

BOARD OF EDUCATION

BALTIMORE COUNTY

PUBLIC MEETING OF THE BOARD OF EDUCATION

BROADCAST VIA MICROSOFT TEAMS

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FEBRUARY 8, 2022

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Transcribed by:

2

Paul A. Gasparotti

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1 **BOARD MEMBERS:**

2

3 Julie C. Henn, Board Chair

4 Cheryl E. Pasteur, Vice Chair

5 Kathleen Causey

6 Moalie S. Jose

7 Erin R. Hager

8 Russell T. Kuehn

9 Lisa A. Mack

10 Rodney R. McMillion

11 John H. Offerman, Jr.

12 Lily P. Rowe

13 Makeda Scott

14 Christian Thomas, Student Member

15

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1 **PROCEEDINGS**

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

3 Chairwoman Julie Henn. I now call to order the

4 meeting of the Board of Education of Baltimore

5 County for Tuesday, February 8th, 2022. I invite

6 to recite the Pledge of Allegiance to the Flag to

7 be led by Mr. Christian Thomas. We will then

8 have a moment of silence in recognition of those

9 who have served education in Baltimore County.

10 (Pledge of Allegiance.)

11 (Moment of silence.)

12 Thank you. The Board is deeply saddened

13 and troubled by this afternoon's shooting outside

14 of Catonsville High School. Any incident of gun

15 violence or other violent acts in or around our

16 schools is unacceptable and jeopardizes the

17 safety and security that school buildings provide

18 for our more than 111,000 students.

19 Our thoughts are with the student who

20 was shot and their friends and families. The

21 Board will continue to provide all necessary

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1 supports to the school system to insure they can
 2 provide safe and welcoming places of learning.
 3 We want to thank the Baltimore County Police
 4 Department for their quick response this
 5 afternoon and their ongoing partnership with the
 6 school system to keep students and staff safe.
 7 Tonight's Board of Education meeting is
 8 being held in person and virtually, and broadcast
 9 on line through Microsoft Teams, and through
 10 BCPS TV, Comcast Xfinity Channel 73, Verizon FiOS
 11 Channel 34.
 12 In order to efficiently conduct this
 13 meeting, all voting items this evening will be
 14 done by rollcall vote.
 15 The first item on the agenda is the
 16 consideration of the February 8th agenda.
 17 Dr. Yarbrough, are there any additions or changes
 18 to tonight's agenda?
 19 DR. YARBROUGH: I am unaware of any
 20 additions or changes to tonight's agenda.
 21 CHAIRWOMAN HENN: Ms. Pasteur?

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1 VICE CHAIR PASTEUR: Thank you,
 2 Ms. Henn. I move to add legislative and
 3 governmental relations committee update to the
 4 agenda as Item R.1, after board member comments
 5 and agenda setting.
 6 CHAIRWOMAN HENN: Thank you,
 7 Ms. Pasteur. Is there a second?
 8 MR. THOMAS: Second, Thomas.
 9 CHAIRWOMAN HENN: Thank you, Mr. Thomas.
 10 Is there any discussion? Hearing none, may I
 11 have a rollcall vote please?
 12 MS. GOVER: Ms. Rowe?
 13 MS. ROWE: Yes.
 14 MS. GOVER: Ms. Causey?
 15 MS. CAUSEY: Yes.
 16 MS. GOVER: Ms. Mack?
 17 MS. MACK: Yes.
 18 MS. GOVER: Mr. McMillion?
 19 MR. MCMILLION: Yes.
 20 MS. GOVER: Ms. Jose?
 21 MS. JOSE: Yes.

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1 MS. GOVER: Ms. Pasteur?
 2 VICE CHAIR PASTEUR: Yes.
 3 MS. GOVER: Mr. Thomas?
 4 MR. THOMAS: Yes.
 5 MS. GOVER: Mr. Offerman?
 6 MR. OFFERMAN: Yes.
 7 MS. GOVER: Ms. Scott?
 8 MS. SCOTT: Yes.
 9 MS. GOVER: Dr. Hager?
 10 DR. HAGER: Yes.
 11 MS. GOVER: Mr. Kuehn?
 12 MR. KUEHN: Yes.
 13 MS. GOVER: Ms. Henn?
 14 CHAIRWOMAN HENN: Yes.
 15 MS. GOVER: Thank you.
 16 CHAIRWOMAN HENN: Could I have a motion
 17 to approved the agenda as revised?
 18 MR. THOMAS: So moved.
 19 CHAIRWOMAN HENN: So no motion is
 20 needed, the revised agenda is approved and the
 21 agenda -- yeah, the revised agenda is approved,

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1 thank you.
 2 Earlier this evening the Board met in
 3 closed session pursuant to the Open Meetings Act
 4 for the following reasons: To one, discuss the
 5 appointment, employment, assignment, promotion,
 6 discipline, demotion, compensation, removal,
 7 resignation or performance evaluation of
 8 appointees, employees or officials over whom it
 9 has jurisdiction, or any other personnel matter
 10 that affects one or more specific individuals;
 11 and seven, consult with counsel to obtain legal
 12 advice. The minutes of the closed session and
 13 informational summary can be found on BoardDocs
 14 under this board meeting agenda date.
 15 The next item on the agenda is personnel
 16 matters and for that I call on Ms. Anderson.
 17 Good evening.
 18 MS. ANDERSON: Good evening, Chairwoman
 19 Henn, Vice Chairwoman Pasteur, Deputy
 20 Superintendent Yarbrough and members of the
 21 Board. I would like the Board's consent for the

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1 following personnel matters: Retirements,
 2 resignations, leave, certificated appointments.
 3 CHAIRWOMAN HENN: Do I have a motion to
 4 approve the personnel matters as presented in
 5 Exhibit D-1 through D-4?
 6 MR. THOMAS: So moved, Thomas.
 7 CHAIRWOMAN HENN: Do I have a second?
 8 MR. OFFERMAN: Second, Offerman.
 9 CHAIRWOMAN HENN: Any discussion? May I
 10 have a rollcall vote please?
 11 MS. GOVER: Ms. Rowe?
 12 MS. ROWE: Yes.
 13 MS. GOVER: Ms. Causey?
 14 MS. CAUSEY: Yes.
 15 MS. GOVER: Ms. Mack?
 16 MS. MACK: Yes.
 17 MS. GOVER: Mr. McMillion?
 18 MR. MCMILLION: Yes.
 19 MS. GOVER: Ms. Jose?
 20 MS. JOSE: Yes.
 21 MS. GOVER: Ms. Pasteur?

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1 VICE CHAIR PASTEUR: Yes.
 2 MS. GOVER: Mr. Thomas?
 3 MR. THOMAS: Yes.
 4 MS. GOVER: Mr. Offerman?
 5 MR. OFFERMAN: Yes.
 6 MS. GOVER: Ms. Scott?
 7 MS. SCOTT: Yes.
 8 MS. GOVER: Dr. Hager?
 9 DR. HAGER: Yes.
 10 MS. GOVER: Mr. Kuehn?
 11 MR. KUEHN: Yes.
 12 MS. GOVER: Ms. Henn?
 13 CHAIRWOMAN HENN: Yes.
 14 MS. GOVER: Thank you.
 15 CHAIRWOMAN HENN: The motion carries,
 16 thank you.
 17 The next item on the agenda is
 18 administrative appointments and for that I call
 19 on Dr. Yarbrough.
 20 DR. YARBROUGH: Thank you. Madam Chair,
 21 Madam Vice Chair and members of the Board, I'm

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1 bringing forward on behalf of Dr. Williams the
 2 following administrative appointments for your
 3 approval: Assistant principal, Chesapeake High
 4 School; executive director, middle and high
 5 schools, Office of the Chief of Schools;
 6 executive director, human resources
 7 administration and compliance, Department of
 8 Human Resources Operations; and specialist, world
 9 languages, Office of World Languages.
 10 CHAIRWOMAN HENN: Thank you. Do I have
 11 a motion to approve the administrative
 12 appointments as presented in Exhibit E-1?
 13 MS. ROWE: So moved.
 14 MR. THOMAS: Second, Thomas.
 15 CHAIRWOMAN HENN: Do I have a second?
 16 MR. THOMAS: Second, Thomas.
 17 CHAIRWOMAN HENN: Who was it that made
 18 the motion? Ms. Rowe, and second by Mr. Thomas,
 19 thank you. Any discussion? Ms. Causey?
 20 MS. CAUSEY: Thank you, Madam Chair. I
 21 just wanted to point out that the Public Works

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1 recommendation had a significant number of
 2 personnel and position recommendations for the
 3 Board, and I just wanted to express concern that
 4 we are not implementing those within the
 5 timeframe that is recommended by Public Works,
 6 and in a timeframe to be properly supportive of
 7 the mission, supportive of the schools, so I'm
 8 just putting that concern in this place and I
 9 would hope that that can be an agenda item in the
 10 future to be discussed.
 11 CHAIRWOMAN HENN: Thank you,
 12 Mrs. Causey. Any other discussion? No? May I
 13 have a rollcall vote please?
 14 MS. GOVER: Ms. Rowe?
 15 MS. ROWE: Yes.
 16 MS. GOVER: Ms. Causey?
 17 MS. CAUSEY: Abstain.
 18 MS. GOVER: Ms. Mack?
 19 MS. MACK: Yes.
 20 MS. GOVER: Mr. McMillion?
 21 MR. MCMILLION: Yes.

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1 MS. GOVER: Ms. Jose?
 2 MS. JOSE: Yes.
 3 MS. GOVER: Ms. Pasteur?
 4 VICE CHAIR PASTEUR: Yes.
 5 MS. GOVER: Mr. Thomas?
 6 MR. THOMAS: Yes.
 7 MS. GOVER: Mr. Offerman?
 8 MR. OFFERMAN: Yes.
 9 MS. GOVER: Ms. Scott?
 10 MS. SCOTT: Yes.
 11 MS. GOVER: Dr. Hager?
 12 DR. HAGER: Yes.
 13 MS. GOVER: Mr. Kuehn?
 14 MR. KUEHN: Yes.
 15 MS. GOVER: Ms. Henn?
 16 CHAIRWOMAN HENN: Yes.
 17 MS. GOVER: Thank you.
 18 CHAIRWOMAN HENN: The motion carries,
 19 thank you. Dr. Yarbrough?
 20 DR. YARBROUGH: Our first candidate this
 21 evening is Sara Aiello, she is going from

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1 teacher, consulting teacher on the Department of
 2 Staff Relations and Employee Performance
 3 Management to specialist, world languages, Office
 4 of World Languages and ESOL. Ms. Aiello has a
 5 bachelor's degree of science from Towson
 6 University and a master's from Drexel.
 7 Previously she served as consulting teacher for
 8 the Department of Staff Relations and Employee
 9 Performance Management. Prior to that she was a
 10 Spanish teacher at Perry Hall High School, and
 11 she has ten years of experience in Baltimore
 12 County. Congratulations, Ms. Sara Aiello.
 13 (Applause.)
 14 Our next candidate is Ms. Holly Coleman,
 15 from teacher, mathematics, at Kenwood High School
 16 to assistant principal at Chesapeake High School.
 17 Ms. Coleman was a former mathematics teacher at
 18 Kenwood High School and she has eight-and-a-half
 19 years experience in Baltimore County.
 20 Congratulations, Ms. Coleman.
 21 (Applause.)

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1 Our next candidate is Ms. Basheera James
 2 from director, Office of Employment Dispute
 3 Resolution to executive director, Human Resource
 4 Administration and Compliance, Department of
 5 Human Resource Operations. Ms. James previously,
 6 or currently serves as the director. Her
 7 previous experience was with the Cook County
 8 State's Attorney Office for 11 years, and she has
 9 been in Baltimore County for 8.4 years.
 10 Congratulations, Ms. James.
 11 (Applause.)
 12 And our final appointment of this
 13 evening is Ms. Larissa Santos, from principal,
 14 Dundalk High School to executive director, Middle
 15 and High Schools, Office of the Chief of Schools.
 16 Ms. Santos previously served as assistant
 17 principal in Dundalk High School and had previous
 18 experiences at Harford County Public Schools for
 19 15 years, and Uvalde Consolidated ISD for five
 20 years prior to that. Congratulations,
 21 Ms. Santos.

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1 (Applause.)
 2 CHAIRPERSON HENN: Thank you,
 3 Dr. Yarbrough.
 4 Our next item is public comment. This
 5 is one of the opportunities the Board provides to
 6 hear the views and receive the advice of
 7 community members. The members of the Board
 8 appreciate hearing from interested citizens. As
 9 appropriate, we will refer your concerns to the
 10 superintendent for followup by his staff.
 11 The Board of Education will conduct the
 12 public comment portion of the meeting by allowing
 13 those who registered to speak to attend in
 14 person. Registration was open to the public one
 15 week prior to tonight's board meeting and was
 16 closed at three p.m. yesterday for anyone wishing
 17 to speak at this evening's meeting. Board
 18 practice limits to ten the number of speakers at
 19 a regularly scheduled board meeting. Speakers
 20 are selected randomly using an electronic
 21 selection process from all registrations received

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1 within the designated timeframe. Each speaker is
 2 allowed three minutes to address the Board. Of
 3 course if fewer than ten registrations are
 4 received, all who registered will be permitted to
 5 speak. However, no speaker substitutions will be
 6 allowed.

7 While we encourage public input on
 8 policy, programs and practices within the purview
 9 of this Board and this school system, this is not
 10 the proper forum to address specific student or
 11 employee matters, or to comment on matters that
 12 do not relate to public education in Baltimore
 13 County. We encourage everyone to utilize
 14 existing dispute resolution processes as
 15 appropriate. I remind everyone that
 16 inappropriate personal remarks or other behavior
 17 that disrupts or interferes with the conduct of
 18 this meeting are out of order.

19 I ask speakers to observe the
 20 three-minute clock, which will let you know when
 21 your time is up. Please conclude your remarks

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1 when you hear the tone or see that time has
 2 expired. The microphone will be turned off at
 3 the end of your time, and it could be turned off
 4 if a speaker addresses specific student or
 5 employee matters, or is commenting on matters not
 6 related to public education in Baltimore County.

7 If not selected the public may submit
 8 their comments to the board members via email at
 9 boe@bcps.org. More information is provided on
 10 the Board's website at bcps.org under board of
 11 education, participation by the public.

12 I now call on our advisory and
 13 stakeholder group leaders to speak. Our first
 14 speaker is Leslie Weber, of the PTA Council of
 15 Baltimore County. Good evening.

16 MS. WEBER: Good evening, Chairperson
 17 Henn, Vice Chair Pasteur and Board of Education
 18 members. I'm Leslie Weber, the secretary of the
 19 PTA Council of Baltimore County. Since its
 20 inception, PTA Council has partnered with and
 21 promoted the outstanding work of the Student

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1 Support Network, a nonprofit assisting BCPS
 2 students in poverty.

3 Through the last five years the network
 4 has grown from a program in Loch Raven High
 5 School to 14 schools countywide, and there's a
 6 waiting list of schools wishing to join. PTA
 7 Council has advocated for years for the community
 8 school model which is now being implemented in 22
 9 BCPS schools. Three of those community schools,
 10 Baltimore Highlands, Halsted Academy and Mars
 11 Estates are network schools.

12 PTA Council believes the Student Support
 13 Network fits perfectly into the community school
 14 framework, which hinges upon establishing
 15 community partnerships, and that the network
 16 funding proposal for fiscal year 2023 be
 17 supported in the BCPS operating budget. The
 18 network supports the whole child and often the
 19 child's family by providing necessities, food,
 20 clothing, shoes, deodorant, period products,
 21 backpacks and the like through rooms of support

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1 located in network schools, and by raising funds
 2 for urgent needs not covered by BCPS resources or
 3 federal funding.

4 The network depends upon administrators
 5 and staff including school social workers and
 6 counselors to identify student needs and advise
 7 network volunteers and staff so those needs can
 8 be met as quickly as possible. Why should BCPS
 9 consider contributing to the efforts of the
 10 Student Support Network? Because the network is
 11 a rapid and effective provider of supplies for
 12 children who don't have the necessities to
 13 succeed in school, and whose academic achievement
 14 is compromised by severe poverty and food
 15 insecurity.

16 The network's agility and flexibility
 17 was evidenced by the fact that for 15 months
 18 while schools were closed due to the pandemic,
 19 the network partnered with Baltimore County
 20 Government to distribute over \$7 million in food,
 21 clothing, school supplies and household items to

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1 thousands of students and their families. With
 2 over half of our students living in severe
 3 poverty, there are dozens of schools that would
 4 benefit from network programming. A strong
 5 partnership with BCPS could solidify existing
 6 programs and permit the expansion of the network
 7 into more schools in the future.

8 PTA Council urges BCPS to consider the
 9 Student Support Network funding proposal for
 10 fiscal year 2023. Thank you.

11 CHAIRWOMAN HENN: Thank you. Our next
 12 speaker is Bash Pharoan of the Central Area
 13 Advisory Council. Good evening.

14 DR. PHAROAN: Good evening to all.
 15 Central area team met on the first Wednesday of
 16 this month and we agreed that each member would
 17 take a task or a topic, so all members will be
 18 active. We also chose four topics for our March,
 19 April, May and June, and I really would like to
 20 share them with you because we put our minds in
 21 them. The first topic for March is about mental

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1 illness in age six to 18, its prevention,
 2 treatment, effects, et cetera. In April we are
 3 going to do an open town hall meeting for the
 4 central area parents, so all the parents would
 5 come in and share the accolades together about
 6 the school system. We are going to tabulate them
 7 and give them to you. In May our topic will be
 8 about discipline, about violence in the school
 9 and around it. In June we would like to talk
 10 about either drugs, alcohol, or about grades.

11 So we chose these topics specifically
 12 because of their importance, I believe they
 13 impact quite a bit on parents' interest. We hope
 14 that the Board of Education would support us in
 15 those topics, and the school system of course.

16 I want to take the opportunity to
 17 recognize my five active members. Without them I
 18 wouldn't be here. The first one is Ms. Leeann
 19 Dickens, who has taken the task of communication
 20 and gathering email lists for our area. I would
 21 like to thank her and recognize her also for her

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1 sound judgment in our meetings. The second one
 2 is Mr. Emanuel, who is known as Manny, Hanson.
 3 His work is basically finance, to help the
 4 foundation in its mission, and also he helps us a
 5 whole lot with the slag software which is really
 6 our communication in the central area. I really
 7 love this software a lot, I think it's very
 8 practical. Next, Alissa Alonzo, who is the
 9 organizer of our Facebook page. Mr. Niccolino,
 10 for his effort about languages. And last and
 11 most important, our student member, Logan Powell,
 12 for his efforts to give us the student
 13 information that we need. I see my seconds
 14 are -- (microphone turned off.)

15 CHAIRWOMAN HENN: Thank you. Next is
 16 general public comment and our first speaker is
 17 Rina Rhyne. Good evening.

18 MS. RHYNE: Good evening, thank you for
 19 having me. My name is Rina Rhyne, I'm the
 20 executive director of the Student Support
 21 Network, that Leslie Weber just spoke about. Our

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1 founder is going to speak to you today about
 2 poverty within the Baltimore County Public School
 3 system, which I'm sure you've hear a lot about,
 4 and that it's growing over the pandemic, and
 5 Ms. Weber talked about our nonprofit. So tonight
 6 I am actually going to speak to you not just as
 7 the executive director of the Student Support
 8 Network, but I'm speaking to you as a mental
 9 health professional who has worked with youth and
 10 young adults as a social worker for the past 16
 11 years. I'm also speaking to you as a parent of a
 12 child within the BCPS system.

13 Tonight I want to speak to you about the
 14 Maryland Youth Risk Behavior Survey, which found
 15 that 25 percent of middle school students and 28
 16 percent of high school students in Maryland ore
 17 food insecure, meaning that they don't know where
 18 their next meal is coming from, if they're going
 19 to have dinner before they do homework, if
 20 they're going to have an after school snack. So
 21 we know they're getting fed at school, which is

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1 great, but we don't know what's happening on the
 2 weekend and in the evening, so that's something
 3 that Student Support Network works to address.
 4 You can imagine that food insecurity is
 5 more of an issue and happens at a higher rate for
 6 our students of color, so that's of particular
 7 concern. You can imagine that being in a family
 8 that has food insecurity has a great impact on
 9 mental health for our kids. In fact according to
 10 the survey I mentioned, in Baltimore County
 11 Public Schools over half of the food insecure
 12 middle schoolers have reported seriously
 13 considering suicide, so not just a fleeting
 14 thought but actually coming up with a plan. And
 15 as a parent, as a mental health professional, as
 16 a human being in this community, that is
 17 something that I just find completely
 18 unacceptable, and so partnering with us and
 19 letting us provide food to help that issue among
 20 the many other things we provide, can help these
 21 kids do better, keep them in school, keep their

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1 mental health in a better place, and we know
 2 mental health has really been affected the past
 3 couple years. This is one thing that we can
 4 absolutely control, especially in the last two
 5 years when there was a lot we could not control,
 6 so we would welcome working with Baltimore County
 7 Public Schools to do this.
 8 And just kind of going off my script
 9 here, just talking about what happened in
 10 Catonsville today at the school, something the
 11 survey also showed is kids who are food insecure
 12 are more likely to engage in violence at school
 13 as well as bring a weapon to school, so this is
 14 really addressing a lot of issues by being able
 15 to provide kids something that addresses their
 16 basic needs.
 17 We do have a packet that we've, it
 18 should have been passed out or it will be passed
 19 out. We welcome you to look at it. My contact
 20 information, as well as Laurie Taylor-Mitchell,
 21 our founder's contact information is in there.

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1 Please feel free to reach out and ask me any
 2 questions or provide any comments. Thank you.
 3 CHAIRWOMAN HENN: Thank you. Our next
 4 speaker is Sharon Saroff. Good evening.
 5 MS. SAROFF: Good evening. I usually
 6 talk about special education but I'm going to
 7 also talk about the importance of certain things
 8 that teachers need. Teachers need planning time.
 9 I know we've heard that a lot this school year.
 10 Why do the teachers need planning time? Special
 11 education teachers perform assessments during
 12 this time. An assessment is a very important
 13 item because it provides everyone with necessary
 14 information to help a child gain services so that
 15 they can access the curriculum.
 16 Recently I've have had a lot of
 17 situations where assessments have not been done
 18 within a 90-day timeline as per federal law, or
 19 who have been rushed. Next week is a meeting, I
 20 have five days to get that report out. Oops, I
 21 forgot to get that information to the parents

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1 because I don't have any time to do it. Or,
 2 another thing that goes on is that teachers
 3 aren't able to even read IEPs because they're in
 4 the classroom all day, including during their
 5 lunch break. How would you like to be in the
 6 classroom from seven o'clock in the morning to
 7 five o'clock at night? Yes, I'm talking about
 8 teachers being in the classroom that long. I get
 9 calls sometimes at six, seven, eight o'clock at
 10 night from teachers concerning my clients.
 11 Teachers need planning time.
 12 Another thing that I've mentioned
 13 before, central IEP meetings. We no longer have
 14 access to that in Baltimore County. Other
 15 counties still do. There are two methods now
 16 that a parent has if they have a dispute, they go
 17 to mediation or they go to due process, or they
 18 walk away. Parents shouldn't have to walk away,
 19 parents should be able to resolve disputes and
 20 not clog the courts in order to do that. We need
 21 to have the central IEP put back in the system so

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1 that parents have the opportunity to resolve
 2 disputes within the schoolhouse and within this
 3 county, and not have to deal with the court
 4 system.
 5 CHAIRWOMAN HENN: Thank you. Our next
 6 speaker is Laurie Taylor-Mitchell. Good evening.
 7 DR. TAYLOR-MITCHELL: Good evening.
 8 Good evening, I'm Dr. Laurie Taylor-Mitchell,
 9 president of the Student Support Network, a
 10 nonprofit organization assisting students in
 11 Baltimore County Public Schools. We currently
 12 have programs operating in 14 schools and a
 13 waiting list of schools wishing to join. As
 14 Leslie Weber stated in her testimony, the Student
 15 Support Network is proposing a collaborative
 16 partnership with BCPS with a goal of providing
 17 more assistance to students in great need. This
 18 partnership is one of many that could respond to
 19 the huge increase in poverty in BCPS.
 20 The number of students qualifying for
 21 FARMs or free and reduced price meals has

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1 increased by 60 percent in BCPS over the last 15
 2 years. At Loch Raven High School, my son's
 3 former high school and the first school in the
 4 network, the percentage of students in poverty
 5 increased from 14 percent in 2006 to 48 percent
 6 of all students by 2021. 59,000 students in our
 7 school system now live in severe poverty, over
 8 half of all students, and the chronic stress and
 9 trauma of this poverty affects the entire system
 10 every day.
 11 We are asking for the resource to assist
 12 more students like the one who came to school
 13 last fall wearing shoes literally falling off his
 14 feet, and school staff had to tell him he could
 15 not return to school without other shoes. The
 16 network immediately provided shoes for him, and
 17 for students who are wearing shoes two sizes too
 18 small, for whom we also purchase shoes. For the
 19 elementary school children recently walking to
 20 school in ragged shoes, socks and cracked shoes
 21 in the rain and snow. We ask for the students

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1 who are hoarding food in their lockers for the
 2 evenings and weekends, because they know they
 3 won't have enough to eat. We are asking for the
 4 students experiencing homelessness who have no
 5 way or no one to wake them up for school, to whom
 6 we supply alarm clocks and bedding if they're
 7 sleeping on floors, or bedding for families
 8 reestablishing housing. We ask for the hundreds
 9 of students visiting rooms of support, the rooms
 10 in network partner schools where staff takes
 11 students to get essential supplies, including
 12 soap, shampoo and period products. We're asking
 13 for the students who go to these rooms for
 14 deodorant because their classmates are
 15 complaining that they smell, or for socks and
 16 underwear. One student depended so much on the
 17 room of support in her school that she called it
 18 the room of heaven. We ask for students who are
 19 regularly bullied in school because they can't
 20 afford to get haircuts, which we've also
 21 provided, and for those shivering at bus stops

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1 without a winter coat.
 2 There are thousands of students in our
 3 system who do not have the basics they need to
 4 succeed in school and in general living. We hope
 5 that BCPS will give us the opportunity to show
 6 the transformation that could happen with
 7 sustained funding for schools with network
 8 programs and expansion into new schools to assist
 9 students in poverty. The Student Support Network
 10 creates opportunities for BCPS administrators and
 11 staff to focus on what they do best, providing a
 12 quality education for all students in the system
 13 regardless of their economic circumstances.
 14 Thank you very much for your consideration.
 15 CHAIRWOMAN HENN: Thank you. Our next
 16 speaker is Tanya Moore. Is Ms. Moore with us?
 17 Our next speaker is Shantelle Breen (phonetic).
 18 MS. BREEN: Good evening, members of the
 19 Board. My name is Shantelle Breen and I'm a
 20 highly effective teacher for Baltimore County
 21 with over 20 years of experience. I wanted to

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1 share with you some positive perspectives that I
 2 have of the virtual learning program so that you
 3 can hear how much the VLP means to the families
 4 of the students I instruct every day. I am
 5 urging the Board to consider this program as an
 6 effective means of learning for so many of our
 7 students in Baltimore County Public Schools.
 8 Unlike remote learning, which was pulled
 9 together because of the pandemic, the VLP is a
 10 program, and the staff members were hired to
 11 provide high quality instruction for thousands of
 12 students. This includes social-emotional support
 13 such as class meetings, lunch bunches, guidance
 14 groups, after school clubs and a tutoring
 15 program. For many teachers like myself, we found
 16 a hidden talent during the pandemic, we excel at
 17 teaching virtually, just like many of our
 18 families and students discovered that they
 19 flourish academically in a virtual environment.
 20 Over 50 parents of my sixth grade
 21 students responded immediately when they learned

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1 I was speaking tonight. Here are just a few of
 2 the many positive comments that I received from
 3 families who want the VLP to continue.
 4 My child struggled academically every
 5 year due to talking and distractions in class.
 6 Once virtual learning started her grades
 7 improved; she even has three advanced classes.
 8 Virtual learning has set my child up for success.
 9 My son has Asperger's and social
 10 anxiety. He functions much better in a virtual
 11 classroom where he has greater control over when
 12 he interacts with students.
 13 VLP has helped my child become an
 14 advocate for herself. She is very shy but has
 15 become quite outspoken virtually. She has an IEP
 16 and learning on line has allowed her to work at
 17 her own pace where she doesn't feel overwhelmed.
 18 My daughter has flourished in the VLP
 19 this year. As a parent, I feel I understand more
 20 about what she's learning since I am home and
 21 hear her lessons.

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1 My son has become very independent and
 2 keeps charge of his own learning. I hope he is
 3 able to continue in the VLP, it has transformed
 4 his work ethic.
 5 Our children have asthma and a history
 6 of pneumonia. The VLP significantly improved
 7 their attendance since they have remained
 8 healthy.
 9 The VLP has been wonderful for both of
 10 our children. The structure of the classes and
 11 organization have exceeded our expectations.
 12 Both of our children are shy and do not like to
 13 speak in front of others. VLP has provided them
 14 with social improvements and growth when
 15 interacting with their peers and teachers.
 16 We love having the VLP as an option, we
 17 have wanted this for years and appreciate that
 18 our tax dollars go to something we want and need.
 19 Please continue this very special program.
 20 Members of the Board, I wanted to be a
 21 voice for the many families all over the county

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1 who benefit from the VLP. I am confident that
 2 given the opportunity, more families would love
 3 for their child to attend the virtual learning
 4 program in the upcoming school year. Thank you
 5 very much for your time and consideration of this
 6 program.
 7 CHAIRWOMAN HENN: Thank you. Our final
 8 speaker is Bash Pharoan.
 9 DR. PHAROAN: Good evening again. The
 10 question in my mind is there are so many good
 11 things about this school system, this picture and
 12 that picture is really an example of it, so many
 13 good teachers, so many good administrators. So
 14 in essence, why do we hear so much complaints
 15 either in public sessions or on Facebook, which
 16 recently I have been reading? My thought is so
 17 many people are leaving because they are really
 18 stressed out by the system, on the news so many
 19 superintendents and boards nationwide and in the
 20 state of Maryland are quitting. Teachers are
 21 quitting and becoming real estate agents, other

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1 professions because they get tired.
 2 And my thought to you is that there was
 3 a time the Board was completely appointed, I have
 4 been here for almost 25 years, and it was boring
 5 and it was rubber stamped. When you came in,
 6 hybrid board half and half, it becomes
 7 interesting, it became more productive. There
 8 are some frictions, that's okay, that's part of
 9 democracy. So my thought to you for
 10 consideration is maybe this is time to forget
 11 about hybrid board and lobby for all elected
 12 board, and each elected official, board member
 13 would get a stipend much more than what you are
 14 getting paid right now, it should be something
 15 like 30,000 or so. So basically it compensates
 16 for all the good efforts and the long hours you
 17 are spending with councils, with schools,
 18 et cetera. It would be money well spent in my
 19 opinion.
 20 Last but not really least, in my central
 21 area I have ten volunteers. If you add all the

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1 volunteers in all central areas, it would be 40
 2 minus one, but you only see one come in to the
 3 meetings. In essence you have 39 engines and we
 4 have one or two or three of the engines working.
 5 This is unfortunate. So if a board member is
 6 elected, my suggestion to consider is that the
 7 councils would be end of the board member where
 8 they seek the advice, consent, directions and
 9 responsibility. I hope you buy into my idea, all
 10 right? I want you to know, a long time ago I
 11 lobbied for a hybrid board and somebody took the
 12 idea from me and went to Annapolis -- (microphone
 13 turned off.)
 14 CHAIRWOMAN HENN: Thank you. The next
 15 item is the superintendent's report and for that
 16 I call on Dr. Yarbrough.
 17 DR. YARBROUGH: Thank you. Good
 18 evening, Board Chair Henn, Vice Chair Pasteur and
 19 members of the Board. I am here on behalf of
 20 Dr. Williams, who is currently en route from
 21 supporting the students, staff and families at

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1 Catonsville High School. Thank you, Chair Henn,
 2 for your statement regarding the incident.
 3 Dr. Williams asks that I express his sincere
 4 appreciation of the support of the Board, Team
 5 BCPS staff members, Baltimore County Police
 6 Department, emergency personnel and our elected
 7 officials as we all stand with the Catonsville
 8 High School community I led by Principal Ames
 9 during this difficult time.
 10 I am pleased to present Dr. Williams'
 11 report to the Board and Team BCPS. The report
 12 includes celebrations, operational updates and
 13 evidence of our strategic plan, The Compass, Our
 14 Pathway to Excellence, in action. Team BCPS --
 15 next slide please.
 16 Team BCPS is pleased to celebrate the
 17 contributions African Americans have made and
 18 continue to make to American history and culture
 19 throughout black history month. Across the
 20 county schools are hearing guest speakers,
 21 sharing information during morning announcement,

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1 hosting door decorating contests, writing
 2 reports, reading biographies and much more.
 3 February is also national career and
 4 technical education month, and several BCPS CTE
 5 programs will be featured on our blog.
 6 Governor Larry Hogan has issued an
 7 official proclamation designating this week as
 8 healthcare heroes appreciation week in Maryland.
 9 Please join me in thanking our healthcare
 10 professionals for their hard work and dedication.
 11 The Association of School Business
 12 Officials International has recognized BCPS for
 13 excellence in budget presentations with the
 14 meritorious budget award for the 2021-2022 budget
 15 year. Next slide.
 16 This week is national school counseling
 17 week. Baltimore County Public Schools staff has
 18 earned several honors from the Maryland School
 19 Counselors Association this year including
 20 Maryland school counselor of the year, high
 21 school counselor of the year, elementary school

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1 counselor of the year, advocate of the year, and
 2 recognition to one high school team for
 3 implementation of a model program. Brian
 4 Stewart, school counseling chair at Catonsville
 5 High School has been named Maryland school
 6 counselor of the cheer. Laurie Council of Mays
 7 Chapel Elementary School has been named Maryland
 8 elementary school counselor of the year.
 9 Kimberly Ferguson, BCPS executive director of
 10 school climate, has been named advocate of the
 11 year. And the entire school counseling team of
 12 Towson High School, Simon Briggs, Lauren Hanley,
 13 Courtney Jacobs, Michelle Petras, Carlie Railey
 14 and Svetlana Wright have been recognized for
 15 development and implementation of a recognized
 16 American School Counselor Association model
 17 program. These individuals will be formally
 18 honored at the MSCA's annual recognition gala on
 19 Friday, April 11th. Congratulations to these
 20 team members of Team BCPS.
 21 (Applause.)

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1 We are proud to share the snapshot of
 2 our school system found on the BCPS website. It
 3 clearly shows the rich and dynamic makeup of Team
 4 BCPS. We serve students of varied backgrounds
 5 and needs across a vast geographical landscape.
 6 Our graduation rate stands at 88.5 percent, an
 7 increase above the previous year in spite of the
 8 challenges brought by the pandemic. 2021
 9 graduates amassed more than \$185 million in
 10 college scholarships. Additionally, Baltimore
 11 County Public Schools staff have been recognized
 12 at the state level as teacher of the year,
 13 support professional of the year, and assistant
 14 principal of the year. BCPS has 26 Maryland Blue
 15 Ribbon Schools and 23 National Blue Ribbon
 16 Schools. 51.5 percent of high school students
 17 have taken a CTE course, representing the highest
 18 rate in the state. 11,000 student athletes take
 19 part in the high school varsity and junior
 20 varsity athletic programs, and 3,200 participate
 21 in our middle school athletic programs. BCPS

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1 students represent 138 countries and speak 147
 2 languages. As a system, we have much to be proud
 3 of. Next slide.
 4 While we celebrate who we are and what
 5 we have accomplished together, we know that our
 6 efforts to heal, rebuild and recover must be
 7 ongoing. We also acknowledge that the needs are
 8 significant. As has been widely reported,
 9 students across the nation have been negatively
 10 impacted by unfinished learning. However, there
 11 are some positive signs. As soon as safely
 12 possible, we want to go forward with normalcy,
 13 including traditional activities that students
 14 and families have come to enjoy as a part of the
 15 school experience.
 16 We were pleased to expand spectator
 17 capacity to 50 percent at sporting events and are
 18 looking forward to end of the year senior
 19 activities. This week we are gathering input
 20 from school leaders and working with our vendors
 21 to explore options.

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1 We also must continue to plan for
 2 shifting COVID-19 metrics. Using feedback and
 3 input from building leaders and our health
 4 partners, we are planning now to insure that
 5 members of Team BCPS have the tools that they
 6 need for a safe return from spring break. Our
 7 goal is to demonstrate our commitment to
 8 supporting schools in a responsive, collaborative
 9 and differentiated manner. Updates included in
 10 this evening's report will include evidence of
 11 these commitments. We are pleased to provide
 12 Team BCPS an update on our response to COVID-19.
 13 At this time I invite Ms. Deb
 14 Somerville, director of health services, to
 15 provide a status report. She will be followed by
 16 Ms. Mildred Charley-Greene, the chief of staff,
 17 for an update on calendar and virtual inclement
 18 weather days.
 19 MS. SOMERVILLE: I think I need the
 20 slide. So the good news is our COVID rates
 21 continue to improve. Countywide our case rate on

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1 the dashboard which displays data for a seven-day
 2 period ending on Saturday is at 131 cases per
 3 hundred thousand residents. This morning we were
 4 able to see data for Sunday and that number is
 5 down to 121. Although that's really wonderful
 6 news, we need to remember that our case rate
 7 remains in CDC's highest range and this rate of
 8 121 is higher than the case rate at any time
 9 between September and November, where the case
 10 rates ranged between 67 and about 117. We
 11 continue to make excellent progress, county rates
 12 are dropping about 40 to 50 percent each week,
 13 and we have reason to hope that things will
 14 continue to get better and soon.

15 Last week 79 employees reported being
 16 diagnosed with COVID and 12 of those employees
 17 were identified through our employee testing
 18 program. Cases in employees dropped by 45
 19 percent from the prior week. Last week we had
 20 304 students reported with COVID. Four of those
 21 students were identified through the student

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1 athlete testing program. Cases in students
 2 drooped by 36 percent from the prior week.

3 Cases in elementary aged students are
 4 not dropping as quickly as cases in other groups.
 5 We have seen age disparities before in attack
 6 rates. We know that our youngest students have
 7 the lowest vaccination rate and suspect that that
 8 may be a part of the difference between
 9 elementary in student case rates. With lower
 10 case rates come lower quarantines. The total
 11 number of employees and students on quarantine
 12 last week was under 200. Next slide please.

13 As we live through and leave learning
 14 through the waxing and waning of COVID, it's
 15 important that we respond to the current
 16 situation while looking to the future. We don't
 17 want to get ahead of ourselves or the data. Case
 18 rates are still high, mitigation is still
 19 important, and things are looking up. Our
 20 current focus for mitigation support is currently
 21 focused on these three areas.

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1 Vaccination rates. Vaccination rates in
 2 students are not yet at the targeted 80 percent.
 3 Overall, 62 percent of our high school students
 4 have received one or more COVID vaccines, just
 5 under 50 percent of our middle schoolers have
 6 been vaccinated, and only 31 percent of our
 7 elementary students. Based on data from the most
 8 recent COVID wave, experts believe that vaccines
 9 provide longer lasting and broader protection
 10 from infection, severe disease, hospitalization
 11 and death. Vaccination must be part of our
 12 long-term strategies to preserve and protect
 13 learning and the health of our students.

14 So we're collaborating with the
 15 Baltimore County Department of Health on a
 16 vaccination program. The campaign will include
 17 information for our parents, outreach to families
 18 to answer questions and assist with scheduling
 19 appointments and an increase in school located
 20 vaccine clinics. The campaign will include a
 21 large variety of BCPS staff, staff from Title I,

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1 community schools and world languages are
 2 partnering with health staff to get the word out
 3 and to help our families access vaccines.

4 The second area is testing, it remains a
 5 strategy recommended by CDC. Some updates with
 6 regards to our testing program. The increased
 7 availability of home testing, thank goodness, has
 8 provided us with some excellent options for
 9 diagnostic and screening tests. We plan to roll
 10 out home tests for students who have COVID
 11 symptoms at school. This will reduce school
 12 nurse paperwork significantly and increase access
 13 to testing for our families. In addition, a
 14 supply of home test kits will be distributed to
 15 all school-based employees later this month.
 16 Employees will be directed to use the test if
 17 they have symptoms, a recent exposure, or have
 18 participated in a higher risk activity.

19 And finally, masking, quite the top of
 20 the news these days. As you know, BCPS continues
 21 to order and distribute high filtration masks for

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1 use by students and employees. Maryland
 2 continues to have a mask mandate for schools
 3 which is in effect through July 4th. There are
 4 three off ramps for the mask requirement. These
 5 off ramps rely on two metrics, 80 percent
 6 vaccination coverage and COVID rates that are
 7 consistently low. At this time BCPS does not
 8 meet either of these off ramps. We continue,
 9 though, to plan for the time when we do meet the
 10 off ramps and are committed to making this
 11 transition based on data, guidance from our
 12 health leaders, and we are committed to
 13 communicating any planned changes to our mask
 14 policies well before adopting the change.

15 In preparation for the day when we meet
 16 one or more of these metrics and are able to
 17 shift to optional masking, we want to encourage
 18 all staff, families, to take advantage of this
 19 time to prepare. Be sure that you and your
 20 children are vaccinated and distanced. Next
 21 slide.

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1 MS. CHARLEY-GREENE: As you know, BCPS
 2 included five inclement weather days in the
 3 2021-2022 school calendar. To date we have used
 4 all five days. Our options to address additional
 5 inclement weather days this year include
 6 extending the school year beyond the last
 7 scheduled day of school, which is now scheduled
 8 for June 16th, 2022; modifying the calendar by
 9 identifying potential makeup days to be used as
 10 student days, MSDE has authorized February 21st,
 11 Presidents Day for this purpose; applying for a
 12 state board of education waiver of the 180-day
 13 requirement in accordance with state law; and
 14 additionally, new for this year, MSDE has created
 15 an alternative pathway that with state approval
 16 would allow schools to shift to virtual learning
 17 for additional snow days for the remainder of
 18 this year. Next slide.

19 As part of our efforts to gather input
 20 regarding virtual inclement weather days we
 21 sought feedback from a variety of BCPS

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1 stakeholder groups listed on this slide.
 2 Preliminary feedback was bass mixed; however, we
 3 heard four clear messages. One, traditional snow
 4 days are valued by students, staff and families;
 5 two, transition to virtual days is not the
 6 preferred method of learning for our students and
 7 youngest learners; three, staff, students and
 8 parents do not want the school year to extend
 9 beyond Friday, June 17th; and finally, staff,
 10 students and parents are not in favor of reducing
 11 spring break. In response to this input, the
 12 next slide identifies the BCPS plan should we
 13 need additional inclement weather days. Next
 14 slide.

15 In order to maintain the option to use
 16 virtual inclement weather days, we must apply for
 17 MSDE approval. Our plan for additional inclement
 18 weather days is as follows: If we have an
 19 additional inclement weather day between now and
 20 Friday, February 18th, February 21st, currently
 21 the Presidents Day holiday, will become a regular

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1 school day. The last day of school will remain
 2 June 16th as scheduled. If we have one inclement
 3 weather day after February 21st, 2022, schools
 4 will be closed for that day and the school year
 5 will be extended by one day, the last day of
 6 school will become Friday, June 17th, 2022. If
 7 we have two or more inclement weather days after
 8 February 21st, 2022, on the first day schools
 9 will be closed and the school year will be
 10 extended by one day. Any additional snow days,
 11 day two and beyond would become virtual weather
 12 days, and the last day of school would be Friday,
 13 June 17th, 2022. Under all scenarios, the last
 14 day of school would be no later than Friday,
 15 June 17th, 2022. Next slide.

16 As stated before, to maintain the option
 17 of using virtual weather days if necessary, we
 18 must apply for state approval. A January weekly
 19 transmittal to superintendents contained
 20 information regarding the repurposing of future
 21 inclement weather days as virtual learning days

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1 for the remainder of the 21-22 school year.
 2 Given the inclement weather that Maryland has
 3 experienced thus far this winter and the
 4 anticipation of additional days, the state has
 5 opened the pathway to repurpose inclement weather
 6 days as virtual school days. To insure
 7 meaningful and equitable virtual instruction
 8 during inclement days and to insure that virtual
 9 instruction does not adversely impact students
 10 learning, key components must be included.
 11 Requirements of the state plan include devices
 12 and access to Wi-Fi, accommodations,
 13 communication process, and attestation. Next
 14 slide.
 15 As part of the application progress
 16 process, MSDE requires school systems to insure
 17 that all students and teachers have the necessary
 18 devices and access to Wi-Fi for virtual inclement
 19 weather days. BCPS currently maintains a
 20 one-to-one device ratio pre-kindergarten through
 21 12th grade. The Department of Information

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1 Technology will continue to implement remote tech
 2 support to provide timely support to students.
 3 Additionally, throughout the pandemic and
 4 continuing into the 21-22 school year, BCPS has
 5 provided wireless hot spots to all requesting
 6 families to insure access to Internet from home.
 7 To date BCPS has more than 3,000 student-deployed
 8 hot spots. Next slide please.
 9 To gain MSDE approval, school systems
 10 must be able to implement a student's current IEP
 11 during the virtual inclement weather day. This
 12 includes specially designed instruction, related
 13 services, supplementary aides and services, and
 14 accommodations. Under our proposed plan, BCPS
 15 will offer the full continuum of educational
 16 services in a variety of alternative delivery
 17 models to meet the needs of students. Special
 18 education supports and services will be provided
 19 within virtual classrooms, small groups and
 20 individualized settings to insure IEP goals
 21 relating to core instruction are supported and

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1 time with general education peers is realized.
 2 A free and appropriate public education
 3 will continue to be provided when the school is
 4 temporarily placed on virtual instruction, with
 5 an IEP being implemented as written to the
 6 maximum extent possible following the IEP
 7 planning for emergency conditions section of the
 8 IEP. Students may receive academic, behavioral
 9 functional living instruction and intervention
 10 strategies in small groups and in individual
 11 settings. BCPS will provide related services
 12 such as speech, occupational and physical
 13 therapy, vision and social work also through
 14 individual and small group virtual sessions.
 15 Child Find screening and evaluations for students
 16 aged three to five will be available and
 17 conducted virtually as appropriate, and
 18 evaluations conducted by occupational therapists,
 19 physical therapists, speech-language pathologists
 20 and other related service providers may be
 21 conducted virtually as appropriate.

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1 So under MSDE guidelines, school systems
 2 must describe the communication process they
 3 would put in place to inform students, teachers,
 4 parents and guardians of the implementation of
 5 virtual inclement weather days. They must also
 6 share the plan for instruction. In the event of
 7 forecasted inclement weather, Baltimore County
 8 Public Schools would include information
 9 regarding a synchronous virtual instruction day
 10 as part of the system communication that is sent
 11 to families via email, social media, telephone
 12 and website emergency alert. Schools would
 13 operate on a two-hour delay schedule to meet
 14 synchronous learning requirements and allow
 15 teachers an opportunity to adjust lessons for
 16 virtual instruction. Staff and students would be
 17 reminded to take devices and chargers home in
 18 preparation for virtual instruction.
 19 If this proposed plan is approved, BCPS
 20 will send a communication to all stakeholders to
 21 inform them of the virtual inclement weather day

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1 plans for the remainder of the 2021-2022 school
 2 year, including detailed guidance for
 3 implementation. Next slide please.
 4 Finally, MSDE requires school systems to
 5 attest to the following: One, that there will be
 6 a minimum of four hours of synchronous
 7 instruction for all students each virtual
 8 inclement weather day. Two, attendance will be
 9 taken for all students and teachers during the
 10 virtual inclement weather day. Three, there will
 11 be opportunities for students to make up work
 12 missed during the virtual inclement weather day.
 13 Next, the virtual inclement weather day plan will
 14 be posted on the local school system website and
 15 a link will be provided to MSDE upon approval of
 16 the virtual inclement weather day plan by MSDE.
 17 And finally, the virtual inclement weather day
 18 plan must be presented at a public accessible
 19 local school system board meeting. Next slide
 20 please.
 21 This slide identifies our next steps.

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1 We will immediately submit our plan to MSDE for
 2 approval. If approved, we will communicate the
 3 plan to Team BCPS. The communication will
 4 include overall components of the plan,
 5 rationale, and easily accessible resources for
 6 the community in preparation for implementation.
 7 As has been stated earlier, we must apply in
 8 order to have the possibility or to maintain the
 9 possibility of implementing virtual inclement
 10 weather days at some point in the future.
 11 At this time I turn to Deputy
 12 Superintendent Yarbrough.
 13 DR. YARBROUGH: Thank you. We will
 14 continue to update the Board, our community and
 15 Team BCPS during these changing times. Our
 16 partnership remains critical to assuring a safe
 17 and successful year for all of our students.
 18 Thank you.
 19 CHAIRWOMAN HENN: Thank you. The next
 20 item on the agenda -- Mrs. Causey?
 21 MS. CAUSEY: Thank you, Madam Chair. I

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1 just had a question for Dr. Yarbrough. So the
 2 plan is to apply to MSDE and then is there, is
 3 that the recommendation that's being brought
 4 forward for the Board's approval, or is this just
 5 a point of information?
 6 DR. YARBROUGH: Thank you for that
 7 question, Ms. Causey. This was presented as a
 8 point of information. MSDE's process requires in
 9 the attestation that the plan be presented at a
 10 board meeting, and that the plan be submitted to
 11 them for approval.
 12 MS. CAUSEY: Thank you, and is this an
 13 opportunity where we can ask additional
 14 questions?
 15 CHAIRWOMAN HENN: It's a point of
 16 information so if you'd like to discuss it
 17 further we can consider it as a future agenda
 18 item, and we will be taking those at the end of
 19 the meeting.
 20 MS. CAUSEY: Okay. If we email
 21 questions, can they be put in the weekly update

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1 for all board members and the public talking
 2 points?
 3 DR. YARBROUGH: Sure.
 4 MS. CAUSEY: Thank you.
 5 CHAIRWOMAN HENN: Mr. Thomas?
 6 MR. THOMAS: I don't believe this would
 7 be the appropriate time for me to address my
 8 concern.
 9 CHAIRWOMAN HENN: Thank you. The next
 10 item on the agenda is the chair's report.
 11 I would just like to briefly share that
 12 my heart, thoughts and prayers are with the
 13 student who was shot outside of Catonsville High
 14 School today, and with the entire Catonsville
 15 community, as the Board, you remain in my hearts,
 16 thoughts and prayers. Thank you.
 17 The next item on the agenda is the
 18 student board member's report and for that I call
 19 on Mr. Thomas.
 20 MR. THOMAS: Thank you, Chair Henn.
 21 Good evening, everyone. I also want to start by

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1 sending my heart out to everyone in the
 2 Catonsville community, our students, I am here
 3 for you and I encourage you to reach out to me or
 4 any board members, your counseling staff, anyone
 5 in your school building for support at this time,
 6 so I just wanted to send my heart out before I
 7 start my report, thank you.

8 The past few weeks have been filled with
 9 excitement. I want to start off by
 10 congratulating Roah Hassan and Masah Farh for
 11 making it to the final stage of the SMOB election
 12 process candidacy. Over the past few weeks the
 13 Baltimore County Student Council has reviewed
 14 applications, interviewed the applicants and has
 15 selected both Masah, from Towson High School, and
 16 Roah, from Perry Hall High School, to move
 17 forward. Every secondary student from grades six
 18 through 12 will have the opportunity to vote for
 19 the next SMOB on March 17th. So students, be
 20 sure to check out their campaign pages on the
 21 BCPS website and social media accounts to learn

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1 more. Speeches are being recorded this Thursday,
 2 and they will be dispersed in ELA classes and
 3 through the curriculum available to all students.

4 Last week I joined our Director of
 5 Transportation Dr. Grim to visit two of our bus
 6 lots in the school system to learn more about
 7 transportation. They were Hopkins Creek and the
 8 Kenwood lot. There I met our incredibly
 9 dedicated bus drivers and a routing assistant
 10 staff who without a doubt deserve more
 11 recognition than they currently have. But I also
 12 saw just how outdated our transportation system
 13 currently is. Not the buses themselves, they're
 14 in perfect condition, but the technology that is
 15 in them, from outdated hard drives for cameras
 16 that need to be physically removed from a bus to
 17 even be accessed, to inefficient methods of
 18 communication by which the current technology
 19 requires an operator overburdened by call after
 20 call as they track buses and sometimes even have
 21 to get out onto the buses because of our

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1 transportation issues, all of which this Board
 2 has still to address.

3 So I ask you, what will this Board do
 4 now with this crisis? You know, we already chose
 5 to deny our school system an opportunity to have
 6 an updated fleet with GPS technology, cameras and
 7 navigation that would have cost us zero dollars
 8 and zero cents because of ill-informed ideas. Do
 9 we plan to amend our budget to put these
 10 necessities in there? Because you all know that
 11 our transportation system is in crisis, we know
 12 that our system needs to prioritize
 13 transportation. Yet when we had the opportunity
 14 to do this at no cost, we failed, or at least the
 15 majority of us failed.

16 Lastly, one of the most incredible
 17 experiences I recently had was at Bear Creek
 18 Elementary School where I had the opportunity to
 19 serve as an additional adult assistant, helping
 20 within the CALUS program. This was an intense
 21 task as an additional adult assistant helping

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1 within the CALUS program. I was helping students
 2 all over the autism spectrum like my little
 3 brother, and it truly made me feel for our adult
 4 assistants, appreciate them and appreciate how
 5 they tirelessly show up to help the students in
 6 our system, tirelessly advocate for them, call
 7 them their best friends, and shouting with joy as
 8 they make progress in the hallways, there's a
 9 student who is nonverbal who talked to another
 10 student in the hallway, and they were just so
 11 overjoyed and crying in the room with me, but
 12 they're still making minimum wage, and they
 13 dedicate themselves every single day to their
 14 role.

15 Board members, we have work to do, we
 16 have work to do for our students all across the
 17 system and I think we can get up to the task.
 18 Thank you.

19 CHAIRWOMAN HENN: Thank you. The next
 20 item on the agenda is action taken in closed
 21 session. Mr. Brousaides, is there any action to

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1 be considered?

2 MR. BROUSAIDES: Good evening, Ms. Henn.

3 Nothing to report from closed session.

4 CHAIRWOMAN HENN: Thank you, sir. The

5 next item on the agenda is contract awards and

6 for that I call on Ms. Jose, chair of the

7 building and contracts committee.

8 MS. JOSE: Thank you, Ms. Henn. Members

9 of the Board, the Board's building and contracts

10 committee met Friday, I'm sorry, Monday,

11 February 7th, 2022. For the record, I would like

12 to report to the full board, starting, the

13 committee meeting started with Deer Park

14 Elementary School's preliminary design

15 presentation followed by contract awards, so we

16 only had three board members present. At 5:47

17 Mr. Kuehn informed he had a hard stop so we no

18 longer had a forum of the committee and we had to

19 adjourn the committee meeting. Therefore, all 38

20 contracts are coming to the Board without any

21 recommendation.

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1 However, in the interest of time, since

2 the committee has reviewed contracts K-1 through

3 K-14, and contracts K-15 through K-38 are capital

4 projects that can be grouped together, I move

5 that the Board approve contracts K-1 through K-14

6 that have been reviewed and discussed in

7 committee.

8 CHAIRWOMAN HENN: Thank you. We have a

9 motion on the floor. Mr. Thomas, is this

10 regarding the motion?

11 MR. THOMAS: Yes.

12 CHAIRWOMAN HENN: Go ahead.

13 MR. THOMAS: So you said, sorry, K-1

14 through what number?

15 MS. JOSE: 14.

16 MR. THOMAS: Okay, thank you.

17 MR. MCMILLION: Ms. Henn, I second that.

18 CHAIRWOMAN HENN: Thank you,

19 Mr. McMillion, for the second. Is there any

20 discussion, board members, of the motion on the

21 floor? Dr. Hager?

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1 DR. HAGER: I have questions about 1 and

2 11.

3 CHAIRWOMAN HENN: Would you like to

4 separate those, or do you just want to ask your

5 questions?

6 DR. HAGER: Whatever Ms. Jose prefers.

7 They're pretty straightforward questions.

8 CHAIRWOMAN HENN: Okay. Do you need

9 staff to --

10 DR. HAGER: Okay.

11 CHAIRWOMAN HENN: Mr. Sarris and

12 Mr. Dixit, are you both available? Good evening,

13 gentlemen.

14 MR. SARRIS: Good evening.

15 MS. CAUSEY: Madam Chair, I would ask

16 that we --

17 CHAIRWOMAN HENN: Ms. Causey, I will

18 acknowledge you, but go ahead, Dr. Hager.

19 DR. HAGER: So good evening. The

20 contract number one is for the hybrid funded and

21 online student courses. Are these courses, is

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1 this new to the pandemic or is this something

2 that we've offered in the past?

3 MR. SARRIS: This is an ongoing program

4 and this is the state MSDE contract that we've

5 used for many years.

6 DR. HAGER: For many years. I was

7 trying to find like the historical aspect of it

8 in the information and I was having trouble

9 finding that. So it has nothing to do with any

10 of our changes we've made during the pandemic?

11 MR. SARRIS: No, we've had an online

12 course offering since at least 2014 that I know

13 of.

14 DR. HAGER: Okay, so it's just an

15 extension of that, thank you.

16 And then for number 11, which is the

17 removable trailers, relocatable classrooms

18 rather, given that we're, you know, investing in

19 a lot of new capital construction, we are

20 purchasing these relocatable classrooms, correct,

21 not leasing them?

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1 MR. DIXIT: So as part of our regular
 2 program we purchase and lease both.
 3 DR. HAGER: Okay.
 4 MR. DIXIT: But this request is for a
 5 change order for a little over \$3 million and
 6 that will be for purchase of relocatables, and
 7 they will be used at Dundalk High School while
 8 the addition is being built. And the reason we
 9 chose to purchase them is so that they can be
 10 used in the future, so it is more cost effective
 11 to do that.
 12 DR. HAGER: As we engage in capital
 13 construction, they can be moved to other sites?
 14 MR. DIXIT: That's true.
 15 DR. HAGER: That's okay, thank you.
 16 CHAIRWOMAN HENN: Thank you. I have a
 17 related question to Dr. Hager's as a followup,
 18 and then I'll go to Mrs. Causey. Good evening,
 19 Mr. Dixit.
 20 MR. DIXIT: Good evening.
 21 CHAIRWOMAN HENN: Do we qualify for

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1 funding through the state for the relocatables on
 2 this contract? I understand there's a special
 3 fund available specifically for relocatables
 4 through the state, do you know?
 5 MR. DIXIT: So in this case this is part
 6 of the capital program, it is funded by the
 7 county. But the total capital project for the
 8 Dundalk addition, that's partially funded by
 9 state and partially county, so it's all mixed in
 10 there. More than likely these are all county
 11 funds and we are grateful to them that they have
 12 agreed to allow us to purchase them.
 13 CHAIRWOMAN HENN: Thank you.
 14 Mrs. Causey?
 15 MS. CAUSEY: Thank you, Madam Chair, and
 16 I will need to separate out --
 17 CHAIRWOMAN HENN: Are your questions on
 18 1 through 14?
 19 MS. CAUSEY: Yes, some of them are.
 20 CHAIRWOMAN HENN: Go ahead.
 21 MS. CAUSEY: If someone else had

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1 questions, you could go to them while I pull this
 2 out.
 3 CHAIRWOMAN HENN: Board members, any
 4 other questions or discussion on 1 through 14?
 5 Hearing none, we have a motion on the floor.
 6 MS. CAUSEY: Okay, thank you, I have it
 7 now. So for the contract with the online
 8 learning that Dr. Hager commented --
 9 CHAIRWOMAN HENN: Which number,
 10 Ms. Causey?
 11 MS. CAUSEY: Number 1.
 12 CHAIRWOMAN HENN: Okay.
 13 MS. CAUSEY: There was a discussion in
 14 curriculum committee about that and I had asked
 15 for followup on the per pupil cost of those
 16 program, and I do appreciate, staff did provide
 17 input as to which schools were using which
 18 programs, but they did not include the number of
 19 students nor break down for the per pupil cost,
 20 so I think that would be helpful. We are trying
 21 to, especially in the operating budget timeframe,

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1 really evaluating how we can support our students
 2 moving forward. So is that something that the
 3 Board could receive?
 4 MR. CORNS: So, the per pupil cost per
 5 course was included in the response to the
 6 Board's questions. So for example, Apex Learning
 7 got \$600 per course, MVLO courses virtually were
 8 950 per course, et cetera, and then it was broken
 9 down by vendors as well.
 10 MS. CAUSEY: So when you said it was per
 11 course, that is the per pupil cost.
 12 MR. CORNS: Right.
 13 MS. CAUSEY: Okay, thank you. That was
 14 not clear. And then regarding the relocatables,
 15 I attended the building and contracts meeting
 16 virtually yesterday and I had asked questions
 17 about the number of trailers and the age and when
 18 they were distributed, was that information that
 19 if not available today could be available to the
 20 Board.
 21 MR. DIXIT: So I'll give you some

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1 information that I think would be helpful to you.
 2 There are 281 relocatable units and they consist
 3 of 310 classrooms because some of them are
 4 double, some of them are single. And the age of
 5 unit is anywhere, there are 121 units that are
 6 zero to nine years; the ten to 19 years is 43
 7 units; and then there are some that are more than
 8 30 years. And you had asked about the age,
 9 average age or the life span of the relocatables,
 10 and what we have received is that average life is
 11 15 to 20 years, but the condition is not
 12 necessarily a function of age, it is a function
 13 of usage. So for example, relocatables in
 14 elementary school tend to be in better condition
 15 and last longer as compared to relocatables in
 16 high school and middle school, but all
 17 relocatables are safe, and we get money every
 18 year to repair for repairs as needed.
 19 MS. CAUSEY: Okay, thank you. And it's
 20 interesting because one of the survey things is
 21 saying that the schoolhouse employees really

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1 dislike the relocatables in terms of how they
 2 support the students. And how much exactly is
 3 going to the Dundalk High School project?
 4 MR. DIXIT: So we have received two bids
 5 and lowest bid is \$2.6 million, and they will be
 6 used for projects in the future also. So if you
 7 do an economic analysis, it comes out that the
 8 cost is a lot cheaper as compared to leasing or
 9 any other form.
 10 MS. CAUSEY: Okay. So yesterday it was
 11 indicated Dundalk's would be higher than that, so
 12 what is the additional \$2 million in the
 13 modification for?
 14 MR. DIXIT: So the additional amount is
 15 needed for other locatables that will be sent to
 16 different schools depending on the enrollment
 17 fluctuation.
 18 CHAIRWOMAN HENN: Thank you, and that's
 19 time, Mrs. Causey.
 20 MS. CAUSEY: Thank you.
 21 CHAIRWOMAN HENN: Do any other board

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1 members have questions? Yes, Ms. Scott?
 2 MS. SCOTT: Yes, I just wanted
 3 clarification. It sounds like, and I just want
 4 to understand. So we're, there's a motion from
 5 the chair of the building and contracts committee
 6 to approve contracts one through 14, correct?
 7 CHAIRWOMAN HENN: Correct.
 8 MS. SCOTT: Okay, but none of these
 9 contracts come recommended to the full board, all
 10 38 of them because, did I understand you
 11 correctly, Ms. Jose, you said there was not a
 12 quorum?
 13 MS. JOSE: Correct.
 14 MS. SCOTT: Okay. So as I see it, we
 15 have five members who are on building and
 16 contracts, and am I correct that only two were in
 17 attendance at building and contracts?
 18 MS. JOSE: There were three, but
 19 Mr. Kuehn had to leave at 5:47, so at that point
 20 it was just Mr. McMillion and me, so we couldn't
 21 vote on those items that were already reviewed.

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1 MS. SCOTT: So the 38 contracts now, are
 2 we expected as a board now to do the work of
 3 committee now in the full assembly, is that what
 4 we're expected to do? And I guess I'm directing
 5 that you, Ms. Henn.
 6 CHAIRWOMAN HENN: I'm not going to
 7 entertain this discussion. We can discuss this
 8 outside of this meeting. We have 14 --
 9 MS. SCOTT: No, I'm just curious because
 10 we have committees and we're supposed --
 11 CHAIRWOMAN HENN: Yes, I understand
 12 that, so that's a discussion for outside of this
 13 forum. We have 38 contracts to approve.
 14 MS. SCOTT: Se we're doing the work of
 15 the committee now in the full assembly, so --
 16 CHAIRWOMAN HENN: There is a motion on
 17 the floor.
 18 MS. SCOTT: There is, but my comment, my
 19 question is in regards to that motion. Yes, I
 20 have a question in regards to the motion to
 21 approve the 14 that basically influences my

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1 decision, and that's why I'm just asking for
 2 clarification, because I'm just wondering now, so
 3 we're approving, the motion is to approve the 14
 4 and then --

5 CHAIRWOMAN HENN: And then we will
 6 consider the others.

7 MS. SCOTT: So we're doing the work of
 8 the committee now in the full assembly, all
 9 right. Thank you.

10 CHAIRWOMAN HENN: Mr. Thomas?

11 MR. THOMAS: Thank you. So I know there
 12 was no vote taken, but was there consensus on
 13 these contracts in the committee?

14 CHAIRWOMAN HENN: Ms. Jose, if you can
 15 respond?

16 MS. JOSE: No, because Mr. Kuehn had to
 17 leave abruptly, so we never got past it. Had I
 18 known in advance he had a hard stop, I would have
 19 sought a motion prior to that.

20 CHAIRWOMAN HENN: Ms. Rowe?

21 MR. THOMAS: Oh, I've got another one.

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1 MS. ROWE: So are 1 through 14 coming
 2 with a recommendation or without?

3 CHAIRWOMAN HENN: All are coming without
 4 recommendation.

5 MS. ROWE: Okay, thank you.

6 CHAIRWOMAN HENN: Mr. Thomas?

7 MR. THOMAS: Thank you. So for the six
 8 contracts, interactive display panels for
 9 instructional space, I'm excited about this
 10 because we talked about this in depth in the
 11 curriculum committee. So my understanding is
 12 that the \$2.7 million would go into this budget
 13 for this year and the rest of it would accrue
 14 over the next six years possibly?

15 MR. SARRIS: Yes, so the proposed budget
 16 for next fiscal year, FY-23 includes that annual
 17 lease payment of \$2.6 million and it would be
 18 over a six-year period.

19 MR. THOMAS: Okay, thank you.

20 CHAIRWOMAN HENN: Thank you. Dr. Hager?

21 DR. HAGER: I'm just off of the bus for

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1 clarification. These were all presented and
 2 discussed, there was just not a vote within
 3 committee, is that correct?

4 MS. JOSE: No, that's not correct. I
 5 stated earlier we were presented contracts K-1
 6 through K-14 and then we had to adjourn the
 7 meeting since we no longer had a quorum. The
 8 remaining contracts, however, are capital
 9 projects, and Mr. Dixit will be kind enough to
 10 group them together in the interest of time and
 11 being efficient, so those should hopefully pass
 12 through.

13 DR. HAGER: Thank you.

14 CHAIRWOMAN HENN: Thank you. So there's
 15 a motion on the floor, it has a second.

16 Ms. Causey, I believe your time is up.

17 MS. CAUSEY: I have a separate issue.

18 CHAIRWOMAN HENN: Your time is up on
 19 this discussion item.

20 MS. CAUSEY: I have a point of --

21 CHAIRWOMAN HENN: Your time is up on

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1 this item.

2 MS. CAUSEY: May I have a point of
 3 inquiry?

4 CHAIRWOMAN HENN: No, ma'am. Is there
 5 any other discussion on this item? Hearing none,
 6 may I have a rollcall vote please?

7 MS. GOVER: This is K-1 through K-14?

8 CHAIRWOMAN HENN: K-1 through K-14.

9 MS. GOVER: Ms. Rowe?

10 MS. ROWE: Yes.

11 MS. GOVER: Ms. Causey?

12 MS. CAUSEY: No.

13 MS. GOVER: Ms. Mack?

14 MS. MACK: Yes.

15 MS. GOVER: Mr. McMillion?

16 MR. MCMILLION: Yes.

17 MS. GOVER: Ms. Jose?

18 MS. JOSE: Yes.

19 MS. GOVER: Ms. Pasteur?

20 VICE CHAIR PASTEUR: Yes.

21 MS. GOVER: Mr. Thomas?

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1 MR. THOMAS: Yes.
 2 MS. GOVER: Mr. Offerman?
 3 MR. OFFERMAN: Yes.
 4 MS. GOVER: Ms. Scott?
 5 MS. SCOTT: Yes.
 6 MS. GOVER: Dr. Hager?
 7 DR. HAGER: Yes.
 8 MS. GOVER: Mr. Kuehn?
 9 MR. KUEHN: Yes.
 10 MS. GOVER: Ms. Henn?
 11 CHAIRWOMAN HENN: Yes.
 12 MS. GOVER: Thank you.
 13 CHAIRWOMAN HENN: The motion carries.
 14 MS. CAUSEY: Madam Chair, I just need to
 15 report a recuse from Item 14.
 16 CHAIRWOMAN HENN: Okay, so noted,
 17 Mrs. Causey excused herself on K-14.,
 18 Ms. Jose, would you like to make a
 19 motion for the remaining contracts, or do you
 20 want --
 21 MS. JOSE: Right, or Ms. Henn, would you

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1 like the Board to hear through the presentations
 2 since the committee never did the work?
 3 CHAIRWOMAN HENN: Thank you. Yes.
 4 Mr. Dixit, would you like to present?
 5 MR. DIXIT: So where are we at? I
 6 missed the conversation, so which item, which
 7 contract we are on.
 8 MS. JOSE: K-15 through, if you could
 9 present the capital projects.
 10 MR. DIXIT: Thank you very much. So
 11 Items 15 through 24 are for a board-approved
 12 project, which is Red House Run Elementary
 13 School. We have summarized those projects in the
 14 interest of time and if you want to talk about
 15 any particular project, any packet, I will be
 16 more than glad to talk about that. The contract
 17 number is JBO-712-21. There are package 1.B for
 18 testing and inspection, package 2.A for
 19 demolition and abatement, package 3.A for
 20 concrete, package 4.A for masonry, package 5.A
 21 for steel, package 8.A for aluminum storefront

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1 and glazing, package 11.A for food service
 2 equipment, package 23.A for plumbing, HVAC and
 3 fire suppression, package 26.A for electrical,
 4 and package 32.A for sidewalk and landscaping.
 5 These packages, most of them are
 6 multiple bidders, there are four contracts with
 7 one bid, which is demolition and abatement,
 8 concrete, masonry and S.A. Halac Iron Works for
 9 steel. All of the others have anywhere from two
 10 to five bidders. The demolition contract will
 11 come in October, later on. Package 1.A, general
 12 trades, 9.A, drywall, and 7.A, roofing, it is
 13 still being processed in purchasing and it will
 14 come back during one of the future meetings, and
 15 hopefully next time we will take care of it in
 16 building committee meeting so that we don't have
 17 to go over item by item but if not, I will be
 18 more than glad to present it here. And then
 19 there's another one for painting which is being
 20 processed in purchasing. So these are all
 21 packages and we are requesting your approval.

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1 CHAIRWOMAN HENN: Thank you, Mr. Dixit.
 2 Do I have a motion to approve Items K-15 through
 3 K-24?
 4 MS. ROWE: So moved, Rowe.
 5 CHAIRWOMAN HENN: Thank you, Ms. Rowe.
 6 Do I have a second?
 7 MS. JOSE: Second.
 8 MR. OFFERMAN: Second, Offerman.
 9 CHAIRWOMAN HENN: Thank you, Ms. Jose, I
 10 believe I heard her for the second. Any
 11 discussion? Mr. Kuehn?
 12 MR. KUEHN: Thank you. Thank you,
 13 Mr. Dixit, for the insight. I'm going to focus
 14 on the items where we only received one bid
 15 because that's concerning to me and I was hoping
 16 you could provide us with some insight. Because
 17 as I review this, it says vendors issued to, 131,
 18 and number of bids on several of these packages
 19 are one, two or three. My guess is, and I'm
 20 hopeful that you can clarify this, that the
 21 vendors include any and all of the trades and

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1 items that we're talking about, but maybe for
 2 instance for 5.A, which is steel, maybe there
 3 were two or three. Could you talk to that item
 4 for us? You don't have to talk specifically to
 5 steel, but I think concrete, masonry and steel
 6 are all the same.

7 MR. DIXIT: So I will give you the
 8 technical piece and then maybe Mr. Sarris can
 9 help me with the procurement process piece. So
 10 number of bidders always is a function of market
 11 conditions, so if there is more work in the
 12 market there is a tendency for bidders to be
 13 selective and only bid on contracts where they
 14 can maximize profit. Why they did not choose,
 15 when we go to the next package you will see that
 16 for the same trade, there are more than one
 17 bidder, so the only thing that I can say from the
 18 technical and economics standpoint is it is a
 19 function of how much work is out in the market
 20 for the available labor. And with that, George,
 21 if you can add anything go on the process part?

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1 MR. SARRIS: Yes. The only thing that I
 2 note is that we did not receive any no bids in
 3 these contracts, and that's when a vendor will
 4 provide us with information on why they were
 5 unable to participate or chose not to
 6 participate, and I don't have that information
 7 for these, and so I would agree with Mr. Dixit,
 8 that's a market circumstance.

9 MR. KUEHN: And just to clarify, it says
 10 131 vendors issued to, but that's not 131 steel
 11 providing companies; is that correct?

12 MR. SARRIS: Well, that means that 131
 13 contractors, whether they be steel or general or
 14 otherwise, went on line and looked at the bid
 15 packages.

16 MR. KUEHN: Okay, that's really the
 17 clarification I'm looking for, because when I
 18 read this it makes me feel like we sent these
 19 bids to all these companies that do this work,
 20 but that's not actually the case, because if I'm
 21 in the concrete business I'm not going to bid on

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1 steel. Do you see what I'm getting at? All
 2 right, that's what I'm trying to understand,
 3 that's really all my question was about.

4 MR. SARRIS: Okay.

5 MR. KUEHN: Thank you.

6 CHAIRWOMAN HENN: Thank you. Any other
 7 questions or discussions, board members? No?
 8 Hearing none, may I have a rollcall vote please?

9 MS. GOVER: Ms. Rowe?

10 MS. ROWE: Yes.

11 MS. GOVER: Ms. Causey? Ms. Mack?

12 MS. MACK: Yes.

13 MS. GOVER: Mr. McMillion?

14 MR. MCMILLION: Yes.

15 MS. GOVER: Ms. Jose?

16 MS. JOSE: Yes.

17 MS. GOVER: Ms. Pasteur?

18 VICE CHAIR PASTEUR: Yes.

19 MS. GOVER: Mr. Thomas?

20 MR. THOMAS: Yes.

21 MS. GOVER: Mr. Offerman?

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1 MR. OFFERMAN: Yes.

2 MS. GOVER: Ms. Scott?

3 MS. SCOTT: Yes.

4 MS. GOVER: Dr. Hager?

5 DR. HAGER: Yes.

6 MS. GOVER: Mr. Kuehn?

7 MR. KUEHN: Yes.

8 MS. GOVER: Ms. Henn?

9 CHAIRWOMAN HENN: Yes.

10 MS. GOVER: Thank you.

11 CHAIRWOMAN HENN: The motion carries.
 12 Mr. Dixit, would you please present K-26 through
 13 K-38.

14 MR. DIXIT: So these items, 25 through
 15 38, are for replacement of Summit Park Elementary
 16 School, a project that has been approved by the
 17 Board under the capital improvement program.
 18 Again, I have summarized a list in the interest
 19 of time. Package 1.A for general trade, two
 20 bidders; package 1.B for testing and inspection,
 21 four bidders; package 2.A, site work, two

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1 bidders; package 3.A, concrete, three bidders;
 2 package 4.A, masonry, two bidders; package 5.A,
 3 steel, two bidders; package 7.A, roofing, two
 4 bidders; package 8.A, opening package is two
 5 bidders; package 9.A for drywall and acoustics,
 6 three bidders; package 9.B for flooring, one
 7 bidder; package 9.C for painting, one bidder;
 8 package 11.A for food service equipment is three
 9 bidders; package 15.A for mechanical, plumbing
 10 and fire suppression is one bidder; and package
 11 16.A for electrical is one bidder. So these are
 12 the bidders, and we are requesting your approval.
 13 CHAIRWOMAN HENN: Thank you. Do I have
 14 a motion for Items K-25 through K-38?
 15 VICE CHAIR PASTEUR: So moved, Pasteur.
 16 CHAIRWOMAN HENN: Thank you,
 17 Ms. Pasteur. Is there a second?
 18 MR. OFFERMAN: Second, Offerman.
 19 CHAIRWOMAN HENN: Thank you, Mr.
 20 Offerman. Any discussion? Hearing none, may I
 21 have a rollcall vote?

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1 MS. GOVER: Ms. Rowe?
 2 MS. ROWE: Yes.
 3 MS. GOVER: Ms. Mack?
 4 MS. MACK: Yes.
 5 MS. GOVER: Mr. McMillion?
 6 MR. MCMILLION: Yes.
 7 MS. GOVER: Ms. Jose?
 8 MS. JOSE: Yes.
 9 MS. GOVER: Ms. Pasteur?
 10 VICE CHAIR PASTEUR: Yes.
 11 MS. GOVER: Mr. Thomas?
 12 MR. THOMAS: Yes.
 13 MS. GOVER: Mr. Offerman?
 14 MR. OFFERMAN: Yes.
 15 MS. GOVER: Ms. Scott?
 16 MS. SCOTT: Yes.
 17 MS. GOVER: Dr. Hager?
 18 DR. HAGER: Yes.
 19 MS. GOVER: Mr. Kuehn?
 20 MR. KUEHN: Yes.
 21 MS. GOVER: Ms. Henn?

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1 CHAIRWOMAN HENN: Yes.
 2 MS. GOVER: Thank you.
 3 CHAIRWOMAN HENN: The motion carries,
 4 thank you. Thank you, gentlemen.
 5 MR. SARRIS: Thank you.
 6 MR. DIXIT: Thank you.
 7 CHAIRWOMAN HENN: The next item on the
 8 agenda is the work session on the
 9 superintendent's proposed FY-2023 budget and for
 10 that I call on Dr. Williams and Mr. Sarris.
 11 DR. YARBROUGH: Good evening.
 12 Chairwoman Henn, Vice Chair Pasteur, Dr. Williams
 13 and members of the Board of Education. I'm
 14 pleased to open the fiscal year 2023 operating
 15 budget second work session this evening. The
 16 fiscal year 2023 proposed budget is closely
 17 aligned to the BCPS strategic plan, The Compass,
 18 Our Pathway to Excellence. Significant proposals
 19 are geared towards our goal of raising the bar,
 20 closing gaps and preparing for our future. Next
 21 slide please.

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1 The proposed budget focuses on two key
 2 areas for our school system, people and progress.
 3 It is centered on our core purpose of increasing
 4 achievement for all students in a variety of
 5 pathways to prepare students for college and
 6 career. Next slide please.
 7 The districtwide budget development
 8 process is a collaborative one involving the
 9 input of many stakeholders, including principals,
 10 departments and offices, employee unions, parent
 11 advisory groups, executive staff, the Office of
 12 Budget and Reporting, the superintendent and the
 13 School Board. The budget reflects the labor,
 14 materials and resources required to fulfill the
 15 goals and objectives of BCPS as outlined in our
 16 strategic plan. This is an operational plan
 17 stated in financial terms for carrying out the
 18 mission of Baltimore County Public Schools. The
 19 budget preparation process begins each year in
 20 September and continues through May for formal
 21 adoption. Next slide please.

<p style="text-align: right;">Page 94</p> <p>1 The timeline for the FY-23 proposed 2 budget is pictured on the slide. Today we are in 3 budget work session two in preparation for the 4 Board of Education vote on February 22nd. Next 5 slide please. 6 This evening's work session will focus 7 on budget requests related to curriculum and 8 instruction, and business services, including 9 facilities, information technology and 10 transportation. Next slide please. 11 Following each section, there will be a 12 related question and answer period. There will 13 be one Q and A related to curriculum and 14 instruction and a second portion for business 15 services. The resources listed on this slide 16 were provided to guide this evening's 17 conversations. The FY-23 budget book is 18 available on the website for members of the 19 community. Members of the board have been 20 provided with a hard copy. Additional materials 21 provided to the Board are the FY-23 workbook, a</p>	<p style="text-align: right;">Page 96</p> <p>1 funds including general funds, special revenue 2 which is the grant fund, capital projects, debt 3 service and enterprise food service fund totals 4 \$2.43 billion, which is an increase of 115 5 million versus FY-2022. Next slide. 6 So you can see a summary of all the 7 initiatives in the proposed budget. The grand 8 total of new initiatives includes 381.3 positions 9 at \$172.4 million. Next slide. 10 To accelerate learning associated with 11 the pandemic drive learning loss, Dr. Williams is 12 proposing a variety of targeted initiatives under 13 learning, accountability and results. Next 14 slide. 15 Under curriculum and instruction the 16 proposal includes special ed programs of 135.5 17 FTEs and \$6.4 million; nonpublic placement at 18 \$2,030,000; elementary school IEP chairs, 75 FTEs 19 and \$6.4 million; magnet programs consisting of 20 8.5 FTEs and \$1.5 million; English learner 21 programs of 44 FTEs, \$2.7 million; and a</p>
<p style="text-align: right;">Page 95</p> <p>1 condensed version of the full budget book and an 2 addendum which provides an overview of the 3 organizational structure and an update on 4 staffing related to efficiency report 5 recommendations. 6 To facilitate efficient responses from 7 staff this evening, board members are asked to 8 please identify the sources referenced when 9 posing questions. Division staff are here and 10 available to answer questions during the two Q 11 and A segments. At this time I turn it over to 12 Mr. Sarris and Mr. Tantleff to review the 13 remaining slides. Next slide please. 14 MR. TANTLEFF: Thank you. The general 15 fund budget which contains the majority of 16 day-to-day spending for schools and offices 17 including most salaries is proposed at 1.86 18 billion for 2023, which is 178.5 million above 19 FY-2022 and 20.9 percent above required local 20 maintenance of effort. Next slide. 21 The BCPS FY-23 proposed budget for all</p>	<p style="text-align: right;">Page 97</p> <p>1 Blueprint for Maryland's Future transfer to 2 special revenue fund of 24 FTEs and \$1.8 million 3 that's simply moved from the general fund to the 4 special revenue fund. Next slide please. 5 We'll now entertain any questions on 6 curriculum a instruction. 7 DR. WILLIAMS: I'm going to ask staff 8 related to C&I to come to the table. Thank you. 9 CHAIRWOMAN HENN: Board members, 10 Mr. Kuehn? 11 MR. KUEHN: Could we go back one slide? 12 I can't. So Mr. Tantleff, my question had to do 13 with the transfer. Could you just explain what's 14 happening there? 15 MR. TANTLEFF: Sure. When the Blueprint 16 first came into law several years ago we had 17 everything in the general fund because it was 18 unknown what was restricted, what type of 19 recording was required, et cetera, but over time 20 we found that certain grants within the Blueprint 21 are actually, act just like a restricted grant,</p>

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1 we can carry over funds between years like a
 2 restricted grant so we can't keep them in the
 3 general fund anymore, it doesn't make any sense.
 4 So last year we moved the concentration of
 5 poverty grants over and this year, this year
 6 being FY-23, we're moving the transitional
 7 supplemental instruction grant, which is math
 8 specialists and reading specialists at the
 9 elementary K-2 level, we're proposing to move
 10 that to special revenue next year, but it doesn't
 11 impact what they're doing at all, it will be
 12 invisible to the teachers, it's just how we're
 13 tracking them.

14 CHAIRWOMAN HENN: Ms. Mack?
 15 MS. MACK: Yes, thank you, Ms. Henn. I
 16 have asked this question in curriculum, I raised
 17 this question when I spoke to Dr. Williams and
 18 Mr. Sarris, but many of our educators remain
 19 untrained on products that are proven to have a
 20 positive impact on academic outcomes, a number of
 21 them were purchased prior to 2021. In 2021 alone

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1 we purchased ten new products to improve reading
 2 scores. Where in the budget specifically is the
 3 funding allocated for the training database that
 4 will allow educators to take and complete the
 5 training on evidence-based products and other
 6 professional development, because teachers
 7 continue to report to me that they have not had
 8 an opportunity to be trained on these very
 9 important products.

10 MR. SARRIS: So the Department of
 11 Organizational Effectiveness has a professional
 12 development budget of approximately \$1 million
 13 and each of the curriculum offices also have
 14 accounts for stipends in each of their budgets
 15 which are part of the salary accounts, because in
 16 our TABCO agreement there is a schedule of
 17 payments for teachers who participate in
 18 professional development and it is paid out as
 19 salaries, and that's, if Dr. Boswell-McComas has
 20 any additional information?
 21 DR. MCCOMAS: As we've discussed,

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1 Ms. Mack and members of the Board, good evening
 2 first, let me say that, we do provide
 3 professional learning in a variety of venues, so
 4 sometimes that is during the workday, and of
 5 course we have been away from that given all the
 6 turbulence the last two years. We offer
 7 professional learning after school, that's where
 8 Mr. Sarris referenced in the plan, teachers could
 9 be paid a stipend. We also offer professional
 10 learning throughout the summer. So we strive in
 11 every way possible to provide the professional
 12 learning opportunities for our teachers once
 13 we've invested in resources. Also, Ms. Mack,
 14 thank you, I know that this is a particular point
 15 of commitment and passion for a number of our
 16 board members, professional learning, so thank
 17 you.

18 MS. MACK: I have a follow-up question
 19 please. Oh, I'm sorry, Mr. Sarris, go ahead.
 20 MR. SARRIS: Yes, Ms. Mack, I just
 21 wanted to also mention that we have a \$4.7

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1 million tuition reimbursement program which
 2 provides the cohort-based professional
 3 development as well as self-guided access to
 4 advanced credits, master's, PhD, et cetera, so I
 5 think that's part of our overall opportunity for
 6 professional development.

7 MS. MACK: I appreciate that, but I'm
 8 specifically talking about things that we know
 9 help our students, like Open Court, Reading 180,
 10 System 44, Lexia and Wilson. We purchase these
 11 things, we spend millions of dollars and again, I
 12 can't get a count of teachers who are trained,
 13 and that is why I'm asking what is in the budget
 14 to get teachers caught up on the many products
 15 that we have purchased so that our students can
 16 start reaping the benefits?
 17 DR. MCCOMAS: Ms. Mack, I know you're
 18 asking where it is in the budget. Fundamentally
 19 that is, as Mr. Sarris explained, in the budget
 20 for professional learning. The platform that we
 21 have moved to will assist us in that format of

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1 being able to pull the data in terms of how many
 2 people have been trained on what.
 3 MS. MACK: And that platform is in this
 4 budget, and where would that be? I guess that's
 5 a Mr. Sarris question.
 6 MR. SARRIS: Well, I can't really expand
 7 in any more detail on the line items, but I think
 8 generally each of the curriculum offices and the
 9 Division of Organizational Effectiveness, and
 10 some Title II funding as well, which is also
 11 under organizational effectiveness, all have
 12 professional development funds, and it's an
 13 ongoing annual part of every budget and this one.
 14 MS. MACK: Thank you.
 15 CHAIRWOMAN HENN: Thank you. I would
 16 like to ask a follow-up question to Ms. Mack's
 17 question, and then Mr. Thomas, you have been
 18 waiting patiently. Do these product vendors
 19 offer their own professional development and is
 20 this something we can include in our contracts
 21 when we purchase the products?

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1 DR. MCCOMAS: So yes. Ms. Henn, as I
 2 know when you asked contracts committee, many of
 3 the products that we purchase, the vendors do
 4 offer professional learning as part of the
 5 package. We do take advantage of that. Often as
 6 you know, when we bring contracts forward we
 7 explain how much professional learning, how many
 8 hours or depending upon the structure that is
 9 being offered, so we do partner with the vendors
 10 that, we purchase their materials to insure that
 11 we are training our personnel to the highest
 12 degree possible.
 13 CHAIRWOMAN HENN: Thank you, because
 14 they're the experts, right, and it's their
 15 product, so generally they bundle them, and one
 16 of the questions I would ask from contracts
 17 committee, thank you, is to separate those out,
 18 to understand the cost between the product and
 19 the professional development. And I believe what
 20 Ms. Mack is asking is where in the budget are we
 21 showing that, is that reflected, is it rolled

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1 into the product cost and if so, then we're
 2 paying for the professional learning, we just
 3 can't, the Board hasn't seen where that
 4 investment is going in terms of how many teachers
 5 are receiving that professional learning, and I
 6 think that's what she's asking for.
 7 And if we can't see it, then we don't
 8 know if our investment is adequate enough for it,
 9 because anecdotally we hear that it's not, but we
 10 don't know what the true costs of that are, and
 11 we want to insure that our teachers are receiving
 12 the adequate professional learning that they
 13 need, because if we're buying the products we
 14 want to make sure we're also buying the
 15 professional development to go along with those
 16 products, and if they are bundled or if we're
 17 being offered bundles, let's do both.
 18 DR. MCCOMAS: Yes. So I'll just add
 19 that as we've been discussing, the vendor often
 20 provides a service that we contract with, but
 21 then you also see the cost of that gets rolled in

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1 when we bring products forward for contract, but
 2 you also see that as Mr. Sarris indicated, in our
 3 budget to pay our teachers to attend the
 4 professional learning, so that's where you're
 5 going to see that combined cost.
 6 CHAIRWOMAN SCOTT: And I'm sorry if you
 7 answered this already, so where would we see
 8 that, where do we see the compensation for our
 9 staff to attend the professional learning?
 10 DR. MCCOMAS: So as Mr. Sarris said, in
 11 the Office For Organizational Effectiveness, the
 12 budget there supports professional learning and
 13 pays for it, in all of my content offices where
 14 you will see Mr. Sarris indicate we also have
 15 money to pay stipends to teachers to attend
 16 training.
 17 CHAIRWOMAN HENN: So that one million, I
 18 believe that was the figure passed out there, is
 19 the organizational effectiveness budget for
 20 professional learning; is that correct?
 21 MR. SARRIS: On page 335, salaries and

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1 wages underneath the Title II grant, \$3.8 million
 2 is essentially professional development, because
 3 it is a teacher quality grant. Let's see if I
 4 can find any of the other larger amounts in one
 5 place.
 6 CHAIRWOMAN HENN: Do we know off the
 7 cuff, or can the Board find out approximately how
 8 many hours that would translate into, what we
 9 have budgeted in terms of teacher professional
 10 development, ballpark?
 11 MR. SARRIS: We can use the contract
 12 rates to give you an estimate, yeah.
 13 CHAIRWOMAN HENN: That would be great if
 14 we could receive that. Thank you. Mr. Thomas?
 15 MR. THOMAS: Thank you. So on page 253
 16 of the big book, it references that \$409,000 are
 17 being allocated to world languages, so how much
 18 of this money is being allocated for the
 19 development, implementation and extension of new
 20 world languages and expanding the continuity of
 21 languages within zones?

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1 MR. TANTLEFF: What page was that?
 2 MR. THOMAS: 253, that's the main page
 3 outlining all curriculum and instruction.
 4 MR. TANTLEFF: Sorry, could you repeat
 5 your question again?
 6 MR. THOMAS: Yes. So how much of the
 7 \$409,000 allocated toward languages is for the
 8 development, implementation and extension of new
 9 BCPS world language offerings and expanding the
 10 continuity of languages between zoned schools?
 11 MS. SHAY: Good evening, Mr. Thomas. I
 12 just wanted to make sure that my colleagues knew
 13 I was here. The funding that you're referencing
 14 actually comes from the World Languages Office
 15 budget, so the funding you specifically
 16 referenced actually pays the salaries for the
 17 staff in the Office of World Languages. So
 18 indirectly, some of the work of the staff in the
 19 Office of World Languages, the coordinator,
 20 supervisor and specialist, is about developing
 21 coursework, but that's not a separate item in the

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1 \$409,000 that you referenced.
 2 MR. THOMAS: Okay. Would it be possible
 3 to request funding for the new, the continuity of
 4 those courses?
 5 MS. SHAY: We are actually right now in
 6 the process of my team submitting curriculum
 7 writing requests, this is the time period where
 8 we, offices submit requests for what they want to
 9 work on, and the World Languages Office has
 10 submitted that request, Dr. McComas and I are
 11 working through all those requests to allocate
 12 them, so that is in the process right now.
 13 MR. THOMAS: Incredible, thank you.
 14 MS. SHAY: Sure.
 15 MR. THOMAS: So my next question is how
 16 much of the money, how much money would need to
 17 be allocated to offer every student every AP exam
 18 they might want to take for free?
 19 DR. MCCOMAS: Yes, so I know that's
 20 Dr. Whisted but if you'll give me just a moment,
 21 Mr. Thomas, because I know we really addressed

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1 these questions. What you'll see last year is we
 2 using title funding, we were able to cover the
 3 costs of students in financial need for advanced
 4 placement. So your question really is what it
 5 would it be if we covered for all of the students
 6 taking the advanced placement, so if you just
 7 give me a moment to locate my notes.
 8 MR. TANTLEFF: Number eight.
 9 DR. MCCOMAS: Number eight, thank you.
 10 So based on our invoice from the College Board
 11 last spring, we spent 696,118 to cover exams for
 12 those who were struggling. If we were to cover
 13 all of the AP exams for all students, last year
 14 we had, 16,000 tests were taken, and so it would
 15 be just shy of a million dollars, 900,000.
 16 MR. THOMAS: Okay, thank you. And where
 17 would that be allocated in the budget if we were
 18 to increase them to all, would it still be in the
 19 title funds?
 20 DR. MCCOMAS: It would be in the college
 21 and career readiness funds. One thing we have to

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1 keep in mind when we're dealing with federal
 2 funds, there is an issue of supplanting. So when
 3 we use federal grants, federal grants are meant
 4 to be the extra, the part that we are not funding
 5 for an operating budget. So the moment we as an
 6 organization move to cover that with our
 7 operating budget, we can no longer use that
 8 federal grant because that becomes supplanting
 9 that, so we would have to pick up the total cost.

10 MR. THOMAS: Got you, so if we were to
 11 add this to the operating budget we would have to
 12 pick up the \$696,000, or however much it would be
 13 this year from title grant funding, with the
 14 additional cost of the exams that aren't covered
 15 by that funding, okay. Thank you.

16 CHAIRWOMAN HENN: Thank you. Ms. Mack?
 17 MS. MACK: Yes. I just wanted to
 18 clarify that while I appreciate if we include the
 19 cost of professional development, we have to look
 20 at this as the cost of time. Teachers have one
 21 one-hour meeting a week, they might have two days

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1 during the summer, we have classes that have 60
 2 hours of professional development, we have to
 3 include money in this budget for creative ways to
 4 pay teachers and not give them the choice but to
 5 pay them, to incent them to get this training
 6 done because again, if we keep buying it and we
 7 don't train anybody, it just doesn't make sense.
 8 Thank you.

9 CHAIRWOMAN HENN: Thank you.
 10 Ms. Pasteur?

11 VICE CHAIR PASTEUR: Thank you. I'm not
 12 sure whether this is a real question or a
 13 comment, but I want to thank all of you for
 14 trying to put this together, and point out that
 15 there are very few singular places in the budget
 16 where you can account for why the programs we're
 17 buying and the things that we're doing can be
 18 discussed or pointed to, because a part of where
 19 you have to look in this budget, unfortunately I
 20 left my book home so I don't have it all marked,
 21 but it goes to the way we staff as well. So some

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1 of the problems in terms of our teachers not
 2 getting professional development are those things
 3 about which Ms. Mack is speaking is going to
 4 happen in terms of the new organization where we
 5 have those executive directors who will be
 6 present and building, who will be guiding some of
 7 the training.

8 In addition to which when we're talking
 9 about one afternoon, remember that we still have
 10 days that are department chair days, department
 11 meeting days, and a sundry of other things that
 12 schools use to be able to train internally, and
 13 that you are taking from one section the type of
 14 opportunities that people are getting as
 15 individuals and go back to their schools, then
 16 there are larger ones, then there's the pay, then
 17 there's the people who work with them. So when
 18 you look at the budget and you're talking about
 19 how we support our teachers, how we support the
 20 growth and the program, it can't be easily
 21 located in one area.

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1 Now here's the question. Am I just
 2 going way back and I'm not making any sense, or
 3 is that so, because that's how I break up the
 4 book when I look at the budget, because I was
 5 told I never talk about instruction, but that's
 6 all I ever talk about is instruction. So I just
 7 want to, I mean, am I sort of getting to that,
 8 that it's in a myriad of places in the book?

9 DR. MCCOMAS: Yes, I would affirm that
 10 the funds that we spend for professional learning
 11 does flow through multiple line items within the
 12 budget book rather than as part of the contract
 13 for the materials with the vendors, whether that
 14 is in stipends, in individual contact offices or
 15 within the Organizational Effectiveness Division
 16 that is dedicated to professional learning, or in
 17 our Title II funding which is federal grants
 18 dedicated to professional learning, to fund
 19 professional learning for teachers or
 20 administrators. So you will see that flow
 21 through all of these budget lines within the

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1 book.

2 MR. SARRIS: And I just want to add that

3 page 148 has that additional \$1.1 million that I

4 mentioned in a single location, and if we were to

5 add the Title II funds and the organizational

6 effectiveness funds, it would be just under

7 \$5 million, and a typical half day program of

8 instruction is paid to a teacher at about \$275

9 for a half day, and that would amount to about

10 18,000 courses.

11 CHAIRWOMAN HENN: Ms. Jose?

12 MS. JOSE: Thank you. First of all,

13 thank you to staff and Dr. Williams for this

14 budget. I see the 22 full-time staff development

15 teachers that have been added. Is that just for

16 the elementary schools, this is in addition to

17 the 65 staff development teachers that we have,

18 and they will be spread across all schools? Will

19 the staff development teachers also help in

20 training, because I see that quite a lot.

21 And my follow-up question is, you

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1 allocated, Dr. Williams, 75 IEP chairs for

2 elementary schools. I think that's great because

3 previously that task was done by APs, so I think

4 that's a good move, and if you could also explain

5 on the scope here?

6 DR. MCCOMAS: Yes, so thank you. First

7 the staff development teacher is exactly as you

8 said, primary work for staff development teachers

9 is centered in professional learning. We know

10 there's nothing as good as being able to work

11 with teachers directly in their classrooms and

12 that takes the form, excuse me, that takes the

13 shape of everything from doing model lessons to

14 realtime coaching in classrooms for teachers

15 around Pedagogy and implementation of programs so

16 that we can implement those with fidelity.

17 It also looks like the work where our

18 staff development teachers facilitate common

19 planning time for teachers who may teach the same

20 grade level so that you can hone in and use data

21 driven methods to support planning and rigor to

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1 the standards. It also looks like professional

2 learning that can occur after school, it can be

3 one-on-one professional learning with teachers

4 during their planning time, a small group during

5 the day, sometimes they offer drop-in sessions

6 during, what do they call it, staff issues during

7 different planning time depending on what's being

8 offered.

9 The beauty of the staff development

10 teacher is that as a principal, you really have

11 somebody dedicated full time to help constantly

12 drive the quality of instruction to make sure

13 that we're hitting the rigor of standards and

14 that we're looking at student work and student

15 data to drive this next step of instruction, and

16 so it's a very powerful model of professional

17 learning and impact on student learning.

18 Your second question relates to the

19 elementary IEP chairs, thank you. We're very

20 excited to bring this request forward this year.

21 As many of you know who attend our SECAC

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1 meetings, our SECAC advocates have been really

2 asking for this for I know personally at least

3 six years that I have been participating in SECAC

4 and our instructional program.

5 And so this effort is really to your

6 point, Ms. Jose, to bring forward and provide

7 personnel who can take on the work of

8 facilitating the IEPs to insure compliance and

9 proper monitoring at the elementary level. The

10 value add besides just in dedicated support with

11 expert teachers for that work at the elementary

12 level is that also does free up our assistant

13 principals who then can also be in classrooms

14 helping to monitor and coach instruction to

15 support the overall school instructional program.

16 With that, I'll ask Dr. Pierandozzi if

17 you have anything you want to add related to

18 elementary IEPs.

19 DR. PIERANDOZZI: Good evening, Madam

20 Chair, board members and Dr. Williams. It is a

21 terrific honor to have the opportunity to speak

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1 to this position specifically, but it will, it
 2 will assist as a designated position to support
 3 and maintain compliance. That decision will also
 4 support students, families and our schools in
 5 implementing and monitoring the IEP process as
 6 well as the services that are provided. They
 7 will also be able to coach and assist special
 8 education providers in appropriate goal writing
 9 and IEP writing to insure that it is an
 10 implemented IEP for each student, not only in
 11 compliance but in the best interest of that
 12 student for academic achievement.

13 MS. JOSE: Thank you, I think it's
 14 wonderful. Thank you, Dr. Williams.

15 CHAIRWOMAN HENN: Thank you. Dr. Hager?
 16 DR. HAGER: Thank you. In followup to
 17 Mr. Thomas' question about world languages, I
 18 understand the point that was made about the
 19 midlevel administration on that page that he
 20 mentioned, but then following through with the
 21 rest of the budget for curriculum and

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1 instruction, it seems that world languages are
 2 cut a lot under other instructional costs and
 3 textbooks and supplies, and yet it sounded like
 4 you were thinking of expanding that offering, so
 5 could you explain how that works?

6 MS. SHAY: Good evening, Dr. Hager, I'm
 7 going to start and then I'll certainly let my
 8 budget experts take over. We did consolidate, so
 9 as the executive director of academics we do work
 10 to be the most efficient we can. So some of the
 11 money that you see moved, for example the fiscal
 12 assistant under Dr. McComas works to pull all the
 13 textbook resources that were sprinkled throughout
 14 offices together to be able to streamline efforts
 15 for things like digital content or textbook
 16 purchases. So it isn't so much that they were
 17 cut, in a lot of instances it means that for
 18 example, several years ago you remember we had a
 19 program called Middlebury, that was part of our
 20 elementary world languages program, we sunset
 21 that program so those funds were redirected to

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1 support textbook purchases under the T-FAC
 2 demagogue. So what you'll see over time looks
 3 like a loss, but it's also reflecting that
 4 consolidation for textbooks centrally, which is
 5 what enabled us to do things like Bridges and
 6 some of the other large purchases we've done.

7 DR. HAGER: So for textbooks and
 8 supplies, you went from \$2 million to \$7.7
 9 million, a huge increase, and then you see these
 10 other areas where they drop off, so this just
 11 means they're still there, they're just in a
 12 different section?

13 MS. SHAY: Yes, exactly.

14 DR. HAGER: That actually answers a lot
 15 of my questions. Thank you for that.

16 CHAIRWOMAN HENN: Thank you.
 17 Mr. McMillion?

18 MR. MCMILLION: Dr. McComas, if there's
 19 teachers out there that do, that want the
 20 professional training and they're not getting the
 21 kind of direction or cooperation or support from

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1 their local schoolhouse administrators, would it
 2 be acceptable that they reach out to you and
 3 Ms. Shay for guidance on how to pursue this
 4 professional training?

5 DR. MCCOMAS: Absolutely, and we will
 6 not -- we're offering it in multiple formats
 7 throughout the year, so there are many many
 8 opportunities.

9 MR. MCMILLION: Great, because I hate
 10 the idea of somebody that wants that training and
 11 can't get it and there's, I'm sure there's a lot
 12 of people out there that don't want it, but the
 13 people that want it ought to have the opportunity
 14 to find that path and they might have some
 15 struggles to find direction, but to be able to
 16 reach out to you guys and you help them, you
 17 know, secure the training they need. Thank you
 18 very much.

19 DR. MCCOMAS: Thank you.

20 CHAIRWOMAN HENN: Thank you.
 21 Mrs. Causey?

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1 MS. CAUSEY: Thank you, Madam Chair.
 2 The Public Works consulting company has as their
 3 next steps leading off, the BCPS school board and
 4 superintendent has an opportunity to use the
 5 Public Works report findings and recommendations
 6 to transform the schools division, its culture
 7 and climate, its operations and its academic
 8 programs to become more effective and higher
 9 performing. The cost of ignoring the findings
 10 and recommendations as well as postponing any
 11 consideration of implementation is a disservice
 12 to the needs of BCPS, its stakeholders, staff and
 13 students, they write on page 192.
 14 The Board received this two weeks ago
 15 and I'm wondering where is it available
 16 digitally, and is it available publicly, which is
 17 the superintendent's update evaluating the
 18 implementation and the fiscal impact of
 19 implementation of Public Works recommendations.
 20 DR. WILLIAMS: So to provide some
 21 clarity, that document is an addendum to the

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1 budget that reflects FTEs and a part of the
 2 discussion as Dr. Yarbrough reported a month ago,
 3 the division workgroups are looking at the
 4 efficiencies, the division workgroup, Blueprint
 5 -- there's one more -- oh, stakeholder, how could
 6 forget, stakeholder workgroup. And so what you
 7 have, what the Board has is the actual FTEs in
 8 terms of what was recommended, what was moving
 9 forward, what amendments I made, and what FTEs
 10 are still on hold, so we provided a hard copy to
 11 the Board.
 12 MS. CAUSEY: So can this document be
 13 attached to the executive content for board
 14 members but also, I believe it will be helpful to
 15 have a publicly available version. As our
 16 funding partner who paid for the Public Works
 17 consulting, I imagine would want to understand
 18 the fiscal impact.
 19 DR. WILLIAMS: We will consider that
 20 request. Thank you, Ms. Causey.
 21 MS. CAUSEY: Thank you. Was there an

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1 update on the SRO training program?
 2 DR. WILLIAMS: That was one of the
 3 questions and --
 4 MR. SARRIS: Yes, we have that cost for
 5 you, and I'll just note that that cost is not
 6 currently in this budget.
 7 MR. TANTLEFF: It's about \$156,000, is
 8 the estimate.
 9 DR. WILLIAMS: Would you provide the
 10 number of SROs and what that would total if we
 11 were to pay for every SRO?
 12 MR. TANTLEFF: We have 81 and it's
 13 estimated that 70 would go, so the cost would be
 14 about \$156,000. You know, it would be about
 15 \$20,000 more if all 81 went.
 16 MS. CAUSEY: So that was in the budget
 17 for this year but --
 18 MR. TANTLEFF: That is not in the budget
 19 for either year.
 20 MS. CAUSEY: Is it something that was in
 21 the budget in the past?

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1 MR. TANTLEFF: It was in the past.
 2 MS. CAUSEY: Okay, that's concerning
 3 that as we speak, professional development for
 4 all of our educators and staff members, they are,
 5 as we unfortunately have seen today, so critical
 6 for our school system that we would not be able
 7 to provide that is, in my opinion, shortsighted
 8 and unacceptable.
 9 CHAIRWOMAN HENN: Thank you,
 10 Mrs. Causey. Mr. Kuehn?
 11 MR. KUEHN: Thank you. Ms. Shay and
 12 Dr. McComas, just a real quick question, and I
 13 know we've had some of this discussion before, so
 14 when we purchase a new program, let's say it's
 15 targeted to reading in elementary schools. Is
 16 the responsibility for professional training at
 17 the schoolhouse level or is it in the central
 18 office and tracked that way somehow, to insure
 19 that it's handled throughout the system?
 20 DR. MCCOMAS: Yes and yes. So we at the
 21 central level coordinate and organize that

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1 professional learning to provide it in multiple
 2 opportunities during the day, after school and
 3 sometimes on the weekends, throughout the summer,
 4 so we provide all that leadership and
 5 coordination, right? What is offered at the
 6 school is really a combination of things. It can
 7 be, the school's part may be helping to find the
 8 time for teachers to attend the training, right?
 9 It could be as we push forth the training in sort
 10 of a train the trainer model, depending on what
 11 it is, we may train the reading specialist for
 12 example at the school level and then they provide
 13 the training at the building level.
 14 And so professional learning comes in
 15 many shapes and sizes, if you will, depending on
 16 what it is, and our approach is to try to reach
 17 as many teachers as possible. Believe you me, my
 18 goal is to have every teacher trained in all the
 19 programs that we have. Ms. Shay, I don't know if
 20 you have anything you'd like to elaborate on
 21 that, because it's really, it's not an either/or,

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1 it's a yes to both. Thank you.
 2 MS. SHAY: I would just add too, we do
 3 have a responsibility in the master agreement
 4 with our teacher unions that when we roll out a
 5 new curriculum we are providing multiple
 6 opportunities for training. I think the
 7 challenge that Dr. McComas spoke to, that has
 8 been especially true this year or the last
 9 several years, is about time out of the classroom
 10 with the challenge in finding substitutes.
 11 We did offer, so Open Court as a good
 12 example, because we were rolling it out at the
 13 same time that we were in the pandemic, much of
 14 that training that normally would be face to face
 15 was done virtually through modules that were
 16 completed at the schoolhouse, and so we did have
 17 to rely more on schools for supporting that just
 18 because of the nature of other challenges.
 19 We do also have a tremendous amount of
 20 staff turnover so we never really finish. Even
 21 though we might say this is year one for grade

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1 two, if we hire several, you know, grade two
 2 teachers, it's a constant challenge to keep up
 3 with that. So it is our obligation, it's our
 4 goal, it's also our love. We want our teachers
 5 to feel successful when we roll that out, but
 6 beyond just funding time, substitutes and the
 7 staff turnover are additional challenges that we
 8 continue to work through.
 9 VICE CHAIR PASTEUR: Thank you. This
 10 question I guess is first to you, Dr. Williams,
 11 and it is about SROs. I believe that it was
 12 around 2019 and I think the county executive took
 13 it out when he did, and I could be wrong, so
 14 Mr. Tantleff and Mr. Sarris can correct me, but
 15 it's been a couple of years, it's been during the
 16 pandemic time that we have not had it. And the
 17 cost, I'm just wondering if there's any way, even
 18 just in conversation with the county executive,
 19 for the amount that he named for how invaluable
 20 that service is, to me that's a small amount,
 21 because I'm talking about the national training,

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1 that's what was removed, and it's known that that
 2 national training is the best. We get, some of
 3 them get the state training, but I would like
 4 that to be a consideration in your conversation,
 5 because we need them so sorely, we've always
 6 needed them but now I think it's imperative, so
 7 is that something that can be discussed in some
 8 language?
 9 DR. WILLIAMS: Yes, Ms. Pasteur, we can
 10 always follow up with the county executive.
 11 VICE CHAIR PASTEUR: Thank you.
 12 CHAIRWOMAN HENN: Thank you,
 13 Ms. Pasteur. I have a comment and then
 14 Mr. McMillion and then Mr. Thomas. So on that
 15 vein of national SRO training, I move to amend
 16 the FY-2023 budget to include funds for the
 17 national SRO training.
 18 MS. ROWE: Second, Rowe.
 19 CHAIRWOMAN HENN: Thank you, Ms. Rowe.
 20 Any discussion, board members? I think several
 21 of us have spoken to the need for it so I don't

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1 feel the need to speak, but Mr. Thomas?
 2 MR. THOMAS: I'm just not familiar with
 3 the exact components of the national SRO
 4 training, I don't know, I just, I want to know
 5 more about it, I know it's amazing but I want to
 6 know more about it before I vote on it.
 7 CHAIRWOMAN HENN: I'm going to ask
 8 Mrs. Causey if she would hike to speak to the
 9 motion and answer Mr. Thomas' question.
 10 MS. CAUSEY: Certainly, thank you. So
 11 the National Association of SROs puts on this
 12 training every year and as Ms. Pasteur pointed
 13 out, we have paid for it before the pandemic, and
 14 in fact in 2020 Baltimore County's Officer
 15 Danielle Moore was awarded the national award for
 16 being the most outstanding SRO in the nation, and
 17 I was privileged to be able to go to that awards
 18 ceremony, and she attributed her success to the
 19 training she received through the national
 20 organization and to the support that she received
 21 from her colleagues and from the school principal

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1 and the school system, we have a very robust
 2 program in central office in collaboration with
 3 our SRO program and the Baltimore County Police
 4 Department.
 5 CHAIRWOMAN HENN: Thank you. Any other
 6 comments or questions? I see a couple in the
 7 chat but I think those were on other items unless
 8 they were to this motion. Ms. Scott?
 9 MS. SCOTT: Yes. I was wanting to know,
 10 and I'm not sure if it was already said, the cost
 11 impact of what that would do.
 12 CHAIRWOMAN HENN: Mr. Tantleff, would
 13 you repeat that please?
 14 MR. TANTLEFF: Approximately \$156,000 to
 15 provide the travel, for an estimated 70 out of
 16 the 80 to go.
 17 MS. SCOTT: Okay, so that would be in
 18 addition to what's already in the budget, so
 19 basically we're adding \$156,000 to the budget for
 20 the training.
 21 MR. TANTLEFF: Correct.

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1 MS. SCOTT: Thank you.
 2 CHAIRWOMAN HENN: Thank you. Ms. Jose?
 3 MS. JOSE: Just a budget question. Is
 4 that something that would typically be funded by
 5 the county council, or does that onus fall on the
 6 school system?
 7 MR. TANTLEFF: An amount like that we
 8 could either self fund it within one of the
 9 organizations or it could be posed as a new
 10 initiative that goes to the county executive, so
 11 those are both really options.
 12 MS. JOSE: Thank you.
 13 CHAIRWOMAN HENN: Thank you. Any board
 14 members that haven't spoken to this that have
 15 questions? Ms. Rowe?
 16 MS. ROWE: I think it's important to
 17 realize too that one of the things that this
 18 NASRO training does is it specifically teaches
 19 SROs how to deal with a variety of different
 20 situations for best practices for dealing with
 21 children with disabilities, and like which times

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1 they should be engaged and which times they
 2 shouldn't. These are things that are not part of
 3 the normal police department training, but this
 4 is such an important extension of their police
 5 department training, because SROs are dealing
 6 with children and in a completely different
 7 environment than the regular community that
 8 they're trained for, that I feel like it's very
 9 irresponsible to not train these individuals who
 10 are in our schools when we offer every other
 11 employee training.
 12 CHAIRWOMAN HENN: Thank you.
 13 Ms. Pasteur and then Mrs. Causey.
 14 VICE CHAIR PASTEUR: Thank you. One of
 15 the main things for me that the national one does
 16 that's important, you heard recently someone say
 17 that we needed to have a larger police presence
 18 in some of our schools, around our schools. One
 19 of the things this training will do is to help
 20 them not just deal with the students, to help
 21 them deal with other police officers who come in

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1 ready and sometimes exacerbate the situation. So
 2 they know how not only to diffuse children, but
 3 they learn how to diffuse adults, and they learn
 4 how to do the things within that school. If
 5 you've seen any of these videos, you've watched
 6 the action, so this is my question again,
 7 Dr. Williams.
 8 If we don't put it in the budget, is
 9 that a conversation, and we've already had the
 10 conversation, but is that a conversation you can
 11 have with the county executive so he will pick it
 12 up if we don't put it in, or do we need to put it
 13 in so he will take it out and make it a county
 14 thing as it was just described? What is the best
 15 practice to move forward with this?
 16 DR. WILLIAMS: So I can't really speak
 17 on what the county executive may do, but I think
 18 it's worth having a conversation with him about
 19 what we have just discussed tonight.
 20 I do want to clarify, if I may, about
 21 some comments, some qualifiers about

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1 irresponsible, not looking at this. I want you
 2 to go back to our town hall meeting where
 3 Sergeant Thomas talked about the training for
 4 SROs. There is specific training in how they are
 5 working together, and then police officers
 6 choosing to become an SRO. And so I just want
 7 board members to be careful about the language
 8 about this budget not reflecting professional
 9 development for SROs or irresponsibility.
 10 Clearly if this Board, there was a motion made to
 11 add it to the budget, I would be happy to add it
 12 to the budget. In addition, I'm happy to follow
 13 up with the county executive. I think it's also
 14 worth a conversation with our leader of our SROs
 15 to understand what this conference will look
 16 like, because I think Mr. Thomas asked that
 17 particular question, and we can move forward from
 18 there.
 19 But again, I think our SROs, I know our
 20 SROs are well trained, they work well and are
 21 well respected, and we are so appreciative of

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1 having SROs in that partnership with Baltimore
 2 County Police. Thank you.
 3 CHAIRWOMAN HENN: Thank you.
 4 MR. SARRIS: Could I add to answer
 5 Mr. Thomas' question? The conference
 6 registration fee is \$450, the conference takes
 7 place between July 3rd and July 8th in Aurora,
 8 Colorado, and the remainder of the costs per
 9 person are travel and accommodations.
 10 CHAIRWOMAN HENN: Thank you. I'm just
 11 making sure I have everyone in the chat that
 12 asked a question, and has anyone not had the
 13 opportunity to ask a question that would like to?
 14 No? Ms. Jose?
 15 MS. JOSE: Just as a followup, the SROs
 16 are only in our high schools, correct, do they
 17 have them in elementary and middle school? They
 18 do?
 19 And in terms of disciplinary action, is
 20 that still done by the administration?
 21 DR. WILLIAMS: Yes.

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1 MS. JOSE: Thank you.
 2 CHAIRWOMAN HENN: Thank you. If there's
 3 no further discussion then? Mrs. Causey?
 4 MS. CAUSEY: Thank you, Madam Chair. I
 5 just wanted to clarify. The conference is in
 6 July, so does the funding for the officers to
 7 attend this July, does the funding need to be in
 8 fiscal year 22 or fiscal year 23?
 9 MR. SARRIS: The registration and the
 10 fees will be paid in FY-22.
 11 MS. CAUSEY: Okay, thank you, and we had
 12 asked at the previous work session what is the
 13 value of the SROs and who pays their salaries and
 14 benefits.
 15 MR. TANTLEFF: They're paid by the
 16 county, I don't have the cost right off, but you
 17 know, it's probably 150,000 a person times 80
 18 people with benefits and everything, I'd
 19 estimate.
 20 CHAIRWOMAN HENN: Could you please put
 21 on your mic?

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1 MS. CAUSEY: Thank you. I move to amend
 2 by adding, the superintendent will allocate
 3 funding up to 156,000 for SROs to attend this
 4 summer's NASRO training in July through the
 5 fiscal year 22 budget operating funds.
 6 CHAIRWOMAN HENN: Is there a second?
 7 I'm not hearing a second to that motion,
 8 Mrs. Causey. So we have, the original motion is
 9 still on the floor. That fails for lack of a
 10 second. There is no amount specified in the
 11 original motion, which provides for any amount
 12 that is needed to provide funding for this
 13 conference, so given that there is no additional
 14 discussion, may I have a rollcall vote please?
 15 MS. GOVER: Ms. Rowe?
 16 MS. ROWE: Yes.
 17 MS. GOVER: Ms. Causey?
 18 MS. CAUSEY: Yes.
 19 MS. GOVER: Ms. Mack?
 20 MS. MACK: Yes.
 21 MS. GOVER: Mr. McMillion?

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1 MR. MCMILLION: Yes.
 2 MS. GOVER: Ms. Jose?
 3 MS. JOSE: No.
 4 MS. GOVER: Ms. Pasteur?
 5 VICE CHAIR PASTEUR: Yes.
 6 MS. GOVER: Mr. Offerman?
 7 MR. OFFERMAN: Yes.
 8 MS. GOVER: Ms. Scott?
 9 MS. SCOTT: Yes.
 10 MS. GOVER: Dr. Hager?
 11 DR. HAGER: Yes.
 12 MS. GOVER: Mr. Kuehn?
 13 MR. KUEHN: Yes.
 14 MS. GOVER: Ms. Henn?
 15 CHAIRWOMAN HENN: Yes.
 16 MS. GOVER: Thank you.
 17 CHAIRWOMAN HENN: Thank you, the motion
 18 carries.
 19 Other comments or questions or
 20 discussion, board members? Mr. Thomas?
 21 MR. THOMAS: Yes. I'd just like to

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1 state for the record that I'm unable to
 2 participate in the conversation regarding motions
 3 and amendments to the Board. I find that to be
 4 very disheartening, considering that the only
 5 student representative on this Board of Education
 6 cannot even discuss something as important as
 7 SROs in our schools, and be part of that
 8 conversation. That is most disappointing, and
 9 I'm even more disappointed that this Board in
 10 legislative priorities did not approve allowing
 11 the SMOB to be able to participate in these
 12 conversations. Thank you.
 13 CHAIRWOMAN HENN: Ms. Rowe?
 14 MS. ROWE: Madam Chair, this Board has
 15 always allowed the student member to participate
 16 in conversations during budget discussions, just
 17 not vote, and it's unclear to me as to why our
 18 student member would be under that impression.
 19 CHAIRWOMAN HENN: I do have a comment
 20 because this is taking us off topic, and staff, I
 21 want to honor and respect staff's time. It's

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1 late in the evening, it's almost nine o'clock and
 2 we need to move on to the next agenda item.
 3 MS. ROWE: I move to suspend rules and
 4 allow the student member to vote during this
 5 conversation.
 6 MR. BROUSAIDES: Unfortunately, that's
 7 not something that the Board can overturn. The
 8 Education Article sets limits on the student
 9 member's voting ability. The student member has
 10 full power and responsibility and ability to
 11 participate in the budget discussions that have
 12 been going on, but once a motion has been made,
 13 the student member can't vote on that item. Now
 14 with a two-thirds vote of approval by the Board,
 15 the student member could participate in the
 16 debate but still could not vote on any matter
 17 regarding the budget.
 18 MS. ROWE: This is what I'm proposing,
 19 is that we suspend rules and the student member
 20 be allowed to participate in the debate but not
 21 vote.

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1 MS. JOSE: Second.

2 CHAIRWOMAN HENN: Any discussion?

3 Dr. Hager?

4 DR. HAGER: Could this be for the whole

5 budget discussion or do we have to do this motion

6 by motion?

7 CHAIRWOMAN HENN: Mr. Brousaides?

8 MR. BROUSAIDES: It can be the entire

9 budget discussion -- well, any -- you can do it

10 for all motions except, it would allow the

11 student member to participate in debate on all

12 motions regarding the budget, but still not vote.

13 CHAIRWOMAN HENN: Thank you.

14 Mrs. Causey?

15 MS. CAUSEY: Point of clarification.

16 I'm looking over minutes and previously another

17 SMOB made motions and amendments, but is that

18 really not appropriate? I just want to clarify.

19 MR. BROUSAIDES: Yes, that is my view.

20 The SMOB cannot even make a motion regarding the

21 budget.

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1 MS. CAUSEY: Okay, I just wanted to

2 clarify. I support the input of the student

3 member of the Board, but I also want to say that

4 I feel, and I believe all of our colleagues here

5 around the dais feel that we are all representing

6 the students, so I just wanted to put that out

7 there. Thank you.

8 CHAIRWOMAN HENN: Thank you. Ms. Jose,

9 did you have a comment?

10 MS. JOSE: Yes, a clarification from

11 Mr. Brousaides, because previously our student

12 members have participated very vigorously during

13 conversations and debates during the budget, so

14 what stops Mr. Thomas from doing it?

15 MR. BROUSAIDES: Sure. There's a

16 distinction between participating in the

17 discussion like when staff is making a

18 presentation and board members are having their

19 two minutes to ask questions. That's separate

20 from when once a motion is put on the table and a

21 member's ability to participate in the discussion

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1 on the motion. Now with a two-thirds vote by the

2 Board, and there's a motion on this floor right

3 now, the student member would be allowed to

4 participate in the discussion, in the debate on

5 the motion, but not vote.

6 MS. JOSE: Got it, thank you.

7 CHAIRWOMAN HENN: Thank you. Ms. Mack?

8 MS. MACK: That was actually my question

9 so I'm fine, thank you.

10 CHAIRWOMAN HENN: Thank you. Ms. Rowe,

11 would you please repeat your motion?

12 MS. ROWE: I move to suspend rules for

13 the duration of this meeting and other budget

14 work sessions to allow the student member to

15 participate in all discussions, but not vote.

16 MR. BROUSAIDES: If I may, it's not

17 suspending the rules, it would be just making a

18 motion to allow the student member to participate

19 in debate on motions regarding the budget.

20 MS. ROWE: Should I restate that?

21 CHAIRWOMAN HENN: Please.

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1 MS. ROWE: I move to allow the student

2 member to participate in debate on motions

3 concerning the budget.

4 CHAIRWOMAN HENN: Thank you, and I

5 believe it was seconded by Ms. Jose, is that

6 correct? Thank you. Any further discussion?

7 Hearing none, may I have a rollcall vote please?

8 MS. GOVER: Ms. Rowe?

9 MS. ROWE: Yes.

10 MS. GOVER: Ms. Causey?

11 MS. CAUSEY: Yes.

12 MS. GOVER: Ms. Mack?

13 MS. MACK: Yes.

14 MS. GOVER: Mr. McMillion?

15 MR. MCMILLION: Yes.

16 MS. GOVER: Ms. Jose?

17 MS. JOSE: Yes.

18 MS. GOVER: Ms. Pasteur?

19 VICE CHAIR PASTEUR: Yes.

20 MS. GOVER: Mr. Offerman?

21 MR. OFFERMAN: Yes.

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1 MS. GOVER: Ms. Scott?
 2 MS. SCOTT: Yes.
 3 MS. GOVER: Dr. Hager?
 4 DR. HAGER: Yes.
 5 MS. GOVER: Mr. Kuehn?
 6 MR. KUEHN: Yes.
 7 MS. GOVER: Ms. Henn?
 8 CHAIRWOMAN HENN: Yes.
 9 MS. GOVER: Thank you.
 10 CHAIRWOMAN HENN: The motion carries,
 11 thank you. Further discussion on the budget,
 12 board members? Mr. Thomas?
 13 MR. THOMAS: Thank you. So Dr. McComas
 14 and staff, is there any way to expand or reduce
 15 the cost of AP exams without kind of taking away
 16 the current grant money that we have with the
 17 title funding? I know that some schools provide
 18 incentives, or they provide maybe half off for an
 19 AP exam if students are receiving, you know, high
 20 grade levels. I think that becomes a fiduciary
 21 balance, but is there any way that we can reduce

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1 the cost without taking away the funding that we
 2 already have?
 3 DR. MCCOMAS: I would have to reflect on
 4 how might we do that in a way that, again, does
 5 not violate the supplanting laws related to
 6 federal funding, okay? Because I understand the
 7 aspiration here to provide that support for all
 8 students and to do it in a way that optimizes
 9 resource. So I don't want to speculate on what
 10 might be a creative way, I appreciate the
 11 opportunity to reflect on that with our team.
 12 MR. THOMAS: Okay, thank you. And so
 13 could you provide an update on that at the next
 14 meeting? Could you provide an update on that
 15 reflection?
 16 DR. MCCOMAS: I could work with
 17 Dr. Williams to provide something like that.
 18 MR. THOMAS: Thank you, that would be
 19 great, thank you so much.
 20 CHAIRWOMAN HENN: Thank you. Any other
 21 questions, board members? No? Okay, thank you

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1 all very much.
 2 (Applause.)
 3 MR. SARRIS: I just want to remind
 4 everybody that we have another division or
 5 department to work through.
 6 CHAIRWOMAN HENN: Thank you.
 7 MR. TANTLEFF: If we could get the Power
 8 Point back up on operational excellence, thank
 9 you. We must also invest in our critical
 10 infrastructure needs. This budget does that.
 11 Next page. Next page please.
 12 Within facilities there's three FTEs to
 13 support the Build to Learn initiative which costs
 14 902,000; nine preventative maintenance FTEs
 15 costing 3.8 million; contract maintenance,
 16 housekeeping and grounds support for \$6.7
 17 million; facilities specialist, software,
 18 filtration, flooring and utilities, which is one
 19 FTE and \$2.9 million. Next page.
 20 Within information technology we have
 21 security software at \$1.5 million; technology

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1 support contractors for student devices at \$4.9
 2 million; classroom display panels which we
 3 discussed earlier, at 2.7 million; and device
 4 cost reductions of \$6 million due to the
 5 conversion of high schoolers to Chromebooks and
 6 reduced lease costs that we have been able to
 7 negotiate over time. Next page please.
 8 Within the Office of Transportation we
 9 have a total of \$2.8 million dollars of
 10 initiatives. That's \$300,000 for replacement
 11 vehicles; \$2 million to support bus contractor
 12 fees; \$400,000 for vehicle lifts; and about
 13 \$100,000 for transportation safety vans.
 14 With that, we can go to the next page
 15 and we will take any questions.
 16 CHAIRWOMAN HENN: Thank you. Board
 17 members?
 18 DR. WILLIAMS: I will ask staff to come
 19 to the table at this time, facilities and
 20 transportation. Thank you. And information
 21 technology, I apologize.

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1 MR. SARRIS: So we'd like to start with
 2 facilities, which is in the order of
 3 presentation, thank you.
 4 CHAIRWOMAN HENN: Okay, sure, that's
 5 great, thank you. And Ms. Mack?
 6 MS. MACK: My question is about IT,
 7 Ms. Henn.
 8 CHAIRWOMAN HENN: Okay. Facilities
 9 questions, Mr. Thomas?
 10 MR. THOMAS: Thank you, Ms. Henn. So
 11 welcome, everyone. How much would it cost for us
 12 to provide at least one gender neutral bathroom
 13 in every BCPS school?
 14 MR. DIXIT: Thank you for asking that
 15 question. Let me see if I can get my papers. I
 16 think that question was included in the questions
 17 that we received. There is not a fixed cost to
 18 provide bathrooms in existing buildings, because
 19 it depends on where the location is, how much it
 20 will cost to provide the plumbing at that
 21 location and how much it will cost to make

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1 modifications to the heating and air conditioning
 2 and lighting systems, so I cannot give you an
 3 average number. We tried to do it in a different
 4 subject and we found that it could be 15,000, it
 5 could be 150,000, it could be 500,000 depending
 6 on how much plumbing has to be moved, how much
 7 utilities have to be modified, so that's the
 8 first part of that question.
 9 And the other part that was here is we
 10 wanted to let the Board know that the new
 11 construction generally provides one bathroom in
 12 each, in the first floor, and most of them have
 13 single stall bathrooms available for all students
 14 and faculty. Any change in designation of that
 15 bathroom, that is the responsibility of the
 16 school administration.
 17 MR. THOMAS: Okay, so you said most of
 18 the new construction; do you have the number of
 19 schools that that is?
 20 MR. DIXIT: I don't have that number but
 21 I can get that for you, and if you want me to

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1 guess, 15 to 20 schools that we have built in the
 2 last ten years at least.
 3 MR. THOMAS: Okay. So if I could get
 4 that number from you as well just to confirm
 5 that.
 6 So then, would you recommend -- I think
 7 we should be moving towards having a gender
 8 neutral bathroom in our schools, to have
 9 inclusive schools for all students. So I mean,
 10 could we possibly devise a strategy to have like
 11 a ten-year plan for implementing those gender
 12 neutral bathrooms, a five-year plan, and then
 13 each budget cycle go over how much that would
 14 cost in that particular budget cycle for a
 15 certain amount of schools or cluster of schools
 16 maybe?
 17 MR. DIXIT: So that is a separate
 18 conversation that's not part of the operating
 19 budget. Any construction or modification is part
 20 of the capital program, and the Board is familiar
 21 with the competing priorities in capital

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1 construction, it is difficult to meet those
 2 needs, so that's the response to your question.
 3 MR. THOMAS: Okay. So in this operating
 4 budget, is there anything that we can do to begin
 5 the process for having more gender neutral
 6 bathrooms in our school?
 7 MR. DIXIT: So like I indicated, the new
 8 schools have that. When you talk about changing
 9 existing schools on a larger scale, that's going
 10 to be another initiative in the capital program
 11 and you know, that's a totally separate
 12 conversation. We are here today for the
 13 operating budget.
 14 MR. THOMAS: Okay. And so for the
 15 schools that have single stall bathrooms that
 16 aren't currently redesignated, I mean, there
 17 would be the cost of creating new signs for those
 18 bathrooms. Is there a way we could have that
 19 information by the next meeting, you know,
 20 schools that have single stall bathrooms that are
 21 currently not gender neutral, to then see how we

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1 could provide for those signs, provide for other
 2 things in those bathrooms for this budget?
 3 MR. DIXIT: Yeah, so providing signs is
 4 a part of operating budget.
 5 MR. THOMAS: Okay.
 6 MR. DIXIT: So if we receive a request
 7 for making any change or providing signs, that
 8 has to come from the principals, from the school
 9 administration.
 10 MR. THOMAS: Okay, but is there a way we
 11 as a board could say, instead of leaving it up to
 12 the schools to decide whether or not they're
 13 going to have one gender neutral bathroom, for us
 14 to ask, you know, for schools that currently have
 15 a single stall bathroom, for us to mandate that
 16 those are going to be a gender neutral bathroom?
 17 MR. DIXIT: So that's not part of the
 18 operating budget, because what we are talking
 19 here today is funding to provide changes, so the
 20 funds for providing a sign is already there in
 21 the operating budget, or the operating budget can

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1 be adjusted to get those funds, so that's not an
 2 operating budget issue at this point.
 3 MR. THOMAS: What do you mean by funds
 4 can be adjusted?
 5 MR. DIXIT: So the funds are available
 6 for signage in general, and if a request comes
 7 for signs that can come under the operating
 8 budget, and we do not need a change in this
 9 operating budget.
 10 MR. THOMAS: Okay. Thank you.
 11 MR. DIXIT: Thank you for asking that
 12 question.
 13 CHAIRWOMAN HENN: Thank you. Ms. Jose,
 14 did you have a facilities question?
 15 MS. JOSE: Thank you, Ms. Henn.
 16 Mr. Dixit, currently I see you have put in one
 17 senior supervisor full time and two senior
 18 project managers for FY-23, but you say you do
 19 need an additional 12 FTEs by 2024 because of
 20 increased construction. I recall the Board
 21 approving a contract for construction management

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1 services. If the Board was to approve the 12
 2 full-time employees for project management, would
 3 that still be needed or would that be
 4 supplementing our full-time employees?
 5 MR. DIXIT: That's a very good question.
 6 So we are in conversation with the superintendent
 7 about hiring new folks for the tremendous
 8 increase in our capital efforts. So as you know,
 9 there are about 40 to 42 positions that we have
 10 in the capital budget and our staffing is based
 11 on a hundred, \$200 million a year that we have
 12 been spending the last ten to 15 years. Now all
 13 of a sudden because of Build to Learn funds and
 14 because of the work the superintendent has done,
 15 all the additional funds are coming, so we will
 16 need expansion. The choice is between using
 17 those funds to fund the salary of project
 18 managers or hiring our own folks under operating
 19 budget, and we recommend more operating budget,
 20 more positions because that is more cost
 21 effective, but then again, it's the matter of

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1 competing priorities within the operating budget.
 2 So when the superintendent is faced with
 3 that decision of whether you hire a teacher or
 4 you hire a project manager, so that conversation
 5 continues. I appreciate the support we have
 6 received from Dr. Williams, and so we decided
 7 that we'd have a three-year plan to add the
 8 positions and in the meantime if there's more
 9 need for staffing, we will try to fund it from
 10 the capital budget.
 11 MS. JOSE: Thank you. So essentially
 12 you're telling me that by contracting the
 13 construction management services out, that it was
 14 a contract if we approved, that we will actually
 15 be spending more dollar wise because of the lack
 16 of the current resources we have, which would
 17 help if we just put it back in the operating
 18 budget.
 19 MR. DIXIT: That's a good question we
 20 talk among ourselves, if money was not the issue,
 21 if there was no limit to money, and if the folks

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1 were available in the market. As you're seeing
 2 in the construction contract, the same thing is
 3 for the availability of talent, they're just not
 4 there and the price is higher. So there's
 5 always, if we can get it, we hire those folks.
 6 MS. JOSE: All right, thank you.
 7 CHAIRWOMAN HENN: Thank you. Ms. Rowe?
 8 MS. ROWE: So Mr. Dixit, I would like to
 9 know what would be the cost, and if you're
 10 already doing this please indicate that, of
 11 setting up some sort of a system so that
 12 students, teachers, the general public could
 13 issue things that they find wrong with our
 14 buildings, similar to the county's code complaint
 15 system, so that if someone frequenting our
 16 buildings were to file this complaint and it
 17 would be viewable to the public, they would be
 18 able to see a facilities staff response, whether
 19 a work order was created from that complaint or
 20 whether it wasn't and why, and could then track
 21 the repair. Other school systems have asked to

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1 do this sort of thing and I wanted to know what
 2 it would take for us to do that, because I think
 3 that would go a long ways towards helping us to
 4 keep eyes on our properties and preventative
 5 maintenance by having people who see things and
 6 who are in the buildings all the time report
 7 them, as opposed to depending on just the one
 8 maintenance service person in each building.
 9 MR. DIXIT: So thank you for asking that
 10 question, and there are several aspects to that.
 11 Number one is the communication process within
 12 the school or the requestor to our folks and if
 13 you will see, recently we have taken the first
 14 step by getting our SchoolDude software package
 15 to improve the efficiency of requesting work from
 16 school to us, so that's one piece.
 17 The second piece is we would like to
 18 have a central source to submit that request and
 19 that being the school administration. We have
 20 designated the building operations supervisor as
 21 the person who is in communication with teachers

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1 and principals and is accountable for submitting
 2 the request, which is happening, and SchoolDude
 3 is going to improve the efficiency, the
 4 efficiency of that process.
 5 The final piece is our ability to do, so
 6 there are only so many folks and so many
 7 resources to be able to respond to that, so we
 8 hope and we are optimistic about it, that in the
 9 future we'll have the combination of improved
 10 process, that we will have the resources to be
 11 able to respond to that in an effective manner,
 12 so that will be the ultimate dream.
 13 MS. ROWE: So have we looked at what it
 14 would take to have an app for public reporting?
 15 MR. DIXIT: SchoolDude is the process
 16 which will do it, the flexibility to send more
 17 and more requests.
 18 MS. ROWE: I'm sorry, I'm -- because
 19 you're wearing a mask and I'm hard of hearing, I
 20 cannot tell the word you're saying, School what?
 21 MR. DIXIT: SchoolDude is the name of

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1 the software package.
 2 MS. ROWE: SchoolDude?
 3 MR. DIXIT: Dude, yes. It had nothing
 4 to do with the mask, it was just --
 5 MS. ROWE: Well, I need to see lips move
 6 sometimes.
 7 MR. DIXIT: SchoolDude is the software
 8 package there and it has different modules. And
 9 so we have started using that and part of our
 10 request is to extend for the team and then with
 11 the first step towards improving our
 12 communications between the requestor and our
 13 folks who are responding to that. As we get
 14 success in that, we'll expand it so that
 15 hopefully anybody can send requests.
 16 MS. ROWE: So there is built into
 17 SchoolDude a public facing element that would
 18 allow the public to make and track requests?
 19 MR. DIXIT: So that part is not there,
 20 the SchoolDude is for the school folks to submit
 21 the requests. So if you are general public, you

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1 still have to go to the school administration
 2 that we need a new unit or new light, and the
 3 school DOS, the operations supervisor still has
 4 to submit that request.

5 MS. ROWE: I think what I'm looking for
 6 is a little more public accountability than that,
 7 and if someone could produce what it would cost
 8 to do that, I would appreciate that in a weekly
 9 update.

10 MR. DIXIT: So we can look at that.

11 MS. ROWE: I'd like to know what it
 12 would cost to have a public facing app to allow
 13 the public to report to the school system things
 14 they see that need repairs in our buildings, and
 15 that would then allow them to get a response
 16 back from the school system, to have that whole
 17 thing public facing so that the public can see,
 18 this is the complaint that was made, this is the
 19 response back, et cetera.

20 MR. DIXIT: So we can work on that.

21 CHAIRWOMAN HENN: Thank you. Ms. Jose?

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1 MS. JOSE: Yes, Mr. Dixit, this is just
 2 a followup. This Board just approved a work
 3 order program that you just mentioned, and the
 4 board does not like technology, it costs a
 5 certain amount of dollars. We already have
 6 principals, custodians in the school buildings,
 7 teachers reporting, there are things in our
 8 schools that the teachers have reported, doors
 9 that are rotting, and now they can do it in a
 10 work order online app. I'm just not very
 11 comfortable with opening that up to the random
 12 public, and also the dollar amount of doing that.
 13 This is a public school facility and we have
 14 security, we can't just have random people
 15 walking in. I certainly am an engineer and I'm
 16 qualified to do that, and I don't want to walk in
 17 and give random work orders to say fix this and
 18 that, it's just not appropriate, I think. But
 19 you're certainly, you know, you could provide a
 20 dollar amount for that app, I just think it's
 21 redundant.

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1 MR. DIXIT: So our past experience has
 2 indicated what you are saying is correct, but we
 3 can always look at other processes that are
 4 available out there.

5 CHAIRWOMAN HENN: Thank you, Ms. Jose,
 6 and I know Mrs. Causey is waiting. I do have a
 7 follow-up comment and question for Ms. Rowe's and
 8 Ms. Jose's comments. I've used SchoolDude so I'm
 9 familiar with it at CCBC, a nice program, but
 10 then again to Ms. Rowe's point, I am the end
 11 user. I submit a request, I can see the status
 12 of my request, I get the visibility that Ms. Rowe
 13 speaks to, and it's nice because it is
 14 transparent, I can see the status. I don't see
 15 anyone else's requests of course, it's just my
 16 own and that's all I need to see. So I think
 17 there is a balance between being able to see the
 18 status of a request and being able to follow up
 19 with privacy of not being able to see everyone
 20 else's requests.

21 I also like Baltimore County

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1 Government's app and the ease of use, it's
 2 modern, you can see a log of requests, I've used
 3 it to log potholes and I've had, you know, the
 4 pothole filled the very next day, they come out,
 5 they fill it, you get an alert on your phone,
 6 hey, we filled the pothole, it's fantastic. And
 7 you know, that type of modern app, and SchoolDude
 8 isn't the latest and greatest, but it fits the
 9 bill, it meets the needs, right?

10 So I would like to know, I think we
 11 should move towards that in terms of a long-term
 12 plan, and somehow moving toward allowing anyone
 13 who reports an issue to be able to see the status
 14 of their issue and to know it's being followed up
 15 on, not simply our -- not simply, but not just
 16 our facilities team. That's the purpose of
 17 SchoolDude, to allow internal folks to use it, we
 18 just approved that tool. I think there is value
 19 in what Ms. Rowe says in being able to allow
 20 those who report issues to know the status of
 21 those and to be able to close that loop, and

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1 there's a compromise here that we should aim for.
 2 Mrs. Causey, and then Mr. Kuehn.
 3 MS. CAUSEY: Thank you. This Board in a
 4 previous operating budget cycle made a motion to
 5 limit lead in water supply units in our schools
 6 by lowering the level of acceptable use from five
 7 parts per million to zero parts per million, and
 8 we put in a budget item for that which was not
 9 funded by the county, if I recall, county
 10 executive. Is there a line item in this budget
 11 to address those faucets and what is its status
 12 of the lead, if county faucets are turned off,
 13 et cetera?
 14 MR. DIXIT: So I'm going to ask my team
 15 member here if they are aware and if not, we can
 16 always get back to you. So Mr. Roberts --
 17 Mr. Roberts is, because you haven't met some of
 18 my team members, on my left is Mr. Roberts, who
 19 is director of support services, and on extreme
 20 right is Ms. Diane Hegberg, she is the fiscal
 21 supervisor, fiscal officer for facilities, so if

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1 any one of you have a response to that question?
 2 DR. ROBERTS: So no, ma'am, there's not
 3 a specific line item related to replacing, you
 4 know, any of the fixtures which are, or bringing
 5 them down to zero, excuse me. All of our
 6 fixtures had previously met the state requirement
 7 of 20 parts per million, and then you know,
 8 please forgive me, I don't have it right in front
 9 of me, but I believe the Board then passed a
 10 motion to reduce that to five parts, and we then
 11 complied with that. So at this stage of the game
 12 we do not have any fixtures out there operational
 13 that exceed five parts, and again, I'd want to
 14 come back to you to confirm this statement, but
 15 I'm relatively certain that all have either been
 16 replaced or a decision was made that they could
 17 be taken out of service, and I think that's a
 18 rarity, most of them were replaced and then
 19 retested to confirm that they were in fact below
 20 the five parts per million.
 21 MS. CAUSEY: (Off microphone.)

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1 CHAIRWOMAN HENN: Microphone?
 2 MS. CAUSEY: Thank you. So my next
 3 question is in the Public Works implementation
 4 recommendation number 183, 2-60, planning. BCPS
 5 should study available BCPS facilities which can
 6 be repurposed for use as a professional
 7 development center and complete the cost-benefit
 8 analysis of an in-district facility versus annual
 9 external contracts for sites and venues. Is that
 10 something that's being considered?
 11 MR. DIXIT: So that's really not an
 12 operating budget question, conversion of any
 13 facility will be a capital project and it will be
 14 part of the capital projects, in the capital
 15 budget cycle.
 16 MS. CAUSEY: Thank you. The impact on
 17 the operating budget would be there are expenses
 18 that have been spent in the past to use hotels
 19 and convention spaces, so that, I would request a
 20 followup on the plan for that implementation of
 21 that recommendation.

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1 In page two of three of the document
 2 that I referenced earlier, this one, there were
 3 several recommendations under chapter five,
 4 facilities, construction, use and management, and
 5 all except two are being held over to fiscal year
 6 24 and I'm wondering if we could understand the
 7 rationale for that.
 8 MR. DIXIT: So if I could understand the
 9 question a little better, let me ask any of my
 10 team members, did you understand what the
 11 question is?
 12 MR. ROBERTS: I believe what Ms. Causey
 13 is asking about, Mr. Dixit, is in chapter five
 14 there's a bunch of position seniority changes,
 15 and I think those are all being looked at and
 16 evaluated, and the organization is not in a
 17 position right now to make any final decision on
 18 those changes. Those are not new positions,
 19 those are just changes in seniority, I believe is
 20 everything in there.
 21 MS. CAUSEY: If we could receive that

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1 with everything else and --

2 DR. WILLIAMS: The decision was to place

3 it on hold to FY-24, Ms. Causey, that's the

4 answer.

5 MS. CAUSEY: Well, I'm sure there's

6 rationale because there's rationale for --

7 DR. WILLIAMS: Sure. The rationale is

8 that we're in the midst of a reorganization

9 looking at cabinet and then drilling down, and

10 the decision was to just place that on hold at

11 this time until we were able to finalize those,

12 the cabinet level and then those that report to

13 the cabinet level.

14 MS. CAUSEY: My next question is related

15 to Hereford High School agricultural program.

16 They currently have a historical barn that

17 they're trying to preserve, and then they need a

18 new barn to actually provide the instructional

19 areas, so what consideration has been given to

20 utilizing CTE funds and/or capital funds to start

21 the planning for that?

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1 MR. DIXIT: So there are several issues

2 mixed in that question, so let me see if we can

3 go step by step. The barn that we are working on

4 now has nothing to do with the agricultural

5 program, okay? There has been conversation out

6 there that it is for the instructional program,

7 it's not. So there was conversation about

8 preserving the historical piece, which is what

9 that barn was. The conversation has been going

10 on for the last seven years, six years or

11 whatever that timeframe is, but we never ever,

12 the funds were received in the first four or five

13 years.

14 So again, I want to clarify that to the

15 entire Board, and I think somewhere in the update

16 we have provided that information or you'll get

17 it. A couple of years ago we got a small grant

18 for preserving that historical barn. We have

19 made three different attempts to do the work in

20 compliance with historical society, working with

21 the community folks, and even in the third

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1 attempt the cost is a lot higher than what the

2 grant covered. So the last part of it is that

3 the local elected officials have been informed,

4 and my understanding is that we will be asking

5 for additional funding so that we can get it and

6 hopefully some day complete it.

7 So we want to set the record straight,

8 that it has nothing to do with the program, it is

9 not a CTE part, and the cost is because of the

10 historical issues involved with that. Some of

11 the community folks have said that people from a

12 certain faith can do it a lot cheaper and we

13 don't require any contract. Unfortunately, we

14 are required to have it reviewed by historical

15 society, we are required to have, to follow the

16 procurement process that BCPS follows.

17 So that's a quick update, and we will

18 provide all of this in writing to you.

19 MS. CAUSEY: Thank you. I was actually

20 focusing on the new barn that the school needs

21 for its agricultural program, which is the only

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1 one in Baltimore County, so that's what I was

2 asking about.

3 MR. DIXIT: So the new barn, I'm not

4 familiar with that, what is the CTE program, I

5 don't have knowledge of any program, and it is

6 not part of our capital program. So if there

7 will be a CTE program or a new lab of some kind,

8 it will not be part of the operating budget, it

9 will be part of the capital program.

10 MS. CAUSEY: Okay. I was sure that the

11 operating budget would be used for planning.

12 MR. DIXIT: Planning is also provided by

13 capital budget.

14 MS. CAUSEY: Okay, thank you. I'll

15 follow up with Dr. McComas on the academic

16 program. Thank you.

17 CHAIRWOMAN HENN: Mr. Kuehn?

18 MR. KUEHN: All right, I'm going back to

19 your presentation where you talk about contract

20 maintenance, housekeeping and grounds of \$6.279

21 million. Is this money necessary because we

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1 don't actually have full-time employees to take
 2 care of this so we're supplementing with
 3 contractors? It's in the presentation, I'm not
 4 sure what page it is.
 5 MR. TANTLEFF: 14 I think.
 6 MR. DIXIT: Okay. So as this thing
 7 indicates, there are plumbing contractors, there
 8 are HVAC contractors and then there is
 9 housekeeping services, a small amount for
 10 housekeeping and mowing contractors, snow removal
 11 contractors. So there are two or three different
 12 pieces to it, one is the preventive maintenance.
 13 As the Board has talked about, and I hope
 14 Ms. Mack is listening to this conversation, we
 15 have been continuing to --
 16 MS. MACK: I'm here.
 17 MR. DIXIT: So we have been putting a
 18 lot of emphasis on our preventive maintenance
 19 program. You will see as part of this request
 20 and throughout the budget, wherever we can, we
 21 see a need for improving our preventive

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1 maintenance program, with the hope that if we
 2 improve that program that we better the
 3 reliability of that equipment and there will be
 4 less failure, so when you look at the preventive
 5 maintenance program --
 6 MR. KUEHN: Mr. Dixit, I appreciate this
 7 and I know we're limited on time. I wasn't
 8 asking about preventative maintenance, I was
 9 asking about the maintenance, housekeeping and
 10 grounds, because I recall we spent over \$2
 11 million on mowing over last summer in like an
 12 emergency contract that came to us. That's why
 13 I'm asking, is this just stopgap money so we can
 14 fill those holes?
 15 MR. DIXIT: So we have vacancies in a
 16 lot of those positions and the grass has to be
 17 cut whether we have people or not. So we are
 18 working on one hand with our HR to fill those
 19 vacancies, but while we are in the process of
 20 filling vacancies we are using some of these
 21 contractors to do it.

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1 MR. KUEHN: Okay, thank you.
 2 MR. DIXIT: This is my favorite subject,
 3 I can talk about it forever if you want me to
 4 talk equipment by equipment.
 5 MR. KUEHN: Thank you.
 6 CHAIRWOMAN HENN: Thank you.
 7 Mr. Thomas?
 8 MR. THOMAS: Thank you. Does this
 9 budget take into account House Bill 205 and
 10 Senate Bill 427 from last year, which passed to
 11 require all Maryland schools to provide a minimum
 12 of one dispenser of menstrual hygiene products in
 13 every elementary school and two dispensers in
 14 every secondary school by October 1st, 2022?
 15 MR. DIXIT: Yes, I have that information
 16 here if I can get to it. So if we follow Senate
 17 Bill 427 the due date is 10/1/21, requirement for
 18 one dispenser in elementary and two in secondary,
 19 it will cost about 10 to \$12,000 and we can
 20 accommodate that in our existing budget. But if
 21 you go to the all schools and all unisex

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1 restrooms, this requirement is not due until
 2 9/1/25, 2025, and that will be a heavy hit, maybe
 3 a couple hundred thousand dollars, \$200,000, so
 4 hopefully by the time we get to that point we
 5 will be able to do that.
 6 MR. THOMAS: How much -- so is it
 7 already in the budget for this year because of
 8 the requirements?
 9 MR. DIXIT: So the 10 to \$12,000 can
 10 come out of our regular supplies budget that is
 11 already included in there, and correct me if I'm
 12 wrong.
 13 MR. ROBERTS: I believe that's correct.
 14 MR. DIXIT: Yeah, that's correct.
 15 MR. THOMAS: Okay. And if we were to
 16 expedite this to do it all now and everything
 17 will, you know, in the designated restrooms, you
 18 said it was a couple hundred thousand dollars?
 19 MR. DIXIT: That's right, that is to
 20 meet the 9/1/2025 time limit, so we should be
 21 able to do that, and gradually we are working

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1 towards that.

2 MR. THOMAS: Okay. Is there a way that

3 we could expedite that like over two years

4 instead of over, you know, three years?

5 MR. DIXIT: So all of these things are a

6 matter of competing priorities, so we look at it

7 as to what is needed today and what resources do

8 we have today, and so that's the best answer I

9 can give you right now.

10 MR. THOMAS: But I know that in the bill

11 it states that the governor shall include in the

12 annual budget an appropriation of \$500,000, so

13 does that have any relevance?

14 MR. DIXIT: If it is, I'm not aware of

15 that. I can't answer that.

16 MR. SARRIS: Yes, we would be able to

17 participate in that. I have no idea to what

18 extent \$500,000 goes statewide, so I don't know

19 if that's a realistic amount. Typically we are

20 about ten percent of the state's enrollment so if

21 we got \$50,000, that might be in line with our

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1 expectations, and I just don't know how far that

2 would go.

3 MR. THOMAS: Thank you.

4 CHAIRWOMAN HENN: Thank you, Mr. Thomas.

5 Ms. Jose, you said your question was answered?

6 Okay, thank you. Other questions? Dr. Hager?

7 DR. HAGER: I just wanted to follow up

8 from Mr. Thomas' question. So you said you plan

9 to implement this gradually over the next two

10 years, so you're not going to wait until 2025 to

11 do it all at once?

12 MR. DIXIT: That's the intent.

13 DR. HAGER: And I know that Mr. Thomas

14 asked this question in reference to the budget,

15 but then there's the cost of the actual products,

16 so is that going to be included in the budget as

17 well?

18 MR. DIXIT: So we still have time, we

19 will be including it in future budgets, so right

20 now our focus is moving the existing Bill 427

21 which has a due date of 10/1/ 21 and we will be

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1 able to comply with that, money in our budget,

2 and then we'll gradually move forward every year,

3 so our intent is to do that.

4 DR. HAGER: The money for the products

5 and the dispensers.

6 MR. DIXIT: That's correct.

7 DR. HAGER: So we won't have dispensers

8 without a product.

9 MR. DIXIT: That's right.

10 DR. HAGER: Thank you.

11 CHAIRWOMAN HENN: Ms. Rowe?

12 MS. ROWE: Yes, so maybe someone could

13 clarify. Right now girls can go to the nurse's

14 office still and get supplies if they need them?

15 MR. DIXIT: I don't know that part.

16 DR. WILLIAMS: That is correct.

17 MS. ROWE: Okay, so it's not like we're

18 leaving them with nothing; is that correct?

19 DR. WILLIAMS: That is correct.

20 MS. ROWE: Thank you.

21 CHAIRWOMAN HENN: Other questions or

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1 discussion, board members? Okay. Hearing none,

2 thank you.

3 MR. DIXIT: Thank you.

4 CHAIRWOMAN HENN: Thank you. I believe

5 IT is next.

6 DR. WILLIAMS: We will ask information

7 technology to come forward, followed by

8 transportation.

9 MR. TANTLEFF: And just for the Board's

10 information, we are doing two minutes for each of

11 these three items.

12 CHAIRWOMAN HENN: Thank you.

13 DR. WILLIAMS: I would like to introduce

14 to the Board our new chief information officer,

15 Pedro Agosto, who is joined by Jim Corns.

16 (Applause.)

17 CHAIRWOMAN HENN: Welcome.

18 DR. WILLIAMS: This is his first week in

19 the job, board members, so we will be monitoring

20 your questions and if we are unable to answer,

21 we'll get back to you.

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1 CHAIRWOMAN HENN: Thank you.

2 MR. AGOSTO: Hopefully we won't need to

3 go there, so hopefully we will be able to answer

4 them all.

5 CHAIRWOMAN HENN: Okay. So Ms. Mack had

6 a question last time; Ms. Mack, is your question

7 on IT?

8 MS. MACK: Yes, it is, Ms. Henn.

9 CHAIRWOMAN HENN: Go ahead, Ms. Mack.

10 MS. MACK: Welcome to our newest member,

11 and my question is this: Some of our schools

12 that offer programs like art and engineering have

13 computer labs that have a desktop computer. It's

14 my understanding that these students use programs

15 like Adobe Photo Shop, Premier Pro and Inventor,

16 which we currently provide virtually, so my

17 question is this: Is there any money in this

18 budget to replace the actual desktop computers,

19 because I am being told that laptops, even the

20 best laptops do not have the processing speed to

21 really utilize these systems well, and when and

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1 since the programs are not on the desktop, when

2 the students go to use them, they often time out

3 when they're trying to bring them down from the

4 Cloud or wherever they are.

5 So I don't know if I said that clearly

6 but if you need any clarifications, let me know.

7 MR. AGOSTO: Sure. So what I would

8 suggest is for any of the lab equipment or

9 computer lab computers, that unless we have, and

10 Mr. Corns can confirm if we do or do not, what I

11 would suggest is getting a spec, specifications

12 for the applications to be running on them so we

13 can understand what the memory space requirements

14 would be, to make sure they're going to run

15 properly. And we should also look at the refresh

16 schedule for that equipment. I think we can get

17 to the point where we could spec out these

18 machines to better fit the needs of the use in

19 the computer lab.

20 MS. MACK: Thank you, I loved that

21 answer. Could you provide more specific

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1 information as to when that would happen, because

2 I understand that these, when the system, the

3 computers or laptops time out, all learning stops

4 and teachers go on to different lessons, so it's

5 somewhat of an emergent type issue.

6 MR. AGOSTO: Okay. So what I would

7 suggest is that we open this up as a regular

8 incident or ticket, so we can have somebody

9 investigate, do the inventory of the equipment.

10 I'm making the assumption here that the computer

11 labs are running standard software across all of

12 the schools, it may be a good assumption or not,

13 but I think we need to look at what the standard

14 software specs would be, and if I hear that

15 they're running virtually, it's interesting, so

16 what I'm going to suggest is that we open this up

17 as an IT support incident, and we can send the

18 field technician out to do the inventory of that.

19 MS. MACK: Thank you very much for that

20 answer.

21 CHAIRWOMAN HENN: Thank you. I see

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1 Mr. Thomas' hand.

2 MR. THOMAS: Thank you, Ms. Henn. So

3 how are we determining which schools will be

4 prioritized for this first round of \$2.6 million

5 funding for the display panels?

6 MR. AGOSTO: Sure. So it will actually

7 be dependent on the equipment, so schools that

8 have, that don't have the adequate amount of

9 technology to, the existing projectors, or the

10 equipment is outdated, those are going to be

11 prioritized, but the intent is once we do get the

12 equipment, this is going to be run as a managed

13 project through Division of IT, so the goal is to

14 have all of the 7,000 units deployed within 12

15 months.

16 MR. THOMAS: Oh, so all 7,000 in one

17 year, in the 12 months?

18 MR. AGOSTO: That's going to cover, so

19 the 2.6 is for the leasing of the equipment.

20 That price tag also includes the build and

21 installation of the equipment, so right, so we're

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1 looking at first year equipment rolled out, and
 2 then the outlying years would be the ongoing
 3 leasing.
 4 MR. THOMAS: Oh wow, thank you so much.
 5 I'm going to just share that when I was in my
 6 kindergarten class and we had first -- one day we
 7 didn't have a pretty board, it was the old white
 8 board, and the next day there were three boards,
 9 and 13 years later it's still in that
 10 kindergarten class, so I'm excited to see these
 11 panels being introduced, especially considering
 12 the widespread advances in technology, so thank
 13 you for the hard work in IT. Thank you.
 14 CHAIRWOMAN HENN: Thank you. Ms. Rowe?
 15 MS. ROWE: Yes. So to continue on with
 16 the subject that Board Member Lisa Mack was
 17 discussing with these computer labs, it's also
 18 come to my attention a similar type of situation
 19 where we have desktops from 2013, who teachers
 20 are being told can't be reimaged and then they're
 21 actively failing in classes. And it's, the

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1 dysfunctionality of these computer labs is
 2 actually obstructing instruction right now,
 3 today.
 4 So, the other thing that has come to my
 5 attention is that, is it true that teachers are
 6 not allowed to change a light bulb on a projector
 7 without a technology person coming out, and it
 8 takes something like six weeks, and I just want
 9 to know, how much money do you need in this
 10 budget for us to put in this budget for you to be
 11 able to do all of the technology maintenance in
 12 the schools that needs to be done in something
 13 remotely like a timely fashion? Because I have,
 14 like kids I talk to are waiting weeks to have
 15 their tickets, support tickets fixed, so clearly
 16 we need to throw money at this problem, and how
 17 much do you need?
 18 MR. AGOSTO: Well, part of, in the
 19 budget ask there is the 4.9 million for
 20 contractor support for exactly what you're
 21 talking about, for field services, a break-fix,

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1 because we found that in the new environment with
 2 Chromebooks being deployed, the time to repair,
 3 time to resolve, the expected time to resolve is
 4 a lot shorter now than what it typically would
 5 have been if a technician were going out for
 6 something other than the device that the student
 7 needs to do, to be able to go through their day.
 8 So that's where that 4.9 million is being
 9 requested, that's for additional staff to be able
 10 to provide additional bandwidth to be able to
 11 handle these issues, the technology issues that
 12 come up at different sites.
 13 MS. ROWE: So if we get you that money,
 14 what's a reasonable amount of timeframe for
 15 someone to wait for a ticket to be resolved?
 16 MR. AGOSTO: So what I would need to do
 17 first, because I can't give you that answer right
 18 now, part of what I'm doing this week and the
 19 next few weeks is a discovery mode, so one of the
 20 things I'm actually doing is baselining our IT
 21 services delivery, time for resolution for

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1 incidents, the current backlog that we have,
 2 that's going to give me that baseline to be able
 3 to determine where we are and then figure out
 4 what can we do to the process to improve the
 5 efficiency, so it is a deliverable that I will
 6 have, I just can't answer your question right
 7 now.
 8 MS. ROWE: Thank you, and welcome to the
 9 school system.
 10 MR. AGOSTO: Thank you.
 11 CHAIRWOMAN HENN: Thank you. Who's
 12 next? Ms. Jose, I think.
 13 MS. JOSE: Thank you. Welcome aboard,
 14 Mr. Agosto, and I guess you've got to hit the
 15 ground running, it's day five and you're already
 16 in a budget session.
 17 MR. AGOSTO: Thank you.
 18 MS. JOSE: I see that you have the 7,000
 19 classrooms that the Board has been pushing for a
 20 couple years, today the Board approved that \$2.6
 21 million for modernizing all of our schools, so

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1 that's already approved today, I'm happy about
 2 that. I also see that we kept the one-to-one
 3 device ratio at a reduced cost. Can you
 4 elaborate, because I heard about the whole
 5 desktop issues, and I don't know if Mr. Corns can
 6 fill in some of those questions. I've gone to
 7 Western Tech and I've seen they have elaborate
 8 3-D printing machines, and sometimes CAD software
 9 which does a lot more robust memory to run the
 10 software, the modeling software they use for GIS,
 11 and you can do that on laptops. Do we still use
 12 desktops for those software programs for S3,
 13 Enterprise GIS, CAD software, why are we using
 14 desktops? And I know I asked you a lot of
 15 questions in there.

16 MR. AGOSTO: The question, are we still
 17 using desktops for those?

18 MS. JOSE: Yes, for the Enterprise GIS
 19 software, CAD software and the 3-D printers.

20 MR. AGOSTO: Versus what? I mean, I'm
 21 just trying to figure out what the alternative

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1 would be for some type of computing, a desktop or
 2 laptop, what's the computer that we're talking
 3 about, what would be the alternative that the
 4 software would be running on if not a CPU?

5 MS. JOSE: Right, because folks have
 6 been asking about using desktops, and I am asking
 7 are we using desktops, are we using laptops for
 8 those programs?

9 MR. CORNS: So Ms. Jose, we have kind of
 10 a bifurcated system in that, and so we have labs
 11 in some schools that are designed for support of
 12 specific software, those CTE labs. Normally we
 13 do refreshers through the Perkins grant and
 14 that's on a schedule that's set with our CTE
 15 offices, as well as being augmented by
 16 information technology providing desktop devices.

17 We also have other programs that will
 18 run on our student laptops, our student laptops
 19 are actually more robust than they may be
 20 believed, we're running a pretty high end I-7
 21 processor, we've got eight gigs of RAM in them,

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1 they're fairly robust. So we've been meeting
 2 with good success with things like Photo Shop,
 3 and the Adobe products and things of that nature.
 4 We've also migrated over to a VDI solution, which
 5 is also the way that Project Lead the Way is
 6 going, they're taking advantage of Amazon Web
 7 Service's virtual environment, because what
 8 they're realizing is that many school systems are
 9 moving to less expensive devices.

10 So in that nature we tend to favor a
 11 desktop in a place where a lab might be, but as
 12 I'm sure Mr. Dixit would be able to come up and
 13 also talk about, we're talking about very
 14 valuable real estate when it comes to creating a
 15 lab in a school versus the ability to, say,
 16 create a mobile lab that would support the need
 17 for the software. So we're investigating both
 18 directions of a laptop for use for these higher
 19 end programs, as well as retrofitting desktops.

20 MS. JOSE: Got it, and so as we
 21 downgrade to the Chromebooks, Chromebooks will

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1 not be able to run some of those programs, and so
 2 you would have to go to the higher end laptops
 3 for those.

4 MR. AGOSTO: And typically from my
 5 experience of running any of the high processor
 6 software, so the CAD programs will require a
 7 desktop or a laptop that's retrofitted with, and
 8 I would say more than the eight gigs that you
 9 mentioned. Those are high processing
 10 applications that are going to require more,
 11 that's why part of what I was saying, I want us
 12 to take a look at the labs and spec out what
 13 softwares are in the lab so we could set up the
 14 equipment to meet the need, the processing needs.

15 MS. JOSE: Thank you so much and sorry I
 16 put you in a spot, it's only your fifth day.

17 CHAIRWOMAN HENN: Thank you, Ms. Jose.
 18 Mr. Kuehn?

19 MR. KUEHN: Good night, welcome.

20 MR. AGOSTO: Thank you.

21 MR. KUEHN: So I'm looking at page 245

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1 in the budget book and just to kind of clarify,
 2 my question on this page, and it's under network
 3 support services, I'm looking at other charges
 4 and where it's a proposed \$8 million charge. And
 5 I'm curious if we could just get an explainer as
 6 to what, what comprises \$8 million of other
 7 charges? I don't know if it's a specific project
 8 or equipment or --
 9 MR. AGOSTO: You have me on this
 10 question, this one I'm going to have to defer.
 11 MR. CORNS: Mr. Kuehn, that's going to
 12 be comprised of multiple things in there. I'm
 13 trying to get our breakdown of the things that we
 14 normally put under other charges, it's probably
 15 deep in the weeds with where we are. I'll have
 16 to get --
 17 MR. KUEHN: You could just send me an
 18 email.
 19 MR. CORNS: Yeah, we can do that. Ah,
 20 so that \$8 million, I had a sneaky suspicion but
 21 I wanted to make sure. This is our telecom,

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1 which is the outlay that we put for fiber to the
 2 schools, paying in these services, paying for
 3 Internet service, those kinds of charges. So
 4 these are the ones that would be, the ones we
 5 would also apply for many of the reimbursements
 6 on, so that's what's tied to that other charges
 7 line item, which is, our interconnection between
 8 all of our schools are leased circuits from our
 9 county government as well as Comcast, as well as
 10 our Internet provider, Comcast as well.
 11 MR. KUEHN: All right, thank you. I'll
 12 provide any future questions around that, because
 13 I know we've had conversations about this, but
 14 other charges is just a large catchall and it's a
 15 large number, so thank you.
 16 MR. CORNS: Sure.
 17 CHAIRWOMAN HENN: Thank you. Dr. Hager?
 18 DR. HAGER: Yes. So in the
 19 superintendent's report we were talking about
 20 should there be an inclement weather day we could
 21 get permission from MSDE to go virtual as long as

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1 we had a one-to-one device ratio for pre-K
 2 through 12, and then in the budget we are doing
 3 one-to-one for K-12 and we're about to expand our
 4 pre-K because of the Blueprint. So are we
 5 budgeting for one-to-one ratio computers for
 6 pre-kindergarten?
 7 MR. CORNS: We are, Dr. Hager. So the
 8 budget book should reflect pre-K to 12, my
 9 apologies for not making that realignment, but we
 10 have been providing devices to pre-K students.
 11 DR. HAGER: And I know that was the
 12 pandemic response, but is that an ongoing goal?
 13 MR. CORNS: We've incorporated it into
 14 our annual IT expenditures because the right
 15 sizing to one-to-one was accomplished through
 16 ESER funds, and so we've now incorporated those
 17 into our annualized spending. When we go to
 18 release devices for the elementary school it will
 19 include the entire enrollment of elementary.
 20 DR. HAGER: And so the effect of that
 21 wasn't a best practice, it was just an

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1 accommodation we had to do to get through the
 2 pandemic, and I could be wrong, to have
 3 kindergartners all have their own laptops. I
 4 thought we were getting away from that but maybe
 5 I'm wrong.
 6 MR. CORNS: So the use of laptops in
 7 classrooms is always going to be driven by the
 8 teachers needs and students, so are always going
 9 to be driven by the teacher's work and their
 10 lessons. And so whether or not the access is
 11 available is an important distinction between
 12 constantly in use. So best practice for any
 13 teaching model would be to have multiple access
 14 to multiple different methods, and so there is a
 15 really strong case to be made for, regardless of
 16 the amount of time, that if every student needs
 17 to be doing something at the same time that
 18 availability needs to be there. And with our
 19 current pricing on Chromebooks, it is not the
 20 same implication as it used to be with a high end
 21 laptop.

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1 DR. HAGER: All right, thank you.

2 MR. CORNS: Sure.

3 CHAIRWOMAN HENN: Thank you. I have a

4 question next, but welcome first of all.

5 MR. AGOSTO: Thank you.

6 CHAIRWOMAN HENN: And I could talk IT

7 all night but I promise I won't. I have a

8 multipart question. Following the ransomware

9 attack many if not all of our on-prem

10 applications were migrated, that we developed and

11 maintained in house were replaced with fast

12 solutions. Can you speak to the pre and post

13 environments in terms of total cost of ownership

14 of these applications and impact on the operating

15 budget given the move from a fixed cost model of

16 IT with significant asset depreciation to a

17 variable cost model, what is the breakdown of on

18 prem versus hosted costs and how has the staffing

19 model and associated costs changed with the shift

20 to fast solutions?

21 MR. AGOSTO: Okay, very good question

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1 for --

2 CHAIRWOMAN HENN: Day five?

3 MR. AGOSTO: Yeah, day five, right.

4 That is something I will have to take a look at.

5 Part of my discovery right now is working with

6 the network group to understand our entire

7 inventory, so I know we have a small smattering

8 of on-prem resources, I think they're mainly for

9 some of our DNS and we have a couple backup

10 servers, so the footprint is very small. So for

11 comparing, if the question is are we looking at

12 total cost of ownership in the on-prem

13 environment that we had prior to going to the

14 Cloud and the one we're at today, we'll do some

15 analysis. Typically your total cost of ownership

16 on an on prem, especially if you're looking at

17 running servers that are running high end, or

18 systems that are running on multiprocessor

19 servers, running that, maintaining that in house,

20 you have to look at your equipment costs, you

21 have to look at the costs for care and feeding of

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1 those systems that would either be done through

2 contract staff or through full-time equivalent.

3 That goes away in the Cloud environment, because

4 at that point all you're doing is paying for

5 usage of the resources, and the amount of time

6 to, if you're going to set up for an application

7 development, you're setting up a sandbox

8 development QA environment to support delivery of

9 systems into your production environment, that

10 also spins up your costs for your total cost. So

11 I have to look at the, what we covered prior to

12 moving all these systems to the Cloud.

13 CHAIRWOMAN HENN: And I don't need

14 specifics. I guess what I'm driving at is does

15 this budget reflect the move? Because we, this

16 was a significant move, I mean light years from

17 where we were prior to this attack and it's where

18 we need to be. But it happened so quickly that I

19 want to understand, does this budget reflect that

20 move, because all of a sudden we went from an

21 environment that was largely on prem to this

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1 hosted environment and all of our, you know,

2 virtually all of our applications, as Mr. Corns

3 can attest, were replaced seemingly overnight.

4 And so the budget may, if we started

5 with last year's budget, it doesn't seem to fit,

6 so I guess what I'm asking is have you reviewed

7 it, has someone reviewed it to say we're now

8 dealing with apples to oranges?

9 MR. AGOSTO: Yes, the one thing that I

10 would tell you for doing the analysis, is the

11 systems have been running now for an amount of

12 time, so we're going to have some usage metrics

13 and that's where your cost is going to be on a

14 Cloud-based environment. So we'll be able to

15 take those metrics of usage right now and then

16 figure out, do an extrapolation if we haven't

17 gone the full 12 months, because I'm not sure if

18 we've gone the full 12 months yet in the Cloud

19 environment, we'll be able to figure out based on

20 the expected usage where are we, so if the amount

21 of money that we had budgeted on prem isn't

Page 202

1 enough to cover the Cloud-based environment.
 2 CHAIRWOMAN HENN: Right, and that's
 3 minor compared to our staffing costs, because the
 4 staffing as you mentioned, looks very different
 5 with a hosted environment, so are we planning,
 6 has that process begun or can you, is that
 7 something you will be looking at as you --
 8 MR. AGOSTO: Yes, so I am looking at,
 9 the part of my self charged to do list is
 10 actually to look at staffing and then to also
 11 look at based on the environment that we have,
 12 what's required to maintain and support that.
 13 And you're absolutely right, so in a Cloud
 14 environment you're looking at staff who will be
 15 more vendor management, working with the Cloud
 16 provider, understanding, working with the
 17 business unit to understand the usage needs and
 18 plan for that for the upcoming months. So it's
 19 totally different than having somebody waiting
 20 for a call or remoting in to a server because it
 21 went down.

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1 CHAIRWOMAN HENN: Whereas the cost would
 2 be three times as higher, I mean, the Cloud
 3 doesn't necessarily reduce your costs depending
 4 on your situation, so as a board we need to be
 5 prepared for the fact, and the superintendent
 6 needs to be prepared for the fact that our could
 7 increase significantly. Thank you, and welcome
 8 again.
 9 Ms. Scott?
 10 MS. SCOTT: Yes, thank you. I was just
 11 looking at, I believe it's page 14 where it says
 12 device cost reduction, and I was reviewing that
 13 and I just wanted to see, because it says here we
 14 are maintaining a one-to-one device ratio, and I
 15 just wanted to see if you could expand a little
 16 bit more on the device cost reduction.
 17 MR. AGOSTO: Sure, Mr. Corns will be
 18 able to speak to that one.
 19 MR. CORNS: So Ms. Scott, this is our
 20 final conversion from our high school devices
 21 which were in their fourth year of lease, the

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1 Probooks that we had issued to students, when we
 2 replace those devices we will be replacing them
 3 with Chromebooks for our general ed students to
 4 carry. And so that price reduction, we were
 5 paying about \$900 a Probook and we're bumping
 6 that down to about \$300 in general for a
 7 Chromebook, and so that's where the totality of
 8 that device savings comes from, it's simply the
 9 large numbers and the \$600 differential in price.
 10 MS. SCOTT: Okay.
 11 MR. CORNS: Yes, ma'am.
 12 CHAIRWOMAN HENN: Mrs. Causey?
 13 MS. CAUSEY: Thank you. Good evening
 14 and welcome, and I appreciate your courage,
 15 joining the 25th largest school district in the
 16 United States of America recovering from a cyber
 17 attack in the midst of a pandemic, so we've got a
 18 pretty resilient bunch of folks here that are
 19 very dedicated to doing the best we can for our
 20 students.
 21 So I can't ask a question like Julie

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1 because I'm not Ms. Henn, but my question does
 2 get to the impact of information technology on
 3 every aspect of the system, so we have the back
 4 at the house as I recall it, and we have the
 5 schoolhouse, the business units as you would call
 6 it in terms of evaluating the priorities of your
 7 time, but also then the fiscal impact there are,
 8 I'm going, I always go back to the Public Works
 9 implementation and there's seven key things that
 10 are on hold for the new CIO. So I just want, I'm
 11 not expecting an answer but down the road as you
 12 have your transition, you know, to give your
 13 understanding of that. One of the things that's
 14 been recognized and it's understandable given
 15 what we've been through, there's a lot of staff
 16 morale related to effectiveness of the
 17 technology, and so that business service delivery
 18 aspect of your resume that, it looks very good
 19 and I just want to say that I think that the
 20 school system as a whole should be very
 21 encouraged by the changes that the superintendent

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1 and the Board are making to make our school
 2 system more effective overall.

3 One of the specific questions I had is
 4 related to the -- I mean, a lot of this has
 5 already happened, but the magnet programs, and
 6 Dr. McComas will be your best friend too to
 7 explain to you all of the different curriculum
 8 that we have tied to technology, so I'll just
 9 look forward to your responses down the road as
 10 they come.

11 MR. AGOSTO: And they will come.

12 MS. CAUSEY: Thank you.

13 CHAIRWOMAN HENN: Thank you,
 14 Mrs. Causey. Other IT questions, board members?
 15 I think that's enough for one evening.

16 MR. AGOSTO: Thank you, everyone.

17 CHAIRWOMAN HENN: Thank you.
 18 Mr. Thomas?

19 MR. THOMAS: Yes, so I didn't have an IT
 20 question, I was going to ask a question of you,
 21 Ms. Henn.

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1 CHAIRWOMAN HENN: Sure.

2 MR. THOMAS: So, I have a few questions
 3 that didn't relate to the last presentation that
 4 we had, but also don't relate to the topic of
 5 transportation next that relate to the budget.
 6 Can I ask them after we go through
 7 transportation?

8 CHAIRWOMAN HENN: If you would put them
 9 in the chat, I would hold them until the next
 10 meeting.

11 MR. THOMAS: Okay, thank you.

12 CHAIRWOMAN HENN: We're going to do a
 13 catch up.

14 MR. THOMAS: Awesome, thank you.

15 CHAIRWOMAN HENN: Sure.

16 DR. WILLIAMS: So next we have
 17 transportation, Dr. Grim, Mr. Patillo.

18 CHAIRWOMAN HENN: That sounds great.
 19 Welcome, good evening. Thanks for being here.
 20 Board members, transportation questions?
 21 Ms. Jose?

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1 MS. JOSE: Thank you. So I guess it's
 2 not lost on you, Dr. Grim, we've had issues with
 3 transportation to put it mildly, and we just
 4 heard from the student member that technology
 5 that would help with the logistics and letting
 6 parents know in real time where the buses are, as
 7 opposed to getting a phone call a couple hours
 8 later that the bus has been delayed, that was
 9 something that could have been fixed by a
 10 contract that was brought forth to this Board
 11 that was rejected.

12 So I guess the question for Mr. Sarris,
 13 Mr. Sarris, what would be the ballpark cost if
 14 you could just give me a ballpark cost, if BCPS
 15 was to install all of that, apps and stuff on
 16 cameras that we were going to get at a cost of
 17 zero dollars for a contract with the Baltimore
 18 County Police Department and Baltimore County
 19 Government, what would it cost to put that in the
 20 operating budget?
 21 MR. SARRIS: So, our two rounds of

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1 competitive bids were not structured exactly that
 2 way, but from looking at some of the other
 3 systems that have done this, I want to estimate
 4 the cost at perhaps \$9 million.

5 MS. JOSE: So nine -- sorry, I always
 6 tend to bump it up, so around \$10 million it
 7 would cost us for implementing something that,
 8 Dr. Grim, if you could explain, would that really
 9 help you with some of the transportation
 10 problems?

11 DR. GRIM: So, I think it would
 12 certainly be a step in the right direction. I
 13 think that that number of nine or \$10 million
 14 also doesn't account for the integration that
 15 would need to take place among the different
 16 technologies and the features that we would need
 17 to devote human capital toward that were part of
 18 the package that we had previously brought
 19 forward.

20 MS. JOSE: So overall it would be over
 21 \$10 million in terms of integration and training

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1 and everything else?

2 DR. GRIM: We would need to go back and

3 look at all the individual factors, but I would

4 think that that's fair.

5 MS. JOSE: And that is part of

6 modernizing our fleet. We have what, 700 or 800

7 buses?

8 DR. GRIM: We have approximately 838

9 school buses.

10 MS. JOSE: Right, and we run almost 13

11 million miles a year, that's a lot of --

12 DR. GRIM: Almost 14 million, yes.

13 MS. JOSE: Right, that's a lot of

14 greenhouse gas we're emitting, so part of making

15 our school buses -- that's a lot of miles, I

16 think we might be one of the highest greenhouse

17 emission gas producers in Baltimore County.

18 So this Board could have modernized the

19 fleet, and my question now is if we were to put

20 that in the budget, that's going to take ten to

21 \$15 million dollars away from other school

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1 resources like teachers and giving our staff a

2 bonus. So you know, I want to put that on the

3 record here, because I know some members voted

4 for it, but based on Facebook hysteria, this

5 Board voted down this contract. Now if we were

6 to put this in the budget, you'd still have to do

7 an RFP and bid it out, correct?

8 DR. GRIM: I would imagine we would.

9 Mr. Sarris?

10 MR. SARRIS: Yes, we would restructure

11 the RFP to a pay your own way model, and we'd

12 have to look for some guidance on systems that

13 have done it that way and perhaps do an RFI

14 before we did an RFP, but yes.

15 MS. JOSE: And that would be done to the

16 lowest cost bidder of about 12 to \$15 million

17 ballpark. I put this in the record because this

18 Board has made a lot of nonprogressive decisions

19 and this is one of them that could help with

20 transportation. I don't want to get call two

21 hours later after a bus is delayed, I would like

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1 to see it in real time. But as you know, this

2 Board did not approve it, and I'm going to keep

3 raising it, it was a step in the backwards

4 direction, and my question to Dr. Williams, what

5 would it take for us to add it back to the budget

6 and do we have money, \$15 million to add to that?

7 DR. WILLIAMS: So it would take a motion

8 for this Board to, as the budget office said, an

9 estimate to put back in the budget, but we have

10 to be clear about exactly what we're purchasing.

11 And again, I think the Board heard a lot of

12 conversation previously and we have

13 representatives here to talk about that

14 partnership, but I asked the same questions,

15 Ms. Jose, about what it would take, and it would

16 be adding at least \$10 million to our operating

17 budget. But to Mr. Sarris' point, we would have

18 to look at exactly what we want to do and that

19 could infringe upon some other items on the

20 budget.

21 MS. JOSE: I certainly won't be making

Page 213

1 that motion when I know we could have gotten it

2 for zero dollars, so I wouldn't take that away.

3 Thank you.

4 CHAIRWOMAN HENN: Thank you. I have a

5 question and then I'll go to Mr. Thomas. Good

6 evening, Dr. Grim. Does that technology drive

7 the buses for us?

8 DR. GRIM: Not yet.

9 CHAIRWOMAN HENN: So the technology that

10 Bus Patrol offered, it didn't put more buses on

11 the road because it drove for us?

12 DR. GRIM: No, ma'am.

13 CHAIRWOMAN HENN: Thank you, that's all

14 I had. Mr. Thomas?

15 MR. THOMAS: Thank you. So as someone

16 who had many conversations with the routing

17 assistant when I visited two bus lots, you know,

18 I saw those routing assistants have to get up out

19 of their seats and go drive buses because of our

20 bus driver shortages, when if we had this

21 technology, they wouldn't have to sit down going

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1 through the entire document to figure out how
 2 they're going to have to shift the bus drivers
 3 that we have. So I'm requesting that
 4 Dr. Williams through Ms. Jose, the chair of the
 5 building and contracts committee, that this is
 6 brought back up in building and contracts, so the
 7 contract can come forward again and the Board can
 8 have more discussion on that, because I think
 9 that the ten to \$15 million is way too much when
 10 we could have gotten it for free as well. So is
 11 that possible, Dr. Williams, that this contract
 12 be brought up again?
 13 MS. JOSE: Mr. Thomas, there's
 14 procurement law that we have to follow and
 15 neither of us have any dog in the fight, I don't
 16 care which company gets the contract. We had
 17 something that was negotiated between the Police
 18 Department and Baltimore County Government. If
 19 we were to go out there, it's going to add time,
 20 money, resources. Honestly, I couldn't in good
 21 faith sit here and add a contract for \$15 million

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1 when that could go to better resources like
 2 school counselors and teachers, so that's again
 3 the decision of the Board.
 4 MR. THOMAS: I didn't mean bringing back
 5 the \$15 million contract, I mean bringing back
 6 the contract that we voted down for zero dollars.
 7 MS. JOSE: That's a Mr. Sarris question
 8 because it's a new procurement now, we have to
 9 follow state procurement procedures.
 10 MR. SARRIS: I'm sorry, I may have
 11 missed the question.
 12 DR. WILLIAMS: So the question,
 13 Mr. Sarris, was, from Mr. Thomas was, can the
 14 Board request that the previous contract that was
 15 voted down, the stop arm contract, to come back
 16 for discussion I thought Mr. Thomas said,
 17 correct, to bring it back to the Board. And the
 18 concern is about adding the aspects of the
 19 contract to the operating budget, if I heard
 20 Mr. Thomas correctly, is for that contract to
 21 come back to the Board, I'm assuming for a

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1 reconsideration.
 2 MR. THOMAS: Yes, that's exactly what it
 3 is.
 4 CHAIRWOMAN HENN: And I --
 5 DR. WILLIAMS: Let me just check in with
 6 staff just to see -- I'm sorry?
 7 CHAIRWOMAN HENN: This is also a
 8 parliamentary issue because the Board has already
 9 acted, so in order for the Board to reverse its
 10 action, there are issues that would need to be
 11 taken with regards to that.
 12 MR. THOMAS: What are those issues?
 13 CHAIRWOMAN HENN: It's been voted down
 14 twice and it's already been decided, so it would
 15 have to be reintroduced by a member that voted it
 16 down before.
 17 MR. THOMAS: Okay.
 18 CHAIRWOMAN HENN: And there -- right,
 19 parliamentary.
 20 DR. WILLIAMS: Mr. Sarris, there's
 21 nothing involving the procurement?

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1 MR. SARRIS: Well, the first issue I'd
 2 want to check is typically when we receive a bid,
 3 that pricing and those terms are good for a fixed
 4 amount of time, maybe 90 days, maybe longer, and
 5 I don't know what it was in this case. So it may
 6 be that that offer is no longer acceptable for
 7 that reason.
 8 DR. WILLIAMS: Thank you, Mr. Sarris.
 9 CHAIRWOMAN HENN: Thank you. Dr. Hager?
 10 DR. HAGER: Actually, I had a question
 11 along similar lines. First I want to thank you
 12 for the budget that includes so much additional
 13 pay for the drivers and also for the attendants
 14 to be on the buses, I think that's a crucial part
 15 of this whole puzzle. And I am aware of many
 16 many stories, including some incidents I'm
 17 intimately aware of with significant behavior
 18 problems on buses. Do you have any data on bus
 19 drivers resigning or calling out because of the
 20 behavior issues that happen on buses, is that a
 21 major concern for our current staff?

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1 DR. GRIM: It is absolutely a major
 2 concern for our bus drivers and attendants. Any
 3 data we would have would be purely anecdotal, but
 4 that is frequently the major concern of, the
 5 number one concern that we hear when we're at our
 6 bus facilities and speaking with bus drivers and
 7 attendants.

8 DR. HAGER: And I think Mr. Thomas
 9 mentioned having to take the cameras off to
 10 review, so currently we don't have live camera
 11 streams or anything like that?

12 DR. GRIM: We do not. The current
 13 system that we have inside of our buses has a
 14 hard drive, the video inside the buses records to
 15 a physical hard drive that has to be removed and
 16 put into a specific terminal at our bus
 17 facilities where the video footage can be
 18 transferred.

19 DR. HAGER: And I'm glad that the money,
 20 that a pot of money is going to the drivers, but
 21 I share the disappointment that we weren't able

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1 to get the safety features on the buses. I mean,
 2 I worry we will continue to lose drivers because
 3 of these exact concerns, so that's all.

4 CHAIRWOMAN HENN: Thank you. Ms. Rowe
 5 and then Mr. McMillion.

6 MR. MCMILLION: Gentlemen, the \$.3
 7 million for replacement vehicles, is that three
 8 or four buses?

9 DR. GRIM: No. So what that actually
 10 refers to, Mr. McMillion, is we requested a --
 11 part of our spend authority in our last vehicle
 12 purchases of about \$250,000, so what happens is
 13 at the present time when we have a vehicle that
 14 is deemed totaled or is deemed, the amount to fix
 15 or repair it exceeds the value of the vehicle or
 16 the cost of the vehicle, in the past we've had to
 17 fix that vehicle because it would take us
 18 approximately 18 months to procure a new one
 19 under the rules that we have. So under the last,
 20 the modification that we did on our vehicle
 21 purchases, we asked for an increase in spend

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1 authority, we just hadn't funded it yet, and
 2 that's the request for this budget.

3 So what it would allow us to do is for
 4 example if we had a van that was totaled or an
 5 engine that went up and we deemed it
 6 irresponsible to repair that vehicle, it would
 7 allow us to go out and purchase one in a much
 8 more timely fashion, and that's of course under
 9 normal circumstances. Right now it's extremely
 10 difficult to get any vehicles for us with some of
 11 the supply chain issues we're having, but that is
 12 the intent of that \$300,000.

13 MR. MCMILLION: Okay. And the
 14 contractor fees, \$2 million, that's a drop in the
 15 bucket for what we pay the contractors, isn't it,
 16 when you look at Woodcraft and all the different
 17 contractors that we use?

18 DR. GRIM: So, and I can ask
 19 Mr. Tantleff to talk a little bit more about that
 20 \$2 million specifically, but essentially in the
 21 contract that was brought before the Board, we

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1 budgeted approximately \$17.5 million per year in
 2 our contracting fees, because that was what we
 3 were spending prior to the pandemic or that's
 4 what we were on target to spend those last two
 5 years. What we had budgeted was less than that
 6 and we were actually moving some of the funds
 7 that we had from positions that were vacant to
 8 pay for those contracted services. So this is an
 9 attempt to make sure that we are accurately
 10 reporting the costs that we're spending on our
 11 contractors. Did I say that correctly?

12 MR. TANTLEFF: Yes.

13 MR. MCMILLION: And so the \$2.8 million,
 14 what did you ask for last year, how does that
 15 compare to last year's money?

16 DR. GRIM: I don't believe that we asked
 17 for much of an increase at all last year. So the
 18 vehicle lifts that we're also asking for, we've
 19 been replacing those out of our funds at a slow
 20 rate and this will help us accelerate those. We
 21 have 12 lifts at the Cockeysville center that

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1 were original to the building in 1977, so rather
 2 than continue to repair those, we've been
 3 systematically replacing those. This will allow
 4 us to replace two vehicle, two lifts per year on
 5 schedule.
 6 MR. MCMILLION: And \$.1 million for the
 7 safety vans, how many vans are you getting, two?
 8 DR. GRIM: So that's about what we need,
 9 so those are safety vans that will carry special
 10 needs equipment around the county. We have a
 11 number of our bus lots and our bus drivers and
 12 attendants who are often in need of equipment or
 13 in need of different equipment to satisfy the
 14 needs of students, we have multiple different
 15 styles of different vests and other security
 16 features for our students with disabilities. And
 17 as the years go on, those different features for
 18 our kids grow more complex, and so we need the
 19 availability of these to be able to get out into
 20 the county rather than try to have our folks come
 21 to a central location to get them.

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1 MR. MCMILLION: Thank you very much.
 2 CHAIRWOMAN HENN: Thank you. Ms. Jose?
 3 Okay. Ms. Scott? I'm sorry, Ms. Rowe. Sorry.
 4 Ms. Rowe and then Ms. Scott.
 5 MS. SCOTT: Okay, thank you.
 6 MS. ROWE: So Mr. Grim, I recall that
 7 your predecessor, we've been having these
 8 conversations about the new routing software that
 9 the school system bought back then, and there's
 10 been talk of well, we purchased this and we're
 11 going to use it and this is what we're doing, and
 12 we're now having conversation about procuring
 13 things that I thought we had already procured and
 14 implemented, which I find confusing, because
 15 Mr. Thomas seems to indicate that we are still
 16 doing paper routing?
 17 DR. GRIM: So we are using our routing
 18 software. For our students with disabilities we
 19 augment that with routing, hand routing as well,
 20 because of the intricacy of their routing, so
 21 there's always that human element. Bus drivers

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1 in particular will tell you that the routing
 2 software doesn't know the roads of Baltimore
 3 County like they do, so it's that interaction
 4 between our routing assistant, our routing
 5 technicians and our drivers and our supervisory
 6 staff that insure that our routes are being run
 7 in the most efficient way.
 8 What some of the technology was aimed to
 9 do was to help us determine what was a planned
 10 route versus what is an actual route, so on any
 11 given day there may be a nuance as to why a bus
 12 driver can't execute their planned route and they
 13 have to run what they call an actual route, and
 14 that can be because of a road closure, that can
 15 be because of an accident, that can be because
 16 they're taking on additional bus stops as we're
 17 combining different routes. So as those things
 18 become more complex, some of that technology
 19 would give us the ability to overlap, again, what
 20 is being planned with what is actually being
 21 driven. At the current state what the routing

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1 software does is it gives us the opportunity to
 2 look at a map and say these are the kids in this
 3 catchment area that need to go on this bus and
 4 then plan the map. That's all it does.
 5 MS. ROWE: Okay. So how much is the
 6 fact that we have vacancies on a daily basis
 7 contributing to the need for this on the spot
 8 rerouting, and I guess what I'm saying is like if
 9 we have a certain percentage of driver vacancies,
 10 that means that we're having to do a lot more on
 11 the spot rerouting than we otherwise might
 12 because of the driver shortage issue, and at what
 13 point does even any amount of technology not
 14 really deal with that?
 15 DR. GRIM: Well, I don't think
 16 technology is the panacea to this problem, it
 17 doesn't cure it, because certainly the driver
 18 vacancies that we have, right now we're sitting
 19 at 95 bus driver vacancies which represents just
 20 over, between 12 and 13 percent of our routes.
 21 If we combine those vacancies with our daily

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1 callouts and our leaves, we operate on many days
 2 between 25 and 30 percent of our routes being
 3 uncovered and needing to be adjusted.
 4 MS. ROWE: And those are all different
 5 routes every day?
 6 DR. GRIMM: Well, not all different
 7 routes every day, it depends on the duration of
 8 the leave that a particular individual is out, it
 9 depends whether a staff member calls out, a bus
 10 driver calls out just one day or they call out
 11 multiple days in a row. It really depends on the
 12 situation. We have some folks that are out on
 13 various leaves and they may be out for a month or
 14 six weeks, so we have the decision of whether
 15 we're trying to cover their route each day or
 16 whether we're making some other adjustment.
 17 It also depends on which routes are open
 18 and how we can cover them. For example, a
 19 country route that combines both, say Franklin
 20 Middle and Franklin High students out in the
 21 country, is far more difficult to combine with

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1 another route because of the duration and the
 2 distance and the fact that it serves two
 3 different levels of students, so that's very
 4 different than a route in a much more densely
 5 populated area where we can either do a double
 6 back very quickly, which is go in, take a load of
 7 students in, send the bus back out and rework it.
 8 So our staff is really doing all kinds
 9 of creative things to adjust the routing
 10 processes on a daily, weekly, monthly basis to
 11 combat, again, our vacancies, our callouts and
 12 everything.
 13 MS. ROWE: So if we had, what is it that
 14 you'd be looking for to improve this, better
 15 routing software or GPSs on the buses?
 16 DR. GRIM: So we have GPS on the buses.
 17 It's actually the integration, you know, and it's
 18 clear that the Board has made their decision, but
 19 it was the integration of the package that we
 20 were bringing forth which combined, again, some
 21 of the features of, it would basically be the

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1 routing software that we're using but a newer
 2 version of it, and how that integrates with a
 3 tablet and a parent application, and some other
 4 technology that again, would help us show our
 5 planned versus our actual routing practices,
 6 where we can run those data and compare them.
 7 Right now we have no means to be able to do those
 8 types of things.
 9 MS. ROWE: Okay. So that sounds like
 10 software versus a lot of camera hardware. If we
 11 just went with the cost of the software to just
 12 do that, how much would that cost?
 13 DR. GRIM: We'd have to go back and take
 14 a look at that, but again it's not just the
 15 routing software, because the tablets and the
 16 other features are an integral part of that
 17 working together.
 18 MS. ROWE: Sure, but there was a lot of
 19 other hardware involved in that agreement that
 20 added to the cost too. So if we're not talking
 21 about a municipal fining system and we're just

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1 talking about trying to get the buses routed and
 2 there on time, maybe we need a lot less than what
 3 was in that agreement, and I guess my question
 4 is, how much would what we need to be efficient
 5 cost, because we have to get kids there on time?
 6 CHAIRWOMAN HENN: Thank you, Ms. Rowe.
 7 Next we have Ms. Jose.
 8 MS. JOSE: I may be out of time,
 9 Ms. Henn.
 10 CHAIRWOMAN HENN: Mr. Brousaides, does
 11 Ms. Jose have time left?
 12 MR. BROUSAIDES: No time left for
 13 Ms. Jose right now.
 14 CHAIRWOMAN HENN: Thank you. Ms. Scott?
 15 MS. SCOTT: Thank you for the
 16 explanation and everything in regards to the
 17 transportation. What I wanted to know, though,
 18 is I wanted to know about the greening of the
 19 fleet and I was looking, I didn't see that in
 20 here. Is that factored in?
 21 DR. GRIM: Are you referring to any kind

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1 of alternative fuels, Ms. Scott?

2 MS. SCOTT: Yeah.

3 DR. GRIM: Okay. So this is just a

4 personal comment. It's important for the Board

5 to hear that not all of our bus lots have running

6 water, so I think when we talk about, you know,

7 alternative fuel vehicles and electrifying, and

8 the infrastructure that would be necessary to do

9 that, we need to take a step back and think about

10 at least three of our sites where our mechanics

11 can't even wash their hands because there's no

12 running water where they work. So that's an

13 important factor that I think we have to look at.

14 Aside from that, the electrification

15 piece is one that we're starting to look at, it

16 was part of the efficiency review. There are a

17 number of different pathways that we can take

18 toward that, the infrastructure being the biggest

19 part of it.

20 MS. SCOTT: All right, thank you.

21 CHAIRWOMAN HENN: Thank you. Mr. Kuehn?

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1 MR. KUEHN: Thank you. Thank you for

2 providing the insight you have so far. Getting

3 back to the actual budget and what we're focused

4 on spending money on this coming year, I know we

5 passed a contract and I believe it was in the \$40

6 million range and it was over a few years for

7 replacement buses. What is the planned, and I'm

8 not sure which line item it is here because you

9 have equipment and other charges, things like

10 that, so it's the \$9.8 million, so the

11 expectation is that money is going to be used to

12 purchase buses; is that accurate?

13 MR. SARRIS: Yes. We have also budgeted

14 for regular fleet vehicles, so those combined

15 represent that line item, but school buses are

16 the larger component.

17 MR. KUEHN: Right, so when you say --

18 and thank you for that, but going back to

19 Mrs. Scott's question and the idea of adding a

20 mix of electric vehicles to our fleet, you are

21 starting to study that, and who is tracking or

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1 how would we understand what grants are made

2 available depending on where things are moving,

3 to actually pilot some of that or provide

4 Baltimore County with a way to do that moving

5 forward?

6 DR. GRIM: I think the first response to

7 that question, Mr. Kuehn, is that the districts

8 in Maryland that have tried to just pilot with

9 one or two buses have been very unsuccessful in

10 that venture with either natural gas, propane

11 buses or electric buses, because the cost of the

12 infrastructure is so great, the charging

13 stations, the locations, you know, you have to

14 plan, basically for an electric bus you have to

15 make sure it meets the type of route that you

16 wish to run and so forth.

17 Montgomery County has entered into an

18 unprecedented contract that we're all taking a

19 look at where over a 15-year period they will

20 completely electrify their fleet. It is through

21 a private company that is working through public

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1 funds in order to do that, but a huge part of

2 that, again, was their infrastructure. So many

3 of the rest of us that have large fleets are

4 looking at those kinds of models and what would

5 be an appropriate mix for us. Right now in

6 looking at the range of electric vehicles, for

7 example, we think that a target goal of about 30

8 percent of our fleet over the next 15 or 20 years

9 once we begin this process would be most

10 appropriate. And again, that's assuming that the

11 technology doesn't improve to a great extent

12 which allows for a much greater range of these

13 vehicles.

14 MR. KUEHN: Okay, thank you. And did

15 this, was this announcement just made?

16 DR. GRIM: It was made, I believe it was

17 made last spring. Several of us visited their,

18 one of their depots this late summer and into the

19 fall where they had just started installing their

20 charging machines. They just took possession of

21 some of their first buses, I believe about two

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1 months ago.

2 MR. KUEHN: All right, thank you.

3 CHAIRWOMAN HENN: Mrs. Causey, your

4 microphone.

5 MS. CAUSEY: Somebody needs a

6 marshmallow, just throw it at me and then I'll

7 remember.

8 So I appreciate the work that you do,

9 it's vital to get our students to school on time

10 so they can eat breakfast, many of them at

11 school, and then come prepared to the classroom.

12 So it's been very concerning to me personally

13 over this last several years that we are not

14 headed in a better direction, and unfortunately

15 this vacancy report is concerning.

16 So question, the first question is, what

17 data is available after the cyber attack

18 regarding arrival times, past routing, you know,

19 whatever is in your office that helps you do the

20 work that you need to do?

21 DR. GRIM: So arrival times is not a,

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1 arrival times typically are not a metric that our

2 industry uses for the work that we do typically

3 speaking over time, time and mileage and arrival

4 times have been self reported or reported by the

5 schools. This year certainly with the pandemic,

6 that's been a challenge for us, absolutely, there

7 is nothing we want more than to get kids to

8 school on time. Unfortunately, that's been a

9 major challenges for us, and we believe through

10 the support of the Board and through Dr. Williams

11 and leadership that getting kids to school at all

12 is better than what a lot of our neighboring

13 districts are doing, which is canceling routes.

14 Most of the ones around us have either canceled

15 routes for a shorter or long period of time.

16 With regard to your question around

17 data, we don't use that on time arrival data

18 because it is lagging typically, since the

19 ransomware attack it has not been available to

20 us, and it's not something that we would use to

21 assess what it is that we need to do day to day

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1 to get our children to and from school.

2 A lot of the data that we use is quite

3 frankly manual, it's observing kids getting off,

4 disembarking the bus at schools to see what our

5 capacities look like, it's following up on

6 concerns and complaints around capacities that we

7 get from the public or school administrators or

8 other folks. It's also taking a look at what our

9 routes look like and how we might be able to

10 change to improve them, so a number of the double

11 backs and the combination routes that we talked

12 about are a result of carefully reviewing what

13 our ridership numbers are, and again, that's a

14 pretty manual process that we use to track what

15 students are doing at each level.

16 That ridership changes, you know, at the

17 high school level from season to season as kids

18 participate in different after school activities,

19 as more juniors start to drive to school. It

20 also changes as the weather changes as well. At

21 the early ages we do see it at certain schools,

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1 we have some schools where families choose more

2 often than not to drive their kids to school

3 versus others, so we do know where those exist,

4 we work with our staff to inform us on the

5 changes that we need to make.

6 MS. CAUSEY: Thank you for that. In

7 2019 there was a BCPS school task force run by

8 the Office of Organizational Effectiveness that

9 concluded that later start times would be

10 advantageous for high and middle school students,

11 but staff recommended the Board not take action

12 on implementing so that transportation could get

13 the routing software implemented, that was back

14 then. So what is needed for the Board and the

15 superintendent to consider for the school system

16 implementing what would be helpful, healthier and

17 safer to provide for better academic achievement

18 in that regard?

19 DR. GRIM: I would need to defer that

20 question to Dr. Williams or to other staff

21 regarding the start times for schools. I know

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1 from a transportation standpoint, and I can't
 2 speak to what was said or what wasn't said in
 3 2019 at that time, but as far as transportation
 4 is concerned, it would take us several months to
 5 do a really comprehensive review of manipulating
 6 or switching bell times in any kind of capacity
 7 of that nature, because of the integral nature
 8 that they exist right now between our A, B, C and
 9 D level schools and what their bell times are.
 10 As we add new schools on, magnet catchment areas
 11 that continue to increase, as we have special
 12 education programs that run students all across
 13 the county, those all factor into our bell times.
 14 MS. CAUSEY: Okay, and I will just say
 15 that bus arrival time was a key performance
 16 indicator when I first got on the Board, 95
 17 percent, and it is key because if our children
 18 aren't there on time, especially those that need
 19 extra instruction time, that's detrimental. My
 20 last --
 21 CHAIRWOMAN HENN: Thank you,

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1 Mrs. Causey.
 2 MS. CAUSEY: All right, the last thing
 3 I'll email.
 4 CHAIRWOMAN HENN: And Mr. Thomas, did
 5 you have time remaining? You already spoke on
 6 this item. Mr. Brousaides?
 7 MR. BROUSAIDES: Mr. Thomas has one
 8 minute 15.
 9 MR. THOMAS: Awesome, thank you,
 10 Ms. Henn. So my question is about the riding
 11 assistants. When I was doing my tour at the bus
 12 lots I learned that riding assistants are being
 13 paid similar to bus drivers even though they are
 14 actively doing the job of bus drivers right now
 15 while doing a lot of their duties. So my
 16 question is, what's the possibility for
 17 increasing the wages for our riding assistants?
 18 DR. GRIM: So that's an active point of
 19 discussion between myself and my staff and human
 20 resources. We've worked with a number of staff
 21 in position management and through Ms. Anderson's

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1 office to look at what that would mean and how
 2 that would work moving forward.
 3 MR. THOMAS: Okay, thank you.
 4 DR. GRIM: And the whole scale is being
 5 looked at.
 6 MR. THOMAS: Awesome, thank you. And my
 7 other question -- well, I guess, never mind. I
 8 was going to ask about later start times but I
 9 don't think it's relevant to the budget, so I'll
 10 hold that. Thank you.
 11 CHAIRWOMAN HENN: Thank you. Any other
 12 transportation questions, board members? Hearing
 13 none, thank you all.
 14 The next item on the agenda is
 15 unfinished business, consideration of board
 16 policy, and for that I call on the policy review
 17 committee chair, Ms. Rowe.
 18 MS. ROWE: Members of the Board, the
 19 policy review committee asks that the Board
 20 accept the committee's recommendation to amend
 21 the following board policy, 7330, facilities and

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1 construction, financing of capital projects
 2 funded by private donations. This recommendation
 3 is presented to you on tonight's agenda as
 4 Exhibit M.
 5 CHAIRWOMAN HENN: Do I have a motion to
 6 adopt the recommendation of the Board's policy
 7 review committee?
 8 MR. THOMAS: So moved, Thomas.
 9 CHAIRWOMAN HENN: No recommendation is
 10 needed since the recommendation comes from the
 11 committee. Is there any discussion? Ms. Causey.
 12 MS. CAUSEY: Madam Chair, I was going to
 13 add an amendment to it but in the interest of
 14 time I would request that we just postpone it
 15 until the next meeting.
 16 CHAIRWOMAN HENN: There is a motion on
 17 the floor so we need to process that motion
 18 first. Is there any other discussion? May I
 19 have a rollcall vote? This is on Mr. Thomas'
 20 motion which we need to process.
 21 (Inaudible discussion.)

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1 MS. CAUSEY: So if people want to
 2 postpone it to the next meeting, just vote no to
 3 this, and then I can make a separate motion.
 4 CHAIRWOMAN HENN: Okay. So proceed with
 5 the motion?
 6 MR. BROUSAIDES: Yes, it supersedes the
 7 main motion.
 8 CHAIRWOMAN HENN: Thank you,
 9 Mr. Brousaides. So Ms. Causey made a motion
 10 to -- would you repeat your motion, Mrs. Causey?
 11 MS. CAUSEY: I make a motion to postpone
 12 this item until the next board meeting.
 13 CHAIRWOMAN HENN: Is there a second?
 14 DR. HAGER: I'll second it, Hager.
 15 CHAIRWOMAN HENN: Thank you, Dr. Hager.
 16 Any discussion? Mrs. Causey, go ahead.
 17 MS. CAUSEY: Thank you. Just in the
 18 interest of time because I was going to add
 19 amendments to it, but I think it can wait until
 20 next time.
 21 CHAIRWOMAN HENN: Okay. Any other

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1 discussion? May I have a rollcall vote?
 2 Mr. Thomas?
 3 MR. THOMAS: So if we're voting yes, the
 4 vote is to postpone it to the next meeting?
 5 CHAIRWOMAN HENN: The motion is to
 6 postpone the meeting.
 7 MR. THOMAS: Okay, thank you, I just
 8 wanted to clarify that, thank you.
 9 CHAIRWOMAN HENN: May I have a rollcall
 10 vote please?
 11 MS. GOVER: Ms. Rowe?
 12 MS. ROWE: Yes.
 13 MS. GOVER: Ms. Causey?
 14 MS. CAUSEY: Yes.
 15 MS. GOVER: Ms. Mack?
 16 MS. MACK: Yes.
 17 MS. GOVER: Mr. McMillion?
 18 MR. MCMILLION: Yes.
 19 MS. GOVER: Ms. Jose?
 20 MS. JOSE: No.
 21 MS. GOVER: Ms. Pasteur?

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1 VICE CHAIR PASTEUR: Yes.
 2 MS. GOVER: Mr. Thomas?
 3 MR. THOMAS: Yes.
 4 MS. GOVER: Mr. Offerman?
 5 MR. OFFERMAN: Yes.
 6 MS. GOVER: Ms. Scott?
 7 MS. SCOTT: No.
 8 MS. GOVER: Dr. Hager?
 9 DR. HAGER: Yes.
 10 MS. GOVER: Mr. Kuehn?
 11 MR. KUEHN: Yes.
 12 MS. GOVER: Ms. Henn?
 13 CHAIRWOMAN HENN: Yes.
 14 MS. GOVER: Thank you.
 15 CHAIRWOMAN HENN: The motion carries,
 16 thank you, so this item is postponed to the next
 17 meeting. Yes, Dr. Hager? Go ahead.
 18 DR. HAGER: About the agenda, I know
 19 we're very far behind. Is there a priority among
 20 the remaining agenda items, should someone want
 21 to make a motion to postpone?

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1 CHAIRWOMAN HENN: Would you like to make
 2 a motion?
 3 DR. HAGER: I don't know the priorities,
 4 if they're time sensitive.
 5 CHAIRWOMAN HENN: Absolutely, there are
 6 a few items that are time sensitive. I would
 7 entertain a motion to suspend a few items that
 8 are not, to postpone the -- sorry, bear with me
 9 one minute. Item N and Item R.1, which leaves
 10 R.2 which I know, Ms. Pasteur, your motion was to
 11 add it as R.1, which would leave it as R.1, the
 12 legislative update.
 13 (Inaudible discussion between
 14 Ms. Pasteur and Ms. Henn.)
 15 So that would postpone Item N and Item
 16 R.1, if you would like to make that motion.
 17 MS. ROWE: So moved.
 18 CHAIRWOMAN HENN: Okay, so Ms. Rowe made
 19 that motion to postpone Item N and Item R.1?
 20 MS. ROWE: Yes.
 21 DR. HAGER: R.1, board member comments.

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1 CHAIRWOMAN HENN: Second, Ms. Causey.
 2 The motion is to postpone Item N and Item R.1.
 3 VICE CHAIR PASTEUR: But R.1 is
 4 legislative and government --
 5 CHAIRWOMAN HENN: There was an R.1.
 6 VICE CHAIR PASTEUR: But when I made the
 7 motion I said R.1.
 8 CHAIRWOMAN HENN: Then Item R.2, board
 9 member comments, and it was seconded by
 10 Mrs. Causey. Yes, okay. Any comment or
 11 discussion? Mr. Thomas?
 12 MR. THOMAS: Thank you. I just have a
 13 problem with removing R.2 from the agenda right
 14 now, I had a few comments and a few
 15 considerations for future agenda items that I did
 16 want to discuss at today's meeting because they
 17 were relevant to the conversation today, so I
 18 move to amend and move to strike R.1, R.2 from
 19 the motion.
 20 CHAIRWOMAN HENN: Is there a second?
 21 That motion fails for lack of a second.

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1 MR. THOMAS: Thank you.
 2 CHAIRWOMAN HENN: Thank you. So the
 3 original motion is on the floor, may I have a
 4 rollcall vote please?
 5 Sure. It was moved by Ms. Rowe and
 6 seconded by Mrs. Causey.
 7 MS. GOVER: Ms. Rowe?
 8 MS. ROWE: Yes.
 9 MS. GOVER: Ms. Causey?
 10 MS. CAUSEY: Yes.
 11 MS. GOVER: Ms. Mack?
 12 MS. MACK: Yes.
 13 MS. GOVER: Mr. McMillion?
 14 MR. MCMILLION: Yes.
 15 MS. GOVER: Ms. Jose?
 16 MS. JOSE: No.
 17 MS. GOVER: Ms. Pasteur?
 18 VICE CHAIR PASTEUR: Yes.
 19 MS. GOVER: Mr. Thomas?
 20 MR. THOMAS: No.
 21 MS. GOVER: Mr. Offerman?

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1 MR. OFFERMAN: Yes.
 2 MS. GOVER: Ms. Scott?
 3 MS. SCOTT: Yes.
 4 MS. GOVER: Dr. Hager?
 5 DR. HAGER: Yes.
 6 MS. GOVER: Mr. Kuehn?
 7 MR. KUEHN: Yes.
 8 MS. GOVER: Ms. Henn?
 9 CHAIRWOMAN HENN: Yes.
 10 MS. GOVER: Thank you.
 11 CHAIRWOMAN HENN: Thank you, the motion
 12 carries. That brings the next item to the report
 13 on the northeast elementary school boundary
 14 study, and for that I call on Dr. Roberts,
 15 Mr. Dixit and Mr. Crawford. Good evening.
 16 DR. ROBERTS: So good evening, Chair
 17 Henn, Vice Chair Pasteur, Superintendent Williams
 18 and members of the Board. This evening we bring
 19 forward for your consideration the committee
 20 recommendation for the new northeast elementary
 21 school boundary change. Joining me this evening

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1 is Mr. Pete Dixit, Mr. Matthew Crawford from
 2 Crawford GIS, and Mr. Paul Taylor. Next slide
 3 please.
 4 MR. DIXIT: Thank you. Good evening
 5 again. As part of the \$1.3 billion Schools for
 6 our Future capital plan, BCPS proposed four
 7 elementary school projects in the northeast area.
 8 This past spring Dr. Williams initiated a
 9 boundary study process for the last of these two
 10 capital projects. Next slide please.
 11 The new Red House Run Elementary is
 12 scheduled to open in January 2024 and the new
 13 northeast elementary school is scheduled to open
 14 in August 2022, will add another 1,024 seats to
 15 the area. Eight northeast area schools
 16 participated in this boundary process to relieve
 17 or reduce overcrowding in seven of these schools.
 18 Dr. Roberts?
 19 DR. ROBERTS: Next slide please. The
 20 boundary process followed Board Policy and
 21 Superintendent's Rule 1280. It was facilitated

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1 by Mr. Matthew Crawford of Crawford GIS. Each
 2 school participating in the study established a
 3 committee comprised of the school's principal,
 4 two teachers and two community members, inclusive
 5 of the school's PTA president. Principals fully
 6 participated in the study but were not voting
 7 members of their respective committees, only
 8 teachers and community members of each school's
 9 committee were voting members. Also included as
 10 a voting member was the chair of the Northeast
 11 Area Education Advisory Council, representing the
 12 interests of the entire region. Next slide
 13 please.

14 In order to make the best and most
 15 efficient use of this added student capacity and
 16 in accordance with Board of Education Policy
 17 1280, Dr. Williams approved the initiation of a
 18 boundary change which contained four phases. The
 19 first phase began with planning from July to
 20 August 2021. The boundary study was then held
 21 from September through December of 2021.

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1 Mr. Crawford will soon share the details of how
 2 these meetings were conducted with all COVID
 3 mitigation practices in place. The boundary
 4 study committee met five times in this period to
 5 formulate and review various boundary change
 6 options. With a quorum of the committee members
 7 present, the committee decided that the sixth
 8 scheduled meeting would not be needed because
 9 they felt prepared to vote and move forward with
 10 the recommendation at their fifth meeting on
 11 December 1st, 2021. The next phase of this
 12 process continues this evening with the
 13 committee's recommendation being presented for
 14 the Board's initial review, then further
 15 community input, and a vote scheduled by the
 16 Board of Education on March 8th, 2022. Through
 17 the boundary study, BCPS supports a process that
 18 fully engages the community and shares
 19 information about the process as it unfolds with
 20 all stakeholders. Next slide please.

21 Eight existing northeast elementary

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1 schools participated in the boundary process to
 2 relieve or reduce overcrowding in seven of those
 3 schools. This slide outlines the seven schools
 4 that participated in the boundary study for the
 5 new northeast and Red House Run elementary
 6 schools. Also in support of the boundary process
 7 were BCPS cross-divisional staff from the
 8 Division of School Support and Achievement,
 9 Division of Curriculum and Instruction, Division
 10 of Business Services, Division of School Climate
 11 and Safety, Division of Human Resources, and
 12 Division of Research, Accountability and
 13 Assessment. Next slide please.

14 The four northeast capital projects are
 15 designed to improve and increase student capacity
 16 and help relieve overcrowding in the area. Two
 17 projects already completed, Victory Villa and
 18 Honeygo elementary schools, have already
 19 increased capacity in the area by 1,134 seats.
 20 Four elementary schools from these earlier
 21 boundary studies participated in this most recent

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1 boundary study for the new northeast elementary
 2 school. However, community members understood
 3 and were very cognizant of adhering to Board
 4 Policy and Superintendent's Rule 1280 regarding
 5 inclusion of planning blocks that were included
 6 in the previous boundary study in 2017. I'm here
 7 to share with you the boundary process and the
 8 boundary committee's recommendation through
 9 Mr. Matthew Crawford of Crawford GIS. Next slide
 10 please.

11 MR. CRAWFORD: Thank you, Dr. Roberts,
 12 Chair Henn, members of the Board, Dr. Williams,
 13 thank you for the opportunity to present to you
 14 tonight. I'm Matthew Crawford with Crawford GIS
 15 Consulting and as Dr. Roberts said, I was the
 16 consultant facilitating the work of the committee
 17 as they worked in evaluating boundary options and
 18 leading to a recommendation. I have been working
 19 with this district for about 15 years on dozens
 20 of projects and I see some familiar faces on the
 21 Board and then other new faces, so it's nice to

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1 meet everybody.

2 The objective of this study is to

3 basically have a community-based process that's

4 open and transparent to meet some key objectives,

5 and those objectives were to reduce overcrowding

6 in the region, to create viable and successful

7 boundaries, to effectively utilize the new added

8 capacity to the region as well, with the

9 construction of new elementary school, as well as

10 the reconstruction and enlarged capacity for Red

11 House Run Elementary. We were also tasked to

12 support the diversity among the schools to

13 reflect the diversity of the school system and

14 the region, so those were our key objectives.

15 Next slide please.

16 So as we worked through with the

17 committee to evaluate options, we always looked

18 at Rule 1280 and always guided the committee to

19 make informed decisions that best adhere to these

20 rules, and these rules are to make efficient use

21 of capacity in all affected schools, to maintain

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1 or increase diversity in the schools that reflect

2 the diversity of the region and the school

3 system. Next slide please.

4 And there's other considerations per

5 Rule 1280 to maintain the continuity of

6 neighborhoods, so as you look at moving zone

7 lines around and trying to reconfigure the lines

8 to account for the new school, to make sure that

9 we don't draw the lines down the middle of

10 residential neighborhoods or residential streets,

11 if a neighborhood or community needs to move,

12 that they move together and not split it in half

13 and things like that. The impact to

14 transportation and pedestrian patterns of the

15 students were looked at and studied to make sure

16 that we could insure walkability as much as

17 possible, and efficient transportation. Minimize

18 the number of times any individual students are

19 reassigned, so we were mindful of the prior

20 boundary change that happened in the area and did

21 not, insured that we did not impact any students

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1 who had already been moved as per the prior

2 study. Long-term enrollment, capacity trends and

3 future capital plans were looked at and data and

4 information was provided to committee members for

5 that, for their information. Location of feeder

6 school boundaries and continuity of feeder

7 patterns, so this committee was focused on

8 elementary schools only but we were giving them

9 information on middle and high school zones in

10 terms of how those, an elementary school may be

11 split to a middle school, and so that was

12 information. Although we weren't making changes

13 or recommendations to a middle or high school

14 boundary, we wanted to be mindful of the impact

15 on the feeder patterns. And then phasing in the

16 boundary changes by grade level for high schools,

17 and that doesn't apply here because we were

18 focused solely on elementary school students.

19 Next slide please.

20 Additional considerations that we like

21 to look at and best practices when we do this

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1 kind of work across the country are geographic

2 features such as railroads, creeks and major

3 highways as guides for drawing the lines as long

4 as possible, and then to eliminate existing

5 satellite boundaries. In this region, in this

6 study there were several satellite areas. A

7 satellite area is a geographic area that's

8 separate from the main boundary for a school, so

9 you have, we call it satellites or enclaves, and

10 if you look on the slide you see on the bottom

11 left in the southwest corner of the study area,

12 there were a couple of large satellite areas that

13 are not connected to the main zone, and our

14 recommendation does eliminate these satellites

15 and provide a closer commute to those

16 communities. Next slide please.

17 So the committee was a broad based group

18 made up of representatives from within this area.

19 Each school community had representation. There

20 were 33 members total, 25 of the 33 were voting

21 members. We had eight principals on the

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1 committee and those principals serve as advisory
 2 and help enable discussion, give us information,
 3 but they are not voting members. Eight teacher
 4 and staff representatives were on the committee,
 5 and we had 16 parents, two parents from each
 6 school on the committee giving us input and
 7 guidance as we evaluate the options, and then one
 8 area educational advisory council representative.
 9 We always asked these community members that even
 10 though they are passionate about their schools
 11 and their communities that they focus on what's
 12 best for all children in the study area, and they
 13 suspend those parochial interests and what's best
 14 for their child to focus most on what's best for
 15 all children in the entire area even if it may
 16 impact them. We asked the committee to be
 17 available to attend all meetings, and we had five
 18 meetings between September and December to
 19 deliberate on options. This group did a really
 20 good job of working together, I was really
 21 pleased with their collaborative work in thinking

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1 holistically about the entire area as they worked
 2 through options in developing the plan. And then
 3 ultimately, the committee was bringing forth the
 4 recommendation that's presented here to you
 5 tonight via the community superintendent. Next
 6 slide please.
 7 In terms of public participation and
 8 input, we, there was a lot of work done at the
 9 prior, at the pre, prior to the actual boundary
 10 study process starting just to inform people
 11 about what's happening and why there's a need to
 12 do a boundary study in this area. So letters
 13 were sent to all families in May regarding the
 14 change process to give them an understanding of
 15 how they could participate, and there was
 16 additional outreach with schools throughout the
 17 process. The public was invited to attend all
 18 committee meetings virtually, we did not have
 19 people there in person in terms of the public
 20 observers like we have in the past, but they were
 21 welcome to participate virtually and there was a

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1 good effort put forth to enable that for the
 2 public. All meetings were live streamed on the
 3 BCPS website so people could go on there and
 4 watch, and then all of those meetings were
 5 recorded and they could all, you can go back and
 6 see any meeting that's on line or that was held
 7 on line right now on the BCPS web page.
 8 And then all the materials that we
 9 shared with the committee, every time we'd take a
 10 packet of information to the committee at a
 11 meeting, we made sure that all that material was
 12 posted on line so that any member of the public
 13 could download and print that and follow along
 14 the process just as if they were a committee
 15 members themselves. Next slide please.
 16 The public was invited to provide input
 17 throughout the process via email, we'd give them
 18 an email address if they preferred that, there
 19 was an online comment form so they could just go
 20 in and type a comment, and then we also had
 21 surveys before the public information session.

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1 Translators were made available at the public
 2 information session upon request, and then the
 3 committee did hold a public information session
 4 meeting. That meeting was, the committee was
 5 present with myself at that public information
 6 session but the public was invited to participate
 7 virtually in that process. We had, after that
 8 public information session we had a survey as an
 9 additional method to get more input, and we had
 10 228 total respondents to the survey to give us
 11 input regarding the options that were being
 12 considered and it was provided in multiple
 13 languages. Next slide please.
 14 So as a whole the committee considered
 15 six total options. They reviewed and discussed
 16 as a group, they really, like I said, worked in
 17 small group settings and then they worked
 18 individually and then they, you know, a lot of
 19 open discussion and it was very, it was a good
 20 dynamic, and there was a good vibe in the
 21 committee meetings with the group and working

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1 together to try to provide a recommendation here.
 2 They recognized that draft option two
 3 satisfied the most boundary study considerations.
 4 Although no plan is perfect, they did have, they
 5 had some heartburn, there's just always something
 6 with a plan that you wish you could make better,
 7 but they felt like option two was the one that
 8 best, that satisfied the most, the considerations
 9 the most. But we did present two options at the
 10 public information session to get additional
 11 feedback from the public through that process and
 12 as I said, we surveyed them. Next slide please.
 13 So these are some slides just to show
 14 the current boundaries and then the option, so
 15 this shows you the current boundary and you will
 16 note that the large yellow zone inside, on the
 17 map is actually, the new northeast area
 18 elementary school is within that zone. And if
 19 you go to the next slide, you will see that much
 20 of that area turns to a tan color and that
 21 represents the boundary for the new northeast

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1 elementary school in this particular option.
 2 You'll also notice that in the bottom left, those
 3 enclaves or satellite areas are no longer there
 4 and it's more of a clean look in terms of the
 5 boundary looks clean but it also equates to a
 6 more efficient means of getting kids to school
 7 closer to home, more efficient transportation,
 8 adhering to all those rules that we were talking
 9 about.
 10 And if you go to the next slide, you'll
 11 see that this is option two, this is slightly
 12 different from option one. There was, we were
 13 going back and forth and these were the two
 14 options we felt were the best to bring to the
 15 public, and other options were considered and
 16 looked at, but these were the two that they best
 17 felt wanted to, that they carried forth to the
 18 public. And if you'd go to the next slide?
 19 The committee recommended option two at
 20 their fifth meeting. There was, it was,
 21 December 1st we got to that fifth meeting and

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1 when we were getting towards the end the
 2 committee was, you know, running out of ideas and
 3 options and things to move boundaries around.
 4 And so as we started getting closer to the end,
 5 we could see that they were starting to get to a
 6 good resolution and feeling like they were ready
 7 for a recommendation. And so we told them to be
 8 prepared at that, if we don't have a lot of new
 9 changes or edits to be prepared to vote at the
 10 December 1st meeting if they felt they were
 11 ready. And so, and they did indeed, were ready
 12 to vote at that December 1st meeting, we had
 13 consensus on that, we built consensus on that,
 14 and they voted. And of the 18 people, voting
 15 members who were present we had, 13 voted for
 16 option two and five voted for option one, and
 17 then, which led us to option two being the
 18 recommendation.
 19 There were some discussion at that last
 20 meeting about option one, people liked, some of
 21 the committee members who voted for option one

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1 liked, the option one provided a little bit more
 2 relief to Vincent Farm than option two, although
 3 both options did a very good job of providing
 4 capacity relief across the board and adhering to
 5 our objectives. But option two was the one that
 6 ended up getting the most votes and it is
 7 therefor the recommendation. Next slide please.
 8 And this is the map and when you look at
 9 this map you'll see the black outlines to show
 10 you the current zone boundaries, and then the
 11 background color is the recommendation. So you
 12 can kind of see how the boundaries shifted and
 13 how we, the committee did provide relief to all
 14 the schools in this area and did a really good
 15 job of doing that. It's an exciting time for
 16 this area, they're getting all this new capacity,
 17 and much needed capacity really, for the schools
 18 in this area. Next slide please.
 19 And these are just some statistics, I'm
 20 not going to go into detail on these, but these
 21 are basically the data and information that the

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1 committee was looking at as they evaluated
 2 options from start to finish. So we were looking
 3 at the state rated capacity of the buildings, the
 4 current utilization, how many kids are coming
 5 into a zone from out of zone and those types of
 6 statistics. And you'll see that, one key thing
 7 with this is if you look at the orange colored
 8 cells, you'll see the percent of utilization of
 9 the schools before the new schools come on line,
 10 and then in the recommendation you can see how
 11 the balance of utilization is across all of the
 12 schools in the study area, a very good balance of
 13 utilization and equitable solution here as part
 14 of this recommendation. Next slide please.

15 We also evaluated demographics of the
 16 schools, were looking at several different
 17 demographic characteristics of the schools both
 18 current and for each option, to determine what
 19 the impact would be on demographics of the
 20 schools, and so that was also part of our
 21 analysis. Next slide please.

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1 Number of students impacted, so we were
 2 calculating for each option how many kids were we
 3 moving as we worked through an option, and trying
 4 to minimize the impact while adhering to the
 5 rules and considerations. And so I think it's
 6 really a testament to the process in that we
 7 moved about 913 students, and that's with
 8 building, populating a brand new school. So
 9 that's very good work in terms of accomplishing,
 10 getting the job done and moving as few students
 11 as possible. Next slide please.

12 And we were looking at feeder patterns,
 13 we were talking about the impact on feeders from
 14 elementary to middle and how they're split, and
 15 so that was a part of the data that was being
 16 evaluated as all options were being considered
 17 for recommendation. Next slide.

18 And then the walk zones, we did have
 19 some prior versions that had some students moving
 20 out of a walkable situation. The committee
 21 really pushed back on that and we worked to

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1 modify the zones and the options to insure that
 2 any student who's currently walking to school can
 3 maintain that walkable status. And so this
 4 basically shows that everybody who's walking
 5 right now is still in a walkable situation with
 6 this recommendation.

7 DR. ROBERTS: Next slide please. So a
 8 three-year phased boundary implementation is
 9 proposed in coordination with the anticipated
 10 opening dates for the new northeast and Red House
 11 Run elementary schools. The new northeast
 12 elementary school will open in August of 2022; a
 13 majority of the impacted students will transition
 14 at this time. The impacted schools are shown in
 15 green on this chart and map.

16 The completion of Red House Run
 17 Elementary is anticipated in January 2024. At
 18 that time existing Red House Run students
 19 currently housed at the Rosedale Center will move
 20 to the newly constructed school as shown in
 21 yellow on this map.

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1 And lastly, phase three will occur in
 2 August 2024. At this time the remaining boundary
 3 changes will be implemented, shown in orange.
 4 This includes students residing in the current
 5 Elmwood satellite area to Red House Run, and a
 6 neighborhood from Shady Spring Elementary to
 7 Elmwood. These students will remain at Elmwood
 8 and Shady Spring elementary schools through June
 9 2024 and then begin the 2024-2025 school year to
 10 avoid any midyear transitions for these two
 11 groups of students.

12 Information on the implementation plan
 13 will be shared once the boundary plan is approved
 14 by the Board of Education and communication will
 15 commence to principals, staff and families in
 16 spring of 2022. Next slide please.

17 With respect to next steps, the Board
 18 will host a public hearing on the proposed
 19 boundary recommendation, a virtual boundary
 20 recommendation hearing on February 16th, 2022 at
 21 6:30 p.m. to gather additional public comment.

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1 The Board of Education is then scheduled to vote
 2 on the boundary for the new northeast elementary
 3 school at its March 8th, 2022 meeting. Also, the
 4 naming recommendation and process for the school
 5 will be presented later this evening, with public
 6 input on the new name scheduled for the
 7 February 22nd, 2022 board meeting and subsequent
 8 vote by the Board on March 8th, 2022.

9 I'd like to take this opportunity to
 10 recognize and thank all of our committee members,
 11 especially our principals who assisted in
 12 facilitating and leading their respective school
 13 boundary committees through this process. If
 14 you'll indulge me for a moment by name, Mr. Jeff
 15 Hogan at Elmwood Elementary School, Ms. Candace
 16 Winterson from Fullerton Elementary, Ms. Latonya
 17 Belser from Joppa View Elementary, Ms. Laurie
 18 Kourtesis from McCormick Elementary, Mr. Kevin
 19 Jennings from the new northeast elementary,
 20 Ms. Misty Thompson from Perry Hall Elementary
 21 School, Mr. John Noonan, Shady Spring Elementary

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1 School, Mr. Steve Bender from Vincent Farm
 2 Elementary School, and Ms. Leah Scarafille from
 3 Red House Run Elementary School. Next slide
 4 please.

5 And that concludes our presentation and
 6 recommendation for the boundaries for the new
 7 northeast elementary school. Thank you.

8 CHAIRWOMAN HENN: Thank you very much.
 9 Board members, questions? Dr. Hager?

10 DR. HAGER: I don't know if I'll be able
 11 to ask, I'm so tired, but I do have a question.
 12 Thank you for the presentation. My family was
 13 redistricted so I look through this as a parent
 14 with children, and I get the idea that minimizing
 15 impact is a good thing in the big picture idea,
 16 but that also means only a handful of kids get
 17 moved around. And you know, you may end up
 18 having one child get moved from third grade in
 19 one school to another. So is that really the
 20 best practice, to kind of minimize it like that?
 21 I'm looking at Shady Spring Elementary School

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1 where only 16 kids will move and it will still be
 2 at 97 percent capacity. That just seems like an
 3 odd, and you guys are the experts but I'd just
 4 ask.

5 MR. CRAWFORD: Yes, we are mindful in
 6 those impact tables you see, we are counting how
 7 many students are moved from one school to
 8 another, and we are mindful of small numbers, we
 9 want to try to avoid small numbers of students
 10 moving from one school to another. But with that
 11 said, we do have to look at a lot of the other
 12 factors, and so it's something that we do examine
 13 and we try to minimize, but then there are other
 14 times where it's not avoidable as it relates to
 15 the big picture of all the factors that we're
 16 looking at.

17 DR. HAGER: And there was a very
 18 generous grandfathering policy in effect when my
 19 children were redistricted where if you had a
 20 sibling you could stay. Is that the case across
 21 the board in Baltimore County?

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1 DR. ROBERTS: Fourth and fifth graders
 2 will be able to stay.

3 DR. HAGER: And then are some children
 4 transferred to the one new school in January when
 5 it's built, is that what you were saying,
 6 midyear?

7 DR. ROBERTS: So in the phases, right.
 8 So Red House Run opens in January 2024, so all of
 9 the current Red House Run students who are in the
 10 old Rosedale Center will move in January 2024.
 11 The third phase covers Elmwood, a small pocket of
 12 Elmwood Elementary students and Shady Spring
 13 Elementary students. The committee felt, we
 14 didn't feel that moving those students in
 15 January, pulling them out of Elmwood or Shady
 16 Spring would be in their best interests, so we
 17 just let them finish with their friends and their
 18 community at their current schools, Elmwood and
 19 Shady Spring, and then they would move over to
 20 their new schools the following year.

21 DR. HAGER: Okay, thank you.

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1 CHAIRWOMAN HENN: Thank you. Ms. Jose?
 2 MS. JOSE: Thank you, Dr. Roberts and
 3 Mr. Dixit. So my question is, and I, Honeygo
 4 Elementary and Chapel Hill Elementary Schools are
 5 not included because they just went through a
 6 redistricting. Wasn't Perry Hall Elementary
 7 School part of the redistricting for Honeygo and
 8 Chapel Hill as well, but they're included in
 9 this.
 10 Question number two is, you talked about
 11 keeping natural boundaries and highways, and yet
 12 you have northeast elementary crossing 95, and
 13 you could have easily extended Shady Spring up.
 14 And I know I'm asking a lot of
 15 questions. Number three is the diversity, it
 16 doesn't change significantly, and my kids attend
 17 Honeygo and Chapel Hill, and I've seen the
 18 diversity there based on around 40 percent. And
 19 I read a recent study by the Urban Institute that
 20 stated segregation and race, especially for brown
 21 and black children, are endorsed through

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1 persistent policies, and I see that here because
 2 I live here and am speaking from firsthand
 3 experience. What kind of diversity index was
 4 used, and I understand Honeygo was not used
 5 because it was redistricted, but to use Perry
 6 Hall Elementary School, which I reckon has a
 7 large FARMS population, that's why it was used,
 8 and I'm actually speaking because I wasn't a part
 9 of the study anyway, but what do you speak to
 10 that about keeping, just making our schools more
 11 diverse and it's not, because Chapel Hill and
 12 Honeygo where my kids go is not as diverse as you
 13 come down to Vincent Farm or Joppa View even,
 14 which is literally a mile down from where I live.
 15 DR. ROBERTS: So I can address the first
 16 question, Ms. Jose, which may address part of the
 17 third question around equity. And so first I
 18 want to mention that we did have staff from the
 19 Office of Equity and Cultural Proficiency as well
 20 and I neglected to include them in the list of
 21 cross-divisional staff, so they were there,

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1 Mr. Lewis was there, who was the east zone OCD
 2 representative.
 3 That being said, going back to Honeygo,
 4 when the Honeygo boundary was done, the
 5 communities, the Perry Hall Elementary community,
 6 the Joppa View Elementary community, as well as
 7 Chapel Hill, they knew that school was coming, so
 8 we were very forthright with the Honeygo
 9 community in that boundary study to say this
 10 school will be coming on line in X years down the
 11 road, I think it was 2017-18 when we were doing
 12 the Honeygo boundary. So when we looked at the
 13 planning blocks, the committee looked at the
 14 planning blocks for Honeygo, they knew and
 15 anticipated knowing where the new northeast was
 16 going to go that there were certain planning
 17 blocks that they weren't going to, so they didn't
 18 want to touch the same students twice.
 19 So the committee specifically compared
 20 all the schools that you mentioned. There were
 21 sections within those feeder patterns that the

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1 committee didn't look at, because they knew they
 2 were going to be wrapped into Perry Hall. So
 3 with Honeygo and Perry Hall elementary
 4 specifically we didn't see a whole lot of relief,
 5 as well as Joppa View, because they knew the new
 6 northeast was coming, which was more over to the
 7 east side, so the White Marsh where it is. So
 8 that could address the first part of your
 9 question, but also a little bit of your third
 10 part, because those planning blocks were left for
 11 this school, and those were the schools and those
 12 were the planning blocks that would ultimately be
 13 impacted that you see here.
 14 MS. JOSE: So there were not a lot of
 15 parents that also participated, it's only 33, or
 16 16 parents from each school, but didn't Joppa
 17 View and Perry Hall go through two boundary
 18 studies because of Honeygo in the past three
 19 years, correct?
 20 DR. ROBERTS: Correct.
 21 MS. JOSE: So how is it fair to those

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1 children that they went through two boundary
 2 processes but you eliminated Honeygo and Chapel
 3 Hill, and I shouldn't complain because that's my
 4 schools, but I'm also going to talk, and some of
 5 it may be beyond this Board, so if you think
 6 racial segregation hasn't existed in this
 7 country, be honest. It has to be addressed and
 8 my reason for addressing it is that I'm going to
 9 address it because I feel comfortable and my kids
 10 go there, so I'm going to call out, what I see is
 11 segregation and it's happening because we have
 12 policies that have been in place for hundreds of
 13 years that help perpetuate the racial divide.
 14 And also, economically disadvantaged kids that I
 15 see that are all down south, and we have to do
 16 something as a board. Thank you.

17 CHAIRWOMAN HENN: Thank you, Ms. Jose.
 18 I have a few questions. Good evening, and thank
 19 you for the presentation, I really do appreciate
 20 it. This is one process I just think is
 21 exceptional so I just have to give you all the

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1 praise in the world, I think you do a fabulous
 2 job with this each time and I always reassure the
 3 communities, and this is my community, that each
 4 time you go through it, it doesn't matter where
 5 it is, that Mr. Crawford does a fantastic job
 6 with this, so thank you, and I applaud the job
 7 you've done and I think that the testament to
 8 that speaks here with the community and the fact
 9 that you got it done within five meetings and
 10 didn't need the sixth just speaks to that, so
 11 thank you.

12 The questions I have, I have a few
 13 questions about that. One has to do with the
 14 fifth meeting voting. Can you speak to the
 15 representation of the members that voted? You
 16 said there was a quorum at that that voted on the
 17 final recommendation. Do you know offhand if
 18 there was a representation of all schools that
 19 were participating in that quorum, that voted on
 20 the final?
 21 DR. ROBERTS: To my understanding there

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1 was. We'd have to go back and look specifically
 2 at the minutes to see which schools, but my
 3 understanding was that each school was involved,
 4 each school had representation there, but we knew
 5 we were missing about six members.

6 CHAIRWOMAN HENN: Okay. So were there
 7 any concerns about the final outcome in terms of
 8 I didn't attend, you didn't hold the sixth
 9 meeting, so my voice wasn't heard?

10 DR. ROBERTS: No. So as Mr. Crawford
 11 mentioned, they knew ahead of time. So the
 12 fourth meeting that Mr. Crawford mentioned, they
 13 were given that heads up and they actually
 14 discussed it among themselves, we are pretty
 15 confident, we don't anticipate major changes
 16 coming to the fifth meeting let alone the sixth
 17 meeting, so all those folks who were there on the
 18 fourth knew that come December 1st they were
 19 going to have that potential opportunity to vote,
 20 so no, and subsequent to the vote there were no
 21 emails or no communication that we received with

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1 any questions around that.

2 CHAIRWOMAN HENN: Okay. It's been very
 3 quiet on my end and that's always a good sign
 4 that folks are pretty happy, they could have been
 5 involved, there have been plenty of opportunities
 6 for public input as there always are, which is
 7 fantastic.

8 So one concern, and this is really the
 9 one concern that was raised so I'm going to ask
 10 about it because I'm curious to know, was from a
 11 family that said their final assignment, there
 12 were three schools closer, and I know in Perry
 13 Hall the schools are so close in proximity that
 14 that wasn't hard to believe, but is that
 15 something that's reasonable to expect because of
 16 the proximity of the schools, that you could see
 17 that would be a likely outcome, and how would you
 18 respond?

19 MR. CRAWFORD: I would have to know more
 20 of where they were, where they're living in terms
 21 of, to give a good understanding if there were

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1 three schools closer to where they're being
 2 assigned. I know that there are limitations to
 3 the number of seats in certain schools as we
 4 worked to draw the lines, and we certainly tried
 5 to provide, get kids as close to their home as
 6 possible, and so -- and I know that there's a lot
 7 of difference in density in communities versus
 8 where the schools are, and so I would just, I
 9 would have to know a little bit more on where
 10 they were coming from to get an understanding of
 11 why that may be the case if that was the case,
 12 but it was something that was studied heavily to
 13 try to get, you know, students as close to their
 14 home as possible, and it was discussed heavily at
 15 all of the meetings by the committee members.
 16 CHAIRWOMAN HENN: Sure. Also, you
 17 mentioned and I noticed in the -- well, that's
 18 time. Maybe I can email my remaining questions.
 19 Thank you. Other board members? Mr. Thomas.
 20 MR. THOMAS: Thank you, Ms. Henn. Thank
 21 you for this presentation and for the dedication

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1 and the involvement of the committee. Going back
 2 to what Ms. Jose mentioned about the diversity
 3 and making sure that our schools are diverse,
 4 slide nine says maintaining or increasing
 5 diversity among schools to insure diversity with
 6 other regions in the school system. So besides
 7 having the equity office kind of being a part of
 8 the process, what other factors were put into
 9 place to insure that these schools are diverse,
 10 that we're being equitable in distribution?
 11 DR. ROBERTS: One thing I could offer,
 12 Mr. Thomas, and Mr. Crawford may certainly chime
 13 in as well, was the equity data was in front of
 14 the committee from day one. So if you look back
 15 on the minutes and the videos of the meetings
 16 what you'll see on the periphery of the cafeteria
 17 at Middle River were all the maps and all the
 18 data. Every meeting they received a packet of
 19 about two dozen to three dozen pages of
 20 information, or charts, of data maps, of feeder
 21 maps. Inclusive of that were equity data points,

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1 demographic data points.
 2 So what you would hear when you go
 3 around the discussion when our team started going
 4 around were conversations and questions similar
 5 to what Ms. Jose offered and what you're
 6 offering, in terms of if we move this planning
 7 block, how is that going to impact. I can
 8 remember one specific meeting where they would
 9 ask Mr. Crawford, they would ask his assistant or
 10 his team members, how would this impact whatever
 11 demographic they were looking at or discussing.
 12 And because this was made up of parents, PTA
 13 members and principals, the principals were a
 14 great resource of being able to discuss the
 15 demographics of not only their school but
 16 particularly of their region.
 17 We were fortunate in this boundary study
 18 where many of the principals were veteran
 19 principals to this area and to their school, in
 20 some cases over ten years, so they had a lot of
 21 history of being able to really digest and

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1 support their committee and the committee as a
 2 whole around a lot of the questions you're having
 3 around equity, to make sure that there was
 4 balance. So the short answer is, much data was
 5 put in front of them to ask, and then the
 6 resources were provided to help unpack the
 7 questions that they had.
 8 MR. THOMAS: Okay. So were they like
 9 constantly, you know, told to look with an equity
 10 lens on the issues, was it a constant push?
 11 Okay, thank you.
 12 When I was looking at the members of the
 13 committee, I was wondering why weren't some of
 14 the high school students, from these high schools
 15 that they're feeder schools into, Perry Hall High
 16 School, these areas, involved in that process?
 17 They could have been nonvoting members, but why
 18 didn't you have students involved in this process
 19 since they were the ones who were in those
 20 schools and kind of had their experiences in
 21 those schools and the overcrowding in those

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1 school?

2 DR. ROBERTS: So one way I would answer

3 that is, as Mr. Crawford mentioned, this is

4 really focused on elementary, so we weren't

5 focused on the feeder pattern to middle or high

6 school. So when we focus on the elementary

7 boundary change or boundary process, then the

8 focus is on the elementary students. So it isn't

9 a natural extension to invite high school

10 students, but certainly that's something that

11 moving forward, certainly something I could do.

12 There's no policy or rule.

13 MR. THOMAS: Yeah, I think we should

14 include more students in the process of

15 reorganizing, and I especially, you know, I

16 recently did a project in my literature class

17 about redlining and the impact it has on school

18 boundaries, so I hoped there would be more

19 student representation along with the parents and

20 the other adults in the room. But thank you for

21 your explanation of how the equity lens was

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1 applied in the committee as well.

2 CHAIRWOMAN HENN: Ms. Causey?

3 Microphone?

4 MS. CAUSEY: We need some more

5 marshmallows, thanks.

6 Thank you, Dr. Roberts, thank you,

7 Mr. Crawford, Mr. Dixit. So I appreciate all the

8 work that's gone into it, we've seen this process

9 multiple times, which is for the majority, the

10 vast majority a very beneficial process because

11 we are talking about students going from crowded

12 scenarios into newer schools, brand new schools,

13 and/or having their own school at a reasonable

14 capacity, so I appreciate that.

15 Now I did also have a question about

16 that fifth meeting and not the sixth meeting.

17 Did you say there's 33 members of the committee

18 but ten are teachers that couldn't vote?

19 DR. ROBERTS: Principals that can't

20 vote. So 25, 33 total members minus eight

21 principals, so 25 voting members. That's

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1 inclusive also of Ms. Stith, who is the chair of

2 the board of Northeast Advisory Council.

3 MS. CAUSEY: Okay, great. And so there

4 hasn't been commentary or feedback of anyone

5 disgruntled with the process?

6 DR. ROBERTS: No.

7 MS. CAUSEY: Okay, that's great. And I

8 do know that Policy 1280 has, we are trying to

9 improve every aspect of the program of education,

10 opportunity and to support diversity, inclusion,

11 and really just try and make the situation as

12 best we can for all the students and their

13 families.

14 I did have a question related to taking

15 into consideration any future developments that

16 are in that area. It just seems like

17 whack-a-mole, you know, you open a school and

18 then it's overcrowded, so I'm just curious how

19 that factored into the planning block and the

20 decisions that were made.

21 MR. CRAWFORD: Sure. We did map out and

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1 identify future developments that are existing

2 and planned developments to give them an

3 understanding of where they are and what's in the

4 pipeline and things like that, and so it was

5 discussed by them, and we always tell them to try

6 to be proactive if you can, and if you can give a

7 school a little more space to be able to grow

8 into more development, do so, but -- and they did

9 do that as best as they could, you know, without

10 not giving another school as much relief as they

11 needed. So even with the new schools on line,

12 they're still running close to, you know, a

13 hundred percent. This district works very

14 conservatively in terms of your space and so, you

15 know, if you're starting at 115 percent over

16 capacity, with the new capacity on line brought

17 you down below a hundred, so we didn't have a

18 whole lot of wiggle room to give a school a lot

19 of space to enable new growth. And that growth

20 was scattered about too, it wasn't all

21 concentrated in one school, so you know, they

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1 looked at it and discussed it as they worked
 2 through it.
 3 MS. CAUSEY: Thank you, and can you
 4 unpack conservative with the space, your comment?
 5 MR. CRAWFORD: We work with districts
 6 all across the country and you know, and I deal
 7 with a lot of school districts that have a lot of
 8 excess space, and Baltimore County is not one of
 9 them, Baltimore County is one of those districts
 10 that, you know, it's operating around a hundred
 11 percent utilization, it's striving to be around a
 12 hundred percent utilization. You have a very old
 13 school stock that you're working with in this
 14 county and schools are smaller and you know, a
 15 lot of schools are more, are over a hundred
 16 percent utilized in most studies that we come in
 17 and do here, most of your schools are well over a
 18 hundred percent when we go in and do a boundary
 19 change study, so that's what I was referring to.
 20 MS. CAUSEY: Okay, thank you. In
 21 December the Board voted to add to our

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1 legislative priorities the local consideration
 2 for continued work on the implementation of the
 3 adequate public facilities ordinance. Was that
 4 brought up in any of the boundary studies in
 5 terms of what the future of overcrowding would
 6 be?
 7 DR. ROBERTS: I don't think, Ms. Causey,
 8 any more than what Mr. Crawford just mentioned.
 9 So there were questions around particularly some
 10 schools that are focused on new development, so
 11 that was really the extent. I don't remember
 12 having anybody specifically mentioning that
 13 study, it was more just related to what
 14 Mr. Crawford mentioned.
 15 MS. CAUSEY: Thank you.
 16 CHAIRWOMAN HENN: Thank you. Any other
 17 questions, board members? Okay, hearing none,
 18 thank you very much, gentlemen.
 19 The next item on the agenda is the
 20 report on the flame of the new northeast
 21 elementary school and for that I call on

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1 Dr. Roberts.
 2 DR. ROBERTS: Thank you. So good
 3 evening again, Chair Henn, Vice Chair Pasteur,
 4 Superintendent Williams and members of the Board
 5 of Education. This evening I bring forward for
 6 your consideration the community recommendation
 7 for the naming of the new northeast elementary
 8 school. As part of the \$1.3 billion capital
 9 plan, Schools for our Future, BCPS is scheduled
 10 to open its newest elementary school in the
 11 northeast area. This new school will add 725
 12 seats to the area to support increased student
 13 capacity and relieve overcrowding in the area.
 14 Next slide please.
 15 The naming of the school moves us one
 16 step closer to the opening in August 2022, and in
 17 accordance with Board of Education Policy and
 18 Rule 7520, an initial survey was issued to the
 19 community in December 2021 for the purpose of
 20 receiving suggestions for the name of the new
 21 northeast elementary school. Notification of

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1 this survey was communicated via press release
 2 and placement on the BCPS and school website for
 3 the duration of the survey window, with the top
 4 two names moving forward for a second community
 5 review or survey in January 2022.
 6 Criteria included for the naming for the
 7 School Board and community's reference, that the
 8 name should reflect the subdivision or street on
 9 which the school is located or a geographic
 10 location of the school, or a significant or
 11 distinguishable landmark or, lastly, a deceased
 12 prominent person who has made an outstanding
 13 contribution of service to Baltimore County, the
 14 state of Maryland or the United States. Next
 15 slide please.
 16 So from this initial survey, 419 votes
 17 were recorded from the community with two names
 18 identified as the most popular, Rossville
 19 Elementary School with 95 votes or 21.4 percent
 20 of the votes, and Gumspring Elementary School
 21 with 93 or 20.9 percent of the votes. The

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1 remaining 231 votes of 57.7 percent of the votes
 2 were cast for other names that may or may not
 3 have met the criteria outlined in Policy 7520.
 4 Next slide please.
 5 The final survey was issued to the
 6 community in January 2022 to solicit input on the
 7 final two school names. Again, notification of
 8 the survey was communicated via press release and
 9 placement on the BCPS and school website for the
 10 duration of the January survey window. For the
 11 second survey 3,483 total votes were recorded.
 12 The results of the final community survey were
 13 Rossville Elementary School receiving 2,360 or
 14 67.8 percent of the community votes, and
 15 Gumspring Elementary School receiving 1,123 or
 16 32.2 percent of the community votes.
 17 Based on these votes, we are formally
 18 recommending Rossville Elementary School as the
 19 permanent name of the new northeast elementary
 20 school. Next slide please.
 21 This is the first reading for the naming

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1 of the new northeast elementary school or
 2 potentially Rossville Elementary School. Public
 3 comment for the proposed naming of the new school
 4 is scheduled for February 22nd, 2022, with a vote
 5 by the full board scheduled for March 8th, 2022,
 6 the same day for the boundary study votes.
 7 That concludes the recommendation and
 8 the presentation for the naming of the new
 9 northeast or Rossville Elementary School.
 10 CHAIRWOMAN HENN: Thank you,
 11 Dr. Roberts. Any questions? Thank you.
 12 DR. ROBERTS: You're welcome.
 13 CHAIRWOMAN HENN: The next item on the
 14 agenda is information, which includes the
 15 Southeast Area Education Advisory Council meeting
 16 minutes from November 25th, 2021.
 17 And the next item is legislative and
 18 governmental relations committee updates.
 19 VICE CHAIR PASTEUR: Okay, I'm asking
 20 please to accept the recommendation of the
 21 committee on the bills that I am about to put

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1 forward to you.
 2 We have Senate Bill 55, which is the
 3 retention of counsel, Senator Sydnor has said
 4 that we will have the right to select our own
 5 counsel. We were in support of that, so SB 55,
 6 the committee brings to you this with our
 7 support.
 8 The next one was Senate Bill 95 which is
 9 a house bill as well, House Bill 154, we were in
 10 support of it. It is about school allergies,
 11 anaphylactic causative agents that in other
 12 words, that schools will, it's a guide for
 13 recognizing and disclosing food that is to be
 14 served in schools pertaining to major allergies,
 15 make making sure that there are at least two
 16 people in each school who are perfectly equipped
 17 to recognize features as well. So we were in
 18 support of that.
 19 House Bill 347, which is the bill
 20 proposing an elected superintendent, we were
 21 unanimous in our opposition of that.

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1 And then House Bill 476, and that one
 2 goes to what is on our priorities as Dr. Hager
 3 brought up, Delegate Ebersole is aware that there
 4 is a lot that goes into that, a lot of thinking,
 5 but it is primarily about trying to stagger our
 6 Board's participation, if you will, that
 7 ultimately would be for those who are
 8 appointed -- I can't talk anymore -- those who
 9 are appointed will be appointed during
 10 presidential years and those who are elected as
 11 now during the gubernatorial. We were also in
 12 support of that. Again, that needs some
 13 technical and legal work to make that happen, but
 14 we did support it.
 15 And all of these are moving through the
 16 legislature, so I want us to vote on those.
 17 There's another one, but I need to say something
 18 else because we brought it to the Board, or we're
 19 bringing it to the Board without a
 20 recommendation, but I need to say something about
 21 it.

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1 So I move that the Board follow the
 2 recommendations of the committee for Senate Bill
 3 55, Senate Bill 95, House Bill 347 and House Bill
 4 476. No second is needed because it is coming
 5 from the committee.
 6 CHAIRWOMAN HENN: Ms. Pasteur, may we
 7 separate House Bill 476?
 8 VICE CHAIR PASTEUR: Sure.
 9 CHAIRWOMAN HENN: Thank you.
 10 VICE CHAIR PASTEUR: Okay, then let's
 11 take a vote on --
 12 CHAIRWOMAN HENN: Any discussion?
 13 Mrs. Causey?
 14 MS. CAUSEY: Thank you. I was in the
 15 committee and I just wanted to separate the bill
 16 about the, Ebersole's in support.
 17 CHAIRWOMAN HENN: That's the one we
 18 separated.
 19 MS. CAUSEY: Okay, thank you.
 20 CHAIRWOMAN HENN: Ms. Jose?
 21 MS. JOSE: Could you clarify what bill

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1 we just separated? You said Ebersole and that's
 2 all I heard.
 3 VICE CHAIR PASTEUR: It's the one that I
 4 just described, that it is about the staggering
 5 of the board members.
 6 CHAIRWOMAN HENN: And if I may speak
 7 too?
 8 VICE CHAIR PASTEUR: Sure.
 9 CHAIRWOMAN HENN: It sounds like it
 10 needs work, so I simply separated it because it
 11 needs work. I will be supporting the other bills
 12 per the committee's recommendation.
 13 Dr. Hager?
 14 DR. HAGER: I'm just trying to look at
 15 the food allergy bill. It's not creating peanut
 16 free schools, it's just focusing on allergies?
 17 VICE CHAIR PASTEUR: Correct.
 18 DR. HAGER: So it's not for candy in
 19 schools, thank you.
 20 VICE CHAIR PASTEUR: Yeah, it goes
 21 beyond peanuts for, and it might have been

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1 Ms. Rowe, someone pointed out that because we
 2 were feeding all of the children now that we
 3 don't know, as we used to be able to gather what
 4 the allergies are, so making sure that that
 5 information is public so that we know how to
 6 recognize it, we have people who can recognize,
 7 and that we are disclosing what it is that is
 8 going on in the schools so we can better
 9 safeguard our children.
 10 CHAIRWOMAN HENN: Thank you. Any
 11 further discussion?
 12 MS. CAUSEY: Can you restate the policy
 13 numbers and titles?
 14 VICE CHAIR PASTEUR: Sure. Senate
 15 Bill 55, that's retention of counsel; Senate
 16 Bill 95, which has a companion House Bill 154,
 17 that is food allergies; House Bill 347, which is
 18 having an elected superintendent.
 19 CHAIRWOMAN HENN: Mr. Thomas?
 20 MR. THOMAS: Yeah, just to clarify, the
 21 first two were in support, the elected

Page 301

1 superintendent was in opposition?
 2 VICE CHAIR PASTEUR: The first two we
 3 are in support of, and we were unanimous in
 4 opposition on the one about the elected
 5 superintendent.
 6 CHAIRWOMAN HENN: Thank you. Okay, may
 7 I have a rollcall vote please?
 8 MS. GOVER: Ms. Rowe?
 9 MS. ROWE: Yes.
 10 MS. GOVER: Ms. Causey?
 11 MS. CAUSEY: Yes.
 12 MS. GOVER: Ms. Mack? Mr. McMillion.
 13 MR. MCMILLION: Yes.
 14 MS. GOVER: Ms. Jose?
 15 MS. JOSE: Yes.
 16 MS. GOVER: Ms. Pasteur?
 17 VICE CHAIR PASTEUR: Yes.
 18 MS. GOVER: Mr. Thomas?
 19 MR. THOMAS: Yes.
 20 MS. GOVER: Mr. Offerman? Ms. Scott?
 21 Dr. Hager?

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1 DR. HAGER: Yes.

2 MS. GOVER: Mr. Kuehn?

3 MR. KUEHN: Yes.

4 MS. GOVER: Ms. Henn?

5 CHAIRWOMAN HENN: Yes. The motion

6 carries.

7 VICE CHAIR PASTEUR: Thank you. Now

8 the -- okay, the one that was separated is House

9 Bill 476. That again is the one that discusses

10 how we separate the election, or the

11 participation of board members, those who are

12 appointed and those who are elected.

13 CHAIRWOMAN HENN: So do you want to make

14 a motion, Ms. Pasteur?

15 VICE CHAIR PASTEUR: Well, the motion

16 coming from the committee was to support it with,

17 of course there will be amendments because he is

18 still working on it, but he's going to put it

19 forward anyway, in fact it's going forward. So

20 there are a number of things he's doing, so the

21 options with the motion here is that we offer our

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1 support or not as he moves forward, so that is

2 the motion to support.

3 CHAIRWOMAN HENN: And who is making that

4 motion? Mr. Thomas, were you -- we need a motion

5 before we discuss it.

6 DR. HAGER: I'll make a motion.

7 CHAIRWOMAN HENN: Okay, Dr. Hager. No

8 second is needed since it comes from the

9 committee. Mr. Thomas and then Mrs. Causey.

10 MR. THOMAS: Thank you. So I've spoken

11 to Delegate Ebersole about this bill and what

12 he's struggling with right now addresses the

13 staggering for the appointed members, Ms. Henn,

14 you addressed that as well, so I think I would

15 like to amend this motion to add, with an

16 amendment that relates to the staggering of the

17 appointed members for this next year.

18 CHAIRWOMAN HENN: Could you clarify?

19 MR. THOMAS: Yes, I can, sure. So the

20 motion is to say what Dr. Hager said a

21 legislative priority was in my motion to support

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1 this. So I would support it, support the bill

2 with an amendment that would require the next

3 appointed set of individuals to be two years, and

4 then after that going back to the cycle of four

5 years for appointed members, so that we have in

6 one election appointed members coming in, and the

7 other election our elected members coming in.

8 CHAIRWOMAN HENN: Does the bill not

9 stipulate that now?

10 MR. THOMAS: It does not stipulate that

11 now in the direct wording of the bill. It does?

12 VICE CHAIR PASTEUR: Yes. This bill

13 does talk about the first go round being for two

14 years, that is the history, that's what

15 undergirds it all, it would be that because

16 that's the only way it would work, and it is

17 about separation, it's not just about keeping

18 from having a lame duck, that is, it includes

19 that, keeping from having a lame duck governor

20 making the appointments of those, the

21 appointments, and that's what he has to fine

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1 tune. He's trying to fine tune how you do that

2 because there are a number of obstacles in the

3 way called law, that some of the things that have

4 to be changed in order to do this, but his bill

5 is about being able to stagger, to eliminate the

6 -- it's in two parts, to eliminate this governor

7 or any lame duck governor from being able to

8 select the people, and then how do we stagger it,

9 and he wants it to all happen at the same time,

10 not one and then the other. So you're correct in

11 that his language needs to be greatly fine tuned

12 because it involves a lot of legalese and until

13 he gets that he can't really put it out.

14 MR. THOMAS: Okay.

15 VICE CHAIR PASTEUR: So you are correct

16 in that, but I just want to make it clear that

17 this is his intent.

18 CHAIRWOMAN HENN: Okay. Mrs. Causey?

19 MS. CAUSEY: Thank you, Madam Chair, and

20 thank you, Ms. Pasteur, for all the work that you

21 do around the legislation and the committee's

Page 306

1 work.

2 I had concerns about the language in the

3 bill related to the start time of the elected

4 members and then the appointed members. So I

5 think it might be easier if we have a motion to

6 amend, to -- excuse me, support with amendment to

7 be brought back to this Board by the legislative

8 committee, because I think it, as Ms. Pasteur

9 points out, it takes a lot of work and we're not

10 going to be able to do that this evening and

11 that's not our job anyway.

12 (Inaudible colloquy.)

13 VICE CHAIR PASTEUR: At the committee

14 meeting when we voted for it, I'm the one that

15 didn't vote for it for those same reasons, so at

16 that point we should have been thoughtful enough

17 to process what I was saying to you at that

18 meeting, so here we go, so we could have that

19 motion tonight. Let's go.

20 CHAIRWOMAN HENN: So there is a motion

21 on the floor and a motion to amend. Restate your

Page 307

1 motion.

2 MS. CAUSEY: Could the original motion

3 be stated, and then I will formalize an

4 amendment.

5 CHAIRWOMAN HENN: Okay, Dr. Hager?

6 (Laughter.)

7 CHAIRWOMAN HENN: The goal is to support

8 with amendment, it sounds like.

9 (Unintelligible, multiple speakers.)

10 VICE CHAIR PASTEUR: No, he's got a lot

11 of work to do.

12 CHAIRMAN HENN: This needs to be what,

13 by April?

14 VICE CHAIR PASTEUR: He -- trust me when

15 I say, somebody trust me. There's a lot of work

16 he has to do, that's because there's some legal

17 things that need to be massaged before he

18 finishes with it. He's putting it out now

19 because he wants everyone, he wants the folks to

20 see where he's going, but he has a lot of work.

21 He understands that, he knows that, that he has a

Page 308

1 lot of work yet to do.

2 CHAIRWOMAN HENN: So Dr. Hager, would

3 you be willing to withdraw your motion?

4 DR. HAGER: Yes.

5 CHAIRWOMAN HENN: Okay, go ahead, if

6 there's a motion you would like to make instead

7 to postpone.

8 DR. HAGER: I move to postpone.

9 MS. ROWE: Second, Rowe.

10 CHAIRWOMAN HENN: Okay. Why don't you

11 just state it for the record?

12 DR. HAGER: I move to postpone the

13 discussion of HB 476 to our next meeting.

14 MS. ROWE: Second, Rowe.

15 CHAIRWOMAN HENN: Thank you. Any

16 discussion? Hearing none, rollcall vote please.

17 MS. GOVER: Ms. Rowe?

18 MS. ROWE: Yes.

19 MS. GOVER: Ms. Causey?

20 MS. CAUSEY: Yes.

21 MS. GOVER: Ms. Mack?

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1 MS. MACK: Yes.

2 MS. GOVER: Mr. McMillion?

3 MR. MCMILLION: Yes.

4 MS. GOVER: Ms. Jose?

5 MS. JOSE: Yes.

6 MS. GOVER: Ms. Pasteur?

7 VICE CHAIR PASTEUR: Yes.

8 MS. GOVER: Mr. Thomas?

9 MR. THOMAS: Yes.

10 MS. GOVER: Dr. Hager?

11 DR. HAGER: Yes.

12 MS. GOVER: Mr. Kuehn?

13 MR. KUEHN: Yes.

14 MS. GOVER: Ms. Henn?

15 CHAIRWOMAN HENN: Yes.

16 MS. GOVER: Thank you.

17 CHAIRWOMAN HENN: The motion carries.

18 The last item on the agenda --

19 VICE CHAIR PASTEUR: Wait a minute,

20 there was one more. It was Senate Bill 124,

21 which is Senator Hettleman. We brought it

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1 without a recommendation, but the members of the
 2 committee tasked me with getting additional
 3 information from her. I sent it all to you, I
 4 apologize, it was late but she sent it to me
 5 late, because I did ask to have it for today.
 6 So I'm going to make a motion that, so
 7 you have a chance to read it, read the
 8 information, I'm going to make a motion that we
 9 postpone any discussion and any vote on this bill
 10 until the next meeting.
 11 MS. ROWE: Second, Rowe.
 12 CHAIRWOMAN HENN: Any discussion? May I
 13 have a rollcall vote please, on the motion to
 14 table?
 15 MS. GOVER: Ms. Rowe?
 16 MS. ROWE: Yes.
 17 MS. GOVER: Ms. Causey?
 18 MS. CAUSEY: Yes.
 19 MS. GOVER: Ms. Mack?
 20 MS. MACK: Yes.
 21 MS. GOVER: Mr. McMillion?

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1 MR. MCMILLION: Yes.
 2 MS. GOVER: Ms. Jose?
 3 MS. JOSE: Yes.
 4 MS. GOVER: Ms. Pasteur?
 5 VICE CHAIR PASTEUR: Yes.
 6 MS. GOVER: Mr. Thomas?
 7 MR. THOMAS: Yes.
 8 MS. GOVER: Dr. Hager?
 9 DR. HAGER: Yes.
 10 MS. GOVER: Mr. Kuehn?
 11 MR. KUEHN: Yes.
 12 MS. GOVER: Ms. Henn?
 13 CHAIRWOMAN HENN: Yes.
 14 MS. GOVER: Thank you.
 15 CHAIRWOMAN HENN: The motion carries.
 16 VICE CHAIR PASTEUR: Thank you.
 17 CHAIRWOMAN HENN: Now the last item on
 18 the agenda is announcement. The Board will hold
 19 its public hearing on the new northeast area
 20 elementary school boundary on Wednesday,
 21 February 16th at 6:30 p.m. The meeting will be

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1 held virtually and preregistration will be
 2 required to sign up to speak. More information
 3 may be found on the Board's participation by the
 4 public website or in BoardDocs in its agenda
 5 items.
 6 The Board's next meeting will be held on
 7 Tuesday, February 22nd, 2022 at 6:30 p.m. Thank
 8 you for joining us tonight, the meeting is
 9 adjourned.
 10 (Meeting adjourned.)
 11
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1 STATE OF MARYLAND.
 2 BALTIMORE COUNTY: SS
 3
 4 I, Paul A. Gasparotti, a Notary Public in and
 5 for the State of Maryland, Baltimore County, do
 6 hereby certify that the foregoing is a true and
 7 accurate transcription of the recording to the
 8 best of my ability.
 9 I further certify that I am not of counsel to
 10 any of the parties nor in any way interested in
 11 the outcome of these proceedings.
 12 As witness, my hand and notarial seal this
 13 14th day of February, 2022.
 14
 15
 16 Paul A. Gasparotti
 17
 18
 19
 20
 21

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