways

15 mimic some of the behaviors that children are

16 seeing from their adults.

17 I don't minimize what I see in our

18 schools because I can't minimize what our

19 children are watching, but what are we going to

20 do to help them? You are looking towards a

21 restorative practices program. I applaud the

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1 Board for voting for that program because it is

2 one that is going to help school-based people

3 know how to respond to our students. Many of the

4 people on the Board indicated that they were

5 interested. I hope so, because it will help you

6 to speak from a point of knowledge and not fear,

7 and real restorative practices will make a

8 difference. And for members of the PRC, I hope

9 that you will go back and look at the restorative

10 practices that are listed in our policy, and I'm

11 sure that once you do the restorative workshop,

12 you will want to change some of those.

13 Also, Dr. Williams and the Board put

14 money in the budget for SROs. I hear people

15 talking about more police presence. We don't

16 need more police presence at our schools, we need

17 those people who know how to work effectively

18 with our students. So let's hope that that money

19 to send them to the National Academy does not get

20 cut, because it is way too small for it to be

21 cut, where the benefits of it will be enormous on

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1 many levels.

2 Our SROs as well as administrators and

3 many teachers are able to keep their ears to the

4 proverbial ground and act before the fact, not

5 after. Children tend not to keep their mouths

6 closed about their plans. Also remember, when we

7 didn't vote, when the Board didn't vote for the

8 bus arm, that one of the things that was on there

9 was realtime cameras, so since that failed, I'm

10 hoping that the Board will be looking at

11 opportunities to buy those. Thank you very much,

12 I'm assuming that was my bell.

13 CHAIRWOMAN HENN: Thank you. The next

14 speaker is Amy Adams, followed by Sara Valentine.

15 Ms. Adams?

16 MS. ADAMS: Can you hear me?

17 CHAIRWOMAN HENN: Yes, we can now. I

18 believe you're on mute.

19 MS. ADAMS: Can you hear me?

20 CHAIRWOMAN HENN: We can hear you now.

21 MS. ADAMS: Hello, can you hear me now?

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1 CHAIRWOMAN HENN: Yes, we can hear you

2 now. Go ahead.

3 MS. ADAMS: Sorry about that. Good

4 evening. I appreciate the Board soliciting

5 feedback from the public this evening. We hear

6 from parents, staff and students who are not

7 content with current BCPS disciplinary practices.

8 We have the BHI form, Safe Schools Maryland hot

9 line, and SROs assigned to our schools. And yet,

10 especially this year, there are frequent reports

11 from schools all over the county of repeated

12 disruptive behavior from a small group of

13 students that goes unchecked and often escalates.

14 Have any of you ever read Why Meadow Died: The

15 People and Policies that Created the Parkland

16 Shooter and Endanger America's Students, by

17 Andrew Pollack? If not, I highly recommend it.

18 Many policies implemented in this Parkland,

19 Florida school are very familiar to what we hear

20 from our children, locked bathrooms, disruptive

21 students remaining in class, et cetera.

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1 I worked as a psychiatric nurse prior to  
 2 having my family. Not that I want our schools to  
 3 be like a locked psych ward, but I think there  
 4 are some things we can use as perspective. I  
 5 worked with adults in severe mental crisis. They  
 6 were required to conform to unit standards for  
 7 preservation of their safety and safety of the  
 8 other patients and staff. If they were unable to  
 9 meet the unit standards of behavior, there were  
 10 consequences, they lost privileges or went on  
 11 one-on-one observation.

12 The point is, if adults in severe acute  
 13 mental crisis can be held to behavioral  
 14 standards, then surely our students can as well,  
 15 regardless of their underlying issues. These  
 16 issues can and should be addressed, but not used  
 17 as a path to avoid discipline.

18 I think that Policy 5550 is well written  
 19 and reads well, and the statement reads well. I  
 20 think many parents, students and staff are  
 21 wondering how Section A.2 and A.3 in the

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1 standards are implemented. How are Sections C, D  
 2 and F in the standards also being implemented?  
 3 The offenses are clearly defined and sorted into  
 4 three categories with increasing severity.

5 Policy 5560 is also very well written  
 6 and clear. I think the breakdown in what is  
 7 happening in our schools is the implementation  
 8 and followthrough. I would like to see  
 9 statistics for expulsion, extended suspension,  
 10 in-school suspension, short and long-term  
 11 suspension, placement in alternative education  
 12 programs for the last five years. Perhaps if  
 13 these practices were actually occurring, some of  
 14 the disruptive and dangerous behavior would be  
 15 lessened.

16 It's our duty as adults to teach  
 17 children life skills while they are in K-12  
 18 schools. One skill is how to behave  
 19 appropriately in school and later in a  
 20 professional setting. Another important life  
 21 skill is personal accountability and coping with

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1 consequences for one's actions, good or bad. And  
 2 the last place skill I'll mention tonight is  
 3 conflict resolution or restorative justice  
 4 practices. It is important, but should not  
 5 replace accountability and consequences. Thank  
 6 you.

7 CHAIRWOMAN HENN: Thank you. The next  
 8 speaker is Sara Valentine and on deck will be  
 9 Carmita Vogel. Ms. Valentine?

10 MS. VALENTINE: Hello?

11 CHAIRWOMAN HENN: Yes, good evening.

12 MS. VALENTINE: Hi, can you hear me?

13 CHAIRWOMAN HENN: We can, go ahead.

14 MS. VALENTINE: Okay, perfect. Good  
 15 evening, Chair Henn, Vice Chair McMillion and  
 16 members of the Board. Thank you for allowing me  
 17 the opportunity to speak tonight. My name is  
 18 Sara Valentine and I'm the parent of a sixth  
 19 grade student in BCPS. I knew the transition  
 20 from elementary to middle was going to be a  
 21 difficult one, but was vastly unprepared for what

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1 would soon become my son's reality. Assaults,  
 2 arson, deadly weapons, and even shootings quickly  
 3 replaced recess and circle time. My once  
 4 carefree son now consistently has to worry if he  
 5 will fall victim to an act of violence.

6 BCPS claims to be committed to fostering  
 7 safe, secure and supportive learning  
 8 environments. However, this past year has proven  
 9 otherwise. While BCPS's multitiered system of  
 10 supports model does a decent job outlining  
 11 available services and supports, unfortunately  
 12 the implementation of this framework is flawed.  
 13 Tier 1 and Tier 2, which encompass the vast  
 14 majority of the student population, approximately  
 15 95 percent, focus heavily on prevention, with  
 16 minimal attention given to intervention. Can  
 17 interceding manipulations and environmental  
 18 modifications be effective? Sure, if they're  
 19 consistently implemented with high levels of  
 20 integrity across settings. Are preventive  
 21 measures alone enough to significantly decrease

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1 the unprecedented level of severe behaviors BCPS  
 2 is currently facing? Absolutely not.  
 3       Anyone with rudimentary knowledge of  
 4 behavior modification can tell you reinforcement  
 5 of these procedures are met with increased  
 6 positive behaviors, while punishment procedures  
 7 result in a decrease in negative behavior. While  
 8 reinforcement alone is not sufficient, punishment  
 9 can and should be incorporated into behavior  
 10 management plans.  
 11       I shouldn't have to say this, but for  
 12 those unaware, practice strategies are intended  
 13 to interrupt negative behavior prior to its  
 14 occurrence. They're essentially useless once a  
 15 behavior has occurred. Clear and consistent  
 16 expectations of consequences are baseline needs  
 17 for safe and effective schools. While discussion  
 18 is appropriate for minor offenses, we need to  
 19 reintroduce zero tolerance for violent offenses.  
 20       BCPS is currently in a state of  
 21 disciplinary crisis. Our students are literally

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1 terrified to go to school. We need behavioral  
 2 policies that act immediately to reduce the  
 3 current levels of violence within our buildings.  
 4 As adults, it is our responsibility to provide  
 5 students with safe secure learning environments  
 6 by any means necessary. Thank you.  
 7       CHAIRWOMAN HENN: Thank you. The next  
 8 speaker is Carmita Vogel and on deck will be  
 9 Kristy Caceras. Ms. Vogel? Ms. Carmita Vogel,  
 10 if you're on the line? Okay. Kristy Caceras.  
 11       MS. CACERAS: Hi, can you hear me?  
 12       CHAIRWOMAN HENN: Yes, we can.  
 13       MS. CACERAS: Okay, great. So my name  
 14 is Kristy Caceras and I am the parent, I have  
 15 four children in Baltimore County and they range  
 16 in age from five years old to 14 years old. And  
 17 I don't have anything written out like the other  
 18 people do, I feel like very impressed that they  
 19 were, that they had everything really coherent.  
 20 I just, you know, to be honest with you, in the  
 21 last week I dealt with two assaults against two

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1 different children in two different schools in my  
 2 home, so it's been really a chaotic week. So you  
 3 know, I'm kind of here to, in a very fresh way,  
 4 speak to some of the things that I wish in terms  
 5 of discipline and the whole process for when I,  
 6 you know, have a concern. Like you know, I've  
 7 had a couple different times just in the last  
 8 week, but more than just twice within this year.  
 9       What the first speaker spoke to is  
 10 absolutely true, I think that we do have a lot of  
 11 mental health issues as a result of quarantine,  
 12 pandemic, et cetera, et cetera, but what the  
 13 other speakers also spoke to is what I've sort of  
 14 experienced and that is, you know, the  
 15 followthrough and implementation, and the  
 16 integrity of what is written versus what is  
 17 actually done is very different. And so you  
 18 know, what I would speak to is definitely  
 19 accountability for the administrators, something  
 20 I really wish was implemented was almost like a  
 21 duty to inform.

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1       I had no idea about the BHI form, I'm  
 2 sure it came home in some pamphlet somewhere in  
 3 the beginning of the year, but I feel like, you  
 4 know, one thing that I wish I would have been  
 5 informed of is the process when I went to an  
 6 administrator and expressed concern about my  
 7 child being hurt. And so I kind of had to find  
 8 it out for myself, but that wasn't until way way  
 9 after the first incident happened. And so you  
 10 know, just lack of being informed of the process  
 11 is something.  
 12       And the other thing is, and I've heard  
 13 this from a lot of other families, is it feels  
 14 sometimes like we're sending our kids to Fight  
 15 Club and it's really really sad and scary, and so  
 16 I really would urge also the Board to think about  
 17 some balances between protection for victims and  
 18 protection for the offenders.  
 19       Once, a couple things that I really wish  
 20 is that I knew what the consequences were. You  
 21 know, we can't be told who the offenders are --

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1 CHAIRWOMAN HENN: Thank you, that's  
 2 time, ma'am, but if you have additional thoughts  
 3 you'd like to share with the Board, you're  
 4 welcome to email those to boe@bcps.org.  
 5 MS. CACERAS: Thank you.  
 6 CHAIRWOMAN HENN: And I encourage anyone  
 7 listening to also reach out to us and use that  
 8 email address at any time to reach out to the  
 9 Board as well.  
 10 Our next speaker is Benjamin Pfizer and  
 11 on deck will be Timothy Goetze. Mr. Pfizer?  
 12 MS. GOVER: I don't believe Mr. Pfizer  
 13 is on.  
 14 CHAIRWOMAN HENN: Okay. The next  
 15 speaker is Timothy Goetze. Mr. Goetze?  
 16 MR. GOETZE: Oh, there we go. Can you  
 17 hear me now?  
 18 CHAIRWOMAN HENN: We can hear you now.  
 19 MR. GOETZE: Great, thank you. Hello,  
 20 my name is Timothy Goetze and I have three  
 21 children that attend pre-K, second grade and

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1 fourth grade in BCPS. I just want to say the  
 2 Baltimore County Parent and Student Coalition is  
 3 a great resource for the parents out there.  
 4 Academics and safety should be the  
 5 number one priorities for BCPS and is my  
 6 expectation from the system. However, based on  
 7 recent academic assessments and the increase in  
 8 school violence, the system is broken and changes  
 9 in direction to result oriented policies are  
 10 required to improve the education system in  
 11 Baltimore County. I appreciate the Board taking  
 12 the initial steps to review the policies in  
 13 question and I hope this isn't the last of these  
 14 efforts.  
 15 My review of Policy 5550, there is  
 16 considerable emphasis on the word may and  
 17 respect, with respect to paragraph 4, or IV,  
 18 understand the Board's desire to empower school  
 19 administrators to make their own determination of  
 20 disciplinary policy with their schools, but many  
 21 of the suggestions, while the word is not

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1 definitive, I recommend that the may be replaced  
 2 with will in paragraphs IV.A.1, IV.C.1.  
 3 Paragraphs IV.A.1 and B identifies fighting as a  
 4 suspendable offense, but this needs to be  
 5 clarified that self defense does not qualify  
 6 under the terms of fighting. If a student's life  
 7 is threatened, they need to be allowed to defend  
 8 their own life without being subjected to school  
 9 punishment. In order to reduce the amount of  
 10 administrator negligence, paragraph IV needs to  
 11 provide actual implementation guidance instead of  
 12 leaving it up to the superintendent.  
 13 When looking through this policy, it  
 14 needs an enforcement structure that will ensure  
 15 that students are held accountable for their  
 16 actions according to the identified categories.  
 17 For instance, a scoring system could be  
 18 implemented where points are assigned for each  
 19 offense in a category, and when a student reaches  
 20 a certain threshold it would trigger an automatic  
 21 disciplinary action.

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1 In regards to 5560, paragraph II.M.1  
 2 states that restorative practices are conducted  
 3 by a, quote, trained staff. What does this mean?  
 4 Adding the training requirement or references to  
 5 what qualifies a person to be trained in, quote,  
 6 restorative practices, would be helpful.  
 7 5560, paragraph IV.B.2, the teacher,  
 8 aide or the originator of the report against a  
 9 student needs to be involved in the decision if  
 10 the student can reenter the classroom, not just  
 11 simply the administrator and the health  
 12 professional. This is in regards to a child in  
 13 pre-k through second grade that is being  
 14 considered for suspension based on their  
 15 behavior.  
 16 Policy 5560, paragraph V.A.2, quote,  
 17 in-school removal is not defined. This is a term  
 18 used in Policy 5550. Either the term needs to  
 19 be, the term or the structure of the sentence  
 20 should say an in-school suspension is not  
 21 applicable to a student removed from their

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1 regularly scheduled program -- thank you, I have  
 2 exceeded my time limit.

3 CHAIRWOMAN HENN: Thank you. And I  
 4 understand Ms. Bergman has joined. Ms. Bergman,  
 5 are you on the line? Ms. Bergman?

6 MS. BERGMAN: Can you hear me?

7 CHAIRWOMAN HENN: We can hear you. Go  
 8 ahead, ma'am.

9 MS. BERGMAN: Okay. My name is Dayana  
 10 Bergman and as we have all heard, even more  
 11 recently as last night, the potential for  
 12 negative repercussions in disciplining students  
 13 leads to some of us to demand a more simple  
 14 prescription of school discipline, especially as  
 15 many discipline practices result in unequal  
 16 treatment of black, people of color, and students  
 17 living in poverty. School discipline tends to  
 18 impact students with disabilities, students with  
 19 racial and ethnic minority status, and students  
 20 of low socioeconomic status. With this group,  
 21 black students tend to encounter the highest

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1 rates of disciplinary measures in both public and  
 2 private schools.

3 So I believe Tuesday night Dr. Williams  
 4 shared that if you want to do something right in  
 5 this country across the nation, we have to really  
 6 dig into policy, policy exists, because we have  
 7 so many children inappropriately getting  
 8 disciplined at a large high rate, but this does  
 9 not mean that black children are not more likely  
 10 to misbehave than white children, yet we see the  
 11 disproportion in those numbers.

12 And we have to do better because the  
 13 segregation of Baltimore County is not helping  
 14 the situation. These policies that are unjustly  
 15 treating students like they're different and  
 16 should be treated different because of the color  
 17 of their skin is not effective. Where is it in  
 18 the policy where we're encouraging how we  
 19 communicate with one another, to be able to work  
 20 together and problem solve and use our critical  
 21 thinking skills to resolve conflict and create

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1 solutions?

2 So look at these policies carefully,  
 3 both of these policies, they go hand in hand.  
 4 And make sure you do right by our students and  
 5 our teachers, because this country together has  
 6 to work in making a difference for every single  
 7 child regardless of how much money is in their  
 8 parents bank, regardless of the color or shade of  
 9 their skin. We have a responsibility to create  
 10 leaders, not influence folks in a negative way by  
 11 discouraging them and by treating them so unjust.

12 So that's all I have to say today, I  
 13 have listened to everybody, and thank you to  
 14 Cheryl for speaking up, I really appreciate the  
 15 feedback that you gave tonight. Thank you.

16 CHAIRWOMAN HENN: Thank you,  
 17 Ms. Bergman. Are either Ms. Vogel or Mr. Pfizer  
 18 on the line?

19 MS. GOVER: Ms. Vogel is on the line and  
 20 she may be having trouble unmuting. Ms. Vogel,  
 21 if you could hit star six, that might help.

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1 CHAIRWOMAN HENN: Thank you. Ms. Vogel?  
 2 Okay, we are still unable to hear you.

3 MS. VOGEL: Hello?

4 CHAIRWOMAN HENN: Now we can hear you.

5 MS. VOGEL: Great, okay. This is  
 6 Carmita Vogel, I apologize, I seem to have a  
 7 phone that is having a mind of it's own. Anyway,  
 8 thank you for letting me speak tonight, I  
 9 appreciate that you all are doing this.

10 I think it's interesting how parents are  
 11 talking about what's going on in schools when  
 12 we're talking about developmental policy. Policy  
 13 by its very nature should be proactive and moving  
 14 forward, and I guess my biggest concern is two  
 15 things.

16 One, we discussed restorative practice  
 17 programs which are lovely. That being said, the  
 18 buy in and the staff requirements for such a  
 19 program is extreme. BCPS does not have the  
 20 staffing right now to implement any type of  
 21 restorative practice program with any level of

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1 improvement to what it should be. It's not clear  
 2 to me why BCPS continually diminishes the value  
 3 and needs of two things, one smaller class sizes,  
 4 and two, staff that can intervene with students.  
 5 We have unprecedented levels of trauma in  
 6 children right now, I know trauma's a big buzz  
 7 word everybody is throwing around and there's a  
 8 whole lot of misinformation out there, but the  
 9 reality is that we have kids that not only are  
 10 dealing with trauma at home, in their homes, but  
 11 are also dealing with unbelievable trauma based  
 12 on pandemic, based on community, based on the  
 13 world, everything else. Kids that are dealing  
 14 with trauma do not have the emotional energy to  
 15 regulate their emotions, and so we can put all  
 16 these wonderful things in, we can put cops in, we  
 17 can take cops out, we can send people off to  
 18 conferences to learn about restorative justice,  
 19 but the reality is if you all don't put in the  
 20 adults that are going to handle this, nothing is  
 21 going to change.

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1 I have the kids that have been hurt by  
 2 the other kids. I have the problem with getting  
 3 schools to address the situations. And I've been  
 4 a lifetime social worker, I'm not speaking from  
 5 not knowing what this is all about, but until  
 6 BCPS puts the focus on actually putting staff and  
 7 adults with the training and the ability to  
 8 address this stuff in schools, none of this is  
 9 going to change, period, at all, and it  
 10 fascinates me that that's not the focus. I don't  
 11 care about kids being suspended, I don't care  
 12 about kids being expelled, because if that's the  
 13 point that the kid has gotten to, then the school  
 14 system has failed them.  
 15 We have to be proactive, and we're just  
 16 not. We're talking about conduct problems but  
 17 we're not addressing the root of the problem.  
 18 Thank you.  
 19 CHAIRWOMAN HENN: Thank you, Ms. Vogel.  
 20 The next item on the agenda is  
 21 announcements. The Board's next meeting will be

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1 held on Tuesday, March 22nd at 6:30 p.m.  
 2 Thank you for joining us this evening.  
 3 This hearing is adjourned.  
 4 (Meeting adjourned.)  
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1 STATE OF MARYLAND  
 2 BALTIMORE COUNTY: SS  
 3  
 4 I, Paul A. Gasparotti, a Notary Public in and  
 5 for the State of Maryland, Baltimore County, 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 to  
 10 any of the parties nor in any way interested in  
 11 the outcome of these proceedings.  
 12 As witness, my hand and notarial seal this  
 13 14th day of February, 2022.  
 14  
 15  
 16 Paul A. Gasparotti  
 17  
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 21



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