

BALTIMORE COUNTY PUBLIC SCHOOLS

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PROPOSED FY2019 OPERATING BUDGET

Responses to Board Members' Questions - Set #2 January 23, 2018

SPECIAL EDUCATION AND ESOL

N/A

GROWTH AND INFRASTRUCTURE

N/A

LITERACY

1. Please provide an updated spreadsheet on the STAT BUDGET "BCPS PROPOSED 6 YEAR INSTRUCTIONAL DIGITAL CONVERSION PLAN" last update Board received was January 6, 2017.

An updated spreadsheet is included on page 14 in the FY2019 Board Work Session document.

- a. Explain the following Footnotes on that 'PLAN.'
 - i. Funding is dependent upon budget approval process year by year. Deployment schedules may need to be adjusted in accordance with approved budgets.

Each annual phase of the S.T.A.T. rollout has required additional funding from the county government, with the exception of deferring high school devices by one year from FY2018 to FY2019. If the ability of the county government to fund the plan changed, then a change in rollout would have needed to occur to match the funding. In each of the plan years, FY2014 through FY2019, the county government has funded S.T.A.T. as planned.

- ii. FY2016 County contribution for projector leases (\$2,528,658) not approved by Board of Education and funds returned to county in fund balance.

Classroom projector leases were added to the S.T.A.T. plan and approved by the Board and the county government in the FY2016 operating budget. The funds were appropriated for the lease of the equipment; however, the Board rejected the contract prior to purchase. BCPS was not approved to use the funds for another purpose; therefore, the funds remained unspent in FY2016. As required by the Baltimore County charter, all unspent operating funds are returned to the county government's fund balance at the end of the year.

- iii. FY2018 projector amount is redirected to 1 to 1 devices, lowering the requested county contribution.

The funds for classroom projectors were approved in FY2016 as ongoing funds, and are, therefore, reappropriated annually. Since the Board did not approve the contract for projectors, and the funds remained unspent for two years in a row, the Board and county government approved for those funds to be redirected for the S.T.A.T. expansion of middle school devices in FY2018. The funds are now appropriated annually for that purpose.

- iv. County contribution of \$8,000,000 for wireless equipment and BCPS One in FY2014 is redirected to leased equipment in FY2016.

Installation of wireless equipment was a one-time cost to BCPS. The county government agreed to appropriate the funds for the wireless installation as ongoing funds, with the requirement that the funds be redirected to cover the ongoing cost of elementary school devices in the following year.

- b. Please explain why "Physical Classroom Specifications" is blank under year 2015-2016 and 2016-2017, when in 2015-2016 approximately \$500,000 was spent on Boxlight Interactive classroom systems? If expenditure not accounted for there, where is expenditure? Same question for 2016-2017 with Promethean systems installed in new Relay Elementary school and where else?

Operating, startup, and capital funds have been used to purchase audio/visual equipment in 2016, 2017, and 2018 for school construction and renovation and Lighthouse high schools. The S.T.A.T. budget did not provide these funds, and so expenditures are not reflected there.

In FY2016, operating and capital funds totaling \$137,771 were spent at Catonsville and Lyons Mill elementary schools on Boxlight projectors. In FY2017, capital funds totaling \$175,820 were spent at Catonsville, Westchester, and Westowne elementary schools on Boxlight projectors. Boxlight expenditures in these years total approximately \$313,591.

In FY2017, operating funds totaling \$650,267 were spent at Relay Elementary School and at Pikesville and Owings Mills high schools for Promethean flat panel screens. In FY2018, capital funds totaling \$586,995 were spent at Patapsco and Woodlawn high schools for ActivPanel flat screens, and operating funds of \$235,895 were spent for ActivPanel flat screens at Chesapeake High School.

The Board rejected the contract to lease projectors as part of the S.T.A.T. initiative. However, classroom teachers have used classroom projectors for many years prior to the S.T.A.T. initiative. Funds were spent to purchase replacements for existing classroom projectors that were no longer functioning, and additional projectors where needed. Funding was available to be redirected from the Information Technology software license fee for one year due to an off-cycle license contract.

- c. Confirm how much was spent on Boxlight projector systems in Westowne ES, Catonsville ES, Westchester ES and elsewhere. Please provide vendor performance for these installations.

*Westowne Elementary \$112,605
Catonsville Elementary \$118,112
Westchester Elementary \$ 75,880*

- d. What has been total expenditures on Promethean systems in 2015-2016, 2016-2017, and to-date 2017-2018? what is planned for remainder 2017-2018? And what is planned for 2018-2019 and under what categories is it included?

Please see (b.) above. The FY2019 Proposed Budget includes \$1 million for audio/visual equipment.

- e. Projector issues: under Former Superintendent's Administration this initiative had a \$41 MILLION dollar price tag. However, when Board rejected the contract and sent back to purchasing, County decided it would not fund the \$41 Miboxllion initiative and it was removed from the January 2017 update of "PROPOSED 6 YEAR ...STAT PLAN" see Footnotes. But then it became known that Staff purchased approximately \$500,000 of Boxlight projector system whose contract had been unanimously rejected by the Board. Then next new schools were equipped with Promethean without an update to the Board. The concern over this procurement has increased, due to articles in The New York Times, The Baltimore Sun, www.TheBaltimorePost.com and others; which detailed many vendor interactions and paid consulting through ERDI. See attached document for background.

In February 2016, the Board rejected a multi-year operating lease contract for Boxlight projectors and sound enhancement equipment. Since then, other brands of equipment have been purchased, not leased, under Board approved contracts to maintain current technology standards in new construction, renovations, and additions and in Lighthouse high schools.

Audio/visual equipment is requested regularly by teachers and administrators within Baltimore County Public Schools. The requests are made due to aging or nonfunctioning existing equipment or because new spaces are being created in which the need for audio/visual technology has been identified. BCPS uses existing contracts to maintain or replace nonfunctioning equipment as well as equip new school classrooms. Those contracts include a wide variety of vendors and products from which to choose. The product selection is based primarily on the needs of the system, cost of the audio/visual technology, and feedback from BCPS staff members including instructional staff members.

2. Please provide next 4 -5 year plan and costs.

We are projecting S.T.A.T. costs of approximately \$56.9 million in FY2020. The details are included in the S.T.A.T. budget on page 14 of the Board Work Session document. Once the new RFP for devices is awarded, the costs for future years can be more accurately projected.

This information is critical to budgeting, as system is encumbered with multiple stages of 4 year leases and may contract for 100,000 more devices with recent RFP. Is current RFP considering leasing and/or purchasing for teachers' and students' devices?

BCPS is currently in the middle of the device selection process. Once the selection process is complete, the Board of Education will be presented with a proposed contract and associated documentation.

- a. Is there any consideration for a less complicated/expensive device for elementary students, as has been discussed at multiple Board meetings?

Elementary teachers in focus groups and in surveys indicated that they continue to support the existing key features similar to those they have available to them now, including a Windows supported laptop with a touch screen and built-in keyboard. The Superintendent's Parent Advisory Council has requested that technology industry standards begin at the elementary level, including keyboard and Microsoft Office training. Curriculum has already been developed, and teachers trained to deliver, for a laptop configuration. It is also critical to maintain the continuity of instruction as students matriculate from grade to grade. The program is optimized if one type of device is utilized systemwide for students.

- b. Please outline current annual deployment schedule and obligation of current leases.

Please see the S.T.A.T. budget on page 14 of the Board Work Session document.

- c. Please outline future deployment schedule and whether leases and or purchases will be utilized.

The timeline for the FY2020 and beyond deployment schedule has not changed. Devices will be leased.

- d. If county cannot fund or board wants to re-align budget requests to include "MORE People for our People", what savings ARE POSSIBLE if BCPS provides 1:1 digital access in grades 1 and 2 through 1:2 device to student ratio?

Across multiple measures representing achievement from Grades 1-3, students in Lighthouse schools have shown gains in student achievement relative to their peers across the state and nation. Therefore, the data supports maintaining the student-to-device ratio in Grades 1 and 2. In addition with the fact that Kindergarten readiness has been declining, it is imperative that we continue to make investments in early childhood education.

Students are entering Kindergarten less prepared each year. This number has trended downward from 49.7% to 41.2% during the past 3 years. Therefore, nearly 6 of 10 students are entering Kindergarten less than adequately prepared for school. By the start of Grade 3, much of that deficit has been closed. Secondly, the analysis by JHU, presented to the Board on January 9, 2018, extended to Grades 1 and 2 for both reading and mathematics. Again, students in Lighthouse schools were, on average, performing below their national peers in reading and mathematics in both

Grades 1 and 2 prior to the implementation of S.T.A.T. As with Grade 3, students in the Lighthouse schools were, on average, outperforming their peers nationally in Grades 1 and 2 in both reading and mathematics. Moreover, closing the Kindergarten readiness gap and out performing peers nationally at Grades 1 and 2 is a function of customized and personalized blended instruction, made possible by equitable access to differentiated resources that optimize whole group, small group, and independent learning.

- e. What is current ratio for Kindergarten?

The ratio in Kindergarten is 5:1 at the present time. It will be transitioning to 6:1 by the end of the school year, based on teacher feedback, due to how Kindergarteners are grouped for instruction.

3. Student safety in technology - what department is in charge of analyzing student safety in technology?

The Office of Innovation and Digital Safety in the Department of Innovative Learning.

- a. How do they measure digital activity to understand?

- i. If students are complying with safety standards.

Through our library media curriculum, starting as early as Kindergarten, we teach digital citizenship and safety protocols. If students are found to be noncompliant, teacher and administrators utilize their standard operating procedures for addressing behavior according to the BCPS Student Handbook.

- ii. Are hacking to get out of safe environment.

Please see response above.

- iii. Are off-task (not in unsafe activity, but not on task as directed by teacher).

Off-task activities are not monitored centrally, as monitoring is a teacher responsibility. This is no different than before a device was in each student's hand.

- iv. Or are subject to outsiders that have hacked into bcps device or program?

Secure data is not being accessed using these "filter/proxy bypass" software, only gaining access to unauthorized Web resources are being accessed. If a teacher notices that a student or students are deemed to be "off-task," then the rules and procedures within the rules above should be enacted and tracked, as necessary.

- b. What are those metrics? What is trend year over year for those metrics? For clarity, since number of students using devices is increasing exponentially each year, can they be presented as percentage of student population using devices? And please note number of students with devices per year.

Digital activity and safety/cyber use is controlled through the teachers under classroom management, and is in coordination with the following Board Policies and Superintendent's Rules:

- [5510 – Conduct Positive Behavior](#)
- [5550 – Conduct Disruptive Behavior](#) - - generally Category I offenses are any types of 'not on task' by the student, and is indicated under IV.A.1.A
- [5580 – Conduct Bullying, Cyberbullying](#)
- [6202 – Instructional Services TAUP for Students](#)
- [4104 – Conduct TAUP for Employees](#) specifically IV.B, IV.C, V.A and V.B

Any records or metrics that are maintained relating to classroom on/off task use of devices should be tracked by the individual schools under Category I offenses. The only issue will be that Category I offense reporting is not broken down by the various types of offenses, and the rule may not be applied consistently throughout the schools.

4. How can Board be confident that continued massive expenditures for S.T.A.T. are best use of resources?

The appropriate academic measure of success, as defined by Blueprint 2.0, has been used by JHU as part of the evaluation of the S.T.A.T. program. The logic model used by JHU proposed that it would be appropriate to observe changes in student achievement in the third year of implementation and beyond. As of last year, reading at the third grade level would have been the first of the Blueprint 2.0 measures that would have been expected to have an observable difference based on the logic model.

In addition to reporting the gains in third grade reading achievement, JHU also reported the observed gains in mathematics achievement. In both reading and mathematics, students in Lighthouse schools were, on average, scoring below the national averages prior to the implementation of S.T.A.T. As of the third year of S.T.A.T., students in Lighthouse schools were, on average, outperforming their peers across the nation in both reading and mathematics in Grade 3.

In addition to the Blueprint 2.0 metric of third grade reading, the analysis by JHU extended to Grades 1 and 2 for both reading and mathematics. Again, students in Lighthouse schools were, on average, performing below their national peers in reading and mathematics in both Grades 1 and 2 prior to the implementation of S.T.A.T. As with Grade 3, students in the Lighthouse schools were, on average, outperforming their peers nationally in Grades 1 and 2 in both reading and mathematics.

Upon the Board's request, the analysis was also extended to PARCC data. During the January 9, 2018, meeting of the Board of Education of Baltimore County, JHU reported that the gains that had been observed on MAP were also reflected in the PARCC assessments. As with the previously reported MAP data, students in the Lighthouse schools were, on average, performing below the state on PARCC in Grades 3-5 prior to the implementation of S.T.A.T.

By 2016-2017, students in the Lighthouse schools have "either substantially closed the gap with the state or exceeded the state." In addition, JHU provided comparative information on gains in student achievement for the state and three large comparison districts. In all cases (both in reading and math), the gains observed by Lighthouse students exceeded the gains in achievement by students across the state and in the comparison systems. As indicated by JHU, while there was naturally a distribution of scores, gains were observed across the majority of grades in the Lighthouse schools.

While some have questioned the magnitude of these gains, it is worth observing that the gain in the proportion of students who achieved a career and college readiness score was over twice that observed across the state as a whole in Grades 3, 4, and 5 in mathematics. The gains in reading are over three times that observed by the state as a whole.

Across multiple measures representing achievement from Grade 1-5, students in Lighthouse schools have shown gains in student achievement relative to their peers across the state and nation.

5. JHH says minor gains cannot be directly attributed to S.T.A.T./devices. At same time, BCPS aligned curriculum to more rigorous standards, began writing in-house curriculum, implemented improved teacher induction program, teacher evaluation system, community superintendent model of support, professional development, etc.

The S.T.A.T. initiative, as outlined above, is a focused enhancement in the delivery of instruction, allowing teachers to more easily differentiate instruction. While devices are a necessary component of efficiency, the device is only part of the shift in the delivery of instruction.

While some have questioned the magnitude of these gains, it is worth observing that the gain in the proportion of students who achieved a career and college readiness score was over twice that observed across the state as a whole in Grades 3, 4, and 5 in mathematics. The gains in reading are over three times that observed by the state as a whole.

Across multiple measures representing achievement from Grade 1-5, students in Lighthouse schools have shown gains in student achievement relative to their peers across the state and nation.

6. In 2014, former superintendent removed the Semester Block schedule and 7 class schedule from High schools, it increased teacher student-load and workload -at Dulaney, Loch Raven, Towson and other schools. Workload and student-load increased with teachers having to teach 6 classes instead of 5.

No question is included in the passage above.

Did the system keep track of how many millions of dollars per year were re-directed to S.T.A.T.? if not kept track, please estimate.

Please see the S.T.A.T. budget on page 14 of the Board Work Session document. The figure is contained on the line titled "BCPS Budget Realignment" and totals \$8.8 million in FY2019.

FY2019 is the last year of the planned redirect of funding for S.T.A.T. from schools and offices. Prior to FY2015 and the S.T.A.T. implementation, schools were responsible for purchases of computers, printers, copiers, and toner with their operating budgets. The responsibility for both the budget and the cost of those expenditures now resides in the Department of Information Technology and Office of Purchasing. Additionally, graduation facility expenses are now paid for centrally and those funds were left in high school budgets.

7. Advanced Academics/Gifted and Talented - Why was staffing reduced from 11 FTE to 2?

In 2005-2006, the office was the combined GT/Magnet Office. At that time, the GT portion of the office consisted of 1 coordinator and 8 resource teachers for a total of 9 staff members. There were two secondary resource teachers, 4 elementary resource teachers (one for each subject) and two primary talent development resource teachers. As resource teachers resigned, retired, or moved to new positions in BCPS, their positions were not filled, with the exception of one secondary resource teacher position. At no time since the 2005-2006 school year have we had less than four resource teachers and one coordinator (5 total), except when a position was vacant pending a new hire to fill the vacancy.

New budget adds 3 to bring FTE up to 5. How is this sufficient to meet needs of growing student population and when we are trying to equitably expand access "to close the gaps and raise the bar"? On page 273 there is no mention of Gifted and Talented.

The current number of staff in the Office of Advanced Academics is five. The additional FTE requested in the budget would bring that total number to eight. Staff in the Office of Advanced Academics work collaboratively with the academic and academic services office staff to support advanced and high potential learners.

It is ESSA requirement to track compliance of Gifted regulations and programs, how will this be accomplished with limited staff?

MSDE has stated that their intention is to include Gifted and Talented as a student group whose performance would be disaggregated and reported in accordance with Maryland's ESSA accountability plan. Currently, MSDE has not determined how it will develop and implement a unified, statewide definition of "gifted and talented" to include at which grade levels students should be identified. Maryland's ESSA plan does not include tracking compliance of gifted regulations and programs, but rather, they propose to include reporting of gifted student performance. Currently, BCPS data dashboards allow school-based leaders and central office staff in all academic and academic services support roles to monitor gifted student performance as a part of school progress planning processes and ongoing improvement efforts.

8. Page 50 please explain what items that support S.T.A.T. digital conversion are included or excluded from definition of "Instructional Materials and Supplies" up to \$4,999. Is that per item, or per purchase order, or what other criteria?

Protective carry cases for S.T.A.T. devices are purchased separately from the device lease and are considered Instructional Materials and Supplies. The FY2019 budget includes \$439,452 for the cases. Professional development for staff in support of instructional technology integration includes \$159,468 in professional development supplies, also in the category of Instructional Supplies and Materials. The threshold of up to \$4,999 is per item.

SCHOOL CLIMATE

1. Are Assistant Principals, cut by former superintendent, restored to our smaller Elementary Schools?

Additional assistant principals (aside from the new Northeast elementary school) are not included in the FY2019 Proposed Operating Budget. There has not been a reduction in assistant principals systemwide. The seven assistant principals in question were reallocated to schools with large student populations. Supplemental staffing resources were provided to each of the seven elementary schools with smaller populations.

Staffing allocations are reviewed each year as part of our normal budgetary process. System instructional needs are evaluated each year to prioritize limited resources to those most critical to the success of BCPS students.

OTHER QUESTIONS

1. Please confirm or correct Mrs. Beytin comments that current "FY2019 superintendent proposed operating budget" requires a 7.5% increase in Maintenance of Effort and does the Interim Superintendent have commitment from County Executive for that increase? Commitment from County Council?

The superintendent's proposed budget is 7.5% above the Maintenance of Effort (MOE). The county executive is in the process of fully evaluating the county's FY2019 resources.

2. BCPS organized in six major divisions - How coordinate/tie to 13 line items per state law?

Expenses within each office are planned and expensed in the appropriate activity in accordance with MSDE guidance and in compliance with state law.

- a. Schools
- b. Board of Education
- c. Superintendent
- d. Division of Business Services
- e. Division of Curriculum and Instruction
- f. special Revenue (Grants)

3. Performance measure p. 111 are headed in wrong direction. Please provide explanation.

There are 8 performance measures outlined on page 111 of the budget book. Of those, 4 are clearly moving in the positive direction. Both graduation rate and drop-out rates have trended in a positive direction over time. In addition, there have been positive changes in SAT participation and scores since the change of the format of the SAT first observed in the FY2016 academic year.

The first indicator, Kindergarten readiness, has been declining. Students are entering Kindergarten less prepared each year. This number has trended downward from 49.7% to 41.2% during the past 3 years. Therefore, nearly 6 of 10 students are entering Kindergarten less than adequately prepared for school. By the start of Grade 3, much of that deficit has been closed, and despite the gaps in preparation, by the middle of Grade 3 over 56% of our students are performing above the national average, which is to say, that despite a downward trend in the readiness of students entering Kindergarten, our students and their teachers have been able to close this gap and to meet and maintain prior gains in achievement as measured by MAP.

In addition, we know that by 2016-2017, students in the lighthouse schools have "either substantially closed the gap with the state or exceeded the state" on the PARCC assessments. JHU also provided comparative information on gains in student achievement for the state and three large comparison districts. In all cases (both in reading and math), the gains observed by Lighthouse students exceeded the gains in achievement by students across the state and in the comparison systems. As indicated by JHU, while there was naturally a distribution of scores, gains were observed across the majority of grades in the Lighthouse buildings.

While some have questioned the magnitude of these gains, it is worth observing that the gain in the proportion of students who achieved a career and college readiness score was over twice that observed across the state as a whole in Grades 3, 4, and 5 in mathematics. The gains in reading are over three times that observed by the state as a whole.

While the proportion of students obtaining a grade of B or higher in Algebra I has fluctuated over this window, based on the implementation of the S.T.A.T. initiative, one would not expect to see gains on this metric for another year.

4. Provide on-time bus percentage by fiscal year and/or academic quarter.

The percentage of buses arriving on time is reported by fiscal year, and was 96% for FY2017. This is consistent with our experience in FY2015 and FY2016. The next measurement will be taken in the spring of 2018.

5. What measurements for transportation complaints, timeliness of response, resolution?

The Office of Transportation tracks all calls or inquiries that require some form of follow-up in a call-tracking system. Initial response is required to all calls or inquiries within 48 business hours. The system is configured to send reminder e-mails if the call or inquiry has not been addressed, until the issue is resolved. In addition, the customer service and communications specialist monitors the call system, as well as any other inquiries to ensure a timely response and closure.

6. Page 114, less new teachers supported by consulting teachers, why?

Teachers new to BCPS, but not new to the profession, do not receive consulting teachers (CTs); therefore, the number of new teachers supported by CTs will change from year to year.

7. Page 114, loss Over 10% of national certified teacher, why lowering amount?

A majority of the National Board Certificated Teachers (NBCT) opted not to renew their certification. The certification process is very labor intensive and many teachers opted not to renew; hence, the reduction. The renewal process has also changed from every ten years to five years.

NBCT revised the application process starting the 2014-2015 application cycle. The organization rolled out four new components over a three year period. The final component was released during the 2016-2017 application cycle. Candidates are given anywhere from one to five years to complete all components. NBCT has awarded the first class of newly certified NBCTs through the revised certification process. BCPS has two teachers who achieved National Board Certification status as of December 2017.

8. Page 114, what is number of inducted teachers to date for fy2018 (labeled pending).

Between July 1, 2017, and January 12, 2018, we have hired 880 new employees represented by the TABCO bargaining unit. FY2018 actuals will be available after June 30, 2018.

9. Provide how many teacher positions open at start of school year for past 4 years.

*6.5 FTE vacancies as of the beginning of 2014-2015 (as of 9/2/14)
 19.2 FTE vacancies as of the beginning of 2015-2016 (as of 8/21/15)
 31 FTE vacancies as of the beginning of 2016-2017 (as of 8/25/16)
 21 FTE vacancies as of the beginning of 2017-2018 (as of 9/8/17)*

10. Provide how many long-term substitutes were being utilized for last 4 years? Indicate average per year, and or number at mid-year? How many were for teacher resignations or retirements?

<i>Year</i>	<i>LTS Total</i>	<i>LTS total at mid-year</i>	<i>LTS vacancy total**</i>
<i>2014-2015</i>	<i>1133</i>	<i>576</i>	<i>102</i>
<i>2015-2016</i>	<i>1116</i>	<i>597</i>	<i>186</i>
<i>2016-2017</i>	<i>1000</i>	<i>540</i>	<i>193</i>
<i>2017-2018</i>	<i>n/a</i>	<i>454</i>	<i>76</i>

***Vacancy total is derived from information provided by the school as created in the SmartFindExpress system to track payment. This may include resignations, retirements, long-term leaves of absences, etc.*

11. Provide update of evaluation of increasing length of day by 15 minutes? What are potential fiscal impacts on teacher and support staff salaries?

The proposed FY2019 budget does not include a longer school day. This topic will entail more extensive study given the potential impact on bell times, transportation, logistics, and instruction.

12. Are there any Operating funds for short term mitigation of excessive heat in classrooms without AC? How does Interim Superintendent plan to address the safety issue this Spring?

The health and safety of students are always of paramount concern to the school system. At the start of FY2019, there will be eight schools that will not have air conditioning. Three more schools will be air conditioned at the start of FY2020, three more at the start of FY2021, and one at the start of FY2022. Currently, there are no operating funds projected to be available for any short-term solutions to classrooms that are still without air conditioning. The superintendent will address heat issues in the remaining schools as they arise, working with the principals and administrative teams at those schools to keep students healthy and safe.

This is still an issue for thousands of students and hundreds of teachers and staff in schools with replacements or renovations years away. Meanwhile, there is no timeframe for solution for Dulaney, despite the Board adding it to FY19 STATE Capital Request.

Operating funds have not been identified for interim physical modifications to building systems to mitigate excessive heat in non-air-conditioned classrooms. However, as part of the change-over, all mechanical systems will be checked to ensure that the ventilation system is functioning as designed. Also, a standard operating procedure, Heat Closure Protocol, will be employed should excessive outside temperatures be encountered.

13. Previously the Board voted to add an additional position for Internal Audit and an additional position for administrative position to work under our SR. Executive Assistant. Why were those 2 positions not added to this budget?

The positions were removed from the FY2018 Board Proposed Budget by the county executive, as they have been each year it has been proposed.

14. External Site visits (when External visitors come to BCPS and visit on-site at our schools) - under what Office are these handled? Who is staff in charge?

External visits are structured opportunities for BCPS to share our professional practices, and to engage in reflective dialogue, with colleagues from other school districts through classroom visits, as well as to develop a professional network with other school districts who are also moving their respective school systems towards blended learning.

- a. What was number of External Site visits in 2014-15, 2015-16, 2016-17, 2017-18?
- b. What number are planned for remainder of 2017-18?
- c. What number are planned for 2018-2019
- d. Costs are associated with these visits?
 - i. Include materials, staff planning time, participation time, meals and/or entertainment for BCPS staff and/or visitors and/or vendors?
 - ii. If not completely funded by BCPS, who else provide funding, materials and/or staffing?

While these questions are not directly related to the FY2019 operating budget, if it is the Board's will, the questions will be researched and addressed.

15. Timing for Budget approval process? Page 44 notes supposed to be two work sessions before vote.

The budget book inadvertently included a reference to two work sessions.

- a. Is it possible to delay vote on Budget until 2nd meeting in February? Not due to submit to County until March 1st as prescribed by law.

It will not be possible to accurately produce the FY2019 Board Proposed Budget book by the required March 1 deadline if the vote is delayed until the second meeting in February.

16. Page 47 states operating budget limited to \$10,000,000 (Ten Million Dollars) in financing for computer equipment, buses, automobiles, etc. Explain how device leases are being handled? Was special exception approved by county executive and/or county council?

The operating leases for devices are not subject to the same financing regulations as capital lease purchases.

17. Page 49 indicates school system efforts are quantitatively measured by how well students perform. Including statistics on attendance, dropout rates and academic honor roll. Please indicate where in budget book is academic honor roll information? If not in book, where is it? I don't think I have this information...

Academic honor roll is a school-based function and is not collected centrally. Remaining metrics have been addressed previously.

18. Pages 49-50 formulas for staffing and class-size ratio. Indicate where in book are staffing and class-size ratios? If not in book, provide them for last 5 years.

Please see page 129. Ratios have been the same for the last seven years through FY2018.

19. Respond to questions, concerns and suggestions of Public Hearing comments.

All questions received have been addressed.

20. Article " 75% recovered from recession" how come we have not recovered 200 teacher positions cut as commented on by multiple stakeholders at public hearing? How long until we do?

Available resources are evaluated and prioritized each year in conjunction with the county executive.

21. I have heard of Teachers directed to pay for own door window shades for security reasons. How prevalent is this practice? Why encumber teachers' time and money to satisfy a facilities safety issue? This is especially concerning given the dramatic and continued decline in per pupil school house budgets.

This is the first time staff is hearing about this and would need additional information to address the schools allegedly directing teachers to purchase their own window shades for security reasons.