BOARD OF EDUCATION
BALTIMORE COUNTY

PUBLIC BOARD MEETING
BALTIMORE, MARYLAND

OCTOBER 8, 2019

Transcribed by:
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Lisa A. Mack (Not Present)
Rodney R. McMillion
John H. Offerman, Jr.
Cheryl E. Pasteur
Lily P. Rowe
Makeda Scott
Omer Reshid, Student Member

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PROCEEDINGS
CHAIRMAN CAUSEY: I now call to order
the meeting of the Board of Education of
Baltimore County for Tuesday, October 8th, 2019.
I invite you to rise and recite the
pledge of allegiance to the flag to be led by
Ryan McKinney of Towson University. We will then
remain standing for a moment of silence in
recognition of those who have served education in
Baltimore County.
(Pledge of allegiance recited)
(A moment of silence was observed)
CHAIRMAN CAUSEY: Thank you, Mr.
McKinney.

Our first item on the agenda is
consideration of the October 8th, 2019 agenda.
Dr. Williams, are there any additions or changes
to tonight's agenda?

DR. WILLIAMS: There are no changes to
tonight's agenda.

CHAIRMAN CAUSEY: Hearing none, the
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| agenda stands as presented.  
Earlier this evening the Board met in  
oclosed session pursuant to the Opens Meetings Act  
for the following reasons: 2, 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.  
And 7, to consult with counsel to obtain  
legal advice.  
The minutes of the closed session are  
available and the informational summary can be  
found on our website at  
Our next item on the agenda 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 ten the number  
of speakers at our regularly scheduled Board  
meeting.  
Each speaker is allowed three minutes to  
address the Board. The completed sign-up cards  
of this evening have been placed in the box and  
the first ten drawn from the box will be our  
speakers for tonight during the public comment  
portion of the meeting.  
PARTICIPANT: Our first speaker this  
evening is Dr. Muhammad Jameel, our second  
speaker is Ms. Amanda Graves, our third speaker  
is Dayana Bergman, our fourth speaker is Dr. Bosh  
Pharoan, our fifth speaker is Brenda Peiffer, our  
sixth speaker is Lynette Dent, our seventh  
speaker is Marie Hoerr, I believe, our eighth  
speaker is Tina Gentle, our ninth speaker is  
Chelsey Cooper and our last speaker is Krystal  
Krause.  
CHAIRMAN CAUSEY: Thank you. We look  
forward to hearing from them.  
Our next item of business is E, new  
business personnel matters. And for that we call  
forward Mr. McCall to present the personnel  
matters.  
Good evening and welcome.  
MR. MCCALL: Good evening Chairwoman  
Causey, Vice Chairwoman Henn, Superintendent Dr.  
Williams and other Board members.  
I would like the Board to consent for  
the following personnel matters, retirements,  
resignations, leaves, deceased recognition of  
service and certificated appointments.  
CHAIRMAN CAUSEY: Do I have a motion to  
approve the personnel matters as discussed in  
Exhibits E-1 through E-5?  
MS. ROWE: Motion.  
CHAIRMAN CAUSEY: Thank you, Ms. Rowe.  
Do I have a second?  
MR. MCMILLION: Second.  
CHAIRMAN CAUSEY: Thank you, Mr.  
McMillion. Is there any discussion?  
(No response)  
CHAIRMAN CAUSEY: Hearing none, all in  
favor please raise your hand.  
(All raise hands)  
CHAIRMAN CAUSEY: The motion carries  
unanimously. Thank you.  
MR. MCCALL: Thank you.  
CHAIRMAN CAUSEY: The next item on the  
agenda is consideration of administrative  
appointments and for that we call on Dr.  
Williams.  
DR. WILLIAMS: Madam Chair and members  
of the Board, I would like to bring forward for  
your approval the following administrative  
appointments. Staff attorney in our Office of  
Law, specialist in the office of equity and  
cultural proficiency and coordinator in the  
program evaluation of the Division of Research  
Accountability and Assessment.  
CHAIRMAN CAUSEY: Do I have a motion to  
approve the administrative appointments as  

presented in Exhibit F-1?

MR. OFFERMAN: Make a motion.

CHAIRMAN CAUSEY: Thank you, Mr. Offerman. Do I have a second?

MS. HENN: Second.

CHAIRMAN CAUSEY: Thank you, Ms. Henn. Is there any discussion?

(No response)

CHAIRMAN CAUSEY: All in favor, please raise your hand.

(All raise hands)

CHAIRMAN CAUSEY: Any opposed?

(No response)

CHAIRMAN CAUSEY: The motion carries unanimously.

DR. WILLIAMS: So our first candidate is Dr. Pamela Foresman, please stand, the staff attorney in the Office of Law. Welcome to Baltimore County Public Schools.

She's an external candidate. She brings to us several years of experience, a staff attorney in the Disability Rights of Maryland, a teacher at St. Francis of Assisi School, a staff attorney in the Homes and Special Way Law units in the Maryland Disability Law Center, Assistant Attorney General in the Compliance Division of the Comptroller of Maryland, the Office of the Attorney General and a trial lawyer and law clerk.

Supporting her this evening her husband Brian Mysarsis (phonetic), her daughters Beatrice and Charlotte Mysarsis, please stand.

And our Deputy General Counsel, Stephen Cowles. Congratulations.

(Applause)

DR. WILLIAMS: Thank you and welcome.

Our next candidate is Jaquetta Johnson, a specialist in the Office of Equity and Cultural Proficiency. Please stand. There you are.

She brings to us years of experience as a library science media specialist at Randallstown High, Pikesville High, Milford Mill Academy and Milbrook Elementary. She had prior experience in Baltimore City Public Schools for four years.

Supporting her tonight is a host of family and friends. Let me see if I can get this right. Family, her niece, Ronda White Jacobe, her sisters-in-law Emma White and Credella White. Friends and supporters, her friend Darryl Sloane, Principal Aubrey Brown, Randallstown High School. Medical specialist Donna Anderson and Janine Goode and Tatanisha Love, Social Studies Department Chair.

Dr. Catina Harris and BCPS retired educator Herman Young.

(Applause)

DR. WILLIAMS: Congratulations.

Congratulations.

And our last candidate is Dr. Rebecca McGill-Wilkinson, Coordinator in the Program Evaluation of the Division of Research Accountability and Assessment.

She brings to us several months of experience as a research specialist in the Division of Research Accountability and Assessment and previous experience in the U.S. Department of Education of seven years, New York University for two years and Temple University, five years.

Congratulations.

(Applause)

CHAIRMAN CAUSEY: Congratulations and welcome.

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 Superintendent for followup by his staff.

While we encourage public input on policy, programs and practices within the purview...
Proceedings 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 the conduct of this meeting are out of order.

I ask you to observe the three minute clock which will let you know when your time is up. Please conclude your remarks when you hear the bell or see the time has expired.

The microphone will be turned off at the end of your time and it could be turned off if the speaker addresses specific student or employee matters or is commenting on matters not related to public education in Baltimore County.

If not selected, the public may submit their comments to the Board members in hard copy or via e-mail to boe@bcps.org.

I now call on our stakeholder groups to speak. Our first speaker for the evening is from Baltimore County Student Council, the Superintendent's Student Advisory Council, Angela Qian.

Good evening and welcome.

MS. QIAN: Good evening Chairwoman Causey, Vice Chairwoman Henn, Superintendent Dr. Williams and student member of the Board Omer and the Board of Education.

My name is Angela, I'm a senior at Dulaney. I'm the President of Baltimore County Student Councils this year. BCSC’s fall leadership camp ran from September 25th to the 27th. It was held over three days in Manchester and we emphasized a theme of climate activism with the slogan "Sea the Problem" spelled s-e-a "Be the Change."

Students returned to their schools with action plans about how to advocate for climate change action and implement programs to make their schools more environmentally friendly. We were glad to see Dr. Williams at this event. Thank you for coming.

Furthermore, the September 20th school strike for climate was well populated by BCSC student activists. In fact, Omer and I attended the protest in Inner Harbor.

To that end, BCSC is pioneering a new structure of committee which addresses student-led change in BCPS.

Our environmental committee narrows in on making BCSC schools greener. It’s meeting right now up in Building A, and I encourage Board members to lend a listening ear to the concerns and suggestions of these students and what might come out of these committee meetings.

I'd also like to shout out Nadia. She's a senior at Eastern Tech. She's a youth climate activist and she took a really big role in organizing the school strikes for climate in D.C. She's a great example and an inspiration to a lot of students. And that's from the student side.

But the adult and school system side are needed as well. So I'd like to encourage the Board to examine BCPS building sustainability practices.

I’ve heard reports that the contents of recycling bins in schools across the county end up in the trash at the end of the day. Our school system should be leading the charge on sustainability and climate action.

Because climate change is a source of great anxiety and importance to the students of BCPS, I urge the Board to emphasize this comprehensively and thus put student concerns first.

Also, toward our initiative of mental health awareness. In tandem with Omer, our SMOB, BCSC is hosting a kindness matters summit on
October 23rd to 24th for middle and high school students.

And this is an event focused on anti-bullying, on kindness and on self-love.

And another BCSC committee which is the infrastructure committee kind of narrows down on that mental health awareness aspect and element and this factor that impacts student life.

And our final committee is called the general services committee. And this focuses on improving students' every day lives using discussions about dress code, technology and things along that vein.

Again, I encourage you to continue to put students' issues first and hear what students have to say. Their opinions and concerns, their anxieties and their recommendations.

Thank you for your time.

CHAIRMAN CAUSEY: Thank you very much.

Ms. Qian. Our next speaker for this evening is the President of the Teacher's Association of Baltimore County, Ms. Cindy Sexton.

Good evening and welcome.

MS. SEXTON: Good evening Chairwoman Causey, Vice Chair Henn, Dr. Williams and members of the Board.

Oftentimes when something is happening and we don't like the whatever it is, there's a great deal of questioning, wondering, and yes, even complaining, about that taking place.

And one of those examples that came up recently was the marriage re-certification form that was referenced in a recent e-mail to all employees from the Office of Benefits. So I had a conversation with Maria Lowery and all it took was just a few minutes to understand the why behind that. I shared the information with my members and they could understand it as well.

So another question I frequently hear is: Why does it take so long for somebody to get hired? So whether it's an additional adult, paraeducator, bus driver, lunch assistant, the hiring process seemingly takes forever.

But, again, I had met with Maria and she helped me to understand that a large part of the process was due to the passage in the Maryland General Assembly of House Bill 486 which I hadn't heard of and now I am quite well versed. And I understand what it actually meant to the hiring process and why it isn't as fast as we'd like it to be.

And I thanked Maria for her time and I felt guilty taking it because of all the work that this House Bill has added to her department. But I shared it with my members and it just gave us a clearer understanding of the process, things that are happening that we often just don't realize.

So I'm going to continue to ask for that transparency in information when I contact other departments and offices as well.

And to be clear, I have gotten answers when I've called or e-mailed and BCPS personnel has been quick to respond to my questions.

And I won't pretend that we'll always like each other's answers and explanations, but knowing the process and the reasons why at least gives us the information that we haven't always had in the past.

So to segue. The two words I'm hearing the most about from teachers are work load and discipline, discipline and work load. So I reached out to Dr. Zarchin and we are going to set up another meeting with our discipline working action group (skip) remember so we can try to help schools who are struggling the most with these concerns.

And I'm trusting that Dr. Zarchin will share information that we might not be aware of that will help us as we confront and work through the issues so that we can focus on how to make situations better for students' learning.
environments and teachers' working environments. I've also reached out to Dr. Boswell and McComas and Dr. Adams so we can have similar discussions with regards to curricular concerns. And this withstood for special ed. I'm going to have lots of questions as I continue to learn these processes.

And, you know, as an elementary librarian, I encourage students to ask questions and then look for answers. It's a common misconception that librarians know all the answers. We just know where to find them.

So that sometimes means reaching out to people. So everybody back there, get ready because I'm going to be reaching out to all of you.

So it's day 69 of my journey and I'm ready to continue to work with all members of team BCPS as we move our profession and our students to new levels and greater successes.

Thank you.

CHAIRMAN CAUSEY: Thank you.

Our next speaker this evening is representing the PTA Council of Baltimore County, Ms. Christina Pumphrey.

Good evening and welcome.

MS. PUMPHREY: Good evening. My name is Christina Pumphrey, I'm the Central Area Vice President of PTA Council of Baltimore County. I am speaking on behalf of our President Jane who is unable to attend this evening due to her religious holiday.

We wanted to express our concern over Lutherville Lab's problems with the cell program moving into the school. We have had many calls and e-mails from concerned parents about injured teachers, fights in the hallways, kids thrown into classrooms to get away from trouble going on and the welfare of everyone in the building.

Jane has been reaching out to help parents network with other parents at other schools who have cell programs but this does not address the immediacy of the problem.

We have spoken with the Community Superintendent and we understand the delay that the new laws on background checks cause; however, parents were notified in April that the program was starting. By September there should have been sufficient time to staff the program and train all involved adequately.

If the program was not fully staffed and if all involved were not fully and properly trained, the program should have been delayed.

Our chief concern in PTA is the health and well being of all children and safety for all staff as well as children. The present situation is unsafe for staff, teachers and students and exasperates the emotional needs of the children that this program is meant to help.

We ask on behalf of our membership for the Board to look into this and get back to us with a report.

The next largest number of calls and e-mails we have received has been about transportation issues. We are now six weeks into the year and those contacts have not lessened. Concerns are ongoing.

While we are well aware of steps being taken to help with transportation issues and we appreciate the hard work some have done to encourage improvements, parents continue to express concerns that no resolutions have been made to ongoing problems.

Many parents are not seeing any progress. And, again, safety of students is our main concern.

Thank you.

CHAIRMAN CAUSEY: Thank you.

(Applause)

CHAIRMAN CAUSEY: Our next speaker for the evening is from the Special Education Citizens Advisory Committee, Ms. Megan Stewart-Sicking.

Good evening and welcome.
and so many others. At this time my youngest child belongs in his home school, but he also needs individualized time with a special educator. He has gone from refusing to even look at a book to reading out loud to us thanks to the high quality intervention he has received one on one or in small groups with a special educator.

I firmly believe my second grader wouldn't even be reading at all right now without those hours of specialized instruction.

We know what happens when our needs grow beyond our resources. We have seen it with our buildings, our schools fall apart when we don't keep up with necessary maintenance and upgrades. Our schools are too crowded when we don't plan adequately for growth.

We see it in transportation when there aren't enough drivers to cover the routes. Special education is yet another area where the needs are larger than the resources.

Special education referrals, enrollment

and children benefit when they receive services from speech therapists, OTs, PTs, special educators and other service providers who help close or narrow the gap in their skills before they get to kindergarten.

Our schools also benefit which children arrive for kindergarten more ready to learn with their peers or with a well developed plan for continued growth.

There are few things we can do of greater importance than providing consistent high quality evidence based interventions for infants, toddlers and pre-schoolers.

In addition, I also want to highlight the need for teachers in our schools, especially for those students who remain in their home schools but need outside general education time with a special educator. We simply are not providing enough special educators for those critical hours that some students need.

I have watched this with my own child
truthiness, it's a legitimate vocabulary word that means the quality of seeming to be true or being felt to be true even if it's not necessarily true.

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

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

The concept of summer holidays for harvesting the crop is obsolete. One day less is not affecting any farm. It was heartening to know at the last meeting before this Board that the teachers do care and revere their religious holidays.

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

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

There is never a requirement or a prerequisite to have justified that discriminatory decision. The declaration of one nation under God, indivisible with liberty and justice for all should not be discarded on the heap of truthiness. Please remove this division and discrimination against Muslim students and grant them equal opportunity and equal rights just as the students of the other two Abrahamic faiths are given.

Thank you and God bless you all.

CHAIRMAN CAUSEY: Thank you.

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

Good evening and welcome.

MS. GRAVES: Good evening.

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

So I want to know how is this right with the Baltimore County Board of Education. I thought that advocacy for education was a priority. How is a child wrongfully withdrawn from school with the Board of Education.

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

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

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

So I'm trying to find some type of help or, you know, and some type of direction on what I should do or how to go about this because my child was still not being educated.
They're we've to please communicate good department I'm and think gave in to every parent participate and have an opportunity to apply.

So, yeah, I haven't been a PTA President in a while, but I still applied anyways because -- and I shared it with everybody, you know, and gave myself some competition. But just because I think it's important for parents to get involved and be involved in every child's education.

The second piece is transportation. Now, I'm in the southwest area. The transportation department has been getting back to us, so that's good news. They are making efforts to communicate with the challenges that they have.

At the same time, I am begging you guys, please for emergency base only, can we please give permission for the attendants on the buses to be able to use a cell phone to communicate? We've got no radios on the buses currently. They're not allowed to use their cell phones.

And I understand when they're doing their job they shouldn't be on the phone, but for an emergency reason -- not the drivers driving the bus, but if there's an attendant to allow them to use the bus -- their cell phone to call for help and assistance, to be able to communicate.

Second piece. The drivers that live out in the community. If you see a bus stopped with the stop sign out, do not pass that bus. You're compromising a child's safety. This continues to be a problem and hopefully we can advocate for some cameras on the bus stops on the sign that goes outside the box to catch people that are breaking the law, to save a life, a child's life.

So the end part is the school calendar. All I'm going to say about the school calendar is I think the focus should be on children and how to provide a calendar that's focused on children and the best way to educate them.

And that is ideally what a school calendar is supposed to be, the best way how we communicate instruction and the best interest of the student to educate them. And I'm a big supporter of year round schedules just because it provides consistent education for students. So we should focus on the calendar and be focused on our children.

So thank you and have a good night.

CHAIRMAN CAUSEY: Thank you.

(Appause)

CHAIRMAN CAUSEY: And our next speaker for the evening is Dr. Bash Pharoan.

Good evening and welcome.

DR. PHAROAN: Thank you.

Thank you for the privilege of making me a member of calendar committee since February of 2004. I'm not old, but that's how old I have been.

So in all the discussions, the priority of the calendar committee is really truly not what is best of the children. The first priority is spring break, that's the most important. Second priority is closure on the Jewish holidays. Third priority, what do we do if we have sleet and snow and compensate for it. And
Nonetheless, I really prefer that the calendar
kind of, you form it whichever way, all right.

So in the past good 15, 20 years, no
matter what happens, basically the school
calendar committee manages to make a calendar and
go through the Board.

My concern about the new calendar that
we have '20, '21 is that Eid is a professional
day and it comes in May. So if something really
happened in wintertime, who's going to be
sacrificed? Not the Jewish holidays in the
beginning of the year, it's going to be the
Muslim holidays.

The proof of that that is happened this
past summer, you know, the previous
Superintendent decided to open the school on Eid
when it was designated to be a professional day.

That is unequal. In the past, and I
want to say a couple of good words about Dr.
Hairston when he was. He was really very
concerned about closing the school too many days.

So, you know, when you have Yom Kippur and
Roshhashana, oftentimes they come either within
seven, eight days or maybe nine days. So you
would have one week with the holiday say in the
middle of it, and school is closed.

And then the next week, the holiday in
the middle of it and school is closed. And Dr.
Hairston used to count those weeks that are not
really complete weeks.

So with education you have to be
focused, all right. So if you have too many
interruptions, too many holidays, then basically
the students are not really getting their -- the
benefit of it.

What I'm really asking you, if you are
going to approve the calendar is to pass some
sort of a motion to put some sort of a lock on
professional day on the day if Eid that it will
not be converted into an open school day.

And I think that would be fair.

Nonetheless, I really prefer that the calendar
focuses on children and children first and not
really on holidays. But the way it is --

(microphone muted)

CHAIRMAN CAUSEY: Thank you. And our
next speaker for the evening is Brenda Peiffer.

Good evening and welcome.

MS. PEIFFER: Good evening. I watched
the presentation on student performance measures
at the last Board meeting. And the presentation
showed some pretty disappointing scores for BCPS.

I think we can all agree that there's
much room for improvement. I also believe that
every one of us in this room tonight wants the
same thing, to help BCPS students succeed.

Of course we all know that there are a
great number of factors that impact student
achievement. Factors such as the curriculum
being used, teacher training, policies dealing
with student behavior and addressing student
mental health can make a difference.

However, with only three minutes I can
only speak about one factor that may be impacting
student achievement and that is the use of
technology in BCPS.

Several years ago as BCPS was beginning
the roll out of its STAT initiative, I began
looking into the idea of a one to one device
program in schools. I was hoping to find out why
BCPS would choose to begin such a program. In
other words, what evidence was there out there to
support such a sweeping change of instruction and
such a significant financial investment.

One of the first pieces of research I
ran across was a report from the OECD in which
dozens of countries were examined to consider the
impact of technology on education.

The OECD report indicates that while
some limited use of computers in schools can
increase achievement, once the use of computers
gets beyond a mere moderate level, achievement
actually tends to go down.

The report indicates that to create
equal opportunities in learning, it's more important to ensure that each child reach baseline levels in reading and math than to expand technology access and programs. It tells us that there's no link between investing in education technology and improved student achievement.

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

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

The STAT program was poorly designed and hastily implemented. It essentially forced technology into every aspect of our school. Our kids even take their devices to gym class, rather than taking the time to examine in what ways technology would be useful or helpful.

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

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

Thank you.

(Ms. Dent)

CHAIRMAN CAUSEY: Thank you. Our next speaker for the evening is Lynette Dent.

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

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

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

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

And if so, would there have to be a new investigation and how long would the process be. Thank you so much for your time.

CHAIRMAN CAUSEY: Thank you.

Marie Hoerr.

Good evening and welcome.

MS. HOERR: Good evening. Thank you.

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

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

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

I'm here tonight asking you to take a serious look at the entire program and how it's being run. How are the students placed, how is the program staffed and what are the
qualities being asked for those that are supporting and teaching the SEL program.

With speaking with multiple people in multiple departments at BCPS, it seems that there is little to no specific training required for the staff of the SEL program prior to their start or hire by BCPS.

How is a child enrolled in the SEL program who already struggle with really big feelings and emotions on a daily basis to be supported -- are they supported by staff who quite possibly have not been trained to handle their behaviors.

As a former educator, I know behaviors are just another way of communicating. For the children in the SEL program, they need support to use other avenues to communicate. Each of these children have the right to a free and a public education and in the least restrictive environment. By not having the proper criteria in place to ensure those working closely with these children on a daily basis can support them in a developmentally appropriate way, they do not have an LRE or FAPE. In turn, either do the students that are in the school along with the SEL program.

I am really asking you to take a deeper look into the missteps of the program and how it is currently placed in schools.

Thank you.

(Applause)

CHAIRMAN CAUSEY: Thank you. Our next speaker for this evening is Tina Gentle. Good evening and welcome.

MS. GENTLE: Good evening.

My name is Tina Gentle and I am a parent of a student at Lutherville Lab Elementary School.

I continue to have serious concerns about the decision-making that took place regarding the transition and implementation of the regional social emotional learning program particularly worrisome as there are children in the program such as these that are prone to eloping. Rather than the County taking time to evaluate all of the elements that are pertinent to the program, such as continuity of educators, moving the program to a school with established school leadership, having adequate properly trained staff as well as the actual physical building location and space and potential hazards, the program was simply re-branded from behavioral learning support to a social emotional learning to include the ECLS program.

As a note, the ECLS program was removed after BCPS received notification that they had too many self-contained programs.

Parents expressed concerns about the SELs program at the school’s announcement last spring. Those concerns included, how to talk to your children about what they may see or hear, concerns over the type of behaviors they may be exposed to, concerns about the actual physical now housed within our school.

I first want to clarify and rebut any presumption that has been made that speaking out and questioning this process is in any way demonstrating a lack of inclusiveness or compassion for any child placed within this program. In fact, our community is here to advocate that all children impacted by this program deserve better from our County.

The rush to transition the SEL’s program from one school to another has led to multiple failures and the keeping of staff and students in a safe learning environment.

This hasty transition failed to contemplate our school leadership recently changed, a sense of consistency had not yet been established.

Additionally, the physical building itself borders York Road, one of the busiest traffic corridors in the County. This is particularly worrisome as there are children in the program such as these that are prone to eloping. Rather than the County taking time to evaluate all of the elements that are pertinent to the program, such as continuity of educators, moving the program to a school with established school leadership, having adequate properly trained staff as well as the actual physical building location and space and potential hazards, the program was simply re-branded from behavioral learning support to a social emotional learning to include the ECLS program.

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Additionally, the physical building itself borders York Road, one of the busiest traffic corridors in the County. This is
location of the classrooms in the school and the
access to York Road, concerns about the fact the
hallways outside the classes are high traffic
areas.

We also had questions about having
enough teaching as well as instructional and
adult supports in place. Time and time again
parents were assured and reassured that all of
these concerns were heard and that everything
would be fine because it was a smoothly run
program that was being picked up and moved to our
school.

This was not the case. Children have
been exposed to fighting among their peers,
explicit and vulgar language being screamed at
times in the hallway, seeing peers run through
the halls attempting to exit the building, and
teachers getting struck by students.

This list, these types of events -- the
list of these types of events continues, and I
know numerous such accounts have been sent to

many of you.

Had school administration or the various
BCPS representatives at parent meetings even
listened to -- (microphone muted)

(Applause)

CHAIRMAN CAUSEY: Our next speaker for
this evening is Chelsey Cooper.

Good evening and welcome.

MS. COOPER: Good evening Chairwoman
Causey. Good to see you again, Dr. Williams, and
it's nice to meet all of you face to face finally
after many communications via e-mail.

I'm here in support of the parents that
you've heard just now. I am also a parent of a
student at Lutherville Lab. I'm also an attorney
with the Federal Government and so this forum is
very familiar to me.

I'm -- I've written a lot of e-mails.

I've given a lot of details. You all have heard
and seen and borne witness to the many egregious
events that are taking place in the elementary

school.

I don't know what more we could possibly
say to get someone to do something immediately.
I have met with numerous people on this issue and
each one of my encounters has informed more and
more problems with this SEL program, particularly
our school is in severe non-compliance with this
program.

There is understaffing, there is under-
training. There was a rush to move students in
from all over with IEPs that had not been
reviewed. There is no safety plan with the
school to address the new population.

And as a result, we are floundering.

Teachers are leaving the school. We have one
teacher who has already taken a leave of absence
because she has been assaulted.

And we have students as young as
kindergarten witnessing, as you've heard, vulgar
language and violence among their peers.

What's more is that we do not have a

staff that is trained to do anything about it.

No one in the school is trained in physical
passive restraint for the age groups that are
comprised of this program so that when something
happens, the leaders of the school stand around
and watch.

So I challenge you, I'm here and I'm
asking for something to be done immediately.

Last Thursday or Tuesday, Dr. Williams and I
spoke on this issue and I said make this the
number one priority. And I'm asking you all to
make this a number one priority tonight.

Thank you.

CHAIRMAN CAUSEY: Thank you.

(Applause)

CHAIRMAN CAUSEY: Our next speaker for
the evening is Krystal Krause.

Good evening and welcome.

MS. KRAUSE: Hello. Good evening,
Board. My name is Krystal Krause and my daughter
is a student at Lutherville Lab Elementary.
First off, I want to say that I love our school. It is amazing because of the teachers and community supporting it. We have a strong diverse and compassionate community that loves all of the children in the school and want to see them do their best.

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

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

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

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

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

I was horrified to know a similar program already existed at Cromwell Elementary. School with the same problems for years and yet they moved it over to our school with 16 known students. BCPS decided to enlarge the size of the program, provide less training, less support and less behavioral specialists.

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

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

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

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

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

(Applause)

CHAIRMAN CAUSEY: Thank you. Also this evening as part of public comment we had sign-in sheets for public comment on proposed changes to policies. And this evening we are seeking input on Policy 6702, Instruction Extra-Curricular activities and we had one stakeholder sign up and that's Ms. Dayana Bergman.
MS. BERGMAN: Good evening. Reviewing the policy for 6702 for the Extra-Curricular Activities, there's just one little section on the policy that I want to see added, which is under three standards. Under B it says Principal will ensure that parents and students are notified of various extra-curricular activities available at the school.

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

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

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

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

CHAIRMAN CAUSEY: Thank you.

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

And signed up is Ms. Bergman.

MS. BERGMAN: So for Policy 7530 on the process for naming or renaming an area of the school or its grounds, the only thing that I see with this policy is where's the student, parent and community involvement? Do they have a say?

It's not mentioned in the policy whatsoever if they want to contribute as being part of that community and that school to either name a certain area of the school or the grounds in honor or somebody that has provided commitment to education at that local school.

So I would like the opportunity to include the rest of the community in that process of making that decision, whether it's the students, the parents, community leaders, just the school community is all, to make everybody part of the process.

Thank you.

CHAIRMAN CAUSEY: Thank you.

That concludes our public comment portion of the meeting.

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

DR. WILLIAMS: So good evening, everyone.

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

BCPS leaders are busy preparing my 100-day entry plan with a focus on the three goals that I set for myself, strategic leadership, relationship building and professional development.

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

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

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

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

During the first 100 days, it's been a wonderful -- it has been extremely wonderful to get to know our principals. So I do want to...
recognize our principals because it is National Principals Month, by thanking our principals for their leadership and dedication.

On that same token, it is my great pleasure to congratulate Pinewood Elementary School for being named a National Blue Ribbon School in the category of exemplary high achieving school. Pinewood is the 22nd BCPS school to earn this honor due to the hard work and strong community developed by Principal Rutter, her staff, her students and families.

And last week, BCPS kicked off the annual Kindness Matters Month. Each week students are learning about ways to prevent bullying, culminating in Bullying Prevention Week from October 21st through the 25th. Every member of our community has the opportunity and the responsibility to demonstrate care and compassion. And I encourage all of us to carry those value forward with us for the entire school year.

That concludes my report.

CHAIRMAN CAUSEY: Thank you. The next item on the agenda is the Chair report. And I would like to start out this evening congratulating Dr. Williams on reaching his 100th day.

With a schedule like his, I'm sure his time at BCPS has been a whirlwind and he will only get busier as the soon to be formed Superintendent's Parent Advisory Council and Superintendent's Teacher Advisory Council start meeting on a quarterly basis. The deadline for applying to serve on either Council is tomorrow, October 9th, and the requirements to serve on each Council are posted on BCPS.org.

The weeks since our last meeting have been a whirlwind for Board members as well. On September 20th, Dr. Williams and a number of Board members attended the official ribbon cutting for the Watershed Charter School.

We had an opportunity to tour the school and the grounds, including the garden and the chicken coop. It was a beautiful day.

On Thursday, September 26th, a number of Board members attended the TABCO ESPBC Town Hall at Parkville High School. And then we headed to Randallstown for a meet and greet with Dr. Williams that was sponsored by the NAACP, the BCABSE and the Northwest Voice. The meet and greet was very well attended and quite a few people waited to speak to Dr. Williams after the event.

On Friday, September 27th, as Dr. Williams mentioned, Pinewood Elementary School was selected in the category of exemplary high achieving school.

In 2018, more than 84 percent of students in grades 3, 4 and 5 met or exceeded expectations in both reading and math. In addition, the teachers and staff members sponsor 22 extra-curricular activities and clubs to reinforce students connections to school.

We would like to offer our sincerest congratulations to Principal Rutter and the students, teachers, staff and families at Pinewood on a job well done.

Next, on Wednesday, October 2nd, a number of Board members joined Dr. Williams at the ribbon cutting ceremony for the newly constructed and enlarged Dundalk Elementary School which replaced the old school that was built in 1926.

The new school's footprint adds almost 100,000 square feet and that provides an additional 150 seats to help relieve overcrowding in the southeast area.

We wish Principal Michael Parker, his students, teachers, staff and parents much success in their beautiful new building. That
same day, Board members and Dr. Williams headed
to Annapolis for the first day of a three day
Maryland Association Boards of Education
Conference. Shawn McComb, a current Assistant
Principal here at Pleasant Plains Elementary
School and the 2014 Maryland and National Teacher
of the Year was the keynote speaker whose
elloquent words reminded us that all kids need
someone in their lives on whom they can count and
trust.

His words set the tone for what turned
out to be a jammed packed informative three days.
I’m thrilled to be able to report additionally
that the County Executive, Olszewski, Jr.
released 16 million dollars in funding for the
County's portion of the Health Schools Grant
which will provide the electrical upgrades needed
to six schools, (inaudible) package unit air
conditioning to four schools, chillers to two
schools and a boiler for one school.

The Health Schools Grant from the State
provided another 13.5 million dollars to support
these efforts to provide temporary air
conditioning to six of the eight remaining
schools that are not air conditioned.

We appreciate the efforts of Governor
Hogan and the County Executive in finding this
additional funding.

Additionally, Custodian Appreciation Day
was October 2nd and we’d like to offer a belated
thanks to our wonderful BCPS custodians and
building operations supervisors. Your efforts
allow our schools to keep opening their doors and
welcoming our students day in and day out.

Also, for National Principal Month, we
recognize the efforts and the -- and we
appreciate all that they -- the Principals do for
our students and for the staffs.

Finally, as Dr. Williams mentioned,
please remember that October is BCPS Kindness
Matters Month. As the singer Aaron Neville once
said, every day some act of kindness comes my

way, even if it's just someone opening the door.
It happens every day if you keep an eye out for it.

Keeping an eye out for it, that is the
key.

So thank you, and that is my report.
And next up we have the Student Board
Member's report, Mr. Omer Reshid.

MR. RESHID: Good evening.

During the month of September I had many
opportunities to interact with students. I
visited Sparrows Point Middle and High where I
met and spoke with students informally in the
cafeteria during lunch shifts. I was very
impressed with the overall conversations of the
students for both the middle and high school.

I heard some of the same issues about
cafeteria food options, transportation and cell
phones. I am working with the Community
Superintendents to plan more school visits within
the coming weeks.

On September 20th, I had the chance to
attend the ribbon cutting ceremony for Watershed
Public Charter School and learn how to feed their
chickens which each had names given to them by
students but I unfortunately don't remember their
names right now.

I am so excited for this opportunity for
our students to learn these skills differently
than a regular classroom. I also served on staff
for the BCSC fall leadership camp where student
leaders from all over the District attended. We
were honored to have our very own Superintendent,
Dr. Williams, Community Superintendents and
administrators from schools in attendance.

They came to collaborate, plan and
listen to the students from their schools.

Last week along with Board members we
attended the annual May conference and got to
learn a lot from it on various topics.

Finally, I want to remind everyone that
October is Kindness Matters Month and we want all
schools to participate in activities to promote this within each school. I would like to end my report with our Kindness Matters video we made with our BCPS students about the importance of creating a culture of kindness in our community and schools.

It starts with you and it ends with us. #BCPS Be Kind.

Thank you.

(Video playing)

MALE: Hey, BCPS, do you know the importance of Kindness Matters?

FEMALE: Maybe you held the door for someone.

MALE: We want everyone to support each other in positive ways.

FEMALE: Being a counter bully can impact students.

GROUP: We the students of Baltimore County --

FEMALE: Announce BCPS Kindness Matters Month which takes place throughout October.

MALE: Kindness Matters because everyone deserves to feel great and do well in school. Here's what we're doing this year. We're celebrating all month. During the first week of October we'll make sure that we understand bullying.

FEMALE: During the second week we'll discuss how to be an up-stander instead of a bystander.

MALE: And then we'll talk about preventing cyber bullying.

FEMALE: And finally we get to Kindness Matters Week, from October 21st to 25th. Each day we want you to show how Kindness Matters.

MALE: By wearing a different color shirt and focusing on a new word of the day.

Monday, BCPS blue for civility.

MALE: Tuesday, green for equity.

FEMALE: Wednesday, orange for unity.

images found on social media.

FEMALE: And replace them with positive ones.

MALE: Post positive words and pictures on Twitter again at #BCPS Be Kind.

FEMALE: Then tag five people and ask them to do the same.

MALE: Let's make sure that everyone knows Kindness Matters in BCPS and across the County.

GROUP: Kindness Matters.

Don't be a bystander, be an up-stander. #BCPS Be Kind. It starts with you, ends with us.

(Applause)

CHAIRMAN CAUSEY: That was awesome.

Thank you very much.

Our next item on the agenda is Item K, new business, action taken in closed session.

And for that we call on Mr. Bruce Aides for consideration of action taken in closed session.
Good evening.

MR. AIDS: Earlier this evening the Board met in its quasi-judicial capacity to consider an appeal in a confidential employee matter.

At this time it would be appropriate to confirm the action taken in closed session in that matter which is Hearing Examiner 19-31.

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

MS. ROWE: Make a motion.
CHAIRMAN CAUSEY: Thank you, Ms. Rowe.

Do I have a second?

MR. OFFERMAN: Second.
CHAIRMAN CAUSEY: Thank you, Mr. Offerman. Is there any discussion?
All in favor, please raise your hand.
Any opposed?
Any abstentions?
Thank you. The Motion carries. Thank you.

Our next item on the agenda is Item L, new business contracts. For that I call on Ms. Henn.

MS. HENN: Thank you. Members of the Board, the Board's Building and Contracts Committee met earlier this evening. Items L1 through L3 and L5 through L7 are being forwarded to the full Board for approval.

CHAIRMAN CAUSEY: Do I have a Motion to approve the items? Please state those again.

MS. HENN: L1 through L3 and L5 through L7.

CHAIRMAN CAUSEY: Do I have a Motion to approve items L1 through L3 and L5 through L7?

MS. ROWE: So moved.
CHAIRMAN CAUSEY: Thank you, Ms. Rowe.

No second is needed since the recommendation comes from the committee. Is there any discussion?

(No response)
CHAIRMAN CAUSEY: All in favor, please raise your hand.
Any opposed?
The Motion carries.

MS. HENN: Madam Chair --
CHAIRMAN CAUSEY: Ms. Henn?

MS. HENN: I believe Staff were going to return item L4. Dr. Williams, would you like to comment on that, to the Board for a future agenda?

Mr. Smith.

CHAIRMAN CAUSEY: Good evening, Mr. Smith. Thank you.

MR. SMITH: Members of the Board.

This item from discussion from the committee will be coming back to Dr. Williams for additional information that was requested that we could not get together before tonight before this -- when we met earlier tonight. So we're going to bring it back to Dr. Williams and we'll pick a time that is going to be appropriate to bring it forward.

So we're just removing it after the discussion.

MS. HENN: Thank you, Mr. Smith.

CHAIRMAN CAUSEY: Thank you very much.

Our next item on the agenda is Item M, new business, privately funded capital project and for that we call on Ms. Beyers. Good evening.

MS. BEYERS: Hi. Good evening, Chair Causey, Vice Chair Henn, Superintendent Williams, Members of the Board.

Tonight I'm bringing forward for approval a privately funded capital project for the George Washington Carver Center for Arts and Technology.

This project is for the delivery, assembly and installation of bleachers for their stadium. The total cost of this project which is reflected in the quote that you have from Dant Clayton Corporation is $17,660. Part of this project is being funded through the Carver...
Foundation.

They've donated $10,000 to this project. And then the remaining funds are coming from donations from graduating classes as well as the athletic department.

In accordance with Policy and Rule 7330, this has gone through all of our normal internal processes for review.

CHAIRMAN CAUSEY: Thank you. Do I have a motion to approve the George Washington Carver Center -- thank you.

Do I have a Motion to approve the George Washington Carver Center for the Arts and Technology bleachers project?

MS. HENN: I'd make a motion.

CHAIRMAN CAUSEY: Ms. Henn. Do I have a second.

MR. MCMILLION: Second.

CHAIRMAN CAUSEY: Mr. McMillion. Is there any discussion?

(No response)

CHAIRMAN CAUSEY: All in favor, please raise your hand.

(All raise hands)

Thank you. The Motion carries unanimously.

MS. BEYERS: Thank you.

CHAIRMAN CAUSEY: Our next item on the agenda is Item N, unfinished business, Board of Education 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 Board policies.

Policy 1600 Public Charter Schools,
Policy 5120, Attendance and Excuses; Policy 6102, Teaching of Controversial Issues; Policy 6200, School Libraries.

These recommendations are presented to you on tonight's agenda as Exhibit N and have been available on Board docs.

Do I have a Motion to adopt the recommendation of the Board's Policy Review Committee?

MS. ROWE: Motion.

CHAIRMAN CAUSEY: Thank you, Ms. Rowe.

No second is needed since the recommendation comes from the Committee.

Is there any discussion?

(No response)

CHAIRMAN CAUSEY: Hearing none. All in favor, please raise your hand.

(All raise hand)

CHAIRMAN CAUSEY: Thank you. The Motion carries unanimously.

The next item on our agenda tonight is Item O, Report on the Proposed 2020-2021 school calendar.

For that we call forward Mr. Duke. At the September 24th meeting, Board meeting, the Board directed Staff to prepare a proposed 2020-2021 school calendar with a post-Labor Day opening for the Board's consideration.

Additionally, the public hearing on both proposed '20-'21 school calendars pre and post-Labor Day will be rescheduled to take place at the October 22nd, 2019 Board meeting with the vote following at the November 5th, 2019 Board meeting.

Good evening, Mr. Duke.

MR. DUKE: Good evening, Madam Chair, Vice Chair Henn, Dr. Williams and Members of the Board.

As you stated, at the Board's last meeting on September 24th, I presented a proposed calendar for the '20 '21 school year with a pre-Labor Day start date.

At the Board's request I forwarded a post-Labor Day calendar for its consideration.

This evening I briefly will discuss that proposal in comparison to the calendar previously submitted.

As I mentioned at the last meeting, there are certain parameters established by MSDE...
that must be followed in a calendar's development. These are shown on this slide as a refresher for the Board.

Both proposals adhere to these guidelines.

Similarly, both calendars take into account and incorporate the BCPS directed closures as well as the State mandated school holidays. As you will note, however, the total number of school closures for students differs between the post-Labor Day calendar and the pre-Labor Day calendar. This is due to the shortened spring break in the post-Labor Day calendar.

Whereas the pre-Labor Day calendar has a ten calendar day spring break, the post-Labor Day calendar has a break of five calendar days which are comprised of the Thursday and Friday before Easter, the weekend and the Monday after Easter.

This slide provides you with a comparison of key days between the pre and post Labor Day calendars.

Day calendars, Labor Day calendars.

Should no emergency closures be needed in the post-Labor Day calendar, the last day for students would be June 15th, 2020. Should five closures occur, the last day for school would be June 22nd.

For your information, the slide's third column provides you with key dates for a post-Labor Day calendar with a full ten calendar day spring break.

In this scenario should no emergency closures be needed, the last day for students would be June 21st, 2020. And should five closures occur, the last day of school would be June 28th.

The need for more than five emergency closure days potentially could push the school year beyond June 28th.

The next slide provides you with some historical information relative to past calendars. It shows start dates, emergency closure days, planned and used, and the number of delayed openings and early releases that occurred.

As you will note, starting the school year prior to Labor Day is not new for BCPS. The post-Labor Day start was the result of a 2016 Gubernatorial Executive Order. Recent Legislation, however, overrode that order and again allows School Boards to decide when to start and end the school year.

I also would invite your attention to the third and fourth columns of the chart which lists the days built into the calendars, into past calendars and the number of days actually utilized.

Those entries in red indicate those years when we used more days than were allocated.

I would also direct your attention to the column showing the number of delayed openings and early releases. These hours also come into play when calculating closure days. For example, if you look at the '14-'15 school year, you will see that there were 10 two-hour delayed openings along with one, one-hour early release, one two-hour early release and one three-hour early release for a total of 26 hours or four days.

For that school year, those four days were added to the six closures used for a total of 10 emergency closures that occurred in that school year.

The next slide provides you with a chart comparing the key characteristics of the calendar options. All calendars have five emergency closure days built in and are based on the school year of 182 student days, 190 teacher days, 1,161.5 elementary student contact hours and 1,180 middle school and high school student contact hours.

As Madam Chair stated, public comment is scheduled for October 22nd, and I will return to you on November 5th for the Board's decision and vote. This concludes my presentation.
I'll be happy to answer any questions.

CHAIRMAN CAUSEY: Board members, are there any questions or comments? Ms. Henn?

MS. HENN: Thank you, Ms. Causey.

Mr. Duke, this is very helpful. Thank you for this information, particularly the data on emergency closure days and usage. This is the first time I've seen this.

And it's very useful the way it's broken out in this chart. Do we have this data readily available for years prior to the school year '11-'12? Is that something that the Board could receive, for instance going back to --

MR. DUKE: It's spotty.

MS. HENN: It's spotty?

MR. DUKE: Yeah. I can go back further and try to reconstitute it, but I don't think it's as complete as the ones that I've provided to you.

That was basically eight years. And the average number of emergency closures was 5.5 during those eight years.

And as you would note, at one point we were incorporating seven days into the calendars as emergency closures.

MS. HENN: Whatever is available, I would like to -- if Dr. Williams is willing to share that with the Board, if it's not too much effort to receive what is available.

I think that would be useful to have additional data points when considering past data beyond the eight years, if it is available.

DR. WILLIAMS: We can explore that. Are you looking for particular trends?

MS. HENN: Yes.

CHAIRMAN CAUSEY: Thank you, Dr. Williams. Ms. (Inaudible)

BOARD MEMBER: Thank you, Mr. Duke.

My question is, I'm looking at the emergency closure days and you have three built in days. But I look at the previous years and you have an average of seven.

What happens if we have more than three emergency closure days?

MR. DUKE: We have to extend the school year.

BOARD MEMBER: So for --

MR. DUKE: If we fall below the 180 required days, then we would have to go ahead and extend the school year.

You're referring to our current calendar or -- oh, the proposed post-Labor Day?

BOARD MEMBER: The proposed, yes.

MR. DUKE: Yes. That is based on 182 days. So additionally -- we have two student days that we add into the calendar basically to accommodate or provide a buffer for any delayed openings and early releases that we may have from an hours standpoint.

But if we go beyond -- if we fall below the 180 days, then we have to extend the school year.

BOARD MEMBER: Thank you.
June where there was an on-line survey and I
don't know if that helped the situation or not.

CHAIRMAN CAUSEY: Ms. Henn or --

DR. WILLIAMS: So I'm really questioning
the security or just what you're asking, how to
gather that information to make it secure.

But I know prior to my arrival there was
a discussion and there was an actual on-line
survey.

CHAIRMAN CAUSEY: Ms. Henn can speak to
that, and then maybe Staff can clarify.

MS. HENN: Sure. So the on-line survey
that was made available last year was open to all
respondents and there was no limit on the number
of times any individual could take it.

So individuals could, as Mr. McMillion
said, complete the survey multiple times. There
was no limit, for instance, based on IP address
or any other limitation.

So the complaint was that individuals
could complete it multiple times and affect the
survey results.

CHAIRMAN CAUSEY: Ms. Rowe.

MS. ROWE: So I think the other issue
with that survey too was also the fact that once
it was released on the internet and social media
attempts to encourage Baltimore County
residents to take the survey, part of the issue
with that survey was that it was then shared
across the state by the Governor.

So we're attempting to figure out what
people in Baltimore County wanted, but we ended
up with a lot of Respondents from across the
entire state.

And what I was wondering is if there's a
way since we have an extensive e-mail database of
all of our constituents, if it would be possible
to secure the survey link within an e-mail that
would -- where the coding would understand that
you're clicking the link out of the e-mail so
that it's coded to the e-mail, so that for each
e-mail sent soliciting a survey response, you can
only respond using the link in that e-mail once.

So that way it would not be an internet
link that would be across all of the internet,
you would have to get an e-mail and then respond
within the e-mail, in the body of the e-mail and
it couldn't be tampered with that way.

CHAIRMAN CAUSEY: Is there Staff
available or are these questions that we -- the
Board can get answers to because we can compile
all the questions in our discussion and then
perhaps have Staff reply to the Board.

DR. WILLIAMS: So I would have to
explore this with Staff. My concern is the
system tried to do this last year and we had
these complications. So it's the expectation of
Staff to develop what you're asking in the midst
of everything else. So I don't particularly know
what the constraints or barriers were last year.

And the Staff that would know best might
be in the room, might not be in the room. I
don't want to put somebody on the spot.

CHAIRMAN CAUSEY: Sure. Sure.

DR. WILLIAMS: But I just think what
you're asking for will require some
investigation.

MR. DUKE: And time.

DR. WILLIAMS: And with this timeframe I
don't know how quickly they can develop that.
I'm just concerned about what we lived through a
year ago by having a survey that the Staff here
probably created and there were some
complications.

Now our attempt to try to do it again
with -- under this tight timeline to try to have
an October 22nd public comment and a vote by
November 5th, I don't know if that will give you
the information.

But since Staff joined the table --

CHAIRMAN CAUSEY: Yes, good evening.

Thank you, Dr. Monique Wheatley-Phillip and Mr.
Duke again and Mr. Cortes. Thank you.

And just to give a little background,
the Board is very interested in hearing from our constituents as Ms. Rowe pointed out. Especially we have teachers for whom the calendar and the schedule is very important in terms of how they set up their year to provide excellent instruction for our children.

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

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

So, especially considering we have, as Ms. Rowe pointed out, e-mails for our teachers, our staff or administrators, we also have e-mail contacts for parents or guardians for our students that maybe there's some way to limit input to those people for whom we want to make sure this calendar works optimally.

MS. WHEATLEY-PHILLIP: So good evening.

And we apologize for having, filing conversations trying to figure out the best way to provide a response to the Board.

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

The other piece was really looking at the IP piece in terms of if you have multiple families that live in one home or folks that work in different offices, if they choose to complete the survey at work and were using that IP address, it then limits anyone else from being able to administer or complete the survey at the same time.

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

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

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

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

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

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

So immediately we would discount over 50
percent of our parents from receiving or being
able to participate in this e-mail.

All of our staff members would have
e-mail, and that would be an easy distribution
internally. The IP limitation that Dr.
Wheatley-Phillip was speaking about, for example,
Baltimore County Public Schools itself represents
on the internet less than 20 IP addresses. So
if we were to limit it to one IP address answer,
all -- about 150,000 devices we have currently in
the system if we were to ask all students and all
teachers to participate, we would probably get
about 20 responses before that would be limited.

And Ms. Henn can speak to network
address translation, keeping the internet running
from IP address numbers.

So what I can say is, seeing the raw
data coming out of DRAA, there had been work done
to limit the number of responses that were seen
from multiple IP addresses, to find anomalies and
rule them out.

But currently if we were to go and say
we want to limit to only who could receive an
e-mail, that's going to dramatically decrease the
number of parents that we could access.

If we were to limit it by IP address,
that poses another limitation or restriction in a
public facing survey of this nature that we would
want to gain as much stakeholder input. But
given those factors, if that were something that
the Board were to accept those -- what word am I
missing? Yeah, those limitations or those
assumptions about the responses that you would
get, then that would be a framework that we would
have to build within.

CHAIRMAN CAUSEY: Thank you. Are there
additional questions and comments?

MS. JOSE: You kind of answered my
question. One was we could have used the BCPS1,
the splash page which has access to all parents,
including me, which is password protected.

But that again brings in the equity

issue where a lot of parents don't access that.
So how do you -- there will just be a limited set
of parents like me that would have access to
serving.

So it is not going to be inclusive of
everybody. And given the short timeframe, I just
think it's not a very feasible option at this
time unless you just hearing you guys, I don't
think it's a very feasible option.

There is the language barrier as well.
We have to consider that. There are a lot of
people that do not speak English, especially the
parents. So given that, the timeframe, I don't
think it's a very -- it's do-able, unless you
guys can do it.

But for me the equity is a huge issue.
How do parents that do not have access to e-mails
and the BCPS1 splash page address or participate
in the survey.

CHAIRMAN CAUSEY: Ms. Henn and then Mr.
King.

MS. HENN: Thank you.

It sounds like, based on what I'm
hearing, though, we can limit it to attempts or
responses by IP address. Am I understanding that
correctly?

MR. CORTES: Uh-huh.

MS. HENN: So while it wouldn't be
perfect, that is a solution that many throughout
last year when we did this to say, yes, somebody
could complete the survey from multiple
locations, multiple browsers. You know, there
are ways around that, but it would limit the
number of attempts so that someone couldn't
complete it 500 times but they could possibly
complete it twice.

So we would be able to limit the number
of attempts per individual.

As far as language barriers, there are
third-party translation tools that individuals
could use as a work-around to being able to
access the site and still being able to
and we would have to look at that. I'd have to talk to the staff.

CHAIRMAN CAUSEY: Mr. Kuehn.

MR. KUEHN: Can Mr. Offerman go before me?

CHAIRMAN CAUSEY: Certainly.

MR. OFFERMAN: Yes. I want to repeat Ms. Jose's statement about the concern over the issues for those parents and those guardians who don't have usual typical access.

I think we're going to get a very slanted view of this, and ask them to go to third party. I think we're talking about a four-week limit in terms of getting information out and in and somehow analyzed.

So I don't think this is the way to go.

I do want to point out that we have seven elected members on the Board from Districts. We have four appointed. You know, while I think the input is important and I certainly read every e-mail that gets sent my way, I also, you know,

parent's primary language is Spanish, for example, and they're completing the survey at home, to have to go through a third-person party to be able to then have them read the survey to them for them to respond, I would have to talk with the staff regarding those branches in terms of the survey, how those pieces would work.

My wondering is, given the short timeframe that we have, would we be able to do that. Because that is a branching of the initial question to then have someone translate it and have that connection come back to then be able to record the response.

So we'd have to take a look at that with the staff in terms of the feasibility of that being completed within a short timeframe?

MS. HENN: Right. In terms of using an in browser tool to be able to view that page through a translator.

MS. WHEATLEY-PHILLIP: Right. It would have to be set up as part of the survey itself,
I would suggest since we're kind of putting you on the spot right at this moment that we would give you time, if we do want to follow some kind of a public input survey, to kind of come back with us for possible solutions next meeting.

And the only other thing I'd like to throw out there is the automatic telephone system that calls with updates and what have you. That might be another avenue that we use to inform people about this, because I get those regularly, depending on if the bus is late or if something is happening at the various schools that one of my children might be at.

There could be the possibility of actually just reaching out to people and informing them this is happening. I don't know what, if any, IBR capability we have, do we have the ability to also like select 1, 2 or 3 depending on what it is that people think.

So we may want to consider that.

That's all. Thank you.

CHAIRMAN CAUSEY: I wanted to make a point. Yes. Go ahead. No, go ahead Ms. Pasteur.

MS. PASTEUR: Thank you so much.

CHAIRMAN CAUSEY: Uh-huh.

MS. PASTEUR: First I want to thank you, Mr. Duke, for coming in tonight with two post-Labor Day options as we asked at the last meeting.

But aside from that -- there's no but. Aside from that or along with that, what you also did was broke it down so that anyone who looked at the three options could see the number of days for spring break and where it would put us in terms of the end of the year if we're looking at extra days, having to make up days.

And it really was a nightmare in my brain when I thought about what would happen if we picked that third option, because I could see it. And we went beyond the three or so days that you gave, we would be in school until July, or pretty close to it.

But my point here, and it really is a but this time, is that the visual in and of itself was very helpful. So all of the things about which we have spoken in terms of how we can hear from parents, we do have a public session and we can have 9,462 people or 115,000 or whatever it is, parents here on the 22nd. But what will be helpful to them is knowing the options that you've put out.

So I go along with, I think is what Mr. Offerman and maybe even Ms. Jose were pointing to, is that it's really critical for people to see what the options are, and that is something that happened last year and you've done that.

So I would simply like to see us put those options on the website and wherever else people look to find out what's going on in the magnificent Baltimore County Public Schools, because I would probably not answer my phone if I got that.

CHAIRMAN CAUSEY: Thank you, Ms. Pasteur.

So I had a question and a comment. So we do receive e-mails at the Board in terms of people's preferences. As Mr. McMillion I think pointed out, we're starting to get e-mails that say post-Labor Day start or pre-Labor Day start. But that's not complete information for the Board because do we know if those folks have seen the actual options and what it means from start to finish that Mr. Duke and his team have worked very diligently on and we appreciate those efforts.

And I hear the concerns about the limitations of who we will reach and who will reach back to us.

But I think we may be overlooking the fact that we're going to get information through e-mail. There are people already talking. We've
received an e-mail about doing petitions and
having those sent to the Board.

And I think that we're -- we have an
opportunity to clearly say these are the options.
This is a very different year than previous years
because we do have the flexibility to decide when
to start school. We do have the very late start
of Labor Day, and we do have the issues of
need for enough inclement weather days.

So I think that it would be more helpful
to have organized and clear information that
comes to the Board rather than what we receive
which might be, you know, 600 lengthy e-mails
where it's not necessarily based on the specific
information.

So -- and I understand about limiting
who gives input, but right now we're open to
disorganized information from what we don't know what
constituents as opposed to having organized
opportunity, and even if it's just for our staff
to be able to say these are the three options,
what they actually mean, and in terms of the data
collection like you said, Ms. Phillips, Dr.
Phillips, we don't want open-ended questions. We
don't want information that's not helpful.

We want information that is accurate and
helpful, and I understand we would like everyone
to participate. But it seems as if we don't do a
survey, we have no organized information as
opposed to potentially having, as Mr. Cortes
pointed out, up to 50,000 parents with direct
e-mail addresses and our employees and staff.

So I would just ask us to consider and I
think it was Mr. Kuehn that made the point of not
this evening, obviously we don't want to put you
on the spot and solve a problem here, but to come
back with what is possible, especially related to
our teachers and schoolhouse staff.

We have a teacher retention issue. If
this is an issue that's vitally important to
teachers, then let's hear from our teachers.
Let's hear with their full knowledge of what the
options are, what is going to -- what do they
feel is going to make them most effective in the
coming year.

So I -- that's what I would ask the
Board to consider, and I would ask Dr. Williams
to consider. There are other questions, I know,
and I have some other questions, but we'll move
around the dais.

Can I have Ms. Scott participate and
then Ms. Jose. Okay. Thank you.

MS. SCOTT: Thank you.
Along with it, I would just ask -- you
all were talking about like survey or an e-mail
and issues with equity as far as, you know,
everyone doesn't have an e-mail account.

Would there be something also maybe that
we could place on the website where we can direct
people there like if they don't have an e-mail.
Like maybe posting something on the website
showing the survey and then maybe also doing
something through our Facebook, BCPS on Facebook
and Twitter directing people to the website where
they would just fill it out there so if you don't
have an e-mail but you have social media you can
still participate in the survey. Is that an
option?

MR. OFFERMAN: But then anyone,
literally anyone can kind of --

MS. SCOTT: It sounds like we're kind of
doing anyone now. That's what I'm saying.
Because it sounds like right now there's no IP --

MR. OFFERMAN: So what I'm saying is, is
the data we get valid if we don't know where it's
-- where it's coming from. And it still doesn't
address (microphone off) There are people --
excuse me.

There are people who don't have access
to technology to the degree that I think we're
assuming they have.

MS. SCOTT: A lot of people.

MR. OFFERMAN: And they're basically the
disenfranchised, okay, people within the system.
1 And I think basing our, you know, again,
2 I don't think -- I'm not trying to minimize this
3 and I certainly appreciate all the work that's
4 been done. And I think these are three excellent
5 things to look at, okay.
6
7 But I really firmly believe that as a
8 group, you know, with phone call, e-mail and
9 other ways we can access people's opinion. It
10 doesn't mean we have to -- is this going to be a
11 if we get a majority win situation? Because if
12 it is, I want to have 150,000 parental voters as
13 well as teacher voters.
14
15 And I don't think, given the fact that
16 we're going to vote on this in 29 days, that if
17 we bring back --
18
19 MS. SCOTT: Well, that's what I was
20 asking. What's the feasibility of even doing
21 something like this.
22
23 MR. OFFERMAN: Right.
24
25 MS. SCOTT: Is this something that can
26 be turned around in such a short time period?

1 How feasible is it with all the things that
2 we're saying, making sure that there's not repeat
3 IP addresses and things like that. Within the
4 amount of time that we have, what is the
5 feasibility of that?
6
7 MS. WHEATLEY-PHILLIP: I will say
8 honestly within 29 days it will be very
9 difficult. I will have to talk with the Staff
10 about it and we'll certainly provide Dr. Williams
11 with the information.
12
13 But just considering the options that
14 have been presented so far in terms of building
15 the survey, it will take a considerable amount of
16 time and I will have to speak with the Staff
17 about it.
18
19 MS. SCOTT: Okay. I think that's then
20 what we should be looking at discussing. How
21 feasible is it? Is it something that can be
22 cohesively and correctly done in the short amount
23 of time period that we have.
24
25 CHAIRMAN CAUSEY: Thank you. And Dr.

1 Williams wanted to make a comment.
2
3 DR. WILLIAMS: So looking at the
4 timeline where we have October 22nd as public
5 comment, it may be an opportunity -- I heard a
6 recommendation to make sure all three calendars
7 are posted.
8
9 And then we have our own stakeholder
10 groups who come every Board meeting and present.
11 So we can ask our stakeholders -- because
12 remember, there were stakeholders on the
13 committee that provided feedback.
14
15 But maybe we can look at hearing on
16 October 22nd, you hearing from the stakeholders.
17 You've got TABCO, you've got CASE, look at all
18 our different stakeholders so you've got
19 information so then by November 5th you will have
20 some representation of the different stakeholders
21 and community groups, where they stand regarding
22 the calendar.
23
24 I would say I'm very concerned to say to
25 Staff to go forth now and develop a survey, to

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

But keep in mind we're -- this year we're fighting against this timeframe that a decision has to be made by November 5th.

CHAIRMAN CAUSEY: Thank you for that, Dr. Williams.

And what I see is people that still want to comment and I have other comments in a completely different vein. But Ms. Jose, did you still have comments and then Ms. Henn and then Ms. Rowe?

MS. JOSE: I think Dr. Williams addressed my comment. I wanted to inform the Board that the calendar committee was comprised of different stakeholders and they represented their communities and they made their recommendation to the Board so that not one group is marginalized.

I think after the public hearing the Board should have enough information to make an informed decision. I like Ms. Causey's point about the teachers.

I think that is also critical to see where the teachers stand with the pre and post-Labor Day start dates. I have received e-mail from teachers for both post and pre. So it's, again, hard to make that decision based on those e-mails alone, at least for me.

Thank you.

CHAIRMAN CAUSEY: Ms. Henn and then Ms. Rowe and then I have a question for Staff.

MS. HENN: Sure. I'm thinking about from a practical standpoint if we can't, you know, less is more -- if we can't graphically represent the survey in having both or three options side by side what we do in terms of translation and three radio buttons, which do you prefer. Something that simple to, again, reach as many individuals as possible.

We're not talking open ended response or, you know, anything fancier than that. But to give, these are the options. They can see it graphically, literally a calendar on the page. Choose your preference and a submit button.

So in terms of visually what, at least what I'm envisioning something that would cross those language barriers that could be implemented without a lot of extra work on Staff in terms of translation. Something like that might meet what we're trying to do. So I just wanted to share that idea.

CHAIRMAN CAUSEY: Ms. Rowe?

MS. ROWE: So respectfully to all of the rest of the Board members, I think we've made this whole entire thing way too complicated. A lot of us are elected. It's our job to figure out what our constituents want.

And trying to make the perfect survey or the perfect scientific poll and get them to do it is effectively not doing our job.

I think that what would help us collect information from our constituents in the easiest way possible is if you would represent the three calendars in a graphic that could be shared across social media that, label each option A, B and C and then all my constituents can be happy to tell me on my Facebook page which one they like and engage there.

And I will figure out where they come from and how much weight to put on that decision based on the feedback I get from my constituents because this is like -- if I -- let's just do that.

CHAIRMAN CAUSEY: So you have a lot of input there.

I have a different question. So for the Monday after Easter, is there any flexibility or is it already incorporated into the calendar to use that for closure?

MR. DUKE: No. No holidays in any of the proposals have been earmarked as potential emergency closure days.

In order for us to use President's Day,
for example, or Easter Monday, there would have to be a need. In other words, we would have to have a closure and then we would have to go into the State and request the State Board to grant a waiver for us to use that day as a student day.

CHAIRMAN CAUSEY: Okay. So in none of the current plans is there possible use or potential use of the President's Day or any of the holidays; is that correct?

MR. DUKE: Correct.

CHAIRMAN CAUSEY: And then what happens if -- to the calendar and our inclement weather issues if we get the funding for the 15 minutes extra a day. Does that improve our situation in terms of the early dismissals, the late mornings that add up to those hours that we need?

MR. DUKE: From an hour perspective, yes. But it still does not impact the minimum number of days that we have to have students in their seats. And that's 180 days.

CHAIRMAN CAUSEY: 180 days. Okay. Thank you.

And is it typically, with the chart that you arranged for us, is it typical that we have more of an issue with the days or we have more of an issue with the hours?

MR. DUKE: Lately we've run into situations where it's been a combination of both.

CHAIRMAN CAUSEY: Okay. A combination of both. Okay.

And then the other question I had is, we are improving, as I mentioned in my Board Chair comments. We received additional funding from both the State and the County to provide temporary cooling solutions for those schools that don't have air conditioning.

Do we know what the timeline is now that we have the funding to implement that solution? My concern is that with school opening sooner rather than later, there is more of a potential of those schools having to be closed.

This year, unfortunately, we had to close schools twice. The year before we had to close schools three days for lack of air conditioning. So in terms of providing safe and healthy equitable education across the district, I was wondering if we had an estimate for that.

MR. SMITH: Madam Chair?

CHAIRMAN CAUSEY: Yes, Mr. Smith.

MR. SMITH: We're still working with the State who's finalizing what the piece is going to be with that component as well as with our county funding agents. They clearly have identified those dollars.

Now we have to put together the actual design and the implementation for each of those. We're working on those, but we don't have anything to submit to the Superintendent at this day, but we'll continue to get that as soon as we have it.

But we just, at this time with how it is still unfolding with the State as it relates to what the criteria will be exactly and the interpretation, we're just not at that point yet where we can release a date yet.

CHAIRMAN CAUSEY: Okay. So we're not in a position to be certain that those schools are going to open with air conditioning.

MR. SMITH: Correct.


And I appreciate all the work that our facilities and construction folks are doing. We have made tremendous stride in the last four and five years in creating equitable learning environments for all of our teachers and our students, so we appreciate that.

Board members, are there additional questions or comments related to different aspects of the calendar?

Mr. Kuehn?

MR. KUEHN: I just had one question.

For the BCPS directed closure days, when schools are closed for students, are we required...
to have professional development for teachers by contract or some sort? I'm just curious.

MR. DUKE: No, there's no requirement.

MR. KUEHN: Okay. Thank you.

CHAIRMAN CAUSEY: Mr. Offerman?

MR. OFFERMAN: Is it appropriate to make a motion at this point --

CHAIRMAN CAUSEY: Umm --

MR. OFFERMAN: Concerning the use of the religious associated professional development days from being included -- for being used as makeup days?

CHAIRMAN CAUSEY: I think that would be appropriate at this time.

MR. OFFERMAN: Okay. I'd like to move to keep the professional development days that are associated with religious holidays, be excluded from being used as makeup days for inclement weather.

MS. ROWE: Second.

CHAIRMAN CAUSEY: Thank you, Ms. Rowe.

Is there discussion?

Mr. Kuehn?

MR. KUEHN: The only question I have is, how many times have we lost that day and for -- in essence lost the holiday?

MR. DUKE: Once.

MR. KUEHN: Just one time?

MS. SCOTT: But in fairness, we only ever gave them a professional development day once to begin with.

MR. KUEHN: Right. Right.

MS. SCOTT: In the past we've given the Jewish holidays as a complete holiday, not even a PD day, and the Muslim holidays have gotten absolutely nothing.

MR. OFFERMAN: Absolutely. Right. I just think, you know, as I said two weeks ago that this is something we ought to do because it's the right thing to do.

If the Board is going to model fairness and equity, then I think we need to be fair and equitable.

And I think if we're going to say we're going to have professional study days on one religious holiday but we're going to make the other days possible, we can take it away, I don't think that's fair. And I don't think that's equitable.

And I think the Board needs to make a decision, each person, about how they feel about that.

CHAIRMAN CAUSEY: Thank you.

Additional comments or questions, Mr. McMillion?

MR. MCMILLION: Mr. Duke, I was always under the impression that there was an agreement between TABCO and Baltimore County Public Schools about professional study days. Am I inaccurate about that? There's no arrangement on how many days that you agreed to to provide teachers with professional training?

MR. DUKE: Not to my knowledge.

MR. MCMILLION: Okay. Thank you.

CHAIRMAN CAUSEY: Mr. Kuehn?

MR. KUEHN: So why are we forcing teachers to go to school on those days for professional development? Why are they just not straight days off?

MR. DUKE: Well, one of the considerations that we have to take into account is that by contract teachers work 190 days. So that's one consideration.

And if I'm not mistaken, the guidance that was provided by the Board was that we would go ahead and develop the calendar, this year's calendar with those days as non-student days.

CHAIRMAN CAUSEY: Is there any more discussion on Mr. Offerman's motion?

Mr. Offerman, would you restate your motion?

MR. OFFERMAN: Certainly. Hold on just a second. Let me get it right.

I move to keep the professional development days associated with religious
holidays excluded from being used as makeup days for inclement weather.

CHAIRMAN CAUSEY: Thank you. Any more discussion?

Mr. Kuehn?

MR. KUEHN: If we support this motion, are we tying our hands to just make them straight holidays instead of professional days at all?

MR. OFFERMAN: No.

MR. KUEHN: That's my only question. That's all.

MR. OFFERMAN: I don't believe that's part of the motion, or has anything in the motion. Do you?

MR. KUEHN: You said that they're -- keep them as professional days.

MR. OFFERMAN: No, I said --

MR. KUEHN: That's what the motion -- that's my question. That's all.

MR. OFFERMAN: Maybe you're right.

That is what I have.

MS. PASTEUR: Mr. Kuehn, I think what he means is they could not be converted to being school days.

MR. KUEHN: I fully understand that.

I just wanted -- if we wanted to go the extra step --

MR. OFFERMAN: I'll repeat it again.

I move to keep the professional development days excluded from being used as makeup days for inclement weather. I did not say anything about how many professional development days or if we don't have any development days. I said in this calendar, in this situation, I'm asking, okay -- I'm asking the Board to make a decision on whether we should -- whether we should have one of the holidays associated with a specific religion be treated different than any other holidays.

That's what I'm asking.

CHAIRMAN CAUSEY: Thank you for that clarification. Is there any other discussion?

(No response)

concerned, as I probably raised the last time, about trying to make a -- trying to inform the Board so the Board can make a decision by the meeting of November 5th.

CHAIRMAN CAUSEY: Ms. Rowe?

MS. ROWE: So, I mean, I don't know how the rest of the Board feels, but after that lengthy survey conversation, for me personally, I just want a graphic that represents the three calendars simply enough to distribute to the public so they can get back to us. They can be put on the BCPS website and distribute the calendar options in as simply forms as possible, labeled A, B and C.

So that when people give feedback to us, I know exactly what it is, which one they like.

CHAIRMAN CAUSEY: Ms. Pasteur.

MS. PASTEUR: Okay. Just very quickly. Dr. Wheatley-Phillip just said, I'm sure she just said that it would be very difficult to reach out and come up with a way first and then reach out
to all of these people. Did you not just say that?

MS. WHEATLEY-PHILLIP: I did.

MS. PASTEUR: So that having been said, I support -- I said it, Ms. Rowe said it as well, that the graphics are wonderful. They have already been done. Put them out there.

Facebook, web page. We will do our jobs as School Board members on top of that and make excellence happen.

CHAIRMAN CAUSEY: Ms. Henn?

MS. HENN: Well, as several Board members have said, I think it's important that we collect teacher input because of our teacher retention issues.

So I will move that we collect teacher input specifically as to which calendar is preferred by designing a survey that can be e-mails, since we do have e-mails for all of our teachers, to capture one response per teacher in BCPS, asking them which calendar they prefer and for that data to be aggregated and provided to the Board.

Ms. Causey, do you want to ask for a second?

CHAIRMAN CAUSEY: Is there a second?

I'll second it. And I see Ms. Sexton in the back. Would you like to make a comment?

MS. SEXTON: Yes, please.

We already have a plan in place to survey our members. We're going to get our building reps to see what the members in their buildings want. We are not going to survey each individual members, that's why we have building reps to be able to do that.

In the buildings that don't have a building rep currently, there are seven schools, we have a plan to go in and survey those members as well, with the calendar options.

We should have them at our rep assembly on October 24th, we're going to bring it to the whole rep assembly and if there's a consensus we will take a stand and we can share that information with you. But we already have that in the works.

CHAIRMAN CAUSEY: So you'll be able to utilize the calendar options that Mr. Duke presented this evening.

MS. SEXTON: That's correct.

CHAIRMAN CAUSEY: That sounds wonderful.

So when you said the 24th, October 24th.

MS. SEXTON: We have our rep assembly that afternoon, yes. So I can have that information the next day to the Board.

CHAIRMAN CAUSEY: Okay. That sounds great. Thank you so much.

MS. HENN: So we have a motion on the floor.

CHAIRMAN CAUSEY: Yes, we have a motion on the floor.

MS. HENN: That you've seconded.

CHAIRMAN CAUSEY: That I've seconded. So to process the motion I would say that since our

TABCO president is going to be collecting the teacher data for us and being able to submit that to the Board, that I would be interested in withdrawing the motion.

MS. HENN: You withdraw your second?

CHAIRMAN CAUSEY: I withdraw my second.

MS. HENN: I'll withdraw my motion.

CHAIRMAN CAUSEY: Okay. So that motion is withdrawn.

Board members, are there other comments or questions?

(No response)

CHAIRMAN CAUSEY: Okay. Thank you for all of that discussion and all of the work of the Staff. I just want to make another reminder that public comment on the proposed school calendar will now take place during the October 22nd, 2019 Board meeting.

For those not able to attend, comments for consideration may be sent to the Board by hard copy to the Board office or via e-mail at
MR. SMITH: Chairman Causey, Vice Chair Henn, Dr. Williams and members of the Board. I am going to turn this over to our more than capable team of Mr. Pete Dixit and Mr. Paul Taylor to give an update on the water testing that has taken place. This is an ad hoc committee of a member of your Board, Ms. Moalie Jose who is a part and they have been working with us to make sure that we are following this testing, as well as Ms. Scott and other members of the Board.

But we wanted to make sure you guys knew that we're following up on this and this is merely just an update that the Superintendent had asked us to bring forward.

With that being said, I will turn it over to Mr. Dixit and Mr. Taylor.

MR. DIXIT: Good evening. Good evening Chair Ms. Causey, Vice Chair Ms. Henn, Superintendent Dr. Williams and members of the Board. My name is Pete Dixit and with me is Paul Taylor who's the Director of Facilities Support Services.

And tonight we are going to provide an informational update on lead in water testing. Before I ask Mr. Taylor to present the details of the program, I would just like to share a quick snapshot of the findings to date. I just want to remind the Board that bottled water has been provided to all schools.

All of the schools that have been tested or that are being tested, bottled waters had already been provided. All sampling was completed prior to school year closing last year. All 157 buildings that we have, all of the sampling was completed.

All of the testing results have been posted on the BCPS website. And also just to share this and I know Mr. Taylor is going to present the details. Of the 6975 fixtures, 95 percent of the fixtures tested in compliance with the latest regulation. The remaining 388 fixtures that are not within the limit of the regulation were immediately disabled as soon as we found out that they are not.

And all of the fixtures, 335 of the 380 fixtures, have already been replaced and they will go through the same protocol of resampling and retesting.

And everything, all of the sampling of the remaining fixtures is projected to be completed by December and then re-tested by spring some time.

So this was a quick snapshot that I just wanted you to have this. And I wanted to thank Ms. Moalie Jose for providing all of the help and guidance and asking some questions and Ms. Makeda Scott for sharing some of her concerns.

So with that, I pass to Mr. Taylor.

MR. TAYLOR: Thank you, Mr. Dixit.

Good evening Chair Causey, Vice Chair Henn and Superintendent Williams.

In May we presented to the Board an overview of our water testing program, and today I'm providing a status update on that program.

Our water testing program was implemented to comply with the 2018 Maryland Regulation. This Regulation requires all schools receiving water from a municipal supplier to test for lead in all devices that could potentially be used for drinking water.

As Mr. Dixit mentioned, we successfully completed the water sampling during the school year of 2018-2019 as required by the regulation.
My apologies. We know that lead can enter water supply from different sources. The source of our water supply is Baltimore City Department of Public Works. This water agency complies with strict regulation regarding water quality, and the results of their testing is posted on the website.

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

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

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

Once the test results were received, we followed the communication protocol which included providing individual results to schools who then issued a notification of results to the community within 10 days and posting all the results on the BCPS website within 30 days.

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

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

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

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

The amounts of -- this amounts to 380 failed fixtures out of the 6,985 tested.

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

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

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

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

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

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

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

Has that been replaced or where are we with that?

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

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

So when I was looking at it, I noticed it seemed like the schools that had these high
numbers like 1,000 were in mostly the northwest or the southeast region. So I wanted to know if there was going to be additional testing to maybe the pipes or some other fixtures to see if after the water is initially retested if additional testing needs to happen for those areas.

I know it's like a countywide issue, but the numbers were like 20 or 40 or 50. But 1,000, numbers of 1,000 parts per billion seemed concentrated to one area or one region of the County, rather.

So I just wanted to know if we were going to maybe spend some more time delving into that.

MR. DIXIT: While Mr. Taylor is looking at all of the details, let me just respond to your question in general.

What we have found, the test is for individual fixture. So while we may have sporadic instances of one fixture being too high, all of the remaining fixtures are okay.

So that kind of leads us to the conclusion that there's nothing wrong with the piping, it is the fixture. And the test itself is designed for that. So we are not testing piping or anything, we are testing fixtures.

So that's the first part of the answer. The second is, our intent was even before we started testing, we made sure that all of the schools had bottled water. So there were no health concerns right from the beginning.

As soon as we found that there was higher than 20 parts per billion, it doesn't matter whether it was 25 or it was 1,100, we immediately disabled it.

MS. SCOTT: Okay.

MR. DIXIT: And most of the fixtures, he's looking at the specific, but all of them have been replaced except 35 fixtures throughout the system, out of 3,500 something.

MS. SCOTT: Do you have any reason why it was -- because I looked at all of the schools and all of the fixtures. And the only high numbers that were in the thousands were in a certain region and in a certain area.

Do you know or have any sort of idea why that would be in that region of the county?

MR. DIXIT: When I took this question to our team, they said there are a few and they are scattered all over the system. There may be a few more in certain parts but they are all over the system.

And it has to do with the manufacturing process for that fixture. And even when we look at the manufacturer, the same manufacturer may have one with high level and all the other 50 or 60 within the limit. So it is totally a random process from what we can see.

MS. SCOTT: So once these are updated and everything, when will the website be updated with the current information? Because right now it says pending.

MR. DIXIT: That's a different piece of information. Go ahead and explain it.

MR. TAYLOR: The website right now does not have information about the replacement program. It just has the information about the initial sampling. So the pending there was about the results. It was not about the replacements.

MS. SCOTT: When will the replacements be, will that be put up?

MR. TAYLOR: Once we have the results -- we're just starting the sampling now and it could take four weeks to actually start seeing the results of that sampling on the replaced fixtures.

MS. SCOTT: Okay.

MR. TAYLOR: So I've checked the -- we identified five in that category of a thousand or more, out of the 6,000 fixtures, five of them did test over 1,000. Edmondson Heights, that's already been replaced. Powhatan has been replaced. Kenwood has been replaced and I think Deer Park has been replaced. We have not
replaced the ones in Owings Mills yet.

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

And then it will -- once they're replaced, they're not turned on again until they're tested.

    MS. SCOTT: Okay. Thank you.
    CHAIRMAN CAUSEY: Mr. Kuehn, were you next?
    MR. KUEHN: Yes. Thank you for this information.
    So the question I have is just so I can understand what was included on our Board docs. You have a lead in water update; right, which is very good. Thank you.
    Just so that I understand, of -- it says below action level and that means that if there's a number like say Arbutus Elementary School is the top one, so -- it's the first one there.
    And there are 23. So if I'm reading this, it's telling me 23 fixtures were tested and were below 20 parts per billion.
    MR. DIXIT: That's correct.
    MR. KUEHN: And there may be 100 water sources in the school, but 23 tested that were

below and then two tested as elevated, meaning above 20.

    MR. DIXIT: That's true.
    MR. KUEHN: Right?
    And then here you're saying, all right, fixture replacement status completed. So my understanding is of the two, you've replaced them. They're not back in service yet because you need to test them.
    MR. DIXIT: We need to resample them. And once that part is done, then we need to retest them.
    So there's a sampling protocol and then retest.
    MR. KUEHN: So you sample and then retest.
    MR. DIXIT: So sample -- go ahead.
    MR. TAYLOR: We take a sample from the device, and then we have to send that out to a lab to be tested. So there's some time in between those two steps.

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

CHAIRMAN CAUSEY: I had a question. If you could, and I know that this is a robust part of the program. If you could just spend a little time in terms of what communication was sent to parents of schools where findings happened.

MR. DIXIT: Do you want to talk about that?

MR. TAYLOR: Yes.

On the website, the BCPS website there is a link. And it identifies the notice that gets sent out. There's one for every school. And that's exactly what the Principals use to send out to -- communication to the community. So there's a sample of each one at every school right on their website.

And I can pull this up, but it's a document that describes the devices that were tested, which one failed, and a lot of other information about what the next steps are, what the action levels meant, and they even provide some information about what local and Federal drinking water standards are.

So it's a very informative document.

CHAIRMAN CAUSEY: Okay, great. I knew that there was a key communication piece and I just wanted everyone to know that all of the parents are being communicated about the program so that they're aware of what the situation is in their school for their children.

So we appreciate the thoroughness of the program.

MS. Jose?

MS. JOSE: Thank you.

I want to thank Mr. Dixit, Mr. Smith and Mr. Taylor. You guys have been extraordinarily professional and I've been working on this with you guys for almost a year now. You've followed protocol and I'm very impressed.

Also Ms. Scott for taking the lead on this, which is a health issue. One of the things that concerns me is that lead is known to cause behavioral and learning disabilities, particularly in children more than adults.

There is no known level of lead that's considered safe. We all know that through years of research.

The current action level for lead is 20 parts per billion. And thank you for sharing the other data for me. So anything that was below 20 parts per billion essentially cleared and is considered okay.

EPA's action level for treatment of lead in water is 5 parts per billion. And having discussed this with you, I actually have a motion that I'm going to read and I'll explain the motion before I read it.

It is essentially to shut all of the faucets between 5 and 20 parts per billion that have cleared and now I guess they're turned on, is to turn those off and keep them in line or in queue until you're finished replacing all of the faucets that are above 20 parts per billion.

This, I know, will also have operational issues like we talked.

So the motion is going to make sure that you only shut the faucets that are potential drinking water sources for children, especially in the elementary schools where the kids may drink it.

And it's not going to precede what you're currently doing, it's going to stand in line until your current schedule is done. And we also talked about the House Bill 1253 that the State and the Senate passed, which has reduced the level to 5 parts per billion and they're working with MDE and MDSE. That may become available next year.

But I'll read my motion. So I move that the Baltimore County Board of Education shut down all faucets and fixtures that have tested between 5 parts per billion to 20 parts per billion, whereas to prevent operational issues within the
School System, only those fixtures that are potential drinking water sources will be shut down.

Whereas the current action level of 20 parts per billion is still in effect and fixtures that tested above 20 parts per billion will continue to be replaced as scheduled.

Whereas, no amount of lead is acceptable or considered safe, the current action level of 20 parts per billion is a State mandate and is not a health-based standard.

Whereas, the School Board is taking extraordinary steps to replace fixtures between 5 parts per billion and 20 parts per billion proactively, for the health and safety of all of our children.

CHAIRMAN CAUSEY: Thank you. Do you want to speak to your motion any more, Ms. Jose?

MS. JOSE: I think I did. And also just to explain in layman's terms. One part per billion is essentially one drop of water in

10,000 gallons, breaking down roughly. Chemists will not like that explanation that I just did.

But lead is a known -- is known to cause learning disabilities. So for me that is a concern.

And as somebody that works in water, we take that very seriously since this concerns our children that are most vulnerable. I think it's the right thing to do and to somehow find funding in our -- looking to you, Mr. Smith, in our budget to replace those faucets as well.

Thank you.

CHAIRMAN CAUSEY: Ms. Rowe.

MS. ROWE: So I just want to raise a point of order for form, because I heard a lot of whereas and I didn't hear a resolved. And while I agree with Ms. Jose in the principle of what she's trying to say, it's not really a proper motion in that it gives a lot of the reasons but not actually --

MS. JOSE: It's resolved in the motion where they will shut down all of the fixtures that are between 5 and 20 parts per billion. They are currently not shut down. They are operational. So that's --

MS. ROWE: So is all of this wording the motion?

MS. JOSE: Yes. So I'm basically directing the facilities to shut down all of the faucets that are now open that have cleared the State mandate of 20 parts per billion.

So there are schools that I looked at that had lead in their faucet for 17 parts per billion and they're operational. They're open.

So my motion is essentially to shut those down until they can be replaced. I don't think kids should be drinking from them because they're 17, 15, 8, they cleared the State mandate. So that's the motion.

MS. ROWE: I'd like to move to amend the motion so that the motion states, I move that Baltimore County Board of Education shut down all faucets and fixtures that have tested between 5 parts per billion and 20 parts per billion and omit the rest of the whereas statements from the motion.

CHAIRMAN CAUSEY: Is there a second to your amendment?

MS. JOSE: I'll accept that.

CHAIRMAN CAUSEY: So you'll accept that as a friendly amendment?

MS. JOSE: Yes. The rest of it is just information so people know what I'm talking about.

CHAIRMAN CAUSEY: Okay. I had a question. If you could explain a little bit further, and you mentioned it --

MS. JOSE: Someone has to second it.

MS. PASTEUR: Second.

MS. JOSE: Second. There you go.

CHAIRMAN CAUSEY: So the amendment is seconded by Ms. Pasteur and it's accepted as a friendly amendment, so we don't need to vote?

Excuse me, Ms. Howie?
MS. JOSE: There's no such thing as a friendly amendment.

CHAIRMAN CAUSEY: So if we can vote on the motion made by Ms. Rowe, amended and seconded by Ms. Pasteur. Is there any discussion about Ms. Rowe's amendment?

Mr. Kuehn?

MR. KUEHN: I just want to ask for clarification. Are we talking about all fixtures that children drink from or all fixtures that tested above -- I don't know if there's a delineation that you need to make, but --

MS. JOSE: Yeah. So I did have that, and I think -- I may want to amend that. It is all fixtures that kids drink from, just to keep the schools operational because if I shut down all of the fixtures, they might have an operational issue.

So if it's in a boiler room, if it's in something that's not potable, then it's okay to keep it open. So it's all drinking water fixtures.

MS. ROWE: So I would like to change the wording of my amendment, if you'll hand me that back.

CHAIRMAN CAUSEY: So, Ms. Rowe, while you work on that --

MS. ROWE: No, I can do it.

CHAIRMAN CAUSEY: No, no, no. Just while you --

MS. ROWE: It's two words.

CHAIRMAN CAUSEY: -- work on that, I wanted to ask Ms. Jose to clarify a point that she made earlier about the EPA standards for the lead.

So you're basing your motion on the EPA's stricter standard of the 5 parts per billion, is that what I heard you say?

MS. JOSE: So the EPA standard is for drinking water that's treated in the treatment plant. But House Bill that recently Maryland passed, House Bill 1253 is reducing the action level from 20 parts per billion to 5 parts per billion in school water.

We're kind of pre-empting them. I also don't feel comfortable with kids drinking from water that has 10 parts per billion of lead.

So we're just shutting those down.

CHAIRMAN CAUSEY: Right. So you're basing it on the science --

MS. JOSE: Yes.

CHAIRMAN CAUSEY: That Maryland -- excuse me, that the State -- excuse me, the Federal EPA --

MS. JOSE: Correct.

CHAIRMAN CAUSEY: --the Environmental Protection Agency has researched and put into their regulations.

MS. JOSE: Right. And it's 5 parts per billion and I have to remind the European Union is 0 parts per billion. So that is a much stricter regulation.

So when I see faucets that have 18 parts per billion that kids are still drinking from, it's not something I'm comfortable with as a public engineer.

CHAIRMAN CAUSEY: Thank you.

MR. MCCALL: Are you ready for me to restate this?

CHAIRMAN CAUSEY: Yes.

MS. ROWE: So I'd like to reword the amendment. I know, Ms. Howie. I'm sorry. To reword the amendment.

Okay, you know what, I'll do it proper just for her. I withdraw the amendment and I would like to make a new amendment which states: I move that the Baltimore County Board of Education shut down all faucets and fixtures that have tested between 5 parts per billion and 20 parts per billion which children are likely to ingest from.

MS. JOSE: Second.

CHAIRMAN CAUSEY: Okay. So we have a motion and we have an amendment to the motion.
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<td>2. CHAIRMAN CAUSEY: All those in favor of</td>
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<td>6. you any definitive as it relates to that.</td>
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<td>7. MS. JOSE: Yeah. I don't think it's</td>
<td>8. CHAIRMAN CAUSEY: So it sounds like</td>
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<td>stated correctly, so -- ingest is not the correct</td>
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<td>9. MR. DIXIT: That's the language that has</td>
<td>10. MR. SMITH: Correct.</td>
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<td>been used, potential drinking water source.</td>
<td>11. CHAIRMAN CAUSEY: Is that correct?</td>
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<td>13. MS. ROWE: Potential drinking water</td>
<td>13. CHAIRMAN CAUSEY: Because we don't -- we</td>
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<td>15. MS. JOSE: Yes.</td>
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<td>16. MR. KUEHN: Amend your amendment.</td>
<td>16. I think Ms. Jose has raised a very important</td>
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<td>17. MS. ROWE: Amend my amendment?</td>
<td>17. point about the safety of our children, that lead</td>
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<td>18. CHAIRMAN CAUSEY: Ms. Jose, can I just</td>
<td>18. is a very big detriment to developing brains, and</td>
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<td>make a suggestion. If you can use the first two</td>
<td>19. so if there's an opportunity for us to make</td>
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<td>paragraphs --</td>
<td>20. improvements to our children's health certainly</td>
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<td>21. MS. JOSE: Yes. I'll read it out.</td>
<td>21. the Board is considering that.</td>
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<td>Page 169</td>
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<tr>
<td>1. CHAIRMAN CAUSEY: If we can just take a</td>
<td>1. MR. SMITH: We work through the</td>
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<td>moment also, because I did want to ask Staff and</td>
<td>direction of the Superintendent. Yes, ma'am.</td>
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<td>Dr. Williams what is the impact logistically.</td>
<td>2. CHAIRMAN CAUSEY: Thank you.</td>
</tr>
<tr>
<td>3. Any concerns or comments that Staff or Dr.</td>
<td>4. MS. ROWE: So where are we wording on</td>
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<td>Williams would like to make?</td>
<td>5. the motion?</td>
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<td>6. MR. SMITH: I'll chime in here. We have</td>
<td>6. CHAIRMAN CAUSEY: I think Ms. Jose is</td>
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<td>to have that consultation with the</td>
<td>7. working on it.</td>
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<td>Superintendent, because this motion was made here</td>
<td>8. MS. ROWE: Okay.</td>
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<td>tonight. So we will do whatever the</td>
<td>9. CHAIRMAN CAUSEY: Does anyone else have</td>
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<td>Superintendent charges us to do based on the</td>
<td>10. any questions or comments?</td>
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<td>action of the Board. But we have to consult</td>
<td>11. MS. ROWE: I think maybe we should ask</td>
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<td>about what this looks like as it relates to this</td>
<td>12. Ms. Howie how we fix this parliamentarian mess we</td>
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<td>motion.</td>
<td>13. made.</td>
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<td>14. So we can't tell you how many, how soon,</td>
<td>14. CHAIRMAN CAUSEY: Ms. Howie, please</td>
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<td>how long. All we can tell you is we heard the</td>
<td>15. advise.</td>
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<td>motion and we will work through the</td>
<td>16. MS. HOWIE: By consensus the assembly of</td>
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<td>Superintendent through his direction for us.</td>
<td>17. the Board as a whole has to agree that you're</td>
</tr>
<tr>
<td>18. So that's all we can say as it relates</td>
<td>18. starting from scratch. So both the amendment,</td>
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<td>to us. I'm not saying it's a bad idea. I'm just</td>
<td>19. both the secondary amendments and the motion be</td>
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<td>saying, we're not going to be able to give you a</td>
<td>20. withdrawn and resubmit.</td>
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<td>lot of clarity tonight about what you just voted</td>
<td>21. CHAIRMAN CAUSEY: May I have a motion to</td>
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MS. ROWE: So moved.

CHAIRMAN CAUSEY: Moved by Ms. Rowe.

MR. OFFERMAN: Second.

CHAIRMAN CAUSEY: Seconded by Mr. Offerman. All in favor, please say aye.

(All say aye)

CHAIRMAN CAUSEY: That motion carries unanimously. We are now starting with a clean slate.

MS. JOSE: I move that the Baltimore County Board of Education shut down all faucets and fixtures that have tested between 5 parts per billion to 20 parts per billion and to those fixtures that are potential drinking water sources.

CHAIRMAN CAUSEY: Is there a second?

BOARD MEMBER: Second.

CHAIRMAN CAUSEY: Thank you. Is there any additional questions or comments?

I would just like to say that since this was not planned and that the Superintendent has not had time to present to the Board any ramifications of this that the Board can vote on this and then understand that Dr. Williams may need to give us advice or recommendations of how the system can proceed systematically on this issue.

Okay. All of those in favor, please say aye.

(All say aye)

CHAIRMAN CAUSEY: Any opposed?

(No response)

CHAIRMAN CAUSEY: The motion carries unanimously.

Thank you very much, Board, for advocating for the health of children.

All right. Related to this report is there any other comments or questions?

We just thank you very much for that presentation and for the work that you're doing to keep our children safe.

MR. DIXIT: Thank you.

MR. TAYLOR: Thank you.

CHAIRMAN CAUSEY: The next item is Item Q, Board member comments. And for that I will go around seeking comments. And I'm going to start over with Ms. Rowe, because I normally pick on Mr. Offerman. We're going to start with Ms. Rowe this evening.

MS. ROWE: So the first thing I would like to say is that if you notice Board Member Lisa Mack is not here because her daughter is actively in labor and has not had the baby yet, but has been attempting since 7:00. So any minute there will be grandbaby Mack.

The other thing I want to explain is that one of the things that constituents talk to me a lot about and they don't really understand is the quasi-judicial nature of the Board of Education as it applies to other elected offices. And one of the things that comes up is someone will come up to me and they'll try to talk to me about something and then I say, stop. Don't tell me any more details because this sounds like something that might be an appeal before the Board of Education. And if it is an appeal, because you shared too much with me and I talked to you about it, I'll have to recuse myself.

And I just wanted to take a minute to explain that that is also the reason why we don't let public commenters discuss personal situations at the public comments session. In additional to potentially revealing privacy data or privacy information, you could also potentially make an entire Board have to recuse themselves. Which if you were filing an appeal before the Board of Education, presumably you're doing that because you want the Board to hear the appeal.

So these attempts to sometimes not discuss things are really to protect the process and the rights of students and Appellants before...
the Board so that there's enough Board members who can hear the appeal to hear the appeal.

So I just want to ask people for patience. That when the Board redirects you to Staff, that is our process. But it's not a process that doesn't have a reason. And it's not a process that's meant to try to shut constituents down.

Other elected officials don't have a quasi-judicial capacity and we do. So we have to be very careful that we're not compromising that.

So thank you.

CHAIRMAN CAUSEY: Ms. Scott.

MS. SCOTT: Thank you. Well, I had the pleasure of attending the CUBE conference, their annual conference in Miami. It's the Council of Urban Boards of Education of which Baltimore County School Board is a member.

And CUBE was created more than 50 years ago, and it was created to help educators as well as Board members provide them with educational opportunities for supporting students in urban areas, metropolitan areas or districts that experience similar kinds of issues.

And as a school district, we educate some of the nation's highest need and historically under-served students. So I feel that professional development so that we can come up with best practices to support all of our students is necessary and essential.

And I will share with you just a paragraph from the Chair of CUBE that this year was the 65th anniversary of the Brown versus Board of Education, the landmark Supreme Court case ruling that segregation was unconstitutional and stated that education is perhaps the most important function of State and local governments.

It also pronounced that personal success depends on equal access to education. As such, the work that we do as stewards of this fundamental right is vital to securing a brighter future for all of our students.

So I just wanted to share that with everyone. Thank you.

CHAIRMAN CAUSEY: Mr. McMillion.

MR. McMILLION: I would like to express my support for all bus drivers, attendants, mechanics, cafeteria workers, custodians, groundmen, craftsmen and office workers. Without these people our school system comes to a stop.

Thank you.

(Applause)

CHAIRMAN CAUSEY: Thank you. Ms. Jose?

MS. JOSE: I want to wish all the Principals, Happy Principals Month -- is it week?

National Principals Week. Thank you to the Staff for helping me work on this, the water -- lead in the school water and have a good night. Thank you.

CHAIRMAN CAUSEY: Omer? Mr. Reshid.

MR. RESHID: I just wanted to say Happy National Principals Month and #BCPS Be Kind.

CHAIRMAN CAUSEY: Ms. Pasteur.

MS. PASTEUR: Happy Principals Month.

When I call your name, I need you to repeat after me. Dr. Zarchin, say English language learners.

DR. ZARCHIN: English language learners.

MS. PASTEUR: Ms. Bergman, say Special education resources and supports.

MS. BERGMAN: Special education resources and support.

MS. PASTEUR: Ms. Baysmore, say students who receive free and reduced meals.

MR. BAYSMORE: Students who receive free and reduced meals.

MS. PASTEUR: Dr. Pharoan, say equity.

DR. PHAROAN: Equity.

MS. PASTEUR: Ms. Sexton, say Staff growth and retention.

MS. SEXTON: Staff growth and retention.

MS. PASTEUR: Omer, say children first.
MR. RESHID: Children first.
MS. PASTEUR: What am I talking about?
Kerwin. Ms. Rowe, say know the facts.
MS. ROWE: Know the facts.
MS. PASTEUR: Kerwin. Thank you.
CHAIRMAN CAUSEY: Mr. Kuehn, that's a hard act to follow, but --
MR. KUEHN: That is indeed tough to follow so I'm not going to use my own words, I'm going to use Dwayne the Rock Johnson who quoted that his grandmother shared this with him as he grew up, since it's kindness month.
It's nice to be important, but it's more important to be nice.
CHAIRMAN CAUSEY: Thank you. Mr. Offerman?
MR. OFFERMAN: Yes. Mr. Reshid and I as members of the policy review committee are working with Dr. McComas and the area superintendents as well as Dr. Wheatley-Phillip trying to gather data that will hopefully lead to an introduction of a policy that will give us a policy for cell phone use by students in the schools. It's going to be a lengthy process. I hope to have it done and in place by next school year.
We want to certainly get the input from all the stakeholders and we want to make -- and we want to look at what is a, you know, a positive plan that will help make learning better and will help make school conditions better.
Thank you.
CHAIRMAN CAUSEY: Thank you, Mr. Offerman.
And I just wanted to make one final Board member comment. Ms. Cheryl Pasteur is going to be honored in the upcoming future, the near future and I apologize that I will not be able to attend the event, although I would love to be there, but I will be visiting my daughter in college.
But she's being honored as Excellence in Education by the NAACP in their Freedom Fun Festival. So we wanted to acknowledge her. It's not quite a lifetime of service designation yet because her lifetime of service is not done.
But anyway, we're very proud of Ms. Pasteur and all that she's done in the past for education and all that she is doing right now and all that she will do to make excellence happen for each and every child in our school system.
So absolutely we really want to honor you for that.
The next item on the agenda is Item R, information in the Board docs. There is the southeast area education advisory council meeting minutes from their June 19th meeting.
And then the last item is announcements. Our next Board meeting is Tuesday, October 22nd, 6:30 here in Greenwood Building E. And that will be the public comment meeting for our calendar.

So thank you very much, and you all have a good evening.
Kindness matters.
(Proceedings concluded)
STATE OF MARYLAND
CITY OF BALTIMORE:  Ss

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

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

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

________________________________________

Paula J. Eliopoulos

My commission expires: June 15, 2020
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**Baltimore County Board of Education Meeting**
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