BOARD OF EDUCATION
OF BALTIMORE COUNTY

PUBLIC BOARD MEETING
BALTIMORE, MARYLAND

June 11, 2019
5:00 P.M.
BOARD MEMBERS
Kathleen S. Causey, Board Chair
Julie C. Henn, Vice Chair
Roger B. Hayden
Moalie S. Jose
Russel T. Kuehn
Lisa A. Mack
Rodney R. McMillion
John H. Offerman, Jr.
Cheryl E. Pasteur
Lily P. Rowe
Makeda Scott
Haleemat Adekoya, Student Member

PROCEDINGS

BOARD CHAIR CAUSEY: I now call to order the meeting of the Board of Education of Baltimore County for June 11, 2019. I invite you all to rise and recite the Pledge of Allegiance to the Flag to be led by Angela Chen from Dundalk High School. We will then remain standing for a moment of silence in recognition of those who have served education in Baltimore County.

(Pledge of Allegiance.) (Moment of Silence.)

BOARD CHAIR CAUSEY: Thank you, Ms. Chen. The next item is consideration of the June 11th agenda. Ms. White, are there any additions or changes to tonight’s agenda?

MS. WHITE: There are no changes or additions.

BOARD CHAIR CAUSEY: Hearing none, the agenda stands as presented. Earlier this evening, the Board met in closed session pursuant to the Open Meetings Act for the following reasons. To discuss the appointment, employment, assignment, promotion, discipline, demotion, compensation, removal, resignation or performance evaluation of appointees, employees or officials over whom it has jurisdiction or any other personnel matter that affects one or more specific individuals, seven, consult with counsel to obtain legal advice and, 9, to conduct collective bargaining negotiations or consider matters that relate to the negotiations.

The minutes of the closed session and information summary can be found on our website at www.bcps.org/board/informational-summaries.html.

The next item is item D, selection of speakers.

Sign-up cards were available to the public prior to the meeting for anyone wishing to speak at this evening’s meeting. Board practice limits to 10, the number of speakers at a regularly scheduled Board meeting. Each speaker is allowed three minutes to address the Board. The completed sign-up cards for this evening have been placed in this box and the first 10 drawn from the box will be our speakers for tonight during the public comment portion of the meeting. Of course, if fewer than 10 sign-up cards are received, all those who signed up will be permitted to speak.

VICE CHAIR HENN: Our first speaker is Ms. Jen Weaver. Our second speaker is Preston Snedegar. Our third speaker is Dr. Bash Pharoan. Our fourth speaker is Ryan Baldwin. Our fifth speaker is Colleen Baldwin. Our sixth speaker is Brooke Angel. Our seventh Speaker is Ranuka Rege. Our eighth speaker is Megan Boyer. Our ninth speaker is Mark Cherry. Our final speaker is Suzanne Forno.

BOARD CHAIR CAUSEY: Thank you. Our next item is public comment. This is one of the opportunities the Board provides to hear the views and receive the advice of community members. The members of the Board appreciate hearing from interested citizens. As appropriate, we will refer your concerns to the interim Superintendent for follow-up by her staff.

While we encourage public input on policy and programs and practices within the purview of this Board and the school system, this is not the proper forum to address specific student or employee matters, or to comment on matters that do not relate to public education in Baltimore County. We encourage everyone to utilize existing dispute resolution processes as appropriate.

I remind everyone that inappropriate personal remarks or other behavior that disrupts or interferes with...
### Hearing - June 11, 2019

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1. conduct of this meeting are out of order. I ask you to observe
2. the three-minute clock which will let you know when your time is
3. up. Please conclude your remarks when you hear the bell or see
4. that time has expired. The microphone will be turned off at the
5. end of your time and it could be turned off if a speaker
6. addresses specific student or employee matters or is commenting
7. on matters not related to public education in Baltimore County.
8. If not selected, the public may submit their
9. comments to the Board members in hard copy or via email to
10. boe@bcps.org.

11. I now call on our stakeholder groups to speak.
12. First this evening, I would like to acknowledge two guests that
13. are here. Mr. Jim Almon is representing Councilwoman Kathy
14. Bevin's office, and we also have Mr. Justin Silberman who is the
15. Chief of Staff for Councilman Izzy Patoka.
16. Our first speaker this evening is from our Baltimore
17. County Student Council, Angela Quan. Good evening and welcome.
18. MS. QUAN: Good evening, Chairwoman Causey, Vice
19. Chairwoman Henn, Superintendent White and the Board of
20. Education. Thank you for the opportunity to speak tonight.
21. My name is Angela and I'm a rising senior at Dulaney

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

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

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

foundational skills curriculum available that supported implementing this new knowledge.

For this reason, Decoding Dyslexia and SECAC support the contract to purchase Open Court. Schools that piloted Open Court saw gains in reading scores that they attributed directly to it. We spent a great deal of time speaking to teachers all over the system about their needs regarding the reading curriculum. Without question, this program has been the most requested by teachers all over the county. This program addresses the current reading gap of foundational skills in the gen ed classroom that many teachers have been trying to fill on an ad hoc basis.

Thank you for your commitment to being a change agent in education by leading our state with initiatives that implement the science of reading. Open Court will be a key part to making sure all children learn to read.

I would like to thank Baltimore County for their commitment to literacy and bringing evidence-based approaches to reading instruction in both the special ed and general ed classroom. It is because of the joint efforts of Ms. Shea and Ms. Rider, along with the support of this Board and, of course,

For years now, Baltimore County has focused on reducing the large number of students who struggle with reading. They started revamping their literacy approach by first addressing the severe gaps in special education interventions for dyslexic students. They address this need by training students in Orten Gillingham which has been a huge success.

Baltimore County has also recognized that the reading gap for many stems from lack of explicit instruction and foundational reading skills, such as phonemic awareness and phonics. The combination will help students gain the decoding skills necessary for skilled reading, writing and spelling.

For this reason, Decoding Dyslexia Maryland is a parent-led movement driven by families concerned about reading instruction interventions for all students. Learning to Decode is essential for learning to read and write. Students need teachers who are knowledgeable about the science of reading and a curriculum, such as Open Court, that provides a scope and sequence to explicitly teach the foundational skills of phonemic awareness and phonics. The combination will help students gain the decoding skills necessary for skilled reading, writing and spelling.

Many teachers report that they were not taught the science of reading or how students learn to read in their preservice teaching training course work in college. As a result, we've had a knowledge gap in the classroom as few teachers knew how to identify or teach the skills struggling readers required.

To address this, Baltimore County has trained close to 1,000 teachers in LETRS, Language Essentials for Teachers of Reading and Spelling. This important training on the science of reading arms teachers with the knowledge of how children learn to read. But, unfortunately, teachers have not had a
students we are here to support.  
There's a need for ongoing professional development.  
As practices and programs and protocols change, the support  
staff must be included in the training.  
Lastly, I advocate for the need to support a budget  
that includes salaries and staffing for our support staff.  
Thank you again for creating a budget that focuses on us. Ms.  
White said people for our people. The ESPs are one of the  
lowest paid staffs in Baltimore County Public Schools. We  
appreciate each of your effort and vote in supporting our  
salaries.  
Haleema, I thank you, we thank you for the support  
that you have provided for our students across Baltimore County  
Public Schools. Ms. White, it has been a pleasure working with  
you and I wish you the best as you move across this educational  
work. For your advocacy, we appreciate all that you do for us.  
Thank you to everyone at the Board. Thank you.  
BOARD CHAIR CAUSEY: Thank you. Our next speaker  
for this evening is from the Citizens Advisory Committee for  
Gifted and Talented Education, Ms. Julie Miller-Breetz. Good  
evening and welcome.

MS. MILLER-BREETZ: Good evening, Chairwoman Causey,  
Board members, Ms. White and the BCPS community. Just last  
week, we had our last GTCAC meeting of the year. We had a new  
parent come to our meeting and heard something very familiar. I  
had no idea there was a group like this. It's always gratifying  
when we have a new parent attend a meeting because, much as in  
teaching, you feel like you have made a difference and someone  
has walked away with a little more information, a little more  
knowledge,  
Advocating for excellence in GT education often  
starts with educating parents. But, it doesn't end there. A  
key role of our group is to act in an advisory capacity to the  
BCPS Superintendent and as a corollary to the Board.  
We have spent this year focusing on the theme of  
accountability and thinking about ways we could best advise the  
school system to increase accountability as it relates to GT  
programs and services.  
In fact, this theme actually started several years  
ago with the revision of policy 6401 which now calls for the  
Superintendent to provide to the Board disaggregated data for  
advanced academic students including student achievement,  
attendance, suspension rate, graduation rate and standardized  
test scores. We look forward to this initial data reporting.  
Policy 6401 also now requires consistent  
implementation, periodic evaluation and any necessary revision  
related to identification processes as well as the  
implementation of accountability measures for the monitoring and  
evaluation of the administration, identification and  
instructional delivery of advanced academic services in all BCPS  
schools.  
Firmed by this base provided by Policy 6401, we  
advised interim Superintendent White at our meeting with her  
last November, to initiate an outside evaluation of the advanced  
ademics/GT program in Baltimore County.  
The last outside evaluation was done 25 years ago  
and highlighted many of the same issues still being talked about  
today. No evaluation has been done since the elementary GT  
program changed in 2014. Further thinking has led us to believe  
that there should be regularly scheduled internal program  
reviews which also seems to be the direction of the proposed  
COMAR revision.  
It is also in the spirit of accountability that, at  
our Ed Tech meeting in December, we asked questions about how  
software was chosen and evaluated with the GT student in mind  
and how its efficacy is evaluated and why, at our April meeting,  
we spoke with community superintendents about best practices and  
evaluating principles related to GT and how to reign in  
variability and inconsistency in GT identification and programs  
within BCPS. We will continue to ask questions to further  
accountability measures and are hopeful that you, as the Board,  
will do the same.  
Finally, I can't end the school year without a  
call-out to Ms. Haleema Adekoya. She's been a delight to watch  
on the Board this year. We also deeply appreciated her hosting  
one of our meetings at her home school of Milford Mill and we  
wish her all the best.  
Also, a huge thanks to Verletta White. The forward  
positive progressed that we have experienced the last few years  
and the strong relationships we have built with Team BCPS would  
not have happened without your leadership. We are very thankful  
and appreciative and also wish you the very best. Thank you for  
your time.

BOARD CHAIR CAUSEY: Thank you. Our next speaker is
So, what do we do with the crowded conditions of the flower? With my metaphor, you've probably determined by now I'm speaking about the children at Perry Hall Middle School who are subjected to overcrowding at their home school.

Of the three options presented, none of them, as it stands, work. Option One, the trailers would be a detriment to the students in terms of more outdoor field and play space lost to trailers without really alleviating crowding.

Option Two with annexing or break up existing elementary schools and communities. The new bonds that students and parents would try to establish as they integrated the new schools and communities would be temporary as the students would be moved yet again.

Option Three with redistricting could potentially move students multiple times to different schools and some students have already been redistricted to another elementary school with the most recent boundary study, they haven't even finished their first year.

Middle school redistricting would create yet another disruption for these students. So, what do we do? First and foremost, a new middle school needs to be built in order to properly and most effectively deal with the overcrowding in the northeast area. We cannot lose sight of this, this is the optimal solution for the community.

The financial plans determine how funds can be allocated and set aside towards building the school that we need must be created. Commit to create and commit to working with our local and state politicians to get the money that our district needs to address the much-needed capital improvements throughout our county.

I liken it to if you need $10,000 or $100,000, whatever it is for your down payment on a home, you may not have it now but, do proper financial planning, you'll get there. We might need to look at our budget, cut the fat, perhaps even stat. There should be a document you have received with some additional options that I'll just highlight quickly.

We also would suggest increasing magnet schools and seats at the middle school level and the use of special permits and transfers. There's a group of parents in the community who have Perry Hall as their zoned school but they say that it's too crowded. Allow those parents a special permission transfer to another middle school, for example, comparable schools such as Pine Grove Middle School which is not at capacity. There's
another group of parents in the community, they want to stay at Perry Hall Middle School, it is their designated home school, let them stay. We also recommend a hiatus on special circumstances on Perry Hall Middle School as further outlined in the document that's submitted. We also recommend a residency review and verification.

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

We would also say to do an extended and comprehensive boundary study that may extend across the northeast into other areas. We want to look for all options for the middle schools including adjacent areas and boundary studies across multiple areas so that the study is comprehensive. BOARD CHAIR CAUSEY: Thank you. That concludes our advisory group speakers. We now move to our individuals signed up for public comment. Oh, I'm sorry. How could I do that?

Our next speaker is Ms. Jayne Lee from PTA Council of Baltimore County. Good evening and welcome. MS. LEE: Thank you. Good evening, Chair, Vice Chair, interim Superintendent White and Board members. For some people, this is the end of the year. But, in PTA we look at this as the beginning of a new year because, as of July 1st, we will be helping our locals get their audits done, set goals for next year, make goal-based budgets. We have just finished our calendar for next year and I'm happy to say that we're also planning to have area meetings in each of our areas so that our local units can network and train and directly meet with each other and advocate together. Next week, I leave for Columbus, Ohio with the rest of the Maryland delegation for the National PTA Convention followed shortly after by the Maryland PTA Convention at which we are doing a total revision of our By-Laws and perhaps we'll have some changes to our organizational structure. I would also like to invite each one of you to come to our meetings and communicate with us. It would be nice. Don't wait for me to call you. Please, contact me. You're all invited to any meeting.

If we work together in the mission and purpose of bettering children's lives at home, in school and in the community, the children are the winners.
Robert's Rules of Order are designed specifically to shut up, the average citizen. The racial conflicts of separate but equal come to mind here, as well as the philosophy of Descartes. Descartes believed that what separates man from the animal kingdom is our ability to question. If you take the general public's ability to question out, you treat them like an animal. Maybe this is why it felt, while I was trying to question this Board on some issues two meetings ago. I have some solutions for this problem. I'm a businessman. A new stakeholder group needs to be created having the same status as the other groups. I, Preston Snedegar, volunteer to serve as the initial Chair. What I want to call it is QED. Quality Eredrik Demonstratum. Latin translation, that which is to be demonstrated.

Let the people help you. You have a massive amount of very intelligent, articulate people. They won't come back three times. They won't do it. Now, the new group will allow the tax-paying citizens the right to speak out, question or offer solutions to problems on equal footing. I believe it's not too distant past.

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

BOARD CHAIR CAUSEY: Sir, if you have documents to hand out, you may hand them to Mr. Shaw and he'll hand them to the Board. Thank you. MR. SNEDEGAR: I have two grandkids that may come to Baltimore County soon. I want you to be the best but I don't see that. I can help you make it the best. That's why I'm here. Thank you. (Applause.) BOARD CHAIR CAUSEY: Thank you. Our next speak for the evening is Dr. Bash Pharoan. Good evening and welcome. DR. PHAROAN: Good evening you all. I don't have anything with me except my words. Ms. White, I thank you, personally. I know you will be doing well in whichever endeavor you undertake. I truly thank you for your services. So, my question today to the Board, what do you want our students to be after they graduate? Usual answer is to

Please make a decision today that doesn't exclude our students to be after they graduate? Usual answer is to
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<td>1. excel in math, science and English. Of course, that’s good.</td>
<td>1. a student in a very overcrowded school.</td>
<td>1. Right now, we have 703 students and our school is built for 509. Even though our staff works really hard, I love my school. But, it’s very hard to be in such a cramped space.</td>
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<td>2. However, I propose to you, our Board of Education, to educate our students to learn to tell the truth, to be honest.</td>
<td>2. My classes have always had almost 30 kids and the spaces we share like the cafeteria, gym and bathrooms are always tight on space. Four bathrooms are not enough. Lunch at 10:30 is too early.</td>
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<td>3. To that, I want to go to June 4th. It was supposed to be a professional day coinciding with the Muslim holiday Eid al-Fitr and has been sacrificed as a make-up day. Which means not only we sacrificed it, we sacrificed the rights and the culture of the Muslim students in the county. This is in contrast to the other minority which is treated most special, most favorably and the professional days are coinciding with Yom Kippur and Rosh Hoshana. Of course, they don’t really get sacrificed because they are in the beginning of the year. To me, this is disparate treatment and it does not really fit what the Board of Education stands for. The calendar is really packed with holidays. Sometimes, some Board members say, you know, what’s equal treatment? So, I’d like to really focus on that in my minutes. The Board of Education made a grave mistake in 1995 when it closed on the Jewish holidays of Rosh Hoshana and Yom Kippur without any objective secular reason. It was a political reason. It is the time to fix that. Do not close on any religious holiday. Just close on COMAR holidays. Four professional days is too much. The teachers don’t need four of them. Three is plenty. Maybe two. It’s time to be electronic. It’s time to communicate in a different way. I think starting after Labor Day is more appropriate. The website, basically, is not a valued way of, you know, we don’t know who voted on the website. We don’t know whether they live in the county or not. We don’t know if they are legal or illegal, whether they are cousins or friends or visitors or anything like that. I ask you to take these (closing bell).</td>
<td>3. BOARD CHAIR CAUSEY: Thank you, Dr. Pharoan. Our next speaker for the evening is Mr. Ryan Baldwin. Good evening and welcome. MR. BALDWIN: Good evening to the Board of BCPS leaders. My name is Ryan Baldwin and I am a 2nd grade student at Pleasant Plains Elementary. I want to share my experience as a student in a very overcrowded school. Right now, we have 703 students and our school is built for 509. Even though our staff works really hard, I love my school. But, it’s very hard to be in such a cramped space. My classes have always had almost 30 kids and the spaces we share like the cafeteria, gym and bathrooms are always tight on space. Four bathrooms are not enough. Lunch at 10:30 is too early. We also need more staff to support counselors like Ms. Vee helped me on noise, crowds overwhelmed me. Our behavior staff like Mr. Sinkard keeps kids safe and calm. We shouldn’t have to fight to get the staff we need. I really want the Board of Education and BCPS to find a way to make our school bigger and help the overcrowded schools. My dad teaches at Perry Hall Middle and they need help, too. You need to find a way to help both schools. This week, we started a unit on inches and feet. We need a lot more of those in our school. Thank you. (Applause.)</td>
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<td>4. Despite receiving additional relocatables and modest staffing increases this year, there is still no clear direction on a permanent solution for the critical mass of students in our school. Furthermore, we remain significantly under-staffed for MS. BALDWIN: Good evening, Chairwoman Causey, Vice Chair Henn, members of the Board and the BCPS leadership in attendance tonight. My name is Colleen Baldwin. I am the PTA Vice President at Pleasant Plains Elementary, the parent of this awesome 2nd grader and a future Panther, and I’m also a proud BCPS spouse. I appreciate the opportunity to speak to you again. As you well know, Pleasant Plains has been at 138 percent of its state-rated capacity for the better part of this school year. Time and again, we’ve shared how years of projected enrollment data egregiously misses the mark as compared to our real-life numbers. We are the fourth most overcrowded school in the county with core spaces that were deemed under-sized more than 10 years ago for our state-rated capacity.</td>
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This document contains a hearing record where a student, Ms. Brooke Angel, expresses her concern about being moved to a different school for the next year along with her siblings. She argues that such a move would impact her educational experience, especially as she is a gifted and talented (GT) student who spends significant time on her education. Ms. Angel also points out the stress and the loss of family bonds that this move would cause.

The Board of Education of Baltimore County has been working to address overcrowding at Perry Hall Middle School. Ms. Brooke Angel, an attorney with Disability Rights Maryland, and Ms. Megan Berger, an attorney with the Public Justice Center, discuss the implications of the current capital improvement plans and the need for more equitable solutions in the community.

During the hearing, Ms. Brooke Angel highlights the importance of maintaining a sense of equity for the community and the need for the Board and BCPS leadership to do better in addressing these issues.

The Board Chair, Ms. Brooke Angel, expresses gratitude for the efforts of the state legislature in passing the Build to Learn Act but emphasizes the need for continuous support from the Board and BCPS to ensure that the needs of Pleasant Plains are appropriately addressed.

The hearing concludes with a call to action, urging the Board to initiate an immediate call to action that results in more equitable solutions for the community.
today urge the Board to vote to pass Discipline Policies 5550 and 5560. These policies are a positive step forward for our clients and other students in Baltimore County.

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

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

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

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

School area.

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

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

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

While both schools are great schools, this first round of moving still caused a lot of disruption anxiety within our children. Many of our kids do not want to go to Chapel Hill because they do not feel like anyone knows them. We are once again telling these same children to attend a school in a community where nobody knows them. In one neighborhood, we have Gabriella, who is from Vincent Farms during 4th grade, Chapel Hill this year for 5th grade and 6th grade at Perry Hall Middle. Under this proposal, she will start 7th grade at Stemmers Run Middle School. That is four schools in four years for just her. That is only one individual.

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

We don't want our children to be another temporary solution. Once you saw overcrowding at Perry Hall Middle, you will then have to address overcrowding at Perry Hall High School. What does that mean for our children? Another move?

When you vote tonight, please vote for Option One, to stay the course and fight for proper funding to build the new school. Our children's education has already been disrupted once. Please do not disrupt it again. (Applause.)

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

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

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

As you walk through our objections to Options Two and Three, please remember you are not just voting to potentially move numbers, you are deciding whether to move young students in their formative years multiple times.
The proposed annexation or redistricting of the eastern side of Perry Hall Middle School poses a hardship on many families whose students just changed elementary schools this year. Asking these same families to move again is simply unfair and unreasonable.

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

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

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

Redistricting seems premature if we are still anticipating the building of the new middle school. Redistricting affects students, teachers and their families. It is a costly process that will need to be done twice if the new middle school is built.

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

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

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

Yet, this premature redistricting could impact the funding as we have seen in Dr. Brown's presentation. As you vote tonight, please realize that the true solution is procuring the capital funding to get the new middle school built and then, and only then, go through a comprehensive redistricting process.

We strongly recommend Option One for the best interests of the students and families of Baltimore County.
DR. PHAROAN: Thank you, all. I would like to add, really, my experience. As you know, I am a real American. I came 45 years ago. I didn't know pretty good in English. I used to speak French. The county at that time was basically one color, point one, something like that. Maybe one religion.

Dr. Hairston talked about seismic change in 2005, if I remember. February of 2005, we had a presentation here about the changes and the website says that students come from 100 different nations and so forth.

So, my request for you as Board members, and for administration, is that when you deal with students that have a beautiful accent like mine, to kind of feel sensitive to make sure that they understand the rules, they understand the implications.

I do not really truly condone that the United States, to be like Canada, like Quebec versus Ontario. I'm very strong supporter of everyone to learn proficient English and communicate. But, in the beginning, immigrants really need that help and I think that's really important.

The other part I want to ask the Board to consider is as we, in the policy, involve parents, we need to give parents incentive to be involved. So, involving parents requires more effort, more communication, more invitation, more addressing to what is making them not really be as involved as they should be.

I don't profess that I have a real prescription for that. I basically ask you to be sensitive to that issue because parents who have drug problems, depression problems, overwhelmed by handicapped children, special education children, etc., would need treatment that is special versus a parent who is a professional educated, has a stable life, etc.

So, I hope you take my comments and the substance of the policy. I'm not really criticizing the language. I'm just really asking you to be sensitive to those two issues. Thank you, again. I have 21 seconds. Thank you.

BOARD CHAIR CAUSEY: Thank you. We do have one more speaker on Policy 1270. Ms. Sharon Saroff.

MS. SAROFF: Good evening. I have previously noted my concerns about how Baltimore County communicates with its stakeholders and its parents.

I have many clients who do not have access to computers, cell phones, Facebook, the internet, and yet that seems to be the only way we are willing to communicate. I know that you're not changing this policy but I think you need to be more sensitive to those individuals who do not have access to the only way you seem to be willing to communicate so that you're communicating with everybody and not those who are able to afford it.

The other issue that I have a concern about with this policy is, again, what Ms. Bergman mentioned. We need to have a sensitivity to those individuals who do not speak English.

I have a few clients who do not speak English very well and I do not speak their language very well. I can tell you that it's a big barrier and we have to be sensitive to their concerns just as much as we are to anybody else in our school system.

So, maybe it's time to change that particular policy and make it a little more sensitive to those individuals who don't speak our language and those individuals who have different access than those of us like you and me.

BOARD CHAIR CAUSEY: Our next policy is Policy 3720. Our first speaker is Ms. Diana Bergman.

MS. BERGMAN: Hi. So, Policy 3720, Behavior Threat Assessment, is actually one that all the LEAs have to consider and put in place together because of the Maryland Safe Act of 2018.

My concern with this policy is it has a lot of language, it has too much language. When we look at the policies, I think it should be a lot more simple because the implementation of the policy and the details of that come in the rule.

I think it's going to overlap in other parts of the process that we have to comply with with federal and state law. So, one of my concerns is regarding the special education community and how we're going to document the process for the behavior threat assessment when it comes to our children with special needs and where is that information going to be stored? Because, that's going to create a record of data for a child with special needs.

We already have a process and system in place to make sure that child gets their issues addressed for that. So, my concern, I feel uneasy. I know it's going to be a few hiccups because this is the first time we're creating this.
policy. But, at the same time, I say use caution, look at the
language and make sure that you're not stepping on the toes of
what's required to be produced by the Superintendent in the
rules.

So, that's my recommendation. Thank you.

BOARD CHAIR CAUSEY: Thank you. Our next speaker on
Policy 3720 is Dr. Bash Pharoan.

DR. PHAROAN: Thank you, Madame Chair. Policy 3720,
my three sons benefitted from special education. I read the
policy and I understand it. However, my concern is about the
lack of objectivity in it. In essence, what I'm saying is
certain wordings are flexible wordings and can be misused.

So, in Item IA, behavior threat assessment, I ask
you as a Board to have some sort of objectiveness in the threat
assessment. The same thing goes with behavior may pose a threat
to the safety of school, etc.

As you know, we have plenty of stereotypes in the
United States. There is still disparate treatment based on
color, religion, national origin, etc. There are other
languages in it, in their definition Item C, the intent to cause
physical harm to someone.

In that, I want to say adults make mistakes.
Students, as they are growing, make mistakes. It's human to
err. So, when I read the policy, I wonder whether this policy
can be used to be so strict and strong and taking actions
against students who may not really truly pose a real threat but
this is part of the growing, the way of them expressing it.

Last, but not really least, on the next page where
we developing process for regular assessment and intervention
including mechanisms for identifying, assessing, intervening
with individuals whose behavior may pose a threat.

Again, I wonder how this policy would be applied.

You and I and others see on television, for instance, police men
and women abusing their authority against others who later prove
to be innocent.

So, my concern is if the child as a disability of
some sort, illness of some sort, etc., how can this policy
really differentiate treating that student versus someone who is
a real threat.

I hope you understand what I'm trying to say. I
guess the devil is in the details and the devil is in the
application and I ask you basically to take that into

consideration after approving the policy. Hopefully, that would
be good for all of us. Thank you, again.

BOARD CHAIR CAUSEY: Thank you. Our next speaker is
Ms. Sharon Saroff.

MS. SAROFF: Last month, you heard me speak rather
passionately about my son who was a known behavior problem. The
reason I am bringing this up is because my son was considered a
threat to his middle school to the point where the SRO grabbed
him and put him in handcuffs. The reason being was because he
had the audacity to push his way out of a room where he was not
allowed to leave. In doing so, he knocked down the principal
and the IEP Chair. For a very long time, both of them
considered that my son was a threat.

I'm bringing this up because I have a concern about
any policy that doesn't note in its language sensitivity to kids
with disabilities.

A lot of people here on this Board who know my son
have shown shock that my son would ever be considered a threat
to the point where he is in handcuffs. There are a lot of
students on my caseload that you would be shocked to figure out
that they have been arrested by the police of you knew them.

We really do need to have not just training in what
the policy is, in what the procedure is, we have to have
training for our teachers, for our administrators, for everybody
in the school building including janitors, cafeteria staff, bus
drivers, so that they understand the ins and outs of special
needs individuals and know how to de-escalate a situation and
know how to tell the difference between an actual threat and a
child who may not understand the situation that he's in and
having an SRO misinterpret what is going on. Everybody needs to
be trained and I'm looking at who you're going to have on these
committees.

I can tell you that a lot of the meetings I've had
this year where administrators have been part of those meetings,
IEP meetings, they have absolutely no idea what is involved in
special education. (Closing bell.)

BOARD CHAIR CAUSEY: Our next policy is 4104,
Personnel Conduct, Technology Acceptable Use Policy. The first
speaker is Ms. Diana Bergman.

MS. BERGMAN: On Board Policy 4104 regarding staff
and non-employees for approval. So, what's acceptable policy.
One of the things that I want to know, could there
MS. BERGMAN: So, Policy 6202, Technology Acceptable Use Policy for Students. This is another policy that I think has too much language for a policy regarding our students. You're looking at each scenario throughout BCPS for our students using technology and what that looks like. In the schoolhouse, that's determined by the Superintendent. They're the experts and their staff are the experts to decide how we move forward on this policy of what's acceptable and not acceptable. We need to have a little bit more confidence when we're writing these policies, that our schoolhouse principals are capable and are professionals to take care of what's appropriate on the use of BCPS technology. They're the ones on the ground working with our students. You create a policy that is requiring a rule to have a lot of details and then you have a lot of different implementation throughout our school system because that's what usually happens with some of these policies that are providing too much information and not giving the rule an opportunity to be consistent across the board through all the schoolhouses.

DR. PHAROAN: Thank you, Madame Chair. Policy 4104, I basically want to talk about the second page where it talks about the Board prohibits the illegal and unethical use of the school system's technology.

I have no issues with illegal. I basically request some sort of clarification for unethical. This is another word that, when I read hospital rules, school rules, etc., it can be misused, it can change with time. What's the definition of ethical versus unethical? I really wonder if there is a way to clarify that. Whether it's a different section of the school system.

My concern is what is ethical yesterday may not really be ethical tomorrow and it really depends on how the political system or the interaction. I, myself, as a physician, I see it happening in hospitals I work with where certain things are okay for someone and not okay for another or at a certain time, it is ethical at a certain time and then it changes.

So, if there is a way of clarification to make sure it would not really be abused and used in an inappropriate way, I thank you very much for listening.

BOARD CHAIR CAUSEY: Thank you. Policy 6202 is
Her leadership extended countywide through her work on the Board's Curriculum Committee and Policy Review Committee, and her membership on the Superintendent's Student Advisory Council and the Baltimore County Student Council, and, whereas Haleema's leadership activities are evident as she co-founded a community-based organization for young women, Date Be, where she focuses her attention on empowering young women ages 11 to 18.

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

Now, therefore be it resolved that the Board of Education of Baltimore County, assembled in regular session on the 11th of June in the year 2019 expresses to Haleema its fondest regards and gratitude for her services, and, be it further resolved that the Board does herewith extend its best wishes to Haleema for happiness, good health and continued success in future endeavors and directs a copy of this resolution to be recorded among the permanent records of the Board of Education of Baltimore County. (Applause.)

Congratulations. She's going to say a few words during her report. Thank you very much.

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

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

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

I am most proud of providing our young people with not only a diploma but also a resume of skills and experiences thanks to everything from CTE credentials to early college credits to apprenticeships and to internships. BCPS will also congratulate summer graduates at a ceremony on Saturday, August 17th.
So, for now, let's enjoy a recap of our graduation ceremonies for the Class of 2019. Let's take a look.

(Video Presentation.)

MS. WHITE: Again, let's congratulate our Class of 2019. (Applause.) We're proud of them.

One of our graduates was surprised with the news that she is the first recipient of the Bernice H. Johnson Memorial Scholarship for the Promotion of Alzheimer's Research which, if you'll recall, my husband and I established in my dear mother's memory who passed about 7 weeks ago, through the Education Foundation.

During the commencement for Catonsville High School last Saturday night, I announced that Erin Creiss won this year's $1,000 scholarship. So, congratulations to Erin as well. (Applause.)

While we are celebrating and recognizing special individuals, we must recognize our school resource officers as they are valued members of our school communities who often serve as role models and mentors to our students.

This year's School Resource Officers of the Year at the Secondary Level are Officer Alex Melios at Pikesville Middle School and D.J. Moore of Overlea High School. We so appreciate their contributions, as well as those of the officers who support climate at all of our schools.

If you'll recall, we've expanded the school resource officer program where we have more officers keeping our buildings safe. So, congratulations also to those School Resource Officers of the Year. (Applause.)

Last month, we named our 2019 Volunteers of the Year, Gary Green of Milford Mill Academy and Lillian Pasquale and Claudia Molera of Riverview Elementary School. BCPS is fortunate to have more than 109,000 people registered as volunteers who support instruction, operations and athletics. All BCPS volunteers play a special role, not only in our schools but in the hearts of our students and staff. Let's hear it for our volunteers. (Applause.)

During the Volunteer of the Year breakfast, I announced that the annual award is now named after two of our most steadfast volunteers, John and Marilyn Ryan. I'm proud to celebrate their more than 50 years of service to BCPS and to the Parkville area schools where their four children attended school. The Ryan's legacy of service has transcended generations as well as two of their children are BCPS educators.

The Ryan's also attend nearly every Board of Education meeting and they are here tonight. Please join me in recognizing the Ryan's. (Applause.)

We do love you and we appreciate you for all that you've done and how invested you are in our children and our school system. So, thank you again for your service. We appreciate you.

From the legacy work of the Ryan's, I now turn to some new beginnings. Berkshire, Chadwick and Colgate Elementary Schools recently celebrated groundbreaking ceremonies. We know that these schools have proud communities, just as all of our communities do. Their new buildings will open in the fall of 2020 continuing a tradition of high-quality learning with new memories.

Finally, of course, I want to acknowledge that this is the last time that I will sit in this seat as your Superintendent. It has been a blessing and an honor to serve the children and the communities of Baltimore County.

We have accomplished so much together during the past two years and I am extremely proud of the many ways that we have increased access to high quality instruction and programming by emphasizing literacy across the subject areas and creating healthy, warm school climates.

So, I would like to end my report tonight with just simply a thank you. Thank you BCPS, not only for your outpouring of love and support, but also for your hard work to support the students of Baltimore County every day.

We have a phenomenal school system and I am proud of all that we have accomplished together. The past two years have been remarkable because we did much more than stabilize our system. Many of you, you were all here. You know that that was a goal, we had to stabilize the system. But, we did more than stabilize the system. We grew the system and we've progressed the system together due to our collective focus and our diligence.

For instance, together we've expanded magnet and CTE programs by staying committed to equity and high-quality programming for all students. We increase not only our graduation rate but our college acceptance rates and college
of a nice guy.

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

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

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

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

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

The time has come for me, of course, and for all of us, to renew our efforts and to continue the forward momentum.

To do so, I do welcome Dr. Darrell Williams as the next Superintendent. Dr. Williams comes to Baltimore County, as you know, as an experienced educator and administrator from Montgomery County Public Schools. I am working closely with him from food services to our volunteers. Assume the best in people and professional dedication to the system and we look forward to her continued engagement with the BCPS family and we appreciate your support of Dr. Williams and the transition. So, again, we want to thank you, Ms. White. (Applause.)

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

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

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

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

It’s also a great time for Board members to connect with school faculty in a special way. We had the pleasure at one of our graduations, discussing career and technology education programs and I received a souvenir from Newtown High
It’s also our evidence of mission accomplished and we congratulate each and every graduate and we wait to hear all about their future success. We also look forward to our summer graduation to celebrate those students’ success as well. We appreciate every person who has contributed to the success of our graduates and to every student at every school in every area of our district. We wish the teachers, support staff and every 10-month employee a rejuvenating summer.

We appreciate our year-round employees and school leaders and administrators as well and we hope they also get some time off to renew their energies and enthusiasm.

In looking forward, the Board and school system are preparing for the incoming Superintendent, Dr. Darrell Williams, to join us on July 1st. the Board looks forward to introducing Dr. Williams to the school system and community in the weeks to come. Stay tuned to bcps.org for future details.

In discussing changes, it is important to understand that the foundation of our school system is firm. Baltimore County supports public education. The community is actively engaged as we saw here tonight. It’s very supportive of the schools. Teachers, school staff, leaders, administrators and all the staff have hearts for children.

Additionally, our county and state government consistently make public education a priority, not just in words but in deeds and with robust funding. So, moving forward, Baltimore County Public Schools is on a wonderful path.

Finally, we wish all a great summer and we look forward to planning over the summer for a great opening in August and September. With that, that is my report. Thank you. Our next item is Ms. Adekoya’s Student Member of the Board Report.

MS. ADEKOYA: Dear Team BCPS, I still remember sitting at Ruby Tuesdays with my mom and cousin when I got the phone call from Josey that I was the Student Member-Elect for Baltimore County. It always seems like it was just yesterday I told my mom and she knelt down in the middle of the restaurant praising God’s name.

Fast forward to last week as I sat to write my last SMOB Report. I found it extremely difficult to locate the right words to leave that final lasting impression. I’ve had the best year of my life, one I truly can never forget and it all began with BCSC.

From visiting schools like Bedford Elementary, Franklin Middle and Kenwood High with President Ruben Amaya, to hosting terrific events such as Mind Over Matter Conference and Principal and Teacher of the Year, from filming Hanging with Haleema with the phenomenal BCPS TV crew featuring my alma mater, Milford Mill Academy, Eastern Technical High School, Randallstown High School and Chadwick Elementary, to filming various Chat Café episodes with intelligent students like Shane Shakur, Rayna Ruez, Jonah Nicholas of Catonsville High School.

Additionally, last but not least, having the blessed opportunity to speak at State of the Schools and the honor to be named the 2019 Baltimore County Young Woman of the Year.

Through my jam-packed year interacting with the diverse student population of BCPS, they have opened my eyes and taught me a plethora of lessons. I do not take any of them for granted. As their advocate, they supported me in fulfilling my mission of being the voice to the voiceless.

I couldn’t be more encouraged for the supportive pockets of people who have encouraged me to authentically be myself, empowered me to continue to persevere despite the obstacles and inspired me to aim higher and think bigger for the beautiful, talented and unique scholars of BCPS.

Again, my spectacular year would not have been possible by my lonesome. Thank you to every single student, teacher, counselor, advisor, principal, system and government official who invested in me, my thoughts and ideas. You have all individually given me your time, love and support which aided me in having a successful year as student member.

I will never forget your individual imprints on my life. Once again, thank you.

So, since this is my last time in the rodeo, it’s only right to advocate one more time for my scholars. I implore my Board members, central office staff, administration, teachers and community members to put our children in the center of everything we say and do. It must start with them.

Our scholars have voiced their needs for their mental health to be placed as the proposition with elevated awareness brought to where their school mental health professionals are located in their buildings and the need for more professionals in their buildings. They are generally asked...
that labelling division animosity in the system disseminates on all levels with equity at the forefront. They have voiced their need for adequate buildings, renovated infrastructure and standard, up-to-date equipment. They have voiced their desires for actions to take place around bullying because, never forget, kindness matters. They have voiced their desires for intense professional development for our incredible teachers and successfully implementing devices because, truthfully, they love them.

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

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

Scholars, I only have one final word for you all.

Be the voice and not an echo or a whisper. Be it when it's uncomfortable, be it when you're the only one and continue to be...

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

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

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

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

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

DR. MAYO: Good evening, Chairwoman Causey, Vice Chairwoman Henn, Superintendent White and members of the Board.

I'm here once again regarding the 2019-2020 calendar. I have a quick overview just to bring you up to speed.

Just to give you a quick overview regarding the calendar, we have state guidance documents that we utilize when it comes to the calendar. We have to look at the number of school days as well as the length of the school year when consider the school calendar.

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

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

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

Being the fact that we will only have a 6-hour and 30-minute school day, that brought us down to only a 30-minute cushion. When I say a cushion, it's when we have inclement weather or emergency closures for the school system. So, when we have a delayed opening or early release for any type of weather, or emergency closures, we have to have a balance of hours, especially at the high school level, to make sure that we're going to meet the hour requirement which is 1,170 hours.

Also, in some cases, the day requirement.

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

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

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

The second proposal also is 183 student days at 6 hours and 30 minutes with a 6 calendar day spring break. So,
Ms. Pasteur: Mr. Mayo, aren't those with closures, if we have five closure days? The dates that you just gave.

Mr. Offerman: Thank you.

Dr. Mayo: That's correct.

Ms. Pasteur: So, it goes up. For the pre, it's June 9th with no, June 16th with no and June 12th with no.

Dr. Mayo: Yes, that's correct.

Board Chair Causey: Ms. Rowe?

Ms. Rowe: What happens if we exceed the five days for closures?

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

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

Dr. Mayo: That's correct.

Ms. Rowe: Okay, thank you.

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

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

Vice Chair Henn: Second.

Board Chair Causey: Thank you, Ms. Henn, for the second. Just to speak a moment to my motion, we have received a great deal of input at the Board regarding the challenges that would be presented in changing the start date of school at this late date. We've received the input not only from teachers, many of whom have jobs that they have during the summer and they've signed up for jobs, but also families where families have made arrangements for children with child care and so...
forth, as well as system staff throughout the system that have made plans.

The other issue with changing the start date at this late time is that, starting one week earlier would be a loss of planning and preparation time by the entire school system including construction projects that we have underway. Starting one week earlier at this late date would be a loss of transition time for our incoming Superintendent.

Additionally, we still have two large high schools, and other schools, that remain without air conditioning and no temporary cooling solution. When school started last year after Labor Day, there were 10 schools that were closed for the first three days due to excessive heat. So, if we started one week earlier, that would just be not logical as there would be a great risk of having those schools not be able to start.

Finally, there are many students, teachers and families who have already planned to participate in the agricultural activities and competitions which, for many students, are the exemplary final assessment of their agricultural efforts throughout the year in terms of the number of competitions.

So, I would ask my Board members to consider my motion. Are there any questions or comments? Hearing none, may we have a roll call vote?

VOICE: Ms. Rowe?

MS. ROWE: Yes.

BOARD CHAIR CAUSEY: The vote is unanimous and the motion carries. Thank you, Dr. Mayo, and thank you to all the staff that worked on this issue. There were a lot of challenges but we appreciate everyone's efforts to bring forward a solution for our school system.

Our next item is Item K, Unfinished Business, Consideration of Board Policies. Members of the Board, the Policy Review Committee asks that the Board accept this report of the committee's recommendation to amend the following policies.

Policy 110, Publications, Radio, Television and Digital Media. Policy 1200, Community Involvement. Policy 5550, Disruptive Behavior, which is renamed as Student Behavior Code. Policy 5560, Suspensions, Assignments to Alternative Programs or Expulsions, which is renamed as Suspensions and Expulsions, the committee's recommendation to delete Policy 6602, Alternative Education programs.

These recommendations are presented to you on tonight's agenda as Exhibit K. As a result of public comment received, the Policy Review Committee has recommended additional edits to Policies 5550 and 5560. The policies presented on tonight's agenda reflect those additional edits.

Do I have a motion to adopt the recommendations of the Board Policy Review Committee?

MS. ROWE: So moved.

BOARD CHAIR CAUSEY: Thank you, Ms. Rowe. No second is required. Is there any discussion? Hearing none, those in favor, please raise your hand. Any opposed? None. The motion carries unanimously. Thank you very much. I especially want to thank the Policy Review Committee and our council and our administrative support for working so diligently on all of those policies so the many community members that had input and allowed us to strengthen those policies for the benefit of our students and school system.

The next item on the agenda is Item L, Unfinished Business, Dogwood and Johnnycake Elementary School Capacity Relief. For that, I ask Dr. Brown to come forward. Good evening and welcome. We also have Dr. Raquel Jones joining us.

DR. BROWN: Good evening, Superintendent White, Board members and community. That will probably be the second
to the last time I get to say that.

We are here today to bring to culmination the
boundary work that was in place for Dogwood with Featherbed Lane and Johnnycake and Edmondson Heights that's been presented. The Board had a hearing. No one attended. At this point, we would ask the Board to adopt the two proposed boundaries. The boundary modification for Johnnycake and Ed Heights as well as that for Featherbed Lane and Dogwood.

BOARD CHAIR CAUSEY: Do I have a motion to approve the recommended capacity relief options for Dogwood, Option Two, and Johnnycake, Option Four, elementary schools?

MS. ROWE: So moved.

BOARD CHAIR CAUSEY: Thank you, Ms. Rowe. Do I have a second?

MR. MCMILLION: Second.

BOARD CHAIR CAUSEY: Thank you, Mr. McMillion. Is there any discussion? Hearing none, all in favor, please raise your hand. Any opposed? The motion carries unanimously. Thank you, Dr. Brown and Dr. Jones.

For the next item of business, Item M, Personnel Matters, I call forward Dr. Mayo.

DR. MAYO: Good evening again. I'd like Board consent for the following personnel matters. Retirements, resignations, leaves of absence, deceased recognition of service, certificated appointments and consideration of the central area education advisory council appointments.

BOARD CHAIR CAUSEY: Do I have a motion to approve the personnel matters as presented in Exhibits M1 through M6?

MS. PASTEUR: So moved.

BOARD CHAIR CAUSEY: Thank you, Ms. Pasteur. Do I have a second?

MR. OFFERMAN: Second.

BOARD CHAIR CAUSEY: Thank you, Mr. Offerman. Is there any discussion? All in favor, please raise your hand. Any opposed? The motion carries unanimously. Thank you, Dr. Mayo.

The next item of business is Administrative Appointments. For that, I call on Ms. White.

MS. WHITE: Thank you, Madame Chair and members of the Board. I would like to bring forward for your approval the following administrative appointments. Principal, Edmondson Heights Elementary School, principal, Lansdowne Elementary.
MS. MCBRIDE: (Inaudible. Speaking from audience.)

MS. WHITE: Congratulations. I'd like to acknowledge Scott Rodriguez-Hobbs who will be the new principal at Patapsco High School. (Applause.) Scott, do you have anyone here with you tonight?

MR. RODRIGUEZ-HOBBS: (Inaudible. Speaking from audience.)

MS. WHITE: Wonderful. Congratulations. Congratulations also to Nicole White who will be the new assistant principal at Chadwick Elementary School. (Applause.) Do you have anyone here with you tonight?

MS. WHITE: (Inaudible. Speaking from audience.)

MS. WHITE: Congratulations. Last but certainly not least, we would like to congratulate Erin Womble who will be the new principal of Edmondson Heights Elementary School. (Applause.) Hi Erin, do you have anyone with you here tonight?

MS. WOMBLE: (Inaudible. Speaking from audience.)

MS. WHITE: Congratulations. Those are the administrative appointments for tonight. Congratulations, everyone.

BOARD CHAIR CAUSEY: Thank you and congratulations to everyone. At this point, we're going to take a five-minute recess for the Board because we do have a bit of time coming ahead of us so this will just give us five minute's recess and then we'll return.

(PROCEEDINGS RECESSED.)

(PROCEEDINGS RESUMED.)

BOARD CHAIR CAUSEY: Thank you for your patience as we took a recess. We're now continuing the June 11th meeting of the Board of Education.

Our next item on the agenda is Item O, New Business, Superintendent's Contract. Board members, earlier you were emailed the Superintendent's contract and it's attached to your Executive Session of Board Docs. Do I have a motion to approve the Superintendent's contract for 2019-2023?

MS. ROWE: So moved.

BOARD CHAIR CAUSEY: Thank you, Ms. Rowe. Do I have a second?

MR. OFFERMAN: Second.

BOARD CHAIR CAUSEY: Thank you, Mr. Offerman. Is there any discussion, Board members? Hearing none, all in favor, please raise your hand. Any opposed?

The motion carries unanimously. Thank you very much. The Superintendent's contract will be attached to the public's facing version of Board Docs in a day. A day or two. Thank you.

Our next item of business is Item P, Collective Bargaining Master Agreements. For that, we call forward Dr. Mayo and Mr. Duke.

DR. MAYO: Good evening, once again. We would like Board consent for the approval of the Master Agreements for TABCO and ESPBC.

BOARD CHAIR CAUSEY: Do I have a motion to approve the collective bargaining master agreements for the education and support professionals of Baltimore County and the Teachers Association of Baltimore County as presented in Exhibit P?

MR. HAYDEN: So moved.

BOARD CHAIR CAUSEY: Thank you, Mr. Hayden. Do I have a second?

MS. ROWE: Second.

BOARD CHAIR CAUSEY: Thank you, Ms. Rowe. Any discussion? All in favor, please raise your hand. Any opposed?

The motion carries unanimously. Thank you very much.

The next item is Item Q, New Business, Action Taken in Closed Session. For that, I call forward our Board Counsel, Mr. Neusbaum.

MR. NEUSBAUM: Good evening. Earlier this evening, the Board considered several matters in closed session including three appeals regarding confidential employee and student matters and a personnel matter all in your quasi-judicial capacity. The three appeals were on the record as there were no requests made for oral arguments. At this time, it would be appropriate to confirm all the actions taken in closed session, the summary affirmances were numbers 19-34, 19-41 and 19-58.

BOARD CHAIR CAUSEY: Do I have a motion to approve the action taken in closed session?

MR. HAYDEN: So moved.

BOARD CHAIR CAUSEY: Thank you, Mr. Hayden. Do I have a second?

MR. OFFERMAN: Second.

BOARD CHAIR CAUSEY: Thank you, Mr. Offerman. Is there any discussion? Hearing none, all in favor, please raise your hand. The motion carries unanimously. Thank you.

MR. NEUSBAUM: I'm going to pass around, there's
three orders to be signed. Thank you.

BOARD CHAIR CAUSEY: Thank you, Mr. Neusbaum. Our next item is Item R, New Business, 2019 Capital Budget Supplement. For that, I call forward Mr. Smith and Mr. Sarris.

MR. SMITH: Madame Chair, members of the Board, Dr. McComas, I'm here with Mr. Sarris. Due to the hour, I'm not going to prolong this. I'm going to turn it over to Mr. Sarris who will give a quick overview and then we'll be available to answer any questions.

MR. SARRIS: So, the November 6th, 2018 bond referendum was approved by the electorate for the construction of elementary and middle schools to continue Baltimore County's aggressive Schools for our Future program. The funding represents the county's capital contribution for approved projects and allows BCPS to issue the necessary purchase orders to construction contractors prior to July, 2019.

The specific capital projects and schools impacted by the supplemental appropriation include the construction of a new middle school on the Nottingham site, the Pine Grove Middle School addition/renovation project, the replacement of Berkshire, Chadwick, Colgate and Dundalk Elementary Schools and the construction of a new elementary school on the Ridge Road site and this same supplemental appropriation was approved by the Baltimore County Council on November 19, 2018 and took effect December 1st of last year.

BOARD CHAIR CAUSEY: Thank you. Do I have a motion to approve the fiscal year 2019 capital budget supplemental appropriation as presented in Exhibit R?

MS. ROWE: So moved.

BOARD CHAIR CAUSEY: Thank you, Ms. Rowe. Do I have a second?

MS. JOSE: Second.

BOARD CHAIR CAUSEY: Thank you, Ms. Jose. Is there any discussion? Ms. Rowe?

MS. ROWE: As you know, I initially had struggled with this because it was not clear exactly why we were doing the supplemental allocation. I just want to make sure that my understanding of this is consistent with your understanding.

We had a 2019 capital county request that had zeros for county money. The reason for this, as I understand it, was because the bond referendum had not been approved so it was not possible to allocate things in that budget. So, this

supplemental allocation allocates that bond money in FY20 and also in FY19.

MR. SARRIS: That is correct.

MS. ROWE: So, the supplemental allocation, initially, I had thought that it was taking things out of priority order but that is not the case because those things are also in FY20. Is that also your understanding?

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

MS. ROWE: Thank you.

BOARD CHAIR CAUSEY: Are there any other questions or comments by Board members? Hearing none, all in favor, please raise your hand. Any opposed? Any abstained? The student member does not vote. So, thank you. That motion carries unanimously. Thank you.

Before we get too far along, if I could ask Dr. Mayo to come up one more time? In our brief recess, he pointed out that he needs to make a clarification just for the understanding of the Board members related to the calendars.

DR. MAYO: Good evening, again. The calendar that you approved this evening, the post-Labor Day with 10 calendar day spring break, with this calendar, we do not reach the threshold of 191 teacher duty days.

So, with that being stated, there were some emails that came through from teachers concerned about the shortened teacher work week.

We are able to start the teacher work week on August 26th which is a Monday. That gives the teachers a five-day work week and also gives them two days for classroom preparation and we can still do our systemwide professional development as well.

So, I'm recommending that change and I will have that updated for the website for tomorrow. The last day for teachers will now be on June 19th instead of June 22nd which will be a Monday.

BOARD CHAIR CAUSEY: Thank you. Ms. Hayden?

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

DR. MAYO: I've spoken to the President for TABCO and then also several of the...yes.

BOARD CHAIR CAUSEY: A thumbs up for clarification.

DR. MAYO: Mr. Hayden, we're telling teachers they
1. don’t have to come to work on Monday. They can stop on that 
2. Friday. So, I don’t see any objections there.
3. BOARD CHAIR CAUSEY: Sounds like a win, win. Any 
4. other questions or comments? Thank you, Dr. Mayo. We 
5. appreciate that.
6. Our next item is Item S, New Business, Privately 
7. Funded Capital Projects. For that, I call forward community 
8. superintendent, Ms. Byers. Good evening.
9. MS. BYERS: Good evening, Dr. McComas, members of 
10. the Board. This evening, I’m bringing forward three separate 
11. privately funded capital projects. I’m going to begin with a 
12. project for Pretty Boy Elementary School to purchase new tables 
13. for their cafeteria. The total cost for this project is $19,989 
14. and the Pretty Boy Elementary PTA is donating $15,000 of that 
15. towards the project. The school operating budget will cover the 
16. remaining cost of approximately $5,000. This has gone through 
17. all of our normal channels of approval.
18. BOARD CHAIR CAUSEY: Thank you. Board members, all 
19. of those documents are in your Board Docs. Do I have a motion 
20. to approve the Pretty Boy Elementary School cafeteria tables 
21. project?
22. MR. OFFERMAN: So moved.
23. BOARD CHAIR CAUSEY: Thank you, Mr. Offerman. I 
24. will second that. Is there any discussion? Mr. McMillion?
25. MR. MCMILLION: It’s just sad to me that the PTA has 
26. to pay for cafeteria tables. It’s a shame that their $15,000 
27. can’t go to something else. I just want to be on the record 
28. saying that. Thank you.
29. BOARD CHAIR CAUSEY: Thank you, Mr. McMillion. Any 
30. other discussion? All in favor, please raise your hand. Any 
31. opposed? The motion carries unanimously. Thank you.
32. MS. BYERS: Next, I’m bringing forward for approval 
33. the purchase and installation for bleachers at Towson High 
34. School. The total cost for this project which includes the 
35. bleachers and the necessary concrete work that has to be done to 
36. install the bleachers is $76,200.
37. Of that, $48,980 is for the bleachers and the 
38. remaining $27,000 is for the concrete work. The Towson High 
39. School Sports Booster Club raised approximately $47,000 for this 
40. project and they were matched through a capital projects grant 
41. from the State of Maryland General Assembly for $30,000. Again, 
42. this has gone through all of our normal channels for approval.
43. BOARD CHAIR CAUSEY: Thank you, Ms. Byers. Do I 
44. have a motion to approve the Towson High School bleacher 
45. project?
46. VICE CHAIR HENN: So moved.
47. BOARD CHAIR CAUSEY: Ms. Henn, thank you. Do I have 
48. a second?
49. MR. OFFERMAN: Second.
50. BOARD CHAIR CAUSEY: Mr. Offerman. Is there any 
51. discussion? All in favor, please raise your hand. The motion 
52. carries unanimously.
53. MS. BYERS: Okay. Finally, this is also a privately 
54. funded capital improvement project for Towson High School. It 
55. is for the purchase and installation of a C container. The 
56. total cost of this project is $9,947, all of which has been 
57. donated by the Towson High School Sports Booster Club. This 
58. will be for a C container to store equipment for, essentially, 
59. pole vaulting equipment. That’s what they’re going to be 
60. storing.
61. BOARD CHAIR CAUSEY: Do I have a motion to approve 
62. the Towson High School C container project?
63. MR. OFFERMAN: So moved.
64. BOARD CHAIR CAUSEY: Mr. Offerman.
65. VICE CHAIR HENN: Second.
66. BOARD CHAIR CAUSEY: Ms. Henn, second. Any 
67. discussion? Mr. Hayden?
68. MR. HAYDEN: (Inaudible. Speaking away from 
69. microphone.)
70. MS. BYERS: It will be anchored onto a concrete 
71. slab. So, part of the project is actually building the slab.
72. MR. HAYDEN: (Inaudible. Speaking away from 
73. microphone.)
74. MS. BYERS: Yes.
75. BOARD CHAIR CAUSEY: Any other discussion? All in 
76. favor, please raise your hand. The motion carries unanimously.
77. Thank you, Ms. Byers.
78. MS. BYERS: Thank you.
79. BOARD CHAIR CAUSEY: Our next item is Item T, New 
80. Business, Contract Awards. For that, I call forward Mr. Sarris 
81. and Mr. Dixit.
82. MR. DIXIT: Good evening.
83. VOICE: Members of the Board, the Board’s Building 
84. and Contracts Committee met earlier this evening. Items T1
is there are only so many routes to get to Stemmers to afford things that does become very apparent when we look at Stemmers does have the largest pocket of seats. One of the when you were looking at this, you also looked at Stemmers. Right now, in the schools that are immediately adjacent to Perry Hall Middle School, there are only 103 seats available in the immediate adjacencies. I believe, Ms. Henn, when you were looking at this, you also looked at Stemmers. Stemmers does have the largest pocket of seats. One of the things that does become very apparent when we look at Stemmers is there are only so many routes to get to Stemmers to afford those seats to folks in the northeast. That's part of the conversation. There's just really not that many options to do that.

Then, to add insult to injury as we move forward, this is an area that continues to grow. So, by the time we get to the '21-’22 school year, there's no excess capacity here at all in the region. In fact, the whole area will be overcrowded.

So, again, I said this earlier today and I've heard a couple people say it in terms of the constituency, the real solution here is to get behind advocating for a new school. We need more seats for this solution.

This just underscores the point that the area is continuing to grow and you can see by the time you get to the '21-’22 school year, the area is in excess of 100 percent capacity.

To date, we have expended most of the internal and external capacity relief opportunities for the building. What you see here, if you look at the three lines here, the red line represents the state-rated capacity for the building that's why it's sort of level across there. The blue line represents the enrollment and projected enrollment. You'll see that that's sort of flattened out. We had a lot of growth for a while but it's sort of flattened out as we move forward. The green line reflects the additional capacity that's afforded by relocatable units. You'll see that the green and blue lines are actually quite close to one another. Truthfully, if we were to stay the course with relocatable units or adding a relocatable unit, we could likely accommodate much of this already.

So, when we look at providing capacity relief and I really wish Mr. Kuehn was here because he brought this up the other day. We do look every year across the entire system. We are aware that there are a number of schools across the system that have needs for this.

Really, one of the things I was looking forward to this year was addressing Pleasant Plains in the fall and potentially one more elementary school in the spring. So, when we start talking about another boundary process, it starts to have these cascading impacts on other schools that we want to address. That's part of why I feel such an urgency to try to make a decision so that I can get my team on board to moving to address other needs. We just don't have that much time to get these things done.
So, when we do this and we look across the community as a whole, we start looking at, well, what can be done within a building? Can we put art on a cart, can we put music on the stage? What can we do?

Obviously, all those things have been done at Perry Hall. Then, we start talking about adding relocatable units and we've done that as well. While Perry Hall has a large number of relocatable units, there are a couple of elementary schools that actually have just as many across the system. We have issues of overcrowding that are going to require capital solutions.

As you work up, we can talk about annexing. I actually put an annex solution in here, in part, to help people understand what a boundary might look like as well. I just wanted it to be as transparent as possible to the public so they understood what I anticipate to be a very difficult process. This is not an easy thing for communities to go through, let alone go through twice in short order.

I wish I had a good solution here. I will tell you, any pathway the Board picks on this, a portion of the community is not going to be happy. The only way to resolve this in the long run realistically, again, is we need a new building.

That's what we need here.

So, I will walk through a couple solutions here and what they look like and the pros and cons associated with each. Obviously, when we think about solutions, we do think about them with respect to 1280. You heard Brooke Angel, a lovely little girl, when she was talking about, wow, I could go to middle school in one place, my sibling could go to school over here and then my third sibling who is in elementary school could end up at a third school.

She captured part of the complexity and part of the challenge here. That a, quote, "temporary boundary" will involve families getting split up in ways that are usually not palatable for us when we think about it.

We want to think about feeder patterns and travel time so the annex example that I give you has a much longer travel time if it goes all the way down to Stemmers. So, that's a significant change.

We talk about neighborhood continuity, we talk about feeder patterns for schools and all the sort of disruptions that come with that. These are things that, when we do a boundary process, we don't take them lightly and they're meant to be permanent. We think about them as a permanent solution for the community.

So, again, sort of working our way up through these solutions starting with the least invasive solution, the one that will have the impact on the fewest number of kids in terms of movement is the use of relocatable classrooms. That's not necessarily a popular response but we could continue to add one or two more relocatable classrooms potentially to this site.

Then, if that's, again, it's the least disruptive to students, it's the lowest cost of the solutions. It does provide temporary and immediate relief. It will not involve any more movement of students. So, we're not moving students between schools using this model. We don't interrupt feeder patterns, we're not impacting travel times, it has no impact on the neighborhoods. It allows for things to remain the way they are until we do a meaningful boundary to accommodate the new Nottingham school.

Challenges. Again, as with any other overcrowded school, core space has become an issue. it will have an impact on outside spaces as well and there are going to be people who live in the center of the community who aren't going to be happy about this. Many folks who are advocating for boundaries tend to live in the center of the community because they're not going to ever be impacted by the boundary. It's the folks on the periphery I think will be a little bit happier with this as a potential solution.

Again, in my opinion, if we think about what's best for kids, if it were my student or one of my grandkids going to the school, this is the solution I'd be advocating for.

I put an annex in. Annexes are, by their very nature, fairly unpopular and we've heard from the community on that. I wanted to see an annex because the annex describes the region of Perry Hall that would be most likely to move under a boundary as well.

When we talk about Stemmers, Stemmers is southeast of Perry Hall. The major divider, what we'd be looking at under Rule 1280 would likely be I-95. So, everything east of 95 happens to be a pocket of kids that matches about the number of kids who need to move out of Perry Hall to balance enrollment.

So, the question is where do they go? So, part of what I wanted folks in the community to understand is who is likely to move here? It's that area east of 95 that's likely to
move. Then, who moves with it?

So, the benefit of this is it is a focused movement.

If you’re going to do a boundary, if the Board feels compelled to act, this is a focused movement of kids. It will move the fewest number of kids without displacing kids from another school. A boundary process that involves Middle River likely would involve displacement of students from another school.

I’ll come back to that.

It’s, again, Brooke explained it really well. I mean, wow. I think we have another parent here who explained it really well in that, wow, I’m going to move from my elementary school. So, I went from Vincent Farm to Chapel Hill. Now, I’m going to move for my middle school and then I’m going to move back.

Yeah. This one is a tough one and it's going to happen in a relatively quick fashion. If this boundary goes forward or if this annex goes forward, it will go forward in the year ’20-’21. By 7th grade we’d be doing a new boundary. In 8th grade, now do I finish at Middle River? Do I finish at Stemmers? Do I go to Nottingham? It gets complication, even for an individual student progressing through this model.

It is a lower cost solution and it's guaranteed because the boundary is sort of structured. We could do this much like we would a typical boundary process in that we could easily stand up an informational session for the public, give them maps, put a survey together with it and the Board could get a lot of information before they would choose to act on this if they would go forward and give the public plenty of opportunity to give input on the process.

As with a boundary, you don’t get full relief until the ’22-’23 year because kids have to matriculate. Sixth grade to 7th grade, 7th grade to 8th grade, and when you have that full cohort, that’s when you get that.

It’s unlikely that you get a full cohort through just by the nature of the staggering of the two projects. If, as we anticipate, Nottingham opens in the ’22-’23 year, kids will be going back to Nottingham when they were in 8th grade. Potentially.

So, this does disrupt feeder patterns. There is a much longer travel time. Again, there are going to be folks who are really not going to like this because it’s going to have an adverse impact on their students and it’s going to be move a lot of students away from the school that they know a month.

So, when we look at this, we’d be moving kids directly from that area east of 95. Part of them we’d move directly to Middle River Middle School because that would make a consistent feeder from Vincent Farms. Chapel Hill students we would route directly down to Stemmers under that. That would involve the least disruption to any other school. Not suggesting it's not disruptive to this pool of students. I believe it is. But, it won't disrupt students in another school as well.

As you can see, if you do an annex, it does provide relief and it does reduce the overcapacity for Perry Hall Middle School as we move forward.

As you can see, while it does take Middle River up over 100 percent, it's not horribly over 100 percent and the impact on Stemmers is modest.

The last one is double redistricting. This is probably the one I like the least in this model because it's permanent and it's also the most expensive.

So, it could provide relief to Perry Hall Middle School and I actually wish Ms. Mack were here on this in that, because it's a community-driven process, people draw their own maps a lot of the time which is to say there's no guarantee that this community east of 95 is going to be willing to move. So, we could go through this entire process and, at the end of the year next year, find out in short order that this is not appealing to that community because they don't want to go to Middle River nor do they want to go to Stemmers. Or, we may find out that Middle River is maybe not willing to have a large number of students move out of Middle River to accommodate or make space for Perry Hall because if Perry Hall moves 200 students into Middle River, Middle River doesn't have room for that. So, students would have to come out of Middle River to go to Stemmers to make room for those kids coming from Perry Hall.

I'm not sure that Middle River is going to like that idea. So, when you have Middle River and Stemmers at the table, I don't know how likely they're going to be to adopt that type of boundary. It's a tough sell.

Boundaries are hard in the first place. When we have a school at the end of the rainbow for people to go to, it's tough but people tolerate it and they go through that process because they know there's something good for their kids
When we’re asking them to do the same thing on a temporary basis and then come back a year later and do it again, it just feels like a lot of emotional turmoil for a community. You’ve heard some of that today as people were speaking. It concerns me because, ultimately, when we come back and we talk about the Nottingham boundary, we want people to be genuinely engaged with that. We want them to think about what’s best for their community moving forward, not coming in angry because they had to do something on a temporary basis that they didn’t like.

So, the problem with this one, again, it has the most impact on students. If we do anything other than a satellite to Stemmers, it means moving kids out of one or more schools and that’s going to be tough. So, to create space for Perry Hall kids, other kids will have to move out and I just think that’s awfully tough.

Again, you won’t see a cohort of kids move through the program. You’ll see 6th and 7th grade and then you get around to 8th grade and, all of a sudden, some sort of decision has to be made about where I’m going to finish my middle school? Do I go back to Perry Hall? Do I go to Nottingham? Et cetera.

We have students that will easily be impacted three times. Those kids in that Chapel Hill area are going to be impacted at least three times in this process. That really concerns me. It is the most expensive because if you do boundary processes twice, it’s double the expense on that moving forward.

We will also, again, have staff and students move more than once on this. So, the staff will follow the students and then they’ll move back and it’s a lot of disruption. Again, it’s not a guaranteed solution. It isn’t a guaranteed solution moving forward.

So, again, just to put the time lines out so people can understand. If we start this and we have to start very quickly if we’re going to do this boundary process in the fall, this boundary has to happen in the fall if we’re going to implement it in the ‘20-’21 year. If we start this boundary process in the spring, it can’t go into place until the ‘21-’22 school year. Much like you saw with Johnycake and Dogwood today, we did that as a spring process. We let a whole year roll by so parents have the opportunity to do what they need to do around magnet placements, special transfers, we give them an entire year to work through that. If we try to accelerate that process, we take choices away from parents in the spring and I just don’t think that’s fair. This is going to be disruptive enough without trying to accelerate and compromise parents.

So, we talked about that already. I want to just briefly go through this because I want to honor the folks from Pleasant Plains who were here. They have a point. Pleasant Plains is actually running out of options. Their internal spaces are compromised, they’re maxed out. Their core spaces are actually much smaller than Perry Hall Middle School which was originally a high school. It has larger core spaces than many buildings.

We are out of places to put relocatables at Pleasant Plains. It’s really a pretty tight footprint. So, if we stay the course and we use relocatable units, that’s pathway one. We can easily do Pleasant Plains and then we could talk about doing another boundary in the spring to relieve overcrowding for an elementary school that doesn’t have a capital project associated with it.

If we were to explore annexation, again, another way to gather more information because you have to make a decision.
VICE CHAIR HENN: Thank you, Ms. Causey and thank you, Dr. Brown, for the excellent presentation and all the work you and your team put into this. I appreciate the short turnaround. I know you and your team scrambled to provide this at the Board’s request. So, I really appreciate all the work you put into this. I know you’re in a difficult position because you were fully aware of the situation and on top of it as you have been.

DR. BROWN: We’re really trying to accommodate that 20-21 timeline that was put forward.

VICE CHAIR HENN: Sure. I understand the difficult predicament because we all want that capital solution and when that doesn’t come forward, then what do we do?

My issue is that there is no other path forward for Perry Hall. So, as I look at your last slide, and this is a great visual, by the way. Seeing the path forward, I see, okay, in that decision chart, where do we go from here?

So, we decide to stay the course, if that’s the path that the Board decides to take, and we move forward with relocatables, I’m at the school several times a week, you run out of physical space eventually. Then what?

If the capital funding doesn’t come through, then what? As you said tonight, there is no other option. Then, are we looking at a possible annexation anyway? I don’t like that idea, you said you don’t like it, it’s not what’s best for kids.

A redistricting is also possibly not what’s best for kids. But, then what? So, I’m looking for what is the alternative because this is not a new situation for Perry Hall. I pulled up the boundary map. The last time the boundary map was updated was 2003. So, I had some questions there to say, okay, is this a problem? What have we done about it? I’m seeing no new solutions come forward and really there are none that I’m hearing and no fault of yours or the system’s or anyone sitting around this table or our predecessors.

But, at some point, we have to say, okay. We need to think outside the box and there’s some ideas that the community has brought forward. One of which I want to toss out there is the idea of a voluntary special permission transfer.

If parents would be willing to send their students, for instance, to Pine Grove Middle? Could that be an option that we offer to parents for voluntary transfer and it’s something I’ve talked to Mr. Roberts about in the past.

VICE CHAIR HENN: Given our assumption that a

DR. BROWN: So, I’m drawing a blank on the last name, but Tiffany who is a lovely community member and was part of a couple of the boundary processes that we worked with, I think rattled off a whole list of things that could be explored. There’s no reason not to.

I don’t believe that, again, there’s any graceful way to take advantage of the seats at Stemmers. It’s why, when we were initially looking at a boundary process for this area and whether or not a boundary could really resolve it, when we looked several years down the road, it’s like, oh, all these buildings are overcrowded to begin with so I can’t really go that way. We didn’t even talk about maybe going to Pine Grove but I hate to overcrowd Pine Grove right before it starts a capital project. We’re just moving kids from one set of relocatables to another at that point because a sizeable portion of that building will wind up in relocatables during the construction process. That doesn’t sound like a very good solution to me. I wouldn’t want that and it’s disruptive.

I’m not sure that you’re going to get enough voluntary transfers, if that’s permissible in policy and I would have to dig into that. I’d be happy to do so. But, I don’t think you’re going to get oodles of people doing, a couple hundred people, I doubt it.

So, it may tinker around the edges and give some parents some choice. It’s worth considering. I’m just not convinced that redistricting in the short run here, because you can’t even get a cohort of kids all the way through it before it’s done. It just feels like it will do more harm than good.

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

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

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

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

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

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

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

There are circumstances under which I think it works incredibly well and quite easily. So, tonight, you saw incredibly well and quite easily. So, tonight, you saw...
Dr. Brown: It may just be an updated map. We may have just put the map in a more current tool.

Vice Chair Henn: Sure. But, do you know, and there was an addition built onto the middle school, I believe, in `96. Do you know if that was the last date that a boundary study process was done for the school?

Dr. Brown: I do not know that off the top of my head. We can certainly get that for the weekly update.

Vice Chair Henn: Sure. I couldn't find that information as well. So, I think it's a fair assumption that was the last time the boundaries for Perry Hall Middle have ever been looked at. It's also fair to say that the community has changed significantly in that time.

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

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

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

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

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

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

We've tried to, and we've been quite busy, frankly, as schools have come online, we do those boundary processes.

So, when there was a delay in funding this year, we immediately said, okay, where else can we balance enrollment? That's when Pleasant Plains immediately doubled up.

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

So, do we look across the system as a whole?

Absolutely. That's what the impetus for the high school study was. Wow, those kids came to middle school, they're going to go to high school. Oh, we don't have as many seats in high school.

Wow, we need to do something about that. Let's start looking down the road for that.

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

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

Vice Chair Henn: Great. My last question, then, it is your recommendation that the Board should move forward with...
staying the course and you would be willing to look at unconventional options such as revisiting our policy around voluntary special permission transfers and other options. We have a new Superintendent joining the team shortly. There may be some fresh ideas that he brings to the table as well, if we want him to.

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

VOICE: (Inaudible. Speaking from audience.)

VICE CHAIR HENN: Thank you.

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

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

What is it for a middle school from design to finish?

VOICE: (Inaudible. Speaking from audience.)

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

VOICE: (Inaudible. Speaking from audience.)

MR. MC MILLION: Okay. So, that saves some time, then.

DR. BROWN: Exactly.

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

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

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

So, for an elementary school, if the planning is approved this July, we are looking at three years for completion of that school. For middle school, if the design or planning is approved in July, then we're looking at four years and, high.
If the Board is advocating that we do Perry Hall and I can't do both. So, we have to pick. Plains this fall. Then, this bubbled up and it was like, okay, mean, I was already on track to do a boundary for Pleasant. The course, it would help Pleasant Plains because I could, I would be able to do Pleasant Plains, or my team would be able to do Pleasant Plains and we would likely be able to address one more elementary school in the spring of next year with a boundary process which I'd very much like to do because, again, we have very few opportunities to address those pockets out there that don't have a capital plan or program associated with them.

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

So, I know and I feel the pain. But, how do we address it now? And, if we don't make a decision today, we just let it slide, essentially, it will be option one?

DR. BROWN: If you don't make a, and I would ask that you make a recommendation today just so that we can keep the trains on time with some things.

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

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

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

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

If the Board is advocating that we do Perry Hall and the Board votes that we do Perry Hall, then by very nature, we have to delay Pleasant Plains.

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

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MS. JOSE: So, I would like a motion that we choose

a longer term solution.  If we stall on this, we're just asking for trouble.

BOARD CHAIR CAUSEY: Mr. Hayden?

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

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

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

If we stall on this, we're just asking for trouble.

We have got to move forward onto something.  In my checkered past as a School Board member way back when, I found in redistricting and the like, the longer you waited, the more or
the less you got done.

So, we've got something in mind. Let's move forward on it. Let's keep the community involved and make sure that we can get something done.

BOARD CHAIR CAUSEY: Board members, any other discussion? Ms. Rowe?

MS. ROWE: I just had one question. If we vote in favor of this motion, then it's the same as doing nothing?

DR. BROWN: No.

MS. ROWE: If we don't vote, I guess I'm confused because I thought you said if we didn't do anything tonight, then that's like choosing option one.

DR. BROWN: Almost. Not quite. If you choose option one tonight which is stay the course, it means that for the foreseeable future, which we expect to be a couple of years, we would be planning to try to resolve overcrowding at Perry Hall Middle School with the use of relocatable units. What it would also allow me to do is go back to my team tomorrow and say start the process for Pleasant Plains. We got the ball rolling but let's start the process for Pleasant Plains and make sure that we can continue with that and get that off the ground in the fall.

If we keep kicking this can down the road, then the opportunity to try to address Pleasant Plains comes off the table because then we will be doing either the Pleasant Plains solution in the spring or we'll be coming back and doing the Perry Hall solution in the spring because I'm not going to compromise the process. I want the process to be done well. It's too important in either case. I think, in both cases, the community is going to be deeply involved with those projects and we want to do them right.

So, you know, it's not doing nothing. It's allowing us to move forward with Pleasant Plains.

BOARD CHAIR CAUSEY: Is there any other discussion?

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

MS. JOSE: I make a motion that this Board choose option one, stay the course and come back and revisit this if we don't get capital funding for the construction.

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

VOICE: Mr. Offerman?

MR. OFFERMAN: Yes.

VOICE: Ms. Pasteur?

MS. PASTEUR: Yes.

VOICE: Mr. Hayden?

MR. HAYDEN: Yes.

VOICE: Ms. Henn?

VICE CHAIR HENN: Abstain.

VOICE: Ms. Causey?

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

BOARD CHAIR CAUSEY: Thank you. The motion carries.

The next item is Item V, New Business, Report on Policies.

Members of the Board, the Policy Review Committee asks that the Board accept this report of the committee's approved proposed changes to the following Board policies. Policy 1260, School Volunteers, Policy 3230, Qualification of Vendors, Policy 8130, Internal Board Policies, Organization Formulation, Policy 8315, Internal Board Policies, Operations, Meetings, Participation by the Public. These recommendations are presented to you on tonight's agenda as Exhibit Five. Staff is available should Board members have any questions about these policies.

Additionally, this is the first reading. So, the public will be able to comment on these policies at a future Board meeting. Do I have a motion to adopt the recommendation of the Board's Policy Review Committee?

MR. OFFERMAN: So moved.

BOARD CHAIR CAUSEY: Thank you, Mr. Offerman. No second is needed since the recommendation comes from the committee. Is there any discussion or questions from Board members? Hearing none, all in favor, please raise your hand.

The motion carries unanimously. Thank you very much.

The next item is Item W, Board Member Comments.
I'll start with Mr. Offerman.

MR. OFFERMAN: Even though she's not in the room, I want to add my thank you to the tremendous work Ms. White has done, not only as the interim Superintendent but also her whole dedication to Baltimore County.

Yesterday, I spoke at a faculty meeting about a man who has spent 42 and a half of his years in the same building. People like that, and like Ms. White who dedicate themselves to everything they do, they make a school system work right. I'm so thankful for all she's given us and I hope we can carry on the mantle. Thank you.

BOARD CHAIR CAUSEY: Ms. Pasteur?

MS. PASTEUR: Thank you. To staff, I see this as sort of the end point for this year and during the summer months for us to rejuvenate and begin. So, there's a quote that says a group becomes a team when each member is sure enough of himself to praise the skills of others.

So, to our staff and stakeholders, I applaud you, I respect you and I challenge you to continue to make me better in this role and we are not a group, we are a team. Team BCPS.

I'm proud to be a part of that.

To my Board members, on page 23 of our handbook, we are asked to have an annual self-assessment and I hope that we do that. I hope we do that before school opens and I hope that we will honestly look at ourselves as individuals as the book states and as the group as a whole so that we can move from being the group that we have been for 6 months and turn into a team because our bottom line, whether it's staff or School Board, is to make things better and point to the future for our children. Thank you.

BOARD CHAIR CAUSEY: Thank you. Mr. Hayden?

MR. HAYDEN: What she said. We have got a great school system and we have great facilities around the county. We're continually looking to improve them. I think we'll get there again as long as we stick together and realize that the kids are the bottom line. That's why we're here, that's what we're all about. Anything else on our part is just out and out foolish. We have to worry about kids and their success and do everything we can.

We are going to miss Verletta tremendously. I think her calm assuredness at things and getting things done and being able to stay the course in a lot of situations will be missed and certainly this Board member will miss her there.

Ms. Adekoya, she was my supplier when the World's Finest Chocolate bars were out and about. I could always count on her to slip me a World's Finest Chocolate. So, I've got to find out if the new guy can handle that task. But, we are going to miss an outstanding young woman who has done an outstanding job and has an intellect that is so surprising for someone that is so young and she's so dedicated. So, we are going to miss you. I think that means it's your turn.

MS. ADEKOYA: Keep being the change that you want to see. Thank you.

VICE CHAIR HENN: Congratulations, Haleema and congratulations Class of 2019. It was an honor to attend several of your graduations and to recognize and celebrate your dedication, your hard work and the sacrifices you've made to pursue your education. I am so tremendously proud of each and every one of you.

My hope is that the energy, excitement and pride you feel remain with you as you begin your next adventure and for a lifetime.
However, two of the graduations stand out to me. Battle Monument, a special program in the southeast area, and RICA which is the Regional Institute for Children and Adolescents which is a Maryland state educational program that services some Baltimore County students.

Tomorrow, Ms. Pasteur and I are going to Crossroads for a 10:00 event. Lastly, I hope everyone, including especially Ms. Verletta White and Ms. Haleema, have a long, restful and relaxing summer break. Thank you.

On that same note, I'd like to congratulate Haleema. You will be missed as well. I know that we will miss your quick wit, your leadership to students, your sense of humor, everything. I know that when she goes out into the world, she's going to be the change that she wants to see. She tells everybody to be the change that you want to see but I know she's going to be that change.

On that note, I would like to say congratulations to our graduates and especially Haleema who we're going to miss immensely.

I got this today and I just want to thank Mr. Dixit because I had toured Hawthorne Elementary and I noticed that they needed paint. I always pick on Mr. Dixit because the first time I met him, people were asking for $20 million renovations in Towson and stuff like that and I was like, Mr. Dixit, I just want some paint for Hawthorne. Just some blue paint, that's it, on the outside of the building. That's easy. Right?

So, they did it. They painted everything. Well, Hawthorne Elementary needed some paint so they sent me a card that, already, there's paint. I thought, well, maybe in the summer. So, thank you. You guys move really fast. They sent me this rock. The kids paint rocks now. The elementary schools I've gone to, they have these little rocks. So, Hawthorne Elementary sent me a rock.

So, I've had a great time with all of our students and exploring the schools, they're fantastic schools and I look forward to next year. I hope everyone has a happy summer.

Our next item is Board Committee Updates from Committee Chairs. I'll start off and then anyone else can chime in.

So, the next meeting of the Policy Review Committee will be held next Monday, June 17th. The Committee's meetings are held in this room and our meeting begins at 4:30 p.m. It is open to the public to attend. The minutes of the committee's May 17, 2019 meeting are available for viewing for anyone who is interested on our website.

Are there any other committee Chairs with updates?

Ms. Pasteur?

MS. PASTEUR: Government and Legislative. I'd like to thank the committee, Ms. Scott who is the Vice Chair, Ms. Rowe and Mr. Hayden. I would really like to thank Mr. Bazemore for everything that he did to keep us in line and Eileen Rosenberg who really kept us in line.

Not to be outdone by Ms. Rowe, Mr. Dixit, you know you're the man. Thank you for keeping the bear off of my back. Thank you.

BOARD CHAIR CAUSEY: Thank you. If there's no other committee updates, we have some points of information that are attached to Board Docs. Revised Superintendent's Rule 2361, Administration, Administrative Operations, Distribution of Non-School Materials.

There's also a revised Superintendent's Rule 5120,
Students' Promotion and Retention, Grading and Reporting. The final information is the financial report for the months ending April 2018 and 2019 are attached to Board Docs.

The final is the announcement for the next Board meeting which is going to be Tuesday, July 9, 2019 at 6:00 p.m. in Greenwood Building E. There's also going to be an announcement that there will be a special meeting next Tuesday, June 18th at 6:00 p.m. here.

That is our final issue. Our meeting is now adjourned. Thank you, everyone.

(PROCEEDINGS CONCLUDED.)

STATE OF MARYLAND

I, Dawn L. Brown, a Notary Public of the State of Maryland, do hereby certify that the foregoing transcript of a Baltimore City Board of School Commissioners proceeding was transcribed under my supervision as herein appears and is an accurate transcript of what is recorded and audible on the recording.

I further certify that I am not of counsel to any of the parties, nor an employee of counsel, nor in any way interested in the outcome of this action.

As witness my hand and notarial seal this 3rd day of July, 2019.

______________________________
Notary Public

My commission expires September 21, 2022
Accordingly, the Council continues to congratulate the County's Councilman and Councilwoman for their contributions to the Council's work. The Councilwoman has consistently conducted herself with great dedication and has been a valuable asset to the Council's deliberations. The Councilman has contributed to the Council's discussions and has been a strong advocate for the County's interests.

The Councilwoman has consistently demonstrated a commitment to the County's needs and has been a driving force in many of the Council's decisions. She has been a leader in the Council, and her dedication to the County's development has been widely recognized.

The Councilman, on the other hand, has consistently contributed to the Council's discussions and has been a strong advocate for the County's interests. He has been a leader in the Council, and his dedication to the County's development has been widely recognized.

The Councilwoman has been a role model for the Council's members and has consistently demonstrated a commitment to the County's needs. Her contributions to the Council's work have been invaluable, and she has been a driving force in many of the Council's decisions.

The Councilman has been a leader in the Council, and his dedication to the County's development has been widely recognized. His contributions to the Council's discussions have been invaluable, and he has consistently demonstrated a commitment to the County's needs.

The Councilwoman and the Councilman have both contributed significantly to the Council's work and have consistently demonstrated a commitment to the County's development. Their contributions have been invaluable, and they have both been leaders in the Council. Their contributions have been widely recognized, and they have both been role models for the Council's members.

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