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BOARD OF EDUCATION

BALTIMORE COUNTY

PUBLIC MEETING OF THE BOARD OF EDUCATION

MARCH 6, 2024

Transcribed by:
CRC Salomon, Inc.

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1 BOARD MEMBERS:
2 Tiara Booker-Dwyer, Board Chair
3 Christina Pumphrey, Vice Chair
4 Maggie Domanowski
5 Tiffany Lashawn Frempong
6 Robin Harvey
7 Julie C. Henn (Absent)
8 Jane Lichter
9 Rodney R. McMillion
10 Dr. Brenda Savoy (Absent)
11 Felicia Stolusky
12 Emory Young (Absent)
13 Kayla Drummond, Student Member (Absent)
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P R O C E E D I N G S

1
2 MS. BOOKER-DWYER: Good evening. This is Board
3 Chair Tiara Booker-Dwyer, and I call to order the
4 Baltimore County Board of Education's public hearing on
5 the Proposed Central Area Elementary School Capacity
6 Relief Boundary Recommendation.
7 The public sign-up sheet for speakers was made
8 available prior to the hearing. Each speaker will be
9 allotted three minutes to express his or her views on the
10 proposed boundary recommendation. As your name is
11 called, kindly come to the front of the microphone to
12 speak.
13 Board members may ask clarifying questions to
14 speakers, or respond to questions by speakers to better
15 inform boundary decisions. We truly value your feedback
16 today, and we will take what you tell us into
17 consideration before making a final decision.
18 At my right, you will see the Board's
19 timekeeper. The timer lights will be -- will turn red to
20 let you know when you have one minute remaining, and then
21 a -- and then sound when your time is up.

<p style="text-align: right;">Page 6</p> <p>1 If you wish to have your written comments or 2 other relevant information to be considered by Board 3 members, kindly give that information to the Board's 4 assistant, Ms. Gover, and she's right over there, and she 5 will see that it is distributed.</p> <p>6 At this time, I would like my fellow Board 7 members and our Central Office staff representative to 8 introduce themselves.</p> <p>9 I'll start with our Vice Chair, Ms. Pumphrey, 10 and we'll go around.</p> <p>11 MS. PUMPHREY: Good evening. I'm Christina 12 Pumphrey. I'm the Vice Chair and District 6 member.</p> <p>13 MR. McMILLION: Good evening. My name is Rod 14 McMillion. I'm the elected representative from 15 Councilmanic District 7, which is Essex, Dundalk, 16 Sparrows Point, those areas. Thanks.</p> <p>17 MS. LICHTER: Jane Lichter from District 2. 18 Good evening.</p> <p>19 MS. STOLUSKY: Good evening. Felicia Stolusky, 20 member at large.</p> <p>21 MS. HARVEY: Good evening. Robin Harvey,</p>	<p style="text-align: right;">Page 8</p> <p>1 families, English is not our native language. As an 2 immigrant myself, I can empathize and understand. During 3 this boundary study, in confidence, these parents 4 approached me and expressed feeling overwhelmed with the 5 fact that their kids may have to move to another school 6 and community.</p> <p>7 While these parents all have deep educational 8 backgrounds in their native countries, they sometimes 9 lack the self-assurance of writing a post and formally 10 voicing their concerns. It is sometimes difficult when 11 coming from another country to have the exact words to 12 articulate how one currently feels.</p> <p>13 To this end, please allow me to communicate the 14 voices of not only these families, but myself, as well. 15 This community we currently have in Lutherville 16 Laboratory has a strong bond through our shared cultural 17 ties and commitment to our children's future. 18 Specifically, in this school, we found diversity, 19 kinship, and connections that some of us have not 20 experienced in the States.</p> <p>21 To summarize, the community at Lutherville</p>
<p style="text-align: right;">Page 7</p> <p>1 District 1.</p> <p>2 MS. DOMANOWSKI: Hello. Maggie Domanowski, 3 District 3.</p> <p>4 MS. FREMPONG: Good evening. Tiffany Lashawn 5 Frempong. I'm appointed member at large.</p> <p>6 DR. GRIM: Good evening. Jess Grim, Chief 7 Operating Officer, representing the Superintendent.</p> <p>8 MS. BOOKER-DWYER: Thank you, Board members, 9 and BCPS staff. So I'm going to call the names on the 10 speakers right down the list. If I mispronounce your 11 name, please say it correctly in the microphone.</p> <p>12 So our first speaker is Ms. Aya Burt. And Ms. 13 Denise Gillispie, you'll be right after her, so you can 14 come in line.</p> <p>15 MS. BURT: Hi. Good afternoon. Dear Board of 16 Education of Baltimore County members. I am speaking 17 today on behalf of not only myself, but several other 18 neighbors in the Eagle Rock Apartments who currently have 19 kids in Lutherville Laboratory. One of them is here with 20 me.</p> <p>21 I will attempt to be succinct. For most of our</p>	<p style="text-align: right;">Page 9</p> <p>1 Laboratory is not only welcoming, culturally responsive, 2 and open to diverse cultural families. It helps to 3 alleviate alienation, ensuring equity, as our children 4 are not the only ones of color.</p> <p>5 As recent research indicates, representation is 6 paramount for the educational attainment of children of 7 color in the classroom. When children see others like 8 themselves, they are not only more comfortable, but 9 perform extremely well academically.</p> <p>10 These are powerful research findings who 11 provide enough evidence on their own. However, now let 12 me speak in my experience as a mother of two children of 13 color. Seeing my children being able to focus on their 14 academics without the stress of racial biases and 15 discrimination is extremely valuable.</p> <p>16 That has not been the case for my family until 17 we joined Lutherville Laboratory. We would not want 18 other families to fight systemic racism at school as our 19 family has in the past. We understand that increasing 20 BIPOC students' ratios in other schools is important, and 21 we support those efforts.</p>

<p style="text-align: right;">Page 10</p> <p>1 However, let's push for school boundaries and 2 selection criteria that are designed with a race equity 3 lens. Let's use Lutherville Laboratory culture as a 4 model to follow and not to dismantle just to meet a 5 statistical number at the expense of our community and 6 children's mental, emotional, and academic wellbeing. 7 At Lutherville, we're committed to working 8 towards providing solutions, which you will hear about 9 today. We hope our voices and experiences echo in your 10 final decisions. Thank you. 11 (Applause.) 12 MS. BOOKER-DWYER: Thank you, Ms. Burt. 13 MS. GILLISPIE: Good evening, everyone. My 14 name is Denise Gillispie, and I'm joined by Kim Harkham, 15 and we are members of the Boundary Study Committee, 16 representing Lutherville Laboratory. We are here on 17 behalf of our school family and to urge the Board to 18 approve the recommended Map Draft Option C2. 19 The recommended map is the result of a 20 thorough, thoughtful process, one that was guided by 21 BCPS' own primary and secondary considerations, and which</p>	<p style="text-align: right;">Page 12</p> <p>1 just 388 students to a new school, compared to earlier 2 draft options that moved upwards of 1,400 students. 3 Additionally, the recommended map maintains the level of 4 diversity across schools. 5 The only map option that brought every school 6 below 100 percent capacity relocated over 900 students 7 and diluted the diversity of the area schools by 8 displacing black and economically disadvantaged students, 9 causing there to be fewer schools in which these students 10 were above the area average population. 11 The Boundary Study Committee's recommended map 12 was also the result of significant public engagement at 13 every stage of this process. The committee received 14 hundreds of public comments, held two public hearings 15 regarding four draft options, and used the results of a 16 public survey to determine our final recommendation. The 17 recommended map reflects all of this public input. 18 Our recommendation isn't perfect, but we do 19 believe it is the best option for the current situation. 20 To fully address capacity challenges, the Board will need 21 to increase the number of seats in the Central Area to</p>
<p style="text-align: right;">Page 11</p> <p>1 included significant public engagement. This map does 2 not bring every school below 100 percent capacity. 3 However, the committee was not changed with bringing all 4 schools under 100 percent capacity. Instead, it 5 accomplishes the primary considerations as outlined in 6 BCPS Policy and Rule 280. 7 Our recommendation to the Board reduces the 8 number of schools over 100 percent to just 6 with just 1 9 of these schools over capacity by 25 or more students, 10 and only 2 schools that are over capacity by 10 or more 11 students. 12 While it may seem counterintuitive to hold a 13 boundary study and to not relieve the capacity of one 14 target school, the committee came to this decision by 15 following the process laid out by the Board and by 16 listening to the concerns of the affected school 17 community who put into question the capacity numbers and 18 projections, as they differed from their lived 19 experiences. 20 The recommended map causes a minimal level of 21 disruption to school communities and families by shifting</p>	<p style="text-align: right;">Page 13</p> <p>1 keep pace with other development, particularly in the 2 Hampton, Lutherville, Timonium, Padonia corridor along 3 York Road. 4 In conclusion, we hope the Board will approve 5 Map C2, the direct result of the process laid out by 6 BCPS, at your March 19th meeting. Thank you. 7 MS. BOOKER-DWYER: Thank you. 8 (Applause.) 9 MS. BOOKER-DWYER: And so our next speaker is 10 Julie Hirsch, and followed by Finn Christensen. 11 MS. HIRSCH: Good evening. My name is Julie 12 Hirsch, and I am a proud Lutherville Lab parent, serving 13 as the advocacy chair for our PTA. We are deeply 14 saddened by the blatant disregard for our voices. 15 Homeowners and renters alike in our community actively 16 engaged and participated in every phase of this process, 17 and were heard and acknowledged by the Boundary Study 18 Committee. 19 Then at last week's Board of Education meeting, 20 we witnessed our collective perspectives and positions 21 misrepresented. Therefore, we at Lutherville Lab wish to</p>

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1 address three points this evening. One, we were insulted
 2 by initial maps that appeared to only consider geography
 3 and projected enrollment, suggesting changes that would
 4 disrupt up to 13 school communities, affecting a total of
 5 6,000 students.

6 For Lutherville, this meant that one out of
 7 every two students was slated to leave our school, and
 8 for those remaining, it would mean building community,
 9 friendships, and trust anew.

10 Number two, we were also aghast when the first
 11 five maps disproportionately affected our BIPOC families,
 12 unduly placing the burden caused by this disruption
 13 almost solely at the feet of these already vulnerable
 14 children and their families. These maps skyrocketed our
 15 white population from 44 percent to 61 percent, decreased
 16 our black student population from 26 percent down to 9,
 17 and declined our students identified as economically
 18 disadvantaged from 22 percent down to 13 percent.

19 As we have stated previously, Lutherville Lab
 20 is a microcosm of the racial, ethnic, socioeconomic, and
 21 social emotional diversity in Baltimore County. We have

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1 worked diligently to honor, celebrate, and provide an
 2 inclusive space for all students. Our successes can be
 3 measured both academically, including through MAP score
 4 increases for students of color and, thanks to our Equity
 5 Guiding Coalition, a group of families, community
 6 members, and staff, we have data that supports the
 7 connectivity of students.

8 To dilute our community's diversity would halt
 9 a model of model and inclusion for Baltimore County
 10 Public Schools, be detrimental to student success, impose
 11 on the lives of many students and families of color, and
 12 be in complete opposition to one of the two key
 13 objectives of this boundary study.

14 Number three, in conclusion, we insist that you
 15 offer genuine consideration for the wellbeing of these
 16 students and rise to the occasion with integrity and
 17 empathy. We implore you to adopt Map C2 and, as one of
 18 our own Board members said in last week's meeting,
 19 determine if there isn't a better solution going forward
 20 than boundary study after boundary study, leaving
 21 constituents despondent and defeated with little faith in

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1 BCPS, a system that has the potential to provide our
 2 students an education that is among the best in the
 3 nation. Thank you.

4 MS. BOOKER-DWYER.: Thank you.
 5 (Applause.)

6 MS. BOOKER-DWYER: Finn Christensen, and then
 7 Erin Barnaba is after Christensen.

8 MR. CHRISTENSEN: Hi, Finn Christensen. I live
 9 in Blenheim Road, and I'm here with my wife, Jennifer.
 10 We have four kids. Our oldest kid is Ella, and she goes
 11 to Carroll Manor Elementary School, and she will be
 12 impacted by this boundary study and moved to
 13 Jacksonville.

14 So let's see, I want to make a couple of
 15 comments on the general level in terms of the overall
 16 plan, and then talk a little bit about how it impacts us
 17 a family and, in particular, our oldest daughter, Ella.

18 So as far as I understand it, the -- Carroll
 19 Manor is involved in this because there's over capacity
 20 at Pine Grove and then under capacity at Jacksonville,
 21 and Carroll Manor sits between the two, so the idea is to

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1 shift students from Pine Grove to Carroll Manor, and then
 2 shift some Carroll Manor students to Jacksonville. And
 3 in total, the plan calls for 58 students to move from
 4 Pine Grove to Carroll Manor, and 31 students from Carroll
 5 Manor to Jacksonville, and that's a total of 89 students
 6 and families affected by this proposal.

7 And the end result is that Pine Groves goes
 8 from over capacity to under capacity, but Carroll Manor
 9 goes from under capacity to slightly over capacity.
 10 Right? So it doesn't seem to make sense that now Carroll
 11 Manor is going to be over capacity.

12 So a more elegant solution to me seems to be
 13 instead of moving the kids from Carroll Manor to
 14 Jacksonville, just reduce the number that you move from
 15 Pine Grove to Carroll Manor, and keep the net numbers the
 16 same in terms of the students moved from Pine Grove.

17 And if you did that, all you have to do is move
 18 27 students from Pine Grove to Carroll Manor. And that
 19 would mean that 50 -- what is that, 50 -- about 50
 20 students would stay where they are, whereas in the
 21 current plan, they're slated to move. So that seems a

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1 more elegant solution, and the current proposal is much
 2 more disruptive to those 50 families.
 3 And on top of that, the proposal doesn't
 4 capture -- it doesn't accomplish some of the other goals,
 5 like increasing diversity. In particular, Carroll Manor,
 6 in fact, would go from 88 percent white to 89 percent
 7 white. Jacksonville wouldn't change very much. Pine
 8 Grove would change a little bit, but it would reduce the
 9 white population, I think, from 41 percent to 38 percent.
 10 So I'm not sure if that's an improvement in diversity or
 11 not. I guess it depends on your perspective, right?
 12 So that's on the plan itself. Personally, you
 13 know, it's frustrating because we buy a house in a
 14 neighborhood, and we have a plan to have our kids go to
 15 these schools, and then that plan is, you know, it's
 16 taken away, in a sense, by these proposals. And our
 17 oldest is a very sensitive child, and we know that this
 18 is going to really impact her in a negative way, as it
 19 takes time to build up new social capital at the new
 20 school.
 21 MS. BOOKER-DWYER: Thank you.

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1 (Applause.)
 2 MS. BOOKER-DWYER: So we have Erin and then
 3 Carly Patroniu after Erin.
 4 MS. BARNABA: Hi, good evening, and thank you
 5 for this opportunity. I strongly urge you to approve the
 6 map presented on February 27th. I followed the Cropper
 7 process very closely and while I haven't invested nearly
 8 as much time as the committee members, I've watched or
 9 attended every meeting and taken every opportunity to
 10 provide public feedback.
 11 The process overseen by Cropper was completely
 12 transparent and inviting of feedback, and I was excited
 13 to see how much input BCPS wanted from its constituents.
 14 Fairness and advocacy were at the center of this process.
 15 The committee equally represented all schools involved in
 16 the study, and no school was given the option to opt out.
 17 Fifteen logs of public comments, some as long as 50 pages
 18 single spaced, were incorporated into the development of
 19 this final map.
 20 Additionally, an 86-page report with feedback
 21 from public survey was analyzed by committee members. I

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1 was truly amazed by how much feedback was provided, how
 2 well the committee members knew the neighborhoods, and
 3 how many maps were created and then edited and even
 4 modified again before coming to this final map.
 5 Ultimately, the committee developed a map that
 6 met the needs of all schools and displaced as few
 7 students as possible. What an accomplishment to have met
 8 by the committee, so thank you to them.
 9 The proposed map solves the current problem for
 10 the schools that requested immediate relief. Yes, more
 11 seats in BCPS would be great, but that would
 12 realistically not happen immediately. Not accepting this
 13 map after all of the hard work and thoughtful planning
 14 that went into developing it would show the public that a
 15 small set of people can override the lengthy work of many
 16 community members.
 17 This would send a message that the newly
 18 appointed leadership does not value the hard work of the
 19 committee and all the other community members who spent
 20 time to share their opinions via public comments,
 21 Facebook dialogue on the group with Ms. Domanowski and

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1 Ms. Henn as administrators, or other communal
 2 discussions.
 3 Most importantly, not accepting this map sets a
 4 tone that the voices of parents and family don't matter
 5 to our children's education because they were given lots
 6 of opportunities to share feedback.
 7 In closing, I encourage you to please accept
 8 the proposed map which meets the immediate needs for
 9 school communities who voiced a problem. Thank you for
 10 your time, and thank you for this opportunity for all of
 11 us to speak.
 12 MS. BOOKER-DWYER: Thank you.
 13 (Applause.)
 14 MS. BOOKER-DWYER: And so next we have Carly
 15 Patroniu, and Dana Cohen is next. And please correct me
 16 if I've mispronounced your last name.
 17 MS. PATRONIU: Thank you. I'm going to keep
 18 this super short and sweet. I just wanted to echo what
 19 was said by Erin. I think we can all agree that the
 20 long-term solution is more seats for students, but seeing
 21 that will, obviously, take many years to achieve, the

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1 current proposed maps meets the most needs for the
 2 schools who voiced a desire for an immediate relief plan.
 3 I encourage you to please vote in favor of the proposed
 4 map. Thank you.
 5 MS. BOOKER-DWYER: Thank you.
 6 (Applause.)
 7 MS. BOOKER-DWYER: So we have Dana Cohen, and
 8 then after Ms. Cohen will be Laura Lindstrom.
 9 MS. COHEN: Good evening. My name is Dana
 10 Cohen, and I'm a Norwood resident and a Stoneleigh
 11 Elementary School mom. This is my son, Zeke, who is a
 12 first grader at Stoneleigh Elementary.
 13 I am speaking of behalf of the Norwood
 14 community, Planning Block 1603, and as a Stoneleigh
 15 parent, and we are in firm support of the current map on
 16 which you will be voting. Our community, and the broader
 17 Stoneleigh community, is pleased to keep our walkable
 18 neighborhood, which actually touches school grounds at
 19 Stoneleigh at Stoneleigh Elementary.
 20 We happily welcome a planning block from
 21 Hampton into our school community, which will satisfy the

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1 study's original goal, and help the Central Area
 2 alleviate the original capacity concerns. Norwood and
 3 the Stoneleigh Elementary School community is engaged,
 4 has strong community connections, walkability, and
 5 neighborhood cohesiveness. Our kids walk to participate
 6 in before and after-school activities, and our parents
 7 are active in volunteer -- volunteering and clubs.
 8 There are many intangible benefits that
 9 attending a school within your community -- within the
 10 community in which you live provides. It's part of what
 11 creates stability and a sense of belonging for our kids
 12 that data does not capture. These intangibles are why
 13 many families move to, and stay in, Baltimore County to
 14 build their lives.
 15 We know that there are many difficult factors
 16 in this process, and we really appreciate the work of the
 17 committees, and your work on this undertaking, and ask
 18 that you vote yes on the working group's final
 19 recommendation of Map C2.
 20 MS. BOOKER-DWYER: Thank you.
 21 (Applause.)

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1 MS. BOOKER-DWYER: So have Ms. Laura Lindstrom
 2 and then Ms. Michelle Kaufman.
 3 MS. LINDSTROM: Good evening. My name is Laura
 4 Lindstrom. I'm a parent of three BCPS kids. I am here
 5 on behalf of the Wiltondale community, and wanted to let
 6 you know about our concerns that we brought to the
 7 committee in the event that any map is changed.
 8 So when the study first began and project
 9 boundaries were made, they split our community, our
 10 neighborhood, into two project boundaries, 1601 and 1602.
 11 In several of the early map options, portion of our
 12 neighborhood, Project Boundary 1601 was sent to West
 13 Towson, while the other part remained at Stoneleigh,
 14 despite the committee citing walkability and neighborhood
 15 continuity as their priorities.
 16 Our neighborhood and school community were
 17 strongly engaged throughout the process. As a result,
 18 our voices were heard, and the final map recommended by
 19 the committee keeps Project Boundary 1601 at Stoneleigh.
 20 Again, we wanted to be sure that the Board knows our
 21 concerns in the event that there's any changes.

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1 We do feel it would be detrimental for our
 2 students, families, and neighborhood for some students to
 3 attend a different school from their neighborhood
 4 friends. Our neighborhood has no through streets, which
 5 is a feature that was overlooked when they developed
 6 those original project boundaries.
 7 Many families, including myself, in Project
 8 Boundary 1601 walk to Stoneleigh through a less than mile
 9 walk through the back of the school. This route includes
 10 paved public sidewalks, as well as two crossing guards to
 11 cross the only busy road, which is still just a 25-mile-
 12 per-hour road. It's not listed as walkable for our small
 13 project boundary because the distance to the front of the
 14 school is 1.04 miles. However, through the back, it's
 15 well under that, around, like, .6.
 16 We'd love to preserve the walkability of this
 17 group of students and keep them with their neighborhood,
 18 citing the role this plays in an increase in mental
 19 health, as well as decrease in environmental impacts.
 20 Our neighborhood association has sent a letter
 21 to the Board outlining the specifics, but again, we

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1 wanted to be sure and address the Board in the event
 2 there are any changes made. We would ask you to also
 3 review the public comments and survey details, which will
 4 demonstrate an overwhelming response regarding the issue.
 5 Thank you so much.
 6 MS. BOOKER-DWYER: Thank you.
 7 (Applause.)
 8 MS. BOOKER-DWYER: We have Ms. Michelle Kaufman
 9 and then Ms. Brittany Williams.
 10 MS. KAUFMAN: Good evening. Thank you to the
 11 Board for allowing me a few minutes to speak. I am the
 12 parent of a 7-year-old first grader at Rodgers Forge
 13 Elementary. We live in Planning Block 1502 on Yorktown
 14 Drive, a small cluster of single-family homes within
 15 Rodgers Forge.
 16 Under the current proposal, our little street
 17 would be sent to West Towson Elementary. We specifically
 18 chose our house, which we purchased in 2019, because it
 19 was part of the Rodgers Forge and Dumbarton community
 20 schools.
 21 We walk with our child to Rodgers Forge daily,

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1 as do the other few kids in our neighborhood. Our son
 2 has gotten to know many children on the other side of
 3 Stevenson Avenue because of his attendance at Rodgers
 4 Forge. We utilize the Rodgers Forge and Dumbarton fields
 5 and playgrounds on a regular basis for recreation and to
 6 walk our dog, and our son has gotten to know other
 7 children at his school during those times.
 8 We have become a part of the Rodgers Forge
 9 Elementary community over the past few years, which is a
 10 huge asset to the social and emotional development of our
 11 son, especially coming out of the pandemic. The sense of
 12 community we feel with Rodgers Forge is something we were
 13 missing at our previous residence, further south in the
 14 city.
 15 Professionally, I am a social psychologist and
 16 a professor in the School of Public Health at Johns
 17 Hopkins. I research and teach classes about social
 18 factors and -- that influence the health and wellbeing of
 19 children and adolescents. I am very aware of the
 20 importance of a connection to community, especially for
 21 today's youth, to combat loneliness and isolation, and to

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1 build hope and mental wellbeing.
 2 I am very afraid, both on a personal level and
 3 based on evidence regarding the importance of community,
 4 that moving Yorktown Drive to West Towson Elementary --
 5 moving Yorktown Drive children to West Towson Elementary
 6 will be very disruptive to the sense of community they
 7 have at Rodgers Forge.
 8 I certainly understand the need to balance
 9 enrollments. However, our little loop of a street with
 10 just a handful of children who are affected will not
 11 greatly impact current numbers that are proposed.
 12 We also have a natural boundary with York Road
 13 and the church complex that sits behind us that pushes
 14 towards being included in the Rodgers Forge area. Moving
 15 the children in our neighborhood to West Towson would
 16 disconnect us from Rodgers Forge, and put us at the edge
 17 of the West Towson community, isolating the kids and our
 18 neighborhood in multiple ways.
 19 On behalf of our street and the families in our
 20 neighborhood, I strongly encourage you to reconsider
 21 including Block No. 1502 in the redistricting for West

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1 Towson. Please keep them within Rodgers Forge
 2 Elementary, and consider the mental health, wellbeing,
 3 and sense of community for this small number of children.
 4 Thank you.
 5 MS. BOOKER-DWYER: Thank you.
 6 (Applause.)
 7 MS. BOOKER-DWYER: We have Ms. Brittany
 8 Williams and then Ms. Danielle Quinn.
 9 MS. WILLIAMS: Good evening. My name is
 10 Brittany, and my daughter is currently a third-grade
 11 student at Lutherville Lab. I am here this evening to
 12 implore the Board to consider the current proposed C2 map
 13 that heeds our community's desire to keep Lutherville's
 14 Lab boundaries intact.
 15 My neighborhood comprises of the homes and
 16 apartments off of Kenilworth Drive, and it is racially
 17 and culturally and economically diverse in all the
 18 initial proposed maps in the boundary study impacted us.
 19 My husband and I purchased our home because of
 20 the diversity of this community. But we also purchased
 21 our home because of Lutherville's equity numbers. As a

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1 black woman in America, I have experienced the discomfort
 2 of being othered in the classrooms, and it adds a layer
 3 of discomfort that one does not forget. I wanted my
 4 daughter to have the opportunity to not have this at a
 5 place where she's spending most of her time. And
 6 Lutherville gives us the opportunity not -- of diversity,
 7 but it offers us a community that acknowledges our
 8 differences and where we feel celebrated.

9 Also, another point that I wanted to make about
 10 our community staying at Lutherville Lab is that my
 11 community and my home is accessible to Lutherville Lab
 12 via two modes of public transportation. That is the MTA
 13 local bus, and also the MTA light rail. Many families in
 14 my community do not have access to public -- to cars, and
 15 they are able to be involved in our children's community
 16 because they are able to access the school via public
 17 transportation.

18 The proposed school of Riderwood Elementary
 19 does not even have a walkable sidewalk for us to attend
 20 events at our children's school. And because of this,
 21 parents will have to utilize Lyft or Uber to be able to

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1 go to their children's schools, and this can economically
 2 disadvantage our families and perpetuate the wealth gap.

3 Another thing I wanted to point out is that
 4 Lutherville Lab is doing the work to serve the diverse
 5 community that we have. We -- actually, I'm a member of
 6 Lutherville's Lab Equity Guiding Coalition, and we are
 7 looking at the social impact of students -- black
 8 students and what they need to succeed in the school. I
 9 don't think the proposed school that we will go to is
 10 willing, or has the potential, to do the work, to serve
 11 the community that I'm a part of.

12 So to end this, I just want to implore that the
 13 Board really takes into consideration of the C2 map that
 14 keeps our community at Lutherville Lab. Thank you.

15 MS. BOOKER-DWYER: Thank you.
 16 (Applause.)
 17 MS. BOOKER-DWYER: So next we have Ms. Danielle
 18 Quinn, followed by Ms. Katie Auerbach.

19 MS. QUINN: Hi, my name is Danielle Quinn, and
 20 I live in the Pot Spring Elementary community. I have a
 21 daughter who currently attends there. I would like to

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1 encourage the Board to keep the boundaries of Pot Spring
 2 Elementary unchanged.

3 Option B was the only option that had 100
 4 percent of votes as either favorable or neutral in both
 5 the Pot Spring and Padonia communities. Option B left
 6 the boundaries of Pot Spring unchanged. The difference
 7 between Options A and B and Options C and D was Planning
 8 Block 915, which moved it from Padonia Elementary into
 9 the Pot Spring Elementary community.

10 Additionally, the Pot Spring Elementary
 11 community signaled a strong opposition to a changed
 12 boundary, with 77 percent being opposed to Options C and
 13 D, and only 8 percent favoring. Options C and D expanded
 14 the boundaries of Pot Spring Elementary, which is a
 15 community with students that are not counted, and a
 16 growing elementary age population.

17 Looking more broadly at the study, the results
 18 show that the 19 affected communities were not equally
 19 engaged, informed, or heard. When 1 out of 19 schools
 20 had 0.2 percent of the votes, while another was
 21 approaching 20 percent, how could anyone conclude that

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1 our communities were equally engaged?

2 And it wasn't just two schools that were
 3 outliers. The bottom core tile had 9 percent of the
 4 votes, while the top core tile, the top 5 schools, had 62
 5 percent of the votes. So that's not -- it's not an
 6 outlier. It's part of a bigger picture. These schools
 7 were not uniformly engaged.

8 And in fact, I'm only here tonight thanks to
 9 engagement from other schools. Because within my own
 10 community, not a single neighbor or not a single friend
 11 within the Pot Spring community knew anything about this.
 12 And when I reached out to the Pot Spring community, they
 13 did nothing about it. There was no response to my
 14 emails. There was no additional engagement.

15 So the assertion that every community was
 16 equally engaged is false, and there's a lot of
 17 information to support that, not just the numbers. The
 18 numbers are just the tip of the iceberg.

19 I would like to repeat my request to leave the
 20 Pot Spring boundaries unchanged, and to urge the Board to
 21 consider solutions to keep more communities together, and

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1 to bring more -- and to bring more people together
 2 because I feel as though this whole process has really
 3 torn people apart and put people at odds. Thank you for
 4 your time.
 5 MS. BOOKER-DWYER: Thank you.
 6 (Applause.)
 7 MS. BOOKER-DWYER: Ms. Quinn? We have a
 8 clarifying question.
 9 MS. PUMPHREY: Thank you. I just have a quick
 10 question for you. So you said you have students at Pot
 11 Spring, correct?
 12 MS. QUINN: I have a daughter at Pot Spring.
 13 MS. PUMPHREY: Okay. And did -- you said you
 14 did not receive communication from the school about this?
 15 MS. QUINN: They had one phone call saying
 16 there's a link, and then it was, like, a footnote in one
 17 email saying here's the link where you can get the
 18 information. I sent emails saying, you know, there are
 19 certain options that are being put forth that impact the
 20 boundaries of Pot Spring. Is this information being made
 21 aware? Because literally every single student, parent

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1 that I talked to said I don't even know anything about
 2 it. I don't know the difference between A, B, C, or D.
 3 And they're, like, I don't -- I've had -- I had
 4 a parent tell me I don't feel informed enough to even
 5 vote to be able to have a voice. That was a direct quote
 6 from another parent. And I was, like, you know, there
 7 hasn't been a lot of communication. The only reason I
 8 know as much as I do is thanks to other communities,
 9 including the community where my son goes to first grade.
 10 But again, I would be in the dark. I wouldn't even have
 11 known about the meeting tonight if it wasn't for other
 12 communities.
 13 MS. PUMPHREY: Okay. Thank you very much.
 14 MS. QUINN: Thank you.
 15 MS. BOOKER-DWYER: Okay. Next we have Ms.
 16 Katie Auerbach and then we have Indira Bucci. Yes.
 17 MS. AUERBACH: Hi, I'm Katie. Good evening. I
 18 wanted to take a moment to voice my support of the new
 19 boundaries being proposed. A long and thoughtful
 20 committee-driven process came up with the boundaries
 21 presented, and I would like to thank that committee for

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1 their hard work. A ton of thought went into how we could
 2 best achieve the main goal of this process: relieve the
 3 schools that need immediate relief.
 4 The committee listened to countless community
 5 comments and concerns, and came up with a solution that,
 6 given the schools included in the study, achieved the end
 7 goal to the best of their ability. It was through the
 8 committee listening to community feedback that crucial
 9 things, such as communities being kept together, was
 10 achieved.
 11 One thing to note is every option left multiple
 12 schools over capacity. Aside from the one mentioned
 13 previously, where over 900 kids were disrupted, and some
 14 of the other goals were very not achieved. What was
 15 achieved with the proposed map is that the schools left
 16 over capacity are schools that very actively voiced an
 17 opinion that, despite the over-capacity number on paper,
 18 their kids' learning has not been negatively impacted due
 19 to the enrollment at the school.
 20 As we are all well aware, there are many
 21 proposed developments, either approved or working on

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1 being approved, in the Central Area. In order to achieve
 2 a long-term, sustainable solution, we need more seats at
 3 schools in this area. We need funding to either add on
 4 to the existing schools or create a new school. However,
 5 to reiterate, the best solution for the present-day
 6 capacity issues are resolved through the proposed map.
 7 In summary, thank you, Board members, for your
 8 continued support in doing what is best for the families
 9 of BCPS. Thank you, Boundary Committee, for your
 10 relentless work to propose a solution that gave the
 11 schools needing capacity relief the relief that they
 12 need.
 13 I am a parent of students at one of the schools
 14 currently rated as over-capacity, Timonium Elementary,
 15 and I and everyone who I have spoken to have been nothing
 16 but happy with their school experience thus far. My kids
 17 are happy and thriving academically, socially, and
 18 emotionally.
 19 I support the boundaries being proposed, and I
 20 believe, based on the heavy community involvement and
 21 feedback, it is the best immediate solution. Thank you,

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1 and have a good night.

2 MS. BOOKER-DWYER: Thank you.

3 (Applause.)

4 MS. BOOKER-DWYER: We have Ms. Indira and then

5 Ms. Christine Horel.

6 MS. BUCCI: Hi, my name is Indira Bucci, and I

7 live in Fellowship Forest. I wanted to thank the members

8 of the Planning Committee and the consultant helping run

9 the meeting, and the Board of Education members, for your

10 service.

11 I represent the Fellowship Forest neighborhood

12 as president of the community association, and our

13 neighborhood is between Stevenson Lane and Goucher

14 Boulevard, east of Hillen. And I think we have at least

15 two different planning blocks, but in any case, we are

16 very pleased with the outcome of this process because the

17 feeder pattern to our middle school and high school is

18 aligned properly and will support our kids' social

19 emotional health during their transitions between

20 schools.

21 The new map proposal has 87 percent of our

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1 neighborhood assigned to West Towson Elementary School.

2 However, we ask that you take a look at the other 13

3 percent of my neighbors living on Ridgewood Road and

4 Jacobo Lane, as they are assigned to Stoneleigh

5 Elementary School, which is an excellent school. But we

6 hope to see our neighborhood kept together, all together,

7 at West Towson Elementary School, just like at our middle

8 and high school assignments.

9 Neighborhood continuity is one of the

10 priorities that the Planning Committee hoped to adhere

11 to. But they may not have realized they were splitting

12 up our neighborhood in the final map. They ended the

13 process a little early and canceled the last meeting,

14 which left us unable to respond regarding this minor

15 tweak in the final map.

16 Our Fellowship Forest neighborhood is a very

17 unified community with multiple social events and

18 community service activities. And it's easier on the

19 children to maintain their peer relations when they have

20 the same school in common.

21 So please seriously consider adding only 19

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1 more homes located on Ridgewood Road, all of Ridgewood

2 Road, and all of Jacobo Lane to West Towson Elementary.

3 It's a minor edit that will not negatively impact any of

4 the school capacity numbers, since you'll be moving them

5 from a full-capacity school to one that is slightly under

6 capacity. And in fact, it should make everything run a

7 lot more smoothly.

8 So thank you for taking my feedback.

9 MS. BOOKER-DWYER: Thank you.

10 (Applause.)

11 MS. BOOKER-DWYER: I have Ms. Christine Horel,

12 and then Ms. Megan Linz Dickinson.

13 MS. HOREL: Hi. My name is Christine Cardo-

14 Horel, and I'm a resident of Fellowship Forest. We're

15 very happy with the new map, but we wanted to ask for the

16 one adjustment, similar to Indira.

17 I -- Ridgewood and Jacobo Lanes, like she was

18 saying, is slated to be in the Stoneleigh School

19 District, and the rest of Fellowship Forest is slated for

20 West Towson. I actually live on Ridgewood Road, so my

21 children and the others on my street would be separated

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1 from our neighbors and friends. And Fellowship Forest is

2 a really special neighborhood. Like Indira was saying,

3 we have multiple events throughout the year, and we spend

4 a lot of time together, and we're a very tight-knit

5 neighborhood. And so we want to see if those two streets

6 could be included.

7 In addition, some of the other speakers spoke

8 about how Stoneleigh is a walking school district, and we

9 can't walk to Stoneleigh. So we will not actually be

10 part of that community in the way that everybody else

11 would. So it makes sense for us to go to West Towson

12 with the rest of our neighborhood.

13 So we just ask for that one minor tweak, that

14 Ridgewood Road and Jacobo Road would be added to the West

15 Towson District.

16 MS. BOOKER-DWYER: Thank you.

17 (Applause.)

18 MS. BOOKER-DWYER: Ms. Megan Linz Dickinson,

19 and then we'll have Mr. Jose Santiago.

20 MS. LINZ-DICKINSON: Hi, I'm Megan Linz

21 Dickinson. I was a member of the Boundary Study

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1 Committee, which was really time-consuming and involved
 2 process this fall. I had no idea what I was getting
 3 into. But it was really enlightening, and I really
 4 respected my fellow community members who were on that
 5 community. And it really gave us a chance to talk to a
 6 lot of folks in a lot of different schools to see who
 7 really was looking for relief.

8 Because one of the things we noticed, I am
 9 actually a Timonium parent, like Katie, and we were
 10 shocked when we got there to see our school up on the
 11 list of schools that needed relief. Because no one at
 12 Timonium felt like we were overcrowded. So coming from
 13 that experience as a parent, I went back and talked to
 14 the Timonium folks about whether or not they, also,
 15 didn't feel like they were overcrowded.

16 So I talked to the PTA president. I talked --
 17 we obviously talked to our principal, other teachers, and
 18 everyone agreed that no one experienced negative impacts
 19 of the current capacity at Timonium. So that -- I heard
 20 some talk at the last meeting about folks opting out, and
 21 that wasn't the way I saw and the way I experienced that

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1 process. Because I was -- we were working in
 2 collaboration with our Lutherville Lab parents because
 3 one of the maps that moved Timonium the most actually
 4 pushed our community into Lutherville Lab, which then
 5 pushed the Lutherville Lab folks into other schools.

6 So we were collaborating to try to limit the
 7 impact, and to limit the number of students that were
 8 being moved to prioritize the schools that really needed
 9 the support and the relief, schools like Hampton and
 10 Padonia, which were the folks in the committee who were
 11 saying really loudly that our schools need relief. Our
 12 schools -- like, our students are experiencing the
 13 negative impacts of the current capacity.

14 So I just wanted to share that with the
 15 committee, so you all knew that that was part of our
 16 calculation, and we really were trying to talk to the
 17 folks and keep the numbers of students impacted as low as
 18 possible. For a lot of the reasons that my previous --
 19 the previous speaker spoke about social and emotional
 20 health of our kids and our communities coming out of
 21 COVID, recognizing that these kids are already coming in

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1 with compromised test scores and learning and connections
 2 with community members, that we really wanted to save the
 3 seats, like save those chips for the students that really
 4 needed the support and the schools that really needed the
 5 relief. Thanks.

6 MS. BOOKER-DWYER: Thank you.
 7 (Applause.)

8 MS. BOOKER-DWYER: So Mr. Jose Santiago, and
 9 then we have Ms. Magali Christopher.

10 MR. SANTIAGO: All right. Thanks, everybody.
 11 I appreciate the time. So my name's Jose Santiago, and
 12 I'm a committee member and representative of Pine Grove
 13 Elementary School. And I'm here really because I wanted
 14 to provide some thoughts based on process improvement.

15 So -- because I think there was a little bit of
 16 frustration on my part, having been part of the
 17 committee, although I would say the committee members, we
 18 were all very professional, and it was a great job
 19 working with them. And I particularly liked working with
 20 Cropper GIS, great consultant. They took all the
 21 beatings from us with, you know, as much as we gave it to

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1 them.

2 But first things first. I just wanted to
 3 express that I was a little bit frustrated with the
 4 basis, the establishment of the boundary line that is the
 5 basis for the study. And -- because Pine Grove Middle
 6 School feeder schools, right, were not all included.
 7 Only Pine Grove Elementary was the feeder school included
 8 -- that was associated with Pine Grove Middle.

9 And so because of that, there wasn't an option,
 10 or even an opportunity, for the committee members to
 11 explore a way for Pine Grove Middle -- Pine Grove
 12 Elementary School students to stay together. Right? So
 13 it would have been great in a future study that if a
 14 middle school is part of the study, you include all their
 15 feeder schools. So I think Pine Grove was -- Pine Grove
 16 Middle was the only middle school that had that
 17 situation.

18 The second thing I want to talk about was just
 19 the amount of information that we were -- we asked a lot
 20 of questions, and it felt like we did not get a lot of
 21 answers back. For example, we wanted to know how the

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1 future enrollment was calculated. Is that based off
 2 zoning or ordinances or whatever? What's the error rate
 3 in that calculation? We wanted to know if major
 4 developments were part of that.

5 We know that there's a massive development down
 6 the street that's being proposed. How did that affect
 7 the numbers? We asked all these questions, trying to,
 8 you know, gather that data, and we didn't get any
 9 feedback. So I felt that that left us a little hamstrung
 10 because we were trying to get that additional
 11 information, and I personally felt, can't speak to
 12 everybody, but I felt like I wasn't able to make a
 13 completely informed decision.

14 And the last comment I wanted to say was about
 15 the cancellation of the last meeting, right? So we were
 16 -- we voted for a recommendation the second-to-last
 17 meeting, which meant that the public didn't have an
 18 opportunity to comment for us to review. And so, you
 19 now, we made that recommendation, and the public didn't
 20 have a couple weeks to look at it and for us to review
 21 it. And I just thought that was a little bit

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1 disingenuous.

2 So anyway, I appreciate the time and
 3 appreciate, you know, your service. Thank you.

4 MS. BOOKER-DWYER: Thank you.
 5 (Applause.)

6 MS. BOOKER-DWYER: Mr. Santiago? We have a
 7 clarifying question. Thank you for your feedback.

8 MR. SANTIAGO: Sure. Mm-hmm. No problem.

9 MS. BOOKER-DWYER: I just want to clarify. Was
 10 it the intention of the committee to use the last meeting
 11 to incorporate or consider feedback from the initial vote
 12 to the last meeting? Was that the plan?

13 MR. SANTIAGO: Well, that was my plan. I
 14 wanted to allow the community to look at the
 15 recommendation one last time and then, you know, see what
 16 happened, rather than saying that that's the
 17 recommendation and that was it. You know, so we were
 18 pretty good about reading all the comments, all however
 19 2,000 or however many there were. So I just felt like we
 20 should've given the public another chance.

21 MS. BOOKER-DWYER: Thank you.

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1 MR. SANTIAGO: Mm-hmm.
 2 (Applause.)

3 MS. BOOKER-DWYER: What -- Mr. Santiago, we
 4 have one more clarifying question.

5 MR. SANTIAGO: All right.

6 MS. FREMPONG: Thank you.

7 MR. SANTIAGO: I'll take a third.

8 MS. FREMPONG: You mentioned a little bit of
 9 frustration with feeling like you asked a lot of
 10 questions, but you didn't get --

11 MR. SANTIAGO: Yes.

12 MS. FREMPONG: -- all of the answers or
 13 information or feedback. So were those questions asked
 14 of BCPS staff or a contractor, or a combination of both?
 15 Where did you see kind of that lack of information?

16 MR. SANTIAGO: Well, we would stand up and ask
 17 questions to whoever was there. Like, Cropper GIS would
 18 write them down, I guess. And I mean, for me, I was
 19 mainly interested in how the enrollment was calculated,
 20 particularly with the large developments happening.
 21 I have a suspicion I'm going to be back here

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1 three years from now, having a similar discussion. But
 2 that our really -- like, we asked numerous times about
 3 that and never really got a straight answer. And I don't
 4 blame Cropper GIS. I don't think they even had the
 5 answer to give us.

6 MS. FREMPONG: Thank you.

7 MS. BOOKER-DWYER: Thank you.

8 MR. SANTIAGO: Mm-hmm.

9 MS. BOOKER-DWYER: Okay. Ms. Magali
 10 Christopher, and then we have Mr. Greg Marchesiello.

11 MS. CHRISTOPHER: So I'm going to comment on a
 12 couple of things. When it comes to, like, the public
 13 comment portion, they had closed the comments, like, the
 14 day of, like, our last meeting. So I do think it
 15 would've been nice to, like, have that last meeting. But
 16 also make sure that that comment portion was, like,
 17 extended. Because that had already been basically closed
 18 by the time we got to that last meeting and then did not
 19 have an opportunity to have another meeting.

20 So sorry. Clarification. I'm a -- I was on
 21 the committee, and I was representing Hampton. A couple

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1 things. New development is kind of treated as, like,
 2 this abstract concept, but it's not, and it has, like,
 3 real-life implications, and that's kind of why Hampton
 4 has been like the squeaky wheel for years. So I think
 5 that I would love to see Rule 1280 modified to include
 6 new development as a primary consideration.

7 It doesn't affect -- it affects different
 8 schools differently, but for schools like Hampton and
 9 Lutherville and just so many of the schools, it's so
 10 crucial to us, and I -- and so I think that it really
 11 needs to be, like, officially part of the discussion.
 12 Because it's not at this point. It's in -- none of the
 13 considerations are new development, and it's so crucial.

14 Also, some schools really didn't need to be
 15 part of this process, and some schools really should have
 16 been part of this process. Like, when we talk about Pine
 17 Grove. There should've been other schools in the
 18 Parkville Northeast community that should've been
 19 involved in this process to give Pine Grove Elementary,
 20 like, other options. And it could've been that -- you
 21 know, I think that was kind of an oversight on including

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1 Pine Grove but not including any other schools in that
 2 area that could've helped the process.

3 About Fellowship Forest. I think that that was
 4 almost, like, an oversight with the planning blocks.
 5 Fellowship Forest, just that one little part of Jacobo
 6 Lane and Ridgewood was really just kind of lobbed off and
 7 put into Planning Block 427. It really should've just
 8 been in 426 with the rest of Fellowship Forest because it
 9 really is one community. And that one little piece is
 10 really completely separate from the rest of the planning
 11 block.

12 And Cropper is very well aware of Fellowship
 13 Forest. I have talked to him numerous times, so if you
 14 approach him and ask him for, like, the numbers on that
 15 and, you know, making that, like, change to those little
 16 planning blocks, he's going to know exactly what you're
 17 asking for. So it should be, like, a relatively easy
 18 thing, if you're willing to do it. That should be pretty
 19 quick.

20 And then I can also send you, like, a
 21 screenshot of what it looks like. And -- yeah. That's

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1 pretty much it.

2 MS. BOOKER-DWYER: Thank you.

3 MS. CHRISTOPHER: Thank you.

4 (Applause.)

5 MS. BOOKER-DWYER: Mr. Greg Marchesiello, and
 6 then we have Ms. Julie Culotta.

7 MR. MARCHESIELLO: Good evening, Board. Thank
 8 you for the opportunity. My name is Greg Marchesiello,
 9 father of two in the Fellowship Forest. And I'll be
 10 brief. I just want to reiterate what my neighbors said
 11 about the planning blocks, changing 427 to 426.

12 Our streets, Ridgewood and Jacobo, only are 19
 13 homes of the 138 in the neighborhood itself. And if you
 14 look at the actual homes themselves, I think there's less
 15 than a dozen kids that would actually be affected. So
 16 it's a very small number, 12 of the 62 in that plan
 17 block, that we moved over to the ones to join their
 18 neighbors and the rest of the Fellowship Forest.

19 I don't think it's the first time it's been
 20 done, to change the planning blocks. I believe in
 21 previous redistricting events, or even other maps, some

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1 places in Rodgers Forge were carved out for bus routes.
 2 So I think it could be done, and should be done for
 3 neighborhood continuity. And hopefully, to keep things
 4 together for the next few years and even for the long-
 5 term future with the new events being planned for new
 6 buildings. Thank you.

7 MS. BOOKER-DWYER: Thank you.

8 (Applause.)

9 MS. BOOKER-DWYER: And our final speaker, Ms.
 10 Julie Culotta.

11 MS. CULOTTA: Good evening. Thank you so much.
 12 I am Julie Culotta. I am the PTA president at Hampton
 13 Elementary, and we saw each other a lot last spring. And
 14 so I'm here mostly just to say thank you. Thank you to
 15 all of you for listening to Hampton and for moving
 16 forward to find the best solution possible.

17 I want to say thank you to all of the schools
 18 that are willing to open their arms and their doors to
 19 Hampton students. This has been a really hard year for
 20 Hampton, and we're sad to lose these students. We don't
 21 want them to leave. But we know that we can't continue

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1 to function as a school of 800 students with common
 2 spaces for 300.

3 The portables have helped significantly to
 4 allow us to have enough classroom space, but we still
 5 can't accommodate our student body in the gym in even two
 6 assemblies. Or, you know, or this musical that we are
 7 doing sold out four shows in 24 hours. So we can't -- we
 8 need to split and to send students to some other schools
 9 in order to be successful as a community and in the best
 10 interest of those students.

11 As we heard tonight, there's this -- there's
 12 constantly new development in Baltimore County, and
 13 boundary studies are going to continue to happen unless
 14 we build more schools. And I think we need to stop
 15 pointing fingers and saying, well, we've got to talk to
 16 County Council. Oh, the County Council says you've got
 17 to talk to BCPS. We need to sit down, and we need to
 18 talk and work together, and we need to take the
 19 recommendations of the 2020 APFO task force -- for
 20 everyone here, Adequate Public Facilities Ordinance.
 21 Developers developing in Baltimore County do

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1 not pay impact fees anywhere near what other counties
 2 require of them to pay. And therefore, we don't have
 3 adequate public facilities for our county. And I think
 4 it would be so huge if our Board of Ed could sit down
 5 with the county, and I know many of you are friends with
 6 County Council. But we need to make this change. We
 7 need to make it soon so that if Luskins Hill does go
 8 through, or Lutherville Station does go through, we've
 9 got money to build another school for these students.
 10 Because we don't want to be back here in three years.

11 (Applause.)

12 MS. CULOTTA: So I ask Board of Ed everything
 13 you can do to work together with County Council. People
 14 here, go back to your schools. Tell them about the APFO
 15 Task Force of 2020. The recommendations were made and
 16 then we all got very distracted for two years, rightfully
 17 so. But it's time to look at them again and bring them
 18 to fruition so that we can continue to be a county that
 19 flourishes, a county that has enough schools, and new
 20 schools, and aquatic centers, and all the things that
 21 everybody wants.

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1 So we just need to make the developers pay
 2 because they've got money, so.

3 (Applause.)

4 MS. BOOKER-DWYER: Thank you.

5 And what a great way to close out the public --
 6 to close out this session. Know that we agree with you.
 7 We are actively working with our County Council people,
 8 and we are -- we've just put out our legislative
 9 priorities, which includes accepting those
 10 recommendations of that task force.

11 (Applause.)

12 MS. BOOKER-DWYER: So we are working in
 13 partnership. We have a new County Council president who
 14 is fully committed to collecting those impact fees and
 15 doing more with that. And so we are looking forward to
 16 looking at the big picture for Baltimore County. Because
 17 if not, you're absolutely right. We will be back in this
 18 auditorium in two years when that development is
 19 finished, looking at boundaries again.

20 And you know, just keep redoing boundaries is
 21 not the answer. We need more schools. We need quality

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1 schools. We need state-of-the-art schools. And we need
 2 more teachers to go into those schools. So we are
 3 looking at this holistically. We are working
 4 collaboratively to implement and to move some things
 5 forward in Baltimore County. So thank you all.

6 So -- and other comments from Board members?
 7 Okay. So thank you for participating tonight. Thank you
 8 to the work of the Boundary Committee. Thank you to
 9 everyone who submitted an email. We read every email.
 10 Thank you for everyone who has come to a public comment
 11 session during a Board meeting. We actually -- we listen
 12 to you, and we consider everything that you say before we
 13 make a decision.

14 So we do encourage you to continue to
 15 communicate with us through email, through public
 16 hearings, through Board meetings. Facebook and Twitter,
 17 that's not really an official way to communicate with us.
 18 It doesn't make it to all Board members, and sometimes
 19 the information shared there may not be accurate. So we
 20 encourage you to use those official channels so that all
 21 the Board gets your information and that in return, you

1 get accurate information.

2 So all comments received will be taken into
3 consideration when the final action on the Proposed
4 Central Area Elementary School Capacity Relief Boundary
5 Recommendation on Tuesday, March 19, 2024.

6 Again, if anyone has any additional comments
7 that you would like the Board to consider, you may send
8 them to boe@bcps.org, or you may contact the Board office
9 so that information can be forwarded to Board members.

10 This public hearing is now adjourned, and we
11 will have Board members around afterwards if there's any
12 additional information that you would like to share with
13 us. Thank you.

14 (Applause.)

15 (Meeting adjourned.)
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1 CERTIFICATE

2 I, Vivian Saxe, hereby certify that I
3 transcribed from audio file the proceedings to the best
4 of my 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 produces.

7 IN WITNESS THEREOF, I have subscribed my name
8 on March 12, 2024.
9
10
11

12 Vivian Saxe
13 Transcriber
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