

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 MEETING  
PLEASANT PLAINS ELEMENTARY SCHOOL  
CAPACITY RELIEF RECOMMENDATION  
  
LOCH RAVEN HIGH SCHOOL  
1212 COWPENS AVENUE  
TOWSON, MARYLAND  
  
FEBRUARY 26, 2020

Transcribed by:  
Paul A. Gasparotti

BOARD MEMBERS:

- Kathleen S. Causey, Board Chair
- Julie C. Henn, Vice Chair
- Rodney R. McMillion
- John H. Offerman, Jr.
- Lily P. Rowe

STAFF MEMBERS:

- Christine Byers, Community Superintendent, Central Zone
- William Burke, Chief, Organizational Effectiveness
- Maria Lowry, Acting Chief Human Resources Officer
- Brian Scriven, Acting Chief Administrative and Operations Officer
- Dr. Monique Wheatley-Phillip, Chief Accountability and Performance Management Officer
- Dr. Michael Zarchin, Chief of School Climate and Safety
- Tracy Gover, Senior Executive Assistant

PROCEEDINGS

CHAIRMAN CAUSEY: Good evening. I would like to call to order the Baltimore County Board of Education public hearing on a proposed Pleasant Plains Elementary School Capacity Release Recommendations. The public signup sheet for speakers was made available prior to the hearing, each speaker will be allotted three minutes to express his or her views on the proposed release strategies. As your name is called, kindly come up to the front microphone to speak. At my left you will see the board's timekeeper; the timekeeper will let you know when you have one minute remaining and then when your time is up.

If you wish to have your comments or other relevant information to be considered by board members, kindly give that information to the Board's assistant, Ms. Gover, and she will see that it is distributed.

I would like to call our first speaker,

I N D E X

PUBLIC SPEAKERS

Councilman Wade Kach. . . . . 5

Ryan Riddle . . . . . 10

Laura Houliaras . . . . . 13

Jessie Jaeger . . . . . 16

Lucas Carr . . . . . 19

Zachary Carr . . . . . 19

Colleen Carr . . . . . 19

Patty Allender . . . . . 23

Stephanie Hales . . . . . 24

Meagan Costantino . . . . . 27

Amanda South . . . . . 29

Megan Britt . . . . . 31

Shonda Cummings-Braxton . . . . . 33

Jennifer Weaver . . . . . 35

Michelle Riddle . . . . . 38

Joel Baldwin . . . . . 41

Ryan Baldwin . . . . . 43

Colleen Baldwin . . . . . 44

Kevin Koepenick . . . . . 48

Terry Fitzgerald . . . . . 49

Alysha Currie . . . . . 53

Susan Sartor . . . . . 56

Melanie Voelker . . . . . 58

Julie Dyer . . . . . 61

Peter Moulder . . . . . 64

Magali Christopher . . . . . 68

Robin Campbell . . . . . 69

Paul Christopher . . . . . 71

Rose Valerio . . . . . 73

Bob Barnard . . . . . 74

Joseph Sowick . . . . . 76

Mr. Councilman Wade Kach, and after him is Ryan Riddle, if you could come forward also. Good evening.

MR. KACH: Madam Chair, Vice Chair, it's an honor to be here this evening. Everybody's looking at my boot, well, it's a long story, but anyhow, it's a pleasure for me to be here this evening. The last time I addressed the Board I proposed an alternative plan to Plan B, which is recommended by the Cropper group. Since then, I believe I -- you have copies of it to give out? Okay, good.

Since then, I've had a chance to look at the new developments being built that all are intended to go to Hampton Elementary School, and I've determined that the numbers that are projected by the Cropper are low, to say the least. With 616 units, they're saying that that will only produce 25 students and under the plan that is currently in effect, they would all go to Hampton Elementary School. I have looked, and

Page 6

1 looked at the National Association of Home  
 2 Builders to see how they calculate the number of  
 3 students that a particular type of development  
 4 would produce, and actually the fallow fields and  
 5 lime kilns, the numbers agree, it's between what  
 6 the county estimated and what, the American  
 7 Association of Home Builders.

8       However, with the apartments, Avalon and  
 9 the Loch Raven development, there are actually  
 10 instead of 21 -- I'm sorry -- instead of 12 for  
 11 Avalon, it's 21, instead of Loch Raven being  
 12 seven, it's actually 11. Now that doesn't sound  
 13 like a lot of students, but let's take a look at  
 14 what these additional students will do to the  
 15 numbers. First of all, as far as -- you know, I  
 16 had the latest population figures at all the  
 17 schools, and if you add in the students from the  
 18 new developments, you will see that with no  
 19 changes, Hampton will shoot up to 96.7 percent  
 20 with these additional students, Pleasant Plains  
 21 will shoot up to 129.2 percent, and Cromwell

Page 7

1 86.6.

2       If you take the Cropper Plan B, what it  
 3 does is it puts two schools in a critical  
 4 situation. Hampton goes to up to 111 percent,  
 5 Pleasant Plains nearly 111 percent, and Cromwell  
 6 87.6 percent. So you have situations where  
 7 Pleasant Plains is going to be really  
 8 overcrowded, really overcrowded, and Hampton will  
 9 become overcrowded as well, so you go from one  
 10 problem school creating two problem schools.

11       So I have at the bottom of the chart  
 12 some recommendations, really that are no  
 13 different from the ones I suggested a couple  
 14 weeks ago dealing with the planning blocks, and I  
 15 have made one major change from Cropper and that  
 16 is a development that produces 61 students, under  
 17 my plan they would stay at Pleasant  
 18 Plains and not go to Hampton. My plan, new plan  
 19 I submitted would end up with Hampton at 98.8  
 20 percent, so nearly at capacity; Pleasant Plains,  
 21 122 percent, which is totally unsatisfactory;

Page 8

1 Cromwell, 92.4 percent.

2       So the Cropper recommendations are going  
 3 to set in place two schools with problems, my  
 4 particular recommendation will result in Pleasant  
 5 Plains going down, but still a problem. What I  
 6 would strongly suggest because this situation at  
 7 Pleasant Plains is unsatisfactory, that the Board  
 8 of Education look into old Loch Raven Elementary,  
 9 old Parkville Elementary, Loch Raven Baptist  
 10 Church and Holy Cross Lutheran Church, either  
 11 take the kindergarten pre-K and take them to one  
 12 of these buildings, which the county would rent,  
 13 and/or the fifth grade, whatever suits the  
 14 situation, because believe me, it's only going to  
 15 get worse. The number of students that are going  
 16 to be going to Hampton, Pleasant Plains, is going  
 17 to go up up up, so before you know it -- well,  
 18 Hampton is 98.8 under my plan, which is pretty  
 19 close to a hundred percent of capacity.

20       So I would ask that you not consider the  
 21 Cropper report because it is not accurate, the

Page 9

1 numbers they use are not accurate. I had the  
 2 population figures as of January 2020, the report  
 3 itself only has the population reports from  
 4 September of '19, 2019. And we'll see that the  
 5 population at Pleasant Plains and at Hampton has  
 6 gone up, and then when you add the new  
 7 apartments, houses going in, going to build more,  
 8 and what I read is that when an apartment  
 9 building is new, when a housing development is  
 10 new, the number of students produced from those  
 11 communities is actually reduced. As the  
 12 development gets older the number of students  
 13 produced goes up. So I think the Cropper report  
 14 doesn't really solve anything at all, it just  
 15 basically sets in place two crowded, overcrowded  
 16 schools instead of one, and I would strongly urge  
 17 the Board to please look at the alternatives,  
 18 because this can't, this is not a temporary  
 19 solution to anything, what is proposed by  
 20 Cropper, so we need to take another look at this.  
 21 I'm wondering why Cropper did not use the

Page 10

1 accurate population figures at the schools in  
 2 question, it just doesn't make any sense. So you  
 3 have what my proposal is, I'm just wondering if  
 4 you have any questions, and I want to thank you  
 5 for all your hard work, I want to thank you very  
 6 much. Any questions?  
 7 CHAIRMAN CAUSEY: That's not appropriate  
 8 for the hearing, but you're welcome to contact  
 9 him at another time.  
 10 MR. KACH: Okay, thanks.  
 11 CHAIRMAN CAUSEY: Thank you, Councilman  
 12 Kach.  
 13 MR. KACH: Thank you very much.  
 14 (Applause.)  
 15 CHAIRMAN CAUSEY: Our next speaker is  
 16 Ryan Riddle, and up on deck is Laura Houliaras.  
 17 MR. RIDDLE: Good evening, thanks for  
 18 taking the time to have this meeting. My name's  
 19 Ryan Riddle and I'm the parent of two, proud  
 20 parent of two student at Pleasant Plains  
 21 Elementary, I'm the president of the PTA, and I

Page 11

1 was one of two parent members of the boundary  
 2 study committee.  
 3 Obviously there are no easy solutions to  
 4 the overcrowding at Pleasant Plains. I'll tell  
 5 you that since I became the president of the PTA,  
 6 the boundary study process has easily been one of  
 7 the most difficult things that I've dealt with.  
 8 But whether you approve Option B that the  
 9 committee recommended or some modifications to  
 10 the plan, my message tonight is simply you have  
 11 to act. For more than ten years the overcrowding  
 12 in east Towson has largely been ignored. For our  
 13 school, the school system's projections of  
 14 enrollment numbers have missed the mark year  
 15 after year with no response. We've had to fight  
 16 just to get adequate staffing at our school and  
 17 you know, still our school is not designed to  
 18 hold 710 students.  
 19 At the February 11th meeting Chairwoman  
 20 Causey related a story of her visit to Pleasant  
 21 Plains where she tried to have lunch with our

Page 12

1 students and couldn't find a seat in the  
 2 cafeteria. I ask you to imagine that situation  
 3 from the perspective of our students, who have to  
 4 do that every day. I imagine that that struggles  
 5 leads into the classroom and takes away from our  
 6 students' focus within the classroom. And simply  
 7 the ability to traverse the school, the hallways  
 8 in our school is also going to take away from  
 9 their instruction time.  
 10 So you know, in a classroom of 30  
 11 kindergartners our teachers already have enough,  
 12 you know, to handle, without losing all that  
 13 instructional time. You know, Ms. Causey also  
 14 highlighted the school's ten-year plan. You  
 15 know, our students can't afford to wait another  
 16 five or ten years for a solution, we need a  
 17 solution now. The Board has looked, the school  
 18 system has looked a lot at west Towson, now it's  
 19 time to turn your focus to east Towson and do  
 20 something for our schools.  
 21 Also, I'd just say since this was billed

Page 13

1 as a public hearing, I hope that you will turn  
 2 the timer off for my colleagues, my neighbors and  
 3 parents and teachers from the school. They  
 4 deserve to have their full statement heard as  
 5 well.  
 6 (Applause.)  
 7 CHAIRMAN CAUSEY: So next up is Laura,  
 8 and then if our on deck speaker could come  
 9 forward, Ms. Jessie Jaeger.  
 10 MS. HOULIARAS: Thank you. Good  
 11 evening. It is sad that Pleasant Plains is  
 12 severely unacceptably overcrowded and needs help  
 13 ASAP. The Hampton community understands and  
 14 emphasizes with Pleasant Plains' dire situation  
 15 and has the utmost compassion for the students,  
 16 teachers, administrators and parents.  
 17 It is also true that Hampton is  
 18 currently under capacity. We want to help and  
 19 are ready to accept new students with open arms.  
 20 We oppose only the quantity of students proposed  
 21 to be redistricted to Hampton because ETS is also

Page 14

1 in jeopardy of becoming overcrowded once we  
 2 combine this rezoning with the new housing  
 3 developments already built within Hampton's  
 4 catchment. In our petition which offers an  
 5 alternative solution to Option B, the reason  
 6 specific planning blocks of 24 students were  
 7 chosen is because they adhered to the main  
 8 criteria in BCPS's Rule 1280, to provide  
 9 efficient use of capacity and maintain or  
 10 increase diversity in the affected schools.  
 11 Following Rule 1280's secondary considerations,  
 12 these blocks also maintain neighborhood  
 13 continuity and middle school feeder patterns.

14 I also want to speak to the study  
 15 itself. It was flawed from the start in that it  
 16 did not include nearly enough options to qualify  
 17 as a true research study. Not enough solutions  
 18 were even offered to the committee from the very  
 19 beginning. Because of the limited options  
 20 presented, the committee members' hands were  
 21 tied. Hampton parents have offered quite a few

Page 15

1 alternatives to Option B. As we see, there are  
 2 many previously unexplored avenues which could  
 3 help with capacity relief for PPES. These  
 4 include adding neighboring schools into the scope  
 5 of the study as well as utilizing other existing  
 6 government buildings to house students, as  
 7 Councilman Kach recommended.

8 Through this process we are also  
 9 realizing that a complete overhaul is needed  
 10 regarding the way BCPS deals with capacity relief  
 11 throughout the county. Since BCPS's own  
 12 projections show a steady increase in future  
 13 enrollment, there needs to be a proactive plan  
 14 going forward, please.

15 To recap, Hampton is ready to help  
 16 Pleasant Plains next year with accepting a  
 17 smaller number of students, while also asking for  
 18 assistance through other viable avenues which we  
 19 know exist. Pleasant Plains parents, let's work  
 20 together, let's collaborate and search for a  
 21 win-win solution. Regarding this issue of

Page 16

1 overcrowding in your school and many other  
 2 schools throughout the county, let's be the  
 3 trailblazers for true and lasting change. Thank  
 4 you.

5 (Applause.)

6 CHAIRMAN CAUSEY: Thank you. So if I  
 7 can get Jessie Jaeger, and then if Lucas Carr can  
 8 also come down.

9 MS. JAEGER: I don't think it's a  
 10 coincidence that both of our school colors are  
 11 blue. We all want the same thing, we want the  
 12 best for our schools, the best for our kids, what  
 13 is best for our neighbors and what is best for  
 14 our community. The fact that Pleasant Plains is  
 15 drastically overcrowded and that this issues has  
 16 been allowed to go unaddressed for so long is  
 17 infuriating to us as well. I sincerely hope that  
 18 Hampton does end up accepting some of Pleasant  
 19 Plains' students because you need help now.  
 20 Regardless of what happens, I want everyone to  
 21 know what a welcoming community Hampton is and

Page 17

1 will always be. We are already forming a  
 2 welcoming committee and are making plans for  
 3 events to welcome all into families with open  
 4 arms. I understand the petition we created was  
 5 received in a way we did not intend. We wanted  
 6 to show our dissension not against the people but  
 7 against the process. Pleasant Plains parents, I  
 8 want you to know that our frustration is directed  
 9 at the system and the way the situation has been  
 10 handled, or should I say ignored. Board, the  
 11 onus is on you.

12 The minuscule scope of the study is  
 13 malfeasance. You cannot call it a study because  
 14 as educators you should know, a real study must  
 15 utilize a large sample size for a minimal margin  
 16 of error. If you were actually doing a true  
 17 study, you would have utilized all options and  
 18 opportunities and then ruled out options one by  
 19 one. The fact that Halsted was not chosen in  
 20 Option B shows that you can include other schools  
 21 in the study yet have them not be a part of the



Page 22

1 at 690 students. When many of those students  
 2 started enrollment was at 519 students.  
 3 I have been asked what happens if there  
 4 is no change made. Well, here's the answer.  
 5 Students at Pleasant Plains will continue to be  
 6 systematically disadvantaged, more and more  
 7 students will be crammed into hallways,  
 8 bathrooms, and a cafeteria that was not designed  
 9 to accommodate anywhere near our current  
 10 enrollment. More and more instructional time  
 11 will be lost as students transition through  
 12 crowded hallways and out to one of the eight  
 13 trailers on our campus.  
 14 You'll hear all kinds of comments  
 15 tonight from members of both communities, so I  
 16 will leave you with this. At a recent board  
 17 meeting a parent from Hampton shared that she  
 18 would find it frightening and sad if her children  
 19 had to have class in a trailer. For 87 fourth  
 20 graders, 124 ESOL students and 47 students  
 21 receiving reader interventions, and all of our

Page 23

1 fifth graders who are in band and orchestra, this  
 2 is our reality. Every day, not a hypothetical  
 3 scenario in the future, students at Pleasant  
 4 Plains are impacted every single day right now.  
 5 Thank you for your consideration and thank you  
 6 for your time.  
 7 (Applause.)  
 8 CHAIRMAN CAUSEY: Thank you. Our next  
 9 speaker is Patty Allender, and if I could also  
 10 call Stephanie Hales down as well.  
 11 MS. ALLENDER: Thank you for the  
 12 opportunity to speak on behalf of Pleasant  
 13 Plains. My name is Patty Allender and I'm the  
 14 speech language pathologist at Pleasant Plains,  
 15 and I'm also a resident of the surrounding  
 16 community. I have had the pleasure of serving  
 17 the communication needs of my neighbors' children  
 18 at Pleasant Plains for the past six years. I  
 19 deeply love this school but am very worried that  
 20 the demands placed on our staff and our students  
 21 are becoming insurmountable.

Page 24

1 We are asking for equity for our  
 2 neighborhood and our school. Our students  
 3 deserve better. In an equitable school system,  
 4 students with special needs and unequal  
 5 socioeconomic backgrounds are recognized and  
 6 resources are distributed unequally in an attempt  
 7 to remedy disadvantage. The question is what  
 8 happens if we do nothing now. We already know.  
 9 At Colleen just shared as well, students at  
 10 Pleasant Plains continue to be disadvantaged.  
 11 More students crammed into hallways, bathrooms  
 12 and a cafeteria that were never intended for  
 13 anywhere near our current enrollment, with more  
 14 time lost transitioning from one space to another  
 15 and from campus sprawl, to include eight  
 16 trailers. We need your help now. Thank you.  
 17 (Applause.)  
 18 CHAIRMAN CAUSEY: Thank you. Stephanie  
 19 Hales, and if we could also have Meagan  
 20 Costontino make her way down. Good evening.  
 21 MS. HALES: Good evening, board members.

Page 25

1 Thank you for serving our school system and for  
 2 your attention to this drastic problem,  
 3 especially after your late night last night.  
 4 I am speaking to you as a member of the  
 5 resource team that has to teach in trailer eight.  
 6 You heard the numbers. Pleasant Plains has about  
 7 160 students more than our school was built to  
 8 contain. What does that mean in practice? It  
 9 means crowded recess places, limited access to  
 10 equipment, packed cafeterias from 10:30 to 1:30.  
 11 It means loud hallways and crowded core spaces.  
 12 It also means teaching intervention groups in  
 13 busy hallways, closets and the cafeteria.  
 14 You've already heard about our fourth  
 15 graders and how much they have to walk to get a  
 16 drink of water or go to the bathroom. All of  
 17 this transition time is time that students are  
 18 not learning. Some of our first, second and  
 19 third grade students walk two-tenths of a mile  
 20 roundtrip, they cross a parking lot to get to  
 21 their reading and ESOL interventions. That's one

Page 26

1 mile of walking a week, about ten extra minutes  
 2 per day when they could be learning. Over the  
 3 course of that week, it's 50 minutes lost, over a  
 4 month that's 17 hours, over the course of a  
 5 school year that is more than 150 hours of  
 6 instructional time lost. Why is the  
 7 instructional time lost? Because to date our  
 8 school system has left the overcrowding at  
 9 Pleasant Plains to grow worse by year.

10 We have followed a process. The process  
 11 has yielded a solution mindful of capacity, but  
 12 also helping to deconcentrate poverty and English  
 13 language learners. The Pleasant Plains community  
 14 has been my family for a decade. I want to teach  
 15 at Pleasant Plains for many more years to come,  
 16 but the demands on our students and staff are  
 17 unfair, and we are in need of your support.

18 (Applause.)

19 CHAIRMAN CAUSEY: Meagan Costontino, and  
 20 if I could ask Amanda South to come down and be  
 21 on deck. Good evening.

Page 27

1 MS. COSTONTINO: Good evening, board  
 2 members, and I want to put a personal thank you  
 3 to, or good morning, good afternoon to  
 4 Mr. Offerman. You came to my class this year at  
 5 Pleasant Plains and we really thank you for  
 6 coming out and visiting.

7 You will hear a lot of numbers tonight,  
 8 you've heard a lot of numbers from Hampton and  
 9 from Pleasant Plains, and I'd like to share a few  
 10 of my own numbers. Three schools, 14  
 11 administrators, over a hundred coworkers, and  
 12 over a 300-student pot, all at different  
 13 locations, a variety of philosophies,  
 14 experiences, levels of education, curriculum  
 15 changes, all walks of life. Our common  
 16 denominator, Baltimore County Public Schools.  
 17 Our other common denominator, we have the  
 18 responsibility to provide a safe, secure and  
 19 positive environment for all of our students.  
 20 Every school works together and when students  
 21 join the school family, office staff, custodians,

Page 28

1 guidance counselors, teachers, PTA, we're all  
 2 expected to share our best to provide our  
 3 students with what they need to succeed. Our  
 4 best can't be expecting students to lose 17 hours  
 5 of instructional time each month due to walking  
 6 to and from a trailer, and that's on a sunny day.  
 7 This is not providing a safe and secure  
 8 environment for our students. To quote a parent,  
 9 it's frightening and it's sad. To Pleasant  
 10 Plains students it's reality, every single day.

11 Our best can't be providing breakfast at  
 12 8:30 and then lunch at 10:30, because for some of  
 13 our students, that food has to carry them, this  
 14 is almost 467 students, that means after that  
 15 10:30 lunch, they go 20 to 22 hours before their  
 16 next warm meal. That's frightening and sad.  
 17 That's also a reality. Sorry.

18 One of the sayings we say in my  
 19 classroom is stay better, do better and be  
 20 better. The students say it and I say it. We  
 21 can do better, we do have a plan, and BCPS needs

Page 29

1 the courage to move forward, stay better, do  
 2 better, be better. Thank you for listening.

3 (Applause.)

4 CHAIRMAN CAUSEY: Amanda South, and if I  
 5 could ask Megan Britt to come down. Thank you.

6 MS. SOUTH: Good evening, thank you for  
 7 hosting this tonight so we can speak. My name is  
 8 Amanda South and I am a parent of a first grade  
 9 student at Pleasant Plains and an incoming  
 10 kindergartner. I'm treasurer of the PTA.

11 And it's a busy evening so I'll keep  
 12 this short, but Pleasant Plains needs immediate  
 13 relief for this overcrowding problem. Our  
 14 students deserve a comfortable, fun and safe  
 15 elementary school experience. They only get  
 16 these five or six years in elementary school and  
 17 then it's gone and they're off to middle school,  
 18 and it's not fair for it to be a crowded  
 19 stressful environment. Yes, the county does need  
 20 to build or expand schools for future growth, but  
 21 Pleasant Plains needs capacity relief today. I



Page 30

1 don't entirely understand why moving some of the  
 2 Pleasant Plains students to Hampton to create an  
 3 equitable distribution of students between the  
 4 schools has become such a hot topic. The  
 5 parents, teachers, the administrators of Hampton,  
 6 Halsted and Pleasant Plains worked together for  
 7 several months to complete this boundary study  
 8 that would provide the best option for the  
 9 overcrowding problem at Pleasant Plains. All of  
 10 these schools actively participated in the  
 11 boundary study in a transparent manner, and all  
 12 the schools voted to the best available option  
 13 their recommendation to the board, which was  
 14 Option B.

15 I'm here to ask the Board to approve and  
 16 accept Option B. These options were fully  
 17 investigated and debated throughout the entire  
 18 boundary study process. To make a decision other  
 19 than Option B would undermine the substantial  
 20 time and commitment that everyone has provided.  
 21 Thank you.

Page 31

1 (Applause.)  
 2 CHAIRMAN CAUSEY: Thank you. So Megan  
 3 Britt is next, and if I could also ask Shonda  
 4 Braxton, Shonda Cummings-Braxton to come down.

5 MS. BRITT: Hi, I'm Megan Britt, mom of  
 6 two BCPS students, I'm a BCPS alumna myself, as  
 7 well as Hampton's PTA president. Hampton is  
 8 ready to help Pleasant Plains with their  
 9 overcrowding problem. We've already had teachers  
 10 and parents working on ways to best welcome and  
 11 transition new students into our school. Our  
 12 teachers and staff know only too well what it's  
 13 like to be overcrowded. Not too long ago Hampton  
 14 was at 178 percent capacity and had ten trailers,  
 15 more than any other school in the county.

16 I would like to voice my concern about  
 17 the proposed solution to the overcrowding problem  
 18 in our area schools. The boundary study that's  
 19 been conducted has been shortsighted, it's not  
 20 enough. It doesn't take into account the  
 21 600-plus housing units being built this year in

Page 32

1 Hampton's school zone. The plan does not address  
 2 projected increase of enrollment at Pleasant  
 3 Plains. The plan does not propose a long-term or  
 4 lasting solution for the overcrowding at Pleasant  
 5 Plains. The parameters of the study are too  
 6 narrow to address the bigger issue of  
 7 overcrowding in BCPS. Local elementary schools,  
 8 Stoneleigh and Cromwell Valley were not included.  
 9 Cromwell is currently under capacity and is  
 10 geographically adjacent to the neighborhoods  
 11 which currently feed into Pleasant Plains. Its  
 12 magnet status should not be used as a shield to  
 13 excuse them from being part of the solution.

14 (Applause.)

15 Stoneleigh is projected by the county to  
 16 decrease in enrollment and already has as of this  
 17 month. If Option B passes, Hampton will  
 18 immediately be overcrowded without even counting  
 19 the additional enrollment from the surrounding  
 20 housing development in our school zone. If  
 21 Option B passes, Pleasant Plains will continue

Page 33

1 down a short path to once again being severely  
 2 overcrowded. Without a greater plan that  
 3 includes more area schools and without any  
 4 long-term commitment to give Pleasant Plains what  
 5 it needs, the problem of overcrowding simply  
 6 continues. We need a better solution for all of  
 7 our students and teachers. Please give Pleasant  
 8 Plains the help they need, you need to give them  
 9 the kind of help that will last. Thank you.

10 (Applause.)

11 CHAIRMAN CAUSEY: So Ms. Braxton, and if  
 12 I could also have Jennifer Weaver come forward to  
 13 the other microphone please.

14 MS. BRAXTON: Good evening. My name is  
 15 Shonda Cummings-Braxton, parent of two students  
 16 at Pleasant Plains Elementary School. I'm new to  
 17 the area in which -- I had wrote something, I'm  
 18 sorry. It's been a lot of things that needs to  
 19 be addressed as far as my son that has autism, he  
 20 brought it to my attention, it's been short on  
 21 supplies and it's been times that I had to

Page 34

1 purchase items for additional students. By being  
 2 overcrowded, it's a lot of kids that are using  
 3 supplies and they are running out.  
 4 Also, this has been the best experience  
 5 at Pleasant Plains Elementary School because most  
 6 of the time I volunteer to help out.  
 7 Ms. Mustanik (phonetic) and Ms. Albert and  
 8 Mr. McCombs are the best. They are like  
 9 principals that always are on foot, they're  
 10 mostly always on foot, and you don't have to  
 11 worry about your kids not being safe because  
 12 they're always on call, always in the lunchroom,  
 13 they always have their eyes on your child, and I  
 14 want to say thank you guys so much.  
 15 Also, I believe that if you guys could  
 16 take into consideration for just renovating and  
 17 try to get some of the students out of those  
 18 trailers, it's not good, and then the outside  
 19 climate sometimes is real cold and I do see  
 20 students outside, which is not fair to them. I  
 21 also would like to thank other parents also for

Page 35

1 pitching in and volunteering.  
 2 It can be overstimulating and also for  
 3 kids that have special needs. My son is always  
 4 crying and complaining about certain stuff. He  
 5 can't eat in the cafeteria because of the loud  
 6 noise. So if you guys could please approve, it  
 7 would be a better school. And as far as success,  
 8 success is not a final failure, it's not fatal,  
 9 it's the curse that counts, and we are our kids'  
 10 voices. Thank you.  
 11 (Applause.)  
 12 CHAIRMAN CAUSEY: Thank you.  
 13 Ms. Weaver, and if I could ask Michelle Riddle to  
 14 come down to the other microphone. Good evening.  
 15 MS. WEAVER: Hi. Good evening,  
 16 everyone. My name is Jen, I have a daughter in  
 17 third grade at Pleasant Plains Elementary School.  
 18 We've had amazing experiences at our school and I  
 19 know she's going to look back on her time in  
 20 elementary school with fond memories.  
 21 This boundary process has been a relief

Page 36

1 to me. As stressful as it is to consider change,  
 2 I know that the immediate capacity relief will  
 3 make such a difference to the quality of the  
 4 experience that my daughter will have in these  
 5 final two years in elementary school. This needs  
 6 to be done. Option B needs to be accepted. My  
 7 daughter deserves to eat lunch without having  
 8 anxiety attacks because of the noise and crowds.  
 9 She and her classmates deserve to attend classes  
 10 inside a school building without having to walk  
 11 through stormy weather to get to the learning  
 12 cottages. And our teachers, her teachers deserve  
 13 to have class sizes that don't prevent them from  
 14 forming important relationships and  
 15 differentiating their instructions for all of  
 16 their students.  
 17 I have heard the concerns that the  
 18 Hampton parents have at board meetings. They  
 19 went through this not so long ago and if I were a  
 20 Hampton parent, I would for sure be here with  
 21 them to fight to keep my kid's class sizes as

Page 37

1 small as possible and the cafeteria less crowded.  
 2 It is unfortunate that this process has to help  
 3 some kids at the potential detriment to others.  
 4 I use the word potential intentionally. This  
 5 change also has the potential for kids to be  
 6 happier and safer.  
 7 To all the engaged and amazing parents  
 8 here tonight, I want to talk about what is and  
 9 what is not in the Board's control and what that  
 10 means for us. Hampton is rightfully worried  
 11 about Towson area development rapidly inflating  
 12 their population. The Board has no control over  
 13 that. We all need to be active and engaged with  
 14 the county council and the county executive to  
 15 prevent that.  
 16 Pleasant Plains is worried that we will  
 17 be overlooked and left off of the capital  
 18 projects list while our population continues to  
 19 rise. But while the Board can put us on any list  
 20 that they want, it's the county and state  
 21 governments who control the funding for that

Page 38

1 list. We need to continue our engagement with  
 2 them and get that process started.  
 3 (Applause.)  
 4 The Board also has no control over  
 5 community mobility, it has no control over birth  
 6 rates, it has no control over parents choosing to  
 7 send their kids to private school, and it has no  
 8 control over outspoken PTAs advocating for what  
 9 they think is best for kids.  
 10 (Applause.)  
 11 Something that the Board does have  
 12 control over is relieving overcrowding by moving  
 13 students to a school that has open seats right  
 14 now. Option B needs to be accepted, it's the  
 15 right first step, and then we can get started on  
 16 the rest of the steps. Thank you.  
 17 (Applause.)  
 18 CHAIRMAN CAUSEY: Michelle Riddle, and  
 19 then if I could ask Mr. Joel Baldwin to come down  
 20 to the other microphone. Good evening.  
 21 MS. RIDDLE: Hi. I am a BCPS employee

Page 39

1 and a parent, my daughters are in the third and  
 2 fifth grade at Pleasant Plains Elementary. First  
 3 I want to share how fiercely proud I am to be a  
 4 part of this school community. A lot of the  
 5 teachers live in the neighborhood and I count  
 6 many of them among my friends. I know the hard  
 7 work they engage in to make every student feel a  
 8 sense of community and belonging. To be faced  
 9 with needing to have some of those children join  
 10 a different community is not something any of us  
 11 take lightly. We would prefer to keep our school  
 12 community intact. However, the overcrowding  
 13 situation cannot continue.  
 14 The year my oldest daughter started  
 15 kindergarten a fifth teacher was added just a few  
 16 days before school started. While we were  
 17 unsettled by the change in her teacher, I was  
 18 grateful that BCPS addressed the need for smaller  
 19 classes that year. Unfortunately two years later  
 20 when my younger daughter started school, we were  
 21 back down to four kindergarten teachers and

Page 40

1 classes that were way too large. Every year  
 2 since I've spent time in the fall debating making  
 3 calls to complain about the too large classes on  
 4 behalf of my daughters' classmates and their  
 5 teachers. Instead, every year I've chosen to  
 6 trust the system to pay attention to the numbers  
 7 and to take care of our community, and every year  
 8 I've been disappointed. It saddens me that the  
 9 only way we've gotten this process started is by  
 10 being a loud squeaky wheel.  
 11 You must adjust policies and procedures  
 12 so that school communities can trust that the  
 13 best interests of each will be considered and  
 14 addressed. Instead, we're forced to fight for  
 15 ourselves and often pit communities against one  
 16 another. I'm tired of effort being a buzz word.  
 17 I'm tired of looking at our neighboring schools  
 18 and seeing communities that look different from  
 19 mine being treated differently. I am thankful  
 20 that the other communities included in this study  
 21 see the need and are ready to join us in

Page 41

1 advocating for long-term solutions. However,  
 2 that absolutely cannot come at the cost of  
 3 immediate relief for our children. Please vote  
 4 in favor of Option B to provide relief for our  
 5 school community, and then work to find long-term  
 6 solutions for all of us. Thank you.  
 7 (Applause.)  
 8 CHAIRMAN CAUSEY: Mr. Joel Baldwin, and  
 9 then Ryan Baldwin and Colleen Baldwin.  
 10 MR. J. BALDWIN: Good evening, members  
 11 of the Board and BCPS leaders in attendance  
 12 tonight. My name is Joel Baldwin and my son  
 13 Ryan, who will talk to you in a minute, is a  
 14 third grade student at Pleasant Plains, and my  
 15 son Brock will enter kindergarten in 2021.  
 16 I am here tonight in support of Option B  
 17 as submitted by the boundary study committee.  
 18 While my time as an elementary school parent has  
 19 been brief, I have been up close to the pervasive  
 20 overcrowding issues in BCPS, having spent more  
 21 than half of my 18-year teaching career at Perry

Page 42

1 Hall Middle, that's another story. I struggle to  
 2 wrap my brain around how as a system, things have  
 3 gotten this bad.  
 4       Nevertheless, here we are. We are  
 5 passionately advocating for short-term solutions  
 6 for unacceptable circumstance and minimally  
 7 viable options, and I know that goes for my  
 8 Pleasant Plains family, my Perry Hall family, and  
 9 the families that are at every other school in  
 10 Baltimore County.  
 11       While many of us here are behind Option  
 12 B and are pleased by the thought of temporary  
 13 relief, we remain anxious and conflicted.  
 14 Anxious that our minimally staffing will be cut,  
 15 anxious that despite acknowledgement of needs  
 16 from all sides, our school will be passed over  
 17 for critical capital improvements. And we're  
 18 conflicted, because while we know that shifting  
 19 enrollment is necessary, it means saying good bye  
 20 to students and family that are loved by the  
 21 staff at Pleasant Plains. Conflicted because

Page 43

1 some of the students slated to move are among our  
 2 most vulnerable. Conflicted because I can only  
 3 hope that every student affected at any of the  
 4 three schools will receive the same level of  
 5 welcoming smile that my son received on his first  
 6 day at Pleasant Plains.  
 7       It's hard to lose part of our school  
 8 family, but staying the course can't happen, it's  
 9 not feasible. We're safe, for our students and  
 10 the 700 other students at Pleasant Plains, it's  
 11 time for the Board to act and for us to have  
 12 faith that our current students will be loved and  
 13 welcomed wherever they land. Thank you.  
 14       (Applause.)  
 15       CHAIRMAN CAUSEY: Good evening.  
 16       MR. R. BALDWIN: Good evening. My name  
 17 is Ryan Baldwin and I am a third grade student at  
 18 Pleasant Plains. You may remember me from last  
 19 spring when I spoke to you about overcrowding at  
 20 my school. We still don't have any more inches  
 21 and feet, but I'm glad you have a plan to help

Page 44

1 us. It is not fair that my school is  
 2 overcrowded, no school should be overcrowded, but  
 3 we are ready to burst. My friends and I get  
 4 stressed out because of all the people and noise,  
 5 and it's hard to be yourself and focus, I mean be  
 6 by yourself and focus. I also don't think it's  
 7 fair for all of fourth grade to be in trailers  
 8 and have to go back and forth to the building for  
 9 lunch, for special events and the bathroom.  
 10       My parents have talked to me about the  
 11 boundary study. I think you should approve the  
 12 plan you were given. I wish no one had to change  
 13 schools, but we really need help now. After this  
 14 step I want you to work hard on making our  
 15 building bigger so everyone can be happy and have  
 16 enough room to learn. Thank you.  
 17       (Applause.)  
 18       MS. BALDWIN: What could I possibly say  
 19 after that? My name's Colleen Baldwin, I  
 20 actually have been asked by Councilwoman Cathy  
 21 Bevins to read a letter on her behalf because she

Page 45

1 is, to her benefit, taking a much deserved  
 2 vacation and couldn't be here tonight.  
 3       Members of the Board of Education and  
 4 parents, a letter from Councilwoman Cathy Bevins.  
 5 While I'm disappointed I'm unable to deliver this  
 6 letter myself because I'm out of town this week,  
 7 I'm grateful to Colleen Baldwin to read this  
 8 letter regarding the capacity relief boundary  
 9 study for Pleasant Plains Elementary School.  
 10 Pleasant Plains is one of the most overcrowded  
 11 elementary schools in the county and there must  
 12 be relief as soon as possible.  
 13       Relief by redistricting, while it is a  
 14 stopgap measure for now, it must make sense and  
 15 actually do what it is meant to do, to relieve  
 16 the overcrowding. Under Option B, the reduction  
 17 of the number of students at Pleasant Plains who  
 18 will then go to Hampton Elementary School is the  
 19 correct choice. Under this option, while  
 20 Pleasant Plains will still be over capacity,  
 21 student enrollment will be reduced, and Hampton

Page 46

1 Elementary will have empty seats filled.  
 2 I strongly support Option B and I  
 3 encourage its implementation with no reduction of  
 4 numbers as wrongly suggested by other groups and  
 5 individuals. I applaud the efforts of the  
 6 boundary study committee with the help and input  
 7 from the community, stakeholders and parents.  
 8 They have come to the most logical solution for  
 9 the students in both Pleasant Plains and Hampton  
 10 Elementary. Thank you, best regards, Cathy  
 11 Bevins, Councilwoman of the Sixth District.  
 12 And in closing I'd like to leave this  
 13 letter with you before I step down this evening,  
 14 but I wanted to thank you again for the  
 15 opportunity to read Cathy's letter and to share  
 16 my own concerns. And I understand the Hampton  
 17 community's concerns, the focus on long-term  
 18 relief only with no clear plan or funding  
 19 mechanism really is incredibly short sided.  
 20 I question those who are actually  
 21 suggesting the old Loch Raven Elementary be one

Page 47

1 of the options considered have actually set foot  
 2 inside the building recently. I personally  
 3 shudder and hold my breath every time I go to  
 4 vote hoping that aging debris doesn't really fall  
 5 around me. And I wouldn't voluntarily send any  
 6 child there, not to mention the \$50 million plus  
 7 price tag it would take to make it habitable.  
 8 The fact of the matter is we need  
 9 substantial relief right now. We have over 700  
 10 kids as you've heard, eight trailers, and no more  
 11 room to grow. And just as a point of reference,  
 12 we actually went from five trailers to eight  
 13 trailer just last year alone, so I shudder to  
 14 think really what could happen moving forward.  
 15 Make no mistake. This is not an either/or  
 16 proposition for Pleasant Plains, the short-term  
 17 proposal is not ideal but it is necessary, as is  
 18 maintaining the staffing we fought tooth and nail  
 19 for last year, and the capital improvement  
 20 project that supports either a renovation or a  
 21 new building.

Page 48

1 Thank you again for your time, I'll see  
 2 you again in a couple of weeks, and I look  
 3 forward to moving ahead with this first step.  
 4 Thank you.  
 5 (Applause.)  
 6 CHAIRMAN CAUSEY: Thank you. Next we  
 7 have Kevin Koepenick, and if I can also have  
 8 Terry Fitzgerald come to the other mic.  
 9 MR. KOEPENICK: Good evening. My name  
 10 is Kevin Koepenick, I reside at 505 Dogwood Lane  
 11 in Towson, and I am the president of the  
 12 Fellowship Forest Community Association that  
 13 represents 138 households in east Towson that are  
 14 currently zoned for Pleasant Plains Elementary.  
 15 Our neighborhood is full of caring conscientious  
 16 parents who are gravely concerned about the  
 17 education of our children, and at this time I  
 18 would like to ask all the folks that are here  
 19 from Fellowship Forest to stand up.  
 20 The boundary study committee's work has  
 21 been thorough and the result of a transparent

Page 49

1 process that considered input from many  
 2 stakeholders. Rather than extend the process  
 3 with additional studies and prolong the  
 4 overcrowding at Pleasant Plains Elementary  
 5 School, Fellowship Forest urges the Board to  
 6 adopt Option B that was recommended by the  
 7 boundary study committee, and that achieves the  
 8 goal specified by Baltimore County Public  
 9 Schools. Clearly something has to be done and  
 10 it's not another study that delays action. Thank  
 11 you.  
 12 (Applause.)  
 13 CHAIRMAN CAUSEY: Terry Fitzgerald, and  
 14 then Alysha Currie, if she can come down to the  
 15 other microphone. Good evening.  
 16 MS. FITZGERALD: Thank you for allowing  
 17 me to share my concerns this evening. I am here  
 18 as a parent of Hampton Elementary and also a  
 19 Baltimore County teacher. First I want to be  
 20 clear that a solution must be found to help  
 21 alleviate the overcrowding at Pleasant Plains.

Page 50

1 However, Option B is only a temporary band-aid.  
 2 The Pleasant Plains community deserves funding  
 3 and other solutions to address the overcrowding  
 4 at their school. Moving a hundred students only  
 5 reduces the overcrowding just enough. There are  
 6 major flaws with the boundary study.  
 7 Why were only two schools examined to  
 8 take the overflow of students from Pleasant  
 9 Plains? Who selected those two schools, and why  
 10 was the bigger question not if other schools are  
 11 able to help relieve the overcrowding?  
 12 Especially when none of those two schools,  
 13 Halsted, clearly did not have the capacity to  
 14 absorb any of those other students? There are  
 15 six other Baltimore County elementary schools in  
 16 close proximity to Pleasant Plains, Cromwell  
 17 Valley, Oakleigh, Stoneleigh, Harford Hills,  
 18 Carney and Villa Cresta, and every one of those  
 19 schools is the same distance or less than Hampton  
 20 is to Pleasant Plains.  
 21 I am also hearing quite a few parents

Page 51

1 citing concerns about the overcrowded cafeteria  
 2 at Pleasant Plains. When those students move to  
 3 Hampton, they're going to have the exact same  
 4 problem. When Hampton was expanded the cafeteria  
 5 and the gymnasium were not expanded as well, so  
 6 that has allotted for approximately 400 students  
 7 and Hampton will have over 700 when this new  
 8 boundary study goes through.  
 9 The Hampton boundary has over 600 new  
 10 residences under construction. As a teacher in  
 11 Baltimore County I'm constantly teaching my  
 12 students to think about the reasonableness of an  
 13 answer, does this answer make sense, is this  
 14 number logical? Shouldn't we be asking that same  
 15 question as adults? Let me pose a situation.  
 16 There are 25 single family homes being built in  
 17 Lancome Farms. Each home is four to five  
 18 bedrooms. What's a reasonable amount of children  
 19 that would live in those 25 homes and attend a  
 20 local elementary school? I have to imagine that  
 21 families with children are going to be moving

Page 52

1 into those homes. The answer is certainly going  
 2 to be more than four students coming to Hampton  
 3 Elementary, but that is what the projection being  
 4 used is. Where does this illogical data come  
 5 from? It doesn't make sense.  
 6 Other projections. The Preserve at  
 7 Fallowfields. 12 single family homes will give  
 8 us two students. Avalon in Towson, 371 units, 12  
 9 students. Loch Raven Commons, 192 units, seven  
 10 students. Think about that. It doesn't make  
 11 sense. 371 units is going to produce 12  
 12 students, I just can't believe that to be true.  
 13 I'm strongly urging the Board to vote no  
 14 for Option B, for any option that does not look  
 15 at this overcrowding problem with a bigger lens.  
 16 Moving a hundred students from Pleasant  
 17 plains to Hampton is not going to solve the  
 18 Pleasant Plains problem in the long run, and it's  
 19 going to create another issue at Hampton. So  
 20 vote no. Start over, look at other schools, look  
 21 at other solutions, let's use that critical

Page 53

1 thinking that we're constantly teaching our  
 2 students to do.  
 3 (Applause.)  
 4 CHAIRMAN CAUSEY: Alysha Currie, and if  
 5 I could have Susan Sartor come down to the other  
 6 microphone please. Good evening.  
 7 MS. CURRIE: Good evening. Thank you  
 8 for holding this hearing. My name is Alysha  
 9 Currie and I have two daughters who attend  
 10 Pleasant Plains Elementary. Let me begin by  
 11 saying that the boundary change isn't what was  
 12 originally set out to achieve when parents began  
 13 petitioning the Board for help with the  
 14 overcrowding of our school. Ultimately what  
 15 needs to happen to relieve overcrowding in this  
 16 area of the county is either renovation of the  
 17 current Pleasant Plains building or a new  
 18 elementary school in this area, and I think  
 19 everyone in this room can agree on that.  
 20 (Applause.)  
 21 No matter what happens with this



Page 58

1 for 16 years. Demands put on the students and  
 2 staff are overwhelming and inequitable. We are  
 3 looking for your support.  
 4 (Applause.)  
 5 CHAIRMAN CAUSEY: Melanie Voelker, and  
 6 if I could ask Julie Dyer to come to the other  
 7 microphone.  
 8 MS. VOELKER: Good evening. This is my  
 9 last year as a Hampton parent. My two children  
 10 have had a wonderful experience at the school and  
 11 I know that Hampton will welcome all students  
 12 next year. Through the boundary study process  
 13 what I have come to see is a crisis, a crisis of  
 14 overcrowding. Pleasant Plains has been  
 15 overcrowded for five years. The Towson area is  
 16 growing and most of the schools are over capacity  
 17 with no room to grow. I see families sending  
 18 their families to private schools and I see  
 19 families moving to different districts so they  
 20 can get in other school catchments.  
 21 What is the appropriate response to this

Page 59

1 overcrowding crisis? I expect the Board to react  
 2 with urgency, making quick decisions, using  
 3 creative solutions as a unified team to attack  
 4 the problem. In this case we should be working  
 5 towards the obvious solution, capital  
 6 improvement, we need more schools, we need more  
 7 teachers, we need better pay, and we need room to  
 8 grow. What do I see instead? Unfortunately I  
 9 see delay. Pleasant Plains has been forced to  
 10 make do for years.  
 11 I see a boundary study well intentioned,  
 12 yes, but flawed and limited in scope. I see a  
 13 recommendation being made. It offers immediate  
 14 relief but nothing to address the underlying  
 15 crisis of overcrowding. Does it have support?  
 16 Absolutely, as well it should. I see desperate  
 17 parents and educators happy for relief in any  
 18 form, even if it mean busing there students  
 19 across town and breaking neighborhood continuity.  
 20 I hear this might be a temporary  
 21 solution, short-term, but there's no definition

Page 60

1 as to what that might mean. I hear board members  
 2 asking good questions, getting creative, even  
 3 talk of a long-term capacity plan, but nothing  
 4 concrete.  
 5 I also read. I read the news reports of  
 6 discord, division and infighting on the school  
 7 board. We must do better. In short, what is my  
 8 concern? That the school board believes that  
 9 this short-sided recommendation solves the  
 10 overcrowding crisis. The Board, I feel that the  
 11 Board will accept this recommendation and move on  
 12 thinking crisis averted. Meanwhile, without  
 13 capital improvement there will be continued  
 14 growth, more overcrowding, and no other schools  
 15 left to offer relief. The crisis will not be  
 16 diverted, just delayed. Five years down the  
 17 road, it will be the same crisis only bigger.  
 18 What is my hope? It is my hope that the  
 19 school board addresses this overcrowding crisis  
 20 with urgency, making quick decisions, using  
 21 creative solutions and teamwork. The obvious

Page 61

1 solution, we need more schools, more teachers  
 2 with better pay, and room to grow. Thank you.  
 3 (Applause.)  
 4 CHAIRMAN CAUSEY: Julie Dyer, and if I  
 5 could ask Peter Moulder to come to the other  
 6 microphone. Good evening.  
 7 MS. DYER: Good evening. My name is  
 8 Julie Dyer, I'm a parent of a Hampton Elementary  
 9 student. I do want to say that imputing racism  
 10 in Hampton's opposition to this plan is offensive  
 11 and not supported by the evidence before you.  
 12 It's obvious that Pleasant Plains needs  
 13 assistance and we're all aware of that.  
 14 To say that the options provided by this  
 15 boundary study were allowed to be fully debated  
 16 and developed is not true. There were three  
 17 schools that were allowed to even be considered  
 18 in the study. This study ignores a number of  
 19 schools that are closer to the problem, two of  
 20 those jump out to me.  
 21 The first is Stoneleigh. Stoneleigh



Page 62

1 Elementary while right now is at capacity, is  
 2 predicted to nosedive in their projections, 150  
 3 students under enrolled in ten years with no  
 4 development slated for their school, none.  
 5 Cromwell Valley. Baltimore County  
 6 Public Schools can't afford to have Cromwell  
 7 Valley as a magnet school in this area with the  
 8 problems of overcrowding as it exists. I hear it  
 9 mentioned that Cromwell Valley doesn't have room  
 10 perhaps for trailers, but the only person I hear  
 11 support this argument is Lily Rowe. On  
 12 February 12th on her Facebook page she readies  
 13 the Cromwell Valley community for a possible  
 14 redistricting item because she sees this as a  
 15 problem. She's obviously biased in this boundary  
 16 study. She claims that as soon as maybe next  
 17 year, Cromwell Valley might be full.  
 18 Well, it's clear that Hampton will be  
 19 full, because all of the development in Towson is  
 20 headed towards Hampton, none of it is going  
 21 towards Cromwell Valley, none of it is going to

Page 63

1 Stoneleigh. Every single additional house that's  
 2 being built in the area is slated for Hampton,  
 3 and we cannot pretend like that is not happening.  
 4 This area can't afford an elementary magnet  
 5 school that excludes the population nearby that  
 6 needs assistance such as Pleasant Plains.  
 7 Parents who think that their kid's  
 8 cafeteria experience is going to improve by  
 9 coming to Hampton are misinformed, because we  
 10 will be over capacity. Hampton was allowed to  
 11 get to 180 percent capacity before we were able  
 12 to get any money for our renovation. What's  
 13 going to happen with Pleasant Plains is that  
 14 you're going to bring down their numbers and  
 15 they're never going to get renovation because  
 16 they won't have the need for it. They will be  
 17 right there at that acceptable 100-something  
 18 percent that does not require any money or for  
 19 them to be put on any list for renovation. We  
 20 went through it, we went through the process, we  
 21 were renovated but our cafeteria was not, even

Page 64

1 though we begged for it. Well, we don't have the  
 2 room for 150 new students, which is what's going  
 3 to be coming our way.  
 4 I'm asking, we are asking for you to  
 5 reject the study, consider alternatives that  
 6 consider current development numbers. If you  
 7 vote for the option, you will be dooming Pleasant  
 8 Plains to no new money and to Hampton being  
 9 overcrowded.  
 10 (Applause.)  
 11 CHAIRMAN CAUSEY: Peter Moulder, and if  
 12 I could ask Magali Christopher to please come to  
 13 the microphone. Good evening.  
 14 MR. MOULDER: My name's Peter Moulder  
 15 and I'm speaking on behalf of the Associates of  
 16 Loch Raven Village, which is the community  
 17 association that represents the 1,472 homes in  
 18 the Loch Raven Village community, all of which is  
 19 in the Pleasant Plains school district. First  
 20 I'd like to thank the Board of Education for  
 21 providing us the opportunity to have input on

Page 65

1 this enormously important issue for our  
 2 community. Second, we would like to thank the  
 3 members of the boundary study committee and the  
 4 BCPS staff for their effort and diligence in  
 5 pursuing a fair and equitable solution to the  
 6 overcrowding crisis at Pleasant Plains Elementary  
 7 School.  
 8 And it's nothing short of a crisis. For  
 9 years Pleasant Plains Elementary School has been  
 10 the most overcrowded elementary school in  
 11 Baltimore County. There are now over 700  
 12 students in a building that has a state-rated  
 13 capacity of 545. The only solution that has been  
 14 offered up thus far is to place trailers on the  
 15 property to provide extra space. We have eight  
 16 trailers now. However, the cafeteria didn't get  
 17 larger, the gym didn't get bigger, the library  
 18 didn't get enlarged, and the hallways, bathrooms  
 19 and other areas of the school simply aren't  
 20 designed to have that number of students.  
 21 Now after nearly six months of work,

Page 66

1 meetings, hearings, study and community and  
 2 stakeholder input, the boundary study committee  
 3 went through the process and voted to recommend  
 4 what's known as Option B to achieve the stated  
 5 objectives of the boundary study committee, which  
 6 I might remind you are to provide capacity relief  
 7 at Pleasant Plains Elementary School, and support  
 8 diversity among schools that reflects the  
 9 community and the school system, and to create  
 10 viable and successful boundaries to effectively  
 11 utilize available capacity at all the schools.  
 12 Option B checks all those boxes.

13 There has been an alternative solution  
 14 proposed. However, in addition to providing  
 15 inadequate relief to Pleasant Plains, it is also  
 16 inconsistent with those objectives of the  
 17 boundary study committee. And while we know that  
 18 redistricting is not a long-term viable solution,  
 19 it's the fairest solution that we have right now  
 20 until the county can finally make the commitment  
 21 to building new capacity in the central core.

Page 67

1 Waiting for new construction if and when  
 2 it happens really isn't an option. There are  
 3 first graders in the school today that will be in  
 4 middle school before new construction has a  
 5 chance to have an impact.

6 A quality elementary school is basic to  
 7 the health of any community. Loch Raven Village  
 8 is a great place to live and raise a family, and  
 9 deserves the support of the Board of Education to  
 10 offer our children the same opportunity they  
 11 receive in other school districts and  
 12 communities. The teachers, administrators, staff  
 13 and parents worked tirelessly to make the best of  
 14 a bad situation at Pleasant Plains and frankly  
 15 they need your help, and they need it right now.  
 16 It's nothing short of an emergency for our  
 17 community. Thanks for your time.

18 (Applause.)

19 CHAIRMAN CAUSEY: Magali Christopher,  
 20 and if I could ask Robin Campbell to please come  
 21 down to the other microphone. Good evening.

Page 68

1 MS. CHRISTOPHER: Good evening. I will  
 2 just be really short and sweet. I'm here to  
 3 support the alternative solution that was put  
 4 forth by my fellow Hampton parents which would  
 5 provide immediate relief to Pleasant Plains. I  
 6 know I'm not alone in saying that Hampton wants  
 7 to be part of the solution, but only as much as  
 8 Hampton can take on without causing further  
 9 issues.

10 Again, our school just a few short years  
 11 ago was in a similar situation but I think the  
 12 numbers were actually a little bit higher for us.  
 13 A temporary solution without any planning towards  
 14 a long-term solution is just irresponsible. I  
 15 would like to understand why Cromwell  
 16 specifically is being excluded from any solution  
 17 only because of its magnet status. It seems like  
 18 a luxury none of us can afford and I would like  
 19 to see that being looked into again. Thank you.

20 (Applause.)

21 CHAIRMAN CAUSEY: Good evening.

Page 69

1 MR. CAMPBELL: Hi. My name is Robin  
 2 Campbell, I'm the parent of two children at  
 3 Hampton and I have a third son who will be going  
 4 there in a couple years, and I have to say, it's  
 5 really dispiriting to have to be here today.

6 As a parent my job is to love my  
 7 children, to care for them, to feed them, that is  
 8 all of our jobs as parents. It should not be to  
 9 track population growth, it should not be to  
 10 maintain facilities, it should not be focusing on  
 11 adequate staffing of schools. That frankly is  
 12 your job, and because the Board has not over time  
 13 done its job, we're in this sad situation where  
 14 two groups of parents and students find  
 15 themselves confronting each other and begging for  
 16 crumbs from you.

17 (Applause.)

18 We need Pleasant Plains parents,  
 19 Pleasant Plains students, Hampton parents,  
 20 Hampton students, we need a long-term plan and  
 21 not a promise of one, we need a real one in

Page 70

1 advance of the temporary solutions. We have not  
 2 seen that here in this whole process we haven't  
 3 seen that. What we have instead is a jury-rigged  
 4 system that has excluded schools that could also  
 5 share the solution that Pleasant Plains so  
 6 desperately needs. I think in the near term two  
 7 overcrowded schools and one school nearby that's  
 8 below capacity is not even a temporary solution.

9 I encourage you, I beg of you to  
 10 reconsider this, build a long-term plan that is  
 11 long lasting. It is not our job to go to the  
 12 county and tell them we need new schools, that is  
 13 also your job to maintain the facilities and  
 14 student risk, student-teacher ratios, and  
 15 classroom sizes. Please do your job so we can do  
 16 ours. We should all be home right in our on with  
 17 your children, we should not have to be here.

18 (Applause.)

19 CHAIRMAN CAUSEY: Gal Christopher, or is  
 20 that Pal Christopher? Oh, Paul Christopher.  
 21 Good evening.

Page 71

1 MS. CHRISTOPHER: Good evening. My name  
 2 is Paul Christopher, I am a future Hampton  
 3 parent, my daughter will be starting kindergarten  
 4 next year. For the Pleasant Plains parents I  
 5 want to say that we're new to this, we just moved  
 6 in in June, and this is all new to me and I am  
 7 frankly as a parent appalled to hear about the  
 8 conditions that you guys have had. I'm appalled  
 9 that this has been allowed to happen this long,  
 10 and I want you to know that no matter what  
 11 happens, that we will be welcoming to all the new  
 12 students, okay?

13 (Applause.)

14 This has been turned into an us versus  
 15 you thing and that is not the case. As a Hampton  
 16 parent, as the councilman who spoke first made  
 17 very clear, that this study was flawed from the  
 18 beginning and therefore any supposed solutions  
 19 coming from that study are also flawed. You guys  
 20 think that you're getting instant relief but  
 21 that's not what's happening. The school is going

Page 72

1 to get relief, your students are not. They're  
 2 going to go from one overcrowded school to  
 3 another overcrowded school, they're going to go  
 4 from one overcrowded cafeteria to another  
 5 overcrowded cafeteria.

6 (Applause.)

7 That's why we're against this, because  
 8 we are with you. It's not about us worrying  
 9 about our children becoming overcrowded because  
 10 we're on track to do that anyway with all of the  
 11 new housing that's going on, as we have  
 12 demonstrated. And as the Board has demonstrated,  
 13 we only get one solution every decade, which is  
 14 why you guys are already here. So if we only get  
 15 one every ten years, we need to make sure it's a  
 16 long-term one so that they can't rest on their  
 17 laurels and say well, we did something, and then  
 18 we wait another decade to try and move this ball  
 19 down the road.

20 So we support you guys and we support a  
 21 better solution. We support this, these other

Page 73

1 schools being looked at, because there's no  
 2 reason why they should be excluded when there are  
 3 true viable alternatives that provide your  
 4 students, your kids the relief they deserve and  
 5 they need. Thank you.

6 (Applause.)

7 CHAIRMAN CAUSEY: Rose Valerio, and next  
 8 on deck is Bob Barnard.

9 MS. VALERIO: Good evening. I'm Rose  
 10 Valerio and my goddaughter has been at Pleasant  
 11 Plains since Kindergarten. We have had just a  
 12 most delightful experience in light of all of the  
 13 issues. I've never been to one of these before  
 14 and I signed up to speak just in case I had  
 15 something to say. I didn't come with anything  
 16 prepared, but I think the thing that I'm hearing  
 17 loud and clear, and I've got to be honest, as the  
 18 guardian of a fifth grader, I wasn't paying that  
 19 much attention because it's not our problem next  
 20 year, we've got middle school problems.

21 But I think what I'm hearing is you've

Page 74

1 got to do something for Pleasant Plains and right  
 2 away. And I'm also hearing that it can't just be  
 3 Hampton's problem, you all can't drop the ball on  
 4 this, whatever you decide, and there's some good  
 5 ideas that have come forth tonight to do for  
 6 Pleasant Plains in the immediate, please do, but  
 7 don't take your eye off the ball for Hampton  
 8 because that's not good either. Thank you.

9 (Applause.)

10 CHAIRMAN CAUSEY: Mr. Bob Barnard, good  
 11 evening.

12 MR. BARNARD: Going later, I think most  
 13 of what needs to be said has been, but I've got  
 14 two kids at Hampton Elementary School, and we  
 15 knew going in that they just got out of this  
 16 overcrowding situation. We read all the reports  
 17 on line, this is my first time here, I was hoping  
 18 to ask you questions and talk to you, but I guess  
 19 we can't do that.

20 So I would say if you can't, can you  
 21 post what's going to happen to the

Page 75

1 pupil-to-teacher ratios and the special education  
 2 people, the teacher ratio? We're right there at  
 3 the state guidelines right now and it sounds like  
 4 you're about to put us right over, so as many  
 5 people have said, we'll have two schools that are  
 6 overcrowded, and that's not good for anybody.

7 I agree with what some of the people  
 8 have said, Cromwell has to be part of the  
 9 solution here. The study, as the councilman  
 10 said, obviously flawed. You just have to open  
 11 your eyes and drive around the very large Hampton  
 12 area to see how much development is happening in  
 13 our area. It's all going to Hampton, we're  
 14 already a big school. The lunch situation, I've  
 15 got to tell you, it's not going to be good.

16 When my first kid got to school and she  
 17 came home with her lunchbox full of food and I  
 18 asked why aren't you eating, and it was we don't  
 19 have time to eat, which I thought was odd. Then  
 20 her friends said no, we don't have time to eat,  
 21 we just get in there, it's chaos and you know, we

Page 76

1 go back to class. They're eating very early,  
 2 they're eating very late. So again, the school  
 3 was expanded just recently, but the facilities  
 4 weren't. My kindergartner, it's the same thing,  
 5 she comes home with a half eaten lunch. So it's  
 6 going to hurt the kids.

7 I'm glad we're part of the solution and  
 8 we should be, and we do have some space now, and  
 9 it's great to be part of that but you've got to  
 10 include other schools in the long-term solution.  
 11 Obviously we need more schools. So I agree with  
 12 what so many people have said, that capital  
 13 investment is a big part of the solution.

14 Thanks.

15 (Applause.)

16 CHAIRMAN CAUSEY: Thank you. And our  
 17 final speaker for the evening is Joseph Sowick.

18 MR. SOWICK: Good evening, thank you for  
 19 giving us the opportunity to speak tonight. I  
 20 would like to thank all the parents and teachers  
 21 from both schools for coming out tonight and

Page 77

1 supporting everything here. I feel like this  
 2 process has been an attempt to get two  
 3 communities to fight against each other rather  
 4 than focusing our energies where it needs to be  
 5 focused, which is towards the youth --

6 (Applause).

7 -- and to continue to support our  
 8 communities. This isn't a new problem and it  
 9 still has not had a solution for over ten years.  
 10 I've been a Pleasant Plains parent for six years,  
 11 I've got six more to go, and I don't see any  
 12 solution in sight for any of my children. The  
 13 only reason why we're still there is because of  
 14 the people.

15 (Applause.)

16 So I think that while our solution as  
 17 had been given is not a perfect solution and it's  
 18 a temporary solution, it still is a solution for  
 19 the near term. It's not acceptable, it's not an  
 20 acceptable solution, your work is not done. You  
 21 can't say after this is done, well, we worked our

1 18 months, we're good to go, because you're not.  
 2 Because whatever you decide, everyone in this  
 3 room is still pissed, and they're not going to  
 4 stop being upset. So whatever you do is not  
 5 going to be a long-term solution and you're not  
 6 going to be able to put to rest this problem and  
 7 this crisis. So whatever you decide to do, it's  
 8 not over. So I mean, I prefer that you go with  
 9 an option that provides immediate relief to the  
 10 children and staff that works so hard, but it's  
 11 not the end of the story.

12 So I just appreciate your time in  
 13 listening to everybody tonight, and thank you,  
 14 everybody, for coming out.

15 (Applause.)

16 CHAIRMAN CAUSEY: So that was our final  
 17 speaker, and I do want to thank everyone that has  
 18 come out tonight and everyone that has worked so  
 19 hard on this boundary study.

20 The Board of Education is scheduled to  
 21 vote on the proposed Pleasant Plains Elementary

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 6th  
 13 day of March, 2020.

14  
 15 \_\_\_\_\_  
 16 Paul A. Gasparotti

1 School Capacity Relief Recommendation on Tuesday,  
 2 March 10th, 2020.

3 Again, if anyone has additional comments  
 4 you would like the Board to consider, you may  
 5 send them to boe@bcps.org or you may contact the  
 6 board office so that information can be forwarded  
 7 to board members.

8 Also I would like to say, remind  
 9 everyone that there is, all of the boundary study  
 10 information is on the website, including  
 11 frequently asked questions, and any updates will  
 12 be put there. This public hearing is now  
 13 adjourned.

14 (Public hearing adjourned at 8:00 p.m.)  
 15  
 16  
 17  
 18  
 19  
 20  
 21

**WORD INDEX**

|                            |                          |                        |                        |                              |
|----------------------------|--------------------------|------------------------|------------------------|------------------------------|
| <b>&lt; \$ &gt;</b>        | 79:2 80:13               | <b>64</b> 3:14         | <b>accommodate</b>     | <b>affluent</b> 57:12, 14    |
| <b>\$50</b> 47:6           | <b>2021</b> 41:15        | <b>68</b> 3:15         | 22:9                   | <b>afford</b> 12:15          |
| <b>&lt; 1 &gt;</b>         | <b>21</b> 6:10, 11       | <b>69</b> 3:15         | <b>account</b> 31:20   | 62:6 63:4                    |
| <b>1,472</b> 64:17         | <b>21st</b> 55:20        | <b>690</b> 22:1        | <b>Accountability</b>  | 68:18                        |
| <b>1:30</b> 20:17          | <b>22</b> 28:15          | <b>6th</b> 80:12       | 2:17                   | <b>afternoon</b> 27:3        |
| 25:10                      | <b>23</b> 3:6            | <b>&lt; 7 &gt;</b>     | <b>accurate</b> 8:21   | <b>aging</b> 47:4            |
| <b>10</b> 3:3              | <b>24</b> 3:6 14:6       | <b>70</b> 55:10        | 9:1 10:1 80:7          | <b>ago</b> 7:14 31:13        |
| <b>10:30</b> 20:17         | <b>25</b> 5:19 51:16, 19 | <b>700</b> 20:11       | <b>achieve</b> 53:12   | 36:19 68:11                  |
| 25:10 28:12, 15            | <b>26</b> 1:15           | 43:10 47:9             | 66:4                   | <b>agree</b> 6:5             |
| <b>100-something</b>       | <b>27</b> 3:7            | 51:7 65:11             | <b>achieves</b> 49:7   | 53:19 75:7                   |
| 63:17                      | <b>29</b> 3:7            | <b>71</b> 3:16         | <b>acknowledgement</b> | 76:11                        |
| <b>10th</b> 79:2           | <b>&lt; 3 &gt;</b>       | <b>710</b> 11:18       | <b>t</b> 42:15         | <b>ahead</b> 48:3            |
| <b>11</b> 6:12             | <b>30</b> 12:10 54:13    | <b>73</b> 3:16         | <b>act</b> 11:11 43:11 | <b>Albert</b> 34:7           |
| <b>111</b> 7:4, 5          | <b>300-student</b>       | <b>74</b> 3:17         | <b>Acting</b> 2:12, 14 | <b>Allender</b> 3:6          |
| <b>11th</b> 11:19          | 27:12                    | <b>76</b> 3:17         | <b>action</b> 49:10    | 23:9, 11, 13                 |
| <b>12</b> 6:10 52:7, 8, 11 | <b>31</b> 3:8            | <b>&lt; 8 &gt;</b>     | <b>active</b> 37:13    | <b>alleviate</b> 49:21       |
| <b>1212</b> 1:11           | <b>33</b> 3:8            | <b>8:00</b> 79:14      | <b>actively</b> 30:10  | <b>allotted</b> 4:8          |
| <b>122</b> 7:21            | <b>35</b> 3:9            | <b>8:30</b> 28:12      | <b>add</b> 6:17 9:6    | 51:6                         |
| <b>124</b> 22:20           | <b>371</b> 52:8, 11      | <b>86.6</b> 7:1        | <b>added</b> 39:15     | <b>allow</b> 18:7            |
| <b>1280</b> 14:8           | <b>38</b> 3:9            | <b>87</b> 22:19        | <b>adding</b> 15:4     | 57:17                        |
| <b>1280's</b> 14:11        | <b>&lt; 4 &gt;</b>       | <b>87.6</b> 7:6        | <b>addition</b> 20:12  | <b>allowed</b> 16:16         |
| <b>129.2</b> 6:21          | <b>400</b> 51:6          | <b>&lt; 9 &gt;</b>     | 66:14                  | 18:5 61:15, 17               |
| <b>12th</b> 62:12          | <b>41</b> 3:10           | <b>92.4</b> 8:1        | 20 32:19 34:1          | 63:10 71:9                   |
| <b>13</b> 3:3              | <b>43</b> 3:10           | <b>96.7</b> 6:19       | 49:3 63:1 79:3         | <b>allowing</b> 49:16        |
| <b>130</b> 54:11           | <b>44</b> 3:11           | <b>98.8</b> 7:19 8:18  | <b>address</b> 19:21   | <b>alternative</b> 5:9       |
| <b>138</b> 48:13           | <b>467</b> 28:14         | <b>&lt; A &gt;</b>     | 32:1, 6 50:3           | 14:5 66:13                   |
| <b>14</b> 27:10            | <b>47</b> 22:20          | <b>a.m</b> 20:17       | 59:14                  | 68:3                         |
| <b>150</b> 20:15 26:5      | <b>48</b> 3:11           | <b>ability</b> 12:7    | <b>addressed</b> 5:8   | <b>alternatives</b>          |
| 55:13 56:19                | <b>49</b> 3:12           | 80:8                   | 33:19 39:18            | 9:17 15:1 64:5               |
| 62:2 64:2                  | <b>&lt; 5 &gt;</b>       | <b>able</b> 50:11      | 40:14                  | 73:3                         |
| <b>16</b> 3:4 58:1         | <b>5</b> 3:2             | 63:11 78:6             | <b>addresses</b> 60:19 | <b>alumna</b> 31:6           |
| <b>160</b> 25:7            | <b>50</b> 21:13 26:3     | <b>absolutely</b> 41:2 | <b>adds</b> 21:13      | <b>Alysha</b> 3:12           |
| <b>17</b> 26:4 28:4        | <b>505</b> 48:10         | 59:16                  | <b>adequate</b> 11:16  | 49:14 53:4, 8                |
| <b>178</b> 31:14           | <b>519</b> 22:2          | <b>absorb</b> 50:14    | 69:11                  | <b>Amanda</b> 3:7            |
| <b>18</b> 20:8 78:1        | <b>53</b> 3:12           | <b>accept</b> 13:19    | <b>adhered</b> 14:7    | 26:20 29:4, 8                |
| <b>180</b> 63:11           | <b>545</b> 20:11         | 30:16 54:21            | <b>adjacent</b> 32:10  | <b>amazing</b> 35:18         |
| <b>18-year</b> 41:21       | 65:13                    | 60:11                  | <b>adjourned</b>       | 37:7 54:19                   |
| <b>19</b> 3:4, 5, 5 9:4    | <b>56</b> 3:13           | <b>acceptable</b>      | 79:13, 14              | <b>American</b> 6:6          |
| <b>192</b> 52:9            | <b>58</b> 3:13           | 63:17 77:19, 20        | <b>adjust</b> 40:11    | <b>amount</b> 51:18          |
| <b>1974</b> 20:12          | <b>&lt; 6 &gt;</b>       | <b>accepted</b> 36:6   | <b>Administrative</b>  | <b>answer</b> 22:4           |
| <b>&lt; 2 &gt;</b>         | <b>600</b> 51:9          | 38:14                  | 2:14                   | 51:13, 13 52:1               |
| <b>20</b> 28:15            | <b>600-plus</b> 31:21    | <b>accepting</b> 15:16 | <b>administrators</b>  | <b>answering</b> 18:15       |
| <b>2019</b> 9:4            | <b>61</b> 3:14 7:16      | 16:18                  | 13:16 27:11            | <b>anxiety</b> 36:8          |
| <b>2020</b> 1:15 9:2       | <b>616</b> 5:18          | <b>access</b> 20:21    | 30:5 67:12             | <b>anxious</b> 42:13, 14, 15 |
|                            |                          | 25:9                   | <b>adopt</b> 49:6      | <b>anybody</b> 75:6          |
|                            |                          |                        | <b>adults</b> 51:15    | <b>anyway</b> 72:10          |
|                            |                          |                        | <b>advance</b> 70:1    | <b>apartment</b> 9:8         |
|                            |                          |                        | <b>advocating</b> 38:8 |                              |
|                            |                          |                        | 41:1 42:5              |                              |

|   |   |  |   |   |
|---|---|--|---|---|
| <b>apartments</b> 6:8<br>9:7  | <b>assistance</b> 15:18<br>61:13 63:6   | 55:18 62:5<br>65:11 80:2, 5  | 35:7 59:7 60:7<br>61:2 72:21  | 49:7 50:6 51:8,<br>9 53:11 54:1, 7,<br>17 55:1 58:12                                |
| <b>appalled</b> 71:7, 8   | <b>Assistant</b> 2:21<br>4:19   | <b>band</b> 23:1   | <b>Bevins</b> 44:21<br>45:4 46:11   | 59:11 61:15<br>62:15 65:3<br>66:2, 5, 17<br>78:19 79:9                              |
| <b>applaud</b> 46:5   | <b>Associates</b> 64:15   | <b>band-aid</b> 50:1   | <b>Beyond</b> 21:2  |   |
| <b>Applause</b> 10:14<br>13:6 16:5 19:2,<br>9, 17 23:7<br>24:17 26:18<br>29:3 31:1<br>32:14 33:10<br>35:11 38:3, 10,<br>17 41:7 43:14<br>44:17 48:5<br>49:12 53:3, 20<br>56:3 58:4 61:3<br>64:10 67:18<br>68:20 69:17<br>70:18 71:13<br>72:6 73:6 74:9<br>76:15 77:6, 15<br>78:15 | <b>Association</b> 6:1,<br>7 48:12 64:17  | <b>Baptist</b> 8:9   | <b>biased</b> 62:15   |   |
| <b>appreciate</b> 57:9<br>78:12   | <b>attack</b> 59:3  | <b>Barnard</b> 3:17<br>73:8 74:10, 12  | <b>big</b> 18:3 75:14<br>76:13  | <b>boxes</b> 66:12  |
| <b>appropriate</b><br>10:7 58:21  | <b>attacks</b> 36:8   | <b>basic</b> 67:6  | <b>bigger</b> 32:6<br>44:15 50:10<br>52:15 60:17<br>65:17   | <b>boys</b> 20:5  |
| <b>approve</b> 11:8<br>30:15 35:6<br>44:11  | <b>attempt</b> 24:6<br>77:2   | <b>basically</b> 9:15  | <b>billed</b> 12:21   | <b>brain</b> 42:2   |
| <b>approved</b> 54:9  | <b>attempts</b> 55:8  | <b>bathroom</b> 21:9<br>25:16 44:9   | <b>birth</b> 38:5   | <b>Braxton</b> 31:4<br>33:11, 14  |
| <b>approximately</b><br>51:6  | <b>attend</b> 36:9<br>51:19 53:9  | <b>bathrooms</b> 22:8<br>24:11 65:18   | <b>bit</b> 68:12  | <b>breakfast</b> 28:11  |
| <b>area</b> 31:18<br>33:3, 17 37:11<br>53:16, 18 58:15<br>62:7 63:2, 4<br>75:12, 13   | <b>attendance</b><br>41:11  | <b>BCPS</b> 15:10<br>28:21 31:6, 6<br>32:7 38:21<br>39:18 41:11, 20<br>55:17 65:4                              | <b>blocks</b> 7:14<br>14:6, 12  | <b>breaking</b> 59:19   |
| <b>areas</b> 55:6<br>65:19  | <b>attended</b> 57:21   | <b>BCPS's</b> 14:8<br>15:11  | <b>blue</b> 16:11   | <b>breath</b> 47:3  |
| <b>argument</b> 62:11   | <b>attention</b> 25:2<br>33:20 40:6<br>56:8 73:19   | <b>beacon</b> 18:11  | <b>BOARD</b> 1:1<br>2:1, 2 4:3, 18<br>5:8 8:7 9:17<br>12:17 17:10<br>19:19 22:16<br>24:21 27:1<br>30:13, 15 36:18<br>37:12, 19 38:4,<br>11 41:11 43:11<br>45:3 49:5<br>52:13 53:13<br>56:7 57:2 59:1<br>60:1, 7, 8, 10, 11,<br>19 64:20 67:9<br>69:12 72:12<br>78:20 79:4, 6, 7 | <b>Brian</b> 2:14   |
| <b>arms</b> 13:19<br>17:4   | <b>attest</b> 20:19   | <b>becoming</b> 14:1<br>23:21 72:9   | 5:8 8:7 9:17<br>12:17 17:10<br>19:19 22:16<br>24:21 27:1<br>30:13, 15 36:18<br>37:12, 19 38:4,<br>11 41:11 43:11<br>45:3 49:5<br>52:13 53:13<br>56:7 57:2 59:1<br>60:1, 7, 8, 10, 11,<br>19 64:20 67:9<br>69:12 72:12<br>78:20 79:4, 6, 7                                       | <b>brief</b> 41:19  |
| <b>arrival</b> 20:20  | <b>autism</b> 33:19   | <b>bedrooms</b> 51:18  | <b>board's</b> 4:12,<br>19 37:9   | <b>bring</b> 63:14  |
| <b>ASAP</b> 13:13   | <b>available</b> 4:7<br>30:12 66:11   | <b>beg</b> 70:9  | <b>Bob</b> 3:17 73:8<br>74:10   | <b>Britt</b> 3:8 29:5<br>31:3, 5, 5   |
| <b>asked</b> 22:3<br>44:20 75:18<br>79:11   | <b>Avalon</b> 6:8, 11<br>52:8   | <b>began</b> 53:12   | <b>boe@bcps.org</b><br>79:5   | <b>Brock</b> 41:15  |
| <b>asking</b> 15:17<br>24:1 51:14<br>60:2 64:4, 4   | <b>AVENUE</b> 1:11  | <b>begged</b> 64:1   | <b>boot</b> 5:6   | <b>brought</b> 33:20<br>57:6  |
| <b>assigned</b> 19:15   | <b>avenues</b> 15:2, 18   | <b>begging</b> 69:15   | <b>bottom</b> 7:11  | <b>budget</b> 20:3  |
|   | <b>averted</b> 60:12  | <b>beginning</b><br>14:19 71:18  | <b>boundaries</b><br>66:10  | <b>build</b> 9:7<br>29:20 70:10   |
|   | <b>aware</b> 18:20<br>61:13   | <b>behalf</b> 23:12<br>40:4 44:21<br>64:15   | <b>boundary</b> 11:1,<br>6 19:21 30:7,<br>11, 18 31:18<br>35:21 41:17<br>44:11 45:8<br>46:6 48:20   | <b>Builders</b> 6:2, 7  |
|   | < B >   | <b>believe</b> 5:11<br>8:14 34:15<br>52:12 56:13   |   | <b>building</b> 9:9<br>21:8 36:10<br>44:8, 15 47:2,<br>21 53:17 54:8<br>65:12 66:21 |
|   | <b>back</b> 35:19<br>39:21 44:8<br>76:1   | <b>believes</b> 60:8   |   | <b>buildings</b> 8:12<br>15:6 55:4  |
|   | <b>backgrounds</b><br>24:5  | <b>belonging</b> 39:8  |   | <b>built</b> 5:14 14:3<br>20:11 25:7<br>31:21 51:16<br>63:2                         |
|   | <b>bad</b> 42:3 67:14   | <b>benefit</b> 45:1<br>54:11   |   | <b>burden</b> 18:9  |
|   | <b>Baldwin</b> 3:10,<br>10, 11 38:19<br>41:8, 9, 9, 10, 12<br>43:16, 17 44:18,<br>19 45:7 | <b>best</b> 16:12, 12,<br>13, 13 28:2, 4,<br>11 30:8, 12<br>31:10 34:4, 8<br>38:9 40:13<br>46:10 67:13<br>80:8 |   | <b>Burke</b> 2:10   |
|   | <b>ball</b> 72:18 74:3,<br>7  | <b>better</b> 24:3<br>28:19, 19, 20, 21<br>29:1, 2, 2 33:6   |   | <b>burst</b> 44:3   |
|   | <b>BALTIMORE</b><br>1:2 4:3 27:16<br>42:10 49:8, 19<br>50:15 51:11                        |  |   | <b>busing</b> 59:18   |
|   |   |  |   | <b>busy</b> 25:13<br>29:11  |
|   |   |  |   | <b>buzz</b> 40:16   |
|   |   |  |   | <b>bye</b> 42:19  |
|   |   |  |   | <b>Byers</b> 2:8  |
|   |   |  |   | < C >   |

|   |   |   |  |  |
|---|---|---|--|--|
| <b>cafeteria</b> 12:2<br>19:14 20:18<br>22:8 24:12<br>25:13 35:5<br>37:1 51:1, 4<br>63:8, 21 65:16<br>72:4, 5 | <b>catchments</b><br>58:20<br><b>Cathy</b> 44:20<br>45:4 46:10<br><b>Cathy's</b> 46:15<br><b>Causey</b> 2:2 4:2<br>10:7, 11, 15<br>11:20 12:13<br>13:7 16:6 19:3,<br>10, 19 20:18<br>23:8 24:18<br>26:19 29:4<br>31:2 33:11<br>35:12 38:18<br>41:8 43:15<br>48:6 49:13<br>53:4 56:4 58:5<br>61:4 64:11<br>67:19 68:21<br>70:19 73:7<br>74:10 76:16<br>78:16 | <b>chance</b> 5:13<br>67:5<br><b>change</b> 7:15<br>16:3 18:10, 11<br>22:4 36:1 37:5<br>39:17 44:12<br>53:11 54:7, 17<br><b>changes</b> 6:19<br>27:15<br><b>chaos</b> 75:21<br><b>chart</b> 7:11<br><b>checks</b> 66:12<br><b>Chief</b> 2:10, 12,<br>14, 16, 19<br><b>child</b> 34:13<br>47:6<br><b>children</b> 22:18<br>23:17 39:9<br>41:3 48:17<br>51:18, 21 57:20<br>58:9 67:10<br>69:2, 7 70:17<br>72:9 77:12<br>78:10<br><b>choice</b> 45:19<br>57:16<br><b>choosing</b> 38:6<br><b>chose</b> 18:6<br><b>chosen</b> 14:7<br>17:19 40:5<br><b>Christine</b> 2:8<br><b>Christopher</b><br>3:15, 16 64:12<br>67:19 68:1<br>70:19, 20, 20<br>71:1, 2<br><b>Church</b> 8:10, 10<br><b>circumstance</b><br>42:6<br><b>citing</b> 51:1<br><b>claims</b> 62:16<br><b>class</b> 22:19<br>27:4 36:13, 21<br>76:1<br><b>classes</b> 36:9<br>39:19 40:1, 3<br>54:13<br><b>classmates</b> 36:9<br>40:4 | <b>classroom</b> 12:5,<br>6, 10 28:19<br>70:15<br><b>classrooms</b><br>55:11, 15<br><b>clear</b> 46:18<br>49:20 62:18<br>71:17 73:17<br><b>Clearly</b> 49:9<br>50:13<br><b>Climate</b> 2:19<br>34:19<br><b>close</b> 8:19<br>41:19 50:16<br><b>closer</b> 61:19<br><b>closets</b> 25:13<br><b>closing</b> 21:21<br>46:12<br><b>coincidence</b><br>16:10<br><b>cold</b> 34:19<br><b>collaborate</b><br>15:20<br><b>colleagues</b> 13:2<br><b>Colleen</b> 3:5, 11<br>19:11 20:4<br>24:9 41:9<br>44:19 45:7<br><b>color</b> 56:20<br>57:15<br><b>colors</b> 16:10<br><b>combine</b> 14:2<br><b>come</b> 4:11 5:2<br>13:8 16:8 21:8<br>26:15, 20 29:5<br>31:4 33:12<br>35:14 38:19<br>41:2 46:8 48:8<br>49:14 52:4<br>53:5 56:5 58:6,<br>13 61:5 64:12<br>67:20 73:15<br>74:5 78:18<br><b>comes</b> 76:5<br><b>comfortable</b><br>29:14<br><b>coming</b> 18:14,<br>21 27:6 52:2<br>63:9 64:3 | 71:19 76:21<br>78:14<br><b>comment</b> 19:20<br><b>comments</b> 4:16<br>22:14 79:3<br><b>commitment</b><br>30:20 33:4<br>66:20<br><b>committee</b> 11:2,<br>9 14:18, 20<br>17:2 41:17<br>46:6 49:7 55:1<br>57:6 65:3 66:2,<br>5, 17<br><b>committee's</b><br>48:20<br><b>common</b> 27:15,<br>17<br><b>Commons</b> 52:9<br><b>communication</b><br>23:17<br><b>communities</b><br>9:11 22:15<br>40:12, 15, 18, 20<br>67:12 77:3, 8<br><b>Community</b> 2:8<br>13:13 16:14, 21<br>18:12 20:10, 15<br>23:16 26:13<br>38:5 39:4, 8, 10,<br>12 40:7 41:5<br>46:7 48:12<br>50:2 57:13, 15,<br>20 62:13 64:16,<br>18 65:2 66:1, 9<br>67:7, 17<br><b>community's</b><br>46:17<br><b>compassion</b><br>13:15<br><b>complain</b> 40:3<br><b>complaining</b><br>35:4<br><b>complete</b> 15:9<br>30:7<br><b>concern</b> 31:16<br>60:8<br><b>concerned</b> 48:16 |
|---|---|---|--|--|



|  |  |   |   |  |
|--|--|---|---|--|
| <b>concerns</b> 36:17<br>46:16, 17 49:17<br>51:1                   | 27:1   | <b>critical</b> 7:3<br>42:17 52:21  | <b>day</b> 12:4 20:14<br>23:2, 4 26:2<br>28:6, 10 43:6<br>80:13 | <b>desperately</b><br>54:19 70:6   |
| <b>concrete</b> 60:4   | <b>cottages</b> 36:12  | <b>Cromwell</b> 6:21  | <b>dealing</b> 7:14   | <b>despite</b> 42:15   |
| <b>conditions</b> 71:8   | <b>council</b> 37:14   | <b>Councilman</b><br>7:5 8:1 32:8, 9<br>50:16 62:5, 6, 9,<br>13, 17, 21 68:15<br>75:8 | <b>deals</b> 15:10  | <b>determined</b> 5:16   |
| <b>conductive</b> 55:21  | <b>Councilwoman</b><br>3:2 5:1 10:11<br>15:7 71:16<br>75:9   | <b>Cropper</b> 5:10,<br>17 7:2, 15 8:2,<br>21 9:13, 20, 21                            | <b>dealt</b> 11:7   | <b>detriment</b> 37:3  |
| <b>conducted</b> 31:19   | <b>Cross</b> 8:10<br>25:20   | <b>crossing</b> 21:11   | <b>debated</b> 30:17<br>61:15                                   | <b>developed</b> 61:16   |
| <b>conflicted</b> 42:13,<br>18, 21 43:2                            | <b>counsel</b> 80:9  | <b>crowded</b> 9:15<br>19:15 20:19, 21<br>22:12 25:9, 11<br>29:18 37:1                | <b>debating</b> 40:2  | <b>development</b><br>6:3, 9 7:16 9:9,<br>12 32:20 37:11<br>62:4, 19 64:6<br>75:12 |
| <b>confronting</b><br>69:15  | <b>counselors</b> 28:1   | <b>crowds</b> 36:8  | <b>debris</b> 47:4  | <b>developments</b><br>5:14 6:18 14:3  |
| <b>conscientious</b><br>48:15                                      | <b>count</b> 39:5  | <b>crumbs</b> 69:16   | <b>decade</b> 26:14<br>72:13, 18                                | <b>difference</b> 36:3   |
| <b>consider</b> 8:20<br>36:1 56:13<br>64:5, 6 79:4                 | <b>counting</b> 32:18  | <b>crying</b> 35:4  | <b>decide</b> 74:4<br>78:2, 7                                   | <b>different</b> 7:13<br>27:12 39:10<br>40:18 58:19                                |
| <b>consideration</b><br>23:5 34:16                                 | <b>counts</b> 35:9   | <b>Cummings-Braxton</b><br>on 3:8 31:4<br>33:15                                       | <b>decision</b> 30:18<br>55:16                                  | <b>differentiating</b><br>36:15  |
| <b>considerations</b><br>14:11                                     | <b>COUNTY</b> 1:2<br>4:3 6:6 8:12<br>15:11 16:2<br>27:16 29:19<br>31:15 32:15<br>37:14, 14, 20<br>42:10 45:11<br>49:8, 19 50:15<br>51:11 53:16<br>55:18 62:5<br>65:11 66:20<br>70:12 80:2, 5 | <b>current</b> 22:9<br>24:13 43:12<br>53:17 54:10<br>64:6                             | <b>decisions</b> 18:10<br>59:2 60:20                            | <b>differently</b><br>40:19  |
| <b>constantly</b><br>51:11 53:1                                    | <b>couple</b> 7:13<br>48:2 69:4  | <b>currently</b> 5:20<br>13:18 32:9, 11<br>48:14 55:12<br>56:16                       | <b>deck</b> 10:16<br>13:8 26:21<br>73:8                         | <b>difficult</b> 11:7  |
| <b>construction</b><br>51:10 67:1, 4                               | <b>courage</b> 29:1  | <b>curriculum</b><br>27:14  | <b>deconcentrate</b><br>26:12                                   | <b>diligence</b> 65:4  |
| <b>contact</b> 10:8<br>79:5  | <b>course</b> 26:3, 4<br>43:8  | <b>Currie</b> 3:12<br>49:14 53:4, 7, 9  | <b>decrease</b> 32:16   | <b>dire</b> 13:14  |
| <b>contain</b> 25:8  | <b>coworkers</b> 27:11   | <b>curse</b> 35:9   | <b>deeply</b> 23:19   | <b>directed</b> 17:8   |
| <b>continue</b> 22:5<br>24:10 32:21<br>38:1 39:13<br>54:2, 16 77:7 | <b>COWPENS</b><br>1:11   | <b>custodians</b><br>27:21  | <b>definition</b> 59:21   | <b>disadvantage</b><br>24:7  |
| <b>continued</b> 60:13   | <b>crammed</b> 22:7<br>24:11   | <b>cut</b> 42:14  | <b>delay</b> 55:8 59:9  | <b>disadvantaged</b><br>22:6 24:10   |
| <b>continues</b> 33:6<br>37:18                                     | <b>create</b> 30:2<br>52:19 66:9   | <b>&lt; D &gt;</b>  | <b>delayed</b> 60:16  | <b>disappointed</b><br>40:8 45:5   |
| <b>continuity</b><br>14:13 59:19                                   | <b>created</b> 17:4  | <b>daily</b> 21:12  | <b>delays</b> 49:10   | <b>discord</b> 60:6  |
| <b>control</b> 37:9, 12,<br>21 38:4, 5, 6, 8,<br>12                | <b>creating</b> 7:10   | <b>data</b> 52:4  | <b>delightful</b> 73:12   | <b>discussion</b> 57:10  |
| <b>copies</b> 5:11   | <b>creative</b> 18:4<br>59:3 60:2, 21  | <b>date</b> 26:7  | <b>deliver</b> 45:5   | <b>dispiriting</b> 69:5  |
| <b>core</b> 25:11<br>66:21   | <b>Cresta</b> 50:18  | <b>daughter</b> 35:16<br>36:4, 7 39:14,<br>20 54:14 71:3                              | <b>demands</b> 23:20<br>26:16 58:1                              | <b>dissension</b> 17:6   |
| <b>correct</b> 45:19   | <b>crisis</b> 58:13, 13<br>59:1, 15 60:10,<br>12, 15, 17, 19<br>65:6, 8 78:7   | <b>daughters</b> 39:1<br>40:4 53:9<br>54:10   | <b>demonstrated</b><br>72:12, 12                                | <b>distance</b> 50:19  |
| <b>cost</b> 41:2   | <b>criteria</b> 14:8   |   | <b>denominator</b><br>27:16, 17                                 | <b>distributed</b><br>4:20 24:6  |
| <b>Costantino</b> 3:7<br>24:20 26:19                               |  |   | <b>deserve</b> 13:4<br>24:3 29:14<br>36:9, 12 73:4              | <b>distribution</b><br>30:3  |

|   |  |   |  |  |
|---|--|---|--|--|
| <p><b>doing</b> 17:16</p> <p><b>dooming</b> 64:7</p> <p><b>Dr</b> 2:16, 19</p> <p><b>drastic</b> 25:2</p> <p><b>drastically</b><br/>16:15</p> <p><b>drink</b> 21:9<br/>25:16</p> <p><b>drive</b> 75:11</p> <p><b>drop</b> 74:3</p> <p><b>due</b> 28:5</p> <p><b>Dyer</b> 3:14 58:6<br/>61:4, 7, 8</p> <p>&lt; <b>E</b> &gt;</p> <p><b>early</b> 76:1</p> <p><b>easily</b> 11:6</p> <p><b>east</b> 11:12<br/>12:19 48:13</p> <p><b>easy</b> 11:3</p> <p><b>eat</b> 35:5 36:7<br/>75:19, 20</p> <p><b>eaten</b> 76:5</p> <p><b>eating</b> 75:18<br/>76:1, 2</p> <p><b>EDUCATION</b><br/>1:1 4:4 8:8<br/>18:3 27:14<br/>45:3 48:17<br/>55:20 64:20<br/>67:9 75:1<br/>78:20</p> <p><b>educators</b> 17:14<br/>59:17</p> <p><b>effect</b> 5:20</p> <p><b>effectively</b> 66:10</p> <p><b>Effectiveness</b><br/>2:11</p> <p><b>efficient</b> 14:9<br/>57:4</p> <p><b>effort</b> 40:16<br/>65:4</p> <p><b>efforts</b> 46:5</p> <p><b>eight</b> 20:12<br/>22:12 24:15<br/>25:5 47:10, 12<br/>65:15</p> <p><b>either</b> 8:10<br/>47:15, 20 53:16<br/>55:14 74:8</p> | <p><b>ELEMENTARY</b><br/>1:7 4:5 5:15,<br/>21 8:8, 9 10:21<br/>29:15, 16 32:7<br/>33:16 34:5<br/>35:17, 20 36:5<br/>39:2 41:18<br/>45:9, 11, 18<br/>46:1, 10, 21<br/>48:14 49:4, 18<br/>50:15 51:20<br/>52:3 53:10, 18<br/>55:10 56:12, 15<br/>61:8 62:1 63:4<br/>65:6, 9, 10 66:7<br/>67:6 74:14<br/>78:21</p> <p><b>emergency</b><br/>67:16</p> <p><b>emphasizes</b><br/>13:14</p> <p><b>employee</b> 38:21</p> <p><b>empty</b> 46:1</p> <p><b>encourage</b> 46:3<br/>70:9</p> <p><b>encouraging</b><br/>18:3</p> <p><b>energies</b> 77:4</p> <p><b>engage</b> 39:7</p> <p><b>engaged</b> 37:7,<br/>13</p> <p><b>engagement</b><br/>38:1 56:2</p> <p><b>English</b> 26:12</p> <p><b>enlarged</b> 65:18</p> <p><b>enormously</b><br/>65:1</p> <p><b>enrolled</b> 62:3</p> <p><b>enrollment</b><br/>11:14 15:13<br/>21:21 22:2, 10<br/>24:13 32:2, 16,<br/>19 42:19 45:21</p> <p><b>enter</b> 41:15</p> <p><b>entire</b> 18:8<br/>30:17</p> <p><b>entirely</b> 30:1</p> <p><b>environment</b><br/>27:19 28:8<br/>29:19 55:21</p> | <p><b>equipment</b> 21:1<br/>25:10</p> <p><b>equitable</b> 24:3<br/>30:3 65:5</p> <p><b>equity</b> 24:1<br/>57:11</p> <p><b>error</b> 17:16</p> <p><b>ESOL</b> 22:20<br/>25:21</p> <p><b>especially</b> 25:3<br/>50:12</p> <p><b>estimated</b> 6:6</p> <p><b>ETS</b> 13:21</p> <p><b>evening</b> 4:2<br/>5:3, 5, 8 10:17<br/>13:11 19:18<br/>24:20, 21 26:21<br/>27:1 29:6, 11<br/>33:14 35:14, 15<br/>38:20 41:10<br/>43:15, 16 46:13<br/>48:9 49:15, 17<br/>53:6, 7 56:6<br/>58:8 61:6, 7<br/>64:13 67:21<br/>68:1, 21 70:21<br/>71:1 73:9<br/>74:11 76:17, 18</p> <p><b>events</b> 17:3<br/>44:9</p> <p><b>everybody</b><br/>78:13, 14</p> <p><b>Everybody's</b> 5:5</p> <p><b>evidence</b> 61:11</p> <p><b>exact</b> 51:3</p> <p><b>examined</b> 50:7</p> <p><b>excluded</b> 68:16<br/>70:4 73:2</p> <p><b>excludes</b> 63:5</p> <p><b>excuse</b> 32:13</p> <p><b>Executive</b> 2:21<br/>37:14</p> <p><b>exist</b> 15:19</p> <p><b>existing</b> 15:5</p> <p><b>exists</b> 62:8</p> <p><b>expand</b> 29:20</p> <p><b>expanded</b> 51:4,<br/>5 76:3</p> <p><b>expect</b> 59:1</p> | <p><b>expected</b> 18:8<br/>28:2</p> <p><b>expecting</b> 28:4</p> <p><b>experience</b><br/>29:15 34:4<br/>36:4 58:10<br/>63:8 73:12</p> <p><b>experiences</b><br/>27:14 35:18</p> <p><b>explaining</b> 18:14</p> <p><b>explore</b> 18:3</p> <p><b>express</b> 4:9</p> <p><b>extend</b> 49:2</p> <p><b>extra</b> 26:1<br/>65:15</p> <p><b>eye</b> 74:7</p> <p><b>eyes</b> 34:13<br/>75:11</p> <p>&lt; <b>F</b> &gt;</p> <p><b>Facebook</b> 62:12</p> <p><b>faced</b> 39:8</p> <p><b>facilities</b> 69:10<br/>70:13 76:3</p> <p><b>fact</b> 16:14<br/>17:19 47:8</p> <p><b>failure</b> 35:8</p> <p><b>fair</b> 29:18<br/>34:20 44:1, 7<br/>65:5</p> <p><b>fairest</b> 66:19</p> <p><b>faith</b> 43:12</p> <p><b>fall</b> 40:2 47:4</p> <p><b>fallow</b> 6:4</p> <p><b>Fallowfields</b><br/>52:7</p> <p><b>families</b> 17:3<br/>42:9 51:21<br/>54:1 58:17, 18,<br/>19</p> <p><b>family</b> 26:14<br/>27:21 42:8, 8,<br/>20 43:8 51:16<br/>52:7 55:5 67:8</p> <p><b>far</b> 6:15 33:19<br/>35:7 54:15<br/>57:15 65:14</p> <p><b>Farms</b> 51:17</p> <p><b>fatal</b> 35:8</p> <p><b>favor</b> 41:4</p> | <p><b>feasible</b> 43:9<br/>55:6</p> <p><b>FEBRUARY</b><br/>1:15 11:19<br/>62:12</p> <p><b>feed</b> 32:11 69:7</p> <p><b>feeder</b> 14:13</p> <p><b>feel</b> 18:16 39:7<br/>54:7 60:10<br/>77:1</p> <p><b>feet</b> 43:21</p> <p><b>fellow</b> 68:4</p> <p><b>Fellowship</b><br/>48:12, 19 49:5</p> <p><b>fields</b> 6:4</p> <p><b>fiercely</b> 39:3</p> <p><b>fifth</b> 8:13<br/>21:20 23:1<br/>39:2, 15 54:12<br/>73:18</p> <p><b>fight</b> 11:15<br/>36:21 40:14<br/>77:3</p> <p><b>figures</b> 6:16<br/>9:2 10:1</p> <p><b>filled</b> 46:1</p> <p><b>final</b> 18:1 35:8<br/>36:5 76:17<br/>78:16</p> <p><b>finally</b> 18:15<br/>66:20</p> <p><b>find</b> 12:1<br/>22:18 41:5<br/>69:14</p> <p><b>first</b> 4:21 6:15<br/>25:18 29:8<br/>38:15 39:2<br/>43:5 48:3<br/>49:19 56:15<br/>61:21 64:19<br/>67:3 71:16<br/>74:17 75:16</p> <p><b>fiscal</b> 57:3</p> <p><b>Fitzgerald</b> 3:12<br/>48:8 49:13, 16</p> <p><b>five</b> 12:16<br/>29:16 47:12<br/>51:17 56:17<br/>58:15 60:16</p> |
|---|--|---|--|--|

|  |  |   |   |  |
|--|--|---|---|--|
| <b>flawed</b> 14:15<br>59:12 71:17, 19<br>75:10              | <b>front</b> 4:11  | 63:8, 13, 14, 15<br>64:2 69:3<br>71:21 72:2, 3,<br>11 74:12, 15, 21<br>75:13, 15 76:6<br>78:3, 5, 6   | <b>grow</b> 26:9<br>47:11 54:16<br>58:17 59:8<br>61:2   | 71:2, 15 74:7,<br>14 75:11, 13   |
| <b>flaws</b> 50:6  | <b>frustration</b> 17:8  | <b>Good</b> 4:2 5:2,<br>12 10:17 13:10<br>19:18 24:20, 21<br>26:21 27:1, 3, 3<br>29:6 33:14<br>34:18 35:14, 15<br>38:20 41:10<br>42:19 43:15, 16<br>48:9 49:15<br>53:6, 7 56:6<br>58:8 60:2 61:6,<br>7 64:13 67:21<br>68:1, 21 70:21<br>71:1 73:9 74:4,<br>8, 10 75:6, 15<br>76:18 78:1 | <b>growing</b> 54:12<br>58:16   | <b>Hampton's</b><br>14:3 31:7 32:1<br>57:9 61:10<br>74:3   |
| <b>focus</b> 12:6, 19<br>44:5, 6 46:17                       | <b>full</b> 13:4 18:4<br>48:15 62:17, 19<br>75:17  | <b>gotten</b> 21:19<br>40:9 42:3  | <b>growth</b> 29:20<br>60:14 69:9   | <b>hand</b> 80:12  |
| <b>focused</b> 77:5  | <b>fully</b> 30:16<br>61:15  | <b>Gover</b> 2:21<br>4:19   | <b>guardian</b> 73:18   | <b>handle</b> 12:12  |
| <b>focusing</b> 69:10<br>77:4                                | <b>fun</b> 29:14   | <b>government</b><br>15:6   | <b>guess</b> 74:18  | <b>handled</b> 17:10   |
| <b>folks</b> 48:18   | <b>funding</b> 37:21<br>46:18 50:2   | <b>governments</b><br>37:21   | <b>guidance</b> 28:1  | <b>hands</b> 14:20   |
| <b>followed</b> 26:10  | <b>further</b> 68:8<br>80:9  | <b>grade</b> 8:13<br>20:7 21:3, 6<br>25:19 29:8<br>35:17 39:2<br>41:14 43:17<br>44:7 54:13  | <b>guidelines</b> 75:3  | <b>happen</b> 43:8<br>47:14 53:15<br>63:13 71:9<br>74:21   |
| <b>Following</b> 14:11                                       | <b>future</b> 15:12<br>23:3 29:20<br>71:2  | <b>grader</b> 73:18   | <b>guys</b> 34:14, 15<br>35:6 71:8, 19<br>72:14, 20   | <b>happening</b> 63:3<br>71:21 75:12   |
| <b>fond</b> 35:20  | < G >  | <b>graders</b> 21:10,<br>15, 20 22:20<br>23:1 25:15<br>67:3   | <b>gym</b> 65:17  | <b>happens</b> 16:20<br>22:3 24:8<br>53:21 67:2<br>71:11   |
| <b>food</b> 28:13<br>75:17                                   | <b>Gal</b> 70:19   | <b>grateful</b> 39:18<br>45:7   | <b>gymnasium</b> 51:5   | <b>hard</b> 10:5 39:6<br>43:7 44:5, 14<br>78:10, 19  |
| <b>foot</b> 34:9, 10<br>47:1                                 | <b>Gasparotti</b> 1:21<br>80:4, 16   | <b>gravely</b> 48:16  | < H >   | <b>Harford</b> 50:17   |
| <b>forced</b> 40:14<br>59:9                                  | <b>geographically</b><br>32:10   | <b>great</b> 67:8 76:9  | <b>habitable</b> 47:7   | <b>headed</b> 62:20  |
| <b>foregoing</b> 80:6  | <b>getting</b> 60:2<br>71:20   | <b>greater</b> 33:2   | <b>Hales</b> 3:6<br>23:10 24:19, 21   | <b>health</b> 67:7   |
| <b>Forest</b> 48:12, 19<br>49:5                              | <b>give</b> 4:18 5:11<br>33:4, 7, 8 52:7   | <b>group</b> 5:10<br>21:12  | <b>half</b> 41:21 55:7<br>76:5  | <b>hear</b> 22:14<br>27:7 59:20<br>60:1 62:8, 10<br>71:7   |
| <b>form</b> 59:18  | <b>given</b> 44:12<br>77:17  | <b>groups</b> 25:12<br>46:4 69:14   | <b>Hall</b> 42:1, 8   | <b>heard</b> 13:4<br>20:5, 9, 14 25:6,<br>14 27:8 36:17<br>47:10   |
| <b>forming</b> 17:1<br>36:14                                 | <b>giving</b> 76:19  |   | <b>hallways</b> 12:7<br>20:19 22:7, 12<br>24:11 25:11, 13<br>65:18  | <b>hearing</b> 4:4, 8<br>10:8 13:1<br>50:21 53:8<br>73:16, 21 74:2<br>79:12, 14                                      |
| <b>forth</b> 44:8 57:6<br>68:4 74:5                          | <b>glad</b> 43:21 76:7   |   | <b>Hampton</b> 5:15,<br>21 6:19 7:4, 8,<br>18, 19 8:16, 18<br>9:5 13:13, 17,<br>21 14:21 15:15<br>16:18, 21 18:8<br>22:17 27:8<br>30:2, 5 31:7, 13<br>32:17 36:18, 20<br>37:10 45:18, 21<br>46:9, 16 49:18<br>50:19 51:3, 4, 7,<br>9 52:2, 17, 19<br>54:2 55:9<br>56:15 57:8<br>58:9, 11 61:8<br>62:18, 20 63:2,<br>9, 10 64:8 68:4,<br>6, 8 69:3, 19, 20 | <b>happier</b> 37:6  |
| <b>forward</b> 5:2<br>13:9 15:14<br>29:1 33:12<br>47:14 48:3 | <b>go</b> 5:15, 20 7:9,<br>18 8:17 16:16<br>19:5 25:16<br>28:15 44:8<br>45:18 47:3<br>54:16 70:11<br>72:2, 3 76:1<br>77:11 78:1, 8 |   | <b>half</b> 41:21 55:7<br>76:5  | <b>happy</b> 18:18<br>44:15 59:17  |
| <b>forwarded</b> 79:6  | <b>goal</b> 49:8   |   | <b>Hales</b> 3:6<br>23:10 24:19, 21   | <b>hard</b> 10:5 39:6<br>43:7 44:5, 14<br>78:10, 19  |
| <b>fought</b> 47:18  | <b>goddaughter</b><br>73:10  |   | <b>hallways</b> 12:7<br>20:19 22:7, 12<br>24:11 25:11, 13<br>65:18  | <b>Harford</b> 50:17   |
| <b>found</b> 49:20   | <b>goes</b> 7:4 9:13<br>42:7 51:8  |   | <b>Hampton</b> 5:15,<br>21 6:19 7:4, 8,<br>18, 19 8:16, 18<br>9:5 13:13, 17,<br>21 14:21 15:15<br>16:18, 21 18:8<br>22:17 27:8<br>30:2, 5 31:7, 13<br>32:17 36:18, 20<br>37:10 45:18, 21<br>46:9, 16 49:18<br>50:19 51:3, 4, 7,<br>9 52:2, 17, 19<br>54:2 55:9<br>56:15 57:8<br>58:9, 11 61:8<br>62:18, 20 63:2,<br>9, 10 64:8 68:4,<br>6, 8 69:3, 19, 20 | <b>headed</b> 62:20  |
| <b>four</b> 39:21<br>51:17 52:2                              | <b>going</b> 7:7 8:2,<br>5, 14, 15, 16, 16<br>9:7, 7 12:8<br>15:14 18:21<br>35:19 51:3, 21<br>52:1, 11, 17, 19<br>54:17 62:20, 21  |   | <b>hallways</b> 12:7<br>20:19 22:7, 12<br>24:11 25:11, 13<br>65:18  | <b>health</b> 67:7   |
| <b>fourth</b> 21:3, 6<br>22:19 25:14<br>44:7                 |  |   | <b>Hampton</b> 5:15,<br>21 6:19 7:4, 8,<br>18, 19 8:16, 18<br>9:5 13:13, 17,<br>21 14:21 15:15<br>16:18, 21 18:8<br>22:17 27:8<br>30:2, 5 31:7, 13<br>32:17 36:18, 20<br>37:10 45:18, 21<br>46:9, 16 49:18<br>50:19 51:3, 4, 7,<br>9 52:2, 17, 19<br>54:2 55:9<br>56:15 57:8<br>58:9, 11 61:8<br>62:18, 20 63:2,<br>9, 10 64:8 68:4,<br>6, 8 69:3, 19, 20 | <b>hear</b> 22:14<br>27:7 59:20<br>60:1 62:8, 10<br>71:7   |
| <b>frankly</b> 67:14<br>69:11 71:7                           |  |   | <b>hallways</b> 12:7<br>20:19 22:7, 12<br>24:11 25:11, 13<br>65:18  | <b>heard</b> 13:4<br>20:5, 9, 14 25:6,<br>14 27:8 36:17<br>47:10   |
| <b>free</b> 55:14<br>56:18                                   |  |   | <b>Hall</b> 42:1, 8   | <b>hearing</b> 4:4, 8<br>10:8 13:1<br>50:21 53:8<br>73:16, 21 74:2<br>79:12, 14                                      |
| <b>freight</b> 18:20   |  |   | <b>hallways</b> 12:7<br>20:19 22:7, 12<br>24:11 25:11, 13<br>65:18  | <b>hears</b> 66:1  |
| <b>frequently</b> 79:11                                      |  |   | <b>Hampton</b> 5:15,<br>21 6:19 7:4, 8,<br>18, 19 8:16, 18<br>9:5 13:13, 17,<br>21 14:21 15:15<br>16:18, 21 18:8<br>22:17 27:8<br>30:2, 5 31:7, 13<br>32:17 36:18, 20<br>37:10 45:18, 21<br>46:9, 16 49:18<br>50:19 51:3, 4, 7,<br>9 52:2, 17, 19<br>54:2 55:9<br>56:15 57:8<br>58:9, 11 61:8<br>62:18, 20 63:2,<br>9, 10 64:8 68:4,<br>6, 8 69:3, 19, 20 | <b>help</b> 13:12, 18<br>15:3, 15 16:19<br>18:18, 21 24:16<br>31:8 33:8, 9<br>34:6 37:2<br>43:21 44:13<br>46:6 49:20 |
| <b>friends</b> 39:6<br>44:3 75:20                            |  |   | <b>habitable</b> 47:7   |  |
| <b>frightening</b><br>22:18 28:9, 16                         |  |   | <b>Hales</b> 3:6<br>23:10 24:19, 21   |  |

|  |   |  |  |   |
|--|---|--|--|---|
| 50:11 53:13<br>67:15<br><b>helping</b> 26:12<br><b>Henn</b> 2:3 19:19<br><b>Hi</b> 31:5 35:15<br>38:21 56:7<br>69:1<br><b>HIGH</b> 1:10<br>55:21<br><b>higher</b> 68:12<br><b>highest</b> 55:20<br><b>highlighted</b><br>12:14<br><b>Hills</b> 50:17<br><b>hold</b> 11:18 47:3<br><b>holding</b> 53:8<br><b>Holy</b> 8:10<br><b>Home</b> 6:1, 7<br>51:17 70:16<br>75:17 76:5<br><b>homes</b> 51:16, 19<br>52:1, 7 64:17<br><b>honest</b> 73:17<br><b>honor</b> 5:5<br><b>hope</b> 13:1<br>16:17 18:11<br>43:3 60:18, 18<br><b>hopefully</b> 54:2<br><b>hoping</b> 47:4<br>74:17<br><b>hosting</b> 29:7<br><b>hot</b> 30:4<br><b>Houliaras</b> 3:3<br>10:16 13:10<br><b>hours</b> 26:4, 5<br>28:4, 15<br><b>house</b> 15:6<br>63:1<br><b>households</b><br>48:13<br><b>houses</b> 9:7<br><b>housing</b> 9:9<br>14:2 31:21<br>32:20 72:11<br><b>Human</b> 2:12<br><b>hundred</b> 8:19<br>27:11 50:4<br>52:16<br><b>hurt</b> 76:6 | <b>hypothetical</b><br>23:2<br><br>< I ><br><b>ideal</b> 47:17<br>54:8<br><b>ideas</b> 18:4 74:5<br><b>ignored</b> 11:12<br>17:10<br><b>ignores</b> 61:18<br><b>illogical</b> 52:4<br><b>imagine</b> 12:2, 4<br>51:20<br><b>immediate</b><br>29:12 36:2<br>41:3 54:18<br>59:13 68:5<br>74:6 78:9<br><b>immediately</b><br>32:18<br><b>impact</b> 67:5<br><b>impacted</b> 23:4<br><b>implementation</b><br>46:3<br><b>important</b><br>36:14 56:9, 13<br>65:1<br><b>improve</b> 63:8<br><b>improvement</b><br>47:19 54:3<br>59:6 60:13<br><b>improvements</b><br>42:17<br><b>imputing</b> 61:9<br><b>inadequate</b><br>66:15<br><b>inches</b> 43:20<br><b>include</b> 14:16<br>15:4 17:20<br>24:15 76:10<br><b>included</b> 32:8<br>40:20<br><b>includes</b> 33:3<br><b>including</b> 79:10<br><b>incoming</b> 29:9<br><b>inconsistent</b><br>66:16<br><b>increase</b> 14:10<br>15:12 32:2 | <b>increasing</b> 57:5<br><b>incredibly</b> 46:19<br><b>individuals</b> 46:5<br><b>inequitable</b> 58:2<br><b>inequity</b> 56:12<br><b>infighting</b> 60:6<br><b>inflating</b> 37:11<br><b>information</b><br>4:17, 18 21:18<br>79:6, 10<br><b>infuriating</b><br>16:17<br><b>initial</b> 54:6<br><b>injustice</b> 56:12<br>57:17<br><b>input</b> 46:6<br>49:1 64:21<br>66:2<br><b>inside</b> 36:10<br>47:2<br><b>instant</b> 71:20<br><b>instruction</b> 12:9<br><b>instructional</b><br>12:13 21:3, 14<br>22:10 26:6, 7<br>28:5<br><b>instructions</b><br>36:15<br><b>instrumental</b><br>21:6<br><b>insurmountable</b><br>23:21<br><b>intact</b> 39:12<br><b>intend</b> 17:5<br><b>intended</b> 5:15<br>24:12<br><b>intentionally</b><br>37:4<br><b>intentioned</b><br>59:11<br><b>interested</b> 80:10<br><b>interests</b> 40:13<br><b>interrupt</b> 57:16<br><b>intervention</b><br>21:12 25:12<br><b>interventions</b><br>21:10, 15 22:21<br>25:21<br><b>investigated</b><br>30:17 | <b>investment</b><br>76:13<br><b>irresponsible</b><br>68:14<br><b>issue</b> 15:21<br>32:6 52:19<br>65:1<br><b>issues</b> 16:15<br>41:20 68:9<br>73:13<br><b>item</b> 62:14<br><b>items</b> 34:1<br><b>Its</b> 32:11 46:3<br>55:18 68:17<br>69:13<br><br>< J ><br><b>Jaeger</b> 3:4<br>13:9 16:7, 9<br><b>January</b> 9:2<br><b>Jen</b> 35:16<br><b>Jennifer</b> 3:9<br>33:12<br><b>jeopardy</b> 14:1<br><b>Jessie</b> 3:4 13:9<br>16:7<br><b>job</b> 69:6, 12, 13<br>70:11, 13, 15<br><b>jobs</b> 69:8<br><b>Joel</b> 3:10<br>38:19 41:8, 12<br><b>John</b> 2:5<br><b>join</b> 27:21 39:9<br>40:21<br><b>Joseph</b> 3:17<br>76:17<br><b>Jr</b> 2:5<br><b>Julie</b> 2:3 3:14<br>58:6 61:4, 8<br><b>jump</b> 61:20<br><b>June</b> 71:6<br><b>jury-rigged</b> 70:3<br><br>< K ><br><b>Kach</b> 3:2 5:1,<br>4 10:10, 12, 13<br>15:7<br><b>Kathleen</b> 2:2 | <b>keep</b> 29:11<br>36:21 39:11<br>55:17<br><b>keeps</b> 57:8<br><b>Kevin</b> 3:11<br>48:7, 10<br><b>kid</b> 75:16<br><b>kids</b> 16:12<br>20:13 34:2, 11<br>35:3, 9 37:3, 5<br>38:7, 9 47:10<br>73:4 74:14<br>76:6<br><b>kid's</b> 36:21<br>63:7<br><b>kilns</b> 6:5<br><b>kind</b> 33:9 54:6<br><b>kindergarten</b><br>8:11 19:6<br>39:15, 21 41:15<br>56:10 71:3<br>73:11<br><b>kindergartner</b><br>20:8 29:10<br>76:4<br><b>kindergartners</b><br>12:11<br><b>kindly</b> 4:11, 18<br><b>kinds</b> 22:14<br><b>knew</b> 74:15<br><b>know</b> 4:13<br>6:15 8:17<br>11:17 12:10, 12,<br>13, 15 15:19<br>16:21 17:8, 14<br>24:8 31:12<br>35:19 36:2<br>39:6 42:7, 18<br>54:9 58:11<br>66:17 68:6<br>71:10 75:21<br><b>known</b> 66:4<br><b>Koepenick</b> 3:11<br>48:7, 9, 10<br><br>< L ><br><b>Lancome</b> 51:17<br><b>land</b> 43:13<br><b>Lane</b> 48:10 |
|--|---|--|--|---|

|  |  |  |  |  |
|--|--|--|--|--|
| <b>language</b> 23:14<br>26:13                 | <b>live</b> 39:5 51:19<br>67:8   | <b>loved</b> 42:20<br>43:12  | <b>matter</b> 47:8<br>53:21 56:9<br>71:10  | 49:15 53:6<br>56:6 58:7 61:6<br>64:13 67:21                            |
| <b>large</b> 17:15<br>40:1, 3 75:11            | <b>living</b> 57:19  | <b>low</b> 5:17  | <b>McCombs</b> 34:8  | <b>middle</b> 14:13<br>29:17 42:1<br>67:4 73:20                        |
| <b>largely</b> 11:12                           | <b>Local</b> 32:7<br>51:20   | <b>Lowry</b> 2:12  | <b>McMillion</b> 2:4   | <b>mile</b> 21:4, 8, 11,<br>13 25:19 26:1                              |
| <b>larger</b> 65:17                            | <b>locations</b> 27:13   | <b>Lucas</b> 3:4 16:7<br>19:3, 5 20:7                                    | <b>Meagan</b> 3:7<br>24:19 26:19   | <b>million</b> 47:6  |
| <b>lasting</b> 16:3<br>32:4 70:11              | <b>LOCH</b> 1:10<br>6:9, 11 8:8, 9<br>46:21 52:9<br>64:16, 18 67:7                                       | <b>lunch</b> 11:21<br>19:7 28:12, 15<br>36:7 44:9<br>55:14 75:14<br>76:5 | <b>meals</b> 28:16<br>56:18<br>57:1  | <b>mind</b> 55:17  |
| <b>late</b> 25:3 76:2                          | <b>logical</b> 46:8<br>51:14   | <b>lunchbox</b> 75:17  | <b>mean</b> 20:13<br>25:8 44:5<br>59:18 60:1<br>78:8   | <b>mindful</b> 26:11   |
| <b>latest</b> 6:16                             | <b>long</b> 5:6 16:16<br>18:6, 18 20:2<br>31:13 36:19<br>52:18 54:18, 21<br>70:11 71:9                   | <b>lunches</b> 20:17   | <b>means</b> 25:9, 11,<br>12 28:14 37:10<br>42:19  | <b>mine</b> 40:19  |
| <b>Laura</b> 3:3<br>10:16 13:7                 | <b>long-term</b> 32:3<br>33:4 41:1, 5<br>46:17 60:3<br>66:18 68:14<br>69:20 70:10<br>72:16 76:10<br>78:5 | <b>lunchroom</b><br>34:12  | <b>meant</b> 45:15   | <b>minimally</b> 42:6,<br>14   |
| <b>laurels</b> 72:17                           | <b>look</b> 5:13 6:13<br>8:8 9:17, 20<br>35:19 40:18<br>48:2 52:14, 20,<br>20 55:7, 9, 11<br>57:11       | <b>Lutheran</b> 8:10   | <b>measure</b> 45:14   | <b>minuscule</b> 17:12   |
| <b>leaders</b> 18:2<br>41:11                   | <b>looked</b> 5:21<br>6:1 12:17, 18<br>68:19 73:1  | <b>luxury</b> 68:18  | <b>mechanism</b><br>46:19  | <b>minute</b> 4:14<br>41:13  |
| <b>leads</b> 12:5                              | <b>looking</b> 5:6<br>40:17 58:3   | < M >  | <b>MEETING</b> 1:6<br>10:18 11:19<br>20:20 22:17   | <b>minutes</b> 4:9<br>21:13 26:1, 3                                    |
| <b>learn</b> 44:16                             | <b>lose</b> 28:4 43:7  | <b>Madam</b> 5:4   | <b>meetings</b> 36:18<br>66:1  | <b>misinformed</b><br>63:9   |
| <b>learners</b> 26:13                          | <b>losing</b> 12:12<br>21:2  | <b>Magali</b> 3:15<br>64:12 67:19  | <b>member</b> 25:4   | <b>missed</b> 11:14  |
| <b>learning</b> 25:18<br>26:2 36:11<br>56:1    | <b>lost</b> 21:14<br>22:11 24:14<br>26:3, 6, 7   | <b>magnet</b> 32:12<br>62:7 63:4<br>68:17                                | <b>MEMBERS</b> 2:1,<br>7 4:18 11:1<br>14:20 19:19<br>20:15 22:15<br>24:21 27:2<br>41:10 45:3<br>56:8 60:1 65:3<br>79:7 | <b>mistake</b> 47:15   |
| <b>leave</b> 22:16<br>46:12                    | <b>lot</b> 6:13 12:18<br>18:14, 16 21:12<br>25:20 27:7, 8<br>33:18 34:2<br>39:4                          | <b>main</b> 14:7   | <b>Megan</b> 3:8<br>29:5 31:2, 5   | <b>mobility</b> 38:5   |
| <b>left</b> 4:12 18:17<br>26:8 37:17<br>60:15  | <b>loud</b> 25:11<br>35:5 40:10<br>73:17   | <b>maintain</b> 14:9,<br>12 55:5 69:10<br>70:13                          | <b>Melanie</b> 3:13<br>56:5 58:5   | <b>modifications</b><br>11:9   |
| <b>lens</b> 52:15<br>57:11                     | <b>love</b> 23:19 69:6   | <b>maintaining</b><br>47:18 57:4   | <b>MEETING</b> 1:6<br>10:18 11:19<br>20:20 22:17   | <b>mom</b> 31:5  |
| <b>letter</b> 44:21<br>45:4, 6, 8 46:13,<br>15 |  | <b>major</b> 7:15<br>50:6  | <b>meetings</b> 36:18<br>66:1  | <b>money</b> 63:12,<br>18 64:8   |
| <b>level</b> 43:4                              |  | <b>majority</b> 56:16,<br>20 57:13                                       | <b>Megan</b> 3:8<br>29:5 31:2, 5   | <b>Monique</b> 2:16  |
| <b>levels</b> 27:14<br>56:1                    |  | <b>making</b> 17:2<br>40:2 44:14<br>59:2 60:20                           | <b>Melanie</b> 3:13<br>56:5 58:5   | <b>month</b> 26:4<br>28:5 32:17  |
| <b>library</b> 65:17                           |  | <b>malfeasance</b><br>17:13  | <b>member</b> 25:4   | <b>months</b> 20:8<br>30:7 57:5<br>65:21 78:1                          |
| <b>life</b> 27:15 57:7                         |  | <b>Management</b><br>2:17  | <b>MEMBERS</b> 2:1,<br>7 4:18 11:1<br>14:20 19:19<br>20:15 22:15<br>24:21 27:2<br>41:10 45:3<br>56:8 60:1 65:3<br>79:7 | <b>morning</b> 27:3  |
| <b>light</b> 73:12                             |  | <b>manner</b> 30:11  | <b>member</b> 25:4   | <b>Moulder</b> 3:14<br>61:5 64:11, 14,<br>14                           |
| <b>lightly</b> 39:11                           |  | <b>March</b> 79:2<br>80:13   | <b>MEMBERS</b> 2:1,<br>7 4:18 11:1<br>14:20 19:19<br>20:15 22:15<br>24:21 27:2<br>41:10 45:3<br>56:8 60:1 65:3<br>79:7 | <b>move</b> 29:1<br>43:1 51:2 55:3<br>60:11 72:18                      |
| <b>Lily</b> 2:6 62:11                          |  | <b>margin</b> 17:15  | <b>MEMBERS</b> 2:1,<br>7 4:18 11:1<br>14:20 19:19<br>20:15 22:15<br>24:21 27:2<br>41:10 45:3<br>56:8 60:1 65:3<br>79:7 | <b>moved</b> 71:5  |
| <b>lime</b> 6:5                                |  | <b>Maria</b> 2:12  | <b>MEMBERS</b> 2:1,<br>7 4:18 11:1<br>14:20 19:19<br>20:15 22:15<br>24:21 27:2<br>41:10 45:3<br>56:8 60:1 65:3<br>79:7 | <b>moving</b> 30:1<br>38:12 47:14<br>48:3 50:4<br>51:21 52:16<br>58:19 |
| <b>limited</b> 14:19<br>20:21 25:9<br>59:12    |  | <b>mark</b> 11:14  | <b>MEMBERS</b> 2:1,<br>7 4:18 11:1<br>14:20 19:19<br>20:15 22:15<br>24:21 27:2<br>41:10 45:3<br>56:8 60:1 65:3<br>79:7 |  |
| <b>line</b> 74:17                              |  | <b>MARYLAND</b><br>1:12 80:1, 5  | <b>MEMBERS</b> 2:1,<br>7 4:18 11:1<br>14:20 19:19<br>20:15 22:15<br>24:21 27:2<br>41:10 45:3<br>56:8 60:1 65:3<br>79:7 |  |
| <b>list</b> 37:18, 19<br>38:1 54:6<br>63:19    |  |  | <b>MEMBERS</b> 2:1,<br>7 4:18 11:1<br>14:20 19:19<br>20:15 22:15<br>24:21 27:2<br>41:10 45:3<br>56:8 60:1 65:3<br>79:7 |  |
| <b>listening</b> 29:2<br>78:13                 |  |  | <b>MEMBERS</b> 2:1,<br>7 4:18 11:1<br>14:20 19:19<br>20:15 22:15<br>24:21 27:2<br>41:10 45:3<br>56:8 60:1 65:3<br>79:7 |  |
| <b>little</b> 68:12                            |  |  | <b>MEMBERS</b> 2:1,<br>7 4:18 11:1<br>14:20 19:19<br>20:15 22:15<br>24:21 27:2<br>41:10 45:3<br>56:8 60:1 65:3<br>79:7 |  |

|                        |                         |                          |                         |                         |
|------------------------|-------------------------|--------------------------|-------------------------|-------------------------|
| <b>music</b> 21:6      | 63:6 70:6               | <b>obvious</b> 59:5      | 49:6 50:1               | <b>overwhelming</b>     |
| <b>Mustanik</b> 34:7   | 74:13 77:4              | 60:21 61:12              | 52:14, 14 57:12         | 58:2                    |
| < N >                  | <b>neighborhood</b>     | <b>Obviously</b> 11:3    | 64:7 66:4, 12           | < P >                   |
| <b>nail</b> 47:18      | 14:12 24:2              | 62:15 75:10              | 67:2 78:9               | <b>p.m</b> 20:17        |
| <b>name</b> 4:10       | 39:5 48:15              | 76:11                    | <b>options</b> 14:16,   | 79:14                   |
| 19:5, 12 20:4          | 59:19                   | <b>odd</b> 75:19         | 19 17:17, 18            | <b>packed</b> 20:18     |
| 23:13 29:7             | <b>neighborhoods</b>    | <b>offensive</b> 61:10   | 30:16 42:7              | 25:10                   |
| 33:14 35:16            | 32:10                   | <b>offer</b> 60:15       | 47:1 61:14              | <b>page</b> 62:12       |
| 41:12 43:16            | <b>neighboring</b>      | 67:10                    | <b>orchestra</b> 23:1   | <b>Pal</b> 70:20        |
| 48:9 53:8 56:9         | 15:4 40:17              | <b>offered</b> 14:18,    | <b>order</b> 4:3        | <b>parameters</b> 32:5  |
| 61:7 69:1 71:1         | <b>neighbors</b> 13:2   | 21 65:14                 | <b>ordered</b> 57:2     | <b>parent</b> 10:19,    |
| <b>name's</b> 10:18    | 16:13 23:17             | <b>Offerman</b> 2:5      | <b>Organizational</b>   | 20 11:1 22:17           |
| 44:19 64:14            | <b>never</b> 24:12      | 27:4                     | 2:10                    | 28:8 29:8               |
| <b>narrow</b> 32:6     | 63:15 73:13             | <b>offers</b> 14:4       | <b>originally</b> 53:12 | 33:15 36:20             |
| <b>National</b> 6:1    | <b>Nevertheless</b>     | 59:13                    | <b>outcome</b> 18:1     | 39:1 41:18              |
| <b>near</b> 22:9       | 42:4                    | <b>office</b> 27:21      | 80:11                   | 49:18 58:9              |
| 24:13 70:6             | <b>new</b> 5:14 6:18    | 79:6                     | <b>outside</b> 34:18,   | 61:8 69:2, 6            |
| 77:19                  | 7:18 9:6, 9, 10         | <b>Officer</b> 2:13, 15, | 20                      | 71:3, 7, 16             |
| <b>nearby</b> 63:5     | 13:19 14:2              | 18                       | <b>outsoken</b> 38:8    | 77:10                   |
| 70:7                   | 31:11 33:16             | <b>Oh</b> 70:20          | <b>overcrowded</b>      | <b>parents</b> 13:3, 16 |
| <b>nearly</b> 7:5, 20  | 47:21 51:7, 9           | <b>Okay</b> 5:12         | 7:8, 8, 9 9:15          | 14:21 15:19             |
| 14:16 65:21            | 53:17 64:2, 8           | 10:10 71:12              | 13:12 14:1              | 17:7 30:5               |
| <b>necessary</b> 42:19 | 66:21 67:1, 4           | <b>old</b> 8:8, 9 46:21  | 16:15 31:13             | 31:10 34:21             |
| 47:17 54:8             | 70:12 71:5, 6,          | <b>older</b> 9:12        | 32:18 33:2              | 36:18 37:7              |
| <b>need</b> 9:20       | 11 72:11 77:8           | <b>oldest</b> 39:14      | 34:2 44:2, 2            | 38:6 44:10              |
| 12:16 16:19            | <b>news</b> 60:5        | 54:13                    | 45:10 51:1              | 45:4 46:7               |
| 19:8, 13 24:16         | <b>night</b> 20:2       | <b>once</b> 14:1 33:1    | 58:15 64:9              | 48:16 50:21             |
| 26:17 28:3             | 25:3, 3                 | <b>ones</b> 7:13         | 65:10 70:7              | 53:12 59:17             |
| 29:19 33:6, 8, 8       | <b>noise</b> 35:6 36:8  | <b>one-tenth</b> 21:7    | 72:2, 3, 4, 5, 9        | 63:7 67:13              |
| 37:13 38:1             | 44:4                    | <b>onus</b> 17:11        | 75:6                    | 68:4 69:8, 14,          |
| 39:18 40:21            | <b>nosedive</b> 62:2    | <b>open</b> 13:19        | <b>overcrowding</b>     | 18, 19 71:4             |
| 44:13 47:8             | <b>notarial</b> 80:12   | 17:3 38:13               | 11:4, 11 16:1           | 76:20                   |
| 59:6, 6, 7, 7          | <b>Notary</b> 80:4      | 75:10                    | 20:1 26:8               | <b>parking</b> 21:11    |
| 61:1 63:16             | <b>number</b> 6:2       | <b>Operations</b> 2:15   | 29:13 30:9              | 25:20                   |
| 67:15, 15 69:18,       | 8:15 9:10, 12           | <b>opportunities</b>     | 31:9, 17 32:4, 7        | <b>Parkville</b> 8:9    |
| 20, 21 70:12           | 15:17 45:17             | 17:18                    | 33:5 38:12              | <b>part</b> 17:21       |
| 72:15 73:5             | 51:14 61:18             | <b>opportunity</b>       | 39:12 41:20             | 32:13 39:4              |
| 76:11                  | 65:20                   | 18:9 19:20               | 43:19 45:16             | 43:7 68:7 75:8          |
| <b>needed</b> 15:9     | <b>numbers</b> 5:16     | 23:12 46:15              | 49:4, 21 50:3, 5,       | 76:7, 9, 13             |
| 54:19                  | 6:5, 15 9:1             | 64:21 67:10              | 11 52:15 53:14,         | <b>participated</b>     |
| <b>needing</b> 39:9    | 11:14 25:6              | 76:19                    | 15 56:11 58:14          | 30:10                   |
| <b>needs</b> 13:12     | 27:7, 8, 10 40:6        | <b>oppose</b> 13:20      | 59:1, 15 60:10,         | <b>particular</b> 6:3   |
| 15:13 23:17            | 46:4 55:9               | <b>opposition</b> 61:10  | 14, 19 62:8             | 8:4                     |
| 24:4 28:21             | 63:14 64:6              | <b>Option</b> 11:8       | 65:6 74:16              | <b>parties</b> 80:10    |
| 29:12, 21 33:5,        | 68:12                   | 14:5 15:1                | <b>overflow</b> 50:8    | <b>passed</b> 42:16     |
| 18 35:3 36:5, 6        | < O >                   | 17:20 30:8, 12,          | <b>overhaul</b> 15:9    | <b>passes</b> 32:17, 21 |
| 38:14 42:15            | <b>Oakleigh</b> 50:17   | 14, 16, 19 32:17,        | <b>overlooked</b>       | <b>passionately</b>     |
| 53:15 61:12            | <b>objectives</b> 66:5, | 21 36:6 38:14            | 37:17 54:20             | 42:5                    |
|                        | 16                      | 41:4, 16 42:11           | <b>overstimulating</b>  | <b>path</b> 33:1        |
|                        |                         | 45:16, 19 46:2           | 35:2                    |                         |

|                             |   |  |   |  |
|-----------------------------|---|--|---|--|
| <b>pathologist</b><br>23:14 | <b>PLAINS</b> 1:7<br>4:5 6:20 7:5, 7,<br>18, 20 8:5, 7, 16<br>9:5 10:20 11:4,<br>21 13:11, 14<br>15:16, 19 16:14,<br>19 17:7 18:6,<br>17, 19 19:6, 13<br>20:1, 6, 10<br>21:21 22:5<br>23:4, 13, 14, 18<br>24:10 25:6<br>26:9, 13, 15<br>27:5, 9 28:10<br>29:9, 12, 21<br>30:2, 6, 9 31:8<br>32:3, 5, 11, 21<br>33:4, 8, 16 34:5<br>35:17 37:16<br>39:2 41:14<br>42:8, 21 43:6,<br>10, 18 45:9, 10,<br>17, 20 46:9<br>47:16 48:14<br>49:4, 21 50:2, 9,<br>16, 20 51:2<br>52:17, 18 53:10,<br>17 54:1 55:12,<br>12 56:11, 11, 19<br>57:7, 20 58:14<br>59:9 61:12<br>63:6, 13 64:8,<br>19 65:6, 9 66:7,<br>15 67:14 68:5<br>69:18, 19 70:5<br>71:4 73:11<br>74:1, 6 77:10<br>78:21 | <b>planning</b> 7:14<br>14:6 54:7<br>68:13<br><b>plans</b> 17:2<br>55:3, 8<br><b>play</b> 19:16<br><b>playground</b> 21:1<br><b>PLEASANT</b><br>1:7 4:5 6:20<br>7:5, 7, 17, 20<br>8:4, 7, 16 9:5<br>10:20 11:4, 20<br>13:11, 14 15:16,<br>19 16:14, 18<br>17:7 18:5, 17,<br>18 19:6, 13<br>20:1, 6, 9 21:21<br>22:5 23:3, 12,<br>14, 18 24:10<br>25:6 26:9, 13,<br>15 27:5, 9 28:9<br>29:9, 12, 21<br>30:2, 6, 9 31:8<br>32:2, 4, 11, 21<br>33:4, 7, 16 34:5<br>35:17 37:16<br>39:2 41:14<br>42:8, 21 43:6,<br>10, 18 45:9, 10,<br>17, 20 46:9<br>47:16 48:14<br>49:4, 21 50:2, 8,<br>16, 20 51:2<br>52:16, 18 53:10,<br>17 54:1 55:12,<br>12 56:10, 11, 19<br>57:7, 20 58:14<br>59:9 61:12<br>63:6, 13 64:7,<br>19 65:6, 9 66:7,<br>15 67:14 68:5<br>69:18, 19 70:5<br>71:4 73:10<br>74:1, 6 77:10<br>78:21<br><b>please</b> 9:17<br>15:14 18:20<br>33:7, 13 35:6<br>41:3 53:6<br>55:17 64:12 | 67:20 70:15<br>74:6<br><b>pleased</b> 42:12<br><b>pleasure</b> 5:7<br>23:16 57:19<br><b>plus</b> 47:6<br><b>point</b> 21:20<br>47:11<br><b>policies</b> 40:11<br><b>population</b> 6:16<br>9:2, 3, 5 10:1<br>37:12, 18 63:5<br>69:9<br><b>pose</b> 51:15<br><b>positive</b> 27:19<br>55:21<br><b>possible</b> 37:1<br>45:12 62:13<br><b>possibly</b> 44:18<br><b>post</b> 74:21<br><b>posted</b> 55:18<br><b>pot</b> 27:12<br><b>potential</b> 37:3,<br>4, 5<br><b>poverty</b> 26:12<br><b>power</b> 18:10<br><b>PPES</b> 15:3<br><b>practice</b> 25:8<br><b>precious</b> 21:3<br><b>predicted</b> 62:2<br><b>prefer</b> 39:11<br>78:8<br><b>pre-K</b> 8:11<br><b>prepared</b> 73:16<br><b>presented</b> 14:20<br>55:2<br><b>Preserve</b> 52:6<br><b>president</b> 10:21<br>11:5 31:7<br>48:11<br><b>pretend</b> 63:3<br><b>pretty</b> 8:18<br><b>prevent</b> 36:13<br>37:15<br><b>previous</b> 20:20<br><b>previously</b> 15:2<br><b>price</b> 47:7<br><b>principals</b> 34:9<br><b>prior</b> 4:7<br><b>prioritized</b> 57:3 | <b>private</b> 38:7<br>58:18<br><b>proactive</b> 15:13<br><b>probably</b> 21:17<br><b>problem</b> 7:10,<br>10 8:5 25:2<br>29:13 30:9<br>31:9, 17 33:5<br>51:4 52:15, 18<br>59:4 61:19<br>62:15 73:19<br>74:3 77:8 78:6<br><b>problems</b> 8:3<br>20:1 62:8<br>73:20<br><b>procedures</b><br>40:11<br><br><b>PROCEEDINGS</b><br>4:1 80:11<br><b>process</b> 11:6<br>15:8 17:7<br>26:10, 10 30:18<br>35:21 37:2<br>38:2 40:9 49:1,<br>2 55:8 57:3<br>58:12 63:20<br>66:3 70:2 77:2<br><b>produce</b> 5:19<br>6:4 52:11<br><b>produced</b> 9:10,<br>13<br><b>produces</b> 7:16<br><b>project</b> 47:20<br>54:5, 11<br><b>projected</b> 5:17<br>32:2, 15<br><b>projection</b> 52:3<br><b>projections</b><br>11:13 15:12<br>52:6 62:2<br><b>projects</b> 37:18<br><b>prolong</b> 49:3<br><b>promise</b> 69:21<br><b>property</b> 65:15<br><b>proposal</b> 10:3<br>47:17<br><b>propose</b> 32:3<br><b>proposed</b> 4:4,<br>10 5:9 9:19 |
|-----------------------------|---|--|---|--|

|   |  |  |  |  |
|---|--|--|--|--|
| 13:20 31:17<br>55:4 66:14<br>78:21<br><b>proposition</b><br>47:16<br><b>proud</b> 10:19<br>39:3<br><b>provide</b> 14:8<br>27:18 28:2<br>30:8 41:4<br>55:19 65:15<br>66:6 68:5 73:3<br><b>provided</b> 30:20<br>57:7 61:14<br><b>provides</b> 78:9<br><b>providing</b> 28:7,<br>11 64:21 66:14<br><b>proximity</b> 50:16<br><b>PTA</b> 10:21<br>11:5 28:1<br>29:10 31:7<br><b>PTAs</b> 38:8<br><b>PUBLIC</b> 1:6<br>3:2 4:4, 6 13:1<br>27:16 49:8<br>55:18 62:6<br>79:12, 14 80:4<br><b>pupil-to-teacher</b><br>75:1<br><b>purchase</b> 34:1<br><b>purpose</b> 55:17<br><b>pursuing</b> 65:5<br><b>pushed</b> 54:15<br><b>put</b> 27:2 37:19<br>58:1 63:19<br>68:3 75:4 78:6<br>79:12<br><b>puts</b> 7:3<br><br>< Q ><br><b>qualify</b> 14:16<br>56:17, 21<br><b>qualifying</b> 55:14<br><b>quality</b> 36:3<br>55:20 67:6<br><b>quantity</b> 13:20<br><b>question</b> 10:2<br>24:7 46:20<br>50:10 51:15 | <b>questions</b> 10:4,<br>6 18:15, 16<br>60:2 74:18<br>79:11<br><b>quick</b> 59:2<br>60:20<br><b>quite</b> 14:21<br>50:21<br><b>quote</b> 28:8<br><br>< R ><br><b>racism</b> 61:9<br><b>raise</b> 67:8<br><b>rapidly</b> 37:11<br><b>rates</b> 38:6<br><b>ratio</b> 75:2<br><b>ratios</b> 70:14<br>75:1<br><b>RAVEN</b> 1:10<br>6:9, 11 8:8, 9<br>46:21 52:9<br>64:16, 18 67:7<br><b>react</b> 59:1<br><b>read</b> 9:8 44:21<br>45:7 46:15<br>60:5, 5 74:16<br><b>reader</b> 21:10<br>22:21<br><b>readies</b> 62:12<br><b>reading</b> 21:15<br>25:21<br><b>ready</b> 13:19<br>15:15 31:8<br>40:21 44:3<br><b>real</b> 17:14<br>34:19 57:7<br>69:21<br><b>reality</b> 23:2<br>28:10, 17<br><b>realizing</b> 15:9<br><b>really</b> 7:7, 8, 12<br>9:14 18:16<br>20:13 27:5<br>44:13 46:19<br>47:4, 14 67:2<br>68:2 69:5<br><b>reason</b> 14:5<br>73:2 77:13<br><b>reasonable</b><br>51:18 | <b>reasonableness</b><br>51:12<br><b>recap</b> 15:15<br><b>receive</b> 43:4<br>67:11<br><b>received</b> 17:5<br>43:5<br><b>receiving</b> 21:10,<br>15 22:21<br><b>recenter</b> 57:10<br><b>recess</b> 19:15<br>20:21 25:9<br><b>recognized</b> 24:5<br><b>recommend</b><br>66:3<br><b>RECOMMEND</b><br><b>ATION</b> 1:8<br>8:4 30:13 55:1<br>59:13 60:9, 11<br>79:1<br><b>Recommendation</b><br>s 4:6 7:12 8:2<br><b>recommended</b><br>5:10 11:9 15:7<br>49:6<br><b>reconsider</b><br>70:10<br><b>recording</b> 80:7<br><b>redistricted</b><br>13:21<br><b>redistricting</b><br>45:13 62:14<br>66:18<br><b>reduced</b> 9:11<br>45:21 55:14<br>56:18 57:1<br><b>reduces</b> 50:5<br><b>reduction</b> 45:16<br>46:3<br><b>reference</b> 47:11<br><b>reflects</b> 66:8<br><b>regarding</b> 15:10,<br>21 45:8<br><b>Regardless</b><br>16:20<br><b>regards</b> 46:10<br><b>reject</b> 64:5<br><b>related</b> 11:20<br><b>relationships</b> | 36:14<br><b>Release</b> 4:6, 10<br><b>relevant</b> 4:17<br><b>RELIEF</b> 1:8<br>15:3, 10 29:13,<br>21 35:21 36:2<br>41:3, 4 42:13<br>45:8, 12, 13<br>46:18 47:9<br>54:17, 18 57:7<br>59:14, 17 60:15<br>66:6, 15 68:5<br>71:20 72:1<br>73:4 78:9 79:1<br><b>relieve</b> 45:15<br>50:11 53:15<br><b>relieving</b> 38:12<br><b>relocatable</b><br>55:11, 15<br><b>remain</b> 42:13<br><b>remaining</b> 4:14<br><b>remedy</b> 24:7<br><b>remember</b> 43:18<br><b>remind</b> 66:6<br>79:8<br><b>renovated</b> 63:21<br><b>renovating</b><br>34:16<br><b>renovation</b><br>47:20 53:16<br>63:12, 15, 19<br><b>rent</b> 8:12<br><b>report</b> 8:21<br>9:2, 13<br><b>reports</b> 9:3<br>60:5 74:16<br><b>represents</b><br>48:13 64:17<br><b>require</b> 63:18<br><b>research</b> 14:17<br><b>reside</b> 48:10<br><b>residences</b> 51:10<br><b>resident</b> 23:15<br><b>resistance</b> 57:12<br><b>resisting</b> 57:14<br><b>resource</b> 25:5<br><b>Resources</b> 2:12<br>24:6<br><b>response</b> 11:15<br>58:21 | <b>responsibility</b><br>27:18 57:3<br><b>rest</b> 38:16<br>72:16 78:6<br><b>result</b> 8:4<br>48:21<br><b>rezoning</b> 14:2<br><b>Riddle</b> 3:3, 9<br>5:2 10:16, 17,<br>19 35:13 38:18,<br>21<br><b>right</b> 23:4<br>38:13, 15 47:9<br>62:1 63:17<br>66:19 67:15<br>70:16 74:1<br>75:2, 3, 4<br><b>rightfully</b> 37:10<br><b>rise</b> 37:19<br><b>risk</b> 70:14<br><b>road</b> 60:17<br>72:19<br><b>Robin</b> 3:15<br>67:20 69:1<br><b>Rodney</b> 2:4<br><b>room</b> 19:8<br>44:16 47:11<br>53:19 58:17<br>59:7 61:2 62:9<br>64:2 78:3<br><b>Rose</b> 3:16 73:7,<br>9<br><b>roughly</b> 21:13<br><b>roundtrip</b> 21:5,<br>8, 11 25:20<br><b>Rowe</b> 2:6<br>18:13 62:11<br><b>Rule</b> 14:8, 11<br><b>ruled</b> 17:18<br><b>run</b> 20:17<br>52:18<br><b>running</b> 34:3<br><b>Ryan</b> 3:3, 10<br>5:1 10:16, 19<br>41:9, 13 43:17<br><br>< S ><br><b>sad</b> 13:11<br>22:18 28:9, 16 |
|---|--|--|--|--|



|   |   |  |   |   |
|---|---|--|---|---|
| 69:13<br><b>saddens</b> 40:8<br><b>safe</b> 27:18 28:7<br>29:14 34:11<br>43:9 55:20<br><b>safer</b> 37:6<br><b>Safety</b> 2:20<br><b>sample</b> 17:15<br><b>Sartor</b> 3:13<br>53:5 56:4, 7, 10<br><b>saw</b> 20:19<br><b>saying</b> 5:18<br>42:19 53:11<br>68:6<br><b>sayings</b> 28:18<br><b>scenario</b> 23:3<br><b>scheduled</b> 78:20<br><b>SCHOOL</b> 1:7,<br>10 2:19 4:5<br>5:15, 21 7:10<br>11:13, 13, 16, 17<br>12:7, 8, 17 13:3<br>14:13 16:1, 10<br>19:14 20:10, 11,<br>14, 16 23:19<br>24:2, 3 25:1, 7<br>26:5, 8 27:20,<br>21 29:15, 16, 17<br>31:11, 15 32:1,<br>20 33:16 34:5<br>35:7, 17, 18, 20<br>36:5, 10 38:7,<br>13 39:4, 11, 16,<br>20 40:12 41:5,<br>18 42:9, 16<br>43:7, 20 44:1, 2<br>45:9, 18 49:5<br>50:4 51:20<br>53:14, 18 54:5<br>55:3, 5 56:18<br>57:13, 15, 21<br>58:10, 20 60:6,<br>8, 19 62:4, 7<br>63:5 64:19<br>65:7, 9, 10, 19<br>66:7, 9 67:3, 4,<br>6, 11 68:10<br>70:7 71:21<br>72:2, 3 73:20 | 74:14 75:14, 16<br>76:2 79:1<br><b>schools</b> 6:17<br>7:3, 10 8:3<br>9:16 10:1<br>12:20 14:10<br>15:4 16:2, 12<br>17:20 18:7, 12<br>27:10, 16 29:20<br>30:4, 10, 12<br>31:18 32:7<br>33:3 40:17<br>43:4 44:13<br>45:11 49:9<br>50:7, 9, 10, 12,<br>15, 19 52:20<br>55:19 56:14<br>58:16, 18 59:6<br>60:14 61:1, 17,<br>19 62:6 66:8,<br>11 69:11 70:4,<br>7, 12 73:1 75:5<br>76:10, 11, 21<br><b>school's</b> 12:14<br><b>scope</b> 15:4<br>17:12 59:12<br><b>Scriven</b> 2:14<br><b>seal</b> 80:12<br><b>search</b> 15:20<br><b>seat</b> 12:1<br><b>seats</b> 19:7<br>38:13 46:1<br><b>second</b> 20:7<br>21:9, 14 25:18<br>56:18 65:2<br><b>secondary</b> 14:11<br><b>secure</b> 27:18<br>28:7 55:21<br><b>see</b> 4:12, 20<br>6:2, 18 9:4<br>15:1 34:19<br>40:21 48:1<br>58:13, 17, 18<br>59:8, 9, 11, 12,<br>16 68:19 75:12<br>77:11<br><b>seeing</b> 40:18<br><b>seen</b> 18:5 70:2,<br>3 | <b>sees</b> 62:14<br><b>selected</b> 50:9<br><b>send</b> 38:7 47:5<br>79:5<br><b>sending</b> 58:17<br><b>Senior</b> 2:21<br><b>sense</b> 10:2<br>39:8 45:14<br>51:13 52:5, 11<br><b>separate</b> 55:3, 6<br><b>September</b> 9:4<br><b>serious</b> 19:21<br><b>serving</b> 23:16<br>25:1<br><b>set</b> 8:3 47:1<br>53:12<br><b>sets</b> 9:15<br><b>seven</b> 6:12 52:9<br><b>severely</b> 13:12<br>33:1<br><b>share</b> 27:9<br>28:2 39:3<br>46:15 49:17<br>70:5<br><b>shared</b> 20:20<br>22:17 24:9<br><b>sheet</b> 4:6<br><b>shield</b> 32:12<br><b>shifting</b> 42:18<br><b>shocked</b> 21:17<br><b>shocking</b> 21:18<br><b>Shonda</b> 3:8<br>31:3, 4 33:15<br><b>shoot</b> 6:19, 21<br><b>short</b> 29:12<br>33:1, 20 46:19<br>60:7 65:8<br>67:16 68:2, 10<br><b>short-sided</b> 60:9<br><b>shortsighted</b><br>31:19<br><b>short-term</b> 42:5<br>47:16 59:21<br><b>shot</b> 56:14<br><b>shoulder</b> 18:8<br><b>show</b> 15:12<br>17:6<br><b>shows</b> 17:20<br><b>shudder</b> 47:3, | 13<br><b>sided</b> 46:19<br><b>sides</b> 42:16<br><b>sight</b> 77:12<br><b>signed</b> 73:14<br><b>signup</b> 4:6<br><b>similar</b> 68:11<br><b>simply</b> 11:10<br>12:6 33:5<br>65:19<br><b>sincerely</b> 16:17<br><b>single</b> 23:4<br>28:10 51:16<br>52:7 63:1<br><b>sit</b> 18:6, 7<br><b>situation</b> 7:4<br>8:6, 14 12:2<br>13:14 17:9<br>21:19 39:13<br>51:15 67:14<br>68:11 69:13<br>74:16 75:14<br><b>situations</b> 7:6<br><b>six</b> 23:18 29:16<br>50:15 65:21<br>77:10, 11<br><b>Sixth</b> 46:11<br><b>size</b> 17:15<br><b>sizes</b> 36:13, 21<br>70:15<br><b>slated</b> 43:1<br>54:5 62:4 63:2<br><b>small</b> 37:1<br><b>smaller</b> 15:17<br>39:18<br><b>smile</b> 43:5<br><b>snap</b> 56:13<br><b>socioeconomic</b><br>24:5<br><b>solution</b> 9:19<br>12:16, 17 14:5<br>15:21 26:11<br>31:17 32:4, 13<br>33:6 46:8<br>49:20 54:4<br>57:6 59:5, 21<br>61:1 65:5, 13<br>66:13, 18, 19<br>68:3, 7, 13, 14,<br>16 70:5, 8 | 72:13, 21 75:9<br>76:7, 10, 13<br>77:9, 12, 16, 17,<br>18, 18, 20 78:5<br><b>solutions</b> 11:3<br>14:17 18:4<br>41:1, 6 42:5<br>50:3 52:21<br>59:3 60:21<br>70:1 71:18<br><b>solve</b> 9:14<br>52:17<br><b>solves</b> 60:9<br><b>son</b> 33:19 35:3<br>41:12, 15 43:5<br>69:3<br><b>soon</b> 45:12<br>62:16<br><b>sorry</b> 6:10<br>21:16 28:17<br>33:18<br><b>sound</b> 6:12<br><b>sounds</b> 75:3<br><b>South</b> 3:7<br>26:20 29:4, 6, 8<br><b>Sowick</b> 3:17<br>76:17, 18<br><b>space</b> 24:14<br>65:15 76:8<br><b>spaces</b> 20:21<br>25:11<br><b>speak</b> 4:12<br>14:14 23:12<br>29:7 73:14<br>76:19<br><b>speaker</b> 4:8, 21<br>10:15 13:8<br>23:9 76:17<br>78:17<br><b>SPEAKERS</b><br>3:2 4:7<br><b>speaking</b> 25:4<br>64:15<br><b>special</b> 24:4<br>35:3 44:9 75:1<br><b>specific</b> 14:6<br><b>specifically</b><br>68:16<br><b>specified</b> 49:8<br><b>speech</b> 23:14 |
|---|---|--|---|---|

|   |   |   |   |   |
|---|---|---|---|---|
| <b>spent</b> 40:2<br>41:20  | <b>Stoneleigh</b> 32:8,<br>15 50:17 61:21,<br>21 63:1   | 54:10, 13, 15, 20<br>55:10, 13 56:17,<br>19, 20, 20, 21<br>57:14 58:1, 11<br>59:18 62:3<br>64:2 65:12, 20<br>69:14, 19, 20<br>71:12 72:1<br>73:4  | 62:11 66:7<br>67:9 68:3<br>72:20, 20, 21<br>77:7  | <b>teaching</b> 25:12<br>41:21 51:11<br>53:1 56:1<br>57:21  |
| <b>spoke</b> 43:19<br>71:16   | <b>stop</b> 78:4  | <b>student-teacher</b><br>70:14   | <b>supported</b> 61:11  | <b>team</b> 25:5 59:3   |
| <b>spots</b> 19:15  | <b>stopgap</b> 45:14  | <b>studies</b> 49:3   | <b>supporting</b> 77:1  | <b>teamwork</b> 60:21   |
| <b>sprawl</b> 24:15   | <b>stormy</b> 36:11   | <b>study</b> 11:2, 6<br>14:14, 17 15:5<br>17:12, 13, 14, 17,<br>21 19:21 30:7,<br>11, 18 31:18<br>32:5 40:20<br>41:17 44:11<br>45:9 46:6<br>48:20 49:7, 10<br>50:6 51:8 54:1<br>55:1 58:12<br>59:11 61:15, 18,<br>18 62:16 64:5<br>65:3 66:1, 2, 5,<br>17 71:17, 19<br>75:9 78:19<br>79:9   | <b>supports</b> 47:20   | <b>tell</b> 11:4 70:12<br>75:15   |
| <b>spring</b> 43:19   | <b>story</b> 5:6 11:20<br>42:1 78:11  | <b>student</b> 10:20<br>19:13 29:9<br>39:7 41:14<br>43:3, 17 45:21<br>55:19 56:1<br>61:9 70:14  | <b>supposed</b> 18:2<br>71:18   | <b>temporary</b> 9:18<br>42:12 50:1<br>59:20 68:13<br>70:1, 8 77:18   |
| <b>squeaky</b> 40:10  | <b>strategies</b> 4:10  | <b>students</b> 5:19<br>6:3, 13, 14, 17,<br>20 7:16 8:15<br>9:10, 12 11:18<br>12:1, 3, 6, 15<br>13:15, 19, 20<br>14:6 15:6, 17<br>16:19 18:3<br>19:16 20:6, 11,<br>16 21:2, 4, 6<br>22:1, 1, 2, 5, 7,<br>11, 20, 20 23:3,<br>20 24:2, 4, 9, 11<br>25:7, 17, 19<br>26:16 27:19, 20<br>28:3, 4, 8, 10, 13,<br>14, 20 29:14<br>30:2, 3 31:6, 11<br>33:7, 15 34:1,<br>17, 20 36:16<br>38:13 42:20<br>43:1, 9, 10, 12<br>45:17 46:9<br>50:4, 8, 14 51:2,<br>6, 12 52:2, 8, 9,<br>10, 12, 16 53:2 | <b>sure</b> 36:20<br>72:15  | <b>tell</b> 11:4 70:12<br>75:15   |
| <b>SS</b> 80:2  | <b>stressed</b> 44:4  | <b>studies</b> 49:3   | <b>surrounding</b><br>23:15 32:19   | <b>ten</b> 11:11<br>12:16 26:1<br>31:14 62:3<br>72:15 77:9  |
| <b>STAFF</b> 2:7<br>23:20 26:16<br>27:21 31:12<br>42:21 54:19<br>58:2 65:4<br>67:12 78:10 | <b>stressful</b> 29:19<br>36:1  | <b>stuff</b> 35:4   | <b>Susan</b> 3:13<br>53:5 56:4, 9   | <b>ten-year</b> 12:14   |
| <b>staffing</b> 11:16<br>42:14 47:18<br>69:11   | <b>structured</b> 57:2  | <b>submitted</b> 7:19<br>41:17  | <b>sweet</b> 68:2   | <b>term</b> 54:18<br>70:6 77:19   |
| <b>stakeholder</b><br>66:2  | <b>struggle</b> 42:1  | <b>substantial</b><br>30:19 47:9  | <b>system</b> 12:18<br>17:9 24:3 25:1<br>26:8 40:6 42:2<br>66:9 70:4  | <b>Terry</b> 3:12<br>48:8 49:13   |
| <b>stakeholders</b><br>46:7 49:2  | <b>struggles</b> 12:4   | <b>successful</b> 66:10   | <b>systematically</b><br>22:6   | <b>thank</b> 10:4, 5,<br>11, 13 13:10<br>16:3, 6 18:13<br>19:1, 20 23:5, 5,<br>8, 11 24:16, 18<br>25:1 27:2, 5<br>29:2, 5, 6 30:21<br>31:2 33:9<br>34:14, 21 35:10,<br>12 38:16 41:6<br>43:13 44:16<br>46:10, 14 48:1,<br>4, 6 49:10, 16<br>53:7 56:2, 7<br>61:2 64:20<br>65:2 68:19<br>73:5 74:8<br>76:16, 18, 20<br>78:13, 17 |
| <b>stand</b> 48:19  | <b>student</b> 10:20<br>19:13 29:9<br>39:7 41:14<br>43:3, 17 45:21<br>55:19 56:1<br>61:9 70:14  | <b>succeed</b> 28:3   | <b>system's</b> 11:13   | <b>thankful</b> 40:19   |
| <b>start</b> 14:15<br>52:20   | <b>students</b> 5:19<br>6:3, 13, 14, 17,<br>20 7:16 8:15<br>9:10, 12 11:18<br>12:1, 3, 6, 15<br>13:15, 19, 20<br>14:6 15:6, 17<br>16:19 18:3<br>19:16 20:6, 11,<br>16 21:2, 4, 6<br>22:1, 1, 2, 5, 7,<br>11, 20, 20 23:3,<br>20 24:2, 4, 9, 11<br>25:7, 17, 19<br>26:16 27:19, 20<br>28:3, 4, 8, 10, 13,<br>14, 20 29:14<br>30:2, 3 31:6, 11<br>33:7, 15 34:1,<br>17, 20 36:16<br>38:13 42:20<br>43:1, 9, 10, 12<br>45:17 46:9<br>50:4, 8, 14 51:2,<br>6, 12 52:2, 8, 9,<br>10, 12, 16 53:2 | <b>success</b> 35:7, 8  | <b>tables</b> 19:14   | <b>thanks</b> 10:10,<br>17 67:17 76:14  |
| <b>started</b> 22:2<br>38:2, 15 39:14,<br>16, 20 40:9                                     | <b>struggles</b> 12:4   | <b>suggest</b> 8:6  | <b>tag</b> 47:7   | <b>thing</b> 16:11<br>71:15 73:16<br>76:4   |
| <b>starting</b> 71:3  | <b>struggles</b> 12:4   | <b>suggested</b> 7:13<br>46:4   | <b>take</b> 6:13 7:2<br>8:11, 11 9:20<br>12:8 31:20<br>34:16 39:11<br>40:7 47:7 50:8<br>68:8 74:7                               | <b>things</b> 11:7<br>18:14 33:18<br>42:2   |
| <b>state</b> 37:20<br>75:3 80:1, 5  | <b>student</b> 10:20<br>19:13 29:9<br>39:7 41:14<br>43:3, 17 45:21<br>55:19 56:1<br>61:9 70:14  | <b>submitted</b> 7:19<br>41:17  | <b>takes</b> 12:5   |   |
| <b>stated</b> 66:4  | <b>students</b> 5:19<br>6:3, 13, 14, 17,<br>20 7:16 8:15<br>9:10, 12 11:18<br>12:1, 3, 6, 15<br>13:15, 19, 20<br>14:6 15:6, 17<br>16:19 18:3<br>19:16 20:6, 11,<br>16 21:2, 4, 6<br>22:1, 1, 2, 5, 7,<br>11, 20, 20 23:3,<br>20 24:2, 4, 9, 11<br>25:7, 17, 19<br>26:16 27:19, 20<br>28:3, 4, 8, 10, 13,<br>14, 20 29:14<br>30:2, 3 31:6, 11<br>33:7, 15 34:1,<br>17, 20 36:16<br>38:13 42:20<br>43:1, 9, 10, 12<br>45:17 46:9<br>50:4, 8, 14 51:2,<br>6, 12 52:2, 8, 9,<br>10, 12, 16 53:2 | <b>substantial</b><br>30:19 47:9  | <b>talk</b> 37:8 41:13<br>60:3 74:18  |   |
| <b>statement</b> 13:4<br>55:17  | <b>struggles</b> 12:4   | <b>successful</b> 66:10   | <b>talked</b> 44:10   |   |
| <b>state-rated</b><br>65:12   | <b>struggles</b> 12:4   | <b>suggest</b> 8:6  | <b>teach</b> 25:5<br>26:14  |   |
| <b>stats</b> 20:10  | <b>struggles</b> 12:4   | <b>suggested</b> 7:13<br>46:4   | <b>teacher</b> 39:15,<br>17 49:19 51:10<br>56:10 75:2   |   |
| <b>status</b> 32:12<br>68:17  | <b>struggles</b> 12:4   | <b>suggesting</b> 46:21   | <b>teachers</b> 12:11<br>13:3, 16 28:1<br>30:5 31:9, 12<br>33:7 36:12, 12<br>39:5, 21 40:5<br>54:15 59:7<br>61:1 67:12<br>76:20 |   |
| <b>stay</b> 7:17<br>28:19 29:1  | <b>struggles</b> 12:4   | <b>suits</b> 8:13   |   |   |
| <b>staying</b> 43:8   | <b>struggles</b> 12:4   | <b>sunny</b> 28:6   |   |   |
| <b>steady</b> 15:12   | <b>struggles</b> 12:4   | <b>Superintendent</b><br>2:8  |   |   |
| <b>step</b> 38:15<br>44:14 46:13<br>48:3  | <b>struggles</b> 12:4   | <b>supplies</b> 33:21<br>34:3   |   |   |
| <b>Stephanie</b> 3:6<br>23:10 24:18   | <b>struggles</b> 12:4   | <b>support</b> 26:17<br>41:16 46:2<br>58:3 59:15  |   |   |
| <b>steps</b> 38:16  | <b>struggles</b> 12:4   |   |   |   |

|   |  |   |   |  |
|---|--|---|---|--|
| <b>think</b> 9:13<br>16:9 38:9 44:6,<br>11 47:14 51:12<br>52:10 53:18<br>63:7 68:11<br>70:6 71:20<br>73:16, 21 74:12<br>77:16 | 41:12, 16 45:2<br>74:5 76:19, 21<br>78:13, 18<br><b>tooth</b> 47:18<br><b>topic</b> 30:4<br><b>totally</b> 7:21<br><b>town</b> 45:6<br>59:19<br><b>TOWSON</b> 1:12<br>11:12 12:18, 19<br>37:11 48:11, 13<br>52:8 58:15<br>62:19<br><b>track</b> 69:9<br>72:10<br><b>Tracy</b> 2:21<br><b>trailblazers</b> 16:3<br><b>trailer</b> 21:5<br>22:19 25:5<br>28:6 47:13<br>54:14<br><b>trailers</b> 20:12<br>21:7 22:13<br>24:16 31:14<br>34:18 44:7<br>47:10, 12 62:10<br>65:14, 16<br><b>train</b> 18:20<br><b>Transcribed</b><br>1:20<br><b>transcription</b><br>80:7<br><b>transition</b> 22:11<br>25:17 31:11<br><b>transitioning</b><br>24:14<br><b>transparent</b><br>30:11 48:21<br><b>traverse</b> 12:7<br><b>treasurer</b> 29:10<br><b>treated</b> 40:19<br><b>tree</b> 56:21<br><b>tried</b> 11:21<br><b>true</b> 13:17<br>14:17 16:3<br>17:16 52:12<br>61:16 73:3<br>80:6<br><b>trust</b> 40:6, 12 | <b>try</b> 34:17 72:18<br><b>Tuesday</b> 79:1<br><b>turn</b> 12:19 13:1<br><b>turned</b> 71:14<br><b>two</b> 7:3, 10 8:3<br>9:15 10:19, 20<br>11:1 20:5 31:6<br>33:15 36:5<br>39:19 50:7, 9,<br>12 52:8 53:9<br>56:14 57:20<br>58:9 61:19<br>69:2, 14 70:6<br>74:14 75:5<br>77:2<br><b>two-tenths</b><br>21:11 25:19<br><b>two-thirds</b><br>55:13 56:21<br><b>type</b> 6:3<br><br>< U ><br><b>Ultimately</b><br>53:14<br><b>unable</b> 45:5<br><b>unacceptable</b><br>42:6<br><b>unacceptably</b><br>13:12<br><b>unaddressed</b><br>16:16<br><b>unassisted</b> 18:6,<br>17<br><b>underlying</b><br>59:14<br><b>undermine</b><br>30:19<br><b>understand</b><br>17:4 30:1<br>46:16 68:15<br><b>understands</b><br>13:13<br><b>unequal</b> 24:4<br><b>unequally</b> 24:6<br><b>unexplored</b> 15:2<br><b>unfair</b> 26:17<br><b>unfortunate</b><br>37:2<br><b>Unfortunately</b> | 39:19 59:8<br><b>unified</b> 59:3<br><b>units</b> 5:18<br>31:21 52:8, 9,<br>11<br><b>unsatisfactory</b><br>7:21 8:7<br><b>unsettled</b> 39:17<br><b>untouched</b> 18:7<br><b>updates</b> 79:11<br><b>upset</b> 78:4<br><b>urge</b> 9:16<br>54:21 55:6, 16<br><b>urgency</b> 59:2<br>60:20<br><b>urges</b> 49:5<br><b>urging</b> 52:13<br><b>use</b> 9:1, 21<br>14:9 21:8 37:4<br>52:21 57:4<br><b>utilize</b> 17:15<br>66:11<br><b>utilized</b> 17:17<br><b>utilizing</b> 15:5<br><b>utmost</b> 13:15<br><br>< V ><br><b>vacation</b> 45:2<br><b>Valerio</b> 3:16<br>73:7, 9, 10<br><b>Valley</b> 32:8<br>50:17 62:5, 7, 9,<br>13, 17, 21<br><b>variety</b> 27:13<br><b>versus</b> 71:14<br><b>viable</b> 15:18<br>42:7 55:4<br>66:10, 18 73:3<br><b>Vice</b> 2:3 5:4<br>19:19<br><b>views</b> 4:9<br><b>Villa</b> 50:18<br><b>Village</b> 64:16,<br>18 67:7<br><b>visit</b> 11:20<br><b>visiting</b> 27:6<br><b>Voelker</b> 3:13<br>56:5 58:5, 8<br><b>voice</b> 31:16 | <b>voices</b> 35:10<br><b>voluntarily</b> 47:5<br><b>volunteer</b> 34:6<br><b>volunteering</b><br>35:1<br><b>vote</b> 41:3 47:4<br>52:13, 20 64:7<br>78:21<br><b>voted</b> 30:12<br>66:3<br><b>vulnerable</b> 43:2<br><br>< W ><br><b>Wade</b> 3:2 5:1<br><b>wait</b> 12:15<br>72:18<br><b>waiting</b> 54:6<br>67:1<br><b>walk</b> 21:4, 7, 10,<br>16 25:15, 19<br>36:10<br><b>walking</b> 26:1<br>28:5<br><b>walks</b> 27:15<br><b>want</b> 10:4, 5<br>13:18 14:14<br>16:11, 11, 20<br>17:8 18:13<br>26:14 27:2<br>34:14 37:8, 20<br>39:3 44:14<br>49:19 61:9<br>71:5, 10 78:17<br><b>wanted</b> 17:5<br>46:14<br><b>wants</b> 68:6<br><b>warm</b> 28:16<br><b>water</b> 25:16<br><b>way</b> 15:10<br>17:5, 9 18:18<br>24:20 40:1, 9<br>54:21 57:11<br>64:3 80:10<br><b>ways</b> 31:10<br><b>weather</b> 36:11<br><b>Weaver</b> 3:9<br>33:12 35:13, 15<br><b>website</b> 55:18<br>79:10 |
|---|--|---|---|--|

|  |  |   |  |  |
|--|--|---|--|--|
| <b>week</b> 21:13, 14<br>26:1, 3 45:6  | <b>word</b> 37:4<br>40:16  | <b>Zachary</b> 3:5<br>19:4, 10, 12<br>20:7  |  |  |
| <b>weeks</b> 7:14<br>48:2  | <b>work</b> 10:5<br>15:19 39:7<br>41:5 44:14<br>48:20 57:5<br>65:21 77:20  | <b>Zarchin</b> 2:19<br><b>zero</b> 55:11<br><b>Zone</b> 2:9 32:1,<br>20<br><b>zoned</b> 48:14 |  |  |
| <b>welcome</b> 10:8<br>17:3 31:10<br>58:11   | <b>worked</b> 30:6<br>67:13 77:21<br>78:18   |   |  |  |
| <b>welcomed</b> 43:13  | <b>working</b> 20:2<br>31:10 59:4  |   |  |  |
| <b>welcoming</b><br>16:21 17:2<br>43:5 71:11   | <b>works</b> 27:20<br>78:10  |   |  |  |
| <b>well</b> 5:6 7:9<br>8:17 13:5 15:5<br>16:17 18:21<br>22:4 23:10<br>24:9 31:7, 12<br>51:5 57:9<br>59:11, 16 62:18<br>64:1 72:17<br>77:21 | <b>worried</b> 23:19<br>37:10, 16<br><b>worry</b> 34:11<br><b>worrying</b> 72:8<br><b>worse</b> 8:15<br>26:9                                     |   |  |  |
| <b>went</b> 36:19<br>47:12 63:20, 20<br>66:3   | <b>wrap</b> 42:2<br><b>wrongly</b> 46:4<br><b>wrote</b> 33:17  |   |  |  |
| <b>we're</b> 28:1<br>40:14 42:17<br>43:9 53:1<br>54:11 61:13<br>69:13 71:5<br>72:7, 10 75:2,<br>13 76:7 77:13<br>78:1                      | < Y ><br><b>year</b> 11:14, 15<br>15:16 19:1<br>26:5, 9 27:4<br>31:21 39:14, 19<br>40:1, 5, 7 47:13,<br>19 54:14 58:9,<br>12 62:17 71:4<br>73:20 |   |  |  |
| <b>west</b> 12:18  | <b>years</b> 11:11<br>12:16 23:18<br>26:15 29:16<br>36:5 39:19<br>58:1, 15 59:10<br>60:16 62:3<br>65:9 68:10<br>69:4 72:15<br>77:9, 10           |   |  |  |
| <b>We've</b> 11:15<br>31:9 35:18<br>40:9 73:20   | <b>year's</b> 21:20<br><b>yielded</b> 26:11<br><b>younger</b> 39:20<br><b>youth</b> 77:5   |   |  |  |
| <b>Wheatley-Phillip</b><br>2:16  | < Z >  |   |  |  |
| <b>wheel</b> 40:10   |  |   |  |  |
| <b>white</b> 56:17<br>57:13  |  |   |  |  |
| <b>William</b> 2:10  |  |   |  |  |
| <b>win-win</b> 15:21   |  |   |  |  |
| <b>wish</b> 4:16<br>44:12  |  |   |  |  |
| <b>wishes</b> 57:9   |  |   |  |  |
| <b>witness</b> 80:12   |  |   |  |  |
| <b>wonderful</b> 58:10   |  |   |  |  |
| <b>wondering</b> 9:21<br>10:3  |  |   |  |  |