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BOARD OF EDUCATION
BALTIMORE COUNTY

PUBLIC MEETING OF THE BOARD OF EDUCATION
BROADCAST VIA MICROSOFT TEAMS

May 2, 2023

Transcribed by: CRC Salomon

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1 **BOARD MEMBERS:**
 2 Jane Lichter, Chair
 3 Robin Harvey, Vice Chair
 4 Tiara Booker-Dwyer
 5 Maggie Domanowski
 6 Tiffany Lashawn Frempong
 7 Rodney R. McMillion
 8 Christina Pumphrey
 9 Brenda Savoy
 10 Emory Young
 11 Roah Hassan, Student Member
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1 **PROCEEDINGS**
 2 MS. LICHTER: Good evening. This is
 3 Chairwoman Jane Lichter. I now call to order the
 4 meeting of the Board of Education, Baltimore County
 5 for Tuesday, May 2, 2023. I invite you to recite the
 6 pledge of allegiance to the flag to be led by Ms. Roah
 7 Hassan. We will then have a moment of silence in
 8 recognition of those who have served education in
 9 Baltimore County.
 10 (Pledge of Allegiance.)
 11 (Moment of silence.)
 12 MS. LICHTER: Thank you.
 13 Tonight's Board of Education meeting is
 14 being held in person and virtually and broadcast
 15 through the BCPS online live meeting broadcast and on
 16 BCPS TV, Comcast Channel 73, and Verizon Channel 34.
 17 In order to efficiently conduct this meeting, all
 18 voting items this evening will be done by roll call
 19 vote.
 20 The first item on the agenda is the
 21 consideration of the May 2nd agenda. Dr. Williams,

<p style="text-align: right;">Page 6</p> <p>1 are there any additions or changes to tonight's 2 agenda? 3 DR. WILLIAMS: I'm not aware of any 4 changes. 5 MS. LICHTER: Hearing none, the agenda 6 stands as presented. 7 Earlier this evening, the Board met in 8 closed session pursuant to the Open Meetings Act for 9 the following reasons: discuss the appointment, 10 employment, assignment, promotion, discipline, 11 demotion, compensation, removal, resignation, or 12 performance evaluation of appointees, employees, or 13 officials over whom it has jurisdiction, or any other 14 personnel matter that affects one or more specific 15 individuals; consult with counsel to obtain legal 16 advice, consult with staff, consultants, or other 17 individuals about pending or potential litigation, and 18 discuss public security if the public body determines 19 the public dissuasion would constitute a risk to the 20 public or to public security, including the deployment 21 of fire and police services and staff and the</p>	<p style="text-align: right;">Page 8</p> <p>1 May I have a roll call vote? 2 MS. GOVER: Ms. Domanowski? 3 MS. DOMANOWSKI: Yes. 4 MS. GOVER: Ms. Frempong? 5 MS. FREMPONG: Yes. 6 MS. GOVER: Ms. Harvey? 7 MS. HARVEY: Yes. 8 MS. GOVER: Ms. Hassan? 9 MS. HASSAN: Yes. 10 MS. GOVER: Ms. Pumphrey? 11 MS. PUMPHREY: Yes. 12 MS. GOVER: Dr. Savoy? 13 DR. SAVOY: Yes. 14 MS. GOVER: Mr. McMillion? 15 MR. McMILLION: Yes. 16 MS. GOVER: Ms. Booker-Dwyer? 17 MS. BOOKER-DWYER: Yes. 18 MS. GOVER: Ms. Lichter? 19 MS. LICHTER: Yes. 20 MS. GOVER: Thank you. 21 MS. LICHTER: Thank you.</p>
<p style="text-align: right;">Page 7</p> <p>1 development and implementation of emergency plans. 2 The summary of the closed session and open session 3 information summary can be found on BoardDocs under 4 this Board meeting agenda date. 5 The next item on the agenda is personnel 6 matters, and for this, I call on Mr. McCall. 7 Good evening, Mr. McCall. 8 MR. McCALL: Good evening, Chair Lichter, 9 Vice Chair Harvey, Superintendent Dr. Williams, and 10 members of the Board. I would like the Board's 11 consent for the following personnel matters: 12 retirements, resignations, leaves, and certificated 13 appointments. 14 MS. LICHTER: Do I have a motion to approve 15 the personnel matters as presented and Exhibits D1 16 through D4? 17 MS. PUMPHREY: So moved, Pumphrey. 18 MS. LICHTER: Thank you. Do I have a 19 second? 20 MS. SAVOY: Second, Savoy. 21 MS. LICHTER: Thank you. Any discussion?</p>	<p style="text-align: right;">Page 9</p> <p>1 MR. McCALL: Thank you. 2 MS. LICHTER: The next item on the agenda 3 is administrative appointments, and for that, I call 4 on Dr. Williams. 5 DR. WILLIAMS: Madam Chair Lichter, Vice 6 Chair Harvey, and members of the Board. I'm bringing 7 forward the following administrative appointments for 8 your approval: Principal, Hawthorne Elementary 9 School; Principal, Hernwood Elementary School; 10 Assistant Principal, Berkshire Elementary School; 11 Assistant Principal, Colgate Elementary School; and 12 Assistant Principal, Sparrows Point High School. 13 MS. LICHTER: Do I have a motion to approve 14 the administrative appointments, as presented in 15 Exhibit E1? 16 MS. BOOKER-DWYER: So moved, Booker-Dwyer. 17 MS. LICHTER: Thank you. Do I have a 18 second? 19 DR. SAVOY: Second, Savoy. 20 MS. LICHTER: Thank you. Any discussion? 21 May I have a roll call vote, please?</p>

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1 MS. GOVER: Ms. Domanowski?
 2 MS. DOMANOWSKI: Yes.
 3 MS. GOVER: Ms. Frempong?
 4 MS. FREMPONG: Yes.
 5 MS. GOVER: Ms. Harvey?
 6 MS. HARVEY: Yes.
 7 MS. GOVER: Ms. Hassan?
 8 MS. HASSAN: Yes.
 9 MS. GOVER: Ms. Pumphrey?
 10 MS. PUMPHREY: Yes.
 11 MS. GOVER: Dr. Savoy?
 12 DR. SAVOY: Yes.
 13 MS. GOVER: Mr. McMillion?
 14 MR. McMILLION: Yes.
 15 MS. GOVER: Ms. Booker-Dwyer?
 16 MS. BOOKER-DWYER: Yes.
 17 MS. GOVER: Ms. Lichter?
 18 MS. LICHTER: Yes.
 19 MS. GOVER: Thank you.
 20 MS. LICHTER: Thank you.
 21 Dr. Williams?

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1 DR. WILLIAMS: Thank you. Our first
 2 appointment is Jennifer Burch as the Principal of
 3 Hawthorne Elementary School. Attending with her is
 4 her partner, Amanda Collins. I've asked that they
 5 stand at this time.
 6 (Applause.)
 7 Ms. Burch has over 21 years of service in
 8 Baltimore County Public Schools. Prior to this
 9 appointment, she served as the Acting Principal at
 10 Hawthorne Elementary School. Prior to that role, she
 11 served as an Assistant Principal, Hawthorne Elementary
 12 School, Middlesex Elementary School, and Dumbarton
 13 Middle School. Prior to those experiences, she served
 14 as a school counselor at Dundalk Middle School and
 15 Pine Grove. And finally, she served as a teacher
 16 special ed at Shady Spring Elementary and Riverview
 17 Elementary. Congratulations. Where is she? There
 18 she is. Okay.
 19 (Applause.)
 20 Next, we have Tamara R. Harris-Murphy as
 21 the Principal of Hernwood Elementary School.

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1 (Applause.)
 2 Joining her this evening is her husband,
 3 Ernest Murphy. Please stand, and her son, Caden
 4 (phonetic). Yes.
 5 (Applause.)
 6 Tamara R. Harris-Murphy brings over 18
 7 years of experience in Baltimore County Public
 8 Schools. Prior to this appointment, Ms. Harris-Murphy
 9 served as the Assistant Principal at Edmundson Heights
 10 Elementary School. She served as a STAT teacher at
 11 New Town Elementary School and a classroom teacher at
 12 Halstead Academy. Her prior experience includes
 13 Baltimore City Public Schools and Tuscaloosa County
 14 School System. Congratulations.
 15 (Applause.)
 16 Next, we have Amanda Kozlowski as the
 17 Assistant Principal at Berkshire Elementary School.
 18 Please stand, and attending with her husband, Chad
 19 Kozlowski.
 20 (Applause.)
 21 And Principal Christina Davis at Shady

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1 (sic) Plains Elementary School. Where is Ms. Davis?
 2 Is she here? There she is. Amanda Kozlowski brings
 3 over 10 years of experience at Baltimore County Public
 4 Schools. Prior to this appointment, she served as a
 5 teacher, staff development teacher, at Sandy Plains
 6 Elementary School, staff development teacher in the
 7 Office of Staff Relations, and teacher of classroom at
 8 Vincent Farm Elementary School. Congratulations.
 9 (Applause.)
 10 Next, we have Leah D. Wolfe as the
 11 Assistant Principal of Sparrows Point High School.
 12 Please stand. There she is.
 13 (Applause.)
 14 With her is her husband, Timothy Wolfe.
 15 Please stand.
 16 (Applause.)
 17 Ms. Wolfe brings over 19 years of
 18 experience in Baltimore County Public Schools. Prior
 19 to this appointment, she served as a teacher social
 20 emotional learning, English teacher, STAT teacher, and
 21 special ed teacher at Sparrows Point High School.

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1 Congratulations.
 2 (Applause.)
 3 And watching virtually is Laura L. Marvin-
 4 Basta as the Assistant Principal at Colgate Elementary
 5 School. She brings over 20 years of experience in
 6 Baltimore County Public Schools. Prior to this
 7 appointment, Laura served as a community school
 8 facilitator at Colgate Elementary School, classroom
 9 teacher at Colgate Elementary School, and art teacher
 10 at Colgate Elementary School. So congratulations,
 11 Laura L. Marvin-Basta.
 12 (Applause.)
 13 DR. WILLIAMS: That concludes the
 14 appointments.
 15 MS. LICHTER: Congratulations to everyone.
 16 Our next item is public comment. This is
 17 one of the opportunities the Board provides to hear
 18 the views and receive the advice of community members.
 19 The members of the Board appreciate hearing from
 20 interested citizens. As appropriate, we will refer
 21 your concerns to the Superintendent for follow-up by

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1 his staff.
 2 Online registration was open to the public
 3 one week prior to tonight's Board meeting and was
 4 closed at 3:00 p.m. yesterday for anyone wishing to
 5 speak at this evening's meeting. Board practice
 6 limits to 10 the number of speakers at a regularly
 7 scheduled Board meeting. Speakers are selected
 8 randomly using electronic selection process from all
 9 registrations received within the designated time
 10 frame.
 11 Each speaker is allowed three minutes to
 12 address the Board. No speaker substitutions will be
 13 allowed. For those who are not selected through the
 14 online registration, a waitlist signup sheet was
 15 available 30 minutes prior to the meeting. If a
 16 registered speaker is absent, speaker slots will be
 17 reassigned from the waitlist so that the 10 speaker
 18 slots are allocated.
 19 While we encourage public input on policy
 20 programs and practices within the purview of this
 21 Board and this school system, this is not the proper

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1 forum to address specific student or employee matters
 2 or to comment on matters that do not relate to public
 3 education in Baltimore County. We encourage everyone
 4 to utilize existing dispute resolution processes as
 5 appropriate.
 6 I remind everyone that inappropriate
 7 personnel remarks or other behavior that disrupts or
 8 interferes with the conduct of this meeting are out of
 9 order. Persons using language that is threatening or
 10 promotes violence against a BCPS employee are subject
 11 to legal penalties. Persons who otherwise disrupt or
 12 disturb this meeting will not be allowed to continue
 13 their remarks and will be escorted from the meeting.
 14 I ask speakers to observe the three-minute
 15 clock which will let you know when your time is up.
 16 Please conclude your remarks when you hear the tone or
 17 see that time has expired. The microphone will be
 18 turned off at the end of your time, and it could be
 19 turned off if a speaker addresses specific student or
 20 employee matters, or is commenting on matters not
 21 related to public education in Baltimore County.

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1 If not selected, the public may submit
 2 their comments to the Board members via email at BCPS
 3 -- at boe@bcps.org. More information is provided on
 4 the Board's website at bcps.org under Board of
 5 Education, Participation by the Public.
 6 Let's see. I will now call on our advisory
 7 and stakeholder group leaders to speak. Our first
 8 speaker is Cindy Sexton, representing TABCO.
 9 (Applause.)
 10 MS. SEXTON: Good evening, Chair Lichter,
 11 Vice Chair Harvey, Dr. Williams and members of the
 12 Board. Our educators in Baltimore County deserve
 13 more, more respect, more resources, more support, and
 14 more compensation, because our students deserve a
 15 world-class education, and that starts with our
 16 educators.
 17 With Teacher Appreciation Week next week, I
 18 want to say thank you to all our educators who give so
 19 much of themselves every single day, because we love
 20 our students, and we want them to thrive and grow in
 21 all aspects: academically, certainly; emotionally;

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1 physically; everything to make a well-rounded,
 2 productive member of society. And we as a school
 3 system need to do everything we can to recruit and
 4 retain those educators.

5 I truly wish I did not have to come to
 6 every Board meeting to talk about money. There are so
 7 many other things we could and should be focusing on
 8 to support our students. And almost every single one
 9 of those things starts with the educator.

10 Using data from the Maryland State
 11 Department of Education, in the '21-'22 school year,
 12 BCPS actually ended the year with more vacancies than
 13 they started with. And statewide, the reason most
 14 teachers are leaving are either a voluntary
 15 resignation, or taking another education-related job,
 16 i.e. going to work at another school system. And
 17 also, while we realize that we need educators who look
 18 like our students, our black and Hispanic teachers are
 19 leaving at higher rates than our white teachers. That
 20 is not okay.

21 Also, according to the data, teacher

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1 shortages are driven by local conditions. We have
 2 work to do in Baltimore County. We need to dig deep
 3 and honestly and then authentically work together to
 4 address these local conditions that are driving our
 5 educators out. We know some are from state and
 6 national directives. Our special educators and
 7 related service providers have untenable workloads.
 8 But we can and must change the narrative and the
 9 practice so we can keep our educators.

10 As we go into Teacher Appreciation Week, I
 11 ask this Board and this school system two things.
 12 First, yes, can we please finish our negotiations with
 13 a compensation package that will truly work towards
 14 recruiting and retaining our educators? And second,
 15 can we have the authentic conversations and actions to
 16 identify and improve the conditions that are driving
 17 educators out of the profession?

18 If we really want to show our teachers our
 19 appreciation, we must do this work, because our
 20 educators are worth it. And more importantly, our
 21 students deserve it. Thank you.

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1 MS. LICHTER: Thank you.
 2 (Applause.)
 3 Our next speaker is Rachel Jaeger, BCPS
 4 student.
 5 Good evening.
 6 MS. JAEGER: Hello.
 7 MS. LICHTER: Hello.
 8 MS. JAEGER: My name is Rachel Jaeger, and
 9 I'm a fifth grader at Hampton Elementary. I'm here to
 10 speak for the students of Hampton about the lunches.
 11 The lunches don't seem very healthy or fulfilling.
 12 And there have been several times when the milk and
 13 yogurt have been expired. Another thing is that the
 14 line takes so long because our school is so
 15 overcrowded that we don't have enough times to eat.
 16 Also, the pizza we used to get was much
 17 better than the new kind we have been getting this
 18 year. Plus, the fresh fruits and vegetables are often
 19 mushy or moldy. There also isn't enough. Most of the
 20 time, there are only two or three items in the lunch.
 21 Lunch is a very important meal of the day

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1 so we can stay focused and learn. There are kids that
 2 buy lunch every day, and it is very unsatisfying. I
 3 bet if you tried some of the lunches, you will -- you
 4 wouldn't like them at all. We would love to see dairy
 5 that is not expired, produce that is edible, more
 6 variety, and bigger portions. A better lunch makes a
 7 better day. Thank you.

8 MS. LICHTER: Thank you.
 9 (Applause.)
 10 Our next speaker is Marlena Colleton-
 11 Pearsell from the Southwest Area Educational Advisory
 12 Councils.
 13 You have to follow that one, Ms. Pearsell.
 14 I know. I know. I saw your face.
 15 MS. COLLETON-PEARSELL: Yes, that face of
 16 mine gets me in trouble. Good evening, everyone.
 17 MS. LICHTER: Good evening.
 18 MS. COLLETON-PEARSELL: Thank you so very
 19 much for the opportunity to speak before you tonight.
 20 For the record, my name is Marlena Colleton-Pearsell.
 21 I am the Chair for the Southwest Area Education

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1 Advisory Council. Tonight, I am, of course starting
 2 my kudos, claps, and cheers. And I just wanted to
 3 highlight today. Ms. Marjorie Wright, hope I got that
 4 right. She is the administrative secretary at
 5 Lansdowne high school. And she was named today as the
 6 educational support professional of the year. So
 7 congratulations.
 8 (Applause.)
 9 Another opportunity to share, we are again
 10 having our second Monday meeting, and we are combining
 11 it with Northwest Area Education Advisory Council,
 12 which means we are coming together as a West Zone.
 13 Please tune in via Zoom on next Monday at 7:00 p.m.
 14 If you have not received a flyer as of yet, please
 15 check with your principal and/or email, Southwest
 16 email account or Northwest email account. I was going
 17 to direct it here, but.
 18 Now for a report from last month's joint
 19 meeting. During our joint Southwest Central Area
 20 Education Advisory Council, we had the honor of
 21 hosting a panel of students from Baltimore County

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1 Public Schools. The student voices do matter, so much
 2 so they had articulated in their experience, which
 3 expressed their appreciation to having their voices
 4 heard. We believe we should have this type of meeting
 5 annually where students' voices are heard. We asked
 6 students questions about safety, about their learning
 7 environment, their hopes for the new superintendent.
 8 Through this, we learned that there have concerns
 9 about effectiveness of their ALICE training,
 10 especially due to experiences such as the threats that
 11 occurred at Towson High School.
 12 They worry about the ability of teachers to
 13 enforce a respect or non-bullying environment, and
 14 believe in the importance of student relationships,
 15 teacher-student relationships.
 16 They also expressed concerns about their
 17 class sizes greater than 27 as they experienced class
 18 sizes as much as 33 students. In fact, they noted
 19 that small class sizes improve their ability to focus,
 20 their ability to build relationships with their
 21 teachers allows more time for students to ask

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1 questions and be heard, as well as a possibility of
 2 group collaboration in smaller classes. They also
 3 believe small class sizes enforces consequences, which
 4 are important to reduce disruptiveness to improve
 5 their learning environment.
 6 Finally, the students hope that their next
 7 superintendent will prioritize students and prioritize
 8 their student voices, as well as teachers. I thank
 9 you for the time that has been given. And we look
 10 forward to everyone coming out to next Monday's
 11 meeting, which is about summer programs and learning
 12 opportunities. Thank you so very much.
 13 MS. LICHTER: Thank you.
 14 (Applause.)
 15 Next is general public comment, and our
 16 first speaker is Kyna McKenzie.
 17 Good evening.
 18 MS. McKENZIE: Good evening.
 19 MS. LICHTER: Good evening.
 20 MS. McKENZIE: Good evening. My name is
 21 Kyna McKenzie. I have a nephew that attends Dundalk

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1 High School. And in that high school, they have a
 2 book called Push by Sapphire. It's in his high
 3 school, along with nine others that I know of in
 4 Baltimore County. I'm here today simply asking that
 5 sexually explicit, vulgar, and/or obscene materials
 6 not be available within our public schools, where
 7 parents have diminished control of what our children
 8 can access or read.
 9 Now, this book mentions the N word 22
 10 times. It mentions the F word, also in this book, 83
 11 times. You know, the prior speaker talked about a
 12 learning environment for our children and talked about
 13 some of the things that our kids are experiencing
 14 socially, educationally. And to me, this book does
 15 not add to that or should be appropriate in a learning
 16 environment.
 17 I want to read just a small snippet of what
 18 this book -- again, it's Push by Sapphire
 19 (indiscernible). It's page 72. Says here, "I don't
 20 fuck boys, but I pregnant. I'm pregnant. My father
 21 fuck me. And she know it. She kicked me in my head

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1 when I'm pregnant. I think my daddy, he's think the
 2 white shit drip off his dick. Lick it. Lick it. I
 3 hate that. But then I feel the hot sauce, hot cha-cha
 4 feeling when he be fucking me. I get so confused. I
 5 hate him. But my pussy be popping. He say that.
 6 This mama, your pussy is popping. I hate myself when
 7 I feel good."
 8 So again, I do not understand what capacity
 9 this is, or would be, in our children's, our boys' and
 10 girls' high school's library. I don't understand the
 11 function of it. I don't understand how this would
 12 assist or help our children in any social or
 13 educational environment. It's vulgar, it's gross.
 14 And I'm simply asking that this -- these materials
 15 would be removed immediately. Immediately.
 16 We wonder why our children are exhibiting
 17 certain behaviors now. We're seeing this, and there
 18 are books like this within their libraries that they
 19 have access to. And they shouldn't, and I hope you
 20 will agree with me. I didn't even want to read it
 21 here. We have children here. I have a son. I have a

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1 nephew. I wouldn't even play a song on the radio with
 2 him in the car with this type of language. Thank you.
 3 (Applause.)
 4 MS. LICHTER: Thank you.
 5 Our next speaker is Shuli Xia.
 6 MS. XIA: Good evening.
 7 MS. LICHTER: Good evening.
 8 MS. XIA: Dear Madam Chair, Madam Vice
 9 Chair, Dr. Williams and members of the Board. My name
 10 is Shuli Xia, and I'm the president of Chinese
 11 American Parents' Association of Baltimore, in short,
 12 CAPA-BC. Today is May 2nd. I came here last time and
 13 shared with you that May is a APIDA Heritage Month.
 14 APIDA stands for Asian Pacific Islander Des American.
 15 Since 1992, APIDA Heritage Month has been celebrated
 16 annually in May to recognize and honor the
 17 contributions, achievements and cultures of East and
 18 Southeast Asian and Pacific Islander in the United
 19 States.
 20 As we all know, diversity is one of the
 21 defining characteristics of our country, and it is

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1 important that we recognize and celebrate the unique
 2 contributions of all groups. Unfortunately, for too
 3 long, the history and experience of APIDA individuals
 4 have been marginalized or overlooked in our public-
 5 school education system.
 6 APIDA Heritage Month is an excellent way to
 7 explore the rich history and cultures of Asian
 8 Americans and Pacific Islanders and to analyze the
 9 challenges and -- that faced by the APIDA community.
 10 Furthermore, as with other similarly (indiscernible),
 11 it is important not to limit the exploration of APIDA
 12 history and cultures into just one month throughout
 13 the year. So I recommend the inclusion of APIDA
 14 history and culture in the BCPS curriculum.
 15 It is also important to ensure that
 16 teachers receive adequate training and support to
 17 effectively teach those contents. One immediate
 18 action our public school could take is include books
 19 about APIDA history and cultures in our local school
 20 libraries.
 21 Last time, and also include this time,

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1 other parents came to the BOE meeting and strongly
 2 opposed the inclusion of the books such as Gender
 3 Queer, Non-voice or Push you have heard in our school
 4 libraries. We understand that the school is trying to
 5 promote diversity and inclusion with these books.
 6 However, the content of this book can potentially
 7 promote gender confusion, and the pictures and
 8 description in these books are harmful to immature
 9 young minds.
 10 There are so many non-controversial ways to
 11 embrace diversity, including books about APIDA history
 12 and cultures would facilitate a great understanding
 13 and appreciation of our diversity, as APIDA group
 14 comprises nearly 10 percent of the entire population
 15 in the United States. Our organization is committed
 16 to supporting our public-school education and
 17 promoting a positive and inclusive learning
 18 environment for all students, where we're happy to
 19 work with BOE and to discuss plans to work on those
 20 issues, including book election. Thank you for
 21 attention to this matter.

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1 MS. LICHTER: Thank you.
 2 (Applause.)
 3 Our next speaker is Lena Amick.
 4 Good evening.
 5 MS. AMICK: Hello, good evening. Hello,
 6 everybody. Good evening, Chair Lichter, Vice Chair
 7 Harvey, and members of the Board. I want to
 8 especially welcome our newest board members, who have
 9 taken up the essential task of facilitating a quality
 10 education for all students in Baltimore County. I'm
 11 one of our nearly 10,000 teachers, and I hope you know
 12 that we are eager to share what we know, to
 13 collaborate on solutions, and to contribute to the
 14 success and care for all students in BCPS and all
 15 their diverse experiences, skills, racial identities,
 16 languages, cultures, and gender expressions and
 17 identities.
 18 My name is Lena Amick, and I am a social
 19 studies teacher at Parkville High School, a proud
 20 TABCO member. I've been teaching for six years with
 21 BCPS and a co-chair of the government relations

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1 advocacy and solidarity committee of TABCO. I'm here
 2 to speak with you tonight about the importance of
 3 fairly compensating educators and all school staff and
 4 creating a successful school system.
 5 Currently, BCPS ranks ninth in the state
 6 for teacher compensation. This spring, BCPS has made
 7 great movement towards fulfilling last year's
 8 agreement to a shorter, fairer salary scale. But the
 9 proposal on the table is still not competitive with
 10 our neighboring counties. What BCPS has proposed is
 11 inadequate to address -- to attract skilled educators
 12 in our county and keep our hardworking teachers here.
 13 It's a really clear equation. Inadequate
 14 compensation directly leads to high turnover and high
 15 turnover leads to worse schools. That means poor
 16 academic performance, failure to provide federally
 17 mandated services, inability to support students
 18 through a nationwide epidemic of mental health crisis.
 19 When employees don't feel their time, effort and
 20 professional development is rewarded for what it's
 21 worth, they seek employment elsewhere. And we can see

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1 that in the 621 educators and counting that have left
 2 our district this year. That is expertise that we are
 3 not easily going to replace or get back.
 4 I want to share a little bit about what
 5 those vacant positions and high turnover mean for our
 6 students by giving you some examples. One of my
 7 friends who teaches in a West side high school, she
 8 said her school had a thriving theater program for
 9 five years because of one drama teacher. She left for
 10 a private school last year, seeking a less-stressful
 11 workload. And now those students don't take drama at
 12 all.
 13 A veteran middle school teacher pointed out
 14 that because there's not enough teachers, students are
 15 being taught by teachers who are maxed out, and that
 16 there is not enough ability to support those new
 17 teachers to learn the skills they need. Patience is
 18 thinner, and students are getting much less feedback
 19 on their work and less individual attention.
 20 And for me, a passion of mine is teaching
 21 ESOL, and those students need extra supports that

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1 we're simply not able to give them. I have students
 2 cry in my room every week. And I give them a tissue
 3 and a granola bar because there are no counselors
 4 available because our counselors are working so hard
 5 just to support other students in the building.
 6 I want to end with a remark from an English
 7 teacher at Parkville. He says as a first-year teacher
 8 in BCPS, the current salary scale is daunting. When I
 9 think about everything I've learned this year, I'm
 10 excited to try new things to learn from my mistakes.
 11 That excitement is dampened by feeling like my salary
 12 scale will not be --
 13 MS. LICHTER: Thank you.
 14 Our next speaker is Helene Groves.
 15 Good evening.
 16 MS. GROVES: Good evening. Sorry. I'm
 17 used to much smaller chairs. Good evening, Chairwoman
 18 Lichter, and esteemed Board members. My name is
 19 Helene Groves, and I am an early childhood special
 20 educator and SEL teacher at the fabulous Campfield
 21 Early Learning Center. My principal insists that I

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1 add that adjective at the beginning.

2 I'm here this evening to thank you for your

3 time and to ask that you work with our educators and

4 support staff to build a better foundation for all of

5 our students. Contract negotiations for educators,

6 nurses, counselors and all other certified staff

7 represented by the teachers' association of Baltimore

8 County are ongoing. BCPS has made great strides

9 toward fulfillment of the agreement approved last year

10 to compress our lengthy salary scales and create

11 equitable step increases. We recognize the efforts of

12 the BCPS negotiations team, and we appreciate your

13 willingness to continue to work towards improvement.

14 However, even with the current offering,

15 the BCPS contract proposal does not propel us into a

16 competitive place among neighboring counties. The

17 exodus of educators, including mental health staff,

18 nurses and related service providers, is evidence of

19 the need for BCPS to approve more competitive means of

20 compensation. The loss of veteran teachers and the

21 inability to retain new teachers within our county

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1 leads to an unstable and stressful learning

2 environment for our students, and causes strain on

3 community relationships.

4 As Board members, you have all pledged to

5 empower our school system to be among the highest-

6 performing school systems in the nation by raising the

7 bar, closing the gap, and preparing every student for

8 the teacher. On the website under core values is the

9 following statement. "We will do whatever it takes to

10 ensure that every student learns and succeeds." And,

11 "Regardless of race, ethnicity, gender orientation,

12 socioeconomic status, language proficiency, or

13 disability, every student will be successful when

14 provided with high expectations and appropriate

15 supports."

16 Additionally, it notes that a high-

17 performing workforce is essential to the BCPS becoming

18 a world-class school system. And the statement

19 positive and productive relationships among all

20 members of Team BCPS are built through meaningful

21 communication and engagement, which we appreciate.

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1 Agreeing to fund the compressed salary scale empowers

2 our county to retain excellent educators and provides

3 incentive for new educators to join us. There is

4 incredible potential within Team BCPS. We need your

5 support in affirming the value of both our educators

6 and our students. Thank you so much.

7 MS. LICHTER: Thank you.

8 Our next speaker, which is virtual, is

9 Kenneth Benjes.

10 MR. BENJES: Hi, good evening. Thank you,

11 Board, for all of your hard work and welcome new

12 members. My name is Ken Benjes, a teacher in

13 Baltimore County Public Schools. I'd like to echo the

14 sentiments of Cindy Sexton and Lena Amick, two amazing

15 leaders and BCPS educators. I'm asking you to please

16 fund the new salary scale, and make a strong effort to

17 attract new and veteran educators.

18 You know, a lot -- you know, teachers all

19 talk, right? And I've brought my fair share of people

20 into this system. And it's not happening like that

21 anymore. It used to be easy to convince people, you

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1 know, we paid better than some surrounding counties.

2 We had an amazing curriculum, and those two things are

3 not currently the situation. My past few interns, I

4 probably had six interns over the past five years, one

5 applied to Baltimore County Public Schools, and she

6 resigned earlier this year. My current intern from

7 just this few months ago did not apply to Baltimore

8 County Public Schools and explicitly cited low pay

9 compared to surrounding counties.

10 Last year, we had hundreds of openings, and

11 this year is the same. Students are suffering,

12 teachers are suffering. But let's be real. The real

13 people suffering here are the students. Much love to

14 all of our substitutes, but when they are teaching a

15 course for the entire year, the students are not

16 getting the same level that they would be getting from

17 a fully certified teacher. It is really important, I

18 think, for the Board and everyone in Baltimore County

19 to do what they can to attract the best educators,

20 both new educators and to keep those veteran educators

21 in order to reduce our turnover. Thank you so much

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1 for your time this evening, and I really wish that you
 2 consider this request.

3 MS. LICHTER: Thank you.

4 Our next speaker is Lazaros Volikas.

5 MR. VOLIKAS: That was pretty good.

6 MS. LICHTER: Okay. Thank you.

7 MR. VOLIKAS: Volikas, but that's --

8 MR. LICHTER: Volikas.

9 MR. VOLIKAS: All right.

10 MS. LICHTER: Good evening.

11 MR. VOLIKAS: Good evening. First of all,
 12 thank you, Chair Lichter, and the rest of the Board
 13 for allowing me to have this opportunity to speak. I
 14 appreciate your willingness to be open to public
 15 feedback regarding the schools in our communities. I
 16 -- what I wanted to talk about was the size of
 17 Baltimore County and BCPS. There's over 175 schools
 18 and over 110,000 students in our county. And suffice
 19 it to say, this is very large, and in my experience
 20 has resulted in an administrative system that is a bit
 21 unwieldy.

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1 Our county is very diverse in pretty much
 2 all ways. And not only social, economically,
 3 ethnically, racially, different, you know, genders.
 4 But some people who have lived here for generations,
 5 some who are new to the state or immigrants to our
 6 country. The county goes from the very rural edge
 7 with Pennsylvania, to, you know, very urban areas on
 8 the city border and, you know, everything in between.
 9 We literally have different school closures due to
 10 different weather in parts of the BCBS county -- BCPS
 11 area. So, obviously, it's very diverse with different
 12 needs.

13 My concern is that as a result of this, we
 14 have different needs to address and countywide, one-
 15 size-fits-all implementation of policies ends up being
 16 subpar for everyone because it's not addressing the
 17 needs of individual schools, individual neutral
 18 people. It's just everything. And in my experience,
 19 there are so many people that are involved in the
 20 decision-making process, there's a tendency to pass
 21 the buck when people are saying it's not their role.

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1 They're just following policy. Their hands are tied,
 2 et cetera.

3 I believe we need to have smaller dynamic
 4 leadership that can rapidly address local issues, and
 5 most importantly, take ownership to address individual
 6 or local, you know, couple of schools' needs. We need
 7 to have people who can closely connect to the schools
 8 who have both willingness, authority, and flexibility
 9 to solve problems without a lot of bureaucracy.

10 I grew up in a different state where I have
 11 different experience because we had school districts
 12 with a single high school and all the feeders went
 13 into it, and this -- and that -- they had their own
 14 superintendents and their own school boards and the
 15 small local governance allowed for the schools to
 16 really be dynamic and be tailor made to the needs of
 17 the community. I would advocate for BCPS to be
 18 divided into smaller units. I'm not saying each high
 19 school is their own unit, but perhaps something that,
 20 you know, once it could be more dynamic and more
 21 attuned to their communities. Maybe I was thinking

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1 something in the realm of maybe the Area Advisory
 2 Councils could kind of be a model of, like, how to
 3 kind of break it down into smaller areas that could
 4 run schools, have a certain amount of authority and
 5 certain responsibility, and then there could still be
 6 a larger countywide umbrella administration for larger
 7 issues. But much fewer ones that wouldn't need, you
 8 know, quite so one size fits all.

9 We continue to lose many students to public
 10 -- to private schools. And I think a big part of that
 11 is a failure to adjust the concerns of teachers,
 12 administrators, parents and families at the individual
 13 schools. And, you know, I just think that there we
 14 can do better with that. So thank you for your time.

15 MS. LICHTER: Thank you.

16 Our next speaker is Amy Adams.

17 MS. ADAMS: Just in case I run out of time.
 18 Thank you.

19 MS. LICHTER: Good evening.

20 MS. ADAMS: Good evening. Try really hard
 21 to speed talk clearly. I would like to say welcome to

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1 our three newest Board members, Mr. Young, Mrs.
 2 Booker-Dwyer and Mrs. Frempong. You guys really
 3 entered and hit the ground running. So thank you and
 4 good luck.

5 My name is Amy Adams, and I'm here
 6 representing 5,000 members of the Baltimore County
 7 Parent and Student Coalition. We are BCPS parents,
 8 students, teachers, taxpayers and stakeholders who
 9 have formed a community that advocates for what is
 10 best for all students in BCPS. I would like to use my
 11 time to mention three topics of importance to our
 12 coalition members.

13 First, with so many students academically
 14 behind, what is the criteria for summer help? How do
 15 parents find this information in writing in order to
 16 advocate for their child to their school principal?

17 Second, regarding the last curriculum
 18 meeting, there were poor growth performance slide used
 19 throughout the pilot to promote myView literacy to
 20 this Board as the selling point, until they were not.
 21 A 1 percent growth in a showcase state is concerning.

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1 What data points has this Board seen, other than the
 2 report, that teachers like HMH into reading better
 3 than myView, to feel confident approving a \$10 million
 4 contract to it?

5 Remember, the former Board was not
 6 comfortable with BCPS having piloted myView for two
 7 months. And now with the info gleamed from a longer
 8 pilot, the pilot was discontinued and not recommended
 9 to proceed from CNI. It's super important that
 10 teachers like HMH, but it's even more important that
 11 it works.

12 EdReports doesn't say it works. EdReports
 13 tells you that a product meets standards. Clearly,
 14 EdReports' rating did not make myView a great program
 15 for our teachers to use. So what do we really know
 16 about HMH, except that it isn't myView? Do you have
 17 the information, either from staff or from doing your
 18 own research, to say unequivocally that HMH into
 19 reading is what we need to move all students in a
 20 better direction? Perhaps this is something to
 21 consider, ask for, or look into prior to the vote

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1 approving the contract. Our students are depending on
 2 you to make the best choice, not just the one choice
 3 that's left because you've been backed into a corner
 4 to choose something.

5 Finally, the superintendent search. You
 6 are mostly a newly seated Board members were given
 7 five months to find a qualified superintendent to lead
 8 the 25th largest school system in the country. You
 9 hired a search firm, held community input sessions,
 10 reviewed 24 applicants to the point of narrowing it
 11 down to 4 individuals in 3 months, all while learning
 12 your rules and fulfilling your own responsibilities.

13 The final four candidates will go through interview
 14 process next week. Since this process is not open to
 15 members of the public, including parents, our members
 16 would love to know how. How has the feedback from the
 17 public helped you identify what to ask the candidates?
 18 Have you taken the time to read the hundreds of pages
 19 of feedback? What qualities and qualifications are
 20 you looking for in a potential superintendent? How
 21 are you representing your communities and making your

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1 decision?

2 I can tell you that coalition members are
 3 counting on an individual that has a clear short-term
 4 plan with measurable goals and a timeline. Someone
 5 who is willing to hold employees at all levels to high
 6 academic standards to improve academic outcomes and
 7 who will make necessary changes to better serve
 8 students first. Someone who can clearly identify
 9 BCPS' shortcomings when formulating their short and
 10 long-term plans. Someone who believes that all
 11 children are capable of learning and understands that
 12 it is the school system's primary mission, purpose and
 13 responsibility to teach them so they can truly be
 14 college and career ready.

15 I hope that you will ponder these coalition
 16 concerns and act in the best interest of our children
 17 who desperately need you to make good decisions. Got
 18 it in. Thank you.

19 MS. LICHTER: You did it. Thanks.
 20 (Applause.)
 21 Our next speaker is Joanne Seward.

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1 Good evening.

2 MS. SEWARD: Good evening. Thank you for

3 having me. I'm following up a little bit about some

4 of the books that are now in the public high school

5 libraries. I'm a concerned mother, grandmother and

6 retired teacher in relation to the pornographic books

7 with explicit detailed sexual illustrations and

8 titles, including offensive vocabulary that are

9 currently sitting on bookshelves in high school

10 libraries in Baltimore County, namely the book Gender

11 Queer.

12 It's been stated in correspondences and in

13 the media that these books contain educational value.

14 So the question becomes, where in these books is the

15 educational value where there is same sex mutual

16 fondling of genitalia, and heavy petting and kissing

17 between members of the same sex? The vulgar language

18 has no educational value, as well, that's contained in

19 these books. A consideration needs to be made about

20 the damage that's being done here.

21 This book captures the innocence of high

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1 school students who may never have questioned their

2 sexual identity in the first place. Critics writing

3 book reviews heap praise on the book, which stokes the

4 students' curiosity. It traps and tricks them in an

5 underhanded manner to check it out, read it, and most

6 likely pass it around to fellow classmates.

7 Also, there should not be any kind of

8 finger-pointing and accusing that concerned parents

9 and citizens, of which there are many, are calling for

10 the banning of all books in all the high school

11 libraries, which is not true. But after exposing the

12 pornographic pictures, and vulgar vocabulary, it has

13 now become obvious which ones should be banned. Thank

14 you for giving me the time to express what is being

15 done here to the youth. Indoctrination, the raping of

16 youth innocence, and recruitment into a questionable

17 lifestyle.

18 Now, just off the cuff, I was reading a

19 portion of this and since I have about 20 seconds, I'm

20 not going to read the whole thing, but just because

21 you don't have a copy. "So he's on me. Then he

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1 reached over to Precious, stick with his finger

2 between my legs. I say, Carl, what you doing? He

3 say, shut up, you big, fat ass." I rest my case.

4 MS. LICHTER: Our next speaker is Capathia

5 Campbell, virtual.

6 MS. CAMPBELL: Good evening, Chair Lichter,

7 Superintendent Williams, and members of the Board. My

8 name is Capathia Campbell and, yes, I'm that media

9 specialist. I have proudly served Hebbville

10 Elementary for over 20 years. And also, I am the

11 newly elected board member for TABCO and I'm serving

12 District 1.

13 First, I want to say thank you, Dr.

14 Williams, for your leadership over the last four

15 years. We at Hebbville, we are so grateful for your

16 support, especially when you came to our Black History

17 Month celebration.

18 Unfortunately, I am unable to attend in

19 person this evening, because I'm still at work. This

20 is work that I don't mind doing with my school

21 community. This evening, my principal, Principal

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1 Filderman, Ms. Shenton, our educators, and over 200

2 students and parents participated in our Spring Family

3 Engagement night. We had two sessions. Our students

4 presented their artwork. And the second session was

5 cohosted by our staff, and a fantastic group called

6 Support by Design. Our parents receive information on

7 our black and brown boys of color, promising practices

8 from the fields. That's why I'm speaking to you

9 virtually.

10 Thank you so much for all of the labor that

11 you put forth every day, on behalf of our community,

12 our professions, and especially our students. But

13 Board members, I want to say to you, you're not done

14 yet. Chair Lichter, as a former teacher,

15 administrator, and Executive Director, you know that

16 being an educator is one of the thankless jobs on this

17 planet. But you also know that we are not in it for

18 the thank yous or the accolades. We are here because

19 it's our true labor of love.

20 Madam Chair, my time is winding down here

21 at Baltimore County Public Schools. But until then, I

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1 have decided to use my voice to speak for the young
 2 educators who has to work three jobs to pay their
 3 rent, for that young educator who needs a balanced
 4 life, but they work on the weekends, creating lesson
 5 plans. I'm here to speak for that young educator who
 6 decided not to drive Uber tonight, but to participate
 7 in our spring family engagement.

8 Board members, 1000 tongues will never be
 9 able to say thank you for the educators and all that
 10 we do. But putting your support behind funding,
 11 recruiting and retaining great educators will send the
 12 message that you are not done yet. Young educators
 13 deserve the dignity to earn a decent wage.

14 MS. LICHTER: Thank you, Ms. Campbell.
 15 MS. CAMPBELL: I'm out of time.
 16 MS. LICHTER: Thank you.
 17 MS. CAMPBELL: Thank you. We need our
 18 contract.
 19 (Applause.)
 20 Thank you so much.
 21 MS. LICHTER: Thank you.

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1 Our last speaker is Theresa Myers.
 2 MS. MYERS: Good evening, and thank you,
 3 Board of Ed members, for your time tonight. My name
 4 is Theresa Myers. I'm a parent of two school-aged
 5 children. I have lived in Baltimore County since 1981
 6 and attended Baltimore County Public Schools until
 7 10th grade.

8 Six years ago, my husband and I made the
 9 decision to pull both of our children out of Baltimore
 10 County Public Schools. And now more than ever, I am
 11 100 percent confident that my husband and I made the
 12 right decision, as Baltimore County Public Schools are
 13 becoming more unsafe every day.

14 Did you know that since 2018, the
 15 publication Education Week has been tracking school
 16 shootings, and there have been more than 160? There
 17 were 51 injuries or deaths in 2022, the most school
 18 shootings since 2018. 2021 had 35, 2020 had 10, 2019
 19 and 2018 had 24.

20 With the safety of Baltimore County Public
 21 Schools' children, teachers and staff, why would

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1 Baltimore County school libraries have Assassination
 2 Classroom Book 1, story and art by Yusei Matsui? This
 3 book is in 13 Baltimore County Public High School
 4 libraries. Assassination Classroom is a series. A
 5 group of students attempt to kill their teacher who is
 6 teaching them how to become assassins. Yes, you heard
 7 me correctly. This is about students attempting to
 8 kill their teacher.

9 Here are just some of the images in this
 10 so-called graphic novel. It starts with Classroom 1,
 11 killing time in homeroom. Notice all the types of
 12 guns in this student -- the students are holding and
 13 pointing towards the teacher. The next page is a gun
 14 that says Start, pointing over to a smiling teacher
 15 and students holding a gun, saying assassins we are.

16 The next pages are guns going off, pow-pow.
 17 The class cannot say the Pledge because guns are going
 18 off. The teacher takes attendance while guns are
 19 going off. The students say we are assassins and our
 20 target is our teacher. Later in the book, of course,
 21 there is more shooting going on. And a student says

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1 if you don't like it, kill my parents, kill whoever.
 2 I've been wanting to kill a teacher. Why is this book
 3 in Baltimore County School Public Libraries?
 4 I'm simply asking that sexually explicit,
 5 vulgar and/or obscene materials not be available
 6 within our public schools where parents have
 7 diminished control of what their children have access
 8 to or read. I will be submitting a citizens review of
 9 materials for this book to your chief academic
 10 officer, Mary McComas, to review by your board Thank
 11 you, and please think about the safety of your -- book
 12 --

13 MS. LICHTER: Okay. And that ends our
 14 public comment portion of our meeting.

15 The next item on the -- oops. The next
 16 item on the agenda is the Superintendent's Report, and
 17 for that, I call on Dr. Yarbrough.

18 DR. YARBROUGH: Good evening, Chair
 19 Lichter, Vice Chair Harvey, and members of the Board.
 20 I am pleased to present the Superintendent's report to
 21 the Board and Team BCPS on behalf of Dr. Williams.

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1 This report includes celebrations, updates and
 2 evidence of our strategic plan, the Compass, Our
 3 Pathway to Excellence in Action.
 4 Yesterday was National Principals Day.
 5 Please join us in thanking our amazing Team BCPS
 6 principals for everything that they do. Please give
 7 your favorite principal a social media shoutout using
 8 the hashtag #thanksBCPSprincipals.
 9 May 1st through 5th is Substitute Teacher
 10 Appreciation Week. Thank you, substitute teachers,
 11 for the crucial role that you play in our schools.
 12 Let's hear it for Team BCPS teachers.
 13 Thank you for your enthusiasm, expertise and
 14 dedication. Teacher Appreciation Week is May 8th
 15 through 12th.
 16 Congratulations to our ESP of the year,
 17 Marjorie Wright, admin secretary at Lansdowne High
 18 School. She was honored and recognized today.
 19 (Applause.)
 20 On April 19th, we celebrated our first
 21 Champion for Children event during which we showcase

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1 excellence in education. Join me in congratulating
 2 AFSCME Employee of the Year, Vance Govans (phonetic),
 3 Supervisory Leader of the Year, Denise Saulsbury,
 4 transportation champion Inger Johnson, supporting
 5 services Employee of the Year, Joanna Crandall-Sick,
 6 volunteer champion Ramona Basilio, business partner
 7 champion Scott Dorsey, and rising star Teacher of the
 8 Year, Lauren Deardorff.
 9 (Applause.)
 10 Congratulations to Principal of the Year,
 11 Kenwood High School principal Brian Powell.
 12 (Applause.)
 13 Congratulations again to Assistant
 14 Principal of the Year, Towson High School Assistant
 15 Principal Nicole Bridges.
 16 (Applause.)
 17 Please join me in congratulating BCPS
 18 Teacher of the Year Beverly Folkoff. A teacher for 16
 19 years, half of them at Relay Elementary, Ms. Folkoff
 20 teaches students in the Functional Academic Learning
 21 Support Program at Relay. She is a graduate of Towson

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1 University and the University of Virginia. She wanted
 2 anything but to become an educator until a high school
 3 internship in a self-contained kindergarten classroom
 4 convinced her of her lifelong calling. I fell in
 5 love, she says, with the students, the challenges, the
 6 creativity the job required, the collaboration and
 7 problem solving. The BCPS Teacher of the Year will
 8 represent the school system and its more than 9,000
 9 professional educators in the Maryland State Teacher
 10 of the Year program. We salute you, Ms. Folkoff.
 11 (Applause.)
 12 In honor of the class of 2023, BCPS will
 13 continue to profile one senior from each high school.
 14 A new profile will be posted daily until May 19th, the
 15 last day for seniors. These profiles highlight the
 16 intellectual and personal strengths of our seniors.
 17 Congratulations to the Class of 2023.
 18 (Applause.)
 19 The U.S. Department of Education announced
 20 last week that Watershed Public Charter School and
 21 Windsor Mill is among the 2023 U.S. Department of

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1 Education Green Ribbon Schools. Watershed Public
 2 Charter School was nominated by the Maryland State
 3 Department of Education. These students are stewards
 4 of the environment, and environmental awareness is a
 5 part of the school culture. Congratulations to
 6 Watershed.
 7 (Applause.)
 8 Last Saturday, NAACP Baltimore County
 9 hosted the annual ACT-SO competition at New Town High
 10 School featuring high school students. Students
 11 competed in the arts, science, math and engineering.
 12 Great job to all of our participants, and
 13 congratulations to all of the award winners.
 14 Yesterday, Team BCPS celebrated the school
 15 system's culture of promoting higher education and
 16 career preparation. On BCPS College and Career
 17 Decision Day, all graduating seniors who have
 18 committed to a college or university or career plans
 19 were asked to share that news on social media using
 20 the hashtag #BCPSdecisionday.
 21 May is the season of celebration.

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1 Graduations will begin on May 23rd at Ridge Ruxton.
 2 We want to congratulate all of our seniors in the
 3 class of 2023.
 4 (Applause.)
 5 BCPS is still hiring. We are
 6 collaboratively working to address the effects of the
 7 nationwide staffing shortage. Upcoming job fairs for
 8 this month and the month of June are listed on the
 9 slide. We invite our community to join Team BCPS.
 10 We will continue to update the board, our
 11 community, and Team BCPS. Thank you very much for
 12 your support.
 13 MS. LICHTER: Thank you, Dr. Yarbrough.
 14 Next is Chair Report. And I'm pleased to
 15 provide another update on our national search for the
 16 next superintendent of Baltimore County Public
 17 Schools. On April 25th, the Board met with McPherson
 18 & Jacobson, LLC, our executive search firm, to discuss
 19 and review the applications of candidates. Our search
 20 for a superintendent attracted interest from 24
 21 candidates, a diverse pool of applicants who had a

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1 wide array of experiences and expertise.
 2 As we shared in the community update last
 3 week, applicants came from 15 states and were
 4 comprised of superintendents, both current and those
 5 who have previously served in that role, central
 6 office administrators, and other local and state
 7 educational leaders. Our review and conversations
 8 were guided by our Board's core values, strategic
 9 priorities, and the desired characteristics hundreds
 10 of members of Team BCPS community shared during six
 11 community forums, focus groups, and by an online
 12 survey.
 13 On behalf of the Board, I'd like to thank
 14 those members of Team BCPS for their willingness to
 15 participate in these important community conversations
 16 and provide insights throughout the community
 17 engagement phase of the process.
 18 After careful and thorough deliberation,
 19 the Board has selected four finalists for a final
 20 round of interviews which are scheduled to take place
 21 the second week of May. These interviews will provide

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1 an opportunity for the Board to learn more about the
 2 candidates, their vision for this system and the work
 3 ahead. We will take a deeper dive into their
 4 applications, experiences and references and
 5 thoroughly evaluate whether they would be a good fit
 6 for our unique and richly diverse school system.
 7 The four finalists will also participate in
 8 a series of panel interviews with members of
 9 identified stakeholder groups that represent students,
 10 parents, educational councils, multicultural and civic
 11 organizations, employee associations and area advisory
 12 councils. The full list of participating identified
 13 stakeholder groups is available on the superintendent
 14 search website.
 15 I do want to acknowledge that we have heard
 16 from a few stakeholders who have had questions about
 17 how parents and other stakeholders are selected to
 18 participate in the final round of interviews and what
 19 the process looks like. It's important to note that
 20 parents, students, staff and community members who
 21 will participate in the final interviews are a

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1 representation of the diverse perspectives and lived
 2 experiences of Team BCPS stakeholders. These
 3 individuals are part of several identified stakeholder
 4 groups in BCPS.
 5 The groups provide multiple opportunities
 6 for other BCPS stakeholders to connect with the Board
 7 and system leadership to share their thoughts,
 8 questions and concerns about the things that are
 9 happening in the system. We deeply value the input,
 10 time, and commitment of members of these groups, and
 11 we know they will provide us with their honest and
 12 insightful input on the finalists.
 13 Once the final interviews are completed,
 14 the Board will review the input from each member of
 15 the stakeholder groups and work in collaboration with
 16 the executive search firm to identify the preferred
 17 candidate for superintendent. We anticipate that the
 18 announcement of the selection of the preferred
 19 candidate will take place the third or fourth week of
 20 May.
 21 Upon approval of the conditional

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1 appointment of the new superintendent, a series of
 2 public meetings will be scheduled for the community to
 3 meet the new superintendent. The meetings will offer
 4 the superintendent the opportunity to meet with
 5 parent, business, education, civic community leaders
 6 and the community at large. Every effort is being
 7 taken to ensure the integrity of the process and the
 8 viability of the candidates.

9 The Board also remains committed to
 10 maintaining the confidentiality of candidates in order
 11 to find the best leader for BCPS. We will continue to
 12 provide updates on the search process and post
 13 information on the superintendent search website.
 14 Once again, I'd like to thank Team BCPS for being a
 15 part of this important process.

16 The next topic I want to address is our
 17 Area Educational Advisory Councils. Dr. Williams,
 18 Board of Education members, Acting Chief of Staff Dr.
 19 -- Acting Chief of schools, Dr. Mullenax, all had a
 20 chance to meet last week with the coordinator of the
 21 AEAC chairs -- of the coordinator of the AEAC, the

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1 chairs of the councils and other members. We had a
 2 very productive meeting focusing on how we can
 3 strengthen the relationship between the Board and our
 4 Area Educational Advisory Councils.

5 I want to read the policy statement as
 6 outlined in Policy 1230. "The Board believes that
 7 Area Education Advisory Councils exist to improve the
 8 quality of education in Baltimore County and to
 9 strengthen the relationship between the school system
 10 and the community by serving as informed advisors to
 11 the Board on public school issues and by promoting
 12 interest and involvement in the school system.

13 The board establishes the AEACs as standing
 14 committees which report directly to the Board. With
 15 careful attention to input from the community, AEACs
 16 are charged with advising the Board on issues that
 17 affect students, families, communities and schools."

18 The biggest obstacle right now affecting
 19 the AEACs is membership. All five councils are
 20 looking for additional members at this time. Members
 21 are appointed by the Board. Please consider attending

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1 an upcoming meeting. If you're interested in becoming
 2 a member of one of the five councils, please email the
 3 current chair for additional information and for next
 4 steps. Email contacts are included on the BCPS
 5 website, along with meeting dates, times, locations
 6 and topics. Search advisory councils and you will
 7 find the information.

8 I'm looking forward to the many events
 9 taking place during the BCPS -- during the remainder
 10 of the school year that will celebrate the many
 11 accomplishments of our students and staff. So thank
 12 you for listening.

13 And the next item on the agenda is Student
 14 Board Member's Report, and for that, I call on Ms.
 15 Hassan.

16 MS. HASSAN: Thank you and good evening,
 17 everyone. It is, as always, an honor to be giving you
 18 all my second-to-last student member of the Board
 19 report. As I reflect on this past year, I cannot wait
 20 to share with you the wonderful and thought-provoking
 21 lessons our students and system has taught me as I

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1 finish out my term and pass the torch on to my
 2 successor.

3 I would like to take the time today to
 4 formally congratulate our next Baltimore County Public
 5 School student member of the board. On March 23rd,
 6 BCPS students, secondary students, casted their votes
 7 for the next student member and selected my successor.
 8 Our 43rd student member of the board, or SMOB, is
 9 Kayla Drummond, a current junior at Parkville High
 10 School. I cannot be more excited for Kayla and I
 11 absolutely cannot wait to see the wonderful things she
 12 accomplishes during her term. Kayla will undoubtedly
 13 pave her own path as she follows the legacy of our
 14 powerful student members.

15 I hope that you all value her voice as
 16 essential to our process, and most importantly honor
 17 her vote as one that is representative of our
 18 students. The stories she will share and her opinions
 19 will undoubtedly reflect many of the experiences that
 20 we must seek out to the best of our ability.

21 Just yesterday, as you all know, BCPS

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1 celebrated Decision Day where our seniors share their
 2 future plans, and I once again cannot be more proud of
 3 my class, the graduating class of 2023. Our students
 4 have shown their excellence time and time again. And
 5 we must collectively take the time to celebrate
 6 everything from their Day 1 to middle school and
 7 finally to walking across that stage and receiving
 8 their diploma.

9 This past month, mental health has remained
 10 a strong focus of mine, as BCPS showcased our Mind
 11 over Matters campaign, where we heard from BCPS
 12 graduates about their experiences with mental health
 13 and how they grew into their identity, as well as
 14 viewed workshops from individuals and organizations
 15 across the county. I heard feedback from BCPS as
 16 mental health advisory council regarding the mental
 17 health resolution and next steps and look forward to
 18 implementing that before the end of my tenure, and
 19 filmed the Let's Talk About It episodes on BCPS TV,
 20 talking about resources, wonderful established
 21 communities and programs that we have as of right now,

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1 and most importantly, how to get help if you need it.
 2 I cannot express to you my pride and joy in serving
 3 this community and our students and absolutely cannot
 4 wait to share my bittersweet final student member of
 5 the Board report in June. So as always, thank you so
 6 much and let's get in good trouble.

7 MS. LICHTER: Thank you, Ms. Hassan.

8 The next item on the agenda is action taken
 9 in closed session, and for that, I call on Mr. Burns.

10 Good evening

11 MR. BURNS: Good evening. Chair Lichter,
 12 Vice Chair Harvey, Dr. Williams, members of the Board.
 13 Earlier tonight, the Board met in closed session and
 14 took action on the following case: H.E. 23-29. Now
 15 would be the appropriate time for the Board to confirm
 16 the action that it took on that item.

17 MS. LICHTER: May have a motion to approve
 18 the action taken in closed session on Hearing
 19 Examiner's Case H.E. 23-29, and authorize Ms. Gover to
 20 sign for those Board members not physically present?
 21 MS. HARVEY: So moved, Harvey.

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1 MS. LICHTER: Thank you. Is there a
 2 second?
 3 MS. HASSAN: Second, Hassan.
 4 MS. LICHTER: Thank you, thank you. Any
 5 discussion?
 6 May I have a roll call vote, please?
 7 MS. GOVER: Ms. Domanowski?
 8 MS. DOMANOWSKI: Yes.
 9 MS. GOVER: Ms. Frempong?
 10 MS. FREMPONG: Yes.
 11 MS. GOVER: Ms. Harvey?
 12 MS. HARVEY: Yes.
 13 MS. GOVER: Ms. Hassan?
 14 MS. HASSAN: Yes.
 15 MS. GOVER: Ms. Pumphrey?
 16 MS. PUMPHREY: Yes.
 17 MS. GOVER: Dr. Savoy?
 18 DR. SAVOY: Yes.
 19 MS. GOVER: Mr. McMillion?
 20 MR. McMILLION: Yes.
 21 MS. GOVER: Ms. Booker-Dwyer?

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1 MS. BOOKER-DWYER: Yes.
 2 MS. GOVER: Ms. Lichter?
 3 MS. LICHTER: Yes.
 4 MS. GOVER: Thank you.
 5 MS. LICHTER: Motion passes. Thank you,
 6 Mr. Burns.
 7 The next item on the agenda is contract
 8 awards, and for that, I call on Ms. Harvey, chair of
 9 the building and contracts committee.

10 MS. HARVEY: Thank you, Madam Chair. Good
 11 evening, everyone. Members of the Board, the Board's
 12 building and contracts Committee met on Monday, May 1,
 13 2023. Items K1 through K10 are being forwarded to the
 14 full Board for approval.

15 MS. LICHTER: Do I have a motion to approve
 16 Items K1 through K10?
 17 MS. DOMANOWSKI: So moved, Domanowski.
 18 MS. LICHTER: Thank you. No second is
 19 needed since the recommendation came from the
 20 committee. Any discussion?
 21 MS. PUMPHREY: I'm sorry, I didn't get this

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1 in quickly enough. But can I just ask a question
 2 about No. 2? I don't know if we need to pull that out
 3 separately. With the college -- the web-based college
 4 and career exploration platform?
 5 MS. LICHTER: You can ask the question
 6 unless you're asking for it to be pulled out
 7 separately.
 8 MS. PUMPHREY: I just -- I want to ask you
 9 a question about the contract in particular.
 10 MS. LICHTER: That's fine.
 11 MS. PUMPHREY: It's a simple question.
 12 MS. LICHTER: You're still going to --
 13 MR. PUMPHREY: Sorry.
 14 MS. LICHTER: No.
 15 MS. PUMPHREY: Just a clarification
 16 question. We received an email from -- or I received
 17 an email, I'm assuming other Board members may have,
 18 SchoolLinks. And I'm just trying to determine the
 19 connection between Xello and Naviance and SchoolLinks
 20 and Naviance. Are they two separate?
 21 DR. WILLIAMS: So let's see --

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1 MS. PUMPHREY: Completely separate
 2 programs?
 3 DR. WILLIAMS: -- if we have someone from
 4 counseling, if --
 5 UNIDENTIFIED SPEAKER: It --
 6 DR. WILLIAMS: -- can respond? We have
 7 people -- we have staff in the back. And they're
 8 coming up.
 9 UNIDENTIFIED SPEAKER: We can begin by
 10 saying they're all different companies.
 11 MS. RAMIN: And that would be correct.
 12 These are all separate vendors that provide similar
 13 products for students.
 14 DR. WILLIAMS: MaatenRe, would you
 15 introduce yourselves?
 16 MS. RAMIN: Good evening, Board. My name
 17 is MaatenRe Ramin, and I'm the coordinator in the
 18 Office of School Counseling.
 19 DR. WILLIAMS: Thank you.
 20 MS. PUMPHREY: So I guess more
 21 specifically, my question is, is this contract for

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1 Xello replacing Naviance or is replacing something in
 2 addition to Naviance?
 3 MS. RAMIN: It is replacing the contract.
 4 It will run simultaneous for year one, where we are
 5 allowing our seniors to go through their college
 6 application process with Naviance so that there's no
 7 disruption in that plan. And then, simultaneously,
 8 we'll be bringing our juniors and other students into
 9 the new platform over the course of this upcoming
 10 school year.
 11 MS. PUMPHREY: Okay. Thank you.
 12 MS. RAMIN: You're welcome.
 13 MS. LICHTER: Any other questions about K1
 14 through K10?
 15 DR. WILLIAMS: Thank you, staff.
 16 MS. LICHTER: May I have a roll call vote,
 17 please?
 18 MS. GOVER: Ms. Domanowski?
 19 MS. DOMANOWSKI: Yes.
 20 MS. GOVER: Ms. Frempong?
 21 MS. FREMPONG: Yes.

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1 MS. GOVER: Ms. Harvey?
 2 MS. HARVEY: Yes.
 3 MS. GOVER: Ms. Hassan?
 4 MS. HASSAN: Yes.
 5 MS. GOVER: Ms. Pumphrey?
 6 MS. PUMPHREY: Yes.
 7 MS. GOVER: Dr. Savoy?
 8 DR. SAVOY: Yes.
 9 MS. GOVER: Mr. McMillion?
 10 MR. McMILLION: Yes.
 11 MS. GOVER: Ms. Booker-Dwyer?
 12 MS. BOOKER-DWYER: Yes.
 13 MS. GOVER: Ms. Lichter?
 14 MS. LICHTER: Yes.
 15 MS. GOVER: Thank you.
 16 MS. LICHTER: The motion carries. Thank
 17 you.
 18 The next item on the agenda is unfinished
 19 business, consideration of board policies, and for
 20 that, I call on the policy review committee chair, Ms.
 21 Pumphrey.

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1 MS. PUMPHREY: Good evening,
 2 MS. LICHTER: Good evening.
 3 MS. PUMPHREY: Members of the Board, the
 4 policy review committee asks that the Board accept the
 5 committee's recommendation to amend the following
 6 Board policies: Policy 0500, Board Basic Commitments,
 7 Workplace Bullying; Policy 2310, Administration,
 8 Organization Charts; Policy 4203, Personnel,
 9 Compensation Benefits, Assault Leave and Retirement;
 10 Policy 4402, Personnel, Separation from Employment;
 11 Policy 7260, Facilities and Construction, Designing
 12 School Marquee Signs; and Policy 7520, Occupying,
 13 Naming or Renaming a School and Dedication. This
 14 recommendation is presented to you on tonight's agenda
 15 as Exhibit L.
 16 MS. LICHTER: Thank you. Do I have a
 17 motion to adopt the recommendation of the Board's
 18 policy review committee?
 19 MS. HASSAN: So moved, Hassan.
 20 MS. LICHTER: Thank you. No second is
 21 needed since the recommendation comes from the

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1 committee. Is there any discussion?
 2 Yes, Ms. Booker-Dwyer?
 3 MS. BOOKER-DWYER: And so at the last Board
 4 meeting, this was pulled because they wanted to
 5 revisit the definition of religious holiday. So could
 6 you just give a little summary of what happened with
 7 the -- that definition and just pretty much what
 8 happened?
 9 MS. PUMPHREY: That policy, actually, is
 10 not part of this grouping.
 11 MS. BOOKER-DWYER: It's --
 12 MS. PUMPHREY: The number may be. I think
 13 there may have been some confusion with the number,
 14 but the policy that you're speaking to is not
 15 referenced in this. We have to bring that back after
 16 discussion.
 17 DR. WILLIAMS: Madam Chair, I can ask legal
 18 counsel to provide some context if necessary.
 19 Ms. Howie?
 20 Thank you for that question. But I think
 21 there's some clarity that can be provided.

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1 MS. HOWIE: Good evening, Board members.
 2 As Ms. Pumphrey indicated, Policy 6301 was returned to
 3 the policy review committee at your last meeting, not
 4 another policy that is on this list. And again, as
 5 Ms. Pumphrey indicated, the definitions are the same,
 6 but it was at the request of this Board that the
 7 policy review committee will be reviewing, again,
 8 Policy 6301.
 9 MS. BOOKER-DWYER: So then, would that
 10 change Policy 4203, the definition of religious
 11 holiday?
 12 MS. HOWIE: No, ma'am.
 13 MS. BOOKER-DWYER: In that policy? Okay.
 14 That's what I just wanted to know.
 15 MS. LICHTER: Thank you, Ms. Howie.
 16 MS. HOWIE: You're welcome.
 17 MS. LICHTER: Other questions?
 18 May I have a roll call vote, please?
 19 MS. GOVER: Ms. Domanowski?
 20 MS. DOMANOWSKI: Yes.
 21 MS. GOVER: Ms. Frempong?

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1 MS. FREMPONG: Yes.
 2 MS. GOVER: Ms. Harvey?
 3 MS. HARVEY: Yes.
 4 MS. GOVER: Ms. Hassan?
 5 MS. HASSAN: Yes.
 6 MS. GOVER: Ms. Pumphrey?
 7 MS. PUMPHREY: Yes.
 8 MS. GOVER: Dr. Savoy?
 9 DR. SAVOY: Yes.
 10 MS. GOVER: Mr. McMillion?
 11 MR. McMILLION: Yes.
 12 MS. GOVER: Ms. Booker-Dwyer?
 13 MS. BOOKER-DWYER: Yes.
 14 MS. GOVER: Ms. Lichter?
 15 MS. LICHTER: Yes.
 16 MS. GOVER: Thank you.
 17 MS. LICHTER: Motion passes. Thank you.
 18 The next item on the agenda is the report
 19 on the Central and Northeast Area middle school
 20 boundary study, and for that, I call on Mr. Dixit.
 21 And friends.

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1 Good evening.

2 MR. DIXIT: Good evening. Chair Lichter,

3 Vice Chair Ms. Harvey, members of the Board, Dr.

4 Williams. So today, we are here to present the

5 committee recommendation for the Central and Northeast

6 area middle school boundary study. Joined with me are

7 Mr. Paul Taylor of my team. He's the director of

8 strategic planning, who coordinated and facilitated

9 this study with Matt Cropper, who's the independent

10 consultant.

11 So with that, I'll ask Mr. Taylor to give

12 you a little bit of background of what this is all

13 about, what led to this study, and then Mr. Cropper

14 will go into more details.

15 Mr. Taylor.

16 MR. TAYLOR: Thank you, Mr. Dixit. Next

17 slide, please.

18 As part of the ongoing schools for our

19 future capital program, two middle school projects are

20 underway to add capacity and improve educational

21 facilities for students, the new Northeast middle

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1 school and the renovation of Pine Grove Middle School.

2 The purpose of this boundary study was to

3 establish an attendance area for the new Northeast

4 Area middle school and expand the attendance area for

5 Pine Grove Middle School. Ten middle schools in the

6 region participated in the boundary process. Next

7 slide, please.

8 A major objective of the boundary process

9 was to take advantage of the increased capacity by

10 balancing enrollment among schools in the region. The

11 new Northeast Area middle school is expected to have a

12 state-rated capacity of 1,364 students, and Pine Grove

13 Middle School is expected to increase its capacity

14 from 1,197 students to 1,283 students. The boundaries

15 study also focused on accommodating the ESOL strategic

16 plan of returning English language learners to their

17 home schools. Next slide, please.

18 The boundary process followed Board policy

19 and Superintendent's Rule 1280, and the study was

20 facilitated by our consultant, Cropper GIS. Each

21 school participating in the study established a

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1 committee comprised of the school's principal, two

2 teachers, two community members, and the Area

3 Educational Advisory chair. Principals fully

4 participated in the study but were not voting members.

5 The activities of the committee were

6 supported by various BCPS offices, including the

7 Department of Schools, Division of Curriculum and

8 Instruction, Division of Business Services, Division

9 of School Climate and Safety, Division of Human

10 Resources, and Division of Research, Accountability

11 and Assessment. Next slide, please.

12 The timeline of the process began with the

13 approval by Dr. Williams to establish a boundary study

14 committee. Meetings of the committee began in January

15 of 2023. The boundary study team met five times from

16 January to March and participated in two public

17 information sessions to engage with the public

18 directly to solicit feedback.

19 The next phase in this process continues

20 this evening with the committee's final recommendation

21 being presented to the Board. There will be a public

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1 hearing on May 17th, leading to a final decision by

2 the Board of Education on June 13th. Next slide,

3 please.

4 The study committee included equal

5 representation from 10 area middle schools. This

6 slide outlines the schools that participated in this

7 boundary study and their location relative to the two

8 project schools, the Northeast middle school and Pine

9 Grove Middle School.

10 I would now like to introduce Matt Cropper

11 of Cropper GIS to present the details of the boundary

12 study process, and the final recommendation of the

13 boundary study committee.

14 MR. CROPPER: Thank you, Mr. Taylor,

15 members of the Board. It's an honor to be here

16 tonight and to help deliver this recommendation on

17 behalf of the committee. Matthew Cropper with Cropper

18 GIS.

19 Just touching on this slide, you could see

20 that this is the study area, the area that of all

21 schools that were involved in this particular study.

<p style="text-align: right;">Page 82</p> <p>1 As you can see, it's a fairly large area. It covers a 2 large swath of the county, and the new Northeast Area 3 middle school is shown there as -- with the red dot 4 and so you can see that that's -- that was in play, as 5 well as Pine Grove Middle that's shaded inside the 6 middle of the study area.</p> <p>7 So we have communicated -- had communicated 8 the whole time that anybody in the study area could be 9 impacted, although the effort and the goal was to try 10 to minimize the number of students impacted while 11 accomplishing all of our objectives. So if you can go 12 to the next slide, please.</p> <p>13 So the community-based comprehensive study 14 is -- was tasked with meeting the following 15 objectives: to establish attendance area for that new 16 Northeast Area Middle School, and also to expand the 17 attendance area for Pine Grove Middle to account for 18 the added capacity and to fully leverage all the space 19 that's being added to this area. Next slide, please.</p> <p>20 We always oriented the committee around the 21 rules and policies that the school district has in</p>	<p style="text-align: right;">Page 84</p> <p>1 are being built, and what enrollment projections are 2 indicating for schools in this area.</p> <p>3 Location of feeder school boundaries and 4 continuity feeder patterns. So this group was focused 5 only on middle school boundary changes. But with that 6 said, we always look at all three levels and what the 7 impact would be on those feeder patterns as they move 8 the lines. So we show them the current number of 9 splits and how schools are split from elementary to 10 middle and middle to high. And then what that would 11 look like with any particular option, so they're 12 mindful of the impact on feeder patterns and the 13 continuity of those.</p> <p>14 Other things they always look at that align 15 with best practices across the country are to use 16 geographic features such as railroads, and major 17 roads, water bodies, and things like that, to help 18 define the lines and where they go.</p> <p>19 And then on top of all of this, we are also 20 looking at embedding the support of the ESOL strategic 21 plan of returning students back to their homeschool</p>
<p style="text-align: right;">Page 83</p> <p>1 place, in particular Rule 1280, and part of Rule 1280, 2 there are some primary considerations which are to 3 make efficient use of capacity in all effected 4 schools. And while doing that, maintain or increase 5 the diversity amongst schools to reflect the diversity 6 of the region and the system.</p> <p>7 If you go to the next slide, there are some 8 other considerations that they also look at. And 9 these are to maintain the continuity of neighborhoods. 10 So try not to draw the line down the middle of 11 residential communities. Try to keep residential 12 communities intact and together and if they have to 13 move, they move together but don't split the line down 14 a residential street, if at all possible.</p> <p>15 Be mindful of the impact of transportation 16 and pedestrian patterns where they go to school now 17 versus where they may go in any option, and what those 18 differences may be. Minimize the number of times any 19 individual students are reassigned. Not only be 20 mindful of where students are right now, but be 21 mindful of where future construction is, where houses</p>	<p style="text-align: right;">Page 85</p> <p>1 from ESOL centers, and so taking those more from the 2 regional perspective, putting them back in their 3 community schools was also part of this. Next slide, 4 please.</p> <p>5 So let's talk a little bit about the 6 committee. Mr. Taylor talked about them a little bit. 7 But it's a -- we had a fairly large group in this 8 effort of 41 total members, but 31 of those were 9 voting members. The principals are non-voting 10 members. They help provide a lot of valuable insight 11 and conversation around the tables and small group 12 meetings and discussions.</p> <p>13 We had 10 teacher and staff representatives 14 from across the study area, 20 parents from across the 15 entire study area, two from each school, and then Area 16 Educational Advisory Council representative. So we 17 had a good broad-based group that lives and works and 18 knows the entire study area and is able to give us 19 perspectives from the areas that they live in, and as 20 it relates to boundary changes that were being 21 considered.</p>

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1 We always tell these committee members to
 2 take off your parent hat. And when you get around the
 3 committee table to put on your committee member hat
 4 and focus on what's best for all children in the study
 5 area. Even if it may impact your student, or your
 6 neighborhood or your school. We ask them to attend
 7 all meetings and to be representatives of the
 8 community and tell us what things are like in their
 9 area as it relates to traffic patterns, and where kids
 10 are walking, crossing guards and those types of
 11 things, in addition to support from transportation.

12 And they really collaborate exclusively
 13 with each other that we have the public open, it's an
 14 open process and transparent. The public can observe
 15 these meetings. But we ask the public to not -- and
 16 get -- participate in those meetings. And those
 17 meetings are really designed for the committee members
 18 to work exclusively with each other and small group
 19 sessions. And ultimately, at the end of this process,
 20 they will present the recommendation to the Board of
 21 Education via the chief of schools. Next slide,

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1 please.

2 There was a pretty extensive engagement
 3 effort to notify the public about what was happening
 4 and what was upcoming. So before the process even
 5 started, the letters were sent to families in the fall
 6 of last year regarding this process, and additional
 7 outreach from school -- at the schools throughout the
 8 process. Like I said, we invite the public to come
 9 watch all these meetings. And when small group works
 10 being done, I always go back and talk to the public
 11 and just get sort of their opinions and talk,
 12 conversations with them to see what their thoughts and
 13 observations are around the work.

14 But we had a good group of public observers
 15 at most of these meetings, as it was pretty well
 16 attended. And the public was interested in this
 17 process. All the meetings were live streamed on BCPS
 18 TV, and so those meetings are all recorded, so we can
 19 always go back and look at them. If you guys have any
 20 questions about a past meeting, you can always go back
 21 and look at those.

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1 And then all the materials that were
 2 provided the committee, all the handouts and maps, and
 3 figures and everything is available online. And we
 4 post that online at the day of the meeting. So the
 5 public can also download and print off all the
 6 materials as if they were a committee member, so they
 7 have everything that the committee members have been
 8 looking at. Next slide, please.

9 We invited the public to provide input
 10 through multiple different methods. There was an
 11 email that was out there. There was also an online
 12 comment form that was kicked off at the very beginning
 13 so they could provide input at any particular time.
 14 That information was always provided to the committee
 15 as it came through at each meeting. Translators were
 16 available at the public information upon -- session
 17 upon request, and like Mr. Taylor said, we had two
 18 public information sessions. We normally, for these
 19 processes, just do one public info session, but since
 20 it's such a large study area, we had two to make sure
 21 that people could be relatively close to home and

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1 maximize the opportunity for input.

2 There was an online survey that accompanied
 3 the public info session. And that was translated in
 4 multiple languages. And that online survey yielded
 5 2,731 total respondents. And so it was very good
 6 turnout, very good input and very good participation
 7 in the survey that that we solicited to the public.
 8 Next slide, please.

9 The committee considered nine total options
 10 throughout the course of the study. We always start
 11 with maps, and we tell the committee, try to think
 12 about any map that you think is viable on the table.
 13 So that it starts with the process of we start with a
 14 couple of maps that we bring to them to help kickstart
 15 the process. They give us feedback, and usually it
 16 expands to more maps. And then when we get toward the
 17 end of the process, we start to narrow things down.

18 But as the committee was working through
 19 these, they reviewed and discussed in small-group work
 20 all the materials and all the information that's been
 21 provided to them that we were collecting. And in the

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1 end, they recognized that Draft Option E satisfied the
 2 most boundary study considerations. Although it was
 3 not a perfect scenario, it was one that they felt best
 4 met the needs of all children in the area and best
 5 adhered to the overall objectives and considerations
 6 of this study.

7 Before they got to that vote, right prior
 8 to that, we had those public info sessions, like I
 9 said, where we narrowed down to four maps, there was
 10 maps A, B, C, and D, that were shared with the public
 11 at those public info sessions. And if you can go to
 12 the next slide, please.

13 You can see here, these are just some maps
 14 that we shared with the public at that. And then then
 15 also, I'm going to show you some maps that -- some
 16 iterations that the committee were considering at the
 17 final meeting. So this is the current study area, and
 18 you could see the boundaries.

19 If you go to the next slide, you could see
 20 this is Draft Option A and the outline is the current
 21 map, the current boundaries, and then the background

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1 color are the options -- is -- would be the option.
 2 And so this is the option that did receive the most
 3 favor from the public, as well as the committee. They
 4 liked this option with -- but they wanted some changes
 5 to it. So this was actually the first option we
 6 brought to the committee, and in the batch of draft
 7 baseline scenarios. And the committee looked at this
 8 and evaluated and through the course of their study,
 9 they made changes to this map, and adjustments to this
 10 map to clean up feeder patterns and adhere to other
 11 concerns that they were hearing from the public.

12 But if you look at the next map, this is
 13 Option B was another map that they felt was viable
 14 enough to take to the public to get some feedback from
 15 members of the public at the public info sessions.

16 Next slide, please, is Option C. And you
 17 can see it's another configuration. The zone colors
 18 in the background are different shades and different
 19 areas were impacted in all these various options, but
 20 they all did a fairly good job of utilization and
 21 other different factors. But this was Map Option C.

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1 And the next slide, please, is Map Option
 2 D. Another configuration that the committee was
 3 considering of the final four maps that they had
 4 brought to the public for their input at the public
 5 info sessions.

6 If you go to the next slide, you'll see
 7 that this is Map Option D1. So when we got to the
 8 final meeting, we always -- we say, okay, we've got A
 9 through D on the floor right now. And we offer the
 10 committee the opportunity to nominate an option for
 11 recommendation. So we open the floor for nominations,
 12 and anybody who nominates an option gets put on the
 13 wall for vote and for -- subject for vote and
 14 approval. And anybody has the option also, any
 15 committee member, to alter or modify an option for
 16 nomination. So this is Option D1, which basically a
 17 committee member looked at D with changes and that's
 18 what they nominated. And this was one of the maps
 19 that was put up for consideration for vote.

20 It was not very popular by the committee.
 21 A few people liked it, but it was not one that was --

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1 that went very far with the committee in terms of what
 2 they felt was the best map.

3 If you go to the next slide, you'll see
 4 this as Draft Option E, and this is the map that ended
 5 up being the recommendation. And like I said, this is
 6 the map that -- where we start started with A. And
 7 what we did was, after the public info session, we
 8 took in consideration of all the comments that we had
 9 received from the committee through the course of the
 10 study, and incorporated those into a map that we felt
 11 the committee would try to adhere to what the
 12 committee was asking us, and what that what they felt
 13 was the best map.

14 So we started with A, made adjustments to
 15 clean up some small feeder pattern splits, as you can
 16 see, and strengths of this map that the committee felt
 17 were viable and strong in this is the new Northeast
 18 Area middle school is down in the south in the red.
 19 And you can see it stretches from the city all the way
 20 to the county. All of the Golden Ring Middle School
 21 zone would feed into the new Northeast Area middle

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1 school, which was something that the committee felt
 2 strongly about.

3 Also, committee members felt like areas
 4 around Parkville in that green area, the new Northeast
 5 Area middle school should extend into that a little
 6 more to give students that opportunity that live close
 7 to that school that were in that Parkville zone. And
 8 that was an adjustment that was made that differed
 9 from A that we had picked up from input provided from
 10 the public.

11 Also made other adjustments to align feeder
 12 patterns and balance utilization based basically to
 13 incorporate comments and input that had been provided
 14 from the committee and the public through the course
 15 of the study. And this was the map that was
 16 recommended by the -- voted on by the committee. Next
 17 slide, please.

18 As you could see, Option E received 66.7
 19 percent of the votes. A good majority of the approval
 20 from the committee for Option E. There we had 21
 21 voting committee members in attendance. Some

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1 committee members did vote for some of the other maps.
 2 But Option E was the clear, dominant map that the --
 3 most of the committee members across the whole study
 4 area voted on to approve for your consideration or
 5 approval. And they felt that this map best met the
 6 needs of all children, and best adhered to the overall
 7 objectives and considerations. Next slide, please.

8 And that's the map one more time. And then
 9 you can go to the next slide, just talk a little about
 10 some of the statistics. So you could see in the far
 11 right are the utilization, what I like to look at, and
 12 the yellow, you could see the utilization imbalances
 13 in the yellow and some schools are at 75 and others
 14 are at 111 percent. So there is an imbalance in
 15 utilization. Where in the recommendation, that
 16 utilization is very balanced and equitable across the
 17 entire study area. And next slide, please.

18 These show the impacts on demographics from
 19 the current to the recommendation. And then in most
 20 cases, the demographics of the schools drew closer to
 21 the study area average. There were the schools, as

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1 they were working through all the other
 2 considerations, this is one of the things that they
 3 had been looking at. And in most cases, the averages
 4 do draw closer to the overall study area averages for
 5 most schools. If you go to the next slide, please.

6 You could see that there were 1,625
 7 students impacted as a result of this recommendation.
 8 And I think that speaks highly on the committee's work
 9 of trying to trying to do this in an efficient manner
 10 with opening a new building and rezoning students.
 11 Only 1,600 students -- 1,625 have been impacted as a
 12 result of this recommendation. Next slide, please.

13 This is the feeder pattern data. So you
 14 could see, currently, there are 27 total splits from
 15 elementary to middle school, and this committee was
 16 looking a lot at that. They wanted to minimize the
 17 number of splits and bring that down, and bring down
 18 the small numbers. And you could see the committee's
 19 recommendation brings that down to 16. And middle
 20 school to high school goes from 10 to 13. So trying
 21 to balance everything out and minimize the overall

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1 number of splits, but they did do a good job in making
 2 the split efficiency better for this region. Next
 3 slide, please.

4 No students that can walk to school were
 5 put on any -- put in a different situation. So all
 6 students that can walk were still able to walk as a
 7 result of this recommendation, which is a good thing.
 8 Next slide, please.

9 And with that, I'll pass it to Mr. Taylor
 10 or Mr. Dixit.

11 MR. TAYLOR: Thank you, Mr. Cropper. The
 12 next step in the process, there will be a public
 13 hearing Wednesday, May 17th at 5:30 at Parkville High
 14 School auditorium. And then the Board of Education is
 15 scheduled to vote on the boundary on Tuesday, June
 16 13th at 6:30, here. That concludes our presentation;
 17 happy to answer any questions.

18 MS. LICHTER: Any Board members have
 19 questions?

20 Ms. Domanowski?

21 MS. DOMANOWSKI: Yes. You said you had one

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1 Area Educational Advisory Council member there? From
 2 which area?
 3 MR. TAYLOR: That would be the --
 4 MR. CROPPER: Northeast?
 5 MS. LICHTER: Northeast.
 6 MR. CROPPER: Northeast area.
 7 MS. DOMANOWSKI: Was there a consideration
 8 in bringing in the Central, since this involved both
 9 Central and Northeast areas?
 10 MR. TAYLOR: We did reach out, and they
 11 were unable to identify someone to participate.
 12 MS. DOMANOWSKI: Okay. Also, there were 21
 13 of the 31 voting members that voted on the final
 14 option. Was there a -- it was the third of the voting
 15 members were not present to make that vote. Was there
 16 any consideration of all changing to when more members
 17 could be there to vote? Or give input?
 18 MR. TAYLOR: No, we advised all the
 19 committee members to please come. We tell them when
 20 they're going to vote. We don't have 100 percent
 21 participation at every meeting. So we felt we had a

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1 sufficient number to go ahead and proceed with the
 2 vote.
 3 MS. DOMANOWSKI: I understand that, but I
 4 think that that final vote, though, would be the most
 5 important meeting for all the -- I mean, all members
 6 to be a part of. Because they're making a decision
 7 for a very large portion of the county. That's all.
 8 That's my concern right there.
 9 Also, you talked about the ESOL --
 10 DR. WILLIAMS: I just want to remind Paul --
 11 Mr. Taylor, excuse me, and Mr. Dixit, the timeline.
 12 Was the timeline presented to the boundary committee,
 13 and what time was that timeline that was a part of
 14 this presentation? When was that shared with the --
 15 MR. TAYLOR: That was shared with them
 16 upfront. They received that when -- in fact, the
 17 principals have that information when they identify
 18 and ask for volunteers for the committee. So they're
 19 aware of the schedule. They're aware of the times and
 20 the dates, and what's going to happen at each meeting.
 21 DR. WILLIAMS: Thank you.

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1 MS. DOMANOWSKI: My last question I wanted
 2 to ask about the ESOL strategic planning. I know I
 3 visited (indiscernible) International, and they
 4 received several, you know, whether it was immigration
 5 students throughout the year, you know, placing
 6 students that were just in the middle of the session,
 7 registering in the middle and trying. I mean, they --
 8 they're doing a great job there, but I feel that is
 9 there a -- were you able to look at what might be
 10 coming down the line as far as next year or previous
 11 years with Baltimore County receiving more, you know,
 12 immigration school-aged students that are going to
 13 have, you know, the challenge of learning the English
 14 language and the challenge of, you know, are we
 15 working them into this process, as well?
 16 MR. TAYLOR: Yes. We met with the Office
 17 of the English Language Learners to offset the ESOL
 18 office, and they provided estimated counts of
 19 students, and we built that into the available seats
 20 in each school, so that we had room for the all the
 21 students that they estimated that they would be

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1 getting.
 2 MS. DOMANOWSKI: Is that just the current
 3 students now, or is that -- were they trying to -- are
 4 they forward thinking as far as what might be coming
 5 down the line, as well?
 6 MR. TAYLOR: I believe we just used the
 7 current counts.
 8 MS. DOMANOWSKI: Is there any communication
 9 as far as, you know, are you guys -- this might not be
 10 a boundary question, but just because it's considered
 11 as part of your process of figuring this out, is there
 12 any communication where you no uncertain -- you know,
 13 amounts of immigration families are coming into our
 14 county and that we're going to be able to, you know,
 15 provide services for these children that, you know,
 16 are basically learning a brand-new language?
 17 DR. WILLIAMS: So that's a part of our
 18 staffing allocation, and that's the work of the ESOL
 19 office. Where they're analyzing -- and it's all year,
 20 so there's a pattern that a part during the school
 21 year where we may see influx, and we build around that

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1 to provide that staffing to the school. But keep in
 2 mind, the reason why we are decentralizing the
 3 centers, we had this other phenomenon where some
 4 families were not seeking the ESOL language resources
 5 because they wanted to stay in their home school.
 6 So this is the work that we do around the
 7 English language learners and the work that we do with
 8 our schools, and the added bonus is that we're looking
 9 at, as I mentioned, decentralizing the centers so the
 10 students can be in their home school. So we are
 11 preparing for just what you're describing.
 12 We won't say it's perfect becomes sometimes
 13 we just don't know the numbers. As I presented the
 14 budget in January about the growth of our English
 15 language learners, but we will continue to monitor
 16 that.
 17 MR. DIXIT: So I'll just add to that the --
 18 in terms of space. If you look at the estimated
 19 utilization after Option E, you'll see that most of
 20 these numbers are 84, 90, 87 percent, indicating that
 21 from the capacity point of view, there will still be

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1 seats available there.
 2 MS. DOMANOWSKI: Okay. Thank you.
 3 MS. LICHTER: Other questions?
 4 Ms. Harvey?
 5 MS. HARVEY: Thank you, Madam Chair. How
 6 were the parents selected to participate in the
 7 process? There's two parents from each school. Can
 8 you tell us what that selection process was? Then
 9 I'll just ask my follow-up question now.
 10 Also, you talked about best practices and
 11 attempting to keep communities together as you set
 12 these boundaries. How are you defining community, or
 13 how did the committee define community? Is it intact
 14 neighborhoods, a collection of neighborhoods? Can you
 15 talk a little bit more about what that looks like?
 16 MR. TAYLOR: I'll address the first
 17 question first, and then I may refer to Mr. Cropper to
 18 talk more about the planning block process.
 19 What we do is we identify the schools that
 20 are going to participate. We have meetings with the
 21 principals, and the principals are the ones that know

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1 their communities best. So we ask them to go out and
 2 find parents and teachers that can participate in the
 3 committee. We send letters to all of the parents and
 4 households in the zone of the school, so every
 5 household gets a letter that invites them to
 6 participate, and how to participate. But ultimately,
 7 it's up to the principal to take those people who
 8 self-nominate and then come up with a list.
 9 That gets brought forward all the way up to
 10 the Superintendent's level to decide which ones would
 11 be on the committee. And one of the things we try to
 12 do is have a diverse group, so I can tell you that in
 13 this process, we made sure that first issues were
 14 considered in the makeup of the committee.
 15 MS. LICHTER: Ms. Pumphrey? Oh, I'm sorry,
 16 you have -- oh, sorry.
 17 MR. CROPPER: I can comment on this second
 18 question.
 19 MS. LICHTER: Yes, please.
 20 MS. HARVEY: Thank you.
 21 MR. CROPPER: So the -- when -- most

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1 importantly, we don't want to divide the line down
 2 residential streets and things like that. That's what
 3 we aim to avoid. And what we do to enable the
 4 committee to do this kind of work without having to
 5 have all the technical expertise like we have is we
 6 develop what we call planning blocks. And so we look
 7 at the district or the study area, and we break it up
 8 into small pieces, like, think of it as pieces of a
 9 puzzle.
 10 And we develop those planning blocks based
 11 off of where we see how the roads are configured
 12 around, and where students are. And so, often, if
 13 there's a community where there's just one road
 14 roadway into it and one roadway out, we'll keep that
 15 in its own planning block. We try to keep them at a
 16 certain size so that we have some variability and the
 17 ability to make different options. But everybody has
 18 a different definition for community and neighborhood.
 19 It's kind of more of a fluid -- it's more of a fluid
 20 definition. So we don't align with any formal
 21 definition of neighborhood or community when we

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1 develop these. But we do it with the mind of trying
 2 to keep students who play together and -- after school
 3 and, you know, people who socialize together within
 4 their neighborhood, keep them together so we don't
 5 divide neighborhoods in multiple parts. That's what
 6 we try to do, if at all possible.

7 MS. HARVEY: Okay. All right.

8 MR. TAYLOR: If I could add, the -- at the
 9 first meeting that we have with the committee, one of
 10 the first things we ask them to do is review the
 11 planning blocks, and to tell us, since they know the
 12 communities best, do they think any changes should be
 13 made to these? Because they know which neighborhoods
 14 make sense to be kept together.

15 MS. LICHTER: Okay. Ms. Pumphrey?

16 MS. PUMPHREY: First, I just want to thank
 17 the committee members for the boundary study
 18 committee. Because I observed one of the meetings,
 19 simply because I've never seen the process before, so
 20 I thought as a Board member I should observe that
 21 process. And you mention how you ask the members to

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1 take their parent hat off, and I actually observed a
 2 parent who did not like the idea of their student
 3 needing to go to a different middle school, but she
 4 chose that option because it benefited more students.
 5 So I thought that spoke a lot as far as the commitment
 6 of the committee itself.

7 And I also just -- not as a criticism at
 8 all, but for future thoughts, I would like to think
 9 about how we may intentionally seek out some
 10 communities that are -- seem to not be responding to
 11 the public comment or inquiries or questions or
 12 surveys. I think the committee itself was made up of
 13 all of those different communities, but when you look
 14 at the parent input, the survey responses, even the
 15 people in attendance at some of the public hearings, I
 16 think some of our communities were underrepresented.
 17 I'm not quite sure why, but I think, as a commitment
 18 from the Board and also stuff, that we should, in the
 19 future, think of ways to intentionally reach out to
 20 these communities.

21 I know we're sending letters. I know we're

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1 doing as much as we can. But just based on the
 2 numbers, I think that we need to try to do more to
 3 make sure that we're reaching the underrepresented
 4 communities throughout the process. Thank you.

5 MS. LICHTER: Thank you, Ms. Pumphrey.
 6 Mr. McMillion?

7 MR. McMILLION: Good evening, gentlemen.
 8 I'm going to try to behave. I want to echo Ms.
 9 Pumphrey's statement about the committee members. I
 10 attended one of those meetings, and those people, they
 11 were diligently broken up into the groups and try to
 12 help the public answer the questions. So now I have
 13 some questions.

14 Mr. Cropper, how many years has your
 15 company been in business?

16 MR. CROPPER: Since 2005.

17 MR. McMILLION: Okay, so we're looking at
 18 17, 18 years?

19 MR. CROPPER: Eighteen years, sir.

20 MR. McMILLION: Have you been involved in
 21 the boundary studies all along, 18 years?

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1 MR. CROPPER: It's -- I believe it's been
 2 about 15 or 16 years that I've done different studies
 3 for Baltimore County, yes, sir.

4 MR. McMILLION: And so you've done boundary
 5 studies for us, for Baltimore County, for how many
 6 years?

7 MR. CROPPER: I would say -- no, I'm sorry.
 8 I have been doing boundary studies across the country
 9 for the whole time that we've been in business. But
 10 for Baltimore County, it's been about 16 years, yes,
 11 sir.

12 MR. McMILLION: Okay. Did you design the
 13 presentation that was shown with us -- to us just now?

14 MR. CROPPER: It's -- the presentation is -
 15 - has evolved over time. It's something that we work
 16 on collaboratively with the Office of Strategic
 17 Planning to develop.

18 MR. McMILLION: So there were 11 middle
 19 schools, right?

20 MR. CROPPER: I believe so, yes, sir.

21 MR. McMILLION: They were the two going

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1 through renovation anew and then nine more. You
 2 mention feeder schools, and there were a number of
 3 different slides about high schools. But I didn't see
 4 one slide about -- and maybe I overlooked it, and tell
 5 me if I did. Any elementary -- slides pertaining to
 6 elementary schools and where those kids were going to
 7 go?
 8 MR. CROPPER: The -- yes, sir. The feeder
 9 pattern tables do show the elementary to middle school
 10 progression.
 11 MR. McMILLION: What slide was that?
 12 MR. TAYLOR: 26.
 13 MR. McMILLION: Did I somehow miss that?
 14 MR. CROPPER: Let's see. If you look on
 15 slide -- the feeder pattern slide on Slide 26. We
 16 don't have it in -- it's not actually in this
 17 presentation.
 18 MR. McMILLION: Okay.
 19 MR. CROPPER: But it is in the handout that
 20 talks about elementary to middle.
 21 MR. McMILLION: So there's 11 middle

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1 schools. Is it correct that there's 46 elementary
 2 schools involved in this?
 3 MR. CROPPER: There's a good number of
 4 them.
 5 MR. McMILLION: Okay. So total's 57
 6 schools. That just seems -- in your experience, are
 7 you -- have you -- do you have a lot of experience and
 8 previous experience with boundary studies with that
 9 many schools? It just seems to me like that's a lot
 10 of schools.
 11 MR. CROPPER: It is. It is a lot of
 12 schools. It's probably the largest study we've done
 13 in Baltimore County. But it's not the largest study
 14 we've done as a company at Cropper GIS. We've done --
 15 we have done county and division-wide studies that --
 16 for elementary, middle, and high school.
 17 MR. McMILLION: When you guys talked about
 18 the study, did you talk about quadrants, like,
 19 breaking up the 57 schools into smaller quadrants that
 20 might be more -- and, you know, people could
 21 understand that information more? Did you talk about

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1 that?
 2 MS. LICHTER: Mr. McMillion, thank you, but
 3 your time -- your -- is up.
 4 MR. McMILLION: I got about a question
 5 about that.
 6 MS. LICHTER: Okay. All right.
 7 MR. McMILLION: We have new guy doing the
 8 time. Is that my time, or is that his answers
 9 included in that?
 10 MS. LICHTER: Mr. Burns?
 11 MR. BURNS: Darren Burns, for the record.
 12 Mr. McMillion, I do stop it any time you finished. I
 13 mean, you finished talking.
 14 MS. PUMPHREY: Can I comment? I don't
 15 think that was what -- I don't think that was a
 16 question. I think he was just asking if they could
 17 still respond to his question.
 18 MR. BURNS: Oh, no. I thought he asked
 19 whether I'm stopping the clock whenever he finishes.
 20 MS. LICHTER: yeah. You are stopping the
 21 clock when the Board member -- right, when a Board

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1 member stops -- you only time us, not the responses.
 2 Okay.
 3 MR. McMILLION: So that was my three
 4 minutes.
 5 MS. LICHTER: I think it was the questions
 6 you asked. But he can still respond to your
 7 questions. So gentlemen, can you please respond to
 8 Mr. McMillion's question?
 9 MR. CROPPER: Well, I --when we do our
 10 work, typically, BCPS provides the framework for the
 11 boundary study that we facilitate. And so the
 12 district works through the evaluation and
 13 determination of the study area, based off of the
 14 needs for the schools and identifying neighboring
 15 schools and adjacent schools that have the need and
 16 those that could help, as well. So I'm typically not
 17 a part of the decision-making process, the planning
 18 process around how the study area looks. I work with
 19 the study area that's been determined by BCPS, and
 20 then I work with that to facilitate that group.
 21 MR. McMILLION: At the end, if all the --

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1 I've got two critical questions. At the end, maybe,
 2 if people are done, would you consider my two critical
 3 questions?
 4 MS. LICHTER: Yes. Maybe one of your
 5 friends will ask your question around you if they're
 6 not planning on asking questions. So we could stick
 7 with the time limit.
 8 Ms. Frempong? Did you have a question?
 9 MS. FREMPONG: I did. Hi, gentlemen. I
 10 have a different perspective because I've been on
 11 these boundary studies for multiple schools, whether
 12 it's elementary or middle school. I think the process
 13 itself is very thorough. My concern, in particular,
 14 with this one and then just even other boundary
 15 studies that we have, is that when we have the public
 16 input, it can be very skewed to just hear from one
 17 community. And I think that's some of what my fellow
 18 Board members were saying.
 19 The primary considerations for the boundary
 20 studies are efficient use of capacity in affected
 21 schools and maintaining or increasing the diversity

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1 among the schools. But if we look at this final
 2 option, one school in particular goes from 84 percent
 3 to 90 percent, just to allow the community to stay
 4 together, and that's secondary concern, maintaining
 5 the continuity of neighborhoods.
 6 Another thing that happened is with the
 7 ESOL being removed from -- is that my time? Oh, I'm
 8 sorry.
 9 MS. LICHTER: No, you're okay. Keep going.
 10 MS. FREMPONG: Okay. With ESOL being
 11 removed from Dumbarton as a center, one of the
 12 considerations that came up or comments from a parent
 13 was about having Halstead Academy as an elementary
 14 school being able to attend Dumbarton Middle School.
 15 And that was something brought up as a parent and --
 16 but we never came back to that. So I think sometimes
 17 it's just the voices that we hear. The survey, again,
 18 overwhelmingly one group, one population.
 19 And then to be fair, Mr. Cropper, the D1
 20 option that was presented is presented very cleanly
 21 here. It was difficult to really see all the things

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1 that I just saw. It was different seeing it there
 2 than seeing it here. And also, we didn't have numbers
 3 as far as how that started affecting things. So I
 4 just think it's a great process, but I do think we
 5 have to be very considerate reaching out to that
 6 community, that we may not hear their voices. Maybe
 7 they're not online. Maybe they're not able to come to
 8 these public input because lack of transportation,
 9 work, et cetera. Their voice is important, as well,
 10 not just one particular community, and we do have to
 11 remember the primary considerations of these -- of the
 12 boundary study. Thank you.
 13 MS. LICHTER: Thank you.
 14 Ms. Booker-Dwyer?
 15 MS. BOOKER-DWYER: Hello. Thank you for
 16 the presentation. So my -- I have two questions. My
 17 first question is, how is school diversity factored
 18 into the selection of an option in the overall
 19 boundary study?
 20 MR. CROPPER: It's one of the components of
 21 data that we analyze and report for the committee, in

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1 addition to utilization and feeder patterns and
 2 walkability and impacts. It's one component of data
 3 that is presented to the committee for their review
 4 and study.
 5 MS. BOOKER-DWYER: Is there any type of
 6 rubric or rating or weight given to certain factors?
 7 So is just everything just presented to the committee,
 8 and then they decide? Or is there certain factors
 9 that have a heavier weight than others?
 10 MR. CROPPER: We don't weight any of the
 11 factors in Baltimore County. We basically -- we tell
 12 the committee the best plan is one that adheres to all
 13 of these considerations as best as possible. With --
 14 as the rules are stated, and so there is no rubric or
 15 metric that weights the different criteria.
 16 MS. BOOKER-DWYER: So we know that students
 17 learn best in a diverse environment. And when I look
 18 at Option E, and the demographics for this school, it
 19 is not -- it's not truly reflective of Baltimore
 20 County. And so I'm just wondering, especially when I
 21 look at some of the neighboring schools, it just feels

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1 like there are a lot of students, a certain
 2 demographic of students, that would be in this school
 3 compared to some of the neighboring schools.
 4 And so I would just like to see how is that
 5 addressed, and how can we ensure that Baltimore County
 6 students are learning in truly diverse environments?
 7 And it doesn't feel like certain groups of students
 8 are all being placed in a school that has over 1,000
 9 students. And then when you look at other schools,
 10 it's not that many students.
 11 MR. CROPPER: Are you referring to the new
 12 school, the new Northeast --
 13 MS. BOOKER-DWYER: I'm looking -- right,
 14 for the new -- for Option E.
 15 MR. CROPPER: Yes. That, the new Northeast
 16 middle school?
 17 MS. BOOKER-DWYER: Right.
 18 MR. CROPPER: And I --
 19 MS. BOOKER-DWYER: The demographic
 20 percentage, yeah, that -- yeah.
 21 MR. CROPPER: Yes, ma'am. I had studied

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1 these extensively, as well, and one of the things that
 2 you'll notice is that the new Northeast Area middle
 3 school encompasses all of Golden Ring. And so Golden
 4 Ring is -- does not have a zone in this particular
 5 plan. And so -- but -- and if you look at Golden
 6 Ring, the demographics of Golden Ring are skewed even
 7 greater than what the recommendation has.
 8 And the recommendation for the new
 9 Northeast Area middle school does extend all the way
 10 out to the county and so the committee was looking at
 11 ways to do as best as they could with -- but there are
 12 limitations that they have with where communities are
 13 the demographic composition of communities and
 14 relative to the schools.
 15 And then looking at trying to make things
 16 even more balanced, you start to deviate greatly from
 17 others and -- as it relates to transportation,
 18 efficiency, or potentially overcrowding a building or
 19 underutilizing a building. And trying to get
 20 demographic percentages to a even better, more
 21 favorable to match when the study area is. It's a

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1 large study area, and it does have a very wide range
 2 of communities and demographics and socioeconomics.
 3 And so -- but that's -- one of my
 4 observation was that if you look at the new school,
 5 given that it does pick up all of Golden Ring and then
 6 some, it's an improvement and from demographic
 7 composition perspective, the new school is more
 8 demographically diverse than Golden Ring is, as it
 9 currently sets.
 10 But it's -- no plan is perfect, and there
 11 are still challenges and imbalances, but the committee
 12 felt like this plan was the one that best adhered to
 13 those considerations as best as possible.
 14 MS. BOOKER-DWYER: Okay. That's all I'll
 15 ask.
 16 MS. LICHTER: Thank you.
 17 Ms. -- Dr. Savoy?
 18 DR. SAVOY: Okay. Anybody can answer this.
 19 Anyone can answer. Are you familiar with redlining?
 20 MR. CROPPER: I am. Yes, ma'am.
 21 DR. SAVOY: Your presentation suggests that

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1 you are engaging in redlining, separating
 2 neighborhoods according to socioeconomics and maybe
 3 some other things? Is this what's happening?
 4 MR. CROPPER: No, ma'am. We aren't -- we
 5 are not redlining in this process.
 6 DR. SAVOY: How are you determining who is
 7 going to what schools?
 8 MR. CROPPER: We look at the location of
 9 students to their schools. We look at school
 10 utilization and how many seats each school has, and
 11 how many students can fit in them. And we look at the
 12 -- all these different components that I had showed
 13 the datapoints to try to evaluate and provide a
 14 solution that best meets the needs of all children,
 15 but while accomplishing our objectives.
 16 DR. SAVOY: But you did mention
 17 socioeconomics.
 18 MR. CROPPER: Socioeconomics is part of the
 19 demographic data that we examine in terms of the
 20 impacts for -- looking at current schools and what the
 21 options may be.

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1 DR. SAVOY: Okay. Thank you.

2 MS. LICHTER: Ms. Domanowski?

3 MS. DOMANOWSKI: Yes. Just echoing the

4 concerns of not hearing from every community. Why was

5 it determined to make this boundary study so large?

6 MR. TAYLOR: The schools we selected were

7 those that were surrounding the schools that were

8 getting the additional seats. So if Pine Grove Middle

9 was getting additional seats, that means any edge of

10 that school boundary could change, so the schools that

11 shared that boundary should be included. And with the

12 new Northeast middle school, the schools that were in

13 that area should be included. So that's -- it was

14 geographic decision.

15 MS. DOMANOWSKI: The problem I have with

16 that is that, like Baltimore County is, the areas are

17 so diverse in -- you subset them smaller, they're so

18 diverse. So there are going to be some portions of

19 that area that are going to come out and speak right

20 away, and then those other communities that aren't as,

21 you know, following as closely are going to get swept

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1 under the rug and be outspoken by the ones that are.

2 And I think that's where we miss the mark

3 in this boundary study, and we're not, you know,

4 examining that whole -- I mean, it just shows what the

5 whole -- what not having a Central Area Advisory

6 person there and then concentrating on Northeast. I

7 have a problem with that in this study, and the fact

8 that it's so large. And we're losing sight of the

9 smaller communities within Baltimore County.

10 MS. LICHTER: Ms. Pumphrey?

11 MS. PUMPHREY: Two very quick questions. I

12 think you already answered this question, but -- so

13 all of Golden Ring Middle School, everyone zoned for

14 Golden Ring is going to attend the new Northeast

15 middle school, correct?

16 MR. CROPPER: Yes, ma'am.

17 MS. PUMPHREY: And just one additional

18 question. As far as Red House Run Elementary, do we

19 know if all of those students will also be attending

20 Northeast or Stemmers Run, or a combination?

21 MR. CROPPER: I don't know that offhand,

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1 but I can find that information for you. And follow

2 up with you. What was -- can you repeat the question

3 one more time? Red House Run --

4 MS. PUMPHREY: Red House Run Elementary

5 students.

6 MR. CROPPER: And feeding -- you were

7 asking if they feed into which school?

8 MS. PUMPHREY: Yeah, well, actually, which

9 are they? Would -- is -- are they all going to the

10 Northeast -- new Northeast middle school, or Stemmers

11 Run Middle School, or a combination of both?

12 MR. CROPPER: Okay.

13 MS. PUMPHREY: Thank you.

14 MR. TAYLOR: Yes, ma'am.

15 MS. LICHTER: Any other questions from? I

16 was trying to bring up the policy real fast, but I

17 can't do it with navigating everything else. Does the

18 policy talk about using all schools that touch the

19 school that you're trying to work on with boundary?

20 Does policy talk about pulling all the ones that touch

21 it? Like, the affected boundaries -- to Ms.

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1 Domanowski's point about why we had so many this time?

2 So you had two schools that you were trying to work

3 on, Pine Grove Middle and the new Northeast. And then

4 were all those schools because those all have

5 boundaries that would touch the new -- those two

6 schools?

7 MR. TAYLOR: That's correct.

8 MS. LICHTER: Okay. Is that per policy?

9 MR. TAYLOR: No, I -- no, the policy does

10 not state that.

11 MS. LICHTER: Okay.

12 MR. TAYLOR: That's been the practice.

13 MS. LICHTER: Okay. Thank you.

14 Mr. Cropper?

15 MR. CROPPER: Just to follow up. All of

16 Red House Run feeds into the new Northeast middle

17 school and the recommendation.

18 MS. PUMPHREY: Thank you.

19 MR. CROPPER: Yes, ma'am.

20 MS. LICHTER: Dr. Williams, did you want to

21 --

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1 DR. WILLIAMS: Oh, I just wanted to remind
 2 the Board. Thank you for your feedback, and the
 3 questions. I appreciate that. And just want to
 4 reiterate what the team said, you know. When do we
 5 get an opportunity to open up a brand-new middle
 6 school? And if you looks at Slide 23 and see all of
 7 the overcrowded middle schools, we had to expand. So
 8 it didn't make sense to just touch one aspect of that
 9 part of the county and not try to address all of those
 10 other schools, and so I appreciate the feedback. And
 11 I will also want to associate the boundary study
 12 committee and the work of the principals to get
 13 members to participate on the timeline and to be
 14 active participants and provide feedback. It's never
 15 easy, and I want to thank you all for presenting this.
 16 But I think some of what was shared in the
 17 presentation answered some of the questions.
 18 We had to look at a broader span because of
 19 what was happening on the Northeast Area side, and
 20 again, this is -- how often do we open up a brand-new
 21 school? I just have to go there. And if you look at

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1 some of these schools, I think many of our students
 2 will be appreciative of what they had and now what
 3 they potentially will have with the work, Part 2 of
 4 what the design of the building looks like.
 5 So I think you've given us a lot of things
 6 to think about, and your investment. And I also want
 7 to acknowledge you attending the boundary study
 8 meetings and actually observing the process. We take
 9 this seriously because we don't always get this
 10 opportunity, and we have a lot of work to do with our
 11 facilities, and I want to thank the team led by Mr.
 12 Dixit. And thank you, Mr. Taylor.
 13 But I think you have given us a lot of
 14 questions and as we move forward with additional
 15 feedback, there may be some things we will look at.
 16 But again, I just want to go back to it seems to be a
 17 lot of question about why the scope? But if you go
 18 back and look at just the utilization and where we
 19 were as a system on that side, it made sense. Some
 20 may not like it, but it made sense. We had to expand
 21 because when you open up a brand-new school, people

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1 want to attend. And so I just appreciate some of
 2 these hard decisions and the flexibility to kind of
 3 receive the feedback and make amendments as we going
 4 through this timeline to be able to present something
 5 back to the Board. So thank you.
 6 MS. LICHTER: Thank you, Dr. Williams. And
 7 thank you for your presentation, and I know it's a
 8 mammoth amount of work to do a boundary study. I've
 9 been involved in several, so thank you, and thank you
 10 to the committee. It is a lot of nights. It's a lot
 11 of tedious work. It's a lot of analyzing, and it's a
 12 lot of decision making with competing priorities, so
 13 thank you again.
 14 We are not finished. As you stated in the
 15 beginning, we still have the community -- I know
 16 there's a word, hearing. And then we will come back
 17 in June as a Board and vote on the option. So thank
 18 you to everyone who contributed.
 19 MR. TAYLOR: Thank you.
 20 MR. DIXIT: Thank you.
 21 MS. LICHTER: The next item on the agenda

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1 is Information Items, including the minutes of the
 2 February 27th and March 27th for the Southeast Area
 3 Education Advisory Councils. I know Ms. Brewster
 4 watches our meetings, so thank you, Ms. Brewster, for
 5 those very detailed notes.
 6 The next item on the agenda is Board Member
 7 Comments, for anyone who may have them, as well as
 8 agenda setting. If you are giving an agenda topic,
 9 please state -- also explain your why behind it to
 10 held us as we move forward in setting future agendas.
 11 I'll start on this side. Again, you're not
 12 -- if you don't have anything to add, no worries.
 13 So Ms. Booker-Dwyer, do you have anything
 14 at this point?
 15 MS. BOOKER-DWYER: No, not at this point.
 16 MS. LICHTER: Okay. Thank you.
 17 Mr. McMillion?
 18 MR. McMILLION: No, thank you.
 19 MS. LICHTER: Thank you.
 20 Dr. Savoy?
 21 DR. SAVOY: Only the equity committee. Did

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1 you want that?

2 MS. LICHTER: No. This would be Board

3 member comments, if you have any comments or agenda

4 items. We'll do committee reports next time.

5 DR. SAVOY: Okay. No, I don't have

6 anything to add.

7 MS. LICHTER: Thank you.

8 Ms. Pumphrey?

9 MS. PUMPHREY: Just a quick thank you to

10 all of our teachers. I know next week is Teacher

11 Appreciation Week. And throughout my visiting of

12 schools, I've come into contact with many teachers and

13 observed many teachers who go above and beyond what

14 they're required to do in the classroom, and just

15 wanted to acknowledge that and to thank our teachers.

16 MS. LICHTER: Thank you.

17 Ms. Hassan?

18 MS. HASSAN: Nothing on my end. Thank you

19 so much.

20 MS. LICHTER: Thanks.

21 Ms. Harvey?

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1 MS. HARVEY: No agenda items, just a

2 reminder that the next building and contracts meeting

3 is Monday, June 12th at 5:00 p.m.

4 MS. LICHTER: Thank you.

5 And Ms. Frempong?

6 MS. FREMPONG: I'm going to echo Christina,

7 so thank you so much to our teachers for what they do.

8 For this week, we have Substitute Teacher Appreciation

9 Week. Thank you to the substitutes. That's

10 particularly difficult to come in and be teacher for

11 the day or for the week or -- but just to come in and

12 try and fill the shoes of the teacher. And thank you

13 to our principals yesterday with the school

14 appreciation day. That's all.

15 MS. LICHTER: Thank you.

16 Ms. Domanowski?

17 MS. DOMANOWSKI: I just have one policy I'd

18 like us to review. Policy Rule 1280 as my reasoning

19 for -- it's based on tonight's presentation that we

20 need to include all feeder schools or define the

21 definition of affected schools to not just include if

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1 you have a middle school, it should include the

2 elementary schools that those -- that middle school

3 feeds into. High school, same thing, middle school

4 and elementary school so that all community members

5 are represented. Thank you, and have a great night.

6 MS. LICHTER: Thank you for those details.

7 So that would be a policy and review agenda item. I'd

8 also like to echo and thank our principals, our

9 teachers, our substitutes, and everyone who

10 contributes to the success of our students.

11 The last item on the agenda is

12 announcements. As we set -- oh, no, tomorrow, May

13 3rd, is the Board's public hearing on the Golden Ring

14 Middle School program closure, which will be held at

15 Eastern Technical High School at the cafeteria.

16 Signup for speakers begins at 5:30, and the hearing

17 will begin at 6:30. The Board's next meeting will be

18 held on Tuesday, May 16th, at 6:30 p.m. Thank you,

19 everyone, for joining us tonight. And the meeting is

20 now adjourned.

21 (Meeting adjourned.)

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1 TRANSCRIBER'S CERTIFICATE

2 I, Vivian Saxe, hereby certify that I transcribed

3 from audio file the proceedings to the best of my

4 ability in the foregoing-entitled matter; and I

5 further certify that the foregoing is a full, true and

6 correct transcript of the audio files produced.

7 IN WITNESS THEREOF, I have subscribed my name on

8 May 9, 2023.

9

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12 Vivian Saxe

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