

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 SPECIAL WORK SESSION  
CURRICULUM AND INSTRUCTION  
OFFICES OF THE SUPERINTENDENT  
REMOTE VIA MICROSOFT TEAMS LIVE

FEBRUARY 16, 2021

Transcribed by:  
Paul A. Gasparotti

Page 2

1 **BOARD MEMBERS:**

2

3 Makeda Scott, Board Chair

4 Julie C. Henn, Vice Chair

5 Kathleen Causey

6 Moalie S. Jose

7 Erin R. Hager

8 Russell T. Kuehn

9 Lisa A. Mack

10 Rodney R. McMillion

11 John H. Offerman, Jr.

12 Cheryl E. Pasteur

13 Lily P. Rowe

14 Joshua Muhumuza, Student Member

15

16

17

18

19

20

21

Page 3

1 **I N D E X**

2 Call to Order. . . . . 4

3 Unfinished Business, Reopening of Schools. . . 12

4 Work Session - Superintendent's Proposed

5 FY-2022 Operating Budget. . . . . 33

6 Board Member Comments. . . . . 265

7 Announcements. . . . . 289

8 Adjournment. . . . . 290

9

10

11

12

13

14

15

16

17

18

19

20

21

Page 4

1 **PROCEEDINGS**

2 **CHAIRWOMAN SCOTT:** Good evening, this is

3 Chairwoman Makeda Scott. I now call to order the

4 work session of the Board of Education of

5 Baltimore County for Tuesday, February 16th,

6 2021.

7 Baltimore County Public Schools and

8 offices are currently closed to the public in

9 order to maintain the health and safety of our

10 students and staff. In accordance with the Board

11 of Education's amended resolution approved at the

12 October 13th, 2020 board meeting, in the event of

13 a medical or health emergency related to

14 COVID-19, the board chair in consultation with

15 the vice chair and the superintendent may declare

16 that a board meeting or a board committee meeting

17 be held remotely without the physical presence of

18 board members, or in a hybrid manner with only

19 some individual board members participating

20 remotely, subject to the establishment of a

21 mechanism that would allow each board member the

Page 5

1 opportunity to fully participate in the meeting

2 despite not being physically present, and that

3 would allow the public to remotely attend those

4 portions of the meeting that are open pursuant to

5 the Maryland Open Meetings Act, being able to

6 list in or view those portions the meeting.

7 As a result, tonight's board meeting --

8 excuse me -- as result, tonight's Board of

9 Education meeting is being held virtually and

10 broadcasted through Microsoft Teams Live. In

11 order to efficiently conduct this meeting, all

12 voting items this evening will be done by

13 rollcall vote. Board members will state their

14 names while making and seconding a motion as

15 applicable, as well as requesting discussion on

16 an agenda item.

17 So, the next item on the agenda is the

18 presentation on the superintendent's proposed

19 FY-2022 operating budget and for that I call on

20 Dr. Scriven and Mr. Sarris.

21 **VICE CHAIR HENN:** Madam Chair?

Page 6

1 CHAIRWOMAN SCOTT: Yes? Could you state  
 2 your name please, who's speaking? Hello?  
 3 VICE CHAIR HENN: This is Ms. Henn, but  
 4 I'll defer to Ms. Causey.  
 5 CHAIRWOMAN SCOTT: Oh, okay, I only  
 6 heard one voice. Yes?  
 7 MS. CAUSEY: Yes, good evening, Madam  
 8 Chair, this is Ms. Causey. I apologize, somehow  
 9 I was just kicked out and I got back in, but I am  
 10 making a motion to amend the agenda for this  
 11 evening per the Board's directive that in every  
 12 open sess of the Board there will be an item to  
 13 discuss reopening of schools. And actually I'm  
 14 not looking for a motion, I'm looking for  
 15 direction from the board counsel who had  
 16 previously informed the full Board that that  
 17 should be the case.  
 18 CHAIRWOMAN SCOTT: If I could also chime  
 19 in on that, I believe the motion from the  
 20 previous meeting was to have just the agenda item  
 21 be forwarded that we would discuss the

Page 7

1 presentation of the operating budget, so as far  
 2 as I understand it, having the reopening wasn't  
 3 applicable to this meeting because it was based  
 4 on a motion that we discuss the operating budget.  
 5 Mr. Brousaides, are you there to chime in on  
 6 that?  
 7 MR. BROUSAIDES: Yes, I'm here.  
 8 CHAIRWOMAN SCOTT: Okay.  
 9 MR. BROUSAIDES: My understanding of the  
 10 standing agenda item regarding reopening of  
 11 schools was for regular meetings and not  
 12 necessarily work sessions, so I'd have to have  
 13 somebody go back to the minutes when that motion  
 14 was originally brought up to see how it was  
 15 phrased.  
 16 CHAIRWOMAN SCOTT: That was my  
 17 understanding too, that it was for regular  
 18 meetings and that the motion wouldn't be  
 19 applicable at this meeting.  
 20 VICE CHAIR HENN: Madam Chair?  
 21 CHAIRWOMAN SCOTT: Yes, who's speaking

Page 8

1 please? If everyone could state their name  
 2 because we are in a virtual environment, so I'm  
 3 not able to see who's speaking.  
 4 VICE CHAIR HENN: This is Ms. Henn,  
 5 thank you.  
 6 CHAIRWOMAN SCOTT: Ms. Henn?  
 7 VICE CHAIR HENN: Yes. The motion  
 8 Mrs. Causey refers to referred to every open  
 9 session, that the first item of unfinished  
 10 business was to be the reopening, so I believe  
 11 she is correct, and Ms. Rowe did include the  
 12 language, the motion stated all open session  
 13 meetings. And the motion that scheduled this  
 14 work session was to schedule it as a meeting  
 15 since we are in open session, and then the motion  
 16 that the Board passed does apply to the agenda  
 17 item that Mrs. Causey references.  
 18 CHAIRWOMAN SCOTT: Mr. Brousaides, is  
 19 that correct, because this is a work session,  
 20 not -- I mean, it is an open session but it is a  
 21 work session, so is that applicable to this

Page 9

1 meeting?  
 2 MR. BROUSAIDES: If the language that  
 3 I'm hearing for the motion, prior motion, if that  
 4 was all open session meetings, then that would  
 5 appear to encompass tonight's work session.  
 6 CHAIRWOMAN SCOTT: So that the reopen,  
 7 or the open -- so basically what is the motion  
 8 please, if we could restate that, because it  
 9 wasn't emailed over in advance, so I have no idea  
 10 what the motion is.  
 11 VICE CHAIR HENN: Madam Chair, this is  
 12 Ms. Henn. The original motion did include the  
 13 language all open session meetings, and  
 14 Mr. Brousaides previously ruled on this,  
 15 providing the advice that it did include work  
 16 sessions as those are open session meetings.  
 17 CHAIRWOMAN SCOTT: Okay, so what is the  
 18 motion that Ms. Causey made?  
 19 VICE CHAIR HENN: She is not making a  
 20 motion, she is seeking confirmation that the  
 21 first item of unfinished business should be the

Page 10

1 reopening of schools.

2 CHAIRWOMAN SCOTT: And was that a part

3 of the motion that was originally made, that it

4 needs to be the fist item?

5 VICE CHAIR HENN: Yes, Madam Chair.

6 CHAIRWOMAN SCOTT: I don't have that

7 motion here, I'm trying to look now to see,

8 because I would need that motion in writing,

9 because that was made at a prior board meeting

10 and I don't have it here so I don't know what

11 that is.

12 VICE CHAIR HENN: It's a standing

13 motion. I'm happy to look up that wording for

14 you. Mr. Brousaides ruled on it previously in

15 the same circumstances.

16 CHAIRWOMAN SCOTT: So this is why I'd

17 asked for motions to be sent over in advance,

18 because of unnecessary time lag which we're

19 having now with our conversations in regards to

20 things, and we have quite a bit of information to

21 get to and we need to process this budget, and

Page 11

1 discussing motions that were not sent over in

2 advance that we are unfamiliar with really is a

3 hindrance to our public and to the well running

4 and organization of our meetings, so I apologize

5 to the public, it's quite unfortunate, I'm very

6 sorry.

7 VICE CHAIR HENN: This is a motion that

8 was previously passed by the Board and it was

9 provided in advance when it was originally made.

10 CHAIRWOMAN SCOTT: Yeah, but that's why

11 I asked for it to be provided in advance and it

12 was not and so now we are where we are, and now

13 we're -- yeah, unfortunately. Okay, so I will

14 restate the motion. Since the Board unanimously

15 approved to have reopening of schools as a

16 standing first item of unfinished business on all

17 subsequent open sessions until all schools have

18 fully opened to all students for full-time

19 in-person instruction. Is that the motion that

20 you are referencing?

21 VICE CHAIR HENN: Yes, Madam Chair.

Page 12

1 CHAIRWOMAN SCOTT: Okay. So what you

2 are saying, you would like that at the beginning,

3 to discuss that prior to going into the operating

4 budget which we so really need to get into and

5 discuss. I'm asking a question, the person who

6 made the motion, I'm asking the question of that,

7 who brought this up?

8 MS. CAUSEY: Thank you, Madam Chair.

9 Can you hear me?

10 CHAIRWOMAN SCOTT: Now I can. I could

11 not before but now I can.

12 MS. CAUSEY: Okay. There was some

13 technical difficulty.

14 Yes, I was asking for a point of order

15 to clarify what was a standing Board directive,

16 so I'm asking that the directive be honored and

17 the agenda item for reopening of schools be

18 added.

19 CHAIRWOMAN SCOTT: Okay, fine, let's go

20 ahead and accept it, so that is the first item on

21 the agenda, is the reopening of schools.

Page 13

1 So is there a discussion, who has

2 questions, let's go ahead and process this so we

3 can move along.

4 MS. JOSE: Ms. Scott, this is Ms. Jose.

5 CHAIRWOMAN SCOTT: Yes, Ms. Jose?

6 MS. JOSE: This is just a procedural

7 thing. Ms. Henn is the vice chair. If she was

8 planning on bringing this, she could have

9 discussed it with you. This again goes to show

10 how disrespectful they are of the current chair

11 and this needs to be noted. It was a simple

12 email or phone that Ms. Henn could have done as

13 the vice chair, but instead they are blind siding

14 you every time. It was a discussion that could

15 have been added, and it's truly appalling that

16 this kind of behavior continues.

17 VICE CHAIR HENN: Point of order, Madam

18 Chair.

19 CHAIRWOMAN SCOTT: Thank you for that,

20 Ms. Jose, and now it looks like we have a

21 question from Ms. Causey. Go ahead, Ms. Causey.

Page 14

1 MS. CAUSEY: Madam Chair, I believe  
 2 Ms. Henn's point of order supersedes my question.  
 3 CHAIRWOMAN SCOTT: There was a point of  
 4 order? Yes, what is the point of order?  
 5 VICE CHAIR HENN: Madam Chair, since  
 6 Ms. Jose chose to address me directly, I was not  
 7 aware that this was being brought forward  
 8 tonight.  
 9 CHAIRWOMAN SCOTT: Excuse me, Ms. Henn.  
 10 The point order is not well taken. A point of  
 11 order is for the ordering of the meeting and the  
 12 running of the meeting, not for making statements  
 13 and grandstanding. We need to get through this.  
 14 (Unintelligible, multiple speakers.)  
 15 CHAIRWOMAN SCOTT: Ms. Causey, if you  
 16 have a question, we need to move forward with  
 17 that.  
 18 MR. MUHUMUZA: Point of order,  
 19 Ms. Scott.  
 20 CHAIRWOMAN SCOTT: Yes.  
 21 MR. MUHUMUZA: I know what you're

Page 15

1 referencing. In Robert's Rules of Order it says  
 2 a point of order must be made to address a  
 3 discrepancy in the norms of the Board. I do  
 4 agree with you that you cannot make a point of  
 5 order just to address or speak on a comment, so I  
 6 don't think the board members should be making  
 7 these comments.  
 8 CHAIRWOMAN SCOTT: Thank you for that,  
 9 Mr. Muhumuza. The point is not well taken.  
 10 MS. Causey, if you have a question, please ask  
 11 it. Okay. Moving on if you don't have a  
 12 question --  
 13 MS. CAUSEY: Excuse me, Madam Chair.  
 14 I'm experiencing a technical difficulty, if  
 15 Ms. Gover can please check with staff why there's  
 16 a message on my screen, it's just making it  
 17 difficult to get to where we are, okay.  
 18 Number one, the question is, is there an  
 19 agreement, a memorandum of understanding with  
 20 TABCO?  
 21 CHAIRWOMAN STAFF: Okay, and that's a

Page 16

1 question for staff. Dr. Williams, are you there?  
 2 Dr. Williams?  
 3 DR. WILLIAMS: Yes, sorry, Chairwoman  
 4 Scott. It's my understanding there is a  
 5 memorandum of understanding with TABCO.  
 6 CHAIRWOMAN SCOTT: Okay. Next question.  
 7 MS. CAUSEY: Thank you, and does it  
 8 include the Board's directive that teachers and  
 9 supporting staff will report no more than one  
 10 week prior to their students?  
 11 DR. WILLIAMS: It is aligned with the  
 12 motion that was made and approved by the Board  
 13 about just what you referenced.  
 14 MS. CAUSEY: So that statement is in  
 15 there specifically?  
 16 DR. WILLIAMS: Let me refer to the  
 17 memorandum of understanding.  
 18 MS. CAUSEY: Okay, thank you. If  
 19 there's another board member that has a question  
 20 while you look that up, I'll yield my time.  
 21 CHAIRWOMAN SCOTT: Okay. Next,

Page 17

1 Ms. Mack, do you have a question?  
 2 MS. MACK: I have three quick questions.  
 3 It's my understanding that some students have  
 4 been using their personal devices while learning  
 5 virtually, and those students turned in their  
 6 BCPS provided. If their personal devices are  
 7 unable to connect with the full Wi-Fi when  
 8 they're in school, will there be extra devices  
 9 available in each school for students who have  
 10 previously turned in their devices and who have  
 11 used their personal devices at home? So that's  
 12 my first question.  
 13 DR. SCRIVEN: Yes, ma'am, there will be.  
 14 MS. MACK: Okay, for any student who  
 15 needs one.  
 16 My second question references an email  
 17 that we all got from a teacher that outlined many  
 18 many concerns around payroll. I had asked you,  
 19 Ms. Scott, Dr. Williams and Ms. Henn, to please  
 20 provide some answers to that. I'm very  
 21 concerned, especially when it said that some of

Page 18

1 the problems that have been caused are keeping  
 2 people from paying their bills. And I know that  
 3 we're expecting an answer on Friday, but I just  
 4 got another email from another teacher that said  
 5 because of the issues that we're having, she has  
 6 not been able to get her husband on her  
 7 insurance, medical or dental, and therefore  
 8 anything that has come up since January 1st, they  
 9 have paid for out of pocket. And I need to know  
 10 when we're going to have timely resolutions to  
 11 these problems.

12 DR. SCRIVEN: Ms. Mack, we handled those  
 13 situations case by case. We've been working hand  
 14 in hand with our UPAD members, which are our  
 15 presidents of the respective negotiation unions.  
 16 When they bring these items to our attention or  
 17 when individuals call in, we make sure that we  
 18 address it immediately.

19 I just received the email that you're  
 20 referencing today and staff is working right now  
 21 on providing those responses to those questions.

Page 19

1 So if there is specific names that even you  
 2 receive as a board member, you can forward that  
 3 to Dr. Williams' office and we will prioritize  
 4 that. (Inaudible, static.)

5 MS. MACK: Can you say that last part  
 6 again please?

7 DR. SCRIVEN: Yes. Even if there's  
 8 names that board members receive and if they're  
 9 forwarded to the Office of the Superintendent, we  
 10 prioritize any name, any reference that we get of  
 11 individuals that are experiencing difficulty and  
 12 try to address that immediately, because we  
 13 understand the significance of what they're  
 14 dealing with. I hope you could hear me a little  
 15 better.

16 MS. MACK: Yeah, I do hear that, and my  
 17 comment to that is it's my understanding that  
 18 hundreds of teachers have been impacted by these  
 19 issues and it makes me wonder if the W-2s that  
 20 we'll be issuing are even going to be correct and  
 21 if people end up having to file amended tax

Page 20

1 returns.

2 DR. SCRIVEN: We're taking it case by  
 3 case, like I said. I cannot quantify right now  
 4 the exact number of individuals, I can see if  
 5 Mr. Sarris can try to provide a deeper context to  
 6 your question, so Mr. Sarris, if you're able to  
 7 jump on and try to field the question, it would  
 8 be appreciated.

9 MR. SARRIS: Yes. We are completely  
 10 aware of all the issues referenced in Ms. Mack's  
 11 email and we address them every day as  
 12 Dr. Scriven said on an individual basis, and we  
 13 have been doing so since the attack on  
 14 November 24th, which obviously seriously impaired  
 15 all of our human resources, payroll benefit  
 16 capability, so we saw a lot of these problems  
 17 every day, case by case, and we will provide the  
 18 answers to your questions, many of which are,  
 19 they seem to be individual questions that have  
 20 been transmitted through Ms. Ma to Ms. Mack, and  
 21 so we're working on these every day, we're

Page 21

1 working on W-2s every day, we plan to issue them  
 2 as stated with a high degree of accuracy.

3 MS. MACK: Okay, thank you.

4 CHAIRWOMAN SCOTT: Thank you. It looks  
 5 like there's a comment from Ms. Henn.

6 VICE CHAIR HENN: No, no comment.

7 CHAIRWOMAN SCOTT: No comment, okay.

8 Okay, it looks like there's a question from  
 9 Ms. Rowe.

10 MS. ROWE: Yes. So the CDC is issuing  
 11 guidelines and I'm concerned about some of the  
 12 indications of community spread because their  
 13 metrics are different than ours, and they have us  
 14 in the highest risk category for high  
 15 transmission, and that creates a situation where  
 16 they're recommending that middle and high schools  
 17 be in virtual instruction unless they can  
 18 strictly implement all mitigation strategies and  
 19 have few cases. Schools that are already open  
 20 for in-person instruction can remain open but  
 21 only if they strictly implement mitigation

Page 22

1 strategies and have few cases. And additionally,  
 2 the sports and extracurricular activities are  
 3 virtual only.  
 4 And I wanted to know, given this new  
 5 guidance, are we going to be updating our metrics  
 6 to match the CDC, and how is that going to impact  
 7 the current reopening plans that we have?  
 8 DR. WILLIAMS: So Ms. Rowe, I'll start,  
 9 and I'll ask Dr. Zarchin. This is Dr. Williams.  
 10 We too have been reviewing those new guidelines  
 11 and as you referenced, there is specific language  
 12 about middle and high school and extracurricular  
 13 activities. Right now we are still collaborating  
 14 with our local health department as well as the  
 15 Maryland Health Department. I have a meeting  
 16 this Friday to glean any additional information  
 17 about the impact.  
 18 Dr. Zarchin, anything you want to add to  
 19 this question that Ms. Rowe just raised?  
 20 DR. ZARCHIN: Yes. So first of all, the  
 21 mitigation protocols and practices that are

Page 23

1 recommended for return for secondary schools, we  
 2 have in place for that return, so that's good  
 3 news. There's some information about testing  
 4 that we're trying to get ahead of working with  
 5 the state.  
 6 Your comment about athletics is  
 7 accurate. Based on the new CDC guidelines,  
 8 currently based on the seven-day cumulative count  
 9 we are at 124, which puts us in a high  
 10 transmission level, which is their red level, and  
 11 with that it says that sports and extracurricular  
 12 activities are virtual only. So that number  
 13 fortunately has improved over the past few weeks,  
 14 just looking back a week that number was 149, and  
 15 the previous week was 198, so we're trending in  
 16 the right direction. However, based on the new  
 17 guidelines, extracurricular activities should be  
 18 virtual only. When we get to the substantial  
 19 transmission level, which is the orange, then  
 20 sports and extracurricular activities can be held  
 21 outdoors with physical distancing of six feet or

Page 24

1 more, so this is from the new guidance that came  
 2 out Friday.  
 3 I don't know if you have any more  
 4 questions about that, but we are trying to learn  
 5 more about the testing that they're calling for  
 6 now, it's the nucleic acid amplification test, or  
 7 NAS, so that is a change, we don't know how  
 8 significant that will be from the data that we've  
 9 been using.  
 10 MS. ROWE: Okay, so basically we're  
 11 working on update our metrics to match the CDC,  
 12 is that what I'm hearing?  
 13 DR. ZARCHIN: Well, what we want to be  
 14 mindful of is that dashboard that we created,  
 15 folks have been leaning on that to get a sense of  
 16 where we're going. The changes that we make, we  
 17 want to make sure that folks understand why the  
 18 changes are being made, and this just came out  
 19 Friday, and what the changes mean, so that is  
 20 work that we are doing right now so that the  
 21 dashboard is likely to change to reflect the new

Page 25

1 CDC guidelines. In their guidelines they stress  
 2 that the approach is a classroom first approach,  
 3 where in-person instruction is prioritized over  
 4 extracurricular activities, so schools can be  
 5 open for instruction under these guidelines as  
 6 long as the mitigation protocols are followed.  
 7 Athletics and extracurricular activities, they do  
 8 not want to get in the way and lead to spread  
 9 that ultimately impacts students' ability to  
 10 learn in the classroom.  
 11 MS. ROWE: Okay, thank you.  
 12 DR. ZARCHIN: Thank you.  
 13 CHAIRWOMAN SCOTT: Okay, all right. So  
 14 as we have a lot to get to tonight, we are moving  
 15 on, so the next item on the agenda is the  
 16 presentation on the superintendent's proposed  
 17 fiscal year 2022 operating budget, and for that I  
 18 call on Dr. Scriven and Mr. Sarris.  
 19 MS. CAUSEY: Madam Chair, this is  
 20 Ms. Causey. Dr. Williams was going to respond to  
 21 the first question that I asked.

Page 26

1 CHAIRWOMAN SCOTT: I'm sorry. We are  
 2 moving on now to the next agenda item, the  
 3 proposed budget. Everyone has spoken and has  
 4 asked and we are now moving on. Perhaps he can  
 5 send you an email in response to your question.  
 6 MS. CAUSEY: Excuse me, Madam Chair.  
 7 CHAIRWOMAN SCOTT: But we are now moving  
 8 on. I thought that everybody raised their  
 9 question and that we moved on from that.  
 10 MS. CAUSEY: Madam Chair, I asked my  
 11 question and then I yielded time so that  
 12 Dr. Williams could have staff review the  
 13 memorandum of understanding in order to answer my  
 14 question.  
 15 CHAIRWOMAN SCOTT: Okay, so go ahead,  
 16 Dr. Williams.  
 17 DR. WILLIAMS: Yes, so thank you, staff.  
 18 That language is included on page 14 of the MOU.  
 19 CHAIRWOMAN SCOTT: Okay, so now we're  
 20 going to move on to the presentation of the  
 21 proposed fiscal year 2022 budget, and for that as

Page 27

1 I previously said, which we are waiting to hear  
 2 from Dr. Scriven and Mr. Sarris. Thank you.  
 3 MS. CAUSEY: Madam Chair, I'm --  
 4 CHAIRWOMAN SCOTT: I'm sorry, no, we are  
 5 moving on. This is now, this is getting  
 6 ridiculous.  
 7 MS. CAUSEY: No, I'm sorry, Madam Chair,  
 8 I'm appealing because I'm --  
 9 CHAIRWOMAN SCOTT: Now we're trying to  
 10 move on because we have our budget that we need  
 11 to get to that we need to review. This is  
 12 derailing the meeting, and coming in and asking  
 13 and saying things out of order is not going to be  
 14 something that I feel should be our norm, nor  
 15 should it be tolerated. So Dr. Williams, are you  
 16 and staff ready to present your presentation?  
 17 MS. CAUSEY: Excuse me, Madam Chair, but  
 18 I'm going to appeal your ruling to the full board  
 19 in order to process my question.  
 20 CHAIRWOMAN SCOTT: Excuse, Ms. Causey,  
 21 you are out of order. You are out of order,

Page 28

1 Ms. Causey. We are moving on now.  
 2 MS. ROWE: Madam Chair, point of order.  
 3 It is not out of order to appeal the ruling of  
 4 the chair to the full board.  
 5 CHAIRWOMAN SCOTT: She did not appeal  
 6 the ruling of the chair, and you are as well out  
 7 of order.  
 8 MS. ROWE: I'm raising --  
 9 CHAIRWOMAN SCOTT: This is becoming  
 10 ridiculous. Ms. Causey, you asked your question,  
 11 you had an answer to your question. We are  
 12 trying to run an orderly meeting. We have staff,  
 13 we have, everyone knows that, you know, everyone  
 14 is here wanting to see the preparation. You  
 15 know, yes, she has the right to appeal my ruling,  
 16 but I don't know what she's appealing because I  
 17 have not heard any appealing to any ruling. I'm  
 18 trying to move on with the agenda and --  
 19 MS. CAUSEY: Madam Chair, this is  
 20 Ms. Causey. I would be happy to tell you what  
 21 I'm appealing.

Page 29

1 CHAIRWOMAN SCOTT: What are you  
 2 appealing?  
 3 MS. CAUSEY: I'm appealing that you are  
 4 not allowing me to process my additional  
 5 questions which, I did have time remaining on  
 6 that agenda item to do so.  
 7 CHAIRWOMAN SCOTT: Okay. So you would  
 8 still like to continue processing your additional  
 9 questions on the opening of schools; is that  
 10 correct?  
 11 MS. CAUSEY: Yes, ma'am.  
 12 CHAIRWOMAN SCOTT: Okay, so you still  
 13 have additional questions, so go ahead and  
 14 proceed.  
 15 MS. CAUSEY: Thank you. I will just ask  
 16 them all at once and staff can take the time it  
 17 takes.  
 18 In the new CDC guidelines they recommend  
 19 that school districts have as an option  
 20 teleworking or remote instruction, so I'm  
 21 wondering from the MOU, if that's already



Page 30

1 included in the reopening plan or is that  
 2 something that can be updated into the MOU based  
 3 on the CDC guidance. So that's number one.  
 4 Number two, it was asked at the last  
 5 meeting what evaluation has been done to provide  
 6 teachers and staff assistance with their school  
 7 aged children, commonly referred to as Cohort D,  
 8 where other school districts are providing  
 9 additional days of in-person instruction for  
 10 teachers and staff children.  
 11 And the other issue was the athletics  
 12 eligibility and having one parent or guardian  
 13 with student athletes, which is consistent with  
 14 the county executive's guidelines.  
 15 Those are my questions, thank you.  
 16 CHAIRWOMAN SCOTT: Okay. So  
 17 Dr. Williams?  
 18 DR. WILLIAMS: Sure. So chairperson  
 19 Scott, I would just like to reference a couple  
 20 points. We do have an MOU, we are looking at our  
 21 Cohorts of A and B, those students and families

Page 31

1 who choose to come in. We did not look at a  
 2 Cohort D, staff with children to come in multiple  
 3 days. We are looking at how many staff we have  
 4 to figure out the cohorts in addition to those  
 5 staff members that receive the approved  
 6 accommodations.  
 7 So telework was for staff members who  
 8 could do that based on the configuration of an  
 9 office, we did allow that during this, the  
 10 beginning of the school year. I did ask staff to  
 11 continue to look at whatever means we could  
 12 provide in terms of child care, staff members are  
 13 still working with that and looking at our  
 14 vendors and partners.  
 15 The athletic eligibility as you all  
 16 know, we received that late Friday, we made that  
 17 public about the motion that the Board made  
 18 which, the state and MPSSAA gave us a ruling,  
 19 we're waiting for the official letter about  
 20 waiving the academic eligibility. We were  
 21 referred to COMAR which speaks to specific

Page 32

1 language around a standard, it speaks to each  
 2 local school system shall establish standards of  
 3 participation which assure that students involved  
 4 in interscholastic athletics are making  
 5 satisfactory progress towards graduation, every  
 6 school system has defined what that is. And  
 7 finally, in terms of sports, the return to play  
 8 really looked at the configuration and not having  
 9 the staff based on the motion of one week in  
 10 advance, we had to make a decision to really cut  
 11 down the number of spectators, so we said no  
 12 spectators because we wouldn't have the staff to  
 13 proctor or monitor support these athletic events.  
 14 Those, not knowing that these questions  
 15 were coming up, those are the best responses I  
 16 can provide at this time. We will be happy to  
 17 follow up again as we meet next week.  
 18 CHAIRWOMAN SCOTT: Thank you for that,  
 19 Dr. Williams. And now the next item on the  
 20 agenda is the presentation on the  
 21 superintendent's proposed fiscal year 2022

Page 33

1 operating budget, and for that I call on  
 2 Dr. Scriven and Mr. Sarris.  
 3 DR. SCRIVEN: Thank you, Madam Chair.  
 4 We're going to go ahead and just jump right in.  
 5 Mr. Sarris has a high level presentation that he  
 6 is going to share with the Board, I believe that  
 7 was shared with the Board a little over a week  
 8 ago for your reference.  
 9 I would be remiss if I did not, one,  
 10 thank the Board for their patience, for the  
 11 motion that was made for us to try to put  
 12 together a budget book which more closely  
 13 resembled the budget book that the Board is  
 14 accustomed to and was supplied to the Board last  
 15 year. I want to thank the team for the countless  
 16 hours, and when I say the team, not just the  
 17 fiscal team but the BCPS team, because this was  
 18 definitely a cross-functional office  
 19 accomplishment for what you guys received the  
 20 Friday before last.  
 21 So with that said, Mr. Sarris, I'm going

Page 34

1 to yield the floor to you to go over the Power  
 2 Point, and then we will field any additional  
 3 questions. We did receive some questions late  
 4 yesterday that we are still working on  
 5 responding, but based on the questions that you  
 6 have, we may be able to give some high level  
 7 answers. What we are not able to answer, we will  
 8 research and get back to you in a timely manner.  
 9 So Mr. Sarris, the floor is yours, sir.

10 MR. SARRIS: Thanks, Dr. Scriven, and  
 11 good evening to members of the Board,  
 12 Dr. Williams. I do want to briefly recall at our  
 13 first work session we reviewed the Division of  
 14 Business Services and the all schools budgets and  
 15 tonight we are going to review the offices that  
 16 report to the superintendent. Next slide please,  
 17 the first of which is curriculum and instruction.  
 18 Next slide please.

19 Curriculum and instruction consists of  
 20 the Department of Academics which contains all of  
 21 our core content areas, math, English language

Page 35

1 arts, science, social studies and others. The  
 2 Department of Special Education, which provides  
 3 services to students from birth to age 21, and  
 4 includes our largest ongoing grant in the form of  
 5 the Individuals with Disabilities in Education  
 6 Grant. The Office of Curriculum Operations,  
 7 which manages athletics and grading and  
 8 reporting. Next slide please.

9 The Department of Educational Options,  
 10 which manages our magnet programs, extended day,  
 11 extended year programs, e-Learning, home,  
 12 hospital, and a variety of alternative programs.  
 13 The Department of Academic Services, which has  
 14 our second largest ongoing grant, Title I, as  
 15 well as advanced academics, college career  
 16 readiness, et cetera. Next slide please.

17 Here is a summary of the Division of  
 18 Curriculum and Instruction, and you'll note that  
 19 the largest section of this pie which is purple,  
 20 consists primarily of nonpublic placement costs.  
 21 Apart from salaries and wages the next largest

Page 36

1 segment, the red slice are contracted services,  
 2 which includes related services in order to meet  
 3 a lot of the needs of special education students,  
 4 parent reimbursements, also related to the needs  
 5 of special education students, athletics, both  
 6 transportation and referees, and library  
 7 subscriptions. And supplies and materials is the  
 8 next largest section in green, which includes  
 9 textbooks, library books, science kits and all  
 10 sorts of centrally provided supplies and  
 11 materials. Next slide please.

12 We would like to highlight some of the  
 13 efficiencies and realignments that the division  
 14 has achieved that contribute to this year's  
 15 budget. Due to the decreased cost of software  
 16 and digital resources the division has been able  
 17 to absorb cost increases to musical instrument  
 18 repairs, which have been larger than usual this  
 19 year, partly because of COVID and the safety  
 20 response. Athletic transportation for Western  
 21 School of Technology, and mathematics consumables

Page 37

1 related to the Bridge's program in grades K  
 2 through two. Next slide please.

3 And furthermore, by redirecting  
 4 resources and achieving efficiencies the division  
 5 has been able to provide different transportation  
 6 programs for BioBlitz, the Biztown, personal  
 7 finance, theory fair, Junior Achievement, as well  
 8 as athletic trainers, which we've had in place  
 9 for a couple of years but have never received any  
 10 additional funding from county government, to  
 11 maintain this program at all our high schools, as  
 12 well as some partial funding for textbooks, math  
 13 textbooks and geometry and algebra, as well as a  
 14 mock trial program. Next slide please.

15 Let's move on to the other offices, one  
 16 more slide please, Mr. Corns. Yes, the other  
 17 offices of the superintendent that we'll be  
 18 discussing tonight. Office of Law, which  
 19 provides legal advice to the administration,  
 20 represents the administration and schools in all  
 21 matters of special education, and represents the

Page 38

1 Board before the State Board of Education.  
 2 Organizational Effectiveness, which provides  
 3 professional learning, promotes equity and  
 4 access, develops leadership skills and maintains  
 5 professional certifications. Next slide please.  
 6 The chief of staff supports the  
 7 day-to-day operations of the superintendent's  
 8 office, manages communications, community  
 9 engagement, and employee and student hearings.  
 10 Human resources recruits and retains a highly  
 11 qualified effective and diverse teacher  
 12 workforce, provides position classification,  
 13 position documents, position certifications,  
 14 professional certifications, manages workers  
 15 compensation, unemployment and all employee  
 16 benefits. Next slide please.  
 17 Research, Accountability and Assessment  
 18 provides the accurate timely access to data, the  
 19 implementation and reporting of state  
 20 assessments, insures that the use of data is  
 21 accurate and responsible, and provides expert

Page 39

1 consultation to support program evaluation. And  
 2 the Division of School Climate and Safety insures  
 3 that students experience high levels of social,  
 4 emotional and cognitive growth, provides a  
 5 comprehensive continuum of both counseling,  
 6 academic counseling and psychological counseling,  
 7 serves as a liaison between the home, school and  
 8 community, and manages health and wellness for  
 9 staff and students, and provides a safe, secure  
 10 and orderly learning environment. Next slide  
 11 please.  
 12 So all of those offices other than  
 13 curriculum and instruction are summarized with  
 14 this expense chart. The largest purple sector,  
 15 other charges, includes all the fringe benefits  
 16 for the entire organization, medical, health,  
 17 dental, vision, pension, workers compensation and  
 18 other insurance. Contract services, which is the  
 19 next largest non-salary section, includes  
 20 continuing education course content, our school  
 21 messenger service, the equipment for the copy and

Page 40

1 print office, the data warehouse software and  
 2 technical consulting, counseling software,  
 3 nursing software, security services and student  
 4 identification software. Next slide please,  
 5 Mr. Corns.  
 6 Now we'll summarize the efficiencies and  
 7 realignments that have been achieved this year.  
 8 Organizational effectiveness has collaborated  
 9 with human resources on a revised teacher  
 10 recruitment, on boarding and retention plan.  
 11 They've provided virtual options for orientation,  
 12 workshops and continuing professional development  
 13 courses, and provided training with, on all the  
 14 tools such as Teams, Google Meet, SharePoint,  
 15 that have helped us maintain this virtual  
 16 learning and working environment. Chief of staff  
 17 has now handled and absorbed the communications  
 18 management role, which is significant. Next  
 19 slide please.  
 20 Human resources has aligned the  
 21 structure of the office of staffing to align with

Page 41

1 BCPS zones providing a more efficient service  
 2 model. They manage the peer assistance and  
 3 review program that we use to train and support  
 4 all of our new teachers as they enter the  
 5 profession years one to three. They've  
 6 restructured the recruitment plan to a virtual  
 7 platform including virtual job fairs, virtual  
 8 screening interviews and the like. They've  
 9 enhanced our partnerships with local and national  
 10 historically black colleges and universities.  
 11 And this year a special task in particular was  
 12 implementing the Families First Coronavirus  
 13 Response Act which we are continuing to implement  
 14 through March of this year. Next slide please.  
 15 Research, accountability and assessment  
 16 has reorganized its four offices to align the  
 17 nature of the research with the use of the data.  
 18 They've created the Public Code 19 dashboard to  
 19 provide us with updates on the section rates and  
 20 the school opening score. They've coordinated  
 21 the development of the superintendent's system

Page 42

1 improvement team, developed a project plan to  
 2 support the use of, expand the development of  
 3 surveys, questionnaires and program evaluations,  
 4 coordinated access across all the divisions, and  
 5 established 56 different office progress plans  
 6 that they monitor, and created new reports to  
 7 enhance database decision making. Next slide  
 8 please.

9 Division of School Climate and Safety  
 10 has supported the transition to virtual  
 11 instruction by engaging students in a safe and  
 12 positive climate around discipline, attendance  
 13 and mental health. They've provided consultation  
 14 and coaching for staff to support the system's  
 15 pandemic response and collaborated with the  
 16 Baltimore County Health Department for vaccine  
 17 administration, outbreak management and response  
 18 and contact tracing.

19 And with that, we have the rest of our  
 20 agenda to answer your questions. Thank you.

21 CHAIRWOMAN SCOTT: Great, thank you so

Page 43

1 much for that, Mr. Sarris. So the next item on  
 2 the agenda on the superintendent's proposed  
 3 operating budget is discussion of the Board. And  
 4 as a reminder, I would just let everyone know  
 5 that the student member of the board is not  
 6 eligible to vote on the budget; therefore, six  
 7 votes are required to carry a motion.

8 So board members, I'm going to go around  
 9 the dais so that we make sure everyone has ample  
 10 time to ask questions and that we can hear from  
 11 everyone, and we will start first with Ms. Rowe.

12 VICE CHAIR HENN: Madam Chair, before we  
 13 go to Ms. Rowe, can I make the motion to suspend  
 14 the rules to lift the time limits for this agenda  
 15 item?

16 MS. CAUSEY: Second, Ms. Causey.

17 VICE CHAIR HENN: And this is Ms. Henn.

18 CHAIRWOMAN SCOTT: Could you please put  
 19 this in the chat? Again as I've said, I've asked  
 20 for motions to be emailed in advance as we can,  
 21 so that I can properly state them. But the

Page 44

1 person making the motion is Ms. Henn and it  
 2 sounds like it was seconded by Ms. Causey but I'm  
 3 not sure what that motion is, so if you could  
 4 please put them in the chat so I can properly  
 5 restate it, I would greatly appreciate it.

6 MS. JOSE: Ms. Scott, point of inquiry?  
 7 Since this is a procedural motion that Ms. Henn  
 8 is making, is that, can the student member vote  
 9 on this?

10 CHAIRWOMAN SCOTT: Oh yes, excuse me.  
 11 Mr. Broussides, could you please weigh in on  
 12 that?

13 MR. BROUSAIDES: Yes, the student member  
 14 could vote on this particular procedural question  
 15 which doesn't go directly to the substance of the  
 16 budget.

17 MS. JOSE: So to carry would be seven.

18 CHAIRWOMAN SCOTT: Thank you for that  
 19 clarification. Okay, thank you, Ms. Henn, for  
 20 putting it in the chat so that I can properly  
 21 restate it and it becomes the property of the

Page 45

1 assembly. I move to suspend the rules to lift  
 2 the time limit for board member questions. So it  
 3 was stated, moved by Ms. Rowe, seconded by  
 4 Ms. Causey.

5 MS. CAUSEY: It was moved by Ms. Henn.

6 CHAIRWOMAN SCOTT: Okay, apologies. It  
 7 was moved by Ms. Henn, seconded by Ms. Causey.

8 MS. CAUSEY: Yes, Madam Chair, this is  
 9 Ms. Causey. I did second it, thank you.

10 CHAIRWOMAN SCOTT: Okay, thank you, just  
 11 want to make sure we have everything accurate,  
 12 okay. And it is to suspend the rules for the  
 13 time which currently is at two minutes. All  
 14 right. Is there any debate on this, are there  
 15 any questions or discussion by board members?

16 MR. BROUSAIDES: Madam Chair, Eric  
 17 Broussides here.

18 CHAIRWOMAN SCOTT: Yes?

19 MR. BROUSAIDES: This motion is not  
 20 debatable.

21 CHAIRWOMAN SCOTT: Okay, this motion is

Page 46

1 not debatable, okay, so we need to bring it  
 2 directly to vote; is that correct?  
 3 MR. BROUSAIDES: Yes, and it requires a  
 4 two-thirds majority.  
 5 CHAIRWOMAN SCOTT: So two-thirds out of  
 6 12 is seven?  
 7 MS. JOSE: Eight.  
 8 CHAIRWOMAN SCOTT: Eight, I apologize.  
 9 Excuse me, eight. Okay. So we will bring it to  
 10 a vote. Ms. Gover, if you could take the  
 11 rollcall vote please?  
 12 MS. GOVER: Ms. Rowe?  
 13 MS. ROWE: Yes.  
 14 MS. GOVER: Ms. Causey?  
 15 MS. CAUSEY: Yes.  
 16 MS. GOVER: Ms. Mack?  
 17 MS. MACK: Yes.  
 18 MS. GOVER: Mr. McMillion?  
 19 MR. MCMILLION: Yes.  
 20 MS. GOVER: Ms. Jose?  
 21 MS. JOSE: No.

Page 47

1 MS. GOVER: Ms. Henn?  
 2 VICE CHAIR HENN: Yes.  
 3 MS. GOVER: Mr. Muhumuza?  
 4 MR. MUHUMUZA: No.  
 5 MS. GOVER: Mr. Offerman?  
 6 MR. OFFERMAN: No.  
 7 MS. GOVER: Ms. Pasteur? Mr. Kuehn.  
 8 MR. KUEHN: Yes.  
 9 MS. GOVER: Dr. Hager?  
 10 DR. HAGER: Yes.  
 11 MS. GOVER: Ms. Scott?  
 12 CHAIRWOMAN SCOTT: No.  
 13 MS. GOVER: In favor is seven, opposed  
 14 is four, and we have one absent.  
 15 CHAIRWOMAN SCOTT: Okay, so there are  
 16 seven in favor and four opposed, so the motion  
 17 requires two-thirds, so if I'm correct, the  
 18 motion fails?  
 19 VICE CHAIR HENN: Madam Chair?  
 20 CHAIRWOMAN SCOTT: Excuse me, I wanted  
 21 to confirm with the secretary, so the motion

Page 48

1 fails, okay. All right, thank you, who was  
 2 speaking please?  
 3 VICE CHAIR HENN: Yes, this is Ms. Henn.  
 4 I would like to move to amend the rules to change  
 5 the time limit from two minutes to five minutes  
 6 for board members questions and I will put that  
 7 in the chat.  
 8 MS. MACK: Second, Mack.  
 9 CHAIRWOMAN SCOTT: This sounds like, if  
 10 I could, this sounds like this is the same motion  
 11 and as I understand Robert's Rules, that's a  
 12 that's the same motion within the same meeting  
 13 within the same assembly, so you can't do the  
 14 same motion twice. Eric, please confirm that or  
 15 let me know if that's incorrect.  
 16 MR. BROUSAIDES: If this would be  
 17 considered a reconsideration, that would be  
 18 correct, and it does appear to be fairly similar,  
 19 the suspension of the two-minute rule versus  
 20 expanding it to five minutes.  
 21 CHAIRWOMAN SCOTT: Okay. Yes, so as I

Page 49

1 understand it, you can't do the same motion  
 2 twice, which is what that is, not in the same  
 3 meeting. So considering that it failed, then we  
 4 need to move on and so I would just ask again, we  
 5 can go around the dais and ask board members to  
 6 give their questions. Again, therefore as you  
 7 know, six votes are required to carry a motion as  
 8 the student member cannot vote, so we'll start it  
 9 around the dais and Ms. Gover, if you could start  
 10 with Ms. Rowe first? Thank you.  
 11 MS. CAUSEY: Excuse me, Madam Chair,  
 12 this is Ms. Causey. I'm going to appeal the  
 13 ruling of the chair to the full Board. I believe  
 14 that Ms. Henn is making a substantial difference  
 15 rather than board members' comments being  
 16 unlimited, which was her first motion. She is  
 17 now stating that they would be for five minutes.  
 18 I believe that's a substantial difference, and I  
 19 would appeal to the Board to take a vote on  
 20 whether her motion is in order.  
 21 CHAIRWOMAN SCOTT: Okay, and Eric,

Page 50

1 excuse me, Mr. Brousaides, if you could advise,  
 2 because I'm going with the advice of our legal  
 3 counsel who said it would appear that it is the  
 4 same motion. So Mr. Brousaides, again, if you  
 5 could give advice on that, because from what I  
 6 understand we cannot do the same motion twice,  
 7 which is what that is.  
 8 MR. BROUSAIDES: That is correct, Madam  
 9 Chair, but I think that the ruling of the chair  
 10 could be appealed.  
 11 CHAIRWOMAN SCOTT: Okay. So Ms. Causey  
 12 moved, made a request to appeal the decision of  
 13 the chair. Does it require a second?  
 14 MR. BROUSAIDES: Yes.  
 15 CHAIRWOMAN SCOTT: Is there a second to  
 16 appeal the decision of the chair?  
 17 MS. ROWE: Second, Rowe.  
 18 CHAIRWOMAN SCOTT: Okay. So basically  
 19 the chair's decision to, has been appealed, and  
 20 basically the motion is, what we're voting on is  
 21 whether or not you want to suspend the time limit

Page 51

1 to amend the rules from two minutes to five  
 2 minutes for board members for questions, so if  
 3 you --  
 4 MS. ROWE: Madam Chair, that's not what  
 5 we're not voting on. We're voting on appealing  
 6 the chair's decision.  
 7 CHAIRWOMAN SCOTT: Yeah, what we're  
 8 voting on is the appeal of the chair's decision.  
 9 MS. ROWE: Right, we're not actually  
 10 voting on to the decision to suspend the rules.  
 11 CHAIRWOMAN SCOTT: That is correct, but  
 12 I was giving you information, that the decision  
 13 was based on amending the rules for the time  
 14 limit, but what we are voting on now is to appeal  
 15 the chair's division, which is what Ms. Causey  
 16 moved on and what Ms. Rowe seconded. So you  
 17 know, all, as many who are in favor of appealing  
 18 the chair's decision, you say yes; those opposed  
 19 to appealing the chair's decision say no when  
 20 your name is called. So Ms. Gover, if we could  
 21 take a rollcall vote please?

Page 52

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

Page 53

1 CHAIRWOMAN SCOTT: No.  
 2 MS. GOVER: Seven in favor, four  
 3 opposed, one absent.  
 4 CHAIRWOMAN SCOTT: And if I understand,  
 5 does it take two-thirds to pass?  
 6 MR. BROUSAIDES: Madam Chair, just a  
 7 majority for appealing the chair.  
 8 CHAIRWOMAN SCOTT: Okay, so seven in  
 9 favor, so the decision to appeal the chair's  
 10 decision is upheld because of the seven, so it's  
 11 a majority. Okay, so then we would then vote on  
 12 the motion; is that correct, Mr. Brousaides?  
 13 MR. BROUSAIDES: That is correct.  
 14 CHAIRWOMAN SCOTT: Okay.  
 15 MR. MUHUMUZA: Madam Chair?  
 16 CHAIRWOMAN SCOTT: Is that Mr. Muhumuza?  
 17 MR. MUHUMUZA: Yeah.  
 18 CHAIRWOMAN SCOTT: Okay, go ahead, sir.  
 19 MR. MUHUMUZA: I just have a quick  
 20 question for the parliamentarian. I'm just  
 21 reading on page nine of the newly revised

Page 54

1 Robert's Rules of Order, and it's stated the  
 2 three instances where an appeal shall be made of  
 3 the chair's decision. I just, I thought what  
 4 Ms. Scott did was just adhere to your advisement,  
 5 it was unrelated to any indecorum or  
 6 transgression of the rules of speaking or order  
 7 of business or is made when an undebatable  
 8 question is immediately pending a vote, I thought  
 9 she was just following your direction.  
 10 MR. BROUSAIDES: Thank you,  
 11 Mr. Muhumuza, yes, but the chair ultimately makes  
 12 the decision.  
 13 CHAIRWOMAN SCOTT: Okay, and if you can  
 14 expand on that, Mr. Brousaides, because I was  
 15 basically following your directions based on  
 16 everything, but --  
 17 MR. MUHUMUZA: Yeah, and -- sorry, but  
 18 just for my clarification, I thought an appeal  
 19 had to fall into those three instances that I  
 20 just mentioned. Just for your citation, it's on  
 21 page nine of the newly revised Robert's Rules of

Page 55

1 Order.  
 2 CHAIRWOMAN SCOTT: Okay. Yeah, thank  
 3 you for that clarification, Mr. Muhumuza, so I  
 4 would like to move on and process the motion and  
 5 as I understand it, Ms. Henn, you put it in the  
 6 chat and the motion --  
 7 VICE CHAIR HENN: Would you like me to  
 8 reread it, Madam Chair?  
 9 CHAIRWOMAN SCOTT: Well, I can read it  
 10 because I see what you put into the chat. You  
 11 said, I move to amend the rules to amend the time  
 12 limit from two minutes to five minutes for board  
 13 member questions. So it was moved by you,  
 14 seconded by Ms. Causey, I believe. So I would  
 15 like to go ahead and process this motion so we  
 16 can move forward. Ms. Gover, if you could take  
 17 the rollcall vote please?  
 18 MS. GOVER: Ms. Rowe?  
 19 MS. ROWE: Yes.  
 20 MS. GOVER: Ms. Causey?  
 21 MS. CAUSEY: Yes.

Page 56

1 MS. GOVER: Ms. Mack?  
 2 MS. MACK: Yes.  
 3 MS. GOVER: Mr. McMillion?  
 4 MR. MCMILLION: Yes.  
 5 MS. GOVER: Ms. Jose?  
 6 MS. JOSE: No.  
 7 MS. GOVER: Ms. Henn?  
 8 VICE CHAIR HENN: Yes.  
 9 MS. GOVER: Mr. Muhumuza?  
 10 MR. MUHUMUZA: No.  
 11 MS. GOVER: Mr. Offerman?  
 12 MR. OFFERMAN: No.  
 13 MS. GOVER: Mr. Kuehn?  
 14 MR. KUEHN: Yes.  
 15 MS. GOVER: Dr. Hager?  
 16 DR. HAGER: Yes.  
 17 MS. GOVER: Ms. Scott?  
 18 CHAIRWOMAN SCOTT: No.  
 19 MS. GOVER: Seven in favor, four  
 20 opposed, one absent.  
 21 CHAIRWOMAN SCOTT: Okay, so seven in

Page 57

1 favor, to the motion carries. So again, so now  
 2 it's five minutes per board member.  
 3 Mr. Brousaides, if you could adjust the time so  
 4 that we can, instead of having two minutes per  
 5 board member, five minutes per board member.  
 6 And if we could go around the dais and  
 7 starting with Ms. Rowe, if we could begin that  
 8 with any questions or discussion.  
 9 MR. OFFERMAN: Excuse me.  
 10 CHAIRWOMAN SCOTT: Yes, Mr. Offerman?  
 11 MR. OFFERMAN: Did that vote require a  
 12 majority or did it require two-thirds?  
 13 CHAIRWOMAN SCOTT: I believe it required  
 14 a majority, but Mr. Brousaides, if you could  
 15 chime in?  
 16 MR. BROUSAIDES: A majority for that  
 17 one.  
 18 MR. OFFERMAN: Thank you.  
 19 MS. MACK: Ms. Scott, may I ask a  
 20 clarifying question please?  
 21 CHAIRWOMAN SCOTT: Yes, if you could

Page 58

1 state your name who's speaking please?

2 MS. MACK: I'm sorry, Lisa Mack. Do you

3 want board members as you go around the dais to

4 use their entire five minutes or is that --

5 CHAIRWOMAN SCOTT: The process will be

6 for board members as we go around the dais to use

7 their five minutes individually, yes.

8 MS. MACK: Does that include questions

9 and motions?

10 CHAIRWOMAN SCOTT: Not responses from

11 the staff, but questions and motions from board

12 members, yes.

13 MS. MACK: Can you just repeat that last

14 comment please?

15 CHAIRWOMAN SCOTT: What I believe will

16 be most efficient in running our meeting would be

17 that any questions or motions from board members

18 to be included in their five minutes as we go

19 around the dais to make sure that everyone has

20 the opportunity to ask questions, make motions or

21 give a response.

Page 59

1 MS. MACK: Okay, so just use the five

2 minutes, okay. Thank you.

3 CHAIRWOMAN SCOTT: Thank you for your

4 question. All right, Ms. Gover, are we ready to

5 begin?

6 MS. GOVER: Yes.

7 CHAIRWOMAN SCOTT: We can start first

8 with Ms. Rowe.

9 MS. ROWE: Thank you, Madam Chair. So

10 on page 248 and 249 in Appendix E for curriculum

11 and instruction there are numerous cuts in magnet

12 office funding, instructional salaries and wages,

13 instructional textbooks and supplies, other

14 instructional costs and student transportation

15 services. Would you explain why these cuts are

16 being made?

17 CHAIRWOMAN SCOTT: Dr. Williams, or

18 staff?

19 DR. SCRIVEN: Mr. Sarris, you may be on

20 mute, sir.

21 MR. TANTLEFF: Hi Ms. Rowe, this is

Page 60

1 Mr. Tantleff.

2 DR. SCRIVEN: Go ahead.

3 MR. TANTLEFF: Most of those adjustments

4 were a combination of the systemwide reductions

5 that were allocated to all the offices across the

6 system to help deliver the cost of living

7 adjustment in FY-21, and that's reflected in this

8 budget book, along with adjustments that the

9 offices had the freedom to make when they put

10 their budget together.

11 MS. ROWE: Did we see reduced enrollment

12 in magnet programs?

13 MR. TANTLEFF: I do not have the answer

14 to that.

15 DR. MCCOMAS: I can answer.

16 MR. TANTLEFF: Go ahead, Mary.

17 DR. MCCOMAS: No, Ms. Rowe, we have not

18 had a reduction in applications or enrollment, it

19 continues to be a very in-demand opportunity.

20 MS. ROWE: So if we have not seen a

21 reduction in magnet program enrollment, why are

Page 61

1 we reducing, why are we cutting the budget for

2 magnet programs based on lower student enrollment

3 when that is not the area where the enrollment is

4 being lowered?

5 MR. TANTLEFF: Those reductions are not

6 the in-school reductions, so that doesn't at all

7 impact the per pupil that gets allocated to

8 schools, it's from the central office support

9 dollars. And again as I noted, every office

10 across the system needed to take reductions in

11 things like supplies and travel and other areas

12 to help deliver the COLA for the system for our

13 employees.

14 MS. ROWE: How is this going to impact

15 magnet students?

16 MR. TANTLEFF: Well,

17 Dr. Boswell-McComas, maybe you could?

18 DR. MCCOMAS: Yes. Hi, thank you. So

19 I'm actually going to invite Dr. Whisted, who is

20 actively overseeing our magnet programs to shed

21 some details on that.



Page 62

1 DR. WHISTED: Good evening.  
 2 DR. MCCOMAS: Melissa, it's hard to hear  
 3 you.  
 4 DR. WHISTED: Can you hear me?  
 5 DR. MCCOMAS: Yes, now we can, thank  
 6 you.  
 7 DR. WHISTED: Sure. So there is not a  
 8 reduction that's happening to the schools or  
 9 their ability to accept students, all of that  
 10 information has been already communicated to  
 11 schools and families as far as the application  
 12 process, so I'm unclear why you believe there is  
 13 a reduction happening for magnet schools only.  
 14 MS. ROWE: Well, it's not magnet schools  
 15 only that I'm looking at the reduction, it's  
 16 because I'm seeing cuts to magnet office funding  
 17 and for instructional textbooks and supplies and  
 18 transportation services, and I want to know what  
 19 the impact of those funding cuts are going to be  
 20 on the students. In other words, are we reducing  
 21 bus routes for magnet students, are there going

Page 63

1 to be shrinking of programs, is there going to be  
 2 fewer students capable of being enrolled in  
 3 magnet programs? I want to know what the impacts  
 4 of those decisions are on the magnet programs.  
 5 DR. MCCOMAS: So Ms. Rowe, I can add to  
 6 that. So the per pupil funds for the school  
 7 remain the same. This really reduces our funding  
 8 available for other magnet specialty projects is  
 9 really where we would feel the reduction.  
 10 MS. ROWE: Like what, like what other  
 11 magnet special projects, what do you mean by  
 12 that?  
 13 DR. WHISTED: So it could be something  
 14 that central office may offer to different magnet  
 15 schools, like opportunities to attend  
 16 conferences; as Mr. Tantleff was saying, that was  
 17 reduced for everyone across the board. It could  
 18 be the types of professional learning  
 19 opportunities where we would have additional  
 20 funds as an example.  
 21 MS. ROWE: So we're talking about

Page 64

1 enrichment programs that augment the current  
 2 magnet programs?  
 3 DR. WHISTED: It wouldn't be for  
 4 students directly, it would be like professional  
 5 learning perhaps for teachers or opportunities  
 6 for staff, again, to attend conferences, which is  
 7 being cut overall.  
 8 MS. ROWE: Okay.  
 9 DR. WHISTED: It could be things like if  
 10 additional books were needed, just like any other  
 11 program, if additional equipment would be needed  
 12 like any other programs, you know, because  
 13 there's cuts to all the programs that are also  
 14 included in the magnet programs.  
 15 MS. ROWE: Okay. So where student  
 16 transportation services is concerned, we're not  
 17 limiting the current offering of transportation  
 18 from a student's house to a school where they can  
 19 attend a magnet program?  
 20 DR. WHISTED: Correct, but it could be  
 21 something like if they were taking field trips or

Page 65

1 things like that, there could be cuts in  
 2 transportation for those kinds of opportunities.  
 3 MS. ROWE: Okay. All right, thank you.  
 4 I reserve the remainder of my time until everyone  
 5 else has had their questions answered.  
 6 CHAIRWOMAN SCOTT: I'm sorry, excuse me,  
 7 Ms. Rowe. I thought everyone was doing their  
 8 five minutes during their time period and then we  
 9 were moving on to the next person. I don't  
 10 believe we were doing the remaining balance of  
 11 the time to then come back. I believe that's  
 12 what Ms. Mack had asked, that we were doing five  
 13 minutes.  
 14 MS. ROWE: I know what she asked but I  
 15 don't know that we actually have a rule that says  
 16 that. According to Robert's Rules, everyone gets  
 17 two opportunities to speak --  
 18 CHAIRWOMAN SCOTT: Yes.  
 19 MS. ROWE: -- in addition to whatever  
 20 time limit. So I am just saying that I may use  
 21 my second opportunity depending on what other

Page 66

1 board members ask for their questions. And  
 2 otherwise with me going first, I'm put at a  
 3 disadvantage. I get two opportunities per  
 4 Robert's Rules.  
 5 CHAIRWOMAN SCOTT: Correct, yes, and  
 6 Robert's Rules is what we go by. However in the  
 7 interest of time and being efficient, we are  
 8 suggesting that everyone use their five minutes  
 9 and ask their questions and make any motions so  
 10 that we can make sure that everybody has the  
 11 opportunity for ample time, and everybody has the  
 12 opportunity to speak, so we were not doing  
 13 reserving the balance of the time.  
 14 MS. ROWE: That would be out of order  
 15 and I would have to appeal that to the full  
 16 board.  
 17 CHAIRWOMAN SCOTT: Okay. Well, you can  
 18 appeal it to the full board, but you know, at  
 19 this point we need to move on.  
 20 MS. ROWE: Okay. I appeal the ruling of  
 21 the chair to --

Page 67

1 CHAIRWOMAN SCOTT: I haven't made a -- I  
 2 have not made a ruling. I just said that it was  
 3 something that we discussed that we were doing  
 4 going forward, but you know, it was a question  
 5 Ms. Mack had raised and that would be the  
 6 preference, but I have not made a ruling. It was  
 7 raised to bring it to your attention, so we can  
 8 move on. Ms. Causey, you're next. Ms. Causey,  
 9 are you there?  
 10 MS. CAUSEY: Good evening, I am here,  
 11 thank you. First I wanted to read Policy 3000.  
 12 The Board of Education of Baltimore County  
 13 recognizes that the effective and efficient use  
 14 of its resources is essential to insure that  
 15 Baltimore County Public Schools remains a model  
 16 of public sector fiscal management. To serve  
 17 that end the Board encourages fiscal planning,  
 18 guides expenditure of funds to meet the goals of  
 19 the system, requires maximum effectiveness and  
 20 efficiency in all accounting, budgeting,  
 21 purchasing and other fiscal processes and

Page 68

1 procedures, and requires accountability over the  
 2 use of all funds.  
 3 The other thing is Policy 3123,  
 4 financial reporting. The Board of Education of  
 5 Baltimore County recognizes its responsibility  
 6 for management of all funds appropriated for the  
 7 education of students enrolled in Baltimore  
 8 County Public Schools. The Board believes that  
 9 sound fiscal management also requires receiving  
 10 periodic financial information on the status of  
 11 all financial transactions, all accounts, and all  
 12 funds appropriated for the education of students  
 13 enrolled in BCPS. The superintendent shall  
 14 prepare and submit to the Board and to  
 15 appropriate Baltimore County officials monthly  
 16 and annual financial reports regarding the status  
 17 of appropriated funds. In preparing monthly and  
 18 annual financial statements the superintendent  
 19 shall adhere to all federal, state and local laws  
 20 and regulations, grant guidelines and principles  
 21 and pronouncements of the Government Accounting

Page 69

1 Standards Board.  
 2 My first question is, what is the  
 3 process by which the superintendent and the  
 4 school system provides financial reports to the  
 5 Board and also to Baltimore County officials?  
 6 MR. SARRIS: This is Mr. Sarris. The  
 7 primary means by which we provide that  
 8 information is through the Board's agenda in the  
 9 information section. Beginning in September of  
 10 the year and every month thereafter, we provide a  
 11 monthly financial report to the Board. Baltimore  
 12 County government has indicated that that report  
 13 has so far met their needs and if we hear  
 14 otherwise, we would respond to that from the  
 15 county.  
 16 MS. CAUSEY: Thank you, Mr. Sarris.  
 17 MR. SARRIS: You're welcome.  
 18 MS. CAUSEY: Next, Policy 3111 states a  
 19 number of things. The Board recognizes  
 20 responsibility for preparation of an annual  
 21 budget that supports the operating and capital

Page 70

1 needs of the school system and aligns with the  
 2 Board's vision, mission and goals. The  
 3 development of the operating and capital budgets  
 4 will be in accordance with state law and the Code  
 5 of Maryland Regulations. The superintendent  
 6 shall prepare an annual operating capital budget  
 7 and submit the budget to the Board in accordance  
 8 with state law, state regulations, board  
 9 policies. In planning for the funds to be  
 10 included in the budget request the superintendent  
 11 shall identify the budget initiatives by  
 12 considering input from the community, area  
 13 education advisory councils, staff and other  
 14 stakeholder groups.

15 My second question is, how has the  
 16 superintendent and the school system identified  
 17 the budget initiatives and in what manner is that  
 18 recorded, documented and provided to the Board?

19 MR. SARRIS: Well, primarily through  
 20 this budget document and in a more concise  
 21 summary, if we look to the section of the

Page 71

1 document each year, in this case on page 19 of  
 2 the current document, the executive summary by  
 3 focus area is the primary, it's the most concise  
 4 summary of the programs that are proposed by the  
 5 superintendent.

6 MS. CAUSEY: Mr. Brousaides, how much  
 7 time do I have left please?

8 MR. BROUSAIDES: Two-and-a-half minutes,  
 9 Ms. Causey.

10 MS. CAUSEY: Thank you. Mr. Sarris, as  
 11 a followup, how would the Board know that the  
 12 budget includes requests by the area education  
 13 advisory councils, our Gifted and Talented  
 14 Citizens Advisory Council and our Special  
 15 Education Citizens Advisory Council, among other  
 16 community stakeholder groups?

17 MR. SARRIS: Well, those, I believe  
 18 those groups report directly to the Board, so my  
 19 understanding is that you would receive that  
 20 information from them either at a public meeting  
 21 or by whatever other means the Board and their

Page 72

1 committees communicate.

2 MS. CAUSEY: So Mr. Sarris, in Policy  
 3 3111 it says the superintendent shall identify  
 4 the budget initiatives by considering input from  
 5 the community, area education advisory councils,  
 6 staff and other stakeholder groups. So how  
 7 would --

8 MR. SARRIS: Yes. My staff attends  
 9 those meetings and we convey those notes to the  
 10 superintendent at least from the advisory  
 11 committees. We do not meet with, you know, the  
 12 special ed citizens advisory groups or the, you  
 13 know, the gifted and talented groups or others,  
 14 but we do brief the superintendent on the area  
 15 advisory committee discussions.

16 DR. MCCOMAS: I can add, Mr. Sarris,  
 17 that for the GTCAC and the SECAC group that my  
 18 staff attends those, and their budget  
 19 recommendations and input are rolled up through  
 20 our process.

21 MS. CAUSEY: Thank you, Dr. McComas. So

Page 73

1 how would the Board understand if their requests  
 2 are in the budget?

3 MR. SARRIS: Well --

4 DR. MCCOMAS: I can speak -- go ahead.

5 MR. SARRIS: Go ahead,  
 6 Dr. Boswell-McComas.

7 DR. MCCOMAS: Yes, and good evening. So  
 8 I'll speak for my teams, Ms. Causey. Our team  
 9 takes back those recommendations, we can take  
 10 SECAC for example, and then we typically work to  
 11 try to incorporate what we see as feasible within  
 12 a particular budget cycle. For example, I know  
 13 year upon year, SECAC has, you know, advocated to  
 14 acquire positions to create elementary IEP  
 15 facilitator positions and as we work through the  
 16 process typically there is a request that we put  
 17 in, and then over time they of course become  
 18 trimmed down as we work through the process,  
 19 because we recognize that there is, you know, a  
 20 whole budget that needs to be put together. And  
 21 so that's typically how this process works, and

Page 74

1 so that's where you would be able to see which  
 2 pieces of those recommendations are folded into  
 3 any particular budget cycle.  
 4 MR. SARRIS: And from the  
 5 non-instructional side of the house, what we see  
 6 each year is that at the advisory committee level  
 7 despite the fact that it's not the capital budget  
 8 public hearing, I would say that the majority of  
 9 input that we get from those groups is regarding  
 10 facilities improvements in the capital budget and  
 11 as you will note, the proposed capital budget for  
 12 both the state and the county includes almost  
 13 every significant program that we can make, much  
 14 of which is in excess of the available resources,  
 15 and I think I can say that almost all of which  
 16 are items that are discussed by the area advisory  
 17 committees.  
 18 MS. CAUSEY: Thank you. Also Policy  
 19 2310, organization charts. To achieve the stated  
 20 mission and goals of the school system, the Board  
 21 of Education of Baltimore County must maintain an

Page 75

1 organizational structure focused on performance,  
 2 accountability and meeting the school system's  
 3 goals of organizational effectiveness. The  
 4 superintendent shall prepare annually an  
 5 organizational chart and submit it to the Board  
 6 for approval. All organizational changes  
 7 involving positions that report directly to the  
 8 superintendent or positions at the executive  
 9 director level and above shall be submitted to  
 10 the Board for its approval.  
 11 In what manner are those changes  
 12 presented to the Board for approval?  
 13 DR. SCRIVEN: Mr. Sarris, I would say  
 14 let's defer to HR on that, so Ms. Lowry, if  
 15 you're available?  
 16 MS. LOWRY: Sure. So when there is a  
 17 change at those levels, executive director and  
 18 above, those do go before the Board for approval.  
 19 So each time there is a new appointment that is  
 20 part of that, and then it is my understanding and  
 21 Mr. Tantleff, you can correct me if I'm wrong,

Page 76

1 that there is a chart that is part of this budget  
 2 book for the superintendent.  
 3 MR. SARRIS: Yes, that's on page 21.  
 4 And something else that Dr. Williams has changed  
 5 has been to add organizational charts for each  
 6 division, and we're still working on the level of  
 7 detail that will ultimately be presented, but  
 8 that's something that is relatively recent.  
 9 MS. CAUSEY: Thank you. I would like to  
 10 make a motion to prioritize the superintendent's  
 11 recommendation to add 15 minutes to the teachers  
 12 duty day to extend the school day by 15 minutes.  
 13 MS. MACK: Second, Mack.  
 14 CHAIRWOMAN SCOTT: And so a motion has  
 15 been moved and seconded. Ms. Causey, could you  
 16 please put the motion in the chat please?  
 17 MS. CAUSEY: Yes, and if I could speak  
 18 to my motion while I'm doing that please?  
 19 CHAIRWOMAN SCOTT: Yes.  
 20 MS. CAUSEY: So staff can confirm that  
 21 since at least I believe 2016, maybe before that,

Page 77

1 the state superintendent, I believe it was  
 2 Dr. Lowry at the time, wanted Baltimore County to  
 3 add 15 minutes to the school day for multiple  
 4 reasons. One, we have the shortest school day in  
 5 the state so our teachers and students are being  
 6 asked to complete the college and career  
 7 standards from the state at a time deficit of  
 8 every other school district. Additionally, it  
 9 has added considerable challenges when we had  
 10 extended inclement weather, whether it was school  
 11 closing because of --  
 12 CHAIRWOMAN SCOTT: Okay.  
 13 MS. CAUSEY: Excuse me, Mr. Brousaides,  
 14 is --  
 15 CHAIRWOMAN SCOTT: It sounds like the  
 16 time is up. So until I see a motion, it cannot  
 17 be debated and I have not stated the motion yet  
 18 because I don't know what the motion is.  
 19 MS. CAUSEY: A point of inquiry if --  
 20 CHAIRWOMAN SCOTT: I'm sorry, excuse me,  
 21 who's speaking?

Page 78

1 MS. CAUSEY: It's Ms. Causey.  
 2 CHAIRWOMAN SCOTT: Yes, Ms. Causey?  
 3 MS. CAUSEY: I have a point of inquiry.  
 4 CHAIRWOMAN SCOTT: Is it about your  
 5 motion, because members and the public don't know  
 6 what the motion is because I have not stated it  
 7 so it's not come to the full assembly, so we're  
 8 not able to debate it.  
 9 MS. CAUSEY: It has to do with the  
 10 timing of the buzzer.  
 11 CHAIRWOMAN SCOTT: So you have a  
 12 question about the buzzer? I would just ask,  
 13 because I know we're going to have a lot of  
 14 motions and there's a lot going on that we try as  
 15 much as we can to stick to the question at hand  
 16 and to what we're doing, so I would like you to  
 17 put the motion in there so I can state it so it  
 18 can be debated and that so we can move forward.  
 19 So -- okay. So now I can restate your motion.  
 20 So the motion which was brought by Ms. Causey  
 21 was, I move to prioritize the superintendent's

Page 79

1 recommendation to add 15 minutes to the teachers  
 2 duty day and the school day. And this was  
 3 seconded by who, or was it seconded? I thought I  
 4 heard a second.  
 5 MS. GOVER: Yes, by Ms. Mack.  
 6 CHAIRWOMAN SCOTT: Okay, it was seconded  
 7 by Ms. Mack. So I've not stated it, it's the  
 8 property of the assembly so now we can debate it.  
 9 Who has a question, is there any discussion on  
 10 this?  
 11 MS. CAUSEY: Madam Chair, I'd like to  
 12 finish speaking to my motion.  
 13 CHAIRWOMAN SCOTT: I thought you'd  
 14 already spoken to it, it seemed self explanatory.  
 15 MS. CAUSEY: So there --  
 16 CHAIRWOMAN SCOTT: And I thought your  
 17 time was up, Ms. Causey. It looks like there's  
 18 some questions about the motion you made, so it  
 19 looks like we have a question from Ms. Jose,  
 20 because we're now questioning the motion, so  
 21 debate is on the motion that Ms. Causey made. So

Page 80

1 yes, Ms. Jose, it looks like you're next. Please  
 2 go ahead.  
 3 MS. JOSE: I think Ms. Pasteur was  
 4 before me.  
 5 CHAIRWOMAN SCOTT: Oh, Ms. Pasteur, was  
 6 your question about the motion?  
 7 MS. PASTEUR: It was, yes.  
 8 CHAIRWOMAN SCOTT: I'm sorry, excuse me.  
 9 It looks like there is a question from  
 10 Ms. Pasteur and then Ms. Rowe on the motion, and  
 11 then Ms. Jose. Thank you for that, I apologize.  
 12 Go ahead, Ms. Pasteur.  
 13 MS. PASTEUR: Thank you, Ms. Jose. I  
 14 see that it says the recommendation of the  
 15 superintendent. I trust his vision. I just need  
 16 to add that we should all be very concerned about  
 17 our teachers and the workday of our teachers,  
 18 everything that Ms. Causey stated, yes, is true  
 19 in terms of length of time. I am concerned about  
 20 instructional time and time for teachers to be  
 21 able to work to that end, and I would caution

Page 81

1 with this particular motion that 15 minutes in  
 2 terms of what it costs, and I have worked out the  
 3 numbers, that the amount of money that it will  
 4 cost for those 15 minutes could certainly be used  
 5 so that we can start processing the compression  
 6 of our salary scale from 30 years down looking at  
 7 the 25 to the 20. And I think that is really  
 8 important because once we do this particular  
 9 motion, if it passes, every year that amount of  
 10 money has to be encumbered to take care of that.  
 11 So I would think that there's some other things  
 12 to look at, but I'm interested in making sure our  
 13 teachers are treated as the professionals they  
 14 are, and no one should have to work 30 years to  
 15 get to the top of the scale, and the \$26- to  
 16 \$29 million that we encumber every year really  
 17 bites into our ability to treat our teachers  
 18 long-term as the professionals that they are. So  
 19 I just share that as an observation, because we  
 20 are out of compliance with all of the systems  
 21 around us. Thank you.

Page 82

1 CHAIRWOMAN SCOTT: Thank you,  
 2 Ms. Pasteur. Next we have Ms. Rowe.  
 3 MS. ROWE: Yes. I would like to hear  
 4 staff response on this motion.  
 5 CHAIRWOMAN SCOTT: Dr. Williams, is  
 6 there a staff response on this motion?  
 7 DR. WILLIAMS: So I will add, so just to  
 8 clarify, that recommendation to add 15 minutes  
 9 was based on the Board's motion to add 15  
 10 minutes, so I want to clarify the motion that was  
 11 raised. And then to staff, in terms of  
 12 clarifying, can we give kind of an additional  
 13 information about the cost of what that may look  
 14 like, Mr. Sarris?  
 15 MR. SARRIS: Yes. It's approximately  
 16 \$29.4 million, Mr. Tantleff can correct me.  
 17 MR. TANTLEFF: Yes, that's right.  
 18 MR. SARRIS: Okay, and that's for 15  
 19 minutes.  
 20 CHAIRWOMAN SCOTT: Okay. Any other  
 21 questions, Ms. Rowe?

Page 83

1 MS. ROWE: No.  
 2 CHAIRWOMAN SCOTT: Okay. Ms. Jose.  
 3 MS. JOSE: Thanks you, Ms. Scott. While  
 4 I agree with the notion of this motion, my  
 5 question that I think Mr. Sarris has answered is  
 6 what it was going to cost, I think you said about  
 7 \$29 million. But I have heard back from a lot of  
 8 teachers and our teachers are doing a lot during  
 9 this pandemic. We have to be empathetic towards  
 10 that. They're doing so much, I've heard from  
 11 teachers not having time for self care, and  
 12 adding the 15 minutes, is that just for this  
 13 fiscal year 22, 23, or is that moving forward for  
 14 every budget that we would have 15 minutes?  
 15 As a parent I do like the addition of 15  
 16 minutes, I do, but I also have to look at the  
 17 other aspect of what our teachers are doing and  
 18 how this would affect our negotiations with the  
 19 bargaining units as well, so if anybody could  
 20 answer that, thank you.  
 21 MR. SARRIS: Yes, that would be an

Page 84

1 ongoing cost, and that cost would increase in  
 2 alignment with any other adjustments to salaries,  
 3 because it's based on the instructional salaries  
 4 that we currently have which tend to increase,  
 5 and thereby then increase the cost of those 15  
 6 minutes.  
 7 MS. JOSE: Thank you. Ms. Scott, if I  
 8 could add an amendment to the motion?  
 9 CHAIRWOMAN SCOTT: Yes, you may.  
 10 MS. JOSE: I would like to amend this  
 11 motion to be added to the next fiscal year  
 12 budget, 2023, for consideration by the Board.  
 13 CHAIRWOMAN SCOTT: Okay, if you could  
 14 put your amendment in the chat? So you're  
 15 wanting to amend the main motion?  
 16 MS. JOSE: Yes, if we could postpone  
 17 this motion for consideration for the next fiscal  
 18 year.  
 19 CHAIRWOMAN SCOTT: Okay, so you're  
 20 making an amendment to -- yeah, if you could put  
 21 that in there since you're moving to amend this

Page 85

1 motion to basically postpone it to the next  
 2 fiscal year; is that correct?  
 3 MS. JOSE: Yes, for consideration for  
 4 the next year.  
 5 CHAIRWOMAN SCOTT: So are you adding  
 6 language or are you striking language? I just  
 7 want to be clear.  
 8 MS. JOSE: I will be adding to, I  
 9 guess --  
 10 CHAIRWOMAN SCOTT: Because it sounds  
 11 like you're moving to postpone the motion, I just  
 12 want to be sure.  
 13 MS. JOSE: So I'm moving to -- I guess,  
 14 is that an amendment or would that just be a  
 15 postponement of consideration until the next  
 16 fiscal year? I'm not clear.  
 17 CHAIRWOMAN SCOTT: Mr. Broussides, if  
 18 you could give us clarification on that?  
 19 MR. BROUSAIDES: The way Ms. Jose has it  
 20 phrased, it is more in the nature of a  
 21 postponement.

Page 86

1 CHAIRWOMAN SCOTT: Okay. So Ms. Jose is  
 2 moving to postpone this motion to the next fiscal  
 3 year, okay; is that correct, Ms. Jose?  
 4 MS. JOSE: Correct, yes.  
 5 CHAIRWOMAN SCOTT: Okay. Does that  
 6 require a second?  
 7 MR. OFFERMAN: Second, Offerman.  
 8 CHAIRWOMAN SCOTT: There we go, okay.  
 9 So then we need to process the postponement.  
 10 Ms. Jose has moved to postpone the motion to the  
 11 next fiscal year and it has been seconded by  
 12 Mr. Offerman, so we need to take a vote on that.  
 13 Ms. Gover, if we do could do a rollcall vote on  
 14 the postponement?  
 15 MS. CAUSEY: Madam Chair, I put in the  
 16 chat that I had a comment on this amendment.  
 17 This is Ms. Causey.  
 18 CHAIRWOMAN SCOTT: So it's not an  
 19 amendment, its a postponement, and I believe that  
 20 it requires a vote. Mr. Brousaides, is that  
 21 correct, when there is a motion to postpone?

Page 87

1 MR. BROUSAIDES: The motion to postpone  
 2 is debatable, Madam Chair.  
 3 CHAIRWOMAN SCOTT: It is debatable,  
 4 okay, so go ahead, Ms. Causey.  
 5 MS. CAUSEY: Thank you. So the point is  
 6 well taken that our teachers already work extra,  
 7 they did it before the pandemic, they did it  
 8 before the cyber attack, but they are definitely  
 9 doing it now. What this does, it is a step to  
 10 pay them more for the time that they do spend.  
 11 Also, there is an issue with the hours that are  
 12 required by MSDE, and staff can speak to the  
 13 difficulties that there have been related to  
 14 inclement weather days, whether those were  
 15 closures at the beginning of the year for heat or  
 16 they were through the wintertime, and that has  
 17 caused problems in the past, including having to  
 18 do a memo of understanding with TABCO to have  
 19 teachers work an extra duty day at the end of the  
 20 year because of those difficulties.  
 21 The other question I had -- so I would

Page 88

1 vote no to this amendment.  
 2 CHAIRWOMAN SCOTT: It's a postponement,  
 3 not an amendment.  
 4 MS. CAUSEY: Thank you. I would not  
 5 vote to postpone this.  
 6 CHAIRWOMAN SCOTT: Thank you for that,  
 7 and it looks like we also have a question from  
 8 Mrs. Pasteur, and what you're discussing is the  
 9 motion to postpone, not the original motion.  
 10 MS. PASTEUR: Thank you, Ms. Scott. I  
 11 appreciate the postponement because \$29 million,  
 12 again, that we can use every single year to take  
 13 a look at how we can catch our teachers up is  
 14 critical, I think it needs researched to see what  
 15 the long-term impact on what we give our teachers  
 16 is important, and so the postponement certainly  
 17 gives our staff a year to take a look at it and  
 18 I'm encouraging them to do just that. 30 years  
 19 is too long. I would love to see the impact of  
 20 \$29 million and how it can be used to better pay  
 21 our teachers. Thank you.

Page 89

1 CHAIRWOMAN SCOTT: Thank you. Next we  
 2 have Ms. Rowe.  
 3 MS. ROWE: Yes. So my concern in  
 4 postponing the motion, we're not creating a  
 5 situation where we're telling the school system  
 6 that we want this in the next budget, we're  
 7 simply not deliberating on it now, and so I don't  
 8 see a reason to postpone something that we can  
 9 deliberate on now, and if postponing this motion  
 10 doesn't automatically put it into the next budget  
 11 cycle, it just means that we redeliberate on this  
 12 again in a year, and so I can't support the  
 13 postponement for that reason.  
 14 CHAIRWOMAN SCOTT: Okay, thank you.  
 15 Okay, so it looks like we have, everyone has  
 16 spoken and we need to bring it to a vote. The  
 17 motion is to postpone, or as many as are in favor  
 18 of postponing to the next fiscal year, it looks  
 19 like 2022-2023, please say yes when your name is  
 20 called; as many as are opposed, say no when your  
 21 name is called. And what this means is if this

Page 90

1 is adopted, we will postpone consideration of  
 2 extension of the school day until next year. So  
 3 Ms. Gover, could you call the rollcall vote  
 4 please?  
 5 MS. GOVER: Ms. Rowe?  
 6 MS. ROWE: No.  
 7 MS. GOVER: Ms. Causey?  
 8 MS. CAUSEY: No.  
 9 MS. GOVER: Ms. Mack?  
 10 MS. MACK: No.  
 11 MS. GOVER: Mr. McMillion?  
 12 MR. MCMILLION: No.  
 13 MS. GOVER: Ms. Jose?  
 14 MS. JOSE: Yes.  
 15 MS. GOVER: Ms. Henn?  
 16 VICE CHAIR HENN: No.  
 17 MS. GOVER: Mr. Offerman?  
 18 MR. OFFERMAN: Yes.  
 19 MS. GOVER: Ms. Pasteur?  
 20 MS. PASTEUR: Yes.  
 21 MS. GOVER: Mr. Kuehn?

Page 91

1 MR. KUEHN: No.  
 2 MS. GOVER: Dr. Hager?  
 3 DR. HAGER: No.  
 4 MS. GOVER: Ms. Scott?  
 5 CHAIRWOMAN SCOTT: Yes.  
 6 MS. GOVER: Favor is four, opposed is  
 7 seven.  
 8 CHAIRWOMAN SCOTT: Okay, so the motion  
 9 to postpone, it looks like and if I'm correct,  
 10 Mr. Brousaides, we needed a majority, so it looks  
 11 like the motion fails. Okay. All right, so the  
 12 motion fails, so we can go back to debating the  
 13 motion. Ms. Causey, you said you had a comment?  
 14 MS. CAUSEY: Yes, but I believe other  
 15 board members are, I would yield and let them go  
 16 first if they have not yet spoken to the motion.  
 17 CHAIRWOMAN SCOTT: Okay. I didn't have  
 18 anyone else who said they had a question to speak  
 19 to the motion.  
 20 MS. MACK: Excuse me, Ms. Scott. I said  
 21 I had a comment in the chat.

Page 92

1 CHAIRWOMAN SCOTT: You had a comment,  
 2 okay. Ms. Mack, you have a comment and then I'm  
 3 going back up here, it looks like Ms. Mack and  
 4 then Mr. Kuehn --  
 5 MS. MACK: No -- I'm sorry, Ms. Scott,  
 6 excuse me.  
 7 CHAIRWOMAN SCOTT: Go ahead, Ms. Mack.  
 8 MS. MACK: I just wanted to clarify, the  
 9 information that Ms. Lowry provided to the Board,  
 10 the cost of this motion was 26 million, not 29.4.  
 11 MR. TANTLEFF: That probably didn't  
 12 include the fringe benefits but our latest  
 13 estimate is just over 27 million in salary and  
 14 2.2 million for FICA and workers comp, so our  
 15 portion of benefits.  
 16 MS. MACK: Thank you for that  
 17 clarification.  
 18 CHAIRWOMAN SCOTT: Okay. And again,  
 19 we're discussing Ms. Causey's motion. It looks  
 20 like next is Mr. Kuehn.  
 21 MR. KUEHN: Thanks, Ms. Scott. The

Page 93

1 question I have, I'm not quite sure who can  
 2 answer this. The 15 minutes, I understand adding  
 3 that to a high school schedule and to other  
 4 schedules, but how will it be handled. Do  
 5 elementary schools need 15 more minutes, are they  
 6 also the shortest or one of the shortest in the  
 7 state? I'm just trying to understand how we  
 8 handle the costs, I'm not sure if it's middle and  
 9 high school, or if it's going to just be boom,  
 10 we've increased the length of the day 15 minutes  
 11 in every setting. Thank you.  
 12 DR. WILLIAMS: Ms. Lowry, if you can  
 13 respond, I don't know if Mr. Duque is on the  
 14 line.  
 15 CHAIRWOMAN SCOTT: Hello? I don't hear  
 16 anyone speaking.  
 17 MR. TANTLEFF: Dr. Williams, I can take  
 18 a stab at it if Ms. Lowry is not available. Just  
 19 from when we looked at it in the past, the high  
 20 school requirements are longer and that's the  
 21 area where we were falling short when there was a



Page 94

1 lot of snow days. The requirements for  
 2 elementary and middle school are less, but the  
 3 way the proposal is set up and the way the TABCO  
 4 contract is set up, as well as the other unions  
 5 that would have their day extended is, it would  
 6 have to likely be all or nothing, it would be  
 7 difficult if not impossible to have a different  
 8 salary structure for high school versus  
 9 elementary teachers for instance, so everyone  
 10 would get the extended day.

11 MR. KUEHN: And just to follow on that,  
 12 thank you, because that's the direction I'm  
 13 trying to take this question, would some of this  
 14 go to, would some of this be able to go to  
 15 planning versus class time or, because I don't  
 16 hear a delineation, I just hear we're adding 15  
 17 minutes to the school day, so does that lock us  
 18 in? I'm not quite sure operationally how that  
 19 works.

20 MR. SARRIS: Mr. Kuehn, this is  
 21 Mr. Sarris. That is something that would have to

Page 95

1 be negotiated. Planning time is part of the  
 2 TABCO agreement, and so it's currently 250  
 3 minutes per week, and this could affect that and  
 4 would have to be agreed upon by the parties.

5 MR. KUEHN: All right. So in essence  
 6 the motion is to say here's the money that it  
 7 would cost to find 15 more minutes for  
 8 instruction, or for time in school every day,  
 9 that's it.

10 MR. SARRIS: Yeah. And when we did a  
 11 sort of, two years ago we extended the day in a  
 12 way by five minutes and it was done across the  
 13 board, you know. As Mr. Tantleff explained, this  
 14 would be considerably more, but it would  
 15 presumably be similar across all levels.

16 MR. KUEHN: Thank you.

17 CHAIRWOMAN SCOTT: All right. Next it  
 18 looks like we have --

19 MR. MCMILLION: Ms. Scott, I would like  
 20 to say something when you get a chance, Rod  
 21 McMillion.

Page 96

1 CHAIRWOMAN SCOTT: Okay, Rod. Ahead of  
 2 you we have Dr. Hager and Mr. Offerman, but I  
 3 will make sure I have you after Mr. Offerman.

4 MR. MCMILLION: Thank you.

5 CHAIRWOMAN SCOTT: Yep. Go ahead,  
 6 Dr. Hager.

7 DR. HAGER: Hey everyone, I just have a  
 8 question and a comment. My question is  
 9 clarification that this additional 15 minutes  
 10 would not shorten the number of school days  
 11 required in a school year; is that correct?

12 MR. TANTLEFF: Correct, it would not  
 13 impact the number of days.

14 MR. SARRIS: Yeah, that's set by MSDE.

15 DR. HAGER: Okay, good, I just wanted to  
 16 hear that out loud.

17 And my comment is that as a parent  
 18 before joining the school board, I didn't  
 19 understand the utility of this motion, and since  
 20 joining the school board and having lots of  
 21 conversations with folks in school buildings, it

Page 97

1 really is to me a very important motion that will  
 2 help us get more in line with teacher salaries  
 3 and school times throughout the state, and so I  
 4 do support this motion and I see the utility in  
 5 doing this for our teachers. That's it, thanks.

6 CHAIRWOMAN SCOTT: Next, Mr. Offerman?

7 MR. OFFERMAN: Yes. I'm in full support  
 8 of adding the time. I have two concerns. One is  
 9 that the word prioritize, since this would have  
 10 to be an, I assume, an item that we have to work  
 11 with, excuse me, with TABCO, I'm wondering, you  
 12 know, I guess what I'm really wondering is if in  
 13 we do go ahead and prioritize this, and that's  
 14 the word we used, for the \$29 million, are we  
 15 going to cut other things? That's, that is my  
 16 main concern.

17 And the second thing is just a comment,  
 18 and that is I agree with Ms. Pasteur that I think  
 19 we need to look at a full range of things that we  
 20 want to do, not only to increase time, but to  
 21 increase the way we compensate all of our

Page 98

1 teachers. Thank you.

2 CHAIRWOMAN SCOTT: Sorry. Thank you for

3 that, Mr. Offerman. Next we have Mr. McMillion.

4 MR. MCMILLION: Thank you. The

5 retention of teachers is at a crisis stage. I

6 agree with Ms. Pasteur that we target the \$29

7 million for consolidating the steps. In ten

8 years that's approximately \$290 million that we

9 could utilize to extend the salary structure, and

10 my strategy would be with the state, make the

11 state mandate that to us. Thank you.

12 CHAIRWOMAN SCOTT: Thank you,

13 Mr. McMillion. It looks like we have a follow-up

14 question from Ms. Mack.

15 MS. MACK: Yes. I'd just like to

16 respond to Mr. Kuehn's question and point out

17 that right now with even, I think even with the

18 15 minutes, primary teachers are required to

19 cover recess duty. Students in intermediate

20 grades for those teachers have that 30 minutes of

21 recess, but the teachers are able to use that

Page 99

1 time as planning time as they do not have to

2 cover recess duty, so there's an inequity already

3 in the system, whereas primary teachers have to

4 cover recess, they're not in their offices or in

5 their classrooms planning while other teachers do

6 have that option. So I'm hoping that this

7 motion, which I fully support, will address that.

8 CHAIRWOMAN SCOTT: Thank you. And we

9 should be ready to take a vote, but Ms. Causey,

10 it looks like you want to speak still to your

11 motion?

12 MS. CAUSEY: Thank you, Madam Chair, I

13 wanted to address some questions and comments

14 that have been made previously. Mr. Billy Burke,

15 our recently retired chief of organizational

16 effectiveness, did a systemwide school day task

17 force evaluating the, this exact question,

18 extending the school day along with secondary

19 schedules on the start of the school day. So it

20 was a rather robust process and at the end this

21 is the recommendation that his task force made to

Page 100

1 the Board, which the Board included in the last

2 budget cycle but the funding was not provided by

3 the county executive.

4 This is the way to immediately increase

5 the salary of our teachers for the work that

6 they're already doing, as well as the pandemic

7 has really impacted our students, so every minute

8 that we can provide to them as an additional

9 instructional day as soon as possible is really

10 going to be important. And one of the issues or

11 one of the factors that came out in the school

12 day task force was by having these extra 15

13 minutes a day, the principals and schoolhouse

14 leaders would be able to organize that time

15 according to their school's needs.

16 We know that TABCO has consistently been

17 asking for additional planning time and that was

18 part of the discussion with the school day task

19 force, is that this would provide time for each

20 schoolhouse to evaluate whether planning time

21 could be used, extra recess time for students in

Page 101

1 elementary school, and then that's a low

2 supervisory activity and so then the teachers may

3 be able to have more planning time related to

4 that.

5 Also, I had a question for staff. We're

6 supposed to receive an additional \$60 million in

7 CARES funding from MSDE, and also the Kirwan

8 override is going to -- the question is, what is

9 the impact of additional funding, and also, what

10 is the additional impact of additional funding

11 announced today by Governor Hogan in terms of

12 addressing the fiscal issues?

13 CHAIRWOMAN SCOTT: Okay, so are you

14 speaking to your motion or are you asking a

15 question, because right now we're trying to

16 process the motion.

17 MS. CAUSEY: So I spoke to my motion but

18 then to follow up with some of my colleagues'

19 questions, I'm asking that question of staff.

20 CHAIRWOMAN SCOTT: Okay, and I'm just

21 trying to see to make sure that that question is

Page 102

1 related to your actual motion, because it sounds  
 2 like that's an additional question that could be  
 3 asked separately, but it doesn't sound like it's  
 4 related exactly to the motion and what we're  
 5 doing now is asking and discussing the motion.  
 6 So with that, are there additional questions to  
 7 Ms. Causey's motion in particular? It looks  
 8 like, Ms. Jose, you have a question specifically  
 9 to Ms. Causey's motion.  
 10 MS. JOSE: Yes. I believe this motion  
 11 was processed last year and I'm not sure, maybe  
 12 the staff can verify, was discussed by the county  
 13 executive.  
 14 Second, also when talking about planning  
 15 time, it's \$27 million and we're in the middle of  
 16 a COVID-19 recession that's going to happen.  
 17 Like Ms. Pasteur said, I would rather give that  
 18 in salaries to teachers and just having them work  
 19 for an extra 15 minutes. But again, there's a  
 20 lot of negotiation that has to go through with  
 21 the bargaining units, so I will not be supporting

Page 103

1 this motion.  
 2 CHAIRWOMAN SCOTT: Okay. Was there a  
 3 question you had, you wanted -- I'm sorry,  
 4 Ms. Jose, you asked a question?  
 5 MS. JOSE: Yes, if staff would verify  
 6 that this was part of the previous budget, adding  
 7 the 15 minutes. I believe in 2019 we had added  
 8 it and I believe it was \$25 million back then for  
 9 the additional 15 minutes. I'm not sure if that  
 10 passed but I believe it was removed by the county  
 11 executive. So if somebody from staff could  
 12 answer that?  
 13 MR. TANTLEFF: Yes, the Board adopted it  
 14 and the county exec did not put it forward in his  
 15 budget for the county council.  
 16 MS. JOSE: But it was approved by this  
 17 Board, correct, at that particular time?  
 18 MR. TANTLEFF: Correct, the board  
 19 adopted that.  
 20 MS. JOSE: All right, thank you.  
 21 CHAIRWOMAN SCOTT: Ms. Pasteur, you had

Page 104

1 an additional question? No?  
 2 MS. PASTEUR: Yes, thank you. I'm stuck  
 3 here because if it's not going towards them  
 4 having some for teachers, having something that  
 5 they can, where they can improve instruction,  
 6 prepare towards that instruction, and I'm not  
 7 hearing that in the conversation, because I know  
 8 that schedulers now are going to have to kick in  
 9 and if it happens this year and we're bringing  
 10 people back, it will impact -- well, it's next  
 11 year, it's next fiscal, but it will impact on the  
 12 way they do their scheduling and that might mean  
 13 that it is not going towards planning, it might  
 14 be going towards passing time, hall time, any  
 15 number of things.  
 16 I'm just stuck on how we encumber that  
 17 amount of money and not giving teachers a bigger  
 18 salary, a lump, having that 27 million to put  
 19 towards salary.  
 20 CHAIRWOMAN SCOTT: Okay. Thank you,  
 21 Ms. Pasteur. It looks like Ms. Henn has a

Page 105

1 question, we haven't heard from Ms. Henn.  
 2 VICE CHAIR HENN: Thank you, Madam  
 3 Chair. Just to be clear, and I am supporting  
 4 this motion, this does provide compensation.  
 5 This is not a motion that's anything but  
 6 compensation, so let's not fool ourselves as to  
 7 what this is. We're compensating staff for hours  
 8 and time that they are already giving us, and  
 9 this is a small step toward making them whole but  
 10 it's an important step and that's why I will be  
 11 supporting it. Thank you.  
 12 CHAIRWOMAN SCOTT: Thank you. It looks  
 13 like we have a question from Ms. Rowe.  
 14 MS. ROWE: Yes. I would like to ask  
 15 Ms. Pasteur if she's equating this to money for  
 16 expanding steps and COLAs, and I'm not following  
 17 why she thinks doing this would mean we're not  
 18 doing that, I would like her to clarify her  
 19 points so I can understand what she's talking  
 20 about.  
 21 MS. PASTEUR: May I?

Page 106

1 CHAIRWOMAN SCOTT: Yes, Ms. Pasteur.  
 2 MS. PASTEUR: If you encumber \$27  
 3 million every year, because it would be every  
 4 year, and I hear what Ms. Henn just said, I  
 5 understand that it is money on them, it is base  
 6 money, so whatever COLA or little percentage we  
 7 gives does fall on top of it. But every single  
 8 year that I've been on the Board, we piecemeal  
 9 and penny pinch trying to find whether we're  
 10 going to give a pittance of a COLA, a pittance of  
 11 a step. That is money that could be used as  
 12 we're looking at compression.  
 13 Now if we are going to give them  
 14 something like the 15 minutes, even though that  
 15 may sound small and as schedulers are working  
 16 through the schedule of the day, then at least  
 17 you confirm that you are giving them money at  
 18 least for the 15 minutes, but if schedulers are  
 19 just trying to create a longer day and there is  
 20 nothing that is in essence in it that is going to  
 21 improve instruction, then that's the problem.

Page 107

1 And that is why I was, even though it is moot  
 2 now, hanging on to holding back on this motion,  
 3 because it is something that teachers and  
 4 administrators, particularly schedulers, need to  
 5 be able to embrace and see what is the best  
 6 solution for our teachers as opposed to just  
 7 throwing it out there.  
 8 I think our teachers are worth more than  
 9 that, and yes, Ms. Henn, I do understand that it  
 10 is money, but I'm looking at larger pots of money  
 11 for our teachers every year.  
 12 CHAIRWOMAN SCOTT: Okay, thank you for  
 13 that. So I think it's time now that we should  
 14 vote on this motion, it's already almost 8:30 and  
 15 we've not processed one motion yet and we're just  
 16 working our way around the dais, and I think that  
 17 we need to process this motion. So if we could,  
 18 all those who are in favor please say yes when  
 19 your name is called, those who are opposed to the  
 20 motion please say no when your name is called.  
 21 Ms. Gover, if we could take the rollcall vote

Page 108

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

Page 109

1 MS. GOVER: Ms. Scott?  
 2 CHAIRWOMAN SCOTT: No.  
 3 MS. GOVER: In favor is six, opposed is  
 4 five.  
 5 CHAIRWOMAN SCOTT: Okay, and so to pass  
 6 it needed how many, seven?  
 7 MS. GOVER: Six.  
 8 CHAIRWOMAN SCOTT: Oh, it's six, okay, I  
 9 wanted to make sure, so the motion then passes.  
 10 All righty. Thank you, so that motion passes,  
 11 the motion as Ms. Causey put it into chat at 15  
 12 minutes, okay. All right.  
 13 So Ms. Causey, did you have anything  
 14 additional or can we move on to the next member  
 15 so they can ask their questions?  
 16 MS. CAUSEY: Thank you, Madam Chair. I  
 17 think the buzzer said that I was out of time but  
 18 I'm not sure, so I'll yield right now. Thank  
 19 you.  
 20 CHAIRWOMAN SCOTT: All right, then next  
 21 is Ms. Lisa Mack.

Page 110

1 MS. MACK: Yes, I have three questions  
 2 and two motions.  
 3 Since FY-18 actuals curriculum and  
 4 instruction and other charges have increased by  
 5 almost \$9 million from FY-21 adjusted to FY-22  
 6 proposed alone, an increase of over three  
 7 million. What is included in other charges and  
 8 what accounts for such significant increases?  
 9 MR. TANTLEFF: Ms. Mack, what page are  
 10 you looking at?  
 11 MS. MACK: Page 246.  
 12 MR. SARRIS: So the biggest driver, as  
 13 we briefly mentioned in the overview, is  
 14 nonpublic placements, and that has increased  
 15 significantly every year in not only the number  
 16 of students enrolled and placed, but the cost of  
 17 those placements.  
 18 MS. MACK: So Mr. Sarris, what percent  
 19 of the \$3 million increase from FY-21 to proposed  
 20 FY-22 is, what percent of the three million is  
 21 nonpublic placements?

Page 111

1 MR. SARRIS: Virtually all of it, I  
 2 would think.  
 3 MR. TANTLEFF: Also the parent  
 4 reimbursements, George.  
 5 MR. SARRIS: Yeah.  
 6 MR. TANTLEFF: Between parent  
 7 reimbursements and non, that's the whole  
 8 increase.  
 9 MS. MACK: Okay, thank you. My next  
 10 question is, when comparing FY-20 actual  
 11 curriculum and instruction salary and wages with  
 12 FY-21 adjusted, there is an increase of \$6.7  
 13 million -- (inaudible, static) -- I'm sorry. In  
 14 Appendix E, curriculum instruction, there's no  
 15 changes in full-time equivalents. Can you please  
 16 explain the fluctuations in salary and wages of  
 17 those two FTEs of 464,000 in the FY-20 actual,  
 18 1.7 million in the FY-21 adjusted and 926,000 in  
 19 the FY-22 proposed?  
 20 MR. TANTLEFF: I'm sorry, Ms. Mack, what  
 21 are you looking at?

Page 112

1 MS. MACK: That's page 254.  
 2 MR. TANTLEFF: Well, what I'm going to  
 3 say before I even get to the page is the only  
 4 change in compensation in FY-21 was a one  
 5 percent -- well, the one percent COLA actually  
 6 was not quite in the budget, but you're comparing  
 7 actuals to budget, so that's comparing vacancies  
 8 the prior year to fully budgeted in 21, so  
 9 there's almost always going to be a lot of  
 10 volatility if you look at any office unless they  
 11 were 100 percent fully staffed all year. But to  
 12 answer a very granular question like that, we  
 13 would have to go research it and get back to you  
 14 after the meeting, but generally that's what  
 15 happens when you see the actual one year compared  
 16 to the budget the next year, and there's no major  
 17 change in FTEs or anything like that.  
 18 MS. MACK: But on page 254,  
 19 Mr. Tantleff, there's only two FTEs. That's my  
 20 concern.  
 21 MR. SARRIS: Yeah. The highlights on

Page 113

1 page 253 indicate that those were part of the  
 2 adjustments to achieve the cost of living  
 3 increase for all of the employees in the system,  
 4 and the biggest part of that was in stipends and  
 5 professional development that is managed by  
 6 curriculum and instruction, along with  
 7 organizational effectiveness.  
 8 MR. TANTLEFF: Yes, sorry, I hadn't  
 9 gotten to the actual page yet.  
 10 MS. MACK: Okay, thank you. In my  
 11 budget question submitted February 5th I asked,  
 12 how does BCPS per pupil by activity cost compare  
 13 to other Maryland LEAs, and the response provided  
 14 by staff was, the answer is still being  
 15 researched and the answer is forthcoming. Do we  
 16 have that answer?  
 17 MR. TANTLEFF: Generally speaking we did  
 18 look at kind of the five largest systems and if  
 19 you look at activities as percent of the budget,  
 20 we're fairly at the average in just about every  
 21 activity.

Page 114

1 MS. MACK: Okay, thank you. So I'm now  
 2 putting a motion in the chat, and I will read my  
 3 motion. I move to amend the proposed budget for  
 4 FY 2022 to include an increase of 35.6 FTEs in a  
 5 number of support staff positions as follows:  
 6 School counselors, 18; social workers, five;  
 7 health assistants, ten; float nurses, two; and a  
 8 nurse for the ESOL bus, .06.

9 MS. CAUSEY: Second, Ms. Causey.

10 MS. MACK: May I speak to my motion  
 11 please?

12 CHAIRWOMAN SCOTT: Yes, but let me  
 13 restate it to make sure we have it properly.

14 MS. MACK: Oh, I'm sorry, thank you.

15 CHAIRWOMAN SCOTT: So the motion has  
 16 been properly moved and seconded by Ms. Mack and  
 17 seconded by Ms. Causey, and the motion is, I move  
 18 to amend the proposed budget for fiscal year 2022  
 19 to include an increase of 35.6 FTEs in the number  
 20 of support staff positions as follows: School  
 21 counselors, 18; FTE social workers, five; FTE

Page 115

1 health assistants, ten; float nurses, plus two;  
 2 FTE nurses for ESOL bus, .06 FTEs.

3 MS. MACK: Yes, thank you.

4 CHAIRWOMAN SCOTT: Now you may speak to  
 5 your motion.

6 MS. MACK: I said this before but I'll  
 7 just reiterate it. Our students are living  
 8 through a pandemic that has changed how they  
 9 access education. It has changed for many of our  
 10 students, their home lives, their parents, many  
 11 have lost family members to the disease, and as  
 12 we all know, many many of our students are  
 13 experiencing food insecurities, some are  
 14 continued food insecurities and some are food  
 15 insecurities for the first time, and if ever we  
 16 needed additional support personnel we need it  
 17 now, and as far as I'm concerned, it's one of the  
 18 most important needs in this budget and that is  
 19 why I made this motion.

20 CHAIRWOMAN SCOTT: All right. It looks  
 21 like there's a question from Ms. Jose.

Page 116

1 MS. JOSE: Yes, thank you, Ms. Scott.  
 2 So my question is, what is an ESOL bus, if staff  
 3 would answer this, and one ESOL bus for one  
 4 nurse, or an ESOL bus, what is an ESOL bus, first  
 5 of all that, if somebody could answer that?

6 DR. MCCOMAS: Yes, Ms. Jose, I will  
 7 begin and then I'll invite Ms. Shay to fill in  
 8 any additional details. We as you know, our ESOL  
 9 population continues to grow and right now our  
 10 ESOL welcome center is located at the CCBC  
 11 Randallstown campus and it's really  
 12 geographically difficult to access for many of  
 13 our ESOL families that are new and enrolling.  
 14 What we have been working towards is creating an  
 15 ESOL bus similar to our parents information bus,  
 16 that we could actually dispatch the bus to  
 17 different locations particularly in August as  
 18 we're going towards the summertime, to be able to  
 19 create additional locations to help enroll  
 20 families, to make it more convenient for families  
 21 to access enrollment and information that we have

Page 117

1 to support that transitioning into our school  
 2 system.

3 This has been a lengthy process. I have  
 4 been working to try to get the ESOL bus up and  
 5 active for six years now and I think Ms. Shay,  
 6 perhaps you could provide us an update of where  
 7 we are, because we have been sort of slowly  
 8 making progress over time.

9 MS. SHAY: Sure. Can you hear me okay?

10 DR. MCCOMAS: Yes.

11 MS. SHAY: So thank you for that,  
 12 Dr. McComas, you described it perfectly. It's  
 13 really an opportunity for us to broaden our  
 14 outreach in the community to support registration  
 15 for welcoming our families of English learners,  
 16 as well as immunization and credit evaluations.  
 17 Currently the outside or exterior of the bus I  
 18 believe has been completed. We are now moving  
 19 into the phase where they will be outfitting the  
 20 interior of the bus where they need to bring  
 21 together different trades to support structural

Page 118

1 changes to the interior of the bus to make it  
 2 fully functional in the way that you've  
 3 described.  
 4 MS. JOSE: So Ms. Shay, if you're  
 5 talking about an ESOL bus, what is the nurse  
 6 going to be doing in the ESOL bus? She clearly  
 7 won't be vaccinating those students in the bus,  
 8 so if it's just for transportation, what is the  
 9 purpose of the nurse in the bus and is that  
 10 something you guys, staff is requesting, or is  
 11 that something that would be helpful? To me it  
 12 sounds a bit discriminatory, a nurse for an ESOL  
 13 bus, so if you could help me understand that  
 14 better?  
 15 MS. SHAY: Sure. So I can't necessarily  
 16 speak to Ms. Mack's motion this evening in terms  
 17 of the intent for the nurse, but I will say that  
 18 while part of what the nurse does in our welcome  
 19 center is about having, that we do have a nurse  
 20 station intended for within the bus to provide  
 21 information for families regarding required

Page 119

1 immunizations and health records as part of the  
 2 registration process. So certainly if we were  
 3 given one we would use it appropriately, but we  
 4 have not pursued that to date because as  
 5 Dr. McComas said, we were first focused on  
 6 actually having the bus before we made that kind  
 7 of request.  
 8 MS. JOSE: Okay, thank you. So what  
 9 would the ESOL nurse do, would she be in the bus,  
 10 in the center, and if she's in the bus, what  
 11 would she do once the bus is not running? So  
 12 also, we just have one center, so I really would  
 13 like to see maybe another center on the east side  
 14 as well if there's just one in Randallstown.  
 15 And if staff could also, Dr. Williams,  
 16 if you could answer to Ms. Mack's FTE positions  
 17 that she's adding, how that would affect the  
 18 budget and how relevant that is.  
 19 MS. MACK: I can answer how much it  
 20 would affect the budget. Everything I've asked  
 21 for comes to \$1.9 million.

Page 120

1 MS. JOSE: Is that something BCPS  
 2 provided or is that you Googling?  
 3 MS. MACK: I actually took it from the  
 4 budget.  
 5 MS. JOSE: Can staff verify that number  
 6 please?  
 7 MS. MACK: And I'd be happy to break it  
 8 out by position.  
 9 MR. SARRIS: We'd have to research that.  
 10 For instance, if we look at counselors, I can  
 11 tell you that ten counselors are 723,626, so 18,  
 12 we could, you know, we're looking at, you know.  
 13 MS. MACK: Mr. Sarris, that's how I did  
 14 it.  
 15 MR. SARRIS: Yeah, so five social  
 16 workers are 352,000, two health assistants  
 17 141,000, the float, yeah, so we can, a lot of  
 18 these numbers, the baseline data is there but we  
 19 would, as Mr. Tantleff said, want to just take  
 20 some time to make sure we get the numbers exactly  
 21 right and allocated to your FTEs, and it would

Page 121

1 not be a major task.  
 2 MS. JOSE: And that includes benefits,  
 3 so around \$2 million?  
 4 MR. SARRIS: It's probably going to be  
 5 more than that. Let's see here. That might be  
 6 actually a pretty good estimate, Ms. Jose.  
 7 MS. JOSE: Thank you.  
 8 CHAIRWOMAN SCOTT: Thank you for that.  
 9 It looks like we have a question from Mr. Kuehn.  
 10 MR. KUEHN: Yeah, I'm sorry. My  
 11 question is, it says .6 or .06, I didn't quite  
 12 understand what .06 of a person is. Lisa, I  
 13 believe --  
 14 MS. MACK: Mr. Kuehn, I took this right  
 15 from Dr. Williams' proposed budget last year.  
 16 CHAIRWOMAN SCOTT: So Dr. Williams, I  
 17 guess --  
 18 MR. SARRIS: Yes, .6 is someone who  
 19 works three days a week basically.  
 20 MR. KUEHN: But the request seems to be  
 21 for .06; is that accurate.

Page 122

1 MS. MACK: Yes, for somebody who is  
 2 working three days a week in the ESOL center.  
 3 MR. BROUSAIDES: Ms. Scott, Eric  
 4 Brousaides here, just a clarifying point. In  
 5 your, in the chat it talks about 35.6 FTEs, and  
 6 then when you get found to the nurses for the  
 7 ESOL bus it's --  
 8 MS. MACK: Oh, I'm sorry, 06.  
 9 MR. BROUSAIDES: So I think that is Mr.  
 10 Kuehn's question, is it .06 or .6?  
 11 MS. MACK: I'm sorry, it's .06. Thank  
 12 you for that clarification.  
 13 MR. SARRIS: I think the number that  
 14 Dr. Williams proposed last year was 0.6 FTEs.  
 15 MS. MACK: Well then, the 35.6 is  
 16 correct. I apologize for the confusion.  
 17 DR. WILLIAMS: Yeah, good evening,  
 18 everyone. Referring to last year's budget, it  
 19 was a \$2.81 million around safe and supportive  
 20 environment, thank you, Mr. Sarris, where we  
 21 identified counselors, social workers,

Page 123

1 psychologists, health assistants and the ESOL  
 2 welcome bus nurse, and the question at hand, it  
 3 was .6 of a nurse for the ESOL bus.  
 4 MS. MACK: Thank you, Dr. Williams.  
 5 DR. WILLIAMS: You're welcome.  
 6 MR. SARRIS: And I just went ahead and  
 7 did the math. The total is \$2,436,000 and we  
 8 would want to verify with Mr. Tantleff whether or  
 9 not that includes benefits and I don't believe it  
 10 would, but we would add that amount to that  
 11 total.  
 12 CHAIRWOMAN SCOTT: Okay. So that raises  
 13 a question because as the motion is stated, I  
 14 stated it as .06, and it sounds like it's  
 15 actually .6.  
 16 MS. MACK: But in the total at the top  
 17 it's 35.6, so that is correct.  
 18 CHAIRWOMAN SCOTT: Okay. All right.  
 19 Okay, moving on, let's see, thank you for that.  
 20 Mr. Kuehn, did you have additional questions,  
 21 were you finished?

Page 124

1 MR. KUEHN: That's all, Madam Chair.  
 2 CHAIRWOMAN SCOTT: Okay. All right.  
 3 Ms. Causey? Ms. Causey?  
 4 MS. CAUSEY: Thank you, Madam Chair. I  
 5 just wanted to ask again and have staff respond  
 6 about the funding. Dr. Karen Salmon, State  
 7 Superintendent, had said I guess it was a month  
 8 ago about an additional \$61- or \$62 million in  
 9 CARES funding coming to Baltimore County Public  
 10 Schools. Also, the legislature did vote for an  
 11 override on the Kirwan bill, and so I'm wondering  
 12 if staff have preliminary projections on the  
 13 funding that could come from that to support  
 14 these objectives. And also, Governor Hogan  
 15 announced today an additional 1.5 billion  
 16 supplemental budget focused on education,  
 17 additional resources to support safe reopening of  
 18 schools, child care, local health departments and  
 19 housing counseling, and there's, you know, an  
 20 additional list, and that's in addition to the  
 21 initial proposed government, excuse me,

Page 125

1 governor's budget that also has records funding  
 2 for education in it.  
 3 CHAIRWOMAN SCOTT: If I could again, I  
 4 appreciate your questions, Ms. Causey, we all do,  
 5 but the discussion is on Ms. Mack's motion. I'm  
 6 sure staff can certainly address your questions  
 7 later but right now we're trying to stay focused  
 8 on Ms. Mack's motion and process her motion, so  
 9 do you have a question about the motion at hand?  
 10 MS. CAUSEY: I absolutely do, this is  
 11 absolutely relevant, other board members'  
 12 questions were answered related to funding and  
 13 other issues from staff, so I'm just asking that  
 14 staff provide an answer on the additional funding  
 15 that's been made available to the school system  
 16 through the state superintendent and then through  
 17 the legislature's actions on Kirwan, and there's  
 18 additional --  
 19 MS. JOSE: Point of order. This is not  
 20 relevant to the discussion going on.  
 21 CHAIRWOMAN SCOTT: If I may, excuse me,



Page 126

1 board members, please. So that we can have an  
 2 orderly meeting, I'm trying to make sure that we  
 3 stay on task and we ask questions, and right now  
 4 what we're processing is Ms. Mack's motion. You  
 5 know, all questions are relevant and we certainly  
 6 want to get to each of those, but we need to make  
 7 sure that we process Ms. Mack's motion. So if  
 8 there's any questions directly to Ms. Mack's  
 9 motion, they're welcome so we can process it and  
 10 move along. So, you know, again, questions that  
 11 you raise, you know, will be addressed, but do we  
 12 have any questions specifically about the motion  
 13 on the floor?

14 MS. CAUSEY: Madam Chair, maybe I could  
 15 restate my motion.

16 CHAIRWOMAN SCOTT: We already have a  
 17 motion.

18 MS. CAUSEY: I'm sorry, let me restate  
 19 my question. Can anyone from staff speak to the  
 20 additional funding and the possibility of it  
 21 being utilized to support these FTEs?

Page 127

1 CHAIRWOMAN SCOTT: As it relates to the  
 2 motion, okay. Is that a question that staff can  
 3 answer?

4 DR. SCRIVEN: Ms. Causey, can you state  
 5 the question one more time?

6 DR. WILLIAMS: I'm sorry, Dr. Scriven.  
 7 I would respond to the first part of the  
 8 question, that the reference to the CARES Act is,  
 9 if you look at providing additional support to  
 10 students instructionally, so that may be  
 11 additional programming, tutoring, summer  
 12 programs, looking at providing additional support  
 13 while we were in all virtual and as we phase in  
 14 to in-person, the thought was to use those funds  
 15 to support our students instructionally, knowing  
 16 that that money will sunset at some point, so  
 17 therefore looking at ways to provide additional  
 18 opportunities for our students. And  
 19 additionally, using funds if there's any  
 20 professional learning that we've talked about  
 21 before, any training for our staff, so knowing

Page 128

1 that grant money will end, we were looking at  
 2 what we could do immediately with our students,  
 3 looking at a focus on instruction and knowing  
 4 that there's an end date of the grant, that's my  
 5 response to that first question.

6 I wouldn't be able to speak to the  
 7 additional points about Governor Hogan. Again,  
 8 looking at all the materials and resources we can  
 9 provide to our schools to look at a safe  
 10 reopening, but I don't know if Dr. Scriven or  
 11 Mr. Sarris want to add to any of that.

12 MR. TANTLEFF: Dr. Williams, I'll just  
 13 add one thing. Ms. Causey asked the blueprint  
 14 override. That has no impact on FY-22 because  
 15 FY-2022 was fully funded for blueprint, so we  
 16 already have all those dollars in our budget and  
 17 you know, where they have specific purposes  
 18 they're targeted towards that, and where they're  
 19 in the general fund it was basically flat to year  
 20 ago for stuff like the teacher incentive grant  
 21 and special ed. The ramp up comes in the out

Page 129

1 years, that's really what they passed was, you  
 2 know, in year ten having a significantly higher  
 3 funding level that ramps up.

4 MR. SARRIS: Yes, and this is George  
 5 Sarris. The 1.5 billion is not direct aid to  
 6 education. The very important thing that the  
 7 governor's budget included last month when he  
 8 unveiled it was the hold harmless funding, which  
 9 will be very important to us in FY-22. And  
 10 Mr. Tantleff is right on point with regard to  
 11 Kirwan, the big impact won't be for another few  
 12 years.

13 CHAIRWOMAN SCOTT: Okay, thank you for  
 14 that. I appreciate the responses from staff.  
 15 Again, you know, we really need to process and  
 16 stay focused on the motion at hand, so I believe  
 17 it's time for a vote. So Ms. Gover, if you could  
 18 take a rollcall vote please, all those who are in  
 19 favor of the motion please say yes when your name  
 20 is called, those who are opposed please say no  
 21 when your name is called. Ms. Gover, if we could

Page 130

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

Page 131

1 CHAIRWOMAN SCOTT: Yes.  
 2 MS. GOVER: Ms. Rowe?  
 3 MS. ROWE: Yes.  
 4 MS. GOVER: Ten in favor, one opposed.  
 5 CHAIRWOMAN SCOTT: All right, it looks  
 6 like the motion passes so we will add these  
 7 positions to the budget.  
 8 And now we will -- oh, I'm sorry,  
 9 Ms. Mack, did you have additional?  
 10 MS. MACK: Yes, I one more motion and  
 11 I'm sending it to you right now.  
 12 CHAIRWOMAN SCOTT: Well, putting it in  
 13 the chat for all of us, but yes, I absolutely  
 14 want to make sure that, you know, we are stating  
 15 these correctly.  
 16 MS. JOSE: Ms. Mack, I'm sorry, I can't  
 17 hear her.  
 18 MS. MACK: I'm sorry. I move to amend  
 19 the proposed budget for FY-2022 to reflect that  
 20 all bargaining units receive a two percent COLA  
 21 subject to negotiation, at least a two percent

Page 132

1 negotiation, subject to negotiation and agreement  
 2 if necessary.  
 3 MS. ROWE: Second, Rowe.  
 4 CHAIRWOMAN SCOTT: So it has been moved  
 5 and seconded that the Board amend the budget to,  
 6 the Board amend the proposed budget for fiscal  
 7 year 2022 to reflect that all bargaining units  
 8 receive at least two percent COLA subject to  
 9 negotiations and agreement if necessary. That  
 10 has been seconded by Ms. Rowe; is that correct?  
 11 MS. ROWE: Correct.  
 12 CHAIRWOMAN SCOTT: Okay, sorry, I'm  
 13 having a little trouble hearing you, Ms. Rowe.  
 14 All right.  
 15 MS. MACK: May I speak to my motion?  
 16 CHAIRWOMAN SCOTT: Yes, Ms. Mack, please  
 17 do.  
 18 MS. MACK: It's incomprehensible to me  
 19 that in a \$1.7 billion budget that schoolhouse  
 20 personnel are not given adequate consideration  
 21 for their heroic efforts this year. Even though

Page 133

1 the proposed budget includes a step increase for  
 2 eligible employees, that increase would not even  
 3 make them whole because last year teachers did  
 4 not get a step increase.  
 5 A local school's PTA has been posting  
 6 testimonials every day in support of teachers and  
 7 all schoolhouse employees and when you read them,  
 8 it makes it very clear that we would not even  
 9 have made it this far without the heroic efforts  
 10 of everybody, school counselors, custodians,  
 11 teachers, who have stepped up to make this as  
 12 tenable as it is, and just like my last motion, I  
 13 feel very strongly that this is the right thing  
 14 to do. Thank you.  
 15 CHAIRWOMAN SCOTT: All right. Ms. Rowe,  
 16 would like to speak to the second?  
 17 MS. ROWE: Yes. It has always struck me  
 18 as being the strangest thing in the world, that  
 19 we could have state, federal and county employees  
 20 who get COLAs routinely, and in the same year  
 21 they're getting COLAs our teachers somehow

Page 134

1 wouldn't, and I just don't think that's fair so  
 2 that is why I seconded this motion.  
 3 CHAIRWOMAN PASTEUR: Thank you,  
 4 Ms. Rowe. It looks like we have Ms. Pasteur.  
 5 MS. PASTEUR: Thank you, Ms. Scott.  
 6 That the motion speaks to all of the folks who  
 7 impact our students is admirable, and it needs to  
 8 happen for bus drivers, custodians, everyone, it  
 9 needs to happen. And I hope that we are also as  
 10 a system taking a look at how we can sustain this  
 11 behavior and movement year after year, and I'm  
 12 going to keep saying that and harping on it until  
 13 we have a mindset of not making this piecemeal,  
 14 but that every year we show our appreciation for  
 15 what our folks do, whether it's a pandemic or  
 16 not. Thank you.  
 17 MS. JOSE: Ms. Scott, this is Ms. Jose.  
 18 Hello?  
 19 CHAIRWOMAN SCOTT: Oh, I'm sorry, I  
 20 apologize, I was muted. Ms. Jose, did you have a  
 21 question?

Page 135

1 MS. JOSE: Yes, to Dr. Williams about  
 2 this particular motion, if you could address the  
 3 financial impacts of it?  
 4 DR. WILLIAMS: Thank you, Ms. Jose. I  
 5 would have to turn to Mr. Sarris and Mr. Tantleff  
 6 as we looked at this before, so if one of you  
 7 could respond please, financially, what will that  
 8 look like?  
 9 MR. TANTLEFF: Sure. Ms. Jose, it would  
 10 be about 20.5 million to support a two percent  
 11 COLA for all employees.  
 12 MS. JOSE: And is that also going into  
 13 operations into the bargaining unit with this  
 14 particular motion? Maybe Dr. Williams or  
 15 Ms. Lowry can answer that question, or Mr. Duque.  
 16 MS. LOWRY: So yes, it is one of the  
 17 requests that came from TABCO, as well as the  
 18 other bargaining units, had asked for steps and  
 19 COLA of two percent. TABCO was looking at it  
 20 from a different perspective of wanting to commit  
 21 funds that would do the reorganization of the

Page 136

1 salary scale in addition to adding the 15 minutes  
 2 so, you know, it's a portion of what they asked  
 3 for as far as TABCO is concerned.  
 4 MS. JOSE: Okay, thank you, Ms. Lowry.  
 5 CHAIRWOMAN SCOTT: Thank you for that.  
 6 It looks like we have a comment from Ms. Lisa  
 7 Mack.  
 8 MS. MACK: Thank you, Ms. Scott. I  
 9 think we need to recognize as big as our county  
 10 is, our teachers, all of our employees have other  
 11 options, and I think if we want to keep our  
 12 teachers and keep our custodians and our  
 13 administrators we need to compensate them fairly,  
 14 and I think two percent doesn't even get us  
 15 close, but I think it's a good start.  
 16 CHAIRWOMAN SCOTT: Thank you, Ms. Mack.  
 17 And it looks like we're ready to take a -- oh,  
 18 Ms. Jose, you have an additional question?  
 19 MS. JOSE: No, no, go ahead and take the  
 20 vote. Sorry.  
 21 CHAIRWOMAN SCOTT: Okay, great. It

Page 137

1 looks like there is a comment from Dr. Hager.  
 2 DR. HAGER: I just wanted to comment as,  
 3 you know, this is my first budget process, an I  
 4 am daily told that our budgets reflect our  
 5 priorities, and I really agree with Ms. Mack that  
 6 our teachers should be our priority because our  
 7 students are our priority and they really need  
 8 teachers in the classroom. And one thing that I  
 9 did do when I went through the budget book was I  
 10 looked at the percent increases in salaries and  
 11 wages across the different departments, and the  
 12 school building salaries decrease the least next  
 13 to our little Board of Ed budget, but compared to  
 14 the superintendent's budget, the business  
 15 services budget and the curriculum and  
 16 instruction budget were double what is in the  
 17 school building, and so I do think that it's time  
 18 to prioritize this motion and I do support the  
 19 motion to move it forward.  
 20 CHAIRWOMAN SCOTT: All right. So I  
 21 think, Ms. Gover, are you ready for the rollcall

Page 138

1 vote for this motion?  
 2 MS. GOVER: Yes.  
 3 CHAIRWOMAN SCOTT: Thank you.  
 4 MS. GOVER: Ms. Rowe?  
 5 MS. ROWE: Yes.  
 6 MS. GOVER: Ms. Causey?  
 7 MS. CAUSEY: Yes.  
 8 MS. GOVER: Ms. Mack?  
 9 MS. MACK: Yes.  
 10 MS. GOVER: Mr. McMillion?  
 11 MR. MCMILLION: Yes.  
 12 MS. GOVER: Ms. Jose?  
 13 MS. JOSE: Yes.  
 14 MS. GOVER: Ms. Henn?  
 15 VICE CHAIR HENN: Yes.  
 16 MS. GOVER: Mr. Offerman?  
 17 MR. OFFERMAN: Yes.  
 18 MS. GOVER: Ms. Pasteur?  
 19 MS. PASTEUR: Yes.  
 20 MS. GOVER: Mr. Kuehn?  
 21 MR. KUEHN: Yes.

Page 139

1 MS. GOVER: Dr. Hager?  
 2 DR. HAGER: Yes.  
 3 MS. GOVER: Ms. Scott?  
 4 CHAIRWOMAN SCOTT: Yes.  
 5 MS. GOVER: In favor is 11.  
 6 CHAIRWOMAN SCOTT: Okay, so the motion  
 7 carries. Okay. And --  
 8 MS. MACK: Ms. Scott, I'm finished.  
 9 CHAIRWOMAN SCOTT: Okay, thank you for  
 10 that, Ms. Mack. So now we go around the dais to  
 11 Mr. McMillion.  
 12 MR. MCMILLION: My questions were very  
 13 similar in nature to Ms. Rowe's questions about  
 14 magnet schools so I'm prepared to pass at this  
 15 point, thank you.  
 16 CHAIRWOMAN SCOTT: Thank you for that,  
 17 Mr. McMillion. Next we have Ms. Jose.  
 18 MS. JOSE: Thank you, Ms. Scott. I do  
 19 want to state that earlier today the audit  
 20 committee met and we had an LEA, the local  
 21 education agency appropriation comparison to show

Page 140

1 how BCPS compares to neighboring districts,  
 2 Harford County, PG County, Anne Arundel,  
 3 Frederick, et cetera, and it is still a draft  
 4 version, the Power Point is in BoardDocs. And  
 5 the reason I mention that is because we looked at  
 6 the appropriation for salaries, instruction,  
 7 special education and a myriad of other items in  
 8 which, you know, we fall right in the median in  
 9 Baltimore County Public Schools, because there's  
 10 always a narrative that we could definitely pay  
 11 our instructional staff more, but we are right in  
 12 the middle median and we don't pay any more or  
 13 any less than any other jurisdictions.  
 14 And with that I also want to note that  
 15 last year we had a position in the  
 16 superintendent's staff for a chief of  
 17 communications position which is now being  
 18 handled by the chief of staff, so you know, I  
 19 want to make a quick thank you to Mr. Dickerson,  
 20 who's in two positions while being paid for one.  
 21 So with that I'm done, thank you. No motions.

Page 141

1 CHAIRWOMAN SCOTT: Thank you, Ms. Jose,  
 2 and we'll move around the dais now to Ms. Henn.  
 3 VICE CHAIR HENN: Thank you, Madam  
 4 Chair. I have one question and a few motions.  
 5 My first question is on page 137 and  
 6 that's the line item for the chief communications  
 7 officer. Can staff please clarify that that  
 8 position is vacant, or the intent of that? It  
 9 has a line item on a proposed allocation of  
 10 \$891,421.  
 11 MR. TANTLEFF: Ms. Henn, the chief  
 12 communications officer was eliminated so that  
 13 position does not exist. Could you clarify which  
 14 page you're on?  
 15 VICE CHAIR HENN: Page 137.  
 16 MR. TANTLEFF: Okay, and then did you  
 17 have another question on that?  
 18 VICE CHAIR HENN: That was my one  
 19 question. My first motion is, I move that the  
 20 Board amend the fiscal year 22 budget to add a  
 21 chief information officer position with a budget

Page 142

1 allocation of 200,000 to oversee the Department  
 2 of Information Technology and to support the  
 3 Department of Educational Options, including the  
 4 Office of Innovational and Digital Safety,  
 5 library, media, programs and digital resources,  
 6 blended learning, e-Learning, and the home and  
 7 hospital practical.

8 MS. MACK: Second, Mack.

9 CHAIRWOMAN SCOTT: Okay, sorry, I was  
 10 muted. Would you please put that language into  
 11 the chat, Ms. Henn? I wouldn't feel comfortable  
 12 repeating it without the appropriate verbiage.

13 VICE CHAIR HENN: Thank you, Madam  
 14 Chair, it is in the chat, and may I speak to my  
 15 motion?

16 CHAIRWOMAN SCOTT: Well, I need to state  
 17 it first so it can be the property of the  
 18 assembly and it will be on the floor and then you  
 19 may speak to it. So it looks like Ms. Henn has  
 20 moved that the Board amend, it's been moved and  
 21 seconded that the Board amend the fiscal year

Page 143

1 2022 budget to add a chief information officer  
 2 position with a budget allocation of \$200,000 to  
 3 oversee the Department of Information Technology  
 4 and to support the Department of Educational  
 5 Operations, including the Office of Innovation  
 6 and Digital Safety, library, media programs and  
 7 digital resources, blended learning, e-Learning  
 8 and the home and hospital program, and it was  
 9 seconded by, was that Ms. Mack?

10 MS. MACK: Yes.

11 CHAIRWOMAN SCOTT: Okay, great. Okay.  
 12 Yes, Ms. Henn, if you could please speak to your  
 13 motion?

14 VICE CHAIR HENN: Thank you, Madam  
 15 Chair, I'll be brief. Given the recent  
 16 ransomware attacks and also the need for  
 17 additional investment in our virtual learning  
 18 platform, the Board needs to provide strategic  
 19 leadership in our IT area, and there's a need to  
 20 coordinate that leadership across areas that  
 21 require such strategic ideas, innovation and

Page 144

1 coordination. This position would provide that  
 2 level, a higher level of strategic leadership  
 3 position in a chief that would coordinate with  
 4 the cabinet and be available to the Board to also  
 5 provide direction and advisement in terms of  
 6 resources. Thank you.

7 CHAIRWOMAN SCOTT: Thank you. It looks  
 8 like we have a question from Mr. Offerman.

9 MR. OFFERMAN: I would like Dr. Williams  
 10 to speak to how these things are being handled  
 11 now and would this be a real benefit to the, to  
 12 our process. Thank you.

13 DR. SCRIVEN: Mr. Offerman, this is --

14 DR. WILLIAMS: So thank you, Mr. --

15 DR. SCRIVEN: Oh, go ahead.

16 DR. WILLIAMS: No, go ahead,  
 17 Dr. Scriven.

18 DR. SCRIVEN: I was just jumping in  
 19 because, and then Dr. Williams, please take the  
 20 rein. But Mr. Offerman, this is a position that  
 21 really already exists under business services

Page 145

1 where I am currently the chief and where Jim  
 2 Corns is currently the executive director. A lot  
 3 of what was stressed in the motion is something  
 4 that currently sits in our shop. I'm leery to go  
 5 into a lot of detail around the ransomware, I'm  
 6 feeling that I need to be careful with my  
 7 comments, but this ransomware could have happened  
 8 to anyone at anytime. I don't think that there's  
 9 anything that this motion if it were in place  
 10 prior to the ransomware would have had any  
 11 additional impact or not. I can't speak to that,  
 12 but in looking at how we're addressing and moving  
 13 forward, our process is very fluid for us to be  
 14 where we currently are under the conditions and  
 15 the challenges that we've been faced with. So  
 16 it's a layer that exists which really is coming  
 17 on the school-based side, which would really be a  
 18 rework, which again, that's that fine line of  
 19 being in operations. And Dr. Williams, please  
 20 feel free to jump in, sir.

21 DR. WILLIAMS: So the only thing I would

Page 146

1 add, and thank you, Dr. Scriven is that when we  
 2 add positions such as this, we, the amount here  
 3 may not be sufficient as you have heard earlier  
 4 today about the benefits and all that must come  
 5 with it. And then to provide oversight for  
 6 certain offices, again, I would yield to the  
 7 comments earlier, but I think Dr. Scriven  
 8 provided insight about the current state. And  
 9 then I would just question whether we create a  
 10 new central office position, and I would also  
 11 question and the team can work out what that  
 12 budget line item would cost, I'm not sure if the  
 13 allocation would be sufficient.

14 DR. MCCOMAS: If I may as well,  
 15 Dr. Williams, I'd just like to offer for the  
 16 benefit of everyone that the instructional  
 17 programs that Ms. Henn identified specifically in  
 18 that motion really do require someone with  
 19 instructional expertise. I certainly recognize,  
 20 Ms. Henn, that a chief information officer would  
 21 certainly need technical expertise in terms of

Page 147

1 digital security as you mentioned, but I cannot  
 2 emphasize the importance of the instructional  
 3 expertise as well, because while I, it's  
 4 important to understand that there's a great deal  
 5 of operational aspects to running each and every  
 6 one of those programs whether it's e-Learning,  
 7 home and hospital, or any of the other ones that  
 8 were listed there. We do currently have that and  
 9 right now it is being supported through the  
 10 leadership of Dr. Whisted.

11 CHAIRWOMAN SCOTT: Thank you. It looks  
 12 like next we have Ms. Jose.

13 MS. JOSE: Thank you, Ms. Scott. A lot  
 14 of my questions have been answered by  
 15 Dr. Williams but I do want to state that as the  
 16 superintendent he designates his organizational  
 17 structure. We do have a chief information  
 18 technology officer, Dr. Williams, which is  
 19 Mr. Corns, and to the best of my understanding he  
 20 has done an excellent job. I believe he was a  
 21 teach or has a teaching certificate. You know,

Page 148

1 without saying much about the ransomware, the  
 2 response was great.

3 Would this position be below Mr. Jim  
 4 Corns? And there's always a rhetoric from  
 5 certain portions of the county that central  
 6 office is too heavy, so I'm kind of concerned  
 7 about why you would add another central office  
 8 position when Dr. Williams doesn't think it's  
 9 necessary. I won't be supporting this motion. I  
 10 would rather put that money into the schoolhouse  
 11 than create another redundant position.

12 CHAIRWOMAN JOSE: Thank you for that,  
 13 Ms. Jose.

14 MS. JOSE: If Mr. Corns could answer if  
 15 he has a teaching certificate, I think that is  
 16 relevant too. And he's pretty high up, and would  
 17 that position be below him, and if he could  
 18 answer that?

19 CHAIRWOMAN SCOTT: Yes, Mr. Corns.

20 DR. SCRIVEN: I can answer that for him.  
 21 Yes, he is certified to teach and he keeps that

Page 149

1 current.

2 A chief position would not be under Jim  
 3 Corns in our current structure. A chief  
 4 information is a position where I currently sit  
 5 and Jim Corns and EDs in that position report up  
 6 to the chief.

7 MS. JOSE: So would he be reporting to  
 8 Mr. Jim Corns, he or she?

9 DR. SCRIVEN: No, ma'am, if it's a chief  
 10 position?

11 MS. JOSE: Okay, got you, the other way  
 12 around. Thank you.

13 DR. SCRIVEN: Yes, ma'am.

14 CHAIRWOMAN SCOTT: Okay. All right, and  
 15 next we have Ms. Rowe.

16 MS. ROWE: So I'm going to be supporting  
 17 this motion and possibly for a different reason  
 18 than what other people who are supporting the  
 19 motion might be. The reason why I'm supporting  
 20 the motion is because one of the things that this  
 21 pandemic has taught us is that virtual

Page 150

1 instruction is not only possible but for some  
 2 students may even be beneficial, and when we have  
 3 the Department of Educational Options and we have  
 4 the Office of e-Learning, and then we have the  
 5 Department of Juvenile Services and we have home  
 6 and hospital, and we have all of these different  
 7 types of things that could benefit from a  
 8 singular source of leadership instead of having  
 9 each office operate in silos, because we haven't  
 10 really served all those communities as well as we  
 11 could if the technology were all entirely  
 12 coordinated, and I think it requires one  
 13 leadership position because I see no reason why  
 14 we can't offer virtual instruction on a regular  
 15 basis to the populations that require it or do  
 16 well, and previously we've given only six hours  
 17 of home and hospital instruction weekly. So I'm  
 18 supporting this because I see that chief  
 19 technology position as being one that could  
 20 facilitate those sorts of things.  
 21 CHAIRWOMAN SCOTT: Thank you, Ms. Rowe,

Page 151

1 it looks like next we have Ms. Pasteur.  
 2 MS. PASTEUR: Thank you, Ms. Scott. I  
 3 want to piggyback on what Ms. Jose said, spot on.  
 4 I counted all the positions at the top and having  
 5 one more way at the top, I calculate how many  
 6 teachers, and it may not seem like many, or  
 7 counselors, social workers that we could get out  
 8 of that. Yes, that's where our money needs to go  
 9 at this point, for all of the reasons so many of  
 10 you have articulated earlier in this meeting. So  
 11 rather than duplicating, we can do PD, we can  
 12 strengthen, we can even consolidate and get those  
 13 positions that are in this, but I'm going to  
 14 continue to harp on how we streamline, I am  
 15 waiting for Dr. Williams, because I know it's in  
 16 his plan to have an opportunity to take a look at  
 17 the organizational chart and make some changes,  
 18 so that we can get all of those people about whom  
 19 Ms. Mack spoke and on which we voted. Thank you.  
 20 CHAIRWOMAN SCOTT: Thank you. Next is  
 21 Ms. Causey. Ms. Causey?

Page 152

1 MS. CAUSEY: Yes. I'm going to refer to  
 2 Policy 2310, administration, organizational  
 3 charts, policy statement: To achieve the stated  
 4 mission and goals of the school system the Board  
 5 of Education of Baltimore County must maintain an  
 6 organizational structure focused on performance,  
 7 accountability and meeting the school system's  
 8 goal of organizational effectiveness.  
 9 Standards: Annually, the superintendent  
 10 shall prepare an organization chart and submit it  
 11 to the Board for approval. Organization charts  
 12 shall include the positions that report directly  
 13 to the superintendent and positions at the  
 14 executive director level and above. All  
 15 organizational changes involving positions that  
 16 report directly to the superintendent or  
 17 positions at the executive director level and  
 18 above shall be submitted to the Board for its  
 19 approval. It is exactly in the purview of the  
 20 Board of Education to approve organizational  
 21 changes.

Page 153

1 I would also refer to the Office of  
 2 Legislative Audit report in that, of the multiple  
 3 repeat findings a number of them related to IT,  
 4 and again, we need to ask for what we need and we  
 5 need to put our money where our needs are, and  
 6 all of us who have lived through the pandemic  
 7 understand that the infrastructure needs the  
 8 highest level attention, it needs expert --  
 9 (audio cut out).  
 10 CHAIRWOMAN SCOTT: Hello, Ms. Causey?  
 11 Hello. You're on mute.  
 12 MS. CAUSEY: I'm sorry, when did that  
 13 happen?  
 14 CHAIRWOMAN SCOTT: You said the highest  
 15 needs, and then that's the last that we heard.  
 16 MS. CAUSEY: Okay, so thank you. And  
 17 Dr. McComas, your point is very well taken that  
 18 there needs to be instructional expertise related  
 19 to technology and that is a piece of it, but as  
 20 Ms. Henn said, there needs to be an overarching  
 21 expertise that addresses all of the needs

Page 154

1 throughout the system related to technology.  
 2 Cyber attacks are ongoing unfortunately and it's  
 3 going to be very important for us to improve how  
 4 we are doing this give the, as Ms. Rowe pointed  
 5 out, the potential increase of using technology  
 6 in the future with this pandemic.  
 7 CHAIRWOMAN CAUSEY: Thank you,  
 8 Ms. Causey, and next we have Mr. Muhumuza.  
 9 DR. SCRIVEN: Madam Chair?  
 10 CHAIRWOMAN SCOTT: Yes?  
 11 DR. SCRIVEN: This is Dr. Scriven. I  
 12 would just like Mr. Sarris to take a moment to  
 13 respond to the one point that was just made by  
 14 Ms. Causey just to provide some clarity, because  
 15 I'm not clear on these multiple findings that  
 16 she's referencing from the last legislative  
 17 audit. George, could you speak and just give  
 18 some clarity on those findings and what they were  
 19 specifically and how many repeat findings there  
 20 were, just so that we can be a little more  
 21 concise please?

Page 155

1 MR. SARRIS: There were three specific  
 2 information technology findings. I note that we  
 3 have resolved a number of them since 2015, and  
 4 that, so that's three out of the 12 total that we  
 5 received in November.  
 6 DR. SCRIVEN: And when those findings or  
 7 resolutions were submitted in response to those  
 8 findings, where are we in terms of the  
 9 legislative audit accepting what we have proposed  
 10 as next steps?  
 11 MR. SARRIS: So they have accepted our  
 12 proposal and prior to the ransomware attack, I  
 13 believe we had planned to wrap up the remaining  
 14 findings within the next 12 months. It may be  
 15 that some of our actions as a result of the  
 16 attack have already addressed many of these three  
 17 findings, but I am confident that we will resolve  
 18 them in short order.  
 19 DR. SCRIVEN: All right, thank you, sir.  
 20 Thank you, Madam Chair, for allowing us to just  
 21 add that commentary.

Page 156

1 CHAIRWOMAN SCOTT: Yes, and thank you  
 2 for the clarification, it's always helpful. Next  
 3 we have Mr. Muhumuza.  
 4 MR. MUHUMUZA: Yes. Good evening. I  
 5 guess my question is, what is some of the roles,  
 6 the responsibilities of Mr. Corns and the other  
 7 personnel as relates to this motion, that they  
 8 mention in this motion? Are they satisfied  
 9 already?  
 10 CHAIRWOMAN SCOTT: I guess Dr. Williams  
 11 or staff would be able to answer that.  
 12 VICE CHAIR HENN: Madam Chair, I would  
 13 like to clarify my, or speak to that if I may.  
 14 CHAIRWOMAN SCOTT: It sounds like  
 15 Mr. Muhumuza is asking about a job description  
 16 that current staff currently have, so you're  
 17 speaking to the job description?  
 18 VICE CHAIR HENN: I would like to speak  
 19 to the CIO role.  
 20 CHAIRWOMAN SCOTT: Okay. Was that your  
 21 question, Mr. Muhumuza?

Page 157

1 MR. MUHUMUZA: No, I was wondering about  
 2 the current personnel that we have now.  
 3 CHAIRWOMAN SCOTT: Yes, he's speaking of  
 4 current personnel, so I guess if Dr. Williams or  
 5 someone could speak to current personnel and  
 6 staffing?  
 7 DR. WILLIAMS: So right now we do have  
 8 an executive director over information  
 9 technology, and although he is, his position is  
 10 in business services, a part of the work that we  
 11 have been doing and has been going on is the  
 12 collaboration with the school side specifically  
 13 around the curriculum and instruction. So  
 14 because of this chief, this proposal of a chief,  
 15 that would be an additional cabinet member, and I  
 16 didn't want to make a comment when we get to  
 17 that, Madam Chairperson Scott.  
 18 MR. MUHUMUZA: Yes, and apart from  
 19 Mr. Corns, I believe Dr. McComas mentioned  
 20 another individual that handled the home and  
 21 hospital; am I correct in that?



Page 158

1 DR. MCCOMAS: Yes, Mr. Muhumuza, that is  
 2 correct.  
 3 MR. MUHUMUZA: So we already have  
 4 individuals who handle almost all, at least some  
 5 or even all of these things mentioned by  
 6 Ms. Henn?  
 7 DR. MCCOMAS: Yes. In fact if you go  
 8 back, I'm not sure who's supplying the slides, I  
 9 think it's Mr. Corns, if you could go back to I  
 10 think it's the third slide, or perhaps the fourth  
 11 one, you will see all the offices that address  
 12 the programs. One more please, thank you. I  
 13 need you to advance it one slide, one slide only.  
 14 Thank you.  
 15 Right there, Mr. Muhumuza and members of  
 16 the Board, what you will see on the left of your  
 17 screen, Department of Educational Options, magnet  
 18 programs, e-Learning programs, home and hospital  
 19 programs, home schooling, our Baltimore County  
 20 Detention Center, the library and media programs.  
 21 Ms. Henn is proposing that we take essentially

Page 159

1 that entire department and merge under business  
 2 services and pull that out of instruction, and I  
 3 would advocate to maintain those programs in the  
 4 instructional house under C&I so that we can  
 5 insure that the instructional components are  
 6 maintained.  
 7 Additionally, I would say that I  
 8 understand and I respect the advocacy around  
 9 e-Learning programs, it's been a long journey,  
 10 our school system has gone through many  
 11 conversations with people who were uncomfortable  
 12 as well as people who were comfortable with  
 13 digital learning and all the facets that go with  
 14 it. And we certainly all know Mr. McMillion is a  
 15 huge proponent of expanding our e-Learning  
 16 program. I would recommend that as we move  
 17 forward, we may be better serving our students if  
 18 we take the funds and direct them into the  
 19 e-Learning program. We currently have, I believe  
 20 it's about 17 teachers who serve in that program.  
 21 If we were able to expand the teaching staff in

Page 160

1 the e-Learning program, we could then continue to  
 2 expand the program. That would be an operational  
 3 way and a more budget efficient way of optimizing  
 4 our resources to do some of what Ms. Henn was  
 5 just speaking to. And we certainly can continue  
 6 to explore in the aftermath of virtual learning  
 7 from the pandemic how else we can expand and  
 8 better serve students in, whether it's home and  
 9 hospital or home schooling, and we have been  
 10 underway with this with our students in the  
 11 detention center as well, so I offer that for  
 12 everyone's consideration. Thank you.  
 13 MR. MUHUMUZA: Well, I'm happy to hear  
 14 those last comments. Okay.  
 15 My next question is, with the 200,000, I  
 16 don't know much about like salaries and where the  
 17 funding would go to create a new department, but  
 18 am I mistaken in understanding that the salary of  
 19 the chief would take up a lot of this allocation  
 20 of the 200,000? I guess -- let me rephrase my  
 21 question. Would the 200,000 satisfy the creation

Page 161

1 of this hole new department or chief position?  
 2 MS. LOWRY: Mr. Muhumuza, it's a  
 3 combination of things that are not included in  
 4 that figure that was quoted, because that would  
 5 not include for example health care benefits, nor  
 6 would it provide a budget for that position to be  
 7 able to work from to manage the work of the  
 8 office. And also if you are adding a chief  
 9 position, you also have to have an admin  
 10 assistant to support that level, so it would  
 11 require an additional position of support to go  
 12 with it.  
 13 MR. MUHUMUZA: Yeah, and what I mean by  
 14 department is like do they have like staff  
 15 members that answer to them, like the business  
 16 services has, like you mentioned, is it  
 17 Mr. Corns, the boss of Mr. Corns is one of the  
 18 chiefs, I'm so sorry, I'm bad on names, but the  
 19 lower positions as to the chief, so that's what I  
 20 meant by that, and I assume they would need more  
 21 funding for that.

Page 162

1 MS. LOWRY: Correct, it would require a  
 2 restructure which would then, could possibly  
 3 create the need for additional clerical support  
 4 staff, yes.

5 MR. MUHUMUZA: My last question real  
 6 quick is, if we're creating a new position, and I  
 7 feel like everybody is kind of on the same page,  
 8 it's just how we accomplish supporting our IT  
 9 department, but if we're creating new positions,  
 10 I don't know, how can we keep some of the  
 11 positions that we currently have? Isn't there  
 12 any overlap if we're creating a chief of IT, how  
 13 does that correlate to like Mr. Corns' position  
 14 or Dr. Whisted's position, especially with their  
 15 roles?

16 MS. LOWRY: If you were creating a chief  
 17 position, you would be pulling responsibilities  
 18 from Dr. Scriven who oversees more Mr. Corns, and  
 19 then based upon the description that was given  
 20 provided about what the roles and  
 21 responsibilities were, there would, we would have

Page 163

1 to look at some other restructuring. I guess my  
 2 wondering would be, you know, in some cases to  
 3 Dr. Boswell-McComas' point, they don't really  
 4 live within the same structure, so it would  
 5 require a great deal of dismantling and moving  
 6 and recreating, which without looking at all of  
 7 that and making sure that all of those needs are  
 8 fulfilled. You could pull something, for example  
 9 from overseeing home and hospital, which could  
 10 create a void unintentionally, so it really  
 11 requires taking a look at the alignment of all of  
 12 that and then making sure that the credentials of  
 13 the individual, the skill set meets all of those  
 14 areas, because not all of them naturally go  
 15 together.

16 MR. MUHUMUZA: Okay, thank you.

17 CHAIRWOMAN SCOTT: Thank you for that.  
 18 And next it looks like we have Ms. Henn.

19 VICE CHAIR HENN: Thank you, Madam  
 20 Chair. So first to clarify, the motion does not  
 21 require a restructuring, there are no changes

Page 164

1 that would be necessary for that. It states that  
 2 this individual would support the departments  
 3 that are currently under curriculum and  
 4 instruction, it would be located within IT, so I  
 5 did want to make that point clear.

6 Secondly, this position is in no way,  
 7 this motion in no way discredits Mr. Corns and  
 8 his role, it is a very different role. His role  
 9 is operational, he has kept the lights on, he has  
 10 done phenomenal job in doing so. This is a very  
 11 different role and when I describe it as  
 12 strategic, it is a thought leader role, it's a  
 13 visionary. The CIO is someone who envisions what  
 14 technology will look like for the school system  
 15 tomorrow, the executive director of IT keeps the  
 16 lights on today, that is the difference. It's  
 17 someone who is a member of the cabinet who can  
 18 provide the IT perspective when other cabinet  
 19 members make decisions, who can provide that  
 20 thought leadership and the visionary to say this  
 21 is what needs to be considered. And when I

Page 165

1 provided the example to the ransomware attack and  
 2 the virtual learning platform it was only to  
 3 bring home the point that we are now more aware  
 4 than ever of the importance of all of our  
 5 educators, students, everyone within team BCPS,  
 6 of the importance of technology and how critical  
 7 is it that technology have a seat at the table  
 8 when we make these decisions. This role provides  
 9 that seat at the table for someone who can  
 10 provide the thought leadership, who has the  
 11 expertise within IT, and who can be focused on  
 12 tomorrow and not on keeping the lights on.

13 It in no way, in any way minimizes the  
 14 impact of Mr. Corns, it is a very different role,  
 15 so I hope that clarifies the difference, and  
 16 thank you, Mr. Muhumuza, for your questions.

17 CHAIRWOMAN SCOTT: Okay. Thank you.  
 18 Next it looks like we have Dr. Williams, you had  
 19 a comment?

20 DR. WILLIAMS: Yes, thank you, Madam  
 21 Chair Scott. Board members, I just want to

Page 166

1 reference what Ms. Causey shared, she shared  
 2 Policy 2310. I am the superintendent, I have the  
 3 vision for the system, I am the instructional  
 4 leader with 30 years of experience. So to create  
 5 a position really looking at in contrary to what  
 6 the Policy 2310, annually I prepare an  
 7 organization chart and submit it to the Board for  
 8 approval -- (inaudible, static) -- directly to  
 9 the superintendent or at the executive director  
 10 level and above.

11 I have great concerns about this motion.  
 12 It feels like it is in the operations. I am  
 13 serving in this role as superintendent to look at  
 14 ways to make our system efficient and  
 15 particularly to focus on student outcome and  
 16 better outcomes for our students. So I just  
 17 remind the Board about the policy, about what my  
 18 role is to provide an organizational chart and  
 19 submit it. This is way into the operations, and  
 20 I want to echo what Dr. Boswell-McComas shared  
 21 about if there's a need for any additional

Page 167

1 teachers around e-Learning, we welcome that  
 2 recommendation, but I have great concerns about  
 3 this motion.

4 CHAIRWOMAN SCOTT: Thank you for that,  
 5 Dr. Williams. Next we have Mr. Kuehn.

6 MR. KUEHN: Thank you. I'm sorry, I'm  
 7 at a slight disadvantage, I had to leave and come  
 8 back to the meeting, so if I go over something  
 9 that may have already been covered, I apologize  
 10 ahead of time.

11 My first question, because I believe  
 12 that this talked about the chief communications  
 13 officer and the funding for that position, and I  
 14 heard earlier that that position no longer exists  
 15 but I see funding, so I'm trying to understand  
 16 that. So is there funding for a chief  
 17 communications officer because I see \$891,000 on  
 18 page 138, so can someone please answer that  
 19 question?

20 MR. TANTLEFF: I believe the chief  
 21 communications officer position was reclassified

Page 168

1 into the executive director of special education.  
 2 MR. KUEHN: Okay, so that line item  
 3 should somehow be amended? Do you see what I  
 4 mean? It's on page 137, it's like under budget  
 5 by category, administration, there's a chief  
 6 communication officer line item. The reason I  
 7 ask about that is because I believe that Ms. Henn  
 8 is asking for funding from this position that  
 9 doesn't exist or isn't filled in essence, so  
 10 she's not in essence creating a new position and  
 11 that's the start of this motion from what I  
 12 recall.

13 MR. DICKERSON: Mr. Tantleff, this is  
 14 Michael Dickerson. I believe that line item  
 15 encompasses the office that was under the chief  
 16 communications officer.

17 MR. TANTLEFF: Yes, it's the entire  
 18 office. That is not referring to a position,  
 19 that is referring to the office.

20 MR. KUEHN: And I'm trying to find the  
 21 actual page and I'm sorry, because I've thumbed

Page 169

1 through here and haven't seen it, so --  
 2 MR. SARRIS: Page 140.

3 CHAIRWOMAN SCOTT: I would just also  
 4 remind, again, we're debating the motion.

5 MR. KUEHN: Right, but the motion  
 6 starts --

7 CHAIRWOMAN SCOTT: I want to make  
 8 sure -- sorry, go ahead.

9 MR. KUEHN: I'm sorry. But I thought  
 10 the motion, and that's why I'm at sort of a  
 11 disadvantage, I can't see it in the chat for some  
 12 reason, it's muted on my computer here, I thought  
 13 that the motion talked about taking funding from  
 14 this category and creating, and in essence moving  
 15 and creating a position, so if I'm wrong I can  
 16 move on, it's just, I thought that was kind of  
 17 the inception of where we're starting here.

18 CHAIRWOMAN SCOTT: No. I'm reading the  
 19 motion and it says nothing about a communications  
 20 officer.

21 MR. KUEHN: Okay. All right, I

Page 170

1 apologize, I'll move on.

2       You know, the first thing I'd like to

3 say is just to make a comment. With, you know,

4 the ransomware attack and the effects that are

5 across the entire system, we realized how much we

6 rely on systems for this entire enterprise. I

7 believe that a chief information officer would in

8 essence elevate the support of all IT activity

9 across the agency, and I would suggest that

10 that's a useful position to have and that they

11 support the entire enterprise, so I support this

12 measure. The details about, you know, is it

13 taking from this office or that office I believe

14 can be worked out, but in essence I believe the

15 position has merit and is definitely valuable.

16 Thank you.

17       CHAIRWOMAN SCOTT: Thank you, Mr. Kuehn.

18 Next it looks like Dr. McComas, you had a

19 comment?

20       DR. MCCOMAS: Thank you, Ms. Scott, I

21 previously had my comment added, so thank you for

Page 171

1 the opportunity.

2       CHAIRWOMAN SCOTT: Okay, great. Next we

3 have Mr. Offerman.

4       MR. OFFERMAN: I would like to move the

5 question.

6       CHAIRWOMAN SCOTT: Is there a second?

7       MS. JOSE: Second.

8       CHAIRWOMAN SCOTT: And who did the

9 seconding?

10       MS. JOSE: Second, Ms. Jose.

11       CHAIRWOMAN SCOTT: Ms. Jose, okay. So

12 the question has been called and seconded, moved

13 by -- the previous question has been called so we

14 need to take a vote on that, it's been moved by

15 Mr. Offerman and seconded by Ms. Jose to end

16 debate. Ms. Gover, could you take a rollcall

17 vote please?

18       MS. GOVER: Ms. Rowe?

19       MS. ROWE: Yes.

20       MS. GOVER: Ms. Causey?

21       MS. CAUSEY: No.

Page 172

1       MS. GOVER: Ms. Mack?

2       MS. MACK: Yes.

3       MS. GOVER: Mr. McMillion?

4       MR. MCMILLION: No.

5       MS. GOVER: Ms. Jose?

6       MS. JOSE: Yes.

7       MS. GOVER: Ms. Henn?

8       VICE CHAIR HENN: No.

9       MS. GOVER: Mr. Offerman?

10       MR. OFFERMAN: Yes.

11       MS. GOVER: Ms. Pasteur?

12       MS. PASTEUR: Yes.

13       MS. GOVER: Mr. Kuehn?

14       MR. KUEHN: No.

15       MS. GOVER: Dr. Hager?

16       DR. HAGER: Yes.

17       MS. GOVER: Ms. Scott?

18       CHAIRWOMAN SCOTT: Yes.

19       MS. GOVER: In favor is seven, opposed

20 is four.

21       CHAIRWOMAN SCOTT: Okay, so I believe to

Page 173

1 move the question requires two-thirds majority to

2 pass, so it's seven and the motion carries. So

3 now we can vote on Ms. Henn's motion, and

4 Ms. Gover, if we could do a rollcall vote to I

5 vote now on the motion that Ms. Henn brought

6 forward?

7       MS. GOVER: Ms. Rowe?

8       MS. ROWE: Yes.

9       MS. GOVER: Ms. Causey?

10       MS. CAUSEY: Yes.

11       MS. GOVER: Ms. Mack?

12       MS. MACK: Yes.

13       MS. GOVER: Mr. McMillion?

14       MR. MCMILLION: No.

15       MS. GOVER: Ms. Jose?

16       MS. JOSE: No.

17       MS. GOVER: Ms. Henn?

18       VICE CHAIR HENN: Yes.

19       MS. GOVER: Mr. Offerman?

20       MR. OFFERMAN: No.

21       MS. GOVER: Ms. Pasteur?

Page 174

1 MS. PASTEUR: No.  
 2 MS. GOVER: Mr. Kuehn?  
 3 MR. KUEHN: Yes.  
 4 MS. GOVER: Dr. Hager?  
 5 DR. HAGER: No.  
 6 MS. GOVER: Ms. Scott?  
 7 CHAIRWOMAN SCOTT: No.  
 8 MS. GOVER: Favor is five opposed,  
 9 opposed is six.  
 10 CHAIRWOMAN SCOTT: Okay, so the motion  
 11 fails. All right. Moving forward, did you have  
 12 additional information or questions, Ms. Henn?  
 13 VICE CHAIR HENN: Yes, thank you, Madam  
 14 Chair, I have a motion. I move that the proposed  
 15 per pupil allocation for school textbooks be  
 16 increased as to order and provide textbooks and  
 17 training and instructional materials for every  
 18 elementary, middle and high school student for  
 19 all courses where a textbook is published, and to  
 20 reallocate funding from the budgeted amount for  
 21 the purchase of digital materials.

Page 175

1 CHAIRWOMAN SCOTT: All right, and I  
 2 think you already know I'm going to ask you to  
 3 put that in a chat because I would not even  
 4 attempt to --  
 5 MS. CAUSEY: Second, Ms. Causey.  
 6 CHAIRWOMAN SCOTT: And it was seconded  
 7 by Ms. Causey.  
 8 MS. CAUSEY: Thank you.  
 9 CHAIRWOMAN SCOTT: Thank you.  
 10 Okay. So the motion has been moved by  
 11 Ms. Henn and seconded by Ms. Causey, and I will  
 12 restate the motion. Ms. Henn moved that the  
 13 proposed per pupil allocation for school  
 14 textbooks be increased as to order and provide  
 15 textbooks and printed instructional materials for  
 16 every elementary, middle and high school student  
 17 for all courses where a textbook is published,  
 18 and to reallocate funding from the budgeted  
 19 amount for the purchase of digital materials. So  
 20 it was moved by Ms. Henn, seconded by Ms. Causey.  
 21 VICE CHAIR HENN: Thank you, Madam

Page 176

1 Chair. May I speak to my motion?  
 2 CHAIRWOMAN SCOTT: Yes please.  
 3 VICE CHAIR HENN: Thank you. So we  
 4 repeatedly hear from families that their students  
 5 require print materials for whatever reason,  
 6 whether equipment has failed of their students  
 7 learn best from printed materials. This motion  
 8 provides the resources necessary for schools to  
 9 order those print materials and to provide them  
 10 automatically to students so that they have a  
 11 backup should their equipment fail. Know that  
 12 when we're relying on technology, this provides a  
 13 backup for those cases, and provides learners  
 14 with preferred instructional format. Thank you.  
 15 CHAIRWOMAN SCOTT: Thank you for that,  
 16 Ms. Henn, and it looks like we have questions, it  
 17 looks like Ms. Jose, or you said -- it's Ms. Jose  
 18 and Mr. Offerman, and did you want Mr. Offerman  
 19 to go first?  
 20 MS. JOSE: Yes.  
 21 CHAIRWOMAN SCOTT: Okay, Mr. Offerman.

Page 177

1 MR. OFFERMAN: Yes. I'm wondering if  
 2 there's any way that we can get an estimate of  
 3 what the cost of this would be from anybody,  
 4 Ms. Henn or anybody else?  
 5 CHAIRWOMAN SCOTT: We would have --  
 6 sorry, go ahead.  
 7 MR. SARRIS: This is Mr. Sarris. We  
 8 don't really have a per pupil textbook budget, we  
 9 have a per pupil budget for schools on which  
 10 school budgets are based, so it would be helpful  
 11 to have some more information on how to develop  
 12 the costs.  
 13 CHAIRWOMAN SCOTT: It looks like,  
 14 Dr. McComas, are you able to and Mr. Offerman's  
 15 question?  
 16 DR. MCCOMAS: Yes, I think I can add  
 17 information to what Mr. Sarris said and I think  
 18 information that would be important for the Board  
 19 to understand in considering this proposed  
 20 motion.  
 21 First, I just want to explain when we

Page 178

1 purchase a new set of textbooks, I'll use the  
 2 Bridge's as an example, or Open Court, we in the  
 3 central office through the central textbook  
 4 account and the content offices purchase that for  
 5 the initial distribution for the entire school  
 6 system, so whatever school, we would do that  
 7 purchase. Additionally each year we purchase for  
 8 schools' enrollment growth that may occur as the  
 9 school system continues to expand our enrollment.  
 10 From that point forward, schools, school  
 11 principals use their budgets to purchase  
 12 replacement books. So if you have 20 physics  
 13 books and only 18 of them come back at the end of  
 14 the school year for whatever reason, the  
 15 principal would then pick up the difference in  
 16 purchasing the replacements for those. At any  
 17 time when schools reach out to my office, whether  
 18 me directly or Ms. Shay, for support around  
 19 acquiring print and hard copy resources, we never  
 20 say no, we always support any additional requests  
 21 that they may have.

Page 179

1 Additionally, I would just like to say  
 2 that we just spoke about expanding our digital  
 3 resources in e-Learning for example, and yet we  
 4 are working to cut digital resources, so I just  
 5 want to point out that those digital resources  
 6 are also provided through subscription through  
 7 the central budget so that the schools can have  
 8 access to them by the appropriate grade level and  
 9 content area and just again, so that everyone  
 10 here understands how that operationally works day  
 11 in and day out for your consideration around  
 12 this, so thank you.  
 13 CHAIRWOMAN SCOTT: Thank you.  
 14 Mr. Offerman, did you have additional questions?  
 15 MR. OFFERMAN: Only a comment that while  
 16 I think we need to get materials that will make  
 17 our students successful, I have a hard time  
 18 approving something that doesn't have any kind of  
 19 budget numbers. That's just my opinion, thank  
 20 you.  
 21 CHAIRWOMAN SCOTT: Thank you,

Page 180

1 Mr. Offerman. Next we have Dr. Hager.  
 2 DR. HAGER: Was Moalie ahead of me, I  
 3 think, Ms. Jose?  
 4 CHAIRWOMAN SCOTT: Oh, no, Ms. Jose said  
 5 you could go before her.  
 6 DR. HAGER: Sorry, I didn't see that.  
 7 Yes, I just had a clarification question. From  
 8 what I understand the motion is doing, it's  
 9 providing the opportunity to take online material  
 10 and print it for students who want hard copies so  
 11 that we don't need to buy textbooks, is that what  
 12 the motion is?  
 13 VICE CHAIR HENN: Madam Chair, may I  
 14 respond to Dr. Hager?  
 15 CHAIRWOMAN SCOTT: Oh, yes please,  
 16 Ms. Henn.  
 17 VICE CHAIR HENN: It's to insure that  
 18 students have textbooks, that's it plain and  
 19 simple. It's where there's a textbook available,  
 20 students should receive one, and schools should  
 21 be able to order them and to receive per pupil

Page 181

1 allocations that fully cover the cost of  
 2 textbooks for all courses. And I'm proposing  
 3 reallocating funds that are currently allocated  
 4 for digital resources, to reallocate a portion of  
 5 those to insure that we have adequate textbooks  
 6 for all students. Does that answer your  
 7 questions, Dr. Hager?  
 8 DR. HAGER: I think so. So if, and  
 9 maybe this is for Dr. McComas, if the choice  
 10 textbook is an online textbook and there is a  
 11 print copy, are they comparable, would we order  
 12 both, or -- yeah.  
 13 DR. MCCOMAS: Yeah, great question. So  
 14 typically what we see in the marketplace and this  
 15 is evolving more and more year by year as digital  
 16 resources become much more normalized, typically  
 17 when you purchase a hard set of textbooks like  
 18 all of us are familiar with and love, you get  
 19 additional digital resources with it. Typically  
 20 however, what happens is the hard book is a  
 21 one-time purchase typically because you buy it

Page 182

1 one time. However, that digital resource that's  
 2 typically in the initial purchase comes with a  
 3 life cycle, maybe because the digital resource is  
 4 part of the initial purchase for three years or  
 5 so, and then at the end of those three years then  
 6 you have to choose to continue that subscription  
 7 process to make it available.

8 The benefit of having, and science is a  
 9 great example, Dr. Hager, as you know, we  
 10 discover new things about science every day. The  
 11 digital resources tend to be able to be updated  
 12 much more quickly than of course a print copy  
 13 which can become outdated, so therein is the  
 14 benefit of when you have them together.

15 I would also just like to add there that  
 16 there is nothing presently in our operational  
 17 procedures that precludes us, you know, if a  
 18 principal needs a copy for a student because that  
 19 is their learning preference or maybe that's a  
 20 resource, there is nothing that precludes a  
 21 principal from doing that now or reaching out to

Page 183

1 my office for that resource and helping to find  
 2 that as well, so there is nothing right now that  
 3 would prevent that from happening otherwise.

4 DR. HAGER: Okay, and I guess my concern  
 5 with the motion, and I'm a paper person, so you  
 6 know, I really am a person that prefers the  
 7 textbook to the paper, but if it's not comparable  
 8 you don't want your students learning different  
 9 things in the classroom. So again, Julia, if I'm  
 10 misspeaking to the motion, please clarify, but I  
 11 just wanted to make sure I understand what you're  
 12 suggesting.

13 DR. MCCOMAS: The challenge is keeping  
 14 the print copy up to date with digital resources,  
 15 but that's going to be the case in science,  
 16 history and any of the innovation areas like  
 17 engineering crafts.

18 DR. HAGER: Thank you. That's it.

19 CHAIRWOMAN SCOTT: Thank you, Dr. Hager.  
 20 It looks like next we have a question from  
 21 Ms. Jose.

Page 184

1 MS. JOSE: Yes, thank you. A lot of my  
 2 questions were answered by Dr. McComas. I don't  
 3 really see the point of this motion because the  
 4 Board recently updated the policy where, and  
 5 Ms. Pasteur can verify it for me, that very  
 6 explicitly stated that children, we will provide  
 7 digital and paper resources for all of our  
 8 children. And frankly, I can vouch that when  
 9 parents do ask for textbooks they do get  
 10 textbooks. My children got textbooks, they even  
 11 got science kits to do, paper, notebooks, middle  
 12 school and elementary school, so I don't see the  
 13 point of this motion, it's policy, BCPS is  
 14 already implementing it. If parents ask for  
 15 textbooks in bigger fonts, smaller fonts, they  
 16 are providing it, as Dr. McComas has clarified.  
 17 So I see this as a moot motion, I won't be  
 18 supporting it. Thank you.

19 CHAIRWOMAN SCOTT: Thank you, Ms. Jose.  
 20 Next we have Mr. Kuehn.

21 MR. KUEHN: Thank you, Ms. Scott.

Page 185

1 Textbooks, one of my favorite subjects.  
 2 Dr. McComas, you and I get to talk nonstop about  
 3 this, I appreciate that.

4 DR. MCCOMAS: Yes.

5 MR. KUEHN: One of the questions I have,  
 6 in some of the discussion where I'm starting to  
 7 glean is you talk about in essence purchasing the  
 8 initial, central office, you know, when you move  
 9 to something new, you make a massive purchase,  
 10 right? And then over time your expectation is  
 11 that, you're in essence saying here's the  
 12 original set and then any additions in the future  
 13 need to come out of school-specific budgets, and  
 14 I guess --

15 DR. MCCOMAS: If I could just clarify,  
 16 that would be for replacements, not expansion.  
 17 So if you are at a school where you suddenly had  
 18 a huge growth in your population and you now need  
 19 two or three additional sets of books because of  
 20 enrollment growth, my team picks that up. It's  
 21 the replacement for maintenance.

Page 186

1 MR. KUEHN: Okay. I guess that's part  
 2 of what doesn't seem clear to me, because I'm  
 3 happy to hear that Ms. Jose and her children are  
 4 getting all the books that they require, but my  
 5 experience has been slightly different. And  
 6 that's unfortunate because, you know, I've got  
 7 elementary and middle school and high schoolers  
 8 and what I've heard is the case, and you can  
 9 clarify this, but there's a class set and then if  
 10 there's, you know, more kids floating through,  
 11 you know, I'm not sure that that class set covers  
 12 what's necessary, and I've seen it firsthand  
 13 where I've actually had to escalate rather, you  
 14 know, rather quickly to get a math book for my  
 15 son, which should have just been a simple  
 16 request, they should have actually been handed  
 17 out. But when I finally talked to the teacher,  
 18 she said that they have a limited amount and they  
 19 literally don't have enough for everyone. So  
 20 that's my concern and perhaps there needs to be a  
 21 refresh budget of some sort. And I know you have

Page 187

1 a centralized textbook and supply budget, so I'm  
 2 concerned that something is missing somewhere  
 3 because the stories that you're hearing tonight,  
 4 they vary, and that's unfortunate.  
 5 DR. MCCOMAS: I just want to say,  
 6 Mr. Kuehn, I appreciate your point on that  
 7 because my team and I do stand ready to support  
 8 and as we find and learn of individual cases  
 9 where a school needs support, we're happy to  
 10 reach out and help. And I certainly appreciate  
 11 your point, because the goal ultimately is to  
 12 insure the students have what they need, right,  
 13 whether that's a hard copy or a digital copy, and  
 14 sometimes that may mean that we need to move  
 15 inventory from one location to another to make  
 16 sure that those resources are where they need to  
 17 be deployed in the most adaptive manner for the  
 18 needs each year, so I do appreciate your point.  
 19 MR. KUEHN: As you know, I always  
 20 support buying more books.  
 21 DR. MCCOMAS: Yes, I know, we love

Page 188

1 books. Thank you, Mr. Kuehn.  
 2 CHAIRWOMAN SCOTT: Thank you, Mr. Kuehn.  
 3 Next it looks like we have a question from  
 4 Ms. Rowe.  
 5 MS. ROWE: Yes. I would like to know,  
 6 do we have courses where there's, the material's  
 7 entirely digital, and like only the teacher or  
 8 has a book or a couple books? Because it does  
 9 seem to me like I'm hearing from the community  
 10 quite a bit and I've heard this from my own kids  
 11 a couple times where there's a book but they  
 12 don't have it, but the teacher's putting material  
 13 from the book on line or something, and the lack  
 14 of a book creates some kind of a confusion. And  
 15 so what I want to know is are there courses for  
 16 which most of the material is digital, a book  
 17 exists, but the kids don't have it?  
 18 DR. MCCOMAS: Ms. Rowe, I think you  
 19 asked a great question and I think it varies. We  
 20 do have courses that the primary resources are  
 21 digital. I'm going to ask Ms. Shay to join us on

Page 189

1 that conversation as she's a little bit closer to  
 2 each of the discipline areas in her day in, day  
 3 out work, so Ms. Shay, if you can share any  
 4 detail?  
 5 MS. SHAY: Thank you, Dr. McComas. So  
 6 yes to your question, Ms. Rowe, we do have some  
 7 courses, and what I will share is that most  
 8 likely reflects that the adoption of that  
 9 curriculum or that resource took place during a  
 10 time period where the philosophy around  
 11 procurement and the policy and rule in purchasing  
 12 reflected that policy as digital resources. That  
 13 is not the approach that we've taken for probably  
 14 close to five years now, so it may reflect a  
 15 difference in when that course resource was first  
 16 developed. So for example, we had secondary math  
 17 courses where the adoption is now several years  
 18 old, we're currently in the process of looking  
 19 for new materials. When those resources may have  
 20 been purchased many years ago it's possible that  
 21 the resource that was selected was digital only



Page 190

1 in the purchase, so that may be true. It is not  
 2 true for any new curriculum purchases or those  
 3 currently identified as core resources. We take  
 4 the approach that Dr. McComas described and to  
 5 Mr. Kuehn's point, that approach is a blend,  
 6 which is reflected in the policy and ruling which  
 7 Ms. Pasteur brought forward recently to insure  
 8 that every student has what he, she or they need  
 9 to access curriculum in that manner. So both are  
 10 true, that there are some courses that were  
 11 adopted in that way.

12 MS. ROWE: Would this motion not provide  
 13 books for those courses that exist, that have  
 14 only digital materials for which we need books?

15 MS. SHAY: Well, so in some cases that,  
 16 procuring those resources might require a change  
 17 in contract, so it would be difficult for me to  
 18 speak in generalizations. In some cases those  
 19 materials might exist but are no longer in print  
 20 and it wouldn't be possible, in some cases it  
 21 would be, but to Dr. McComas' point, I do not

Page 191

1 have any requests that have come to me where  
 2 someone has asked me to purchase a book for a  
 3 student that exists that have not been fulfilled,  
 4 so if those requests exist we just need to be  
 5 made aware of them, because as Dr. McComas  
 6 shared, that is very clearly her direction to our  
 7 team, but in terms of would I be able after this  
 8 motion to now go back and retrofit, I can't speak  
 9 to that without knowing all the details and all  
 10 of the specific contracts that would align with  
 11 that.

12 MS. ROWE: Do we have such a thing as  
 13 math textbooks that actually explain how we do  
 14 math?

15 MS. SHAY: Yes, our new Bridge's series  
 16 is fantastic. We have Bridge's workbooks and  
 17 some other resources, and we are --

18 MS. ROWE: Because I have not seen a  
 19 math textbook from any of my kids.

20 MS. SHAY: Yes. So we are also, as I  
 21 mentioned, based on the Hopkins audit you know we

Page 192

1 started with our elementary schools, but we are  
 2 working our way through, we are in the 6,002  
 3 process right now reviewing multiple series. I  
 4 can't go into too much detail while it's in  
 5 process, but we are seeking to have resources  
 6 that do a phenomenal job and are highly rated  
 7 through ed reports and other secondary sources.

8 MS. ROWE: Thank you.

9 MS. SHAY: Yes.

10 CHAIRWOMAN SCOTT: Okay, thank you.

11 Next it looks like we have Ms. Causey.

12 Ms. Causey?

13 MS. CAUSEY: Thank you, Madam Chair. I  
 14 was just asking clarification around what the  
 15 principals are obligated to pay out of their  
 16 schoolhouse budget versus what comes from the  
 17 central office, so I've been listening to the  
 18 discussion but it still isn't clear how much the  
 19 principals have to use their, you know, what has  
 20 been a much smaller schoolhouse budget to  
 21 purchase these textbooks.

Page 193

1 DR. MCCOMAS: So I think again,  
 2 Ms. Causey, what I would say is the expectation  
 3 is that replenish textbooks that are not  
 4 returned. So again, if a textbook gets  
 5 destroyed, you know, maybe a student, I don't  
 6 know, it got left out in the rain and the  
 7 textbook got destroyed, the principal would  
 8 replace in that textbook. And again, if the  
 9 principal did not have the resources to do that,  
 10 they could reach out to me and Ms. Shay and we  
 11 would certainly fill that, you know, request for  
 12 them. So it's not, I would say Ms. Causey, I  
 13 can't give you an exact amount of money because  
 14 it's sort of like a working relationship, the  
 15 understanding is that they try to replenish those  
 16 that need to be replenished just based on normal  
 17 wear and tear year upon year, where my office  
 18 does expansion for enrollment growth, we do  
 19 initial purchase, and again, we support any  
 20 request that comes into the office. If a  
 21 principal says, you know, I need ten more of

Page 194

1 these, I just don't have it in my budget or can  
 2 you help me with it, we always say yes.  
 3 MS. CAUSEY: Thank you for that.  
 4 CHAIRWOMAN SCOTT: Okay. It looks like  
 5 Ms. Henn, you had a comment?  
 6 VICE CHAIR HENN: Thank you, Madam  
 7 Chair, I have a comment and a question. So I'm  
 8 looking at page 127 that has a table of budgeted  
 9 amount per pupil allocations and it talks about  
 10 the textbook fund, and perhaps Dr. McComas could  
 11 explain how this is operationalized with the  
 12 school's allocations for textbooks and is that,  
 13 how, is that central office or how does that  
 14 work? It says that the textbook fund is set by a  
 15 central account for systemwide curriculum  
 16 changes. Could you explain for us how that  
 17 works?  
 18 DR. MCCOMAS: Yes, I'm happy to, and  
 19 certainly I would invite Mr. Sarris or  
 20 Mr. Tantleff if there's any additional  
 21 information when I'm done. So essentially in the

Page 195

1 division's budget there is a central textbook  
 2 budget and from that budget I can utilize that to  
 3 purchase large -- sorry, I'm losing my words, I'm  
 4 getting tired, forgive me. Bridge's comes to  
 5 mind, Open Court comes to mind. You know, again  
 6 Ms. Shay shared that we're in the process of  
 7 working through 6,002 to identify highly rated  
 8 resources for advanced math classes. So that  
 9 would be the bucket of money, if you will,  
 10 Ms. Henn and members of the Board that I would  
 11 use to do that initial purchase for a whole new  
 12 textbook program or a whole new program that  
 13 we're implementing, I'm not as sure --  
 14 MS. SHAY: If I could jump in, also  
 15 where Dr. McComas referenced enrollment growth,  
 16 so even for not new adoptions but previous  
 17 adoptions when schools experience enrollment  
 18 growth where they used to have three third grades  
 19 but now they're going to have four third grades,  
 20 we would purchase them an additional, even Open  
 21 Court or even in some cases Wonders materials, so

Page 196

1 it's not always just new adoptions but also  
 2 enrollment growth.  
 3 And then also consumables, so  
 4 replacement of consumables. So this year that  
 5 included things like Open Court consumables for  
 6 prior grade levels as well as the Number Corner  
 7 and Bridge's workbook in the elementary grades.  
 8 And in some cases it also supplements novels, so  
 9 when we come to the board curriculum committee  
 10 and we get approval to disrupt text and to bring  
 11 in more culturally responsive novels, we identify  
 12 a novel selection that will be universally  
 13 written into the curriculum and that would be  
 14 purchased for all schools as well.  
 15 In some cases schools use their own  
 16 budgets, if for example a teacher has a different  
 17 novel they want to supplement or add to it from  
 18 that approved list, that can sometimes happen,  
 19 but if there's one that is written in the  
 20 sub-core work in the unit, that would also be  
 21 purchased from the central textbook fund that

Page 197

1 Dr. McComas described.  
 2 VICE CHAIR HENN: Okay.  
 3 CHAIRWOMAN SCOTT: Thank you for that.  
 4 It looks like it's time to bring it to a vote.  
 5 I'm sorry?  
 6 VICE CHAIR HENN: I just had a follow-up  
 7 comment based on that information.  
 8 CHAIRWOMAN SCOTT: It's getting quite  
 9 late, so I think we've exhausted our discussion  
 10 of the motion and we still have quite a few  
 11 members that we do need to get to, so if you  
 12 could quickly --  
 13 VICE CHAIR HENN: I have some other  
 14 motions I need to make as well, I'll be brief.  
 15 CHAIRWOMAN SCOTT: Please.  
 16 VICE CHAIR HENN: To Mr. Offerman's  
 17 question about not having numbers to associate  
 18 with in, that was on page 127. The per pupil  
 19 allocation for textbooks is flat based on last  
 20 year's to this year's, so my motion proposes  
 21 increasing that. I don't know what will be

Page 198

1 required to make sure that books are fully  
 2 replenished, that I would rely on staff to  
 3 provide a number for that, but that puts us in  
 4 the ballpark of what the current per pupil  
 5 allocations are, to give Mr. Offerman some idea.

6 CHAIRWOMAN SCOTT: Okay, thank you for  
 7 that. So if we could do a rollcall vote for this  
 8 motion please so that we could continue to move  
 9 along, Ms. Gover, could you take the vote please?

10 MS. GOVER: Ms. Rowe?  
 11 MS. ROWE: Yes.  
 12 MS. GOVER: Ms. Causey?  
 13 MS. CAUSEY: Yes.  
 14 MS. GOVER: Ms. Mack?  
 15 MS. MACK: Yes.  
 16 MS. GOVER: I'm sorry?  
 17 MS. MACK: Yes.  
 18 MS. GOVER: Mr. McMillion?  
 19 MR. MCMILLION: No.  
 20 MS. GOVER: Ms. Jose?  
 21 MS. JOSE: No.

Page 199

1 MS. GOVER: Ms. Henn?  
 2 VICE CHAIR HENN: Yes.  
 3 MS. GOVER: Mr. Offerman?  
 4 MR. OFFERMAN: No.  
 5 MS. GOVER: Ms. Pasteur?  
 6 MS. PASTEUR: No.  
 7 MS. GOVER: Mr. Kuehn?  
 8 MR. KUEHN: Yes.  
 9 MS. GOVER: Dr. Hager?  
 10 DR. HAGER: No.  
 11 MS. GOVER: Ms. Scott?  
 12 CHAIRWOMAN SCOTT: No.  
 13 MS. GOVER: Favor is five, opposed is  
 14 six.  
 15 CHAIRWOMAN SCOTT: Okay, so it looks  
 16 like the motion fails.  
 17 Ms. Henn, did you have additional  
 18 questions or motions?  
 19 VICE CHAIR HENN: Yes, thank you. I  
 20 move to amend the FY-2022 proposed budget by  
 21 reallocating funds to increase the per pupil

Page 200

1 allocation to schools as follows: Elementary,  
 2 \$110; middle, \$117; high, 142; special, 376. And  
 3 the cost of this motion is 3.2 million.

4 CHAIRWOMAN SCOTT: And if you could,  
 5 please put that in the chat.  
 6 VICE CHAIR HENN: I will do so.  
 7 CHAIRWOMAN SCOTT: Now the motion was  
 8 made; was there a second?  
 9 MS. ROWE: Second, Rowe.  
 10 CHAIRWOMAN SCOTT: If someone else said  
 11 something I'm have a hard time hearing, but I  
 12 heard the second from Ms. Rowe, so it has been  
 13 moved by Ms. Rowe and seconded -- I'm sorry, has  
 14 been moved by Ms. Henn and seconded by Ms. Rowe  
 15 to amend the fiscal year 2022 proposed budget by  
 16 reallocating funds to increase the per pupil  
 17 allocation to schools as follows: Elementary,  
 18 110,000; middle, 117,000 --  
 19 VICE CHAIR HENN: Those are dollars per  
 20 student, Madam Chair.  
 21 CHAIRWOMAN SCOTT: Okay, so let me

Page 201

1 restate it. Elementary, \$110; middle, \$117; high  
 2 school, \$142; special, is that education, \$376?  
 3 VICE CHAIR HENN: Yes, Madam Chair, and  
 4 the cost of my motion is 3.2 million and this  
 5 represents roughly a 30 percent increase.  
 6 CHAIRWOMAN SCOTT: Okay. And so,  
 7 Ms. Henn, would you like to speak to your motion  
 8 please?  
 9 VICE CHAIR HENN: I would like to call  
 10 the question.  
 11 CHAIRWOMAN SCOTT: Okay, but I think I  
 12 interrupted you. Were you speaking to your  
 13 motion?  
 14 VICE CHAIR HENN: No, I just called the  
 15 question, thank you.  
 16 CHAIRWOMAN SCOTT: Okay, so the question  
 17 has been called. Is there a second?  
 18 MS. ROWE: Second, Rowe.  
 19 CHAIRWOMAN SCOTT: Who did the second?  
 20 MS. ROWE: Rowe.  
 21 MS. JOSE: Point of clarification,

Page 202

1 Ms. Scott. Can a person, and maybe  
 2 Mr. Brousaides can answer, can you make a motion  
 3 and then immediately move the question so there's  
 4 no time for debate and get clarification, or does  
 5 that have to be done by another board member?  
 6 CHAIRWOMAN SCOTT: Mr. Brousaides, if  
 7 you could speak to that please?  
 8 MR. BROUSAIDES: I will have to look  
 9 that up. Perhaps Ms. Howie knows that one off  
 10 the top of her head.  
 11 CHAIRWOMAN SCOTT: Ms. Howie, are you on  
 12 the call with us?  
 13 MS. HOWIE: Yes, I'm here, Madam Chair.  
 14 There is no prohibition on who can move the  
 15 previous question.  
 16 CHAIRWOMAN SCOTT: Okay. So the  
 17 question was moved by Ms. Henn and it was  
 18 seconded by, I couldn't quite hear, but I believe  
 19 it was Ms. Rowe?  
 20 MS. ROWE: Yes.  
 21 CHAIRWOMAN SCOTT: Okay, thank you for

Page 203

1 that. Okay, so then we can take a vote on the  
 2 moving of the question which basically ends  
 3 debate. Ms. Gover, if we could do a rollcall  
 4 vote please?  
 5 MS. GOVER: Ms. Rowe?  
 6 MS. ROWE: Yes.  
 7 MS. GOVER: Ms. Causey?  
 8 MS. CAUSEY: Yes.  
 9 MS. GOVER: Ms. Mack?  
 10 MS. MACK: Yes.  
 11 MS. GOVER: Mr. McMillion?  
 12 Mr. McMillion? Ms. Jose?  
 13 MS. JOSE: No.  
 14 MS. GOVER: Ms. Henn?  
 15 VICE CHAIR HENN: Yes.  
 16 MS. GOVER: Mr. Offerman?  
 17 MR. OFFERMAN: No.  
 18 MS. GOVER: Ms. Pasteur?  
 19 MS. PASTEUR: No.  
 20 MS. GOVER: Mr. Kuehn?  
 21 MR. KUEHN: Yes.

Page 204

1 MS. GOVER: Dr. Hager?  
 2 DR. HAGER: No.  
 3 MS. GOVER: Ms. Scott?  
 4 CHAIRWOMAN SCOTT: No.  
 5 MS. GOVER: Mr. McMillion? Favor is  
 6 five, opposed is five, and one absent.  
 7 MR. MCMILLION: Ms. Gover? I vote yes  
 8 to that.  
 9 MS. GOVER: So in favor is six, opposed  
 10 is five.  
 11 CHAIRWOMAN SCOTT: Okay, and to move the  
 12 question it takes two-thirds?  
 13 MR. BROUSAIDES: Correct.  
 14 CHAIRWOMAN SCOTT: Okay, so considering  
 15 it's 11, then the motion to move, it passes? Let  
 16 me just confirm. No, sorry I can't hear. It  
 17 fails?  
 18 MS. GOVER: Yes, it fails.  
 19 CHAIRWOMAN SCOTT: Okay, so the motion  
 20 fails so we can continue with debate. It looks  
 21 like there was a question or a comment from

Page 205

1 Ms. Mack.  
 2 MS. MACK: Yes. (Unintelligible, audio  
 3 garbled.) In FY-19 elementary, 142 dropped to  
 4 81; the middle schools, 157 dropped to 86; and  
 5 high schools, 186 dropped to 107. I believe  
 6 there was a slight increase in the two years that  
 7 I've been on the Board, but these are decreases  
 8 greater than 40 percent. Can you hear me?  
 9 CHAIRWOMAN SCOTT: You sound a little  
 10 muffled, Ms. Mack, we were having some trouble.  
 11 MS. MACK: I don't know why, I didn't do  
 12 anything. Did you hear that? Can you hear me?  
 13 CHAIRWOMAN SCOTT: We can hear you now,  
 14 you sound better.  
 15 MS. MACK: Thank you, I'm sorry, I don't  
 16 know what the problem is. Anyway, my last  
 17 comment was schoolhouse budget per pupil  
 18 allocations have been cut by greater than 40  
 19 percent, even with the slight increase that  
 20 occurred, and every principal I've spoken to,  
 21 every teacher has talked about how impactful that

Page 206

1 is to them. So I support this motion.

2 CHAIRWOMAN SCOTT: Thank you for that,

3 Ms. Mack. Next we have Dr. Hager.

4 DR. HAGER: Yes. I believe I support

5 the motion as well, I just had a few clarifying

6 questions. First off for Ms. Henn, you are

7 suggesting to increase it to these amounts or by

8 these amounts, and maybe Ms. Henn or a staff

9 member, if you could tell me what they are

10 currently in the budget listed as.

11 VICE CHAIR HENN: Yes. Madam Chair, may

12 I address Dr. Hager's question?

13 CHAIRWOMAN SCOTT: Yes please.

14 VICE CHAIR HENN: Thank you. So I put

15 the current allocations in the chat, but

16 elementary is 83, middle is 89, high 110 and

17 special 289, and it's give or take 30 percent.

18 DR. HAGER: Great, thank you for that

19 clarification.

20 VICE CHAIR HENN: Sure, and it's

21 increasing them to the amounts that are in the

Page 207

1 motion.

2 DR. HAGER: Thank you.

3 CHAIRWOMAN SCOTT: Okay. Next we have

4 Mr. Offerman.

5 MR. OFFERMAN: Yes. Ms. Henn, just from

6 the wording, proposed budget by reallocating,

7 where are we reallocating from?

8 VICE CHAIR HENN: Madam Chair, may I

9 respond?

10 CHAIRWOMAN SCOTT: Yes, please do.

11 VICE CHAIR HENN: Mr. Offerman, that

12 would be up to the superintendent, I'm not

13 specifying in my motion.

14 MR. OFFERMAN: Thank you.

15 CHAIRWOMAN SCOTT: Okay. Next we have

16 Ms. Jose. Ms. Jose?

17 MS. JOSE: Yes, thank you, Ms. Scott.

18 He kind of asked one of my questions, where are

19 you proposing to reallocate it from, and I would

20 like to hear Dr. Williams' take on this, because

21 the motion in theory makes sense, we should spend

Page 208

1 more, but what are we spending more on, what is

2 that going to go towards when you're just bumping

3 it up, is that towards instruction, is that

4 curriculum, what is that bumping up overall going

5 to do? Maybe staff could explain that, or

6 Dr. Williams. Thank you.

7 DR. WILLIAMS: So Mr. Sarris, I'm going

8 to ask you to explain, this is the per pupil

9 allocation and increase for each level including

10 special. It would be going directly to support

11 instructional programs, but I just want you to

12 clarify that.

13 MR. SARRIS: Yes. These would be at the

14 discretion of the principal and could be used for

15 almost anything except an FTE position. The

16 reason the budget has decreased is because

17 schools no longer have the responsibility to pay

18 for copy and printing, and technology, so beyond

19 that, there's no specificity as to where these

20 dollars would be spent.

21 MS. JOSE: So it could not be a

Page 209

1 full-time position, but the principal could at

2 her discretion spend it for everything, and

3 you're telling me the printing costs are not

4 included; was that typically included prior to

5 this?

6 MR. SARRIS: Well, prior to the double

7 digit reductions, yes, they paid their own copier

8 leases, copier leases and printers, and they

9 purchased their own technology. And so when we

10 centralized those two support expenses, we did

11 reduce the school budgets and -- but there's, but

12 these are completely discretionary.

13 MS. JOSE: But this does not include our

14 devices that we give out and all of the software

15 and all of the instruction software that we

16 purchase, that is again not included in this

17 cost, which is an extra cost that we do incur.

18 All right, thank you.

19 CHAIRWOMAN SCOTT: Thank you, Ms. Jose.

20 Next we have Ms. Causey.

21 MS. CAUSEY: So my question is related

Page 210

1 to technology. Having been on the Board since  
 2 July of 2016 I've seen a number of initiatives  
 3 come through and also how they are paid for, and  
 4 the allocations going down in the schoolhouse.  
 5 So at one point projectors were supposedly being  
 6 paid for by the central office but then there was  
 7 a change in direction and projectors were being  
 8 required to come out of the schoolhouse funding.  
 9 Are there additional technologies to that that do  
 10 come out of the schoolhouse budget?  
 11 MR. SARRIS: Well, projectors are still  
 12 maintained by the Department of Technology.  
 13 Schools do elect to purchase technology on their  
 14 own if they so choose, but we have been spending  
 15 approximately a million dollars a year centrally  
 16 on audiovisual support. There's no other  
 17 technology that is specifically required of the  
 18 schools.  
 19 CHAIRWOMAN CAUSEY: Thank you for that,  
 20 Ms. Causey. It looks like next we have Ms. Rowe.  
 21 MS. ROWE: Yes. So I remember when we

Page 211

1 started reducing schoolhouse budgets and I  
 2 remember that the justification for doing so was  
 3 this copying and printing, but it was also  
 4 because of the idea that we were going to make  
 5 all of our curriculum digital. But I just heard  
 6 Ms. Shay say that schoolhouses have to pay for  
 7 the replacement books, so it seemed to me that if  
 8 from six years ago to now we're now purchasing  
 9 textbooks that we weren't purchasing then when we  
 10 reduced the money, the schoolhouses are going to  
 11 need this money to purchase replacement books, so  
 12 I think we should give it to them.  
 13 CHAIRWOMAN SCOTT: Thank you for that,  
 14 Ms. Rowe. All right. So, Ms. Gover, are we  
 15 ready to take a rollcall vote please?  
 16 MS. GOVER: Ms. Rowe?  
 17 MS. ROWE: Yes.  
 18 MS. GOVER: Ms. Causey?  
 19 MS. CAUSEY: Yes.  
 20 MS. GOVER: Ms. Mack?  
 21 MS. MACK: Yes.

Page 212

1 MS. GOVER: Mr. McMillion?  
 2 MR. MCMILLION: Yes.  
 3 MS. GOVER: Ms. Jose? Ms. Jose?  
 4 Ms. Henn?  
 5 VICE CHAIR HENN: Yes.  
 6 MS. GOVER: Mr. Offerman?  
 7 MR. OFFERMAN: Yes.  
 8 MS. GOVER: Ms. Pasteur?  
 9 MS. PASTEUR: Yes.  
 10 MS. GOVER: Mr. Kuehn?  
 11 MR. KUEHN: Yes.  
 12 MS. GOVER: Dr. Hager?  
 13 DR. HAGER: Yes.  
 14 MS. GOVER: Ms. Scott?  
 15 CHAIRWOMAN SCOTT: Yes.  
 16 MS. GOVER: In favor is ten, absent one.  
 17 CHAIRWOMAN SCOTT: Okay, it looks like  
 18 the motion carries. All right.  
 19 Moving on, Ms. Henn, was there anything  
 20 else, or can we move to the next board member?  
 21 VICE CHAIR HENN: Madam Chair, I have

Page 213

1 two additional motions but we can move on and  
 2 I'll reserve the rest of my time, and we can come  
 3 back to me.  
 4 CHAIRWOMAN SCOTT: No, that's fine, if  
 5 you have your two motions, you can go ahead and  
 6 make those.  
 7 VICE CHAIR HENN: We can return back,  
 8 I'd like to hear what other board members  
 9 propose. Thank you.  
 10 CHAIRWOMAN SCOTT: Okay. So we can go  
 11 around. Mr. Offerman?  
 12 MR. OFFERMAN: Yes. On 114 of the most  
 13 recent budget book, the class sizes are listed  
 14 and broken up by K to two, three to five, middle  
 15 and high. I was wondering how these numbers  
 16 compare to the past years, if someone could  
 17 answer that. Thank you.  
 18 MR. TANTLEFF: Sure. Those numbers, the  
 19 ratios have stayed consistent for seven years or  
 20 so now, seven or eight years.  
 21 MR. OFFERMAN: Thank you.

Page 214

1 CHAIRWOMAN SCOTT: Okay. Thank you,  
 2 Mr. Offerman. Next it looks like we have  
 3 Ms. Pasteur.  
 4 MS. PASTEUR: No motions, no questions  
 5 concerning the budget, thank you.  
 6 CHAIRWOMAN SCOTT: Okay, thank you,  
 7 Mrs. Pasteur. Next we have Mr. Kuehn.  
 8 MR. KUEHN: Thank you, Ms. Scott, I have  
 9 a few questions.  
 10 CHAIRWOMAN SCOTT: All righty.  
 11 MR. KUEHN: On page 249 -- actually I'll  
 12 start on page 248. Under instructional salaries  
 13 and wages there is 2.5 million under educational  
 14 options. What is educational options and what is  
 15 included in this category?  
 16 DR. MCCOMAS: I can get it started and  
 17 perhaps Mr. Sarris, if you can assist, or  
 18 Ms. Frock. So educational options, Mr. Kuehn, is  
 19 again, if anyone who's controlling the slides, if  
 20 you want to go back to the fourth slide I believe  
 21 it was, it's a department within the Division of

Page 215

1 Curriculum Instruction. Right there, thank you.  
 2 So Mr. Kuehn, if you look on the left  
 3 side of the slide you'll see Department of  
 4 Educational Options and these are the programs  
 5 that are, fall within that department, so our  
 6 magnet programs, our extended day, our extended  
 7 year programs, e-Learning and so on. So they're  
 8 all the offices and the services that are  
 9 provided within that department. In terms of  
 10 everything that's rolled up in that budget number  
 11 there, I'm not sure if Mr. Sarris is able to  
 12 speak to that, or I can ask Ms. Frock if she  
 13 could help me with all the things that are  
 14 showing in that one budget spot.  
 15 MR. SARRIS: Yeah, this is George  
 16 Sarris. The largest amount for salary and wages  
 17 are for instructional personnel. We have staff  
 18 that teach home and hospital, we have staff that  
 19 teach alternative educational programs, we have  
 20 extended year learning in the summer, and so all  
 21 of those instructional salaries go to those

Page 216

1 teachers.  
 2 MR. KUEHN: Okay. So thank you, I  
 3 appreciate that, and Dr. McComas, just focusing  
 4 on the educational technology piece, does that  
 5 include all digital resources?  
 6 DR. MCCOMAS: It includes the things  
 7 that are primarily productivity tools. It's sort  
 8 of, and Mr. Corns maybe could join me for this,  
 9 so there are certain resources that are purchased  
 10 through the Department of Information Technology.  
 11 So for example, Microsoft Suite is purchased  
 12 through DOIT. Digital safety technology and  
 13 library media, what you will find in there is all  
 14 of the digital subscriptions that come as part of  
 15 our library media program. You will find a lot  
 16 of digital resources that, for example Brain Cop,  
 17 some of the WCCI programs that are tools, so  
 18 there is content, there's tools and resources.  
 19 You would find Discovery Streaming as part of our  
 20 digital library resources, so that's really what  
 21 you're going to find in that area. I don't want

Page 217

1 to ramble, but I think I've -- sorry.  
 2 MR. KUEHN: So just from what I hear, it  
 3 seems to cover a significant portion of our  
 4 digital footprint through that group.  
 5 DR. MCCOMAS: I would say so, but we  
 6 also have resources that are covered in the  
 7 content offices as well so if it's, like for  
 8 example we have a Discovery textbook that is a  
 9 science resource and that's covered in our  
 10 science budget.  
 11 MR. KUEHN: All right, so --  
 12 DR. MCCOMAS: But depending on what type  
 13 of digital resource, depends where does it kind  
 14 of appropriately live.  
 15 MR. KUEHN: Do any digital resources  
 16 live in textbooks and instructional materials?  
 17 DR. MCCOMAS: So yes. Yes, there are  
 18 resources that are digital that live in those.  
 19 Again, for example, remember I was describing  
 20 earlier if you typically purchase a set of hard  
 21 books you get the subscription that goes with it.

Page 218

1 When that subscription comes due, that is then  
 2 absorbed in the instructional, in the Department  
 3 of Academics if you will, or in the textbook  
 4 account.  
 5 MR. KUEHN: Okay. So, just so we're  
 6 clear, textbooks can be digital and print always?  
 7 DR. MCCOMAS: Fundamentally because that  
 8 that's how the marketplace is moving nowadays.  
 9 If it is just a straight subscription it is not  
 10 in a textbook, so in order for it to be in a  
 11 textbook count it has to have a hard textbook  
 12 aspect to it.  
 13 MR. KUEHN: Okay. Thank you. So I'm  
 14 still on page 248 and I'm seeing, and I'm  
 15 guessing some money's moved around, I'm just  
 16 trying to understand it, because I'm looking at  
 17 FY-20 actual through FY-21 budget and 22 proposed  
 18 and I'm seeing, you know, going from 15.9  
 19 million, but it looks like under the chief  
 20 academic officer under instructional textbooks  
 21 and supplies, it went from \$7 million to \$2

Page 219

1 million proposed, that seems like a significant  
 2 change. Can someone just explain that, like the  
 3 main area that that money is changed, or where it  
 4 moved to?  
 5 MR. SARRIS: Yes. The primary reason  
 6 for that change is that in years, for many years  
 7 county government has funded many of our large  
 8 scale textbook rollout programs as one time  
 9 expenses, and that is really no longer feasible  
 10 under most MSDE rules and regulations. And so in  
 11 years where we don't have a way of funding a  
 12 large scale textbook rollout we typically do it  
 13 over multiple years, and that is the general  
 14 reason for that change.  
 15 MR. KUEHN: All right. So there was  
 16 some form of an accounting change that we have to  
 17 follow because Maryland has changed the  
 18 accounting rules somehow; is that correct,  
 19 Mr. Sarris?  
 20 MR. SARRIS: It's really -- well, yes.  
 21 We're now, because MSDE now has determined that

Page 220

1 when we, for example when we changed our  
 2 curriculum to align with college and career  
 3 standards in 2014, it was acknowledged that  
 4 virtually all of our textbooks would have to be  
 5 replaced to achieve alignment, and so over those  
 6 years we received one-time funding. We're at the  
 7 point now where having made that transition, MSDE  
 8 believes correctly that when you buy a textbook  
 9 it will have to be replaced, and so it would be  
 10 inappropriate to call it a one-time purchase.  
 11 MR. KUEHN: Okay. Just so I'm clear,  
 12 where would all the ongoing purchases of  
 13 textbooks fall if I'm looking at this book, where  
 14 would they go?  
 15 MR. SARRIS: Right. So if you look at  
 16 the bottom of page 13, it was referenced  
 17 previously about the textbook fund, and that's  
 18 where we reference the \$3 million fund that's  
 19 allocated each year, we have a fund for  
 20 textbooks, a fund for library books and a fund  
 21 for musical instruments, and then we request

Page 221

1 additional funding for textbook rollouts, but  
 2 we're just not allowed to categorize it as a  
 3 one-time item.  
 4 MR. KUEHN: Okay. I see where it says  
 5 ongoing revolving funds, but in your actual  
 6 budget, does that fall under C&I or some textbook  
 7 line item?  
 8 MR. SARRIS: Yeah, it falls under the  
 9 chief academic officer's budget, I believe. Let  
 10 me see where that is, unless Dr. Boswell-McComas  
 11 has memorized her page number.  
 12 DR. MCCOMAS: I have not done that,  
 13 Mr. Sarris, but I think I can help the gentlemen.  
 14 MR. SARRIS: That's on page 252.  
 15 DR. MCCOMAS: Thank you.  
 16 MR. KUEHN: And that would always be  
 17 under supplies and material, then?  
 18 MR. SARRIS: Well, it's actually -- yes,  
 19 it's instructional supplies and materials, yes.  
 20 MR. KUEHN: All right, thank you. I  
 21 appreciate that, and I will stop asking questions



Page 222

1 for the moment. Thank you.

2 CHAIRWOMAN SCOTT: Thank you, Mr. Kuehn.

3 It looks next like we have Dr. Hager.

4 DR. HAGER: We're on the home stretch

5 here, thank you, Ms. Scott. I had some questions

6 on Friday, I know it was very late, and so I

7 fully understand that you all may need to spend

8 some time with those questions, and I believe we

9 still have one more opportunity to make motions

10 about the budget next week; is that correct,

11 Ms. Scott?

12 CHAIRWOMAN SCOTT: Sorry, I was on mute.

13 Yes, that is correct.

14 DR. HAGER: In that case, we certainly

15 don't need to discuss those specific questions.

16 I do have a question that arose during the

17 meeting and that had to do with the nonpublic

18 private schools and the amount of funding that

19 goes to those types of schools, and this is sort

20 of a big picture question that we don't need to

21 get into the weeds about, but have we taken the

Page 223

1 time to do a really thorough cost analysis to see

2 if this is the most effective approach to using

3 our budget dollars and whether it would be better

4 to invest in improving our existing programs for

5 these children so that we don't need to pay

6 external schools to support them?

7 DR. MCCOMAS: I will begin and again, I

8 don't know if my colleague Mr. Sarris has

9 anything to add. So Dr. Hager, that's a great

10 question, and we have over the years brought

11 forward proposals at different points to try to

12 stand up, if you will, some comparable regional

13 programs at first to begin programming so that

14 we're offering some of the services that perhaps

15 these nonpublic settings are offering that we

16 currently aren't able to offer to try to meet

17 that need.

18 The challenge often is in requesting a

19 new initiative it making it all the way through

20 the budget process to include, you know, us as a

21 community of the school system, along with the

Page 224

1 CEO and the county council and everything, so we

2 have not been successful in standing up some of

3 those programs to begin really seeing how might

4 we be able to retain students as opposed to

5 students hitting a certain threshold where we're

6 not able to service them and then they seek

7 service in a more comprehensive clinical setting.

8 And Dr. Whisted, you were in that

9 position over special ed at that time, I don't

10 know if there's anything else you would like to

11 add. We have not brought that forward this year

12 just anticipating a rather austere budget

13 situation, so we were trying to be reasonable and

14 realistic about what to ask for, so thank you.

15 DR. HAGER: Kind of in line with that,

16 and this is something we could certainly talk

17 about later, another meeting might perhaps be a

18 better place, but is that something that these

19 grant funding dollars that we may get this year

20 could go to support a pilot program like that to

21 determine whether next year's budget is worth a

Page 225

1 bigger investment, does that make sense?

2 DR. MCCOMAS: Yes, I understand. I

3 think the challenge is always when you're using

4 grant funds for whatever purpose is what happens

5 when you get to the sunset of the grant and the

6 cliff, right, and for that, especially for some

7 really high need, you know, it's one thing to use

8 grant funds for supplemental resource, it's

9 another thing to use them for really fundamental

10 resources that we could not tolerate a cliff on,

11 if you will, but I appreciate your point on

12 considering that.

13 DR. HAGER: Yeah, and I may circle back

14 to that point because it is a huge part of our

15 budget and you know, we're paying other schools

16 to take care of our kids, and I think it would be

17 wonderful if we could meet the needs on our own,

18 so again, it's just something I will probably be

19 thinking about a lot over the next year, so I

20 appreciate those answers. I'm finished.

21 DR. MCCOMAS: Okay, thank you.

Page 226

1 MR. SARRIS: Could I add briefly?  
 2 CHAIRWOMAN SCOTT: Oh yes, who's  
 3 speaking?  
 4 MR. SARRIS: This is George Sarris. I  
 5 just wanted to follow up to Dr. Boswell-McComas  
 6 by indicating that the, when we've looked at the  
 7 relative cost between nonpublic and public  
 8 placements, it's not, the benefit is not so much  
 9 on a per pupil basis, but really providing an  
 10 opportunity for students to remain close to home  
 11 without lengthy transportation trips and so  
 12 forth, so I think in that decision, that factor  
 13 would be important to consider.  
 14 Also, I would mention that many parents  
 15 based upon the discussions we've had about parent  
 16 reimbursements for private placements really do  
 17 seem to prefer and demand some of these  
 18 placements, so you won't please everybody in  
 19 either case.  
 20 And I also did want to mention,  
 21 Dr. Hager, that we did have time to look at the

Page 227

1 three questions that you presented and I can give  
 2 you some succinct answers if that's something  
 3 that you do want to raise this evening, so that,  
 4 I just with an eye towards the 23rd, we have only  
 5 a handful of days thereafter to put the documents  
 6 together, so your three questions related to the  
 7 122.3 three positions that we would have removed  
 8 for lost enrollment, and so the amount to add  
 9 those back is 6.9 million without benefits and  
 10 9.65 million with benefits.  
 11 And to your second question, you  
 12 mentioned the 250 FTEs to improve staffing ratios  
 13 in classrooms, and we think that that is a pretty  
 14 good estimate. The cost would be about  
 15 \$18.65 million and that would be roughly  
 16 equivalent adjusting for enrollment growth to the  
 17 positions that Mr. Tantleff indicated we removed  
 18 about eight years ago.  
 19 And to your last question about special  
 20 education staffing, we have not reduced special  
 21 education staffing as a result of lost enrollment

Page 228

1 and the current budget is based on the enrollment  
 2 that we project for next year. So we don't, we  
 3 can maintain our current staffing levels more or  
 4 less without adding any additional special ed  
 5 teachers, so nothing is being taken away this  
 6 year or next.  
 7 DR. HAGER: So for that last question,  
 8 in the first version of the budget book it said  
 9 that there were no additional special education  
 10 positions funded in the proposed budget, and  
 11 elsewhere it said the five-year growth rate for  
 12 FY-2020 of 16.9 percent for students was much  
 13 faster than overall student growth, so with that  
 14 growth trajectory of students, it surprises me  
 15 that you wouldn't need more teachers.  
 16 MR. SARRIS: Well, so for example, this  
 17 year we lost 4,000 enrollment, we did not --  
 18 DR. HAGER: I think they're coming back,  
 19 but --  
 20 MR. SARRIS: And so our current, the 22  
 21 budget is based on 116,600 students and we think

Page 229

1 we will probably come in less than that, so we  
 2 haven't adjusted special ed staffing based on  
 3 these fluctuations. If we want to improve the  
 4 overall staffing ratios, then we would need to  
 5 add positions.  
 6 DR. HAGER: Okay. Thank you so much for  
 7 doing that so quickly. I forgot there was a  
 8 holiday yesterday too, and so I really appreciate  
 9 that.  
 10 So if it okay then, Ms. Scott, to make a  
 11 motion this late at night, I would like to do so.  
 12 CHAIRWOMAN SCOTT: Yes, you may make a  
 13 motion and if you could make sure you put it in  
 14 the chat so I can restate it properly, that would  
 15 be great.  
 16 DR. HAGER: Yes, I will do it right now.  
 17 So, is that highlighted weirdly in yellow for you  
 18 guys? Okay. So I move to hire additional  
 19 classroom teaching position to reduce the  
 20 teacher-student ratio by one student per  
 21 classroom for fiscal year 2022 without offsetting

Page 230

1 reductions in in-school positions of any kind.  
 2 And so we just --  
 3 CHAIRWOMAN SCOTT: Is there a second?  
 4 MS. MACK: Second, Mack.  
 5 DR. HAGER: Okay. So I calculated it  
 6 out to be -- I'm sorry, may I speak to that,  
 7 Ms. Scott?  
 8 CHAIRWOMAN SCOTT: Yes.  
 9 DR. HAGER: Can you read it in the chat  
 10 or did it come out weird?  
 11 CHAIRWOMAN SCOTT: Actually before you  
 12 speak to it, if you could repost it, I cannot  
 13 read this so I can restate it at this time.  
 14 DR. HAGER: That's weird, I just copied  
 15 and pasted it and it came out really -- oh, it  
 16 did it again. I will figure that out. I may  
 17 need to email you or something.  
 18 CHAIRWOMAN SCOTT: So I believe I can  
 19 see it enough, so I --  
 20 DR. HAGER: Oh, there we go, it was  
 21 highlighted, okay. Oh, it's there now, it's

Page 231

1 restated. Okay.  
 2 CHAIRWOMAN SCOTT: There we go, so I  
 3 will restate the motion so that we can have  
 4 debate. It has been moved and second to hire  
 5 additional classroom teaching positions to reduce  
 6 teacher-student ratios by one student per  
 7 classroom for fiscal year 2022 without offsetting  
 8 the reductions in in-school positions of any  
 9 kind. The motion was made by Dr. Hager and  
 10 seconded by, I believe that was Ms. Mack.  
 11 MS. MACK: Yes, thank you.  
 12 DR. HAGER: And may I speak to it?  
 13 CHAIRWOMAN SCOTT: Dr. Hager, if you  
 14 could speak to your motion please, thank you.  
 15 DR. HAGER: Sure. So I went through the  
 16 budget book and read about the different ratios  
 17 that Mr. Offerman also asked about earlier today,  
 18 and we know that the way that they're calculated  
 19 it's not always the case in every school that  
 20 those ratios are kept true across the board, and  
 21 so just bringing more individuals into the

Page 232

1 classroom or into the school building will  
 2 without question reduce ratios to some extent and  
 3 start to make a dent into our large class sizes.  
 4 So based on my calculations, this would  
 5 include hiring 250 classroom teachers if I did a  
 6 good job with my math, it would be 90 in  
 7 elementary school, 75 in middle and 80 in high  
 8 school, and then as we heard, it would cost  
 9 \$18.65 million.  
 10 CHAIRWOMAN SCOTT: Thank you for that,  
 11 Dr. Hager, and it looks like we have a question  
 12 from Ms. Rowe.  
 13 MS. ROWE: Yes. So by teaching  
 14 positions, did you mean classroom teachers or  
 15 special education additional assistants or  
 16 reading specialists, or any or all or any  
 17 combination of the above?  
 18 DR. HAGER: I wrote classroom teaching  
 19 positions meaning classroom teachers and that was  
 20 the intention. I apologize if it's not clear.  
 21 MS. ROWE: Okay. So is the intention,

Page 233

1 then, to have some classrooms where there's two  
 2 teachers or -- because I guess, where is the  
 3 physical facility space going to come from, or  
 4 does this not necessitate more physical facility  
 5 space?  
 6 DR. HAGER: I think it would be up to  
 7 the administrators to decide how to implement the  
 8 classroom teachers.  
 9 MS. ROWE: Okay, thank you.  
 10 CHAIRWOMAN SCOTT: Okay. Next we have  
 11 Ms. Henn.  
 12 VICE CHAIR HENN: Thank you, Madam  
 13 Chair. I also had a question for Dr. Hager. The  
 14 motion states that this is to be implemented  
 15 without offsetting the reductions in in-school  
 16 positions of any kind, which I support and I  
 17 support this motion. Are you expecting that this  
 18 would be implemented via reallocation within the  
 19 current budget?  
 20 DR. HAGER: Potentially, and this is  
 21 really why I did the analysis of the current

Page 234

1 salary and wages sections of each of the sections  
 2 of the budget book, because the superintendent's  
 3 budget over five years increased by, just the  
 4 salaries and wages, so not the other parts of the  
 5 budget, but the salaries and wages increased by  
 6 18.7 percent over five years, and the curriculum  
 7 and instruction budget increased -- oh, I'm  
 8 sorry, these are the wrong numbers. The  
 9 superintendent's was 23 percent, curriculum and  
 10 instruction was about 30 percent, and then  
 11 business services was about 26 percent and  
 12 schools was only 13 percent. So all in all those  
 13 changes, these increases we saw over five years  
 14 equal about \$50 million and this budget item will  
 15 cost 18.65 million. So you know, it's not up to  
 16 us decide how it is reallocated, but it feels  
 17 like salaries and wages, it could go to salaries  
 18 and wages, but again, that would be up to the  
 19 superintendent.  
 20 VICE CHAIR HENN: Thank you. And would  
 21 you be open to an amendment that states that it

Page 235

1 is to be implemented through reallocation?  
 2 DR. HAGER: Yes.  
 3 VICE CHAIR HENN: I move to amend the  
 4 motion on the floor to add, by reallocating the  
 5 current proposed budget.  
 6 CHAIRWOMAN SCOTT: Okay, you have to put  
 7 that in --  
 8 VICE CHAIR HENN: I will put it in chat.  
 9 CHAIRWOMAN SCOTT: Okay, but adding it  
 10 where?  
 11 VICE CHAIR HENN: I will put my proposed  
 12 amendment in the chat so it can be read.  
 13 CHAIRWOMAN SCOTT: All right, but you  
 14 have to clarify where it's being added. So I  
 15 understand you're adding it to her motion, but  
 16 where in her motion are you proposing that it be  
 17 added?  
 18 VICE CHAIR HENN: Without offsetting the  
 19 reductions in in-school positions of any kind  
 20 through reallocation, just those two words at the  
 21 end.

Page 236

1 DR. HAGER: Can I accept it as a  
 2 friendly amendment or whatever? It doesn't need  
 3 to be voted on. Oh, I'm sorry.  
 4 CHAIRWOMAN SCOTT: Okay, yeah, I'm still  
 5 not seeing it yet. So while the amendment is  
 6 proposed, then it would need a second, but again,  
 7 I'm still not clear. You're saying it's two  
 8 words that you want to add to the end of her  
 9 motion?  
 10 VICE CHAIR HENN: Yes. It's now in the  
 11 chat.  
 12 CHAIRWOMAN SCOTT: Okay. All right.  
 13 Okay. So the amendment was made by Ms. Henn; is  
 14 there a second?  
 15 MS. MACK: Second, Mack.  
 16 CHAIRWOMAN SCOTT: Okay. So I will  
 17 state the amendment. It says, I move to hire  
 18 additional classroom teacher positions to reduce  
 19 teacher-student ratios by one student per  
 20 classroom for fiscal year 2022 without offsetting  
 21 the reductions in in-school positions of any kind

Page 237

1 through reallocation. Okay, so the amendment was  
 2 made by Ms. Henn, seconded by Ms. Mack, so now we  
 3 need to process the amendment. Ms. Gover, could  
 4 we take a rollcall vote please?  
 5 MR. BROUSAIDES: Madam Chair, this is a  
 6 debatable motion to amend.  
 7 CHAIRWOMAN SCOTT: I'm sorry,  
 8 Mr. Brousaides, I didn't quite hear you.  
 9 MR. BROUSAIDES: This is debatable so if  
 10 the board members wish to debate this amendment,  
 11 that can happen.  
 12 CHAIRWOMAN SCOTT: Oh, okay.  
 13 MR. BROUSAIDES: If they don't, then we  
 14 can go right to the vote.  
 15 CHAIRWOMAN SCOTT: Okay, thank you for  
 16 bringing that up. So, is there any discussion?  
 17 DR. SCRIVEN: Madam Chair, this is  
 18 Dr. Scriven. Could we add a little clarity to  
 19 this motion please?  
 20 CHAIRWOMAN SCOTT: Okay, to the  
 21 amendment?

Page 238

1 DR. SCRIVEN: To the amendment.  
 2 CHAIRWOMAN SCOTT: Yes.  
 3 DR. SCRIVEN: Mr. Sarris?  
 4 MR. SARRIS: Yes, thank you, Madam Chair  
 5 and Dr. Scriven. I just wanted to point out  
 6 because I'm not aware that administrative  
 7 salaries have increased any differently than  
 8 instructional salaries. I'm referencing pages  
 9 342 in the appendix, and page 346 in the  
 10 appendix, which is the summary of administrative  
 11 and instructional salaries. As the Board has  
 12 noted this evening, there have been dramatic cuts  
 13 in various offices and that was to achieve a \$4.5  
 14 million reduction in expenses to provide a COLA.  
 15 To reduce expenses by almost \$19 million is going  
 16 to have dramatic impacts really throughout the  
 17 budget, and maybe some unintended.  
 18 And we're certainly happy to spend the  
 19 next two weeks developing some possible  
 20 responses, but that's going to be very difficult  
 21 to achieve through reallocation. I just wanted

Page 239

1 to make sure that everybody knows there are  
 2 likely to be offsetting reductions that may be  
 3 distasteful or untenable.  
 4 CHAIRWOMAN SCOTT: Thank you for that,  
 5 Mr. Sarris. Is there any other debate?  
 6 MS. ROWE: I have one question,  
 7 Ms. Scott, this is Lily Rowe.  
 8 CHAIRWOMAN SCOTT: I could barely here.  
 9 Could you say that again?  
 10 MS. ROWE: I'm sorry. I have a  
 11 question, so just to clarify for the sake of the  
 12 amendment, if we fulfill these positions through  
 13 reallocation, that needs to come from somewhere  
 14 else in the budget, and if we don't fulfill it  
 15 through reallocation that means the county  
 16 executive would have to fund it? Is that the  
 17 impact of the amendment?  
 18 CHAIRWOMAN SCOTT: And I guess that  
 19 would be a question for staff.  
 20 DR. SCRIVEN: Yeah, Mr. Sarris, George?  
 21 MR. SARRIS: Yes, that is essentially

Page 240

1 correct. There would have to be a revenue source  
 2 aligned with that expense.  
 3 MS. ROWE: So how much would that many  
 4 positions cost?  
 5 MR. SARRIS: Well, I think we, 18.7  
 6 million is the figure in Dr. Hager's motion.  
 7 CHAIRWOMAN SCOTT: If I could, we're  
 8 discussing the amendment, so it was Ms. Henn's  
 9 amendment to Dr. Hager's motion, so then that  
 10 would probably be a question for Ms. Henn.  
 11 MS. ROWE: Well, it matters whether  
 12 we're reallocating -- I mean, my understanding of  
 13 the amendment is that if we say that we're going  
 14 to reallocate this money, it means that the  
 15 money's got to come from somewhere else within  
 16 whatever budget gets approved. If we go with the  
 17 original amendment, my understanding is we're  
 18 saying that the county executive would have to  
 19 fund it as additional funding.  
 20 CHAIRWOMAN SCOTT: So yeah, we're  
 21 discussing the amendment, so Ms. Henn, do you

Page 241

1 have a response to Ms. Rowe?  
 2 MS. ROWE: So it matters how much.  
 3 CHAIRWOMAN SCOTT: Yes, so do you have a  
 4 response to Ms. Rowe's question, Ms. Henn?  
 5 VICE CHAIR HENN: Ms. Rowe's  
 6 understanding is correct. I can't speak to the  
 7 amount.  
 8 CHAIRWOMAN SCOTT: Okay. No, I was  
 9 asking because it was your amendment, so that's  
 10 why I wanted to give you the opportunity to  
 11 respond.  
 12 VICE CHAIR HENN: The reallocation means  
 13 we would have to have a revenue source from  
 14 somewhere else.  
 15 CHAIRWOMAN SCOTT: Okay. All right. It  
 16 looks like we have a question from Ms. Causey.  
 17 MS. CAUSEY: Thank you. So my question  
 18 to follow up with Mr. Sarris is, my understanding  
 19 in 2010 in the recession there was a reduction of  
 20 200 teachers, and my understanding from remarks  
 21 from TABCO through the years is that those 200

Page 242

1 FTEs were never added back to the school system.  
 2 So I'm just wondering if that's an accurate  
 3 portrayal or if you could clarify that situation  
 4 please.  
 5 MR. SARRIS: No, that is absolutely  
 6 correct.  
 7 CHAIRWOMAN SCOTT: All right.  
 8 MS. CAUSEY: Thank you.  
 9 CHAIRWOMAN SCOTT: Okay. And again, we  
 10 were discussing the amendment, so I want to make  
 11 sure that we're staying on task. We need to  
 12 process that and then process the motion.  
 13 Dr. Hager, you had a question?  
 14 DR. HAGER: No, Lily asked my question.  
 15 CHAIRWOMAN SCOTT: All right, thank you.  
 16 Ms. Jose, you have a question?  
 17 MS. JOSE: Yes. First of all, that \$18  
 18 million reallocation is not going to -- it's  
 19 going to be a lot of money to reallocate. That's  
 20 the simple reason I will not be supporting the  
 21 amendment.

Page 243

1 Secondly, Ms. Howie or Mr. Brousaides,  
 2 if you can correct me, we could amend it to the  
 3 second degree, I could amend Ms. Henn's motion  
 4 before it goes to a vote; is that correct?  
 5 MR. BROUSAIDES: That is correct, there  
 6 can be a second amendment, and no more after  
 7 that.  
 8 MS. JOSE: Correct, so this is the last  
 9 one, so I would like to strike out the word  
 10 reallocation from Ms. Henn's amendment.  
 11 CHAIRWOMAN SCOTT: Okay. Is there a  
 12 second?  
 13 VICE CHAIR HENN: Madam Chair, could I  
 14 ask for legal advice? Is it possible to amend an  
 15 amendment by canceling out the first amendment?  
 16 MS. JOSE: Yes, that's called striking.  
 17 CHAIRWOMAN SCOTT: I'm sorry, excuse me.  
 18 If we could get legal advice, Mr. Brousaides, if  
 19 you could give us clarification?  
 20 MR. BROUSAIDES: Yes, that can happen.  
 21 VICE CHAIR HENN: But isn't that the

Page 244

1 same as, it essentially withdraws my amendment?  
 2 MR. BROUSAIDES: That would be the  
 3 effect, yes.  
 4 VICE CHAIR HENN: Without a vote.  
 5 MR. BROUSAIDES: No, there would be a  
 6 vote on Ms. Jose's amendment, which would have an  
 7 effect on your amendment.  
 8 CHAIRWOMAN SCOTT: Okay. I think what  
 9 Ms. Henn was asking, and again just for  
 10 clarification, I guess what Ms. Henn was asking  
 11 was that if her amendment had to be voted on  
 12 first before a second amendment or anything could  
 13 be stricken from her amendment.  
 14 MR. BROUSAIDES: No. At this point  
 15 Ms. Jose's amendment is on the table for  
 16 discussion.  
 17 CHAIRWOMAN SCOTT: Okay. So Ms. Jose  
 18 has made a motion to amend the amendment, which  
 19 would be basically striking out the word  
 20 reallocation, and is there a second?  
 21 MR. OFFERMAN: Second, Offerman.

Page 245

1 MS. PASTEUR: Second, Pasteur.  
 2 CHAIRWOMAN SCOTT: Okay, it looks like  
 3 it was seconded by, I think Mr. Offerman got  
 4 there first. So then basically, Ms. Jose, could  
 5 you put that in the chat then, what your  
 6 amendment is, so that I can restate it?  
 7 MS. JOSE: Yes.  
 8 CHAIRWOMAN SCOTT: You just put it in  
 9 the chat, okay.  
 10 DR. HAGER: It should be the original  
 11 motion because we just added, or Julie added the  
 12 two words, just to make it easier.  
 13 MS. JOSE: And after having heard from  
 14 Mr. Sarris and the rest of the staff, it's just  
 15 not fair to do this to the budget at the nth  
 16 hour, so while I support Dr. Hager's motion, I  
 17 would like to strike the word reallocation from  
 18 the amendment, and I guess that motion has to be  
 19 voted on first.  
 20 CHAIRWOMAN SCOTT: Okay, all right. So  
 21 it's been moved and seconded, so the amendment

Page 246

1 basically to amend the amendment is, and I will  
 2 just restate it, is, I move to hire additional  
 3 classroom teaching positions to reduce  
 4 teacher-student ratios by one student per  
 5 classroom for fiscal year 2022 without offsetting  
 6 via reductions in in-school positions of any  
 7 kind, period. Okay. All right. So, is there  
 8 any debate?  
 9 MS. CAUSEY: Madam Chair, this is  
 10 Ms. Causey. I would just ask for clarification  
 11 that the vote is going to be to strike the word  
 12 allocation, we're not voting on the entire  
 13 motion, we're just voting on the second  
 14 amendment; is that correct?  
 15 CHAIRWOMAN SCOTT: Yes, this is to  
 16 strike the word, it looks like it's reallocation.  
 17 MS. CAUSEY: Thank you for that  
 18 clarification.  
 19 CHAIRWOMAN SCOTT: Yes. So as it is  
 20 getting late we have to repeat things, so the  
 21 amendment is basically, we are voting on the

Page 247

1 second amendment which is to strike the word  
 2 reallocation, which was moved by Ms. Jose and  
 3 seconded by Mr. Offerman. Ms. Gover, could we do  
 4 a rollcall vote please?  
 5 MS. GOVER: Ms. Rowe?  
 6 MS. ROWE: No.  
 7 MS. GOVER: Ms. Causey?  
 8 MS. CAUSEY: No.  
 9 MS. GOVER: Ms. Mack?  
 10 MS. MACK: No.  
 11 MS. GOVER: Mr. McMillion?  
 12 MR. MCMILLION: No.  
 13 MS. GOVER: Ms. Jose?  
 14 MS. JOSE: Yes.  
 15 MS. GOVER: Ms. Henn?  
 16 VICE CHAIR HENN: No.  
 17 MS. GOVER: Mr. Offerman?  
 18 MR. OFFERMAN: Yes.  
 19 MS. GOVER: Ms. Pasteur?  
 20 MS. PASTEUR: Yes.  
 21 MS. GOVER: Mr. Kuehn?

Page 248

1 MR. KUEHN: No.  
 2 MS. GOVER: Dr. Hager?  
 3 DR. HAGER: Yes.  
 4 MS. GOVER: Ms. Scott?  
 5 CHAIRWOMAN SCOTT: Yes.  
 6 MS. GOVER: Favor is five, opposed is  
 7 six.  
 8 CHAIRWOMAN SCOTT: Okay, so we needed  
 9 six for it to pass, so it looks like the  
 10 amendment fails, so we have five -- yes, the  
 11 amendment fails, so that was, the motion was on  
 12 the amendment, so now -- yes, there was -- yes?  
 13 VICE CHAIR HENN: This is Ms. Henn.  
 14 Would you please confirm the votes with  
 15 Ms. Gover?  
 16 CHAIRWOMAN SCOTT: Oh yes, Ms. Gover,  
 17 could we confirm the votes please?  
 18 MS. GOVER: In favor was Ms. Jose,  
 19 Mr. Offerman, Ms. Pasteur, Dr. Hager, Ms. Scott.  
 20 Opposed was Ms. Rowe, Ms. Causey, Ms. Mack,  
 21 Mr. McMillion, Ms. Henn and Mr. Kuehn.

Page 249

1 CHAIRWOMAN SCOTT: So opposed was six.  
 2 MS. GOVER: Correct.  
 3 CHAIRWOMAN SCOTT: That's how I counted  
 4 it.  
 5 MR. BROUSAIDES: And Madam Chair, that  
 6 was a vote on the second amendment, so that  
 7 brings us now to the first amendment, which was  
 8 Ms. Henn's amendment, which includes the words  
 9 through reallocation.  
 10 CHAIRWOMAN SCOTT: Thank you for that  
 11 clarification, so now we're voting on the first  
 12 amendment, which is to add the words through  
 13 reallocation. So if you're in favor of adding  
 14 the words through reallocation, then you would  
 15 vote in favor; if you're opposed, then you would  
 16 vote against. So Ms. Gover, could we take the  
 17 rollcall vote please?  
 18 MS. GOVER: Ms. Rowe?  
 19 MS. ROWE: Yes.  
 20 MS. GOVER: Ms. Causey? Ms. Causey?  
 21 MS. CAUSEY: No.

Page 250

1 MS. GOVER: Ms. Mack?  
 2 MS. MACK: Yes.  
 3 MS. GOVER: Mr. McMillion?  
 4 MR. MCMILLION: No.  
 5 MS. GOVER: Ms. Jose?  
 6 MS. JOSE: No.  
 7 MS. GOVER: Ms. Henn?  
 8 VICE CHAIR HENN: Yes.  
 9 MS. GOVER: Mr. Offerman?  
 10 MR. OFFERMAN: Yes. Excuse me, I'm  
 11 sorry. No. My fault.  
 12 MS. GOVER: Thank you. Ms. Pasteur?  
 13 MS. PASTEUR: No.  
 14 MS. GOVER: Mr. Kuehn?  
 15 MR. KUEHN: No.  
 16 MS. GOVER: Dr. Hager?  
 17 DR. HAGER: No.  
 18 MS. SCOTT: Ms. Scott?  
 19 CHAIRWOMAN SCOTT: No.  
 20 MS. GOVER: In favor is three.  
 21 CHAIRWOMAN SCOTT: Okay, so that motion,

Page 251

1 or excuse me, I apologize, the amendment passes.  
 2 MS. GOVER: No, it fails.  
 3 CHAIRWOMAN SCOTT: Oh, excuse me.  
 4 MS. GOVER: In favor was three, opposed  
 5 was eight.  
 6 CHAIRWOMAN SCOTT: Okay.  
 7 MR. BROUSAIDES: Madam Chair, that  
 8 brings us back to the original motion by  
 9 Ms. Hager.  
 10 CHAIRWOMAN SCOTT: Okay, so now we could  
 11 vote on the original motion as proposed by  
 12 Dr. Hager.  
 13 MS. ROWE: Could you restate the motion  
 14 please?  
 15 CHAIRWOMAN SCOTT: Yes, I can restate  
 16 the original motion, okay. I move to hire  
 17 additional classroom teaching positions to reduce  
 18 teacher-student ratios by one student per  
 19 classroom for fiscal year 2022 without offsetting  
 20 the reductions in in-school positions of any  
 21 kind.

Page 252

1 Okay, are we ready for the rollcall  
 2 vote? Ms. Gover?  
 3 MS. GOVER: Ms. Rowe?  
 4 MS. ROWE: Yes.  
 5 MS. GOVER: Ms. Causey?  
 6 MS. CAUSEY: Yes.  
 7 MS. GOVER: Ms. Mack?  
 8 MS. MACK: Yes.  
 9 MS. GOVER: Mr. McMillion?  
 10 MR. MCMILLION: Yes.  
 11 MS. GOVER: Ms. Jose?  
 12 MS. JOSE: Yes.  
 13 MS. GOVER: Ms. Henn?  
 14 VICE CHAIR HENN: Yes.  
 15 MS. GOVER: Mr. Offerman?  
 16 MR. OFFERMAN: Yes.  
 17 MS. GOVER: Ms. Pasteur?  
 18 MS. PASTEUR: Yes.  
 19 MS. GOVER: Mr. Kuehn?  
 20 MR. KUEHN: Yes.  
 21 MS. GOVER: Dr. Hager?

Page 253

1 DR. HAGER: Yes.  
 2 MS. GOVER: Ms. Scott?  
 3 CHAIRWOMAN SCOTT: Yes.  
 4 MS. GOVER: In favor is 11. Thank you.  
 5 CHAIRWOMAN SCOTT: Okay, thank you. The  
 6 motion carries, the motion passes. So Dr. Hager,  
 7 was there additional questions or information?  
 8 DR. HAGER: No, I'm finished. And like  
 9 I said, I was going to wait to do that, so thank  
 10 you, Mr. Sarris, and thank you everyone for your  
 11 patience. I'm finished.  
 12 CHAIRWOMAN SCOTT: Okay. Thank you so  
 13 much for that. It looks like next on the list is  
 14 me, Ms. Scott, and I would just like to thank  
 15 staff for all of their hard work in putting this  
 16 together. I would also like to thank all board  
 17 members and everyone for your time, your  
 18 commitment and for reviewing this and for the  
 19 robust discussion that we've had, and so that's  
 20 my input.  
 21 And it looks like -- oh, Ms. Henn, you



Page 254

1 said you have a question or a final motion?  
 2 VICE CHAIR HENN: Yes, Madam Chair,  
 3 thank you.  
 4 CHAIRWOMAN SCOTT: Sorry, we can't hear  
 5 you, Ms. Henn.  
 6 VICE CHAIR HENN: Can you hear me now?  
 7 CHAIRWOMAN SCOTT: A little bit.  
 8 VICE CHAIR HENN: How about now.  
 9 CHAIRWOMAN SCOTT: That's a little bit  
 10 better, yeah.  
 11 VICE CHAIR HENN: Okay, thank you. I  
 12 have one final motion and that is I move to amend  
 13 the fiscal year 22 proposed budget by  
 14 reallocating 175,000 to school grants for  
 15 establishing family engagement programs designed  
 16 to increase student attendance and improve  
 17 achievement by increasing family involvement in  
 18 school programs. Schools will submit plans for  
 19 such programs and funding is awarded based on  
 20 proposed program offerings.  
 21 MS. MACK: Second, Mack.

Page 255

1 CHAIRWOMAN SCOTT: Okay. Ms. Henn,  
 2 could you please put that in a chat so I may  
 3 restate it?  
 4 VICE CHAIR HENN: Yes, ma'am, one  
 5 second. It is in the chat, thank you.  
 6 CHAIRWOMAN SCOTT: Okay, great. Let me  
 7 see. Okay. So Ms. Henn made a motion which was  
 8 seconded by, I believe it has been moved and  
 9 seconded, it was seconded by Ms. Mack, and  
 10 Ms. Henn moved to amend the fiscal year 2022  
 11 proposed budget by reallocating \$175,000 to  
 12 school grants for establishing family engagement  
 13 programs designed to increase student attendance  
 14 and improve -- I'm sorry -- designed to increase  
 15 student attendance and improve achievement by  
 16 increasing family involvement in school programs.  
 17 Schools submit plans for such programs and  
 18 funding is awarded based on proposed program  
 19 offerings.  
 20 Okay, Ms. Henn, would you like to speak  
 21 to your motion please?

Page 256

1 VICE CHAIR HENN: Yes, ma'am, thank you.  
 2 So one of the Board's goals is increasing family  
 3 engagement and this budget motion supports that  
 4 goal. These programs would be modeled after the  
 5 very successful transition grants which are  
 6 provided to schools to insure smooth transition  
 7 for students advancing from elementary to middle  
 8 and students advancing from middle to high, which  
 9 were implemented a few years ago. These would be  
 10 structured as add-on allocations as found on page  
 11 127 of the budget book and schools would apply  
 12 for these grants based on proposals to establish  
 13 family engagement programs. This is a need that  
 14 we hear about consistently from staff and this  
 15 would provide the funding in order to establish  
 16 those programs. Thank you.  
 17 CHAIRWOMAN SCOTT: Thank you, Ms. Henn.  
 18 It looks like Ms. Jose has a question.  
 19 MS. JOSE: Yes, this is for Dr. McComas  
 20 is she's there. My question is who will be  
 21 awarding this program, is it the Board would be

Page 257

1 awarding it, what kind of programs are included,  
 2 and Dr. McComas, I think we have something  
 3 similar in the system, if you could explain what  
 4 this motion does.  
 5 DR. MCCOMAS: Thank you, Ms. Jose, and  
 6 forgive me Ms. Henn, I'm not trying to speak on  
 7 your behalf, I just wanted to share for the  
 8 benefit of everyone on the Board so you have a  
 9 full understanding, we do for our Title I federal  
 10 grant provide a very similar service, our school  
 11 family liaisons, and the specific purpose and the  
 12 requirement of all of our Title I schools is to  
 13 have school family support. And I don't know if  
 14 Dr. Whisted, there's anything else you'd like to  
 15 add to that, but I just wanted to make sure that  
 16 the Board was aware, there is a function of this  
 17 work in our Title I grant, this is a great aspect  
 18 of what perhaps grant money is really well used  
 19 for. Dr. Whisted, do you have anything to add?  
 20 DR. WHISTED: No. You are correct, that  
 21 does happen in our Title I schools. We also, in

Page 258

1 every school, and this really is in another  
 2 office, they have family, they have what they  
 3 call FACE and I don't even know what FACE stands  
 4 for, but it's some kind of family engagement  
 5 person that's in every building as well.

6 DR. MCCOMAS: So there's a liaison for  
 7 each school. Sorry, Ms. Jose, I didn't mean to  
 8 cut you off, but thank you for the opportunity, I  
 9 hope that information was helpful for everyone.

10 MS. JOSE: Yes, so it looks like we have  
 11 something in Title I schools. So my question to  
 12 Ms. Henn's motion is for FY-2022, right now we  
 13 can't gather in large gatherings, so I don't even  
 14 know how that would take place in a family  
 15 engagement program, so it would be a moot point  
 16 given that we're in the middle of a pandemic. I  
 17 will not be supporting this motion.

18 CHAIRWOMAN SCOTT: Okay, it looks like  
 19 we have a question from Dr. Hager.

20 DR. HAGER: Well, one question stemming  
 21 from what Dr. McComas just said, and perhaps this

Page 259

1 question is for Ms. Henn. Would this only be in  
 2 Title I schools or are you envisioning this  
 3 opportunity for all the schools in the system?

4 VICE CHAIR HENN: Madam Chair, may I  
 5 respond to Dr. Hager?

6 CHAIRWOMAN SCOTT: Yes please.

7 VICE CHAIR HENN: So the vision is this  
 8 would be open to all schools, and this is clearly  
 9 a need that has been communicated to me by many  
 10 of our schools and that this has not been, there  
 11 have been no resources within our schools to  
 12 provide this, so it would be available to all  
 13 schools.

14 And to Ms. Jose's comment, we're  
 15 delivering learning virtually, there's no reason  
 16 that we can't engage our families virtually as  
 17 well. So hopefully that answers your question,  
 18 Dr. Hager.

19 DR. HAGER: It does. I just also want  
 20 to mention that we have wellness, this is me  
 21 wearing my other hat in life, but we have

Page 260

1 wellness teams in every school that use the WSCC  
 2 model, the whole school, whole child, whole  
 3 community model, and in the WSCC model one  
 4 component is family engagement and one is  
 5 community involvement, so I'm not sure if I can  
 6 wrap my head around an amendment at this point in  
 7 time at night but that is an evidence-based model  
 8 that's promoted by the CDC and the  
 9 superintendents and everybody in the country as a  
 10 way for improving total child health and full  
 11 child outcomes. And so you know, I'm just  
 12 throwing it out there as a mode that's existing  
 13 for all schools in the system for family  
 14 engagement at this point in time. I do like the  
 15 idea of funneling money into something like that,  
 16 though, but I'm just mentioning that as a mode  
 17 for potentially pushing this forward.

18 VICE CHAIR HENN: And I love that idea  
 19 and that's exactly the type of example that I was  
 20 envisioning, so that existing programs could  
 21 benefit from this funding. It wouldn't

Page 261

1 necessarily have to be reinventing the wheel but  
 2 like you said, funneling money into programs that  
 3 are effective and that are working, because we  
 4 know each school community is different and has  
 5 different needs and different ways of reaching  
 6 their families, so yes, they would be eligible to  
 7 benefit from this as well.

8 MR. DICKERSON: Madam Chair Scott?

9 CHAIRWOMAN SCOTT: Thank you. Oh yes,  
 10 who's speaking?

11 MR. DICKERSON: Michael Dickerson, chief  
 12 of staff. I just wanted the Board to note that  
 13 we have an entire Department of Family and  
 14 Community Engagement that works with not just  
 15 Title I schools but all of our schools, and  
 16 that's the group that Dr. Whisted was speaking  
 17 on, and I would certainly want that department to  
 18 be involved in any funding that would go through  
 19 because they have one-on-one contacts with these  
 20 schools and those families, not just through  
 21 family and community engagement, but also through

Page 262

1 Parent University.

2 CHAIRWOMAN SCOTT: Thank you for that,

3 Mr. Dickerson. All right. Any other comments or

4 debate? Okay. Ms. Gover, if we could do a

5 rollcall vote on Ms. Henn's motion?

6 MS. ROWE: Sorry, Ms. Scott, I did have

7 a question. This is Ms. Rowe.

8 CHAIRWOMAN SCOTT: Yes, Ms. Rowe.

9 MS. ROWE: Who would decide who gets the

10 grant money?

11 CHAIRWOMAN SCOTT: I don't think we can

12 hear you, Ms. Rowe, or it might just be me.

13 Could you restate that please?

14 MS. ROWE: Who would decide who gets the

15 grant money?

16 VICE CHAIR HENN: Madam Chair, I would

17 move to amend my motion based on Mr. Dickerson's

18 comments, that the grant would be administered by

19 the Office of Family and Community Engagement.

20 CHAIRWOMAN SCOTT: Okay, so you made an

21 amendment?

Page 263

1 VICE CHAIR HENN: I don't know if

2 requires an amendment but to answer Ms. Rowe's

3 question, it seems only natural that they would

4 administer the grant.

5 MS. ROWE: All right, thank you, that

6 answers my question.

7 CHAIRWOMAN SCOTT: Okay. All right.

8 Are there any additional questions? Okay. I

9 didn't want to leave anyone out. So Ms. Gover,

10 could we do a rollcall vote please?

11 MS. GOVER: This is for the amendment?

12 CHAIRWOMAN SCOTT: There wasn't a second

13 on the amendment. Ms. Henn, did you make an

14 amendment?

15 VICE CHAIR HENN: No, ma'am.

16 CHAIRWOMAN SCOTT: No, okay. Yeah, I

17 didn't think that there was, but thanks for

18 questioning that. It is late, so we want to make

19 sure we're properly processing everything.

20 MS. GOVER: Thank you. Ms. Rowe?

21 MS. ROWE: Yes.

Page 264

1 MS. GOVER: Ms. Causey?

2 MS. CAUSEY: Yes.

3 MS. GOVER: Ms. Mack?

4 MS. MACK: Yes.

5 MS. GOVER: Mr. McMillion?

6 MR. MCMILLION: Yes.

7 MS. GOVER: Ms. Jose? Ms. Henn?

8 VICE CHAIR HENN: Yes.

9 MS. GOVER: Mr. Offerman?

10 MR. OFFERMAN: Yes.

11 MS. GOVER: Ms. Pasteur? Ms. Pasteur?

12 Mr. Kuehn?

13 MS. PASTEUR: Yes.

14 MS. GOVER: Oh, thank you, Ms. Pasteur.

15 Mr. Kuehn?

16 MR. KUEHN: No.

17 MS. GOVER: Dr. Hager?

18 DR. HAGER: Yes.

19 MS. GOVER: Ms. Scott?

20 CHAIRWOMAN SCOTT: Yes.

21 MS. GOVER: In favor is nine, opposed is

Page 265

1 one, absent is one.

2 CHAIRWOMAN SCOTT: Okay, so the motion

3 passes.

4 All right. Were there any other

5 comments from board members?

6 If not we'll move on to the next agenda

7 item. Okay, so hearing none, the next item on

8 the agenda is board member comments, and I'll

9 start on the other side of the dais and we'll

10 start with Dr. Hager.

11 DR. HAGER: I just want to thank the

12 staff for all their hard work on the budget and

13 answering all of our questions and staying with

14 us until this late hour, and that's all I have,

15 so thank you all very much.

16 CHAIRWOMAN SCOTT: Thank you, Dr. Hager.

17 Next is Mr. Kuehn.

18 MR. KUEHN: Ditto to what Dr. Hager

19 said. Have a good night, everyone.

20 CHAIRWOMAN SCOTT: Thank you. Next is

21 Ms. Pasteur?

Page 266

1 MS. PASTEUR: Are our comments about the  
 2 budget, Ms. Scott?  
 3 CHAIRWOMAN SCOTT: Oh no, we're now  
 4 doing board member comments, so anything you  
 5 would like to share.  
 6 MS. PASTEUR: Okay. Mine is brief. I  
 7 looked at CDC guidelines for people with existing  
 8 conditions and people who are caretakers of  
 9 people with existing issues, and knowing just how  
 10 caring our staff members are, I am hoping that  
 11 when those people who have those existing  
 12 conditions and who are caretakers where they  
 13 reside with them of existing conditions, that we  
 14 are case by case articulating actively with our  
 15 staff members to make sure that they know just  
 16 how valuable they are to us as we're making  
 17 decisions as a system about, with documentation  
 18 from medical personnel, about their returning to  
 19 schools, for their safety and for the safety of  
 20 our children. Thank you.  
 21 CHAIRWOMAN SCOTT: Thank you,

Page 267

1 Ms. Pasteur. Next is Mr. Offerman.  
 2 MR. OFFERMAN: I want to thank staff for  
 3 all they have done and I want to extend my thanks  
 4 to all the school personnel who have worked with  
 5 us this long time as we attempt to get back to  
 6 hybrid and in-person learning. Thank you.  
 7 CHAIRWOMAN SCOTT: Thank you,  
 8 Mr. Offerman. Next is Mr. Muhumuza. All right,  
 9 we'll keep going. Next is Ms. Henn.  
 10 VICE CHAIR HENN: Thank you, Madam  
 11 Chair. I'd also like to thank staff profusely  
 12 for their efforts through this budget cycle in  
 13 clearly what has been one of the most difficult  
 14 cycles yet, and producing the budget book for our  
 15 directive and that was clearly no small feat, so  
 16 I genuinely appreciate that.  
 17 I'd also like to thank our stakeholders  
 18 and public for their engagement. When I joined  
 19 the Board in 2016, you know, our viewership of  
 20 meetings was kind of single digits, and now we  
 21 probably have thousands of viewers who are

Page 268

1 engaged and involved in the process. My dog  
 2 clearly has a lot to say as well, I apologize,  
 3 but I'd like to thank our community for being so  
 4 attentive and engaged and for all of their  
 5 feedback, so thank you and have a good night.  
 6 CHAIRWOMAN SCOTT: Thank you, Ms. Henn.  
 7 Next we have Ms. Jose. Ms. Jose? No? Okay.  
 8 Next we have Mr. McMillion.  
 9 MR. MCMILLION: A big thank you to  
 10 everybody, and good night.  
 11 CHAIRWOMAN SCOTT: Thank you,  
 12 Mr. McMillion. Next we have Ms. Mack.  
 13 MS. MACK: Yes. About three weeks ago I  
 14 was fortunate to have had the opportunity to  
 15 participate in a virtual high school ELA class.  
 16 I give kudos to the teachers for enthusiasm and  
 17 preparedness, the students' participation, the  
 18 selection of the novels that were used in the  
 19 assignment and the relevance to societal issues.  
 20 It was a very enjoyable and enlightening  
 21 experience and I really, I appreciate having had

Page 269

1 that opportunity. Thank you and good night,  
 2 everybody.  
 3 CHAIRWOMAN SCOTT: Thank you Ms. Mack.  
 4 Ms. Causey?  
 5 MS. CAUSEY: Thank you. I appreciate  
 6 superintendent's staff working on the budget. I  
 7 also appreciate my board colleagues who have also  
 8 spent a great deal of time evaluating the budget,  
 9 many of them not just this year but in previous  
 10 years as well.  
 11 I did want to just take a minute and  
 12 talk about things that are going on in the school  
 13 system from the Board's perspective.  
 14 Black History Month is very important,  
 15 it's going on, and while we're not together,  
 16 there are virtual events that are happening.  
 17 TABCO and ESPBC put on a black lives matter at  
 18 school student forum and community engagement. I  
 19 was happy to attend that for the second year.  
 20 Last year was in person and this year was  
 21 virtual. They did a wonderful job putting that

Page 270

1 on and there was just a lot of wonderful  
 2 discussion.

3       The other thing, a COVID pandemic  
 4 victim, is the National School Board Association  
 5 conference, but they did put on their National  
 6 School Board Association's equity forum, that was  
 7 last week, and that's going to be available, and  
 8 there was a lot of wonderful insights there.

9       The other thing is I just wanted to say  
 10 is that we received an email from TABCO President  
 11 Ms. Cindy Sexton and she said, as you well know,  
 12 there are many unanswered questions and concerns  
 13 around the reopening of schools. The concerns we  
 14 are hearing about the most revolve around  
 15 availability and accessibility of vaccines,  
 16 options for education to remain virtual on return  
 17 to schools, concerns about leaves and  
 18 accommodations, and the updated CDC guidance.  
 19 Pursuant to BCPS Policy 8311, TABCO is  
 20 respectfully requesting a special meeting of the  
 21 Board to be called to focus solely on concerns

Page 271

1 around reopening. And she goes on to quote more  
 2 things, that they have received hundreds of  
 3 questions by educators that have not been  
 4 answered, and she would like that opportunity to  
 5 have that discussed.

6       So I'm going to make a motion that the  
 7 Board call a special meeting ahead of the budget  
 8 meeting to focus solely on the reopening of  
 9 schools. We have teachers that are supposed to  
 10 report next week that are still having concerns  
 11 about any number of things, so I'm going to make  
 12 a motion that the Board have a special meeting  
 13 for reopening this week.

14       CHAIRWOMAN SCOTT: Is there a second?  
 15 Okay. Hearing none, we're moving on.

16       MR. MCMILLION: I'll second that, Rod  
 17 McMillion.

18       CHAIRWOMAN SCOTT: Okay. Ms. Causey,  
 19 could you please, as we've been doing all night,  
 20 put your motion into the chat so that I can  
 21 restate it?

Page 272

1       MS. CAUSEY: Certainly.

2       CHAIRWOMAN SCOTT: And I don't, yes, to  
 3 be as clear as possible because I want to make  
 4 sure that I heard your motion correctly. Okay.  
 5 I don't see it here yet. All right. Okay.

6       So Ms. Causey made a motion to move that  
 7 the Board have a special meeting to address  
 8 issues of reopening this week, so it was moved  
 9 and seconded. And so I just wanted to be clear,  
 10 that is not in regards to the budget, it's asking  
 11 to call a special meeting, and so Mr. Brousaides,  
 12 we would need, the student member would be able  
 13 to vote on this; is that correct?

14       MR. BROUSAIDES: Correct.

15       CHAIRWOMAN SCOTT: Okay. So it has been  
 16 moved and seconded to call a special meeting, and  
 17 so any discussion?

18       MS. GOVER: Ms. Scott, I'm sorry.  
 19 Mr. Muhumuza has left the meeting, as has  
 20 Ms. Jose.

21       CHAIRWOMAN SCOTT: Oh, okay. So then it

Page 273

1 would be a majority of the members who are  
 2 present?

3       MR. BROUSAIDES: It would be a majority  
 4 of the full complement, it would still be seven,  
 5 seven needed to pass.

6       CHAIRWOMAN SCOTT: So it would still be  
 7 seven needed to pass, got it. Okay, Ms. Causey,  
 8 would you like to speak to your motion? It looks  
 9 like you do.

10       MS. CAUSEY: Thank you, Madam Chair. We  
 11 have a large number of staff that are reporting  
 12 next week and there are as indicated here a  
 13 number of questions, and earlier in the meeting  
 14 board members also had questions. We have new  
 15 CDC guidance, we have issues with the payroll,  
 16 vaccines. Also, there were questions asked about  
 17 the CARES funding, additional funding from the  
 18 state superintendent which may be \$62 million  
 19 related to addressing some of these concerns and  
 20 trying to really create the best circumstance  
 21 that we can for our students, but also for our

Page 274

1 staff, because if we don't have the staff we need  
 2 we're not going to be able to provide the best  
 3 educational environment and opportunities for our  
 4 students. And I just believe it's very  
 5 important, this is mission critical and we need  
 6 to have time to be able to work through that as a  
 7 board.  
 8 CHAIRWOMAN SCOTT: Okay.  
 9 MS. ROWE: Madam Chair, this is Lily  
 10 Rowe.  
 11 CHAIRWOMAN SCOTT: Yes, Ms. Rowe?  
 12 MS. ROWE: I would like to amend the  
 13 motion to specifically invite Ms. Cindy Sexton,  
 14 who is asking for this meeting, to attend the  
 15 meeting and participate in the discussions.  
 16 CHAIRWOMAN SCOTT: So you would like to  
 17 invite -- if you could state your amendment  
 18 because we're combining statements with  
 19 amendments and I'm not clear. What is the actual  
 20 amendment?  
 21 MS. ROWE: I'm writing it now.

Page 275

1 MS. CAUSEY: I'll second it, Ms. Causey.  
 2 CHAIRWOMAN SCOTT: Well, it hasn't been  
 3 stated yet, but I guess I want us to be very  
 4 clear. And also, Mr. Brousaides, is that what,  
 5 it sounds like what you're asking, Ms. Rowe, what  
 6 you're putting in there is you want to have  
 7 Ms. Sexton come in as a board member to actively  
 8 participate, but that's something --  
 9 MS. ROWE: No, not as a board member.  
 10 So I would like to amend the motion to invite  
 11 Ms. Cindy Sexton, TABCO president, to participate  
 12 in the meeting to ask questions.  
 13 CHAIRWOMAN SCOTT: Okay, so the motion  
 14 has been stated. Is there a second?  
 15 MS. CAUSEY: Second, Ms. Causey.  
 16 CHAIRWOMAN SCOTT: Okay. Sorry, I meant  
 17 the amendment. So then we need to process the  
 18 amendment. Is there any questions or discussions  
 19 around the amendment.  
 20 VICE CHAIR HENN: Yes, Madam Chair, this  
 21 is Ms. Henn.

Page 276

1 CHAIRWOMAN SCOTT: Let me restate the  
 2 amendment just so I can make sure that it's  
 3 before the assembly. I apologize, Ms. Henn.  
 4 Ms. Rowe says, I would like to amend the  
 5 motion to invite Ms. Cindy Sexton, TABCO  
 6 president, to participate in the meeting to ask  
 7 questions. Okay, it was seconded by Ms. Causey,  
 8 but I do have a question. Where is the amendment  
 9 being added to the original motion? Because I  
 10 see the original motion and I don't know where  
 11 you want the amendment added.  
 12 MS. ROWE: One moment. And --  
 13 CHAIRWOMAN SCOTT: The amendment isn't  
 14 properly stated as I'm looking at it, are you --  
 15 because it looks like to have an amendment if I'm  
 16 correct, and Mr. Brousaides, correct me if I'm  
 17 wrong, you can add an amendment by striking or by  
 18 adding, and it looks like this is a second  
 19 motion.  
 20 MS. ROWE: Well, it would be and invite  
 21 Ms. Cindy Sexton, but the reason I'm adding it as

Page 277

1 an amendment and not a second motion is because  
 2 if we don't have the special meeting then there's  
 3 nothing to invite her too, so the two things are  
 4 connected.  
 5 CHAIRWOMAN SCOTT: Okay, so where would  
 6 you like to add that?  
 7 MS. ROWE: So, reopening this week, and  
 8 to invite Ms. Cindy Sexton, TABCO president, to  
 9 participate in the meeting to ask questions.  
 10 CHAIRWOMAN SCOTT: Okay. If you could  
 11 put that in the chat so I can properly state the  
 12 amendment. And it is also 12 o'clock at night,  
 13 so let's process this. Okay.  
 14 And Mr. Brousaides, I just want to make  
 15 sure that we're processing it the right way. So  
 16 then once I state that, then we are going to  
 17 debate and then process the amendment, and then  
 18 process the main motion, correct?  
 19 MR. BROUSAIDES: That's correct.  
 20 CHAIRWOMAN SCOTT: Okay. All right.  
 21 Okay. So Ms. Rowe's amendment is, I move the

Page 278

1 Board have a special meeting to address -- well,  
 2 I'm going to read the whole thing, but her  
 3 amendment is to add after reopening this week,  
 4 and to invite Ms. Cindy Sexton, TABCO president,  
 5 to participate in the meeting to ask questions.  
 6 So the amendment was made by Ms. Rowe and then it  
 7 was seconded by Ms. Causey. So, are there any  
 8 questions related to the amendment, which is  
 9 basically adding the invitation to Ms. Cindy  
 10 Sexton?  
 11 VICE CHAIR HENN: Yes, Madam Chair, this  
 12 is Ms. Henn.  
 13 CHAIRWOMAN SCOTT: Okay, thank you. Go  
 14 ahead, Ms. Henn.  
 15 VICE CHAIR HENN: Thank you, it's late.  
 16 CHAIRWOMAN SCOTT: Yeah.  
 17 VICE CHAIR HENN: So my concern is that  
 18 the issues that Ms. Sexton has raised are  
 19 operational in nature and not of the Board's  
 20 purview. And while I would support this, my  
 21 concern is that we are getting into the

Page 279

1 superintendent's territory and these are issues  
 2 that are really between Ms. Sexton and  
 3 Dr. Williams, so for that reason I won't be  
 4 supporting the amendment because I don't support  
 5 the original motion so, due to the scope, unless  
 6 there is anything Ms. Causey feels the Board  
 7 needs to address specifically.  
 8 CHAIRWOMAN SCOTT: Okay. Thank you for  
 9 that, Ms. Henn. It looks like there is a  
 10 question also from Dr. Hager.  
 11 DR. HAGER: I'm feeling very similarly  
 12 to Ms. Henn for so many reasons, but one is that  
 13 I, as of recently Dr. Williams, sorry, there are  
 14 two Dr. Williams, has been on BoardDocs listing  
 15 all of our questions about reopening and the  
 16 answer, so I know that there will be folks back  
 17 in schools on Monday, but I feel like on Tuesday,  
 18 getting those answers in writing thoroughly from  
 19 every single person, you know, without having  
 20 another meeting but on a Word document would be  
 21 really useful. And so I don't know without

Page 280

1 making a motion if Dr. Williams would be willing  
 2 to answer some of TABCO's questions in writing,  
 3 and again, you don't have to answer that. But we  
 4 can ask as many questions as we want and get  
 5 those answers in writing by Tuesday. So for that  
 6 reason and the reasons Ms. Henn said, and just  
 7 because I think it's going to be really  
 8 challenging to get this on the books since it's  
 9 midnight now and already Tuesday, I don't know  
 10 that I could support it either.  
 11 CHAIRWOMAN SCOTT: Okay, thank you for  
 12 that. All right. Any additional questions about  
 13 the motion?  
 14 DR. WILLIAMS: Yes, Madam Chair,  
 15 Dr. Williams here.  
 16 CHAIRWOMAN SCOTT: Yes?  
 17 DR. WILLIAMS: I just want to remind the  
 18 Board that staff members, some staff members have  
 19 been continuously working since March, we've had  
 20 some staff members to return today, and we have  
 21 been in constant communication with our unions,

Page 281

1 we have representation on our design team, and  
 2 again, based on the board motion that we provide  
 3 time for updates regarding reopening, we have  
 4 done that for every open meeting session. And I  
 5 too worry about just the timeframe of trying to  
 6 get a separate meeting between now and next week.  
 7 CHAIRWOMAN SCOTT: Thank you for that,  
 8 Dr. Williams. Ms. Causey, you have a comment, or  
 9 want to speak to your motion again?  
 10 MS. CAUSEY: Yes.  
 11 CHAIRWOMAN SCOTT: Or to the amendment,  
 12 excuse me.  
 13 MS. CAUSEY: I would like to speak to  
 14 the amendment. I agree that there is a  
 15 separation of responsibilities related to the  
 16 Board and the superintendent, and one of the  
 17 issues that we've heard, that there was a motion  
 18 but it didn't pass, but then we're seeing other  
 19 boards addressing them, is new things that are  
 20 not, there is not a usual administration, so that  
 21 it is something that it would be helpful for the

Page 282

1 Board and the superintendent to have a  
 2 discussion. Do we need to give temporary or  
 3 stopgap authorization for accommodations for some  
 4 teachers to stay virtual instruction? Is there  
 5 additional, you know, things that are needed  
 6 related to the CDC updates in terms of our  
 7 metrics and how we're portraying that and how  
 8 we're practicing that? So there are some gray  
 9 areas. And also as a board member, I continue to  
 10 receive hundreds of emails and there's some  
 11 disconnect somewhere, and so sometimes the best  
 12 thing to do is get the people in the room to talk  
 13 about it and then process it, and then if  
 14 decisions need to be made by the Board with the  
 15 superintendent's recommendation or input, then we  
 16 can get it done.

17 But the fact is we have teachers coming  
 18 and some significant issues, so I think, you  
 19 know, and as to the lateness of the hour and the  
 20 time it needs to get done, we have educators,  
 21 building operations folks, our food and nutrition

Page 283

1 people, everyone has been pitching in, we have  
 2 people working at the vaccine clinics spending  
 3 hours there. Yes, it is a lot of work, but it is  
 4 worth it to try and make this the best experience  
 5 for our students. This is not business as usual,  
 6 this is not education as usual, so I think it  
 7 deserves the time that it takes to make sure that  
 8 when we start in person that we are doing it in  
 9 the best way moving forward.

10 CHAIRWOMAN SCOTT: All right, thank you  
 11 for that, Ms. Causey. And again, thank you for  
 12 mentioning the lateness of the hour because it is  
 13 quite late and I want to be respectful of  
 14 everyone's time. So Ms. Mack, you have a  
 15 question?

16 MS. MACK: I just have a comment and a  
 17 question. I share the concerns about when we  
 18 would have another meeting because I know my  
 19 schedule is pretty full, but I do have a  
 20 question.

21 In the absence of Ms. Causey making this

Page 284

1 motion, what were the plans, if any, to respond  
 2 to Ms. Sexton's request for a meeting or to get  
 3 her questions answered and concerns answered?

4 CHAIRWOMAN SCOTT: Okay. That sounds  
 5 like that that's something that staff works with  
 6 Ms. Sexton and responds to her questions or  
 7 things like that, are you asking Dr. Williams?

8 MS. MACK: I'm asking specifically given  
 9 the timeframe that teachers are reporting back to  
 10 the classroom, and there is a time component to  
 11 this, when was staff preparing to address the  
 12 concerns that Ms. Sexton included in her letter  
 13 requesting a special meeting?

14 MS. LOWRY: Ms. Scott, this is  
 15 Ms. Lowry, I can address that.

16 CHAIRWOMAN SCOTT: Please do.

17 MS. LOWRY: I heard from Mr. Barante  
 18 this afternoon, late, on asking if we could  
 19 convene a meeting to essentially discuss many of  
 20 those points that were in Ms. Sexton's letter, as  
 21 well as the new guidelines for, revised

Page 285

1 guidelines that came out on Friday from the CDC,  
 2 and I did share with him that I would be more  
 3 than happy to meet with him this week to review  
 4 and discuss all of that. So we are right now, we  
 5 have been working to try to, both of us clear our  
 6 calendars a little bit, but there will be a  
 7 meeting scheduled for this week to be able to  
 8 address those questions and concerns and try to  
 9 bring some level of closure to some of those.

10 I think some of those questions, I will  
 11 have to then circle back with Dr. Zarchin because  
 12 some of the questions are related to what came  
 13 out on Friday from the CDC, and may need a  
 14 circling back with both Dr. Zarchin and with  
 15 Ms. Somerville, but we will give it the attention  
 16 that it needs this week so that we can help to  
 17 insure that our teachers have a smooth reopening.

18 MS. MACK: Ms. Lowry, could you speak to  
 19 notifying the Board of the outcome of those  
 20 meetings?

21 MS. LOWRY: I could certainly provide



Page 286

1 you an update Friday and the update will let you  
 2 know what we discussed and where we are with the  
 3 questions and concerns that they brought to our  
 4 attention.  
 5 MS. MACK: Thank you, I appreciate that.  
 6 CHAIRWOMAN SCOTT: Thank you. It looks  
 7 like there's a comment or question from  
 8 Mr. Kuehn.  
 9 MR. KUEHN: Thank you, Ms. Scott.  
 10 Although I support the idea of asking all these  
 11 questions and getting some answers, I believe  
 12 that it can wait until next Tuesday when we will  
 13 be talking about reopening and moving forward on  
 14 the budget, so therefore I will not at this late  
 15 moment in time be supporting this motion. Thank  
 16 you.  
 17 CHAIRWOMAN SCOTT: Thank you. So if we  
 18 could now process the amendment and then the  
 19 motion. Ms. Gover, if we could do a rollcall  
 20 vote please?  
 21 MS. GOVER: Ms. Rowe?

Page 287

1 MS. ROWE: Yes.  
 2 MS. GOVER: Ms. Causey?  
 3 MS. CAUSEY: Yes.  
 4 MS. GOVER: Ms. Mack?  
 5 MS. MACK: No.  
 6 MS. GOVER: Mr. McMillion?  
 7 MR. MCMILLION: Yes.  
 8 MS. GOVER: Ms. Jose? Ms. Henn?  
 9 VICE CHAIR HENN: No.  
 10 MS. GOVER: Mr. Muhumuza? Mr. Offerman?  
 11 Ms. Pasteur? Mr. Kuehn?  
 12 MR. KUEHN: No. Do we still have a  
 13 quorum?  
 14 MS. GOVER: Yes, sir. Dr. Hager?  
 15 DR. HAGER: No.  
 16 MS. GOVER: Ms. Scott?  
 17 CHAIRWOMAN SCOTT: No.  
 18 MS. GOVER: Favor is three, opposed is  
 19 five, absent is four.  
 20 CHAIRWOMAN SCOTT: Well, it is late,  
 21 okay. So it needed seven to pass if I understand

Page 288

1 it, so does that mean the amendment fails?  
 2 MS. GOVER: The amendment fails.  
 3 CHAIRWOMAN SCOTT: Thank you. Now if we  
 4 could process the motion, could we do a rollcall  
 5 vote please, on the motion?  
 6 MS. GOVER: Ms. Rowe?  
 7 MS. ROWE: Yes.  
 8 MS. GOVER: Ms. Causey?  
 9 MS. CAUSEY: Yes.  
 10 MS. GOVER: Ms. Mack?  
 11 MS. MACK: No.  
 12 MS. GOVER: Mr. McMillion?  
 13 MR. MCMILLION: Yes.  
 14 MS. GOVER: Ms. Henn?  
 15 VICE CHAIR HENN: No.  
 16 MS. GOVER: Mr. Kuehn?  
 17 MR. KUEHN: No.  
 18 MS. GOVER: Dr. Hager?  
 19 DR. HAGER: No.  
 20 MS. GOVER: Ms. Scott?  
 21 CHAIRWOMAN SCOTT: No.

Page 289

1 MS. GOVER: Favor is three, opposed is  
 2 five, absent is four.  
 3 CHAIRWOMAN SCOTT: Okay, the motion  
 4 fails. All right. Thank you for that.  
 5 And going around the dais with board  
 6 member comments, next we have Ms. Lily Rowe.  
 7 MS. ROWE: I have no comments tonight,  
 8 it's very late, and I'm just content to say thank  
 9 you to everyone and for us to adjourn.  
 10 CHAIRWOMAN SCOTT: Thank you, Ms. Rowe.  
 11 And last but not least is me, and I share everyone  
 12 else's viewpoint, it is late, but I thank  
 13 everybody for their commitment, their  
 14 volunteerism, their time, and I hope everyone has  
 15 a good evening.  
 16 And so with that, the last item on the  
 17 agenda is announcements. The Board's next  
 18 meeting will be held virtually on Tuesday,  
 19 February 23rd, 2021 at 6:30 p.m.  
 20 So thank you all for joining us tonight,  
 21 and the meeting is now adjourned.

(Meeting adjourned.)

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

1 STATE OF MARYLAND.

2 BALTIMORE COUNTY: SS

3  
4 I, Paul A. Gasparotti, a Notary Public in and  
5 for the State of Maryland, Baltimore County, do  
6 hereby certify that the foregoing is a true and  
7 accurate transcription of the recording to the  
8 best of my ability.

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

12 As witness, my hand and notarial seal this  
13 24th day of February, 2021.

14  
15 \_\_\_\_\_  
16 Paul A. Gasparotti  
17  
18  
19  
20  
21

**WORD INDEX**

< \$ >	122:8, 10, 11 123:14	<b>16.9</b> 228:12 <b>16th</b> 4:5 <b>17</b> 159:20 <b>175,000</b> 254:14 <b>18</b> 114:6, 21 120:11 178:13 <b>18.65</b> 234:15 <b>18.7</b> 234:6 240:5 <b>186</b> 205:5 <b>19</b> 41:18 71:1 <b>198</b> 23:15 <b>1st</b> 18:8	289:19 <b>246</b> 110:11 <b>248</b> 59:10 214:12 218:14 <b>249</b> 59:10 214:11 <b>24th</b> 20:14 291:13 <b>25</b> 81:7 <b>250</b> 95:2 227:12 232:5 <b>252</b> 221:14 <b>253</b> 113:1 <b>254</b> 112:1, 18 <b>26</b> 92:10 234:11 <b>265</b> 3:6 <b>27</b> 92:13 104:18 <b>289</b> 3:7 206:17 <b>29.4</b> 92:10 <b>290</b> 3:8	<b>56</b> 42:5 <b>5th</b> 113:11  < 6 > <b>6</b> 121:11, 18 122:10 123:3, 15 <b>6,002</b> 192:2 195:7 <b>6.9</b> 227:9 <b>6:30</b> 289:19  < 7 > <b>723,626</b> 120:11 <b>75</b> 232:7  < 8 > <b>8:30</b> 107:14 <b>80</b> 232:7 <b>81</b> 205:4 <b>83</b> 206:16 <b>8311</b> 270:19 <b>86</b> 205:4 <b>89</b> 206:16  < 9 > <b>9.65</b> 227:10 <b>90</b> 232:6 <b>926,000</b> 111:18  < A > <b>ability</b> 25:9 62:9 81:17 291:8 <b>able</b> 5:5 8:3 18:6 20:6 34:6, 7 36:16 37:5 74:1 78:8 80:21 94:14 98:21 100:14 101:3 107:5 116:18 128:6 156:11 159:21 161:7 177:14 180:21 182:11 191:7 215:11 223:16 224:4, 6 272:12 274:2, 6 285:7 <b>absence</b> 283:21
<b>\$1.7</b> 132:19 <b>\$1.9</b> 119:21 <b>\$110</b> 200:2 201:1 <b>\$117</b> 200:2 201:1 <b>\$142</b> 201:2 <b>\$175,000</b> 255:11 <b>\$18</b> 242:17 <b>\$18.65</b> 227:15 232:9 <b>\$19</b> 238:15 <b>\$2</b> 121:3 218:21 <b>\$2,436,000</b> 123:7 <b>\$2.81</b> 122:19 <b>\$200,000</b> 143:2 <b>\$25</b> 103:8 <b>\$26</b> 81:15 <b>\$27</b> 102:15 106:2 <b>\$29</b> 81:16 83:7 88:11, 20 97:14 98:6 <b>\$29.4</b> 82:16 <b>\$290</b> 98:8 <b>\$3</b> 110:19 220:18 <b>\$376</b> 201:2 <b>\$4.5</b> 238:13 <b>\$50</b> 234:14 <b>\$6.7</b> 111:12 <b>\$60</b> 101:6 <b>\$61</b> 124:8 <b>\$62</b> 124:8 273:18 <b>\$7</b> 218:21 <b>\$891,000</b> 167:17 <b>\$891,421</b> 141:10 <b>\$9</b> 110:5  < 0 > <b>0.6</b> 122:14 <b>06</b> 114:8 115:2 121:11, 12, 21	< 1 > <b>1.5</b> 124:15 129:5 <b>1.7</b> 111:18 <b>100</b> 112:11 <b>107</b> 205:5 <b>11</b> 139:5 204:15 253:4 <b>110</b> 206:16 <b>110,000</b> 200:18 <b>114</b> 213:12 <b>116,600</b> 228:21 <b>117,000</b> 200:18 <b>12</b> 3:3 46:6 155:4, 14 277:12 <b>122.3</b> 227:7 <b>124</b> 23:9 <b>127</b> 194:8 197:18 256:11 <b>13</b> 220:16 234:12 <b>137</b> 141:5, 15 168:4 <b>138</b> 167:18 <b>13th</b> 4:12 <b>14</b> 26:18 <b>140</b> 169:2 <b>141,000</b> 120:17 <b>142</b> 200:2 205:3 <b>149</b> 23:14 <b>15</b> 76:11, 12 77:3 79:1 81:1, 4 82:8, 9, 18 83:12, 14, 15 84:5 93:2, 5, 10 94:16 95:7 96:9 98:18 100:12 102:19 103:7, 9 106:14, 18 109:11 136:1 <b>15.9</b> 218:18 <b>157</b> 205:4 <b>16</b> 1:14	< 2 > <b>2.2</b> 92:14 <b>2.5</b> 214:13 <b>20</b> 81:7 178:12 <b>20.5</b> 135:10 <b>200</b> 241:20, 21 <b>200,000</b> 142:1 160:15, 20, 21 <b>2010</b> 241:19 <b>2014</b> 220:3 <b>2015</b> 155:3 <b>2016</b> 76:21 210:2 267:19 <b>2019</b> 103:7 <b>2020</b> 4:12 <b>2021</b> 1:14 4:6 289:19 291:13 <b>2022</b> 25:17 26:21 32:21 114:4, 18 132:7 143:1 200:15 229:21 231:7 236:20 246:5 251:19 255:10 <b>2022-2023</b> 89:19 <b>2023</b> 84:12 <b>21</b> 35:3 76:3 112:8 <b>22</b> 83:13 141:20 218:17 228:20 254:13 <b>23</b> 83:13 234:9 <b>2310</b> 74:19 152:2 166:2, 6 <b>23rd</b> 227:4	< 3 > <b>3.2</b> 200:3 201:4 <b>30</b> 81:6, 14 88:18 98:20 166:4 201:5 206:17 234:10 <b>3000</b> 67:11 <b>3111</b> 69:18 72:3 <b>3123</b> 68:3 <b>33</b> 3:5 <b>342</b> 238:9 <b>346</b> 238:9 <b>35.6</b> 114:4, 19 122:5, 15 123:17 <b>352,000</b> 120:16 <b>376</b> 200:2  < 4 > <b>4</b> 3:2 <b>4,000</b> 228:17 <b>40</b> 205:8, 18 <b>464,000</b> 111:17  < 5 >	

<b>absent</b> 47:14 53:3 56:20 204:6 212:16 265:1 287:19 289:2	121:21 242:2 291:7	155:21 177:16 182:15 196:17 223:9 224:11 226:1 227:8 229:5 235:4 236:8 237:18 249:12 257:15, 19 276:17 277:6 278:3	210:9 213:1 221:1 228:4, 9 229:18 231:5 232:15 236:18 240:19 246:2 251:17 253:7 263:8 273:17 280:12 282:5	113:2 <b>admin</b> 161:9 <b>administer</b> 263:4 <b>administered</b> 262:18 <b>administration</b> 37:19, 20 42:17 152:2 168:5 281:20 <b>administrative</b> 238:6, 10 <b>administrators</b> 107:4 136:13 233:7 <b>admirable</b> 134:7 <b>adopted</b> 90:1 103:13, 19 190:11 <b>adoption</b> 189:8, 17 <b>adoptions</b> 195:16, 17 196:1 <b>advance</b> 9:9 10:17 11:2, 9, 11 32:10 43:20 158:13 <b>advanced</b> 35:15 195:8 <b>advancing</b> 256:7, 8 <b>advice</b> 9:15 37:19 50:2, 5 243:14, 18 <b>advise</b> 50:1 <b>advisement</b> 54:4 144:5 <b>advisory</b> 70:13 71:13, 14, 15 72:5, 10, 12, 15 74:6, 16 <b>advocacy</b> 159:8 <b>advocate</b> 159:3 <b>advocated</b> 73:13 <b>affect</b> 83:18 95:3 119:17, 20 <b>aftermath</b> 160:6
<b>absolutely</b> 125:10, 11 131:13 242:5	<b>achieve</b> 74:19 113:2 152:3 220:5 238:13, 21	<b>added</b> 12:18 13:15 77:9 84:11 103:7 170:21 235:14, 17 242:1 245:11 276:9, 11	<b>additionally</b> 22:1 77:8 127:19 159:7 178:7 179:1	
<b>absorb</b> 36:17	<b>achieved</b> 36:14	<b>adding</b> 83:12 85:5, 8 93:2 94:16 97:8 103:6 119:17 136:1 161:8 228:4 235:9, 15 249:13 276:18, 21 278:9	<b>address</b> 14:6 15:2, 5 18:18 19:12 20:11 99:7, 13 125:6 135:2 158:11 206:12 272:7 278:1 279:7 284:11, 15 285:8	
<b>absorbed</b> 40:17 218:2	<b>achieve</b> 36:14	<b>addition</b> 31:4 65:19 83:15 124:20 136:1	<b>add-on</b> 256:10	
<b>academic</b> 31:20 35:13 39:6 218:20 221:9	<b>Achievement</b> 37:7 254:17 255:15	<b>additional</b> 22:16 29:4, 8, 13 30:9 34:2 37:10 63:19 64:10, 11 82:12 96:9 100:8, 17 101:6, 9, 10 102:2, 6 103:9 104:1 109:14 115:16 116:8, 19 123:20 124:8, 15, 17, 20 125:14, 18 126:20 127:9, 11, 12, 17 128:7 131:9 136:18 143:17 145:11 157:15 161:11 162:3 166:21 174:12 178:20 179:14 181:19 185:19 194:20 195:20 199:17	<b>address</b> 14:6 15:2, 5 18:18 19:12 20:11 99:7, 13 125:6 135:2 158:11 206:12 272:7 278:1 279:7 284:11, 15 285:8	
<b>absorb</b> 36:17	<b>acid</b> 24:6	<b>adding</b> 83:12 85:5, 8 93:2 94:16 97:8 103:6 119:17 136:1 161:8 228:4 235:9, 15 249:13 276:18, 21 278:9	<b>add-on</b> 256:10	
<b>absorbed</b> 40:17 218:2	<b>acknowledged</b> 220:3	<b>addition</b> 31:4 65:19 83:15 124:20 136:1	<b>address</b> 14:6 15:2, 5 18:18 19:12 20:11 99:7, 13 125:6 135:2 158:11 206:12 272:7 278:1 279:7 284:11, 15 285:8	
<b>academic</b> 31:20 35:13 39:6 218:20 221:9	<b>achieving</b> 37:4	<b>additional</b> 22:16 29:4, 8, 13 30:9 34:2 37:10 63:19 64:10, 11 82:12 96:9 100:8, 17 101:6, 9, 10 102:2, 6 103:9 104:1 109:14 115:16 116:8, 19 123:20 124:8, 15, 17, 20 125:14, 18 126:20 127:9, 11, 12, 17 128:7 131:9 136:18 143:17 145:11 157:15 161:11 162:3 166:21 174:12 178:20 179:14 181:19 185:19 194:20 195:20 199:17	<b>additions</b> 185:12	
<b>Academics</b> 34:20 35:15 218:3	<b>acid</b> 24:6	<b>addition</b> 31:4 65:19 83:15 124:20 136:1	<b>add-on</b> 256:10	
<b>accept</b> 12:20 62:9 236:1	<b>acquire</b> 73:14	<b>adding</b> 83:12 85:5, 8 93:2 94:16 97:8 103:6 119:17 136:1 161:8 228:4 235:9, 15 249:13 276:18, 21 278:9	<b>address</b> 14:6 15:2, 5 18:18 19:12 20:11 99:7, 13 125:6 135:2 158:11 206:12 272:7 278:1 279:7 284:11, 15 285:8	
<b>accepted</b> 155:11	<b>acquiring</b> 178:19	<b>addition</b> 31:4 65:19 83:15 124:20 136:1	<b>addressed</b> 126:11 155:16	
<b>accepting</b> 155:9	<b>Act</b> 5:5 41:13 127:8	<b>additional</b> 22:16 29:4, 8, 13 30:9 34:2 37:10 63:19 64:10, 11 82:12 96:9 100:8, 17 101:6, 9, 10 102:2, 6 103:9 104:1 109:14 115:16 116:8, 19 123:20 124:8, 15, 17, 20 125:14, 18 126:20 127:9, 11, 12, 17 128:7 131:9 136:18 143:17 145:11 157:15 161:11 162:3 166:21 174:12 178:20 179:14 181:19 185:19 194:20 195:20 199:17	<b>addresses</b> 153:21	
<b>access</b> 38:4, 18 42:4 115:9 116:12, 21 179:8 190:9	<b>actions</b> 125:17 155:15	<b>addition</b> 31:4 65:19 83:15 124:20 136:1	<b>addressing</b> 101:12 145:12 273:19 281:19	
<b>accessibility</b> 270:15	<b>active</b> 117:5	<b>additional</b> 22:16 29:4, 8, 13 30:9 34:2 37:10 63:19 64:10, 11 82:12 96:9 100:8, 17 101:6, 9, 10 102:2, 6 103:9 104:1 109:14 115:16 116:8, 19 123:20 124:8, 15, 17, 20 125:14, 18 126:20 127:9, 11, 12, 17 128:7 131:9 136:18 143:17 145:11 157:15 161:11 162:3 166:21 174:12 178:20 179:14 181:19 185:19 194:20 195:20 199:17	<b>adequate</b> 132:20 181:5	
<b>accommodations</b> 31:6 270:18 282:3	<b>actively</b> 61:20 266:14 275:7	<b>addition</b> 31:4 65:19 83:15 124:20 136:1	<b>adhere</b> 54:4 68:19	
<b>accomplish</b> 162:8	<b>activities</b> 22:2, 13 23:12, 17, 20 25:4, 7 113:19	<b>additional</b> 22:16 29:4, 8, 13 30:9 34:2 37:10 63:19 64:10, 11 82:12 96:9 100:8, 17 101:6, 9, 10 102:2, 6 103:9 104:1 109:14 115:16 116:8, 19 123:20 124:8, 15, 17, 20 125:14, 18 126:20 127:9, 11, 12, 17 128:7 131:9 136:18 143:17 145:11 157:15 161:11 162:3 166:21 174:12 178:20 179:14 181:19 185:19 194:20 195:20 199:17	<b>addresses</b> 153:21	
<b>accomplishment</b> 33:19	<b>activity</b> 101:2 113:12, 21 170:8	<b>addition</b> 31:4 65:19 83:15 124:20 136:1	<b>addressing</b> 101:12 145:12 273:19 281:19	
<b>account</b> 178:4 194:15 218:4	<b>actual</b> 102:1 111:10, 17 112:15 113:9 168:21 218:17 221:5 274:19	<b>addition</b> 31:4 65:19 83:15 124:20 136:1	<b>adhere</b> 54:4 68:19	
<b>Accountability</b> 38:17 41:15 68:1 75:2 152:7	<b>actuals</b> 110:3 112:7	<b>addition</b> 31:4 65:19 83:15 124:20 136:1	<b>adjourn</b> 289:9	
<b>accounting</b> 67:20 68:21 219:16, 18	<b>adaptive</b> 187:17	<b>addition</b> 31:4 65:19 83:15 124:20 136:1	<b>adjourned</b> 289:21 290:1	
<b>accounts</b> 68:11 110:8	<b>add</b> 22:18 63:5 72:16 76:5, 11 77:3 79:1 80:16 82:7, 8, 9 84:8 123:10 128:11, 13 131:6 141:20 143:1 146:1, 2 148:7	<b>addition</b> 31:4 65:19 83:15 124:20 136:1	<b>Adjournment</b> 3:8	
<b>accuracy</b> 21:2		<b>addition</b> 31:4 65:19 83:15 124:20 136:1	<b>adjust</b> 57:3	
<b>accurate</b> 23:7 38:18, 21 45:11		<b>addition</b> 31:4 65:19 83:15 124:20 136:1	<b>adjusted</b> 110:5 111:12, 18 229:2	

<b>afternoon</b> 284:18	<b>allocated</b> 60:5 61:7 120:21 181:3 220:19	243:6, 10, 15 244:1, 6, 7, 11, 12, 13, 15, 18 245:6, 18, 21 246:1, 14, 21 247:1 248:10, 11, 12 249:6, 7, 8, 12 251:1 260:6 262:21 263:2, 11, 13, 14 274:17, 20 275:17, 18, 19 276:2, 8, 11, 13, 15, 17 277:1, 12, 17, 21 278:3, 6, 8 279:4 281:11, 14 286:18 288:1, 2	15, 16 116:3, 5 119:16, 19 125:14 127:3 135:15 148:14, 18, 20 156:11 161:15 167:18 181:6 202:2 213:17 263:2 279:16 280:2, 3	<b>appear</b> 9:5 48:18 50:3 <b>Appendix</b> 59:10 111:14 238:9, 10 <b>applicable</b> 5:15 7:3, 19 8:21 <b>application</b> 62:11 <b>applications</b> 60:18 <b>apply</b> 8:16 256:11 <b>appointment</b> 75:19 <b>appreciate</b> 44:5 88:11 125:4 129:14 185:3 187:6, 10, 18 216:3 221:21 225:11, 20 229:8 267:16 268:21 269:5, 7 286:5 <b>appreciated</b> 20:8 <b>appreciation</b> 134:14 <b>approach</b> 25:2 189:13 190:4, 5 223:2 <b>appropriate</b> 68:15 142:12 179:8 <b>appropriated</b> 68:6, 12, 17 <b>appropriately</b> 119:3 217:14 <b>appropriation</b> 139:21 140:6 <b>approval</b> 75:6, 10, 12, 18 152:11, 19 166:8 196:10 <b>approve</b> 152:20 <b>approved</b> 4:11 11:15 16:12 31:5 103:16 196:18 240:16
<b>aged</b> 30:7	<b>allocation</b> 141:9 142:1 143:2 146:13 160:19 174:15 175:13 197:19 200:1, 17 208:9 246:12	<b>allocations</b> 181:1 194:9, 12 198:5 205:18 206:15 210:4 256:10	<b>answered</b> 65:5 83:5 125:12 147:14 184:2 271:4 284:3	<b>answered</b> 65:5 83:5 125:12 147:14 184:2 271:4 284:3
<b>agency</b> 139:21 170:9	<b>allow</b> 4:21 5:3 31:9	<b>amendments</b> 274:19	<b>answers</b> 17:20 20:18 34:7 225:20 227:2 259:17 263:6 279:18 280:5 286:11	<b>answered</b> 65:5 83:5 125:12 147:14 184:2 271:4 284:3
<b>agenda</b> 5:16, 17 6:10, 20 7:10 8:16 12:17, 21 25:15 26:2 28:18 29:6 32:20 42:20 43:2, 14 69:8 265:6, 8 289:17	<b>allowed</b> 221:2	<b>amount</b> 81:3, 9 104:17 123:10 146:2 174:20 175:19 186:18 193:13 194:9 215:16 222:18 227:8 241:7	<b>anticipating</b> 224:12	<b>answers</b> 17:20 20:18 34:7 225:20 227:2 259:17 263:6 279:18 280:5 286:11
<b>ago</b> 33:8 95:11 124:8 128:20 189:20 211:8 227:18 256:9 268:13	<b>allowing</b> 29:4 155:20	<b>amendments</b> 274:19	<b>anybody</b> 83:19 177:3, 4	<b>anticipating</b> 224:12
<b>agree</b> 15:4 83:4 97:18 98:6 137:5 281:14	<b>alternative</b> 35:12 215:19	<b>amount</b> 81:3, 9 104:17 123:10 146:2 174:20 175:19 186:18 193:13 194:9 215:16 222:18 227:8 241:7	<b>anytime</b> 145:8 <b>Anyway</b> 205:16 <b>Apart</b> 35:21 157:18	<b>anybody</b> 83:19 177:3, 4
<b>agreed</b> 95:4	<b>amend</b> 6:10 48:4 51:1 55:11 84:10, 15, 21 114:3, 18 131:18 132:5, 6 141:20 142:20, 21 199:20 200:15 235:3 237:6 243:2, 3, 14 244:18 246:1 254:12 255:10 262:17 274:12 275:10 276:4	<b>amounts</b> 206:7, 8, 21	<b>apart</b> 35:21 157:18	<b>anytime</b> 145:8 <b>Anyway</b> 205:16 <b>Apart</b> 35:21 157:18
<b>agreement</b> 15:19 95:2 132:1, 9	<b>amended</b> 4:11 19:21 168:3	<b>ample</b> 43:9 66:11	<b>apologies</b> 45:6 <b>apologize</b> 6:8 11:4 46:8 80:11 122:16 134:20 167:9 170:1 232:20 251:1 268:2 276:3	<b>apologies</b> 45:6 <b>apologize</b> 6:8 11:4 46:8 80:11 122:16 134:20 167:9 170:1 232:20 251:1 268:2 276:3
<b>ahead</b> 12:20 13:2, 21 23:4 26:15 29:13 33:4 53:18 55:15 60:2, 16 73:4, 5 80:2, 12 87:4 92:7 96:1, 5 97:13 123:6 136:19 144:15, 16 167:10 169:8 177:6 180:2 213:5 271:7 278:14	<b>amending</b> 51:13	<b>amplification</b> 24:6	<b>apologize</b> 6:8 11:4 46:8 80:11 122:16 134:20 167:9 170:1 232:20 251:1 268:2 276:3	<b>apologize</b> 6:8 11:4 46:8 80:11 122:16 134:20 167:9 170:1 232:20 251:1 268:2 276:3
<b>aid</b> 129:5	<b>amendment</b> 84:8, 14, 20 85:14 86:16, 19 88:1, 3 234:21 235:12 236:2, 5, 13, 17 237:1, 3, 10, 21 238:1 239:12, 17 240:8, 9, 13, 17, 21 241:9 242:10, 21	<b>analysis</b> 223:1 233:21 <b>Anne</b> 140:2 <b>announced</b> 101:11 124:15 <b>Announcements</b> 3:7 289:17 <b>annual</b> 68:16, 18 69:20 70:6 <b>annually</b> 75:4 152:9 166:6 <b>answer</b> 18:3 26:13 28:11 34:7 42:20 60:13, 15 83:20 93:2 103:12 112:12 113:14,	<b>apologize</b> 6:8 11:4 46:8 80:11 122:16 134:20 167:9 170:1 232:20 251:1 268:2 276:3	<b>apologize</b> 6:8 11:4 46:8 80:11 122:16 134:20 167:9 170:1 232:20 251:1 268:2 276:3
<b>align</b> 40:21 41:16 191:10 220:2	<b>amended</b> 4:11 19:21 168:3	<b>analysis</b> 223:1 233:21 <b>Anne</b> 140:2 <b>announced</b> 101:11 124:15 <b>Announcements</b> 3:7 289:17 <b>annual</b> 68:16, 18 69:20 70:6 <b>annually</b> 75:4 152:9 166:6 <b>answer</b> 18:3 26:13 28:11 34:7 42:20 60:13, 15 83:20 93:2 103:12 112:12 113:14,	<b>apologize</b> 6:8 11:4 46:8 80:11 122:16 134:20 167:9 170:1 232:20 251:1 268:2 276:3	<b>apologize</b> 6:8 11:4 46:8 80:11 122:16 134:20 167:9 170:1 232:20 251:1 268:2 276:3
<b>aligned</b> 16:11 40:20 240:2	<b>amending</b> 51:13	<b>analysis</b> 223:1 233:21 <b>Anne</b> 140:2 <b>announced</b> 101:11 124:15 <b>Announcements</b> 3:7 289:17 <b>annual</b> 68:16, 18 69:20 70:6 <b>annually</b> 75:4 152:9 166:6 <b>answer</b> 18:3 26:13 28:11 34:7 42:20 60:13, 15 83:20 93:2 103:12 112:12 113:14,	<b>apologize</b> 6:8 11:4 46:8 80:11 122:16 134:20 167:9 170:1 232:20 251:1 268:2 276:3	<b>apologize</b> 6:8 11:4 46:8 80:11 122:16 134:20 167:9 170:1 232:20 251:1 268:2 276:3
<b>alignment</b> 84:2 163:11 220:5	<b>amendment</b> 84:8, 14, 20 85:14 86:16, 19 88:1, 3 234:21 235:12 236:2, 5, 13, 17 237:1, 3, 10, 21 238:1 239:12, 17 240:8, 9, 13, 17, 21 241:9 242:10, 21	<b>analysis</b> 223:1 233:21 <b>Anne</b> 140:2 <b>announced</b> 101:11 124:15 <b>Announcements</b> 3:7 289:17 <b>annual</b> 68:16, 18 69:20 70:6 <b>annually</b> 75:4 152:9 166:6 <b>answer</b> 18:3 26:13 28:11 34:7 42:20 60:13, 15 83:20 93:2 103:12 112:12 113:14,	<b>apologize</b> 6:8 11:4 46:8 80:11 122:16 134:20 167:9 170:1 232:20 251:1 268:2 276:3	<b>apologize</b> 6:8 11:4 46:8 80:11 122:16 134:20 167:9 170:1 232:20 251:1 268:2 276:3
<b>aligns</b> 70:1	<b>amendment</b> 84:8, 14, 20 85:14 86:16, 19 88:1, 3 234:21 235:12 236:2, 5, 13, 17 237:1, 3, 10, 21 238:1 239:12, 17 240:8, 9, 13, 17, 21 241:9 242:10, 21	<b>analysis</b> 223:1 233:21 <b>Anne</b> 140:2 <b>announced</b> 101:11 124:15 <b>Announcements</b> 3:7 289:17 <b>annual</b> 68:16, 18 69:20 70:6 <b>annually</b> 75:4 152:9 166:6 <b>answer</b> 18:3 26:13 28:11 34:7 42:20 60:13, 15 83:20 93:2 103:12 112:12 113:14,	<b>apologize</b> 6:8 11:4 46:8 80:11 122:16 134:20 167:9 170:1 232:20 251:1 268:2 276:3	<b>apologize</b> 6:8 11:4 46:8 80:11 122:16 134:20 167:9 170:1 232:20 251:1 268:2 276:3

<b>approving</b> 179:18	79:8 142:18 276:3	<b>audiovisual</b> 210:16	<b>balance</b> 65:10 66:13	<b>beginning</b> 12:2 31:10 69:9
<b>approximately</b> 82:15 98:8 210:15	<b>Assessment</b> 38:17 41:15	<b>audit</b> 139:19 153:2 154:17	<b>ballpark</b> 198:4	87:15
<b>area</b> 61:3	<b>assessments</b> 38:20	155:9 191:21	<b>BALTIMORE</b>	<b>behalf</b> 257:7
70:12 71:3, 12 72:5, 14 74:16	<b>assignment</b> 268:19	<b>augment</b> 64:1	1:2 4:5, 7	<b>behavior</b> 13:16 134:11
93:21 143:19 179:9 216:21 219:3	<b>assist</b> 214:17	<b>August</b> 116:17	42:16 67:12, 15	<b>believe</b> 6:19
<b>areas</b> 34:21	<b>assistance</b> 30:6 41:2	<b>austere</b> 224:12	68:5, 7, 15 69:5, 11 74:21 77:2	8:10 14:1 33:6
61:11 143:20	<b>assistant</b> 161:10	<b>authorization</b> 282:3	124:9 140:9	49:13, 18 55:14
163:14 183:16	<b>assistants</b> 114:7 115:1 120:16	<b>automatically</b> 89:10 176:10	152:5 158:19	57:13 58:15
189:2 282:9	123:1 232:15	<b>availability</b> 270:15	291:2, 5	62:12 65:10, 11
<b>arose</b> 222:16	<b>associate</b> 197:17	<b>available</b> 17:9 63:8 74:14	<b>Barante</b> 284:17	71:17 76:21
<b>articulated</b> 151:10	<b>Association</b> 270:4	75:15 93:18	<b>barely</b> 239:8	77:1 86:19
<b>articulating</b> 266:14	<b>Association's</b> 270:6	125:15 144:4	<b>bargaining</b>	91:14 102:10
<b>arts</b> 35:1	<b>assume</b> 97:10 161:20	180:19 182:7	83:19 102:21	103:7, 8, 10
<b>Arundel</b> 140:2	<b>assure</b> 32:3	259:12 270:7	131:20 132:7	117:18 121:13
<b>asked</b> 10:17	<b>athletes</b> 30:13	<b>average</b> 113:20	135:13, 18	123:9 129:16
11:11 17:18	<b>athletic</b> 31:15	<b>awarded</b>	<b>base</b> 106:5	147:20 155:13
25:21 26:4, 10	32:13 36:20	254:19 255:18	<b>based</b> 7:3 23:7, 8, 16 30:2 31:8	157:19 159:19
28:10 30:4	37:8	<b>awarding</b>	32:9 34:5	167:11, 20
43:19 65:12, 14	<b>athletics</b> 23:6	256:21 257:1	51:13 54:15	168:7, 14 170:7, 13, 14 172:21
77:6 102:3	25:7 30:11	<b>aware</b> 14:7	61:2 82:9 84:3	202:18 205:5
103:4 113:11	32:4 35:7 36:5	20:10 165:3	162:19 177:10	206:4 214:20
119:20 128:13	<b>attack</b> 20:13	191:5 238:6	191:21 193:16	221:9 222:8
135:18 136:2	87:8 155:12, 16	257:16	197:7, 19	230:18 231:10
188:19 191:2	165:1 170:4	< B >	226:15 228:1, 21 229:2 232:4	255:8 274:4
207:18 231:17	<b>attacks</b> 143:16	<b>back</b> 6:9 7:13	254:19 255:18	286:11
242:14 273:16	154:2	23:14 34:8	256:12 262:17	<b>believes</b> 68:8 220:8
<b>asking</b> 12:5, 6, 14, 16 27:12	<b>attempt</b> 175:4 267:5	65:11 73:9	281:2	<b>beneficial</b> 150:2
100:17 101:14, 19 102:5	<b>attend</b> 5:3	83:7 91:12	<b>baseline</b> 120:18	<b>benefit</b> 20:15
125:13 156:15	63:15 64:6, 19	92:3 103:8	<b>basically</b> 9:7	144:11 146:16
168:8 192:14	269:19 274:14	104:10 107:2	24:10 50:18, 20	150:7 182:8, 14
221:21 241:9	<b>attendance</b>	112:13 158:8, 9	54:15 85:1	226:8 257:8
244:9, 10	42:12 254:16	167:8 178:13	121:19 128:19	260:21 261:7
272:10 274:14	255:13, 15	191:8 213:3, 7	203:2 244:19	<b>benefits</b> 38:16
275:5 284:7, 8, 18 286:10	<b>attends</b> 72:8, 18	214:20 225:13	245:4 246:1, 21	39:15 92:12, 15
<b>aspect</b> 83:17	<b>attention</b> 18:16	227:9 228:18	278:9	121:2 123:9
218:12 257:17	67:7 153:8	242:1 251:8	<b>basis</b> 20:12	146:4 161:5
<b>aspects</b> 147:5	285:15 286:4	267:5 279:16	150:15 226:9	227:9, 10
<b>assembly</b> 45:1 48:13 78:7	<b>audio</b> 153:9 205:2	284:9 285:11, 14	<b>BCPS</b> 17:6	<b>best</b> 32:15
		<b>backup</b> 176:11, 13	33:17 41:1	107:5 147:19
		<b>bad</b> 161:18	68:13 113:12	176:7 273:20
			120:1 140:1	274:2 282:11
			165:5 184:13	283:4, 9 291:8
			270:19	<b>better</b> 19:15
			<b>becoming</b> 28:9	88:20 118:14
				159:17 160:8
				166:16 205:14

223:3 224:18 254:10 <b>beyond</b> 208:18 <b>big</b> 129:11 136:9 222:20 268:9 <b>bigger</b> 104:17 184:15 225:1 <b>biggest</b> 110:12 113:4 <b>bill</b> 124:11 <b>billion</b> 124:15 129:5 132:19 <b>bills</b> 18:2 <b>Billy</b> 99:14 <b>BioBlitz</b> 37:6 <b>birth</b> 35:3 <b>bit</b> 10:20 118:12 188:10 189:1 254:7, 9 285:6 <b>bites</b> 81:17 <b>Biztown</b> 37:6 <b>black</b> 41:10 269:14, 17 <b>blend</b> 190:5 <b>blended</b> 142:6 143:7 <b>blind</b> 13:13 <b>blueprint</b> 128:13, 15 <b>BOARD</b> 1:1 2:1, 3 3:6 4:4, 10, 12, 14, 16, 18, 19, 21 5:7, 8, 13 6:12, 15, 16 8:16 10:9 11:8, 14 12:15 15:3, 6 16:12, 19 19:2, 8 27:18 28:4 31:17 33:6, 7, 10, 13, 14 34:11 38:1 43:3, 5, 8 45:2, 15 48:6 49:5, 13, 15, 19 51:2 55:12 57:2, 5 58:3, 6, 11, 17 63:17 66:1, 16, 18 67:12, 17	68:4, 8, 14 69:1, 5, 11, 19 70:7, 8, 18 71:11, 18, 21 73:1 74:20 75:5, 10, 12, 18 84:12 91:15 92:9 95:13 96:18, 20 100:1 103:13, 17, 18 106:8 125:11 126:1 132:5, 6 137:13 141:20 142:20, 21 143:18 144:4 152:4, 11, 18, 20 158:16 165:21 166:7, 17 177:18 184:4 195:10 196:9 202:5 205:7 210:1 212:20 213:8 231:20 237:10 238:11 253:16 256:21 257:8, 16 261:12 265:5, 8 266:4 267:19 269:7 270:4, 6, 21 271:7, 12 272:7 273:14 274:7 275:7, 9 278:1 279:6 280:18 281:2, 16 282:1, 9, 14 285:19 289:5 <b>BoardDocs</b> 140:4 279:14 <b>boarding</b> 40:10 <b>boards</b> 281:19 <b>Board's</b> 6:11 16:8 69:8 70:2 82:9 256:2 269:13 278:19 289:17 <b>book</b> 33:12, 13 60:8 76:2 137:9 181:20 186:14 188:8, 11, 13, 14, 16 191:2 213:13	220:13 228:8 231:16 234:2 256:11 267:14 <b>books</b> 36:9 64:10 178:12, 13 185:19 186:4 187:20 188:1, 8 190:13, 14 198:1 211:7, 11 217:21 220:20 280:8 <b>boom</b> 93:9 <b>boss</b> 161:17 <b>Boswell-</b> <b>McComas</b> 61:17 73:6 163:3 166:20 221:10 226:5 <b>bottom</b> 220:16 <b>Brain</b> 216:16 <b>break</b> 120:7 <b>Bridge's</b> 37:1 178:2 191:15, 16 195:4 196:7 <b>brief</b> 72:14 143:15 197:14 266:6 <b>briefly</b> 34:12 110:13 226:1 <b>bring</b> 18:16 46:1, 9 67:7 89:16 117:20 165:3 196:10 197:4 285:9 <b>bringing</b> 13:8 104:9 231:21 237:16 <b>brings</b> 249:7 251:8 <b>broadcasted</b> 5:10 <b>broaden</b> 117:13 <b>broken</b> 213:14 <b>brought</b> 7:14 12:7 14:7 78:20 173:5 190:7 223:10 224:11 286:3 <b>Brousaides</b> 7:5, 7, 9 8:18 9:2,	14 10:14 44:11, 13 45:16, 17, 19 46:3 48:16 50:1, 4, 8, 14 53:6, 12, 13 54:10, 14 57:3, 14, 16 71:6, 8 77:13 85:17, 19 86:20 87:1 91:10 122:3, 4, 9 202:2, 6, 8 204:13 237:5, 8, 9, 13 243:1, 5, 18, 20 244:2, 5, 14 249:5 251:7 272:11, 14 273:3 275:4 276:16 277:14, 19 <b>bucket</b> 195:9 <b>Budget</b> 3:5 5:19 7:1, 4 10:21 12:4 25:17 26:3, 21 27:10 33:1, 12, 13 36:15 43:3, 6 44:16 60:8, 10 61:1 69:21 70:6, 7, 10, 11, 17, 20 71:12 72:4, 18 73:2, 12, 20 74:3, 7, 10, 11 76:1 83:14 84:12 89:6, 10 100:2 103:6, 15 112:6, 7, 16 113:11, 19 114:3, 18 115:18 119:18, 20 120:4 121:15 122:18 124:16 125:1 128:16 129:7 131:7, 19 132:5, 6, 19 133:1 137:3, 9, 13, 14, 15, 16 141:20, 21 143:1, 2 146:12 160:3 161:6 168:4	177:8, 9 179:7, 19 186:21 187:1 192:16, 20 194:1 195:1, 2 199:20 200:15 205:17 206:10 207:6 208:16 210:10 213:13 214:5 215:10, 14 217:10 218:17 221:6, 9 222:10 223:3, 20 224:12, 21 225:15 228:1, 8, 10, 21 231:16 233:19 234:2, 3, 5, 7, 14 235:5 238:17 239:14 240:16 245:15 254:13 255:11 256:3, 11 265:12 266:2 267:12, 14 269:6, 8 271:7 272:10 286:14 <b>budgeted</b> 112:8 174:20 175:18 194:8 <b>budgeting</b> 67:20 <b>budgets</b> 34:14 70:3 137:4 177:10 178:11 185:13 196:16 209:11 211:1 <b>building</b> 137:12, 17 232:1 258:5 282:21 <b>buildings</b> 96:21 <b>bumping</b> 208:2, 4 <b>Burke</b> 99:14 <b>bus</b> 62:21 114:8 115:2 116:2, 3, 4, 15, 16 117:4, 17, 20 118:1, 5, 6, 7, 9, 13, 20 119:6, 9, 10, 11 122:7 123:2, 3 134:8
---	--	--	--	--

<b>Business</b> 3:3 8:10 9:21 11:16 34:14 54:7 137:14 144:21 157:10 159:1 161:15 234:11 283:5 <b>buy</b> 180:11 181:21 220:8 <b>buying</b> 187:20 <b>buzzer</b> 78:10, 12 109:17	124:18 161:5 225:16 <b>career</b> 35:15 77:6 220:2 <b>careful</b> 145:6 <b>CARES</b> 101:7 124:9 127:8 273:17 <b>caretakers</b> 266:8, 12 <b>caring</b> 266:10 <b>carries</b> 57:1 139:7 173:2 212:18 253:6 <b>carry</b> 43:7 44:17 49:7 <b>case</b> 6:17 18:13 20:2, 3, 17 71:1 183:15 186:8 222:14 226:19 231:19 266:14 <b>cases</b> 21:19 22:1 163:2 176:13 187:8 190:15, 18, 20 195:21 196:8, 15 <b>catch</b> 88:13 <b>categorize</b> 221:2 <b>category</b> 21:14 168:5 169:14 214:15 <b>caused</b> 18:1 87:17 <b>Causey</b> 2:5 6:4, 7, 8 8:8, 17 9:18 12:8, 12 13:21 14:1, 15 15:10, 13 16:7, 14, 18 25:19, 20 26:6, 10 27:3, 7, 17, 20 28:1, 10, 19, 20 29:3, 11, 15 43:16 44:2 45:4, 5, 7, 8, 9 46:14, 15 49:11, 12 50:11 51:15 52:3, 4 55:14, 20, 21 67:8, 10	69:16, 18 71:6, 9, 10 72:2, 21 73:8 74:18 76:9, 15, 17, 20 77:13, 19 78:1, 2, 3, 9, 20 79:11, 15, 17, 21 80:18 86:15, 17 87:4, 5 88:4 90:7, 8 91:13, 14 99:9, 12 101:17 108:4, 5 109:11, 13, 16 114:9, 17 124:3, 4 125:4, 10 126:14, 18 127:4 128:13 130:3, 4 138:6, 7 151:21 152:1 153:10, 12, 16 154:7, 8, 14 166:1 171:20, 21 173:9, 10 175:5, 7, 8, 11, 20 192:11, 12, 13 193:2, 12 194:3 198:12, 13 203:7, 8 209:20, 21 210:19, 20 211:18, 19 241:16, 17 242:8 246:9, 10, 17 247:7, 8 248:20 249:20, 21 252:5, 6 264:1, 2 269:4, 5 271:18 272:1, 6 273:7, 10 275:1, 15 276:7 278:7 279:6 281:8, 10, 13 283:11, 21 287:2, 3 288:8, 9 <b>Causey's</b> 92:19 102:7, 9 <b>caution</b> 80:21 <b>CCBC</b> 116:10 <b>CDC</b> 21:10 22:6 23:7	24:11 25:1 29:18 30:3 260:8 266:7 270:18 273:15 282:6 285:1, 13 <b>center</b> 116:10 118:19 119:10, 12, 13 122:2 158:20 160:11 <b>central</b> 61:8 63:14 146:10 148:5, 7 178:3 179:7 185:8 192:17 194:13, 15 195:1 196:21 210:6 <b>centralized</b> 187:1 209:10 <b>centrally</b> 36:10 210:15 <b>CEO</b> 224:1 <b>certain</b> 146:6 148:5 216:9 224:5 <b>certainly</b> 81:4 88:16 119:2 125:6 126:5 146:19, 21 159:14 160:5 187:10 193:11 194:19 222:14 224:16 238:18 261:17 272:1 285:21 <b>certificate</b> 147:21 148:15 <b>certifications</b> 38:5, 13, 14 <b>certified</b> 148:21 <b>certify</b> 291:6, 9 <b>cetera</b> 35:16 140:3 <b>Chair</b> 2:3, 4 4:14, 15 5:21 6:3, 8 7:20 8:4, 7 9:11, 19 10:5, 12 11:7, 21 12:8 13:7, 10, 13, 17, 18 14:1, 5 15:13 21:6	25:19 26:6, 10 27:3, 7, 17 28:2, 4, 6, 19 33:3 43:12, 17 45:8, 16 47:2, 19 48:3 49:11, 13 50:9, 13, 16 51:4 52:12 53:6, 7, 15 54:11 55:7, 8 56:8 59:9 66:21 79:11 86:15 87:2 90:16 99:12 105:2, 3 108:13 109:16 124:1, 4 126:14 130:12 138:15 141:3, 4, 15, 18 142:13, 14 143:14, 15 154:9 155:20 156:12, 18 163:19, 20 165:21 172:8 173:18 174:13, 14 175:21 176:1, 3 180:13, 17 192:13 194:6, 7 197:2, 6, 13, 16 199:2, 19 200:6, 19, 20 201:3, 9, 14 202:13 203:15 206:11, 14, 20 207:8, 11 212:5, 21 213:7 233:12, 13 234:20 235:3, 8, 11, 18 236:10 237:5, 17 238:4 241:5, 12 243:13, 21 244:4 246:9 247:16 248:13 249:5 250:8 251:7 252:14 254:2, 6, 8, 11 255:4 256:1 259:4, 7 260:18 261:8 262:16
---	---	---	---	--



263:1, 15 264:8 267:10, 11 273:10 274:9 275:20 278:11, 15, 17 280:14 287:9 288:15 <b>chairperson</b> 30:18 157:17 <b>chair's</b> 50:19 51:6, 8, 15, 18, 19 53:9 54:3 <b>CHAIRWOMAN</b> 4:2, 3 6:1, 5, 18 7:8, 16, 21 8:6, 18 9:6, 17 10:2, 6, 16 11:10 12:1, 10, 19 13:5, 19 14:3, 9, 15, 20 15:8, 21 16:3, 6, 21 21:4, 7 25:13 26:1, 7, 15, 19 27:4, 9, 20 28:5, 9 29:1, 7, 12 30:16 32:18 42:21 43:18 44:10, 18 45:6, 10, 18, 21 46:5, 8 47:12, 15, 20 48:9, 21 49:21 50:11, 15, 18 51:7, 11 53:1, 4, 8, 14, 16, 18 54:13 55:2, 9 56:18, 21 57:10, 13, 21 58:5, 10, 15 59:3, 7, 17 65:6, 18 66:5, 17 67:1 76:14, 19 77:12, 15, 20 78:2, 4, 11 79:6, 13, 16 80:5, 8 82:1, 5, 20 83:2 84:9, 13, 19 85:5, 10, 17 86:1, 5, 8, 18 87:3 88:2, 6 89:1, 14 91:5, 8, 17 92:1, 7, 18	93:15 95:17 96:1, 5 97:6 98:2, 12 99:8 101:13, 20 103:2, 21 104:20 105:12 106:1 107:12 109:2, 5, 8, 20 114:12, 15 115:4, 20 121:8, 16 123:12, 18 124:2 125:3, 21 126:16 127:1 129:13 131:1, 5, 12 132:4, 12, 16 133:15 134:3, 19 136:5, 16, 21 137:20 138:3 139:4, 6, 9, 16 141:1 142:9, 16 143:11 144:7 147:11 148:12, 19 149:14 150:21 151:20 153:10, 14 154:7, 10 156:1, 10, 14, 20 157:3 163:17 165:17 167:4 169:3, 7, 18 170:17 171:2, 6, 8, 11 172:18, 21 174:7, 10 175:1, 6, 9 176:2, 15, 21 177:5, 13 179:13, 21 180:4, 15 183:19 184:19 188:2 192:10 194:4 197:3, 8, 15 198:6 199:12, 15 200:4, 7, 10, 21 201:6, 11, 16, 19 202:6, 11, 16, 21 204:4, 11, 14, 19 205:9, 13 206:2, 13 207:3, 10, 15 209:19 210:19 211:13 212:15,	17 213:4, 10 214:1, 6, 10 222:2, 12 226:2 229:12 230:3, 8, 11, 18 231:2, 13 232:10 233:10 235:6, 9, 13 236:4, 12, 16 237:7, 12, 15, 20 238:2 239:4, 8, 18 240:7, 20 241:3, 8, 15 242:7, 9, 15 243:11, 17 244:8, 17 245:2, 8, 20 246:15, 19 248:5, 8, 16 249:1, 3, 10 250:19, 21 251:3, 6, 10, 15 253:3, 5, 12 254:4, 7, 9 255:1, 6 256:17 258:18 259:6 261:9 262:2, 8, 11, 20 263:7, 12, 16 264:20 265:2, 16, 20 266:3, 21 267:7 268:6, 11 269:3 271:14, 18 272:2, 15, 21 273:6 274:8, 11, 16 275:2, 13, 16 276:1, 13 277:5, 10, 20 278:13, 16 279:8 280:11, 16 281:7, 11 283:10 284:4, 16 286:6, 17 287:17, 20 288:3, 21 289:3, 10 <b>challenge</b> 183:13 223:18 225:3 <b>challenges</b> 77:9 145:15	<b>challenging</b> 280:8 <b>chance</b> 95:20 <b>change</b> 24:7, 21 48:4 75:17 112:4, 17 190:16 210:7 219:2, 6, 14, 16 <b>changed</b> 76:4 115:8, 9 219:3, 17 220:1 <b>changes</b> 24:16, 18, 19 75:6, 11 111:15 118:1 151:17 152:15, 21 163:21 194:16 234:13 <b>charges</b> 39:15 110:4, 7 <b>chart</b> 39:14 75:5 76:1 151:17 152:10 166:7, 18 <b>charts</b> 74:19 76:5 152:3, 11 <b>chat</b> 43:19 44:4, 20 48:7 55:6, 10 76:16 84:14 86:16 91:21 109:11 114:2 122:5 131:13 142:11, 14 169:11 175:3 200:5 206:15 229:14 230:9 235:8, 12 236:11 245:5, 9 255:2, 5 271:20 277:11 <b>check</b> 15:15 <b>Cheryl</b> 2:12 <b>chief</b> 38:6 40:16 99:15 140:16, 18 141:6, 11, 21 143:1 144:3 145:1 146:20 147:17 149:2, 3, 6, 9 150:18 157:14 160:19	161:1, 8, 19 162:12, 16 167:12, 16, 20 168:5, 15 170:7 218:19 221:9 261:11 <b>chiefs</b> 161:18 <b>child</b> 31:12 124:18 260:2, 10, 11 <b>children</b> 30:7, 10 31:2 184:6, 8, 10 186:3 223:5 266:20 <b>chime</b> 6:18 7:5 57:15 <b>choice</b> 181:9 <b>choose</b> 31:1 182:6 210:14 <b>chose</b> 14:6 <b>Cindy</b> 270:11 274:13 275:11 276:5, 21 277:8 278:4, 9 <b>CIO</b> 156:19 164:13 <b>circle</b> 225:13 285:11 <b>circling</b> 285:14 <b>circumstance</b> 273:20 <b>circumstances</b> 10:15 <b>citation</b> 54:20 <b>Citizens</b> 71:14, 15 72:12 <b>clarification</b> 44:19 54:18 55:3 85:18 92:17 96:9 122:12 156:2 180:7 192:14 201:21 202:4 206:19 243:19 244:10 246:10, 18 249:11 <b>clarified</b> 184:16 <b>clarifies</b> 165:15 <b>clarify</b> 12:15 82:8, 10 92:8
---	--	--	---	---

<p>105:18 141:7, 13 156:13 163:20 183:10 185:15 186:9 208:12 235:14 239:11 242:3 <b>clarifying</b> 57:20 82:12 122:4 206:5 <b>clarity</b> 154:14, 18 237:18 <b>class</b> 94:15 186:9, 11 213:13 232:3 268:15 <b>classes</b> 195:8 <b>classification</b> 38:12 <b>classroom</b> 25:2, 10 137:8 183:9 229:19, 21 231:5, 7 232:1, 5, 14, 18, 19 233:8 236:18, 20 246:3, 5 251:17, 19 284:10 <b>classrooms</b> 99:5 227:13 233:1 <b>clear</b> 85:7, 16 105:3 133:8 154:15 164:5 186:2 192:18 218:6 220:11 232:20 236:7 272:3, 9 274:19 275:4 285:5 <b>clearly</b> 118:6 191:6 259:8 267:13, 15 268:2 <b>clerical</b> 162:3 <b>cliff</b> 225:6, 10 <b>Climate</b> 39:2 42:9, 12 <b>clinical</b> 224:7 <b>clinics</b> 283:2 <b>close</b> 136:15</p>	<p>189:14 226:10 <b>closed</b> 4:8 <b>closely</b> 33:12 <b>closer</b> 189:1 <b>closing</b> 77:11 <b>closure</b> 285:9 <b>closures</b> 87:15 <b>coaching</b> 42:14 <b>Code</b> 41:18 70:4 <b>cognitive</b> 39:4 <b>Cohort</b> 30:7 31:2 <b>Cohorts</b> 30:21 31:4 <b>COLA</b> 61:12 106:6, 10 112:5 131:20 132:8 135:11, 19 238:14 <b>COLAs</b> 105:16 133:20, 21 <b>collaborated</b> 40:8 42:15 <b>collaborating</b> 22:13 <b>collaboration</b> 157:12 <b>colleague</b> 223:8 <b>colleagues</b> 101:18 269:7 <b>college</b> 35:15 77:6 220:2 <b>colleges</b> 41:10 <b>COMAR</b> 31:21 <b>combination</b> 60:4 161:3 232:17 <b>combining</b> 274:18 <b>come</b> 18:8 31:1, 2 65:11 78:7 124:13 146:4 167:7 178:13 185:13 191:1 196:9 210:3, 8, 10 213:2 216:14 229:1 230:10</p>	<p>233:3 239:13 240:15 275:7 <b>comes</b> 119:21 128:21 182:2 192:16 193:20 195:4, 5 218:1 <b>comfortable</b> 142:11 159:12 <b>coming</b> 27:12 32:15 124:9 145:16 228:18 282:17 <b>comment</b> 15:5 19:17 21:5, 6, 7 23:6 58:14 86:16 91:13, 21 92:1, 2 96:8, 17 97:17 136:6 137:1, 2 157:16 165:19 170:3, 19, 21 179:15 194:5, 7 197:7 204:21 205:17 259:14 281:8 283:16 286:7 <b>commentary</b> 155:21 <b>Comments</b> 3:6 15:7 49:15 99:13 145:7 146:7 160:14 262:3, 18 265:5, 8 266:1, 4 289:6, 7 <b>commit</b> 135:20 <b>commitment</b> 253:18 289:13 <b>committee</b> 4:16 72:15 74:6 139:20 196:9 <b>committees</b> 72:1, 11 74:17 <b>commonly</b> 30:7 <b>communicate</b> 72:1 <b>communicated</b> 62:10 259:9 <b>communication</b> 168:6 280:21</p>	<p><b>communications</b> 38:8 40:17 140:17 141:6, 12 167:12, 17, 21 168:16 169:19 <b>communities</b> 150:10 <b>community</b> 21:12 38:8 39:8 70:12 71:16 72:5 117:14 188:9 223:21 260:3, 5 261:4, 14, 21 262:19 268:3 269:18 <b>comp</b> 92:14 <b>comparable</b> 181:11 183:7 223:12 <b>compare</b> 113:12 213:16 <b>compared</b> 112:15 137:13 <b>compares</b> 140:1 <b>comparing</b> 111:10 112:6, 7 <b>comparison</b> 139:21 <b>compensate</b> 97:21 136:13 <b>compensating</b> 105:7 <b>compensation</b> 38:15 39:17 105:4, 6 112:4 <b>complement</b> 273:4 <b>complete</b> 77:6 <b>completed</b> 117:18 <b>completely</b> 20:9 209:12 <b>compliance</b> 81:20 <b>component</b> 260:4 284:10 <b>components</b> 159:5</p>	<p><b>comprehensive</b> 39:5 224:7 <b>compression</b> 81:5 106:12 <b>computer</b> 169:12 <b>concern</b> 89:3 97:16 112:20 183:4 186:20 278:17, 21 <b>concerned</b> 17:21 21:11 64:16 80:16, 19 115:17 136:3 148:6 187:2 <b>concerning</b> 214:5 <b>concerns</b> 17:18 97:8 166:11 167:2 270:12, 13, 17, 21 271:10 273:19 283:17 284:3, 12 285:8 286:3 <b>concise</b> 70:20 71:3 154:21 <b>conditions</b> 145:14 266:8, 12, 13 <b>conduct</b> 5:11 <b>conference</b> 270:5 <b>conferences</b> 63:16 64:6 <b>confident</b> 155:17 <b>configuration</b> 31:8 32:8 <b>confirm</b> 47:21 48:14 76:20 106:17 204:16 248:14, 17 <b>confirmation</b> 9:20 <b>confusion</b> 122:16 188:14 <b>connect</b> 17:7 <b>connected</b> 277:4 <b>consider</b> 226:13</p>
---	--	---	--	--

<b>considerable</b> 77:9	<b>continuing</b> 39:20 40:12 41:13	158:9 161:17 162:13, 18 164:7 165:14 216:8	<b>Council</b> 71:14, 15 103:15 224:1	<b>covered</b> 167:9 217:6, 9
<b>considerably</b> 95:14	<b>continuously</b> 280:19	<b>Coronavirus</b> 41:12	<b>councils</b> 70:13 71:13 72:5	<b>covers</b> 186:11
<b>consideration</b> 84:12, 17 85:3, 15 90:1 132:20 160:12 179:11	<b>continuum</b> 39:5	<b>correct</b> 8:11, 19 19:20 29:10 46:2 47:17 48:18 50:8 51:11 53:12, 13 64:20 66:5 75:21 82:16 85:2 86:3, 4, 21 91:9 96:11, 12 103:17, 18 122:16 123:17 132:10, 11 157:21 158:2 162:1 204:13 219:18 222:10, 13 240:1 241:6 242:6 243:2, 4, 5, 8 246:14 249:2 257:20 272:13, 14 276:16 277:18, 19	<b>counsel</b> 6:15 50:3 291:9	<b>COVID</b> 36:19 270:3
<b>considered</b> 48:17 164:21	<b>Contract</b> 39:18 94:4 190:17	<b>contracts</b> 191:10	<b>counseling</b> 39:5, 6 40:2 124:19	<b>COVID-19</b> 4:14 102:16
<b>considering</b> 49:3 70:12 72:4 177:19 204:14 225:12	<b>contracted</b> 36:1	<b>contracts</b> 191:10	<b>counselors</b> 114:6, 21 120:10, 11 122:21 133:10 151:7	<b>crafts</b> 183:17
<b>consistent</b> 30:13 213:19	<b>contrary</b> 166:5	<b>contribute</b> 36:14	<b>count</b> 23:8 218:11	<b>create</b> 73:14 106:19 116:19 146:9 148:11 160:17 162:3 163:10 166:4 273:20
<b>consistently</b> 100:16 256:14	<b>controlling</b> 214:19	<b>controlling</b> 214:19	<b>counted</b> 151:4 249:3	<b>created</b> 24:14 41:18 42:6
<b>consists</b> 34:19 35:20	<b>convene</b> 284:19	<b>convene</b> 284:19	<b>countless</b> 33:15	<b>creates</b> 21:15 188:14
<b>consolidate</b> 151:12	<b>convenient</b> 116:20	<b>convenient</b> 116:20	<b>country</b> 260:9	<b>creating</b> 89:4 116:14 162:6, 9, 12, 16 168:10 169:14, 15
<b>consolidating</b> 98:7	<b>conversation</b> 104:7 189:1	<b>conversation</b> 104:7 189:1	<b>COUNTY</b> 1:2 4:5, 7 30:14 37:10 42:16 67:12, 15 68:5, 8, 15 69:5, 12, 15 74:12, 21 77:2 100:3 102:12 103:10, 14, 15 124:9 133:19 136:9 140:2, 9 148:5 152:5 158:19 219:7 224:1 239:15 240:18 291:2, 5	<b>creation</b> 160:21
<b>constant</b> 280:21	<b>conversations</b> 10:19 96:21 159:11	<b>conversations</b> 10:19 96:21 159:11	<b>creation</b> 160:21	<b>credentials</b> 163:12
<b>consultation</b> 4:14 39:1 42:13	<b>convey</b> 72:9	<b>convey</b> 72:9	<b>credit</b> 117:16	<b>crisis</b> 98:5
<b>consulting</b> 40:2	<b>coordinate</b> 143:20 144:3	<b>coordinate</b> 143:20 144:3	<b>critical</b> 88:14 165:6 274:5	<b>cross-functional</b> 33:18
<b>consumables</b> 36:21 196:3, 4, 5	<b>coordinated</b> 41:20 42:4 150:12	<b>coordinated</b> 41:20 42:4 150:12	<b>culturally</b> 196:11	<b>cumulative</b> 23:8
<b>contact</b> 42:18	<b>coordination</b> 144:1	<b>coordination</b> 144:1	<b>culture</b> 30:19 37:9 188:8, 11	<b>current</b> 13:10 22:7 64:1, 17 71:2 146:8 149:1, 3 156:16 157:2, 4, 5 198:4 206:15 228:1, 3, 20 233:19, 21 235:5
<b>contacts</b> 261:19	<b>Cop</b> 216:16	<b>Cop</b> 216:16	<b>courses</b> 40:13 174:19 175:17 181:2 188:6, 15, 20 189:7, 17 190:10, 13	<b>currently</b> 4:8 23:8 45:13 84:4 95:2 117:17 145:1, 2, 4, 14 147:8 149:4 156:16 159:19 162:11
<b>contains</b> 34:20	<b>copied</b> 230:14	<b>copied</b> 230:14	<b>Court</b> 178:2 195:5, 21 196:5	
<b>content</b> 34:21 39:20 178:4 179:9 216:18 217:7 289:8	<b>copier</b> 209:7, 8	<b>copier</b> 209:7, 8	<b>cover</b> 98:19 99:2, 4 181:1 217:3	
<b>content</b> 34:21 39:20 178:4 179:9 216:18 217:7 289:8	<b>copies</b> 180:10	<b>copies</b> 180:10		
<b>context</b> 20:5	<b>copy</b> 39:21 178:19 181:11 182:12, 18 183:14 187:13 208:18	<b>copy</b> 39:21 178:19 181:11 182:12, 18 183:14 187:13 208:18		
<b>continue</b> 29:8 31:11 151:14 160:1, 5 182:6 198:8 204:20 282:9	<b>copying</b> 211:3	<b>copying</b> 211:3		
<b>continued</b> 115:14	<b>core</b> 34:21 190:3	<b>core</b> 34:21 190:3		
<b>continues</b> 13:16 60:19 116:9 178:9	<b>Corner</b> 196:6	<b>Corner</b> 196:6		
	<b>Corns</b> 37:16 40:5 145:2 147:19 148:4, 14, 19 149:3, 5, 8 156:6 157:19	<b>Corns</b> 37:16 40:5 145:2 147:19 148:4, 14, 19 149:3, 5, 8 156:6 157:19		

164:3 181:3	<b>day</b> 20:11, 17, 21 21:1 35:10 76:12 77:3, 4 79:2 87:19 90:2 93:10 94:5, 10, 17 95:8, 11 99:16, 18, 19 100:9, 12, 13, 18 106:16, 19 133:6 179:10, 11 182:10 189:2 215:6 291:13	<b>decreased</b> 36:15 208:16	<b>describing</b> 217:19	<b>different</b> 21:13 37:5 42:5 63:14 94:7 116:17 117:21 135:20 137:11 149:17 150:6 164:8, 11 165:14 183:8 186:5 196:16 223:11 231:16 261:4, 5
206:10 223:16	<b>days</b> 30:9 31:3 87:14 94:1 96:10, 13 121:19 122:2 227:5	<b>decreases</b> 205:7	<b>description</b> 156:15, 17 162:19	63:14 94:7 116:17 117:21 135:20 137:11 149:17 150:6 164:8, 11 165:14 183:8 186:5 196:16 223:11 231:16 261:4, 5
<b>CURRICULUM</b>	<b>day-to-day</b> 38:7	<b>deeper</b> 20:5	<b>deserves</b> 283:7	<b>differently</b> 238:7
1:9 34:17, 19	<b>deal</b> 147:4 163:5 269:8	<b>defer</b> 6:4 75:14	<b>design</b> 281:1	<b>difficult</b> 15:17 94:7 116:12 190:17 238:20 267:13
35:6, 18 39:13	<b>dealing</b> 19:14	<b>deficit</b> 77:7	<b>designates</b> 147:16	116:17 117:21 135:20 137:11 149:17 150:6 164:8, 11 165:14 183:8 186:5 196:16 223:11 231:16 261:4, 5
59:10 110:3	<b>debatable</b> 45:20 46:1 87:2, 3 237:6, 9	<b>defined</b> 32:6	<b>designed</b> 254:15 255:13, 14	164:8, 11 165:14 183:8 186:5 196:16 223:11 231:16 261:4, 5
111:11, 14	<b>debate</b> 45:14 78:8 79:8, 21 171:16 202:4 203:3 204:20 231:4 237:10 239:5 246:8 262:4 277:17	<b>definitely</b> 33:18 87:8 140:10 170:15	<b>despite</b> 5:2 74:7	164:8, 11 165:14 183:8 186:5 196:16 223:11 231:16 261:4, 5
113:6 137:15	<b>debated</b> 77:17 78:18	<b>degree</b> 21:2 243:3	<b>destroyed</b> 193:5, 7	<b>difficulties</b> 87:13, 20
157:13 164:3	<b>debating</b> 91:12 169:4	<b>deliberate</b> 89:9	<b>detail</b> 76:7 145:5 189:4 192:4	190:17 238:20 267:13
189:9 190:2, 9	<b>debate</b> 45:14 78:8 79:8, 21 171:16 202:4 203:3 204:20 231:4 237:10 239:5 246:8 262:4 277:17	<b>deliberating</b> 89:7	<b>details</b> 61:21 116:8 170:12 191:9	<b>difficulty</b> 12:13 15:14 19:11
194:15 196:9, 13 208:4 211:5	<b>debated</b> 77:17 78:18	<b>delineation</b> 94:16	<b>Detention</b> 158:20 160:11	<b>digit</b> 209:7
215:1 220:2	<b>debating</b> 91:12 169:4	<b>deliver</b> 60:6 61:12	<b>determine</b> 224:21	<b>digital</b> 36:16 142:4, 5 143:6, 7 147:1 159:13 174:21 175:19 179:2, 4, 5 181:4, 15, 19 182:1, 3, 11 183:14 184:7 187:13 188:7, 16, 21 189:12, 21 190:14 211:5 216:5, 12, 14, 16, 20 217:4, 13, 15, 18 218:6
234:6, 9	<b>decide</b> 233:7 234:16 262:9, 14	<b>delivering</b> 259:15	<b>determined</b> 219:21	179:2, 4, 5 181:4, 15, 19 182:1, 3, 11 183:14 184:7 187:13 188:7, 16, 21 189:12, 21 190:14 211:5 216:5, 12, 14, 16, 20 217:4, 13, 15, 18 218:6
<b>custodians</b>	<b>decision</b> 32:10 42:7 50:12, 16, 19 51:6, 8, 10, 12, 18, 19 53:9, 10 54:3, 12 226:12	<b>demand</b> 226:17	<b>develop</b> 177:11	<b>digits</b> 267:20
133:10 134:8	<b>decisions</b> 63:4 164:19 165:8 266:17 282:14	<b>dent</b> 232:3	<b>developed</b> 42:1 189:16	<b>direct</b> 129:5 159:18
136:12	<b>declare</b> 4:15	<b>dental</b> 18:7 39:17	<b>developing</b> 238:19	<b>direction</b> 6:15 23:16 54:9 94:12 144:5 191:6 210:7
<b>cut</b> 32:10 64:7 97:15 153:9 179:4 205:18 258:8	<b>decrease</b> 137:12	<b>department</b> 22:14, 15 34:20 35:2, 9, 13 42:16 142:1, 3 143:3, 4 150:3, 5 158:17 159:1 160:17 161:1, 14 162:9 210:12 214:21 215:3, 5, 9 216:10 218:2 261:13, 17	<b>development</b> 40:12 41:21 42:2 70:3 113:5	<b>directions</b> 54:15
<b>cuts</b> 59:11, 15 62:16, 19 64:13 65:1 238:12		<b>departments</b> 124:18 137:11 164:2	<b>develops</b> 38:4	<b>directive</b> 6:11 12:15, 16 16:8 267:15
<b>cutting</b> 61:1		<b>depending</b> 65:21 217:12	<b>devices</b> 17:4, 6, 8, 10, 11 209:14	<b>directly</b> 14:6 44:15 46:2 64:4 71:18
<b>cyber</b> 87:8 154:2		<b>depends</b> 217:13	<b>Dickerson</b> 140:19 168:13, 14 261:8, 11 262:3	
<b>cycle</b> 73:12 74:3 89:11 100:2 182:3 267:12		<b>deployed</b> 187:17	<b>Dickerson's</b> 262:17	
<b>cycles</b> 267:14		<b>derailing</b> 27:12	<b>difference</b> 49:14, 18 164:16 165:15 178:15 189:15	
< D >		<b>describe</b> 164:11		
<b>daily</b> 137:4		<b>described</b> 117:12 118:3 190:4 197:1		
<b>dais</b> 43:9 49:5, 9 57:6 58:3, 6, 19 107:16 139:10 141:2 265:9 289:5				
<b>dashboard</b> 24:14, 21 41:18				
<b>data</b> 24:8 38:18, 20 40:1 41:17 120:18				
<b>database</b> 42:7				
<b>date</b> 119:4 128:4 183:14				

75:7 126:8	253:19 270:2	180:8 182:21	11 155:6, 19	264:17, 18
152:12, 16	272:17 282:2	211:2 229:7	156:10 157:4, 7,	265:10, 11, 16,
166:8 178:18	<b>discussions</b>	266:4 271:19	19 158:1, 7	18 279:3, 10, 11,
208:10	72:15 226:15	283:8	162:14, 18	13, 14 280:1, 14,
<b>director</b> 75:9,	274:15 275:18	<b>DOIT</b> 216:12	163:3 165:18,	15, 17 281:8
17 145:2	<b>disease</b> 115:11	<b>dollars</b> 61:9	20 166:20	284:7 285:11,
152:14, 17	<b>dismantling</b>	128:16 200:19	167:5 170:18,	14 287:14, 15
157:8 164:15	163:5	208:20 210:15	20 172:15, 16	288:18, 19
166:9 168:1	<b>dispatch</b> 116:16	223:3 224:19	174:4, 5 177:14,	<b>draft</b> 140:3
<b>Disabilities</b> 35:5	<b>disrespectful</b>	<b>double</b> 137:16	16 180:1, 2, 6,	<b>dramatic</b>
<b>disadvantage</b>	13:10	209:6	14 181:7, 8, 9,	238:12, 16
66:3 167:7	<b>disrupt</b> 196:10	<b>Dr</b> 5:20 16:1,	13 182:9 183:4,	<b>driver</b> 110:12
169:11	<b>distancing</b>	2, 3, 11, 16	13, 18, 19 184:2,	<b>drivers</b> 134:8
<b>discipline</b> 42:12	23:21	17:13, 19 18:12	16 185:2, 4, 15	<b>dropped</b> 205:3,
189:2	<b>distasteful</b>	19:3, 7 20:2, 12	187:5, 21	4, 5
<b>disconnect</b>	239:3	22:8, 9, 18, 20	188:18 189:5	<b>Due</b> 36:15
282:11	<b>distribution</b>	24:13 25:12, 18,	190:4, 21 191:5	218:1 279:5
<b>discover</b> 182:10	178:5	20 26:12, 16, 17	193:1 194:10,	<b>duplicating</b>
<b>Discovery</b>	<b>district</b> 77:8	27:2, 15 30:17,	18 195:15	151:11
216:19 217:8	<b>districts</b> 29:19	18 32:19 33:2,	197:1 199:9, 10	<b>Duque</b> 93:13
<b>discredits</b> 164:7	30:8 140:1	3 34:10, 12	204:1, 2 206:3,	135:15
<b>discrepancy</b>	<b>Ditto</b> 265:18	47:9, 10 52:19,	4, 12, 18 207:2,	<b>duty</b> 76:12
15:3	<b>diverse</b> 38:11	20 56:15, 16	20 208:6, 7	79:2 87:19
<b>discretion</b>	<b>Division</b> 34:13	59:17, 19 60:2,	212:12, 13	98:19 99:2
208:14 209:2	35:17 36:13, 16	15, 17 61:17, 18,	214:16 216:3, 6	< E >
<b>discretionary</b>	37:4 39:2 42:9	19 62:1, 2, 4, 5,	217:5, 12, 17	<b>earlier</b> 139:19
209:12	51:15 76:6	7 63:5, 13 64:3,	218:7 221:10,	146:3, 7 151:10
<b>discriminatory</b>	214:21	9, 20 72:16, 21	12, 15 222:3, 4,	167:14 217:20
118:12	<b>divisions</b> 42:4	73:4, 6, 7 75:13	14 223:7, 9	231:17 273:13
<b>discuss</b> 6:13, 21	<b>division's</b> 195:1	76:4 77:2 82:5,	224:8, 15 225:2,	231:17 273:13
7:4 12:3, 5	<b>document</b>	7 91:2, 3 93:12,	13, 21 226:5, 21	<b>easier</b> 245:12
222:15 284:19	70:20 71:1, 2	17 96:2, 6, 7, 15	228:7, 18 229:6,	<b>east</b> 119:13
285:4	279:20	108:20, 21	16 230:5, 9, 14,	<b>echo</b> 166:20
<b>discussed</b> 13:9	<b>documentation</b>	116:6 117:10,	20 231:9, 12, 13,	<b>ed</b> 72:12
67:3 74:16	266:17	12 119:5, 15	15 232:11, 18	128:21 137:13
102:12 271:5	<b>documented</b>	121:15, 16	233:6, 13, 20	192:7 224:9
286:2	70:18	122:14, 17	235:2 236:1	228:4 229:2
<b>discussing</b> 11:1	<b>documents</b>	123:4, 5 124:6	237:17, 18	<b>EDs</b> 149:5
37:18 88:8	38:13 227:5	127:4, 6 128:10,	238:1, 3, 5	<b>EDUCATION</b>
92:19 102:5	<b>dog</b> 268:1	12 130:19, 20	239:20 240:6, 9	1:1 4:4 5:9
240:8, 21	<b>doing</b> 20:13	135:1, 4, 14	242:13, 14	35:2, 5 36:3, 5
242:10	24:20 65:7, 10,	137:1, 2 139:1,	245:10, 16	37:21 38:1
<b>discussion</b> 5:15	12 66:12 67:3	2 144:9, 13, 14,	248:2, 3, 19	39:20 67:12
13:1, 14 43:3	76:18 78:16	15, 16, 17, 18, 19	250:16, 17	68:4, 7, 12
45:15 57:8	83:8, 10, 17	145:19, 21	251:12 252:21	70:13 71:12, 15
79:9 100:18	87:9 97:5	146:1, 7, 14, 15	253:1, 6, 8	72:5 74:21
125:5, 20 185:6	100:6 102:5	147:10, 15, 18	256:19 257:2, 5,	115:9 124:16
192:18 197:9	105:17, 18	148:8, 20 149:9,	14, 19, 20 258:6,	125:2 129:6
237:16 244:16	118:6 154:4	13 151:15	19, 20, 21 259:5,	139:21 140:7
	157:11 164:10	153:17 154:9,	18, 19 261:16	152:5, 20 168:1

201:2 227:20, 21 228:9 232:15 270:16 283:6 <b>Educational</b> 35:9 142:3 143:4 150:3 158:17 214:13, 14, 18 215:4, 19 216:4 274:3 <b>Education's</b> 4:11 <b>educators</b> 165:5 271:3 282:20 <b>effect</b> 244:3, 7 <b>effective</b> 38:11 67:13 223:2 261:3 <b>Effectiveness</b> 38:2 40:8 67:19 75:3 99:16 113:7 152:8 <b>effects</b> 170:4 <b>efficiencies</b> 36:13 37:4 40:6 <b>efficiency</b> 67:20 <b>efficient</b> 41:1 58:16 66:7 67:13 160:3 166:14 <b>efficiently</b> 5:11 <b>efforts</b> 132:21 133:9 267:12 <b>Eight</b> 46:7, 8, 9 213:20 227:18 251:5 <b>either</b> 71:20 226:19 280:10 <b>ELA</b> 268:15 <b>e-Learning</b> 35:11 142:6 143:7 147:6 150:4 158:18 159:9, 15, 19 160:1 167:1 179:3 215:7 <b>elect</b> 210:13	<b>elementary</b> 73:14 93:5 94:2, 9 101:1 174:18 175:16 184:12 186:7 192:1 196:7 200:1, 17 201:1 205:3 206:16 232:7 256:7 <b>elevate</b> 170:8 <b>eligibility</b> 30:12 31:15, 20 <b>eligible</b> 43:6 133:2 261:6 <b>eliminated</b> 141:12 <b>else's</b> 289:12 <b>email</b> 13:12 17:16 18:4, 19 20:11 26:5 230:17 270:10 <b>emailed</b> 9:9 43:20 <b>emails</b> 282:10 <b>embrace</b> 107:5 <b>emergency</b> 4:13 <b>emotional</b> 39:4 <b>empathetic</b> 83:9 <b>emphasize</b> 147:2 <b>employee</b> 38:9, 15 <b>employees</b> 61:13 113:3 133:2, 7, 19 135:11 136:10 <b>encompass</b> 9:5 <b>encompasses</b> 168:15 <b>encourages</b> 67:17 <b>encouraging</b> 88:18 <b>encumber</b> 81:16 104:16 106:2 <b>encumbered</b> 81:10 <b>ends</b> 203:2 <b>engage</b> 259:16	<b>engaged</b> 268:1, 4 <b>engagement</b> 38:9 254:15 255:12 256:3, 13 258:4, 15 260:4, 14 261:14, 21 262:19 267:18 269:18 <b>engaging</b> 42:11 <b>engineering</b> 183:17 <b>English</b> 34:21 117:15 <b>enhance</b> 42:7 <b>enhanced</b> 41:9 <b>enjoyable</b> 268:20 <b>enlightening</b> 268:20 <b>enrichment</b> 64:1 <b>enroll</b> 116:19 <b>enrolled</b> 63:2 68:7, 13 110:16 <b>enrolling</b> 116:13 <b>enrollment</b> 60:11, 18, 21 61:2, 3 116:21 178:8, 9 185:20 193:18 195:15, 17 196:2 227:8, 16, 21 228:1, 17 <b>enter</b> 41:4 <b>enterprise</b> 170:6, 11 <b>enthusiasm</b> 268:16 <b>entire</b> 39:16 58:4 159:1 168:17 170:5, 6, 11 178:5 246:12 261:13 <b>entirely</b> 150:11 188:7 <b>environment</b> 8:2 39:10 40:16 122:20 274:3	<b>envisioning</b> 259:2 260:20 <b>envisions</b> 164:13 <b>equal</b> 234:14 <b>equating</b> 105:15 <b>equipment</b> 39:21 64:11 176:6, 11 <b>equity</b> 38:3 270:6 <b>equivalent</b> 227:16 <b>equivalents</b> 111:15 <b>Eric</b> 45:16 48:14 49:21 122:3 <b>Erin</b> 2:7 <b>escalate</b> 186:13 <b>ESOL</b> 114:8 115:2 116:2, 3, 4, 8, 10, 13, 15 117:4 118:5, 6, 12 119:9 122:2, 7 123:1, 3 <b>ESPBC</b> 269:17 <b>especially</b> 17:21 162:14 225:6 <b>essence</b> 95:5 106:20 168:9, 10 169:14 170:8, 14 185:7, 11 <b>essential</b> 67:14 <b>essentially</b> 158:21 194:21 239:21 244:1 284:19 <b>establish</b> 32:2 256:12, 15 <b>established</b> 42:5 <b>establishing</b> 254:15 255:12 <b>establishment</b> 4:20 <b>estimate</b> 92:13 121:6 177:2	227:14 <b>et</b> 35:16 140:3 <b>evaluate</b> 100:20 <b>evaluating</b> 99:17 269:8 <b>evaluation</b> 30:5 39:1 <b>evaluations</b> 42:3 117:16 <b>evening</b> 4:2 5:12 6:7, 11 34:11 62:1 67:10 73:7 118:16 122:17 156:4 227:3 238:12 289:15 <b>event</b> 4:12 <b>events</b> 32:13 269:16 <b>everybody</b> 26:8 66:10, 11 133:10 162:7 226:18 239:1 260:9 268:10 269:2 289:13 <b>everyone's</b> 160:12 283:14 <b>evidence-based</b> 260:7 <b>evolving</b> 181:15 <b>exact</b> 20:4 99:17 193:13 <b>exactly</b> 102:4 120:20 152:19 260:19 <b>example</b> 63:20 73:10, 12 161:5 163:8 165:1 178:2 179:3 182:9 189:16 196:16 216:11, 16 217:8, 19 220:1 228:16 260:19 <b>excellent</b> 147:20 <b>excess</b> 74:14 <b>excuse</b> 5:8 14:9 15:13 26:6 27:17, 20 44:10 46:9
--	---	--	--	---

47:20 49:11 50:1 57:9 65:6 77:13, 20 80:8 91:20 92:6 97:11 124:21 125:21 243:17 250:10 251:1, 3 281:12 <b>exec</b> 103:14 <b>executive</b> 71:2 75:8, 17 100:3 102:13 103:11 145:2 152:14, 17 157:8 164:15 166:9 168:1 239:16 240:18 <b>executive's</b> 30:14 <b>exhausted</b> 197:9 <b>exist</b> 141:13 168:9 190:13, 19 191:4 <b>existing</b> 223:4 260:12, 20 266:7, 9, 11, 13 <b>exists</b> 144:21 145:16 167:14 188:17 191:3 <b>expand</b> 42:2 54:14 159:21 160:2, 7 178:9 <b>expanding</b> 48:20 105:16 159:15 179:2 <b>expansion</b> 185:16 193:18 <b>expectation</b> 185:10 193:2 <b>expecting</b> 18:3 233:17 <b>expenditure</b> 67:18 <b>expense</b> 39:14 240:2 <b>expenses</b> 209:10 219:9 238:14, 15 <b>experience</b> 39:3 166:4 186:5	195:17 268:21 283:4 <b>experiencing</b> 15:14 19:11 115:13 <b>expert</b> 38:21 153:8 <b>expertise</b> 146:19, 21 147:3 153:18, 21 165:11 <b>explain</b> 59:15 111:16 177:21 191:13 194:11, 16 208:5, 8 219:2 257:3 <b>explained</b> 95:13 <b>explanatory</b> 79:14 <b>explicitly</b> 184:6 <b>explore</b> 160:6 <b>extend</b> 76:12 98:9 267:3 <b>extended</b> 35:10, 11 77:10 94:5, 10 95:11 215:6, 20 <b>extending</b> 99:18 <b>extension</b> 90:2 <b>extent</b> 232:2 <b>exterior</b> 117:17 <b>external</b> 223:6 <b>extra</b> 17:8 87:6, 19 100:12, 21 102:19 209:17 <b>extracurricular</b> 22:2, 12 23:11, 17, 20 25:4, 7 <b>eye</b> 227:4  < F > <b>FACE</b> 258:3 <b>faced</b> 145:15 <b>facets</b> 159:13 <b>facilitate</b> 150:20 <b>facilitator</b> 73:15 <b>facilities</b> 74:10 <b>facility</b> 233:3, 4	<b>fact</b> 74:7 158:7 282:17 <b>factor</b> 226:12 <b>factors</b> 100:11 <b>fail</b> 176:11 <b>failed</b> 49:3 176:6 <b>fails</b> 47:18 48:1 91:11, 12 174:11 199:16 204:17, 18, 20 248:10, 11 251:2 288:1, 2 289:4 <b>fair</b> 37:7 134:1 245:15 <b>fairly</b> 48:18 113:20 136:13 <b>fairs</b> 41:7 <b>fall</b> 54:19 106:7 140:8 215:5 220:13 221:6 <b>falling</b> 93:21 <b>falls</b> 221:8 <b>familiar</b> 181:18 <b>families</b> 30:21 41:12 62:11 116:13, 20 117:15 118:21 176:4 259:16 261:6, 20 <b>family</b> 115:11 254:15, 17 255:12, 16 256:2, 13 257:11, 13 258:2, 4, 14 260:4, 13 261:13, 21 262:19 <b>fantastic</b> 191:16 <b>far</b> 7:1 62:11 69:13 115:17 133:9 136:3 <b>faster</b> 228:13 <b>fault</b> 250:11 <b>favor</b> 47:13, 16 51:17 53:2, 9 56:19 57:1	89:17 91:6 107:18 109:3 129:19 131:4 139:5 172:19 174:8 199:13 204:5, 9 212:16 248:6, 18 249:13, 15 250:20 251:4 253:4 264:21 287:18 289:1 <b>favorite</b> 185:1 <b>feasible</b> 73:11 219:9 <b>feat</b> 267:15 <b>FEBRUARY</b> 1:14 4:5 113:11 289:19 291:13 <b>federal</b> 68:19 133:19 257:9 <b>feedback</b> 268:5 <b>feel</b> 27:14 63:9 133:13 142:11 145:20 162:7 279:17 <b>feeling</b> 145:6 279:11 <b>feels</b> 166:12 234:16 279:6 <b>feet</b> 23:21 <b>fewer</b> 63:2 <b>FICA</b> 92:14 <b>field</b> 20:7 34:2 64:21 <b>figure</b> 31:4 161:4 230:16 240:6 <b>file</b> 19:21 <b>fill</b> 116:7 193:11 <b>filled</b> 168:9 <b>final</b> 254:1, 12 <b>finally</b> 32:7 186:17 <b>finance</b> 37:7 <b>financial</b> 68:4, 10, 11, 16, 18 69:4, 11 135:3	<b>financially</b> 135:7 <b>find</b> 95:7 106:9 168:20 183:1 187:8 216:13, 15, 19, 21 <b>findings</b> 153:3 154:15, 18, 19 155:2, 6, 8, 14, 17 <b>fine</b> 12:19 145:18 213:4 <b>finish</b> 79:12 <b>finished</b> 123:21 139:8 225:20 253:8, 11 <b>first</b> 8:9 9:21 11:16 12:20 17:12 22:20 25:2, 21 34:13, 17 41:12 43:11 49:10, 16 59:7 66:2 67:11 69:2 91:16 115:15 116:4 119:5 127:7 128:5 137:3 141:5, 19 142:17 163:20 167:11 170:2 176:19 177:21 189:15 206:6 223:13 228:8 242:17 243:15 244:12 245:4, 19 249:7, 11 <b>firsthand</b> 186:12 <b>fiscal</b> 25:17 26:21 32:21 33:17 67:16, 17, 21 68:9 83:13 84:11, 17 85:2, 16 86:2, 11 89:18 101:12 104:11 114:18 132:6 141:20 142:21 200:15 229:21 231:7
---	---	--	--	---

236:20 246:5 251:19 254:13 255:10 <b>fist</b> 10:4 <b>five</b> 48:5, 20 49:17 51:1 55:12 57:2, 5 58:4, 7, 18 59:1 65:8, 12 66:8 95:12 109:4 113:18 114:6, 21 120:15 174:8 189:14 199:13 204:6, 10 213:14 234:3, 6, 13 248:6, 10 287:19 289:2 <b>five-year</b> 228:11 <b>flat</b> 128:19 197:19 <b>float</b> 114:7 115:1 120:17 <b>floating</b> 186:10 <b>floor</b> 34:1, 9 126:13 142:18 235:4 <b>fluctuations</b> 111:16 229:3 <b>fluid</b> 145:13 <b>focus</b> 71:3 128:3 166:15 270:21 271:8 <b>focused</b> 75:1 119:5 124:16 125:7 129:16 152:6 165:11 <b>focusing</b> 216:3 <b>folded</b> 74:2 <b>folks</b> 24:15, 17 96:21 134:6, 15 279:16 282:21 <b>follow</b> 32:17 94:11 101:18 219:17 226:5 241:18 <b>followed</b> 25:6 <b>following</b> 54:9, 15 105:16	<b>follows</b> 114:5, 20 200:1, 17 <b>followup</b> 71:11 <b>follow-up</b> 98:13 197:6 <b>fonts</b> 184:15 <b>food</b> 115:13, 14 282:21 <b>fool</b> 105:6 <b>footprint</b> 217:4 <b>force</b> 99:17, 21 100:12, 19 <b>foregoing</b> 291:6 <b>forgive</b> 195:4 257:6 <b>forgot</b> 229:7 <b>form</b> 35:4 219:16 <b>format</b> 176:14 <b>forth</b> 226:12 <b>forthcoming</b> 113:15 <b>fortunate</b> 268:14 <b>fortunately</b> 23:13 <b>forum</b> 269:18 270:6 <b>forward</b> 14:7, 16 19:2 55:16 67:4 78:18 83:13 103:14 137:19 145:13 159:17 173:6 174:11 178:10 190:7 223:11 224:11 260:17 283:9 286:13 <b>forwarded</b> 6:21 19:9 <b>found</b> 122:6 256:10 <b>four</b> 41:16 47:14, 16 53:2 56:19 91:6 172:20 195:19 287:19 289:2 <b>fourth</b> 158:10 214:20	<b>frankly</b> 184:8 <b>Frederick</b> 140:3 <b>free</b> 145:20 <b>freedom</b> 60:9 <b>Friday</b> 18:3 22:16 24:2, 19 31:16 33:20 222:6 285:1, 13 286:1 <b>friendly</b> 236:2 <b>fringe</b> 39:15 92:12 <b>Frock</b> 214:18 215:12 <b>FTE</b> 114:21 115:2 119:16 208:15 <b>FTEs</b> 111:17 112:17, 19 114:4, 19 115:2 120:21 122:5, 14 126:21 227:12 242:1 <b>fulfill</b> 239:12, 14 <b>fulfilled</b> 163:8 191:3 <b>full</b> 6:16 17:7 27:18 28:4 49:13 66:15, 18 78:7 97:7, 19 257:9 260:10 273:4 283:19 <b>full-time</b> 11:18 111:15 209:1 <b>fully</b> 5:1 11:18 99:7 112:8, 11 118:2 128:15 181:1 198:1 222:7 <b>function</b> 257:16 <b>functional</b> 118:2 <b>fund</b> 128:19 194:10, 14 196:21 220:17, 18, 19, 20 239:16 240:19 <b>fundamental</b> 225:9 <b>Fundamentally</b> 218:7	<b>funded</b> 128:15 219:7 228:10 <b>funding</b> 37:10, 12 59:12 62:16, 19 63:7 100:2 101:7, 9, 10 124:6, 9, 13 125:1, 12, 14 126:20 129:3, 8 160:17 161:21 167:13, 15, 16 168:8 169:13 174:20 175:18 210:8 219:11 220:6 221:1 222:18 224:19 240:19 254:19 255:18 256:15 260:21 261:18 273:17 <b>funds</b> 63:6, 20 67:18 68:2, 6, 12, 17 70:9 127:14, 19 135:21 159:18 181:3 199:21 200:16 221:5 225:4, 8 <b>funneling</b> 260:15 261:2 <b>further</b> 291:9 <b>furthermore</b> 37:3 <b>future</b> 154:6 185:12 <b>FY</b> 114:4 <b>FY-18</b> 110:3 <b>FY-19</b> 205:3 <b>FY-20</b> 111:10, 17 218:17 <b>FY-2020</b> 228:12 <b>FY-2022</b> 3:5 5:19 128:15 131:19 199:20 258:12 <b>FY-21</b> 60:7 110:5, 19 111:12, 18 112:4 218:17	<b>FY-22</b> 110:5, 20 111:19 128:14 129:9  < G > <b>garbled</b> 205:3 <b>Gasparotti</b> 1:21 291:4, 16 <b>gather</b> 258:13 <b>gatherings</b> 258:13 <b>general</b> 128:19 219:13 <b>generalizations</b> 190:18 <b>generally</b> 112:14 113:17 <b>gentlemen</b> 221:13 <b>genuinely</b> 267:16 <b>geographically</b> 116:12 <b>geometry</b> 37:13 <b>George</b> 111:4 129:4 154:17 215:15 226:4 239:20 <b>getting</b> 27:5 133:21 186:4 195:4 197:8 246:20 278:21 279:18 286:11 <b>Gifted</b> 71:13 72:13 <b>give</b> 34:6 49:6 50:5 58:21 82:12 85:18 88:15 102:17 106:10, 13 154:4, 17 193:13 198:5 206:17 209:14 211:12 227:1 241:10 243:19 268:16 282:2 285:15 <b>given</b> 22:4 119:3 132:20 143:15 150:16
---	--	---	---	---



162:19 258:16	22:5, 6 24:16	7, 9, 11, 13 49:9	272:18 286:19,	<b>group</b> 72:17
284:8	25:20 26:20	51:20 52:1, 3, 5,	21 287:2, 4, 6, 8,	217:4 261:16
<b>gives</b> 88:17	27:13, 18 33:4,	7, 9, 11, 13, 15,	10, 14, 16, 18	<b>groups</b> 70:14
106:7	6, 21 34:15	17, 19, 21 53:2	288:2, 6, 8, 10,	71:16, 18 72:6,
<b>giving</b> 51:12	43:8 49:12	55:16, 18, 20	12, 14, 16, 18, 20	12, 13 74:9
104:17 105:8	50:2 61:14, 19	56:1, 3, 5, 7, 9,	289:1	<b>grow</b> 116:9
106:17	62:19, 21 63:1	11, 13, 15, 17, 19	<b>government</b>	<b>growth</b> 39:4
<b>glean</b> 22:16	66:2 67:4	59:4, 6 79:5	37:10 68:21	178:8 185:18,
185:7	78:13, 14 83:6	86:13 90:3, 5, 7,	69:12 124:21	20 193:18
<b>go</b> 7:13 12:19	92:3 93:9	9, 11, 13, 15, 17,	219:7	195:15, 18
13:2, 21 26:15	97:15 100:10	19, 21 91:2, 4, 6	<b>Governor</b>	196:2 227:16
29:13 33:4	101:8 102:16	107:21 108:2, 4,	101:11 124:14	228:11, 13, 14
34:1 43:8, 13	104:3, 8, 13, 14	6, 8, 10, 12, 14,	128:7	<b>GTCAC</b> 72:17
44:15 49:5	106:10, 13, 20	16, 18, 20 109:1,	<b>governor's</b>	<b>guardian</b> 30:12
53:18 55:15	112:2, 9 116:18	3, 7 129:17, 21	125:1 129:7	<b>guess</b> 85:9, 13
57:6 58:3, 6, 18	118:6 121:4	130:2, 5, 7, 9, 11,	<b>grade</b> 179:8	97:12 121:17
60:2, 16 66:6	125:20 134:12	13, 15, 17, 19, 21	196:6	124:7 156:5, 10
73:4, 5 75:18	135:12 149:16	131:2, 4 137:21	<b>grades</b> 37:1	157:4 160:20
80:2, 12 86:8	151:13 152:1	138:2, 4, 6, 8, 10,	98:20 195:18,	163:1 183:4
87:4 91:12, 15	154:3 157:11	12, 14, 16, 18, 20	19 196:7	185:14 186:1
92:7 94:14	175:2 183:15	139:1, 3, 5	<b>grading</b> 35:7	233:2 239:18
96:5 97:13	188:21 195:19	171:16, 18, 20	<b>graduation</b> 32:5	244:10 245:18
102:20 112:13	208:2, 4, 7, 10	172:1, 3, 5, 7, 9,	<b>grandstanding</b>	275:3
136:19 139:10	210:4 211:4, 10	11, 13, 15, 17, 19	14:13	<b>guessing</b> 218:15
144:15, 16	216:21 218:18	173:4, 7, 9, 11,	<b>grant</b> 35:4, 6,	<b>guidance</b> 22:5
145:4 151:8	233:3 238:15,	13, 15, 17, 19, 21	14 68:20 128:1,	24:1 30:3
158:7, 9 159:13	20 240:13	174:2, 4, 6, 8	4, 20 224:19	270:18 273:15
160:17 161:11	242:18, 19	198:9, 10, 12, 14,	225:4, 5, 8	<b>guidelines</b>
163:14 167:8	246:11 253:9	16, 18, 20 199:1,	257:10, 17, 18	21:11 22:10
169:8 176:19	267:9 269:12,	3, 5, 7, 9, 11, 13	262:10, 15, 18	23:7, 17 25:1, 5
177:6 180:5	15 270:7 271:6,	203:3, 5, 7, 9, 11,	263:4	29:18 30:14
191:8 192:4	11 274:2	14, 16, 18, 20	<b>grants</b> 254:14	68:20 266:7
208:2 213:5, 10	277:16 278:2	204:1, 3, 5, 7, 9,	255:12 256:5,	284:21 285:1
214:20 215:21	280:7 289:5	18 211:14, 16,	12	<b>guides</b> 67:18
220:14 224:20	<b>Good</b> 4:2 6:7	18, 20 212:1, 3,	<b>granular</b> 112:12	<b>guys</b> 33:19
230:20 231:2	23:2 34:11	6, 8, 10, 12, 14,	<b>gray</b> 282:8	118:10 229:18
234:17 237:14	62:1 67:10	16 237:3 247:3,	<b>Great</b> 42:21	< H >
240:16 261:18	73:7 96:15	5, 7, 9, 11, 13, 15,	136:21 143:11	<b>Hager</b> 2:7
278:13	121:6 122:17	17, 19, 21 248:2,	147:4 148:2	47:9, 10 52:19,
<b>goal</b> 152:8	136:15 156:4	4, 6, 15, 16, 18	163:5 166:11	20 56:15, 16
187:11 256:4	227:14 232:6	249:2, 16, 18, 20	167:2 171:2	91:2, 3 96:2, 6,
<b>goals</b> 67:18	265:19 268:5,	250:1, 3, 5, 7, 9,	181:13 182:9	7, 15 108:20, 21
70:2 74:20	10 269:1	12, 14, 16, 20	223:9 229:15	130:19, 20
75:3 152:4	289:15	251:2, 4 252:2,	255:6 257:17	137:1, 2 139:1,
256:2	<b>Google</b> 40:14	3, 5, 7, 9, 11, 13,	269:8	2 172:15, 16
<b>goes</b> 13:9	<b>Googling</b> 120:2	15, 17, 19, 21	<b>greater</b> 205:8,	174:4, 5 180:1,
217:21 222:19	<b>gotten</b> 113:9	253:2, 4 262:4	18	2, 6, 14 181:7, 8
243:4 271:1	<b>Gover</b> 15:15	263:9, 11, 20	<b>greatly</b> 44:5	182:9 183:4, 18,
<b>going</b> 12:3	46:10, 12, 14, 16,	264:1, 3, 5, 7, 9,	<b>green</b> 36:8	19 199:9, 10
18:10 19:20	18, 20 47:1, 3, 5,	11, 14, 17, 19, 21		

204:1, 2 206:3, 4, 18 207:2 212:12, 13 222:3, 4, 14 223:9 224:15 225:13 226:21 228:7, 18 229:6, 16 230:5, 9, 14, 20 231:9, 12, 13, 15 232:11, 18 233:6, 13, 20 235:2 236:1 242:13, 14 245:10 248:2, 3, 19 250:16, 17 251:9, 12 252:21 253:1, 6, 8 258:19, 20 259:5, 18, 19 264:17, 18 265:10, 11, 16, 18 279:10, 11 287:14, 15 288:18, 19 <b>Hager's</b> 206:12 240:6, 9 245:16 <b>hall</b> 104:14 <b>hand</b> 18:13, 14 78:15 123:2 125:9 129:16 291:12 <b>handed</b> 186:16 <b>handful</b> 227:5 <b>handle</b> 93:8 158:4 <b>handled</b> 18:12 40:17 93:4 140:18 144:10 157:20 <b>hanging</b> 107:2 <b>happen</b> 102:16 134:8, 9 153:13 196:18 237:11 243:20 257:21 <b>happened</b> 145:7 <b>happening</b> 62:8, 13 183:3 269:16	<b>happens</b> 104:9 112:15 181:20 225:4 <b>happy</b> 10:13 28:20 32:16 120:7 160:13 186:3 187:9 194:18 238:18 269:19 285:3 <b>hard</b> 62:2 178:19 179:17 180:10 181:17, 20 187:13 200:11 217:20 218:11 253:15 265:12 <b>Harford</b> 140:2 <b>harmless</b> 129:8 <b>harp</b> 151:14 <b>harping</b> 134:12 <b>hat</b> 259:21 <b>head</b> 202:10 260:6 <b>health</b> 4:9, 13 22:14, 15 39:8, 16 42:13, 16 114:7 115:1 119:1 120:16 123:1 124:18 161:5 260:10 <b>hear</b> 12:9 19:14, 16 27:1 43:10 62:2, 4 69:13 82:3 93:15 94:16 96:16 106:4 117:9 131:17 160:13 176:4 186:3 202:18 204:16 205:8, 12, 13 207:20 213:8 217:2 237:8 254:4, 6 256:14 262:12 <b>heard</b> 6:6 28:17 79:4 83:7, 10 105:1 146:3 153:15 167:14 186:8 188:10 200:12	211:5 232:8 245:13 272:4 281:17 284:17 <b>hearing</b> 9:3 24:12 74:8 104:7 132:13 187:3 188:9 200:11 265:7 270:14 271:15 <b>hearings</b> 38:9 <b>heat</b> 87:15 <b>heavy</b> 148:6 <b>held</b> 4:17 5:9 23:20 289:18 <b>Hello</b> 6:2 93:15 134:18 153:10, 11 <b>help</b> 60:6 61:12 97:2 116:19 118:13 187:10 194:2 215:13 221:13 285:16 <b>helped</b> 40:15 <b>helpful</b> 118:11 156:2 177:10 258:9 281:21 <b>helping</b> 183:1 <b>Henn</b> 2:4 5:21 6:3 7:20 8:4, 6, 7 9:11, 12, 19 10:5, 12 11:7, 21 13:7, 12, 17 14:5, 9 17:19 21:5, 6 43:12, 17 44:1, 7, 19 45:5, 7 47:1, 2, 19 48:3 49:14 52:11, 12 55:5, 7 56:7, 8 90:15, 16 104:21 105:1, 2 106:4 107:9 108:12, 13 130:11, 12 138:14, 15 141:2, 3, 11, 15, 18 142:11, 13, 19 143:12, 14 146:17, 20 153:20 156:12,	18 158:6, 21 160:4 163:18, 19 168:7 172:7, 8 173:5, 17, 18 174:12, 13 175:11, 12, 20, 21 176:3, 16 177:4 180:13, 16, 17 194:5, 6 195:10 197:2, 6, 13, 16 199:1, 2, 17, 19 200:6, 14, 19 201:3, 7, 9, 14 202:17 203:14, 15 206:6, 8, 11, 14, 20 207:5, 8, 11 212:4, 5, 19, 21 213:7 233:11, 12 234:20 235:3, 8, 11, 18 236:10, 13 237:2 240:10, 21 241:4, 5, 12 243:13, 21 244:4, 9, 10 247:15, 16 248:13, 21 250:7, 8 252:13, 14 253:21 254:2, 5, 6, 8, 11 255:1, 4, 7, 10, 20 256:1, 17 257:6 259:1, 4, 7 260:18 262:16 263:1, 13, 15 264:7, 8 267:9, 10 268:6 275:20, 21 276:3 278:11, 12, 14, 15, 17 279:9, 12 280:6 287:8, 9 288:14, 15 <b>Henn's</b> 14:2 173:3 240:8 243:3, 10 249:8 258:12 262:5 <b>heroic</b> 132:21	133:9 <b>Hey</b> 96:7 <b>Hi</b> 59:21 61:18 <b>high</b> 21:2, 14, 16 22:12 23:9 33:5 34:6 37:11 39:3 93:3, 9, 19 94:8 148:16 174:18 175:16 186:7 200:2 201:1 205:5 206:16 213:15 225:7 232:7 256:8 268:15 <b>higher</b> 129:2 144:2 <b>highest</b> 21:14 153:8, 14 <b>highlight</b> 36:12 <b>highlighted</b> 229:17 230:21 <b>highlights</b> 112:21 <b>highly</b> 38:10 192:6 195:7 <b>hindrance</b> 11:3 <b>hire</b> 229:18 231:4 236:17 246:2 251:16 <b>hiring</b> 232:5 <b>historically</b> 41:10 <b>history</b> 183:16 269:14 <b>hitting</b> 224:5 <b>Hogan</b> 101:11 124:14 128:7 <b>hold</b> 129:8 <b>holding</b> 107:2 <b>hole</b> 161:1 <b>holiday</b> 229:8 <b>home</b> 17:11 35:11 39:7 115:10 142:6 143:8 147:7 150:5, 17 157:20 158:18, 19 160:8, 9 163:9 165:3
--	--	--	--	---

<p>215:18 222:4 226:10 <b>honored</b> 12:16 <b>hope</b> 19:14 134:9 165:15 258:9 289:14 <b>hopefully</b> 259:17 <b>hoping</b> 99:6 266:10 <b>Hopkins</b> 191:21 <b>hospital</b> 35:12 142:7 143:8 147:7 150:6, 17 157:21 158:18 160:9 163:9 215:18 <b>hour</b> 245:16 265:14 282:19 283:12 <b>hours</b> 33:16 87:11 105:7 150:16 283:3 <b>house</b> 64:18 74:5 159:4 <b>housing</b> 124:19 <b>Howie</b> 202:9, 11, 13 243:1 <b>HR</b> 75:14 <b>huge</b> 159:15 185:18 225:14 <b>human</b> 20:15 38:10 40:9, 20 <b>hundreds</b> 19:18 271:2 282:10 <b>husband</b> 18:6 <b>hybrid</b> 4:18 267:6</p> <p>&lt; I &gt; <b>idea</b> 9:9 198:5 211:4 260:15, 18 286:10 <b>ideas</b> 143:21 <b>identification</b> 40:4 <b>identified</b> 70:16 122:21 146:17 190:3</p>	<p><b>identify</b> 70:11 72:3 195:7 196:11 <b>IEP</b> 73:14 <b>immediately</b> 18:18 19:12 54:8 100:4 128:2 202:3 <b>immunization</b> 117:16 <b>immunizations</b> 119:1 <b>impact</b> 22:6, 17 61:7, 14 62:19 88:15, 19 96:13 101:9, 10 104:10, 11 128:14 129:11 134:7 145:11 165:14 239:17 <b>impacted</b> 19:18 100:7 <b>impactful</b> 205:21 <b>impacts</b> 25:9 63:3 135:3 238:16 <b>impaired</b> 20:14 <b>implement</b> 21:18, 21 41:13 233:7 <b>implementation</b> 38:19 <b>implemented</b> 233:14, 18 235:1 256:9 <b>implementing</b> 41:12 184:14 195:13 <b>importance</b> 147:2 165:4, 6 <b>important</b> 81:8 88:16 97:1 100:10 105:10 115:18 129:6, 9 147:4 154:3 177:18 226:13 269:14 274:5 <b>impossible</b> 94:7</p>	<p><b>improve</b> 104:5 106:21 154:3 227:12 229:3 254:16 255:14, 15 <b>improved</b> 23:13 <b>improvement</b> 42:1 <b>improvements</b> 74:10 <b>improving</b> 223:4 260:10 <b>inappropriate</b> 220:10 <b>Inaudible</b> 19:4 111:13 166:8 <b>incentive</b> 128:20 <b>inception</b> 169:17 <b>inclement</b> 77:10 87:14 <b>include</b> 8:11 9:12, 15 16:8 58:8 92:12 114:4, 19 152:12 161:5 209:13 216:5 223:20 232:5 <b>included</b> 26:18 30:1 58:18 64:14 70:10 100:1 110:7 129:7 161:3 196:5 209:4, 16 214:15 257:1 284:12 <b>includes</b> 35:4 36:2, 8 39:15, 19 71:12 74:12 121:2 123:9 133:1 216:6 249:8 <b>including</b> 41:7 87:17 142:3 143:5 208:9 <b>incomprehensibl e</b> 132:18 <b>incorporate</b> 73:11 <b>incorrect</b> 48:15</p>	<p><b>increase</b> 84:1, 4, 5 97:20, 21 100:4 110:6, 19 111:8, 12 113:3 114:4, 19 133:1, 2, 4 154:5 199:21 200:16 201:5 205:6, 19 206:7 208:9 254:16 255:13, 14 <b>increased</b> 93:10 110:4, 14 174:16 175:14 234:3, 5, 7 238:7 <b>increases</b> 36:17 110:8 137:10 234:13 <b>increasing</b> 197:21 206:21 254:17 255:16 256:2 <b>incur</b> 209:17 <b>indecorum</b> 54:5 <b>in-demand</b> 60:19 <b>indicate</b> 113:1 <b>indicated</b> 69:12 227:17 273:12 <b>indicating</b> 226:6 <b>indications</b> 21:12 <b>individual</b> 4:19 20:12, 19 157:20 163:13 164:2 187:8 <b>individually</b> 58:7 <b>individuals</b> 18:17 19:11 20:4 35:5 158:4 231:21 <b>inequity</b> 99:2 <b>information</b> 10:20 22:16 23:3 51:12 62:10 68:10 69:8, 9 71:20 82:13 92:9</p>	<p>116:15, 21 118:21 141:21 142:2 143:1, 3 146:20 147:17 149:4 155:2 157:8 170:7 174:12 177:11, 17, 18 194:21 197:7 216:10 253:7 258:9 <b>informed</b> 6:16 <b>infrastructure</b> 153:7 <b>initial</b> 124:21 178:5 182:2, 4 185:8 193:19 195:11 <b>initiative</b> 223:19 <b>initiatives</b> 70:11, 17 72:4 210:2 <b>Innovation</b> 143:5, 21 183:16 <b>Innovational</b> 142:4 <b>in-person</b> 11:19 21:20 25:3 30:9 127:14 267:6 <b>input</b> 70:12 72:4, 19 74:9 253:20 282:15 <b>inquiry</b> 44:6 77:19 78:3 <b>in-school</b> 61:6 230:1 231:8 233:15 235:19 236:21 246:6 251:20 <b>insecurities</b> 115:13, 14, 15 <b>insight</b> 146:8 <b>insights</b> 270:8 <b>instance</b> 94:9 120:10 <b>instances</b> 54:2, 19 <b>INSTRUCTION</b> 1:9 11:19</p>
--	--	---	--	---

21:17, 20 25:3, 5 29:20 30:9 34:17, 19 35:18 39:13 42:11 59:11 95:8 104:5, 6 106:21 110:4 111:11, 14 113:6 128:3 137:16 140:6 150:1, 14, 17 157:13 159:2 164:4 208:3 209:15 215:1 234:7, 10 282:4	<b>interested</b> 81:12 291:10 <b>interior</b> 117:20 118:1 <b>intermediate</b> 98:19 <b>interrupted</b> 201:12 <b>interscholastic</b> 32:4 <b>interviews</b> 41:8 <b>inventory</b> 187:15 <b>invest</b> 223:4 <b>investment</b> 143:17 225:1 <b>invitation</b> 278:9 <b>invite</b> 61:19 116:7 194:19 274:13, 17 275:10 276:5, 20 277:3, 8 278:4 <b>involved</b> 32:3 261:18 268:1 <b>involvement</b> 254:17 255:16 260:5 <b>involving</b> 75:7 152:15 <b>issue</b> 21:1 30:11 87:11 <b>issues</b> 18:5 19:19 20:10 100:10 101:12 125:13 266:9 268:19 272:8 273:15 278:18 279:1 281:17 282:18 <b>issuing</b> 19:20 21:10 <b>item</b> 5:16, 17 6:12, 20 7:10 8:9, 17 9:21 10:4 11:16 12:17, 20 25:15 26:2 29:6 32:19 43:1, 15 97:10 141:6, 9	146:12 168:2, 6, 14 221:3, 7 234:14 265:7 289:16 <b>items</b> 5:12 18:16 74:16 140:7 <b>its</b> 41:16 67:14 68:5 75:10 86:19 152:18  < J > <b>January</b> 18:8 <b>Jim</b> 145:1 148:3 149:2, 5, 8 <b>job</b> 41:7 147:20 156:15, 17 164:10 192:6 232:6 269:21 <b>John</b> 2:11 <b>join</b> 188:21 216:8 <b>joined</b> 267:18 <b>joining</b> 96:18, 20 289:20 <b>Jose</b> 2:6 13:4, 5, 6, 20 14:6 44:6, 17 46:7, 20, 21 52:9, 10 56:5, 6 79:19 80:1, 3, 11, 13 83:2, 3 84:7, 10, 16 85:3, 8, 13, 19 86:1, 3, 4, 10 90:13, 14 102:8, 10 103:4, 5, 16, 20 108:10, 11 115:21 116:1, 6 118:4 119:8 120:1, 5 121:2, 6, 7 125:19 130:9, 10 131:16 134:17, 20 135:1, 4, 9, 12 136:4, 18, 19 138:12, 13 139:17, 18 141:1 147:12,	13 148:12, 13, 14 149:7, 11 151:3 171:7, 10, 11, 15 172:5, 6 173:15, 16 176:17, 20 180:3, 4 183:21 184:1, 19 186:3 198:20, 21 201:21 203:12, 13 207:16, 17 208:21 209:13, 19 212:3 242:16, 17 243:8, 16 244:17 245:4, 7, 13 247:2, 13, 14 248:18 250:5, 6 252:11, 12 256:18, 19 257:5 258:7, 10 264:7 268:7 272:20 287:8 <b>Jose's</b> 244:6, 15 259:14 <b>Joshua</b> 2:14 <b>journey</b> 159:9 <b>Jr</b> 2:11 <b>Julia</b> 183:9 <b>Julie</b> 2:4 245:11 <b>July</b> 210:2 <b>jump</b> 20:7 33:4 145:20 195:14 <b>jumping</b> 144:18 <b>Junior</b> 37:7 <b>jurisdictions</b> 140:13 <b>justification</b> 211:2 <b>Juvenile</b> 150:5  < K > <b>Karen</b> 124:6 <b>Kathleen</b> 2:5 <b>keep</b> 134:12 136:11, 12 162:10 267:9	<b>keeping</b> 18:1 165:12 183:13 <b>keeps</b> 148:21 164:15 <b>kept</b> 164:9 231:20 <b>kick</b> 104:8 <b>kicked</b> 6:9 <b>kids</b> 186:10 188:10, 17 191:19 225:16 <b>kind</b> 13:16 82:12 113:18 119:6 148:6 162:7 169:16 179:18 188:14 207:18 217:13 224:15 230:1 231:9 233:16 235:19 236:21 246:7 251:21 257:1 258:4 267:20 <b>kinds</b> 65:2 <b>Kirwan</b> 101:7 124:11 125:17 129:11 <b>kits</b> 36:9 184:11 <b>know</b> 10:10 14:21 18:2, 9 22:4 24:3, 7 28:13, 15, 16 31:16 43:4 48:15 49:7 51:17 62:18 63:3 64:12 65:14, 15 66:18 67:4 71:11 72:11, 13 73:12, 13, 19 77:18 78:5, 13 93:13 95:13 97:12 100:16 104:7 115:12 116:8 120:12 124:19 126:5, 10, 11 128:10, 17 129:2, 15 131:14 136:2
--	---	--	--	---

137:3 140:8, 18 147:21 151:15 159:14 160:16 162:10 163:2 170:2, 3, 12 175:2 176:11 182:9, 17 183:6 185:8 186:6, 10, 11, 14, 21 187:19, 21 188:5, 15 191:21 192:19 193:5, 6, 11, 21 195:5 197:21 205:11, 16 218:18 222:6 223:8, 20 224:10 225:7, 15 231:18 234:15 257:13 258:3, 14 260:11 261:4 263:1 266:15 267:19 270:11 276:10 279:16, 19, 21 280:9 282:5, 19 283:18 286:2 <b>knowing</b> 32:14 127:15, 21 128:3 191:9 266:9 <b>knows</b> 28:13 202:9 239:1 <b>kudos</b> 268:16 <b>Kuehn</b> 2:8 47:7, 8 52:17, 18 56:13, 14 90:21 91:1 92:4, 20, 21 94:11, 20 95:5, 16 108:18, 19 121:9, 10, 14, 20 123:20 124:1 130:17, 18 138:20, 21 167:5, 6 168:2, 20 169:5, 9, 21 170:17 172:13, 14 174:2, 3	184:20, 21 185:5 186:1 187:6, 19 188:1, 2 199:7, 8 203:20, 21 212:10, 11 214:7, 8, 11, 18 215:2 216:2 217:2, 11, 15 218:5, 13 219:15 220:11 221:4, 16, 20 222:2 247:21 248:1, 21 250:14, 15 252:19, 20 264:12, 15, 16 265:17, 18 286:8, 9 287:11, 12 288:16, 17 <b>Kuehn's</b> 98:16 122:10 190:5  < L > <b>lack</b> 188:13 <b>lag</b> 10:18 <b>language</b> 8:12 9:2, 13 22:11 26:18 32:1 34:21 85:6 142:10 <b>large</b> 195:3 219:7, 12 232:3 258:13 273:11 <b>larger</b> 36:18 107:10 <b>largest</b> 35:4, 14, 19, 21 36:8 39:14, 19 113:18 215:16 <b>late</b> 31:16 34:3 197:9 222:6 229:11 246:20 263:18 265:14 278:15 283:13 284:18 286:14 287:20 289:8, 12 <b>lateness</b> 282:19	283:12 <b>latest</b> 92:12 <b>Law</b> 37:18 70:4, 8 <b>laws</b> 68:19 <b>layer</b> 145:16 <b>LEA</b> 139:20 <b>lead</b> 25:8 <b>leader</b> 164:12 166:4 <b>leaders</b> 100:14 <b>leadership</b> 38:4 143:19, 20 144:2 147:10 150:8, 13 164:20 165:10 <b>leaning</b> 24:15 <b>learn</b> 24:4 25:10 176:7 187:8 <b>learners</b> 117:15 176:13 <b>learning</b> 17:4 38:3 39:10 40:16 63:18 64:5 127:20 142:6 143:7, 17 159:13 160:6 165:2 182:19 183:8 215:20 259:15 267:6 <b>LEAs</b> 113:13 <b>leases</b> 209:8 <b>leave</b> 167:7 263:9 <b>leaves</b> 270:17 <b>leery</b> 145:4 <b>left</b> 71:7 158:16 193:6 215:2 272:19 <b>legal</b> 37:19 50:2 243:14, 18 <b>Legislative</b> 153:2 154:16 155:9 <b>legislature</b> 124:10 <b>legislature's</b> 125:17	<b>length</b> 80:19 93:10 <b>lengthy</b> 117:3 226:11 <b>letter</b> 31:19 284:12, 20 <b>level</b> 23:10, 19 33:5 34:6 74:6 75:9 76:6 129:3 144:2 152:14, 17 153:8 161:10 166:10 179:8 208:9 285:9 <b>levels</b> 39:3 75:17 95:15 196:6 228:3 <b>liaison</b> 39:7 258:6 <b>liaisons</b> 257:11 <b>library</b> 36:6, 9 142:5 143:6 158:20 216:13, 15, 20 220:20 <b>life</b> 182:3 259:21 <b>lift</b> 43:14 45:1 <b>lights</b> 164:9, 16 165:12 <b>Lily</b> 2:13 239:7 242:14 274:9 289:6 <b>limit</b> 45:2 48:5 50:21 51:14 55:12 65:20 <b>limited</b> 186:18 <b>limiting</b> 64:17 <b>limits</b> 43:14 <b>line</b> 93:14 97:2 141:6, 9 145:18 146:12 168:2, 6, 14 188:13 221:7 224:15 <b>Lisa</b> 2:9 58:2 109:21 121:12 136:6 <b>list</b> 5:6 124:20 196:18 253:13 <b>listed</b> 147:8	206:10 213:13 <b>listening</b> 192:17 <b>listing</b> 279:14 <b>literally</b> 186:19 <b>little</b> 19:14 33:7 106:6 132:13 137:13 154:20 189:1 205:9 237:18 254:7, 9 285:6 <b>LIVE</b> 1:11 5:10 163:4 217:14, 16, 18 <b>lived</b> 153:6 <b>lives</b> 115:10 269:17 <b>living</b> 60:6 113:2 115:7 <b>local</b> 22:14 32:2 41:9 68:19 124:18 133:5 139:20 <b>located</b> 116:10 164:4 <b>location</b> 187:15 <b>locations</b> 116:17, 19 <b>lock</b> 94:17 <b>long</b> 25:6 88:19 159:9 267:5 <b>longer</b> 93:20 106:19 167:14 190:19 208:17 219:9 <b>long-term</b> 81:18 88:15 <b>look</b> 10:7, 13 16:20 31:1, 11 70:21 81:12 82:13 83:16 88:13, 17 97:19 112:10 113:18, 19 120:10 127:9 128:9 134:10 135:8 151:16 163:1, 11 164:14 166:13 202:8
---	--	---	--	--

215:2 220:15 226:21 <b>looked</b> 32:8 93:19 135:6 137:10 140:5 226:6 266:7 <b>looking</b> 6:14 23:14 30:20 31:3, 13 62:15 81:6 106:12 107:10 110:10 111:21 120:12 127:12, 17 128:1, 3, 8 135:19 145:12 163:6 166:5 189:18 194:8 218:16 220:13 276:14 <b>looks</b> 13:20 21:4, 8 79:17, 19 80:1, 9 88:7 89:15, 18 91:9, 10 92:3, 19 95:18 98:13 99:10 102:7 104:21 105:12 115:20 121:9 131:5 134:4 136:6, 17 137:1 142:19 144:7 147:11 151:1 163:18 165:18 170:18 176:16, 17 177:13 183:20 188:3 192:11 194:4 197:4 199:15 204:20 210:20 212:17 214:2 218:19 222:3 232:11 241:16 245:2 246:16 248:9 253:13, 21 256:18 258:10, 18 273:8 276:15, 18 279:9 286:6 <b>losing</b> 195:3	<b>lost</b> 115:11 227:8, 21 228:17 <b>lot</b> 20:16 25:14 36:3 78:13, 14 83:7, 8 94:1 102:20 112:9 120:17 145:2, 5 147:13 160:19 184:1 216:15 225:19 242:19 268:2 270:1, 8 283:3 <b>lots</b> 96:20 <b>loud</b> 96:16 <b>love</b> 88:19 181:18 187:21 260:18 <b>low</b> 101:1 <b>lower</b> 61:2 161:19 <b>lowered</b> 61:4 <b>Lowry</b> 75:14, 16 77:2 92:9 93:12, 18 135:15, 16 136:4 161:2 162:1, 16 284:14, 15, 17 285:18, 21 <b>lump</b> 104:18  < M > <b>Ma</b> 20:20 <b>ma'am</b> 17:13 29:11 149:9, 13 255:4 256:1 263:15 <b>Mack</b> 2:9 17:1, 2, 14 18:12 19:5, 16 20:20 21:3 46:16, 17 48:8 52:5, 6 56:1, 2 57:19 58:2, 8, 13 59:1 65:12 67:5 76:13 79:5, 7 90:9, 10 91:20 92:2, 3, 5, 7, 8, 16 98:14, 15	108:6, 7 109:21 110:1, 9, 11, 18 111:9, 20 112:1, 18 113:10 114:1, 10, 14, 16 115:3, 6 119:19 120:3, 7, 13 121:14 122:1, 8, 11, 15 123:4, 16 130:5, 6 131:9, 10, 16, 18 132:15, 16, 18 136:7, 8, 16 137:5 138:8, 9 139:8, 10 142:8 143:9, 10 151:19 172:1, 2 173:11, 12 198:14, 15, 17 203:9, 10 205:1, 2, 10, 11, 15 206:3 211:20, 21 230:4 231:10, 11 236:15 237:2 247:9, 10 248:20 250:1, 2 252:7, 8 254:21 255:9 264:3, 4 268:12, 13 269:3 283:14, 16 284:8 285:18 286:5 287:4, 5 288:10, 11 <b>Mack's</b> 20:10 118:16 119:16 125:5, 8 126:4, 7, 8 <b>Madam</b> 5:21 6:7 7:20 9:11 10:5 11:21 12:8 13:17 14:1, 5 15:13 25:19 26:6, 10 27:3, 7, 17 28:2, 19 33:3 43:12 45:8, 16 47:19 49:11 50:8 51:4 53:6, 15	55:8 59:9 79:11 86:15 87:2 99:12 105:2 109:16 124:1, 4 126:14 141:3 142:13 143:14 154:9 155:20 156:12 157:17 163:19 165:20 174:13 175:21 180:13 192:13 194:6 200:20 201:3 202:13 206:11 207:8 212:21 233:12 237:5, 17 238:4 243:13 246:9 249:5 251:7 254:2 259:4 261:8 262:16 267:10 273:10 274:9 275:20 278:11 280:14 <b>magnet</b> 35:10 59:11 60:12, 21 61:2, 15, 20 62:13, 14, 16, 21 63:3, 4, 8, 11, 14 64:2, 14, 19 139:14 158:17 215:6 <b>main</b> 84:15 97:16 219:3 277:18 <b>maintain</b> 4:9 37:11 40:15 74:21 152:5 159:3 228:3 <b>maintained</b> 159:6 210:12 <b>maintains</b> 38:4 <b>maintenance</b> 185:21 <b>major</b> 112:16 121:1 <b>majority</b> 46:4 53:7, 11 57:12, 14, 16 74:8	91:10 173:1 273:1, 3 <b>Makeda</b> 2:3 4:3 <b>making</b> 5:14 6:10 9:19 14:12 15:6, 16 32:4 42:7 44:1, 8 49:14 81:12 84:20 105:9 117:8 134:13 163:7, 12 223:19 266:16 280:1 283:21 <b>manage</b> 41:2 161:7 <b>managed</b> 113:5 <b>management</b> 40:18 42:17 67:16 68:6, 9 <b>manages</b> 35:7, 10 38:8, 14 39:8 <b>mandate</b> 98:11 <b>manner</b> 4:18 34:8 70:17 75:11 187:17 190:9 <b>March</b> 41:14 280:19 <b>marketplace</b> 181:14 218:8 <b>Mary</b> 60:16 <b>Maryland</b> 5:5 22:15 70:5 113:13 219:17 291:1, 5 <b>massive</b> 185:9 <b>match</b> 22:6 24:11 <b>material</b> 180:9 188:12, 16 221:17 <b>materials</b> 36:7, 11 128:8 174:17, 21 175:15, 19 176:5, 7, 9 179:16 189:19 190:14, 19
---	--	---	--	---

195:21 217:16 221:19 <b>material's</b> 188:6 <b>math</b> 34:21 37:12 123:7 186:14 189:16 191:13, 14, 19 195:8 232:6 <b>mathematics</b> 36:21 <b>matter</b> 269:17 <b>matters</b> 37:21 240:11 241:2 <b>maximum</b> 67:19 <b>MCCOMAS</b> 60:15, 17 61:18 62:2, 5 63:5 72:16, 21 73:4, 7 116:6 117:10, 12 119:5 146:14 153:17 157:19 158:1, 7 170:18, 20 177:14, 16 181:9, 13 183:13 184:2, 16 185:2, 4, 15 187:5, 21 188:18 189:5 190:4, 21 191:5 193:1 194:10, 18 195:15 197:1 214:16 216:3, 6 217:5, 12, 17 218:7 221:12, 15 223:7 225:2, 21 256:19 257:2, 5 258:6, 21 <b>McMillion</b> 2:10 46:18, 19 52:7, 8 56:3, 4 90:11, 12 95:19, 21 96:4 98:3, 4, 13 108:8, 9 130:7, 8 138:10, 11 139:11, 12, 17 159:14 172:3, 4 173:13, 14 198:18, 19	203:11, 12 204:5, 7 212:1, 2 247:11, 12 248:21 250:3, 4 252:9, 10 264:5, 6 268:8, 9, 12 271:16, 17 287:6, 7 288:12, 13 <b>mean</b> 8:20 24:19 63:11 104:12 105:17 161:13 168:4 187:14 232:14 240:12 258:7 288:1 <b>meaning</b> 232:19 <b>means</b> 31:11 69:7 71:21 89:11, 21 239:15 240:14 241:12 <b>meant</b> 161:20 275:16 <b>measure</b> 170:12 <b>mechanism</b> 4:21 <b>media</b> 142:5 143:6 158:20 216:13, 15 <b>median</b> 140:8, 12 <b>medical</b> 4:13 18:7 39:16 266:18 <b>meet</b> 32:17 36:2 40:14 67:18 72:11 223:16 225:17 285:3 <b>meeting</b> 4:12, 16 5:1, 4, 6, 7, 9, 11 6:20 7:3, 19 8:14 9:1 10:9 14:11, 12 22:15 27:12 28:12 30:5 48:12 49:3 58:16 71:20 75:2 112:14 126:2 151:10 152:7	167:8 222:17 224:17 270:20 271:7, 8, 12 272:7, 11, 16, 19 273:13 274:14, 15 275:12 276:6 277:2, 9 278:1, 5 279:20 281:4, 6 283:18 284:2, 13, 19 285:7 289:18, 21 290:1 <b>Meetings</b> 5:5 7:11, 18 8:13 9:4, 13, 16 11:4 72:9 267:20 285:20 <b>meets</b> 163:13 <b>Melissa</b> 62:2 <b>Member</b> 2:14 3:6 4:21 16:19 19:2 43:5 44:8, 13 45:2 49:8 55:13 57:2, 5 109:14 157:15 164:17 202:5 206:9 212:20 265:8 266:4 272:12 275:7, 9 282:9 289:6 <b>MEMBERS</b> 2:1 4:18, 19 5:13 15:6 18:14 19:8 31:5, 7, 12 34:11 43:8 45:15 48:6 49:5, 15 51:2 58:3, 6, 12, 17 66:1 78:5 91:15 115:11 125:11 126:1 158:15 161:15 164:19 165:21 195:10 197:11 213:8 237:10 253:17 265:5 266:10, 15 273:1, 14	280:18, 20 <b>memo</b> 87:18 <b>memorandum</b> 15:19 16:5, 17 26:13 <b>memorized</b> 221:11 <b>mental</b> 42:13 <b>mention</b> 140:5 156:8 226:14, 20 259:20 <b>mentioned</b> 54:20 110:13 147:1 157:19 158:5 161:16 191:21 227:12 <b>mentioning</b> 260:16 283:12 <b>merge</b> 159:1 <b>merit</b> 170:15 <b>message</b> 15:16 <b>messenger</b> 39:21 <b>met</b> 69:13 139:20 <b>metrics</b> 21:13 22:5 24:11 282:7 <b>Michael</b> 168:14 261:11 <b>MICROSOFT</b> 1:11 5:10 216:11 <b>middle</b> 21:16 22:12 93:8 94:2 102:15 140:12 174:18 175:16 184:11 186:7 200:2, 18 201:1 205:4 206:16 213:14 232:7 256:7, 8 258:16 <b>midnight</b> 280:9 <b>million</b> 81:16 82:16 83:7 88:11, 20 92:10, 13, 14 97:14 98:7, 8 101:6 102:15 103:8	104:18 106:3 110:5, 7, 19, 20 111:13, 18 119:21 121:3 122:19 124:8 135:10 200:3 201:4 210:15 214:13 218:19, 21 219:1 220:18 227:9, 10, 15 232:9 234:14, 15 238:14, 15 240:6 242:18 273:18 <b>mind</b> 195:5 <b>mindful</b> 24:14 <b>mindset</b> 134:13 <b>Mine</b> 266:6 <b>minimizes</b> 165:13 <b>minute</b> 100:7 269:11 <b>minutes</b> 7:13 45:13 48:5, 20 49:17 51:1, 2 55:12 57:2, 4, 5 58:4, 7, 18 59:2 65:8, 13 66:8 71:8 76:11, 12 77:3 79:1 81:1, 4 82:8, 10, 19 83:12, 14, 16 84:6 93:2, 5, 10 94:17 95:3, 7, 12 96:9 98:18, 20 100:13 102:19 103:7, 9 106:14, 18 109:12 136:1 <b>missing</b> 187:2 <b>mission</b> 70:2 74:20 152:4 274:5 <b>misspeaking</b> 183:10 <b>mistaken</b> 160:18
---	--	---	---	--

<p><b>mitigation</b> 21:18, 21 22:21 25:6 <b>Moalie</b> 2:6 180:2 <b>mock</b> 37:14 <b>mode</b> 260:12, 16 <b>model</b> 41:2 67:15 260:2, 3, 7 <b>modeled</b> 256:4 <b>moment</b> 154:12 222:1 276:12 286:15 <b>Monday</b> 279:17 <b>money</b> 81:3, 10 95:6 104:17 105:15 106:5, 6, 11, 17 107:10 127:16 128:1 148:10 151:8 153:5 193:13 195:9 211:10, 11 219:3 240:14 242:19 257:18 260:15 261:2 262:10, 15 <b>money's</b> 218:15 240:15 <b>monitor</b> 32:13 42:6 <b>month</b> 69:10 124:7 129:7 269:14 <b>monthly</b> 68:15, 17 69:11 <b>months</b> 155:14 <b>moot</b> 107:1 184:17 258:15 <b>motion</b> 5:14 6:10, 14, 19 7:4, 13, 18 8:7, 12, 13, 15 9:3, 7, 10, 12, 18, 20 10:3, 7, 8, 13 11:7, 14, 19 12:6 16:12 31:17 32:9 33:11 43:7, 13 44:1, 3, 7 45:19,</p>	<p>21 47:16, 18, 21 48:10, 12, 14 49:1, 7, 16, 20 50:4, 6, 20 53:12 55:4, 6, 15 57:1 76:10, 14, 16, 18 77:16, 17, 18 78:5, 6, 17, 19, 20 79:12, 18, 20, 21 80:6, 10 81:1, 9 82:4, 6, 9, 10 83:4 84:8, 11, 15, 17 85:1, 11 86:2, 10, 21 87:1 88:9 89:4, 9, 17 91:8, 11, 12, 13, 16, 19 92:10, 19 95:6 96:19 97:1, 4 99:7, 11 101:14, 16, 17 102:1, 4, 5, 7, 9, 10 103:1 105:4, 5 107:2, 14, 15, 17, 20 109:9, 10, 11 114:2, 3, 10, 15, 17 115:5, 19 118:16 123:13 125:5, 8, 9 126:4, 7, 9, 12, 15, 17 127:2 129:16, 19 131:6, 10 132:15 133:12 134:2, 6 135:2, 14 137:18, 19 138:1 139:6 141:19 142:15 143:13 145:3, 9 146:18 148:9 149:17, 19, 20 156:7, 8 163:20 164:7 166:11 167:3 168:11 169:4, 5, 10, 13, 19 173:2, 3, 5 174:10, 14 175:10, 12 176:1, 7 177:20 180:8, 12 183:5,</p>	<p>10 184:3, 13, 17 190:12 191:8 197:10, 20 198:8 199:16 200:3, 7 201:4, 7, 13 202:2 204:15, 19 206:1, 5 207:1, 13, 21 212:18 229:11, 13 231:3, 9, 14 233:14, 17 235:4, 15, 16 236:9 237:6, 19 240:6, 9 242:12 243:3 244:18 245:11, 16, 18 246:13 248:11 250:21 251:8, 11, 13, 16 253:6 254:1, 12 255:7, 21 256:3 257:4 258:12, 17 262:5, 17 265:2 271:6, 12, 20 272:4, 6 273:8 274:13 275:10, 13 276:5, 9, 10, 19 277:1, 18 279:5 280:1, 13 281:2, 9, 17 284:1 286:15, 19 288:4, 5 289:3 <b>motions</b> 10:17 11:1 43:20 58:9, 11, 17, 20 66:9 78:14 110:2 140:21 141:4 197:14 199:18 213:1, 5 214:4 222:9 <b>MOU</b> 26:18 29:21 30:2, 20 <b>move</b> 13:3 14:16 26:20 27:10 28:18 37:15 45:1 48:4 49:4 55:4, 11, 16 66:19</p>	<p>67:8 78:18, 21 109:14 114:3, 17 126:10 131:18 137:19 141:2, 19 159:16 169:16 170:1 171:4 173:1 174:14 185:8 187:14 198:8 199:20 202:3, 14 204:11, 15 212:20 213:1 229:18 235:3 236:17 246:2 251:16 254:12 262:17 265:6 272:6 277:21 <b>moved</b> 26:9 45:3, 5, 7 50:12 51:16 55:13 76:15 86:10 114:16 132:4 142:20 171:12, 14 175:10, 12, 20 200:13, 14 202:17 218:15 219:4 231:4 245:21 247:2 255:8, 10 272:8, 16 <b>movement</b> 134:11 <b>Moving</b> 15:11 25:14 26:2, 4, 7 27:5 28:1 65:9 83:13 84:21 85:11, 13 86:2 117:18 123:19 145:12 163:5 169:14 174:11 203:2 212:19 218:8 271:15 283:9 286:13 <b>MPSSAA</b> 31:18 <b>MSDE</b> 87:12 96:14 101:7 219:10, 21 220:7 <b>muffled</b> 205:10</p>	<p><b>Muhumuza</b> 2:14 14:18, 21 15:9 47:3, 4 52:13, 14 53:15, 16, 17, 19 54:11, 17 55:3 56:9, 10 154:8 156:3, 4, 15, 21 157:1, 18 158:1, 3, 15 160:13 161:2, 13 162:5 163:16 165:16 267:8 272:19 287:10 <b>multiple</b> 14:14 31:2 77:3 153:2 154:15 192:3 219:13 <b>musical</b> 36:17 220:21 <b>mute</b> 59:20 153:11 222:12 <b>muted</b> 134:20 142:10 169:12 <b>myriad</b> 140:7  &lt; N &gt; <b>name</b> 6:2 8:1 19:10 51:20 58:1 89:19, 21 107:19, 20 129:19, 21 <b>names</b> 5:14 19:1, 8 161:18 <b>narrative</b> 140:10 <b>NAS</b> 24:7 <b>national</b> 41:9 270:4, 5 <b>natural</b> 263:3 <b>naturally</b> 163:14 <b>nature</b> 41:17 85:20 139:13 278:19 <b>necessarily</b> 7:12 118:15 261:1 <b>necessary</b> 132:2, 9 148:9</p>
--	---	--	--	--



164:1 176:8 186:12 <b>necessitate</b> 233:4 <b>need</b> 10:8, 21 12:4 14:13, 16 18:9 27:10, 11 46:1 49:4 66:19 80:15 86:9, 12 89:16 93:5 97:19 107:4, 17 115:16 117:20 126:6 129:15 136:9, 13 137:7 142:16 143:16, 19 145:6 146:21 153:4, 5 158:13 161:20 162:3 166:21 171:14 179:16 180:11 185:13, 18 187:12, 14, 16 190:8, 14 191:4 193:16, 21 197:11, 14 211:11 222:7, 15, 20 223:5, 17 225:7 228:15 229:4 230:17 236:2, 6 237:3 242:11 256:13 259:9 272:12 274:1, 5 275:17 282:2, 14 285:13 <b>needed</b> 61:10 64:10, 11 91:10 109:6 115:16 248:8 273:5, 7 282:5 287:21 <b>needs</b> 10:4 13:11 17:15 36:3, 4 69:13 70:1 73:20 88:14 100:15 115:18 134:7, 9 143:18 151:8 153:5, 7, 8, 15, 18, 20, 21 163:7	164:21 182:18 186:20 187:9, 18 225:17 239:13 261:5 279:7 282:20 285:16 <b>negotiated</b> 95:1 <b>negotiation</b> 18:15 102:20 131:21 132:1 <b>negotiations</b> 83:18 132:9 <b>neighboring</b> 140:1 <b>never</b> 37:9 178:19 242:1 <b>new</b> 22:4, 10 23:7, 16 24:1, 21 29:18 41:4 42:6 75:19 116:13 146:10 160:17 161:1 162:6, 9 168:10 178:1 182:10 185:9 189:19 190:2 191:15 195:11, 12, 16 196:1 223:19 273:14 281:19 284:21 <b>newly</b> 53:21 54:21 <b>news</b> 23:3 <b>night</b> 229:11 260:7 265:19 268:5, 10 269:1 271:19 277:12 <b>nine</b> 53:21 54:21 264:21 <b>non</b> 111:7 <b>non-</b> <b>instructional</b> 74:5 <b>nonpublic</b> 35:20 110:14, 21 222:17 223:15 226:7 <b>non-salary</b> 39:19	<b>nonstop</b> 185:2 <b>norm</b> 27:14 <b>normal</b> 193:16 <b>normalized</b> 181:16 <b>norms</b> 15:3 <b>notarial</b> 291:12 <b>Notary</b> 291:4 <b>note</b> 35:18 74:11 140:14 155:2 261:12 <b>notebooks</b> 184:11 <b>noted</b> 13:11 61:9 238:12 <b>notes</b> 72:9 <b>notifying</b> 285:19 <b>notion</b> 83:4 <b>novel</b> 196:12, 17 <b>novels</b> 196:8, 11 268:18 <b>November</b> 20:14 155:5 <b>nowadays</b> 218:8 <b>nth</b> 245:15 <b>nucleic</b> 24:6 <b>Number</b> 15:18 20:4 23:12, 14 30:3, 4 32:11 69:19 96:10, 13 104:15 110:15 114:5, 19 120:5 122:13 153:3 155:3 196:6 198:3 210:2 215:10 221:11 271:11 273:11, 13 <b>numbers</b> 81:3 120:18, 20 179:19 197:17 213:15, 18 234:8 <b>numerous</b> 59:11 <b>nurse</b> 114:8 116:4 118:5, 9, 12, 17, 18, 19 119:9 123:2, 3 <b>nurses</b> 114:7	115:1, 2 122:6 <b>nursing</b> 40:3 <b>nutrition</b> 282:21  < O > <b>objectives</b> 124:14 <b>obligated</b> 192:15 <b>observation</b> 81:19 <b>obviously</b> 20:14 <b>occur</b> 178:8 <b>occurred</b> 205:20 <b>o'clock</b> 277:12 <b>October</b> 4:12 <b>offer</b> 63:14 146:15 150:14 160:11 223:16 <b>offering</b> 64:17 223:14, 15 <b>offerings</b> 254:20 255:19 <b>Offerman</b> 2:11 47:5, 6 52:15, 16 56:11, 12 57:9, 10, 11, 18 86:7, 12 90:17, 18 96:2, 3 97:6, 7 98:3 108:14, 15 130:13, 14 138:16, 17 144:8, 9, 13, 20 171:3, 4, 15 172:9, 10 173:19, 20 176:18, 21 177:1 179:14, 15 180:1 198:5 199:3, 4 203:16, 17 207:4, 5, 11, 14 212:6, 7 213:11, 12, 21 214:2 231:17 244:21 245:3 247:3, 17, 18 248:19 250:9, 10 252:15, 16 264:9, 10 267:1, 2, 8 287:10	<b>Offerman's</b> 177:14 197:16 <b>office</b> 19:3, 9 31:9 33:18 35:6 37:18 38:8 40:1, 21 42:5 59:12 61:8, 9 62:16 63:14 112:10 142:4 143:5 146:10 148:6, 7 150:4, 9 153:1 161:8 168:15, 18, 19 170:13 178:3, 17 183:1 185:8 192:17 193:17, 20 194:13 210:6 258:2 262:19 <b>officer</b> 141:7, 12, 21 143:1 146:20 147:18 167:13, 17, 21 168:6, 16 169:20 170:7 218:20 <b>officer's</b> 221:9 <b>OFFICES</b> 1:10 4:8 34:15 37:15, 17 39:12 41:16 60:5, 9 99:4 146:6 158:11 178:4 215:8 217:7 238:13 <b>official</b> 31:19 <b>officials</b> 68:15 69:5 <b>offsetting</b> 229:21 231:7 233:15 235:18 236:20 239:2 246:5 251:19 <b>Oh</b> 6:5 44:10 80:5 109:8 114:14 122:8 131:8 134:19 136:17 144:15 180:4, 15 226:2 230:15, 20, 21
--	--	---	--	--

234:7 236:3  
 237:12 248:16  
 251:3 253:21  
 261:9 264:14  
 266:3 272:21  
**okay** 6:5 7:8  
 9:17 11:13  
 12:1, 12, 19  
 15:11, 17, 21  
 16:6, 18, 21  
 17:14 21:3, 7, 8  
 24:10 25:11, 13  
 26:15, 19 29:7,  
 12 30:16 44:19  
 45:6, 10, 12, 21  
 46:1, 9 47:15  
 48:1, 21 49:21  
 50:11, 18 53:8,  
 11, 14, 18 54:13  
 55:2 56:21  
 59:1, 2 64:8, 15  
 65:3 66:17, 20  
 77:12 78:19  
 79:6 82:18, 20  
 83:2 84:13, 19  
 86:1, 3, 5, 8  
 87:4 89:14, 15  
 91:8, 11, 17  
 92:2, 18 96:1,  
 15 101:13, 20  
 103:2 104:20  
 107:12 109:5, 8,  
 12 111:9  
 113:10 114:1  
 117:9 119:8  
 123:12, 18, 19  
 124:2 127:2  
 129:13 132:12  
 136:4, 21 139:6,  
 7, 9 141:16  
 142:9 143:11  
 149:11, 14  
 153:16 156:20  
 160:14 163:16  
 165:17 168:2  
 169:21 171:2,  
 11 172:21  
 174:10 175:10  
 176:21 183:4  
 186:1 192:10  
 194:4 197:2  
 198:6 199:15  
 200:21 201:6,  
 11, 16 202:16,  
 21 203:1  
 204:11, 14, 19  
 207:3, 15  
 212:17 213:10  
 214:1, 6 216:2  
 218:5, 13  
 220:11 221:4  
 225:21 229:6,  
 10, 18 230:5, 21  
 231:1 232:21  
 233:9, 10 235:6,  
 9 236:4, 12, 13,  
 16 237:1, 12, 15,  
 20 241:8, 15  
 242:9 243:11  
 244:8, 17 245:2,  
 9, 20 246:7  
 248:8 250:21  
 251:6, 10, 16  
 252:1 253:5, 12  
 254:11 255:1, 6,  
 7, 20 258:18  
 262:4, 20 263:7,  
 8, 16 265:2, 7  
 266:6 268:7  
 271:15, 18  
 272:4, 5, 15, 21  
 273:7 274:8  
 275:13, 16  
 276:7 277:5, 10,  
 13, 20, 21  
 278:13 279:8  
 280:11 284:4  
 287:21 289:3  
**old** 189:18  
**once** 29:16  
 81:8 119:11  
 277:16  
**one-on-one**  
 261:19  
**ones** 147:7  
**one-time**  
 181:21 220:6,  
 10 221:3  
**ongoing** 35:4,  
 14 84:1 154:2  
 220:12 221:5  
**online** 180:9  
 181:10  
**open** 5:4, 5  
 6:12 8:8, 12, 15,  
 20 9:4, 7, 13, 16  
 11:17 21:19, 20  
 25:5 178:2  
 195:5, 20 196:5  
 234:21 259:8  
 281:4  
**opened** 11:18  
**opening** 29:9  
 41:20  
**operate** 150:9  
**Operating** 3:5  
 5:19 7:1, 4  
 12:3 25:17  
 33:1 43:3  
 69:21 70:3, 6  
**operational**  
 147:5 160:2  
 164:9 182:16  
 278:19  
**operationalized**  
 194:11  
**operationally**  
 94:18 179:10  
**Operations**  
 35:6 38:7  
 135:13 143:5  
 145:19 166:12,  
 19 282:21  
**opinion** 179:19  
**opportunities**  
 63:15, 19 64:5  
 65:2, 17 66:3  
 127:18 274:3  
**opportunity**  
 5:1 58:20  
 60:19 65:21  
 66:11, 12  
 117:13 151:16  
 171:1 180:9  
 222:9 226:10  
 241:10 258:8  
 259:3 268:14  
 269:1 271:4  
**opposed** 47:13,  
 16 51:18 53:3  
 56:20 89:20  
 91:6 107:6, 19  
 109:3 129:20  
 131:4 172:19  
 174:8, 9 199:13  
 204:6, 9 224:4  
 248:6, 20 249:1,  
 15 251:4  
 264:21 287:18  
 289:1  
**optimizing**  
 160:3  
**option** 29:19  
 99:6  
**Options** 35:9  
 40:11 136:11  
 142:3 150:3  
 158:17 214:14,  
 18 215:4  
 270:16  
**orange** 23:19  
**Order** 3:2 4:3,  
 9 5:11 12:14  
 13:17 14:2, 4,  
 10, 11, 18 15:1,  
 2, 5 26:13  
 27:13, 19, 21  
 28:2, 3, 7 36:2  
 49:20 54:1, 6  
 55:1 66:14  
 125:19 155:18  
 174:16 175:14  
 176:9 180:21  
 181:11 218:10  
 256:15  
**ordering** 14:11  
**orderly** 28:12  
 39:10 126:2  
**organization**  
 11:4 39:16  
 74:19 152:10,  
 11 166:7  
**Organizational**  
 38:2 40:8 75:1,  
 3, 5, 6 76:5  
 99:15 113:7  
 147:16 151:17  
 152:2, 6, 8, 15,  
 20 166:18  
**organize** 100:14  
**orientation**  
 40:11  
**original** 9:12  
 88:9 185:12  
 240:17 245:10  
 251:8, 11, 16  
 276:9, 10 279:5  
**originally** 7:14  
 10:3 11:9  
**outbreak** 42:17  
**outcome**  
 166:15 285:19  
 291:11  
**outcomes**  
 166:16 260:11  
**outdated** 182:13  
**outdoors** 23:21  
**outfitting**  
 117:19  
**outlined** 17:17  
**outreach** 117:14  
**outside** 117:17  
**overall** 64:7  
 208:4 228:13  
 229:4  
**overarching**  
 153:20  
**overlap** 162:12  
**override** 101:8  
 124:11 128:14  
**oversee** 142:1  
 143:3  
**overseeing**  
 61:20 163:9  
**oversees** 162:18  
**oversight** 146:5  
**overview** 110:13  
  
**< P >**  
**p.m** 289:19  
**page** 26:18  
 53:21 54:21  
 59:10 71:1  
 76:3 110:9, 11  
 112:1, 3, 18  
 113:1, 9 141:5,  
 14, 15 162:7

167:18 168:4, 21 169:2 194:8 197:18 214:11, 12 218:14 220:16 221:11, 14 238:9 256:10 <b>pages</b> 238:8 <b>paid</b> 18:9 140:20 209:7 210:3, 6 <b>pandemic</b> 42:15 83:9 87:7 100:6 115:8 134:15 149:21 153:6 154:6 160:7 258:16 270:3 <b>paper</b> 183:5, 7 184:7, 11 <b>parent</b> 30:12 36:4 83:15 96:17 111:3, 6 226:15 262:1 <b>parents</b> 115:10 116:15 184:9, 14 226:14 <b>parliamentarian</b> 53:20 <b>part</b> 10:2 19:5 75:20 76:1 95:1 100:18 103:6 113:1, 4 118:18 119:1 127:7 157:10 182:4 186:1 216:14, 19 225:14 <b>partial</b> 37:12 <b>participate</b> 5:1 268:15 274:15 275:8, 11 276:6 277:9 278:5 <b>participating</b> 4:19 <b>participation</b> 32:3 268:17 <b>particular</b> 41:11 44:14 73:12 74:3	81:1, 8 102:7 103:17 135:2, 14 <b>particularly</b> 107:4 116:17 166:15 <b>parties</b> 95:4 291:10 <b>partly</b> 36:19 <b>partners</b> 31:14 <b>partnerships</b> 41:9 <b>parts</b> 234:4 <b>pass</b> 53:5 109:5 139:14 173:2 248:9 273:5, 7 281:18 287:21 <b>passed</b> 8:16 11:8 103:10 129:1 <b>passes</b> 81:9 109:9, 10 131:6 204:15 251:1 253:6 265:3 <b>passing</b> 104:14 <b>pasted</b> 230:15 <b>Pasteur</b> 2:12 47:7 52:17 80:3, 5, 7, 10, 12, 13 82:2 88:8, 10 90:19, 20 97:18 98:6 102:17 103:21 104:2, 21 105:15, 21 106:1, 2 108:16, 17 130:15, 16 134:3, 4, 5 138:18, 19 151:1, 2 172:11, 12 173:21 174:1 184:5 190:7 199:5, 6 203:18, 19 212:8, 9 214:3, 4, 7 245:1 247:19, 20 248:19 250:12, 13 252:17, 18	264:11, 13, 14 265:21 266:1, 6 267:1 287:11 <b>patience</b> 33:10 253:11 <b>Paul</b> 1:21 291:4, 16 <b>pay</b> 87:10 88:20 140:10, 12 192:15 208:17 211:6 223:5 <b>paying</b> 18:2 225:15 <b>payroll</b> 17:18 20:15 273:15 <b>PD</b> 151:11 <b>peer</b> 41:2 <b>pending</b> 54:8 <b>penny</b> 106:9 <b>pension</b> 39:17 <b>people</b> 18:2 19:21 104:10 149:18 151:18 159:11, 12 266:7, 8, 9, 11 282:12 283:1, 2 <b>percent</b> 110:18, 20 112:5, 11 113:19 131:20, 21 132:8 135:10, 19 136:14 137:10 201:5 205:8, 19 206:17 228:12 234:6, 9, 10, 11, 12 <b>percentage</b> 106:6 <b>perfectly</b> 117:12 <b>performance</b> 75:1 152:6 <b>period</b> 65:8 189:10 246:7 <b>periodic</b> 68:10 <b>person</b> 12:5 44:1 65:9 121:12 183:5, 6 202:1 258:5	269:20 279:19 283:8 <b>personal</b> 17:4, 6, 11 37:6 <b>personnel</b> 115:16 132:20 156:7 157:2, 4, 5 215:17 266:18 267:4 <b>perspective</b> 135:20 164:18 269:13 <b>PG</b> 140:2 <b>phase</b> 117:19 127:13 <b>phenomenal</b> 164:10 192:6 <b>philosophy</b> 189:10 <b>phone</b> 13:12 <b>phrased</b> 7:15 85:20 <b>physical</b> 4:17 23:21 233:3, 4 <b>physically</b> 5:2 <b>physics</b> 178:12 <b>pick</b> 178:15 <b>picks</b> 185:20 <b>picture</b> 222:20 <b>pie</b> 35:19 <b>piece</b> 153:19 216:4 <b>piecemeal</b> 106:8 134:13 <b>pieces</b> 74:2 <b>piggyback</b> 151:3 <b>pilot</b> 224:20 <b>pinch</b> 106:9 <b>pitching</b> 283:1 <b>pittance</b> 106:10 <b>place</b> 23:2 37:8 145:9 189:9 224:18 258:14 <b>placed</b> 110:16 <b>placement</b> 35:20	<b>placements</b> 110:14, 17, 21 226:8, 16, 18 <b>plain</b> 180:18 <b>plan</b> 21:1 30:1 40:10 41:6 42:1 151:16 <b>planned</b> 155:13 <b>planning</b> 13:8 67:17 70:9 94:15 95:1 99:1, 5 100:17, 20 101:3 102:14 104:13 <b>plans</b> 22:7 42:5 254:18 255:17 284:1 <b>platform</b> 41:7 143:18 165:2 <b>play</b> 32:7 <b>please</b> 6:2 8:1 9:8 15:10, 15 17:19 19:6 34:16, 18 35:8, 16 36:11 37:2, 14, 16 38:5, 16 39:11 40:4, 19 41:14 42:8 43:18 44:4, 11 46:11 48:2, 14 51:21 55:17 57:20 58:1, 14 71:7 76:16, 18 80:1 89:19 90:4 107:18, 20 108:1 111:15 114:11 120:6 126:1 129:18, 19, 20 130:1 132:16 135:7 141:7 142:10 143:12 144:19 145:19 154:21 158:12 167:18 171:17 176:2 180:15 183:10 197:15 198:8, 9 200:5 201:8 202:7 203:4 206:13 207:10
--	---	---	---	---

211:15 226:18 231:14 237:4, 19 242:4 247:4 248:14, 17 249:17 251:14 255:2, 21 259:6 262:13 263:10 271:19 284:16 286:20 288:5 <b>plus</b> 115:1 <b>pocket</b> 18:9 <b>point</b> 12:14 13:17 14:2, 3, 4, 10, 18 15:2, 4, 9 28:2 34:2 44:6 66:19 77:19 78:3 87:5 98:16 122:4 125:19 127:16 129:10 139:15 140:4 151:9 153:17 154:13 163:3 164:5 165:3 178:10 179:5 184:3, 13 187:6, 11, 18 190:5, 21 201:21 210:5 220:7 225:11, 14 238:5 244:14 258:15 260:6, 14 <b>pointed</b> 154:4 <b>points</b> 30:20 105:19 128:7 223:11 284:20 <b>policies</b> 70:9 <b>Policy</b> 67:11 68:3 69:18 72:2 74:18 152:2, 3 166:2, 6, 17 184:4, 13 189:11, 12 190:6 270:19 <b>population</b> 116:9 185:18 <b>populations</b> 150:15	<b>portion</b> 92:15 136:2 181:4 217:3 <b>portions</b> 5:4, 6 148:5 <b>portrayal</b> 242:3 <b>portraying</b> 282:7 <b>position</b> 38:12, 13 120:8 140:15, 17 141:8, 13, 21 143:2 144:1, 3, 20 146:10 148:3, 8, 11, 17 149:2, 4, 5, 10 150:13, 19 157:9 161:1, 6, 9, 11 162:6, 13, 14, 17 164:6 166:5 167:13, 14, 21 168:8, 10, 18 169:15 170:10, 15 208:15 209:1 224:9 229:19 <b>positions</b> 73:14, 15 75:7, 8 114:5, 20 119:16 131:7 140:20 146:2 151:4, 13 152:12, 13, 15, 17 161:19 162:9, 11 227:7, 17 228:10 229:5 230:1 231:5, 8 232:14, 19 233:16 235:19 236:18, 21 239:12 240:4 246:3, 6 251:17, 20 <b>positive</b> 42:12 <b>possibility</b> 126:20 <b>possible</b> 100:9 150:1 189:20 190:20 238:19 243:14 272:3	<b>possibly</b> 149:17 162:2 <b>posting</b> 133:5 <b>postpone</b> 84:16 85:1, 11 86:2, 10, 21 87:1 88:5, 9 89:8, 17 90:1 91:9 <b>postponement</b> 85:15, 21 86:9, 14, 19 88:2, 11, 16 89:13 <b>postponing</b> 89:4, 9, 18 <b>potential</b> 154:5 <b>Potentially</b> 233:20 260:17 <b>pots</b> 107:10 <b>Power</b> 34:1 140:4 <b>practical</b> 142:7 <b>practices</b> 22:21 <b>practicing</b> 282:8 <b>precludes</b> 182:17, 20 <b>prefer</b> 226:17 <b>preference</b> 67:6 182:19 <b>preferred</b> 176:14 <b>prefers</b> 183:6 <b>preliminary</b> 124:12 <b>preparation</b> 28:14 69:20 <b>prepare</b> 68:14 70:6 75:4 104:6 152:10 166:6 <b>prepared</b> 139:14 <b>preparedness</b> 268:17 <b>preparing</b> 68:17 284:11 <b>presence</b> 4:17 <b>present</b> 5:2 27:16 273:2 <b>presentation</b> 5:18 7:1 25:16	26:20 27:16 32:20 33:5 <b>presented</b> 75:12 76:7 227:1 <b>presently</b> 182:16 <b>President</b> 270:10 275:11 276:6 277:8 278:4 <b>presidents</b> 18:15 <b>presumably</b> 95:15 <b>pretty</b> 121:6 148:16 227:13 283:19 <b>prevent</b> 183:3 <b>previous</b> 6:20 23:15 103:6 171:13 195:16 202:15 269:9 <b>previously</b> 6:16 9:14 10:14 11:8 17:10 27:1 99:14 150:16 170:21 220:17 <b>primarily</b> 35:20 70:19 216:7 <b>primary</b> 69:7 71:3 98:18 99:3 188:20 219:5 <b>principal</b> 178:15 182:18, 21 193:7, 9, 21 205:20 208:14 209:1 <b>principals</b> 100:13 178:11 192:15, 19 <b>principles</b> 68:20 <b>print</b> 40:1 176:5, 9 178:19 180:10 181:11 182:12 183:14 190:19 218:6	<b>printed</b> 175:15 176:7 <b>printers</b> 209:8 <b>printing</b> 208:18 209:3 211:3 <b>prior</b> 9:3 10:9 12:3 16:10 112:8 145:10 155:12 196:6 209:4, 6 <b>priorities</b> 137:5 <b>prioritize</b> 19:3, 10 76:10 78:21 97:9, 13 137:18 <b>prioritized</b> 25:3 <b>priority</b> 137:6, 7 <b>private</b> 222:18 226:16 <b>probably</b> 92:11 121:4 189:13 225:18 229:1 240:10 267:21 <b>problem</b> 106:21 205:16 <b>problems</b> 18:1, 11 20:16 87:17 <b>procedural</b> 13:6 44:7, 14 <b>procedures</b> 68:1 182:17 <b>proceed</b> 29:14  <b>PROCEEDINGS</b> 4:1 291:11 <b>process</b> 10:21 13:2 27:19 29:4 55:4, 15 58:5 62:12 69:3 72:20 73:16, 18, 21 86:9 99:20 101:16 107:17 117:3 119:2 125:8 126:7, 9 129:15 137:3 144:12 145:13 182:7 189:18 192:3, 5 195:6 223:20 237:3 242:12 268:1
---	---	---	---	---

275:17 277:13, 17, 18 282:13 286:18 288:4 <b>processed</b> 102:11 107:15 <b>processes</b> 67:21 <b>processing</b> 29:8 81:5 126:4 263:19 277:15 <b>proctor</b> 32:13 <b>procurement</b> 189:11 <b>procuring</b> 190:16 <b>producing</b> 267:14 <b>productivity</b> 216:7 <b>profession</b> 41:5 <b>professional</b> 38:3, 5, 14 40:12 63:18 64:4 113:5 127:20 <b>professionals</b> 81:13, 18 <b>profusely</b> 267:11 <b>program</b> 37:1, 11, 14 39:1 41:3 42:3 60:21 64:11, 19 74:13 143:8 159:16, 19, 20 160:1, 2 195:12 216:15 224:20 254:20 255:18 256:21 258:15 <b>programming</b> 127:11 223:13 <b>programs</b> 35:10, 11, 12 37:6 60:12 61:2, 20 63:1, 3, 4 64:1, 2, 12, 13, 14 71:4 127:12 142:5 143:6 146:17 147:6 158:12, 18, 19, 20 159:3, 9	208:11 215:4, 6, 7, 19 216:17 219:8 223:4, 13 224:3 254:15, 18, 19 255:13, 16, 17 256:4, 13, 16 257:1 260:20 261:2 <b>progress</b> 32:5 42:5 117:8 <b>prohibition</b> 202:14 <b>project</b> 42:1 228:2 <b>projections</b> 124:12 <b>projectors</b> 210:5, 7, 11 <b>projects</b> 63:8, 11 <b>promoted</b> 260:8 <b>promotes</b> 38:3 <b>pronouncements</b> 68:21 <b>properly</b> 43:21 44:4, 20 114:13, 16 229:14 263:19 276:14 277:11 <b>property</b> 44:21 79:8 142:17 <b>proponent</b> 159:15 <b>proposal</b> 94:3 155:12 157:14 <b>proposals</b> 223:11 256:12 <b>propose</b> 213:9 <b>Proposed</b> 3:4 5:18 25:16 26:3, 21 32:21 43:2 71:4 74:11 110:6, 19 111:19 114:3, 18 121:15 122:14 124:21 131:19 132:6 133:1 141:9 155:9 174:14 175:13 177:19	199:20 200:15 207:6 218:17 219:1 228:10 235:5, 11 236:6 251:11 254:13, 20 255:11, 18 <b>proposes</b> 197:20 <b>proposing</b> 158:21 181:2 207:19 235:16 <b>protocols</b> 22:21 25:6 <b>provide</b> 17:20 20:5, 17 30:5 31:12 32:16 37:5 41:19 69:7, 10 100:8, 19 105:4 117:6 118:20 125:14 127:17 128:9 143:18 144:1, 5 146:5 154:14 161:6 164:18, 19 165:10 166:18 174:16 175:14 176:9 184:6 190:12 198:3 238:14 256:15 257:10 259:12 274:2 281:2 285:21 <b>provided</b> 11:9, 11 17:6 36:10 40:11, 13 42:13 70:18 92:9 100:2 113:13 120:2 146:8 162:20 165:1 179:6 215:9 256:6 <b>provides</b> 35:2 37:19 38:2, 12, 18, 21 39:4, 9 69:4 165:8 176:8, 12, 13 <b>providing</b> 9:15 18:21 30:8 41:1 127:9, 12 180:9 184:16 226:9	<b>psychological</b> 39:6 <b>psychologists</b> 123:1 <b>PTA</b> 133:5 <b>PUBLIC</b> 1:8 4:7, 8 5:3 11:3, 5 31:17 41:18 67:15, 16 68:8 71:20 74:8 78:5 124:9 140:9 226:7 267:18 291:4 <b>published</b> 174:19 175:17 <b>pull</b> 159:2 163:8 <b>pulling</b> 162:17 <b>pupil</b> 61:7 63:6 113:12 174:15 175:13 177:8, 9 180:21 194:9 197:18 198:4 199:21 200:16 205:17 208:8 226:9 <b>purchase</b> 174:21 175:19 178:1, 4, 7, 11 181:17, 21 182:2, 4 185:9 190:1 191:2 192:21 193:19 195:3, 11, 20 209:16 210:13 211:11 217:20 220:10 <b>purchased</b> 189:20 196:14, 21 209:9 216:9, 11 <b>purchases</b> 190:2 220:12 <b>purchasing</b> 67:21 178:16 185:7 189:11 211:8, 9 <b>purple</b> 35:19 39:14	<b>purpose</b> 118:9 225:4 257:11 <b>purposes</b> 128:17 <b>pursuant</b> 5:4 270:19 <b>pursued</b> 119:4 <b>purview</b> 152:19 278:20 <b>pushing</b> 260:17 <b>put</b> 33:11 43:18 44:4 48:6 55:5, 10 60:9 66:2 73:16, 20 76:16 78:17 84:14, 20 86:15 89:10 103:14 104:18 109:11 142:10 148:10 153:5 175:3 200:5 206:14 227:5 229:13 235:6, 8, 11 245:5, 8 255:2 269:17 270:5 271:20 277:11 <b>puts</b> 23:9 198:3 <b>putting</b> 44:20 114:2 131:12 188:12 253:15 269:21 275:6  < Q > <b>qualified</b> 38:11 <b>quantify</b> 20:3 <b>question</b> 12:5, 6 13:21 14:2, 16 15:10, 12, 18 16:1, 6, 19 17:1, 12, 16 20:6, 7 21:8 22:19 25:21 26:5, 9, 11, 14 27:19 28:10, 11 44:14 53:20 54:8 57:20 59:4 67:4 69:2 70:15 78:12, 15 79:9, 19 80:6, 9
--	---	---	--	---

83:5 87:21  
 88:7 91:18  
 93:1 94:13  
 96:8 98:14, 16  
 99:17 101:5, 8,  
 15, 19, 21 102:2,  
 8 103:3, 4  
 104:1 105:1, 13  
 111:10 112:12  
 113:11 115:21  
 116:2 121:9, 11  
 122:10 123:2,  
 13 125:9  
 126:19 127:2, 5,  
 8 128:5 134:21  
 135:15 136:18  
 141:4, 5, 17, 19  
 144:8 146:9, 11  
 156:5, 21  
 160:15, 21  
 162:5 167:11,  
 19 171:5, 12, 13  
 173:1 177:15  
 180:7 181:13  
 183:20 188:3,  
 19 189:6 194:7  
 197:17 201:10,  
 15, 16 202:3, 15,  
 17 203:2  
 204:12, 21  
 206:12 209:21  
 222:16, 20  
 223:10 227:11,  
 19 228:7 232:2,  
 11 233:13  
 239:6, 11, 19  
 240:10 241:4,  
 16, 17 242:13,  
 14, 16 254:1  
 256:18, 20  
 258:11, 19, 20  
 259:1, 17 262:7  
 263:3, 6 276:8  
 279:10 283:15,  
 17, 20 286:7  
**questioning**  
 79:20 263:18  
**questionnaires**  
 42:3

**questions** 13:2  
 17:2 18:21  
 20:18, 19 24:4  
 29:5, 9, 13  
 30:15 32:14  
 34:3, 5 42:20  
 43:10 45:2, 15  
 48:6 49:6 51:2  
 55:13 57:8  
 58:8, 11, 17, 20  
 65:5 66:1, 9  
 79:18 82:21  
 99:13 101:19  
 102:6 109:15  
 110:1 123:20  
 125:4, 6, 12  
 126:3, 5, 8, 10,  
 12 139:12, 13  
 147:14 165:16  
 174:12 176:16  
 179:14 181:7  
 184:2 185:5  
 199:18 206:6  
 207:18 214:4, 9  
 221:21 222:5, 8,  
 15 227:1, 6  
 253:7 263:8  
 265:13 270:12  
 271:3 273:13,  
 14, 16 275:12,  
 18 276:7 277:9  
 278:5, 8 279:15  
 280:2, 4, 12  
 284:3, 6 285:8,  
 10, 12 286:3, 11  
**quick** 17:2  
 53:19 140:19  
 162:6  
**quickly** 182:12  
 186:14 197:12  
 229:7  
**quite** 10:20  
 11:5 93:1  
 94:18 112:6  
 121:11 188:10  
 197:8, 10  
 202:18 237:8  
 283:13  
**quorum** 287:13

**quote** 271:1  
**quoted** 161:4  
  
**< R >**  
**rain** 193:6  
**raise** 126:11  
 227:3  
**raised** 22:19  
 26:8 67:5, 7  
 82:11 278:18  
**raises** 123:12  
**raising** 28:8  
**ramble** 217:1  
**ramp** 128:21  
**ramps** 129:3  
**Randallstown**  
 116:11 119:14  
**range** 97:19  
**ransomware**  
 143:16 145:5, 7,  
 10 148:1  
 155:12 165:1  
 170:4  
**rate** 228:11  
**rated** 192:6  
 195:7  
**rates** 41:19  
**ratio** 229:20  
**ratios** 213:19  
 227:12 229:4  
 231:6, 16, 20  
 232:2 236:19  
 246:4 251:18  
**reach** 178:17  
 187:10 193:10  
**reaching**  
 182:21 261:5  
**read** 55:9  
 67:11 114:2  
 133:7 230:9, 13  
 231:16 235:12  
 278:2  
**readiness** 35:16  
**reading** 53:21  
 169:18 232:16  
**ready** 27:16  
 59:4 99:9  
 136:17 137:21  
 187:7 211:15  
 252:1

**real** 144:11  
 162:5  
**realignments**  
 36:13 40:7  
**realistic** 224:14  
**realized** 170:5  
**reallocate**  
 174:20 175:18  
 181:4 207:19  
 240:14 242:19  
**reallocated**  
 234:16  
**reallocating**  
 181:3 199:21  
 200:16 207:6, 7  
 235:4 240:12  
 254:14 255:11  
**reallocation**  
 233:18 235:1,  
 20 237:1  
 238:21 239:13,  
 15 241:12  
 242:18 243:10  
 244:20 245:17  
 246:16 247:2  
 249:9, 13, 14  
**really** 11:2  
 12:4 32:8, 10  
 63:7, 9 81:7, 16  
 97:1, 12 100:7,  
 9 116:11  
 117:13 119:12  
 129:1, 15 137:5,  
 7 144:21  
 145:16, 17  
 146:18 150:10  
 163:3, 10 166:5  
 177:8 183:6  
 184:3 216:20  
 219:9, 20 223:1  
 224:3 225:7, 9  
 226:9, 16 229:8  
 230:15 233:21  
 238:16 257:18  
 258:1 268:21  
 273:20 279:2,  
 21 280:7  
**reason** 89:8, 13  
 140:5 149:17,  
 19 150:13

168:6 169:12  
 176:5 178:14  
 208:16 219:5,  
 14 242:20  
 259:15 276:21  
 279:3 280:6  
**reasonable**  
 224:13  
**reasons** 77:4  
 151:9 279:12  
 280:6  
**recall** 34:12  
 168:12  
**receive** 19:2, 8  
 31:5 34:3  
 71:19 101:6  
 131:20 132:8  
 180:20, 21  
 282:10  
**received** 18:19  
 31:16 33:19  
 37:9 155:5  
 220:6 270:10  
 271:2  
**receiving** 68:9  
**recess** 98:19, 21  
 99:2, 4 100:21  
**recession**  
 102:16 241:19  
**reclassified**  
 167:21  
**recognize** 73:19  
 136:9 146:19  
**recognizes**  
 67:13 68:5  
 69:19  
**recommend**  
 29:18 159:16  
  
**recommendation**  
 76:11 79:1  
 80:14 82:8  
 99:21 167:2  
 282:15  
**recommendation**  
**s** 72:19 73:9  
 74:2  
**recommended**  
 23:1

<b>recommending</b> 21:16	22:11 195:15 220:16	281:15 282:6 285:12	<b>reorganization</b> 135:21	<b>requesting</b> 5:15 118:10 223:18 270:20 284:13
<b>reconsideration</b> 48:17	<b>references</b> 8:17 17:16	<b>relates</b> 127:1 156:7	<b>reorganized</b> 41:16	<b>requests</b> 71:12 73:1 135:17 178:20 191:1, 4
<b>recorded</b> 70:18	<b>referencing</b> 11:20 15:1 18:20 154:16 238:8	<b>relationship</b> 193:14	<b>repairs</b> 36:18	<b>require</b> 50:13 57:11, 12 86:6 143:21 146:18 150:15 161:11 162:1 163:5, 21 176:5 186:4 190:16
<b>recording</b> 291:7	<b>referred</b> 8:8 30:7 31:21	<b>relative</b> 226:7	<b>repeat</b> 58:13 153:3 154:19 246:20	<b>required</b> 43:7 49:7 57:13 87:12 96:11 98:18 118:21 198:1 210:8, 17
<b>records</b> 119:1 125:1	<b>Referring</b> 122:18 168:18, 19	<b>relatively</b> 76:8	<b>repeatedly</b> 176:4	<b>requirement</b> 257:12
<b>recreating</b> 163:6	<b>refers</b> 8:8	<b>relevance</b> 268:19	<b>repeating</b> 142:12	<b>requirements</b> 93:20 94:1
<b>recruitment</b> 40:10 41:6	<b>reflect</b> 24:21 131:19 132:7 137:4 189:14	<b>relevant</b> 119:18 125:11, 20 126:5 148:16	<b>rephrase</b> 160:20	<b>requires</b> 46:3 47:17 67:19 68:1, 9 86:20 150:12 163:11 173:1 263:2
<b>recruits</b> 38:10	<b>reflected</b> 60:7 189:12 190:6	<b>rely</b> 170:6 198:2	<b>replace</b> 193:8	<b>reread</b> 55:8
<b>red</b> 23:10 36:1	<b>reflects</b> 189:8	<b>relying</b> 176:12	<b>replaced</b> 220:5, 9	<b>research</b> 34:8 38:17 41:15, 17 112:13 120:9
<b>redeliberate</b> 89:11	<b>refresh</b> 186:21	<b>remain</b> 21:20 63:7 226:10 270:16	<b>replacement</b> 178:12 185:21 196:4 211:7, 11	<b>researched</b> 88:14 113:15
<b>redirecting</b> 37:3	<b>regard</b> 129:10	<b>remainder</b> 65:4	<b>replacements</b> 178:16 185:16	<b>resembled</b> 33:13
<b>reduce</b> 209:11 229:19 231:5 232:2 236:18 238:15 246:3 251:17	<b>regarding</b> 7:10 68:16 74:9 118:21 281:3	<b>remaining</b> 29:5 65:10 155:13	<b>replenish</b> 193:3, 15	<b>reserve</b> 65:4 213:2
<b>reduced</b> 60:11 63:17 211:10 227:20	<b>regards</b> 10:19 272:10	<b>remains</b> 67:15	<b>replenished</b> 193:16 198:2	<b>reserving</b> 66:13
<b>reduces</b> 63:7	<b>regional</b> 223:12	<b>remarks</b> 241:20	<b>report</b> 16:9 34:16 69:11, 12 71:18 75:7 149:5 152:12, 16 153:2 271:10	<b>reside</b> 266:13
<b>reducing</b> 61:1 62:20 211:1	<b>registration</b> 117:14 119:2	<b>remember</b> 210:21 211:2 217:19	<b>reporting</b> 35:8 38:19 68:4 149:7 273:11 284:9	<b>resolution</b> 4:11
<b>reduction</b> 60:18, 21 62:8, 13, 15 63:9 238:14 241:19	<b>regular</b> 7:11, 17 150:14	<b>remind</b> 166:17 169:4 280:17	<b>reports</b> 42:6 68:16 69:4 192:7	<b>resolutions</b> 18:10 155:7
<b>reductions</b> 60:4 61:5, 6, 10 209:7 230:1 231:8 233:15 235:19 236:21 239:2 246:6 251:20	<b>regulations</b> 68:20 70:5, 8 219:10	<b>remiss</b> 33:9	<b>repost</b> 230:12	<b>resolve</b> 155:17
<b>redundant</b> 148:11	<b>reimbursements</b> 36:4 111:4, 7 226:16	<b>REMOTE</b> 1:11 29:20	<b>representation</b> 281:1	<b>resolved</b> 155:3
<b>refer</b> 16:16 152:1 153:1	<b>rein</b> 144:20	<b>remotely</b> 4:17, 20 5:3	<b>request</b> 50:12 70:10 73:16 119:7 121:20 186:16 193:11, 20 220:21 284:2	<b>resource</b> 182:1, 3, 20 183:1 189:9, 15, 21 217:9, 13 225:8
<b>referees</b> 36:6	<b>reinventing</b> 261:1	<b>removed</b> 103:10 227:7, 17	<b>request</b> 50:12 70:10 73:16 119:7 121:20 186:16 193:11, 20 220:21 284:2	<b>resources</b> 20:15 36:16 37:4
<b>reference</b> 19:10 30:19 33:8 127:8 166:1 220:18	<b>reiterate</b> 115:7	<b>reopen</b> 9:6		
<b>referenced</b> 16:13 20:10	<b>related</b> 4:13 36:2, 4 37:1 87:13 101:3 102:1, 4 125:12 153:3, 18 154:1 209:21 227:6 273:19 278:8	<b>Reopening</b> 3:3 6:13 7:2, 10 8:10 10:1 11:15 12:17, 21 22:7 30:1 124:17 128:10 270:13 271:1, 8, 13 272:8 277:7 278:3 279:15 281:3 285:17 286:13		

<p>38:10 40:9, 20 67:14 74:14 124:17 128:8 142:5 143:7 144:6 160:4 176:8 178:19 179:3, 4, 5 181:4, 16, 19 182:11 183:14 184:7 187:16 188:20 189:12, 19 190:3, 16 191:17 192:5 193:9 195:8 216:5, 9, 16, 18, 20 217:6, 15, 18 225:10 259:11 <b>respect</b> 159:8 <b>respectful</b> 283:13 <b>respectfully</b> 270:20 <b>respective</b> 18:15 <b>respond</b> 25:20 69:14 93:13 98:16 124:5 127:7 135:7 154:13 180:14 207:9 241:11 259:5 284:1 <b>responding</b> 34:5 <b>responds</b> 284:6 <b>response</b> 26:5 36:20 41:13 42:15, 17 58:21 82:4, 6 113:13 128:5 148:2 155:7 241:1, 4 <b>responses</b> 18:21 32:15 58:10 129:14 238:20 <b>responsibilities</b> 156:6 162:17, 21 281:15 <b>responsibility</b> 68:5 69:20 208:17 <b>responsive</b> 38:21</p>	<p><b>responsive</b> 196:11 <b>rest</b> 42:19 213:2 245:14 <b>restate</b> 9:8 11:14 44:5, 21 78:19 114:13 126:15, 18 175:12 201:1 229:14 230:13 231:3 245:6 246:2 251:13, 15 255:3 262:13 271:21 276:1 <b>restated</b> 231:1 <b>restructure</b> 162:2 <b>restructured</b> 41:6 <b>restructuring</b> 163:1, 21 <b>result</b> 5:7, 8 155:15 227:21 <b>retain</b> 224:4 <b>retains</b> 38:10 <b>retention</b> 40:10 98:5 <b>retired</b> 99:15 <b>retrofit</b> 191:8 <b>return</b> 23:1, 2 32:7 213:7 270:16 280:20 <b>returned</b> 193:4 <b>returning</b> 266:18 <b>returns</b> 20:1 <b>revenue</b> 240:1 241:13 <b>review</b> 26:12 27:11 34:15 41:3 285:3 <b>reviewed</b> 34:13 <b>reviewing</b> 22:10 192:3 253:18 <b>revised</b> 40:9 53:21 54:21 284:21</p>	<p><b>revolve</b> 270:14 <b>revolving</b> 221:5 <b>rework</b> 145:18 <b>rhetoric</b> 148:4 <b>ridiculous</b> 27:6 28:10 <b>right</b> 18:20 20:3 22:13 23:16 24:20 25:13 28:15 33:4 45:14 48:1 51:9 59:4 65:3 82:17 91:11 95:5, 17 98:17 101:15 103:20 109:12, 18, 20 115:20 116:9 120:21 121:14 123:18 124:2 125:7 126:3 129:10 131:5, 11 132:14 133:13, 15 137:20 140:8, 11 147:9 149:14 155:19 157:7 158:15 169:5, 21 174:11 175:1 183:2 185:10 187:12 192:3 209:18 211:14 212:18 215:1 217:11 219:15 220:15 221:20 225:6 229:16 235:13 236:12 237:14 241:15 242:7, 15 245:20 246:7 258:12 262:3 263:5, 7 265:4 267:8 272:5 277:15, 20 280:12 283:10 285:4 289:4 <b>righty</b> 109:10 214:10 <b>risk</b> 21:14</p>	<p><b>Robert's</b> 15:1 48:11 54:1, 21 65:16 66:4, 6 <b>robust</b> 99:20 253:19 <b>Rod</b> 95:20 96:1 271:16 <b>Rodney</b> 2:10 <b>role</b> 40:18 156:19 164:8, 11, 12 165:8, 14 166:13, 18 <b>roles</b> 156:5 162:15, 20 <b>rollcall</b> 5:13 46:11 51:21 55:17 86:13 90:3 107:21 129:18 137:21 171:16 173:4 198:7 203:3 211:15 237:4 247:4 249:17 252:1 262:5 263:10 286:19 288:4 <b>rolled</b> 72:19 215:10 <b>rollout</b> 219:8, 12 <b>rollouts</b> 221:1 <b>room</b> 282:12 <b>roughly</b> 201:5 227:15 <b>routes</b> 62:21 <b>routinely</b> 133:20 <b>Rowe</b> 2:13 8:11 21:9, 10 22:8, 19 24:10 25:11 28:2, 8 43:11, 13 45:3 46:12, 13 49:10 50:17 51:4, 9, 16 52:1, 2 55:18, 19 57:7 59:8, 9, 21 60:11, 17, 20 61:14 62:14 63:5, 10, 21</p>	<p>64:8, 15 65:3, 7, 14, 19 66:14, 20 80:10 82:2, 3, 21 83:1 89:2, 3 90:5, 6 105:13, 14 108:2, 3 130:2 131:2, 3 132:3, 10, 11, 13 133:15, 17 134:4 138:4, 5 149:15, 16 150:21 154:4 171:18, 19 173:7, 8 188:4, 5, 18 189:6 190:12 191:12, 18 192:8 198:10, 11 200:9, 12, 13, 14 201:18, 20 202:19, 20 203:5, 6 210:20, 21 211:14, 16, 17 232:12, 13, 21 233:9 239:6, 7, 10 240:3, 11 241:1, 2 247:5, 6 248:20 249:18, 19 251:13 252:3, 4 262:6, 7, 8, 9, 12, 14 263:5, 20, 21 274:9, 10, 11, 12, 21 275:5, 9 276:4, 12, 20 277:7 278:6 286:21 287:1 288:6, 7 289:6, 7, 10 <b>Rowe's</b> 139:13 241:4, 5 263:2 277:21 <b>rule</b> 48:19 65:15 189:11 <b>ruled</b> 9:14 10:14 <b>Rules</b> 15:1 43:14 45:1, 12 48:4, 11 51:1, 10, 13 54:1, 6,</p>
--	---	--	---	---



21 55:11 65:16 66:4, 6 219:10, 18 <b>ruling</b> 27:18 28:3, 6, 15, 17 31:18 49:13 50:9 66:20 67:2, 6 190:6 <b>run</b> 28:12 <b>running</b> 11:3 14:12 58:16 119:11 147:5 <b>Russell</b> 2:8  < S > <b>safe</b> 39:9 42:11 122:19 124:17 128:9 <b>safety</b> 4:9 36:19 39:2 42:9 142:4 143:6 216:12 266:19 <b>sake</b> 239:11 <b>salaries</b> 35:21 59:12 84:2, 3 97:2 102:18 137:10, 12 140:6 160:16 214:12 215:21 234:4, 5, 17 238:7, 8, 11 <b>salary</b> 81:6 92:13 94:8 98:9 100:5 104:18, 19 111:11, 16 136:1 160:18 215:16 234:1 <b>Salmon</b> 124:6 <b>Sarris</b> 5:20 20:5, 6, 9 25:18 27:2 33:2, 5, 21 34:9, 10 43:1 59:19 69:6, 16, 17 70:19 71:10, 17 72:2, 8, 16 73:3, 5 74:4 75:13 76:3 82:14, 15, 18	83:5, 21 94:20, 21 95:10 96:14 110:12, 18 111:1, 5 112:21 120:9, 13, 15 121:4, 18 122:13, 20 123:6 128:11 129:4, 5 135:5 154:12 155:1, 11 169:2 177:7, 17 194:19 208:7, 13 209:6 210:11 214:17 215:11, 15, 16 219:5, 19, 20 220:15 221:8, 13, 14, 18 223:8 226:1, 4 228:16, 20 238:3, 4 239:5, 20, 21 240:5 241:18 242:5 245:14 253:10 <b>satisfactory</b> 32:5 <b>satisfied</b> 156:8 <b>satisfy</b> 160:21 <b>saw</b> 20:16 234:13 <b>saying</b> 12:2 27:13 63:16 65:20 134:12 148:1 185:11 236:7 240:18 <b>says</b> 15:1 23:11 65:15 72:3 80:14 121:11 169:19 193:21 194:14 221:4 236:17 276:4 <b>scale</b> 81:6, 15 136:1 219:8, 12 <b>schedule</b> 8:14 93:3 106:16 283:19 <b>scheduled</b> 8:13 285:7	<b>schedulers</b> 104:8 106:15, 18 107:4 <b>schedules</b> 93:4 99:19 <b>scheduling</b> 104:12 <b>school</b> 17:8, 9 22:12 29:19 30:6, 8 31:10 32:2, 6 36:21 39:2, 7, 20 41:20 42:9 63:6 64:18 69:4 70:1, 16 74:20 75:2 76:12 77:3, 4, 8, 10 79:2 89:5 90:2 93:3, 9, 20 94:2, 8, 17 95:8 96:10, 11, 18, 20, 21 97:3 99:16, 18, 19 100:11, 18 101:1 114:6, 20 117:1 125:15 133:10 137:12, 17 152:4, 7 157:12 159:10 164:14 174:15, 18 175:13, 16 177:10 178:5, 6, 9, 10, 14 184:12 185:17 186:7 187:9 201:2 209:11 223:21 231:19 232:1, 7, 8 242:1 254:14, 18 255:12, 16 257:10, 13 258:1, 7 260:1, 2 261:4 267:4 268:15 269:12, 18 270:4, 6 <b>school-based</b> 145:17 <b>schoolers</b> 186:7 <b>schoolhouse</b> 100:13, 20 132:19 133:7	148:10 192:16, 20 205:17 210:4, 8, 10 211:1 <b>schoolhouses</b> 211:6, 10 <b>schooling</b> 158:19 160:9 <b>Schools</b> 3:3 4:7 6:13 7:11 10:1 11:15, 17 12:17, 21 21:16, 19 23:1 25:4 29:9 34:14 37:11, 20 61:8 62:8, 11, 13, 14 63:15 67:15 68:8 93:5 124:10, 18 128:9 139:14 140:9 176:8 177:9 178:8, 10, 17 179:7 180:20 192:1 195:17 196:14, 15 200:1, 17 205:4, 5 208:17 210:13, 18 222:18, 19 223:6 225:15 234:12 254:18 255:17 256:6, 11 257:12, 21 258:11 259:2, 3, 8, 10, 11, 13 260:13 261:15, 20 266:19 270:13, 17 271:9 279:17 <b>school's</b> 100:15 133:5 194:12 <b>school-specific</b> 185:13 <b>science</b> 35:1 36:9 182:8, 10 183:15 184:11 217:9, 10 <b>scope</b> 279:5 <b>score</b> 41:20	<b>Scott</b> 2:3 4:2, 3 6:1, 5, 18 7:8, 16, 21 8:6, 18 9:6, 17 10:2, 6, 16 11:10 12:1, 10, 19 13:4, 5, 19 14:3, 9, 15, 19, 20 15:8 16:4, 6, 21 17:19 21:4, 7 25:13 26:1, 7, 15, 19 27:4, 9, 20 28:5, 9 29:1, 7, 12 30:16, 19 32:18 42:21 43:18 44:6, 10, 18 45:6, 10, 18, 21 46:5, 8 47:11, 12, 15, 20 48:9, 21 49:21 50:11, 15, 18 51:7, 11 52:21 53:1, 4, 8, 14, 16, 18 54:4, 13 55:2, 9 56:17, 18, 21 57:10, 13, 19, 21 58:5, 10, 15 59:3, 7, 17 65:6, 18 66:5, 17 67:1 76:14, 19 77:12, 15, 20 78:2, 4, 11 79:6, 13, 16 80:5, 8 82:1, 5, 20 83:2, 3 84:7, 9, 13, 19 85:5, 10, 17 86:1, 5, 8, 18 87:3 88:2, 6, 10 89:1, 14 91:4, 5, 8, 17, 20 92:1, 5, 7, 18, 21 93:15 95:17, 19 96:1, 5 97:6 98:2, 12 99:8 101:13, 20 103:2, 21 104:20 105:12 106:1 107:12 109:1, 2, 5, 8, 20 114:12, 15 115:4, 20 116:1
--	---	--	---	---

<p>121:8, 16 122:3 123:12, 18 124:2 125:3, 21 126:16 127:1 129:13 130:21 131:1, 5, 12 132:4, 12, 16 133:15 134:5, 17, 19 136:5, 8, 16, 21 137:20 138:3 139:3, 4, 6, 8, 9, 16, 18 141:1 142:9, 16 143:11 144:7 147:11, 13 148:19 149:14 150:21 151:2, 20 153:10, 14 154:10 156:1, 10, 14, 20 157:3, 17 163:17 165:17, 21 167:4 169:3, 7, 18 170:17, 20 171:2, 6, 8, 11 172:17, 18, 21 174:6, 7, 10 175:1, 6, 9 176:2, 15, 21 177:5, 13 179:13, 21 180:4, 15 183:19 184:19, 21 188:2 192:10 194:4 197:3, 8, 15 198:6 199:11, 12, 15 200:4, 7, 10, 21 201:6, 11, 16, 19 202:1, 6, 11, 16, 21 204:3, 4, 11, 14, 19 205:9, 13 206:2, 13 207:3, 10, 15, 17 209:19 211:13 212:14, 15, 17 213:4, 10 214:1, 6, 8, 10 222:2, 5, 11, 12 226:2 229:10,</p>	<p>12 230:3, 7, 8, 11, 18 231:2, 13 232:10 233:10 235:6, 9, 13 236:4, 12, 16 237:7, 12, 15, 20 238:2 239:4, 7, 8, 18 240:7, 20 241:3, 8, 15 242:7, 9, 15 243:11, 17 244:8, 17 245:2, 8, 20 246:15, 19 248:4, 5, 8, 16, 19 249:1, 3, 10 250:18, 19, 21 251:3, 6, 10, 15 253:2, 3, 5, 12, 14 254:4, 7, 9 255:1, 6 256:17 258:18 259:6 261:8, 9 262:2, 6, 8, 11, 20 263:7, 12, 16 264:19, 20 265:2, 16, 20 266:2, 3, 21 267:7 268:6, 11 269:3 271:14, 18 272:2, 15, 18, 21 273:6 274:8, 11, 16 275:2, 13, 16 276:1, 13 277:5, 10, 20 278:13, 16 279:8 280:11, 16 281:7, 11 283:10 284:4, 14, 16 286:6, 9, 17 287:16, 17, 20 288:3, 20, 21 289:3, 10 <b>screen</b> 15:16 158:17 <b>screening</b> 41:8 <b>Scriven</b> 5:20 17:13 18:12 19:7 20:2, 12 25:18 27:2 33:2, 3 34:10</p>	<p>59:19 60:2 75:13 127:4, 6 128:10 144:13, 15, 17, 18 146:1, 7 148:20 149:9, 13 154:9, 11 155:6, 19 162:18 237:17, 18 238:1, 3, 5 239:20 <b>seal</b> 291:12 <b>seat</b> 165:7, 9 <b>SECAC</b> 72:17 73:10, 13 <b>second</b> 17:16 35:14 43:16 45:9 48:8 50:13, 15, 17 65:21 70:15 76:13 79:4 86:6, 7 97:17 102:14 114:9 132:3 133:16 142:8 171:6, 7, 10 175:5 200:8, 9, 12 201:17, 18, 19 227:11 230:3, 4 231:4 236:6, 14, 15 243:3, 6, 12 244:12, 20, 21 245:1 246:13 247:1 249:6 254:21 255:5 263:12 269:19 271:14, 16 275:1, 14, 15 276:18 277:1 <b>secondary</b> 23:1 99:18 189:16 192:7 <b>seconded</b> 44:2 45:3, 7 51:16 55:14 76:15 79:3, 6 86:11 114:16, 17 132:5, 10 134:2 142:21 143:9 171:12, 15 175:6, 11, 20</p>	<p>200:13, 14 202:18 231:10 237:2 245:3, 21 247:3 255:8, 9 272:9, 16 276:7 278:7 <b>seconding</b> 5:14 171:9 <b>Secondly</b> 164:6 243:1 <b>secretary</b> 47:21 <b>section</b> 35:19 36:8 39:19 41:19 69:9 70:21 <b>sections</b> 234:1 <b>sector</b> 39:14 67:16 <b>secure</b> 39:9 <b>security</b> 40:3 147:1 <b>see</b> 7:14 8:3 10:7 20:4 28:14 55:10 60:11 73:11 74:1, 5 77:16 80:14 88:14, 19 89:8 97:4 101:21 107:5 112:15 119:13 121:5 123:19 150:13, 18 158:11, 16 167:15, 17 168:3 169:11 180:6 181:14 184:3, 12, 17 215:3 221:4, 10 223:1 230:19 255:7 272:5 276:10 <b>seeing</b> 62:16 218:14, 18 224:3 236:5 281:18 <b>seek</b> 224:6 <b>seeking</b> 9:20 192:5</p>	<p><b>seen</b> 60:20 169:1 186:12 191:18 210:2 <b>segment</b> 36:1 <b>selected</b> 189:21 <b>selection</b> 196:12 268:18 <b>self</b> 79:14 83:11 <b>send</b> 26:5 <b>sending</b> 131:11 <b>sense</b> 24:15 207:21 225:1 <b>sent</b> 10:17 11:1 <b>separate</b> 281:6 <b>separately</b> 102:3 <b>separation</b> 281:15 <b>September</b> 69:9 <b>series</b> 191:15 192:3 <b>seriously</b> 20:14 <b>serve</b> 67:16 159:20 160:8 <b>served</b> 150:10 <b>serves</b> 39:7 <b>service</b> 39:21 41:1 224:6, 7 257:10 <b>Services</b> 34:14 35:3, 13 36:1, 2 39:18 40:3 59:15 62:18 64:16 137:15 144:21 150:5 157:10 159:2 161:16 215:8 223:14 234:11 <b>serving</b> 159:17 166:13 <b>sess</b> 6:12 <b>SESSION</b> 1:8 3:4 4:4 8:9, 12, 14, 15, 19, 20, 21 9:4, 5, 13, 16 34:13 281:4 <b>sessions</b> 7:12 9:16 11:17</p>
--	--	---	---	---

<b>set</b> 94:3, 4 96:14 163:13 178:1 181:17 185:12 186:9, 11 194:14 217:20 <b>sets</b> 185:19 <b>setting</b> 93:11 224:7 <b>settings</b> 223:15 <b>seven</b> 44:17 46:6 47:13, 16 53:2, 8, 10 56:19, 21 91:7 109:6 172:19 173:2 213:19, 20 273:4, 5, 7 287:21 <b>seven-day</b> 23:8 <b>Sexton</b> 270:11 274:13 275:7, 11 276:5, 21 277:8 278:4, 10, 18 279:2 284:6, 12 <b>Sexton's</b> 284:2, 20 <b>share</b> 33:6 81:19 189:3, 7 257:7 266:5 283:17 285:2 289:11 <b>shared</b> 33:7 166:1, 20 191:6 195:6 <b>SharePoint</b> 40:14 <b>Shay</b> 116:7 117:5, 9, 11 118:4, 15 178:18 188:21 189:3, 5 190:15 191:15, 20 192:9 193:10 195:6, 14 211:6 <b>shed</b> 61:20 <b>shop</b> 145:4 <b>short</b> 93:21 155:18 <b>shorten</b> 96:10	<b>shortest</b> 77:4 93:6 <b>show</b> 13:9 134:14 139:21 <b>showing</b> 215:14 <b>shrinking</b> 63:1 <b>side</b> 74:5 119:13 145:17 157:12 215:3 265:9 <b>siding</b> 13:13 <b>significance</b> 19:13 <b>significant</b> 24:8 40:18 74:13 110:8 217:3 219:1 282:18 <b>significantly</b> 110:15 129:2 <b>silos</b> 150:9 <b>similar</b> 48:18 95:15 116:15 139:13 257:3, 10 <b>similarly</b> 279:11 <b>simple</b> 13:11 180:19 186:15 242:20 <b>simply</b> 89:7 <b>single</b> 88:12 106:7 267:20 279:19 <b>singular</b> 150:8 <b>sir</b> 34:9 53:18 59:20 145:20 155:19 287:14 <b>sit</b> 149:4 <b>sits</b> 145:4 <b>situation</b> 21:15 89:5 224:13 242:3 <b>situations</b> 18:13 <b>six</b> 23:21 43:6 49:7 109:3, 7, 8 117:5 150:16 174:9 199:14 204:9 211:8 248:7, 9 249:1 <b>sizes</b> 213:13	232:3 <b>skill</b> 163:13 <b>skills</b> 38:4 <b>slice</b> 36:1 <b>slide</b> 34:16, 18 35:8, 16 36:11 37:2, 14, 16 38:5, 16 39:10 40:4, 19 41:14 42:7 158:10, 13 214:20 215:3 <b>slides</b> 158:8 214:19 <b>slight</b> 167:7 205:6, 19 <b>slightly</b> 186:5 <b>slowly</b> 117:7 <b>small</b> 105:9 106:15 267:15 <b>smaller</b> 184:15 192:20 <b>smooth</b> 256:6 285:17 <b>snow</b> 94:1 <b>social</b> 35:1 39:3 114:6, 21 120:15 122:21 151:7 <b>societal</b> 268:19 <b>sod</b> 116:11 <b>software</b> 36:15 40:1, 2, 3, 4 209:14, 15 <b>solely</b> 270:21 271:8 <b>solution</b> 107:6 <b>somebody</b> 7:13 103:11 116:5 122:1 <b>Somerville</b> 285:15 <b>son</b> 186:15 <b>soon</b> 100:9 <b>sorry</b> 11:6 16:3 26:1 27:4, 7 54:17 58:2 65:6 77:20 80:8 92:5 98:2 103:3 111:13, 20 113:8	114:14 121:10 122:8, 11 126:18 127:6 131:8, 16, 18 132:12 134:19 136:20 142:9 153:12 161:18 167:6 168:21 169:8, 9 177:6 180:6 195:3 197:5 198:16 200:13 204:16 205:15 217:1 222:12 230:6 234:8 236:3 237:7 239:10 243:17 250:11 254:4 255:14 258:7 262:6 272:18 275:16 279:13 <b>sort</b> 95:11 117:7 169:10 186:21 193:14 216:7 222:19 <b>sorts</b> 36:10 150:20 <b>sound</b> 68:9 102:3 106:15 205:9, 14 <b>sounds</b> 44:2 48:9, 10 77:15 85:10 102:1 118:12 123:14 156:14 275:5 284:4 <b>source</b> 150:8 240:1 241:13 <b>sources</b> 192:7 <b>space</b> 233:3, 5 <b>speak</b> 15:5 65:17 66:12 73:4, 8 76:17 87:12 91:18 99:10 114:10 115:4 118:16 126:19 128:6 132:15 133:16 142:14, 19 143:12 144:10	145:11 154:17 156:13, 18 157:5 176:1 190:18 191:8 201:7 202:7 215:12 230:6, 12 231:12, 14 241:6 255:20 257:6 273:8 281:9, 13 285:18 <b>speakers</b> 14:14 <b>speaking</b> 6:2 7:21 8:3 48:2 54:6 58:1 77:21 79:12 93:16 101:14 113:17 156:17 157:3 160:5 201:12 226:3 261:10, 16 <b>speaks</b> 31:21 32:1 134:6 <b>SPECIAL</b> 1:8 35:2 36:3, 5 37:21 41:11 63:11 71:14 72:12 128:21 140:7 168:1 200:2 201:2 206:17 208:10 224:9 227:19, 20 228:4, 9 229:2 232:15 270:20 271:7, 12 272:7, 11, 16 277:2 278:1 284:13 <b>specialists</b> 232:16 <b>specialty</b> 63:8 <b>specific</b> 19:1 22:11 31:21 128:17 155:1 191:10 222:15 257:11 <b>specifically</b> 16:15 102:8 126:12 146:17 154:19 157:12
---	--	--	--	---

210:17 274:13 279:7 284:8 <b>specificity</b> 208:19 <b>specifying</b> 207:13 <b>spectators</b> 32:11, 12 <b>spend</b> 87:10 207:21 209:2 222:7 238:18 <b>spending</b> 208:1 210:14 283:2 <b>spent</b> 208:20 269:8 <b>spoke</b> 101:17 151:19 179:2 <b>spoken</b> 26:3 79:14 89:16 91:16 205:20 <b>sports</b> 22:2 23:11, 20 32:7 <b>spot</b> 151:3 215:14 <b>spread</b> 21:12 25:8 <b>SS</b> 291:2 <b>stab</b> 93:18 <b>staff</b> 4:10 15:15, 21 16:1, 9 18:20 26:12, 17 27:16 28:12 29:16 30:6, 10 31:2, 3, 5, 7, 10, 12 32:9, 12 38:6 39:9 40:16 42:14 58:11 59:18 64:6 70:13 72:6, 8, 18 76:20 82:4, 6, 11 87:12 88:17 101:5, 19 102:12 103:5, 11 105:7 113:14 114:5, 20 116:2 118:10 119:15 120:5 124:5, 12 125:6, 13, 14	126:19 127:2, 21 129:14 140:11, 16, 18 141:7 156:11, 16 159:21 161:14 162:4 198:2 206:8 208:5 215:17, 18 239:19 245:14 253:15 256:14 261:12 265:12 266:10, 15 267:2, 11 269:6 273:11 274:1 280:18, 20 284:5, 11 <b>staffed</b> 112:11 <b>staffing</b> 40:21 157:6 227:12, 20, 21 228:3 229:2, 4 <b>stage</b> 98:5 <b>stakeholder</b> 70:14 71:16 72:6 <b>stakeholders</b> 267:17 <b>stand</b> 187:7 223:12 <b>standard</b> 32:1 <b>standards</b> 32:2 69:1 77:7 152:9 220:3 <b>standing</b> 7:10 10:12 11:16 12:15 224:2 <b>stands</b> 258:3 <b>start</b> 22:8 43:11 49:8, 9 59:7 81:5 99:19 136:15 168:11 214:12 232:3 265:9, 10 283:8 <b>started</b> 192:1 211:1 214:16 <b>starting</b> 57:7 169:17 185:6 <b>starts</b> 169:6	<b>state</b> 5:13 6:1 8:1 23:5 31:18 38:1, 19 43:21 58:1 68:19 70:4, 8 74:12 77:1, 5, 7 78:17 93:7 97:3 98:10, 11 124:6 125:16 127:4 133:19 139:19 142:16 146:8 147:15 236:17 273:18 274:17 277:11, 16 291:1, 5 <b>stated</b> 8:12 21:2 45:3 54:1 74:19 77:17 78:6 79:7 80:18 123:13, 14 152:3 184:6 275:3, 14 276:14 <b>statement</b> 16:14 152:3 <b>statements</b> 14:12 68:18 274:18 <b>states</b> 69:18 164:1 233:14 234:21 <b>static</b> 19:4 111:13 166:8 <b>stating</b> 49:17 131:14 <b>station</b> 118:20 <b>status</b> 68:10, 16 <b>stay</b> 125:7 126:3 129:16 282:4 <b>stayed</b> 213:19 <b>staying</b> 242:11 265:13 <b>stemming</b> 258:20 <b>step</b> 87:9 105:9, 10 106:11 133:1, 4 <b>stepped</b> 133:11	<b>steps</b> 98:7 105:16 135:18 155:10 <b>stick</b> 78:15 <b>stipends</b> 113:4 <b>stop</b> 221:21 <b>stopgap</b> 282:3 <b>stories</b> 187:3 <b>straight</b> 218:9 <b>strangest</b> 133:18 <b>strategic</b> 143:18, 21 144:2 164:12 <b>strategies</b> 21:18 22:1 <b>strategy</b> 98:10 <b>Streaming</b> 216:19 <b>streamline</b> 151:14 <b>strengthen</b> 151:12 <b>stress</b> 25:1 <b>stressed</b> 145:3 <b>stretch</b> 222:4 <b>stricken</b> 244:13 <b>strictly</b> 21:18, 21 <b>strike</b> 243:9 245:17 246:11, 16 247:1 <b>striking</b> 85:6 243:16 244:19 276:17 <b>strongly</b> 133:13 <b>struck</b> 133:17 <b>structural</b> 117:21 <b>structure</b> 40:21 75:1 94:8 98:9 147:17 149:3 152:6 163:4 <b>structured</b> 256:10 <b>stuck</b> 104:2, 16 <b>Student</b> 2:14 17:14 30:13 38:9 40:3 43:5 44:8, 13 49:8	59:14 61:2 64:15 166:15 174:18 175:16 182:18 190:8 191:3 193:5 200:20 228:13 229:20 231:6 236:19 246:4 251:18 254:16 255:13, 15 269:18 272:12 <b>students</b> 4:10 11:18 16:10 17:3, 5, 9 25:9 30:21 32:3 35:3 36:3, 5 39:3, 9 42:11 61:15 62:9, 20, 21 63:2 64:4 68:7, 12 77:5 98:19 100:7, 21 110:16 115:7, 10, 12 118:7 127:10, 15, 18 128:2 134:7 137:7 150:2 159:17 160:8, 10 165:5 166:16 176:4, 6, 10 179:17 180:10, 18, 20 181:6 183:8 187:12 224:4, 5 226:10 228:12, 14, 21 256:7, 8 268:17 273:21 274:4 283:5 <b>student's</b> 64:18 <b>studies</b> 35:1 <b>stuff</b> 128:20 <b>sub-core</b> 196:20 <b>subject</b> 4:20 131:21 132:1, 8 <b>subjects</b> 185:1 <b>submit</b> 68:14 70:7 75:5 152:10 166:7, 19 254:18 255:17
---	---	--	---	--

<b>submitted</b> 75:9 113:11 152:18 155:7	234:19 273:18 281:16 282:1	257:13 278:20 279:4 280:10 286:10	<b>suspend</b> 43:13 45:1, 12 50:21 51:10	99:9 107:21 120:19 129:18 130:1 136:17, 19 144:19
<b>subscription</b> 179:6 182:6 217:21 218:1, 9	<b>superintendents</b> 260:9	<b>supported</b> 42:10 147:9	<b>suspension</b> 48:19	151:16 154:12 158:21 159:18 160:19 171:14, 16 180:9 190:3
<b>subscriptions</b> 36:7 216:14	<b>Superintendent's</b> 3:4 5:18 25:16	<b>supporting</b> 16:9 102:21	<b>sustain</b> 134:10	166:19 171:14, 16 180:9 190:3
<b>subsequent</b> 11:17	32:21 38:7 41:21 43:2 76:10 78:21	105:3, 11 148:9 149:16, 18, 19 150:18 162:8 184:18 242:20 258:17 279:4 286:15	<b>system</b> 32:2, 6 41:21 60:6 61:10, 12 67:19 69:4 70:1, 16 74:20 89:5 99:3 113:3 117:2 125:15 134:10 152:4 154:1 159:10 164:14 166:3, 14 170:5 178:6, 9 223:21 242:1 257:3 259:3 260:13 266:17 269:13	198:9 203:1 206:17 207:20 211:15 225:16 237:4 249:16 258:14 269:11
<b>substance</b> 44:15	137:14 140:16 234:2, 9 269:6 279:1 282:15	<b>supportive</b> 122:19	<b>system's</b> 42:14 75:2 152:7	258:14 269:11
<b>substantial</b> 23:18 49:14, 18	<b>supersedes</b> 14:2	<b>supports</b> 38:6 69:21 256:3	<b>systemwide</b> 60:4 99:16 194:15	<b>taken</b> 14:10 15:9 87:6 153:17 189:13 222:21 228:5
<b>successful</b> 179:17 224:2 256:5	<b>supervisory</b> 101:2	<b>supposed</b> 101:6 271:9	<b>T</b> < T >	<b>takes</b> 29:17 73:9 204:12 283:7
<b>succinct</b> 227:2	<b>supplement</b> 196:17	<b>supposedly</b> 210:5	<b>TABCO</b> 15:20 16:5 87:18 94:3 95:2 97:11 100:16 135:17, 19 136:3 241:21 269:17 270:10, 19 275:11 276:5 277:8 278:4	<b>Talented</b> 71:13 72:13
<b>suddenly</b> 185:17	<b>supplemental</b> 124:16 225:8	<b>sure</b> 18:17 24:17 30:18 43:9 44:3 45:11 58:19 62:7 66:10 75:16 81:12 85:12 93:1, 8 94:18 96:3 101:21 102:11 103:9 109:9, 18 114:13 117:9 118:15 120:20 125:6 126:2, 7 131:14 135:9 146:12 158:8 163:7, 12 169:8 183:11 186:11 187:16 195:13 198:1 206:20 213:18 215:11 229:13 231:15 239:1 242:11 257:15 260:5 263:19 266:15 272:4 276:2 277:15 283:7	<b>TABCO's</b> 280:2	<b>talk</b> 185:2, 7 224:16 269:12 282:12
<b>sufficient</b> 146:3, 13	<b>supplements</b> 196:8	<b>supply</b> 187:1	<b>table</b> 165:7, 9 194:8 244:15	<b>talked</b> 127:20 167:12 169:13 186:17 205:21
<b>suggest</b> 170:9	<b>supplied</b> 33:14	<b>supplying</b> 158:8	<b>take</b> 29:16 46:10 49:19 51:21 53:5 55:16 61:10 73:9 81:10 86:12 88:12, 17 93:17 94:13	<b>talking</b> 63:21 102:14 105:19 118:5 286:13
<b>suggesting</b> 66:8 183:12 206:7	<b>supplies</b> 36:7, 10 59:13 61:11 62:17 218:21 221:17, 19	<b>support</b> 32:13 39:1 41:3 42:2, 14 61:8 89:12 97:4, 7 99:7 114:5, 20 115:16 117:1, 14, 21 124:13, 17 126:21 127:9, 12, 15 133:6 135:10 137:18 142:2 143:4 161:10, 11 162:3 164:2 170:8, 11 178:18, 20 187:7, 9, 20 193:19 206:1, 4 208:10 209:10 210:16 223:6 224:20 233:16, 17 245:16	<b>talks</b> 122:5 194:9	<b>TANTLEFF</b> 59:21 60:1, 3, 13, 16 61:5, 16 63:16 75:21 82:16, 17 92:11 93:17 95:13 96:12 103:13, 18 110:9 111:3, 6, 20 112:2, 19 113:8, 17 120:19 123:8 128:12 129:10 135:5, 9 141:11, 16 167:20 168:13, 17 194:20 213:18
<b>Suite</b> 216:11	62:17 218:21 221:17, 19	<b>support</b> 32:13 39:1 41:3 42:2, 14 61:8 89:12 97:4, 7 99:7 114:5, 20 115:16 117:1, 14, 21 124:13, 17 126:21 127:9, 12, 15 133:6 135:10 137:18 142:2 143:4 161:10, 11 162:3 164:2 170:8, 11 178:18, 20 187:7, 9, 20 193:19 206:1, 4 208:10 209:10 210:16 223:6 224:20 233:16, 17 245:16	<b>take</b> 29:16 46:10 49:19 51:21 53:5 55:16 61:10 73:9 81:10 86:12 88:12, 17 93:17 94:13	<b>Talks</b> 122:5 194:9
<b>summarize</b> 40:6	62:17 218:21 221:17, 19	<b>support</b> 32:13 39:1 41:3 42:2, 14 61:8 89:12 97:4, 7 99:7 114:5, 20 115:16 117:1, 14, 21 124:13, 17 126:21 127:9, 12, 15 133:6 135:10 137:18 142:2 143:4 161:10, 11 162:3 164:2 170:8, 11 178:18, 20 187:7, 9, 20 193:19 206:1, 4 208:10 209:10 210:16 223:6 224:20 233:16, 17 245:16	<b>take</b> 29:16 46:10 49:19 51:21 53:5 55:16 61:10 73:9 81:10 86:12 88:12, 17 93:17 94:13	<b>Talks</b> 122:5 194:9
<b>summarized</b> 39:13	62:17 218:21 221:17, 19	<b>support</b> 32:13 39:1 41:3 42:2, 14 61:8 89:12 97:4, 7 99:7 114:5, 20 115:16 117:1, 14, 21 124:13, 17 126:21 127:9, 12, 15 133:6 135:10 137:18 142:2 143:4 161:10, 11 162:3 164:2 170:8, 11 178:18, 20 187:7, 9, 20 193:19 206:1, 4 208:10 209:10 210:16 223:6 224:20 233:16, 17 245:16	<b>take</b> 29:16 46:10 49:19 51:21 53:5 55:16 61:10 73:9 81:10 86:12 88:12, 17 93:17 94:13	<b>Talks</b> 122:5 194:9
<b>summary</b> 35:17 70:21 71:2, 4 238:10	62:17 218:21 221:17, 19	<b>support</b> 32:13 39:1 41:3 42:2, 14 61:8 89:12 97:4, 7 99:7 114:5, 20 115:16 117:1, 14, 21 124:13, 17 126:21 127:9, 12, 15 133:6 135:10 137:18 142:2 143:4 161:10, 11 162:3 164:2 170:8, 11 178:18, 20 187:7, 9, 20 193:19 206:1, 4 208:10 209:10 210:16 223:6 224:20 233:16, 17 245:16	<b>take</b> 29:16 46:10 49:19 51:21 53:5 55:16 61:10 73:9 81:10 86:12 88:12, 17 93:17 94:13	<b>Talks</b> 122:5 194:9
<b>summer</b> 127:11 215:20	62:17 218:21 221:17, 19	<b>support</b> 32:13 39:1 41:3 42:2, 14 61:8 89:12 97:4, 7 99:7 114:5, 20 115:16 117:1, 14, 21 124:13, 17 126:21 127:9, 12, 15 133:6 135:10 137:18 142:2 143:4 161:10, 11 162:3 164:2 170:8, 11 178:18, 20 187:7, 9, 20 193:19 206:1, 4 208:10 209:10 210:16 223:6 224:20 233:16, 17 245:16	<b>take</b> 29:16 46:10 49:19 51:21 53:5 55:16 61:10 73:9 81:10 86:12 88:12, 17 93:17 94:13	<b>Talks</b> 122:5 194:9
<b>summertime</b> 116:18	62:17 218:21 221:17, 19	<b>support</b> 32:13 39:1 41:3 42:2, 14 61:8 89:12 97:4, 7 99:7 114:5, 20 115:16 117:1, 14, 21 124:13, 17 126:21 127:9, 12, 15 133:6 135:10 137:18 142:2 143:4 161:10, 11 162:3 164:2 170:8, 11 178:18, 20 187:7, 9, 20 193:19 206:1, 4 208:10 209:10 210:16 223:6 224:20 233:16, 17 245:16	<b>take</b> 29:16 46:10 49:19 51:21 53:5 55:16 61:10 73:9 81:10 86:12 88:12, 17 93:17 94:13	<b>Talks</b> 122:5 194:9
<b>sunset</b> 127:16 225:5	62:17 218:21 221:17, 19	<b>support</b> 32:13 39:1 41:3 42:2, 14 61:8 89:12 97:4, 7 99:7 114:5, 20 115:16 117:1, 14, 21 124:13, 17 126:21 127:9, 12, 15 133:6 135:10 137:18 142:2 143:4 161:10, 11 162:3 164:2 170:8, 11 178:18, 20 187:7, 9, 20 193:19 206:1, 4 208:10 209:10 210:16 223:6 224:20 233:16, 17 245:16	<b>take</b> 29:16 46:10 49:19 51:21 53:5 55:16 61:10 73:9 81:10 86:12 88:12, 17 93:17 94:13	<b>Talks</b> 122:5 194:9
<b>superintendent</b> 70:10	62:17 218:21 221:17, 19	<b>support</b> 32:13 39:1 41:3 42:2, 14 61:8 89:12 97:4, 7 99:7 114:5, 20 115:16 117:1, 14, 21 124:13, 17 126:21 127:9, 12, 15 133:6 135:10 137:18 142:2 143:4 161:10, 11 162:3 164:2 170:8, 11 178:18, 20 187:7, 9, 20 193:19 206:1, 4 208:10 209:10 210:16 223:6 224:20 233:16, 17 245:16	<b>take</b> 29:16 46:10 49:19 51:21 53:5 55:16 61:10 73:9 81:10 86:12 88:12, 17 93:17 94:13	<b>Talks</b> 122:5 194:9
<b>SUPERINTEND</b>	62:17 218:21 221:17, 19	<b>support</b> 32:13 39:1 41:3 42:2, 14 61:8 89:12 97:4, 7 99:7 114:5, 20 115:16 117:1, 14, 21 124:13, 17 126:21 127:9, 12, 15 133:6 135:10 137:18 142:2 143:4 161:10, 11 162:3 164:2 170:8, 11 178:18, 20 187:7, 9, 20 193:19 206:1, 4 208:10 209:10 210:16 223:6 224:20 233:16, 17 245:16	<b>take</b> 29:16 46:10 49:19 51:21 53:5 55:16 61:10 73:9 81:10 86:12 88:12, 17 93:17 94:13	<b>Talks</b> 122:5 194:9
<b>ENT</b> 1:10 4:15 19:9 34:16 37:17 68:13, 18 69:3 70:5, 16 71:5 72:3, 10, 14 75:4, 8 76:2 77:1 80:15 124:7 125:16 147:16 152:9, 13, 16 166:2, 9, 13 207:12	62:17 218:21 221:17, 19	<b>support</b> 32:13 39:1 41:3 42:2, 14 61:8 89:12 97:4, 7 99:7 114:5, 20 115:16 117:1, 14, 21 124:13, 17 126:21 127:9, 12, 15 133:6 135:10 137:18 142:2 143:4 161:10, 11 162:3 164:2 170:8, 11 178:18, 20 187:7, 9, 20 193:19 206:1, 4 208:10 209:10 210:16 223:6 224:20 233:16, 17 245:16	<b>take</b> 29:16 46:10 49:19 51:21 53:5 55:16 61:10 73:9 81:10 86:12 88:12, 17 93:17 94:13	<b>Talks</b> 122:5 194:9

227:17	231:5 232:13, 18 246:3	155:8 191:7	76:9 80:11, 13	14, 18 207:2, 14,
<b>target</b> 98:6	251:17	215:9 282:6	81:21 82:1	17 208:6
<b>targeted</b> 128:18	<b>team</b> 33:15, 16, 17 42:1 73:8	<b>territory</b> 279:1	83:20 84:7	209:18, 19
<b>task</b> 41:11	146:11 165:5	<b>test</b> 24:6	87:5 88:4, 6, 10, 21 89:1, 14	210:19 211:13
99:16, 21	185:20 187:7	<b>testimonials</b>	92:16 93:11	213:9, 17, 21
100:12, 18	191:7 281:1	133:6	94:12 95:16	214:1, 5, 6, 8
121:1 126:3	<b>TEAMS</b> 1:11	<b>testing</b> 23:3	96:4 98:1, 2, 4, 11, 12 99:8, 12	215:1 216:2
242:11	5:10 40:14	24:5	103:20 104:2, 20 105:2, 11, 12	218:13 221:15, 20 222:1, 2, 5
<b>taught</b> 149:21	73:8 260:1	<b>text</b> 196:10	107:12 109:10, 16, 18 111:9	224:14 225:21
<b>tax</b> 19:21	<b>tear</b> 193:17	<b>textbook</b>	113:10 114:1, 14 115:3 116:1	229:6 231:11, 14 232:10
<b>teach</b> 147:21	<b>technical</b> 12:13	174:19 175:17	117:11 119:8	233:9, 12
148:21 215:18, 19	15:14 40:2	177:8 178:3	121:7, 8 122:11, 20 123:4, 19	234:20 237:15
<b>teacher</b> 17:17	146:21	180:19 181:10	124:4 129:13	238:4 239:4
18:4 38:11	<b>technologies</b>	183:7 187:1	133:14 134:3, 5, 16 135:4 136:4, 5, 8, 16 138:3	241:17 242:8, 15 246:17
40:9 97:2	210:9	191:19 193:4, 7, 8 194:10, 14	139:9, 15, 16, 18	249:10 250:12
128:20 186:17	<b>Technology</b>	195:1, 12	140:19, 21	253:4, 5, 9, 10, 12, 14, 16 254:3, 11 255:5 256:1, 16, 17 257:5
188:7 196:16	36:21 142:2	196:21 217:8	141:1, 3 142:13	258:8 261:9
205:21 236:18	143:3 147:18	218:3, 10, 11	143:14 144:6, 7, 12, 14 146:1	262:2 263:5, 20
<b>teachers</b> 16:8	150:11, 19	219:8, 12 220:8, 17 221:1, 6	147:11, 13	264:14 265:11, 15, 16, 20
19:18 30:6, 10	153:19 154:1, 5	<b>textbooks</b> 36:9	148:12 149:12	266:20, 21
41:4 64:5	155:2 157:9	37:12, 13 59:13	150:21 151:2, 19, 20 153:16	267:2, 6, 7, 10, 11, 17 268:3, 5, 6, 9, 11 269:1, 3, 5 273:10
76:11 77:5	164:14 165:6, 7	62:17 174:15, 16 175:14, 15	154:7 155:19, 20 156:1	278:13, 15
79:1 80:17, 20	176:12 208:18	178:1 180:11, 18 181:2, 5, 17	158:12, 14	279:8 280:11
81:13, 17 83:8, 11, 17 87:6, 19	209:9 210:1, 12, 13, 17 216:4, 10, 12	184:9, 10, 15	160:12 163:16, 17, 19 165:16, 17, 20 167:4, 6	281:7 283:10, 11 286:5, 6, 9, 15, 17 288:3
88:13, 15, 21	<b>telework</b> 31:7	185:1 191:13	170:16, 17, 20, 21 174:13	289:4, 8, 10, 12, 20
94:9 97:5 98:1, 5, 18, 20, 21	<b>teleworking</b>	192:21 193:3	175:8, 9, 21	<b>Thanks</b> 34:10
99:3, 5 100:5	29:20	194:12 197:19	176:3, 14, 15	83:3 92:21
101:2 102:18	<b>tell</b> 28:20	211:9 217:16	179:12, 13, 19, 21 183:18, 19	97:5 263:17
104:4, 17 107:3, 6, 8, 11 133:3, 6, 11, 21 136:10, 12 137:6, 8	120:11 206:9	218:6, 20 220:4, 13, 20	184:1, 18, 19, 21	267:3
151:6 159:20	<b>telling</b> 89:5	<b>thank</b> 8:5 12:8	188:1, 2 189:5	<b>theory</b> 37:7
167:1 216:1	209:3	13:19 15:8	192:8, 10, 13	207:21
228:5, 15 232:5, 14, 19 233:2, 8	<b>temporary</b>	16:7, 18 21:3, 4	194:3, 6 197:3	<b>thing</b> 13:7
241:20 268:16	282:2	25:11, 12 26:17	198:6 199:19	68:3 97:17
271:9 282:4, 17	<b>ten</b> 98:7 114:7	27:2 29:15	201:15 202:21	128:13 129:6
284:9 285:17	115:1 120:11	30:15 32:18	205:15 206:2,	133:13, 18
<b>teacher's</b> 188:12	129:2 131:4	33:3, 10, 15		137:8 145:21
<b>teacher-student</b>	193:21 212:16	42:20, 21 44:18, 19 45:9, 10		170:2 191:12
229:20 231:6	<b>tenable</b> 133:12	48:1 49:10		
236:19 246:4	<b>tend</b> 84:4	54:10 55:2		
251:18	182:11	57:18 59:2, 3, 9		
<b>teaching</b>	<b>terms</b> 31:12	61:18 62:5		
147:21 148:15	32:7 80:19	65:3 67:11		
159:21 229:19	81:2 82:11	69:16 71:10		
	101:11 118:16	72:21 74:18		
	144:5 146:21			

<p>225:7, 9 270:3, 9 278:2 282:12 <b>things</b> 10:20 27:13 61:11 64:9 65:1 69:19 81:11 97:15, 19 104:15 144:10 149:20 150:7, 20 158:5 161:3 182:10 183:9 196:5 215:13 216:6 246:20 269:12 271:2, 11 277:3 281:19 282:5 284:7 <b>think</b> 15:6 50:9 74:15 80:3 81:7, 11 83:5, 6 88:14 97:18 98:17 107:8, 13, 16 109:17 111:2 117:5 122:9, 13 134:1 136:9, 11, 14, 15 137:17, 21 145:8 146:7 148:8, 15 150:12 158:9, 10 175:2 177:16, 17 179:16 180:3 181:8 188:18, 19 193:1 197:9 201:11 211:12 217:1 221:13 225:3, 16 226:12 227:13 228:18, 21 233:6 240:5 244:8 245:3 257:2 262:11 263:17 280:7 282:18 283:6 285:10 <b>thinking</b> 225:19 <b>thinks</b> 105:17 <b>third</b> 158:10</p>	<p>195:18, 19 <b>thorough</b> 223:1 <b>thoroughly</b> 279:18 <b>thought</b> 26:8 54:3, 8, 18 65:7 79:3, 13, 16 127:14 164:12, 20 165:10 169:9, 12, 16 <b>thousands</b> 267:21 <b>three</b> 17:2 41:5 54:2, 19 110:1, 6, 20 121:19 122:2 155:1, 4, 16 182:4, 5 185:19 195:18 213:14 227:1, 6, 7 250:20 251:4 268:13 287:18 289:1 <b>threshold</b> 224:5 <b>throwing</b> 107:7 260:12 <b>thumbed</b> 168:21 <b>time</b> 10:18 13:14 16:20 26:11 29:5, 16 32:16 43:10, 14 45:2, 13 48:5 50:21 51:13 55:11 57:3 65:4, 8, 11, 20 66:7, 11, 13 71:7 73:17 75:19 77:2, 7, 16 79:17 80:19, 20 83:11 87:10 94:15 95:1, 8 97:8, 20 99:1 100:14, 17, 19, 20, 21 101:3 102:15 103:17 104:14 105:8 107:13 109:17 115:15 117:8 120:20 127:5 129:17 137:17</p>	<p>167:10 178:17 179:17 182:1 185:10 189:10 197:4 200:11 202:4 213:2 219:8 222:8 223:1 224:9 226:21 230:13 253:17 260:7, 14 267:5 269:8 274:6 281:3 282:20 283:7, 14 284:10 286:15 289:14 <b>timeframe</b> 281:5 284:9 <b>timely</b> 18:10 34:8 38:18 <b>times</b> 97:3 188:11 <b>timing</b> 78:10 <b>tired</b> 195:4 <b>Title</b> 35:14 257:9, 12, 17, 21 258:11 259:2 261:15 <b>today</b> 18:20 101:11 124:15 139:19 146:4 164:16 231:17 280:20 <b>told</b> 137:4 <b>tolerate</b> 225:10 <b>tolerated</b> 27:15 <b>tomorrow</b> 164:15 165:12 <b>tonight</b> 14:8 25:14 34:15 37:18 187:3 289:7, 20 <b>tonight's</b> 5:7, 8 9:5 <b>tools</b> 40:14 216:7, 17, 18 <b>top</b> 81:15 106:7 123:16 151:4, 5 202:10 <b>total</b> 123:7, 11, 16 155:4</p>	<p>260:10 <b>tracing</b> 42:18 <b>trades</b> 117:21 <b>train</b> 41:3 <b>trainers</b> 37:8 <b>training</b> 40:13 127:21 174:17 <b>trajectory</b> 228:14 <b>transactions</b> 68:11 <b>Transcribed</b> 1:20 <b>transcription</b> 291:7 <b>transgression</b> 54:6 <b>transition</b> 42:10 220:7 256:5, 6 <b>transitioning</b> 117:1 <b>transmission</b> 21:15 23:10, 19 <b>transmitted</b> 20:20 <b>transportation</b> 36:6, 20 37:5 59:14 62:18 64:16, 17 65:2 118:8 226:11 <b>travel</b> 61:11 <b>treat</b> 81:17 <b>treated</b> 81:13 <b>trending</b> 23:15 <b>trial</b> 37:14 <b>trimmed</b> 73:18 <b>trips</b> 64:21 226:11 <b>trouble</b> 132:13 205:10 <b>true</b> 80:18 190:1, 2, 10 231:20 291:6 <b>truly</b> 13:15 <b>trust</b> 80:15 <b>try</b> 19:12 20:5, 7 33:11 73:11 78:14 117:4 193:15 223:11,</p>	<p>16 283:4 285:5, 8 <b>trying</b> 10:7 23:4 24:4 27:9 28:12, 18 93:7 94:13 101:15, 21 106:9, 19 125:7 126:2 167:15 168:20 218:16 224:13 257:6 273:20 281:5 <b>Tuesday</b> 4:5 279:17 280:5, 9 286:12 289:18 <b>turn</b> 135:5 <b>turned</b> 17:5, 10 <b>tutoring</b> 127:11 <b>twice</b> 48:14 49:2 50:6 <b>two</b> 30:4 37:2 45:13 48:5 51:1 55:12 57:4 65:17 66:3 95:11 97:8 110:2 111:17 112:19 114:7 115:1 120:16 131:20, 21 132:8 135:10, 19 136:14 140:20 185:19 205:6 209:10 213:1, 5, 14 233:1 235:20 236:7 238:19 245:12 277:3 279:14 <b>Two-and-a-half</b> 71:8 <b>two-minute</b> 48:19 <b>two-thirds</b> 46:4, 5 47:17 53:5 57:12 173:1 204:12 <b>type</b> 217:12 260:19 <b>types</b> 63:18 150:7 222:19</p>
--	---	---	--	--

<b>typically</b> 73:10, 16, 21 181:14, 16, 19, 21 182:2 209:4 217:20 219:12	38:15 <b>unfamiliar</b> 11:2 <b>Unfinished</b> 3:3 8:9 9:21 11:16 <b>unfortunate</b> 11:5 186:6 187:4 <b>unfortunately</b> 11:13 154:2 <b>Unintelligible</b> 14:14 205:2 <b>unintended</b> 238:17 <b>unintentionally</b> 163:10 <b>unions</b> 18:15 94:4 280:21 <b>unit</b> 135:13 196:20 <b>units</b> 83:19 102:21 131:20 132:7 135:18 <b>universally</b> 196:12 <b>universities</b> 41:10 <b>University</b> 262:1 <b>unlimited</b> 49:16 <b>unnecessary</b> 10:18 <b>unrelated</b> 54:5 <b>untenable</b> 239:3 <b>unveiled</b> 129:8 <b>UPAD</b> 18:14 <b>update</b> 24:11 117:6 286:1 <b>updated</b> 30:2 182:11 184:4 270:18 <b>updates</b> 41:19 281:3 282:6 <b>updating</b> 22:5 <b>upheld</b> 53:10 <b>use</b> 38:20 41:3, 17 42:2 58:4, 6 59:1 65:20 66:8 67:13 68:2 88:12 98:21 119:3	127:14 178:1, 11 192:19 195:11 196:15 225:7, 9 260:1 <b>useful</b> 170:10 279:21 <b>usual</b> 36:18 281:20 283:5, 6 <b>utility</b> 96:19 97:4 <b>utilize</b> 98:9 195:2 <b>utilized</b> 126:21  < V > <b>vacancies</b> 112:7 <b>vacant</b> 141:8 <b>vaccinating</b> 118:7 <b>vaccine</b> 42:16 283:2 <b>vaccines</b> 270:15 273:16 <b>valuable</b> 170:15 266:16 <b>varies</b> 188:19 <b>variety</b> 35:12 <b>various</b> 238:13 <b>vary</b> 187:4 <b>vendors</b> 31:14 <b>verbiage</b> 142:12 <b>verify</b> 102:12 103:5 120:5 123:8 184:5 <b>version</b> 140:4 228:8 <b>versus</b> 48:19 94:8, 15 192:16 <b>Vice</b> 2:4 4:15 5:21 6:3 7:20 8:4, 7 9:11, 19 10:5, 12 11:7, 21 13:7, 13, 17 14:5 21:6 43:12, 17 47:2, 19 48:3 52:12 55:7 56:8 90:16 105:2 108:13 130:12 138:15 141:3,	15, 18 142:13 143:14 156:12, 18 163:19 172:8 173:18 174:13 175:21 176:3 180:13, 17 194:6 197:2, 6, 13, 16 199:2, 19 200:6, 19 201:3, 9, 14 203:15 206:11, 14, 20 207:8, 11 212:5, 21 213:7 233:12 234:20 235:3, 8, 11, 18 236:10 241:5, 12 243:13, 21 244:4 247:16 248:13 250:8 252:14 254:2, 6, 8, 11 255:4 256:1 259:4, 7 260:18 262:16 263:1, 15 264:8 267:10 275:20 278:11, 15, 17 287:9 288:15 <b>victim</b> 270:4 <b>view</b> 5:6 <b>viewers</b> 267:21 <b>viewership</b> 267:19 <b>viewpoint</b> 289:12 <b>virtual</b> 8:2 21:17 22:3 23:12, 18 40:11, 15 41:6, 7 42:10 127:13 143:17 149:21 150:14 160:6 165:2 268:15 269:16, 21 270:16 282:4 <b>virtually</b> 5:9 17:5 111:1 220:4 259:15, 16 289:18	<b>vision</b> 39:17 70:2 80:15 166:3 259:7 <b>visionary</b> 164:13, 20 <b>voice</b> 6:6 <b>void</b> 163:10 <b>volatility</b> 112:10 <b>volunteerism</b> 289:14 <b>vote</b> 5:13 43:6 44:8, 14 46:2, 10, 11 49:8, 19 51:21 53:11 54:8 55:17 57:11 86:12, 13, 20 88:1, 5 89:16 90:3 99:9 107:14, 21 124:10 129:17, 18 130:1 136:20 138:1 171:14, 17 173:3, 4, 5 197:4 198:7, 9 203:1, 4 204:7 211:15 237:4, 14 243:4 244:4, 6 246:11 247:4 249:6, 15, 16, 17 251:11 252:2 262:5 263:10 272:13 286:20 288:5 <b>voted</b> 151:19 236:3 244:11 245:19 <b>votes</b> 43:7 49:7 248:14, 17 <b>voting</b> 5:12 50:20 51:5, 8, 10, 14 246:12, 13, 21 249:11 <b>vouch</b> 184:8  < W > <b>W-2s</b> 19:19 21:1 <b>wages</b> 35:21 59:12 111:11,
---	---	---	--	--



<p>16 137:11                  214:13 215:16                  234:1, 4, 5, 17,                  18  <b>wait</b> 253:9                  286:12  <b>waiting</b> 27:1                  31:19 151:15  <b>waiving</b> 31:20  <b>want</b> 22:18                  24:13, 17 25:8                  33:15 34:12                  45:11 50:21                  58:3 62:18                  63:3 82:10                  85:7, 12 89:6                  97:20 99:10                  120:19 123:8                  126:6 128:11                  131:14 136:11                  139:19 140:14,                  19 147:15                  151:3 157:16                  164:5 165:21                  166:20 169:7                  176:18 177:21                  179:5 180:10                  183:8 187:5                  188:15 196:17                  208:11 214:20                  216:21 226:20                  227:3 229:3                  236:8 242:10                  259:19 261:17                  263:9, 18                  265:11 267:2, 3                  269:11 272:3                  275:3, 6 276:11                  277:14 280:4,                  17 281:9                  283:13  <b>wanted</b> 22:4                  47:20 67:11                  77:2 92:8                  96:15 99:13                  103:3 109:9                  124:5 137:2                  183:11 226:5                  238:5, 21                  241:10 257:7,</p>	<p>15 261:12                  270:9 272:9  <b>wanting</b> 28:14                  84:15 135:20  <b>warehouse</b> 40:1  <b>way</b> 25:8                  85:19 94:3                  95:12 97:21                  100:4 104:12                  107:16 118:2                  149:11 151:5                  160:3 164:6, 7                  165:13 166:19                  177:2 190:11                  192:2 219:11                  223:19 231:18                  260:10 277:15                  283:9 291:10  <b>ways</b> 127:17                  166:14 261:5  <b>WCCI</b> 216:17  <b>wear</b> 193:17  <b>wearing</b> 259:21  <b>weather</b> 77:10                  87:14  <b>weeds</b> 222:21  <b>week</b> 16:10                  23:14, 15 32:9,                  17 33:7 95:3                  121:19 122:2                  222:10 270:7                  271:10, 13                  272:8 273:12                  277:7 278:3                  281:6 285:3, 7,                  16  <b>weekly</b> 150:17  <b>weeks</b> 23:13                  238:19 268:13  <b>weigh</b> 44:11  <b>weird</b> 230:10,                  14  <b>weirdly</b> 229:17  <b>welcome</b> 69:17                  116:10 118:18                  123:2, 5 126:9                  167:1  <b>welcoming</b>                  117:15</p>	<p><b>well</b> 5:15 11:3                  14:10 15:9                  22:14 24:13                  28:6 35:15                  37:7, 12, 13                  55:9 61:16                  62:14 66:17                  70:19 71:17                  73:3 83:19                  87:6 94:4                  100:6 104:10                  112:2, 5 117:16                  119:14 122:15                  131:12 135:17                  142:16 146:14                  147:3 150:10,                  16 153:17                  159:12 160:11,                  13 183:2                  190:15 196:6,                  14 197:14                  206:5 209:6                  210:11 217:7                  219:20 221:18                  228:16 240:5,                  11 257:18                  258:5, 20                  259:17 261:7                  268:2 269:10                  270:11 275:2                  276:20 278:1                  284:21 287:20  <b>wellness</b> 39:8                  259:20 260:1  <b>went</b> 123:6                  137:9 218:21                  231:15  <b>we're</b> 10:18                  11:13 18:3, 5,                  10 20:2, 21                  23:4, 15 24:10,                  16 26:19 27:9                  31:19 33:4                  50:20 51:5, 7, 9                  63:21 64:16                  76:6 78:7, 13,                  16 79:20 89:4,                  5, 6 92:19                  94:16 101:5, 15                  102:4, 15 104:9</p>	<p>105:7, 17 106:9,                  12 107:15                  113:20 116:18                  120:12 125:7                  126:4 136:17                  145:12 162:6, 9,                  12 169:4, 17                  176:12 187:9                  189:18 195:6,                  13 211:8 218:5                  219:21 220:6                  221:2 222:4                  223:14 224:5                  225:15 238:18                  240:7, 12, 13, 17,                  20 242:11                  246:12, 13                  249:11 258:16                  259:14 263:19                  266:3, 16                  269:15 271:15                  274:2, 18                  277:15 281:18                  282:7, 8  <b>Western</b> 36:20  <b>We've</b> 18:13                  24:8 37:8                  93:10 107:15                  127:20 145:15                  150:16 189:13                  197:9 226:6, 15                  253:19 271:19                  280:19 281:17  <b>wheel</b> 261:1  <b>Whisted</b> 61:19                  62:1, 4, 7 63:13                  64:3, 9, 20                  147:10 224:8                  257:14, 19, 20                  261:16  <b>Whisted's</b>                  162:14  <b>Wi-Fi</b> 17:7  <b>Williams</b> 16:1,                  2, 3, 11, 16                  17:19 19:3                  22:8, 9 25:20                  26:12, 16, 17                  27:15 30:17, 18                  32:19 34:12</p>	<p>59:17 76:4                  82:5, 7 93:12,                  17 119:15                  121:15, 16                  122:14, 17                  123:4, 5 127:6                  128:12 135:1, 4,                  14 144:9, 14, 16,                  19 145:19, 21                  146:15 147:15,                  18 148:8                  151:15 156:10                  157:4, 7 165:18,                  20 167:5                  207:20 208:6, 7                  279:3, 13, 14                  280:1, 14, 15, 17                  281:8 284:7  <b>willing</b> 280:1  <b>wintertime</b>                  87:16  <b>wish</b> 237:10  <b>withdraws</b>                  244:1  <b>witness</b> 291:12  <b>wonder</b> 19:19  <b>wonderful</b>                  225:17 269:21                  270:1, 8  <b>wondering</b>                  29:21 97:11, 12                  124:11 157:1                  163:2 177:1                  213:15 242:2  <b>Wonders</b>                  195:21  <b>word</b> 97:9, 14                  243:9 244:19                  245:17 246:11,                  16 247:1                  279:20  <b>wording</b> 10:13                  207:6  <b>words</b> 62:20                  195:3 235:20                  236:8 245:12                  249:8, 12, 14  <b>WORK</b> 1:8                  3:4 4:4 7:12                  8:14, 19, 21 9:5,</p>
--	--	---	--	---

15 24:20 34:13 73:10, 15, 18 80:21 81:14 87:6, 19 97:10 100:5 102:18 146:11 157:10 161:7 189:3 194:14 196:20 253:15 257:17 265:12 274:6 283:3	<b>writing</b> 10:8 274:21 279:18 280:2, 5 <b>written</b> 196:13, 19 <b>wrong</b> 75:21 169:15 234:8 276:17 <b>wrote</b> 232:18 <b>WSCC</b> 260:1, 3	14 181:15 187:18 193:17 196:4 200:15 210:15 215:7, 20 220:19 224:11, 19 225:19 228:2, 6, 17 229:21 231:7 236:20 246:5 251:19 254:13 255:10 269:9, 19, 20		
<b>workbook</b> 196:7 <b>workbooks</b> 191:16 <b>workday</b> 80:17 <b>worked</b> 81:2 170:14 267:4 <b>workers</b> 38:14 39:17 92:14 114:6, 21 120:16 122:21 151:7 <b>workforce</b> 38:12 <b>working</b> 18:13, 20 20:21 21:1 23:4 24:11 31:13 34:4 40:16 76:6 106:15 107:16 116:14 117:4 122:2 179:4 192:2 193:14 195:7 261:3 269:6 280:19 283:2 285:5 <b>works</b> 73:21 94:19 121:19 179:10 194:17 261:14 284:5 <b>workshops</b> 40:12 <b>world</b> 133:18 <b>worry</b> 281:5 <b>worth</b> 107:8 224:21 283:4 <b>wrap</b> 155:13 260:6	< Y > <b>Yeah</b> 11:10, 13 19:16 51:7 53:17 54:17 55:2 84:20 95:10 96:14 111:5 112:21 120:15, 17 121:10 122:17 161:13 181:12, 13 215:15 221:8 225:13 236:4 239:20 240:20 254:10 263:16 278:16 <b>year</b> 25:17 26:21 31:10 32:21 33:15 35:11 36:19 40:7 41:11, 14 69:10 71:1 73:13 74:6 81:9, 16 83:13 84:11, 18 85:2, 4, 16 86:3, 11 87:15, 20 88:12, 17 89:12, 18 90:2 96:11 102:11 104:9, 11 106:3, 4, 8 107:11 110:15 112:8, 11, 15, 16 114:18 121:15 122:14 128:19 129:2 132:7, 21 133:3, 20 134:11, 14 140:15 141:20 142:21 178:7,	<b>years</b> 37:9 41:5 81:6, 14 88:18 95:11 98:8 117:5 129:1, 12 166:4 182:4, 5 189:14, 17, 20 205:6 211:8 213:16, 19, 20 219:6, 11, 13 220:6 223:10 227:18 234:3, 6, 13 241:21 256:9 269:10 <b>year's</b> 36:14 122:18 197:20 224:21 <b>yellow</b> 229:17 <b>Yep</b> 96:5 <b>yesterday</b> 34:4 229:8 <b>yield</b> 16:20 34:1 91:15 109:18 146:6 <b>yielded</b> 26:11		
		< Z > <b>Zarchin</b> 22:9, 18, 20 24:13 25:12 285:11, 14 <b>zones</b> 41:1		