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16
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BOARD OF EDUCATION

BALTIMORE COUNTY

PUBLIC BOARD MEETING

TOWSON, MARYLAND

JANUARY 21, 2020

Page 2

1	BOARD MEMBERS:
2	Kathleen S. Causey, Board Chair
3	Julie C. Henn, Vice Chair
4	Moalie S. Jose
5	Russell T. Kuehn
6	Lisa A. Mack
7	Rodney R. McMillion
8	Cheryl E. Pasteur
9	Lily P. Rowe
10	Makeda Scott
11	John Offerman
12	Omer Reshid, Student Member
13	
14	
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16	
17	
18	
19	
20	
21	

Page 4

1	Public Comment Policies	30
2	Policy 5110	30
3	Policy 5460	31
4	Policy 5500	32
5	Policy 8120	33
6	New Business, Actions Taken in Closed	
7	Session	36
8	Item J, New Business, Legislative Update	38
9	Unfinished Business - FY 2021 County Capital	
10	Budget	49
11	Item L, Work Session on FY 2021 Operating	
12	Budget	52
13	Item M, Board Committee Updates	88
14	Item N	93
15	Announcements	93
16	Adjournment	93
17		
18		
19		
20		
21		

Page 3

1	INDEX	
2	Call to Order	5
3	Pledge of Allegiance	5
4	Moment of Silence	5
5	Approval of Agenda	6
6	Closed Session Meeting Items	7
7	Selection of Speakers	7
8	New Business, Personnel Matters	8
9	New Business, Administrative Appointments	8
10	Advisory and Stakeholder Groups	13
11	SAC	13
12	TABCO	14
13	GTCAC	15
14	Public Comment	18
15	Magali Christopher	18
16	Jessie Jaeger	19
17	Laura Houliaras	21
18	Ellis Barksdale	23
19	Deb Sullivan	24
20	Muhammad Jameel	26
21	Dayana Bergman	28

Page 5

PROCEEDINGS

CHAIRMAN CAUSEY: Good evening. I now call to order the meeting of the Board of Education of Baltimore County of January 21, 2020. I invite you to rise and recite the Pledge of Allegiance to the flag to be led by [Lobol] Ahmed, Sophie [Filleen], Lila Filleen, and Rena Jose. We especially- we will then remain standing for a moment of silence in recognition of those who have served education in Baltimore County. And this evening, we especially want to remember the contributions of Dr. Martin Luther King, Jr. to education.

(PLEDGE OF ALLEGIANCE RECITED)

(MOMENT OF SILENCE OBSERVED)

CHAIRMAN CAUSEY: Thank you. That was lovely. The first item on the agenda is consideration of the January 21, 2020 agenda. Dr. Williams, are there any additions or changes to tonight's agenda.

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

CHAIRMAN CAUSEY: Thank you. Hearing none, the agenda stands as presented. Earlier this evening, the Board met in closed session pursuant to the Open Meetings Act for the

Page 6

1 following reasons: To one, discuss the appointment, employment,
 2 assignment, promotion, discipline, demotion, compensation,
 3 removal, resignation or performance evaluation of appointees,
 4 employees, or officials over whom it has jurisdiction or any
 5 other personnel matter that affects one or more specific
 6 individuals, and seven, consult with counsel to obtain legal
 7 advice; eight, consult with staff consultants or other
 8 individuals about pending or potential litigation; and, nine,
 9 conduct collective bargaining negotiations or consider matters
 10 that relate to the negotiations. The minutes of the closed
 11 session and informational summary can be found on our website at
 12 www.bcps.org/board/informational-summaries.html. The next item
 13 on the agenda is selection of speakers. Sign up cards were
 14 available to the public prior to the meeting for anyone wishing
 15 to speak at this Board- this Board's meeting. Board practice
 16 limits to ten the number of speakers at a regularly scheduled
 17 Board meeting. Each speaker is allowed three minutes to address
 18 the Board. The completed sign up cards for this evening have
 19 been placed in this box and the first ten drawn from the box
 20 will speak during the public comment portion later at this
 21 meeting.

Page 7

1 VICE CHAIR HENN: Our first speaker this evening is Magali
 2 Christopher. Our second speaker is Jessie Jaeger. Our third
 3 speaker is Laura Houliaras. Our fourth speaker is Ellis
 4 Barksdale. Our fifth speaker is Deb Sullivan. Our sixth
 5 speaker is Muhammad Jameel. Our seventh speaker is Dayana
 6 Bergman. And those are all of the speakers signed up this
 7 evening.
 8 CHAIRMAN CAUSEY: Thank you. The next item on our agenda
 9 is Item E, New Business, Personnel Matters, and for that we call
 10 forward Ms. Lowry. Good evening.
 11 MS. LOWRY: Good evening. So, good evening Chairwoman
 12 Causey, Vice Chairwoman Henn, Superintendent Williams, and
 13 members of the Board. I would like the Board's consent for the
 14 following personnel matters: Terminations, certification
 15 requirements not met, retirements, resignations, and deceased
 16 recognition of service.
 17 CHAIRMAN CAUSEY: Board members, do I have a motion to
 18 approve the personnel matters as presented in exhibits E1
 19 through E4.
 20 MS. MACK: So moved.
 21 CHAIRMAN CAUSEY: Thank you, Ms. Mack. Do I have a

Page 8

1 second? Thank you, Ms. Rowe. Is there any discussion? All in
 2 favor please raise your hand.
 3 (HANDS RAISED)
 4 CHAIRMAN CAUSEY: Any opposed? The motion carries
 5 unanimously.
 6 MS. LOWRY: Thank you.
 7 CHAIRMAN CAUSEY: Thank you. The next item on the agenda
 8 is new business, administrative appointments, and for that we
 9 call on Dr. Williams.
 10 DR. WILLIAMS: Madame Chair and members of the Board, I
 11 would like to bring forward for your approval, the following
 12 administrative appointments: Business Intelligence Engineer in
 13 the Division of Research, Accountability, and Assessment,
 14 Supervisor of Research in the Division of Research
 15 Accountability and Assessment, Assistant Principal at Edmondson
 16 Heights Elementary School, and the Director of School
 17 Performance in the Office of the Community Superintendent.
 18 CHAIRMAN CAUSEY: Do I have a motion to approve the
 19 administrative appointments as presented in exhibit F1?
 20 MS. MACK: So moved.
 21 CHAIRMAN CAUSEY: Thank you, Ms. Mack. Do I have a

Page 9

1 second?
 2 MR. OFFERMAN: Second.
 3 CHAIRMAN CAUSEY: Thank you, Mr. Offerman. Is there any
 4 discussion? All in favor please raise your hand.
 5 (HANDS RAISED)
 6 CHAIRMAN CAUSEY: The motion carries unanimously.
 7 DR. WILLIAMS: Our first candidate is [Ednan] Ahmed in the
 8 Data Warehouse Contractor. He is new to our system. He brings
 9 over 15 years of experience in the Sigman & Summerfield
 10 Associates in a variety of roles specific around business
 11 intelligent architect. Supporting him tonight is his wife
 12 [Asmeen Sultana], two sons [Umar and Sulaman] Ahmed, and
 13 daughters [Rumasa and Laba] Ahmed. Please stand and let's
 14 recognize Mr. Ahmed. Congratulations. Our next candidate is
 15 Katie [Filleen], Supervisor of Research in the Division of
 16 Research, Accountability, and Assessment. She brings to us 20.4
 17 years in Baltimore County. Previously, she was a specialist in
 18 the Division of Research, Accountability and Assessment as well
 19 as the Office of Title I. She serves as a resource teacher in
 20 the Office of Title I and a classroom teacher at Villa Cresta
 21 Elementary and Woodbridge Elementary. Supporting her tonight is

Page 10

1 her husband Matt Filleen and her daughters Sophie and Lila
 2 Filleen. Please stand and congratulations. Our next candidate
 3 is Tamara Harris-Murphy, Assistant Principal Edmondson Heights
 4 Elementary School. She brings to us 15.4 years of service in
 5 Baltimore County. Previously she was the stat teacher, New Town
 6 Elementary School, classroom teacher at Halstead Academy, and
 7 she brings four years of service from Baltimore City Public
 8 Schools as well as two years in Tuscaloosa County School
 9 District. Supporting her tonight is her husband, Ernest Murphy,
 10 III, her son [Kaden] Murphy, her parents Richard and Jenny
 11 Harris, her new principal Erin Womble from Edmondson Heights
 12 Elementary School and her current principal, oh that's a
 13 combination back there, Kriscine Coston from New Town Elementary
 14 School. Congratulations. And our last candidate, Miriam
 15 Yarborough, Director of School Performance. Welcome to- or
 16 welcome back to Baltimore County Public Schools. Her first job
 17 was at Woodlawn Middle School as a teacher. She brings to us
 18 experience as a high school principal, middle school principal,
 19 assistant principal, student support specialist, a science
 20 resource teacher, a chemistry teacher, and congratulations.
 21 Supporting her tonight are the following: Her husband, Dr.

Page 11

1 Marcus Yarborough, her daughters, Kennedy and Madison Rogers,
 2 her son, Dominic Rogers, and close friend Geraldine [Crawley].
 3 Congratulations and welcome.
 4 CHAIRMAN CAUSEY: Our next item on the agenda is Item G,
 5 New Business, Board Policies. Members of the Board, the Policy
 6 Review Committee asks the Board to accept this report of the
 7 committee's approved proposed changes to the following Board
 8 policies: Policy 5110, Enrollment and attendance admission;
 9 Policy 5460, Services to students, searches; Policy 5500, Code
 10 of student conduct; and Policy 8120, Purpose, role and
 11 responsibilities of the Board of Education. These
 12 recommendations are presented to you on tonight's agenda as
 13 exhibit G. Do I have a motion to accept the recommendation of
 14 the Board's Policy Review Committee?
 15 MS. MACK: So moved.
 16 CHAIRMAN CAUSEY: Thank you, Ms. Mack. No second is
 17 needed since the recommendation comes from the committee. Is
 18 there any discussion? All in favor please raise your hand.
 19 (HANDS RAISED)
 20 CHAIRMAN CAUSEY: The motion carries unanimously. Thank
 21 you. The next item on the agenda is public comment. This is

Page 12

1 one of the opportunities that the Board provides to hear the
 2 views and receive the advice of community members. The members
 3 of the Board appreciate hearing from interested citizens. As
 4 appropriate, we will refer your concerns to the Superintendent
 5 for follow up by his staff. While we encourage public input on
 6 policy, programs, and practices within the purview of the Board
 7 and this school system, this is not the proper forum to address
 8 specific student or employment matters or to comment on matters
 9 that do not relate to public education in Baltimore County. We
 10 encourage everyone to utilize existing dispute resolution
 11 processes as appropriate. I remind everyone that inappropriate
 12 personal remarks or other behavior that disrupts or interferes
 13 with the conduct of this meeting are out of order. I ask you to
 14 observe the three-minute clock which will let you know when your
 15 time is up. Please conclude your remarks when you hear the bell
 16 or see that time has expired. The microphone will be turned off
 17 at the end of your time and it could be turned off if the
 18 speaker addresses specific student or employee matters or is
 19 commenting on matters not related to public education in
 20 Baltimore County. If not selected, the public may always submit
 21 their comments to the Board members in hard copy or via email at

Page 13

1 BOE@BCPS.org. I am now going to call on our advisory and
 2 stakeholder groups and our first speaker for this evening is
 3 Matthew Rubenstein from the Baltimore County Student Council,
 4 Superintendent's Student Advisory Council. Good evening and
 5 welcome.
 6 MR. RUBENSTEIN: Good evening, Chairwoman Causey, Vice
 7 Chairwoman Henn, Superintendent Williams, [Sumab] Omar, and
 8 members of the Board. My name is Matthew Rubenstein and I am an
 9 educational liaison with the Baltimore County Student Councils
 10 here today on behalf of Angela [Chairen], President of BCSE.
 11 Tonight I'd like to talk about the upcoming Maryland Association
 12 of Student Councils Spring Convention which will be held in
 13 March in Ocean City, Maryland. BCSE has the honor this year of
 14 hosting this event for the second time in I believe three years.
 15 BCPS will be looking forward to hosting this event for more
 16 than nine hundred students across the state of Maryland where
 17 students will learn about leadership and will be able to select
 18 student representatives for Maryland Student Councils for the
 19 next school year. BCSE looks forward to this opportunity to
 20 demonstrate continued leadership and to make sure that this
 21 program runs smoothly. Thank you.

Page 14

1 CHAIRMAN CAUSEY: Thank you. Our next speaker for the
 2 evening is the President of the Teachers' Association of
 3 Baltimore County, Ms. Cindy Sexton. Good evening and welcome.
 4 MS. SEXTON: Good evening, Chairwoman Causey, Vice Chair
 5 Henn, Dr. Williams, and members of the Board. In Dr. Williams'
 6 report on the one-hundred-day entry plan, he clearly states that
 7 our priorities must squarely focus on what is best for our
 8 students in every neighborhood and school across the County.
 9 You've heard me say that effective teachers are the most
 10 important factor in contributing to student achievement and that
 11 statement is also a BCPS core value. And as always, I'll
 12 mention that we're losing teachers - veterans and newbies - and
 13 the teacher pipeline is not what it used to be. We need to do
 14 what is best for our students and that starts with recruiting
 15 and retaining teachers. The community also raised three main
 16 concerns in Dr. Williams' community conversations: Student
 17 behavior, including bullying; overcrowding of schools and
 18 busses; and, teacher recruitment and retention. At the core of
 19 all of these concerns is the boots on the ground. If we can't
 20 respond to what educators are asking for - more planning time,
 21 reduced workload, more human resources in the schoolhouse,

Page 15

1 support for special educators, effective discipline plans that
 2 are enforced with fidelity, longevity steps, a pay increase that
 3 keeps us ahead of the inflation rate and maybe helps us so we
 4 don't have to work multiple jobs - we are going to keep losing
 5 our educators. Let's put our money where our mouth is. Let's
 6 focus our budget priorities on the people who have the
 7 interactions with the students the most. With the people who
 8 are charged with building relationships with them, nurturing
 9 them, and yes, instructing them. Let's fund a budget that shows
 10 educators we value them and their work. Thank you.
 11 CHAIRMAN CAUSEY: Thank you. Our next speaker for the
 12 evening is from the Citizens' Advisory Committee on Gifted and
 13 Talented Education and we're going to hear from Ms. Julie
 14 Miller-Breetz. Good evening.
 15 MS. MILLER-BREETZ: Good evening, Chairwoman Causey, Board
 16 members, Dr. Williams, and the BCPS community. Happy New Year.
 17 I hope 2020 has started off on the right foot for everyone.
 18 When I think about looking ahead to the new year and the new
 19 budget proposal, I find that I have to return to last year
 20 first. On December 4th, the GTCAC was very glad to host our
 21 first meeting with Dr. Williams. As we have all surely heard by

Page 16

1 now, his mantra is to raise the bar and lower the gaps. What
 2 does this mean when looking through the lens of our GT students?
 3 It means finding all of the students who have the potential for
 4 academic success in GT classes and opening up access and
 5 opportunity to them. It means more student diversity in higher
 6 level courses and that that path to preparedness begins earlier
 7 in students' academic careers. It means making sure curriculum
 8 in all content areas is vigorous and meets student needs. How
 9 do we get there? I have three things that we believe could help
 10 and we hope to see that they are budgeted for. First,
 11 professional development for both teachers and administrators is
 12 an absolute necessity. Most in the teaching profession are
 13 lucky to have had more than a few paragraphs in a textbook
 14 discussing GT students during their preparation programs.
 15 Knowing how to differentiate content for them, understanding
 16 their social-emotional needs, learning how to pace content for
 17 those who finish assignment within the first five minutes,
 18 understanding and accommodating GT students who also have a
 19 learning disability, and looking at how to motivate
 20 underachieving GT students is paramount. Secondly, we believe
 21 in evaluation of the current GT program must be done. The last

Page 17

1 one was done over 25 years ago. A critical look at the program
 2 could help the system determine best practices for increasing
 3 diversity in GT classes, something that has been a perennial
 4 issue for the County. It could help the district determine
 5 better, more objective identification methods. Look at
 6 acceleration in early kindergarten policies and how best to
 7 manage outlier students. It would provide another set of eyes
 8 looking at the entirety of the BCPS curriculum but through a GT
 9 lens. It could provide insight into how the GT program is or
 10 isn't working for underachieving students or those who are twice
 11 exceptional. It could provide deeper insight into the
 12 excellence gaps that researchers have been finding throughout
 13 the country. The third thing that we believe is critical for
 14 the County to do is a deep data dive into issues related to GT.
 15 How are our GT students performing on a school-by-school or
 16 regional basis? Are they seeing the annual growth that should
 17 be expected? What schools are providing what high-level
 18 courses? How many GT or 2E students does each school have? How
 19 does this data disaggregate? What kinds of programming are
 20 available to our highly-able students and are we doing all we
 21 can to make sure they stay in the school system and succeed to

Page 18

1 the highest degree possible? What are the class sizes for GT AP
 2 classes and how does this compare to other classes and to other
 3 schools? How many students do we have that are already
 4 achieving a year or more above grade level and what does that
 5 suggest about acceleration policies? Our next meeting is
 6 Wednesday, February 5th at Pikesville High School with Student
 7 Member of the Board, Omer Reshid and the community
 8 superintendents. We would love to have a big crowd, so please
 9 come join us. Thank you for your time.

10 CHAIRMAN CAUSEY: Thank you. And now I'm going to call on
 11 our individual members of the public. Our first speaker is
 12 Magali Christopher. Good evening and welcome.

13 MS. CHRISTOPHER: Thank you. Madame Chair Causey, Madame
 14 Vice Chair Henn, Superintendent Dr. Williams and members of the
 15 Board. Thank you for having me. I'm a mom of two. My oldest
 16 will be entering kindergarten at Hampton Elementary next year
 17 and I'm here tonight to clearly express my opposition to all
 18 current options that redistrict so many Pleasant Plains students
 19 to Hampton Elementary. It's simply too many students and
 20 Hampton Elementary will again end up overcrowded. As I've said
 21 before, as a Hampton parent, how was I expected to support a

Page 19

1 plan that made a single school bear the entire burden for
 2 capacity relief for another school? Surely everyone can see
 3 that you would be moving one problem from one school to another.
 4 The study claims this is a temporary solution. However,
 5 Pleasant Plains isn't named on any CIP list we've been able to
 6 access, so it seems there hasn't been any efforts put towards a
 7 real or permanent solution to the Pleasant Plains overcrowding
 8 problem. So is redistricting really a temporary solution? The
 9 implementation of a temporary solution without a shred of
 10 information about a permanent one, I would say the term
 11 temporary is more about appeasing the Hampton community since a
 12 temporary redistricting may be an easier pill to swallow with
 13 less pushback for you than a permanent one. I would like to see
 14 information on how the redistricting will actually affect our
 15 school. Will we have more lunch shifts? More busses and
 16 drivers or extending already long bus rides? The current school
 17 year brought an additional fifth class to our kindergarten
 18 grade. With the redistricting will we have another class added
 19 to each grade to keep class numbers manageable for teachers or
 20 will we simply have overcrowded classrooms in addition to
 21 overcrowded common spaces. We need a new study. I'd like to

Page 20

1 see a study that includes more schools like Cromwell and
 2 Stonely. Looking at data, they have the resources. I simply
 3 don't understand why more schools were never included. Having
 4 one school be the solution is no solution at all. Thank you.

5 CHAIRMAN CAUSEY: Thank you. Our next speaker for the
 6 evening is Jessie Jaeger. Good evening.

7 MS. JAEGER: Good evening. I'd like to share a little
 8 story. The other day, my four-year-old, I asked her to clean
 9 her room. She decided to literally just put all of her junk
 10 under her rug. The pile was covered, but it was so big she
 11 ended up tripping over it and falling flat on her face. It was
 12 pretty hilarious. But sweeping problems under the rug is not
 13 funny at all. It's just smoke and mirrors that make people
 14 believe that someone is solving a problem but it does nothing of
 15 the sort. Baltimore County is a wonderful place to live. One
 16 of the biggest reasons making it so is our public school system.
 17 However, in order for a public school system to function
 18 optimally it requires equal investment and value in all schools.
 19 According to the motto on the website, BCPS attests to raising
 20 the bar, closing gaps, and preparing for our future. These are
 21 great objectives and ones surely attainable by putting in the

Page 21

1 hard work necessary. The ultimate goal is equitable education
 2 for all students in Baltimore County. This means a safe and
 3 positive learning environment with proper staffing and
 4 student-to-teacher ratios. This is our target. This is how we
 5 raise the bar. Pleasant Plains was first identified as having
 6 an overcrowding issue five years ago. Now that attention is
 7 finally granted, it needs to matter. We need a plan. Although
 8 changing boundary lines may seem like an easy fix, we are
 9 concerned this temporary fix will become permanent and BCPS will
 10 move on from this problem assuming it has been adequately
 11 addressed. We need a capital improvement plan for Pleasant
 12 Plains to properly address its capacity issues and we need to
 13 include more schools other than Hampton in this process to
 14 maintain neighborhood continuity and to minimize transportation
 15 issues and minimize feeder pattern disruptions. This is how we
 16 close the gaps. Moving forward, boundary studies must include
 17 broader scopes, more research and more explanation and we need a
 18 concrete strategy to address overcrowding for all elementary
 19 schools in the system, taking into account both current and
 20 future projected enrollment. With over 50 percent of all
 21 elementary schools currently overcrowded, BCPS decision makers

Page 22

1 need to assertively take the bull by the horns, convene with our
 2 county and state government and create a proactive entity where
 3 the emphasis is on education and our children. This is how we
 4 prepare for our future. Thank you.

5 CHAIRMAN CAUSEY: Thank you. Our next speaker for the
 6 evening is Laura Houliaras. Good evening.

7 MS. HOULIARAS: Good evening. I am a proud graduate of
 8 Hampton Elementary and currently live in the Hampton Elementary
 9 district in the house in which my grandfather designed and
 10 resided. When my husband and I were planning our future and I
 11 suggested moving out of the county, he exclaimed why would we do
 12 that? We have the very best schools right here. It was a
 13 lightbulb moment for me. I couldn't have agreed more. He was
 14 absolutely correct. I believe that and I want that to continue
 15 for many future generations. I believe you do, too. This is
 16 why I feel we can do better than the short-sightedness of the
 17 Pleasant Plains capacity relief study and lack of attention to
 18 our schools in need of additional capacity. I believe this is a
 19 perfect opportunity for change for the greater good and to set
 20 an example for the county as a whole. I believe in community
 21 and in neighborhood continuity. Elementary schools are meant to

Page 23

1 be neighborhood schools. When neighborhood school boundaries
 2 are kept together, everyone benefits educationally and socially.
 3 I believe in growth. Growth means a community is highly sought
 4 after and thriving. This is what every community wants. I
 5 believe in diversity. Understanding, learning about, and
 6 accepting other cultures' practices is what cultivates peace.
 7 This is the ultimate goal for any community. I believe in
 8 public schools, especially this system. I believe in a child's
 9 ability to succeed in a public school setting given she is set
 10 up for success with an appropriate travel time to and from
 11 school, having a full and healthy lunch at an appropriate time
 12 to sustain her throughout the day and proper attention in the
 13 classroom. I believe in the power to change one's mind. I
 14 believe in the power to change one's course. We don't always
 15 need to continue on an initial line of thought or in the same
 16 direction as we started. I also believe in gross sweeping
 17 change if a person or a group of people stand up for what they
 18 believe in. I believe it's time for BCPS to break free from the
 19 status quo and do things differently. I believe Hampton can be
 20 part of the solution to help relieve overcrowding at Pleasant
 21 Plains, not the only solution. Additional schools must be

Page 24

1 considered. It will take courage but I believe in Baltimore
 2 County Public Schools and its administrators to change their
 3 course regarding this study and do what's best for our children
 4 and their education. Thank you.

5 CHAIRMAN CAUSEY: Thank you. Our next speaker for the
 6 evening is Ellis Barksdale. Good evening and welcome.

7 MR. BARKSDALE: Good evening, good evening. So, I'm here
 8 as a grandparent-type of person and no students in the school
 9 but active in the PTSA and those kind of things. And the six
 10 versus five. Six is greater than five and I know you guys know
 11 that. And six is a majority within eleven. Now there's only 11
 12 members at this time. So I don't understand that there was a
 13 technicality that said that the person who got six is not the
 14 chair and that you, Ms. Causey, is there. Not anything against
 15 you, but when I have children and grandchildren and other
 16 children that I see and teach, six is always greater than five.
 17 That's what we're about, teaching. What is true democracy.
 18 When you have 11 people that can vote, 6 is greater than 5. And
 19 that's what I think you as a Board can come in and say is that 6
 20 is greater than 5 and let our children see that math is math is
 21 math. It's not a technicality or a little rule. Six is greater

Page 25

1 than five and I want you guys to know that. Not that you don't.
 2 But you need to know that there are other people looking that
 3 recognize what was done and it has very grave implications to
 4 the longer process of elections and all of the other kind of
 5 stuff that happens. Six is greater than five. Thank you.

6 CHAIRMAN CAUSEY: Thank you. Our next speaker for the
 7 evening is Ms. Deb Sullivan. Good evening.

8 MS. SULLIVAN: Thank you, I knew I hadn't one hundred
 9 percent wrote so I would get picked tonight. Thank you, Dr.
 10 Williams, Ms. Causey, Ms. Henn, and the rest of the Board for
 11 this opportunity to speak. My concern, as it's been in the
 12 past, is the school climate. I truly feel the school climate
 13 begins with the principals. It's not just the teachers, it's
 14 not just the students, it's not just the behavior, it's school
 15 climate, starting with the principals and how issues are
 16 addressed. If they're not addressed, that's the first issue.
 17 If something's swept under the rug as I hear so many times and
 18 we're hearing it on the news, things are just pushed to the
 19 side, swept under the rug and not fully addressed the problems
 20 will still remain in our school system. And I have renewed
 21 faith with our new leadership, Dr. Williams, he's - my prayers

Page 26

1 have been answered, but I do feel as though that there are
 2 teachers who are still working under the same mindset of the old
 3 administration. I don't know how we can change that. I'm
 4 willing to host a pep rally for teachers or find a venue for 175
 5 principals, or maybe a weekend retreat with Dr. Williams, Ms.
 6 Causey, Ms. Henn and the rest of the Board would work, like a
 7 jamboree. I'm not exactly sure but we need to get the word out
 8 there's a new sheriff in town, there's a different mindset. And
 9 from what we do hear when we're in the Board meetings, there's
 10 accountability that when problems are discovered by this Board,
 11 and I'm so thankful that you are very proactive, but in
 12 hindsight with some issues that are occurring that are
 13 grandfathered in from the old administration, so often times
 14 we're behind the eight ball which forces Baltimore County Public
 15 Schools to be on the defense. I think that we need to be
 16 proactive, as I'm sure you each feel rather than to be scurrying
 17 behind the eight ball trying to fix a problem that's gone way
 18 too far. I appreciate your time. Just some food for thought
 19 and if there's anything I can do on my end to help create an
 20 event, I'm willing to, because I do think the word needs to get
 21 out and I'm trying to do my part to spread the good word about

Page 27

1 the hard work this Board puts into our school system and our
 2 students. Thank you.
 3 CHAIRMAN CAUSEY: Thank you. Our next speaker for the
 4 evening is Muhammad Jameel. Good evening and welcome.
 5 MR. JAMEEL: Good evening, Chairperson Causey,
 6 Superintendent Dr. Williams and members of the Board, and peace
 7 and blessings on everyone and everyone that's present here
 8 today. Yesterday was a holiday to mark the anniversary of the
 9 day of service that celebrates Martin Luther King's life and
 10 legacy. It was just another holiday for many. Some in our
 11 country do not acknowledge it as MLK Day, but call it a Robert
 12 E. Lee Day. Unfortunately, our president, D.J. Trump, also
 13 first extolled his achievements in the third anniversary of his
 14 inauguration before mentioning the MLK Day. Martin Luther King
 15 said nothing in the world is more dangerous than sincere
 16 ignorance and conscientious stupidity. You see, it is the kind
 17 of education or its absence that reflects the attitude of
 18 people. Black History Month is not enough. Martin Luther
 19 King's cohorts and speeches are not enough. Emphasis should be
 20 given as to how he loosened the chains of rigidity of minds of a
 21 society after nearly a hundred and eighty years of its existence

Page 28

1 despite all of the hardships and obstacles thrown in his path.
 2 He was a 39-year-old giant of a man. He should be an example to
 3 our children and a role model of perseverance, persistence, and
 4 patience. Lessons are to be taught based upon his such a short
 5 life that achieved so much more than those living seventy,
 6 eighty, or a hundred years. Our education system must
 7 incorporate in its curriculum the details of the struggles. The
 8 importance and significance of the lives and legacies of those
 9 who have awakened the humanity to face the challenges of the
 10 societies. They show us the way forward. Education at all
 11 levels, elementary to doctorate, with honest history and
 12 truthfulness is the only salvation for the people to be able to
 13 live in peace and harmony, as we shall continue to be at war
 14 with each other and the rest of the world. We, the United
 15 States, have been at war for 228 years and only 16 years of
 16 peace in our entire 244 years of independence. Only education
 17 can free us from the darkness in the hearts and the minds.
 18 Finally, I would like to extend my prayers for everyone by
 19 wishing happy, prosperous, productive new year life full of
 20 peace and tranquility. God bless you all, and may God be with
 21 everyone. Thank you.

Page 29

1 CHAIRMAN CAUSEY: Thank you. And our final public speaker
 2 for the evening is Ms. Dayana Bergman. Good evening.
 3 MS. BERGMAN: Good evening, everybody. So, I have a story
 4 to share with you. This is what I was wearing today at my son's
 5 team meeting at Lansdowne High School. You wanna know why?
 6 Because last night, the power in our community went out not
 7 once, but twice. So, what happened was, for Lansdowne, is it
 8 took out our boiler system. So, what 6:00 probably the first
 9 staff member gets to Lansdowne High School and checks it out,
 10 it's ice cold in there. It's like being in the movie Frozen.
 11 Like you have front seat right there with Elsa and everybody
 12 else. So, it's cold. They finally get the boiler up and
 13 working and throughout the day it's still freezing. So Mr.
 14 Miller's great. He went out, went up the channels, tried to ask
 15 what do we do, but they were told in an hour the building's
 16 gonna be warm. My meeting wasn't until 12:30 and I was wearing
 17 this. My IEP chair was wearing something like this but black
 18 with a nice pretty, you know, black fur, really nice, and we're
 19 all cold in there. It's like being in the Arctic. So here's
 20 the thing. You know that new building I've been asking since
 21 2014, 2015, 2016, 17, what year are we at? 2020 now. Where is

Page 38

1 like, maybe I'm preaching to the choir. That's cool. But let's
 2 rectify it. Let's not sit here and let that little rule was in
 3 place that you needed seven when there was only eleven no matter
 4 what you say. There's not twelve people there now. There's
 5 only eleven. There's no other vote. Six is greater than five.
 6 CHAIRMAN CAUSEY: Thank you. That concludes our public
 7 comment portion of the meeting. Our next item on the agenda is
 8 new business, action taken in closed session. I'm now going to
 9 call on Lily Rowe for consideration of the action taken in
 10 closed session.
 11 MS. ROWE: I move that we affirm the actions taken in
 12 closed session.
 13 CHAIRMAN CAUSEY: Is there a second?
 14 MS. MACK: Second.
 15 CHAIRMAN CAUSEY: Thank you, Ms. Mack. Is there any
 16 discussion? All those in favor please raise your hand.
 17 (HANDS RAISED)
 18 CHAIRMAN CAUSEY: The motion carries unanimously. Thank
 19 you. The next item is Item J, new business, legislative update.
 20 For that, we will call on Ms. Pasteur as the chair of our
 21 legislative and government relations committee.

Page 39

1 MS. PASTEUR: Thank you. Mrs. Causey, Ms. Henn, Board
 2 members, as the chair of the government and legislative
 3 committee which met this past week, I'd like to make a motion to
 4 the Board. I've given each of you a copy. I move that the
 5 Board accept and approve the following Board of Education
 6 resolution: Whereas the Board of Education of Baltimore County
 7 believes that the Built to Learn Act of 2020 will provide
 8 increased state funding for school construction and renovation
 9 projects to invest in Baltimore County Public Schools' aging
 10 facilities; and, whereas, the Board further believes that
 11 Baltimore County Public Schools will benefit from the
 12 legislation to provide equitable access to 21st century
 13 facilities and programs in order to deliver the highest quality
 14 education for every student to be career and challenge college
 15 ready; and, whereas, the Board is united with the Maryland
 16 Association of Boards of Education in their support of this
 17 legislation. Now, therefore, be it resolved that the Board of
 18 Education of Baltimore County herewith assembled in regular
 19 session on the 21st day of January, in the year of 2020, wishes
 20 to convey its support of House Bill 1 and Senate Bill 1, Built
 21 to Learn Act of 2020 being introduced during the 2020 Maryland

Page 40

1 General Assembly session.
 2 CHAIRMAN CAUSEY: Second. Board members is there
 3 discussion of the resolution on support of the Built to Learn
 4 Act of 2020. Ms. Rowe?
 5 MS. ROWE: I would just like to say for the people
 6 watching that the permanent solutions that they're looking for
 7 comes in the form of funding because this body does not have
 8 taxing authority and when you ask for permanent solutions
 9 instead of redistricting or trailers, what that means is state
 10 and local government giving us money to do those things. So,
 11 putting these things on future CIPs is in the form of the state
 12 giving us money, but also the county is working on the
 13 multi-year facilities plan at the county government level and to
 14 engage the school system in that. So, these things are coming,
 15 but our support for this particular piece of legislation will
 16 bring us the money to be able to do those things.
 17 CHAIRMAN CAUSEY: Thank you. Other Board members,
 18 comments?
 19 MS. PASTEUR: I want to speak to my resolution, please,
 20 just for a moment. Ms. Rowe, I appreciate what Ms. Rowe said
 21 and I also, from I think our government and legislation

Page 41

1 committee, and I'm sure from the Board, we appreciate the
 2 comments that parents and community people make advocating for
 3 their schools and sometimes you've also heard us advocating for
 4 our schools and wishing that there'd be people who would come
 5 out or send us emails advocating for their schools. So what you
 6 do is appreciated and is important and because we're making, I'm
 7 making this resolution tonight, and because the House and the
 8 Senate are going to address it this year, please do not think
 9 that we should, I think as Ms. Rowe has indicated, that we
 10 should rest on that because everyday we see something new that
 11 is happening in our schools that needs attention and those
 12 schools might not be on a list. So, we thank you and we now
 13 have a motion. I'll turn it back to you, Ms. Causey.
 14 CHAIRMAN CAUSEY: Thank you. Board members are there
 15 other comments or questions? I just want to say that I support
 16 this wholeheartedly. I appreciate the work of the legislative
 17 and government relations committee. I appreciate staff from the
 18 Superintendent's office and the school system and we especially
 19 appreciate Mr. Tony Basemore who is the staff liaison to the
 20 committee. We are also grateful for our funding authorities at
 21 the county level and also at the state level that have been

Page 42

1 trying to provide additional funding for our aging facilities so
 2 that we can provide equitable learning environments for every
 3 student in every school and we are very hopeful that this
 4 legislation passing will enable us to do that in the quickest
 5 time frame possible. Other Board members? Okay. All those in
 6 favor please raise your hand.
 7 (HANDS RAISED)
 8 CHAIRMAN CAUSEY: The motion carries unanimously.
 9 MS. PASTEUR: Thank you. I have a second resolution. I
 10 move that the Board accept and approve the following Board of
 11 Education resolution: Whereas, the Board of Education of
 12 Baltimore County believes that the Kerwin Commission on
 13 Innovation and Excellence in Education's blueprint for
 14 Maryland's future in 2020 to develop funding and policy reform
 15 will provide sustained and increased local investments in
 16 education and improve the quality of Maryland's public education
 17 system to benefit Baltimore County Public Schools' one hundred
 18 fifteen thousand students; and, whereas, the Board also believes
 19 that Baltimore County Public Schools will benefit from the
 20 legislation to expand early education opportunities, provide
 21 high quality and diverse teachers and leaders, raise standards

Page 43

1 to be globally competitive, be equitable in funding across the
 2 state, and deliver the highest quality education for every
 3 student to be career and college ready; and, whereas, the Board
 4 is united with the Maryland Association of Boards of Education
 5 in support of this legislation. Now, therefore, be it resolved
 6 that the Board of Education of Baltimore County herewith
 7 assembled in regular session on the 21st day of January in the
 8 year 2020 wishes to convey its support of the Kerwin
 9 Commission's Blueprint for Maryland's Future in 2020 being
 10 introduced during the 2020 Maryland General Assembly session.
 11 UNKNOWN SPEAKER: Second.
 12 CHAIRMAN CAUSEY: Ms. Pasteur, would you like to speak to
 13 your motion?
 14 MS. PASTEUR: I do, thank you. Reading my mind. Thank
 15 you. Yes, and I want it clear there have been a lot of
 16 questions to us as a Board about our position on this. I think
 17 that they are- it goes without saying that the things that I've
 18 read and the things that I haven't read that are a part of this
 19 blueprint are necessary for all school systems and to reiterate
 20 what was said about the Built to Learn, remember that this
 21 resolution is about the tenets of Kerwin. It's about the pieces

Page 44

1 of Kerwin. About supporting our schools. And I said it last
 2 time, so I don't have to say it again. We hold our legislators
 3 accountable for finding the funding, making sure that these
 4 things happen, so this resolution is about the practicality,
 5 what it will do for our children, and we leave the funding to
 6 others. Thank you.
 7 CHAIRMAN CAUSEY: Thank you. Board members are there
 8 questions or comments?
 9 UNKNOWN SPEAKER: Thank you, Ms. Pasteur for bringing this
 10 to the School Board.
 11 MS. PASTEUR: I want to jump in, excuse me, and thank the
 12 government and legislative committee and I will talk more about
 13 them later. That's Ms. Rowe and Ms. Scott and was said Mr.
 14 Basemore, there he is, Mr. Basemore for his support in doing
 15 this and making this happen and always having a voice, questions
 16 and it's not always necessary to have the questions or comments
 17 that go with what one always thinks, so I also appreciate the
 18 comments and the questions that keep us on our toes to make sure
 19 that we really are doing this and are inclusive of the needs of
 20 all children. So I want to thank those folks.
 21 CHAIRMAN CAUSEY: And Mr. Kuehn?

Page 45

1 MR. KUEHN: Thank you, Ms. Pasteur, for bringing this
 2 forward, I appreciate it. The Kerwin legislation which is still
 3 being worked on is important for the state of Maryland and for
 4 our county very specifically. I have concerns specifically
 5 about the early education opportunities and pre-K, and what that
 6 is supposed to look like for the County. I have concerns about
 7 the facilities that would be needed to expand that. I'm not
 8 necessarily against it, but at this time, I cannot support the
 9 overall resolution. Thank you.
 10 CHAIRMAN CAUSEY: Go ahead.
 11 MS. PASTEUR: Yeah, if you look at the government and
 12 legislative committee from last week, your questions, your
 13 thoughts were greatly addressed. Thank you, Ms. Rowe. And I
 14 think it will be helpful but I have no problems just answering
 15 some of your questions, whether, as I said, we like to hear both
 16 sides of it so that we can make sure that we're on point. But
 17 without equivocation, I'm sure I have an answer that might be
 18 helpful. So, either look at that or ask me when we have time
 19 and I can just give you some more information to that end.
 20 You're welcome.
 21 CHAIRMAN CAUSEY: Ms. Mack?

Page 50

1 recommendations contained therein. And also to prepare an
 2 annual budget for the operating and capital needs of the school
 3 system. So, your comments are right there in Policy 8120 and so
 4 we appreciate all of the work that has been done.
 5 MS. SCOTT: I'd like to say something.
 6 CHAIRMAN CAUSEY: Ms. Scott?
 7 MS. SCOTT: Thank you. I would just like to say that I
 8 thank you for all of the work that you've done, Cheryl, and your
 9 leadership on sharing the Legislative and Government Committee
 10 and bringing us information on Kerwin so that we can fully
 11 understand it, answering any questions we have ad nauseam
 12 sometimes, and also the work that you did on the work group.
 13 Going there and representing us and really work hard to really
 14 make a life, make a change in the lives of our children. And I
 15 think that this resolution is something, or I know that this is
 16 something that I support and I just wanted to tell you thank you
 17 for all of the hard work and everything that you've done to
 18 bring us to this point.
 19 CHAIRMAN CAUSEY: Any other comments or questions? Okay.
 20 At this point, we'll vote on the resolution as presented by Ms.
 21 Pasteur. All those in favor, please raise your hand.

Page 51

1 (HANDS RAISED)
 2 CHAIRMAN CAUSEY: Any opposed? Any abstain? Thank you.
 3 The motion passes.
 4 MS. PASTEUR: Thank you.
 5 CHAIRMAN CAUSEY: Thank you. The next item on the agenda
 6 is unfinished business, fiscal year 2021, county capital budget
 7 consideration for proposed fiscal year 2021 county capital
 8 budget request and for that we ask Mr. (Sarris) and Mr. Dixon to
 9 come to the table. Good evening.
 10 UNKNOWN SPEAKER: Good evening.
 11 UNKNOWN SPEAKER: Good evening, Chair Ms. Causey, Vice
 12 Chair Ms. Henn, Dr. Williams, and members of the Board. We are
 13 here today to seek your approval of the county capital budget.
 14 If you would recall, the capital budget was introduced at the
 15 Board meeting on Tuesday, December 17th, 2019. It was discussed
 16 in detail with a lot of questions and all of the answers
 17 provided at the work session on January 9, 2020. To the best of
 18 our knowledge, we answered all of your questions and now we are
 19 requesting your approval so that we can proceed to the next
 20 step.
 21 CHAIRMAN CAUSEY: Do I have a motion to approve the

Page 52

1 proposed fiscal year 2021 county capital budget as presented?
 2 Thank you, Ms. Henn. Is there a second? Thank you, Mr.
 3 Offerman. Is there any discussion? And I would just say that
 4 the Board has discussed this and received a lot of information
 5 back and forth over several weeks. All in favor, please raise
 6 your hand.
 7 (HANDS RAISED)
 8 CHAIRMAN CAUSEY: The motion carries unanimously. Thank
 9 you very much.
 10 UNKNOWN SPEAKER: Thank you.
 11 CHAIRMAN CAUSEY: Our next item on the agenda is Item L,
 12 work session on the fiscal year 2021 operating budget. On
 13 January 9, 2020, the Superintendent introduced his proposed
 14 fiscal year 2021 operating budget. A public hearing on the
 15 operating budget was held on January 14, 2020. A second Board
 16 work session is scheduled for our next meeting which is February
 17 11. And adoption of the fiscal year 2021 operating budget is
 18 scheduled for February 25. Good evening, we welcome Mr. Sarris
 19 and Mr. (Tantliff).
 20 MR. SARRIS: So, Mr. Tantliff the budget director is going
 21 to give you a summary of the work session document, which is

Page 53

1 really some key excerpts from the larger comprehensive budget
 2 document with a lot of detail on each of the specific
 3 initiatives which we really just summarize in the complete
 4 budget document on pages 22 and 23, but you'll see that there
 5 are a lot more details contained in that work session summary
 6 and I believe Mr. Tantliff also has some introductory comments
 7 that may assist you.
 8 MR. TANTLIFF: Thank you. In the work session document in
 9 front of you, on page 2 you'll see a roll up of the various
 10 revenues that make up our one point eight million- billion
 11 dollar operating budget and two point two billion dollar overall
 12 budget. The general fund contains our most flexible revenues
 13 which pays for most of our operating expenses and is mainly
 14 funded by the state and county, while the special fund contains
 15 our restricted grants. The capital project funds covers our
 16 capital needs and has already been voted on. The debt service
 17 fund is required for state reporting purposes to account for the
 18 payment of interest and principal on long-term general
 19 obligation debt. Debt results from the sale of bonds used for
 20 construction and renovations through the capital budget, but the
 21 Board has no contingent liability for the repayment of the

Page 54

1 long-term debts incurred by the state and county to fund
 2 construction. The enterprise fund covers all financial
 3 activities of food service and lastly the internal service fund
 4 covers our workers' compensation. The bottom of page 2 shows
 5 our actual 2019 September enrollment, September 30th, which
 6 increased by 12, one thousand two hundred twenty-four or one
 7 point one percent to a hundred and fifteen thousand
 8 thirty-eight. Enrollment is projected to increase by another
 9 fifteen seventy-two in September 2020 and over six thousand
 10 students over the next decade. On page 3 you'll see maintenance
 11 of effort which refers to the state law dictating the mandatory
 12 county portion of BCPS funding. Once set, the per pupil amount
 13 has to be at least that amount the following year. With the
 14 permission of MSD, one time expenses may be excluded from the
 15 calculation. Depending on the financial position of the county
 16 and the needs of the schools, you can see that some years the
 17 county supplied above maintenance of effort and some years,
 18 particularly during the recession, the county funded right at
 19 MOE. This year, BCPS is requesting ten point one percent or
 20 eighty-seven million dollars above maintenance of effort, mainly
 21 to support new positions that Dr. Williams has outlined and

Page 55

1 employee compensation adjustments. The revenue mix varies by
 2 county throughout Maryland. In Baltimore, we derive fifty-five
 3 percent of our general fund from the county, forty-two point
 4 eight percent from the state and two point two percent from
 5 other sources including tuition interests, local portion of
 6 out-of-county living arrangement and a small amount of Federal
 7 ROTC revenue. Page 5 shows a five-year revenue history by
 8 source. On page 5 and 6, you can see each of the
 9 superintendent's proposed initiatives and the page in the work
 10 session document that they can be found on. Page 7 you'll see a
 11 pie chart that shows a general fund, budget split up, and the
 12 superintendent's five focused areas, which he has outlined.
 13 First is learning accountability results, safe and supportive
 14 environment, high performing workforce and alignment of human
 15 capital, community engagement and partnerships and operational
 16 excellence. And finally on pages 8 through 19, you'll find
 17 detailed descriptions, as Mr. Sarris mentioned of each request
 18 separated into the superintendent's five focus areas. With
 19 that, we will be happy to take any questions you may have.
 20 CHAIRMAN CAUSEY: Board members, who has questions or
 21 comments regarding this? Ms. Rowe?

Page 56

1 MS. ROWE: So, I don't know what page it is in the larger
 2 budget book, but I notice it in the enterprise fund, there is a
 3 very significant amount in expected revenue reduction for
 4 breakfast. Does that mean that we're expanding the free
 5 breakfast program?
 6 MR. TANTLIFF: The budget if you take it, if you exclude
 7 the million dollars that you are referring to, it's actually
 8 increasing almost two percent. The county, I think it's gotten
 9 some discussion before, never actually put the million dollars
 10 into our budget when they adopted last year, but the program is
 11 going to expand. Do you want to expand on that, George?
 12 MR. SARRIS: Yes, I believe the superintendent will make
 13 an announcement as to the expansion of our no-charge breakfast
 14 program beginning next month.
 15 MS. ROWE: So, I'm preempting this with my notice in the
 16 numbers.
 17 MR. SARRIS: It's a question that we've talked back and
 18 forth about a lot. But instead of that million dollars in
 19 operating funds, the county gave us two million dollars in
 20 capital funds which indirectly supports the fund balance which
 21 we've used in part over the past four years to fund CEP, in part

Page 57

1 to fund Baltimore County Cares for Kids, and so that fund
 2 balance support has been used and we will continue to use it
 3 until we and the county have opportunities to discuss a
 4 long-term funding, a long-term sustainable funding for the
 5 expanded programs we've put in place.
 6 MS. ROWE: Okay. So I'm interpreting that reduction in
 7 revenue correctly? Reduction in breakfast revenue.
 8 MR. SARRIS: We are not spending less on breakfast, we
 9 just did not get the million dollars.
 10 MS. ROWE: That's actually not what I'm referring to. If
 11 you look at the line items on the page where it talks about
 12 revenue in the enterprise fund, what you see is that in the past
 13 budget there was five hundred fifty thousand some odd dollars
 14 brought in for breakfast as revenue. And what I'm seeing is
 15 that reduces down to in the ball park of fifty. So my question
 16 is obviously, we're not going to not feed kids, so we're not
 17 going to not sell breakfast anymore, we're going to give
 18 breakfast away. That was my.
 19 MR. SARRIS: Exactly right.
 20 MS. ROWE: Exactly. This is what I want to know, thank
 21 you.

Page 58

1 CHAIRMAN CAUSEY: Ms. Mack?
 2 MS. MACK: Mr. Sarris, in the budget book on page 214
 3 there's budget highlights under curriculum and instruction. And
 4 it highlights an increase of five hundred and sixteen thousand
 5 dollars in ongoing phonics materials. I did submit questions
 6 and got clarification of what that is. I was a little concerned
 7 not to see the funding of the roll out of open court to grades
 8 two and three and I just want to make sure that open court will
 9 be fully deployed in 2021 to grades two and three and I want to
 10 confirm that it is fully deployed in kindergarten through first
 11 grade.
 12 MR. SARRIS: So we have a, if you look, one of the
 13 questions about instructional materials you'll see two point one
 14 million for open court I believe, textbooks.
 15 MS. MACK: I guess my question is was that just an
 16 oversight that it wasn't included in the highlights? I mean,
 17 it's a big ticket item and it's a.
 18 MR. SARRIS: Well, we're funding it- we started- we funded
 19 it this year and so in that sense it's not an increase.
 20 MS. MACK: Okay.
 21 MR. SARRIS: Because we did do K, I believe K to 1 this

Page 59

1 year.
 2 MS. MACK: Right. Okay, and then can you provide
 3 information for the five hundred thousand dollar intervention
 4 program for immediate grades for fluency and at the additional
 5 three hundred fifty thousand that's included for decoding. Can
 6 you give me more information about that?
 7 MR. SARRIS: That's in detail in one of the responses, I
 8 don't know do you have that.
 9 MS. MACK: There's no detail. I just read you the words
 10 from the response.
 11 MR. SARRIS: Okay, then we'll have to ask curriculum and
 12 instruction to answer any more detailed questions than what's in
 13 the, I believe, what number.
 14 DR. MACOMIS: So, good evening and thank you for asking a
 15 question. So what we have here is the resource for decoding
 16 would be employed in grades four and five and that really is a
 17 resource that would be considered a tier 2 intervention
 18 addressing the study of word structure with explicit teaching
 19 for both decoding and spelling, automaticity for students in
 20 grade four and five. And then the fluency intervention would be
 21 implemented for grades two to six and that is a fluency

Page 60

1 intervention that -- Sorry -- in order to provide comprehensive
 2 multi-tiered system of support, specifically around fluency and
 3 comprehension. If you'll recall, Ms. Mack, in the curriculum
 4 committee, and for those of you -- I don't see any of our
 5 pipecleaners -- anyway if you think back to -- thank you, Mr.
 6 McMillion, very good, very good, thank you -- so if you think
 7 back to all of the different strands of learning to read, these
 8 address two of those pieces.
 9 MS. MACK: And I do remember that very well and I do look
 10 at these often. Do these programs have a name? The fluency or
 11 the decoding?
 12 DR. MACOMIS: I don't have the name right here with the
 13 notes in front of me, but I can certainly get that for you.
 14 MS. MACK: All right, thank you. And I just want to
 15 confirm that this budget includes the full roll out of Bridges
 16 if we decide to go with that program. I know it's being trialed
 17 right now.
 18 DR. MACOMIS: The full request for Bridges grades one
 19 through five is in here, yes.
 20 MS. MACK: Okay.
 21 DR. MACOMIS: And just to clarify, the six thousand and

Page 61

1 two selection committee is in the process of finalizing the
 2 specifics for those other two interventions, so I couldn't give
 3 you a specific name at this point.
 4 MS. MACK: Okay, and then my final question is one of the
 5 questions I submitted was about our strategy for using
 6 technology. Not the laptops themselves or the Chromebooks, but
 7 the software. And one of the answers says -- I just got off of
 8 it, and I apologize we just got these answers right before the
 9 meeting started, so I didn't have time to organize my thoughts
 10 -- the education streaming services are products we are
 11 continuing to use and are embedded in the curriculum. I guess
 12 my question is on what measures of success did we make that
 13 decision to continue to use expensive tools when analysis that I
 14 just completed over the weekend shows that at best our academic
 15 achievement has flat-lined and in some cases it has dropped
 16 precipitously.
 17 DR. MACOMIS: So, I'm unsure of what analysis you just
 18 completed over the weekend, but I will say that each of the
 19 different resources are looked at individually, so many of them
 20 are deeply embedded in our curriculum at every grade level, so
 21 it's not just as simple as pulling something out. That requires

Page 62

1 then going in and rebuilding pieces of the curriculum.
 2 MS. MACK: But is our intention to continue to spend the
 3 way we've spent in the past?
 4 DR. MACOMIS: So our funding is part of our maintenance of
 5 effort, so if that's your question, it's not additional funds
 6 that we're requesting.
 7 MS. MACK: So all of the funding that's in the budget is
 8 on contracts that have already been approved?
 9 DR. MACOMIS: Unless they're new initiatives that are
 10 being requested.
 11 MS. MACK: Okay, like Bridges or open court, something
 12 like that.
 13 DR. MACOMIS: Yes.
 14 MS. MACK: Okay, all right. Thank you.
 15 MR. TANTLIFF: So, let me just add, we were just referring
 16 to question 22 which does indicate that the dream box program is
 17 being discontinued. The prior question, Ms. Mack, that you had
 18 was number 47 and it's the listing of textbooks that shows that
 19 K to 5 Bridges program is proposed at six million dollars in
 20 funding for materials.
 21 MS. MACK: Okay, and actually I have a follow up question,

Page 63

1 sorry. And it's to you, Dr. Macomis. I know that in the last
 2 five years we have embedded technology into our curriculum and
 3 you just said that it's embedded. Does that mean that we have
 4 no plans or that we cannot ever decouple it?
 5 DR. MACOMIS: It would require us to go back and analyze
 6 the various curriculum units and the various pieces within the
 7 curriculum units. So for example, and I'm just pulling out an
 8 off the cuff example here, if you're teaching a unit on DNA and
 9 then you have embedded in that unit resources from different
 10 streaming resources for students to then be able to see what DNA
 11 looks like, to look at how the different combinations can come
 12 together, that's a matter where we have to look piece by piece
 13 and say if we're going to pull that out then what is the
 14 resource that we're putting back in place to support
 15 instruction.
 16 MS. MACK: But I guess my second question is, it's not
 17 impossible to decouple. It's not going to be easy, but it's not
 18 impossible?
 19 DR. MACOMIS: So, again, the curriculums were overhauled
 20 to be a digital-based platform for delivery and so if the system
 21 made a decision to move away from that, that would certainly

Page 64

1 involve comprehensive curriculum redevelopment.
 2 MS. MACK: Okay. Thank you. Thank you all very much.
 3 DR. MACOMIS: You're welcome.
 4 MR. TANTLIFF: I'll just add that the response to question
 5 1, there are two spreadsheet attachments which list all of the
 6 instructional tools that are technology and software so you can
 7 go through those as all being continued for FY 21.
 8 MS. MACK: I'm glad you brought that up, because I see the
 9 question, but I don't see the spreadsheets.
 10 MR. TANTLIFF: There's a link, I think.
 11 MR. SARRIS: I believe they were emailed to you in the
 12 group you received earlier. There was about seven attachments
 13 that are referred to in your question set. It was in the email
 14 you received.
 15 MS. MACK: Okay, I'll go back and look at the email, thank
 16 you.
 17 MR. SARRIS: So it would be the first attachment.
 18 MS. MACK: Thank you.
 19 CHAIRMAN CAUSEY: I have a general question. So the
 20 information that was emailed to the Board members this
 21 afternoon. Is that going to be available to the public, or I

Page 65

1 should say how will that be available?
 2 MR. SARRIS: I believe it'll be on the budget landing page
 3 tomorrow, both the work session document and the questions and
 4 the attachments related to the questions.
 5 CHAIRMAN CAUSEY: Okay, great. So those in the listening
 6 public can go to BCPS.org and go to the budget page and see all
 7 of these responses that are being discussed. Thank you. Ms.
 8 Rowe?
 9 MS. ROWE: So, I noticed on page five of the summary
 10 worksheet that there's a reference to (OPUB) and I wanted to
 11 know if that corresponds with page 15 of the budget book where
 12 it talks about the BCPS obligation for state pension cause was
 13 fully phased in by FY 16 and is now included and we had a total
 14 projected cost of thirty-six point five million. My
 15 understanding of that situation is that at some point in time,
 16 the county was supposed to be contributing money to OPUB and
 17 then didn't for a couple of years and then the school system
 18 took it over, and what I want to know is that the contribution,
 19 included MOE to the fund, or is that the school system directly
 20 paying out benefits?
 21 MR. SARRIS: Okay, so there's two separate things. Where

Page 66

1 you were referring to the contribution to the state retirement,
 2 the state used to pick up one hundred percent of the teacher
 3 pension cost and they did a phase-in where each of the LEAs
 4 needed to cover the normal cost of the pension, so in other
 5 words just the future costs. But the state maintained the
 6 liability, which if you follow pensions, that most of the catch
 7 up that states and locals and the Federal government are making.
 8 So that's not OPUB. OPUB is retirement medical benefits, which
 9 the county, we put money from our budget, based on the county's
 10 guidance, but they maintain that fund.
 11 MS. ROWE: So how much are we contributing to the OPUB
 12 fund this year?
 13 MR. SARRIS: This year, FY 20, it was thirteen and a half
 14 million and it's going to twenty million next year.
 15 MS. ROWE: Do you know what percentage -- I know the
 16 fund's not fully funded -- I think the last time I looked it was
 17 thirty percent. Do you know what percentage does that bring the
 18 fund up to?
 19 MR. SARRIS: I don't know and we're just a percentage of
 20 the overall fund since the county is also contributing to that
 21 same fund.

Page 67

1 MS. ROWE: So we contribute and they contribute?
 2 MR. SARRIS: Correct, it's the same fund for the same
 3 employee -- I mean, all retired employees from the county school
 4 system go into that fund.
 5 MS. ROWE: And county government?
 6 MR. SARRIS: Correct.
 7 MS. ROWE: I see. Thank you.
 8 CHAIRMAN CAUSEY: Mr. McMillion?
 9 MR. MCMILLION: Good evening, gentlemen.
 10 MR. SARRIS: Good evening.
 11 MR. MCMILLION: I have a question about the athletic
 12 directors and by no means am I against athletic directors in
 13 public high schools. We have 24 high schools. I'm extremely
 14 happy that we have trainers in all of our schools because I know
 15 the need for that. But I just want to understand this process.
 16 We were sworn in on December 3, 2018, so last year we were just
 17 beginning to be exposed to this budget and the volume of it, the
 18 mass of it. On your work session papers, on page 10, it
 19 references on August 7, 2018, before we were sworn in, the Board
 20 approved a five-year, one point six seven five million dollar
 21 contract for these services in regards to the athletic

Page 68

1 directors. Now, with Dr. Williams' proposal.
 2 MR. SARRIS: That's trainers, not directors.
 3 MR. MCMILLION: Sorry, sorry. I'm glad. Thank you for
 4 correcting me on that. Now on Dr. Williams' proposed budget
 5 there's reference to two hundred thirty thousand dollars, so am
 6 I to understand that the Board approved this budget, or approved
 7 this contract on August 7, 2018 for one point six seven five
 8 million, now the bill has come due and the two hundred thirty is
 9 to pay for that first year. Is that how this goes?
 10 MR. SARRIS: In a way what you said is correct. We found
 11 the money to fully fund the bills that were due last year in FY
 12 19 and FY 20 but the money is not actually budgeted, so we're
 13 requesting to fully fund the budget amount needed to pay the
 14 annual fee for that trainer contract. So in other Dr. Macomis
 15 found other funds within her budget to make sure that that
 16 contract which was a high priority got funded. So we identified
 17 the funds, but it wasn't set aside in the budget and that's what
 18 we're requesting here.
 19 MR. MCMILLION: Okay. Thank you.
 20 MR. TANTLIFF: It's a three hundred and thirty-five
 21 thousand dollar annual program. We had requested and received a

Page 69

1 hundred and ten, but now we're requesting the remaining two
 2 hundred and thirty from county government to keep this program
 3 going.
 4 MR. MCMILLION: And that's the piece I didn't understand
 5 because I knew that most of these athletic directors were
 6 working. I think there was 22 out of 24 had -- I might have
 7 said directors again, trainers -- and I was wondering how that
 8 was being paid. So the money was found somewhere else, and now
 9 this money is, and I divided that number by five years and came
 10 up to be three hundred thirty-five thousand dollars. Okay.
 11 It's starting to make some sense to me. Thank you very much for
 12 your help.
 13 CHAIRMAN CAUSEY: Board members additional questions or
 14 comments? Mr. Kuehn?
 15 MR. KUEHN: So I have a question, I'm not sure where it's
 16 contained in this budget, but can you tell me where I can find,
 17 or what actually, what are we spending in our high school budget
 18 for our high school devices for the students?
 19 MR. SARRIS: I don't have that off the top of my head, but
 20 we'll get that to you.
 21 MR. KUEHN: I'm sorry I didn't submit the question, but as

Page 70

1 you can tell we just got the answers anyway so it wouldn't have
 2 mattered. Because my understanding, and George perhaps you can
 3 explain this to everybody, we are in a multi-year lease on these
 4 devices for basically the high school, it's separate from the
 5 middle school, it's separate from what we do for elementary
 6 schools, so is that a three or four-year lease that we're
 7 involved in?
 8 MR. SARRIS: So the high schools, first there were three
 9 pilot schools implemented in 2018, FY18. FY19 was the first
 10 full year for high school devices, so the remaining 21 high
 11 schools took delivery of thirty-three thousand devices,
 12 approximately. And so that three-year lease is for FY 19, 20,
 13 and 21. So the next budget after this, the FY 22 budget that we
 14 come to you to discuss, that lease will have expired and at that
 15 point could be replaced with something else.
 16 MR. KUEHN: Thank you.
 17 MR. SARRIS: I do have that figure if you'd like it. It's
 18 a little over fourteen million dollars.
 19 MR. KUEHN: So, it's fourteen million dollars a year to
 20 lease thirty-three plus thousand laptops. And at the end of the
 21 lease, do we own those?

Page 71

1 MR. SARRIS: We have forty thousand in the budget for the
 2 high school.
 3 MR. TANTLIFF: At the end, we would have the option to
 4 purchase them. If we felt that -- there's a buyout option in
 5 the contract if we felt that was worth it. We would also have
 6 to have decided that we are sticking with laptops versus
 7 Chromebooks or something else.
 8 MR. KUEHN: A quick question for you. As I've thumbed
 9 through this and looked at various offices, I've attempted to do
 10 some basic math to understand the growth, and salaries, and
 11 wages, and what I'm finding is, and mainly this would be for
 12 central office or the business offices, I'm not finding
 13 increases that are the same. They vary from group to group.
 14 How is that managed?
 15 MR. SARRIS: If you look throughout the budget book, so
 16 you're talking about 21 to 20, any increases are dictated by
 17 bargaining unit. Everyone in that bargaining unit is getting
 18 the same COLA. So depending on what group you're looking at
 19 there may be mixture of bargaining groups. So for example, this
 20 year TABCO and ESPBC all got a 2% COLA on July 1, 2019. Every
 21 other bargaining unit and unaffiliated employee got an increase

Page 72

1 upcoming on June 30. So essentially there's no COLA in the
 2 budget for those groups, but right now all of those other groups
 3 will show a - it'll look like a 2% increase next year because
 4 the overlap is almost three hundred sixty-four out of three
 5 hundred sixty-five days of compensation, but if you compare --
 6 and then there's some COLA, Dr. Williams has put into his budget
 7 and there's step increases in the budget. So it's strictly
 8 based on the bargaining units and if you're looking at a
 9 non-TABCO or ESPC bargaining unit, it will appear to be higher
 10 because there's no COLA in this year's base, where there is a
 11 COLA in this year's base for those bargaining units. Also, if
 12 you have any new employees in that group, that obviously will
 13 increase the salary base in that group also. So it varies
 14 office by office. There was a number of different offices
 15 identified in the questions and we went through each of those.
 16 There's no latitude, there's no differences in COLAs, there's no
 17 discretionary decision making, it's strictly based on the mix of
 18 bargaining units in that office that you're looking at.
 19 MR. KUEHN: Thank you. I appreciate that. I do have a
 20 question, it's about page 123. I don't think that you both are
 21 going to be able to answer this, because it's a performance

Page 73

1 issue related to schools. So I'm looking at the grade 8 math
 2 scores for 2019. So they all say less than five percent except
 3 for one that says nine percent.
 4 UNKNOWN SPEAKER: Can you just say what page you're on
 5 again, please.
 6 MR. KUEHN: I'm sorry, page 123. It's a chart that shows
 7 all school performance and this is one associated with math
 8 performance in middle schools. In general, I'm having a hard
 9 time understanding how the column all the way to the right, that
 10 says grade 8 math 2019, it doesn't make sense to me, that's
 11 actually my note on the page, because it literally doesn't make
 12 sense to me because right next to it, in seventh grade, you
 13 know, there's various scores, but all of these seem to be less
 14 than five percent. Is that accurate?
 15 DR. MACOMIS: It is accurate. When we look at the
 16 performance of students in grade 8, depending on the content
 17 area in this, and I'm speaking regarding Algebra I, but
 18 depending on the number of students that perform, it actually
 19 resulted in percentages lower than five percent. And if it's
 20 lower than ten students, we do suppress the data. So what I
 21 will do is take this information back and talk with my team

Page 74

1 about it, but I might be the total number of students that
 2 actually completed the assessment.

3 MR. KUEHN: I appreciate that because this doesn't make --
 4 it doesn't make any sense compared to all of the other data in
 5 this table. Thank you.

6 MR. TANTLIFF: And our response to question 127 in your
 7 materials does talk about test scores.

8 MR. KUEHN: I'm sorry, I'm only up to 26 so thank you.

9 MR. TANTLIFF: We may have bitten of more than we could
 10 chew, but rather than limiting ourselves to the questions we
 11 received initially, we got ambitious and tried to answer all of
 12 them to get all of them to you at one time which is why they
 13 were getting to you so late, so I apologize for that.

14 MR. KUEHN: Fair enough, we appreciate the effort.

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

16 MS. ROWE: So, does the state government replace Baltimore
 17 County Public School system money for private placement of
 18 special education? Do they reimburse us for that in its
 19 entirety? No?

20 MR. SARRIS: No, there's a formula and they end up, after
 21 we've spent a base amount, which is somewhere close to thirty

Page 75

1 thousand, then they start picking up the majority of the costs.

2 MS. ROWE: So how much do we spend every year in special
 3 education private placements and how much do they reimburse?
 4 Dollar amount.

5 MR. SARRIS: Our expenditure is approaching fifty million.
 6 I'm gonna say their reimbursement, if you give me a second
 7 after we talk I can find you the exact amount, I don't want to
 8 speak out of turn. It's less than half that.

9 MR. TANTHILL: Yeah, it's a seventy-thirty percent split.

10 MS. ROWE: Okay, thank you.

11 CHAIRMAN CAUSEY: Other Board members, questions or
 12 comments? Ms. Henn?

13 MS. HENN: Thank you, good evening, gentlemen. At the
 14 last meeting, we heard from several members of the Carver
 15 Foundation Community about their magnet program funding and I
 16 know in the summary you provided tonight it discusses about how
 17 magnet expansions are I think right-sided, or there's additional
 18 funding for magnet programs that have expanded due to increased
 19 enrollment. And I was hopeful you could address programs such
 20 as Carver who I'm guessing are not included in this list and the
 21 historic per pupil allocations there and what would be required

Page 76

1 to right-side them and if their data that was presented to the
 2 Board is in fact accurate, if those per pupil allocations have
 3 seen a decrease.

4 MR. TANTLIFF: All of the magnets over time, because we've
 5 added more students, the amount per student across all magnet
 6 programs over the last several years has gone down and that's
 7 the main reason Dr. Williams has proposed to add money to this
 8 budget to start to restore the majority of the funds that
 9 although it didn't literally get cut, that's how they felt it
 10 since there was more students splitting essentially the same
 11 pie.

12 MS. ROWE: Okay, so there are eight, I believe it was that
 13 are eight listed that are in this proposed budget.

14 MR. TANTLIFF: Those are the new programs and that is just
 15 reflecting how much money the increase would be associated with
 16 those programs, but the funding would be spread across all of
 17 the magnet programs in an appropriate manner identified by the
 18 magnet office. So the magnet programs, in other words, the per
 19 pupil would go up across all magnet programs.

20 MS. ROWE: Would it be possible for this Board then to
 21 receive the fiscal impact of restoring per pupil allocations to

Page 77

1 all magnet programs? And this may be answered, we haven't had a
 2 chance to review the answers, they were just sent at 5:15. If
 3 you provide that, I apologize, but we would like to know the
 4 fiscal impact of restoring the per pupil allocations. I would
 5 like to know for all magnet programs.

6 MR. TANTLIFF: Restoring it to its highest level over the
 7 last five or so years?

8 MS. ROWE: Yes.

9 MR. TANTLIFF: Let me restate that. How much above Dr.
 10 Williams' proposal would be needed to restore the per pupil to
 11 its highest point over the past five or so years? Is that
 12 correct?

13 MS. ROWE: Yes, please. Thank you.

14 CHAIRMAN CAUSEY: Other Board members?

15 MR. KUEHN: So, I don't know if this is an oversight, or
 16 -- I'm just looking for an explanation. On page 162, the
 17 Executive Director of HR Operations, so I'm looking at the
 18 salaries and wages and I'm confused because in FY 19 it says two
 19 point nine million dollars and there's eleven people in that
 20 office apparently and then it drops by eight hundred thousand
 21 dollars for FY 20 and then FY 21 but the numbers all stay the

Page 78

1 same people-wise, so I don't understand what happened there.
 2 Can someone explain that? Do you see what I mean, like, the
 3 first one, it's just confusing me. Because it's in the salaries
 4 category, you know.
 5 MR. SARRIS: We'll have to research that, I think, and get
 6 back to you.
 7 MR. KUEHN: All right. Thank you. It's just an oddity
 8 and kind of jumps out at you. I mean there's a lot of numbers
 9 in this book.
 10 MR. TANTLIFF: Generally, while we may not know off the
 11 top of our head, there will almost always, hopefully, be a
 12 logical explanation that will satisfy your question.
 13 MR. KUEHN: Thank you. That's what I'm hoping for. So I
 14 will take you next to page 153, the copy and print services.
 15 And this is just another kind of an oddity type of a question.
 16 So I'm looking at the difference between contracted services and
 17 supplies and materials and perhaps it's just the way it was
 18 accounted for, but it looks like in FY 19, supplies and
 19 materials three hundred fifty-eight thousand dollars and
 20 contracted services was sixty-two thousand and then contracted
 21 services jumped up significantly the following year.

Page 79

1 MR. TANTLIFF: It looks like there was a shift in how we
 2 were accounting for the expenditures, but we would need to go
 3 research that particular line-item, too. Something is budgeted
 4 or expended differently because of the nature of it, but we
 5 would have to find out that exact explanation.
 6 MR. SARRIS: The biggest cost that we have in that
 7 department is the lease that we have to supply the high volume,
 8 high speed photographic equipment and my guess is that we re-bid
 9 that contract and restructured the lease payments with the
 10 supplies and the maintenance components. Nothing else has
 11 really changed in the office so we'll get you that.
 12 MR. KUEHN: And I'll ask one more question, and then I'll
 13 move on. I know you enjoy this. On page 151, the executive
 14 officer for community outreach, just the salary and wage
 15 difference between 2019 and 2020 is significant. It's a
 16 sixty-nine percent increase in one year, so it just struck me as
 17 large and not making sense. I don't know and I'm guessing off
 18 the top of your head you don't have an explanation
 19 MR. SARRIS: Actually I believe the position was vacant
 20 because that's actuals in 19, that position was vacant for the
 21 majority of the year so that's why the actual expenditures were

Page 80

1 very low.
 2 MR. KUEHN: Okay, so the actual expenditures were for
 3 whoever was there, for part of that year. Significant
 4 difference, so I appreciate it.
 5 CHAIRMAN CAUSEY: Ms. Mack?
 6 MS. MACK: Mr. Sarris, I think you said this but just so
 7 when I go home I can remember, from what page in the budget book
 8 would we find the salary and wages for TABCO represented
 9 employees, (AFSME) and then CASE.
 10 MR. SARRIS: So the section on schools, if you go to page
 11 109, that eight hundred thirty-one million is the bulk of it.
 12 MS. MACK: The bulk of all three?
 13 MR. SARRIS: Just in teachers, TABCO members. And if you
 14 go, and it should be close to what's on, that would be all.
 15 MR. TANTLIFF: One thing, that was most of TABCO. CASE
 16 will be most of activity 2 which you can see in the back of the
 17 book but TABCO is also spread in offices, in Dr. Macomis' shop,
 18 so there's not a clean place you could find every bargaining
 19 unit, but for instance, CASE is most of the salaries on page
 20 289, mid-level management. There's also again a lot of people
 21 in Dr. Macomis' shop, but the principals, Aps would be caught in

Page 81

1 that group.
 2 MS. MACK: And AFSME?
 3 MR. SARRIS: That's a tougher one. That's gonna be split
 4 between transportation, operations, maintenance and grounds
 5 maintenances and food services.
 6 MS. MACK: Okay, thank you.
 7 CHAIRMAN CAUSEY: Board members, other comments or
 8 questions? I wanted to make a few comments and ask some
 9 questions, so having been on the Board since 2015, I have had
 10 concerns about the level of spending on educational technology
 11 related to the results that we were seeing for our students and
 12 some of the unmet needs that remained given that we had finite
 13 dollars that are provided to the Board. And just recently I was
 14 at a newsstand and I noticed an article and so I picked up a
 15 magazine, MIT Technology Review. In it they have an article and
 16 one of our public commenters from the Board hearing had also
 17 mentioned this. It's called no computer left behind. Educators
 18 love digital devices but there's little evidence they help
 19 children especially those most in need and it talks about a 2019
 20 report from the National Education Policies Center at the
 21 University of Colorado on personalized learning, a loosely

Page 82	Page 84
<p>1 defined term that is largely synonymous with education 2 technology issued a sweeping condemnation. It found 3 questionable educational assumptions embedded in influential 4 programs, self-interested advocacy by the technology industry, 5 serious threats to student privacy and a lack of research 6 support. Judging from the evidence, the article goes on, the 7 most vulnerable students can be harmed the most by a heavy dose 8 of technology or at best not helped at all. Now, what we 9 understand is that we need balance. We were living in a 10 technology-saturated world. Obviously there is technology that 11 is incredibly helpful, we use it everyday as Board members, it's 12 used by educators, by administrators, but obviously we need 13 balance. We can't go backward in time. But when there's a 14 magazine that's labeled MIT Technology, so Massachusetts 15 Institute of Technology, Technology Review. These are not 16 curmudgeons but they have evaluated a lot of research with 17 what's happening and so I have had a concern about the level of 18 spending on education technology versus other types of 19 instructional materials or methodologies or pedagogies that 20 could also provide results for our students, positive academic 21 results for our students at a lower per pupil cost. I am</p>	<p>1 percentage that was proposed because that was in a document from 2 last year. I'm sorry it looks a little rough, my puppy likes to 3 get into all kinds of things, but in any case, the point is last 4 year we requested as a Board, eleven point two percent over and 5 above maintenance of effort and we received four point four 6 percent, and we're very grateful for that increase and this year 7 we've asked for ten point one percent and I think the Board and 8 superintendent need to plan in how to communicate and prioritize 9 what we're asking for if we cannot get everything this year. 10 So, that I'm putting out there. So the other thing I want to 11 mention about the Board's action last year at the budget 12 approval process is that we approved a resolution to add the 15 13 minutes extra per day that I personally have been talking about 14 for three years, that's been talked about in terms of giving our 15 students the additional time that students in other school 16 districts to complete their academic achievements and also to 17 provide our teachers and staff the additional time to complete 18 their mission relative to what other school districts provide. 19 Also, in that motion the Board approved increasing recess time 20 for elementary school students and that was another magazine I 21 just happened to see and pick up Scientific American, it's</p>
Page 83	Page 85
<p>1 grateful for Dr. Williams and his team for bringing us a budget 2 where the staffing is made the priority, but there is still a 3 concern in the balance. Is there still too much that's being 4 spent on instructional materials or methods that is not 5 producing enough of a result given the expenses and given other 6 unmet needs. So that's a concern. And I'm going to delve into 7 answers of questions that I've asked regarding that and so we'll 8 see how we're moving and then there's another work session 9 coming up next week where we can talk about these issues more. 10 The other thing I wanted to point out is last year this Board 11 voted on a resolution to prioritize staffing in the budget 12 proposal which provided for steps and COLAs for our five 13 bargaining units; however, we did not receive funding for three 14 of those bargaining units. So one of the questions, and this is 15 not to be answered this evening, but for the superintendent and 16 Board members to think about is as we move forward next week, in 17 what ways can we prioritize the requests that we're making, 18 because as the proposed budget information that was given to us 19 related to tonight's work session on page 3, it talks about the 20 above-maintenance of effort that we have received. What is not 21 there, and I would request that we add a column is the</p>	<p>1 talking about active body, active brain and when we hear our 2 TABCO president talking about behaviors and social emotional 3 development, we understand that physical activity is a very 4 important component of a child's development, so I'd like to see 5 how that can be addressed. And the other thing is, and I'm 6 sorry I didn't start off with this, but I do want to thank Dr. 7 Williams, Mr. Tantiliff, Mr. Sarris, and also Dr. Scriven who has 8 stepped up and stepped into a tremendously important role as our 9 acting chief of operations and administration officer. For 10 getting all of the answers to us and Board members will have 11 time to review that and any follow up questions and then we'll 12 have another work session. But, there are issues, it's a very 13 complicated budget as Mr. McMillion was pointing out for the 14 Board, we want to do a diligent job in evaluating it and in 15 coming to a good conclusion when we do have to vote to approve 16 it and send it over to the county executive. So with that, it 17 finishes my comments. Are there other comments or questions 18 from the Board before we move on. Okay. Dr. Williams. 19 DR. WILLIAMS: So, let me thank the team for providing the 20 responses to over a hundred and thirty questions. Again, you 21 heard today, our initial goal was to try to respond to a few,</p>

Page 86

1 but we were very aggressive in trying to respond to all
 2 questions that were submitted and therefore the timing of the
 3 responses may not have been optimal for the Board, so as you
 4 heard earlier, we do apologize for that. You have your
 5 questions. I do want to respond and I appreciate Dr. Macomis
 6 speaking on this, I just want to say this, and we can follow up
 7 in our next work session, which is not next week, so let me just
 8 clarify that, our next Board meeting, so the system has had a
 9 practice of building or writing curriculum and using technology
 10 as a part of the building of the curriculum. My philosophy is
 11 that you just can't pull the plug, because you've got to keep in
 12 mind the teachers, the administrators, the parents, all of those
 13 who are supporting classroom instruction have been a part of
 14 that implementation and roll out. And so we will, what you see
 15 in this budget we have scaled down a lot - some of the
 16 technology to really build on the professional development. So
 17 my philosophy is that you just can't pull the plug without some
 18 ramifications. Keep in mind this has been a curriculum that has
 19 been built this way for years. I'm looking for that balance.
 20 The priority, we will prioritize whatever the end results will
 21 be, whatever that bottom line will be. I will put an emphasis

Page 87

1 on professional development. We can provide the curriculum, we
 2 can provide the technology, we can put additional resources in
 3 classrooms. But if we're not sustaining a robust professional
 4 development in how we are specifically training our staff, then
 5 we may not see the results that we have been seeing. I do want
 6 to commend the system for being very innovative for looking at
 7 ways to provide opportunities for students who may not have
 8 technology. I'm looking at the balance. There are some
 9 students who we have to focus on to make sure they are going to
 10 be college and career ready. The way in which we go about doing
 11 it is what this budget is trying to dictate. We're going to
 12 look at things differently. We have to scale down, but I just
 13 want to put in that plug, but it just can't be stop everything
 14 immediately without those ramifications and what we have been
 15 training our staff, what we've been giving our staff access to
 16 for years and so a lot of emphasis will be on the curriculum
 17 instructional side, but definitely organization effectiveness in
 18 all that we do as a system. So I want to thank the team for
 19 really being aggressive in responding to the questions with
 20 answers and I appreciate your presence tonight.
 21 CHAIRMAN CAUSEY: Thank you, and with that, we're moving

Page 88

1 on to our next agenda item, Item M, Board Committee Updates and
 2 for that we will go around the room and who would like to start,
 3 let me put it that way. Ms. Pasteur, Chair of the Legislative
 4 and Government Relations Committee.
 5 MS. PASTEUR: Good evening, again, the government and
 6 legislative committee, which is now comprised of Mrs. Scott,
 7 Mrs. Rowe, and myself. We've been really working and as you can
 8 see with the resolution, we really, really have. I'm going to
 9 turn this over for I think Ms. Rowe told me 28 seconds, but
 10 maybe that's wrong and she's going to talk to you about
 11 something that is a concern to her - actually it's a concern to
 12 a number of us, but we're going to discuss it at our next
 13 government meeting and then we will see just how we want --
 14 we'll bring it back to the Board and see how the Board wants us
 15 to move with this and also staff. Ms. Rowe?
 16 MS. ROWE: So what we're going to be discussing at our
 17 next government and legislative affairs committee meeting is
 18 that the county council has a code, Title 6 that allows
 19 developers to develop in overcrowded school districts as long as
 20 an adjacent zone is below a hundred and fifteen percent
 21 capacity. And in a number of our districts where development is

Page 89

1 going on where that's creating problems, but the other part of
 2 the problem, too, is that they can have development approved
 3 based upon projects in our CIP that are projected out. So we
 4 can't build projects based on projections. So essentially what
 5 that means based on this county code is that development can
 6 move faster than we could ever build schools which mean the
 7 schools end up in a perpetual state of being overcrowded the day
 8 the doors open. So the committee is going to review the code
 9 and see, explore the possibility of coming up with a policy
 10 statement to forward to the county council, potentially asking
 11 the county council to review the code for its impact on schools
 12 since the code was passed in 2003.
 13 MS. PASTEUR: Thank you, Ms. Rowe. And now, I'm going to
 14 turn it over very quickly to Ms. Scott. I would like for her to
 15 share with everyone an opportunity that she is going to have
 16 which will also be an opportunity for our school system. Mrs.
 17 Scott.
 18 MS. SCOTT: Thank you. So, along with several other board
 19 members on February 1st will be -- don't talk about that at all,
 20 oh, okay, sure. Let's move along. I will be attending the
 21 Advocacy Institute February 2nd as part of the Maryland

Page 90

1 Association of Boards of Education, I'm part of the Federal
 2 Relations Network and the Advocacy Institute will be where I,
 3 along with several other Board members from all across the
 4 country will come to D.C. to talk about decisions and work with
 5 legislators and discuss how we can really advocate for children
 6 and how we can really work together, so I think it's a great
 7 opportunity and I look forward to coming back and letting
 8 everybody here know and share information.

9 MS. PASTEUR: That's a great opportunity, I just wanted
 10 her to bask in that. I want to say on the date that she was
 11 about to give on February 1, that TABCO, TABCO's minority
 12 affairs committee will be joining an national coalition of
 13 educators, parents, and students endorsed by NEA and MSEA
 14 committed to social and racial justice, it's a Black Lives
 15 Matter opportunity and I want to commend TABCO and that
 16 committee for that effort, but the reason I stopped Ms. Scott is
 17 because on that same day our government and legislative
 18 committee, Ms. Rowe, Ms. Scott, and myself, will be in D.C.
 19 attending an equity symposium. So it's all happening together,
 20 and I want you to see just how hard the government and
 21 legislative committee is working for BCPS. Thank you.

Page 91

1 CHAIRMAN CAUSEY: Thank you. I'll go next for Policy
 2 Review Committee. We had our last meeting in December. We do
 3 not have a meeting in January because of our operating budget.
 4 Our next meeting is February 3, here at 4:30 to 6:30 and in the
 5 meeting we're going to have another cell phone policy update,
 6 we're going to discuss Policy 5530, Student use and possession
 7 of tobacco, Policy 5540, Alcoholic beverages, controlled
 8 dangerous substances, intoxicants, prescription and
 9 non-prescription drugs, Policy 5551, Gangs, gang activity and
 10 similar destructive or illegal group behavior, Policy 5561,
 11 School use of reportable offenses, and Policy 5580, Bullying,
 12 Cyberbullying, harassment or intimidation. And again all of the
 13 committees have their agendas and their minutes and the schedule
 14 on our website. And next I'll call on Ms. Henn, chair of the
 15 building and contracts committee.

16 MS. HENN: Thank you. So the building and contracts
 17 committee meets in connection with our regular Board meetings
 18 when there are contracts that are available or needed for Board
 19 approval. Our next meeting is Tuesday, February 11, so the
 20 building and contracts committee will meet then if there are
 21 contracts up for consideration. Thank you, Mrs. Causey.

Page 92

1 CHAIRMAN CAUSEY: Thank you. And next I call on Mr. Russ
 2 Kuehn, chair of the internal audit committee.

3 MR. KUEHN: Thank you, Ms. Causey. Last week on January
 4 15 the audit committee met and we discussed the free and reduced
 5 verification results for FY 20. This is basically an audit and
 6 a test of people who have signed up for free and reduced meals
 7 and what happens is out of the fifteen thousand eight hundred
 8 eligible students there is a random sample taken to reach out
 9 directly to them and verify the income to make sure that they
 10 respond and continue moving forward. So that discussion, that
 11 happens every year, it's a requirement, it's a Federal
 12 requirement. We discussed that in committee. We went over the
 13 internal artwork plan update and discussed ongoing
 14 investigations. So that's really all I have. Our next meeting
 15 is February 18. Exciting times. Thank you.

16 CHAIRMAN CAUSEY: And our final committee is Curriculum
 17 Committee, and Ms. Pasteur.

18 MS. PASTEUR: All right, thank you. Our last curriculum
 19 committee meeting was really a sleeves-pushed-up kind of one so
 20 I want to thank you Dr. Macomis and staff for just taking a deep
 21 dive with us so we got an opportunity to ask some different

Page 93

1 kinds of questions and really some substantive questions and I
 2 want folks to listen to the topics because they're the ones that
 3 means we've been listening to you. So a great amount of time on
 4 special education staffing and we're going to do more of that.
 5 ESAU and ESAU placements as well, particularly for the middle
 6 and high school. And magnet programs and that really was well
 7 done and all of them were but thank you for the work that was
 8 done in preparation for them and specifically the International
 9 Baccalaureate, so I think it actually generated even more
 10 questions, so we'll be delving into them again. Thank you.

11 CHAIRMAN CAUSEY: I would just remind our stakeholders
 12 that our committee meetings are open to the public and all of
 13 that information is on our website. The next item is Item N,
 14 and connected to our Board documents is the information on the
 15 revised 2019-2020 school calendar. There is also information on
 16 our financial reporting for the months ending November 2018 and
 17 November 2019. And the last item on the agenda is announcements
 18 and the announcement is the next Board meeting is Tuesday,
 19 February 11, here in this building at 6:30. And with that I
 20 thank everyone for the meeting and for being attentive and the
 21 meeting is adjourned.

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I, Vivian Saxe, do hereby certify that the foregoing-entitled matter was transcribed to the best of our ability; and I further certify that the foregoing is a full, true, and correct statement of such proceeding and a full, true, and correct transcript of the audio filed produced.

VIVIAN SAXE, CERT 631 January 27, 2020 DATE

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20
21

WORD INDEX

<p>< 1 > 1 30:10 39:20, 20 58:21 64:5 71:20 73:17 90:11 10 67:18 109 80:11 11 24:11, 18 52:17 91:19 93:19 12 54:6 12:30 29:16 123 72:20 73:6 127 74:6 13 3:10, 11 14 3:12 52:15 15 3:13 9:9 65:11 84:12 92:4 15.4 10:4 151 79:13 153 78:14 16 28:15 65:13 162 77:16 17 29:21 175 26:4 17th 51:15 18 3:14, 15 31:13 92:15 19 3:16 55:16 68:12 70:12 77:18 78:18 79:20 1st 89:19</p> <p>< 2 > 2 30:7 53:9 54:4 59:17 71:20 72:3 80:16 20 66:13 68:12 70:12 71:16 77:21 92:5 20.4 9:16 2003 89:12 2014 29:21 2015 29:21</p>	<p>81:9 2016 29:21 2018 67:16, 19 68:7 70:9 93:16 2019 51:15 54:5 71:20 73:2, 10 79:15 81:19 93:17 2019-2020 93:15 2020 1:9 5:4, 14 15:17 29:21 35:12 39:7, 19, 21, 21 40:4 42:14 43:8, 9, 10 51:17 52:13, 15 54:9 79:15 94:8 2021 4:9, 11 51:6, 7 52:1, 12, 14, 17 58:9 21 1:9 3:17 5:4, 14 64:7 70:10, 13 71:16 77:21 214 58:2 21st 39:12, 19 43:7 22 53:4 62:16 69:6 70:13 228 28:15 23 3:18 53:4 24 3:19 67:13 69:6 244 28:16 25 17:1 52:18 26 3:20 74:8 27 94:8 28 3:21 88:9 289 80:20 2E 17:18 2nd 89:21</p> <p>< 3 > 3 54:10 67:16 83:19 91:4 30 4:1, 2 72:1 30th 54:5 31 4:3</p>	<p>32 4:4 33 4:5 36 4:7 38 4:8 39-year-old 28:2</p> <p>< 4 > 4:30 91:4 47 62:18 49 4:10 4th 15:20</p> <p>< 5 > 5 3:2, 3, 4 24:18, 20 31:13 55:7, 8 62:19 5:15 77:2 50 21:20 5110 4:2 11:8 31:7, 9, 10 52 4:12 5460 4:3 11:9 31:7 32:12, 14, 15 5500 4:4 11:9 31:7 33:15 5530 91:6 5540 91:7 5551 91:9 5561 91:10 5570 32:15, 16 5580 91:11 5th 18:6</p> <p>< 6 > 6 3:5 24:18, 19 55:8 88:18 6.5 32:3 6:00 29:8 6:30 91:4 93:19 631 94:9</p> <p>< 7 > 7 3:6, 7 55:10 67:19 68:7</p> <p>< 8 > 8 3:8, 9 55:16 73:1, 10, 16</p>	<p>8120 4:5 11:10 31:7, 8 34:17 36:18 49:13 50:3 88 4:13</p> <p>< 9 > 9 51:17 52:13 93 4:14, 15, 16</p> <p>< A > ability 23:9 94:4 able 13:17 19:5 28:12 40:16 49:5 63:10 72:21 above-maintenan ce 83:20 absence 27:17 absolute 16:12 absolutely 22:14 47:7, 19 abstain 51:2 AC 30:2 academic 16:4, 7 46:6 61:14 82:20 84:16 Academy 10:6 acceleration 17:6 18:5 accept 11:6, 13 39:5 42:10 accepting 23:6 33:13 access 16:4 19:6 39:12 87:15 accommodating 16:18 account 21:19 53:17 Accountability 8:13, 15 9:16, 18 26:10 35:5 55:13 accountable 44:3 accounted 78:18</p>	<p>accounting 79:2 accuracy 31:18 accurate 32:2 73:14, 15 76:2 achieved 28:5 achievement 14:10 61:15 achievements 27:13 84:16 achieving 18:4 acknowledge 27:11 Act 5:21 39:7, 21 40:4 49:21 acting 85:9 action 34:9 38:8, 9 84:11 Actions 4:6 38:11 active 24:9 85:1, 1 activities 54:3 activity 80:16 85:3 91:9 actual 54:5 79:21 80:2 actuals 79:20 ad 50:11 adamant 47:20 add 62:15 64:4 76:7 83:21 84:12 added 19:18 35:3 76:5 addition 19:20 47:12 additional 19:17 22:18 23:21 32:4 42:1 59:4 62:5 69:13 75:17 84:15, 17 87:2 additions 5:15, 17 address 6:17 12:7 21:12, 18 41:8 60:8 75:19 addressed 21:11 25:16, 16,</p>
--	---	---	--	--

19 45:13 46:16
85:5
addresses 12:18
addressing
59:18
adequate 49:19
adequately
21:10
adjacent 88:20
adjourned 93:21
Adjournment
4:16
adjustments
55:1
administration
26:3, 13 85:9
Administrative
3:9 8:8, 12, 19
administrators
16:11 24:2
82:12 86:12
admission 11:8
adopted 56:10
adoption 52:17
advice 6:7 12:2
Advisory 3:10
13:1, 4 15:12
advocacy 82:4
89:21 90:2
advocate 49:1
90:5
advocating 41:2,
3, 5
affairs 88:17
90:12
affect 19:14
affirm 38:11
AFSME 80:9
81:2
afternoon 64:21
age 31:13 46:5
age-appropriateness 46:4
Agenda 3:5
5:14, 15, 16, 18,
19 6:13 7:8
8:7 11:4, 12, 21
38:7 51:5
52:11 88:1

93:17
agendas 91:13
aggressive 86:1
87:19
aging 39:9 42:1
ago 17:1 21:6
agreed 22:13
ahead 15:3, 18
31:9 32:11
45:10
Ahmed 5:5 9:7,
12, 13, 14
Alcoholic 91:7
Algebra 73:17
alignment 55:14
Allegiance 3:3
5:5, 11
alligator 36:9
allocated 47:9
48:2
allocation 46:12
allocations
75:21 76:2, 21
77:4
allow 32:19
allowed 6:17
allows 32:18
88:18
ambitious 74:11
American 84:21
amount 54:12,
13 55:6 56:3
68:13 74:21
75:4, 7 76:5
93:3
analysis 61:13,
17
analyze 63:5
Angela 13:10
anniversary
27:8, 13
announcement
56:13 93:18
Announcements
4:15 93:17
annual 17:16
50:2 68:14, 21
answer 45:17
46:15 59:12
72:21 74:11

answered 26:1
51:18 77:1
83:15
answering
45:14 50:11
answers 51:16
61:7, 8 70:1
77:2 83:7
85:10 87:20
anxiety 34:4
anymore 57:17
anyway 48:14
60:5 70:1
AP 18:1
apologize 31:1
61:8 74:13
77:3 86:4
apparently
77:20
appear 72:9
appeasing 19:11
appointees 6:3
appointment 6:1
Appointments
3:9 8:8, 12, 19
appreciate 12:3
26:18 40:20
41:1, 16, 17, 19
44:17 45:2
50:4 72:19
74:3, 14 80:4
86:5 87:20
appreciated
41:6
approaching
75:5
appropriate
12:4, 11 23:10,
11 46:5 76:17
appropriately
49:3
Approval 3:5
8:11 51:13, 19
84:12 91:19
approve 7:18
8:18 39:5
42:10 51:21
85:15
approved 11:7
62:8 67:20

68:6, 6 84:12,
19 89:2
approximately
70:12
Aps 80:21
architect 9:11
Arctic 29:19
30:16
area 47:21
73:17
areas 16:8
55:12, 18
arrangement
55:6
arriving 35:8
article 81:14, 15
82:6
artwork 92:13
aside 68:17
asked 20:8
83:7 84:7
asking 14:20
29:20 59:14
84:9 89:10
asks 11:6
Asmeen 9:12
assembled
39:18 43:7
Assembly 40:1
43:10
assertively 22:1
Assessment
8:13, 15 9:16,
18 74:2
assignment 6:2
16:17
assist 53:7
Assistant 8:15
10:3, 19
associated 73:7
76:15
Associates 9:10
Association
13:11 14:2
39:16 43:4
90:1
assuming 21:10
assumptions
82:3
assure 49:1

athletic 67:11,
12, 21 69:5
attachment
64:17
attachments
64:5, 12 65:4
attainable 20:21
attempted 71:9
attendance 11:8
31:11, 15, 17
32:2, 6, 8
attending 89:20
90:19
attention 21:6
22:17 23:12
41:11
attentive 93:20
attests 20:19
attitude 27:17
audio 94:6
audit 92:2, 4, 5
August 67:19
68:7
authorities
41:20
authority 40:8
48:21 49:15, 18
Autism 34:1
automaticity
59:19
available 6:14
17:20 64:21
65:1 91:18
awakened 28:9

< B >
Baccalaureate
93:9
back 10:13, 16
30:7 41:13
52:5 56:17
60:5, 7 63:5, 14
64:15 73:21
78:6 80:16
88:14 90:7
backward 82:13
balance 56:20
57:2 82:9, 13
83:3 86:19

87:8
balances 47:8
ball 26:14, 17
 57:15
BALTIMORE
 1:2 5:3, 8 9:17
 10:5, 7, 16 12:9,
 20 13:3, 9 14:3
 20:15 21:2
 24:1 26:14
 31:15 32:10
 39:6, 9, 11, 18
 42:12, 17, 19
 43:6 48:13
 49:16 55:2
 57:1 74:16
bar 16:1 20:20
 21:5
bargaining 6:9
 71:17, 17, 19, 21
 72:8, 9, 11, 18
 80:18 83:13, 14
Barksdale 3:18
 7:4 24:6, 7
 34:18, 19 36:18,
 19
base 72:10, 11,
 13 74:21
based 28:4
 33:12 35:21
 66:9 72:8, 17
 89:3, 4, 5
Basemore 41:19
 44:14, 14 46:2
basic 35:5
 71:10
basically 70:4
 92:5
basis 17:16
bask 90:10
BCPS 13:15
 14:11 15:16
 17:8 20:19
 21:9, 21 23:18
 31:1 34:11
 54:12, 19 65:12
 90:21
BCPS.org 65:6
BCSE 13:10, 13,

19
bear 19:1
beginning
 56:14 67:17
begins 16:6
 25:13
behalf 13:10
behavior 12:12
 14:17 25:14
 33:20 34:2, 3, 7
 91:10
behaviors 34:15
 85:2
believe 13:14
 16:9, 20 17:13
 20:14 22:14, 15,
 18, 20 23:3, 5, 7,
 8, 13, 14, 16, 18,
 18, 19 24:1
 53:6 56:12
 58:14, 21 59:13
 64:11 65:2
 76:12 79:19
believes 39:7,
 10 42:12, 18
bell 12:15
belongings 33:1
benefit 39:11
 42:17, 19
benefits 23:2
 65:20 66:8
Bergman 3:21
 7:6 29:2, 3
 31:4, 10 32:14,
 16 33:17 34:19,
 20 35:1
best 14:7, 14
 17:2, 6 22:12
 24:3 51:17
 61:14 82:8
 94:3
better 17:5
 22:16 30:21
 49:6
beverages 91:7
big 18:8 20:10
 35:14 58:17
biggest 20:16
 79:6

Bill 39:20, 20
 68:8
billion 53:10, 11
bills 68:11
bit 30:20
bitten 74:9
Black 27:18
 29:17, 18 90:14
bles 28:20
blessings 27:7
blueprint 42:13
 43:9, 19
BOARD 1:1, 6
 2:1, 2 4:13 5:3,
 20 6:12, 15, 15,
 17, 18 7:13, 17
 8:10 11:5, 5, 6,
 7, 11 12:1, 3, 6,
 21 13:8 14:5
 15:15 18:7, 15
 24:19 25:10
 26:6, 9, 10 27:1,
 6 30:10, 11, 11,
 12 35:19 39:1,
 4, 5, 5, 6, 10, 15,
 17 40:2, 17
 41:1, 14 42:5,
 10, 10, 11, 18
 43:3, 6, 16 44:7,
 10 49:10, 15, 18
 51:12, 15 52:4,
 15 53:21 55:20
 64:20 67:19
 68:6 69:13
 74:15 75:11
 76:2, 20 77:14
 81:7, 9, 13, 16
 82:11 83:10, 16
 84:4, 7, 19
 85:10, 14, 18
 86:3, 8 88:1, 14,
 14 89:18 90:3
 91:17, 18 93:14,
 18
Boards 39:16
 43:4 90:1
Board's 6:15
 7:13 11:14
 84:11

body 40:7
 48:20, 20 85:1
BOE@BCPS.org
 13:1
boiler 29:8, 12
bonds 53:19
book 56:2 58:2
 65:11 71:15
 78:9 80:7, 17
boots 14:19
bottom 54:4
 86:21
boundaries 23:1
boundary 21:8,
 16
box 6:19, 19
 62:16
brain 85:1
break 23:18
breakfast 56:4,
 5, 13 57:7, 8, 14,
 17, 18
Bridges 60:15,
 18 62:11, 19
bring 8:11
 40:16 50:18
 66:17 88:14
bringing 44:9
 45:1 50:10
 83:1
brings 9:8, 16
 10:4, 7, 17
broader 21:17
brought 19:17
 49:14 57:14
 64:8
Budget 4:10, 12
 15:6, 9, 19
 49:18 50:2
 51:6, 8, 13, 14
 52:1, 12, 14, 15,
 17, 20 53:1, 4,
 11, 12, 20 55:11
 56:2, 6, 10
 57:13 58:2, 3
 60:15 62:7
 65:2, 6, 11 66:9
 67:17 68:4, 6,
 13, 15, 17 69:16,

17 70:13, 13
 71:1, 15 72:2, 6,
 7 76:8, 13 80:7
 83:1, 11, 18
 84:11 85:13
 86:15 87:11
 91:3
budgeted 16:10
 49:2 68:12
 79:3
build 86:16
 89:4, 6
building 15:8
 29:20 30:1, 6,
 13, 16, 17 86:9,
 10 91:15, 16, 20
 93:19
building's 29:15
Built 39:7, 20
 40:3 43:20
 86:19
bulk 80:11, 12
bull 22:1
bullying 14:17
 91:11
burden 19:1
 49:8
bus 19:16
Business 3:8, 9
 4:6, 8, 9 7:9
 8:8, 12 9:10
 11:5 38:8, 19
 51:6 71:12
busses 14:18
 19:15
buyout 71:4

 < C >
calculation
 54:15
calendar 93:15
Call 3:2 5:2
 7:9 8:9 13:1
 18:10 27:11
 37:18 38:9, 20
 91:14 92:1
called 34:8
 81:17
calling 30:9, 21
calls 31:1

<p>candidate 9:7, 14 10:2, 14 capable 36:1 capacity 19:2 21:12 22:17, 18 88:21 Capital 4:9 21:11 50:2 51:6, 7, 13, 14 52:1 53:15, 16, 20 55:15 56:20 car 30:18 cards 6:13, 18 career 39:14 43:3 87:10 careers 16:7 Cares 57:1 carries 8:4 9:6 11:20 38:18 42:8 52:8 Carver 75:14, 20 CASE 80:9, 15, 19 84:3 cases 61:15 catch 66:6 category 78:4 caught 80:21 cause 65:12 Causey 2:2 5:2, 13, 19 7:8, 12, 17, 21 8:4, 7, 18, 21 9:3, 6 11:4, 16, 20 13:6 14:1, 4 15:11, 15 18:10, 13 20:5 22:5 24:5, 14 25:6, 10 26:6 27:3, 5 29:1 31:4 32:11, 15 33:14 34:16, 21 36:17 38:6, 13, 15, 18 39:1 40:2, 17 41:13, 14 42:8 43:12 44:7, 21 45:10, 21 48:8 49:10 50:6, 19 51:2, 5, 11, 21 52:8, 11 55:20</p>	<p>58:1 64:19 65:5 67:8 69:13 74:15 75:11 77:14 80:5 81:7 87:21 91:1, 21 92:1, 3, 16 93:11 celebrates 27:9 cell 91:5 Center 81:20 central 71:12 century 39:12 CEP 56:21 CERT 94:9 Certain 36:11 certainly 60:13 63:21 CERTIFICATE 94:1 certification 7:14 certify 94:2, 4 chains 27:20 Chair 2:2, 3 7:1 8:10 14:4 18:13, 14 24:14 29:17 37:2 38:20 39:2 51:11, 12 88:3 91:14 92:2 Chairen 13:10 CHAIRMAN 5:2, 13, 19 7:8, 17, 21 8:4, 7, 18, 21 9:3, 6 11:4, 16, 20 14:1 15:11 18:10 20:5 22:5 24:5 25:6 27:3 29:1 31:4 32:11, 15 33:14 34:16, 21 36:17 38:6, 13, 15, 18 40:2, 17 41:14 42:8 43:12 44:7, 21 45:10, 21 48:8 49:10 50:6, 19 51:2, 5, 21 52:8, 11 55:20 58:1</p>	<p>64:19 65:5 67:8 69:13 74:15 75:11 77:14 80:5 81:7 87:21 91:1 92:1, 16 93:11 Chairperson 27:5 Chairwoman 7:11, 12 13:6, 7 14:4 15:15 challenge 39:14 challenges 28:9 chance 77:2 change 22:19 23:13, 14, 17 24:2 26:3 32:20 33:18 50:14 changed 31:14 79:11 changes 5:15, 17 11:7 31:6, 12 changing 21:8 channels 29:14 charged 15:8 chart 55:11 73:6 check 33:11 checks 29:9 47:8 chemistry 10:20 Cheryl 2:8 50:8 chew 74:10 chief 85:9 child 32:2 33:6, 7 34:1, 4 37:4 children 22:3 24:3, 15, 16, 20 28:3 31:15 33:2, 20, 21 37:11 44:5, 20 49:6, 6 50:14 81:19 90:5 child's 23:8 85:4 choir 38:1</p>	<p>Christopher 3:15 7:2 18:12, 13 Chromebooks 61:6 71:7 Cindy 14:3 CIP 19:5 89:3 CIPs 40:11 citizens 12:3 15:12 City 10:7 13:13 claims 19:4 clarification 58:6 clarify 60:21 86:8 class 18:1 19:17, 18, 19 classes 16:4 17:3 18:2, 2 classroom 9:20 10:6 23:13 86:13 classrooms 19:20 87:3 clean 20:8 80:18 clear 31:14 34:14 37:17 43:15 clearly 14:6 18:17 33:21 35:21 climate 25:12, 12, 15 clock 12:14 close 11:2 21:16 74:21 80:14 Closed 3:6 4:6 5:21 6:10 36:13 37:1, 9 38:8, 10, 12 closing 20:20 coalition 90:12 Code 11:9 33:15, 17, 19 88:18 89:5, 8, 11, 12 cohorts 27:19</p>	<p>COLA 71:18, 20 72:1, 6, 10, 11 COLAs 72:16 83:12 cold 29:10, 12, 19 30:8 31:3 collective 6:9 college 39:14 43:3 87:10 Colorado 81:21 column 73:9 83:21 combination 10:13 combinations 63:11 come 18:9 24:19 30:11 34:18 41:4 47:8 51:9 63:11 68:8 70:14 90:4 comes 11:17 33:19 40:7 49:2 coming 40:14 83:9 85:15 89:9 90:7 commend 87:6 90:15 Comment 3:14 4:1 6:20 11:21 12:8 31:5 32:12 38:7 commenters 81:16 commenting 12:19 comments 12:21 40:18 41:2, 15 44:8, 16, 18 49:11 50:3, 19 53:6 55:21 69:14 75:12 81:7, 8 85:17, 17 Commission 42:12</p>
---	---	--	--	---

<p>Commission's 43:9</p> <p>committed 90:14</p> <p>Committee 4:13 11:6, 14, 17 15:12 38:21 39:3 41:1, 17, 20 44:12 45:12 49:13 50:9 60:4 61:1 88:1, 4, 6, 17 89:8 90:12, 16, 18, 21 91:2, 15, 17, 20 92:2, 4, 12, 16, 17, 19 93:12</p> <p>committees 91:13</p> <p>committee's 11:7</p> <p>common 19:21</p> <p>communicate 84:8</p> <p>communicated 35:21</p> <p>Community 8:17 12:2 14:15, 16 15:16 18:7 19:11 22:20 23:3, 4, 7 29:6 30:1, 9, 12, 21 31:2 41:2 55:15 75:15 79:14</p> <p>compare 18:2 72:5</p> <p>compared 74:4</p> <p>compensation 6:2 54:4 55:1 72:5</p> <p>competitive 43:1</p> <p>complaining 30:4</p> <p>complete 53:3 84:16, 17</p> <p>completed 6:18 61:14, 18 74:2</p> <p>complicated 85:13</p> <p>component 85:4</p>	<p>components 79:10</p> <p>comprehend 33:7</p> <p>comprehending 33:5</p> <p>comprehension 33:11 60:3</p> <p>comprehensive 53:1 60:1 64:1</p> <p>comprised 88:6</p> <p>computer 81:17</p> <p>concern 25:11 46:7, 17 82:17 83:3, 6 88:11, 11</p> <p>concerned 21:9 48:10 58:6</p> <p>concerns 12:4 14:16, 19 45:4, 6 46:1, 2, 11, 16 48:9 81:10</p> <p>conclude 12:15</p> <p>concludes 38:6</p> <p>conclusion 85:15</p> <p>concrete 21:18</p> <p>condemnation 82:2</p> <p>conduct 6:9 11:10 12:13 33:16, 17, 19 35:8</p> <p>conducted 33:7</p> <p>confirm 58:10 60:15</p> <p>confused 77:18</p> <p>confusing 35:15 78:3</p> <p>Congratulations 9:14 10:2, 14, 20 11:3</p> <p>connected 93:14</p> <p>connection 91:17</p> <p>conscientious 27:16</p> <p>consent 7:13</p> <p>consequence 34:11, 13</p>	<p>consider 6:9 33:10</p> <p>consideration 5:14 38:9 51:7 91:21</p> <p>considered 24:1 47:3 48:4, 15 59:17</p> <p>consistency 35:12</p> <p>construction 39:8 53:20 54:2</p> <p>consult 6:6, 7</p> <p>consultants 6:7</p> <p>contacted 32:20</p> <p>contained 50:1 53:5 69:16</p> <p>contains 53:12, 14</p> <p>content 16:8, 15, 16 46:6 73:16</p> <p>contingent 53:21</p> <p>continue 22:14 23:15 28:13 57:2 61:13 62:2 92:10</p> <p>continued 13:20 64:7</p> <p>continuing 61:11</p> <p>continuity 21:14 22:21</p> <p>contract 67:21 68:7, 14, 16 71:5 79:9</p> <p>contracted 78:16, 20, 20</p> <p>Contractor 9:8</p> <p>contracts 62:8 91:15, 16, 18, 20, 21</p> <p>contribute 67:1, 1</p> <p>contributed 48:14, 16</p> <p>contributing 14:10 65:16 66:11, 20</p>	<p>contribution 65:18 66:1</p> <p>contributions 5:9</p> <p>controlled 91:7</p> <p>convene 22:1</p> <p>Convention 13:12</p> <p>conversation 47:4 48:5</p> <p>conversations 14:16 36:11</p> <p>convey 39:20 43:8</p> <p>cool 30:16 38:1</p> <p>cope 31:11</p> <p>copy 12:21 39:4 78:14</p> <p>core 14:11, 18</p> <p>correct 22:14 32:16 47:7 67:2, 6 68:10 77:12 94:5, 6</p> <p>correcting 68:4</p> <p>correctly 57:7</p> <p>corresponds 65:11</p> <p>cost 65:14 66:3, 4 79:6 82:21</p> <p>Coston 10:13</p> <p>costs 66:5 75:1</p> <p>Council 13:3, 4 88:18 89:10, 11</p> <p>Councils 13:9, 12, 18</p> <p>counsel 6:6</p> <p>country 17:13 27:11 90:4</p> <p>COUNTY 1:2 4:9 5:3, 8 9:17 10:5, 8, 16 12:9, 20 13:3, 9 14:3, 8 17:4, 14 20:15 21:2 22:2, 11, 20 24:2 26:14 31:15 32:10 39:6, 9, 11, 18 40:12, 13 41:21 42:12, 17, 19</p>	<p>43:6 45:4, 6 46:9, 11 48:13, 13, 14, 16 49:16 51:6, 7, 13 52:1 53:14 54:1, 12, 15, 17, 18 55:2, 3 56:8, 19 57:1, 3 65:16 66:9, 20 67:3, 5 69:2 74:17 85:16 88:18 89:5, 10, 11</p> <p>county's 66:9</p> <p>couple 65:17</p> <p>courage 24:1</p> <p>course 23:14 24:3</p> <p>courses 16:6 17:18</p> <p>court 58:7, 8, 14 62:11</p> <p>cover 66:4</p> <p>covered 20:10</p> <p>covers 53:15 54:2, 4</p> <p>Crawley 11:2</p> <p>create 22:2 26:19</p> <p>creating 89:1</p> <p>Cresta 9:20</p> <p>critical 17:1, 13</p> <p>Cromwell 20:1</p> <p>crowd 18:8</p> <p>cuff 63:8</p> <p>cultivates 23:6</p> <p>cultures 23:6</p> <p>curmudgeons 82:16</p> <p>current 10:12 16:21 18:18 19:16 21:19 49:19</p> <p>currently 21:21 22:8</p> <p>curriculum 16:7 17:8 28:7 58:3 59:11 60:3 61:11, 20 62:1 63:2, 6, 7 64:1 86:9, 10,</p>
--	--	--	--	---

<p>18 87:1, 16 92:16, 18 curriculums 63:19 cut 76:9 Cyberbullying 91:12</p> <p>< D > D.C 90:4, 18 D.J 27:12 dangerous 27:15 91:8 darkness 28:17 Data 9:8 17:14, 19 20:2 73:20 74:4 76:1 date 90:10 94:9 daughters 9:13 10:1 11:1 day 20:8 23:12 27:9, 11, 12, 14 29:13 32:7 39:19 43:7 84:13 89:7 90:17 Dayana 3:21 7:5 29:2 days 32:3 72:5 Deb 3:19 7:4 25:7 debt 53:16, 19, 19 debts 54:1 decade 54:10 deceased 7:15 December 15:20 51:15 67:16 91:2 decide 60:16 decided 20:9 71:6 decision 21:21 34:13 61:13 63:21 72:17 decisions 90:4 decoding 59:5, 15, 19 60:11 decouple 63:4,</p>	<p>17 decrease 76:3 deep 17:14 92:20 deeper 17:11 deeply 47:2 61:20 defense 26:15 defined 32:4 33:21 82:1 definitely 87:17 definition 33:20 34:15 degree 18:1 deliver 39:13 43:2 delivery 63:20 70:11 delve 83:6 delving 93:10 democracy 24:17 demonstrate 13:20 demotion 6:2 department 79:7 Depending 54:15 71:18 73:16, 18 deployed 58:9, 10 derive 55:2 descriptions 55:17 designed 22:9 despite 28:1 destructive 91:10 detail 51:16 53:2 59:7, 9 detailed 55:17 59:12 details 28:7 53:5 determine 17:2, 4 determined 49:21</p>	<p>develop 42:14 88:19 developers 88:19 development 16:11 85:3, 4 86:16 87:1, 4 88:21 89:2, 5 devices 69:18 70:4, 10, 11 81:18 dictate 87:11 dictated 71:16 dictating 54:11 difference 35:14 78:16 79:15 80:4 differences 72:16 different 26:8 32:9 60:7 61:19 63:9, 11 72:14 92:21 differentiate 16:15 differently 23:19 79:4 87:12 difficult 31:17, 21 digital 81:18 digital-based 63:20 diligent 85:14 direction 23:16 47:5 directive 35:20 directly 65:19 92:9 Director 8:16 10:15 52:20 77:17 directors 67:12, 12 68:1, 2 69:5, 7 disability 16:19 disaggregate 17:19 disciplinary 34:9</p>	<p>discipline 6:2 15:1 discontinued 62:17 discovered 26:10 discretionary 72:17 discuss 6:1 37:1 57:3 70:14 88:12 90:5 91:6 discussed 51:15 52:4 65:7 92:4, 12, 13 discusses 75:16 discussing 16:14 88:16 discussion 8:1 9:4 11:18 38:16 40:3 47:1 52:3 56:9 92:10 discussions 47:1 dismissal 30:7 disorders 33:4 dispute 12:10 disruptions 21:15 disruptive 33:20 34:3, 7, 15 disrupts 12:12 District 10:9 17:4 22:9 30:10 districts 84:16, 18 88:19, 21 dive 17:14 92:21 diverse 42:21 diversity 16:5 17:3 23:5 divided 69:9 Division 8:13, 14 9:15, 18 Dixon 51:8 DNA 63:8, 10 doctorate 28:11</p>	<p>document 31:17 32:1 52:21 53:2, 4, 8 55:10 65:3 84:1 documenting 32:5, 8 documents 93:14 doing 17:20 34:1 36:2 44:14, 19 47:11 87:10 dollar 53:11, 11 59:3 67:20 68:21 75:4 dollars 46:9 54:20 56:7, 9, 18, 19 57:9, 13 58:5 62:19 68:5 69:10 70:18, 19 77:19, 21 78:19 81:13 Dominic 11:2 doors 37:1, 9 89:8 dose 82:7 dovetail 49:11 Dr 5:9, 15, 17 8:9, 10 9:7 10:21 14:5, 5, 16 15:16, 21 18:14 25:9, 21 26:5 27:6 51:12 54:21 59:14 60:12, 18, 21 61:17 62:4, 9, 13 63:1, 5, 19 64:3 68:1, 4, 14 72:6 73:15 76:7 77:9 80:17, 21 83:1 85:6, 7, 18, 19 86:5 92:20 drawn 6:19 dream 62:16 drivers 19:16 dropped 61:15 drops 77:20 drugs 91:9</p>
---	--	--	--	--

<p>due 68:8, 11 75:18</p> <p>< E ></p> <p>E1 7:18</p> <p>E4 7:19</p> <p>Earlier 5:20 16:6 36:6 49:12 64:12 86:4</p> <p>early 17:6 42:20 45:5</p> <p>easier 19:12</p> <p>eastern 46:11</p> <p>easy 21:8 63:17</p> <p>eats 36:10</p> <p>Edmondson 8:15 10:3, 11</p> <p>Ednan 9:7</p> <p>educated 32:9</p> <p>EDUCATION 1:1 5:3, 8, 10 11:11 12:9, 19 15:13 21:1 22:3 24:4 27:17 28:6, 10, 16 30:14 31:21 33:4, 9, 10 34:2, 10 35:19 36:5 39:5, 6, 14, 16, 18 42:11, 11, 16, 16, 20 43:2, 4, 6 45:5 46:15 49:6 61:10 74:18 75:3 81:20 82:1, 18 90:1 93:4</p> <p>educational 13:9 49:15, 20 81:10 82:3</p> <p>educationally 23:2</p> <p>Education's 42:13</p> <p>educators 14:20 15:1, 5, 10 34:6 81:17 82:12 90:13</p> <p>effective 14:9 15:1</p>	<p>effectiveness 87:17</p> <p>effort 48:17 54:11, 17, 20 62:5 74:14 83:20 84:5 90:16</p> <p>efforts 19:6</p> <p>eight 6:7 26:14, 17 53:10 55:4 76:12, 13 77:20 80:11 92:7</p> <p>eighty 27:21 28:6 46:10</p> <p>eighty-seven 54:20</p> <p>either 45:18</p> <p>E-learning 32:5, 6</p> <p>elect 36:4</p> <p>elections 25:4</p> <p>Elementary 8:16 9:21, 21 10:4, 6, 12, 13 18:16, 19, 20 21:18, 21 22:8, 8, 21 28:11 70:5 84:20</p> <p>eleven 24:11 36:20 38:3, 5 77:19 84:4</p> <p>eligible 92:8</p> <p>Ellis 3:18 7:3 24:6 34:17 36:18</p> <p>Elsa 29:11</p> <p>email 12:21 64:13, 15</p> <p>emailed 64:11, 20</p> <p>emails 41:5</p> <p>embedded 61:11, 20 63:2, 3, 9 82:3</p> <p>emotional 85:2</p> <p>emphasis 22:3 27:19 86:21 87:16</p> <p>emphatically</p>	<p>49:4</p> <p>employed 59:16</p> <p>employee 12:18 55:1 67:3 71:21</p> <p>employees 6:4 67:3 72:12 80:9</p> <p>employment 6:1 12:8</p> <p>enable 42:4</p> <p>encourage 12:5, 10</p> <p>ended 20:11</p> <p>endorsed 90:13</p> <p>enforced 15:2</p> <p>engage 40:14</p> <p>engagement 55:15</p> <p>Engineer 8:12</p> <p>enjoy 79:13</p> <p>Enrollment 11:8 21:20 31:10, 14, 17 32:1, 5 54:5, 8 75:19</p> <p>entering 18:16</p> <p>enterprise 54:2 56:2 57:12</p> <p>entire 19:1 28:16</p> <p>entirety 17:8 74:19</p> <p>entity 22:2 35:16</p> <p>entry 14:6</p> <p>environment 21:3 55:14</p> <p>environments 42:2</p> <p>equal 20:18</p> <p>equipment 79:8</p> <p>equitable 21:1 39:12 42:2 43:1</p> <p>equity 90:19</p> <p>equivocation 45:17</p> <p>Erin 10:11</p>	<p>Ernest 10:9</p> <p>ESAU 93:5, 5</p> <p>ESPBC 71:20</p> <p>ESPC 72:9</p> <p>especially 5:6, 9 23:8 36:13 41:18 81:19</p> <p>essentially 72:1 76:10 89:4</p> <p>evaluated 82:16</p> <p>evaluating 85:14</p> <p>evaluation 6:3 16:21 49:20</p> <p>evening 5:2, 9, 20 6:18 7:1, 7, 10, 11, 11 13:2, 4, 6 14:2, 3, 4 15:12, 14, 15 18:12 20:6, 6, 7 22:6, 6, 7 24:6, 6, 7, 7 25:7, 7 27:4, 4, 5 29:2, 2, 3 36:18, 19 49:12 51:9, 10, 11 52:18 59:14 67:9, 10 75:13 83:15 88:5</p> <p>event 13:14, 15 26:20</p> <p>everybody 29:3, 11 30:15 33:8 70:3 90:8</p> <p>everyday 41:10 82:11</p> <p>evidence 81:18 82:6</p> <p>exact 75:7 79:5</p> <p>exactly 26:7 49:14 57:19, 20</p> <p>example 22:20 28:2 31:18 46:8 47:13 63:7, 8 71:19</p> <p>excellence 17:12 42:13 55:16</p> <p>exceptional 17:11</p> <p>excerpts 53:1</p>	<p>Exciting 92:15</p> <p>exclaimed 22:11</p> <p>exclude 56:6</p> <p>excluded 54:14</p> <p>excuse 44:11</p> <p>Executive 77:17 79:13 85:16</p> <p>exercise 49:18</p> <p>exhibit 8:19 11:13</p> <p>exhibits 7:18</p> <p>existed 46:20</p> <p>existence 27:21</p> <p>existing 12:10</p> <p>expand 42:20 45:7 56:11, 11</p> <p>expanded 57:5 75:18</p> <p>expanding 56:4</p> <p>expansion 56:13</p> <p>expansions 75:17</p> <p>expected 17:17 18:21 56:3</p> <p>expended 79:4</p> <p>expenditure 75:5</p> <p>expenditures 79:2, 21 80:2</p> <p>expenses 53:13 54:14 83:5</p> <p>expensive 61:13</p> <p>experience 9:9 10:18</p> <p>expired 12:16 70:14</p> <p>explain 48:12 70:3 78:2</p> <p>explanation 21:17 77:16 78:12 79:5, 18</p> <p>explicit 59:18</p> <p>explore 89:9</p> <p>exponentially 49:6</p> <p>exposed 67:17</p> <p>express 18:17</p> <p>extend 28:18</p> <p>extended 32:7</p>
--	--	--	--	--

<p>extending 19:16 extolled 27:13 extra 84:13 extremely 67:13 eyes 17:7</p> <p>< F ></p> <p>F1 8:19 face 20:11 28:9 facilities 39:10, 13 40:13 42:1 45:7 fact 36:7 76:2 factor 14:10 Fair 74:14 faith 25:21 falling 20:11 familiar 34:2 far 26:18 faster 30:3 89:6 favor 8:2 9:4 11:18 38:16 42:6 50:21 52:5 February 18:6 52:16, 18 89:19, 21 90:11 91:4, 19 92:15 93:19 Federal 55:6 66:7 90:1 92:11 fee 68:14 feed 57:16 feeder 21:15 feel 22:16 25:12 26:1, 16 felt 71:4, 5 76:9 fidelity 15:2 fifteen 42:18 54:7, 9 88:20 92:7 fifth 7:4 19:17 fifty 57:13, 15 59:5 75:5 fifty-eight 78:19 fifty-five 55:2 figure 70:17 filed 94:6 Filleen 5:6, 6 9:15 10:1, 2</p>	<p>final 29:1 36:17 61:4 92:16 finalizing 61:1 finally 21:7 28:18 29:12 55:16 financial 54:2, 15 93:16 find 15:19 26:4 49:7 55:16 69:16 75:7 79:5 80:8, 18 finding 16:3 17:12 44:3 71:11, 12 finish 16:17 finishes 85:17 finite 81:12 first 5:13 6:19 7:1 9:7 10:16 13:2 15:20, 21 16:10, 17 18:11 21:5 25:16 27:13 29:8 34:17, 19 55:13 58:10 64:17 68:9 70:8, 9 78:3 fiscal 51:6, 7 52:1, 12, 14, 17 76:21 77:4 five 16:17 21:6 24:10, 10, 16 25:1, 5 36:6, 20 37:4, 7, 10, 12, 15, 16, 19 38:5 55:12, 18 57:13 58:4 59:3, 16, 20 60:19 63:2 65:9, 14 67:20 68:7 69:9 73:2, 14, 19 77:7, 11 83:12 five-year 55:7 67:20 fix 21:8, 9 26:17</p>	<p>flag 5:5 flat 20:11 flat-lined 61:15 flexible 53:12 fluency 59:4, 20, 21 60:2, 10 focus 14:7 15:6 55:18 87:9 focused 55:12 folks 44:20 93:2 follow 12:5 62:21 66:6 85:11 86:6 following 6:1 7:14 8:11 10:21 11:7 39:5 42:10 54:13 78:21 food 26:18 54:3 81:5 foot 15:17 forces 26:14 foregoing 94:4 foregoing-entitled 94:3 form 40:7, 11 formalities 48:1 formed 47:6, 11 formula 74:20 forth 52:5 56:18 forty 71:1 forty-five 46:10 forty-two 55:3 forum 12:7 forward 7:10 8:11 13:15, 19 21:16 28:10 45:2 49:14 83:16 89:10 90:7 92:10 found 6:11 55:10 68:10, 15 69:8 82:2 Foundation 75:15 four 10:7 46:1 48:14 56:21</p>	<p>59:16, 20 84:5, 5 fourteen 70:18, 19 fourth 7:3 four-year 70:6 four-year-old 20:8 frame 42:5 free 23:18 28:17 56:4 92:4, 6 freezing 29:13 friend 11:2 front 29:11 35:2 53:9 60:13 Frozen 29:10 fulfill 49:5 full 23:11 28:19 49:15 60:15, 18 70:10 94:4, 5 fully 25:19 50:10 58:9, 10 65:13 66:16 68:11, 13 function 20:17 fund 15:9 53:12, 14, 17 54:1, 2, 3 55:3, 11 56:2, 20, 21 57:1, 1, 12 65:19 66:10, 12, 18, 20, 21 67:2, 4 68:11, 13 fundamental 35:5 funded 53:14 54:18 58:18 66:16 68:16 funding 39:8 40:7 41:20 42:1, 14 43:1 44:3, 5 47:19 49:19 54:12 57:4, 4 58:7, 18 62:4, 7, 20 75:15, 18 76:16 83:13</p>	<p>funds 53:15 56:19, 20 62:5 68:15, 17 76:8 fund's 66:16 funny 20:13 fur 29:18 further 39:10 94:4 future 20:20 21:20 22:4, 10, 15 40:11 42:14 43:9 66:5 FY 4:9, 11 64:7 65:13 66:13 68:11, 12 70:12, 13 77:18, 21, 21 78:18 92:5 FY18 70:9 FY19 70:9</p> <p>< G ></p> <p>gang 91:9 Gangs 91:9 gaps 16:1 17:12 20:20 21:16 General 40:1 43:10 46:16 47:6, 10 53:12, 18 55:3, 11 64:19 73:8 generally 46:3 78:10 generated 93:9 generations 22:15 gentlemen 67:9 75:13 George 56:11 70:2 Geraldine 11:2 getting 30:13 31:1 71:17 74:13 85:10 giant 28:2 Gifted 15:12 give 31:18 35:2 37:5 45:19 47:4</p>
---	---	--	---	---

52:21 57:17
 59:6 61:2 75:6
 90:11
given 23:9
 27:20 34:11
 39:4 81:12
 83:5, 5, 18
gives 46:18
giving 40:10, 12
 84:14 87:15
glad 15:20
 64:8 68:3
globally 43:1
go 30:19 31:9
 32:11 34:19, 19
 36:13 44:17
 45:10 60:16
 63:5 64:7, 15
 65:6, 6 67:4
 76:19 79:2
 80:7, 10, 14
 82:13 87:10
 88:2 91:1
goal 21:1 23:7
 85:21
God 28:20, 20
goes 43:17
 49:17 68:9
 82:6
going 13:1
 15:4, 13 18:10
 38:8 41:8
 46:17 47:8
 48:11 50:13
 52:20 56:11
 57:16, 17, 17
 62:1 63:13, 17
 64:21 66:14
 69:3 72:21
 83:6 87:9, 11
 88:8, 10, 12, 16
 89:1, 8, 13, 15
 91:5, 6 93:4
gonna 29:16
 33:1 75:6 81:3
Good 5:2 7:10,
 11, 11 13:4, 6
 14:3, 4 15:14,
 15 18:12 20:6,
 7 22:6, 7, 19

24:6, 7, 7 25:7
 26:21 27:4, 5
 29:2, 3 36:18,
 19 48:3 51:9,
 10, 11 52:18
 59:14 60:6, 6
 67:9, 10 75:13
 85:15 88:5
gotten 37:3
 56:8
government
 22:2 38:21
 39:2 40:10, 13,
 21 41:17 44:12
 45:11 50:9
 66:7 67:5 69:2
 74:16 88:4, 5,
 13, 17 90:17, 20
grade 18:4
 19:18, 19 37:5
 58:11 59:20
 61:20 73:1, 10,
 12, 16
grades 58:7, 9
 59:4, 16, 21
 60:18
graduate 22:7
grandchildren
 24:15
grandfather
 22:9
grandfathered
 26:13
grandmother
 30:15
grandparent-typ
e 24:8
granted 21:7
grants 53:15
grateful 41:20
 83:1 84:6
grave 25:3
great 20:21
 29:14 65:5
 90:6, 9 93:3
greater 22:19
 24:10, 16, 18, 20,
 21 25:5 36:6,
 10, 19 37:5, 6,

10, 12, 14, 16, 19
 38:5
greatly 45:13
gross 23:16
ground 14:19
grounds 81:4
group 23:17
 47:19 50:12
 64:12 71:13, 13,
 18 72:12, 13
 81:1 91:10
Groups 3:10
 13:2 71:19
 72:2, 2
growth 17:16
 23:3, 3 71:10
GT 16:2, 4, 14,
 18, 20, 21 17:3,
 8, 9, 14, 15, 18
 18:1 46:14
GTCAC 3:13
 15:20
guess 30:8
 36:4 37:18
 58:15 61:11
 63:16 79:8
guessing 75:20
 79:17
guidance 66:10
guidelines 49:20
guys 24:10
 25:1 30:2 35:1,
 2, 4, 10, 12, 15
 36:2, 8, 11, 21
 37:14, 21
 < H >
half 66:13 75:8
Halstead 10:6
Hampton 18:16,
 19, 20, 21 19:11
 21:13 22:8, 8
 23:19
hand 8:2 9:4
 11:18 38:16
 42:6 50:21
 52:6
HANDS 8:3
 9:5 11:19

38:17 42:7
 51:1 52:7
happen 44:4, 15
 47:18, 20
happened 29:7
 78:1 84:21
happening
 41:11 82:17
 90:19
happens 25:5
 92:7, 11
Happy 15:16
 28:19 47:4
 48:4 55:19
 67:14
harassment
 91:12
hard 12:21
 21:1 27:1 33:4,
 18 35:2, 11
 50:13, 17 73:8
 90:20
hardships 28:1
harmed 82:7
harmony 28:13
Harris 10:11
Harris-Murphy
 10:3
head 69:19
 78:11 79:18
heads 35:7
healthy 23:11
hear 12:1, 15
 15:13 25:17
 26:9 35:6
 45:15 48:9
 85:1
heard 14:9
 15:21 41:3
 75:14 85:21
 86:4
Hearing 5:19
 12:3 25:18
 52:14 81:16
hearts 28:17
heat 30:17
heater 30:5
heating 30:7
heavy 82:7

Heights 8:16
 10:3, 11
held 13:12
 34:12, 12 52:15
help 16:9 17:2,
 4 23:20 26:19
 69:12 81:18
helped 82:8
helpful 45:14,
 18 82:11
helps 15:3
Henn 2:3 7:1,
 12 13:7 14:5
 18:14 25:10
 26:6 39:1
 51:12 52:2
 75:12, 13 91:14,
 16
herewith 39:18
 43:6
hi 30:9
high 10:18
 18:6 29:5, 9
 30:8 34:4
 42:21 55:14
 67:13, 13 68:16
 69:17, 18 70:4,
 8, 10, 10 71:2
 79:7, 8 93:6
higher 16:5
 72:9
highest 18:1
 39:13 43:2
 77:6, 11
high-level 17:17
highlights 58:3,
 4, 16
highly 23:3
highly-able
 17:20
hilarious 20:12
hindsight 26:12
hire 36:1
historic 75:21
History 27:18
 28:11 55:7
hold 44:2
holiday 27:8, 10
Home 31:18, 19
 32:7 80:7

<p>homebound 31:20</p> <p>homeschooling 31:19</p> <p>honest 28:11</p> <p>honesty 37:18</p> <p>honor 13:13</p> <p>hope 15:17 16:10 49:7</p> <p>hopeful 42:3 75:19</p> <p>hopefully 78:11</p> <p>hoping 78:13</p> <p>horns 22:1</p> <p>hospital 31:18, 19 32:7</p> <p>hospital-bound 31:20</p> <p>host 15:20 26:4</p> <p>hosting 13:14, 15</p> <p>hot 30:3, 3, 4</p> <p>Houliaras 3:17 7:3 22:6, 7</p> <p>hour 29:15 33:8</p> <p>hours 32:3</p> <p>house 22:9 30:18 39:20 41:7</p> <p>HR 77:17</p> <p>human 14:21 55:14</p> <p>humanity 28:9</p> <p>hundred 13:16 25:8 27:21 28:6 42:17 54:6, 7 57:13 58:4 59:3, 5 66:2 68:5, 8, 20 69:1, 2, 10 72:4, 5 77:20 78:19 80:11 85:20 88:20 92:7</p> <p>husband 10:1, 9, 21 22:10</p> <p>< I ></p> <p>ice 29:10</p>	<p>identification 17:5</p> <p>identified 21:5 68:16 72:15 76:17</p> <p>IEP 29:17</p> <p>ignorance 27:16</p> <p>III 10:10</p> <p>illegal 91:10</p> <p>immediate 59:4</p> <p>immediately 87:14</p> <p>impact 76:21 77:4 89:11</p> <p>implementation 19:9 86:14</p> <p>implemented 59:21 70:9</p> <p>implications 25:3</p> <p>importance 28:8</p> <p>important 14:10 35:7 41:6 45:3 48:3 85:4, 8</p> <p>impossible 63:17, 18</p> <p>improve 42:16</p> <p>improvement 21:11</p> <p>inappropriate 12:11</p> <p>inauguration 27:14</p> <p>include 21:13, 16</p> <p>included 20:3 58:16 59:5 65:13, 19 75:20</p> <p>includes 20:1 60:15</p> <p>including 14:17 55:5</p> <p>inclusive 44:19</p> <p>income 92:9</p> <p>incorporate 28:7</p> <p>increase 15:2 54:8 58:4, 19 71:21 72:3, 13</p>	<p>76:15 79:16 84:6</p> <p>increased 39:8 42:15 54:6 75:18</p> <p>increases 71:13, 16 72:7</p> <p>increasing 17:2 56:8 84:19</p> <p>incredibly 82:11</p> <p>incurred 54:1</p> <p>independence 28:16</p> <p>INDEX 3:1</p> <p>indicate 62:16</p> <p>indicated 41:9</p> <p>indirectly 56:20</p> <p>individual 18:11</p> <p>individually 61:19</p> <p>individuals 6:6, 8</p> <p>industry 82:4</p> <p>inflation 15:3</p> <p>influential 82:3</p> <p>information 19:10, 14 33:5 45:19 46:12, 14 47:2, 5 50:10 52:4 59:3, 6 64:20 73:21 83:18 90:8 93:13, 14, 15</p> <p>informational 6:11</p> <p>informational-su mmaries.html 6:12</p> <p>initial 23:15 85:21</p> <p>initially 74:11</p> <p>initiatives 53:3 55:9 62:9</p> <p>Innovation 42:13</p> <p>innovative 87:6</p> <p>input 12:5 35:17</p> <p>inside 37:8</p> <p>insight 17:9, 11</p>	<p>Inspector 47:6, 10</p> <p>instance 80:19</p> <p>Institute 82:15 89:21 90:2</p> <p>instructing 15:9</p> <p>instruction 31:21 32:3 33:9 58:3 59:12 63:15 86:13</p> <p>instructional 58:13 64:6 82:19 83:4 87:17</p> <p>intellectual 37:18</p> <p>Intelligence 8:12</p> <p>intelligent 9:11</p> <p>intention 62:2</p> <p>intentionally 34:8</p> <p>interactions 15:7</p> <p>interest 53:18</p> <p>interested 12:3</p> <p>interests 49:17 55:5</p> <p>interferes 12:12</p> <p>internal 54:3 92:2, 13</p> <p>International 93:8</p> <p>interpreting 57:6</p> <p>intervention 59:3, 17, 20 60:1</p> <p>interventions 61:2</p> <p>intimidation 91:12</p> <p>intoxicants 91:8</p> <p>introduced 39:21 43:10 51:14 52:13</p> <p>introductory 53:6</p> <p>invest 39:9</p>	<p>investigation 33:6</p> <p>investigations 92:14</p> <p>investment 20:18</p> <p>investments 42:15</p> <p>invite 5:4</p> <p>involve 64:1</p> <p>involved 32:18 70:7</p> <p>issue 17:4 21:6 25:16 73:1</p> <p>issued 82:2</p> <p>issues 17:14 21:12, 15 25:15 26:12 83:9 85:12</p> <p>Item 4:8, 11, 13, 14 5:14 6:12 7:8, 9 8:7 11:4, 4, 21 38:7, 19, 19 51:5 52:11, 11 58:17 88:1, 1 93:13, 13, 17</p> <p>Items 3:6 57:11</p> <p>it'll 65:2 72:3</p> <p>its 21:12 24:2 27:17, 21 28:7 39:20 43:8 49:17, 18 74:18 77:6, 11 89:11</p> <p>< J ></p> <p>Jaeger 3:16 7:2 20:6, 7</p> <p>jamboree 26:7</p> <p>Jameel 3:20 7:5 27:4, 5</p> <p>JANUARY 1:9 5:3, 14 39:19 43:7 51:17 52:13, 15 91:3 92:3 94:8</p> <p>Jenny 10:10</p> <p>Jessie 3:16 7:2 20:6</p> <p>job 10:16 85:14</p>
--	---	--	--	---

<p>jobs 15:4 John 2:11 join 18:9 joining 90:12 Jose 2:4 5:6 Jr 5:10 Judging 82:6 Julie 2:3 15:13 July 71:20 jump 44:11 jumped 78:21 jumps 78:8 June 72:1 junk 20:9 jurisdiction 6:4 49:15, 17 jurisdictions 48:19 justice 90:14</p> <p>< K > Kaden 10:10 Kathleen 2:2 Katie 9:15 keep 15:4 19:19 44:18 46:2 69:2 86:11, 18 keeps 15:3 Kennedy 11:1 kept 23:2 Kerwin 42:12 43:8, 21 44:1 45:2 46:18 47:18, 21 48:10, 18 50:10 key 53:1 kids 30:13 36:8, 10 46:5 57:1, 16 kind 24:9 25:4 27:16 37:7 78:8, 15 92:19 kindergarten 17:6 18:16 19:17 58:10 kinds 17:19 84:3 93:1 King 5:10</p>	<p>27:14 King's 27:9, 19 knew 25:8 69:5 know 12:14 24:10, 10 25:1, 2 26:3 29:5, 18, 20 30:2, 21 33:2 35:2, 6, 10 36:7, 9, 9, 12, 14, 15 37:14 47:5, 14 48:12 50:15 56:1 57:20 59:8 60:16 63:1 65:11, 18 66:15, 15, 17, 19 67:14 73:13 75:16 77:3, 5, 15 78:4, 10 79:13, 17 90:8 Knowing 16:15 47:15 knowledge 51:18 Kriscine 10:13 Kuehn 2:5 44:21 45:1 69:14, 15, 21 70:16, 19 71:8 72:19 73:6 74:3, 8, 14 77:15 78:7, 13 79:12 80:2 92:2, 3</p> <p>< L > Laba 9:13 labeled 82:14 lack 22:17 82:5 landing 65:2 language 34:14 35:17 Lansdowne 29:5, 7, 9 30:8 laptops 61:6 70:20 71:6 large 79:17 largely 82:1 larger 53:1 56:1</p>	<p>lastly 54:3 late 74:13 latitude 72:16 Laura 3:17 7:3 22:6 law 31:12 54:11 lawful 49:18 leaders 42:21 leadership 13:17, 20 25:21 50:9 learn 13:17 39:7, 21 40:3 43:20 learning 16:16, 19 21:3 23:5 42:2 55:13 60:7 81:21 LEAs 46:18 66:3 lease 70:3, 6, 12, 14, 20, 21 79:7, 9 leave 44:5 led 5:5 Lee 27:12 left 47:16 81:17 legacies 28:8 legacy 27:10 legal 6:6 legislation 39:12, 17 40:15, 21 42:4, 20 43:5 45:2 Legislative 4:8 38:19, 21 39:2 41:16 44:12 45:12 50:9 88:3, 6, 17 90:17, 21 legislators 44:2 90:5 lens 16:2 17:9 Lessons 28:4 letting 90:7 level 16:6 18:4 33:11 40:13 41:21, 21 46:19</p>	<p>61:20 77:6 81:10 82:17 levels 28:11 46:13 liability 53:21 66:6 liaison 13:9 41:19 life 27:9 28:5, 19 50:14 lightbulb 22:13 likes 84:2 Lila 5:6 10:1 Lily 2:9 38:9 limiting 74:10 limits 6:16 line 23:15 57:11 86:21 line-item 79:3 lines 21:8 link 64:10 Lisa 2:6 30:9, 11 list 19:5 41:12 64:5 75:20 listed 76:13 listen 93:2 listening 65:5 93:3 listing 62:18 literally 20:9 73:11 76:9 litigation 6:8 little 20:7 24:21 30:2, 20 35:15 36:9 38:2 58:6 70:18 81:18 84:2 live 20:15 22:8 28:13 lives 28:8 50:14 90:14 living 28:5 55:6 82:9 Lobol 5:5 local 40:10 42:15 48:11, 12 55:5</p>	<p>locals 66:7 logical 78:12 long 19:16 88:19 longer 25:4 longevity 15:2 long-term 53:18 54:1 57:4, 4 look 17:1, 5 45:6, 11, 18 57:11 58:12 60:9 63:11, 12 64:15 71:15 72:3 73:15 87:12 90:7 looked 61:19 66:16 71:9 looking 13:15 15:18 16:2, 19 17:8 20:2 25:2 32:17 35:9 40:6 46:17 71:18 72:8, 18 73:1 77:16, 17 78:16 86:19 87:6, 8 looks 13:19 63:11 78:18 79:1 84:2 loosely 81:21 loosened 27:20 losing 14:12 15:4 lot 30:21 33:2 34:10 35:9, 13 36:3 43:15 46:12 51:16 52:4 53:2, 5 56:18 78:8 80:20 82:16 86:15 87:16 love 18:8 81:18 lovely 5:13 low 80:1 lower 16:1 73:19, 20 82:21 Lowry 7:10, 11 8:6 lucky 16:13</p>
---	---	---	---	---

<p>lunch 19:15 23:11</p> <p>Luther 5:10 27:9, 14, 18</p> <p>< M ></p> <p>Mack 2:6 7:20, 21 8:20, 21 11:15, 16 30:12 38:14, 15 45:21 46:1 48:6 58:1, 2, 15, 20 59:2, 9 60:3, 9, 14, 20 61:4 62:2, 7, 11, 14, 17, 21 63:16 64:2, 8, 15, 18 80:5, 6, 12 81:2, 6</p> <p>MACOMIS 59:14 60:12, 18, 21 61:17 62:4, 9, 13 63:1, 5, 19 64:3 68:14 73:15 80:17, 21 86:5 92:20</p> <p>Madame 8:10 18:13, 13</p> <p>Madison 11:1</p> <p>Magali 3:15 7:1 18:12</p> <p>magazine 81:15 82:14 84:20</p> <p>magnet 75:15, 17, 18 76:5, 17, 18, 18, 19 77:1, 5 93:6</p> <p>magnets 76:4</p> <p>main 14:15 76:7</p> <p>maintain 21:14 66:10</p> <p>maintained 66:5</p> <p>maintenance 48:17 54:10, 17, 20 62:4 79:10 81:4 84:5</p> <p>maintenances 81:5</p>	<p>majority 24:11 36:21 75:1 76:8 79:21</p> <p>Makeda 2:10</p> <p>makers 21:21</p> <p>making 16:7 20:16 33:11 34:13 41:6, 7 44:3, 15 47:20 66:7 72:17 79:17 83:17</p> <p>man 28:2</p> <p>manage 17:7</p> <p>manageable 19:19</p> <p>managed 71:14</p> <p>management 80:20</p> <p>mandatory 54:11</p> <p>manifestation 34:8</p> <p>manner 35:4, 12 76:17</p> <p>mantra 16:1</p> <p>March 13:13</p> <p>Marcus 11:1</p> <p>mark 27:8</p> <p>Martin 5:10 27:9, 14, 18</p> <p>MARYLAND 1:7 13:11, 13, 16, 18 31:12 39:15, 21 43:4, 10 45:3 46:8 55:2 89:21</p> <p>Maryland's 42:14, 16 43:9</p> <p>mass 67:18</p> <p>Massachusetts 82:14</p> <p>materials 58:5, 13 62:20 74:7 78:17, 19 82:19 83:4</p> <p>math 24:20, 20, 21 37:6, 6 71:10 73:1, 7, 10</p> <p>Matt 10:1</p>	<p>matter 6:5 21:7 38:3 63:12 90:15 94:3</p> <p>mattered 70:2</p> <p>Matters 3:8 6:9 7:9, 14, 18 12:8, 8, 18, 19 49:16</p> <p>Matthew 13:3, 8</p> <p>McMillion 2:7 60:6 67:8, 9, 11 68:3, 19 69:4 85:13</p> <p>meals 92:6</p> <p>mean 16:2 37:13 56:4 58:16 63:3 67:3 78:2, 8 89:6</p> <p>means 16:3, 5, 7 21:2 23:3 35:9, 13 40:9 67:12 89:5 93:3</p> <p>meant 22:21</p> <p>measures 61:12</p> <p>mechanism 34:4</p> <p>medical 66:8</p> <p>meet 91:20</p> <p>MEETING 1:6 3:6 5:3 6:14, 15, 17, 21 12:13 15:21 18:5 29:5, 16 34:9, 12, 12 38:7 51:15 52:16 61:9 75:14 86:8 88:13, 17 91:2, 3, 4, 5, 19 92:14, 19 93:18, 20, 21</p> <p>Meetings 5:21 26:9 30:11 35:4 91:17 93:12</p> <p>meets 16:8 91:17</p> <p>Member 2:12 18:7 29:9 30:10, 11, 12</p>	<p>MEMBERS 2:1 7:13, 17 8:10 11:5 12:2, 2, 21 13:8 14:5 15:16 18:11, 14 24:12 27:6 35:19 36:20 39:2 40:2, 17 41:14 42:5 44:7 49:10 51:12 55:20 64:20 69:13 74:15 75:11, 14 77:14 80:13 81:7 82:11 83:16 85:10 89:19 90:3</p> <p>mention 14:12 84:11</p> <p>mentioned 55:17 81:17</p> <p>mentioning 27:14</p> <p>message 35:7</p> <p>met 5:20 7:15 39:3 92:4</p> <p>methodologies 82:19</p> <p>methods 17:5 83:4</p> <p>microphone 12:16</p> <p>Middle 10:17, 18 33:6 70:5 73:8 93:5</p> <p>mid-level 80:20</p> <p>Miller-Breetz 15:14, 15</p> <p>Miller's 29:14</p> <p>million 53:10 54:20 56:7, 9, 18, 19 57:9 58:14 62:19 65:14 66:14, 14 67:20 68:8 70:18, 19 75:5 77:19 80:11</p> <p>mind 23:13 37:8 43:14 86:12, 18</p>	<p>minds 27:20 28:17</p> <p>mindset 26:2, 8</p> <p>minimize 21:14, 15</p> <p>minority 90:11</p> <p>minute 37:9</p> <p>minutes 6:10, 17 16:17 84:13 91:13</p> <p>Miriam 10:14</p> <p>mirrors 20:13</p> <p>mission 49:5 84:18</p> <p>MIT 81:15 82:14</p> <p>mix 55:1 72:17</p> <p>mixed 36:2</p> <p>mixture 71:19</p> <p>MLK 27:11, 14</p> <p>Moalie 2:4</p> <p>model 28:3</p> <p>MOE 54:19 65:19</p> <p>mom 18:15</p> <p>Moment 3:4 5:7, 12 22:13 40:20</p> <p>money 15:5 40:10, 12, 16 46:18 47:7, 9, 14, 15, 17, 21 49:2 65:16 66:9 68:11, 12 69:8, 9 74:17 76:7, 15</p> <p>Montgomery 46:9</p> <p>Month 27:18 56:14</p> <p>months 93:16</p> <p>motion 7:17 8:4, 18 9:6 11:13, 20 38:18 39:3 41:13 42:8 43:13 51:3, 21 52:8 84:19</p> <p>motivate 16:19</p>
---	--	--	---	---

<p>motto 20:19 mouth 15:5 move 21:10 38:11 39:4 42:10 63:21 79:13 83:16 85:18 88:15 89:6, 20 moved 7:20 8:20 11:15 movie 29:10 moving 19:3 21:16 22:11 83:8 87:21 92:10 Ms.Rowe 48:8 MSD 54:14 MSEA 90:13 Muhammad 3:20 7:5 27:4 multiple 15:4 multi-tiered 60:2 multi-year 40:13 70:3 Murphy 10:9, 10</p> <p>< N > name 13:8 60:10, 12 61:3 named 19:5 nation 35:18 National 81:20 90:12 nature 79:4 nauseam 50:11 NEA 90:13 nearly 27:21 necessarily 45:8 necessary 21:1 43:19 44:16 necessity 16:12 need 14:13 19:21 21:7, 11, 12, 17 22:1, 18 23:15 25:2 26:7, 15 37:13, 17 46:14 47:10 48:18 67:15</p>	<p>79:2 81:19 82:9, 12 84:8 needed 11:17 38:3 45:7 48:2 66:4 68:13 77:10 91:18 needs 16:8, 16 21:7 26:20 30:1 33:12, 21 41:11 44:19 46:19 49:1 50:2 53:16 54:16 81:12 83:6 negotiations 6:9, 10 neighborhood 14:8 21:14 22:21 23:1, 1 Network 90:2 never 20:3 47:15 56:9 New 3:8, 9 4:6, 8 7:9 8:8 9:8 10:5, 11, 13 11:5 15:16, 18, 18 19:21 25:21 26:8 28:19 29:20 30:1 31:11 38:8, 19 41:10 54:21 62:9 72:12 76:14 newbies 14:12 news 25:18 newsstand 81:14 nice 29:18, 18 night 29:6 nine 6:8 13:16 73:3 77:19 no-charge 56:13 non-prescription 91:9 non-TABCO 72:9 normal 66:4 note 73:11 notes 60:13 notice 56:2, 15</p>	<p>noticed 65:9 81:14 notified 33:1 November 93:16, 17 number 6:16 31:1 36:10 59:13 62:18 69:9 72:14 73:18 74:1 88:12, 21 numbers 19:19 56:16 77:21 78:8 nurturing 15:8</p> <p>< O > objective 17:5 objectives 20:21 obligation 53:19 65:12 observe 12:14 OBSERVED 5:12 obstacles 28:1 obtain 6:6 obviously 57:16 72:12 82:10, 12 occurring 26:12 Ocean 13:13 odd 57:13 oddity 78:7, 15 offenses 91:11 Offerman 2:11 9:2, 3 52:3 Office 8:17 9:19, 20 41:18 47:6, 10 71:12 72:14, 14, 18 76:18 77:20 79:11 officer 79:14 85:9 offices 71:9, 12 72:14 80:17 officials 6:4 oh 10:12 89:20 Okay 30:17 32:11, 14 34:16, 18, 20 35:4</p>	<p>36:17 42:5 50:19 57:6 58:20 59:2, 11 60:20 61:4 62:11, 14, 21 64:2, 15 65:5, 21 68:19 69:10 75:10 76:12 80:2 81:6 85:18 89:20 old 26:2, 13 30:7, 17 oldest 18:15 Omar 13:7 Omer 2:12 18:7 once 29:7 54:12</p> <p>one-hundred-day 14:6 ones 20:21 35:19 93:2 one's 23:13, 14 ongoing 58:5 92:13 Open 5:21 58:7, 8, 14 62:11 89:8 93:12 opening 16:4 Operating 4:11 50:2 52:12, 14, 15, 17 53:11, 13 56:19 91:3 operational 55:15 Operations 77:17 81:4 85:9 opportunities 12:1 42:20 45:5 57:3 87:7 opportunity 13:19 16:5 22:19 25:11 89:15, 16 90:7, 9, 15 92:21 opposed 8:4</p>	<p>51:2 opposition 18:17 optimal 86:3 optimally 20:18 option 71:3, 4 options 18:18 OPUB 65:10, 16 66:8, 8, 11 Order 3:2 5:2 12:13 20:17 39:13 60:1 organization 87:17 organize 61:9 outlier 17:7 outlined 54:21 55:12 out-of-county 55:6 outreach 79:14 overall 45:9 53:11 66:20 overcrowded 18:20 19:20, 21 21:21 88:19 89:7 overcrowding 14:17 19:7 21:6, 18 23:20 overhauled 63:19 overlap 72:4 oversight 46:17, 19 58:16 77:15 overwhelming 35:11</p> <p>< P > pace 16:16 34:5 page 53:9 54:4, 10 55:7, 8, 9, 10 56:1 57:11 58:2 65:2, 6, 9, 11 67:18 72:20 73:4, 6, 11 77:16 78:14 79:13 80:7, 10, 19 83:19</p>
--	---	--	---	--

pages 53:4
55:16
paid 69:8
papers 67:18
paragraphs
16:13
paramount
16:20
parent 18:21
32:19
parents 10:10
32:21 41:2
86:12 90:13
park 57:15
part 23:20
26:21 32:17
43:18 48:15, 16
56:21, 21 62:4
80:3 86:10, 13
89:1, 21 90:1
participating
31:16 32:6
particular
40:15 79:3
particularly
47:18 54:18
93:5
partnerships
55:15
parts 30:18
passed 89:12
passes 51:3
passing 42:4
Pasteur 2:8
37:2 38:20
39:1 40:19
42:9 43:12, 14
44:9, 11 45:1,
11 46:2, 7, 21
48:7 50:21
51:4 88:3, 5
89:13 90:9
92:17, 18
path 16:6 28:1
patience 28:4
pattern 21:15
pay 15:2 46:7
48:11 49:8
68:9, 13

paying 65:20
payment 53:18
payments 79:9
pays 53:13
peace 23:6
27:6 28:13, 16,
20
pedagogies
82:19
pending 6:8
pension 65:12
66:3, 4
pensions 66:6
people 15:6, 7
20:13 23:17
24:18 25:2
27:18 28:12
30:21 38:4
40:5 41:2, 4
47:16 48:10
49:7, 9 77:19
80:20 92:6
people-wise 78:1
pep 26:4
percent 21:20
25:9 54:7, 19
55:3, 4, 4 56:8
66:2, 17 73:2, 3,
14, 19 75:9
79:16 84:4, 6, 7
88:20
percentage
66:15, 17, 19
84:1
percentages
73:19
perennial 17:3
perfect 22:19
perform 73:18
performance
6:3 8:17 10:15
72:21 73:7, 8,
16
performing
17:15 55:14
permanent 19:7,
10, 13 21:9
40:6, 8
permission

54:14
perpetual 89:7
perseverance
28:3
persistence 28:3
person 23:17
24:8, 13
personal 12:12
33:1
personalized
81:21
personally 84:13
Personnel 3:8
6:5 7:9, 14, 18
perspective
35:10
phased 65:13
phase-in 66:3
philosophy
86:10, 17
phone 91:5
phonics 58:5
photographic
79:8
physical 46:17
85:3
pick 66:2 84:21
picked 25:9
81:14
picking 75:1
pie 55:11 76:11
piece 35:15
40:15 63:12, 12
69:4
pieces 43:21
60:8 62:1 63:6
Pikesville 18:6
pile 20:10
pill 19:12
pilot 70:9
pipecleaners
60:5
pipeline 14:13
place 20:15
38:3 48:18
57:5 63:14
80:18
placed 6:19
placement 74:17

placements
75:3 93:5
places 47:10
plain 36:14
Plains 18:18
19:5, 7 21:5, 12
22:17 23:21
plan 14:6 19:1
21:7, 11 40:13
84:8 92:13
planning 14:20
22:10
plans 15:1 63:4
platform 63:20
Pleasant 18:18
19:5, 7 21:5, 11
22:17 23:20
please 8:2 9:4,
13 10:2 11:18
12:15 18:8
30:20 38:16
40:19 41:8
42:6 50:21
52:5 73:5
77:13
Pledge 3:3 5:4,
11
plug 86:11, 17
87:13
plus 70:20
point 45:16
50:18, 20 53:10,
11 54:7, 19
55:3, 4 58:13
61:3 65:14, 15
67:20 68:7
70:15 77:11, 19
83:10 84:3, 4, 5,
7
pointing 85:13
points 47:3
police 32:20
Policies 4:1
11:5, 8 17:6
18:5 48:1
81:20
Policy 4:2, 3, 4,
5 11:5, 8, 9, 9,
10, 14 12:6
31:6, 7, 7, 8, 9,

10 32:4, 12, 14
33:14 34:16, 17
36:18 42:14
49:13, 13 50:3
89:9 91:1, 5, 6,
7, 9, 10, 11
politician 36:3,
4
portion 6:20
38:7 54:12
55:5
position 43:16
48:21 54:15
79:19, 20
positions 54:21
positive 21:3
82:20
possession 91:6
possibility 89:9
possible 18:1
42:5 76:20
potential 6:8
16:3
potentially
89:10
poverty 46:13
power 23:13, 14
29:6
practicality 44:4
practice 6:15
86:9
practices 12:6
17:2 23:6
prayers 25:21
28:18
preaching 38:1
precipitously
61:16
preempting
56:15
pre-K 45:5
46:4
preparation
16:14 93:8
prepare 22:4
50:1
preparedness
16:6
preparing 20:20

prescription 91:8
presence 87:20
present 27:7
 35:13
presented 5:20
 7:18 8:19
 11:12 50:20
 52:1 76:1
President 13:10
 14:2 27:12
 85:2
pretty 20:12
 29:18 48:13
Previously 9:17
 10:5
primary 48:9,
 21
Principal 8:15
 10:3, 11, 12, 18,
 18, 19 53:18
principals
 25:13, 15 26:5
 80:21
print 78:14
prior 6:14
 34:12 62:17
priorities 14:7
 15:6
prioritize 83:11,
 17 84:8 86:20
priority 68:16
 83:2 86:20
privacy 82:5
private 74:17
 75:3
proactive 22:2
 26:11, 16 30:20
probably 29:8
problem 19:3, 8
 20:14 21:10
 26:17 89:2
problems 20:12
 25:19 26:10
 45:14 89:1
procedures 48:1
proceed 51:19
proceeding 94:5

PROCEEDINGS
 5:1
process 21:13
 25:4 34:10
 61:1 67:15
 84:12
processes 12:11
processing 33:3
produced 94:6
producing 83:5
productive
 28:19
products 61:10
profession 16:12
professional
 16:11 86:16
 87:1, 3
program 13:21
 16:21 17:1, 9
 32:1 46:4
 49:20 56:5, 10,
 14 59:4 60:16
 62:16, 19 68:21
 69:2 75:15
programming
 17:19
programs 12:6
 16:14 31:16
 32:4, 9 39:13
 57:5 60:10
 75:18, 19 76:6,
 14, 16, 17, 18, 19
 77:1, 5 82:4
 93:6
project 53:15
projected 21:20
 54:8 65:14
 89:3
projections 89:4
projects 39:9
 89:3, 4
promote 49:16
promotion 6:2
proper 12:7
 21:3 23:12
properly 21:12
proposal 15:19
 68:1 77:10

83:12
propose 49:19
proposed 11:7
 31:6 49:19
 51:7 52:1, 13
 55:9 62:19
 68:4 76:7, 13
 83:18 84:1
prosperous
 28:19
proud 22:7
provide 17:7, 9,
 11 35:17, 20
 39:7, 12 42:1, 2,
 15, 20 59:2
 60:1 77:3
 82:20 84:17, 18
 87:1, 2, 7
provided 51:17
 75:16 81:13
 83:12
provides 12:1
providing 17:17
 85:19
PTSA 24:9
PUBLIC 1:6
 3:14 4:1 6:14,
 20 10:7, 16
 11:21 12:5, 9,
 19, 20 18:11
 20:16, 17 23:8,
 9 24:2 26:14
 29:1 31:5, 8
 35:4, 7, 8 36:13,
 15 38:6 39:9,
 11 42:16, 17, 19
 48:19 52:14
 64:21 65:6
 67:13 74:17
 81:16 93:12
pull 63:13
 86:11, 17
pulling 61:21
 63:7
pupil 46:13
 54:12 75:21
 76:2, 19, 21
 77:4, 10 82:21
puppy 84:2

purchase 71:4
Purpose 11:10
purposes 53:17
pursuant 5:21
purview 12:6
pushback 19:13
pushed 25:18
put 15:5 19:6
 20:9 56:9 57:5
 66:9 72:6
 86:21 87:2, 13
 88:3
puts 27:1
putting 20:21
 40:11 63:14
 84:10

< Q >
quality 39:13
 42:16, 21 43:2
question 56:17
 57:15 58:15
 59:15 61:4, 12
 62:5, 16, 17, 21
 63:16 64:4, 9,
 13, 19 67:11
 69:15, 21 71:8
 72:20 74:6
 78:12, 15 79:12
questionable
 82:3
questions 41:15
 43:16 44:8, 15,
 16, 18 45:12, 15
 48:3 49:11
 50:11, 19 51:16,
 18 55:19, 20
 58:5, 13 59:12
 61:5 65:3, 4
 69:13 72:15
 74:10 75:11
 81:8, 9 83:7, 14
 85:11, 17, 20
 86:2, 5 87:19
 93:1, 1, 10
quick 71:8
quickest 42:4
quickly 46:21
 89:14

quo 23:19

< R >
racial 90:14
raise 8:2 9:4
 11:18 16:1
 21:5 38:16
 42:6, 21 50:21
 52:5
RAISED 8:3
 9:5 11:19
 14:15 38:17
 42:7 51:1 52:7
raising 20:19
rally 26:4
ramifications
 86:18 87:14
random 92:8
rate 15:3
ratios 21:4
reach 92:8
read 43:18, 18
 59:9 60:7
Reading 43:14
ready 39:15
 43:3 87:10
real 19:7 37:19
realize 48:20
really 19:8
 29:18 30:1
 31:11 35:10
 44:19 46:21
 50:13, 13 53:1,
 3 59:16 79:11
 86:16 87:19
 88:7, 8, 8 90:5,
 6 92:14, 19
 93:1, 6
reason 30:14
 37:7, 20, 21
 76:7 90:16
reasons 6:1
 20:16
re-bid 79:8
rebuilding 62:1
recall 51:14
 60:3
receive 12:2
 31:20 32:2

33:8 76:21 83:13 received 47:14 52:4 64:12, 14 68:21 74:11 83:20 84:5 recess 84:19 recession 54:18 recite 5:4 RECITED 5:11 recognition 5:7 7:16 recognize 9:14 25:3 37:10, 18 recommendation 11:13, 17 recommendation s 11:12 35:17 50:1 recruiting 14:14 recruitment 14:18 rectify 37:1 38:2 redevelopment 64:1 redistrict 18:18 redistricting 19:8, 12, 14, 18 40:9 reduced 14:21 92:4, 6 reduces 57:15 reduction 56:3 57:6, 7 refer 12:4 reference 65:10 68:5 references 67:19 referred 64:13 referring 56:7 57:10 62:15 66:1 refers 54:11 reflecting 76:15 reflects 27:17 reform 42:14 refusal 32:19 refuses 32:18 refusing 33:13	regarding 24:3 31:10 35:1 55:21 73:17 83:7 regards 36:20 67:21 regional 17:16 regular 39:18 43:7 91:17 regularly 6:16 reimburse 74:18 75:3 reimbursement 75:6 reiterate 43:19 relate 6:10 12:9 related 12:19 17:14 65:4 73:1 81:11 83:19 relations 38:21 41:17 88:4 90:2 relationships 15:8 relative 84:18 relief 19:2 22:17 relieve 23:20 remain 5:7 25:20 31:14 remained 81:12 remaining 69:1 70:10 remarks 12:12, 15 remember 5:9 43:20 60:9 80:7 remind 12:11 33:8 93:11 removal 6:3 Rena 5:6 renewed 25:20 renovation 39:8 renovations 53:20 renumbered 32:15, 16	repayment 53:21 replace 74:16 replaced 70:15 report 11:6 14:6 81:20 reportable 91:11 reporting 53:17 93:16 representatives 13:18 represented 80:8 representing 50:13 request 51:8 55:17 60:18 83:21 requested 62:10 68:21 84:4 requesting 51:19 54:19 62:6 68:13, 18 69:1 requests 83:17 require 63:5 required 53:17 75:21 requirement 92:11, 12 requirements 7:15 requires 20:18 61:21 Research 8:13, 14, 14 9:15, 16, 18 21:17 78:5 79:3 82:5, 16 researchers 17:12 Reshid 2:12 18:7 resided 22:10 resignation 6:3 resignations 7:15 resolution 12:10 39:6 40:3, 19 41:7	42:9, 11 43:21 44:4 45:9 46:3 49:3 50:15, 20 83:11 84:12 88:8 resolved 39:17 43:5 resource 9:19 10:20 46:12 59:15, 17 63:14 resources 14:21 20:2 61:19 63:9, 10 87:2 respect 37:11, 12 respond 14:20 85:21 86:1, 5 92:10 responding 87:19 response 59:10 64:4 74:6 responses 59:7 65:7 85:20 86:3 responsibilities 11:11 rest 25:10 26:6 28:14 37:15 41:10 restate 77:9 restore 76:8 77:10 restoring 76:21 77:4, 6 restricted 53:15 restructured 79:9 result 37:11 83:5 resulted 73:19 results 53:19 55:13 81:11 82:20, 21 86:20 87:5 92:5 retaining 14:15 retention 14:18 retired 67:3 retirement 66:1,	8 retirements 7:15 retreat 26:5 return 15:19 revenue 55:1, 7, 7 56:3 57:7, 7, 12, 14 revenues 53:10, 12 Review 11:6, 14 33:19 49:13, 20 77:2 81:15 82:15 85:11 89:8, 11 91:2 revised 49:13 93:15 Richard 10:10 rides 19:16 right 15:17 22:12 29:11 31:2 35:1 36:15, 21 37:8 50:3 54:18 57:19 59:2 60:12, 14, 17 61:8 62:14 72:2 73:9, 12 78:7 92:18 rights 33:3 right-side 76:1 right-sided 75:17 rigidity 27:20 rise 5:4 Robert 27:11 robust 87:3 Rodney 2:7 Rogers 11:1, 2 role 11:10 28:3 85:8 roles 9:10 roll 53:9 58:7 60:15 86:14 room 20:9 34:5 88:2 ROTC 55:7 rough 84:2 Rowe 2:9 8:1 38:9, 11 40:4, 5, 20, 20 41:9
--	---	--	--	--

44:13 45:13
 48:9 49:12
 55:21 56:1, 15
 57:6, 10, 20
 65:8, 9 66:11,
 15 67:1, 5, 7
 74:15, 16 75:2,
 10 76:12, 20
 77:8, 13 88:7, 9,
 15, 16 89:13
 90:18
Rubenstein
 13:3, 6, 8
rug 20:10, 12
 25:17, 19
rule 24:21
 37:19 38:2
Rumasa 9:13
running 30:7
runs 13:21
Russ 92:1
Russell 2:5

< S >
SAC 3:11
safe 21:2 55:13
salaries 71:10
 77:18 78:3
 80:19
salary 72:13
 79:14 80:8
sale 53:19
salvation 28:12
sample 92:8
Sarris 51:8
 52:18, 20 55:17
 56:12, 17 57:8,
 19 58:2, 12, 18,
 21 59:7, 11
 64:11, 17 65:2,
 21 66:13, 19
 67:2, 6, 10 68:2,
 10 69:19 70:8,
 17 71:1, 15
 74:20 75:5
 78:5 79:6, 19
 80:6, 10, 13
 81:3 85:7
satisfy 78:12

Saxe 94:2, 9
saying 43:17
says 32:19
 37:19 49:14
 61:7 73:3, 10
 77:18
scale 87:12
scaled 86:15
scared 30:5
schedule 91:13
scheduled 6:16
 52:16, 18
School 8:16, 16
 10:4, 6, 8, 12, 14,
 15, 17, 18, 18
 12:7 13:19
 14:8 17:18, 21
 18:6 19:1, 2, 3,
 15, 16 20:4, 16,
 17 23:1, 9, 11
 24:8 25:12, 12,
 14, 20 27:1
 29:5, 9 30:9
 32:3, 7 35:16,
 18, 20 37:4
 39:8 40:14
 41:18 42:3
 43:19 44:10
 48:2 49:1, 2, 4
 50:2 65:17, 19
 67:3 69:17, 18
 70:4, 5, 10 71:2
 73:7 74:17
 84:15, 18, 20
 88:19 89:16
 91:11 93:6, 15
school-by-school
 17:15
schoolhouse
 14:21 47:14
Schools 10:8,
 16 14:17 17:17
 18:3 20:1, 3, 18
 21:13, 19, 21
 22:12, 18, 21
 23:1, 8, 21 24:2
 26:15 32:1, 10
 39:9, 11 41:3, 4,
 5, 11, 12 42:17,
 19 44:1 47:14,

16 49:17 54:16
 67:13, 13, 14
 70:6, 8, 9, 11
 73:1, 8 80:10
 89:6, 7, 11
science 10:19
Scientific 84:21
scopes 21:17
scores 46:13
 73:2, 13 74:7
Scott 2:10
 44:13 50:5, 6, 7
 88:6 89:14, 17,
 18 90:16, 18
Scriven 85:7
scurrying 26:16
se 47:9
search 32:18,
 19 33:7
searched 33:1
searches 11:9
 32:13
seat 29:11 34:5
second 7:2 8:1
 9:1, 2 11:16
 13:14 38:13, 14
 40:2 42:9
 43:11 52:2, 15
 63:16 75:6
Secondly 16:20
seconds 88:9
section 31:5
 80:10
see 12:16
 16:10 19:2, 13
 20:1 24:16, 20
 27:16 32:4
 33:18 34:13, 14
 35:3, 6, 11, 21
 36:10 37:4, 13
 41:10 46:12, 13,
 14 53:4, 9
 54:10, 16 55:8,
 10 57:12 58:7,
 13 60:4 63:10
 64:8, 9 65:6
 67:7 78:2
 80:16 83:8
 84:21 85:4
 86:14 87:5

88:8, 13, 14
 89:9 90:20
seeing 17:16
 57:14 81:11
 87:5
seek 33:15
 51:13
seen 34:10 76:3
select 13:17
selected 12:20
Selection 3:7
 6:13 61:1
self-coping 34:4
self-interested
 82:4
self-regulate
 34:6
sell 57:17
Senate 39:20
 41:8
send 41:5
 85:16
sense 58:19
 69:11 73:10, 12
 74:4 79:17
sent 77:2
separate 35:16
 65:21 70:4, 5
separated 55:18
September 54:5,
 5, 9
serious 82:5
seriously 35:13
served 5:8
serves 9:19
service 7:16
 10:4, 7 27:9
 53:16 54:3, 3
Services 11:9
 32:12 61:10
 67:21 78:14, 16,
 20, 21 81:5
Session 3:6 4:7,
 11 5:21 6:11
 36:13 38:8, 10,
 12 39:19 40:1
 43:7, 10 51:17
 52:12, 16, 21
 53:5, 8 55:10
 65:3 67:18

83:8, 19 85:12
 86:7
set 17:7 22:19
 23:9 54:12
 64:13 68:17
sets 35:13
setting 23:9
seven 6:6 38:3
 64:12 67:20
 68:7
seventh 7:5
 73:12
seventy 28:5
seventy-thirty
 75:9
seventy-two
 54:9
Sexton 14:3, 4
shaking 35:6
share 20:7
 29:4 48:11, 13
 89:15 90:8
shared 46:1, 8
sharing 50:9
sheriff 26:8
shift 79:1
shifts 19:15
shop 80:17, 21
shore 46:11
short 28:4

short-sightedness
 22:16
show 28:10
 36:1 72:3
shows 15:9
 35:14 54:4
 55:7, 11 61:14
 62:18 73:6
shred 19:9
side 25:19
 87:17
sides 45:16
Sigman 9:9
Sign 6:13, 18
signed 7:6
 31:6 33:15
 34:17 92:6
significance
 28:8

<p>significant 56:3 79:15 80:3 significantly 78:21 Silence 3:4 5:7, 12 similar 91:10 simple 36:14 37:7 61:21 simply 18:19 19:20 20:2 sincere 27:15 single 19:1 sit 35:15 38:2 sitting 30:15 37:2 situation 65:15 six 24:9, 10, 11, 13, 16, 21 25:5 36:6, 19, 21 37:3, 5, 6, 10, 12, 14, 16, 20 38:5 54:9 59:21 60:21 62:19 67:20 68:7 sixteen 58:4 sixth 7:4 sixty-five 46:9 72:5 sixty-four 72:4 sixty-nine 79:16 sixty-two 78:20 sizes 18:1 sleeves-pushed-up p 92:19 small 55:6 smaller 46:11 smoke 20:13 smoothly 13:21 social 85:2 90:14 social-emotional 16:16 socially 23:2 societies 28:10 society 27:21 software 61:7 64:6</p>	<p>solution 19:4, 7, 8, 9 20:4, 4 23:20, 21 solutions 40:6, 8 solving 20:14 somebody 37:2, 7 something's 25:17 son 10:10 11:2 sons 9:12 son's 29:4 Sophie 5:5 10:1 sorry 48:15 60:1 63:1 68:3, 3 69:21 73:6 74:8 84:2 85:6 sort 20:15 sorts 47:21 sought 23:3 source 55:8 sources 55:5 spaces 19:21 speak 6:15, 20 25:11 40:19 43:12 75:8 speaker 6:17 7:1, 2, 3, 3, 4, 5, 5 12:18 13:2 14:1 15:11 18:11 20:5 22:5 24:5 25:6 27:3 29:1 31:8 34:17 36:6, 17 43:11 44:9 51:10, 11 52:10 73:4 Speakers 3:7 6:13, 16 7:6 speaking 46:3 73:17 86:6 special 15:1 33:9, 10, 21 34:2, 9 46:14 53:14 74:18 75:2 93:4 specialist 9:17 10:19</p>	<p>specific 6:5 9:10 12:8, 18 53:2 61:3 specifically 45:4, 4 47:12 60:2 87:4 93:8 specifics 61:2 spectrum 34:1 speeches 27:19 speed 79:8 spelling 59:19 spend 46:18 62:2 75:2 spending 57:8 69:17 81:10 82:18 spent 62:3 74:21 83:4 split 55:11 75:9 81:3 splitting 76:10 spoken 46:6 spread 26:21 76:16 80:17 spreadsheet 64:5 spreadsheets 64:9 Spring 13:12 squarely 14:7 SRO 32:17 33:5 SROs 33:8 staff 6:7 12:5 29:9 30:14 41:17, 19 84:17 87:4, 15, 15 88:15 92:20 staffing 21:3 49:19 83:2, 11 93:4 Stakeholder 3:10 13:2 stakeholders 93:11 stand 9:13 10:2 23:17 standards 42:21 standing 5:7 stands 5:20</p>	<p>start 31:9 35:4, 12, 14 36:11 75:1 76:8 85:6 88:2 started 15:17 23:16 58:18 61:9 starting 25:15 35:8 69:11 starts 14:14 stat 10:5 state 13:16 22:2 31:12 39:8 40:9, 11 41:21 43:2 45:3 46:8 53:14, 17 54:1, 11 55:4 65:12 66:1, 2, 5 74:16 89:7 statement 14:11 89:10 94:5 states 14:6 28:15 66:7 status 23:19 stay 17:21 31:5 77:21 step 51:20 72:7 stepped 85:8, 8 steps 15:2 83:12 sticking 71:6 Stonely 20:2 stop 87:13 stopped 90:16 story 20:8 29:3 strands 60:7 strategy 21:18 61:5 streaming 61:10 63:10 strictly 72:7, 17 struck 79:16 structure 59:18 struggles 28:7 struggling 30:13 Student 2:12 10:19 11:10 12:8, 18 13:3, 4, 9, 12, 18, 18</p>	<p>14:10, 16 16:5, 8 18:6 32:18, 19 33:11, 15, 17 39:14 42:3 43:3 76:5 82:5 91:6 students 11:9 13:16, 17 14:8, 14 15:7 16:2, 3, 7, 14, 18, 20 17:7, 10, 15, 18, 20 18:3, 18, 19 21:2 24:8 25:14 27:2 30:15 31:12, 20 32:6, 9, 12, 12 33:15 34:10 42:18 54:10 59:19 63:10 69:18 73:16, 18, 20 74:1 76:5, 10 81:11 82:7, 20, 21 84:15, 15, 20 87:7, 9 90:13 92:8 student's 33:1 student-to-teacher r 21:4 studies 21:16 study 19:4, 21 20:1 22:17 24:3 59:18 stuff 25:5 stupidity 27:16 submit 12:20 58:5 69:21 submitted 61:5 86:2 substances 91:8 substantive 93:1 substitute 34:7 succeed 17:21 23:9 success 16:4 23:10 61:12 suggest 18:5 suggested 22:11 Sulaman 9:12 Sullivan 3:19</p>
--	---	--	--	---

<p>7:4 25:7, 8 Sultana 9:12 Sumab 13:7 summarize 53:3 summary 6:11 52:21 53:5 65:9 75:16 summer 30:3 Summerfield 9:9 Superintendent 7:12 8:17 12:4 13:7 18:14 27:6 49:21 52:13 56:12 83:15 84:8 superintendents 18:8 Superintendent's 13:4 41:18 55:9, 12, 18 Supervisor 8:14 9:15 supplied 54:17 supplies 78:17, 18 79:10 supply 79:7 support 10:19 15:1 18:21 39:16, 20 40:3, 15 41:15 43:5, 8 44:14 45:8 50:16 54:21 57:2 60:2 63:14 82:6 Supporting 9:11, 21 10:9, 21 44:1 46:3 49:3 86:13 supportive 55:13 supports 56:20 supposed 36:1 45:6 47:12 65:16 suppress 73:20 sure 13:20 16:7 17:21 26:7, 16 30:20</p>	<p>32:8 33:11, 12 41:1 44:3, 18 45:16, 17 47:11, 20 58:8 68:15 69:15 87:9 89:20 92:9 surely 15:21 19:2 20:21 sustain 23:12 sustainable 49:8 57:4 sustained 42:15 sustaining 87:3 swallow 19:12 sweeping 20:12 23:16 82:2 swept 25:17, 19 sworn 67:16, 19 symposium 90:19 synonymous 82:1 system 9:8 12:7 17:2, 21 20:16, 17 21:19 23:8 25:20 27:1 28:6 29:8 33:4 35:16, 18, 20 40:14 41:18 42:17 47:9, 16 49:1, 2, 4 50:3 60:2 63:20 65:17, 19 67:4 74:17 86:8 87:6, 18 89:16 systems 43:19 47:11 < T > TABCO 3:12 71:20 80:8, 13, 15, 17 85:2 90:11, 15 TABCO's 90:11 table 51:9 74:5 take 22:1 24:1 35:13 36:13 48:18 55:19 56:6 73:21 78:14</p>	<p>Taken 4:6 38:8, 9, 11 92:8 takes 30:17 Talented 15:13 talk 13:11 37:9 44:12 73:21 74:7 75:7 83:9 88:10 89:19 90:4 talked 56:17 84:14 talking 36:12 37:12 71:16 84:13 85:1, 2 talks 57:11 65:12 81:19 83:19 Tamara 10:3 TANTHILL 75:9 Tantliff 52:19, 20 53:6, 8 56:6 62:15 64:4, 10 68:20 71:3 74:6, 9 76:4, 14 77:6, 9 78:10 79:1 80:15 85:7 target 21:4 task 35:11 taught 28:4 tax 48:21 taxing 40:8 48:20 teach 24:16 teacher 9:19, 20 10:5, 6, 17, 20, 20 14:13, 18 46:7 66:2 Teachers 14:2, 9, 12, 15 16:11 19:19 25:13 26:2, 4 42:21 80:13 84:17 86:12 teaching 16:12 24:17 31:18, 19 32:7 59:18 63:8</p>	<p>team 29:5 73:21 83:1 85:19 87:18 technicality 24:13, 21 technology 61:6 63:2 64:6 81:10, 15 82:2, 4, 8, 10, 14, 15, 15, 18 86:9, 16 87:2, 8 technology-satur ated 82:10 tell 50:16 69:16 70:1 telling 37:3 temporary 19:4, 8, 9, 11, 12 21:9 ten 6:16, 19 48:15 54:19 69:1 73:20 84:7 tenets 43:21 term 19:10 82:1 Terminations 7:14 terms 84:14 test 46:13 74:7 92:6 textbook 16:13 textbooks 58:14 62:18 Thank 5:13, 19 7:8, 21 8:1, 6, 7, 21 9:3 11:16, 20 13:21 14:1 15:10, 11 18:9, 10, 13, 15 20:4, 5 22:4, 5 24:4, 5 25:5, 6, 8, 9 27:2, 3 28:21 29:1 31:4 32:10 33:14 34:16, 21 36:17 38:6, 15, 18 39:1 40:17 41:12, 14 42:9 43:14, 14 44:6, 7, 9, 11, 20 45:1,</p>	<p>9, 13 48:6, 7 49:10 50:7, 8, 16 51:2, 4, 5 52:2, 2, 8, 10 53:8 57:20 59:14 60:5, 6, 14 62:14 64:2, 2, 15, 18 65:7 67:7 68:3, 19 69:11 70:16 72:19 74:5, 8 75:10, 13 77:13 78:7, 13 81:6 85:6, 19 87:18, 21 89:13, 18 90:21 91:1, 16, 21 92:1, 3, 15, 18, 20 93:7, 10, 20 thankful 26:11 thing 17:13 29:20 32:17 80:15 83:10 84:10 85:5 things 16:9 23:19 24:9 25:18 33:18 35:3, 10 40:10, 11, 14, 16 43:17, 18 44:4 48:12 49:5 65:21 84:3 87:12 think 15:18 24:19 26:15, 20 32:20, 21 34:3, 7 36:15, 21 37:21 40:21 41:8, 9 43:16 45:14 46:19 47:18 48:19 50:15 56:8 60:5, 6 64:10 66:16 69:6 72:20 75:17 78:5 80:6 83:16 84:7 88:9 90:6 93:9 thinks 44:17 third 7:2 17:13</p>
--	--	---	--	---

<p>27:13 thirteen 66:13 thirty 66:17 68:5, 8 69:2 74:21 85:20 thirty-eight 54:8 thirty-five 68:20 69:10 thirty-one 80:11 thirty-six 65:14 thirty-three 70:11, 20 thought 23:15 26:18 33:9 thoughts 45:13 61:9 thousand 42:18 46:9, 10, 10 54:6, 7, 9 57:13 58:4 59:3, 5 60:21 68:5, 21 69:10 70:11, 20 71:1 75:1 77:20 78:19, 20 92:7 threats 82:5 three 6:17 13:14 14:15 16:9 58:8, 9 59:5 68:20 69:10 70:6, 8 72:4, 4 78:19 80:12 83:13 84:14 three-minute 12:14 three-year 70:12 thriving 23:4 throw 47:6 thrown 28:1 thumbed 71:8 ticket 58:17 tier 59:17 time 12:15, 16, 17 13:14 14:20 18:9 23:10, 11, 18 24:12 26:18 33:4, 18, 18 35:2, 8, 14 36:11 42:5</p>	<p>44:2 45:8, 18 54:14 61:9 65:15 66:16 73:9 74:12 76:4 82:13 84:15, 17, 19 85:11 93:3 timely 35:4, 12 times 25:17 26:13 92:15 timing 86:2 Title 9:19, 20 88:18 tobacco 91:7 today 13:10 27:8 29:4 51:13 85:21 toes 44:18 told 29:15 88:9 tomorrow 65:3 tonight 9:11, 21 10:9, 21 13:11 18:17 25:9 41:7 49:14 75:16 87:20 tonight's 5:16, 18 11:12 83:19 Tony 41:19 tools 61:13 64:6 top 69:19 78:11 79:18 topics 93:2 total 65:13 74:1 tougher 81:3 Town 10:5, 13 26:8 TOWSON 1:7 traditional 31:16 32:3 traditionally 35:18 trailers 40:9 trainer 68:14 trainers 67:14 68:2 69:7 training 87:4, 15 tranquility</p>	<p>28:20 transcribed 94:3 TRANSCRIBER 'S 94:1 transcript 94:6 transparency 35:9 37:14 transparent 36:11 transportation 21:14 81:4 travel 23:10 tremendously 85:8 trialed 60:16 tried 29:14 74:11 tripping 20:11 true 24:17 94:5, 6 truly 25:12 Trump 27:12 truthfulness 28:12 try 34:6 85:21 trying 26:17, 21 42:1 86:1 87:11 Tuesday 51:15 91:19 93:18 tuition 55:5 turn 30:5, 5 41:13 75:8 88:9 89:14 turned 12:16, 17 Tuscaloosa 10:8 twelve 38:4 twenty 66:14 twenty-four 54:6 twice 17:10 29:7 two 9:12 10:8 18:15 48:12 53:11, 11 54:6 55:4, 4 56:8, 19 58:8, 9, 13 59:21 60:8 61:1, 2 64:5 65:21 68:5, 8</p>	<p>69:1 77:18 84:4 type 78:15 types 32:9 82:18 < U > ultimate 21:1 23:7 Umar 9:12 unaffiliated 71:21 unanimously 8:5 9:6 11:20 38:18 42:8 52:8 underachieving 16:20 17:10 understand 20:3 24:12 33:3, 12 36:9 37:17 50:11 67:15 68:6 69:4 71:10 78:1 82:9 85:3 understanding 16:15, 18 23:5 65:15 70:2 73:9 Unfinished 4:9 51:6 Unfortunately 27:12 unit 30:7 63:8, 9 71:17, 17, 21 72:9 80:19 United 28:14 39:15 43:4 units 63:6, 7 72:8, 11, 18 83:13, 14 University 81:21 UNKNOWN 43:11 44:9 51:10, 11 52:10 73:4 unmet 81:12 83:6 unsure 61:17</p>	<p>upcoming 13:11 72:1 Update 4:8 38:19 91:5 92:13 Updates 4:13 88:1 upset 30:12 31:2 use 47:13, 17, 20 57:2 61:11, 13 82:11 91:6, 11 usually 30:3, 3 34:9 35:19 utilize 12:10 < V > vacant 79:19, 20 value 14:11 15:10 20:18 varies 55:1 72:13 variety 9:10 various 53:9 63:6, 6 71:9 73:13 vary 71:13 venue 26:4 verification 92:5 verify 92:9 versus 24:10 71:6 82:18 veterans 14:12 Vice 2:3 7:1, 12 13:6 14:4 18:14 51:11 views 12:2 vigorous 16:8 Villa 9:20 Vivian 94:2, 9 voice 44:15 volume 67:17 79:7 vote 24:18 36:13 38:5 50:20 85:15 voted 36:14 53:16 83:11</p>
---	--	--	---	---

vulnerable 82:7
< W >
wage 79:14
wages 71:11
 77:18 80:8
wander 34:5
wanna 29:5
want 5:9 22:14
 25:1 30:5 32:7,
 11 33:8 34:18
 35:6, 15, 17, 20
 36:2, 10, 12, 14
 40:19 41:15
 43:15 44:11, 20
 49:11 56:11
 57:20 58:8, 9
 60:14 65:18
 67:15 75:7
 84:10 85:6, 14
 86:5, 6 87:5, 13,
 18 88:13 90:10,
 15, 20 92:20
 93:2
wanted 48:12
 50:16 65:10
 81:8 83:10
 90:9
wants 23:4
 88:14
war 28:13, 15
Warehouse 9:8
warm 29:16
warrant 33:2
watching 30:13
 36:8 40:6
wave 30:10
way 26:17
 28:10 36:14
 37:8, 20 49:8
 62:3 68:10
 73:9 78:17
 86:19 87:10
 88:3
ways 83:17
 87:7
wearing 29:4,
 16, 17 30:16

website 6:11
 20:19 91:14
 93:13
Wednesday 18:6
week 39:3
 45:12 83:9, 16
 86:7 92:3
weekend 26:5
 61:14, 18
weeks 52:5
Welcome 10:15,
 16 11:3 13:5
 14:3 18:12
 24:6 27:4
 45:20 52:18
 64:3
well 9:18 10:8
 32:6 37:16
 47:3, 17 48:1
 58:18 60:9
 93:5, 6
went 29:6, 14,
 14 72:15 92:12
we're 14:12
 15:13 24:17
 25:18 26:9, 14
 29:18 30:12, 16,
 20 41:6 45:16
 56:4 57:16, 16,
 17 58:18 62:6
 63:13, 14 66:19
 68:12, 18 69:1
 70:6 83:8, 17
 84:6, 9 87:3, 11,
 21 88:12, 16
 91:5, 6 93:4
we've 19:5
 34:10 56:17, 21
 57:5 62:3
 74:21 76:4
 84:7 87:15
 88:7 93:3
wholeheartedly
 41:16
wife 9:11
Williams 5:15,
 17 7:12 8:9, 10
 9:7 13:7 14:5,
 5, 16 15:16, 21
 18:14 25:10, 21

26:5 27:6
 51:12 54:21
 68:1, 4 72:6
 76:7 77:10
 83:1 85:7, 18,
 19
willing 26:4, 20
winter 30:4
wishes 39:19
 43:8
wishing 6:14
 28:19 41:4
Womble 10:11
wonderful 20:15
wondering 69:7
wonk 47:14
Woodbridge
 9:21
Woodlawn
 10:17
word 26:7, 20,
 21 59:18
words 59:9
 66:5 76:18
Work 4:11
 15:4, 10 21:1
 26:6 27:1 30:2,
 6 35:8, 10
 41:16 47:19
 50:4, 8, 12, 12,
 13, 17 51:17
 52:12, 16, 21
 53:5, 8 55:9
 65:3 67:18
 83:8, 19 85:12
 86:7 90:4, 6
 93:7
worked 45:3
 47:19
workers 54:4
workforce 55:14
working 17:10
 26:2 29:13
 30:2 33:5
 40:12 69:6
 88:7 90:21
workload 14:21
worksheet 65:10
world 27:15

28:14 82:10
worth 71:5
writing 86:9
wrong 31:1
 37:6, 6 88:10
wrote 25:9
www.bcps.org
 6:12
< Y >
Yarborough
 10:15 11:1
Yeah 45:11
 75:9
year 13:13, 19
 15:16, 18, 19
 18:4, 16 19:17
 28:19 29:21
 33:9, 19 37:15
 39:19 41:8
 43:8 47:5 51:6,
 7 52:1, 12, 14,
 17 54:13, 19
 56:10 58:19
 59:1 66:12, 13,
 14 67:16 68:9,
 11 70:10, 19
 71:20 72:3
 75:2 78:21
 79:16, 21 80:3
 83:10 84:2, 4, 6,
 9, 11 92:11
years 9:9, 17
 10:4, 7, 8 13:14
 17:1 21:6
 27:21 28:6, 15,
 15, 16 48:14, 15,
 17 54:16, 17
 56:21 63:2
 65:17 69:9
 76:6 77:7, 11
 84:14 86:19
 87:16
year's 72:10, 11
Yesterday 27:8
< Z >
zone 88:20