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BOARD OF EDUCATION

BALTIMORE COUNTY

PUBLIC BOARD MEETING

TOWSON, MARYLAND

February 11, 2020

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1	INDEX	1	CHAIRMAN CAUSEY: Good evening. I now call to order the
2	Call to Order 5	2	meeting of the Board of Education meeting for February 11, 2020.
3	Pledge of Allegiance 5	3	I invite you to rise and recite the Pledge of Allegiance to the
4	Moment of Silence 5	4	Flag. It will be led by Drew Zimmerman from Franklin Middle
5	Approval of Agenda 8	5	School. After we recite the Pledge, I ask everyone to stand for
6	Closed Session Meeting Items 6	6	a moment of silence in remembrance of all those that have served
7	Selection of Speakers 6	7	education in Baltimore County.
8	New Business, Personnel Matters 7	8	(PLEDGE OF ALLEGIANCE RECITED)
9	New Business, Administrative Appointments 8	9	(MOMENT OF SILENCE OBSERVED)
10	Advisory and Stakeholder Groups 10	10	CHAIRMAN CAUSEY: Thank you, Mr. Zimmerman. The first
11	Delegate Guyton's Office 10	11	item on the agenda is the consideration of the agenda. Dr.
12	Councilman Wade Kach 12	12	Williams, are there are any additions or changes to tonight's
13	BCSC/SSAC 17	13	agenda?
14	TABCO 19	14	DR. WILLIAMS: So good evening. There are no changes or
15	CASE 21	15	additions to tonight's agenda.
16	ESPBC 24	16	CHAIRMAN CAUSEY: Hearing none, the agenda stands as
17	BCPS OPE 25	17	presented. Earlier this evening the Board met in closed session
18	AFSCME 27	18	pursuant to the Open Meetings Act for the following reasons: To
19	SAEAC 28	19	one, discuss the appointment, employment, assignment, promotion,
20	GTCAC 29	20	discipline, demotion, compensation, removal, resignation or
21	PTA 32	21	performance evaluation of appointees, employees, or officials

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1 over whom it has jurisdiction or any other personnel matter that
 2 affects one or more specific individuals; Seven, consult with
 3 counsel to obtain legal advice; Eight, consult with staff,
 4 consultants, or other individuals about pending or potential
 5 litigation; and, Nine, conduct collective bargaining
 6 negotiations or consider matters that relate to negotiations.
 7 The Minutes of the closed session and informational summary can
 8 be found on our website at
 9 www.bcps.org/informational-summaries.html. The next item is
 10 selection of speakers. Earlier, sign up cards were available to
 11 the public prior to the meeting for anyone wishing to speak at
 12 this evening's meeting. Board practice limits to ten the number
 13 of speakers at a regularly scheduled Board meeting. Each
 14 speaker is allowed three minutes to address the Board. The
 15 completed sign up cards for this evening will have been placed
 16 in that box and the first ten drawn from the box will be our
 17 speakers. Mr. Reshid.
 18 VICE-CHAIR HENN: Our first speaker this evening is Kim
 19 Zagurski. Our second speaker is Dr. Bash Pharaon. Our third
 20 speaker is Marci Phillips. Our fourth speaker is Jennifer
 21 Weaver. Our fifth speaker is Anthony, it looks like, Gallagos.

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1 Our sixth speaker is Helene Groves. Our seventh speaker is
 2 Brandon Luzar. Our eighth speaker is Josh Landers. Our ninth
 3 speaker is Melissa Rodola. And our final speaker is Colleen
 4 Baldwin.
 5 CHAIRMAN CAUSEY: Those speakers will be called up
 6 individually at our public comment time. Right now, we are
 7 going to conduct our next agenda item, which is new business,
 8 personnel matters, and for that, we call forward Ms. Lowry.
 9 Good evening and welcome.
 10 MS. LOWRY: Good evening, Chairwoman Causey, Vice-Chair
 11 Henn, Superintendent Williams, and members of the Board. I
 12 would like the Board's consent for the following personnel
 13 matters: retirements, resignations, leaves, deceased
 14 recognition of service, and certificated appointments.
 15 CHAIRMAN CAUSEY: Board members, do I have a motion to
 16 approve the personnel matters as presented in exhibits E1
 17 through E5?
 18 MS. ROWE: So moved.
 19 CHAIRMAN CAUSEY: Thank you, Ms. Rowe. Do I have a
 20 second? Thank you, Ms. Pasteur. Board members, any
 21 discussion? All in favor please raise your hand.

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1 (HANDS RAISED)
 2 CHAIRMAN CAUSEY: The motion carries unanimously.
 3 MS. LOWRY: Thank you.
 4 CHAIRMAN CAUSEY: Thank you. The next item is
 5 administrative appointments and for that we call on Dr.
 6 Williams.
 7 DR. WILLIAMS: Madame Chair and members of the Board, I
 8 would like to bring forward for your approval the following
 9 administrative appointments: Coordinator, placement, office of
 10 special ed, compliance and placement, and human resources
 11 officer, staffing, department of human resources, recruitment
 12 and staffing.
 13 CHAIRMAN CAUSEY: Do I have a motion to approve the
 14 administrative appointments as presented in Exhibit F1.
 15 MS. MACK: So moved.
 16 CHAIRMAN CAUSEY: Thank you, Ms. Mack. And we'll have a
 17 second from Ms. Pasteur. Any discussion? All in favor, please
 18 raise your hand.
 19 (HANDS RAISED)
 20 CHAIRMAN CAUSEY: The motion carries unanimously.
 21 DR. WILLIAMS: Our first candidate is Kanya Bailey, please

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1 stand. Coordinator of Placement, office of special education,
 2 compliance and placement. She brings to us 22.6 years of
 3 experience in Baltimore County. Previously she served as the
 4 supervisor of compliance in the office of special education,
 5 compliance and placement and a teacher resource department of
 6 special ed and student services- student support services and a
 7 teacher of special ed self-contained at Summit Park Elementary.
 8 Supporting her this evening is her father, Conway Bailey.
 9 Please stand. Congratulations. Our next candidate is Bradley
 10 (Kahoujin), HR officer in staffing, department of human
 11 resources, recruitment and staffing. He brings to us 2.1 years
 12 of experience in Baltimore County. Previously he served as an
 13 HR analyst in staffing in the department of human resources
 14 recruitment and staffing and his previous employment was
 15 customer service center of Ikea. Today, this evening,
 16 supporting him is his wife Kimberly Kahoujin. Please stand and
 17 congratulations.
 18 CHAIRMAN CAUSEY: Congratulations. Our next item is
 19 public comment. This is one of the opportunities the Board
 20 provides to hear the views and receive the advice of community
 21 members. The members of the Board appreciate hearing from our

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1 School and the Baltimore County Government has estimated, and I
 2 disagree with these numbers, that twenty-five -- that these six
 3 hundred sixteen units will produce twenty-five students for
 4 Hampton Elementary School which is rather low, I think it is
 5 much higher. So if you look at the top and look, the Cropper is
 6 going to tell you that they recommend Plan B. If you look at
 7 the top where it says preferred Plan B with new developments,
 8 instead of the number that you'll seen in the Cropper report,
 9 the actual population that Hampton will be at a hundred- nearly
 10 a hundred ten percent. So it's already ten percent over
 11 capacity, plus on top of it, I have to believe these six hundred
 12 sixteen new housing units are going to produce more than
 13 twenty-five students for Hampton, so I have real concerns about
 14 that. Pleasant Plains, there- the recommendation, Plan B, will
 15 have Pleasant Plains at a hundred ten, hundred eleven percent
 16 and so, you know, what you're doing is you're taking a school
 17 that is terribly overcrowded and now you're overcrowding two
 18 schools which doesn't really make much sense to me. What I've
 19 done is I've taken a look at the different population blocks-
 20 student population blocks, and as you look at the bottom of the
 21 sheet that I've handed out, you'll see that I have a

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1 recommendation which will move thirty-nine students from
 2 Pleasant Plains, add forty-three students to Hampton and
 3 twenty-one students to Cromwell. If you look at the top, to the
 4 right of the big black rectangle, you'll see that with the
 5 changes that I've suggested that the population at Hampton will
 6 be at ninety-seven point five percent, which is below the
 7 capacity of the school, but again, remember six hundred sixteen
 8 new units being built and Pleasant Plains a hundred twenty-two
 9 percent, and Cromwell would go up to ninety-one point five. I,
 10 you know, we worked so hard to get an addition to Hampton
 11 Elementary School, when the addition was finished, the cafeteria
 12 and the gym were not enlarged, just more classrooms, so, you
 13 know, that's of great concern. Secondly, during one of the
 14 presentations, which I saw from Cropper, the statement was made
 15 that, you know, maybe we'll have to have trailers at Hampton.
 16 You know, to me, you don't switch students to the point where
 17 you're going to overcrowd a school where you need trailers or
 18 learning cottages, it just makes no sense to me. So the other
 19 thing is with Pleasant Plains, I don't think a hundred
 20 twenty-two percent over capacity is reasonable at all and I
 21 think that the school system needs to take a look at some of the

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1 facilities close to the school to consider renting some to be
 2 used by the kindergarten or pre-K or fifth grade to house some
 3 of these students because you have this school which will be a
 4 hundred -- under my recommendations -- a hundred twenty students
 5 over capacity -- so, I have there three suggestions of places
 6 that the Board, the school system, should take a look at for
 7 possibly renting those facilities and the last one on the list
 8 is old Loch Raven Elementary School which is -- parts of it are
 9 being used as a senior citizens' center, et cetera. Now, I hear
 10 there's asbestos in the building. We sure aren't exposing our
 11 seniors to asbestos, I hope, but I, you know, if asbestos is
 12 contained it's not really a problem, so I think we need to take
 13 a look at old Loch Raven Elementary to house these students.
 14 There obviously needs to be a central area or countywide study
 15 of our needs for elementary schools in the future. That's
 16 desperately needed and so it needs to be an overall plan and I
 17 think that the school system needs to be creative, think outside
 18 the box -- I hate that term -- but think outside the box, and we
 19 need to look at other places where we can house students
 20 temporarily. So, I'd be -- Oh, on the back is -- shows the map
 21 of -- this is Plan B and the only that I've done is I have one

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1 area that would remain at Pleasant Plains. The rest of the
 2 recommendations of Plan B would be in effect. Just that one
 3 area with sixty-one students. So I'd be glad to answer any
 4 questions you might have. Councilman Marks couldn't be here
 5 this evening. He and I have worked on this. He and I have met
 6 with parents of both schools and to try to come up with a
 7 reasonable rational solution to this problem. So as I said, if
 8 there's any questions, I'd be glad to answer them for you and.
 9 CHAIRMAN CAUSEY: If Board members have questions
 10 they can call or email you.
 11 MR. KACH: Sure.
 12 CHAIRMAN CAUSEY: This is not the opportunity for
 13 that.
 14 MR. KACH: Okay. Thank you.
 15 CHAIRMAN CAUSEY: Thank you, Councilman. Our next
 16 speaker this evening is from the Baltimore County Student
 17 Council, Superintendent's Student Advisory Council, Ms. Angela
 18 Qian. Good evening and welcome.
 19 MS. QIAN: Good evening. Good evening, Chairwoman
 20 Causey, student member of the Board Omer, Superintendent Dr.
 21 Williams, and the Board of Education. I'm Angela. I'm

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1 president of the Baltimore County Student Councils and in past
 2 statements I have spoken about the importance of cultivating a
 3 kind environment in our schools. However, as tonight is a
 4 budget meeting, I would like to reiterate the importance of not
 5 just altering our attitudes, but making mental health support
 6 for students something systematic. From allowing students to
 7 access school psychologists to adding mental health to
 8 curriculums, BCPS should be doing everything it can to put
 9 students' mental health first. This even encompasses raising
 10 teacher, social worker, and counselor salaries and treating them
 11 well, so that they are freer to develop trusting individual
 12 relationships with students and these relationships matter a
 13 lot. It really impacts student experience and performance.
 14 I'll walk into a classroom and I'll immediately sort of absorb
 15 the environment that the teacher creates and it will affect how
 16 stressed I feel or how supported I feel for better or for worse.
 17 And I'm also really lucky to be able to walk into my guidance
 18 counselor's office and immediately feel, like, calmed and
 19 supported and I want every student to also experience that.
 20 Students feel supported when educators are valued by the school
 21 system, and after all we're around these adults for eight hours

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1 a day. This emphasis on mental health support in all
 2 dimensions, including the teacher-student relationship is
 3 something that I'll continue to advocate for as BCSC President
 4 and student of BCPS. Throughout tonight, I just urge you all to
 5 remember that the decisions you make must serve the students of
 6 this county. Our futures depend on our education and our
 7 educators. I urge you as Board members for the Baltimore County
 8 Public Schools to put students first. Thank you for your time.
 9 CHAIRMAN CAUSEY: Thank you. And our next speaker
 10 for the evening is from Teachers' Association of Baltimore
 11 County, TABCO President, Ms. Cindy Sexton. Good evening and
 12 welcome.
 13 MS. SEXTON: Good evening, Chairwoman Causey,
 14 Vice-Chair Henn, Dr. Williams, and members of the Board. I hope
 15 you were able to see or at least hear, part of our rally outside
 16 tonight. We had over five hundred educators show up to support
 17 a great contract and an amazing seventh grader from Loch Raven
 18 Technical Academy who spoke as well. Through our negotiations,
 19 TABCO is still trying to make Baltimore County a destination for
 20 educators and parents. We want to keep our educators in the
 21 system, give them the time and support they need so they can

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1 provide our students with an education that raises the bar,
 2 closes gaps and prepares them for the future. Everything in our
 3 negotiations package goes back to making BCPS the place for
 4 educators and students. As you have heard me say, currently we
 5 are twelfth in the state for pay and we lose hundreds of
 6 teachers a year. To turn that around, the system must respect
 7 educators and that means among other things, we need to be
 8 competitive for pay, have sufficient planning time, and have
 9 discipline under control. We've been bargaining since October
 10 and we still don't have what we need on those, our biggest
 11 issues. We have offered a package which will help with learning
 12 time, pay, planning time, and seat hours among other things.
 13 We've gotten nothing back from the system on that offer. You're
 14 preparing to vote on a budget, yet there's not an agreement with
 15 us regarding our contract and the idea that there would be a
 16 vote on a budget before settling with your educators is
 17 disconcerting and doesn't show the respect for the work that we
 18 do and this uncertainty is a problem. Please help us make
 19 Baltimore County a destination for educators and parents. Let's
 20 do this together. Thank you.
 21 CHAIRMAN CAUSEY: Thank you. Our next speaker this

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1 evening is Mr. Tom DeHart from the Council of Administrative and
 2 Supervisory Employees. Good evening and welcome.
 3 MR. DEHART: Good evening. Good evening, Chair
 4 Henn, Vice-Chair Causey -- I'm sorry, reverse that, maybe
 5 there's something I should tell you -- good evening, Chair
 6 Causey, Vice-Chair Henn, just to make sure you guys are where
 7 you belong, Superintendent Williams and members of the Board.
 8 You are acutely aware that there's never a downtime during the
 9 school year and the budget review and approval process is
 10 especially frantic. CASE appreciates the time and energy the
 11 Board commits to this process. This Board has consistently
 12 espoused equity across the system and in that spirit, CASE
 13 respectfully requests the following budget considerations.
 14 First, CASE would like a one-time, two percent stipend for CASE
 15 employees. As you are aware, there was a one-year delay of the
 16 two percent COLA for FY 20 for some BCPS employees. At the same
 17 time, the Social Security COLA increase for FY 20 was two point
 18 eight percent and is projected at one point six percent for FY
 19 21. That's based on the consumer price index. Clearly, CASE
 20 members have lost ground in their standard of living. Members
 21 will never recoup this loss without this stipend. Second, CASE

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1 requests a longevity step for employees who have reached the
 2 final step on our pay scale. There are valid reasons for this
 3 investment in experienced valued employees. People are being
 4 promoted at a younger age than in years past and consequently,
 5 we are seeing numbers reaching the twentieth step, which is our
 6 final step, with significant years left in the system.
 7 Currently we have fifty-eight members on the twentieth step, and
 8 in three years there will be one hundred and sixty members or
 9 twenty-six percent of our population. These dedicated folks who
 10 have spent a career in BCPS depend solely on a COLA right now
 11 just to maintain their quality of life, which I've indicated
 12 hasn't kept pace with the consumer price index. The cost of
 13 both of these equity issues is less than one-tenth of one
 14 percent of the proposed budget. I'm going to say that. The
 15 cost of both of these equity issues is less than one-tenth of
 16 one percent of the proposed budget. And it's difficult to
 17 imagine this Board would not believe that these dedicated
 18 employees are not worth this investment. In a January 24, 2020
 19 article in the Baltimore Sun, Sean Naren, who is a spokesman for
 20 the County Executive said that the county is "on significantly
 21 stronger fiscal footing than we were a year ago." We didn't get

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1 what we asked for a year ago and now is the time for the school
 2 board to ask for what is needed to fund a successful, equitable
 3 school system. Thank you very much.
 4 CHAIRMAN CAUSEY: Thank you. Our next speaker for
 5 the evening is Educational Support Professional of Baltimore
 6 County President, Ms. Jeanette Young. Good evening and welcome.
 7 MS. YOUNG: Good evening, Chairman Causey, members
 8 of the Board, Superintendent Dr. Williams. I come before you
 9 this evening to implore that you approve a sustainable and
 10 equitable budget. Previously I petitioned for a budget which
 11 included equitable increase for FTEs for support staff. It is
 12 simple, yes, simple as the student and professional staff
 13 increase, office professionals, para-educators, health
 14 assistants, interpreters, technology technician workloads
 15 increase. The expected high growth rate of student population
 16 requires and demands a robust support staff. Projection in
 17 capital growth, increased students' needs and an alarming rate
 18 of discipline concerns, schools and offices are challenged with
 19 developing a plan to simply maintain the status quo. More
 20 frequently that you realize, the support staff are filling gaps
 21 in plans allowing professional staff an opportunity to assist in

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1 crisis situations. Again, I say to you through appropriate
 2 staffing, professional development and salary you will honor the
 3 priorities needed to sustain the school system that the students
 4 of Baltimore County deserve. Your adoption of a budget which
 5 provides financial compensation to support staff can only
 6 provide them with some financial relief. Without financial
 7 relief, the compensation gap will continue to grow for ESPs,
 8 bargaining unit members. Accolades are great, but they do not
 9 pay the bills. According to BCPS' eligibility report, thirty
 10 percent of the employees represented by ESPBC have been with
 11 BCPS for fifteen or more years. Are you aware, according to a
 12 Maryland article BCPS has the largest number of employees from
 13 across the state who receive food stamps? How would you feel if
 14 those who make decisions for the school system say your
 15 contribution is important, but your expertise are too expensive
 16 so you would just not pay you? Additionally fair and equitable
 17 compensation would aid in maintaining and sustaining quality
 18 support staff in all areas of the school system. This is
 19 something that is desperately needed in our school as well as
 20 our central offices. ESPBC priority platform revolves around
 21 staffing, workloads, salaries, access to technology, and

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1 Chronos. Chronos is the time management system for ESPBC
 2 bargaining unit members. Too often ESPs waste valuable time
 3 swiping in and out for lunch. Consequently, supervisors and
 4 administrators waste time correcting errors due to unforeseeable
 5 circumstances. Although we recognize that BCPS needs to
 6 document time worked, Chronos impacts work time both for ESPs,
 7 administrators, and supervisors. Not to say, Chronos
 8 demoralizes the morale of hardworking ESPs. Earning these
 9 priorities will highlight the Board of Education belief system
 10 by demonstrating its confidence in the contribution ESPs make to
 11 our school system.
 12 CHAIRMAN CAUSEY: Thank you. Our next speaker for this
 13 evening is from the Baltimore County Public School Organization
 14 of Professional Employees, Mr. Nick Argyros. Good evening and
 15 welcome.
 16 MR. ARGYROS: Good evening. Good evening, Madame
 17 Chair Causey, Vice-Chair Henn, Superintendent Williams, and
 18 Board members. I represent the Organization of Professional
 19 Employees, OPE. OPE sincerely appreciates the benefits you have
 20 granted to us in previous years. We support the
 21 Superintendent's proposed FY 20-21 operating budget, which

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1 focuses on providing additional support staff in schools and
 2 cost of living wage increases to all BCPS staff. For our school
 3 system to be effective, all BCPS staff must be recognized, and
 4 treated equitably. OPE professionals provide vital services to
 5 schools, to students and faculty, such as access to technology
 6 and learning systems, accounting and budget services,
 7 transportation, maintenance of buildings and grounds, food for
 8 our students, and many other essential services enabling
 9 students and staff to be successful. We ask that you provide a
 10 cost of living increase to the OPE employees no less than all of
 11 the other bargaining units. Equitable compensation acknowledges
 12 and sends a message that all BCPS employees are essential to the
 13 success of our school system. In addition to the cost of living
 14 increase, we also ask that you fund the three additional
 15 requests to pay scale steps. We have fifty-three OPE employees
 16 that have reached the last salary step in our pay scale due to
 17 their many years of service and as a result they have not
 18 received annual pay increases for years. Again, we thank you
 19 for your support in the past and we appeal to you to continue to
 20 provide fair and impartial compensation. Thank you and good
 21 night.

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1 CHAIRMAN CAUSEY: Thank you. Our next speaker for
 2 the evening is American Federation of State County and Municipal
 3 Employees, Mr. David Basler. Good evening and welcome.
 4 MR. BASLER: Good evening, Dr. Williams, Chairperson
 5 Causey, Vice-Chair Henn, ladies and gentlemen of the Baltimore
 6 County Board of Education. I am David C. Basler, AFSME Local
 7 434 Executive Board Member. I've been asked by Brian Epps, our
 8 president, to address you at this meeting. As past president of
 9 AFSME Local 434, my issues and concerns are well documented.
 10 Today, I draw your attention to our current staffing shortages.
 11 Those that are due to vacancies and long-term absences. The
 12 lack of adequate staffing is a condition that perpetuates
 13 itself, causing stress on those left to carry the burden and
 14 picking up the gap in service left by the vacancy. The lack of
 15 staffing is a continued concern for all of us. As you set the
 16 budget, the spending priorities, you can and should begin to
 17 solve many of the serious conditions where we find our
 18 organization currently. You can advance us towards the minimum
 19 of a living wage for all of our employee groups. Right the
 20 ship. Eliminate the inequities in a top-heavy organization.
 21 Compensate folks competitively, comparatively, with other nearby

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1 local jurisdictions and local agencies. Please don't continue
 2 with past failures. Learn from what put us here. Thank you
 3 all. Have a great evening.
 4 CHAIRMAN CAUSEY: Thank you. Our next speaker this
 5 evening is from the Southwest Area Education Advisory Council,
 6 Ms. Marlena Pearsell. Good evening and welcome. Good evening
 7 and welcome.
 8 MS. PEARSELL: Good evening, everyone. Good
 9 evening, President, Board members, and Dr. Williams. I'm sorry,
 10 my voice is scratchy. My name is Marlena Carlton Pearsell and I
 11 am the chair of the Southwest Area Education Advisory Council
 12 and I am here today to give you a brief summary of our meeting
 13 that happened in January in which we had the office of advanced
 14 academics. It was at this meeting that several parents
 15 expressed their concern with the very large class size in the
 16 GT6 Math classes, specifically at two of the middle schools in
 17 our area. While parents were very concerned with these large
 18 class sizes, but more so concerned with the fact that it doesn't
 19 seem to get any smaller and they were really concerned that if
 20 the scheduling could happen, or staffing happens in the Spring,
 21 why the classes were so large in the Fall. Just recently at our

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1 February meeting we had our Board members present and we had a
 2 nice conversation and several parents brought up the fact that
 3 recently there are only seven or eight employees that have been
 4 released from the academic office back into the classrooms -- of
 5 their choice -- and we were very concerned that these resource
 6 staff that are skilled in [the mindset of] social, emotional,
 7 and also just the whole theories of GT education that it would
 8 not be equitable because we, quite frankly we don't know where
 9 they're going. They're released back, and but, and everyone
 10 else, we, as parents, we felt that it would have been better to
 11 know the why. We simply just wanted to make those be points
 12 clear and that advanced academics office now has one
 13 coordinator, one staff member, and a administrative assistant.
 14 It's very slighting to know that these staff members went from
 15 having a office down to two employees and we simply just wanted
 16 to know the why. I thank you for your time tonight, and I give
 17 you over to Julie who is a TCAC when she gets up. Thank you.
 18 CHAIRMAN CAUSEY: Thank you. And our next speaker
 19 for the evening is Ms. Julie Miller-Breetz from the Citizens'
 20 Advisory Council on Gifted and Talented Education. Good evening
 21 and welcome.

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1 MS. MILLER-BREETZ: Good evening. Thank you. Good
 2 evening, Chairwoman Causey, Board members, Dr. Williams, and the
 3 BCPS community. February is Gifted and Talented Month in
 4 Maryland and tonight is the awards night for the Excellence in
 5 Gifted and Talented Education, a statewide celebration of those
 6 who have done outstanding work in the field. In fact, BCPS has
 7 two students, a teacher from Loch Raven High School, and a
 8 resource teacher from the Office of Advanced Academics who are
 9 being honored there tonight. Yet this is also the month when we
 10 heard that BCPS is planning on returning 34 resource teachers
 11 from the central office to the schoolhouse and that 7 of these
 12 34 come from the Office of Advanced Academics. This would be an
 13 eighty-eight percent reduction in this office from eight
 14 resource teachers down to one. The thought is that the stat
 15 teachers, now becoming staff development teachers, will get
 16 professional monthly learning opportunities in gifted and
 17 talented education and that they will return this information
 18 back to the school and distill it out through teachers and
 19 administrators and partnership with the gifted facilitators at
 20 every school and thereby obviating the need for resource
 21 teachers at the central office level. What this new model does

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1 not take into account is the incredible amount of knowledge,
 2 expertise, and experience that these teachers have and the
 3 incredible amount of work that they do. Four out of the seven
 4 resource teachers being transferred have won awards from the
 5 Maryland State Department of Education for Excellence in Gifted
 6 Education. They have decades of combined experience in gifted
 7 education. They have GT certification. They have taught
 8 graduate level GT courses. They have attended dozens of
 9 national and state conferences to learn from the top experts,
 10 researchers and practitioners in the field. Their expertise has
 11 taken years to amass and cannot be replicated with professional
 12 development delivered in hour per month sessions spread over
 13 twelve months. They provide one-on-one instructional coaching,
 14 professional development to teachers, facilitators, grade-level
 15 teams, departments, and entire faculties across the system and
 16 online professional development in the form of Schoology
 17 courses. They have written curriculum in collaboration with
 18 Social Studies, ELA, Math, and Science and have also worked with
 19 GT Art, World Languages, and ESAU. They have incorporated
 20 enrichment resources and Math and have provided PD to schools
 21 about how to utilize those resources. They have collaborated

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1 with AP teachers in all subjects to incorporate depth and
 2 complexity models to AP classrooms. They have attended and
 3 provided feedback to all articulation meetings between
 4 elementary and middle schools. They provided process support
 5 for schools around acceleration procedures and universal
 6 screening procedures and they assess students for subject and
 7 grade-level acceleration. It is completely unrealistic to think
 8 that an office with one coordinator and one resource teacher can
 9 continue to do all of this. If the strategy is to provide
 10 better support and services to GT students and BCPS, then the
 11 execution and expected outcome of this new strategy should be
 12 well-defined. How are GT students better served when the office
 13 that serves them is gutted and those with the deepest bank of
 14 knowledge are returned to schools in capacities that may or may
 15 not utilize their experience in GT education. Keeping the
 16 resource teachers in place and getting resources to schools are
 17 mutually exclusive. BCPS should be looking at how to do both
 18 because that is what would best serve students. Thank you for
 19 your time.
 20 CHAIRMAN CAUSEY: Thank you very much. Our next
 21 speaker for the evening is President of the PTA Council of

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1 Baltimore County, Ms. Jayne Lee. Good evening and welcome.
 2 MS. LEE: Good evening, Chairwoman Causey, Ms. Henn,
 3 Dr. Williams, Board members. PTA's first job is to advocate for
 4 the health and safety of students and in PTA Council, we have
 5 always been a proponent for human support for students over
 6 technology. Technology is good, but it can't tell when a child
 7 is hungry, abused, bullied, and it can't see the signs of a
 8 suicidal student and that is growing way too high in this county
 9 and across the state. So we are in support of mental health
 10 support for students. Psychologists, counselors, social
 11 workers, and para-educators. While we're happy that there have
 12 been some increases, we do not meet the recommended numbers and
 13 standards for those areas and that is what is most important to
 14 our children is that support. It will help school climate. It
 15 will help curb bullying. Hopefully cut down on teenage suicides
 16 and now even elementary school suicides. It will help with
 17 learning interpersonal relationship skills and cutting back on
 18 the devices and having interpersonal relationships will also
 19 help the vision of many of our students. Now, in PTA our hands
 20 are tied when it comes to speaking about personnel issues or
 21 labor negotiations. But we do want more teacher retention and

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1 whatever it takes to keep those teachers we want. We realize in
 2 the same way your hands are tied when it comes to talking about
 3 specific students or issues or cases that we've been reading
 4 about in the media and we want to make it clear to everyone that
 5 we understand that, so we are not jumping on the bandwagon of
 6 asking you to speak out about that, but in general, we need
 7 human support to help our kids. Thursday night we will be going
 8 to Annapolis and meeting up with other PTA leaders from across
 9 the state for PTA night in Annapolis, which we will talk about
 10 adequate buildings, safe buildings, and fully funding all public
 11 schools before any money goes elsewhere because our children are
 12 our future and we need these things to give ourselves a future
 13 and our country a future. Thank you.

14 MS. STEWART-SICKING: Chairwoman Causey,
 15 Vice-Chairwoman Henn, Dr. Williams, members of the Board, good
 16 evening. First, I want to say a word about the resource
 17 teachers being re-allocated from the central office to the
 18 schools. The OSC is losing about four positions. While I'm not
 19 thrilled about the loss of any positions anywhere, it may be
 20 possible for the Office of Special Ed to cover the loss with
 21 minimal impact to schools this time. This is true because the

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1 office may be able to use grant funds or contractors to offset
 2 the change. That said, in a system where we are always behind
 3 in staffing, taking from one place to serve another doesn't make
 4 stakeholders feel like we're truly gaining any ground. You're
 5 creating a situation where every time a group thinks they've
 6 advocated for positions and receives them, they can disappear at
 7 any time. Furthermore, SECAC has asked multiple times for an
 8 assessment of our central office staff and structure believing
 9 we may be understaffed when compared to other counties of
 10 similar size. I urge the Board to be in conversation with us
 11 specifically about central office staff over the next year.
 12 Second, I want to comment on the question from some Board
 13 members regarding contractual positions and expenses. While I
 14 can't speak to all contractors, the ones associated with the
 15 Office of Special Ed are crucial for its work. Because we are
 16 short staffed in several areas these contractors fill
 17 significant gaps. For example, there is a critical shortage of
 18 SLPs in Maryland. Even if we added more full time positions to
 19 our budget, we could not fill them because the bodies aren't
 20 available. Contractual relationships with OTs, PTs, speech
 21 therapists, VCBA's and others help ensure services are delivered

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1 as needed for our students. I urge this Board to protect
 2 contractual positions associated with the Office of Special Ed.
 3 And finally, while we have many priorities, at the moment,
 4 staffing in schools is our most important issue. Given both
 5 large case loads and many students with complex needs, one of
 6 the most critical items in this budget is the number of
 7 full-time new positions. Fifty-one ten-month positions are
 8 being requested for a combination of teachers and
 9 para-educators. Ten twelve-month positions are being requested
 10 for birth to five. Also, a combination of teachers and
 11 para-educators. These sixty-one total positions cannot be
 12 negotiable. It sounds like a big number, but significant gaps
 13 still exist even with these additions. So we cannot afford to
 14 lose even one of these new positions in negotiation or the gap
 15 will continue to increase. SECAC urges this Board to protect
 16 all sixty-one of the new full-time positions in the budget and
 17 we thank you for your continued listening and work with regard
 18 to staffing in our schools. Thank you.

19 CHAIRMAN CAUSEY: Thank you. I now call on our
 20 public speakers and first we have Ms. Kim Zagurski. Good
 21 evening and welcome.

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1 MS. ZAGURSKI: Good evening Board members and Dr.
 2 Williams. My name is Kim Zagurski and I didn't plan on speaking
 3 tonight, so forgive me if I stumble. I'm just a teacher. No
 4 fancy title behind my name, but I am just a small voice and I
 5 feel like it needs to be heard. So I'm here with six other
 6 teachers from my school. We have a combined service to
 7 Baltimore County of a hundred and thirty-six years serving
 8 students and in our time we've seen Baltimore County go through
 9 many changes. We used to have involved families and informed
 10 leadership and high academic standards, high behavior standards
 11 for all students. Our system, when we are talking now, doesn't
 12 have that as much. We feel like there is lack of support, lack
 13 of consequence, lack of vision, trauma, anxiety, medicated
 14 students, medicated teachers, bruises, we're weary, but we're
 15 hopeful. We're hopeful that the Board will listen to us.
 16 They'll address these discipline needs. That they'll fund
 17 special education services. They'll treat us with respect. And
 18 finally, pay us what we're worth. That's the only way you're
 19 going to recruit or retain quality teachers. Thank you.

20 CHAIRMAN CAUSEY: Yes, thank you. Our next speaker
 21 is Dr. Bash Pharaon. Good evening and welcome.

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1 DR. PHARAON: Good evening to all. I am also a
 2 small voice and I like to be heard. I'm here today in support
 3 of the Kerwin Commission recommendations. Teachers do need to
 4 be paid more. They do need to have COLA. They do need to have
 5 extra support, whatever it is, whether it's humans or equipment.
 6 However, as always, my question, where do we get the money
 7 from? I ask you not to do anything to raise our property taxes
 8 and I suggest that you would implore both county and state to
 9 use the syntax as much as they can to support our educational
 10 system. Alcohol, gambling, cigarettes, Juul, vaping, and
 11 actually, why not put an extra tax on French fries and fried
 12 chicken, really, I mean, how much of these things really add to
 13 our healthcare system. You know, it costs so much, people die
 14 earlier, require more surgery, and so forth. So whatever really
 15 you do, I really ask you not to raise our property tax, because
 16 property tax if it's raised, it's already high, it will affect
 17 the poor people. It will affect senior citizens. We just need
 18 to find some other ways of generating the money. I mentioned to
 19 you before that I really like the system to entertain the idea
 20 of the Board levying your own taxes. Now, some twenty years ago
 21 or maybe fifteen years ago, I advocated for elected Board

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1 officials, early, early on. Nobody really knew me. And now
 2 it's a reality. So please consider that, all right? Because
 3 otherwise people will ask and they want to be paid for the cost
 4 of the extra school system from somewhere and it really has to
 5 come -- people have to have a foot in the fire, so to speak.
 6 Last but not least, if we can really implore on our county
 7 officials not to give permits and construct more when they know
 8 that we have overcrowded schools. It just really makes no sense
 9 and we did have our councilman here. This is a really good
 10 opportunity to impress on the county council to have some sort
 11 of moratorium and if you have to change the laws, please appeal
 12 to our elected officials in the state and county to change the
 13 laws to allow that if that's really the issue about it. Thank
 14 you.
 15 CHAIRMAN CAUSEY: Thank you. And our next speaker
 16 for this evening is Ms. Marci Phillips. Good evening and
 17 welcome.
 18 MS. PHILLIPS: Good evening, Chairwoman Causey,
 19 Vice-Chairwoman Henn, Dr. Williams, and Board members. Thank you
 20 for having me. My name is Marci Phillips and I am a TABCO
 21 member here to talk about professional pay. We, the certified

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1 educators of Baltimore County are a highly educated group. We
 2 have collectively spent millions upon millions of dollars to
 3 gain subject matter and educational expertise. We are one of
 4 the most highly trained workforces in the country, but we aren't
 5 paid like other highly trained professionals. Though we need
 6 the same amount of education as accountants and architects, we
 7 are paid a fraction of what people in those professions earn.
 8 But you have entrusted us with the future of Baltimore County.
 9 Does that make any sense? Baltimore County loses hundreds of
 10 certified professionals every year and then spends additional
 11 hundreds of thousands of dollars recruiting and onboarding their
 12 replacements. This has happened numerous times in my building
 13 alone. This revolving door is a huge waste. Many of these
 14 educators are leaving to go to better paid districts. In this
 15 state, they have eleven other counties to go to. Because as
 16 President Sexton said, we are ranked twelfth in educator pay.
 17 Is that where you want us to be, esteemed members of the Board?
 18 The third largest county ranked twelfth in pay. How can we
 19 recruit and retain great educators from the twelfth position?
 20 And that's before we talk about pay practices. We can't even
 21 get a twelve-month pay option here. It's very frustrating. You

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1 as a Board have voted in support of the Kerwin Commission's
 2 recommendation for higher educator pay. They're calling for
 3 real raises. A starting salary of sixty-thousand dollars and an
 4 average salary that is competitive with the states of New Jersey
 5 and Massachusetts. The way we make that happen here is we
 6 bargain a contract that moves us in that direction. We call on
 7 you to work with us collaboratively at the table to reach those
 8 goals. That is in your control to do. We want to keep our
 9 coworkers as coworkers. We want to watch our new educators
 10 become veterans. Our students deserve it and Baltimore County
 11 deserves it. Thank you for your time.
 12 CHAIRMAN CAUSEY: Thank you. Our next speaker for
 13 the evening is Ms. Jennifer Weaver. Good evening and welcome.
 14 MS. WEAVER: Hi. Good evening, Dr. Williams, Board
 15 members. My name is Jenn. I'm wearing two hats tonight.
 16 First, as a parent of Pleasant Plains Elementary School, I ask
 17 that the Board accepts the recommendation of the boundary study
 18 committee of option B as presented as a first step to alleviate
 19 our overcrowding problem. My friend Colleen has been picked to
 20 speak and she'll speak more about that later. Second, I'm a
 21 TABCO member with eighteen years of experience teaching in

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1 Baltimore County Public Schools. In the interest of the rest of
 2 my time, let me get right to it. We don't have enough planning
 3 time. We don't have time to plan, grade, enter student data,
 4 differentiate teaching for all of our students. Those of us
 5 with caseloads don't have time to manage them as our caseloads
 6 keep growing and growing and growing. Our current master
 7 agreement says we get two hundred and fifty minutes minimum of
 8 planning a week. Even if we got all of those minutes every
 9 week, which we absolutely do not, it would not be enough to do
 10 the work we do. An educator's life calls for nights and
 11 weekends but shouldn't call for all of our nights and all of our
 12 weekends. I have coached new and veteran teachers, worked
 13 through stress and tears and still despite my best efforts to
 14 help them and the support they are getting still end up
 15 quitting. All of the members here tonight have seen new
 16 teachers and veterans quit from being overwhelmed. We've seen
 17 special educators pulling their hair out trying to do right by
 18 their students and also get some time with their own families.
 19 This is not what a world class education system looks or feels
 20 like for educators. Don't our students deserve a world class
 21 system? When we see our students struggling to achieve and our

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1 system struggling to keep faculty, is it really a mystery?
 2 Without proper planning, we cannot reach our potential as
 3 educators, and if we can't do that, how can we mentor our
 4 students to reach their potential? As a Board of Education you
 5 voted to support the recommendations of the Kerwin Commission.
 6 Those recommendations call for massive increases in planning
 7 time. Teachers to plan forty percent of their day and sixty
 8 percent of their day teaching. We currently plan less than
 9 twenty percent of our day and teach for over eighty percent.
 10 You can help BCPS make these recommendations a reality right now
 11 at our bargaining table. You don't have to wait for Annapolis,
 12 you can just work with us today. I call on you to step up and
 13 take bold action on planning time. The time, as they say, is
 14 now. Thank you.
 15 CHAIRMAN CAUSEY: Thank you. Our next speaker for
 16 the evening is Mr. Anthony Palaigos. Did I say that correctly,
 17 sir?
 18 MR. PALAIGOS: No, Palaigos.
 19 CHAIRMAN CAUSEY: Palaigos. Welcome.
 20 MR. PALAIGOS: To the Chair, Vice-Chair and Dr.
 21 Williams, members of the Board, I am here today to speak on

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1 behalf of the property owners Sandy and David Denn at 113
 2 Woodmen's Court to offer you the other side of the story with
 3 respect to the staff's recommendation.
 4 CHAIRMAN CAUSEY: Excuse me, sir. I've been advised
 5 that you're not supposed to speak to specific matters. Is this
 6 -- okay, excuse me, you may continue.
 7 MR. PALAIGOS: As to -- on behalf of the Denn's and
 8 to give the other side of the story to the staff's
 9 recommendation to deny their request to continue the use of what
 10 has been called an encroached area. The staff is correct. The
 11 staff is correct that the use of this area in question started
 12 back in 1988. It was pursuant to a lease that did expire when
 13 the owners of that property transferred property in 2002. The
 14 distinction would hopefully convince this Board to continue the
 15 use is that the use continued lawfully in 1988 and has continued
 16 to be used in the capacity that it's being used up until the
 17 first letter of the Board -- the staff attorney -- the office of
 18 staff, asking us to stop the use in 2017. I would submit to the
 19 Board that A, the use was started lawfully under the authority
 20 of a Board to execute a lease. That the use has continued even
 21 after the lease has expired by its own terms in a manner that's

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1 been open and visible to the public at large and that this Board
 2 would have the authority to continue that use. We listened to
 3 the staff's recommendations at today's committee meeting and
 4 that there was concern about precedent, which the precedent was
 5 established in 1988 and I ask this Board to consider the
 6 following question: If it's a minor change to revise the plans
 7 that would allow the encroached area to continue the way it is,
 8 then this Board should consider a revision of the plans because
 9 I ask this question, the position of the staff has been that to
 10 revise the -- even if the plan's to go through with the
 11 expansion is allowed, it will cause, based on the current plans,
 12 it will cause flooding to this property owner. So to me, and to
 13 my clients, it seems like it's a minor revision for the plans if
 14 it can be done that would allow the encroached area, not
 15 interfere with the drainage to avoid intentionally flooding the
 16 neighbor's property.
 17 CHAIRMAN CAUSEY: Thank you.
 18 MR. PALAIGOS: Thank you.
 19 CHAIRMAN CAUSEY: Our next speaker for the evening is
 20 Helene Groves. Good evening and welcome.
 21 MS. GROVES: Good evening, Chairwoman Causey,

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1 Vice-Chairwoman Henn, Dr. Williams, and Board members. My name
 2 is Helene Groves and I am a TABCO member here to talk about
 3 student discipline on behalf of all of the TABCO members. Can
 4 you imagine trying to work, let alone teach, after watching one
 5 student assault another with a belt buckle? Can you imagine
 6 trying to get the attention of twenty-five young people after
 7 the police have arrested a child outside of your classroom? Can
 8 you imagine teaching kindergarteners after one of their
 9 classmates picked up and threw a chair and then proceeded to
 10 destroy the classroom? These are not all scenarios that have
 11 occurred to me, but this is what teachers face everyday within
 12 our school system, teachers and students. Our students' lives
 13 are often full of stress and trauma and that comes out at school
 14 where many of these kids feel safe, which is a good thing. But
 15 the structure is what these children need. That is where the
 16 sense of safety and order come from. We have failed as a system
 17 to provide sufficient support to classroom teachers to establish
 18 and enforce the structures needed to create safety and order in
 19 our classrooms and schools. TABCO has been intensely working on
 20 disciplinary issues for three years and yet, it's a victory to
 21 even get an agreement from BCPS that every school should have a

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1 school discipline plan. Let that sink in for a minute. Your
 2 own Board policy 5510 already calls for all schools to have a
 3 plan, but all of our schools do not have functional discipline
 4 plans in plans. As we say in TABCO, a discipline plan won't
 5 solve your discipline problem, but you won't solve your
 6 discipline problem without a plan. There are relatively easy
 7 changes that can be made and we proposed some of them in
 8 bargaining already. We've also proposed language to address
 9 teacher trauma, another major issue that is driving educators
 10 from the classroom, unfortunately. We beg of you as our school
 11 board, hear what educators are saying and help us to address
 12 these critical issues. We can't go on this way. It's driving
 13 educators from the classroom and it's driving students from the
 14 schoolhouse. Let's make smart, bold changes together through
 15 bargaining and through policy work. We must change the
 16 condition of discipline in our schools and classrooms. Let's
 17 change it for the better and without delay. Thank you.

18 CHAIRMAN CAUSEY: Thank you. Our next speaker is
 19 Mr. Brandon Luzar. Good evening and welcome.

20 MR. LUZAR: Good evening members of the Board.
 21 Thanks for taking the time to listen to me. So past BCPS

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1 boundary studies have utilized enrollment projections when
 2 supportive of BCPS' predetermined agenda. In the case of the
 3 Pleasant Plains boundary study, enrollment projections and
 4 projected development do not support the boundary changes that
 5 BCPS is proposing. After the Pleasant Plains boundary study was
 6 announced in June 2019, BCPS revised Rule 1280 to deprioritize
 7 enrollment projections. Accordingly, enrollment projections and
 8 development have been omitted from the study. Using current
 9 BCPS projections and accounting for realistic development, the
 10 study will, by 2023, make Hampton the largest elementary school
 11 by more than one hundred students in the Towson and Timonium
 12 area. Hampton will still have common areas that are designed
 13 for population close to half of its projected enrollment.
 14 Comparing Hampton with fourteen other elementary schools that
 15 are the closest to the populations being redistricted, Hampton
 16 will be the third most overcrowded elementary school by 2023.
 17 The first and second most overcrowded elementary schools will be
 18 Hampton's neighbors, Timonium and Pine Grove. Hampton is the
 19 only school with significant development approved. Six hundred
 20 sixteen units, councilman earlier talked about it. All of this
 21 development is coming online prior to next school year. BCPS

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1 has claimed this development is conceptual and won't be built
 2 within the next five years. Currently, more units are in the
 3 planning phase within the Hampton zone than are being built.
 4 (Hever) Plaza, Red Maple, many others to name a few. So more
 5 than the six hundred and sixteen that are referenced as coming
 6 online prior to next year. In aggregate, zooming out, looking
 7 at those fourteen elementary schools as a group, the fourteen
 8 schools are currently at a hundred and eight percent capacity
 9 with enrollment expected to remain flat across BCPS' timeframe.
 10 At current enrollment, a 450-seat school would solve the
 11 immediate overcrowding problem. However, two points. Six of
 12 the fourteen schools do not have pre-K programs. Number two,
 13 after the financial crisis in 2008, BCPS elementary school
 14 enrollments grew by about five percent in four years as the
 15 public versus private school enrollment rate increased and
 16 overall public and private enrollments remained flat. If
 17 another financial crisis were to cause similar increases in
 18 enrollment across the fourteen public elementary schools, the
 19 schools would be 800 seats overcrowded or at a hundred and
 20 thirteen percent capacity, still without pre-K in six of the
 21 fourteen schools. In the Towson and Timonium area we need

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1 another 700 seat, or two 450-seat schools. Twenty years ago,
 2 Baltimore County had fifty-year-old elementary schools that
 3 needed to be modernized and were neglected by the generation
 4 prior to mine. Today we have seventy-year-old schools that are
 5 over capacity and need to be modernized. Thank you.

6 CHAIRMAN CAUSEY: Thank you. Our next speaker for
 7 the evening- our next speaker for the evening is Mr. Josh
 8 Landers. Good evening and welcome.

9 MR. LANDERS: Good evening. I have two guests that
 10 are going to sit with me. They won't speak. Board members
 11 thanks for taking a couple of minutes. My name is Josh Landers.
 12 I am the co-founder of the Parent to Parent Network. School
 13 violence is going unchecked. It is happening every single day
 14 in BCPS. Convicted felons are allowed to attend our schools.
 15 Registered sex offenders are allowed to attend schools. I
 16 understand that there are lots of folks that are new in their
 17 roles, both elected and appointed, but this needs to be
 18 addressed. Silence speaks volumes. Two weeks to release
 19 statements to legislators. Three weeks to release a statement
 20 to BCPS families. I have a Parkville mom and a Parkville
 21 student here that are looking for answers. Statistics say that

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1 somewhere near 200 convicted felons are roaming BCPS hallways
 2 right now. Would you please tell us how many convicted felons
 3 are in the system? There's no violations to FERPA, so there
 4 should be no issue to address this today, so that the 115,000
 5 students, the 9,000 teachers, many of whom are represented here
 6 tonight, can be safe going to school tomorrow. When you release
 7 that information, will you release that to the parents and the
 8 students of the schools where they attend? What is precluding
 9 you from being able to do that immediately? You are all charged
 10 with the education and safety of 115,000 of our most precious
 11 gifts. I have six children myself, five sons and one daughter.
 12 It would be prudent for you to act quickly. I beg you not to
 13 wait for legislative solutions and rule changes and policies. I
 14 implore you to do the right thing, which I know each one of you
 15 has a heart, you have children and grandchildren, and maybe not
 16 children yet, but you have friends that are students. This
 17 would touch you deeply, in the most hard places, if something
 18 bad were to happen, and I have talked to victims. I have talked
 19 to family members that have lost students. You never want to do
 20 that. So I beg you to act today, not tomorrow. Today. I beg
 21 you to be transparent about it. I beg you to consider what it

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1 would feel like if you were on the receiving end. And I thank
 2 you very much for your time. Thank you for allowing my guests
 3 to come up and sit with me.

4 CHAIRMAN CAUSEY: Thank you. Our next speaker for
 5 the evening is Ms. Melissa Rodola. Good evening and welcome.

6 MS. RODOLA: Good evening. I'm here to discuss the
 7 Pleasant Plains Elementary capacity relief boundary study. This
 8 study is not adequate. It does not take into consideration the
 9 new construction of 600 plus housing units within the Hampton
 10 school zone. The boundary study does not fix the problem. It
 11 only causes another problem. Our cafeteria and gym, which are
 12 our common spaces, cannot handle option B the way it is
 13 currently stated. I do not stand alone on this topic. I would
 14 like to present petitions signed by 492 community members. I
 15 will be leaving a copy for each of you. This petition goes into
 16 lots of detail. It brings about 20 or so students from planning
 17 blocks 201, 202, 209, 210, and 211. These planning blocks, they
 18 adhere to Rule 1280. We would consider another relief for
 19 Pleasant Plains by reallocating planning blocks 231 to Hampton
 20 Elementary, Cromwell Valley, or another school. This
 21 alternative plan would increase the total reassignment to about

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1 40 students with a student yield of approximately 20 from this
 2 additional planning block. It would not tip the scales at
 3 Hampton Elementary immediately, but would lead to overcrowding
 4 within a three-year time frame. The Hampton community does not
 5 entirely object to the inclusion of this planning block, but
 6 maintains that investment in Pleasant Plains would best serve
 7 both schools. As you will see by the response from our
 8 community, we stand strong requesting the study to be paused to
 9 be able to consider all options and schools in a comprehensive
 10 way. It looks like I still have a minute and twenty-five
 11 seconds, so speaking from my heart, I have one child right now
 12 who's in third grade and I have another child who will be
 13 entering kindergarten next year and then soon-to-be crazy, my
 14 two-year-old will be there soon enough, but the thought of
 15 putting my children in a school in a relocatable that was just
 16 removed less than a decade ago is frightening, it's sad.
 17 Thinking about a child being put on a bus from one county- I
 18 mean one part of the county to another part without a seatbelt
 19 on a highway, that's scary as a parent, and I'm sure, I look at
 20 each of you, you can all understand that. And as you've heard
 21 all these teachers tonight speak about the behavior problems and

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1 what it stands for. We're not the only school right now that's
 2 overcrowded. We're not the only school that's facing these
 3 problems. So I look at each of you. What are you doing to
 4 solve this problem? What is our tax money being used for? How
 5 can we work together as parents and as you as our administration
 6 to help resolve these problems? I personally, I'm invested. I
 7 was in a private school and now I'm here at a Baltimore County
 8 and I will do whatever it takes to help you, but there are lots
 9 of schools in this district that are overcrowded and a solution
 10 needs to be made and I really hope that you hear us and that you
 11 will take all of these things into consideration. I'm going to
 12 leave this here if I can pass this on to somebody. Thank you.

13 CHAIRMAN CAUSEY: Thank you. Our final speaker for
 14 the evening - our final speaker for this evening is Ms. Colleen
 15 Baldwin. Good evening and welcome.

16 MS. BALDWIN: Hi, good evening. Nice to see you
 17 again. Good evening, Chairwoman Causey, Vice-chair Henn, Dr.
 18 Williams, and members of the Board. My name is Colleen Baldwin
 19 and I am here tonight as a Pleasant Plains parent and a BCPS
 20 spouse. I appreciate this forum, as always, to share my
 21 thoughts on the boundary study committee's recommendation. It's

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1 no secret that Pleasant Plains is currently one of the most
 2 overcrowded schools in the county and that we have maintained
 3 enrollment of over seven hundred students for sixteen months. I
 4 was thrilled to learn of the boundary study process at the end
 5 of last year and despite my significant misgivings about the use
 6 of 2018 data remained a patient observer and supporter of the
 7 process. Tonight, the committee is submitting what I believe to
 8 be the best available option to provide short-term relief to
 9 Pleasant Plains. It is a plan that shifts the bulk of impacted
 10 students to Hampton and avoids kicking the overcrowding can, so
 11 to speak, to Halstead, a school that isn't far behind us in its
 12 capacity issues. You've already heard opposition to the
 13 recommendation tonight, including the online petition advocating
 14 that only 24 students move to Hampton, suggesting that a more
 15 comprehensive boundary study and capital improvement project
 16 take place instead. While I believe the motives behind this
 17 petition are very well-intentioned, their proposal is at best
 18 incredibly short-sighted. Furthermore, Delegate Kach is
 19 suggesting that the former Loch Raven Elementary be considered
 20 in the short-term is simply unreasonable given its state of
 21 disrepair. That building had been previously been considered in

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1 recent years with renovation costs last estimated in excess of
 2 50 million dollars. The fact of the matter is, we need
 3 substantial relief right now. Not only are we at one hundred
 4 thirty percent of our capacity, our building does not have
 5 adequate core spaces for its state-rated capacity of five
 6 hundred forty-five students. We have seven hundred ten kids,
 7 eight trailers, and no more room to grow. Make no mistake, this
 8 is not an either/or proposition for Pleasant Plains. Approving
 9 the relief suggested by the boundary committee is not a deal
 10 that is necessary as is maintaining the staffing that we fought
 11 tooth and nail for last year and a capital improvement project
 12 that supports either a renovation or a new building. We have
 13 every intention of keeping this issue in the forefront of your
 14 minds and look forward to moving ahead with this first step.
 15 Our door is always open for any of you to visit and we hope that
 16 Dr. Williams can make his first visit to our school in the very
 17 near future. We'd love to have you for lunch, it starts around
 18 10:30 in the morning. In closing, I implore you to work with
 19 TABCO on an agreement whose monetary value begins to match the
 20 value we purport our educators deserve and allows for the option
 21 for twelve-month pay. My family is counting on it, and counting

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1 on you for all of this and more. Thank you for your time.

2 CHAIRMAN CAUSEY: Thank you. And thank you to
 3 everyone that came and was not able to speak. Our next item on
 4 the agenda is the Superintendent's Report and we turn it over to
 5 Dr. Williams.

6 DR. WILLIAMS: So, good evening everyone. I would
 7 like to begin by acknowledging Black History Month and thanking
 8 our schools for delving into the rich history of our African
 9 Americans. One example is Black Saga, a regional competition
 10 focused on African American history and culture that is taking
 11 place tonight and tomorrow with the county-wide finals on
 12 February 22. In addition, our Team BCPS blog on exposure
 13 provides a timeline for the creation of public school system in
 14 Baltimore County through the development of separate colored
 15 schools, through segregation, to integration and the appointment
 16 of the first African American superintendent. Last week, Team
 17 BCPS celebrated our first college day. I appreciate the
 18 enthusiasm I saw from students and staff across the county and
 19 from school leaders at our monthly principals' leadership
 20 development meeting. We know that great jobs in this economy
 21 require at least some college and we are proud to show students

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1 that there is a college for them. I want all high school
 2 seniors who aspire to teach to know that applications are now
 3 being received for the BCPS scholarship loan program which
 4 offers up to four thousand dollars per year for up to four
 5 years. Growing our own teachers will help diversify our future
 6 work force so that students see teachers who look like them.
 7 Yesterday, a team from human resources wrapped up job fairs in
 8 Puerto Rico as part of an effort to recruit Spanish-speaking
 9 staff for a variety of roles as well we more Latinex, or
 10 Latino/Latina children to our schools. As you know, the
 11 stakeholder survey is now available for all children, staffs,
 12 parents, community members, we received more than 31,000
 13 responses but we want to hear from everyone, so please go to
 14 BCPS.ORG to take the survey and help guide our future budget,
 15 staffing, and programs. And as a report, as of today, I have
 16 visited 105 schools out of 175 schools, centers, and programs.
 17 Again, my goal is to complete all 175 by the end of this school
 18 year. And finally, as a reminder, President's Day will be a
 19 regular school day with schools and offices open on Monday,
 20 February 17. Thank you. That concludes my report.
 21 CHAIRMAN CAUSEY: Thank you. And that leads us to

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1 our next agenda item, the Student Board Member's Report. Mr.
 2 Reshid. Excuse me, it's my report. Good evening. It is
 3 wonderful to see so many of our teachers, para-educators, bus
 4 drivers, counselors, principals, administrators, facilities,
 5 staff, and essential staff from all aspects of our school system
 6 including our bargaining units, OPE, CASE, AFSME, ESPBC, and
 7 TABCO. The Board has been working very hard on the budget and
 8 will be addressing that in another work session later this
 9 evening and then voting on it in our meeting that comes in two
 10 weeks. I just will make my comments brief given the time.
 11 Board member engagement is very high on the Board and later this
 12 evening, Board members will speak for themselves about their
 13 activities, their engagements, and in their Board service, but I
 14 did want to point out that in conjunction with Black History
 15 Month, Mr. Rod McMillion and I did attend the first TABCO Black
 16 Lives Matter in school event. It was a very powerful event with
 17 a dynamic and courageous student panel that really spoke to
 18 issues and concerns that our students are dealing with on a
 19 daily basis. It was wonderful to have two of our teachers of
 20 the year there, Mr. Brendan Penn and Ms. Kristen Nielsen. So it
 21 was a wonderful event and I ask people to look for it and follow

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1 it, it's going to be on our Board website. Additionally, four
 2 Board members, Ms. Jose, Ms. Scott, Ms. Rowe, and Ms. Pasteur
 3 attending the National School Board Association Equity
 4 Conference that was in Washington, D.C. and also Mr. Reshid, our
 5 student member of the Board attended another session on equity.
 6 This month in mind over matters in dealing with relationships,
 7 our student member of the Board, on his - Omer's Chat Café,
 8 hosted One Love Foundation advocate and I encourage students and
 9 stakeholders to watch. It's very important that our students
 10 learn about relationships and this is an organization that has
 11 done a wonderful job in raising awareness. Also as we focus on
 12 student mental health, we must also address physical safety and
 13 the Board is committed to providing for every student the
 14 highest quality education in a safe, secure, and positive
 15 environment. The Board has heard a great deal from the
 16 community regarding the issue that arose recently about a
 17 student who was enrolled in school. And I want to assure
 18 everyone that the Board is committed to the safety and security
 19 of all of these students attending Baltimore County Public
 20 Schools. The Board has heard the concerns expressed by the
 21 public and by elected officials and is looking into all aspects

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1 of it. We are also reviewing our current policies and
 2 procedures. It is important to emphasize that while safety and
 3 security of students is a paramount concern, the Board is also
 4 required to follow existing legal requirements regarding the
 5 education of all students who reside in Baltimore County and
 6 those provisions regarding the confidentiality of student
 7 records and information and all employees of the school system
 8 also have those responsibilities. As we move forward with
 9 review of policies and procedures, we must keep all of these
 10 statutory requirements in mind. I do want to say that recently
 11 the policy review committee has addressed as a regular course of
 12 reviewing policies and we have sent back to staff to review them
 13 for some additional strengthening along the lines of student
 14 safety. We want to support Dr. Williams, who has stated
 15 publicly, moving forward, no student with such serious criminal
 16 convictions will be allowed to attend school with other
 17 students. As necessary, we will utilize alternative ways to
 18 provide the legally required education to which all students are
 19 entitled. Also recently we have heard from legislators that may
 20 be drafting legislation. We have a legislative and government
 21 relations committee and they will be following any bills that

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1 are dropped. They do not have a number currently, but the
 2 legislative and government relations committee is meeting
 3 tomorrow. The agendas for all of our committee meetings are
 4 online at BCPS.ORG under the leadership tab and those meetings
 5 are also open to the public. Again, later this evening you'll
 6 hear from each Board member about their Board service and that
 7 is my report. And so now I call on Mr. Reshid.
 8 MR. RESHID: Good evening. It's February, Black
 9 History Month, and Relationship Matters Month and with the help
 10 of BCPS TV and the One Love Organization, be sure to check out
 11 the video on healthy relationships on our third episode of Chat
 12 Café. Since December we have been receiving applications for
 13 the next student member of the Board of Education and we finally
 14 have our top three finalists who we will be working with to get
 15 their speeches and question and answer sessions for the students
 16 to view and vote for their next student member of the Board.
 17 Last week, I got the opportunity to go to the National School
 18 Boards' Association Conference and talk about the great work of
 19 BCPS and our innovative ways of teaching. I was also asked by
 20 the National School Boards' Association what I would want to ask
 21 Congress for support with, as they were headed there the next

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1 day. And I want to share with the Board and the public a piece
 2 of what I mentioned and focused on, which was teachers. The
 3 start of my quote, with BCPS and our new leadership from our
 4 superintendent Dr. Williams, we are focusing more on how a
 5 classroom works, which means having teachers that will provide
 6 students with the best instructions and tools needed, especially
 7 for special education students, ESAU students, and of course,
 8 all 115,000 students of Baltimore County Public Schools. But to
 9 do this, we need more teachers. To have more teachers, we need
 10 more money. To have more people wanting to be teachers, we need
 11 a higher salary for our teachers. With all teachers do,
 12 including things that aren't included in the job description,
 13 which isn't as pretty as most students and teachers know, they
 14 definitely deserve more. After all, they are the ones shaping
 15 tomorrow's generation. End of my quote. With that being said,
 16 within the past few weeks, I have heard concerns from teachers,
 17 speech-language pathologists, media specialists and TABCO
 18 members about their many concerns and most importantly, how it
 19 is affecting our students. We need to be able to give teachers
 20 more planning time and do our best to keep them in our system.
 21 We also cannot forget about students' mental health, which again

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1 means having support and personnel with counselors, social
 2 workers and school psychologists. I don't get a vote on the
 3 budget, but I hope you will keep the students in mind with the
 4 decisions we make. I hope we put the students above all. Thank
 5 you.
 6 CHAIRMAN CAUSEY: Thank you. The next item is
 7 action taken in closed session, but we did not take action in
 8 closed session. The next item is new business, contract awards
 9 and for that I call on the committee chair, Ms. Henn.
 10 VICE-CHAIR HENN: Thank you. Members of the Board,
 11 the Board's Building and Contracts Committee met earlier this
 12 evening. Items L1 through L7 are being forwarded to the full
 13 Board for approval. Item L8 is being forwarded without a
 14 recommendation from the committee.
 15 CHAIRMAN CAUSEY: Thank you. Is it possible, Ms.
 16 Henn, to separate contract related to space, the modification?
 17 I want to make a motion to separate the contract for rental
 18 space. Is there a second? It's item number 3. Any discussion?
 19 All in favor. So we can separate that? We don't normally do
 20 that, but -- I'm sorry, can you raise your hands again. I just
 21 wanted to separate one contract. Okay, the motion carries.

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1 Thank you. Do I have a motion to approve items L1 and L2, L4
 2 through L7?
 3 (FEMALE VOICE): So moved.
 4 CHAIRMAN CAUSEY: Is there a second? Okay. Any
 5 discussion? Yes, Ms. Jose?
 6 MS. JOSE: For item L4, temporary staffing for
 7 accounting, the seven-hundred and fifty thousand dollars, is
 8 that for a five-year contract or is that annual?
 9 CHAIRMAN CAUSEY: Could we have staff come forward
 10 please? Good evening, Mr. Sarris.
 11 MR. SARRIS: Good evening. So we're talking about
 12 item 3?
 13 CHAIRMAN CAUSEY: L4.
 14 MR. SARRIS: 4. Okay. That is a five-year contract
 15 and it's really just based on projected expenditures. We've
 16 looked at historical spending over many years which typically is
 17 less than twenty-five thousand dollars but we are projecting
 18 that in total we'll probably exceed that in a year and so we've
 19 made this five-year projection for purposes of this contract.
 20 We don't have a budget, each office would use their own
 21 operating budgets to cover these costs, there's no central

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1 budget for temporary employees of this nature.
 2 MS. JOSE: That works out to about a hundred and
 3 fifty thousand dollars a year, for five years?
 4 MR. SARRIS: Correct.
 5 MS. JOSE: And is that equally split or is it just
 6 based on needs?
 7 MR. SARRIS: It's going to be based on long-term
 8 vacancies that need to be addressed while administrative matters
 9 are resolved, illnesses, that type of thing.
 10 MS. JOSE: Thank you.
 11 MR. SARRIS: Okay.
 12 CHAIRMAN CAUSEY: Board members, other questions for
 13 discussion? All those in favor please raise your hand.
 14 (HANDS RAISED)
 15 CHAIRMAN CAUSEY: Any opposed? Any abstain? That
 16 motion carries. I did want to address item L4. Excuse me, Item
 17 L3. I writing down your thing. Item L3. I was curious why
 18 the, and I apologize I was unable to make it to Buildings and
 19 Contracts earlier, but why is the modification for five hundred
 20 thousand dollars when the average annual expenditures would not
 21 take us to the full authority that we've already approved, one

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1 million five hundred in the time frame?
 2 (MALE SPEAKER): Mrs. Causey, we expect that because
 3 of one of the venues that we use most often has closed and was
 4 the cheapest amount that we would spend that the projections are
 5 actually larger than the actuals because now the new places just
 6 cost more than the old place we used cost.
 7 CHAIRMAN CAUSEY: Since there is still spending
 8 authority and time left, I think it would be more feasible to
 9 re-bid the contract and see if there are some additional lower
 10 cost vendors that would be available rather than just settling
 11 to pay more.
 12 MR. SARRIS: Well, we did have a very high level of
 13 participation with this bid. It's probably also noteworthy that
 14 the low cost option is in bankruptcy, so I, in looking at the,
 15 what is it, the nine providers, I think we have a fairly good
 16 representation of the marketplace, I don't believe that -- and
 17 we will be re-bidding this next year, although I don't
 18 necessarily believe costs will go down over what has been bid
 19 this year.
 20 (MALE SPEAKER): Ms. Causey, I'm also concerned that
 21 all of the other venues are high use by many organizations.

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1 It's very difficult for us to secure regularly scheduled
 2 meetings so waiting to take advantage of some of this, I think
 3 puts us at a disadvantage in order to meet the professional
 4 development needs that we have.
 5 CHAIRMAN CAUSEY: Okay. Is it possible that some of
 6 these other companies get sorted out or purchased that you would
 7 be able to go back and get another lower cost? How would it be
 8 for you to try and procure a lower cost vendor if one becomes
 9 available?
 10 MR. SARRIS: If we identify -- if we're not able to
 11 meet our needs with this RFP, we can come back to the Board and
 12 move to add a vendor if they meet all of the original criteria
 13 and we're struggling with the selection that we have.
 14 CHAIRMAN CAUSEY: Okay. And I guess part of my
 15 thought is the cost in having a lower cost provider because we
 16 are spending a lot. It was in one of my budget questions, so,
 17 okay, that's all of the questions I have. Do I have a motion to
 18 approve Item L3? Thank you, Ms. Jose. Do I have a second?
 19 We've got a competition here. Thank you, Ms. Rowe. Is there
 20 any other discussion? All in favor please raise your hand.
 21 (HANDS RAISED)

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1 CHAIRMAN CAUSEY: Motion carries unanimously and
 2 that brings us to our last item, item L8. Do I have motion,
 3 well, let's read, let's do this one separately. This one is a
 4 little different, so gentlemen.
 5 MR. DIXON: Item 8 is about encroachment issues at
 6 (Orms) Elementary School as I shared in the business building
 7 committee meeting, we have a site project for expanding the
 8 parking lot that is approved by the Board, it is a capital
 9 project, that is under design and what we found out even before
 10 starting the design that there are several encroachments to our
 11 property. There were five encroachments and two of the folks
 12 when we sent the letter in 2017 have removed their items that
 13 were on our site. This one particular encroachment is larger
 14 than the other encroachments and it is in the area where the
 15 stormwater management system is being planned. So we sent the
 16 first letter in 2017 and we have followed that letter by several
 17 letters about the encroachment to be removed. They have in turn
 18 submitted a request to the Board that they be allowed to use
 19 that space and they be allowed to lease that space. As
 20 background information, there was a lease that existed in 1980,
 21 but that had a sunset provision, my understanding is, and that

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1 when the property was sold in 2002, that lease expired. Since
 2 then, there has not been any lease. If we don't remove that
 3 encroachment we will be setting up a precedent and there are
 4 several other schools that have encroachments and we may have to
 5 go through the similar process. The cost for changing the
 6 design is anywhere from 50 to 100,000 dollars, which includes
 7 changing the design. It also includes removing some of the
 8 utilities underground and as a minimum it will change the
 9 completion of project time by one year. The need for making the
 10 change to the parking lot is urgent because the enrollment there
 11 is 403, which is 100 more than the SRC of the school, so we
 12 would like to start with the project as soon as we can. Our
 13 current schedule is to come to the Board for the project
 14 approval in the next month or so and we are targeting completion
 15 of that project before school opens in September. If there are
 16 any questions -- I would also like to add that you heard from
 17 the representative of the homeowner, and there were a couple of
 18 statements there that I would like to give you some estimate on
 19 the cost, I believe it's an attorney that indicated that the
 20 cost is minimal and it is not minimal - the cost is quite a bit
 21 for making the change and the other statement was that as a

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1 result of this design there will be more probability of flooding
 2 to the homeowner and that statement is not accurate because when
 3 we do site design, part of the reason we do it is to take care
 4 of the stormwater within our site and prevent any water flowing
 5 to neighborhood properties. With that, if you have any
 6 questions, I will definitely try to answer.
 7 CHAIRMAN CAUSEY: Excuse me, do you want to make a
 8 motion first, Ms. Henn?
 9 VICE-CHAIR HENN: Sure. I move to accept staff's
 10 recommendation of the denial of the request to allow the
 11 encroachment.
 12 CHAIRMAN CAUSEY: Is there a second? Thank you, Mr.
 13 Offerman. Now, discussion. Mr. Kuehn?
 14 MR. KUEHN: So, just so I understand the description
 15 of what we're talking about, we were provided with some pictures
 16 and it just looks like a backyard with a fence and my question
 17 about the encroachment is, is it outside of the fence that we're
 18 talking about? Because these fences are contiguous. Or are
 19 both of those neighbors encroaching on our space?
 20 MR. DIXON: Both of those neighbors are encroaching
 21 on the space. One neighbor has just a fence. The other

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1 neighbor has a deck attached with a swimming pool that is
 2 encroaching our property. The swimming pool itself is not
 3 encroaching the property but there is a tiki bar of some kind or
 4 a deck of some kind that's encroaching our property.
 5 MR. KUEHN: Just so I'm clear, so it's the entire
 6 length of the yard, all the way across and the stormwater
 7 management that is being planned is right there --
 8 MR. DIXON: Right in that area.
 9 MR. KUEHN: So there's going to be a pond behind
 10 their houses?
 11 MR. DIXON: That's right. It's a pond, is perhaps
 12 the wrong term.
 13 MR. KUEHN: A dry basin that fills up when it gets
 14 wet. Okay, thank you. Thank you very much.
 15 CHAIRMAN CAUSEY: Ms. Jose, did you have a question?
 16 MS. JOSE: No, I'm good. Thank you.
 17 CHAIRMAN CAUSEY: Ms. Mack?
 18 MS. MACK: Thank you. Mr. Dixon, I see on here that
 19 the office of law advises that BCPS does not have the authority
 20 to convey property to a private party for private interest, does
 21 that convey mean sell?

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1 MR. DIXON: You would have to ask the lawyer.
 2 LEGAL COUNSEL: No, ma'am. That was not the
 3 context. It wasn't just sell, provide to a private party for
 4 private interest, so an easement or a license.
 5 MS. MACK: It sounds to me like the costs are
 6 already set costs to do this and to make any changes would be a
 7 significant cost, but in situations like this, have we ever
 8 considered selling the property that is currently rented to a
 9 property owner?
 10 MR. DIXON: BCPS doesn't sell the property, it is my
 11 understanding. We transfer the property to Baltimore County.
 12 MALE SPEAKER: Under state law, the Board of
 13 Education does not have the authority to sell property. What
 14 happens is a process where the Board of Education would declare
 15 a property be surplus and then it would go to Baltimore County,
 16 but you do not have the authority under state law to sell any
 17 property that the Board owns outright.
 18 MR. MCMILLION: I'm going to recuse myself from this
 19 vote. I've walked this property. The settlement pond that you
 20 mentioned is at least 300 yards away from these people's homes.
 21 I personally think it needs to be looked at. I read a letter

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1 that was sent from Baltimore County Public Schools to the family
 2 and it talks about flooding in that letter, so I don't
 3 understand why on one end we say there's not going to be any
 4 flooding, but on the other end, a letter from Baltimore County
 5 Public Schools was sent to that home that talked about flooding
 6 as a result of the parking lot change. So I personally, as I
 7 said, I'm recusing myself; however, I think it needs to be
 8 re-examined is my opinion.

9 CHAIRMAN CAUSEY: Mr. Dixon, would you like to
 10 answer the question related to the letter about flooding?

11 MR. DIXON: Well, there are two questions in there.
 12 I don't know the settlement pond, but we have not started the
 13 site work, so I don't know what settlement pond. The pond or
 14 the structure for stormwater management has not been created
 15 yet. It is still under design. The second part of the question
 16 was the water flooding into their property. That was not
 17 written in any of the letters that I have sent and that is
 18 something that I do not know. The purpose of the site work
 19 design is to contain the water within our property. If we do
 20 not do the site plan the way it should be done, then we increase
 21 the probability of draining water into neighborhood property.

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1 MR. MCMILLION: Can I respond to that?
 2 CHAIRMAN CAUSEY: Certainly, and then Ms. Jose has.
 3 MS. ROWE: Point of order. When one recuses himself
 4 from a vote they are not supposed to comment on the issue or ask
 5 questions.
 6 CHAIRMAN CAUSEY: Mr. Nussbaum?
 7 MR. NUSSBAUM: That's correct. If Mr. McMillion has
 8 recused himself then no, he shouldn't.
 9 CHAIRMAN CAUSEY: Okay, you may not respond, Mr.
 10 McMillion. Thank you, Ms. Rowe. Ms. Jose?
 11 MS. JOSE: Mr. Dixon, you said it's under design, so
 12 it's been graded and it's gone through the approval process for
 13 the retention pond. I do want to point out a very key thing, in
 14 Maryland or any other state or jurisdiction you may flood your
 15 property to your heart's content but you cannot flood another
 16 person's property so if there are indeed flooding, they wouldn't
 17 have gotten approval or permits from MDE that it has to go
 18 through, since I do design stormwater ponds, what it's doing is
 19 catching flooded or rain events that are high are going to be
 20 caught by this retention pond, so it's not really flooding
 21 there, it's actually a retention pond to stop flooding.

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1 MR. DIXON: Thank you for clarifying.
 2 MS. JOSE: You're welcome.
 3 CHAIRMAN CAUSEY: Thank you, Ms. Jose. Any other
 4 discussion? Ms. Rowe?
 5 MS. ROWE: So, I just wanted to know because I've
 6 seen some of these issues before, is we're doing what we're
 7 doing on the school property to contain the drainage from the
 8 school property, but in doing that, the way the property is
 9 graded now, is are the neighbors' properties draining onto the
 10 school property and will our setup cause them to retain their
 11 own drainage?
 12 MR. DIXON: All of that issues are considered in the
 13 design and before we can build anything, number one, the design
 14 is prepared by a licensed person, and it is reviewed by the
 15 permitting authority of Baltimore County, so everything is
 16 licensed and we make sure that we do not create any issues for
 17 the neighbors.
 18 MS. ROWE: Okay, thank you.
 19 MALE SPEAKER: I'm sorry, Rod, if you've seen a
 20 letter from the school system that contradicts what we're
 21 hearing today, can we postpone this to the next meeting and

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1 perhaps find it, because it's concerning to me that we would
 2 have communicated, and it may be well before us, that this kind
 3 of an idea -- I'm not suggesting that --
 4 MR. DIXON: I'm the one who sent the letter.
 5 LEGAL COUNSEL: I believe there was a separate
 6 letter sent from the Office of Law based upon an understanding
 7 that if there were no changes to the plan, because you're
 8 putting in a parking lot then yes, there would be flooding that
 9 was possible to the homeowner's property, I believe that's what
 10 the engineers informed the law office and I believe that is what
 11 was in the correspondence.
 12 MR. DIXON: That's true.
 13 CHAIRMAN CAUSEY: So, at the end of the day, Mr.
 14 Dixon, what the school system is attempting to do in terms of
 15 building the parking lot and having a stormwater management pond
 16 is to abide by all county code in terms of the water flow from
 17 the Board's property into any other area, is that correct?
 18 MR. DIXON: That's correct.
 19 CHAIRMAN CAUSEY: And there's been a design done by
 20 engineers?
 21 MR. DIXON: Yes.

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1 CHAIRMAN CAUSEY: Okay. Thank you. We have a
 2 motion and a second, so we're going to take the vote on that.
 3 If it failed, there could be a motion to suspend it, but we're
 4 going to take the vote. All in favor of -- we'll let Julie
 5 restate her motion.
 6 VICE-CHAIR HENN: So, I move to accept staff's
 7 recommendation to deny the request.
 8 CHAIRMAN CAUSEY: All in favor, please raise your
 9 hand.
 10 (HANDS RAISED)
 11 CHAIRMAN CAUSEY: Any opposed? Any abstained?
 12 MR. MCMILLION: I recuse myself.
 13 CHAIRMAN CAUSEY: Okay, if you can note that, Ms.
 14 Gover. The motion carries. Thank you. Thank you very much,
 15 gentlemen. The next item on the agenda is Item M, the Fiscal
 16 Year 20-21 Capital Budget Supplement and so for that, we also
 17 have Mr. Sarris and Mr. Dixon.
 18 MR. SARRIS: Thank you, Madame Chair. Occasionally,
 19 over the years, we do find capital funds that were not
 20 originally planned when the budget was adopted last May and in
 21 this case the Healthy School Facility Fund Grant was awarded to

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1 Baltimore County Public Schools and the Baltimore County
 2 government has provided matching funds which are within their
 3 budget already. The state funds are not and so we are simply
 4 requesting that the Board formally appropriate this grant award
 5 so that we can move forward with the capital projects that are
 6 associated with the grant and which are referenced on page 2 of
 7 the budget supplement form.
 8 CHAIRMAN CAUSEY: Do I have a motion to approve the
 9 fiscal year 20-21 capital budget supplement as presented? Thank
 10 you, Ms. Rowe. And second is Ms. Henn. Any discussion? Ms.
 11 Rowe?
 12 MS. ROWE: So, I just want to say briefly that I am
 13 absolutely overjoyed to see the funding in place for temporary
 14 air conditioning solutions for the remaining schools in our
 15 county that do not have air conditioning solutions and I would
 16 like to thank now the Speaker of the Senate, Bill Ferguson, for
 17 helping to put this through and our state IEC and other state
 18 officials who have approved this funding and I would also like
 19 to thank Comptroller Peter (Francho) who has helped for years to
 20 advocate for air conditioning in schools in spite of parents
 21 being called plants at Board of Public Works meetings and

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1 political theatre.
 2 CHAIRMAN CAUSEY: Ms. Scott?
 3 MS. SCOTT: Great. Yes, and to that end, I'd like
 4 to know specifically, how that works in reference to Campfield
 5 Early Learning Center, that's one of the schools where there was
 6 heating and air conditioning issues that were going on and I
 7 wanted to see -- I understand there was something being put
 8 there called vertical temporary heating units and I wanted to
 9 see if I could get some clarification just about what those are,
 10 how long they last, and how that differs from like an air
 11 conditioning unit that's in a window?
 12 MR. DIXON: I don't have the specific design answers
 13 that you are asking, but in general, vertical package units are
 14 self-contained units that do not require a central chiller that
 15 have the air conditioning piece within that unit and they are
 16 extremely efficient, not as efficient as a central chilling
 17 plant, but the advantage is that we can quickly install it
 18 without making any major changes to the building and we are
 19 actively designing that. We hope to complete the design and
 20 bring contract awards for your approval very in the near future.
 21 MS. SCOTT: Okay. So what time line would that look

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1 like, I guess for, Campfield, would that be by, like, the summer
 2 or?
 3 MR. DIXON: We'll try to do that. There are so many
 4 unknowns at this point that it would be wrong for me to give you
 5 an exact date, but the target date is we are trying to complete
 6 it as soon as we can.
 7 MS. SCOTT: All right. Thank you.
 8 CHAIRMAN CAUSEY: Other Board member comments or
 9 questions? I just also, do you have the names of the schools?
 10 MR. DIXON: So the names of schools for air
 11 conditioning are Bedford Elementary Schools, Campfield Early
 12 Learning Center, Catonsville Alternative School, Delaney High
 13 School, part of the Eastern Technical High School, Lansdowne
 14 High School and part of the Western Technology.
 15 CHAIRMAN CAUSEY: Great, thank you.
 16 MR. DIXON: There is one more project and that's for
 17 boiler replacement and that's at Hampton Elementary School.
 18 CHAIRMAN CAUSEY: Okay, thank you. I also am
 19 thrilled with this supplement and it's been a long road for a
 20 lot of our community members and there's been a lot of support
 21 throughout the county and I just appreciate the work of everyone

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1 to bring us to this point. It's desperately needed for equity
 2 for our students, so I'm thrilled. Any other comments or
 3 questions? All in favor please raise your hand.
 4 (HANDS RAISED)
 5 CHAIRMAN CAUSEY: Any opposed? The motion carries
 6 unanimously. At this time, since we have two other significant
 7 agenda items, we are going to take just a five minute recess and
 8 then we will be right back to continue the work of the Board.
 9 Thank you.
 10 (RECESS TAKEN)
 11 (BACK ON THE RECORD)
 12 CHAIRMAN CAUSEY: I now reconvene the Board of
 13 Education meeting of Tuesday, February 11. We are now on item
 14 N, new business, report on the Pleasant Plains Capacity Relief
 15 Boundary Recommendation, and for that we have Dr. Wheatley
 16 Phillips and Mr. Cropper, and Ms. Byers. Good evening.
 17 DR. WHEATLEY PHILLIPS: Good evening, Chairwoman
 18 Causey, Vice-Chair Henn, Superintendent Williams, and members of
 19 the Board. Tonight we bring forth as a recommendation the
 20 option that was selected by the study committee that convened
 21 for the Pleasant Plains Boundary Study process. This

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1 recommendation was developed as a result of several months of
 2 planning and community engagement wherein members of the
 3 committee utilized the data that served to inform the process.
 4 Mr. Matt Cropper, the consultant who facilitated the process is
 5 an experienced professional having worked in communities across
 6 the country and with BCPS for over ten years. In addition to
 7 collaborating with Mr. Cropper, this process including working
 8 closely with school leaders, several offices within BCPS and in
 9 addition to the Baltimore County planning team. Mr. Cropper
 10 with lead the presentation, after which Ms. Byers will share
 11 with you the next steps.
 12 MR. CROPPER: Thank you, Dr. Wheatley Phillips.
 13 Chair Causey, members of the Board, Dr. Williams, thank you for
 14 the opportunity to speak to you. I am here to present the
 15 recommendation on behalf of the committee who was working on the
 16 Pleasant Plains Boundary study process. I am Matthew Cropper,
 17 President of Cropper GIS Consulting. I have done over a dozen
 18 boundary change study processes for Baltimore County Public
 19 Schools in addition to multiples across the United States.
 20 Before I get into the process, I would just like to talk to
 21 Baltimore County's process about as they go about looking at

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1 boundary changes and when I work with other school districts
 2 across the country, I always use Baltimore County as an example
 3 or as a model of what a good process is. This district has a
 4 very solid foundation in establishing objectives in the rules
 5 which are critical at starting point before you get into a
 6 boundary change process. The process of putting together
 7 committees, and then most importantly, the process of enabling
 8 transparency and openness in the process, to allow public
 9 members to follow what's happening, to participate and provide
 10 input all the way to the extent of Baltimore County having staff
 11 there to live stream all of the meetings which are recorded and
 12 can be reviewed on the same evening as the meeting is going on.
 13 I just applaud the County and the efforts that they go to reach
 14 out to the constituents of the County and make sure that
 15 everybody is informed and follows the process and has a voice
 16 and is able to participate from the very beginning. That being
 17 said, we'll talk a little bit about this process for Pleasant
 18 Plains. As you can see, here's the meeting calendar that we
 19 were working with. We had six total meetings with this
 20 committee. We also had a public information session, sort of
 21 halfway, a little bit further than halfway through the process

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1 where the committee went to the public and shared the maps that
 2 were being considered at that time, solicited input from them,
 3 had conversations around the maps and then there was a survey
 4 that accompanied that to get input. All of these meetings are
 5 open to the public, like I said, they were all livestreamed and
 6 all of the materials that were shared with the committee members
 7 are available online that evening and so any member of the
 8 public can go online and print off and download and look and
 9 evaluate all of the same materials that any committee member
 10 can. So, it's a very comprehensive process in going about what
 11 comes to the recommendation that we're sharing with you tonight.
 12 So why is there a need for a boundary study in this particular
 13 case? As of September 30, 2019, Pleasant Plains Elementary was
 14 significantly overcrowded. They are significantly overcrowded.
 15 They are at about a hundred and twenty-five percent utilization,
 16 which is far greater than the other schools in the study area
 17 that we were looking at. Enrollment is anticipated to increase
 18 in this particular school and so there is immediate need to
 19 provide capacity relief to this school. A lot of the questions
 20 are what about other methods. Is there other ways to help
 21 provide capacity relief to this school. Well, the answer to

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1 that is that the district has already exhausted other measures
 2 to try to provide capacity relief to Pleasant Plains Elementary
 3 School. You can see on this slide it shows you the different
 4 strategies that are used to try to provide relief to schools
 5 from the most simple and least costly to the most complex and
 6 most costly options. At the bottom, the very first thing that
 7 they were looking at was trying to look at space use
 8 recommendations, maybe taking away the music room or the art
 9 room or whatever the special use rooms that may be set aside for
 10 special instruction, those had been reclaimed as general
 11 classroom spaces, so they used all of the spaces within the
 12 building that they could possibly use for general education to
 13 help accommodate the population enrollment at that school.
 14 They've also put portable units out on the property. There are
 15 eight mobile learning cottages on site that are to help give
 16 some additional relief to the school but there is no additional
 17 available space to put any more of those on this property. I
 18 think that I have heard that they were -- the next step is to
 19 try -- is to put these out on the bus loop which is certainly a
 20 challenge and can be an issue in itself. The annexation of
 21 grade levels is something that is something districts sometimes

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1 use, but that is something that is just not viable in this
 2 particular case and trying to keep students of all grade levels
 3 in the building that live in this community going to the same
 4 school. And so the redistricting and boundary changes is really
 5 where we are at, and the only option at this point to provide
 6 immediate relief to Pleasant Plains Elementary School and it
 7 should be noted that this is not really seen as a long-term end
 8 all fix for this region. This area is overcrowded and the
 9 committee acknowledges that there is definitely an evident need
 10 for more capacity in this area to provide additional relief. So
 11 this is not seen as a long-term solution but is seen as a
 12 solution to give Pleasant Plains immediate capacity relief which
 13 is really the forefront of the issue that this committee was
 14 facing. When considering schools that could provide capacity
 15 relief to Pleasant Plains the district looked at the schools in
 16 the area. Hampton Elementary and Halstead Academy were the two
 17 schools that were identified that could potentially provide some
 18 capacity relief to Pleasant Plains. These schools are adjacent
 19 to the school and looking beyond that, there are very few to no
 20 schools adjacent if you look at another outer ring of this study
 21 area that have available capacity to provide relief to Pleasant

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1 Plains Elementary School. You can see -- one of the questions
 2 from the public that was why is the study area so small. Why
 3 didn't you extend it to a larger, greater community to try to
 4 help solve this challenge and as you can see, the utilization
 5 rates of the schools that are not part of the study are well
 6 over a hundred percent as well and there's just not any other
 7 building next door that has a lot of available space that can be
 8 added to the study area to provide capacity relief. Cromwell
 9 Valley is in the middle of the study area and it was not part of
 10 this boundary study process and the reason behind that is that
 11 Cromwell Valley went through a boundary change process in 2016
 12 where a boundary was established for Cromwell Valley to make it
 13 entirely walkable for students who live immediately around
 14 Cromwell Valley. That did provide some capacity relief to
 15 Hampton Elementary at that time when that process occurred and
 16 if you look on paper you can see Cromwell Valley looks like it
 17 does have some capacity still available, but Cromwell Valley is
 18 in the process of building out their magnet program so that as
 19 every year more students are enrolling in that school and so
 20 that students around the entire region in this area can
 21 participate in that program at Cromwell Valley. And so, that's

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1 really why Cromwell Valley wasn't part of this. They have
 2 limited space available to help provide relief and then also it
 3 would compromise the plans of how that program is anticipated to
 4 build out and the plans for that particular building and the
 5 program there. Another thing to note is that Oakley Elementary
 6 did participate and receive some capacity relief via boundary
 7 study that became effective in 2018-19 on this chart but, yes,
 8 and so that's kind of a background on the study area and why
 9 didn't we go beyond, extend beyond the study area that we were
 10 working with. So the objective of this committee's work was to
 11 provide capacity relief to Pleasant Plains Elementary, like I
 12 had mentioned. That's the key focus of the committee, to give
 13 them immediate relief. To try to support diversity among
 14 schools that reflect the community in the school system and then
 15 to try to create viable and successful boundaries to effectively
 16 utilize capacity of adjacent schools and schools in its area,
 17 try to make things equitable if at all possible. The primary
 18 considerations, and this is referring to Rule 1280, was to make
 19 efficient use of capacity in the affected schools and to
 20 maintain or increase the diversity of the schools, so the
 21 committee was looking at statistics to support this and

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<p>1 demographic data and also utilization and estimated enrollment. 2 Other things that the committee was to consider as it states in 3 Rule 1280 were to maintain the continuity of neighborhoods, to 4 be mindful of the impact of transportation and pedestrian 5 patterns on students, minimize the number of times any 6 individual students are reassigned, so being mindful of any 7 children who have been reassigned recently and that doesn't 8 apply in this particular, in any case what we were working with 9 here. Be mindful of long-term enrollment capacity trends and 10 future capital plans and so we did share projected enrollment 11 information, future capital plans and capacity trends with the 12 committee. Any time the committee had requested information as 13 it relates to anything that supports the rules and their work, 14 it was provided to them throughout the process. Location of 15 feeder school boundaries and continuity of feeder patterns, so 16 we were not looking at making any changes to middle school or 17 high school, but we were analyzing the impact from how schools 18 are feeding from elementary to middle and middle to high school, 19 currently and then also for any option that they were looking 20 at. The next one is one that was really more pertains to high 21 schools, it doesn't really pertain to the elementary process</p>	<p>1 agreed upon the planning blocks, the small building blocks for 2 boundary changes that we worked with and drafted for them and so 3 they gave us input on that and multiple options were considered 4 and discussed and developed through the course of this process. 5 Like I said, all of the materials were available online at the 6 BCPS webpage, designed specifically for this study. Emails were 7 received from the public and those were shared with the 8 committee members and also posted online. We have an 9 interactive map that any member of the public and committee and 10 myself as well can zoom in on any area and you really see what's 11 on the ground as opposed to just looking at a map with roads and 12 boundaries, you can see the aerial imagery and see actually what 13 the area looks like and how dense is the housing versus one area 14 versus another and the type of housing and things like that. 15 So, there was a lot of materials that they had at their hands to 16 fully inform them on this process. The public was very actively 17 involved in this process and they continued to be. We had 18 people at all of the meetings observing. They were very 19 passionate about their thoughts as it relates to the options 20 that were being considered. One of the things that the public 21 members -- one of their concerns during the process was that we</p>
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<p>1 that we were working with. Additional things to consider that 2 the committee was looking at was trying to use geographic 3 features, major roads, highways, creeks, man-made or natural 4 geographic features which align with best practices in the 5 industry. Talking about the committee and the composition of 6 the committee, it was a well-rounded group from the study area. 7 There were three principals who sat on this committee, three 8 teacher and staff representatives sat on the committee and there 9 were six parents, two parents from each school sat on the 10 committee and as they evaluated options for this process. We 11 also had one area educational advisory council representative 12 who gave us the benefit of their knowledge in this area sitting 13 on the committee. This committee met 7 times between September 14 through December and they worked, really did a good job, I know 15 that it was a tough process because it was, you know, they leave 16 this recommendation knowing that they will not be able to solve 17 all of the challenges in the area, so that kind of leaves a 18 little bit of heartburn for the committee as they make a 19 recommendation knowing that they can't solve all of the issues 20 that exist but they did their best to provide relief and adhere 21 to the objectives that were given to them. They reviewed and</p>	<p>1 were working with September 2018-19 data. And we had to do that 2 because if you look at how the process started, it started in 3 early September, so we were starting with the data that we had 4 available. They were concerned that that data was outdated and 5 they had concerns that we weren't working with the most recent 6 information. So to address that concern, we updated our data 7 throughout, in the mid-point of the process, when that 8 information was available, we updated all of the statistics and 9 information with current enrollment as of September 2019-20. It 10 is best to work with that official enrollment date because then 11 you can compare points in time and it's always good to start to 12 have your basis of data be at the same point in time for 13 longitudinal analysis and many other reasons. But the public 14 was informed at the very beginning before the process began. 15 The public was informed of what was coming up. The district 16 went through efforts to send out letters and notifying families 17 about this, that this was happening, and how they could 18 participate. The public attended all of the meetings as 19 observers and they were there at every meeting and like I said, 20 there were live streams of the meetings were made available to 21 the public so if they couldn't come to the meeting they could</p>

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1 watch it from their home or they are saved and recorded so
 2 anybody can go back and look at prior meetings. And like I
 3 said, all of the materials were available online so any member
 4 of the public can have their own binder just like any committee
 5 member had. They did provide emails, we did receive a lot of
 6 information and feedback from them through the course of the
 7 study, which we shared with the committee. And then the public
 8 information session was the key time where the committee -- they
 9 started off looking at maps, developing as many maps as they can
 10 to try to solve the problem and then they narrowed down to a
 11 series of maps to share with the public and that's when they
 12 took those to the public, invited the public to come out, and
 13 standing around the maps and having conversations with members
 14 of the public, and then there was a survey that accompanied
 15 that. We had 283 unique respondents to the survey, which given
 16 the scale or the study area, that's a pretty good turnout,
 17 pretty good input that was received. That survey was provided
 18 in English and in Spanish. The committee considered five total
 19 options through the course of the study. There was one
 20 alternative option at the last meeting to see if there was an
 21 additional variation of an option that they could consider and

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1 I'll share that will you here in a minute. They reviewed and
 2 discussed all of the materials and worked in small groups and
 3 marked up maps. They recognized that draft option B satisfied
 4 the most boundary study considerations, so option B although
 5 it's not perfect, and not a good long- viable long-term
 6 solution, it's the best solution to adhere to the objectives and
 7 really to fully do the job that they were tasked to do. So they
 8 considered all information from all sources from the public as
 9 well as careful and thoughtful study of the materials. Just to
 10 give you a little background on the boundaries, here are the
 11 current boundaries. You can see the green boundary on the top
 12 is the Hampton current boundary. The purple area is the
 13 Pleasant Plains boundary and the orange one below that is the
 14 Halstead boundary. Like I said, Pleasant Plains is a hundred
 15 and twenty-five percent utilized under this current
 16 configuration; Hampton is utilized eighty-six percent,
 17 eighty-six percent utilized and then Halstead is ninety-eight
 18 percent utilized. Looking at Option A, was one of the options
 19 that was not the recommendation. This option brought Pleasant
 20 Plains to a hundred and one percent, but Hampton went up to a
 21 hundred and three percent, so this is one I think that the

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1 committee, you can see the green area gets larger and the purple
 2 area gets smaller, this option also took Halstead Academy to a
 3 hundred and two percent, so I think the committee felt like this
 4 option wasn't part of the recommendation because they felt like
 5 it was moving more students into Halstead and maybe too many
 6 into Hampton potentially, although Pleasant Plains is still at a
 7 hundred and one percent utilized. This is option B and this is
 8 the recommendation. This option does not impact Halstead, so it
 9 reduces the number of students that are impacted and all of the
 10 options that were considered. Hampton is at a hundred and one
 11 percent. Pleasant Plains is at a hundred and six percent in the
 12 recommendation. So they go from a hundred and twenty-five to a
 13 hundred and six. Again, it's not bringing everybody into the
 14 green here, but it's giving relief. Hampton is at a hundred and
 15 one percent utilization in this particular option. And there
 16 has been the concerns from the public about future housing
 17 developments and things like that. They're valid concerns.
 18 There are residential housing units that are planned in this
 19 region and one thing to note, the six hundred units that have
 20 been spoken about, I'd say ninety-five percent of those are in
 21 two developments that are planned, multi-family developments

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1 that are planned in the area, which they are not the type of
 2 developments that typically yield students. A lot of the units
 3 in there are like studios and single one bedrooms and we don't
 4 see a whole lot of students coming out of the housing
 5 developments that are being planned in the area that are
 6 bringing the big numbers in to the table. Six hundred units, I
 7 know that sounds scary, but when you think six hundred units,
 8 this isn't a single family development that has a lot of homes
 9 where a lot of children come into them, they are more of the
 10 multi-family style, multi-level apartment complexes and things
 11 like that that don't typically yield many students. And another
 12 thing to note with the construction, the ongoing construction is
 13 something we always see schools do and communities do is they
 14 add on to the current enrollment new construction they just add
 15 that on to what they think the enrollment is going to be of a
 16 building, but other things you have to factor which the
 17 enrollment projections that the district does factors in
 18 different things in addition to new construction. They factor
 19 in aging and empty nesting of communities and so it's, as new
 20 construction's coming online, you're going to be adding students
 21 to this community, there's also communities and households that

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1 are aging and children are moving into middle and high school
 2 and fewer elementary school are coming out of other parts of the
 3 area, so that should be noted. This is the B1 option that they
 4 were looking at and you can see I circled the area that they
 5 were considering to remain in Pleasant Plains and this is one
 6 that planning block 231, that was considered, this would put
 7 Hampton at 98 percent and Pleasant Plains would be a hundred and
 8 ten percent utilized. The committee, although they put this on
 9 the table for a vote, it was not something that they determined
 10 was the recommendation for this study. And this is the option C
 11 and this is one that had Pleasant Plains at a hundred and seven
 12 percent, Hampton at a hundred and two, and Halstead at
 13 ninety-seven and I think that this option was one that moved
 14 more students that some of the other options and move students
 15 into Halstead so there was a little more movement in this option
 16 than the recommendation that they bring forward to you. So,
 17 like I said, the committee is recommending option B. We had the
 18 voting members present, Option B received five votes, option C
 19 received three votes. The committee as a whole felt that the
 20 recommended option did best meet the boundary study objectives.
 21 And this is the map that shows you the recommendation if it were

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1 approved as recommended. Information- supporting information
 2 here that shows you the enrollment utilization and utilization
 3 of the buildings and what those would look like, and I've , I
 4 think I've covered those pretty okay in previous slides, I can
 5 always go back if you want to see any more detail in these
 6 slides. No real impact -- substantial impact in the percent
 7 minority. Hampton's percent minority does draw closer to the
 8 average of the study area as well as the percent ELL and farms.
 9 They draw a little bit closer to the average although there
 10 weren't substantial strides to make things balanced in this area
 11 which isn't part of the task, it's really trying to see if you
 12 can improve the diversity while accomplishing the other
 13 objectives, that's really the -- what the committee was looking
 14 at here. A hundred students are anticipated to be impacted as
 15 part of this process which are the students that would be -- the
 16 recommendation has would be moved from Pleasant Plains to
 17 Hampton as I have indicated on the maps and the committee's
 18 recommendation. Feeder patterns, this just shows you the
 19 percentage of schools that feed from elementary to middle
 20 school. Feeder patterns were cleaned up as it relates to
 21 Pleasant Plains. Pleasant Plains has a couple of small splits

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1 currently. This puts Pleasant Plains a hundred percent entirely
 2 into Loch Raven. Hampton does gain an additional split,
 3 primarily, I think it's with planning block 231, that being
 4 added to Hampton creates an additional split because of just the
 5 nature of the middle school zones and how they travel through
 6 that area. No students are anticipated to be moved out of a
 7 walkable situation so any student who can walk to school, they
 8 remain in their walk zones and so there was no impact on walk
 9 ability as it relates to the recommendation.
 10 DR. WHEATLEY-PHILLIPS: And so there are two steps
 11 left in the process. The Board will hold its Board hearing on
 12 February 23 in Loch Raven High School in the auditorium and then
 13 the decision will be made Tuesday, March 10, during the Board of
 14 Education meeting.
 15 CHAIRMAN CAUSEY: Thank you. Board members are
 16 there questions or comments? Ms. Rowe? And then Mr. McMillion.
 17 MS. ROWE: So, I just want to say, I watched every
 18 single live stream for this and I think that boundary studies
 19 are one of the things that we do best in this school system.
 20 Every single time I've seen them happen in the last four years,
 21 I've watched every single live stream of every single boundary

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1 study, and even when difficult discussions take place they have
 2 excellent facilitation and in this one, I want to commend you on
 3 the job you did facilitating the conversations and the work of
 4 this study because it's very difficult to do these boundary
 5 studies, particularly with the diversity of communities that we
 6 have and trying to bring different communities together to come
 7 to agreement on something so that the school system doesn't just
 8 have to make unilateral decisions on something that's very
 9 important to the community and I really think that the school
 10 system and yourself did a fantastic job facilitating this
 11 boundary study and I think that every time we just allow the
 12 community's voice to be heard and come up with the
 13 recommendation. I do have a few questions that I'll run through
 14 quickly because we've heard some people asking questions about
 15 Cromwell Valley and why that wasn't considered. So, Cromwell
 16 Valley is a magnet school with a limited zone for walkers that
 17 was meant to move approximately a hundred students out of
 18 Hampton into the Cromwell zone, is that correct?
 19 FEMALE SPEAKER: Yes, that's correct.
 20 MS. ROWE: Okay. And the degree to which Cromwell
 21 is under capacity is a result of being held off the magnet

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1 application for several years to create the capacity needed to
 2 create space for those one hundred seats, is that correct?
 3 DR. WHEATLEY PHILLIPS: That is correct.
 4 MS. ROWE: And as a result of adding the walker
 5 zone, Cromwell will be required to have two pre-K classes that
 6 it was not required to have as a zone-free magnet school and
 7 those pre-K classes will be starting next year, is that correct?
 8 DR. WHEATLEY PHILLIPS: I will defer to Ms. Byers
 9 because --
 10 MS. BYERS: I will have to get that to you. Just to
 11 be certain.
 12 MS. ROWE: I believe I actually saw it like in a
 13 weekly update or something, but okay. Right, so there's two
 14 pre-K classes, but they're not starting until next year?
 15 DR. WHEATLEY PHILLIPS: We will confirm.
 16 MS. ROWE: Okay. Next year, or whenever, when the
 17 pre-K classes are added, the vacancy in the fourth and fifth
 18 grade created by the years of not being on the magnet
 19 application will have the school at capacity, is that correct?
 20 So basically what I'm asking is once the pre-K is added and once
 21 the vacancy created by being off the magnet application is

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1 matriculated out, the school will be at capacity?
 2 MS. BYERS: We expect that once the magnet program
 3 has filled for each grade level and we do have pre-K the school
 4 should be at capacity.
 5 MS. ROWE: Okay. And is it true that Cromwell
 6 property cannot accommodate even one trailer because of the
 7 topography of the property?
 8 DR. WHEATLEY PHILLIPS: There are specific site
 9 restrictions that would limit that, but the biggest concern we
 10 have is the safety of children and so there are site limitations
 11 because we want to ensure that our children are safe.
 12 MS. ROWE: Okay, and is it true that, I don't think
 13 I need that one. I'm finished, thank you.
 14 CHAIRMAN CAUSEY: Mr. McMillion?
 15 MR. MCMILLION: I just have a couple of real quick
 16 questions. The six hundred and sixteen homes that are
 17 mentioned, Councilman Kach mentioned them and you referenced the
 18 houses, those are houses where the permits have already been
 19 issued, they are houses going to be built in the Hampton
 20 community, is that correct?
 21 MR. CROPPER: They are multi-family units, yes, sir.

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1 There wouldn't be houses. They would be more of multi-family
 2 developments. And I don't know if all of them are platted and
 3 approved, but I would say that certainly that is an accurate
 4 statement that those do exist and that they are there, yes, sir.
 5 MR. MCMILLION: Okay, and it was referenced that
 6 twenty-five children, elementary-aged children will come out of
 7 those six hundred and sixteen homes, we have a formula that we
 8 can look at a development and gauge elementary schools, middle
 9 schools, and high school students, correct?
 10 DR. WHEATLEY PHILLIPS: We work with Sage Partners
 11 to establish a projection methodology that will help us estimate
 12 given a particular development what the yield would be, so it
 13 tells us based on the projection numbers, the number of students
 14 at the elementary level, the middle school level, as well as the
 15 high school level.
 16 MR. MCMILLION: Do you know what that -- I've
 17 actually seen it and I can't reference it right away, but
 18 there's a number that is used as a multiplier based upon the
 19 number of homes, so do you know what the multiplier is for
 20 elementary schools?
 21 DR. WHEATLEY PHILLIPS: I do not. I would have to

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1 ask the team for that information. So we certainly can provide
 2 that information in the weekly update.
 3 MR. MCMILLION: Okay. I was curious if it matches,
 4 you know, if it equals to twenty-five kids, because as you said,
 5 that sounds very, very low, and I understand the old nester and
 6 that kind of thing and how things balance out, but twenty-five
 7 children for six hundred and sixty homes, doesn't sound --
 8 elementary age children, doesn't sound like very much to me.
 9 And to the Cromwell Valley situation where kids can walk to
 10 Cromwell Valley, so the walkers are automatically in that magnet
 11 program, is that correct? So they don't have to apply, they're
 12 accepted in and then anybody outside of that walk to area has to
 13 apply to, for acceptance into that program, is that correct?
 14 DR. WHEATLEY PHILLIPS: Yes, but it's a lottery.
 15 MR. MCMILLION: And there's no test is there?
 16 DR. WHEATLEY PHILLIPS: It's a lottery.
 17 MR. MCMILLION: It's an application process and they
 18 submit their application and then if they're selected then they
 19 come in.
 20 DR. WHEATLEY PHILLIPS: That is correct.
 21 MR. MCMILLION: Okay, thank you.

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1 CHAIRMAN CAUSEY: Ms. Henn and then Ms. Mack.
 2 VICE-CHAIR HENN: Thank you. So, I just want to
 3 begin by seconding Ms. Rowe's comments that the boundary study
 4 process is truly exemplary and when I think of processes that
 5 this system does unusually well as a model for other school
 6 systems, this is at the top of the list, so I want to thank you
 7 all for your efforts in this. It's truly outstanding. And
 8 also, when I think of transparency and processes involving the
 9 community, again, this is at the top of the list, so really well
 10 done and thank you very much. That said, I have a few questions
 11 for clarification, probably for you Mr. Cropper. My first
 12 question is you mentioned one of the factors for consideration
 13 of the committee was capacity trends and I'm curious, does that
 14 include development trends when you speak to capacity? What
 15 information is provided to the committee in terms of development
 16 trends?
 17 MR. CROPPER: We did provide maps that showed the
 18 location of the developments and the number of units that are
 19 being planned as well as the number of students that are
 20 anticipated to come out of those developments. That was part of
 21 the conversation and information that the committee did have as

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1 they were evaluating the different options so they were aware of
 2 those developments and the number of units and the number of
 3 students that are expected to come out of them.
 4 VICE-CHAIR HENN: And I imagine those were sourced
 5 from county government, any, you're using recent data, I know
 6 that some community members have expressed concerns about
 7 recency of data, with regards to enrollment projections and you
 8 addressed that, thank you very much for addressing that, but in
 9 terms of working with the most recent information regarding new
 10 developments, community members have expressed concern, and of
 11 course they know their neighborhoods the best, right, they're
 12 the first to see a new development going up, so is that
 13 information that you were privy to and is that information that
 14 was shared with the committee?
 15 MR. CROPPER: The development information was
 16 something that was the most recent information that we had
 17 available. The pupil yield information is something that we
 18 were referencing the most recent pupil yield study that was done
 19 for the district and the pupil yield rates that were applied or
 20 used to generate those yields are pupil yield rates not for the
 21 entire county but for pertinent to the area that the study was

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1 in. So the way those pupil yield rates vary, they're done by
 2 election district so there are different yield rates in
 3 different parts of the county and some counties yield a lot more
 4 students out of multi-family than others, but in this particular
 5 area, the sampling of multi-family developments, doesn't
 6 indicate as many students as what one may think when you see a
 7 six hundred units on paper, which isn't surprising to me from my
 8 experience in seeing how other multi-family developments are
 9 yielding students, they typically don't yield large numbers,
 10 especially the multi-story, units with smaller square footage
 11 and higher rents, things like that that are really not ideal for
 12 lots of families to move into.
 13 VICE-CHAIR HENN: Sure, and that makes sense. A
 14 related concern that we've heard from the community is that this
 15 particular area the enrollments have exceeded projections
 16 particularly at the schools that were included in this boundary
 17 study and several suggestions have been made to explain why, I'm
 18 not sure that those have been backed by actual data or whether
 19 they are suggestions may be due to a transient- more transient
 20 population in the area, there are various causes that have been
 21 tossed out. Is that something you've looked at in terms of the

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1 accuracy in terms of previous enrollment and recent enrollment
 2 projections?
 3 MR. CROPPER: That was a concern that we heard from
 4 members of the public and also members of the committee had some
 5 concerns that the trends of the projected enrollment that was on
 6 paper weren't panning out from looking at actual enrollments and
 7 we acknowledged that and basically just sharing everything that
 8 we had that we could with them to just make sure that they were
 9 fully informed and understand everything. I think that when it
 10 was all said and done, what's noted is that enrollment in all
 11 three of these schools was projected to go up and so if one was
 12 trending down another was trending up then it may have lended to
 13 a different conversation, but the nature of it is that all three
 14 schools in the study area are projected to increase and so it
 15 wasn't -- no school was going to get any relief through
 16 demographic dynamics over time as the projections indicated.
 17 VICE-CHAIR HENN: Sure, thank you. And I just have
 18 a few more quick questions. One of my concerns early on --
 19 there was a lot of interest obviously as I'm sure you have
 20 realized within the community, an interest in participating in
 21 the committee in particular, and one of the concerns was the

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1 size of the committee with I believe you said 11 members, is
 2 that correct?
 3 DR. WHEATLEY PHILLIPS: It was 13.
 4 VICE-CHAIR HENN: With 13 members and I believe
 5 there were 8 votes for the final options, is that correct?
 6 DR. WHEATLEY PHILLIPS: Right.
 7 MR. CROPPER: Yes, but the three principals are
 8 non-voting members, so ten total members on the committee are
 9 eligible to vote.
 10 VICE-CHAIR HENN: And 8 votes. Can you speak to the
 11 distribution of those votes? Again, I don't want to disturb the
 12 confidentiality of those votes of course, but I want to
 13 eliminate any concerns, and I had some concerns about the
 14 representation of those votes in terms of the schools
 15 represented and the members that are representing the schools
 16 impacted by the study.
 17 MR. CROPPER: Well, the way the voting process works
 18 with the active vote, they, we know how many votes were tallied
 19 for each option that make up the recommendation, but we don't
 20 know which members voted for which option, so we are uncertain
 21 as to which members voted for the recommendation versus those

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1 that voted for option C, it's an anonymous voting process.
 2 VICE-CHAIR HENN: In terms of those that voiced
 3 strong opinions, was there -- did anyone voice strong favoritism
 4 towards one or the other in terms of school representation, can
 5 you speak to that?
 6 MR. CROPPER: You know, I think that the committee
 7 really worked cohesively. I didn't really see a divide among
 8 the committee. Sometimes when we work with committees, you'll
 9 see one group really supporting one direction with option
 10 development, another one supporting another one. I felt like
 11 when the committee got together and worked, they worked as a
 12 team, as one large unit and so I don't -- from what I gathered
 13 the opposition for the recommendation is more related to the
 14 concern of overcrowding Hampton Elementary, but then we also
 15 had, you know, the Pleasant Plains community was pleading to
 16 give them capacity relief because they acknowledged that they
 17 needed relief and then the Halstead community had concerns about
 18 getting too -- adding too many students to Halstead because that
 19 community has a higher percentage of minority and ELL and that
 20 community was just concerned about having too many students in
 21 their school and further overcrowding their school just like

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1 Hampton had, similar concerns from both communities.
 2 VICE-CHAIR HENN: So, if the Board does approve the
 3 recommendation of the committee of Option B, which
 4 considerations were not satisfied by this option? You mentioned
 5 that not all could be and aside from the obvious that capacity
 6 was not perfectly balanced, which that's not the expectation of
 7 course, but.
 8 MR. CROPPER: I would say that option, the
 9 recommendation -- the question is what.
 10 VICE-CHAIR HENN: What do we leave on the table?
 11 MR. CROPPER: With option B? I think with Option B
 12 you provide as much capacity relief to Pleasant Plains as you
 13 can, and of all of the options, I think option B as the
 14 committee recommended is the best option, but I think the
 15 limitations are is just the available space in the entire area
 16 and that's really just the overall limitation to this and I
 17 don't know if any option can meet that or resolve that
 18 limitation it's just the lack of available seats in the area to
 19 accommodate all of the students in this area.
 20 VICE CHAIR HENN: And last question, and I know Ms.

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1 Mack's been waiting patiently, you had mentioned that the aging
 2 of the neighborhoods kind of offsets the growth that we've been
 3 talking about, but a trend that we've seen in this area, and
 4 this is -- borders my home territory so I'm familiar with this
 5 is that there is turnover in the neighborhoods as younger
 6 families move in and that's partially why we see the adjacent
 7 schools so overcrowded is because of that turnover of the
 8 neighborhoods, younger families with children moving in and of
 9 course enrolling in our schools, can you speak to that and how
 10 that factored in to your analysis?
 11 MR. CROPPER: That's just a dynamic of housing and
 12 demographics in any area. In this area, there are communities
 13 that are at different cycles of the home turnover process and so
 14 there are a lot more younger families in the southern part of
 15 the study area in Pleasant Plains and in Halstead and looking up
 16 into the Hampton area there is a lot more, a higher
 17 concentration of single-family housing and some of that housing
 18 is aging and empty-nesting and some of it is already beyond that
 19 point where once you get past the empty-nesting phase the home
 20 turns over and younger families move in, so in talking with the
 21 Hampton community members throughout the process, they were

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1 saying that that's occurring the communities right around
 2 Hampton Elementary particularly. The community right around the
 3 school is really revitalize -- I wouldn't say revitalizing but
 4 it's turning over and more younger families are moving and so I
 5 don't want to generalize the Hampton community in saying that
 6 it's all empty nesting, but I think there's a combination of
 7 different trends that are occurring. It's just important to
 8 note when you look at enrollment of a school that you can't just
 9 add new construction to the formula, you have to also factor
 10 that aging and empty nesting and existing home turnover that's
 11 happening in this area.

12 VICE CHAIR HENN: Thank you.

13 CHAIRMAN CAUSEY: Ms. Mack?

14 MS. MACK: Mr. Cropper, I also recognize you from
 15 four schools that you did in district one and I was wondering
 16 when you sat down, I was like why do you look so familiar, but I
 17 attended those and I agree with my colleagues that the boundary
 18 studies that I attended were very well run, so thank you. One
 19 of the reasons given the Board members a question that was asked
 20 for not using Cromwell Valley is the full reinstatement of the
 21 magnet program. We recently had a discussion in a committee

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1 meeting that not all of our specialty programs are filled to
 2 capacity and Ms. Byers, I guess I'll address this to you, do you
 3 have any concerns that we're holding back these seats at
 4 Cromwell Valley and they will in fact not be used?

5 MS. BYERS: Not at all. Because we're phasing in
 6 the seats as we go, since we transitioned it, so no, I'm not
 7 concerned.

8 MS. MACK: Okay, thank you. And then my other
 9 question, I know this boundary study is focused on giving relief
 10 to Pleasant Plains, but we have had a lot of parents from
 11 Hampton come and provide pictures of very crowded hallways,
 12 sharing their fears that they are going to be now forced to put
 13 a relocatable back on their properties. When we go through this
 14 process, and I guess Dr. Wheatley Phillips this is a question
 15 for you, do we have a strategy for caring for those concerns,
 16 should option B be the option that's selected, because you can't
 17 ignore very, very compelling testimony that parents gave and the
 18 picture of the hallway, you know, is like seared in my brain and
 19 it didn't even include, I think, fifth graders. So how are we
 20 going to address those concerns if indeed this is the option
 21 chosen?

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1 DR. WHEATLEY PHILLIPS: I think we'll continue to
 2 work with the community superintendent's office as well as with
 3 the office of facilities. I have to be honest that we never in
 4 beginning this particular study we were very clear that this is
 5 a short-term solution and so therefore when parents at Hampton
 6 share that they have fears about their school becoming
 7 overcrowded, on the other side of that coin, we have parents at
 8 Pleasant Plains that came here, begging, pleading us as well
 9 because they were already in that situation. And when you think
 10 about the safety of children, if the next option for us at
 11 Pleasant Plains is to put a relocatable in a parking lot, then
 12 that really speaks to safety for children, so we'll continue to
 13 work with the community superintendent's office, we'll work with
 14 facilities planning to really provide the best plan forward, to
 15 create the best plan and to implement that plan, but this truly
 16 was a short-term solution and we have to think about the needs
 17 of all of the children across BCPS and right now for us as a
 18 system, the fears, the concerns of the parents and the children
 19 of Pleasant Plains, they're ringing loud as well.

20 CHAIRMAN CAUSEY: Mr. Offerman? Mr. Kuehn.

21 MR. OFFERMAN: Yes, I was wondering if we had a

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1 prediction for Pleasant Plains enrollment next year if nothing
 2 was done at the end of this year? It's okay if you don't, it's
 3 fine, if you could just get that to me, I'd appreciate it.

4 Thank you.

5 CHAIRMAN CAUSEY: Mr. Kuehn?

6 MR. KUEHN: Thank you. I've lived through one of
 7 these so I know how much work they are and how much input goes
 8 into it so I know it's not an easy job, so thank you for doing
 9 it. I live not far from this area. I understand the growth
 10 that's occurring in the central area and all of the elementary
 11 schools and one of the things that I'm concerned about is I keep
 12 hearing this is a short-term solution. Have we defined what
 13 short-term actually means? I mean, are we going to do this for
 14 two years and then two years is up and it goes back? What are
 15 we doing here?

16 DR. WHEATLEY PHILLIPS: I think given the limited
 17 resources that we have, Mr. Cropper shared the strategy relief
 18 chart that we utilized in terms of starting from strategies that
 19 provide the least impact to those that are within our control.
 20 I think that this particular step where we are in terms of the
 21 boundary process is the last thing that internally we as BCPS

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1 could do. The short-term is the best solution that we can
 2 provide at this time in terms of looking at the boundary study
 3 process. Outside of this, we will have to look at and rely on
 4 support from the county in terms of the region in providing
 5 relief within the region. This is the best that we can do
 6 internally to take care of all children.

7 MR. KUEHN: Okay, so what you just described is
 8 you've optimized the situation at hand, right? And I appreciate
 9 that, because you know, resources are limited, and I know that
 10 this wasn't part of the discussion, but the (Bikota) Senior
 11 Center used to be a school and if you look at the location on
 12 the map and you see Pleasant Plains and you see Hampton, the
 13 distances that it would take to go from Pleasant Plains to
 14 Bikota, which used to be a school, could make it- very well make
 15 it an option and I know that the county manages that as a
 16 senior center at this point in time and I know that we are in
 17 dire need of some space. Not trying to put an entire school
 18 there, maybe a grade or two had to be relocated. How would we
 19 entertain ideas like that so that we're not just passing the
 20 overcrowded problem around? I mean, six hundred plus units,
 21 that's going to have some yield, we know that the area's

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1 growing, there's lots and lots of building in the Towson area,
 2 so I'm just curious as how do we think about that and how could
 3 we consider it going forward because like I said, now for the
 4 third time, it was a school at one point in time and I haven't
 5 been, to be honest with you, I haven't been inside it. I know
 6 there are fields right in front of it and I've been inside the
 7 gym, but beyond that, I have no idea as to what the classrooms
 8 look like or what the space is used for, but when I'm thinking
 9 about this, and I don't, I know we are using the footprint we
 10 have and this is slightly outside of that even though it's a
 11 county building it may fit our needs in a short-term type of a
 12 situation and that's why I go back to talking about short-term,
 13 that's why I said how are we defining that, right, this could be
 14 swing space, you know, while we're trying to do other capital
 15 projects, but I just wanted to throw that out there because I
 16 know there's a lot of time and effort you know brought into this
 17 and that space is there and I know it's utilized, I'm not saying
 18 it's not, but I'm focused on kids and schools, so I thought I'd
 19 throw it out there.

20 CHAIRMAN CAUSEY: Other Board members? Ms. Rowe,
 21 before you go, I'd like to have comments if no one else who

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1 hasn't spoken. Again, I just want to reiterate what my
 2 colleagues have said and I appreciate all of the work that you
 3 all have been doing. I also want to say that I have visited
 4 multiple times many of these schools and again recently to see
 5 the conditions. Recently, I visited Halstead, Cromwell Valley,
 6 Hampton Elementary School, Pleasant Plains, Finley, and Pine
 7 Grove Elementary School and one of the things that's evident is
 8 that there are dedicated, wonderful administrators and teachers
 9 that care about the children in their schools and care about the
 10 families and there is some amazing teaching and learning that's
 11 going on. The other thing that's evident is Pleasant Plains
 12 needs relief. I went and had lunch at 10:30, but there was no
 13 room in the cafeteria, so I sat with the principal in the
 14 hallway and walked amongst all of the learning cottages and saw
 15 the transitions in the hallways and just in the office students
 16 and parents coming in and out. It's a very overcrowded school.
 17 It is also evident that we need a longer term solution and that
 18 is something that the Board is working on. It has been
 19 discussed for several years to have a ten-year capacity plan and
 20 it is now underway with the Board partnering with the county
 21 government, they had an RFP out, a vendor is going to be

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1 selected and we will be doing a ten-year plan. The first phase
 2 is going to be the high schools, the secondary schools- excuse
 3 me, and then the second phase will be the elementary schools, so
 4 for parents and stakeholders that are concerned about that
 5 long-term plan, the Board and the school system and the county
 6 realize that we need to do more work and the work will continue
 7 but in the meantime, we do need to make the decisions of how we
 8 can address Pleasant Plains Elementary School. I did have a
 9 couple questions. One of them is, does the new Northeast
 10 Elementary School provide relief at all in this area?

11 MR. CROPPER: That was not part of this study area.
 12 This particular study area. So, although that provides relief
 13 as part of that process, it was not part of this process.

14 CHAIRMAN CAUSEY: Okay. And then you had mentioned
 15 that you've done 12 projects so far and what I would like to see
 16 and if you don't have it this evening but it could be something
 17 provided to the Board is what is the three to five year success
 18 of initial projections based at the decision time and then how
 19 those have worked out in the future. We understand that things
 20 can change so it's not as Dr. Williams says, we want to use it
 21 as a flashlight, not as a hammer, that information, and if the

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1 Board has to make these difficult decisions, we do want to make
 2 it with the best information possible, so I would like to see
 3 that. And then there's also the concern that the school board
 4 is not in control of and Cropper is not in control of which is
 5 these developments that are unknowns, big question marks coming
 6 online, so I know that there's going to be discussions around
 7 that. And that's all I have. And then Ms. Rowe. Oh, I'm
 8 sorry, Ms. Jose.

9 MS. JOSE: Thank you. You said you had 283 unique
 10 respondents. Do you have a breakdown of where those people
 11 responded from?

12 MR. CROPPER: We do have it. I don't have it in
 13 front of me, but we did develop a survey report that identifies
 14 where the respondents come from and those respondents provided
 15 input from across the study area so we did have respondents from
 16 every school. It was heavier weighted in the Hampton area that
 17 the respondents as opposed to Pleasant Plains and Halstead from
 18 what I recall.

19 DR. WHEATLEY PHILLIPS: So, I have some of that
 20 information. 283 responses were received. Survey respondents
 21 were asked to identify the school boundary where they live,

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1 Halstead 4, Hampton 192, Pleasant Plains 84, and other 3.

2 MS. JOSE: Thank you. And on Slide 22, you have a
 3 breakdown of the percent minority of the schools. Do you have
 4 that for option C?

5 MR. CROPPER: We do have it. That's something that
 6 we have developed. I don't have it in front of me, but that's
 7 something that we certainly can give you.

8 MS. JOSE: Thank you.

9 CHAIRMAN CAUSEY: Other Board members? Ms. Rowe?

10 MS. ROWE: I just have one specific question about
 11 projections. So we know that at Pleasant Plains we have
 12 September 30 numbers from 2018 and then later in the school year
 13 those numbers exceeded I believe the 2024 projection and I
 14 wanted to know that when we come out with the 2019 counts, and I
 15 understand that we're going to have September 30 numbers for
 16 those, but when we start looking at the 2019 projection, are we
 17 using the actual schoolhouse numbers that were later in the year
 18 last year that are now currently also more for the projections
 19 because if our September 30 numbers are consistently every year
 20 less than what the school has because students enroll in October
 21 and November then it means our projections are consistently

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1 going to be based on numbers that are not reflective of the
 2 actual student body. And I just wondered if we're taking into
 3 account, the same way this study took into account the actual
 4 numbers, if when we do the projected numbers and the student
 5 count, if we're taking into account the actual numbers for the
 6 starting year one following year projection?

7 DR. WHEATLEY PHILLIPS: When we look at projections,
 8 we use the September 30 counts as the official enrollment as
 9 part of the decision making for the school system whether we are
 10 looking at staffing or whether we are making some adjustments
 11 over the summer, we do take a look at enrollment as it changes
 12 over the course of the year. But for the purposes of the study,
 13 we always start with the September 30 count and we utilize that
 14 and as we move through the study as in this study starting in
 15 meeting two, we provided the unofficial information so that the
 16 committee would have that information.

17 MS. ROWE: I guess my concern is, when we get the
 18 student count book, and I understand the student count book will
 19 have the September 19, 30th numbers as the September 19, 30th
 20 numbers, but when I call the principal at Pleasant Plains and
 21 find out how many children actually attend the school am I going

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1 to be able to look down the row and see that that number is the
 2 projected number for 2024 even though we knew from the last book
 3 that they already exceeded that, or are we adjusting the
 4 projections based -- because it seems to me when I look at the
 5 book that what we're doing is we're going oh, here's the 18
 6 numbers, let's apply the formula for projections to the 18
 7 numbers and just up all the numbers as opposed to saying the
 8 projection should start from the actual October or November
 9 numbers that the school is already at projected numbers four or
 10 five years out.

11 DR. WHEATLEY PHILLIPS: And I think one of the
 12 unique things about BCPS is that it's a school system that's
 13 growing and so we're projected to really welcome one thousand
 14 students each year. With that it brings some irregularities and
 15 anomalies to the projections because there are some groups of
 16 students and some families that come and there isn't a
 17 predictable pattern within which we can then establish
 18 projections. So then what we try to do is have as a base the
 19 September 30th numbers and then we have our online systems in
 20 which principals can look at that information and they can use
 21 that for decision making. We also work with central offices,

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1 our strategic planning office and what they constantly do is
 2 work with Sage to see where we need to establish rules and
 3 exceptions for those patterns that aren't predictable. So it is
 4 an ongoing process, it's something that continues but for some
 5 groups of students there isn't a predictability because whether
 6 there's turnover, because of the community or whether it's just
 7 because of the uniqueness of the families, we always can't
 8 specifically predict for this particular group of students or
 9 this particular area here's what it's going to look like because
 10 the communities are changing.

11 MS. ROWE: So part of my concern is that our count
 12 book is what's used to approve developments. So if our count
 13 book is consistently wrong in the projections, then if we're
 14 projecting our schools to have fewer students than what they
 15 actually ultimately have, then developments are going to be
 16 approved in those school zones based on those projections and
 17 not based on what's actually in the schools. So because our
 18 count book is used for more than just school-based decisions,
 19 I'm concerned that the county council and the hearing examiners
 20 who approve developments are using our inaccurate count book to
 21 approve developments.

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1 DR. WHEATLEY PHILLIPS: So what I will share with
 2 you is that our students count is not inaccurate. What I am
 3 saying is that we do have a projection methodology that we
 4 utilize. We have to create rules and we have to create
 5 anomalies because there are some groups that are not predictable
 6 and as a result of that when we have the students come we update
 7 the information and we are able to share that information with
 8 the county if they ask us because that's static in terms of one
 9 point in time the students count book, but we have a strong
 10 partnership with county planning and if they need information
 11 relative to current enrollment or any anomalies, we've met with
 12 them and we've talked with them about where in some of these
 13 groups its unpredictable because they're coming in to our school
 14 system and it's difficult for us to be able to look ahead and
 15 say for this particular group of residents we can look ahead and
 16 here's how we can project out. We've met with them and we've
 17 talked with them. I think we have about 25 different
 18 exceptions. So we've even looked at changing some of the
 19 methodology because we have all of these exceptions to the
 20 rules, but it is a dynamic process, it's always changing, so
 21 student counts is one point in time, but we have a strong

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1 relationship with them and we are making changes and adjustments
 2 based on what we see in our schools.

3 CHAIRMAN CAUSEY: Board members any other questions
 4 or comments? Thank you very much and there is a Board hearing
 5 that will be coming up and then we'll be addressing this at
 6 another meeting. The next item on the agenda is unfinished
 7 business, Board policies. Board members, members of the Board,
 8 the policy review committee asks that the Board accept this
 9 report of the committee's recommendation to amend the following
 10 Board policies: Policy 5110, admission; Policy 5460, Renumbered
 11 as Policy 5570, searches; Policy 5500, code of student conduct;
 12 Policy 8120, purpose, role and responsibilities of the Board of
 13 Education. These recommendations are presented to you on
 14 tonight's agenda as Exhibit O. Do I have a motion to adopt the
 15 recommendations of the Board's policy review committee?

16 MS. MACK: So moved.

17 CHAIRMAN CAUSEY: Thank you, Ms. Mack. No second is
 18 needed since the recommendation comes from the committee. Is
 19 there any discussion? All in favor, please raise your hand.

20 (HANDS RAISED)

21 CHAIRMAN CAUSEY: Any opposed? The motion carries.

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1 The next item on the agenda is unfinished business,
 2 Superintendent's proposed operating budget and for that we call
 3 forward Dr. Scrivens, Mr. Harris, and Mr. Tantliff.

4 DR. SCRIVENS: Thank you. I will just indicate that
 5 we have updated the questions submitted by the Board, all of
 6 which are posted and we are hoping this evening that with the 30
 7 minutes allotted in your schedule that the Board may wish to
 8 focus on any amendments and associated motions that will allow
 9 us to bring back a final total Board proposed budget for the
 10 February 25th meeting.

11 CHAIRMAN CAUSEY: Board members, questions,
 12 comments? Ms. Mack?

13 MS. MACK: Mr. Sarris: On page 114 of the budget
 14 book, the eighth line down shows school counselors 110 in
 15 elementary, 75 in middle, 106 in high school. It also shows 58
 16 in other. Can you provide more information on where those 58
 17 other school counselors are?

18 MR. TANTLIFF: Did you say 110?

19 MS. MACK: 114.

20 MR. TANTLIFF: 114. Unless Dr. Nieves or Zarchen
 21 have anything to add that would be something that we would have

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1 to look up. Typically they are in special programs or they
 2 could be itinerant working for a number of schools but I don't
 3 have a specific answer for you.
 4 MS. MACK: But you can get back to me on that?
 5 MR. TANTLIFF: Yes.
 6 MS. MACK: Okay. And on that same page, the
 7 projected enrollment in the top right hand corner is 111,269,
 8 but on page 18 of the budget book, our enrollment is at 115,038
 9 which is a difference of 3,769. Can you tell me why we show
 10 that difference or why we have a number that's different here
 11 than the number that we often all use, 115,000.
 12 MR. SARRIS: I think the difference is programs.
 13 MS. MACK: Can you explain that?
 14 MR. SARRIS: I believe that the numbers on this page
 15 are --
 16 MR. TANTLIFF: Those are strictly the numbers to
 17 which the ratios on the prior page are applied in our formula
 18 for classroom instruction and as Whit said --
 19 MR. SARRIS: Programs, stuff that isn't subject to
 20 ratios.
 21 MS. MACK: So does that mean we are providing

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1 services for approximately 3,700 students outside of the
 2 schoolhouse?
 3 MR. SARRIS: Well, they're in the schoolhouse, but
 4 they would be programs.
 5 MR. TANTLIFF: So one of the answers to the Board's
 6 question dealt with Spark for example, extended year, and.
 7 MS. MACK: That's what I'm trying to get to.
 8 MR. TANTLIFF: And that would approximate that
 9 number and I think account for most of those, that variance.
 10 CHAIRMAN CAUSEY: Excuse me. Ms. Henn has a
 11 footnote that she can actually read.
 12 VICE-CHAIR HENN: Yeah. Footnote number 1 explains
 13 the -- what it excludes.
 14 MS. MACK: Okay, thank you.
 15 VICE-CHAIR HENN: You're welcome.
 16 MS. MACK: Home assignment, evening, and special
 17 schools. Thank you, I did not see that. Board question 123
 18 asked about devices for para-educators and staff's response was
 19 that BCPS is currently working on a plan regarding para-educator
 20 device access based on input, this could carry a cost of up to
 21 1.5 million. If there are at most 1,100 para-educators, why is

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1 this total 1.5 million instead of 330,000, which would be 1,100
 2 times approximately 300 dollars for a Chromebook.
 3 MR. TANTLIFF: Jim, do you want to take that?
 4 MALE SPEAKER - JIM: Good evening, Ms. Mack. How
 5 are you?
 6 MS. MACK: Hi.
 7 MALE SPEAKER - JIM: So that number is based on an
 8 understanding of what would be issued to a para. So if paras
 9 were to be issued the same device that a staff member would be
 10 issued it would be about an 1,100 dollar device. If we were to
 11 issue a para a Chromebook it would be a much lower cost, but
 12 that's why we gave you an upper limit. Without further input,
 13 we haven't been able to narrow down exactly what that device
 14 would look like.
 15 MS. MACK: Okay, so there's no compelling reason
 16 that you know of that they would need what a teacher or has, you
 17 just gave us the upper limit?
 18 MALE SPEAKER - JIM: So, again, based on what the
 19 need would be, so if we were to say if we want to mirror what
 20 the student interaction would be for the next year at least,
 21 high school paras would all need to have a PC because that's

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1 what the students would carry. So at the elementary school
 2 currently we have Chromebooks which would be something that
 3 would mirror that. At the middle school until this budget is
 4 passed, we have proposed Chromebooks, but again until those
 5 decisions are made, I can't give you a hard number.
 6 MS. MACK: Okay, so it's somewhere between \$330,000
 7 and \$1.5 million.
 8 MALE SPEAKER - JIM: That would be a great estimate,
 9 yep.
 10 MS. MACK: Thank you.
 11 MALE SPEAKER - JIM: Sure.
 12 MS. MACK: So, as part of Board member questions,
 13 staff provided Exhibit 1A which includes curriculum instruction,
 14 digital subscriptions, software licensing fees, and 1B which is
 15 innovative learning subscriptions and software licensing fees.
 16 The total FY 20-21 expenditures for curriculum instruction are
 17 \$2.6 million. Most of the contracts on 1B are included on 1A,
 18 but there are four contracts that are not and I can tell you
 19 which ones they are if you want.
 20 MR. SARRIS: Yes, go ahead.
 21 MS. MACK: ARA 2-10-19, JMI 6-17-15, JMI 7-43-16,

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1 JN1 7-54-16. And then of the four of them, one expired on
 2 January 31st and that's the JMI 6-17-15, so my question is, Ms.
 3 Henn submitted a question, it was the first question on the list
 4 of Board questions and it asked for the usage data and usage
 5 data was not provided on 1A, it was provided on 1B. Can you
 6 help me understand why?
 7 MR. SARRIS: Whatever data that the department of
 8 technology and academics can extract from the software to
 9 provide the number of students or hits or licenses that we have
 10 was provided. So I don't --
 11 MS. MACK: So is it safe to say then that on 1A all
 12 of the things listed on 1A we have no usage data for?
 13 MR. SARRIS: No, I don't think I can say that. I
 14 think that's probably something that we'll have to review. But
 15 I am -- let me just bring that up.
 16 MR. TANTLIFF: There's no data in it. We'll need to
 17 check with Mr. (Ambriell).
 18 MS. MACK: And can you get back to me on that?
 19 MR. SARRIS: Sure.
 20 MR. TANTLIFF: Could you give me the names, the
 21 numbers of those four contracts again?

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1 MS. MACK: Yes, ARA-2-10-19, JMI-6-17-15,
 2 JN1-7-43-16, JN1-7-54-16.
 3 MR. SARRIS: And these are the ones that are appear
 4 on both?
 5 MS. MACK: No, they're not on 1A. Everything on 1B
 6 is on 1A except for these four contracts.
 7 FEMALE SPEAKER: Ms. Mack, would you also, do you
 8 know the names of those, I know you've given us the contract
 9 numbers, do you have the name of the product?
 10 MS. MACK: Unfortunately, I don't because when I
 11 printed those sheets the products -- wait a minute, 2-10-19 is
 12 Sirs Researcher, Sirs something else, and hold on, oh my, I'm
 13 sorry, I don't remember. They're all three things on the same
 14 contract.
 15 FEMALE SPEAKER: Sirs Discover, Sirs Issues,
 16 Researcher?
 17 MS. MACK: Yeah, but there's the one above that.
 18 FEMALE SPEAKER: Culturegrams.
 19 MS. MACK: Thank you, yes.
 20 MR. TANTLIFF: Ms. Mack, I think on 1A the column
 21 where they have usage listed is what they could find data on

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1 usage.
 2 MS. MACK: I don't think --
 3 MR. TANTLIFF: Or on 1B I mean.
 4 MS. MACK: Yeah, there's no usage at all on 1A.
 5 MR. TANTLIFF: On 1B in column K, I believe that's
 6 what they had usage data on, but we'll follow up.
 7 MS. MACK: Okay, and then on 1A, we had projected FY
 8 20-21 expenditures, but we were not provided information for
 9 those four contracts that are on 1B, there was no FY 20-21
 10 expenditures on 1B at all.
 11 MR. SARRIS: Those would be budgeted or projected
 12 since we're talking about that fiscal year.
 13 MR. TANTLIFF: In other words there's no actual FY
 14 21 expenditure.
 15 MS. MACK: Well, there's continued spending on the
 16 contract.
 17 MR. SARRIS: We'll have to determine if they're
 18 going to continue to use that program if we can project those
 19 for you.
 20 MS. MACK: That's actually one of my next questions.
 21 I only have two more. As previously mentioned above, on the

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1 innovative learning sheet, so that's 1B, contract JMI-6-17-15
 2 for class flow, shows total expenditures of \$2,762,991 which is
 3 \$12,991 over the contract spending authority, but what's more
 4 relevant to this discussion is this is a product that we've had
 5 since January 2015, we've spent \$2.7 million and there's no
 6 usage data available which I find concerning and I've been told
 7 that we have trainers in schools teaching Class Flow, so I would
 8 think we would have usage data and then we have this contract
 9 ended January 31st of this year, so if the contract expired, do
 10 you know if the FY 21 budget includes any dollars whatsoever for
 11 Class Flow?
 12 MR. SARRIS: If it's not listed on this spreadsheet,
 13 I do not. Contracts do expire, sometimes they're replaced and
 14 sometimes they aren't and it may be that curriculum instruction
 15 has not planned to replace it or they may be going to re-bid it
 16 and move away from this particular product, so that would be
 17 something we'll have to follow up with you on.
 18 MS. MACK: Okay, and then on ARA-2-10-19, and that's
 19 the one that I think that are the Sirs Researcher, Sirs
 20 Discovery, and the whatever Mr. Ambrielle just said,
 21 Culturegram, there's an annual cost associated with those three

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1 products of \$300,000 yet with the usage provided all three of
 2 them only had 464 views in the last 6 months. I'm curious what
 3 is the continued justification for funding a product that only
 4 had 464 views for 6 months for an average of \$107 per view.
 5 FEMALE SPEAKER: I can speak to that, Ms. Mack. So
 6 part of the research database for Sirs is it provides resources
 7 that search for controversial issues, famous people, countries,
 8 states, animals, so often times the decision is that they may
 9 offer research on topics that other databases do not. So I
 10 understand your concern is the volume and what I'm saying is
 11 some databases offer a unique set of research resources.
 12 MS. MACK: But with a budget as tight as ours, the
 13 question I ask is can we really afford to pay \$107 a search? Or
 14 a view, excuse me, not a search, a view. Let me clarify, view.
 15 MR. SARRIS: I just want to clarify the \$98,000 on
 16 there, that should have been represented one time, that's the
 17 cost of all three of those products.
 18 MS. MACK: Right, and if you divide \$98,000 by 464
 19 it's \$107, actually it's \$214 but I cut it in half because it's
 20 a six-month view. So it's \$107 a view.
 21 MR. SARRIS: Well, but I want to make sure that

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1 we're correct on the cost. It's \$98,000 for all three tools.
 2 It's the Sirs -- the Sirs package is 98, is the \$98,000.
 3 MS. MACK: Right, right. And I only did the
 4 calculation on the \$98,000 but the contract spending authority
 5 is \$300,000.
 6 FEMALE SPEAKER: How many years?
 7 MS. MACK: From 18 through 23.
 8 MR. SARRIS: It's a multi-year spending authority.
 9 MS. MACK: Right. But I guess my question still is
 10 the same. Given a tight budget situation when we have teachers
 11 asking for raises and five bargaining units asking for raises
 12 can we really afford to spend \$107 per view regardless of the
 13 level of information that it provides, and that might be just a
 14 rhetorical question, so I'm not even asking you to answer it. I
 15 do have one more question and Mr. Sarris, you'll probably be
 16 happy that it's not for you. There have been a lot of
 17 discussions, and this was, I sent this question in and the
 18 answer's not going to be for another week or so, but I think
 19 it's incumbent upon us to discuss it here because it relates to
 20 the budget and it might have budget implications. There's been
 21 a lot of talk about the 34 resource teachers and I am confused

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1 about the resource teachers specifically in the GTCAC or the
 2 office of advanced academics. And the reason I am confused, I
 3 attended the meeting where it was acknowledged there were 8
 4 people and 7 of them were leaving advanced academics leaving the
 5 coordinator, one resource teacher, and an administrative
 6 assistant. The weekly update that I asked for in November, a
 7 breakdown of resource teachers by department shows 7 resource
 8 teachers in the office of advanced academics, but the budget
 9 shows a total of 5. Five professionals and one support person.
 10 Why is there a discrepancy in that information?
 11 MR. TANTLIFF: Most of the resource teachers are
 12 actually within the schools, so there is a mixture, so they
 13 might be assigned to the office but they show up in the budget
 14 book under the school allocation.
 15 MS. MACK: But we had a very extensive meeting last
 16 week for the GTCAC and nobody -- there was tons of discussion
 17 and nobody ever said, well let me clarify that there's only five
 18 people. It was acknowledged that there were 8 people total, 8
 19 resource teachers total, 7 were going out of the office of
 20 advanced academics but we don't even have them funded in the
 21 budget book for FY 21 proposed or FY 20 adjusted.

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1 MR. TANTLIFF: The 8 are in the office, but they
 2 just don't all show up in the office because some are in the
 3 school -- within the resource teacher bucket, some show up in
 4 the offices, they may be assigned to the office, but they're
 5 still within the school bucket, so to speak, but they're still
 6 assigned to that office. But they wouldn't show up there, they
 7 would show up on the report that you were probably provided by
 8 HR.
 9 MS. MACK: No, actually, I don't know who provided
 10 it, but I asked specifically for --
 11 MR. TANTLIFF: Eight is the number that HR is
 12 showing.
 13 MS. MACK: Well, no, HR is showing 7. The GTCAC
 14 conversation talks about 8. And the budget shows 5.
 15 MR. TANTLIFF: Yeah, we will have that -- we have
 16 compiled this information and it will go to the Board on Friday.
 17 MS. MACK: Okay, thank you.
 18 MR. TANTLIFF: You're welcome.
 19 MS. MACK: I don't have any further questions.
 20 CHAIRMAN CAUSEY: Dr. Williams wanted to chime in.
 21 DR. WILLIAMS: I just wanted to clarify upon the

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1 development of the proposed budget there was extensive
 2 discussion about the allocation, particularly around resource
 3 teachers and so we will try our best to provide an answer, but
 4 that's the work that this office has been doing to clarify
 5 whether it was a grant, whether it was coming out of special ed,
 6 whether it was coming out of academics, whether it was coming
 7 out of school-base. So we will try our best, but Ms. Mack, I
 8 think that's the work that it's going to take us some time
 9 because this situation just didn't happen this year. This has
 10 been years in making of the allocation of resource teacher and
 11 actually the clear definition of what a resource teacher is, so
 12 we will provide a response, but I just want to caution the
 13 Board, this is going to take someone -- this is like a puzzle
 14 that we're trying to unpack, and it's years in the making. And
 15 so, I thank Dr. Macomis and the community superintendents for
 16 being at the GTCAC meeting and trying to respond to those
 17 questions about why we had to move some resource teachers back
 18 into the school building.

19 CHAIRMAN CAUSEY: So, I appreciate those remarks,
 20 Dr. Williams. At the same time, I can understand Ms. Mack and
 21 other Board members that may be asking questions wanting to have

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1 them answered because this is the work session where Board
 2 members are supposed to make any motions or amendments or
 3 modifications to the budget before we take the vote in two
 4 weeks, so if we don't have sufficient information at this
 5 meeting, then we may end up needing to make additional
 6 adjustments at the February 25 meeting. So I think we just need
 7 to have that as an understanding as we move forward.

8 DR. WILLIAMS: I appreciate that, Ms. Causey. I just
 9 want to remind the timeline, is not a timeline that we have
 10 created, it's a timeline that the county created, so in two
 11 weeks, we should have a proposed budget that's going to the
 12 County and so I think at some point I'm interested in hearing
 13 some motions to get some idea of what we may need to do to come
 14 back on the 25th with close to a proposed budget for the entire
 15 Board to approve.

16 CHAIRMAN CAUSEY: Okay, Ms. Rowe, I see you raise
 17 your hand and then I have something to say after that.

18 MS. ROWE: So, on page 5 of the budget highlights
 19 that we got last week, under learning accountability and results
 20 there are \$6.7 million allocated for Title I and focus schools
 21 and one of the budget questions mentions 10 focus schools, so

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1 can you tell me what a focus school is and which schools are the
 2 focus schools and are we piloting a new program? What exactly
 3 is a focus school?

4 MR. SARRIS: Right now, that program is 83 of the
 5 highest need schools in the district, so that was 1.5 FTEs Dr.
 6 Williams wanted to allocate to each of the 83 schools which
 7 would include all of the Title I schools also and the schools
 8 that are close to being Title I.

9 MS. ROWE: So this money is for 10 schools?

10 MR. TANTLIFF: Eighty-three schools. You said it
 11 was the Title I initiative? Maybe I misunderstood you.

12 MS. ROWE: No, it's a focus school.

13 FEMALE SPEAKER: I can clarify. So, Ms. Rowe my
 14 understanding is that those teaching positions would go towards
 15 those schools that are currently identified as Title I and then
 16 the fifteen schools that just don't make the cutoff to receive
 17 Title I supports.

18 MS. ROWE: Fifteen or 10 schools?

19 MR. TANTLIFF: Eighty-three schools total in that
 20 program times 1.5 FTEs each.

21 MS. ROWE: So is this money an expansion of that

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1 program for the 10 focus schools?

2 FEMALE SPEAKER: No, referring to them as focus
 3 schools is a new expression for us and the idea is that those
 4 are the schools that we recognize that they have a high poverty
 5 rate, their poverty rate, however, doesn't hit the threshold to
 6 actually receive Title I funds, so we want to supplement them
 7 with additional resources.

8 MS. ROWE: Okay, so, when it says 10?

9 FEMALE SPEAKER: Then that would be the 10 just
 10 below the threshold --

11 MR. TANTLIFF: It may be 10 elementary, but it's
 12 more than just 10 I believe isn't it?

13 MR. SARRIS: Eighty-three. It's 83 schools.

14 FEMALE SPEAKER: Eighty-three includes the Title I
 15 schools.

16 MR. SARRIS: Yes.

17 MS. ROWE: Okay, but so there's 10 focus schools
 18 that don't qualify for Title I but they're just above that
 19 threshold. Is it because there's only 10 that meet that
 20 criteria in the county or did you select 10 or what are the 10?

21 MR. SARRIS: I'm not sure where you're seeing the

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1 10?

2 MS. ROWE: On the handout, the flyer.

3 MR. SARRIS: It's the schools with 48 to 55 percent

4 --

5 MS. ROWE: Learning and accountability and results,

6 there's \$6.7 million.

7 FEMALE SPEAKER: I think one of the questions gave

8 the 10.

9 MS. ROWE: Yeah, one of the answers to the questions

10 gave the 10 focus schools. So I just want to know if we're

11 citing 10 focus schools for additional allocations, which 10

12 schools these are and is there only 10 in the county that we're

13 doing this for, I'm confused as to.

14 FEMALE SPEAKER: So, I do not have the list of those

15 10 schools that just missed the Title I threshold in front of me

16 and it is a differentiate support so not all schools would be

17 receiving that. It would be those 10 that just missed the

18 cut-off for receiving Title I funds. The idea is a tiered

19 system of support so that we know schools that are impoverished,

20 the most impoverished schools of course receive the supplemental

21 Title I funds. Schools that also are impoverished, but not

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1 impoverished enough to receive the Federal funds would then get

2 some supplemental support.

3 MS. ROWE: Okay, thank you.

4 FEMALE SPEAKER: You're welcome.

5 MS. ROWE: Ms. Causey, are we doing everyone's

6 questions first and then motions, or ?

7 CHAIRMAN CAUSEY: Motions?

8 MS. ROWE: Because I have two motions, I'm happy to

9 -- I don't feel like more questions are going to add or take

10 away from them.

11 CHAIRMAN CAUSEY: Certainly.

12 MS. ROWE: Okay, so my first motion is an amendment

13 I'm calling pay equity and I move that BCPS amend the current

14 budget so that employees who are not represented by bargaining

15 units be ineligible for pay increases that are greater in

16 percentage than the increase given to the bargaining unit which

17 is given the least percent increase. Percentage increases may

18 be averaged across the bargaining unit for that year to

19 determine the average percent increase and added to COLA

20 increase to establish a maximum percent increase allowable for

21 employees not represented by a bargaining unit. Current terms

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1 of employment contracts and legally-mandated increases in the

2 minimum wage take precedence over this motion. And if I may

3 speak to that motion.

4 FEMALE SPEAKER: Second.

5 MS. ROWE: Oh, second. Okay, so if I may speak to

6 that motion, one of the things I noticed when going through

7 salary increases across multiple sections of the budget book is

8 that we have various departments where maybe you have four,

9 five, one, two, three people who work in that office, some of

10 them may be represented by bargaining units, some of them are

11 not, but it seems like the percent increase in wages can be

12 anywhere from 1 percent to 7 percent. To me it seems like it's

13 -- when I look at even the incomes, some of our positions, the

14 same income, if that position existed in the government sector

15 doing almost exactly the same thing, those employees would earn

16 half the amount of money that they are making in the school

17 system and so to also have our hardest working, in the

18 schoolhouse people, who are begging for even the smallest

19 raises, I feel like people who aren't represented by bargaining

20 units are somehow getting much higher incomes and much higher

21 raises than some of our hardest working people in the

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1 schoolhouse. So I feel that tying those staff who are the

2 highest paid in our county and not represented by bargaining

3 units to the pay increases that our bargaining units get creates

4 an equitable situation that will discourage unjustified wage

5 inflation.

6 CHAIRMAN CAUSEY: Are there Board member questions

7 or comments related to Ms. Rowe's motion? We're going to try to

8 keep it tight to Roberts' Rules of Order with speaking to a

9 motion no more than twice and for a minimum amount of time

10 that's necessary. Ms. Henn?

11 VICE-CHAIR HENN: So, looking at the data itself and

12 Ms. Rowe's motion, this equates to approximately \$9 million, and

13 again, I rely on our experts to give us the exact number, but in

14 terms of an increase of say 2 percent using that as an example,

15 if we were to look at non-represented, or I should say looking

16 at non-school-based increases across the system, those, if we

17 were to look at the difference between a 2 percent increase and

18 the increases that this budget represents we'd be looking at a

19 difference of roughly \$9 million. And that \$9 million

20 redirected to, as Lily said, whether it be teacher pay,

21 administrator pay, these are choices that this Board needs to

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1 make and it's why I'm supporting her motion because I do believe
 2 that there are some inequities that we need to address as a
 3 Board. We heard from our bargaining units tonight. Teacher
 4 retention, especially, is a major crisis facing not only the
 5 system but facing our nation. We are attracting fewer and fewer
 6 teachers and we are losing teachers at an alarming rate and we
 7 need to address that through pay and this is one way that we do
 8 so, so it's why I'm supporting this motion.
 9 CHAIRMAN CAUSEY: Mr. Kuehn.
 10 MR. KUEHN: So, I just have a question so that I
 11 fully understand the impact of this, so are you talking about
 12 what we approve or what the eventuality of the budget looks like
 13 once the County executive and the county council approve and
 14 manage or cut whatever they do the budget?
 15 MS. ROWE: The idea is that, let's say with what
 16 happened last year, two of the bargaining units were not given
 17 anything until later, so our employees who are not represented
 18 by bargaining units, the max amount of pay increase they could
 19 get would be whatever the average that the bargaining unit that
 20 got the least would get, based upon what's ultimately approved.
 21 CHAIRMAN CAUSEY: Ms. Jose and then Mr. McMillion.

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1 MS. JOSE: So, I don't know if this is a question
 2 for you, Dr. Williams, or for Mr. Sarris, what are the number of
 3 employees that are not part of a bargaining unit?
 4 MR. SARRIS: So, we have 16,383 employees. A
 5 hundred and twenty-three are not part of a bargaining unit and
 6 for, I want to say almost all of those 123, they currently
 7 mirror the any cost of living raise that's negotiated by either
 8 CASE or ESPBC. So, for instance this year, neither CASE did not
 9 get a cost of living adjustment and so about half of, about 62
 10 of those non-represented employees did not get a cost of living
 11 adjustment and most of the remainder got the 2 percent, 2
 12 percent for ESPBC that will, that ESPBC got.
 13 MS. ROWE: So that's COLAs but what about just
 14 raises?
 15 MALE SPEAKER: The only raises that occur are step
 16 increases and COLAs, which as Mr. Sarris mentioned mirror the
 17 bargaining units, so there's -- we talked about this last time,
 18 there's no, there is no one on staff getting any raise that is
 19 any different than generally what you're proposing, the lowest
 20 of the collective bargaining units and one other thing I failed
 21 to mention, of the unaffiliated employees, almost half are

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1 administrative assistants, senior executive assistants, et
 2 cetera. So 68 are executive directors, directors, chiefs.
 3 MS. JOSE: Point of order, Mr. McMillion had his
 4 hand up.
 5 MALE SPEAKER: It's a good motion.
 6 MALE SPEAKER: It actually wouldn't generate any
 7 revenue at all.
 8 CHAIRMAN CAUSEY: Excuse me. We had a point of
 9 order call, so Mr. McMillion had his hand raised, so we're going
 10 to turn the floor over to you, Mr. McMillion.
 11 MR. MCMILLION: Ms. Rowe would this include AAA's
 12 Additional Adult Assistants in the school buildings that aren't
 13 represented by bargaining units?
 14 MS. ROWE: It should but I believe, are they making
 15 minimum wage presently? Because they are going to get increases
 16 just by virtue of minimum wage increases which in my motion I
 17 didn't include that because the state has increased the minimum
 18 wage.
 19 CHAIRMAN CAUSEY: Mr. Tantliff?
 20 MR. TANTLIFF: I just want clarification, the
 21 additional assistants are not FTEs and they're not in bargaining

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1 units, so Ms. Rowe is correct, right now they're rising as
 2 minimum wage eventually makes its way to \$15 an hour over the
 3 next few years.
 4 CHAIRMAN CAUSEY: Thank you. Ms. Scott?
 5 MS. SCOTT: Thank you, so I guess I'm still trying
 6 to understand what impact would Ms. Rowe's motion have on I
 7 guess it would be these 183 people who are not in a bargaining
 8 unit?
 9 MR. TANTLIFF: There would be no financial impact
 10 versus what's currently occurring, but possibly it would be a
 11 control in the future over a situation that it would ensure, I
 12 guess, that that happens, but that is what is actually
 13 happening.
 14 MS. SCOTT: So it's already happening right now and
 15 there would be no financial impact if this motion were passed?
 16 MR. TANTLIFF: There's none that I see. Do you see
 17 any, George?
 18 MR. SARRIS: No.
 19 MR. TANTLIFF: The budget would be exactly the same.
 20 MR. SARRIS: Yeah, we just built that in to the
 21 numbers that you have.

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1 CHAIRMAN CAUSEY: Ms. Henn and then Ms. Mack.
 2 VICE-CHAIR HENN: Okay, so, Mr. Tantiliff, maybe you
 3 can help us understand or gain a better understanding then of
 4 the salaries and wages category if there are expenses that are
 5 not obvious on the surface that are not included there because
 6 what we're seeing is a percent increase that's significantly
 7 higher than what would be expected based on COLAs and steps for
 8 central offices.
 9 MR. TANTLIFF: It's a department by department
 10 analysis, so in the questions there were numerous departments
 11 with that question that we answered, so there's two different
 12 things that happen. One is if you compare actuals to budget
 13 anywhere it will look like a larger increase because there's
 14 always going to be some vacancies so that will make it appear
 15 that there's a higher increase. If new positions are added
 16 anywhere and you don't take that into account and you're just
 17 taking salaries 21 versus salaries 20, any new positions are
 18 going to be included in the 21 as well as COLAs and steps.
 19 Since the units we're talking about got a June 30th two percent
 20 COLA, they didn't get anything in 20, that looks in the budget
 21 book like a 2 percent COLA because there's no overlap in 20,

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1 right, it looks like it's a 2 percent 21 COLA. Of course, if
 2 you're talking about TABCO, they had it all year, so that
 3 overlap doesn't exist. There's a 1 percent COLA baked into the
 4 scenario and there's a step increase, so for all bargaining
 5 units in the budget book, everyone has the same FY 21
 6 assumptions applied to them. There's a modest COLA and a step
 7 plus any overlaps from FY 20. Now, once all of the collective
 8 bargaining is done, things may look a little different, but
 9 that's what's in the budget right now.
 10 VICE-CHAIR HENN: So, and the vacancy makes sense,
 11 and so the examples I'm thinking about, the head-count is flat
 12 so there are no increased positions so those are taken out of
 13 the equation, the office of visual arts, let me give you an
 14 example, the FY 19 actuals were \$202,000, the FY 20 budget
 15 \$302,000 for two professional positions, no support staff
 16 positions for an increase of 49 percent. Is that an example
 17 that you had mentioned of a vacancy or to what do you attribute
 18 that increase?
 19 MR. TANTLIFF: Most likely that would be the case,
 20 but I would have to look if it's a question we answered, I mean,
 21 I don't know them all off the top of my head, but that's the

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1 only plausible explanation. If you had one position vacant for
 2 half the year, you only have two people, that's a quarter of the
 3 whole budget.
 4 VICE-CHAIR HENN: And that makes sense, but the
 5 answers that were provided to the Board were what you had just
 6 said, that the COLA and steps were the response and that doesn't
 7 add up, so I'm asking for greater clarity.
 8 MR. TANTLIFF: I think we did look though, if a
 9 position got added we said it was due to positions, COLA, step,
 10 vacancies --
 11 VICE-CHAIR HENN: These were the responses that were
 12 just provided?
 13 MR. SARRIS: So that's going to be in the
 14 spreadsheet that we're working on now, the 57 instances of that
 15 and the explanation will be along those same lines the
 16 difference between actuals of 19, the budget of 20 and the
 17 budget of 21 are going to show a lot of disparity because the
 18 actual expenses are going to include vacancies and other changes
 19 in incumbency and compensation and so forth. But the rates are
 20 the same.
 21 VICE-CHAIR HENN: Okay, and there aren't any other

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1 expenses that would not be obvious on the surface that we're not
 2 thinking about when we look at these numbers and that we should
 3 be taking into consideration? These are pure what you see is
 4 what you get. Salaries, positions.
 5 MR. TANTLIFF: At a specific office there could be
 6 something like they took some non-salary dollars and budgeted
 7 for a contractual employee or a temporary or, you know, a
 8 contractual employee. There might be new types of EDAs that
 9 someone in CNI is supporting, but that's not a material part of
 10 this discussion, but I'm just saying there could be things other
 11 than an FTE that could have a small impact at a very granular
 12 level, not at a macro level.
 13 VICE-CHAIR HENN: Okay, so you see Ms. Rowe's motion
 14 as more of a control rather than a fiscal impact on this budget
 15 in terms of if we support it?
 16 MR. TANTLIFF: Yes, that's how I see it.
 17 VICE-CHAIR HENN: Thank you.
 18 CHAIRMAN CAUSEY: Board members, any other questions
 19 or comments? I just want to state that I am going to support
 20 the motion. I think as a control and as a statement by the
 21 Board in terms of equity pay, I think that it's a good idea.

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1 Anyone else?

2 MS. PASTEUR: I'd like for you to just reiterate the

3 control piece, as a control, what does that mean to you?

4 MR. TANTLIFF: Well, Ms. Rowe's motion was basically

5 saying the lowest increase of any bargaining unit that's agreed

6 to collectively would be what applies to all unaffiliated

7 employees, so if there were -- and many years everyone gets the

8 same cost of living, but if there was one, 20 would be a good

9 example, if one bargaining unit got 2 percent and another one

10 got 1 percent, unaffiliated employees would get the 1 percent.

11 MS. PASTEUR: Now, I understand clearly what she is

12 suggesting, but you're saying or you said that right now, it's

13 there, that it's happening anyway, so when you talk about

14 controls, control over what? Are you talking about a control

15 next year? Year after next? Et cetera. I just need that

16 articulated so I get what the word control means in terms of the

17 motion if right now we have this situation in play, what does

18 that mean.

19 MR. TANTLIFF: I think it's giving the Board

20 confidence that that will always occur.

21 MS. PASTEUR: Okay.

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1 MR. TANTLIFF: You're essentially memorializing

2 that.

3 MS. PASTEUR: Thank you.

4 CHAIRMAN CAUSEY: Any other questions or comments?

5 All in favor of Ms. Rowe's motion, please raise your hand.

6 (HANDS RAISED)

7 CHAIRMAN CAUSEY: Any opposed? Any abstained? The

8 motion fails for lack of a majority. I'm sorry, because the

9 student member of the Board does not vote on Budget 6 counts, so

10 the motion carries. Thank you.

11 MS. ROWE: Should I do my second motion or do you

12 want me to wait for that?

13 CHAIRMAN CAUSEY: I had a motion that I wanted to

14 put forward and I have a handout. Thank you. I move that

15 staffing for the office of advanced academics be restored to

16 that which is shown on page 250 of the fiscal year 21 proposed

17 budget book, 1 coordinator, 1 administrative assistant, and 4

18 resource teachers, at a minimum. The financial impact is

19 neutral because it's already proposed in the book.

20 FEMALE SPEAKER: You need a second.

21 CHAIRMAN CAUSEY: Oh, I'm sorry. I have a motion.

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1 Is there a second? Thank you, Ms. Mack. I'm going to speak to

2 my motion. The financial impact is neutral because it was

3 already reflected in the original proposed budget book. Also,

4 we have heard significant feedback from our gifted and talented

5 citizens' advisory committee that has worked extensively for

6 years and the issue is that while we transition to more

7 school-based resources it will be helpful as the GTCAC President

8 said, that we have this right now very experienced group in

9 gifted and talented and they can support the growth of the

10 professional development of those school-based academic

11 advancement facilitators. This staffing will support the MSDE

12 Maryland's gifted and talented student identification model to

13 identify ten percent of all grade three students in the school

14 system, identify the top five percent of grade three students in

15 every school in the school system based upon the state mandated

16 assessments in Mathematics and English/Language Arts. It will

17 also allow them to document advanced learning behaviors in pre-K

18 through 2 and multiple measures from the list of MSDE approved

19 assessments and checklists to identify additional students. So

20 for those reasons and the many many more that were articulated

21 in the emails and the comments that were given to us by GTCAC, I

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1 would appreciate your support of this motion. Board members,

2 questions or comments?

3 FEMALE SPEAKER: Could you tell me who seconded the

4 motion?

5 CHAIRMAN CAUSEY: Mr. Kuehn. I'm sorry, Mr. Kuehn

6 just raised his hand. Ms. Mack seconded the motion. Mr. Kuehn?

7 MR. KUEHN: So, my question about these resources is

8 where are they slated to go now? Are they going into schools to

9 provide actual hands-on work with children or, I don't know,

10 maybe Dr. Williams or someone could answer that.

11 FEMALE SPEAKER: Yeah, I'm happy to answer that. So

12 all of the resource teachers regardless of what office that they

13 were reduced from will follow the priority teacher transfer

14 process and in that process they have several options, so they

15 can be, a principal can hire them to be a classroom teacher.

16 They can also, they are still within the timeline so that if

17 they so choose they could go through the process to pursue

18 becoming a staff development teacher, they are still within the

19 timeline to apply and pursue the opportunity of becoming a

20 consulting teacher, they are still within the timeline to apply

21 and pursue being a department chair which would also be at a

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1 school level position, and they also are within the window of
 2 time to apply and pursue being an assistant principal. So the
 3 answer is they're not taken directly from a singular office and
 4 not placed at a particular location, they would be interviewing
 5 with principals for school-based positions or they would be
 6 interviewing for those other opportunities.

7 MR. KUEHN: So just to follow on, this decision was
 8 made for a decision, and they are coming out of the GT or
 9 advanced academics area so can you describe the decision-making
 10 to, is it just to add them back to the classroom, you named a
 11 number of opportunities for them, but --

12 FEMALE SPEAKER: Yeah, so, certainly, the overall
 13 concept was to reduce the central office resource teachers and
 14 to increase then those positions, those FTEs then become
 15 allocated back to school-based positions. In terms of how we
 16 discerned where cuts were made, cuts were made from virtually
 17 every single office within CNI, there's only a few offices for
 18 example that were not cut, ESAU was not cut, the four resource
 19 teachers that we have in central office that actually are
 20 teachers of record for the students in the detention center,
 21 they were not cut because they actually serve students directly.

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1 So, what we do is we went through and looked at what is the
 2 work and how do we reallocate that work. A huge piece as both
 3 our president of the GTCAC and our Board members spoke to, a lot
 4 of the work that our GT resource teachers do is go out and
 5 provide professional development. When I looked at the work
 6 that our resource teachers do in the offices and in that office
 7 in particular, a lot of it is going out and providing
 8 professional development to teachers and to faculties. That
 9 work would then be picked up at the building level by our staff
 10 development teachers next year, who would receive monthly
 11 professional learning on all of the unique qualities and
 12 characteristics of gifted learners, some of the topics that we
 13 have been -- that are particularly important is how to
 14 appropriately differentiate for the gifted learner, how to
 15 provide social-emotional learning supports for the gifted
 16 learner, as well as how do we recognize and ensure that students
 17 who are twice-exceptional receive supports both for their
 18 giftedness as well as for any learning disadvantages that they
 19 may have. In addition to the work that they provide at schools
 20 around the screening and identification process, that is where
 21 now what we currently have and what would be different in next

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1 year is that we currently have at each school, an academic
 2 facilitator. I'm missing a letter in that acronym, but every
 3 school has -- but right now we have one person who does that at
 4 a building. By building the capacity of our staff development
 5 teacher, we are actually working to develop a team to champion
 6 gifted learning at each school as opposed to there sort of being
 7 individual people who get support through consulting. You know
 8 our resource teachers go out and provide consulting service.
 9 And now we're trying to build a team that lives in the school,
 10 knows the students, and can support the classroom teacher.
 11 Someone who's right down the hall as opposed to I need to wait
 12 maybe a day or two or a week until they can come out to my
 13 school. So that's part of how we're reallocating the work.

14 CHAIRMAN CAUSEY: Okay, so Ms. Jose and then Ms.
 15 Rowe and then Ms. Scott.

16 MS. JOSE: Thank you. So what was the reasoning for
 17 moving the GT teachers out of central office and I distinctly
 18 remember this Board making a huge push for moving central staff
 19 out into the schoolhouse and now I see I find the resistance to
 20 it as well, so can you explain what the reasoning was to move
 21 these teachers out into the schoolhouse? And I think you

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1 explained some of it, so it might be redundant, but what
 2 motivated you guys to make that move?

3 DR. WILLIAMS: Let me try to respond and I'm sure
 4 Dr. Macomis will respond as well. So a part of my 100-day entry
 5 plan and the visits, the recurring issue was around the
 6 conditions for success. And so the thinking was when I looked
 7 at the residency model, which was a good response in terms of
 8 what the system was trying to do, the sustainability in a school
 9 building was a question in terms of folks coming in for 2 weeks,
 10 leaving, going to another school, going to another school and
 11 eventually circling back. So the model, in order to do this,
 12 the model was to look at elementary school and as Dr. Macomis
 13 talked about, having a group in the building to provide that
 14 support to our staff and to focus on the learning, so that would
 15 be the principal, assistant principal, the staff development
 16 teacher, the reading specialist and the math lead or math
 17 resource teacher at the elementary school. So that's the group
 18 that would be providing support in their own building. Hence,
 19 we have developed a goal 3 of the workforce improvement and
 20 human capital and so we are frontloading the professional
 21 development during the summer so staff members can go back and

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1 start providing that support within a school building. The
 2 secondary, we've had the principal, assistant principal or
 3 assistant principals based upon the secondary level, and a stat
 4 teacher, but we also had positions called department chairs.
 5 Those are the content specialists, they know their content. We
 6 wanted to free them up to provide that support and coaching in a
 7 school building unlike the residency model, folks would come in
 8 again. Great model at the time. I'm looking at sustainability.
 9 So how do we build that capacity? Well, we have to give them
 10 that opportunity to work with their teams within the department
 11 or the middle school team leaders to work with their grade level
 12 to provide support to those staff members in terms of coaching,
 13 looking at the instructional program, so the model is shifting
 14 instead of its coming from the central office and we're rotating
 15 from school to school, we're trying to put the professional
 16 development in the school building and I really want to build
 17 that sustainability by building the capacity of those
 18 individuals whether it's elementary or secondary.
 19 MS. JOSE: So have those schools been identified and
 20 is it going to be really targeting the schools that have not as
 21 much gifted and talented students, you know, in terms of equity

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1 there is schools that have a huge percent of gifted and
 2 talented, some schools don't, so what kind of schools would be
 3 targeted?
 4 DR. WILLIAMS: This model is for all of our schools.
 5 So, we're shifting to have this model in our elementary and our
 6 secondary schools. In terms of special ed, we'll have training
 7 around special ed. We're going to have training around advanced
 8 academics/GT. We'll still have the GTAA facilitator extra duty
 9 assignment, so we'll still have that piece which is the
 10 compliance and paperwork. This is a roundabout instruction.
 11 It's about instructional leadership and using key people in the
 12 building to provide that on a regular basis.
 13 CHAIRMAN CAUSEY: Ms. Rowe? And then Ms. Pasteur.
 14 MS. ROWE: So, Ms. Macomis, it sounded to me in your
 15 description like basically these resource teachers that were
 16 accessing those positions and then they have to find their own
 17 position within the system or somewhere else, but I didn't hear
 18 in the list of positions, or maybe I missed it, can these
 19 resource teachers from the central office not apply to be
 20 development teachers in the schoolhouse?
 21 DR. MACOMIS: No, they are still within the window

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1 to apply to be staff development teachers.
 2 MS. ROWE: But if they don't find an opening within
 3 the school system, the position is accessed and they don't work
 4 for us anymore, is that what you're saying?
 5 DR. MACOMIS: No, they will definitely find a
 6 position within our school system. They are employees. And
 7 these typically are professionals who as Ms. Miller-Bretz spoke
 8 to their expertise and whether they're a resource in GT or
 9 resource from any other content office, they've demonstrated
 10 that they have strong expertise. They are sought after
 11 professionals at the building level as well.
 12 CHAIRMAN CAUSEY: Ms. Scott and then Ms. Pasteur.
 13 MS. SCOTT: Yeah, so it sounds like you kind of
 14 answered this, but that was my question was as far as the level
 15 of support and it sounds like the level of support will be at a
 16 school-based level as opposed to being from central office,
 17 which is something that I have heard this Board talk a lot
 18 about, having more teachers and resources in the schoolhouse
 19 itself as opposed to everything coming from the central office.
 20 And am I understanding correctly that the resource teachers that
 21 they can apply to any school that they would like to? Okay, so

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1 it's not like they're being sent to certain schools, they can
 2 apply anywhere in the system? Okay. So I think what the
 3 concern is that maybe there's a void or something like if you
 4 have them all leave then there's going to be a void left here.
 5 How, maybe you could speak to that. What will happen? How will
 6 that work?
 7 DR. MACOMIS: Sure, so we will still have our
 8 coordinator of advanced academics, Mr. Kern, and we will have
 9 another resource teacher as a support. Mr. Kern will be working
 10 across our other academic offices to build capacity within the
 11 academic offices, so, our Math team will grow their capacity
 12 around gifted learner. You know, part of this idea, you know,
 13 if we are shifting resources from a central model, to push them
 14 out to schools to build strong teams at schools that live in
 15 schools and support capacity at schools, we have to also shift
 16 our model at the top. And so, really what we are doing is
 17 working to ensure that it's not an isolation or a silo, that Mr.
 18 Kern alone is not the only person responsible for gifted
 19 capacity and so that is going to be a shift because we have thus
 20 far sort of really kind of worked in lanes, if you will, so that
 21 will require us to engage Mr. Kern's, and building capacity, and

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1 the math office and the ELA office, so again it's building a
 2 broader capacity across the board. No one office can carry that
 3 work. I think when we think about the disparity in our numbers
 4 of students who are underidentified for gifted identification, I
 5 think that really reflects not only that we need to take a
 6 different approach, but I think it reflects the downside of
 7 working in silos unintentionally. And I think we've put, our
 8 community is very committed to our gifted learners and I respect
 9 and commend the work that they've done over the years to build
 10 that office back up and so while I know that this feels very
 11 disrespectful to that work, the intent here is to again build
 12 strong teams at schools, since schools have capacity around
 13 gifted learners and that we break out of a silo and we really
 14 cross-develop the central teams so that all of us are
 15 responsible for gifted learners, just as every one of us is
 16 responsible for special needs learners.

17 CHAIRMAN CAUSEY: Ms. Pasteur?

18 MS. PASTEUR: Yes. Okay, I'm not real sure whether
 19 I'm addressing your motion, I'm just throwing this out in terms
 20 of the whole concept and as Dr. Macomis just said and I know
 21 that that area, that office, was built up and it's been built in

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1 the last few years because it really was not happening, I'm
 2 going to say seven, seven and a half years ago because you had
 3 to get on a schedule to get someone to come in and work with
 4 your GT students. When I go to the GT meeting, I hear some of
 5 the problems, the concerns, et cetera, that still exist, so the
 6 idea of having that team in a building and there being an every
 7 building, operative word here every building, every building,
 8 not just in schools that have GT because every school is
 9 supposed to have GT, but we know that sometimes we fall into a
 10 deficit of being able to identify children who really are GT.
 11 Some of them are not easy to love. Some of them have other
 12 things on their plates and they don't get identified like
 13 children who have either a personal history or family history of
 14 being in GT, so we miss some, so having a team certainly offers
 15 an opportunity to delve into that and to take a look into
 16 students who are receiving special education services who are
 17 still GT children, having a team also says that we know how to
 18 look at children and assess whether they are GT, or AP, or they
 19 are Honors. Three different groups of children with different
 20 needs, different characteristics. However, I wonder who the
 21 people are, for real, who are going to work with them so I can

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1 see that in that advanced academics office there needs to be a
 2 body of people still who are able to form them because I might
 3 be an English person and not a Math person, but I can count that
 4 34 people from around the county, and I thank you Dr. Williams
 5 for having that conversation with me and actively listening, but
 6 I know that when people get an opportunity to interview at
 7 different places, I can through my history tell you where they
 8 won't interview. And there's 34 people and those schools that
 9 are disenfranchised and lacking now where those schools and the
 10 staff members are struggling to make excellence happen when we
 11 start counting not under your tenure, but in the past, how many
 12 will hold principals accountable for how many AP teachers,
 13 programs they have and GT programs they have, and we have those
 14 children in all of our schools. So I would want to make sure
 15 that I would like to see that blend. To have those people
 16 sitting in an office somewhere but what they do is slightly
 17 different because they are working with that team. They are
 18 working now instead of calling the person a stat teacher we're
 19 calling them professional developers and we're looking at the
 20 administrators who might need support and training as well. So,
 21 I love that concept of in the school because we are going to be

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1 able to pump our very best out of our teachers therefore out of
 2 our children. But they need that crew, if you will, that's
 3 going to be able to help them in all areas and because we said
 4 at those meetings, because you're GT in one area doesn't mean
 5 you're automatically GT in everything, so we need those people
 6 in those curricula areas to do that. I don't want us, I love the
 7 idea, but I don't want us to throw that baby out with the water,
 8 but we do have to spread some of them out, so I guess what I'm
 9 saying is maybe the number is not the whole number, but some
 10 that can work with the person who is in charge -- I want to see
 11 that plan. I want to know that all of the schools, the
 12 Woodlawn and the Randallstowns and the middle schools that feed
 13 into them, that all of the schools are going to end up on a
 14 level playing field with this concept and not left out because
 15 they've been left out.

16 CHAIRMAN CAUSEY: Ms. Jose?

17 MS. JOSE: Thank you. Thank you, Ms. Pasteur for
 18 putting so eloquently what I was trying to say. My point is
 19 every child in Baltimore County is gifted and talented and
 20 everybody should get that opportunity regardless of what school
 21 they go to, so when those resource teachers get to pick are they

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1 going to pick schools that are disenfranchised - the Woodlawn,
 2 like she said, are they going to pick those schools? That's
 3 where I want to see the gifted and talented school program
 4 develop, not just in the Perry Halls and the Herefords, but the
 5 truly, truly disenfranchised communities because every child is
 6 gifted and talented. So that was my concern and I think she
 7 explained it excellently. Thank you.

8 CHAIRMAN CAUSEY: Ms. Scott, sure.

9 MS. SCOTT: Just one more question, just to follow
 10 up on that. I guess, this would be for Dr. Macomis or Dr.
 11 Williams. How, if they're going out and they're choosing which
 12 schools they go to, previously with the central model I guess
 13 they supported all schools, but if they're now being housed at
 14 individual schools and we still have schools where it may be
 15 lacking or disenfranchised and not have gifted and talented.
 16 How are those schools going to get supported if it's not a
 17 central office model where it supports all schools?

18 DR. MACOMIS: Right, so that is where we come back
 19 to the importance of our staff development teacher. So our
 20 staff development teacher's job is to provide professional
 21 learning for all of the faculty and members of a school. Our

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1 staff development teachers will begin receiving monthly
 2 professional learning on gifted learners. And so if I were a
 3 staff development teacher at your school and you're a teacher,
 4 I'm going to go and get my monthly professional learning around
 5 gifted learners, gifted education and I'm going to come back to
 6 my school and I would work with my principal to then provide
 7 that professional learning for every teacher in our building.

8 MS. SCOTT: But do you see how that could be a
 9 deficit whereas if you've had somebody who's already been in
 10 that gifted and talented office and already has years of that
 11 and they're taking that to this school and then I'm brand new
 12 and I'm at this school and I'm getting up to speed?

13 DR. MACOMIS: Sure, certainly those who have been
 14 involved in gifted professional learning have an advantage over
 15 those who are new to that. The really, what I need everyone to
 16 understand is the difference in numbers here. Because when we
 17 think about 7 experts, and they are wonderful professionals, 7
 18 experts to 175 schools. Staff development teachers, I have one
 19 per school. So I have 175 professionals, who you're right, may
 20 have a learning curve. But they can learn and then they can be
 21 responsible for disseminating that capacity within their own

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1 school. Now, I certainly am not here to disparage the expertise
 2 that our resource teachers have, because many of them have had a
 3 passion for gifted learning and have really pursued learning
 4 about giftedness over years. And so I won't argue that. But I
 5 will tell you first hand, as a principal, having someone in my
 6 building who is a professional developer who can learn and then
 7 can help me teach the other members of my faculty month after
 8 month after month, I think is a valuable resource.

9 CHAIRMAN CAUSEY: Dr. Williams?

10 DR. WILLIAMS: Let me just clarify. What we're
 11 trying to do is build an instructional leadership team at every
 12 school. Just like we would have reductions, those folks who
 13 were former assistant principals, former GT, former staff
 14 development, they bring a certain skill set that of course all
 15 schools - but the ultimate model is to really look at every
 16 school and to really build the instructional leadership team at
 17 every school. So that's what we're trying to build. To really
 18 look at why our students aren't learning. How do we close those
 19 gaps. And those students that are learning, how do we
 20 accelerate. How do we give them opportunity? So I just want to
 21 add that to what Dr. Macomis was just sharing. It's really

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1 building -- and that was the message to the principals at the
 2 monthly leadership development team was about you can't do this
 3 work in isolation, you have to collaborate and to define what is
 4 that instructional leadership team. What should it look like?
 5 How are you going to build a capacity? How do you front-load
 6 the learning for everyone and front-load the planning for the
 7 upcoming school year? But the point was well-taken about
 8 looking at this different model and the questions and concerns
 9 that were raised.

10 MS. SCOTT: Can that be done with Kathleen's motion?
 11 Can we do that with her motion and still do the training and
 12 development and everything that you're talking about?

13 DR. WILLIAMS: We're going to proceed whatever I
 14 get, we're going to proceed with looking at training at the
 15 school building. So whether it's a dollar or a million dollars,
 16 that needs to happen. We're not going to see gains across all
 17 175 schools, centers, and programs, until we invest in building
 18 a capacity at the school level.

19 CHAIRMAN CAUSEY: And I would just like to speak to
 20 my motion and then I am going to have the vote because we -- I
 21 know there's a number of other issues that Board members want to

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1 address and we need to understand that we have staff here and we
 2 need to move through this. The points here are very well made.
 3 I appreciate everyone's comments. And what my motion addresses
 4 is that we have accumulated specific knowledge in the GT office
 5 and so I am asking that four resource teachers remain for this
 6 year. And it can be evaluated next year, whether they are not
 7 needed. But when we are talking about building the staff
 8 development resource teachers, the advanced academic
 9 facilitators are also teachers of record. So this will allow,
 10 in my opinion, in conjunction with the GTCAC, to train the
 11 trainer model in a faster way. To get that GT knowledge from
 12 the resource teachers at central office out into the schools so
 13 that the learning curve is shorter for this coming year, for
 14 training the trainer model, because I believe in that model. I
 15 believe the direction that Dr. Williams is headed. In this
 16 case, I just think we should be more deliberate in how we make
 17 that change this year. So, Ms. Pasteur?

18 MS. PASTEUR: Just to Ms. Causey's point, and I
 19 appreciate that you shifted to four and that we still are
 20 working to that school model because that's the only way that
 21 we're going to make a change and in four I would just like

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1 consideration to possibly processing with the four, I'm thinking
 2 North, East, Central, each one having an area, and they are part
 3 of the team because they can be instrumental in the teaming,
 4 that's what four will do and their focus is a little different,
 5 but the schools in each area know that they have a person to
 6 whom they may go to get assistance and you are building that
 7 team in the school and that as you're processing, you're
 8 processing whoever. Because we know, and we've heard people
 9 around this table saying that not all stat teachers are equal,
 10 so I know that means in each school principals get the
 11 opportunity to make possibly new decisions about that
 12 instructional - who will comprise that instructional leadership.
 13 So thank you for going to four.

14 CHAIRMAN CAUSEY: Thank you. So I'll just repeat my
 15 motion and then we'll take the vote. Staffing for the office of
 16 advanced academics be restored to that which is shown on page
 17 250 of the fiscal year 21 proposed budget book - one
 18 coordinator, one administrative assistant, and four resource
 19 teachers. It was already seconded. All in favor, please raise
 20 your hand.
 21 (HANDS RAISED)

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1 CHAIRMAN CAUSEY: Any opposed? Any abstain? One
 2 abstention, the motion carries. Thank you. Board members,
 3 who's next? Ms. Mack?

4 MS. MACK: I move to amend the proposed budget for
 5 FY 20-21 to reflect that all employees represented by bargaining
 6 units including TABCO, CASE, ESPBC, AFSME, and OPE receive a 2
 7 percent COLA.

8 MS. ROWE: Second.

9 CHAIRMAN CAUSEY: Would you like to speak to your
 10 motion, Ms. Mack?

11 MS. MACK: I think quite a few people tonight spoke
 12 to my motion, but I will say this. We're talking about a \$2
 13 billion budget and if we don't retain our staff, we won't need a
 14 Board, we don't need a superintendent, we don't need curriculum,
 15 if we don't have teachers, if we don't have people in the
 16 schoolhouses, if we don't have busdrivers, if we don't have
 17 para-educators, then none of us is needed, so I think my motion
 18 stands for itself.

19 CHAIRMAN CAUSEY: Board members, and if we could
 20 just really keep it quick. Thank you. Ms. Rowe and then Mr.
 21 Kuehn.

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1 MS. ROWE: I just wanted to speak to my second that
 2 it seems to me only fair that if state employees are getting a 2
 3 percent COLA this next year that our school system could at
 4 least do that.

5 CHAIRMAN CAUSEY: Mr. Kuehn.

6 MR. KUEHN: So, my question goes to the fiscal
 7 impact.

8 MS. MACK: I have that.

9 MR. KUEHN: Okay, great. And the second part, I
 10 can't wait to hear that, but more importantly to Dr. Williams if
 11 we're increasing the budget by this much - nevermind. Just give
 12 me the numbers, please.

13 MS. MACK: At 1 percent, it was \$8,931,124 so at 2
 14 percent it would be \$17,862,248.

15 CHAIRMAN CAUSEY: Any other Board members?
 16 Questions or comments? All in favor please raise your hand.
 17 (HANDS RAISED)

18 CHAIRMAN CAUSEY: The motion carries unanimously.
 19 Thank you.

20 MS. MACK: Should I keep going?
 21 CHAIRMAN CAUSEY: Sure.

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1 MS. MACK: I move to amend the proposed budget for
 2 FY 20-21 to reflect that all TABCO represented employees who
 3 have reached step 30 receive a \$2,000 longevity bonus.
 4 FEMALE SPEAKER: Second.
 5 CHAIRMAN CAUSEY: Do you want to speak to your
 6 motion?
 7 MS. MACK: I will say that we've talked about it
 8 tonight, we talk about it a lot. That we have a teacher
 9 shortage and we need to retain the knowledge, we just talked
 10 about it with the GTCAC teachers. They have knowledge. Our
 11 experienced teachers have the knowledge that we need to share
 12 with our new teachers and perhaps ameliorate the situations that
 13 occur in classrooms that make new teachers leave, so I think we
 14 need to recognize the value that experienced teachers have, we
 15 need to keep them, so that they can help us keep our new
 16 teachers.
 17 CHAIRMAN CAUSEY: Mr. Kuehn, you raised your hand.
 18 MR. KUEHN: I was just, how much does that cost?
 19 MS. MACK: \$864,000.
 20 MR. KUEHN: Thank you.
 21 CHAIRMAN CAUSEY: Board members, questions or

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1 comments? All in favor please raise your hand.
 2 (HANDS RAISED)
 3 CHAIRMAN CAUSEY: The motion carries unanimously.
 4 MS. MACK: I move to amend the proposed budget for
 5 FY 20-21 to reflect that all CASE represented employees who have
 6 reached step 20 receive a \$1,000 longevity bonus.
 7 CHAIRMAN CAUSEY: Second. Would you like to speak
 8 to your motion?
 9 MS. MACK: Again, I can't imagine being in a job and
 10 I think somebody spoke to it that we're promoting principals
 11 earlier so they reach 20 years earlier and then they go the rest
 12 of their careers and not get any type of increase. I think CASE
 13 represented employees play a very critical role in our schools
 14 and the financial impact of this is only \$58,000.
 15 CHAIRMAN CAUSEY: Board members, discussion? Ms.
 16 Jose and then Mr. Sarris.
 17 MS. JOSE: What was the fiscal impact again?
 18 MS. MACK: \$58,000.
 19 MS. JOSE: And do they not get any COLA increases
 20 after the 20 year period, Mr. Sarris?
 21 MR. SARRIS: They would max out on steps, but they

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1 would still be eligible for a COLA. And I just want to define
 2 the term bonus because a bonus is different than adding
 3 permanently adding that increment --
 4 MS. MACK: And that's why I stressed bonus.
 5 MR. SARRIS: Okay, so it is a true bonus. It'll
 6 apply just for FY 21.
 7 MS. MACK: Right, because I thought we heard there
 8 are some discussions about structuring things and perhaps that
 9 will care for that on a going forward basis. I am just
 10 addressing the immediate need to recognize people for the job
 11 they do as a bonus.
 12 CHAIRMAN CAUSEY: I do just want to say that Mr.
 13 Hart, Mr. Tom Dehart from the executive director of CASE just
 14 spoke to the issue that COLAs don't always even cover the
 15 consumer price index, so the actual cost of living, so that's an
 16 issue.
 17 MS. MACK: I'm almost finished. I move that --
 18 CHAIRMAN CAUSEY: I'm sorry, we need to vote on that
 19 one. All in favor, please raise your hand.
 20 (HANDS RAISED)
 21 CHAIRMAN CAUSEY: Okay, the motion carries

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1 unanimously.
 2 MS. MACK: I move that in the proposed budget for FY
 3 20-21 that BCPS provide para-educators with devices and that the
 4 money for these devices be included in the budget being
 5 presented to the county executive non-transferably for any other
 6 purpose. I have spoken to para --
 7 CHAIRMAN CAUSEY: Excuse me, we need a second.
 8 MS. MACK: Oh, sorry. I'm moving right along here.
 9 Sorry.
 10 CHAIRMAN CAUSEY: Mr. McMillion's a second.
 11 MS. MACK: Thank you. Some of the concerns I hear
 12 from para-educators are that they are a critical member of the
 13 team. In fact in the curriculum committee meeting when we ask
 14 about how staffing was done with special education split between
 15 teachers and para-educators the comment was they are a critical
 16 part of our team. And if they're a critical part of our team
 17 who needs to have access to email, who need to be able to
 18 communicate with the teachers with whom they work or even
 19 documenting information about students, I think it's only
 20 reasonable that we would provide them with some type of device.
 21 The financial impact, as you heard us discuss earlier could be

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1 anywhere from \$330,000 to \$1.5 million depending on the level
 2 where the para-educator is and what type of device they are
 3 provided with.
 4 CHAIRMAN CAUSEY: Board members is there discussion
 5 around this motion that has a second. Ms. Jose?
 6 MS. JOSE: Mr. Sarris, can you explain what that
 7 entails that motion, because I know these very same Board
 8 members are trying to cut down devices so now we have \$1.5
 9 million in devices going out and where is that money coming
 10 from?
 11 MR. SARRIS: The money will be included in our
 12 request for local county funds. As of now we have a pretty good
 13 estimate of our state funding for next year, so any additions
 14 that are made tonight will move the request from Baltimore
 15 County government that much more over maintenance of effort.
 16 CHAIRMAN CAUSEY: Board members, questions or
 17 comments? Can you restate your motion and then we're going to
 18 take a vote?
 19 MS. MACK: I move that in the proposed budget for FY
 20 20-21 that BCPS provide para-educators with devices and that the
 21 money be included in the budget being presented to the county

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1 executive non-transferably for any other purpose.
 2 CHAIRMAN CAUSEY: All in favor raise your hand.
 3 (HANDS RAISED)
 4 CHAIRMAN CAUSEY: Yes, Mr. Nussbaum?
 5 MR. NUSSBAUM: I just want to make sure that
 6 everybody understands that that's not binding on the county, in
 7 other words once it goes over to the county --
 8 CHAIRMAN CAUSEY: What would you suggest in terms of
 9 prioritizing?
 10 MR. NUSSBAUM: I would leave that language out I
 11 think and just have it be --
 12 MS. MACK: I will restate it. BCPS provide
 13 para-educators with devices, just that BCPS provide
 14 para-educators with devices.
 15 CHAIRMAN CAUSEY: We'll need the second to agree to
 16 the change in the motion. Mr. McMillion?
 17 MR. MCMILLION: Yes.
 18 CHAIRMAN CAUSEY: Okay, thank you. All in favor,
 19 please raise your hand.
 20 (HANDS RAISED)
 21 CHAIRMAN CAUSEY: Any opposed? Any abstain? The

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1 motion carries. Okay, Ms. Scott?
 2 MS. MACK: I have finally one more.
 3 CHAIRMAN CAUSEY: Oh, okay.
 4 MS. MACK: I move that in the proposed budget for FY
 5 20-21 that BCPS terminate the innovative learning contract
 6 ARA-2-10-19 for Culturegrams, Sirs Discover and Sirs Issues
 7 Researcher which has a collective contract spending authority of
 8 \$300,000 because from July 1, 2019 through July 14, 2020 all
 9 three products had only 464 views which equates a per view cost
 10 of \$107.00.
 11 MS. ROWE: Second.
 12 CHAIRMAN CAUSEY: Would you like to speak to your
 13 motion?
 14 MS. MACK: Just that terminating the contract saves
 15 \$168,317.
 16 CHAIRMAN CAUSEY: Board members discussion? Ms.
 17 Jose?
 18 MS. JOSE: Mr. Sarris, how do you just terminate a
 19 contract. Are you in the middle of a contract? What are the
 20 terms of this contract? And if you could explain more about
 21 what this contract entails.

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1 MR. SARRIS: Most contracts can be terminated for
 2 convenience, I don't know the specific details of this contract.
 3 For instance, I don't know if we just renewed or if it comes up
 4 for renewal say in April if we can terminate it even though
 5 we've paid a year's worth of dues will we get that back, et
 6 cetera. So I'll have to -- but any contract can be terminated,
 7 I just don't know, I can't give you the fiscal impact or the
 8 user impact right now.
 9 MS. JOSE: And what does it do academically? Maybe
 10 Dr. Macomis can answer this. What are the software?
 11 CHAIRMAN CAUSEY: Ms. Jose, in the interest of time,
 12 this was discussed earlier when Ms. Mack asked questions, so
 13 this was discussed in detail. Okay, Ms. Rowe?
 14 MS. ROWE: Mr. Sarris, I believe I've heard you say
 15 in the past in buildings and contracts meetings and other things
 16 that if a particular thing isn't funded in the budget then the
 17 contracts have contingencies that if something doesn't have
 18 funding that the contract is no longer valid, so if Ms. Mack's
 19 motion doesn't provide funding for the contract, should we have
 20 any problem getting out of them?
 21 MR. SARRIS: There is a non-appropriation clause in

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1 every contract as well. But we are working under the premise
 2 that county government is the appropriating authority but I'm
 3 sure if the county adopts the intent of the motion that that
 4 will be theirs to resolve, yes.
 5 CHAIRMAN CAUSEY: Board members? Mr. Kuehn?
 6 MR. KUEHN: Just, Ms. Mack, just so that I'm clear,
 7 are you talking about terminating the contract immediately or
 8 for the fiscal year we're talking about? Okay. So there's no
 9 immediate impact now. It's for the fiscal year we're
 10 discussing? All right. Thank you.
 11 CHAIRMAN CAUSEY: Other questions or comments. Ms.
 12 Scott?
 13 MS. SCOTT: Yes, I'm not really clear. What is it?
 14 I'm not really clear on what it is. I know it was discussed
 15 earlier but it's been a lot of discussion between now and then
 16 so could there be a brief --
 17 CHAIRMAN CAUSEY: It's database lookup so students
 18 look up animals and things --
 19 MS. SCOTT: So it's what Lisa was asking about
 20 earlier with the \$207 per view?
 21 CHAIRMAN CAUSEY: Yes.

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1 MS. SCOTT: And so what you're saying is it's to
 2 terminate that for the coming September. Would there be
 3 something that you suggest to go in its place? Like if we
 4 terminate it, what would go there?
 5 MS. MACK: I would just suggest the fact that we
 6 have 115,000 students and it's only been viewed 464 times that
 7 students are finding someplace else to find the find.
 8 MS. SCOTT: Who are these students viewing it? Are
 9 these special needs students? Are these e-learning students?
 10 CHAIRMAN CAUSEY: Excuse me, Dr. Williams would like
 11 to respond.
 12 DR. WILLIAMS: There were a lot of questions earlier
 13 and I think the team can go back and look at the ramifications.
 14 You know even though Ms. Mack says September, we just need to
 15 look at that contract and see what the actual date is and to
 16 give you more specificity around this but we will add this to
 17 the list, if it moves on, we will add this to the list to
 18 provide more information.
 19 CHAIRMAN CAUSEY: Board members any other questions
 20 or comments? All in favor, please raise your hand.
 21 (HANDS RAISED)

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1 CHAIRMAN CAUSEY: Any opposed? Abstain? The motion
 2 carries. Mr. McMillion?
 3 MR. MCMILLION: I move that all 24 Baltimore County
 4 Public Schools high school athletic directors currently working
 5 ten months be increased to twelve-month employment and continue
 6 to receive their extended day assignment stipends for each of
 7 the three sporting seasons.
 8 CHAIRMAN CAUSEY: Second. I'm the second.
 9 MR. MCMILLION: Can I speak on it?
 10 CHAIRMAN CAUSEY: Please speak to your motion.
 11 MR. MCMILLION: Between June 18 and November 30,
 12 2018 we lost 10 out of the 24 athletic directors for a number of
 13 different reasons, that's 42 percent. This is a hard job to
 14 fill. This is a boots on the ground, front line position that
 15 deals directly with the community. To me they are the most
 16 visible person representing our schools in the community. They
 17 deal with thousands of student athletes and tens of thousands of
 18 spectators. They are overworked, undervalued, and underpaid.
 19 Thank you.
 20 CHAIRMAN CAUSEY: Board members, are there
 21 questions, comments? Mr. Kuehn?

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1 MR. KUEHN: So what's the actual impact of moving
 2 them to twelve months?
 3 MR. MCMILLION: I've seen the figure of \$137,000. I
 4 don't know how accurate that is. A key part of this is
 5 subtracting out the 20 EYE days they currently get over the
 6 summer. So they're ten-month employees, they get 20 EYE days,
 7 this would shift them to twelve-month employees and the 12-month
 8 would go, if I'm not mistaken, toward their retirement.
 9 CHAIRMAN CAUSEY: Mr. Sarris, can you confirm that?
 10 MR. SARRIS: That number is our estimate yes. And
 11 the issues of course about class load and so forth, union
 12 membership will have to be addressed, but financially we can
 13 account for that and put it in the budget.
 14 CHAIRMAN CAUSEY: Board members any other questions
 15 or comments? All in favor, please raise your hand.
 16 (HANDS RAISED)
 17 CHAIRMAN CAUSEY: Any opposed? The motion carries
 18 unanimously. Who's up? Ms. Henn?
 19 VICE-CHAIR HENN: Thank you. I move to amend the
 20 proposed budget by redirecting 10 percent of funds currently
 21 budgeted for digital subscriptions and software license fees,

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1 approximately \$262,119 to magnet programs.
 2 MS. ROWE: Second.
 3 CHAIRMAN CAUSEY: Thank you, Ms. Rowe. Would you
 4 like to speak to your motion?
 5 VICE-CHAIR HENN: Sure. There's opportunity here
 6 not to eliminate usage of these tools for instance, but we can
 7 leverage our buying power as a large district to renegotiate
 8 these contracts. Several of these are coming up for renewal and
 9 the value of \$262,119 is, again, that's only 10 percent of the
 10 over \$2.6 million that we spend on these tools. We can
 11 renegotiate that and that \$262,000 means a lot more to our
 12 magnet programs which are in dire needs. This budget does
 13 increase the resources for our magnet programs which I greatly
 14 appreciate; however, this is an opportunity that we can do more
 15 by renegotiating our contracts with these software vendors, so I
 16 this as an opportunity to directly help these students.
 17 CHAIRMAN CAUSEY: Board members, comments or
 18 questions? Mr. Kuehn.
 19 MR. KUEHN: Just a quick question. So the motion
 20 that just prior to Mr. McMillion's motion that dealt with ending
 21 a specific software program, does that impact the dollar amount

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1 that you're proposing, I mean ten percent is ten percent and
 2 that's fine, but is it going to have a direct impact on what
 3 you're talking about?
 4 VICE-CHAIR HENN: This amount may actually increase.
 5 I believe there are more contracts that may not be included
 6 here so it might be slightly higher. There are some questions I
 7 had that the team is responding to, but this is an
 8 approximation.
 9 MR. KUEHN: All right, thank you.
 10 VICE-CHAIR HENN: Sure.
 11 CHAIRMAN CAUSEY: Ms. Scott?
 12 MS. SCOTT: Just for clarification, so what you're
 13 saying is to review these contracts and renegotiate them or
 14 you're saying to end them and then start new contracts?
 15 VICE-CHAIR HENN: To look at our pricing for these.
 16 As contracts come up for renewal we have an opportunity to
 17 negotiate the pricing and because we are a large district, we
 18 can negotiate - our IT department does a great job in
 19 negotiating amazing volume discount pricing.
 20 MS. SCOTT: So aren't we doing that anyway? I guess
 21 what I'm trying to understand is how does you motion change?

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1 VICE-CHAIR HENN: At the time of contract renewal,
 2 we are in a unique position to renegotiate pricing with software
 3 vendors so ten percent is not an unusual discount to request of
 4 software vendors and even if we were to negotiate that on a
 5 small fraction of contracts or a larger negotiation
 6 MS. SCOTT: So we're not getting 10 percent right
 7 now?
 8 VICE-CHAIR HENN: We may be. What I'm saying is
 9 there's an opportunity to leverage any savings from price
 10 negotiations or discontinuation. I'm not prescribing how to cut
 11 that ten percent. If there are tools that we're not using, we
 12 could realize that ten percent through other means. My motion
 13 is not prescriptive.
 14 MS. SCOTT: Maybe I need you to repeat your motion
 15 just to distill it down, maybe I didn't quite get it.
 16 VICE-CHAIR HENN: I move to amend the proposed
 17 budget by redirecting ten percent of funds currently budgeted
 18 for digital subscriptions and software license fees,
 19 approximately \$262,119, to magnet programs.
 20 MS. SCOTT: Okay. So you want to redirect that
 21 money and those contracts and then go after new contracts?

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1 VICE-CHAIR HENN: No. I'm proposing to redirect the
 2 funds to our magnet program budget.
 3 MS. SCOTT: And then what would happen to the
 4 digital programs or where it's going right now. What would we
 5 do with where the money is going right now? The programs that
 6 it's going to right now?
 7 VICE-CHAIR HENN: My motion proposes that we pay
 8 less for those or reduce our usage.
 9 MS. SCOTT: Pay less for those or reduce our usage.
 10 Okay. And then what impact would that have if we were to -- I
 11 understand paying less would save us money, but to reduce the
 12 usage, what impact would that have to the programs that are
 13 currently benefiting from that usage? Like reduce it by 10
 14 percent, 50 percent?
 15 VICE-CHAIR HENN: This is a question about funds. So
 16 reducing what we're paying.
 17 MS. SCOTT: Okay, I was just following up what you
 18 had said usage.
 19 DR. WILLIAMS: Okay, so just a point of clarity,
 20 actually that sounds like a reduction to redirect. We are
 21 taking away from one to add to the magnet program, so I just

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1 want to make sure it's clear, it's 10 percent, but you gave a
 2 figure. The ultimate goal is to get to that figure of \$262,119.
 3 VICE-CHAIR HENN: Yes.
 4 DR. WILLIAMS: Is that what you're saying?
 5 VICE-CHAIR HENN: Mm-hmm.
 6 DR. WILLIAMS: Okay.
 7 CHAIRMAN CAUSEY: Ms. Pasteur and then Ms. Jose.
 8 MS. PASTEUR: Okay, just based on the question that
 9 Dr. Williams asked, you're trying to get it down to a number or
 10 which part is the point, the amount or where it's going?
 11 VICE-CHAIR HENN: The motion is to reduce the amount
 12 by ten percent and the exact figure I would rely on Mr. Tantliff
 13 and Mr. Sarris to provide, that's an approximation. My motion
 14 is to redirect ten percent of funds currently budgeted for
 15 digital subscriptions and software license fees and I would rely
 16 on Mr. Sarris and Mr. Tantliff to provide that exact number.
 17 The \$262,000 is an approximation to provide you for fiscal
 18 impact purposes.
 19 MS. PASTEUR: But you don't want to take it out of
 20 the budget, you just want it re-directed?
 21 VICE-CHAIR HENN: Re-directed to magnet programs,

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1 correct.
 2 MS. PASTEUR: All right. Isn't that something, I
 3 guess where I'm stuck is if the money is in and we're moving it
 4 forward with the money isn't that something in terms of a
 5 discussion later or whatever? I'm just trying to figure out why
 6 this -- it doesn't change the budget, is that right?
 7 VICE-CHAIR HENN: No, it's a net-neutral impact on
 8 the budget. It's changing the bucket.
 9 CHAIRMAN CAUSEY: Ms. Jose?
 10 MS. JOSE: So is it taking away resources in regular
 11 schools to magnet schools to redirecting ten percent of what
 12 would have gone to a regular school to a magnet program?
 13 VICE-CHAIR HENN: No.
 14 MS. JOSE: And don't the magnet programs already have
 15 resources right now because, I don't know Dr. Macomis if you
 16 could answer this, I'm still not very clear on what her motion
 17 is.
 18 DR. MACOMIS: So, my understanding is first what we
 19 already have proposed in the budget does bring magnet funding up
 20 to its highest level as earmarked in 2016 and I believe if Mr.
 21 Sarris I'm saying that correctly thank you, so what we already

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1 proposed brings up the level of magnet funding directly to
 2 schools that principals will have at their access. That's
 3 separate from what I understand Ms. Henn's proposing. She's
 4 proposing that as we re-negotiate contracts that are digital
 5 resources and they come in at a lower rate or a lower charge
 6 because of the fundamental supply and demand, digital resources
 7 do come down in pricing, that the difference that the cost
 8 avoidance can be redirected to support magnet programs, is what
 9 I understand you're saying. We would be redirecting those
 10 resources to support instructional programming as cost-avoidance
 11 occurs.
 12 MS. JOSE: So that's a hypothetical situation. That
 13 is if the vendor agrees to give you a ten percent discount or he
 14 may not or give you a five percent.
 15 DR. MACOMIS: Correct.
 16 MS. JOSE: So it's just a hypothetical.
 17 DR. MACOMIS: Correct.
 18 MS. JOSE: Thank you.
 19 DR. WILLIAMS: I guess we all must be tired. I
 20 think what I keep hearing is that the motion was to redirect
 21 whatever we have in digital subscription and licensing to them

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1 go to the magnet program whether it's up for renewal or not, the
 2 goal was ten percent, and you gave an amount, but that was the
 3 approximate, so it's actually reducing it's whether we're
 4 renewing or not, you want us to reduce so that funds will go to
 5 magnet program.
 6 VICE-CHAIR HENN: That is correct.
 7 CHAIRMAN CAUSEY: And I had a question, Dr. Macomis.
 8 When you just stated that the increase in the budget which we
 9 saw and I think is wonderful to the magnet program levels to
 10 2016, is that total, that's not a per pupil allocation, because
 11 we have rising number of students in our magnet programs, right?
 12 So you're increasing the total, not the per pupil?
 13 DR. MACOMIS: No, the total that school gets is
 14 based on the per pupil, so I as the magnet principal of a magnet
 15 program as my enrollment in that program goes up, my per pupil
 16 allocation goes up as well.
 17 CHAIRMAN CAUSEY: Okay, so the increase that's
 18 shown in the operating budget is --
 19 DR. MACOMIS: The rate of per pupil.
 20 CHAIRMAN CAUSEY: The rate of per pupil. So if
 21 we're restoring it to the 2016 level, we're restoring it to the

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1 per pupil level at 2016?
 2 DR. MACOMIS: Yes.
 3 CHAIRMAN CAUSEY: Do you know what it was in say,
 4 2014?
 5 DR. MACOMIS: I don't have that number right in
 6 front of me.
 7 MR. SARRIS: But I believe 2016 was the high point
 8 so for instance high schools will go from \$225 to \$250 per
 9 pupil.
 10 CHAIRMAN CAUSEY: Okay. Thank you. Board members
 11 other questions or comments? So we'll vote. All in favor,
 12 please raise your hand.
 13 (HANDS RAISED)
 14 CHAIRMAN CAUSEY: Any opposed? The motion carr --
 15 oh, who's abstaining? The motion carries. Thank you.
 16 VICE-CHAIR HENN: I have other motions, shall I
 17 continue?
 18 CHAIRMAN CAUSEY: Yep.
 19 VICE-CHAIR HENN: Okay. I move to amend the
 20 proposed budget by increasing the proposed magnet office budget
 21 by \$387,000 to restore its funding to FY 19 levels.

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1 CHAIRMAN CAUSEY: Is there a second? Can you speak
 2 to your motion because based on what Dr. Macomis said --
 3 VICE-CHAIR HENN: Yes. The current magnet office
 4 funds have not been restored in terms of the central office, the
 5 FY 19 levels were -- I'm trying to locate the page, my motion
 6 speaks to that reduction and restores the magnet office budget
 7 by \$387,000 to restore funding to the FY 19 levels based on the
 8 actuals.
 9 CHAIRMAN CAUSEY: Questions? Mr. Kuehn?
 10 MR. KUEHN: Do we know what those funds were for in
 11 the central office? I'm guessing bodies? Were they for
 12 directors and folks like that?
 13 CHAIRMAN CAUSEY: They're in bubbles over his head,
 14 so maybe if he had a microphone.
 15 DR. MACOMIS: So magnet funding, central office
 16 funding, just as any of the resources in CNI are actually used
 17 to provide materials and resources for schools and so if we are,
 18 I'll use an example, if Mr. Ambrielle and I were discussing the
 19 other day, when he was principal at the Tabsco High School, I
 20 believe his music program needed to replace half of the piano
 21 equipment and so he as a principal communicated with the magnet

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1 office and the magnet office covered the replenishment or the
 2 replacement of that equipment. So that's how the magnet office
 3 resources are ultimately pushed back into the schools in the
 4 form of materials and resources if there is a space that needs
 5 some modification to support the educational program of that
 6 magnet, that's what those resources are used for.
 7 VICE-CHAIR HENN: May I speak to that, Madame Chair.
 8
 9 CHAIRMAN CAUSEY: Sure.
 10 VICE-CHAIR HENN: So, some actuals for you Mr. Kuehn
 11 and others that are interested. The FY 19 actuals were
 12 \$952,874. The FY 20 adjusted budget is \$558,751. Those
 13 differences occurred in contracted services and supplies and
 14 materials. Contracted services, the actuals in 19 were
 15 \$228,224. Budgeted to \$56,000. Supplies and materials actuals
 16 were \$171,262. Budget was \$20,800. So my motion increases the
 17 FY 21 proposed by \$387,000 which restores the magnet office
 18 budget to FY 19 levels to be able to support our school magnet
 19 programs.
 20 MR. KUEHN: Just so I'm clear, the magnet programs
 21 being increased by six hundred and eighty some thousand dollars,

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1 we just passed another motion to add another \$262,000, and now
 2 we want to add three hundred and how much?
 3 VICE CHAIR HENN: So, my prior motion was for
 4 \$262,000, directly to schools. This is for the central office
 5 magnet office for \$387,000.
 6 MR. KUEHN: Thank you.
 7 CHAIRMAN CAUSEY: Can I ask you, Ms. Henn, and maybe
 8 staff can support this, we are trying to increase access and
 9 opportunity in an equitable fashion across the county so that
 10 more students have access, especially related to CTE where we
 11 know that more students in terms of workforce development that
 12 there are jobs that are available, that there are options to
 13 everyone going to college right away, so is the intent with
 14 putting these resources back in the central office, is there --
 15 would that be the intent, to increase the access and opportunity
 16 across the county?
 17 VICE-CHAIR HENN: Yes, it is. One of the department
 18 objectives as stated in the budget book and it's page 263 is to
 19 ensure equity of access to magnet programs for all students and
 20 to ensure countywide implementation of BCPS policies, rules, and
 21 admission procedures for magnet programs. So again, to ensure

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1 equitable access countywide for all students. And that is
 2 something that we've heard is a need. And as we expand our
 3 magnet programs, that need will be greater and we will need the
 4 resources within the central office to be able to support the
 5 magnet expansions that this budget does provide for.
 6 CHAIRMAN CAUSEY: Ms. Rowe?
 7 MS. ROWE: I just wanted to clarify something that I
 8 only recently learned is that those magnet office budgets, it's
 9 my understanding, sometimes will supplement when magnet programs
 10 have some kind of an emergency or they fall short of funding for
 11 some unpredictable reason, so I don't think that, and correct me
 12 if I'm wrong, but I don't think that saying, in this particular
 13 case that that money in the central office it doesn't really
 14 stay in the central office, it gets redirected to the schools in
 15 addition to whatever the school-based funding is based on some
 16 particular need. So like for instance if you don't have
 17 lighting the day before a concert and you decide to get the
 18 lighting repaired and the money has to be found in the budget,
 19 the magnet office might have that money so that your school arts
 20 program doesn't then become obliterated for the rest of the year
 21 is one example.

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1 CHAIRMAN CAUSEY: Are there other questions or
 2 comments? Ms. Pasteur? You've already spoken. Ms. Pasteur?
 3 MS. PASTEUR: I would just like Dr. Macomis to speak
 4 to, or Mr. Ambrielle to speak to Ms. Rowe's comment, I just need
 5 to know that this money goes beyond, as much as I love the arts,
 6 the arts and that it really gets filtered to CTE and all of
 7 those other places for which I have a passion.
 8 DR. MACOMIS: So, yes, and I will also say that keep
 9 in mind that CTE, while it commingles with magnet, CTE is also a
 10 stand-aside programming as well and I just would like to say
 11 before I hand it to Mr. Ambrielle if he has any further details,
 12 keep in mind that while absolutely our long-term goal is to
 13 provide full equitable access in the different regions around
 14 our magnet programs, we proceed cautiously with expanding magnet
 15 because it also has transportation implications and as we all
 16 know, we are sensitive to the demands already on my friend and
 17 our transportation office who I love dearly.
 18 MR. AMBRIELLE: And I would add to that, often times
 19 unique staffing implications. I just want to mention that the
 20 per-pupil allocation for magnet programs for elementary, middle,
 21 and high school, comes out of the central amount that's given to

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1 the magnet office. So, the magnet office receives the money
 2 through a central fund and then distributes that money to each
 3 of the magnet schools based on the per-pupil allocation. And
 4 then the remaining amount of money is, as Ms. Rowe mentioned, is
 5 used to provide supports when those magnet schools and those
 6 programs need it because those programs are defined as unique
 7 and distinct in terms of the programs they are offering, so we
 8 need to make sure that we are providing the resources necessary
 9 if there is a problem that occurs or a challenge that occurs for
 10 a particular building. Lighting was a great example.
 11 MS. PASTEUR: I'm only working on two digits now, so
 12 since I wanted you to say that because very often we just lump
 13 CTE into magnet. So we, I just need everybody to extract that
 14 from this, thank you. So the three hundred and some thousand
 15 dollars, where is that going now, I probably should have known
 16 that, I might have known it this morning, but I don't know --
 17 where is it going that it was taken out that the motion wants to
 18 put back. What's happening with it? Repeat it. Isn't it to
 19 put money back in? So if it's being put back in, it was taken
 20 out to go somewhere or is it because it's almost 12 o'clock. I
 21 just need to know. What is it?

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1 MALE VOICES: It's just an add.
 2 MS. PASTEUR: It's just an increase in the budget,
 3 but no, because we've added things and there were things that
 4 were added as well, so that three hundred and some went
 5 somewhere even if you can't put your finger right on it, but
 6 it's money that's in a pot that we use, it's not ethereal, it's
 7 real. All right, so I'll just withdraw that.
 8 CHAIRMAN CAUSEY: Any other discussion? All in
 9 favor of Ms. Henn's motion, please raise your hand.
 10 (HANDS RAISED)
 11 CHAIRMAN CAUSEY: Any opposed? Any abstain? Motion
 12 carries. Ms. Scott?
 13 MS. SCOTT: I'd like to make a motion.
 14 CHAIRMAN CAUSEY: Yes, thank you.
 15 MS. SCOTT: So, this is a little different, I move
 16 that in the proposed budget fiscal year 21 that in the interest
 17 of allowing and encouraging more parents to attend Board
 18 meetings, I move that the Board of Education of Baltimore County
 19 provide child care to parents attending Board meetings during
 20 the first regularly scheduled Board meeting of each month
 21 starting in July on a first-come, first-served basis for

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1 children ages two years and older.
 2 CHAIRMAN CAUSEY: Is there a second?
 3 MS. JOSE: Second.
 4 CHAIRMAN CAUSEY: Would you like to speak to your
 5 motion?
 6 MS. SCOTT: Yes, I would. There's precedence for
 7 this or other Boards that offer childcare, drop-in services.
 8 The staff has been wonderful to send me information on how
 9 something like that could happen and the feasibility of it and
 10 the parameters around it. We offer it when we have community
 11 meetings, we offer it when the superintendent goes out and meets
 12 various places and I am thinking it would be something that
 13 maybe we could look at for maybe a year, a 12-month period to
 14 see if maybe that is something that our parents could make use
 15 of and would feel comfortable in doing so and encourage more
 16 attendance at Board meetings and allow parents to come and speak
 17 and participate.
 18 CHAIRMAN CAUSEY: Thank you. Questions? Ms. Rowe
 19 and then Mr. Offerman.
 20 MS. ROWE: So, are you suggesting this as a pilot
 21 and do you know what the fiscal impact of that is?

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1 MS. SCOTT: I don't believe it's been done here
 2 before. I checked with the staff, and correct me if I'm wrong,
 3 if there has been childcare that was offered previously, then if
 4 not it would be a pilot. And the fiscal impact as I see it,
 5 this was sent to us in our weekly updates, if we were to do
 6 every Board meeting, I had said 12, so doing one meeting a month
 7 it would be roughly around it looks like \$25,000 and basically
 8 starting during the open session but that's roughly the
 9 estimates that they gave for right now as opposed to what the
 10 fiscal impact would be.
 11 CHAIRMAN CAUSEY: Ms. Jose?
 12 MS. JOSE: So that is \$25,000 a year, is that
 13 correct?
 14 MS. SCOTT: Yes, for a 12-month period.
 15 MS. JOSE: And so it would be one Board meeting and
 16 it would start around 6, just before public session and end
 17 around 7?
 18 MS. SCOTT: That's what I was thinking, yes, about
 19 an hour.
 20 MS. JOSE: Thank you.
 21 CHAIRMAN CAUSEY: Other questions or comments? All

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1 in favor? Oh, Ms. Pasteur?
 2 MS. PASTEUR: Do we need a contract for that?
 3 MS. SCOTT: Yes, it looks like there would be a
 4 contract. It says it looks like they would review contracts and
 5 they would also review existing space and where it would be
 6 available and so it says that we would have options of
 7 negotiating for specialized contracted services.
 8 MS. PASTEUR: I was just wondering who they.
 9 MR. SARRIS: We made some estimates and the way the
 10 motion is structured will significantly lower the cost from the
 11 estimate and the hard part will just be finding a provider
 12 that's convenient but limiting it to an hour will significantly
 13 help.
 14 MS. SCOTT: And considering it's a pilot program and
 15 hasn't been done before and it would be the first time.
 16 CHAIRMAN CAUSEY: Mr. Kuehn?
 17 MR. KUEHN: So just so we're clear. Is the
 18 childcare going to be in total of like three hours for the night
 19 because you'd have to get there, drop the child off, come over
 20 -- and I don't honestly know where the plan is to do it, so I
 21 don't know if it's actually in this building on site --

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1 MR. SARRIS: This building probably does not comply
 2 with the facilities that the state will require in terms of
 3 lavatories and so forth. The closest one I could come up with
 4 was West Towson assuming that the pre-K facility might be
 5 available. There are a couple of other -- we could only
 6 identify a few drop in providers in the county that are not
 7 really close to us, so we would approach as many as we could
 8 find and see what their capacity is.
 9 MR. KUEHN: And just to finish out, what is the age
 10 range you're talking about?
 11 MS. SCOTT: I said we could do it as young as ages 2
 12 and up.
 13 MR. KUEHN: Would we want to limit it? Because kids
 14 of certain ages have come to our meetings and sat quietly or
 15 said the Pledge or whatever, I'm curious do we really want to
 16 narrow it?
 17 MS. SCOTT: Well, we couldn't take babies, so it
 18 would have to be to and up.
 19 MR. KUEHN: But up to what? Not up to 18.
 20 MS. SCOTT: Not 18.
 21 MR. KUEHN: 10 or 7 or 5. I'm just curious.

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1 MS. SCOTT: I would say probably 10, but again,
 2 that's where I would defer to the school system, you know the
 3 experts in that as far as what the age range would be and how
 4 that would play out. But yeah, I'm assuming we wouldn't take
 5 18, 16, 17 year old high school students.
 6 CHAIRMAN CAUSEY: Any other discussion? All in
 7 favor please raise your hand?
 8 (HANDS RAISED)
 9 CHAIRMAN CAUSEY: That motion carries unanimously.
 10 Thank you, Ms. Scott. Ms. Rowe?
 11 MS. ROWE: So, I have a motion. I move that BCPS
 12 add \$15 million to this budget to provide the school system with
 13 funding flexibility to negotiate with bargaining units for
 14 adding fifteen minutes to the school day.
 15 CHAIRMAN CAUSEY: Second.
 16 MS. ROWE: So, the purpose for this motion is
 17 because we heard that if it's not in the budget it can't be
 18 negotiated so in the interest of furthering potential
 19 negotiations for that 15 minutes, apparently we need to add it
 20 in the budget.
 21 CHAIRMAN CAUSEY: Questions and comments?

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1 MR. OFFERMAN: I'm just asking, I heard your motion
 2 clearly, this is not tied to planning time specifically,
 3 correct?
 4 MS. ROWE: No, it's just putting \$15 million in the
 5 budget to allow the school system to have that \$15 million as a
 6 tool to negotiate with the bargaining units to see whatever they
 7 can come up with up to that amount to add 15 minutes to the
 8 school day or five or ten, or whatever we could get out of that.
 9 Because the state has wanted us to add that 15 minutes and our
 10 school day is shorter. Whether that involves planning time or
 11 anything else, I'll leave that to the negotiating teams.
 12 CHAIRMAN CAUSEY: Mr. Offerman?
 13 MR. OFFERMAN: I'm wondering if the state has asked
 14 us to add the 15 minutes my understanding is that has to do with
 15 the high school time. Is that correct?
 16 MR. SARRIS: That's primarily where we run into
 17 constraints with the state requirements, yeah.
 18 MR. OFFERMAN: Maybe this is the wrong time to bring
 19 this up. Is it potentially -- is it possible to add 15 minutes
 20 to the high school day and not to the elementary or the middle
 21 day? It's just in terms of cost savings.

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1 MR. SARRIS: It's tough because we have to treat all
 2 TABCO members equally and we have to coordinate the
 3 transportation schedules and so forth.
 4 CHAIRMAN CAUSEY: Mr. Kuehn and then Mr. McMillion.
 5 MR. KUEHN: So, Mr. Sarris, if we are talking about
 6 adding 15 minutes across the entire enterprise, how much money
 7 would that be?
 8 MR. SARRIS: So our calculation was \$26.8 million
 9 based on I think it was current staffing levels and not any
 10 additional positions that we've proposed in the budget.
 11 MR. KUEHN: All right, thanks.
 12 CHAIRMAN CAUSEY: Mr. McMillion?
 13 MR. MCMILLION: So if it's \$26.8 million at current
 14 staffing, how does the \$15 million play into this?
 15 MS. ROWE: My thought was that right now we have
 16 nothing in the budget to negotiate for any additional time and
 17 therefore it can't be negotiated because any budget that passes
 18 won't have any money passed for negotiation. And I would think
 19 that a creative group of people could take \$15 million and
 20 negotiate something whether its -- there's other things
 21 bargaining units want besides money and if we put some money in

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1 the pot for there to be some negotiation maybe bargaining units
 2 would want to find a way to get that \$15 million as opposed to
 3 not adding any additional time to the day and the school system
 4 giving that \$15 million to the county. So if there's a carrot
 5 to chase after, maybe it will strengthen the position of adding
 6 those 15 minutes and we know the county didn't want to give us
 7 the \$27 million last time, so maybe they'll go for a lower
 8 amount.
 9 CHAIRMAN CAUSEY: Ms. Henn?
 10 VICE-CHAIR HENN: Ms. Rowe, would you please
 11 re-state your motion? I'm interested in the 15-minute clause?
 12 MS. ROWE: Okay. I move that BCPS add \$15 million
 13 to this budget to provide the school system with funding
 14 flexibility to negotiate with bargaining units for adding 15
 15 minutes to the school day.
 16 CHAIRMAN CAUSEY: Ms. Henn?
 17 VICE-CHAIR HENN: Would you accept an amendment to
 18 modify the 15 minutes to read an extended school day so that
 19 it's not specific?
 20 MS. ROWE: Yes, I'll accept that.
 21 CHAIRMAN CAUSEY: I seconded that.

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1 MS. ROWE: Do you accept that?

2 CHAIRMAN CAUSEY: I'm not sure that I do. What we

3 -- the 15 minutes comes very specifically from the fact that

4 that would get Baltimore County Public Schools to the state

5 average. So we have the shortest day by 15 minutes and so what

6 we're trying to achieve is to allow our teachers to have the

7 same time as teachers in other districts, our students to have

8 the same time that they have in other districts throughout the

9 state of Maryland in order to achieve the program of academic

10 excellence.

11 MS. ROWE: So what you're suggesting is we either

12 get the whole 15 minutes in one year or we take nothing. I

13 think any step in that direction of added time is better than

14 nothing. So if we leave it open ended, maybe we can negotiate

15 for the whole 15, or maybe we can negotiate for five. Or the

16 negotiating parties end up a stalemate and nobody gets anything.

17 I don't know. I'm just trying to put something in there to

18 negotiate with.

19 CHAIRMAN CAUSEY: I would support between 10 and 15.

20 I mean, I think if we're going to ask the school system to make

21 this change, it needs to be worthwhile because there are

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1 logistical issues, tremendous logistical issues.

2 MS. ROWE: So adding between ten and fifteen minutes

3 to the school day, I think that's fair because I think 5 minutes

4 isn't worth \$15 million.

5 CHAIRMAN CAUSEY: That's correct.

6 MS. ROWE. Between ten and fifteen. So, I'm

7 changing the motion to BCPS add \$15 million to this budget to

8 provide the school system with funding flexibility to negotiate

9 with bargaining units for adding between 10 and 15 minutes to

10 the school day.

11 CHAIRMAN CAUSEY: I'll support the second. Mr.

12 McMillion?

13 MR. MCMILLION: The piece I don't understand, if

14 they project \$26.8 million for 15 minutes, and I understand that

15 you want something in the pot, you know, the \$15 million, but if

16 those people are representing me and I'm paying their union

17 dues, I'm not going to like the fact that they're compromising

18 half of that. I can't see that working.

19 MS. ROWE: So we've heard different, many, many,

20 many, I mean, I can't go into the details in open session, but

21 we've heard many, many different types of things offered. Some

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1 of it involves -- the estimate that was that \$26 million

2 involved just money compensation in last year's budget. But

3 there are other things bargaining units want. Planning time as

4 we've heard them talk about.

5 CHAIRMAN CAUSEY: We need to be mindful of.

6 MS. ROWE: I mean, well, this is what they say when

7 they sit here, but there are other things they want and they may

8 be willing to negotiate for some of that, or not and then in

9 which case, then not.

10 MR. MCMILLION: So you're just not focusing on the

11 10 to 12 minutes, the 10 to 15 minutes, you're looking at other

12 things?

13 MS. ROWE: I'm suggesting that without money in the

14 factor that there's not a lot to work with. So by putting money

15 in the budget, it gives the negotiating parties something to

16 work with that they don't currently have in the budget and I

17 think without any money we're not going to get any movement on

18 15 minutes and if it's not in the budget then it can't be

19 negotiated and right now there's no money for that 15 minutes or

20 added time of the day.

21 DR. WILLIAMS: So this is a proposed budget that the

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1 county would have to approve and I think I'm associating myself

2 with Mr. McMillion around the \$15 million. That's causing some

3 anxiety on this end because the 15 minutes we would have to plan

4 and we would have to plan like now to start for September

5 whatever that date is. So I don't know if its best to say just

6 add 15 minutes without the \$15 million. I'm not understanding

7 because of the proposed process and the planning that's gonna

8 happen not, there's the negotiation piece and I just want to

9 bring to your attention, Ms. Mack and we supported about the 2

10 percent COLAs and the bonuses, so I need clarity on this last

11 one, I think what I'm seeking is if it's about the 15 minutes,

12 if we get that agreement as a system we have to revamp so many

13 things associated with adding additional minutes to a schedule.

14

15 MS. ROWE: I think I'm unwilling to suggest that we

16 should add 15 minutes without compensating teachers and staff

17 anything.

18 CHAIRMAN CAUSEY: So what I'm hearing Dr. Williams

19 say is that there's two issues. One is if the Board decides

20 that we want to add 15 minutes to the day then we say that and

21 we approve then the school system and the bargaining units will

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1 have to work it out. If we tie it directly to getting funding,
 2 then we won't know until the end of May whether the funding
 3 comes and then Dr. Williams will have the choice of planning
 4 something that may not happen or being caught at the end of May
 5 having to plan for something that is going to happen
 6 system-wide. Is that a fair analysis?
 7 DR. WILLIAMS: Yes, but I'm again, like Dr. Macomis,
 8 we've been up since 4:30 in the morning, so maybe I'm just not
 9 comprehending the motion.
 10 MS. ROWE: My understanding of this issue --
 11 CHAIRMAN CAUSEY: It is something that could be
 12 divided. It could be separated.
 13 MS. ROWE: We could do that? I mean could we say
 14 that we want 15 minutes added to the day. Period. Start doing
 15 it, with no money in any budget to do it? I thought the budget
 16 process came first.
 17 CHAIRMAN CAUSEY: Let's think about that for a
 18 minute. Ms. Pasteur?
 19 MS. PASTEUR: We can't just -- schools can't just
 20 tomorrow or next month or whatever just add 15 minutes so it
 21 takes planning it takes time, it takes a lot of things.

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1 CHAIRMAN CAUSEY: So I guess the question is, the
 2 Board has talked about the 15 minutes and we've heard TABCO talk
 3 about planning time and all of the needs of our staff, so how
 4 does it happen? How do we make progress in this area if we are
 5 always in the stage of waiting for the approval of the money but
 6 then that's always at the end unless we come up with a statement
 7 that we are going to add 15 minutes to the next cycle and that
 8 somehow those finances need to be baked in from the very
 9 beginning of the operating budget, then that would give the
 10 opportunity for the school system to plan and it would also give
 11 an opportunity for additional negotiations in the next cycle.
 12 But I'm just throwing that out there as discussion. I'm not
 13 modifying the motion.
 14 MS. ROWE: But the next cycle won't be a bargaining
 15 unit year. And in previous years we were told we couldn't do
 16 the 15 minutes because it wasn't a bargaining year. This is the
 17 year. The school system told us we could do this.
 18 CHAIRMAN CAUSEY: That's a good point. Mr. Kuehn.
 19 MR. KUEHN: So, since negotiations are ongoing,
 20 could we table this idea and ask the superintendent to focus on
 21 more time?

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1 MS. ROWE: Didn't we just hear that if it's not in
 2 the budget proposal we can't negotiate it and there's no money
 3 in the budget proposal for 15 minutes to the school day right
 4 now, so it seems like we're being caught up in a chicken or the
 5 egg thing. The Board, I think, I want to, I've heard other
 6 members say they want to, pursue this state request that's been
 7 ongoing for multiple years to add 15 minutes to the school day.
 8 Since I've been on the Board I've been looking for ways to do
 9 this and every time we come up with a way to do it, first we're
 10 told it's not a bargaining unit year, and it has to be
 11 negotiated, then we're told this or that, and now we're being
 12 told oh, it doesn't matter if it's not a bargaining unit year,
 13 let's just, you know, someone tell me what the Board needs to do
 14 to get this 15 minutes both funded, and bargaining unit
 15 negotiated, and done.
 16 CHAIRMAN CAUSEY: Mr. Kuehn?
 17 MR. KUEHN: So I would suggest we just added \$17
 18 million with a 2 percent increase. So perhaps there can be some
 19 negotiation around that. That's all I'll say.
 20 CHAIRMAN CAUSEY: I'm sorry, Mr. Kuehn, could you
 21 repeat what you said?

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1 MR. KUEHN: So, in a previous motion we increased
 2 the budget by \$17 million to give everyone a 2 percent COLA
 3 adjustment. That's what I'm saying. So there's a lot of money
 4 there.
 5 CHAIRMAN CAUSEY: Okay, point taken. Mr. Burk.
 6 Would you mind using a microphone please. Thank you, Mr. Burk.
 7 MR. BURK: In my understanding whether or not it's
 8 budgeted in this proposal or whether the compensation occurs in
 9 some other way besides monetary award it has to be negotiated
 10 with a bargaining unit and so my concern is you might make a
 11 decision to make that increase without having it approved by the
 12 bargaining unit and then I don't know what that means. I just
 13 wanted to put that out there.
 14 CHAIRMAN CAUSEY: Okay, so what would it take for
 15 our negotiating team and our bargaining unit to come up with a
 16 solution in 10 days and then we can table this motion until our
 17 February 25 meeting. Mr. Sarris?
 18 MR. SARRIS: The 10-day time period creates an issue
 19 because we won't know in that period of time if county
 20 government is really going to fund any or all of this proposal
 21 so we're kind of negotiating on a contingency basis that if its

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1 funded we can try to reach an agreement. So it won't be -- it
 2 will be difficult for Dr. Williams to then start planning just
 3 based on a contingent or tentative agreement.
 4 CHAIRMAN CAUSEY: In a way our whole operating
 5 budget is contingent.
 6 MR. SARRIS: True, we know we're getting maintenance
 7 of effort.
 8 CHAIRMAN CAUSEY: So.
 9 MR. SARRIS: That's true.
 10 CHAIRMAN CAUSEY: I think, well in the interest of
 11 time if we don't have a conclusion to this, I would like the
 12 Board to think about a process that the Board would approve to
 13 try and make progress on this before the next meeting.
 14 MS. ROWE: We do have to dispose of the motion.
 15 CHAIRMAN CAUSEY: Yes, can we table the motion? Can
 16 we postpone it until the end of the meeting to see if anyone
 17 else has anything else to address? Can we postpone it until
 18 other motions are considered?
 19 MS. ROWE: I'll second the postponement.
 20 CHAIRMAN CAUSEY: Okay, thank you. Board members
 21 are there other questions or comments or motions? Ms. Henn, and

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1 I have one motion.
 2 VICE-CHAIR HENN: So, I have a question that may
 3 lead to a motion, if I may, Mr. Sarris and Mr. Tantliff.
 4 MR. SARRIS: I'll give it a try.
 5 VICE-CHAIR HENN: Okay. So it has to do with the
 6 office of ESAU. So there was an increase I know to for the
 7 salary of one new position for \$101,000 for the bilingual
 8 communications coordinator in the office of ESAU. There was
 9 also an increase of approximately \$350,000 and I wasn't sure
 10 what that increase was to be used for for FY 21, so that was my
 11 question and then I have a motion depending -- I may have a
 12 motion depending on the answer to that. I'm working on getting
 13 the page.
 14 MR. SARRIS: Possibly 227?
 15 VICE-CHAIR HENN: Page 249. Salaries and wages
 16 increased from 478,209 to 954,365 and I know that \$101,000 of
 17 that increase is for the bilingual communication officer and I'm
 18 wondering what the difference is for in that office. If that's
 19 a -- it wouldn't be a for school-based positions would it for
 20 ESAU teachers, does anyone know?
 21 DR. WILLIAMS: So the bilingual communication

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1 officer even though it says ESAU office is going into the
 2 Community Engagement and communications. I think we talked
 3 about that in the budget preparation. It says from the ESAU
 4 office but we were adding a bilingual communication officer.
 5 VICE-CHAIR HENN: So even though it's in the budget
 6 book under the ESAU office budget, it's going into the
 7 communication office?
 8 DR. WILLIAMS: Correct, it's going into the
 9 communication office.
 10 VICE-CHAIR HENN: Okay, so that leads me to ask then
 11 what the four hundred, I can't do the math in my head.
 12 MR. SARRIS: Ms. Henn, one chunk of it, I'll have to
 13 come up with the exact amount but a chunk of money is from
 14 contracted services to contracted employees so it just moved
 15 from one line to the other that's one of the items pushing the
 16 salaries up on that page.
 17 MR. TANTLIFF: You can see contracted services are
 18 dropping by \$300,000.
 19 VICE CHAIR HENN: Right. The \$285,000 difference
 20 moved into salaries and wages.
 21 MR. TANTLIFF: Yes, plus the new position and COLAs,

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1 account for everything.
 2 VICE CHAIR HENN: So that still leaves quite a
 3 significant number. So \$191,365, so I guess it's just \$90,000
 4 increase in salaries and wages so that's probably COLAs and
 5 steps, Mr. Tantliff, most likely?
 6 MR. TANTLIFF: That, COLAs and steps in that budget
 7 are probably about \$50,000.
 8 VICE CHAIR HENN: Okay, then I don't need to make
 9 that motion then. Thank you. Then my next motion is I move to
 10 amend the budget for fiscal year 20-21 by redirecting \$120,000
 11 from network support services contracted services to internal
 12 audit for creation of one professional FTE for the creation of
 13 an IT auditor position reporting to the Board.
 14 CHAIRMAN CAUSEY: Is there a second?
 15 MS. ROWE: Second.
 16 CHAIRMAN CAUSEY: Please speak to your motion.
 17 VICE-CHAIR HENN: Thank you. With the volume and
 18 the complexity of projects that our IT shop handles and they're
 19 doing a fantastic job there's considerable risk and with the
 20 increase in complexity of security concerns, this Board has
 21 responsibility and needs greater resources to ensure that

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1 security controls are present reporting to the Board with this
 2 responsibility and this is a need that we don't currently have
 3 the resources within our internal audit group to provide. This
 4 represents a small fraction of the current contracted services
 5 budgeted amount within network support services and the budget
 6 reflects an increase overall in this department of \$9 million in
 7 network project and with that amount of projects coming through
 8 this group, it does require a higher level of oversight, so this
 9 position would be responsible for providing that oversight,
 10 reporting directly to the Board on the status of that project as
 11 well as on the security controls as an independent oversight
 12 position, residing within the internal audit group and reporting
 13 to the audit committee.
 14 CHAIRMAN CAUSEY: Ms. Scott?
 15 MS. SCOTT: Yes, you said this would be an
 16 independent oversight position reporting to the audit committee.
 17 Would that position not report back to the full Board?
 18 VICE-CHAIR HENN: Yes, the Board's audit committee
 19 and then through to the full Board.
 20 MS. SCOTT: So they would report to the audit
 21 committee first and then the audit committee would report to the

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1 Board or --
 2 VICE-CHAIR HENN: Well, the audit committee meets
 3 with the internal audit group.
 4 MS. SCOTT: So this position would be a full time
 5 staff?
 6 VICE-CHAIR HENN: Correct.
 7 MS. SCOTT: And they would report to the audit
 8 committee which is comprised of members of the Board?
 9 VICE-CHAIR HENN: Yes.
 10 MS. SCOTT: As opposed to reporting to the Board?
 11 CHAIRMAN CAUSEY: I'm on the audit committee so we
 12 have the audit committee meetings, staff shares with us what
 13 they're doing and then when it's finalized then the reports are
 14 shared with the full Board.
 15 MS. SCOTT: Isn't the office of audits already doing
 16 this though or are you saying they need an additional staff
 17 person, are they overwhelmed? It sounds like there could be
 18 some redundancy.
 19 VICE-CHAIR HENN: This person in this position would
 20 have expertise that we currently don't have within the internal
 21 audit group, specifically IT expertise.

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1 MS. SCOTT: So would this be an IT person?
 2 VICE-CHAIR HENN: IT Auditor.
 3 MS. SCOTT: So this would be an IT auditor and the
 4 expertise in there right now is more so accounting?
 5 VICE-CHAIR HENN: Correct.
 6 MS. SCOTT: Okay. So this would be a different type
 7 of auditor. An IT auditor as opposed to an accounting auditor.
 8 So then who would supervise? They would be supervised directly
 9 by the Board?
 10 VICE-CHAIR HENN: They would reside within the
 11 internal audit group.
 12 MS. SCOTT: So then who would supervise their work.
 13 If it's accountants supervising an IT professional.
 14 VICE-CHAIR HENN: Our Chief of Internal Audit.
 15 MS. SCOTT: Which has a background in Accounting?
 16 VICE-CHAIR HENN: Auditing.
 17 MS. SCOTT: Okay.
 18 CHAIRMAN CAUSEY: Mr. Kuehn and then Mr. McMillion.
 19 MR. KUEHN: So I believe that there is a need that
 20 this position is targeted towards. I'm not convinced that as an
 21 organization that we are better off by trying to hire a

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1 specialized resource like this and bring them internal. I would
 2 think that it might make sense to put aside contracting dollars
 3 and bring an outside entity out to review in-depth all of what's
 4 going on within our IT group here. That's just my comment.
 5 CHAIRMAN CAUSEY: I thought I read something in the
 6 list of the answers to questions in terms of initiatives that
 7 you're working on. Is there something in there that already
 8 addresses this?
 9 MR. KERN: We have proposed to do an in-depth audit.
 10 We had been asked about penetration testing but we need to go
 11 deeper than that, and I don't want to speak to the direct number
 12 until I can find it, Ms. Causey, but I believe it's in the
 13 neighborhood of \$300,000 that we have proposed that has made it
 14 into the Superintendent's proposed budget to perform an in-depth
 15 audit of our IT practices and our security protocols and our
 16 firewall configurations and our staff training on response to
 17 phishing so we have this in our plan in the proposed budget.
 18 CHAIRMAN CAUSEY: And that would be using a
 19 contract? So an outside provider?
 20 MR. KERN: Yeah. We would seek an RFP that would
 21 spell out what exactly we are seeking and bring in an agency

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1 from an external source to do an independent evaluation of our
 2 practice.
 3 CHAIRMAN CAUSEY: Would it make sense, Ms. Henn --
 4 VICE-CHAIR HENN: May I speak?
 5 CHAIRMAN CAUSEY: Sure.
 6 VICE-CHAIR HENN: So to speak to that. Thank you
 7 Mr. Kern and thank you Mr. Kuehn for your comments.
 8 MR. KERN: \$379,000 that we proposed on page 206.
 9 VICE-CHAIR HENN: So the one-time audit and I agree
 10 that's very necessary and very valuable, I don't see the two as
 11 mutually exclusive. I think the one-time audit is absolutely
 12 necessary and valuable. If I may finish, Mr. Kern. The one
 13 time audit is certainly necessary and I would support funding it
 14 and in fact that was one motion that I considered making in
 15 terms of providing the funding for that in this budget had it
 16 not been already included, but it is best practice, and this is
 17 by no means a sign of a lack of trust by any means, it's a best
 18 practice for Boards to look for this specialized type of
 19 resource in terms of governance especially in these days with
 20 cybersecurity concerns becoming ever more prevalent and the
 21 risks growing, this is the type of resource that Boards are

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1 seeking as an independent resource, so in no means do I want to
 2 be misconstrued the intent of making this motion, it's more of a
 3 governance factor than anything else to make my intentions
 4 clear.
 5 MR. KERN: So we're clear, with the budget request
 6 that we've made, we've asked for \$379,000 annually, this is an
 7 annual cost increase in the IT budget to perform this annual
 8 evaluation, so if that not the appropriate use of these funds
 9 then we would appropriately reexamine.
 10 VICE-CHAIR HENN: And again, I would reiterate that
 11 I don't see the two as mutually exclusive. The focus of this
 12 position in my vision is not strictly technical as you mentioned
 13 penetration testing and more on the technical side, this
 14 position would also be responsible for fiscal oversight and
 15 looking at controls of that sort as well because that is the
 16 Board's responsibility so in alignment with our questions and
 17 oversight responsibilities this would be a resource to us as we
 18 look at IT spending and being on the building and contracts
 19 committee and a lot of the contracts we see and percentage of
 20 spend have to do with our IT spend, that's a large portion of
 21 the system spend, so this is a resource I think will be

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1 invaluable to the Board, not from a sheer technical audit
 2 perspective, but simply as a resource to the Board.
 3 CHAIRMAN CAUSEY: Ms. Mack and then Mr. McMillion.
 4 MS. MACK: Since it sounds like there is some type
 5 of synergy between what you are describing and what Ms. Henn is
 6 describing, I thought initially the \$379 was a one time, but if
 7 we can accomplish the same thing, I think you proposed \$120 per
 8 year, and you're saying \$379 and being the fiscally-responsible
 9 person that I am, I would have to say that it makes more sense
 10 to hire somebody at \$120 and just have that person pick up the
 11 part that you just described Mr. Kern.
 12 CHAIRMAN CAUSEY: Would you like to respond to that?
 13 MR. KERN: I'm deferring to the Board.
 14 CHAIRMAN CAUSEY: Okay, Mr. Kuehn.
 15 MR. KUEHN: Just to follow, is this \$379 when you
 16 talk about IT assessment and security services, are you talking
 17 about an ongoing security review of everything within the
 18 boundary of BCPS, is that what this is designed for?
 19 MR. KERN: So, Mr. Kuehn our plan has always been to
 20 do an annual audit but given many of the things we've heard
 21 about in other LEAs and Baltimore City specifically, we've asked

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1 very much more in-depth that has actually increased the cost of
 2 what we would normally have paid, so yes, this is our annual
 3 review of our practices, our security, our configurations, are
 4 we putting the right things in the right place. Our processes,
 5 our disaster recovery, our continuance of operation plan. All
 6 of those are under this evaluation.
 7 MR. KUEHN: All right, thank you.
 8 CHAIRMAN CAUSEY: Mr. McMillion.
 9 MR. MCMILLION: Ms. Henn, the position you described
 10 is that within the organizational structure of the internal
 11 audit office?
 12 VICE-CHAIR HENN: Internal audit, yes.
 13 MR. MCMILLION: So it's not going to be an
 14 independent position that sort of floats out there by itself.
 15 VICE-CHAIR HENN: Correct.
 16 MR. MCMILLION: And who would interview and hire for
 17 this position?
 18 VICE-CHAIR HENN: The chief of internal audit.
 19 MR. MCMILLION: Thank you.
 20 CHAIRMAN CAUSEY: Any other discussion? Mr. Kuehn?
 21 MR. KUEHN: Well, it's not for this specific motion

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1 so I'll pass, nevermind.

2 CHAIRMAN CAUSEY: Okay, can you restate your motion

3 and then we're going to vote.

4 VICE-CHAIR HENN: Sure. I move to amend the

5 proposed budget for fiscal year 20-21 by redirecting \$120,000

6 from network support services contracted services to internal

7 audit for the creation of one professional FTE for an IT auditor

8 reporting to the Board.

9 CHAIRMAN CAUSEY: All in favor, please raise your

10 hand.

11 (HANDS RAISED)

12 CHAIRMAN CAUSEY: Opposed? Abstained? The motion

13 fails.

14 VICE-CHAIR HENN: Shall I continue?

15 CHAIRMAN CAUSEY: Sure.

16 VICE-CHAIR HENN: I move to amend the proposed

17 budget for fiscal year 20-21 by increasing technology support

18 services supplies and materials by \$630,000 for the purchase and

19 installation of 14 digital school signs, two per counsel (MANEC)

20 district.

21 CHAIRMAN CAUSEY: Is there a second? Mr. Kuehn.

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1 Please speak to your motion.

2 VICE-CHAIR HENN: Sure. The digital school signs

3 are an effective communication tool for engaging with our

4 families particularly in schools that have a hard time reaching

5 families that are otherwise not engaged with our schools. I

6 hear from -- I go in schools and hear from them that the signs

7 are a way to reach families who are otherwise not engaged with

8 them. They are on heavily trafficked streets. They are eye

9 catching. They convey information. They attract visitors to the

10 school. They attract community engagement. It's a

11 communications tool that is very effective. Administrators ask

12 PTAs for their support in fundraising to purchase signs. It

13 also is an issue of equity. Imagine yourself as a student and

14 going to your school with a non-digital sign or a broken sign

15 and passing on your way to school a fancy new digital sign, it

16 certainly is an equitable facility issue. And we do have

17 schools that are in need of these signs. So while the cost may

18 be prohibitive to replace or install these all in one year, the

19 intent is to be able to install these on a gradual basis, which

20 is what my motion intends to do and by distributing that

21 resource equitably across the county by dividing these by

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1 council (MANEC) district.

2 CHAIRMAN CAUSEY: I have a question for staff, if we

3 have a bilingual communications officer, could we then have

4 these signs provide the school information in multiple

5 languages?

6 DR. NACOMIS: So while I'm not personally familiar

7 with how you program a digital marquee I don't think there would

8 be anything that would prohibit us from doing that.

9 CHAIRMAN CAUSEY: Because we do here that we have

10 communities that don't go on the website, that you know don't

11 feel as connected and certainly that is a way to extend and

12 include more members of the community. Ms. Pasteur, did you

13 have a point? Julie, restate it, excuse me, Dr. Williams was

14 raising his hand.

15 DR. WILLIAMS: So, I'm wondering if it's not the

16 technology but just looking at ways we can connect our families

17 and communities so I heard the motion and I understand what you

18 said Ms. Henn, but the pieces around that the families saying

19 they're not connected or not having information, I don't know if

20 that's the best way of connecting families and communities

21 versus some things that we do differently or build on or around

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1 family and community partnerships. So I just had to share that

2 a little bit. I don't think the sign will get us to more parent

3 engagement or knowing what's going on.

4 CHAIRMAN CAUSEY: Ms. Scott? And then Ms. Rowe.

5 MS. SCOTT: How would we decide, or would it be up

6 to the Board members to decide which schools, I guess which two

7 schools per district the signs went to?

8 VICE-CHAIR HENN: Sure, so our staff know, have a

9 list, have an inventory and know which schools would be in need

10 of those signs so I would trust staff to make that call.

11 MS. SCOTT: So like if there was five schools that

12 needed, then staff would determine which of those five.

13 VICE-CHAIR HENN: Sure. And Ms. Pasteur had asked me

14 to restate my motion, so I will go ahead and do that. I move to

15 amend the proposed budget for fiscal year 20-21 by increasing

16 technology support services supplies and materials by \$630,000

17 for the purchase and installation of 14 digital school signs,

18 two per council MANEC district. And I will add that this motion

19 does have county council support from two districts, one in the

20 northwest and one in the northeast as well as possible county

21 executive support.

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1 CHAIRMAN CAUSEY: Ms. Rowe?
 2 MS. ROWE: So, I just want to say that respectfully
 3 to the superintendent, I completely disagree that not having a
 4 digital sign is impactful for parent support because there have
 5 been schools who have been able to use their digital sign
 6 because it rotates different messages to help inform parents
 7 about everything in the community from Amber alerts to Rec
 8 Counsel programs that are currently enrolling, to the Easter egg
 9 hunt that happens in the community every year to all sorts of
 10 things and there has been the one off-occasion when I might have
 11 missed an event at my own kids' school if it hadn't been for the
 12 sign, so you know, there's a lot of noise out there in the world
 13 and having a sign right in front of the school that people drive
 14 by, walk their dog by, and everything else and those messages
 15 are easier to change than those stupid flip numbers in the
 16 middle of winter, it would make information more current for the
 17 community.
 18 MS. SCOTT: That's informational though. What he
 19 was talking about was real community and school engagement with
 20 parents. That's giving information but to really engage with
 21 parents, a sign is excellent to give out information, to let

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1 parents know about upcoming events but to really engage and
 2 connect with parents the sign is maybe a first step but it's
 3 also a lot more after that and I think that's all the
 4 superintendent was intending.
 5 CHAIRMAN CAUSEY: Okay thank you. And Ms. Pasteur.
 6 MS. PASTEUR: Okay, are you asking that we just do
 7 14 period or is this ongoing? Did you say that?
 8 VICE-CHAIR HENN: Sure. The intent is for every
 9 school to have one. Since we're amending this annual budget,
 10 the scope of the motion is limited to this budget, but that
 11 would be my intent would be for every school to have one.
 12 CHAIRMAN CAUSEY: Okay, any final thoughts before I
 13 call the vote. All in favor, please raise your hand.
 14 (HANDS RAISED)
 15 CHAIRMAN CAUSEY: The motion carries unanimously.
 16 VICE-CHAIR HENN: My next motion, I move to amend
 17 the proposed budget for fiscal year 20-21 by increasing the
 18 department of facilities management budget by \$1.4 million to
 19 repair, maintain, and resurface if necessary seven high school
 20 running tracks, one per counsel MANEC district.
 21 MS. ROWE: Second.

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1 CHAIRMAN CAUSEY: Can we have Rod second it because
 2 he's all things sports, right?
 3 VICE-CHAIR HENN: Not only will I let Rod second it,
 4 Mr. McMillion would you like to speak to the motion?
 5 MR. MCMILLION: It took us 30 some years to get the
 6 track repaired at Chesapeake High School. Kenwoods track is in
 7 terrible shape. I don't think that they can actually run track
 8 events in the Spring because of the track. The modern
 9 technology I've observed that they spray through a gunnite
 10 machine shredded rubber onto an asphalt base and the new tracks
 11 are superior to what the old asphalt cinder kind of track was.
 12 So as a former athletic director and physical education teacher,
 13 there is a real need to resurface tracks around this county.
 14 CHAIRMAN CAUSEY: Any other questions or comments?
 15 Ms. Pasteur?
 16 MS. PASTEUR: Did you say all tracks? All schools?
 17 What did you say?
 18 VICE-CHAIR HENN: 7.
 19 MS. PASTEUR: You said one in each district. Okay,
 20 I get it.
 21 VICE-CHAIR HENN: Yes, 7. 1 per district.

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1 MS. PASTEUR: Okay, and if a district needs more
 2 than 1, how do we make that?
 3 VICE-CHAIR HENN: Then we include that in next
 4 year's budget.
 5 MS. PASTEUR: But how do we determine for this
 6 fiscal year which one?
 7 CHAIRMAN CAUSEY: Staff would have to -- they'll
 8 know which ones are the oldest and which ones are the -- right,
 9 schools can decide you get a track or you get a sign, what do
 10 you want. Okay. All in favor, please raise your hand.
 11 (HANDS RAISED)
 12 CHAIRMAN CAUSEY: It's unanimous. Thank you. Board
 13 members I have a motion and I did have copies but they fell on
 14 the floor I guess. I move to amend the proposed budget for
 15 fiscal year 20-21 by increasing the Board of Education salaries
 16 and wages budget by \$149,000 for the restoration of a 1.0
 17 professional FTE position for an Ombudsman to respond to BCPS
 18 stakeholders.
 19 VICE-CHAIR HENN: Second.
 20 CHAIRMAN CAUSEY: Thank you. I have another phrase.
 21 I move to amend the proposed budget for fiscal year for year

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1 20-21 by redirecting the vacant chief communications officer
 2 position funds to a Board of Education 1.0 professional FTE for
 3 a Chief of Staff supporting the Board.
 4 VICE-CHAIR HENN: Second.
 5 CHAIRMAN CAUSEY: And the financial impact is
 6 potentially neutral. Where I had included a budget of \$149,000
 7 for the restoration of the 1.0 professional FTE position for an
 8 ombudsman, in the past the chief communications officer I
 9 believe was around \$200,000, so if the Chief of Staff position
 10 is around \$100,000 and we can get an Ombudsman for around
 11 \$100,000 it would actually be budget neutral, but I wanted to
 12 put that dollar value in there to add as a placeholder. And
 13 there has been a second and so I'll speak to my motion. The
 14 Board of Education, in my history with the Board of Education we
 15 have had student discipline hearings and things of that nature
 16 where in the past the ombudsman had been able to work out a lot
 17 of situations where we didn't have a lot of those appeals and
 18 different things going on so the first goal is to number one,
 19 provide our students with the best academic experience and to
 20 provide the parents an easier way to facilitate that when
 21 sometimes things get a bit contentious. So that has happened in

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1 the past and I think Board members can understand the amount of
 2 emails that we get with concerns and to be able to have a way to
 3 coordinate more effectively as a Board with the superintendent
 4 and his staff to kind of have that direct person-to-person so
 5 that it's not 12 people sending a million emails a million
 6 different places. The other issue related to the Chief of
 7 Staff, when Julie and I became the Chair and the Vice-Chair last
 8 year, we had a planning session and we had a number of
 9 initiatives that we thought would be very helpful in terms of
 10 governance and community engagement and I will just quickly read
 11 the policies, not all of the policies, but policy 1100,
 12 community relations, the Board of Education believes engaging
 13 parents, community members and business in the education process
 14 plays a key role in the students' success; policy 1200,
 15 community relations, the Board of Education is committed to
 16 fostering and supporting community interests and involvement in
 17 Baltimore County Public Schools; Policy 1230, community
 18 relations, community involvement area education advisory
 19 councils, we have our next dinner coming up next week, it's only
 20 two per year, there's a lot of engagement that our area
 21 education advisory councils they want to support and they want

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1 to advise and they want to gather community input and there's
 2 really been a bottleneck of opportunity because Board members
 3 are volunteers. We get \$7,500, but we are very engaged and we
 4 have one Executive Assistant who is amazing, but she is one for
 5 12 with a community of 115,000 students and all of those parents
 6 and other people, and also Policy 1210 I can't forget because
 7 she's still here from PTA council president Ms. Jayne Lee that
 8 community involvement relationship with parent and teacher
 9 association. So that is speaking to my motion.
 10 MS. ROWE: I don't know, maybe a lot of people
 11 aren't aware of this, but it's an odd thing that we no longer
 12 have an ombudsman because Baltimore County was the first school
 13 system in the state to have an ombudsman such that every other
 14 school system in the state decided to follow our example and
 15 have their own ombudsman and now the office of education
 16 accountability is looking at us like why did you get rid of your
 17 ombudsman because the ombudsman creates a lot of accountability
 18 in the school system and so I think it's very weird that somehow
 19 recently our ombudsman just disappeared.
 20 CHAIRMAN CAUSEY: I'll just say in general there was
 21 a lot of budget realignment for the stat program. So when we

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1 were paying for laptops, it took a lot of money out of a lot of
 2 places and I think that as we're realigning technology with the
 3 more fiscally sustainable Chromebooks that now we need to
 4 realign as Dr. Williams says the schoolhouse and these things
 5 that are really going to allow our children to improve. Part of
 6 that is engagement, part of that is dealing with issues that
 7 arise, and part of that is the Board being a better governing
 8 Board. Mr. Sarris, and then Ms. Pasteur and then Ms. Scott.
 9 MR. SARRIS: Just to make sure that everyone knows
 10 that the ombudsman herself has not disappeared. She works in
 11 the office of communications in community outreach, so that
 12 position is actively engaged with stakeholders and soliciting
 13 community input.
 14 MS. ROWE: Are you saying that we could that person
 15 back as our ombudsman as somebody who already knows how to
 16 omsbud because that would be fantastic.
 17 MR. SARRIS: I'm just saying that the position does
 18 exist.
 19 MS. ROWE: But why is it not called an ombudsman?
 20 MR. SARRIS: It was restructured and defined that
 21 way because it is part of a broader, it used to be a division,

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1 CHAIRMAN CAUSEY: And that's the point. There is
 2 increased engagement with our community, as there should be,
 3 Board members have increased engagement around the school
 4 system, it was a position that worked very effectively reporting
 5 to the Board and this Board has not had that in the past year
 6 and I can tell you from channeling, trying to facilitate and
 7 coordinate the work of Board members, there is a lot to do and
 8 even now with Tony who is excellent and Carol who is excellent
 9 and Tracey who is excellent, I don't think any of them have an
 10 extra minute. I don't think Ms. Gover has had a spare moment in
 11 the next year. So to say we can utilize her is not a fair
 12 statement. I think that in order for this Board to continue to
 13 improve our governance, to improve our accountability to our
 14 constituents, because as it is now we have concerns that we have
 15 forwarded and we haven't heard back how all of this is getting
 16 handled and maybe it is getting handled and that's great, but
 17 again, there's a piece where the Board does not have that
 18 position for the community to understand that we are taking our
 19 community engagement seriously, we're taking constituent
 20 services seriously and that we're really working to improve.
 21 MR. TANTLIFF: Well, I'm not going to debate whether

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1 Ms. Gover is busy or not, I think we all know she is, but I
 2 would say that I think the Board could do a better job of
 3 fielding those calls to Tracey, sending them to Tracey and
 4 letting Tracey send the calls out. I don't think that's
 5 happening now. I think Tracey would say that if she were being
 6 honest. I'm just saying if we utilize Tracey to take the calls
 7 that you all get and then have Tracey send those out to Ms.
 8 Batehoff and the various offices, you'd probably get the same
 9 thing you're trying to get out of an ombudsman position that
 10 I'll say again already exists.
 11 CHAIRMAN CAUSEY: Excuse me, just to that point, Dr.
 12 Williams has requested that the Board forward everything to the
 13 office of the superintendent so that's the communication
 14 protocol that we're following and certainly there's room for
 15 improvement but we can't ask people that are already doing
 16 tremendous jobs to do more and that's part of what we hear from
 17 our teachers and from everybody else. We need to be realistic
 18 about the work.
 19 MS. SCOTT: And I understand that and because we
 20 also talk about being fiscally-conservative and it looks like
 21 it's an additional roughly \$350, \$349,000 for it sounds like a

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1 position that may already exist or be redundant. It's no budget
 2 impact?
 3 CHAIRMAN CAUSEY: It's potentially no budget impact
 4 because we have had a vacant chief communications officer
 5 position for two years, it's an FTE that would be reallocated.
 6 MS. SCOTT: Okay, and then my other question is you
 7 said two positions an ombudsman, but when was the ombudsman
 8 position no longer existing where the position reported directly
 9 to the Board, when did that end?
 10 MR. TANTLIFF: In excess of 14 years at least. It's
 11 been a superintendent position.
 12 MS. SCOTT: Oh, 2013?
 13 CHAIRMAN CAUSEY: The document that was returned
 14 with the answers had a 2011 description of the ombudsman
 15 reporting to the Board.
 16 MS. SCOTT: Okay, so it was changed around 2011-ish.
 17 CHAIRMAN CAUSEY: 2013.
 18 MS. SCOTT: Okay, so there's some discrepancy there.
 19 So what you're talking about Kathleen are two positions, an
 20 executive, well we already have an executive assistant, you're
 21 talking about a Chief Executive officer --

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1 CHAIRMAN CAUSEY: Staff.
 2 MS. SCOTT: A chief of staff that would report
 3 directly to the Board and then an ombudsman. Who would hire and
 4 interview for these positions? Would these be existing staff
 5 members that would be reallocated to the Board or would we hire
 6 and who would do that hiring? Would it be the Board that would
 7 interview and hire that position as a whole?
 8 CHAIRMAN CAUSEY: We could do that. We're doing
 9 that currently with our ethics review panel.
 10 MS. SCOTT: I guess that's what I'm saying, who
 11 would decide who?
 12 CHAIRMAN CAUSEY: We can work on the process because
 13 it would start July 1, so we would have time to work on the
 14 process.
 15 MS. SCOTT: All right. That's what you're saying.
 16 And has this Board ever had a chief of staff that reported
 17 directly to the Board?
 18 CHAIRMAN CAUSEY: No. The Board hasn't had elected
 19 --
 20 MS. SCOTT: I'm just -- the population is growing
 21 and we have a full staff here and I guess I'm just trying to

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1 reconcile having redundant positions, putting out large sums of
 2 money for positions that already exist when maybe we could
 3 redirect the work of those already existing positions.
 4 CHAIRMAN CAUSEY: Ms. Pasteur?
 5 MS. PASTEUR: It's too late to have a description of
 6 what that person would do and I wish we would have had this
 7 discussion before we got to this point. I just would like as a
 8 Board member to have a discussion about what exactly do we want
 9 this person a Chief of Staff of the Board, I'm just --
 10 CHAIRMAN CAUSEY: Who seconded me, because I'm
 11 thinking of modifying my motion? Okay. Well, the job
 12 description for the ombudsman was in the answers that were given
 13 as part of the work session in the budget so they were online.
 14 So I am going to modify my proposal so I move to amend the
 15 proposed budget for fiscal year 20-21 by increasing the Board of
 16 Education, well, actually, I'm not going to increase, I'm going
 17 to withdraw my motion. I'm going to vote to modify my
 18 amendment. I move to amend the proposed budget for fiscal year
 19 20-21 by restoring a 1.0 professional FTE position for ombudsman
 20 to respond to BCPS stakeholders and I am saying that it is
 21 fiscally neutral because it can take the place of the vacant

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1 chief of communications officer position. Will you accept that?
 2 VICE-CHAIR HENN: My question is, salary-wise, the
 3 vacant chief communications officer position is closer to the
 4 chief of staff position than the ombudsman position if you're
 5 talking about a salary a net neutral impact on the budget I
 6 thought you were making the motion that those two positions
 7 would be placed and not the ombudsman which had an impact of
 8 \$149, I believe. So I would not support that.
 9 CHAIRMAN CAUSEY: So what it would do is actually
 10 reduce the budget. The Board would get the ombudsman that it
 11 had for years where the job description is already in the Board
 12 answers and what I'm saying is I'm not requesting the Chief of
 13 Staff because as Ms. Pasteur pointed out we haven't flushed out
 14 a whole job.
 15 VICE-CHAIR HENN: Then I would support that.
 16 CHAIRMAN CAUSEY: Dr. Williams?
 17 DR. WILLIAMS: May I just suggest that you just make
 18 the recommendation for an additional FTE to support the office
 19 of the Board of Education? I've had some thoughts about what to
 20 do with that vacant position, called the chief of
 21 communications, not to have another chief but to look at some

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1 other means of using that to provide supports to schools so I
 2 would just recommend that you modify that to say that there is a
 3 need to have an additional FTE ombudsman in the office of the
 4 Board of Education.
 5 CHAIRMAN CAUSEY: Okay, so I'm going to modify my
 6 motion, I move to amend the proposed budget for fiscal year
 7 20-21 by increasing the Board of Education salaries and wages
 8 budget by \$149,000 for the restoration of a 1.0 professional FTE
 9 position for an ombudsman to respond to BCPS stakeholders to
 10 report to the Board.
 11 VICE-CHAIR HENN: Second.
 12 CHAIRMAN CAUSEY: Any other discussion? All in
 13 favor, please raise your hand.
 14 (HANDS RAISED)
 15 CHAIRMAN CAUSEY: The motion carries unanimously.
 16 Thank you. Board members, we had one issue that we tabled. Is
 17 there any other issue before we go back to the one tabled issue?
 18 Okay. The issue that was postponed is the issue of the 15
 19 minutes and there is the motion, yes.
 20 MS. ROWE: I move that BCPS add \$15 million to this
 21 budget to provide the school system with funding flexibility to

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1 negotiate with bargaining units for adding between 10 and 15
 2 minutes to the school day.
 3 CHAIRMAN CAUSEY: So the discussion that we had
 4 earlier related to Dr. Williams' issue, valid issue, with the
 5 task of planning and the contingency of funding and we had left
 6 it with a question of is there a way to try to have master
 7 agreement negotiation before we do the February 25 meeting.
 8 MS. ROWE: So the last time that we put the 15
 9 minutes in the budget we didn't have everything figured out and
 10 the budget was contingent and then it didn't get funded and then
 11 we had to change things because it didn't get funded. So had it
 12 been funded, we would have been adding 15 minutes with just the
 13 same amount of time frame as we are doing it in this situation
 14 and staff recommendation was okay when we did it last year, so
 15 how is this year different other than the fact that it's a
 16 negotiating year which should give us more ability to need that
 17 in the budget?
 18 CHAIRMAN CAUSEY: That's a good question that I
 19 don't have an answer for.
 20 MR. SARRIS: Well, I was just responding to that
 21 ten-day component of the motion, which doesn't, I don't think

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1 it's still in the motion.
 2 CHAIRMAN CAUSEY: She has a motion that we haven't
 3 voted on, so we're discussing.
 4 MS. ROWE: And it's 1 a.m. and we're down to 9 days.
 5 VICE-CHAIR HENN: I think it may be due to the hour,
 6 but we may be unnecessarily conflating what we include in the
 7 amendment in the budget with the negotiations and by that I mean
 8 the two may be independent of one another in that we can include
 9 what we want and regardless of how the negotiations go it's in
 10 the there. So I would continue to support Ms. Rowe's motion and
 11 with the confidence that it's in there because that's the will
 12 of the Board if that's the way this goes, regardless of how
 13 negotiations go. And if it's cut like it was last time, it's
 14 cut. But we need to ask for what we want.
 15 CHAIRMAN CAUSEY: Any other discussion Board
 16 members? All in favor, please raise your hand.
 17 (HANDS RAISED)
 18 CHAIRMAN CAUSEY: The motion carries unanimously.
 19 Board members, any other discussions? I just want to appreciate
 20 staff, Dr. Williams, this has been the most robust budget cycle
 21 and certainly a very robust meeting. We are supposed to have

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1 the next item on the agenda is Board member comments. I am
 2 going to postpone those until the next meeting if that is fine
 3 with all of the Board members. Everyone fine with postponing
 4 the Board member comments please raise your hand, because we're
 5 adjusting the agenda.
 6 (HANDS RAISED)
 7 CHAIRMAN CAUSEY: Thank you. The next item on the
 8 agenda is Item R, information. And the last item on the agenda
 9 is announcements. Next Board meeting, Tuesday, February 25,
 10 2020 at 6:30 p.m. We are also having Board of Education Public
 11 Hearing on the Pleasant Plains Elementary School Capacity Relief
 12 Boundary Recommendation which is Wednesday, February 26, 2020 at
 13 6:30 p.m. at Loch Raven High School Auditorium. Sign up begins
 14 at 5:30. All who sign up will be able to speak. Thank you all
 15 for this great work. The meeting is adjourned.
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1 TRANSCRIBER'S CERTIFICATE
 2
 3 I, Vivian Saxe, do hereby certify that the
 4 foregoing-entitled matter was transcribed to the best of our
 5 ability; and I further certify that the foregoing is a full,
 6 true, and correct statement of such proceeding and a full, true,
 7 and correct transcript of the audio filed produced.
 8
 9
 10 _____ February 21, 2020
 11 VIVIAN SAXE, CERT 631 DATE
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