

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

BOARD OF EDUCATION
BALTIMORE COUNTY

PUBLIC BOARD MEETING
REMOTE VIA BCPS LIVESTREAM
AND MICROSOFT TEAMS

OCTOBER 13, 2020

Transcribed by:
Paul A. Gasparotti

Page 2

1 BOARD MEMBERS:

2

3 Kathleen S. Causey, Board Chair

4 Julie C. Henn, Vice Chair

5 Moalie S. Jose

6 Erin R. Hager

7 Russell T. Kuehn

8 Lisa A. Mack

9 Rodney R. McMillion

10 John H. Offerman, Jr.

11 Cheryl E. Pasteur

12 Lily P. Rowe

13 Makeda Scott

14 Joshua Muhumuza, Student Member

15

16

17

18

19

20

21

Page 4

1 INDEX (Continued)

2 Dayana Bergman.67

3 Muhammad Jameel70

4 Superintendent's Report.79

5 Chair's Report84

6 Student Board Member's Report.89

7 Report on Equity91

8 Motion by Ms. Scott 122

9 New Business, Contract Awards. 167

10 Overview of Vendor Selection Process 177

11 Report on Multiyear Improvement Plan for

12 All Schools 184

13 School Reopening Discussion. 248

14 Modification of COVID-19 Resolution. . . . 312

15 Agenda Setting Comments. 324

16 Information. 328

17 Announcements. 329

18 Adjournment. 329

19

20

21

Page 3

1 I N D E X

2 Call to Order. 5

3 Pledge of Allegiance/Moment of Silence 5

4 Consideration of the Agenda. 7

5 New Business, Action Taken in Closed Session .27

6 New Business, Personnel Matters.28

7 New Business, Administrative Appointments. . .30

8 Public Comments

9 TABCO, Cindy Sexton37

10 SECAC, Megan Stewart-Sicking.39

11 Bash Pharoan.44

12 Amy Adams46

13 Dayana Bergman.50

14 Muhammad Jameel52

15 Sharon Saroff55

16 Megan Heath58

17 Clary Fusting72

18 Ashley Boer75

19 Public Comments on 2021-2022 Calendar

20 Jeffrey Friedman.61

21 Bash Pharoan.65

Page 5

1 PROCEEDINGS

2 CHAIRMAN CAUSEY: Good evening. This is

3 Kathleen Causey, Chairwoman of the Board of

4 Education. I now call to order the Board of

5 Education of Baltimore County meeting for

6 Tuesday, October 13th, 2020. Please rise and

7 recite the Pledge of Allegiance alongside of two

8 BCPS students, Tatum and Simon.

9 (Pledge of Allegiance).

10 Thank you, Tatum and Simon. And now

11 we're going to take a moment of silence in

12 recognition of those who have served Baltimore

13 County.

14 (Moment of silence.)

15 Good evening. In accordance with the

16 mandated direction of the state superintendent

17 the Baltimore County Public Schools and offices

18 are closed to the public for non, for essential

19 staff in order to maintain the health and safety

20 of our students and staff. In accordance with

21 the Board of Education's resolution approved at

Page 6

1 the March 10th, 2020 board meeting, in the event
 2 of a medical or health emergency related to
 3 COVID-19, the board chair in consultation with
 4 the vice chair and the superintendent, may
 5 declare that a board meeting or a board committee
 6 meeting may be held remotely in its entirety
 7 without the physical presence of board members,
 8 subject to the establishment of a mechanism that
 9 would allow each board member the opportunity to
 10 fully participate in the meeting despite not
 11 being physically present, and that would allow
 12 the public to also remotely attend those portions
 13 of the meeting that are open pursuant to the Open
 14 Meetings Act by being able to listen and/or view
 15 those portions of the meeting.
 16 As a result, tonight's Board of
 17 Education meeting is being held remotely and is
 18 broadcast via Livestream on the BCPS website and
 19 on the Comcast Xfinity Channel 73 and Verizon
 20 FiOS Channel 34. In order to efficiently conduct
 21 this meeting, all voting items this evening will

Page 7

1 be done by rollcall vote. Board members will say
 2 their names before making a motion or in bringing
 3 up items of discussion.
 4 The first item on the agenda is
 5 consideration of the October 13th agenda, and I
 6 would like to request a motion to add agenda item
 7 O-2, board consideration of amended resolution,
 8 COVID-19, in order to hold hybrid meetings; is
 9 there a motion?
 10 MR. MCMILLION: Ms. Causey, I'll second,
 11 I will make that move.
 12 VICE CHAIR HENN: And I'll second.
 13 CHAIRMAN CAUSEY: Who's the second?
 14 VICE CHAIR HENN: Ms. Henn.
 15 CHAIRMAN CAUSEY: Thank you. May I have
 16 a rollcall vote?
 17 MS. GOVER: Dr. Hager?
 18 DR. HAGER: Yes.
 19 MS. GOVER: Mr. Kuehn?
 20 MR. KUEHN: Yes.
 21 MS. GOVER: Ms. Pasteur?

Page 8

1 MS. PASTEUR: Yes.
 2 MS. GOVER: Mr. Offerman?
 3 MR. OFFERMAN: Yes.
 4 MS. GOVER: Mr. Muhumuza? Mr. Muhumuza?
 5 Ms. Henn?
 6 VICE CHAIR HENN: Yes.
 7 MS. GOVER: Ms. Causey?
 8 CHAIRMAN CAUSEY: Yes.
 9 MS. GOVER: Ms. Jose? Ms. Jose?
 10 Mr. McMillion?
 11 MR. MCMILLION: Yes.
 12 MS. GOVER: Ms. Mack?
 13 MS. MACK: Yes.
 14 MS. GOVER: Ms. Scott?
 15 MS. SCOTT: Yes.
 16 MS. GOVER: Ms. Rowe?
 17 MS. ROWE: Yes.
 18 MS. GOVER: Mr. Muhumuza? Ms. Jose?
 19 Thank you.
 20 CHAIRMAN CAUSEY: Thank you, the motion
 21 carries in accordance with Board Policy 8314

Page 9

1 where there needs to be a majority vote of the
 2 Board to add or remove an item from the agenda.
 3 Dr. Williams, are there any other additions or
 4 changes to tonight's agenda?
 5 MS. SCOTT: Excuse me, this is
 6 Ms. Scott. Can you hear me okay?
 7 CHAIRMAN CAUSEY: We just now can, yes.
 8 MS. SCOTT: Okay, sorry. I didn't hear
 9 a response from Dr. Williams, but I wanted to see
 10 if we could add, or I wanted to make a motion
 11 that we set and confirm the Board of Education
 12 agenda before the announcements for approximately
 13 five minutes in each board meeting, beginning
 14 with today's board meeting, and each board
 15 meeting thereafter.
 16 CHAIRMAN CAUSEY: I'm sorry, Ms. Scott,
 17 could you state that again please?
 18 MS. SCOTT: Yes. I move that we set and
 19 confirm the Board of Education's agenda
 20 (inaudible, static) the setting at each board
 21 meeting right before announcements for five

Page 10

1 minutes, and at each board meeting starting with
 2 this board meeting and the ones thereafter.
 3 CHAIRMAN CAUSEY: I'm sorry to do this,
 4 Ms. Scott, but you did fade out in the very
 5 beginning.
 6 MS. SCOTT: I faded out?
 7 CHAIRMAN CAUSEY: I'm sorry, yes, I
 8 could not hear the beginning of your statement.
 9 MS. SCOTT: Okay, I'll repeat it again.
 10 I just moved that we do agenda setting at each
 11 board meeting, in each full board meeting in open
 12 session for five minutes before the announcements
 13 toward the end of each board meeting, for this
 14 board meeting and each one thereafter.
 15 MS. ROWE: Point of order, Ms. Causey.
 16 The motion is contrary to established and
 17 approved board agenda setting policies. I don't
 18 have the policy number off the top of my head,
 19 but we can't make motions to change policy, it
 20 has to go through the policy setting process.
 21 MS. SCOTT: I read Roberts Rules and I

Page 11

1 saw that you can do agenda setting at a whole
 2 board meetings, if you have a Roberts Rules of
 3 Order, I believe it's on page 120, section number
 4 four.
 5 MS. ROWE: It also says that our
 6 policies override Roberts Rules, and this is a
 7 policy that we have now that overrides Roberts
 8 Rules.
 9 CHAIRMAN CAUSEY: Excuse me, Ms. Scott
 10 and Ms. Rowe. So we are starting our meeting
 11 behind and we also have a full agenda,
 12 notwithstanding that. We do also have,
 13 Ms. Scott, as you know as a member of the policy
 14 review committee, that we are currently revising
 15 an reviewing Board Policy 8314 and 8311, which
 16 speak to calling meetings and setting agendas for
 17 meetings. So I think rather than try and make a
 18 change this evening, as Ms. Rowe points out, that
 19 is not consistent with policy, I think if you
 20 could just restate your motion to have it be for
 21 this meeting, and then in the policy review

Page 12

1 committee you could bring up the suggestion of
 2 adding that to the standard items for agenda, so
 3 I would ask you to restate your motion.
 4 MS. SCOTT: Certainly, and I would ask,
 5 which policy is it that you are referencing that
 6 I have, that is superseding Roberts Rules?
 7 CHAIRMAN CAUSEY: It's Policy 8314.
 8 MS. SCOTT: 8314?
 9 CHAIRMAN CAUSEY: Yes.
 10 MS. SCOTT: And it mentions agenda
 11 setting in open session.
 12 CHAIRMAN CAUSEY: Excuse me?
 13 MS. SCOTT: That policy isn't --
 14 CHAIRMAN CAUSEY: The policies speak to
 15 the specific standing agenda items.
 16 MS. SCOTT: But Ms. Rowe said there was
 17 a point of order that we do not do agenda setting
 18 in open sessions and I just wondered which policy
 19 spoke to that.
 20 CHAIRMAN CAUSEY: So what, the notion of
 21 you saying that you want to add an agenda item to

Page 13

1 this meeting and to all meetings moving forward
 2 is in contradiction to what is currently in the
 3 policy for standard agenda setting. So I think
 4 that if you want to have something for this
 5 meeting and then in policy review committee you
 6 can bring up adding that item to Policy 8314 for
 7 the long term that that would be the proper way
 8 to do this. We are now 50 minutes into our
 9 agenda, so I would suggest making that, that's my
 10 suggestion.
 11 MS. SCOTT: Okay.
 12 MS. JOSE: I'm seconding Ms. Scott's
 13 motion to add to the agenda. This is Moalie.
 14 MS. SCOTT: Okay.
 15 CHAIRMAN CAUSEY: So Ms. Scott, if you
 16 would like to restate your motion?
 17 MS. SCOTT: Certainly. I will restate
 18 my motion that we do agenda setting at the end of
 19 the meeting to confirm the agenda for the next
 20 Board of Education meeting right before the
 21 announcements for five minutes at the end of this

Page 14

1 board meeting, October 13th.
 2 VICE CHAIR HENN: Mrs. Causey, you're on
 3 moot.
 4 CHAIRMAN CAUSEY: Thank you. Ms. Jose,
 5 were you the second?
 6 MS. JOSE: Yes, I seconded that motion.
 7 CHAIRMAN CAUSEY: Okay. Do you agree
 8 with that language?
 9 MS. JOSE: Yes.
 10 CHAIRMAN CAUSEY: Board members, is
 11 there any discussion?
 12 MS. JOSE: Ms. Causey, I would like to
 13 add to it since I had my hand up. You know, one
 14 of the first orders of business when this Board
 15 came in in December 2018 was to revise Policy
 16 8314, that a board member can add or amend the
 17 agenda by a majority of the vote. Until then it
 18 was unanimous.
 19 So this works both ways and certain
 20 members of the Board feel that their voices are
 21 being silenced. It's important that they get

Page 15

1 this voice to add to the agenda items. And there
 2 has been precedence where certain members have
 3 asked to have things mentioned and it's been
 4 ignored. Also, you have the Open Meetings Act
 5 violation when you ask in email, so I think what
 6 Ms. Scott's motion does is it simply adds, well,
 7 to this meeting, as well as a standing item in
 8 the policy, is that we can add a five-minute
 9 agenda setting to every meeting so it goes around
 10 the dais and everybody gets a voice, and I think
 11 that's just fair, we're a body of 12, not just
 12 one. And she is correct in that Roberts rules is
 13 clear, that the chair or vice chair don't set the
 14 agenda to be facilitated, it has to be voiced by
 15 12 people. And I for one, I know, want to make
 16 this agenda more about children and less about
 17 things that are not about the kids.
 18 CHAIRMAN CAUSEY: So other board
 19 members? Ms. Henn? Ms. Henn, did you have your
 20 hand up?
 21 VICE CHAIR HENN: Yes, I did, thank you.

Page 16

1 I was going to ask Dr. Williams to comment --
 2 sorry, I'm getting an echo if somebody can go on
 3 mute if they're not speaking. I was going to
 4 going to ask Dr. Williams to chime in here as far
 5 as the logistics, because superintendents do
 6 prepare a draft agenda for each meeting which
 7 they bring to board officers which we discuss and
 8 take into consideration all board members'
 9 requests. In fact all board members' requests
 10 are considered and most of them honored at each
 11 meeting. So the fact that Ms. Jose commented
 12 that board members' requests aren't considered,
 13 that is not true, we do factor those in and by in
 14 large those requests are honored. Where there is
 15 time we honor requests that are brought to the
 16 floor when no advance notice is given, and it is
 17 the rare exception that requests are not honored,
 18 so those are the facts, those are the truths.
 19 MS. JOSE: I'll tell you the truth.
 20 CHAIRMAN CAUSEY: Excuse me, Ms. Jose,
 21 it's not your turn, Ms. Henn has the floor.

Page 17

1 VICE CHAIR HENN: And I would ask
 2 Dr. Williams to comment on the logistics of
 3 agenda planning because a lot of work goes into
 4 that and staff prepares draft agendas which the
 5 officers do consider, but we take into
 6 consideration all board members' requests when we
 7 do so, so it is not just the officers providing
 8 input. Thank you.
 9 MS. JOSE: Well, on the record since
 10 Ms. Henn has addressed me, I will address that
 11 directly because she likes to grandstand. I have
 12 asked -- (no audio).
 13 MS. SCOTT: I can't hear the meeting.
 14 What happened? I can't hear anything.
 15 MS. JOSE: Sorry, so Ms. Henn has --
 16 CHAIRMAN CAUSEY: Excuse me, excuse me.
 17 Ms. Jose, you do not have the floor.
 18 Dr. Williams has the floor. Dr. Williams, would
 19 you like to respond to Ms. Henn's comments
 20 please?
 21 DR. WILLIAMS: So if I was following

Page 18

1 what was being shared, there is an agenda setting
 2 session that we have where we receive input from
 3 board members. We also look at certain events
 4 that happen that are routine or annually that the
 5 Board needs to discuss and we plan that
 6 accordingly. However, then we get to the section
 7 and there are additions, you know, the staff will
 8 do its best to be prepared. As you recall, that
 9 has happened several times and so we are happy to
 10 do whatever's necessary for the entire, whatever
 11 the full Board wants us to do, we can do. So I
 12 just want to clarify, there is an agenda setting,
 13 we do set an agenda, we do keep a list of topics
 14 that board members wanted to discuss, we kind of
 15 make a decision whether it should go through the
 16 committee first, then to the full Board.
 17 However, it's whatever the full Board wants us to
 18 do that we will accommodate.
 19 CHAIRMAN CAUSEY: Thank you,
 20 Dr. Williams, and then we have Ms. Mack,
 21 Ms. Scott and then back to Ms. Jose, and I would

Page 19

1 just ask the board members to please be mindful
 2 because we will take the vote and that will
 3 determine. Ms. Mack, quickly then? (No audio).
 4 We can't hear you.
 5 MS. MACK: I would not support this
 6 motion. We as a board cannot do anything in five
 7 minutes as evidenced by the fact that we're
 8 almost an hour late starting this meeting. I
 9 have submitted items that have not gotten put on
 10 the board agenda and I've submitted them again,
 11 and I actually provided input that I do not
 12 believe we as board members should, we should
 13 limit the number of times that we bring up
 14 surprise items for meetings because it puts staff
 15 at a disadvantage, it puts board members at a
 16 disadvantage because the meeting goes even
 17 longer, and people are not prepared to discuss
 18 topics, so I would never support this.
 19 CHAIRMAN CAUSEY: Ms. Scott?
 20 MS. SCOTT: Thank you for that, and I
 21 hope everyone can hear me okay. I appreciate

Page 20

1 everyone's feedback and a robust debate on the
 2 subject. My intention of bringing this up was to
 3 make sure that all board members feel included,
 4 and I feel that there have been times when I've
 5 heard some board members felt that their voices
 6 were not heard and that they were not included.
 7 And I feel that in the interest of transparency,
 8 feel the Board should be more transparent, not
 9 less transparent so as a, sort of a solution to
 10 that I just thought it was something that we
 11 could explore and vote on, having agenda setting
 12 at our meetings towards the end of the meeting,
 13 that members could make suggestions on what they
 14 would like to see added to the next agenda and do
 15 that in the public so that our public, our
 16 students, our teachers, everyone can see what our
 17 focus is, how we are planning the agenda in open
 18 transparency. And I don't think that it's too
 19 much to ask of board members to think on their
 20 feet and to speak succinctly and clearly and
 21 suggest something for the agenda. And I don't

Page 21

1 thing it's too much for staff to have to in turn
 2 prepare for the next board meeting that would be
 3 several weeks. So that's where this motion is
 4 coming from, and it's an issue of transparency,
 5 inclusion, making sure that all 12 members feel
 6 like they have a voice. Thank you.
 7 CHAIRMAN CAUSEY: Thank you, Ms. Scott.
 8 And with that we have heard from everyone at
 9 least once. No, here you go, excuse me,
 10 Dr. Hager please.
 11 DR. HAGER: I just wanted to say that I
 12 think it's worth trying today because it's,
 13 before we change the policy, to see how it goes,
 14 so I will vote for it because I figure it's worth
 15 a shot today to see how it goes and then we can
 16 see whether it's worth incorporating into policy
 17 in the future.
 18 CHAIRMAN CAUSEY: Thank you for that
 19 input. Ms. Gover, can I have a rollcall vote
 20 please?
 21 MS. JOSE: Ms. -- Kathleen, I was muted

Page 22

1 when I was talking, so I believe this is the
 2 final straw when Ms. Scott and I have been
 3 talking about women of color in particular being
 4 muted, not allowed our voice. I was addressing
 5 Ms. Henn, who attacked me personally saying this
 6 is not how board members do things. You know
 7 what, Ms. Henn, I have asked for things to be
 8 added to the agenda item for the past two years,
 9 as has Ms. Scott, and it has been continually
 10 ignored. This has been happening for years, so
 11 don't present, grandstand and tell me that we are
 12 counted.

13 September 22nd, I asked for lead in the
 14 school water which is an important public health
 15 issue to be added. I haven't heard back from the
 16 chair. I believe that it is being added to the
 17 next October meeting but receiving an email that
 18 it's being added would have been nice to know. I
 19 didn't get that.

20 Mr. McMillion recently asked for a --
 21 (inaudible, static) -- to be added to the agenda

Page 23

1 item and Ms., all of you did not add that, and he
 2 had to ask time and again twice in open session
 3 to add it to the agenda, which I'm glad he did,
 4 because that was a violation of law. So no, you
 5 don't get to grandstand and say no, you don't get
 6 to silence me. We have, women of color have been
 7 silenced for hundreds of years so when I sit on
 8 this Board I am going to use my voice, I'm going
 9 to speak for the children that I represent, all
 10 115,000 children. The agenda will be set by all
 11 12 members of the Board and not what you and
 12 Julie Henn think is important. Thank you.

13 CHAIRMAN CAUSEY: So I will just comment
 14 briefly and then I see a hand that we have not
 15 heard, so we will hear from a member that has not
 16 yet spoken. I appreciate Ms. Makeda Scott's
 17 motion in terms of considering, but the agenda
 18 setting item, which is the first item on the
 19 Board, is not the time to have full Board
 20 discussion around an issue that has not been
 21 vetted. The policy review committee on which

Page 24

1 Ms. Scott sits is right now reviewing the policy
 2 where this should be evaluated. So while I
 3 certainly do appreciate, and in fact it was
 4 Ms. Henn and I who encouraged the Board to change
 5 Policy 8314 at our very, it was the first or
 6 second meeting, in order to allow board members
 7 the opportunity to set that was not previously
 8 available to them.

9 So Ms. Pasteur, you're going to have the
 10 final word and then we're going to vote on adding
 11 this agenda item which will be at this point at
 12 midnight or 12:30. Ms. Pasteur?

13 MS. PASTEUR: I'm just asking for
 14 clarification. Ms. Scott, is Ms. Scott's motion
 15 that at the beginning we have five minutes of
 16 time where board members who have things they'd
 17 like to see added to the agenda, not necessarily
 18 for the current agenda, but to put it out there
 19 for the next one, so that when the three of you
 20 meet, you will address them? I'm now confused.

21 CHAIRMAN CAUSEY: So Ms. Scott's motion

Page 25

1 has to do with five minutes at the end of this
 2 meeting, as Dr. Hager pointed out, would be a new
 3 thing, an experiment, before the final
 4 announcements to take five minutes and have board
 5 members bring forward items they would like to be
 6 on the agenda for future meetings.

7 MS. PASTEUR: Okay, this is at the end,
 8 then, just for your thinking so you know what
 9 we're thinking about when you plan the agenda.
 10 Got it, thank you.

11 CHAIRMAN CAUSEY: All right, so we have
 12 heard from everyone at least once, so Ms. Gover,
 13 if you can call the roll please.

14 MS. GOVER: Dr. Hager?
 15 DR. HAGER: Yes.
 16 MS. GOVER: Mr. Kuehn?
 17 MR. KUEHN: Yes.
 18 MS. GOVER: Ms. Pasteur?
 19 MS. PASTEUR: Yes.
 20 MS. GOVER: Mr. Offerman?
 21 MR. OFFERMAN: Yes.

Page 26

1 MS. GOVER: Mr. Muhumuza?
 2 MR. MUHUMUZA: (No audio).
 3 MS. GOVER: Mr. Muhumuza? Ms. Henn?
 4 VICE CHAIR HENN: No.
 5 MS. GOVER: Ms. Causey?
 6 CHAIRMAN CAUSEY: No.
 7 MS. GOVER: Ms. Jose?
 8 MS. JOSE: Yes.
 9 MS. GOVER: Mr. McMillion?
 10 MR. MCMILLION: Yes.
 11 MS. GOVER: Ms. Mack?
 12 MS. MACK: No.
 13 MS. GOVER: Ms. Scott?
 14 MS. SCOTT: Yes.
 15 MS. GOVER: Ms. Rowe?
 16 MS. ROWE: No.
 17 CHAIRMAN CAUSEY: Ms. Gover, what is the
 18 rollcall, what is the --
 19 MS. GOVER: Favor is seven.
 20 CHAIRMAN CAUSEY: Favor is seven, thank
 21 you, so we will add agenda Item S, five minutes

Page 27

1 for future agenda setting, and then our current
 2 agenda Item S, announcements, will be relabeled
 3 T. So the motion -- excuse me, so the agenda
 4 stands as revised.
 5 The next item on the agenda is minutes
 6 of the closed session. Earlier this evening the
 7 Board met in closed session pursuant to the Open
 8 Meetings Act for the following reasons: To one,
 9 discuss the appointment, employment, assignment,
 10 promotion, discipline, demotion, compensation,
 11 removal, resignation or performance evaluation of
 12 appointees, employees or officials over whom it
 13 has jurisdiction, or any other personnel matter
 14 that affects one or more specific individuals.
 15 Seven, consult with counsel to obtain legal
 16 advice. And eight, to consult with staff,
 17 consultants or other individuals about pending or
 18 potential litigation. The minutes of our closed
 19 session and informational summary can be found on
 20 our website,
 21 www.bcps.org/board/informational-summaries.html.

Page 28

1 The next item on our agenda is Item D,
 2 new business, personnel matters, and for that we
 3 bring forward Ms. Lowry.
 4 MS. LOWRY: Good evening, Chairwoman
 5 Causey, Vice Chairwoman Henn, Superintendent
 6 Williams and members of the Board. I would like
 7 the Board's consent for the following personnel
 8 matters: Retirements, resignations, leaves,
 9 recognition of deceased, certificated
 10 appointments, and the Southeast Area Education
 11 Advisory Council appointments.
 12 CHAIRMAN CAUSEY: Thank you, and
 13 Ms. Lowry, I'm going to separate out
 14 resignations, so if I could have a motion to
 15 approve Items -- excuse me -- Items D-1, D-3,
 16 D-4, D-5 and D-6?
 17 MR. OFFERMAN: So moved, Offerman.
 18 CHAIRMAN CAUSEY: Thank you. Is there a
 19 second?
 20 MS. MACK: Second, Mack.
 21 CHAIRMAN CAUSEY: Thank you. Is there

Page 29

1 any discussion? Hearing none, may I have a
 2 rollcall vote?
 3 MS. GOVER: Dr. Hager?
 4 DR. HAGER: Yes.
 5 MS. GOVER: Mr. Kuehn?
 6 MR. KUEHN: Yes.
 7 MS. GOVER: Ms. Pasteur?
 8 MS. PASTEUR: Yes.
 9 MS. GOVER: Mr. Offerman? Mr. Offerman?
 10 MR. OFFERMAN: Yes.
 11 MS. GOVER: Thank you. Mr. Muhumuza?
 12 Ms. Causey, I think he's muted, he's having
 13 trouble responding. Ms. Henn?
 14 VICE CHAIR HENN: Yes.
 15 MS. GOVER: Ms. Causey?
 16 CHAIRMAN CAUSEY: Yes.
 17 MS. GOVER: Ms. Jose?
 18 MS. JOSE: Yes.
 19 MS. GOVER: Mr. McMillion?
 20 MR. MCMILLION: Yes.
 21 MS. GOVER: Ms. Mack?

Page 30

1 MS. MACK: Yes.
 2 MS. GOVER: Ms. Scott?
 3 MS. SCOTT: Yes.
 4 MS. GOVER: Ms. Rowe?
 5 MS. ROWE: Yes.
 6 CHAIRMAN CAUSEY: Thank you, the motion
 7 carries. May I have a motion to approve item
 8 D-2, resignations?
 9 MS. MACK: So moved, Mack.
 10 CHAIRMAN CAUSEY: Is there a second?
 11 MR. OFFERMAN: Second, Offerman.
 12 CHAIRMAN CAUSEY: May I have a rollcall
 13 vote please?
 14 MS. GOVER: Dr. Hager?
 15 DR. HAGER: Yes.
 16 MS. GOVER: Mr. Kuehn?
 17 MR. KUEHN: Yes.
 18 MS. GOVER: Ms. Pasteur?
 19 MS. PASTEUR: Yes.
 20 MS. GOVER: Mr. Offerman?
 21 MR. OFFERMAN: Yes.

Page 31

1 MS. GOVER: Mr. Muhumuza? Ms. Henn?
 2 VICE CHAIR HENN: Yes.
 3 MS. GOVER: Ms. Causey?
 4 CHAIRMAN CAUSEY: Recuse.
 5 MS. GOVER: Ms. Jose?
 6 MS. JOSE: Yes.
 7 MS. GOVER: Mr. McMillion?
 8 MR. MCMILLION: Yes.
 9 MS. GOVER: Ms. Mack?
 10 MS. MACK: Yes.
 11 MS. GOVER: Ms. Scott? Ms. Scott?
 12 MS. SCOTT: Yes.
 13 MS. GOVER: Ms. Rowe?
 14 MS. ROWE: Yes.
 15 MS. GOVER: Thank you.
 16 CHAIRMAN CAUSEY: The next item on the
 17 agenda is Item E, administrative appointments,
 18 and for that we call on Dr. Williams.
 19 DR. WILLIAMS: Good evening, Board,
 20 Madam Chair, I would like to bring forward for
 21 your approval the following administrative

Page 32

1 appointments:
 2 Assistant principal at Honeygo Elementary
 3 at this Elmwood Elementary School, and assistant
 4 principal at Elmwood Elementary School.
 5 CHAIRMAN CAUSEY: Board members, may I
 6 have a motion to approve the administrative
 7 appointments in Item E-1?
 8 MS. MACK: So moved, Mack.
 9 CHAIRMAN CAUSEY: Is there a second?
 10 MR. OFFERMAN: Second, Offerman.
 11 CHAIRMAN CAUSEY: Thank you. Any
 12 discussion? Ms. Gover, may I have a rollcall
 13 vote?
 14 MS. GOVER: Dr. Hager?
 15 DR. HAGER: Yes.
 16 MS. GOVER: Mr. Kuehn?
 17 MR. KUEHN: Yes.
 18 MS. GOVER: Ms. Pasteur?
 19 MS. PASTEUR: Yes.
 20 MS. GOVER: Mr. Offerman?
 21 MR. OFFERMAN: Yes.

Page 33

1 MS. GOVER: Mr. Muhumuza? Ms. Henn?
 2 VICE CHAIR HENN: Yes.
 3 MS. GOVER: Ms. Causey?
 4 CHAIRMAN CAUSEY: Yes.
 5 MS. GOVER: Ms. Jose?
 6 MS. JOSE: Yes.
 7 MS. GOVER: Mr. McMillion?
 8 MR. MCMILLION: Yes.
 9 MS. GOVER: Ms. Mack?
 10 MS. MACK: Yes.
 11 MS. GOVER: Ms. Scott?
 12 MS. SCOTT: Yes.
 13 MS. GOVER: Ms. Rowe?
 14 MS. ROWE: Yes.
 15 MS. GOVER: Thank you.
 16 DR. WILLIAMS: Okay. Our first
 17 appointed candidate is Melissa Adler, assistant
 18 principal at Honeygo Elementary School. She is
 19 coming to us with 22.1 years of service in
 20 Baltimore County. Currently she's a kindergarten
 21 teacher at Franklin Elementary School, previously

Page 34

1 she was a STAT teacher, a resource teacher, pre-K
 2 kindergarten teacher at New Town, kindergarten
 3 teacher at New Town, and classroom teacher at
 4 Colgate. So congratulations, Ms. Adler.
 5 And our second appointed candidate is
 6 Laura Rode, assistant principal at Elmwood
 7 Elementary. She brings to us 8.1 years of
 8 service in Baltimore County. Currently she's the
 9 acting assistant principal at Elmwood Elementary.
 10 Previously she was a teacher, STAT teacher at
 11 Elmwood. She served as a classroom teacher at
 12 Seven Oaks Elementary and Dogwood Elementary.
 13 She also has five years of service in Anne
 14 Arundel County Public Schools. Congratulations,
 15 Ms. Rode.
 16 That concludes the appointments. I want
 17 to thank the Department of Human Resources and
 18 our community superintendents and our principals
 19 for their hard work in filling these vacancies.
 20 Thank you.
 21 CHAIRMAN CAUSEY: Thank you,

Page 35

1 Dr. Williams. Our next item is public comment.
 2 This is one of the opportunities the Board
 3 provides to hear the views and receive the advice
 4 of community members. The members of the Board
 5 appreciate from hearing from interested citizens.
 6 As appropriate we will refer your concerns to the
 7 superintendent for followup by his staff. The
 8 Board of Education will conduct the public
 9 comment portion of the meeting by allowing those
 10 who register to call in by phone. Registration
 11 was open to the public one week prior to
 12 tonight's board meeting and was closed at
 13 three p.m. yesterday for anyone wishing to speak
 14 at this evening's meeting. Board practice limits
 15 to ten the number of speakers at a regularly
 16 scheduled board meeting. Each speaker is allowed
 17 three minutes to address the Board.
 18 While we encourage public input on
 19 policies, programs and practice within the
 20 purview of this Board and the school system, this
 21 is not the proper forum to address specific

Page 36

1 student or employee matters, or to comment on
 2 matters that do not relate to public education in
 3 Baltimore County. We encourage everyone to
 4 utilize existing dispute resolution processes as
 5 appropriate. I remind everyone that
 6 inappropriate personal remarks or other behavior
 7 that disrupts or interferes with the conduct of
 8 this meeting are out of order.
 9 I ask speakers to observe the
 10 three-minute limit and conclude remarks when time
 11 has expired and you hear the bell. The call will
 12 be ended and it could be turned off if a speaker
 13 addresses specific student or employee matters,
 14 or is commenting on matters not related to public
 15 education in Baltimore County.
 16 If not selected, the public may submit
 17 their comments to the board members via email at
 18 boe@bcps.org. More information is provided on
 19 the Board's website at
 20 www.bcps.org/board/participation.
 21 I will now call on our stakeholder group

Page 37

1 leaders to speak and first we have this evening,
 2 Ms. Cindy Sexton, from TABCO.
 3 MS. SEXTON: Good evening, Chairwoman
 4 Causey, Vice Chair Henn, Dr. Williams and members
 5 of the Board. I speak tonight on two topics.
 6 First, the safe and sustainable return
 7 of students and educators to schools and work
 8 sites. Educators want to be back at their work
 9 sites but we want those decisions to be made
 10 around the science. That means using the CDC
 11 indicators and thresholds for risks of
 12 introduction and transmission of COVID-19 in
 13 schools as the starting point. The science needs
 14 to guide the decisions. We want our return to be
 15 safe and sustainable.
 16 Distance learning is reaching and
 17 teaching our students. They are showing up to
 18 classes and participating. The BCPS reopening
 19 plan dated September 16th, 2020, is approved by
 20 MSDE. Let's work with that plan and more
 21 importantly, let's be sure the plans being

Page 38

1 created for when we can return safely are fully
 2 developed in continued collaboration with the
 3 educators, support staff, all the bargaining
 4 units of BCPS. We know this is an extremely
 5 uncertain situation where information changes
 6 frequently. Our goal must put the health and
 7 safety of our stakeholders first.

8 My second topic is the funding of EDAs.
 9 I have heard from many educators who have been
 10 told there is no funding for the EDAs they
 11 sponsor. These are the exact activities that
 12 engage our students, the activities that give our
 13 students opportunities they may not have access
 14 to anywhere else. Also, many of these activities
 15 do help our students' social and emotional health
 16 and wellbeing. Students do them because they are
 17 fun and they are a chance for students to
 18 interact with their peers often in a nonacademic
 19 setting. This is where many students thrive.
 20 They need these clubs and groups to show they
 21 shine in ways that we often don't see in the

Page 39

1 classroom. Students count on these activities
 2 and look forward to them. Please do not take
 3 these opportunities away from our students.

4 We know and realize the challenges and
 5 opportunities facing us during the pandemic.
 6 Seemingly no decision we make is the right one.
 7 I know you hear from stakeholders from all sides
 8 on every topic, so do I. Let's work together to
 9 find a place where and how we can best support
 10 our students and staff while we navigate all
 11 these things from the pandemic. Thank you.

12 CHAIRMAN CAUSEY: Thank you. Our next
 13 stakeholder for this evening is Megan
 14 Stewart-Sicking, from the Special Education
 15 Citizens Advisory Council group. Good evening.

16 MS. STEWART-SICKING: Chairwoman Causey,
 17 Vice Chairwoman Henn, Dr. Williams and members of
 18 the Board, good evening to all of you. SECAC's
 19 October meeting was focused on updates and Q&A
 20 with the Department of Special Education, I would
 21 like to thank Dr. Pierandozzi for her work

Page 40

1 preparing for the meeting, Dr. Adams for
 2 presenting that night, and for all of the special
 3 education staff who presented and attended. We
 4 recognize that staff members are working very
 5 hard to make our current situation tolerable and
 6 to design reentry possibilities. The fact
 7 remains, though, that there are gaps in problem
 8 solving at the school level. We hope to be in
 9 continued conversation with the Department of
 10 Special Ed about providing guidance, ideas and
 11 best practices to improve virtual learning.

12 At the same time, however, many of the
 13 accommodations available on a daily basis simply
 14 can't be provided on line. Sometimes there is a
 15 substitute that can work or at least get us by.
 16 Often there is no substitute accommodation.
 17 Parents are telling us stories of overwhelm and
 18 meltdown. We hear parents use words like
 19 devastating or heartbreaking when they talk about
 20 watching their children. We hear from parents
 21 who must be next to their kids for every class

Page 41

1 and from those who have hired their own aide to
 2 be with their child all day. While we certainly
 3 understand that some students benefit virtually
 4 and that some families will choose not to return
 5 due to medical issues, we still hear constant
 6 begging for a return to schools for IEP students.
 7 We understand that returning IEP students without
 8 their typical peers can sometimes create legal
 9 issues such as questions about least restrictive
 10 environment. However, there are additional
 11 groups of students who are not learning
 12 virtually; consider homeless students or those
 13 with unreliable Internet access. We believe
 14 there is a significant subgroup of students who
 15 do not benefit from online classes. If these
 16 student are also included in the early group to
 17 return and students are returning not just based
 18 on a category such as having an IEP, but based on
 19 their inability to access online instruction
 20 adequately, this is a possible way for the
 21 reopening plan to address students who cannot

Page 42

1 access virtual learning, and consider how they
 2 might have an option to return earlier.

3 In addition, when gen ed students return
 4 in larger numbers, we request that the reopening
 5 plan specifically states that teams should decide
 6 how much time individual students need in the
 7 building on a case-by-case basis. If a child
 8 cannot return for medical reasons, virtual or in
 9 home options must be examined. For those who do
 10 plan to return, if a student is not benefitting
 11 from virtual learning, a hybrid model could be
 12 devastating. It destroys routines for kids who
 13 need it and it keeps them in a failure cycle
 14 through more virtual learning. Perhaps these
 15 students should attend consistently rather than
 16 on a rotation. Teams must be empowered to make
 17 individualized decisions about where students
 18 should learn when the time comes.

19 We encourage the Board, the
 20 superintendent and the reopening team to
 21 seriously consider IEP students at every level of

Page 43

1 the reopening planning. We look forward to
 2 further discussion with you about this issue.
 3 Thank you.

4 CHAIRMAN CAUSEY: Thank you, and now we
 5 will hear from our public speakers. We have --
 6 can people put their mute on? I am hearing an
 7 echo too. The first public speaker for this for
 8 evening in Yara Shake.

9 MS. GOVER: Ms. Causey, I don't see her
 10 on the phone call.

11 CHAIRMAN CAUSEY: Thank you. We will
 12 move on to the next and if she calls in, we'll do
 13 that at the end, so the next public speaker is
 14 Dr. Bash Pharoan. Ms. Gover, can --

15 MS. GOVER: He is on the call, he is
 16 just muted, he has to unmute.

17 CHAIRMAN CAUSEY: Dr. Pharoan, we cannot
 18 hear you so if you can please unmute yourself?
 19 Dr. Pharoan, we are still not hearing you, so if
 20 you can unmute?
 21 DR. PHAROAN: Can you hear me now?

Page 44

1 CHAIRMAN CAUSEY: Yes, thank you.
 2 DR. PHAROAN: Okay, very good. Good
 3 evening, Ms. Causey and board members. BCPS and
 4 the USA are struggling with the COVID-19. Many
 5 teachers ask not to return to face-to-face
 6 classrooms unless it is safe. Some leaders have
 7 made the mask a political statement, instead of
 8 what it is, an instrument to prevent infection.
 9 For our BCPS to succeed we must embrace science
 10 above political ideology. We also must teach
 11 ethical behavior at all levels.

12 Today I choose to highlight my favorite
 13 scientist, Dr. Ibn Sina, or Avicenna as is known
 14 in the west. Avicenna is a Muslim scientist of
 15 the 10th century. He has an important place in
 16 the history of Iraq and the world. Modern
 17 medicine is laid upon the infrastructure of
 18 Avicenna medicine. Many scholars conclude that
 19 during the 11th to the 17th century, the
 20 scientific and educational activities of medicine
 21 in the world were moving in the model of Avicenna

Page 45

1 medicine. Avicenna was known as the universal
 2 scientist. He wrote the famous work of The Canon
 3 of Medicine and Cannon (inaudible, static) and
 4 Canon shined in both the east and the west.
 5 Avicenna's work was translated to many languages
 6 in the west and was adopted by most universities
 7 in Europe.

8 Masks have been used for millennia to
 9 dispel dust and lessen germs. In 1867 the
 10 British surgeon Joseph Lister and the French
 11 physician Louis Pasteur pointed to the mask as a
 12 source to prevent the spread of germs. However,
 13 it took until 1935 for the masks to be believed
 14 in and to be popular.

15 Our BCPS must keep science and facts in
 16 the making of its decisions. Science and facts
 17 are our guide to graduate knowledgeable future
 18 leaders. Masks are assumed like gloves and
 19 scalpels. Masks are common sense, just like
 20 covering the mouth when sneezing, just like hand
 21 washing. I thank you very much for listening to

Page 46

1 me and for your work.

2 CHAIRMAN CAUSEY: Thank you. Our next

3 speaker for this evening is Ms. Amy Adams.

4 Ms. Adams, can you unmute? Ms. Adams, if you are

5 speaking we do not hear you, if you can check the

6 unmute. We still are not able to hear anything.

7 MS. GOVER: Ms. Adams, if you dial star

8 six, it might unmute you.

9 MS. ADAMS: Hello? Can you hear me?

10 CHAIRMAN CAUSEY: Yes, there you go.

11 MS. ADAMS: Great, thank you. I was on

12 mute, so thank you for the assistance. Good

13 evening and thank you Dr. Williams and board

14 members for allowing me time to speak.

15 I'm a parent of a high school, a middle

16 school and elementary school BCPS students. I

17 know that we are living through extremely

18 complicated situations and I recognize there are

19 many sides and feelings about how we live safely

20 during this pandemic. I want to express my

21 gratitude for the teachers, principals and staff

Page 47

1 who are working extremely hard right now teaching

2 virtually. They are developing engaging lessons

3 over the only platform option they've been given.

4 They are dealing connectivity and technology

5 interruptions. Many teachers are also balancing

6 supervising their own children's virtual school

7 experience.

8 My frustration is with the leadership of

9 our school system. I'm very anxious and worried

10 that no clear plan for a hybrid model or reentry

11 plan has been developed and published to the

12 stakeholders. I have been listening to board

13 meetings since the summer and written to the

14 Board to ask for plans to be shared. I have

15 reached out to the teachers union and asked that

16 they share specific criteria they are requiring

17 to support the teachers return to school.

18 If we agree that children are better in

19 person, what are we doing to make this happen?

20 The virus is still present and needs to be taken

21 seriously, but waiting for it to be completely

Page 48

1 gone is not realistic. Waiting for a vaccine

2 that will be available for all U.S. citizens will

3 take months or even years, and I'm not willing to

4 have our kids locked out of school for that long.

5 I believe teachers are essential workers. Ever

6 since the start of this pandemic we've required

7 our essential workers to perform their jobs.

8 Teachers should be given the option to return to

9 school or present a valid excuse to continue to

10 work virtually.

11 I would request the Board investigate

12 models of public systems within our state who

13 have opened and had success, models and plans

14 published by other school systems in the country

15 that have been in person since August with no

16 reported major outbreaks. I'm not asking for a

17 one size fits all plan. I simply want the choice

18 to send my kids to school and allow others to

19 have a choice to keep theirs virtual.

20 Maybe Dr. Williams and the board members

21 are unaware of how virtual schools are affecting

Page 49

1 our kids. I know my own kids are experiencing

2 computer fatigue and apathy towards school. They

3 do not normally have attention issues but are

4 having increased difficulty staying focused and

5 engaged in learning. They are dealing with

6 anxiety about missing content if they have

7 technical difficulties getting into a meeting. I

8 have heard from other parents about their kids

9 being in tears or berating themselves for being

10 dumb and not able to keep up or submit

11 assignments successfully.

12 Older kids are dealing with isolation

13 and depression. I am greatly worried about the

14 social and emotional wellbeing of our school aged

15 children and lasting effects the prolonged

16 shutdown will have on them. It's heartbreaking

17 for our students to watch other kids have the

18 opportunity to attend in school in person and try

19 to understand why they cannot go safely also. I

20 strongly implore Baltimore County Schools and the

21 superintendent to work with the union and publish

Page 50

1 a detailed hybrid and reopening plan. By keeping
 2 our students locked out of school it increases
 3 the educational divide within our society.
 4 It's on the agenda for tonight to
 5 discuss the equity committee data. This data
 6 which was gathered starting before the pandemic
 7 identifies that there was already a great gap for
 8 certain populations of students. I know many
 9 families that are choosing to leave the public
 10 schools -- (audio cut off).
 11 CHAIRMAN CAUSEY: Thank you, the time is
 12 up, and certainly everyone can send any comments
 13 to the boe@bcps.org. Our next speaker for the
 14 evening is Ms. Dayana Bergman.
 15 MS. BERGMAN: Hi, can you hear me?
 16 CHAIRMAN CAUSEY: Yes, we can hear you.
 17 MS. BERGMAN: Good evening, bueno
 18 nachas. I would like to start off by saying that
 19 BCPS has a reopening plan. It has been revised
 20 multiple times actually, and is not classified
 21 information or being hidden from parents. It's

Page 51

1 publicly available at www.bcps.org. (Speaking
 2 Spanish.) The reopening plan is not ideal and
 3 not everybody is thrilled about it. However, we
 4 can learn a lot from each other. (Speaking
 5 Spanish.) Here's the thing. When we're talking
 6 about this experience we have to figure out how
 7 to work together as a team. Team BCPS. Together
 8 everybody achieves more and we must be able to
 9 include and communicate everybody. (Speaking
 10 Spanish.) We have to consider that we have to
 11 create a virtual learning experience that
 12 involves everybody in the conversation, students,
 13 parents, teachers, every single person, and we
 14 have to be able to provide that, so what I'm
 15 recommending is that we provide on BCPS helpful
 16 tips to improve the virtual learning experience
 17 until we gradually reenter into the schoolhouse
 18 when it's safe to do so. (Speaking Spanish.)
 19 I'm not sure if my time is up because I
 20 heard a beep, and I'm trying to interpret this
 21 information because as you know, BCPS Livestream

Page 52

1 is not available in multiple languages, and we
 2 have a lot of Hispanic families that have every
 3 single right to understand during this process
 4 how we plan to reopen, and our board meetings are
 5 not available in multiple languages for those
 6 families, and they're at a disadvantage.
 7 (Speaking Spanish.)
 8 So I think my time is up, thank you,
 9 board members.
 10 CHAIRMAN CAUSEY: Thank you. Our next
 11 speaker for the evening is Dr. Muhammad Jameel.
 12 Dr. Jameel, if you are speaking we do not hear
 13 you. If you can unmute?
 14 DR. JAMEEL: Can you hear me?
 15 CHAIRMAN CAUSEY: Yes. We did hear you
 16 but now we do not hear you. Can you try the star
 17 six and see if that will allow you to be heard?
 18 We do not hear you, Dr. Jameel.
 19 DR. JAMEEL: Can you hear me now?
 20 CHAIRMAN CAUSEY: Yes, there you are.
 21 DR. JAMEEL: Okay. Thank you for that

Page 53

1 technical adjustment. I appreciate it.
 2 Peace and blessings, Chairwoman
 3 Ms. Causey, Dr. Williams, members of the Board,
 4 and everyone at this webcast meeting. I have
 5 been a citizen in Baltimore County for nearly 50
 6 years. Well, there has been a serious confusion
 7 in some circles about global warming and now
 8 about COVID-19. This has empowered me to speak
 9 about science. The Webster's Dictionary defines
 10 it as knowledge as distinguished from ignorance
 11 and misunderstanding.
 12 My first profession was serving aboard
 13 ships for about eight years in Pakistan. We
 14 would have public tours of the ships whenever we
 15 traveled to foreign countries. On one such visit
 16 a high school student asked the question, how
 17 come the whole ship and its superstructure that
 18 are all made of steel, and it floats, because
 19 steel is very heavy and wood is light? Obviously
 20 he did not know the principles of flotation, it
 21 reflected the limitation of his knowledge about

Page 54

1 science. The education systems all over the
 2 world have been teaching science for eons, but
 3 believing in it has been lost. You cannot have a
 4 student today to go to an orchard and have them
 5 sit under apple trees and wait for an apple to
 6 fall on their head to discuss and prove the laws
 7 of gravity. They have to trust and believe in
 8 science if the society has to move forward.

9 Our planet is in danger. There are
 10 multitudes of factors that threaten the very
 11 existence of life on it. You are well aware of
 12 many educated persons and public leaders that are
 13 in denial of climatic and environmental causes of
 14 the increase in the frequency and intensity of
 15 hurricanes, floods, droughts, fires and rising
 16 sea levels. Such persons and leaders do not
 17 believe in science, and sway the public opinion
 18 differently. Therefore, it has become imperative
 19 in my humble opinion that we educators not only
 20 teach various disciplines of science but also
 21 teach the importance of science. I implore BCPS

Page 55

1 to enrich the teachers, citizens and future
 2 leaders by teaching why science exists. They
 3 will then be able to guide humanity on the
 4 righteous path. God bless you all and be well.
 5 Everybody be safe.

6 CHAIRMAN CAUSEY: Thank you. Our next
 7 public speaker for the evening is Ms. Sharon
 8 Saroff. Ms. Saroff --

9 MS. SAROFF: Can you hear me now?
 10 CHAIRMAN CAUSEY: There you are. Yes.
 11 MS. SAROFF: Okay. I tried that little
 12 fix, it seems that everybody is having the same
 13 problem, and thank you very much, Board Chair and
 14 board members and Dr. Williams for letting me
 15 speak this evening.

16 There was a report last night on Fox 45
 17 that parents want our schools to open and as you
 18 know from people who have spoken this evening, a
 19 lot of the parents of special needs kids feel
 20 it's imperative for our schools to open because
 21 our students are simply not learning very well on

Page 56

1 the virtual environment. We also know that
 2 students are not going to return because there
 3 are some of us who cannot return due to
 4 preexisting conditions. Therefore, we need to
 5 find a way to improve the virtual learning
 6 environment.

7 One of the ways that I'm suggesting that
 8 we do that is making sure that every school has
 9 clear rules. The patchwork of do your own thing
 10 because we can't do the one size fits all, that's
 11 not working. There are schools that don't know
 12 whether or not they can record instruction, and
 13 there are students that desperately need to have
 14 that content recorded so that they can not miss
 15 out on an instruction when they are absent from
 16 the class. We have to make sure that all
 17 students and all parents and all teachers know
 18 whether or not they have to keep the cameras on,
 19 because there are classes where the cameras are
 20 not being kept on and we don't know what the
 21 students are doing. We as parents were saying my

Page 57

1 child is not even in the class and they're
 2 missing content, and the school then saying but
 3 they're doing fine in class, when they're really
 4 not even there. We need consistency, we need as
 5 I said, we need rules and we need a way forward
 6 so that when we go back the virtual learning
 7 environment is going to work for everybody,
 8 because it's not working now and we have to fix
 9 it.

10 I'm willing to fix it, I'm willing to
 11 help fix it, I have fixed it for several of my
 12 clients in IEP meetings and I know that it's
 13 working, but there are thousands of other
 14 students that it's not.

15 CHAIRMAN CAUSEY: Thank you. Our next
 16 public speaker for the evening is Ms. Anita Fast.
 17 Ms. Fast, if you are speaking we cannot hear you,
 18 you might try star six.

19 MS. GOVER: Ms. Causey, I don't see her
 20 number.

21 CHAIRMAN CAUSEY: Okay, then we can move

Page 58

1 on to Ms. Ashley Boer. Is Ms. Boer connected?
 2 MS. GOVER: I'm sorry, I don't see her
 3 number dialed in as well.
 4 CHAIRMAN CAUSEY: Our next speaker for
 5 the evening is Ms. Megan Heath.
 6 MS. HEATH: Can you hear me?
 7 CHAIRMAN CAUSEY: Yes, good evening.
 8 MS. HEATH: Hi, can you hear me?
 9 CHAIRMAN CAUSEY: Yes, we can hear you.
 10 MS. HEATH: Okay, great. Good evening,
 11 Baltimore County Board of Ed members, Chairwoman
 12 Causey, Vice Chair Henn, and Superintendent
 13 Williams. I am a special educator for Baltimore
 14 County Public Schools. I am happy to speak with
 15 you all tonight and appreciate this opportunity.
 16 I know that at the end of the day we as
 17 BCPS want what is best for our students and
 18 staff, and finding the middle ground amidst the
 19 pandemic is challenging. We know our kids need
 20 to get back to the classrooms and the question
 21 continues to be when can we safely do that. The

Page 59

1 difference in opinion within the answer to that
 2 question is what is causing such disarray. As a
 3 teacher I can't help but feel that people in the
 4 state of Maryland see me now as the enemy. I've
 5 heard that we as teachers are being too cautious,
 6 that we never want to return into buildings and
 7 that we are being selfish and just want to work
 8 from home. I assure you that these comments
 9 couldn't be farther from the truth.
 10 We as teachers are constantly working
 11 and evolving to make virtual instruction
 12 appropriate for our students. Most of us began
 13 the school year weeks early in order to prepare
 14 and to get creative. Some days come with extra
 15 long hours or working on weekends in order to
 16 learn new programs, adapt materials, and make
 17 connections with our students and their families.
 18 I know teachers who give up planning periods just
 19 to offer additional one-on-one and small group
 20 sessions to help best service our students.
 21 I don't share all of this in a defensive

Page 60

1 way. I share it so that you know a teacher's
 2 truth, so that you know my truth. I've also
 3 learned so much about our families during this
 4 time and I'm incredibly grateful that they have
 5 welcomed my classroom into their homes. I want
 6 to thank the parents who are juggling their
 7 hectic schedules to be present during
 8 instruction. Please know that we as teachers
 9 appreciate you. Unfortunately whether the
 10 consensus is to remain virtual or return to in
 11 person instruction, someone is going to be
 12 unhappy. I know with certainty that if we
 13 continue to always think first about what is best
 14 for the students, that our compass is aimed in
 15 the right direction. I know that as leaders
 16 within the county you agree with me on that point
 17 and are standing side by side as my ally.
 18 With that being said, I feel our county
 19 needs to continue improvement in the area of
 20 communication. I encourage us to move away from
 21 making decisions first and a plan of action

Page 61

1 second, I think we can be more thoughtful about
 2 our delivery of information to our stakeholders.
 3 I ask that you please continue to involve
 4 teachers in your discussion. I appreciate the
 5 committees that have been formed in order to help
 6 plan for reentry and the diversity within those
 7 committees so that everyone has a voice. I hope
 8 that we can continue to work hand in hand to find
 9 the best solution to support our students and
 10 their learning. Again, thank you for your time
 11 and for listening. Stay safe.
 12 CHAIRMAN CAUSEY: Thank you. The next
 13 speaker is Mr. Jeffrey Friedman.
 14 MS. GOVER: Ms. Causey, this is a
 15 comment on the calendar.
 16 MR. FRIEDMAN: Board members, I'm a
 17 teacher representing a number of my colleagues
 18 and students who are asking you to again approve
 19 a post Labor Day calendar for the 2021-22 school
 20 year. You must consider what the public wants in
 21 a calendar, and after reading hundreds of

Page 62

1 comments on line, I can tell you definitively
 2 that it is the following: To begin after Labor
 3 Day, religious equity, a full week spring break,
 4 to have a planned end date in mid June, enough
 5 teacher professional development time and a safe
 6 school. Only in the calendar beginning post
 7 Labor Day can we do all this. And then you may
 8 ask, why is it so important in the middle of a
 9 pandemic? Well, the most important reason is
 10 that provided we are returning for in person
 11 instruction, you need to insure that all of your
 12 educators, staff and students feel safe upon its
 13 return.

14 Beginning after Labor Day will give our
 15 building services staff an extra one-and-a-half
 16 weeks to insure our buildings are properly
 17 sanitized over the summer, and will give BCPS
 18 additional time to secure PPE and all other
 19 resources needed for the beginning of the school
 20 year, which is extremely important for our
 21 safety. This calendar also includes an extra

Page 63

1 professional development day before students
 2 arrive, which will allow educators additional
 3 time to learn and prepare for COVID-19 protocols
 4 to insure the safety of staff and students.

5 In addition, there has been an ongoing
 6 concern over the schools that still do not have
 7 air conditioning or appropriate ventilation in
 8 classrooms or in buses. At the beginning of
 9 September temperatures are likely to be cooler
 10 and there will be more time to address those
 11 concerns over the summer. It will be very
 12 inequitable to begin earlier and just hope for
 13 the best.

14 Beginning the school year one week
 15 before Labor Day will not solve any problems.
 16 That unpopular plan would begin the frustrating
 17 pushback into August, again, that educators,
 18 families and the community have been fighting to
 19 stop. That plan would also bring students back
 20 one week early to go directly into a disruptive
 21 four-day weekend followed by another restart.

Page 64

1 That plan would cancel the possibility of
 2 students participating in summer learning
 3 activities that take place in the days leading up
 4 to Labor Day that they already had to forfeit in
 5 summer 2020 due to the pandemic. And data has
 6 shown that that plan will not improve educational
 7 outcomes nor will it reduce learning loss which
 8 is actually the result of the pandemic. This
 9 past year every county in central Maryland voted
 10 to begin after Labor Day and most have already
 11 released plans to do so again next year. We need
 12 to keep consistent with them by doing the same.

13 Please keep what is working well and do
 14 not push us back into August. I also submit that
 15 there is a new community petition which is
 16 gaining traction to start BCPS schools after
 17 Labor Day next year. Please remember as our
 18 board members, you represent us. We are asking
 19 you to show that you value our health and
 20 wellbeing, make the choice for the safety of all
 21 staff and students in our buildings by allowing

Page 65

1 the final week of summer to get this right.
 2 Please stay consistent, allow us to have our full
 3 summer and thus begin school after Labor Day.
 4 Thank you.

5 CHAIRMAN CAUSEY: And our next public
 6 speaker, on the calendar, is Dr. Bash Pharoan.

7 DR. PHAROAN: Good evening. The minutes
 8 of the calendar committee on April 1, 2020
 9 stated, Billy Burke replied in response to
 10 Dr. Pharoan's email that the Board does not want
 11 the professional days or the Jewish and Muslim
 12 holidays to ever be converted back to school
 13 opening days for the students. It is of note
 14 that the website Calendar 2021 states these
 15 readjustments may include the redesignation of
 16 holidays as student days.

17 Mr. Duque told the Board of Education on
 18 9/29, with regard to the holidays, it is a little
 19 bit difficult for the Muslim holidays. We can
 20 make a change upon confirmation that indeed it is
 21 May 2nd versus May 3rd. He also told in past

Page 66

1 deliberations, decided and indicated that if we
 2 were to need and convert days to make up for
 3 school closure, that we would not convert those
 4 professional development days into student days.
 5 I am concerned that if these statements
 6 by Mr. Duque and Mr. Burke are not accepted by
 7 the Board, then the Muslim holiday/professional
 8 day in a crunch may be converted to a full school
 9 day. I request that the Board of Education would
 10 approve that the holiday/professional day will
 11 not be sacrificed to compensate for emergency
 12 closures.
 13 Why does our community ask for that
 14 clarification? It is an essential part of
 15 relevancy and integrity of the calendar. The
 16 BCPS administration should follow the
 17 moon-cycle.com for the Muslim holidays. It will
 18 make the task of making the calendar easier; for
 19 any questions, please call on me for help. This
 20 clarification shall fill a void for want of
 21 information in the past and provide specific

Page 67

1 dates for the future. The school calendar is our
 2 billboard and articulates our core belief in
 3 equity and equality for all. All our children
 4 need their physical and emotional health. All
 5 families need to be included and be engaged.
 6 I do appreciate that the Board of
 7 Education would provide equality, for example in
 8 the distribution of electronic devices, and in
 9 that I ask the Board of Education also to
 10 consider the same thing in relation to the
 11 professional days/Muslim and Jewish holidays, to
 12 treat them equally at all times. I thank you for
 13 listening to me and I thank you for your work and
 14 your patience.
 15 CHAIRMAN CAUSEY: Thank you. Our next
 16 speaker on the school year calendar for the year
 17 2021-22 is Ms. Dayana Bergman.
 18 MS. BERGMAN: (Speaking Spanish.) Good
 19 afternoon. I'm talking about the calendar and I
 20 would like to start off by saying that BCPS
 21 should strongly consider a yearlong calendar

Page 68

1 instead of the traditional calendar. During the
 2 pandemic we don't know what lies ahead of us, we
 3 don't know where we start, when we go back, we
 4 have so many unanswered questions. But we do
 5 know that our children need to get back into a
 6 routine and be able to recuperate hours of missed
 7 instruction.
 8 So I'm proposing instead of thinking
 9 about holidays, if we start after Labor Day to
 10 extend the school year to provide some
 11 consistency, I think it's unfortunate with all
 12 the complications that we're seeing in our school
 13 system and that we're thinking on how to do
 14 things traditionally, how we've done in the past,
 15 well, we all know when the kids return back in
 16 school in person it's not going to be the same,
 17 it's going to be completely different. That
 18 classroom learning environment will never look
 19 like it once did and we have to start
 20 acknowledging that and considering that.
 21 And that goes with the calendar, how we

Page 69

1 provide instruction for students in the best
 2 possible manner. Want to know what I said in
 3 Spanish? I suggest you get an interpreter for
 4 the next meeting. Thank you.
 5 CHAIRMAN CAUSEY: Thank you. We're
 6 going to take a step back to public comment where
 7 one of our commenters had a technical difficulty
 8 but is with us now, so we will hear from
 9 Ms. Ashley Boer, under general public comments.
 10 Good evening. Ms. Boer, if you're speaking we
 11 cannot hear you, you can try star six. We still
 12 do not hear you.
 13 MS. GOVER: Ms. Causey, do you want to
 14 go into the next public comment for calendar and
 15 I'll try to get her on the line?
 16 CHAIRMAN CAUSEY: Yes.
 17 MS. GOVER: Thank you.
 18 CHAIRMAN CAUSEY: So going back to
 19 public comment on the school calendar, we have
 20 Dr. Muhammad Jameel.
 21 DR. JAMEEL: Can you hear me now?

Page 70

1 CHAIRMAN CAUSEY: Yes.

2 DR. JAMEEL: Peace and blessings to

3 everyone. I appreciate all your efforts in

4 trying to accommodate everyone.

5 Well, the first time the Board was made

6 aware of Muslim holidays was during

7 Superintendent Dr. Dubel's term in the 1980s. My

8 children were enrolled in elementary, secondary

9 and high school of BCPS. By the grace of God,

10 they're very successful exemplary citizens today,

11 two of them have also become parents themselves

12 of teenagers in high school. Four

13 superintendents and about 80 members have been

14 replaced since that time.

15 My community has had many requests for

16 equal treatment and inclusion of Muslim students

17 in the policy of closing the schools on high

18 holidays. We have to inform and reeducate, for

19 many every time a new superintendent and new

20 members join the Board. Many reasons and

21 justifications were presented. The negative

Page 71

1 effects and hardship of Muslim students were

2 explained, denial of justice and equality were

3 excluded, decades of explanations were finally

4 understood by you. We are grateful.

5 I think that all of you received my

6 presentation in the last meeting. It is very

7 disheartening but apparently the explanation, the

8 purpose, the importance and the rationale for

9 scheduling the professional day on the eve of Eid

10 are being negated. Now this Muslim holiday is in

11 the cross-hairs of BCPS. A footnote appears in

12 the proposed 2021-2022 calendar for the

13 professional day. It's targeted to be sacrificed

14 and converted into a full school day to make up

15 for a snow day. I had suggested an alternative

16 with at least five different options to achieve

17 your goal. I sincerely hope and pray that this

18 day is not sacrificed. My community should not

19 have to litigate again for the legitimacy of

20 having that day off. I hope that the Board

21 reconsiders the proposed calendar, and please

Page 72

1 give one Muslim holiday as sacred to the Muslim

2 students equal to the sacredness of holidays of

3 students of other faiths. God bless you all, be

4 safe, and thank you for listening to me.

5 CHAIRMAN CAUSEY: Thank you. Our next

6 speaker on the calendar is Clary Fusting.

7 MS. FUSTING: Thank you. I'm actually

8 talking about returning to school, I'm not sure

9 why I got put under calendar.

10 CHAIRMAN CAUSEY: Okay.

11 MS. FUSTING: I want to talk about

12 raising the bar, closing the gaps and preparing

13 for the future. This is the Baltimore County

14 Schools motto, this is what I believe in, and I

15 want for all children enrolled in Baltimore

16 County Public Schools, and it's not happening.

17 Our teachers are going above and beyond to raise

18 the bar but it is heavy and they cannot do it

19 alone. The gaps are only getting larger. When

20 will the students of Baltimore County Public

21 Schools be given a chance to start closing them?

Page 73

1 And the future for our children, that needs a

2 plan, and we don't have that yet either.

3 The Board of Education has known since

4 May 2020 that students would not return for the

5 start of the 2020 school year in person. That is

6 nearly five months to make a plan, give parents

7 and caregivers an option, and nothing. The

8 survey sent out in June had clear numbers. 64

9 percent of parents, 73 percent of students and

10 over 57 percent of teachers supported an in

11 person or hybrid plan. How do we get these

12 numbers and not listen to them? Where is the

13 plan?

14 The union says we can reopen when it's

15 safe but won't share their definition of safe.

16 Fox 45 reached out and got zero response when

17 they were asked to define what is safe for them.

18 Do you need help defining what is safe? I would

19 call Hopkins tomorrow to get the data from their

20 epidemiologists. Does safe include PPE? I will

21 go out and source that for you. Do you need

Page 74

1 someone to search other school systems what
 2 they're doing? I will do that too as a
 3 volunteer, because my children and the children
 4 of the Baltimore County Public School system need
 5 to be back in school.

6 This is not a one size fits all
 7 situation and I would never presume to think that
 8 what is right for my children is right for
 9 another family, but I do know that we all deserve
 10 a choice. But without a plan, how do we have a
 11 choice? Children's academic interest is at
 12 stake, but I argue more importantly their social
 13 and emotional wellbeing is the most significant
 14 issue. On a daily basis we are witnessing
 15 firsthand stories about younger children who are
 16 in tears when they can't do their assignment.
 17 Why is this acceptable by the unions and the
 18 school leadership?

19 There are elementary aged students who
 20 should have pencil and paper in hand, not
 21 computers. The American Academy of Pediatrics

Page 75

1 states for this age group, the recommended screen
 2 time is 1.5 hours a day. Our children spend six
 3 hours a day on a computer, four times more than
 4 they should. What effect does it have on them
 5 long term? No one can say. Our children deserve
 6 better. We must do better, the Board of
 7 Education must do better.

8 I want the schools to reopen safely, but
 9 we have to stop sitting on our hands and debating
 10 what that means, and finally take action. Thank
 11 you.

12 CHAIRMAN CAUSEY: Thank you. Next we're
 13 going to reconnect with Ashley Boer, commenting,
 14 a public commenter.

15 MS. BOER: Can you hear me?
 16 CHAIRMAN CAUSEY: Yes, we can. Good
 17 evening.

18 MS. BOER: Can you hear me?
 19 CHAIRMAN CAUSEY: Yes, we can hear you.
 20 MS. BOER: Okay, thank you so much, I
 21 apologize. I will speak now and I promise, I

Page 76

1 will not be long. I appreciate the opportunity
 2 to speak in this forum to you the Board of
 3 Education about the concerns that are felt in the
 4 four special schools as we gear up to return to
 5 school. Students require hand-over-hand
 6 assistance for all activities of daily living.
 7 Our students, the ones in the special schools,
 8 cannot adhere to CDC guidelines. They require
 9 hand-over-hand assistance for eating, toileting,
 10 hygiene procedures such as washing hands,
 11 changing clothes and communicating with peers and
 12 staff. In the absence of a parent our students
 13 need our support, and we can't provide that to
 14 them six feet away. Students haven't seen staff
 15 in over seven months and won't understand why
 16 they can't hug us, shake our hand or even give us
 17 a high five like they used to.

18 The staff will be wearing masks which
 19 will help to protect the students from illness.
 20 Our students will not wear masks and most likely
 21 will pull off our masks and cause contamination.

Page 77

1 The clear masks we are receiving from BCPS is a
 2 great idea; however, our students will not adjust
 3 well to this change. Many students will be
 4 confused while others will be scared as they have
 5 personal trauma revolving around hospital visits
 6 due to illness. Hygiene is a process that is
 7 addressed daily promoting proper technique while
 8 the students are in school, but this is completed
 9 hand over hand. When our students cough or
 10 sneeze, they do not understand to cover their
 11 mouth or nose to contain fluids leaving their
 12 body. We continue to teach students to cover
 13 with a tissue or use the elbow to contain the
 14 sneeze or cough. These measures are reactive and
 15 we use coughing and sneezing as teachable moments
 16 to remind students what they should do.
 17 Remember, once snotty fluid droplets are in the
 18 air, we can't protect students from breathing
 19 them in if they are not wearing a mask.

20 Teachers have yet to receive protocols
 21 to follow when reentering the schools. We are

Page 78

1 sure that the education we provide will be
 2 different. Our students thrive on routine and
 3 have established one with virtual learning as
 4 they will when we reenter the building as we are
 5 tasked to. When will teachers and staff learn
 6 about the cleaning procedures to deter the spread
 7 of illness, what procedures to keep our students
 8 safe and well, health procedures that make sure
 9 we are able to determine when a student needs to
 10 be put into quarantine or into isolation and then
 11 picked up from parents if we are not using the
 12 temperature or the fever as the number one reason
 13 to put a child into quarantine?
 14 We have a lot to defend for students and
 15 ourselves. Staff and students have remained in
 16 isolation for at least seven months seeing a
 17 decrease in illness and hospitalizations for
 18 those with compromised immune systems, lung
 19 function and medical conditions. As we reenter
 20 school we are entering with immune systems that
 21 are not equipped to fight. We have to worry

Page 79

1 about students from flu -- (audio cut off.)
 2 CHAIRMAN CAUSEY: Thank you. Ms. Gover,
 3 is there anyone else on the line?
 4 MS. GOVER: I believe she was our last
 5 speaker.
 6 CHAIRMAN CAUSEY: Our next item on the
 7 agenda is Item G, the superintendent's report,
 8 and for that we call on Dr. Williams.
 9 DR. WILLIAMS: Okay, so good evening,
 10 everyone. I'm going to keep my comments brief
 11 because of the time, but I just want to say good
 12 evening and happy Principals Month to each of our
 13 team BCPS school leaders. Of course this year
 14 presents new challenges due to the COVID-19
 15 crisis and our principals are meeting those
 16 challenges with steady leadership and a focus on
 17 both instructional excellence and a determination
 18 to meet the social and emotional needs of our
 19 students and staff.
 20 Congratulations to Jacksonville
 21 Elementary School, that was named a 2020 National

Page 80

1 Blue Ribbon School by the U.S. Department of
 2 Education. Kudos to Principal Miller and her
 3 team and the school community for this
 4 outstanding accomplishment, and kudos to our
 5 students there.
 6 As you heard, National Hispanic Heritage
 7 Month, (Speaking Spanish) BCPS. This is National
 8 Hispanic Heritage Month, it began on September
 9 15th and continues through October 15th, so
 10 please check our blog, a lot of great information
 11 where we're highlighting students and staff.
 12 Academic support centers have begun
 13 providing childcare for students participating in
 14 virtual learning. I appreciate the work of our
 15 partners in Baltimore County Government for
 16 identifying providers and establishing a
 17 childcare subsidy based on income.
 18 Three schools in the schools still with
 19 renovations, Berkshire, Chadwick and Colgate. As
 20 of this week, the staff will be moving into the
 21 new Berkshire Elementary School. I want to

Page 81

1 commend our school and central office leaders for
 2 completing these projects despite the crisis.
 3 Educational Foundation, again, I just
 4 want a big shout out to them for their tireless
 5 work to support families, educators during this
 6 crucial time. They raised several thousands of
 7 dollars to support students and families, they
 8 made donations where we were able to provide
 9 learning to kids' book bundles or technology.
 10 A shout out to the staff of the meal
 11 distribution sites. I had the pleasure to visit
 12 the site at Padonia Elementary School. Principal
 13 Pizzo, of course we were talking to him, and one
 14 of our neighborhoods where the staff from food
 15 and nutrition services and transportation shared
 16 success stories and showed their pride regarding
 17 their work, and all those positive relationships
 18 they built with families and students. A special
 19 shout out to a student that I met who attends
 20 Cockeysville Middle School and his grandmother.
 21 And then finally, the 2020-2021 Maryland

Page 82

1 Teacher of the Year virtual event was held by
 2 MSDE this past Thursday and our own Robert Runk
 3 at Parkville Middle School was recognized along
 4 with the other 23 honorees, so again,
 5 congratulations to our Teacher of the Year,
 6 Mr. Robert Runk.

7 And then finally, I sent a letter out to
 8 staff and a letter will be going out to the
 9 community giving an update thanks to our design
 10 team and our COVID-19 team, where we talked about
 11 where we are right now with looking at preparing
 12 for gradual return of students and staff. But I
 13 just want to highlight that we prioritized health
 14 and safety of all of our students and staff. I
 15 just want to thank the team for working through
 16 the many situations, communication is critical to
 17 our work during this pandemic, and we're
 18 committed to engaging the voices of our community
 19 in the upcoming weeks, from surveys,
 20 multi-stakeholder focus groups, coordination with
 21 the scientific community as we implement a safe

Page 83

1 phased in return to in person instruction. But
 2 just to highlight, and this will be coming out
 3 later this week, the Office of Health Services
 4 has ordered job appropriate PPE for staff. As
 5 you well know, staff and students will be
 6 expected to wear face coverings. We will have
 7 extras on hand in buses and schools in case a
 8 face covering is soiled or damaged. Clear face
 9 shields have been ordered for instructional
 10 staff. In addition to PPE provisions, hand
 11 sanitizer stations have been placed outside of
 12 cafeterias and in main offices. If you want to
 13 look at the mitigation strategies, please look at
 14 our reopening plan, Appendix A, that talks about
 15 the screening of symptoms at home prior to
 16 working, six-foot distance, face coverings,
 17 shared items, facility cleaning, sanitation,
 18 organization, and the response to any positive
 19 COVID-19 case, Dr. Gregory Branch with Baltimore
 20 County Health Department, he is our Baltimore
 21 County health officer, has been a great resource

Page 84

1 and we continue to work with him and get his
 2 advice.

3 In terms of working with our
 4 stakeholders, we are working with TABCO and ESPBC
 5 as requested to talk about work conditions and in
 6 order to provide a safe environment for students
 7 and staff.

8 And then finally as I shared earlier,
 9 the design team and COVID-19 task force will be
 10 providing some updates regarding where we are as
 11 a system, specifically around instructional
 12 delivery, facilities, organization, and providing
 13 communications to Team BCPS. So with that, I
 14 thank you for this time Ms. Causey and board
 15 members.

16 CHAIRMAN CAUSEY: Thank you,
 17 Dr. Williams and I just want to in the interest
 18 of time ditto everything that Dr. Williams said,
 19 and also I wanted to make these additional
 20 comments.

21 It's been five weeks since school

Page 85

1 started and I would be remiss if I did not
 2 acknowledge the tremendous and creative effort of
 3 our teachers, our principals during this special
 4 recognition month, all of the staff, our parents,
 5 our stakeholders and our communities for doing
 6 all that they have been doing to make education
 7 available to our students during a pandemic.

8 I also want to especially congratulate
 9 Jacksonville Elementary School and Principal Deb
 10 Miller on becoming a National Blue Ribbon School.

11 We know that as a system and a board we
 12 must do better with proactive communications
 13 addressing urgent needs such as Dr. Williams
 14 mentioned, updating the reentry plan, that
 15 provides that detail to alleviate concerns about
 16 the health and safety of students and staff.
 17 Giving, one of the things that, the new
 18 announcement today is giving BCPS students an
 19 opportunity to take the SAT, and the Board is
 20 pleased with the press release today that shares
 21 the details of BCPS College Board SAT test day

Page 86

1 coming Saturday December 5th. Please see our
 2 website or have your student connect with their
 3 guidance counselor for details. Also, there's a
 4 way to apply for fee waivers if there's a
 5 financial need for students.

6 We also need to insure to take into
 7 account the social emotional needs and health of
 8 our students while insuring their academic needs
 9 are met, and this includes providing those clubs
 10 and activities even if they are virtual, and it
 11 also includes continuing to evaluate how to all
 12 students to participate in sports.

13 I would like to congratulate as we're
 14 talking about social emotional health, Silvana
 15 Alsamadi, Elementary School Counselor of the Year
 16 from Chapel Hill Elementary School, Robin
 17 Taylor-Chadwick, Middle School Counselor of the
 18 Year from Sparrows Point Middle School, and
 19 Stephanie Campbell, High School Counselor of the
 20 Year at Loch Raven High School and Perry Hall
 21 High School. We also want to give a shout out to

Page 87

1 Dr. Amalio Nieves as the School Counseling
 2 Advocate of the Year.

3 I was encouraged to hear recently from a
 4 number of teachers that the curriculum being
 5 produced by curriculum and instruction and the
 6 support that they are receiving from the
 7 curriculum and instruction office recently is the
 8 best it's been in ten years. We know that this
 9 is the focus that we have on our new strategic
 10 plan, The Compass. We know that teachers have
 11 spent countless hours preparing to deliver that
 12 curriculum, provide it as effectively as possible
 13 in this virtual environment, and we commend them
 14 again.

15 As you can imagine, there are many
 16 moving parts involved with the work required to
 17 reopen schools. The Board is anticipating a
 18 review of the updated version of the
 19 superintendent's reopening plan and we appreciate
 20 the partnership of Dr. Branch, the director of
 21 the Baltimore County Health Department, as he

Page 88

1 work with Dr. Williams and his team to reopen our
 2 schools safely.

3 In addition to addressing the changing
 4 landscape caused by the pandemic, the Board
 5 continues its work to strengthen governance,
 6 increase transparency and accountability, and
 7 work that you will be hearing about later from
 8 our equity committee and also other standing
 9 committee updates. Additionally this week,
 10 several board members will be attending the
 11 virtual Maryland Association of Boards of
 12 Education conference, which will be an
 13 opportunity to hear from our colleagues around
 14 the state innovations, best practices and subject
 15 matter experts on education. Please note that we
 16 do value your input and while we cannot respond
 17 to every email we receive, we do read it, we take
 18 it seriously, we forward it to the superintendent
 19 and his design team, and if there are specific
 20 issues we ask the superintendent and his team to
 21 address those with you.

Page 89

1 With that, that is the end of my chair
 2 report, and I call on our student member of the
 3 board, Mr. Josh Muhumuza.

4 MR. MUHUMUZA: Good evening, Chair
 5 Causey, Dr. Williams and members of the board.
 6 Due to tonight's extensive agenda and the time, I
 7 will keep my report relatively short.

8 Over the last month I was honored to
 9 attend various events, meetings and workshops
 10 hosted by our Baltimore County student councils
 11 and its committees. From the pivot event to the
 12 executive board and BCSC committee meetings, our
 13 student leaders reengaged with one another and
 14 continue to do their work digitally. Special
 15 recognition to the BCSC interim president and the
 16 rest of the officer team for their diligent work
 17 over the course of the last three months to
 18 insure the continuity of our county student
 19 councils and for planning multiple events during
 20 our virtual learning semester. Thank you to
 21 Dr. Williams and other staff members who attend

Page 90

1 these events, our students were truly
 2 appreciative of that.
 3 With public comments being available
 4 now, I anticipate that the Board will now get a
 5 more in depth presentation of the work that this
 6 group has been doing and the events that they
 7 have planned the next couple of months.
 8 Tonight I wanted to emphasize the
 9 importance of the BCSC's mind over matter
 10 campaign, which aims to destigmatize the issue of
 11 mental health. Each month has specific themes,
 12 ranging from bullying, bullying prevention month,
 13 pride month, and of course my mind over matters
 14 month, which is next month. Mental health has
 15 plagued our schools for many years, every student
 16 and adult experiences their own struggles.
 17 That's why we have to take every opportunity to
 18 speak on this issue and support our school system
 19 by I providing the necessary supports needed to
 20 combat it. I look forward to continuing to meet
 21 with the organizers of this campaign, our chief

Page 91

1 of school climate and other individuals who have
 2 been advocating for solutions related to this
 3 issue. I'll continue to update the Board and our
 4 stakeholders on everything that occurs with the
 5 mind over matters campaign.
 6 Lastly, I want to thank Dr. Williams and
 7 staff for their continued work over the last
 8 couple of months, especially with things related
 9 to the SAT and getting our students back to
 10 school in some fashion and making sure that
 11 everybody is safe in the school building. Thank
 12 you.
 13 CHAIRMAN CAUSEY: Thank you. Our next
 14 item is J, new business, action taken in closed
 15 session. We do not have anything to consider
 16 there so we will move on to Item K, report on
 17 equity, and for that we call on Mr. Burke and
 18 Dr. Lisa Williams.
 19 MR. BURKE: Good evening, Chairwoman
 20 Causey, Vice Chairwoman Henn, Dr. Williams and
 21 members of the Board. Thank you for the

Page 92

1 opportunity to continue our discussion on equity.
 2 The last time we met Dr. Lisa Williams led us
 3 through a discussion of BCPS performance data
 4 that revealed disparities for groups of students.
 5 Those disparities showed up in predictable
 6 patterns. Tonight we would like to add to that
 7 discussion by examining the intersection of data
 8 for students that are represented in more than
 9 one student group.
 10 I will be joined tonight by Dr. Lisa
 11 Williams, Dr. Mary Boswell-McComas and
 12 Dr. Melissa Whisted. Dr. Williams, at this time
 13 I will turn things over to you.
 14 DR. L. WILLIAMS: Good evening, board
 15 members. Next slide please.
 16 The objectives for this evening's
 17 presentation include followup from the desk audit
 18 of the equity presentation presented to the Board
 19 committee, examination of intersectional issues
 20 of equity associated with larger trends in
 21 student achievement patterns using an ableist

Page 93

1 lens, and identification of next steps and
 2 responding to known patterns in the data. Next
 3 slide please.
 4 Setting the context, Policy 0100 defines
 5 educational equity as access to opportunities,
 6 resources and educational rigor that students
 7 need access to in order to succeed. The Board of
 8 Education's equity committee's mission includes
 9 supporting the district in removing structural,
 10 cultural and systemic barriers. As we analyze
 11 the data there were four predictable findings
 12 across student data sets. Those included racial
 13 predictability, class predictability, ableist
 14 predictability and linguistic predictability.
 15 Tonight in drilling down into the data to a
 16 deeper level, we're going to take a look at
 17 ableist patterns found in the data. Next slide
 18 please.
 19 And to view that we're going to talk
 20 about the construct of special education, but
 21 first I would like to offer a definition for

Page 94

1 ableism to focus our discussion. According to
 2 the Center For Disability Rights, ableism is a
 3 set of beliefs or practices that devalue and
 4 discriminate against people with physical,
 5 intellectual or psychiatric disabilities, and
 6 often rest on the assumption that disabled people
 7 need to be fixed in one form or another. In
 8 education there is considerable evidence that
 9 unquestioned ableist assumptions are harming
 10 disabled students and contributing to unequal
 11 outcomes. School time devoted to activities that
 12 focus on changing disability may take time away
 13 from that time that is needed to provide access
 14 for learning academic materials. In Baltimore
 15 County Public Schools, 13 percent of our students
 16 or 17,000 students participate in special
 17 education services. According to the 2014 report
 18 by the National Center For Learning Disability,
 19 66 percent of students with learning disabilities
 20 spent 80 percent or more of their time in the
 21 general education setting. This statistic is

Page 95

1 important because the overwhelming majority of
 2 students identified for participation in special
 3 education will be expected to participate in the
 4 mainstream. Hence, they may learn differently
 5 but the research will suggest that these
 6 differences are not so acute as to prohibit them
 7 from accessing high academic achievement. This
 8 context should be considered as you consider the
 9 presentation of data that is to follow.
 10 So with that, I'm going to invite
 11 Dr. Boswell-McComas to lead us into an
 12 examination of the trends around performance and
 13 achievement of our students with disability.
 14 Dr. McComas?
 15 DR. MCCOMAS: Yes, good evening and
 16 thank you. You know, as we know, we are in a
 17 diverse community which is reflected in our
 18 schools, and as board members you naturally want
 19 our children to fully contribute to and to
 20 benefit from that diversity, and you may be
 21 wondering how exactly are we evolving to create a

Page 96

1 more equitable environment responsive to that
 2 growing diversity. And this evening we will
 3 continue to explore more deeply for your benefit
 4 and understanding our current space and share our
 5 forward movement to support continuous
 6 improvement.
 7 We will begin by reviewing our macro
 8 level trends using the metaphor of the lens, and
 9 what happens when we use a series of intersecting
 10 lenses. First we will look broadly at
 11 achievement using MAP as an example, comparing
 12 our students with disabilities to their
 13 non-disabled peers, adding in the lens to view
 14 race, followed by a lens to view free and reduced
 15 meal status, and a lens to view gender. More
 16 specifically, when using MAP achievement as
 17 captured in our measures of academic performance
 18 instrument and on the SAT, we see at the
 19 elementary grades a gap of 61 percent between our
 20 students with disabilities compared to their
 21 non-disabled peers. When we layer in a lens of

Page 97

1 race we further see that blacks or African
 2 American students with disabilities performed 16
 3 percent lower compared to their non-black peers.
 4 Likewise at the middle school grades, we see a
 5 gap of 15 percent between our students with
 6 disabilities and their non-disabled peers. And
 7 when we layer in a lens to look at race, we
 8 further that see that black and African American
 9 students with disabilities performed 6.5 percent
 10 lower compared to non-black peers. And likewise
 11 at the high school level on the SAT we see a gap
 12 of 20 percent existing between students with
 13 disability compared to their non-disabled peers
 14 and when we look through the lens of race, we
 15 further see that black and African American
 16 students with disabilities perform 5.2 percent
 17 lower compared to their non-black peers. We note
 18 the exact same patterns persist along racial
 19 lines and that we replicate the overall
 20 population data, including zone specific trends.
 21 Next slide please.

Page 98

1 Thank you. Next we will discuss the
 2 intersectionality of students with disabilities
 3 with economics and student disabilities with
 4 gender. What we see in our Baltimore County
 5 Schools data is that our students with
 6 disabilities who are eligible for free and
 7 reduced meals performed eight percent lower
 8 compared to their non-disabled peers in K-8 MAP.
 9 And likewise, even into high school we see the
 10 students with disabilities who are eligible for
 11 free and reduced meal support performed 12 points
 12 lower compared to their non-disabled peers on the
 13 SAT. Furthermore, once again when we considered
 14 gender and disability, we see that male students
 15 with disabilities performed 25 percent lower
 16 compared to their male non-disabled peers in
 17 overall performance, and our female students with
 18 disabilities performed 28 percent lower compared
 19 to their female non-disabled peers in overall
 20 performance as measured on MAP. Moreover, the
 21 persistent and predictable patterns exist across

Page 99

1 economic and gender. Next slide please.
 2 In order to discuss our patterns in
 3 identification, first allow me to explain that we
 4 work within the state performance plan, which is
 5 the MSDE's monitoring document for special
 6 education in local school districts across our
 7 state. It's important that I want to build your
 8 understanding around indicator nine in the state
 9 performance plan. This indicator relates to a
 10 disproportionate representation relative to race
 11 and ethnicity. What you see on the screen before
 12 you is the definition and I'd like to take a
 13 moment to specify that.
 14 So disproportionality is defined as
 15 having students in a particular racial or ethnic
 16 group being at a considerably greater or lesser
 17 risk of being identified as eligible for special
 18 education and related services than all other
 19 racial or ethnic groups enrolled either in the
 20 local school system or across the state.
 21 And so next we need to introduce the

Page 100

1 concept of risk ratio. In an ideal setting a
 2 risk ratio of 1.0 means that the student has an
 3 equal likelihood of being identified in need of
 4 service. Therefore, if a risk ratio of a student
 5 moves above 1.0 there is an increasing likelihood
 6 of being identified in need of services. We know
 7 that the ideal is 1.0, indicating a one-to-one
 8 likelihood. Therefore, we have to monitor and
 9 track closely any student group that reflects an
 10 increase or trends in increases in their risk
 11 ratio. A risk ratio of 2.0 is a threshold and
 12 our review of three-year trend data reflects in
 13 Baltimore County a risk ratio of 1.28 exists for
 14 black/African American students with
 15 disabilities, while at the same time we see a
 16 risk ratio trend of students of two or more races
 17 also increasing, and in contrast, at the same
 18 time we see a decreasing trend for their white
 19 peers. Next slide please.
 20 DR. WHISTED: This slide talks more
 21 about the risk ratio where indicator ten monitors

Page 101

1 the risk ratio to specific disability categories.
 2 Over the last three years our first formal
 3 citation from MSDE of disproportionality was last
 4 year where it reported that our black/African
 5 American student group for the category of
 6 intellectual disability, there was a three-year
 7 trend. However, it yielded the same patterns
 8 with much of our data. The black/African
 9 American student group were more likely to be
 10 identified in the areas of intellectual
 11 disability, emotional disability, other health
 12 impairment and specific learning disability. The
 13 risk ratios received call for a deeper dive into
 14 our systematic patterns based on the large
 15 increases such as .3 and .5 in the areas which at
 16 times indicated consistency concerns leading to a
 17 need for a substantial root cause analysis. Next
 18 slide please.
 19 Our indicators 4A and B address the
 20 suspension and expulsion data and the risk ratio
 21 for our students overall within a student group

Page 102

1 by race and ethnicity. Around conclusionary
 2 disciplined practices, the data ones again
 3 mirrored the reported data, indicated 4A, we
 4 looked through the lens of comparing students
 5 with disabilities and their non-disabled peers in
 6 regard to suspensions. Specifically we see
 7 multiple suspensions of greater than or equal to
 8 ten days of students with disabilities, meaning
 9 students with disabilities are 3.35 times more
 10 likely to be suspended than their neurotypical
 11 peers. Also, students with disabilities
 12 experience single suspensions at a rate two times
 13 more likely than their neurotypical peers.

14 On indicator 4B, we layer in the lens of
 15 race. We see that over the past three years
 16 we've exceeded the state threshold. This is
 17 where we see that our black/African American
 18 students with disabilities as identified by the
 19 state are more than three-and-a-half times more
 20 likely to be suspended than their non-black
 21 peers. The data comparison fits in with last

Page 103

1 year's report that the black/African American
 2 student group in comparison to the white student
 3 group, it is critical to note that while black
 4 students are three-and-a-half times as likely to
 5 be suspended, white students are two-thirds less
 6 likely to be suspended.

7 This data in this slide supports and
 8 confirms that the persistent and predictable
 9 patterns exist, including and specifically among
 10 our ableist population. Students with the most
 11 academic and behavioral support needs are being
 12 excluded from instruction. Black students are
 13 being excluded from instruction more than their
 14 peers. Black ableist students are being excluded
 15 from instruction more than their same age peers.
 16 Next slide please.

17 Clearly the persistent and predictable
 18 patterns we've been examining and reflecting on
 19 this evening illustrate the need to interrogate
 20 and influence the implicit bias. It is
 21 compelling and requires to us rigorously examine

Page 104

1 our practices and to actively reconstruct our
 2 approach to create a more equitable and context
 3 for a different outcome. To that end, previously
 4 we have worked to develop capacity through
 5 special learning for teachers, special educators
 6 and school administrators on tasks ranging from
 7 compliance to instruction to equity. We have
 8 also actively been now analyzing our curriculums
 9 to move through the cultural responsiveness and
 10 we have established cross-functional teams at
 11 multiple levels of the organization to examine
 12 those practices. Next slide please.

13 A more focused approach to interrupting
 14 these identified and persistent predictable
 15 patterns is needed. Changing a system approach
 16 requires dedication to a common understanding, a
 17 commitment to imbedded practices, processes,
 18 plans and procedures to support and service
 19 students with a true equity lens grounded in an
 20 understanding, and most importantly, monitored
 21 for the implementation with fidelity, which

Page 105

1 includes accountability.

2 In our multitiered systems of support,
 3 or MTSS, we focus on early intervention prior to
 4 identification. The use of early intervention
 5 and understanding the need for differentiated
 6 instruction to meet the needs of all students in
 7 the general education setting is key. There is
 8 no longer just one way to educate students. We
 9 incorporate a variety of instructional strategies
 10 to maximize student learning. The goal is to do
 11 this without applying a label to a student. An
 12 effective MTSS process can support students in
 13 the general education setting while obtaining
 14 their instruction from the content experts.
 15 Developing an understanding of the needs and the
 16 why for the root cause is their academic or
 17 behavioral deficit, which can occur during the
 18 MTSS process. This MTSS process of supporting
 19 students in general education before labeling
 20 them is a crucial piece to the interruption of
 21 the pattern as it relates directly to the removal

Page 106

1 of our ableist student population through core
 2 instruction and starting, which will be the
 3 starting point for what appears to be an
 4 unintended outcome of support, which is now an
 5 exclusion.

6 Patterns in suspensions should also be
 7 addressed. We cannot talk about this as though
 8 children being suspended just happens. Someone
 9 is making this happen, people are suspending
 10 students with IEPs and black students with IEPs
 11 at a high rate. Disrupting the pattern begins
 12 with building the capacity of staff's awareness,
 13 understanding, root cause, cultural and implicit
 14 bias, structural racism, and the use of
 15 alternative methods of discipline. BCPS needs to
 16 implement defined processes and procedures
 17 towards a response to behavioral needs of
 18 students with IEPs. BCPS needs to identify and
 19 train the use of alternative methods of
 20 conclusionary discipline practices, and BCPS
 21 needs to expand the comprehensive coordinated

Page 107

1 early intervening services, or the CCEIS model,
 2 which is currently being implemented to improve
 3 disproportionality of the 36 targeted schools.

4 Our next slide will be with Dr. Lisa
 5 Williams.

6 DR. L. WILLIAMS: So in concluding this
 7 discussion, there were four trends that were seen
 8 across the data sets, evidence of race
 9 predictability, ableist predictability, class
 10 predictability and linguistic predictability, and
 11 one of the high level ideas that we tried to
 12 offer is that although those patterns are
 13 presented as though they're isolated, this is an
 14 example of how they intersect. Special education
 15 as a service does not serve all students in the
 16 same way, all students don't experience the same
 17 vulnerability in the same way as a condition of
 18 participating in the service or even
 19 vulnerability in being identified for
 20 participation in special education as a service,
 21 and that needs to be understood as decisions are

Page 108

1 ultimately made. So hopefully this examination
 2 of the drill down of the intersecting data gives
 3 you an idea of the complexity associated with
 4 applying an equity lens across the work of the
 5 organization.

6 And now connecting this discussion back
 7 to the work of the newly formed equity committee,
 8 it is really important that we understand as a
 9 committee how the inequities that we just
 10 discussed tonight, and this was just one example,
 11 are codified in the systems and structures, such
 12 as how they are mechanized through policies and
 13 policy implementation. Further, it's important
 14 for us to think about this larger question of
 15 capacity of the team to apply an equity lens to
 16 policy construction such that the policies that
 17 are put forth by the organization are responsive
 18 to the patterns and the trends, like the ones
 19 that we've examined tonight. And then lastly,
 20 why it becomes incumbent upon us to think about
 21 disrupting disparities through creation of

Page 109

1 mechanisms that have impact across the entirety
 2 of the organization, certainly as policies, rules
 3 and procedures do.

4 And so at this point we will conclude
 5 the discussion of the formal presentation and
 6 invite comments or thoughts from the Board.

7 CHAIRMAN CAUSEY: Dr. Lisa Williams,
 8 thank you, and thank you, Dr. McComas and
 9 Dr. Whisted and Mr. Burke for that presentation.
 10 Board members, I will now look for hands for
 11 board members that would like to make comments,
 12 and I see Ms. Pasteur first and then Ms. Scott.

13 MS. PASTEUR: Thank you, Dr. Williams,
 14 Dr. McComas. As always, the information is
 15 exemplary and it certainly gives us food for
 16 thought. I am sure by now the two of you know
 17 where I'm getting ready to go. So we have this
 18 information, incredible information, and I know
 19 that like parents and educators my question goes
 20 right to how we now take that deep dive and make
 21 some changes. We have the Compass, so I want to

Page 110

1 know what those next steps are. Early in the
 2 presentation I saw that in it, that we need to
 3 now be having some serious conversations and
 4 thoughts about how we're going to change this
 5 paradigm for our children with special needs, how
 6 are we going to, what are we doing, not how, what
 7 are we doing or getting ready to do? What do our
 8 timelines look like that help us to really look
 9 at our African American students and separate out
 10 those things that have happened as cultural
 11 barriers and those things that are educational
 12 barriers, so that our children and our parents,
 13 because we know Dr. Williams, you know, both
 14 Dr. Williams, that in the African American
 15 communities we are often worried about labeling
 16 our children as, for having IEPs and being
 17 disabled, because for so long they were
 18 categorized just as a way of putting them in a
 19 place and under serving them. And so I really
 20 want to get to what it is we as a system will be
 21 getting ready to do, or are doing, and doing, I

Page 111

1 will add the part that says doing, to fashion
 2 this new paradigm, this new instructional way so
 3 that we are going to change those numbers so that
 4 not even in a year from now, are we still looking
 5 at those numbers in the same way? How are we
 6 preparing ourselves so that we, especially in
 7 light of COVID, to tackle this and not have to
 8 see Dr. Williams give this presentation again and
 9 again and again? I really would like someone to
 10 address that before we go, Ms. Causey, to another
 11 question.
 12 DR. MCCOMAS: Well, Dr. Williams, do you
 13 want to go ahead, Lisa Williams?
 14 DR. L. WILLIAMS: Well, no, would you go
 15 first and then I'll follow you, if you don't
 16 mind?
 17 DR. MCCOMAS: My pleasure. So good
 18 evening, Ms. Pasteur, and thank you as always for
 19 a compelling question. I would first and
 20 foremost say, and you know as a school
 21 instructional leader, that this work is

Page 112

1 multidimensional, and so it is really a
 2 multiprong approach. You spoke very specifically
 3 about the need to simultaneously address cultural
 4 proficiency as well as academic capacity, and the
 5 nuances of the interplay between the two. And so
 6 therefore, the answer to your question,
 7 everything that we do has to be a multitiered
 8 approach in that we have and continue to work
 9 explicitly around equity and understanding
 10 implicit bias, because you know, implicit bias is
 11 something that left unexamined people don't even
 12 realize, there's not malintent, but it's
 13 unexamined understanding, so it's important to do
 14 that aspect of the work with our professionals.
 15 It's important to critically analyze the
 16 resources that we use, and we discussed some of
 17 that in our curriculum committee, that the
 18 analysis that we're actively working through to
 19 make sure that there's cultural representation.
 20 And then in addition, we have some technical
 21 mechanisms, so for example one of the things that

Page 113

1 we have done as part of our Compass and strategic
 2 plan, has really revisited our school progress
 3 plan, and using data stories to help school
 4 communities understand and unpack what are the,
 5 what does the evidence of our data help us
 6 understand more fully about our practices, and
 7 then how do we begin to reconstruct practices
 8 that yield improved equitable outcomes for
 9 students?
 10 And so I know that that's a broad
 11 answer, Ms. Pasteur, but it is truly, as you
 12 spoke to, multidimensional and interconnected
 13 between the filter or proficiency and the
 14 teaching and learning practices, so I'll hand
 15 that over to Dr. Lisa Williams, thank you.
 16 MS. PASTEUR: Thank you.
 17 DR. L. WILLIAMS: And to your point,
 18 what I was going to talk about is the hard
 19 conversations that we have to have, the
 20 conversations that are not comfortable, because
 21 if you dig further into the data what you can see

Page 114

1 is that those indicators that are more subjective
 2 which, you know, depend on how we see things, you
 3 see kids of color at greater vulnerability for
 4 identification versus white students, right? And
 5 those are not the easiest conversations to have,
 6 but the reality is when you juxtapose a
 7 demographic in the continuing shift in terms of
 8 our student population, these things are no
 9 longer luxuries that we can afford to take or
 10 leave.

11 So to extend on what Dr. McComas talked
 12 about, we have mechanisms around building
 13 cultural competency and race equity as imbedded
 14 structures within really good practices that are
 15 in place. We have to have accountability around
 16 it because these are the ways in which we will
 17 most optimally serve the population that we have,
 18 not the population that we used to have, not the
 19 population maybe that we want, but the population
 20 that we have and the population that is to come.
 21 And so what we really are talking about is a

Page 115

1 transformation of our relationship as
 2 professionals to the students in the community
 3 that we serve and that is where we are, and you
 4 know, change is hard and it's challenging, but my
 5 extension to what Dr. McComas offered is that
 6 there is an opportunity for us to codify what we
 7 know is best practice when we center the students
 8 that we have, and quite frankly to put
 9 accountability and supports in place so that we
 10 can continue to be more responsive as the
 11 population continues to shift.

12 MS. PASTEUR: And if I may jump back in
 13 on that just to round that out, is yes, we have
 14 to be responsible, and if Dr. McComas doesn't
 15 mind, it will be too late, because I'm getting
 16 ready to say it anyway.

17 After the last curriculum meeting we had
 18 a conversation, well, in fact it started,
 19 remember, at the meeting I asked the question and
 20 I asked later that you process with your team
 21 that I tend to ask the same kinds of questions,

Page 116

1 Ms. Mack asked the same kinds of questions, and
 2 so in presentation, if you thought to jump in
 3 front of us and put those things out there
 4 before, because you now know how we think, how
 5 all of us think, then we do that. And
 6 Dr. McComas jumped right on it and knew exactly
 7 about what I was thinking. So it sometimes, as
 8 Dr. Lisa Williams said, having those tough
 9 conversations and receiving them as Dr. McComas
 10 did, not as a criticism but just as an open door,
 11 because it would never be that, but to say wow, I
 12 see it, I get it. And again, to use the name
 13 because I think it's important to tell the truth,
 14 Ms. Edelman, she's Ms. Whitman now, and she won't
 15 mind me quoting her out there, she's a Baltimore
 16 County teacher. But when she came to us at
 17 Randallstown she was a newbie, and at the
 18 beginning of the next year she said -- and it was
 19 tough, a tough year, and her location in the
 20 building was tough, but the children loved her.
 21 And again, Dr. Williams, and you pointed to this,

Page 117

1 she didn't look like the children by race, but
 2 they loved her and she got a lot out of the
 3 system. But at the beginning of the next year
 4 she said I made a list of all of the things that
 5 I did right my first year and all of the -- she
 6 said I sat down to write the list of all the
 7 things I did right and all the things that the
 8 children did, and I realized that my side didn't
 9 have anything on it, that the children were on
 10 point, and I processed what I needed to learn
 11 about the children I was teaching rather than
 12 trying to make them the children I wanted them to
 13 be or expected them to be by my race and my
 14 experiences, and she moved them and they never
 15 stopped moving.

16 And it is tough, it's putting that
 17 mirror in front of all of us, what is the work
 18 that needs to be done? So thank you, that was
 19 long, but I just wanted to say that. Thank you
 20 so much, both of you, and I'm looking forward,
 21 Dr. Darryl Williams, to that Compass just opening

Page 118

1 the doors and windows for new ways we're going to
 2 teach and respond to our children. Thank you.
 3 I'm done.
 4 CHAIRMAN CAUSEY: Ms. Scott?
 5 MS. SCOTT: Yes, hi. Thank you so much
 6 for that, and thank you both for this
 7 presentation, it was very enlightening and I
 8 learned a great deal. I had a question, I wanted
 9 to know and I think you already said this --
 10 sorry there's a little feedback -- but you
 11 showed, it sounded like a student body population
 12 in terms of able bodiness or disabilities that
 13 you spoke to the most, it looks like the
 14 population that we are seeing the most, it sounds
 15 like you're saying are African American students
 16 across the system. And what I wanted to know was
 17 considering that, I mean you spoke about
 18 suspensions, I wanted to know if our teachers,
 19 administrators, staff, if they are currently
 20 participating or receiving any sensitivity or
 21 cultural competency training or professional

Page 119

1 development and if so, has it been updated since
 2 the COVID-19 pandemic?
 3 DR. L. WILLIAMS: So I can speak to that
 4 question. We've been providing equity training
 5 across the organization for, in a systemic way
 6 for at least seven years or so, and certainly
 7 what the Department of Equity is doing now is
 8 really trying to understand all of the different
 9 ways in which this pandemic is impacting us, and
 10 so certainly you can appreciate that we are in a
 11 learning posture. And some of our schools and
 12 some of our offices, as I'm sure you all are
 13 aware, are doing some really inventive things
 14 around taking what they've learned and putting
 15 that work into practice. Where we are now is at
 16 that hard place of bridging the knowing and doing
 17 gap. We know better, we have a sense of the
 18 difference that differences make, but we're
 19 talking about fundamentally behaving in ways that
 20 are, sometimes they feel very uncertain for us.
 21 There are questions about who has the right to

Page 120

1 what conversation, how do I get read if I say a
 2 certain thing, will the community push back if I
 3 advance certain discussions? And so how we
 4 navigate this terrain of getting to the other
 5 side of we know that there are different ways
 6 that we need to be engaging through the lens of
 7 cultural confidence, racial equity, anti, using
 8 an inclusive lens to insure that our students
 9 with disabilities have full access to support
 10 that they need to thrive.
 11 That is where we are, and so I think
 12 that's one of the reasons why it heartens, it
 13 certainly heartens me that the Board has such
 14 interest because it's going to take some capital
 15 in order for us to push through to the other side
 16 of this. So I hope that answers your question
 17 because the short response is yes, we are
 18 engaging in that training.
 19 MR. BURKE: Dr. Williams, could you
 20 speak just a second to the training that you
 21 prepared around COVID-19 and for new teachers

Page 121

1 entering the system?
 2 DR. L. WILLIAMS: Yeah. So when the
 3 pandemic started that was the first thing that we
 4 did, was raise the specter of the ways in which
 5 we understood that the pandemic was
 6 disproportionately impacting the school district.
 7 And in very similar ways to the data patterns
 8 that are shown, you know, the most vulnerable
 9 populations in Baltimore County were experiencing
 10 the most disproportionate impacts. And so over
 11 the course of the shutdown we've been holding
 12 conversations to have discussions about what we
 13 are finding as best practices and being able to
 14 engage families that are experiencing separation
 15 for all different kinds of reasons.
 16 And the one thing I will say is that we
 17 should be prepared for different groups of folks
 18 to fall into the gaps because of different
 19 impacts, some of which we know, some of which is
 20 yet to be known.
 21 MS. SCOTT: Okay. Thank you for that,

Page 122

1 that's very important. And to that and based on
 2 your report, I would move that this Board direct
 3 Dr. Darryl Williams to bring to this Board a plan
 4 with an equity lens to show us how the system
 5 plans to address the higher suspension rate of
 6 black students with IEPs, because that sounds
 7 like something (inaudible, static) report, so
 8 that's a motion that I would make for him to
 9 bring to us at the first board meeting in
 10 November.
 11 MS. JOSE: Second.
 12 CHAIRMAN CAUSEY: Ms. Jose is the
 13 second, thank you.
 14 So first I would ask Dr. Williams to
 15 clarify for us his response, or to get more
 16 information from you. Dr. Williams?
 17 DR. WILLIAMS: So thank you, Ms. Causey,
 18 and thank you, Mr. Burke, Dr. McComas,
 19 Dr. Whisted and Dr. Williams for the
 20 presentation.
 21 I shared with the Board a sample during

Page 123

1 the weekly update, but I will be happy to provide
 2 the work that the system is trying to do even
 3 during this pandemic where we are showing each of
 4 the focus areas, as you know, there's five, and
 5 then one that you raised, Ms. Scott, is focusing
 6 around the safe and supportive environment. So
 7 for each of the focus areas, I will be showing to
 8 the Board and to the community just the alignment
 9 of what are those goals that we're trying to
 10 establish for each one of those focus areas, the
 11 equity commitment looking through an equity lens,
 12 and then how we're doing the work across the
 13 system. So there's big picture work related to
 14 our divisions where they have their initiatives,
 15 they have their division goals, they have their
 16 action steps, that's the system.
 17 We have our local school, as you heard
 18 earlier around our school progress plans, where
 19 there are questions that are asked related to
 20 what steps are being done to improve the student
 21 outcome in literacy or in math, what's the

Page 124

1 culture that you're trying to create for success
 2 for students. And then as we're looking at the
 3 school progress plan we're asking, are we raising
 4 the bar and closing the gaps? So there are
 5 specific data that schools will be looking at for
 6 kids who may not have achieved over a period of
 7 time.
 8 I will just reference every -- there are
 9 the FLOs that staff members must have, but I will
 10 show to you the work of the division and the work
 11 at the school, and then a new concept that we've
 12 created is called the system improvement team.
 13 This is, as I shared, a focus of 11 areas,
 14 suspension is one of them, to determine what are
 15 the, what is the charge, we want to look at the
 16 number of kids going into algebra for an example,
 17 we want to look at the suspension rate and then
 18 drill down to talk about the barriers, the
 19 challenges, and look at what are those best
 20 practices that may be happening in some of our
 21 schools but not across the whole district, how do

Page 125

1 we replicate some of those best practices, or to
 2 look at things outside of the system.
 3 So we have 11 system improvement teams.
 4 So you asked for the suspension. Each focus team
 5 has probably met once or twice at this point. We
 6 can talk about the charge of the system, we can
 7 talk about the work of that division, the school
 8 climate and safety, we can talk about the
 9 deliverables and what we're trying to do. And as
 10 it was said, you know, we are working in the
 11 midst of a pandemic but we're still trying to do
 12 the heavy lifting in spite of, in terms of what
 13 we know at this point. Again, these groups will
 14 be fluid in terms of looking at other data points
 15 and some of the challenges, but I just want to
 16 elevate that to the Board, that there is this
 17 through line from the school base all the way to
 18 central office to get us to move the data, but
 19 looking at each of the focus areas with the
 20 equity lens and commitment, and looking at
 21 specific goals that we want to accomplish each

Page 126

1 year within this Compass.
 2 MS. SCOTT: Thank you for that,
 3 Dr. Williams, and I guess I would just say that I
 4 understand that looking at it, evaluating it,
 5 working on it, but I think what this motion, what
 6 I was looking at are tangible things that the
 7 system is doing to address this issue that was
 8 highlighted in the report. A higher rate of
 9 students being suspended with IEPs is alarming,
 10 and I want to know what we're doing, I would like
 11 the motion that I brought up as a plan, what
 12 plan, if there's not one in the works, what plan
 13 are we creating or can we create to address this
 14 issue? And I want to just make sure that that's
 15 what, it's clear that that's what my motion is,
 16 to address this issue to work to resolve it, not
 17 what has been done, but what steps, what
 18 innovative measures are we doing, what forward
 19 steps are we taking as a system, so that we can
 20 address this issue of, from what I heard, a
 21 higher rate of students with IEPs, predominantly

Page 127

1 black students with IEPs being suspended.
 2 CHAIRMAN CAUSEY: Ms. Scott, so to
 3 clarify, I believe you asked for a presentation
 4 at the first meeting in November?
 5 MS. SCOTT: A plan, yes.
 6 CHAIRMAN CAUSEY: So Dr. Williams, my
 7 question to you is, is that a realistic
 8 deliverable, that if the Board votes for this, is
 9 that --
 10 MS. SCOTT: I'm not sure why that would
 11 not be. These are professionals and this is what
 12 they do all day every day, so I'm not sure why
 13 that wouldn't be a realistic deliverable.
 14 CHAIRMAN CAUSEY: I'm asking
 15 Dr. Williams for his input.
 16 DR. WILLIAMS: We can present a plan
 17 based on what was shared today and based on the
 18 work that we are embarking this year, and to
 19 identify the through line as to what's happening
 20 school level all the way up to a central office
 21 big picture, we can provide that overview.

Page 128

1 MS. SCOTT: Thank you.
 2 CHAIRMAN CAUSEY: Thank you. So, other
 3 board discussion of this motion? And who was the
 4 second?
 5 MS. JOSE: It was me, Moalie.
 6 CHAIRMAN CAUSEY: Ms. Jose, I'm sorry,
 7 yes. So board members, is there other comments
 8 or questions or discussion before we take a vote
 9 on this motion?
 10 MS. PASTEUR: Yes, I have one connected
 11 to that motion.
 12 CHAIRMAN CAUSEY: Yes, Ms. Pasteur?
 13 MS. PASTEUR: Dr. Williams, Darryl
 14 Williams, and maybe Dr. Whisted, you all decide
 15 who the folks are, I would like for you inclusive
 16 of that to be thinking about the areas of
 17 dyslexia and dysgraphia. I'm of the impression
 18 over many years that where African American
 19 children are concerned, somehow we don't process
 20 those two with them but we tend to see their
 21 disabilities in other lights and we don't embrace

Page 129

1 the fullness of dyslexia and dysgraphia. I would
 2 like included in that some sort of discussion
 3 about that, because it seems to me that gets
 4 missed too often for children of color.
 5 DR. WHISTED: So Ms. Pasteur, this is
 6 Melissa Whisted. So as far as being able to
 7 discriminate out which students have dyslexia or
 8 dysgraphia, that's not a coding that we use, you
 9 know, it's not recognized by the state
 10 specifically, it simply falls under something
 11 else as you were stating before, like a specific
 12 learning disability or other health impairment.
 13 But we can work with our school psychologist
 14 perhaps, and Dr. Pierandozzi, to see what
 15 information we could bring to you on that.
 16 MS. PASTEUR: And let me be clear.
 17 Dr. Whisted, I understand that, but I'm sure you
 18 know that where parents are concerned and often
 19 even where educators are concerned in the general
 20 population, because there's not, they don't know
 21 a lot about it, so there's some areas that

Page 130

1 parents for example can watch their children and
 2 have an understanding and say well, maybe it's
 3 this, that or the other, but they might not
 4 recognize that. And because, too often because
 5 of the history of labeling they may be reticent
 6 in asking what do you think. So some of what I'm
 7 looking for is how do we impart information,
 8 particularly in communities where that is not a
 9 predominant discussion point, if you will, is an
 10 information thing. I think there needs to be
 11 more information about it, more education about
 12 it, and I'd just like to see in the discussion,
 13 it's not necessarily something that we're doing
 14 now as Ms. Scott pointed out, but where can we go
 15 in making sure that we are doing better in terms
 16 of the conversation? And if at some point
 17 between now and the next meeting, you and I can
 18 have that conversation, if so, I can even clarify
 19 more, and Ms. Scott might want to join us in that
 20 conversation. I'd be more than happy to do that
 21 because over my years that has been a battle,

Page 131

1 getting African American parents to understand
 2 what it means, what to look for, how to
 3 articulate that when talking about their
 4 children.
 5 DR. WHISTED: Thank you, Ms. Pasteur.
 6 CHAIRMAN CAUSEY: So Ms. Pasteur, is
 7 that an amendment that you wanted to make to
 8 Ms. Scott's motion, or is that a separate issue,
 9 because I would like to process Ms. Scott's
 10 motion.
 11 MS. PASTEUR: No, no, no, Ms. Scott's
 12 question was fine. I just wanted to make sure
 13 that that's included in the discussion because if
 14 we were in another world that would have been
 15 included in our thinking, but it's not, so I just
 16 wanted to throw that out. What she said is fine,
 17 but that ought to be included.
 18 CHAIRMAN CAUSEY: Okay, thank you. So
 19 we have Ms. Scott's motion with a second and
 20 there are hands up for the equity committee, I
 21 mean for the equity presentation. So if there

Page 132

1 are any board members with any discussion related
 2 to Ms. Scott's motion, please just make your
 3 comment. Hearing none, may I have a rollcall
 4 vote, Ms. Gover?
 5 MS. GOVER: Dr. Hager?
 6 DR. HAGER: Yes.
 7 MS. GOVER: Mr. Kuehn?
 8 MR. KUEHN: Yes.
 9 MS. GOVER: Ms. Pasteur?
 10 MS. PASTEUR: Yes.
 11 MS. GOVER: Mr. Offerman?
 12 MR. OFFERMAN: Yes.
 13 MS. GOVER: Mr. Muhumuza?
 14 MR. MUHUMUZA: Yes.
 15 MS. GOVER: Ms. Henn?
 16 VICE CHAIR HENN: Yes.
 17 MS. GOVER: Ms. Causey?
 18 CHAIRMAN CAUSEY: Yes.
 19 MS. GOVER: Ms. Jose?
 20 MS. JOSE: Yes.
 21 MS. GOVER: Mr. McMillion?

Page 133

1 Mr. McMillion? Ms. Mack?
 2 MS. MACK: Yes.
 3 MS. GOVER: Ms. Scott?
 4 MS. SCOTT: Yes.
 5 MS. GOVER: Ms. Rowe?
 6 MS. ROWE: Yes.
 7 MS. GOVER: Mr. McMillion? He appears
 8 to be on the call, he's just muted. Thank you.
 9 CHAIRMAN CAUSEY: The motion carries.
 10 So I'm going to -- so Dr. Williams, thank you for
 11 making those arrangements for the Board.
 12 I'm going to go back to the board
 13 members that had comments or questions related to
 14 the presentation, and next up is Mr. Kuehn, then
 15 Dr. Hager, then Ms. Rowe, and then Ms. Jose.
 16 MR. KUEHN: Thank you, Mrs. Causey.
 17 Thank you for this presentation, I appreciate it.
 18 I was looking to expand and understand better
 19 what it is we do here, and part of my concern is
 20 that this presentation wasn't made available
 21 before the meeting because I would have loved to

Page 134

1 have reviewed it and you know, it's kind of
 2 difficult to follow and ask questions now that
 3 we're 30 minutes past the actual discussion. I
 4 do have a few questions and I'll try and make
 5 them quick because I know that we are now
 6 officially one hour behind schedule.

7 During the conversation, Dr. Whisted,
 8 you mentioned 36 targeted schools. Can you
 9 please expand on that as to what that means and
 10 are there 36 specific schools in BCPS that we're
 11 focused on?

12 DR. WHISTED: So there was something
 13 that the Maryland State Department of Education
 14 designated BCPS because of the indicators that we
 15 did not meet. We were targeted for the
 16 disproportionality as we were saying before, and
 17 the CCEIS, the comprehensive coordinated early
 18 intervening services is the title of what the
 19 Maryland State Department of Education calls it.
 20 We targeted 36 schools. This was beginning last
 21 school year, in which reviewing their data we

Page 135

1 were working with them with professional learning
 2 so that they would have a reduced gap in their
 3 suspensions based on race as well as the second
 4 layer of students with disabilities. So that is
 5 already happening, it happened last year and it
 6 is happening this school year. That could
 7 certainly be part of the more detailed
 8 presentation next month to explain to the public
 9 and the Board what that effort is, but that is
 10 specific because of the targeted
 11 disproportionality that we had for students who
 12 were African American and identified as needing
 13 an IEP.

14 MR. KUEHN: All right, thank you.

15 DR. MCCOMAS: Yes, thank you, and I just
 16 would like to add to you, Mr. Kuehn, and for
 17 everyone. Just as we said in the beginning of
 18 the report, that the state does help us monitor
 19 our data and help us identify what are thresholds
 20 that really warrant additional support. So I
 21 just hope that everyone understands, the

Page 136

1 expression targeted is really to help us clarify
 2 our focus to make sure we're driving supports and
 3 services so that students in the long run are
 4 benefitting from our very focused continuous
 5 improvement efforts in alignment with the state.
 6 So I just wanted to add a little bit more context
 7 to that, so thank you.

8 MR. KUEHN: Thank you. I would, I just
 9 want to follow on that a little bit more in this
 10 presentation. Is this presentation based on a
 11 report that we have somewhere? Anyone can answer
 12 that, if you'd like.

13 DR. L. WILLIAMS: The presentation is,
 14 this presentation was a followup to the
 15 presentation that was offered to the Board equity
 16 committee and the larger Board, I think it was
 17 the session before last, so this was a followup
 18 to that discussion.

19 MR. KUEHN: I understand that we're
 20 going to have an equity presentation. I guess my
 21 question is, is this a presentation? I'm

Page 137

1 wondering, and you spoke multiple times about
 2 data sets that we have, and I am curious about
 3 the data sets, I'm curious about the 36 targeted
 4 schools that we're focused on, and I'm curious
 5 about the school specific data being provided to
 6 board members and to the public so that we can
 7 see what's happening. So what I'm hopeful for
 8 and what I expect to see is another report. I
 9 believe you provided a report that is actually
 10 attached to BoardDocs, but it seems to be out of
 11 date, because I believe it's associated with the
 12 data that we saw and was discussed briefly at the
 13 last meeting. So I'm just trying to make sense
 14 of what's in front of me, and there's no
 15 discussion in the report that was attached to
 16 BoardDocs for the public's viewing and anything
 17 to do with students with disabilities, so I would
 18 like that to be provided and perhaps it could be
 19 updated and/or shared to the Board, but also for
 20 the public by the next time that we meet to
 21 discuss this further, because it's a very

Page 138

1 important topic.
 2 DR. WILLIAMS: So thank you, Mr. Kuehn.
 3 As Dr. Lisa Williams shared, this was a followup,
 4 but as was just announced about a presentation in
 5 November, we can definitely follow up to what
 6 Dr. Whisted expressed and the work that the
 7 schools and the school system are doing to
 8 address this topic related to suspension, so
 9 we'll have that for the next board meeting, or
 10 not the next board meeting, the meeting in
 11 November as requested.
 12 MR. KUEHN: Great, I appreciate that.
 13 Just to follow on with that a little bit further,
 14 the data that has been provided is very valuable
 15 and my purpose for asking these questions is to
 16 create further understanding and share it in a
 17 public setting, and I want to make sure that it's
 18 available to folks. So one thing that would be
 19 very valuable is to understand the feedback that
 20 the state has given to us and they have
 21 highlighted specific areas for us to focus on, so

Page 139

1 that we can address this the issues that's been
 2 found. Is this information that the state has
 3 shared, is it on line somewhere, is it made
 4 available to the public somewhere? Can we add a
 5 link to it on BoardDocs or at least share it
 6 internally and put it out there so that folks
 7 could take a look at this themselves to fully
 8 understand what we're dealing with here and what
 9 the data actually says?
 10 CHAIRMAN CAUSEY: Dr. Williams?
 11 DR. WILLIAMS: Let the team, Mr. Kuehn,
 12 let the team and I follow up with that request.
 13 And as you shared before, when we are presenting,
 14 we will have information in BoardDocs. Just
 15 absent of it without an explanation may not be
 16 helpful for the public, so allow us to spend some
 17 time to work on what you're requesting.
 18 MR. KUEHN: Thank you very much. I have
 19 nothing further at this time.
 20 CHAIRMAN CAUSEY: Okay. And Dr. Hager?
 21 DR. HAGER: Thank you. Actually my

Page 140

1 questions are very similar to Mr. Kuehn's, they
 2 build off of those nicely. I do want to thank
 3 you for the presentation, talking about
 4 intersectionality is something that's really
 5 important in this line of work and sharing the
 6 statistics of relative risks I think you guys
 7 described it very well, which was really nice.
 8 But I guess similar to what Mr. Kuehn
 9 was asking, if we're reporting this data to MSDE,
 10 then MSDE came back and said that we had an issue
 11 and that we needed to resolve it and we had to
 12 implement these CCEIS protocols in these 36
 13 schools, so that tells me this was done about two
 14 years ago, that these data were analyzed,
 15 presented to MSDE in some sort of a report, which
 16 led to the requirement that we implement an
 17 intervention starting last year. And so I was
 18 wondering if someone could talk a little bit more
 19 about that process and if it's data that we've
 20 been sharing with MSDE that led to the
 21 intervention that was required is only for the

Page 141

1 intersection with ableism, or if there is an
 2 overall kind of equity report that has been
 3 shared in the past with the State Department of
 4 Education.
 5 DR. WILLIAMS: So Dr. Hager, I'll start
 6 and we'll ask others to join in, but again, I
 7 think what's needed next step is to talk about
 8 how suspension is reported to the state, and
 9 there is discretionary and there's
 10 nondiscretionary. This has been a concern for
 11 many areas, many districts, I won't start naming
 12 them, but I will just say I think we've got to
 13 provide a little bit more of that context and
 14 what we have been doing with schools based on the
 15 feedback from MSDE for their -- there are the
 16 categories of what is discretionary and
 17 nondiscretionary and it gets back to what
 18 Dr. Lisa Williams and Dr. Whisted and Dr. McComas
 19 talked about, just looking at what we're doing in
 20 our schools in working with our adults, working
 21 with our families and our kids, but I'll pause to

Page 142

1 see if anyone else wants to add to that.
 2 DR. WHISTED: So Dr. Williams, I can
 3 just jump in that very basic information is
 4 shared with the Maryland State Department of
 5 Education. For instance, we share the numbers of
 6 students with IEPs, we share the categories in
 7 which those students are identified, we also
 8 share suspension information with them. So then
 9 the Maryland State Department of Education comes
 10 back to us with the formula in which they have
 11 used to share with us that we're not meeting
 12 their criteria. So that's just a very basic way
 13 that, just to initially answer that question.
 14 Again, we can get into more detail, you know, in
 15 a future report, but that's the initial
 16 information that goes to them.
 17 CHAIRMAN CAUSEY: So if I could jump in
 18 for a minute, so to Mr. Kuehn and Dr. Hager's
 19 point, I think the key is having that data that
 20 ties to the presentation in BoardDocs in the same
 21 location. So is there a link of what Dr. Hager

Page 143

1 is referencing, is that a report that's on the
 2 website or is it in a dashboard so that she can,
 3 you know, analyze it side by side?
 4 DR. WHISTED: We can check with the
 5 Department of Research Accountability and
 6 Assessment to see what could be made available.
 7 CHAIRMAN CAUSEY: Okay. Thank you.
 8 DR. HAGER: And I just had one follow-up
 9 question and that is whether the CCEIS approach,
 10 is that something that was also mandated by the
 11 state, or is that something that Baltimore County
 12 came up with as an approach to address this
 13 concern?
 14 DR. WHISTED: That is mandated by the
 15 state.
 16 DR. HAGER: So it's an evidence-based
 17 program that they feel is the right approach to
 18 address this?
 19 DR. WHISTED: Well, I will share that
 20 they require that we put something together and
 21 that different districts do it in different ways.

Page 144

1 We've collaborated with other districts to
 2 understand, you know, which districts were doing
 3 what mechanisms, so it is tailored to BCPS.
 4 DR. HAGER: Thank you very much. That's
 5 it.
 6 CHAIRMAN CAUSEY: Next is Ms. Rowe.
 7 MS. ROWE: So I have a couple questions.
 8 One of my questions is, did the state when they
 9 had these findings, publish any kind of a report
 10 or give the school system any kind of report with
 11 these findings, and can we have a copy of that
 12 report?
 13 DR. WHISTED: We can work with the
 14 Department of Research Accountability and
 15 Assessment to share data. The Maryland State
 16 Department of Education sends a memo, a type of
 17 letter to the superintendent annually for
 18 different items to share what our status is in
 19 the different categories.
 20 MS. ROWE: Okay, so presumably we could
 21 see that memo?

Page 145

1 DR. WHISTED: I will leave that up to
 2 the superintendent and the senior leaders to
 3 decide what could be shared with you in perhaps
 4 like a weekly update of some kind.
 5 MS. ROWE: Okay.
 6 DR. WILLIAMS: Yes, we can share the
 7 information. Again, I think for the
 8 presentation, upcoming presentation to provide
 9 the context, the big picture of what happens and
 10 then drilling down to those action items, I think
 11 that's important, so yes, we can share.
 12 MS. ROWE: Okay. I heard in the
 13 presentation very briefly mentioned the word root
 14 cause analysis and I wanted to know, have we ever
 15 done a root cause analysis, are we planning to do
 16 one, and in the process of that root cause
 17 analysis, I also hear a certain kind of
 18 dissidence that on the one hand the data implies
 19 that certain student groups are over identified
 20 for special education but on the other hand
 21 special ed advocates complain that these same

1 student groups may be under identified, in
2 particularly things Ms. Pasteur mentioned with
3 different reading disabilities, and how do you
4 reconcile these seemingly opposite results? I
5 guess that's really two questions.

6 DR. MCCOMAS: So Ms. Rowe, I will begin
7 to address your question. So we do engage in
8 root cause analysis, it is part of our annual
9 school reflection and progress planning process.
10 Earlier I had mentioned how part of our SCT
11 process is understanding our data and
12 understanding the data story, which then of
13 course helps you identify where to begin that
14 root cause analysis. I think that these are
15 complex challenges and so it takes ongoing effort
16 to understand the root cause, to identify those
17 things that we have control over, the things that
18 we do not have control over, so that we can
19 understand very clearly what are the systems that
20 may unintentionally be creating disproportional
21 outcomes or unintentionally not helping us really

1 myriad of reasons, but I would like to see this
2 studied and have actual data come forward to
3 explain precisely the reasons why we're seeing
4 these things.

5 DR. L. WILLIAMS: So, Ms. Rowe, I won't
6 speak to the root cause piece because I think
7 Dr. Boswell-McComas just did that. But I think
8 the questions Ms. Pasteur asked sort of
9 illuminates how it could be that a student group
10 could be over identified and under identified at
11 the same time. So as an example, if we don't
12 have good ways to identify dyslexic students or
13 dysgraphic students if they all are just
14 categorized as just learning disabled, then that
15 could very easily obscure the occurrence of
16 either one of those disorders within that
17 construct. So in that way unless parents had the
18 resources to get their kids outside assessments,
19 you could see under identification when we think
20 about how often those kinds of things occur in
21 the population.

1 clarify and understand what a learning challenge
2 is or what a student may be struggling with in
3 being successful. And so yes, simple answer is
4 yes, we do that, but it's not as simple as just
5 one time you do it and that is that.

6 And then forgive me, Ms. Rowe, I can't
7 remember the second part of your question. Oh, I
8 think it was around why are perhaps some students
9 not identified, they may be categorized --

10 MS. ROWE: Yeah, the data that we just
11 heard suggests that there's a disproportionality
12 in identifying for instance African Americans in
13 that they may be over identified, but at the same
14 time we hear special ed advocates and different
15 people bring up that that same student group is
16 under identified for special education. So to me
17 those seem like two very different things, and I
18 would be looking to a root cause analysis to try
19 to understand why we're getting what appears to
20 be conflicting information, and so I'm concerned
21 that we could spend all day speculating on a

1 Similarly speaking, at the same time
2 that same student group, and I'm thinking about
3 black students because that was the example
4 Ms. Pasteur gave us, if we look at emotional
5 disturbance, we look at that same student group
6 as over identified when you look at the
7 occurrence of what we expect in terms of that
8 phenomenon in the population. So it is true that
9 by category a group of students could be both
10 over identified and under identified at the same
11 time. That would require us to pars through the
12 ways in which we identify students to see those
13 variance, so hopefully that provides some
14 clarification.

15 MS. ROWE: It does. I guess what I'm
16 honing to see upcoming in the near future is some
17 recommendations from you on what we need to do to
18 begin to move forward on these issues, because it
19 sounds like what you're saying is that we need
20 more precision in how we do things, and I would
21 like to hear what changes can be made to create

Page 150

1 that precision.
 2 DR. WHISTED: Ms. Rowe, this is Melissa
 3 Whisted again. Something that was mentioned in
 4 one of the later slides, that multitiered system
 5 of support or in BCPS we call it our student
 6 support team, I was stating some ways in which we
 7 should be supporting children and exposing them
 8 to items that they need prior to identification.
 9 So you know, we believe if there is a strong
 10 multitiered system of support in place
 11 academically and behaviorally for students, we
 12 may see less identification happening. I mean,
 13 we can also share statistics on how there are
 14 children that jump right to IEP teams to be
 15 evaluated and identified who have never had a
 16 student support team or the school team perhaps
 17 did not spend months or even, you know, several
 18 months providing interventions prior to going to
 19 IEP team. So that's just one example of where
 20 the over identification is coming from, and
 21 again, those are things we could share perhaps in

Page 151

1 a future presentation.
 2 MS. ROWE: Thank you. That's all my
 3 questions for the moment.
 4 CHAIRMAN CAUSEY: Ms. Jose?
 5 MS. JOSE: Thank you, Dr. Williams, for
 6 that presentation, and Dr. McComas. A lot of my
 7 comments were addressed by Ms. Scott, so my
 8 question to whoever is willing to answer this,
 9 and it's going to be hard, is what are your
 10 thoughts and the very fact that the whole idea of
 11 achievement gaps, this is something I read, is
 12 rooted on a very racial stereotype that black and
 13 brown children have to face because it is based
 14 on a race-based racial hierarchy which you could
 15 say is rooted in bigoted intelligence because,
 16 you know, there's the very concept that somebody
 17 that cannot achieve a standardized test does not
 18 mean they're not intelligent. So where, what are
 19 your thoughts on that?
 20 And secondly, you know, I've always
 21 thought about the black suspension rates that are

Page 152

1 higher, but to see that in terms of numbers, it
 2 is very numbing. And I do data so I can talk
 3 about data all day long, but this is not the data
 4 analysis, I believe you gave us a report and a
 5 lot of that, what you presented today is based on
 6 that report; is that correct?
 7 DR. MCCOMAS: Yes.
 8 DR. L. WILLIAMS: Right.
 9 MS. JOSE: So you divulged for me, you
 10 know, a high point to granular data and that's
 11 what I thought I saw in this presentation, which
 12 was well done. So when I'm looking at this
 13 problem and you know, to Dr. Darryl Williams, I
 14 want to see a plan, and I'm glad Ms. Scott made
 15 that motion, to close this opportunity gap which
 16 I think exists among our students, and that's the
 17 first step in what we can do to be proactive if
 18 we have a suspension rate of black female
 19 students are being disproportionately suspended
 20 because they're seen as mouthy or because you
 21 know, they have attitude problems, that's

Page 153

1 something we need to address in a more robust
 2 way. And yes, like Dr. Lisa Williams said, some
 3 of that conversation may be difficult and might
 4 make people move around in their seats, but that
 5 is not the issue we're trying to solve. For far
 6 too long people of color in this country have
 7 been uncomfortable, so we have to address this
 8 and we have to do this right because this is the
 9 one chance we're getting to address it. So I'm
 10 going to push you, Dr. Darryl Williams, to close
 11 that achievement gap, an opportunity gap that
 12 should not exist, and what can the Board do to
 13 support you in this endeavor, because when
 14 somebody comes in and establishes a bully task
 15 force, that to me is a reactive, you're reacting
 16 to something. To me something would be proactive
 17 if we're saying why do we have a bullying, why do
 18 we need a bullying task force, what could we do
 19 to address the kids that are bullying and what
 20 could we do to stop that from happening, instead
 21 of condemning those kids that are bullying that

Page 154

1 often are subject to bullying at home and
 2 elsewhere.
 3 So for me this is going to lead to some
 4 very hard conversations. That's one of the
 5 reasons I pushed for Ms. Scott to establish the
 6 equity committee and I'm glad she's doing a great
 7 job, so kudos to her and to all of the members
 8 from the staff that help with the equity
 9 committee. So again, my question is to
 10 Dr. Darryl Williams, what kind of action items
 11 are we going to see from you?
 12 DR. WILLIAMS: Well, that's the work,
 13 Ms. Jose, it's more than just the system as it
 14 was presented earlier today, it's reexamining our
 15 policies, reexamining our practices as Dr. Lisa
 16 Williams talked about, having those
 17 conversations, those tough conversations, looking
 18 at the work that we can do as a system, looking
 19 at the work that we can do at individual schools,
 20 and then partnering with our families as well.
 21 Because to your point, this is one data point,

Page 155

1 and there are several other data points that
 2 definitely we are analyzing because we want to
 3 see a change. For this one, it's going to take
 4 some work, it's going to take a collaborative
 5 effort and so you know, that's going to be the
 6 work that we all have to participate, and as it
 7 was shared from the presentation, what we're
 8 going to need is building each other's capacity
 9 around equity and what that looks like and feels
 10 like and then seeing it in action, so there's
 11 going to require some learning, a lot of
 12 learning, some tough conversations, looking at
 13 our practices, looking at what we do, and so I
 14 would just offer yes, we're committed as a
 15 district system leaders, we have to drill down
 16 entirely into every school and even to our
 17 communities.
 18 And I must say, you know, our principals
 19 are having those conversations, we've had several
 20 of our principals come to the table and talk
 21 about the work that they're doing, but they

Page 156

1 always say it's challenging and it's a learning
 2 opportunity for them as well. So I appreciate
 3 your comments and we'll be prepared to start most
 4 of these conversations in November, but I'm
 5 pretty sure we will be having these conversations
 6 around equity and around the work that we're
 7 doing as a system. The challenge is the current
 8 state that we're in, I must edify that as well,
 9 but that's just causing us a different way of
 10 going about the work while we're in this virtual
 11 learning environment, so I thank you, Ms. Jose.
 12 MS. JOSE: Thank you, Dr. Williams, and
 13 yes, I have seen a lot of principals and teachers
 14 engaged in this work and I'm very impressed by
 15 BCPS's principals and teachers that are actually
 16 quite frankly leading a lot of that conversation
 17 which I applaud, and so I want to thank them as
 18 well for actually leading me to ask the question.
 19 CHAIRMAN CAUSEY: Ms. Mack?
 20 MS. MACK: Yes. I think this was a
 21 comment that Dr. Whisted made and I wanted

Page 157

1 clarification. It's my understanding that the
 2 state got involved when we looked at the
 3 intersectionality of African American students
 4 with their IEPs who were also suspended. Is that
 5 a true statement?
 6 DR. WHISTED: Correct. They have been
 7 monitoring and they do this for every school
 8 system, they monitor if there is a
 9 disproportionate number -- well, there's multiple
 10 indicators, but the ones we shared tonight talked
 11 about the indicator where there was a
 12 disproportionate number of students being
 13 suspended with IEPs and in our case that was
 14 African American students who had IEPs. There
 15 was also an indicator in which, you know, we had
 16 an over representation in the different
 17 disability categories, which was reviewed tonight
 18 as well.
 19 MS. MACK: Does the state also look at
 20 academic achievement data and the gaps there, and
 21 get involved? For example, 37.3 percent of our

Page 158

1 students read on grade level in third grade, but
 2 24, only 24.3 percent of African Americans, 24.9
 3 percent of Hispanic, and then when you overlay
 4 the intersectionality of FARMS, which is another
 5 22.4 percent, have we gotten a report from the
 6 state on a topic such as that?
 7 DR. WHISTED: Well, I can share, I
 8 believe that our Department of Research
 9 Accountability and Assessment gets that for every
 10 category, but as far as in special education,
 11 yes, academic achievement is also an indicator.
 12 MS. MACK: So the state would point out
 13 to us that we have those gaps when those
 14 conditions exist, and expect us to address that;
 15 is that correct?
 16 DR. WHISTED: Yes, for special education
 17 particularly, I can answer yes.
 18 MS. MACK: And do you know if it's also
 19 reported out for non-special education students,
 20 because it's a very alarming gap and when you
 21 think about, up until the third grade you learn

Page 159

1 to read and from the third grade on you read to
 2 learn, and with so few children being on grade
 3 level in reading and even fewer children of
 4 color, that is very concerning to me and I would
 5 hope the state would hold us accountable for
 6 that.
 7 DR. WHISTED: Well, I mean, there's a
 8 history of the state holding school systems
 9 accountable for their academic achievement, so
 10 yes, that is something that annually happens.
 11 You know, I can just share personally when I was
 12 a principal, I was part of a school that was in
 13 improvement, so yes, there are ratings and there
 14 are accountability measures through the state for
 15 schools overall and school systems overall, and I
 16 believe that's reported out, you know, when the
 17 Department of Research Accountability and
 18 Assessment shares data and does board reports as
 19 well, they share where our achievement is.
 20 MS. MACK: Thank you, Dr. Whisted, I
 21 appreciate the input.

Page 160

1 CHAIRMAN CAUSEY: Ms. Pasteur, I see
 2 your hand; was that from before or did you have
 3 another comment?
 4 MS. PASTEUR: No, I do have a comment.
 5 And I want to just go back to the challenge that
 6 was given to Dr. Williams. I'm hoping that we're
 7 all clear. I'm a 71-year-old woman who has been
 8 in this storm way too long and seeing this
 9 evolution. This is not going to happen
 10 overnight. Dr. Williams might not even be still
 11 superintendent of Baltimore County when all of
 12 this in our heads come to fruition because it did
 13 not happen overnight, it did not happen from one
 14 superintendent or two or three or four. So when
 15 I asked the question about the dyslexia,
 16 dysgraphia and talked about communication,
 17 Dr. Williams said parenting, this is big, big,
 18 big, big. It means changing paradigms in terms
 19 of how we relate to our parents. This is about
 20 how we do professional development. So even when
 21 Ms. Scott asked about the five minutes at the

Page 161

1 end, it might be that one of us will say every
 2 meeting I want to hear about such-and-such that
 3 deals with this equity issue, and that might be a
 4 piece that's going to be tagged on to every
 5 meeting for as long as we're on the School Board.
 6 So I really don't, and I'm pretty sure I'm the
 7 first one that said about three board meetings
 8 ago I want to see a plan, but I didn't mean I
 9 want to see the plan and once we get to the
 10 bottom of the plan we will have hit the panacea
 11 and all the children will be equal and all will
 12 be well. This didn't happen overnight, this has
 13 a term to it, it has terminology to it, so let's
 14 just get real with that, that it's a pandemic,
 15 and so it's not going to be fixed overnight.
 16 So Dr. Williams, I'm not asking to see
 17 at the next meeting that report that's going to
 18 be the panacea, but what I am asking and I'm
 19 encouraging all of us to process is that this is
 20 ongoing, but it is specific, it is taking a look
 21 at every particular little thing that anyone

Page 162

1 brings up and says you know, maybe we need to
 2 take a look at this, and this and this and this.
 3 This is not an easy task on which we are
 4 embarking. This is big, this is about the world
 5 in which we're existing and the people and their
 6 attitudes in it, and that's why I said we all,
 7 all of us, brown people, black people, white
 8 people, we all need to take a look in that mirror
 9 before we start pointing fingers because we all,
 10 including myself, have a part in why this looks
 11 like it looks, it is not about something we can
 12 really easily put on paper. I just needed to say
 13 that as the old woman on the board. Thank you.
 14 CHAIRMAN CAUSEY: Thank you,
 15 Ms. Pasteur, and I see Dr. Wheatley; would you
 16 like to make a comment?
 17 DR. WHEATLEY-PHILLIP: Yes, I would, and
 18 thank you so much, Ms. Causey and members of the
 19 Board. You know, I have been listening to the
 20 conversation, I have members of my team on and
 21 they're listening, and we're actually

Page 163

1 communicating back and forth in terms of what
 2 type of data we have and what data would be
 3 available to support the work. And I certainly
 4 concur that it's more than just the numbers, it's
 5 really the action around it, and Dr. Williams has
 6 talked about specific charges that he's given us
 7 as staff members, members of cabinet as well as
 8 members of his executive team, to really begin to
 9 take a look at the disproportionality, but not
 10 just look at in terms of students receiving
 11 special education services but looking across the
 12 board in terms of students across different
 13 races, looking at students receiving specific
 14 services, but also looking at students who may be
 15 experiencing homelessness.
 16 So in terms of the data, our team stands
 17 ready to help. I'm not sure that we have all the
 18 data that was just assigned as us having, but we
 19 certainly will be working with our colleagues and
 20 also working collaboratively to really work to
 21 meet the requests of the Board. But I think it's

Page 164

1 so much more than just the numbers, it's really
 2 looking at the action steps that have been
 3 identified, and under his leadership he has a
 4 clear plan in terms of how we will work together
 5 across 11 different focus groups, there are very
 6 specific deliverables that are listed, there are
 7 very specific expectations that he shared in
 8 terms of how we will report our progress, but not
 9 just talk about it, what we're going to do, and
 10 also working with principals as part of that plan
 11 as well.
 12 So I just wanted to share that, it's so
 13 much more than just the numbers, it really is
 14 around the work that we're doing and the work
 15 that we will continue to do under his leadership
 16 very specifically across a number of different
 17 areas, so thank you so much.
 18 CHAIRMAN CAUSEY: Thank you,
 19 Dr. Wheatley-Phillip.
 20 I will just make that our last comment
 21 and then we'll move on to the next item. I just

Page 165

1 really appreciate my board members' dedication to
 2 these issues. I've been on the board for over
 3 five years and the first three solid of them we
 4 were getting information data about how well
 5 things were going and how well things were
 6 improving, and while these numbers are stark and
 7 disturbing and they hit us right here about where
 8 we want to see improvement for our children, the
 9 beginning is the truth of what the data shows and
 10 then digging deeper like other people have said,
 11 what is the root cause analysis, what is the
 12 human impact on why these things are happening
 13 and how can we change that. So I really
 14 appreciate Dr. Williams working on this and the
 15 rest of the Board in their comments, because we
 16 are committed to make it work, not just having
 17 the courageous conversations which needs to be
 18 there, but as Ms. Scott said, what is the plan,
 19 what are those actions that are going to make a
 20 difference for our children. So thank you all
 21 very much.

Page 166

1 DR. WILLIAMS: Ms. Causey, if I may just
 2 add, I just want to highlight, this is not a one
 3 and done, and as several board members were
 4 sharing data points, it's going to take some time
 5 as we all know, particularly in the conditions
 6 that we're in, but definitely it's going to take
 7 a concerted effort, particularly this data point.
 8 It is just not just the school, it's the system,
 9 the school, the Board, our community, and you can
 10 look at each one of our data points and realize
 11 that it's a collective effort. So it's, you
 12 know, the more we present the more questions that
 13 you will raise, we may not have the answer, but
 14 that won't stop us from trying to figure it out.
 15 That's what school improvement is about, that's
 16 what district improvement is about. It is not
 17 going to happen overnight, so I just want to kind
 18 of make sure everyone has expectations, we don't
 19 have the bullet to say here are the five steps
 20 and therefore we're going to get results. We're
 21 a big system but it's not going to stop us from

Page 167

1 doing our work, but it will take some time.
 2 These data points have been reviewed and
 3 I appreciate DRA and Dr. Wheatley and her team
 4 for doing what they need to do. And so we are
 5 happy to come forth with a plan, but it's not
 6 going to be the magic bullet to solve all of
 7 this, it's going to show us how we're trying to
 8 move in this direction, and we're going to do
 9 that with many of our data points. So I just
 10 wanted to just kind of manage expectations a
 11 little bit about what may be coming down the
 12 road.
 13 CHAIRMAN CAUSEY: Okay, thank you very
 14 much.
 15 So our next item is Item L, new
 16 business, contract awards, and for that I call on
 17 building and contracts committee chair Ms. Henn.
 18 VICE CHAIR HENN: Thank you, Madam
 19 Chair. Members of the Board, the Board's
 20 building and contracts committee met earlier this
 21 evening. Items L-1 through L-7 are being

Page 168

1 forwarded to the full Board for approval.
 2 CHAIRMAN CAUSEY: Ms. Henn, I did want
 3 to ask some question about item one, so I'm going
 4 to separate that out if that's okay. Do I have a
 5 motion to approve Items L-6 through L-7?
 6 MS. ROWE: So moved, Rowe.
 7 CHAIRMAN CAUSEY: Thank you. No second
 8 is needed since the recommendation comes from the
 9 committee. Is there any discussion?
 10 MR. KUEHN: Did you say 6?
 11 MS. GOVER: Ms. Causey, did you say L-6
 12 through L-7.
 13 MS. HENN: Or 2 through 7, did you mean
 14 to say 2 through 7?
 15 CHAIRMAN CAUSEY: I apologize, I haven't
 16 eaten all my Snickers yet. So items L-2 through
 17 L-7, so Ms. Rowe, you made the motion.
 18 MS. ROWE: So move.
 19 CHAIRMAN CAUSEY: Thank you, and the
 20 second?
 21 VICE CHAIR HENN: No second is needed.

Page 169

1 CHAIRMAN CAUSEY: Oh, I'm sorry, no
 2 second is needed since the recommendation comes
 3 from the committee. Is there any discussion?
 4 Hearing none, can we have --
 5 DR. HAGER: I'm sorry, I had my hand
 6 raised. This is Erin Hager.
 7 CHAIRMAN CAUSEY: Yes, Dr. Hager.
 8 DR. HAGER: I just had a quick question.
 9 The item with nursing and first aid supplies, I
 10 looked at the list and I was just wondering if
 11 any of that is related to any of the PPE that was
 12 going to be planned for potential school
 13 reopening or if that's just standard materials
 14 that would have been purchased any other year.
 15 VICE CHAIR HENN: I can answer that for
 16 Dr. Hager. We discussed it in committee and it
 17 was mentioned that that does include PPE, but the
 18 staff can address it in more detail if you'd
 19 like.
 20 DR. HAGER: I was just curious, thank
 21 you.

Page 170

1 VICE CHAIR HENN: Uh-huh.
 2 CHAIRMAN CAUSEY: Other questions?
 3 MR. KUEHN: Hi, this is Russ Kuehn. I'd
 4 like to follow on Dr. Hager's question. My
 5 understanding is that there is CARES Act funding
 6 and that some of that funding could be used for
 7 these types of materials. Is that accurate and
 8 are we spending CARES Act funding on these
 9 materials?
 10 CHAIRMAN CAUSEY: Dr. Scriven or
 11 Mr. Sarris?
 12 DR. SCRIVEN: Yeah, George is going to
 13 respond on this.
 14 MR. SARRIS: We did discuss at the
 15 building and contracts committee that
 16 approximately \$900,000 in grant funding is
 17 included in this \$1.15 million total. We have
 18 already encumbered about \$770,000 in related PPE
 19 and nursing supplies related to school opening,
 20 and we still have some additional spending
 21 capacity as it's needed.

Page 171

1 MR. KUEHN: Mr. Sarris, just to follow
 2 on, is this the only contract that we're using to
 3 purchase PPE and safety supplies for schools?
 4 MR. SARRIS: Let's see. We have -- let
 5 me get to that vendor list. I believe so, that
 6 all of our, everything that we have needed has
 7 been available from these seven vendors, and this
 8 is a contract that was in place prior to COVID.
 9 We also earlier in the year, in March,
 10 participated in a cooperative agreement with the
 11 Mid-Atlantic Purchasing Council of Metropolitan
 12 D.C. and Baltimore and were able to purchase some
 13 materials for food and nutrition on that separate
 14 contract.
 15 MR. KUEHN: Thank you.
 16 MR. SARRIS: You're welcome.
 17 CHAIRMAN CAUSEY: Other board members?
 18 May I have a rollcall vote on Items L-2 through
 19 L-7?
 20 MS. GOVER: Dr. Hager?
 21 DR. HAGER: Yes.

Page 172

1 MS. GOVER: Mr. Kuehn?
 2 MR. KUEHN: Yes.
 3 MS. GOVER: Ms. Pasteur?
 4 MS. PASTEUR: Yes.
 5 MS. GOVER: Mr. Offerman?
 6 MR. OFFERMAN: Yes.
 7 MS. GOVER: Mr. Muhumuza? Mr. Muhumuza?
 8 MR. MUHUMUZA: Yes.
 9 VICE CHAIR HENN: Ms. Henn?
 10 CHAIRMAN CAUSEY: It appears that
 11 Ms. Henn is frozen.
 12 MS. GOVER: Ms. Causey?
 13 CHAIRMAN CAUSEY: Yes.
 14 MS. GOVER: Ms. Jose? Mr. McMillion?
 15 Ms. Mack?
 16 MS. MACK: Yes.
 17 MS. GOVER: Ms. Scott? Ms. Rowe?
 18 MS. ROWE: Yes.
 19 MS. GOVER: That's seven in favor.
 20 CHAIRMAN CAUSEY: Thank you, the motion
 21 carries. And the, on Item L-1, Mr. Sarris, I was

Page 173

1 looking over the contract, the recommendation
 2 form, and I had a couple questions. The first
 3 one is, this contract was approved by the Board
 4 on Tuesday, May 19th, 2015, so was it an RFP, or
 5 what type of procurement was it back in 2015?
 6 MR. SARRIS: Let's see here. Yes, that
 7 was a competitive request for proposal, and nine
 8 vendors requested the bid solicitation materials.
 9 Two bids were received, both were found to be, to
 10 have met the specifications, and were awarded
 11 this contract.
 12 CHAIRMAN CAUSEY: Okay, thank you. And
 13 it's not on this list, but do you have the
 14 relative breakdown between the procurement amount
 15 between those two companies?
 16 MR. SARRIS: Let's see. I have a
 17 report, if I can do some quick math here. Let's
 18 see, I would say that the majority, significant
 19 majority of purchases have been through Menchey
 20 Music. I want to say about 15 or 20 percent have
 21 been through our other vendor, Music and Arts.

Page 174

1 CHAIRMAN CAUSEY: Okay, great. And I
 2 appreciate the updates that you've made to the
 3 form recommended by the building and contracts
 4 committee, and if you could just walk through
 5 those green, the prior fiscal year actual is
 6 114,000, but this year is 325,000, and I read in
 7 the memo that that's related to additional
 8 cleaning of the instruments because of COVID.
 9 MR. SARRIS: So we have so far spent
 10 this year about \$127,000 on both cleaning and
 11 repairs. Last year we spent 114,000, that's
 12 FY-20. The average is 108,000, so nothing in
 13 these green areas really indicates what we've
 14 spent this year, but the 326,000 is really the
 15 lifetime expenditures on the contract from 2015
 16 through to present.
 17 CHAIRMAN CAUSEY: Okay, great. Thank
 18 you.
 19 MR. SARRIS: You're welcome.
 20 CHAIRMAN CAUSEY: Board members, can I
 21 have a motion to approve Item L-1?

Page 175

1 MS. MACK: So moved, Mack.
 2 CHAIRMAN CAUSEY: Thank you, no second
 3 is needed because the recommendation comes from
 4 the committee. Is there any discussion? Hearing
 5 none, can I have a rollcall vote please?
 6 MS. GOVER: Dr. Hager?
 7 DR. HAGER: Yes.
 8 MS. GOVER: Mr. Kuehn?
 9 MR. KUEHN: Yes.
 10 MS. GOVER: Ms. Pasteur? Mr. Offerman?
 11 MR. OFFERMAN: Yes.
 12 MS. GOVER: Mr. Muhumuza?
 13 MR. MUHUMUZA: Yes.
 14 MS. GOVER: Ms. Henn?
 15 VICE CHAIR HENN: Yes.
 16 MS. GOVER: Ms. Causey?
 17 CHAIRMAN CAUSEY: Yes.
 18 MS. GOVER: Ms. Jose? Mr. McMillion? I
 19 think Mr. McMillion is muted, he's having
 20 trouble. Ms. Pasteur? Ms. Mack?
 21 MS. MACK: Yes.

Page 176

1 MS. GOVER: Ms. Scott? Ms. Rowe?
 2 MS. ROWE: Yes.
 3 MS. GOVER: We have eight in favor.
 4 Thank you.
 5 CHAIRMAN CAUSEY: Thank you, the motion
 6 carries. Thank you, Dr. Scriven, thank you,
 7 Mr. Sarris, and actually you can all stay right
 8 there because the next item is the report on the
 9 multiyear improvement plan for all schools, and
 10 so we ask Dr. Scriven and Mr. Dixit to lead that
 11 presentation. Thank you.
 12 DR. SCRIVEN: Just a question for you,
 13 Madam Chair. I believe there potentially was an
 14 item prior to the multiyear, Mr. Sarris was going
 15 to give an update on the procurement process.
 16 Did you still want that to happen?
 17 CHAIRMAN CAUSEY: Thank you,
 18 Dr. Scriven, we do want that to happen, so that
 19 is Item L-8, so we will process that, which is
 20 the vendor selection process overview.
 21 DR. SCRIVEN: Yes, ma'am. Mr. Sarris?

Page 177

1 MR. SARRIS: Yes, thanks, Dr. Scriven
 2 and Madam Chair. I just wanted to review some of
 3 the basic issues when soliciting for professional
 4 services as distinguished from a commodity.
 5 We would do a request for proposal and
 6 the criteria are not simply price alone, but
 7 rather a combination of factors that consider the
 8 quality and competence of the bidders and their
 9 ability to perform under the contract as well as
 10 the price, that collectively would give the Board
 11 the best value. The initial phase of an RFP
 12 would be to prepare a scope of work, that would
 13 be typically written by the office who was
 14 seeking the services with the input, of course,
 15 from purchasing staff as needed. That scope of
 16 work would describe the service, the specific
 17 service, whether it's billed hourly or by some
 18 other unit of measurement, where the services are
 19 to be performed and for how long, what are the
 20 specific deliverables that the office is seeking,
 21 and possibly even a sample of the work product.

Page 178

1 Within the request for proposal would
 2 also be contained the award criteria and if
 3 there's a weighted formula or another matrix by
 4 which to value the various criteria. Obviously
 5 price would be one, experience, location,
 6 demonstrated understanding of the proposal, any
 7 necessary licensing, whether work is to be done
 8 on site in which case, you know, the location of
 9 the, the resident location of the vendor would be
 10 important. Once those criteria are established
 11 and the copy of work is established, that
 12 information would be put together in one of the
 13 standard templates that have already been set up
 14 and reviewed by the Office of Law, and the
 15 solicitation would be advertised on the BCPS
 16 website as well as the e-Maryland marketplace
 17 which reaches a much larger audience.

18 At this point we would also consider any
 19 suggested bidders with whom the managing office
 20 has had any prior experience. The Office of
 21 Purchasing would not contact those bidders, but

Page 179

1 we would suggest that the managing office reach
 2 out just to let any prospective bidders they're
 3 aware of know that we have an advertisement
 4 that's been issued.

5 We would have a pre-bid meeting with any
 6 interested vendor who might be contemplating a
 7 proposal and we would answer questions and we
 8 would respond to those questions through addenda
 9 to the bid, and once that bid has been issued and
 10 advertised, the managing office should have no
 11 contact with the bidder apart from the schedule
 12 that's in place and managed by the Office of
 13 Purchasing, so that we insure as much objectivity
 14 as possible.

15 The typical timeline for, from the point
 16 at which we can start to develop the scope of
 17 work and issue a bid and do the evaluation can be
 18 up to six months. We have an opportunity to
 19 accelerate this timeframe because the only legal
 20 requirement is that the solicitation be
 21 advertised for a minimum of two weeks. Now

Page 180

1 oftentimes that will be extended in order to give
 2 vendors more time to put together a proposal, but
 3 if the managing office and the vendors respond
 4 sometimes this can be done in half the time, or
 5 even as few as 11 or 12 weeks, but it really
 6 takes a lot of coordination and energy and effort
 7 on the part of both the purchasing staff and the
 8 office that's managing, that's seeking the
 9 services, and for that matter, the vendors and
 10 their ability to respond.

11 Once we get the responses an assigned
 12 purchasing agent will review the documents to
 13 make sure that all of the forms have been
 14 submitted in proper order and with the proper
 15 signatures and evidence of insurance and so
 16 forth. And then once the purchasing office has
 17 made that determination, they'll identify however
 18 many of the bidders can move on to the next phase
 19 of the process, and of course part of that
 20 vetting would be to make sure that all the
 21 bidders are in good standing with the State

Page 181

1 Department of Assessments and Taxation and that
 2 no other, that the federal government nor the
 3 state or any state agency has debarred them from
 4 participating in bids for a variety of reasons.

5 At that point we begin the evaluation.
 6 There may be a committee that consists entirely
 7 of members of the managing office who want the
 8 services, and of course staff from the purchasing
 9 office typically participate unless for some
 10 reason that is inappropriate. I think one, at
 11 one point when we last did the executive search
 12 contract, myself and the purchasing manager were
 13 involved marginally but we tried, we were not
 14 involved in doing any evaluations or
 15 participating, but oftentimes that happens with a
 16 more typical circumstance.

17 And of course we, the evaluation is
 18 conducted exactly around the criteria that were
 19 defined in the RFP and of course after this point
 20 an award would be recommended, a letter would go
 21 to the bidder saying that the Board will consider

Page 182

1 the recommendation at a future meeting. And then
 2 we would actually in many cases if it's a
 3 service, we would have to draft a contract
 4 because it's not simply a function of how many
 5 units at what price, but you know, a more
 6 detailed type of service that would have
 7 particular milestones, benchmarks, performance
 8 standards to be reached, and sometimes that can
 9 take a number of months and it can delay the
 10 process.

11 And then once that agreement between
 12 typically purchasing and our law office and the
 13 vendor's purchasing agents and their attorneys,
 14 we would actually be able to issue a purchase
 15 order, begin the work, and then the managing
 16 office would take over reviewing invoices,
 17 approving invoices, making sure that the
 18 performance was satisfactory and if not, they
 19 would typically work with the purchasing office
 20 to issue, to arrange a meeting and try and get
 21 the contract back on track. Occasionally we

Page 183

1 would have to issue a formal notice to cure some
 2 deficiencies and in very few cases it becomes a
 3 matter for the law office to litigate or settle.

4 So those are the basic parameters
 5 involved in an RFP and I'm happy to answer any
 6 questions.

7 DR. SCRIVEN: And prior to any
 8 questions, Madam Chair and members of the Board,
 9 we will forward this to you this week so you have
 10 this as a reference, because I know it's a lot of
 11 information, so you will have this, these high
 12 level notes so that you can all again refer to.
 13 And if there's any questions, or Dr. Williams,
 14 I'm not sure, or Madam Chair, please feel free to
 15 jump in.

16 CHAIRMAN CAUSEY: Okay, thank you.
 17 Board members, are there any questions at this
 18 time? Okay. Let me go check the list.

19 DR. WILLIAMS: Thank you, Dr. Scriven,
 20 and thank you, Mr. Sarris, appreciate you all,
 21 thank you.

Page 184

1 CHAIRMAN CAUSEY: Yes, thank you. So
 2 we'll be moving on, then, to item M, report on
 3 the multiyear improvement plan for all schools,
 4 and here we are again, Dr. Scriven, and joining
 5 Mr. Dixit.

6 DR. SCRIVEN: Yes, ma'am, thank you so
 7 much. So at this time we just appreciate the
 8 opportunity to clarify any questions that you may
 9 have. I do want to just go ahead and jump right
 10 in and turn this over to Pete so he can introduce
 11 the guests that have been with us throughout the
 12 evening who will go into more detail with
 13 providing any clarity and additional insight in
 14 terms of the scope of work that they have been
 15 charged to do. So Mr. Dixit, at this time please
 16 feel free.

17 MR. DIXIT: Thank you, Dr. Scriven and
 18 good evening, Chair Ms. Causey, Vice Chair
 19 Ms. Henn, Dr. Williams and members of the Board.
 20 As you know, BCPS and Baltimore County have been
 21 collaborating the development of the multiyear

Page 185

1 capital improvement program for all schools, and
 2 in the last board meeting of September 29th,
 3 Mr. Mills from Cannon Design made a presentation
 4 on the first phase of the program. The
 5 presentation and all the detailed summary,
 6 detailed study has been posted on the website.
 7 Prior to his presentation, we had provided two
 8 updates to the Board on March 10th and
 9 August 11th, and also the key objective
 10 throughout the development of the program has
 11 been to be transparent, collaborative, equitable
 12 and inclusive.

13 There have been numerous interactive
 14 presentations with focus groups and stakeholder
 15 sessions. So after the last presentation,
 16 several questions were forwarded to Dr. Williams.
 17 We have developed responses to those questions
 18 that will be posted on BoardDocs tomorrow. In
 19 the meantime, Mr. Mills with his team member
 20 Ms. Catherine Tinkler, and Dr. David Lever is
 21 here to continue the conversation. So with that,

Page 186

1 Mr. Mills, if you'd like to start the
 2 conversation, so it's all yours.
 3 MR. MILLS: Good evening, Board Chair
 4 Causey, Vice Chair Henn, Dr. Williams and members
 5 of the Board, I appreciate the opportunity to
 6 present to you again.
 7 I really don't have much of a
 8 presentation. It's my understanding we're here
 9 to extend the conversation and be available for Q
 10 and A now that the Board has had the opportunity
 11 to look at detailed reports.
 12 I do want to introduce two important
 13 members of the team that are with me this
 14 evening, and might address specifics on questions
 15 that are there. First I'd like to introduce
 16 Catherine Tinkler, or Cat as she goes by. She
 17 was a tremendous asset to the team, leads our
 18 educational assessment practice across the
 19 company and is the project manager on this
 20 project and is focused on all the details related
 21 to the condition assessments, the adequacy

Page 187

1 assessments, and really is a tremendous partner.
 2 I also want to introduce Dr. David Lever, whom I
 3 mentioned during the presentation. He is a
 4 sub-consultant to us and we know that his name
 5 suits him, particularly with members of this
 6 Board who have worked with him in multiple
 7 endeavors in the past with his past working at
 8 the IAC with the state for 13 years, having
 9 served as a facilities director for school
 10 districts within the state of Maryland, and as a
 11 private consultant. He brings a wealth of
 12 knowledge and experience. His role on the
 13 project is side by side with me and others on the
 14 team to sort out the funding aspects as well as
 15 all of the state funding nuances relative to the
 16 state of Maryland.
 17 As was mentioned, there is a written
 18 response that we helped produce from the
 19 interesting questions and just in summary, they
 20 were very thoughtful well put together questions,
 21 and they touched on everything from the nature of

Page 188

1 the study and findings to the specifics in the
 2 recommendations that (inaudible, static) as well
 3 as some questions about concept. But I don't
 4 want to presume what was the most important to
 5 you or valuable to you, so I will let you address
 6 the questions and we will do our best to respond.
 7 CHAIRMAN CAUSEY: So good evening and
 8 welcome, Mr. Mills, and we appreciate you
 9 bringing your team member Ms. Tinkler, and also
 10 Dr. David Lever. I've had the opportunity to
 11 meet with him at the IAC meetings back in the
 12 day, and also attend work sessions that he
 13 provided to Maryland Association of Boards of
 14 Education conferences, so we definitely
 15 appreciate him being on the team. I certainly
 16 have my questions but I'm going to work through
 17 the board members that have raised their hands
 18 first, and we have Ms. Rowe.
 19 MS. ROWE: Hi, good evening. So
 20 Mr. Mills, my understanding is that you've worked
 21 with a lot of different school systems all over

Page 189

1 the country. And I have shared my concerns that
 2 the intention of the multiyear facilities plan
 3 was to have a more stable plan that we would not
 4 have neighborhoods competing with each other on
 5 an annual basis with no idea of where things
 6 stand, some schools get promised renovation or a
 7 new school and then the next year they're not on
 8 the list anymore and there's no coherence as to
 9 why. And over time I have been able to figure
 10 out that part of the reason that happens is
 11 because our county council code allows for
 12 development to be approved simply because school
 13 systems have a plan, and obviously as a school
 14 system we have no control over that, and I'm sure
 15 there are other jurisdictions in which the school
 16 system equally has had no control over municipal
 17 development laws or anything of that nature.
 18 And so I am curious from your point of
 19 view and from Dr. Lever's point of view of other
 20 jurisdictions in our state, how frequently has
 21 this resulted in open lottery zones and school

Page 190

1 systems being forced into getting rid of all
 2 school attendance boundaries simply because no
 3 amount of planning ends up solving the problem
 4 when building an older building is happening
 5 faster than we can plan, get funding and build
 6 schools, so if you could speak to that?

7 MR. MILLS: Absolutely, and thanks for
 8 the very thoughtful question. And these are some
 9 of the layers we look through and lenses we look
 10 through as we approach planning. There's a lot
 11 to impact there.

12 First of all, you were addressing
 13 community developments and just suburban growth
 14 that you've experienced in the area, and we do
 15 know you have the APFO process which is within
 16 the state of Maryland to throttle back or at
 17 least allow for mechanisms to do it in a way that
 18 it's premeditated. In other areas we've worked
 19 there are impact fees and other mechanisms that
 20 kind of required developers to come to the table
 21 with capital so that a community gets built that

Page 191

1 did not exist for the sake of housing, and then
 2 the community as a whole has to bear the brunt of
 3 all the costs.

4 Relative to attendance boundaries, if
 5 you're referring to like moving boundaries,
 6 creating a lottery system or school choice or
 7 student choice sorts of policies, I've seen it
 8 done well and I've seen it done with unintended
 9 consequences, where there are school systems that
 10 some of the people that were involved in were
 11 pushing for more school choice, moving boundaries
 12 that actually had bits of regret over some of the
 13 challenges. Specifically when you have programs
 14 that are seemingly popular or in very
 15 advantageous geographical locations that have
 16 limited capacity, it creates a lottery scenario,
 17 with certain portions coming from the outlying
 18 neighborhood around it, and at the end of the day
 19 what ends up being choice of, there's a few
 20 schools that wind up being everyone's first
 21 choice, second choice, there are a lot of folks

Page 192

1 that wind up getting their third and fourth
 2 choice as part of the process, and there's a lot
 3 of disappointment.

4 And districts I've worked with that have
 5 those policies have staff dedicated year round to
 6 manage that process that starts during the fall
 7 to go through a springtime sort of initiation,
 8 and it's several FTEs of staff and overhead to
 9 manage that sort of process. So I do caution you
 10 while there could be some benefits to it, there
 11 are a lot of challenges as well.

12 I would point out as well that in your
 13 areas that are of high capacity impact,
 14 particularly the southeast, northeast and the
 15 southern parts of central, there's no reasonably
 16 close capacity that using boundary lists or
 17 moving boundaries, et cetera, there's no way to
 18 avoid moving away the problem, because it's quite
 19 unlikely that families would want their students
 20 to go clear across town whether they have to
 21 transport them or they're transported by the

Page 193

1 system, so there are a number of baked in
 2 challenges there.

3 Along, and this was probably a quicker
 4 question you might have had, but these are areas
 5 that I do perceive based on some of the
 6 circumstances in Baltimore County, there are a
 7 lot of challenges to it, and while I would invite
 8 any dialog about it or exploration of it, that it
 9 be done with a certain amount of caution and
 10 concern of all the implications where you can
 11 have unattended consequences. And with that,
 12 I'll turn it over to Dr. Lever to add on.

13 MS. ROWE: So I guess -- I just want to
 14 be clear. I'm not advocating for this, what I'm
 15 really asking is, do either of you see another
 16 tool in the school system's toolbox besides that
 17 one which admittedly is undesirable, should this
 18 plan fail to solve overcrowding and facilities
 19 needs, or should the funding stream be far slower
 20 than development?

21 DR. LEVER: If I could dive in here, goo

Page 194

1 evening, this is David Lever. I hope you can
 2 hear me okay.
 3 CHAIRMAN CAUSEY: Yes, sir, we can.
 4 DR. LEVER: Okay, good. First of all,
 5 going back to your initial question, Ms. Rowe,
 6 there's a wide variety of enforcement, I think,
 7 of APFOs across the state. Your neighbor Harford
 8 County has a very strict limitation of 115, 115
 9 percent and no development can move forward, and
 10 that actually is hurting them at this point.
 11 Other jurisdictions, Prince George's County, I'm
 12 not sure how it is now, it used to be that
 13 developers could simply buy their way out, and so
 14 development proceeded apace and resulted in
 15 overcrowding. And then in Anne Arundel County,
 16 if there's capacity of just a single seat it
 17 opens up development and almost unrestricted
 18 development, so that results in overcrowding.
 19 So shaping the APFO is very important,
 20 and enforcement of the APFO. Your questions
 21 about are there other solutions, I believe I

Page 195

1 understood that, other solutions besides
 2 redistricting. Well, controlling growth I think
 3 is important, and keeping capital investment in
 4 tandem with the growth so that you can anticipate
 5 capacity and build capacity, but of course the
 6 timeframes are very different here and it takes a
 7 long time to do even an addition project, plan
 8 it, design it, construct it, occupy it, and in
 9 the meantime development can be occurring which
 10 can result in overcrowding.
 11 So one possible approach is to master
 12 plan facilities in such a way that you build the
 13 capacity for expansion into them. You don't have
 14 to pay for the expenses today, but when the time
 15 comes that you need that additional capacity,
 16 additional seats, it's relatively less expensive
 17 and less time consuming to actually increase the
 18 size of the school, but you still are looking at
 19 a capital solution to the overcrowding issue. I
 20 don't know if that responds to your question.
 21 MS. ROWE: It does, sir, it does kind of

Page 196

1 confirm what I'm saying, that should our
 2 municipal partners fail to take proactive
 3 solutions to solve problems that this Board has
 4 no say over when they do, what tools exist within
 5 the sole authority of our local school system to
 6 deal with these problems. And what I'm hearing
 7 you both say is nothing, there is no way that we
 8 can adequately solve this problem if our
 9 municipal partners fail to act; is that correct?
 10 DR. LEVER: And part of the limitation
 11 is that in the state of Maryland, school
 12 districts, school systems do not have independent
 13 taxing authority, so they're fiscally dependent
 14 on both the state and the local government for
 15 capital improvements. And so really you can't
 16 move forward, no school system can move forward
 17 without the concurrence of the local government,
 18 except for very small projects that can be done
 19 within the operating budget, and those are not
 20 the kinds of projects that address the capacity
 21 question. So there is that need for the

Page 197

1 partnership, and we do find that that varies
 2 tremendously across the state as well, the degree
 3 of how much they can find between local
 4 government and the school board.
 5 I think that as we understand it and as
 6 we've observed, there actually is a high degree
 7 of agreement between the two entities now in this
 8 particular project, of the multiyear improvement
 9 plan, and there has been robust funding. But the
 10 question is, does that robust funding keep up
 11 with the need, and is the need itself being
 12 somehow controlled so that you don't exceed what
 13 the school system can provide over time?
 14 MS. ROWE: Sure, so because frequently
 15 what we've come across is that it's difficult to
 16 get funding approval from the state to overbuild
 17 a school based on your projected needs for
 18 capacity, but in Baltimore County a developer can
 19 get approval simply because we have a project on
 20 the CIP that may not even take place for ten
 21 years, but the minute we finish that project

Page 198

1 that's supposed to address overcrowding, the
 2 school is already overcrowded the day the doors
 3 open.
 4 DR. LEVER: Yes. And in addition,
 5 you're dealing with the uncertainties of the
 6 enrollment projections themselves, which even
 7 with the very best people working on it, there's
 8 always an element of uncertainty, and you're
 9 dealing with the uncertainties of construction
 10 costs, of funding streams, are people going to be
 11 seeing funding streams affected by the current
 12 COVID situation. So these are other factors that
 13 come into play, so you're pointing to an
 14 important problem, okay?
 15 Now the state does allow the core
 16 facilities to be built to a larger capacity. It
 17 may not pay for them now but they will reimburse
 18 in the future along with additional seats if the
 19 need is justified in the future. So if a local
 20 jurisdiction is going to support that additional
 21 size of core facilities, especially in the

Page 199

1 cafeteria, but other core facilities as well, it
 2 can be done and it can be reimbursed. Frederick
 3 County has been very good at this because they
 4 also anticipate, in the past they anticipated and
 5 I think they're now anticipating in the future
 6 considerable growth beyond what the state would
 7 pay for.
 8 MS. ROWE: So Dr. Fever, does the state
 9 consider a county's development goals and desire
 10 to allow development and expansion to continue to
 11 be a justified reason to expand more spaces and
 12 reimburse or are there limits on that?
 13 DR. LEVER: Not unless the procedure has
 14 changed. At the moment, or as I understand it,
 15 the funding is predicated on the seven-year
 16 enrollment projections of the subject school and
 17 the adjacent schools. That's fairly strict, so
 18 they don't really look at either pipeline
 19 projects, housing project that are potentially in
 20 the pipeline but may or may not come to fruition,
 21 they're not looking at the development policies.

Page 200

1 Under the smart growth agenda, there was an
 2 effort to try and tie the two kind of policy
 3 aspects closer together but it never came to any
 4 serious fruition, so I would say that that is a
 5 void in the policy realm.
 6 The state does have the potential
 7 through its funding to both promote and inhibit
 8 development, if development is tied to capacity.
 9 MS. ROWE: The state has this authority,
 10 or is it just the local jurisdiction?
 11 DR. LEVER: Well, it does haven't have
 12 the authority but it has the capacity simply by
 13 what it funds and what it doesn't fund, and how
 14 much it funds for any particular project. So if
 15 it does move, if there's ample funding and it
 16 does support a project, that project may open up
 17 and an adequate public facility ordinance block
 18 it and move development forward. If it isn't
 19 funded, that by itself can also inhibit the APFO,
 20 so it's an indirect impact. And I don't think
 21 that there has been any study, it's something

Page 201

1 that a funding official, I would say it was
 2 something we were definitely aware of, but it
 3 didn't factor into the calculation of whether a
 4 project should be funded or not. We were looking
 5 simply at the need for educational space growth
 6 or for renovation and the other aspects that go
 7 into a major project.
 8 MS. ROWE: Thank you, sir. Dr. Lever, I
 9 could probably talk to you all night, but I'm
 10 going to allow some other people to go.
 11 DR. LEVER: We'll get back to you.
 12 VICE CHAIR HENN: Thank you, Ms. Rowe.
 13 Ms. Causey?
 14 CHAIRMAN CAUSEY: I'm back, thank you.
 15 Mr. Kuehn is next and then Ms. Mack.
 16 MR. KUEHN: Thank you, Ms. Causey.
 17 Thanks for coming tonight. I know it's a bit
 18 later than we had scheduled, but thanks for
 19 staying on. So hopefully this won't take all
 20 night, but I do have a number of questions, and
 21 I'm going to start just trying to understand some

Page 202

1 of the documents that were made available late in
 2 the week to us, they are on the website on BCPS,
 3 on the, under the project, and anyone on line can
 4 click through and follow.

5 So I live in Towson, so I'm looking at
 6 the Towson High School calculations, and right
 7 now I'm going to focus first on the educational
 8 adequacy and equity supporting data for these
 9 schools. And I just want to start with a basic
 10 question. As I looked and kind of rolled through
 11 the different calculations on these pages, you
 12 know, I can do math and I can follow some of
 13 these things, and then there are places where I
 14 see a zero and then I see a measure score. And
 15 I'm trying to understand and I'll start here,
 16 science lab equipment and support space;
 17 apparently Towson got a zero on that and the
 18 standard is a hundred, but there's a measured
 19 score of 50 and it has a 50 percent weighting, so
 20 there's an actual 25 score there. So I'm trying
 21 to understand how the data here which creates the

Page 203

1 scores that this is all based upon, how it works.
 2 Maybe I'm missing something, maybe there are some
 3 notes that I'm not privy to understand this, but
 4 I see again under art equipment and support
 5 space, the value is zero, the standard is a
 6 hundred, the measured score is 50. So if maybe
 7 that's just there is no value and there's some
 8 type of a measured score, is that accurate?
 9 Because I'm just trying to understand the
 10 document itself to determine what it is.

11 MR. MILLS: Thank you, Board Member
 12 Kuehn, for the question. We know it's a
 13 complicated formula that calculates all the
 14 summarized numbers that I shared with you last
 15 time I presented, and we worked hard to annotate
 16 each point so it walked through the thresholds
 17 and benchmarks in there to express the sorts of
 18 formulas that have been used. It's a weighted
 19 rubric that compares what exists that's reported,
 20 what's recorded versus what the standard would
 21 be, and in some cases it's a binary yes-no sort

Page 204

1 of thing where you get full credit or none, in
 2 some cases you get a fraction of it, et cetera.

3 Sitting right here in front of you I
 4 can't remember the specific measures that you're
 5 asking about, I would have to come back to you
 6 with a more thorough response. I'd hate to
 7 speculate and get it wrong off the top of my
 8 head, but what it basically does, whether, with
 9 the school reporting whether they had a hundred
 10 percent, 75 percent, whatever percent of their
 11 labs had adequate equipment or space, ancillary
 12 space for science instruction, was the benchmark
 13 compared to kind of a scale, so that each
 14 facility could be measured and reported
 15 equitably, and by gap analysis the sorts of
 16 projects that would be used to remedy those
 17 deficiencies would be required.

18 MR. KUEHN: All right. Well, I'm
 19 guessing we're not going to get to the bottom of
 20 this here, and it might be a simple -- as I said,
 21 it's a 200-page document, 200-plus-page document

Page 205

1 I think that I'm going through, so a significant
 2 amount of information here and I'm just trying to
 3 make sense of it. And I do see where if it's yes
 4 or no it's a binary and I understand that, but
 5 there are places where there seems to be a
 6 measure score and I'm just curious as to where
 7 those measures may have come from, and perhaps
 8 that could be answered at a later point in time,
 9 but I wanted to bring it to your attention.

10 All right, so the next I want to talk
 11 about is I want to go to the southeast side and
 12 talk about Sparrows Point High School. The
 13 facility is actually a high school and a middle
 14 school, so I wanted to talk about how your
 15 approach to managing that is, is it blind and
 16 it's just like well, the facility is overcrowded
 17 and there's lots of kids there and based on space
 18 requirements and what the facility actually looks
 19 like, those measures are the same no matter what.
 20 Perhaps, I don't know, I'm kind of throwing that
 21 out there, I would assume that that's the case.

Page 206

1 But I know that the solutions could be
 2 vastly different based on our, you know, what
 3 would be suggested for this school. We could
 4 build a brand new middle school and then you
 5 would have a high school with significant
 6 capacity, right, and then you would have a brand
 7 new beautiful facility hopefully for a large
 8 number of middle schoolers, maybe you could take
 9 care of a lot things by doing that.

10 But I guess, I'm just trying to
 11 understand, because that one stands out because
 12 it is the only non-high school, it's not a pure
 13 high school, in the county, right? So how we
 14 approach that is important, and understanding how
 15 we are going to evaluate that in the mix is
 16 important because you could build a middle school
 17 and then the high school would be immediately,
 18 you know, have tremendous capacity or, you know,
 19 or build a high school and vice versa. But I'm
 20 trying to understand the approach to going
 21 forward, because you made specific

Page 207

1 recommendations on, you know, we add on to this
 2 school, we add on to that school, what have you,
 3 and the southeast was a particular concern with
 4 all the overcrowding, so I'd like to understand
 5 that.

6 MR. MILLS: Absolutely, and it really
 7 warms my heart to hear you digging into the
 8 details and understanding what we're doing. Very
 9 specific to, central to our recommendations at
 10 this midpoint of this process was that group of
 11 three where we looked at the potential for the
 12 new relief schools in the southeast and northeast
 13 adjacent to the southern part of central as a
 14 potentiality, and given the tight timeline, the
 15 circumstances around COVID and the time required
 16 to do due diligence to look at land, we very
 17 intentionally recommended that group three be
 18 staggered by a year so that those mutually
 19 exclusive scenarios which exactly as you put it,
 20 one solution to the Sparrows Point Middle School
 21 and High School campus would be let's get a new

Page 208

1 home for the middle schoolers, move them out, let
 2 the high school actually occupy the whole
 3 facility, do renovations appropriate to bring
 4 them up to standards, is one of those scenarios
 5 mutually exclusive to just continuing to add on
 6 to that campus that (background noise) recommend
 7 which to go with, but rather we need to take this
 8 to the stakeholders, we need the student voice
 9 (background noise) to do that middle school
 10 project, so very intentionally we put that
 11 staggered date onto that with a wide range of
 12 (background noise) depending on the outcome.

13 I'm not sure if I answered your
 14 question, but I think it's (background noise).

15 MR. KUEHN: It was helpful, I appreciate
 16 it, I'm sorry that there's some background noise,
 17 I'm not sure if (background noise) what else is
 18 going on, perhaps.

19 The next question I have is back to the
 20 central area and it has to do with how, you know,
 21 and it looks like we don't talk about it, I'm

Page 209

1 curious, but Carver Center is a pure magnet, what
 2 we call pure magnet, right, in the county, so it
 3 draws from the entire county, and it is according
 4 to the calculations here, it's slightly under
 5 utilized, right? It's a brand new school,
 6 beautiful school, it's there for arts and what
 7 have you. And one of my questions is, because
 8 you sat there and you look at the different
 9 zones, and with Carver High School, which is a
 10 pure magnet in the central zone that's under
 11 utilized in essence, I'm curious as to if you
 12 excluded Carver because unless, and I don't
 13 believe that this would be the case, unless
 14 someone is proposing that we remove it from being
 15 the pure magnet school that it is, then I'm, I
 16 have concerns about how we could utilize it in
 17 any of the strategy going forward to manage like
 18 the over population in Towson High School at this
 19 point. And if it's considered and adding to
 20 capacity in the central zone, then in essence,
 21 you know, I could be wrong, but it may be skewing

Page 210

1 numbers in a way that isn't, isn't going to be
 2 clear for folks to understand.
 3 MR. MILLS: Right, that's a great
 4 question. We don't just look at these planning
 5 areas in isolation, we do look at proximities for
 6 the schools that are on the borders and
 7 neighboring, and we do consider that magnet
 8 schools are drawing from across the entire
 9 county. We also looked at, like the case of
 10 Hereford High School that is significantly
 11 further out, not towards town, and whether
 12 surplus capacity there can realistically be used
 13 to fill. We looked at all of these different,
 14 through these different lenses in coming up with
 15 these preliminary scenarios. And the notion of
 16 your magnets at Carver, at Western Tech, Eastern
 17 Tech, et cetera, they do operate slightly lower
 18 than full capacity utilization and some of it's
 19 by design but also some of it's just dealing with
 20 staff at full capacity, real challenge for the
 21 types of programs. If they had the programs

Page 211

1 there then they could fill the buildings, and
 2 there might be operational solutions to make
 3 those facilities operate a little more
 4 efficiently than the building possibly could have
 5 right now.
 6 But we absolutely, you're thinking
 7 through all of the mechanics that we do at the
 8 planning table in terms of how we can optimize
 9 your facility use. Did I address your question?
 10 MR. KUEHN: Yeah, thank you, I
 11 appreciate it. I think the last question,
 12 because I'm sure other folks would like a chance
 13 to talk tonight, because I could probably talk
 14 ad nauseam about this, is really about the
 15 weighting. When you did the benchmarking and
 16 instead of equally weighting capacity, facility
 17 condition, and educational adequacy and equity,
 18 and literally they're within, you know, just a
 19 few percentage points of each other, correct?
 20 I'm just curious as to how exactly we calculated
 21 that, instead of an even weighting that we have

Page 212

1 35, 32 and 33, how was that determined?
 2 MR. MILLS: It was derived from the
 3 community survey that 22,000 folks responded to
 4 in nine different languages from all schools in
 5 the system, including 2,500 students. One of the
 6 questions we asked, asked for the relative
 7 importance of various aspects, and very
 8 intentionally we included those three among some
 9 others as well, but we wanted to see the relative
 10 measures and rating of importance that were given
 11 from all the members. We also cross tabulated,
 12 there's another question that asked the relative
 13 strengths of BCPS in addressing those same
 14 issues, so we could see kind of a scatter plot of
 15 data, but we extracted the relative percents on
 16 there that as you observed, are really close to
 17 one-third, one-third, one-third on the three
 18 pillars, it's like 35, 32 and 33, it's really
 19 close. And if you did it one-third, one-third,
 20 one-third, it would have a negligible impact at
 21 all on the relative rankings of schools, but we

Page 213

1 wanted to leverage the instruments we had and the
 2 data we had at hand, and to empower, you know,
 3 even unwittingly, the voice of your community to
 4 influence the measures that we used to guide
 5 decision making.
 6 MR. KUEHN: So, I appreciate that, and I
 7 always like to understand the why and the what
 8 and how it works. I would suggest, though, that
 9 these are not negligible, because I spent some
 10 time looking at some numbers based on the scoring
 11 that was provided, and what I realized because in
 12 your benchmarking I'm looking at Sparrows Point
 13 which is the number one school, and I'm looking
 14 at Towson which is right behind it which is the
 15 number two school. And I see that there's an
 16 aggregate need score of 64 for Sparrows Point and
 17 there's an aggregate need score for Towson of 65,
 18 so they're one point apart, correct? It's really
 19 close. Well, if you don't round up when you do
 20 the calculations it's even closer, where you
 21 have, you're off by a few tenths or a half of a

Page 214

1 point. So it can be, you know, depending on how
 2 scientific we're looking at this, and with
 3 weightings and all these measures that we have in
 4 place, we're trying to be as scientific, or at
 5 least express things numerically the best we can,
 6 correct, to show the differences, right? Because
 7 we're trying to prioritize the spending of public
 8 money to address the needs across the entire
 9 system, so the weightings are important, every
 10 measure is important, getting it all right is
 11 important. Because when you have one school, and
 12 I believe both of these schools need attention in
 13 many different ways, but when you're showing an
 14 aggregate need score that isn't tied because it's
 15 a point apart, when in reality it's half a point
 16 apart when you do the actual math, you're
 17 conveying something to the public. And what we
 18 need to be is clear as we can because all of this
 19 that you've done is laying the groundwork for
 20 massive public investment in construction across
 21 the entire county, you know, with support from

Page 215

1 the state, hopefully big support from the state,
 2 so I just wanted to point that out so that folks
 3 are aware of it, and you know, that the details
 4 matter, especially when we're distilling down
 5 these facilities on three separate scales into
 6 one number and rating them from one to 24.
 7 So thank you for your time, and I'll
 8 yield to other folks to so they can start asking
 9 you some more difficult questions.
 10 CHAIRMAN CAUSEY: So next up we have
 11 Mr. McMillion and then Ms. Mack. So
 12 Mr. McMillion, can you -- can we hear you?
 13 MS. GOVER: Mr. McMillion was having
 14 some technical difficulties.
 15 MS. MACK: Ms. Causey, I'd be happy to
 16 start and if Mr. McMillion gets on, I will cede
 17 to him.
 18 CHAIRMAN CAUSEY: Fantastic, that was my
 19 next idea.
 20 MS. MACK: Are you ready?
 21 CHAIRMAN CAUSEY: Yes.

Page 216

1 MR. MCMILLION: Mr. Mills, your
 2 recommendation including in the information
 3 that's been put on the website shows that you
 4 want to complete legacy projects like Lansdowne.
 5 Lansdowne's in my district so I'm obviously very
 6 happy to hear that, but prior to Cannon being
 7 involved the Board was told as Ms. -- okay. The
 8 Board was told that when I asked the question,
 9 you know, when could we (background noise) our
 10 new Lansdowne, we were told best case scenario
 11 five years, potentially seven years. So if
 12 that's the best case scenario for just one school
 13 that we as a system or you as a company needs to
 14 be completed as a new school, as time goes on, as
 15 the five years or the seven years go on, the
 16 schools that are on your list for the secondary
 17 options of renovation or additions are only
 18 getting older, they're only becoming more in need
 19 of significant investment, and so my question is
 20 this. At what point do we look at your
 21 recommendations for renovations and/or additions

Page 217

1 of schools that we know are in bad shape, what
 2 point does that become throwing good money after
 3 bad?
 4 MR. MILLS: Thank you for another great
 5 question. We do have some rule of thumb metrics
 6 that we look at in the data itself that would be
 7 a benchmark for an entire wholesale replacement
 8 versus doing surgery, doing repairs on the
 9 building or additions, et cetera, and it's kind
 10 of a common rule of thumb in K-12 planning I've
 11 seen around the country and pretty consistent,
 12 but more or less it's kind of a two-thirds rule,
 13 when you hit that 65 or 66 percent of what it
 14 would, the investment it would take to wholesale
 15 replace it and doing fix-it type stuff. Now it's
 16 a little wonky here but if you're doing additions
 17 on top of that, you kind of have to put that in
 18 both the numerator and denominator to make it a
 19 really adequate apples to apples type comparison.
 20 But that's kind of, you know, the analogy I like
 21 to use is my favorite old car was my 1984 Volvo

Page 218

1 four-door that simply would not die and I just
 2 loved it and I just kept, you know, fond memories
 3 in it and put money into it, put money into it,
 4 and I just reached a point where the air
 5 conditioning and the transmission was like guess
 6 what, time for a new car.

7 But the data that we've seen from the
 8 assessments, the costs related to the condition
 9 deficiencies that are projected out for seven
 10 years for adequacy sorts of improvements in the
 11 facilities that go beyond and transcend just
 12 doing roofs and paint and taking care of systems,
 13 but really some dramatic alterations to
 14 facilities that provide 21st century flexible
 15 spaces for project learning and more interactive
 16 instruction, these sorts of things, we look at
 17 the numbers and it's just hard just on the data
 18 alone to justify wholesale replacement,
 19 especially in light of the fact that you have
 20 acute looming capacity needs in the southeast and
 21 northeast and central that can't be built, you

Page 219

1 have to build your way out of them, to spend
 2 money demolishing capacity, moving in the
 3 opposite direction from where you need to go in
 4 the near term is just hard to justify with your
 5 limited finances.

6 MS. MACK: I guess my question is more
 7 like a time value of money question. I know that
 8 you took an inventory of what our buildings look
 9 like tonight, you gave them a score, but does
 10 that have an incremental addition to it year
 11 after year because they're not --

12 MR. MILLS: Yes.

13 MS. MACK: So that is built into your
 14 recommendations, that ten years from now those
 15 schools will be older and more money will be
 16 needed to be put into them?

17 MR. MILLS: Right, and the quick answer,
 18 and Catherine can give more detail to it, but we
 19 take a snapshot today, but we have architects and
 20 engineers that professionally look at these
 21 systems, they do this for a living. They can

Page 220

1 forecast out based on the age and the amount of,
 2 you know, quality maintenance, their expected
 3 life on all the systems. So we have a forecast
 4 that goes out many years, but we use a seven-year
 5 planning horizon window for kind of the stuff
 6 that's coming down the pike. So we're not just
 7 looking in the rearview mirror but really looking
 8 forward.

9 MS. MACK: All right, thank you very
 10 much.

11 MR. MILLS: Thank you for that.

12 CHAIRMAN CAUSEY: So we are going to try
 13 again with Mr. McMillion. We are not hearing
 14 you, Rod, if you're trying to speak we are not
 15 hearing you, you can do star six maybe. We are
 16 still not hearing you, Rod. Ms. Gover, maybe if
 17 you can connect him with Mr. Corns to try and get
 18 back in, meanwhile I'm going to ask some
 19 questions, and if Mr. McMillion can chime in at
 20 any point, I will immediately turn it over to
 21 him.

Page 221

1 So Mr. Mills and also Dr. Williams or
 2 Dr. Scriven, I just wanted to understand. You
 3 said that there are some additional questions and
 4 answers that you have provided, and I wanted to
 5 just lay out instead of going through all of the
 6 questions, because I submitted quite a bit
 7 because of community input and just my
 8 familiarity with these projects over the last
 9 five-and-a-half years or so. We have on our
 10 website, bcps.org/systems/myipas, and I just see
 11 a few items there, enrollment projected capacity
 12 educational adequacy. So is that, is this the
 13 location where all of the answers and any end
 14 report will be posted?

15 MR. MILLS: It's my understanding the
 16 website is Baltimore County Public Schools and
 17 the county government's to maintain, but my
 18 understanding is all documents will be posted on
 19 that one portal for transparency.

20 CHAIRMAN CAUSEY: Okay, thank you.

21 MR. DIXIT: I just want to add that all

Page 222

1 of the questions and responses will be posted in
 2 BoardDocs also.
 3 CHAIRMAN CAUSEY: Oh, thank you,
 4 Mr. Dixit, so they will be on BoardDocs and also
 5 on the MYIPAS web page.
 6 MR. DIXIT: Yeah, it could be a link
 7 from BoardDocs to MYIPAS.
 8 CHAIRMAN CAUSEY: Okay, great. And one
 9 of the --
 10 MS. GOVER: Ms. Causey, I'm sorry.
 11 We're attempting to call Mr. McMillion instead of
 12 him trying to come in through the phone, so can
 13 you just hold tight for a second?
 14 CHAIRMAN CAUSEY: Certainly. I see the
 15 light over there blinking as if they're trying to
 16 connect, but in any case we'll keep talking and
 17 if he chimes in, we'll yield the floor.
 18 So one of the things and Mr. Kuehn
 19 referenced it and Mr. Mills, you referenced also,
 20 is the community survey 22,000 folks. My
 21 understanding is that was supposed to be on the

Page 223

1 website; is that coming?
 2 MR. MILLS: It is coming. As you can
 3 imagine, it's a lot of data. We had it in raw
 4 format and some ad hoc visualization to consume
 5 and use for planning purposes, but having the
 6 polished and the finished product, and we wanted
 7 it to be interactive so that your community can
 8 actually see it, read it, understand it and even
 9 engage with the data. That's in process and we
 10 expect it will be forthcoming over the next
 11 couple weeks.
 12 CHAIRMAN CAUSEY: Okay, great.
 13 And to other folks concerned around
 14 capacity, and Dr. Lever mentioned the uncertainty
 15 of the enrollment projections even if the best
 16 folks are working on it using modeling and so
 17 forth, one of the questions that had been raised
 18 was what is the past accuracy of enrollment
 19 projections? And we have heard as a school
 20 system the overall accuracy, but when we're
 21 talking about 24 high schools what we really want

Page 224

1 to know is how successful have the numbers been
 2 in projecting, because we're being asked as a
 3 board to make decisions based on those numbers
 4 and you all are using those numbers for your
 5 calculations. So is there analysis that has been
 6 done that can be shared, or is that analysis that
 7 can be done? And I sent in a spreadsheet that
 8 was provided by a community member that showed
 9 disparities of projections just from one year to
 10 the next year, so if we're being asked to make
 11 decisions five to seven years in the future, we
 12 really should have some level of confidence in
 13 those numbers.
 14 MR. MILLS: Great question, Board Chair
 15 Causey. We, in our scope of work we were to
 16 receive, trust and verify the provided data that
 17 came from staff with consultants outside of our
 18 team. But we did just, we always do this, when
 19 we're not in control doing our peer review, we do
 20 validate and have a conversation around
 21 methodologies, we spent, we invested a couple

Page 225

1 hours going through all the data and how these
 2 cohort survive, how these generation rates among
 3 all the households, et cetera, and the
 4 methodology is sound.
 5 Also, you know, in my discretionary time
 6 I did read some reports and other things from the
 7 past and saw the accuracy was consistent with
 8 industry standard and overall for the district to
 9 do a spot on job. Maybe in one school to
 10 another, one boundary to another, one
 11 neighborhood to another, maybe there's some, a
 12 little more vagaries, but the estimates that
 13 we've seen have been, you know, suitable for the
 14 type of planning we do. Now it's not in our
 15 scope of work to do more than that, it's
 16 something obviously we would welcome and could
 17 bring to bear if an independent sort of audit or
 18 peer review were required, or you could always
 19 find another vendor as well.
 20 CHAIRMAN CAUSEY: So what I'm hearing is
 21 that no one has gone back and said five years ago

Page 226

1 when it was projected that Towson High School,
 2 Sparrows Point, Lansdowne, Catonsville, you know,
 3 was projected to be X, now we're at that year,
 4 what is the accuracy of that projection, so no
 5 one has actually done that work?
 6 MR. MILLS: Not from my team.
 7 CHAIRMAN CAUSEY: Okay. So
 8 Dr. Williams, is that something that anyone from
 9 DRA has done, or there was the SAGE report?
 10 DR. WHEATLEY-PHILLIP: So Ms. Causey, I
 11 guess I can provide some perspective. We did
 12 engage in a contract with SAGE to provide us with
 13 projection reports, I don't have the report here
 14 with me, we certainly can review the information
 15 and provide the Board with an update based on
 16 Dr. Williams' directive. But we have engaged in
 17 a partnership with SAGE for many years and based
 18 on the projections that they have provided us it
 19 really has been consistent over time.
 20 We've taken a look at some ways within
 21 which we could make some adjustments, just

Page 227

1 because you think about the growing rate of BCPS
 2 and the ways within which our population is
 3 changing, so the team has looked at those
 4 irregularities and worked to really adjust them
 5 so that we do have an accurate report. But we
 6 can certainly circle back, you know, based on
 7 directive from Dr. Williams in terms of providing
 8 you with any additional information needed to
 9 help support that question and that inquiry.
 10 CHAIRMAN CAUSEY: Okay. So I sent an
 11 email with this spreadsheet, whatever, a week or
 12 ten days ago, whatever it was, and it has in it
 13 numbers for from our student council that are
 14 eight to ten months apart, and there are vastly
 15 different numbers for some of these very needy
 16 schools, the schools that are labeled the
 17 highest. But if we have projection differences
 18 from one year to another, swings of a hundred
 19 students, 200 students, that's very concerning
 20 for the Board to try and make decisions about how
 21 we're going to use what is becoming tighter and

Page 228

1 tighter money give the economic crisis because of
 2 the pandemic. So I mean, this, so that's a
 3 concern, and it's a concern not just of mine, but
 4 it's a concern of all of the community members
 5 that feel like they have been overcrowded,
 6 they've been overcrowded, and if someone says oh,
 7 you're not going to be overcrowded anymore, what
 8 is the rationale for them to have confidence in
 9 that?
 10 So we'll move on from that because, you
 11 know, the analysis has not been done, and so
 12 hopefully it can be done.
 13 The other issue was related to, in terms
 14 of innovative ways to deal with capacity, and
 15 Mr. McMillion had pointed out that there was a
 16 piece of land that he wanted to show Mr. Mills.
 17 Also recently Baltimore County Public Schools
 18 opened Watershed Charter School, and the way that
 19 they did that is they leased a school that was a
 20 former school of a church, so that was excess
 21 capacity by an external community member that

Page 229

1 we've been able to use. So was there any
 2 analysis of that around the county? Because what
 3 we've seen in these projections is that the
 4 capacity goes up and then it trends down. So if
 5 we're talking about a certain amount of time or
 6 even if we don't know the amount of time, if we
 7 can utilize facilities that are already available
 8 that are not being utilized, then that can help
 9 us in the short term, especially when we're
 10 talking about schools that are so severely
 11 overcrowded. So was there any looking into that?
 12 MR. MILLS: We asked general questions
 13 about the availability of other public lands or
 14 sorts of things of the planning committee, and
 15 none of those really surfaced that were viable
 16 for the 24 schools that we were looking at. Now
 17 we're looking at 150 more here over the next
 18 couple of months and certainly those sorts of, we
 19 want all the right people at the table so that we
 20 can bring out those nuggets that could save tens
 21 of millions of dollars and be a better community

Page 230

1 asset use. We hope to find as much of those that
 2 we can for the balance of the schools.
 3 And plus also, as you know, we knew the
 4 capacity right away at the high schools, and it's
 5 like group two, let's get some capacity relief
 6 going. Meanwhile we have three to four,
 7 et cetera, there's so much going on downstream
 8 where there's no time to do that kind of due
 9 diligence and find those opportunities.
 10 CHAIRMAN CAUSEY: Okay. And then like I
 11 said, I had sent in a number of questions from
 12 community members. One of them were around the
 13 designation of legacy projects and you know, what
 14 Ms. Rowe was talking about, funding partners and
 15 municipalities and the decisions they make and
 16 how they affect the school system. So the Board
 17 of Education has the CIP plan that gets approved
 18 and moved forward, and from there there was a
 19 project that was funded with \$50 million for
 20 Lansdowne and only 500,000 for Towson and only
 21 500,000 for Dulaney. So again, it's how much

Page 231

1 control does the Board have when our funding
 2 partners or our municipality partners make
 3 decisions that we don't have control over? And
 4 that's a philosophical question that you don't
 5 have to answer.
 6 But the question that does need to be
 7 answered is that \$500,000 was supposed to be
 8 spent on feasibility studies, particularly in the
 9 case of Towson High School where it has an
 10 environmentally sensitive situation with the
 11 stream running through as was pointed out by a
 12 community member, a very small campus. So my
 13 question is, were any feasibility studies done
 14 for Towson or Dulaney and were those shared with
 15 your team, Mr. Mills?
 16 MR. MILLS: I'll let Mr. Dixit address
 17 what work had been done prior to that.
 18 MR. DIXIT: So there are two parts to
 19 that question, let me try to answer them. Any
 20 work that we did out of that \$500,000 that was
 21 allocated to Towson and Dulaney was not part of

Page 232

1 the scope of work for MYIPAS. The second thing
 2 is the limited amount of preplanning work was
 3 done for those two schools, and that also is on
 4 hold. So the funding approved for Dulaney and
 5 Towson was not design funds, they were pre-design
 6 or preplanning funds and a limited amount of
 7 exploration work has been done, but nothing in
 8 the form of a formal report.
 9 CHAIRMAN CAUSEY: So preliminary work
 10 was done but nothing that would be in a report?
 11 MR. DIXIT: That's true. What the
 12 architect and engineers have done, have looked at
 13 the site, have looked at the survey of that site,
 14 and seen some of the issues that they will be
 15 revealing during the design phase if the design
 16 funds are provided, that's the kind of work that
 17 has been done.
 18 CHAIRMAN CAUSEY: Okay. All right, so I
 19 see other hands, so I will finish up, but I
 20 emailed them all in, so I will look forward to
 21 seeing them. So we have Ms. Henn and Ms. Jose.

Page 233

1 MS. GOVER: Ms. Causey, Mr. McMillion is
 2 on the phone.
 3 CHAIRMAN CAUSEY: Okay, we will have
 4 Mr. McMillion.
 5 (Inaudible, static.)
 6 Tracy, we're not hearing anyone, so I'm
 7 going to have Ms. Henn continue.
 8 MS. GOVER: I'm sorry, Ms. Causey, here
 9 he is.
 10 MR. MCMILLION: Can you hear me?
 11 CHAIRMAN CAUSEY: Yes, Mr. McMillion.
 12 MR. MCMILLION: You can hear me?
 13 CHAIRMAN CAUSEY: Yes, we can. You have
 14 the floor.
 15 MR. MCMILLION: Okay. I'm so sorry for
 16 this mess, I'm going to throw this junk away.
 17 Just two quick questions. I submitted
 18 my five questions to be answered by the mail but
 19 here's two. Very briefly, just Cannon Design
 20 people, you mentioned moratorium very briefly,
 21 and when somebody was talking about tools in the

Page 234

1 toolbox. Obviously we don't have, Baltimore
 2 County Public Schools, we don't have that
 3 capability of implementing a building moratorium,
 4 but would that be, if our county council, you
 5 know, got together, that would be a tool to deal
 6 with the overcrowding until we could play catch
 7 up and get caught up with it, wouldn't it? And I
 8 represent the southeast area, so is that a tool
 9 that's possible if it was implemented through the
 10 county council?
 11 MR. MILLS: Thanks for question, we did
 12 touch on this earlier with Board Member Rowe,
 13 Dr. Lever and I both. Indeed if there were some
 14 policy decisions that could impact the amount of
 15 growth that's out there, that potentially could
 16 curb the growth that's projected and stave off
 17 some of the capacity gain. Dr. Lever, why don't
 18 you take the rest?
 19 DR. LEVER: Yeah, and I think --
 20 MR. MCMILLION: Here's my other point.
 21 I mentioned last time about the North Point

Page 235

1 Junior High School site, the old site on the
 2 corner of Merritt Boulevard and Wise Avenue, and
 3 it's a 27, 28-acre site that's right now used as
 4 a government building, and there's rec programs
 5 in there and I think the police are there in one
 6 section. You know, can you look at that now and
 7 see the impact that it would have on those, on
 8 Dundalk High School that you're projecting to be
 9 650 over, Patapsco 250 over, and then Sparrows
 10 Point? If those boundaries, if that building was
 11 renovated or a new building built on that corner
 12 and those boundaries adjusted, it might affect
 13 overcrowding in all of those schools. And if you
 14 took three or 400 out of the high school at
 15 Sparrows Point and then Patapsco and Dundalk,
 16 then the middle school situation to a degree has
 17 been remedied.
 18 MR. DIXIT: Let me try to help you with
 19 that response, because there are a couple of
 20 pieces to that. Number one, I wanted to thank
 21 Board Member Mcmillion for coming up with some

Page 236

1 creative ideas. The second piece I wanted to
 2 share is that that's not, site acquisition is not
 3 part of the scope of work for Cannon Design. So
 4 once their study is complete, the next phase will
 5 have to do with how to implement those
 6 recommendations, and site acquisition will be the
 7 very basic part in cases where the new schools
 8 have to be built. We have to work with state,
 9 with our School Board and with county to acquire
 10 a site, so all of that process will start after
 11 the recommendations have been made and the report
 12 is completed, and at that time we will be more
 13 than glad to talk with Mr. McMillion and seek his
 14 guidance on the available land that is available
 15 there, or any other part of Baltimore County.
 16 MR. MCMILLION: But it seems to me that,
 17 you know, Baltimore County Government owns that
 18 property now. We owned that property at one time
 19 turned and we turned it over to the government
 20 when we stopped using it as a school building.
 21 So if we wait until the report's done, the

Page 237

1 report's not going to address this at all, so why
 2 at the end of the report are we going to address
 3 it? It seems to me that it needs to be addressed
 4 now if it's going to have an impact on the
 5 report. You know, the property is there, it's
 6 not like we have to pay for this property, the
 7 property is there, it's, you know, they're trying
 8 to sell it to developers as we speak. Okay.
 9 MR. DIXIT: I don't have to add anything
 10 to it because I don't know any more than that,
 11 but before we use any site, there are processes
 12 that we have to use, we have to get the state's
 13 approval, we have to get county's approval and we
 14 have to get the school board's approval, and we
 15 have to find funds to get that property and find
 16 another home for whatever that property is being
 17 used for.
 18 CHAIRMAN CAUSEY: Mr. McMillion, are you
 19 still there?
 20 MR. MCMILLION: Yes, I'm still here. I
 21 don't have anything else to say, thank you.

Page 238

1 CHAIRMAN CAUSEY: Okay, thank you. So
 2 board members, before we continue if you can give
 3 us just a moment, Mr. Mills and your team,
 4 Dr. Williams and I are looking at the schedules
 5 and the things that need to get processed for the
 6 evening, and we would request of the Board that
 7 we move Item N, report on school climate and
 8 safety, to the next board meeting, as well as
 9 move board member comments. And I will remind
 10 the Board that we have committee updates so there
 11 will be an opportunity for, you know, for that,
 12 because there was important information. So if I
 13 don't hear any objections, we will move items --
 14 excuse me, I will just make a motion. We will
 15 move Item N and Item Q to the next board meeting.
 16 I made the motion. Is there a second?
 17 MS. MACK: Mack.
 18 CHAIRMAN CAUSEY: Okay, any discussion?
 19 Hearing none, rollcall vote please.
 20 MS. GOVER: I'm sorry, could you tell me
 21 who seconded?

Page 239

1 CHAIRMAN CAUSEY: Ms. Mack.
 2 MS. GOVER: Thank you. (Background
 3 noise.)
 4 MR. OFFERMAN: Somebody needs to put
 5 their phone on mute.
 6 MS. GOVER: All right. Dr. Hager?
 7 DR. HAGER: Yes.
 8 MS. GOVER: Mr. Kuehn?
 9 MR. KUEHN: Yes.
 10 MS. GOVER: Ms. Pasteur?
 11 MS. PASTEUR: Yes.
 12 MS. GOVER: Mr. Offerman?
 13 MR. OFFERMAN: Yes.
 14 MS. GOVER: Mr. Muhumuza?
 15 MR. MUHUMUZA: Yes.
 16 MS. GOVER: Ms. Henn?
 17 VICE CHAIR HENN: Yes.
 18 MS. GOVER: Ms. Causey?
 19 CHAIRMAN CAUSEY: Yes.
 20 MS. GOVER: Ms. Jose?
 21 MS. JOSE: Yes.

Page 240

1 MS. GOVER: Mr. McMillion? I believe he
 2 dropped off. Ms. Mack?
 3 MS. MACK: Yes.
 4 MS. GOVER: Ms. Scott? Ms. Scott?
 5 MS. SCOTT: Yes.
 6 Ms. GOVER: Ms. Rowe?
 7 MS. ROWE: Yes.
 8 MS. GOVER: Thank you.
 9 CHAIRMAN CAUSEY: Thank you, the motion
 10 carries. And Dr. Williams, thank you to you and
 11 your team and to those staff who had prepared for
 12 us and that have been on the meeting. We thank
 13 them, and the Board meets to consider when we add
 14 new things and take time for things that are not
 15 discussed in advance to extend the agenda. Okay.
 16 So we had additional people who had not
 17 yet spoken, and it's Ms. Henn, Ms. Jose, and then
 18 Mr. Muhumuza.
 19 VICE CHAIR HENN: Thank you, Madam
 20 Chair. Good evening, Mr. Mills, Mr. Dixit. I
 21 had requested some additional information that I

Page 241

1 don't believe has been published to the website,
 2 and Mr. Mills, you had mentioned that there was a
 3 detailed facility condition assessment report
 4 that the Board would be receiving. I believe
 5 what was published was a summary report, and I
 6 wanted to ask you about the detailed report and
 7 if that's something you could speak to and that
 8 could be made available to the Board.
 9 MR. MILLS: Thank you, Board Member Jose
 10 for the question.
 11 VICE CHAIR HENN: It's Henn.
 12 MR. MILLS: We provided detailed reports
 13 and Cat can speak to specifics on them. It's
 14 kind of an overall summary type report but then
 15 there's the detailed multipage report per campus,
 16 it would probably fill the back seat of your car
 17 if you printed them all out, and I believe all
 18 that's been provided. Cat, can you speak to
 19 that? I must have lost Catherine Tinkler. Cat,
 20 are you on?
 21 MR. DIXIT: Paul, I just wanted to add

Page 242

1 that all of the reports and details that were
 2 provided to us, they have been posted on the
 3 website.
 4 VICE CHAIR HENN: So Mr. Dixit, the
 5 detailed reports will be posted to the website?
 6 MR. DIXIT: To the best of my knowledge
 7 the whole report has already been posted on the
 8 website.
 9 VICE CHAIR HENN: It is not, there is a
 10 one-page summary per high school, and what I was
 11 looking for was the full report per high school
 12 that was discussed in the focus group on facility
 13 condition that Mr. Mills just mentioned.
 14 MR. MILLS: I think Cat is trying to
 15 talk. We'll confirm with staff and make sure
 16 that the proper documentation is in place for
 17 you. Apologies if it didn't fulfill what I had
 18 promised.
 19 VICE CHAIR HENN: Okay. And I'm
 20 particularly interested in any narrative to go
 21 along with the data tables. The data is very

Page 243

1 helpful, you did a great job presenting it, it's
 2 very clear, but I'm really interested in the
 3 qualitative analysis as well, and any narrative
 4 to accompany the data.
 5 MR. MILLS: And there's a lot of
 6 photographs too.
 7 VICE CHAIR HENN: Yes, that's fantastic.
 8 And I know Towson High has been
 9 mentioned several times and one of the questions
 10 that I asked in the focus groups was specifically
 11 around the conditions at Towson and I don't think
 12 the data tables tell that story, so what I'm
 13 looking to see there is the assessment,
 14 particularly at Towson, and then the district
 15 that I represent, so I'm curious and interested
 16 to see what your assessment says as to that. And
 17 I'm also interested in the analyses on the other
 18 two pillars as well, so while we received some
 19 data on that and I love data and you know, can
 20 spend all night talking about that, I'm
 21 interested in the analysis as well. So again, if

Page 244

1 those detailed reports could be provided to the
 2 Board, that would be great, and as well,
 3 published to the web side, because I believe in
 4 making that information public for our
 5 stakeholders.
 6 So that's all I have. So Mr. Dixit,
 7 you'll facilitate making those reports available?
 8 MR. DIXIT: Yes, we definitely will. It
 9 was my impression that that was already posted on
 10 the website, so obviously we didn't get it from
 11 Cathy, and we will follow up on that.
 12 VICE CHAIR HENN: Thank you. And my
 13 last request had to do with the presentations.
 14 Again, they were very helpful, at least the one
 15 that I saw in the focus group on facility
 16 conditions, and I imagine similarly excellent
 17 presentations were given to the other two focus
 18 groups. If those could be made available, I
 19 asked about that in my focus group, but that
 20 would be terrific, and although we wouldn't have
 21 the benefit of Mr. Mills delivering them live to

Page 245

1 everyone, the presentation decks would be helpful
 2 if those could be shared, because they lend a lot
 3 of background and explanatory detail, I think to
 4 the data, and help users who did not (inaudible,
 5 static) understand the data itself, and I think
 6 they accompany it and do a nice job explaining
 7 the data. Thank you, that's all I had. Thank
 8 you very much.
 9 CHAIRMAN CAUSEY: Ms. Jose?
 10 MS. JOSE: Thank you, Mr. Dixit and
 11 Mr. Mills, I got to hear some portion of the
 12 discussions. As somebody that sits on the other
 13 side, first of all accept my apologies, I saw a
 14 lot of questions coming at you and how you picked
 15 up the data and you answered them well, I
 16 understand where your data comes from. The
 17 nongranular data comes from the Census Bureau so
 18 the people say they don't realize that, that's
 19 why it's important to fill out your census forms.
 20 The more local granular data comes from the local
 21 planning and facilities department, it comes from

Page 246

1 i.e., the Baltimore County Planning and Zoning.
 2 So when people are conflating two different data
 3 and where the projections are coming from, that
 4 is disturbing to me because what it's saying is
 5 that it's questioning the credibility of a firm
 6 that is well known, and I honestly, you know,
 7 they're conflating two different kinds of data.
 8 So in 2008 for instance, we had an
 9 economic downturn and yes, all the projections we
 10 did, they slowed down because that was part of
 11 the economic downturn. And likewise with
 12 COVID-19, there is going to be some kind of
 13 repercussions we're going to see down the road,
 14 and I guess inflating student enrollment with
 15 housing and everything is confusing, and we do
 16 not have the power to put a housing moratorium,
 17 that has to come from the county council. And
 18 Harford County does have a building moratorium on
 19 building because of their school capacities. So
 20 there's a lot of other moving parts that need to
 21 be addressed, and what you're addressing is

Page 247

1 really the schools that need to be built and
 2 you're doing a good job, I looked at your report.
 3 So again, thank you, Mr. Dixit, for facilitating
 4 this, and thank you, Mr. Mills.
 5 MR. MILLS: Thank you.
 6 CHAIRMAN CAUSEY: So that is all of the
 7 board members that wanted to speak, so thank you
 8 very much and the work will continue.
 9 The next item on the agenda is Item O,
 10 school opening discussion.
 11 MR. MUHUMUZA: Ms. Causey, I had a quick
 12 question.
 13 CHAIRMAN CAUSEY: Oh, excuse me. Yes,
 14 Mr. Muhumuza?
 15 MR. MUHUMUZA: Yeah, it was about the
 16 agenda itself. I was wondering under what
 17 section was Mr. McMillion's resolution put under?
 18 CHAIRMAN CAUSEY: His is under O-2, so
 19 it's next.
 20 MR. MUHUMUZA: Okay, thank you.
 21 CHAIRMAN CAUSEY: So Item O, school

Page 248

1 opening discussion.
 2 DR. WILLIAMS: So this is Darryl
 3 Williams. The Board asked us to provide an
 4 update and to have a discussion around the
 5 reopening, and thank you, Mr. Muhumuza, for that
 6 reminder about the additional item under this
 7 Item O. And so I provided a lot of the context
 8 in my report earlier today, and so the team is
 9 here to provide just a quick update regarding the
 10 reopening of our schools, so I'll turn it over to
 11 the team.
 12 DR. MCCOMAS: So good evening,
 13 Dr. Williams and Chair Causey and members of the
 14 Board. I will get started this evening. We're
 15 here to provide an update on the reopening of
 16 schools, as Dr. Williams indicated for all of us,
 17 and I'm joined this evening by Mr. Burke,
 18 Dr. Jones, Dr. Roberts and Ms. Byers. We hope
 19 the Board and the public will find tonight's
 20 report on the reopening of schools valuable. I
 21 will be followed by Mr. Burke.

Page 249

1 MR. BURKE: Next slide please. Just
 2 some comments about the design team and the work
 3 groups that we're involved with in order to get
 4 stakeholder input. So currently right now the
 5 BCPS design team and the work groups, their roles
 6 are to make recommendations to the superintendent
 7 and cabinet, and the people involved are BCPS
 8 staff, TABCO, CASE, ESPBC, OPE, AFSCME, the
 9 Secondary Schools Administrators Association and
 10 the Association of Elementary School
 11 Administrators.
 12 The BCPS Stakeholder Recovery Group,
 13 which is required by MSDE, I meet with them every
 14 Friday and Monday, it's a large group, so I offer
 15 two times to meet with them. In those meetings
 16 we provide updates from the design team, that's
 17 how we start that meeting, and then I ask for
 18 specific feedback on backup date, and then we
 19 answer general questions. And who's involved in
 20 that meeting, again, it's BCPS staff, teachers,
 21 principals, the area advisory leads, PTA and the

Page 250

1 NAACP, and most recently SECAC has joined as a
 2 stakeholder group within that group.
 3 And then we also have the BCPS COVID-19
 4 task force. Their role is, again, input,
 5 feedback and guidance to the design team, and
 6 this is where our medical experts really
 7 participate. And so who is, again, BCPS staff,
 8 TABCO, CASE, ESPBC, OPE, AFSCME, and the Health
 9 Department doctors sit in that meeting as well.
 10 Next slide please.
 11 We often get questions about what
 12 metrics guide reopening. These are the metrics
 13 that we get from the Baltimore County Department
 14 of Health and we review these each week in design
 15 team and in the COVID-19 task force.
 16 So the graphics to the left is a
 17 decision tree model that looks at new, the new
 18 case rates, the percentage of positivity rate and
 19 the number of new cases per 100,000. And then
 20 based on those two numbers we get recommendations
 21 as to how you should be operating, and they go

Page 251

1 from expanded in person programs to limited in
 2 person programs, and hybrid falls in between
 3 that. So those are the current metrics we use as
 4 we look at what's possible in terms of student
 5 groups that we can bring back, and we've been
 6 hovering in the limited in person programs for
 7 quite a few weeks. Next slide please.
 8 Just some information about the
 9 reopening feedback and supports. We did launch
 10 the reopening email; as of the 11th there were
 11 615 emails. I went on right before this meeting,
 12 there were another 60 emails so we're probably
 13 hovering close to 700 emails. And we did offer
 14 this in other languages but currently we just had
 15 15 responses in other languages. The feedback
 16 has been very mixed. I also sometimes received
 17 the emails you've received as a board and from
 18 Dr. Williams, and I review those, and I would say
 19 it stays pretty consistent to what you've heard
 20 in public comment tonight. We got many requests
 21 to reopen, we got many requests to stay closed,

Page 252

1 more students should be included, fewer students
 2 should be included.
 3 And we had a lot of input from parents
 4 with some emails from the separate public day
 5 schools because those were the first ones
 6 announced as impacted, and so we heard from those
 7 parents as well. The information that we
 8 received, though, was split pretty evenly with
 9 parents that wanted to make sure we had the right
 10 precautions in place, but also parents that
 11 recognized they were considering staying virtual.
 12 And a little bit about the separate day
 13 school reentry support. We have implemented
 14 school opening meetings; these are meetings that
 15 we hold where we open a brand new school. The
 16 principal lists concerns or questions they have
 17 around the reopening and then staff with
 18 expertise from every area within Baltimore County
 19 sit in those meetings and provide feedback to
 20 those principal requests and questions. In this
 21 iteration all four principals are in attendance

Page 253

1 and again, staff from critical parts of the
 2 organization attend to provide direction and
 3 supports. And the meetings are held with the
 4 faculties of each school by BCPS, TABCO and
 5 ESPBC. We held those meetings last week in order
 6 to answer some teacher and principal questions in
 7 person, and to try to provide that in person
 8 support, and again, those meetings were held last
 9 Wednesday, they started at around 11 in the
 10 morning and went until four in the afternoon.
 11 Each meeting lasted about an hour for the BCPS
 12 staff, and then TABCO took over for an additional
 13 hour. Next slide please.
 14 I think this is my final slide, and just
 15 a little bit about the design team. Because we
 16 had many requests for more procedural documents
 17 to be published and to be made available so that
 18 parents and teachers could make more informed
 19 decisions, the design team at this stage has
 20 broken off into work groups to create those
 21 protocols and documents.

Page 254

1 And so the first one is around
 2 instructional delivery, and we really are just
 3 considering how can we best model and demonstrate
 4 how to instruct students in school and those at
 5 home virtually. The pedagogy for teaching face
 6 to face and for teaching virtually are slightly
 7 different, so we need to consider this as we try
 8 to best meet the needs for every child no matter
 9 what model their family picks.

10 And then we had another group working on
 11 facilities and organization. That's about space
 12 planning and about remediation and safety that's
 13 in place, and mitigation, and so they are working
 14 on those designs and protocols.

15 And then we've heard quite a bit of
 16 feedback that we need to provide better and more
 17 communication, so there's a design team work
 18 group specifically working on that support, and I
 19 know Dr. Williams mentioned earlier specifically
 20 an update from the co, a co-created update from
 21 the design team and the COVID-19 task force in

Page 255

1 order to provide the most up to date information
 2 to our stakeholders. Next slide please.

3 I believe I'm going to turn this over.

4 DR. MCCOMAS: Yes, I'll take it from
 5 here, thank you. So good evening again. As we
 6 discussed at the last board meeting, our team was
 7 actively working to understand the possibilities
 8 to open up for our students who may need to take
 9 the SAT this year, and we're pleased to say as
 10 Ms. Causey shared earlier that we have worked
 11 through all of that, those details, and our
 12 facilities, a number of our facilities will be
 13 serving as national administration sites in
 14 partnership with the College Board. It's
 15 important to clarify, registration is on the, is
 16 through the College Board website, not the BCPS
 17 website, so this is a College Board
 18 administration and all registration is managed
 19 through the College Board. So we're happy to
 20 share that news with you as I know its a
 21 priority. If I could have the next slide please.

Page 256

1 Thank you. I'd also like to highlight
 2 two initiatives regarding strengthening our
 3 programming and supports for our students
 4 receiving special education services. First, the
 5 Department of Special Education has developed a
 6 30-day plan to provide guidance for special
 7 education teachers, related service providers,
 8 behavior support staff and paraeducators in
 9 preparing for the supports and services
 10 provisions for our students with disabilities in
 11 this virtual setting. The 30-day plan provides
 12 recommendations for planning, preparation and
 13 supports to assist with the return of students
 14 and families to schools. Many of the activity
 15 strategies can be implemented throughout the
 16 school year. Information contained in the plan
 17 can be customized to meet the needs of our
 18 students, and provides information for the
 19 following professional groups, inclusion
 20 teachers, special education teachers supporting
 21 students in the general education setting, self

Page 257

1 contained special education teachers, related
 2 service providers and our behavior support
 3 professionals, special education teachers,
 4 behavior support staff, paraeducators, and our
 5 birth to five service providers.

6 Furthermore, to support this
 7 implementation of the support plan, we created
 8 job-alike communities that practice, that meet
 9 weekly to provide Just in Time professional
 10 learning and to provide In the Moment support via
 11 weekly Q&A sessions. This is a continuation
 12 extension of the supports we've provided the
 13 staff since last spring and feedback has been
 14 generally positive so far from professionals.

15 In addition to the Department of Special
 16 Education, we've reorganized our supports to
 17 schools now. Schools in each zone have a
 18 designated contact and staff to support the
 19 school with the implementation of special
 20 education programming in the domains noted on the
 21 slide, academics related services, behavioral and

Page 258

1 social emotional support. The behavioral and
 2 social emotion supports will be provided in
 3 conjunction with staff from the Department of
 4 Social Emotional Support. We are thrilled to be
 5 poised to provide much needed and targeted
 6 supports, needed support to our schools in order
 7 to enhance the quality of programming for
 8 students with disabilities. If I could have the
 9 next slide please.

10 As you're aware, BCPS is currently
 11 implementing our approved two-semester plan that
 12 includes fall virtual coaching and engagement,
 13 with a resumption of in person competitive
 14 athletics during the second semester of the
 15 school year. Since the governor's announcement,
 16 approximately 22 out of 24 school systems have
 17 proposed a resumption of athletics earlier than
 18 February, and so we wanted to share that we are
 19 one of the school systems that is supportive of
 20 that proposal. I want to just clarify that that
 21 is currently still in a proposal state that is

Page 259

1 being reviewed at the state level. So should
 2 that proposal be approved, then we would adjust
 3 our timeline for the competitive season to be in
 4 alignment with that and the majority of the
 5 school systems, and you can see the adjustment
 6 would move the beginning of those competitive
 7 seasons up to December should it be approved, but
 8 it is not at this time approved, it is still a
 9 proposal.

10 And that really concludes our update on
 11 athletics, at this time I will hand it over to I
 12 believe Dr. Jones.

13 DR. JONES: Thank you,
 14 Dr. Boswell-McComas. This evening my community
 15 superintendent colleagues, Ms. Byers and
 16 Dr. Roberts and I will share information
 17 concerning school-based supports and work with
 18 staff in the community within our schools.

19 We will begin with student enrollment.
 20 On line and outdoor student enrollment and
 21 registration opportunities have been made

Page 260

1 available for BCPS families during the opening of
 2 schools. Virtually parents and guardians have
 3 been able to access our BCPS website, which
 4 includes a home page slide with information and
 5 access to our student registration and moving
 6 tips page. Student enrollment and registration
 7 information is also included on line on the BCPS
 8 reopening page and Parent University web page.
 9 Registration information is available in 11
 10 languages on our website and access to each
 11 language can be found on the home page as well.
 12 Outdoor registration was a new option provided
 13 for BCPS families during the opening of schools
 14 and due to COVID-19, the COVID-19 pandemic.
 15 Outdoor registration provided parents and
 16 caregivers with onsite school-based registration
 17 and enrollment support. If community members
 18 would like to learn more about student
 19 registration or need to enroll a student, please
 20 contact the school your child will be attending
 21 using our school directory or visit the about us

Page 261

1 section of our BCPS website.

2 Next we will look at student
 3 instructional materials. In preparation for the
 4 distribution of materials to students, the
 5 Division of Curriculum and Instruction provided
 6 printables with lists of materials that were
 7 required to be distributed to students. Those
 8 lists provided both elementary and secondary
 9 materials by subject and/or grade level.

10 Additionally, principals established between one
 11 and three dates for student instruction material
 12 distribution. As leaders of their buildings,
 13 they were able to determine what was the best
 14 time and/or timeframe for their communities
 15 regarding when materials were distributed in
 16 accordance with CDC guidelines. A list of the
 17 dates and times of materials distribution was
 18 shared and communicated with families and the
 19 dates were also shared with our Division of
 20 School Support and Achievement. Principals also
 21 have the flexibility to add distribution dates or

Page 262

1 schedule individual material pickup dates to
 2 align with the implementation of curriculum and
 3 the needs of students and families. Our Division
 4 of School Support and Achievement continues to
 5 collaborate with principals around the
 6 distribution of instructional materials in its
 7 effort to provide ongoing teaching and learning
 8 support for students, staff and families within
 9 their school communities. I will now turn it
 10 over to Ms. Byers. Can we go back one slide
 11 please? Ms. Byers?
 12 MR. BURKE: Ms. Byers, if you're
 13 speaking, you're muted.
 14 DR. ROBERTS: She may be having some
 15 technical difficulty. I can go ahead and pick
 16 this up, because I have the last section as well
 17 for support for seniors.
 18 So good evening, Board. This section
 19 covers staff access, so from the first day of
 20 school, schools have been open for staff on an
 21 as-needed basis. Our administrative teams have

Page 263

1 provided coverage in our buildings in the event
 2 that a teacher, instructional staff member or
 3 office staff needed access to the building.
 4 Additionally, teachers have had the option to
 5 work from their classrooms. When staff teachers
 6 from, or need access to the building, they work
 7 with our school leaders to insure that all
 8 mitigation and social distancing practices are
 9 implemented when teaching from the classroom.
 10 Social-emotional supports. Our schools
 11 continue to insure that our students and families
 12 have multiple levels of support to navigate
 13 virtual learning during an international
 14 pandemic. These supports are delivered in whole
 15 group, small group and on an individual basis.
 16 And continuing with the theme of
 17 support, for support for our seniors this year
 18 involved several components. As have already
 19 been shared by Dr. Boswell-McComas, staff are
 20 working on scheduling SAT test sites at confirmed
 21 SAT test sites for the December administration to

Page 264

1 allow seniors the opportunity to take the exam as
 2 part of their college application process.
 3 In addition, our athletics program
 4 recommends the collaborative proposal for
 5 competitive seasons to begin in December to allow
 6 seniors an opportunity to conclude their high
 7 school careers by participating in their chosen
 8 sport.
 9 Virtual college fairs are being
 10 scheduled with many of our high schools
 11 participating and sharing registration
 12 information with all seniors through Schoology,
 13 School Messenger and other school-to-home
 14 communication strategies. A particular highlight
 15 of our virtual college season is the virtual HBCU
 16 college fair in November. This annual college
 17 fair is one of the largest HBCU college fairs in
 18 the area which offers students on the spot
 19 admissions and scholarship opportunities for many
 20 of our BCPS seniors.
 21 Related to the college admissions

Page 265

1 process, each high school continues to utilize
 2 their counselors and specifically their college
 3 counselors, to provide seniors with updated
 4 college materials, application information,
 5 deadlines, requirements, letters of
 6 recommendation and other items to insure seniors
 7 are as prepared as possible in this COVID era.
 8 Next slide please.
 9 So at this time this does conclude our
 10 update on reopening. I hope tonight's
 11 presentation has provided board members with some
 12 answers to some of our frequently asked
 13 questions, and at this time we will be more than
 14 happy to take any questions you may have. Thank
 15 you.
 16 CHAIRMAN CAUSEY: Thank you, we really
 17 appreciate that update. Ms. Mack?
 18 MS. MACK: Yes. Thank you very much for
 19 the update. One of the themes that I keep
 20 hearing both when people knock on my door to
 21 holler at me about their frustrations and when

Page 266

1 I'm walking, is that people need a greater level
 2 of specificity in order to make decisions when
 3 decision time comes. For example, in the reentry
 4 plan it says if schools are not able to provide
 5 consistent social distancing, personnel dividers
 6 or countertop shields will be purchased by the
 7 school from an approved vendor. In theory that
 8 sounds like a reasonable accommodation, but so
 9 many of our schools are overcrowded, and in our
 10 elementary schools many of our students don't
 11 even have individual desks, they sit at tables.
 12 So that's the type of specificity I'm being asked
 13 to ask you for, like how are we going to manage
 14 people walking in the hallways, do we have an
 15 inventory of every one of our buildings on
 16 whether or not the HVAC filtration system meets
 17 the current guidelines? I just think we need to
 18 take it down a level so when the time comes and
 19 we're asking parents to commit to sending their
 20 kids back to school and then we're asking staff
 21 to come back to school, they have the information

Page 267

1 that they need to know that they're going to be
 2 safe. And I've looked through the plan's
 3 information that would give me that sense as a
 4 parent, and I'm wondering when we're going to get
 5 down to that level of specificity.

6 MR. BURKE: Ms. Mack, thank you so much
 7 for that question. We hear the same kind of
 8 feedback that you're hearing and I can tell you
 9 that me and Dr. McComas and the three community
 10 superintendents met today twice in order to start
 11 creating those protocols and documents that give
 12 that level of specificity. I wish I could give
 13 you an exact date that they will be ready, but
 14 please know that we are working diligently on
 15 them and we are expediting as quickly as we can
 16 to finalize those documents so that we can get
 17 them before you and the community, because we
 18 hear the same asks.

19 MS. MACK: Okay. And then just a very
 20 simple question. When will the Board be provided
 21 with the survey results from the four separate

Page 268

1 day schools?
 2 MR. BURKE: I do not know the answer to
 3 that, if there's someone else that's on the line
 4 that does?
 5 DR. WHEATLEY-PHILLIP: So good evening,
 6 this is Dr. Wheatley-Phillip. Our team is in the
 7 process of collecting the data and analyzing the
 8 data and putting it together, and we will share
 9 the information with Dr. Williams and he will
 10 make the determination.
 11 MS. MACK: Okay. And then I have one
 12 final question. I have, not even a friend, a
 13 person that I see when I go to Sam's Club who
 14 happens to be a police officer. And he stopped
 15 me last week and said hey, I hear you guys are
 16 going back to school, and I said yeah, our four
 17 day schools. And he said no, all of your
 18 schools, our SROs have been told that school will
 19 start in November. Obviously I didn't know how
 20 to answer that, but he was very -- I mean, he
 21 was -- and I said how would you know that, and he

Page 269

1 said because I work in headquarters.
 2 So I guess I'm asking, has any
 3 communication gone out to the police department
 4 to tell their SROs to be ready to go back to
 5 school in November?
 6 MR. BURKE: Ms. Mack, I'm unaware of any
 7 information like that that's been shared. I
 8 believe that that might be a rumor that's just
 9 gotten out of hand.
 10 MS. MACK: Okay, and I mean, I even said
 11 that to him and he said no, I know it. And I
 12 said okay, well, I don't know it, so I just
 13 thought I'd ask here. Thank you very much.
 14 CHAIRMAN CAUSEY: Okay. Next up we have
 15 Dr. Hager, then Mr. Kuehn and then Ms. Henn.
 16 DR. HAGER: Thank you for giving a
 17 presentation after midnight, I can't imagine how
 18 hard that would be, you did a great job. Could
 19 you go back to the flow chart with the metrics
 20 guiding reopening and the positivity rate, and if
 21 these slides are not available in BoardDocs, it

Page 270

1 would be great to have them.
 2 So this, we heard a lot in the public
 3 comment that it's really important to use science
 4 to guide the conversation and I completely agree
 5 with that, and yet it was said that, you know,
 6 we've been hovering around this limited in person
 7 programming metric for weeks now, but it seems
 8 like the kind of, the holdup is kind of what
 9 Ms. Mack was saying, is around the facilities and
 10 the communications and the logistics. So I hear
 11 that you're working quickly to kind of identify
 12 these things, but is there a timeline? Because
 13 you know, if we are there based on your
 14 scientific metrics that are predetermined and
 15 that's what we're using to guide our reopening,
 16 then all those other things really need to fall
 17 into place quickly in order to be able to use
 18 this metric to actually inform our reopening.
 19 MR. BURKE: So thank you, Dr. Hager, for
 20 that. So certainly it was used to guide the
 21 initial student group that was identified which

Page 271

1 was the four public separate day schools. In our
 2 stakeholder meetings we have been sharing some
 3 information about additional groups that would be
 4 brought back and I don't think any of that has
 5 been a secret, that it's been focused on special
 6 education students because of their need.
 7 And an exact timeline, I can't provide
 8 you with. Some of that is because it requires
 9 negotiations with the bargaining units and the
 10 MOUs that were created. Some of it is related to
 11 the initial closing and the announced date of the
 12 end of the first term, because that influenced
 13 the creation of the MOUs, and so those details
 14 are all being worked out with the bargaining
 15 units. I'm hopeful that we will be able to share
 16 more explicit data with you the next time we meet
 17 with you, but right now I don't have an exact
 18 timeline to share.
 19 DR. HAGER: Thank you.
 20 MR. BURKE: You're welcome.
 21 DR. WILLIAMS: If I may just add to the

Page 272

1 question, Dr. Hager, and also Ms. Mack, we still
 2 work and will continue to work with the Baltimore
 3 County Health Department. When we are presenting
 4 plans they're asking questions, mitigation
 5 strategies, messaging, signage -- it is after
 6 midnight so I just lost the words -- signage and
 7 all, just to insure that we are prepared when we
 8 do this gradual return of staff and students.
 9 And so what Mr. Burke was describing is that we
 10 use the metrics but we also have to look at the
 11 actual facilities, and in the presentation you
 12 heard him describe that they're using a process
 13 that the system has used relating to opening up a
 14 new school to look at as we move to bringing back
 15 staff and students. So not only do we work with
 16 the unions, when we go back we first work with
 17 the health department to look at what are those
 18 strategies, feedback, questions that they may
 19 raise for us to prepare for bringing back staff
 20 and students. So that collaboration is ongoing
 21 to develop some kind of plan as we're looking at

Page 273

1 small groups of students and staff returning,
 2 so -- and to the point, it is a quick turnaround,
 3 we as Mr. Burke said, it's no secret, we wanted
 4 to look at our students who are receiving special
 5 ed services.
 6 CHAIRMAN CAUSEY: Thank you,
 7 Dr. Williams, and Mr. Kuehn, you're up.
 8 MR. KUEHN: Thank you, Ms. Causey.
 9 Thank you for this presentation, it's very
 10 appreciated. Dr. Jones, could we look at the
 11 slide that you were discussing, I believe it was
 12 the second to last?
 13 DR. JONES: Sure.
 14 MR. KUEHN: There you go. All right.
 15 So you talked about the process for handing
 16 resources out and student instructional
 17 materials, and you said that there were multiple
 18 days that each school was making it available. I
 19 guess part of my question, I'll just get right to
 20 it, books are not being handed out at schools
 21 that I'm very closely acquainted with. So my

Page 274

1 question is, what was the guidance given to the
 2 principals and the teachers based on what
 3 physical books, not e-books, I don't want to hear
 4 about e-books, they're available, I understand
 5 that, but I would like to know, what guidance was
 6 given regarding paper books to be handed out in
 7 secondary schools?
 8 DR. JONES: So the guidance that was
 9 given out to elementary and secondary schools,
 10 but your question is around secondary, was
 11 provided by curriculum and instruction, a list
 12 was provided regarding the materials that should
 13 be handed out. What school leaders did have the
 14 flexibility to do in service of their communities
 15 and based on the, based on the teachers of
 16 record, they had the opportunity to make school
 17 specific decisions around the e-books versus the
 18 novels versus the textbooks. However, schools
 19 have been instructed and should be working with
 20 communities to provide whatever format or
 21 platform the student needs and/or wants to best

Page 275

1 receive the instruction based on the materials.
 2 So I guess my response to you is that
 3 there was flexibility provided around the e-book
 4 versus the novel versus the textbook. However,
 5 we've had several parents and families ask for
 6 one over the other and that's when schools have
 7 been directed to respond to those families'
 8 needs.
 9 MR. KUEHN: All right, thank you, I
 10 appreciate that. I understand flexibility, I
 11 support flexibility, but I believe that resources
 12 and specifically paper textbooks and novels need
 13 to be distributed to students so that they can
 14 read them.
 15 DR. JONES: Yes, and I agree with you
 16 too. And so I guess what I would say, Mr. Kuehn,
 17 and I know we've reached out to the community
 18 superintendents and I have reached out to all of
 19 our schools in our areas to make sure that if
 20 that is something that has not been done in a
 21 specific school, we can kind of find out from you

Page 276

1 where we need to address those issues, but then
 2 also we did go back to make sure and/or confirm
 3 that your concerns around novels and textbooks
 4 have been addressed to meet the needs of our
 5 students and our communities.
 6 MR. KUEHN: Thank you, I appreciate
 7 that. My next questions are regarding athletics
 8 if we can go back to that slide, I think
 9 Ms. McComas, you spoke to that.
 10 DR. MCCOMAS: Yes.
 11 MR. KUEHN: So time is flying by, the
 12 fall season is getting shorter and shorter, if
 13 there is even going to be a fall season, and
 14 based on what the governor said and the
 15 superintendent of the, the state superintendent,
 16 they discussed October 7th as the first day that
 17 high schools in Maryland could have practice.
 18 And so that was about a week ago and there's no
 19 practice underway, so we know that we didn't hit
 20 that date. And my question is, you mentioned
 21 that there was a plan that was being, that was

Page 277

1 sent up for review, and I guess my question is,
 2 what does the plan say, like when would we
 3 possibly start at least practice for athletes?
 4 And if there is no practice or anything that's
 5 going to happen in the fall just, you know, state
 6 that at this point so we can just move on.
 7 DR. MCCOMAS: Well, thank you,
 8 Mr. Kuehn, for the opportunity to provide
 9 clarity. So first and foremost, the proposal was
 10 moved forward and supported by 22 out of the 24
 11 school systems. Now the proposal proposes
 12 beginning that competitive season for the winter
 13 sports season for students in December, so the
 14 first practice under the proposal would begin
 15 December 7th and the first play date would begin
 16 January 4th and the last play date would be
 17 February 13th, and then again, the fall
 18 competitive season would run February through
 19 April, and then the spring would run April
 20 through June, so that is a proposed adjustment to
 21 the original two semester plan, so that's part of

Page 278

1 my answer for you.
 2 Now I know your other part is during the
 3 fall semester where we are currently doing
 4 virtual coaching, you're looking for an
 5 opportunity for students to do in person
 6 conditioning, if you will. That is something
 7 that the return to play committee is continuing
 8 to examine, it's in a back and forth process
 9 getting feedback from the health department
 10 around how are we able to do that and make sure
 11 that we have all the details, processes and
 12 protocols in place so that if we were able to
 13 provide in person conditioning as part of the
 14 fall semester, having all those details, just as
 15 Ms. Mack asked earlier around people really want
 16 the details, and that we need to work in
 17 collaboration with the health department to
 18 insure that all those processes, protocols would
 19 be in place, and that families have opportunities
 20 to complete any physicals that they need to get
 21 completed in order to do any type of in person

Page 279

1 conditioning. So I understand, Mr. Kuehn, that
 2 you're, you know, advocating for us to get to the
 3 in person conditioning as soon as possible.
 4 MR. KUEHN: So the return to sports
 5 committee, is that --
 6 DR. MCCOMAS: The return to play
 7 committee, yes.
 8 MR. KUEHN: Return to play committee.
 9 So the return to play committee is still
 10 pondering how to start practice in the fall, and
 11 so we had this conversation at the last meeting
 12 and I was concerned and I discussed, you know,
 13 the need to possibly pass a motion at that moment
 14 in time to set a timeframe to decision making.
 15 So there's, you know, this happens in sports, you
 16 run out the clock. So I guess my question is, if
 17 this committee is just going to run the clock out
 18 to the fall season and the ability to do any
 19 training in the fall while we have semi-decent
 20 weather to be outside, where we have a reduced
 21 chance of sharing this virus that's shut things

Page 280

1 down for us. So I guess my question is, and I'll
 2 ask it again, what is the deadline for the return
 3 to play committee to make a decision on fall
 4 training, in person fall training, because we're
 5 rapidly losing time.
 6 DR. WILLIAMS: Mr. Kuehn, let me just --
 7 Darryl Williams, let me just jump in. So the
 8 return to play committee is looking at some
 9 possibilities, but what we do know, this is what
 10 we do know, obviously Baltimore County and other
 11 districts, other school systems were not prepared
 12 to meet that October 7th time frame. What we do
 13 know is that we submitted our original plan that
 14 was approved for the two semester plan to MPSSAA,
 15 that's the Maryland Public Schools sports
 16 association, and I probably forgot another
 17 letter. Based on feedback from our athletic
 18 directors, based on the feedback from the
 19 majority of the Maryland school systems, there
 20 was an alternative which actually several board
 21 members including yourself raised about, the

Page 281

1 original plan was to start winter in January, and
 2 as you pointed out, there was some overlapping of
 3 the seasons. So based on feedback from the
 4 majority of the Maryland school systems,
 5 specifically our athletic supervisor and talking
 6 with athletic directors, there was a second
 7 proposal made about looking at the window to
 8 begin earlier, instead of January, to begin in
 9 December, and to continue what we have in place
 10 now with the fall virtual coaching and engagement
 11 programs. So what you see on the screen is what
 12 we are currently doing on the left, and what the
 13 right is the proposed, proposal made to
 14 Dr. Salmon and the MPSSAA.
 15 In addition, based on feedback, based on
 16 collaboration with other school systems, there's
 17 the desire to explore what might we do before the
 18 December timeframe if approved. We're still
 19 waiting to hear if that is going to be approved.
 20 And so that's what, just like everything else as
 21 we're trying to bring back small groups of

Page 282

1 students for instruction, the committee along
 2 with the health department is looking at those
 3 mitigation strategies, talking about cohorting,
 4 kids coming together and staying together and all
 5 the safety precautionary measures, to see if we
 6 can start some kind of conditioning in person
 7 once we hear from MPSSAA about the approval of
 8 this proposal starting in December. So at this
 9 point no one is trying to run out the clock, but
 10 what we have to do and will constantly do is all
 11 plans are being vetted, all ideas are being
 12 vetted with the health department to get that
 13 feedback, to look at what we can do, and then we
 14 have to work with our coaches and our
 15 administrators, we've got to communicate, we've
 16 got to work with our students and families, so
 17 that's where we are at this point when it comes
 18 to athletics.

19 MR. KUEHN: Thank you, Dr. Williams. I
 20 don't want you to think that I believe your team
 21 the trying to run out the clock. I was just

Page 283

1 pointing out the fact that we are running out of
 2 time and we need to set a deadline and just focus
 3 on other things. If the decision is already made
 4 or if you have a decision by Friday to say yea or
 5 nay on any fall in person, you know, activities,
 6 even if it's just, you know, any kind of
 7 conditioning with the team, I suggest the sooner
 8 we make that decision and then put it to bed, the
 9 better, and then we move on with everything else
 10 we have on our place, because I know that there's
 11 a lot outstanding, and we're rapidly going to be
 12 out of time to do anything at this point,
 13 especially with the weather turning.

14 So my next question has to do with SAT
 15 day so could we please go to that slide? I
 16 understand that it's December 5th, and I have a
 17 few questions around that because I know that
 18 we're making our sites available to have testing.
 19 Hopefully our students will be taking advantage
 20 of that, and unfortunately, people that are
 21 applying to college, there's a lot of early

Page 284

1 action deadlines, the first one that I know of
 2 which is Thursday now, oh, it's a day away since
 3 it's now the 14th, is already upon us. So
 4 seniors that are in a situation where they are
 5 applying early action for one of multiple reasons
 6 are not going to be able to take advantage of
 7 these SAT tests. I believe there might be some
 8 times still available for seniors if they have
 9 applications due in January, maybe February is
 10 the latest, I don't think it goes too far beyond
 11 that, so I would like to say thank you for making
 12 SATs available in our facilities for students.

13 The question that I would have to staff
 14 is are we going to be able to prioritize segments
 15 of our students that really need to take the SAT
 16 in December over other students? So for
 17 instance, I know that the seniors still have a
 18 shot to take this before and have at least a
 19 score before applying regular decision, I'm
 20 hopeful that that's the time we're looking at
 21 here, it's cutting it close but I'm hopeful

Page 285

1 that's the timing. But those seniors are the
 2 ones that should have access to these tests,
 3 especially because we're hopefully involved in
 4 the planning of that. Is that, and I know that
 5 you said that the College Board is running them
 6 because they run the whole thing. Are we going
 7 to be able to provide that support for our
 8 seniors that still want to take the SAT?

9 DR. MCCOMAS: So the national -- thank
 10 you, Mr. Kuehn, for that question. For the
 11 national administrations we do not have any
 12 gatekeeping opportunity, all of that in its
 13 entirety is managed through the College Board.

14 MR. KUEHN: All right, thanks,
 15 unfortunate, but thank you.

16 DR. MCCOMAS: You're welcome.

17 CHAIRMAN CAUSEY: So before we move to
 18 Ms. Henn, I wanted to dovetail with Mr. Kuehn's
 19 comments and questions, and I believe it was
 20 Dr. Wheatley around textbooks being distributed,
 21 or actually was that Dr. Jones? Is Dr. Jones

Page 286

1 still available?

2 DR. JONES: Yes, right here, thank you.

3 CHAIRMAN CAUSEY: So we've heard parents

4 very very concerned about screen time, and we've

5 heard that you're saying that you're giving the

6 student, the schools new advice, so I just want

7 to be clear. How will parents know that

8 textbooks are available when they have not

9 previously been available, and how do the

10 principals know that they will have funding to

11 purchase additional books if they need them?

12 DR. JONES: So hank you, Ms. Causey, for

13 that question. I can answer the first question,

14 I think, in terms of just what we've discussed as

15 a Division of School Support and Achievement

16 based on information we received regarding the

17 distribution of student instructional materials.

18 What we have asked schools to again confirm is

19 what type of flexibility they did provide to

20 their schools and then in cases where the actual

21 novels and/or textbooks were flexibly provided or

Page 287

1 provided in a way based on choice, we've asked

2 schools to go back and rethink those plans and

3 propose additional dates where their communities

4 will be informed about distribution around those

5 items of needs for students.

6 So just as was done previously, when

7 they submitted their one or two or three-day, and

8 I think you had an opportunity to even visit one

9 of the schools during materials distribution or

10 something like that in our west zone, that same

11 process will be applied now that we are hearing

12 back from you all members of the Board and the

13 communities who are concerned about not receiving

14 materials. We'll just follow that same process

15 of communicating either through school messenger,

16 through newsletters, through things like that, so

17 that parents will be aware of the availability of

18 those items in the schools that actually had that

19 concern, because some of our schools are not

20 presented with that concern at this time.

21 In terms of the second question and

Page 288

1 textbooks, our Division of School Support and

2 Achievement, we're not able to answer that

3 question, so I don't know if someone else on the

4 team wants to speak to textbooks and funding

5 around those items.

6 DR. MCCOMAS: Sure, I can contribute

7 here. So in working with the DSSA team and

8 principals, if there is a case where a principal

9 needs support, they would work with us and we'd

10 try to coordinate that support, so we would work

11 through that.

12 CHAIRMAN CAUSEY: So here's an example.

13 Let's say a high school sends out an email in

14 August and not everyone's paying attention, and

15 says we have a limited number of math textbooks.

16 If you think your student needs a math textbook

17 in addition to what's digital on the laptop, then

18 email back as soon as you can. So what is the

19 process for parents who never knew that was an

20 opportunity, who tried to get it but there

21 weren't enough to go around, and how does the

Page 289

1 principal know that he's going to have funding

2 and support for procurement? Because you know,

3 this is not, it's a very important issue. People

4 don't know to ask for what they don't know is

5 available to them, and how can the principal try

6 and provide something that they don't know if

7 they can have funding for?

8 DR. MCCOMAS: Ms. Causey (inaudible,

9 echo). We forgive many things at quarter to one

10 in the morning. So I will share, Ms. Causey,

11 thank you for the question, because really in

12 that example that you shared what we would ask is

13 that if the principal has exhausted their supply

14 then they need to reach out to our content

15 offices for that particular content and then we

16 will work to understand what is the need, what is

17 the volume, is it such that perhaps we have some

18 access to books perhaps in a school that we can

19 use them temporarily, and then we as the office

20 can perhaps help by replenishment, or we as an

21 office may be able to help support that in the

Page 290

1 process. I think it's important just to assure
 2 you that the principal does have a network of
 3 support within the school system and that network
 4 of support, of course, always can begin with
 5 their DSSA team and/or our contents as well, so
 6 the principals are not left alone in that
 7 process.

8 Typically what happens across the
 9 district just so you understand sort of the
 10 typical process, let's take Bridges for example,
 11 I know that's an elementary example, when we as a
 12 system adopt a new textbook series, we in the
 13 central office do that initial purchase as you're
 14 aware because of walking through that process, we
 15 do that initial purchase for the system, and then
 16 typically principals' budgets buy replenishment,
 17 so if you have some books that don't come back
 18 for whatever reason and you need to buy a few
 19 each year for replenishment, that's typically
 20 where those budgets get married to provide the
 21 support. But the content office is always in

Page 291

1 reserve ready to work in support in a multitude
 2 of ways to help principals. So I hope I answered
 3 your question and also provided you a larger
 4 context of that.

5 CHAIRMAN CAUSEY: Yes. So for instance,
 6 the bulletins that go out to the principals, so
 7 there will be a bulletin that goes out to
 8 principals that says even if you've run out of
 9 textbooks, we've heard from parents, so here's a
 10 new process. That's what we as a board want to
 11 know, we want to know that the people that
 12 provide --

13 DR. WILLIAMS: So Ms. Causey --

14 CHAIRMAN CAUSEY: -- information to
 15 students are going to get that.

16 DR. WILLIAMS: Yes, thank you,
 17 Ms. Causey. The community superintendents send
 18 out weekly updates to principals, and we
 19 appreciate that feedback. Thank you.

20 CHAIRMAN CAUSEY: Okay, thank you.
 21 Ms. Henn?

Page 292

1 VICE CHAIR HENN: Thank you. I'd say
 2 good evening, but good morning at this late hour,
 3 and thank you for sticking with us. I wanted to
 4 comment, my biggest concerns since schools closed
 5 in March has been our students' mental health,
 6 and I've been most pleased with our commitment to
 7 school-based social-emotional supports and the
 8 work that's gone into providing that. It's
 9 something I hear about quite regularly
 10 anecdotally, it's something I hear about as a mom
 11 from my own daughter, and it's something I
 12 appreciate, so I first wanted to express my
 13 appreciation for the work that's gone into that
 14 and in supporting our students.

15 I did want to ask, however, and what I
 16 was concerned to learn recently is that some of
 17 our schools' allocations for a very important
 18 social-emotional support, and that is our student
 19 activities and clubs, that our schools' funding
 20 allocations for these clubs was recently reduced,
 21 and I'd like to know when were the affected

Page 293

1 schools notified and more importantly, when were
 2 parents notified that their students would not
 3 have access to these opportunities, which are so
 4 vitally important, especially during virtual
 5 learning.

6 DR. ROBERTS: So Ms. Henn, I'll attempt
 7 to address that for you, so good evening,
 8 Ms. Henn and board members. So with respect
 9 to -- you may have to restate part of the
 10 question because I think I heard two or three
 11 parts to the question, Mrs. Henn.

12 So principals were notified, if we're
 13 into October, approximately about a month, month
 14 and a half ago, that in order to adhere to our
 15 budget, so certainly in these times of what COVID
 16 has done to fiscal realities, to adhere to our
 17 budget we needed to make sure that schools had
 18 resources to support their EDA, but in these
 19 times we had to make sure we adhered to our
 20 budget. So schools were provided an allocation
 21 within the budget that is built within the FY-21

Page 294

1 budget. So because of that, I think what you may
 2 be hearing is not a cut but a prioritization that
 3 schools have to, and have been going through, so
 4 every year a school does go through
 5 prioritization of their EDAs based on the school,
 6 the system vision, the school's vision, the SPP.

7 I certainly want to address that part
 8 about not being able to offer certain EDA, so
 9 what we're doing, Dr. Jones and Mrs. Byers and I,
 10 is as schools are in the process now of
 11 submitting their EDA, we are already receiving
 12 schools that have unallocated funds, so based on
 13 that what we're going to do is once we receive
 14 all of our school-submitted EDA, what we are
 15 seeing early on with the early submission of
 16 those, that we are going to have unallocated
 17 funds that within our zones, we're going to go
 18 back to schools who are small schools, to our, in
 19 my case the special schools or alternative
 20 schools, other schools similar to that, and go
 21 back to that principal to backfill those EDAs.

Page 295

1 So we agree with you a hundred percent that EDAs,
 2 particularly our EDAs, the ones that are tied to
 3 our curriculum programs or within CNI are
 4 important and are valuable, so that is part of
 5 the process. So I think that is something that
 6 we will continue to reinforce with our principals
 7 and as they submit their EDAs we're going to
 8 continually look at that and manage those funds,
 9 so then we can go back and make sure that we
 10 maximize the allocations in the approved budget,
 11 so that's where we stand right now with EDA.

12 VICE CHAIR HENN: So thank you,
 13 Dr. Roberts, and it's my understanding that some
 14 schools allocations were reduced initially, and I
 15 understand what you're saying about backfilling,
 16 but initially were reduced as much as 50 percent,
 17 which can be substantial. So do you estimate
 18 that you will be able to come close to
 19 backfilling that and making them whole, or can
 20 you comment on that?

21 DR. ROBERTS: So again, I don't want to,

Page 296

1 I wouldn't phrase it as a reduction. We're
 2 adhering to our budget, we have to adhere to our
 3 budget at all times. And so it's a matter of if
 4 a school has met their allocation to stay within
 5 our larger budget within our zone and within the
 6 entire system, then yes, we're going to go back
 7 and do our level best to make sure that we can
 8 backfill with principals, again starting with our
 9 smaller schools, our small elementary, small
 10 middle, small high schools, our special programs,
 11 and then move from there.

12 VICE CHAIR HENN: Can you comment on the
 13 rationale for why that allocation was, and it was
 14 in fact reduced at the school level, although I
 15 understand that it was not reduced in the budget
 16 overall, why that was reduced this year?

17 DR. ROBERTS: That I don't think I can
 18 speak to. Again, we're just adhering to within
 19 our budget, so again it's not a matter of
 20 reduction, it's a matter of staying within our
 21 allocated budget, and I think part of the

Page 297

1 information that was shared with the Board in
 2 terms of what that lives within the FY-21 budget
 3 was shared. So I can certainly defer to
 4 Mr. Sarris if you have any information, but
 5 again, we're looking at it from a perspective and
 6 working with principals as working within the
 7 approved budget, not necessarily the reduction
 8 of.

9 VICE CHAIR HENN: So is Mr. Sarris
 10 available, or maybe this is a question for
 11 Dr. Williams, then.

12 MR. SARRIS: This is George Sarris. So
 13 I believe the communication that we provided
 14 indicated that in FY-20 the system went
 15 significantly over budget, and so there was no
 16 way to correct that without some schools having
 17 to reduce the amount of assigned, of EDAs that
 18 they can assign.

19 VICE CHAIR HENN: Yes, but it's my
 20 understanding that they were reduced
 21 significantly more than the, than we went over

Page 298

1 budget. In fact, the school reporting that their
2 allocations were reduced 50 percent, which was
3 not --
4 MR. SARRIS: We'd have to look at a
5 specific example, but the way that this was done
6 was we created an average for a small school and
7 a large school at each level, and we apportioned
8 the available budget accordingly, so it was as
9 equitable as we could make it with the underlying
10 assumption that there will be fewer EDAs, because
11 we are going to adhere to the budget.
12 VICE CHAIR HENN: Okay, thank you for
13 that information, Mr. Sarris.
14 MR. SARRIS: Sure.
15 VICE CHAIR HENN: And this question is
16 for Dr. Roberts then. Do we have any idea of the
17 student impact and what communication was sent to
18 families to let them know that they may need to
19 provide their own opportunities for students who
20 would not have access to these opportunities as a
21 result of this reallocation?

Page 299

1 DR. ROBERTS: So at this point,
2 Ms. Henn, as I mentioned, we're still in the
3 process of, principals have a deadline of I
4 believe next week, I want to say October 22nd or
5 October 23rd, to -- we wanted to give them ample
6 time to have these discussions with their staff.
7 Again, with their alignment to the SPP, so
8 they're going to be, we're almost in the middle
9 of the process of them submitting, so we're not
10 at a point where that could be, that question
11 could be addressed. Once we receive the EDAs and
12 once we see where principals have chosen to
13 allocate in working with their staffs on those
14 EDAs, I don't know if I'm in a position to say we
15 necessarily agree with that student's school
16 being able to offer, because obviously every
17 school has different offerings, right? What's
18 offered in one school just may not be offered in
19 a school because student interest isn't there for
20 that particular EDA or that particular club. So
21 again, without knowing a specific example or

Page 300

1 specific school, certainly we will work with
2 principals, and if that question is raised by a
3 parent of a particular school then certainly we
4 will work, our team will work with the principal
5 in order to address that.
6 And we also have, another part is our
7 non-negotiated EDAs which come from our
8 school-based budget, so anything that's not
9 already apportioned in the regular EDAs that are
10 supported by the school system, what Mr. Sarris
11 was referring to, schools have for non-negotiated
12 items or clubs that aren't listed in the TABCO
13 master agreement, schools certainly continue to
14 have that option, to fund those from their
15 respective budget. So again, depending on the
16 activity, depending on the club, depending
17 whether it's negotiated, non-negotiated, there's
18 so many nuances to the EDA process and the
19 non-negotiated EDA process that principals
20 manage.
21 VICE CHAIR HENN: And I know that school

Page 301

1 budgets are stripped thin as is, and --
2 DR. WILLIAMS: I'm sorry, Ms. Henn --
3 VICE CHAIR HENN: I'll finish, I'll wrap
4 up.
5 DR. WILLIAMS: I wanted to add to what
6 Dr. Roberts was saying. I just wanted to just
7 highlight what he just said. Schools are just in
8 the process as, in finalizing the EDAs and again
9 we're in a unique situation, so I just want to
10 emphasize that we, you know, we just started this
11 process, we're starting to look at what schools
12 are requesting and as Dr. Roberts shared, as well
13 as the other community superintendents, they will
14 be monitoring and seeing what's not being used,
15 what can be reallocated, so we're kind of early
16 in this process, which is expected during the
17 circumstances.
18 CHAIRMAN CAUSEY: So Ms. Henn, if you're
19 finished, we can move on to Ms. Scott, and then
20 Ms. Jose and Ms. Pasteur.
21 MS. SCOTT: Great, thank you, and I

Page 302

1 apologize for speaking slow, because it is quite
 2 late.
 3 CHAIRMAN CAUSEY: I'm sorry, Ms. Scott,
 4 I was muted.
 5 MS. SCOTT: But I wanted to speak
 6 basically in regards to some things that were
 7 brought up which I think are pertinent. I know I
 8 spoke about this at the last board meeting but I
 9 wanted to know again, the device ratio currently
 10 right now is five to one for grades K through
 11 eight, and we're talking about schools reopening,
 12 kids going back into school. And I wanted to
 13 know, this Board made a motion or directed the
 14 previous superintendent to put the device ratio
 15 to where it is now, five to one for certain
 16 grades, but right now because of the emergency
 17 situation most of our, if not all of our students
 18 are one to one, and I wanted to know what that is
 19 going to look like, or is that something, because
 20 I didn't see it as we go into our reentry plan,
 21 the students go back, will the students that are

Page 303

1 now being acclimated and using devices and
 2 becoming accustomed to one to one, will that then
 3 be reduced to five to one?
 4 DR. WILLIAMS: Ms. Scott, I don't know
 5 what happened, but right now that is not the
 6 plan. When you say go back, if we could still,
 7 we could be still virtual, we could be hybrid
 8 model, or we could be all back into the school
 9 buildings. So we will be adjusting, but I don't,
 10 in terms of what we're doing now and what we
 11 provided our students, I don't see us then taking
 12 something back, or just simply allowing our
 13 students to use it as a resource.
 14 MS. SCOTT: Well, I guess my question is
 15 that it was a motion and it was something that
 16 currently this Board put in place.
 17 CHAIRMAN CAUSEY: Excuse me, Ms. Scott,
 18 I think I need to clarify again, I need to
 19 clarify this, because this has been stated
 20 multiple times and it's just not accurate. In
 21 February of 2019 this Board voted and approved

Page 304

1 the budget that was recommended by the interim
 2 superintendent, and the county executive cut
 3 additional funding, which cut the device ratio.
 4 And then in February of 2019 our new
 5 superintendent, Dr. Williams set forward a
 6 recommendation for a device ratio, and this Board
 7 supported Dr. Williams in that device ratio and
 8 the county funded that, so that's how we got
 9 where we are today.
 10 And in the interest of time, we are
 11 talking about reopening of schools, things that
 12 are happening right now for our students, and I
 13 can understand your concern about wanting to make
 14 sure that all of our children have resources as
 15 we move into the recovery phase, and certainly
 16 Dr. Williams and his team will evaluate that as
 17 we had discussed before, so if we can move to a
 18 new item, then that --
 19 MS. SCOTT: No, excuse me, Ms. Causey, I
 20 do have to take issue with that, because I didn't
 21 hear you come in and interrupt anyone else in the

Page 305

1 multitude of questions that went on for 30
 2 minutes. I'm a member of this Board as is
 3 everyone else.
 4 CHAIRMAN CAUSEY: Yes, you are,
 5 Ms. Scott.
 6 MS. SCOTT: Do not interrupt --
 7 CHAIRMAN CAUSEY: I do not interrupt
 8 members and I do not appreciate being
 9 interrupted.
 10 MS. SCOTT: I do not hear you correcting
 11 anyone else. I do not interrupt you, I do not
 12 interrupt members, and I do not expect to be
 13 interrupted, as I am a member of this Board as
 14 are all other members of this Board, and I will
 15 take the appropriate time necessary to ask any
 16 question and to require clarification on any
 17 question of which I have. I asked it at a
 18 previous board meeting and I asked it again at
 19 this board meeting, and I will ask it as many
 20 times as necessary, and I do not expect to be
 21 interrupted as other members who asked a

Page 306

1 multitude of questions were not interrupted.
 2 But I find it very offensive that I am
 3 interrupted and I am reminded in the interest of
 4 time when we are at a board meeting at 1:04 in
 5 the morning and I am doing my duty and my due
 6 diligence to ask questions of clarification. So
 7 I do recognize that I did ask it before and I
 8 wanted to ask it again, and I want to make sure
 9 that our students have the proper resources that
 10 they need so that they can succeed, but I do not
 11 expect to be interrupted.
 12 CHAIRMAN CAUSEY: Excuse me, Ms. Scott.
 13 MS. SCOTT: I just said I do not expect
 14 to be interrupted. Now I'm finished.
 15 CHAIRMAN CAUSEY: Thank you. Next up we
 16 have Ms. Jose.
 17 MS. JOSE: Thank you. Ms. Pasteur, I
 18 didn't know if you were going to talk to this,
 19 but I was going to make a motion to move Item P-2
 20 to the next board meeting in the interest of
 21 time. It's past one o'clock, all of us have to

Page 307

1 work tomorrow.
 2 MS. PASTEUR: I am speaking to this.
 3 MS. JOSE: Okay. So, do you mind --
 4 okay, I'll make the motion after you're done.
 5 MS. PASTEUR: Thank you. I would like
 6 to -- thank you, Ms. Jose, I believe I was after
 7 Ms. Jose.
 8 CHAIRMAN CAUSEY: Yes, that's correct.
 9 MS. PASTEUR: Okay. So thank you,
 10 Ms. Jose, for ceding your time to me. I just
 11 want to reiterate the conversation about EDA, I
 12 need to put it out there because I received so
 13 many emails from people in my area and other
 14 areas, just as I'm sure some of you have, but I
 15 received a number from people on this side of the
 16 county. And I just want to say for the record
 17 and make sure that as we are moving along, that
 18 the EDAs are given the kind of respect, if you
 19 will, because our children have already lost so
 20 much, and if we're talking about social welfare,
 21 they certainly need this.

Page 308

1 And as two of my constituents have
 2 pointed out, their children who never
 3 participated in anything because they never, they
 4 just didn't feel welcomed in one case, and in the
 5 other it was a matter of transportation. While
 6 we're on the virtual mode they were looking
 7 forward to some of the activities in their
 8 schools, and I have heard also from two schools
 9 where they felt they were going to have to take a
 10 look at -- it's one thing about the amount of
 11 time. I just want to make sure that staff
 12 members understand that you are not cutting EDA,
 13 that these opportunities are still out there for
 14 children, because again, they've lost so much,
 15 and though some children who have not ever
 16 participated now feel more need and more
 17 comfortable to do it, and we must give them, we
 18 must give them this. Thank you.
 19 CHAIRMAN CAUSEY: Ms. Henn?
 20 VICE CHAIR HENN: Thank you. And thank
 21 you, Ms. Pasteur, for that comment. I was in the

Page 309

1 middle, or about to make a motion when I was
 2 muted previously, so I would like to finish on
 3 that note, and in order to insure that no student
 4 loses the opportunity to safely participate in
 5 activities during virtual learning due to lack of
 6 funding, I move that the Board direct the
 7 superintendent to restore each school's funding
 8 allocation for extra duty activities for the
 9 2020-2021 school year to the school's prior
 10 year's allocated amounts or greater.
 11 MS. ROWE: Second, Rowe.
 12 CHAIRMAN CAUSEY: Excuse me, who was the
 13 second?
 14 MS. ROWE: Lily Rowe.
 15 CHAIRMAN CAUSEY: Okay. Ms. Henn, I
 16 think you've spoken to your motion; do you have
 17 anything quickly to say?
 18 VICE CHAIR HENN: No, I've spoken to it,
 19 thank you.
 20 CHAIRMAN CAUSEY: Thank you. Other
 21 board members, in the interest of time, if you

Page 310

1 have discussion, just please make it brief.
 2 MS. ROWE: Ms. Causey?
 3 CHAIRMAN CAUSEY: Yes.
 4 MS. ROWE: I would just like to call
 5 everybody's attention to one of the public
 6 comments that is attached to board documents,
 7 that speaks very eloquently to the impact of not
 8 having fully funded EDAs. It's there for people
 9 to read, I don't need to spend time going over
 10 it, but it is very eloquent and I think it
 11 encapsulates all the conversation we've had here
 12 tonight.
 13 CHAIRMAN CAUSEY: Okay. Any other
 14 discussion? Ms. Gover, may I have a rollcall
 15 vote please?
 16 MR. GOVER: Dr. Hager?
 17 DR. HAGER: Yes.
 18 MS. GOVER: Mr. Kuehn?
 19 MR. KUEHN: Yes.
 20 MS. GOVER: Ms. Pasteur?
 21 MS. PASTEUR: Yes.

Page 311

1 MS. GOVER: Mr. Offerman?
 2 MR. OFFERMAN: Yes.
 3 MS. GOVER: Mr. Muhumuza?
 4 MR. MUHUMUZA: Yes.
 5 MS. GOVER: Ms. Henn?
 6 VICE CHAIR HENN: Yes.
 7 MS. GOVER: Ms. Causey?
 8 CHAIRMAN CAUSEY: Yes.
 9 MS. GOVER: Ms. Jose?
 10 MS. JOSE: Yes.
 11 MS. GOVER: Mr. McMillion?
 12 MR. MCMILLION: Yes.
 13 MS. GOVER: Ms. Mack?
 14 MS. MACK: Yes.
 15 MS. GOVER: Ms. Scott?
 16 MS. SCOTT: Could I hear it repeated
 17 please?
 18 VICE CHAIR HENN: Sure. To insure that
 19 no student loses the opportunity to safely
 20 participate in activities during virtual learning
 21 due to lack of funding, I move that the Board

Page 312

1 direct the superintendent to restore each
 2 school's funding allocation for extra duty
 3 activities for the 2020-2021 school year to the
 4 school's prior year's allocated amounts or
 5 greater.
 6 MS. SCOTT: Thank you. Yes.
 7 MS. GOVER: Ms. Rowe?
 8 MS. ROWE: Yes.
 9 MS. GOVER: Thank you.
 10 CHAIRMAN CAUSEY: The motion carries.
 11 Thank you. And thank you very much for having
 12 that important discussion.
 13 We're going to move to Item O-2, which
 14 was added earlier. This is the Board's
 15 consideration of the amended resolution on
 16 COVID-19, and it's a minor modification of the
 17 resolution on COVID-19 that was passed by this
 18 Board in March of 2020, and what the change does
 19 is it allows for the Board through the board
 20 chair, the vice chair and the superintendent, to
 21 call hybrid meetings so that board members that

Page 313

1 are able to meet in person can, and that board
 2 members that have issues or concerns where they
 3 want to remain attending virtually, that they
 4 can.
 5 And again, this is a measure related
 6 solely to COVID-19. The Board of Education
 7 through the policy review committee is revising
 8 Policies 8314 and 8311, and given our experience
 9 with the pandemic, we are revising it to
 10 potentially have, not potentially, but to have
 11 board members able in specific cases to attend
 12 remotely.
 13 So again, this document was attached to
 14 BoardDocs, so I'm going to ask for a motion for
 15 the Board to approve the amended resolution on
 16 COVID-19.
 17 MS. JOSE: Ms. Causey, I had a motion
 18 prior to this. I gave my time to Ms. Pasteur.
 19 CHAIRMAN CAUSEY: Oh, I'm sorry, I
 20 thought that you gave it away to her. So I have
 21 a motion; if I have a second, we can just process

Page 314

1 this, and then we'll come right back to you.
 2 Is Mr. McMillion still on? Okay. So
 3 I'll make the motion, and is there a second?
 4 MR. MCMILLION: Second that.
 5 DR. HAGER: Second.
 6 CHAIRMAN CAUSEY: I'm sorry, who was
 7 that?
 8 MR. MCMILLION: I said it first, Rod
 9 McMillion, I think.
 10 CHAIRMAN CAUSEY: Oh, we didn't hear
 11 you. Okay, you're the motion, and then who is
 12 the second?
 13 DR. HAGER: This is Erin Hager. I'll
 14 second.
 15 CHAIRMAN CAUSEY: Thank you. Board
 16 members, are there any questions or discussion
 17 before we take the rollcall vote? Hearing none,
 18 Ms. Gover?
 19 MS. JOSE: Ms. Causey, I just have
 20 questions. This resolution was sent to us today
 21 around two, I didn't get a chance to look at it

Page 315

1 until at six. So because of the lack of time
 2 I've had to look into it and it's going to have
 3 long-term repercussions, I'm going to abstain on
 4 this motion. My motion was going to be to
 5 postpone this item and the other item for the
 6 next board meeting.
 7 CHAIRMAN CAUSEY: Okay. Well, we have a
 8 motion and we have a second, and certainly each
 9 board member needs to vote according to their
 10 comfort with their preparation, so thank you.
 11 Anyone else? Ms. Gover, may I have a rollcall
 12 vote please?
 13 MR. MUHUMUZA: Can you hear me?
 14 CHAIRMAN CAUSEY: Mr. Muhumuza?
 15 MR. MUHUMUZA: There's one thing I'm
 16 still not sure about. Would the Board still
 17 receive the plan that Dr. Williams comes up with,
 18 but with all the safety precautions in place, or
 19 are we not going to see that plan?
 20 CHAIRMAN CAUSEY: Yes. So part of the
 21 consideration is Dr. Williams working with the

Page 316

1 health department and with staff to develop the
 2 safety protocols that are necessary, and so board
 3 members would see those safety protocols before
 4 they made a decision of whether they wanted to
 5 attend in person.
 6 MR. MUHUMUZA: Okay, and that answers my
 7 question.
 8 CHAIRMAN CAUSEY: Yes, so in that regard
 9 we're very similar to the teachers and the
 10 parents, we're doing the same thing, moving side
 11 by side. Thank you for that question. Anyone
 12 else? All right, Ms. Gover, may we have a
 13 rollcall vote please?
 14 MS. GOVER: Dr. Hager?
 15 DR. HAGER: Yes.
 16 MS. GOVER: Mr. Kuehn?
 17 MR. KUEHN: Yes.
 18 MS. GOVER: Ms. Pasteur?
 19 MS. PASTEUR: Yes.
 20 MS. GOVER: Mr. Offerman?
 21 MR. OFFERMAN: Abstain.

Page 317

1 MS. GOVER: Mr. Muhumuza?
 2 MR. MUHUMUZA: Yes.
 3 MS. GOVER: Ms. Henn?
 4 VICE CHAIR HENN: Yes.
 5 MS. GOVER: Ms. Causey?
 6 CHAIRMAN CAUSEY: Yes.
 7 MS. GOVER: Ms. Jose?
 8 MS. JOSE: Abstain.
 9 MS. GOVER: Mr. McMillion?
 10 MR. MCMILLION: Yes.
 11 MS. GOVER: Ms. Mack?
 12 MS. MACK: Yes.
 13 MS. GOVER: Ms. Scott?
 14 MS. SCOTT: Abstain.
 15 MS. GOVER: Ms. Rowe?
 16 MS. ROWE: Yes.
 17 MS. GOVER: Thank you.
 18 CHAIRMAN CAUSEY: Thank you, the motion
 19 carries. And Ms. Jose, you had your hand up? Do
 20 you still have your hand up?
 21 MS. JOSE: Yes, I do. I have a motion.

Page 318

1 I move in the interest of time, I move Item P to
 2 the next board meeting.
 3 MS. MACK: Second, Mack.
 4 CHAIRMAN CAUSEY: Is there any
 5 discussion? We did have one item, Ms. Henn,
 6 consideration of the budget committee.
 7 VICE CHAIR HENN: It's very brief.
 8 CHAIRMAN CAUSEY: So I would make an
 9 amendment to Ms. Jose's motion, that we would,
 10 except for P-2, which we would hear. Is there a
 11 second for my amendment to the motion?
 12 (Inaudible, static.)
 13 MS. JOSE: I would object to that
 14 amendment. Starting a committee is not just
 15 something you do at 1:30 at night.
 16 CHAIRMAN CAUSEY: So I made a motion to
 17 amend. Is there a second?
 18 VICE CHAIR HENN: Second.
 19 CHAIRMAN CAUSEY: Thank you, Ms. Henn.
 20 VICE CHAIR HENN: My comment is that we
 21 discussed it previously, so it shouldn't require

Page 319

1 further discussion.
 2 CHAIRMAN CAUSEY: Okay, thank you, and
 3 Mr. Muhumuza, you had a question?
 4 MR. MUHUMUZA: Is your amendment to
 5 override Ms. Jose's motion?
 6 CHAIRMAN CAUSEY: No. My amendment is
 7 that, her motion is to move Item P to the next
 8 meeting. My amendment to her motion is, except
 9 for Item P-2, which we would hear tonight.
 10 MR. MUHUMUZA: Okay, that was P-2.
 11 CHAIRMAN CAUSEY: Yes.
 12 MS. JOSE: Is the board counsel still
 13 here? I'd like legal advice because I do not
 14 accept this motion, so how does that get, does
 15 that have to be voted on?
 16 CHAIRMAN CAUSEY: Mr. Brousaides, would
 17 you like to answer Ms. Jose's question.
 18 MR. BROUSAIDES: Good morning, Ms. Jose.
 19 MS. JOSE: Good morning to you.
 20 MR. BROUSAIDES: It doesn't strike me as
 21 improper for there to be an amendment to the

Page 320

1 motion, it relates to your motion.
 2 MS. JOSE: Okay. So the vote now is on
 3 the amendment to the motion but not on my motion,
 4 correct?
 5 CHAIRMAN CAUSEY: Correct, we're going
 6 to take them in order.
 7 MS. JOSE: Okay.
 8 CHAIRMAN CAUSEY: If there's no further
 9 discussion, Ms. Gover, can you take a rollcall
 10 vote on amending, my amendment to the motion,
 11 which would allow consideration of the budget
 12 committee, Item P-2, to move forward this
 13 evening.
 14 MS. GOVER: Dr. Hager?
 15 DR. HAGER: No.
 16 MS. GOVER: Mr. Kuehn?
 17 MR. KUEHN: Yes.
 18 MS. GOVER: Ms. Pasteur?
 19 MS. PASTEUR: No.
 20 MS. GOVER: Mr. Offerman?
 21 MR. OFFERMAN: No.

Page 321

1 MS. GOVER: Mr. Muhumuza?
 2 MR. MUHUMUZA: No.
 3 MS. GOVER: Ms. Henn?
 4 VICE CHAIR HENN: Yes.
 5 MS. GOVER: Ms. Causey?
 6 CHAIRMAN CAUSEY: Yes.
 7 MS. GOVER: Ms. Jose?
 8 MS. JOSE: No.
 9 MS. GOVER: Mr. McMillion?
 10 MR. MCMILLION: No.
 11 MS. GOVER: Ms. Mack?
 12 MS. MACK: Yes.
 13 MS. GOVER: Ms. Scott?
 14 MS. SCOTT: No.
 15 MS. GOVER: Ms. Rowe?
 16 MS. MACK: I think Ms. Rowe is trying to
 17 get in, it looks like her number showed up as
 18 trying to call in.
 19 CHAIRMAN CAUSEY: Ms. Gover, what is the
 20 vote tally?
 21 MS. GOVER: Currently it's four in

Page 322

1 favor, Ms. Rowe would be five if she voted in
 2 favor.
 3 CHAIRMAN CAUSEY: Okay, so that motion
 4 fails.
 5 So the motion on the floor is to move
 6 Item P, board committee updates to the next
 7 meeting. Is there any further discussion?
 8 MS. ROWE: Ms. Causey, wouldn't we be
 9 moving one and two?
 10 MS. JOSE: Correct, it's the whole
 11 entire item, P-1 and P-2.
 12 CHAIRMAN CAUSEY: Yes.
 13 MR. KUEHN: Can we vote?
 14 MS. GOVER: Dr. Hager?
 15 DR. HAGER: Yes.
 16 MS. GOVER: Mr. Kuehn?
 17 MR. KUEHN: Yes.
 18 MS. GOVER: Ms. Pasteur?
 19 MS. PASTEUR: Yes.
 20 MS. GOVER: Mr. Offerman?
 21 MR. OFFERMAN: Yes.

Page 323

1 MS. GOVER: Mr. Muhumuza?
 2 MR. MUHUMUZA: Yes.
 3 MS. GOVER: Ms. Henn?
 4 VICE CHAIR HENN: Yes.
 5 MS. GOVER: Ms. Causey?
 6 CHAIRMAN CAUSEY: No.
 7 MS. GOVER: Ms. Jose?
 8 MS. JOSE: Yes.
 9 MS. GOVER: Mr. McMillion?
 10 MR. MCMILLION: Yes.
 11 MS. GOVER: Ms. Mack?
 12 MS. MACK: No.
 13 MS. GOVER: Ms. Scott?
 14 MS. SCOTT: Yes.
 15 MS. GOVER: Ms. Rowe? Thank you.
 16 CHAIRMAN CAUSEY: So the next item on
 17 the agenda is Item Q, board member comments.
 18 And --
 19 MS. JOSE: Ms. Causey, you had already
 20 postponed that item.
 21 CHAIRMAN CAUSEY: Oh, thank you. Okay.

Page 324

1 So the last item on the agenda is five minutes of
 2 going around the bias and people can take less
 3 than 30 seconds each if we're going to be
 4 equitable to recommend an agenda item to be
 5 considered by the superintendent and the board
 6 chair and the vice chair.
 7 DR. HAGER: This is Erin. If I'm first,
 8 I do not have anything to add.
 9 CHAIRMAN CAUSEY: Thank you. We can
 10 just go around the dais please.
 11 MR. KUEHN: Hi, this is Russ Kuehn, two
 12 things I'd like to talk about. I would like to
 13 talk about purchasing of physical textbooks, and
 14 the other thing I would like to talk about is
 15 sustainability, what is it in BCPS, what does our
 16 sustainability group do, and what plans do we
 17 have to move our organization in a sustainable
 18 direction. Thank you.
 19 CHAIRMAN CAUSEY: Thank you.
 20 Ms. Pasteur? Mr. Offerman?
 21 MR. OFFERMAN: Yes, I'd like to discuss

Page 325

1 potentially alternate ways to handle all these
 2 Board matters because it seems like when we do
 3 two meetings a month we wind up going past
 4 12 o'clock, or in this case we're going past one
 5 to 1:30, and I don't think that's appropriate to
 6 expect the public if they're following this to
 7 stay up all this time. Thank you.
 8 CHAIRMAN CAUSEY: Mr. Muhumuza?
 9 MR. MUHUMUZA: Yeah, I look forward to
 10 seeing or hearing the presentation from the chief
 11 of school climate and safety, especially on
 12 things related to mental health, and just safety
 13 in general. Thank you.
 14 CHAIRMAN CAUSEY: Thank you. Ms. Henn?
 15 VICE CHAIR HENN: Thank you. A
 16 reopening up date/discussion, and the National
 17 Schools COVID Dashboard.
 18 CHAIRMAN CAUSEY: Thank you. Ms. Jose?
 19 MS. JOSE: Yes, I would like to add a
 20 brief presentation by the Office of Internal
 21 Audit, what the Office of Internal Audit does, to

Page 326

1 the full Board by the chief auditor.
 2 CHAIRMAN CAUSEY: Mr. McMillion?
 3 MR. MCMILLION: No thank you.
 4 CHAIRMAN CAUSEY: Ms. Mack?
 5 MS. MACK: I would like to add an
 6 overview of the student count process, the
 7 timeline, the changes in data due to post 9/30
 8 registrations, BCPS and county interaction in
 9 that process and by exception, and any planned
 10 improvements in the process.
 11 CHAIRMAN CAUSEY: Okay. Ms. Scott?
 12 MS. SCOTT: Yes, I believe mine was
 13 already spoken to earlier, but that, the report
 14 from Dr. Williams on the plan to address the high
 15 rate of black students with disabilities and IEPs
 16 being suspended or expelled at a higher
 17 suspension rate, and I look forward to that,
 18 thank you.
 19 CHAIRMAN CAUSEY: Ms. Rowe? Is Ms. Rowe
 20 still with us?
 21 MS. MACK: She seemed to try to call

Page 327

1 back in but I don't know what happened.
 2 MS. PASTEUR: Ms. Causey?
 3 CHAIRMAN CAUSEY: Yes, Ms. Pasteur.
 4 MS. PASTEUR: I'm sorry, a little fried
 5 brain, but I do want to reiterate what Ms. Jose
 6 asked, I did ask for it earlier after Ms. Byers'
 7 presentation. I too would like to know more
 8 about what the Office of Internal Auditing does.
 9 Thank you.
 10 CHAIRMAN CAUSEY: Certainly. And I know
 11 Ms. Rowe had quite a bit to say about in her
 12 committee updates but we'll hear that the next
 13 time. Okay, so all of those --
 14 MS. ROWE: Ms. Causey?
 15 CHAIRMAN CAUSEY: Oh, there she is.
 16 MS. ROWE: I would just like to add to
 17 the agenda consideration the prospect of having
 18 more than two meetings a month, because some of
 19 us have been here since 3:30 in the afternoon
 20 without even a full 15-minute break, so we
 21 haven't had like a half hour dinner break we

Page 328

1 usually have, and I just think that it's not
 2 appropriate to ask everyone to come in and sit on
 3 full attention mode from 3:30 in the afternoon
 4 until 1:30 in the morning, and if we're going to
 5 do this every two weeks, we need to do half of
 6 this every week.
 7 CHAIRMAN CAUSEY: So I wholeheartedly
 8 agree that there needs to be an evaluation of how
 9 the board meetings are conducted. We have
 10 Roberts Rules and not everyone wants to comply,
 11 and we have a set agenda and people want to make
 12 changes without enough information, and it takes
 13 a while to do that. So yes, that would be great.
 14 So, Ms. Gover, if you tracked all of
 15 those items, they can be considered when
 16 Dr. Williams has his next agenda planning
 17 meeting.
 18 So the next item is information. The
 19 Southeast Area Education Advisory Council meeting
 20 minutes are attached to BoardDocs.
 21 And the final thing is the

Page 329

1 announcements. The next board meeting is
 2 Tuesday, October 27th, at 6:30 p.m.
 3 Thank you very much everybody, very
 4 important topics to cover, everybody stay safe.
 5 (Adjourned.)
 6
 7
 8
 9
 10
 11
 12
 13
 14
 15
 16
 17
 18
 19
 20
 21

1 STATE OF MARYLAND.

2 BALTIMORE COUNTY: SS

3

4 I, Paul A. Gasparotti, a Notary Public in and
5 for the State of Maryland, Baltimore County, do
6 hereby certify that the foregoing is a true and
7 accurate transcription of the recording to the
8 best of my ability.

9 I further certify that I am not of counsel to
10 any of the parties nor in any way interested in
11 the outcome of these proceedings.

12 As witness, my hand and notarial seal this
13 27th day of October, 2020.

14

15

16 _____
Paul A. Gasparotti

17

18

19

20

21

WORD INDEX

<p>< \$ > \$1.15 170:17 \$127,000 174:10 \$50 230:19 \$500,000 231:7, 20 \$770,000 170:18 \$900,000 170:16</p> <p>< 0 > 0100 93:4</p> <p>< 1 > 1 65:8 1.0 100:2, 5, 7 1.28 100:13 1.5 75:2 1:04 306:4 1:30 318:15 325:5 328:4 100,000 250:19 108,000 174:12 10th 6:1 44:15 185:8 11 124:13 125:3 164:5 180:5 253:9 260:9 114,000 174:6, 11 115 194:8, 8 115,000 23:10 11th 44:19 185:9 251:10 12 15:11, 15 21:5 23:11 98:11 180:5 325:4 12:30 24:12 120 11:3 122 4:8 13 1:11 94:15 187:8 13th 5:6 7:5 14:1 277:17 14th 284:3 15 97:5 173:20</p>	<p>251:15 150 229:17 15-minute 327:20 15th 80:9, 9 16 97:2 167 4:9 16th 37:19 17,000 94:16 177 4:10 17th 44:19 184 4:12 1867 45:9 1935 45:13 1980s 70:7 1984 217:21 19th 173:4</p> <p>< 2 > 2 168:13, 14 2,500 212:5 2.0 100:11 20 97:12 173:20 200 227:19 2008 246:8 200-page 204:21 200-plus-page 204:21 2014 94:17 2015 173:4, 5 174:15 2018 14:15 2019 303:21 304:4 2020 1:11 5:6 6:1 37:19 64:5 65:8 73:4, 5 79:21 312:18 330:13 2020-2021 81:21 309:9 312:3 2021 65:14 2021-2022 3:19 71:12 2021-22 61:19 67:17 21st 218:14</p>	<p>22 258:16 277:10 22,000 212:3 222:20 22.1 33:19 22.4 158:5 22nd 22:13 299:4 23 82:4 23rd 299:5 24 158:2 215:6 223:21 229:16 258:16 277:10 24.3 158:2 24.9 158:2 248 4:13 25 98:15 202:20 250 235:9 27 3:5 235:3 27th 329:2 330:13 28 3:6 98:18 28-acre 235:3 29 65:18 29th 185:2 2nd 65:21</p> <p>< 3 > 3 101:15 3.35 102:9 3:30 327:19 328:3 30 3:7 134:3 305:1 324:3 326:7 30-day 256:6, 11 312 4:14 32 212:1, 18 324 4:15 325,000 174:6 326,000 174:14 328 4:16 329 4:17, 18 33 212:1, 18 34 6:20 35 212:1, 18 36 107:3 134:8, 10, 20 137:3</p>	<p>140:12 37 3:9 37.3 157:21 39 3:10 3rd 65:21</p> <p>< 4 > 400 235:14 44 3:11 45 55:16 73:16 46 3:12 4A 101:19 102:3 4B 102:14 4th 277:16</p> <p>< 5 > 5 3:2, 3 101:15 5.2 97:16 50 3:13 13:8 53:5 202:19, 19 203:6 295:16 298:2 500,000 230:20, 21 52 3:14 55 3:15 57 73:10 58 3:16 5th 86:1 283:16</p> <p>< 6 > 6 168:10 6.5 97:9 6:30 329:2 60 251:12 61 3:20 96:19 615 251:11 64 73:8 213:16 65 3:21 213:17 217:13 650 235:9 66 94:19 217:13 67 4:2</p> <p>< 7 > 7 3:4 168:13, 14</p>	<p>70 4:3 700 251:13 71-year-old 160:7 72 3:17 73 6:19 73:9 75 3:18 204:10 79 4:4 7th 276:16 277:15 280:12</p> <p>< 8 > 8.1 34:7 80 70:13 94:20 8311 11:15 313:8 8314 8:21 11:15 12:7, 8 13:6 14:16 24:5 313:8 84 4:5 89 4:6</p> <p>< 9 > 9 65:18 326:7 91 4:7</p> <p>< A > ability 177:9 180:10 279:18 330:8 able 6:14 46:6 49:10 51:8, 14 55:3 68:6 78:9 81:8 118:12 121:13 129:6 171:12 182:14 189:9 229:1 260:3 261:13 266:4 270:17 271:15 278:10, 12 284:6, 14 285:7 288:2 289:21 294:8 295:18 299:16 313:1, 11 ableism 94:1, 2 141:1 ableist 92:21 93:13, 17 94:9</p>
--	--	---	--	--

103:10, 14 106:1 107:9 aboard 53:12 absence 76:12 absent 56:15 139:15 Absolutely 190:7 207:6 211:6 abstain 315:3 316:21 317:8, 14 academic 74:11 80:12 86:8 94:14 95:7 96:17 103:11 105:16 112:4 157:20 158:11 159:9 academically 150:11 academics 257:21 Academy 74:21 accelerate 179:19 accept 245:13 319:14 acceptable 74:17 accepted 66:6 access 38:13 41:13, 19 42:1 93:5, 7 94:13 120:9 260:3, 5, 10 262:19 263:3, 6 285:2 289:18 293:3 298:20 accessing 95:7 acclimated 303:1 accommodate 18:18 70:4 accommodation 40:16 266:8 accommodations 40:13 accompany 243:4 245:6	accomplish 125:21 accomplishment 80:4 account 86:7 accountability 88:6 105:1 114:15 115:9 143:5 144:14 158:9 159:14, 17 accountable 159:5, 9 accuracy 223:18, 20 225:7 226:4 accurate 170:7 203:8 227:5 303:20 330:7 accustomed 303:2 achieve 71:16 151:17 achieved 124:6 achievement 92:21 95:7, 13 96:11, 16 151:11 153:11 157:20 158:11 159:9, 19 261:20 262:4 286:15 288:2 achieves 51:8 acknowledge 85:2 acknowledging 68:20 acquainted 273:21 acquire 236:9 acquisition 236:2, 6 Act 6:14 15:4 27:8 170:5, 8 196:9 acting 34:9 Action 3:5 60:21 75:10 91:14 123:16 145:10 154:10	155:10 163:5 164:2 284:1, 5 actions 165:19 actively 104:1, 8 112:18 255:7 activities 38:11, 12, 14 39:1 44:20 64:3 76:6 86:10 94:11 283:5 292:19 308:7 309:5, 8 311:20 312:3 activity 256:14 300:16 actual 134:3 148:2 174:5 202:20 214:16 272:11 286:20 acute 95:6 218:20 ad 211:14 223:4 Adams 3:12 40:1 46:3, 4, 4, 7, 9, 11 adapt 59:16 add 7:6 9:2, 10 12:21 13:13 14:13, 16 15:1, 8 23:1, 3 26:21 92:6 111:1 135:16 136:6 139:4 142:1 166:2 193:12 207:1, 2 208:5 221:21 237:9 240:13 241:21 261:21 271:21 301:5 324:8 325:19 326:5 327:16 added 20:14 22:8, 15, 16, 18, 21 24:17 312:14 addenda 179:8 adding 12:2 13:6 24:10 96:13 209:19	addition 42:3 63:5 83:10 88:3 112:20 195:7 198:4 219:10 257:15 264:3 281:15 288:17 additional 41:10 59:19 62:18 63:2 84:19 135:20 170:20 174:7 184:13 195:15, 16 198:18, 20 221:3 227:8 240:16, 21 248:6 253:12 271:3 286:11 287:3 304:3 Additionally 88:9 261:10 263:4 additions 9:3 18:7 216:17, 21 217:9, 16 address 17:10 24:20 35:17, 21 41:21 63:10 88:21 101:19 111:10 112:3 122:5 126:7, 13, 16, 20 138:8 139:1 143:12, 18 146:7 153:1, 7, 9, 19 158:14 169:18 186:14 188:5 196:20 198:1 211:9 214:8 231:16 237:1, 2 276:1 293:7 294:7 300:5 326:14 addressed 17:10 77:7 106:7 151:7 237:3 246:21 276:4 299:11 addresses 36:13 addressing 22:4 85:13 88:3	190:12 212:13 246:21 adds 15:6 adequacy 186:21 202:8 211:17 218:10 221:12 adequate 200:17 204:11 217:19 adequately 41:20 196:8 adhere 76:8 293:14, 16 296:2 298:11 adhered 293:19 adhering 296:2, 18 adjacent 199:17 207:13 Adjourned 329:5 Adjournment 4:18 adjust 77:2 227:4 259:2 adjusted 235:12 adjusting 303:9 adjustment 53:1 259:5 277:20 adjustments 226:21 Adler 33:17 34:4 administration 66:16 255:13, 18 263:21 administrations 285:11 Administrative 3:7 31:17, 21 32:6 262:21 administrators 104:6 118:19 249:9, 11 282:15 admissions 264:19, 21
---	---	--	--	--

<p>admittedly 193:17</p> <p>adopt 290:12</p> <p>adopted 45:6</p> <p>adult 90:16</p> <p>adults 141:20</p> <p>advance 16:16 120:3 240:15</p> <p>advantage 283:19 284:6</p> <p>advantageous 191:15</p> <p>advertised 178:15 179:10, 21</p> <p>advertisement 179:3</p> <p>advice 27:16 35:3 84:2 286:6 319:13</p> <p>Advisory 28:11 39:15 249:21 328:19</p> <p>Advocate 87:2</p> <p>advocates 145:21 147:14</p> <p>advocating 91:2 193:14 279:2</p> <p>affect 230:16 235:12</p> <p>afford 114:9</p> <p>African 97:1, 8, 15 100:14 101:4, 8 102:17 103:1 110:9, 14 118:15 128:18 131:1 135:12 147:12 157:3, 14 158:2</p> <p>AFSCME 249:8 250:8</p> <p>afternoon 67:19 253:10 327:19 328:3</p> <p>age 75:1 103:15 220:1</p> <p>aged 49:14 74:19</p> <p>agency 181:3</p>	<p>Agenda 3:4 4:15 7:4, 5, 6 9:2, 4, 12, 19 10:10, 17 11:1, 11 12:2, 10, 15, 17, 21 13:3, 9, 13, 18, 19 14:17 15:1, 9, 14, 16 16:6 17:3 18:1, 12, 13 19:10 20:11, 14, 17, 21 22:8, 21 23:3, 10, 17 24:11, 17, 18 25:6, 9 26:21 27:1, 2, 3, 5 28:1 31:17 50:4 79:7 89:6 200:1 240:15 247:9, 16 323:17 324:1, 4 327:17 328:11, 16</p> <p>agendas 11:16 17:4</p> <p>agent 180:12</p> <p>agents 182:13</p> <p>aggregate 213:16, 17 214:14</p> <p>ago 140:14 161:8 225:21 227:12 276:18 293:14</p> <p>agree 14:7 47:18 60:16 270:4 275:15 295:1 299:15 328:8</p> <p>agreement 171:10 182:11 197:7 300:13</p> <p>ahead 68:2 111:13 184:9 262:15</p> <p>aid 169:9</p> <p>aide 41:1</p> <p>aimed 60:14</p> <p>aims 90:10</p> <p>air 63:7 77:18 218:4</p>	<p>alarming 126:9 158:20</p> <p>algebra 124:16</p> <p>align 262:2</p> <p>alignment 123:8 136:5 259:4 299:7</p> <p>Allegiance 3:3 5:7, 9</p> <p>alleviate 85:15</p> <p>allocate 299:13</p> <p>allocated 231:21 296:21 309:10 312:4</p> <p>allocation 293:20 296:4, 13 309:8 312:2</p> <p>allocations 292:17, 20 295:10, 14 298:2</p> <p>allow 6:9, 11 24:6 48:18 52:17 63:2 65:2 99:3 139:16 190:17 198:15 199:10 201:10 264:1, 5 320:11</p> <p>allowed 22:4 35:16</p> <p>allowing 35:9 46:14 64:21 303:12</p> <p>allows 189:11 312:19</p> <p>ally 60:17</p> <p>alongside 5:7</p> <p>Alsamadi 86:15</p> <p>alterations 218:13</p> <p>alternate 325:1</p> <p>alternative 71:15 106:15, 19 280:20 294:19</p> <p>Amalio 87:1</p> <p>amend 14:16 318:17</p>	<p>amended 7:7 312:15 313:15</p> <p>amending 320:10</p> <p>amendment 131:7 318:9, 11, 14 319:4, 6, 8, 21 320:3, 10</p> <p>American 74:21 97:2, 8, 15 100:14 101:5, 9 102:17 103:1 110:9, 14 118:15 128:18 131:1 135:12 157:3, 14</p> <p>Americans 147:12 158:2</p> <p>amidst 58:18</p> <p>amount 173:14 190:3 193:9 205:2 220:1 229:5, 6 232:2, 6 234:14 297:17 308:10</p> <p>amounts 309:10 312:4</p> <p>ample 200:15 299:5</p> <p>Amy 3:12 46:3</p> <p>analogy 217:20</p> <p>analyses 243:17</p> <p>analysis 101:17 112:18 145:14, 15, 17 146:8, 14 147:18 152:4 165:11 204:15 224:5, 6 228:11 229:2 243:3, 21</p> <p>analyze 93:10 112:15 143:3</p> <p>analyzed 140:14</p> <p>analyzing 104:8 155:2 268:7</p> <p>ancillary 204:11</p> <p>anecdotally 292:10</p> <p>Anita 57:16</p> <p>Anne 34:13</p>	<p>194:15</p> <p>annotate 203:15</p> <p>announced 138:4 252:6 271:11</p> <p>announcement 85:18 258:15</p> <p>Announcements 4:17 9:12, 21 10:12 13:21 25:4 27:2 329:1</p> <p>annual 146:8 189:5 264:16</p> <p>annually 18:4 144:17 159:10</p> <p>answer 59:1 112:6 113:11 136:11 142:13 147:3 151:8 158:17 166:13 169:15 179:7 183:5 219:17 231:5, 19 249:19 253:6 268:2, 20 278:1 286:13 288:2 319:17</p> <p>answered 205:8 208:13 231:7 233:18 245:15 291:2</p> <p>answers 120:16 221:4, 13 265:12 316:6</p> <p>anti 120:7</p> <p>anticipate 90:4 195:4 199:4</p> <p>anticipated 199:4</p> <p>anticipating 87:17 199:5</p> <p>anxiety 49:6</p> <p>anxious 47:9</p> <p>anymore 189:8 228:7</p> <p>anyway 115:16</p> <p>apace 194:14</p>
--	--	--	---	---

<p>apart 179:11 213:18 214:15, 16 227:14 apathy 49:2 APFO 190:15 194:19, 20 200:19 APFOs 194:7 Apologies 242:17 245:13 apologize 75:21 168:15 302:1 apparently 71:7 202:17 appears 71:11 106:3 133:7 147:19 172:10 Appendix 83:14 applaud 156:17 apple 54:5, 5 apples 217:19, 19 application 264:2 265:4 applications 284:9 applied 287:11 apply 86:4 108:15 applying 105:11 108:4 283:21 284:5, 19 appointed 33:17 34:5 appointees 27:12 appointment 27:9 Appointments 3:7 28:10, 11 31:17 32:1, 7 34:16 apportioned 298:7 300:9 appreciate 19:21 23:16 24:3 35:5 53:1 58:15 60:9 61:4 67:6 70:3</p>	<p>76:1 80:14 87:19 119:10 133:17 138:12 156:2 159:21 165:1, 14 167:3 174:2 183:20 184:7 186:5 188:8, 15 208:15 211:11 213:6 265:17 275:10 276:6 291:19 292:12 305:8 appreciated 273:10 appreciation 292:13 appreciative 90:2 approach 104:2, 13, 15 112:2, 8 143:9, 12, 17 190:10 195:11 205:15 206:14, 20 appropriate 35:6 36:5 59:12 63:7 83:4 208:3 305:15 325:5 328:2 approval 31:21 168:1 197:16, 19 237:13, 13, 14 282:7 approve 28:15 30:7 32:6 61:18 66:10 168:5 174:21 313:15 approved 5:21 10:17 37:19 173:3 189:12 230:17 232:4 258:11 259:2, 7, 8 266:7 280:14 281:18, 19 295:10 297:7 303:21</p>	<p>approving 182:17 approximately 9:12 170:16 258:16 293:13 April 65:8 277:19, 19 architect 232:12 architects 219:19 Area 28:10 60:19 190:14 208:20 234:8 249:21 252:18 264:18 307:13 328:19 areas 101:10, 15 123:4, 7, 10 124:13 125:19 128:16 129:21 138:21 141:11 164:17 174:13 190:18 192:13 193:4 210:5 275:19 307:14 argue 74:12 arrange 182:20 arrangements 133:11 arrive 63:2 art 203:4 articulate 131:3 articulates 67:2 Arts 173:21 209:6 Arundel 34:14 194:15 Ashley 3:18 58:1 69:9 75:13 asked 15:3 17:12 22:7, 13, 20 47:15 53:16 73:17 115:19, 20 116:1 123:19 125:4 127:3 148:8 160:15, 21 212:6, 6, 12 216:8 224:2, 10</p>	<p>229:12 243:10 244:19 248:3 265:12 266:12 278:15 286:18 287:1 305:17, 18, 21 327:6 asking 24:13 48:16 61:18 64:18 124:3 127:14 130:6 138:15 140:9 161:16, 18 193:15 204:5 215:8 266:19, 20 269:2 272:4 asks 267:18 as-needed 262:21 aspect 112:14 aspects 187:14 200:3 201:6 212:7 Assessment 143:6 144:15 158:9 159:18 186:18 241:3 243:13, 16 assessments 148:18 181:1 186:21 187:1 218:8 asset 186:17 230:1 assign 297:18 assigned 163:18 180:11 297:17 assignment 27:9 74:16 assignments 49:11 assist 256:13 assistance 46:12 76:6, 9 Assistant 32:2, 3 33:17 34:6, 9 associated 92:20 108:3 137:11 Association 88:11 188:13</p>	<p>249:9, 10 280:16 assume 205:21 assumed 45:18 assumption 94:6 298:10 assumptions 94:9 assure 59:8 290:1 athletes 277:3 athletic 280:17 281:5, 6 athletics 258:14, 17 259:11 264:3 276:7 282:18 attached 137:10, 15 310:6 313:13 328:20 attacked 22:5 attempt 293:6 attempting 222:11 attend 6:12 42:15 49:18 89:9, 21 188:12 253:2 313:11 316:5 attendance 190:2 191:4 252:21 attended 40:3 attending 88:10 260:20 313:3 attends 81:19 attention 49:3 205:9 214:12 288:14 310:5 328:3 attitude 152:21 attitudes 162:6 attorneys 182:13 audience 178:17 audio 17:12 19:3 26:2 50:10 79:1</p>
--	--	--	---	--

<p>audit 92:17 225:17 325:21, 21 Auditing 327:8 auditor 326:1 August 48:15 63:17 64:14 185:9 288:14 authority 196:5, 13 200:9, 12 availability 229:13 287:17 available 24:8 40:13 48:2 51:1 52:1, 5 85:7 90:3 133:20 138:18 139:4 143:6 163:3 171:7 186:9 202:1 229:7 236:14, 14 241:8 244:7, 18 253:17 260:1, 9 269:21 273:18 274:4 283:18 284:8, 12 286:1, 8, 9 289:5 297:10 298:8 Avenue 235:2 average 174:12 298:6 Avicenna 44:13, 14, 18, 21 45:1 Avicenna's 45:5 avoid 192:18 award 178:2 181:20 awarded 173:10 Awards 4:9 167:16 aware 54:11 70:6 119:13 179:3 201:2 215:3 258:10 287:17 290:14 awareness 106:12 < B ></p>	<p>back 18:21 22:15 37:8 57:6 58:20 63:19 64:14 65:12 68:3, 5, 15 69:6, 18 74:5 91:9 108:6 115:12 120:2 133:12 140:10 141:17 142:10 160:5 163:1 173:5 182:21 188:11 190:16 194:5 201:11, 14 204:5 208:19 220:18 225:21 227:6 241:16 251:5 262:10 266:20, 21 268:16 269:4, 19 271:4 272:14, 16, 19 276:2, 8 278:8 281:21 287:2, 12 288:18 290:17 294:18, 21 295:9 296:6 302:12, 21 303:6, 8, 12 314:1 327:1 backfill 294:21 296:8 backfilling 295:15, 19 background 208:6, 9, 12, 14, 16, 17 216:9 239:2 245:3 backup 249:18 bad 217:1, 3 baked 193:1 balance 230:2 balancing 47:5 BALTIMORE 1:2 5:5, 12, 17 33:20 34:8 36:3, 15 49:20 53:5 58:11, 13 72:13, 15, 20</p>	<p>74:4 80:15 83:19, 20 87:21 89:10 94:14 98:4 100:13 116:15 121:9 143:11 160:11 171:12 184:20 193:6 197:18 221:16 228:17 234:1 236:15, 17 246:1 250:13 252:18 272:2 280:10 330:2, 5 bar 72:12, 18 124:4 bargaining 38:3 271:9, 14 barriers 93:10 110:11, 12 124:18 base 125:17 based 41:17, 18 80:17 101:14 122:1 127:17, 17 135:3 136:10 141:14 151:13 152:5 193:5 197:17 203:1 205:17 206:2 213:10 220:1 224:3 226:15, 17 227:6 250:20 270:13 274:2, 15, 15 275:1 276:14 280:17, 18 281:3, 15, 15 286:16 287:1 294:5, 12 Bash 3:11, 21 43:14 65:6 basic 142:3, 12 177:3 183:4 202:9 236:7 basically 204:8 302:6 basis 40:13 42:7 74:14</p>	<p>189:5 262:21 263:15 battle 130:21 BCPS 1:8 5:8 6:18 37:18 38:4 44:3, 9 45:15 46:16 50:19 51:7, 15, 21 54:21 58:17 62:17 64:16 66:16 67:20 70:9 71:11 77:1 79:13 80:7 84:13 85:18, 21 92:3 106:15, 18, 20 134:10, 14 144:3 150:5 178:15 184:20 202:2 212:13 227:1 249:5, 7, 12, 20 250:3, 7 253:4, 11 255:16 258:10 260:1, 3, 7, 13 261:1 264:20 324:15 326:8 bcps.org 221:10 BCPS's 156:15 BCSC 89:12, 15 BCSC's 90:9 bear 191:2 225:17 beautiful 206:7 209:6 becoming 85:10 216:18 227:21 303:2 bed 283:8 beep 51:20 began 59:12 80:8 begging 41:6 beginning 9:13 10:5, 8 24:15 62:6, 14, 19 63:8, 14 116:18 117:3 134:20 135:17 165:9</p>	<p>259:6 277:12 begins 106:11 begin 80:12 behaving 119:19 behavior 36:6 44:11 256:8 257:2, 4 behavioral 103:11 105:17 106:17 257:21 258:1 behaviorally 150:11 belief 67:2 beliefs 94:3 believe 11:3 19:12 22:1, 16 41:13 48:5 54:7, 17 72:14 79:4 127:3 137:9, 11 150:9 152:4 158:8 159:16 171:5 176:13 194:21 209:13 214:12 240:1 241:1, 4, 17 244:3 255:3 259:12 269:8 273:11 275:11 282:20 284:7 285:19 297:13 299:4 307:6 326:12 believed 45:13 believing 54:3 bell 36:11 benchmark 204:12 217:7 benchmarking 211:15 213:12 benchmarks 182:7 203:17 benefit 41:3, 15 95:20 96:3 244:21 benefits 192:10 benefitting 42:10 136:4 berating 49:9</p>
---	--	--	--	---

<p>Bergman 3:13 4:2 50:14, 15, 17 67:17, 18 Berkshire 80:19, 21 best 18:8 39:9 40:11 58:17 59:20 60:13 61:9 63:13 69:1 87:8 88:14 115:7 121:13 124:19 125:1 177:11 188:6 198:7 214:5 216:10, 12 223:15 242:6 254:3, 8 261:13 274:21 296:7 330:8 better 47:18 75:6, 6, 7 85:12 119:17 130:15 133:18 229:21 254:16 283:9 beyond 72:17 199:6 218:11 284:10 bias 103:20 106:14 112:10, 10 324:2 bid 173:8 179:9, 9, 17 bidder 179:11 181:21 bidders 177:8 178:19, 21 179:2 180:18, 21 bids 173:9 181:4 big 81:4 123:13 127:21 145:9 160:17, 17, 18, 18 162:4 166:21 215:1 biggest 292:4 bigoted 151:15 billboard 67:2 billed 177:17 Billy 65:9</p>	<p>binary 203:21 205:4 birth 257:5 bit 65:19 136:6, 9 138:13 140:18 141:13 167:11 201:17 221:6 252:12 253:15 254:15 327:11 bits 191:12 black 97:8, 15 100:14 101:4, 8 102:17 103:1, 3, 12, 14 106:10 122:6 127:1 149:3 151:12, 21 152:18 162:7 326:15 blacks 97:1 bles 55:4 72:3 blessings 53:2 70:2 blind 205:15 blinking 222:15 block 200:17 blog 80:10 Blue 80:1 85:10 BOARD 1:1, 7 2:1, 3 4:6 5:3, 4, 21 6:1, 3, 5, 5, 7, 9, 16 7:1, 7 8:21 9:2, 11, 13, 14, 14, 19, 20 10:1, 2, 11, 11, 13, 14, 17 11:2, 15 13:20 14:1, 10, 14, 16, 20 15:18 16:7, 8, 9, 12 17:6 18:3, 5, 11, 14, 16, 17 19:1, 6, 10, 12, 15 20:3, 5, 8, 19 21:2 22:6 23:8, 11, 19, 19 24:4, 6, 16 25:4 27:7, 21 28:6 31:19 32:5 35:2, 4, 8, 12, 14, 16, 17, 20</p>	<p>36:17, 20 37:5 39:18 42:19 44:3 46:13 47:12, 14 48:11, 20 52:4, 9 53:3 55:13, 14 58:11 61:16 64:18 65:10, 17 66:7, 9 67:6, 9 70:5, 20 71:20 73:3 75:6 76:2 84:14 85:11, 19, 21 87:17 88:4, 10 89:3, 5, 12 90:4 91:3, 21 92:14, 18 93:7 95:18 109:6, 10, 11 120:13 122:2, 3, 9, 21 123:8 125:16 127:8 128:3, 7 132:1 133:11, 12 135:9 136:15, 16 137:6, 19 138:9, 10 153:12 159:18 161:5, 7 162:13, 19 163:12, 21 165:1, 2, 15 166:3, 9 167:19 168:1 171:17 173:3 174:20 177:10 181:21 183:8, 17 184:19 185:2, 8 186:3, 5, 10 187:6 188:17 196:3 197:4 203:11 216:7, 8 224:3, 14 226:15 227:20 230:16 231:1 234:12 235:21 236:9 238:2, 6, 8, 9, 10, 15 240:13 241:4, 8, 9 244:2 247:7 248:3, 14, 19 251:17 255:6,</p>	<p>14, 16, 17, 19 262:18 265:11 267:20 280:20 285:5, 13 287:12 291:10 293:8 297:1 302:8, 13 303:16, 21 304:6 305:2, 13, 14, 18, 19 306:4, 20 309:6, 21 310:6 311:21 312:18, 19, 19, 21 313:1, 6, 11, 15 314:15 315:6, 9, 16 316:2 318:2 319:12 322:6 323:17 324:5 325:2 326:1 328:9 329:1 BoardDocs 137:10, 16 139:5, 14 142:20 185:18 222:2, 4, 7 269:21 313:14 328:20 Boards 88:11 188:13 Board's 28:7 36:19 167:19 237:14 312:14 bodiness 118:12 body 15:11 77:12 118:11 boe@bcps.org 36:18 50:13 Boer 3:18 58:1, 1 69:9, 10 75:13, 15, 18, 20 book 81:9 books 273:20 274:3, 6 286:11 289:18 290:17 borders 210:6 Boswell-McCom as 92:11 95:11 148:7 259:14 263:19</p>	<p>bottom 161:10 204:19 Boulevard 235:2 boundaries 190:2 191:4, 5, 11 192:17 235:10, 12 boundary 192:16 225:10 brain 327:5 Branch 83:19 87:20 brand 206:4, 6 209:5 252:15 break 62:3 327:20, 21 breakdown 173:14 breathing 77:18 Bridges 290:10 bridging 119:16 brief 79:10 310:1 318:7 325:20 briefly 23:14 137:12 145:13 233:19, 20 bring 12:1 13:6 16:7 19:13 25:5 28:3 31:20 63:19 122:3, 9 129:15 147:15 205:9 208:3 225:17 229:20 251:5 281:21 bringing 7:2 20:2 188:9 272:14, 19 brings 34:7 162:1 187:11 British 45:10 broad 113:10 broadcast 6:18 broadly 96:10 broken 253:20 brought 16:15 126:11 271:4 302:7</p>
--	--	---	---	--

<p>Broussides 319:16, 18, 20 brown 151:13 162:7 brunt 191:2 budget 196:19 293:15, 17, 20, 21 294:1 295:10 296:2, 3, 5, 15, 19, 21 297:2, 7, 15 298:1, 8, 11 300:8, 15 304:1 318:6 320:11 budgets 290:16, 20 301:1 bueno 50:17 build 99:7 140:2 190:5 195:5, 12 206:4, 16, 19 219:1 building 42:7 62:15 78:4 91:11 106:12 114:12 116:20 155:8 167:17, 20 170:15 174:3 190:4, 4 211:4 217:9 234:3 235:4, 10, 11 236:20 246:18, 19 263:3, 6 buildings 59:6 62:16 64:21 211:1 219:8 261:12 263:1 266:15 303:9 built 81:18 190:21 198:16 218:21 219:13 235:11 236:8 247:1 293:21 bullet 166:19 167:6 bulletin 291:7 bulletins 291:6 bully 153:14</p>	<p>bullying 90:12, 12 153:17, 18, 19, 21 154:1 bundles 81:9 Bureau 245:17 Burke 65:9 66:6 91:17, 19 109:9 120:19 122:18 248:17, 21 249:1 262:12 267:6 268:2 269:6 270:19 271:20 272:9 273:3 buses 63:8 83:7 Business 3:5, 6, 7 4:9 14:14 28:2 91:14 167:16 buy 194:13 290:16, 18 Byers 248:18 259:15 262:10, 11, 12 294:9 327:6 < C > cabinet 163:7 249:7 cafeteria 199:1 cafeterias 83:12 calculated 211:20 calculates 203:13 calculation 201:3 calculations 202:6, 11 209:4 213:20 224:5 Calendar 3:19 61:15, 19, 21 62:6, 21 65:6, 8, 14 66:15, 18 67:1, 16, 19, 21 68:1, 21 69:14, 19 71:12, 21 72:6, 9 Call 3:2 5:4 25:13 31:18</p>	<p>35:10 36:11, 21 43:10, 15 66:19 73:19 79:8 89:2 91:17 101:13 133:8 150:5 167:16 209:2 222:11 310:4 312:21 321:18 326:21 called 124:12 calling 11:16 calls 43:12 134:19 cameras 56:18, 19 campaign 90:10, 21 91:5 Campbell 86:19 campus 207:21 208:6 231:12 241:15 cancel 64:1 candidate 33:17 34:5 Cannon 45:3 185:3 216:6 233:19 236:3 Canon 45:2, 4 capability 234:3 capacities 246:19 capacity 104:4 106:12 108:15 112:4 155:8 170:21 191:16 192:13, 16 194:16 195:5, 5, 13, 15 196:20 197:18 198:16 200:8, 12 206:6, 18 209:20 210:12, 18, 20 211:16 218:20 219:2 221:11 223:14 228:14, 21 229:4 230:4, 5 234:17 capital 120:14 185:1 190:21</p>	<p>195:3, 19 196:15 captured 96:17 car 217:21 218:6 241:16 care 206:9 218:12 careers 264:7 caregivers 73:7 260:16 CARES 170:5, 8 carries 8:21 30:7 133:9 172:21 176:6 240:10 312:10 317:19 Carver 209:1, 9, 12 210:16 case 83:7, 19 157:13 178:8 205:21 209:13 210:9 216:10, 12 222:16 231:9 249:8 250:8, 18 288:8 294:19 308:4 325:4 case-by-case 42:7 cases 182:2 183:2 203:21 204:2 236:7 250:19 286:20 313:11 Cat 186:16 241:13, 18, 19 242:14 catch 234:6 categories 101:1 141:16 142:6 144:19 157:17 categorized 110:18 147:9 148:14 category 41:18 101:5 149:9 158:10</p>	<p>Catherine 185:20 186:16 219:18 241:19 Cathy 244:11 Catonsville 226:2 caught 234:7 cause 76:21 101:17 105:16 106:13 145:14, 15, 16 146:8, 14, 16 147:18 148:6 165:11 caused 88:4 causes 54:13 Causey 2:3 5:2, 3 7:10, 13, 15 8:7, 8, 20 9:7, 16 10:3, 7, 15 11:9 12:7, 9, 12, 14, 20 13:15 14:2, 4, 7, 10, 12 15:18 16:20 17:16 18:19 19:19 21:7, 18 23:13 24:21 25:11 26:5, 6, 17, 20 28:5, 12, 18, 21 29:12, 15, 16 30:6, 10, 12 31:3, 4, 16 32:5, 9, 11 33:3, 4 34:21 37:4 39:12, 16 43:4, 9, 11, 17 44:1, 3 46:2, 10 50:11, 16 52:10, 15, 20 53:3 55:6, 10 57:15, 19, 21 58:4, 7, 9, 12 61:12, 14 65:5 67:15 69:5, 13, 16, 18 70:1 72:5, 10 75:12, 16, 19 79:2, 6 84:14, 16 89:5 91:13, 20 109:7 111:10 118:4 122:12, 17 127:2, 6, 14</p>
--	---	---	--	--

128:2, 6, 12
 131:6, 18
 132:17, 18
 133:9, 16
 139:10, 20
 142:17 143:7
 144:6 151:4
 156:19 160:1
 162:14, 18
 164:18 166:1
 167:13 168:2, 7,
 11, 15, 19 169:1,
 7 170:2, 10
 171:17 172:10,
 12, 13, 20
 173:12 174:1,
 17, 20 175:2, 16,
 17 176:5, 17
 183:16 184:1,
 18 186:4 188:7
 194:3 201:13,
 14, 16 215:10,
 15, 18, 21
 220:12 221:20
 222:3, 8, 10, 14
 223:12 224:15
 225:20 226:7,
 10 227:10
 230:10 232:9,
 18 233:1, 3, 8,
 11, 13 237:18
 238:1, 18 239:1,
 18, 19 240:9
 245:9 247:6, 11,
 13, 18, 21
 248:13 255:10
 265:16 269:14
 273:6, 8 285:17
 286:3, 12
 288:12 289:8,
 10 291:5, 13, 14,
 17, 20 301:18
 302:3 303:17
 304:19 305:4, 7
 306:12, 15
 307:8 308:19
 309:12, 15, 20
 310:2, 3, 13
 311:7, 8 312:10
 313:17, 19

314:6, 10, 15, 19
 315:7, 14, 20
 316:8 317:5, 6,
 18 318:4, 8, 16,
 19 319:2, 6, 11,
 16 320:5, 8
 321:5, 6, 19
 322:3, 8, 12
 323:5, 6, 16, 19,
 21 324:9, 19
 325:8, 14, 18
 326:2, 4, 11, 19
 327:2, 3, 10, 14,
 15 328:7
causing 59:2
 156:9
caution 192:9
 193:9
cautious 59:5
CCEIS 107:1
 134:17 140:12
 143:9
CDC 37:10
 76:8 261:16
cede 215:16
ceding 307:10
Census 245:17,
 19
Center 94:2, 18
 115:7 209:1
centers 80:12
central 64:9
 81:1 125:18
 127:20 192:15
 207:9, 13
 208:20 209:10,
 20 218:21
 290:13
century 44:15,
 19 218:14
certain 14:19
 15:2 18:3 50:8
 120:2, 3 145:17,
 19 191:17
 193:9 229:5
 294:8 302:15
Certainly 12:4
 13:17 24:3
 41:2 50:12
 109:2, 15 119:6,

10 120:13
 135:7 163:3, 19
 188:15 222:14
 226:14 227:6
 229:18 270:20
 293:15 294:7
 297:3 300:1, 3,
 13 304:15
 307:21 315:8
 327:10
certainty 60:12
certificated 28:9
certify 330:6, 9
cetera 192:17
 204:2 210:17
 217:9 225:3
 230:7
Chadwick 80:19
Chair 2:3, 4
 6:3, 4 7:12, 14
 8:6 14:2 15:13,
 13, 21 17:1
 22:16 26:4
 29:14 31:2, 20
 33:2 37:4
 55:13 58:12
 89:1, 4 132:16
 167:17, 18, 19
 168:21 169:15
 170:1 172:9
 175:15 176:13
 177:2 183:8, 14
 184:18, 18
 186:3, 4 201:12
 224:14 239:17
 240:19, 20
 241:11 242:4, 9,
 19 243:7
 244:12 248:13
 292:1 295:12
 296:12 297:9,
 19 298:12, 15
 300:21 301:3
 308:20 309:18
 311:6, 18
 312:20, 20
 317:4 318:7, 18,
 20 321:4 323:4
 324:6, 6 325:15

CHAIRMAN
 5:2 7:13, 15
 8:8, 20 9:7, 16
 10:3, 7 11:9
 12:7, 9, 12, 14,
 20 13:15 14:4,
 7, 10 15:18
 16:20 17:16
 18:19 19:19
 21:7, 18 23:13
 24:21 25:11
 26:6, 17, 20
 28:12, 18, 21
 29:16 30:6, 10,
 12 31:4, 16
 32:5, 9, 11 33:4
 34:21 39:12
 43:4, 11, 17
 44:1 46:2, 10
 50:11, 16 52:10,
 15, 20 55:6, 10
 57:15, 21 58:4,
 7, 9 61:12 65:5
 67:15 69:5, 16,
 18 70:1 72:5,
 10 75:12, 16, 19
 79:2, 6 84:16
 91:13 109:7
 118:4 122:12
 127:2, 6, 14
 128:2, 6, 12
 131:6, 18
 132:18 133:9
 139:10, 20
 142:17 143:7
 144:6 151:4
 156:19 160:1
 162:14 164:18
 167:13 168:2, 7,
 15, 19 169:1, 7
 170:2, 10
 171:17 172:10,
 13, 20 173:12
 174:1, 17, 20
 175:2, 17 176:5,
 17 183:16
 184:1 188:7
 194:3 201:14
 215:10, 18, 21
 220:12 221:20

222:3, 8, 14
 223:12 225:20
 226:7 227:10
 230:10 232:9,
 18 233:3, 11, 13
 237:18 238:1,
 18 239:1, 19
 240:9 245:9
 247:6, 13, 18, 21
 265:16 269:14
 273:6 285:17
 286:3 288:12
 291:5, 14, 20
 301:18 302:3
 303:17 305:4, 7
 306:12, 15
 307:8 308:19
 309:12, 15, 20
 310:3, 13 311:8
 312:10 313:19
 314:6, 10, 15
 315:7, 14, 20
 316:8 317:6, 18
 318:4, 8, 16, 19
 319:2, 6, 11, 16
 320:5, 8 321:6,
 19 322:3, 12
 323:6, 16, 21
 324:9, 19 325:8,
 14, 18 326:2, 4,
 11, 19 327:3, 10,
 15 328:7
Chair's 4:5
Chairwoman
 5:3 28:4, 5
 37:3 39:16, 17
 53:2 58:11
 91:19, 20
challenge 147:1
 156:7 160:5
 210:20
challenges 39:4
 79:14, 16
 124:19 125:15
 146:15 191:13
 192:11 193:2, 7
challenging
 58:19 115:4
 156:1

<p>chance 38:17 72:21 153:9 211:12 279:21 314:21 change 10:19 11:18 21:13 24:4 65:20 77:3 110:4 111:3 115:4 155:3 165:13 312:18 changed 199:14 changes 9:4 38:5 109:21 149:21 326:7 328:12 changing 76:11 88:3 94:12 104:15 160:18 227:3 Channel 6:19, 20 Chapel 86:16 charge 124:15 125:6 charged 184:15 charges 163:6 chart 269:19 Charter 228:18 check 46:5 80:10 143:4 183:18 Cheryl 2:11 chief 90:21 325:10 326:1 child 41:2 42:7 57:1 78:13 254:8 260:20 childcare 80:13, 17 children 15:16 23:9, 10 40:20 47:18 49:15 67:3 68:5 70:8 72:15 73:1 74:3, 3, 8, 15 75:2, 5 95:19 106:8 110:5, 12, 16 116:20 117:1, 8, 9, 11,</p>	<p>12 118:2 128:19 129:4 130:1 131:4 150:7, 14 151:13 159:2, 3 161:11 165:8, 20 304:14 307:19 308:2, 14, 15 children's 47:6 74:11 chime 16:4 220:19 chimes 222:17 choice 48:17, 19 64:20 74:10, 11 191:6, 7, 11, 19, 21, 21 192:2 287:1 choose 41:4 44:12 choosing 50:9 chosen 264:7 299:12 church 228:20 Cindy 3:9 37:2 CIP 197:20 230:17 circle 227:6 circles 53:7 circumstance 181:16 circumstances 193:6 207:15 301:17 citation 101:3 citizen 53:5 citizens 35:5 39:15 48:2 55:1 70:10 clarification 24:14 66:14, 20 149:14 157:1 305:16 306:6 clarify 18:12 122:15 127:3 130:18 136:1 147:1 184:8 255:15 258:20 303:18, 19</p>	<p>clarity 184:13 277:9 Clary 3:17 72:6 class 40:21 56:16 57:1, 3 93:13 107:9 classes 37:18 41:15 56:19 classified 50:20 classroom 34:3, 11 39:1 60:5 68:18 263:9 classrooms 44:6 58:20 63:8 263:5 cleaning 78:6 83:17 174:8, 10 clear 15:13 47:10 56:9 73:8 77:1 83:8 126:15 129:16 160:7 164:4 192:20 193:14 210:2 214:18 243:2 286:7 clearly 20:20 103:17 146:19 click 202:4 clients 57:12 climate 91:1 125:8 238:7 325:11 climatic 54:13 clock 279:16, 17 282:9, 21 close 152:15 153:10 192:16 212:16, 19 213:19 251:13 284:21 295:18 Closed 3:5 5:18 27:6, 7, 18 35:12 91:14 251:21 292:4 closely 100:9 273:21 closer 200:3 213:20</p>	<p>closing 70:17 72:12, 21 124:4 271:11 closure 66:3 closures 66:12 clothes 76:11 Club 268:13 299:20 300:16 clubs 38:20 86:9 292:19, 20 300:12 CNI 295:3 coaches 282:14 coaching 258:12 278:4 281:10 Cockeysville 81:20 co-created 254:20 code 189:11 codified 108:11 codify 115:6 coding 129:8 coherence 189:8 cohort 225:2 cohorting 282:3 Colgate 34:4 80:19 collaborate 262:5 collaborated 144:1 collaborating 184:21 collaboration 38:2 272:20 278:17 281:16 collaborative 155:4 185:11 264:4 collaboratively 163:20 colleagues 61:17 88:13 163:19 259:15 collecting 268:7 collective 166:11 collectively 177:10</p>	<p>College 85:21 255:14, 16, 17, 19 264:2, 9, 15, 16, 16, 17, 21 265:2, 4 283:21 285:5, 13 color 22:3 23:6 114:3 129:4 153:6 159:4 combat 90:20 combination 177:7 Comcast 6:19 come 53:17 59:14 114:20 148:2 155:20 160:12 167:5 190:20 197:15 198:13 199:20 204:5 205:7 222:12 246:17 266:21 290:17 295:18 300:7 304:21 314:1 328:2 comes 42:18 142:9 153:14 168:8 169:2 175:3 195:15 245:16, 17, 20, 21 266:3, 18 282:17 315:17 comfort 315:10 comfortable 113:20 308:17 coming 21:4 33:19 83:2 86:1 150:20 167:11 191:17 201:17 210:14 220:6 223:1, 2 235:21 245:14 246:3 282:4 commend 81:1 87:13 comment 16:1 17:2 23:13 35:1, 9 36:1 61:15 69:6, 14, 19 132:3</p>
---	--	--	--	---

<p>156:21 160:3, 4 162:16 164:20 251:20 270:3 292:4 295:20 296:12 308:21 318:20 commented 16:11 commenter 75:14 commenters 69:7 commenting 36:14 75:13 Comments 3:8, 19 4:15 17:19 36:17 50:12 59:8 62:1 69:9 79:10 84:20 90:3 109:6, 11 128:7 133:13 151:7 156:3 165:15 238:9 249:2 285:19 310:6 323:17 commit 266:19 commitment 104:17 123:11 125:20 292:6 committed 82:18 155:14 165:16 committee 6:5 11:14 12:1 13:5 18:16 23:21 50:5 65:8 88:8, 9 89:12 92:19 108:7, 9 112:17 131:20 136:16 154:6, 9 167:17, 20 168:9 169:3, 16 170:15 174:4 175:4 181:6 229:14 238:10 278:7 279:5, 7, 8, 9, 17 280:3, 8 282:1 313:7 318:6, 14</p>	<p>320:12 322:6 327:12 committees 61:5, 7 89:11 committee's 93:8 commodity 177:4 common 45:19 104:16 217:10 communicate 51:9 282:15 communicated 261:18 communicating 76:11 163:1 287:15 communication 60:20 82:16 160:16 254:17 264:14 269:3 297:13 298:17 communications 84:13 85:12 270:10 communities 85:5 110:15 113:4 130:8 155:17 257:8 261:14 262:9 274:14, 20 276:5 287:3, 13 community 34:18 35:4 63:18 64:15 66:13 70:15 71:18 80:3 82:9, 18, 21 95:17 115:2 120:2 123:8 166:9 190:13, 21 191:2 212:3 213:3 221:7 222:20 223:7 224:8 228:4, 21 229:21 230:12 231:12 259:14, 18 260:17 267:9, 17</p>	<p>275:17 291:17 301:13 companies 173:15 company 186:19 216:13 compared 96:20 97:3, 10, 13, 17 98:8, 12, 16, 18 204:13 compares 203:19 comparing 96:11 102:4 comparison 102:21 103:2 217:19 compass 60:14 87:10 109:21 113:1 117:21 126:1 compelling 103:21 111:19 compensate 66:11 compensation 27:10 competence 177:8 competency 114:13 118:21 competing 189:4 competitive 173:7 258:13 259:3, 6 264:5 277:12, 18 complain 145:21 complete 216:4 236:4 278:20 completed 77:8 216:14 236:12 278:21 completely 47:21 68:17 270:4 completing 81:2 complex 146:15 complexity 108:3</p>	<p>compliance 104:7 complicated 46:18 203:13 complications 68:12 comply 328:10 components 263:18 comprehensive 106:21 134:17 compromised 78:18 computer 49:2 75:3 computers 74:21 concept 100:1 124:11 151:16 188:3 concern 63:6 133:19 141:10 143:13 193:10 207:3 228:3, 3, 4 287:19, 20 304:13 concerned 66:5 128:19 129:18, 19 147:20 223:13 279:12 286:4 287:13 292:16 concerning 159:4 227:19 259:17 concerns 35:6 63:11 76:3 85:15 101:16 189:1 209:16 252:16 276:3 292:4 313:2 concerted 166:7 conclude 36:10 44:18 109:4 264:6 265:9 concludes 34:16 259:10 concluding 107:6</p>	<p>conclusionary 102:1 106:20 concur 163:4 concurrence 196:17 condemning 153:21 condition 107:17 186:21 211:17 218:8 241:3 242:13 conditioning 63:7 218:5 278:6, 13 279:1, 3 282:6 283:7 conditions 56:4 78:19 84:5 158:14 166:5 243:11 244:16 conduct 6:20 35:8 36:7 conducted 181:18 328:9 conference 88:12 conferences 188:14 confidence 120:7 224:12 228:8 confirm 9:11, 19 13:19 196:1 242:15 276:2 286:18 confirmation 65:20 confirmed 263:20 confirms 103:8 conflating 246:2, 7 conflicting 147:20 confused 24:20 77:4 confusing 246:15 confusion 53:6 congratulate 85:8 86:13</p>
--	---	---	--	--

<p>congratulations 34:4, 14 79:20 82:5</p> <p>conjunction 258:3</p> <p>connect 86:2 220:17 222:16</p> <p>connected 58:1 128:10</p> <p>connecting 108:6</p> <p>connections 59:17</p> <p>connectivity 47:4</p> <p>consensus 60:10</p> <p>consent 28:7</p> <p>consequences 191:9 193:11</p> <p>consider 17:5 41:12 42:1, 21 51:10 61:20 67:10, 21 91:15 95:8 177:7 178:18 181:21 199:9 210:7 240:13 254:7</p> <p>considerable 94:8 199:6</p> <p>considerably 99:16</p> <p>Consideration 3:4 7:5, 7 16:8 17:6 312:15 315:21 318:6 320:11 327:17</p> <p>considered 16:10, 12 95:8 98:13 209:19 324:5 328:15</p> <p>considering 23:17 68:20 118:17 252:11 254:3</p> <p>consistency 57:4 68:11 101:16</p> <p>consistent 11:19 64:12 65:2 217:11 225:7</p>	<p>226:19 251:19 266:5</p> <p>consistently 42:15</p> <p>consists 181:6</p> <p>constant 41:5</p> <p>constantly 59:10 282:10</p> <p>constituents 308:1</p> <p>construct 93:20 148:17 195:8</p> <p>construction 108:16 198:9 214:20</p> <p>consult 27:15, 16</p> <p>consultant 187:11</p> <p>consultants 27:17 224:17</p> <p>consultation 6:3</p> <p>consume 223:4</p> <p>consuming 195:17</p> <p>contact 178:21 179:11 257:18 260:20</p> <p>contain 77:11, 13</p> <p>contained 178:2 256:16 257:1</p> <p>contamination 76:21</p> <p>contemplating 179:6</p> <p>content 49:6 56:14 57:2 105:14 289:14, 15 290:21</p> <p>contents 290:5</p> <p>context 93:4 95:8 104:2 136:6 141:13 145:9 248:7 291:4</p> <p>continually 22:9 295:8</p> <p>continuation 257:11</p>	<p>continue 48:9 60:13, 19 61:3, 8 77:12 84:1 89:14 91:3 92:1 96:3 112:8 115:10 164:15 185:21 199:10 233:7 238:2 247:8 263:11 272:2 281:9 295:6 300:13</p> <p>Continued 4:1 38:2 40:9 91:7</p> <p>continues 58:21 80:9 88:5 115:11 262:4 265:1</p> <p>continuing 86:11 90:20 114:7 208:5 263:16 278:7</p> <p>continuity 89:18</p> <p>continuous 96:5 136:4</p> <p>Contract 4:9 167:16 171:2, 8, 14 173:1, 3, 11 174:15 177:9 181:12 182:3, 21 226:12</p> <p>contracts 167:17, 20 170:15 174:3</p> <p>contradiction 13:2</p> <p>contrary 10:16</p> <p>contrast 100:17</p> <p>contribute 95:19 288:6</p> <p>contributing 94:10</p> <p>control 146:17, 18 189:14, 16 224:19 231:1, 3</p> <p>controlled 197:12</p> <p>controlling 195:2</p>	<p>conversation 40:9 51:12 115:18 120:1 130:16, 18, 20 134:7 153:3 156:16 162:20 185:21 186:2, 9 224:20 270:4 279:11 307:11 310:11</p> <p>conversations 110:3 113:19, 20 114:5 116:9 121:12 154:4, 17, 17 155:12, 19 156:4, 5 165:17</p> <p>convert 66:2, 3</p> <p>converted 65:12 66:8 71:14</p> <p>conveying 214:17</p> <p>cooler 63:9</p> <p>cooperative 171:10</p> <p>coordinate 288:10</p> <p>coordinated 106:21 134:17</p> <p>coordination 82:20 180:6</p> <p>copy 144:11 178:11</p> <p>core 67:2 106:1 198:15, 21 199:1</p> <p>corner 235:2, 11</p> <p>Corns 220:17</p> <p>correct 15:12 152:6 157:6 158:15 196:9 211:19 213:18 214:6 297:16 307:8 320:4, 5 322:10</p> <p>correcting 305:10</p> <p>costs 191:3 198:10 218:8</p>	<p>cough 77:9, 14</p> <p>coughing 77:15</p> <p>Council 28:11 39:15 171:11 189:11 227:13 234:4, 10 246:17 328:19</p> <p>councils 89:10, 19</p> <p>counsel 27:15 319:12 330:9</p> <p>Counseling 87:1</p> <p>counselor 86:3, 15, 17, 19</p> <p>counselors 265:2, 3</p> <p>count 39:1 326:6</p> <p>counted 22:12</p> <p>countertop 266:6</p> <p>countless 87:11</p> <p>countries 53:15</p> <p>country 48:14 153:6 189:1 217:11</p> <p>COUNTY 1:2 5:5, 13, 17 33:20 34:8, 14 36:3, 15 49:20 53:5 58:11, 14 60:16, 18 64:9 72:13, 16, 20 74:4 80:15 83:20, 21 87:21 89:10, 18 94:15 98:4 100:13 116:16 121:9 143:11 160:11 184:20 189:11 193:6 194:8, 11, 15 197:18 199:3 206:13 209:2, 3 210:9 214:21 221:16, 17 228:17 229:2 234:2, 4, 10 236:9, 15, 17 246:1, 17, 18 250:13 252:18</p>
--	---	---	---	--

272:3 280:10
 304:2, 8 307:16
 326:8 330:2, 5
county's 199:9
 237:13
couple 90:7
 91:8 144:7
 173:2 223:11
 224:21 229:18
 235:19
courageous
 165:17
course 79:13
 81:13 89:17
 90:13 121:11
 146:13 177:14
 180:19 181:8,
 17, 19 195:5
 290:4
cover 77:10, 12
 329:4
coverage 263:1
covering 45:20
 83:8
coverings 83:6,
 16
covers 262:19
COVID 111:7
 171:8 174:8
 198:12 207:15
 265:7 293:15
 325:17
COVID-19 4:14
 6:3 7:8 37:12
 44:4 53:8 63:3
 79:14 82:10
 83:19 84:9
 119:2 120:21
 246:12 250:3,
 15 254:21
 260:14, 14
 312:16, 17
 313:6, 16
create 41:8
 51:11 95:21
 104:2 124:1
 126:13 138:16
 149:21 253:20

created 38:1
 124:12 257:7
 271:10 298:6
creates 191:16
 202:21
creating 126:13
 146:20 191:6
 267:11
creation 108:21
 271:13
creative 59:14
 85:2 236:1
credibility 246:5
credit 204:1
crisis 79:15
 81:2 228:1
criteria 47:16
 142:12 177:6
 178:2, 4, 10
 181:18
critical 82:16
 103:3 253:1
critically 112:15
criticism 116:10
cross 212:11
cross-functional
 104:10
cross-hairs
 71:11
crucial 81:6
 105:20
crunch 66:8
cultural 93:10
 104:9 106:13
 110:10 112:3,
 19 114:13
 118:21 120:7
culture 124:1
curb 234:16
cure 183:1
curious 137:2, 3,
 4 169:20
 189:18 205:6
 209:1, 11
 211:20 243:15
current 24:18
 27:1 40:5 96:4
 156:7 198:11
 251:3 266:17

currently 11:14
 13:2 33:20
 34:8 107:2
 118:19 249:4
 251:14 258:10,
 21 278:3
 281:12 302:9
 303:16 321:21
curriculum
 87:4, 5, 7, 12
 112:17 115:17
 261:5 262:2
 274:11 295:3
curriculum
 104:8
customized
 256:17
cut 50:10 79:1
 294:2 304:2, 3
cutting 284:21
 308:12
cycle 42:13

< D >
D.C 171:12
D-1 28:15
D-2 30:8
D-3 28:15
D-4 28:16
D-5 28:16
D-6 28:16
daily 40:13
 74:14 76:6
 77:7
dais 15:10
 324:10
damaged 83:8
danger 54:9
Darryl 117:21
 122:3 128:13
 152:13 153:10
 154:10 248:2
 280:7
dashboard
 143:2 325:17
data 50:5, 5
 64:5 73:19
 92:3, 7 93:2, 11,
 12, 15, 17 95:9
 97:20 98:5

100:12 101:8,
 20 102:2, 3, 21
 103:7 107:8
 108:2 113:3, 5,
 21 121:7 124:5
 125:14, 18
 134:21 135:19
 137:2, 3, 5, 12
 138:14 139:9
 140:9, 14, 19
 142:19 144:15
 145:18 146:11,
 12 147:10
 148:2 152:2, 3,
 3, 10 154:21
 155:1 157:20
 159:18 163:2, 2,
 16, 18 165:4, 9
 166:4, 7, 10
 167:2, 9 202:8,
 21 212:15
 213:2 217:6
 218:7, 17 223:3,
 9 224:16 225:1
 242:21, 21
 243:4, 12, 19, 19
 245:4, 5, 7, 15,
 16, 17, 20 246:2,
 7 268:7, 8
 271:16 326:7
date 62:4
 137:11 208:11
 249:18 255:1
 267:13 271:11
 276:20 277:15,
 16 325:16
dated 37:19
dates 67:1
 261:11, 17, 19,
 21 262:1 287:3
daughter 292:11
David 185:20
 187:2 188:10
 194:1
day 41:2 58:16
 61:19 62:3, 7,
 14 63:1, 15
 64:4, 10, 17
 65:3 66:8, 9, 10
 68:9 71:9, 13,

14, 15, 18, 20
 75:2, 3 85:21
 127:12, 12
 147:21 152:3
 188:12 191:18
 198:2 252:4, 12
 262:19 268:1,
 17 271:1
 276:16 283:15
 284:2 330:13
Dayana 3:13
 4:2 50:14
 67:17
days 59:14
 64:3 65:11, 13,
 16 66:2, 4, 4
 67:11 102:8
 227:12 273:18
deadline 280:2
 283:2 299:3
deadlines 265:5
 284:1
deal 118:8
 196:6 228:14
 234:5
dealing 47:4
 49:5, 12 139:8
 198:5, 9 210:19
deals 161:3
Deb 85:9
debarred 181:3
debate 20:1
debating 75:9
decades 71:3
deceased 28:9
December
 14:15 86:1
 259:7 263:21
 264:5 277:13,
 15 281:9, 18
 282:8 283:16
 284:16
decide 42:5
 128:14 145:3
decided 66:1
decision 18:15
 39:6 213:5
 250:17 266:3
 279:14 280:3

283:3, 4, 8 284:19 316:4 decisions 37:9, 14 42:17 45:16 60:21 107:21 224:3, 11 227:20 230:15 231:3 234:14 253:19 266:2 274:17 decks 245:1 declare 6:5 decrease 78:17 decreasing 100:18 dedicated 192:5 dedication 104:16 165:1 deep 109:20 deeper 93:16 101:13 165:10 deeply 96:3 defend 78:14 defensive 59:21 defer 297:3 deficiencies 183:2 204:17 218:9 deficit 105:17 define 73:17 defined 99:14 106:16 181:19 defines 53:9 93:4 defining 73:18 definitely 138:5 155:2 166:6 188:14 201:2 244:8 definition 73:15 93:21 99:12 definitively 62:1 degree 197:2, 6 235:16 delay 182:9 deliberations 66:1 deliver 87:11 deliverable 127:8, 13	deliverables 125:9 164:6 177:20 delivered 263:14 delivering 244:21 delivery 61:2 84:12 254:2 demographic 114:7 demolishing 219:2 demonstrate 254:3 demonstrated 178:6 demotion 27:10 denial 54:13 71:2 denominator 217:18 Department 34:17 39:20 40:9 80:1 83:20 87:21 119:7 134:13, 19 141:3 142:4, 9 143:5 144:14, 16 158:8 159:17 181:1 245:21 250:9, 13 256:5 257:15 258:3 269:3 272:3, 17 278:9, 17 282:2, 12 316:1 depend 114:2 dependent 196:13 depending 208:12 214:1 300:15, 16, 16 depression 49:13 depth 90:5 derived 212:2 describe 177:16 272:12 described 140:7 describing 272:9	deserve 74:9 75:5 design 40:6 82:9 84:9 88:19 185:3 195:8 210:19 232:5, 15, 15 233:19 236:3 249:2, 5, 16 250:5, 14 253:15, 19 254:17, 21 designated 134:14 257:18 designation 230:13 designs 254:14 desire 199:9 281:17 desk 92:17 desks 266:11 desperately 56:13 despite 6:10 81:2 destigmatize 90:10 destroys 42:12 detail 85:15 142:14 169:18 184:12 219:18 245:3 detailed 50:1 135:7 182:6 185:5, 6 186:11 241:3, 6, 12, 15 242:5 244:1 details 85:21 86:3 186:20 207:8 215:3 242:1 255:11 271:13 278:11, 14, 16 deter 78:6 determination 79:17 180:17 268:10 determine 19:3 78:9 124:14 203:10 261:13	determined 212:1 devalue 94:3 devastating 40:19 42:12 develop 104:4 179:16 272:21 316:1 developed 38:2 47:11 185:17 256:5 developer 197:18 developers 190:20 194:13 237:8 developing 47:2 105:15 development 62:5 63:1 66:4 119:1 160:20 184:21 185:10 189:12, 17 193:20 194:9, 14, 17, 18 195:9 199:9, 10, 21 200:8, 8, 18 developments 190:13 device 302:9, 14 304:3, 6, 7 devices 67:8 303:1 devoted 94:11 dial 46:7 dialed 58:3 dialog 193:8 Dictionary 53:9 die 218:1 difference 59:1 119:18 165:20 differences 95:6 119:18 214:6 227:17 different 68:17 71:16 78:2 104:3 119:8 120:5 121:15, 17, 18 143:21, 21 144:18, 19	146:3 147:14, 17 156:9 157:16 163:12 164:5, 16 188:21 195:6 202:11 206:2 209:8 210:13, 14 212:4 214:13 227:15 246:2, 7 254:7 299:17 differentiated 105:5 differently 54:18 95:4 difficult 65:19 134:2 153:3 197:15 215:9 difficulties 49:7 215:14 difficulty 49:4 69:7 262:15 dig 113:21 digging 165:10 207:7 digital 288:17 digitally 89:14 diligence 207:16 230:9 306:6 diligent 89:16 diligently 267:14 dinner 327:21 direct 122:2 309:6 312:1 directed 275:7 302:13 direction 5:16 60:15 167:8 219:3 253:2 324:18 directive 226:16 227:7 directly 17:11 63:20 105:21 director 87:20 187:9 directors
--	--	---	---	---

280:18 281:6	discussing	Distance 37:16	244:6, 8 245:10	21:10, 11 25:2,
directory 260:21	273:11	83:16	247:3	14, 15 29:3, 4
disabilities 94:5,	Discussion 4:13	distancing	doctors 250:9	30:14, 15 31:18,
19 96:12, 20	7:3 14:11	263:8 266:5	document 99:5	19 32:14, 15
97:2, 6, 9, 16	23:20 29:1	distilling 215:4	203:10 204:21,	33:16 35:1
98:2, 3, 6, 10, 15,	32:12 43:2	distinguished	21 313:13	37:4 39:17, 21
18 100:15	61:4 92:1, 3, 7	53:10 177:4	documentation	40:1 43:14, 17,
102:5, 8, 9, 11,	94:1 107:7	distributed	242:16	19, 21 44:2, 13
18 118:12	108:6 109:5	261:7, 15	documents	46:13 48:20
120:9 128:21	128:3, 8 129:2	275:13 285:20	180:12 202:1	52:11, 12, 14, 18,
135:4 137:17	130:9, 12	distribution	221:18 253:16,	19, 21 53:3
146:3 256:10	131:13 132:1	67:8 81:11	21 267:11, 16	55:14 65:6, 7,
258:8 326:15	134:3 136:18	261:4, 12, 17, 21	310:6	10 69:20, 21
Disability 94:2,	137:15 168:9	262:6 286:17	Dogwood 34:12	70:2, 7 79:8, 9
12, 18 95:13	169:3 175:4	287:4, 9	doing 47:19	83:19 84:17, 18
97:13 98:14	238:18 247:10	district 93:9	56:21 57:3	85:13 87:1, 20
101:1, 6, 11, 11,	248:1, 4 310:1,	121:6 124:21	64:12 74:2	88:1 89:5, 21
12 129:12	14 312:12	155:15 166:16	85:5, 6 90:6	91:6, 18, 20
157:17	314:16 318:5	216:5 225:8	110:6, 7, 21, 21	92:2, 10, 11, 12,
disabled 94:6,	319:1 320:9	243:14 290:9	111:1 119:7, 13,	12, 14 95:11, 14,
10 110:17	322:7 325:16	districts 99:6	16 123:12	15 100:20
148:14	discussions	141:11 143:21	126:7, 10, 18	107:4, 6 109:7,
disadvantage	120:3 121:12	144:1, 2 187:10	130:13, 15	8, 9, 13, 14
19:15, 16 52:6	245:12 299:6	192:4 196:12	138:7 141:14,	110:13, 14
disappointment	disheartening	280:11	19 144:2 154:6	111:8, 12, 12, 14,
192:3	71:7	disturbance	155:21 156:7	17 113:15, 17
disarray 59:2	disorders	149:5	164:14 167:1, 4	114:11 115:5,
discipline 27:10	148:16	disturbing	181:14 206:9	14 116:6, 8, 9,
106:15, 20	disparities 92:4,	165:7 246:4	207:8 217:8, 8,	21 117:21
disciplined	5 108:21 224:9	ditto 84:18	15, 16 218:12	119:3 120:19
102:2	dispel 45:9	dive 101:13	224:19 247:2	121:2 122:3, 14,
disciplines 54:20	disproportional	109:20 193:21	278:3 281:12	16, 17, 18, 19, 19
discretionary	146:20	diverse 95:17	294:9 303:10	126:3 127:6, 15,
141:9, 16 225:5	disproportionalit	diversity 61:6	306:5 316:10	16 128:13, 14
discriminate	y 99:14 101:3	95:20 96:2	dollars 81:7	129:5, 14, 17
94:4 129:7	107:3 134:16	divide 50:3	229:21	131:5 132:5, 6
discuss 16:7	135:11 147:11	dividers 266:5	domains 257:20	133:10, 15
18:5, 14 19:17	163:9	division 123:15	donations 81:8	134:7, 12
27:9 50:5 54:6	disproportionate	124:10 125:7	door 116:10	135:15 136:13
98:1 99:2	99:10 121:10	261:5, 19 262:3	265:20	138:2, 3, 6
137:21 170:14	157:9, 12	286:15 288:1	doors 118:1	139:10, 11, 20,
324:21	disproportionatel	divisions 123:14	198:2	21 141:5, 5, 18,
discussed	y 121:6 152:19	divulged 152:9	dovetail 285:18	18, 18 142:2, 2,
108:10 112:16	dispute 36:4	Dixit 176:10	downstream	18, 21 143:4, 8,
137:12 169:16	Disrupting	184:5, 15, 17	230:7	14, 16, 19 144:4,
240:15 242:12	106:11 108:21	221:21 222:4, 6	downturn	13 145:1, 6
255:6 276:16	disruptive 63:20	231:16, 18	246:9, 11	146:6 148:5, 7
279:12 286:14	disrupts 36:7	232:11 235:18	Dr 7:17, 18 9:3,	150:2 151:5, 6
304:17 318:21	dissidence	237:9 240:20	9 16:1, 4 17:2,	152:7, 8, 13
	145:18	241:21 242:4, 6	18, 18, 21 18:20	153:2, 10

<p>154:10, 12, 15 156:12, 21 157:6 158:7, 16 159:7, 20 160:6, 10, 17 161:16 162:15, 17 163:5 164:19 165:14 166:1 167:3 169:5, 7, 8, 16, 20 170:4, 10, 12 171:20, 21 175:6, 7 176:6, 10, 12, 18, 21 177:1 183:7, 13, 19, 19 184:4, 6, 17, 19 185:16, 20 186:4 187:2 188:10 189:19 193:12, 21 194:4 196:10 198:4 199:8, 13 200:11 201:8, 11 221:1, 2 223:14 226:8, 10, 16 227:7 234:13, 17, 19 238:4 239:6, 7 240:10 248:2, 12, 13, 16, 18, 18 251:18 254:19 255:4 259:12, 13, 14, 16 262:14 263:19 267:9 268:5, 6, 9 269:15, 16 270:19 271:19, 21 272:1 273:7, 10, 13 274:8 275:15 276:10 277:7 279:6 280:6 281:14 282:19 285:9, 16, 20, 21, 21 286:2, 12 288:6 289:8 291:13, 16 293:6 294:9 295:13, 21 296:17 297:11 298:16 299:1 301:2, 5, 6, 12</p>	<p>303:4 304:5, 7, 16 310:16, 17 314:5, 13 315:17, 21 316:14, 15 320:14, 15 322:14, 15 324:7 326:14 328:16 DRA 167:3 226:9 draft 16:6 17:4 182:3 dramatic 218:13 drawing 210:8 draws 209:3 drill 108:2 124:18 155:15 drilling 93:15 145:10 driving 136:2 droplets 77:17 dropped 240:2 droughts 54:15 DSSA 288:7 290:5 Dubel's 70:7 due 41:5 56:3 64:5 77:6 79:14 89:6 207:16 230:8 260:14 284:9 306:5 309:5 311:21 326:7 Dulaney 230:21 231:14, 21 232:4 dumb 49:10 Dundalk 235:8, 15 Duque 65:17 66:6 dust 45:9 duty 306:5 309:8 312:2 dysgraphia 128:17 129:1, 8 160:16 dysgraphic 148:13</p>	<p>dyslexia 128:17 129:1, 7 160:15 dyslexic 148:12</p> <p>< E > E-1 32:7 Earlier 27:6 42:2 63:12 84:8 123:18 146:10 154:14 167:20 171:9 234:12 248:8 254:19 255:10 258:17 278:15 281:8 312:14 326:13 327:6 early 41:16 59:13 63:20 105:3, 4 107:1 110:1 134:17 283:21 284:5 294:15, 15 301:15 easier 66:18 easiest 114:5 easily 148:15 162:12 east 45:4 Eastern 210:16 easy 162:3 eaten 168:16 eating 76:9 e-book 275:3 e-books 274:3, 4, 17 echo 16:2 43:7 289:9 economic 99:1 228:1 246:9, 11 economics 98:3 Ed 40:10 42:3 58:11 145:21 147:14 273:5 EDA 293:18 294:8, 11, 14 295:11 299:20 300:18, 19 307:11 308:12 EDAs 38:8, 10 294:5, 21 295:1,</p>	<p>2, 7 297:17 298:10 299:11, 14 300:7, 9 301:8 307:18 310:8 Edelman 116:14 edify 156:8 educate 105:8 educated 54:12 EDUCATION 1:1 5:4, 5 6:17 9:11 13:20 28:10 35:8 36:2, 15 39:14, 20 40:3 54:1 65:17 66:9 67:7, 9 73:3 75:7 76:3 78:1 80:2 85:6 88:12, 15 93:20 94:8, 17, 21 95:3 99:6, 18 105:7, 13, 19 107:14, 20 130:11 134:13, 19 141:4 142:5, 9 144:16 145:20 147:16 158:10, 16, 19 163:11 188:14 230:17 256:4, 5, 7, 20, 21 257:1, 3, 16, 20 271:6 313:6 328:19 educational 44:20 50:3 64:6 81:3 93:5, 6 110:11 186:18 201:5 202:7 211:17 221:12 Education's 5:21 9:19 93:8 educator 58:13 educators 37:7, 8 38:3, 9 54:19 62:12 63:2, 17 81:5 104:5 109:19 129:19</p>	<p>effect 75:4 effective 105:12 effectively 87:12 effects 49:15 71:1 efficiently 6:20 211:4 effort 85:2 135:9 146:15 155:5 166:7, 11 180:6 200:2 262:7 efforts 70:3 136:5 Eid 71:9 eight 27:16 53:13 98:7 176:3 227:14 302:11 either 73:2 99:19 148:16 193:15 199:18 287:15 elbow 77:13 electronic 67:8 element 198:8 Elementary 32:2, 3, 4 33:18, 21 34:7, 9, 12, 12 46:16 70:8 74:19 79:21 80:21 81:12 85:9 86:15, 16 96:19 249:10 261:8 266:10 274:9 290:11 296:9 elevate 125:16 eligible 98:6, 10 99:17 Elmwood 32:3, 4 34:6, 9, 11 eloquent 310:10 eloquently 310:7 email 15:5 22:17 36:17 65:10 88:17 227:11 251:10 288:13, 18 emailed 232:20</p>
---	---	--	--	--

<p>emails 251:11, 12, 13, 17 252:4 307:13</p> <p>e-Maryland 178:16</p> <p>embarking 127:18 162:4</p> <p>embrace 44:9 128:21</p> <p>emergency 6:2 66:11 302:16</p> <p>emotion 258:2</p> <p>emotional 38:15 49:14 67:4 74:13 79:18 86:7, 14 101:11 149:4 258:1, 4</p> <p>emphasize 90:8 301:10</p> <p>employee 36:1, 13</p> <p>employees 27:12</p> <p>employment 27:9</p> <p>empower 213:2</p> <p>empowered 42:16 53:8</p> <p>encapsulates 310:11</p> <p>encourage 35:18 36:3 42:19 60:20</p> <p>encouraged 24:4 87:3</p> <p>encouraging 161:19</p> <p>encumbered 170:18</p> <p>endeavor 153:13</p> <p>endeavors 187:7</p> <p>ended 36:12</p> <p>ends 190:3 191:19</p> <p>enemy 59:4</p> <p>energy 180:6</p> <p>enforcement 194:6, 20</p> <p>engage 38:12 121:14 146:7 223:9 226:12</p>	<p>engaged 49:5 67:5 156:14 226:16</p> <p>engagement 258:12 281:10</p> <p>engaging 47:2 82:18 120:6, 18</p> <p>engineers 219:20 232:12</p> <p>enhance 258:7</p> <p>enlightening 118:7</p> <p>enrich 55:1</p> <p>enroll 260:19</p> <p>enrolled 70:8 72:15 99:19</p> <p>enrollment 198:6 199:16 221:11 223:15, 18 246:14 259:19, 20 260:6, 17</p> <p>entering 78:20 121:1</p> <p>entire 18:10 209:3 210:8 214:8, 21 217:7 296:6 322:11</p> <p>entirely 155:16 181:6</p> <p>entirety 6:6 109:1 285:13</p> <p>entities 197:7</p> <p>environment 41:10 56:1, 6 57:7 68:18 84:6 87:13 96:1 123:6 156:11</p> <p>environmental 54:13</p> <p>environmentally 231:10</p> <p>eons 54:2</p> <p>epidemiologists 73:20</p> <p>equal 70:16 72:2 100:3 102:7 161:11</p>	<p>equality 67:3, 7 71:2</p> <p>equally 67:12 189:16 211:16</p> <p>equipment 202:16 203:4 204:11</p> <p>equipped 78:21</p> <p>equitable 96:1 104:2 113:8 185:11 298:9 324:4</p> <p>equitably 204:15</p> <p>Equity 4:7 50:5 62:3 67:3 88:8 91:17 92:1, 18, 20 93:5, 8 104:7, 19 108:4, 7, 15 112:9 114:13 119:4, 7 120:7 122:4 123:11, 11 125:20 131:20, 21 136:15, 20 141:2 154:6, 8 155:9 156:6 161:3 202:8 211:17</p> <p>era 265:7</p> <p>Erin 2:6 169:6 314:13 324:7</p> <p>ESPBC 84:4 249:8 250:8 253:5</p> <p>especially 85:8 91:8 111:6 198:21 215:4 218:19 229:9 283:13 285:3 293:4 325:11</p> <p>essence 209:11, 20</p> <p>essential 5:18 48:5, 7 66:14</p> <p>establish 123:10 154:5</p> <p>established 10:16 78:3</p>	<p>104:10 178:10, 11 261:10</p> <p>establishes 153:14</p> <p>establishing 80:16</p> <p>establishment 6:8</p> <p>estimate 295:17</p> <p>estimates 225:12</p> <p>et 192:17 204:2 210:17 217:9 225:3 230:7</p> <p>ethical 44:11</p> <p>ethnic 99:15, 19</p> <p>ethnicity 99:11 102:1</p> <p>Europe 45:7</p> <p>evaluate 86:11 206:15 304:16</p> <p>evaluated 24:2 150:15</p> <p>evaluating 126:4</p> <p>evaluation 27:11 179:17 181:5, 17 328:8</p> <p>evaluations 181:14</p> <p>eve 71:9</p> <p>evening 5:2, 15 6:21 11:18 27:6 28:4 31:19 37:1, 3 39:13, 15, 18 43:8 44:3 46:3, 13 50:14, 17 52:11 55:7, 15, 18 57:16 58:5, 7, 10 65:7 69:10 75:17 79:9, 12 89:4 91:19 92:14 95:15 96:2 103:19 111:18 167:21 184:12, 18 186:3, 14 188:7, 19 194:1 238:6 240:20 248:12, 14, 17</p>	<p>255:5 259:14 262:18 268:5 292:2 293:7 320:13</p> <p>evening's 35:14 92:16</p> <p>evenly 252:8</p> <p>event 6:1 82:1 89:11 263:1</p> <p>events 18:3 89:9, 19 90:1, 6</p> <p>everybody 15:10 51:3, 8, 9, 12 55:5, 12 57:7 91:11 329:3, 4</p> <p>everybody's 310:5</p> <p>everyone's 20:1 191:20 288:14</p> <p>evidence 94:8 107:8 113:5 180:15</p> <p>evidence-based 143:16</p> <p>evidenced 19:7</p> <p>evolution 160:9</p> <p>evolving 59:11 95:21</p> <p>exact 38:11 97:18 267:13 271:7, 17</p> <p>exactly 95:21 116:6 181:18 207:19 211:20</p> <p>exam 264:1</p> <p>examination 92:19 95:12 108:1</p> <p>examine 103:21 104:11 278:8</p> <p>examined 42:9 108:19</p> <p>examining 92:7 103:18</p> <p>example 67:7 96:11 107:14 108:10 112:21 124:16 130:1 148:11 149:3</p>
---	--	--	---	---

<p>150:19 157:21 266:3 288:12 289:12 290:10, 11 298:5 299:21 exceed 197:12 exceeded 102:16 excellence 79:17 excellent 244:16 exception 16:17 326:9 excess 228:20 excluded 71:3 103:12, 13, 14 209:12 exclusion 106:5 exclusive 207:19 208:5 Excuse 9:5 11:9 12:12 16:20 17:16, 16 21:9 27:3 28:15 48:9 238:14 247:13 303:17 304:19 306:12 309:12 executive 89:12 163:8 181:11 304:2 exemplary 70:10 109:15 exhausted 289:13 exist 98:21 103:9 153:12 158:14 191:1 196:4 existence 54:11 existing 36:4 97:12 162:5 exists 55:2 100:13 152:16 203:19 expand 106:21 133:18 134:9 199:11 expanded 251:1 expansion 195:13 199:10</p>	<p>expect 137:8 149:7 158:14 223:10 305:12, 20 306:11, 13 325:6 expectations 164:7 166:18 167:10 expected 83:6 95:3 117:13 220:2 301:16 expediting 267:15 expelled 326:16 expenditures 174:15 expenses 195:14 expensive 195:16 experience 47:7 51:6, 11, 16 102:12 107:16 178:5, 20 187:12 313:8 experienced 190:14 experiences 90:16 117:14 experiencing 49:1 121:9, 14 163:15 experiment 25:3 expertise 252:18 experts 88:15 105:14 250:6 expired 36:11 explain 99:3 135:8 148:3 explained 71:2 explaining 245:6 explanation 71:7 139:15 explanations 71:3 explanatory 245:3 explicit 271:16 explicitly 112:9 exploration 193:8 232:7</p>	<p>explore 20:11 96:3 281:17 exposing 150:7 express 46:20 203:17 214:5 292:12 expressed 138:6 expression 136:1 expulsion 101:20 extend 68:10 114:11 186:9 240:15 extended 180:1 extension 115:5 257:12 extensive 89:6 external 228:21 extra 59:14 62:15, 21 309:8 312:2 extracted 212:15 extras 83:7 extremely 38:4 46:17 47:1 62:20 < F > face 83:6, 8, 8, 16 151:13 254:5, 6 face-to-face 44:5 facilitate 244:7 facilitated 15:14 facilitating 247:3 facilities 84:12 187:9 189:2 193:18 195:12 198:16, 21 199:1 211:3 215:5 218:11, 14 229:7 245:21 254:11 255:12, 12 270:9 272:11 284:12</p>	<p>facility 83:17 200:17 204:14 205:13, 16, 18 206:7 208:3 211:9, 16 241:3 242:12 244:15 facing 39:5 fact 16:9, 11 19:7 24:3 40:6 115:18 151:10 218:19 283:1 296:14 298:1 factor 16:13 201:3 factors 54:10 177:7 198:12 facts 16:18 45:15, 16 faculties 253:4 fade 10:4 faded 10:6 fail 193:18 196:2, 9 fails 322:4 failure 42:13 fair 15:11 264:16, 17 fairly 199:17 fairs 264:9, 17 faiths 72:3 fall 54:6 121:18 192:6 258:12 270:16 276:12, 13 277:5, 17 278:3, 14 279:10, 18, 19 280:3, 4 281:10 283:5 falls 129:10 251:2 familiarity 221:8 families 41:4 50:9 52:2, 6 59:17 60:3 63:18 67:5 81:5, 7, 18 121:14 141:21 154:20 192:19 256:14 260:1,</p>	<p>13 261:18 262:3, 8 263:11 275:5, 7 278:19 282:16 298:18 family 74:9 254:9 famous 45:2 Fantastic 215:18 243:7 far 16:4 129:6 153:5 158:10 174:9 193:19 257:14 284:10 FARMS 158:4 farther 59:9 fashion 91:10 111:1 Fast 57:16, 17 faster 190:5 fatigue 49:2 Favor 26:19, 20 172:19 176:3 322:1, 2 favorite 44:12 217:21 feasibility 231:8, 13 February 258:18 277:17, 18 284:9 303:21 304:4 federal 181:2 fee 86:4 feedback 20:1 118:10 138:19 141:15 249:18 250:5 251:9, 15 252:19 254:16 257:13 267:8 272:18 278:9 280:17, 18 281:3, 15 282:13 291:19 feel 14:20 20:3, 4, 7, 8 21:5 55:19 59:3 60:18 62:12 119:20 143:17 183:14 184:16</p>
---	--	--	--	---

228:5 308:4, 16	finish 197:21	225:21 233:18	folks 121:17	formed 61:5
feelings 46:19	232:19 301:3	257:5 302:10,	128:15 138:18	108:7
feels 155:9	309:2	15 303:3 322:1	139:6 191:21	former 228:20
fees 190:19	finished 223:6	324:1	210:2 211:12	forms 180:13
feet 20:20	301:19 306:14	five-and-a-half	212:3 215:2, 8	245:19
76:14	FiOS 6:20	221:9	222:20 223:13,	formula 142:10
felt 20:5 76:3	fires 54:15	five-minute 15:8	16	178:3 203:13
308:9	firm 246:5	fix 55:12 57:8,	follow 66:16	formulas 203:18
female 98:17,	first 7:4 14:14	10, 11	77:21 95:9	forth 108:17
19 152:18	18:16 23:18	fixed 57:11	111:15 134:2	163:1 167:5
fever 78:12	24:5 33:16	94:7 161:15	136:9 138:5, 13	180:16 223:17
199:8	37:1, 6 38:7	fix-it 217:15	139:12 170:4	278:8
fewer 159:3	43:7 53:12	flexibility	171:1 202:4, 12	forthcoming
252:1 298:10	60:13, 21 70:5	261:21 274:14	244:11 287:14	223:10
fidelity 104:21	93:21 96:10	275:3, 10, 11	followed 63:21	forum 35:21
fight 78:21	99:3 101:2	286:19	96:14 248:21	76:2
fighting 63:18	109:12 111:15,	flexible 218:14	following 17:21	forward 13:1
figure 21:14	19 117:5 121:3	flexibly 286:21	27:8 28:7	25:5 28:3
51:6 166:14	122:9, 14 127:4	floats 53:18	31:21 62:2	31:20 39:2
189:9	152:17 161:7	floods 54:15	256:19 325:6	43:1 54:8 57:5
fill 66:20	165:3 169:9	floor 16:16, 21	followup 35:7	88:18 90:20
210:13 211:1	173:2 185:4	17:17, 18	92:17 136:14,	96:5 117:20
241:16 245:19	186:15 188:18	222:17 233:14	17 138:3	126:18 148:2
filling 34:19	190:12 191:20	322:5	follow-up 143:8	149:18 183:9
filter 113:13	194:4 202:7	FLOs 124:9	fond 218:2	194:9 196:16,
filtration 266:16	245:13 252:5	flotation 53:20	food 81:14	16 200:18
final 22:2	254:1 256:4	flow 269:19	109:15 171:13	206:21 209:17
24:10 25:3	262:19 271:12	flu 79:1	footnote 71:11	220:8 230:18
65:1 253:14	272:16 276:16	fluid 77:17	force 84:9	232:20 277:10
268:12 328:21	277:9, 14, 15	125:14	153:15, 18	304:5 308:7
finalize 267:16	284:1 286:13	fluids 77:11	250:4, 15	320:12 325:9
finalizing 301:8	292:12 314:8	flying 276:11	254:21	326:17
finally 71:3	324:7	focus 20:17	forced 190:1	forwarded
75:10 81:21	firsthand 74:15	79:16 82:20	forecast 220:1, 3	168:1 185:16
82:7 84:8	fiscal 174:5	87:9 94:1, 12	foregoing 330:6	found 27:19
finances 219:5	293:16	105:3 123:4, 7,	foreign 53:15	93:17 139:2
financial 86:5	fiscally 196:13	10 124:13	foremost	173:9 260:11
find 39:9 56:5	fits 48:17	125:4, 19 136:2	111:20 277:9	Foundation 81:3
61:8 197:1, 3	56:10 74:6	138:21 164:5	forfeit 64:4	four 11:4
225:19 230:1, 9	102:21	185:14 202:7	forgive 147:6	70:12 75:3
237:15, 15	five 9:13, 21	242:12 243:10	289:9	76:4 93:11
248:19 275:21	10:12 13:21	244:15, 17, 19	forgot 280:16	107:7 160:14
306:2	19:6 24:15	283:2	form 94:7	230:6 252:21
finding 58:18	25:1, 4 26:21	focused 39:19	173:2 174:3	253:10 267:21
121:13	34:13 71:16	49:4 104:13	232:8	268:16 271:1
findings 93:11	73:6 76:17	134:11 136:4	formal 101:2	321:21
144:9, 11 188:1	84:21 123:4	137:4 186:20	109:5 183:1	four-day 63:21
fine 57:3	160:21 165:3	271:5	232:8	four-door 218:1
131:12, 16	166:19 216:11,	focusing 123:5	format 223:4	fourth 192:1
fingers 162:9	15 224:11		274:20	

<p>Fox 55:16 73:16 fraction 204:2 frame 280:12 Franklin 33:21 frankly 115:8 156:16 Frederick 199:2 free 96:14 98:6, 11 183:14 184:16 French 45:10 frequency 54:14 frequently 38:6 189:20 197:14 265:12 Friday 249:14 283:4 fried 327:4 Friedman 3:20 61:13, 16 friend 268:12 front 116:3 117:17 137:14 204:3 frozen 172:11 fruition 160:12 199:20 200:4 frustrating 63:16 frustration 47:8 frustrations 265:21 FTEs 192:8 fulfill 242:17 full 10:11 11:11 18:11, 16, 17 23:19 62:3 65:2 66:8 71:14 120:9 168:1 204:1 210:18, 20 242:11 326:1 327:20 328:3 fullness 129:1 fully 6:10 38:1 95:19 113:6 139:7 310:8 fun 38:17</p>	<p>function 78:19 182:4 fund 200:13 300:14 fundamentally 119:19 funded 200:19 201:4 230:19 304:8 310:8 funding 38:8, 10 170:5, 6, 8, 16 187:14, 15 190:5 193:19 197:9, 10, 16 198:10, 11 199:15 200:7, 15 201:1 230:14 231:1 232:4 286:10 288:4 289:1, 7 292:19 304:3 309:6, 7 311:21 312:2 funds 200:13, 14 232:5, 6, 16 237:15 294:12, 17 295:8 further 43:2 97:1, 8, 15 108:13 113:21 137:21 138:13, 16 139:19 210:11 319:1 320:8 322:7 330:9 Furthermore 98:13 257:6 Fusting 3:17 72:6, 7, 11 future 21:17 25:6 27:1 45:17 55:1 67:1 72:13 73:1 142:15 149:16 151:1 182:1 198:18, 19 199:5 224:11 FY-20 174:12 297:14</p>	<p>FY-21 293:21 297:2 < G > gain 234:17 gaining 64:16 gap 50:7 96:19 97:5, 11 119:17 135:2 152:15 153:11, 11 158:20 204:15 gaps 40:7 72:12, 19 121:18 124:4 151:11 157:20 158:13 Gasparotti 1:21 330:4, 16 gatekeeping 285:12 gathered 50:6 gear 76:4 gen 42:3 gender 96:15 98:4, 14 99:1 general 69:9 94:21 105:7, 13, 19 129:19 229:12 249:19 256:21 325:13 generally 257:14 generation 225:2 geographical 191:15 George 170:12 297:12 George's 194:11 germs 45:9, 12 getting 16:2 49:7 72:19 91:9 109:17 110:7, 21 115:15 120:4 131:1 147:19 153:9 165:4 190:1 192:1 214:10 216:18 276:12 278:9</p>	<p>give 38:12 59:18 62:14, 17 72:1 73:6 76:16 86:21 111:8 144:10 176:15 177:10 180:1 219:18 228:1 238:2 267:3, 11, 12 299:5 308:17, 18 given 16:16 47:3 48:8 72:21 138:20 160:6 163:6 207:14 212:10 244:17 274:1, 6, 9 307:18 313:8 gives 108:2 109:15 giving 82:9 85:17, 18 269:16 286:5 glad 23:3 152:14 154:6 236:13 global 53:7 gloves 45:18 go 10:20 16:2 18:15 21:9 46:10 49:19 54:4 57:6 63:20 68:3 69:14 73:21 109:17 111:10, 13, 14 130:14 133:12 160:5 181:20 183:18 184:9, 12 192:7, 20 201:6, 10 205:11 208:7 216:15 218:11 219:3 242:20 250:21 262:10, 15 268:13 269:4, 19 272:16 273:14 276:2, 8 283:15 287:2 288:21 291:6 294:4, 17,</p>	<p>20 295:9 296:6 302:20, 21 303:6 324:10 goal 38:6 71:17 105:10 goals 123:9, 15 125:21 199:9 God 55:4 70:9 72:3 goes 15:9 17:3 19:16 21:13, 15 68:21 109:19 142:16 186:16 216:14 220:4 229:4 284:10 291:7 going 5:11 16:1, 3, 4 23:8, 8 24:9, 10 28:13 56:2 57:7 60:11 68:16, 17 69:6, 18 72:17 75:13 79:10 82:8 93:16, 19 95:10 110:4, 6 111:3 113:18 118:1 120:14 124:16 133:10, 12 136:20 150:18 151:9 153:10 154:3, 11 155:3, 4, 5, 8, 11 156:10 160:9 161:4, 15, 17 164:9 165:5, 19 166:4, 6, 17, 20, 21 167:6, 7, 8 168:3 169:12 170:12 176:14 188:16 194:5 198:10, 20 201:10, 21 202:7 204:19 205:1 206:15, 20 208:18 209:17 210:1 220:12, 18 221:5 225:1 227:21 228:7</p>
--	--	--	---	---

230:6, 7 233:7,
16 237:1, 2, 4
246:12, 13
255:3 266:13
267:1, 4 268:16
276:13 277:5
279:17 281:19
283:11 284:6,
14 285:6 289:1
291:15 294:3,
13, 16, 17 295:7
296:6 298:11
299:8 302:12,
19 306:18, 19
308:9 310:9
312:13 313:14
315:2, 3, 4, 19
320:5 324:2, 3
325:3, 4 328:4
goo 193:21
Good 5:2, 15
28:4 31:19
37:3 39:15, 18
44:2, 2 46:12
50:17 58:7, 10
65:7 67:18
69:10 75:16
79:9, 11 89:4
91:19 92:14
95:15 111:17
114:14 148:12
180:21 184:18
186:3 188:7, 19
194:4 199:3
217:2 240:20
247:2 248:12
255:5 262:18
268:5 292:2, 2
293:7 319:18,
19
gotten 19:9
158:5 269:9
GOVER 7:17,
19, 21 8:2, 4, 7,
9, 12, 14, 16, 18
21:19 25:12, 14,
16, 18, 20 26:1,
3, 5, 7, 9, 11, 13,
15, 17, 19 29:3,
5, 7, 9, 11, 15, 17,

19, 21 30:2, 4,
14, 16, 18, 20
31:1, 3, 5, 7, 9,
11, 13, 15 32:12,
14, 16, 18, 20
33:1, 3, 5, 7, 9,
11, 13, 15 43:9,
14, 15 46:7
57:19 58:2
61:14 69:13, 17
79:2, 4 132:4, 5,
7, 9, 11, 13, 15,
17, 19, 21 133:3,
5, 7 168:11
171:20 172:1, 3,
5, 7, 12, 14, 17,
19 175:6, 8, 10,
12, 14, 16, 18
176:1, 3 215:13
220:16 222:10
233:1, 8 238:20
239:2, 6, 8, 10,
12, 14, 16, 18, 20
240:1, 4, 6, 8
20 311:1, 3, 5, 7,
9, 11, 13, 15
312:7, 9 314:18
315:11 316:12,
14, 16, 18, 20
317:1, 3, 5, 7, 9,
11, 13, 15, 17
320:9, 14, 16, 18,
20 321:1, 3, 5, 7,
9, 11, 13, 15, 19,
21 322:14, 16,
18, 20 323:1, 3,
5, 7, 9, 11, 13, 15
328:14
governance 88:5
Government
80:15 181:2
196:14, 17
197:4 235:4
236:17, 19
government's
221:17
governor 276:14
governor's

258:15
grace 70:9
grade 158:1, 1,
21 159:1, 2
261:9
grades 96:19
97:4 302:10, 16
gradual 82:12
272:8
gradually 51:17
graduate 45:17
grandmother
81:20
grandstand
17:11 22:11
23:5
grant 170:16
granular
152:10 245:20
graphics 250:16
grateful 60:4
71:4
gratitude 46:21
gravity 54:7
Great 46:11
50:7 58:10
77:2 80:10
83:21 118:8
138:12 154:6
174:1, 17 210:3
217:4 222:8
223:12 224:14
243:1 244:2
269:18 270:1
301:21 328:13
greater 99:16
102:7 114:3
266:1 309:10
312:5
greatly 49:13
green 174:5, 13
Gregory 83:19
ground 58:18
grounded
104:19
groundwork
214:19
group 36:21
39:15 41:16
59:19 75:1

90:6 92:9
99:16 100:9
101:5, 9, 21
103:2, 3 147:15
148:9 149:2, 5,
9 207:10, 17
230:5 242:12
244:15, 19
249:12, 14
250:2, 2 254:10,
18 263:15, 15
270:21 324:16
groups 38:20
41:11 82:20
92:4 99:19
121:17 125:13
145:19 146:1
164:5 185:14
243:10 244:18
249:3, 5 251:5
253:20 256:19
271:3 273:1
281:21
growing 96:2
227:1
growth 190:13
195:2, 4 199:6
200:1 201:5
234:15, 16
guardians 260:2
guess 126:3
136:20 140:8
146:5 149:15
193:13 206:10
218:5 219:6
226:11 246:14
269:2 273:19
275:2, 16 277:1
279:16 280:1
303:14
guessing 204:19
guests 184:11
guidance 40:10
86:3 236:14
250:5 256:6
274:1, 5, 8
guide 37:14
45:17 55:3
213:4 250:12
270:4, 15, 20

guidelines 76:8
261:16 266:17
guiding 269:20
guys 140:6
268:15

< H >
Hager 2:6 7:17,
18 21:10, 11
25:2, 14, 15
29:3, 4 30:14,
15 32:14, 15
132:5, 6 133:15
139:20, 21
141:5 142:21
143:8, 16 144:4
169:5, 6, 7, 8, 16,
20 171:20, 21
175:6, 7 239:6,
7 269:15, 16
270:19 271:19
272:1 310:16,
17 314:5, 13, 13
316:14, 15
320:14, 15
322:14, 15
324:7
Hager's 142:18
170:4
half 180:4
213:21 214:15
293:14 327:21
328:5
Hall 86:20
hallways 266:14
hand 14:13
15:20 23:14
45:20 61:8, 8
74:20 76:16
77:9, 9 83:7, 10
113:14 145:18,
20 160:2 169:5
213:2 259:11
269:9 317:19,
20 330:12
handed 273:20
274:6, 13
handing 273:15
handle 325:1

<p>hand-over-hand 76:5, 9 hands 75:9 76:10 109:10 131:20 188:17 232:19 hank 286:12 happen 18:4 47:19 106:9 160:9, 13, 13 161:12 166:17 176:16, 18 277:5 happened 17:14 18:9 110:10 135:5 303:5 327:1 happening 22:10 72:16 124:20 127:19 135:5, 6 137:7 150:12 153:20 165:12 190:4 304:12 happens 96:9 106:8 145:9 159:10 181:15 189:10 268:14 279:15 290:8 happy 18:9 58:14 79:12 123:1 130:20 167:5 183:5 215:15 216:6 255:19 265:14 hard 34:19 40:5 47:1 113:18 115:4 119:16 151:9 154:4 203:15 218:17 219:4 269:18 hardship 71:1 Harford 194:7 246:18 harming 94:9 hate 204:6 HBCU 264:15, 17</p>	<p>head 10:18 54:6 204:8 headquarters 269:1 heads 160:12 health 5:19 6:2 22:14 38:6, 15 64:19 67:4 78:8 82:13 83:3, 20, 21 85:16 86:7, 14 87:21 90:11, 14 101:11 129:12 250:8, 14 272:3, 17 278:9, 17 282:2, 12 292:5 316:1 325:12 hear 9:6, 8 10:8 17:13, 14 19:4, 21 23:15 35:3 36:11 39:7 40:18, 20 41:5 43:5, 18, 21 46:5, 6, 9 50:15, 16 52:12, 14, 15, 16, 18, 19 55:9 57:17 58:6, 8, 9 69:8, 11, 12, 21 75:15, 18, 19 87:3 88:13 145:17 147:14 149:21 161:2 194:2 207:7 215:12 216:6 233:10, 12 238:13 245:11 267:7, 18 268:15 270:10 274:3 281:19 282:7 292:9, 10 304:21 305:10 311:16 314:10 315:13 318:10 319:9 327:12 heard 20:5, 6 21:8 22:15 23:15 25:12 38:9 49:8 51:20 52:17</p>	<p>59:5 80:6 123:17 126:20 145:12 147:11 223:19 251:19 252:6 254:15 270:2 272:12 286:3, 5 291:9 293:10 308:8 Hearing 29:1 35:5 43:6, 19 88:7 132:3 169:4 175:4 196:6 220:13, 15, 16 225:20 233:6 238:19 265:20 267:8 287:11 294:2 314:17 325:10 heart 207:7 heartbreaking 40:19 49:16 heartens 120:12, 13 Heath 3:16 58:5, 6, 8, 10 heavy 53:19 72:18 125:12 hectic 60:7 held 6:6, 17 82:1 253:3, 5, 8 Hello 46:9 help 38:15 57:11 59:3, 20 61:5 66:19 73:18 76:19 110:8 113:3, 5 135:18, 19 136:1 154:8 163:17 227:9 229:8 235:18 245:4 289:20, 21 291:2 helped 187:18 helpful 51:15 139:16 208:15 243:1 244:14 245:1 helping 146:21 helps 146:13</p>	<p>Henn 2:4 7:12, 14, 14 8:5, 6 14:2 15:19, 19, 21 16:21 17:1, 10, 15 22:5, 7 23:12 24:4 26:3, 4 28:5 29:13, 14 31:1, 2 33:1, 2 37:4 39:17 58:12 91:20 132:15, 16 167:17, 18 168:2, 13, 21 169:15 170:1 172:9, 9, 11 175:14, 15 184:19 186:4 201:12 232:21 233:7 239:16, 17 240:17, 19 241:11, 11 242:4, 9, 19 243:7 244:12 269:15 285:18 291:21 292:1 293:6, 8, 11 295:12 296:12 297:9, 19 298:12, 15 299:2 300:21 301:2, 3, 18 308:19, 20 309:15, 18 311:5, 6, 18 317:3, 4 318:5, 7, 18, 19, 20 321:3, 4 323:3, 4 325:14, 15 Henn's 17:19 Hereford 210:10 Heritage 80:6, 8 hey 268:15 Hi 50:15 58:8 118:5 170:3 188:19 324:11 hidden 50:21 hierarchy 151:14 high 46:15 53:16 70:9, 12, 17 76:17 86:19, 20, 21 95:7 97:11 98:9 106:11 107:11 152:10 183:11 192:13 197:6 202:6 205:12, 13 206:5, 13, 17, 19 207:21 208:2 209:9, 18 210:10 223:21 226:1 230:4 231:9 235:1, 8, 14 242:10, 11 243:8 264:6, 10 265:1 276:17 288:13 296:10 326:14 higher 122:5 126:8, 21 152:1 326:16 highest 227:17 highlight 44:12 82:13 83:2 166:2 256:1 264:14 301:7 highlighted 126:8 138:21 highlighting 80:11 Hill 86:16 hired 41:1 Hispanic 52:2 80:6, 8 158:3 history 44:16 130:5 159:8 hit 161:10 165:7 217:13 276:19 hoc 223:4 hold 7:8 159:5 222:13 232:4 252:15 holding 121:11 159:8 holdup 270:8 holiday 66:7, 10 71:10 72:1 holidays 65:12, 16, 18, 19 66:17</p>
--	--	--	--

<p>67:11 68:9 70:6, 18 72:2 holler 265:21 home 42:9 59:8 83:15 154:1 208:1 237:16 254:5 260:4, 11 homeless 41:12 homelessness 163:15 homes 60:5 honestly 246:6 Honeygo 32:2 33:18 honing 149:16 honor 16:15 honored 16:10, 14, 17 89:8 honorees 82:4 hope 19:21 40:8 61:7 63:12 71:17, 20 120:16 135:21 159:5 194:1 230:1 248:18 265:10 291:2 hopeful 137:7 271:15 284:20, 21 hopefully 108:1 149:13 201:19 206:7 215:1 228:12 283:19 285:3 hoping 160:6 Hopkins 73:19 horizon 220:5 hospital 77:5 hospitalizations 78:17 hosted 89:10 hour 19:8 134:6 253:11, 13 292:2 327:21 hourly 177:17 hours 59:15 68:6 75:2, 3 87:11 225:1</p>	<p>households 225:3 housing 191:1 199:19 246:15, 16 hovering 251:6, 13 270:6 hug 76:16 Human 34:17 165:12 humanity 55:3 humble 54:19 hundred 202:18 203:6 204:9 227:18 295:1 hundreds 23:7 61:21 hurricanes 54:15 hurting 194:10 HVAC 266:16 hybrid 7:8 42:11 47:10 50:1 73:11 251:2 303:7 312:21 hygiene 76:10 77:6 < I > i.e 246:1 IAC 187:8 188:11 Ibn 44:13 idea 77:2 108:3 151:10 189:5 215:19 298:16 ideal 51:2 100:1, 7 ideas 40:10 107:11 236:1 282:11 identification 93:1 99:3 105:4 114:4 148:19 150:8, 12, 20 identified 95:2 99:17 100:3, 6</p>	<p>101:10 102:18 104:14 107:19 135:12 142:7 145:19 146:1 147:9, 13, 16 148:10, 10 149:6, 10, 10 150:15 164:3 270:21 identifies 50:7 identify 106:18 127:19 135:19 146:13, 16 148:12 149:12 180:17 270:11 identifying 80:16 147:12 ideology 44:10 IEP 41:6, 7, 18 42:21 57:12 135:13 150:14, 19 IEPs 106:10, 10, 18 110:16 122:6 126:9, 21 127:1 142:6 157:4, 13, 14 326:15 ignorance 53:10 ignored 15:4 22:10 illness 76:19 77:6 78:7, 17 illuminates 148:9 illustrate 103:19 imagine 87:15 223:3 244:16 269:17 imbedded 104:17 114:13 immediately 206:17 220:20 immune 78:18, 20 impact 109:1 165:12 190:11, 19 192:13 200:20 212:20 234:14 235:7</p>	<p>237:4 298:17 310:7 impacted 252:6 impacting 119:9 121:6 impacts 121:10, 19 impairment 101:12 129:12 impart 130:7 imperative 54:18 55:20 implement 82:21 106:16 140:12, 16 236:5 implementation 104:21 108:13 257:7, 19 262:2 implemented 107:2 234:9 252:13 256:15 263:9 implementing 234:3 258:11 implications 193:10 implicit 103:20 106:13 112:10, 10 implies 145:18 implore 49:20 54:21 importance 54:21 71:8 90:9 212:7, 10 important 14:21 22:14 23:12 44:15 62:8, 9, 20 95:1 99:7 108:8, 13 112:13, 15 116:13 122:1 138:1 140:5 145:11 178:10 186:12 188:4 194:19 195:3 198:14 206:14, 16 214:9, 10, 11 238:12 245:19</p>	<p>255:15 270:3 289:3 290:1 292:17 293:4 295:4 312:12 329:4 importantly 37:21 74:12 104:20 293:1 impressed 156:14 impression 128:17 244:9 improper 319:21 improve 40:11 51:16 56:5 64:6 107:2 123:20 improved 113:8 Improvement 4:11 60:19 96:6 124:12 125:3 136:5 159:13 165:8 166:15, 16 176:9 184:3 185:1 197:8 improvements 196:15 218:10 326:10 improving 165:6 inability 41:19 inappropriate 36:6 181:10 inaudible 9:20 22:21 45:3 122:7 188:2 233:5 245:4 289:8 318:12 include 51:9 65:15 73:20 92:17 169:17 included 20:3, 6 41:16 67:5 93:12 129:2 131:13, 15, 17 170:17 212:8 252:1, 2 260:7 includes 62:21 86:9, 11 93:8</p>
--	--	--	---	--

105:1 258:12 260:4	individualized 42:17	infrastructure 44:17	instrument 44:8 96:18	Internal 325:20, 21 327:8
including 97:20 103:9 162:10 212:5 216:2 280:21	individuals 27:14, 17 91:1	inhibit 200:7, 19	instruments 174:8 213:1	internally 139:6
inclusion 21:5 70:16 256:19	industry 225:8	initial 142:15 177:11 194:5	insurance 180:15	international 263:13
inclusive 120:8 128:15 185:12	inequitable 63:12	270:21 271:11 290:13, 15	insure 62:11, 16 63:4 86:6	Internet 41:13
income 80:17	inequities 108:9	initially 142:13 295:14, 16	insuring 86:8	interplay 112:5
incorporate 105:9	infection 44:8	initiation 192:7	integrity 66:15	interpret 51:20
incorporating 21:16	inflating 246:14	initiatives 123:14 256:2	intellectual 94:5 101:6, 10	interpreter 69:3
increase 54:14 88:6 100:10 195:17	influence 103:20 213:4	innovations 88:14	intelligence 151:15	interrogate 103:19
increased 49:4	influenced 271:12	innovative 126:18 228:14	intelligent 151:18	interrupt 304:21 305:6, 7, 11, 12
increases 50:2 100:10 101:15	inform 70:18 270:18	input 17:8 18:2 19:11 21:19 35:18 88:16 127:15 159:21 177:14 221:7 249:4 250:4 252:3	intention 20:2 189:2	interrupted 305:9, 13, 21 306:1, 3, 11, 14
increasing 100:5, 17	Information 4:16 36:18 38:5 50:21 51:21 61:2 66:21 80:10 109:14, 18, 18 122:16 129:15 130:7, 10, 11 139:2, 14 142:3, 8, 16 145:7 147:20 165:4 178:12 183:11 205:2 216:2 226:14 227:8 238:12 240:21 244:4 251:8 252:7 255:1 256:16, 18 259:16 260:4, 7, 9 264:12 265:4 266:21 267:3 268:9 269:7 271:3 286:16 291:14 297:1, 4 298:13 328:12, 18	inquiry 227:9	intentionally 207:17 208:10 212:8	interrupting 104:13
incredible 109:18	insight 184:13	instance 142:5 147:12 246:8 284:17 291:5	intensity 54:14	interruption 105:20
incredibly 60:4	instance 142:5 147:12 246:8 284:17 291:5	instruct 254:4	intention 20:2 189:2	interruptions 47:5
incremental 219:10	instructed 274:19	instruction 41:19 56:12, 15 59:11 60:8, 11 62:11 68:7 69:1 83:1 87:5, 7 103:12, 13, 15 104:7 105:6, 14 106:2 204:12 218:16 261:5, 11 274:11 275:1 282:1	interaction 20:2 189:2	intersect 107:14
incumbent 108:20	informational 27:19	instructed 274:19	interaction 326:8	intersecting 96:9 108:2
independent 196:12 225:17	informational-su 27:21	instructed 274:19	interactive 185:13 218:15 223:7	intersection 92:7 141:1
INDEX 4:1	mmaries.html 27:21	instructed 274:19	interaction 326:8	intersectional 92:19
indicated 66:1 101:16 102:3 248:16 297:14	informed 253:18 287:4	instructed 274:19	interaction 326:8	intersectionality 98:2 140:4 157:3 158:4
indicates 174:13		instructed 274:19	interaction 326:8	intervening 107:1 134:18
indicating 100:7		instructed 274:19	interaction 326:8	intervention 105:3, 4 140:17, 21
indicator 99:8, 9 100:21 102:14 157:11, 15 158:11		instructed 274:19	interaction 326:8	interventions 150:18
indicators 37:11 101:19 114:1 134:14 157:10		instructed 274:19	interaction 326:8	introduce 99:21 184:10 186:12, 15 187:2
indirect 200:20		instructed 274:19	interaction 326:8	introduction 37:12
individual 42:6 154:19 262:1 263:15 266:11		instructed 274:19	interaction 326:8	inventive 119:13

<p>investigate 48:11</p> <p>investment 195:3 214:20 216:19 217:14</p> <p>invite 95:10 109:6 193:7</p> <p>invoices 182:16, 17</p> <p>involve 61:3</p> <p>involved 87:16 157:2, 21 181:13, 14 183:5 191:10 216:7 249:3, 7, 19 263:18 285:3</p> <p>involves 51:12</p> <p>Iraq 44:16</p> <p>irregularities 227:4</p> <p>isolated 107:13</p> <p>isolation 49:12 78:10, 16 210:5</p> <p>issue 21:4 22:15 23:20 43:2 74:14 90:10, 18 91:3 126:7, 14, 16, 20 131:8 140:10 153:5 161:3 179:17 182:14, 20 183:1 195:19 228:13 289:3 304:20</p> <p>issued 179:4, 9</p> <p>issues 41:5, 9 49:3 88:20 92:19 139:1 149:18 165:2 177:3 212:14 232:14 276:1 313:2</p> <p>item 7:4, 6 9:2 12:21 13:6 15:7 22:8 23:1, 18, 18 24:11 26:21 27:2, 5 28:1, 1 30:7 31:16, 17 32:7</p>	<p>35:1 79:6, 7 91:14, 16 164:21 167:15, 15 168:3 169:9 172:21 174:21 176:8, 14, 19 184:2 238:7, 15, 15 247:9, 9, 21 248:6, 7 304:18 306:19 312:13 315:5, 5 318:1, 5 319:7, 9 320:12 322:6, 11 323:16, 17, 20 324:1, 4 328:18</p> <p>items 6:21 7:3 12:2, 15 15:1 19:9, 14 25:5 28:15, 15 83:17 144:18 145:10 150:8 154:10 167:21 168:5, 16 171:18 221:11 238:13 265:6 287:5, 18 288:5 300:12 328:15</p> <p>iteration 252:21</p> <p>its 6:6 18:8 45:16 53:17 62:12 88:5 89:11 200:7 255:20 262:6 285:12</p> <p>< J ></p> <p>Jacksonville 79:20 85:9</p> <p>Jameel 3:14 4:3 52:11, 12, 14, 18, 19, 21 69:20, 21 70:2</p> <p>January 277:16 281:1, 8 284:9</p> <p>Jeffrey 3:20 61:13</p> <p>Jewish 65:11 67:11</p>	<p>job 83:4 154:7 225:9 243:1 245:6 247:2 269:18</p> <p>job-alike 257:8</p> <p>jobs 48:7</p> <p>John 2:10</p> <p>join 70:20 130:19 141:6</p> <p>joined 92:10 248:17 250:1</p> <p>joining 184:4</p> <p>Jones 248:18 259:12, 13 273:10, 13 274:8 275:15 285:21, 21 286:2, 12 294:9</p> <p>Jose 2:5 8:9, 9, 18 13:12 14:4, 6, 9, 12 16:11, 19, 20 17:9, 15, 17 18:21 21:21 26:7, 8 29:17, 18 31:5, 6 33:5, 6 122:11, 12 128:5, 6 132:19, 20 133:15 151:4, 5 152:9 154:13 156:11, 12 172:14 175:18 232:21 239:20, 21 240:17 241:9 245:9, 10 301:20 306:16, 17 307:3, 6, 7, 10 311:9, 10 313:17 314:19 317:7, 8, 19, 21 318:13 319:12, 18, 19 320:2, 7 321:7, 8 322:10 323:7, 8, 19 325:18, 19 327:5</p> <p>Joseph 45:10</p> <p>Jose's 318:9 319:5, 17</p>	<p>Josh 89:3</p> <p>Joshua 2:14</p> <p>Jr 2:10</p> <p>juggling 60:6</p> <p>Julie 2:4 23:12</p> <p>jump 115:12 116:2 142:3, 17 150:14 183:15 184:9 280:7</p> <p>jumped 116:6</p> <p>June 62:4 73:8 277:20</p> <p>Junior 235:1</p> <p>junk 233:16</p> <p>jurisdiction 27:13 198:20 200:10</p> <p>jurisdictions 189:15, 20 194:11</p> <p>justice 71:2</p> <p>justifications 70:21</p> <p>justified 198:19 199:11</p> <p>justify 218:18 219:4</p> <p>juxtapose 114:6</p> <p>< K ></p> <p>K-12 217:10</p> <p>K-8 98:8</p> <p>Kathleen 2:3 5:3 21:21</p> <p>keep 18:13 45:15 48:19 49:10 56:18 64:12, 13 78:7 79:10 89:7 197:10 222:16 265:19</p> <p>keeping 50:1 195:3</p> <p>keeps 42:13</p> <p>kept 56:20 218:2</p> <p>key 105:7 142:19 185:9</p> <p>kids 15:17 40:21 42:12</p>	<p>48:4, 18 49:1, 1, 8, 12, 17 55:19 58:19 68:15 81:9 114:3 124:6, 16 141:21 148:18 153:19, 21 205:17 266:20 282:4 302:12</p> <p>kind 18:14 134:1 141:2 144:9, 10 145:4, 17 154:10 166:17 167:10 190:20 195:21 200:2 202:10 204:13 205:20 212:14 217:9, 12, 17, 20 220:5 230:8 232:16 241:14 246:12 267:7 270:8, 8, 11 272:21 275:21 282:6 283:6 301:15 307:18</p> <p>kindergarten 33:20 34:2, 2</p> <p>kinds 115:21 116:1 121:15 148:20 196:20 246:7</p> <p>knew 116:6 230:3 288:19</p> <p>knock 265:20</p> <p>know 11:13 14:13 15:15 18:7 22:6, 18 25:8 38:4 39:4, 7 46:17 49:1 50:8 51:21 53:20 55:18 56:1, 11, 17, 20 57:12 58:16, 19 59:18 60:1, 2, 8, 12, 15 68:2, 3, 5, 15 69:2 74:9 83:5 85:11 87:8, 10 95:16, 16 100:6</p>
---	--	--	--	---

109:16, 18	284:1, 17 285:4	Kuehn's 140:1	291:3 296:5	learned 60:3
110:1, 13, 13	286:7, 10 288:3	285:18	largest 264:17	118:8 119:14
111:20 112:10	289:1, 2, 4, 4, 6	< L >	lasted 253:11	learning 37:16
113:10 114:2	290:11 291:11,	L-1 167:21	lasting 49:15	40:11 41:11
115:4, 7 116:4	11 292:21	172:21 174:21	Lastly 91:6	42:1, 11, 14
118:9, 16, 18	298:18 299:14	L-2 168:16	108:19	49:5 51:11, 16
119:17 120:5	300:21 301:10	171:18	late 19:8	55:21 56:5
121:8, 19 123:4	302:7, 9, 13, 18	L-6 168:5, 11	115:15 202:1	57:6 61:10
125:10, 13	303:4 306:18	L-7 167:21	292:2 302:2	64:2, 7 68:18
126:10 129:9,	327:1, 7, 10	168:5, 12, 17	latest 284:10	78:3 80:14
18, 20 134:1, 5	knowing 119:16	171:19	launch 251:9	81:9 89:20
142:14 143:3	299:21	L-8 176:19	Laura 34:6	94:14, 18, 19
144:2 145:14	knowledge	lab 202:16	law 23:4	101:12 104:5
150:9, 17	53:10, 21	label 105:11	178:14 182:12	105:10 113:14
151:16, 20	187:12 242:6	labeled 227:16	183:3	119:11 129:12
152:10, 13, 21	knowledgeable	labeling 105:19	laws 54:6	135:1 147:1
155:5, 18	45:17	110:15 130:5	189:17	148:14 155:11,
157:15 158:18	known 44:13	Labor 61:19	lay 221:5	12 156:1, 11
159:11, 16	45:1 73:3 93:2	62:2, 7, 14	layer 96:21	218:15 257:10
162:1, 19 166:5,	121:20 246:6	63:15 64:4, 10,	97:7 102:14	262:7 263:13
12 178:8 179:3	Kudos 80:2, 4	17 65:3 68:9	135:4	293:5 309:5
182:5 183:10	154:7	labs 204:11	layers 190:9	311:20
184:20 187:4	Kuehn 2:7	lack 309:5	laying 214:19	leased 228:19
190:15 195:20	7:19, 20 25:16,	311:21 315:1	lead 22:13	leave 50:9
201:17 202:12	17 29:5, 6	laid 44:17	95:11 154:3	114:10 145:1
203:12 205:20	30:16, 17 32:16,	land 207:16	176:10	leaves 28:8
206:1, 2, 18, 18	17 132:7, 8	228:16 236:14	leader 111:21	leaving 77:11
207:1 208:20	133:14, 16	lands 229:13	leaders 37:1	led 92:2
209:21 211:18	135:14, 16	landscape 88:4	44:6 45:18	140:16, 20
213:2 214:1, 21	136:8, 19 138:2,	language 14:8	54:12, 16 55:2	left 112:11
215:3 216:9	12 139:11, 18	260:11	60:15 79:13	250:16 281:12
217:1, 20 218:2	140:8 142:18	languages 45:5	81:1 89:13	290:6
219:7 220:2	168:10 170:3, 3	52:1, 5 212:4	145:2 155:15	legacy 216:4
224:1 225:5, 13	171:1, 15 172:1,	251:14, 15	261:12 263:7	230:13
226:2 227:6	2 175:8, 9	260:10	274:13	legal 27:15
228:11 229:6	201:15, 16	Lansdowne	leadership 47:8	41:8 179:19
230:3, 13 234:5	203:12 204:18	216:4, 10 226:2	74:18 79:16	319:13
235:6 236:17	208:15 211:10	230:20	164:3, 15	legitimacy 71:19
237:5, 7, 10	213:6 222:18	Lansdowne's	leading 64:3	lend 245:2
238:11 243:8,	239:8, 9 269:15	216:5	101:16 156:16,	lens 93:1 96:8,
19 246:6	273:7, 8, 14	laptop 288:17	18	13, 14, 15, 21
254:19 255:20	275:9, 16 276:6,	large 16:14	leads 186:17	97:7, 14 102:4,
267:1, 14 268:2,	11 277:8 279:1,	101:14 206:7	249:21	14 104:19
19, 21 269:11,	4, 8 280:6	249:14 298:7	learn 42:18	108:4, 15 120:6,
12 270:5, 13	282:19 285:10,	larger 42:4	51:4 59:16	8 122:4 123:11
274:5 275:17	14 310:18, 19	72:19 92:20	63:3 78:5 95:4	125:20
276:19 277:5	316:16, 17	108:14 136:16	117:10 158:21	lenses 96:10
278:2 279:2, 12,	320:16, 17	178:17 198:16	159:2 260:18	190:9 210:14
15 280:9, 10, 13	322:13, 16, 17		292:16	lessen 45:9
283:5, 6, 10, 17	324:11, 11			

<p>lesser 99:16 lessons 47:2 letter 82:7, 8 144:17 181:20 280:17 letters 265:5 letting 55:14 level 40:8 42:21 93:16 96:8 97:11 107:11 127:20 158:1 159:3 183:12 224:12 259:1 261:9 266:1, 18 267:5, 12 296:7, 14 298:7 levels 44:11 54:16 104:11 263:12 Lever 185:20 187:2 188:10 193:12, 21 194:1, 4 196:10 198:4 199:13 200:11 201:8, 11 223:14 234:13, 17, 19 leverage 213:1 Lever's 189:19 licensing 178:7 lies 68:2 life 54:11 220:3 lifetime 174:15 lifting 125:12 light 53:19 111:7 218:19 222:15 lights 128:21 likelihood 100:3, 5, 8 likes 17:11 Likewise 97:4, 10 98:9 246:11 Lily 2:12 309:14 limit 19:13 36:10 limitation 53:21 194:8 196:10</p>	<p>limited 191:16 219:5 232:2, 6 251:1, 6 270:6 288:15 limits 35:14 199:12 line 40:14 62:1 69:15 79:3 125:17 127:19 139:3 140:5 202:3 259:20 260:7 268:3 lines 97:19 linguistic 93:14 107:10 link 139:5 142:21 222:6 Lisa 2:8 91:18 92:2, 10 107:4 109:7 111:13 113:15 116:8 138:3 141:18 153:2 154:15 list 18:13 117:4, 6 169:10 171:5 173:13 183:18 189:8 216:16 261:16 274:11 listed 164:6 300:12 listen 6:14 73:12 listening 45:21 47:12 61:11 67:13 72:4 162:19, 21 Lister 45:10 lists 192:16 252:16 261:6, 8 literacy 123:21 literally 211:18 litigate 71:19 183:3 litigation 27:18 little 55:11 65:18 118:10 136:6, 9 138:13 140:18 141:13 161:21 167:11</p>	<p>211:3 217:16 225:12 252:12 253:15 327:4 live 46:19 202:5 244:21 lives 297:2 LIVESTREAM 1:8 6:18 51:21 living 46:17 76:6 219:21 local 99:6, 20 123:17 196:5, 14, 17 197:3 198:19 200:10 245:20, 20 location 116:19 142:21 178:5, 8, 9 221:13 locations 191:15 Loch 86:20 locked 48:4 50:2 logistics 16:5 17:2 270:10 long 13:7 48:4 59:15 75:5 76:1 110:17 117:19 136:3 152:3 153:6 160:8 161:5 177:19 195:7 longer 19:17 105:8 114:9 long-term 315:3 look 18:3 39:2 43:1 68:18 83:13, 13 90:20 93:16 96:10 97:7, 14 109:10 110:8, 8 117:1 124:15, 17, 19 125:2 131:2 139:7 149:4, 5, 6 157:19 161:20 162:2, 8 163:9, 10 166:10 186:11 190:9, 9 199:18 207:16 209:8 210:4, 5 216:20</p>	<p>217:6 218:16 219:8, 20 226:20 232:20 235:6 251:4 261:2 272:10, 14, 17 273:4, 10 282:13 295:8 298:4 301:11 302:19 308:10 314:21 315:2 325:9 326:17 looked 102:4 157:2 169:10 202:10 207:11 210:9, 13 227:3 232:12, 13 247:2 267:2 looking 82:11 111:4 117:20 123:11 124:2, 5 125:14, 19, 20 126:4, 6 130:7 133:18 141:19 147:18 152:12 154:17, 18 155:12, 13 163:11, 13, 14 164:2 173:1 195:18 199:21 201:4 202:5 213:10, 12, 13 214:2 220:7, 7 229:11, 16, 17 238:4 242:11 243:13 272:21 278:4 280:8 281:7 282:2 284:20 297:5 308:6 looks 118:13 155:9 162:10, 11 205:18 208:21 250:17 321:17 looming 218:20 loses 309:4 311:19 losing 280:5 loss 64:7</p>	<p>lost 54:3 241:19 272:6 307:19 308:14 lot 17:3 51:4 52:2 55:19 78:14 80:10 117:2 129:21 151:6 152:5 155:11 156:13, 16 180:6 183:10 188:21 190:10 191:21 192:2, 11 193:7 206:9 223:3 243:5 245:2, 14 246:20 248:7 252:3 270:2 283:11, 21 lots 205:17 lottery 189:21 191:6, 16 Louis 45:11 love 243:19 loved 116:20 117:2 133:21 218:2 lower 97:3, 10, 17 98:7, 12, 15, 18 210:17 Lowry 28:3, 4, 13 lung 78:18 luxuries 114:9 < M > ma'am 176:21 184:6 Mack 2:8 8:12, 13 18:20 19:3, 5 26:11, 12 28:20, 20 29:21 30:1, 9, 9 31:9, 10 32:8, 8 33:9, 10 116:1 133:1, 2 156:19, 20 157:19 158:12, 18 159:20 172:15, 16 175:1, 1, 20, 21 201:15 215:11,</p>
--	--	--	--	--

<p>15, 20 219:6, 13 220:9 238:17, 17 239:1 240:2, 3 265:17, 18 267:6, 19 268:11 269:6, 10 270:9 272:1 278:15 311:13, 14 317:11, 12 318:3, 3 321:11, 12, 16 323:11, 12 326:4, 5, 21 macro 96:7 Madam 31:20 167:18 176:13 177:2 183:8, 14 240:19 magic 167:6 magnet 209:1, 2, 10, 15 210:7 magnets 210:16 mail 233:18 main 83:12 mainstream 95:4 maintain 5:19 221:17 maintenance 220:2 major 48:16 201:7 majority 9:1 14:17 95:1 173:18, 19 259:4 280:19 281:4 Makeda 2:13 23:16 making 7:2 13:9 21:5 45:16 56:8 60:21 66:18 91:10 106:9 130:15 133:11 182:17 213:5 244:4, 7 273:18 279:14 283:18 284:11 295:19 male 98:14, 16</p>	<p>malintent 112:12 manage 167:10 192:6, 9 209:17 266:13 295:8 300:20 managed 179:12 255:18 285:13 manager 181:12 186:19 managing 178:19 179:1, 10 180:3, 8 181:7 182:15 205:15 mandated 5:16 143:10, 14 manner 69:2 MAP 96:11, 16 98:8, 20 March 6:1 171:9 185:8 292:5 312:18 marginally 181:13 marketplace 178:16 married 290:20 Mary 92:11 Maryland 59:4 64:9 81:21 88:11 134:13, 19 142:4, 9 144:15 187:10, 16 188:13 190:16 196:11 276:17 280:15, 19 281:4 330:1, 5 mask 44:7 45:11 77:19 Masks 45:8, 13, 18, 19 76:18, 20, 21 77:1 massive 214:20 master 195:11 300:13 material 261:11 262:1</p>	<p>materials 59:16 94:14 169:13 170:7, 9 171:13 173:8 261:3, 4, 6, 9, 15, 17 262:6 265:4 273:17 274:12 275:1 286:17 287:9, 14 math 123:21 173:17 202:12 214:16 288:15, 16 matrix 178:3 matter 27:13 88:15 90:9 180:9 183:3 205:19 215:4 254:8 296:3, 19, 20 308:5 Matters 3:6 28:2, 8 36:1, 2, 13, 14 90:13 91:5 325:2 maximize 105:10 295:10 McComas 95:14, 15 109:8, 14 111:12, 17 114:11 115:5, 14 116:6, 9 122:18 135:15 141:18 146:6 151:6 152:7 248:12 255:4 267:9 276:9, 10 277:7 279:6 285:9, 16 288:6 289:8 McMillion 2:9 7:10 8:10, 11 22:20 26:9, 10 29:19, 20 31:7, 8 33:7, 8 132:21 133:1, 7 172:14 175:18, 19 215:11, 12, 13, 16 216:1 220:13, 19 222:11 228:15</p>	<p>233:1, 4, 10, 11, 12, 15 234:20 235:21 236:13, 16 237:18, 20 240:1 311:11, 12 314:2, 4, 8, 9 317:9, 10 321:9, 10 323:9, 10 326:2, 3 McMillion's 247:17 meal 81:10 96:15 98:11 meals 98:7 mean 118:17 131:21 150:12 151:18 159:7 161:8 168:13 228:2 268:20 269:10 meaning 102:8 means 37:10 75:10 100:2 131:2 134:9 160:18 measure 202:14 205:6 214:10 313:5 measured 98:20 202:18 203:6, 8 204:14 measurement 177:18 measures 77:14 96:17 126:18 159:14 204:4 205:7, 19 212:10 213:4 214:3 282:5 mechanics 211:7 mechanism 6:8 mechanisms 109:1 112:21 114:12 144:3 190:17, 19 mechanized 108:12 medical 6:2 41:5 42:8 78:19 250:6</p>	<p>medicine 44:17, 18, 20 45:1, 3 meet 24:20 79:18 90:20 105:6 134:15 137:20 163:21 188:11 249:13, 15 254:8 256:17 257:8 271:16 276:4 280:12 313:1 MEETING 1:7 5:5 6:1, 5, 6, 10, 13, 15, 17, 21 9:13, 14, 15, 21 10:1, 2, 11, 11, 13, 14 11:10, 21 13:1, 5, 19, 20 14:1 15:7, 9 16:6, 11 17:13 19:8, 16 20:12 21:2 22:17 24:6 25:2 35:9, 12, 14, 16 36:8 39:19 40:1 49:7 53:4 69:4 71:6 79:15 115:17, 19 122:9 127:4 130:17 133:21 137:13 138:9, 10, 10 142:11 161:2, 5, 17 179:5 182:1, 20 185:2 238:8, 15 240:12 249:17, 20 250:9 251:11 253:11 255:6 279:11 302:8 305:18, 19 306:4, 20 315:6 318:2 319:8 322:7 328:17, 19 329:1 Meetings 6:14 7:8 11:2, 16, 17 13:1 15:4 19:14 20:12 25:6 27:8</p>
--	---	---	--	--

47:13 52:4
 57:12 89:9, 12
 161:7 188:11
 249:15 252:14,
 14, 19 253:3, 5,
 8 271:2 312:21
 325:3 327:18
 328:9
meets 240:13
 266:16
Megan 3:10, 16
 39:13 58:5
Melissa 33:17
 92:12 129:6
 150:2
meltdown 40:18
Member 2:14
 6:9 11:13
 14:16 23:15
 89:2 185:19
 188:9 203:11
 224:8 228:21
 231:12 234:12
 235:21 238:9
 241:9 263:2
 305:2, 13 315:9
 323:17
MEMBERS 2:1
 6:7 7:1 14:10,
 20 15:2, 19
 16:8, 9, 12 17:6
 18:3, 14 19:1,
 12, 15 20:3, 5,
 13, 19 21:5
 22:6 23:11
 24:6, 16 25:5
 28:6 32:5 35:4,
 4 36:17 37:4
 39:17 40:4
 44:3 46:14
 48:20 52:9
 53:3 55:14
 58:11 61:16
 64:18 70:13, 20
 84:15 88:10
 89:5, 21 91:21
 92:15 95:18
 109:10, 11
 124:9 128:7
 132:1 133:13

137:6 154:7
 162:18, 20
 163:7, 7, 8
 165:1 166:3
 167:19 171:17
 174:20 181:7
 183:8, 17
 184:19 186:4,
 13 187:5
 188:17 212:11
 228:4 230:12
 238:2 247:7
 248:13 260:17
 265:11 280:21
 287:12 293:8
 305:8, 12, 14, 21
 308:12 309:21
 312:21 313:2,
 11 314:16
 316:3
Member's 4:6
memo 144:16,
 21 174:7
memories 218:2
Menchey 173:19
mental 90:11,
 14 292:5
 325:12
mentioned 15:3
 85:14 134:8
 145:13 146:2,
 10 150:3
 169:17 187:3,
 17 223:14
 233:20 234:21
 241:2 242:13
 243:9 254:19
 276:20 299:2
mentions 12:10
Merritt 235:2
mess 233:16
messaging 272:5
Messenger
 264:13 287:15
met 27:7 81:19
 86:9 92:2
 125:5 167:20
 173:10 267:10
 296:4
metaphor 96:8

methodologies
 224:21
methodology
 225:4
methods 106:15,
 19
metric 270:7, 18
metrics 217:5
 250:12, 12
 251:3 269:19
 270:14 272:10
Metropolitan
 171:11
MICROSOFT
 1:9
mid 62:4
Mid-Atlantic
 171:11
middle 46:15
 58:18 62:8
 81:20 82:3
 86:17, 18 97:4
 205:13 206:4, 8,
 16 207:20
 208:1, 9 235:16
 296:10 299:8
 309:1
midnight 24:12
 269:17 272:6
midpoint 207:10
midst 125:11
milestones 182:7
millennia 45:8
Miller 80:2
 85:10
million 170:17
 230:19
millions 229:21
Mills 185:3, 19
 186:1, 3 188:8,
 20 190:7
 203:11 207:6
 210:3 212:2
 216:1 217:4
 219:12, 17
 220:11 221:1,
 15 222:19
 223:2 224:14
 226:6 228:16
 229:12 231:15,

16 234:11
 238:3 240:20
 241:2, 9, 12
 242:13, 14
 243:5 244:21
 245:11 247:4, 5
mind 90:9, 13
 91:5 111:16
 115:15 116:15
 307:3
mindful 19:1
mine 228:3
 326:12
minimum
 179:21
minor 312:16
minute 142:18
 197:21
minutes 9:13
 10:1, 12 13:8,
 21 19:7 24:15
 25:1, 4 26:21
 27:5, 18 35:17
 65:7 134:3
 160:21 305:2
 324:1 328:20
mirror 117:17
 162:8 220:7
mirrored 102:3
missed 68:6
 129:4
missing 49:6
 57:2 203:2
mission 93:8
misunderstandin
g 53:11
mitigation
 83:13 254:13
 263:8 272:4
 282:3
mix 206:15
mixed 251:16
Moalie 2:5
 13:13 128:5
mode 308:6
 328:3
model 42:11
 44:21 47:10
 107:1 250:17

254:3, 9 303:8
modeling 223:16
models 48:12,
 13
Modern 44:16
Modification
 4:14 312:16
mom 292:10
Moment 3:3
 5:11, 14 99:13
 151:3 199:14
 238:3 257:10
 279:13
moments 77:15
Monday 249:14
money 214:8
 217:2 218:3, 3
 219:2, 7, 15
 228:1
monitor 100:8
 135:18 157:8
monitored
 104:20
monitoring
 99:5 157:7
 301:14
monitors 100:21
Month 79:12
 80:7, 8 85:4
 89:8 90:11, 12,
 13, 14, 14 135:8
 293:13, 13
 325:3 327:18
months 48:3
 73:6 76:15
 78:16 89:17
 90:7 91:8
 150:17, 18
 179:18 182:9
 227:14 229:18
moon-cycle.com
 66:17
moot 14:3
moratorium
 233:20 234:3
 246:16, 18
morning 253:10
 289:10 292:2
 306:5 319:18,
 19 328:4

<p>Motion 4:8 7:2, 6, 9 8:20 9:10 10:16 11:20 12:3 13:13, 16, 18 14:6 15:6 19:6 21:3 23:17 24:14, 21 27:3 28:14 30:6, 7 32:6 122:8 126:5, 11, 15 128:3, 9, 11 131:8, 10, 19 132:2 133:9 152:15 168:5, 17 172:20 174:21 176:5 238:14, 16 240:9 279:13 302:13 303:15 306:19 307:4 309:1, 16 312:10 313:14, 17, 21 314:3, 11 315:4, 4, 8 317:18, 21 318:9, 11, 16 319:5, 7, 8, 14 320:1, 1, 3, 3, 10 322:3, 5</p> <p>motions 10:19</p> <p>motto 72:14</p> <p>MOUs 271:10, 13</p> <p>mouth 45:20 77:11</p> <p>mouthy 152:20</p> <p>move 7:11 9:18 43:12 54:8 57:21 60:20 91:16 104:9 122:2 125:18 149:18 153:4 164:21 167:8 168:18 180:18 194:9 196:16, 16 200:15, 18 208:1 228:10 238:7, 9, 13, 15 259:6 272:14</p>	<p>277:6 283:9 285:17 296:11 301:19 304:15, 17 306:19 309:6 311:21 312:13 318:1, 1 319:7 320:12 322:5 324:17</p> <p>moved 10:10 28:17 30:9 32:8 117:14 168:6 175:1 230:18 277:10</p> <p>movement 96:5</p> <p>moves 100:5</p> <p>moving 13:1 44:21 80:20 87:16 117:15 184:2 191:5, 11 192:17, 18 219:2 246:20 260:5 307:17 316:10 322:9</p> <p>MPSSAA 280:14 281:14 282:7</p> <p>MSDE 37:20 82:2 101:3 140:9, 10, 15, 20 141:15 249:13</p> <p>MSDE's 99:5</p> <p>MTSS 105:3, 12, 18, 18</p> <p>Muhammad 3:14 4:3 52:11 69:20</p> <p>Muhumuza 2:14 8:4, 4, 18 26:1, 2, 3 29:11 31:1 33:1 89:3, 4 132:13, 14 172:7, 7, 8 175:12, 13 239:14, 15 240:18 247:11, 14, 15, 20 248:5 311:3, 4 315:13, 14, 15 316:6 317:1, 2 319:3, 4, 10 321:1, 2</p>	<p>323:1, 2 325:8, 9</p> <p>multidimensional 112:1 113:12</p> <p>multipage 241:15</p> <p>multiple 50:20 52:1, 5 89:19 102:7 104:11 137:1 157:9 187:6 263:12 273:17 284:5 303:20</p> <p>multiprong 112:2</p> <p>multi-stakeholder 82:20</p> <p>multitiered 105:2 112:7 150:4, 10</p> <p>multitude 291:1 305:1 306:1</p> <p>multitudes 54:10</p> <p>Multiyear 4:11 176:9, 14 184:3, 21 189:2 197:8</p> <p>municipal 189:16 196:2, 9</p> <p>municipalities 230:15</p> <p>municipality 231:2</p> <p>Music 173:20, 21</p> <p>Muslim 44:14 65:11, 19 66:7, 17 67:11 70:6, 16 71:1, 10 72:1, 1</p> <p>mute 16:3 43:6 46:12 239:5</p> <p>muted 21:21 22:4 29:12 43:16 133:8 175:19 262:13 302:4 309:2</p> <p>mutually 207:18 208:5</p>	<p>myipas 221:10 222:5, 7 232:1</p> <p>myriad 148:1</p> <p>< N ></p> <p>NAACP 250:1</p> <p>nachas 50:18</p> <p>name 116:12 187:4</p> <p>named 79:21</p> <p>names 7:2</p> <p>naming 141:11</p> <p>narrative 242:20 243:3</p> <p>National 79:21 80:6, 7 85:10 94:18 255:13 285:9, 11 325:16</p> <p>naturally 95:18</p> <p>nature 187:21 189:17</p> <p>nauseam 211:14</p> <p>navigate 39:10 120:4 263:12</p> <p>nay 283:5</p> <p>near 149:16 219:4</p> <p>nearly 53:5 73:6</p> <p>necessarily 24:17 130:13 297:7 299:15</p> <p>necessary 18:10 90:19 178:7 305:15, 20 316:2</p> <p>need 38:20 42:6, 13 56:4, 13 57:4, 4, 5, 5 58:19 62:11 64:11 66:2 67:4, 5 68:5 73:18, 21 74:4 76:13 86:5, 6 93:7 94:7 99:21 100:3, 6 101:17 103:19 105:5 110:2 112:3 120:6, 10</p>	<p>149:17, 19 150:8 153:1, 18 155:8 162:1, 8 167:4 195:15 196:21 197:11, 11 198:19 201:5 208:7, 8 213:16, 17 214:12, 14, 18 216:18 219:3 231:6 238:5 246:20 247:1 254:7, 16 255:8 260:19 263:6 266:1, 17 267:1 270:16 271:6 275:12 276:1 278:16, 20 279:13 283:2 284:15 286:11 289:14, 16 290:18 298:18 303:18, 18 306:10 307:12, 21 308:16 310:9 328:5</p> <p>needed 62:19 90:19 94:13 104:15 117:10 140:11 141:7 162:12 168:8, 21 169:2 170:21 171:6 175:3 177:15 219:16 227:8 258:5, 6 263:3 293:17</p> <p>needing 135:12</p> <p>needs 9:1 18:5 37:13 47:20 55:19 60:19 73:1 78:9 79:18 85:13 86:7, 8 103:11 105:6, 15 106:15, 17, 18, 21 107:21 110:5 117:18 130:10 165:17 193:19 197:17</p>
---	--	---	--	---

<p>214:8 216:13 218:20 237:3 239:4 254:8 256:17 262:3 274:21 275:8 276:4 287:5 288:9, 16 315:9 328:8 needy 227:15 negated 71:10 negative 70:21 negligible 212:20 213:9 negotiated 300:17 negotiations 271:9 neighbor 194:7 neighborhood 191:18 225:11 neighborhoods 81:14 189:4 neighboring 210:7 network 290:2, 3 neurotypical 102:10, 13 never 19:18 59:6 68:18 74:7 116:11 117:14 150:15 200:3 288:19 308:2, 3 New 3:5, 6, 7 4:9 25:2 28:2 34:2, 3 59:16 64:15 70:19, 19 79:14 80:21 85:17 87:9 91:14 111:2, 2 118:1 120:21 124:11 167:15 189:7 206:4, 7 207:12, 21 209:5 216:10, 14 218:6 235:11 236:7 240:14 250:17, 17, 19 252:15</p>	<p>260:12 272:14 286:6 290:12 291:10 304:4, 18 newbie 116:17 newly 108:7 news 255:20 newsletters 287:16 nice 22:18 140:7 245:6 nicely 140:2 Nieves 87:1 night 40:2 55:16 201:9, 20 243:20 318:15 nine 99:8 173:7 212:4 noise 208:6, 9, 12, 14, 16, 17 216:9 239:3 non 5:18 nonacademic 38:18 non-black 97:3, 10, 17 102:20 non-disabled 96:13, 21 97:6, 13 98:8, 12, 16, 19 102:5 nondiscretionary 141:10, 17 nongranular 245:17 non-high 206:12 non-negotiated 300:7, 11, 17, 19 non-special 158:19 normally 49:3 North 234:21 northeast 192:14 207:12 218:21 nose 77:11 notarial 330:12 Notary 330:4</p>	<p>note 65:13 88:15 97:17 103:3 309:3 noted 257:20 notes 183:12 203:3 notice 16:16 183:1 notified 293:1, 2, 12 notion 12:20 210:15 notwithstanding 11:12 novel 275:4 novels 274:18 275:12 276:3 286:21 November 122:10 127:4 138:5, 11 156:4 264:16 268:19 269:5 nuances 112:5 187:15 300:18 nuggets 229:20 number 10:18 11:3 19:13 35:15 57:20 58:3 61:17 78:12 87:4 124:16 157:9, 12 164:16 182:9 193:1 201:20 206:8 213:13, 15 215:6 230:11 235:20 250:19 255:12 288:15 307:15 321:17 numbers 42:4 73:8, 12 111:3, 5 142:5 152:1 163:4 164:1, 13 165:6 203:14 210:1 213:10 218:17 224:1, 3, 4, 13 227:13, 15 250:20 numbing 152:2</p>	<p>numerator 217:18 numerically 214:5 numerous 185:13 nursing 169:9 170:19 nutrition 81:15 171:13 < O > O-2 7:7 247:18 312:13 Oaks 34:12 object 318:13 objections 238:13 objective 185:9 objectives 92:16 objectivity 179:13 obscure 148:15 observe 36:9 observed 197:6 212:16 obtain 27:15 obtaining 105:13 Obviously 53:19 178:4 189:13 216:5 225:16 234:1 244:10 268:19 280:10 299:16 Occasionally 182:21 occupy 195:8 208:2 occur 105:17 148:20 occurrence 148:15 149:7 occurring 195:9 occurs 91:4 o'clock 306:21 325:4 OCTOBER 1:11 5:6 7:5 14:1 22:17</p>	<p>39:19 80:9 276:16 280:12 293:13 299:4, 5 329:2 330:13 offensive 306:2 offer 59:19 93:21 107:12 155:14 249:14 251:13 294:8 299:16 offered 115:5 136:15 299:18, 18 offerings 299:17 Offerman 2:10 8:2, 3 25:20, 21 28:17, 17 29:9, 9, 10 30:11, 11, 20, 21 32:10, 10, 20, 21 132:11, 12 172:5, 6 175:10, 11 239:4, 12, 13 311:1, 2 316:20, 21 320:20, 21 322:20, 21 324:20, 21 offers 264:18 office 81:1 83:3 87:7 125:18 127:20 177:13, 20 178:14, 19, 20 179:1, 10, 12 180:3, 8, 16 181:7, 9 182:12, 16, 19 183:3 263:3 289:19, 21 290:13, 21 325:20, 21 327:8 officer 83:21 89:16 268:14 officers 16:7 17:5, 7 offices 5:17 83:12 119:12 289:15 official 201:1</p>
--	---	--	--	---

<p>officially 134:6 officials 27:12 oftentimes 180:1 181:15 Oh 147:7 169:1 222:3 228:6 247:13 284:2 313:19 314:10 323:21 327:15 okay 9:6, 8 10:9 13:11, 14 14:7 19:21 25:7 33:16 44:2 52:21 55:11 57:21 58:10 72:10 75:20 79:9 121:21 131:18 139:20 143:7 144:20 145:5, 12 167:13 168:4 173:12 174:1, 17 183:16, 18 194:2, 4 198:14 216:7 221:20 222:8 223:12 226:7 227:10 230:10 232:18 233:3, 15 237:8 238:1, 18 240:15 242:19 247:20 267:19 268:11 269:10, 12, 14 291:20 298:12 307:3, 4, 9 309:15 310:13 314:2, 11 315:7 316:6 319:2, 10 320:2, 7 322:3 323:21 326:11 327:13 old 162:13 217:21 235:1 Older 49:12 190:4 216:18 219:15 once 21:9 25:12 68:19</p>	<p>77:17 98:13 125:5 161:9 178:10 179:9 180:11, 16 182:11 236:4 282:7 294:13 299:11, 12 one-and-a-half 62:15 one-on-one 59:19 one-page 242:10 ones 10:2 76:7 102:2 108:18 157:10 252:5 285:2 295:2 one-third 212:17, 17, 17, 19, 19, 20 one-to-one 100:7 ongoing 63:5 146:15 161:20 262:7 272:20 online 41:15, 19 onsite 260:16 OPE 249:8 250:8 Open 6:13, 13 10:11 12:11, 18 15:4 20:17 23:2 27:7 35:11 55:17, 20 116:10 189:21 198:3 200:16 252:15 255:8 262:20 opened 48:13 228:18 opening 65:13 117:21 170:19 247:10 248:1 252:14 260:1, 13 272:13 opens 194:17 operate 210:17 211:3 operating 196:19 250:21</p>	<p>operational 211:2 opinion 54:17, 19 59:1 opportunities 35:2 38:13 39:3, 5 93:5 230:9 259:21 264:19 278:19 293:3 298:19, 20 308:13 opportunity 6:9 24:7 49:18 58:15 76:1 85:19 88:13 90:17 92:1 115:6 152:15 153:11 156:2 179:18 184:8 186:5, 10 188:10 238:11 264:1, 6 274:16 277:8 278:5 285:12 287:8 288:20 309:4 311:19 opposite 146:4 219:3 optimally 114:17 optimize 211:8 option 42:2 47:3 48:8 73:7 260:12 263:4 300:14 options 42:9 71:16 216:17 orchard 54:4 Order 3:2 5:4, 19 6:20 7:8 10:15 11:3 12:17 24:6 36:8 59:13, 15 61:5 84:6 93:7 99:2 120:15 180:1, 14 182:15 249:3 253:5 255:1 258:6 266:2 267:10 270:17</p>	<p>278:21 293:14 300:5 309:3 320:6 ordered 83:4, 9 orders 14:14 ordinance 200:17 organization 83:18 84:12 104:11 108:5, 17 109:2 119:5 253:2 254:11 324:17 organizers 90:21 original 277:21 280:13 281:1 other's 155:8 ought 131:17 outbreaks 48:16 outcome 104:3 106:4 123:21 208:12 330:11 outcomes 64:7 94:11 113:8 146:21 outdoor 259:20 260:12, 15 outlaying 191:17 outside 83:11 125:2 148:18 224:17 279:20 outstanding 80:4 283:11 overall 97:19 98:17, 19 101:21 141:2 159:15, 15 223:20 225:8 241:14 296:16 overbuild 197:16 overcrowded 198:2 205:16 228:5, 6, 7 229:11 266:9 overcrowding 193:18 194:15, 18 195:10, 19</p>	<p>198:1 207:4 234:6 235:13 overhead 192:8 overlapping 281:2 overlay 158:3 overnight 160:10, 13 161:12, 15 166:17 override 11:6 319:5 overrides 11:7 Overview 4:10 127:21 176:20 326:6 overwhelm 40:17 overwhelming 95:1 owned 236:18 owns 236:17 < P > p.m 35:13 329:2 P-1 322:11 P-2 306:19 318:10 319:9, 10 320:12 322:11 Padonia 81:12 page 11:3 222:5 260:4, 6, 8, 8, 11 pages 202:11 paint 218:12 Pakistan 53:13 panacea 161:10, 18 pandemic 39:5, 11 46:20 48:6 50:6 58:19 62:9 64:5, 8 68:2 82:17 85:7 88:4 119:2, 9 121:3, 5 123:3 125:11 161:14 228:2</p>
---	--	--	---	---

260:14 263:14
313:9
paper 74:20
162:12 274:6
275:12
paradigm 110:5
111:2
paradigms
160:18
paraeducators
256:8 257:4
parameters
183:4
parent 46:15
76:12 260:8
267:4 300:3
parenting
160:17
Parents 40:17,
18, 20 49:8
50:21 51:13
55:17, 19 56:17,
21 60:6 70:11
73:6, 9 78:11
85:4 109:19
110:12 129:18
130:1 131:1
148:17 160:19
252:3, 7, 9, 10
253:18 260:2,
15 266:19
275:5 286:3, 7
287:17 288:19
291:9 293:2
316:10
Parkville 82:3
pars 149:11
part 66:14
111:1 113:1
133:19 135:7
146:8, 10 147:7
159:12 162:10
164:10 180:7,
19 189:10
192:2 196:10
207:13 231:21
236:3, 7, 15
246:10 264:2
273:19 277:21
278:2, 13 293:9

294:7 295:4
296:21 300:6
315:20
participate 6:10
86:12 94:16
95:3 155:6
181:9 250:7
309:4 311:20
participated
171:10 308:3,
16
participating
37:18 64:2
80:13 107:18
118:20 181:4,
15 264:7, 11
participation
36:20 95:2
107:20
particular 22:3
99:15 161:21
182:7 197:8
200:14 207:3
264:14 289:15
299:20, 20
300:3
particularly
130:8 146:2
158:17 166:5, 7
187:5 192:14
231:8 242:20
243:14 295:2
parties 330:10
partner 187:1
partnering
154:20
partners 80:15
196:2, 9 230:14
231:2, 2
partnership
87:20 197:1
226:17 255:14
parts 87:16
192:15 231:18
246:20 253:1
293:11
pass 279:13
passed 312:17
Pasteur 2:11
7:21 8:1 24:9,

12, 13 25:7, 18,
19 29:7, 8
30:18, 19 32:18,
19 45:11
109:12, 13
111:18 113:11,
16 115:12
128:10, 12, 13
129:5, 16 131:5,
6, 11 132:9, 10
146:2 148:8
149:4 160:1, 4
162:15 172:3, 4
175:10, 20
239:10, 11
301:20 306:17
307:2, 5, 9
308:21 310:20,
21 313:18
316:18, 19
320:18, 19
322:18, 19
324:20 327:2, 3,
4
Patapsco 235:9,
15
patchwork 56:9
path 55:4
patience 67:14
pattern 105:21
106:11
patterns 92:6,
21 93:2, 17
97:18 98:21
99:2 101:7, 14
103:9, 18
104:15 106:6
107:12 108:18
121:7
Paul 1:21
241:21 330:4,
16
pause 141:21
pay 195:14
198:17 199:7
237:6
paying 288:14
Peace 53:2 70:2
pedagogy 254:5
Pediatrics 74:21

peer 224:19
225:18
peers 38:18
41:8 76:11
96:13, 21 97:3,
6, 10, 13, 17
98:8, 12, 16, 19
100:19 102:5,
11, 13, 21
103:14, 15
pencil 74:20
pending 27:17
people 15:15
19:17 43:6
55:18 59:3
94:4, 6 106:9
112:11 147:15
153:4, 6 162:5,
7, 7, 8 165:10
191:10 198:7,
10 201:10
229:19 233:20
240:16 245:18
246:2 249:7
265:20 266:1,
14 278:15
283:20 289:3
291:11 307:13,
15 310:8 324:2
328:11
perceive 193:5
percent 73:9, 9,
10 94:15, 19, 20
96:19 97:3, 5, 9,
12, 16 98:7, 15,
18 157:21
158:2, 3, 5
173:20 194:9
202:19 204:10,
10, 10 217:13
295:1, 16 298:2
percentage
211:19 250:18
percents 212:15
perform 48:7
97:16 177:9
performance
27:11 92:3
95:12 96:17

98:17, 20 99:4,
9 182:7, 18
performed 97:2,
9 98:7, 11, 15,
18 177:19
period 124:6
periods 59:18
Perry 86:20
persist 97:18
persistent 98:21
103:8, 17
104:14
person 47:19
48:15 49:18
51:13 60:11
62:10 68:16
73:5, 11 83:1
251:1, 2, 6
253:7, 7 258:13
268:13 270:6
278:5, 13, 21
279:3 280:4
282:6 283:5
313:1 316:5
personal 36:6
77:5
personally 22:5
159:11
Personnel 3:6
27:13 28:2, 7
266:5
persons 54:12,
16
perspective
226:11 297:5
pertinent 302:7
Pete 184:10
petition 64:15
Pharoan 3:11,
21 43:14, 17, 19,
21 44:2 65:6, 7
Pharoan's 65:10
phase 177:11
180:18 185:4
232:15 236:4
304:15
phased 83:1
phenomenon
149:8

<p>philosophical 231:4</p> <p>phone 35:10 43:10 222:12 233:2 239:5</p> <p>photographs 243:6</p> <p>phrase 296:1</p> <p>physical 6:7 67:4 94:4 274:3 324:13</p> <p>physically 6:11</p> <p>physicals 278:20</p> <p>physician 45:11</p> <p>pick 262:15</p> <p>picked 78:11 245:14</p> <p>picks 254:9</p> <p>pickup 262:1</p> <p>picture 123:13 127:21 145:9</p> <p>piece 105:20 148:6 161:4 228:16 236:1</p> <p>pieces 235:20</p> <p>Pierandozzi 39:21 129:14</p> <p>pike 220:6</p> <p>pillars 212:18 243:18</p> <p>pipeline 199:18, 20</p> <p>pivot 89:11</p> <p>Pizzo 81:13</p> <p>place 39:9 44:15 64:3 110:19 114:15 115:9 119:16 150:10 171:8 179:12 197:20 214:4 242:16 252:10 254:13 270:17 278:12, 19 281:9 283:10 303:16 315:18</p> <p>placed 83:11</p> <p>places 202:13 205:5</p> <p>plagued 90:15</p>	<p>Plan 4:11 18:5 25:9 37:19, 20 41:21 42:5, 10 47:10, 11 48:17 50:1, 19 51:2 52:4 60:21 61:6 63:16, 19 64:1, 6 73:2, 6, 11, 13 74:10 83:14 85:14 87:10, 19 99:4, 9 113:2, 3 122:3 124:3 126:11, 12, 12 127:5, 16 152:14 161:8, 9, 10 164:4, 10 165:18 167:5 176:9 184:3 189:2, 3, 13 190:5 193:18 195:7, 12 197:9 230:17 256:6, 11, 16 257:7 258:11 266:4 272:21 276:21 277:2, 21 280:13, 14 281:1 302:20 303:6 315:17, 19 326:14</p> <p>planet 54:9</p> <p>planned 62:4 90:7 169:12 326:9</p> <p>planning 17:3 20:17 43:1 59:18 89:19 145:15 146:9 190:3, 10 210:4 211:8 217:10 220:5 223:5 225:14 229:14 245:21 246:1 254:12 256:12 285:4 328:16</p> <p>plans 37:21 47:14 48:13 64:11 104:18 122:5 123:18</p>	<p>272:4 282:11 287:2 324:16</p> <p>plan's 267:2</p> <p>platform 47:3 274:21</p> <p>play 198:13 234:6 277:15, 16 278:7 279:6, 8, 9 280:3, 8</p> <p>Please 5:6 9:17 17:20 19:1 21:10, 20 25:13 30:13 39:2 43:18 60:8 61:3 64:13, 17 65:2 66:19 71:21 80:10 83:13 86:1 88:15 92:15 93:3, 18 97:21 99:1 100:19 101:18 103:16 104:12 132:2 134:9 175:5 183:14 184:15 238:19 249:1 250:10 251:7 253:13 255:2, 21 258:9 260:19 262:11 265:8 267:14 283:15 310:1, 15 311:17 315:12 316:13 324:10</p> <p>pleased 85:20 255:9 292:6</p> <p>pleasure 81:11 111:17</p> <p>Pledge 3:3 5:7, 9</p> <p>plot 212:14</p> <p>plus 230:3</p> <p>Point 10:15 12:17 24:11 37:13 60:16 86:18 106:3 109:4 113:17 117:10 125:5, 13 130:9, 16</p>	<p>142:19 152:10 154:21, 21 158:12 166:7 178:18 179:15 181:5, 11, 19 189:18, 19 192:12 194:10 203:16 205:8, 12 207:20 209:19 213:12, 16, 18 214:1, 15, 15 215:2 216:20 217:2 218:4 220:20 226:2 234:20, 21 235:10, 15 273:2 277:6 282:9, 17 283:12 299:1, 10</p> <p>pointed 25:2 45:11 116:21 130:14 228:15 231:11 281:2 308:2</p> <p>pointing 162:9 198:13 283:1</p> <p>points 11:18 98:11 125:14 155:1 166:4, 10 167:2, 9 211:19</p> <p>poised 258:5</p> <p>police 235:5 268:14 269:3</p> <p>policies 10:17 11:6 12:14 35:19 108:12, 16 109:2 154:15 191:7 192:5 199:21 313:8</p> <p>Policy 8:21 10:18, 19, 20 11:7, 13, 15, 19, 21 12:5, 7, 13, 18 13:3, 5, 6 14:15 15:8 21:13, 16 23:21 24:1, 5 70:17 93:4 108:13, 16</p>	<p>200:2, 5 234:14 313:7</p> <p>polished 223:6</p> <p>political 44:7, 10</p> <p>pondering 279:10</p> <p>popular 45:14 191:14</p> <p>population 97:20 103:10 106:1 114:8, 17, 18, 19, 19, 20 115:11 118:11, 14 129:20 148:21 149:8 209:18 227:2</p> <p>populations 50:8 121:9</p> <p>portal 221:19</p> <p>portion 35:9 245:11</p> <p>portions 6:12, 15 191:17</p> <p>position 299:14</p> <p>positive 81:17 83:18 257:14</p> <p>positivity 250:18 269:20</p> <p>possibilities 40:6 255:7 280:9</p> <p>possibility 64:1</p> <p>possible 41:20 69:2 87:12 179:14 195:11 234:9 251:4 265:7 279:3</p> <p>possibly 177:21 211:4 277:3 279:13</p> <p>post 61:19 62:6 326:7</p> <p>posted 185:6, 18 221:14, 18 222:1 242:2, 5, 7 244:9</p> <p>postpone 315:5</p> <p>postponed 323:20</p> <p>posture 119:11</p>
--	---	--	--	--

<p>potential 27:18 169:12 200:6 207:11</p> <p>potentiality 207:14</p> <p>potentially 176:13 199:19 216:11 234:15 313:10, 10 325:1</p> <p>power 246:16</p> <p>PPE 62:18 73:20 83:4, 10 169:11, 17 170:18 171:3</p> <p>practice 35:14, 19 115:7 119:15 186:18 257:8 276:17, 19 277:3, 4, 14 279:10</p> <p>practices 40:11 88:14 94:3 102:2 104:1, 12, 17 106:20 113:6, 7, 14 114:14 121:13 124:20 125:1 154:15 155:13 263:8</p> <p>pray 71:17</p> <p>pre-bid 179:5</p> <p>precautionary 282:5</p> <p>precautions 252:10 315:18</p> <p>precedence 15:2</p> <p>precisely 148:3</p> <p>precision 149:20 150:1</p> <p>pre-design 232:5</p> <p>predetermined 270:14</p> <p>predicated 199:15</p> <p>predictability 93:13, 13, 14, 14 107:9, 9, 10, 10</p>	<p>predictable 92:5 93:11 98:21 103:8, 17 104:14</p> <p>predominant 130:9</p> <p>predominantly 126:21</p> <p>preexisting 56:4</p> <p>pre-K 34:1</p> <p>preliminary 210:15 232:9</p> <p>premeditated 190:18</p> <p>preparation 256:12 261:3 315:10</p> <p>prepare 16:6 21:2 59:13 63:3 177:12 272:19</p> <p>prepared 18:8 19:17 120:21 121:17 156:3 240:11 265:7 272:7 280:11</p> <p>prepares 17:4</p> <p>preparing 40:1 72:12 82:11 87:11 111:6 256:9</p> <p>preplanning 232:2, 6</p> <p>presence 6:7</p> <p>present 6:11 22:11 47:20 48:9 60:7 127:16 166:12 174:16 186:6</p> <p>presentation 71:6 90:5 92:17, 18 95:9 109:5, 9 110:2 111:8 116:2 118:7 122:20 127:3 131:21 133:14, 17, 20 135:8 136:10, 10, 13, 14, 15, 20, 21 138:4 140:3</p>	<p>142:20 145:8, 8, 13 151:1, 6 152:11 155:7 176:11 185:3, 5, 7, 15 186:8 187:3 245:1 265:11 269:17 272:11 273:9 325:10, 20 327:7</p> <p>presentations 185:14 244:13, 17</p> <p>presented 40:3 70:21 92:18 107:13 140:15 152:5 154:14 203:15 287:20</p> <p>presenting 40:2 139:13 243:1 272:3</p> <p>presents 79:14</p> <p>president 89:15</p> <p>press 85:20</p> <p>presumably 144:20</p> <p>presume 74:7 188:4</p> <p>pretty 156:5 161:6 217:11 251:19 252:8</p> <p>prevent 44:8 45:12</p> <p>prevention 90:12</p> <p>previous 302:14 305:18</p> <p>previously 24:7 33:21 34:10 104:3 286:9 287:6 309:2 318:21</p> <p>price 177:6, 10 178:5 182:5</p> <p>pride 81:16 90:13</p> <p>Prince 194:11</p> <p>principal 32:2, 4 33:18 34:6, 9 80:2 81:12</p>	<p>85:9 159:12 252:16, 20 253:6 288:8 289:1, 5, 13 290:2 294:21 300:4</p> <p>principals 34:18 46:21 79:12, 15 85:3 155:18, 20 156:13, 15 164:10 249:21 252:21 261:10, 20 262:5 274:2 286:10 288:8 290:6, 16 291:2, 6, 8, 18 293:12 295:6 296:8 297:6 299:3, 12 300:2, 19</p> <p>principles 53:20</p> <p>printables 261:6</p> <p>printed 241:17</p> <p>prior 35:11 83:15 105:3 150:8, 18 171:8 174:5 176:14 178:20 183:7 185:7 216:6 231:17 309:9 312:4 313:18</p> <p>prioritization 294:2, 5</p> <p>prioritize 214:7 284:14</p> <p>prioritized 82:13</p> <p>priority 255:21</p> <p>private 187:11</p> <p>privy 203:3</p> <p>proactive 85:12 152:17 153:16 196:2</p> <p>probably 125:5 193:3 201:9 211:13 241:16 251:12 280:16</p> <p>problem 40:7 55:13 152:13</p>	<p>190:3 192:18 196:8 198:14</p> <p>problems 63:15 152:21 196:3, 6</p> <p>procedural 253:16</p> <p>procedure 199:13</p> <p>procedures 76:10 78:6, 7, 8 104:18 106:16 109:3</p> <p>proceeded 194:14</p> <p>PROCEEDINGS 5:1 330:11</p> <p>Process 4:10 52:3 77:6 105:12, 18, 18 115:20 128:19 131:9 140:19 145:16 146:9, 11 161:19 176:15, 19, 20 180:19 182:10 190:15 192:2, 6, 9 207:10 223:9 236:10 264:2 265:1 268:7 272:12 273:15 278:8 287:11, 14 288:19 290:1, 7, 10, 14 291:10 294:10 295:5 299:3, 9 300:18, 19 301:8, 11, 16 313:21 326:6, 9, 10</p> <p>processed 117:10 238:5</p> <p>processes 36:4 104:17 106:16 237:11 278:11, 18</p> <p>procurement 173:5, 14 176:15 289:2</p>
--	--	--	--	---

<p>produce 187:18 produced 87:5 product 177:21 223:6 profession 53:12 professional 62:5 63:1 65:11 66:4, 7, 10 67:11 71:9, 13 118:21 135:1 160:20 177:3 256:19 257:9 professionally 219:20 professionals 112:14 115:2 127:11 257:3, 14 proficiency 112:4 113:13 program 143:17 185:1, 4, 10 264:3 programming 256:3 257:20 258:7 270:7 programs 35:19 59:16 191:13 210:21, 21 235:4 251:1, 2, 6 281:11 295:3 296:10 progress 10:20 113:2 123:18 124:3 146:9 164:8 prohibit 95:6 project 186:19, 20 187:13 195:7 197:8, 19, 21 199:19 200:14, 16, 16 201:4, 7 202:3 208:10 218:15 230:19 projected 197:17 218:9 221:11 226:1, 3 234:16</p>	<p>projecting 224:2 235:8 projection 226:4, 13 227:17 projections 198:6 199:16 223:15, 19 224:9 226:18 229:3 246:3, 9 projects 81:2 196:18, 20 199:19 204:16 216:4 221:8 230:13 prolonged 49:15 promise 75:21 promised 189:6 242:18 promote 200:7 promoting 77:7 promotion 27:10 proper 13:7 35:21 77:7 180:14, 14 242:16 306:9 properly 62:16 property 236:18, 18 237:5, 6, 7, 15, 16 proposal 173:7 177:5 178:1, 6 179:7 180:2 258:20, 21 259:2, 9 264:4 277:9, 11, 14 281:7, 13 282:8 propose 287:3 proposed 71:12, 21 258:17 277:20 281:13 proposes 277:11 proposing 68:8 209:14 prospect 327:17 prospective 179:2</p>	<p>protect 76:19 77:18 protocols 63:3 77:20 140:12 253:21 254:14 267:11 278:12, 18 316:2, 3 prove 54:6 provide 51:14, 15 66:21 67:7 68:10 69:1 76:13 78:1 81:8 84:6 87:12 94:13 123:1 127:21 141:13 145:8 197:13 218:14 226:11, 12, 15 248:3, 9, 15 249:16 252:19 253:2, 7 254:16 255:1 256:6 257:9, 10 258:5 262:7 265:3 266:4 271:7 274:20 277:8 278:13 285:7 286:19 289:6 290:20 291:12 298:19 provided 19:11 36:18 40:14 62:10 137:5, 9, 18 138:14 185:7 188:13 213:11 221:4 224:8, 16 226:18 232:16 241:12, 18 242:2 244:1 248:7 257:12 258:2 260:12, 15 261:5, 8 263:1 265:11 267:20 274:11, 12 275:3 286:21 287:1 291:3 293:20 297:13 303:11</p>	<p>providers 80:16 256:7 257:2, 5 provides 35:3 85:15 149:13 256:11, 18 providing 17:7 40:10 80:13 84:10, 12 86:9 90:19 119:4 150:18 184:13 227:7 292:8 provisions 83:10 256:10 proximities 210:5 psychiatric 94:5 psychologist 129:13 PTA 249:21 PUBLIC 1:7 3:8, 19 5:17, 18 6:12 20:15, 15 22:14 34:14 35:1, 8, 11, 18 36:2, 14, 16 43:5, 7, 13 48:12 50:9 53:14 54:12, 17 55:7 57:16 58:14 61:20 65:5 69:6, 9, 14, 19 72:16, 20 74:4 75:14 90:3 94:15 135:8 137:6, 20 138:17 139:4, 16 200:17 214:7, 17, 20 221:16 228:17 229:13 234:2 244:4 248:19 251:20 252:4 270:2 271:1 280:15 310:5 325:6 330:4 publicly 51:1 public's 137:16 publish 49:21 144:9</p>	<p>published 47:11 48:14 241:1, 5 244:3 253:17 pull 76:21 purchase 171:3, 12 182:14 286:11 290:13, 15 purchased 169:14 266:6 purchases 173:19 Purchasing 171:11 177:15 178:21 179:13 180:7, 12, 16 181:8, 12 182:12, 13, 19 324:13 pure 206:12 209:1, 2, 10, 15 purpose 71:8 138:15 purposes 223:5 pursuant 6:13 27:7 purview 35:20 push 64:14 120:2, 15 153:10 pushback 63:17 pushed 154:5 pushing 191:11 put 19:9 24:18 38:6 43:6 72:9 78:10, 13 108:17 115:8 116:3 139:6 143:20 162:12 178:12 180:2 187:20 207:19 208:10 216:3 217:17 218:3, 3 219:16 239:4 246:16 247:17 283:8 302:14 303:16 307:12 puts 19:14, 15</p>
---	--	--	--	--

<p>putting 110:18 117:16 119:14 268:8</p> <p>< Q ></p> <p>qualitative 243:3</p> <p>quality 177:8 220:2 258:7</p> <p>quarantine 78:10, 13</p> <p>quarter 289:9</p> <p>question 53:16 58:20 59:2 108:14 109:19 111:11, 19 112:6 115:19 118:8 119:4 120:16 127:7 131:12 136:21 142:13 143:9 146:7 147:7 151:8 154:9 156:18 160:15 168:3 169:8 170:4 176:12 190:8 193:4 194:5 195:20 196:21 197:10 202:10 203:12 208:14, 19 210:4 211:9, 11 212:12 216:8, 19 217:5 219:6, 7 224:14 227:9 231:4, 6, 13, 19 234:11 241:10 247:12 267:7, 20 268:12 272:1 273:19 274:1, 10 276:20 277:1 279:16 280:1 283:14 284:13 285:10 286:13, 13 287:21 288:3 289:11 291:3 293:10, 11 297:10 298:15 299:10</p>	<p>300:2 303:14 305:16, 17 316:7, 11 319:3, 17</p> <p>questioning 246:5</p> <p>questions 41:9 66:19 68:4 115:21 116:1 119:21 123:19 128:8 133:13 134:2, 4 138:15 140:1 144:7, 8 146:5 148:8 151:3 166:12 170:2 173:2 179:7, 8 183:6, 8, 13, 17 184:8 185:16, 17 186:14 187:19, 20 188:3, 6, 16 194:20 201:20 209:7 212:6 215:9 220:19 221:3, 6 222:1 223:17 229:12 230:11 233:17, 18 243:9 245:14 249:19 250:11 252:16, 20 253:6 265:13, 14 272:4, 18 276:7 283:17 285:19 305:1 306:1, 6 314:16, 20</p> <p>quick 134:5 169:8 173:17 219:17 233:17 247:11 248:9 273:2</p> <p>quicker 193:3</p> <p>quickly 19:3 267:15 270:11, 17 309:17</p> <p>quite 115:8 156:16 192:18 221:6 251:7 254:15 292:9</p>	<p>302:1 327:11</p> <p>quoting 116:15</p> <p>< R ></p> <p>race 96:14 97:1, 7, 14 99:10 102:1, 15 107:8 114:13 117:1, 13 135:3</p> <p>race-based 151:14</p> <p>races 100:16 163:13</p> <p>racial 93:12 97:18 99:15, 19 120:7 151:12, 14</p> <p>racism 106:14</p> <p>raise 72:17 121:4 166:13 272:19</p> <p>raised 81:6 123:5 169:6 188:17 223:17 280:21 300:2</p> <p>raising 72:12 124:3</p> <p>Randallstown 116:17</p> <p>range 208:11</p> <p>ranging 90:12 104:6</p> <p>rankings 212:21</p> <p>rapidly 280:5 283:11</p> <p>rare 16:17</p> <p>rate 102:12 106:11 122:5 124:17 126:8, 21 152:18 227:1 250:18 269:20 326:15, 17</p> <p>rates 151:21 225:2 250:18</p> <p>rating 212:10 215:6</p> <p>ratings 159:13</p> <p>ratio 100:1, 2, 4, 11, 11, 13, 16, 21</p>	<p>101:1, 20 302:9, 14 304:3, 6, 7</p> <p>rationale 71:8 228:8 296:13</p> <p>ratios 101:13</p> <p>Raven 86:20</p> <p>raw 223:3</p> <p>reach 179:1 289:14</p> <p>reached 47:15 73:16 182:8 218:4 275:17, 18</p> <p>reaches 178:17</p> <p>reaching 37:16</p> <p>reacting 153:15</p> <p>reactive 77:14 153:15</p> <p>read 10:21 88:17 120:1 151:11 158:1 159:1, 1 174:6 223:8 225:6 275:14 310:9</p> <p>reading 61:21 146:3 159:3</p> <p>readjustments 65:15</p> <p>ready 109:17 110:7, 21 115:16 163:17 215:20 267:13 269:4 291:1</p> <p>real 161:14 210:20</p> <p>realistic 48:1 127:7, 13</p> <p>realistically 210:12</p> <p>realities 293:16</p> <p>reality 114:6 214:15</p> <p>realize 39:4 112:12 166:10 245:18</p> <p>realized 117:8 213:11</p> <p>reallocated 301:15</p>	<p>reallocation 298:21</p> <p>really 57:3 108:8 110:8, 19 111:9 112:1 113:2 114:14, 21 119:8, 13 135:20 136:1 140:4, 7 146:5, 21 161:6 162:12 163:5, 8, 20 164:1, 13 165:1, 13 174:13, 14 180:5 186:7 187:1 193:15 196:15 199:18 207:6 211:14 212:16, 18 213:18 217:19 218:13 220:7 223:21 224:12 226:19 227:4 229:15 243:2 247:1 250:6 254:2 259:10 265:16 270:3, 16 278:15 284:15 289:11</p> <p>realm 200:5</p> <p>rearview 220:7</p> <p>reason 62:9 78:12 181:10 189:10 199:11 290:18</p> <p>reasonable 266:8</p> <p>reasonably 192:15</p> <p>reasons 27:8 42:8 70:20 120:12 121:15 148:1, 3 154:5 181:4 284:5</p> <p>rec 235:4</p> <p>recall 18:8</p> <p>receive 18:2 35:3 77:20 88:17 224:16</p>
--	--	--	---	--

<p>275:1 294:13 299:11 315:17 received 71:5 101:13 173:9 243:18 251:16, 17 252:8 286:16 307:12, 15 receiving 22:17 77:1 87:6 116:9 118:20 163:10, 13 241:4 256:4 273:4 287:13 294:11 recite 5:7 recognition 5:12 28:9 85:4 89:15 recognize 40:4 46:18 130:4 306:7 recognized 82:3 129:9 252:11 recommend 208:6 324:4 recommendation 168:8 169:2 173:1 175:3 182:1 216:2 265:6 304:6 recommendation s 149:17 188:2 207:1, 9 216:21 219:14 236:6, 11 249:6 250:20 256:12 recommended 75:1 174:3 181:20 207:17 304:1 recommending 51:15 recommends 264:4 reconcile 146:4 reconnect 75:13 reconsiders 71:21</p>	<p>reconstruct 104:1 113:7 record 17:9 56:12 274:16 307:16 recorded 56:14 203:20 recording 330:7 Recovery 249:12 304:15 recuperate 68:6 Recuse 31:4 redesignation 65:15 redistricting 195:2 reduce 64:7 297:17 reduced 96:14 98:7, 11 135:2 279:20 292:20 295:14, 16 296:14, 15, 16 297:20 298:2 303:3 reduction 296:1, 20 297:7 reeducate 70:18 reengaged 89:13 reenter 51:17 78:4, 19 reentering 77:21 reentry 40:6 47:10 61:6 85:14 252:13 266:3 302:20 reexamining 154:14, 15 refer 35:6 183:12 reference 124:8 183:10 referenced 222:19, 19 referencing 12:5 143:1 referring 191:5 300:11 reflected 53:21 95:17</p>	<p>reflecting 103:18 reflection 146:9 reflects 100:9, 12 regard 65:18 102:6 316:8 regarding 81:16 84:10 248:9 256:2 261:15 274:6, 12 276:7 286:16 regards 302:6 register 35:10 Registration 35:10 255:15, 18 259:21 260:5, 6, 9, 12, 15, 16, 19 264:11 registrations 326:8 regret 191:12 regular 284:19 300:9 regularly 35:15 292:9 reimburse 198:17 199:12 reimbursed 199:2 reinforce 295:6 reiterate 307:11 327:5 relabeled 27:2 relate 36:2 160:19 related 6:2 36:14 91:2, 8 99:18 123:13, 19 132:1 133:13 138:8 169:11 170:18, 19 174:7 186:20 218:8 228:13 256:7 257:1, 21 264:21 271:10 313:5 325:12</p>	<p>relates 99:9 105:21 320:1 relating 272:13 relation 67:10 relationship 115:1 relationships 81:17 relative 99:10 140:6 173:14 187:15 191:4 212:6, 9, 12, 15, 21 relatively 89:7 195:16 release 85:20 released 64:11 relevancy 66:15 relief 207:12 230:5 religious 62:3 remain 60:10 313:3 remained 78:15 remains 40:7 remarks 36:6, 10 remediation 254:12 remedied 235:17 remedy 204:16 remember 64:17 77:17 115:19 147:7 204:4 remind 36:5 77:16 238:9 reminded 306:3 reminder 248:6 remiss 85:1 REMOTE 1:8 remotely 6:6, 12, 17 313:12 removal 27:11 105:21 remove 9:2 209:14 removing 93:9</p>	<p>renovated 235:11 renovation 189:6 201:6 216:17 renovations 80:19 208:3 216:21 reopen 52:4 73:14 75:8 87:17 88:1 251:21 Reopening 4:13 37:18 41:21 42:4, 20 43:1 50:1, 19 51:2 83:14 87:19 169:13 248:5, 10, 15, 20 250:12 251:9, 10 252:17 260:8 265:10 269:20 270:15, 18 302:11 304:11 325:16 reorganized 257:16 repairs 174:11 217:8 repeat 10:9 repeated 311:16 repercussions 246:13 315:3 replace 217:15 replaced 70:14 replacement 217:7 218:18 replenishment 289:20 290:16, 19 replicate 97:19 125:1 replied 65:9 Report 4:4, 5, 6, 7, 11 55:16 79:7 89:2, 7 91:16 94:17 103:1 122:2, 7 126:8 135:18 136:11 137:8, 9,</p>
--	--	---	---	---

<p>15 140:15 141:2 142:15 143:1 144:9, 10, 12 152:4, 6 158:5 161:17 164:8 173:17 176:8 184:2 221:14 226:9, 13 227:5 232:8, 10 236:11 237:2, 5 238:7 241:3, 5, 6, 14, 15 242:7, 11 247:2 248:8, 20 326:13 reported 48:16 101:4 102:3 141:8 158:19 159:16 203:19 204:14 reporting 140:9 204:9 298:1 reports 159:18 186:11 225:6 226:13 241:12 242:1, 5 244:1, 7 report's 236:21 237:1 represent 23:9 64:18 234:8 243:15 representation 99:10 112:19 157:16 represented 92:8 representing 61:17 request 7:6 42:4 48:11 66:9 139:12 173:7 177:5 178:1 238:6 244:13 requested 84:5 138:11 173:8 240:21 requesting 139:17 301:12</p>	<p>requests 16:9, 9, 12, 14, 15, 17 17:6 70:15 163:21 251:20, 21 252:20 253:16 require 76:5, 8 143:20 149:11 155:11 305:16 318:21 required 48:6 87:16 140:21 190:20 204:17 207:15 225:18 249:13 261:7 requirement 140:16 179:20 requirements 205:18 265:5 requires 103:21 104:16 271:8 requiring 47:16 research 95:5 143:5 144:14 158:8 159:17 reserve 291:1 resident 178:9 resignation 27:11 resignations 28:8, 14 30:8 Resolution 4:14 5:21 7:7 36:4 247:17 312:15, 17 313:15 314:20 resolve 126:16 140:11 resource 34:1 83:21 303:13 Resources 34:17 62:19 93:6 112:16 148:18 273:16 275:11 293:18 304:14 306:9 respect 293:8 307:18 respective 300:15</p>	<p>respond 17:19 88:16 118:2 170:13 179:8 180:3, 10 188:6 275:7 responded 212:3 responding 29:13 93:2 responds 195:20 response 9:9 65:9 73:16 83:18 106:17 120:17 122:15 187:18 204:6 235:19 275:2 responses 180:11 185:17 222:1 251:15 responsible 115:14 responsive 96:1 108:17 115:10 responsiveness 104:9 rest 89:16 94:6 165:15 234:18 restart 63:21 restate 11:20 12:3 13:16, 17 293:9 restore 309:7 312:1 restrictive 41:9 result 6:16 64:8 195:10 298:21 resulted 189:21 194:14 results 146:4 166:20 194:18 267:21 resumption 258:13, 17 rethink 287:2 reticent 130:5 Retirements 28:8 return 37:6, 14 38:1 41:4, 6, 17 42:2, 3, 8, 10</p>	<p>44:5 47:17 48:8 56:2, 3 59:6 60:10 62:13 68:15 73:4 76:4 82:12 83:1 256:13 272:8 278:7 279:4, 6, 8, 9 280:2, 8 returning 41:7, 17 62:10 72:8 273:1 revealed 92:4 revealing 232:15 review 11:14, 21 13:5 23:21 87:18 100:12 177:2 180:12 224:19 225:18 226:14 250:14 251:18 277:1 313:7 reviewed 134:1 157:17 167:2 178:14 259:1 reviewing 11:15 24:1 96:7 134:21 182:16 revise 14:15 revised 27:4 50:19 revising 11:14 313:7, 9 revisited 113:2 revolving 77:5 RFP 173:4 177:11 181:19 183:5 Ribbon 80:1 85:10 rid 190:1 right 9:21 13:20 24:1 25:11 39:6 47:1 52:3 60:15 65:1 74:8, 8 82:11 109:20 114:4 116:6 117:5, 7 119:21 135:14</p>	<p>143:17 150:14 152:8 153:8 165:7 176:7 184:9 202:6 204:3, 18 205:10 206:6, 13 209:2, 5 210:3 211:5 213:14 214:6, 10 219:17 220:9 229:19 230:4 232:18 235:3 239:6 249:4 251:11 252:9 271:17 273:14, 19 275:9 281:13 285:14 286:2 295:11 299:17 302:10, 16 303:5 304:12 314:1 316:12 righteous 55:4 Rights 94:2 rigor 93:6 rigorously 103:21 rise 5:6 rising 54:15 risk 99:17 100:1, 2, 4, 10, 11, 13, 16, 21 101:1, 13, 20 risks 37:11 140:6 road 167:12 246:13 Robert 82:2, 6 Roberts 10:21 11:2, 6, 7 12:6 15:12 248:18 259:16 262:14 293:6 295:13, 21 296:17 298:16 299:1 301:6, 12 328:10 Robin 86:16 robust 20:1 153:1 197:9, 10</p>
---	---	--	--	---

<p>Rod 220:14, 16 314:8</p> <p>Rode 34:6, 15</p> <p>Rodney 2:9</p> <p>role 187:12 250:4</p> <p>roles 249:5</p> <p>roll 25:13</p> <p>rollcall 7:1, 16 21:19 26:18 29:2 30:12 32:12 132:3 171:18 175:5 238:19 310:14 314:17 315:11 316:13 320:9</p> <p>rolled 202:10</p> <p>roofs 218:12</p> <p>root 101:17 105:16 106:13 145:13, 15, 16 146:8, 14, 16 147:18 148:6 165:11</p> <p>rooted 151:12, 15</p> <p>rotation 42:16</p> <p>round 115:13 192:5 213:19</p> <p>routine 18:4 68:6 78:2</p> <p>routines 42:12</p> <p>Rowe 2:12 8:16, 17 10:15 11:5, 10, 18 12:16 26:15, 16 30:4, 5 31:13, 14 33:13, 14 133:5, 6, 15 144:6, 7, 20 145:5, 12 146:6 147:6, 10 148:5 149:15 150:2 151:2 168:6, 6, 17, 18 172:17, 18 176:1, 2 188:18, 19 193:13 194:5 195:21 197:14 199:8 200:9</p>	<p>201:8, 12 230:14 234:12 240:6, 7 309:11, 11, 14, 14 310:2, 4 312:7, 8 317:15, 16 321:15, 16 322:1, 8 323:15 326:19, 19 327:11, 14, 16</p> <p>rubric 203:19</p> <p>rule 217:5, 10, 12</p> <p>Rules 10:21 11:2, 6, 8 12:6 15:12 56:9 57:5 109:2 328:10</p> <p>rumor 269:8</p> <p>run 136:3 277:18, 19 279:16, 17 282:9, 21 285:6 291:8</p> <p>Runk 82:2, 6</p> <p>running 231:11 283:1 285:5</p> <p>Russ 170:3 324:11</p> <p>Russell 2:7</p> <p>< S ></p> <p>sacred 72:1</p> <p>sacredness 72:2</p> <p>sacrificed 66:11 71:13, 18</p> <p>safe 37:6, 15 44:6 51:18 55:5 61:11 62:5, 12 72:4 73:15, 15, 17, 18, 20 78:8 82:21 84:6 91:11 123:6 267:2 329:4</p> <p>safely 38:1 46:19 49:19 58:21 75:8 88:2 309:4 311:19</p>	<p>safety 5:19 38:7 62:21 63:4 64:20 82:14 85:16 125:8 171:3 238:8 254:12 282:5 315:18 316:2, 3 325:11, 12</p> <p>SAGE 226:9, 12, 17</p> <p>sake 191:1</p> <p>Salmon 281:14</p> <p>sample 122:21 177:21</p> <p>Sam's 268:13</p> <p>sanitation 83:17</p> <p>sanitized 62:17</p> <p>sanitizer 83:11</p> <p>Saroff 3:15 55:8, 8, 9, 11</p> <p>Sarris 170:11, 14 171:1, 4, 16 172:21 173:6, 16 174:9, 19 176:7, 14, 21 177:1 183:20 297:4, 9, 12, 12 298:4, 13, 14 300:10</p> <p>SAT 85:19, 21 91:9 96:18 97:11 98:13 117:6 209:8 255:9 263:20, 21 283:14 284:7, 15 285:8</p> <p>satisfactory 182:18</p> <p>SATs 284:12</p> <p>Saturday 86:1</p> <p>save 229:20</p> <p>saw 11:1 110:2 137:12 152:11 225:7 244:15 245:13</p> <p>saying 12:21 22:5 50:18 56:21 57:2 67:20 118:15</p>	<p>134:16 149:19 153:17 181:21 196:1 246:4 270:9 286:5 295:15 301:6</p> <p>says 11:5 73:14 111:1 139:9 162:1 228:6 243:16 266:4 288:15 291:8</p> <p>scale 204:13</p> <p>scales 215:5</p> <p>scalpels 45:19</p> <p>scared 77:4</p> <p>scatter 212:14</p> <p>scenario 191:16 216:10, 12</p> <p>scenarios 207:19 208:4 210:15</p> <p>schedule 134:6 179:11 262:1 35:16 201:18 264:10</p> <p>schedules 60:7 238:4</p> <p>scheduling 71:9 263:20</p> <p>scholars 44:18</p> <p>scholarship 264:19</p> <p>School 4:13 22:14 32:3, 4 33:18, 21 35:20 40:8 46:15, 16, 16 47:6, 9, 17 48:4, 9, 14, 18 49:2, 14, 18 50:2 53:16 56:8 57:2 59:13 61:19 62:6, 19 63:14 65:3, 12 66:3, 8 67:1, 16 68:10, 12, 16 69:19 70:9, 12 71:14 72:8 73:5 74:1, 4, 5, 18 76:5</p>	<p>77:8 78:20 79:13, 21 80:1, 3, 21 81:1, 12, 20 82:3 84:21 85:9, 10 86:15, 16, 17, 18, 19, 20, 21 87:1 90:18 91:1, 10, 11 94:11 97:4, 11 98:9 99:6, 20 104:6 111:20 113:2, 3 121:6 123:17, 18 124:3, 11 125:7, 17 127:20 129:13 134:21 135:6 137:5 138:7 144:10 146:9 150:16 155:16 157:7 159:8, 12, 15 161:5 166:8, 9, 15 169:12 170:19 187:9 188:21 189:7, 12, 13, 15, 21 190:2 191:6, 9, 11 193:16 195:18 196:5, 11, 12, 16 197:4, 13, 17 198:2 199:16 202:6 204:9 205:12, 13, 14 206:3, 4, 5, 12, 13, 16, 17, 19 207:2, 2, 20, 21 208:2, 9 209:5, 6, 9, 15, 18 210:10 213:13, 15 214:11 216:12, 14 223:19 225:9 226:1 228:18, 19, 20 230:16 231:9 235:1, 8, 14, 16 236:9, 20 237:14 238:7 242:10, 11 246:19 247:10,</p>
---	---	--	---	--

<p>21 249:10 252:13, 14, 15 253:4 254:4 256:16 257:19 258:15, 16, 19 259:5 260:20, 21 261:20 262:4, 9, 20 263:7 264:7, 13 265:1 266:7, 20, 21 268:16, 18 269:5 272:14 273:18 274:13, 16 275:21 277:11 280:11, 19 281:4, 16 286:15 287:15 288:1, 13 289:18 290:3 294:4, 5 296:4, 14 298:1, 6, 7 299:15, 17, 18, 19 300:1, 3, 10, 21 302:12 303:8 309:9 312:3 325:11 school-based 259:17 260:16 292:7 300:8 schoolers 206:8 208:1 schoolhouse 51:17 Schoology 264:12 Schools 4:12 5:17 34:14 37:7, 13 41:6 48:21 49:20 50:10 55:17, 20 56:11 58:14 63:6 64:16 70:17 72:14, 16, 21 75:8 76:4, 7 77:21 80:18, 18 83:7 87:17 88:2 90:15 94:15 95:18 98:5 107:3 119:11 124:5,</p>	<p>21 134:8, 10, 20 137:4 138:7 140:13 141:14, 20 154:19 159:15 171:3 176:9 184:3 185:1 189:6 190:6 191:20 199:17 202:9 207:12 210:6, 8 212:4, 21 214:12 216:16 217:1 219:15 221:16 223:21 227:16, 16 228:17 229:10, 16 230:2, 4 232:3 234:2 235:13 236:7 247:1 248:10, 16, 20 249:9 252:5 256:14 257:17, 17 258:6 259:18 260:2, 13 262:20 263:10 264:10 266:4, 9, 10 268:1, 17, 18 271:1 273:20 274:7, 9, 18 275:6, 19 276:17 280:15 286:6, 18, 20 287:2, 9, 18, 19 292:4, 17, 19 293:1, 17, 20 294:3, 10, 12, 18, 18, 19, 20, 20 295:14 296:9, 10 297:16 300:11, 13 301:7, 11 302:11 304:11 308:8, 8 325:17 school's 294:6 309:7, 9 312:2, 4 school-submitted 294:14</p>	<p>school-to-home 264:13 science 37:10, 13 44:9 45:15, 16 53:9 54:1, 2, 8, 17, 20, 21 55:2 202:16 204:12 270:3 scientific 44:20 82:21 214:2, 4 270:14 scientist 44:13, 14 45:2 scope 177:12, 15 179:16 184:14 224:15 225:15 232:1 236:3 score 202:14, 19, 20 203:6, 8 205:6 213:16, 17 214:14 219:9 284:19 scores 203:1 scoring 213:10 Scott 2:13 4:8 8:14, 15 9:5, 6, 8, 16, 18 10:4, 6, 9, 21 11:9, 13 12:4, 8, 10, 13, 16 13:11, 14, 15, 17 17:13 18:21 19:19, 20 21:7 22:2, 9 24:1, 14 26:13, 14 30:2, 3 31:11, 11, 12 33:11, 12 109:12 118:4, 5 121:21 123:5 126:2 127:2, 5, 10 128:1 130:14, 19 133:3, 4 151:7 152:14 154:5 160:21 165:18 172:17 176:1 240:4, 4, 5 301:19, 21 302:3, 5 303:4, 14, 17 304:19</p>	<p>305:5, 6, 10 306:12, 13 311:15, 16 312:6 317:13, 14 321:13, 14 323:13, 14 326:11, 12 Scott's 13:12 15:6 23:16 24:14, 21 131:8, 9, 11, 19 132:2 screen 75:1 99:11 281:11 286:4 screening 83:15 Scriven 170:10, 12 176:6, 10, 12, 18, 21 177:1 183:7, 19 184:4, 6, 17 221:2 SCT 146:10 sea 54:16 seal 330:12 search 74:1 181:11 season 259:3 264:15 276:12, 13 277:12, 13, 18 279:18 seasons 259:7 264:5 281:3 seat 194:16 241:16 seats 153:4 195:16 198:18 SECAC 3:10 250:1 SECAC's 39:18 second 7:10, 12, 13 14:5 24:6 28:19, 20 30:10, 11 32:9, 10 34:5 38:8 61:1 120:20 122:11, 13 128:4 131:19 135:3 147:7 168:7, 20, 21 169:2 175:2 191:21 222:13 232:1 236:1</p>	<p>238:16 258:14 273:12 281:6 287:21 309:11, 13 313:21 314:3, 4, 5, 12, 14 315:8 318:3, 11, 17, 18 secondary 70:8 216:16 249:9 261:8 274:7, 9, 10 seconded 14:6 238:21 seconding 13:12 secondly 151:20 seconds 324:3 secret 271:5 273:3 section 11:3 18:6 235:6 247:17 261:1 262:16, 18 secure 62:18 see 9:9 20:14, 16 21:13, 15, 16 23:14 24:17 38:21 43:9 52:17 57:19 58:2 59:4 86:1 96:18 97:1, 4, 8, 11, 15 98:4, 9, 14 99:11 100:15, 18 102:6, 15, 17 109:12 111:8 113:21 114:2, 3 116:12 128:20 129:14 130:12 137:7, 8 142:1 143:6 144:21 148:1, 19 149:12, 16 150:12 152:1, 14 154:11 155:3 160:1 161:8, 9, 16 162:15 165:8 171:4 173:6, 16, 18 193:15 202:14, 14</p>
--	--	--	---	---

<p>203:4 205:3 212:9, 14 213:15 221:10 222:14 223:8 232:19 235:7 243:13, 16 246:13 259:5 268:13 281:11 282:5 299:12 302:20 303:11 315:19 316:3 seeing 68:12 78:16 118:14 148:3 155:10 160:8 198:11 232:21 294:15 301:14 325:10 seek 236:13 seeking 177:14, 20 180:8 Seemingly 39:6 146:4 191:14 seen 76:14 107:7 152:20 156:13 191:7, 8 217:11 218:7 225:13 229:3 232:14 segments 284:14 selected 36:16 Selection 4:10 176:20 self 256:21 selfish 59:7 sell 237:8 semester 89:20 258:14 277:21 278:3, 14 280:14 semi-decent 279:19 send 48:18 50:12 291:17 sending 266:19 sends 144:16 288:13 senior 145:2 seniors 262:17 263:17 264:1, 6, 12, 20 265:3, 6</p>	<p>284:4, 8, 17 285:1, 8 sense 45:19 119:17 137:13 205:3 267:3 sensitive 231:10 sensitivity 118:20 sent 73:8 82:7 224:7 227:10 230:11 277:1 298:17 314:20 separate 28:13 110:9 131:8 168:4 171:13 215:5 252:4, 12 267:21 271:1 separation 121:14 September 22:13 37:19 63:9 80:8 185:2 series 96:9 290:12 serious 53:6 110:3 200:4 seriously 42:21 47:21 88:18 serve 107:15 114:17 115:3 served 5:12 34:11 187:9 service 33:19 34:8, 13 59:20 100:4 104:18 107:15, 18, 20 177:16, 17 182:3, 6 256:7 257:2, 5 274:14 services 62:15 81:15 83:3 94:17 99:18 100:6 107:1 134:18 136:3 163:11, 14 177:4, 14, 18 180:9 181:8 256:4, 9 257:21 273:5</p>	<p>servicing 53:12 110:19 255:13 Session 3:5 10:12 12:11 18:2 23:2 27:6, 7, 19 91:15 136:17 sessions 12:18 59:20 185:15 188:12 257:11 set 9:11, 18 15:13 18:13 23:10 24:7 94:3 178:13 279:14 283:2 304:5 328:11 sets 93:12 107:8 137:2, 3 Setting 4:15 9:20 10:10, 17, 20 11:1, 16 12:11, 17 13:3, 18 15:9 18:1, 12 20:11 23:18 27:1 38:19 93:4 94:21 100:1 105:7, 13 138:17 256:11, 21 settle 183:3 seven 26:19, 20 27:15 34:12 76:15 78:16 119:6 171:7 172:19 216:11, 15 218:9 224:11 seven-year 199:15 220:4 severely 229:10 Sexton 3:9 37:2, 3 Shake 43:8 76:16 shape 217:1 shaping 194:19 share 47:16 59:21 60:1 73:15 96:4 138:16 139:5</p>	<p>142:5, 6, 8, 11 143:19 144:15, 18 145:6, 11 150:13, 21 158:7 159:11, 19 164:12 236:2 255:20 258:18 259:16 268:8 271:15, 18 289:10 shared 18:1 47:14 81:15 83:17 84:8 122:21 124:13 127:17 137:19 138:3 139:3, 13 141:3 142:4 145:3 155:7 157:10 164:7 189:1 203:14 224:6 231:14 245:2 255:10 261:18, 19 263:19 269:7 289:12 297:1, 3 301:12 shares 85:20 159:18 sharing 140:5, 20 166:4 264:11 271:2 279:21 Sharon 3:15 55:7 shields 83:9 266:6 shift 114:7 115:11 shine 38:21 shined 45:4 ship 53:17 ships 53:13, 14 short 89:7 120:17 229:9 shorter 276:12, 12 shot 21:15 284:18 shout 81:4, 10, 19 86:21</p>	<p>show 38:20 64:19 122:4 124:10 167:7 214:6 228:16 showed 81:16 92:5 118:11 224:8 321:17 showing 37:17 123:3, 7 214:13 shown 64:6 121:8 shows 165:9 216:3 shut 279:21 shutdown 49:16 121:11 side 60:17, 17 117:8 120:5, 15 143:3, 3 187:13, 13 205:11 244:3 245:13 307:15 316:10, 11 sides 39:7 46:19 signage 272:5, 6 signatures 180:15 significant 41:14 74:13 173:18 205:1 206:5 216:19 significantly 210:10 297:15, 21 Silence 3:3 5:11, 14 23:6 silenced 14:21 23:7 sill 237:19 Silvana 86:14 similar 121:7 140:1, 8 294:20 316:9 Similarly 149:1 244:16 Simon 5:8, 10 simple 147:3, 4 204:20 267:20</p>
--	---	--	--	---

simply 15:6
 40:13 48:17
 55:21 129:10
 177:6 182:4
 189:12 190:2
 194:13 197:19
 200:12 201:5
 218:1 303:12
simultaneously
 112:3
Sina 44:13
sincerely 71:17
single 51:13
 52:3 102:12
 194:16
sir 194:3
 195:21 201:8
sit 23:7 54:5
 250:9 252:19
 266:11 328:2
site 81:12
 178:8 232:13,
 13 235:1, 1, 3
 236:2, 6, 10
 237:11
sites 37:8, 9
 81:11 255:13
 263:20, 21
 283:18
sits 24:1 245:12
sitting 75:9
 204:3
situation 38:5
 40:5 74:7
 198:12 231:10
 235:16 284:4
 301:9 302:17
situations 46:18
 82:16
six 46:8 52:17
 57:18 69:11
 75:2 76:14
 179:18 220:15
 315:1
six-foot 83:16
size 48:17
 56:10 74:6
 195:18 198:21
skewing 209:21

slide 92:15
 93:3, 17 97:21
 99:1 100:19, 20
 101:18 103:7,
 16 104:12
 107:4 249:1
 250:10 251:7
 253:13, 14
 255:2, 21
 257:21 258:9
 260:4 262:10
 265:8 273:11
 276:8 283:15
slides 150:4
 269:21
slightly 209:4
 210:17 254:6
slow 302:1
slowed 246:10
slower 193:19
small 59:19
 196:18 231:12
 263:15 273:1
 281:21 294:18
 296:9, 9, 10
 298:6
smaller 296:9
smart 200:1
snapshot 219:19
sneeze 77:10, 14
sneezing 45:20
 77:15
Snickers 168:16
snotty 77:17
snow 71:15
social 38:15
 49:14 74:12
 79:18 86:7, 14
 258:1, 2, 4
 263:8 266:5
 307:20
Social-emotional
 263:10 292:7,
 18
society 50:3
 54:8
soiled 83:8
sole 196:5
solely 313:6

solicitation
 173:8 178:15
 179:20
soliciting 177:3
solid 165:3
solution 20:9
 61:9 195:19
 207:20
solutions 91:2
 194:21 195:1
 196:3 206:1
 211:2
solve 63:15
 153:5 167:6
 193:18 196:3, 8
solving 40:8
 190:3
somebody 16:2
 151:16 153:14
 233:21 239:4
 245:12
soon 279:3
 288:18
sooner 283:7
sorry 9:8, 16
 10:3, 7 16:2
 17:15 58:2
 118:10 128:6
 169:1, 5 208:16
 222:10 233:8,
 15 238:20
 301:2 302:3
 313:19 314:6
 327:4
sort 20:9 129:2
 140:15 148:8
 187:14 192:7, 9
 203:21 225:17
 290:9
sorts 191:7
 203:17 204:15
 218:10, 16
 229:14, 18
sound 225:4
sounded 118:11
sounds 118:14
 122:6 149:19
 266:8
source 45:12
 73:21

Southeast 28:10
 192:14 205:11
 207:3, 12
 218:20 234:8
 328:19
southern
 192:15 207:13
space 96:4
 201:5 202:16
 203:5 204:11,
 12 205:17
 254:11
spaces 199:11
 218:15
Spanish 51:2, 5,
 10, 18 52:7
 67:18 69:3
 80:7
Sparrows 86:18
 205:12 207:20
 213:12, 16
 226:2 235:9, 15
speak 11:16
 12:14 20:20
 23:9 35:13
 37:1, 5 46:14
 53:8 55:15
 58:14 75:21
 76:2 90:18
 119:3 120:20
 148:6 190:6
 220:14 237:8
 241:7, 13, 18
 247:7 288:4
 296:18 302:5
speaker 35:16
 36:12 43:7, 13
 46:3 50:13
 52:11 55:7
 57:16 58:4
 61:13 65:6
 67:16 72:6
 79:5
speakers 35:15
 36:9 43:5
speaking 16:3
 46:5 51:1, 4, 9,
 18 52:7, 12
 57:17 67:18
 69:10 80:7

149:1 262:13
 302:1 307:2
speaks 310:7
Special 39:14,
 20 40:2, 10
 55:19 58:13
 76:4, 7 81:18
 85:3 89:14
 93:20 94:16
 95:2 99:5, 17
 104:5, 5 107:14,
 20 110:5
 145:20, 21
 147:14, 16
 158:10, 16
 163:11 256:4, 5,
 6, 20 257:1, 3,
 15, 19 271:5
 273:4 294:19
 296:10
specific 12:15
 27:14 35:21
 36:13 47:16
 66:21 88:19
 90:11 97:20
 101:1, 12 124:5
 125:21 129:11
 134:10 135:10
 137:5 138:21
 161:20 163:6,
 13 164:6, 7
 177:16, 20
 204:4 206:21
 207:9 249:18
 274:17 275:21
 298:5 299:21
 300:1 313:11
specifically 42:5
 84:11 96:16
 102:6 103:9
 112:2 129:10
 164:16 191:13
 243:10 254:18,
 19 265:2
 275:12 281:5
specifications
 173:10
specificity
 266:2, 12 267:5,
 12

<p>specifics 186:14 188:1 241:13</p> <p>specify 99:13</p> <p>specter 121:4</p> <p>speculate 204:7</p> <p>speculating 147:21</p> <p>spend 75:2 139:16 147:21 150:17 219:1 243:20 310:9</p> <p>spending 170:8, 20 214:7</p> <p>spent 87:11 94:20 174:9, 11, 14 213:9 224:21 231:8</p> <p>spite 125:12</p> <p>split 252:8</p> <p>spoke 12:19 112:2 113:12 118:13, 17 137:1 276:9 302:8</p> <p>spoken 23:16 55:18 240:17 309:16, 18 326:13</p> <p>sponsor 38:11</p> <p>sport 264:8</p> <p>sports 86:12 277:13 279:4, 15 280:15</p> <p>spot 225:9 264:18</p> <p>SPP 294:6 299:7</p> <p>spread 45:12 78:6</p> <p>spreadsheet 224:7 227:11</p> <p>spring 62:3 257:13 277:19</p> <p>springtime 192:7</p> <p>SROs 268:18 269:4</p> <p>SS 330:2</p> <p>stable 189:3</p>	<p>staff 5:19, 20 17:4 18:7 19:14 21:1 27:16 35:7 38:3 39:10 40:3, 4 46:21 58:18 62:12, 15 63:4 64:21 76:12, 14, 18 78:5, 15 79:19 80:11, 20 81:10, 14 82:8, 12, 14 83:4, 5, 10 84:7 85:4, 16 89:21 91:7 118:19 124:9 154:8 163:7 169:18 177:15 180:7 181:8 192:5, 8 210:20 224:17 240:11 242:15 249:8, 20 250:7 252:17 253:1, 12 256:8 257:4, 13, 18 258:3 259:18 262:8, 19, 20 263:2, 3, 5, 19 266:20 272:8, 15, 19 273:1 284:13 299:6 308:11 316:1</p> <p>staffs 299:13</p> <p>staff's 106:12</p> <p>stage 253:19</p> <p>staggered 207:18 208:11</p> <p>stake 74:12</p> <p>stakeholder 36:21 39:13 185:14 249:4, 12 250:2 271:2</p> <p>stakeholders 38:7 39:7 47:12 61:2 84:4 85:5 91:4 208:8 244:5 255:2</p> <p>stand 189:6 295:11</p>	<p>standard 12:2 13:3 169:13 178:13 202:18 203:5, 20 225:8</p> <p>standardized 151:17</p> <p>standards 182:8 208:4</p> <p>standing 12:15 15:7 60:17 88:8 180:21</p> <p>stands 27:4 163:16 206:11</p> <p>star 46:7 52:16 57:18 69:11 220:15</p> <p>stark 165:6</p> <p>start 48:6 50:18 64:16 67:20 68:3, 9, 19 72:21 73:5 141:5, 11 156:3 162:9 179:16 186:1 201:21 202:9, 15 215:8, 16 236:10 249:17 267:10 268:19 277:3 279:10 281:1 282:6</p> <p>started 85:1 115:18 121:3 248:14 253:9 301:10</p> <p>starting 10:1 11:10 19:8 37:13 50:6 106:2, 3 140:17 282:8 296:8 301:11 318:14</p> <p>starts 192:6</p> <p>STAT 34:1, 10</p> <p>state 5:16 9:17 48:12 59:4 88:14 99:4, 7, 8, 20 102:16, 19 129:9 134:13, 19 135:18 136:5 138:20 139:2 141:3, 8</p>	<p>142:4, 9 143:11, 15 144:8, 15 156:8 157:2, 19 158:6, 12 159:5, 8, 14 180:21 181:3, 3 187:8, 10, 15, 16 189:20 190:16 194:7 196:11, 14 197:2, 16 198:15 199:6, 8 200:6, 9 215:1, 1 236:8 258:21 259:1 276:15 277:5 330:1, 5</p> <p>stated 65:9 303:19</p> <p>statement 10:8 44:7 157:5</p> <p>statements 66:5</p> <p>states 42:5 65:14 75:1</p> <p>state's 237:12</p> <p>static 9:20 22:21 45:3 122:7 188:2 233:5 245:5 318:12</p> <p>stating 129:11 150:6</p> <p>stations 83:11</p> <p>statistic 94:21</p> <p>statistics 140:6 150:13</p> <p>status 96:15 144:18</p> <p>stave 234:16</p> <p>Stay 61:11 65:2 176:7 251:21 296:4 325:7 329:4</p> <p>staying 49:4 201:19 252:11 282:4 296:20</p> <p>stays 251:19</p> <p>steady 79:16</p> <p>steel 53:18, 19</p> <p>step 69:6 141:7 152:17</p> <p>Stephanie 86:19</p>	<p>steps 93:1 110:1 123:16, 20 126:17, 19 164:2 166:19</p> <p>stereotype 151:12</p> <p>Stewart-Sicking 3:10 39:14, 16</p> <p>sticking 292:3</p> <p>stop 63:19 75:9 153:20 166:14, 21</p> <p>stopped 117:15 236:20 268:14</p> <p>stories 40:17 74:15 81:16 113:3</p> <p>storm 160:8</p> <p>story 146:12 243:12</p> <p>strategic 87:9 113:1</p> <p>strategies 83:13 105:9 256:15 264:14 272:5, 18 282:3</p> <p>strategy 209:17</p> <p>straw 22:2</p> <p>stream 193:19 231:11</p> <p>streams 198:10, 11</p> <p>strengthen 88:5</p> <p>strengthening 256:2</p> <p>strengths 212:13</p> <p>strict 194:8 199:17</p> <p>strike 319:20</p> <p>stripped 301:1</p> <p>strong 150:9</p> <p>strongly 49:20 67:21</p> <p>structural 93:9 106:14</p> <p>structures 108:11 114:14</p> <p>struggles 90:16</p> <p>struggling 44:4 147:2</p>
---	---	---	---	---

<p>Student 2:14 4:6 36:1, 13 41:16 42:10 53:16 54:4 65:16 66:4 78:9 81:19 86:2 89:2, 10, 13, 18 90:15 92:9, 21 93:12 98:3 100:2, 4, 9 101:5, 9, 21 103:2, 2 105:10, 11 106:1 114:8 118:11 123:20 145:19 146:1 147:2, 15 148:9 149:2, 5 150:5, 16 191:7 208:8 227:13 246:14 251:4 259:19, 20 260:5, 6, 18, 19 261:2, 11 270:21 273:16 274:21 286:6, 17 288:16 292:18 298:17 299:19 309:3 311:19 326:6 students 5:8, 20 20:16 37:7, 17 38:12, 13, 15, 16, 17, 19 39:1, 3, 10 41:3, 6, 7, 11, 12, 14, 17, 21 42:3, 6, 15, 17, 21 46:16 49:17 50:2, 8 51:12 55:21 56:2, 13, 17, 21 57:14 58:17 59:12, 17, 20 60:14 61:9, 18 62:12 63:1, 4, 19 64:2, 21 65:13 69:1 70:16 71:1 72:2, 3, 20 73:4, 9 74:19 76:5, 7, 12, 14, 19, 20 77:2, 3, 8, 9, 12, 16, 18 78:2, 7,</p>	<p>14, 15 79:1, 19 80:5, 11, 13 81:7, 18 82:12, 14 83:5 84:6 85:7, 16, 18 86:5, 8, 12 90:1 91:9 92:4, 8 93:6 94:10, 15, 16, 19 95:2, 13 96:12, 20 97:2, 5, 9, 12, 16 98:2, 5, 10, 14, 17 99:15 100:14, 16 101:21 102:4, 8, 9, 11, 18 103:4, 5, 10, 12, 14 104:19 105:6, 8, 12, 19 106:10, 10, 18 107:15, 16 110:9 113:9 114:4 115:2, 7 118:15 120:8 122:6 124:2 126:9, 21 127:1 129:7 135:4, 11 136:3 137:17 142:6, 7 147:8 148:12, 13 149:3, 9, 12 150:11 152:16, 19 157:3, 12, 14 158:1, 19 163:10, 12, 13, 14 192:19 212:5 227:19, 19 252:1, 1 254:4 255:8 256:3, 10, 13, 18, 21 258:8 261:4, 7 262:3, 8 263:11 264:18 266:10 271:6 272:8, 15, 20 273:1, 4 275:13 276:5 277:13 278:5 282:1, 16 283:19 284:12, 15, 16 287:5 291:15 292:5,</p>	<p>14 293:2 298:19 302:17, 21, 21 303:11, 13 304:12 306:9 326:15 student's 299:15 studied 148:2 studies 231:8, 13 study 185:6 188:1 200:21 236:4 stuff 217:15 220:5 sub-consultant 187:4 subgroup 41:14 subject 6:8 20:2 88:14 154:1 199:16 261:9 subjective 114:1 submission 294:15 submit 36:16 49:10 64:14 295:7 submitted 19:9, 10 180:14 221:6 233:17 280:13 287:7 submitting 294:11 299:9 subsidy 80:17 substantial 101:17 295:17 substitute 40:15, 16 suburban 190:13 succeed 44:9 93:7 306:10 success 48:13 81:16 124:1 successful 70:10 147:3 224:1 successfully 49:11 succinctly 20:20 such-and-such 161:2</p>	<p>suggest 13:9 20:21 69:3 95:5 179:1 213:8 283:7 suggested 71:15 178:19 206:3 suggesting 56:7 suggestion 12:1 13:10 suggestions 20:13 suggests 147:11 suitable 225:13 suits 187:5 summarized 203:14 summary 27:19 185:5 187:19 241:5, 14 242:10 summer 47:13 62:17 63:11 64:2, 5 65:1, 3 superintendent 5:16 6:4 28:5 35:7 42:20 49:21 58:12 70:7, 19 88:18, 20 144:17 145:2 160:11, 14 249:6 259:15 276:15, 15 302:14 304:2, 5 309:7 312:1, 20 324:5 superintendents 16:5 34:18 70:13 267:10 275:18 291:17 301:13</p>	<p>supplies 169:9 170:19 171:3 supply 289:13 support 19:5, 18 38:3 39:9 47:17 61:9 76:13 80:12 81:5, 7 87:6 90:18 96:5 98:11 103:11 104:18 105:2, 12 106:4 120:9 135:20 150:5, 6, 10, 16 153:13 163:3 198:20 200:16 202:16 203:4 214:21 215:1 227:9 252:13 253:8 254:18 256:8 257:2, 4, 6, 7, 10, 18 258:1, 4, 6 260:17 261:20 262:4, 8, 17 263:12, 17, 17 275:11 285:7 286:15 288:1, 9, 10 289:2, 21 290:3, 4, 21 291:1 292:18 293:18 supported 73:10 277:10 300:10 304:7 supporting 93:9 105:18 150:7 202:8 256:20 292:14 supportive 123:6 258:19 supports 90:19 103:7 115:9 136:2 251:9 253:3 256:3, 9, 13 257:12, 16 258:2, 6 259:17 263:10, 14 292:7 supposed 198:1 222:21 231:7</p>
--	--	--	---	--

<p>sure 20:3 21:5 37:21 51:19 56:8, 16 72:8 78:1, 8 91:10 109:16 112:19 119:12 126:14 127:10, 12 129:17 130:15 131:12 136:2 138:17 156:5 161:6 163:17 166:18 180:13, 20 182:17 183:14 189:14 194:12 197:14 208:13, 17 211:12 242:15 252:9 273:13 275:19 276:2 278:10 288:6 293:17, 19 295:9 296:7 298:14 304:14 306:8 307:14, 17 308:11 311:18 315:16 surfaced 229:15 surgeon 45:10 surgery 217:8 surplus 210:12 surprise 19:14 survey 73:8 212:3 222:20 232:13 267:21 surveys 82:19 survive 225:2 suspended 102:10, 20 103:5, 6 106:8 126:9 127:1 152:19 157:4, 13 326:16 suspending 106:9 suspension 101:20 122:5 124:14, 17 125:4 138:8 141:8 142:8</p>	<p>151:21 152:18 326:17 suspensions 102:6, 7, 12 106:6 118:18 135:3 sustainability 324:15, 16 sustainable 37:6, 15 324:17 sway 54:17 swings 227:18 symptoms 83:15 system 35:20 47:9 68:13 74:4 84:11 85:11 90:18 99:20 104:15 110:20 117:3 118:16 121:1 122:4 123:2, 13, 16 124:12 125:2, 3, 6 126:7, 19 138:7 144:10 150:4, 10 154:13, 18 155:15 156:7 157:8 166:8, 21 189:14, 16 191:6 193:1 196:5, 16 197:13 212:5 214:9 216:13 223:20 230:16 266:16 272:13 290:3, 12, 15 294:6 296:6 297:14 300:10 systematic 101:14 systemic 93:10 119:5 systems 48:12, 14 54:1 74:1 78:18, 20 105:2 108:11 146:19 159:8, 15 188:21 189:13 190:1 191:9 196:12 218:12</p>	<p>219:21 220:3 221:10 258:16, 19 259:5 277:11 280:11, 19 281:4, 16 system's 193:16 < T > TABCO 3:9 37:2 84:4 249:8 250:8 253:4, 12 300:12 table 155:20 190:20 211:8 229:19 tables 242:21 243:12 266:11 tabulated 212:11 tackle 111:7 tagged 161:4 tailored 144:3 take 5:11 16:8 17:5 19:2 25:4 39:2 48:3 64:3 69:6 75:10 85:19 86:6 88:17 90:17 93:16 94:12 99:12 109:20 114:9 120:14 128:8 139:7 155:3, 4 162:2, 8 163:9 166:4, 6 167:1 182:9, 16 196:2 197:20 201:19 206:8 208:7 217:14 219:19 234:18 240:14 255:4, 8 264:1 265:14 266:18 284:6, 15, 18 285:8 290:10 304:20 305:15 308:9 314:17 320:6, 9 324:2</p>	<p>Taken 3:5 47:20 91:14 226:20 takes 146:15 180:6 195:6 328:12 talk 40:19 72:11 84:5 93:19 106:7 113:18 124:18 125:6, 7, 8 140:18 141:7 152:2 155:20 164:9 201:9 205:10, 12, 14 208:21 211:13, 13 236:13 242:15 306:18 324:12, 13, 14 talked 82:10 114:11 141:19 154:16 157:10 160:16 163:6 273:15 talking 22:1, 3 51:5 67:19 72:8 81:13 86:14 114:21 119:19 131:3 140:3 222:16 223:21 229:5, 10 230:14 233:21 243:20 281:5 282:3 302:11 304:11 307:20 talks 83:14 100:20 tally 321:20 tandem 195:4 tangible 126:6 targeted 71:13 107:3 134:8, 15, 20 135:10 136:1 137:3 258:5 task 66:18 84:9 153:14, 18 162:3 250:4, 15</p>	<p>254:21 tasked 78:5 tasks 104:6 Tatum 5:8, 10 Taxation 181:1 taxing 196:13 Taylor-Chadwick 86:17 teach 44:10 54:20, 21 77:12 118:2 teachable 77:15 teacher 33:21 34:1, 1, 2, 3, 3, 10, 10, 11 59:3 61:17 62:5 82:1, 5 116:16 253:6 263:2 teachers 20:16 44:5 46:21 47:5, 15, 17 48:5, 8 51:13 55:1 56:17 59:5, 10, 18 60:8 61:4 72:17 73:10 77:20 78:5 85:3 87:4, 10 104:5 118:18 120:21 156:13, 15 249:20 253:18 256:7, 20, 20 257:1, 3 263:4, 5 274:2, 15 316:9 teacher's 60:1 teaching 37:17 47:1 54:2 55:2 113:14 117:11 254:5, 6 262:7 263:9 team 42:20 51:7, 7 79:13 80:3 82:10, 10, 15 84:9, 13 88:1, 19, 20 89:16 108:15 115:20 124:12 125:4 139:11, 12 150:6, 16, 16,</p>
--	---	---	---	---

<p>19 162:20 163:8, 16 167:3 185:19 186:13, 17 187:14 188:9, 15 224:18 226:6 227:3 231:15 238:3 240:11 248:8, 11 249:2, 5, 16 250:5, 15 253:15, 19 254:17, 21 255:6 268:6 282:20 283:7 288:4, 7 290:5 300:4 304:16 TEAMS 1:9 42:5, 16 104:10 125:3 150:14 262:21 tears 49:9 74:16 Tech 210:16, 17 technical 49:7 53:1 69:7 112:20 215:14 262:15 technique 77:7 technology 47:4 81:9 teenagers 70:12 tell 16:19 22:11 62:1 116:13 238:20 243:12 267:8 269:4 telling 40:17 tells 140:13 temperature 78:12 temperatures 63:9 templates 178:13 temporarily 289:19 ten 35:15 87:8 100:21 102:8 197:20 219:14 227:12, 14</p>	<p>tend 115:21 128:20 tens 229:20 tenths 213:21 term 13:7 70:7 75:5 161:13 219:4 229:9 271:12 terminology 161:13 terms 23:17 84:3 114:7 118:12 125:12, 14 130:15 149:7 152:1 160:18 163:1, 10, 12, 16 164:4, 8 184:14 211:8 227:7 228:13 251:4 286:14 287:21 297:2 303:10 terrain 120:4 terrific 244:20 test 85:21 151:17 263:20, 21 testing 283:18 tests 284:7 285:2 textbook 275:4 288:16 290:12 textbooks 274:18 275:12 276:3 285:20 286:8, 21 288:1, 4, 15 291:9 324:13 Thank 5:10 7:15 8:19, 20 14:4 15:21 17:8 18:19 19:20 21:6, 7, 18 23:12 25:10 26:20 28:12, 18, 21 29:11 30:6 31:15 32:11 33:15 34:17, 20, 21 39:11, 12, 21 43:3, 4, 11 44:1</p>	<p>45:21 46:2, 11, 12, 13 50:11 52:8, 10, 21 55:6, 13 57:15 60:6 61:10, 12 65:4 67:12, 13, 15 69:4, 5, 17 72:4, 5, 7 75:10, 12, 20 79:2 82:15 84:14, 16 89:20 91:6, 11, 13, 21 95:16 98:1 109:8, 8, 13 111:18 113:15, 16 117:18, 19 118:2, 5, 6 121:21 122:13, 17, 18 126:2 128:1, 2 131:5, 18 133:8, 10, 16, 17 135:14, 15 136:7, 8 138:2 139:18, 21 140:2 143:7 144:4 151:2, 5 156:11, 12, 17 159:20 162:13, 14, 18 164:17, 18 165:20 167:13, 18 168:7, 19 169:20 171:15 172:20 173:12 174:17 175:2 176:4, 5, 6, 6, 11, 17 183:16, 19, 20, 21 184:1, 6, 17 201:8, 12, 14, 16 203:11 211:10 215:7 217:4 220:9, 11 221:20 222:3 235:20 237:21 238:1 239:2 240:8, 9, 10, 12, 19 241:9 244:12 245:7, 7, 10 247:3, 4, 5, 7, 20 248:5 255:5</p>	<p>256:1 259:13 265:14, 16, 18 267:6 269:13, 16 270:19 271:19 273:6, 8, 9 275:9 276:6 277:7 282:19 284:11 285:9, 15 286:2 289:11 291:16, 19, 20 292:1, 3 295:12 298:12 301:21 306:15, 17 307:5, 6, 9 308:18, 20, 20 309:19, 20 312:6, 9, 11, 11 314:15 315:10 316:11 317:17, 18 318:19 319:2 323:15, 21 324:9, 18, 19 325:7, 13, 14, 15, 18 326:3, 18 327:9 329:3 thanks 82:9 177:1 190:7 201:17, 18 234:11 285:14 theirs 48:19 theme 263:16 themes 90:11 265:19 theory 266:7 thin 301:1 thing 21:1 25:3 51:5 56:9 67:10 120:2 121:3, 16 130:10 138:18 161:21 204:1 232:1 285:6 308:10 315:15 316:10 324:14 328:21 things 15:3, 17 22:6, 7 24:16 39:11 68:14 85:17 91:8 92:13 110:10,</p>	<p>11 112:21 114:2, 8 116:3 117:4, 7, 7 119:13 125:2 126:6 146:2, 17, 17 147:17 148:4, 20 149:20 150:21 165:5, 5, 12 189:5 202:13 206:9 214:5 218:16 222:18 225:6 229:14 238:5 240:14, 14 270:12, 16 279:21 283:3 287:16 289:9 302:6 304:11 324:12 325:12 think 11:17, 19 13:3 15:5, 10 20:18, 19 21:12 23:12 29:12 52:8 60:13 61:1 68:11 71:5 74:7 108:14, 20 116:4, 5, 13 118:9 120:11 126:5 130:6, 10 136:16 140:6 141:7, 12 142:19 145:7, 10 146:14 147:8 148:6, 7, 19 152:16 156:20 158:21 163:21 175:19 181:10 194:6 195:2 197:5 199:5 200:20 205:1 208:14 211:11 227:1 234:19 235:5 242:14 243:11 245:3, 5 253:14 266:17 271:4 276:8 282:20 284:10 286:14 287:8 288:16</p>
---	--	---	---	--

<p>290:1 293:10 294:1 295:5 296:17, 21 302:7 303:18 309:16 310:10 314:9 321:16 325:5 328:1 thinking 25:8, 9 68:8, 13 116:7 128:16 131:15 149:2 211:6 third 158:1, 21 159:1 192:1 thorough 204:6 thought 20:10 109:16 116:2 151:21 152:11 269:13 313:20 thoughtful 61:1 187:20 190:8 thoughts 109:6 110:4 151:10, 19 thousands 57:13 81:6 threaten 54:10 three 24:19 35:13, 17 80:18 89:17 101:2 102:15 160:14 161:7 165:3 207:11, 17 212:8, 17 215:5 230:6 235:14 261:11 267:9 293:10 three-and-a-half 102:19 103:4 three-day 287:7 three-minute 36:10 three-year 100:12 101:6 threshold 100:11 102:16 thresholds 37:11 135:19 203:16 thrilled 51:3 258:4</p>	<p>thrive 38:19 78:2 120:10 throttle 190:16 throw 131:16 233:16 throwing 205:20 217:2 thumb 217:5, 10 Thursday 82:2 284:2 tie 200:2 tied 200:8 214:14 295:2 ties 142:20 tight 207:14 222:13 tighter 227:21 228:1 tiles 305:20 time 16:15 23:2, 19 24:16 36:10 40:12 42:6, 18 46:14 50:11 51:19 52:8 60:4 61:10 62:5, 18 63:3, 10 70:5, 14, 19 75:2 79:11 81:6 84:14, 18 89:6 92:2, 12 94:11, 12, 13, 20 100:15, 18 124:7 137:20 139:17, 19 147:5, 14 148:11 149:1, 11 166:4 167:1 180:2, 4 183:18 184:7, 15 189:9 195:7, 14, 17 197:13 203:15 205:8 207:15 213:10 215:7 216:14 218:6 219:7 225:5 226:19 229:5, 6 230:8 234:21 236:12, 18 240:14 257:9</p>	<p>259:8, 11 261:14 265:9, 13 266:3, 18 271:16 276:11 279:14 280:5, 12 283:2, 12 284:20 286:4 287:20 299:6 304:10 305:15 306:4, 21 307:10 308:11 309:21 310:9 313:18 315:1 318:1 325:7 327:13 timeframe 179:19 261:14 279:14 281:18 timeframes 195:6 timeline 179:15 207:14 259:3 270:12 271:7, 18 326:7 timelines 110:8 times 18:9 19:13 20:4 50:20 67:12 75:3 101:16 102:9, 12, 19 103:4 137:1 243:9 249:15 261:17 284:8 293:15, 19 296:3 303:20 timing 285:1 Tinkler 185:20 186:16 188:9 241:19 tips 51:16 260:6 tireless 81:4 tissue 77:13 title 134:18 today 21:12, 15 44:12 54:4 70:10 85:18, 20 127:17 152:5 154:14 195:14 219:19 248:8</p>	<p>267:10 304:9 314:20 today's 9:14 toileting 76:9 told 38:10 65:17, 21 216:7, 8, 10 268:18 tolerable 40:5 tomorrow 73:19 185:18 307:1 tonight 37:5 50:4 58:15 90:8 92:6, 10 93:15 108:10, 19 157:10, 17 201:17 211:13 219:9 251:20 310:12 319:9 tonight's 6:16 9:4 35:12 89:6 248:19 265:10 tool 193:16 234:5, 8 toolbox 193:16 234:1 tools 196:4 233:21 top 10:18 204:7 217:17 topic 38:8 39:8 138:1, 8 158:6 topics 18:13 19:18 37:5 329:4 tore 279:14 total 170:17 touch 234:12 touched 187:21 tough 116:8, 19, 19, 20 117:16 154:17 155:12 tours 53:14 Town 34:2, 3 192:20 210:11 Towson 202:5, 6, 17 209:18 213:14, 17 226:1 230:20 231:9, 14, 21</p>	<p>232:5 243:8, 11, 14 track 100:9 182:21 tracked 328:14 traction 64:16 Tracy 233:6 traditional 68:1 traditionally 68:14 train 106:19 training 118:21 119:4 120:18, 20 279:19 280:4, 4 transcend 218:11 Transcribed 1:20 transcription 330:7 transformation 115:1 translated 45:5 transmission 37:12 218:5 transparency 20:7, 18 21:4 88:6 221:19 transparent 20:8, 9 185:11 transport 192:21 transportation 81:15 308:5 transported 192:21 trauma 77:5 traveled 53:15 treat 67:12 treatment 70:16 tree 250:17 trees 54:5 tremendous 85:2 186:17 187:1 206:18 tremendously 197:2 trend 100:12, 16, 18 101:7</p>
--	---	---	---	--

<p>trends 92:20 95:12 96:8 97:20 100:10 107:7 108:18 229:4 tried 55:11 107:11 181:13 288:20 trouble 29:13 175:20 true 16:13 104:19 149:8 157:5 232:11 330:6 truly 90:1 113:11 trust 54:7 224:16 truth 16:19 59:9 60:2, 2 116:13 165:9 truths 16:18 try 11:17 49:18 52:16 57:18 69:11, 15 134:4 147:18 182:20 200:2 220:12, 17 227:20 231:19 235:18 253:7 254:7 288:10 289:5 326:21 trying 21:12 51:20 70:4 117:12 119:8 123:2, 9 124:1 125:9, 11 137:13 153:5 166:14 167:7 201:21 202:15, 20 203:9 205:2 206:10, 20 214:4, 7 220:14 222:12, 15 237:7 242:14 281:21 282:9, 21 321:16, 18 Tuesday 5:6 173:4 329:2</p>	<p>turn 16:21 21:1 92:13 184:10 193:12 220:20 248:10 255:3 262:9 turnaround 273:2 turned 36:12 236:19, 19 turning 283:13 twice 23:2 125:5 267:10 two 5:7 22:8 37:5 70:11 100:16 102:12 109:16 112:5 128:20 140:13 146:5 147:17 160:14 173:9, 15 179:21 185:7 186:12 197:7 200:2 213:15 230:5 231:18 232:3 233:17, 19 243:18 244:17 246:2, 7 249:15 250:20 256:2 277:21 280:14 287:7 293:10 308:1, 8 314:21 322:9 324:11 325:3 327:18 328:5 two-semester 258:11 two-thirds 103:5 217:12 type 144:16 163:2 173:5 182:6 203:8 217:15, 19 225:14 241:14 266:12 278:21 286:19 types 170:7 210:21 typical 41:8 179:15 181:16 290:10</p>	<p>typically 177:13 181:9 182:12, 19 290:8, 16, 19 < U > U.S 48:2 80:1 Uh-huh 170:1 ultimately 108:1 unallocated 294:12, 16 unanimous 14:18 unanswered 68:4 unattended 193:11 unaware 48:21 269:6 uncertain 38:5 119:20 uncertainties 198:5, 9 uncertainty 198:8 223:14 uncomfortable 153:7 underlying 298:9 understand 41:3, 7 49:19 52:3 76:15 77:10 108:8 113:4, 6 119:8 126:4 129:17 131:1 133:18 136:19 138:19 139:8 144:2 146:16, 19 147:1, 19 197:5 199:14 201:21 202:15, 21 203:3, 9 205:4 206:11, 20 207:4 210:2 213:7 221:2 223:8 245:5, 16 255:7 274:4 275:10 279:1 283:16 289:16 290:9 295:15</p>	<p>296:15 304:13 308:12 understanding 96:4 99:8 104:16, 20 105:5, 15 106:13 112:9, 13 130:2 138:16 146:11, 12 157:1 170:5 178:6 186:8 188:20 206:14 207:8 221:15, 18 222:21 295:13 297:20 understands 135:21 understood 71:4 107:21 121:5 195:1 underway 276:19 undesirable 193:17 unequal 94:10 unexamined 112:11, 13 unfortunate 68:11 285:15 Unfortunately 60:9 283:20 unhappy 60:12 unintended 106:4 191:8 unintentionally 146:20, 21 union 47:15 49:21 73:14 unions 74:17 272:16 unique 301:9 unit 177:18 units 38:4 182:5 271:9, 15 universal 45:1 universities 45:6 University 260:8 unmute 43:16, 18, 20 46:4, 6, 8</p>	<p>52:13 unpack 113:4 unpopular 63:16 unquestioned 94:9 unreliable 41:13 unrestricted 194:17 unwittingly 213:3 upcoming 82:19 145:8 149:16 update 82:9 91:3 123:1 145:4 176:15 226:15 248:4, 9, 15 254:20, 20 259:10 265:10, 17, 19 updated 87:18 119:1 137:19 265:3 updates 39:19 84:10 88:9 174:2 185:8 238:10 249:16 291:18 322:6 327:12 updating 85:14 urgent 85:13 USA 44:4 use 23:8 40:18 77:13, 15 96:9 105:4 106:14, 19 112:16 116:12 129:8 211:9 217:21 220:4 223:5 227:21 229:1 230:1 237:11, 12 251:3 270:3, 17 272:10 289:19 303:13 users 245:4 usually 328:1 utilization 210:18</p>
--	--	---	--	---

<p>utilize 36:4 209:16 229:7 265:1 utilized 209:5, 11 229:8</p> <p>< V ></p> <p>vacancies 34:19 vaccine 48:1 vagaries 225:12 valid 48:9 validate 224:20 valuable 138:14, 19 188:5 248:20 295:4 value 64:19 88:16 177:11 178:4 203:5, 7 219:7 variance 149:13 varies 197:1 variety 105:9 181:4 194:6 various 54:20 89:9 178:4 212:7 vastly 206:2 227:14 Vendor 4:10 171:5 173:21 176:20 178:9 179:6 225:19 266:7 vendors 171:7 173:8 180:2, 3, 9 vendor's 182:13 ventilation 63:7 verify 224:16 Verizon 6:19 versa 206:19 version 87:18 versus 65:21 114:4 203:20 217:8 274:17, 18 275:4, 4 vetted 23:21 282:11, 12 vetting 180:20 viable 229:15</p>	<p>Vice 2:4 6:4 7:12, 14 8:6 14:2 15:13, 21 17:1 26:4 28:5 29:14 31:2 33:2 37:4 39:17 58:12 91:20 132:16 167:18 168:21 169:15 170:1 172:9 175:15 184:18 186:4 201:12 206:19 239:17 240:19 241:11 242:4, 9, 19 243:7 244:12 292:1 295:12 296:12 297:9, 19 298:12, 15 300:21 301:3 308:20 309:18 311:6, 18 312:20 317:4 318:7, 18, 20 321:4 323:4 324:6 325:15 view 6:14 93:19 96:13, 14, 15 189:19, 19 viewing 137:16 views 35:3 violation 15:5 23:4 virtual 40:11 42:1, 8, 11, 14 47:6 48:19, 21 51:11, 16 56:1, 5 57:6 59:11 60:10 78:3 80:14 82:1 86:10 87:13 88:11 89:20 156:10 252:11 256:11 258:12 263:13 264:9, 15, 15 278:4 281:10 293:4 303:7 308:6 309:5 311:20</p>	<p>virtually 41:3, 12 47:2 48:10 254:5, 6 260:2 313:3 virus 47:20 279:21 vision 294:6, 6 visit 53:15 81:11 260:21 287:8 visits 77:5 visualization 223:4 vitality 293:4 voice 15:1, 10 21:6 22:4 23:8 61:7 208:8 213:3 voiced 15:14 voices 14:20 20:5 82:18 void 66:20 200:5 volume 289:17 volunteer 74:3 Volvo 217:21 vote 7:1, 16 9:1 14:17 19:2 20:11 21:14, 19 24:10 29:2 30:13 32:13 128:8 132:4 171:18 175:5 238:19 310:15 314:17 315:9, 12 316:13 320:2, 10 321:20 322:13 voted 64:9 303:21 319:15 322:1 votes 127:8 voting 6:21 vulnerability 107:17, 19 114:3 vulnerable 121:8</p> <p>< W ></p>	<p>wait 54:5 236:21 waiting 47:21 48:1 281:19 waivers 86:4 walk 174:4 walked 203:16 walking 266:1, 14 290:14 want 12:21 13:4 15:15 18:12 34:16 37:8, 9, 14 46:20 48:17 55:17 58:17 59:6, 7 60:5 65:10 66:20 69:2, 13 72:11, 15 75:8 79:11 80:21 81:4 82:13, 15 83:12 84:17 85:8 86:21 91:6 95:18 99:7 109:21 110:20 111:13 114:19 124:15, 17 125:15, 21 126:10, 14 130:19 136:9 138:17 140:2 152:14 155:2 156:17 160:5 161:2, 8, 9 165:8 166:2, 17 168:2 173:20 176:16, 18 181:7 184:9 186:12 187:2 188:4 192:19 193:13 202:9 205:10, 11 216:4 221:21 223:21 229:19 258:20 274:3 278:15 282:20 285:8 286:6 291:10, 11 292:15 294:7 295:21 299:4</p>	<p>301:9 306:8 307:11, 16 308:11 313:3 327:5 328:11 wanted 9:9, 10 18:14 21:11 84:19 90:8 117:12, 19 118:8, 16, 18 131:7, 12, 16 136:6 145:14 156:21 164:12 167:10 177:2 205:9, 14 212:9 213:1 215:2 221:2, 4 223:6 228:16 235:20 236:1 241:6, 21 247:7 252:9 258:18 273:3 285:18 292:3, 12 299:5 301:5, 6 302:5, 9, 12, 18 306:8 316:4 wanting 304:13 wants 18:11, 17 61:20 142:1 274:21 288:4 328:10 warming 53:7 warms 207:7 warrant 135:20 washing 45:21 76:10 watch 49:17 130:1 watching 40:20 water 22:14 Watershed 228:18 way 13:7 41:20 56:5 57:5 60:1 86:4 105:8 107:16, 17 110:18 111:2, 5 119:5 125:17 127:20 142:12 148:17 153:2 156:9 160:8 190:17</p>
---	--	---	--	---

192:17 194:13
 195:12 196:7
 210:1 219:1
 228:18 287:1
 297:16 298:5
 330:10
ways 14:19
 38:21 56:7
 114:16 118:1
 119:9, 19 120:5
 121:4, 7 143:21
 148:12 149:12
 150:6 214:13
 226:20 227:2
 228:14 291:2
 325:1
wealth 187:11
wear 76:20
 83:6
wearing 76:18
 77:19
weather 279:20
 283:13
web 222:5
 244:3 260:8
webcast 53:4
website 6:18
 27:20 36:19
 65:14 86:2
 143:2 178:16
 185:6 202:2
 216:3 221:10,
 16 223:1 241:1
 242:3, 5, 8
 244:10 255:16,
 17 260:3, 10
 261:1
Webster's 53:9
Wednesday
 253:9
week 35:11
 62:3 63:14, 20
 65:1 80:20
 83:3 88:9
 183:9 202:2
 227:11 250:14
 253:5 268:15
 276:18 299:4
 328:6
weekend 63:21
weekends 59:15
weekly 123:1
 145:4 257:9, 11
 291:18
weeks 21:3
 59:13 62:16
 82:19 84:21
 179:21 180:5
 223:11 251:7
 270:7 328:5
weighted 178:3
 203:18
weighting
 202:19 211:15,
 16, 21
weightings
 214:3, 9
welcome 171:16
 174:19 188:8
 225:16 271:20
 285:16
welcomed 60:5
 308:4
welfare 307:20
well 15:6, 7
 17:9 53:6
 54:11 55:4, 21
 58:3 62:9
 64:13 68:15
 70:5 77:3 78:8
 83:5 111:12, 14
 112:4 115:18
 130:2 135:3
 140:7 143:19
 152:12 154:12,
 20 156:2, 8, 18
 157:9, 18 158:7
 159:7, 19
 161:12 163:7
 164:11 165:4, 5
 177:9 178:16
 187:14, 20
 188:2 191:8
 192:11, 12
 195:2 197:2
 199:1 200:11
 204:18 205:16
 212:9 213:19
 225:19 238:8
 243:3, 18, 21
 244:2 245:15
 246:6 250:9
 252:7 260:11
 262:16 269:12
 277:7 290:5
 301:12 303:14
 315:7
wellbeing 38:16
 49:14 64:20
 74:13
went 251:11
 253:10 297:14,
 21 305:1
we're 5:11
 15:11 19:7
 24:10 25:9
 51:5 68:12, 13
 69:5 75:12
 80:11 82:17
 86:13 93:16, 19
 110:4 112:18
 118:1 119:18
 123:9, 12 124:2,
 3 125:9, 11
 126:10 130:13
 134:3, 10 136:2,
 19 137:4 139:8
 140:9 141:19
 142:11 147:19
 148:3 153:5, 9,
 17 155:7, 14
 156:6, 8, 10
 160:6 161:5
 162:5, 21 164:9,
 14 166:6, 20, 20
 167:7, 8 171:2
 186:8 204:19
 207:8 214:2, 4,
 7 215:4 220:6
 222:11 223:20
 224:2, 10, 19
 226:3 227:21
 229:5, 9, 17
 233:6 246:13
 248:14 249:3
 251:12 255:9,
 19 266:19, 20
 267:4 270:15
 272:21 280:4
 281:18, 21
 283:11, 18
 284:20 285:3
 288:2 293:12
 294:9, 13, 17
 295:7 296:1, 6,
 18 297:5 299:2,
 8, 9 301:9, 11,
 15 302:11
 303:10 307:20
 308:6 312:13
 316:9, 10 320:5
 324:3 325:4
 328:4
west 44:14
 45:4, 6 287:10
Western 210:16
we've 48:6
 68:14 102:16
 103:18 108:19
 119:4 121:11
 124:11 140:19
 141:12 144:1
 155:19 174:13
 190:18 197:6,
 15 218:7
 225:13 226:20
 229:1, 3 251:5
 254:15 257:12,
 16 270:6 275:5,
 17 282:15, 15
 286:3, 4, 14
 287:1 291:9
 310:11
whatever's
 18:10
Wheatley
 162:15 167:3
 285:20
**WHEATLEY-P
 HILLIP** 162:17
 164:19 226:10
 268:5, 6
Whisted 92:12
 100:20 109:9
 122:19 128:14
 129:5, 6, 17
 131:5 134:7, 12
 138:6 141:18
 142:2 143:4, 14,
 19 144:13
 145:1 150:2, 3
 156:21 157:6
 158:7, 16 159:7,
 20
white 100:18
 103:2, 5 114:4
 162:7
Whitman
 116:14
wholeheartedly
 328:7
wholesale 217:7,
 14 218:18
wide 194:6
 208:11
Williams 9:3, 9
 16:1, 4 17:2, 18,
 18, 21 18:20
 28:6 31:18, 19
 33:16 35:1
 37:4 39:17
 46:13 48:20
 53:3 55:14
 58:13 79:8, 9
 84:17, 18 85:13
 88:1 89:5, 21
 91:6, 18, 20
 92:2, 11, 12, 14
 107:5, 6 109:7,
 13 110:13, 14
 111:8, 12, 13, 14
 113:15, 17
 116:8, 21
 117:21 119:3
 120:19 121:2
 122:3, 14, 16, 17,
 19 126:3 127:6,
 15, 16 128:13,
 14 133:10
 136:13 138:2, 3
 139:10, 11
 141:5, 18 142:2
 145:6 148:5
 151:5 152:8, 13
 153:2, 10
 154:10, 12, 16
 156:12 160:6,
 10, 17 161:16
 163:5 165:14

<p>166:1 183:13, 19 184:19 185:16 186:4 221:1 226:8, 16 227:7 238:4 240:10 248:2, 3, 13, 16 251:18 254:19 268:9 271:21 273:7 280:6, 7 282:19 291:13, 16 297:11 301:2, 5 303:4 304:5, 7, 16 315:17, 21 326:14 328:16 willing 48:3 57:10, 10 151:8 wind 191:20 192:1 325:3 window 220:5 281:7 windows 118:1 winter 277:12 281:1 Wise 235:2 wish 267:12 wishing 35:13 witness 330:12 witnessing 74:14 woman 160:7 162:13 women 22:3 23:6 wondered 12:18 wondering 95:21 137:1 140:18 169:10 247:16 267:4 wonky 217:16 wood 53:19 word 24:10 145:13 words 40:18 272:6 work 17:3 34:19 37:7, 8, 20 39:8, 21 40:15 45:2, 5 46:1 48:10 49:21 51:7</p>	<p>57:7 59:7 61:8 67:13 80:14 81:5, 17 82:17 84:1, 5 87:16 88:1, 5, 7 89:14, 16 90:5 91:7 99:4 108:4, 7 111:21 112:8, 14 117:17 119:15 123:2, 12, 13 124:10, 10 125:7 126:16 127:18 129:13 138:6 139:17 140:5 144:13 154:12, 18, 19 155:4, 6, 21 156:6, 10, 14 163:3, 20 164:4, 14, 14 165:16 167:1 177:12, 16, 21 178:7, 11 179:17 182:15, 19 184:14 188:12, 16 224:15 225:15 226:5 231:17, 20 232:1, 2, 7, 9, 16 236:3, 8 247:8 249:2, 5 253:20 254:17 259:17 263:5, 6 269:1 272:2, 2, 15, 16 278:16 282:14, 16 288:9, 10 289:16 291:1 292:8, 13 300:1, 4, 4 307:1 worked 104:4 187:6 188:20 190:18 192:4 203:15 227:4 255:10 271:14 workers 48:5, 7 working 40:4 47:1 56:11 57:8, 13 59:10, 15 64:13 82:15 83:16 84:3, 4</p>	<p>112:18 125:10 126:5 135:1 141:20, 20 163:19, 20 164:10 165:14 187:7 198:7 223:16 254:10, 13, 18 255:7 263:20 267:14 270:11 274:19 288:7 297:6, 6 299:13 315:21 works 14:19 126:12 203:1 213:8 workshops 89:9 world 44:16, 21 54:2 131:14 162:4 worried 47:9 49:13 110:15 worry 78:21 worth 21:12, 14, 16 wow 116:11 wrap 301:3 write 117:6 written 47:13 177:13 187:17 wrong 204:7 209:21 wrote 45:2 www.bcps.org 27:21 36:20 51:1 < X > Xfinity 6:19 < Y > Yara 43:8 yea 283:4 Yeah 121:2 147:10 170:12 211:10 222:6 234:19 247:15 268:16 325:9 year 59:13 61:20 62:20 63:14 64:9, 11,</p>	<p>17 67:16, 16 68:10 73:5 79:13 82:1, 5 86:15, 18, 20 87:2 101:4 111:4 116:18, 19 117:3, 5 126:1 127:18 134:21 135:5, 6 140:17 169:14 171:9 174:5, 6, 10, 11, 14 189:7 192:5 207:18 219:10, 11 224:9, 10 226:3 227:18 255:9 256:16 258:15 263:17 290:19 294:4 296:16 309:9 312:3 yearlong 67:21 years 22:8, 10 23:7 33:19 34:7, 13 48:3 53:6, 13 87:8 90:15 101:2 102:15 119:6 128:18 130:21 140:14 165:3 187:8 197:21 216:11, 11, 15, 15 218:10 219:14 220:4 221:9 224:11 225:21 226:17 year's 103:1 309:10 312:4 yes-no 203:21 yesterday 35:13 yield 113:8 215:8 222:17 yielded 101:7 younger 74:15 < Z > zero 73:16 202:14, 17 203:5 zone 97:20 209:10, 20</p>	<p>257:17 287:10 296:5 zones 189:21 209:9 294:17 Zoning 246:1</p>
---	--	--	---	---