

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

JUNE 23, 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 evening. I call

3 to order the meeting of the Board of Education of

4 Baltimore County for June 23rd, 2020. I invite

5 you to rise and recite the Pledge of Allegiance

6 to the Flag. We will then have a moment of

7 silence in recognition of those who have served

8 education in Baltimore County.

9 (Pledge of Allegiance.)

10 (Moment of silence.)

11 Thank you. In accordance with the

12 mandated direction of the State Superintendent,

13 Baltimore County Public Schools remain, and

14 offices, remain closed to the public and are only

15 open for essential personnel in order to maintain

16 the health and safety of students and staff. In

17 accordance with the Board of Education resolution

18 on March 10th, 2020, in the event of a medical or

19 health emergency related to COVID-19, the board

20 chair in consultation with the vice chair and the

21 superintendent may declare that a board meeting

Page 3

1 INDEX

2 Call to Order. 4

3 Pledge of Allegiance/Moment of Silence 4

4 Consideration of Agenda. 6

5 Motion to limit debate and discussion. . . .18

6 New Business, Action Taken in Closed

7 Session24

8 New Business, Public Comment (announcement). .25

9 New Business, Personnel Matters.26

10 New Business, Administrative Appointments. . .28

11 New Business, Collective Bargaining Master

12 Agreements35

13 Unfinished Business, Consideration of

14 Emergency Boundary Recommendation. . . .57

15 Unfinished Business, Consideration of Final

16 FY-2021 Operating Budget64

17 Unfinished Business, New Strategic Plan for

18 Baltimore County Public Schools.87

19 Board Member Comments and Committee Reports. 114

20 Information. 136

21 Announcements. 137

Page 5

1 or a board committee meeting be held remotely in

2 its entirety without the physical presence of

3 board members, subject to the establishment of a

4 mechanism that would allow each board member the

5 opportunity to fully participate without being

6 physically present, and that would allow the

7 public to also remotely attend those portions of

8 the meeting that are open pursuant to the Open

9 Meetings Act, by being able to listen and/or view

10 those portions of the meeting.

11 As a result, tonight's Board of

12 Education meeting is being held virtually and

13 broadcasted through LiveStream on bcps.org and

14 also on BCPS TV through Comcast Xfinity Channel

15 73 and Verizon FiOS Channel 34.

16 In order to efficiently conduct the

17 meeting, all voting items this evening will be

18 done by a rollcall vote. Board members will say

19 their names before making and seconding a motion

20 as applicable, as well as when requesting

21 discussion on an agenda item.

Page 6

1 The first item is consideration of the
 2 agenda. Dr. Williams, are there any additions or
 3 changes to tonight's agenda?
 4 DR. WILLIAMS: I am not aware of any
 5 changes or additions to tonight's agenda.
 6 CHAIRMAN CAUSEY: Thank you,
 7 Dr. Williams.
 8 MR. MCMILLION: Mrs. Causey, this is Rod
 9 McMillion. I'd like to make a motion.
 10 CHAIRMAN CAUSEY: Certainly, go ahead.
 11 MR. MCMILLION: I move that we add the
 12 stop arms contract to tonight's agenda.
 13 CHAIRMAN CAUSEY: Is there a second to
 14 Mr. McMillion's motion?
 15 MS. JOSE: Second, Moalie.
 16 CHAIRMAN CAUSEY: Thank you, Ms. Jose.
 17 Mr. McMillion, would you like to speak to your
 18 motion?
 19 MR. MCMILLION: Yes, I have a couple
 20 comments to make real quick. Number one, there's
 21 zero cost to BCPS, we manage the contract.

Page 7

1 Number two, the county council voted six to one
 2 to approve legislation to allow BCPS to enter
 3 into a contract. There's four surrounding
 4 counties, Montgomery, Prince George's, Howard and
 5 Calvert, and most recently Carroll County, that
 6 have entered into agreements with Bus Control,
 7 this particular company. Obviously these county
 8 governments have vetted the company, so it
 9 appears that the gaps in the original document,
 10 the original agreement with Montgomery County
 11 have been fixed, and we as a board received
 12 several documents that affirm that.
 13 There's cameras to be installed inside
 14 and outside the buses by Bus Control technicians.
 15 This frees up Baltimore county employees from
 16 doing that. The financial split from the fine
 17 revenue is 60-40 in favor of, Bus Control
 18 receives 60 percent, with, and this is an
 19 industry accepted standard. Along with the
 20 cameras there's tablets that go along with every
 21 bus that helps with the pre and post inspections.

Page 8

1 Number six on my list, last year BCPS
 2 issued 71 tickets for driving through the swing
 3 arms or driving past the swing arms. Bus
 4 Control, the company that is assuming all of the
 5 financial risk in this project, projects 225 to
 6 230 tickets a day for driving through or past a
 7 stop arm. That tells me this is a much bigger
 8 problem than we are aware of, 71 tickets all of
 9 last year as compared to their projections which
 10 is 225 to 230 a day, and this is about student
 11 safety inside and outside the bus. The cameras
 12 are installed inside the bus so there's going to
 13 be additional eyes to be able to watch the
 14 students as they travel back and forth.
 15 And something I overlooked, there is a
 16 monthly finance report that Bus Control gives
 17 back to us that talks about how many tickets were
 18 issued, how many tickets were paid, and where
 19 that money is, where it goes and how it's
 20 divided.
 21 Thank you very much.

Page 9

1 CHAIRMAN CAUSEY: Thank you,
 2 Mr. McMillion. Is there board member comment on
 3 adding this item to agenda, not at this point in
 4 the meeting evaluating the merits of the
 5 contract, at this point in the meeting we're
 6 evaluating whether to add it to tonight's agenda
 7 for --
 8 VICE CHAIR HENN: Madam Chair?
 9 CHAIRMAN CAUSEY: Yes?
 10 VICE CHAIR HENN: Yes. This contract
 11 has not been evaluated by the building and
 12 contracts committee, so I will not be supporting
 13 adding it to the school board's meeting.
 14 MS. JOSE: Point of order, Ms. Causey.
 15 Can we vote on adding it to the agenda before the
 16 merits? Also, Dr. Williams, do you have staff on
 17 hand to discuss the contract at this time?
 18 CHAIRMAN CAUSEY: Thank you, Ms. Jose.
 19 First of all, if I can ask people to mute that
 20 are not speaking, there's quite a bit of
 21 background noise. Thank you for that.

Page 10

1 So what we are voting on is, Policy
 2 8314, there needs to be a majority vote of the
 3 Board to add or remove an item from the agenda.
 4 So at this point the discussion is as to should
 5 we add it to the agenda, so we've heard from
 6 Mr. McMillion, Ms. Jose and Ms. Henn. Are there
 7 other board members that have discussion about
 8 whether to add this?
 9 MS. ROWE: Ms. Causey, this is Lily
 10 Rowe. I agree with Ms. Henn that this needs to
 11 be fully vetted in the building and contracts
 12 committee, and I don't think that it should be
 13 added to tonight's agenda.
 14 MS. PASTEUR: Ms. Causey, this is
 15 Ms. Pasteur. I would like to have it added
 16 because I was remiss or recalcitrant in my vote
 17 when I just agreed, I should have asked why it
 18 was being removed, so pass or fail, I would like
 19 to know exactly why it's being removed, so yes, I
 20 agree.
 21 VICE CHAIR HENN: Madam Chair?

Page 11

1 CHAIRMAN CAUSEY: Yes.
 2 VICE CHAIR HENN: This is Ms. Henn. The
 3 building and contracts committee received
 4 information just a couple of hours before the
 5 last committee meeting and the committee did not
 6 have a chance to review that information before
 7 the last meeting. The committee plans to review
 8 that information for discussion at our next
 9 meeting and then we will bring the contract to
 10 the full Board with or without a recommendation
 11 at that time. Thank you.
 12 CHAIRMAN CAUSEY: Thank you. I will
 13 just say for myself that there was quite a lot of
 14 information that Mr. McMillion stated to us, but
 15 I have in fact not reviewed those documents.
 16 There's as I understand quite a number of
 17 documents related to this. As Ms. Henn said,
 18 there were documents received just previous to
 19 the prior building and contracts committee, so if
 20 this came to a vote, I would not be voting for
 21 this contract at the time, so I won't be putting

Page 12

1 that into the agenda.
 2 Other board members that have not spoken
 3 then would like to discuss this before I call the
 4 vote?
 5 MR. MCMILLION: Mrs. Causey, I'd like to
 6 say something on the last point.
 7 CHAIRMAN CAUSEY: Can we just check if
 8 there is anyone else that has not yet spoken?
 9 MR. MCMILLION: Absolutely.
 10 CHAIRMAN CAUSEY: Okay, thank you.
 11 Okay. Mr. McMillion?
 12 MR. MCMILLION: The documents that were
 13 submitted to us a couple hours prior to that
 14 meeting have been shared with the entire Board of
 15 Education probably two weeks ago, so people have
 16 had the opportunity to look at those documents if
 17 they've had the time, and I understand they're
 18 still doing that. So I just want to point out
 19 that it's been over two weeks since we've had
 20 those documents, thank you.
 21 CHAIRMAN CAUSEY: Thank you,

Page 13

1 Mr. McMillion, and I would just state that since
 2 it was not on the agenda for this evening and as
 3 there are several large items on the agenda, the
 4 operating budget, the five master agreements,
 5 that board members may not have read it, and I'm
 6 saying that I certainly have not read it.
 7 So, any other discussion before I call
 8 for the vote of whether to add this to the
 9 agenda? Okay, may I have a rollcall vote please?
 10 MS. STIFFLER: Mr. Kuehn?
 11 MR. KUEHN: No.
 12 MS. STIFFLER: Ms. Pasteur?
 13 MS. PASTEUR: Yes.
 14 MS. STIFFLER: Mr. Reshid?
 15 MR. RESHID: Yes.
 16 MS. STIFFLER: Ms. Henn?
 17 VICE CHAIR HENN: No.
 18 MS. STIFFLER: Ms. Causey?
 19 CHAIRMAN CAUSEY: No.
 20 MS. STIFFLER: Ms. Jose?
 21 MS. JOSE: Yes.

Page 14

1 MS. STIFFLER: Mr. McMillion?
 2 MR. MCMILLION: Yes.
 3 MS. STIFFLER: Ms. Scott?
 4 MS. SCOTT: Yes.
 5 MS. STIFFLER: Ms. Mack? Ms. Mack, did
 6 you say no?
 7 MS. MACK: I said no.
 8 MS. STIFFLER: Thank you, ma'am.
 9 Ms. Rowe?
 10 MS. ROWE: No.
 11 MS. STIFFLER: Dr. Hager?
 12 MR. OFFERMAN: This is Mr. Offerman.
 13 Yes.
 14 MS. STIFFLER: Mr. Offerman, thank you.
 15 Dr. Hager? I cannot hear Dr. Hager. Can someone
 16 mute please? Dr. Hager? Ms. Causey, I cannot
 17 hear Dr. Hager.
 18 CHAIRMAN CAUSEY: Is Dr. Hager still on
 19 the call?
 20 MS. STIFFLER: Yes, she is. Dr. Hager?
 21 CHAIRMAN CAUSEY: Dr. Hager, we are not

Page 15

1 able to hear you.
 2 DR. HAGER: Oh, I cannot unmute and will
 3 need to call back in.
 4 CHAIRMAN CAUSEY: Okay.
 5 MS. STIFFLER: Should we hold for her,
 6 Ms. Causey?
 7 CHAIRMAN CAUSEY: Yes, if she is trying
 8 to call in, we will wait.
 9 MS. STIFFLER: Thank you.
 10 MS. JOSE: Ms. Stiffler, this is Moalie.
 11 I believe Mr. Offerman joined in, if you wanted
 12 to get his vote.
 13 MS. STIFFLER: Yes, he did, and he voted
 14 in favor, Ms. Jose. Thank you.
 15 MS. JOSE: Oh, sorry, I didn't hear
 16 that, apologies.
 17 DR. HAGER: This is Erin Hager. Can you
 18 hear me?
 19 MS. STIFFLER: Yes, Dr. Hager, I can
 20 hear you.
 21 DR. HAGER: I'm so sorry about that, I

Page 16

1 was unable to unmute through Teams. I vote no.
 2 MS. STIFFLER: No.
 3 CHAIRMAN CAUSEY: So, Ms. Stiffler, the
 4 final vote is?
 5 MS. STIFFLER: Seven in favor, five
 6 opposed.
 7 CHAIRMAN CAUSEY: I'm sorry, Dr. Hager
 8 is a no?
 9 MS. STIFFLER: That is correct, so it's
 10 seven in favor, five opposed.
 11 CHAIRMAN CAUSEY: I believe it's six and
 12 six.
 13 VICE CHAIR HENN: I believe that's
 14 correct, Mrs. Causey.
 15 MS. STIFFLER: I would like to go
 16 through the vote again if you're okay with that,
 17 Ms. Causey.
 18 CHAIRMAN CAUSEY: Yes.
 19 MS. STIFFLER: Mr. Kuehn?
 20 MR. KUEHN: No.
 21 MS. STIFFLER: Ms. Pasteur?

Page 17

1 MS. PASTEUR: Yes.
 2 MS. STIFFLER: Mr. Offerman?
 3 MR. OFFERMAN: Yes.
 4 MS. STIFFLER: Mr. Reshid?
 5 MR. RESHID: Yes.
 6 MS. STIFFLER: Ms. Henn?
 7 VICE CHAIR HENN: No.
 8 MS. STIFFLER: Ms. Causey?
 9 MS. CAUSEY: No.
 10 MS. STIFFLER: Ms. Jose?
 11 MS. JOSE: Yes.
 12 MS. STIFFLER: Mr. McMillion?
 13 MR. MCMILLION: Yes please.
 14 MS. STIFFLER: Ms. Mack?
 15 MS. MACK: No.
 16 MS. STIFFLER: Ms. Scott?
 17 MS. SCOTT: Yes.
 18 MS. STIFFLER: Ms. Rowe?
 19 MS. ROWE: No.
 20 MS. STIFFLER: Dr. Hager?
 21 DR. HAGER: No.

Page 18

1 MS. STIFFLER: The vote is six to six,
 2 Ms. Causey.
 3 CHAIRMAN CAUSEY: Thank you. The motion
 4 does not carry.
 5 Hearing no other additions or changes to
 6 tonight's agenda, the agenda stands as presented.
 7 Earlier this evening the Board met in
 8 closed session --
 9 MS. SCOTT: Mrs. Causey?
 10 CHAIRMAN CAUSEY: Yes?
 11 MS. SCOTT: Excuse me, hi, this is
 12 Ms. Scott, a point of order. I would like to
 13 make a motion that we limit debate tonight to two
 14 minutes per member, one minute for follow-up
 15 questions, and without the yielding of time to
 16 another member.
 17 CHAIRMAN CAUSEY: That, I'm going to ask
 18 Mr. Nussbaum, number one, I don't think that this
 19 is the proper time to hear that, and then to ask
 20 Mr. Nussbaum what would the process be to limit
 21 debate in a matter that is, in a manner that is

Page 19

1 inconsistent with our board practice.
 2 MR. NUSSBAUM: I'll ask Ms. Howie to
 3 chime in too, but I believe it is appropriate to
 4 make a motion to limit debate. I'm looking at it
 5 right now. It must be seconded, it is debatable,
 6 but it does require two-thirds for adoption from
 7 what I'm looking at. Miss Howie may want to
 8 weigh in please.
 9 MS. HOWIE: No, you're accurate, that's
 10 accurate, Mr. Nussbaum.
 11 CHAIRMAN CAUSEY: And is it consistent
 12 to do that at the beginning of the meeting when
 13 we're voting on hearing the agenda, or can we
 14 address that as a separate item next?
 15 MR. NUSSBAUM: Well, the agenda has been
 16 adopted, I think, so I'm not sure that that's on
 17 the floor.
 18 CHAIRMAN CAUSEY: Okay, thank you. It
 19 was just the timing of when she was timing it,
 20 okay. So the agenda is approved as presented,
 21 and Ms. Scott, restate your motion please.

Page 20

1 MS. SCOTT: Yes. I make a motion that
 2 for tonight's meeting, I vote that we limit
 3 debate to two minutes per member and one minute
 4 for follow-up questions, without the yielding of
 5 time to another member.
 6 MS. JOSE: I'm going to ask a clarifying
 7 question.
 8 CHAIRMAN CAUSEY: Sorry, did
 9 someone speak?
 10 MS. JOSE: Yes, this is Ms. Jose,
 11 second.
 12 CHAIRMAN CAUSEY: Thank you, Ms. Jose.
 13 There's been a motion and a second. Ms. Scott,
 14 can you please, would you like to speak to your
 15 motion, and then we'll have discussion.
 16 MS. SCOTT: Oh yes, certainly. I just
 17 know that we have a lot of important items to
 18 discuss and so I think that that would be an
 19 adequate amount of time per member to speak to
 20 discuss each item, so that everyone has a chance
 21 to speak and has an adequate amount of time to

Page 21

1 speak.
 2 CHAIRMAN CAUSEY: Board members,
 3 discussion?
 4 MS. JOSE: This is Moalie. Andy, this
 5 is a point of clarification I need from you.
 6 This is debatable per Roberts Rules asking for,
 7 and Ms. Howie, please free to weigh in as well.
 8 I don't believe this is debatable, she's just
 9 asking for a motion to limit debate.
 10 MR. NUSSBAUM: It is debatable.
 11 MS. JOSE: Okay.
 12 MR. MCMILLION: Ms. Causey, I'd like to
 13 say something.
 14 CHAIRMAN CAUSEY: Yes, Mr. McMillion?
 15 MR. MCMILLION: If the board members
 16 remember our first inservice training, our first
 17 get together at Harbor High School shortly after
 18 we were all placed in our roles, we talked about
 19 this very item, and it sounded to me that people
 20 were in favor of it at that time to try to limit
 21 the talking. Thank you.

Page 22

1 CHAIRMAN CAUSEY: Other board members,
 2 discussion before we vote?
 3 MS. ROWE: I have a question. Is this a
 4 suspension of normal rules for all items on the
 5 agenda throughout the entire meeting or specific
 6 ones?
 7 CHAIRMAN CAUSEY: Ms. Scott, it's your
 8 motion. Can you clarify your motion please?
 9 MS. SCOTT: Yes. I was speaking
 10 throughout the meeting.
 11 MS. ROWE: And this motion is time
 12 limits, or number of times speaking?
 13 MS. SCOTT: It was time limits, two
 14 minutes per debatable board member, and then I
 15 would say each time followup is one minute, so
 16 the first one two minutes, and then if you have a
 17 follow-up question, one minute.
 18 MS. ROWE: Okay, thank you.
 19 MS. SCOTT: So it's not the amount of
 20 time -- sorry, I should clarify that. It's not
 21 the amount of time for a question, it's a time

Page 23

1 limit within which you would ask that question.
 2 CHAIRMAN CAUSEY: Board members, other
 3 questions or discussion? Can I have a rollcall
 4 vote please?
 5 MS. STIFFLER: Mr. Kuehn?
 6 MR. KUEHN: Although I like the concept,
 7 I'm going to vote no.
 8 MS. STIFFLER: Ms. Pasteur?
 9 MS. PASTEUR: Yes.
 10 MS. STIFFLER: Mr. Offerman?
 11 Mr. Offerman? Mr. Reshid?
 12 MR. RESHID: Yes.
 13 MS. STIFFLER: Ms. Henn?
 14 VICE CHAIR HENN: No.
 15 MS. CAUSEY: Ms. Causey? Ms. Causey?
 16 CHAIRMAN CAUSEY: I think -- I vote no.
 17 MS. STIFFLER: Ms. Jose?
 18 MS. JOSE: Yes.
 19 MS. STIFFLER: Mr. McMillion?
 20 MR. MCMILLION: Yes please.
 21 MS. STIFFLER: Ms. Mack?

Page 24

1 MS. MACK: No.
 2 MS. STIFFLER: Ms. Scott?
 3 MS. SCOTT: Yes.
 4 MS. STIFFLER: Ms. Rowe?
 5 MS. ROWE: No.
 6 MS. STIFFLER: Dr. Hager?
 7 DR. HAGER: Yes.
 8 MS. STIFFLER: Mr. Offerman? I do not
 9 hear Mr. Offerman, Ms. Causey, so the vote is six
 10 in favor, five opposed.
 11 CHAIRMAN CAUSEY: So that is not a
 12 two-thirds majority then. Okay, the motion
 13 fails.
 14 So the next item on the agenda is the
 15 minutes of the closed session. Earlier this
 16 evening the Board met in closed session pursuant
 17 to the Open Meetings Act for the following
 18 reasons: To, one, discuss the appointment,
 19 employment, assignment, promotion, discipline,
 20 demotion, compensation, removal, resignation or
 21 performance evaluation of appointees, employees

Page 25

1 or officials over whom it has jurisdiction, or
 2 any other personnel matter that affects one or
 3 more specific individuals; and nine, conduct
 4 collective bargaining negotiations or consider
 5 matters that relate to the negotiations. The
 6 minutes of the closed session and informational
 7 summary can be found on our website at
 8 www.bcps.org/board/informational-summaries.HTML.
 9 The next item on the agenda is public
 10 comment. Because the Board is meeting virtually
 11 for today's meeting only written public comments
 12 can be accepted. Comments may be emailed to
 13 boe@bcps.org and these comments will be
 14 distributed to the Board of Education members.
 15 The members of the board appreciate hearing from
 16 interested citizens; as appropriate, we will
 17 refer your concerns to the superintendent for
 18 followup by his staff. Additionally if there is
 19 an issue related to board-specific work, that
 20 work can either be done through a committee or in
 21 another manner.

Page 26

1 The next item on the agenda is Item E,
 2 new business, personnel matters, and for that we
 3 call on Ms. Lowry.
 4 MS. LOWRY: Good evening, Chairwoman
 5 Causey, Vice Chairwoman Henn, Superintendent
 6 Williams and members of the Board. I would like
 7 the Board's consent for the following personnel
 8 matters, retirements, resignations, deceased
 9 recognition of service.
 10 CHAIRMAN CAUSEY: Board members, is
 11 there discussion on these personnel matters?
 12 Hearing none, do I have a motion to approve the
 13 personnel matters as presented in Exhibit E-1
 14 through E-3?
 15 MS. MACK: So moved, Mack.
 16 CHAIRMAN CAUSEY: Do I have a second?
 17 MS. ROWE: Second, Rowe.
 18 CHAIRMAN CAUSEY: Thank you. Any
 19 discussion? May I have a rollcall vote please?
 20 MS. STIFFLER: Mr. Kuehn?
 21 MR. KUEHN: Yes.

Page 27

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

Page 28

1 DR. HAGER: Yes.
 2 MS. STIFFLER: 12 votes, Ms. Causey.
 3 CHAIRMAN CAUSEY: Thank you, the motion
 4 carries unanimously.
 5 Ms. Lowry -- excuse me. The next item
 6 on the agenda is new business, administrative
 7 appointments, and for that we call on
 8 Dr. Williams.
 9 DR. WILLIAMS: So good evening,
 10 everyone, Madam Chair, members of the Board. I
 11 would like to bring forth for your approval the
 12 following administrative appointments: Principal
 13 of Watershed Public Charter School; assistant
 14 principal of Cedarmere Elementary School;
 15 assistant principal of Woodlawn High School;
 16 assistant principal of Patapsco High School and
 17 Center for the Arts; assistant principal at Deep
 18 Creek Elementary School; assistant principal at
 19 Chadwick Elementary School; assistant principal
 20 at Seneca Elementary School; assistant principal
 21 at Parkville High School; and executive director

Page 29

1 of research and data analytics, Division of
 2 Research, Accountability and Effectiveness.
 3 CHAIRMAN CAUSEY: Do I have a motion to
 4 accept the administrative appointments as
 5 presented in Exhibit F-1?
 6 MS. MACK: So moved, Lisa Mack.
 7 CHAIRMAN CAUSEY: Do I have a second?
 8 VICE CHAIR HENN: Second, Julie Henn.
 9 CHAIRMAN CAUSEY: Thank you. May I have
 10 a rollcall vote?
 11 MS. STIFFLER: Mr. Kuehn?
 12 MR. KUEHN: Yes.
 13 MS. STIFFLER: Ms. Pasteur?
 14 MS. PASTEUR: Yes.
 15 MS. STIFFLER: Mr. Offerman?
 16 Mr. Reshid?
 17 MR. RESHID: Yes.
 18 MS. STIFFLER: Ms. Henn?
 19 VICE CHAIR HENN: Yes.
 20 MS. STIFFLER: Ms. Causey?
 21 CHAIRMAN CAUSEY: Yes.

Page 30

1 MS. STIFFLER: Ms. Jose?
 2 MS. JOSE: Yes.
 3 MS. STIFFLER: Mr. McMillion?
 4 MR. MCMILLION: Yes.
 5 MS. STIFFLER: Ms. Mack?
 6 MS. MACK: Yes.
 7 MS. STIFFLER: Ms. Scott?
 8 MS. SCOTT: Yes.
 9 MS. STIFFLER: Ms. Rowe?
 10 MS. ROWE: Yes.
 11 MS. STIFFLER: Dr. Hager?
 12 DR. HAGER: Yes.
 13 MS. STIFFLER: Mr. Offerman? 11 votes,
 14 Ms. Causey.
 15 CHAIRMAN CAUSEY: Thank you, the motion
 16 carries.
 17 DR. WILLIAMS: Our first candidate is
 18 Michael Beal, assistant principal at Cedarmere
 19 Elementary School. He brings 12 years of service
 20 in Baltimore County. Prior to this appointment
 21 he was a staff teacher at Loch Raven Technical

Page 31

1 Academy as well as, he served as a classroom
 2 teacher at Middlesex Elementary School and
 3 Halstead Academy. Congratulations.
 4 CHAIRMAN CAUSEY: Congratulations.
 5 DR. WILLIAMS: Our next candidate is
 6 Yalonda Booker, assistant principal at Woodlawn
 7 High School. She brings 13 years of service in
 8 Baltimore County. Prior to this appointment she
 9 was a teacher resource teacher at Holabird Middle
 10 School; STAT teacher at Catonsville Center for
 11 Alternative Studies and Woodlawn High School;
 12 reading teacher at Deer Park Middle Magnet;
 13 mentor teacher at Deer Park Middle Magnet and
 14 Woodlawn Middle; as well as, she has years of
 15 service in Baltimore City Public Schools and the
 16 School District of Philadelphia.
 17 Congratulations, Ms. Booker.
 18 CHAIRMAN CAUSEY: Congratulations.
 19 DR. WILLIAMS: Our next candidate is
 20 Natasha A. Counts as the assistant principal at
 21 Patapsco High School and Center for the Arts.

Page 32

1 She brings 21 years of service. She was an
 2 English teacher at Deer Park Middle Magnet,
 3 Kenwood High, Golden Ring Middle, Southwest
 4 Academy and Randallstown High School.
 5 Congratulations, Ms. Counts.
 6 CHAIRMAN CAUSEY: Yes, congratulations.
 7 Yea.
 8 DR. WILLIAMS: Meghan Davis, assistant
 9 principal at Deep Creek Elementary School. She
 10 brings 11 years of service in Baltimore County.
 11 She was a former resource teacher at Deep Creek
 12 Elementary, classroom teacher at Gunpowder, as
 13 well as Mars Estates, and was part of the
 14 Aspiring Leader program in 2018.
 15 Congratulations, Ms. Davis.
 16 CHAIRMAN CAUSEY: Congratulations.
 17 DR. WILLIAMS: Lindsay Loan, assistant
 18 principal at Chadwick Elementary School. She
 19 brings 13 years of service in Baltimore County.
 20 She was the former STAT teacher at Dogwood
 21 Elementary; classroom teacher and resource

Page 33

1 teacher at Winand Elementary School.
 2 Congratulations.
 3 CHAIRMAN CAUSEY: Congratulations.
 4 DR. WILLIAMS: Our next candidate is Amy
 5 Romecki, assistant principal at Seneca Elementary
 6 School. She brings 13 years of service in
 7 Baltimore County. Prior to this appointment she
 8 was the STAT teacher at Essex Elementary, as well
 9 as a classroom teacher at Warren Elementary
 10 School and Randallstown Elementary School, and
 11 she too was a part of the Aspiring Leaders
 12 program in 2012. Congratulations.
 13 CHAIRMAN CAUSEY: Congratulations.
 14 DR. WILLIAMS: Willis Spencer, assistant
 15 principal at Parkville High School. He brings
 16 eight years of service in Baltimore County. He
 17 was the instrumental music teacher at Patapsco
 18 High School and Center for the Arts, as well as
 19 Windsor Mill Middle School. Congratulations.
 20 CHAIRMAN CAUSEY: Yes, congratulations.
 21 DR. WILLIAMS: The next position is Lori

Page 34

1 Widney, principal at Watershed Public Charter
 2 School. She brings 17 years of experience in
 3 Baltimore County. Previously she was the
 4 assistant principal part time at Baltimore
 5 Highlands Elementary and part time at Lansdowne
 6 Elementary. She served at a school counselor at
 7 Middlesex Elementary as well as a vocal music
 8 teacher at Mars Estates Elementary and Deep Creek
 9 Middle. She also participated in the Aspiring
 10 Leaders program in 2017. Congratulations.
 11 CHAIRMAN CAUSEY: Yes, congratulations.
 12 DR. WILLIAMS: Our last candidate is
 13 Dr. Eric L. Minus, executive director of research
 14 and data analytics. He is new to Baltimore
 15 County. He has served as a high school principal
 16 in Montgomery County Public Schools. Previously
 17 he served as the director of school support and
 18 improvement in Montgomery County Public Schools.
 19 He was the administrative director at Howard
 20 County Public Schools. And he served in a
 21 variety of roles as principal of a high school, a

Page 35

1 middle school, assistant principal and science
 2 teacher, all in Montgomery County Public Schools,
 3 and a few years serving as a science and team
 4 leader at Newport News City Schools.
 5 Congratulations, Dr. Eric Minus.
 6 CHAIRMAN CAUSEY: Congratulations, and
 7 welcome.
 8 DR. WILLIAMS: That concludes my report
 9 on appointments.
 10 CHAIRMAN CAUSEY: The next item on the
 11 agenda is new business, collective bargaining
 12 master agreements, and for that we call on
 13 Ms. Lowry and Mr. Duque to present.
 14 MS. LOWRY: Thank you, Ms. Causey. I
 15 will yield to Mr. Duque to share the bargaining
 16 master agreements.
 17 MR. DUQUE: Good evening, Madam Chair,
 18 Vice Chair Henn, Dr. Williams and members of the
 19 Board. This evening I would ask the Board to
 20 consider and approve the tentatively agreed to
 21 edits, changes and additions to the master

Page 36

1 agreements between the Board of Education and
 2 each of our collective bargaining units. I would
 3 request that the Board vote on each individually
 4 starting with Council 67, Local 434 of the
 5 American Federation of State, County and
 6 Municipal Employees, AFSCME.
 7 CHAIRMAN CAUSEY: Thank you, Mr. Duque.
 8 Board members, is there discussion related to the
 9 CASE master agreement? I'm sorry. Board
 10 members, do I have a motion to approve the
 11 collective bargaining master agreement for CASE?
 12 MS. PASTEUR: So moved, Ms. Pasteur.
 13 CHAIRMAN CAUSEY: Thank you. Do I have
 14 a second?
 15 MR. KUEHN: Second, Kuehn.
 16 CHAIRMAN CAUSEY: Is there any
 17 discussion, board members? Hearing none, may I
 18 have a rollcall vote?
 19 MS. STIFFLER: Mr. Kuehn?
 20 MR. KUEHN: Yes.
 21 MS. STIFFLER: Ms. Pasteur?

Page 37

1 MS. PASTEUR: Yes.
 2 MS. STIFFLER: Mr. Offerman?
 3 Mr. Reshid?
 4 MR. RESHID: Yes.
 5 MS. STIFFLER: Ms. Henn?
 6 VICE CHAIR HENN: Yes.
 7 MS. STIFFLER: Ms. Causey?
 8 CHAIRMAN CAUSEY: Yes.
 9 MS. STIFFLER: Ms. Jose?
 10 MS. JOSE: Yes.
 11 MS. STIFFLER: Mr. McMillion?
 12 MR. MCMILLION: Yes.
 13 MS. STIFFLER: Ms. Mack?
 14 MS. MACK: Yes.
 15 MS. STIFFLER: Ms. Scott?
 16 MS. SCOTT: Yes.
 17 MS. STIFFLER: Ms. Rowe?
 18 MS. ROWE: Yes.
 19 MS. STIFFLER: Dr. Hager?
 20 DR. HAGER: Yes.
 21 MS. STIFFLER: Mr. Offerman? 11 votes,

Page 38

1 Ms. Causey.
 2 CHAIRMAN CAUSEY: Thank you, the motion
 3 carries.
 4 MR. DUQUE: Madam Chair, I would ask the
 5 Board --
 6 CHAIRMAN CAUSEY: I'm sorry, excuse me,
 7 Mr. Duque. We need to correct one thing,
 8 Ms. Stiffler. Mr. Reshid as the student member
 9 of the board, by Maryland state law is not
 10 allowed to vote on a master agreement.
 11 MS. STIFFLER: That is correct,
 12 Ms. Causey, my apologies, so the votes are ten in
 13 favor.
 14 CHAIRMAN CAUSEY: Yes, thank you, and so
 15 we will show Mr. Offerman as absent?
 16 MS. STIFFLER: Yes, that is correct.
 17 CHAIRMAN CAUSEY: Okay, thank you, so
 18 that carried. Mr. Duque?
 19 MR. DUQUE: I would ask the Board's
 20 consideration and approval of the master
 21 agreement between the Board and the Education

Page 39

1 Support Professionals of Baltimore County, ESPBC.
 2 CHAIRMAN CAUSEY: Do I have a motion to
 3 approve the collective bargaining master
 4 agreement for ESPBC?
 5 MS. MACK: So moved, Mack.
 6 CHAIRMAN CAUSEY: Is there a second?
 7 MS. PASTEUR: Second, Ms. Pasteur.
 8 CHAIRMAN CAUSEY: Thank you. Board
 9 members, any discussion? Hearing none, may I
 10 have a rollcall vote?
 11 MS. STIFFLER: Mr. Kuehn?
 12 MR. KUEHN: Yes.
 13 MS. STIFFLER: Ms. Pasteur?
 14 MS. PASTEUR: Yes.
 15 MS. STIFFLER: Ms. Henn?
 16 VICE CHAIR HENN: Yes.
 17 MS. STIFFLER: Ms. Causey?
 18 CHAIRMAN CAUSEY: Yes.
 19 MS. STIFFLER: Ms. Jose?
 20 MS. JOSE: Yes.
 21 MS. STIFFLER: Mr. McMillion?

Page 40

1 MR. MCMILLION: Yes.
 2 MS. STIFFLER: Ms. Mack?
 3 MS. MACK: Yes.
 4 MS. STIFFLER: Ms. Scott?
 5 MS. SCOTT: Yes.
 6 MS. STIFFLER: Ms. Rowe?
 7 MS. ROWE: Yes.
 8 MS. STIFFLER: Dr. Hager?
 9 DR. HAGER: Yes.
 10 MS. STIFFLER: Ten votes, Ms. Causey.
 11 CHAIRMAN CAUSEY: Thank you, that motion
 12 carries. Mr. Duque?
 13 MR. DUQUE: Madam Chair, I would ask the
 14 Board's consideration and vote to approve the
 15 master agreement between the Board and Council 67
 16 of the American Federation of State, County and
 17 Municipal Employees, AFSCME.
 18 CHAIRMAN CAUSEY: Do I have a motion to
 19 approve the collective bargaining master
 20 agreement for AFSCME?
 21 MS. MACK: So moved, Mack.

Page 41

1 CHAIRMAN CAUSEY: Do I have a second?
 2 MS. JOSE: Second, Moalie.
 3 CHAIRMAN CAUSEY: Any discussion, board
 4 members? Hearing none, may I have a rollcall
 5 vote?
 6 MS. STIFFLER: Mr. Kuehn?
 7 MR. KUEHN: Yes.
 8 MS. STIFFLER: Ms. Pasteur?
 9 MS. PASTEUR: Yes.
 10 MS. STIFFLER: Ms. Henn?
 11 VICE CHAIR HENN: Yes.
 12 MS. STIFFLER: Ms. Causey?
 13 CHAIRMAN CAUSEY: Yes.
 14 MS. STIFFLER: Ms. Jose?
 15 MS. JOSE: Yes.
 16 MS. STIFFLER: Mr. McMillion?
 17 MR. MCMILLION: Yes.
 18 MS. STIFFLER: Ms. Mack?
 19 MS. MACK: Yes.
 20 MS. STIFFLER: Ms. Scott?
 21 MS. SCOTT: Yes.

Page 42

1 MS. STIFFLER: Ms. Rowe?
 2 MS. ROWE: Yes.
 3 MS. STIFFLER: Dr. Hager?
 4 DR. HAGER: Yes.
 5 MS. STIFFLER: Ten votes, Ms. Causey.
 6 CHAIRMAN CAUSEY: Thank you, Mr. Duque,
 7 that motion carries.
 8 MR. DUQUE: Madam Chair, I request the
 9 Board's consideration and vote to approve the
 10 master agreement between the Board of Education
 11 and the Organization of Professional Employees,
 12 OPE.
 13 CHAIRMAN CAUSEY: Do I have a motion to
 14 approve the collective bargaining master
 15 agreement for BCPS and OPE?
 16 MS. MACK: So moved, Mack.
 17 CHAIRMAN CAUSEY: Do I have a second?
 18 MS. PASTEUR: Second, Ms. Pasteur.
 19 CHAIRMAN CAUSEY: Any discussion?
 20 Hearing none, may I have a rollcall vote?
 21 MS. STIFFLER: Mr. Kuehn?

Page 43

1 MR. KUEHN: Yes.
 2 MS. STIFFLER: Ms. Pasteur?
 3 MS. PASTEUR: Yes.
 4 MS. STIFFLER: Ms. Henn?
 5 VICE CHAIR HENN: Yes.
 6 MS. STIFFLER: Ms. Causey?
 7 CHAIRMAN CAUSEY: Yes.
 8 MS. STIFFLER: Ms. Jose?
 9 MS. JOSE: Yes.
 10 MS. STIFFLER: Mr. McMillion?
 11 MR. MCMILLION: Yes.
 12 MS. STIFFLER: Ms. Mack?
 13 MS. MACK: Yes.
 14 MS. STIFFLER: Ms. Scott?
 15 MS. SCOTT: Yes.
 16 MS. STIFFLER: Ms. Rowe?
 17 MS. ROWE: Yes.
 18 MS. STIFFLER: Dr. Hager?
 19 DR. HAGER: Yes.
 20 MS. STIFFLER: Ten votes, Ms. Causey.
 21 CHAIRMAN CAUSEY: Thank you.

Page 44

1 MR. DUQUE: Madam Chair, I would --
 2 CHAIRMAN CAUSEY: The motion carries.
 3 Go ahead, Mr. Duque.
 4 MR. DUQUE: Madam Chair, I would request
 5 the Board's consideration and vote to approve the
 6 master agreement between the Board and the
 7 Teachers Association of Baltimore County, TABCO.
 8 CHAIRMAN CAUSEY: Do I have a motion to
 9 approve the collective bargaining master
 10 agreements for TABCO?
 11 MR. KUEHN: So moved, Kuehn.
 12 CHAIRMAN CAUSEY: Do I have a second?
 13 MS. PASTEUR: Second, Ms. Pasteur.
 14 CHAIRMAN CAUSEY: Is there discussion?
 15 MS. MACK: This is Lisa Mack.
 16 CHAIRMAN CAUSEY: Yes?
 17 MS. MACK: I have a concern about this
 18 agreement because of the fact that there are no
 19 steps included and to me the most important
 20 person in the schoolhouse is our teachers. We
 21 already have a retention problem, we are having

Page 45

1 job fairs, we have a number of resignations and
 2 retirements that we just approved, and I'm just
 3 very torn about this because of the fact that it
 4 includes no steps.
 5 CHAIRMAN CAUSEY: Mr. Duque, do you have
 6 a response to Ms. Mack's concern?
 7 MR. DUQUE: While I understand the board
 8 member's concern I also would respectfully remind
 9 the Board that the TABCO leadership had, is in
 10 agreement with the principle aspects of the
 11 master agreement, and they fully understand that
 12 for this fiscal year coming up, year 21, that
 13 steps will not be funded for any of our employees
 14 in any of the collective bargaining agreements.
 15 VICE CHAIR HENN: Madam Chair?
 16 CHAIRMAN CAUSEY: Ms. Henn?
 17 VICE CHAIR HENN: Thank you. I share
 18 Ms. Mack's concerns and while I understand that
 19 there is only so much you can do in one year and
 20 that TABCO supports this agreement, I am also
 21 torn because, for the same reasons that Ms. Mack

Page 46

1 stated. I believe our priorities need to be
 2 shifted and that we do need to place a higher
 3 priority on our teachers, and that doesn't happen
 4 in one year; however, it needs to happen, and it
 5 is deeply disappointing that we are not in a
 6 position to be able to fund steps within this
 7 budget.

8 And I understand we're in an MOE budget.
 9 However, this is unprecedented, and while I will
 10 support this agreement, it is not without a heavy
 11 heart, because our teachers -- (audio went
 12 out) -- I'm sorry, I was on mute. Can you hear
 13 me now?

14 CHAIRMAN CAUSEY: Yes.

15 VICE CHAIR HENN: Okay, I apologize. I
 16 had stated that I agree with Ms. Mack's comments
 17 and while I will support this agreement, I'm
 18 deeply concerned that it does not include steps
 19 for our teachers, because we need to take care of
 20 them first and foremost, and our priorities need
 21 to reflect our commitment to our teachers. And

Page 47

1 while I understand that we can't make up for it
 2 in one year, especially with an MOE budget, it's
 3 a change that we need to make and it needs to
 4 happen, and we need to pivot to make it happen,
 5 and we show our priorities where our dollars lie,
 6 and this agreement is not reflective of the fact
 7 that our teachers should be our first priority as
 8 those that have the greatest impact, along with
 9 our school administrators, on our students. And
 10 that is our core mission, and this agreement
 11 needs to reflect our core mission of teaching and
 12 learning, and it does not.

13 So while I'll support this agreement, we
 14 need to pivot and we need to start putting our
 15 resources where they matter most, and that is the
 16 for instructional salaries. Thank you.

17 MS. PASTEUR: Ms. Causey, this is
 18 Ms. Pasteur.

19 CHAIRMAN CAUSEY: Yes?

20 MS. PASTEUR: Okay. I just want to
 21 point out that during my tenure in Baltimore

Page 48

1 County there were times when I was frozen on
 2 steps, there were times when I got no COLA, but
 3 we knew that TABCO or PACE were working for us,
 4 and that it was a temporary thing. I agree with
 5 those who have spoken before, that it is sad that
 6 we are not able to do it, but the fiscal
 7 constraints speak to that, it was not because we
 8 do not care about our staff.

9 And I go to Dr. Williams' strategic
 10 plan, because I know as a career person, a career
 11 educator that we are going to work exceedingly
 12 hard, particularly this year but all years, but
 13 particularly in light of this, to make sure that
 14 we give our teachers in terms of support,
 15 professional development, all of those things
 16 that they continuously ask for, so that we make
 17 their lives in the classroom smoother so that our
 18 children will learn. I am confident that we will
 19 get through this and that they are career
 20 professionals as well. Thank you.

21 CHAIRMAN CAUSEY: Other board members?

Page 49

1 MR. KUEHN: Ms. Causey, this is
 2 Mr. Kuehn.

3 CHAIRMAN CAUSEY: Yes.

4 MR. KUEHN: I fully agree with Ms. Mack
 5 and her concerns about not providing steps and
 6 raises, but my concern overall is that there is a
 7 significant amount of unemployed people now
 8 across the entire country, and with the economy
 9 facing the headwinds it is, and state and county
 10 revenue dropping so significantly, I think this
 11 is a prudent step for us to take, and I am
 12 hopeful that we can quickly bounce back and make
 13 up for this coming next year. Thank you.

14 CHAIRMAN CAUSEY: Thank you. Other
 15 board members?

16 MS. ROWE: Ms. Causey?

17 CHAIRMAN CAUSEY: Yes, Ms. Rowe.

18 MS. ROWE: I just wanted to concur with
 19 other board members, that I do think it's
 20 important to fund the steps. I'll vote for the
 21 master agreement, but I would have hoped that we

Page 50

1 would have found a place in the budget to be able
 2 to produce some other things in order to fund the
 3 steps for the teachers. Thank you.
 4 CHAIRMAN CAUSEY: Other board members?
 5 VICE CHAIR HENN: Madam Chair, this is
 6 Ms. Henn.
 7 CHAIRMAN CAUSEY: Yes?
 8 VICE CHAIR HENN: Unless there's someone
 9 else that hasn't had a chance to speak, I'll
 10 defer to them. But I did want to add that we ask
 11 our teachers to make enough sacrifices as it is
 12 on a day-to-day basis, and this feels like one
 13 more with not including steps in this agreement
 14 and in our budget. And to put that on their
 15 backs is not a decision that I can support, and
 16 there are other cuts, there are other
 17 opportunities within this budget and we're going
 18 to be discussing that later tonight I know, but
 19 these two go hand in hand, that call us to look
 20 other places and outside the schoolhouse to also
 21 make sacrifices, because that's what this is,

Page 51

1 it's a sacrifice, and that shouldn't rest
 2 squarely on our teachers, and that's what we are
 3 looking to do here. And while salaries are the
 4 largest percentage of our budget and that's the
 5 first and easiest path, just because something is
 6 the easiest decision to make doesn't make it the
 7 right decision.
 8 So I along with Ms. Mack am torn on this
 9 one. It does have the support of TABCO, and I
 10 acknowledge and thank those that put some effort
 11 in to getting us to this point, and I recognize
 12 the difficulty given the current economic
 13 circumstances. However, we cannot continue to
 14 put this on the backs of our educators. Thank
 15 you.
 16 MS. PASTEUR: Ms. Causey, this is
 17 Ms. Pasteur. If there's no one else who has not
 18 spoken, I would like to chime in one more time
 19 please.
 20 CHAIRMAN CAUSEY: Certainly,
 21 Ms. Pasteur, go right ahead.

Page 52

1 MS. PASTEUR: Okay, thank you. I
 2 certainly have a schoolhouse walk, I feel this
 3 intrinsically. But I also feel intrinsically
 4 that we passed through the other contracts, and
 5 that our school day as we have focused before,
 6 begins when those children get on the bus with
 7 the bus drivers, that they are taught and
 8 impacted on every day by our custodians, they are
 9 impacted every day by our cafeteria workers and
 10 all people who are connected with the schools.
 11 And as Mr. Duque said, this is a sweeping cut, so
 12 I feel it in my heart and in my bones, but this
 13 is where we are and we will, I am sure, I believe
 14 in the work that we're doing and that all of the
 15 bargaining agents are doing, and that we will get
 16 through this and they will get those steps. But
 17 they are not the only ones who are impacted, and
 18 we said nothing about the other groups.
 19 CHAIRMAN CAUSEY: So, I would like to
 20 make a few comments as I've not yet commented.
 21 MS. JOSE: Ms. Causey, this is Moalie.

Page 53

1 If I could comment, I've not commented as well.
 2 CHAIRMAN CAUSEY: Certainly, go ahead.
 3 MS. JOSE: To reiterate what Ms. Pasteur
 4 said, it is about the teachers but it's also
 5 about all the other employees, the bus drivers,
 6 custodians, everybody that works in the
 7 schoolhouse and outside of it, it is on the backs
 8 of everybody. Unfortunately this is a global
 9 recession pandemic we're all going through and
 10 it's not something the Board supports but we have
 11 the agreement, and if we could we'd obviously
 12 offer the best that we could to our teachers, our
 13 principals, custodians, bus drivers, our
 14 cafeteria workers, everybody. The schoolhouse
 15 functions because of the functions of all of
 16 these people, and we should not forget it takes a
 17 village to build a child.
 18 CHAIRMAN CAUSEY: Other board members,
 19 discussion? I just wanted to make some brief
 20 remarks.
 21 This is not the agreement that any of us

Page 58

1 MR. DIXIT: Good evening, this is Pete
 2 Dixit, Chair Ms. Causey, Vice Chair Ms. Henn,
 3 Dr. Williams and members of the Board.
 4 As you recall, on May 19th we presented
 5 for your consideration a boundary change
 6 recommendation for the Village At Gunpowder
 7 Falls. The boundary change will align the
 8 attendance areas for the Village at Gunpowder
 9 Falls to a single elementary school, Seven Oaks,
 10 and a single middle school, Pine Grove Middle
 11 School. The proposed change will not reassign
 12 any students currently attending any of the
 13 affected schools.
 14 In response to the Board's comments, we
 15 invited the public to provide feedback to the
 16 Board by email and online comment form, or by
 17 regular mail. A boundary study website and
 18 online comment form were made available to the
 19 public on Monday, May 11th, and comments were
 20 accepted through Saturday, June 13th. There were
 21 33 comments received. Almost all the comments

Page 59

1 supported the boundary recommendation of Seven
 2 Oaks Elementary and Pine Grove Middle School.
 3 The primary reasons cited for supporting
 4 the recommendation were overcrowding at Perry
 5 Hall Middle School and Perry Hall schools,
 6 overcrowding at Pine Grove Elementary School and
 7 the presence of relocatable buildings there, and
 8 the transportation efficiency and proximity to
 9 Pine Grove Middle School.
 10 So all in all our recommendation was
 11 supported in public comments, so we are here
 12 today to request your approval for the alignment
 13 of the boundary.
 14 CHAIRMAN CAUSEY: Thank you for that
 15 presentation. Board members.
 16 MS. ROWE: Ms. Causey, Lily Rowe.
 17 CHAIRMAN CAUSEY: Yes?
 18 MS. ROWE: Mr. Dixit, what were the
 19 reasons that the people who opposed it opposed
 20 it?
 21 MR. DIXIT: We really did not see any

Page 60

1 opposing of the recommendation. We saw some
 2 miscellaneous comments about other things in
 3 general, but none of the comments that we saw
 4 were opposing. Some of the general comments were
 5 that the development should be placed into one
 6 elementary and one middle school, which is what
 7 we are doing, and in general they said they were
 8 concerned of new developments approved in the
 9 area and there's a need for school facilities to
 10 support the growth, but that had nothing to do
 11 with our recommendation that we are talking
 12 about. And one of the comments regarding
 13 transportation routes and bus overcrowding at
 14 Seven Oaks, and hopefully this will solve, if
 15 anything, the bus crowding in general in that
 16 area, it's not going to add any overcrowding to
 17 the buses. So all in all we did not find any
 18 negative recommendation for our recommendation,
 19 negative comments for our recommendation.
 20 MS. ROWE: Thank you.
 21 CHAIRMAN CAUSEY: Actually, board

Page 61

1 members, I'm going to ask for a motion to approve
 2 the emergency boundary recommendation for the
 3 Village at Gunpowder Falls as presented, and then
 4 we can have additional discussion.
 5 VICE CHAIR HENN: So moved, Julie Henn.
 6 MS. ROWE: Second.
 7 CHAIRMAN CAUSEY: Thank you. Is there
 8 any further discussion on the motion?
 9 (Audio cut out.)
 10 CHAIRMAN CAUSEY: Good evening, this is
 11 Kathleen Causey, chair of the Board of Education
 12 of Baltimore County. We are now reconvening our
 13 meeting, our special meeting of the Board of
 14 June 23rd, 2020. We had to recess due to
 15 technical difficulties and now we are reconvening
 16 and I will ask Ms. Stiffler to do a rollcall to
 17 confirm a quorum.
 18 MS. STIFFLER: Mr. Kuehn?
 19 MR. KUEHN: Yes.
 20 MS. STIFFLER: Ms. Pasteur?
 21 MS. PASTEUR: Yes.

Page 62

1 MS. STIFFLER: Mr. Reshid?
 2 MR. RESHID: Yes.
 3 MS. STIFFLER: Ms. Henn?
 4 VICE CHAIR HENN: Yes.
 5 MS. STIFFLER: Ms. Causey?
 6 CHAIRMAN CAUSEY: Yes.
 7 MS. STIFFLER: Ms. Jose? Ms. Jose?
 8 Mr. McMillion?
 9 MR. MCMILLION: Yes.
 10 MS. STIFFLER: Ms. Mack?
 11 MS. MACK: Yes.
 12 MS. STIFFLER: Ms. Scott? Ms. Rowe?
 13 MS. ROWE: Yes.
 14 MS. STIFFLER: Dr. Hager?
 15 DR. HAGER: Yes.
 16 MS. STIFFLER: We have nine board
 17 members on the call, Ms. Causey.
 18 CHAIRMAN CAUSEY: Thank you,
 19 Ms. Stiffler.
 20 We had just finished the unfinished
 21 business consideration of the emergency boundary

Page 63

1 recommendation, which carried.
 2 I would just like to take a moment to
 3 ask Mr. Nussbaum, given that we have nine board
 4 members and previously we had more, what is the
 5 proper procedure on taking votes in terms of
 6 board members being involved in the discussion
 7 and then taking the vote, do we need to wait to
 8 have other members enter the meeting so that they
 9 can hear discussion before they vote on the next
 10 items?
 11 MR. NUSSBAUM: I think it's preferable
 12 for the board members to be present during the
 13 discussion so that they can hear everything
 14 that's going on before they take the vote.
 15 CHAIRMAN CAUSEY: Okay.
 16 MR. NUSSBAUM: But I don't know how long
 17 it's going to be before people can rejoin, that's
 18 the problem.
 19 CHAIRMAN CAUSEY: Okay. Let us get
 20 started then. The next item on the agenda is
 21 unfinished business, consideration of the final

Page 64

1 fiscal year 2021 operating budget. For that
 2 we're going to call on Dr. Scriven, Mr. Sarris
 3 and Mr. Tantleff to present.
 4 DR. SCRIVEN: Good evening, Madam Chair.
 5 Before we get started I'd like to defer to
 6 Dr. Williams, who I believe has some opening
 7 comments.
 8 DR. WILLIAMS: Yes, thank you. So, I
 9 would like to recognize Dr. Scriven, Mr. Sarris
 10 and Mr. Tantleff, and the many staff for the work
 11 that they've done to respond to my many questions
 12 about our own processes and the work that was
 13 done with our budget. We collectively with our
 14 central office staff and our union presidents,
 15 and will continue this collaboration as I develop
 16 future budgets in the years to come.
 17 I'm not surprised that we are at a
 18 maintenance of effort budget based on the
 19 economic impact that COVID-19 has had, and I'm
 20 not optimistic about the future or what the
 21 future will hold regarding our economy. However,

Page 65

1 I am optimistic that my drive and focus will
 2 continue to be on schools and identifying what
 3 students and staff will need to be successful.
 4 My cabinet of premium leaders who have had great
 5 responsibility within their respective areas, and
 6 each member is student centered and has
 7 experience with students, staff and communities,
 8 and/or business partnerships.
 9 I'm also optimistic that the work of
 10 senior leadership and the five union presidents
 11 to continue our focus and priority for looking at
 12 work conditions and identifying such priorities
 13 as we continue to work, so I must give a shout
 14 out to Nick Argyros from OPE, Bryan Epps from
 15 AFSCME, Tom DeHart from CASE, Cindy Sexton,
 16 TABCO, and Jeanette Young from ESPBC. So tonight
 17 I actually have Nick Argyros, who would like to
 18 make a comment on behalf of the five union
 19 presidents. Nick.
 20 MR. ARGYROS: Thank you, Dr. Williams,
 21 and good evening Chairwoman Causey, Vice Chair

<p style="text-align: right;">Page 66</p> <p>1 Henn and members of the Board. I speak on behalf 2 of our all of the bargaining unit leaders this 3 evening. We are here in solidarity to support 4 Dr. Williams' adjusted budget plan. The budget 5 cuts have impacted numerous areas, including 6 employee compensation. We understand the budget 7 cuts due to the current financial climate and 8 Dr. Williams' desire to preserve school resources 9 and instructional programs. Dr. Williams is 10 committed to having us at the table to help 11 create a budget for FY-2022, and we look forward 12 to collaborating with his executive staff on 13 decisions affecting the district's budget now and 14 in the future. Thank you for your time this 15 evening. 16 DR. SCRIVEN: Thank you, Mr. Argyros and 17 to our other union presidents. So, good evening, 18 Madam Chair, Vice Chair, Dr. Williams, board 19 members. I'm joined here as you can see tonight 20 by Mr. Sarris, Mr. Tantleff, to share our amended 21 MOE or maintenance of effort budget.</p>	<p style="text-align: right;">Page 68</p> <p>1 we needed to honor the FY-20 two percent COLA for 2 the three unions out of the five that did not 3 receive it last year, and then we knew that we 4 also had to honor the one percent longevity. 5 That two percent COLA for the three out of the 6 five that I alluded to earlier equated to \$4.1 7 million and the one percent longevity was 8 \$5 million in costs. When you add that up and 9 subtract that, we were at a deficit of 10 \$4.5 million, and subsequently the superintendent 11 made additional reductions of administrative 12 costs so that we would at least be able to honor 13 and give a one percent COLA across the board, 14 which cost us 9.4 million. 15 When it's all said and done with we're 16 left with a percentage, a very small percentage, 17 and which would work. If you want the specifics 18 on the reductions that Dr. Williams made in 19 administrative costs, I will itemize those for 20 you. It was 100,000 in administrative salary 21 freeze for directors and above; it was a one</p>
<p style="text-align: right;">Page 67</p> <p>1 On May 29th, 2020, the county council 2 adopted our proposed budget at maintenance of 3 effort, which equated to a \$20.2 million 4 reduction. I'd like to bring to your attention 5 that in our initially proposed budget there was 6 an allocation for step increases at \$16.8 7 million, there was an allocation of a one percent 8 COLA across the board, which would have been a 9 \$9.4 million cost, and an FY-20 two percent COLA 10 for the three out of the five unions that did not 11 receive one last year, which equated to a cost of 12 \$4.1 million. When you do the math, it totals 13 30.3 million. 14 When you look at the 20.2 million that 15 we were directed to cut to take us to maintenance 16 of effort, when you subtract that from that 30.3, 17 that leaves a balance of \$10.1 million, so 18 subsequently we had to make some additional 19 adjustments and prioritize how we were going to 20 move forward. 21 It was pretty much a nonnegotiable that</p>	<p style="text-align: right;">Page 69</p> <p>1 million hiring freeze of approximately ten 2 administrative positions; 1.5 million in 3 overnight travel, conferences and leadership 4 development; 700,000 out of curriculum 5 development; 350,000 out of contracted employees; 6 105,000 in cell phone stipends; 100,000 in office 7 supplies; 150,000 other supplies and material; 8 and 460,000 in miscellaneous contract services, 9 with a total of 4.5 million that we had to find 10 to go along with the 5.0 million that was left 11 after we gave the two percent and the longevity 12 to be able to honor the one percent COLA across 13 the board. 14 At this time before we open it up for 15 questions, I would like to defer to Mr. Sarris, 16 as we also heed to your remarks that you made 17 earlier during the presentation with human 18 resources around our ability to prioritize and 19 make cuts which would have afforded us to do the 20 step increase as well as the COLA. I would like 21 George just to give a little additional</p>

Page 70

1 information of why we were just not in a
 2 financial position to be able to do that, so
 3 Mr. Sarris, I would like to turn it over to you
 4 at this time.
 5 MR. SARRIS: Thank you, Dr. Scriven.
 6 Good evening, Madam Chair, Vice Chair and members
 7 of the Board.
 8 Just so you can understand the timeline,
 9 Dr. Williams has had the budget office working on
 10 this for the last six weeks, and what, the
 11 approach that we took was to identify the items
 12 in the budget that we had to actually work with
 13 to find these administrative cost reductions, and
 14 of course the first priority was to, not to
 15 impact the classroom at all in any way. And we
 16 also had to look through a large number of our
 17 fixed costs, things like utilities and nonpublic
 18 placements, and you know, vehicle facilities,
 19 network maintenance, and identifying the things
 20 that were essentially our discretionary budget.
 21 So we identified about \$15 million that

Page 71

1 we classify as discretionary, and in order to
 2 achieve the cost reductions that we needed to
 3 fund the one percent COLA, it's tantamount to
 4 about a 17 percent across the board increase in
 5 all of those thousands of line items which the
 6 staff diligently went through. And so added to
 7 the administrative salary and hiring savings, and
 8 some curriculum development costs, we were able
 9 to meet Dr. Williams' target to move ahead with
 10 this one percent COLA, as well as his long-term
 11 goal, which is to move administrative costs lower
 12 this year, next year and beyond that.
 13 DR. SCRIVEN: So at this time, Madam
 14 Chair, we'd like to open it up for any questions
 15 from the Board.
 16 CHAIRMAN CAUSEY: Thank you.
 17 VICE CHAIR HENN: Madam Chair?
 18 CHAIRMAN CAUSEY: Yes, Ms. Henn.
 19 VICE CHAIR HENN: Good afternoon, thank
 20 you. Mr. Sarris, I have a question about the
 21 number you just cited, the 17 percent. Could you

Page 72

1 please clarify what you were referring to with
 2 regards to administrative costs when you said
 3 that they were looked at line item by line item?
 4 MR. SARRIS: Yeah. Those are costs like
 5 operating supplies, office supplies, travel,
 6 mileage reimbursement, contracted services,
 7 contract employee salaries, phone stipends, other
 8 supplies and other materials, essentially the
 9 main, the crux of those accounts.
 10 VICE CHAIR HENN: So when you said 17
 11 percent, that's not a 17 percent reduction,
 12 right? You lost me there with that number; can
 13 you explain?
 14 MR. SARRIS: Well, we started, the total
 15 budget available in all of the accounts was 15
 16 million and we were, in addition to the
 17 administrative salary cuts and the curriculum
 18 development cut, we needed another \$2.6 million,
 19 and so the 17 percent of the 15 million -- excuse
 20 me, we may have lost a connection. It -- (audio
 21 cut off.)

Page 73

1 DR. SCRIVEN: I think we lost George.
 2 Do you want to jump in?
 3 MR. TANTLEFF: Sure. So just to
 4 clarify, Ms. Henn --
 5 VICE CHAIR HENN: Hi, Mr. Tantleff.
 6 MR. TANTLEFF: Hi. So we went through
 7 the entire budget and there were certain
 8 mandatory things we backed out, so of course
 9 salaries, but then we went through all the
 10 build-ins that we had to back out, those critical
 11 special education expenses, building maintenance
 12 from facilities. So we went through the budget
 13 and took out things that were mandatory and
 14 really not cuttable, and when all that came out
 15 we were left, as Mr. Sarris mentioned, with a pot
 16 of \$15 million. Think of that as your variable
 17 budget to some extent, and not that there aren't
 18 a lot of critical things in there, but to make
 19 the one percent COLA fit we needed to cut that
 20 last 2.6 million out of that bucket so that, as
 21 Mr. Sarris mentioned, it would be about 17

Page 74

1 percent. So other than the mandatory lines being
 2 backed out, which were quite sizable, the impact
 3 will be the central office budgets, the line
 4 items that we're looking at will be cut by 17
 5 percent.
 6 VICE CHAIR HENN: Okay, of the
 7 discretionary items that were identified as such?
 8 MR. TANTLEFF: Of the 15 million that we
 9 thought were, we could all agree were, after we
 10 backed out things that we could all agree are
 11 mandatory and not really reducible.
 12 VICE CHAIR HENN: Okay.
 13 MS. JOSE: Hi, this is Moalie.
 14 VICE CHAIR HENN: I'm finished, thank
 15 you.
 16 MS. JOSE: Thank you. First of all,
 17 thank you to the staff and Dr. Williams for
 18 presenting this budget, I know it wasn't an easy
 19 task. The one line that I do remember from you
 20 saying is that no program serving students was
 21 eliminated, and that is good.

Page 75

1 My question is about the curriculum
 2 development, that you were giving an \$800,000
 3 reduction. What does that entail?
 4 MR. SARRIS: So that entails something
 5 that we would typically do in the summer, which
 6 is revise and rewrite curriculum, and we are able
 7 in this one-time situation to use money from the
 8 CARES Act to maintain that process, and of course
 9 this year the process is going to be focused on
 10 developing a remote curriculum that can be
 11 delivered both in person and in a parallel track
 12 on line, so that regardless of how we open in
 13 September we will have adapted the existing
 14 curriculum to that dual role.
 15 MS. JOSE: So from my understanding, the
 16 CARES Act is being used to fund additional
 17 devices because this Board had to use the
 18 one-to-one ratio, so some money from the CARES
 19 Act is going to providing devices for all of our
 20 elementary school children for the remote
 21 learning, and some of it is going to feeding our

Page 76

1 children. And the rest of it is what, I'm just
 2 confused, because you were talking about the
 3 CARES Act funding curriculum?
 4 MR. SARRIS: Yeah, so it's going -- the
 5 CARES Act as you correctly state, about ten
 6 million for devices and about five million for
 7 our feeding program, about two million to modify
 8 our facilities and make them adaptable for the
 9 fall to encourage safety and social distancing,
 10 and the remaining five million is for curriculum
 11 and curriculum development, and student health,
 12 so all of those needs are built in to the grant
 13 application.
 14 MS. JOSE: Thank you, Dr. Scriven and
 15 Mr. Sarris. I know it's a monumental task
 16 putting a budget together, so thank you.
 17 MR. SARRIS: Yes, ma'am.
 18 DR. SCRIVEN: Sure.
 19 CHAIRMAN CAUSEY: Other board members?
 20 MS. MACK: Yes, this is Lisa Mack.
 21 Mr. Sarris, when do we get the CARES money?

Page 77

1 MR. SARRIS: Well, my hope is that we
 2 would hear something this week, possibly Friday.
 3 When we first started discussing this back in
 4 May, the application deadline was May 12th and
 5 the money was due May 27th. MSDE has rolled back
 6 that timeline, ultimately the application
 7 deadline was June 12th, so that I am sticking to
 8 our, the two-week window in which we might
 9 hopefully receive the award, but that's the best
 10 estimate I can give, and I just haven't had any
 11 other updates to share.
 12 MS. MACK: Is there any chance that we
 13 would not get it?
 14 MR. SARRIS: Very little, I would think,
 15 very very little.
 16 MS. MACK: That's a very good answer,
 17 thank you, and thank you for your work. That's
 18 my only question, thank you.
 19 MR. KUEHN: Hi, Mr. Sarris, this is
 20 Mr. Kuehn. Good evening.
 21 MR. SARRIS: Good evening.

Page 78

1 MR. KUEHN: I wanted to take a look at
 2 the CARES Act funding because I'm on page one of
 3 the summary that was provided in the
 4 superintendent's budget adjustments at
 5 maintenance of effort, and in the third paragraph
 6 it talks about the CARES Act funding, that we are
 7 waiting for and hoping it arrives. So I just
 8 wanted to make sure I'm clear on what you have
 9 here.

10 It says there's \$14.8 million to enhance
 11 remote classroom instruction and resources, and
 12 from what I can gather, you had that \$10 million
 13 to go to devices and then there's going to be the
 14 two million to modify schools, and then I thought
 15 I heard \$5 million for meals.

16 MR. SARRIS: Yes. On the, I think the
 17 document that you're referring to aggregated the
 18 application to align with our Compass, which is
 19 our strategic plan, but let me just go to the
 20 actual final document, it might be easier to
 21 communicate. So we have \$340,000 for the mailing

Page 79

1 of devices and instructional packets, 4.5 million
 2 to support the food and nutrition program, 10.4
 3 million for devices as well as some software that
 4 helps us to manage the network remotely and some
 5 broadcasting equipment that will help sustain
 6 this LiveStream broadcast that we're doing from a
 7 remote location. Under the curriculum and
 8 instruction group we have the software for the
 9 self-paced summer school program; we have a lot
 10 of PPE and supplies for student health of about
 11 700,000; some, an additional 750,000 for mailing
 12 the devices if need be; \$1.6 million for that
 13 curriculum development that we were just talking
 14 about, this parallel face-to-face remote
 15 capability; and 1.5 million for hot spots for
 16 students throughout the county which, we think
 17 there are at least 4,000 families that do not
 18 have Internet access; and \$380,000 for some
 19 remote software to support career and technology
 20 education.

21 And that \$2 million for facilities

Page 80

1 breaks down into a million dollars to reconfigure
 2 the health suites to basically an exam room, to
 3 accommodate more students and keep those students
 4 safely distanced; about 500,000 for additional
 5 sanitizing efforts that might be needed; 200,000
 6 for hand washing stations; and about 360,000 for
 7 reconfiguring traffic flow and signage and so
 8 forth to promote distancing.

9 And then lastly, the grant requires that
 10 we set aside about \$1.1 million for the over
 11 150,000 private schools that we have in the
 12 county, and my office will be, my office and
 13 Billy Burke's office will be administering those
 14 grants on behalf of all those private schools who
 15 we've already reached out to, and they will be
 16 making individual applications directly through
 17 BCPS for their share.

18 MR. KUEHN: Well, thank you for that
 19 detail, Mr. Sarris. Unfortunately I don't have
 20 whatever document you're looking at, so I do
 21 appreciate you sharing that.

Page 81

1 MR. SARRIS: Yeah, I really just read
 2 right from the grant application, because it had
 3 the most detail.

4 MR. KUEHN: I appreciate that. The one
 5 question that I have that I think you can really
 6 provide some insight on is regarding the devices,
 7 we have multiple contracts, right, where we're
 8 leasing devices currently. And my question to
 9 you is are we going to use one of those
 10 facilities and create new leases or are we going
 11 to buy some outright, or how will it work with
 12 this grant money?

13 MR. SARRIS: Our current plan was to
 14 purchase these outright. We are obviously going,
 15 we're going ahead with our regularly scheduled
 16 lease to expand the Chromebooks to middle school,
 17 but our plan for these dollars is right now to
 18 purchase, using the current contract pricing that
 19 we got last year.

20 MR. KUEHN: Thank you, that makes sense
 21 with one-time money. I appreciate that,

Page 82

1 Dr. Scriven and Mr. Sarris, thank you.
 2 CHAIRMAN CAUSEY: Other board members?
 3 MS. PASTEUR: Yes, Ms. Causey, this is
 4 Ms. Pasteur. I want to thank all of you. I feel
 5 that the CARES Act has become part of my life,
 6 scrutinizing it, and was very interested from the
 7 beginning in terms of how you were going to
 8 manipulate our situation to its best in using
 9 money from the CARES Act, and I just have to say
 10 bravo. When I looked at the adjustments and I
 11 was processing what I had gleaned from looking at
 12 and studying the CARES Act, I'm impressed. I
 13 mean, I know that means nothing to you because
 14 this is your life, but just how it meshes to
 15 insure that we maintain the integrity of what is
 16 going to go on in the classroom for our teachers
 17 and for our children under these circumstances,
 18 because we're certainly far from being out of the
 19 woods, and I'm hoping that there will be more
 20 dollars that will be eked out to offer us
 21 support. So thank you for the diligence and for

Page 83

1 the scrutiny that you have put into this and
 2 making it coincide, Dr. Williams, with that
 3 vision. Thank you. Thank you, Ms. Causey.
 4 CHAIRMAN CAUSEY: Yes. Other board
 5 members? I did just want to take a moment to
 6 thank Dr. Williams and his team, Dr. Scriven,
 7 Mr. Sarris, Mr. Tantleff and everyone that's
 8 worked on realigning this budget given the
 9 economic crisis we're in due to the pandemic and
 10 the limitations that we had with the maintenance
 11 of effort budget.
 12 I did want to ask the question,
 13 Mr. Sarris had mentioned in the CARES Act that
 14 there was, I believe it was 700,000 potentially
 15 for mailing devices; was that the correct number?
 16 MR. SARRIS: Right.
 17 CHAIRMAN CAUSEY: Now I was wondering if
 18 there was consideration given to having the
 19 devices picked up. We had some very organized
 20 and actually heartwarming pick up and drop off at
 21 the schools at the end of the year when students

Page 84

1 were turning in supplies and students were
 2 picking up their diplomas. So is there
 3 consideration given for doing that in terms of a
 4 way to distribute devices and save money?
 5 DR. SCRIVEN: Yes, so Madam Chair, I'll
 6 respond to that. That was our initial plan, we
 7 had a very detailed plan to do parent student
 8 pickup, but as a result of the timing and the
 9 sense of urgency to get the devices out,
 10 individuals did not feel comfortable as we were
 11 at the peak of the virus, with coming face to
 12 face and following that plan. But as we move
 13 forward we make sure that we followed CDC and the
 14 health guidelines, and if they so advise that we
 15 are in a safe space in terms of being able to
 16 initiate distribution that way, then by all means
 17 we would do it, because the financial savings are
 18 significant.
 19 CHAIRMAN CAUSEY: Thank you. And also,
 20 Mr. Sarris, in following up with the earlier
 21 numbers that you discussed with CARES, there was

Page 85

1 a number that was in the superintendent's summary
 2 that said 3,858,000 in communications and
 3 stakeholder outreach, but I didn't hear that in
 4 the list of numbers, so was that a rollup of
 5 several different things?
 6 MR. SARRIS: Yes, that was in a rollup
 7 of, among others, the hot spots, the broadcast
 8 software and the network management software, and
 9 probably the mailing fees and the instructional
 10 packets that were sent out, and I think those are
 11 the key components of that number.
 12 CHAIRMAN CAUSEY: Okay, thank you for
 13 clarifying, because I would think that those were
 14 more in terms of instructional support for our
 15 students during that timeframe, so I just wanted
 16 to get clarification on that number. So thank
 17 you very much for that.
 18 MR. SARRIS: You're welcome.
 19 CHAIRMAN CAUSEY: Other board members?
 20 Okay, hearing no other comment or question, do I
 21 have a motion to accept the superintendent's

Page 86

1 operating budget as presented?
 2 MS. PASTEUR: So moved, Ms. Pasteur.
 3 MS. JOSE: Second, Moalie.
 4 CHAIRMAN CAUSEY: Thank you, Ms. Jose.
 5 Is there any further discussion? Hearing none,
 6 Ms. Stiffler, may I have a rollcall vote please?
 7 MS. STIFFLER: Mr. Kuehn?
 8 MR. KUEHN: Yes.
 9 MS. STIFFLER: Ms. Pasteur?
 10 MS. PASTEUR: Yes.
 11 MS. STIFFLER: Ms. Henn?
 12 VICE CHAIR HENN: Yes.
 13 MS. STIFFLER: Ms. Causey?
 14 CHAIRMAN CAUSEY: Yes.
 15 MS. STIFFLER: Ms. Jose?
 16 MS. JOSE: Yes.
 17 MS. STIFFLER: Mr. McMillion?
 18 MR. MCMILLION: Yes.
 19 MS. STIFFLER: Ms. Mack?
 20 MS. MACK: Yes.
 21 MS. STIFFLER: Ms. Scott?

Page 87

1 MS. SCOTT: Yes.
 2 MS. STIFFLER: Ms. Rowe?
 3 MS. ROWE: Yes.
 4 MS. STIFFLER: Dr. Hager?
 5 DR. HAGER: Yes.
 6 MS. STIFFLER: Ten votes, Ms. Causey.
 7 CHAIRMAN CAUSEY: Thank you, the motion
 8 carries. Thank you very much, Dr. Scriven,
 9 Mr. Sarris and Mr. Tantleff.
 10 DR. SCRIVEN: Of course. Thank you, Mr.
 11 Sarris, thank you, Board.
 12 CHAIRMAN CAUSEY: Have a good evening.
 13 The next item on the agenda is board
 14 member comments on the strategic plan.
 15 Dr. Williams, did you want to start?
 16 DR. WILLIAMS: I'll just make it brief.
 17 On the previous board meeting I presented a
 18 strategic plan focusing on five areas, the Board
 19 will then vote on the plan in July, but we wanted
 20 to bring it back just to receive some comments
 21 based on your review of the outline of this focus

Page 88

1 of our strategic plan and the five focus areas.
 2 So at this time I'll turn it back over to you,
 3 Ms. Causey.
 4 CHAIRMAN CAUSEY: Thank you. So board
 5 members, discussion please? If you could, just
 6 state your name and proceed.
 7 MS. JOSE: Moalie.
 8 MS. MACK: Lisa Mack. Go ahead, Moalie.
 9 MS. JOSE: Thank you. Dr. Williams, a
 10 quick question for you. With everything that's
 11 changed around us, we do realize that, is there
 12 a, does our curriculum change, do we have to now
 13 write curriculum in ways that work well on
 14 virtual platforms? And additionally, do our
 15 teachers need skills that are appropriate or
 16 professional development for teaching online
 17 classes? And our students, you know, thirdly,
 18 they will need more social emotional support if
 19 learning environments are different, and also a
 20 student's ability to access support from teachers
 21 and friends will be as well, I don't know what's

Page 89

1 going to happen in the fall. Does that, is that
 2 reflected in your plan, or does it change in the
 3 way our world has changed in practical ways?
 4 DR. WILLIAMS: So yes, we have done some
 5 inservice when we first went out on March 16th,
 6 and that was a quick turnaround. The feedback
 7 and the support was great in terms of how we need
 8 to move forward, really looking at how we deliver
 9 our curriculum and to have that flexibility to
 10 potentially turn on a dime if we have to make a
 11 decision like we did back in March. So
 12 fortunately we have Schoology, which is a great
 13 resource, we will have to do some inservice,
 14 particularly for our new staff and new
 15 administrators. You heard earlier about some
 16 revisions to the curriculum.
 17 And the last piece you talked about, our
 18 students, as we are, this is not part of today's
 19 presentation, but as we are talking about their
 20 recovery plan, the staff is looking at those
 21 students who were disengaged for a variety of

Page 90

1 reasons, those students who already had gaps, and
 2 trying to assess what may be the best next steps
 3 for them. And those students who were making
 4 level changes, the kids who are going, who are
 5 coming into our system, those students who are
 6 being promoted from elementary to middle and
 7 middle to high, those transactional years, and
 8 that's also within elementary, going from second
 9 grade to third grade, so we have some work to
 10 prepare.

11 We hear that there may be another surge,
 12 so we have to be nimble enough to be able to turn
 13 on a dime, and that was the challenging part that
 14 we encountered. Now that we experienced this and
 15 we're collecting feedback and trying to look at
 16 various models, and stay tuned, because I will be
 17 bringing that to the Board next month, just for
 18 preview and your feedback. I think we have to do
 19 more around the training of all of our
 20 stakeholders regarding online learning, and even
 21 how we roll it out.

Page 91

1 But as I shared this strategic plan with
 2 our principals today during the principals
 3 leadership development meeting, we did talk about
 4 just the current state that we're in with
 5 COVID-19 and how this may impact our progress
 6 with the strategic plan, and it may direct us
 7 with other action items that we need to put
 8 forth. So we are trying to stay ahead of the
 9 serve and be well prepared, but we have to be
 10 nimble enough if we have to turn on a dime to do
 11 something differently with our schools, we
 12 learned a lot from this one experience.

13 And it wasn't ideal, absolutely it
 14 wasn't ideal, so there is some learning and
 15 there's some things that we don't want to repeat,
 16 so the strategic plan is the guide that is
 17 guiding the work, it's getting us to be real
 18 clear in what we're going to do, not only in
 19 central office but in our schools. But we do
 20 recognize if we have another outbreak that we
 21 have to close, we want to make sure our students,

Page 92

1 staff and then our parents have to be prepared
 2 for a different learning experience as well, so I
 3 thank you for those questions, we are looking at
 4 ways to rebuild the capacity.

5 MS. JOSE: Thank you, Dr. Williams.
 6 CHAIRMAN CAUSEY: Other board members?
 7 MS. MACK: Hi, this is Lisa Mack.
 8 Dr. Williams, I have just a few questions. One
 9 is for elementary school under focus area one,
 10 learning, accountability and results. Can you
 11 explain why we're using MMAP, which is growth,
 12 instead of MCAP, which is proficiency, in our
 13 measurements?
 14 DR. WILLIAMS: So I'm going to take that
 15 question. Tonight was really comments and not
 16 questions.
 17 MS. MACK: Oh, I'm sorry.
 18 DR. WILLIAMS: But I will say, keep in
 19 mind MCAP is the state assessment, and you saw
 20 what happened this year. It's good to see our
 21 students' growth over time, so we can look at

Page 93

1 what they've done within a year, what they've
 2 done multiple years. When it comes to the MCAP,
 3 the state assessment, you know, the state is
 4 looking at some modifications and we don't know
 5 exactly what that may look like, and so keep in
 6 mind that the state assessment has changed the
 7 name multiple times, and so with the fact that
 8 we're not sure exactly what that will look like,
 9 the research team has done a good job in looking
 10 at MMAP. We will have to look at the state
 11 assessment because that is such a public facing I
 12 document, or results, as part of our report card
 13 from the state, but I appreciate that question.
 14 I will just probably put it in the parking lot so
 15 the research team can come back and give a
 16 rationale but again, it's how we're looking at
 17 multiple years and what data would be available,
 18 that growth is important but we also still have
 19 to look at MCAP or whatever we may call it,
 20 because it will be part of our report cards for
 21 every school.

Page 94

1 MS. MACK: And I just have a follow-up
 2 question on MMAP. I believe until this point in
 3 time we measured growth against the 50th
 4 percentile; is that correct?
 5 DR. WILLIAMS: We are looking at growth
 6 in a different way, I want to say it's 61 or
 7 higher.
 8 MS. MACK: 61st, so that is a change
 9 this year under your plan; is that correct?
 10 DR. WILLIAMS: That is correct.
 11 MS. MACK: I applaud that, thank you
 12 very much. I'm glad to see that for our middle
 13 schools and elementary schools.
 14 And then I just had one other quick
 15 question. Where we show increase of percentage
 16 of students, increase the percentage of students,
 17 at any point will the plan include by what
 18 percentage we want to see an increase? Is it
 19 ever going to say increase by five percent or ten
 20 percent, is that going to be added at some point?
 21 And I'm under focus area one again.

Page 95

1 DR. WILLIAMS: So schools will have
 2 targets and we will be looking at a multiyear, a
 3 three-year, five, eight. Again, I will take that
 4 question, Ms. Causey, tonight. We can circle
 5 back when we present the strategic plan again,
 6 but as was presented before we talked about
 7 targets for every school and if you recall, there
 8 was a School A mock-up, as well as --
 9 MS. MACK: Right, and that was five to
 10 seven.
 11 DR. WILLIAMS: Yes.
 12 MS. MACK: But will we have a BCPS
 13 dashboard, if you will, that will be fed up from
 14 all of our schools?
 15 DR. WILLIAMS: So as the team presented,
 16 there will be a BCPS dashboard that will have our
 17 data disaggregated and an opportunity for the
 18 public to see our progress and that's being
 19 worked on now, to update our dashboard to reflect
 20 disaggregated data based on the metrics that we
 21 will be using.

Page 96

1 MS. MACK: Right, thank you very much.
 2 DR. WILLIAMS: Thank you.
 3 MS. PASTEUR: Dr. Williams, this is
 4 Ms. Pasteur. Ms. Causey, may I jump in at this
 5 point?
 6 CHAIRMAN CAUSEY: Yes.
 7 MS. PASTEUR: All right. Dr. Williams,
 8 since we're just doing comments, the one thing
 9 that I have included here -- let me back up --
 10 some of the things that you have in here clearly
 11 we have seen in other documents, because these
 12 are the things that I think all school systems
 13 and parents sort of expect, that we have them as
 14 directions at the schools, but we all don't
 15 always get that, we can see that here in
 16 Baltimore County. But what you have done,
 17 let's -- I'm looking at goals, college and career
 18 success grounded in BCPS Policy 0100, equity
 19 guided by community priorities. And so for what
 20 you're doing, and this is like how we do the goal
 21 or a good teacher does the goal, and we're

Page 97

1 starting out there with the endpoint of going to
 2 college or having a career, so equity for
 3 everyone, guided by community priorities. Every
 4 community we have in Baltimore County is
 5 different in some very real ways even though the
 6 expectations for our children certainly would be
 7 the same, some sort of not a graph, but one of
 8 those little things with colors and pictures,
 9 times and things, lines and so forth, all of it
 10 would go right back up to college and career
 11 success.
 12 So I just want to say that I appreciate
 13 that you have articulated so everyone can see
 14 that where you're going comes out of that equity
 15 lens, and also taking a look at various
 16 communities. And if you were going to do this as
 17 some pattern other than this chart as we're
 18 seeing it, I would like to see, because I think
 19 we talked about it enough in your, in -- I know
 20 what's in your brain about this, that it really
 21 is cyclical and that you cannot, even though

Page 98

1 you've looked at all focus areas one, two, three,
 2 four, five, you have looked at those five areas,
 3 but the reality is it all goes around folks who
 4 understand that one captures the other. And so
 5 I'm real hopeful that that will be a big part of
 6 your conversation with your cabinet so that they
 7 are having that same conversation with their
 8 school administrators, so folks understand that
 9 when the instruction is tighter, and I mean
 10 visibly tighter, then that will impact on what
 11 things are going to look like in terms of
 12 behavior. Where we start identifying children
 13 for gifted and talented and AP, even beyond their
 14 behavior, you're still going to see some behavior
 15 shifts.

16 And when you are doing, continuously
 17 doing what you did in your hundred days,
 18 listening and staying engaged and having folks
 19 engaged in conversations, the whole thing was
 20 saying, so I just really want to say, so let me
 21 turn my video on and say applause just for the

Page 99

1 way you articulated where you're going, and
 2 knowing that putting down that career college
 3 readiness, or college and career readiness, and
 4 taking a look at community and all of those other
 5 pieces, that's where we need to go, but you've
 6 also set your bar at a point that anyone can come
 7 back and hold you accountable for reaching that
 8 end so it will go beyond whatever the state tests
 9 are, or norms, it will go to how we are seeing
 10 naturally our children walk across the stage or
 11 how naturally they are doing well, well on these
 12 tests. So you put your own criterion out there
 13 for how you expect to be measured, I applaud
 14 that, and I know you'll stay on staff to that
 15 end, so thank you for that.

16 CHAIRMAN CAUSEY: Other board members?
 17 VICE CHAIR HENN: Madam Chair, this is
 18 Ms. Henn.
 19 CHAIRMAN CAUSEY: Yes.
 20 VICE CHAIR HENN: Thank you. So
 21 Dr. Williams, I appreciate and applaud you and

Page 100

1 thank you for your work on Compass. I appreciate
 2 how clearly the focus areas are outlined and as
 3 Ms. Pasteur stated, they touch one another, and I
 4 would go one step farther and state that not only
 5 are they, do they rely on each other as
 6 dependencies, but they also represent a hierarchy
 7 of needs and they are not equal in where our
 8 attention needs to be. And I'm looking
 9 particularly at focus area two, a safe and
 10 supportive environment, because if kids don't
 11 feel safe and supported then they cannot achieve.
 12 If teachers don't feel safe and supported in the
 13 classroom, they cannot teach, children cannot
 14 learn, and that is one area in which, quite
 15 frankly, we have come up short. In terms of
 16 priorities, where we place our resource, where we
 17 are focusing, I don't know that I would weight
 18 these equally in terms of where our focus needs
 19 to be in terms of what we need to be focused on
 20 for the desired outcomes. So where the desired
 21 outcomes are in focus area one in terms of

Page 101

1 learning and accountability and results and
 2 that's what our mission is, we're about teaching
 3 and learning.

4 There are certain of these focus areas
 5 that we need to concentrate more heavily on even
 6 than others in order to get us there, and others
 7 that are drivers of success in the other focus
 8 areas. Focus area three, high performing work
 9 force, how many teachers are we losing because of
 10 undesirable behaviors in the classroom that
 11 aren't being addressed? And I have concerns and
 12 would like to see specifics around focus area two
 13 in how we are going to create a more safe and
 14 supportive environment, particularly in the
 15 classrooms, for our teachers and students.
 16 That's an area that hasn't been addressed that I
 17 believe this Board needs to address and continue
 18 to address through policy and to work with you
 19 on, and I think will be a driver for success in a
 20 lot of the other areas, so that's one area I look
 21 forward to being provided more detail on, and I

Page 102

1 think will drive success in a lot of the other
 2 areas you've outlined.
 3 DR. WILLIAMS: Madam Chair, if I may
 4 respond to Ms. Pasteur and Vice Chair Henn?
 5 CHAIRMAN CAUSEY: Certainly.
 6 DR. WILLIAMS: I just want, just to
 7 remind the Board in essence, these five focus
 8 areas are not mutually exclusive, and you have to
 9 look at, in my eyes, having served as a principal
 10 at two different levels, you have to look at all
 11 of these areas. And I will say, one, to
 12 Ms. Pasteur, you know, the schools, our goal is
 13 already college and career readiness, the CCR,
 14 that's the benchmark for the state, and it was
 15 juts fascinating to see all of our students who
 16 graduated and to look at, you know, how well they
 17 did and in some places where they're going, and
 18 so we constantly have to have a metric where
 19 we're pushing the envelope to have more kids
 20 cross that stage, figuratively now, but to be
 21 prepared for whatever they want to do after high

Page 103

1 school.
 2 But it doesn't start in high school, it
 3 starts, and that's why we're looking at certain
 4 areas in each level to see how our students are
 5 doing, and if they're not doing particularly well
 6 in that area, what are we doing about it so the
 7 gap won't get wider.
 8 But it's interesting, both of you
 9 touched on something that happened today as I met
 10 with the principals about this strategic plan,
 11 and I think what I'll do when we circle back in
 12 July, to show you the alignment of the strategic
 13 plan with the schoolhouse, because after it's all
 14 said and done, it's like from the educators on
 15 the board, when you've done your school progress
 16 plan, I was guilty of it, there it is, it looks
 17 nice in the binder, and it sat on the shelf, and
 18 then one would say the real work. Well, that's
 19 not what we're doing in Baltimore County.
 20 Everything that we're doing associated with the
 21 strategic plan, it has to be felt in every

Page 104

1 division and more importantly, felt in every
 2 school. Now the way in which a school may manage
 3 some of these areas is based on the data, where
 4 they may have to spend a little bit more time and
 5 resources in a particular area, but these, I see
 6 these focus areas are not mutually exclusive, you
 7 know.
 8 Schools have to consider all of these to
 9 say okay, what am I going to do this first year
 10 or these first six months, and what am I going to
 11 do the next six months. So I would suggest that
 12 our schools' entry in what they do would vary
 13 from school to school, because that's what the
 14 data is saying, you know, and even within a zone
 15 you may have two level like schools that are
 16 operating differently, and that's kind of like
 17 how our students are, they operate differently,
 18 but it's incumbent upon us to make sure we have a
 19 plan where our principals see the big picture,
 20 and that was the discussion that I was so pleased
 21 with our community superintendents and executive

Page 105

1 directors, walking our principals through, okay,
 2 so this is what Dr. Williams said but let's now
 3 see what does that play out in a schoolhouse and
 4 what does that mean, and it gives, it's giving
 5 our leaders I would say some structure. No one
 6 can guess what the work is going to be, it's
 7 giving some structure. What we have to do is
 8 plan out because some schools may need additional
 9 support, like Ms. Henn said, that safe and
 10 supportive environment.
 11 And I hate to say this but not only do
 12 we have to look at a safe and supportive
 13 environment in a classroom, we've got to look at
 14 offices as well because as you well know, you get
 15 groups of people together, sometimes, you know,
 16 it may not be that conducive for a work
 17 environment, and that's the responsibility of our
 18 leaders.
 19 So I appreciate these comments and what
 20 I'll do, I'll include a little bit of what was
 21 shared today so board members can see at our next

Page 106

1 meeting, just see that alignment of the strategic
 2 plan and how that will touch a school, and what a
 3 school leader will probably need to think about
 4 as they're thinking about their work, whether
 5 it's a principal, assistant principal, whatever
 6 that leader is, they need to think about how that
 7 school will impact the strategic plan, because in
 8 essence, every school has to have its share to
 9 help move the data. I can't just rely on ten
 10 schools to help move our data, I've got to get
 11 all 175 schools, centers and programs moving in a
 12 positive direction.

13 So I appreciate those comments. Again,
 14 it was so on point with what was being shared
 15 with our principals this morning, so thank you.

16 MS. ROWE: Ms. Causey?

17 CHAIRMAN CAUSEY: Thank you,
 18 Dr. Williams, for that commentary. Ms. Rowe?

19 MS. ROWE: Yeah. I just wanted to say I
 20 appreciate, Dr. Williams, what you just said
 21 because I like the plan, it's a good plan as

Page 107

1 plans go, but always, everything is in the
 2 execution of the plan, and I'm really interested
 3 in particular in things like third grade reading
 4 levels and those metrics that will lead to giving
 5 us indicators about how well students are
 6 actually doing. Because one of the things I've
 7 noticed about plans is sometimes you get this
 8 plan and then you start looking to know if the
 9 plan is working and you're told well, it's going
 10 to take three years to figure out if the plan is
 11 working. And then by the time you figure out the
 12 plan's not working and you talk about the next
 13 plan that sounds a little bit like the first
 14 plan, you know, we really need to have ways of
 15 knowing if the plan is being successful before we
 16 have multiple cohorts of children in upper grades
 17 not reading at a third grade level, having poor
 18 academic outcomes that we've lost.

19 And this seems like it's a cycle that
 20 keeps repeating itself, and I would really like
 21 to see, I'm looking forward to your

Page 108

1 implementation presentations, because I would
 2 like to see how this is going to play out and how
 3 when the rubber meets the road, we're not going
 4 to let children just progress through the grades
 5 with falling behind each grade that they progress
 6 to the next.

7 DR. WILLIAMS: Thank you, duly noted.
 8 When we come back, one slide was shared about
 9 just the development and looking at certain
 10 grades, that was raised earlier. But to your
 11 point, it is all in the implementation and the
 12 monitoring, it's why focus one is entitled
 13 learning, accountability and results, and that
 14 was being very strategic, that we want to make
 15 sure learning is happening. We all are
 16 accountable ultimately to get results, but to
 17 your point, right now we're talking about those
 18 kids who already had gaps even before, this was
 19 pre-COVID 19, so knowing that, our schools need
 20 to know who are those students and what are we
 21 doing differently to help build any skill set,

Page 109

1 help to accelerate any learning, and so to your
 2 point, duly noted about the implementation of any
 3 strategic plan.

4 It's all in okay, so what are we doing
 5 and are students learning? If not, why not and
 6 what are we going to do about it? Those are the
 7 key areas and questions that we constantly talk
 8 about as a part of our, my senior leadership
 9 team, and schools should be having those
 10 questions as well, and we're going to be asking
 11 those questions. So your point is well taken,
 12 all about the implementation.

13 CHAIRMAN CAUSEY: Thank you,
 14 Dr. Williams. I wanted to offer my comments at
 15 this point. This is my fifth year on the Board
 16 of Education --
 17 (Audio cut off.)

18 UNIDENTIFIED SPEAKER: You're muted,
 19 Ms. Causey.

20 CHAIRMAN CAUSEY: Okay. There we are,
 21 thank you. So Dr. Williams, I wanted to make

Page 114

1 to make a difference for all students and close
 2 gaps, so I just want to thank the staff, and
 3 appreciate the comments from the Board.
 4 CHAIRMAN CAUSEY: Thank you.
 5 Our next item on the agenda is board
 6 member comments, and so I will just have board
 7 members make their comments as we go around the
 8 room. And if we can start with Mr. Kuehn --
 9 excuse me one moment, Mr. Kuehn. Also at this
 10 time, it will be committee updates along with
 11 your comments. So, Mr. Kuehn.
 12 MR. KUEHN: Thank you, Ms. Causey, thank
 13 you, Dr. Williams, for sharing. I just want to
 14 take a moment since school literally ended on
 15 Friday to congratulate everybody, from students
 16 to teachers to coaches, to bus drivers, everybody
 17 involved, thank you very much. We made it
 18 through a trying year, and we're already looking
 19 forward to entering this coming September, this
 20 coming fall. And I just want to wish everybody a
 21 restive summer, and please take advantage of the

Page 115

1 materials that are being made for summer school,
 2 and enjoy your time going forward. Thank you.
 3 CHAIRMAN CAUSEY: Ms. Pasteur?
 4 MS. PASTEUR: Thank you. I want to jump
 5 on what Mr. Kuehn just said, everyone on staff in
 6 every school, everyone on the Board, these have
 7 been very very tough times to parents and the
 8 students. I am just, I am very proud of the
 9 resiliency and the commitment to making sure our
 10 children get the very best, and I want to thank
 11 particularly Dr. McComas and her staff, and all
 12 of those people who have to be, the support
 13 system for them, Dr. Scriven with the food, but
 14 on such short notice trying to put together a
 15 body of work that would keep our children
 16 together as best as possible, and I know that
 17 they're working towards that summer program that
 18 will lead us into reentry that is going to take
 19 into consideration all of those groups, all of
 20 those concerns that are listed in the Equity
 21 0100, so that our children who have disabilities,

Page 116

1 who are ESOL, whatever, are going to feel
 2 included.
 3 And I want to just end a personal
 4 comment with a piece, a quote from one of my
 5 favorite poets, Nikki Giovanni, who said: We are
 6 strong enough to stand tall tearlessly, we are
 7 brave enough to bend to cry, and we are sad
 8 enough to know that we must laugh again, and we
 9 will.
 10 So having said that, Ms. Causey, do you
 11 want to do committee reports now, or are you
 12 going to come back around?
 13 CHAIRMAN CAUSEY: Let's go ahead and do
 14 committee reports, if that's okay.
 15 MS. PASTEUR: Okay. Even though the
 16 legislative committee is not working it is still
 17 meeting, so yesterday we did meet and John did go
 18 over the successes, and I think it's important to
 19 know among them that this is a record high, he
 20 said, that this year there were 430-plus bills
 21 related to education. And I think that is just

Page 117

1 great, and just in and of itself says that our
 2 state legislature is processing what's going on
 3 in our schools for our children, so we certainly
 4 want to keep that going.
 5 Those of you who listened to the
 6 curriculum committee last week, you heard
 7 Dr. Adams and Dr. McComas and Ms. Shay start to
 8 unpack the summer program, and they are this week
 9 meeting with stakeholder groups talking about the
 10 reentry plans, so they are very much on that.
 11 I want to, Ms. Causey, give Dr. Hager a
 12 moment because she has a point that she wanted to
 13 share that comes as attached to the curriculum
 14 committee, so Dr. Hager, if you will chime in
 15 please?
 16 DR. HAGER: Sure, thank you,
 17 Ms. Pasteur. So I was actually going to mention
 18 in my comments too that now the summer has
 19 officially begun, my three children already
 20 started the summer learning HIKE program that we
 21 heard about in the curriculum committee meeting.

Page 118

1 And my kids seem to like it so far but I have
 2 started to hear some early concerns about a lot
 3 of the programs, particularly for our non-English
 4 speaking families.
 5 And one thing, after a semester of
 6 joining the Board, I did ask during a curriculum
 7 meeting how we would define the success of the
 8 summer learning HIKE program, and I do believe
 9 that this program holds promise for the future
 10 beyond just this summer, but I do think it's
 11 going to be important for the curriculum
 12 committee and equity committee work with the
 13 county so that we really understand how the
 14 program is successful but also what the
 15 challenges are to the program and what is working
 16 best. And so now is the time as it's starting to
 17 roll out to really start understanding the
 18 challenges and successes right off the bat.
 19 So we were happy to hear some good
 20 things about the program last week, but I think
 21 we need to be very aware of any further

Page 119

1 challenges that it experiences as it's rolled
 2 out.
 3 MS. PASTEUR: Thank you, Dr. Hager,
 4 thank you for that.
 5 CHAIRMAN CAUSEY: Thank you,
 6 Ms. Pasteur, and thank you, Dr. Hager.
 7 Mr. Offerman? Mr. Reshid?
 8 MR. RESHID: I have no comments, thank
 9 you.
 10 CHAIRMAN CAUSEY: Ms. Henn?
 11 VICE CHAIR HENN: Thank you, Madam
 12 Chair. So I will begin by saying that 2020
 13 certainly is a year that none of us will ever
 14 forget, for both good ways and not so good ways,
 15 but I'd like to thank everyone on staff from
 16 Dr. Williams and his cabinet to our school-based
 17 teams and all of the support staff who jumped in
 18 without asking, and really without choice, did
 19 what it took to keep things moving and to keep us
 20 connected. So even though we were socially
 21 distanced, we were --

Page 120

1 UNIDENTIFIED SPEAKER: I'm at a board
 2 meeting now.
 3 VICE CHAIR HENN: We were never alone,
 4 never apart, and that connectiveness is so
 5 important, especially for our students. And what
 6 will stay with me long beyond this and after this
 7 is over is that sense of connectiveness and when
 8 we speak of BCPS as a family, that was never more
 9 apparent than it was during this time.
 10 So I'll close with some words for our
 11 students as you begin your summer break. This
 12 was some advice that I shared with one of our
 13 Perry Hall Middle School students who asked to
 14 interview me about the pandemic, and she asked
 15 what would you like students to know during this
 16 time, and I think this applies towards your
 17 summer break as it did during the pandemic.
 18 Use this time to focus on what matters
 19 most to you, your family, your friends, your
 20 health certainly, your pets, your service, your
 21 interests, your hobbies. Find your joy.

Page 121

1 Whatever brings you happiness, embrace it and
 2 make it your own. Learn everything you can about
 3 it and live it, and tap into that happiness
 4 often. When you identify what matters you will
 5 know what doesn't matter, and if it isn't on your
 6 list don't stress over it. You are enough.
 7 Don't listen to the voice that tells you
 8 otherwise. Accept and make piece with
 9 uncertainty, the answers will come in due time.
 10 We are all figuring this stuff out together. A
 11 lot of adults care about your success and we want
 12 what's best for you.
 13 Learn to love imperfection. You're
 14 human and so is everyone else. Be kind and be
 15 patient with yourself. You are in control even
 16 though it may not feel like it. Use this time to
 17 supercharge your own learning and pursue an
 18 interest. Use your online resources, reach out
 19 to experts and use your downtime, especially when
 20 we're all at home. There's never been a better
 21 time and remember, this isn't going to last

Page 122

1 forever.

2 Have a great summer, everyone, be safe,

3 take care.

4 CHAIRMAN CAUSEY: Thank you. Ms. Jose?

5 MS. JOSE: Thank you. Real quick,

6 congratulations to all of the 2020 graduates. I

7 know the past weeks have been emotional and

8 heartbreaking for a lot us, so just hang in

9 there. I also want to congratulate the principal

10 of the year for Baltimore County Public Schools,

11 and this is the last board meeting for our

12 Student Member Omer Reshid. You have done an

13 excellent job, we're going to miss you, and good

14 luck in college, and keep us in touch. What

15 else?

16 I think that's pretty much it. I also

17 want to quickly touch upon, you know, the fact

18 that this is almost 60 years that Dr. King gave

19 his speech, and yet we continue to see the

20 frailties, inequalities and inequities to this

21 day. And I really am heartened when I see the

Page 123

1 younger generation and their passion, including

2 Omer and his friends, as a student they call for

3 justice and that gives me a lot of hope, because

4 we continue to see the pain felt by generation to

5 generation of black Americans in this country who

6 have never felt equal. So to all those people

7 that tell me I'm tired of hearing about this

8 stuff, imagine how tired the African Americans

9 must be in this country experiencing racism for

10 the past 400 years, and the people of color in

11 this country, we are tired too. So just saying

12 black lives matter, poking at social media, but

13 not supporting those very policies, ideas and

14 politics doesn't mean anything. We need to

15 realize our collective voice and ask for change

16 and demand it.

17 This mantel of very racist policies that

18 have been put there in the first place, as

19 members of the Board of Education we have the

20 power to do so in education, we should do that,

21 we should dismantle the segregation that takes

Page 124

1 place in our schools. And for a fact, as an

2 engineer I look at facts, the fact is we know

3 that a child that goes to college has a 90

4 percent chance of getting out of poverty. That

5 is a huge, a 90 percent chance that if we give

6 these kids a good career, a good education, they

7 will be out of poverty. That is a life changing

8 event and we should all put our force behind us

9 and believe deep down all across the Board that

10 we want that, and we should work towards that

11 along with Dr. Williams.

12 So good night an take care.

13 CHAIRMAN CAUSEY: Mr. McMillion?

14 MR. MCMILLION: Thank you. These are my

15 comments from last meeting where we didn't have

16 the opportunity to share them. I want to

17 congratulate all the principals of the year.

18 On a different note, I'm so happy to

19 have had the opportunity to meet Omer Reshid.

20 He's a wonderful young man. In my 35 years of

21 teaching schools, every once in a while you would

Page 125

1 meet a young man or young woman like Omer, and

2 I'm just so happy for him as he moves on to

3 college and he has the opportunity to go out into

4 the world and make his mark, and I'm just so

5 pleased, and I hope that he comes back and shares

6 with us, you know, his endeavors and what he's

7 into. It was just a very very heartwarming

8 experience for me to meet a young man like him,

9 and I'm so happy I had that opportunity.

10 So, and I hope everyone enjoys their

11 summer, a couple weeks off, I just hope everybody

12 has a good time. Thank you.

13 CHAIRMAN CAUSEY: Ms. Mack?

14 MS. MACK: Yes. I have a brief message

15 to Mr. Omer Reshid, our student member of the

16 board, and other 2020 graduates. Journalist and

17 former TV anchor Tom Brokaw said you are

18 educated, your certification is in your degree.

19 You may think of it as the ticket to the good

20 life. Let me ask you to think of an alternative.

21 Think of it as your ticket to change the world.

Page 126

1 I would encourage you to heed Mr. Brokaw's words,
 2 use your degree to change the world. We are
 3 counting on you. Congratulations. That's it.
 4 CHAIRMAN CAUSEY: Ms. Scott?
 5 MS. SCOTT: Thank you for that and
 6 again, I echo all the congratulations to Omer
 7 Reshid and wish him much success in the future
 8 endeavors as he heads off to college.
 9 But I would like to take this time to
 10 use my board comments to acknowledge and
 11 appreciate all of the hard work that BCPS staff
 12 have done. I would like to thank all staff at
 13 BCPS, everyone has done a great job during these
 14 unprecedented times and I just feel that that
 15 needs to be said. You have been asked to do
 16 things that you have never had to do before due
 17 to COVID-19, distance learning. There's really
 18 no playbook for how to teach students or how to
 19 run school systems during a global pandemic
 20 crisis.
 21 So I'd like to thank all of you, and no

Page 127

1 one in the particular following order, but I
 2 would like to thank all of our school bus
 3 attendants, drivers, all transportation staff;
 4 central office staff and administration; front
 5 office staff; cafeteria and food service staff;
 6 custodial staff; building service workers;
 7 grounds workers; maintenance workers; engineering
 8 and construction employees; logistics workers;
 9 environmental service employees; safety and
 10 security employees; principals, all of our
 11 principals and assistant principals; all of our
 12 teachers; all of our paraprofessionals;
 13 department chairs; school counselors;
 14 psychologists; social workers; school nurses;
 15 pupil personnel workers; occupational and
 16 physical therapists; speech language
 17 pathologists; library media specialists; central
 18 office staff; substitute teachers, nurses;
 19 afternoon, evening, Saturday alternative
 20 educators; home and hospital staff; curriculum
 21 writers, summer school teachers and summer school

Page 128

1 nurses.
 2 Thank you for everything, and every one
 3 of you for all that you've done for all of BCPS
 4 students, parents, teachers, and I would like to
 5 personally thank you for all of the support that
 6 you've given to the Board, because without the
 7 support of staff, without the important work that
 8 you all do every day, we as a board would not be
 9 here, so thank you for everything that you've
 10 done during these most unprecedented times.
 11 And Kathleen, would you like me now also
 12 to give my committee update as well for the
 13 equity committee?
 14 CHAIRMAN CAUSEY: Yes, that would be
 15 great, thank you.
 16 MS. SCOTT: Great, thank you for that.
 17 So the equity committee was created to insure
 18 that we as BCPS and the board are working to
 19 create a safe, caring and mutually respectful
 20 environment within our school system and district
 21 so that all students, families and staff feel

Page 129

1 welcome, valued and supported at BCPS.
 2 So the equity committee had its first
 3 meeting June 17th where we met to discuss future
 4 meeting dates, the mission of the equity
 5 committee, as well as the planning and ideas
 6 around the proposed equity audits, important
 7 things that we need to look at now, as well as
 8 future planning based on the current COVID-19
 9 pandemic, as well as understanding the
 10 implications of the digital divide on BCPS
 11 students, what that means now, what that will
 12 mean for the future.
 13 Additionally we had a robust discussion
 14 on all of the above areas and explored ways that
 15 we could insure that BCPS continued to make sure
 16 that we're providing equitable solutions for all
 17 of our students. Thank you so much for that.
 18 CHAIRMAN CAUSEY: Thank you for that,
 19 Ms. Scott. Ms. Rowe?
 20 MS. ROWE: Thank you, Ms. Causey. I
 21 thought my mic was muted earlier and now the

Page 130

1 whole world heard me reprimand my children.
 2 This was a very unusual year with the
 3 pandemic and we've had -- (audio breaking up) --
 4 and I wanted to congratulate our graduates and
 5 staff for living through, having to work at home
 6 and so it's pretty -- (audio breaking up) -- and
 7 children stuffing, having to keep their children
 8 motivated to keep working, and remind people that
 9 there are varying degrees of success -- (audio
 10 breaking up) -- and so the varying degrees in
 11 which different families face hardships and
 12 obstacles, and I believe that we need to make
 13 sure that we remember to have a little bit of
 14 grace with one another and grace with our
 15 teachers and our school system, and grace with
 16 our children as we go into this summer and do
 17 some summer learning, but you know, take breaks
 18 and have fun as well.
 19 So congratulations to graduates, and I
 20 look forward to next fall and whatever that
 21 brings, because we don't really know.

Page 131

1 For committee updates, I'm now chair of
 2 the audit committee and we had a meeting which
 3 was the first meeting that I chaired, and we went
 4 through an orientation of audit committee and
 5 what our policies would be as a committee, and it
 6 was very informative. Ms. Barr was very helpful
 7 in answering questions, as was Mr. Nussbaum, and
 8 we approved a work plan and we went over various
 9 ways where we will have more communication with
 10 board members in a weekly update and ways that we
 11 can communicate with the public without revealing
 12 confidential information, because the work that
 13 the Office of Internal Audit does is important,
 14 it's the accountability arm of our school system,
 15 and people need to know that things are being
 16 held accountable.
 17 So that's really all I have for that.
 18 Thank you, Ms. Causey.
 19 CHAIRMAN CAUSEY: Thank you, Ms. Rowe.
 20 Dr. Hager?
 21 DR. HAGER: Thank you. I just had a few

Page 132

1 other things I wanted to mention. First I wanted
 2 to thank Dr. Williams for focusing on educational
 3 equity as the center of his strategic plan, I'm
 4 really excited to work with Ms. Scott and the
 5 other board members on the newly formed equity
 6 committee that you just heard about, and I'm
 7 truly optimistic that with the combined
 8 dedication of the School Board and the school
 9 system that we can work together to reduce
 10 educational disparities in Baltimore County
 11 Schools, which is a big reason that I wanted to
 12 get on the School Board in the first place, so
 13 I'm very optimistic about the plans for the
 14 future.
 15 And then finally, I wanted to
 16 congratulate all the BCPS graduates, including
 17 Mr. Reshid, who I never actually met in person,
 18 but maybe one day our paths will cross in person.
 19 And I want to give extra congratulations to those
 20 first, the students that are the first or one of
 21 the first in their families to graduate from high

Page 133

1 school, or those who are the first or one of the
 2 first to go on to college. So I'm really extra
 3 excited for those students and I'm really proud
 4 of all the accomplishments of our students and
 5 want to wish everyone congratulations, and that's
 6 it.
 7 CHAIRMAN CAUSEY: Thank you. I'm going
 8 to give an update on the policy review committee,
 9 being the chair of that committee. Our last
 10 committee was held virtually on June 17th, the
 11 minutes of the committee meeting are available
 12 for viewing on the school system's website,
 13 bcps.org. You can read the summary or you can
 14 also watch the video of the meeting.
 15 During the 19-20 school year the policy
 16 review committee amended, discussed or reviewed
 17 30 policies. The committee's approved meeting
 18 schedule for the 20-21 school year will be
 19 available on the schools web page. The first
 20 meeting of PRC is currently scheduled for
 21 September 21st, keeping in mind that this date

Page 134

1 may change based on the determination of when to
 2 reopen the schools and other issues related to
 3 safety in Maryland given the COVID pandemic.
 4 At that June 17th, '20 meeting we did
 5 review Policy 0100, equity and it's been added
 6 to, there's a lot of robust revisions in there.
 7 We appreciate the work of Maryland Association of
 8 Boards of Education and the Maryland State
 9 Department of Education with their focus on
 10 excellence and equity in education that helped
 11 guide our work. That Policy 0100 draft is coming
 12 forward to the full board on July 4th in what's
 13 known as first reader, where board members will
 14 be able to comment, have discussion, and also
 15 then the community may offer public comment on it
 16 also, there's special places on the website where
 17 they can do that, or they can email the Board at
 18 boe@bcps.org.
 19 We also discussed other concerns of the
 20 community which, the Board when we hear different
 21 situations will discuss with the superintendent

Page 135

1 and then decide if he's going to handle it, or
 2 sometimes there's areas in policy, so that we
 3 were able to discuss concerns, and that was very
 4 helpful.
 5 Then for my comments, I again, I just
 6 wanted to wish Dr. Williams a happy first
 7 anniversary on July 1st. I wanted to wish Omer
 8 well as he moves on to a very bright future, and
 9 thank him for all of his work this past year.
 10 I also want to say congratulations again
 11 to all the 2020 graduates. The virtual
 12 graduations were so inspiring, to see the seniors
 13 and their remarks, and even though it was
 14 virtual, it was just wonderful to see the
 15 principals and the teachers and their positive
 16 relationships with their students. I encourage
 17 everyone to go to bcps.org and watch those
 18 graduation ceremonies. Any one of them will
 19 bolster your hope in our future, because of these
 20 students and what emerging leaders they are.
 21 I also wanted to say that this summer is

Page 136

1 a time for people to rest, connect with nature
 2 and families in different ways, but I do also
 3 want to encourage folks, take a break, but also
 4 to check the summer learning HIKE, because we
 5 know that the children did not receive the
 6 benefit of that individual instruction in the
 7 schoolhouse with their teachers, so that it will
 8 be helpful to try and reinforce over the summer,
 9 so I hope everyone will check in and do that.
 10 And I just echo the comments of my board
 11 members and I appreciate all of your work this
 12 school year, it was different than we expected,
 13 but everyone rose to the occasion and I'm
 14 optimistic for the future, the positive impact
 15 that we're going to be able to have for the
 16 children of Baltimore County.
 17 That concludes board member comments and
 18 committee updates. The next item on the agenda
 19 is Item M, information.
 20 And we have on, attached to the
 21 BoardDocs is the revised Superintendent's Rule

Page 137

1 5552, students conduct, use of personal
 2 electronic communication devices by students.
 3 And the last item on the agenda for this
 4 evening is announcements. The next board meeting
 5 is going to be Tuesday, July 14th, 2020 at
 6 6:30 p.m. and it will be a virtual board meeting.
 7 Dr. Williams, do you want to say
 8 anything before I end the meeting?
 9 DR. WILLIAMS: No additional comment,
 10 just thank you all for tonight, and once again I
 11 just want to acknowledge the staff and
 12 Ms. Stiffler, who is there filling in for
 13 Ms. Gover, so I thank the staff. Mr. Corns as
 14 well, I believe. I just want to thank all those
 15 who are present and appreciate the support,
 16 particularly when we've had to take a recess
 17 because my power went out or something happened,
 18 so that's all I have, thank you.
 19 CHAIRMAN CAUSEY: Thank you. We just
 20 need to roll with it and persevere. So everyone,
 21 just continue to take care of yourself, take care

1 of each other, and have a great relaxing summer,
 2 take care. The meeting is now adjourned.
 3 (Meeting adjourned.)
 4
 5
 6
 7
 8
 9
 10
 11
 12
 13
 14
 15
 16
 17
 18
 19
 20
 21

1 STATE OF MARYLAND.
 2 BALTIMORE COUNTY: SS
 3
 4 I, Paul A. Gasparotti, a Notary Public in and
 5 for the State of Maryland, Baltimore County, do
 6 hereby certify that the foregoing is a true and
 7 accurate transcription of the recording to the
 8 best of my ability.
 9 I further certify that I am not of counsel to
 10 any of the parties nor in any way interested in
 11 the outcome of these proceedings.
 12 As witness, my hand and notarial seal this
 13 26th day of June, 2020.
 14
 15 _____
 16 Paul A. Gasparotti
 17
 18
 19
 20
 21

WORD INDEX

<p>< \$ > \$1.1 80:10 \$1.6 79:12 \$10 78:12 \$10.1 67:17 \$14.8 78:10 \$15 70:21 73:16 \$16.8 67:6 \$2 79:21 \$2.6 72:18 \$20.2 67:3 \$340,000 78:21 \$380,000 79:18 \$4.1 67:12 68:6 \$4.5 68:10 \$5 68:8 78:15 \$800,000 75:2 \$9.4 67:9</p> <p>< 0 > 0100 96:18 111:21 112:3 115:21 134:5, 11</p> <p>< 1 > 1.5 69:2 79:15 10.4 79:2 100,000 68:20 69:6 105,000 69:6 10th 4:18 11 30:13 32:10 37:21 114 3:19 11th 58:19 12 28:2 30:19 12-month 54:13 12th 77:4, 7 13 31:7 32:19 33:6 136 3:20 137 3:21 13th 58:20 14th 137:5 15 72:15, 19 74:8</p>	<p>150,000 69:7 80:11 16th 89:5 17 34:2 71:4, 21 72:10, 11, 19 73:21 74:4 175 106:11 17th 129:3 133:10 134:4 18 3:5 19 108:19 19-20 133:15 19th 58:4 1st 110:4 135:7</p> <p>< 2 > 2.6 73:20 20 134:4 20.2 67:14 200,000 80:5 2012 33:12 2017 34:10 2018 32:14 2020 1:10 4:4, 18 61:14 67:1 119:12 122:6 125:16 135:11 137:5 139:13 2021 64:1 20-21 133:18 21 32:1 45:12 21st 133:21 225 8:5, 10 23 1:10 230 8:6, 10 23rd 4:4 61:14 24 3:7 25 3:8 26 3:9 26th 139:13 27th 77:5 28 3:10 29th 67:1</p> <p>< 3 > 3,858,000 85:2 30 133:17 30.3 67:13, 16 33 58:21</p>	<p>34 5:15 35 3:12 124:20 350,000 69:5 360,000 80:6</p> <p>< 4 > 4 3:2, 3 4,000 79:17 4.5 69:9 79:1 400 123:10 430-plus 116:20 434 36:4 460,000 69:8 4th 134:12</p> <p>< 5 > 5.0 69:10 500,000 80:4 50th 94:3 5552 137:1 57 3:14</p> <p>< 6 > 6 3:4 6:30 137:6 60 7:18 122:18 60-40 7:17 61 94:6 61st 94:8 64 3:16 67 36:4 40:15</p> <p>< 7 > 700,000 69:4 79:11 83:14 71 8:2, 8 73 5:15 750,000 79:11</p> <p>< 8 > 8314 10:2 87 3:18</p> <p>< 9 > 9.4 68:14 90 124:3, 5</p> <p>< A > ability 69:18 88:20 139:8</p>	<p>able 5:9 8:13 15:1 46:6 48:6 50:1 54:6 68:12 69:12 70:2 71:8 75:6 84:15 90:12 134:14 135:3 136:15 absent 38:15 Absolutely 12:9 91:13 academic 107:18 Academy 31:1, 3 32:4 accelerate 109:1 accept 29:4 85:21 121:8 accepted 7:19 25:12 58:20 access 79:18 88:20 accommodate 80:3</p> <p>accomplishments 133:4 Accountability 29:2 92:10 101:1 108:13 110:21 111:1 112:11 131:14 accountable 99:7 108:16 131:16 accounts 72:9, 15 accurate 19:9, 10 139:7 achieve 71:2 100:11 110:8 acknowledge 51:10 126:10 137:11 Act 5:9 24:17 75:8, 16, 19 76:3, 5 78:2, 6 82:5, 9, 12 83:13</p> <p>Action 3:6 91:7 activities 54:11 actual 78:20 Adams 117:7 adaptable 76:8 adapted 75:13 add 6:11 9:6 10:3, 5, 8 13:8 50:10 60:16 68:8 added 10:13, 15 71:6 94:20 134:5 adding 9:3, 13, 15 addition 72:16 additional 8:13 61:4 67:18 68:11 69:21 75:16 79:11 80:4 105:8 137:9 Additionally 25:18 88:14 129:13 additions 6:2, 5 18:5 35:21 address 19:14 101:17, 18 addressed 101:11, 16 adequate 20:19, 21 adjourned 138:2, 3 adjusted 66:4 adjustments 67:19 78:4 82:10 administering 80:13 administration 127:4 Administrative 3:10 28:6, 12 29:4 34:19 68:11, 19, 20 69:2 70:13 71:7, 11 72:2, 17</p>
---	--	--	---

administrators
47:9 89:15
98:8
adopted 19:16
67:2
adoption 19:6
adults 121:11
advantage
114:21
advice 120:12
advise 84:14
affirm 7:12
afforded 69:19
African 123:8
AFSCME 36:6
40:17, 20 65:15
afternoon 71:19
127:19
Agenda 3:4
5:21 6:2, 3, 5,
12 9:3, 6, 15
10:3, 5, 13 12:1
13:2, 3, 9 18:6,
6 19:13, 15, 20
22:5 24:14
25:9 26:1 28:6
35:11 57:18
63:20 87:13
114:5 136:18
137:3
agents 52:15
aggregated
78:17
ago 12:15 54:2
agree 10:10, 20
46:16 48:4
49:4 74:9, 10
agreed 10:17
35:20
agreement 7:10
36:9, 11 38:10,
21 39:4 40:15,
20 42:10, 15
44:6, 18 45:10,
11, 20 46:10, 17
47:6, 10, 13
49:21 50:13
53:11, 21 54:16
55:2, 21

Agreements
3:12 7:6 13:4
35:12, 16 36:1
44:10 45:14
ahead 6:10
44:3 51:21
53:2 54:15
71:9 81:15
88:8 91:8
116:13
align 58:7
78:18
alignment
59:12 103:12
106:1
Allegiance 3:3
4:5, 9
allocation 67:6,
7
allow 5:4, 6 7:2
allowed 38:10
alluded 68:6
Alternative
31:11 125:20
127:19
amended 66:20
133:16
American 36:5
40:16
Americans
123:5, 8
amount 20:19,
21 22:19, 21
49:7
Amy 33:4
analytics 29:1
34:14
anchor 125:17
Andy 21:4
anniversary
110:3 135:7
announcement
3:8
Announcements
3:21 137:4
annually 112:6
answer 77:16
answered
113:17

answering 131:7
answers 121:9
AP 98:13
apart 120:4
apologies 15:16
38:12
apologize 46:15
apparent 120:9
appears 7:9
applaud 94:11
99:13, 21
applause 98:21
Appler 57:21
applicable 5:20
application
76:13 77:4, 6
78:18 81:2
applications
80:16
applies 120:16
appointees
24:21
appointment
24:18 30:20
31:8 33:7
Appointments
3:10 28:7, 12
29:4 35:9
appreciate
25:15 56:8
80:21 81:4, 21
93:13 97:12
99:21 100:1
105:19 106:13,
20 110:14
112:10 113:7
114:3 126:11
134:7 136:11
137:15
appreciative
113:16
approach 70:11
appropriate
19:3 25:16
88:15
approval 28:11
38:20 59:12
approve 7:2
26:12 35:20
36:10 39:3

40:14, 19 42:9,
14 44:5, 9 61:1
approved 19:20
45:2 60:8
131:8 133:17
approximately
69:1
area 60:9, 16
92:9 94:21
100:9, 14, 21
101:8, 12, 16, 20
103:6 104:5
areas 58:8
65:5 66:5
87:18 88:1
98:1, 2 100:2
101:4, 8, 20
102:2, 8, 11
103:4 104:3, 6
109:7 129:14
135:2
Argyros 65:14,
17, 20 66:16
arm 8:7 131:14
arms 6:12 8:3,
3
arrivals 112:18
arrives 78:7
articulated
97:13 99:1
Arts 28:17
31:21 33:18
aside 80:10
asked 10:17
120:13, 14
126:15
asking 21:6, 9
109:10 119:18
aspects 45:10
Aspiring 32:14
33:11 34:9
assess 90:2
assessment
92:19 93:3, 6,
11
assignment
24:19
assistant 28:13,
15, 16, 17, 18, 19,
20 30:18 31:6,

20 32:8, 17
33:5, 14 34:4
35:1 106:5
127:11
associated
103:20
Association
44:7 134:7
assuming 8:4
attached 117:13
136:20
attend 5:7
attendance 58:8
attendants
127:3
attending 58:12
attention 67:4
100:8
audio 46:11
55:6 61:9
72:20 109:17
130:3, 6, 9
audit 131:2, 4,
13
audits 129:6
available 58:18
72:15 93:17
133:11, 19
award 77:9
aware 6:4 8:8
118:21

< B >
back 8:14, 17
15:3 49:12
73:10 77:3, 5
87:20 88:2
89:11 93:15
95:5 96:9
97:10 99:7
103:11 108:8
110:17 116:12
125:5
backed 73:8
74:2, 10
background
9:21
backs 50:15
51:14 53:7
balance 67:17

<p>BALTIMORE 1:2 3:18 4:4, 8, 13 7:15 30:20 31:8, 15 32:10, 19 33:7, 16 34:3, 4, 14 39:1 44:7 47:21 61:12 96:16 97:4 103:19 110:9 122:10 132:10 136:16 139:2, 5 bar 99:6 Bargaining 3:11 25:4 35:11, 15 36:2, 11 39:3 40:19 42:14 44:9 45:14 52:15 54:4, 5, 21 66:2 Barr 131:6 based 64:18 87:21 95:20 104:3 129:8 134:1 baseline 112:17 basically 80:2 basis 50:12 bat 118:18 BCPS 1:7 5:14 6:21 7:2 8:1 42:15 80:17 95:12, 16 96:18 120:8 126:11, 13 128:3, 18 129:1, 10, 15 132:16 bcps.org 5:13 133:13 135:17 Beal 30:18 beginning 19:12 82:7 begins 52:6 begun 117:19 behalf 65:18 66:1 80:14 behavior 98:12, 14, 14 behaviors 101:10</p>	<p>believe 15:11 16:11, 13 19:3 21:8 46:1 52:13 64:6 83:14 94:2 101:17 111:3 118:8 124:9 130:12 137:14 bells 54:12 benchmark 102:14 bend 116:7 benefit 136:6 best 53:12 55:4 56:2 77:9 82:8 90:2 115:10, 16 118:16 121:12 139:8 better 121:20 beyond 71:12 98:13 99:8 118:10 120:6 big 98:5 104:19 132:11 bigger 8:7 bills 116:20 Billy 80:13 binder 103:17 bit 9:20 104:4 105:20 107:13 130:13 black 123:5, 12 BOARD 1:1, 6 2:1, 3 3:19 4:3, 17, 19, 21 5:1, 3, 4, 11, 18 7:11 9:2 10:3, 7 11:10 12:2, 14 13:5 18:7 19:1 21:2, 15 22:1, 14 23:2 24:16 25:8, 10, 14, 15 26:6, 10 28:10 35:19, 19 36:1, 3, 8, 9, 17 38:5, 9, 21 39:8 40:15 41:3 42:10 44:6 45:7, 9 48:21</p>	<p>49:15, 19 50:4 53:10, 18 54:1, 19 55:20 56:8 58:3, 16 59:15 60:21 61:11, 13 62:16 63:3, 6, 12 66:1, 18 67:8 68:13 69:13 70:7 71:4, 15 75:17 76:19 82:2 83:4 85:19 87:11, 13, 17, 18 88:4 90:17 92:6 99:16 101:17 102:7 103:15 105:21 109:15 110:4, 6 112:8 113:8 114:3, 5, 6 115:6 118:6 120:1 122:11 123:19 124:9 125:16 126:10 128:6, 8, 18 131:10 132:5, 8, 12 134:12, 13, 17, 20 136:10, 17 137:4, 6 BoardDocs 136:21 Boards 134:8 board's 9:13 26:7 38:19 40:14 42:9 44:5 58:14 board-specific 25:19 body 115:15 boe@bcps.org 25:13 134:18 bolster 135:19 bones 52:12 Booker 31:6, 17 bounce 49:12 Boundary 3:14 57:20 58:5, 7, 17 59:1, 13 61:2 62:21</p>	<p>brain 97:20 brave 116:7 bravo 82:10 break 120:11, 17 136:3 breakfast 112:21 breaking 130:3, 6, 10 breaks 80:1 130:17 brief 53:19 87:16 110:1 125:14 bright 135:8 bring 11:9 28:11 67:4 87:20 bringing 90:17 brings 30:19 31:7 32:1, 10, 19 33:6, 15 34:2 121:1 130:21 broadcast 79:6 85:7 broadcasted 5:13 broadcasting 79:5 Brokaw 125:17 Brokaw's 126:1 Bryan 65:14 bucket 73:20 Budget 3:16 13:4 46:7, 8 47:2 50:1, 14, 17 51:4 56:7 64:1, 13, 18 66:4, 4, 6, 11, 13, 21 67:2, 5 70:9, 12, 20 72:15 73:7, 12, 17 74:18 76:16 78:4 83:8, 11 86:1 budgets 64:16 74:3 build 53:17 108:21</p>	<p>building 9:11 10:11 11:3, 19 73:11 127:6 buildings 59:7 build-ins 73:10 built 76:12 Burke's 80:13 Bus 7:6, 14, 17, 21 8:3, 11, 12, 16 52:6, 7 53:5, 13 54:10, 11 60:13, 15 114:16 127:2 buses 7:14 60:17 Business 3:6, 8, 9, 10, 11, 13, 15, 17 26:2 28:6 35:11 57:19 62:21 63:21 65:8 buy 81:11 Byers 57:21</p> <p>< C > cabinet 65:4 98:6 119:16 cafeteria 52:9 53:14 127:5 Call 3:2 4:2 12:3 13:7 14:19 15:3, 8 26:3 28:7 35:12 50:19 57:21 62:17 64:2 93:19 123:2 Calvert 7:5 cameras 7:13, 20 8:11 candidate 30:17 31:5, 19 33:4 34:12 capability 79:15 capacity 92:4 captures 98:4 card 93:12 cards 93:20 care 46:19 48:8 121:11</p>
---	--	---	--	--

<p>122:3 124:12 137:21, 21 138:2 career 48:10, 10, 19 79:19 96:17 97:2, 10 99:2, 3 102:13 124:6 CARES 75:8, 16, 18 76:3, 5, 21 78:2, 6 82:5, 9, 12 83:13 84:21 caring 128:19 carried 38:18 63:1 carries 28:4 30:16 38:3 40:12 42:7 44:2 57:17 87:8 Carroll 7:5 carry 18:4 CASE 36:9, 11 65:15 Catonsville 31:10 Causey 2:3 4:2 6:6, 8, 10, 13, 16 9:1, 9, 14, 18 10:9, 14 11:1, 12 12:5, 7, 10, 21 13:18, 19 14:16, 18, 21 15:4, 6, 7 16:3, 7, 11, 14, 17, 18 17:8, 9 18:2, 3, 9, 10, 17 19:11, 18 20:8, 12 21:2, 12, 14 22:1, 7 23:2, 15, 15, 15, 16 24:9, 11 26:5, 10, 16, 18 27:9, 10 28:2, 3 29:3, 7, 9, 20, 21 30:14, 15 31:4, 18 32:6, 16 33:3, 13, 20 34:11 35:6, 10, 14 36:7, 13, 16</p>	<p>37:7, 8 38:1, 2, 6, 12, 14, 17 39:2, 6, 8, 17, 18 40:10, 11, 18 41:1, 3, 12, 13 42:5, 6, 13, 17, 19 43:6, 7, 20, 21 44:2, 8, 12, 14, 16 45:5, 16 46:14 47:17, 19 48:21 49:1, 3, 14, 16, 17 50:4, 7 51:16, 20 52:19, 21 53:2, 18 55:8, 13, 14, 18, 19 56:10 57:1, 2, 15, 16 58:2 59:14, 16, 17 60:21 61:7, 10, 11 62:5, 6, 17, 18 63:15, 19 65:21 71:16, 18 76:19 82:2, 3 83:3, 4, 17 84:19 85:12, 19 86:4, 13, 14 87:6, 7, 12 88:3, 4 92:6 95:4 96:4, 6 99:16, 19 102:5 106:16, 17 109:13, 19, 20 114:4, 12 115:3 116:10, 13 117:11 119:5, 10 122:4 124:13 125:13 126:4 128:14 129:18, 20 131:18, 19 133:7 137:19 CCR 102:13 CDC 84:13 Cedarmere 28:14 30:18 cell 69:6 Center 28:17 31:10, 21 33:18 113:4 132:3</p>	<p>centered 65:6 centers 106:11 central 64:14 74:3 91:19 127:4, 17 ceremonies 135:18 certain 73:7 101:4 103:3 108:9 Certainly 6:10 13:6 20:16 51:20 52:2 53:2 82:18 97:6 102:5 117:3 119:13 120:20 certification 125:18 certify 139:6, 9 Chadwick 28:19 32:18 Chair 2:3, 4 4:20, 20 9:8, 8, 10 10:21, 21 11:2 13:17 16:13 17:7 23:14 27:8 28:10 29:8, 19 35:17, 18 37:6 38:4 39:16 40:13 41:11 42:8 43:5 44:1, 4 45:15, 15, 17 46:15 50:5, 5, 8 56:21 58:2, 2 61:5, 11 62:4 64:4 65:21 66:18, 18 70:6, 6 71:14, 17, 17, 19 72:10 73:5 74:6, 12, 14 84:5 86:12 99:17, 17, 20 102:3, 4 119:11, 12 120:3 131:1 133:9 chaired 131:3 CHAIRMAN 4:2 6:6, 10, 13,</p>	<p>16 9:1, 9, 18 11:1, 12 12:7, 10, 21 13:19 14:18, 21 15:4, 7 16:3, 7, 11, 18 18:3, 10, 17 19:11, 18 20:8, 12 21:2, 14 22:1, 7 23:2, 16 24:11 26:10, 16, 18 27:10 28:3 29:3, 7, 9, 21 30:15 31:4, 18 32:6, 16 33:3, 13, 20 34:11 35:6, 10 36:7, 13, 16 37:8 38:2, 6, 14, 17 39:2, 6, 8, 18 40:11, 18 41:1, 3, 13 42:6, 13, 17, 19 43:7, 21 44:2, 8, 12, 14, 16 45:5, 16 46:14 47:19 48:21 49:3, 14, 17 50:4, 7 51:20 52:19 53:2, 18 55:8, 14, 19 56:10 57:2, 16 59:14, 17 60:21 61:7, 10 62:6, 18 63:15, 19 71:16, 18 76:19 82:2 83:4, 17 84:19 85:12, 19 86:4, 14 87:7, 12 88:4 92:6 96:6 99:16, 19 102:5 106:17 109:13, 20 114:4 115:3 116:13 119:5, 10 122:4 124:13 125:13 126:4 128:14 129:18 131:19 133:7 137:19 chairs 127:13</p>	<p>Chairwoman 26:4, 5 65:21 challenges 110:7 113:20 118:15, 18 119:1 challenging 90:13 chance 11:6 20:20 50:9 77:12 124:4, 5 change 47:3 58:5, 7, 11 88:12 89:2 94:8 123:15 125:21 126:2 134:1 changed 88:11 89:3 93:6 changes 6:3, 5 18:5 35:21 90:4 changing 124:7 Channel 5:14, 15 chart 97:17 Charter 28:13 34:1 check 12:7 136:4, 9 Cheryl 2:11 child 53:17 110:9 124:3 children 48:18 52:6 56:3 75:20 76:1 82:17 97:6 98:12 99:10 100:13 107:16 108:4 111:19 112:14, 20 115:10, 15, 21 117:3, 19 130:1, 7, 7, 16 136:5, 16 chime 19:3 51:18 117:14 choice 119:18 Chromebooks</p>
--	---	---	---	--

<p>81:16 Cindy 65:15 circle 95:4 103:11 circumstances 51:13 56:3 82:17 cited 59:3 71:21 citizens 25:16 City 31:15 35:4 clarification 21:5 85:16 clarify 22:8, 20 72:1 73:4 clarifying 20:6 85:13 classes 88:17 classify 71:1 classroom 31:1 32:12, 21 33:9 48:17 70:15 78:11 82:16 100:13 101:10 105:13 classrooms 101:15 clear 78:8 91:18 clearly 96:10 100:2 climate 66:7 close 91:21 114:1 120:10 Closed 3:6 4:14 18:8 24:15, 16 25:6 closing 113:20 coaches 114:16 cohorts 107:16 coincide 83:2 COLA 48:2 54:3 67:8, 9 68:1, 5, 13 69:12, 20 71:3, 10 73:19 collaborating 66:12 collaboration 64:15</p>	<p>collaborative 113:15 collecting 90:15 Collective 3:11 25:4 35:11 36:2, 11 39:3 40:19 42:14 44:9 45:14 123:15 collectively 64:13 college 96:17 97:2, 10 99:2, 3 102:13 122:14 124:3 125:3 126:8 133:2 color 123:10 colors 97:8 combined 132:7 Comcast 5:14 come 64:16 93:15 99:6 100:15 108:8 116:12 121:9 comes 93:2 97:14 117:13 125:5 comfortable 84:10 coming 45:12 49:13 84:11 90:5 114:19, 20 134:11 Comment 3:8 9:2 25:10 53:1 58:16, 18 65:18 85:20 116:4 134:14, 15 137:9 commentary 106:18 commented 52:20 53:1 Comments 3:19 6:20 25:11, 12, 13 46:16 52:20 56:4, 6 58:14, 19, 21, 21 59:11 60:2, 3, 4, 12, 19 64:7 87:14, 20</p>	<p>92:15 96:8 105:19 106:13 109:14 110:1 113:9 114:3, 6, 7, 11 117:18 119:8 124:15 126:10 135:5 136:10, 17 commitment 46:21 54:7 112:10 115:9 committed 66:10 Committee 3:19 5:1 9:12 10:12 11:3, 5, 5, 7, 19 25:20 114:10 116:11, 14, 16 117:6, 14, 21 118:12, 12 128:12, 13, 17 129:2, 5 131:1, 2, 4, 5 132:6 133:8, 9, 10, 11, 16 136:18 committee's 133:17 communicate 78:21 131:11 communication 131:9 137:2 communications 85:2 communities 65:7 97:16 community 96:19 97:3, 4 99:4 104:21 111:7 113:13 134:15, 20 company 7:7, 8 8:4 compared 8:9 Compass 78:18 100:1 compensation 24:20 66:6 components 85:11 113:2</p>	<p>concentrate 101:5 concept 23:6 concern 44:17 45:6, 8 49:6 concerned 46:18 60:8 concerns 25:17 45:18 49:5 101:11 115:20 118:2 134:19 135:3 concludes 35:8 136:17 concur 49:18 55:20 conditions 65:12 conductive 105:16 conduct 5:16 25:3 137:1 conferences 69:3 confident 48:18 confidential 131:12 confirm 61:17 confused 76:2 congratulate 110:2 114:15 122:9 124:17 130:4 132:16 Congratulations 31:3, 4, 17, 18 32:5, 6, 15, 16 33:2, 3, 12, 13, 19, 20 34:10, 11 35:5, 6 122:6 126:3, 6 130:19 132:19 133:5 135:10 connect 136:1 connected 52:10 119:20 connection 72:20 connectiveness 120:4, 7 Connelly 113:13 consent 26:7</p>	<p>consider 25:4 35:20 104:8 Consideration 3:4, 13, 15 6:1 38:20 40:14 42:9 44:5 57:19 58:5 62:21 63:21 83:18 84:3 115:19 consistency 110:20 consistent 19:11 constantly 102:18 109:7 constraints 48:7 construction 127:8 consultation 4:20 continue 51:13 64:15 65:2, 11, 13 101:17 122:19 123:4 137:21 continued 129:15 continuously 48:16 98:16 contract 6:12, 21 7:3 9:5, 10, 17 11:9, 21 69:8 72:7 81:18 contracted 69:5 72:6 contracts 9:12 10:11 11:3, 19 52:4 81:7 Control 7:6, 14, 17 8:4, 16 121:15 conversation 98:6, 7 conversations 54:19 98:19 core 47:10, 11 Corns 137:13 correct 16:9, 14 38:7, 11, 16</p>
---	--	---	--	---

83:15 94:4, 9, 10
correctly 76:5
cost 6:21 67:9, 11 68:14 70:13 71:2
costs 68:8, 12, 19 70:17 71:8, 11 72:2, 4
council 7:1 36:4 40:15 67:1
counsel 139:9
counselor 34:6
counselors 127:13
counties 7:4
counting 126:3
country 49:8 123:5, 9, 11
Counts 31:20 32:5
COUNTY 1:2 3:18 4:4, 8, 13 7:1, 5, 7, 10, 15 30:20 31:8 32:10, 19 33:7, 16 34:3, 15, 16, 18, 20 35:2 36:5 39:1 40:16 44:7 48:1 49:9 61:12 67:1 79:16 80:12 96:16 97:4 103:19 110:9 118:13 122:10 132:10 136:16 139:2, 5
couple 6:19 11:4 12:13 125:11
course 70:14 73:8 75:8 87:10
COVID 54:18 134:3
COVID-19 4:19 64:19 91:5 126:17 129:8

create 66:11 81:10 101:13 128:19
created 128:17
Creek 28:18 32:9, 11 34:8
crisis 54:18 83:9 110:13 126:20
criterion 99:12
critical 73:10, 18
cross 102:20 132:18
crowding 60:15
crux 72:9
cry 116:7
current 51:12 66:7 81:13, 18 91:4 129:8
currently 58:12 81:8 133:20
curriculum 69:4 71:8 72:17 75:1, 6, 10, 14 76:3, 10, 11 79:7, 13 88:12, 13 89:9, 16 117:6, 13, 21 118:6, 11 127:20
custodial 127:6
custodians 52:8 53:6, 13
cut 52:11 55:6 61:9 67:15 72:18, 21 73:19 74:4 109:17
cuts 50:16 66:5, 7 69:19 72:17
cuttable 73:14
cycle 107:19
cyclical 97:21
< D >
dashboard 95:13, 16, 19
data 29:1 34:14 93:17

95:17, 20 104:3, 14 106:9, 10
date 110:5 133:21
dates 129:4
Davis 32:8, 15
day 8:6, 10 52:5, 8, 9 122:21 128:8 132:18 139:13
days 98:17
day-to-day 50:12
deadline 77:4, 7
debatable 19:5 21:6, 8, 10 22:14
debate 3:5 18:13, 21 19:4 20:3 21:9
deceased 26:8
decide 135:1
decision 50:15 51:6, 7 89:11
decisions 66:13
declare 4:21
dedication 132:8
Deep 28:17 32:9, 11 34:8 124:9
deeply 46:5, 18
Deer 31:12, 13 32:2
defer 50:10 64:5 69:15
deficit 68:9
define 118:7
degree 125:18 126:2
degrees 130:9, 10
DeHart 65:15
deliver 89:8
delivered 75:11
demand 123:16
demotion 24:20
department 127:13 134:9
dependencies

100:6
desire 66:8
desired 100:20, 20
detail 80:19 81:3 101:21
detailed 84:7
determination 134:1
develop 64:15
developing 75:10
development 48:15 60:5 69:4, 5 71:8 72:18 75:2 76:11 79:13 88:16 91:3 108:9
developments 60:8
devices 75:17, 19 76:6 78:13 79:1, 3, 12 81:6, 8 83:15, 19 84:4, 9 137:2
difference 114:1
different 85:5 88:19 92:2 94:6 97:5 102:10 124:18 130:11 134:20 136:2, 12
differently 91:11 104:16, 17 108:21
difficulties 61:15
difficulty 51:12
digital 129:10
diligence 82:21
diligent 110:15
diligently 54:14 55:9 71:6
dime 89:10 90:13 91:10
diplomas 84:2
dire 55:5
direct 91:6
directed 67:15

direction 4:12 106:12
directions 96:14
directly 80:16
director 28:21 34:13, 17, 19
directors 68:21 105:1 113:14
disabilities 115:21
disaggregated 95:17, 20
disappointing 46:5
discipline 24:19
discretionary 70:20 71:1 74:7
discuss 9:17 12:3 20:18, 20 24:18 129:3 134:21 135:3
discussed 84:21 112:9 133:16 134:19
discussing 50:18 77:3
discussion 3:5 5:21 10:4, 7 11:8 13:7 20:15 21:3 22:2 23:3 26:11, 19 36:8, 17 39:9 41:3 42:19 44:14 53:19 61:4, 8 63:6, 9, 13 86:5 88:5 104:20 129:13 134:14
disengaged 89:21
dismantle 123:21
disparities 132:10
disruptions 111:14
distance 111:15 126:17

<p>distanced 80:4 119:21</p> <p>distancing 76:9 80:8</p> <p>distribute 84:4</p> <p>distributed 25:14</p> <p>distribution 84:16</p> <p>District 31:16 128:20</p> <p>district's 66:13</p> <p>divide 129:10</p> <p>divided 8:20</p> <p>Division 29:1 104:1</p> <p>Dixit 57:21 58:1, 2 59:18, 21</p> <p>document 7:9 78:17, 20 80:20 93:12</p> <p>documents 7:12 11:15, 17, 18 12:12, 16, 20 96:11</p> <p>Dogwood 32:20</p> <p>doing 7:16 12:18 52:14, 15 55:4 60:7 79:6 84:3 96:8, 20 98:16, 17 99:11 103:5, 5, 6, 19, 20 107:6 108:21 109:4</p> <p>dollars 47:5 80:1 81:17 82:20</p> <p>dovetail 110:18</p> <p>downtime 121:19</p> <p>Dr 6:2, 4, 7 9:16 14:11, 15, 15, 16, 17, 18, 20, 21 15:2, 17, 19, 21 16:7 17:20, 21 24:6, 7 27:21 28:1, 8, 9 30:11, 12, 17 31:5, 19 32:8,</p>	<p>17 33:4, 14, 21 34:12, 13 35:5, 8, 18 37:19, 20 40:8, 9 42:3, 4 43:18, 19 48:9 55:9 56:5, 6 57:13, 14 58:3 62:14, 15 64:2, 4, 6, 8, 9 65:20 66:4, 8, 9, 16, 18 68:18 70:5, 9 71:9, 13 73:1 74:17 76:14, 18 82:1 83:2, 6, 6 84:5 87:4, 5, 8, 10, 15, 16 88:9 89:4 92:5, 8, 14, 18 94:5, 10 95:1, 11, 15 96:2, 3, 7 99:21 102:3, 6 105:2 106:18, 20 108:7 109:14, 21 113:8, 11, 12, 12 114:13 115:11, 13 117:7, 7, 11, 14, 16 119:3, 6, 16 122:18 124:11 131:20, 21 132:2 135:6 137:7, 9</p> <p>DRA 113:14</p> <p>draft 134:11</p> <p>drive 65:1 102:1</p> <p>driver 101:19</p> <p>drivers 52:7 53:5, 13 101:7 114:16 127:3</p> <p>driving 8:2, 3, 6</p> <p>drop 83:20</p> <p>dropping 49:10</p> <p>dual 75:14</p> <p>due 61:14 66:7 77:5 83:9 121:9 126:16</p> <p>duly 108:7 109:2</p>	<p>Duque 35:13, 15, 17 36:7 38:4, 7, 18, 19 40:12, 13 42:6, 8 44:1, 3, 4 45:5, 7 52:11 57:17</p> <p>< E ></p> <p>E-1 26:13</p> <p>E-3 26:14</p> <p>Earlier 18:7 24:15 68:6 69:17 84:20 89:15 108:10 129:21</p> <p>early 118:2</p> <p>easier 78:20</p> <p>easiest 51:5, 6</p> <p>easy 74:18</p> <p>eat 112:21</p> <p>echo 126:6 136:10</p> <p>economic 51:12 54:18 64:19 83:9 110:13</p> <p>economy 49:8 64:21</p> <p>edits 35:21</p> <p>educated 125:18</p> <p>EDUCATION 1:1 4:3, 8, 17 5:12 12:15 25:14 36:1 38:21 42:10 61:11 73:11 79:20 109:16 110:9 112:15 116:21 123:19, 20 124:6 134:8, 9, 10</p> <p>educational 132:2, 10</p> <p>educator 48:11</p> <p>educators 51:14 103:14 127:20</p> <p>Effectiveness 29:2</p> <p>efficiency 59:8</p> <p>efficiently 5:16</p>	<p>effort 51:10 64:18 66:21 67:3, 16 78:5 83:11 113:15</p> <p>efforts 80:5</p> <p>eight 33:16 95:3</p> <p>either 25:20</p> <p>eked 82:20</p> <p>electronic 137:2</p> <p>Elementary 28:14, 18, 19, 20 30:19 31:2 32:9, 12, 18, 21 33:1, 5, 8, 9, 10 34:5, 6, 7, 8 58:9 59:2, 6 60:6 75:20 90:6, 8 92:9 94:13</p> <p>eliminated 74:21</p> <p>email 58:16 134:17</p> <p>emailed 25:12</p> <p>embrace 121:1</p> <p>Emergency 3:14 4:19 57:20 61:2 62:21</p> <p>emerging 135:20</p> <p>emotional 88:18 122:7</p> <p>employee 66:6 72:7</p> <p>employees 7:15 24:21 36:6 40:17 42:11 45:13 53:5 54:13 69:5 127:8, 9, 10</p> <p>employment 24:19 112:6</p> <p>encountered 90:14</p> <p>encourage 76:9 126:1 135:16 136:3</p>	<p>endeavors 125:6 126:8</p> <p>ended 114:14</p> <p>endpoint 97:1</p> <p>engaged 98:18, 19</p> <p>engineer 124:2</p> <p>engineering 127:7</p> <p>English 32:2</p> <p>enhance 78:10</p> <p>enjoy 115:2</p> <p>enjoys 125:10</p> <p>entail 75:3</p> <p>entails 75:4</p> <p>enter 7:2 63:8</p> <p>entered 7:6</p> <p>entering 114:19</p> <p>entire 12:14 22:5 49:8 73:7</p> <p>entirety 5:2</p> <p>entitled 108:12</p> <p>entry 104:12</p> <p>envelope 102:19</p> <p>environment 100:10 101:14 105:10, 13, 17 128:20</p> <p>environmental 127:9</p> <p>environments 88:19</p> <p>Epps 65:14</p> <p>equal 100:7 123:6</p> <p>equally 100:18</p> <p>equated 67:3, 11 68:6</p> <p>equipment 79:5</p> <p>equitable 110:8 129:16</p> <p>equity 96:18 97:2, 14 115:20 118:12 128:13, 17 129:2, 4, 6 132:3, 5 134:5, 10</p> <p>Eric 34:13 35:5</p> <p>Erin 2:6 15:17</p> <p>ESOL 116:1</p>
--	---	--	--	---

<p>ESPBC 39:1, 4 65:16</p> <p>especially 47:2 120:5 121:19</p> <p>essence 102:7 106:8</p> <p>essential 4:15</p> <p>essentially 70:20 72:8</p> <p>Essex 33:8</p> <p>establishment 5:3</p> <p>Estates 32:13 34:8</p> <p>estimate 77:10</p> <p>eternity 54:2</p> <p>evaluate 110:17</p> <p>evaluated 9:11</p> <p>evaluating 9:4, 6</p> <p>evaluation 24:21</p> <p>evening 4:2 5:17 13:2 18:7 24:16 26:4 28:9 35:17, 19 58:1 61:10 64:4 65:21 66:3, 15, 17 70:6 77:20, 21 87:12 127:19 137:4</p> <p>event 4:18 124:8</p> <p>everybody 53:6, 8, 14 114:15, 16, 20 125:11</p> <p>exactly 10:19 93:5, 8</p> <p>exam 80:2</p> <p>exceedingly 48:11</p> <p>excellence 134:10</p> <p>excellent 110:8 122:13</p> <p>excited 132:4 133:3</p> <p>exclusive 102:8 104:6</p>	<p>Excuse 18:11 28:5 38:6 55:8 72:19 114:9</p> <p>execution 107:2</p> <p>executive 28:21 34:13 66:12 104:21 113:14</p> <p>Exhibit 26:13 29:5</p> <p>existing 75:13</p> <p>expand 81:16</p> <p>expanded 112:1</p> <p>expect 96:13 99:13</p> <p>expectations 97:6</p> <p>expected 136:12</p> <p>expenses 73:11</p> <p>experience 34:2 65:7 91:12 92:2 125:8</p> <p>experienced 90:14</p> <p>experiences 119:1</p> <p>experiencing 123:9</p> <p>experts 121:19</p> <p>explain 72:13 92:11</p> <p>explored 129:14</p> <p>extent 73:17</p> <p>extra 132:19 133:2</p> <p>eyes 8:13 102:9</p> <p>< F ></p> <p>F-1 29:5</p> <p>face 84:11, 12 130:11</p> <p>face-to-face 79:14</p> <p>facilities 60:9 70:18 73:12 76:8 79:21 81:10</p> <p>facing 49:9 93:11</p> <p>fact 11:15 44:18 45:3</p>	<p>47:6 93:7 122:17 124:1, 2</p> <p>facts 124:2</p> <p>fail 10:18</p> <p>fails 24:13</p> <p>fairs 45:1</p> <p>fall 76:9 89:1 111:12 114:20 130:20</p> <p>falling 108:5</p> <p>Falls 58:7, 9 61:3</p> <p>families 79:17 118:4 128:21 130:11 132:21 136:2</p> <p>family 120:8, 19</p> <p>far 82:18 118:1</p> <p>farther 100:4</p> <p>fascinating 102:15</p> <p>favor 7:17 15:14 16:5, 10 21:20 24:10 38:13 57:15</p> <p>favorite 116:5</p> <p>February 54:1</p> <p>fed 95:13</p> <p>Federation 36:5 40:16</p> <p>feedback 56:8 58:15 89:6 90:15, 18</p> <p>feeding 75:21 76:7</p> <p>feel 52:2, 3, 12 82:4 84:10 100:11, 12 116:1 121:16 126:14 128:21</p> <p>feels 50:12</p> <p>fees 85:9</p> <p>felt 103:21 104:1 123:4, 6</p> <p>fifth 109:15</p> <p>figuratively 102:20</p> <p>figure 107:10, 11</p>	<p>figuring 121:10</p> <p>filling 137:12</p> <p>Final 3:15 16:4 63:21 78:20 113:9</p> <p>finally 132:15</p> <p>finance 8:16</p> <p>financial 7:16 8:5 66:7 70:2 84:17</p> <p>find 54:18 60:17 69:9 70:13 120:21</p> <p>fine 7:16</p> <p>finished 62:20 74:14</p> <p>FiOS 5:15</p> <p>first 6:1 9:19 21:16, 16 22:16 30:17 46:20 47:7 51:5 54:10 70:14 74:16 77:3 89:5 104:9, 10 107:13 110:2, 5 123:18 129:2 131:3 132:1, 12, 20, 20, 21 133:1, 2, 19 134:13 135:6</p> <p>fiscal 45:12 48:6 64:1</p> <p>fit 73:19</p> <p>five 13:4 16:5, 10 24:10 54:3 65:10, 18 67:10 68:2, 6 76:6, 10 87:18 88:1 94:19 95:3, 9 98:2, 2 102:7 110:6</p> <p>fixed 7:11 70:17</p> <p>Flag 4:6</p> <p>flexibility 89:9</p> <p>floor 19:17</p> <p>flow 80:7</p> <p>focus 65:1, 11 87:21 88:1 92:9 94:21</p>	<p>98:1 100:2, 9, 18, 21 101:4, 7, 8, 12 102:7 104:6 108:12 120:18 134:9</p> <p>focused 52:5 75:9 100:19</p> <p>focusing 87:18 100:17 132:2</p> <p>folks 98:3, 8, 18 136:3</p> <p>follow 54:6</p> <p>followed 84:13</p> <p>following 24:17 26:7 28:12 84:12, 20 112:10 127:1</p> <p>followup 22:15 25:18 113:1</p> <p>follow-up 18:14 20:4 22:17 94:1</p> <p>food 79:2 115:13 127:5</p> <p>force 101:9 124:8</p> <p>foregoing 139:6</p> <p>foremost 46:20</p> <p>forever 122:1</p> <p>forget 53:16 119:14</p> <p>form 58:16, 18</p> <p>formed 132:5</p> <p>former 32:11, 20 125:17</p> <p>forth 8:14 28:11 80:8 91:8 97:9</p> <p>fortunately 89:12</p> <p>forward 55:11 66:11 67:20 84:13 89:8 101:21 107:21 111:2 113:1, 10, 18, 21 114:19 115:2 130:20 134:12</p> <p>found 25:7</p>
---	---	--	--	--

<p>50:1 four 7:3 98:2 frailties 122:20 frankly 100:15 free 21:7 frees 7:15 freeze 68:21 69:1 Friday 77:2 114:15 friends 88:21 120:19 123:2 front 127:4 frozen 48:1 fruits 111:18 full 11:10 134:12 fully 5:5 10:11 45:11 49:4 fun 130:18 functions 53:15, 15 fund 46:6 49:20 50:2 71:3 75:16 funded 45:13 funding 76:3 78:2, 6 further 61:8 86:5 118:21 139:9 future 56:1 64:16, 20, 21 66:14 118:9 126:7 129:3, 8, 12 132:14 135:8, 19 136:14 FY-20 67:9 68:1 FY-2021 3:16 FY-2022 66:11 FY-21 56:7</p> <p>< G > gap 103:7 gaps 7:9 90:1 108:18 114:2 Gasparotti 1:21</p>	<p>139:4, 16 gather 78:12 general 60:3, 4, 7, 15 generation 123:1, 4, 5 George 69:21 73:1 George's 7:4 getting 51:11 91:17 112:13 124:4 gifted 98:13 Giovanni 116:5 give 48:14 65:13 68:13 69:21 77:10 93:15 117:11 124:5 128:12 132:19 133:8 given 51:12 54:17 55:5 56:3 63:3 83:8, 18 84:3 128:6 134:3 gives 8:16 105:4 123:3 giving 75:2 105:4, 7 107:4 glad 94:12 gleaned 82:11 global 53:8 126:19 go 6:10 7:20 16:15 44:3 48:9 50:19 51:21 53:2 69:10 78:13, 19 82:16 88:8 97:10 99:5, 8, 9 100:4 107:1 110:17 114:7 116:13, 17 125:3 130:16 133:2 135:17 goal 71:11 96:20, 21 102:12 goals 96:17</p>	<p>goes 8:19 98:3 124:3 going 8:12 18:17 20:6 23:7 48:11 50:17 53:9 55:15 60:16 61:1 63:14, 17 64:2 67:19 75:9, 19, 21 76:4 78:13 81:9, 10, 14, 15 82:7, 16 89:1 90:4, 8 91:18 92:14 94:19, 20 97:1, 14, 16 98:11, 14 99:1 101:13 102:17 104:9, 10 105:6 107:9 108:2, 3 109:6, 10 110:13 111:11 115:2, 18 116:1, 12 117:2, 4, 17 118:11 121:21 122:13 133:7 135:1 136:15 137:5 Golden 32:3 Good 4:2 26:4 28:9 35:17 58:1 61:10 64:4 65:21 66:17 70:6 71:19 74:21 77:16, 20, 21 87:12 92:20 93:9 96:21 106:21 118:19 119:14, 14 122:13 124:6, 6, 12 125:12, 19 Gover 137:13 governments 7:8 grace 130:14, 14, 15 grade 90:9, 9 107:3, 17 108:5</p>	<p>grades 107:16 108:4, 10 graduate 132:21 graduated 102:16 graduates 122:6 125:16 130:4, 19 132:16 135:11 graduation 135:18 graduations 135:12 grant 76:12 80:9 81:2, 12 grants 80:14 graph 97:7 great 65:4 89:7, 12 117:1 122:2 126:13 128:15, 16 138:1 greatest 47:8 grounded 96:18 grounds 127:7 group 79:8 groups 52:18 105:15 112:5, 8 115:19 117:9 Grove 58:10 59:2, 6, 9 growth 60:10 92:11, 21 93:18 94:3, 5 guess 105:6 guide 91:16 134:11 guided 96:19 97:3 guidelines 84:14 guiding 91:17 guilty 103:16 Gunpowder 32:12 58:6, 8 61:3</p> <p>< H > Hager 2:6 14:11, 15, 15, 16, 17, 18, 20, 21</p>	<p>15:2, 17, 17, 19, 21 16:7 17:20, 21 24:6, 7 27:21 28:1 30:11, 12 37:19, 20 40:8, 9 42:3, 4 43:18, 19 57:13, 14 62:14, 15 87:4, 5 117:11, 14, 16 119:3, 6 131:20, 21 Hall 59:5, 5 120:13 Halstead 31:3 hand 9:17 50:19, 19 80:6 139:12 handle 135:1 hang 122:8 happen 46:3, 4 47:4, 4 89:1 happened 92:20 103:9 137:17 happening 108:15 happiness 121:1, 3 happy 118:19 124:18 125:2, 9 135:6 Harbor 21:17 hard 48:12 126:11 hardships 130:11 hate 105:11 heads 126:8 headwinds 49:9 health 4:16, 19 76:11 79:10 80:2 84:14 120:20 hear 14:15, 17 15:1, 15, 18, 20 18:19 24:9 46:12 55:17 63:9, 13 77:2 85:3 90:11</p>
---	--	---	---	--

<p>118:2, 19 134:20 heard 10:5 78:15 89:15 117:6, 21 130:1 132:6 Hearing 18:5 19:13 25:15 26:12 36:17 39:9 41:4 42:20 55:16 85:20 86:5 123:7 heart 46:11 52:12 54:6 heartbreaking 122:8 heartened 122:21 heartwarming 83:20 125:7 heavily 101:5 heavy 46:10 54:6 heed 69:16 126:1 held 5:1, 12 131:16 133:10 help 55:11 66:10 79:5 106:9, 10 108:21 109:1 helped 134:10 helpful 131:6 135:4 136:8 helps 7:21 79:4 Henn 2:4 9:8, 10 10:6, 10, 21 11:2, 2, 17 13:16, 17 16:13 17:6, 7 23:13, 14 26:5 27:7, 8 29:8, 8, 18, 19 35:18 37:5, 6 39:15, 16 41:10, 11 43:4, 5 45:15, 16, 17 46:15 50:5, 6, 8 56:20, 21 58:2 61:5, 5 62:3, 4</p>	<p>66:1 71:17, 18, 19 72:10 73:4, 5 74:6, 12, 14 86:11, 12 99:17, 18, 20 102:4 105:9 119:10, 11 120:3 hi 18:11 73:5, 6 74:13 77:19 92:7 hierarchy 100:6 High 21:17 28:15, 16, 21 31:7, 11, 21 32:3, 4 33:15, 18 34:15, 21 90:7 101:8 102:21 103:2 116:19 132:21 higher 46:2 94:7 Highlands 34:5 HIKE 117:20 118:8 136:4 hiring 69:1 71:7 hobbies 120:21 Holabird 31:9 hold 15:5 64:21 99:7 holds 118:9 home 121:20 127:20 130:5 honor 68:1, 4, 12 69:12 hope 77:1 123:3 125:5, 10, 11 135:19 136:9 hoped 49:21 54:1 hopeful 49:12 56:1 98:5 hopefully 60:14 77:9 hoping 78:7 82:19 hospital 127:20 hot 79:15 85:7</p>	<p>hours 11:4 12:13 113:16 Howard 7:4 34:19 Howie 19:2, 7, 9 21:7 huge 124:5 human 69:17 121:14 hundred 98:17 < I > ideal 91:13, 14 ideas 123:13 129:5 identified 70:21 74:7 identify 70:11 121:4 identifying 65:2, 12 70:19 98:12 imagine 123:8 impact 47:8 64:19 70:15 74:2 91:5 98:10 106:7 136:14 impacted 52:8, 9, 17 66:5 impacts 54:17 imperfection 121:13 implementation 108:1, 11 109:2, 12 111:2 implemented 110:18 implementing 113:19 implications 129:10 important 20:17 44:19 49:20 93:18 112:12, 19 116:18 118:11 120:5 128:7 129:6 131:13 importantly</p>	<p>104:1 impressed 82:12 improvement 34:18 56:1 improvements 111:19 include 46:18 94:17 105:20 included 44:19 96:9 116:2 includes 45:4 including 50:13 66:5 123:1 132:16 inconsistent 19:1 increase 69:20 71:4 94:15, 16, 18, 19 increases 67:6 increasing 112:4 incumbent 104:18 indicators 107:5 individual 80:16 136:6 individually 36:3 individuals 25:3 84:10 industry 7:19 inequalities 122:20 inequities 122:20 Information 3:20 11:4, 6, 8, 14 70:1 131:12 136:19 informational 25:6 informational-su mmaries.HTML 25:8 informative 131:6 initial 84:6 initially 67:5 initiate 84:16</p>	<p>inservice 21:16 89:5, 13 inside 7:13 8:11, 12 insight 81:6 inspections 7:21 inspiring 135:12 installed 7:13 8:12 instruction 78:11 79:8 98:9 136:6 instructional 47:16 66:9 79:1 85:9, 14 instrumental 33:17 insure 82:15 128:17 129:15 integrity 82:15 interest 121:18 interested 25:16 82:6 107:2 139:10 interesting 103:8 interests 120:21 Internal 131:13 Internet 79:18 interview 120:14 intrinsically 52:3, 3 invite 4:4 invited 58:15 involved 63:6 114:17 issue 25:19 issued 8:2, 18 issues 134:2 item 5:21 6:1 9:3 10:3 19:14 20:20 21:19 24:14 25:9 26:1, 1 28:5 35:10 57:18 63:20 72:3, 3 87:13 114:5 136:18, 19</p>
---	---	--	--	--

137:3
itemize 68:19
items 5:17
 13:3 20:17
 22:4 63:10
 70:11 71:5
 74:4, 7 91:7
its 5:2 82:8
 106:8 129:2

< J >
Jeanette 65:16
job 45:1 93:9
 122:13 126:13
John 2:10
 116:17
joined 15:11
 66:19
joining 118:6
Jose 2:5 6:15,
 16 9:14, 18
 10:6 13:20, 21
 15:10, 14, 15
 17:10, 11 20:6,
 10, 10, 12 21:4,
 11 23:17, 18
 27:11, 12 30:1,
 2 37:9, 10
 39:19, 20 41:2,
 14, 15 43:8, 9
 52:21 53:3
 57:3, 4 62:7, 7
 74:13, 16 75:15
 76:14 86:3, 4,
 15, 16 88:7, 9
 92:5 122:4, 5
Journalist
 125:16
joy 120:21
Jr 2:10
Julie 2:4 29:8
 61:5
July 87:19
 103:12 110:4
 134:12 135:7
 137:5
jump 73:2
 96:4 115:4
jumped 119:17

JUNE 1:10 4:4
 58:20 61:14
 77:7 129:3
 133:10 134:4
 139:13
jurisdiction 25:1
justice 123:3
juts 102:15

< K >
Kathleen 2:3
 61:11 128:11
keep 80:3
 92:18 93:5
 115:15 117:4
 119:19, 19
 122:14 130:7, 8
keeping 133:21
keeps 107:20
Kenwood 32:3
key 85:11
 109:7
kids 90:4
 100:10 102:19
 108:18 118:1
 124:6
kind 104:16
 121:14
King 122:18
knew 48:3
 68:3 110:6
know 10:19
 20:17 48:10
 50:18 54:20
 63:16 70:18
 74:18 76:15
 82:13 88:17, 21
 93:3, 4 97:19
 99:14 100:17
 102:12, 16
 104:7, 14
 105:14, 15
 107:8, 14
 108:20 112:19
 113:19 115:16
 116:8, 19
 120:15 121:5
 122:7, 17 124:2
 125:6 130:17,

21 131:15
 136:5
knowing 99:2
 107:15 108:19
known 134:13
Koth 113:12
Kuehn 2:7
 13:10, 11 16:19,
 20 23:5, 6
 26:20, 21 29:11,
 12 36:15, 15, 19,
 20 39:11, 12
 41:6, 7 42:21
 43:1 44:11, 11
 49:1, 2, 4 56:12,
 13, 15, 16 61:18,
 19 77:19, 20
 78:1 80:18
 81:4, 20 86:7, 8
 114:8, 9, 11, 12
 115:5

< L >
language 127:16
Lansdowne 34:5
large 13:3
 70:16
largest 51:4
lastly 80:9
laugh 116:8
law 38:9
lead 107:4
 115:18
Leader 32:14
 35:4 106:3, 6
Leaders 33:11
 34:10 65:4
 66:2 105:5, 18
 135:20
leadership 45:9
 65:10 69:3
 91:3 109:8
learn 48:18
 100:14 121:2,
 13
learned 91:12
learning 47:12
 75:21 88:19
 90:20 91:14
 92:2, 10 101:1,

3 108:13, 15
 109:1, 5 111:9,
 16 117:20
 118:8 121:17
 126:17 130:17
 136:4
lease 81:16
leases 81:10
leasing 81:8
leaves 67:17
left 68:16
 69:10 73:15
legislation 7:2
legislative
 116:16
legislature 117:2
lens 97:15
level 90:4
 103:4 104:15
 107:17
levels 102:10
 107:4
library 127:17
lie 47:5
life 82:5, 14
 124:7 125:20
light 48:13
Lily 2:12 10:9
 59:16
limit 3:5 18:13,
 20 19:4 20:2
 21:9, 20 23:1
limitations
 83:10 111:15
limits 22:12, 13
Lindsay 32:17
line 71:5 72:3,
 3 74:3, 19
 75:12
lines 74:1 97:9
Lisa 2:8 29:6
 44:15 76:20
 88:8 92:7
list 8:1 85:4
 121:6
listed 115:20
listen 5:9 121:7
listened 54:21
 117:5

listening 98:18
literally 114:14
little 69:21
 77:14, 15 97:8
 104:4 105:20
 107:13 130:13
live 121:3
lives 48:17
 123:12
LIVESTREAM
 1:7 5:13 79:6
living 111:10
 130:5
Loan 32:17
Local 36:4
location 79:7
Loch 30:21
logistics 127:8
long 63:16
 120:6
longevity 68:4,
 7 69:11
long-term 71:10
look 12:16
 50:19 66:11
 67:14 70:16
 78:1 90:15
 92:21 93:5, 8,
 10, 19 97:15
 98:11 99:4
 101:20 102:9,
 10, 16 105:12,
 13 113:1, 18, 21
 124:2 129:7
 130:20
looked 72:3
 82:10 98:1, 2
looking 19:4, 7
 51:3 65:11
 74:4 80:20
 82:11 89:8, 20
 92:3 93:4, 9, 16
 94:5 95:2
 96:17 100:8
 103:3 107:8, 21
 108:9 111:2
 114:18
looks 103:16
Lori 33:21
losing 101:9

<p>lost 72:12, 20 73:1 107:18</p> <p>lot 11:13 20:17 73:18 79:9 91:12 93:14 101:20 102:1 118:2 121:11 122:8 123:3 134:6</p> <p>love 121:13</p> <p>lower 71:11</p> <p>Lowry 26:3, 4 28:5 35:13, 14</p> <p>luck 122:14</p> <p>< M ></p> <p>ma'am 14:8 76:17</p> <p>Mack 2:8 14:5, 5, 7 17:14, 15 23:21 24:1 26:15, 15 27:15, 16 29:6, 6 30:5, 6 37:13, 14 39:5, 5 40:2, 3, 21, 21 41:18, 19 42:16, 16 43:12, 13 44:15, 15, 17 45:21 49:4 51:8 57:7, 8 62:10, 11 76:20, 20 77:12, 16 86:19, 20 88:8, 8 92:7, 7, 17 94:1, 8, 11 95:9, 12 96:1 125:13, 14</p> <p>Mack's 45:6, 18 46:16</p> <p>Madam 9:8 10:21 28:10 35:17 38:4 40:13 42:8 44:1, 4 45:15 50:5 64:4 66:18 70:6 71:13, 17 84:5 99:17 102:3 119:11</p>	<p>Magnet 31:12, 13 32:2</p> <p>mail 58:17</p> <p>mailing 78:21 79:11 83:15 85:9</p> <p>main 72:9</p> <p>maintain 4:15 75:8 82:15</p> <p>maintenance 64:18 66:21 67:2, 15 70:19 73:11 78:5 83:10 127:7</p> <p>majority 10:2 24:12</p> <p>Makeda 2:13</p> <p>making 5:19 80:16 83:2 90:3 115:9</p> <p>man 124:20 125:1, 8</p> <p>manage 6:21 79:4 104:2</p> <p>management 85:8</p> <p>mandated 4:12</p> <p>mandatory 73:8, 13 74:1, 11</p> <p>manipulate 82:8</p> <p>manner 18:21 25:21</p> <p>mantel 123:17</p> <p>March 4:18 89:5, 11</p> <p>mark 125:4</p> <p>Mars 32:13 34:8</p> <p>Maryland 38:9 134:3, 7, 8 139:1, 5</p> <p>Master 3:11 13:4 35:12, 16, 21 36:9, 11 38:10, 20 39:3 40:15, 19 42:10, 14 44:6, 9 45:11 49:21</p>	<p>55:2</p> <p>material 69:7</p> <p>materials 72:8 115:1</p> <p>math 67:12</p> <p>matter 18:21 25:2 47:15 121:5 123:12</p> <p>Matters 3:9 25:5 26:2, 8, 11, 13 120:18 121:4</p> <p>MCAP 92:12, 19 93:2, 19</p> <p>McComas 115:11 117:7</p> <p>McMillion 2:9 6:8, 9, 11, 17, 19 9:2 10:6 11:14 12:5, 9, 11, 12 13:1 14:1, 2 17:12, 13 21:12, 14, 15 23:19, 20 27:13, 14 30:3, 4 37:11, 12 39:21 40:1 41:16, 17 43:10, 11 57:5, 6 62:8, 9 86:17, 18 124:13, 14</p> <p>McMillion's 6:14</p> <p>meals 78:15</p> <p>mean 82:13 98:9 105:4 123:14 129:12</p> <p>means 82:13 84:16 129:11</p> <p>measured 94:3 99:13</p> <p>measurements 92:13</p> <p>mechanism 5:4</p> <p>media 123:12 127:17</p> <p>medical 4:18</p> <p>meet 71:9 116:17 124:19 125:1, 8</p>	<p>MEETING 1:6 4:3, 21 5:1, 8, 10, 12, 17 9:4, 5, 13 11:5, 7, 9 12:14 19:12 20:2 22:5, 10 25:10, 11 61:13, 13 63:8 87:17 91:3 106:1 116:17 117:9, 21 118:7 120:2 122:11 124:15 129:3, 4 131:2, 3 133:11, 14, 17, 20 134:4 137:4, 6, 8 138:2, 3</p> <p>Meetings 5:9 24:17</p> <p>meets 108:3</p> <p>Meghan 32:8</p> <p>Member 2:14 3:19 5:4 9:2 18:14, 16 20:3, 5, 19 22:14 38:8 65:6 87:14 114:6 122:12 125:15 136:17</p> <p>MEMBERS 2:1 5:3, 18 10:7 12:2 13:5 21:2, 15 22:1 23:2 25:14, 15 26:6, 10 28:10 35:18 36:8, 10, 17 39:9 41:4 48:21 49:15, 19 50:4 53:18 55:20 56:8 58:3 59:15 61:1 62:17 63:4, 6, 8, 12 66:1, 19 70:6 76:19 82:2 83:5 85:19 88:5 92:6 99:16 105:21 113:8 114:7 123:19 131:10</p>	<p>132:5 134:13 136:11</p> <p>member's 45:8</p> <p>mention 117:17 132:1</p> <p>mentioned 73:15, 21 83:13 110:20</p> <p>mentor 31:13</p> <p>merits 9:4, 16</p> <p>meshes 82:14</p> <p>message 125:14</p> <p>met 18:7 24:16 103:9 110:2 129:3 132:17</p> <p>metric 102:18</p> <p>metrics 95:20 107:4</p> <p>mic 129:21</p> <p>Michael 30:18</p> <p>MICROSOFT 1:8</p> <p>Middle 31:9, 12, 13, 14 32:2, 3 33:19 34:9 35:1 58:10, 10 59:2, 5, 9 60:6 81:16 90:6, 7 94:12 120:13</p> <p>Middlesex 31:2 34:7</p> <p>mileage 72:6</p> <p>Mill 33:19</p> <p>million 67:3, 7, 9, 12, 13, 14, 17 68:7, 8, 10, 14 69:1, 2, 9, 10 70:21 72:16, 18, 19 73:16, 20 74:8 76:6, 6, 7, 10 78:10, 12, 14, 15 79:1, 3, 12, 15, 21 80:1, 10</p> <p>mind 92:19 93:6 133:21</p> <p>Minus 34:13 35:5</p> <p>minute 18:14 20:3 22:15, 17</p>
---	---	---	--	---

<p>minutes 18:14 20:3 22:14, 16 24:15 25:6 133:11</p> <p>miscellaneous 60:2 69:8</p> <p>mission 47:10, 11 101:2 110:8 129:4</p> <p>MMAP 92:11 93:10 94:2</p> <p>Moalie 2:5 6:15 15:10 21:4 41:2 52:21 74:13 86:3 88:7, 8</p> <p>mock-up 95:8</p> <p>models 90:16</p> <p>modifications 93:4</p> <p>modify 76:7 78:14</p> <p>MOE 46:8 47:2 66:21</p> <p>Moment 3:3 4:6, 10 63:2 83:5 114:9, 14 117:12</p> <p>Monday 58:19</p> <p>money 8:19 75:7, 18 76:21 77:5 81:12, 21 82:9 84:4</p> <p>monitoring 108:12</p> <p>Montgomery 7:4, 10 34:16, 18 35:2</p> <p>month 90:17</p> <p>monthly 8:16</p> <p>months 104:10, 11</p> <p>monumental 76:15</p> <p>morning 106:15</p> <p>Motion 3:5 5:19 6:9, 14, 18 18:3, 13 19:4, 21 20:1, 13, 15 21:9 22:8, 8, 11</p>	<p>24:12 26:12 28:3 29:3 30:15 36:10 38:2 39:2 40:11, 18 42:7, 13 44:2, 8 56:13, 14 57:16 61:1, 8 85:21 87:7</p> <p>motivated 130:8</p> <p>move 6:11 55:11 67:20 71:9, 11 84:12 89:8 106:9, 10 113:10</p> <p>moved 26:15 29:6 36:12 39:5 40:21 42:16 44:11 61:5 86:2</p> <p>moves 125:2 135:8</p> <p>moving 106:11 119:19</p> <p>MSDE 77:5</p> <p>multiple 81:7 93:2, 7, 17 107:16</p> <p>multiyear 95:2</p> <p>Municipal 36:6 40:17</p> <p>music 33:17 34:7</p> <p>mute 9:19 14:16 46:12</p> <p>muted 55:7 109:18 129:21</p> <p>mutually 102:8 104:6 128:19</p> <p>< N ></p> <p>name 88:6 93:7</p> <p>names 5:19</p> <p>Natasha 31:20</p> <p>naturally 99:10, 11</p> <p>nature 136:1</p> <p>need 15:3 21:5 38:7 46:1, 2, 19, 20 47:3, 4, 14,</p>	<p>14 55:3 60:9 63:7 65:3 79:12 88:15, 18 89:7 91:7 99:5 100:19 101:5 105:8 106:3, 6 107:14 108:19 112:20 118:21 123:14 129:7 130:12 131:15 137:20</p> <p>needed 68:1 71:2 72:18 73:19 80:5</p> <p>needs 10:2, 10 46:4 47:3, 11 76:12 100:7, 8, 18 101:17 126:15</p> <p>negative 60:18, 19</p> <p>negotiating 55:3</p> <p>negotiations 25:4, 5 55:1, 2</p> <p>network 70:19 79:4 85:8</p> <p>never 120:3, 4, 8 121:20 123:6 126:16 132:17</p> <p>New 3:6, 8, 9, 10, 11, 17 26:2 28:6 34:14 35:11 60:8 81:10 89:14, 14 111:8, 8, 9, 9</p> <p>newly 132:5</p> <p>Newport 35:4</p> <p>News 35:4</p> <p>nice 103:17</p> <p>Nick 65:14, 17, 19</p> <p>night 124:12</p> <p>Nikki 116:5</p> <p>nimble 90:12 91:10</p> <p>nine 25:3 62:16 63:3</p> <p>noise 9:21</p> <p>non-English 118:3</p>	<p>nonnegotiable 67:21</p> <p>nonpublic 70:17</p> <p>normal 22:4</p> <p>norms 99:9</p> <p>notarial 139:12</p> <p>Notary 139:4</p> <p>note 124:18</p> <p>noted 108:7 109:2</p> <p>notice 115:14</p> <p>noticed 107:7</p> <p>Number 6:20 7:1 8:1 11:16 18:18 22:12 45:1 70:16 71:21 72:12 83:15 85:1, 11, 16 110:7</p> <p>numbers 84:21 85:4</p> <p>numerous 66:5</p> <p>nurses 127:14, 18 128:1</p> <p>Nussbaum 18:18, 20 19:2, 10, 15 21:10 63:3, 11, 16 131:7</p> <p>nutrition 79:2 112:15</p> <p>< O ></p> <p>Oaks 58:9 59:2 60:14</p> <p>obstacles 130:12</p> <p>Obviously 7:7 53:11 81:14</p> <p>occasion 136:13</p> <p>occupational 127:15</p> <p>offer 53:12 82:20 109:14 134:15</p> <p>Offerman 2:10 14:12, 12, 14 15:11 17:2, 3 23:10, 11 24:8, 9 27:3, 4 29:15</p>	<p>30:13 37:2, 21 38:15 119:7</p> <p>office 64:14 69:6 70:9 72:5 74:3 80:12, 12, 13 91:19 127:4, 5, 18 131:13</p> <p>offices 4:14 105:14 113:21</p> <p>officially 117:19</p> <p>officials 25:1</p> <p>Oh 15:2, 15 20:16 92:17</p> <p>Okay 12:10, 11 13:9 15:4 16:16 19:18, 20 21:11 22:18 24:12 38:17 46:15 47:20 52:1 55:14, 16 63:15, 19 74:6, 12 85:12, 20 104:9 105:1 109:4, 20 116:14, 15</p> <p>Omer 2:14 122:12 123:2 124:19 125:1, 15 126:6 135:7</p> <p>once 124:21 137:10</p> <p>ones 22:6 52:17</p> <p>one-time 75:7 81:21</p> <p>one-to-one 75:18</p> <p>online 58:16, 18 88:16 90:20 121:18</p> <p>on-time 112:18</p> <p>OPE 42:12, 15 65:14</p> <p>open 4:15 5:8, 8 24:17 69:14 71:14 75:12</p> <p>opening 64:6</p> <p>operate 104:17</p> <p>Operating 3:16 13:4 56:7 64:1</p>
---	--	--	--	--

72:5 86:1
 104:16
opportunities 50:17
opportunity 5:5
 12:16 95:17
 124:16, 19
 125:3, 9
opposed 16:6,
 10 24:10 59:19,
 19
opposing 60:1, 4
optimistic 64:20
 65:1, 9 132:7,
 13 136:14
Order 3:2 4:3,
 15 5:16 9:14
 18:12 50:2
 71:1 101:6
 110:7 112:21
 127:1
Organization
 42:11 54:9
organized 83:19
orientation
 131:4
original 7:9, 10
outbreak 91:20
outcome 139:11
outcomes
 100:20, 21
 107:18
outline 87:21
outlined 100:2
 102:2
outreach 85:3
outright 81:11,
 14
outside 7:14
 8:11 50:20
 53:7
overall 49:6
overcrowding
 59:4, 6 60:13,
 16
overlooked 8:15
overnight 69:3
 < P >

p.m 137:6
PACE 48:3
packets 79:1
 85:10
page 78:2
 133:19
paid 8:18
pain 123:4
pandemic 53:9
 54:17 55:10
 83:9 110:11
 111:5, 12, 14, 16
 120:14, 17
 126:19 129:9
 130:3 134:3
paragraph 78:5
parallel 75:11
 79:14
paraprofessiona
s 127:12
parent 84:7
parents 92:1
 96:13 115:7
 128:4
Park 31:12, 13
 32:2
parking 93:14
Parkville 28:21
 33:15
part 32:13
 33:11 34:4, 5
 82:5 89:18
 90:13 93:12, 20
 98:5 109:8
 112:15, 16
participate 5:5
participated
 34:9
participation
 112:4
particular 7:7
 104:5 107:3
 127:1
particularly
 48:12, 13 89:14
 100:9 101:14
 103:5 115:11
 118:3 137:16
parties 139:10

partnerships
 65:8
pass 10:18
 111:16
passed 52:4
passion 123:1
Pasteur 2:11
 10:14, 15 13:12,
 13 16:21 17:1
 23:8, 9 27:1, 2
 29:13, 14 36:12,
 12, 21 37:1
 39:7, 7, 13, 14
 41:8, 9 42:18,
 18 43:2, 3
 44:13, 13 47:17,
 18, 20 51:16, 17,
 21 52:1 53:3
 56:15, 18, 19
 61:20, 21 82:3,
 4 86:2, 2, 9, 10
 96:3, 4, 7 100:3
 102:4, 12 115:3,
 4 116:15
 117:17 119:3, 6
Patapsco 28:16
 31:21 33:17
path 51:5
pathologists
 127:17
paths 132:18
patient 121:15
pattern 97:17
Paul 1:21
 139:4, 16
peak 84:11
people 9:19
 12:15 21:19
 49:7 52:10
 53:16 59:19
 63:17 105:15
 115:12 123:6,
 10 130:8
 131:15 136:1
percent 7:18
 54:3 67:7, 9
 68:1, 4, 5, 7, 13
 69:11, 12 71:3,
 4, 10, 21 72:11,
 11, 19 73:19

74:1, 5 94:19,
 20 124:4, 5
percentage 51:4
 68:16, 16 94:15,
 16, 18
percentile 94:4
performance
 24:21
performing
 101:8
Perry 59:4, 5
 120:13
persevere
 137:20
persevering
 110:12
person 44:20
 48:10 75:11
 132:17, 18
personal 116:3
 137:1
personally 128:5
Personnel 3:9
 4:15 25:2 26:2,
 7, 11, 13 127:15
persons 112:4, 7
Pete 58:1
pets 120:20
Philadelphia
 31:16
phone 69:6
 72:7
physical 5:2
 127:16
physically 5:6
pick 83:20
picked 83:19
picking 84:2
pickup 84:8
picture 104:19
pictures 97:8
piece 89:17
 110:16, 21
 116:4 121:8
pieces 99:5
Pine 58:10
 59:2, 6, 9
pivot 47:4, 14
 111:5
pivoted 111:8

place 46:2
 50:1 100:16
 123:18 124:1
 132:12
placed 21:18
 60:5
placement 112:7
placements
 70:18
places 50:20
 102:17 134:16
Plan 3:17
 48:10 54:14
 55:10 66:4
 78:19 81:13, 17
 84:6, 7, 12
 87:14, 18, 19
 88:1 89:2, 20
 91:1, 6, 16 94:9,
 17 95:5 103:10,
 13, 16, 21
 104:19 105:8
 106:2, 7, 21, 21
 107:2, 8, 9, 10,
 13, 14, 15 109:3
 110:15, 16, 18
 111:3, 11, 18
 113:2, 10 131:8
 132:3
planning
 111:13 129:5, 8
plans 11:7
 107:1, 7 117:10
 132:13
plan's 107:12
platforms 88:14
play 105:3
 108:2
playbook 126:18
please 13:9
 14:16 17:13
 19:8, 21 20:14
 21:7 22:8 23:4,
 20 26:19 27:14
 51:19 56:11
 72:1 86:6 88:5
 114:21 117:15
pleased 104:20
 125:5

Pledge 3:3 4:5, 9
poets 116:5
point 9:3, 5, 14 10:4 12:6, 18 18:12 21:5 47:21 51:11 54:2 94:2, 17, 20 96:5 99:6 106:14 108:11, 17 109:2, 11, 15 110:19 111:21 117:12
pointed 54:8
points 113:6
poking 123:12
policies 123:13, 17 131:5 133:17
Policy 10:1 96:18 101:18 111:21 112:3 133:8, 15 134:5, 11 135:2
politics 123:14
poor 107:17
portions 5:7, 10
position 33:21 46:6 70:2
positions 69:2
positive 106:12 135:15 136:14
possible 115:16
possibly 77:2
post 7:21
pot 73:15
potential 111:12
potentially 83:14 89:10
poverty 124:4, 7
power 123:20 137:17
PPE 79:10
practical 89:3
practice 19:1
PRC 133:20
pre 7:21
pre-COVID 108:19

preferable 63:11
premium 65:4
prepare 54:14 90:10
prepared 91:9 92:1 102:21 112:14
presence 5:2 59:7
present 5:6 35:13 63:12 64:3 95:5 137:15
presentation 59:15 69:17 89:19
presentations 108:1
presented 18:6 19:20 26:13 29:5 58:4 61:3 86:1 87:17 95:6, 15
presenting 74:18
preserve 66:8
presidents 64:14 65:10, 19 66:17
pretty 67:21 122:16 130:6
preview 90:18
previous 11:18 87:17
Previously 34:3, 16 63:4
pricing 81:18
primary 59:3
Prince 7:4
Principal 28:12, 14, 15, 16, 17, 18, 19, 20 30:18 31:6, 20 32:9, 18 33:5, 15 34:1, 4, 15, 21 35:1 102:9 106:5, 5 122:9
principals 53:13 91:2, 2 103:10 104:19

105:1 106:15 124:17 127:10, 11, 11 135:15
principle 45:10
prior 11:19 12:13 30:20 31:8 33:7
priorities 46:1, 20 47:5 65:12 96:19 97:3 100:16
prioritize 67:19 69:18
priority 46:3 47:7 65:11 70:14
private 80:11, 14
probably 12:15 85:9 93:14 106:3
problem 8:8 44:21 63:18
procedure 63:5
proceed 88:6

PROCEEDINGS 4:1 139:11
process 18:20 75:8, 9
processes 64:12
processing 82:11 117:2
produce 50:2
Professional 42:11 48:15 88:16
Professionals 39:1 48:20
proficiency 92:12
program 32:14 33:12 34:10 74:20 76:7 79:2, 9 115:17 117:8, 20 118:8, 9, 14, 15, 20
programs 66:9 106:11 112:5 118:3

progress 91:5 95:18 103:15 108:4, 5 111:4
project 8:5
projections 8:9
projects 8:5
promise 118:9
promote 80:8
promoted 90:6
promotion 24:19
proper 18:19 63:5 112:14
proposed 58:11 67:2, 5 129:6
proud 115:8 133:3
provide 54:21 58:15 81:6
provided 78:3 101:21
providing 49:5 75:19 129:16
proximity 59:8
prudent 49:11
psychologists 127:14
PUBLIC 1:6 3:8, 18 4:13, 14 5:7 25:9, 11 28:13 31:15 34:1, 16, 18, 20 35:2 58:15, 19 59:11 93:11 95:18 110:10 122:10 131:11 134:15 139:4
pupil 127:15
purchase 81:14, 18
pursuant 5:8 24:16
pursue 121:17
pushing 102:19
put 50:14 51:10, 14 83:1 91:7 93:14 99:12 115:14 123:18 124:8

putting 11:21 47:14 76:16 99:2 110:16

< Q >
question 20:7 22:3, 17, 21 23:1 71:20 75:1 77:18 81:5, 8 83:12 85:20 88:10 92:15 93:13 94:2, 15 95:4
questions 18:15 20:4 23:3 54:20 64:11 69:15 71:14 92:3, 8, 16 109:7, 10, 11 113:17 131:7
quick 6:20 88:10 89:6 94:14 122:5
quickly 49:12 122:17
quite 9:20 11:13, 16 74:2 100:14
quorum 61:17
quote 116:4

< R >
racism 123:9
racist 123:17
raised 108:10
raises 49:6
Randallstown 32:4 33:10
ratio 75:18
rationale 93:16
Raven 30:21
reach 121:18
reached 80:15
reaching 99:7
read 13:5, 6 81:1 133:13
reader 134:13
readiness 99:3, 3 102:13

<p>reading 31:12 107:3, 17</p> <p>real 6:20 91:17 97:5 98:5 103:18 122:5</p> <p>realigning 83:8</p> <p>reality 98:3</p> <p>realize 88:11 123:15</p> <p>really 59:21 73:14 74:11 81:1, 5 89:8 92:15 97:20 98:20 107:2, 14, 20 111:7, 18, 19 113:3 118:13, 17 119:18 122:21 126:17 130:21 131:17 132:4 133:2, 3</p> <p>reason 132:11</p> <p>reasons 24:18 45:21 59:3, 19 90:1</p> <p>reassign 58:11</p> <p>rebuild 92:4</p> <p>recalcitrant 10:16</p> <p>recall 58:4 95:7</p> <p>receive 67:11 68:3 77:9 87:20 136:5</p> <p>received 7:11 11:3, 18 58:21 112:9, 17</p> <p>receives 7:18</p> <p>recess 61:14 137:16</p> <p>recession 53:9</p> <p>recite 4:5</p> <p>recognition 4:7 26:9</p> <p>recognize 51:11 64:9 91:20</p> <p>Recommendation 3:14 11:10 57:20 58:6 59:1, 4, 10 60:1,</p>	<p>11, 18, 18, 19 61:2 63:1</p> <p>reconfigure 80:1</p> <p>reconfiguring 80:7</p> <p>reconvening 61:12, 15</p> <p>record 116:19</p> <p>recording 139:7</p> <p>recovery 89:20 111:13, 17</p> <p>recruiting 112:3, 7</p> <p>reduce 132:9</p> <p>reducible 74:11</p> <p>reduction 67:4 72:11 75:3</p> <p>reductions 68:11, 18 70:13 71:2</p> <p>reentry 115:18 117:10</p> <p>refer 25:17</p> <p>referring 72:1 78:17</p> <p>reflect 46:21 47:11 95:19</p> <p>reflected 89:2</p> <p>reflective 47:6</p> <p>regarding 60:12 64:21 81:6 90:20 112:17</p> <p>regardless 75:12</p> <p>regards 72:2</p> <p>regular 58:17</p> <p>regularly 81:15</p> <p>reimbursement 72:6</p> <p>reinforce 136:8</p> <p>reiterate 53:3</p> <p>rejoin 63:17</p> <p>relate 25:5</p> <p>related 4:19 11:17 25:19 36:8 116:21 134:2</p> <p>relationships 135:16</p> <p>relaxing 138:1</p>	<p>relocatable 59:7</p> <p>Reluctantly 57:8</p> <p>rely 100:5 106:9</p> <p>remain 4:13, 14</p> <p>remaining 76:10</p> <p>remarks 53:20 69:16 135:13</p> <p>remember 21:16 74:19 121:21 130:13</p> <p>remind 45:8 102:7 130:8</p> <p>remiss 10:16</p> <p>REMOTE 1:7 75:10, 20 78:11 79:7, 14, 19</p> <p>remotely 5:1, 7 79:4</p> <p>removal 24:20</p> <p>remove 10:3</p> <p>removed 10:18, 19</p> <p>reopen 134:2</p> <p>repeat 91:15</p> <p>repeating 107:20</p> <p>report 8:16 35:8 93:12, 20 112:6, 9, 17</p> <p>Reports 3:19 55:1 116:11, 14</p> <p>represent 100:6</p> <p>reprimand 130:1</p> <p>request 36:3 42:8 44:4 59:12</p> <p>requesting 5:20</p> <p>require 19:6</p> <p>requires 80:9</p> <p>research 29:1, 2 34:13 93:9, 15</p> <p>Reshid 2:14 13:14, 15 17:4, 5 23:11, 12 27:5, 6 29:16, 17 37:3, 4 38:8 62:1, 2 119:7, 8 122:12 124:19</p>	<p>125:15 126:7 132:17</p> <p>resignation 24:20</p> <p>resignations 26:8 45:1</p> <p>resiliency 115:9</p> <p>resolution 4:17</p> <p>resource 31:9 32:11, 21 89:13 100:16</p> <p>resources 47:15 66:8 69:18 78:11 104:5 121:18</p> <p>respectful 128:19</p> <p>respectfully 45:8</p> <p>respective 65:5</p> <p>respond 64:11 84:6 102:4</p> <p>response 45:6 58:14</p> <p>responsibility 65:5 105:17</p> <p>rest 51:1 76:1 136:1</p> <p>restate 19:21</p> <p>restive 114:21</p> <p>result 5:11 84:8</p> <p>results 92:10 93:12 101:1 108:13, 16</p> <p>retention 44:21 112:6</p> <p>retirements 26:8 45:2</p> <p>revealing 131:11</p> <p>revenue 7:17 49:10</p> <p>review 11:6, 7 87:21 112:1 133:8, 16 134:5</p> <p>reviewed 11:15 133:16</p> <p>revise 75:6</p> <p>revised 136:21</p>	<p>revisions 89:16 134:6</p> <p>rewrite 75:6</p> <p>right 19:5 51:7, 21 72:12 81:2, 7, 17 83:16 95:9 96:1, 7 97:10 108:17 111:4 112:1 118:18</p> <p>Ring 32:3</p> <p>ringing 54:12</p> <p>rise 4:5</p> <p>risk 8:5</p> <p>road 108:3</p> <p>Roberts 21:6</p> <p>robust 129:13 134:6</p> <p>Rod 6:8</p> <p>Rodney 2:9</p> <p>role 75:14</p> <p>roles 21:18 34:21</p> <p>roll 90:21 118:17 137:20</p> <p>rollcall 5:18 13:9 23:3 26:19 29:10 36:18 39:10 41:4 42:20 56:11 61:16 86:6</p> <p>rolled 77:5 119:1</p> <p>rollup 85:4, 6</p> <p>Romecki 33:5</p> <p>room 80:2 114:8</p> <p>rose 136:13</p> <p>routes 60:13</p> <p>Rowe 2:12 10:9, 10 14:9, 10 17:18, 19 22:3, 11, 18 24:4, 5 26:17, 17 27:19, 20 30:9, 10 37:17, 18 40:6, 7 42:1, 2 43:16, 17 49:16, 17, 18</p>
---	--	--	---	---

57:11, 12 59:16, 16, 18 60:20
 61:6 62:12, 13
 87:2, 3 106:16, 18, 19 110:19
 129:19, 20
 131:19
rubber 108:3
Rule 136:21
Rules 21:6 22:4
run 126:19
Russell 2:7

 < S >
sacrifice 51:1
sacrifices 50:11, 21
sad 48:5 116:7
safe 84:15
 100:9, 11, 12
 101:13 105:9, 12 122:2
 128:19
safely 80:4
safety 4:16
 8:11 76:9
 127:9 134:3
salaries 47:16
 51:3 72:7 73:9
salary 68:20
 71:7 72:17
sanitizing 80:5
Sarris 64:2, 9
 66:20 69:15
 70:3, 5 71:20
 72:4, 14 73:15, 21 75:4 76:4, 15, 17, 21 77:1, 14, 19, 21 78:16
 80:19 81:1, 13
 82:1 83:7, 13, 16 84:20 85:6, 18 87:9, 11
sat 103:17
Saturday 58:20
 127:19
save 56:6 84:4
savings 71:7
 84:17

saw 60:1, 3
 92:19
saying 13:6
 74:20 98:20
 104:14 119:12
 123:11
says 55:14
 78:10 117:1
schedule 133:18
scheduled
 81:15 133:20
school 9:13
 21:17 28:13, 14, 15, 16, 18, 19, 20, 21 30:19 31:2, 7, 10, 11, 16, 21
 32:4, 9, 18 33:1, 6, 10, 10, 15, 18, 19 34:2, 6, 15, 17, 21 35:1
 47:9 52:5
 54:11 55:11
 58:9, 10, 11
 59:2, 5, 6, 9
 60:6, 9 66:8
 75:20 79:9
 81:16 92:9
 93:21 95:7, 8
 96:12 98:8
 103:1, 2, 15
 104:2, 2, 13, 13
 106:2, 3, 7, 8
 111:7 112:5, 20
 114:14 115:1, 6
 120:13 126:19
 127:2, 13, 14, 21, 21 128:20
 130:15 131:14
 132:8, 8, 12
 133:1, 12, 15, 18
 136:12
school-based
 119:16
schoolchildren
 112:18
schoolhouse
 44:20 50:20
 52:2 53:7, 14
 103:13 105:3

113:4 136:7
Schoology 89:12
Schools 3:18
 4:13 31:15
 34:16, 18, 20
 35:2, 4 52:10
 58:13 59:5
 65:2 78:14
 80:11, 14 83:21
 91:11, 19 94:13, 13 95:1, 14
 96:14 102:12
 104:8, 12, 15
 105:8 106:10, 11 108:19
 109:9 110:10
 113:20 117:3
 122:10 124:1, 21 132:11
 133:19 134:2
science 35:1, 3
Scott 2:13 14:3, 4 17:16, 17
 18:9, 11, 12
 19:21 20:1, 13, 16 22:7, 9, 13, 19 24:2, 3
 27:17, 18 30:7, 8 37:15, 16
 40:4, 5 41:20, 21 43:14, 15
 57:9, 10 62:12
 86:21 87:1
 126:4, 5 128:16
 129:19 132:4
screen 55:14
Scriven 64:2, 4, 9 66:16 70:5
 71:13 73:1
 76:14, 18 82:1
 83:6 84:5 87:8, 10 115:13
scrutinizing
 82:6
scrutiny 83:1
seal 139:12
second 6:13, 15
 20:11, 13 26:16, 17 29:7, 8
 36:14, 15 39:6,

7 41:1, 2 42:17, 18 44:12, 13
 56:15 61:6
 86:3 90:8
seconded 19:5
seconding 5:19
security 127:10
see 59:21
 66:19 92:20
 94:12, 18 95:18
 96:15 97:13, 18
 98:14 101:12
 102:15 103:4
 104:5, 19 105:3, 21 106:1
 107:21 108:2
 111:18 122:19, 21 123:4
 135:12, 14
seeing 97:18
 99:9
seen 96:11
 111:15
segregation
 123:21
self-paced 79:9
semester 118:5
Seneca 28:20
 33:5
senior 65:10
 109:8
seniors 135:12
sense 81:20
 84:9 120:7
sent 54:20
 85:10
separate 19:14
September
 75:13 114:19
 133:21
serve 91:9
served 4:7
 31:1 34:6, 15, 17, 20 102:9
service 26:9
 30:19 31:7, 15
 32:1, 10, 19
 33:6, 16 120:20
 127:5, 6, 9

services 69:8
 72:6
servicing 35:3
 74:20
Session 3:7
 18:8 24:15, 16
 25:6
set 80:10 99:6
 108:21
Seven 16:5, 10
 58:9 59:1
 60:14 95:10
Sexton 65:15
share 35:15
 45:17 66:20
 77:11 80:17
 106:8 117:13
 124:16
shared 12:14
 91:1 105:21
 106:14 108:8
 120:12
shares 125:5
sharing 80:21
 114:13
Shay 117:7
shelf 103:17
shifted 46:2
shifts 98:15
short 100:15
 115:14
shortly 21:17
shout 65:13
show 38:15
 47:5 94:15
 103:12
signage 80:7
significant 49:7
 84:18
significantly
 49:10
Silence 3:3 4:7,
 10
single 58:9, 10
situation 55:5
 75:7 82:8
situations
 134:21
six 7:1 8:1
 16:11, 12 18:1,

<p>1 24:9 70:10 104:10, 11 sizable 74:2 skill 108:21 skills 88:15 slide 108:8 small 68:16 smoother 48:17 social 76:9 88:18 123:12 127:14 socially 119:20 software 79:3, 8, 19 85:8, 8 solidarity 66:3 solutions 129:16 solve 60:14 sorry 15:15, 21 16:7 20:8 22:20 36:9 38:6 46:12 56:16 92:17 sort 96:13 97:7 sounded 21:19 sounds 107:13 Southwest 32:3 space 84:15 speak 6:17 20:9, 14, 19, 21 21:1 48:7 50:9 66:1 120:8 SPEAKER 55:7 109:18 120:1 speaking 9:20 22:9, 12 118:4 speaks 112:3 special 61:13 73:11 134:16 specialists 127:17 specific 22:5 25:3 specifics 68:17 101:12 speech 122:19 127:16 Spencer 33:14 spend 104:4</p>	<p>spent 113:17 split 7:16 spoken 12:2, 8 48:5 51:18 spots 79:15 85:7 squarely 51:2 SS 139:2 staff 4:16 9:16 25:18 30:21 48:8 54:8 64:10, 14 65:3, 7 66:12 71:6 74:17 89:14, 20 92:1 99:14 111:6 113:14 114:2 115:5, 11 119:15, 17 126:11, 12 127:3, 4, 5, 5, 6, 18, 20 128:7, 21 130:5 137:11, 13 stage 99:10 102:20 stakeholder 85:3 117:9 stakeholders 90:20 stand 116:6 standard 7:19 stands 18:6 start 47:14 87:15 98:12 103:2 107:8 110:5 113:3 114:8 117:7 118:17 started 63:20 64:5 72:14 77:3 117:20 118:2 starting 36:4 97:1 118:16 starts 103:3 STAT 31:10 32:20 33:8 State 4:12 13:1 36:5 38:9 40:16 49:9</p>	<p>76:5 88:6 91:4 92:19 93:3, 3, 6, 10, 13 99:8 100:4 102:14 117:2 134:8 139:1, 5 stated 11:14 46:1, 16 100:3 stations 80:6 stay 90:16 91:8 99:14 120:6 staying 98:18 step 49:11 54:10, 10 67:6 69:20 100:4 steps 44:19 45:4, 13 46:6, 18 48:2 49:5, 20 50:3, 13 52:16 54:4 90:2 sticking 77:7 STIFFLER 13:10, 12, 14, 16, 18, 20 14:1, 3, 5, 8, 11, 14, 20 15:5, 9, 10, 13, 19 16:2, 3, 5, 9, 15, 19, 21 17:2, 4, 6, 8, 10, 12, 14, 16, 18, 20 18:1 23:5, 8, 10, 13, 17, 19, 21 24:2, 4, 6, 8 26:20 27:1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21 28:2 29:11, 13, 15, 18, 20 30:1, 3, 5, 7, 9, 11, 13 36:19, 21 37:2, 5, 7, 9, 11, 13, 15, 17, 19, 21 38:8, 11, 16 39:11, 13, 15, 17, 19, 21 40:2, 4, 6, 8, 10 41:6, 8, 10, 12, 14, 16, 18, 20 42:1, 3, 5, 21 43:2, 4, 6, 8, 10,</p>	<p>12, 14, 16, 18, 20 55:12, 13, 17 56:12, 14, 18, 20 57:1, 3, 5, 7, 9, 11, 13, 15 61:16, 18, 20 62:1, 3, 5, 7, 10, 12, 14, 16, 19 86:6, 7, 9, 11, 13, 15, 17, 19, 21 87:2, 4, 6 137:12 stipends 69:6 72:7 stop 6:12 8:7 Strategic 3:17 48:9 55:10 78:19 87:14, 18 88:1 91:1, 6, 16 95:5 103:10, 12, 21 106:1, 7 108:14 109:3 110:15, 16 111:3, 18 113:2, 10 132:3 strengthened 112:2 stress 121:6 strong 116:6 structure 105:5, 7 110:20 Student 2:14 8:10 38:8 65:6 76:11 79:10 84:7 113:3 122:12 123:2 125:15 students 4:16 8:14 47:9 58:12 65:3, 7 74:20 79:16 80:3, 3 83:21 84:1 85:15 88:17 89:18, 21 90:1, 3, 5 91:21 92:21 94:16, 16 101:15 102:15 103:4 104:17 107:5 108:20 109:5 114:1, 15 115:8 120:5, 11,</p>	<p>13, 15 126:18 128:4, 21 129:11, 17 132:20 133:3, 4 135:16, 20 137:1, 2 student's 88:20 Studies 31:11 study 58:17 studying 82:12 stuff 121:10 123:8 stuffing 130:7 subject 5:3 submitted 12:13 subsequently 67:18 68:10 substitute 127:18 subtract 67:16 68:9 success 96:18 97:11 101:7, 19 102:1 118:7 121:11 126:7 130:9 successes 116:18 118:18 successful 65:3 107:15 118:14 suggest 104:11 suites 80:2 summary 25:7 78:3 85:1 133:13 summer 54:13 75:5 79:9 114:21 115:1, 17 117:8, 18, 20 118:8, 10 120:11, 17 122:2 125:11 127:21, 21 130:16, 17 135:21 136:4, 8 138:1 supercharge 121:17 Superintendent 4:12, 21 25:17</p>
---	--	--	--	--

<p>26:5 68:10 134:21 superintendents 104:21 113:13 superintendent's 78:4 85:1, 21 136:21 supplies 69:7, 7 72:5, 5, 8 79:10 84:1 support 34:17 39:1 46:10, 17 47:13 48:14 50:15 51:9 60:10 66:3 79:2, 19 82:21 85:14 88:18, 20 89:7 105:9 113:5 115:12 119:17 128:5, 7 137:15 supported 59:1, 11 100:11, 12 129:1 supporting 9:12 59:3 123:13 supportive 100:10 101:14 105:10, 12 supports 45:20 53:10 112:13 sure 19:16 48:13 52:13 73:3 76:18 78:8 84:13 91:21 93:8 104:18 108:15 115:9 117:16 129:15 130:13 surge 90:11 111:12 surprised 64:17 surrounding 7:3 suspension 22:4 sustain 79:5 sweeping 52:11 swing 8:2, 3 system 55:11 90:5 111:7 115:13 128:20</p>	<p>130:15 131:14 132:9 systems 96:12 126:19 system's 133:12 < T > TABCO 44:7, 10 45:9, 20 48:3 51:9 65:16 table 66:10 tablets 7:20 take 46:19 49:11 63:2, 14 67:15 78:1 83:5 92:14 95:3 107:10 114:14, 21 115:18 122:3 124:12 126:9 130:17 136:3 137:16, 21, 21 138:2 Taken 3:6 109:11 takes 53:16 123:21 talented 98:13 talk 56:7 91:3 107:12 109:7 talked 21:18 89:17 95:6 97:19 talking 21:21 60:11 76:2 79:13 89:19 108:17 117:9 talks 8:17 78:6 tall 116:6 tantamount 71:3 Tantleff 64:3, 10 66:20 73:3, 5, 6 74:8 83:7 87:9 tap 121:3 target 71:9 targets 95:2, 7</p>	<p>task 74:19 76:15 taught 52:7 teach 100:13 126:18 teacher 30:21 31:2, 9, 9, 10, 12, 13 32:2, 11, 12, 20, 21 33:1, 8, 9, 17 34:8 35:2 96:21 Teachers 44:7, 20 46:3, 11, 19, 21 47:7 48:14 50:3, 11 51:2 53:4, 12 82:16 88:15, 20 100:12 101:9, 15 114:16 127:12, 18, 21 128:4 130:15 135:15 136:7 teaching 47:11 88:16 101:2 111:9 124:21 team 35:3 54:21 83:6 93:9, 15 95:15 109:9 TEAMS 1:8 16:1 55:3 119:17 tearlessly 116:6 Technical 30:21 61:15 technicians 7:14 technology 79:19 tell 123:7 tells 8:7 121:7 temporary 48:4 ten 38:12 40:10 42:5 43:20 57:15 69:1 76:5 87:6 94:19 106:9 tentatively 35:20 tenure 47:21</p>	<p>terms 48:14 63:5 82:7 84:3, 15 85:14 89:7 98:11 100:15, 18, 19, 21 112:13 tests 99:8, 12 Thank 4:11 6:6, 16 8:21 9:1, 18, 21 11:11, 12 12:10, 20, 21 14:8, 14 15:9, 14 18:3 19:18 20:12 21:21 22:18 26:18 28:3 29:9 30:15 35:14 36:7, 13 38:2, 14, 17 39:8 40:11 42:6 43:21 45:17 47:16 48:20 49:13, 14 50:3 51:10, 14 52:1 55:19 56:9, 10, 18 57:16, 17 59:14 60:20 61:7 62:18 64:8 65:20 66:14, 16 70:5 71:16, 19 74:14, 16, 17 76:14, 16 77:17, 17, 18 80:18 81:20 82:1, 4, 21 83:3, 3, 6 84:19 85:12, 16 86:4 87:7, 8, 10, 11 88:4, 9 92:3, 5 94:11 96:1, 2 99:15, 20 100:1 106:15, 17 108:7 109:13, 21 113:12 114:2, 4, 12, 12, 17 115:2, 4, 10 117:16 119:3, 4, 5, 6, 8, 11, 15 122:4, 5 124:14 125:12 126:5,</p>	<p>12, 21 127:2 128:2, 5, 9, 15, 16 129:17, 18, 20 131:18, 19, 21 132:2 133:7 135:9 137:10, 13, 14, 18, 19 therapists 127:16 thing 38:7 48:4 96:8 98:19 118:5 things 48:15 50:2 60:2 70:17, 19 73:8, 13, 18 74:10 85:5 91:15 96:10, 12 97:8, 9 98:11 107:3, 6 111:20 112:2 113:5 118:20 119:19 126:16 129:7 131:15 132:1 think 10:12 18:18 19:16 20:18 23:16 49:10, 19 63:11 73:1, 16 77:14 78:16 79:16 81:5 85:10, 13 90:18 96:12 97:18 101:19 102:1 103:11 106:3, 6 116:18, 21 118:10, 20 120:16 122:16 125:19, 20, 21 thinking 106:4 third 78:5 90:9 107:3, 17 thirdly 88:17 thought 74:9 78:14 129:21 thousands 71:5 three 67:10 68:2, 5 98:1 101:8 107:10 117:19</p>
--	---	---	---	---

<p>three-year 95:3 ticket 125:19, 21 tickets 8:2, 6, 8, 17, 18 tighter 98:9, 10 time 9:17 11:11, 21 12:17 18:15, 19 20:5, 19, 21 21:20 22:11, 13, 15, 20, 21, 21 34:4, 5 51:18 66:14 69:14 70:4 71:13 88:2 92:21 94:3 104:4 107:11 110:14 112:20, 21 114:10 115:2 118:16 120:9, 16, 18 121:9, 16, 21 125:12 126:9 136:1 timeframe 85:15 timeline 70:8 77:6 times 22:12 48:1, 2 93:7 97:9 115:7 126:14 128:10 timing 19:19, 19 84:8 tired 123:7, 8, 11 today 59:12 91:2 103:9 105:21 today's 25:11 89:18 told 107:9 Tom 65:15 125:17 tonight 18:13 50:18 65:16 66:19 92:15 95:4 137:10 tonight's 5:11 6:3, 5, 12 9:6 10:13 18:6 20:2</p>	<p>torn 45:3, 21 51:8 total 69:9 72:14 totals 67:12 touch 100:3 106:2 122:14, 17 touched 103:9 tough 115:7 track 75:11 traffic 80:7 training 21:16 90:19 transactional 90:7 Transcribed 1:20 transcription 139:7 transparency 111:1 transportation 59:8 60:13 112:16 127:3 travel 8:14 69:3 72:5 tremendous 111:4 true 139:6 truly 132:7 try 21:20 136:8 trying 15:7 90:2, 15 91:8 113:21 114:18 115:14 Tuesday 137:5 tuned 90:16 turn 70:3 88:2 89:10 90:12 91:10 98:21 turnaround 89:6 turning 84:1 TV 5:14 125:17 two 7:1 12:15, 19 18:13 20:3 22:13, 16 50:19 54:3 67:9 68:1, 5 69:11 76:7</p>	<p>78:14 98:1 100:9 101:12 102:10 104:15 two-thirds 19:6 24:12 two-week 77:8 type 111:8, 8, 9, 9 typically 75:5 < U > ultimately 77:6 108:16 unable 16:1 unanimously 28:4 uncertainty 121:9 underrepresente d 112:5, 8 understand 11:16 12:17 45:7, 11, 18 46:8 47:1 55:4 66:6 70:8 98:4, 8 112:12 118:13 understanding 75:15 118:17 129:9 undesirable 101:10 unemployed 49:7 Unfinished 3:13, 15, 17 57:19 62:20 63:21 Unfortunately 53:8 80:19 UNIDENTIFIED 55:7 109:18 120:1 union 64:14 65:10, 18 66:17 unions 55:3 67:10 68:2 unit 66:2 units 36:2 54:4, 5</p>	<p>unmute 15:2 16:1 unmuting 55:15 unpack 117:8 unprecedented 46:9 126:14 128:10 unusual 130:2 update 95:19 128:12 131:10 133:8 updates 55:1 77:11 114:10 131:1 136:18 upper 107:16 urgency 84:9 use 75:7, 17 81:9 120:18 121:16, 18, 19 126:2, 10 137:1 utilities 70:17 < V > valuable 54:8 valued 129:1 variable 73:16 variety 34:21 89:21 various 90:16 97:15 131:8 vary 104:12 varying 130:9, 10 vehicle 70:18 Verizon 5:15 vetted 7:8 10:11 Vice 2:4 4:20 9:8, 10 10:21 11:2 13:17 16:13 17:7 23:14 26:5 27:8 29:8, 19 35:18 37:6 39:16 41:11 43:5 45:15, 17 46:15 50:5, 8 56:21 58:2 61:5 62:4 65:21 66:18</p>	<p>70:6 71:17, 19 72:10 73:5 74:6, 12, 14 86:12 99:17, 20 102:4 119:11 120:3 video 98:21 133:14 view 5:9 viewing 133:12 village 53:17 58:6, 8 61:3 virtual 88:14 135:11, 14 137:6 virtually 5:12 25:10 133:10 virus 84:11 visibly 98:10 vision 83:3 vocal 34:7 voice 121:7 123:15 vote 5:18 9:15 10:2, 16 11:20 12:4 13:8, 9 15:12 16:1, 4, 16 18:1 20:2 22:2 23:4, 7, 16 24:9 26:19 29:10 36:3, 18 38:10 39:10 40:14 41:5 42:9, 20 44:5 49:20 56:11 63:7, 9, 14 86:6 87:19 voted 7:1 15:13 54:3, 4 votes 28:2 30:13 37:21 38:12 40:10 42:5 43:20 63:5 87:6 voting 5:17 10:1 11:20 19:13 < W ></p>
--	---	--	--	--

<p>wait 15:8 63:7 waiting 78:7 walk 52:2 99:10 walking 105:1 110:7 want 12:18 19:7 47:20 50:10 68:17 73:2 82:4 83:5, 12 87:15 91:15, 21 94:6, 18 97:12 98:20 102:6, 21 108:14 110:5 113:9 114:2, 13, 20 115:4, 10 116:3, 11 117:4, 11 121:11 122:9, 17 124:10, 16 132:19 133:5 135:10 136:3 137:7, 11, 14 wanted 15:11 49:18 53:19 54:7, 17 55:21 78:1, 8 85:15 87:19 106:19 109:14, 21 113:6 117:12 130:4 132:1, 1, 11, 15 135:6, 7, 21 Warren 33:9 washing 80:6 watch 8:13 133:14 135:17 Watershed 28:13 34:1 way 70:15 84:4, 16 89:3 94:6 99:1 104:2 112:14 139:10 ways 88:13 89:3 92:4 97:5 107:14 119:14, 14 129:14</p>	<p>131:9, 10 136:2 web 133:19 website 25:7 58:17 133:12 134:16 week 77:2 117:6, 8 118:20 weekly 131:10 weeks 12:15, 19 70:10 122:7 125:11 weigh 19:8 21:7 weight 100:17 welcome 35:7 85:18 129:1 well 5:20 19:15 21:7 31:1, 14 32:13 33:8, 18 34:7 48:20 53:1 69:20 71:10 72:14 77:1 79:3 80:18 88:13, 21 91:9 92:2 95:8 99:11, 11 102:16 103:5, 18 105:14, 14 107:5, 9 109:10, 11 128:12 129:5, 7, 9 130:18 135:8 137:14 went 46:11 71:6 73:6, 9, 12 89:5 131:3, 8 137:17 we're 9:5 19:13 46:8 50:17 52:14 53:9 64:2 68:15 74:4 79:6 81:7, 15 82:18 83:9 90:15 91:4, 18 92:11 93:8, 16 96:8, 21 97:17 101:2 102:19 103:3, 19, 20</p>	<p>108:3, 17 109:10 114:18 121:20 122:13 129:16 136:15 we've 10:5 12:19 54:20, 20 80:15 105:13 107:18 111:5 112:9 113:20 130:3 137:16 Wheatley-Phillip 113:12 wider 103:7 Widney 34:1 Williams 6:2, 4, 7 9:16 26:6 28:8, 9 30:17 31:5, 19 32:8, 17 33:4, 14, 21 34:12 35:8, 18 48:9 55:9 56:5, 6 58:3 64:6, 8 65:20 66:4, 8, 9, 18 68:18 70:9 71:9 74:17 83:2, 6 87:15, 16 88:9 89:4 92:5, 8, 14, 18 94:5, 10 95:1, 11, 15 96:2, 3, 7 99:21 102:3, 6 105:2 106:18, 20 108:7 109:14, 21 113:8, 11 114:13 119:16 124:11 132:2 135:6 137:7, 9 Willis 33:14 Winand 33:1 window 77:8 Windsor 33:19 wish 114:20 126:7 133:5 135:6, 7 witness 139:12 woman 125:1 wonderful 124:20 135:14</p>	<p>wondering 83:17 Woodlawn 28:15 31:6, 11, 14 woods 82:19 words 120:10 126:1 work 25:19, 20 48:11 52:14 54:14 57:17 64:10, 12 65:9, 12, 13 68:17 70:12 77:17 81:11 88:13 90:9 91:17 100:1 101:8, 18 103:18 105:6, 16 106:4 110:15 111:8, 17 113:5, 7, 19 115:15 118:12 124:10 126:11 128:7 130:5 131:8, 12 132:4, 9 134:7, 11 135:9 136:11 worked 83:8 95:19 workers 52:9 53:14 127:6, 7, 7, 8, 14, 15 working 48:3 55:9 56:2 70:9 107:9, 11, 12 115:17 116:16 118:15 128:18 130:8 works 53:6 world 89:3 125:4, 21 126:2 130:1 write 88:13 writers 127:21 written 25:11 www.bcps.org 25:8 < X ></p>	<p>Xfinity 5:14 < Y > Yalonda 31:6 Yea 32:7 Yeah 72:4 76:4 81:1 106:19 year 8:1, 9 45:12, 12, 19 46:4 47:2 48:12 49:13 54:15 64:1 67:11 68:3 71:12, 12 75:9 81:19 83:21 92:20 93:1 94:9 104:9 109:15 110:3 114:18 116:20 119:13 122:10 124:17 130:2 133:15, 18 135:9 136:12 years 30:19 31:7, 14 32:1, 10, 19 33:6, 16 34:2 35:3 48:12 64:16 90:7 93:2, 17 107:10 110:6 122:18 123:10 124:20 yesterday 116:17 yield 35:15 yielding 18:15 20:4 Young 65:16 124:20 125:1, 1, 8 younger 123:1 < Z > zero 6:21 zone 104:14</p>
--	---	--	---	--