

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21

BOARD OF EDUCATION  
BALTIMORE COUNTY  
  
PUBLIC BOARD MEETING  
REMOTE VIA BCPS LIVESTREAM  
AND MICROSOFT TEAMS  
  
MAY 19, 2020

Transcribed by:  
Paul A. Gasparotti

Page 2

1 BOARD MEMBERS:

2

3 Kathleen S. Causey, Board Chair

4 Julie C. Henn, Vice Chair

5 Moalie S. Jose

6 Erin R. Hager

7 Russell T. Kuehn

8 Lisa A. Mack

9 Rodney R. McMillion

10 John H. Offerman, Jr.

11 Cheryl E. Pasteur

12 Lily P. Rowe

13 Makeda Scott

14 Omer Reshid, Student Member

15

16

17

18

19

20

21

Page 4

1 PROCEEDINGS

2 CHAIRMAN CAUSEY: Good afternoon, this

3 is Kathleen Causey, Chairwoman of the Board of

4 Education of Baltimore County, and I call to

5 order the May 19th, 2020 work session of the

6 Board of Education of Baltimore County.

7 Baltimore County public schools and

8 offices are closed to the public and nonessential

9 personnel through June 22nd, 2020 in order to

10 maintain the health and safety of our students

11 and staff. The May 19th, 2020 Board of Education

12 meeting will be held virtually and broadcast

13 through livestream on the BCPS website or on

14 BCPS TV, Comcast channel 73 and Verizon FiOS

15 channel 34. In order to efficiently conduct this

16 meeting, all voting items this evening will be

17 done by a rollcall vote. Board members will say

18 their names before making and seconding a motion

19 as applicable, as well as when requesting

20 discussion on an agenda item.

21 May I have a motion to go into closed

Page 3

1 I N D E X

2 Closed Session . . . . . 7

3 Call to Order. . . . . 7

4 Pledge of Allegiances/Silent Meditation . . . . 7

5 Consideration of Agenda. . . . . 9

6 New Business, Minutes of Closed Session. . . 11

7 New Business, Personnel Matters. . . . . 12

8 New Business, Administrative Appointments. . . 14

9 New Business, Report on Board of Education

10 Policies. . . . . 18

11 New Business, Public Comment (announcement). . 20

12 Closed Session Meeting Items (None). . . . . 21

13 New Business, Report on EFMP/CMP . . . . . 22

14 Consideration of Changes in Policy . . . . . 48

15 New Business, Report on Emergency Boundary . . 73

16 Board Committee Updates. . . . . 102

17 Board Comments . . . . . 109

18 Information. . . . . 127

19 Announcements. . . . . 131

20

21

Page 5

1 session as permitted by the Open Meetings Act as

2 found in the Annotated Code of Maryland General

3 Provisions, Article 3-305.B(1), B(7) and B(9) to

4 one, discuss the appointment, employment,

5 assignment, promotion, discipline, demotion,

6 compensation, removal, resignation or performance

7 evaluations of appointees, employees or officials

8 over whom it has jurisdiction, or any other

9 personnel matters that affect one or more

10 specific individuals; seven, consult with counsel

11 to obtain legal advice; and nine, to conduct

12 collective bargaining negotiation or consider

13 matters that relate to negotiations?

14 VICE CHAIR HENN: So moved, Julie Henn.

15 CHAIRMAN CAUSEY: Thank you. Is there a

16 second?

17 MS. MACK: Second, Lisa Mack.

18 CHAIRMAN CAUSEY: Thank you. Ms. Gover,

19 may I have a rollcall vote please?

20 MS. GOVER: Mr. Kuehn?

21 MR. KUEHN: Yes.

<p style="text-align: right;">Page 6</p> <p>1 MS. GOVER: Ms. Pasteur?                  2 MS. PASTEUR: Yes.                  3 MS. GOVER: Mr. Offerman?                  4 MR. OFFERMAN: Yes.                  5 MS. GOVER: Mr. Reshid?                  6 MR. RESHID: Yes.                  7 MS. GOVER: Ms. Henn?                  8 VICE CHAIR HENN: Yes.                  9 MS. GOVER: Ms. Causey?                  10 CHAIRMAN CAUSEY: Yes.                  11 MS. GOVER: Ms. Jose?                  12 MS. JOSE: Yes.                  13 MS. GOVER: Mr. McMillion?                  14 MR. MCMILLION: Yes.                  15 MS. GOVER: Ms. Mack?                  16 MS. MACK: Yes.                  17 MS. GOVER: Ms. Scott?                  18 MS. SCOTT: Yes.                  19 MS. GOVER: Ms. Rowe?                  20 MS. ROWE: Yes.                  21 MS. GOVER: Dr. Hager?</p>	<p style="text-align: right;">Page 8</p> <p>1 personnel in order to maintain the health and                  2 safety of students and staff. In accordance with                  3 the Board of Education resolution approved at the                  4 March 10th, 2020 board meeting, in the event of a                  5 medical or health emergency related to the                  6 COVID-19 pandemic, the board chair in                  7 consultation with the vice chair and the                  8 superintendent may declare that a board meeting                  9 or a board committee meeting be held remotely in                  10 its entirety without the physical presence of                  11 board members, subject to the establishment of a                  12 mechanism that would allow each board member to                  13 participate fully in the meeting despite not                  14 being physically present, and that would allow te                  15 public to also remotely attend those portions of                  16 the meeting that are open pursuant to the Open                  17 Meetings Act by being able to listen and/or view                  18 those portions of the meeting.                  19 As a result, tonight's board meeting is                  20 being held virtually and broadcasted through                  21 livestream on BCPS's website, bcps.org, or on</p>
<p style="text-align: right;">Page 7</p> <p>1 DR. HAGER: Yes.                  2 MS. GOVER: Thank you. We have a                  3 quorum.                  4 (The Board went into closed session,                  5 which was not recorded.)                  6 CHAIRMAN CAUSEY: Good evening. I'm                  7 Kathleen Causey, Chair of the Board of Education.                  8 I now call to order the meeting of the Board of                  9 Education of Baltimore County for Tuesday,                  10 May 19th, 2020. I invite you to rise and recite                  11 the Pledge of Allegiance to the flag. We will                  12 then have a moment of silence in recognition of                  13 those who have served education in Baltimore                  14 County and in sympathy for all of the lives that                  15 have been lost due to COVID-19.                  16 (Pledge of Allegiance.)                  17 (Moment of silence.)                  18 Thank you. In accordance with the                  19 mandated direction of the state superintendent,                  20 Baltimore County public schools and offices are                  21 currently closed to the public and nonessential</p>	<p style="text-align: right;">Page 9</p> <p>1 BCPS TV, Xfinity channel 73 and Verizon FiOS                  2 channel 34. In order to efficiently conduct the                  3 meeting, all voting items this evening will be                  4 done by rollcall votes. Board members will say                  5 their names before making or seconding a motion                  6 as applicable, as well as when requesting                  7 discussions or comments.                  8 So the first item is consideration of                  9 the agenda. Dr. Williams, do you have any                  10 additions or changes?                  11 DR. WILLIAMS: Good evening, everyone.                  12 There are no changes or additions to tonight's                  13 agenda.                  14 CHAIRMAN CAUSEY: Thank you. I have the                  15 amendment to, I have a motion to amend the agenda                  16 to add Item J-2, resolution regarding extending                  17 the deadline for filing financial disclosure                  18 statements. Is there a second?                  19 VICE CHAIR HENN: Second, Julie Henn.                  20 CHAIRMAN CAUSEY: Thank you. Board                  21 members, is there any discussion? May I have a</p>

Page 10

1 rollcall vote please?  
 2 MS. GOVER: Mr. Kuehn?  
 3 MR. KUEHN: Yes.  
 4 MS. GOVER: Ms. Pasteur?  
 5 MS. PASTEUR: Yes.  
 6 MS. GOVER: Mr. Offerman?  
 7 MR. OFFERMAN: Yes.  
 8 MS. GOVER: Mr. Reshid?  
 9 MR. RESHID: Yes.  
 10 MS. GOVER: Ms. Henn?  
 11 VICE CHAIR HENN: Yes.  
 12 MS. GOVER: Ms. Causey?  
 13 CHAIRMAN CAUSEY: Yes.  
 14 MS. GOVER: Ms. Jose?  
 15 MS. JOSE: Yes.  
 16 MS. GOVER: Mr. McMillion?  
 17 MR. MCMILLION: Yes.  
 18 MS. GOVER: Ms. Mack?  
 19 MS. MACK: Yes.  
 20 MS. GOVER: Ms. Scott?  
 21 MS. SCOTT: Yes.

Page 11

1 MS. GOVER: Ms. Rowe?  
 2 MS. ROWE: Yes.  
 3 MS. GOVER: Dr. Hager?  
 4 DR. HAGER: Yes.  
 5 MS. GOVER: Thank you.  
 6 CHAIRMAN CAUSEY: Thank, so the motion  
 7 carries, and in accordance with Board Policy  
 8 8314, there needed to be a majority vote of the  
 9 Board, so we will add that agenda item tonight,  
 10 thank you.  
 11 The next item on the agenda is minutes  
 12 of closed session. Earlier this evening the  
 13 Board met in closed session pursuant to the Open  
 14 Meetings Act for the following reasons: To one,  
 15 discuss the appointment, employment, assignment,  
 16 promotion, discipline, demotion, compensation,  
 17 removal, resignation or performance evaluation of  
 18 appointees, employees or officials over whom it  
 19 has jurisdiction, or any other personnel matter  
 20 that effects one or more specific individuals;  
 21 seven, consult with counsel for legal advice;

Page 12

1 nine, conduct collective bargaining negotiations  
 2 or consider matters that relate to the  
 3 negotiations. The minutes of the closed session  
 4 and informational summary can be found on our  
 5 website,  
 6 www.bcps.org/board/informational-summaries.html.  
 7 The next item on the agenda is new  
 8 business, personnel matters, and for that we call  
 9 on Ms. Lowry to present the personnel matters.  
 10 MS. LOWRY: Good evening, Chairwoman  
 11 Causey, Vice Chairwoman Henn, Superintendent  
 12 Williams and members of the Board. I would like  
 13 the Board's consent for the following personnel  
 14 matters: Retirements, resignations, deceased  
 15 recognition of service.  
 16 CHAIRMAN CAUSEY: Do I have a motion to  
 17 approve the personnel matters as presented in  
 18 Exhibits D-1 through D-3?  
 19 MS. ROWE: So moved, Rowe.  
 20 CHAIRMAN CAUSEY: Do I have a second?  
 21 MR. OFFERMAN: Second, Offerman.

Page 13

1 CHAIRMAN CAUSEY: Thank you. Board  
 2 members, is there any discussion? Hearing none,  
 3 may I have a rollcall vote please?  
 4 MS. GOVER: Mr. Kuehn?  
 5 MR. KUEHN: Yes.  
 6 MS. GOVER: Ms. Pasteur?  
 7 MS. PASTEUR: Yes.  
 8 MS. GOVER: Mr. Offerman?  
 9 MR. OFFERMAN: Yes.  
 10 MS. GOVER: Mr. Reshid?  
 11 MR. RESHID: Yes.  
 12 MS. GOVER: Ms. Henn?  
 13 VICE CHAIR HENN: Yes.  
 14 MS. GOVER: Ms. Causey?  
 15 CHAIRMAN CAUSEY: Yes.  
 16 MS. GOVER: Ms. Jose?  
 17 MS. JOSE: Yes.  
 18 MS. GOVER: Mr. McMillion?  
 19 MR. MCMILLION: Yes.  
 20 MS. GOVER: Ms. Mack?  
 21 MS. MACK: Yes.

Page 14

1 MS. GOVER: Ms. Scott?  
 2 MS. SCOTT: Yes.  
 3 MS. GOVER: Ms. Rowe?  
 4 MS. ROWE: Yes.  
 5 MS. GOVER: Dr. Hager?  
 6 DR. HAGER: Yes.  
 7 MS. GOVER: Thank you.  
 8 CHAIRMAN CAUSEY: The motion carries.  
 9 Thank you, Ms. Lowry.  
 10 The item on the agenda is Item E, new  
 11 business, administrative appointments, and we  
 12 call on Dr. Williams.  
 13 DR. WILLIAMS: Good evening, Madam  
 14 Chair, and the members of the Board. I would  
 15 like to bring forward for your approval the  
 16 following administrative appointments: Principal  
 17 of Woodlawn High School; the principal of Lyons  
 18 Mill Elementary School; and the principal of  
 19 Campfield Early Learning Center.  
 20 CHAIRMAN CAUSEY: Do I have a motion to  
 21 approve the administrative appointments as

Page 15

1 presented in Exhibit E-1?  
 2 MS. MACK: So moved, Mack.  
 3 MS. ROWE: Second, Rowe.  
 4 CHAIRMAN CAUSEY: Thank you, is there  
 5 any discussion? May I have a rollcall vote  
 6 please?  
 7 MS. GOVER: Mr. Kuehn?  
 8 MR. KUEHN: Yes.  
 9 MS. GOVER: Ms. Pasteur?  
 10 MS. PASTEUR: Yes.  
 11 MS. GOVER: Mr. Offerman?  
 12 MR. OFFERMAN: Yes.  
 13 MS. GOVER: Mr. Reshid?  
 14 MR. RESHID: Yes.  
 15 MS. GOVER: Ms. Henn?  
 16 VICE CHAIR HENN: Yes.  
 17 MS. GOVER: Ms. Causey?  
 18 CHAIRMAN CAUSEY: Yes.  
 19 MS. GOVER: Ms. Jose?  
 20 MS. JOSE: Yes.  
 21 MS. GOVER: Mr. McMillion?

Page 16

1 MR. MCMILLION: Yes.  
 2 MS. GOVER: Ms. Mack?  
 3 MS. MACK: Yes.  
 4 MS. GOVER: Ms. Scott?  
 5 MS. SCOTT: Yes.  
 6 MS. GOVER: Ms. Rowe?  
 7 MS. ROWE: Yes.  
 8 MS. GOVER: Dr. Hager?  
 9 DR. HAGER: Yes.  
 10 MS. GOVER: Thank you.  
 11 CHAIRMAN CAUSEY: Thank you, the motion  
 12 carries. Dr. Williams?  
 13 DR. WILLIAMS: So our first candidate is  
 14 Jamel Jernigan as principal of Woodlawn High  
 15 School. Currently she's the acting principal of  
 16 Woodlawn High School. Prior to this year she  
 17 served as the assistant principal of Woodlawn  
 18 High School, a mathematics teacher at Woodlawn  
 19 High School and Woodlawn Middle School, and she  
 20 participated in the Aspiring Leaders program in  
 21 2010. She brings to us 15.8 years of service to

Page 17

1 Baltimore County.  
 2 CHAIRMAN CAUSEY: Congratulations.  
 3 DR. WILLIAMS: We thank you.  
 4 Our next candidate is Linda Marchineck  
 5 as the principal of Lyons Mill Elementary School.  
 6 Prior to this appointment, she served as  
 7 assistant principal at Pleasant Plains Elementary  
 8 School, director of school performance in the  
 9 Office of the Community Superintendents,  
 10 coordinator in the Department of Curriculum  
 11 Instruction, coordinator in the Department of  
 12 Research, Accountability and Assessment, and  
 13 served at a special ed teacher, classroom teacher  
 14 at Deep Creek Elementary School. She too  
 15 participated in the Aspiring Leaders program of  
 16 2005. She brings 26.8 years of service in  
 17 Baltimore County. Congratulations.  
 18 CHAIRMAN CAUSEY: Congratulations.  
 19 DR. WILLIAMS: And our last candidate is  
 20 Brenda Workmeister, principal of Campfield Early  
 21 Learning Center. Currently she is a coordinator

Page 18

1 in teaching and learning in the Office of Special  
 2 Education. Prior to that she served as assistant  
 3 principal at Middlesex Elementary School, she  
 4 served as a staff teacher and mentor at Hawthorne  
 5 Elementary School, she served as a resource  
 6 teacher in the Office of Language Arts, as well  
 7 as classroom teacher and special ed teacher at  
 8 Seven Oaks Elementary. She too participated as  
 9 an Aspiring Leader in 2009. She brings 23.8  
 10 years of service to Baltimore County.  
 11 Congratulations.  
 12 CHAIRMAN CAUSEY: Congratulations, and  
 13 thank you.  
 14 The next item on the agenda is new  
 15 business, report on Board of Education policies.  
 16 Members of the Board, the policy review committee  
 17 asks that the Board accept this report of the  
 18 committee's approved new board policies as  
 19 follows: Policy 2380, records information  
 20 management; Policy 5552, use of personal  
 21 electronic communication devices by students.

Page 19

1 The policy review committee also asks  
 2 that the Board accept this report on the  
 3 committee's approved proposed changes to the  
 4 following board policies: Policy 5561, school  
 5 use of reportable offenses.  
 6 These recommendations are presented to  
 7 you on tonight's agenda as Exhibit F. Do I have  
 8 a motion to accept the recommendations of the  
 9 Board's policy review committee?  
 10 VICE CHAIR HENN: So moved, Henn.  
 11 CHAIRMAN CAUSEY: Thank you. No second  
 12 is needed since the recommendation comes from the  
 13 committee. Is there any discussion? May I have  
 14 a rollcall vote please?  
 15 MS. GOVER: Mr. Kuehn?  
 16 MR. KUEHN: Yes.  
 17 MS. GOVER: Ms. Pasteur?  
 18 MS. PASTEUR: Yes.  
 19 MS. GOVER: Mr. Offerman?  
 20 MR. OFFERMAN: Yes.  
 21 MS. GOVER: Mr. Reshid?

Page 20

1 MR. RESHID: Yes.  
 2 MS. GOVER: Ms. Henn?  
 3 VICE CHAIR HENN: Yes.  
 4 MS. GOVER: Ms. Causey?  
 5 CHAIRMAN CAUSEY: Yes.  
 6 MS. GOVER: Ms. Jose?  
 7 MS. JOSE: Yes.  
 8 MS. GOVER: Mr. McMillion?  
 9 MR. MCMILLION: Yes.  
 10 MS. GOVER: Ms. Mack?  
 11 MS. MACK: Yes.  
 12 MS. GOVER: Ms. Scott?  
 13 MS. SCOTT: Yes.  
 14 MS. GOVER: Ms. Rowe?  
 15 MS. ROWE: Yes.  
 16 MS. GOVER: Dr. Hager?  
 17 DR. HAGER: Yes.  
 18 MS. GOVER: Thank you.  
 19 CHAIRMAN CAUSEY: Thank you. The motion  
 20 carries.  
 21 The next item on the agenda is Item G,

Page 21

1 public comment. Because the Board is meeting  
 2 virtually for today's meeting, only written  
 3 public comments can be accepted. Comments may be  
 4 emailed to boe@bcps.org and these comments will  
 5 be distributed to the Board of Education members  
 6 and the superintendent. The members of the Board  
 7 appreciate hearing from interested citizens. As  
 8 appropriate, we will refer your concerns to the  
 9 superintendent for followup by his staff.  
 10 Additionally, there is public comment on  
 11 Policies 2380, 5552 and 5561 that were approved  
 12 for first reader, and those written comments can  
 13 be received at, written public comments can be  
 14 submitted for the appropriate policy on the BCPS  
 15 web page under policies and rules. So if you go  
 16 to -- or you may send emails directly to  
 17 boe@bcps.org.  
 18 The next item on the agenda is  
 19 consideration of action taken in closed session,  
 20 and for that I call on Mr. Nussbaum, or, we did  
 21 not take any action.

<p style="text-align: right;">Page 22</p> <p>1 MR. NUSSBAUM: Yes, I don't believe any 2 action was taken, thank you.</p> <p>3 CHAIRMAN CAUSEY: Thank you. The next 4 item is Item I, new business, a report on the 5 EFMP/CMP, and for that we call on Mr. Dixit and 6 Ms. Appler. Good evening and welcome.</p> <p>7 MR. DIXIT: Good evening, Chair 8 Ms. Causey, Vice Chair Ms. Henn, Dr. Williams, 9 and members of the Board. My name is Pete Dixit, 10 I'm executive director for facilities management, 11 and today we are here to present to you our 12 educational facilities master plan and 13 comprehensive maintenance plan. With me is 14 Ms. Melissa Appler, who will make a brief 15 presentation.</p> <p>16 I just want to give you a little bit of 17 background. These are compliance documents that 18 the state requires for our participation in the 19 capital improvement program and in accordance 20 with their administrative guidelines. Both of 21 these document, they have information that the</p>	<p style="text-align: right;">Page 24</p> <p>1 local personnel when evaluating the capital 2 improvement program. It must be submitted to the 3 state in order to submit a capital plan. It 4 insures the capital improvement program projects 5 address enrollment needs, projections, systemic 6 maintenance, and support education programs. The 7 CMP supports the delivery of education programs 8 in safe healthy physical environments. This plan 9 insures that the common and learning environments 10 are maintained and eliminates or reduces the 11 number of scope of safety hazards on a property, 12 and provides buildings that function at top 13 efficiency and insures continuous use of 14 facilities throughout the education program. 15 Next slide.</p> <p>16 These tables show the required elements 17 that are outlined in the public, or by the Public 18 Schools Construction Program. A significant 19 amount of this information is already published 20 in Baltimore County Public Schools and county 21 documents, such as the board policies and rules,</p>
<p style="text-align: right;">Page 23</p> <p>1 state has requested, they have provided the 2 format, and most of the information has already 3 been shared with the Board in one form or the 4 other. So tonight after Ms. Appler's 5 presentation, we are going to request your 6 approval, and so now I ask Ms. Appler to give you 7 a brief presentation. Melissa?</p> <p>8 MS. APPLER: Good evening. Next slide. 9 As Mr. Dixit already mentioned, each 10 year the State of Maryland Public Schools 11 Construction Program requires that BCPS submit an 12 educational facilities master plan by July 1, and 13 a comprehensive maintenance plan by October 15th 14 to the state. The update of these documents is 15 coordinated by the Office of Strategic Planning 16 and Facilities Management.</p> <p>17 The content in these documents was 18 outlined in the rules, regulations and procedures 19 document of the state's Public School 20 Construction Program. Next slide. 21 The EFMP serves as a guide for state and</p>	<p style="text-align: right;">Page 25</p> <p>1 enrollment and projection information that's 2 already provided as a seat count, county master 3 plans, and the adequate public facility 4 ordinance. The Baltimore County Department of 5 Planning actually completes the entire community 6 analysis section and adequate public facility 7 ordinance analysis.</p> <p>8 The required elements of the CMP include 9 the administration goals, the personnel 10 organization, scheduled and unscheduled deferred 11 maintenance, energy conservation and strategic 12 initiatives. Next slide.</p> <p>13 And if anyone has any questions about 14 these document, we will leave it up to you.</p> <p>15 CHAIRMAN CAUSEY: Board members, we'll 16 go around the dais in order to hear comments or 17 questions from each board member. Mr. Kuehn?</p> <p>18 MR. KUEHN: No comment.</p> <p>19 CHAIRMAN CAUSEY: Ms. Pasteur? 20 MS. PASTEUR: No comment.</p> <p>21 CHAIRMAN CAUSEY: Mr. Offerman?</p>

Page 26

1 MR. OFFERMAN: No comment.  
 2 CHAIRMAN CAUSEY: Mr. Reshid?  
 3 Mr. Reshid? We will move along to Ms. Henn.  
 4 VICE CHAIR HENN: No comment.  
 5 CHAIRMAN CAUSEY: Ms. Jose?  
 6 MS. JOSE: Yes, thank you, Mr. Dixit and  
 7 Ms. Appler, I do have a question. How do you  
 8 prioritize your facilities ratings and is there a  
 9 facilities ratings that you guys have in coming  
 10 together with the CMP and the EFMP?  
 11 MR. DIXIT: It's a good question. We do  
 12 not have facilities ratings. If your question is  
 13 about the ranking of the facilities, we do not  
 14 have that. As you know, we are in the midst of  
 15 developing a multiyear improvement plan and after  
 16 completion of that plan, and some of you will be  
 17 part of different focus groups we have for that  
 18 plan, we hope to get a ranking of all the  
 19 facilities.  
 20 In the meantime we have just the general  
 21 condition, good, fair, and that should be part of

Page 27

1 this plan.  
 2 MS. JOSE: So how do you prioritize  
 3 these projects, is it based on just the ratings,  
 4 the conditions of the facilities, is it also  
 5 based on community feedback, public outreach?  
 6 Because my concern is, how do some facilities get  
 7 priorities over some of the other facilities that  
 8 I have seen around the entire school system?  
 9 MR. DIXIT: Yes. Each year we get  
 10 feedback from strategic planning, from board  
 11 meetings, and we have some general idea about the  
 12 condition of the building, so we develop a team  
 13 for our capital improvement program. In the  
 14 past, in the recent past it has to do with the  
 15 enrollment projections, air conditioning a  
 16 school, and infrastructure improvements, so most  
 17 of the schools that are included in the plan that  
 18 the Board approved has to do with the need for  
 19 the capacity, because we didn't have enough  
 20 schools. So you will see that in northeast and  
 21 in northwest, we have built new schools, and that

Page 28

1 is just to meet the enrollment needs.  
 2 Also in plans are those schools that  
 3 were not air conditioned, and that was a theme  
 4 that was developed with extensive conversation  
 5 with the community and with the Board, so that  
 6 pretty much used up most of our available capital  
 7 dollars. In addition to that we had some what we  
 8 call systemic improvements, which are roofs and  
 9 boilers and old chillers, so that's what you  
 10 have.  
 11 MS. JOSE: Thank you, Dr., or Mr. Dixit.  
 12 This comment is really from Makeda Scott. This  
 13 is why the equity committee is so important, that  
 14 as you undergo these facilities, these ratings  
 15 themselves, that we look at the equity lens in  
 16 our facilities for all of our students around the  
 17 entire district for all of our children, and not  
 18 just the districts that get a lot more public  
 19 feedback, so thank you.  
 20 MR. DIXIT: Thank you.  
 21 CHAIRMAN CAUSEY: Mr. McMillion?

Page 29

1 MR. MCMILLION: Yes, I have a related  
 2 question for Mr. Pete. If schools were to open  
 3 in September-October, Mr. Pete, are Colgate  
 4 Elementary and Berkshire Elementary scheduled to  
 5 open on time?  
 6 MR. DIXIT: Again, it's a very good  
 7 question. Right now we are around the same point  
 8 that we were with the previous year's projects,  
 9 but this year as you know, the conditions are  
 10 different. In the past years we were a little  
 11 behind and we caught up in the summertime, and we  
 12 hope to do that again. But, there is so much  
 13 uncertainty that every day the situation changes,  
 14 so we are in conversation with the superintendent  
 15 and should there be any change, the  
 16 superintendent will share all of the information  
 17 with the Board. And the reason we cannot give  
 18 you a definite information at this time is  
 19 because who's going to get sick and how many  
 20 people are going to get sick, we don't know.  
 21 What's going to be the impact of COVID-19 on our



Page 30

1 supply chain, we don't know at this point. So we  
 2 are monitoring the situation closely, and  
 3 Dr. Williams, we will keep you posted should  
 4 there be any change.  
 5 MR. MCMILLION: Thank you.  
 6 CHAIRMAN CAUSEY: Ms. Mack?  
 7 MS. MACK: No thank you.  
 8 CHAIRMAN CAUSEY: Ms. Rowe?  
 9 MS. ROWE: Yes, I have questions.  
 10 MS. SCOTT: You skipped over me,  
 11 Ms. Scott.  
 12 CHAIRMAN CAUSEY: I'm sorry, Ms. Scott.  
 13 MS. SCOTT: Thank you. Just a quick  
 14 question, and I appreciate everyone's questions.  
 15 I know we've spoken a lot about water quality.  
 16 Does that factor into this anywhere or is that  
 17 something separate?  
 18 MR. DIXIT: We have been providing  
 19 bottled water to all schools so it really does  
 20 not, is not part of this conversation.  
 21 MS. SCOTT: So I guess it's not part of

Page 31

1 this conversation since we're not providing  
 2 bottled water. So I guess I'm wondering as far  
 3 as, then, the facilities or the faucets that  
 4 provide the water, is that a part of this or  
 5 would that be another conversation?  
 6 MR. DIXIT: There are two pieces to that  
 7 response. Number one, when the schools are  
 8 renovated, when the schools are replaced or  
 9 built, we do not have water quality issues.  
 10 Also, we are the midst of a testing program as  
 11 you know, and at the end of testing program, all  
 12 of the fixtures have to meet the state standard.  
 13 But during all of this time, whether it is good  
 14 quality, bad quality or fair quality, we are  
 15 providing bottled water to every student, so  
 16 there is total safety right now. And in future  
 17 when we build a school or we, if we do meet the  
 18 state requirement, we will replace the fixtures.  
 19 MS. SCOTT: Thank you.  
 20 CHAIRMAN CAUSEY: And now Ms. Rowe?  
 21 MS. ROWE: Hello. Mr. Dixit, I have a

Page 32

1 few questions. So, I heard you say briefly that  
 2 the county Department of Planning gives the  
 3 numbers for projections for development and  
 4 expected enrollment based on new developments.  
 5 Is there any input that the school system has as  
 6 far as that formula? Because we've seen at  
 7 different times that we have these developments  
 8 approved by the county, and my understanding is  
 9 that it is the developer themselves who estimate  
 10 how many school children will come out of that  
 11 development, and then the development gets built  
 12 and lo and behold, there's triple or quadruple  
 13 the number of children coming out of the  
 14 development and overcrowding the schools, but  
 15 these developments are often used to justify new  
 16 schools based on projected enrollment. So I  
 17 would like to know to what degree the school  
 18 system has input into creating the numbers for  
 19 the developers that ultimately go to the county,  
 20 as to projections of the school children likely  
 21 to come out of these developments.

Page 33

1 MR. DIXIT: I'll give you the part that  
 2 I know and then maybe Ms. Appler can help me  
 3 later on. The Office of Strategic Planning of  
 4 the school system works closely with the  
 5 Baltimore County Department of Planning. We have  
 6 regular meetings, our processes are checked and  
 7 cross-checked, and our methods have to be  
 8 approved by the state and by the county. And in  
 9 the past, county working with us, we have worked  
 10 with independent consultants to check on our  
 11 processes, and our projections for the entire  
 12 system have more than 99 percent accuracy.  
 13 But projections still are projections  
 14 and as you know, that certain schools, the actual  
 15 numbers may be slightly different than  
 16 projections, but it is not that projections are  
 17 way off. So I don't know if I answered your  
 18 question, but we work closely with the county's  
 19 Department of Planning, we use approved  
 20 projection methodologies, we have to certify our  
 21 methodology to the state as part of this EFMP,

Page 34

1 they will get a letter. And we are in the past,  
 2 double checking it with the help of independent  
 3 planning companies. With that, Ms. Appler, if I  
 4 have missed anything or if you want to add,  
 5 please feel free to do so.  
 6 MS. APPLER: I would say that the old  
 7 factors that are used to generate the  
 8 developments are updated about every five years  
 9 and that report is available on the BCPS website,  
 10 of the factors that are used when new  
 11 developments are in consideration by the county  
 12 planning.  
 13 MS. ROWE: Okay. So when a development  
 14 is under consideration for approval and the  
 15 developer is required to do a study of pupil  
 16 yield, my understanding is that they get feedback  
 17 from the school system as far as pupil yield, or  
 18 do they just come up with a number and then we  
 19 have to work around that?  
 20 MS. APPLER: The pupil yield factors are  
 21 actually developed by Baltimore County public

Page 35

1 schools per the county regulations, and then we  
 2 work closely in that development of those yields,  
 3 and the yields are updated about every five years  
 4 based on past developments that have happened in  
 5 each election district. So those yield factors  
 6 are provided by the school system to Baltimore  
 7 County Planning, and we carry a review of those  
 8 to make sure they're accurate and reflective of  
 9 what's happening in areas.  
 10 MS. ROWE: Okay, thank you.  
 11 MR. MCMILLION: Can I make a comment?  
 12 CHAIRMAN CAUSEY: Yes, Mr. McMillion.  
 13 MR. MCMILLION: I saw a form that was  
 14 submitted by the developer in regards to Sparrows  
 15 Point Country Club Estates and that form showed  
 16 zero students coming out of that development to  
 17 those surrounding schools. And initially, the  
 18 initial form I saw, there were blanks on that  
 19 form, they didn't, developers didn't fill it in,  
 20 and planning went back to the developers and  
 21 highlighted the information that was not

Page 36

1 presented, the blanks, and then the developer  
 2 went through and filled those in and there were  
 3 zeroes in there.  
 4 And so at some point, you know, these  
 5 documents were sent to me from somebody that had  
 6 secured them from the Department of Planning, so  
 7 at some point in time this information, that was  
 8 a gap in the communication between us and the  
 9 developers or us and planning, or, I was  
 10 flabbergasted to see these zeroes. And I don't  
 11 think that somebody fabricated that, I think that  
 12 was a real document that was forwarded to me, so  
 13 I think that that process needs to be reexamined  
 14 on our input that we give planning, and then  
 15 planning turns around and gives to developers.  
 16 Thank you very much.  
 17 MS. MACK: Mr. McMillion, this is Lisa  
 18 Mack. Can you refresh my memory, how many houses  
 19 were on that plan, do you remember?  
 20 MR. MCMILLION: I haven't touched that  
 21 development in a while. If I'm not mistaken,

Page 37

1 it's 306 that had grown from, you know, a hundred  
 2 something, then went up to 200 something with a  
 3 thud, and then it went up to 306.  
 4 MS. MACK: And when it got to 306, it  
 5 still showed zero student yield?  
 6 MR. MCMILLION: On the document that I  
 7 was shown that was highlighted, there were zero  
 8 students, and that's what made it so astounding,  
 9 there had to be -- it wasn't a senior complex,  
 10 you know, 55 and over, so that's what made it  
 11 just unbelievable on my part. Thank you.  
 12 MS. MACK: Thank you.  
 13 MS. JOSE: Mr. McMillion, if I may  
 14 address your concern? I'm sorry, Mr. Dixit, I  
 15 don't mean to cut you off, this is Moalie. There  
 16 really is a loop that needs to be closed between  
 17 planning at the county level and the school  
 18 board. Having worked for a developer 20 years  
 19 ago, what I do know is when we submit plans for  
 20 these developments to any county council, whether  
 21 it's Anne Arundel or Baltimore, we really are



Page 42

1 update with what we have found. Thank you.  
 2 CHAIRMAN CAUSEY: Thank you,  
 3 Dr. Williams.  
 4 MR. MCMILLION: I'll forward the email  
 5 to you where it says that there was a  
 6 discrepancy. Thank you.  
 7 CHAIRMAN CAUSEY: And Ms. Rowe, did you  
 8 have a comment?  
 9 MS. ROWE: Yes. So, I actually do know  
 10 the answer to Mr. McMillion's question about the  
 11 map. It has to do with when you type in an  
 12 address in our software on the website, that  
 13 software to type in an address in some cases can  
 14 have discrepancies against the map.  
 15 CHAIRMAN CAUSEY: Okay. So Mr. Dixit  
 16 heard your response and then he can evaluate that  
 17 with what Dr. Williams just said they would do  
 18 for the Board. Okay. And Makeda, I already, Ms.  
 19 Scott, did you already make your comment?  
 20 MS. SCOTT: I believe I did, but yeah, I  
 21 don't have any further comments.

Page 43

1 CHAIRMAN CAUSEY: Okay, thank you. And  
 2 then we have our new board member, Dr. Erin  
 3 Hager. Did you have comments or questions for  
 4 Mr. Dixit or his staff?  
 5 DR. HAGER: I do not have any comments.  
 6 CHAIRMAN CAUSEY: Okay, thank you.  
 7 Mr. Dixit, I just had a question since you had  
 8 brought it up. The Board is working, had  
 9 approved last year to work on a multiyear plan, a  
 10 ten-year capital plan, and the county executive  
 11 funded it through the county and so they did an  
 12 RFP and started that process. Given what's  
 13 happened with the pandemic, can you tell us where  
 14 the planning stages are now?  
 15 MR. DIXIT: We are still proceeding with  
 16 the development of plan. We had a few meetings  
 17 with the consultant and some focus groups. We  
 18 have also identified members of the community,  
 19 members from the curriculum instruction and  
 20 members of the Board from different, for  
 21 different focus groups, and we are having virtual

Page 44

1 meetings, which is being conducted by the  
 2 consultant that has been selected and some of you  
 3 will be part of it very soon. And our target  
 4 date for completion remains the same, which is  
 5 the first phase for high schools, we are  
 6 targeting it for September-October of this year,  
 7 fall of this year, early fall, and for the entire  
 8 plan to be completed by the fall, early fall of  
 9 next year.  
 10 CHAIRMAN CAUSEY: Okay, thank you.  
 11 Thank you for that presentation and thank you for  
 12 continuing to work in these difficult times.  
 13 MR. DIXIT: And if you do not have any  
 14 more questions, we are requesting your approval  
 15 tonight.  
 16 CHAIRMAN CAUSEY: Do I have a motion to  
 17 approve the educational facilities master plan  
 18 and the fiscal year 2021 comprehensive  
 19 maintenance plan?  
 20 MS. PASTEUR: Ms. Pasteur, so moved.  
 21 CHAIRMAN CAUSEY: Is there a second?

Page 45

1 MS. JOSE: Ms. Jose, second.  
 2 CHAIRMAN CAUSEY: Board members, any  
 3 additional discussion? Hearing none, Ms. Gover,  
 4 can you do a rollcall vote?  
 5 MS. GOVER: Ms. Causey, I believe this  
 6 is coming to the June 9th contracts committee for  
 7 a vote, this is just a report tonight, so I don't  
 8 believe it needs a vote.  
 9 CHAIRMAN CAUSEY: Okay, Mr. Dixit?  
 10 MR. DIXIT: Well, we would like to get  
 11 your approval tonight because we have answered  
 12 all the questions, so --  
 13 MS. GOVER: If that's the Board's desire  
 14 to do that, we can do that.  
 15 MR. DIXIT: Yes, I think we should do  
 16 that.  
 17 CHAIRMAN CAUSEY: So Ms. Gover, you said  
 18 it was originally scheduled to go in front of the  
 19 buildings and contracts committee?  
 20 MS. GOVER: It's a contract, so yes, it  
 21 was going for approval on June 9th, but we can

Page 46

1 approve it tonight since there's no more  
 2 questions.  
 3 UNIDENTIFIED BOARD MEMBER: I feel it's  
 4 possible I may have further questions after  
 5 reading through it thoroughly. And if we don't  
 6 approve it tonight and it goes to buildings and  
 7 contracts, it does allow board members to further  
 8 examine the rather large document and make sure  
 9 that they don't have questions. I would prefer  
 10 to let it go to buildings and contracts.  
 11 VICE CHAIR HENN: This is Ms. Henn.  
 12 Likewise, I would prefer the time to review it  
 13 and discuss it in buildings and contracts.  
 14 CHAIRMAN CAUSEY: So Mr. Dixit, given  
 15 that --  
 16 DR. SCRIVEN: Good evening to all. This  
 17 is Dr. Scriven.  
 18 CHAIRMAN CAUSEY: Good evening.  
 19 DR. SCRIVEN: We have no problem with  
 20 that delay, so I'm a part of buildings and  
 21 contracts as well, and it can go June 9th.

Page 47

1 CHAIRMAN CAUSEY: Thank you,  
 2 Dr. Scriven. Since it was not on the agenda as a  
 3 voting item, then we will defer it to its  
 4 original schedule as Ms. Gover indicated, going  
 5 to buildings and contracts on June 9th and then  
 6 to the full board. So thank you both for the  
 7 presentation.  
 8 MR. DIXIT: Thank you.  
 9 MS. JOSE: Point of order, Ms. Causey.  
 10 There is a motion on the floor that has to be  
 11 withdrawn.  
 12 CHAIRMAN CAUSEY: Thank you, Ms. Jose,  
 13 so who seconded and who moved the motion would  
 14 have to --  
 15 MS. PASTEUR: I made the motion and I'm  
 16 glad to withdraw the motion.  
 17 CHAIRMAN CAUSEY: Thank you, and the  
 18 second?  
 19 MS. JOSE: Withdrawn, thank you.  
 20 CHAIRMAN CAUSEY: Thank you, Ms. Jose.  
 21 DR. WILLIAMS: Thank you, Ms. Appler,

Page 48

1 and thank you, Mr. Dixit, for your time tonight.  
 2 CHAIRMAN CAUSEY: So the next item on  
 3 the agenda is Item K, new business, report on  
 4 emergency boundary, and for that actually we're  
 5 going to welcome back Mr. Dixit, Ms. Appler, and  
 6 also Ms. Christina Byers.  
 7 MS. GOVER: Ms. Causey, the next item  
 8 would be Item J, consideration of changes in  
 9 policy.  
 10 CHAIRMAN CAUSEY: Thank you. Oh, that's  
 11 in the small print in the middle. Okay, Item J,  
 12 consideration of changes in policy deferred from  
 13 our May 5th, 2020 board meeting is a resolution  
 14 in consideration of changes in policy. It was a  
 15 resolution that was developed by our board  
 16 counsel and it was presented to board members at  
 17 the previous meeting, and board members had asked  
 18 questions and made revisions and then the draft  
 19 was presented. So the board members had received  
 20 that previously, and Dr. Hager, I believe you  
 21 were emailed the document. So, is there a motion

Page 49

1 to accept consideration of changes in policy?  
 2 MS. MACK: So moved.  
 3 CHAIRMAN CAUSEY: Is that Ms. Mack?  
 4 MS. MACK: Lisa, sorry.  
 5 CHAIRMAN CAUSEY: Is there a second?  
 6 VICE CHAIR HENN: Second.  
 7 CHAIRMAN CAUSEY: Ms. Henn, thank you.  
 8 Ms. Mack, would you like to speak to your motion?  
 9 MS. MACK: No. I think it's pretty cut  
 10 and dry that, you know, the superintendent will  
 11 work with the Board on any upcoming changes that  
 12 happen because of COVID, and will notify the  
 13 Board of changes that he has to take in an  
 14 emergency situation, but I think the resolution  
 15 is pretty clear.  
 16 CHAIRMAN CAUSEY: Okay, thank you.  
 17 Board members, are there questions or comments?  
 18 MR. KUEHN: Hi, Ms. Causey, this is  
 19 Mr. Kuehn. I actually don't see the resolution  
 20 attached to BoardDocs and I'm curious, are we  
 21 supposed to go to the previous meeting to

Page 50

1 actually see the document? I mean, I can  
 2 probably find it in my email, but --  
 3 MS. MACK: Mr. Kuehn, it wasn't put into  
 4 BoardDocs last meeting or this meeting because it  
 5 was still in draft form. You were to make  
 6 additional changes or approve the changes that  
 7 were made that went back and forth with the  
 8 Board, so it wasn't, it was in an email.  
 9 CHAIRMAN CAUSEY: If you want, I could  
 10 read the resolution into the record.  
 11 MS. SCOTT: Excuse me, this is  
 12 Ms. Scott. Is this the resolution that was sent  
 13 over to us, I believe this evening, just a few  
 14 hours ago?  
 15 CHAIRMAN CAUSEY: It was emailed today,  
 16 but it was previously emailed from, in advance of  
 17 the May 5th meeting.  
 18 MS. SCOTT: So there were no changes  
 19 from the version that we received for the May 5th  
 20 meeting and the version that was emailed, I  
 21 believe it was at 2:53 today?

Page 51

1 CHAIRMAN CAUSEY: That's correct.  
 2 MS. SCOTT: So it's the same document.  
 3 So then, I guess Mr. Kuehn would then reference  
 4 that same document that we were previously  
 5 emailed.  
 6 MS. GOVER: Ms. Scott, the resolution  
 7 that was emailed to you today is for J-2.  
 8 MR. NUSSBAUM: Yeah, this is Andy  
 9 Nussbaum. I think you're talking about two  
 10 different resolutions, so I want to make sure  
 11 everybody's on the same page.  
 12 The first resolution, which is J-1, is  
 13 the resolution that gives the superintendent  
 14 authority to modify your policies. J-2 is the  
 15 resolution that deals with extensions for the  
 16 filing of financial disclosure statements.  
 17 MS. SCOTT: Okay, yes. No, I'm talking  
 18 about the one that -- yes, not the financial  
 19 disclosure one, they were both emailed, and I see  
 20 the two different ones, they were both emailed at  
 21 the same time.

Page 52

1 MR. NUSSBAUM: Okay, I'm sorry, thank  
 2 you.  
 3 MS. SCOTT: No, I appreciate the  
 4 clarification.  
 5 CHAIRMAN CAUSEY: It's short and so for  
 6 clarity I'll be happy to read it into the record.  
 7 Whereas Lawrence J. Hogan, Junior,  
 8 Governor of the State of Maryland, issued a  
 9 declaration of state emergency and existence of  
 10 catastrophic health emergency, COVID-19, on  
 11 March 5th, 2020, regarding the outbreak of  
 12 disease caused by the novel coronavirus, and  
 13 several executive orders thereafter which remain  
 14 in effect;  
 15 And whereas, all public schools in  
 16 Maryland have been ordered closed through, this  
 17 says at least May 15th, 2020;  
 18 And whereas the Board of Education of  
 19 Baltimore County is aware of several board  
 20 policies that cannot be complied with or fully  
 21 implemented as written in light of the current

Page 53

1 state of emergency and school closure order;  
 2 And whereas the Board believes it would  
 3 be impracticable for it to review and revise on a  
 4 temporary basis each board policy that may be  
 5 affected;  
 6 And whereas the Board has determined  
 7 that given the current situation, the  
 8 superintendent should have flexibility in  
 9 implementing board polices;  
 10 Be it therefore resolved that in the  
 11 event the superintendent determines that due to  
 12 current circumstances, any board policy cannot be  
 13 fully implemented or that full compliance is not  
 14 possible or practicable, the Board hereby  
 15 authorizes the superintendent to implement such  
 16 policy to the fullest extent reasonable and  
 17 practicable, and to waive any policy requirements  
 18 that cannot be met due to current circumstances  
 19 on a temporary basis without prior approval by  
 20 the Board, as long as such action is consistent  
 21 with federal and state law and regulations,

Page 54

1 guidance from the State Superintendent of Schools  
 2 and mandates from the Maryland State Board of  
 3 Education in effect at that time.  
 4 And it is further resolved that the  
 5 superintendent shall report to the Board in  
 6 writing as soon as practicable with rationale for  
 7 any board policy that he has determined could not  
 8 be fully implemented or any policy requirements  
 9 that cannot be fully met, which the Board shall  
 10 then discuss at the next board meeting.  
 11 And it is further resolved that any  
 12 affected policy will be fully complied with and  
 13 implemented at such time as the current crisis is  
 14 over and schools are ordered reopened.  
 15 So, do board members have any questions  
 16 or comments?  
 17 MR. NUSSBAUM: Ms. Causey, this is Andy  
 18 Nussbaum, if I may?  
 19 CHAIRMAN CAUSEY: Yes.  
 20 MR. NUSSBAUM: When I sent that out in  
 21 terms of legal advice, my recommendation was that

Page 55

1 that language that talks about shall discuss at  
 2 the next board meeting, instead read, which the  
 3 Board may then discuss at a scheduled board  
 4 meeting, to give a little more flexibility, so  
 5 that it's not required necessarily that every  
 6 time there is a modification that it must be  
 7 discussed at the next board meeting. So I wanted  
 8 to, and I know that this has gone through several  
 9 drafts. My recommendation to give the Board  
 10 additional flexibility is that the last, or the  
 11 next to last be it resolved reads, that the  
 12 superintendent shall report to the Board in  
 13 writing as soon as practicable with rationale any  
 14 board policy that he has determined cannot be  
 15 fully implemented, or any policy requirements  
 16 that cannot be fully met, which the Board may  
 17 then discuss at a scheduled board meeting.  
 18 So I don't know how you want to handle  
 19 which version you'd like to have the Board  
 20 consider.  
 21 CHAIRMAN CAUSEY: Okay. Well, I'll

Page 56

1 continue to accept comments and questions from  
 2 board members, and then board members can chime  
 3 in.  
 4 MS. JOSE: Thank you, Ms. Causey, thank  
 5 you, Andy. This is Moalie. I was going to ask  
 6 you, because you're, at the last board meeting  
 7 you had recommended that the language be changed  
 8 to shall, and I agree with that, so I would like  
 9 to amend that the last sentence be reverted back  
 10 to what Andy had in his original motion, where it  
 11 says what, the board may then discuss at the next  
 12 board meeting.  
 13 CHAIRMAN CAUSEY: Okay. There is a  
 14 motion to amend this resolution. Is there a  
 15 second?  
 16 MR. OFFERMAN: Second, Offerman.  
 17 CHAIRMAN CAUSEY: I'm sorry, who was  
 18 that?  
 19 MR. OFFERMAN: Offerman.  
 20 MS. SCOTT: It was Makeda Scott and  
 21 Offerman.

Page 57

1 CHAIRMAN CAUSEY: Okay, thank you.  
 2 UNIDENTIFIED BOARD MEMBER: I had a  
 3 question for Dr. Williams in terms of this motion  
 4 to amend. Dr. Williams, do you see that it's a,  
 5 I don't know if it would be necessary to amend,  
 6 or would it be reasonable and in order to have it  
 7 shall rather than may?  
 8 DR. WILLIAMS: I can support either one.  
 9 I think it's, again, it's -- yeah, I can support  
 10 either one, and I think there was a lengthy  
 11 discussion at the last board meeting related to  
 12 this. Ms. Causey, can you hear me?  
 13 CHAIRMAN CAUSEY: Are there other  
 14 questions or comments related to the amendment?  
 15 Ms. Gover, can we have a rollcall vote, all in  
 16 favor of the amendment?  
 17 MS. GOVER: Mr. Kuehn?  
 18 MR. KUEHN: No.  
 19 MS. GOVER: Ms. Pasteur?  
 20 MS. PASTEUR: Yes.  
 21 MS. GOVER: Mr. Offerman?

Page 58

1 MR. OFFERMAN: Yes.  
 2 MS. GOVER: Mr. Reshid?  
 3 MR. RESHID: Yes.  
 4 MS. GOVER: Ms. Henn?  
 5 VICE CHAIR HENN: No.  
 6 MS. GOVER: Ms. Causey?  
 7 CHAIRMAN CAUSEY: No.  
 8 MS. GOVER: Ms. Jose?  
 9 MS. JOSE: Yes.  
 10 MS. GOVER: Mr. McMillion?  
 11 MR. MCMILLION: Yes.  
 12 MS. GOVER: Ms. Mack?  
 13 MS. MACK: No.  
 14 MS. GOVER: Ms. Scott?  
 15 MS. SCOTT: Yes.  
 16 MS. GOVER: Ms. Rowe?  
 17 MS. ROWE: No.  
 18 MS. GOVER: Dr. Hager?  
 19 DR. HAGER: No.  
 20 CHAIRMAN CAUSEY: The motion fails.  
 21 Board members, are there other questions or

Page 59

1 comments?  
 2 MR. KUEHN: Ms. Causey, I just have a  
 3 comment, this is Russ Kuehn. I would suggest  
 4 when the Board's ability to virtually meet and  
 5 the ability to make that happen in a relatively  
 6 short amount of time that we do not have a need  
 7 for this resolution at all, so I will be voting  
 8 no before the Board. Thank you.  
 9 MS. MACK: Ms. Causey, this is Ms. Mack.  
 10 CHAIRMAN CAUSEY: Yes?  
 11 MS. MACK: I had a conversation today  
 12 with someone from another board, had a very  
 13 lengthy conversation as a matter of fact, and  
 14 just in preparation for this meeting was asking  
 15 how did you handle the changes that you had to  
 16 make. And I guess similar to what Mr. Kuehn just  
 17 said, when the need arose the superintendent  
 18 called a meeting, said this is what is happening,  
 19 this is what I think we -- I met with my staff,  
 20 this is what we need to do for continued, you  
 21 know, learning, for, you know, the safety of our

Page 60

1 students and staff, and they handled it right  
 2 then and there, and as different issues came up  
 3 they continued to meet.  
 4 And when I look at the issue of COVID,  
 5 obviously it caught us by surprise, not us the  
 6 school system but us the State of Maryland, the  
 7 United States, but on a going forward basis, I  
 8 don't know that we are going to need that element  
 9 of surprise any longer, because we're all  
 10 watching this very carefully and if there does  
 11 need to be changes, I think that we as a board  
 12 can get together, discuss them, say yea or nay,  
 13 and move forward.  
 14 MS. ROWE: Ms. Causey?  
 15 CHAIRMAN CAUSEY: Yes.  
 16 MS. ROWE: So, I guess my concern with  
 17 not having some type of resolution is that we  
 18 have a lot of policies, and a lot of our policies  
 19 to be in legal compliance, you have to be in the  
 20 school building. And so my concern is that if we  
 21 don't have some kind of resolution that allows

Page 61

1 the superintendent to be out of compliance and  
 2 then notify the Board of which policies and why,  
 3 then we're going to be meeting, what, 50, 60, 70,  
 4 80, a hundred times for every single policy that  
 5 it's not possible for the school system to be in  
 6 legal compliance with, and there's a lot. So I  
 7 do think that we need some kind of a resolution,  
 8 but I want to suggest that if people are  
 9 unsatisfied with the language of the resolution,  
 10 that it would be possible to put the resolution  
 11 into PRC and get information about exactly how  
 12 many policies are impacted. We could even ask  
 13 staff to list the anticipated policies that we  
 14 would, the superintendent would essentially need  
 15 a waiver from the Board on. Because I don't  
 16 actually want to meet for every single minutia of  
 17 every policy that we're out of compliance with  
 18 because of COVID-19, because the policies are  
 19 good policies in a normal school situation, and  
 20 we have our normal policy review committee and  
 21 that works very well. And we could really get



Page 62

1 bogged down in the weeds with reviewing every  
 2 policy exception that's only necessary because  
 3 we're not in a school building right now.  
 4 MS. JOSE: Ms. Causey, this is Ms. Jose.  
 5 Which is why board counsel, when Mr. Nussbaum  
 6 made the suggestion, it was to make sure that we  
 7 don't have that many meetings, but the change in  
 8 that unfortunately was voted down. I was  
 9 following what Mr. Nussbaum suggested, this would  
 10 make sure the resolution would allow the  
 11 superintendent to amend those policies and we  
 12 would not have to meet for every single policy  
 13 that would be amended, but we could meet when we  
 14 had a chance at a regularly scheduled meeting, he  
 15 could bring all of those policies together. That  
 16 was the language that Mr. Nussbaum was trying to  
 17 reiterate in terms of legal terms.  
 18 MR. MCMILLION: Ms. Causey, I'd like to  
 19 say something.  
 20 CHAIRMAN CAUSEY: Mr. McMillion?  
 21 MR. MCMILLION: I view Dr. Williams as

Page 63

1 the educational expert in this Baltimore County  
 2 Public Schools system, I trust his judgment when  
 3 it comes to these policies. Thank you.  
 4 MS. PASTEUR: Ms. Causey, this is  
 5 Ms. Pasteur. I think we need the resolution but  
 6 as Mr. McMillion just said, I also trust  
 7 Dr. Williams. In the event Dr. Williams feels  
 8 that there needs to be some discussions, I don't  
 9 see this as an obstruction to that. So if we  
 10 have the resolution, then he may go forth with  
 11 his judgment to do what he has to do. But if he  
 12 feels that he would like to bring it to the Board  
 13 prior to doing that, then he can do that, but I  
 14 really agree with whoever said it earlier, I just  
 15 don't want to have to have a meeting whether I'm  
 16 sitting here or not, I don't want to be called to  
 17 a meeting every time he wants to move.  
 18 So I say have the resolution, it can be  
 19 balanced and tempered by his wisdom and his  
 20 discretion to call a meeting or whatnot.  
 21 DR. WILLIAMS: Madam Chair, this is

Page 64

1 Darryl Williams. I just want to reiterate a part  
 2 of the resolution, it does state consistent with  
 3 federal or state law, with the state  
 4 superintendent and MSDE. Clearly I am not going  
 5 to decide to change a policy just because I want  
 6 to change a policy, it would be in alignment with  
 7 what the state board is saying, with what the  
 8 state superintendent may recommended or suggest  
 9 or mandate, and so I just wanted to advise the  
 10 full Board about the context of this resolution.  
 11 CHAIRMAN CAUSEY: Thank you for that,  
 12 Dr. Williams. And just to dovetail with that, a  
 13 lot of the reason for needing this is the waivers  
 14 an additional guidelines and mandates that we  
 15 have received at the state level in terms of  
 16 waiving our end of year assessments and similar  
 17 things, that the Board would normally expect to  
 18 be implemented. So yes, there are obviously a  
 19 lot of guidance and regulations that we will  
 20 continue to have you implement for the school to  
 21 follow those, so thank you for sharing that.

Page 65

1 Other board members?  
 2 DR. HAGER: This is Erin Hager. Was  
 3 this resolution at all a what if scenario, or is  
 4 there a specific circumstance that has come up  
 5 that has required the development of this  
 6 resolution?  
 7 CHAIRMAN CAUSEY: So, it is generally,  
 8 but also something that came up specifically with  
 9 the calendar in April. It was very early April  
 10 when Dr. Salmon said the schools that had been  
 11 closed for two weeks were going to be extended  
 12 closed for three more weeks, and that she wanted  
 13 continuity of learning to take plates on  
 14 April 6th. Well, April 6th was originally the  
 15 beginning of our spring break. So Dr. Williams  
 16 had, I believe it was 48 hours notice from the  
 17 time of guidelines coming out from the state  
 18 superintendent in order to make the decision that  
 19 we had to inform our staff that we were not going  
 20 to have spring break on those days, that there  
 21 was an adjustment that was needed and there

Page 66

1 really was very little time.  
 2 So that was one of the specifics, but  
 3 some of the general ones are the waivers of our  
 4 end of the year assessments, and I'm sure  
 5 Dr. Williams could rattle off a number of other  
 6 ones.  
 7 DR. HAGER: Thank you.  
 8 MR. OFFERMAN: This is Mr. Offerman. I  
 9 would like to move the question please.  
 10 CHAIRMAN CAUSEY: Is there a second to  
 11 moving the question?  
 12 MR. KUEHN: Second.  
 13 CHAIRMAN CAUSEY: Is there any  
 14 discussion on moving the question? Can we have a  
 15 rollcall vote?  
 16 MS. GOVER: Mr. Kuehn?  
 17 MR. KUEHN: No.  
 18 MS. GOVER: Ms. Pasteur?  
 19 MS. PASTEUR: Yes.  
 20 MS. GOVER: Mr. Offerman?  
 21 MR. OFFERMAN: Yes.

Page 67

1 MS. GOVER: Mr. Reshid?  
 2 MR. RESHID: Yes.  
 3 MS. GOVER: Ms. Henn?  
 4 VICE CHAIR HENN: Yes.  
 5 MS. GOVER: Ms. Causey?  
 6 CHAIRMAN CAUSEY: Yes.  
 7 MS. GOVER: Ms. Jose?  
 8 MS. JOSE: No.  
 9 MS. GOVER: Mr. McMillion?  
 10 MR. MCMILLION: Yes.  
 11 MS. GOVER: Ms. Mack?  
 12 MS. MACK: No.  
 13 MS. GOVER: Ms. Scott?  
 14 MS. SCOTT: Yes.  
 15 MS. GOVER: Ms. Rowe?  
 16 MS. ROWE: Yes.  
 17 MS. GOVER: Dr. Hager?  
 18 DR. HAGER: Yes.  
 19 MS. GOVER: Thank you.  
 20 CHAIRMAN CAUSEY: So the motion carries  
 21 to move the vote, which means we will now vote on

Page 68

1 the resolution without additional discussion. So  
 2 can we have a rollcall vote in accepting the  
 3 resolution as it was read into the record?  
 4 MS. PASTEUR: Ms. Causey, I'm sorry.  
 5 Dr. Williams did say he did not care which way  
 6 the resolution was written, with the may or  
 7 shall; is that correct?  
 8 CHAIRMAN CAUSEY: Yes, Dr. Williams said  
 9 he could operate with either version.  
 10 MS. PASTEUR: All right, thank you.  
 11 CHAIRMAN CAUSEY: Ms. Gover, if you  
 12 could continue with the rollcall vote?  
 13 MS. GOVER: Mr. Kuehn?  
 14 MR. KUEHN: No.  
 15 MS. GOVER: Ms. Pasteur? Ms. Pasteur?  
 16 MS. PASTEUR: Sorry, I thought it was  
 17 off, I'm sorry. Yes.  
 18 MS. GOVER: Mr. Offerman?  
 19 MR. OFFERMAN: Yes.  
 20 MS. GOVER: Mr. Reshid?  
 21 MR. RESHID: Yes.

Page 69

1 MS. GOVER: Ms. Henn?  
 2 VICE CHAIR HENN: Yes.  
 3 MS. GOVER: Ms. Causey?  
 4 CHAIRMAN CAUSEY: Yes.  
 5 MS. GOVER: Ms. Jose?  
 6 MS. JOSE: Yes.  
 7 MS. GOVER: Mr. McMillion?  
 8 MR. MCMILLION: Yes.  
 9 MS. GOVER: Ms. Mack?  
 10 MS. MACK: Yes.  
 11 MS. GOVER: Ms. Scott?  
 12 MS. SCOTT: Yes.  
 13 MS. GOVER: Ms. Rowe?  
 14 MS. ROWE: Yes.  
 15 MS. HAGER: Dr. Hager?  
 16 DR. HAGER: Yes.  
 17 MS. GOVER: Thank you.  
 18 CHAIRMAN CAUSEY: Ms. Gover, can you  
 19 give me the final tally?  
 20 MS. GOVER: Eleven-one.  
 21 CHAIRMAN CAUSEY: Thank you, the motion

Page 70

1 carries.

2 The next item on the agenda is Item J-2

3 that we added at the beginning of the meeting,

4 and I will read that resolution into the record.

5 This is a resolution regarding extending the

6 deadline for filing financial disclosure

7 statement.

8 Whereas the Board of Education Policy

9 8364, Section 3.B, requires that financial

10 disclosure statements be filed by individuals

11 appointed to fill a vacancy in an office for

12 which a financial disclosure statement is

13 required, and who has not already filed same for

14 the preceding calendar year, within 30 days after

15 appointment;

16 And whereas the Baltimore County Public

17 School System has been ordered closed by the

18 State Superintendent of Schools since March 16th,

19 2020 and remain closed for the remainder of the

20 school year;

21 And whereas the Board previously

Page 71

1 extended the deadline for the filing of financial

2 disclosure statements by employees;

3 And whereas it would be reasonable and

4 appropriate to extend the deadline for the filing

5 of financial disclosure statements by new hires

6 and new appointees;

7 Therefore, be it resolved this 19th day

8 of May, 2020, that the deadline for filing

9 financial disclosure statements by new hires and

10 appointees pursuant to Policy 8364, be extended

11 for a period of 60 days past the due date when

12 the school system reopens after the current

13 emergency closure.

14 Is there a motion to accept that

15 resolution?

16 MS. ROWE: So moved, Rowe.

17 CHAIRMAN CAUSEY: Thank you. Is there a

18 second?

19 MR. OFFERMAN: Second, Offerman.

20 CHAIRMAN CAUSEY: Thank you. Board

21 members, is there any discussion, if you could

Page 72

1 just state your name and make your comment or

2 question? Hearing none, Ms. Gover, can you take

3 a rollcall vote please?

4 MS. GOVER: Mr. Kuehn?

5 MR. KUEHN: Yes.

6 MS. GOVER: Ms. Pasteur?

7 MS. PASTEUR: Yes.

8 MS. GOVER: Mr. Offerman?

9 MR. OFFERMAN: Yes.

10 MS. GOVER: Mr. Reshid?

11 MR. RESHID: Yes.

12 MS. GOVER: Ms. Henn?

13 VICE CHAIR HENN: Yes.

14 MS. GOVER: Ms. Causey?

15 CHAIRMAN CAUSEY: Yes.

16 MS. GOVER: Ms. Jose?

17 MS. JOSE: Yes.

18 MS. GOVER: Mr. McMillion?

19 MR. MCMILLION: Yes.

20 UNIDENTIFIED VOICE: Add some glitter to

21 the slime.

Page 73

1 MR. MCMILLION: Yes.

2 MS. GOVER: Ms. Scott?

3 MS. SCOTT: Yes.

4 MS. GOVER: Ms. Rowe?

5 MS. ROWE: Yes.

6 MS. GOVER: Dr. Hager?

7 DR. HAGER: Yes.

8 MS. GOVER: Thank you.

9 CHAIRMAN CAUSEY: The motion carries.

10 Thank you.

11 Now, the next item on the agenda is

12 Item K, new business, report on emergency

13 boundary, and for that we will call back

14 Mr. Dixit and Ms. Appller, and also ask Ms. Byers

15 to join us.

16 MS. BYERS: Good evening, Chairwoman

17 Causey, Vice Chair Henn, Dr. Williams. We wish

18 to bring forward for your consideration a

19 boundary recommendations for the Village at

20 Gunpowder Falls development. Currently the homes

21 that are being built in the Village of Gunpowder



Page 78

1 boundary study process, a boundary study  
 2 committee is formed. This committee evaluates  
 3 options (inaudible, audio breaks up) and conducts  
 4 the service. These steps result in a  
 5 recommendation that the community superintendent  
 6 brings to the Board. While the condensed process  
 7 does include an evaluation of Rule 1280  
 8 considerations, it does not include the boundary  
 9 study committee, public information session or  
 10 service, though this process will include a  
 11 recommendation to the Board and opportunities for  
 12 public to provide comments to the Board. However  
 13 in the condensed process due to public health  
 14 concerns, a public hearing, a comment period will  
 15 be provided instead. Following that, and  
 16 consistent across the board, is the Board's  
 17 decision. Next slide please.

18 In developing a recommendation staff  
 19 considered several factors. Can a recommendation  
 20 provide a solution for families that are  
 21 affected; does the recommendation minimize

Page 79

1 transportation confusion for students; and does  
 2 the recommendation utilize school capacities  
 3 effectively. After a careful consideration of  
 4 these factors, the recommendation is to align the  
 5 boundary to Seven Oaks Elementary School and Pine  
 6 Grove Middle School as indicated on this map  
 7 here. Next slide please.

8 This table shows the capacity enrollment  
 9 and utilization as of September 30th, 2019 for  
 10 the recommended boundary, including the potential  
 11 development impacts. The recommended boundary  
 12 schools are shown in red highlight. As you can  
 13 see, the current utilization for the recommended  
 14 elementary and middle schools are lower. Seven  
 15 Oaks currently has a utilization of about 103  
 16 percent while Pine Grove Elementary is  
 17 overcrowded at 120.5 percent. You can also see  
 18 that the 11 students anticipated from the  
 19 development would increase the utilization  
 20 minimally at Seven Oaks to about 105 percent.

21 When we look at the ten-year enrollment

Page 80

1 projections for these schools, which can be found  
 2 in the recommendation report that you received  
 3 this evening, this shows that over the next ten  
 4 years enrollment at Seven Oaks Elementary is  
 5 stable, while Pine Grove Elementary is  
 6 anticipated to increase.

7 At the middle school level the  
 8 recommendation is to align the boundary to attend  
 9 Pine Grove Middle School. This school is  
 10 currently under capacity while Perry Hall middle  
 11 is over capacity. Next slide.

12 Consistent with the BCPS track record  
 13 for providing accessible and transparent process,  
 14 a website providing information on the  
 15 development is accessible from the main BCPS web  
 16 page under this (inaudible, audio breaks up).  
 17 Several methods of collecting community feedback  
 18 are available, email, community comment form, and  
 19 regular postal mail. All comments received will  
 20 be included as part of the formal transcript on  
 21 the Board's website. Next side please.

Page 81

1 The next steps, the public comment  
 2 period will open and we will receive comments  
 3 through midnight of May 19th and then a Board  
 4 decision will be made on June 9th. Next slide?  
 5 And then, if there are any questions?  
 6 CHAIRMAN CAUSEY: Board members, if you  
 7 would just state your name and then you can have  
 8 questions and comments.

9 MS. ROWE: Lily Rowe. I find the  
 10 comment period to be incredibly short and I'm not  
 11 sure that we can communicate this boundary study  
 12 to the public and expect comments just within the  
 13 next few days, and I would like to know what the  
 14 impact of extending the comment period so that  
 15 there's at least a full two weeks to communicate  
 16 this to the public and get public feedback.

17 MR. DIXIT: Ms. Appler?  
 18 MS. APPLER: Currently we, the May 29th  
 19 date was picked in consistency with Board Policy  
 20 1280 in that typically the board hearing is held  
 21 ten days prior to a board decision, so to be

Page 82

1 consistent with that, that date was selected.  
 2 MS. ROWE: So what would be the impact  
 3 of pushing the board decision ahead a meeting or  
 4 two?  
 5 MS. APPLER: It is, another part of  
 6 Policy and Rule 1280 is that for a boundary study  
 7 to take implementation for the prior year, it  
 8 should be, a decision should be made prior to the  
 9 end of the school year.  
 10 MS. ROWE: I really feel that since  
 11 we're only just now finding out about this and  
 12 the public is probably only just now finding out  
 13 about this, and usually our boundary study  
 14 process takes three, four months, that it is not  
 15 fair to give people only a few days of public  
 16 comment for something they're just finding out  
 17 about now.  
 18 MS. APPLER: This is a condensed process  
 19 per Policy Rule 1280, and the steps can be  
 20 modified if you feel an extended period is needed  
 21 for comment.

Page 83

1 MS. BYERS: And we can take that  
 2 recommendation to Dr. Williams and let you know  
 3 regarding the recommendation to have an extended  
 4 comment period.  
 5 CHAIRMAN CAUSEY: Thank you for that,  
 6 Ms. Byers. What I would suggest is that board  
 7 members continue with their questions and  
 8 comments, and then if there's any motions to  
 9 consider or if we want to make adjustments, we  
 10 can consider that. Board members, are there  
 11 other questions or comments?  
 12 MS. JOSE: Ms. Causey, this is Ms. Jose.  
 13 My question is why is this an emergency boundary  
 14 study? Typically like Lisa said, we usually have  
 15 a longer period to be informed of the boundary  
 16 study. So was, what made this an emergency  
 17 boundary study is my question.  
 18 MR. DIXIT: Let me try to answer that  
 19 and maybe then Ms. Appler can expand on that.  
 20 What we are trying to achieve here is maintain  
 21 the integrity of that community, so right now we

Page 84

1 know that there's only a few units that are sold.  
 2 As time moves along there will be more and more  
 3 units that will be sold. So there would be, if  
 4 we don't take any action this year, the students  
 5 will already be starting to go into different  
 6 schools and will lose that unity of the community  
 7 that we are trying to achieve. And we are going  
 8 to lose that transportation (inaudible, static)  
 9 confusion and the efficiency that we gain by  
 10 transportation for one set of schools and not two  
 11 or three or four different sets of schools.  
 12 MS. JOSE: So thank you, Mr. Dixit, but  
 13 again, what I am saying is that the Board is not  
 14 notified of a development happening, so regularly  
 15 these schools would go to Perry Hall Middle,  
 16 which is very overcrowded. So what you're trying  
 17 to do is mitigate that from happening?  
 18 MR. DIXIT: Well, we are trying to  
 19 achieve several different objectives. One of  
 20 them is utilizing the capacity to the maximum  
 21 level, and Perry Hall Middle School as you know

Page 85

1 is already over capacity, but that's not the main  
 2 motivation. The main motivation is to maintain  
 3 the integrity of the community and avoid any  
 4 transportation confusion.  
 5 MS. BYERS: So Ms. Jose, currently the  
 6 way the development is situated, it is straddling  
 7 the catchment areas of two elementary schools and  
 8 two middle schools. So rather than have students  
 9 living in one community be divided, we want to  
 10 align the community to one boundary for the  
 11 elementary school and one boundary for middle  
 12 school.  
 13 CHAIRMAN CAUSEY: Thank you, Dr. Byers.  
 14 MR. MCMILLION: This is Rod McMillion,  
 15 I'd like to, I have a question.  
 16 CHAIRMAN CAUSEY: Go ahead,  
 17 Mr. McMillion.  
 18 (No audio from 1:27:43 to 1:28:28 on  
 19 recording.)  
 20 CHAIRMAN CAUSEY: Thank you,  
 21 Mr. McMillion, this is Ms. Causey. I had



Page 90

1 in past boundary processes, in publishing  
 2 frequently asked questions and answers to those.  
 3 MS. MACK: Okay, thank you both very  
 4 much.  
 5 DR. WILLIAMS: Madam Chair, this is  
 6 Darryl Williams, I just want to make a few  
 7 comments. When the team brought this to my  
 8 attention, it was in the midst of the pandemic,  
 9 and knowing how we back mapped board meetings, so  
 10 hearing the discussions, I think we can go back  
 11 and look at how we can extend the feedback time,  
 12 and Ms. Appler said we could look at the  
 13 questions, but we can also look at the timing of  
 14 this and potentially look at some other  
 15 alternatives in the month of June if we won't  
 16 make the first June meeting, we may have to look  
 17 at some other alternatives. But keep in mind the  
 18 team was simply, the issue came up and they were  
 19 back mapping how to get this to the next board  
 20 meeting when in fact right now we only had one  
 21 board meeting scheduled for June. This may mean,

Page 91

1 plus some other topics, may mean we may have to  
 2 schedule a second board meeting in June.  
 3 CHAIRMAN CAUSEY: Thank you for that,  
 4 Dr. Williams, and that is helpful for the rest of  
 5 the Board I think in consideration of how we want  
 6 to move forward, that it is an option and  
 7 probably a likely option that we will have to  
 8 have another board meeting in June given a lot of  
 9 changes that are happening around timelines of  
 10 operating budget and other issues. As we know,  
 11 things are changing because of COVID, so I think  
 12 that that's something that we need to consider,  
 13 because I have to say, this is very short notice  
 14 and in terms of doing a boundary study for  
 15 continuity of neighborhoods, I know there's a  
 16 neighborhood that has been trying to get a  
 17 boundary study for years, that's fully populated,  
 18 fully built, and I mean five years or more, so  
 19 it's curious to me that this is an emergency.  
 20 And also given the resolution that we just passed  
 21 around policies in consideration of the pandemic,

Page 92

1 if we have to evaluate and do the due diligence  
 2 around this boundary study, and as Ms. Rowe  
 3 pointed out, to allow the community to have input  
 4 and questions asked and then answered, if we need  
 5 to modify the implementation of it then that's  
 6 something that the Board and Dr. Williams can  
 7 discuss as well. Are there other board members  
 8 with questions or comments?  
 9 MS. SCOTT: Yes, hi, this is Makeda  
 10 Scott. I just wanted to know if you could repeat  
 11 again how long was the input, the time for  
 12 community input?  
 13 MS. APPLER: Until May 29th, so ten  
 14 days.  
 15 MS. SCOTT: And when did it start?  
 16 MS. APPLER: When the boundary study  
 17 website went up, which was the 11th.  
 18 MS. SCOTT: Of May?  
 19 MS. APPLER: Correct.  
 20 MS. SCOTT: So it was from May 11th to  
 21 May 29th?

Page 93

1 MS. APPLER: Yes.  
 2 MS. SCOTT: Thank you.  
 3 VICE CHAIR HENN: Ms. Causey, this is  
 4 Ms. Henn. I haven't spoken on this yet, may I?  
 5 CHAIRMAN CAUSEY: Yes.  
 6 VICE CHAIR HENN: So I hear the concerns  
 7 the board members have expressed about the  
 8 abbreviated timeline and this is actually  
 9 something I've talked to Dr. Williams about as  
 10 well, since this community resides, is in my  
 11 district, and I hear those concerns. But I think  
 12 what we need to be cognizant of is the scope  
 13 of -- (dog barking) -- sorry, I know everyone  
 14 wants to talk as well. I think we need to be  
 15 cognizant of the fact of the scope of this and  
 16 the fact that what, it was four houses that have  
 17 been built, the others haven't been built, it's  
 18 an opportunity to apply, and to your question of  
 19 why it's an emergency, it's an opportunity that  
 20 we won't have if we wait, and I think of the  
 21 impact or the effect of moving and the impact



Page 94

1 that will have on children. And after all, we  
 2 are, we need to do what's in the best interests  
 3 of children, and if that means doing this now and  
 4 doing no harm, then that in my mind justifies  
 5 doing it now, and I don't see the downside in  
 6 doing that, and that was the feedback I shared  
 7 with Dr. Williams, so I just wanted to share  
 8 that. Thank you.

9 CHAIRMAN CAUSEY: Other board members  
 10 that have not yet spoken on this issue?

11 MS. PASTEUR: This is Ms. Pasteur, to  
 12 Ms. Henn. So -- well, maybe it's to Ms. Henn and  
 13 Mr. Dixit as well. So one, the children will  
 14 definitely not go to Perry Hall, is that correct,  
 15 Mr. Dixit, with this plan?

16 MR. DIXIT: That's true, Perry Hall  
 17 Middle School. They will still go to Perry Hall  
 18 High School.

19 MS. PASTEUR: Right, but Perry Hall  
 20 Middle, I'm sorry. And the other piece, I do  
 21 recall somewhere along the line, I can't remember

Page 95

1 whether it was this year or last year, but I  
 2 remember a portion of some folks from a portion  
 3 of a community coming back about asking us about  
 4 changing a boundary just for their little group  
 5 of houses because it wasn't done when we first  
 6 did the boundary study. So this would absolutely  
 7 abate, remove obstacles down the road. So you're  
 8 saying with this study, everything would be laid  
 9 out now and so as other houses are built, folks  
 10 coming in know where they go, there won't be a  
 11 split community, so no one has to come back about  
 12 a change because we want to be a part of the  
 13 other; is that correct?

14 MR. DIXIT: That's absolutely correct.

15 MS. PASTEUR: All right, thank you.

16 CHAIRMAN CAUSEY: Other board members  
 17 want to make comments or suggestions?

18 MS. ROWE: Yes, I have a question, Lily  
 19 Rowe. I would like to know when the website went  
 20 up on May 11th, what communications went out to  
 21 the public in the form of press releases,

Page 96

1 et cetera, whatever, to inform the public that  
 2 this was happening and that they had the ability  
 3 to make comments.

4 MR. DIXIT: Ms. Appler?

5 MS. APPLER: There is actually a press  
 6 release that will go out tomorrow announcing the  
 7 comment period and the ability and the methods in  
 8 which the community can provide feedback.

9 MS. ROWE: Okay. So in light of that, I  
 10 just have a really big problem with the fact that  
 11 the community hasn't yet been notified, the press  
 12 release will go out tomorrow, the press may or  
 13 may not even write about it, and if they do, like  
 14 we need to send emails out or something to the  
 15 affected schools. Ordinarily when we do a  
 16 boundary study, letters are sent to all the  
 17 affected schools so that they can provide  
 18 feedback, and we get feedback from principals. I  
 19 don't necessarily having a problem with  
 20 condensing the process for this situation, but I  
 21 do have a problem with not obtaining as much

Page 97

1 feedback as we possibly can in line with the  
 2 spirit of the way we normally do this in a  
 3 situation where the public is going to come back  
 4 to school and they're going to realize all these  
 5 changes made and they're going to feel like it  
 6 happened under the radar, because this is not,  
 7 the appropriate communication in my mind has not  
 8 happened yet, and until we have a process to get  
 9 appropriate communication, I can't support any  
 10 boundary change.

11 MS. PASTEUR: May I ask another  
 12 question?

13 CHAIRMAN CAUSEY: Yes, Ms. Pasteur.

14 MS. PASTEUR: All right. Following from  
 15 Ms. Rowe's concerns, will there be anything  
 16 different since we have such a short turnaround  
 17 time in terms of the time remaining, anything  
 18 different in communicating this to the community  
 19 so that they know that this has been talked  
 20 about?

21 MR. DIXIT: Well, one of the challenges

Page 98

1 we always face is that we generally like to send  
 2 detailed information after we have an opportunity  
 3 to share with the Board, so tonight we are  
 4 presenting it to you, and tomorrow it is our hope  
 5 that it will be posted on our website and a media  
 6 advisory will be issued. Had we done it before,  
 7 all of this presentation to them, then there  
 8 would have been a question that we are sharing  
 9 with the community without sharing with the  
 10 Board, so that's the dilemma we were in, so  
 11 that's what we have done.

12 MS. PASTEUR: Thank you. When it goes  
 13 on the website traditionally, and particularly  
 14 because this is an emergency, what else might be  
 15 done? Because if folks don't know this is in the  
 16 pipeline, they won't go to the website. How else  
 17 will we let them know with the time constraints,  
 18 that they could go on the website or whatever,  
 19 that something is brewing?

20 MR. DIXIT: Ms. Byers, do you want to  
 21 comment on that?

Page 99

1 MS. BYERS: Yes. So Ms. Pasteur, you  
 2 know, typically when we do a longer boundary  
 3 study, we're often doing a study with students  
 4 who are already living in homes. Again right  
 5 now, only four of these homes are sold, so it is  
 6 a little bit different in terms of the way we  
 7 would communicate, because normally we're  
 8 communicating to families and schools where they  
 9 may be involved in potentially switching to a  
 10 different school. And so absolutely, we can work  
 11 together as a team and look at ways to  
 12 communicate to the four communities that would be  
 13 impacted, which are Seven Oaks, Pine Grove  
 14 Elementary, Pine Grove Middle and Perry Hall  
 15 Middle. And we could look at how we could  
 16 potentially target those four school communities  
 17 with communication. It just wouldn't impact,  
 18 other than what was shared with you by Ms. Appler  
 19 in terms of the way the capacity would be  
 20 impacted, it's not going to impact any current  
 21 families in turns of having to change schools.

Page 100

1 MS. PASTEUR: Sure.

2 MS. BYERS: The only thing that would be  
 3 impacted at this point would be the utilization  
 4 of the two schools that are recommended, which is  
 5 Seven Oaks and Pine Grove Middle. But to your  
 6 point, Ms. Pasteur, we could try to target  
 7 communication to those communities just so that  
 8 they are aware. Thank you for that.

9 MS. PASTEUR: Thank you.

10 CHAIRMAN CAUSEY: So before we move on,  
 11 and again, the Board is not voting on this item  
 12 this evening, Dr. Williams, given the concerns  
 13 raised by board members and your comments about  
 14 the possibility of an additional meeting being  
 15 scheduled in June, how would the process be  
 16 handled increasing the amount of public comment,  
 17 the time frame for public comment?

18 DR. WILLIAMS: So again, we would have  
 19 to look at that. I just want to reiterate what  
 20 Ms. Byers said, usually we're notifying groups of  
 21 students that they potentially, or families that

Page 101

1 they may have a new school assignment in the  
 2 fall. And so we've had these discussions as a  
 3 team, but I just think, if it's about the  
 4 comments and extending that time with the  
 5 understanding that we may have a second board  
 6 meeting, I think we can look at that just to make  
 7 sure we get all the comments and to answer the  
 8 questions that may arise.

9 I think this may be a little confusing  
 10 because what we're talking about, we're talking  
 11 about a small group of kids currently, with the  
 12 potential of growing and trying to have all this  
 13 aligned by the start of whenever the start of the  
 14 school year may begin, which is not set as well.  
 15 So I just want to reiterate that, that if it's  
 16 about the comments, and as a team we talked about  
 17 this emergency boundary right now during this  
 18 time of COVID-19, and that's why we wanted to  
 19 bring it to the Board. But I think we can look  
 20 at working with Mr. Dixit, working with  
 21 Ms. Appler, looking at a plan, making sure we

Page 102

1 have a communication plan, Ms. Byers is cognizant  
 2 of the four schools that we're discussing, just  
 3 so it's aligned with our usual practice.  
 4 CHAIRMAN CAUSEY: Okay, thank you. All  
 5 right, if there's nothing further from other  
 6 board members, thank you, Mr. Dixit, Ms. Byers  
 7 and Ms. Appler.  
 8 MR. DIXIT: Thank you.  
 9 MS. APPLER: Thank you.  
 10 CHAIRMAN CAUSEY: Our next item on the  
 11 agenda is Item L, board committee updates, and  
 12 for that we will go around and just give updates.  
 13 I'll start over with Mr. Kuehn, with audit  
 14 committee.  
 15 MR. KUEHN: Thank you, Ms. Causey, good  
 16 evening, everyone. The audit committee met on  
 17 May 13th virtually for approximately an hour. We  
 18 discussed the, some committee activity that  
 19 MS. Henn had brought up in our unfinished  
 20 business, and under new business we talked about  
 21 the fiscal year 20 work plan, the projected spend

Page 103

1 versus the actual spend, and then we moved on to  
 2 the FY-21 proposed Office of Internal Work plan.  
 3 That is still being finalized and will be shared  
 4 with the committee again and then with the full  
 5 Board after it is finalized for everyone's  
 6 review, to certainly provide their support and  
 7 any input they may have. After that, we moved on  
 8 to the investigative unit and their statistical  
 9 update, then we moved on to proposed  
 10 administrative functions, and that's really all I  
 11 have to report. Thank you.  
 12 CHAIRMAN CAUSEY: Thank you, and next we  
 13 have Ms. Pasteur with curriculum committee, and  
 14 she's also chair of the legislative and  
 15 government relations committee, so Ms. Pasteur.  
 16 MS. PASTEUR: Okay, thank you. The  
 17 curriculum committee met and there was really a  
 18 sense of presentation and discussion on the  
 19 summer learning plan, and we want to thank all of  
 20 the folks though came in to talk about the  
 21 different layers. They are still going to work

Page 104

1 on, entertain how we reach out to those children  
 2 who might not have WiFi, who might be homeless,  
 3 and all of this is going to be done prior to  
 4 school officially closing so that the teachers  
 5 will have an opportunity to work with the  
 6 children so they will know what to expect and how  
 7 to handle the self pace in many situations,  
 8 programs that the students, in which the students  
 9 will engage. The summer program also includes  
 10 the regular summer school program and so there  
 11 are two things going on.  
 12 Ms. Mack asked the question, or  
 13 continued the question about whether students who  
 14 are not in the regular summer who might be at  
 15 home and who need some human contact, and that  
 16 was a question that I also asked, and so I thank  
 17 her for bringing that out. And the answer was  
 18 yes, we didn't get any information on where that  
 19 was going, but at least we know it's something  
 20 that's in the planning, and there are also two  
 21 programs that will be going too on track.

Page 105

1 Government and legislative, we went  
 2 over, or had a discussion about the handbooks.  
 3 That of course is on hold because of the  
 4 pandemic, so as soon as we're able, we will start  
 5 working on that again, and again, that's the  
 6 government handbook that is modeled after the  
 7 MABE one.  
 8 We also talked about our relationship  
 9 that goes to a number of things that were said  
 10 tonight with the county council. Mr. Bazemore  
 11 talked to the chair of the council and  
 12 Councilperson Evans, and we are going to, they  
 13 suggested that we wait until late fall, early  
 14 winter maybe, when things have died down, but the  
 15 county council is very interested in supporting  
 16 us in terms of lowering the percentage of what  
 17 overcrowdedness is. They recognized this as we  
 18 do, that our constituents are concerned about new  
 19 development coming in and further overcrowding  
 20 some of our schools. So those things are still  
 21 on our burners, they're just on the back ones





Page 114

1 next couple of weeks that we touch, we connect  
 2 with them and they understand that they have  
 3 summer learning opportunities, which I think was  
 4 a great idea from the curriculum committee when  
 5 they talked about, you know, letting the people  
 6 that are on line now know that they have the  
 7 summer piece that they can get involved with.  
 8 Secondly, I support Cindy Sexton 100  
 9 percent in what she wrote to us today, I don't  
 10 want to paraphrase her, but I think anybody that  
 11 can get a hold of that document she sent to us  
 12 and read it, I agree with her 100 percent. Thank  
 13 you very much.  
 14 CHAIRMAN CAUSEY: Ms. Jose?  
 15 MS. JOSE: Thank you. Good evening. We  
 16 still see people on line so I'm going to keep it  
 17 short. I first of all want to congratulate our  
 18 very own student member of the board for his  
 19 upcoming graduation, Mr. Omer Reshid, and his  
 20 acceptance into George Washington University,  
 21 congratulations.

Page 115

1 I also want to welcome our newest  
 2 appointed at large member, Dr. Hager. Welcome  
 3 aboard, we look forward to working with you.  
 4 And I want to take a quick second to  
 5 thank all of our food and nutrition staff that  
 6 have been supplying this food to hundreds of  
 7 thousands of children in the past couple months.  
 8 I want to thank Mr. Jim Corns and the entire  
 9 staff who have mailed out more than 30,000  
 10 devices to our elementary school children, and I  
 11 think that needs to sink in. More than 30,000  
 12 devices in less than two months, that is a  
 13 magnificent job. I know you get a lot of flack  
 14 from social media, but this was unprecedented and  
 15 you guys have done a great job, so thank you to  
 16 Team BCPS.  
 17 And lastly, you know, I try very hard to  
 18 keep politics out of my life and the School  
 19 Board, but some of you make it very hard. And as  
 20 a child and as an adult, I have always spoken up  
 21 when I see injustice. I believe in Desmond

Page 116

1 Tutu's voice where he said, if you are neutral in  
 2 situations of injury, you have chosen the side of  
 3 the oppressor. And I will always speak up when I  
 4 see injustice, when I see racism, when I see  
 5 bigotry, so I want everyone to be aware that I'm  
 6 aware of all of the back channel work that goes  
 7 on to keep that spinning, and I will always speak  
 8 out against it. So stay safe, and good night  
 9 everybody.  
 10 CHAIRMAN CAUSEY: Ms. Henn?  
 11 VICE CHAIR HENN: Thank you, good  
 12 evening. I would like to join my fellow board  
 13 members in first welcoming Dr. Erin Hager. And  
 14 Dr. Hager, I'd like to thank you for stepping up  
 15 to serve, to serve the children of Baltimore  
 16 County. This is not an easy job as I'm sure you  
 17 are aware and will soon discover, and in trying  
 18 to, what I've done is try to reflect on how I can  
 19 best help you and please know that I am here to  
 20 help you in whatever ways I can, but this is one  
 21 job that is very much you learn on the job, but

Page 117

1 it is very much a labor of love, so thank you for  
 2 stepping up, thank you for your service and your  
 3 willingness to serve the children.  
 4 Secondly, I want to congratulate the  
 5 class of 2020, you are in my heart. I am so  
 6 proud of all you have accomplished and your  
 7 resilience over three last three months, and you  
 8 may not appreciate it now, but I hope you will  
 9 look back and realize just how strong you are and  
 10 what you have endured, and it may not seem like  
 11 it now but these will be some of your finest  
 12 moments, so congratulations.  
 13 Lastly, I would like to acknowledge our  
 14 students, all of our students, our teachers, our  
 15 parents and our administrators, and encourage you  
 16 to find your joy in every single day no matter  
 17 how tough that may be sometimes, to find those  
 18 small moments where you can find peace and  
 19 happiness no matter how tough the day may be and  
 20 what may go wrong in your everyday struggles.  
 21 And I know a lot of folks are struggling right

Page 118

1 now our own ways and we are all fighting our own  
 2 battles and that's not easy, so please be patient  
 3 with yourselves, find that joy and hold onto it,  
 4 because we are all in this together and you're  
 5 not alone, and that's all for tonight. Have a  
 6 good night, take care.

7 CHAIRMAN CAUSEY: Our student member of  
 8 the board, Mr. Reshid.

9 MS. GOVER: Mr. Reshid has left the  
 10 meeting, Ms. Causey.

11 CHAIRMAN CAUSEY: Thank you.  
 12 Mr. Offerman?

13 MR. OFFERMAN: Yes. I want to also pass  
 14 along my congratulations and thanks for the  
 15 efforts that staff, central school based,  
 16 parents, students, everyone has made in trying  
 17 to, you know, just this whole process. I do want  
 18 to relate one simple story. I was touched with a  
 19 mom of a kindergarten student, a young little  
 20 girl who was thrilled to go to school every day  
 21 and was crushed when school shut down. She had a

Page 119

1 real problem, you know, staying focused and  
 2 staying involved until she got her device, and it  
 3 made all the difference for her. So this is just  
 4 one little story but I've got to feel this is a  
 5 story that has probably happened many many times,  
 6 so I thank you, staff, and let's all stay  
 7 together, and we're going to work through this  
 8 the best that we can. Thanks.

9 CHAIRMAN CAUSEY: Ms. Pasteur?

10 MS. PASTEUR: Great story, Mr. Offerman.  
 11 Dr. Hager, welcome, welcome. I look forward to  
 12 working with you, I think you bring an awful lot  
 13 to this Board. I certainly echo everything  
 14 everyone has said in terms of accolades and  
 15 concerns about what's happening with our  
 16 students.

17 I sort of have knocked this down to  
 18 three words, like fear, trials and role changes,  
 19 and all of that seems to be going on. We see how  
 20 we're educating our children differently, we have  
 21 fears about the virus, fears about what happens

Page 120

1 if you go back to work and your children are  
 2 still home, and just staying well, and trying to  
 3 survive. And for parents, role changes, you've  
 4 now become teachers, and all of the angst that  
 5 goes with trying to teach your own children and  
 6 embracing what teachers go through every day.  
 7 And then I know that we're all doing our best to,  
 8 and we all have our personal things beyond school  
 9 systems that are impacting us. And I have to say  
 10 that for me, I look at those three words, fear,  
 11 trials and role changes, and then I realize that  
 12 what we're experiencing is life on steroids,  
 13 tenfold, because things are always changing.

14 And I've kept grounded by thinking, and  
 15 ironically it has come up this week on my  
 16 Facebook, my mom's picture, which almost thrilled  
 17 me when I first turned to the page and saw it  
 18 their. And I remember in, if you will, in 2011  
 19 when my mom died, and I had been her caretaker  
 20 pretty much for almost a decade, and I was sure,  
 21 just like so many of us are now, that there would

Page 121

1 never be normal again, that I would never breathe  
 2 again, like sometimes I feel even now. And I had  
 3 said I was going to work forever, because it  
 4 fills the gaps and we are looking for  
 5 opportunities to fill gaps, but two months later  
 6 in October of 2011, I made the decision and I  
 7 announced to my faculty and to the superintendent  
 8 that at the end of the year I would retire.

9 And I was filled with so much fear  
 10 because I had worked since I was 15 and now I was  
 11 60-something, but by the time early June came and  
 12 family and friends threw this big retirement  
 13 party for me at the beginning of June, I had come  
 14 to the notion that it would be okay, that I would  
 15 be able to survive it all, and I would be able to  
 16 breathe, and even without my mother, and with all  
 17 of the changes not coming to work every day, with  
 18 not seeing the children every day, it would be  
 19 okay.

20 So I say all of that to say that we are  
 21 going through just life on steroids, things won't

Page 122

1 be the same again, but I just congratulate  
 2 everyone who's made it through this portion  
 3 because now we're turning a corner to what  
 4 happens to us in the summer, what happens to us  
 5 in the fall. Things will never be quite the  
 6 same, but that doesn't mean that it will be bad.  
 7 So let's just try to rejoice, do the best we can.  
 8 I'm so proud of everyone from the staff to  
 9 parents to the children, and the work we continue  
 10 to do on the Board for the system. Thank you.  
 11 CHAIRMAN CAUSEY: Thank you. Mr. Kuehn?  
 12 MR. KUEHN: Well, as usual, Cheryl's a  
 13 challenge to follow, so thank you, Ms. Pasteur,  
 14 for your statements. But I am going to echo some  
 15 of the comments we've already heard in bullet  
 16 point form.  
 17 First, welcome, Dr. Hager, we're very  
 18 happy you're here.  
 19 Second, I want to congratulate the class  
 20 of 2020, and Mr. Reshid as a student member for  
 21 all you've done on the Board, we really

Page 123

1 appreciate that. I want to congratulate all of  
 2 you on your pending graduations.  
 3 Next I wanted to just mention that, you  
 4 know, we still have students doing a lot of work  
 5 out there and I know a number of folks are  
 6 studying for AP tests that are coming up  
 7 tomorrow, including my daughter, so I would like  
 8 to wish them all the best of luck and I just hope  
 9 everyone can, you know, finish the year out with  
 10 some happy, and as healthy as they can. Thank  
 11 you very much.  
 12 CHAIRMAN CAUSEY: Thank you, Mr. Kuehn,  
 13 and I'll keep my comments brief, board members  
 14 have said so many eloquent and appropriate  
 15 things.  
 16 I did just want to also welcome Dr. Erin  
 17 Hager to the Board, especially in such a  
 18 difficult time. She is an associate professor of  
 19 medicine at the University of Maryland School of  
 20 Medicine. She was appointed by Governor Larry  
 21 Hogan after being nominated by the Baltimore

Page 124

1 County School Board nomination commission and  
 2 we're just really excited to have her here. Her  
 3 work for student health and wellness is really  
 4 going to be helpful. She also has multiple  
 5 connections to the school system as a graduate of  
 6 BCPS, a parent of three students in BCPS, and as  
 7 an advocate for children's health. Her  
 8 contributions will enrich our discussions.  
 9 I did want to segue to something very  
 10 different and I'm going to quote from Baltimore  
 11 County Health Officer Dr. Gregory William Branch,  
 12 who said in a statement today, the COVID-19  
 13 pandemic is real, it is here and it is lethal.  
 14 Our children and our most vulnerable residents  
 15 need all of us to do our part to safeguard them  
 16 from this unrelenting adversary. And he said  
 17 that in response to the report of Baltimore  
 18 County officials of our youngest victim of COVID,  
 19 a 15-year-old teen in Baltimore County. And we  
 20 know that anyone that loses their life is tragic,  
 21 but it is so especially difficult when a family

Page 125

1 loses a child. And as all of us involved in  
 2 education are so connected to children, it is  
 3 especially sad, and our deepest sympathies are  
 4 with families and communities grieving the loss  
 5 of any of their loved ones.  
 6 With that being said, we are challenged  
 7 to continue to work to do what we can to support  
 8 students, staff and families through this time  
 9 and our superintendent is doing a great job of  
 10 handling all of these challenges that come up,  
 11 all of the mandates that come up, and our staff,  
 12 it's already been pointed out about food and  
 13 nutrition services just doing an outstanding job,  
 14 caring, compassionate, efficient and effective.  
 15 So we are really just all in this together and we  
 16 are going to continue to do the hard work that's  
 17 necessary.  
 18 I did also want to spend some time on  
 19 our graduating class of 2020. It is bittersweet  
 20 that we are in the graduation season, and we are  
 21 very proud of you and all that you've







**WORD INDEX**

<p>&lt; 0 &gt;  <b>0100</b> 106:20</p> <p>&lt; 1 &gt;  <b>1</b> 5:3 23:12  <b>1:27:43</b> 85:18  <b>1:28:28</b> 85:18  <b>100</b> 114:8, 12  <b>102</b> 3:16  <b>103</b> 79:15  <b>105</b> 79:20  <b>109</b> 3:17  <b>10th</b> 8:4  <b>11</b> 3:6 75:10          76:9 79:18  <b>11th</b> 92:17, 20          95:20  <b>12</b> 3:7 88:11  <b>120.5</b> 79:17  <b>127</b> 3:18  <b>1270</b> 107:10  <b>1280</b> 76:21          77:10 78:7          81:20 82:6, 19          89:8  <b>12th</b> 131:8  <b>131</b> 3:19  <b>13th</b> 102:17          106:15  <b>14</b> 3:8  <b>15</b> 121:10  <b>15.8</b> 16:21  <b>15th</b> 23:13          52:17 108:20  <b>15-year-old</b>          124:19  <b>16th</b> 70:18  <b>18</b> 3:10 87:9  <b>18th</b> 128:2  <b>19</b> 1:10  <b>19th</b> 4:5, 11          7:10 71:7 81:3          128:11 129:4</p> <p>&lt; 2 &gt;  <b>2:53</b> 50:21  <b>20</b> 3:11 37:18</p>	<p>75:10 102:21  <b>200</b> 37:2  <b>2005</b> 17:16  <b>2009</b> 18:9  <b>2010</b> 16:21  <b>2011</b> 120:18          121:6  <b>2017</b> 40:16          76:7  <b>2019</b> 40:18          79:9 107:15          127:18  <b>2019-2020</b> 128:8  <b>2020</b> 1:10 4:5,          9, 11 7:10 8:4          48:13 52:11, 17          70:19 71:8          76:1 117:5          122:20 125:19          127:18 128:2,          11 129:21          130:6 131:1          132:13  <b>2021</b> 44:18  <b>2022</b> 131:5  <b>21</b> 3:12  <b>22</b> 3:13 107:15  <b>22nd</b> 4:9          132:13  <b>23.8</b> 18:9  <b>2380</b> 18:19          21:11  <b>24</b> 86:13  <b>26.8</b> 17:16  <b>28</b> 75:2, 21          76:8 86:12  <b>29</b> 106:7  <b>29th</b> 77:15          81:18 92:13, 21  <b>2nd</b> 128:20</p> <p>&lt; 3 &gt;  <b>3.B</b> 70:9  <b>30</b> 70:14  <b>30,000</b> 115:9, 11  <b>306</b> 37:1, 3, 4  <b>30th</b> 79:9  <b>3111</b> 107:11  <b>3-305.B</b> 5:3</p>	<p><b>34</b> 4:15 9:2</p> <p>&lt; 4 &gt;  <b>4003</b> 107:12  <b>44</b> 107:21  <b>48</b> 3:14 65:16</p> <p>&lt; 5 &gt;  <b>50</b> 61:3  <b>55</b> 37:10  <b>5552</b> 18:20          21:11  <b>5561</b> 19:4          21:11  <b>5th</b> 48:13          50:17, 19 52:11          106:7</p> <p>&lt; 6 &gt;  <b>6:30</b> 131:11  <b>60</b> 61:3 71:11  <b>60-something</b>          121:11  <b>6th</b> 65:14, 14</p> <p>&lt; 7 &gt;  <b>7</b> 3:2, 3, 4 5:3  <b>70</b> 61:3  <b>73</b> 3:15 4:14          9:1</p> <p>&lt; 8 &gt;  <b>80</b> 61:4  <b>8314</b> 11:8  <b>8364</b> 70:9          71:10</p> <p>&lt; 9 &gt;  <b>9</b> 3:5 5:3          76:21 77:10  <b>99</b> 33:12  <b>9th</b> 45:6, 21          46:21 47:5          77:16 81:4          106:10 107:15          131:11</p> <p>&lt; A &gt;  <b>abate</b> 95:7</p>	<p><b>abbreviated</b>          93:8  <b>ability</b> 59:4, 5          96:2, 7 132:8  <b>able</b> 8:17          105:4 121:15,          15 126:3  <b>aboard</b> 115:3  <b>absolutely</b> 89:1          95:6, 14 99:10  <b>academic</b> 76:14  <b>accept</b> 18:17          19:2, 8 49:1          56:1 71:14  <b>acceptance</b>          114:20  <b>accepted</b> 21:3          131:7  <b>accepting</b> 68:2  <b>accessible</b> 80:13,          15  <b>accolades</b>          119:14  <b>accomplished</b>          117:6 126:1  <b>Accountability</b>          17:12  <b>accuracy</b> 33:12  <b>accurate</b> 35:8          39:21 132:7  <b>achieve</b> 83:20          84:7, 19  <b>achievements</b>          126:15  <b>acknowledge</b>          110:2 117:13  <b>Act</b> 5:1 8:17          11:14  <b>acting</b> 16:15  <b>action</b> 21:19, 21          22:2 53:20          77:16 84:4          88:4  <b>activity</b> 102:18  <b>actual</b> 33:14          76:7 103:1  <b>add</b> 9:16 11:9          34:4 38:12          72:20 86:19  <b>added</b> 70:3</p>	<p><b>addition</b> 28:7          127:2  <b>additional</b>          41:16 45:3          50:6 55:10          64:14 68:1          100:14  <b>Additionally</b>          21:10  <b>additions</b> 9:10,          12  <b>address</b> 24:5          37:14 38:16, 17          39:18 42:12, 13          76:7  <b>adequate</b> 25:3, 6  <b>adjourned</b>          131:15  <b>adjusting</b>          108:21  <b>adjustment</b>          65:21 75:17          128:10 129:13          130:14  <b>adjustments</b>          83:9  <b>administration</b>          25:9  <b>Administrative</b>          3:8 14:11, 16,          21 22:20 76:14          103:10  <b>administrators</b>          117:15 126:19          130:21  <b>adopted</b> 107:21  <b>adult</b> 115:20  <b>advance</b> 50:16          89:5 106:19  <b>adversary</b>          124:16  <b>advice</b> 5:11          11:21 54:21  <b>advise</b> 64:9  <b>advised</b> 107:16  <b>advisory</b> 98:6  <b>advocate</b> 124:7  <b>affect</b> 5:9  <b>afternoon</b> 4:2</p>
---	---	---	---	---

**Agenda** 3:5  
 4:20 9:9, 13, 15  
 11:9, 11 12:7  
 14:10 18:14  
 19:7 20:21  
 21:18 47:2  
 48:3 70:2  
 73:11 102:11  
 109:7, 11  
**ago** 37:19  
 50:14 87:9  
**agree** 56:8  
 63:14 114:12  
**ahead** 82:3  
 85:16 109:7  
**air** 27:15 28:3  
**alerted** 40:10  
**align** 74:6 79:4  
 80:8 85:10  
**aligned** 101:13  
 102:3  
**alignment** 64:6  
**allaying** 113:6  
**Allegiance** 7:11,  
 16  
**Allegiances** 3:4  
**allow** 8:12, 14  
 46:7 62:10  
 89:9 92:3  
**allows** 60:21  
**alternatives**  
 90:15, 17  
**amend** 9:15  
 56:9, 14 57:4, 5  
 62:11  
**amended** 62:13  
**amendment**  
 9:15 57:14, 16  
**amount** 24:19  
 59:6 100:16  
**analysis** 25:6, 7  
 88:18  
**Andy** 51:8  
 54:17 56:5, 10  
**angst** 120:4  
**Anne** 37:21  
**Annotated** 5:2  
**announced**  
 121:7 129:3

**announcement**  
 3:11 128:18  
**Announcements**  
 3:19 131:4  
**announcing**  
 96:6  
**answer** 42:10  
 83:18 87:3  
 101:7 104:17  
**answered** 33:17  
 45:11 89:13, 15  
 92:4  
**answers** 89:17  
 90:2  
**anticipated**  
 61:13 76:4  
 79:18 80:6  
**anybody** 114:10  
**AP** 123:6 130:2  
**Appler** 22:6, 14  
 23:6, 8 26:7  
 33:2 34:3, 6, 20  
 47:21 48:5  
 73:14 74:11  
 75:13, 17, 18  
 81:17, 18 82:5,  
 18 83:19 86:6,  
 19, 21 87:14, 19  
 89:3, 19, 20  
 90:12 92:13, 16,  
 19 93:1 96:4, 5  
 99:18 101:21  
 102:7, 9  
**Appler's** 23:4  
**applicable** 4:19  
 9:6  
**apply** 93:18  
**appointed**  
 70:11 115:2  
 123:20  
**appointees** 5:7  
 11:18 71:6, 10  
**appointment**  
 5:4 11:15 17:6  
 70:15  
**Appointments**  
 3:8 14:11, 16,  
 21  
**appreciate** 21:7  
 30:14 52:3

109:18 117:8  
 123:1  
**appropriate**  
 21:8, 14 71:4  
 97:7, 9 123:14  
**approval** 14:15  
 23:6 34:14  
 44:14 45:11, 21  
 53:19 75:16  
 106:8 128:8  
**approvals** 88:1  
**approve** 12:17  
 14:21 44:17  
 46:1, 6 50:6  
**approved** 8:3  
 18:18 19:3  
 21:11 27:18  
 32:8 33:8, 19  
 43:9 88:6  
**approximately**  
 102:17  
**April** 65:9, 9,  
 14, 14  
**area** 74:1, 19  
**areas** 35:9 85:7  
**arose** 59:17  
**Article** 5:3  
**Arts** 18:6  
**Arundel** 37:21  
**asked** 48:17  
 90:2 92:4  
 104:12, 16  
**asking** 59:14  
 95:3  
**asks** 18:17  
 19:1 111:12  
**aspects** 113:10  
 126:4  
**Aspiring** 16:20  
 17:15 18:9  
**Assessment**  
 17:12  
**assessments**  
 64:16 66:4  
**assignment** 5:5  
 11:15 101:1  
**assistant** 16:17  
 17:7 18:2  
**associate**

123:18 129:20  
**assure** 76:15  
**astounding** 37:8  
**attached** 49:20  
 76:8  
**attachment**  
 128:12  
**attend** 8:15  
 80:8  
**attention** 41:7,  
 18 88:13 90:8  
**audio** 78:3  
 80:16 85:18  
**audit** 102:13,  
 16 128:1  
**authority** 51:14  
**authorizes** 53:15  
**available** 28:6  
 34:9 80:18  
**avoid** 76:16  
 85:3  
**aware** 52:19  
 100:8 116:5, 6,  
 17  
**awful** 119:12  
  
 < B >  
**back** 35:20  
 38:17 40:2, 6  
 48:5 50:7 56:9  
 73:13 75:15  
 90:9, 10, 19  
 95:3, 11 97:3  
 105:21 116:6  
 117:9 120:1  
 129:6  
**background**  
 22:17 74:13, 18  
**bad** 31:14  
 122:6  
**balanced** 63:19  
**BALTIMORE**  
 1:2 4:4, 6, 7  
 7:9, 13, 20 17:1,  
 17 18:10 24:20  
 25:4 33:5  
 34:21 35:6  
 37:21 39:6  
 52:19 63:1  
 70:16 76:20

88:5 110:7  
 111:6, 8 116:15  
 123:21 124:10,  
 17, 19 132:2, 5  
**bargaining** 5:12  
 12:1  
**barking** 93:13  
**bars** 127:21  
**based** 27:3, 5  
 32:4, 16 35:4  
 76:7 118:15  
**basic** 111:6  
**basis** 53:4, 19  
 60:7 88:17  
**Bateman** 74:20  
**battles** 118:2  
**Bazemore**  
 105:10  
**BCPS** 1:7 4:13,  
 14 9:1 21:14  
 23:11 34:9  
 80:12, 15  
 108:16 115:16  
 124:6, 6  
**bcps.org** 8:21  
 109:4 127:2  
 131:9  
**BCPS's** 8:21  
 77:4  
**beginning**  
 65:15 70:3  
 121:13  
**behalf** 108:5  
**behold** 32:12  
**believe** 22:1  
 42:20 45:5, 8  
 48:20 50:13, 21  
 65:16 115:21  
 129:9  
**believes** 53:2  
**Berkshire** 29:4  
**best** 94:2  
 113:13 116:19  
 119:8 120:7  
 122:7 123:8  
 130:3 132:8  
**better** 88:5  
**beyond** 120:8  
**big** 96:10

110:5 121:12  
**bigotry** 116:5  
**bit** 22:16 86:5  
 89:12 99:6  
**bittersweet**  
 125:19  
**blanks** 35:18  
 36:1  
**blown** 88:12  
**BOARD** 1:1, 6  
 2:1, 3 3:9, 16,  
 17 4:3, 6, 11, 17  
 7:4, 7, 8 8:3, 4,  
 6, 8, 9, 11, 12, 19  
 9:4, 20 11:7, 9,  
 13 12:6, 12  
 13:1 14:14  
 18:15, 16, 17, 18  
 19:2, 4 21:1, 5,  
 6 22:9 23:3  
 24:21 25:15, 17  
 27:10, 18 28:5  
 29:17 37:18  
 38:6, 9 41:13  
 42:18 43:2, 8,  
 20 45:2 46:3, 7  
 47:6 48:13, 15,  
 16, 17, 19 49:11,  
 13, 17 50:8  
 52:18, 19 53:2,  
 4, 6, 9, 12, 14, 20  
 54:2, 5, 7, 9, 10,  
 15 55:2, 3, 3, 7,  
 9, 12, 14, 16, 17,  
 19 56:2, 2, 6, 11,  
 12 57:2, 11  
 58:21 59:8, 12  
 60:11 61:2, 15  
 62:5 63:12  
 64:7, 10, 17  
 65:1 70:8, 21  
 71:20 75:15  
 77:9, 13, 16, 17  
 78:6, 11, 12, 16  
 81:3, 6, 19, 20,  
 21 82:3 83:6,  
 10 84:13 89:16  
 90:9, 19, 21  
 91:2, 5, 8 92:6,  
 7 93:7 94:9

95:16 98:3, 10  
 100:11, 13  
 101:5, 19 102:6,  
 11 103:5 106:8,  
 20, 21 107:7, 9,  
 15, 17 108:14  
 109:4, 5, 11, 20  
 110:1, 8, 14  
 112:1, 16  
 114:18 115:19  
 116:12 118:8  
 119:13 122:10,  
 21 123:13, 17  
 124:1 127:15  
 128:9, 18, 19  
 129:7, 20 131:5,  
 10  
**BoardDocs**  
 49:20 50:4  
 127:16  
**Board's** 12:13  
 19:9 45:13  
 59:4 78:16  
 80:21  
**boe@bcps.org**  
 21:4, 17  
**bogged** 62:1  
**boilers** 28:9  
**bottled** 30:19  
 31:2, 15  
**bottom** 39:15  
**boundaries** 88:8  
**Boundary** 3:15  
 38:14, 15 39:17  
 48:4 73:13, 19  
 74:6, 10 75:3, 5,  
 16, 16 76:17  
 77:1, 3, 19, 20  
 78:1, 1, 8 79:5,  
 10, 11 80:8  
 81:11 82:6, 13  
 83:13, 15, 17  
 85:10, 11 88:3,  
 21 89:7 90:1  
 91:14, 17 92:2,  
 16 95:4, 6  
 96:16 97:10  
 99:2 101:17  
**Branch** 124:11  
**break** 65:15, 20

**breaks** 78:3  
 80:16  
**breathe** 121:1,  
 16  
**Brenda** 17:20  
**brewing** 98:19  
**brief** 22:14  
 23:7 123:13  
**briefly** 32:1  
**bring** 14:15  
 41:6, 20 62:15  
 63:12 73:18  
 101:19 119:12  
**bringing** 41:18  
 104:17 107:8  
**brings** 16:21  
 17:16 18:9  
 78:6  
**broadcast** 4:12  
**broadcasted**  
 8:20  
**brought** 43:8  
 90:7 102:19  
**budget** 91:10  
 107:11 131:6  
**build** 31:17  
**building** 27:12  
 60:20 62:3  
 109:2  
**buildings** 24:12  
 45:19 46:6, 10,  
 13, 20 47:5  
 86:2, 3 106:3, 6  
**built** 27:21  
 31:9 32:11  
 38:7 73:21  
 74:20 86:2, 3, 8  
 91:18 93:17, 17  
 95:9  
**bullet** 122:15  
**burners** 105:21  
**Business** 3:6, 7,  
 8, 9, 11, 13, 15  
 12:8 14:11  
 18:15 22:4  
 48:3 73:12  
 102:20, 20  
**Byers** 48:6  
 73:14, 16 74:16  
 83:1, 6 85:5, 13

98:20 99:1  
 100:2, 20 102:1,  
 6  
 < C >  
**calendar** 65:9  
 70:14 128:8  
**Call** 3:3 4:4  
 7:8 12:8 14:12  
 21:20 22:5  
 28:8 63:20  
 73:13  
**called** 59:18  
 63:16  
**Campfield**  
 14:19 17:20  
**candidate** 16:13  
 17:4, 19  
**capacities** 79:2  
**capacity** 27:19  
 79:8 80:10, 11  
 84:20 85:1  
 99:19  
**capital** 22:19  
 24:1, 3, 4 27:13  
 28:6 43:10  
 131:6  
**care** 68:5 118:6  
**careful** 79:3  
**carefully** 60:10  
**caretaker**  
 120:19  
**caring** 125:14  
**carries** 11:7  
 14:8 16:12  
 20:20 67:20  
 70:1 73:9  
**carry** 35:7  
**cases** 42:13  
 110:19  
**catastrophic**  
 52:10  
**catchment** 74:1  
 85:7  
**caught** 29:11  
 60:5  
**CAUSE** 46:14  
 88:18  
**caused** 52:12

**Causey** 2:3 4:2,  
 3 5:15, 18 6:9,  
 10 7:6, 7 9:14,  
 20 10:12, 13  
 11:6 12:11, 16,  
 20 13:1, 14, 15  
 14:8, 20 15:4,  
 17, 18 16:11  
 17:2, 18 18:12  
 19:11 20:4, 5,  
 19 22:3, 8  
 25:15, 19, 21  
 26:2, 5 28:21  
 30:6, 8, 12  
 31:20 35:12  
 39:8, 12 41:1, 9  
 42:2, 7, 15 43:1,  
 6 44:10, 16, 21  
 45:2, 5, 9, 17  
 46:18 47:1, 9,  
 12, 17, 20 48:2,  
 7, 10 49:3, 5, 7,  
 16, 18 50:9, 15  
 51:1 52:5  
 54:17, 19 55:21  
 56:4, 13, 17  
 57:1, 12, 13  
 58:6, 7, 20 59:2,  
 9, 10 60:14, 15  
 62:4, 18, 20  
 63:4 64:11  
 65:7 66:10, 13  
 67:5, 6, 20 68:4,  
 8, 11 69:3, 4, 18,  
 21 71:17, 20  
 72:14, 15 73:9,  
 17 81:6 83:5,  
 12 85:13, 16, 20,  
 21 91:3 93:3, 5  
 94:9 95:16  
 97:13 100:10  
 102:4, 10, 15  
 103:12 106:2,  
 12 108:18  
 110:10 111:19  
 112:21 113:14  
 114:14 116:10  
 118:7, 10, 11  
 119:9 122:11  
 123:12 128:15

129:5, 11, 15  
 131:2  
**celebrate**  
 126:15 127:8  
**celebrating**  
 126:20  
**Center** 14:19  
 17:21  
**central** 118:15  
**certain** 33:14  
**certainly** 103:6  
 110:4 119:13  
 128:15  
**certify** 33:20  
 132:6, 9  
**cetera** 96:1  
**chain** 30:1  
**Chair** 2:3, 4  
 5:14 6:8 7:7  
 8:6, 7 9:19  
 10:11 13:13  
 14:14 15:16  
 19:10 20:3  
 22:7, 8 26:4  
 41:14 46:11  
 49:6 58:5  
 63:21 67:4  
 69:2 72:13  
 73:17 90:5  
 93:3, 6 103:14  
 105:11 106:5,  
 14 107:3  
 116:11 128:13  
**CHAIRMAN**  
 4:2 5:15, 18  
 6:10 7:6 9:14,  
 20 10:13 11:6  
 12:16, 20 13:1,  
 15 14:8, 20  
 15:4, 18 16:11  
 17:2, 18 18:12  
 19:11 20:5, 19  
 22:3 25:15, 19,  
 21 26:2, 5  
 28:21 30:6, 8,  
 12 31:20 35:12  
 39:12 41:1, 9  
 42:2, 7, 15 43:1,  
 6 44:10, 16, 21  
 45:2, 9, 17

46:14, 18 47:1,  
 12, 17, 20 48:2,  
 10 49:3, 5, 7, 16  
 50:9, 15 51:1  
 52:5 54:19  
 55:21 56:13, 17  
 57:1, 13 58:7,  
 20 59:10 60:15  
 62:20 64:11  
 65:7 66:10, 13  
 67:6, 20 68:8,  
 11 69:4, 18, 21  
 71:17, 20 72:15  
 73:9 81:6 83:5  
 85:13, 16, 20  
 91:3 93:5 94:9  
 95:16 97:13  
 100:10 102:4,  
 10 103:12  
 106:2, 12  
 108:18 110:10  
 111:19 112:21  
 113:14 114:14  
 116:10 118:7,  
 11 119:9  
 122:11 123:12  
 128:15 129:5,  
 11, 15 131:2  
**Chairwoman**  
 4:3 12:10, 11  
 73:16  
**challenge**  
 122:13  
**challenged**  
 125:6  
**challenges**  
 97:21 125:10  
**chance** 62:14  
**change** 29:15  
 30:4 62:7 64:5,  
 6 76:17 77:1, 3  
 95:12 97:10  
 99:21  
**changed** 56:7  
 77:2  
**Changes** 3:14  
 9:10, 12 19:3  
 29:13 48:8, 12,  
 14 49:1, 11, 13  
 50:6, 6, 18

59:15 60:11  
 91:9 97:5  
 108:16 119:18  
 120:3, 11  
 121:17 130:7  
**changing** 91:11  
 95:4 120:13  
**channel** 4:14,  
 15 9:1, 2 116:6  
**check** 33:10  
 39:1, 2  
**checked** 33:6  
**checking** 34:2  
 41:10  
**Cheryl** 2:11  
**Cheryl's** 122:12  
**child** 115:20  
 125:1  
**children** 28:17  
 32:10, 13, 20  
 38:18 40:4  
 94:1, 3, 13  
 104:1, 6 108:5,  
 16 112:6, 8, 13,  
 15, 18 115:7, 10  
 116:15 117:3  
 119:20 120:1, 5  
 121:18 122:9  
 124:14 125:2  
 127:6  
**children's** 124:7  
**chillers** 28:9  
**chime** 56:2  
**choices** 127:11  
**chosen** 116:2  
**Christina** 48:6  
**Cindy** 114:8  
**circumstance**  
 65:4 77:7  
**circumstances**  
 53:12, 18 77:4  
**citizens** 21:7  
**clarification**  
 52:4  
**clarity** 52:6  
**class** 117:5  
 122:19 125:19  
 129:21 130:6  
 131:1

**classroom**  
 17:13 18:7  
**cleanup** 88:3  
**clear** 49:15  
 76:3  
**Clearly** 64:4  
**Closed** 3:2, 6,  
 12 4:8, 21 7:4,  
 21 11:12, 13  
 12:3 21:19  
 37:16 52:16  
 65:11, 12 70:17,  
 19 128:21  
**closely** 30:2  
 33:4, 18 35:2  
 88:4  
**closing** 104:4  
 127:9, 21 130:4  
**closure** 53:1  
 71:13  
**Club** 35:15  
 38:16  
**CMP** 3:13  
 22:5 24:7 25:8  
 26:10  
**Code** 5:2  
**cognizant** 93:12,  
 15 102:1  
**Colgate** 29:3  
**collecting** 80:17  
**collective** 5:12  
 12:1  
**college** 126:3  
**Comcast** 4:14  
**come** 32:10, 21  
 34:18 65:4  
 75:15 86:15  
 95:11 97:3  
 120:15 121:13  
 125:10, 11  
**comes** 19:12  
 63:3 89:15  
**coming** 26:9  
 32:13 35:16  
 39:4 45:6  
 65:17 95:3, 10  
 105:19 121:17  
 123:6  
**Comment** 3:11  
 21:1, 10 25:18,

20 26:1, 4  
 28:12 35:11  
 42:8, 19 59:3  
 72:1 77:14, 15  
 78:14 80:18  
 81:1, 10, 14  
 82:16, 21 83:4  
 89:9 96:7  
 98:21 100:16,  
 17 129:17  
 131:5  
**Comments** 3:17  
 9:7 21:3, 3, 4,  
 12, 13 25:16  
 42:21 43:3, 5  
 49:17 54:16  
 56:1 57:14  
 59:1 77:12  
 78:12 80:19  
 81:2, 8, 12 83:8,  
 11 90:7 92:8  
 95:17 96:3  
 100:13 101:4, 7,  
 16 109:12  
 111:13 122:15  
 123:13 130:1  
**commission**  
 124:1  
**Committee** 3:16  
 8:9 18:16 19:1,  
 9, 13 28:13  
 41:21 45:6, 19  
 61:20 78:2, 2, 9  
 102:11, 14, 16,  
 18 103:4, 13, 15,  
 17 106:3, 6, 10,  
 13, 13 107:1, 4,  
 8, 20 108:2, 6, 7,  
 7, 15, 19 112:16  
 114:4 128:1  
**committees**  
 109:5  
**committee's**  
 18:18 19:3  
**common** 24:9  
**communicate**  
 81:11, 15 99:7,  
 12  
**communicating**  
 97:18 99:8

<p><b>communication</b> 18:21 36:8 87:20 97:7, 9 99:17 100:7 102:1</p> <p><b>communications</b> 95:20</p> <p><b>communities</b> 99:12, 16 100:7 110:15 112:10 125:4 126:14, 20</p> <p><b>Community</b> 17:9 25:5 27:5 28:5 43:18 76:17 78:5 80:17, 18 83:21 84:6 85:3, 9, 10 92:3, 12 93:10 95:3, 11 96:8, 11 97:18 98:9 112:9, 18 130:5</p> <p><b>companies</b> 34:3</p> <p><b>compassionate</b> 125:14</p> <p><b>compensation</b> 5:6 11:16</p> <p><b>complete</b> 88:12</p> <p><b>completed</b> 44:8 86:12, 13</p> <p><b>completes</b> 25:5</p> <p><b>completing</b> 110:3</p> <p><b>completion</b> 26:16 44:4</p> <p><b>complex</b> 37:9</p> <p><b>compliance</b> 22:17 53:13 60:19 61:1, 6, 17</p> <p><b>complied</b> 52:20 54:12</p> <p><b>comprehensive</b> 22:13 23:13 44:18 128:4</p> <p><b>concern</b> 27:6 37:14 41:2 60:16, 20</p> <p><b>concerned</b> 105:18 113:16</p>	<p><b>concerns</b> 21:8 39:5 77:11 78:14 93:6, 11 97:15 100:12 119:15</p> <p><b>concludes</b> 131:12</p> <p><b>condensed</b> 76:17 77:2, 8, 20 78:6, 13 82:18</p> <p><b>condensing</b> 96:20</p> <p><b>condition</b> 26:21 27:12</p> <p><b>conditioned</b> 28:3</p> <p><b>conditioning</b> 27:15</p> <p><b>conditions</b> 27:4 29:9</p> <p><b>conduct</b> 4:15 5:11 9:2 12:1</p> <p><b>conducted</b> 44:1</p> <p><b>conducts</b> 78:3</p> <p><b>confusing</b> 101:9</p> <p><b>confusion</b> 76:16 79:1 84:9 85:4</p> <p><b>congratulate</b> 114:17 117:4 122:1, 19 123:1</p> <p><b>Congratulations</b> 17:2, 17, 18 18:11, 12 114:21 117:12 118:14 131:1</p> <p><b>connect</b> 114:1</p> <p><b>connected</b> 125:2</p> <p><b>connections</b> 124:5</p> <p><b>consent</b> 12:13</p> <p><b>conservation</b> 25:11</p> <p><b>consider</b> 5:12 12:2 55:20 83:9, 10 91:12</p> <p><b>Consideration</b> 3:5, 14 9:8 21:19 34:11, 14 48:8, 12, 14</p>	<p>49:1 73:18 79:3 91:5, 21</p> <p><b>considerations</b> 78:8</p> <p><b>considered</b> 38:4 78:19</p> <p><b>consistency</b> 81:19</p> <p><b>consistent</b> 53:20 64:2 77:9 78:16 80:12 82:1</p> <p><b>constituent</b> 89:12, 16</p> <p><b>constituents</b> 38:20 40:1, 7 105:18</p> <p><b>constraints</b> 98:17</p> <p><b>Construction</b> 23:11, 20 24:18</p> <p><b>consult</b> 5:10 11:21</p> <p><b>consultant</b> 43:17 44:2</p> <p><b>consultants</b> 33:10</p> <p><b>consultation</b> 8:7 77:4</p> <p><b>contact</b> 39:19 104:15</p> <p><b>contacted</b> 39:19</p> <p><b>content</b> 23:17</p> <p><b>context</b> 64:10</p> <p><b>continue</b> 39:13 56:1 64:20 68:12 83:7 122:9 125:7, 16 130:3</p> <p><b>continued</b> 59:20 60:3 104:13</p> <p><b>continuing</b> 44:12</p> <p><b>continuity</b> 65:13 91:15 127:3</p> <p><b>continuous</b> 24:13</p> <p><b>contract</b> 45:20</p>	<p><b>contracts</b> 45:6, 19 46:7, 10, 13, 21 47:5 106:4, 6, 7</p> <p><b>contributions</b> 124:8</p> <p><b>conversation</b> 28:4 29:14 30:20 31:1, 5 41:19 59:11, 13</p> <p><b>coordinated</b> 23:15</p> <p><b>coordinator</b> 17:10, 11, 21</p> <p><b>corner</b> 122:3</p> <p><b>Corns</b> 115:8</p> <p><b>coronavirus</b> 52:12</p> <p><b>correct</b> 51:1 68:7 92:19 94:14 95:13, 14</p> <p><b>council</b> 37:20 105:10, 11, 15</p> <p><b>councilman</b> 40:16, 20</p> <p><b>Councilperson</b> 105:12</p> <p><b>counsel</b> 5:10 11:21 48:16 62:5 132:9</p> <p><b>counselors</b> 113:5</p> <p><b>count</b> 25:2 86:4</p> <p><b>Country</b> 35:15 38:16</p> <p><b>COUNTY</b> 1:2 4:4, 6, 7 7:9, 14, 20 17:1, 17 18:10 24:20, 20 25:2, 4 32:2, 8, 19 33:5, 8, 9 34:11, 21 35:1, 7 37:17, 20 39:7 40:16, 20 41:21 43:10, 11 52:19 63:1 70:16 76:20 87:16 88:5, 19 89:4 105:10, 15 110:7 111:2, 6,</p>	<p>8, 9, 15 116:16 124:1, 11, 18, 19 132:2, 5</p> <p><b>county's</b> 33:18 41:7</p> <p><b>couple</b> 38:21 114:1 115:7</p> <p><b>course</b> 105:3</p> <p><b>covered</b> 86:21 109:9</p> <p><b>COVID</b> 49:12 60:4 91:11 124:18 127:4</p> <p><b>COVID-19</b> 7:15 8:6 29:21 52:10 61:18 76:12 77:6 101:18 112:4 124:12</p> <p><b>created</b> 77:14 107:21 126:10</p> <p><b>creating</b> 32:18</p> <p><b>Creek</b> 17:14</p> <p><b>crisis</b> 54:13</p> <p><b>cross-checked</b> 33:7</p> <p><b>crossing</b> 74:21</p> <p><b>crushed</b> 118:21</p> <p><b>Cub</b> 75:1</p> <p><b>curious</b> 49:20 91:19</p> <p><b>current</b> 52:21 53:7, 12, 18 54:13 71:12 79:13 99:20</p> <p><b>currently</b> 7:21 16:15 17:21 73:20 76:1 79:15 80:10 81:18 85:5 101:11</p> <p><b>Curriculum</b> 17:10 43:19 103:13, 17 114:4</p> <p><b>cut</b> 37:15 49:9</p> <p>&lt; D &gt;</p> <p><b>D-1</b> 12:18</p> <p><b>D-3</b> 12:18</p>
--	--	---	---	---

<p><b>dais</b> 25:16 109:12</p> <p><b>Darryl</b> 64:1 90:6 107:5</p> <p><b>date</b> 44:4 71:11 81:19 82:1 106:9 129:9</p> <p><b>dates</b> 109:6</p> <p><b>daughter</b> 123:7</p> <p><b>day</b> 29:13 71:7 111:5 117:16, 19 118:20 120:6 121:17, 18 129:2, 3 132:13</p> <p><b>days</b> 39:1 65:20 70:14 71:11 81:13, 21 82:15 92:14</p> <p><b>deadline</b> 9:17 70:6 71:1, 4, 8</p> <p><b>dealing</b> 110:16</p> <p><b>deals</b> 51:15</p> <p><b>decade</b> 120:20</p> <p><b>deceased</b> 12:14</p> <p><b>decide</b> 64:5 89:10</p> <p><b>decision</b> 65:18 78:17 81:4, 21 82:3, 8 121:6</p> <p><b>declaration</b> 52:9</p> <p><b>declare</b> 8:8</p> <p><b>dedicated</b> 110:4 126:21</p> <p><b>Deep</b> 17:14</p> <p><b>deepest</b> 125:3</p> <p><b>defer</b> 47:3</p> <p><b>deferred</b> 25:10 48:12</p> <p><b>definite</b> 29:18 86:10</p> <p><b>definitely</b> 38:10 41:6 89:2 94:14 110:1 130:19</p> <p><b>degree</b> 32:17</p> <p><b>delay</b> 41:11 46:20</p>	<p><b>deliberate</b> 38:9</p> <p><b>delivery</b> 24:7</p> <p><b>demotion</b> 5:5 11:16</p> <p><b>Department</b> 17:10, 11 25:4 32:2 33:5, 19 36:6 38:5 39:6 41:7</p> <p><b>designed</b> 74:6</p> <p><b>desire</b> 45:13</p> <p><b>Desmond</b> 115:21</p> <p><b>despite</b> 8:13</p> <p><b>detailed</b> 98:2</p> <p><b>details</b> 107:8</p> <p><b>determined</b> 53:6 54:7 55:14 76:6 77:5</p> <p><b>determines</b> 53:11</p> <p><b>develop</b> 27:12</p> <p><b>developed</b> 28:4 34:21 48:15</p> <p><b>developer</b> 32:9 34:15 35:14 36:1 37:18</p> <p><b>developers</b> 32:19 35:19, 20 36:9, 15</p> <p><b>developing</b> 26:15 78:18</p> <p><b>development</b> 32:3, 11, 11, 14 34:13 35:2, 16 36:21 38:11 43:16 65:5 73:20 74:9, 14, 20 75:1, 21 76:19 79:11, 19 80:15 84:14 85:6 86:1 87:12, 21 105:19</p> <p><b>developments</b> 32:4, 7, 15, 21 34:8, 11 35:4 37:20 88:6</p> <p><b>device</b> 119:2</p>	<p><b>devices</b> 18:21 115:10, 12</p> <p><b>dialogue</b> 89:14</p> <p><b>died</b> 105:14 120:19</p> <p><b>difference</b> 77:19 119:3</p> <p><b>differences</b> 77:21</p> <p><b>different</b> 26:17 29:10 32:7 33:15 43:20, 21 51:10, 20 60:2 84:5, 11, 19 97:16, 18 99:6, 10 103:21 124:10 126:4, 12 130:12</p> <p><b>differently</b> 119:20</p> <p><b>difficult</b> 44:12 86:17 123:18 124:21</p> <p><b>dilemma</b> 98:10</p> <p><b>diligence</b> 92:1</p> <p><b>direction</b> 7:19</p> <p><b>directly</b> 21:16</p> <p><b>director</b> 17:8 22:10 128:3</p> <p><b>discipline</b> 5:5 11:16</p> <p><b>disclosure</b> 9:17 51:16, 19 70:6, 10, 12 71:2, 5, 9</p> <p><b>discover</b> 116:17</p> <p><b>discovered</b> 88:2</p> <p><b>discrepancies</b> 42:14</p> <p><b>discrepancy</b> 40:3 42:6</p> <p><b>discretion</b> 63:20</p> <p><b>discuss</b> 5:4 11:15 46:13 54:10 55:1, 3, 17 56:11 60:12 92:7</p> <p><b>discussed</b> 55:7 86:5 102:18 106:16 107:1</p> <p><b>discussing</b> 102:2</p>	<p><b>discussion</b> 4:20 9:21 13:2 15:5 19:13 45:3 57:11 66:14 68:1 71:21 103:18 105:2 107:6</p> <p><b>discussions</b> 9:7 63:8 90:10 101:2 124:8</p> <p><b>disease</b> 52:12</p> <p><b>disruption</b> 76:16</p> <p><b>distributed</b> 21:5</p> <p><b>district</b> 28:17 35:5 93:11 110:18</p> <p><b>districts</b> 28:18</p> <p><b>divided</b> 85:9</p> <p><b>Dixit</b> 22:5, 7, 9 23:9 26:6, 11 27:9 28:11, 20 29:6 30:18 31:6, 21 33:1 37:14 39:5 41:1, 4, 12, 18 42:15 43:4, 7, 15 44:13 45:9, 10, 15 46:14 47:8 48:1, 5 73:14 74:11, 12, 15, 16 75:20 76:9 81:17 83:18 84:12, 18 86:6 87:1, 2, 5, 14 88:9, 16 89:1, 19 94:13, 15, 16 95:14 96:4 97:21 98:20 101:20 102:6, 8</p> <p><b>document</b> 22:21 23:19 25:14 36:12 37:6 46:8 48:21 50:1 51:2, 4 114:11</p> <p><b>documenting</b> 129:12</p>	<p><b>documents</b> 22:17 23:14, 17 24:21 36:5</p> <p><b>dog</b> 93:13</p> <p><b>doing</b> 63:13 86:18 91:14 94:3, 4, 5, 6 99:3 108:4 109:18 110:21 120:7 123:4 125:9, 13</p> <p><b>dollars</b> 28:7</p> <p><b>Door</b> 111:10</p> <p><b>double</b> 34:2 39:2</p> <p><b>dovetail</b> 64:12</p> <p><b>downside</b> 94:5</p> <p><b>Dr</b> 6:21 7:1 9:9, 11 11:3, 4 14:5, 6, 12, 13 16:8, 9, 12, 13 17:3, 19 20:16, 17 22:8 28:11 30:3 41:11, 14 42:3, 17 43:2, 5 46:16, 17, 19 47:2, 21 48:20 57:3, 4, 8 58:18, 19 62:21 63:7, 7, 21 64:12 65:2, 10, 15 66:5, 7 67:17, 18 68:5, 8 69:15, 16 73:6, 7, 17 83:2 85:13 90:5 91:4 92:6 93:9 94:7 100:12, 18 106:18 107:5, 5, 5 109:15, 16, 20 110:14 111:21 115:2 116:13, 14 119:11 122:17 123:16 124:11 128:13, 16, 17 129:8, 14, 16, 18, 19 131:3</p> <p><b>draft</b> 48:18 50:5</p>
---	--	--	--	---



**drafts** 55:9  
**dry** 49:10  
**due** 7:15 53:11, 18 71:11 77:3 78:13 92:1  
 < E >  
**E-1** 15:1  
**Earlier** 11:12 63:14 86:5 87:11  
**Early** 14:19 17:20 44:7, 8 65:9 105:13 121:11  
**easy** 116:16 118:2  
**eatory** 74:21  
**echo** 39:3 111:21 119:13 122:14  
**ed** 17:13 18:7  
**edge** 113:17  
**Edgemere** 38:19  
**educating** 119:20  
**EDUCATION** 1:1 3:9 4:4, 6, 11 7:7, 9, 13 8:3 18:2, 15 21:5 24:6, 7, 14 52:18 54:3 70:8 125:2 128:9  
**educational** 22:12 23:12 44:17 63:1  
**educators** 126:18  
**effect** 52:14 54:3 93:21  
**effective** 125:14  
**effectively** 79:3  
**effects** 11:20  
**efficiency** 24:13 84:9  
**efficient** 125:14  
**efficiently** 4:15 9:2  
**efforts** 118:15

**EFMP** 3:13 22:5 23:21 26:10 33:21  
**either** 57:8, 10 68:9  
**election** 35:5  
**elections** 129:1  
**electronic** 18:21  
**element** 60:8  
**Elementary** 14:18 17:5, 7, 14 18:3, 5, 8 29:4, 4 38:19 74:2, 2, 3, 7 75:10 76:10 79:5, 14, 16 80:4, 5 85:7, 11 99:14 115:10  
**elements** 24:16 25:8  
**Eleven-one** 69:20  
**eliminates** 24:10  
**eloquent** 123:14  
**email** 40:15 42:4 50:2, 8 77:13 80:18  
**emailed** 21:4 48:21 50:15, 16, 20 51:5, 7, 19, 20  
**emails** 21:16 96:14  
**embracing** 120:6  
**emergencies** 76:21  
**Emergency** 3:15 8:5 48:4 49:14 52:9, 10 53:1 71:13 73:12 75:16 77:3, 6 83:13, 16 91:19 93:19 98:14 101:17  
**emphasize** 88:9  
**employees** 5:7 11:18 71:2  
**employment** 5:4 11:15

**encourage** 11:12 12:10 14:13 22:6, 7 23:8 46:16, 18 50:13 73:16 75:18 80:3 86:5 100:12 102:16 113:15 114:15 116:12  
**endured** 117:10  
**energy** 25:11  
**engage** 104:9  
**engagement** 107:11  
**enrich** 124:8  
**enrollment** 24:5 25:1 27:15 28:1 32:4, 16 79:8, 21 80:4  
**entertain** 104:1  
**entire** 25:5 27:8 28:17 33:11 44:7 113:2 115:8 126:13  
**entirety** 8:10  
**environments** 24:8, 9  
**equity** 28:13, 15 106:17, 20, 21 108:7 112:16  
**Erin** 2:6 43:2 65:2 111:21 116:13 123:16  
**especially** 123:17 124:21 125:3 126:10  
**essential** 109:1  
**essentially** 61:14  
**established** 106:21  
**establishment** 8:11 107:2, 7  
**Estates** 35:15 38:16  
**estimate** 32:9  
**et** 96:1  
**evaluate** 42:16 92:1  
**evaluates** 78:2  
**evaluating** 24:1  
**evaluation** 11:17 78:7  
**evaluations** 5:7  
**Evans** 105:12  
**evening** 4:16 7:6 9:3, 11

**event** 8:4 53:11 63:7  
**everybody** 116:9  
**everybody's** 51:11  
**everyday** 117:20  
**everyone's** 30:14 103:5  
**exactly** 61:11 109:8  
**examine** 46:8  
**examples** 127:5  
**exams** 130:2  
**exception** 62:2  
**excited** 110:7 124:2  
**Excuse** 50:11  
**executive** 22:10 43:10 52:13 111:3  
**Exhibit** 15:1 19:7  
**Exhibits** 12:18  
**existence** 52:9  
**expand** 83:19  
**expect** 64:17 81:12 104:6  
**expected** 32:4  
**experiencing** 120:12  
**expert** 63:1  
**expressed** 93:7  
**extend** 71:4 90:11  
**extended** 65:11 71:1, 10 82:20 83:3  
**extending** 9:16 70:5 81:14 101:4  
**extensions** 51:15

**extensive** 28:4  
**extent** 53:16  
**extremely** 38:13  
 < F >  
**fabricated** 36:11  
**face** 98:1  
**Facebook** 120:16  
**facilities** 22:10, 12 23:12, 16 24:14 26:8, 9, 12, 13, 19 27:4, 6, 7 28:14, 16 31:3 44:17  
**facility** 25:3, 6  
**fact** 38:11 59:13 90:20 93:15, 16 96:10  
**factor** 30:16 38:4  
**factors** 34:7, 10, 20 35:5 78:19 79:4  
**faculty** 121:7  
**fails** 58:20  
**fair** 26:21 31:14 82:15  
**fall** 44:7, 7, 8, 8 101:2 105:13 122:5  
**Falls** 73:20 74:1, 14 76:19  
**familiar** 74:19  
**families** 78:20 99:8, 21 100:21 110:6 111:5 112:12 113:8, 17, 21 125:4, 8 126:19  
**family** 76:8 107:11 121:12 124:21  
**far** 31:2 32:6 34:17  
**fashion** 88:7  
**faucets** 31:3  
**favor** 57:16  
**fear** 119:18 120:10 121:9

<p><b>fears</b> 113:6 119:21, 21 127:12 <b>February</b> 88:14 128:2 <b>fed</b> 111:6 <b>federal</b> 53:21 64:3 <b>feedback</b> 27:5, 10 28:19 34:16 80:17 81:16 90:11 94:6 96:8, 18, 18 97:1 <b>feel</b> 34:5 46:3 82:10, 20 97:5 119:4 121:2 <b>feels</b> 63:7, 12 <b>fell</b> 88:19 <b>fellow</b> 109:19 116:12 <b>fighting</b> 118:1 <b>filed</b> 70:10, 13 <b>filing</b> 9:17 51:16 70:6 71:1, 4, 8 <b>fill</b> 35:19 70:11 110:5 121:5 <b>filled</b> 36:2 121:9 <b>fills</b> 121:4 <b>final</b> 69:19 77:16 127:19 <b>finalized</b> 103:3, 5 <b>financial</b> 9:17 51:16, 18 70:6, 9, 12 71:1, 5, 9 127:17 <b>find</b> 50:2 81:9 109:17 117:16, 17, 18 118:3 <b>finding</b> 82:11, 12, 16 <b>finest</b> 117:11 <b>finish</b> 39:10 123:9 <b>finished</b> 40:20 <b>FiOS</b> 4:14 9:1</p>	<p><b>first</b> 9:8 16:13 21:12 41:19 44:5 51:12 90:16 95:5 108:11 109:17 112:3 114:17 116:13 120:17 122:17 <b>fiscal</b> 44:18 102:21 131:5 <b>five</b> 34:8 35:3 75:11 76:10 91:18 111:13 <b>fixtures</b> 31:12, 18 <b>flabbergasted</b> 36:10 <b>flack</b> 115:13 <b>flag</b> 7:11 <b>flexibility</b> 53:8 55:4, 10 <b>floor</b> 39:9 47:10 <b>focus</b> 26:17 43:17, 21 112:5 <b>focused</b> 119:1 <b>folks</b> 89:4 95:2, 9 98:15 103:20 117:21 123:5 <b>follow</b> 41:10, 15, 17 64:21 89:8 122:13 <b>following</b> 11:14 12:13 14:16 19:4 62:9 77:9, 15 78:15 97:14 107:17 110:3 <b>follows</b> 18:19 <b>followup</b> 21:9 <b>food</b> 110:20 115:5, 6 125:12 128:3 <b>foregoing</b> 132:6 <b>forever</b> 121:3 <b>form</b> 23:3 35:13, 15, 18, 19 50:5 77:14 80:18 95:21 122:16</p>	<p><b>formal</b> 80:20 <b>format</b> 23:2 <b>formation</b> 112:15 <b>formed</b> 78:2 <b>forming</b> 108:11 <b>formula</b> 32:6 <b>forth</b> 50:7 63:10 <b>forward</b> 14:15 42:4 60:7, 13 73:18 88:17 91:6 108:4, 12, 14 112:1, 6, 7, 15, 17 115:3 119:11 127:11 <b>forwarded</b> 36:12 106:8 <b>found</b> 5:2 12:4 42:1 80:1 <b>four</b> 40:2 75:11 76:10 82:14 84:11 86:7, 12 93:16 99:5, 12, 16 102:2 111:12 128:7 <b>frame</b> 100:17 <b>free</b> 34:5 <b>frequently</b> 90:2 <b>friends</b> 121:12 <b>front</b> 45:18 <b>full</b> 41:13 47:6 53:13 64:10 77:12, 19, 21 81:15 88:12 89:8 103:4 106:15 <b>fullest</b> 53:16 <b>fully</b> 8:13 52:20 53:13 54:8, 9, 12 55:15, 16 91:17, 18 <b>function</b> 24:12 <b>functions</b> 103:10 <b>funded</b> 43:11 <b>further</b> 42:21 46:4, 7 54:4, 11</p>	<p>102:5 105:19 132:9 <b>future</b> 31:16 <b>FY-21</b> 103:2  &lt; G &gt; <b>gain</b> 84:9 <b>gap</b> 36:8 <b>gaps</b> 121:4, 5 127:21 <b>Gasparotti</b> 1:21 132:4, 16 <b>General</b> 5:2 26:20 27:11 38:19 66:3 <b>generally</b> 65:7 98:1 <b>generate</b> 34:7 <b>George</b> 114:20 <b>getting</b> 39:11 <b>girl</b> 118:20 <b>give</b> 22:16 23:6 29:17 33:1 36:14 55:4, 9 69:19 74:13, 18 75:8 82:15 102:12 111:1 126:2 <b>Given</b> 43:12 46:14 53:7 77:11 91:8, 20 100:12 108:21 <b>gives</b> 32:2 36:15 51:13 <b>giving</b> 108:12 <b>glad</b> 47:16 <b>glitter</b> 72:20 <b>go</b> 4:21 21:15 25:16 32:19 38:18 40:4, 5, 8, 8 45:18 46:10, 21 49:21 63:10 84:5, 15 85:16 86:17 90:10 94:14, 17 95:10 96:6, 12 98:16, 18 102:12 109:3, 12 112:17 117:20 118:20 120:1, 6</p>	<p>128:5, 11 129:12 131:9 <b>goals</b> 25:9 <b>goes</b> 46:6 98:12 105:9 116:6 120:5 <b>going</b> 23:5 29:19, 20, 21 38:2 40:4, 5, 8, 8, 12, 13, 17 45:21 47:4 48:5 56:5 60:7, 8 61:3 64:4 65:11, 19 74:12, 13 84:7 86:17 88:4, 17 97:3, 4, 5 99:20 103:21 104:3, 11, 19, 21 105:12 107:3 112:4, 17 114:16 119:7, 19 121:3, 21 122:14 124:4, 10 125:16 126:11 130:8, 8, 11 <b>Good</b> 4:2 7:6 9:11 12:10 14:13 22:6, 7 23:8 26:11, 21 29:6 31:13 46:16, 18 61:19 73:16 75:18 89:2 102:15 113:15 114:15 116:8, 11 118:6 131:14 <b>Gover</b> 5:18, 20 6:1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21 7:2 10:2, 4, 6, 8, 10, 12, 14, 16, 18, 20 11:1, 3, 5 13:4, 6, 8, 10, 12, 14, 16, 18, 20 14:1, 3, 5, 7 15:7, 9, 11, 13, 15, 17, 19, 21 16:2, 4, 6, 8, 10 19:15, 17, 19, 21</p>
--	---	--	---	--

20:2, 4, 6, 8, 10, 12, 14, 16, 18  
 45:3, 5, 13, 17,  
 20 47:4 48:7  
 51:6 57:15, 17,  
 19, 21 58:2, 4, 6,  
 8, 10, 12, 14, 16,  
 18 66:16, 18, 20  
 67:1, 3, 5, 7, 9,  
 11, 13, 15, 17, 19  
 68:11, 13, 15, 18,  
 20 69:1, 3, 5, 7,  
 9, 11, 13, 17, 18,  
 20 72:2, 4, 6, 8,  
 10, 12, 14, 16, 18  
 73:2, 4, 6, 8  
 118:9  
**government**  
 103:15 105:1, 6  
**Governor** 52:8  
 123:20  
**graduate** 124:5  
**graduates**  
 126:10, 16, 20  
**graduating**  
 125:19  
**graduation**  
 114:19 125:20  
 126:11  
**graduations**  
 123:2 126:3  
**great** 114:4  
 115:15 119:10  
 125:9 126:17  
**Gregory** 124:11  
**grieving** 125:4  
**grounded**  
 120:14  
**group** 95:4  
 101:11 106:17  
**groups** 26:17  
 43:17, 21  
 100:20 126:9  
**Grove** 74:2, 4  
 75:3, 5 79:6, 16  
 80:5, 9 99:13,  
 14 100:5  
**growing** 101:12  
**grown** 37:1

**guess** 30:21  
 31:2 51:3  
 59:16 60:16  
**guidance** 54:1  
 64:19 113:5  
**guide** 23:21  
**guidelines**  
 22:20 64:14  
 65:17  
**Gunpowder**  
 73:20, 21 74:14  
 76:18  
**guys** 26:9  
 115:15  
 < **H** >  
**Hager** 2:6 6:21  
 7:1 11:3, 4  
 14:5, 6 16:8, 9  
 20:16, 17 43:3,  
 5 48:20 58:18,  
 19 65:2, 2 66:7  
 67:17, 18 69:15,  
 15, 16 73:6, 7  
 109:15, 16  
 110:14 111:21  
 115:2 116:13,  
 14 119:11  
 122:17 123:17  
**Hall** 74:4 75:4,  
 7, 7 80:10  
 84:15, 21 94:14,  
 16, 17, 19 99:14  
**hand** 132:12  
**handbook** 105:6  
**handbooks**  
 105:2  
**handle** 55:18  
 59:15 104:7  
**handled** 60:1  
 100:16  
**handling** 125:10  
**hang** 113:13  
 129:21  
**happen** 49:12  
 59:5  
**happened** 35:4  
 39:14 43:13  
 97:6, 8 119:5

**happening** 35:9  
 59:18 84:14, 17  
 88:17 91:9  
 96:2 119:15  
**happens** 119:21  
 122:4, 4  
**happiness**  
 117:19  
**happy** 41:16  
 52:6 107:2  
 110:14 122:18  
 123:10  
**hard** 110:20  
 111:4 113:11  
 115:17, 19  
 125:16 126:12,  
 13  
**Harford** 74:21  
**harm** 94:4  
**Hawthorne** 18:4  
**Hayden** 110:2  
**hazards** 24:11  
**health** 4:10 8:1,  
 5 52:10 77:11  
 78:13 124:3, 7,  
 11  
**healthy** 24:8  
 123:10  
**hear** 25:16  
 39:5 57:12  
 93:6, 11 129:6  
**heard** 32:1  
 42:16 122:15  
**Hearing** 13:2  
 21:7 45:3 72:2  
 77:12 78:14  
 81:20 89:9  
 90:10  
**heart** 117:5  
**heartwarming**  
 127:5  
**held** 4:12 8:9,  
 20 81:20  
**Hello** 31:21  
**helm** 112:17  
**help** 33:2 34:2  
 108:15 109:21  
 111:12, 13  
 112:7, 8, 8  
 116:19, 20

**helpful** 91:4  
 124:4  
**Henn** 2:4 5:14,  
 14 6:7, 8 9:19,  
 19 10:10, 11  
 12:11 13:12, 13  
 15:15, 16 19:10,  
 10 20:2, 3 22:8  
 26:3, 4 46:11,  
 11 49:6, 7 58:4,  
 5 67:3, 4 69:1,  
 2 72:12, 13  
 73:17 93:3, 4, 6  
 94:12, 12  
 102:19 106:4, 5  
 116:10, 11  
**hey** 40:7  
**Hi** 49:18 92:9  
**High** 14:17  
 16:14, 16, 18, 19  
 38:18 40:6  
 44:5 75:6, 7, 12  
 76:11 94:18  
 130:8  
**highlight** 79:12  
**highlighted**  
 35:21 37:7  
**Hill** 75:1  
**hires** 71:5, 9  
**hit** 109:4  
**Hogan** 52:7  
 123:21  
**hold** 105:3  
 114:11 118:3  
**home** 104:15  
 120:2  
**homeless** 104:2  
 113:18  
**homes** 73:20  
 74:7 75:2 76:9  
 99:4, 5  
**honored** 106:14  
 110:5  
**hope** 26:18  
 29:12 98:4  
 113:21 117:8  
 123:8  
**hopes** 127:12  
**hot** 112:11

**hour** 102:17  
 111:12  
**hours** 50:14  
 65:16  
**houses** 36:18  
 38:7 93:16  
 95:5, 9  
**hug** 126:2  
**human** 104:15  
**hundred** 37:1  
 61:4  
**hundreds** 115:6  
 < **I** >  
**idea** 27:11  
 75:8 114:4  
**identified** 43:18  
**immediately**  
 88:7  
**impact** 29:21  
 76:13 81:14  
 82:2 87:17  
 93:21, 21 99:17,  
 20  
**impacted** 61:12  
 75:6 99:13, 20  
 100:3 112:11  
**impactful** 126:7  
**impacting** 120:9  
**impacts** 79:11  
 88:8  
**implement**  
 53:15 64:20  
**implementation**  
 77:2 82:7 92:5  
**implemented**  
 52:21 53:13  
 54:8, 13 55:15  
 64:18  
**implementing**  
 53:9  
**important**  
 28:13 112:5  
**importantly**  
 113:8  
**impracticable**  
 53:3  
**improve** 87:20

<p><b>improvement</b> 22:19 24:2, 4 26:15 27:13</p> <p><b>improvements</b> 27:16 28:8</p> <p><b>inaudible</b> 78:3 80:16 84:8</p> <p><b>include</b> 25:8 78:7, 8, 10</p> <p><b>included</b> 27:17 80:20</p> <p><b>includes</b> 75:21 77:8 104:9</p> <p><b>including</b> 79:10 107:20 123:7</p> <p><b>increase</b> 79:19 80:6</p> <p><b>increasing</b> 100:16</p> <p><b>incredibly</b> 81:10</p> <p><b>independent</b> 33:10 34:2</p> <p><b>indicated</b> 47:4 79:6 86:6</p> <p><b>indicates</b> 76:21</p> <p><b>individual</b> 111:11</p> <p><b>individuals</b> 5:10 11:20 70:10</p> <p><b>inform</b> 65:19 96:1</p> <p><b>Information</b> 3:18 18:19 22:21 23:2 24:19 25:1 29:16, 18 35:21 36:7 39:3, 17, 18, 21 41:16 61:11 74:9 78:9 80:14 89:4 98:2 104:18 127:15</p> <p><b>informational</b> 12:4</p> <p><b>informational-su mmaries.html</b> 12:6</p> <p><b>informed</b> 83:15</p>	<p><b>infrastructure</b> 27:16 38:1</p> <p><b>initial</b> 35:18</p> <p><b>initially</b> 35:17</p> <p><b>initiate</b> 38:6</p> <p><b>initiated</b> 76:18</p> <p><b>initiatives</b> 25:12</p> <p><b>injury</b> 116:2</p> <p><b>injustice</b> 115:21 116:4</p> <p><b>input</b> 32:5, 18 36:14 92:3, 11, 12 103:7</p> <p><b>instance</b> 126:5</p> <p><b>Instruction</b> 17:11 43:19</p> <p><b>insure</b> 113:7</p> <p><b>insures</b> 24:4, 9, 13</p> <p><b>integrity</b> 83:21 85:3</p> <p><b>interest</b> 86:14</p> <p><b>interested</b> 21:7 105:15 132:10</p> <p><b>interesting</b> 38:14</p> <p><b>interests</b> 94:2</p> <p><b>interject</b> 128:14</p> <p><b>Internal</b> 103:2</p> <p><b>internally</b> 41:20</p> <p><b>Internet</b> 113:18</p> <p><b>introduced</b> 74:17</p> <p><b>investigative</b> 103:8</p> <p><b>invite</b> 7:10</p> <p><b>involved</b> 99:9 111:16 114:7 119:2 125:1</p> <p><b>ironically</b> 120:15</p> <p><b>issue</b> 60:4 90:18 94:10</p> <p><b>issued</b> 52:8 98:6</p> <p><b>issues</b> 31:9 60:2 91:10 106:16</p> <p><b>item</b> 4:20 9:8, 16 11:9, 11</p>	<p>12:7 14:10, 10 18:14 20:21, 21 21:18 22:4, 4 47:3 48:2, 3, 7, 8, 11 70:2, 2 73:11, 12 100:11 102:10, 11 109:11 127:15, 15 128:7 131:4, 4, 10</p> <p><b>Items</b> 3:12 4:16 9:3</p> <p><b>its</b> 8:10 47:3</p> <p>&lt; J &gt;</p> <p><b>J-1</b> 51:12</p> <p><b>J-2</b> 9:16 51:7, 14 70:2</p> <p><b>Jamel</b> 16:14</p> <p><b>January</b> 88:15</p> <p><b>Jernigan</b> 16:14</p> <p><b>Jim</b> 115:8</p> <p><b>job</b> 115:13, 15 116:16, 21, 21 125:9, 13</p> <p><b>John</b> 2:10 38:19</p> <p><b>Johnny</b> 111:3</p> <p><b>join</b> 73:15 116:12</p> <p><b>joining</b> 108:14 112:1</p> <p><b>Jose</b> 2:5 6:11, 12 10:14, 15 13:16, 17 15:19, 20 20:6, 7 26:5, 6 27:2 28:11 37:13 45:1, 1 47:9, 12, 19, 20 56:4 58:8, 9 62:4, 4 67:7, 8 69:5, 6 72:16, 17 83:12, 12 84:12 85:5 114:14, 15</p> <p><b>joy</b> 117:16 118:3</p> <p><b>joyful</b> 126:15</p> <p><b>Jr</b> 2:10</p>	<p><b>judgment</b> 63:2, 11</p> <p><b>Julie</b> 2:4 5:14 9:19</p> <p><b>July</b> 23:12 107:15</p> <p><b>June</b> 4:9 45:6, 21 46:21 47:5 77:16 81:4 90:15, 16, 21 91:2, 8 100:15 106:10 107:9, 20 108:20 121:11, 13 128:11, 20 129:4 131:11</p> <p><b>Junior</b> 52:7</p> <p><b>jurisdiction</b> 5:8 11:19</p> <p><b>justifies</b> 94:4</p> <p><b>justify</b> 32:15</p> <p><b>juts</b> 128:14</p> <p>&lt; K &gt;</p> <p><b>Karen</b> 128:2</p> <p><b>Kathleen</b> 2:3 4:3 7:7</p> <p><b>keep</b> 30:3 88:16 90:17 114:16 115:18 116:7 123:13</p> <p><b>keeping</b> 110:20</p> <p><b>kept</b> 120:14</p> <p><b>key</b> 127:19</p> <p><b>kids</b> 40:12 101:11 113:16, 20</p> <p><b>kind</b> 60:21 61:7</p> <p><b>kindergarten</b> 118:19</p> <p><b>knew</b> 40:11, 11, 17, 17, 20 87:8</p> <p><b>knocked</b> 119:17</p> <p><b>know</b> 26:14 29:9, 20 30:1, 15 31:11 32:17 33:2, 14, 17 36:4 37:1, 10, 19 38:8 39:3,</p>	<p>20 42:9 49:10 55:8, 18 57:5 59:21, 21 60:8 76:2, 12 81:13 83:2 84:1, 21 86:11, 13, 16 88:1, 11, 15 91:10, 15 92:10 93:13 95:10, 19 97:19 98:15, 17 99:2 104:6, 19 109:14 110:3 113:11, 20, 21 114:5, 6 115:13, 17 116:19 117:21 118:17 119:1 120:7 123:4, 5, 9 124:20 126:12</p> <p><b>knowing</b> 90:9</p> <p><b>knowledge</b> 86:7 87:7</p> <p><b>known</b> 87:6, 7</p> <p><b>Kuehn</b> 2:7 5:20, 21 10:2, 3 13:4, 5 15:7, 8 19:15, 16 25:17, 18 49:18, 19 50:3 51:3 57:17, 18 59:2, 3, 16 66:12, 16, 17 68:13, 14 72:4, 5 102:13, 15 122:11, 12 123:12</p> <p><b>Kuehn's</b> 130:1</p> <p>&lt; L &gt;</p> <p><b>labor</b> 117:1</p> <p><b>lagging</b> 41:3</p> <p><b>laid</b> 95:8</p> <p><b>Language</b> 18:6 55:1 56:7 61:9 62:16</p> <p><b>large</b> 46:8 115:2</p> <p><b>Larry</b> 123:20</p> <p><b>lastly</b> 115:17 117:13</p> <p><b>late</b> 105:13</p>
--	--	--	---	--

<p><b>law</b> 53:21 64:3 77:5</p> <p><b>Lawrence</b> 52:7</p> <p><b>layers</b> 103:21</p> <p><b>Leader</b> 18:9</p> <p><b>Leaders</b> 16:20 17:15</p> <p><b>leadership</b> 109:5</p> <p><b>learn</b> 116:21</p> <p><b>learned</b> 113:4</p> <p><b>Learning</b> 14:19 17:21 18:1 24:9 59:21 65:13 103:19 112:19 113:19 114:3 127:3</p> <p><b>leave</b> 25:14</p> <p><b>left</b> 38:10 118:9</p> <p><b>legal</b> 5:11 11:21 54:21 60:19 61:6 62:17</p> <p><b>legislation</b> 127:20</p> <p><b>legislative</b> 103:14 105:1</p> <p><b>lengthy</b> 57:10 59:13</p> <p><b>lens</b> 28:15</p> <p><b>lethal</b> 124:13</p> <p><b>letter</b> 34:1</p> <p><b>letters</b> 96:16</p> <p><b>letting</b> 114:5</p> <p><b>level</b> 37:17 64:15 80:7 84:21 130:7</p> <p><b>Levenstein</b> 128:3</p> <p><b>lieu</b> 77:12</p> <p><b>life</b> 115:18 120:12 121:21 124:20</p> <p><b>light</b> 52:21 96:9</p> <p><b>Likewise</b> 46:12</p> <p><b>Lily</b> 2:12 81:9 95:18</p> <p><b>limitations</b> 109:1</p> <p><b>Linda</b> 17:4</p>	<p><b>line</b> 94:21 97:1 114:6, 16 129:1</p> <p><b>Lisa</b> 2:8 5:17 36:17 49:4 83:14 87:2 106:18 107:5</p> <p><b>list</b> 61:13</p> <p><b>listen</b> 8:17</p> <p><b>little</b> 22:16 29:10 55:4 66:1 74:18 86:5 89:12 95:4 99:6 101:9 118:19 119:4</p> <p><b>live</b> 110:18</p> <p><b>lives</b> 7:14 113:10</p> <p><b>LIVESTREAM</b> 1:7 4:13 8:21</p> <p><b>livestreamed</b> 109:10</p> <p><b>living</b> 85:9 99:4</p> <p><b>lo</b> 32:12</p> <p><b>local</b> 24:1 40:10</p> <p><b>long</b> 53:20 87:6 92:11</p> <p><b>longer</b> 60:9 83:15 99:2</p> <p><b>look</b> 28:15 60:4 79:21 87:17 88:5 89:21 90:11, 12, 13, 14, 16 99:11, 15 100:19 101:6, 19 108:4, 12, 13 112:1, 15 115:3 117:9 119:11 120:10 127:1 128:5, 11, 18</p> <p><b>looking</b> 38:1, 2 88:21 101:21 112:7 121:4</p> <p><b>loop</b> 37:16 38:7</p> <p><b>lose</b> 84:6, 8</p> <p><b>loses</b> 124:20 125:1</p> <p><b>loss</b> 125:4</p>	<p><b>lost</b> 7:15 129:15</p> <p><b>lot</b> 28:18 30:15 60:18, 18 61:6 64:13, 19 86:17 91:8 112:3 113:2 115:13 117:21 119:12 123:4 127:5 130:18</p> <p><b>love</b> 117:1 127:13</p> <p><b>loved</b> 125:5</p> <p><b>lower</b> 79:14</p> <p><b>lowering</b> 105:16</p> <p><b>Lowry</b> 12:9, 10 14:9</p> <p><b>luck</b> 123:8</p> <p><b>Lyons</b> 14:17 17:5</p> <p>&lt; M &gt;</p> <p><b>MABE</b> 105:7</p> <p><b>Mack</b> 2:8 5:17, 17 6:15, 16 10:18, 19 13:20, 21 15:2, 2 16:2, 3 20:10, 11 30:6, 7 36:17, 18 37:4, 12 49:2, 3, 4, 8, 9 50:3 58:12, 13 59:9, 9, 11 67:11, 12 69:9, 10 87:2, 2, 10, 16 88:16 89:6 90:3 104:12 112:21 113:1</p> <p><b>Madam</b> 14:13 41:14 63:21 90:5 128:13</p> <p><b>magnificent</b> 115:13</p> <p><b>mail</b> 77:14 80:19</p> <p><b>mailed</b> 115:9</p> <p><b>main</b> 80:15 85:1, 2</p> <p><b>maintain</b> 4:10 8:1 83:20 85:2</p>	<p><b>maintained</b> 24:10</p> <p><b>maintenance</b> 22:13 23:13 24:6 25:11 44:19</p> <p><b>majority</b> 11:8</p> <p><b>Makeda</b> 2:13 28:12 42:18 56:20 92:9 107:3</p> <p><b>making</b> 4:18 9:5 101:21 130:7</p> <p><b>management</b> 18:20 22:10 23:16</p> <p><b>mandate</b> 64:9</p> <p><b>mandated</b> 7:19</p> <p><b>mandates</b> 54:2 64:14 125:11</p> <p><b>Mandela</b> 127:10</p> <p><b>map</b> 42:11, 14 79:6 88:7</p> <p><b>mapped</b> 90:9</p> <p><b>mapping</b> 90:19</p> <p><b>March</b> 8:4 52:11 70:18 76:1 88:15 127:18, 18</p> <p><b>Marchneck</b> 17:4</p> <p><b>Maryland</b> 5:2 23:10 52:8, 16 54:2 60:6 123:19 128:9, 21 129:6 132:1, 5</p> <p><b>master</b> 22:12 23:12 25:2 44:17</p> <p><b>mathematics</b> 16:18</p> <p><b>matter</b> 11:19 59:13 76:15 117:16, 19</p> <p><b>Matters</b> 3:7 5:9, 13 12:2, 8, 9, 14, 17</p> <p><b>maximum</b> 84:20</p>	<p><b>McMillion</b> 2:9 6:13, 14 10:16, 17 13:18, 19 15:21 16:1 20:8, 9 28:21 29:1 30:5 35:11, 12, 13 36:17, 20 37:6, 13 38:12 39:10, 12, 14 40:3 41:17 42:4 58:10, 11 62:18, 20, 21 63:6 67:9, 10 69:7, 8 72:18, 19 73:1 85:14, 14, 17, 21 113:14, 15</p> <p><b>McMillion's</b> 41:2 42:10 87:3 88:10</p> <p><b>mean</b> 37:15 50:1 90:21 91:1, 18 122:6</p> <p><b>meaningful</b> 126:7, 14</p> <p><b>means</b> 67:21 94:3</p> <p><b>mechanism</b> 8:12</p> <p><b>media</b> 98:5 111:8, 10 115:14</p> <p><b>medical</b> 8:5</p> <p><b>medicine</b> 123:19, 20</p> <p><b>Meditation</b> 3:4</p> <p><b>meet</b> 28:1 31:12, 17 59:4 60:3 61:16 62:12, 13</p> <p><b>MEETING</b> 1:6 3:12 4:12, 16 7:8 8:4, 8, 9, 13, 16, 18, 19 9:3 21:1, 2 41:8 48:13, 17 49:21 50:4, 4, 17, 20 54:10 55:2, 4, 7, 17 56:6, 12 57:11 59:14, 18 61:3 62:14</p>
---	---	--	---	---

63:15, 17, 20 70:3 75:15 77:17 82:3 90:16, 20, 21 91:2, 8 100:14 101:6 106:9, 16 107:9, 15, 20 108:12, 20 109:6, 7 118:10 127:6, 15, 21 129:8 131:11, 12, 15 <b>Meetings</b> 5:1 8:17 11:14 27:11 33:6 43:16 44:1 62:7 89:3 90:9 109:9 <b>Melissa</b> 22:14 23:7 <b>Member</b> 2:14 8:12 25:17 43:2 46:3 57:2 109:12 114:18 115:2 118:7 122:20 <b>MEMBERS</b> 2:1 4:17 8:11 9:4, 21 12:12 13:2 14:14 18:16 21:5, 6 22:9 25:15 43:18, 19, 20 45:2 46:7 48:16, 17, 19 49:17 54:15 56:2, 2 58:21 65:1 71:21 81:6 83:7, 10 89:16 92:7 93:7 94:9 95:16 100:13 102:6 107:7 108:14, 14 109:20 116:13 123:13 129:21 <b>memory</b> 36:18 <b>mention</b> 40:13 123:3 <b>mentioned</b> 23:9 <b>mentor</b> 18:4	<b>met</b> 11:13 53:18 54:9 55:16 59:19 102:16 103:17 106:6, 14 111:7 <b>methodologies</b> 33:20 <b>methodology</b> 33:21 <b>methods</b> 33:7 80:17 96:7 <b>MICROSOFT</b> 1:8 <b>Middle</b> 16:19 48:11 74:3, 4, 4, 8 75:7, 11 76:10 79:6, 14 80:7, 9, 10 84:15, 21 85:8, 11 94:17, 20 99:14, 15 100:5 130:9 <b>Middlesex</b> 18:3 <b>midnight</b> 81:3 <b>midst</b> 26:14 31:10 90:8 <b>Mill</b> 14:18 17:5 <b>mind</b> 86:14 90:17 94:4 97:7 <b>minimally</b> 79:20 <b>minimize</b> 78:21 <b>minute</b> 40:7 <b>Minutes</b> 3:6 11:11 12:3 <b>minutia</b> 61:16 <b>missed</b> 34:4 113:11 <b>missing</b> 113:19 <b>mistaken</b> 36:21 <b>mitigate</b> 84:17 <b>Moalie</b> 2:5 37:15 56:5 <b>modeled</b> 105:6 <b>modification</b> 55:6 <b>modified</b> 82:20 <b>modify</b> 51:14 92:5	<b>mom</b> 118:19 120:19 <b>moment</b> 7:12, 17 <b>moments</b> 117:12, 18 126:8 <b>mom's</b> 120:16 <b>monitoring</b> 30:2 <b>month</b> 90:15 127:18 <b>months</b> 82:14 87:8, 9 88:11, 14 115:7, 12 117:7 121:5 <b>mother</b> 121:16 <b>motion</b> 4:18, 21 9:5, 15 11:6 12:16 14:8, 20 16:11 19:8 20:19 44:16 47:10, 13, 15, 16 48:21 49:8 56:10, 14 57:3 58:20 67:20 69:21 71:14 73:9 <b>motions</b> 83:8 <b>motivation</b> 85:2, 2 <b>move</b> 26:3 38:2 60:13 63:17 66:9 67:21 86:18 91:6 100:10 127:11 <b>moved</b> 5:14 12:19 15:2 19:10 44:20 47:13 49:2 71:16 103:1, 7, 9 <b>moves</b> 84:2 <b>moving</b> 66:11, 14 93:21 <b>MSDE</b> 64:4 <b>multiple</b> 124:4 <b>multiyear</b> 26:15 43:9	<b>musical</b> 126:9 < N > <b>name</b> 22:9 72:1 81:7 <b>names</b> 4:18 9:5 40:14 <b>nay</b> 60:12 <b>necessarily</b> 55:5 96:19 <b>necessary</b> 57:5 62:2 125:17 <b>need</b> 27:18 39:1 41:19 59:6, 17, 20 60:8, 11 61:7, 14 63:5 91:12 92:4 93:12, 14 94:2 96:14 104:15 124:15 <b>needed</b> 11:8 19:12 65:21 82:20 <b>needing</b> 64:13 <b>needs</b> 24:5 28:1 36:13 37:16 45:8 63:8 89:15 111:6 115:11 127:6 128:1 <b>negotiation</b> 5:12 <b>negotiations</b> 5:13 12:1, 3 <b>neighborhood</b> 91:16 110:18 <b>neighborhoods</b> 91:15 110:17 <b>neighbors</b> 111:16 <b>Nelson</b> 127:10 <b>network</b> 111:2 <b>neutral</b> 116:1 <b>never</b> 121:1, 1 122:5 <b>New</b> 3:6, 7, 8, 9, 11, 13, 15 12:7 14:10 18:14, 18 22:4 27:21 32:4, 15 34:10 43:2 48:3 71:5,	6, 9 73:12 74:13 87:11 101:1 102:20 105:18 113:5 <b>newest</b> 115:1 <b>night</b> 116:8 118:6 131:14 <b>nine</b> 5:11 12:1 <b>nominated</b> 123:21 <b>nomination</b> 124:1 <b>nonessential</b> 4:8 7:21 <b>normal</b> 61:19, 20 88:20 121:1 <b>normally</b> 64:17 89:7, 13 97:2 99:7 <b>northeast</b> 27:20 <b>northern</b> 75:3 <b>northwest</b> 27:21 <b>notarial</b> 132:12 <b>Notary</b> 132:4 <b>notice</b> 65:16 91:13 <b>noticed</b> 88:3 <b>notification</b> 87:11, 17 <b>notified</b> 84:14 96:11 <b>notify</b> 49:12 61:2 <b>notifying</b> 100:20 <b>notion</b> 121:14 <b>novel</b> 52:12 <b>number</b> 24:11 31:7 32:13 34:18 39:15 66:5 86:8, 10 105:9 123:5 <b>numbers</b> 32:3, 18 33:15 38:1 112:10, 11 <b>nurses</b> 113:6 <b>Nussbaum</b> 21:20 22:1 51:8, 9 52:1 54:17, 18, 20 62:5, 9, 16
--	---	---	---	---

<p><b>nutrition</b> 115:5 125:13 128:4 <b>nutritional</b> 127:21</p> <p>&lt; O &gt;</p> <p><b>Oaks</b> 18:8 74:3 75:5 79:5, 15, 20 80:4 99:13 100:5 <b>objectives</b> 84:19 <b>obstacles</b> 95:7 <b>obstruction</b> 63:9 <b>obtain</b> 5:11 <b>obtaining</b> 96:21 <b>obviously</b> 60:5 64:18 <b>occupancy</b> 76:3 <b>occupants</b> 86:15 <b>occupied</b> 76:1 <b>o'clock</b> 40:2 <b>October</b> 23:13 121:6 <b>offenses</b> 19:5 <b>Offerman</b> 2:10 6:3, 4 10:6, 7 12:21, 21 13:8, 9 15:11, 12 19:19, 20 25:21 26:1 56:16, 16, 19, 19, 21 57:21 58:1 66:8, 8, 20, 21 68:18, 19 71:19, 19 72:8, 9 118:12, 13 119:10 <b>Office</b> 17:9 18:1, 6 23:15 33:3 39:19, 19 70:11 77:5 103:2 <b>Officer</b> 124:11 <b>offices</b> 4:8 7:20 128:20 <b>officially</b> 104:4 110:7 <b>officials</b> 5:7 11:18 124:18 <b>oh</b> 40:11, 16 48:10 131:7</p>	<p><b>Okay</b> 34:13 35:10 41:9 42:15, 18 43:1, 6 44:10 45:9 48:11 49:16 51:17 52:1 55:21 56:13 57:1 87:1 90:3 96:9 102:4 103:16 121:14, 19 129:15, 16 <b>old</b> 28:9 34:6 74:20 <b>Olszewski</b> 111:3 <b>Omer</b> 2:14 114:19 <b>once</b> 41:16 <b>ones</b> 51:20 66:3, 6 105:21 125:5 <b>online</b> 77:13 <b>Open</b> 5:1 8:16, 16 11:13 29:2, 5 81:2 <b>opened</b> 128:20 <b>operate</b> 68:9 <b>operating</b> 91:10 <b>operations</b> 76:14 <b>opportunities</b> 78:11 114:3 121:5 <b>opportunity</b> 93:18, 19 98:2 104:5 109:18 <b>oppressor</b> 116:3 <b>option</b> 91:6, 7 <b>options</b> 78:3 <b>Order</b> 3:3 4:5, 9, 15 7:8 8:1 9:2 24:3 25:16 47:9 53:1 57:6 65:18 <b>ordered</b> 52:16 54:14 70:17 <b>orders</b> 52:13 <b>ordinance</b> 25:4, 7 <b>Ordinarily</b> 96:15</p>	<p><b>organization</b> 25:10 <b>orientation</b> 130:13 <b>original</b> 47:4 56:10 <b>originally</b> 45:18 65:14 128:21 <b>outbreak</b> 52:11 <b>outcome</b> 132:11 <b>outlined</b> 23:18 24:17 <b>outreach</b> 27:5 <b>outside</b> 87:13 88:19 <b>outstanding</b> 125:13 <b>overcrowded</b> 38:8 79:17 84:16  <b>overcrowdedness</b> 105:17 <b>overcrowding</b> 32:14 105:19 <b>overview</b> 77:18</p> <p>&lt; P &gt;</p> <p><b>p.m</b> 131:11 <b>pace</b> 104:7 <b>page</b> 21:15 51:11 80:16 120:17 <b>pandemic</b> 8:6 43:13 76:12 77:6 90:8 91:21 105:4 110:16 113:2, 10 124:13 127:4 <b>parameters</b> 88:20 <b>paraphrase</b> 114:10 <b>paraprofessional</b> s 130:20 <b>parent</b> 107:10 124:6 <b>parents</b> 112:9 113:3 117:15</p>	<p>118:16 120:3 122:9 130:16, 19 <b>part</b> 26:17, 21 30:20, 21 31:4 33:1, 21 37:11 44:3 46:20 64:1 75:2 80:20 82:5 88:2 95:12 110:8 124:15 <b>participate</b> 8:13 <b>participated</b> 16:20 17:15 18:8 <b>participation</b> 22:18 <b>particular</b> 40:13 74:19 110:17 <b>particularly</b> 98:13 <b>parties</b> 132:10 <b>party</b> 121:13 <b>pass</b> 118:13 <b>passed</b> 91:20 <b>passing</b> 110:3 <b>Pasteur</b> 2:11 6:1, 2 10:4, 5 13:6, 7 15:9, 10 19:17, 18 25:19, 20 44:20, 20 47:15 57:19, 20 63:4, 5 66:18, 19 68:4, 10, 15, 15, 16 72:6, 7 94:11, 11, 19 95:15 97:11, 13, 14 98:12 99:1 100:1, 6, 9 103:13, 15, 16 106:3 119:9, 10 122:13 <b>Patapsco</b> 38:18 40:5, 8 <b>patience</b> 130:15 <b>patient</b> 118:2 <b>Paul</b> 1:21 132:4, 16 <b>peace</b> 117:18</p>	<p><b>pending</b> 123:2 128:8 <b>people</b> 29:20 38:2 61:8 82:15 109:3 111:3, 11, 13 112:12 113:2 114:5, 16 127:7 128:5, 11 <b>percent</b> 33:12 79:16, 17, 20 114:9, 12 <b>percentage</b> 105:16 <b>performance</b> 5:6 11:17 17:8 <b>period</b> 71:11 77:15 78:14 81:2, 10, 14 82:20 83:4, 15 88:12 89:11 96:7 <b>permitted</b> 5:1 <b>Perry</b> 74:4 75:4, 6, 7 80:10 84:15, 21 94:14, 16, 17, 19 99:14 <b>personal</b> 18:20 120:8 <b>Personnel</b> 3:7 4:9 5:9 8:1 11:19 12:8, 9, 13, 17 24:1 25:9 <b>Pete</b> 22:9 29:2, 3 <b>phase</b> 44:5 <b>physical</b> 8:10 24:8 <b>physically</b> 8:14 <b>picked</b> 81:19 <b>picture</b> 120:16 <b>piece</b> 94:20 113:19 114:7 <b>pieces</b> 31:6 <b>Pine</b> 74:2, 4 75:3, 5 79:5, 16 80:5, 9 99:13, 14 100:5</p>
---	--	--	--	--

**pipeline** 98:16  
**Plains** 17:7  
**plan** 22:12, 13  
 23:12, 13 24:3,  
 8 26:15, 16, 18  
 27:1, 17 36:19  
 43:9, 10, 16  
 44:8, 17, 19  
 94:15 101:21  
 102:1, 21 103:2,  
 19  
**Planning** 23:15  
 25:5 27:10  
 32:2 33:3, 5, 19  
 34:3, 12 35:7,  
 20 36:6, 9, 14,  
 15 37:17 38:5,  
 10 39:6 41:7,  
 21 43:14 88:5  
 104:20 107:11  
**plans** 25:3  
 28:2 37:19  
**plates** 65:13  
**plats** 87:21  
**Pleasant** 17:7  
**please** 5:19  
 10:1 13:3 15:6  
 19:14 34:5  
 41:10 66:9  
 72:3 76:11  
 77:7, 17 78:17  
 79:7 80:21  
 113:12, 13  
 116:19 118:2  
 127:1  
**pleased** 108:1  
**pleasure** 127:14  
**Pledge** 3:4  
 7:11, 16  
**plus** 75:11 91:1  
**poetry** 126:9  
**point** 29:7  
 30:1 35:15  
 36:4, 7 40:6, 9,  
 12, 18 47:9  
 100:3, 6 122:16  
 127:16  
**pointed** 92:3  
 107:13, 18

125:12  
**polices** 53:9  
**Policies** 3:10  
 18:15, 18 19:4  
 21:11, 15 24:21  
 51:14 52:20  
 60:18, 18 61:2,  
 12, 13, 18, 19  
 62:11, 15 63:3  
 91:21 107:14,  
 16 108:1  
**Policy** 3:14  
 11:7 18:16, 19,  
 20 19:1, 4, 9  
 21:14 48:9, 12,  
 14 49:1 53:4,  
 12, 16, 17 54:7,  
 8, 12 55:14, 15  
 61:4, 17, 20  
 62:2, 12 64:5, 6  
 70:8 71:10  
 81:19 82:6, 19  
 89:8 106:13, 17,  
 20, 20 107:1, 10,  
 11, 12, 19 108:2,  
 19  
**politicians** 40:10  
**politics** 115:18  
**populated** 91:17  
**portion** 38:10  
 95:2, 2 122:2  
**portions** 8:15,  
 18  
**possibility**  
 100:14  
**possible** 46:4  
 53:14 61:5, 10  
 77:11  
**possibly** 97:1  
**post** 89:17  
**postal** 80:19  
**posted** 30:3  
 98:5  
**potential** 75:9  
 79:10 86:9  
 101:12  
**potentially**  
 90:14 99:9, 16  
 100:21

**practicable**  
 53:14, 17 54:6  
 55:13  
**practice** 102:3  
**PRC** 61:11  
**preceding** 70:14  
**prefer** 46:9, 12  
**preparation**  
 59:14 107:12  
**presence** 8:10  
**present** 8:14  
 12:9 22:11  
**presentation**  
 22:15 23:5, 7  
 44:11 47:7  
 75:14 98:7  
 103:18 106:18  
 128:2  
**presentations**  
 126:8  
**presented** 12:17  
 15:1 19:6 36:1  
 48:16, 19  
**presenting** 98:4  
**president** 126:5  
**presidential**  
 128:21  
**press** 95:21  
 96:5, 11, 12  
 129:11  
**pretty** 28:6  
 49:9, 15 120:20  
**previous** 29:8  
 48:17 49:21  
**previously**  
 48:20 50:16  
 51:4 70:21  
**primarily** 130:6  
**primary** 77:21  
 129:1  
**Principal** 14:16,  
 17, 18 16:14, 15,  
 17 17:5, 7, 20  
 18:3  
**principals**  
 96:18 126:13,  
 19  
**print** 48:11  
**Prior** 16:16  
 17:6 18:2

53:19 63:13  
 81:21 82:7, 8  
 104:3  
**priorities** 27:7  
**prioritize** 26:8  
 27:2  
**probably** 50:2  
 82:12 91:7  
 119:5  
**problem** 46:19  
 96:10, 19, 21  
 119:1  
**procedures**  
 23:18  
**proceeding**  
 43:15  
  
**PROCEEDINGS**  
 4:1 132:11  
**process** 36:13  
 43:12 74:10  
 76:17 77:1, 8,  
 20 78:1, 6, 10,  
 13 80:13 82:14,  
 18 87:11, 13  
 89:6, 12 96:20  
 97:8 100:15  
 118:17  
**processes** 33:6,  
 11 90:1  
**professor**  
 123:18  
**profound** 76:13  
**program** 16:20  
 17:15 22:19  
 23:11, 20 24:2,  
 4, 14, 18 27:13  
 31:10, 11 104:9,  
 10  
**programs** 24:6,  
 7 104:8, 21  
**progress** 108:13  
**projected** 32:16  
 86:4, 9 102:21  
**projection** 25:1  
 33:20  
**projections**  
 24:5 27:15  
 32:3, 20 33:11,

13, 13, 16, 16  
 80:1  
**projects** 24:4  
 27:3 29:8  
**promotion** 5:5  
 11:16  
**property** 24:11  
**proposed** 19:3  
 88:1 103:2, 9  
**proud** 108:2  
 111:8, 14, 15, 15  
 117:6 122:8  
 125:21  
**provide** 31:4  
 41:16, 21 78:12,  
 20 89:20 96:8,  
 17 103:6  
 130:12  
**provided** 23:1  
 25:2 35:6  
 78:15  
**provides** 24:12  
 77:18  
**providing** 30:18  
 31:1, 15 80:13,  
 14 130:5  
**Provisions** 5:3  
**PUBLIC** 1:6  
 3:11 4:7, 8  
 7:20, 21 8:15  
 21:1, 3, 10, 13  
 23:10, 19 24:17,  
 17, 20 25:3, 6  
 27:5 28:18  
 34:21 52:15  
 63:2 70:16  
 76:20 77:11, 12,  
 15 78:9, 12, 13,  
 14 81:1, 12, 16,  
 16 82:12, 15  
 89:9, 9 95:21  
 96:1 97:3  
 100:16, 17  
 109:8 110:4  
 131:5 132:4  
**published** 24:19  
 109:7  
**publishing** 90:1  
**punched** 38:15  
 39:2, 18



**pupil** 34:15, 17, 20 76:8  
**pursuant** 8:16 11:13 71:10  
**pushed** 88:20  
**pushing** 82:3  
**put** 41:12 50:3 61:10 130:17

< Q >

**quadruple** 32:12  
**qualifies** 77:6  
**quality** 30:15 31:9, 14, 14, 14  
**question** 26:7, 11, 12 29:2, 7 30:14 33:18 41:5 42:10 43:7 57:3 66:9, 11, 14 72:2 83:13, 17 85:15 87:3, 4, 6 88:10 89:6, 14 93:18 95:18 97:12 98:8 104:12, 13, 16  
**questions** 25:13, 17 30:9, 14 32:1 43:3 44:14 45:12 46:2, 4, 9 48:18 49:17 54:15 56:1 57:14 58:21 81:5, 8 83:7, 11 86:1 89:13, 18, 21 90:2, 13 92:4, 8 101:8  
**quick** 30:13 115:4  
**quite** 122:5  
**quorum** 7:3  
**quote** 124:10 127:10

< R >

**racism** 116:4  
**radar** 97:6  
**raised** 100:13  
**raising** 127:20

**ranking** 26:13, 18  
**ratings** 26:8, 9, 12 27:3 28:14  
**rationale** 54:6 55:13  
**rattle** 66:5  
**reach** 104:1 126:1  
**reaching** 111:11 113:7, 20  
**read** 50:10 52:6 55:2 68:3 70:4 114:12  
**reader** 21:12  
**reading** 46:5  
**reads** 55:11  
**real** 36:12 86:3 119:1 124:13  
**realize** 97:4 117:9 120:11  
**really** 28:12 30:19 37:16, 21 38:4, 5 61:21 63:14 66:1 82:10 96:10 103:10, 17 108:15 110:19, 20 112:9 122:21 124:2, 3 125:15 127:5, 7 130:17  
**reason** 29:17 64:13  
**reasonable** 53:16 57:6 71:3  
**reasons** 11:14  
**recall** 94:21  
**receive** 81:2  
**received** 21:13 48:19 50:19 64:15 80:2, 19  
**receiving** 131:6  
**recite** 7:10  
**recited** 126:9  
**recognition** 7:12 12:15  
**recognized** 105:17

**recommendation** 101:15  
**rejoice** 122:7  
**relate** 5:13 12:2 118:18  
**related** 8:5 29:1 57:11, 14 76:16 127:3  
**relations** 103:15  
**relationship** 105:8  
**relatively** 59:5  
**release** 96:6, 12 129:12  
**releases** 95:21  
**remain** 52:13 70:19  
**remainder** 70:19  
**remaining** 86:13 97:17  
**remains** 44:4 75:6  
**remember** 36:19 94:21 95:2 120:18  
**REMOTE** 1:7  
**remotely** 8:9, 15  
**removal** 5:6 11:17  
**remove** 95:7  
**renovated** 31:8  
**reopened** 54:14  
**reopens** 71:12  
**repeat** 87:5 92:10  
**replace** 31:18  
**replaced** 31:8  
**Report** 3:9, 13, 15 18:15, 17 19:2 22:4 34:9 45:7 48:3 54:5 55:12 73:12 80:2 103:11 107:3 108:10 124:17 127:17, 19, 19, 20 128:5  
**reportable** 19:5  
**reports** 108:13 127:17

**record** 50:10 52:6 68:3 70:4 80:12  
**recorded** 7:5  
**recording** 85:19 132:7  
**records** 18:19 107:12  
**red** 79:12  
**redistricting** 88:13  
**reduces** 24:10  
**reexamined** 36:13  
**refer** 21:8  
**reference** 51:3  
**reflect** 116:18 127:11  
**reflective** 35:8  
**refresh** 36:18  
**regarding** 9:16 52:11 70:5 83:3  
**regards** 35:14  
**register** 76:5  
**regular** 33:6 77:14 80:19 89:3 104:10, 14  
**regularly** 62:14 84:14  
**regulations** 23:18 35:1 53:21 64:19  
**reiterate** 62:17 64:1 100:19

**represent** 112:12, 12, 13  
**request** 23:5 88:18 128:19  
**requested** 23:1  
**requesting** 4:19 9:6 44:14  
**required** 24:16 25:8 34:15 55:5 65:5 70:13 77:3  
**requirement** 31:18  
**requirements** 53:17 54:8 55:15  
**requires** 22:18 23:11 70:9  
**Research** 17:12  
**Reshid** 2:14 6:5, 6 10:8, 9 13:10, 11 15:13, 14 19:21 20:1 26:2, 3 58:2, 3 67:1, 2 68:20, 21 72:10, 11 114:19 118:8, 9 122:20  
**residents** 86:18 124:14  
**resides** 93:10  
**resignation** 5:6 11:17  
**resignations** 12:14  
**resilience** 117:7  
**resolution** 8:3 9:16 48:13, 15 49:14, 19 50:10, 12 51:6, 12, 13, 15 56:14 59:7 60:17, 21 61:7, 9, 10 62:10 63:5, 10, 18 64:2, 10 65:3, 6 68:1, 3, 6 70:4, 5 71:15 76:15 91:20  
**resolutions** 51:10

**resolved** 53:10  
54:4, 11 55:11  
71:7  
**resource** 18:5  
**response** 31:7  
40:2 41:2, 5  
42:16 88:10  
124:17  
**responses** 127:4  
**responsible**  
112:14  
**rest** 75:14 91:4  
**result** 8:19  
78:4  
**retire** 121:8  
**retirement**  
121:12  
**Retirements**  
12:14  
**return** 112:8  
**reverted** 56:9  
**review** 18:16  
19:1, 9 35:7  
46:12 53:3  
61:20 103:6  
106:13 107:1,  
14, 19 108:2, 19  
**reviewed** 106:7  
107:10, 21  
**reviewing** 62:1  
106:20 107:17  
**revise** 53:3  
**revised** 107:21  
**revisions** 48:18  
128:7  
**RFP** 43:12  
**Right** 29:7  
31:16 60:1  
62:3 68:10  
75:1 83:21  
87:20 90:20  
94:19 95:15  
97:14 99:4  
101:17 102:5  
106:1 117:21  
**rise** 7:10  
**Road** 74:21  
75:1 95:7  
**roads** 38:3

**robust** 106:15  
**Rod** 85:14  
**Rodney** 2:9  
**Roger** 110:2  
**role** 119:18  
120:3, 11  
**rollcall** 4:17  
5:19 9:4 10:1  
13:3 15:5  
19:14 45:4  
57:15 66:15  
68:2, 12 72:3  
**roofs** 28:8  
**root** 88:18  
**routine** 88:2  
**Rowe** 2:12  
6:19, 20 11:1, 2  
12:19, 19 14:3,  
4 15:3, 3 16:6,  
7 20:14, 15  
30:8, 9 31:20,  
21 34:13 35:10  
39:8, 13 42:7, 9  
58:16, 17 60:14,  
16 67:15, 16  
69:13, 14 71:16,  
16 73:4, 5 81:9,  
9 82:2, 10 92:2  
95:18, 19 96:9  
109:13 110:11,  
13  
**Rowe's** 97:15  
**Rule** 76:20  
78:7 82:6, 19  
**rules** 21:15  
23:18 24:21  
**Russ** 59:3  
**Russell** 2:7  
  
< S >  
**sad** 125:3  
**safe** 24:8 116:8  
127:12 131:13  
**safeguard**  
124:15  
**safety** 4:10 8:2  
24:11 31:16  
59:21 109:2  
**Salmon** 65:10

**saw** 35:13, 18  
120:17  
**saying** 64:7  
84:13 95:8  
**says** 42:5  
52:17 56:11  
**scenario** 65:3  
**schedule** 47:4  
91:2 108:21  
**scheduled**  
25:10 29:4  
45:18 55:3, 17  
62:14 90:21  
100:15 107:14  
108:20  
**School** 14:17,  
18 16:15, 16, 18,  
19, 19 17:5, 8, 8,  
14 18:3, 5 19:4  
23:19 27:8, 16  
31:17 32:5, 10,  
17, 20 33:4  
34:17 35:6  
37:17 38:9, 18,  
20 40:6 53:1  
60:6, 20 61:5,  
19 62:3 64:20  
70:17, 20 71:12  
74:4, 5, 8 75:6,  
7, 7, 11, 11, 12  
76:6, 10, 11, 13  
79:2, 5, 6 80:7,  
9, 9 82:9 84:21  
85:11, 12 94:17,  
18 97:4 99:10,  
16 101:1, 14  
104:4, 10  
107:18 109:19  
110:1, 8 111:4,  
9, 14 113:6  
115:10, 18  
118:15, 20, 21  
120:8 123:19  
124:1, 5 126:14  
128:10 130:8, 9,  
10  
**schooling**  
110:21  
**schools** 4:7  
7:20 23:10

24:18, 20 27:17,  
20, 21 28:2  
29:2 30:19  
31:7, 8 32:14,  
16 33:14 35:1,  
17 38:8 44:5  
52:15 54:1, 14  
63:2 65:10  
70:18 74:2, 3  
76:20 79:12, 14  
80:1 84:6, 10,  
11, 15 85:7, 8  
86:16 87:18  
96:15, 17 99:8,  
21 100:4 102:2  
105:20 128:19  
**scope** 24:11  
93:12, 15  
**Scott** 2:13 6:17,  
18 10:20, 21  
14:1, 2 16:4, 5  
20:12, 13 28:12  
30:10, 11, 12, 13,  
21 31:19 42:19,  
20 50:11, 12, 18  
51:2, 6, 17 52:3  
56:20, 20 58:14,  
15 67:13, 14  
69:11, 12 73:2,  
3 92:9, 10, 15,  
18, 20 93:2  
107:3 108:7, 9  
111:19, 20  
**SCRIVEN**  
46:16, 17, 19  
47:2  
**seal** 132:12  
**season** 125:20  
**seat** 25:2  
**second** 5:16, 17  
9:18, 19 12:20,  
21 15:3 19:11  
44:21 45:1  
47:18 49:5, 6  
56:15, 16 66:10,  
12 71:18, 19  
91:2 101:5  
115:4 122:19  
**seconded** 47:13

**seconding** 4:18  
9:5  
**Secondly** 114:8  
117:4  
**seconds** 128:14  
**section** 25:6  
70:9 75:3, 4  
76:21 77:10  
**secured** 36:6  
**see** 27:20  
36:10 49:19  
50:1 51:19  
57:4 63:9  
79:13, 17 88:7,  
19 94:5 111:9  
114:16 115:21  
116:4, 4, 4  
119:19 126:3  
**seeing** 111:7  
112:10 121:18  
126:5, 18  
**seen** 27:8 32:6  
38:11  
**segue** 124:9  
**selected** 44:2  
82:1  
**selection** 107:13  
**self** 104:7  
**send** 21:16  
96:14 98:1  
**senior** 37:9  
**seniors** 126:21  
127:7  
**sense** 103:18  
**sent** 36:5  
50:12 54:20  
96:16 114:11  
**sentence** 56:9  
**separate** 30:17  
**September** 79:9  
**September-Octo**  
**ber** 29:3 44:6  
**servant** 110:4  
**serve** 110:6  
116:15, 15  
117:3  
**served** 7:13  
16:17 17:6, 13  
18:2, 4, 5  
**serves** 23:21

<p><b>service</b> 12:15 16:21 17:16 18:10 78:4, 10 113:18 117:2 <b>services</b> 125:13 <b>Session</b> 3:2, 6, 12 4:5 5:1 7:4 11:12, 13 12:3 21:19 78:9 <b>set</b> 84:10 101:14 <b>sets</b> 84:11 <b>settled</b> 86:15 <b>seven</b> 5:10 11:21 18:8 74:3 75:5 79:5, 14, 20 80:4 99:13 100:5 <b>sewage</b> 38:3 <b>Sexton</b> 114:8 <b>share</b> 29:16 74:8 75:13 94:7 98:3 <b>shared</b> 23:3 94:6 99:18 103:3 130:15 <b>sharing</b> 39:21 64:21 98:8, 9 <b>shoes</b> 110:5 <b>short</b> 52:5 59:6 81:10 91:13 97:16 114:17 <b>shortened</b> 89:10 <b>shout</b> 111:1 <b>show</b> 24:16 <b>showed</b> 35:15 37:5 <b>shown</b> 37:7 79:12 <b>shows</b> 79:8 80:3 <b>shut</b> 118:21 <b>sick</b> 29:19, 20 <b>side</b> 80:21 116:2 <b>significant</b> 24:18 <b>signs</b> 127:1 <b>silence</b> 7:12, 17 <b>Silent</b> 3:4</p>	<p><b>similar</b> 59:16 64:16 89:21 <b>simple</b> 118:18 <b>simply</b> 90:18 <b>sincerely</b> 109:19 <b>single</b> 61:4, 16 62:12 76:8 111:5 117:16 <b>singular</b> 74:7, 8 <b>sink</b> 115:11 <b>sitting</b> 63:16 <b>situated</b> 85:6 <b>situation</b> 29:13 30:2 49:14 53:7 61:19 96:20 97:3 <b>situations</b> 104:7 116:2 <b>skipped</b> 30:10 <b>slide</b> 23:8, 20 24:15 25:12 75:19 76:11 77:7, 17 78:17 79:7 80:11 81:4 <b>slightly</b> 33:15 <b>slime</b> 72:21 <b>small</b> 48:11 101:11 117:18 <b>social</b> 111:7, 10 115:14 <b>software</b> 38:14, 15 39:16 40:4, 15, 19 41:3, 6, 10 42:12, 13 <b>sold</b> 76:3 84:1, 3 86:11, 14 99:5 <b>solution</b> 78:20 <b>somebody</b> 36:5, 11 <b>songs</b> 126:21 <b>soon</b> 44:3 54:6 55:13 105:4 116:17 <b>sorry</b> 30:12 37:14 49:4 52:1 56:17 68:4, 16, 17</p>	<p>93:13 94:20 <b>sort</b> 119:17 <b>southern</b> 75:4 <b>Sparrows</b> 35:14 40:5, 9, 12, 17 <b>speak</b> 49:8 116:3, 7 <b>special</b> 17:13 18:1, 7 <b>specific</b> 5:10 11:20 41:5 65:4 <b>specifically</b> 65:8 <b>specifics</b> 66:2 <b>spend</b> 102:21 103:1 125:18 <b>spinning</b> 116:7 <b>spirit</b> 97:2 <b>split</b> 76:16 95:11 <b>spoke</b> 87:10 <b>spoken</b> 30:15 93:4 94:10 115:20 <b>spring</b> 65:15, 20 <b>SS</b> 132:2 <b>stable</b> 80:5 <b>stadium</b> 126:6 <b>staff</b> 4:11 8:2 18:4 21:9 43:4 59:19 60:1 61:13 65:19 78:18 107:6, 19 108:3 109:1, 3, 20 115:5, 9 118:15 119:6 122:8 125:8, 11 130:19 <b>stages</b> 43:14 <b>standard</b> 31:12 <b>standing</b> 126:6 <b>start</b> 86:18 92:15 101:13, 13 102:13 105:4 109:13 110:11 <b>started</b> 43:12 <b>starting</b> 84:5 130:10</p>	<p><b>state</b> 7:19 22:18 23:1, 10, 14, 21 24:3 31:12, 18 33:8, 21 52:8, 9 53:1, 21 54:1, 2 60:6 64:2, 3, 3, 7, 8, 15 65:17 70:18 72:1 81:7 128:9, 19 129:6 132:1, 5 <b>statement</b> 70:7, 12 124:12 <b>statements</b> 9:18 51:16 70:10 71:2, 5, 9 122:14 <b>States</b> 60:7 <b>state's</b> 23:19 <b>static</b> 84:8 <b>statistical</b> 103:8 <b>stay</b> 116:8 119:6 127:12, 12 131:13, 13 <b>staying</b> 119:1, 2 120:2 <b>step</b> 77:1 <b>stepping</b> 116:14 117:2 <b>steps</b> 77:9 78:4 81:1 82:19 130:4 <b>steroids</b> 120:12 121:21 <b>stormwater</b> 38:3 <b>story</b> 118:18 119:4, 5, 10 <b>straddling</b> 85:6 <b>Strategic</b> 23:15 25:11 27:10 33:3 <b>stress</b> 130:17 <b>Stricker</b> 38:19 <b>strong</b> 117:9 <b>struggles</b> 117:20 <b>struggling</b> 117:21 <b>Student</b> 2:14 31:15 37:5 38:4 76:5</p>	<p>111:2 114:18 118:7, 19 122:20 124:3 126:9 <b>students</b> 4:10 8:2 18:21 28:16 35:16 37:8 60:1 75:10, 11 76:10 79:1, 18 84:4 85:8 86:3, 4 99:3 100:21 104:8, 8, 13 110:6 113:6, 7, 9 117:14, 14 118:16 119:16 123:4 124:6 125:8 128:1 130:2 <b>study</b> 34:15 74:6 76:8 77:20 78:1, 1, 9 81:11 82:6, 13 83:14, 16, 17 88:13, 21 89:7 91:14, 17 92:2, 16 95:6, 8 96:16 99:3, 3 <b>studying</b> 123:6 <b>subject</b> 8:11 <b>submit</b> 23:11 24:3 37:19 <b>submitted</b> 21:14 24:2 35:14 77:13 <b>suffering</b> 110:19 <b>suggest</b> 59:3 61:8 64:8 83:6 128:5 <b>suggested</b> 62:9 105:13 <b>suggestion</b> 62:6 89:2 <b>suggestions</b> 95:17 <b>summary</b> 12:4 <b>summer</b> 103:19 104:9, 10, 14 114:3, 7 122:4</p>
---	--	--	---	---

<p><b>summertime</b> 112:14 122:10 29:11</p> <p><b>superintendent</b> 7:19 8:8 12:11 21:6, 9 29:14, 16 49:10 51:13 53:8, 11, 15 54:1, 5 55:12 59:17 61:1, 14 62:11 64:4, 8 65:18 70:18 78:5 107:16 121:7 125:9</p> <p><b>Superintendents</b> 17:9</p> <p><b>supply</b> 30:1</p> <p><b>supplying</b> 115:6</p> <p><b>support</b> 24:6 57:8, 9 97:9 103:6 111:2 112:9, 18 114:8 125:7 130:13, 20</p> <p><b>supporting</b> 105:15 112:14 127:7</p> <p><b>supports</b> 24:7</p> <p><b>supposed</b> 49:21</p> <p><b>sure</b> 35:8 39:20 46:8 51:10 62:6, 10 66:4 81:11 100:1 101:7, 21 111:5 116:16 120:20 130:16</p> <p><b>surprise</b> 60:5, 9</p> <p><b>surrounding</b> 35:17</p> <p><b>survive</b> 120:3 121:15</p> <p><b>switching</b> 99:9</p> <p><b>sympathies</b> 125:3</p> <p><b>sympathy</b> 7:14</p> <p><b>system</b> 27:8 32:5, 18 33:4, 12 34:17 35:6 60:6 61:5 63:2 70:17 71:12 111:4, 9, 14</p>	<p>112:14 122:10 124:5</p> <p><b>systemic</b> 24:5 28:8</p> <p><b>systems</b> 120:9</p> <p><b>system's</b> 76:13</p> <p>&lt; T &gt;</p> <p><b>tab</b> 109:4</p> <p><b>table</b> 77:18 79:8 110:20</p> <p><b>tables</b> 24:16</p> <p><b>take</b> 21:21 49:13 65:13 72:2 77:16 82:7 83:1 84:4 112:17 115:4 118:6</p> <p><b>taken</b> 21:19 22:2</p> <p><b>takes</b> 82:14 88:12</p> <p><b>talk</b> 93:14 103:20 130:3</p> <p><b>talked</b> 93:9 97:19 101:16 102:20 105:8, 11 114:5</p> <p><b>talking</b> 51:9, 17 75:9 101:10, 10</p> <p><b>talks</b> 55:1</p> <p><b>tally</b> 69:19</p> <p><b>target</b> 44:3 99:16 100:6</p> <p><b>targeting</b> 44:6</p> <p><b>te</b> 8:14</p> <p><b>teach</b> 113:5 120:5</p> <p><b>teacher</b> 16:18 17:13, 13 18:4, 6, 7, 7</p> <p><b>teachers</b> 104:4 112:8 113:4, 4 117:14 120:4, 6 126:18 127:6 130:16, 19</p> <p><b>teaching</b> 18:1</p> <p><b>team</b> 27:12 41:15 90:7, 18</p>	<p>99:11 101:3, 16 115:16</p> <p><b>TEAMS</b> 1:8</p> <p><b>teen</b> 124:19</p> <p><b>tell</b> 43:13</p> <p><b>tempered</b> 63:19</p> <p><b>temporary</b> 53:4, 19</p> <p><b>ten</b> 38:21 80:3 81:21 92:13</p> <p><b>tenfold</b> 120:13</p> <p><b>ten-year</b> 43:10 79:21</p> <p><b>term</b> 110:2</p> <p><b>terms</b> 54:21 57:3 62:17, 17 64:15 86:2 91:14 97:17 99:6, 19 105:16 119:14 130:12</p> <p><b>testimony</b> 131:7</p> <p><b>testing</b> 31:10, 11</p> <p><b>tests</b> 123:6</p> <p><b>Thank</b> 5:15, 18 7:2, 18 9:14, 20 11:5, 6, 10 13:1 14:7, 9 15:4 16:10, 11 17:3 18:13 19:11 20:18, 19 22:2, 3 26:6 28:11, 19, 20 30:5, 7, 13 31:19 35:10 36:16 37:11, 12 40:20 41:17 42:1, 2, 6 43:1, 6 44:10, 11, 11 47:1, 6, 8, 12, 17, 19, 20, 21 48:1, 10 49:7, 16 52:1 56:4, 4 57:1 59:8 63:3 64:11, 21 66:7 67:19 68:10 69:17, 21 71:17, 20 73:8, 10 74:15, 16 83:5 84:12 85:13, 20 90:3 91:3 93:2 94:8 95:15</p>	<p>98:12 100:8, 9 102:4, 6, 8, 9, 15 103:11, 12, 16, 19 104:16 106:1, 2, 5, 10, 12 108:3, 9, 17, 18 109:17, 19 110:9, 10 111:17, 19, 20 112:1, 20 113:1, 3, 9 114:12, 15 115:5, 8, 15 116:11, 14 117:1, 2 118:11 119:6 122:10, 11, 13 123:10, 12 128:17 129:16 130:14, 15, 18 131:1, 2, 13</p> <p><b>thanked</b> 113:3</p> <p><b>thanks</b> 118:14 119:8</p> <p><b>theme</b> 28:3</p> <p><b>thing</b> 38:9 86:15 100:2</p> <p><b>things</b> 64:17 74:12 91:11 104:11 105:9, 14, 20 108:16 109:2 112:3 113:12 120:8, 13 121:21 122:5 123:15 126:17</p> <p><b>think</b> 36:11, 11, 13 45:15 49:9, 14 51:9 57:9, 10 59:19 60:11 61:7 63:5 74:17 90:10 91:5, 11 93:11, 14, 20 101:3, 6, 9, 19 112:5 114:3, 10 115:11 119:12 129:2</p> <p><b>thinking</b> 112:6 120:14</p> <p><b>thoroughly</b> 46:5</p>	<p><b>thought</b> 38:13 68:16 87:10 129:15</p> <p><b>thousands</b> 115:7</p> <p><b>three</b> 65:12 82:14 84:11 117:7, 7 119:18 120:10 124:6</p> <p><b>threw</b> 121:12</p> <p><b>thrilled</b> 118:20 120:16</p> <p><b>thud</b> 37:3</p> <p><b>Thursday</b> 40:1</p> <p><b>time</b> 29:5, 18 31:13 36:7 46:12 48:1 51:21 54:3, 13 55:6 59:6 63:17 65:17 66:1 84:2 88:12 90:11 92:11 97:17, 17 98:17 100:17 101:4, 18 109:17 110:20 112:4 121:11 123:18 125:8, 18 130:17</p> <p><b>timeframe</b> 129:5</p> <p><b>timeline</b> 87:12 93:8</p> <p><b>timelines</b> 91:9</p> <p><b>timely</b> 76:15 88:6</p> <p><b>times</b> 32:7 44:12 61:4 119:5</p> <p><b>timing</b> 86:1 90:13</p> <p><b>today</b> 22:11 50:15, 21 51:7 59:11 114:9 124:12</p> <p><b>today's</b> 21:2</p> <p><b>told</b> 38:20</p> <p><b>tomorrow</b> 76:5 96:6, 12 98:4 123:7</p> <p><b>tonight</b> 11:9 23:4 44:15</p>
---	--	---	---	---

45:7, 11 46:1, 6  
 48:1 98:3  
 105:10 113:3  
 118:5 127:9  
 131:8  
**tonight's** 8:19  
 9:12 19:7  
**top** 24:12  
**topic** 74:17  
**topics** 91:1  
**total** 31:16  
 75:10, 20 86:12  
**touch** 114:1  
**touched** 36:20  
 118:18  
**tough** 117:17, 19  
**townhome** 75:21  
**townhomes**  
 75:2 86:7  
**track** 80:12  
 104:21  
**traditionally**  
 98:13  
**tragic** 124:20  
**Transcribed**  
 1:20  
**transcript** 80:20  
**transcription**  
 132:7  
**transparent**  
 77:10 80:13  
**transportation**  
 79:1 84:8, 10  
 85:4  
**trials** 119:18  
 120:11  
**triple** 32:12  
**true** 94:16  
 132:6  
**truly** 110:5  
**trust** 63:2, 6  
**try** 83:18  
 100:6 115:17  
 116:18 122:7  
**trying** 62:16  
 83:20 84:7, 16,  
 18 91:16  
 101:12 109:2  
 116:17 118:16  
 120:2, 5 127:8

**Tuesday** 7:9  
 40:2 106:9  
 131:11  
**turn** 74:12  
**turnaround**  
 97:16  
**turned** 120:17  
**turning** 122:3  
**turns** 36:15  
 99:21  
**Tutu's** 116:1  
**TV** 4:14 9:1  
**tweak** 89:11  
**two** 31:6 40:15,  
 19 51:9, 20  
 65:11 74:1, 3  
 81:15 82:4  
 84:10 85:7, 8  
 100:4 104:11,  
 20 115:12  
 121:5  
**two-way** 89:14  
**type** 42:11, 13  
 60:17 88:18  
**typically** 81:20  
 83:14 99:2  
  
 < U >  
**ultimately**  
 32:19 112:13  
**unbelievable**  
 37:11  
**uncertainty**  
 29:13  
**undergo** 28:14  
**understand**  
 114:2 130:9, 10  
**understanding**  
 32:8 34:16  
 101:5  
**unfinished**  
 102:19  
**unfortunately**  
 62:8  
  
**UNIDENTIFIED**  
 46:3 57:2  
 72:20  
**unit** 76:7 103:8  
**United** 60:7

**units** 75:21  
 76:1, 2, 4 84:1,  
 3  
**unity** 84:6  
**University**  
 114:20 123:19  
 126:5  
**unprecedented**  
 115:14  
**unrelenting**  
 124:16  
**unsatisfied** 61:9  
**unscheduled**  
 25:10  
**upcoming**  
 49:11 114:19  
 126:11  
**update** 23:14  
 41:12 42:1  
 103:9 106:17  
**updated** 34:8  
 35:3  
**Updates** 3:16  
 102:11, 12  
 108:13 127:3  
 130:5  
**upended** 113:10  
**uplifting** 126:7  
**use** 18:20 19:5  
 24:13 33:19  
 129:2  
**usual** 102:3  
 122:12  
**usually** 82:13  
 83:14 100:20  
**utilization** 79:9,  
 13, 15, 19 100:3  
**utilize** 79:2  
**utilizing** 84:20  
  
 < V >  
**vacancy** 70:11  
**Verizon** 4:14  
 9:1  
**version** 50:19,  
 20 55:19 68:9  
**versus** 103:1  
**Vice** 2:4 5:14  
 6:8 8:7 9:19  
 10:11 12:11

13:13 15:16  
 19:10 20:3  
 22:8 26:4  
 46:11 49:6  
 58:5 67:4 69:2  
 72:13 73:17  
 93:3, 6 106:5  
 116:11  
**victim** 124:18  
**view** 8:17  
 62:21  
**Village** 73:19,  
 21 74:14 76:18  
**virtual** 43:21  
 113:19 126:3  
**virtually** 4:12  
 8:20 21:2 59:4  
 102:17  
**virus** 119:21  
**VOICE** 72:20  
 116:1  
**vote** 4:17 5:19  
 10:1 11:8 13:3  
 15:5 19:14  
 45:4, 7, 8 57:15  
 66:15 67:21, 21  
 68:2, 12 72:3  
 89:10  
**voted** 62:8  
**votes** 9:4  
**voting** 4:16 9:3  
 47:3 59:7  
 100:11  
**vulnerable**  
 124:14  
  
 < W >  
**wait** 40:7  
 93:20 105:13  
 110:8  
**waive** 53:17  
**waiver** 61:15  
**waivers** 64:13  
 66:3  
**waiving** 64:16  
**want** 22:16  
 34:4 39:16, 20  
 50:9 51:10  
 55:18 61:8, 16  
 63:15, 16 64:1,

5 83:9 85:9  
 86:19 88:9  
 90:6 91:5  
 95:12, 17 98:20  
 100:19 101:15  
 103:19 108:8,  
 19 110:15  
 111:16 113:3, 9  
 114:10, 17  
 115:1, 4, 8  
 116:5 117:4  
 118:13, 17  
 122:19 123:1,  
 16 124:9  
 125:18 128:18  
**wanted** 55:7  
 64:9 65:12  
 92:10 94:7  
 101:18 109:19  
 110:1 111:1  
 123:3 130:21  
**wants** 63:17  
 93:14 109:8  
**warm** 109:21  
**Washington**  
 114:20  
**watching** 60:10  
**water** 30:15, 19  
 31:2, 4, 9, 15  
 38:3  
**way** 33:17  
 68:5 85:6  
 89:11, 17 97:2  
 99:6, 19 110:12  
 113:5 132:10  
**ways** 99:11  
 112:7, 16  
 116:20 118:1  
**web** 21:15  
 80:15  
**website** 4:13  
 8:21 12:5 34:9  
 42:12 80:14, 21  
 92:17 95:19  
 98:5, 13, 16, 18  
 109:4 127:1  
**weeds** 62:1  
**week** 120:15  
 126:18  
**weekly** 41:12

**weeks** 38:21  
65:11, 12 81:15  
114:1  
**welcome** 22:6  
48:5 109:21  
110:11, 13  
111:21 115:1, 2  
119:11, 11  
122:17 123:16  
**welcoming**  
116:13  
**well** 4:19 9:6  
18:6 45:10  
46:21 55:21  
61:21 65:14  
84:18 92:7  
93:10, 14 94:12,  
13 97:21  
101:14 107:6  
108:6 109:6, 14  
113:8 120:2  
122:12 127:12  
130:3 131:13  
**wellness** 124:3  
**went** 7:4 35:20  
36:2 37:2, 3  
38:14 40:6  
50:7 92:17  
95:19, 20 105:1  
**we're** 31:1  
48:4 60:9 61:3,  
17 62:3 77:20  
82:11 99:3, 7  
100:20 101:10,  
10 102:2 105:4  
110:14 112:3, 4,  
6, 10 113:20  
119:7, 20 120:7,  
12 122:3, 17  
124:2 126:18  
130:11  
**we've** 30:15  
32:6 89:21  
101:2 122:15  
**whatnot** 63:20  
**WiFi** 104:2  
**William** 124:11  
**Williams** 9:9,  
11 12:12 14:12,  
13 16:12, 13

17:3, 19 22:8  
30:3 41:11, 14  
42:3, 17 47:21  
57:3, 4, 8 62:21  
63:7, 7, 21 64:1,  
12 65:15 66:5  
68:5, 8 73:17  
83:2 90:5, 6  
91:4 92:6 93:9  
94:7 100:12, 18  
106:18 107:5, 5,  
6 109:20  
128:13, 16, 17  
129:8, 14, 16, 18,  
19 131:3  
**willing** 111:13  
**willingness**  
117:3  
**winter** 105:14  
**wisdom** 63:19  
**wish** 73:17  
123:8 130:2  
**withdraw** 47:16  
**withdrawn**  
47:11, 19  
**witness** 132:12  
**wondering** 31:2  
**Woodlawn**  
14:17 16:14, 16,  
17, 18, 19  
**words** 108:8  
119:18 120:10  
**work** 4:5  
33:18 34:19  
35:2 43:9  
44:12 49:11  
88:4 99:10  
102:21 103:2,  
21 104:5  
106:17, 19  
108:2, 4, 4  
110:9, 12  
112:18 116:6  
119:7 120:1  
121:3, 17 122:9  
123:4 124:3  
125:7, 16  
**worked** 33:9  
37:18 121:10

**working** 33:9  
43:8 87:16, 19  
101:20, 20  
105:5 107:4  
108:15 111:1, 4,  
17 112:2 115:3  
119:12 126:12,  
13  
**Workmeister**  
17:20  
**works** 33:4  
61:21  
**write** 96:13  
**writing** 54:6  
55:13  
**written** 21:2, 12,  
13 52:21 68:6  
131:6  
**wrong** 117:20  
**wrote** 114:9  
**www.bcps.org**  
12:6  
  
< X >  
**Xfinity** 9:1  
  
< Y >  
**yea** 60:12  
**yeah** 42:20  
51:8 57:9  
**year** 16:16  
23:10 27:9  
29:9 43:9 44:6,  
7, 9, 18 64:16  
66:4 70:14, 20  
82:7, 9 84:4  
95:1, 1 101:14  
102:21 107:18  
121:8 123:9  
128:10 130:4  
131:5  
**years** 16:21  
17:16 18:10  
29:10 34:8  
35:3 37:18  
40:15, 19 80:4  
91:17, 18  
**year's** 29:8  
**yield** 34:16, 17,  
20 35:5 37:5

75:9 76:8, 9  
86:9  
**yields** 35:2, 3  
**young** 118:19  
**youngest** 124:18  
  
< Z >  
**zero** 35:16  
37:5, 7  
**zeroes** 36:3, 10  
**zoned** 76:6  
**zones** 112:11