BOARD OF EDUCATION

BALTIMORE COUNTY

PUBLIC MEETING OF THE BOARD OF EDUCATION

BROADCAST VIA MICROSOFT TEAMS

FEBRUARY 8, 2022

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Lily P. Rowe
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PROCEEDINGS

CHAIRWOMAN HENN: Good evening, this is Chairwoman Julie Henn. I now call to order the meeting of the Board of Education of Baltimore County for Tuesday, February 8th, 2022. I invite to recite the Pledge of Allegiance to the Flag to be led by Mr. Christian Thomas. We will then have a moment of silence in recognition of those who have served education in Baltimore County.

(Pledge of Allegiance.)

(Moment of silence.)

Thank you. The Board is deeply saddened and troubled by this afternoon’s shooting outside of Catonsville High School. Any incident of gun violence or other violent acts in or around our schools is unacceptable and jeopardizes the safety and security that school buildings provide for our more than 111,000 students.

Our thoughts are with the student who was shot and their friends and families. The Board will continue to provide all necessary
supports to the school system to insure they can
provide safe and welcoming places of learning.
We want to thank the Baltimore County Police
Department for their quick response this
afternoon and their ongoing partnership with the
school system to keep students and staff safe.
Tonight's Board of Education meeting is
being held in person and virtually, and broadcast
on line through Microsoft Teams, and through
BCPS TV, Comcast Xfinity Channel 73, Verizon FiOS
Channel 34.
In order to efficiently conduct this
meeting, all voting items this evening will be
done by rollcall vote.
The first item on the agenda is the
consideration of the February 8th agenda.
Dr. Yarbrough, are there any additions or changes
to tonight's agenda?
DR. YARBROUGH: I am unaware of any
additions or changes to tonight's agenda.
CHAIRWOMAN HENN: Ms. Pasteur?
VICE CHAIR PASTEUR: Thank you,
Ms. Henn. I move to add legislative and
governmental relations committee update to the
agenda as Item R.1, after board member comments
and agenda setting.
CHAIRWOMAN HENN: Thank you,
Ms. Pasteur. Is there a second?
MR. THOMAS: Second, Thomas.
CHAIRWOMAN HENN: Thank you, Mr. Thomas.
Is there any discussion? Hearing none, may I
have a rollcall vote please?
MS. GOVER: Ms. Rowe?
MS. ROWE: Yes.
MS. GOVER: Ms. Causey?
MS. CAUSEY: Yes.
MS. GOVER: Ms. Mack?
MS. MACK: Yes.
MS. GOVER: Mr. McMillion?
MR. MCMILLION: Yes.
MS. GOVER: Ms. Jose?
MS. JOSE: Yes.

Earlier this evening the Board met in
closed session pursuant to the Open Meetings Act
for the following reasons: To one, discuss the
appointment, employment, assignment, promotion,
discipline, demotion, compensation, removal,
resignation or performance evaluation of
appointees, employees or officials over whom it
has jurisdiction, or any other personnel matter
that affects one or more specific individuals;
and seven, consult with counsel to obtain legal
advice. The minutes of the closed session and
informational summary can be found on BoardDocs
under this board meeting agenda date.
The next item on the agenda is personnel
matters and for that I call on Ms. Anderson.
Good evening.

MS. ANDERSON: Good evening, Chairwoman
Henn, Vice Chairwoman Pasteur, Deputy
Superintendent Yarbrough and members of the
Board. I would like the Board's consent for the
following personnel matters: Retirements, resignations, leave, certificated appointments.

CHAIRWOMAN HENN: Do I have a motion to approve the personnel matters as presented in Exhibit D-1 through D-4?

MR. THOMAS: So moved, Thomas.

CHAIRWOMAN HENN: Do I have a second?

MR. OFFERMAN: Second, Offerman.

CHAIRWOMAN HENN: Any discussion? May I have a rollcall vote please?

MS. GOVER: Ms. Rowe?

MS. ROWE: Yes.

MS. GOVER: Ms. Causey?

MS. CAUSEY: Yes.

MS. GOVER: Ms. Mack?

MS. MACK: Yes.

MS. GOVER: Mr. McMillion?

MR. MCMILLION: Yes.

MS. GOVER: Ms. Jose?

MS. JOSE: Yes.

MS. GOVER: Ms. Pasteur?

VICE CHAIR PASTEUR: Yes.

MS. GOVER: Mr. Thomas?

MR. THOMAS: Yes.

MS. GOVER: Mr. Offerman?

MR. OFFERMAN: Yes.

MS. GOVER: Ms. Scott?

MS. SCOTT: Yes.

MS. GOVER: Dr. Hager?

DR. HAGER: Yes.

MS. GOVER: Mr. Kuehn?

MR. KUEHN: Yes.

MS. GOVER: Ms. Henn?

CHAIRWOMAN HENN: Yes.

MS. GOVER: Thank you.

CHAIRWOMAN HENN: The motion carries, thank you.

The next item on the agenda is administrative appointments and for that I call on Dr. Yarbrough.

DR. YARBROUGH: Thank you, Madam Chair, Madam Vice Chair and members of the Board, I'm bringing forward on behalf of Dr. Williams the following administrative appointments for your approval: Assistant principal, Chesapeake High School; executive director, middle and high schools, Office of the Chief of Schools; executive director, human resources administration and compliance, Department of Human Resources Operations; and specialist, world languages, Office of World Languages.

CHAIRWOMAN HENN: Thank you. Do I have a motion to approve the administrative appointments as presented in Exhibit E-1?

MS. ROWE: So moved.

MR. THOMAS: Second, Thomas.

CHAIRWOMAN HENN: Do I have a second?

MR. THOMAS: Second, Thomas.

CHAIRWOMAN HENN: Who was it that made the motion? Ms. Rowe, and second by Mr. Thomas, thank you. Any discussion? Ms. Causey?

MS. CAUSEY: Thank you, Madam Chair. I just wanted to point out that the Public Works recommendation had a significant number of personnel and position recommendations for the Board, and I just wanted to express concern that we are not implementing those within the timeframe that is recommended by Public Works, and in a timeframe to be properly supportive of the mission, supportive of the schools, so I'm just putting that concern in this place and I would hope that that can be an agenda item in the future to be discussed.

CHAIRWOMAN HENN: Thank you, Mrs. Causey. Any other discussion? No? May I have a rollcall vote please?

MS. GOVER: Ms. Rowe?

MS. ROWE: Yes.

MS. GOVER: Ms. Causey?

MS. CAUSEY: Abstain.

MS. GOVER: Ms. Mack?

MS. MACK: Yes.

MS. GOVER: Mr. McMillion?

MR. MCMILLION: Yes.
MS. GOVER: Ms. Jose?
MS. JOSE: Yes.
MS. GOVER: Ms. Pasteur?
VICE CHAIR PASTEUR: Yes.
MS. GOVER: Mr. Thomas?
MR. THOMAS: Yes.
MS. GOVER: Mr. Offerman?
MR. OFFERMAN: Yes.
MS. GOVER: Ms. Scott?
MS. SCOTT: Yes.
MS. GOVER: Dr. Hager?
DR. HAGER: Yes.
MS. GOVER: Mr. Kuehn?
MR. KUEHN: Yes.
MS. GOVER: Ms. Henn?
CHAIRWOMAN HENN: Yes.
MS. GOVER: Thank you.
CHAIRWOMAN HENN: The motion carries, thank you.
DR. YARBROUGH: Our first candidate this evening is Sara Aiello, she is going from teacher, consulting teacher on the Department of Staff Relations and Employee Performance Management to specialist, world languages, Office of World Languages and ESOL. Ms. Aiello has a bachelor's degree of science from Towson University and a master's from Drexel. Previously she served as consulting teacher for the Department of Staff Relations and Employee Performance Management. Prior to that she was a Spanish teacher at Perry Hall High School, and she has ten years of experience in Baltimore County. Congratulations, Ms. Sara Aiello.

Our next candidate is Ms. Basheera James from director, Office of Employment Dispute Resolution to executive director, Human Resource Administration and Compliance, Department of Human Resource Operations. Ms. James previously, or currently serves as the director. Her previous experience was with the Cook County State's Attorney Office for 11 years, and she has been in Baltimore County for 8.4 years. Congratulations, Ms. James.

(Applause.)

And our final appointment of this evening is Ms. Larissa Santos, from principal, Dundalk High School to executive director, Middle and High Schools, Office of the Chief of Schools. Ms. Santos previously served as assistant principal in Dundalk High School and had previous experiences at Harford County Public Schools for 15 years, and Uvalde Consolidated ISD for five years prior to that. Congratulations, Ms. Santos.

(Applause.)

CHAIRPERSON HENN: Thank you, Dr. Yarbrough.

Our next item is public comment. This is one of the opportunities the Board provides to hear the views and receive the advice of community members. The members of the Board appreciate hearing from interested citizens. As appropriate, we will refer your concerns to the superintendent for followup by his staff.

The Board of Education will conduct the public comment portion of the meeting by allowing those who registered to speak to attend in person. Registration was open to the public one week prior to tonight's board meeting and was closed at three p.m. yesterday for anyone wishing to speak at this evening’s meeting. Board practice limits to ten the number of speakers at a regularly scheduled board meeting. Speakers are selected randomly using an electronic selection process from all registrations received.
within the designated timeframe. Each speaker is allowed three minutes to address the Board. Of course if fewer than ten registrations are received, all who registered will be permitted to speak. However, no speaker substitutions will be allowed.

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

I ask speakers to observe the three-minute clock, which will let you know when your time is up. Please conclude your remarks when you hear the tone or see that time has expired. The microphone will be turned off at the end of your time, and it could be turned off if a speaker addresses specific student or employee matters, or is commenting on matters not related to public education in Baltimore County.

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

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

MS. WEBER: Good evening, Chairperson Henn, Vice Chair Pasteur and Board of Education members. I'm Leslie Weber, the secretary of the PTA Council of Baltimore County. Since its inception, PTA Council has partnered with and promoted the outstanding work of the Student Support Network, a nonprofit assisting BCPS students in poverty.

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

PTA Council believes the Student Support Network fits perfectly into the community school framework, which hinges upon establishing community partnerships, and that the network funding proposal for fiscal year 2023 be supported in the BCPS operating budget. The network supports the whole child and often the child's family by providing necessities, food, clothing, shoes, deodorant, period products, backpacks and the like through rooms of support located in network schools, and by raising funds for urgent needs not covered by BCPS resources or federal funding.

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

The network's agility and flexibility was evidenced by the fact that for 15 months while schools were closed due to the pandemic, the network partnered with Baltimore County Government to distribute over $7 million in food, clothing, school supplies and household items to
thousands of students and their families. With over half of our students living in severe poverty, there are dozens of schools that would benefit from network programming. A strong partnership with BCPS could solidify existing programs and permit the expansion of the network into more schools in the future.

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

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

DR. PHAROAN: Good evening to all. Central area team met on the first Wednesday of this month and we agreed that each member would take a task or a topic, so all members will be active. We also chose four topics for our March, April, May and June, and I really would like to share them with you because we put our minds in them. The first topic for March is about mental illness in age six to 18, its prevention, treatment, effects, et cetera. In April we are going to do an open town hall meeting for the central area parents, so all the parents would come in and share the accolades together about the school system. We are going to tabulate them and give them to you. In May our topic will be about discipline, about violence in the school and around it. In June we would like to talk about either drugs, alcohol, or about grades.

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

I want to take the opportunity to recognize my five active members. Without them I wouldn't be here. The first one is Ms. Leeann Dickens, who has taken the task of communication and gathering email lists for our area. I would like to thank her and recognize her also for her sound judgment in our meetings. The second one is Mr. Emanuel, who is known as Manny, Hanson. His work is basically finance, to help the foundation in its mission, and also he helps us a whole lot with the slag software which is really our communication in the central area. I really love this software a lot, I think it's very practical. Next, Alissa Alonzo, who is the organizer of our Facebook page. Mr. Niccolino, for his effort about languages. And last and most important, our student member, Logan Powell, for his efforts to give us the student information that we need. I see my seconds are -- (microphone turned off.)

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

MS. RHYNE: Good evening, thank you for having me. My name is Rina Rhyne, I'm the executive director of the Student Support Network, that Leslie Weber just spoke about. Our founder is going to speak to you today about poverty within the Baltimore County Public School system, which I'm sure you've hear a lot about, and that it's growing over the pandemic, and Ms. Weber talked about our nonprofit. So tonight I am actually going to speak to you not just as the executive director of the Student Support Network, but I'm speaking to you as a mental health professional who has worked with youth and young adults as a social worker for the past 16 years. I'm also speaking to you as a parent of a child within the BCPS system.

Tonight I want to speak to you about the Maryland Youth Risk Behavior Survey, which found that 25 percent of middle school students and 28 percent of high school students in Maryland are food insecure, meaning that they don't know where their next meal is coming from, if they're going to have dinner before they do homework, if they're going to have an after school snack. So we know they're getting fed at school, which is...
great, but we don’t know what’s happening on the weekend and in the evening, so that’s something that Student Support Network works to address.

You can imagine that food insecurity is more of an issue and happens at a higher rate for our students of color, so that’s of particular concern. You can imagine that being in a family that has food insecurity has a great impact on mental health for our kids. In fact according to the survey I mentioned, in Baltimore County Public Schools over half of the food insecure middle schoolers have reported seriously considering suicide, so not just a fleeting thought but actually coming up with a plan. And as a parent, as a mental health professional, as a human being in this community, that is something that I just find completely unacceptable, and so partnering with us and letting us provide food to help that issue among the many other things we provide, can help these kids do better, keep them in school, keep their mental health in a better place, and we know mental health has really been affected the past couple years. This is one thing that we can absolutely control, especially in the last two years when there was a lot we could not control, so we would welcome working with Baltimore County Public Schools to do this.

And just kind of going off my script here, just talking about what happened in Catonsville today at the school, something the survey also showed is kids who are food insecure are more likely to engage in violence at school as well as bring a weapon to school, so this is really addressing a lot of issues by being able to provide kids something that addresses their basic needs.

We do have a packet that we’ve, it should have been passed out or it will be passed out. We welcome you to look at it. My contact information, as well as Laurie Taylor-Mitchell, our founder’s contact information is in there.

Please feel free to reach out and ask me any questions or provide any comments. Thank you.

CHAIRWOMAN HENN: Thank you. Our next speaker is Sharon Saroff. Good evening.

MS. SAROFF: Good evening. I usually talk about special education but I’m going to also talk about the importance of certain things that teachers need. Teachers need planning time. I know we’ve heard that a lot this school year. Why do the teachers need planning time? Special education teachers perform assessments during this time. An assessment is a very important item because it provides everyone with necessary information to help a child gain services so that they can access the curriculum.

Recently I’ve have had a lot of situations where assessments have not been done within a 90-day timeline as per federal law, or who have been rushed. Next week is a meeting, I have five days to get that report out. Oops, I forgot to get that information to the parents because I don’t have any time to do it. Or, another thing that goes on is that teachers aren’t able to even read IEPs because they’re in the classroom all day, including during their lunch break. How would you like to be in the classroom from seven o’clock in the morning to five o’clock at night? Yes, I’m talking about teachers being in the classroom that long. I get calls sometimes at six, seven, eight o’clock at night from teachers concerning my clients. Teachers need planning time.

Another thing that I’ve mentioned before, central IEP meetings. We no longer have access to that in Baltimore County. Other counties still do. There are two methods now that a parent has if they have a dispute, they go to mediation or they go to due process, or they walk away. Parents shouldn’t have to walk away, parents should be able to resolve disputes and not clog the courts in order to do that. We need to have the central IEP put back in the system so
that parents have the opportunity to resolve disputes within the schoolhouse and within this county, and not have to deal with the court system.

CHAIRWOMAN HENN: Thank you. Our next speaker is Laurie Taylor-Mitchell. Good evening.

DR. TAYLOR-MITCHELL: Good evening. Good evening, I'm Dr. Laurie Taylor-Mitchell, president of the Student Support Network, a nonprofit organization assisting students in Baltimore County Public Schools. We currently have programs operating in 14 schools and a waiting list of schools wishing to join. As Leslie Weber stated in her testimony, the Student Support Network is proposing a collaborative partnership with BCPS with a goal of providing more assistance to students in great need. This partnership is one of many that could respond to the huge increase in poverty in BCPS.

The number of students qualifying for FARMs or free and reduced price meals has increased by 60 percent in BCPS over the last 15 years. At Loch Raven High School, my son's former high school and the first school in the network, the percentage of students in poverty increased from 14 percent in 2006 to 48 percent of all students by 2021. 59,000 students in our school system now live in severe poverty, over half of all students, and the chronic stress and trauma of this poverty affects the entire system every day.

We are asking for the resource to assist more students like the one who came to school last fall wearing shoes literally falling off his feet, and school staff had to tell him he could not return to school without other shoes. The network immediately provided shoes for him, and for students who are wearing shoes two sizes too small, for whom we also purchase shoes. For the elementary school children recently walking to school in ragged shoes, socks and cracked shoes in the rain and snow. We ask for the students who are hoarding food in their lockers for the evenings and weekends, because they know they won't have enough to eat. We are asking for the students experiencing homelessness who have no way or no one to wake them up for school, to whom we supply alarm clocks and bedding if they're sleeping on floors, or bedding for families reestablishing housing. We ask for the hundreds of students visiting rooms of support, the rooms in network partner schools where staff takes students to get essential supplies, including soap, shampoo and period products. We're asking for the students who go to these rooms for deodorant because their classmates are complaining that they smell, or for socks and underwear. One student depended so much on the room of support in her school that she called it the room of heaven. We ask for students who are regularly bullied in school because they can't afford to get haircuts, which we've also provided, and for those shivering at bus stops without a winter coat.

There are thousands of students in our system who do not have the basics they need to succeed in school and in general living. We hope that BCPS will give us the opportunity to show the transformation that could happen with sustained funding for schools with network programs and expansion into new schools to assist students in poverty. The Student Support Network creates opportunities for BCPS administrators and staff to focus on what they do best, providing a quality education for all students in the system regardless of their economic circumstances.

Thank you very much for your consideration.

CHAIRWOMAN HENN: Thank you. Our next speaker is Tanya Moore. Is Ms. Moore with us? Our next speaker is Shantelle Breen (phonetic).

MS. BREEN: Good evening, members of the Board. My name is Shantelle Breen and I'm a highly effective teacher for Baltimore County with over 20 years of experience. I wanted to...
share with you some positive perspectives that I
have of the virtual learning program so that you
can hear how much the VLP means to the families
of the students I instruct every day. I am urging the Board to consider this program as an
effective means of learning for so many of our
students in Baltimore County Public Schools.

Unlike remote learning, which was pulled
together because of the pandemic, the VLP is a
program, and the staff members were hired to
provide high quality instruction for thousands of
students. This includes social-emotional support
such as class meetings, lunch bunches, guidance
groups, after school clubs and a tutoring
program. For many teachers like myself, we found
a hidden talent during the pandemic, we excel at
teaching virtually, just like many of our
families and students discovered that they
flourish academically in a virtual environment.

Over 50 parents of my sixth grade
students responded immediately when they learned
I was speaking tonight. Here are just a few of
the many positive comments that I received from
families who want the VLP to continue.

My child struggled academically every
year due to talking and distractions in class.
Once virtual learning started her grades
improved; she even has three advanced classes.
Virtual learning has set my child up for success.

My son has Asperger's and social
anxiety. He functions much better in a virtual
classroom where he has greater control over when
he interacts with students.

VLP has helped my child become an
advocate for herself. She is very shy but has
become quite outspoken virtually. She has an IEP
and learning on line has allowed her to work at
her own pace where she doesn't feel overwhelmed.

My daughter has flourished in the VLP
this year. As a parent, I feel I understand more
about what she's learning since I am home and
hear her lessons.

My son has become very independent and
keeps charge of his own learning. I hope he is
able to continue in the VLP, it has transformed
his work ethic.

Our children have asthma and a history
of pneumonia. The VLP significantly improved
their attendance since they have remained
healthy.

The VLP has been wonderful for both of
our children. The structure of the classes and
organization have exceeded our expectations.
Both of our children are shy and do not like to
speak in front of others. VLP has provided them
with social improvements and growth when
interacting with their peers and teachers.

We love having the VLP as an option, we
have wanted this for years and appreciate that
our tax dollars go to something we want and need.
Please continue this very special program.

Members of the Board, I wanted to be a
voice for the many families all over the county
who benefit from the VLP. I am confident that
given the opportunity, more families would love
for their child to attend the virtual learning
program in the upcoming school year. Thank you
very much for your time and consideration of this
program.

CHAIRWOMAN HENN: Thank you. Our final
speaker is Bash Pharoan.

DR. PHAROAN: Good evening again. The
question in my mind is there are so many good
things about this school system, this picture and
that picture is really an example of it, so many
good teachers, so many good administrators. So
in essence, why do we hear so much complaints
either in public sessions or on Facebook, which
recently I have been reading? My thought is so
many people are leaving because they are really
stressed out by the system, on the news so many
superintendents and boards nationwide and in the
state of Maryland are quitting. Teachers are
quitting and becoming real estate agents, other
professions because they get tired.

And my thought to you is that there was a time the Board was completely appointed, I have been here for almost 25 years, and it was boring and it was rubber stamped. When you came in, hybrid board half and half, it becomes interesting, it became more productive. There are some frictions, that's okay, that's part of democracy. So my thought to you for consideration is maybe this is time to forget about hybrid board and lobby for all elected board, and each elected official, board member would get a stipend much more than what you are getting paid right now, it should be something like 30,000 or so. So basically it compensates for all the good efforts and the long hours you are spending with councils, with schools, et cetera. It would be money well spent in my opinion.

Last but not really least, in my central area I have ten volunteers. If you add all the volunteers in all central areas, it would be 40 minus one, but you only see one come in to the meetings. In essence you have 39 engines and we have one or two or three of the engines working. This is unfortunate. So if a board member is elected, my suggestion to consider is that the councils would be end of the board member where they seek the advice, consent, directions and responsibility. I hope you buy into my idea, all right? I want you to know, a long time ago I lobbied for a hybrid board and somebody took the idea from me and went to Annapolis -- (microphone turned off.)

CHAIRWOMAN HENN: Thank you. The next item is the superintendent's report and for that I call on Dr. Yarbrough.

DR. YARBROUGH: Thank you. Good evening, Board Chair Henn, Vice Chair Pasteur and members of the Board. I am here on behalf of Dr. Williams, who is currently en route from supporting the students, staff and families at Catonsville High School. Thank you, Chair Henn, for your statement regarding the incident.

Dr. Williams asks that I express his sincere appreciation of the support of the Board, Team BCPS staff members, Baltimore County Police Department, emergency personnel and our elected officials as we all stand with the Catonsville High School community I led by Principal Ames during this difficult time.

I am pleased to present Dr. Williams’ report to the Board and Team BCPS. The report includes celebrations, operational updates and evidence of our strategic plan, The Compass, Our Pathway to Excellence, in action. Team BCPS -- next slide please.

Team BCPS is pleased to celebrate the contributions African Americans have made and continue to make to American history and culture throughout black history month. Across the county schools are hearing guest speakers, hosting door decorating contests, writing reports, reading biographies and much more.

Governor Larry Hogan has issued an official proclamation designating this week as healthcare heroes appreciation week in Maryland. Please join me in thanking our healthcare professionals for their hard work and dedication.

The Association of School Business Officials International has recognized BCPS for excellence in budget presentations with the meritorious budget award for the 2021-2022 budget year. Next slide.

This week is national school counseling week. Baltimore County Public Schools staff has earned several honors from the Maryland School Counselors Association this year including Maryland school counselor of the year, high school counselor of the year, elementary school
counselor of the year, advocate of the year, and recognition to one high school team for implementation of a model program. Brian Stewart, school counseling chair at Catonsville High School has been named Maryland school counselor of the cheer. Laurie Council of Mays Chapel Elementary School has been named Maryland elementary school counselor of the year. Kimberly Ferguson, BCPS executive director of school climate, has been named advocate of the year. And the entire school counseling team of Towson High School, Simon Briggs, Lauren Hanley, Courtney Jacobs, Michelle Petras, Carlie Railey and Svetlana Wright have been recognized for development and implementation of a recognized American School Counselor Association model program. These individuals will be formally honored at the MSCA’s annual recognition gala on Friday, April 11th. Congratulations to these team members of Team BCPS.

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

We also must continue to plan for shifting COVID-19 metrics. Using feedback and input from building leaders and our health partners, we are planning now to insure that members of Team BCPS have the tools that they need for a safe return from spring break. Our goal is to demonstrate our commitment to supporting schools in a responsive, collaborative and differentiated manner. Updates included in this evening’s report will include evidence of these commitments. We are pleased to provide Team BCPS an update on our response to COVID-19. At this time I invite Ms. Deb Somerville, director of health services, to provide a status report. She will be followed by Ms. Mildred Charley-Greene, the chief of staff, for an update on calendar and virtual inclement weather days.

MS. SOMERVILLE: I think I need the slide. So the good news is our COVID rates continue to improve. Countywide our case rate on
the dashboard which displays data for a seven-day period ending on Saturday is at 131 cases per hundred thousand residents. This morning we were able to see data for Sunday and that number is down to 121. Although that's really wonderful news, we need to remember that our case rate remains in CDC's highest range and this rate of 121 is higher than the case rate at any time between September and November, where the case rates ranged between 67 and about 117. We continue to make excellent progress, county rates are dropping about 40 to 50 percent each week, and we have reason to hope that things will continue to get better and soon.

Last week 79 employees reported being diagnosed with COVID and 12 of those employees were identified through our employee testing program. Cases in employees dropped by 45 percent from the prior week. Last week we had 304 students reported with COVID. Four of those students were identified through the student athlete testing program. Cases in students dropped by 36 percent from the prior week. Cases in elementary aged students are not dropping as quickly as cases in other groups. We have seen age disparities before in attack rates. We know that our youngest students have the lowest vaccination rate and suspect that that may be a part of the difference between elementary in student case rates. With lower case rates come lower quarantines. The total number of employees and students on quarantine last week was under 200. Next slide please.

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

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

So we're collaborating with the Baltimore County Department of Health on a vaccination program. The campaign will include information for our parents, outreach to families to answer questions and assist with scheduling appointments and an increase in school located vaccine clinics. The campaign will include a large variety of BCPS staff, staff from Title I, community schools and world languages are partnering with health staff to get the word out and to help our families access vaccines.

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

And finally, masking, quite the top of the news these days. As you know, BCPS continues to order and distribute high filtration masks for
use by students and employees. Maryland continues to have a mask mandate for schools which is in effect through July 4th. There are three off ramps for the mask requirement. These off ramps rely on two metrics, 80 percent vaccination coverage and COVID rates that are consistently low. At this time BCPS does not meet either of these off ramps. We continue, though, to plan for the time when we do meet the off ramps and are committed to making this transition based on data, guidance from our health leaders, and we are committed to communicating any planned changes to our mask policies well before adopting the change.

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

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

As part of our efforts to gather input regarding virtual inclement weather days we sought feedback from a variety of BCPS stakeholder groups listed on this slide.

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

In order to maintain the option to use virtual inclement weather days, we must apply for MSDE approval. Our plan for additional inclement weather days is as follows: If we have an additional inclement weather day between now and Friday, February 18th, February 21st, currently the Presidents Day holiday, will become a regular school day. The last day of school will remain June 16th as scheduled. If we have one inclement weather day after February 21st, 2022, schools will be closed for that day and the school year will be extended by one day, the last day of school will become Friday, June 17th, 2022. If we have two or more inclement weather days after February 21st, 2022, on the first day schools will be closed and the school year will be extended by one day. Any additional snow days, day two and beyond would become virtual weather days, and the last day of school would be Friday, June 17th, 2022. Under all scenarios, the last day of school would be no later than Friday, June 17th, 2022. Next slide.

As stated before, to maintain the option of using virtual weather days if necessary, we must apply for state approval. A January weekly transmittal to superintendents contained information regarding the repurposing of future inclement weather days as virtual learning days.
for the remainder of the 21-22 school year.

Given the inclement weather that Maryland has experienced thus far this winter and the anticipation of additional days, the state has opened the pathway to repurpose inclement weather days as virtual school days. To insure meaningful and equitable virtual instruction during inclement days and to insure that virtual instruction does not adversely impact students learning, key components must be included. Requirements of the state plan include devices and access to Wi-Fi, accommodations, communication process, and attestation. Next slide.

As part of the application progress process, MSDE requires school systems to insure that all students and teachers have the necessary devices and access to Wi-Fi for virtual inclement weather days. BCPS currently maintains a one-to-one device ratio pre-kindergarten through 12th grade. The Department of Information Technology will continue to implement remote tech support to provide timely support to students. Additionally, throughout the pandemic and continuing into the 21-22 school year, BCPS has provided wireless hot spots to all requesting families to insure access to Internet from home. To date BCPS has more than 3,000 student-deployed hot spots. Next slide please.

To gain MSDE approval, school systems must be able to implement a student's current IEP during the virtual inclement weather day. This includes specially designed instruction, related services, supplementary audes and services, and accommodations. Under our proposed plan, BCPS will offer the full continuum of educational services in a variety of alternative delivery models to meet the needs of students. Special education supports and services will be provided within virtual classrooms, small groups and individualized settings to insure IEP goals relating to core instruction are supported and time with general education peers is realized.

A free and appropriate public education will continue to be provided when the school is temporarily placed on virtual instruction, with an IEP being implemented as written to the maximum extent possible following the IEP planning for emergency conditions section of the IEP. Students may receive academic, behavioral functional living instruction and intervention strategies in small groups and in individual settings. BCPS will provide related services such as speech, occupational and physical therapy, vision and social work also through individual and small group virtual sessions.

Child Find screening and evaluations for students aged three to five will be available and conducted virtually as appropriate, and evaluations conducted by occupational therapists, physical therapists, speech-language pathologists and other related service providers may be conducted virtually as appropriate.

So under MSDE guidelines, school systems must describe the communication process they would put in place to inform students, teachers, parents and guardians of the implementation of virtual inclement weather days. They must also share the plan for instruction. In the event of forecasted inclement weather, Baltimore County Public Schools would include information regarding a synchronous virtual instruction day as part of the system communication that is sent to families via email, social media, telephone and website emergency alert. Schools would operate on a two-hour delay schedule to meet synchronous learning requirements and allow teachers an opportunity to adjust lessons for virtual instruction. Staff and students would be reminded to take devices and chargers home in preparation for virtual instruction.

If this proposed plan is approved, BCPS will send a communication to all stakeholders to inform them of the virtual inclement weather day
plans for the remainder of the 2021-2022 school year, including detailed guidance for implementation. Next slide please.

Finally, MSDE requires school systems to attest to the following: One, that there will be a minimum of four hours of synchronous instruction for all students each virtual inclement weather day. Two, attendance will be taken for all students and teachers during the virtual inclement weather day. Three, there will be opportunities for students to make up work missed during the virtual inclement weather day. Next, the virtual inclement weather day plan will be posted on the local school system website and a link will be provided to MSDE upon approval of the virtual inclement weather day plan by MSDE. And finally, the virtual inclement weather day plan must be presented at a public accessible local school system board meeting. Next slide please.

This slide identifies our next steps.

We will immediately submit our plan to MSDE for approval. If approved, we will communicate the plan to Team BCPS. The communication will include overall components of the plan, rationale, and easily accessible resources for the community in preparation for implementation. As has been stated earlier, we must apply in order to have the possibility or to maintain the possibility of implementing virtual inclement weather days at some point in the future.

At this time I turn to Deputy Superintendent Yarbrough.

DR. YARBROUGH: Thank you. We will continue to update the Board, our community and Team BCPS during these changing times. Our partnership remains critical to assuring a safe and successful year for all of our students.

Thank you.

CHAIRWOMAN HENN: Thank you. The next item on the agenda -- Mrs. Causey?

MS. CAUSEY: Thank you, Madam Chair. I just had a question for Dr. Yarbrough. So the plan is to apply to MSDE and then is there, is that the recommendation that's being brought forward for the Board's approval, or is this just a point of information?

DR. YARBROUGH: Thank you for that question, Ms. Causey. This was presented as a point of information. MSDE's process requires in the attestation that the plan be presented at a board meeting, and that the plan be submitted to them for approval.

MS. CAUSEY: Thank you, and is this an opportunity where we can ask additional questions?

CHAIRWOMAN HENN: It's a point of information so if you'd like to discuss it further we can consider it as a future agenda item, and we will be taking those at the end of the meeting.

MS. CAUSEY: Okay. If we email questions, can they be put in the weekly update for all board members and the public talking points?

DR. YARBROUGH: Sure.

MS. CAUSEY: Thank you.

CHAIRWOMAN HENN: Mr. Thomas?

MR. THOMAS: I don't believe this would be the appropriate time for me to address my concern.

CHAIRWOMAN HENN: Thank you. The next item on the agenda is the chair's report.

I would just like to briefly share that my heart, thoughts and prayers are with the student who was shot outside of Catonsville High School today, and with the entire Catonsville community, as the Board, you remain in my hearts, thoughts and prayers. Thank you.

The next item on the agenda is the student board member's report and for that I call on Mr. Thomas.

MR. THOMAS: Thank you, Chair Henn.

Good evening, everyone. I also want to start by...
sending my heart out to everyone in the Catonsville community, our students, I am here for you and I encourage you to reach out to me or any board members, your counseling staff, anyone in your school building for support at this time, so I just wanted to send my heart out before I start my report, thank you.

The past few weeks have been filled with excitement. I want to start off by congratulating Roah Hassan and Masah Farh for making it to the final stage of the SMOB election process candidacy. Over the past few weeks the Baltimore County Student Council has reviewed applications, interviewed the applicants and has selected both Masah, from Towson High School, and Roah, from Perry Hall High School, to move forward. Every secondary student from grades six through 12 will have the opportunity to vote for the next SMOB on March 17th. So students, be sure to check out their campaign pages on the BCPS website and social media accounts to learn more. Speeches are being recorded this Thursday, and they will be dispersed in ELA classes and through the curriculum available to all students.

Last week I joined our Director of Transportation Dr. Grim to visit two of our bus lots in the school system to learn more about transportation. They were Hopkins Creek and the Kenwood lot. There I met our incredibly dedicated bus drivers and a routing assistant staff who without a doubt deserve more recognition than they currently have. But I also saw just how outdated our transportation system currently is. Not the buses themselves, they're in perfect condition, but the technology that is in them, from outdated hard drives for cameras that need to be physically removed from a bus to even be accessed, to inefficient methods of communication by which the current technology requires an operator overburdened by call after call as they track buses and sometimes even have to get out onto the buses because of our transportation issues, all of which this Board has still to address.

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

Lastly, one of the most incredible experiences I recently had was at Bear Creek Elementary School where I had the opportunity to serve as an additional adult assistant, helping within the CALUS program. This was an intense task as an additional adult assistant helping within the CALUS program. I was helping students all over the autism spectrum like my little brother, and it truly made me feel for our adult assistants, appreciate them and appreciate how they tirelessly show up to help the students in our system, tirelessly advocate for them, call them their best friends, and shouting with joy as they make progress in the hallways, there's a student who is nonverbal who talked to another student in the hallway, and they were just so overjoyed and crying in the room with me, but they're still making minimum wage, and they dedicate themselves every single day to their role.

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

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

MR. BROUSAIDES: Good evening, Ms. Henn.

Nothing to report from closed session.

CHAIRWOMAN HENN: Thank you, sir. The
next item on the agenda is contract awards and
for that I call on Ms. Jose, chair of the
building and contracts committee.

MS. JOSE: Thank you, Ms. Henn. Members
of the Board, the Board's building and contracts
committee met Friday, I'm sorry, Monday,
February 7th, 2022. For the record, I would like
to report to the full board, starting, the
committee meeting started with Deer Park
Elementary School's preliminary design
presentation followed by contract awards, so we
only had three board members present. At 5:47
Mr. Kuehn informed he had a hard stop so we no
longer had a forum of the committee and we had to
adjourn the committee meeting. Therefore, all 38
contracts are coming to the Board without any
recommendation.

However, in the interest of time, since
the committee has reviewed contracts K-1 through
K-14, and contracts K-15 through K-38 are capital
projects that can be grouped together, I move
that the Board approve contracts K-1 through K-14
that have been reviewed and discussed in
committee.

CHAIRWOMAN HENN: Thank you. We have a
motion on the floor. Mr. Thomas, is this
regarding the motion?

MR. THOMAS: Yes.

CHAIRWOMAN HENN: Go ahead.

MR. THOMAS: So you said, sorry, K-1
through what number?

MS. JOSE: 14.

MR. THOMAS: Okay, thank you.

MR. McMILLION: Ms. Henn, I second that.

CHAIRWOMAN HENN: Thank you,
Mr. McMillion, for the second. Is there any
discussion, board members, of the motion on the
floor? Dr. Hager?

DR. HAGER: I have questions about 1 and
11.

CHAIRWOMAN HENN: Would you like to
separate those, or do you just want to ask your
questions?

DR. HAGER: Whatever Ms. Jose prefers.
They're pretty straightforward questions.

CHAIRWOMAN HENN: Okay. Do you need
staff to --

DR. HAGER: Okay.

CHAIRWOMAN HENN: Mr. Sarris and
Mr. Dixit, are you both available? Good evening,
gentlemen.

MR. SARRIS: Good evening.

MS. CAUSEY: Madam Chair, I would ask
that we --

CHAIRWOMAN HENN: Ms. Causey, I will
acknowledge you, but go ahead, Dr. Hager.

DR. HAGER: So good evening. The
contract number one is for the hybrid funded and
online student courses. Are these courses, is
this new to the pandemic or is this something
that we've offered in the past?

MR. SARRIS: This is an ongoing program
and this is the state MSDE contract that we've
used for many years.

DR. HAGER: For many years. I was
trying to find like the historical aspect of it
in the information and I was having trouble
finding that. So it has nothing to do with any
of our changes we've made during the pandemic?

MR. SARRIS: No, we've had an online
course offering since at least 2014 that I know
of.

DR. HAGER: Okay, so it's just an
extension of that, thank you.

And then for number 11, which is the
removable trailers, relocatable classrooms
rather, given that we're, you know, investing in
a lot of new capital construction, we are
purchasing these relocatable classrooms, correct,
not leasing them?
MR. DIXIT: So as part of our regular program we purchase and lease both.

DR. HAGER: Okay.

MR. DIXIT: But this request is for a change order for a little over $3 million and that will be for purchase of relocatables, and they will be used at Dundalk High School while the addition is being built. And the reason we chose to purchase them is so that they can be used in the future, so it is more cost effective to do that.

DR. HAGER: As we engage in capital construction, they can be moved to other sites?

MR. DIXIT: That's true.

DR. HAGER: That's okay, thank you.

CHAIRWOMAN HENN: Thank you. I have a related question to Dr. Hager's as a followup, and then I'll go to Mrs. Causey. Good evening, Mr. Dixit.

MR. DIXIT: Good evening.

CHAIRWOMAN HENN: Do we qualify for funding through the state for the relocatables on this contract? I understand there's a special fund available specifically for relocatables through the state, do you know?

MR. DIXIT: So in this case this is part of the capital program, it is funded by the county. But the total capital project for the Dundalk addition, that's partially funded by state and partially county, so it's all mixed in there. More than likely these are all county funds and we are grateful to them that they have agreed to allow us to purchase them.

CHAIRWOMAN HENN: Thank you.

Mrs. Causey?

MS. CAUSEY: Thank you, Madam Chair, and I will need to separate out --

CHAIRWOMAN HENN: Are your questions on 1 through 14?

MS. CAUSEY: Yes, some of them are.

CHAIRWOMAN HENN: Go ahead.

MS. CAUSEY: If someone else had questions, you could go to them while I pull this out.

CHAIRWOMAN HENN: Board members, any other questions or discussion on 1 through 14?

Hearing none, we have a motion on the floor.

MS. CAUSEY: Okay, thank you, I have it now. So for the contract with the online learning that Dr. Hager commented --

CHAIRWOMAN HENN: Which number, Ms. Causey?

MS. CAUSEY: Number 1.

CHAIRWOMAN HENN: Okay.

MS. CAUSEY: There was a discussion in curriculum committee about that and I had asked for followup on the per pupil cost of those program, and I do appreciate, staff did provide input as to which schools were using which programs, but they did not include the number of students nor break down for the per pupil cost, so I think that would be helpful. We are trying to, especially in the operating budget timeframe, really evaluating how we can support our students moving forward. So is that something that the Board could receive?

MR. CORNS: So, the per pupil cost per course was included in the response to the Board's questions. So for example, Apex Learning got $600 per course, MVLO courses virtually were 950 per course, et cetera, and then it was broken down by vendors as well.

MS. CAUSEY: So when you said it was per course, that is the per pupil cost.

MR. CORNS: Right.

MS. CAUSEY: Okay, thank you. That was not clear. And then regarding the relocatables, I attended the building and contracts meeting virtually yesterday and I had asked questions about the number of trailers and the age and when they were distributed, was that information that if not available today could be available to the Board.

MR. DIXIT: So I'll give you some
information that I think would be helpful to you.

There are 281 relocatable units and they consist of 310 classrooms because some of them are double, some of them are single. And the age of unit is anywhere, there are 121 units that are zero to nine years; the ten to 19 years is 43 units; and then there are some that are more than 30 years. And you had asked about the age, average age or the life span of the relocatables, and what we have received is that average life is 15 to 20 years, but the condition is not necessarily a function of age, it is a function of usage. So for example, relocatables in elementary school tend to be in better condition and last longer as compared to relocatables in high school and middle school, but all relocatables are safe, and we get money every year to repair for repairs as needed.

MS. CAUSEY: Okay, thank you. And it's interesting because one of the survey things is saying that the schoolhouse employees really dislike the relocatables in terms of how they support the students. And how much exactly is going to the Dundalk High School project?

MR. DIXIT: So we have received two bids and lowest bid is $2.6 million, and they will be used for projects in the future also. So if you do an economic analysis, it comes out that the cost is a lot cheaper as compared to leasing or any other form.

MS. CAUSEY: Okay. So yesterday it was indicated Dundalk's would be higher than that, so what is the additional $2 million in the modification for?

MR. DIXIT: So the additional amount is needed for other locatables that will be sent to different schools depending on the enrollment fluctuation.

CHAIRWOMAN HENN: Thank you, and that's time, Mrs. Causey.

MS. CAUSEY: Thank you.

CHAIRWOMAN HENN: Do any other board members have questions? Yes, Ms. Scott?

MS. SCOTT: Yes, I just wanted clarification. It sounds like, and I just want to understand. So we're, there's a motion from the chair of the building and contracts committee to approve contracts one through 14, correct?

CHAIRWOMAN HENN: Correct.

MS. SCOTT: Okay, but none of these contracts come recommended to the full board, all 38 of them because, did I understand you correctly, Ms. Jose, you said there was not a quorum?

MS. JOSE: Correct.

MS. SCOTT: Okay. So as I see it, we have five members who are on building and contracts, and am I correct that only two were in attendance at building and contracts?

MS. JOSE: There were three, but Mr. Kuehn had to leave at 5:47, so at that point it was just Mr. McMillion and me, so we couldn't vote on those items that were already reviewed.

MS. SCOTT: So the 38 contracts now, are we expected as a board now to do the work of committee now in the full assembly, is that what we're expected to do? And I guess I'm directing that you, Ms. Henn.

CHAIRWOMAN HENN: I'm not going to entertain this discussion. We can discuss this outside of this meeting. We have 14 --

MS. SCOTT: No, I'm just curious because we have committees and we're supposed --

CHAIRWOMAN HENN: Yes, I understand that, so that's a discussion for outside of this forum. We have 38 contracts to approve.

MS. SCOTT: Se we're doing the work of the committee now in the full assembly, so --

CHAIRWOMAN HENN: There is a motion on the floor.

MS. SCOTT: There is, but my comment, my question is in regards to that motion. Yes, I have a question in regards to the motion to approve the 14 that basically influences my
decision, and that's why I'm just asking for clarification, because I'm just wondering now, so we're approving, the motion is to approve the 14 and then --

CHAIRWOMAN HENN: And then we will consider the others.

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

CHAIRWOMAN HENN: Mr. Thomas?

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

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

CHAIRWOMAN HENN: Ms. Rowe?

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

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

CHAIRWOMAN HENN: All are coming without recommendation.

MS. ROWE: Okay, thank you.

CHAIRWOMAN HENN: Mr. Thomas?

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

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

MR. THOMAS: Okay, thank you.

CHAIRWOMAN HENN: Thank you. Dr. Hager?

DR. HAGER: I'm just off of the bus for clarification. These were all presented and discussed, there was just not a vote within the committee, is that correct?

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

DR. HAGER: Thank you.

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

Ms. Causey, I believe your time is up.

MS. CAUSEY: I have a separate issue.

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

MS. CAUSEY: I have a point of --

CHAIRWOMAN HENN: Your time is up on this item.

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

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

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

CHAIRWOMAN HENN: K-1 through K-14.

MS. GOVER: Ms. Rowe?

MS. ROWE: Yes.

MS. GOVER: Ms. Causey?

MS. CAUSEY: No.

MS. GOVER: Ms. Mack?

MS. MACK: Yes.

MS. GOVER: Mr. McMillion?

MR. MCMILLION: Yes.

MS. GOVER: Ms. Jose?

MS. JOSE: Yes.

MS. GOVER: Ms. Pasteur?

VICE CHAIR PASTEUR: Yes.

MS. GOVER: Mr. Thomas?
MR. THOMAS: Yes.

MS. GOVER: Mr. Offerman?

MR. OFFERMAN: Yes.

MS. GOVER: Ms. Scott?

MS. SCOTT: Yes.

MS. GOVER: Dr. Hager?

DR. HAGER: Yes.

MS. GOVER: Mr. Kuehn?

MR. KUEHN: Yes.

MS. GOVER: Ms. Henn?

CHAIRWOMAN HENN: Yes.

MS. GOVER: Ms. Scott?

MS. SCOTT: Yes.

MS. GOVER: Dr. Hager?

DR. HAGER: Yes.

MS. GOVER: Mr. Kuehn?

MR. KUEHN: Yes.

MS. GOVER: Ms. Henn?

CHAIRWOMAN HENN: Yes.

MS. GOVER: Ms. Scott?

MS. SCOTT: Yes.

CHAIRWOMAN HENN: The motion carries.

MS. CAUSEY: Madam Chair, I just need to report a recuse from Item 14.

CHAIRWOMAN HENN: Okay, so noted, Mrs. Causey excused herself on K-14...

MS. JOSE: Second.

MR. OFFERMAN: Second, Offerman.

CHAIRWOMAN HENN: Thank you, Ms. Jose, I believe I heard her for the second. Any discussion? Mr. Kuehn?

MR. KUEHN: Thank you. Thank you, Mr. Dixit, for the insight. I'm going to focus on the items where we only received one bid because that's concerning to me and I was hoping you could provide us with some insight. Because as I review this, it says vendors issued to, 131, and number of bids on several of these packages are one, two or three. My guess is, and I'm hopeful that you can clarify this, that the vendors include any and all of the trades and

Mr. Dixit, would you like to present?

MR. DIXIT: So where are we at? I missed the conversation, so which item, which contract we are on.

MS. JOSE: K-15 through, if you could present the capital projects.

MR. DIXIT: Thank you very much. So Items 15 through 24 are for a board-approved project, which is Red House Run Elementary School. We have summarized those projects in the interest of time and if you want to talk about any particular project, any packet, I will be more than glad to talk about that. The contract number is JBO-712-21. There are package 1.B for testing and inspection, package 2.A for demolition and abatement, package 3.A for concrete, package 4.A for masonry, package 5.A for steel, package 8.A for aluminum storefront and glazing, package 11.A for food service equipment, package 23.A for plumbing, HVAC and fire suppression, package 26.A for electrical, and package 32.A for sidewalk and landscaping. These packages, most of them are multiple bidders, there are four contracts with one bid, which is demolition and abatement, concrete, masonry and S.A. Halac Iron Works for steel. All of the others have anywhere from two to five bidders. The demolition contract will come in October, later on. Package 1.A, general trades, 9.A, drywall, and 7.A, roofing, it is still being processed in purchasing and it will come back during one of the future meetings, and hopefully next time we will take care of it in building committee meeting so that we don't have to go over item by item but if not, I will be more than glad to present it here. And then there's another one for painting which is being processed in purchasing. So these are all packages and we are requesting your approval.
MR. SARRIS: Yes. The only thing that I note is that we did not receive any no bids in these contracts, and that's when a vendor will provide us with information on why they were unable to participate or chose not to participate, and I don't have that information for these, and so I would agree with Mr. Dixit, that's a market circumstance.

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

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

MR. KUEHN: Okay, that's really the clarification I'm looking for, because when I read this it makes me feel like we sent these bids to all these companies that do this work, but that's not actually the case, because if I'm in the concrete business I'm not going to bid on steel. Do you see what I'm getting at? All right, that's what I'm trying to understand, that's really all my question was about.

MR. SARRIS: Okay.

MR. KUEHN: Thank you.

CHAIRWOMAN HENN: Thank you. Any other questions or discussions, board members? No?

Hearing none, may I have a rollcall vote please?

MS. GOVER: Ms. Rowe?

MS. ROWE: Yes.

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

MS. MACK: Yes.

MS. GOVER: Mr. McMillion?

MR. MCMILLION: Yes.

MS. GOVER: Ms. Jose?

MS. JOSE: Yes.

MS. GOVER: Ms. Pasteur?

VICE CHAIR PASTEUR: Yes.

MS. GOVER: Mr. Thomas?

MR. THOMAS: Yes.

MS. GOVER: Mr. Offerman?

MR. OFFERMAN: Yes.

MS. GOVER: Ms. Scott?

MS. SCOTT: Yes.

MS. GOVER: Dr. Hager?

DR. HAGER: Yes.

MS. GOVER: Mr. Kuehn?

MR. KUEHN: Yes.

MS. GOVER: Ms. Henn?

CHAIRWOMAN HENN: Yes.

MS. GOVER: Thank you.

CHAIRWOMAN HENN: The motion carries.

Mr. Dixit, would you please present K-26 through K-38.

MR. DIXIT: So these items, 25 through 38, are for replacement of Summit Park Elementary School, a project that has been approved by the Board under the capital improvement program. Again, I have summarized a list in the interest of time. Package 1.A for general trade, two bidders; package 1.B for testing and inspection, four bidders; package 2.A, site work, two
bidders; package 3.A, concrete, three bidders; package 4.A, masonry, two bidders; package 5.A, steel, two bidders; package 7.A, roofing, two bidders; package 8.A, opening package is two bidders; package 9.A for drywall and acoustics, three bidders; package 9.B for flooring, one bidder; package 9.C for painting, one bidder; package 11.A for food service equipment is three bidders; package 15.A for mechanical, plumbing and fire suppression is one bidder; and package 16.A for electrical is one bidder. So these are the bidders, and we are requesting your approval.

CHAIRWOMAN HENN: Thank you. Do I have a motion for Items K-25 through K-38?

VICE CHAIR PASTEUR: So moved, Pasteur.

CHAIRWOMAN HENN: Thank you, Ms. Pasteur. Is there a second?

MR. OFFERMAN: Second, Offerman.

CHAIRWOMAN HENN: Thank you, Mr. Offerman. Any discussion? Hearing none, may I have a rollcall vote?

MS. GOVER: Ms. Rowe?

MS. ROWE: Yes.

MS. GOVER: Ms. Mack?

MS. MACK: Yes.

MS. GOVER: Mr. McMillion?

MR. MCMILLION: Yes.

MS. GOVER: Ms. Jose?

MS. JOSE: Yes.

MS. GOVER: Ms. Pasteur?

VICE CHAIR PASTEUR: Yes.

MS. GOVER: Mr. Thomas?

MR. THOMAS: Yes.

MS. GOVER: Mr. Offerman?

MR. OFFERMAN: Yes.

MS. GOVER: Ms. Scott?

MS. SCOTT: Yes.

MS. GOVER: Dr. Hager?

DR. HAGER: Yes.

MS. GOVER: Mr. Kuehn?

MR. KUEHN: Yes.

MS. GOVER: Ms. Henn?

CHAIRWOMAN HENN: Yes.

MS. GOVER: Thank you.

CHAIRWOMAN HENN: The motion carries, thank you. Thank you, gentlemen.

MR. SARRIS: Thank you.

MR. DIXIT: Thank you.

CHAIRWOMAN HENN: The next item on the agenda is the work session on the superintendent's proposed FY-2023 budget and for that I call on Dr. Williams and Mr. Sarris.

DR. YARBROUGH: Good evening.

Chairwoman Henn, Vice Chair Pasteur, Dr. Williams and members of the Board of Education. I'm pleased to open the fiscal year 2023 operating budget second work session this evening. The fiscal year 2023 proposed budget is closely aligned to the BCPS strategic plan, The Compass, Our Pathway to Excellence. Significant proposals are geared towards our goal of raising the bar, closing gaps and preparing for our future. Next slide please.

The proposed budget focuses on two key areas for our school system, people and progress. It is centered on our core purpose of increasing achievement for all students in a variety of pathways to prepare students for college and career. Next slide please.

The districtwide budget development process is a collaborative one involving the input of many stakeholders, including principals, departments and offices, employee unions, parent advisory groups, executive staff, the Office of Budget and Reporting, the superintendent and the School Board. The budget reflects the labor, materials and resources required to fulfill the goals and objectives of BCPS as outlined in our strategic plan. This is an operational plan stated in financial terms for carrying out the mission of Baltimore County Public Schools. The budget preparation process begins each year in September and continues through May for formal adoption. Next slide please.
The timeline for the FY-23 proposed budget is pictured on the slide. Today we are in budget work session two in preparation for the Board of Education vote on February 22nd. Next slide please.

This evening's work session will focus on budget requests related to curriculum and instruction, and business services, including facilities, information technology and transportation. Next slide please.

Following each section, there will be a related question and answer period. There will be one Q and A related to curriculum and instruction and a second portion for business services. The resources listed on this slide were provided to guide this evening's conversations. The FY-23 budget book is available on the website for members of the community. Members of the board have been provided with a hard copy. Additional materials provided to the Board are the FY-23 workbook, a condensed version of the full budget book and an addendum which provides an overview of the organizational structure and an update on staffing related to efficiency report recommendations.

To facilitate efficient responses from staff this evening, board members are asked to please identify the sources referenced when posing questions. Division staff are here and available to answer questions during the two Q and A segments. At this time I turn it over to Mr. Sarris and Mr. Tantleff to review the remaining slides. Next slide please.

MR. TANTLEFF: Thank you. The general fund budget which contains the majority of day-to-day spending for schools and offices including most salaries is proposed at 1.86 billion for 2023, which is 178.5 million above FY-2022 and 20.9 percent above required local maintenance of effort. Next slide.

The BCPS FY-23 proposed budget for all funds including general funds, special revenue which is the grant fund, capital projects, debt service and enterprise food service fund totals $2.43 billion, which is an increase of 115 million versus FY-2022. Next slide.

So you can see a summary of all the initiatives in the proposed budget. The grand total of new initiatives includes 381.3 positions at $172.4 million. Next slide.

To accelerate learning associated with the pandemic drive learning loss, Dr. Williams is proposing a variety of targeted initiatives under learning, accountability and results. Next slide.

Under curriculum and instruction the proposal includes special ed programs of 135.5 FTEs and $6.4 million; nonpublic placement at $2,030,000; elementary school IEP chairs, 75 FTEs and $6.4 million; magnet programs consisting of 8.5 FTEs and $1.5 million; English learner programs of 44 FTEs, $2.7 million; and a Blueprint for Maryland's Future transfer to special revenue fund of 24 FTEs and $1.8 million that's simply moved from the general fund to the special revenue fund. Next slide please.

We'll now entertain any questions on curriculum a instruction.

DR. WILLIAMS: I'm going to ask staff related to C&I to come to the table. Thank you.

CHAIRWOMAN HENN: Board members, Mr. Kuehn?

MR. KUEHN: Could we go back one slide? I can't. So Mr. Tantleff, my question had to do with the transfer. Could you just explain what's happening there?

MR. TANTLEFF: Sure. When the Blueprint first came into law several years ago we had everything in the general fund because it was unknown what was restricted, what type of recording was required, et cetera, but over time we found that certain grants within the Blueprint are actually, act just like a restricted grant,
we can carry over funds between years like a restricted grant so we can't keep them in the general fund anymore, it doesn't make any sense. So last year we moved the concentration of poverty grants over and this year, this year being FY-23, we're moving the transitional supplemental instruction grant, which is math specialists and reading specialists at the elementary K-2 level, we're proposing to move that to special revenue next year, but it doesn't impact what they're doing at all, it will be invisible to the teachers, it's just how we're tracking them.

CHAIRWOMAN HENN: Ms. Mack?

MS. MACK: Yes, thank you, Ms. Henn. I have asked this question in curriculum, I raised this question when I spoke to Dr. Williams and Mr. Sarris, but many of our educators remain untrained on products that are proven to have a positive impact on academic outcomes, a number of them were purchased prior to 2021. In 2021 alone we purchased ten new products to improve reading scores. Where in the budget specifically is the funding allocated for the training database that will allow educators to take and complete the training on evidence-based products and other professional development, because teachers continue to report to me that they have not had an opportunity to be trained on these very important products.

MR. SARRIS: So the Department of Organizational Effectiveness has a professional development budget of approximately $1 million and each of the curriculum offices also have accounts for stipends in each of their budgets which are part of the salary accounts, because in our TABCO agreement there is a schedule of payments for teachers who participate in professional development and it is paid out as salaries, and that's, if Dr. Boswell-McComas has any additional information?

DR. MCCOMAS: As we've discussed, Ms. Mack and members of the Board, good evening first, let me say that, we do provide professional learning in a variety of venues, so sometimes that is during the workday, and of course we have been away from that given all the turbulence the last two years. We offer professional learning after school, that's where Mr. Sarris referenced in the plan, teachers could be paid a stipend. We also offer professional learning throughout the summer. So we strive in every way possible to provide the professional learning opportunities for our teachers once we've invested in resources. Also, Ms. Mack, thank you, I know that this is a particular point of commitment and passion for a number of our board members, professional learning, so thank you.

MS. MACK: I have a follow-up question please. Oh, I'm sorry, Mr. Sarris, go ahead.

MR. SARRIS: Yes, Ms. Mack, I just wanted to also mention that we have a $4.7 million tuition reimbursement program which provides the cohort-based professional development as well as self-guided access to advanced credits, master's, PhD, et cetera, so I think that's part of our overall opportunity for professional development.

MS. MACK: I appreciate that, but I'm specifically talking about things that we know help our students, like Open Court, Reading 180, System 44, Lexia and Wilson. We purchase these things, we spend millions of dollars and again, I can't get a count of teachers who are trained, and that is why I'm asking what is in the budget to get teachers caught up on the many products that we have purchased so that our students can start reaping the benefits?

DR. MCCOMAS: Ms. Mack, I know you're asking where it is in the budget. Fundamentally that is, as Mr. Sarris explained, in the budget for professional learning. The platform that we have moved to will assist us in that format of
being able to pull the data in terms of how many people have been trained on what.

MS. MACK: And that platform is in this budget, and where would that be? I guess that's a Mr. Sarris question.

MR. SARRIS: Well, I can't really expand in any more detail on the line items, but I think generally each of the curriculum offices and the Division of Organizational Effectiveness, and some Title II funding as well, which is also under organizational effectiveness, all have professional development funds, and it's an ongoing annual part of every budget and this one.

MS. MACK: Thank you.

CHAIRWOMAN HENN: Thank you. I would like to ask a follow-up question to Ms. Mack's question, and then Mr. Thomas, you have been waiting patiently. Do these product vendors offer their own professional development and is this something we can include in our contracts when we purchase the products?

DR. MCCOMAS: So yes. Ms. Henn, as I know when you asked contracts committee, many of the products that we purchase, the vendors do offer professional learning as part of the package. We do take advantage of that. Often as you know, when we bring contracts forward we explain how much professional learning, how many hours or depending upon the structure that is being offered, so we do partner with the vendors that, we purchase their materials to insure that we are training our personnel to the highest degree possible.

CHAIRWOMAN HENN: Thank you, because they're the experts, right, and it's their product, so generally they bundle them, and one of the questions I would ask from contracts committee, thank you, is to separate those out, to understand the cost between the product and the professional development. And I believe what Ms. Mack is asking is where in the budget are we showing that, is that reflected, is it rolled into the product cost and if so, then we're paying for the professional learning, we just can't, the Board hasn't seen where that investment is going in terms of how many teachers are receiving that professional learning, and I think that's what she's asking for.

And if we can't see it, then we don't know if our investment is adequate enough for it, because anceotically we hear that it's not, but we don't know what the true costs of that are, and we want to insure that our teachers are receiving the adequate professional learning that they need, because if we're buying the products we want to make sure we're also buying the professional development to go along with those products, and if they are bundled or if we're being offered bundles, let's do both.

DR. MCCOMAS: Yes. So I'll just add that as we've been discussing, the vendor often provides a service that we contract with, but then you also see the cost of that gets rolled in when we bring products forward for contract, but you also see that as Mr. Sarris indicated, in our budget to pay our teachers to attend the professional learning, so that's where you're going to see that combined cost.

CHAIRWOMAN SCOTT: And I'm sorry if you answered this already, so where would we see that, where do we see the compensation for our staff to attend the professional learning?

DR. MCCOMAS: So as Mr. Sarris said, in the Office For Organizational Effectiveness, the budget there supports professional learning and pays for it, in all of my content offices where you will see Mr. Sarris indicate we also have money to pay stipends to teachers to attend training.

CHAIRWOMAN HENN: So that one million, I believe that was the figure passed out there, is the organizational effectiveness budget for professional learning; is that correct?

MR. SARRIS: On page 335, salaries and...
wages underneath the Title II grant, $3.8 million is essentially professional development, because it is a teacher quality grant. Let's see if I can find any of the other larger amounts in one place.

CHAIRWOMAN HENN: Do we know off the cuff, or can the Board find out approximately how many hours that would translate into, what we have budgeted in terms of teacher professional development, ballpark?

MR. SARRIS: We can use the contract rates to give you an estimate, yeah.

CHAIRWOMAN HENN: That would be great if we could receive that. Thank you. Mr. Thomas?

MR. THOMAS: Thank you. So on page 253 of the big book, it references that $409,000 are being allocated to world languages, so how much of this money is being allocated for the development, implementation and extension of new world languages and expanding the continuity of languages within zones?

MR. TANTLEFF: What page was that?

MR. THOMAS: 253, that's the main page outlining all curriculum and instruction.

MR. TANTLEFF: Sorry, could you repeat your question again?

MR. THOMAS: Yes. So on page 253 of the big book, it references that $409,000 are being allocated to world languages, so how much of this money is being allocated for the development, implementation and extension of new BCPS world language offerings and expanding the continuity of languages between zoned schools?

MS. SHAY: Good evening, Mr. Thomas. I just wanted to make sure that my colleagues knew I was here. The funding that you're referencing actually comes from the World Languages Office budget, so the funding you specifically referenced actually pays the salaries for the staff in the Office of World Languages. So indirectly, some of the work of the staff in the Office of World Languages, the coordinator, supervisor and specialist, is about developing coursework, but that's not a separate item in the $409,000 that you referenced.

MR. THOMAS: Okay. Would it be possible to request funding for the new, the continuity of those courses?

MS. SHAY: We are actually right now in the process of my team submitting curriculum writing requests, this is the time period where we, offices submit requests for what they want to work on, and the World Languages Office has submitted that request, Dr. McComas and I are working through all those requests to allocate them, so that is in the process right now.

MR. THOMAS: Incredible, thank you.

MS. SHAY: Sure.

MR. THOMAS: So my next question is how much of the money, how much money would need to be allocated to offer every student every AP exam they might want to take for free?

DR. MCCOMAS: Yes, so I know that's Dr. Whisted but if you'll give me just a moment, Mr. Thomas, because I know we really addressed these questions. What you'll see last year is we using title funding, we were able to cover the costs of students in financial need for advanced placement. So your question really is what it would be if we covered for all of the students taking the advanced placement, so if you just give me a moment to locate my notes.

MR. TANTLEFF: Number eight.

DR. MCCOMAS: Number eight, thank you. So based on our invoice from the College Board last spring, we spent 696,118 to cover exams for those who were struggling. If we were to cover all of the AP exams for all students, last year we had, 16,000 tests were taken, and so it would be just shy of a million dollars, 900,000.

MR. THOMAS: Okay, thank you. And where would that be allocated in the budget if we were to increase them to all, would it still be in the title funds?

DR. MCCOMAS: It would be in the college and career readiness funds. One thing we have to
keep in mind when we're dealing with federal funds, there is an issue of supplanting. So when we use federal grants, federal grants are meant to be the extra, the part that we are not funding for an operating budget. So the moment we as an organization move to cover that with our operating budget, we can no longer use that federal grant because that becomes supplanting that, so we would have to pick up the total cost.

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

CHAIRWOMAN HENN: Thank you. Ms. Mack?

MS. MACK: Yes. I just wanted to clarify that while I appreciate if we include the cost of professional development, we have to look at this as the cost of time. Teachers have one one-hour meeting a week, they might have two days during the summer, we have classes that have 60 hours of professional development, we have to include money in this budget for creative ways to pay teachers and not give them the choice but to pay them, to incent them to get this training done because again, if we keep buying it and we don't train anybody, it just doesn't make sense. Thank you.

CHAIRWOMAN HENN: Thank you. Ms. Pasteur?

VICE CHAIR PASTEUR: Thank you. I'm not sure whether this is a real question or a comment, but I want to thank all of you for trying to put this together, and point out that there are very few singular places in the budget where you can account for why the programs we're buying and the things that we're doing can be discussed or pointed to, because a part of where you have to look in this budget, unfortunately I left my book home so I don't have it all marked, but it goes to the way we staff as well. So some of the problems in terms of our teachers not getting professional development are those things about which Ms. Mack is speaking is going to happen in terms of the new organization where we have those executive directors who will be present and building, who will be guiding some of the training.

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

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

DR. MCCOMAS: Yes, I would affirm that the funds that we spend for professional learning does flow through multiple line items within the budget book rather than as part of the contract for the materials with the vendors, whether that is in stipends, in individual contact offices or within the Organizational Effectiveness Division that is dedicated to professional learning, or in our Title II funding which is federal grants dedicated to professional learning, to fund professional learning for teachers or administrators. So you will see that flow through all of these budget lines within the
MR. SARRIS: And I just want to add that page 148 has that additional $1.1 million that I mentioned in a single location, and if we were to add the Title II funds and the organizational effectiveness funds, it would be just under $5 million, and a typical half day program of instruction is paid to a teacher at about $275 for a half day, and that would amount to about 18,000 courses.

CHAIRWOMAN HENN: Ms. Jose?

MS. JOSE: Thank you. First of all, thank you to staff and Dr. Williams for this budget. I see the 22 full-time staff development teachers that have been added. Is that just for the elementary schools, this is in addition to the 65 staff development teachers that we have, and they will be spread across all schools? Will the staff development teachers also help in training, because I see that quite a lot.

And my follow-up question is, you allocated, Dr. Williams, 75 IEP chairs for elementary schools. I think that's great because previously that task was done by APs, so I think that's a good move, and if you could also explain on the scope here?

DR. MCCOMAS: Yes, so thank you. First the staff development teacher is exactly as you said, primary work for staff development teachers is centered in professional learning. We know there's nothing as good as being able to work with teachers directly in their classrooms and that takes the form, excuse me, that takes the shape of everything from doing model lessons to realtime coaching in classrooms for teachers around Pedagogy and implementation of programs so that we can implement those with fidelity.

It also looks like the work where our staff development teachers facilitate common planning time for teachers who may teach the same grade level so that you can hone in and use data driven methods to support planning and rigor to the standards. It also looks like professional learning that can occur after school, it can be one-on-one professional learning with teachers during their planning time, a small group during the day, sometimes they offer drop-in sessions during, what do they call it, staff issues during different planning time depending on what's being offered.

The beauty of the staff development teacher is that as a principal, you really have somebody dedicated full time to help constantly drive the quality of instruction to make sure that we're hitting the rigor of standards and that we're looking at student work and student data to drive this next step of instruction, and so it's a very powerful model of professional learning and impact on student learning.

Your second question relates to the elementary IEP chairs, thank you. We're very excited to bring this request forward this year. As many of you know who attend our SECAC meetings, our SECAC advocates have been really asking for this for I know personally at least six years that I have been participating in SECAC and our instructional program.

And so this effort is really to your point, Ms. Jose, to bring forward and provide personnel who can take on the work of facilitating the IEPs to insure compliance and proper monitoring at the elementary level. The value add besides just in dedicated support with expert teachers for that work at the elementary level is that also does free up our assistant principals who then can also be in classrooms helping to monitor and coach instruction to support the overall school instructional program.

With that, I'll ask Dr. Pierandozzi if you have anything you want to add related to elementary IEPs.

DR. PIERANDOZZI: Good evening, Madam Chair, board members and Dr. Williams. It is a terrific honor to have the opportunity to speak
to this position specifically, but it will, it 
will assist as a designated position to support 
and maintain compliance. That decision will also 
support students, families and our schools in 
implementing and monitoring the IEP process as 
well as the services that are provided. They 
will also be able to coach and assist special 
education providers in appropriate goal writing 
and IEP writing to insure that it is an 
implemented IEP for each student, not only in 
compliance but in the best interest of that 
student for academic achievement.

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

CHAIRWOMAN HENN: Thank you. Dr. Hager?

DR. HAGER: Thank you. In followup to 
Mr. Thomas' question about world languages, I 
understand the point that was made about the 
middlelevel administration on that page that he 
mentioned, but then following through with the 
rest of the budget for curriculum and 
instruction, it seems that world languages are 
cut a lot under other instructional costs and 
textbooks and supplies, and yet it sounded like 
you were thinking of expanding that offering, so 
could you explain how that works?

MS. SHAY: Good evening, Dr. Hager, I'm 
going to start and then I'll certainly let my 
budget experts take over. We did consolidate, so 
as the executive director of academics we do work 
to be the most efficient we can. So some of the 
money that you see moved, for example the fiscal 
assistant under Dr. McComas works to pull all the 
textbook resources that were sprinkled throughout 
offices together to be able to streamline efforts 
for things like digital content or textbook 
purchases. So it isn't so much that they were 
cut, in a lot of instances it means that for 
example, several years ago you remember we had a 
program called Middlebury, that was part of our 
elementary world languages program, we sunset 
that program so those funds were redirected to 
support textbook purchases under the T-FAC 
demagogue. So what you'll see over time looks 
lke a loss, but it's also reflecting that 
consolidation for textbooks centrally, which is 
what enabled us to do things like Bridges and 
some of the other large purchases we've done.

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

MS. SHAY: Yes, exactly.

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

CHAIRWOMAN HENN: Thank you.

MR. McMILLION: Dr. McComas, if there's 
teachers out there that do, that want the 
professional training and they're not getting the 
kind of direction or cooperation or support from 
their local schoolhouse administrators, would it 
be acceptable that they reach out to you and 
Ms. Shay for guidance on how to pursue this 
professional training?

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

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

DR. MCCOMAS: Thank you.

CHAIRWOMAN HENN: Thank you.

Mrs. Causey?
MS. CAUSEY: Thank you, Madam Chair.

The Public Works consulting company has as their next steps leading off, the BCPS school board and superintendent has an opportunity to use the Public Works report findings and recommendations to transform the schools division, its culture and climate, its operations and its academic programs to become more effective and higher performing. The cost of ignoring the findings and recommendations as well as postponing any consideration of implementation is a disservice to the needs of BCPS, its stakeholders, staff and students, they write on page 192.

The Board received this two weeks ago and I'm wondering where is it available digitally, and is it available publicly, which is the superintendent's update evaluating the implementation and the fiscal impact of implementation of Public Works recommendations.

DR. WILLIAMS: So to provide some clarity, that document is an addendum to the budget that reflects FTEs and a part of the discussion as Dr. Yarbrough reported a month ago, the division workgroups are looking at the efficiencies, the division workgroup, Blueprint -- there's one more -- oh, stakeholder, how could forget, stakeholder workgroup. And so what you have, what the Board has is the actual FTEs in terms of what was recommended, what was moving forward, what amendments I made, and what FTEs are still on hold, so we provided a hard copy to the Board.

MS. CAUSEY: So can this document be attached to the executive content for board members but also, I believe it will be helpful to have a publicly available version. As our funding partner who paid for the Public Works consulting, I imagine would want to understand the fiscal impact.

DR. WILLIAMS: We will consider that request. Thank you, Ms. Causey.

MS. CAUSEY: Thank you. Was there an update on the SRO training program?

DR. WILLIAMS: That was one of the questions and --

MR. SARRIS: Yes, we have that cost for you, and I'll just note that that cost is not currently in this budget.

MR. TANTLEFF: It's about $156,000, is the estimate.

DR. WILLIAMS: Would you provide the number of SROs and what that would total if we were to pay for every SRO?

MR. TANTLEFF: We have 81 and it's estimated that 70 would go, so the cost would be about $156,000. You know, it would be about $20,000 more if all 81 went.

MS. CAUSEY: So that was in the budget for this year but --

MR. TANTLEFF: That is not in the budget for either year.

MS. CAUSEY: Is it something that was in the budget in the past?

MR. TANTLEFF: It was in the past.

MS. CAUSEY: Okay, that's concerning that as we speak, professional development for all of our educators and staff members, they are, as we unfortunately have seen today, so critical for our school system that we would not be able to provide that is, in my opinion, shortsighted and unacceptable.

CHAIRWOMAN HENN: Thank you, Mrs. Causey. Mr. Kuehn?

MR. KUEHN: Thank you. Ms. Shay and Dr. McComas, just a real quick question, and I know we've had some of this discussion before, so when we purchase a new program, let's say it's targeted to reading in elementary schools. Is the responsibility for professional training at the schoolhouse level or is it in the central office and tracked that way somehow, to insure that it's handled throughout the system?

DR. MCCOMAS: Yes and yes. So we at the central level coordinate and organize that
professional learning to provide it in multiple opportunities during the day, after school and sometimes on the weekends, throughout the summer, so we provide all that leadership and coordination, right? What is offered at the school is really a combination of things. It can be, the school’s part may be helping to find the time for teachers to attend the training, right? It could be as we push forth the training in sort of a train the trainer model, depending on what it is, we may train the reading specialist for example at the school level and then they provide the training at the building level.

And so professional learning comes in many shapes and sizes, if you will, depending on what it is, and our approach is to try to reach as many teachers as possible. Believe me, my goal is to have every teacher trained in all the programs that we have. Ms. Shay, I don’t know if you have anything you’d like to elaborate on that, because it’s really, it’s not an either/or, it’s a yes to both. Thank you.

MS. SHAY: I would just add too, we do have a responsibility in the master agreement with our teacher unions that when we roll out a new curriculum we are providing multiple opportunities for training. I think the challenge that Dr. McComas spoke to, that has been especially true this year or the last several years, is about time out of the classroom with the challenge in finding substitutes.

We did offer, so Open Court as a good example, because we were rolling it out at the same time that we were in the pandemic, much of that training that normally would be face to face was done virtually through modules that were completed at the schoolhouse, and so we did have to rely more on schools for supporting that just because of the nature of other challenges.

We do also have a tremendous amount of staff turnover so we never really finish. Even though we might say this is year one for grade two, if we hire several, you know, grade two teachers, it’s a constant challenge to keep up with that. So it is our obligation, it’s our goal, it’s also our love. We want our teachers to feel successful when we roll that out, but beyond just funding time, substitutes and the staff turnover are additional challenges that we continue to work through.

VICE CHAIR PASTEUR: Thank you. This question I guess is first to you, Dr. Williams, and it is about SROs. I believe that it was around 2019 and I think the county executive took it out when he did, and I could be wrong, so Mr. Tantleff and Mr. Sarris can correct me, but it’s been a couple of years, it’s been during the pandemic time that we have not had it. And the cost, I’m just wondering if there’s any way, even just in conversation with the county executive, for the amount that he named for how invaluable that service is, to me that’s a small amount, because I’m talking about the national training, that’s what was removed, and it’s known that that national training is the best. We get, some of them get the state training, but I would like that to be a consideration in your conversation, because we need them so sorely, we’ve always needed them but now I think it’s imperative, so is that something that can be discussed in some language?

DR. WILLIAMS: Yes, Ms. Pasteur, we can always follow up with the county executive.

VICE CHAIR PASTEUR: Thank you. CHAIRWOMAN HENN: Thank you, Ms. Pasteur. I have a comment and then Mr. McMillion and then Mr. Thomas. So on that vein of national SRO training, I move to amend the FY-2023 budget to include funds for the national SRO training.

MS. ROWE: Second, Rowe.

CHAIRWOMAN HENN: Thank you, Ms. Rowe. Any discussion, board members? I think several of us have spoken to the need for it so I don’t
feel the need to speak, but Mr. Thomas?

MR. THOMAS: I'm just not familiar with the exact components of the national SRO training, I don't know, I just, I want to know more about it, I know it's amazing but I want to know more about it before I vote on it.

CHAIRWOMAN HENN: I'm going to ask Mrs. Causey if she would like to speak to the motion and answer Mr. Thomas' question.

MS. CAUSEY: Certainly, thank you. So the National Association of SROs puts on this training every year and as Ms. Pasteur pointed out, we have paid for it before the pandemic, and in fact in 2020 Baltimore County's Officer Danielle Moore was awarded the national award for being the most outstanding SRO in the nation, and I was privileged to be able to go to that awards ceremony, and she attributed her success to the training she received through the national organization and to the support that she received from her colleagues and from the school principal and the school system, we have a very robust program in central office in collaboration with our SRO program and the Baltimore County Police Department.

CHAIRWOMAN HENN: Thank you. Any other comments or questions? I see a couple in the chat but I think those were on other items unless they were to this motion. Ms. Scott?

MS. SCOTT: Yes. I was wanting to know, and I'm not sure if it was already said, the cost impact of what that would do.

CHAIRWOMAN HENN: Mr. Tantleff, would you repeat that please?

MR. TANTLEFF: Approximately $156,000 to provide the travel, for an estimated 70 out of the 80 to go.

MS. SCOTT: Okay, so that would be in addition to what's already in the budget, so basically we're adding $156,000 to the budget for the training.

MR. TANTLEFF: Correct.

MS. SCOTT: Thank you.

CHAIRWOMAN HENN: Thank you. Ms. Jose?

MS. JOSE: A budget question. Is that something that would typically be funded by the county council, or does that onus fall on the school system?

MR. TANTLEFF: An amount like that we could either self fund it within one of the organizations or it could be posed as a new initiative that goes to the county executive, so those are both really options.

MS. JOSE: Thank you.

CHAIRWOMAN HENN: Thank you. Any board members that haven't spoken to this that have questions? Ms. Rowe?

MS. ROWE: I think it's important to realize too that one of the things that this NASRO training does is it specifically teaches SROs how to deal with a variety of different situations for best practices for dealing with children with disabilities, and like which times they should be engaged and which times they shouldn't. These are things that are not part of the normal police department training, but this is such an important extension of their police department training, because SROs are dealing with children and in a completely different environment than the regular community that they're trained for, that I feel like it's very irresponsible to not train these individuals who are in our schools when we offer every other employee training.

CHAIRWOMAN HENN: Thank you.

Ms. Pasteur and then Mrs. Causey.

VICE CHAIR PASTEUR: Thank you. One of the main things for me that the national one does that's important, you heard recently someone say that we needed to have a larger police presence in some of our schools, around our schools. One of the things this training will do is to help them not just deal with the students, to help them deal with other police officers who come in
ready and sometimes exacerbate the situation. So they know how not only to diffuse children, but they learn how to diffuse adults, and they learn how to do the things within that school. If you've seen any of these videos, you've watched the action, so this is my question again, Dr. Williams.

If we don't put it in the budget, is that a conversation, and we've already had the conversation, but is that a conversation you can have with the county executive so he will pick it up if we don't put it in, or do we need to put it in so he will take it out and make it a county thing as it was just described? What is the best practice to move forward with this?

DR. WILLIAMS: So I can't really speak on what the county executive may do, but I think it's worth having a conversation with him about what we have just discussed tonight. I do want to clarify, if I may, about some comments, some qualifiers about irresponsible, not looking at this. I want you to go back to our town hall meeting where Sergeant Thomas talked about the training for SROs. There is specific training in how they are working together, and then police officers choosing to become an SRO. And so I just want board members to be careful about the language about this budget not reflecting professional development for SROs or irresponsibility. Clearly if this Board, there was a motion made to add it to the budget, I would be happy to add it to the budget. In addition, I'm happy to follow up with the county executive. I think it's also worth a conversation with our leader of our SROs to understand what this conference will look like, because I think Mr. Thomas asked that particular question, and we can move forward from there.

But again, I think our SROs, I know our SROs are well trained, they work well and are well respected, and we are so appreciative of having SROs in that partnership with Baltimore County Police. Thank you.

CHAIRWOMAN HENN: Thank you.

MR. SARRIS: Could I add to answer Mr. Thomas' question? The conference registration fee is $450, the conference takes place between July 3rd and July 8th in Aurora, Colorado, and the remainder of the costs per person are travel and accommodations.

CHAIRWOMAN HENN: Thank you. I'm just making sure I have everyone in the chat that asked a question, and has anyone not had the opportunity to ask a question that would like to?

No? Ms. Jose?

MS. JOSE: Just as a followup, the SROs are only in our high schools, correct, do they have them in elementary and middle school? They do?

And in terms of disciplinary action, is that still done by the administration?

DR. WILLIAMS: Yes.

MS. JOSE: Thank you.

CHAIRWOMAN HENN: Thank you. If there's no further discussion then? Mrs. Causey?

MS. CAUSEY: Thank you, Madam Chair. I just wanted to clarify. The conference is in July, so does the funding for the officers to attend this July, does the funding need to be in fiscal year 22 or fiscal year 23?

MR. SARRIS: The registration and the fees will be paid in FY-22.

MS. CAUSEY: Okay, thank you, and we had asked at the previous work session what is the value of the SROs and who pays their salaries and benefits.

MR. TANTLEFF: They're paid by the county, I don't have the cost right off, but you know, it's probably 150,000 a person times 80 people with benefits and everything, I'd estimate.

CHAIRWOMAN HENN: Could you please put on your mic?
MS. CAUSEY: Thank you. I move to amend by adding, the superintendent will allocate funding up to 156,000 for SROs to attend this summer's NASRO training in July through the fiscal year 22 budget operating funds.

CHAIRWOMAN HENN: Is there a second? I'm not hearing a second to that motion, Mrs. Causey. So we have, the original motion is still on the floor. That fails for lack of a second. There is no amount specified in the original motion, which provides for any amount that is needed to provide funding for this conference, so given that there is no additional discussion, may I have a rollcall vote please?

MS. GOVER: Ms. Rowe?
MS. ROWE: Yes.
MS. GOVER: Ms. Causey?
MS. CAUSEY: Yes.
MS. GOVER: Ms. Mack?
MS. MACK: Yes.
MS. GOVER: Mr. McMillion?
MR. MCMILLION: Yes.
MS. GOVER: Ms. Jose?
MS. JOSE: No.
MS. GOVER: Ms. Pasteur?
VICE CHAIR PASTEUR: Yes.
MS. GOVER: Mr. Offerman?
MR. OFFERMAN: Yes.
MS. GOVER: Ms. Scott?
MS. SCOTT: Yes.
MS. GOVER: Dr. Hager?
DR. HAGER: Yes.
MS. GOVER: Mr. Kuehn?
MR. KUEHN: Yes.
MS. GOVER: Ms. Henn?
MS. HENN: Yes.
MS. GOVER: Thank you.
CHAIRWOMAN HENN: Thank you, the motion carries.

Other comments or questions or discussion, board members? Mr. Thomas?

MR. THOMAS: Yes. I'd just like to state for the record that I'm unable to participate in the conversation regarding motions and amendments to the Board. I find that to be very disheartening, considering that the only student representative on this Board of Education cannot even discuss something as important as SROs in our schools, and be part of that conversation. That is most disappointing, and I'm even more disappointed that this Board in legislative priorities did not approve allowing the SMOB to be able to participate in these conversations. Thank you.

CHAIRWOMAN HENN: Ms. Rowe?
MS. ROWE: Madam Chair, this Board has always allowed the student member to participate in conversations during budget discussions, just not vote, and it's unclear to me as to why our student member would be under that impression.

CHAIRWOMAN HENN: I do have a comment because this is taking us off topic, and staff, I want to honor and respect staff's time. It's late in the evening, it's almost nine o'clock and we need to move on to the next agenda item.

MS. ROWE: I move to suspend rules and allow the student member to vote during this conversation.

MR. BROUSAIDES: Unfortunately, that's not something that the Board can overturn. The Education Article sets limits on the student member's voting ability. The student member has full power and responsibility and ability to participate in the budget discussions that have been going on, but once a motion has been made, the student member can't vote on that item. Now with a two-thirds vote of approval by the Board, the student member could participate in the debate but still could not vote on any matter regarding the budget.

MS. ROWE: This is what I'm proposing, is that we suspend rules and the student member be allowed to participate in the debate but not vote.
MS. JOSE: Second.

CHAIRWOMAN HENN: Any discussion?

Dr. Hager?

DR. HAGER: Could this be for the whole budget discussion or do we have to do this motion by motion?

CHAIRWOMAN HENN: Mr. Brousaides?

MR. BROUSAIDES: It can be the entire budget discussion -- well, any -- you can do it for all motions except, it would allow the student member to participate in debate on all motions regarding the budget, but still not vote.

CHAIRWOMAN HENN: Thank you.

Mrs. Causey?

MS. CAUSEY: Point of clarification.

I'm looking over minutes and previously another SMOB made motions and amendments, but is that really not appropriate? I just want to clarify.

MR. BROUSAIDES: Yes, that is my view.

The SMOB cannot even make a motion regarding the budget.

MS. CAUSEY: Okay, I just wanted to clarify. I support the input of the student member of the Board, but I also want to say that I feel, and I believe all of our colleagues here around the dais feel that we are all representing the students, so I just wanted to put that out there. Thank you.

CHAIRWOMAN HENN: Thank you. Ms. Jose, did you have a comment?

MS. JOSE: Yes, a clarification from Mr. Brousaides, because previously our student members have participated very vigorously during conversations and debates during the budget, so what stops Mr. Thomas from doing it?

MR. BROUSAIDES: Sure. There's a distinction between participating in the discussion like when staff is making a presentation and board members are having their two minutes to ask questions. That's separate from when once a motion is put on the table and a member's ability to participate in the discussion.

MS. ROWE: I move to allow the student member to participate in debate on motions concerning the budget.

CHAIRWOMAN HENN: Thank you, and I believe it was seconded by Ms. Jose, is that correct? Thank you. Any further discussion? Hearing none, may I have a rollcall vote please?

MS. GOVER: Ms. Rowe?

MS. ROWE: Yes.

MS. GOVER: Ms. Causey?

MS. CAUSEY: Yes.

MS. GOVER: Ms. Mack?

MS. MACK: Yes.

MS. GOVER: Mr. McMillion?

MR. MCMILLION: Yes.

MS. GOVER: Ms. Jose?

MS. JOSE: Yes.

MS. GOVER: Ms. Pasteur?

VICE CHAIR PASTEUR: Yes.

MS. GOVER: Mr. Offerman?

MR. OFFERMAN: Yes.

MS. JOSE: Got it, thank you.

CHAIRWOMAN HENN: Thank you. Ms. Mack?

MS. MACK: That was actually my question so I'm fine, thank you.

CHAIRWOMAN HENN: Thank you. Ms. Rowe, would you please repeat your motion?

MS. ROWE: I move to suspend rules for the duration of this meeting and other budget work sessions to allow the student member to participate in all discussions, but not vote.

MR. BROUSAIDES: If I may, it's not suspending the rules, it would be just making a motion to allow the student member to participate in debate on motions regarding the budget.

MS. ROWE: Should I restate that?

CHAIRWOMAN HENN: Please.
MS. GOVER: Ms. Scott?
MS. SCOTT: Yes.
MS. GOVER: Dr. Hager?
DR. HAGER: Yes.
MS. GOVER: Mr. Kuehn?
MR. KUEHN: Yes.
MS. GOVER: Ms. Henn?
CHAIRWOMAN HENN: Yes.
MS. GOVER: Thank you.
CHAIRWOMAN HENN: The motion carries, thank you. Further discussion on the budget, board members? Mr. Thomas?

MR. THOMAS: Thank you. So Dr. McComas and staff, is there any way to expand or reduce the cost of AP exams without kind of taking away the current grant money that we have with the title funding? I know that some schools provide incentives, or they provide maybe half off for an AP exam if students are receiving, you know, high grade levels. I think that becomes a fiduciary balance, but is there any way that we can reduce the cost without taking away the funding that we already have?

DR. MCCOMAS: I would have to reflect on how might we do that in a way that, again, does not violate the supplanting laws related to federal funding, okay? Because I understand the aspiration here to provide that support for all students and to do it in a way that optimizes resource. So I don't want to speculate on what might be a creative way, I appreciate the opportunity to reflect on that with our team.

MR. THOMAS: Okay, thank you. And so could you provide an update on that at the next meeting? Could you provide an update on that reflection?

DR. MCCOMAS: I could work with Dr. Williams to provide something like that.

MR. THOMAS: Thank you, that would be great, thank you so much.

CHAIRWOMAN HENN: Thank you. Any other questions, board members? No? Okay, thank you all very much.

(Applause.)

MR. SARRIS: I just want to remind everybody that we have another division or department to work through.

CHAIRWOMAN HENN: Thank you.

MR. TANTLEFF: If we could get the Power Point back up on operational excellence, thank you. We must also invest in our critical infrastructure needs. This budget does that. Next page. Next page please.

Within facilities there's three FTEs to support the Build to Learn initiative which costs 902,000; nine preventative maintenance FTEs costing 3.8 million; contract maintenance, housekeeping and grounds support for $6.7 million; facilities specialist, software, filtration, flooring and utilities, which is one FTE and $2.9 million. Next page.

Within information technology we have security software at $1.5 million; technology support contractors for student devices at $4.9 million; classroom display panels which we discussed earlier, at 2.7 million; and device cost reductions of $6 million due to the conversion of high schoolers to Chromebooks and reduced lease costs that we have been able to negotiate over time. Next page please.

Within the Office of Transportation we have a total of $2.8 million dollars of initiatives. That's $300,000 for replacement vehicles; $2 million to support bus contractor fees; $400,000 for vehicle lifts; and about $100,000 for transportation safety vans.

With that, we can go to the next page and we will take any questions.

CHAIRWOMAN HENN: Thank you. Board members?

DR. WILLIAMS: I will ask staff to come to the table at this time, facilities and transportation. Thank you. And information technology, I apologize.
MR. SARRIS: So we'd like to start with facilities, which is in the order of presentation, thank you.

CHAIRWOMAN HENN: Okay, sure, that's great, thank you. And Ms. Mack?

MS. MACK: My question is about IT, Ms. Henn.

CHAIRWOMAN HENN: Okay. Facilities questions, Mr. Thomas?

MR. THOMAS: Thank you, Ms. Henn. So welcome, everyone. How much would it cost for us to provide at least one gender neutral bathroom in every BCPS school?

MR. DIXIT: Thank you for asking that question. Let me see if I can get my papers. I think that question was included in the questions that we received. There is not a fixed cost to provide bathrooms in existing buildings, because it depends on where the location is, how much it will cost to provide the plumbing at that location and how much it will cost to make modifications to the heating and air conditioning and lighting systems, so I cannot give you an average number. We tried to do it in a different subject and we found that it could be 15,000, it could be 150,000, it could be 500,000 depending on how much plumbing has to be moved, how much utilities have to be modified, so that's the first part of that question.

And the other part that was here is we wanted to let the Board know that the new construction generally provides one bathroom in each, in the first floor, and most of them have single stall bathrooms available for all students and faculty. Any change in designation of that bathroom, that is the responsibility of the school administration.

MR. THOMAS: Okay, so you said most of the new construction; do you have the number of schools that that is?

MR. DIXIT: I don't have that number but I can get that for you, and if you want me to guess, 15 to 20 schools that we have built in the last ten years at least.

MR. THOMAS: Okay. So if I could get that number from you as well just to confirm that.

So then, would you recommend -- I think we should be moving towards having a gender neutral bathroom in our schools, to have inclusive schools for all students. So I mean, could we possibly devise a strategy to have like a ten-year plan for implementing those gender neutral bathrooms, a five-year plan, and then each budget cycle go over how much that would cost in that particular budget cycle for a certain amount of schools or cluster of schools maybe?

MR. DIXIT: So that is a separate conversation that's not part of the operating budget. Any construction or modification is part of the capital program, and the Board is familiar with the competing priorities in capital construction, it is difficult to meet those needs, so that's the response to your question.

MR. THOMAS: Okay. So in this operating budget, is there anything that we can do to begin the process for having more gender neutral bathrooms in our school?

MR. DIXIT: So like I indicated, the new schools have that. When you talk about changing existing schools on a larger scale, that's going to be another initiative in the capital program and you know, that's a totally separate conversation. We are here today for the operating budget.

MR. THOMAS: Okay. And so for the schools that have single stall bathrooms that aren't currently redesignated, I mean, there would be the cost of creating new signs for those bathrooms. Is there a way we could have that information by the next meeting, you know, schools that have single stall bathrooms that are currently not gender neutral, to then see how we
could provide for those signs, provide for other things in those bathrooms for this budget?

MR. DIXIT: Yeah, so providing signs is a part of operating budget.

MR. THOMAS: Okay.

MR. DIXIT: So if we receive a request for making any change or providing signs, that has to come from the principals, from the school administration.

MR. THOMAS: Okay, but is there a way we as a board could say, instead of leaving it up to the schools to decide whether or not they're going to have one gender neutral bathroom, for us to ask, you know, for schools that currently have a single stall bathroom, for us to mandate that those are going to be a gender neutral bathroom?

MR. DIXIT: So that's not part of the operating budget, because what we are talking here today is funding to provide changes, so the funds for providing a sign is already there in the operating budget, or the operating budget can be adjusted to get those funds, so that's not an operating budget issue at this point.

MR. THOMAS: What do you mean by funds can be adjusted?

MR. DIXIT: So the funds are available for signage in general, and if a request comes for signs that can come under the operating budget, and we do not need a change in this operating budget.

MR. THOMAS: Okay. Thank you.

MR. DIXIT: Thank you for asking that question.

CHAIRWOMAN HENN: Thank you. Ms. Jose, did you have a facilities question?

MS. JOSE: Thank you, Ms. Henn. Mr. Dixit, currently I see you have put in one senior supervisor full time and two senior project managers for FY-23, but you say you do need an additional 12 FTEs by 2024 because of increased construction. I recall the Board approving a contract for construction management services. If the Board was to approve the 12 full-time employees for project management, would that still be needed or would that be supplementing our full-time employees?

MR. DIXIT: That's a very good question. So we are in conversation with the superintendent about hiring new folks for the tremendous increase in our capital efforts. So as you know, there are about 40 to 42 positions that we have in the capital budget and our staffing is based on a hundred, $200 million a year that we have been spending the last ten to 15 years. Now all of a sudden because of Build to Learn funds and because of the work the superintendent has done, all the additional funds are coming, so we will need expansion. The choice is between using those funds to fund the salary of project managers or hiring our own folks under operating budget, and we recommend more operating budget, more positions because that is more cost effective, but then again, it's the matter of competing priorities within the operating budget.

So when the superintendent is faced with that decision of whether you hire a teacher or you hire a project manager, so that conversation continues. I appreciate the support we have received from Dr. Williams, and so we decided that we'd have a three-year plan to add the positions and in the meantime if there's more need for staffing, we will try to fund it from the capital budget.

MS. JOSE: Thank you. So essentially you're telling me that by contracting the construction management services out, that it was a contract if we approved, that we will actually be spending more dollar wise because of the lack of the current resources we have, which would help if we just put it back in the operating budget.

MR. DIXIT: That's a good question we talk among ourselves, if money was not the issue, if there was no limit to money, and if the folks...
were available in the market. As you're seeing in the construction contract, the same thing is for the availability of talent, they're just not there and the price is higher. So there's always, if we can get it, we hire those folks.

MS. JOSE: All right, thank you.

CHAIRWOMAN HENN: Thank you. Ms. Rowe?

MS. ROWE: So Mr. Dixit, I would like to know what would be the cost, and if you're already doing this please indicate that, of setting up some sort of a system so that students, teachers, the general public could issue things that they find wrong with our buildings, similar to the county's code complaint system, so that if someone frequenting our buildings were to file this complaint and it would be viewable to the public, they would be able to see a facilities staff response, whether a work order was created from that complaint or whether it wasn't and why, and could then track the repair. Other school systems have asked to do this sort of thing and I wanted to know what it would take for us to do that, because I think that would go a long ways towards helping us to keep eyes on our properties and preventative maintenance by having people who see things and who are in the buildings all the time report them, as opposed to depending on just the one maintenance service person in each building.

MR. DIXIT: So thank you for asking that question, and there are several aspects to that. Number one is the communication process within the school or the requestor to our folks and if you will see, recently we have taken the first step by getting our SchoolDude software package to improve the efficiency of requesting work from school to us, so that's one piece.

The second piece is we would like to have a central source to submit that request and that being the school administration. We have designated the building operations supervisor as the person who is in communication with teachers and principals and is accountable for submitting the request, which is happening, and SchoolDude is going to improve the efficiency, the efficiency of that process.

The final piece is our ability to do, so there are only so many folks and so many resources to be able to respond to that, so we hope and we are optimistic about it, that in the future we'll have the combination of improved process, that we will have the resources to be able to respond to that in an effective manner, so that will be the ultimate dream.

MS. ROWE: So have we looked at what it would take to have an app for public reporting?

MR. DIXIT: SchoolDude is the process which will do it, the flexibility to send more and more requests.

MS. ROWE: I'm sorry, I'm -- because you're wearing a mask and I'm hard of hearing, I cannot tell the word you're saying, School what?

MR. DIXIT: SchoolDude is the name of the software package.

MS. ROWE: SchoolDude?

MR. DIXIT: Dude, yes. It had nothing to do with the mask, it was just --

MS. ROWE: Well, I need to see lips move sometimes.

MR. DIXIT: SchoolDude is the software package there and it has different modules. And so we have started using that and part of our request is to extend for the team and then with the first step towards improving our communications between the requestor and our folks who are responding to that. As we get success in that, we'll expand it so that hopefully anybody can send requests.

MS. ROWE: So there is built into SchoolDude a public facing element that would allow the public to make and track requests?

MR. DIXIT: So that part is not there, the SchoolDude is for the school folks to submit the requests. So if you are general public, you...
still have to go to the school administration
that we need a new unit or new light, and the
school DOS, the operations supervisor still has
to submit that request.

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

MR. DIXIT: So we can look at that.

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

MR. DIXIT: So we can work on that.

CHAIRWOMAN HENN: Thank you, Ms. Jose?

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

Mrs. Causey, and then Mr. Kuehn.

MS. CAUSEY: Thank you. This Board in a previous operating budget cycle made a motion to limit lead in water supply units in our schools by lowering the level of acceptable use from five parts per million to zero parts per million, and we put in a budget item for that which was not funded by the county, if I recall, county executive. Is there a line item in this budget to address those faucets and what is its status of the lead, if county faucets are turned off, et cetera?

MR. DIXIT: So I'm going to ask my team member here if they are aware and if not, we can always get back to you. So Mr. Roberts -- Mr. Roberts is, because you haven't met some of my team members, on my left is Mr. Roberts, who is director of support services, and on extreme right is Ms. Diane Hegberg, she is the fiscal supervisor, fiscal officer for facilities, so if any one of you have a response to that question?

DR. ROBERTS: So no, ma'am, there's not a specific line item related to replacing, you know, any of the fixtures which are, or bringing them down to zero, excuse me. All of our fixtures had previously met the state requirement of 20 parts per million, and then you know, please forgive me, I don't have it right in front of me, but I believe the Board then passed a motion to reduce that to five parts, and we then complied with that. So at this stage of the game we do not have any fixtures out there operational that exceed five parts, and again, I'd want to come back to you to confirm this statement, but I'm relatively certain that all have either been replaced or a decision was made that they could be taken out of service, and I think that's a rarity, most of them were replaced and then retested to confirm that they were in fact below the five parts per million.

MS. CAUSEY: (Off microphone.)

CHAIRWOMAN HENN: Microphone?

MS. CAUSEY: Thank you. So my next question is in the Public Works implementation recommendation number 183, 2-60, planning. BCPS should study available BCPS facilities which can be repurposed for use as a professional development center and complete the cost-benefit analysis of an in-district facility versus annual external contracts for sites and venues. Is that something that's being considered?

MR. DIXIT: So that's really not an operating budget question, conversion of any facility will be a capital project and it will be part of the capital projects, in the capital budget cycle.

MS. CAUSEY: Thank you. The impact on the operating budget would be there are expenses that have been spent in the past to use hotels and convention spaces, so that, I would request a followup on the plan for that implementation of that recommendation.

In page two of three of the document that I referenced earlier, this one, there were several recommendations under chapter five, facilities, construction, use and management, and all except two are being held over to fiscal year 24 and I'm wondering if we could understand the rationale for that.

MR. DIXIT: So if I could understand the question a little better, let me ask any of my team members, did you understand what the question is?

MR. ROBERTS: I believe what Ms. Causey is asking about, Mr. Dixit, is in chapter five there's a bunch of position seniority changes, and I think those are all being looked at and evaluated, and the organization is not in a position right now to make any final decision on those changes. Those are not new positions, those are just changes in seniority, I believe is everything in there.

MS. CAUSEY: If we could receive that
with everything else and --

DR. WILLIAMS: The decision was to place it on hold to FY-24, Ms. Causey, that's the answer.

MS. CAUSEY: Well, I'm sure there's rationale because there's rationale for --

DR. WILLIAMS: Sure. The rationale is that we're in the midst of a reorganization looking at cabinet and then drilling down, and the decision was to just place that on hold at this time until we were able to finalize those, the cabinet level and then those that report to the cabinet level.

MS. CAUSEY: My next question is related to Hereford High School agricultural program. They currently have a historical barn that they're trying to preserve, and then they need a new barn to actually provide the instructional areas, so what consideration has been given to utilizing CTE funds and/or capital funds to start the planning for that?

MR. DIXIT: So there are several issues mixed in that question, so let me see if we can go step by step. The barn that we are working on now has nothing to do with the agricultural program, okay? There has been conversation out there that it is for the instructional program, it's not. So there was conversation about preserving the historical piece, which is what that barn was. The conversation has been going on for the last seven years, six years or whatever that timeframe is, but we never ever, the funds were received in the first four or five years.

So again, I want to clarify that to the entire Board, and I think somewhere in the update we have provided that information or you'll get it. A couple of years ago we got a small grant for preserving that historical barn. We have made three different attempts to do the work in compliance with historical society, working with the community folks, and even in the third attempt the cost is a lot higher than what the grant covered. So the last part of it is that the local elected officials have been informed, and my understanding is that we will be asking for additional funding so that we can get it and hopefully some day complete it.

So we want to set the record straight, that it has nothing to do with the program, it is not a CTE part, and the cost is because of the historical issues involved with that. Some of the community folks have said that people from a certain faith can do it a lot cheaper and we don't require any contract. Unfortunately, we are required to have it reviewed by historical society, we are required to have, to follow the procurement process that BCPS follows.

So that's a quick update, and we will provide all of this in writing to you.

MS. CAUSEY: Thank you. I was actually focusing on the new barn that the school needs for its agricultural program, which is the only one in Baltimore County, so that's what I was asking about.

MR. DIXIT: So the new barn, I'm not familiar with that, what is the CTE program, I don't have knowledge of any program, and it is not part of our capital program. So if there will be a CTE program or a new lab of some kind, it will not be part of the operating budget, it will be part of the capital program.

MS. CAUSEY: Okay. I was sure that the operating budget would be used for planning.

MR. DIXIT: Planning is also provided by capital budget.

MS. CAUSEY: Okay, thank you. I'll follow up with Dr. McComas on the academic program. Thank you.

CHAIRWOMAN HENN: Mr. Kuehn?

MR. KUEHN: All right, I'm going back to your presentation where you talk about contract maintenance, housekeeping and grounds of $6.279 million. Is this money necessary because we
Mr. Dixit: This is my favorite subject, I can talk about it forever if you want me to talk equipment by equipment.  
Mr. Kuehn: Okay, thank you.

Mr. Kuehn: Okay, thank you. Does this budget take into account House Bill 205 and Senate Bill 427 from last year, which passed to require all Maryland schools to provide a minimum of one dispenser of menstrual hygiene products in every elementary school and two dispensers in every secondary school by October 1st, 2022?

Mr. Dixit: Yes, I have that information here if I can get to it. So if we follow Senate Bill 427 the due date is 10/1/21, requirement for one dispenser in elementary and two in secondary, it will cost about 10 to $12,000 and we can accommodate that in our existing budget. But if you go to the all schools and all unisex restrooms, this requirement is not due until 9/1/25, 2025, and that will be a heavy hit, maybe a couple hundred thousand dollars, $200,000, so hopefully by the time we get to that point we will be able to do that.

Mr. Thomas: How much -- so is it already in the budget for this year because of the requirements?

Mr. Dixit: So the 10 to $12,000 can come out of our regular supplies budget that is already included in there, and correct me if I'm wrong.

Mr. Roberts: I believe that's correct.  
Mr. Dixit: Yeah, that's correct.
towards that.

MR. THOMAS: Okay. Is there a way that we could expedite that like over two years instead of over, you know, three years?

MR. DIXIT: So all of these things are a matter of competing priorities, so we look at it as to what is needed today and what resources do we have today, and so that's the best answer I can give you right now.

MR. THOMAS: But I know that in the bill it states that the governor shall include in the annual budget an appropriation of $500,000, so does that have any relevance?

MR. DIXIT: If it is, I'm not aware of that. I can't answer that.

MR. SARRIS: Yes, we would be able to participate in that. I have no idea to what extent $500,000 goes statewide, so I don't know if that's a realistic amount. Typically we are about ten percent of the state's enrollment so if we got $50,000, that might be in line with our expectations, and I just don't know how far that would go.

MR. THOMAS: Thank you.

CHAIRWOMAN HENN: Ms. Jose, you said your question was answered? Okay, thank you. Other questions? Dr. Hager?

DR. HAGER: I just wanted to follow up from Mr. Thomas' question. So you said you plan to implement this gradually over the next two years, so you're not going to wait until 2025 to do it all at once?

MR. DIXIT: That's the intent.

DR. HAGER: And I know that Mr. Thomas asked this question in reference to the budget, but then there's the cost of the actual products, so is that going to be included in the budget as well?

MR. DIXIT: So we still have time, we will be including it in future budgets, so right now our focus is moving the existing Bill 427 which has a due date of 10/1/21 and we will be able to comply with that, money in our budget, and then we'll gradually move forward every year, so our intent is to do that.

DR. HAGER: The money for the products and the dispensers.

MR. DIXIT: That's correct.

DR. HAGER: So we won't have dispensers without a product.

MR. DIXIT: That's right.

DR. HAGER: Thank you.

CHAIRWOMAN HENN: Ms. Rowe?

MS. ROWE: Yes, so maybe someone could clarify. Right now girls can go to the nurse's office still and get supplies if they need them?

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

DR. WILLIAMS: That is correct.

MS. ROWE: Okay, so it's not like we're leaving them with nothing; is that correct?

DR. WILLIAMS: That is correct.

MS. ROWE: Thank you.

CHAIRWOMAN HENN: Other questions or discussion, board members? Okay. Hearing none, thank you.

MR. DIXIT: Thank you.

CHAIRWOMAN HENN: Thank you. I believe IT is next.

DR. WILLIAMS: We will ask information technology to come forward, followed by transportation.

MR. TANTLEFF: And just for the Board's information, we are doing two minutes for each of these three items.

CHAIRWOMAN HENN: Thank you.

DR. WILLIAMS: I would like to introduce to the Board our new chief information officer, Pedro Agosto, who is joined by Jim Corns.

(Applause.)

CHAIRWOMAN HENN: Welcome.

DR. WILLIAMS: This is his first week in the job, board members, so we will be monitoring your questions and if we are unable to answer, we'll get back to you.
CHAIRWOMAN HENN: Thank you.

MR. AGOSTO: Hopefully we won't need to go there, so hopefully we will be able to answer them all.

CHAIRWOMAN HENN: Okay. So Ms. Mack had a question last time; Ms. Mack, is your question on IT?

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

CHAIRWOMAN HENN: Go ahead, Ms. Mack.

MS. MACK: Welcome to our newest member, and my question is this: Some of our schools that offer programs like art and engineering have computer labs that have a desktop computer. It's my understanding that these students use programs like Adobe Photo Shop, Premier Pro and Inventor, which we currently provide virtually, so my question is this: Is there any money in this budget to replace the actual desktop computers, because I am being told that laptops, even the best laptops do not have the processing speed to really utilize these systems well, and when and since the programs are not on the desktop, when the students go to use them, they often time out when they're trying to bring them down from the Cloud or wherever they are.

So I don't know if I said that clearly but if you need any clarifications, let me know.

MR. AGOSTO: Sure. So what I would suggest is for any of the lab equipment or computer lab computers, that unless we have, and Mr. Corns can confirm if we do or do not, what I would suggest is getting a spec, specifications for the applications to be running on them so we can understand what the memory space requirements would be, to make sure they're going to run properly. And we should also look at the refresh schedule for that equipment. I think we can get to the point where we could spec out these machines to better fit the needs of the use in the computer lab.

MS. MACK: Thank you, I loved that answer. Could you provide more specific information as to when that would happen, because I understand that these, when the system, the computers or laptops time out, all learning stops and teachers go on to different lessons, so it's somewhat of an emergent type issue.

MR. AGOSTO: Okay. So what I would suggest is that we open this up as a regular incident or ticket, so we can have somebody investigate, do the inventory of the equipment. I'm making the assumption here that the computer labs are running standard software across all of the schools, it may be a good assumption or not, but I think we need to look at what the standard software specs would be, and if I hear that they're running virtually, it's interesting, so what I'm going to suggest is that we open this up as an IT support incident, and we can send the field technician out to do the inventory of that.

MS. MACK: Thank you very much for that answer.

CHAIRWOMAN HENN: Thank you. I see Mr. Thomas' hand.

MR. THOMAS: Thank you, Ms. Henn. So how are we determining which schools will be prioritized for this first round of $2.6 million funding for the display panels?

MR. AGOSTO: Sure. So it will actually be dependent on the equipment, so schools that have, that don't have the adequate amount of technology to, the existing projectors, or the equipment is outdated, those are going to be prioritized, but the intent is once we do get the equipment, this is going to be run as a managed project through Division of IT, so the goal is to have all of the 7,000 units deployed within 12 months.

MR. THOMAS: Oh, so all 7,000 in one year, in the 12 months?

MR. AGOSTO: That's going to cover, so the 2.6 is for the leasing of the equipment. That price tag also includes the build and installation of the equipment, so right, so we're...
looking at first year equipment rolled out, and then the outlying years would be the ongoing leasing.

MR. THOMAS: Oh wow, thank you so much. I'm going to just share that when I was in my kindergarten class and we had first -- one day we didn't have a pretty board, it was the old white board, and the next day there were three boards, and 13 years later it's still in that kindergarten class, so I'm excited to see these panels being introduced, especially considering the widespread advances in technology, so thank you for the hard work in IT. Thank you.

CHAIRWOMAN HENN: Thank you. Ms. Rowe?

MS. ROWE: Yes. So to continue on with the subject that Board Member Lisa Mack was discussing with these computer labs, it's also come to my attention a similar type of situation where we have desktops from 2013, who teachers are being told can't be reimaged and then they're actively failing in classes. And it's, the dysfunctionality of these computer labs is actually obstructing instruction right now, today.

So, the other thing that has come to my attention is that, is it true that teachers are not allowed to change a light bulb on a projector without a technology person coming out, and it takes something like six weeks, and I just want to know, how much money do you need in this budget for us to put in this budget for you to be able to do all of the technology maintenance in the schools that needs to be done in something remotely like a timely fashion? Because I have, like kids I talk to are waiting weeks to have their tickets, support tickets fixed, so clearly we need to throw money at this problem, and how much do you need?

MR. AGOSTO: Well, part of, in the budget ask there is the 4.9 million for contractor support for exactly what you're talking about, for field services, a break-fix, because we found that in the new environment with Chromebooks being deployed, the time to repair, time to resolve, the expected time to resolve is a lot shorter now than what it typically would have been if a technician were going out for something other than the device that the student needs to do, to be able to go through their day. So that's where that 4.9 million is being requested, that's for additional staff to be able to provide additional bandwidth to be able to handle these issues, the technology issues that come up at different sites.

MS. ROWE: So if we get you that money, what's a reasonable amount of timeframe for someone to wait for a ticket to be resolved?

MR. AGOSTO: So what I would need to do first, because I can't give you that answer right now, part of what I'm doing this week and the next few weeks is a discovery mode, so one of the things I'm actually doing is baselining our IT services delivery, time for resolution for incidents, the current backlog that we have, that's going to give me that baseline to be able to determine where we are and then figure out what can we do to the process to improve the efficiency, so it is a deliverable that I will have, I just can't answer your question right now.

MS. ROWE: Thank you, and welcome to the school system.

MR. AGOSTO: Thank you.


MS. JOSE: Thank you. Welcome aboard, Mr. Agosto, and I guess you've got to hit the ground running, it's day five and you're already in a budget session.

MR. AGOSTO: Thank you.

MS. JOSE: I see that you have the 7,000 classrooms that the Board has been pushing for a couple years, today the Board approved that $2.6 million for modernizing all of our schools, so
that's already approved today, I'm happy about
that. I also see that we kept the one-to-one
device ratio at a reduced cost. Can you
elaborate, because I heard about the whole
desktop issues, and I don't know if Mr. Corns can
fill in some of those questions. I've gone to
Western Tech and I've seen they have elaborate
3-D printing machines, and sometimes CAD software
which does a lot more robust memory to run the
software, the modeling software they use for GIS,
and you can do that on laptops. Do we still use
desktops for those software programs for S3,
Enterprise GIS, CAD software, why are we using
desktops? And I know I asked you a lot of
questions in there.

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

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

MR. AGOSTO: Versus what? I mean, I'm
just trying to figure out what the alternative
would be for some type of computing, a desktop or
laptop, what's the computer that we're talking
about, what would be the alternative that the
software would be running on if not a CPU?

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

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

We also have other programs that will
run on our student laptops, our student laptops
are actually more robust than they may be
believed, we're running a pretty high end I-7
processor, we've got eight gigs of RAM in them,
they're fairly robust. So we've been meeting
with good success with things like Photo Shop,
and the Adobe products and things of that nature.
We've also migrated over to a VDI solution, which
is also the way that Project Lead the Way is
going, they're taking advantage of Amazon Web
Service's virtual environment, because what
they're realizing is that many school systems are
moving to less expensive devices.

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

MS. JOSE: Got it, and so as we
downgrade to the Chromebooks, Chromebooks will
not be able to run some of those programs, and so
you would have to go to the higher end laptops
for those.

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

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

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

MR. KUEHN: Good night, welcome.

MR. AGOSTO: Thank you.

MR. KUEHN: So I'm looking at page 245
in the budget book and just to kind of clarify, my question on this page, and it's under network support services, I'm looking at other charges and where it's a proposed $8 million charge. And I'm curious if we could just get an explainer as to what, what comprises $8 million of other charges? I don't know if it's a specific project or equipment or --

MR. AGOSTO: You have me on this question, this one I'm going to have to defer.

MR. CORNS: Mr. Kuehn, that's going to be comprised of multiple things in there. I'm trying to get our breakdown of the things that we normally put under other charges, it's probably deep in the weeds with where we are. I'll have to get --

MR. KUEHN: You could just send me an email.

MR. CORNS: Yeah, we can do that. Ah, so that $8 million, I had a sneaky suspicion but I wanted to make sure. This is our telecom, which is the outlay that we put for fiber to the schools, paying in these services, paying for Internet service, those kinds of charges. So these are the ones that would be, the ones we would also apply for many of the reimbursements on, so that's what's tied to other charges line item, which is, our interconnection between all of our schools are leased circuits from our county government as well as Comcast, as well as our Internet provider, Comcast as well.

MR. KUEHN: All right, thank you. I'll provide any future questions around that, because I know we've had conversations about this, but other charges is just a large catchall and it's a large number, so thank you.

MR. CORNS: Sure.

CHAIRWOMAN HENN: Thank you. Dr. Hager?

DR. HAGER: Yes. So in the superintendent's report we were talking about should there be an inclement weather day we could get permission from MSDE to go virtual as long as we had a one-to-one device ratio for pre-K through 12, and then in the budget we are doing one-to-one for K-12 and we're about to expand our pre-K because of the Blueprint. So are we budgeting for one-to-one ratio computers for pre-kindergarten?

MR. CORNS: We are, Dr. Hager. So the budget book should reflect pre-K to 12, my apologies for not making that realignment, but we have been providing devices to pre-K students.

DR. HAGER: And I know that was the pandemic response, but is that an ongoing goal?

MR. CORNS: We've incorporated it into our annual IT expenditures because the right sizing to one-to-one was accomplished through ESER funds, and so we've now incorporated those into our annualized spending. When we go to release devices for the elementary school it will include the entire enrollment of elementary.

DR. HAGER: And so the effect of that wasn't a best practice, it was just an accommodation we had to do to get through the pandemic, and I could be wrong, to have kindergartners all have their own laptops. I thought we were getting away from that but maybe I'm wrong.

MR. CORNS: So the use of laptops in classrooms is always going to be driven by the teachers needs and students, so are always going to be driven by the teacher's work and their lessons. And so whether or not the access is available is an important distinction between constantly in use. So best practice for any teaching model would be to have multiple access to multiple different methods, and so there is a really strong case to be made for, regardless of the amount of time, that if every student needs to be doing something at the same time that availability needs to be there. And with our current pricing on Chromebooks, it is not the same implication as it used to be with a high end laptop.
DR. HAGER: All right, thank you.
MR. CORNS: Sure.
CHAIRWOMAN HENN: Thank you. I have a question next, but welcome first of all.
MR. AGOSTO: Thank you.
CHAIRWOMAN HENN: And I could talk IT all night but I promise I won't. I have a multipart question. Following the ransomware attack many if not all of our on-prem applications were migrated, that we developed and maintained in house were replaced with fast solutions. Can you speak to the pre and post environments in terms of total cost of ownership of these applications and impact on the operating budget given the move from a fixed cost model of IT with significant asset depreciation to a variable cost model, what is the breakdown of on prem versus hosted costs and how has the staffing model and associated costs changed with the shift to fast solutions?
MR. AGOSTO: Okay, very good question for --
CHAIRWOMAN HENN: Day five?
MR. AGOSTO: Yeah, day five, right.
That is something I will have to take a look at. Part of my discovery right now is working with the network group to understand our entire inventory, so I know we have a small smattering of on-prem resources, I think they're mainly for some of our DNS and we have a couple backup servers, so the footprint is very small. So for comparing, if the question is are we looking at total cost of ownership in the on-prem environment that we had prior to going to the Cloud and the one we're at today, we'll do some analysis. Typically your total cost of ownership on an on prem, especially if you're looking at running servers that are running high end, or systems that are running on multiprocessor servers, running that, maintaining that in house, you have to look at your equipment costs, you have to look at the costs for care and feeding of those systems that would either be done through contract staff or through full-time equivalent.
That goes away in the Cloud environment, because at that point all you're doing is paying for usage of the resources, and the amount of time to, if you're going to set up for an application development, you're setting up a sandbox development QA environment to support delivery of systems into your production environment, that also spins up your costs for your total cost. So I have to look at the, what we covered prior to moving all these systems to the Cloud.

CHAIRWOMAN HENN: And I don't need specifics. I guess what I'm driving at is does this budget reflect the move? Because we, this was a significant move, I mean light years from where we were prior to this attack and it's where we need to be. But it happened so quickly that I want to understand, does this budget reflect that move, because all of a sudden we went from an environment that was largely on prem to this hosted environment and all of our, you know, virtually all of our applications, as Mr. Corns can attest, were replaced seemingly overnight.

And so the budget may, if we started with last year's budget, it doesn't seem to fit, so I guess what I'm asking is have you reviewed it, has someone reviewed it to say we're now dealing with apples to oranges?
MR. AGOSTO: Yes, the one thing that I would tell you for doing the analysis, is the systems have been running now for an amount of time, so we're going to have some usage metrics and that's where your cost is going to be on a Cloud-based environment. So we'll be able to take those metrics of usage right now and then figure out, do an extrapolation if we haven't gone the full 12 months, because I'm not sure if we've gone the full 12 months yet in the Cloud environment, we'll be able to figure out based on the expected usage where are we, so if the amount of money that we had budgeted on prem isn't
enough to cover the Cloud-based environment.

CHAIRWOMAN HENN: Right, and that's minor compared to our staffing costs, because the staffing as you mentioned, looks very different with a hosted environment, so are we planning, has that process begun or can you, is that something you will be looking at as you --

MR. AGOSTO: Yes, so I am looking at, the part of my self charged to do list is actually to look at staffing and then to also look at based on the environment that we have, what's required to maintain and support that. And you're absolutely right, so in a Cloud environment you're looking at staff who will be more vendor management, working with the Cloud provider, understanding, working with the business unit to understand the usage needs and plan for that for the upcoming months. So it's totally different than having somebody waiting for a call or remoting in to a server because it went down.

CHAIRWOMAN HENN: Whereas the cost would be three times as higher, I mean, the Cloud doesn't necessarily reduce your costs depending on your situation, so as a board we need to be prepared for the fact, and the superintendent needs to be prepared for the fact that our could increase significantly. Thank you, and welcome again.

MS. SCOTT: Yes, thank you. I was just looking at, I believe it's page 14 where it says device cost reduction, and I was reviewing that and I just wanted to see, because it says here we are maintaining a one-to-one device ratio, and I just wanted to see if you could expand a little bit more on the device cost reduction.

MR. AGOSTO: Sure, Mr. Corns will be able to speak to that one.

MR. CORNS: So Ms. Scott, this is our final conversion from our high school devices which were in their fourth year of lease, the Probooks that we had issued to students, when we replace those devices we will be replacing them with Chromebooks for our general ed students to carry. And so that price reduction, we were paying about $900 a Probook and we're bumping that down to about $300 in general for a Chromebook, and so that's where the totality of that device savings comes from, it's simply the large numbers and the $600 differential in price.

MS. SCOTT: Okay.

MR. CORNS: Yes, ma'am.

CHAIRWOMAN HENN: Mrs. Causey?

MS. CAUSEY: Thank you. Good evening and welcome, and I appreciate your courage, joining the 25th largest school district in the United States of America recovering from a cyber attack in the midst of a pandemic, so we've got a pretty resilient bunch of folks here that are very dedicated to doing the best we can for our students.

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

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

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

MR. AGOSTO: And they will come.

MS. CAUSEY: Thank you.

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

MR. AGOSTO: Thank you, everyone.

CHAIRWOMAN HENN: Thank you.

Mr. Thomas?

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

CHAIRWOMAN HENN: Sure.

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

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

MR. THOMAS: Okay, thank you.

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

MR. THOMAS: Awesome, thank you.

CHAIRWOMAN HENN: Sure.

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

CHAIRWOMAN HENN: That sounds great.

Welcome, good evening. Thanks for being here.

Board members, transportation questions?

Ms. Jose?

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

So I guess the question for Mr. Sarris, Mr. Sarris, what would be the ballpark cost if you could just give me a ballpark cost, if BCPS was to install all of that, apps and stuff on cameras that we were going to get at a cost of zero dollars for a contract with the Baltimore County Police Department and Baltimore County Government, what would it cost to put that in the operating budget?

MR. SARRIS: So, our two rounds of competitive bids were not structured exactly that way, but from looking at some of the other systems that have done this, I want to estimate the cost at perhaps $9 million.

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

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

MS. JOSE: So overall it would be over $10 million in terms of integration and training
...and everything else?

DR. GRIM: We would need to go back and look at all the individual factors, but I would think that that's fair.

MS. JOSE: And that is part of modernizing our fleet. We have what, 700 or 800 buses?

DR. GRIM: We have approximately 838 school buses.

MS. JOSE: Right, and we run almost 13 million miles a year, that's a lot of --

DR. GRIM: Almost 14 million, yes.

MS. JOSE: Right, that's a lot of greenhouse gas we're emitting, so part of making our school buses -- that's a lot of miles, I think we might be one of the highest greenhouse emission gas producers in Baltimore County.

So this Board could have modernized the fleet, and my question now is if we were to put that in the budget, that's going to take ten to $15 million dollars away from other school resources like teachers and giving our staff a bonus. So you know, I want to put that on the record here, because I know some members voted for it, but based on Facebook hysteria, this Board voted down this contract. Now if we were to put this in the budget, you'd still have to do an RFP and bid it out, correct?

DR. GRIM: I would imagine we would.

MR. SARRIS: Yes, we would restructure the RFP to a pay your own way model, and we'd have to look for some guidance on systems that have done it that way and perhaps do an RFI before we did an RFP, but yes.

MS. JOSE: And that would be done to the lowest cost bidder of about 12 to $15 million ballpark. I put this in the record because this Board has made a lot of nonprogressive decisions and this is one of them that could help with transportation. I don't want to get call two hours later after a bus is delayed, I would like to see it in real time. But as you know, this Board did not approve it, and I'm going to keep raising it, it was a step in the backwards direction, and my question to Dr. Williams, what would it take for us to add it back to the budget and do we have money, $15 million to add to that?

DR. WILLIAMS: So it would take a motion for this Board to, as the budget office said, an estimate to put back in the budget, but we have to be clear about exactly what we're purchasing.

And again, I think the Board heard a lot of conversation previously and we have representatives here to talk about that partnership, but I asked the same questions, Ms. Jose, about what it would take, and it would be adding at least $10 million to our operating budget. But to Mr. Sarris' point, we would have to look at exactly what we want to do and that could infringe upon some other items on the budget.

MS. JOSE: I certainly won't be making that motion when I know we could have gotten it for zero dollars, so I wouldn't take that away.

Thank you.

CHAIRWOMAN HENN: Thank you. I have a question and then I'll go to Mr. Thomas. Good evening, Dr. Grim. Does that technology drive the buses for us?

DR. GRIM: Not yet.

CHAIRWOMAN HENN: So the technology that Bus Patrol offered, it didn't put more buses on the road because it drove for us?

DR. GRIM: No, ma'am.

CHAIRWOMAN HENN: Thank you, that's all I had. Mr. Thomas?

MR. THOMAS: Thank you. So as someone who had many conversations with the routing assistant when I visited two bus lots, you know, I saw those routing assistants have to get up out of their seats and go drive buses because of our bus driver shortages, when if we had this technology, they wouldn't have to sit down going...
through the entire document to figure out how
they’re going to have to shift the bus drivers
that we have. So I’m requesting that
Dr. Williams through Ms. Jose, the chair of the
building and contracts committee, that this is
brought back up in building and contracts, so the
contract can come forward again and the Board can
have more discussion on that, because I think
that the ten to $15 million is way too much when
we could have gotten it for free as well. So is
that possible, Dr. Williams, that this contract
be brought up again?

MS. JOSE: Mr. Thomas, there’s
procurement law that we have to follow and
neither of us have any dog in the fight, I don’t
care which company gets the contract. We had
something that was negotiated between the Police
Department and Baltimore County Government. If
we were to go out there, it’s going to add time,
money, resources. Honestly, I couldn’t in good
faith sit here and add a contract for $15 million
when that could go to better resources like
school counselors and teachers, so that’s again
the decision of the Board.

MR. THOMAS: I didn’t mean bringing back
the $15 million contract, I mean bringing back
the contract that we voted down for zero dollars.

MS. JOSE: That’s a Mr. Sarris question
because it’s a new procurement now, we have to
follow state procurement procedures.

MR. SARRIS: Well, the first issue I’d
want to check is typically when we receive a bid,
that pricing and those terms are good for a fixed
amount of time, maybe 90 days, maybe longer, and
I don’t know what it was in this case. So it may
be that that offer is no longer acceptable for
that reason.

DR. WILLIAMS: Thank you, Mr. Sarris.

CHAIRWOMAN HENN: Thank you. Dr. Hager?

DR. HAGER: Actually, I had a question
along similar lines. First I want to thank you
for the budget that includes so much additional
pay for the drivers and also for the attendants
to be on the buses, I think that’s a crucial part
of this whole puzzle. And I am aware of many
many stories, including some incidents I’m
intimately aware of with significant behavior
problems on buses. Do you have any data on bus
drivers resigning or calling out because of the
behavior issues that happen on buses, is that a
major concern for our current staff?
DR. GRIM: It is absolutely a major concern for our bus drivers and attendants. Any data we would have would be purely anecdotal, but that is frequently the major concern of the number one concern that we hear when we're at our bus facilities and speaking with bus drivers and attendants.

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

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

DR. HAGER: And I'm glad that the money, that a pot of money is going to the drivers, but I share the disappointment that we weren't able to get the safety features on the buses. I mean, I worry we will continue to lose drivers because of these exact concerns, so that's all.

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

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

DR. GRIM: No. So what that actually refers to, Mr. McMillion, is we requested a -- part of our spend authority in our last vehicle purchases of about $250,000, so what happens is at the present time when we have a vehicle that is deemed totaled or is deemed, the amount to fix or repair it exceeds the value of the vehicle or the cost of the vehicle, in the past we've had to fix that vehicle because it would take us approximately 18 months to procure a new one under the rules that we have. So under the last, the modification that we did on our vehicle purchases, we asked for an increase in spend authority, we just hadn't funded it yet, and that's the request for this budget.

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

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

DR. GRIM: So, and I can ask Mr. Tantleff to talk a little bit more about that $2 million specifically, but essentially in the contract that was brought before the Board, we budgeted approximately $17.5 million per year in our contracting fees, because that was what we were spending prior to the pandemic or that's what we were on target to spend those last two years. What we had budgeted was less than that and we were actually moving some of the funds that we had from positions that were vacant to pay for those contracted services. So this is an attempt to make sure that we are accurately reporting the costs that we're spending on our contractors. Did I say that correctly?

MR. TANTLEFF: Yes.

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

DR. GRIM: I don't believe that we asked for much of an increase at all last year. So the vehicle lifts that we're also asking for, we've been replacing those out of our funds at a slow rate and this will help us accelerate those. We have 12 lifts at the Cockeysville center that
were original to the building in 1977, so rather than continue to repair those, we've been systematically replacing those. This will allow us to replace two vehicle, two lifts per year on schedule.

MR. MCMILLION: And $.1 million for the safety vans, how many vans are you getting, two?

DR. GRIM: So that's about what we need, so those are safety vans that will carry special needs equipment around the county. We have a number of our bus lots and our bus drivers and attendants who are often in need of equipment or in need of different equipment to satisfy the needs of students, we have multiple different styles of different vests and other security features for our students with disabilities. And as the years go on, those different features for our kids grow more complex, and so we need the availability of these to be able to get out into the county rather than try to have our folks come to a central location to get them.

MR. MCMILLION: Thank you very much.


MS. SCOTT: Okay, thank you.

MS. ROWE: So Mr. Grim, I recall that your predecessor, we've been having these conversations about the new routing software that the school system bought back then, and there's been talk of well, we purchased this and we're going to use it and this is what we're doing, and we're now having conversation about procuring things that I thought we had already procured and implemented, which I find confusing, because Mr. Thomas seems to indicate that we are still doing paper routing?

DR. GRIM: So we are using our routing software. For our students with disabilities we augment that with routing, hand routing as well, because of the intricacy of their routing, so there's always that human element. Bus drivers

in particular will tell you that the routing software doesn't know the roads of Baltimore County like they do, so it's that interaction between our routing assistant, our routing technicians and our drivers and our supervisory staff that insure that our routes are being run in the most efficient way.

What some of the technology was aimed to do was to help us determine what was a planned route versus what is an actual route, so on any given day there may be a nuance as to why a bus driver can't execute their planned route and they have to run what they call an actual route, and that can be because of a road closure, that can be because of an accident, that can be because they're taking on additional bus stops as we're combining different routes. So as those things become more complex, some of that technology would give us the ability to overlap, again, what is being planned with what is actually being driven. At the current state what the routing software does is it gives us the opportunity to look at a map and say these are the kids in this catchment area that need to go on this bus and then plan the map. That's all it does.

MS. ROWE: Okay. So how much is the fact that we have vacancies on a daily basis contributing to the need for this on the spot rerouting, and I guess what I'm saying is like if we have a certain percentage of driver vacancies, that means that we're having to do a lot more on the spot rerouting than we otherwise might because of the driver shortage issue, and at what point does even any amount of technology not really deal with that?

DR. GRIM: Well, I don't think technology is the panacea to this problem, it doesn't cure it, because certainly the driver vacancies that we have, right now we're sitting at 95 bus driver vacancies which represents just over, between 12 and 13 percent of our routes. If we combine those vacancies with our daily
callouts and our leaves, we operate on many days between 25 and 30 percent of our routes being uncovered and needing to be adjusted.

MS. ROWE: And those are all different routes every day?

DR. GRIMM: Well, not all different routes every day, it depends on the duration of the leave that a particular individual is out, it depends whether a staff member calls out, a bus driver calls out just one day or they call out multiple days in a row. It really depends on the situation. We have some folks that are out on various leaves and they may be out for a month or six weeks, so we have the decision of whether we're trying to cover their route each day or whether we're making some other adjustment.

It also depends on which routes are open and how we can cover them. For example, a country route that combines both, say Franklin Middle and Franklin High students out in the country, is far more difficult to combine with another route because of the duration and the distance and the fact that it serves two different levels of students, so that's very different than a route in a much more densely populated area where we can either do a double back very quickly, which is go in, take a load of students in, send the bus back out and rework it.

So our staff is really doing all kinds of creative things to adjust the routing processes on a daily, weekly, monthly basis to combat, again, our vacancies, our callouts and everything.

MS. ROWE: So if we had, what is it that you'd be looking for to improve this, better routing software or GPSs on the buses?

DR. GRIM: So we have GPS on the buses. It's actually the integration, you know, and it's clear that the Board has made their decision, but it was the integration of the package that we were bringing forth which combined, again, some of the features of, it would basically be the routing software that we're using but a newer version of it, and how that integrates with a tablet and a parent application, and some other technology that again, would help us show our planned versus our actual routing practices, where we can run those data and compare them.

Right now we have no means to be able to do those types of things.

MS. ROWE: Okay. So that sounds like software versus a lot of camera hardware. If we just went with the cost of the software to just do that, how much would that cost?

DR. GRIM: We'd have to go back and take a look at that, but again it's not just the routing software, because the tablets and the other features are an integral part of that working together.

MS. ROWE: Sure, but there was a lot of other hardware involved in that agreement that added to the cost too. So if we're not talking about a municipal fining system and we're just talking about trying to get the buses routed and there on time, maybe we need a lot less than what was in that agreement, and I guess my question is, how much would what we need to be efficient cost, because we have to get kids there on time?

CHAIRWOMAN HENN: Thank you, Ms. Rowe.

Next we have Ms. Jose.

MS. JOSE: I may be out of time, Ms. Henn.

CHAIRWOMAN HENN: Mr. Brousaides, does Ms. Jose have time left?

MR. BROUSAIDES: No time left for Ms. Jose right now.

CHAIRWOMAN HENN: Thank you. Ms. Scott?

MS. SCOTT: Thank you for the explanation and everything in regards to the transportation. What I wanted to know, though, is I wanted to know about the greening of the fleet and I was looking, I didn't see that in here. Is that factored in?

DR. GRIM: Are you referring to any kind
of alternative fuels, Ms. Scott?

MS. SCOTT: Yeah.

DR. GRIM: Okay. So this is just a
personal comment. It's important for the Board
to hear that not all of our bus lots have running
water, so I think when we talk about, you know,
aromatic fuel vehicles and electrifying, and
the infrastructure that would be necessary to do
that, we need to take a step back and think about
at least three of our sites where our mechanics
can't even wash their hands because there's no
running water where they work. So that's an
important factor that I think we have to look at.

Aside from that, the electrification
piece is one that we're starting to look at, it
was part of the efficiency review. There are a
number of different pathways that we can take
toward that, the infrastructure being the biggest
part of it.

MS. SCOTT: All right, thank you.

CHAIRWOMAN HENN: Thank you. Mr. Kuehn?

MR. KUEHN: Thank you. Thank you for
providing the insight you have so far. Getting
back to the actual budget and what we're focused
on spending money on this coming year, I know we
passed a contract and I believe it was in the $40
million range and it was over a few years for
replacement buses. What is the planned, and I'm
not sure which line item it is here because you
have equipment and other charges, things like
that, so it's the $9.8 million, so the
expectation is that money is going to be used to
purchase buses; is that accurate?

MR. SARRIS: Yes. We have also budgeted
for regular fleet vehicles, so those combined
represent that line item, but school buses are
the larger component.

MR. KUEHN: Right, so when you say --
and thank you for that, but going back to
Mrs. Scott's question and the idea of adding a
mix of electric vehicles to our fleet, you are
starting to study that, and who is tracking or
would we understand what grants are made
available depending on where things are moving,
to actually pilot some of that or provide
Baltimore County with a way to do that moving
forward?

DR. GRIM: I think the first response to
that question, Mr. Kuehn, is that the districts
in Maryland that have tried to just pilot with
one or two buses have been very unsuccessful in
that venture with either natural gas, propane
buses or electric buses, because the cost of the
infrastructure is so great, the charging
stations, the locations, you know, you have to
plan, basically for an electric bus you have to
make sure it meets the type of route that you
wish to run and so forth.

Montgomery County has entered into an
unprecedented contract that we're all taking a
look at where over a 15-year period they will
completely electrify their fleet. It is through
a private company that is working through public
funds in order to do that, but a huge part of
that, again, was their infrastructure. So many
of the rest of us that have large fleets are
looking at those kinds of models and what would
be an appropriate mix for us. Right now in
looking at the range of electric vehicles, for
example, we think that a target goal of about 30
percent of our fleet over the next 15 or 20 years
once we begin this process would be most
appropriate. And again, that's assuming that the
technology doesn't improve to a great extent
which allows for a much greater range of these
vehicles.

MR. KUEHN: Okay, thank you. And did
this, was this announcement just made?

DR. GRIM: It was made, I believe it was
made last spring. Several of us visited their,
one of their depots this late summer and into the
fall where they had just started installing their
charging machines. They just took possession of
some of their first buses, I believe about two
Andrews, and then come prepared to the classroom. So it's been very concerning to me personally over this last several years that we are not headed in a better direction, and unfortunately this vacancy report is concerning.

So question, the first question is, what data is available after the cyber attack regarding arrival times, past routing, you know, whatever is in your office that helps you do the work that you need to do?

**DR. GRIM:** So arrival times typically are not a metric that our industry uses for the work that we do typically speaking over time, time and mileage and arrival times have been self reported or reported by the schools. This year certainly with the pandemic, that's been a challenge for us, absolutely, there is nothing we want more than to get kids to school on time. Unfortunately, that's been a major challenge for us, and we believe through the support of the Board and through Dr. Williams and leadership that getting kids to school at all is better than what a lot of our neighboring districts are doing, which is canceling routes. Most of the ones around us have either canceled routes for a shorter or long period of time.

With regard to your question around data, we don't use that on time arrival data because it is lagging typically, since the ransomware attack it has not been available to us, and it's not something that we would use to assess what it is that we need to do day to day to get our children to and from school.

A lot of the data that we use is quite frankly manual, it's observing kids getting off, disembarking the bus at schools to see what our capacities look like, it's following up on concerns and complaints around capacities that we get from the public or school administrators or other folks. It's also taking a look at what our routes look like and how we might be able to change to improve them, so a number of the double backs and the combination routes that we talked about are a result of carefully reviewing what our ridership numbers are, and again, that's a pretty manual process that we use to track what students are doing at each level.

That ridership changes, you know, at the high school level from season to season as kids participate in different after school activities, as more juniors start to drive to school. It also changes as the weather changes as well. At the early ages we do see it at certain schools, we have some schools where families choose more often than not to drive their kids to school versus others, so we do know where those exist, we work with our staff to inform us on the changes that we need to make.

**MS. CAUSEY:** Thank you for that. In 2019 there was a BCPS school task force run by the Office of Organizational Effectiveness that concluded that later start times would be advantageous for high and middle school students, but staff recommended the Board not take action on implementing so that transportation could get the routing software implemented, that was back then. So what is needed for the Board and the superintendent to consider for the school system implementing what would be helpful, healthier and safer to provide for better academic achievement in that regard?

**DR. GRIM:** I would need to defer that question to Dr. Williams or to other staff regarding the start times for schools. I know
from a transportation standpoint, and I can't
speak to what was said or what wasn't said in
2019 at that time, but as far as transportation
is concerned, it would take us several months to
do a really comprehensive review of manipulating
or switching bell times in any kind of capacity
of that nature, because of the integral nature
that they exist right now between our A, B, C and
D level schools and what their bell times are.
As we add new schools on, magnet catchment areas
that continue to increase, as we have special
education programs that run students all across
the county, those all factor into our bell times.

MS. CAUSEY: Okay, and I will just say
that bus arrival time was a key performance
indicator when I first got on the Board, 95
percent, and it is key because if our children
aren't there on time, especially those that need
extra instruction time, that's detrimental. My
last --

CHAIRWOMAN HENN: Thank you.

Mrs. Causey.

MS. CAUSEY: All right, the last thing
I'll email.

CHAIRWOMAN HENN: And Mr. Thomas, did
you have time remaining? You already spoke on
this item. Mr. Brousaides?

MR. BROUSAIDES: Mr. Thomas has one
minute 15.

MR. THOMAS: Awesome, thank you,
Ms. Henn. So my question is about the riding
assistants. When I was doing my tour at the bus
lots I learned that riding assistants are being
paid similar to bus drivers even though they are
actively doing the job of bus drivers right now
while doing a lot of their duties. So my
question is, what's the possibility for
increasing the wages for our riding assistants?

DR. GRIM: So that's an active point of
discussion between myself and my staff and human
resources. We've worked with a number of staff
in position management and through Ms. Anderson's
office to look at what that would mean and how
that would work moving forward.

MR. THOMAS: Okay, thank you.

DR. GRIM: And the whole scale is being
looked at.

MR. THOMAS: Awesome, thank you. And my
other question -- well, I guess, never mind. I
was going to ask about later start times but I
don't think it's relevant to the budget, so I'll
hold that. Thank you.

CHAIRWOMAN HENN: Thank you. Any other
transportation questions, board members? Hearing
none, thank you all.

The next item on the agenda is
unfinished business, consideration of board
policy, and for that I call on the policy review
committee chair, Ms. Rowe.

MS. ROWE: Members of the Board, the
policy review committee asks that the Board
accept the committee's recommendation to amend
the following board policy, 7330, facilities and
construction, financing of capital projects
funded by private donations. This recommendation
is presented to you on tonight's agenda as
Exhibit M.

CHAIRWOMAN HENN: Do I have a motion to
adopt the recommendation of the Board's policy
review committee?

MR. THOMAS: So moved, Thomas.

CHAIRWOMAN HENN: No recommendation is
needed since the recommendation comes from the
committee. Is there any discussion? Ms. Causey.

MS. CAUSEY: Madam Chair, I was going to
add an amendment to it but in the interest of
time I would request that we just postpone it
until the next meeting.

CHAIRWOMAN HENN: There is a motion on
the floor so we need to process that motion
first. Is there any other discussion? May I
have a rolloff call vote? This is on Mr. Thomas'
motion which we need to process.

(Inaudible discussion.)
MS. CAUSEY: So if people want to postpone it to the next meeting, just vote no to this, and then I can make a separate motion.

CHAIRWOMAN HENN: Okay. So proceed with the motion?

MR. BROUSAIDES: Yes, it supersedes the main motion.

CHAIRWOMAN HENN: Thank you, Mr. Brousaides. So Ms. Causey made a motion to -- would you repeat your motion, Mrs. Causey?

MS. CAUSEY: I make a motion to postpone this item until the next board meeting.

CHAIRWOMAN HENN: Is there a second?

DR. HAGER: I'll second it, Hager.

CHAIRWOMAN HENN: Thank you, Dr. Hager.

Any discussion? Mrs. Causey, go ahead.

MS. CAUSEY: Thank you. Just in the interest of time because I was going to add amendments to it, but I think it can wait until next time.

CHAIRWOMAN HENN: Okay. Any other discussion? May I have a rollcall vote?

Mr. Thomas?

MR. THOMAS: So if we're voting yes, the vote is to postpone it to the next meeting?

CHAIRWOMAN HENN: The motion is to postpone the meeting.

MR. THOMAS: Okay, thank you, I just wanted to clarify that, thank you.

CHAIRWOMAN HENN: May I have a rollcall vote please?

MS. GOVER: Ms. Rowe?

MS. ROWE: Yes.

MS. GOVER: Ms. Causey?

MS. CAUSEY: Yes.

MS. GOVER: Ms. Mack?

MS. MACK: Yes.

MS. GOVER: Mr. McMillion?

MR. MCMILLION: Yes.

MS. GOVER: Ms. Jose?

MS. JOSE: No.

MS. GOVER: Ms. Pasteur?

VICE CHAIR PASTEUR: Yes.

MS. GOVER: Mr. Thomas?

MR. THOMAS: Yes.

MS. GOVER: Mr. Offerman?

MR. OFFERMAN: Yes.

MS. GOVER: Ms. Scott?

MS. SCOTT: No.

MS. GOVER: Dr. Hager?

DR. HAGER: Yes.

MS. GOVER: Mr. Kuehn?

MR. KUEHN: Yes.

MS. GOVER: Ms. Henn?

CHAIRWOMAN HENN: Thank you.

CHAIRWOMAN HENN: The motion carries, thank you, so this item is postponed to the next meeting. Yes, Dr. Hager? Go ahead.

DR. HAGER: About the agenda, I know we're very far behind. Is there a priority among the remaining agenda items, should someone want to make a motion to postpone?

CHAIRWOMAN HENN: Would you like to make a motion?

DR. HAGER: I don't know the priorities, if they're time sensitive.

CHAIRWOMAN HENN: Absolutely, there are a few items that are time sensitive. I would entertain a motion to suspend a few items that are not, to postpone the -- sorry, bear with me one minute. Item N and Item R.1, which leaves R.2 which I know, Ms. Pasteur, your motion was to add it as R.1, which would leave it as R.1, the legislative update.

(Inaudible discussion between Ms. Pasteur and Ms. Henn.)

So that would postpone Item N and Item R.1, if you would like to make that motion.

MS. ROWE: So moved.

CHAIRWOMAN HENN: Okay, so Ms. Rowe made that motion to postpone Item N and Item R.1?

MS. ROWE: Yes.

DR. HAGER: R.1, board member comments.
CHAIRWOMAN HENN: Second, Ms. Causey.
The motion is to postpone Item N and Item R.1.

VICE CHAIR PASTEUR: But R.1 is legislative and government --

CHAIRWOMAN HENN: There was an R.1.

VICE CHAIR PASTEUR: But when I made the motion I said R.1.

CHAIRWOMAN HENN: Then Item R.2, board member comments, and it was seconded by Mrs. Causey. Yes, okay. Any comment or discussion? Mr. Thomas?

MR. THOMAS: Thank you. I just have a problem with removing R.2 from the agenda right now, I had a few comments and a few considerations for future agenda items that I did want to discuss at today’s meeting because they were relevant to the conversation today, so I move to amend and move to strike R.1, R.2 from the motion.

CHAIRWOMAN HENN: Is there a second?

That motion fails for lack of a second.

MR. THOMAS: Thank you.

CHAIRWOMAN HENN: Thank you. So the original motion is on the floor, may I have a rollov call vote please?

Sure. It was moved by Ms. Rowe and seconded by Mrs. Causey.

MS. GOVER: Ms. Rowe?

MS. ROWE: Yes.

MS. GOVER: Ms. Causey?

MS. CAUSEY: Yes.

MS. GOVER: Ms. Mack?

MS. MACK: Yes.

MS. GOVER: Mr. McMillion?

MR. MCMILLION: Yes.

MS. GOVER: Ms. Jose?

MS. JOSE: No.

MS. GOVER: Ms. Panteur?

VICE CHAIR PASTEUR: Yes.

MS. GOVER: Mr. Thomas?

MR. THOMAS: No.

MS. GOVER: Mr. Offerman?

MR. OFFERMAN: Yes.

MS. GOVER: Ms. Scott?

MS. SCOTT: Yes.

MS. GOVER: Dr. Hager?

DR. HAGER: Yes.

MS. GOVER: Mr. Kuehn?

MR. KUEHN: Yes.

MS. GOVER: Ms. Henn?

CHAIRWOMAN HENN: Yes.

MS. GOVER: Thank you.

CHAIRWOMAN HENN: Thank you, the motion carries. That brings the next item to the report on the northeast elementary school boundary study, and for that I call on Dr. Roberts, Mr. Dixit and Mr. Crawford. Good evening.

DR. ROBERTS: So good evening. Chair Henn, Vice Chair Pasteur, Superintendent Williams and members of the Board. This evening we bring forward for your consideration the committee recommendation for the new northeast elementary school boundary change. Joining me this evening is Mr. Pete Dixit, Mr. Matthew Crawford from Crawford GIS, and Mr. Paul Taylor. Next slide please.

MR. DIXIT: Thank you. Good evening again. As part of the $1.3 billion Schools for our Future capital plan, BCPS proposed four elementary school projects in the northeast area. This past spring Dr. Williams initiated a boundary study process for the last of these two capital projects. Next slide please.

The new Red House Run Elementary is scheduled to open in January 2024 and the new northeast elementary school is scheduled to open in August 2022, will add another 1,024 seats to the area. Eight northeast area schools participated in this boundary process to relieve or reduce overcrowding in seven of these schools. Dr. Roberts?

DR. ROBERTS: Next slide please. The boundary process followed Board Policy and Superintendent’s Rule 1280. It was facilitated.
by Mr. Matthew Crawford of Crawford GIS. Each school participating in the study established a committee comprised of the school's principal, two teachers and two community members, inclusive of the school's PTA president. Principals fully participated in the study but were not voting members of their respective committees, only teachers and community members of each school's committee were voting members. Also included as a voting member was the chair of the Northeast Area Education Advisory Council, representing the interests of the entire region. Next slide please.

In order to make the best and most efficient use of this added student capacity and in accordance with Board of Education Policy 1280, Dr. Williams approved the initiation of a boundary change which contained four phases. The first phase began with planning from July to August 2021. The boundary study was then held from September through December of 2021. Mr. Crawford will soon share the details of how these meetings were conducted with all COVID mitigation practices in place. The boundary study committee met five times in this period to formulate and review various boundary change options. With a quorum of the committee members present, the committee decided that the sixth scheduled meeting would not be needed because they felt prepared to vote and move forward with the recommendation at their fifth meeting on December 1st, 2021. The next phase of this process continues this evening with the committee's recommendation being presented for the Board's initial review, then further community input, and a vote scheduled by the Board of Education on March 8th, 2022. Through the boundary study, BCPS supports a process that fully engages the community and shares information about the process as it unfolds with all stakeholders. Next slide please.

Eight existing northeast elementary schools participated in the boundary process to relieve or reduce overcrowding in seven of those schools. This slide outlines the seven schools that participated in the boundary study for the new northeast and Red House Run elementary schools. Also in support of the boundary process were BCPS cross-divisional staff from the Division of School Support and Achievement, Division of Curriculum and Instruction, Division of Business Services, Division of School Climate and Safety, Division of Human Resources, and Division of Research, Accountability and Assessment. Next slide please.

The four northeast capital projects are designed to improve and increase student capacity and help relieve overcrowding in the area. Two projects already completed, Victory Villa and Honeygo elementary schools, have already increased capacity in the area by 1,134 seats. Four elementary schools from these earlier boundary studies participated in this most recent boundary study for the new northeast elementary school. However, community members understood and were very cognizant of adhering to Board Policy and Superintendent's Rule 1280 regarding inclusion of planning blocks that were included in the previous boundary study in 2017. I'm here to share with you the boundary process and the boundary committee's recommendation through Mr. Matthew Crawford of Crawford GIS. Next slide please.

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

The objective of this study is to basically have a community-based process that's open and transparent to meet some key objectives, and those objectives were to reduce overcrowding in the region, to create viable and successful boundaries, to effectively utilize the new added capacity to the region as well, with the construction of new elementary school, as well as the reconstruction and enlarged capacity for Red House Run Elementary. We were also tasked to support the diversity among the schools to reflect the diversity of the school system and the region, so those were our key objectives.

Next slide please.

So as we worked through with the committee to evaluate options, we always looked at Rule 1280 and always guided the committee to make informed decisions that best adhere to these rules, and these rules are to make efficient use of capacity in all affected schools, to maintain or increase diversity in the schools that reflect the diversity of the region and the school system. Next slide please.

And there's other considerations per Rule 1280 to maintain the continuity of neighborhoods, so as you look at moving zone lines around and trying to reconfigure the lines to account for the new school, to make sure that we don't draw the lines down the middle of residential neighborhoods or residential streets, if a neighborhood or community needs to move, that they move together and not split it in half and things like that. The impact to transportation and pedestrian patterns of the students were looked at and studied to make sure that we could insure walkability as much as possible, and efficient transportation. Minimize the number of times any individual students are reassigned, so we were mindful of the prior boundary change that happened in the area and did not, insured that we did not impact any students who had already been moved as per the prior study. Long-term enrollment, capacity trends and future capital plans were looked at and data and information was provided to committee members for that, for their information. Location of feeder school boundaries and continuity of feeder patterns, so this committee was focused on elementary schools only but we were giving them information on middle and high school zones in terms of how those, an elementary school may be split to a middle school, and so that was information. Although we weren't making changes or recommendations to a middle or high school boundary, we wanted to be mindful of the impact on the feeder patterns. And then phasing in the boundary changes by grade level for high schools, and that doesn't apply here because we were focused solely on elementary school students.

Next slide please.

Additional considerations that we like to look at and best practices when we do this kind of work across the country are geographic features such as railroads, creeks and major highways as guides for drawing the lines as long as possible, and then to eliminate existing satellite boundaries. In this region, in this study there were several satellite areas. A satellite area is a geographic area that's separate from the main boundary for a school, so you have, we call it satellites or enclaves, and if you look on the slide you see on the bottom left in the southwest corner of the study area, there were a couple of large satellite areas that are not connected to the main zone, and our recommendation does eliminate these satellites and provide a closer commute to those communities. Next slide please.

So the committee was a broad based group made up of representatives from within this area. Each school community had representation. There were 33 members total, 25 of the 33 were voting members. We had eight principals on the
committee and those principals serve as advisory and help enable discussion, give us information, but they are not voting members. Eight teacher and staff representatives were on the committee, and we had 16 parents, two parents from each school on the committee giving us input and guidance as we evaluate the options, and then one area educational advisory council representative. We always asked these community members that even though they are passionate about their schools and their communities that they focus on what's best for all children in the study area, and they suspend those parochial interests and what's best for their child to focus most on what's best for all children in the entire area even if it may impact them. We asked the committee to be available to attend all meetings, and we had five meetings between September and December to deliberate on options. This group did a really good job of working together, I was really pleased with their collaborative work in thinking holistically about the entire area as they worked through options in developing the plan. And then ultimately, the committee was bringing forth the recommendation that's presented here to you tonight via the community superintendent. Next slide please.

In terms of public participation and input, we, there was a lot of work done at the prior, at the pre, prior to the actual boundary study process starting just to inform people about what's happening and why there's a need to do a boundary study in this area. So letters were sent to all families in May regarding the change process to give them an understanding of how they could participate, and there was additional outreach with schools throughout the process. The public was invited to attend all committee meetings virtually, we did not have people there in person in terms of the public observers like we have in the past, but they were welcome to participate virtually and there was a good effort put forth to enable that for the public. All meetings were live streamed on the BCPS website so people could go on there and watch, and then all of those meetings were recorded and they could all, you can go back and see any meeting that's on line or that was held on line right now on the BCPS web page.

And then all the materials that we shared with the committee, every time we'd take a packet of information to the committee at a meeting, we made sure that all that material was posted on line so that any member of the public could download and print that and follow along the process just as if they were a committee members themselves. Next slide please.

The public was invited to provide input throughout the process via email, we'd give them an email address if they preferred that, there was an online comment form so they could just go in and type a comment, and then we also had surveys before the public information session. Translators were made available at the public information session upon request, and then the committee did hold a public information session meeting. That meeting was, the committee was present with myself at that public information session but the public was invited to participate virtually in that process. We had, after that public information session we had a survey as an additional method to get more input, and we had 228 total respondents to the survey to give us input regarding the options that were being considered and it was provided in multiple languages. Next slide please.

So as a whole the committee considered six total options. They reviewed and discussed as a group, they really, like I said, worked in small group settings and then they worked individually and then they, you know, a lot of open discussion and it was very, it was a good dynamic, and there was a good vibe in the committee meetings with the group and working
together to try to provide a recommendation here. They recognized that draft option two satisfied the most boundary study considerations. Although no plan is perfect, they did have, they had some heartburn, there's just always something with a plan that you wish you could make better, but they felt like option two was the one that best, that satisfied the most, the considerations the most. But we did present two options at the public information session to get additional feedback from the public through that process and as I said, we surveyed them. Next slide please.

So these are some slides just to show the current boundaries and then the option, so this shows you the current boundary and you will note that the large yellow zone inside, on the map is actually, the new northeast elementary school is within that zone. And if you go to the next slide, you will see that much of that area turns to a tan color and that represents the boundary for the new northeast elementary school in this particular option.

You'll also notice that in the bottom left, those enclaves or satellite areas are no longer there and it's more of a clean look in terms of the boundary looks clean but it also equates to a more efficient means of getting kids to school closer to home, more efficient transportation, adhering to all those rules that we were talking about.

And if you go to the next slide, you'll see that this is option two, this is slightly different from option one. There was, we were going back and forth and these were the two options we felt were the best to bring to the public, and other options were considered and looked at, but these were the two that they best felt wanted to, that they carried forth to the public. And if you'd go to the next slide?

The committee recommended option two at their fifth meeting. There was, it was, December 1st we got to that fifth meeting and

when we were getting towards the end the committee was, you know, running out of ideas and options and things to move boundaries around. And so as we started getting closer to the end, we could see that they were starting to get to a good resolution and feeling like they were ready for a recommendation. And so we told them to be prepared at that, if we don't have a lot of new changes or edits to be prepared to vote at the December 1st meeting if they felt they were ready. And so, and they did indeed, were ready to vote at that December 1st meeting, we had consensus on that, we built consensus on that, and they voted. And of the 18 people, voting members who were present we had, 13 voted for option two and five voted for option one, and then, which led us to option two being the recommendation.

There were some discussion at that last meeting about option one, people liked, some of the committee members who voted for option one liked, the option one provided a little bit more relief to Vincent Farm than option two, although both options did a very good job of providing capacity relief across the board and adhering to our objectives. But option two was the one that ended up getting the most votes and it is therefore the recommendation. Next slide please.

And this is the map and when you look at this map you'll see the black outlines to show you the current zone boundaries, and then the background color is the recommendation. So you can kind of see how the boundaries shifted and how we, the committee did provide relief to all the schools in this area and did a really good job of doing that. It's an exciting time for this area, they're getting all this new capacity, and much needed capacity really, for the schools in this area. Next slide please.

And these are just some statistics, I'm not going to go into detail on these, but these are basically the data and information that the
committee was looking at as they evaluated options from start to finish. So we were looking at the state rated capacity of the buildings, the current utilization, how many kids are coming into a zone from out of zone and those types of statistics. And you'll see that, one key thing with this is if you look at the orange colored cells, you'll see the percent of utilization of the schools before the new schools come on line, and then in the recommendation you can see how the balance of utilization is across all of the schools in the study area, a very good balance of utilization and equitable solution here as part of this recommendation. Next slide please.

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

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

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

And then the walk zones, we did have some prior versions that had some students moving out of a walkable situation. The committee really pushed back on that and we worked to modify the zones and the options to insure that any student who's currently walking to school can maintain that walkable status. And so this basically shows that everybody who's walking right now is still in a walkable situation with this recommendation.

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

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

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

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

With respect to next steps, the Board will host a public hearing on the proposed boundary recommendation, a virtual boundary recommendation hearing on February 16th, 2022 at 6:30 p.m. to gather additional public comment.
The Board of Education is then scheduled to vote on the boundary for the new northeast elementary school at its March 8th, 2022 meeting. Also, the naming recommendation and process for the school will be presented later this evening, with public input on the new name scheduled for the February 22nd, 2022 board meeting and subsequent vote by the Board on March 8th, 2022.

I'd like to take this opportunity to recognize and thank all of our committee members, especially our principals who assisted in facilitating and leading their respective school boundary committees through this process. If you'll indulge me for a moment by name, Mr. Jeff Hogan at Elmwood Elementary School, Ms. Candace Winterson from Fullerton Elementary, Ms. Latonya Belser from Joppa View Elementary, Mr. Kevin Kourtesis from McCormick Elementary, Mr. Kevin Jennings from the new northeast elementary, Ms. Misty Thompson from Perry Hall Elementary School, Mr. John Noonan, Shady Spring Elementary School, Mr. Steve Bender from Vincent Farm Elementary School, and Ms. Leah Scarafile from Red House Run Elementary School. Next slide please.

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

CHAIRWOMAN HENN: Thank you very much.

Board members, questions? Dr. Hager?

DR. HAGER: I don't know if I'll be able to ask, I'm so tired, but I do have a question.

Thank you for the presentation. My family was redistricted so I look through this as a parent with children, and I get the idea that minimizing impact is a good thing in the big picture idea, but that also means only a handful of kids get moved around. And you know, you may end up having one child get moved from third grade in one school to another. So is that really the best practice, to kind of minimize it like that?

I'm looking at Shady Spring Elementary School where only 16 kids will move and it will still be at 97 percent capacity. That just seems like an odd, and you guys are the experts but I'd just ask.

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

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

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

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

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

DR. HAGER: Okay, thank you.
CHAIRWOMAN HENN: Thank you, Ms. Jose?

MS. JOSE: Thank you, Dr. Roberts and Mr. Dixit. So my question is, and I, Honeygo Elementary and Chapel Hill Elementary Schools are not included because they just went through a redistricting. Wasn't Perry Hall Elementary School part of the redistricting for Honeygo and Chapel Hill as well, but they're included in this.

Question number two is, you talked about keeping natural boundaries and highways, and yet you have northeast elementary crossing 95, and you could have easily extended Shady Spring up.

And I know I'm asking a lot of questions. Number three is the diversity, it doesn't change significantly, and my kids attend Honeygo and Chapel Hill, and I've seen the diversity there based on around 40 percent. And I read a recent study by the Urban Institute that stated segregation and race, especially for brown and black children, are endorsed through persistent policies, and I see that here because I live here and am speaking from firsthand experience. What kind of diversity index was used, and I understand Honeygo was not used because it was redistricted, but to use Perry Hall Elementary School, which I reckon has a large FARMs population, that's why it was used, and I'm actually speaking because I wasn't a part of the study anyway, but what do you speak to that about keeping, just making our schools more diverse and it's not, because Chapel Hill and Honeygo where my kids go is not as diverse as you come down to Vincent Farm or Joppa View even, which is literally a mile down from where I live.

DR. ROBERTS: So I can address the first question, Ms. Jose, which may address part of the third question around equity. And so first I want to mention that we did have staff from the Office of Equity and Cultural Proficiency as well and I neglected to include them in the list of cross-divisional staff, so they were there.

Mr. Lewis was there, who was the east zone OCD representative.

That being said, going back to Honeygo, when the Honeygo boundary was done, the communities, the Perry Hall Elementary community, the Joppa View Elementary community, as well as Chapel Hill, they knew that school was coming, so we were very forthright with the Honeygo community in that boundary study to say this school will be coming on line in X years down the road, I think it was 2017-18 when we were doing the Honeygo boundary. So when we looked at the planning blocks, the committee looked at the planning blocks for Honeygo, they knew and anticipated knowing where the new northeast was going to go that there were certain planning blocks that they weren't going to, so they didn't want to touch the same students twice.

So the committee specifically compared all the schools that you mentioned. There were sections within those feeder patterns that the committee didn't look at, because they knew they were going to be wrapped into Perry Hall. So with Honeygo and Perry Hall elementary specifically we didn't see a whole lot of relief, as well as Joppa View, because they knew the new northeast was coming, which was more over to the east side, so the White Marsh where it is. So that could address the first part of your question, but also a little bit of your third part, because those planning blocks were left for this school, and those were the schools and those were the planning blocks that would ultimately be impacted that you see here.

MS. JOSE: So there were not a lot of parents that also participated, it's only 33, or 16 parents from each school, but didn't Joppa View and Perry Hall go through two boundary studies because of Honeygo in the past three years, correct?

DR. ROBERTS: Correct.

MS. JOSE: So how is it fair to those
children that they went through two boundary
processes but you eliminated Honeygo and Chapel
Hill, and I shouldn't complain because that's my
schools, but I'm also going to talk, and some of
it may be beyond this Board, so if you think
racial segregation hasn't existed in this
country, be honest. It has to be addressed and
my reason for addressing it is that I'm going to
address it because I feel comfortable and my kids
go there, so I'm going to call out, what I see is
segregation and it's happening because we have
policies that have been in place for hundreds of
years that help perpetuate the racial divide.
And also, economically disadvantaged kids that I
see that are all down south, and we have to do
something as a board. Thank you.

CHAIRWOMAN HENN: Thank you, Ms. Jose.
I have a few questions. Good evening, and thank
you for the presentation, I really do appreciate
it. This is one process I just think is
exceptional so I just have to give you all the
praise in the world, I think you do a fabulous
job with this each time and I always reassure the
communities, and this is my community, that each
time you go through it, it doesn't matter where
it is, that Mr. Crawford does a fantastic job
with this, so thank you, and I applaud the job
you've done and I think that the testament to
that speaks here with the community and the fact
that you got it done within five meetings and
didn't need the sixth just speaks to that, so
thank you.

The questions I have, I have a few
questions about that. One has to do with the
fifth meeting voting. Can you speak to the
representation of the members that voted? You
said there was a quorum at that that voted on the
final recommendation. Do you know offhand if
there was a representation of all schools that
were participating in that quorum, that voted on
the final?

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

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

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

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

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

MR. CRAWFORD: I would have to know more
of where they were, where they're living in terms
of, to give a good understanding if there were
three schools closer to where they're being assigned. I know that there are limitations to the number of seats in certain schools as we worked to draw the lines, and we certainly tried to provide, get kids as close to their home as possible, and so -- and I know that there's a lot of difference in density in communities versus where the schools are, and so I would just, I would have to know a little bit more on where they were coming from to get an understanding of why that may be the case if that was the case, but it was something that was studied heavily to try to get, you know, students as close to their home as possible, and it was discussed heavily at all of the meetings by the committee members.

CHAIRWOMAN HENN: Sure. Also, you mentioned and I noticed in the -- well, that's time. Maybe I can email my remaining questions. Thank you. Other board members? Mr. Thomas.

MR. THOMAS: Thank you, Ms. Henn. Thank you for this presentation and for the dedication and the involvement of the committee. Going back to what Ms. Jose mentioned about the diversity and making sure that our schools are diverse, slide nine says maintaining or increasing diversity among schools to insure diversity with other regions in the school system. So besides having the equity office kind of being a part of the process, what other factors were put into place to insure that these schools are diverse, that we're being equitable in distribution?

DR. ROBERTS: One thing I could offer, Mr. Thomas, and Mr. Crawford may certainly chime in as well, was the equity data was in front of the committee from day one. So if you look back on the minutes and the videos of the meetings what you'll see on the periphery of the cafeteria at Middle River were all the maps and all the data. Every meeting they received a packet of about two dozen to three dozen pages of information, or charts, of data maps, of feeder maps. Inclusive of that were equity data points.

demographic data points.

So what you would hear when you go around the discussion when our team started going around were conversations and questions similar to what Ms. Jose offered and what you're offering, in terms of if we move this planning block, how is that going to impact. I can remember one specific meeting where they would ask Mr. Crawford, they would ask his assistant or his team members, how would this impact whatever demographic they were looking at or discussing. And because this was made up of parents, PTA members and principals, the principals were a great resource of being able to discuss the demographics of not only their school but particularly of their region.

We were fortunate in this boundary study where many of the principals were veteran principals to this area and to their school, in some cases over ten years, so they had a lot of history of being able to really digest and support their committee and the committee as a whole around a lot of the questions you're having around equity, to make sure that there was balance. So the short answer is, much data was put in front of them to ask, and then the resources were provided to help unpack the questions that they had.

MR. THOMAS: Okay. So were they like constantly, you know, told to look with an equity lens on the issues, was it a constant push?

Okay, thank you.

When I was looking at the members of the committee, I was wondering why weren't some of the high school students, from these high schools that they're feeder schools into, Perry Hall High School, these areas, involved in that process? They could have been nonvoting members, but why didn't you have students involved in this process since they were the ones who were in those schools and kind of had their experiences in those schools and the overcrowding in those
DR. ROBERTS: So one way I would answer that is, as Mr. Crawford mentioned, this is really focused on elementary, so we weren’t focused on the feeder pattern to middle or high school. So when we focus on the elementary boundary change or boundary process, then the focus is on the elementary students. So it isn’t a natural extension to invite high school students, but certainly that’s something that moving forward, certainly something I could do. There’s no policy or rule.

MR. THOMAS: Yeah, I think we should include more students in the process of reorganizing, and I especially, you know, I recently did a project in my literature class about redlining and the impact it has on school boundaries, so I hoped there would be more student representation along with the parents and the other adults in the room. But thank you for your explanation of how the equity lens was applied in the committee as well.

CHAIRWOMAN HENN: Ms. Causey?

MS. CAUSEY: We need some more marshmallows, thanks.

Thank you, Dr. Roberts, thank you, Mr. Crawford, Mr. Dixit. So I appreciate all the work that’s gone into it, we’ve seen this process multiple times, which is for the majority, the vast majority a very beneficial process because we are talking about students going from crowded scenarios into newer schools, brand new schools, and/or having their own school at a reasonable capacity, so I appreciate that.

Now I did also have a question about that fifth meeting and not the sixth meeting. Did you say there’s 33 members of the committee but ten are teachers that couldn’t vote?

DR. ROBERTS: Principals that can’t vote. So 25, 33 total members minus eight principals, so 25 voting members. That’s inclusive also of Ms. Stith, who is the chair of the board of Northeast Advisory Council.

MS. CAUSEY: Okay, great. And so there hasn’t been commentary or feedback of anyone disgruntled with the process?

DR. ROBERTS: No.

MS. CAUSEY: Okay, that’s great. And I do know that Policy 1280 has, we are trying to improve every aspect of the program of education, opportunity and to support diversity, inclusion, and really just try and make the situation as best we can for all the students and their families.

I did have a question related to taking into consideration any future developments that are in that area. It just seems like whack-a-mole, you know, you open a school and then it’s overcrowded, so I’m just curious how that factored into the planning block and the decisions that were made.

MR. CRAWFORD: Sure. We did map out and identify future developments that are existing and planned developments to give them an understanding of where they are and what’s in the pipeline and things like that, and so it was discussed by them, and we always tell them to try to be proactive if you can, and if you can give a school a little more space to be able to grow into more development, do so, but -- and they did do that as best as they could, you know, without not giving another school as much relief as they needed. So even with the new schools on line, they’re still running close to, you know, a hundred percent. This district works very conservatively in terms of your space and so, you know, if you’re starting at 115 percent over capacity, with the new capacity on line brought you down below a hundred, so we didn’t have a whole lot of wiggle room to give a school a lot of space to enable new growth. And that growth was scattered about too, it wasn’t all concentrated in one school, so you know, they...
looked at it and discussed it as they worked through it.

MS. CAUSEY: Thank you, and can you unpack conservative with the space, your comment?

MR. CRAWFORD: We work with districts all across the country and you know, and I deal with a lot of school districts that have a lot of excess space, and Baltimore County is not one of them, Baltimore County is one of those districts that, you know, it's operating around a hundred percent utilization, it's striving to be around a hundred percent utilization. You have a very old school stock that you're working with in this county and schools are smaller and you know, a lot of schools are more, are over a hundred percent utilized in most studies that we come in and do here, most of your schools are well over a hundred percent when we go in and do a boundary change study, so that's what I was referring to.

MS. CAUSEY: Okay, thank you. In December the Board voted to add to our legislative priorities the local consideration for continued work on the implementation of the adequate public facilities ordinance. Was that brought up in any of the boundary studies in terms of what the future of overcrowding would be?

DR. ROBERTS: I don't think, Ms. Causey, any more than what Mr. Crawford just mentioned. So there were questions around particularly some schools that are focused on new development, so that was really the extent. I don't remember having anybody specifically mentioning that study, it was more just related to what Mr. Crawford mentioned.

MS. CAUSEY: Thank you.

CHAIRWOMAN HENN: Thank you. Any other questions, board members? Okay, hearing none, thank you very much, gentlemen.

The next item on the agenda is the report on the flame of the new northeast elementary school and for that I call on Dr. Roberts.

DR. ROBERTS: Thank you. So good evening again, Chair Henn, Vice Chair Pasteur, Superintendent Williams and members of the Board of Education. This evening I bring forward for your consideration the community recommendation for the naming of the new northeast elementary school. As part of the $1.3 billion capital plan, Schools for our Future, BCPS is scheduled to open its newest elementary school in the northeast area. This new school will add 725 seats to the area to support increased student capacity and relieve overcrowding in the area.

The naming of the school moves us one step closer to the opening in August 2022, and in accordance with Board of Education Policy and Rule 7520, an initial survey was issued to the community in December 2021 for the purpose of receiving suggestions for the name of the new northeast elementary school. Notification of this survey was communicated via press release and placement on the BCPS and school website for the duration of the survey window, with the top two names moving forward for a second community review or survey in January 2022.

Criteria included for the naming for the School Board and community's reference, that the name should reflect the subdivision or street on which the school is located or a geographic location of the school, or a significant or distinguishable landmark or, lastly, a deceased prominent person who has made an outstanding contribution of service to Baltimore County, the state of Maryland or the United States.

So from this initial survey, 419 votes were recorded from the community with two names identified as the most popular, Rossville Elementary School with 95 votes or 21.4 percent of the votes, and Gumspring Elementary School with 93 or 20.9 percent of the votes. The
remaining 231 votes of 57.7 percent of the votes were cast for other names that may or may not have met the criteria outlined in Policy 7520.

Next slide please.

The final survey was issued to the community in January 2022 to solicit input on the final two school names. Again, notification of the survey was communicated via press release and placement on the BCPS and school website for the duration of the January survey window. For the second survey 3,483 total votes were recorded. The results of the final community survey were Rossville Elementary School receiving 2,360 or 67.8 percent of the community votes, and Gumspring Elementary School receiving 1,123 or 32.2 percent of the community votes.

Based on these votes, we are formally recommending Rossville Elementary School as the permanent name of the new northeast elementary school. Next slide please.

This is the first reading for the naming of the new northeast elementary school or potentially Rossville Elementary School. Public comment for the proposed naming of the new school is scheduled for February 22nd, 2022, with a vote by the full board scheduled for March 8th, 2022, the same day for the boundary study votes.

That concludes the recommendation and the presentation for the naming of the new northeast or Rosville Elementary School.

CHAIRWOMAN HENN: Thank you, Dr. Roberts. Any questions? Thank you.

DR. ROBERTS: You're welcome.

CHAIRWOMAN HENN: The next item on the agenda is information, which includes the Southeast Area Education Advisory Council meeting minutes from November 25th, 2021.

And the next item is legislative and governmental relations committee updates.

VICE CHAIR PASTEUR: Okay, I'm asking please to accept the recommendation of the committee on the bills that I am about to put forward to you.

We have Senate Bill 55, which is the retention of counsel, Senator Sydnor has said that we will have the right to select our own counsel. We were in support of that, so SB 55, the committee brings to you this with our support.

The next one was Senate Bill 95 which is a house bill as well, House Bill 154, we were in support of it. It is about school allergies, anaphylactic causative agents that in other words, that schools will, it's a guide for recognizing and disclosing food that is to be served in schools pertaining to major allergies, make making sure that there are at least two people in each school who are perfectly equipped to recognize features as well. So we were in support of that.

House Bill 347, which is the bill proposing an elected superintendent, we were unanimous in our opposition of that.

And then House Bill 476, and that one goes to what is on our priorities as Dr. Hager brought up, Delegate Ebersole is aware that there is a lot that goes into that, a lot of thinking, but it is primarily about trying to stagger our Board's participation, if you will, that ultimately would be for those who are appointed -- I can't talk anymore -- those who are appointed will be appointed during presidential years and those who are elected as now during the gubernatorial. We were also in support of that. Again, that needs some technical and legal work to make that happen, but we did support it.

And all of these are moving through the legislature, so I want us to vote on those. There's another one, but I need to say something else because we brought it to the Board, or we're bringing it to the Board without a recommendation, but I need to say something about it.
So I move that the Board follow the recommendations of the committee for Senate Bill 55, Senate Bill 95, House Bill 347 and House Bill 476. No second is needed because it is coming from the committee.

CHAIRWOMAN HENN: Ms. Pasteur, may we separate House Bill 476?

VICE CHAIR PASTEUR: Sure.

CHAIRWOMAN HENN: Thank you.

VICE CHAIR PASTEUR: Okay, then let's take a vote on --

CHAIRWOMAN HENN: Any discussion?

Mrs. Causey?

MS. CAUSEY: Thank you. I was in the committee and I just wanted to separate the bill about the, Ebersole's in support.

CHAIRWOMAN HENN: That's the one we separated.

MS. CAUSEY: Okay, thank you.

CHAIRWOMAN HENN: Ms. Jose?

MS. JOSE: Could you clarify what bill we just separated? You said Ebersole and that's all I heard.

VICE CHAIR PASTEUR: It's the one that I just described, that it is about the staggering of the board members.

CHAIRWOMAN HENN: And if I may speak too?

VICE CHAIR PASTEUR: Sure.

CHAIRWOMAN HENN: It sounds like it needs work, so I simply separated it because it needs work. I will be supporting the other bills per the committee's recommendation.

Dr. Hager?

DR. HAGER: I'm just trying to look at the food allergy bill. It's not creating peanut free schools, it's just focusing on allergies?

VICE CHAIR PASTEUR: Correct.

DR. HAGER: So it's not for candy in schools, thank you.

VICE CHAIR PASTEUR: Yeah, it goes beyond peanuts for, and it might have been...
DR. HAGER: Yes.
MS. GOVER: Mr. Kuehn?
MR. KUEHN: Yes.
MS. GOVER: Ms. Henn?
CHAIRWOMAN HENN: Yes. The motion carries.
VICE CHAIR PASTEUR: Thank you. Now the -- okay, the one that was separated is House Bill 476. That again is the one that discusses how we separate the election, or the participation of board members, those who are appointed and those who are elected.
CHAIRWOMAN HENN: So do you want to make a motion, Ms. Pasteur?
VICE CHAIR PASTEUR: Well, the motion coming from the committee was to support it with, of course there will be amendments because he is still working on it, but he's going to put it forward anyway, in fact it's going forward. So there are a number of things he's doing, so the options with the motion here is that we offer our support or not as he moves forward, so that is the motion to support.
CHAIRWOMAN HENN: And who is making that motion? Mr. Thomas, were you -- we need a motion before we discuss it.
DR. HAGER: I'll make a motion.
CHAIRWOMAN HENN: Okay, Dr. Hager. No second is needed since it comes from the committee. Mr. Thomas and then Mrs. Causey.
MR. THOMAS: Thank you. So I've spoken to Delegate Ebersole about this bill and what he's struggling with now addresses the staggering for the appointed members, Ms. Henn, you addressed that as well, so I think I would like to amend this motion to add, with an amendment that relates to the staggering of the appointed members for this next year.
CHAIRWOMAN HENN: Could you clarify?
MR. THOMAS: Yes, I can. Sure. So the motion is to say what Dr. Hager said a legislative priority was in my motion to support this. So I would support it, support the bill with an amendment that would require the next appointed set of individuals to be two years, and then after that going back to the cycle of four years for appointed members, so that we have in one election appointed members coming in, and the other election our elected members coming in.
CHAIRWOMAN HENN: Does the bill not stipulate that now?
MR. THOMAS: It does not stipulate that now in the direct wording of the bill. It does?
VICE CHAIR PASTEUR: Yes. This bill does talk about the first go round being for two years, that is the history, that's what undergirds it all, it would be that because that's the only way it would work, and it is about separation, it's not just about keeping from having a lame duck, that is, it includes that, keeping from having a lame duck governor making the appointments of those, the appointments, and that's what he has to fine tune. He's trying to fine tune how you do that because there are a number of obstacles in the way called law, that some of the things that have to be changed in order to do this, but his bill is about being able to stagger, to eliminate the -- it's in two parts, to eliminate this governor or any lame duck governor from being able to select the people, and then how do we stagger it, and he wants it to all happen at the same time, not one and then the other. So you're correct in that his language needs to be greatly fine tuned because it involves a lot of legalese and until he gets that he can't really put it out.
MR. THOMAS: Okay.
VICE CHAIR PASTEUR: So you are correct in that, but I just want to make it clear that this is his intent.
CHAIRWOMAN HENN: Okay. Mrs. Causey?
MS. CAUSEY: Thank you, Madam Chair, and thank you, Ms. Pasteur, for all the work that you do around the legislation and the committee's
work. I had concerns about the language in the bill related to the start time of the elected members and then the appointed members. So I think it might be easier if we have a motion to amend, to -- excuse me, support with amendment to be brought back to this Board by the legislative committee, because I think it, as Ms. Pasteur points out, it takes a lot of work and we're not going to be able to do that this evening and that's not our job anyway.

(Viaudible colloquy.)

VICE CHAIR PASTEUR: At the committee meeting when we voted for it, I'm the one that didn't vote for it for those same reasons, so at that point we should have been thoughtful enough to process what I was saying to you at that meeting, so here we go, so we could have that motion tonight. Let's go.

CHAIRWOMAN HENN: So there is a motion on the floor and a motion to amend. Restate your motion.

MS. CAUSEY: Could the original motion be stated, and then I will formalize an amendment.

CHAIRWOMAN HENN: Okay, Dr. Hager?

(Laughter.)

CHAIRWOMAN HENN: The goal is to support with amendment, it sounds like.

(Unintelligible, multiple speakers.)

VICE CHAIR PASTEUR: No, he's got a lot of work to do.

CHAIRMAN HENN: This needs to be what, by April?

VICE CHAIR PASTEUR: He -- trust me when I say, somebody trust me. There's a lot of work he has to do, that's because there's some legal things that need to be massaged before he finishes with it. He's putting it out now because he wants everyone, he wants the folks to see where he's going, but he has a lot of work.

He understands that, he knows that, that he has a lot of work yet to do.

CHAIRWOMAN HENN: So Dr. Hager, would you be willing to withdraw your motion?

DR. HAGER: Yes.

CHAIRWOMAN HENN: Okay, go ahead, if there's a motion you would like to make instead to postpone.

DR. HAGER: I move to postpone.

MS. ROWE: Second, Rowe.

CHAIRWOMAN HENN: Okay. Why don't you just state it for the record?

DR. HAGER: I move to postpone the discussion of HB 476 to our next meeting.

MS. ROWE: Second, Rowe.

CHAIRWOMAN HENN: Thank you. Any discussion? Hearing none, rollcall vote please.

MS. GOVER: Ms. Rowe?

MS. ROWE: Yes.

MS. GOVER: Ms. Causey?

MS. CAUSEY: Yes.

MS. GOVER: Ms. Mack?

MS. MACK: Yes.

MS. GOVER: Mr. McMillion?

MR. MCMILLION: Yes.

MS. GOVER: Ms. Jose?

MS. JOSE: Yes.

MS. GOVER: Mr. Thomas?

MR. THOMAS: Yes.

MS. GOVER: Dr. Hager?

DR. HAGER: Yes.

MS. GOVER: Mr. Kuehn?

MR. KUEHN: Yes.

MS. GOVER: Ms. Henn?

CHAIRWOMAN HENN: Wait a minute, there was one more. It was Senate Bill 124, which is Senator Hettleman. We brought it.
without a recommendation, but the members of the committee tasked me with getting additional information from her. I sent it all to you, I apologize, it was late but she sent it to me late, because I did ask to have it for today. So I'm going to make a motion that, so you have a chance to read it, read the information, I'm going to make a motion that we postpone any discussion and any vote on this bill until the next meeting.

MS. ROWE: Second, Rowe.
CHAIRWOMAN HENN: Any discussion? May I have a rollcall vote please, on the motion to table?

MS. GOVER: Ms. Rowe?
MS. ROWE: Yes.
MS. GOVER: Ms. Causey?
MS. CAUSEY: Yes.
MS. GOVER: Ms. Mack?
MS. MACK: Yes.
MS. GOVER: Mr. McMillion?

MR. MCMILLION: Yes.
MS. GOVER: Ms. Jose?
MS. JOSE: Yes.
MS. GOVER: Ms. Pasteur?
VICE CHAIR PASTEUR: Yes.
MS. GOVER: Mr. Thomas?
MR. THOMAS: Yes.
MS. GOVER: Dr. Hager?
DR. HAGER: Yes.
MS. GOVER: Mr. Kuehn?
MR. KUEHN: Yes.
MS. GOVER: Ms. Henn?
CHAIRWOMAN HENN: Yes.
MS. GOVER: Thank you.
CHAIRWOMAN HENN: The motion carries.
VICE CHAIR PASTEUR: Thank you.
CHAIRWOMAN HENN: Now the last item on the agenda is announcement. The Board will hold its public hearing on the new northeast area elementary school boundary on Wednesday, February 16th at 6:30 p.m. The meeting will be held virtually and preregistration will be required to sign up to speak. More information may be found on the Board's participation by the public website or in BoardDocs in its agenda items.

The Board's next meeting will be held on Tuesday, February 22nd, 2022 at 6:30 p.m. Thank you for joining us tonight, the meeting is adjourned.

(Meeting adjourned.)
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