

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

BOARD OF EDUCATION
BALTIMORE COUNTY

PUBLIC MEETING OF THE BOARD OF EDUCATION
BROADCAST VIA MICROSOFT TEAMS

MAY 17, 2022

Transcribed by:
CRC Salomon

<p style="text-align: right;">Page 2</p> <p>1 BOARD MEMBERS:</p> <p>2</p> <p>3 Julie C. Henn, Board Chair</p> <p>4 Rodney R. McMillion, Vice Chair</p> <p>5 Kathleen Causey</p> <p>6 Moalie S. Jose</p> <p>7 Erin R. Hager</p> <p>8 Russell T. Kuehn</p> <p>9 Lisa A. Mack</p> <p>10 John H. Offerman, Jr.</p> <p>11 Lily P. Rowe</p> <p>12 Makeda Scott</p> <p>13 Christian Thomas, Student Member</p> <p>14</p> <p>15</p> <p>16</p> <p>17</p> <p>18</p> <p>19</p> <p>20</p> <p>21</p>	<p style="text-align: right;">Page 4</p> <p>1 Lloyd Allen 61</p> <p>2 Dr. Tekemia Dorsey 64</p> <p>3 Beverly Folkoff 68</p> <p>4 Muhammad Jameel 70</p> <p>5 Erica Mah 73</p> <p>6 Sharon Saroff 76</p> <p>7 Public Comment on Board Policy 8230</p> <p>8 Bashar Pharoan 79</p> <p>9 Action Taken in Closed Session 81</p> <p>10 Report on Board Policies 81</p> <p>11 Unfinished Business - Board Policies 103</p> <p>12 Report on the Education Foundation of BCPS</p> <p>13 Mildred Charley-Greene 105</p> <p>14 Deborah Phelps 106</p> <p>15 Update on Efficiency and Effectiveness Review. . 133</p> <p>16 Board Member Comments 159</p> <p>17 Information and Agenda Setting Announcements . . 199</p> <p>18 Adjournment 199</p> <p>19</p> <p>20</p> <p>21</p>
<p style="text-align: right;">Page 3</p> <p>1 INDEX</p> <p>2 Call to Order 7</p> <p>3 Pledge of Allegiance/Silent Meditation 7</p> <p>4 Consideration of Agenda 8</p> <p>5 New Business, Personnel Matters 16</p> <p>6 New Business, Administrative Appointments 21</p> <p>7 Public Comment 25</p> <p>8 Cheryl Pasteur 28</p> <p>9 Ryan Coleman 31</p> <p>10 Halee Simons 34</p> <p>11 Jayne Lee 37</p> <p>12 Leslie Weber 39</p> <p>13 Billy Burke 41</p> <p>14 Cindy Sexton 44</p> <p>15 Bashar Pharoan 46</p> <p>16 Marlena Pearsell 48</p> <p>17 Maria Stockton-Porter 51</p> <p>18 General Public Comment 53</p> <p>19 Stephanie Foy 53</p> <p>20 Taylor Boren 56</p> <p>21 Bashar Pharoan 59</p>	<p style="text-align: right;">Page 5</p> <p>1 PROCEEDINGS</p> <p>2 CHAIRWOMAN HENN: Good afternoon. This is</p> <p>3 Chairwoman Julie Henn. I call to order the meeting</p> <p>4 of the Board of Education of Baltimore County for</p> <p>5 Tuesday, May 17, 2022. This evening's Board of</p> <p>6 Education meeting is being held in person and</p> <p>7 virtually and broadcast through Microsoft Teams Live</p> <p>8 and on BCPS TV, Comcast Xfinity Channel 73, Verizon</p> <p>9 Fios Channel 34. In order to efficiently conduct</p> <p>10 this meeting, all voting items this evening will be</p> <p>11 done by roll call vote.</p> <p>12 May I have a motion to go into closed</p> <p>13 session as permitted by the Open Meetings Act as</p> <p>14 found in the Annotated Code of Maryland General</p> <p>15 Provisions Article 3-305(b)(1) and (b)(9) to, (1),</p> <p>16 discuss the appointment, employment, assignment,</p> <p>17 promotion, discipline, demotion, compensation,</p> <p>18 removal, resignation, or performance evaluation of</p> <p>19 appointees, employees, or officials over whom it has</p> <p>20 jurisdiction, or any other personnel matter that</p> <p>21 affects one or more specific individuals; and (9),</p>

<p style="text-align: right;">Page 6</p> <p>1 conduct collective bargaining negotiations or 2 consider matters that relate to the negotiations. 3 MS. MACK: So moved, Mack. 4 CHAIRWOMAN HENN: Thank you. Is there a 5 second? 6 MS. HAGER: Second, Hager. 7 CHAIRWOMAN HENN: Thank you. May I have a 8 roll call vote, please? 9 MS. GOVER: Ms. Rowe? 10 MS. ROWE: (No audible response.) 11 MS. GOVER: Ms. Causey? 12 MS. CAUSEY: (No audible response.) 13 MS. GOVER: Ms. Mack? 14 MS. MACK: Yes. 15 MS. GOVER: Ms. Jose? 16 MS. JOSE: Yes. 17 MS. GOVER: Mr. McMillion? 18 MR. McMILLION: Yes. 19 MS. GOVER: Mr. Thomas? 20 MR. THOMAS: (No audible response.) 21 MS. GOVER: Mr. Offerman?</p>	<p style="text-align: right;">Page 8</p> <p>1 (Moment of silence.) 2 CHAIRWOMAN HENN: Thank you. You may be 3 seated. 4 Tonight's Board of Education meeting is 5 being held in person and virtually and broadcast 6 online through Microsoft Teams and through BCPS TV, 7 Comcast Xfinity Channel 73, Verizon Fios Channel 34. 8 In order to efficiently conduct this meeting, all 9 voting items this evening will be done by roll call 10 vote. 11 The first item on the agenda is the 12 consideration of the May 17 agenda. 13 Dr. Williams, are there any additions or 14 changes to tonight's agenda? 15 DR. WILLIAMS: There are no additions or 16 changes to tonight's agenda. 17 CHAIRWOMAN HENN: Thank you. Hearing none, 18 the agenda stands as presented. 19 Earlier this evening, the Board met in 20 closed session pursuant to the Open Meetings Act for 21 the following reasons, to: (1), discuss the</p>
<p style="text-align: right;">Page 7</p> <p>1 MR. OFFERMAN: Yes. 2 MS. GOVER: Ms. Scott? 3 MS. SCOTT: Yes. 4 MS. GOVER: Dr. Hager? 5 DR. HAGER: Yes. 6 MS. GOVER: Mr. Kuehn? 7 MR. KUEHN: Yes. 8 MS. GOVER: Ms. Henn? 9 CHAIRWOMAN HENN: Yes. The motion carries. 10 The first item for closed session is 11 personnel matters, and for that I call on Ms. -- 12 (Closed session.) 13 CHAIRWOMAN HENN: Good evening. This is 14 Chairwoman Julie Henn. I now call to order the 15 meeting of the Board of Education of Baltimore 16 County for Tuesday, May 17, 2022. I invite you to 17 recite the pledge of allegiance to the flag to be 18 led by Mr. Christian Thomas. We will then have a 19 moment of silence in recognition for those who have 20 served education in Baltimore County. 21 (Pledge of Allegiance.)</p>	<p style="text-align: right;">Page 9</p> <p>1 appointment, employment, assignment, promotion, 2 discipline, demotion, compensation, removal, 3 resignation, or performance evaluation of 4 appointees, employees, or officials over whom it has 5 jurisdiction, or any other personnel matter that 6 affects one or more specific individuals; and (9), 7 conduct collective bargaining negotiations or 8 consider matters that relate to the negotiations. 9 The minutes of the closed session and 10 information summary can be found on BoardDocs under 11 this Board meeting agenda date. 12 Next on the agenda is a special order of 13 business recognizing Ms. Catherine "Nora" Murray. 14 At this time, Ms. Murray will be joining us 15 virtually, and I ask Ms. Samantha Warfel to please 16 join Vice Chair Rod McMillion and Dr. Williams at 17 the front of the dais. 18 Mr. McMillion, I turn it over to you. 19 MR. McMILLION: Good evening. Resolution 20 2022-10: WHEREAS, Ms. Catherine "Nora" Murray has 21 served the students of Baltimore County Public</p>

Page 10

1 Schools with honor and distinction since 2014; and
 2 WHEREAS, Ms. Murray's dedicated leadership has made
 3 positive contributions to student leadership,
 4 service-learning, and volunteer programs and BCPS;
 5 and WHEREAS, in honor of Ms. Murray's steadfast
 6 advocacy and innovative approach to increasing
 7 participation and diversity in student leadership
 8 programs; her work to establish the new Baltimore
 9 County Junior Council for middle school students;
 10 and her efforts to implement implicit bias training
 11 for students, she was named the Maryland Association
 12 of Student Councils' Regional Advisor of the Year;
 13 and WHEREAS, Ms. Murray's collaboration with staff
 14 across schools and central offices has consistently
 15 resulted in positive outcomes for student leaders
 16 and BCPS and ensured all students have an
 17 opportunity to reach their fullest potential and can
 18 in turn empower their peers to leverage their
 19 voices; and WHEREAS, in recognition of Ms. Murray's
 20 profound and life-changing impact on student
 21 leaders, insightfulness and dedication to students

Page 11

1 to building student leadership capacity; therefore,
 2 be it RESOLVED, that the Board of Education,
 3 herewith assembled in regular session on the
 4 seventeenth day of May, in the year two thousand
 5 twenty-two, expresses to Ms. Nora Murray, on behalf
 6 of the citizens of this county, our deepest
 7 appreciation and gratitude for her service; and be
 8 it further RESOLVED, that the Board herewith extends
 9 its best wishes for her good health, happiness, and
 10 continued success.

11 CHAIRWOMAN HENN: Thank you. Fellow board
 12 members, may the Board accept the Resolution as read
 13 by Mr. McMillion?

14 May I have a second?

15 MR. THOMAS: Second, Thomas.

16 MR. McMILLION: Young lady.

17 CHAIRWOMAN HENN: All in favor? Any
 18 opposed? The Board is unanimous. Congratulations,
 19 Ms. Murray.
 20 (Applause.)
 21 CHAIRWOMAN HENN: At this time, I invite

Page 12

1 Ms. Warfel to please bring remarks on behalf of Ms.
 2 Murray.
 3 MS. WARFEL: Thank you everyone so much. I
 4 know Ms. Murray is watching virtually. And I'm so
 5 certain that she is so immensely grateful for all of
 6 your kind words, as well as appreciation and
 7 support. She was thoughtful enough to provide me
 8 with her remarks so that I could relay them on her
 9 behalf. So, I'll go ahead and do that now.
 10 So, on behalf of Ms. Murray, she says, "Good
 11 evening, Board Chair Henn, Vice Chair McMillion, Dr.
 12 Williams, and a special hello to our SBM, Mr.
 13 Thomas. I want to take a moment and thank you for
 14 the acknowledgement of this achievement." And here,
 15 she very kindly thanks me for submitting the
 16 recognition, which she requires no thanks needed at
 17 all, it was my pleasure. But she says that, "It is
 18 an honor to serve BCPS in the development of student
 19 leadership and to be recognized by the State
 20 Leadership Program, the Maryland Association of
 21 Student Councils for the work we do with our

Page 13

1 students. I believe we still have opportunities to
 2 grow by incorporating a more diverse group of
 3 leaders and seizing the opportunity to reach and
 4 engage more students. The work is never done. And
 5 we always look back to see what we can do better and
 6 engage more students. I have been blessed to work
 7 with some passionate students beginning in sixth
 8 grade who have stayed involved and today lead our
 9 students. They give so much of themselves to
 10 encourage student voice and provide outlets for
 11 students to share concerns and how to work on the
 12 issues within their buildings and at the district
 13 level. Our student leaders are passionate and
 14 dedicated to creating a safe and secure environment
 15 for all. They serve on focus groups and committees
 16 sharing student feedback and concerns. It is an
 17 honor to watch them grow, as it leads them to be
 18 productive and civically engaged in our communities.
 19 We have even started to engage students at the
 20 elementary schools, but just haven't been able to
 21 sustain the development of a full program. We look

Page 14

1 forward to one day being able to fully engage
 2 elementary school students, as representation of
 3 student voice should come from all levels. I
 4 believe all students have the ability to lead if
 5 given a chance. This recognition may have my name
 6 on it, but it is a reflection of the hard work of
 7 our students, school advisors, administrators, our
 8 Office of Family and Community Engagement, district
 9 leaders and offices who support this work. In
 10 closing, it has truly been an honor to participate
 11 in the work with our students. And I appreciate
 12 this recognition."
 13 And I just want to go ahead and add. Ms.
 14 Murray is easily the most selfless, humble,
 15 hardworking, and dedicated person I know. And I'm
 16 extremely grateful to have had the opportunity to
 17 work with her for such a long time. Anyone who
 18 knows Ms. Murray knows how much she cares. And she
 19 never has once ever, I think, put herself above
 20 students or her job in any capacity. And we are
 21 just so eternally grateful for everything that she

Page 15

1 does.
 2 So, on behalf of all the students in the
 3 Baltimore County Student Leadership programs and my
 4 peers and my colleagues, we thank Ms. Murray
 5 tremendously as well.
 6 So thank you so much.
 7 (Applause.)
 8 CHAIRWOMAN HENN: Thank you, Ms. Warfel.
 9 Give one more round of applause to Ms.
 10 Murray and congratulations to you again.
 11 MS. MURRAY: And thank you all so very
 12 much.
 13 CHAIRWOMAN HENN: Thank you. Thank you
 14 very much.
 15 MR. THOMAS: Ms. Henn.
 16 CHAIRWOMAN HENN: Yes, Mr. Thomas.
 17 MR. THOMAS: Thank you, and I'll keep this
 18 brief. I just wanted to state that I am so proud of
 19 Ms. Murray and that Ms. Murray has had such an
 20 incredible impact on so many student leaders, on so
 21 many people that are sitting in -- that have sat in

Page 16

1 this seat before me. She is one of the most amazing
 2 individuals I've met in BCPS and in my life, and she
 3 has inspired me in ways that I'm going to be
 4 immensely grateful for forever. So thank you so
 5 much, Ms. Murray, and I'm so glad that you have
 6 gotten this recognition, and I love you. Thank you.
 7 CHAIRWOMAN HENN: Thank you, Mr. Thomas.
 8 The next item on the agenda is personnel
 9 matters. And for that, I call on Ms. Anderson.
 10 MS. ANDERSON: Good evening, Chairwoman
 11 Henn, Vice Chairman McMillion, Superintendent
 12 Williams and members of the Board.
 13 I would like the Board's consent for the
 14 following personnel matters, terminations,
 15 retirements, resignations.
 16 CHAIRWOMAN HENN: Thank you. Do I have a
 17 motion to approve the personnel matters as presented
 18 in Exhibits E-1 through E-3?
 19 MS. MACK: So moved, Mack.
 20 MR. OFFERMAN: So moved, Offerman.
 21 MR. THOMAS: Second, Thomas.

Page 17

1 CHAIRWOMAN HENN: Thank you. Any
 2 discussion?
 3 May I have a roll call vote, please.
 4 MS. GOVER: Ms. Rowe?
 5 MS. ROWE: Yes.
 6 MS. GOVER: Ms. Causey?
 7 MS. CAUSEY: Abstain.
 8 MS. GOVER: Ms. Mack?
 9 MS. MACK: Yes.
 10 MS. GOVER: Ms. Jose?
 11 MS. JOSE: Yes.
 12 MS. GOVER: Mr. McMillion?
 13 MR. MCMILLION: Yes.
 14 MS. GOVER: Mr. Thomas?
 15 MR. THOMAS: Yes.
 16 MS. GOVER: Mr. Offerman?
 17 MR. OFFERMAN: Yes.
 18 MS. GOVER: Ms. Scott?
 19 MS. SCOTT: Yes.
 20 MS. GOVER: Dr. Hager?
 21 DR. HAGER: Yes.

Page 18

1 MS. GOVER: Mr. Kuehn?
 2 MR. KUEHN: Yes.
 3 MS. GOVER: Ms. Henn?
 4 CHAIRWOMAN HENN: Yes.
 5 MS. GOVER: Thank you.
 6 MS. ANDERSON: Thank you. I would further
 7 like the Board's consent for the contract renewal of
 8 the Chief Auditor.
 9 MS. JOSE: So moved.
 10 MR. THOMAS: Second, Thomas.
 11 CHAIRWOMAN HENN: There is a motion and a
 12 second. Is there any discussion?
 13 May I have a roll call vote, please?
 14 MS. GOVER: Ms. Rowe?
 15 MS. ROWE: Recused.
 16 MS. GOVER: Ms. Causey?
 17 MS. CAUSEY: Abstain.
 18 MS. GOVER: Ms. Mack?
 19 MS. MACK: Abstain.
 20 MS. GOVER: Ms. Jose?
 21 MS. JOSE: Yes.

Page 19

1 MS. GOVER: Mr. McMillion?
 2 MR. MCMILLION: Yes.
 3 MS. GOVER: Mr. Thomas?
 4 MR. THOMAS: Yes.
 5 MS. GOVER: Mr. Offerman?
 6 MR. OFFERMAN: Yes.
 7 MS. GOVER: Ms. Scott?
 8 MS. SCOTT: Yes.
 9 MS. GOVER: Dr. Hager?
 10 DR. HAGER: Yes.
 11 MS. GOVER: Mr. Kuehn?
 12 MR. KUEHN: Recused.
 13 MS. GOVER: Ms. Henn?
 14 CHAIRWOMAN HENN: Abstain.
 15 MS. GOVER: Favor is six.
 16 CHAIRWOMAN HENN: The motion fails.
 17 MS. ANDERSON: I would like the Board's
 18 consent for the contract renewal of the Assistant
 19 Chief Auditor.
 20 CHAIRWOMAN HENN: Is there a motion?
 21 MS. JOSE: So moved, Ms. Jose.

Page 20

1 MR. THOMAS: Second, Thomas.
 2 CHAIRWOMAN HENN: Thank you. Any
 3 discussion?
 4 May I have a roll call vote, please?
 5 MS. GOVER: Ms. Rowe?
 6 MS. ROWE: Yes.
 7 MS. GOVER: Ms. Causey?
 8 MS. CAUSEY: Abstain.
 9 MS. GOVER: Ms. Mack?
 10 MS. MACK: Abstain.
 11 MS. GOVER: Ms. Jose?
 12 MS. JOSE: Yes.
 13 MS. GOVER: Mr. McMillion?
 14 MR. MCMILLION: Yes.
 15 MS. GOVER: Mr. Thomas?
 16 MR. THOMAS: Yes.
 17 MS. GOVER: Mr. Offerman?
 18 MR. OFFERMAN: Yes.
 19 MS. GOVER: Ms. Scott?
 20 MS. SCOTT: Yes.
 21 MS. GOVER: Dr. Hager?

Page 21

1 DR. HAGER: Yes.
 2 MS. GOVER: Mr. Kuehn?
 3 MR. KUEHN: Abstain.
 4 MS. GOVER: Ms. Henn?
 5 CHAIRWOMAN HENN: Abstain.
 6 MS. GOVER: Favor is seven.
 7 CHAIRWOMAN HENN: Thank you. The motion
 8 carries.
 9 MS. ANDERSON: Thank you.
 10 CHAIRWOMAN HENN: Thank you, Ms. Anderson.
 11 CHAIRWOMAN HENN: The next item on the
 12 agenda is Administrative Appointments, and for that
 13 I call on Dr. Williams.
 14 DR. WILLIAMS: Madam Chair Henn, Vice Chair
 15 McMillion and members of the Board, I'm bringing
 16 forward the following administrative appointments
 17 for your approval: Principal, Halethorpe Elementary
 18 School; and Specialist, Equity, Department of Equity
 19 and Cultural Proficiency.
 20 CHAIRWOMAN HENN: Thank you.
 21 Do I have a motion to approve the

Page 22

1 administrative appointments as presented in Exhibit
 2 F-1?
 3 MR. THOMAS: So move, Thomas.
 4 MR. OFFERMAN: Second, Offerman.
 5 CHAIRWOMAN HENN: Any discussion? May I
 6 have a roll call vote?
 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: Ms. Jose?
 14 MS. JOSE: Yes.
 15 MS. GOVER: Mr. McMillion?
 16 MR. MCMILLION: Yes.
 17 MS. GOVER: Mr. Thomas?
 18 MR. THOMAS: Yes.
 19 MS. GOVER: Mr. Offerman?
 20 MR. OFFERMAN: Yes.
 21 MS. GOVER: Ms. Scott?

Page 23

1 MS. SCOTT: Yes.
 2 MS. GOVER: Dr. Hager?
 3 DR. HAGER: Yes.
 4 MS. GOVER: Mr. Kuehn?
 5 MR. KUEHN: Yes.
 6 MS. GOVER: Ms. Henn?
 7 CHAIRWOMAN HENN: Yes.
 8 MS. GOVER: Thank you.
 9 CHAIRWOMAN HENN: Thank you. The motion
 10 carries.
 11 Dr. Williams.
 12 DR. WILLIAMS: Sure. Our first appointment
 13 is Yasmeeen L. Davis from the Program Analyst of
 14 Elementary and Secondary Emergency Relief Fund in
 15 the Office of the State Superintendent of Education
 16 to Equity Specialist, Department of Equity and
 17 Cultural Proficiency. Ms. Davis will be bringing
 18 the following experience: two years as a Program
 19 Analyst in the Office of the State Superintendent of
 20 Education, also a staff specialist of Title One and
 21 project manager. She also served in the School

Page 24

1 District of Philadelphia as the program manager for
 2 school improvement grant, Special Assistant to the
 3 Deputy of the Office of Curriculum Instruction,
 4 Professional Development and various jobs such as
 5 confidential secretary, office assistant and
 6 administrative technician. She is new to Baltimore
 7 County Public Schools. So we welcome Yasmeeen L.
 8 Davis.
 9 (Applause.)
 10 DR. WILLIAMS: Our next appointment -- do
 11 we have our PowerPoint? This is a picture of
 12 Yasmeeen Davis. Let's acknowledge Ms. Davis again.
 13 (Applause.)
 14 DR. WILLIAMS: And the next appointment is
 15 Lisa M. DeDeo from Assistant Principal at Halethorpe
 16 Elementary to Principal at Halethorpe Elementary.
 17 She brings to us over 21 years of service in
 18 Baltimore County. She has served as the Assistant
 19 Principal at Halethorpe, Assistant Principal at
 20 Dogwood, and a teacher at Warren Elementary. So
 21 congratulations to Lisa M. DeDeo as the new

Page 25

1 principal -- there she is on the screen -- the new
 2 principal at Halethorpe Elementary School.
 3 (Applause.)
 4 DR. WILLIAMS: Thank you.
 5 CHAIRWOMAN HENN: Thank you, Dr. Williams.
 6 And congratulations.
 7 Our next item is public comment. And for
 8 that, I will turn it over to Vice Chair McMillion.
 9 Mr. McMillion.
 10 MR. MCMILLION: Ms. Henn, I thought that
 11 you were covering this.
 12 CHAIRWOMAN HENN: You are the listed
 13 speaker, sir.
 14 MR. THOMAS: Read my script right here.
 15 CHAIRWOMAN HENN: I'll introduce. If you'd
 16 like to introduce the speakers.
 17 MR. MCMILLION: Yes, please. Yes.
 18 CHAIRWOMAN HENN: Thank you.
 19 Our next item is Public Comment. This is
 20 one of the opportunities the Board provides to hear
 21 the views and receive the advice of community

Page 26

1 members. The members of the Board appreciate
 2 hearing from interested citizens. As appropriate,
 3 we will refer your concerns to the superintendent
 4 for follow-up by his staff. The Board of Education
 5 will conduct the public comment portion of the
 6 meeting by allowing those who registered to speak to
 7 attend in person. Registration was open to the
 8 public one week prior to tonight's Board meeting and
 9 was closed at 3:00 p.m. yesterday for anyone wishing
 10 to speak at this evening's meeting. Board practice
 11 limits to 10 the number of speakers at a regularly
 12 scheduled board meeting. Speakers are selected
 13 randomly using an electronic selection process from
 14 all registrations received within the designated
 15 time frame. Each speaker is allowed three minutes
 16 to address the Board. Of course, if fewer than 10
 17 registrations are received, all who registered will
 18 be permitted to speak. However, no speaker
 19 substitutions will be allowed. While we encourage
 20 public input on policy, programs and practices
 21 within the purview of this Board and the school

Page 27

1 system, this is not the proper forum to address
 2 specific student or employee matters or to comment
 3 on matters that do not relate to public education in
 4 Baltimore County. We encourage everyone to utilize
 5 existing dispute resolution processes as
 6 appropriate. I remind everyone that inappropriate
 7 personal remarks or other behavior that disrupts or
 8 interferes with the conduct of this meeting are out
 9 of order. I ask speakers to observe the three-
 10 minute clock which will let you know when your time
 11 is up. Please conclude your remarks when you hear
 12 the tone or see the time has expired. The
 13 microphone will be turned off at the end of your
 14 time, and it could be turned off if a speaker
 15 addresses specific student or employee matters or is
 16 commenting on matters not related to public
 17 education in Baltimore County. If not selected, the
 18 public may submit their comments to the Board
 19 members via email at BOE@BCPS.org. More information
 20 is provided on the Board's website at BCPS.org under
 21 Board of Education Participation by the Public.

Page 28

1 I now call on our advisory and stakeholder
 2 group leaders to speak.
 3 Mr. McMillion, will you please call our
 4 first speaker.
 5 MR. McMILLION: Cheryl Pasteur.
 6 CHAIRWOMAN HENN: Is your microphone on,
 7 sir?
 8 MR. McMILLION: Excuse me. I'm sorry. Ms.
 9 Cheryl Pasteur. She's with the Baltimore County
 10 Alliance of Black School Educators.
 11 MS. PASTEUR: Good evening, Dr. Williams,
 12 Ms. Henn, Mr. McMillion, Board members. I'm Cheryl
 13 Pasteur, and I'm representing the Baltimore County
 14 Alliance of Black School Educators, BCABSE. As you
 15 know, we are a local arm of a national organization
 16 comprised of active and retired educators organized
 17 to support the work of school systems to ensure that
 18 all really does mean all when it comes to the
 19 academic, social, and emotional well-being of our
 20 students.
 21 Tonight several groups have sent out the

Page 29

1 clarion call to strengthen our system in those
 2 areas. BCABSE is here tonight to offer a similar
 3 voice. We see the academic and behavioral concerns
 4 plaguing this system as well as other systems in the
 5 state and nation. I have been sent to affirm that
 6 BCABSE, some of whom are members of the groups here
 7 tonight, as well as Greek organizations, social and
 8 political clubs, churches, and because of their own
 9 personal steam and commitment is open to and ready
 10 for a full partnership on committees to inspire and
 11 do the work to make the changes needed.
 12 Dr. Zarchin, Dr. McComas, Dr. Yarbrough,
 13 Mr. Handy, reach out to us to serve on the equity
 14 committee, to support students in our AP programs,
 15 particularly the African American AP pilot, the
 16 Woodlawn High School Distance Learning Pilot, the
 17 safety management pilot, call on us to join the
 18 NAACP and others to process and activate ways to
 19 attract more African American, Latino and Asian
 20 teachers and administrators, people who will be
 21 strong role models and practitioners for all

Page 30

1 students. Call on us in every way to support
 2 students with their organizations. There were
 3 BCABSE members on the NAACP's joint branch
 4 committee, which supported one of the middle schools
 5 with their clubs. We are ready to work with the
 6 Parent University to offer some continuous supports
 7 for parents. For we -- our parents and grandparents
 8 as well. We are ready with your guidance and
 9 transparency to be a part of making excellence
 10 happen. Make no mistake, that when all really
 11 happens, for all, everyone flourishes. We admit
 12 that we have not been all we can, should and need to
 13 be. Whether active in the system or retired, our
 14 sleeves are rolled up and ready to do the work. Our
 15 children, all of them matter.

16 Reach out and let us know where and how we
 17 may assist and partner. This, I, am your invite to
 18 access our skills, energy and resolve to be a part
 19 of the solution. Thank you.

20 MR. McMILLION: Thank you, Ms. Pasteur.
 21 CHAIRWOMAN HENN: Thank you.

Page 31

1 MR. McMILLION: Next is Ryan Coleman, the
 2 National Association for the Advancement of Colored
 3 People, the Randallstown Chapter.
 4 Mr. Coleman.
 5 MR. COLEMAN: Good evening. Good evening.
 6 It's weird to be next to Cheryl Pasteur in the
 7 audience. I had to get used to that.
 8 Good evening, Chair Henn, Vice Chair
 9 McMillion, Dr. Williams and the rest of the School
 10 Board members.
 11 Tonight we held a -- we rally to urge the
 12 School Board to focus on the following: equity,
 13 safety school learning environments, and increasing
 14 the academic achievement of minority and less
 15 affluent white students.
 16 I would like to emphasize two important
 17 points: Equity. The Equity Committee July 2020
 18 report states, and I quote, "These data demonstrate
 19 persistent systematic and inequalities in student
 20 outcomes across many measures. The Equity Committee
 21 will use these data to identify relevant policies

Page 32

1 and methods by which these policies may be leveraged
 2 to address these inequities." Has the School Board
 3 focused on strategies of interrupting these
 4 predictable patterns of inequality? For example,
 5 the magnet programs in African American schools and
 6 less affluent white schools are actually a total
 7 failure. These magnet school programs do not
 8 receive the same resources nor have the same student
 9 outcomes as whole school magnets.

10 Number two, academic achievement. The
 11 Equity Committee July 2020 report states, and I
 12 quote, "Across all school levels: elementary,
 13 middle, and high school rates of students achieving
 14 establishments marked on academic achievement
 15 measures were notably lower for the following
 16 student groups: black, Hispanic, students eligible
 17 for free and reduced lunch, English learners,
 18 students on farms and special education services."
 19 Dr. Darryl Williams stated, and I quote, "Our
 20 academic performance data demonstrates clear trends.
 21 Our gaps in performance have been persistent over

Page 33

1 many years and are primarily based on race." Such
 2 an admission from the Baltimore County School Board
 3 and the Superintendent raises concerns that the
 4 Baltimore County Public Schools has received federal
 5 funds in violation of Title VI of the Civil Rights
 6 Act of 1964, which declares that, "No person in the
 7 United States shall, on the grounds of race, color,
 8 or national origin, be excluded from participation,
 9 be denied the benefits, be subjected to
 10 discrimination under any program or activity
 11 receiving federal funds."
 12 I implore the School Board to come up with
 13 actions and measurable objectives associated with
 14 interrupting these predictable patterns of
 15 inequality and increasing the student outcomes of
 16 minority students. George Washington Carver stated,
 17 "Education, in the broadest or truest sense, will
 18 make an individual seek to help all people,
 19 regardless of race, regardless of color, and
 20 regardless of condition." Thank you.
 21 MR. McMILLION: Thank you, Mr. Coleman.

Page 34

1 Next is Halee Simons, a Baltimore County
 2 Public School student.
 3 Ms. Simons. Good evening.
 4 MS. SIMONS: Good evening.
 5 Good evening. Can you hear me? Yes.
 6 Okay. Good evening, Superintendent Williams and
 7 esteemed members. My name is Halee Simons. I am 15
 8 years old. I am the CEO of HalSi Enterprises. I'm
 9 a sophomore at Chesapeake High School, and I've been
 10 advocating for urban youth and into the sport of
 11 triathlon for eight years now. I'm also the youth
 12 president of the NAACP Randallstown Youth Council of
 13 Baltimore County. I'm honored to have the
 14 opportunity to share concerns as a student and be a
 15 voice of the voiceless.
 16 Today, I want to talk about equity and
 17 fairness for students. I have a disability, my
 18 disability stems from my eyes. During my freshman
 19 year, I wore glasses. During my spring semester, my
 20 vision started to worsen, meaning I started to have
 21 double vision, my left eye was imperfectly oval and

Page 35

1 it started to affect my grades. While the midst of
 2 all this, I realized I had processing concerns that
 3 affected my education in understanding content. At
 4 the start of fourth quarter, during the spring
 5 semester, I shared concerns to my mother of what was
 6 going on and the process of correcting my vision
 7 began, while trying to find solutions to acquire
 8 assistance from the school. And a 504 was put in
 9 place temporarily that would complete the school
 10 year. I successfully completed my ninth-grade year
 11 with the assistance of my 504 put in place.
 12 Fast forward one year later, I want to
 13 share my reflection with you on how things were as a
 14 sophomore. This reflection was at the request of my
 15 AP teacher to all my students -- to all of the
 16 students. My goal was to be honest and transparent.
 17 After my teacher read my reflection, he pulled me
 18 out of class. He felt offended of my honesty, and I
 19 think he felt offended due to his guilt of being one
 20 of the teachers that did not implement my 504 Plan.
 21 Since the beginning of the school year, each

Page 36

1 quarter, I have advocated and asked for assistance
 2 of my 504 in accommodations in the classroom
 3 setting. It fell on deaf ears.
 4 In closing, I come to you today advocating
 5 for equity of fairness for all students, including
 6 myself. I have done all years as a sophomore at
 7 Chesapeake High School. However, it is with great
 8 hope that advocacy for change does not fall on deaf
 9 ears or you collectively turn a blind eye for change
 10 as teachers in the educational leadership at my
 11 school.
 12 As a student, I hope this is the last time
 13 I feel defeated in my educational process since no
 14 one was able to assist me. All students deserve
 15 better than what we students have been experiencing
 16 this academic school year.
 17 Thank you.
 18 (Applause.)
 19 MR. McMILLION: Thank you, young lady.
 20 Ms. Jayne Lee with the PTA Council of
 21 Baltimore County. Good evening.

Page 37

1 MS. LEE: Good evening. You all probably
 2 don't even remember who I am anymore. This is my
 3 first live meeting or gathering with more than eight
 4 people in it in two years. My last one was the
 5 National PTA legislative conference which ended on
 6 March 10, 2020. And after that, I've been locked in
 7 solitude for two years because of some personal
 8 issues with health.
 9 I came today as it was important to me to
 10 introduce you to Leslie Weber, who will be after my
 11 five years, now taking over the reins as president
 12 of the PTA Council of Baltimore County, and to tell
 13 you that I am leaving PTA Council in a way better
 14 shape than when I first started, especially under
 15 her leadership.
 16 PTA has had as hard a time as all the other
 17 parents out there over the last two years. We have
 18 spent this last year restarting many PTAs that were
 19 dormant and we had to do so at a time where PTA in
 20 the State of Maryland had its own issues with the
 21 national organization sweeping in and pulling the

Page 38

1 charter of our state unit. I am happy to report
 2 that we now have a new Free State PTA, it is fully
 3 functional, it is operational, and I am serving as
 4 the secretary.
 5 Twenty some years ago when I first started
 6 with PTA, I said there would be two positions I
 7 would never take, one was president because I'm too
 8 opinionated and I don't want to have to preside, and
 9 the other was secretary because I'm too opinionated
 10 in taking notes and didn't give me the opportunity
 11 to speak up but now I'm fulfilling that as well.
 12 PTA is coming back. PTA is strong. And
 13 Leslie will lead us on. I will not be here next
 14 month, so hopefully Leslie will come and speak on
 15 our behalf because my first large group gathering
 16 will be next month when we go to Washington and have
 17 our legislative conference, followed by the 125th
 18 Anniversary PTA convention -- National Convention,
 19 which will be held at National Harbor. And as an
 20 officer of the new Free State PTA board of
 21 directors, we will play host to the convention. The

Page 39

1 Free State PTA will be holding its second convention
 2 this July and that will be virtual, so hopefully you
 3 can all sign up and attend. It's open to anybody.
 4 You don't have to be a member, but we would like for
 5 you to join to show your solidarity with our
 6 parents. And Leslie will be pushing for advocacy, as
 7 we all do, equity, diversity and inclusion. Because
 8 as Ryan said, that's important to all of our
 9 children. A child who's not in a healthy and safe
 10 environment cannot learn. And that means, the
 11 health meaning both physical, emotional, and the
 12 building. We need safe and healthy buildings that
 13 are not falling down and sinking into mud.
 14 Leslie.
 15 MS. WEBER: Real quick because I've got
 16 less than 20 seconds. I want to thank Jayne for her
 17 leadership. She's been amazing. And luckily, she's
 18 staying on as vice president for leadership. So I'm
 19 very grateful for that. So we look forward to
 20 partnering with BCPS Board of Ed, Dr. Williams, on
 21 safety initiatives, academic achievement, everything

Page 40

1 and bringing more PTAs on board. Thank you.
 2 (Applause.)
 3 MR. McMILLION: Thank you very much.
 4 I've been informed that we're having an
 5 issue with the live stream. So we're going to
 6 recess the meeting five minutes until we hopefully
 7 fix this and then we'll resume. Five minutes. It's
 8 7:55. At 8:00 we'll resume, hopefully. Thank you.
 9 (In Recess.)
 10 MR. McMILLION: Can I have your attention,
 11 please? We're going to prepare to resume shortly,
 12 very shortly.
 13 I regret to inform the public that we are
 14 still having technical difficulties or issues with
 15 the BCPS TV live stream. As Ms. Henn stated at the
 16 outset of our meeting, the public is still able to
 17 view the meeting virtually through Microsoft Teams.
 18 You can also view the meeting through BoardDocs. We
 19 appreciate your patience as staff works to resolve
 20 this issue and we remain committed to our viewing
 21 public.

Page 41

1 We'll return to the public comments.
 2 Mr. Billy Burke, Counsel of Administrative
 3 and Supervisory Employees, CASE. Mr. Burke, please.
 4 MR. BURKE: Good evening, Chairwoman Mrs.
 5 Henn, Vice Chair Mr. McMillion, Superintendent Dr.
 6 Williams, and members of the Board. Thank you for
 7 the opportunity to speak with you on behalf of the
 8 members of CASE.
 9 I'd like to speak tonight on two areas of
 10 concern. The first is compensation. The 3 percent
 11 mid-year COLA proposed in the county executives'
 12 budget fall short of the 4 percent presented in the
 13 budget approved by the Board. It effectively works
 14 out to be a 1.5 percent COLA for the entire year.
 15 With inflation projected between 6 and 8 percent, it
 16 is likely that CASE members will take home less pay
 17 next year than this year. CASE strongly recommends
 18 that the Board look at using the unspent salary
 19 funds created from the staffing shortages to fund an
 20 increased COLA for all represented staff. Honestly,
 21 I think it's time to rethink the negotiations and

Page 42

1 budget approval process. I had been involved in the
 2 development of the budget for 10 years. This is the
 3 first year I've heard the term "spending
 4 affordability limits." I think there is an
 5 opportunity for the CE, the county council, the
 6 Board and the superintendent staff to set better
 7 parameters in the development of a budget so
 8 negotiations are productive. The union spent over
 9 five months making tentative agreements with the
 10 Board, only to have them unfunded. The budget
 11 proposal and negotiation processes are broken in
 12 process and timeline.

13 The second area of concern is using central
 14 office staff to cover the staffing shortages in
 15 classrooms. CASE employees understand the need for
 16 safe coverage and are willing to do their part.
 17 This solution must be a short-term solution. We
 18 can't go into next year with this being the same
 19 solution. Staff are essentially working two jobs
 20 and getting paid for one, and they are at their
 21 breaking points. The design and implementation of

Page 43

1 the school day must be reimaged to meet the
 2 staffing shortage needs. It cannot fall on the
 3 backs of teachers, administrators and central office
 4 personnel.

5 Let me illustrate the impact on one
 6 position. Let's say I'm a pupil personnel worker or
 7 a PPW. On Friday, I was told to cancel all my
 8 appointments and substitute in a school. I've never
 9 been a teacher and I don't really know how to do
 10 that, or I've never been a secretary and I don't
 11 know how to do that. I have rescheduled all my
 12 student parents' attendance conferences, delaying
 13 getting those students back in school with a plan.
 14 I contacted the local hospital or mental health
 15 facility and rescheduled my student intake meetings,
 16 delaying those students getting back into schools
 17 with a plan. I had a court appearance scheduled, so
 18 I nervously told my supervisor I can't substitute
 19 today. I want to put my job on hold to help. But I
 20 can't because I love my job and the impact it makes.
 21 And so I do two jobs. I could give you the same

Page 44

1 story for any other central office job being asked
 2 to cover.

3 Thank you for your time.

4 MR. McMILLION: Thank you.

5 Ms. Cindy Sexton, Teachers Association of
 6 Baltimore County.

7 MS. SEXTON: Good evening, Chairwoman Henn,
 8 Vice Chair McMillion, Dr. Williams and members of
 9 the Board.

10 At my very first Board of Ed meeting, I had
 11 the same message I'm going to give tonight, properly
 12 staffed schools increase academic achievement,
 13 reduce discipline concerns and increase educator
 14 retention. My message hasn't changed. I hope you
 15 heard the speakers outside around safety and
 16 discipline concerns. And I know the academic
 17 concerns for our students are paramount, as is their
 18 mental health and social emotional needs. But we
 19 can't fix any of this if we don't have educators in
 20 our schools.

21 As you have heard me say many times, we are

Page 45

1 losing our educators, and there are very few waiting
 2 in the wings to take their places. I hear from my
 3 counterparts and other counties about generous
 4 compensation packages, COLAs and Steps. And during
 5 the budget season, I asked this Board to put forth a
 6 bold budget and you did, and I thank you for that.
 7 Now this Board has the ability to make sure the
 8 funds from that budget go to the people.

9 I will again bring up the motion that
 10 passed unanimously on February 22nd to prioritize
 11 the increase in compensation for employees. This
 12 has been an extraordinarily challenging year. There
 13 is no question about that. But what do we do now
 14 with this budget that will determine if we face
 15 these same challenges at the same magnitude next
 16 year. We can't fix it all, and some fixes will take
 17 time. But compensating our educators now is the one
 18 thing we can do that will have an immediate impact
 19 on staffing and educator retention.

20 Our students are what we are here for.
 21 Let's do right by them and make sure they have the

Page 46

1 human support and resources they need. Give our
 2 educators the compensation they deserve. Thank you.
 3 MR. McMILLION: Thank you.
 4 Dr. Bashar Pharoan, Central Area
 5 Educational Advisory Council. Good evening.
 6 DR. PHAROAN: Good evening to all. Thank
 7 you for the opportunity.
 8 I would like to report to you our latest
 9 presentation on May 11th. We had an excellent
 10 presentation. I have special thanks to Dr. Mary
 11 McComas and Mr. Jeffrey Holmes for their informative
 12 and professional presentation. Also, special thanks
 13 to my active members, who has moderated the session,
 14 Leanne Dickens, Elissa Alonso and Emmanuel Henson.
 15 I, as the Chair, I have been assigning moderation
 16 tasks to my active members and we are really
 17 functioning as a team.
 18 In that presentation, I asked our student
 19 member Logan Tye (phonetic) to prepare students'
 20 perspective so this way it's not really just
 21 presentation by the staff of the school system. And

Page 47

1 Logan has done very well. He reported the negative
 2 effects on COVID on students' learning. He reported
 3 that the transition back into full school has been
 4 difficult for many students, and he reported that
 5 students should really feel grades are a way to
 6 track the growth and development. And when teachers
 7 gave low grades, he felt that the teachers should be
 8 much more supportive. Last but not least, he felt
 9 that when coming out of the COVID restrictions and
 10 into open school, it was really more about getting
 11 the grades and less about learning. And I,
 12 honestly, personally, I felt the same way, you know,
 13 in relation to that issue. I knew when I
 14 interviewed our student member before selecting him
 15 for membership that he has the quality. And I have
 16 interviewed every new member for our council and has
 17 really worked for us in order to make sure that the
 18 new members know the duties that they need.
 19 So in that, I invite you for our next
 20 presentation, and I really truly invite the public
 21 out there, on June 1st, which is a Wednesday, it's

Page 48

1 going to be an open town hall meeting. We are
 2 inviting all the parents, the teachers, the students
 3 to come in and to Zoom with us and tell us what's
 4 good about the school system. And if there is any
 5 critique, also to report and we will send you the
 6 information because we work for you.
 7 Thank you again. And God bless you.
 8 MR. McMILLION: Thank you. Ms. Marlana
 9 Pearsell, the Southwest Area Educational Advisory
 10 Council. Good evening.
 11 MS. PEARSELL: Good evening. Okay, here we
 12 go.
 13 Good evening, Madam Chair Henn, Vice
 14 Chairman Mr. McMillion, Superintendent Williams and
 15 all on the dais tonight.
 16 For the record, my name is Marlana
 17 Pearsell. I'm the chair of the Southwest Area
 18 Education Advisory Council. That includes Arbutus,
 19 Lansdowne, Catonsville area, Woodlawn, Windsor
 20 Mills, Gwynn Oak, just to name a few.
 21 Tonight, I would like to use my time to

Page 49

1 show the love verbally to our BCPS faculty and
 2 staff. I would like to encourage the Board
 3 specifically to consider our teachers in our ESP, in
 4 their workload, in the COLA, and the staffing needs.
 5 Teachers, how many times have you had to
 6 cover a class this month? How many times? I don't
 7 know. But I'm sure it's more than I can count. How
 8 would it impact your students if you had even less
 9 planning time? How would your work life balance
 10 suffer if you have more nonprofessional duties?
 11 What meetings did you think was unnecessary and
 12 instead could be used to close the learning gap?
 13 How many IEP documents did you complete and it took
 14 twice as long as needed because you want it to be
 15 detailed as possible? How many recommendations for
 16 college, summer camps and even private schools that
 17 you completed as a last-minute favor? What reading
 18 groups, what math groups got less time due to maybe
 19 some discipline issues or a meltdown that a student
 20 occurred earlier? Which did you choose, lunch, or
 21 did you choose copying or making a slide deck? How

Page 50

1 many emails, phone calls, check-ins, behavior
 2 charts, text messages, ClassDojo, Schoology messages
 3 did you send home this week, and today's only
 4 Tuesday? I know they're countless. I'm not going
 5 to ask you what items you purchased for my child.
 6 I'm going to ask you to save your receipts for your
 7 taxes. I would like not to know that your children,
 8 your own children went to bed hungry because I know
 9 mine did not because you gave them the lunch and
 10 even a snack.

11 My point is, we see you. We know that this
 12 job that you do is demanding and countless, maybe
 13 even many people don't give you the thanks that you
 14 need. You show up each and every day and over and
 15 over again. So we thank you for your creativeness,
 16 your flexibility, your compassionate, your
 17 resourcefulness, your selflessness and your
 18 patience. This school is winding down -- this
 19 school year is winding down. And we just want to
 20 say thank you, thank you for your flexibility as it
 21 changes occurred due to COVID. Hats off to you for

Page 51

1 your stamina that you have shown because of your
 2 commitment to the students still have an opportunity
 3 to use this time for academic growth. Thank you for
 4 your mindful and skills that keep our schools
 5 engaged, student and teacher relationships that you
 6 have built, that takes priority and attention of
 7 support that has arranged.

8 So, here's to you. We thank you. You have
 9 a month to go. We are here for you and we are very
 10 grateful.

11 MR. McMILLION: Thank you.
 12 Ms. Maria Stockton-Porter, Educational
 13 Support Professionals of Baltimore County. Good
 14 evening.

15 MS. STOCKTON-PORTER: Good evening. My
 16 name is Maria Stockton-Porter, a residency
 17 investigator who serves as an Educational Support
 18 Professional with Baltimore County and also a board
 19 director member with the union.

20 And I am speaking this evening on behalf of
 21 Jeannette Young, our ESPBC president and the

Page 52

1 members. I'm positive you saw us outside of the
 2 window tonight. And we are educators from a variety
 3 of positions asking you to work with us to remedy
 4 the staffing crisis that is harming the students,
 5 staff and our communities. As a residency
 6 investigator, I support students and families in
 7 their endeavors to obtain a quality education with
 8 BCPS. I am only one of five in the county who
 9 assists students with shared domiciles and
 10 confirming residencies for 34 schools, which is
 11 comprised of 1/5 or approximately over 22,000 of the
 12 111,000 students needing support from just my office
 13 every year. By the way, the summers are really
 14 crazy. I strive always to continue to do my job
 15 with integrity and excellence when processing
 16 student enrollments, covering staff shortages in the
 17 front office and in the classrooms across the
 18 county. While I do not mind pitching in, because we
 19 all are here for the students, the constant staffing
 20 shortages is an added stress on an already taxed
 21 staff. When we hear employees who have been in a

Page 53

1 system for 10 or more years, that are only worth 2
 2 cents an hour, it's beyond disheartening.

3 I watched the county executive present his
 4 budget only affording steps in a 3 percent in
 5 January. This means that almost 40 percent of the
 6 ESPBC bargaining unit would receive no increase
 7 until January 2023. You say that people are the
 8 most important investment in your operating budget.
 9 Is that still true? Is that still true?

10 Today I employ you to show the ESPBC
 11 members that we are worth more than 2 percent.
 12 Thank you for your time.

13 MR. McMILLION: Thank you.
 14 (Applause.)
 15 That concludes the stakeholder's groups.
 16 We move on to General Public Comment. Ms.
 17 Stephanie Foy. Good evening.

18 MS. FOY: Good evening. She's back. You
 19 may remember that I'm Stephanie Foy and I was a BCPS
 20 teacher for 31 years, retiring in 2014. I'm also a
 21 member of the TABCO retired steering committee. And

Page 54

1 you will remember that I spoke to you on March 8th
 2 about the incorrect insurance amounts being taken
 3 from the Maryland State pensions of BCPS retirees
 4 due to the November 2020 ransomware attack.
 5 A lot has been done in the last two months,
 6 and most of it has been poorly executed. A letter
 7 was sent to retirees on February 25th saying the
 8 problem would be resolved by May 1st. A second
 9 letter was sent on March 18th, many of which were
 10 improperly addressed. Mine was addressed to my
 11 adult daughter, and which had links that it said you
 12 could click on to get more information. News flash,
 13 links on a piece of paper can't be clicked.
 14 On April 29th, BCPS 2022 benefits coverage
 15 forms with monthly deductions were mailed to
 16 retirees to meet the May 1st deadline. Some people
 17 even received checks with no explanation for as much
 18 as \$8,000. The phone started ringing off the hooks
 19 here at Greenwood because the majority of the forms
 20 were incorrect. Mine has every single premium for
 21 my four insurance choices wrong. There were not

Page 55

1 enough employees to answer the phones, so workers
 2 from other departments were called in to help. It
 3 was apparent that these people could not answer the
 4 retirees' questions. And so a form was developed
 5 that we are supposed to complete and return to
 6 correct our deductions. I called this morning, and
 7 I was told that I would receive my form by email,
 8 which I did. And here it is. Others have received
 9 recordings to call back at another time.
 10 And herein lies the real problem. We
 11 cannot provide the correct premium amounts on this
 12 form because no document has ever been provided that
 13 lists all the rates for the insurances that retirees
 14 may purchase. Here (indicating) is what has been
 15 sent to us since October last year. And I challenge
 16 you to find the insurance premiums for all the
 17 insurances. And don't tell me that they're on the
 18 website because not all retirees have the ability to
 19 go on the website, not to mention the fact that the
 20 ransomware attack occurred in 2020. So we also need
 21 a list of premiums for 2021 to calculate what we are

Page 56

1 owed or what we owe BCPS.
 2 We have been asking for this since the
 3 first meeting with Dr. Yarbrough on February 18th.
 4 Where is the list? Why are you asking us to do the
 5 work that the employees here should have done
 6 correctly in the first place by filling out these
 7 forms? I gave you 31 years of service. When is
 8 this problem going to be resolved?
 9 MR. McMILLION: Thank you, Ms. Foy. Thank
 10 you.
 11 Taylor Burrell (sic). Taylor. I'm sorry.
 12 Boren.
 13 MS. BOREN: Good evening.
 14 MR. McMILLION: Good evening.
 15 MS. BOREN: Good evening. I'm Taylor
 16 Boren. I am a seventh-year art teacher at Logan
 17 Elementary. Our school has approximately 479
 18 students in grades K through 5, and I teach all of
 19 them every week.
 20 I want to tell you first about a few of the
 21 great things happening in my classroom right now.

Page 57

1 My first graders are designing their dream
 2 playgrounds using cut paper. Students are building
 3 their fine motor skills, problem solving as they cut
 4 and layer shapes and using descriptive language to
 5 explain the parts of their playgrounds.
 6 My second graders are so excited to be using
 7 clay. They've observed vessels from different times
 8 and places and made comparisons between them. Now
 9 they're building their own special vessels and
 10 cannot wait to try them out when they're glazed and
 11 fired.
 12 Finally, I am so proud of my fifth graders
 13 for their independence and thoughtfulness as they
 14 began a final self-directed project for the year.
 15 They wrote proposals, developed a calendar with
 16 checkpoints, and last Friday began working on
 17 projects ranging from clay self-portraits to
 18 imagined landscapes.
 19 Getting to know my students and helping
 20 them find meaning in their artwork are the reasons I
 21 do this job. However, those are silver linings to a

Page 58

1 job that can otherwise be crushing. COVID cases are
 2 up, more and more teachers are out sick, and there
 3 are still no subs.
 4 Conservatively, I have put in about 300
 5 hours of unpaid labor this year. I arrive at work
 6 around 7:30 a.m., about an hour and a half before
 7 the bell rings. During that time, I'm usually
 8 prepping materials for the day. Last week, I cut 75
 9 pounds of clay into about 100 individual student
 10 portions. I made precut shapes and stencils for my
 11 Bell students and laminated reference photos. And
 12 I'm not just at work early. I usually stay after
 13 school for a couple of hours each week to display my
 14 students' artwork in the hallways.
 15 Calculated at our hourly rate, my unpaid
 16 labor this year alone equates to about \$10,000 in
 17 lost wages. I am here tonight because the public
 18 education system is built on unpaid educator
 19 overtime. Overtime that I work because I care about
 20 my students and believe deeply in the value of a
 21 strong arts education. I take pride in my work, and

Page 59

1 it's time for BCPS to stop taking advantage of my
 2 labor. With educator shortages, sub shortages,
 3 higher cost of living and ripple effects of the
 4 pandemic, the moment is now. I need BCPS to rise to
 5 the occasion. I need you to fund my COLA in July,
 6 not January. I need the value of my work to be
 7 reflected in my pay.
 8 (Applause.)
 9 MR. McMILLION: Thank you.
 10 Dr. Bash Pharoan.
 11 MR. McMILLION: Good evening again.
 12 DR. PHAROAN: Good evening. I'm back, I
 13 guess. We always start with pledge of allegiance
 14 with liberty and justice for all. I love those
 15 special words. They attracted me to leave
 16 everything behind and be who I am today. Perhaps
 17 bothering you every two weeks speaking to you. All
 18 men are created equal, that they are endowed by
 19 their Creator with certain unalienable rights. What
 20 beautiful words they are. But look around us. We
 21 have so much violence in the school, around the

Page 60

1 school, out in the public. I don't think that
 2 really matches those beautiful words I mentioned to
 3 you. Words must mean something. They must be
 4 implemented. They should mean what they mean.
 5 The question is, what does the education
 6 system is doing about that? To me, the question is,
 7 does administration has fair representation of the
 8 mosaic of Baltimore County? I really don't think
 9 so. Does the Board represent the variety of people
 10 Baltimore County? To a good degree, but there is
 11 in improvement. Are there enough counselors in the
 12 school system to pick up mental issues, support, et
 13 cetera? I don't think so. Is the school system
 14 able to pick up hateful tendencies and implement
 15 intervention before? I really don't think so.
 16 I know teaching hate or love starts at
 17 home. But I think the school system can do
 18 something good about it. We can't let it go. The
 19 school system can teach ethics, values. Do we have
 20 an ethics program in elementary school, teaching
 21 kids right from wrong, middle school, high school?

Page 61

1 I don't think so. I have been sitting here 25 years
 2 and never really saw that. Do we follow our
 3 students and see whether they became good citizens
 4 or bad citizens, or do we just stick to grades like
 5 my student member of the central area said? GM
 6 follows their automobile production to the end.
 7 Boeing does the same thing. When we graduate
 8 people, we don't really follow them.
 9 MR. McMILLION: Thank you.
 10 Lloyd Allen. Good evening.
 11 MR. ALLEN: Good evening. And
 12 congratulations on demonstrating responsiveness and
 13 flexibility, which you can only do if something goes
 14 wrong during your observation. I thought it was in
 15 March 2021 with hybrid teaching.
 16 So good evening. Thank you, Chair Henn,
 17 Vice Chair McMillion, Dr. Williams and members of
 18 the Board. My name is Lloyd Allen, and I'm a 23-
 19 year veteran teacher in Baltimore County Public
 20 Schools. Tonight, my topic is applications of
 21 growth mindset. My first year teaching, I didn't

Page 62

1 know what I didn't know. My second year teaching, I
 2 knew what I was doing wrong but I couldn't figure
 3 out how to fix it. Every lesson I saw and felt
 4 pedagogical mistakes. But even when I saw the
 5 mistakes coming, I could not fix them in time. I
 6 think it was around my third year of teaching that I
 7 started to teach fluently.

8 During that second year teaching, the year
 9 that I started to recognize my pedagogical mistakes,
 10 my first observation lesson was on systems of
 11 equations. Kevin and Sharon observed my lesson
 12 carefully aligned to the course indicators and the
 13 county timeline. The problem was my students
 14 couldn't yet solve single equations. So systems of
 15 equations with two equations were out of their
 16 grasp. Kevin told me, Lloyd, you were a train on
 17 the tracks and your students were still at the
 18 station. The awful thing is I knew that during the
 19 lesson. I had given my students a warm-up that
 20 carefully measured that they did not have the
 21 prerequisite skills. I knew that I should collect

Page 63

1 formative assessment data about what my students
 2 knew, but I did not have the chops to actually use
 3 that data to guide my instruction. After having a
 4 thorough verbal debrief on the lesson, Kevin taught
 5 me a golf term, he gave me a mulligan on the lesson,
 6 allowing me to take this verbal feedback,
 7 internalize it and try again, without recording it
 8 on the scorecard. Since that lesson in October of
 9 2000, I have continued to strive to keep my students
 10 on the train and not to leave them at the station.
 11 If my students aren't learning, then I am not a
 12 teacher. I internalize the feedback and my second
 13 shot at the lesson was satisfactory, the best that
 14 we could get at that time.

15 Kevin was modeling the growth mindset
 16 before it was cool. And moreover, he was applying
 17 it to teacher evaluation. This was 13 years before
 18 Marzano and Toth wrote teacher evaluation that makes
 19 a difference. He didn't form a fixed mindset
 20 opinion that I must be a bad teacher just because he
 21 had witnessed a bad lesson. He didn't target me for

Page 64

1 dismissal. He essentially said that I needed more
 2 cooking. He gave me feedback and asked me to grow.

3 When I hear about teachers being targeted
 4 and then dismissed, it makes me wonder the extent to
 5 which our system is modeling a growth mindset. We
 6 need to properly support and then retain our brand-
 7 new teachers. New teachers need a lot of support,
 8 content and community, pedagogy and practical
 9 matters. I'm asking you to ensure that those
 10 supports are in place. We also need to ensure that
 11 the salary scale financially attracts novice
 12 teachers to our system over other districts and that
 13 the salary scale keeps all of us here. A budget is
 14 a moral document that demonstrates the extent to
 15 which you value and prioritize us. I'll now model a
 16 growth mindset by expecting a proposed budget (time
 17 expired.)

18 (Applause.)

19 MR. McMILLION: Thank you.

20 Dr. Tekemia Dorsey. Good evening.

21 DR. DORSEY: Good evening.

Page 65

1 Good evening, Dr. Williams, and esteemed
 2 Board members. My name is Dr. Tekemia Dorsey, I'm a
 3 30-year educator, had the opportunity to work in
 4 Harford County, also as well as a consultant. I've
 5 worked K-12, higher ed, even with doctoral learners
 6 to help them to become doctoral holders.

7 I come here today to share feedback that I
 8 hope that will not fall on deaf ear and you will not
 9 turn a blind eye to. If we're familiar with Cooley
 10 High, that was a very popular movie back in the '80s
 11 and '90s.

12 So Dr. Williams, I would like to start with
 13 you. I would love for you to get jiggy with it in
 14 your last term. And what do I mean by that, Dr.
 15 Williams? I mean, we're looking for -- there are a
 16 lot of things that we've heard outside today, as
 17 well as internal. In your last year of your term,
 18 even if you are to be reappointed or reelected, I'm
 19 going to ask you to get your hands dirty a little
 20 bit. And what do I mean by that? I'm asking you to
 21 take on the tough topics, put politics aside, and

Page 66

1 really to understand what's happening on the front
 2 line and not just on higher ed level. I want you to
 3 be willing more to go to bat for the voiceless, not
 4 for the people who actually have the voice, hold
 5 educational leadership more accountable than they're
 6 being held today. I'm asking you to develop a
 7 stronger relationship with the frontline workers,
 8 not the people that work for you but for those you
 9 work for, which are the youth. We're asking you to
 10 go back through your office of constituent
 11 engagement and help to allow community partnerships
 12 to actually partner with schools and not to run into
 13 red tape when they're working with educational
 14 leaders inside the school to bring solutions to help
 15 close the disparity gaps. It's a tough road, Dr.
 16 Williams. And businesses are being stopped at the
 17 front door, while educational leaders are screaming
 18 for help.

19 Now I turn to the Board. I had the
 20 opportunity to read the article in a newspaper, and
 21 I will be -- I'll be honest, it was disheartening.

Page 67

1 It was hard and disheartening to read the dirty
 2 laundry aired to the public because I lost faith as
 3 a constituent, as a coach and as a parent. Strife,
 4 disrespect, tired, fired up, overwhelmed, sick and
 5 tired, enough in this is enough. As a parent, I'm
 6 going through the same thing, but every day I get up
 7 and fight.

8 While you still hold the position of Board
 9 members, I'm going to ask you to unite. Because at
 10 the end of the day, you and Dr. Williams are the
 11 ones that we have to turn to for positive change.
 12 And if we can't have faith in you holding that
 13 position, then our educational system is in trouble.
 14 You have the opportunity and the power to come
 15 together to close the gap, to reach back not through
 16 just school policy but things with the people and
 17 the community. You have the empowerment with the
 18 community.

19 MR. McMILLION: Thank you.
 20 DR. DORSEY: So I'm just asking you, do the
 21 right thing in the time that you have whether you

Page 68

1 like what you're doing or not.
 2 MR. McMILLION: Please. Thank you.
 3 Beverly Folkoff. Good evening.
 4 MS. FOLKOFF: Good evening. My name is
 5 Beverly Folkoff. I'm a self-contained special
 6 education teacher at Relay Elementary School. And I
 7 have been a special ed teacher in this county for
 8 about 15 years. But I have been in public education
 9 my entire life. My father was a professor at
 10 Salisbury University, and I used to help him grade
 11 Scantrons on our dining room table. My mother ran
 12 the Project Read program through our local library,
 13 and I used to do workbooks alongside the people she
 14 was tutoring. And my grandmother originally taught
 15 shorthand before coming dean of women at one of the
 16 bigger high schools in Queens, New York. I have
 17 lived in education my entire life.

18 Last week, I was helping one of my fellow
 19 special educators, Courtney, unjam the copy machine.
 20 We were both elbow deep in the bowels of the thing,
 21 just catching up in each other's lives while we

Page 69

1 ripped out small pieces of paper. And Courtney told
 2 me that her daughter was a junior and starting to
 3 look at colleges. She told me about the school she
 4 was interested in, and I asked what subjects her
 5 daughter wanted to study. And she stopped and she
 6 looked me dead in the eye and said, "Don't worry,
 7 she's not going into education." And I sighed in
 8 relief. Me, who has lived my entire life in
 9 education. Me, who has had many student interns,
 10 many of whom were amazing teachers in this county
 11 right now. Me. And I was happy to hear someone
 12 saying that they were staying away from this
 13 profession.

14 This Board has the ability right now to
 15 choose the future of education and of teachers like
 16 me and like Courtney. You have the ability to make
 17 Baltimore County a place where teachers fight to get
 18 into instead of fighting to get out of. You have
 19 the ability to create environments where teachers
 20 will thrive instead of wilting away. You have the
 21 ability to be a place that people will miss when

Page 70

1 they're gone instead of a place people are glad to
 2 get away from. And the power you have is through
 3 your purse strings. Pay us what we deserve.
 4 Complete the work that so many educators did through
 5 the negotiations process. Provide us with an actual
 6 cost of living increase and the compressed salary
 7 scale.
 8 You have the power to turn Baltimore County
 9 Schools into a place I'd be proud to tell anyone,
 10 young and old, to work. Do the right thing. Make
 11 education in this county a place to be proud of.
 12 Fund our educators fairly. Thank you.
 13 (Applause.)
 14 MR. McMILLION: Thank you.
 15 Muhammad Jameel. Good evening.
 16 MR. JAMEEL: Good evening. Peace and
 17 blessings to all.
 18 Prescribed orderly conduct or paranoid
 19 behavior known as discipline of our students has
 20 been brought up many times. The dysfunctional
 21 family units, normalizing of any speech as freedom

Page 71

1 of speech, lack of communication, lack of
 2 leadership, lack of motivation, bad habits, unequal
 3 enforcement of the law, and student-teacher
 4 relationships are just a few well-known causes of
 5 indiscipline as stated by sociologists. Students
 6 and our leaders are product of our environment and
 7 the society. We, as a nation, are leading in the
 8 world in the murder rates, sexual assault, domestic
 9 abuse, bullying, use of the gun, et cetera. Over
 10 32,000 are killed using guns every year. As of
 11 yesterday, there have been 200 mass shootings just
 12 in the last 136 days. We have the largest
 13 incarcerated population per capita in the world. We
 14 seem to be unable to resolve our disputes and
 15 differences peacefully and without anger. Memorial
 16 Day is about two weeks away. It is a somber day,
 17 remembering the soldiers killed in all our wars. We
 18 have been at war for 228 years since 246 years of
 19 our country's inception, not to mention the Indian
 20 Wars prior to Revolutionary Wars. Nearly 1.5
 21 million soldiers, who are fathers, sons, brothers

Page 72

1 and husbands, were killed in these wars. These wars
 2 also resulted in quarter billion civilians killed
 3 worldwide, not to mention millions and millions of
 4 those who were wounded, some permanently. Many
 5 Muslim soldiers have been a part of our military and
 6 fought and killed in every war including
 7 Revolutionary War. The insignia with a crescent was
 8 requested only in 1993. President Obama was the
 9 first President to recognize the sacrifices of the
 10 Muslim soldiers. Our leaders are also the product
 11 of our society. We observe the Memorial Day year
 12 after year with cookouts, et cetera. But we need to
 13 contemplate the reasons and gravity of the actions
 14 and memorialized those killed. Only 11 of the 29
 15 wars were declared wars.
 16 I thank that BCPS to have introduced STEM
 17 and antibullying programs as the need arose.
 18 Introduction of courses in anger management and
 19 conflict resolution programs are much needed now.
 20 This will give the tools to the citizens, the
 21 leaders of tomorrow, in reducing the violence and

Page 73

1 the discipline problems to create a peaceful
 2 society. I know that you've been adding courses and
 3 many requests are being made. But you have to
 4 prioritize to stop the violence and have peace.
 5 MR. McMILLION: Thank you.
 6 Erica Mah. Good evening.
 7 MS. MAH: Good evening. Good evening,
 8 members of the Board of Education, Dr. Williams and
 9 staff. My name is Erica Mah, and I'm a parent and
 10 teacher in BCPS. And there are so many issues that
 11 need to be addressed, and I'll see what I can do in
 12 three minutes.
 13 Teacher appreciation was two weeks ago.
 14 And while there are certainly moments, especially at
 15 our own schools, where we felt appreciated, the
 16 feeling was not long lasting. The difficulties of
 17 workload, understaffing and behaviors continued to
 18 rear their heads. One thing that would make us feel
 19 appreciated beyond that one week would be to be paid
 20 as professionals who are valued for their work, all
 21 of our work. If the school year starts this summer,

Page 74

1 then our COLA should start this summer. Waiting to
 2 have it in January makes a statement that we are
 3 only appreciated half of the time and are missing a
 4 step. I have a coworker who will have worked 30
 5 years next year and will get paid as her 29th year.
 6 How is that appreciating her three decades of
 7 service? And how can I not mention ESPBCs? They're
 8 the hidden gems of our schools, and teachers cannot
 9 give effective instruction without them. They need
 10 more pay and benefits. And it's not just the actual
 11 pay amount. It's a message that you're sending to
 12 the future and nearby teachers and staff. We have a
 13 staff shortage in all areas. And people have many
 14 options in our horseshoe-shaped county. Why would
 15 they come to a county that won't acknowledge our
 16 full worth in a timely fashion? Frankly, they
 17 won't. And the staff shortages will continue in our
 18 classroom, in our small groups, on the buses. We
 19 will not have enough teachers, aides or drivers
 20 again.
 21 And buses. The serious inequities of the

Page 75

1 bus issues are highlighting. Nearly everyday
 2 Lansdowne Elementary has three to four late buses
 3 and sometimes buses that don't even show up.
 4 I'm assuming you all think that 100 to 1
 5 ratio is not safe. So teachers stay to help
 6 administrators well beyond their contract hours.
 7 And our system has agreed to pay those teachers,
 8 which is how it should be. However, this pay is
 9 coming directly from school budgets, our children's
 10 budgets. So our school regularly has to pay for
 11 teacher overtime for late bus systems. And our
 12 neighboring school, which has no buses, has no
 13 effect on their budget.
 14 I don't know how BCPS defines equity, but
 15 one school having major impacts to their school
 16 budget and staff time, while another has absolutely
 17 none is not what I call equity. There is absolutely
 18 nothing our school can do about late buses. So why
 19 is our school budget, our students' budget and our
 20 staff time being severely impacted by late buses?
 21 If we are not paying these drivers because we have

Page 76

1 not hired them, why are we paying from our
 2 children's budget and not the transportation budget?
 3 It's not just inequitable. It makes absolutely no
 4 logical sense.
 5 COVID. I hate, hate, hate to bring this
 6 up, but rates are skyrocketing. I hated virtual
 7 learning and teaching and I don't want to go back to
 8 that. But we need to at least reconsider masking
 9 and talk about how to keep everyone safe and
 10 healthy.
 11 Fortunately, my time's up but not the
 12 concerns of our teachers, parents and community.
 13 Thank you very much.
 14 (Applause.)
 15 MR. McMILLION: Thank you.
 16 Sharon Saroff.
 17 MS. SAROFF: Of course, my computer has a
 18 mind of its own when I get up here.
 19 MR. McMILLION: Good evening.
 20 MS. SAROFF: Good evening.
 21 How many of you are aware that 504 Plans

Page 77

1 and IEPs are legal documents? How many of you know
 2 the difference between a 504 Plan and an IEP? Both
 3 504 Plans and IEPs are for individuals who have some
 4 kind of disability that impacts them in the
 5 classroom. The difference is that students with
 6 IEPs need specialized instruction. So if 504 Plans
 7 and IEPs are legal documents, why is it so difficult
 8 to implement them? I think we heard from a student
 9 earlier who's not getting hers implemented. If they
 10 are legal documents, that means that they are to be
 11 followed as written. If a 504 says a child needs a
 12 physical book, you provide them with the physical
 13 book. You don't tell the parent and the child, I am
 14 going to give you access online. Give them the
 15 physical book. There's a difference between giving
 16 them access and giving them the actual item. IEP
 17 teachers and special education staff need to realize
 18 that students have 504 Plans because they have a
 19 disability. And they need to be followed.
 20 The accommodations on that Plan are
 21 essential for the student to be able to access the

Page 78

1 curriculum and be successful. Those of us who have
 2 crafted IEPs and 504s are also aware of something
 3 called a fully loaded 504. If you can't find room
 4 on the document to put accommodations, I think you'd
 5 better start thinking that the child needs
 6 assessments because the disability is impacting them
 7 in the classroom. If I'm a parent and I raise that
 8 issue to you, there's something going on and you
 9 need to recognize it.

10 We heard from a student earlier this
 11 evening as to how she is being affected by her 504
 12 Plan not being implemented. That statement should
 13 open our eyes to what is going on in our school
 14 buildings.

15 MR. McMILLION: Thank you.
 16 (Applause.)

17 That concludes the General Public Comment
 18 section.

19 We move on to Policy 8230, which is
 20 Internal Board Policies: Duties and
 21 Responsibilities-Board Member Orientation.

Page 79

1 Dr. Bashar Pharoan.
 2 DR. PHAROAN: Nobody wants to listen to me.
 3 Good evening. I'm not really talking about any
 4 board member. It's a pure looking at the policy.
 5 It's a good improvement. However, I have a few
 6 thoughts.

7 Line No. 7 to 9, talking about the new
 8 member to be knowledgeable about school board
 9 governance and operations, "insofar as possible." I
 10 think insofar as possible is vague, at least to me,
 11 as a immigrant. I think something "as much as
 12 possible" would be better.

13 Next one, on line 13, the candidate for the
 14 Board Office. It's important that the candidate for
 15 the Board Office understands the responsibilities.
 16 How do we measure that understanding? I mean,
 17 sometime patients can say, yeah, I understand, but
 18 they didn't.

19 Next one is basically about the
 20 orientation, the teaching, the difference between
 21 administration and governance, the teaching of

Page 80

1 Robert's Rules, the teachings of logic. All of them
 2 are really important, right? However, my thought to
 3 you, as I read the policy, that these are after the
 4 fact that the person has been selected. And to me,
 5 they need to be done before. You need to make sure
 6 the person basically is knowledgeable before they
 7 are chosen.

8 Next one is the policy does not address how
 9 much money the Board member gets paid. I think what
 10 you get paid is really too little for the amount of
 11 effort and time you spend in. That's why I am a
 12 full-time physician. I'd love to be a Board member.
 13 I can't. I have to either retire or maybe work two
 14 days a week. I think Board members deserve to have
 15 a much better pay.

16 The policy doesn't really address the
 17 negatives. I think the policy needs to make sure
 18 that the members that are selected are picked up if
 19 they don't have special agenda and if they don't
 20 have a cozy relationship with companies or
 21 administration because that would be obviously a

Page 81

1 conflict of interest. And they don't have
 2 argumentative personalities, you know, arguing time
 3 and time and over and over again or using policies
 4 for the wrong reasons. I don't see it as much here,
 5 but I see it more on Annapolis in Washington, but I
 6 really think that would apply. And it doesn't
 7 really address --

8 (Time expired.)

9 MR. McMILLION: Thank you.
 10 Ms. Henn, Letter H.

11 CHAIRWOMAN HENN: Yes, thank you, Mr.
 12 McMillion.

13 The next item on the agenda is Action Taken
 14 in Closed Session. And for that, I call on Mr.
 15 Brousaides.

16 MR. BROUSAIDES: Good evening, Ms. Henn.
 17 Nothing to report from closed session.

18 CHAIRWOMAN HENN: Thank you, Mr.
 19 Brousaides.

20 The next item on the agenda is the Report
 21 on Board Policies. This is the first reader and for

Page 82

1 that I call on Miss Lily Rowe, Chair of the Policy
 2 Review Committee.
 3 MS. ROWE: Members of the Board, the Policy
 4 Review Committee asks that the Board accept this
 5 report of the Committee's recommendation to amend
 6 Board Policy 8230, Internal Board Policies: Duties
 7 and Responsibilities-Board Member Orientation. This
 8 policy is presented to you on tonight's agenda as
 9 Exhibit I.
 10 CHAIRWOMAN HENN: May I have a motion to
 11 accept the recommendation of the Board's Policy
 12 Review Committee for Board Policy 8230?
 13 MS. MACK: So moved, Mack.
 14 CHAIRWOMAN HENN: No second is needed since
 15 the recommendation comes from the Committee. Is
 16 there any discussion?
 17 Mr. Thomas, did you have a comment?
 18 MR. THOMAS: Thank you. Thank you. Yes.
 19 I move to insert presenting each new Board member
 20 with the budget. Thank you, sorry.
 21 I move to insert, "presenting each new

Page 83

1 Board member with a budget training with a focus on
 2 the operating and capital budget process" to line 21
 3 to page 2.
 4 CHAIRWOMAN HENN: Is there a second?
 5 DR. HAGER: Second, Hagar.
 6 CHAIRWOMAN HENN: Thank you, Dr. Hager.
 7 Would you like to speak to your motion, Mr. Thomas?
 8 MR. THOMAS: Yes, I would love to. So
 9 House Bill 192, which was originally introduced by
 10 Delegate Ebersole, to increase the student member of
 11 the Board's voting rights to include the capital and
 12 operating budget passed in both the House and
 13 Senate. One of the provisions of that Bill was that
 14 initially the student member would be required to
 15 have a training before they could vote on the
 16 budget. But it has since expanded on the Senate
 17 floor to include every Board member on the Board of
 18 Education. This Bill hasn't been signed by Governor
 19 Hogan yet. Or I'm not sure if it will be signed,
 20 but it was passed in the House and the Senate. So I
 21 believe that we should codify the provisions of that

Page 84

1 Bill in our Board policy, just to make sure that we
 2 are following the law. That's my only comment. And
 3 even if the Bill isn't signed by the governor or is
 4 vetoed, I still think this is an important part of
 5 us being Board members and being able to participate
 6 in the budget process. The policy already does
 7 describe getting Board members materials related to
 8 the operating capital budgets, but it doesn't
 9 specifically say a training. And I think that is
 10 important. Thank you.
 11 CHAIRWOMAN HENN: Thank you.
 12 I have a question for Ms. Rowe as Chair in
 13 response to your motion, Mr. Thomas. Ms. Rowe,
 14 would this be the appropriate policy, in your
 15 opinion, to add this language to, or are you aware
 16 of any other policies that we should consider this
 17 type of addition?
 18 MS. ROWE: So typically, what happens when
 19 there's law changes is that the law office reviews
 20 the changes to the law and makes recommendations to
 21 the PRC committee about how to have those policies

Page 85

1 comply with law. So we could add this to the policy
 2 now. But in any case, the law office will review
 3 the policies to make sure they're compliant with
 4 law.
 5 CHAIRWOMAN HENN: Thank you. And that just
 6 answered my second question, which is the process.
 7 And it's my understanding that that review consists
 8 of reviewing all of our policies to determine where
 9 the legal change may need to be made. Is that your
 10 understanding?
 11 MS. ROWE: That's correct. That usually
 12 comes from the law office.
 13 CHAIRWOMAN HENN: Okay. So, Mr. Thomas,
 14 that said, it would be my preference to follow the
 15 procedure when that does become law. So while I
 16 support the spirit of your motion, because it
 17 deviates from the established process of the law
 18 office and the Policy Review Committee, I would not
 19 support circumventing that only for that reason.
 20 Are there any other questions or comments?
 21 I see Dr. Hager has a comment in the chat.

Page 86

1 Dr. Hager.
 2 DR. HAGER: I just wanted to say that I do
 3 support this because it can't hurt. And it's
 4 certainly something that I joined the Board after
 5 everyone else had been on the Board for a few years.
 6 And I relied heavily on my fellow Board members for
 7 guidance during the budget process, just how to
 8 approach the budget and things like that. And I
 9 think having a training during orientation, that
 10 everyone comes on with the same training would be
 11 really useful, whether the law passes or not. So I
 12 do support this addition.
 13 CHAIRWOMAN HENN: Ms. Scott.
 14 MS. SCOTT: Yes, thank you. As I read it -
 15 - well, first of all, I would support this. But as
 16 I read it, it didn't look like it was just applying
 17 to a student member, it would be any new Board
 18 member. So, whether or not the law passes, I think
 19 that this would be important. And I think it's
 20 simplistic, it's straightforward, and frankly, it's
 21 necessary. So, thank you.

Page 87

1 CHAIRWOMAN HENN: Thank you.
 2 And for clarification, the law, as
 3 modified, also applies to all members of the Board
 4 now.
 5 Mrs. Causey.
 6 MS. SCOTT: Thank you.
 7 MS. CAUSEY: Thank you, Madam Chair.
 8 Thank you, Mr. Thomas, for bringing this up
 9 to provide an opportunity for discussion. There is
 10 a paragraph, line 29, paragraph C, "All new members
 11 are strongly encouraged to attend workshops for new
 12 Board members conducted by the Maryland Association
 13 of Boards of Education and the National School Board
 14 Association."
 15 So in my experience, over six years on the
 16 board, the MABE trainings have been really very
 17 helpful, very on target. They have a full-time
 18 staff that works year-round to stay current with the
 19 laws, best practices around the state, and provide
 20 professional development.
 21 So I would actually encourage strengthening

Page 88

1 the training provided to the Board by MABE. There
 2 are programs that they have where they will bring
 3 the MABE trainers to the Board. And especially now
 4 with remote trainings available, it would be much
 5 more convenient and flexible in order to do that.
 6 So, I definitely believe more training is important.
 7 But I do think that additional things should be
 8 considered to strengthen bringing that training,
 9 making it more accessible to, as Dr. Hager said, the
 10 full Board so that the whole Board is operating with
 11 the same information.
 12 So, I'll support your motion because the
 13 more training the better, anywhere and everywhere.
 14 But I would also suggest this is first reader, so
 15 that perhaps a second reader, we could also consider
 16 something about strengthening the accessibility to
 17 MABE, professional development. Thank you.
 18 MR. THOMAS: Thank you, Ms. Causey.
 19 CHAIRWOMAN HENN: Thank you, Mrs. Causey.
 20 And I see that Ms. Jose has a comment, and
 21 then I would like to make a follow-up comment to

Page 89

1 Mrs. Causey.
 2 So, Ms. Jose.
 3 MS. JOSE: Thank you. I support this
 4 amendment by the student member. I think it's
 5 important regardless of whether people have been on
 6 the Board 4 years, 6 years, 10 years. I have seen a
 7 lot of adult Board members not knowing the basics of
 8 school construction fund, debt service, food
 9 service, operating budget. And it's important that
 10 that's one of the core activities the Board does to
 11 understand that. I fully support it because just
 12 asking people to attend a training is not always
 13 going to happen. Case in point, the current, the
 14 past NSBA, only less than five members of the Board
 15 attended that conference. So I think it's important
 16 that we push for that. Thank you.
 17 CHAIRWOMAN HENN: Thank you. I, too, agree
 18 that that budget training is extremely important.
 19 Again, my concerns are more procedural than the
 20 necessity for this.
 21 And to Mrs. Causey's point, MABE is an

Page 90

1 outstanding resource. However, the law specifically
 2 states that BCPS staff develop the budget training.
 3 They are the subject matter experts. I would also
 4 argue that the county government should play a role
 5 as our funding partners and perhaps even the state
 6 may eventually play a role.

7 But for now, our policy needs to be
 8 consistent with that Bill should it become law. So,
 9 again, my concerns are more procedural, and that if
 10 we are going to make amendments to our policy, they
 11 need to be consistent with the law when signed. And
 12 Ms. Howie and her team do an outstanding job at that
 13 and making sure that we dot our Is and cross our Ts.
 14 So again, my concerns are not with the necessity of
 15 this, but rather that we don't circumvent the
 16 process and put language in policy that may need to
 17 change once the law is in place. So, while this
 18 language seems benign enough, and I definitely
 19 support it, I would not want to have to revisit it
 20 and correct anything once that becomes law. So I
 21 just think we're putting the cart before the horse.

Page 91

1 And I see that there are other questions.
 2 Okay, so, Mr. Thomas, you've indicated. Okay, thank
 3 you, you provided the language from House Bill 192
 4 for Board members.

5 And Ms. Mack, you had a question.

6 MS. MACK: To your point, Ms. Henn, if we
 7 included this, and I do support it, would we be
 8 limited? Could we then bring the policy forward if
 9 whatever gets approved differs from what we've added
 10 now, or do we have to wait a certain number of
 11 years?

12 CHAIRWOMAN HENN: Thank you, Ms. Mack. I
 13 think the Policy Review Committee can bring forth
 14 any policy they deem necessary at any time.
 15 Certainly. legal change would necessitate bringing a
 16 policy forward for review. Given the workload of
 17 that committee right now, as Ms. Rowe can attest, I
 18 would be hesitant to recommend more or duplicate
 19 efforts on the committee's plate. However, to
 20 answer your question, approving this change would
 21 not preclude the committee from bringing the policy

Page 92

1 back and correcting any language or adding any
 2 language to it to make it consistent with the law.
 3 We would do so, anyway, when that went into effect.

4 MS. MACK: Thank you. Thank you.
 5 CHAIRWOMAN HENN: Sure.

6 MS. ROWE: Given that this law is going to
 7 become law soon. And I hesitate to say this because
 8 Ms. Howie is not here. She isn't, is she? No. We
 9 could send this back to committee and bring it back
 10 to the full Board once the law office has reviewed
 11 it and align some of it with the law because we
 12 could add those two words. But there's also legal
 13 references and things that need to be -- oh, Ms.
 14 Howie is here.

15 Can Ms. Howie answer the question? If we
 16 make the changes for this amendment to the policy,
 17 is that the only thing that would be needed to align
 18 it with the law, or is it going to have to go back
 19 to PRC anyway for legal references, notations,
 20 analysis and all of that? And if we have to do that
 21 in the next few months anyway, shouldn't we maybe

Page 93

1 send it back to PRC? If Ms. Howie has an opinion on
 2 that, I would love to hear that.

3 CHAIRWOMAN HENN: Sure. Ms. Howie, is that
 4 something you could comment on, please?

5 MS. HOWIE: Good evening, Board members.

6 CHAIRWOMAN HENN: Good evening.

7 MS. HOWIE: If you wish to have this
 8 language, Mr. Thomas's language included, the
 9 language is not necessarily -- does not necessarily
 10 track the language in what was House Bill 192. So
 11 the question is whether or not, number one, you
 12 consider this to be orientation. Because as I read
 13 the House Bill, it's not simply orientation. It is
 14 training, period, for all members of the Board
 15 concerning the budgetary process. So, while you may
 16 want to expand the orientation policy, it does not
 17 appear that the language that has been recommended
 18 necessarily addresses the statute.

19 CHAIRWOMAN HENN: Thank you. And Ms.
 20 Howie, and feel free to jump in, Ms. Rowe, if I'm
 21 understanding are Board members that have already

Page 94

1 received orientation, this would not -- this
 2 language would not necessarily address those needs
 3 in terms of receiving the training?
 4 MS. HOWIE: That is correct. It's the
 5 standard.
 6 CHAIRWOMAN HENN: Okay.
 7 MS. HOWIE: Yes, ma'am. That's the way I
 8 understand it, that Mr. Thomas has recommended that
 9 there be certain training but that's not the way I
 10 read the language that is in the statute -- or now
 11 the House Bill, not yet the statute.
 12 CHAIRWOMAN HENN: Thank you.
 13 Ms. Rowe, did you have any other questions
 14 or comments?
 15 MS. ROWE: So, Ms. Howie, is that then
 16 we're just voting here on Mr. Thomas' language, then
 17 we're still going to have to review this statute.
 18 Is that correct?
 19 MS. HOWIE: That would be my advice, yes,
 20 ma'am.
 21 MS. ROWE: Okay, thank you.

Page 95

1 CHAIRWOMAN HENN: Yes, Dr. Hager.
 2 DR. HAGER: So, if that's the case, then it
 3 seems to me, correct me if I'm wrong, that this new
 4 language would go into a different policy about
 5 Board trainings because this one's specifically
 6 about orientation for new Board members, which to me
 7 sounds like a great time to get training on the
 8 budget. So to me, I feel like we could do both.
 9 So, I don't know, I would advocate for adapting the
 10 language that Mr. Thomas proposed and maybe also
 11 adding language to another policy on training. I
 12 feel like it can't hurt to have it in both places.
 13 CHAIRWOMAN HENN: And yes, I think we're
 14 all getting to the same place here in this
 15 discussion, which may support Ms. Rowe's suggestion
 16 of sending this back to committee and asking Ms.
 17 Howie and team to review for the policies that this
 18 would affect, which is part of the process when this
 19 would go into effect. And I think that is imminent.
 20 So it's probably going to be coming to committee at
 21 the same time that we may recommend it be sent back

Page 96

1 to committee, and then have all of the policies that
 2 need to be updated, updated at once so that they are
 3 consistent and that we're not just updating the
 4 orientation, but as you said, a training policy to
 5 incorporate the requirement of budget training in
 6 that policy as well.
 7 Ms. Rowe, you had a question.
 8 MS. ROWE: Yes, Ms. Howie, if this policy
 9 gets sent back to policy and review to wait for the
 10 review of that statute, is there any legal timeline
 11 would be out of compliance with? Like, with this
 12 policy that's before us now a result of a legal
 13 requirement, or should we need to pass this one now
 14 and then come back to it again?
 15 MS. HOWIE: So you would still be able to
 16 comply with the statute without having a policy. As
 17 I read the bill now, the enrolled bill, there was no
 18 requirement that the mandated training be part of
 19 Board policy. So the Board training that staff is
 20 required to create, staff will create whether or not
 21 you have a policy.

Page 97

1 MS. ROWE: Okay, so we don't really need to
 2 return this to PRC, then?
 3 MS. HOWIE: Not unless you've wanted this
 4 policy to include a requirement that it's in the
 5 enrolled legislation.
 6 MS. ROWE: Okay, thank you.
 7 MS. HOWIE: You're welcome.
 8 CHAIRWOMAN HENN: And I have a follow-up to
 9 that, then.
 10 Ms. Howie, would you advise adding this to
 11 policy prior to the training being developed by
 12 staff? And then how would that affect Board
 13 members' compliance with policies if said training
 14 does not yet exist?
 15 MS. HOWIE: It is true the training does
 16 not yet exist. And there's an argument to be made
 17 that this policy's training is not the same training
 18 that has to be provided under the statute, unless
 19 that is the Board's desire.
 20 CHAIRWOMAN HENN: Understood. But in the
 21 absence of any training to meet the requirement of

Page 98

1 this proposed amendment or in the absence of that
 2 training, Board members could not be in compliance
 3 with this?
 4 MS. HOWIE: In the absence of any training,
 5 you would not be compliant with the soon-to-be
 6 statute and the statutory requirement. So the
 7 statute -- having the policy is not required by the
 8 statute. Having the training is required by the
 9 statute.
 10 CHAIRWOMAN HENN: Correct.
 11 MS. HOWIE: The question is whether or not
 12 you want to have the statutory mandate in policy.
 13 CHAIRWOMAN HENN: And what I'm asking is,
 14 say we fill our vacant seat tomorrow in the absence
 15 of a budget training to be provided added to that
 16 new member during orientation, we would be out of
 17 compliance with our policy since that training does
 18 not yet exist, any training for budget matters,
 19 whether it'd be the training required by statute or
 20 not?
 21 MS. HOWIE: I would not go that far, ma'am.

Page 99

1 It seems to me that if there is a member appointed
 2 tomorrow, and in the absence of a policy mandate,
 3 staff and finance is well able to provide a training
 4 to that new staff person or to that new Board
 5 member. The question is whether or not that
 6 training would be compliant with the yet-to-be-
 7 signed statute. I don't think the two are
 8 necessarily equivalent.
 9 CHAIRWOMAN HENN: Mrs. Causey.
 10 MS. CAUSEY: Thank you. I appreciate the
 11 discussion. Again, I'm going to support this
 12 amendment as this is first reader. So if there's
 13 additional issues that come up, they could be
 14 addressed at second reader. And also, having this
 15 policy strengthened the way that it is would be
 16 better than not having it strengthened at this
 17 point, no matter what happens. Thank you.
 18 CHAIRWOMAN HENN: Thank you.
 19 Any further questions or comments, Board
 20 members, before we call the vote?
 21 Okay. Mr. Thomas, would you restate your

Page 100

1 motion, please?
 2 MR. THOMAS: Sure. I move to insert,
 3 "Presenting each new Board member with a budget
 4 training with a focus on the operating and capital
 5 budget process" to line 21 of page 2 of policy -- on
 6 the policy that we are reviewing right now.
 7 CHAIRWOMAN HENN: The 8230?
 8 MR. THOMAS: That is correct.
 9 CHAIRWOMAN HENN: Thank you.
 10 Ms. Gover, may I have a roll call vote,
 11 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: Ms. Jose?
 19 MS. JOSE: Yes.
 20 MS. GOVER: Mr. McMillion?
 21 MR. MCMILLION: Yes.

Page 101

1 MS. GOVER: Mr. Thomas?
 2 MR. THOMAS: Yes.
 3 MS. GOVER: Mr. Offerman?
 4 MR. OFFERMAN: Yes.
 5 MS. GOVER: Ms. Scott?
 6 MS. SCOTT: Yes.
 7 MS. GOVER: Dr. Hager?
 8 DR. HAGER: Yes.
 9 MS. GOVER: Mr. Kuehn?
 10 MR. KUEHN: Yes.
 11 MS. GOVER: Ms. Henn?
 12 CHAIRWOMAN HENN: Yes. So the motion
 13 carries.
 14 Thank you, Mr. Thomas.
 15 MR. THOMAS: Thank you.
 16 CHAIRWOMAN HENN: So may I have a motion to
 17 accept the recommendation of the Board's Policy
 18 Review Committee for Board Policy 8230 as amended?
 19 MR. THOMAS: I think you already -- oh, so
 20 moved, Thomas.
 21 CHAIRWOMAN HENN: Thank you.

Page 102

1 Mr. Brousaides, is a second needed since
 2 the policy has been amended?
 3 MR. BROUSAIDES: I would say yes.
 4 CHAIRWOMAN HENN: Okay. May I have a
 5 second?
 6 MS. SCOTT: Second, Scott.
 7 CHAIRWOMAN HENN: Thank you. Any
 8 discussion? Hearing none, may have a roll call
 9 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: Ms. Jose?
 17 MS. JOSE: Yes.
 18 MS. GOVER: Mr. McMillion?
 19 MR. MCMILLION: Yes.
 20 MS. GOVER: Mr. Thomas?
 21 MR. THOMAS: Yes.

Page 103

1 MS. GOVER: Mr. Offerman?
 2 MR. OFFERMAN: Yes.
 3 MS. GOVER: Ms. Scott?
 4 MS. SCOTT: Yes.
 5 MS. GOVER: Dr. Hager?
 6 DR. HAGER: Yes.
 7 MS. GOVER: Mr. Kuehn?
 8 MR. KUEHN: Yes.
 9 MS. GOVER: Ms. Henn?
 10 CHAIRWOMAN HENN: Yes.
 11 Thank you. The motion carries.
 12 The next item on the agenda is Unfinished
 13 Business - Consideration of Board Policies. And for
 14 that, I call on the Policy Review Committee Chair
 15 Ms. Rowe.
 16 MS. ROWE: Members of the Board, the Policy
 17 Review Committee asks that the Board accept the
 18 committee's recommendation to amend Board Policy
 19 5580 - Bullying, Cyberbullying, Harassment, or
 20 Intimidation. This recommendation is presented to
 21 you on tonight's agenda as Exhibit J.

Page 104

1 CHAIRWOMAN HENN: Do I have a motion to
 2 adopt the recommendation of the Board's Policy
 3 Review Committee?
 4 MR. THOMAS: So move, Thomas. So move,
 5 Thomas. Sorry.
 6 CHAIRWOMAN HENN: No second is needed since
 7 the recommendation comes from the committee.
 8 Is there any discussion? Hearing none, may
 9 have a roll call?
 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: Ms. Jose?
 17 MS. JOSE: Abstain.
 18 MS. GOVER: Mr. McMillion?
 19 MR. MCMILLION: Yes.
 20 MS. GOVER: Mr. Thomas?
 21 MR. THOMAS: Yes.

Page 105

1 MS. GOVER: Mr. Offerman?
 2 MR. OFFERMAN: Yes.
 3 MS. GOVER: Ms. Scott?
 4 MS. SCOTT: Yes.
 5 MS. GOVER: Dr. Hager?
 6 DR. HAGER: Yes.
 7 MS. GOVER: Mr. Kuehn?
 8 MR. KUEHN: Yes.
 9 MS. GOVER: Ms. Henn?
 10 CHAIRWOMAN HENN: Yes. The motion carries.
 11 Thank you.
 12 The next item on the agenda is the Report
 13 on the Education Foundation of Baltimore County
 14 Public Schools. And for that I call on Ms. Charley-
 15 Greene, Ms. Phelps and Ms. Lemon.
 16 MS. CHARLEY-GREENE: Good evening. Good
 17 evening, Chair Henn, Vice Chair McMillion, Dr.
 18 Williams and members of the Board.
 19 BCPS is grateful for the work of the
 20 Education Foundation, what it does to build and
 21 provide resources to serve students, educators in

Page 106

1 schools. Our critical partnership helps meet the
 2 needs of more than 111,000 students and prepare them
 3 for success now and in the future. At this time, I
 4 would like to introduce, requires no introduction,
 5 Ms. Debbie Phelps, Education Foundation Executive
 6 Director, who will provide an update on the
 7 Foundation's work.

8 MS. PHELPS: Thank you so much. Thank you
 9 for having me this evening, Madam Chair and
 10 distinguished board members, Dr. Williams, executive
 11 cabinet, and those in the gallery. My name is
 12 Deborah Phelps, I'm the Executive Director -- the
 13 first Executive Director of the Education Foundation
 14 in Baltimore County Public Schools, appointed in
 15 2012.

16 We believe in the Foundation that we
 17 contribute to a brighter future for our children.
 18 We believe that collaboration enhances
 19 relationships, collaboration among and within the
 20 foundation, the district and the community. When
 21 you take a look at a historical perspective, when I

Page 107

1 came in, the Education Foundation was called the
 2 Baltimore County Education Foundation. And the
 3 first thing my board wanted to do is to change the
 4 title. I'm like, okay, so we are The Education
 5 Foundation of Baltimore County Public Schools
 6 founded in October 25, 1992. And this is our 30th
 7 anniversary. So we're very excited as a 501(c)(3)
 8 in support of a quality education for all students
 9 in Baltimore County.

10 When you take a look at the past years that
 11 we've been here together, we've had continuous
 12 growth and measurable success for equitable
 13 distribution and opportunities, experiences for a
 14 brighter and successful future for our students,
 15 educators and our schools.

16 Statement of Purpose. Why? Why are we
 17 here? Well, it's very easy: students, teachers,
 18 and schools. So when you take a look at our
 19 111,000-plus students, nearly 7,900 educators and
 20 177 schools, programs and centers, we want to
 21 provide resources to serve each and every one of

Page 108

1 them. We also want to provide under federal and
 2 state laws an appropriate method to be able to
 3 solicit charitable contributions.

4 Our mission, vision and goals are very
 5 simple. We want to support improved educational
 6 outcomes for our community through three goals:
 7 fundraising, programs, and advocacy.

8 When you take a look at our vision, it is
 9 that brighter future for all of our children, our
 10 educators and our schools, and make sure that they
 11 have the resources needed for success.

12 So let's take a walk and take a look at our
 13 goals. First of all, our fundraising goal. Number
 14 one, we want to make sure that we are establishing
 15 partnerships, partnerships that we maintain and
 16 sustain, partnerships that believe in public
 17 education in Baltimore County, our students, our
 18 educators, and our schoolhouses because we want to
 19 increase revenue to be able to support all those
 20 three.

21 When you take a look at our events, we have

Page 109

1 two major events a year. One, we went back to the
 2 links and we had our golf course -- or excuse,
 3 excuse me, our Tee Off for Team BCPS Golf Classic in
 4 October of this year. It was a great time to be
 5 back together to be able to build camaraderie and to
 6 be able to reestablish partnerships face to face
 7 that we hadn't seen for several years.

8 Our Save the Schools is our signature event
 9 that we usually host, but on March 13, when the
 10 schoolhouse doors closed, we had to cancel and later
 11 postpone, then cancel our Save the Schools. We had
 12 a board member who came to us and said we need
 13 another way to increase our revenue, how about doing
 14 a softball game? Okay, let's have a softball game.
 15 And so he proposed this program to be able to be a
 16 grassroots event where teachers and educators were
 17 going to pick up their gloves, wipe off their
 18 cleats, put on them and go out and play a
 19 competitive but a fun game of softball. Well, this
 20 grew. And if any of you were there last week on May
 21 14, you will find that beginning at 12:00, we had a

Page 110

1 skills camp with our allied sports students. It was
 2 a middle school sanctioned event, that we had 100
 3 students on the football field to be able to go
 4 through skills with League of Dreams. It was very
 5 rewarding from opening ceremonies to closing
 6 ceremonies, with two of medal presenters right here
 7 in this room, one being Dr. Williams and the other
 8 being Christian. So we're very happy to be able to
 9 host that first part of Let's Play Ball.

10 We then moved it to the softball diamond
 11 where we had teachers and administrators play a game
 12 of softball. Competitive, yes. Lighthearted, yes.
 13 But boy, did each one of them want to win that game.
 14 So when we take a look at our Team BCPS
 15 Administrators versus Educators, we had nearly 60
 16 administrators and educators who signed up. They
 17 were coached by two All Star legendary coaches, Al
 18 Bumbry and Mike Bordick. And they had a ball
 19 playing softball. And guess who won? It might have
 20 been the administrators. But even though that was
 21 going on, along in vendor village, we had 20 vendors

Page 111

1 in our vendor village, we had five food trucks, we
 2 had nearly 50 sponsors or partners that partnered
 3 with us, raising nearly \$70,000 for a simple game of
 4 baseball that ended up to be a day filled with
 5 memories, camaraderie, and everybody laughed and had
 6 a good time.

7 Our second goal being that of programs. We
 8 want to make sure that we are funding what is
 9 necessary in our school district. So the first is
 10 our grants. Our grants are 21st Century themed.
 11 And the first grant by The Foundation was given in
 12 2010. And that was from their investment earnings
 13 two years before I came on board and it was \$10,000
 14 in grant money. If you take a look at your notes,
 15 you will see that from 2010 to 2022 we have awarded
 16 to schools and offices 386 grants totaling over
 17 \$604,000.

18 Now, you may say what are these grants all
 19 about and what are they for? They are able to
 20 create innovative programs and initiatives within
 21 the schoolhouse that align with the school's

Page 112

1 progress plan. The 21st Century grants anywhere
 2 from health literacy, civic awareness, Stem, arts
 3 and crafts -- excuse me, arts, art literacy. You
 4 will find that they are wanting to be able to say
 5 amazing opportunity for our schools.

6 We also have partnerships, as we talked
 7 about, enhancing partnerships. We have had a
 8 partnership with the Baltimore County government
 9 since 2013, where we have Team BCPS Clean Green 15
 10 grants. This is a competitive grant where schools
 11 actually compete against each other to be able to
 12 have money to be able to impact environmental
 13 literacy on their campus. This past year, we've
 14 also had partnership with FFCU to be able to have
 15 teachers apply for \$500 grants to be able to get
 16 resources for their classroom for a project or maybe
 17 a team of teachers for something that they're doing
 18 together. As we move through this fiscal year, we
 19 had an extra \$10,000 in funding as we took a look at
 20 our treasury, and we were able to put fast funds
 21 into place where teachers were able to apply over

Page 113

1 these past two months grants totaling \$1,000 a
 2 piece. So those are our grant programs that we have
 3 and one part of the programs.

4 Our second program that you take a look at
 5 our scholarships. We want to make sure that we
 6 impact our students who are going to two- and four-
 7 year colleges and universities, as well as trade and
 8 technical schools. Our scholarship program is
 9 funded by our fundraising efforts as well as private
 10 philanthropic donors. Again, let me emphasize the
 11 word partnerships, with people who want to support
 12 our students in Baltimore County. From 2004 to
 13 2021, we have awarded 307 scholarships through the
 14 Foundation totaling nearly \$600,000 in scholarship
 15 dollars for our students. As we come into awards,
 16 ceremonies coming up with our district and
 17 graduation, we're going to add another \$25,000 in
 18 scholarships this year. So we are very happy to
 19 report that, too, as well.

20 The last area in the area of programs, and
 21 Goal No. II, talks about special initiatives. This

Page 114

1 is when I am meeting with partners who say, hey, I
 2 want to help a certain school in the Central or the
 3 East or the West Zone, I have \$5,000 for a project.
 4 Is there a school you can partner me with? So these
 5 are our special initiatives that we have. And as
 6 you see, we have 33 active special initiative
 7 schools and offices that we have these programs
 8 with. These are things such as BCPS Film Fest comes
 9 through the foundation; Teacher of the Year; Back to
 10 School Involves You; the Westy's Walk at West Towson
 11 Elementary School; as well as Black History Month
 12 writing contests that was held this year. These are
 13 ongoing projects that we build and we fund year
 14 after year to be able to support the district and
 15 different initiatives within the school.

16 Those three things are what most education
 17 foundation support in any LEA across the state and
 18 around the nation. This program that I'm going to
 19 share with you now is my baby. I always say it's
 20 the fifth child I never had. But it supports
 21 teachers and it supports students. It builds team,

Page 115

1 it builds collegiality, and it makes sure that we
 2 are having teachers not reach into their pockets to
 3 be able to fund resources or projects in their
 4 schoolhouse. This is called The Exchangeree:
 5 Gizmos and Gadgets Galore. The Exchangeree is
 6 actually brick and mortar. They are two
 7 collaborative educator resource centers that we have
 8 in Baltimore County. We are the only LEA in this
 9 state that has not only one but two of these teacher
 10 centers. This evolved out of a simple back-to-
 11 school drive, let's collect some school supply
 12 drives and let's distribute them to the teachers.

13 When you take a look at The Exchangeree,
 14 let me give you some numbers first, the first one
 15 opened in 2018. So from 2018 to February of 2022,
 16 we have serviced over 9,000 teachers with our
 17 Exchangerees. When you take a look at a ratio of 1
 18 to 26, we have serviced over 352,000 students with
 19 supplies and resources for them to be academically
 20 successful. When you take a look at books, with our
 21 Books for Ben campaign, we have distributed over

Page 116

1 36,000 books with 3,000 that went out last week at
 2 Let's Play Ball. Our goal is 50,000 before the end
 3 of June to impact literacy. And then total monetary
 4 value that we put back into school, nearly \$1.2
 5 million worth of resources.

6 Now, will you walk with me as we take a
 7 look at these schematics? As you take a look at
 8 your notes. The first schematic for our Exchangeree
 9 was at Windsor Mill in partnership with Mr. Scott
 10 Dorsey, Merritt Companies. This is a 2,700-square-
 11 foot center that is stocked to the gills with
 12 supplies for our students. Again, through another
 13 partnership with American Design, it stays with 21st
 14 Century classroom furniture. You may say, what kind
 15 of campaigns do we have in our Exchangerees? First
 16 of all, tools for schools. We want to make sure
 17 that we have supplies and resources in our students'
 18 hands and our teachers' classrooms to impact their
 19 academics, their therapeutic and their social
 20 emotional well-being. We also want to make sure
 21 that we are wrapping warmth around our students by

Page 117

1 having Share the Warmth campaign: coats, mittens,
 2 gloves, hats, scarves, as well as toiletries. And
 3 then Impact Literacy, we have Books for Bens to be
 4 able to give children brand-new books to be able to
 5 take home and call their own. They don't have to
 6 give them back. They also impact our teachers'
 7 libraries within their classrooms. The last one,
 8 which is warming and dear to my heart, is called The
 9 Hub. In our Exchangeree, we have a collaborative
 10 space where teachers come and they build
 11 collegiality, they build team, they come together as
 12 one and they plan and they strategize. And then,
 13 who doesn't like to go shopping? They go to the
 14 shelves and they shop the shelves for books and
 15 resources for their classrooms and their teachers.

16 Now, as we opened the one at Windsor Mill,
 17 someone said to me, well, Debbie, you need one on
 18 the east side of town. So again, in a partnership
 19 established with Federal Reality, we opened one at
 20 THE AVENUE At White Marsh. Again, bringing in
 21 American Design but adding another 21st Century

Page 118

1 vendor Douron, continuously increasing partnerships
 2 for our work in the district. When you take a look
 3 at this schematic, this was a pop-up shop. We
 4 opened this, really we planned this, to announce
 5 this at State of the Schools in March of 2020, but
 6 the schools closed. So we opened it, though, in the
 7 spring of 2021. And we were there for 18 months.
 8 We were told we had to move. Teachers were upset.
 9 It's like what are we going to do now? Well, I go
 10 back to Scott Dorsey and say, Scott, I need brick
 11 and mortar. Do you have a piece of property on the
 12 east side of town that we can open for The
 13 Exchangeree? Within a week, we have a 2,700-square-
 14 foot piece of property across from Golden Ring
 15 Middle School. Again, staged with 21st Century
 16 classroom furniture, the grand opening and the
 17 ribbon cutting will be coming up in June. We were
 18 able to move that in a month because what we had
 19 before there was a tenant that was coming in. Very
 20 warming, very dear to my heart to be able to impact
 21 our teachers and our principals and have a place

Page 119

1 where they can come and they can relax, have
 2 refreshments and shop for their schoolhouse.
 3 Our third goal was that of advocacy.
 4 Increase awareness, board development and
 5 cultivation and succession plan. You may say I'm a
 6 little bit dressed up for a Board meeting tonight,
 7 but I was at a black-tie function with the Baltimore
 8 County Bar Association prior to coming here. Why do
 9 I bring lead up to you? I met them back in 2012
 10 when I first became the Executive Director. In
 11 2022, they adopted The Foundation to be able to be
 12 their charity of choice for the year. All their
 13 fundraising efforts will come back to The Foundation
 14 via check in June. Now, one president wants to
 15 outdo the other one. The last check last year was
 16 for \$25,000. What will our check be? We will see
 17 in a few weeks.
 18 But anyway, increasing awareness is very
 19 important. I spend time going from people to
 20 people, coffee shop to coffee shop, restaurant to
 21 restaurant, meeting partners, having coffee, and

Page 120

1 telling stories about our students as a former
 2 educator and a former principal. But also, as we
 3 take a look at doing that, I work in the district
 4 and I report to the district for our community
 5 schools' liaisons and various offices. I partner
 6 with our superintendent. On one Saturday, we
 7 presented to the doctoral students at University of
 8 Maryland, College Park campus. That was an exciting
 9 time to be able to be together.
 10 Also, as we take a look at our work, we
 11 have impacted through The Exchangeree and our
 12 programs Battle Monument, St. Elizabeth, Maiden
 13 Choice. We had them come into our Exchangerees and
 14 do school-to-work transition programs. Our BCPS CT
 15 interns, we've had 16 since I became the Executive
 16 Director. We want to make sure that we are
 17 extending that for the next generation of mentorship
 18 and leadership.
 19 So, when you take a look at our awareness,
 20 we want to make sure that what is going to happen
 21 over these next couple of years is going to be

Page 121

1 sustained. We want to keep our partnerships strong,
 2 we want to keep The Foundation strong. And then
 3 when I took this this foundation in 2012, I had 15
 4 board members: 13 men, 2 women. I now have a board
 5 of 32. And proud to say that we are a very diverse
 6 board: age, ethnicity, race, age and gender. And
 7 they are a working board. Because why? They
 8 believe in our children. They believe in our
 9 teachers, and they believe in our schools.
 10 So it's an honor to be able to be here this
 11 evening as we take a look at our core values. We
 12 are strong ambassadors for the district. We're very
 13 proud of that. We are the preeminent charities --
 14 we want to be among the preeminent charities for
 15 advancement of education in our community. And you
 16 can tell by this small story with the Baltimore Bar
 17 Association, we have come up and we have become
 18 among the best. We want to make sure and we -- our
 19 students deserve an equitable access to a world-
 20 class education.
 21 And I'm very proud to say that the staff

Page 122

1 that I lead and the executive director and the
 2 executive leadership and the board that I lead, they
 3 are very professional adults who are very
 4 compassionate about everything that we do within the
 5 foundation.
 6 I thank you for letting me be here this
 7 evening. I invite you to take a visit over to The
 8 Exchangerees. Because once you come in, you'll get
 9 addicted to what it's all about and what we do for
 10 the district in Baltimore County.
 11 I want to tell you that The Exchangeree, we
 12 have created, myself and the other executive
 13 directors across the state, a program called Mind
 14 Over Matters and when we share best practices. And
 15 when I have board members from other jurisdictions
 16 coming over and wanting to walk through that
 17 Exchangeree and see what we have, how did you do it,
 18 how can we replicate, it's very warming to my heart
 19 as executive director to serve this district.
 20 So, come see us, visit our website, follow
 21 us on social media, and be part of who we are

Page 123

1 because we support you and everything in the
 2 district.
 3 Ladies and gentlemen, thank you so very
 4 much for this time.
 5 (Applause.)
 6 CHAIRWOMAN HENN: Ms. Phelps, thank you,
 7 and thank you for the outstanding presentation. I
 8 thoroughly enjoyed my visit to the White Marsh
 9 Exchangeree a couple of months back, and I can't
 10 wait to visit the new one as it opens. Thank you.
 11 MS. PHELPS: Julie, thank you. We had a
 12 great time when we were together. And it was fun to
 13 be able to share everything that we were doing. So
 14 thank you for the visit.
 15 CHAIRWOMAN HENN: Thank you.
 16 Mr. Thomas, did you have something you
 17 wanted to say or add?
 18 MR. THOMAS: Sure. I just wanted to thank
 19 Ms. Phelps so much for everything she's doing in
 20 Baltimore County Public Schools and with The
 21 Foundation. I had an incredible time at the Let's

Page 124

1 Play Ball event, visiting both Windsor Mill and THE
 2 AVENUE, getting to interact with the incredible team
 3 that Ms. Phelps has behind her. There are so many
 4 incredible former educators in BCPS that are really
 5 passionate about education after their time with us,
 6 and they're doing such incredible work with Ms.
 7 Phelps.
 8 So, let's give her another round of
 9 applause. She is so incredible.
 10 (Applause.)
 11 MS. PHELPS: Thank you so very much. And
 12 around The Exchangeree, we do have a council of
 13 teachers that start with a planning and give ideas
 14 because we only can get better, as well as advisory
 15 council of individuals that we meet quarterly to be
 16 able to talk public education and to be able to
 17 share information. So our awareness in the
 18 community is something that we are very proud of.
 19 We want to encompass not only professionals and
 20 businesspeople in the community but also those who
 21 lead our schools, teach in our schools, work in our

Page 125

1 schools. That's very important to us.
 2 CHAIRWOMAN HENN: Thank you.
 3 MS. PHELPS: Thank you.
 4 CHAIRWOMAN HENN: Board members, any
 5 comments or questions?
 6 MR. THOMAS: Ms. Henn, it looks like
 7 there's some in the chat.
 8 MR. McMILLION: Ms. Henn, I have a comment.
 9 CHAIRWOMAN HENN: Yes, Mr. McMillion.
 10 MR. McMILLION: Ms. Phelps, you're amazing.
 11 I was at the activity Saturday. And as soon as I
 12 made the turn-off at York Road into the school, I
 13 was already like, wow. And then it occurred to me
 14 after walking by the food trucks and seeing the
 15 Allied kids and all the spectators and hanging out
 16 at the game, if you put your name, whatever you put
 17 your name on, put your stamp on, it's going to be a
 18 top-flight activity. And I've been to White Marsh
 19 and you're amazing. Thank you very much for all you
 20 do for Baltimore County, the students and the
 21 teachers, and just thank you very much.

Page 126

1 MS. PHELPS: Thank you, Rod. You can't do
 2 without a great team. And I have a great team
 3 behind me. I have great stories I can tell about
 4 each one of them. But they are just very vested in
 5 what we do. And they believe in what's happening
 6 here in Baltimore County, so it's with great pride.
 7 Thank you.
 8 CHAIRWOMAN HENN: Thank you. Ms. Rowe.
 9 MS. ROWE: I just want to thank you for
 10 everything you do in the county. Those Exchangerees
 11 are the most fantastic thing. I had been to one,
 12 the one in White Marsh. And it's so great to think
 13 that there's a way that teachers don't have to take
 14 money out of their own pocket because they want to
 15 do something in a school and maybe that school
 16 doesn't have a PTA that raises the kind of money
 17 that other PTAs raise that they can fund some of
 18 these things. So that's great. And there was one
 19 teacher that had an idea. And as you're here, I'll
 20 pass the idea on, is this idea of a mobile
 21 exchangeree, where you pack a bus --

Page 127

1 MS. PHELPS: It's on our list.
 2 MS. ROWE: Is it? Oh, oh, I'm so glad. So
 3 I thought, as you're here, I'm just going to bring
 4 up the idea of a mobile exchangeree that goes to
 5 different schools and then teachers can just come
 6 out and get what they want and, you know, do that.
 7 MS. PHELPS: That would be an increase in
 8 staff. But you know, it's something that we have
 9 put on the table that was brought up about going in
 10 a mobile unit. It will take more volunteers, it
 11 will take more organization, but the sky's the limit
 12 as to what we're doing. We're very excited about
 13 showcasing it to people. And then to say, how did
 14 you get this all done? It's because, again, the
 15 team component behind and the opportunity to be
 16 innovative and the leadership that we have within
 17 the district to be able to give The Foundation this
 18 open rein to be able to support in this way.
 19 So thank you very much, Ms. Rowe.
 20 CHAIRWOMAN HENN: Thank you, Ms. Rowe.
 21 Ms. Mack.

Page 128

1 MS. MACK: I just wanted to echo the
 2 comments from my other fellow Board members. I
 3 think Mr. McMillion and I were at the little library
 4 dedication at Loch Raven Academy. And as a result
 5 of that, I did try to visit the Windsor Mill
 6 location. And just for teachers who may be
 7 listening, are there any walk-in hours or do you
 8 have to register?
 9 MS. PHELPS: So hours are twofold. Number
 10 one, we're always at Golden Ring on Tuesdays, we're
 11 always at Windsor Mill on Thursdays. So and there
 12 are a set shopping days that goes through the BCPS
 13 Hub. But through my presentations to various groups
 14 across the county, we do exclusive days at The
 15 Exchangeree, where if a principal or a teacher
 16 communicates with myself, we set up a time frame for
 17 them to come over during their lunch hour or during
 18 their planning period to shop. So we try to
 19 accommodate in every way possible. But to be able
 20 to have it open every day is something that we're
 21 working on, but it just isn't viable at this time.

Page 129

1 MS. MACK: I certainly understand that.
 2 And I really thank you for all that you do. I have
 3 visited the White Marsh. I was there for the grand
 4 opening. And I did visit the Windsor Mill when I
 5 first got on the Board. So it's just such an
 6 invaluable thing to do for our staff. And I really
 7 appreciate you and your staff.
 8 MS. PHELPS: Thank you. Thank you, Lisa.
 9 Appreciate that.
 10 CHAIRWOMAN HENN: Thank you.
 11 Mrs. Causey.
 12 MS. CAUSEY: Thank you, Madam Chair.
 13 Ms. Phelps, just wonderful to see you as
 14 always. When I first joined the Board, you were one
 15 of the first friendly, energetic faces that I really
 16 connected with. You were everywhere, and so it was
 17 easy. New teacher orientation, the Teacher of the
 18 Year program, just a wonderful opportunity and
 19 always so excited to showcase what are the amazing
 20 things that our teachers and students are doing and
 21 how the administrators and staff are supporting

Page 130

1 them. So I look forward to, you know, seeing those
 2 things in person as we keep in recovery and doing
 3 more activities, and just for the entire community
 4 to understand what a wonderful conduit that your
 5 organization is for so many individuals but also
 6 businesses and other community groups that want to
 7 support the public school system, and creative,
 8 hardworking, organized, just a wonderful way to
 9 advocate for our children and our teachers and our
 10 school communities. So thank you very much.

11 MS. PHELPS: Thank you.

12 CHAIRWOMAN HENN: Yes, thank you.

13 DR. WILLIAMS: Chair, now I'd like to just
 14 make a few comments.

15 CHAIRWOMAN HENN: Sure.

16 DR. WILLIAMS: First, I want to thank The
 17 Education Foundation of BCPS because when we look at
 18 just what they're all about, Board members, is a
 19 good example of a partnership, is working
 20 collaboratively with the school system, looking at
 21 the needs, working with our school leaders, working

Page 131

1 with the senior leadership to discuss ways to
 2 improve teaching and learning and the collaboration.
 3 So I want to thank that partnership because it's not
 4 happening in every school system. So we are
 5 fortunate, as Ms. Phelps talked about, our
 6 presentation to grad students.

7 I also want to thank the executive board.
 8 I attended their last meeting, and their involvement
 9 is 100 percent. And every meeting, at the end, they
 10 review their core values because they want all
 11 members to understand their purpose. And I think I
 12 said to them, thank you for doing that. That is
 13 something that we all should practice and learn and
 14 do every time we have a meeting to look at what is
 15 that core value? Why are we doing the work?

16 And lastly, I want to thank Ms. Debbie
 17 Phelps for her leadership, over 30-plus years of
 18 service, I won't give the exact number. But we want
 19 to thank you for your leadership, and all that you
 20 do for Team BCPS because it impacts our students and
 21 our staff. And however we can develop and continue

Page 132

1 to strengthen that partnership, we are constantly
 2 having communications. So I just want to thank you
 3 for taking on this request of mine to present to the
 4 Board about The Foundation because there are great
 5 things happening when we partner and work together
 6 to really deal with the needs of our students and
 7 staff. So thank you.

8 MS. PHELPS: Thank you, Dr. Williams. I
 9 appreciate that.

10 CHAIRWOMAN HENN: Thank you, Dr. Williams.
 11 And thank you again, Ms. Phelps.

12 MS. PHELPS: My pleasure.

13 DR. WILLIAMS: Thank you both. Thank you.

14 CHAIRWOMAN HENN: The next item on the
 15 agenda is the update on the Efficiency and
 16 Effectiveness Review. And for that I call on Dr.
 17 Williams and Dr Yarbrough.

18 DR. WILLIAMS: So, good evening, Board
 19 Chair Henn, Vice Chair McMillion, members of the
 20 Board.

21 Tonight I present Update No. 7 of A Clear

Page 133

1 Path Forward, our system plan to address needs
 2 outlined in the Public Works Operational Efficiency
 3 Review. Our plan is aligned with the blueprint for
 4 Maryland's future with a goal of positioning
 5 Baltimore County Public Schools as a premier school
 6 system. My goal is to provide an update on our
 7 progress with respect to assessing, adopting and
 8 implementing recommendations outlined in the 759-
 9 page report.

10 So we know -- next slide, please. We know
 11 that our efforts to heal, rebuild and recover must
 12 be ongoing. On March 22nd, our Deputy
 13 Superintendent Dr. Yarbrough provided a status
 14 report on the efficiency review.

15 Next slide. This slide details the BCPS
 16 Response to the efficiency report received in
 17 September from Public Works LLC. On September 14th,
 18 articulated BCPS commitments to Team BCPS. We have
 19 taken several steps as a system to employ a steady,
 20 balanced approach to review and implement
 21 recommendations. As you can see from this slide,

Page 134

1 our work began in September. There has been a
 2 sustained commitment to implementing the process
 3 with fidelity through the year, culminating with the
 4 final report.
 5 Next slide. Stakeholders have been an
 6 integral part of this process from the very
 7 beginning. Our review and analysis has been
 8 informed by multiple voices at each step. Each work
 9 group was co- facilitated by an equity specialist
 10 and division director or executive director who
 11 worked together to incorporate all voices while
 12 ensuring fidelity to the process. All workgroups
 13 reviewed recommendations, identified priorities
 14 where appropriate, charted a course of
 15 implementation of next steps. We appreciate the
 16 input of workgroup members including division and
 17 department staff members, union representatives in
 18 all phases, blueprint for Maryland's future content
 19 experts, parents' stakeholder group representatives
 20 and student leaders. Their participation ensured
 21 that true collaboration occurred to include multiple

Page 135

1 perspectives, while respecting content expertise and
 2 the impact on Team BCPS.
 3 Tonight, I invite Deputy Superintendent,
 4 Dr. Yarbrough; our Chief of Staff, Ms. Charley-
 5 Greene; and Ms. Onijala, our Senior Communications
 6 Director, to provide a report that details our
 7 current implementation status and an overview of
 8 comprehensive communications and climate and morale
 9 plans for Team BCPS.
 10 DR. YARBROUGH: Thank you, Dr. Williams.
 11 Good evening, Board Chair Henn, Vice Chair
 12 McMillion and members of the Board.
 13 On September 14, Dr. Williams committed to
 14 the following outcomes related to the Efficiency
 15 Review Report. Significant cost savings focused on
 16 operational efficiency, a reorganization of central
 17 office staff to ensure the effective and efficient
 18 provision of services to schools, a comprehensive
 19 collaborative plan to improve staff morale,
 20 communication, and stakeholder satisfaction. To
 21 date, items No. 1 and 2 have been completed, and we

Page 136

1 will share information about No. 3 this evening.
 2 As stated previously, responsible cost
 3 reductions in the amount of \$7.7 million have been
 4 completed. These savings include a reduction of
 5 nine FTEs, totaling \$1.7 million to the
 6 reorganization of cabinet and 6 million through
 7 device cost reductions.
 8 Next slide, please. This slide represents
 9 the reorganized cabinet reporting structure in
 10 alignment with the recommendations from the
 11 efficiency report. The new positions of Deputy
 12 Superintendent, Chief Financial Officer and Chief
 13 Information Officer were approved by the Board of
 14 Education on October 26, 2021. In accordance with
 15 Policy 2310, the positions that report directly to
 16 the Superintendent and positions at the executive
 17 director level and above will be presented in June
 18 for Board approval.
 19 Next side, please. Examination of the
 20 recommendation types revealed the following: The
 21 report included 131 recommendations that were

Page 137

1 process efficiencies. 38 or 19.3 percent were
 2 efficiencies with final implicate -- financial
 3 implications, excuse me. Savings, 17
 4 recommendations; 11 that were categorized other,
 5 including the morale plan and communications plan.
 6 As you know, the overall rate of
 7 implementation averages 80 percent across school
 8 districts. As of May 13, 2022, 191 recommendations
 9 have a final determination. Baltimore County Public
 10 Schools has moved forward 169 items or 88 1/2
 11 percent with a yes. This exceeds implementation
 12 average by more than 8 percent. 10 percent or 19
 13 items have moved forward with a no; and 2 percent,
 14 three items with a determination to hold for further
 15 review and consideration in FY 24. Six items are
 16 pending Board of Education action.
 17 As of May 13th, 191 recommendations have a
 18 designated implementation status. This slide
 19 provides a summary of those actions that have been
 20 completed, those that are in progress, and those
 21 with the start date beginning this spring. The

Page 138

1 final report includes a detailed description of each
 2 recommendation and the associated timeline.
 3 Next slide, please. The Final Report
 4 representing nine months of work and the
 5 collaboration of hundreds of stakeholders will be
 6 posted on our website tomorrow. In addition to
 7 providing background information and specifics
 8 regarding our process, it details every
 9 recommendation. While it is infeasible to review
 10 197 recommendations in this venue, the public is
 11 encouraged to review the report for a final
 12 accounting of the steps that we are taking as a
 13 system to improve efficiency and effectiveness. In
 14 the report for each item, you will find the original
 15 recommendation, the type of recommendation, the
 16 final outcome, implementation status, initial review
 17 and implementation timeline, as well as notes as
 18 appropriate. In addition to the 197 recommendations
 19 focused on operational areas, public works
 20 identified several themes across divisions that
 21 should be addressed as a part of BCPS's ongoing

Page 139

1 work. Two of those themes, communications and
 2 employee morale, are included in this evening's
 3 report. At this time, I invite Ms. Charley-Greene
 4 and Ms. Onijala to present the Communications Plan
 5 Overview.
 6 MS. CHARLEY-GREENE: Thank you, Dr.
 7 Yarbrough. And once again, good evening, Board
 8 Chair Henn, Vice Chair McMillion, Dr. Williams and
 9 members of the Board.
 10 As we address needs outlined in the Public
 11 Works Operational Efficiency Review and continue to
 12 position Baltimore County Schools as a premier
 13 school system, our success, we know, will be
 14 dependent upon efforts to build relationships across
 15 school communities, offices and facilities and the
 16 greater community. Positive and productive
 17 relationships are built through meaningful
 18 communication and engagement. All members of Team
 19 BCPS are vital to our success. Tonight, we will
 20 highlight critical work that is underway to address
 21 system-wide communication needs and employee climate

Page 140

1 and morale.
 2 At this time, I invite Ms. Onijala to share
 3 details about our Strategic Communications Planning
 4 for effective engagement with Team BCPS.
 5 MS. ONIJALA: Thank you, Ms. Charley-
 6 Greene.
 7 Good evening, Dr. Williams and members of
 8 the Board.
 9 After joining Team BCPS in September, I had
 10 several conversations with leadership about the
 11 state of communications for the system, challenges
 12 and opportunities. The Chief of Staff explained the
 13 work that was underway to address the
 14 recommendations of the efficiency review. She
 15 shared that there were specific items and
 16 recommendations that were communications related
 17 that would require immediate attention. As I read
 18 through the review findings and also did some
 19 informal canvassing of our processes, platforms and
 20 tools, I realized it would be important to do a
 21 formal assessment of our stakeholders' perceptions

Page 141

1 of and experiences with system communications. Our
 2 team determined that part of that formal assessment
 3 would need to be a communications questionnaire for
 4 staff and the community that would assess how BCPS
 5 can better share information with Team BCPS staff,
 6 students, families and the community at large.
 7 And so, with Dr. Williams' approval, we
 8 launched the questionnaire on December 22nd, 2021.
 9 We received nearly 1900 responses from the community
 10 and approximately 1250 responses from staff. And
 11 the responses provided a wealth of feedback on what
 12 our stakeholders believe creates barriers to access
 13 and lead to negative communication and customer
 14 service experiences. The efficiency review findings
 15 and data from the communications questionnaire will
 16 drive communication strategy moving forward.
 17 The work of the Department of
 18 Communications and community outreach will be
 19 focused on the five key areas that you see on the
 20 screen. They are aligned to the goals outlined in
 21 our strategic plan, Focus Area Four, community

Page 142

1 engagement and partnerships and address the findings
 2 and recommendations of Public Works LLC specific to
 3 the communication needs of the system.

4 The five areas are: Improve Accessibility
 5 for Stakeholders, Enhance Engagement and Strengthen
 6 Communications, Expand Direct Outreach to Students,
 7 Enhance Central Office Collaboration, and Cultivate
 8 Stronger Interagency Partnerships.

9 Next slide, please. Improving
 10 Accessibility for All Members of Team BCPS. This
 11 focus area is about rethinking mechanisms and
 12 platforms for outreach that allow more people to
 13 engage in critical system content as efficiently as
 14 possible. Additionally, we want to take a deeper
 15 look at how we differentiate our messages and adjust
 16 our content across various platforms to meet the
 17 needs of our diverse community.

18 I will now highlight some of the proposed
 19 tools to address the barriers to accessing
 20 information. This begins with a complete redesign
 21 of the BCPS website and school websites and also the

Page 143

1 launch of a new BCPS mobile application. What you
 2 see on the screen is a mock-up of the redesigned
 3 website. We've heard from our community, staff and
 4 families that our current website design is
 5 difficult to navigate. It is important to note that
 6 the web team had to completely rebuild the site
 7 following the cyber attack. It was a massive
 8 undertaking. But as we rebuild and heal, we must
 9 address the areas of communication that aren't
 10 working for Team BCPS. And the website is one of
 11 the most important areas. Our work is guided by
 12 best practices for website design. Key information
 13 should be no more than two clicks away. It is also
 14 critical to engage in analytic tool to measure where
 15 our website visitors are spending their time and put
 16 those links front and center.

17 While the work on redesigning the website
 18 will take us into the fall, we have already begun to
 19 make some noticeable changes to the website. This
 20 includes an improved search function, as well as the
 21 improved placement of key resources and links right

Page 144

1 on the BCPS homepage. Accessibility also needs a
 2 standard practice of translating all key system
 3 messages and alerts in Spanish and sharing both
 4 messages at the same time on our website and via our
 5 various messaging platforms. I will provide greater
 6 detail on our outreach to Spanish-speaking families
 7 in just a little bit.

8 I am also pleased to share that we are
 9 working with Swagit Productions to enhance community
 10 access to board meetings, community town halls,
 11 virtual conversations and more. Swagit will provide
 12 us with the ability to embed live streaming videos
 13 directly on our homepage.

14 Next slide, please. For the focus area of
 15 Enhancing Parent, Staff and Community Engagement and
 16 Strengthening Communications, we will provide more
 17 targeted outreach to parents, staff and the
 18 community by leveraging underutilized and new
 19 communication tools. This will include a new weekly
 20 staff newsletter and a biweekly newsletter that will
 21 be sent to all BCPS parents and guardians. We are

Page 145

1 leveraging text messages via School Messenger and
 2 alerts via the Parent Focus portal and Schoology.
 3 These tools currently have not been utilized to
 4 their full internal and external communication
 5 potential. A big part of this work will be building
 6 engagement with Spanish-speaking families through
 7 traditional media, digital media, collaboration with
 8 county agencies, nonprofit organizations and more.

9 Our new bilingual senior communications officer, who
 10 will lead much of this work, started on April 4th
 11 and has hit the ground running. We have more than
 12 11,000 English learners in BCPS and more than 20,000
 13 BCPS students have identified themselves as speaking
 14 another language. Of the 20,000, 11,000 of those
 15 speak Spanish. From 2016 to 2021, the percentage of
 16 Spanish-speaking EL students grew from 55 to 68
 17 percent. We want to ensure that we are meeting the
 18 communication needs of this rapidly growing
 19 population and providing timely, culturally
 20 competent resources and information.

21 Next slide, please. In the short time that

Page 146

1 we have had our bilingual senior communications
 2 officer on board, we have established relationships
 3 with local Spanish media who wants to partner with
 4 us to provide BCPS families with critical news and
 5 information about the system. Recent interviews
 6 with some of Baltimore Latino and El Zol 107.9
 7 provided an opportunity for the communications team
 8 to share resources and information on how to
 9 navigate the school system.

10 As you see on the screen, we have been
 11 sharing translated news releases with the community
 12 and posting them on the BCPS website. We have also
 13 started providing BCPS exposure blog stories in
 14 Spanish. We are tentatively set to launch a new
 15 Facebook Live new show in Spanish called "Noticiero
 16 BCPS" on Wednesday, May 25th. Really excited about
 17 that. This will be a weekly show where our senior
 18 bilingual communications officer will cover
 19 important topics like enrollment, BCPS programs,
 20 services and much more. We are also exploring the
 21 creation of a Spanish language mini website and

Page 147

1 actively, actively soliciting the feedback,
 2 suggestions and input from Spanish-speaking parents
 3 on what they would like to see on the website.
 4 That's critical.

5 Next slide, please. For our focus area on
 6 Enhancing Central Office Collaboration, we want to
 7 establish processes that enable cross-office, cross-
 8 division collaboration to identify critical areas of
 9 communication for the system and develop
 10 deliverables that equip offices and schools to serve
 11 as effective ambassadors. This will provide more
 12 coordinated and seamless communication for the end
 13 user to increase transparency across Team BCPS.
 14 This year, the communications team and the
 15 Department of Equity and Cultural Proficiency have
 16 worked together to provide professional development
 17 for principals, assistant principals, and staff
 18 development teachers on standards of excellence.
 19 This PD has focused on building a shared vision for
 20 operational excellence, focused on relational trust,
 21 effective communication, and collaborative

Page 148

1 leadership. We've covered the following key
 2 components: communication, customer service,
 3 relationships, innovative problem solving, and
 4 mutual accountability. And we believe that through
 5 these continued conversations on what excellence
 6 means for Team BCPS, we will have a shared
 7 understanding, shared commitments, and shared values
 8 that guide all of our work as a school system.

9 Next slide, please. For this focus area on
 10 Expanding Direct Outreach to Students, we want to
 11 leverage underutilized tools to engage with
 12 students, solicit feedback and provide information
 13 on system initiatives, programs and events that are
 14 of importance to our students. We need to provide
 15 opportunities for two-way conversations with
 16 leadership. Why? Because our purpose is ensuring
 17 student success. And students are often overlooked
 18 in their ability to be effective ambassadors of key
 19 system messages. Some ways in which we will
 20 accomplish this is through direct student messaging
 21 and student engagement and collaboration with the

Page 149

1 student member of the Board. We've done a lot this
 2 year with Christian. He has been a tremendous
 3 partner in this work. Thank you, Christian.
 4 Student journalist roundtables where Dr. Williams
 5 will have an opportunity to speak with some of our
 6 students who are writing for their school papers, to
 7 talk about some of the system initiatives and work.
 8 We've launched an information campaign on Outlook
 9 accounts for secondary students. We found out that
 10 students didn't realize they had access to some of
 11 these email accounts and that we as a system could
 12 provide some information to them directly. We've
 13 been posting on Schoology, you'll see an example on
 14 the screen, where we're getting thousands of likes
 15 and comments on posts about the SMB election, on
 16 posts about early closure. Who doesn't love an
 17 early closure day, right? But we're seeing that
 18 students want to engage with this content. And so
 19 we're leveraging these tools that have existed but
 20 haven't been utilized in this manner before. We're
 21 working with student councils on joint campaigns

Page 150

1 including mental health campaigns and campaigns
 2 around safety.

3 Next slide, please. For this focus area of
 4 Cultivating Stronger Interagency Partnerships, we
 5 believe that improved collaboration with the
 6 communication counterparts and the county council,
 7 the county executives office, other county agencies
 8 will enable us to provide timely and accurate
 9 communication in crises, amplify core messaging, and
 10 leverage resources to improve effectiveness and
 11 efficiency and connect with the community at a
 12 deeper level. An example of the importance of a
 13 stronger interagency partnership is the announcement
 14 of the new Baltimore County Emergency Alert System.
 15 The alert system will include BCPS-related
 16 information. And we have been in contact with the
 17 county's Emergency Management planner to coordinate
 18 efforts and ensure accuracy in the information that
 19 is shared.

20 BCPS is also working closely with the
 21 county's Immigration Affairs outreach coordinator to

Page 151

1 coordinate services and outreach to immigrant
 2 families. We recently joined the county's new
 3 American Advisory Group and are learning more about
 4 the various agencies, nonprofit groups and
 5 organizations that serve Spanish-speaking BCPS
 6 families, agencies such as the Esperanza Center, a
 7 comprehensive resource center whose mission is to
 8 welcome immigrants by offering hope, compassionate
 9 services and the power to improve their lives.

10 We will identify community festivals and
 11 events for Spanish-speaking county residents where
 12 we can set up the BCPS parent mobile or an
 13 information table and provide important resources
 14 and information.

15 Next slide, please. Here on the screen,
 16 you will see an outline of the work already
 17 underway, as well as highlights of the work to come.
 18 As I mentioned earlier, we have been making
 19 enhancements on the website in our design of
 20 messages and delivery and much more. You may be
 21 noticing more frequent text messages about BCPS-

Page 152

1 related news. Again, an effort to make sure that
 2 we're hitting our families across all platforms.
 3 And this has been in direct response to the feedback
 4 we have received from staff, families, the community
 5 and new members of the Board of Education, and areas
 6 of concern that have been outlined in the efficiency
 7 review. This work is ongoing, and we believe this
 8 plan that focuses on improving accessibility for all
 9 members of Team BCPS, enhancing parents, staff and
 10 community engagement and strengthening
 11 communications, expanding direct outreach to
 12 students, enhancing our central office
 13 collaboration, and cultivating stronger interagency
 14 partnerships will help ensure that all members of
 15 Team BCPS are connected to our system. How will we
 16 measure effectiveness? We're going to be tracking
 17 website analytics, the number of newsletter opens
 18 and click throughs. But most importantly, in my
 19 opinion, building opportunities for ongoing feedback
 20 on communications through targeted questionnaires;
 21 focus groups; live community town halls, where we

Page 153

1 are taking questions live on YouTube, not, you know,
 2 receiving those questions and being able to answer
 3 them directly; drop-in sessions and more. Our
 4 bilingual senior communications officer is also
 5 establishing a parent focus group for Spanish-
 6 speaking families to provide frequent feedback and
 7 insight on system communication.

8 Thank you for this opportunity to share
 9 some highlights of this critical work. I will now
 10 turn it over to Dr. Yarbrough, who will provide
 11 information on the comprehensive climate and morale
 12 plan.

13 DR. YARBROUGH: Thank you, Ms. Onijala.

14 In the fall, we began working with our
 15 union partners to identify the next steps for the
 16 development of a comprehensive plan to improve staff
 17 climate and morale. Each union president worked
 18 with its membership to identify the top concerns,
 19 potential solutions and ideal state. Organizational
 20 Effectiveness also hosted nine focus groups for non-
 21 represented staff to gather their input and

Page 154

1 feedback.

2 Our plan identifies four areas of focus for

3 the upcoming year: Organizational Climate,

4 Engagement, Recognition, and Wellness. In the

5 spirit of continuous improvement, we commit to

6 ongoing dialogue and feedback on our process and our

7 progress throughout the school year on behalf of our

8 staff members.

9 Next slide, please. Organizational Climate

10 is the attitude, satisfaction and overall outlook of

11 employees about their interaction with BCPS as a

12 whole. Morale has a direct impact on productivity.

13 We will work together to reestablish a culture that

14 values customer service. Specifically, we will

15 commit to a standard of 24-to-48-hours response time

16 to queries received across Team BCPS from all

17 stakeholders and create robust opportunities for

18 team building throughout the year to reconnect to a

19 common purpose. Components of positive

20 organizational climate must include ongoing

21 feedback, which we will receive from our union

Page 155

1 partners, stakeholder groups, advisory groups,

2 student leaders, families, leadership development,

3 appreciation and recognition and further development

4 of positive relationships that help all members of

5 Team BCPS identify with our collective identity.

6 Next slide, please. Engagement is the

7 level of enthusiasm and dedication an employee feels

8 towards their job. We know that engaged staff

9 achieve better results no matter what the position

10 is. In order to achieve that, we are going to focus

11 on the adults specific to each and every single

12 worksite across Team BCPS. Teams will work

13 collaboratively to create the climate and conditions

14 for success. Schools and offices will analyze

15 engagement data and feedback from staff members and

16 create specific goals as part of the existing school

17 and office progress planning process. And we will

18 commit to monitoring our progress through ongoing

19 feedback from Educator Council and office teams to

20 review and adjust the plan as needed throughout the

21 year.

Page 156

1 Recognition is the open acknowledgement and

2 appreciation of staff contributions to the success

3 of Team BCPS. The Office of Communications will

4 partner with organizational effectiveness to expand

5 efforts to highlight the outstanding and hardworking

6 members of Team BCPS. The recognition will take

7 multiple forms, including recognition from peers,

8 leaders, and system-wide acknowledgement of service

9 milestones to celebrate our employees. These

10 efforts will celebrate well-deserving staff who

11 exemplify our core values and make BCPS a better

12 place.

13 Next slide, please. BCPS values every

14 student, employee and community member. Our goal is

15 to provide an organizational culture and climate

16 that is supportive, safe and healthy.

17 This fall, staff will have additional

18 resources focused on mental health and well-being.

19 In addition to the expansion of BCPS Connects and

20 our Employee Assistance Program, we are excited

21 about adding Health Fairs Plus and SELW Bounce Back.

Page 157

1 Health Fairs Plus is an innovative online corporate

2 wellness resource to provide employees access to

3 health and wellness webinars and activities to offer

4 employees a secure and easy means of accessing

5 health and wellness resources. Employees can

6 participate in various wellness challenges, which

7 include fitness, nutrition, stress, relaxation,

8 stress relief, relaxation, and financial literacy.

9 Bounce Back is an easy-to-use stress management

10 platform created for educators, administrators and

11 support employees. This new customized wellness

12 program is designed to help employees manage and

13 reduce stress developed in collaboration with CASEL

14 in response to the pandemic. Together with our

15 union partners, we believe a coordinated focus on

16 these key areas will help us to improve climate and

17 morale across Team BCPS.

18 At this time, I will turn it back over to

19 Dr. Williams.

20 DR. WILLIAMS: So, as we continue to engage

21 with union leadership regarding the upcoming year,

Page 158

1 we have received positive feedback that ongoing
 2 opportunities to provide wellness breaks to staff
 3 during the year were appreciated and the need exists
 4 for similar practices for this upcoming year. We
 5 also know that advance notice to families is greatly
 6 appreciated for planning purposes.

7 For Board consideration, we would like to
 8 offer the following for next year, November 23, 2020
 9 -- let me try it again. November 23rd of 2022,
 10 schools and offices closed, and staff wellness
 11 breaks in recognition of efforts, three hours early
 12 release on Thursday, December 22nd of 2022, Friday,
 13 March 17th of 2023, and Friday, May 19, 2023. We
 14 will continue to offer the gift of time and remote
 15 options on days with no students. Lastly, we will
 16 continue to explore additional opportunities for
 17 this upcoming year.

18 For the last nine months -- next slide,
 19 please -- have represented an opportunity to examine
 20 practices in BCPS and work collaboratively with all
 21 of our stakeholders as we have navigated the

Page 159

1 analysis and implementation of the efficiency review
 2 recommendations. We really want to thank all of our
 3 stakeholders for their input and engagement as we
 4 work together for the betterment of our system. We
 5 will continue to update the Board, our community and
 6 Team BCPS during these changing times.

7 So thank you.
 8 (Applause.)

9 CHAIRWOMAN HENN: Thank you. Thank you for
 10 the updates and the outstanding presentation.

11 Board members, any questions or comments?
 12 Ms. Rowe and then Dr. Hager.

13 MS. ROWE: So I noticed that the law had
 14 passed allowing school systems to use snow days as
 15 virtually in learning. And I wondered if we had
 16 considered doing that so that we wouldn't have to
 17 extend the school year.

18 DR. YARBROUGH: So last year, we received
 19 the information from MSDE that said it was
 20 temporary, only for this year. To my knowledge, we
 21 have not received information regarding moving

Page 160

1 forward. I am sure, under the direction of Dr.
 2 Williams, once we receive that information, we would
 3 again notify the Board and follow the processes as
 4 recommended by the State Department regarding our
 5 next step.

6 MS. ROWE: I believe it was a law just
 7 passed by the General Assembly this session.

8 DR. YARBROUGH: Okay.

9 MS. ROWE: So you'll see it in the
 10 information.

11 DR. WILLIAMS: It is the law. But we also
 12 do need to hear from our state board and our state
 13 superintendent. So as Dr. Yarbrough is saying, all
 14 we need is just additional clarification about how
 15 to proceed.

16 Thank you, Ms. Rowe.

17 CHAIRWOMAN HENN: Thank you. Dr. Hager.

18 DR. HAGER: Yes, thank you.

19 Ms. Onijala, I am so excited about you
 20 being here. So you just started in September,
 21 right? I'm so impressed with the work that you've

Page 161

1 done and very excited as a parent of three kids who
 2 have, over time, been in three different schools.
 3 I've gotten three different sets of texts, emails,
 4 you name it, Schoology alerts, on the same topic,
 5 usually like a haiku contest or something and it's
 6 just flooding my inbox. So I just really appreciate
 7 streamlining everything and the work that you
 8 described.

9 Two comments. One is, who is it that
 10 maintains the school of all websites?

11 MS. ONIJALA: So each school has a
 12 webmaster, supported by the web team. The web team
 13 is two people, the Department of Communications.
 14 But each school every year dedicates a staff member
 15 to serve as the webmaster.

16 DR. HAGER: So someone who's already doing
 17 other jobs, too?

18 MS. ONIJALA: Someone that is already doing
 19 another job.

20 DR. HAGER: Because that is an area that
 21 I'm sure others have commented could be improved.

Page 162

1 And then I just wanted to say that this --
 2 especially in recent months, and I'm sure this
 3 wasn't a surprise to anyone, most of the
 4 communication we've gotten is about busing, text
 5 messages, multiple emails, and it ends up meaning
 6 that things get lost that are maybe -- not the
 7 everyday busing is very important urgently in the
 8 moment, you know, but just as a comment, that could
 9 be a way that we could build off of the technology
 10 we've been using to notify parents about busing as
 11 we move forward, because I definitely get all of
 12 those messages, which is a good thing, because I
 13 need to get those. So anyway, thank you for all of
 14 the work that you're doing.

15 MS. ONIJALA: Thank you.

16 CHAIRWOMAN HENN: Thank you. Mr. Thomas.

17 MR. THOMAS: Thank you. I just also wanted
 18 to say thank you so much for everything this entire
 19 year, Gboyinde. You've been an incredible asset to
 20 the team, and I've loved working with you this whole
 21 year.

Page 163

1 I do have one question. And it is, what
 2 are some of your plans in the Office of Family and
 3 Community Engagement, or just as the Senior
 4 Communication Specialist to continue to engage
 5 students, maybe besides what's on the slide there,
 6 or what are some of the things you've noticed this
 7 year? Can you expand on that?

8 MS. ONIJALA: Absolutely. So some of the
 9 work with FACE will also include expanding our
 10 offerings in Spanish and ensuring that those
 11 offerings are culturally competent and ensuring that
 12 the resources and information are actually meeting
 13 the needs of the community. And so what Ms. Hahn,
 14 who leads the work around our Parent University and
 15 Family Engagement has just done a tremendous job,
 16 ensuring that there's diversity in the offerings of
 17 workshops, but we know that we could do more, right.
 18 And so working with our new bilingual senior
 19 communications officer, we are finding new resources
 20 in the community, people who could come in, provide
 21 trainings for our parents. And then on the student

Page 164

1 leadership side, I know that in Ms. Murray's remarks
 2 this evening that were delivered by Samantha, her
 3 desire and her hope is to expand leadership
 4 opportunities to our elementary students. So,
 5 partnering with her around that work to see how we
 6 can potentially expand some of those programs and
 7 offerings to our youngest learners.

8 MR. THOMAS: Awesome. Thank you so much.

9 CHAIRWOMAN HENN: Thank you.

10 Next, Mr. McMillion.

11 MR. McMILLION: Thank you very much for the
 12 presentation. I want to piggyback on what Dr. Hager
 13 said about the webmasters, the in-school webmasters,
 14 that is a critical position, as you very well know.
 15 Because having been in a high school for 25 years,
 16 you know, those people change and they have other
 17 responsibilities. And if they don't stay on top of
 18 that website, before you know it in a matter of, you
 19 know, days or weeks, they're behind and the public's
 20 behind. And that's the gap between the
 21 communication between the public and the school is

Page 165

1 that gap. So thank you for acknowledging that. And
 2 thank you for all your work. Thank you.

3 MS. ONIJALA: Thank you, sir.

4 CHAIRWOMAN HENN: Thank you.

5 Ms. Jose.

6 MS. JOSE: Thank you. Thank you for this
 7 presentation. Dr. Williams, as well.

8 My question is to the Chair. There were a
 9 lot of recommendations in the Efficiency Review for
 10 the Board to do as well. And the previous chairman
 11 Scott actually had started implementing some of
 12 those recommendations, i.e. she helped facilitate
 13 the Civility Code, she helped bring forward the
 14 handbook social media policy. But there's still a
 15 lot of recommendations.

16 And my question is to the Board. Where are
 17 we with those recommendations? One was
 18 superintendent evaluation to be done in a timely
 19 manner, micromanagement. So is there any
 20 presentation or
 21 action plans coming forward for the Board's

Page 166

1 recommendation as well?

2 CHAIRWOMAN HENN: Thank you, Ms. Jose.

3 So I had asked several Board members to

4 serve on an ad hoc committee dedicated to

5 implementing the recommendations of the Efficiency

6 Review. And to date, only one Board member has

7 accepted my request to lead that effort, and that is

8 Mrs. Causey. So I want to publicly acknowledge Mrs.

9 Causey's willingness to serve on that. Hopefully,

10 more Board members will step up to assist her. She

11 and I have been working together to identify

12 resources that are needed. This is not a one-woman

13 effort, by any means. So we have started to

14 identify resources, including some resources that

15 will involve some expense from the Board's budget,

16 since we do need resources to assist us in

17 implementing the recommendations. So we will be

18 bringing those recommendations to further the work

19 to the Board, in addition to proposals that we need

20 to get to accomplish the work. So, I do hope that

21 more Board members will step up and offer their

Page 167

1 assistance to Mrs. Causey because there is work to

2 be done. But we have started to identify internal

3 resources as well as external on several of the

4 items and are in discussions to get estimates and

5 proposals and mostly to identify resources at this

6 point. Because as you know, the Board does not have

7 the staff that the superintendent does. And we are

8 not full-time employees of this system. So it's

9 more challenging. So hopefully, more Board members

10 will step up and be able to assist.

11 And again, thank you, Mrs. Causey, for your

12 work so far.

13 MS. JOSE: So, Ms. Henn, what is the

14 timeline of bringing that to the Board?

15 CHAIRWOMAN HENN: We will update the Board

16 as we are able to make progress. As I said, it's

17 been one. I had hoped to have more members willing

18 to serve on that ad hoc, and that has not happened.

19 So we will be bringing updates to future board

20 meetings.

21 Ms. Mack, you were next.

Page 168

1 MS. MACK: Thank you very much for this

2 presentation. And thank you for your enthusiasm.

3 It's wonderful to see.

4 Quick question and then a comment. When we

5 send out questionnaires, in the past we used to have

6 an area for free flow. Did the questionnaire that

7 you referenced in December have an area for people

8 to write comments?

9 MS. ONIJALA: Some questions provided an

10 opportunity for long-form answers where they could

11 really share some of their frustrations or, you

12 know, things that they've observed. We didn't have

13 just a general comment box. But the way in which we

14 designed the questionnaire, it allowed for

15 additional comments beyond just a yes-or-no answer.

16 MS. MACK: And do we ensure that surveys

17 that staff provide feedback on, do we ensure their

18 anonymity?

19 MS. ONIJALA: We did not ask for name or

20 position. But with it being a Microsoft form, they

21 would, of course, login using their BCBS account,

Page 169

1 but I did not go in and check -- try and match

2 emails to names or anything like that, so.

3 MS. MACK: I'm sure you didn't.

4 MS. ONIJALA: Yeah.

5 MS. MACK: And then I often hear from

6 teachers that, and I'm wondering if you do and if

7 you're going to plan to address it, that there's so

8 much that happens in a school day, that is non-value

9 added. An example that I often get is having an

10 objective statement on the board in a kindergarten

11 class where students can't read. They can't read

12 the objective statement. And it takes time for the

13 educator to put that up there. And I understand

14 that, yes, the educator, him or herself can refer to

15 it. But it's just, we often hear our union leaders

16 speak to the Board and say, let us do what we were

17 hired to do and get rid of the non-value-added

18 stuff. Did any of that come out in the survey, and

19 do you have plans to address any of that?

20 MS. ONIJALA: Well, I wouldn't say those

21 specific examples came up. But what I would say

Page 170

1 that we heard from staff loud and clear was that in
 2 the course of the day, they have so many
 3 responsibilities. And if we're sending 10 different
 4 messages, there isn't time to read through all of
 5 that and understand what's going on in the system.
 6 And so that's why a response, one of the things that
 7 we're going to be focusing on, is a dedicated staff
 8 newsletter, that you can then go back search by
 9 keyword that you're trying to say, Oh, I know they
 10 sent me something about W-2s but I can't remember
 11 what that email said. But now you actually have a
 12 website where you can search and find the
 13 information. So we heard more of the there's so
 14 much information coming at me really, really fast,
 15 it's hard to kind of sort through it all. It gets
 16 lost in my email. I need a dedicated place to be
 17 able to search for information that's important to
 18 me as a staff member. So that is what we plan on
 19 addressing.
 20 MS. MACK: And I appreciate that. I guess
 21 I'm looking -- I worked on a business process

Page 171

1 engineering team. And we looked at ways to do
 2 things better, differently, more efficiently and
 3 more customer focused. And I guess I'm asking that
 4 we consider that in the future, to get input from
 5 our employees to say, what do you do every day that
 6 -- what are you required to do every day that does
 7 not have any benefit to student outcomes or student
 8 wellness or something like that? And I'm not
 9 expecting you to answer. I'm just throwing that out
 10 there.
 11 DR. WILLIAMS: Well, let me jump in. So I
 12 would always say that every school has some type of
 13 Climate Committee or Educators Council, that these
 14 questions or concerns, that's the purpose of those
 15 groups, to really problem solve.
 16 But your point about the objective, Ms.
 17 Mack, I need to respond. That's good pedagogy.
 18 That's what teachers learn about how to write an
 19 objective and then how administrators and other
 20 teachers know what's happening. And more
 21 importantly, as I go in classrooms, and I can turn

Page 172

1 to a student and say, what are you learning today?
 2 Whether it's kindergarten to 12th grade, they are
 3 always referencing that objective. So I wouldn't
 4 necessarily classify posting an objective as a non-
 5 value-added responsibility. That is what we've
 6 learned as we've gone through our teacher ed, how to
 7 write an effective objective, and then how to assess
 8 at the end of the lesson, whether the students
 9 learned that objective, which more than likely, Dr.
 10 Boswell-McComas, is tied to the standard, because we
 11 want to make sure our students are learning the
 12 standard. So, I would just offer as you're talking
 13 to staff, and they are making comments to you,
 14 please, please encourage them to reach out to their
 15 Climate Committee, the Educators Council, their
 16 administrator, the department chair, to help them
 17 problem solve some of their concerns or to answer
 18 some of their questions. But I just want to offer
 19 that based on your feedback.
 20 And thank you, Gboyinde, for responding to
 21 that question.

Page 173

1 CHAIRWOMAN HENN: Thank you. Ms. Scott.
 2 Oh, I'm sorry, Mrs. Causey and then Mrs. Scott.
 3 MS. CAUSEY: Good evening, and thank you
 4 very much for this presentation. And kudos, I'll
 5 echo about enthusiasm and a lot of the very positive
 6 things that you said.
 7 Related to our English learners, I had the
 8 opportunity to do junior interviews at one of our
 9 high schools. And one of the things that I
 10 recommended to a couple of the students, who are
 11 English learners, was the Seal of Biliteracy that
 12 our school system is promoting. And none of them
 13 had heard of it. So it's a wonderful opportunity
 14 for the students that are coming already with a
 15 valuable skill that just needs to be helped along
 16 the way to meet that Seal of Biliteracy. So
 17 hopefully, that's something that can really get
 18 channeled through that, through all that you're
 19 doing. So that's great.
 20 The other thing I wanted to ask about is if
 21 you could go back to Slide 24, related to wellness.

Page 174

1 So is this going to go through the school wellness
 2 councils? How is this going to get out into the
 3 schools and or did ideas come up? I just want to
 4 hear a little more about that.

5 DR. YARBROUGH: Sure. So we have a
 6 combination response here. So BCPS Connects this
 7 upcoming year will be the third year, and it started
 8 as a response to the pandemic, what are the needs of
 9 our staff members, and we're bringing in speakers on
 10 a variety of topics. And we've expanded that. We
 11 also have employee assistance program, that you're
 12 very familiar with those components. And Ms.
 13 Anderson, as well as Ms. Zimmerman, have done an
 14 excellent job of providing a variety of online
 15 aspects. The two pieces that are new, one through
 16 partnership with Cigna, is the Health Fairs Plus,
 17 the virtual platform. And that's for all staff
 18 across Team BCPS. Because one of the things that we
 19 want to make sure that's clear in the climate and
 20 morale plan is that we care about our educators that
 21 are inside of a classroom, as well as outside of the

Page 175

1 classroom. So as we, you know, continue to engage
 2 with them and learn about different ways where it
 3 can be office challenges, school challenges, et
 4 cetera, those will be different ways that we bring
 5 them above. But we are not going to add a burden on
 6 a school that wellness is good for you, but here's
 7 another job that you have to do. So we are going to
 8 work together with our partners to introduce that.

9 And then Bounce Back, which is very
 10 exciting, that is developed by a group of educators.
 11 And it is directly for educators, managing stress
 12 related to the pandemic. So that one starts with
 13 sort of a small battery of questions. And then
 14 based on informal -- not informal -- anonymous
 15 responses, they're sort of, here are some
 16 suggestions of things that you can do to help
 17 relieve the stress in the moment. So when you need
 18 to take that minute to take a break, in addition to,
 19 you know, just going out sick that minute, you can
 20 look into your phone and then engage in a
 21 mindfulness exercise. So really, this is about a

Page 176

1 coordinated effort to make sure that everyone has
 2 what they need. And as our, you know, move to an
 3 endemic response and things start to open up more,
 4 we're also looking forward to providing those face-
 5 to-face opportunities for staff to engage in team
 6 building, as well as wellness activity.

7 So we will absolutely have the wellness
 8 team, we will be partnering with leaders to find out
 9 what their suggestions are. But it is not our goal
 10 to sort of hand this to the school and say, here's
 11 some extra work for you. We really are looking to
 12 take that lift on for them and make this value added
 13 in terms of how we move through the impact of this
 14 pandemic.

15 MS. CAUSEY: Well, that's fantastic.

16 DR. WILLIAMS: Let me add just one more
 17 thing. This won't preclude the work of the local
 18 schools. You know, local schools will be doing
 19 those activities that they have been doing for
 20 years, like the chili cook-off, the Friday dress-up,
 21 going to the events. Those things of that

Page 177

1 relationship with students and activities will
 2 continue at every school. Every school has its own
 3 climate and tradition. So I just want to put that
 4 out there as well, that schools will still be very
 5 creative in what they're doing to support students
 6 and staff.

7 MS. CAUSEY: Thank you. And I just had two
 8 more things. And the next one is the Board receives
 9 emails, and they come in batches, if you will,
 10 related to interest topics, issues that are arising.
 11 And one of the things that Board members have talked
 12 about is developing a process -- because we only
 13 have one staff member -- to in a timely way really
 14 review those and then assemble that information for
 15 the Board in a timely fashion. I mean, we've had
 16 4,000 emails in three days come in from staff about
 17 an issue. So that would be important.

18 That's all the time I have. But thank you
 19 very much.

20 So is that part of your thought process?

21 DR. WILLIAMS: I think that's a follow-up

Page 178

1 for the Board in a Board retreat to talk about this
 2 managing those emails.
 3 If you go back and look at the report, the
 4 report was very clear about the communication and
 5 climate. And so that's what the team responded.
 6 But I think we will just have additional
 7 conversations as Board leadership with the full
 8 Board about those next steps. There is a protocol
 9 within the handbook about communications. But
 10 there's always room for improvement.
 11 MS. CAUSEY: Thank you for that.
 12 CHAIRWOMAN HENN: Thank you. Ms. Scott.
 13 MS. SCOTT: Yes, thank you. And thank you
 14 very much for this presentation. It's very well
 15 done.
 16 My question is, as it always is, is in
 17 regards to the Efficiency Review as it relates to
 18 the Board. And I guess my question would be, again,
 19 from the Chair, I understand that you said that you
 20 put together a committee, I guess, to address some
 21 of the concerns or some of the things that came up

Page 179

1 in the Efficiency Review. But as I'm reviewing it,
 2 it says that the Board chair should work with the
 3 superintendent, and it specifically says the Board
 4 chair. And it sounded like what you are saying is
 5 that a committee -- you put together a committee to
 6 work on it instead of the Board chair working on it.
 7 And I just wanted to understand if I heard you
 8 correctly and that what you're recommending that we
 9 do as a Board is form a committee to address it, as
 10 opposed to the Board chair addressing it and
 11 implementing it with the superintendent.
 12 CHAIRWOMAN HENN: Ms. Scott, I'll respond
 13 to your question, even though I've responded to it
 14 and it is off topic for the presentation.
 15 I'll be providing an update. I work with
 16 the ad hoc. I've stated that I've worked with Mrs.
 17 Causey. I've asked members to serve on this
 18 committee. They turned down my request. I believe
 19 you were one of the members I asked to serve on this
 20 committee since clearly you were very engaged and
 21 interested in the Efficiency Review. So, I am

Page 180

1 working with Mrs. Causey on these recommendations.
 2 And I do hope that Board members will step up
 3 because we do need help with that.
 4 So an update will be forthcoming. However,
 5 given the limited resources and the limited numbers
 6 of members who are willing to help, our progress is
 7 slowed by that, so.
 8 MS. SCOTT: Okay, and thank you very much
 9 for that. I'm just going over the recommendation
 10 that came, like one of the ones for the
 11 superintendent's evaluation, it says the Board chair
 12 should submit a superintendent's performance review
 13 instrument, the Board chair should review, revise
 14 and approve. And so when you said a committee,
 15 which you're right, you did bring that up or an ad
 16 hoc committee, I was just wanting to get
 17 clarification if that committee was going to do the
 18 work in lieu of the recommendation that the Board
 19 chair do it.
 20 So you've spoken to it. Thank you. That
 21 answers my question.

Page 181

1 CHAIRWOMAN HENN: Thank you. And the
 2 report also references the superintendent, and he
 3 has formed workgroups around all of his items as
 4 well. So while that references the Board chair, we
 5 are a 12-member board and it is the work of many.
 6 So I appreciate your question and the opportunity to
 7 clarify.
 8 Mr. Offerman, I believe, has exited. I
 9 didn't know if he had any comments or questions
 10 before he needed to leave us. If he's still there,
 11 Mr. Offerman, if you have anything you wish to add.
 12 Okay. Ms. Jose, you had a follow-up, and
 13 Mr. McMillion.
 14 MS. JOSE: I heard you say a lot about
 15 fiscal impacts. But a lot of these recommendations
 16 don't have a fiscal impact. For instance, we've
 17 already paid up May dues. And we've not had a
 18 retreat scheduled this year. We usually have one in
 19 January. We've not had the meeting or retreat.
 20 CHAIRWOMAN HENN: This is not related to
 21 the presentation we just heard. So if you have

Page 182

1 comments or questions on the presentation, I'll
 2 entertain those. Otherwise, this is off topic.
 3 MS. JOSE: You were one of the presenters
 4 in the presenter. So I was hoping to see an update
 5 on the board's recommendations as well. And --
 6 CHAIRWOMAN HENN: And that's not in the
 7 presentation. So you will receive that update when
 8 the Board update is given.
 9 Mr. McMillion, and your statement.
 10 MR. McMILLION: Very briefly. Ms. Mack, I
 11 was a teacher who disliked writing objectives. But
 12 I must admit they focus and direct the lesson.
 13 That's all I want to say. Thank you.
 14 CHAIRWOMAN HENN: Thank you. Mr. Kuehn,
 15 you have anything you wanted to add before you
 16 needed to depart? Okay.
 17 Mr. Thomas? No.
 18 Okay. Anyone who has not yet had a chance
 19 to speak? I want to make sure you are not missed.
 20 DR. WILLIAMS: I just want to bring to the
 21 Board's attention. I made a statement. And I want

Page 183

1 to go back to that statement, that we do want to
 2 propose 3 -- 1, 2, 3, 3 days of an early release
 3 next year. That was great feedback from many
 4 stakeholders. I don't think anybody complained.
 5 The dates again are Thursday, December 22nd; Friday,
 6 March 17, of 2023; and Friday, May 19th of 2023.
 7 And then the last request is to close schools and
 8 offices on November 23 of 2022. These are all four
 9 dates of next year.
 10 CHAIRWOMAN HENN: Dr. Williams, if we take
 11 one day off of the calendar, do we have to add a day
 12 on, then? Can we make this happen now or do we need
 13 to like see the calendar?
 14 DR. WILLIAMS: Ms. Charley-Greene, are you
 15 able to respond to that or --
 16 MS. CHARLEY-GREENE: So we did -- so we
 17 would have to get back to you on that. We did send
 18 the date to Mr. Duke. We are looking at those. So
 19 we may have to delay action, Dr. Williams, on at
 20 least at one day, my apologies.
 21 MS. CAUSEY: But we could make -- I'm

Page 184

1 sorry, I'm tired. We could move forward with the
 2 three half-days?
 3 MS. CHARLEY-GREENE: We can move forward
 4 with the three half-days and we certainly could, you
 5 know, pending -- make a recommendation pending, you
 6 know, a positive outcome of the conversation related
 7 to the calendar, so.
 8 DR. WILLIAMS: So thank you for that
 9 clarity. I think the feedback from families wanted
 10 to have as much head notice in advance.
 11 MS. CHARLEY-GREENE: Thank is correct.
 12 DR. WILLIAMS: So to your point, I think we
 13 can move, if the Board so desired, with the early
 14 release days and then follow up with that day of
 15 November 23rd if we have to make that up on the back
 16 end.
 17 CHAIRWOMAN HENN: Is that a motion that
 18 needs to be made?
 19 MR. THOMAS: Ms. Henn.
 20 CHAIRWOMAN HENN: Go ahead, Christian.
 21 MR. THOMAS: I apologize. Thank you. I

Page 185

1 pressed enter by accident, but is it okay if I read
 2 what I put in the chat?
 3 CHAIRWOMAN HENN: Yes, go ahead.
 4 MR. THOMAS: Thank you. "I move that the
 5 Superintendent's recommendations for early release
 6 on Thursday, December 22, 2022; Friday, March 17,
 7 2023; Friday, May 19, 2023, for the 2022 to 2023
 8 school year be adopted.
 9 DR. HAGER: I second, Erin Hager.
 10 CHAIRWOMAN HENN: And who was that? Dr.
 11 Hager.
 12 I have a question from Mr. Brousaides
 13 regarding whether this motion is permissible outside
 14 of the Board's calendar. Discussions are within the
 15 context of this discussion now.
 16 MR. BROUSAIDES: I'm not following your
 17 question.
 18 CHAIRWOMAN HENN: Is the motion permissible
 19 at this time?
 20 MR. BROUSAIDES: I would think it would
 21 fall under, like, the morale discussion that has

Page 186

1 been going on today.

2 CHAIRWOMAN HENN: Okay, thank you.

3 Mrs. Causey and then Mr. Thomas, if you

4 wanted to speak on your motion.

5 MS. CAUSEY: Mr. Thomas may speak to his

6 motion first.

7 CHAIRWOMAN HENN: Sure.

8 MR. THOMAS: Thank you. Assuming with the

9 -- I'd like Dr. Williams to clarify with this.

10 Assuming that we have an extra 15 days, I'm assuming

11 that this wouldn't have an impact on the remainder

12 of the school year -- I'm sorry, the extra 15

13 minutes on the counter. Still, this would not have

14 an impact on extending the school year based on the

15 same motion that was made earlier this year for this

16 school year. And this is the exact same thing we

17 did earlier this school year when we were approving

18 the three half days this year, and I believe our

19 third half day is on Friday, which is my last day as

20 a senior in high school.

21 So, I really think that these are going to

Page 187

1 be incredible for our students. I haven't

2 necessarily enjoyed them because I already have half

3 day. But from my peers and from our community

4 members and teachers in our school building, I think

5 this has been very impactful and has made a positive

6 impact in BCPS.

7 So I hope the Board will approve this. I

8 love the dates. I love that December 22nd one

9 aligns with winter break, and I think this is good

10 work. So yay, let's do it.

11 CHAIRWOMAN HENN: Thank you.

12 Mrs. Causey and then Ms. Rowe.

13 MS. CAUSEY: Thank you. So I had a

14 question related to the early days off because I

15 know when we did this last year there were some

16 issues with activities, different kinds of student

17 activities, and also athletics that were already

18 planned on those half days. And it was not

19 discussed in the meeting, but then it came out later

20 in the statement that all afterschool activities

21 would be canceled. So I just wanted to clarify that

Page 188

1 if there are afterschool activities, which are

2 voluntary for teachers and to be involved with, and

3 athletics, the MPSA, they schedule a year in

4 advance, there may already be events that are

5 scheduled or would be scheduled in those days that

6 student activities and athletics could continue as

7 needed and planned? So I just wanted to ask you

8 that question.

9 DR. WILLIAMS: Well, they could. But the

10 whole point is to give staff and students a break.

11 And so what we did this year, we were implementing

12 these early release once the calendar was

13 established, and that included all the other

14 different calendars. We're trying to stay ahead.

15 So as we look at these dates, we'll compare with

16 other activities. You mentioned athletics, we'll

17 compare with app with extracurricular activities.

18 But keep in mind, the point is to release folks for

19 break, kind of like a mental break. And so we'll

20 look at that. It, again, wouldn't preclude coaches

21 or sponsors to have any activity, but it may defeat

Page 189

1 the purpose.

2 MS. CAUSEY: Well, because there are some

3 activities that are time defined, the holiday

4 concerts, plays, things of that nature.

5 DR. WILLIAMS: That's why we are ahead of

6 the game. But again, if folks want to have their

7 activity, they can have their activity. Again, this

8 was overwhelmingly positive.

9 MS. CAUSEY: Oh, I agree. But --

10 DR. WILLIAMS: How many concerns about

11 rearranging the concerts and so forth? The mere

12 fact that folks are tired. And so yes, Ms. Causey,

13 we'll take that in consideration. And we'll work

14 with our sponsors and extracurricular activity

15 sponsors and coaches. That's the best I can give

16 you at this time.

17 MS. CAUSEY: Okay, but it won't be all

18 activities are canceled, Dr. Williams?

19 DR. WILLIAMS: I can't say that at this

20 time. I want to give the staff and students breaks.

21 They've been asking for breaks.

Page 190

1 MS. CAUSEY: Oh, I understand, but the
 2 majority of these are volunteer.
 3 DR. WILLIAMS: I'm just -- I'm responding
 4 to your question.
 5 MS. CAUSEY: Okay.
 6 DR. WILLIAMS: That's the best I can do.
 7 MS. CAUSEY: Well, I won't be able to vote
 8 on it since I -- if there can't be a clear answer.
 9 DR. WILLIAMS: No, there's the answer. Let
 10 me just clarify. There's an answer that folks have
 11 options. But the whole point of this is to give
 12 folks a gift of time and a break. So we will look
 13 at the scheduling, but there's options. That's the
 14 best answer I can give to you at this time.
 15 CHAIRWOMAN HENN: Thank you.
 16 Ms. Rowe.
 17 MS. ROWE: So is there an impact on the
 18 calendar for the half days at all?
 19 MS. CHARLEY-GREENE: There was not.
 20 MS. ROWE: So for hours, none of that has
 21 to be made up?

Page 191

1 MS. CHARLEY-GREENE: Not for those 15
 2 minutes.
 3 MS. ROWE: Okay. And I think for the other
 4 day, whatever Mr. Duke comes back with to vote on
 5 that, I need the answer about snow days because
 6 adding days to the end of the calendar -- or if we
 7 don't have to add days to the end of the year
 8 because it's snow days, then it makes something like
 9 this a whole day off easier. So that was partly why
 10 I brought that up.
 11 MS. CHARLEY-GREENE: Understood. Thank
 12 you.
 13 CHAIRWOMAN HENN: Okay. Thank you.
 14 So there's a motion and I believe it was
 15 seconded. Should have been seconded, correct, on
 16 the floor?
 17 Any further discussion?
 18 Hearing none, Miss Gover, may I have a roll
 19 call vote?
 20 MS. GOVER: Ms. Rowe?
 21 MS. ROWE: Yes.

Page 192

1 MS. GOVER: Ms. Causey?
 2 MS. CAUSEY: Abstain.
 3 MS. GOVER: Ms. Mack?
 4 MS. MACK: Yes.
 5 MS. GOVER: Ms. Jose? Ms. Jose?
 6 MS. JOSE: (No audible response.)
 7 MS. GOVER: Mr. McMillion?
 8 MR. MCMILLION: Yes.
 9 MS. GOVER: Mr. Thomas?
 10 MR. THOMAS: Yes.
 11 MS. GOVER: Mr. Offerman?
 12 MR. OFFERMAN: (No audible response.)
 13 MS. GOVER: Ms. Scott?
 14 MS. SCOTT: Yes.
 15 MS. GOVER: Dr. Hager?
 16 DR. HAGER: Yes.
 17 MS. GOVER: Mr. Kuehn?
 18 MR. KUEHN: (No audible response.)
 19 MS. GOVER: Ms. Henn?
 20 CHAIRWOMAN HENN: Yes.
 21 MS. GOVER: Favor of seven.

Page 193

1 CHAIRWOMAN HENN: So the motion carries.
 2 Thank you. Thank you.
 3 I did have one additional question. And
 4 I'm looking to see if any other Board members have
 5 questions regarding this agenda item, and it was
 6 regarding the website. And that is to ask about our
 7 student data privacy section and whether or not that
 8 content, there are plans to restore that content,
 9 which was lost in the ransomware attacks.
 10 Specifically, the parent section on growing up
 11 digital. This incorporated the CoSN data privacy
 12 toolkits, as well as information on student data
 13 privacy and data sharing information for each of our
 14 tools that students use. And there was a wealth of
 15 information for parents around that. And I'd like
 16 to know what the plans are as we rebuild the website
 17 for engaging with families around this because that
 18 was a very helpful site. If someone could --
 19 MS. ONIJALA: Thank you for that question,
 20 Ms. Henn. We can certainly look into that and get
 21 back to you on information that we're able to locate

Page 194

1 and build up and make sure that we're sharing those
 2 helpful resources once again with our community.
 3 DR. WILLIAMS: And I will also ask our
 4 chief information officer to work collaboratively
 5 with you. Thank you.
 6 CHAIRWOMAN HENN: Thank you.
 7 MS. MACK: Ms. Henn.
 8 CHAIRWOMAN HENN: Yes. Who was that, Ms.
 9 Mack?
 10 MS. MACK: Yes.
 11 CHAIRWOMAN HENN: Go ahead, Ms. Mack.
 12 MS. MACK: I would like to make a motion
 13 that we move Item M to the beginning of the next
 14 Board meeting since it's an important item and we
 15 are losing Board members and staff members. And I
 16 think we need to give it the right amount of time.
 17 MR. McMILLION: I'll second that.
 18 CHAIRWOMAN HENN: Thank you, Ms. Mack. I,
 19 too, would support that. In fact, you -- I just put
 20 a motion in the chat asking for a motion to postpone
 21 Items M and O to the next Board meeting.

Page 195

1 Would you consider withdrawing your motion
 2 and making that motion?
 3 MS. MACK: Yes. And by the way of alerting
 4 everybody, I hit some button and when I do respond
 5 to you, it's going to say urgent, so I apologize.
 6 CHAIRWOMAN HENN: No worries.
 7 Mr. McMillion, would you --
 8 MR. McMILLION: Yes, I agree to that.
 9 CHAIRWOMAN HENN: Okay. And so, Miss Mack,
 10 you move. And Mr. McMillion, would you second that
 11 motion?
 12 MR. McMILLION: Yes.
 13 CHAIRWOMAN HENN: Thank you. Any
 14 discussion, Board members?
 15 MR. THOMAS: Yes.
 16 CHAIRWOMAN HENN: Mr. Thomas.
 17 MR. THOMAS: Thank you. Just that, are
 18 there staff members present right now that have been
 19 waiting to present this?
 20 DR. WILLIAMS: Yes.
 21 MR. THOMAS: I don't feel -- I think we

Page 196

1 should just go along with the presentation, that I
 2 don't want to have our staff members coming in at
 3 the next Board meeting, if they've been sitting
 4 through this whole Board meeting, just to present
 5 this presentation. So I want to respect our staff.
 6 And I think that we should have this presentation,
 7 even though it's getting late. I want to respect
 8 their time and them giving up their evening. Thank
 9 you.
 10 CHAIRWOMAN HENN: Thank you.
 11 I'd like to comment on this, as well. I
 12 agree with Ms. Mack that this topic is too important
 13 for the hour. It needs the time that it deserves.
 14 It needs the presence of the full Board. Several
 15 members have already departed. And we need to
 16 reschedule it and give it the priority and the time
 17 and the attention that it warrants. So, I will be
 18 supporting this motion and would request that it be
 19 moved to the next Board meeting. And if we can, to
 20 move it earlier in the agenda to avoid this from
 21 recurring.

Page 197

1 Any other discussion before I call the
 2 vote?
 3 DR. WILLIAMS: Ms. Henn.
 4 CHAIRWOMAN HENN: Yes.
 5 DR. WILLIAMS: I just want to remind the
 6 Board that we do have information on our website
 7 regarding our climate and culture, the work that
 8 we've done, so I would offer that you look at that,
 9 I would offer that you look back and all the
 10 townhall meetings that we have conducted. And our
 11 next Board meeting is June 14.
 12 CHAIRWOMAN HENN: Thank you, Dr. Williams.
 13 Ms. Gover, may I have a roll call vote?
 14 MS. GOVER: Ms. Rowe?
 15 MS. ROWE: Yes.
 16 MS. GOVER: Ms. Causey?
 17 MS. CAUSEY: Yes.
 18 MS. GOVER: Ms. Mack?
 19 MS. MACK: Yes.
 20 MS. GOVER: Mr. McMillion?
 21 MR. McMILLION: Yes.

Page 198

1 MS. GOVER: Mr. Thomas?
 2 MR. THOMAS: No.
 3 MS. GOVER: Ms. Scott?
 4 MS. SCOTT: Yes.
 5 MS. GOVER: Dr. Hager?
 6 DR. HAGER: Yes.
 7 MS. GOVER: Ms. Henn?
 8 CHAIRWOMAN HENN: Yes. The motion carries.
 9 Thank you.
 10 DR. WILLIAMS: I just want to thank the
 11 staff who were scheduled to present for staying to
 12 this very end. We will look at agenda setting to
 13 make sure you will not be here this late and time.
 14 So thank you, Dr. Zarchin and April Lewis,
 15 Dr. Yarbrough.
 16 CHAIRWOMAN HENN: Yes, likewise. The Board
 17 appreciates your staying and regrets the
 18 inconvenience and the late start that led us to have
 19 to postpone this item.
 20 This brings us to Item N, which is
 21 Information. These items include: The final report

Page 199

1 on key school legislation; the financial report for
 2 March 2022; Quarter 3 Audit Report; Revised
 3 Superintendent's Rules 4006, 5120, and 5580; and New
 4 Superintendent's Rule 5480.
 5 The last item on the agenda is
 6 Announcements. Because no one has signed up to
 7 provide public comment, the FY 2024 capital budget
 8 hearing has been canceled for tomorrow, May 18,
 9 2022. Comments may still be sent to the board at
 10 BOE@BCPS.org for consideration.
 11 The Board's next meeting will be held on
 12 Tuesday, June 14, 2022, at 6:30 p.m.
 13 Thank you all for joining us tonight. The
 14 meeting is now adjourned. Have a good evening.
 15 (Whereupon the meeting was adjourned.)
 16
 17
 18
 19
 20
 21

Page 200

1 TRANSCRIBER'S CERTIFICATE
 2 I, Vivian Saxe, hereby certify that I
 3 transcribed from audio file the proceedings to the
 4 best of my ability in the foregoing-entitled matter;
 5 and I further certify that the foregoing is a full,
 6 true and correct transcript of the audio files
 7 produced.
 8
 9 IN WITNESS THEREOF, I have subscribed my
 10 name on May 23, 2022.
 11
 12
 13 Vivian Saxe
 14
 15
 16
 17
 18
 19
 20
 21

WORD INDEX

<p>< \$ > \$1,000 113:1 \$1.2 116:4 \$1.7 136:5 \$10,000 58:16 111:13 112:19 \$25,000 113:17 119:16 \$5,000 114:3 \$500 112:15 \$600,000 113:14 \$604,000 111:17 \$7.7 136:3 \$70,000 111:3 \$8,000 54:18</p> <p>< 1 > 1 5:15 8:21 75:4 115:17 135:21 183:2 1.5 41:14 71:20 1/2 137:10 1/5 52:11 10 26:11, 16 37:6 42:2 53:1 89:6 137:12 170:3 100 58:9 75:4 110:2 131:9 103 4:11 105 4:13 106 4:14 107.9 146:6 11 72:14 137:4 11,000 145:12, 14 111,000 52:12 106:2 111,000-plus 107:19 11th 46:9 12:00 109:21 1250 141:10 125th 38:17 12-member 181:5 12th 172:2</p>	<p>13 63:17 79:13 109:9 121:4 137:8 131 136:21 133 4:15 136 71:12 13th 137:17 14 109:21 135:13 197:11 199:12 14th 133:17 15 34:7 68:8 112:9 121:3 186:10, 12 191:1 159 4:16 16 3:5 120:15 169 137:10 17 1:12 5:5 7:16 8:12 137:3 183:6 185:6 177 107:20 17th 158:13 18 118:7 199:8 18th 54:9 56:3 19 137:12 158:13 185:7 19.3 137:1 1900 141:9 191 137:8, 17 192 83:9 91:3 93:10 1964 33:6 197 138:10, 18 199 4:17, 18 1992 107:6 1993 72:8 19th 183:6 1st 47:21 54:8, 16</p> <p>< 2 > 2 53:1, 11 83:3 100:5 121:4 135:21 137:13 183:2 2,700-square 116:10 118:13</p>	<p>20 39:16 110:21 20,000 145:12, 14 200 71:11 2000 63:9 2004 113:12 2010 111:12, 15 2012 106:15 119:9 121:3 2013 112:9 2014 10:1 53:20 2016 145:15 2018 115:15 2020 31:17 32:11 37:6 54:4 55:20 118:5 158:8 2021 55:21 61:15 113:13 118:7 136:14 141:8 145:15 2022 1:12 5:5 7:16 54:14 111:15 115:15 119:11 137:8 158:9, 12 183:8 185:6, 7 199:2, 9, 12 200:10 2022-10 9:20 2023 53:7 158:13 183:6 185:7 2024 199:7 21 3:6 24:17 83:2 100:5 21st 111:10 112:1 116:13 117:21 118:15 22 185:6 22,000 52:11 228 71:18 22nd 45:10 133:12 141:8 158:12 183:5 187:8 23 61:18 158:8 183:8 200:10 2310 136:15</p>	<p>23rd 158:9 184:15 24 137:15 173:21 246 71:18 24-to-48-hours 154:15 25 3:7 61:1 107:6 164:15 25th 54:7 146:16 26 115:18 136:14 28 3:8 29 72:14 87:10 29th 54:14 74:5</p> <p>< 3 > 3 41:10 53:4 136:1 183:2 199:2 3,000 116:1 3:00 26:9 30 74:4 300 58:4 307 113:13 30-plus 131:17 30th 107:6 30-year 65:3 31 3:9 53:20 56:7 32 121:5 32,000 71:10 33 114:6 3-305(b)(1 5:15 34 3:10 5:9 8:7 52:10 352,000 115:18 36,000 116:1 37 3:11 38 137:1 386 111:16 39 3:12</p> <p>< 4 > 4 41:12 89:6 4,000 177:16 40 53:5</p>	<p>4006 199:3 41 3:13 44 3:14 46 3:15 479 56:17 48 3:16 4th 145:10</p> <p>< 5 > 5 56:18 50 111:2 50,000 116:2 501(c)(3 107:7 504 35:8, 11, 20 36:2 76:21 77:2, 3, 6, 11, 18 78:3, 11 504s 78:2 51 3:17 5120 199:3 53 3:18, 19 5480 199:4 55 145:16 5580 103:19 199:3 56 3:20 59 3:21</p> <p>< 6 > 6 41:15 89:6 136:6 6:30 199:12 60 110:15 61 4:1 64 4:2 68 4:3 145:16</p> <p>< 7 > 7 3:2, 3 79:7 132:21 7,900 107:19 7:30 58:6 7:55 40:8 70 4:4 73 4:5 5:8 8:7 75 58:8 759 133:8 76 4:6 79 4:8</p>
--	---	--	---	--

<p>< 8 > 8 3:4 41:15 137:12 8:00 40:8 80 137:7 80s 65:10 81 4:9, 10 8230 4:7 78:19 82:6, 12 100:7 101:18 88 137:10 8th 54:1</p> <p>< 9 > 9 5:21 9:6 79:7 9,000 115:16 90s 65:11</p> <p>< A > a.m 58:6 ability 14:4 45:7 55:18 69:14, 16, 19, 21 144:12 148:18 200:4 able 13:20 14:1 36:14 40:16 60:14 77:21 84:5 96:15 99:3 108:2, 19 109:5, 6, 15 110:3, 8 111:19 112:4, 11, 12, 14, 15, 20, 21 114:14 115:3 117:4 118:18, 20 119:11 120:9 121:10 123:13 124:16 127:17, 18 128:19 153:2 167:10, 16 170:17 183:15 190:7 193:21 absence 97:21 98:1, 4, 14 99:2</p>	<p>absolutely 75:16, 17 76:3 163:8 176:7 Abstain 17:7 18:17, 19 19:14 20:8, 10 21:3, 5 104:17 192:2 abuse 71:9 academic 28:19 29:3 31:14 32:10, 14, 20 36:16 39:21 44:12, 16 51:3 academically 115:19 academics 116:19 Academy 128:4 accept 11:12 82:4, 11 101:17 103:17 accepted 166:7 access 30:18 77:14, 16, 21 121:19 141:12 144:10 149:10 157:2 accessibility 88:16 142:4, 10 144:1 152:8 accessible 88:9 accessing 142:19 157:4 accident 185:1 accommodate 128:19 accommodations 36:2 77:20 78:4 accomplish 148:20 166:20 account 168:21 accountability 148:4 accountable 66:5 accounting 138:12</p>	<p>accounts 149:9, 11 accuracy 150:18 accurate 150:8 achieve 155:9, 10 achievement 12:14 31:14 32:10, 14 39:21 44:12 achieving 32:13 acknowledge 24:12 74:15 166:8 acknowledgemen t 12:14 156:1, 8 acknowledging 165:1 acquire 35:7 Act 5:13 8:20 33:6 Action 4:9 81:13 137:16 165:21 183:19 actions 33:13 72:13 137:19 activate 29:18 active 28:16 30:13 46:13, 16 114:6 actively 147:1 activities 89:10 130:3 157:3 176:19 177:1 187:16, 17, 20 188:1, 6, 16, 17 189:3, 18 activity 33:10 125:11, 18 176:6 188:21 189:7, 14 actual 70:5 74:10 77:16 ad 166:4 167:18 179:16 180:15 adapting 95:9 add 14:13 84:15 85:1</p>	<p>92:12 113:17 123:17 175:5 176:16 181:11 182:15 183:11 191:7 added 52:20 91:9 98:15 169:9 176:12 addicted 122:9 adding 73:2 92:1 95:11 97:10 117:21 156:21 191:6 addition 84:17 86:12 138:6, 18 156:19 166:19 175:18 additional 88:7 99:13 156:17 158:16 160:14 168:15 178:6 193:3 Additionally 142:14 additions 8:13, 15 address 26:16 27:1 32:2 80:8, 16 81:7 94:2 133:1 139:10, 20 140:13 142:1, 19 143:9 169:7, 19 178:20 179:9 addressed 54:10 73:11 99:14 138:21 addresses 27:15 93:18 addressing 170:19 179:10 adjourned 199:14, 15 Adjournment 4:18 adjust 142:15 155:20 administration 60:7 79:21 80:21</p>	<p>Administrative 3:6 21:12, 16 22:1 24:6 41:2 administrator 172:16 administrators 14:7 29:20 43:3 75:6 110:11, 15, 16, 20 129:21 157:10 171:19 admission 33:2 admit 30:11 182:12 adopt 104:2 adopted 119:11 185:8 adopting 133:7 adult 54:11 89:7 adults 122:3 155:11 advance 158:5 184:10 188:4 Advancement 31:2 121:15 advantage 59:1 advice 25:21 94:19 advise 97:10 Advisor 10:12 advisors 14:7 advisory 28:1 46:5 48:9, 18 124:14 151:3 155:1 advocacy 10:6 36:8 39:6 108:7 119:3 advocate 95:9 130:9 advocated 36:1 advocating 34:10 36:4 Affairs 150:21 affect 35:1 95:18 97:12 affirm 29:5 affluent 31:15 32:6</p>
---	--	--	--	--

<p>affordability 42:4</p> <p>affording 53:4</p> <p>African 29:15, 19 32:5</p> <p>afternoon 5:2</p> <p>afterschool 187:20 188:1</p> <p>age 121:6</p> <p>agencies 145:8 150:7 151:4, 6</p> <p>Agenda 3:4 4:17 8:11, 12, 14, 16, 18 9:11, 12 16:8 21:12 80:19 81:13, 20 82:8 103:12, 21 105:12 132:15 193:5 196:20 198:12 199:5</p> <p>ago 38:5 73:13</p> <p>agree 89:17 189:9 195:8 196:12</p> <p>agreed 75:7</p> <p>agreements 42:9</p> <p>ahead 12:9 14:13 184:20 185:3 188:14 189:5 194:11</p> <p>aides 74:19</p> <p>aired 67:2</p> <p>Al 110:17</p> <p>Alert 150:14, 15</p> <p>alerting 195:3</p> <p>alerts 144:3 145:2 161:4</p> <p>align 92:11, 17 111:21</p> <p>aligned 62:12</p> <p>alignment 133:3 141:20</p> <p>alignment 136:10</p> <p>aligns 187:9</p> <p>allegiance 7:17, 21 59:13</p> <p>Allegiance/Silent 3:3</p>	<p>Allen 4:1 61:10, 11, 18</p> <p>Alliance 28:10, 14</p> <p>allied 110:1 125:15</p> <p>allow 66:11 142:12</p> <p>allowed 26:15, 19 168:14</p> <p>allowing 26:6 63:6 159:14</p> <p>alongside 68:13</p> <p>Alonso 46:14</p> <p>amazing 16:1 39:17 69:10 112:5 125:10, 19 129:19</p> <p>ambassadors 121:12 147:11 148:18</p> <p>amend 82:5 103:18</p> <p>amended 101:18 102:2</p> <p>amendment 89:4 92:16 98:1 99:12</p> <p>amendments 90:10</p> <p>American 29:15, 19 32:5 116:13 117:21 151:3</p> <p>amount 74:11 80:10 136:3 194:16</p> <p>amounts 54:2 55:11</p> <p>amplify 150:9</p> <p>analysis 92:20 134:7 159:1</p> <p>Analyst 23:13, 19</p> <p>analytic 143:14</p> <p>analytics 152:17</p> <p>analyze 155:14</p> <p>Anderson 16:9, 10 18:6 19:17 21:9, 10 174:13</p>	<p>anger 71:15 72:18</p> <p>Annapolis 81:5</p> <p>Anniversary 38:18 107:7</p> <p>Annotated 5:14</p> <p>announce 118:4</p> <p>announcement 150:13</p> <p>Announcements 4:17 199:6</p> <p>anonymity 168:18</p> <p>anonymous 175:14</p> <p>answer 55:1, 3 91:20 92:15 153:2 168:15 171:9 172:17 190:8, 9, 10, 14 191:5</p> <p>answered 85:6</p> <p>answers 168:10 180:21</p> <p>antibullying 72:17</p> <p>anybody 39:3 183:4</p> <p>anymore 37:2</p> <p>anyway 92:3, 19, 21 119:18 162:13</p> <p>AP 29:14, 15 35:15</p> <p>apologies 183:20</p> <p>apologize 184:21 195:5</p> <p>app 188:17</p> <p>apparent 55:3</p> <p>appear 93:17</p> <p>appearance 43:17</p> <p>Applause 11:20 15:7, 9 24:9, 13 25:3 36:18 40:2 53:14 59:8 64:18 70:13 76:14</p>	<p>78:16 123:5 124:9, 10 159:8</p> <p>application 143:1</p> <p>applications 61:20</p> <p>applies 87:3</p> <p>apply 81:6 112:15, 21</p> <p>applying 63:16 86:16</p> <p>appointed 99:1 106:14</p> <p>appointees 5:19 9:4</p> <p>appointment 5:16 9:1 23:12 24:10, 14</p> <p>Appointments 3:6 21:12, 16 22:1 43:8</p> <p>appreciate 14:11 26:1 40:19 99:10 129:7, 9 132:9 134:15 161:6 170:20 181:6</p> <p>appreciated 73:15, 19 74:3 158:3, 6</p> <p>appreciates 198:17</p> <p>appreciating 74:6</p> <p>appreciation 11:7 12:6 73:13 155:3 156:2</p> <p>approach 10:6 86:8 133:20</p> <p>appropriate 26:2 27:6 84:14 108:2 134:14 138:18</p> <p>approval 21:17 42:1 136:18 141:7</p> <p>approve 16:17 21:21 180:14 187:7</p>	<p>approved 41:13 91:9 136:13</p> <p>approving 91:20 186:17</p> <p>approximately 52:11 56:17 141:10</p> <p>April 54:14 145:10 198:14</p> <p>Arbutus 48:18</p> <p>area 42:13 46:4 48:9, 17, 19 61:5 113:20 141:21 142:11 144:14 147:5 148:9 150:3 161:20 168:6, 7</p> <p>areas 29:2 41:9 74:13 138:19 141:19 142:4 143:9, 11 147:8 152:5 154:2 157:16</p> <p>argue 90:4</p> <p>arguing 81:2</p> <p>argument 97:16</p> <p>argumentative 81:2</p> <p>arising 177:10</p> <p>arm 28:15</p> <p>arose 72:17</p> <p>arranged 51:7</p> <p>arrive 58:5</p> <p>art 56:16 112:3</p> <p>Article 5:15 66:20</p> <p>articulated 133:18</p> <p>arts 58:21 112:2, 3</p> <p>artwork 57:20 58:14</p> <p>Asian 29:19</p> <p>aside 65:21</p> <p>asked 36:1 44:1 45:5 46:18 64:2 69:4 166:3 179:17, 19</p>
--	--	---	--	--

<p>asking 52:3 56:2, 4 64:9 65:20 66:6, 9 67:20 89:12 95:16 98:13 171:3 189:21 194:20</p> <p>asks 82:4 103:17</p> <p>aspects 174:15</p> <p>assault 71:8</p> <p>assemble 177:14</p> <p>assembled 11:3</p> <p>Assembly 160:7</p> <p>assess 141:4 172:7</p> <p>assessing 133:7</p> <p>assessment 63:1 140:21 141:2</p> <p>assessments 78:6</p> <p>asset 162:19</p> <p>assigning 46:15</p> <p>assignment 5:16 9:1</p> <p>assist 30:17 36:14 166:10, 16 167:10</p> <p>assistance 35:8, 11 36:1 156:20 167:1 174:11</p> <p>Assistant 19:18 24:2, 5, 15, 18, 19 147:17</p> <p>assists 52:9</p> <p>associated 33:13 138:2</p> <p>Association 10:11 12:20 31:2 44:5 87:12, 14 119:8 121:17</p> <p>assuming 75:4 186:8, 10</p> <p>athletics 187:17 188:3, 6, 16</p> <p>attack 54:4 55:20 143:7</p> <p>attacks 193:9</p>	<p>attend 26:7 39:3 87:11 89:12</p> <p>attendance 43:12</p> <p>attended 89:15 131:8</p> <p>attention 40:10 51:6 140:17 182:21 196:17</p> <p>attest 91:17</p> <p>attitude 154:10</p> <p>attract 29:19</p> <p>attracted 59:15</p> <p>attracts 64:11</p> <p>audible 6:10, 12, 20 192:6, 12, 18</p> <p>audience 31:7</p> <p>audio 200:3, 6</p> <p>Audit 199:2</p> <p>Auditor 18:8 19:19</p> <p>automobile 61:6</p> <p>available 88:4</p> <p>AVENUE 117:20 124:2</p> <p>average 137:12</p> <p>averages 137:7</p> <p>avoid 196:20</p> <p>awarded 111:15 113:13</p> <p>awards 113:15</p> <p>aware 76:21 78:2 84:15</p> <p>awareness 112:2 119:4, 18 120:19 124:17</p> <p>Awesome 164:8</p> <p>awful 62:18</p> <p>< B ></p> <p>b)(9 5:15</p> <p>baby 114:19</p> <p>back 13:5 38:12 43:13, 16 47:3 53:18 55:9 59:12 65:10 66:10 67:15 76:7</p>	<p>92:1, 9, 18 93:1 95:16, 21 96:9, 14 109:1, 5</p> <p>114:9 116:4 117:6 118:10 119:9, 13 123:9 156:21 157:9, 18 170:8 173:21 175:9 178:3 183:1, 17 184:15 191:4 193:21 197:9</p> <p>background 138:7</p> <p>backs 43:3</p> <p>back-to 115:10</p> <p>bad 61:4 63:20, 21 71:2</p> <p>balance 49:9</p> <p>balanced 133:20</p> <p>Ball 110:9, 18 116:2 124:1</p> <p>BALTIMORE 1:2 5:4 7:15, 20 9:21 10:8 15:3 24:6, 18 27:4, 17 28:9, 13 33:2, 4 34:1, 13 36:21 37:12 44:6 51:13, 18 60:8, 10 61:19 69:17 70:8 105:13 106:14 107:2, 5, 9 108:17 112:8 113:12 115:8 119:7 121:16 122:10 123:20 125:20 126:6 133:5 137:9 139:12 146:6 150:14</p> <p>Bar 119:8 121:16</p> <p>bargaining 6:1 9:7 53:6</p> <p>barriers 141:12 142:19</p> <p>baseball 111:4</p>	<p>based 33:1 172:19 175:14 186:14</p> <p>Bash 59:10</p> <p>Bashar 3:15, 21 4:8 46:4 79:1</p> <p>basically 79:19 80:6</p> <p>basics 89:7</p> <p>bat 66:3</p> <p>batches 177:9</p> <p>battery 175:13</p> <p>Battle 120:12</p> <p>BCABSE 28:14 29:2, 6 30:3</p> <p>BCBS 168:21</p> <p>BCPS 4:12 5:8 8:6 10:4, 16 12:18 16:2 39:20 40:15 49:1 52:8 53:19 54:3, 14 56:1 59:1, 4 72:16 73:10 75:14 90:2 105:19 109:3 110:14 112:9 114:8 120:14 124:4 128:12 130:17 131:20 133:15, 18 135:2, 9 139:19 140:4, 9 141:4, 5 142:10, 21 143:1, 10 144:1, 21 145:12, 13 146:4, 12, 13, 16, 19 147:13 148:6 150:20 151:5, 12, 21 152:9, 15 154:11, 16 155:5, 12 156:3, 6, 11, 13, 19 157:17 158:20 159:6 174:6, 18 187:6</p> <p>BCPS.org 27:20</p> <p>BCPS-related</p>	<p>150:15</p> <p>BCPS's 138:21</p> <p>beautiful 59:20 60:2</p> <p>bed 50:8</p> <p>began 35:7 57:14, 16 134:1 153:14</p> <p>beginning 13:7 35:21 109:21 134:7 137:21 194:13</p> <p>begins 142:20</p> <p>begun 143:18</p> <p>behalf 11:5 12:1, 9, 10 15:2 38:15 41:7 51:20 154:7</p> <p>behavior 27:7 50:1 70:19</p> <p>behavioral 29:3</p> <p>behaviors 73:17</p> <p>believe 13:1 14:4 58:20 83:21 88:6 106:16, 18 108:16 121:8, 9 126:5 141:12 148:4 150:5 152:7 157:15 160:6 179:18 181:8 186:18 191:14</p> <p>bell 58:7, 11</p> <p>Ben 115:21</p> <p>benefit 171:7</p> <p>benefits 33:9 54:14 74:10</p> <p>benign 90:18</p> <p>Bens 117:3</p> <p>best 11:9 63:13 87:19 121:18 122:14 143:12 189:15 190:6, 14 200:4</p> <p>better 13:5 36:15 37:13 42:6 78:5 79:12 80:15 88:13 99:16</p>
---	---	--	---	---

124:14 141:5 155:9 156:11 171:2 betterment 159:4 Beverly 4:3 68:3, 5 beyond 53:2 73:19 75:6 168:15 bias 10:10 big 145:5 bigger 68:16 bilingual 145:9 146:1, 18 153:4 163:18 Biliteracy 173:11, 16 Bill 83:9, 13, 18 84:1, 3 90:8 91:3 93:10, 13 94:11 96:17 billion 72:2 Billy 3:13 41:2 bit 65:20 119:6 144:7 biweekly 144:20 Black 28:10, 14 32:16 114:11 black-tie 119:7 bles 48:7 blessed 13:6 blessings 70:17 blind 36:9 65:9 blog 146:13 blueprint 133:3 134:18 BOARD 1:1, 8 2:1, 3 4:7, 10, 11, 16 5:4, 5 7:15 8:4, 19 9:11 11:2, 8, 11, 12, 18 12:11 16:12 21:15 25:20 26:1, 4, 8, 10, 12, 16, 21 27:18, 21 28:12 31:10, 12 32:2 33:2, 12 38:20 39:20 40:1	41:6, 13, 18 42:6, 10 44:9, 10 45:5, 7 49:2 51:18 60:9 61:18 65:2 66:19 67:8 69:14 73:8 78:20 79:4, 8, 14, 15 80:9, 12, 14 81:21 82:3, 4, 6, 12, 19 83:1, 17 84:1, 5, 7 86:4, 5, 6, 17 87:3, 12, 13, 16 88:1, 3, 10 89:6, 7, 10, 14 91:4 92:10 93:5, 14, 21 95:5, 6 96:19 97:12 98:2 99:4, 19 100:3 101:18 103:13, 16, 17, 18 105:18 106:10 107:3 109:12 111:13 119:4, 6 121:4, 6, 7 122:2, 15 125:4 128:2 129:5, 14 130:18 131:7 132:4, 18, 20 135:11, 12 136:13, 18 137:16 139:7, 9 140:8 144:10 146:2 149:1 152:5 158:7 159:5, 11 160:3, 12 165:10, 16 166:3, 6, 10, 19, 21 167:6, 9, 14, 15, 19 169:10, 16 177:8, 11, 15 178:1, 7, 8, 18 179:2, 3, 6, 9, 10 180:2, 11, 13, 18 181:4, 5 182:8 184:13 187:7 193:4 194:14, 15, 21 195:14	196:3, 4, 14, 19 197:6, 11 198:16 199:9 BoardDocs 9:10 40:18 Boards 87:13 Board's 16:13 18:7 19:17 27:20 82:11 83:11 97:19 101:17 104:2 165:21 166:15 182:5, 21 185:14 199:11 BOE@BCPS.org 27:19 199:10 Boeing 61:7 bold 45:6 book 77:12, 13, 15 books 115:20, 21 116:1 117:3, 4, 14 Bordick 110:18 Boren 3:20 56:12, 13, 15, 16 Boswell- McComas 172:10 bothering 59:17 Bounce 156:21 157:9 175:9 bowels 68:20 box 168:13 boy 110:13 branch 30:3 brand 64:6 brand-new 117:4 break 175:18 187:9 188:10, 19 190:12 breaking 42:21 breaks 158:2, 11 189:20, 21 brick 115:6 118:10 brief 15:18 briefly 182:10	brighter 106:17 107:14 108:9 bring 12:1 45:9 66:14 76:5 88:2 91:8, 13 92:9 119:9 127:3 165:13 175:4 180:15 182:20 bringing 21:15 23:17 40:1 87:8 88:8 91:15, 21 117:20 166:18 167:14, 19 174:9 brings 24:17 198:20 BROADCAST 1:9 5:7 8:5 broadest 33:17 broken 42:11 brothers 71:21 brought 70:20 127:9 191:10 Brousaides 81:15, 16, 19 102:1, 3 185:12, 16, 20 budget 41:12, 13 42:1, 2, 7, 10 45:5, 6, 8, 14 53:4, 8 64:13, 16 75:13, 16, 19 76:2 82:20 83:1, 2, 12, 16 84:6 86:7, 8 89:9, 18 90:2 95:8 96:5 98:15, 18 100:3, 5 166:15 199:7 budgetary 93:15 budgets 75:9, 10 84:8 build 105:20 109:5 114:13 117:10, 11 139:14 162:9 194:1	building 11:1 39:12 57:2, 9 145:5 147:19 152:19 154:18 176:6 187:4 buildings 13:12 39:12 78:14 builds 114:21 115:1 built 51:6 58:18 139:17 bullying 71:9 103:19 Bumbry 110:18 burden 175:5 Burke 3:13 41:2, 3, 4 Burrell 56:11 bus 75:1, 11 126:21 buses 74:18, 21 75:2, 3, 12, 18, 20 Business 3:5, 6 4:11 9:13 103:13 170:21 businesses 66:16 130:6 businesspeople 124:20 busing 162:4, 7, 10 button 195:4 < C > cabinet 106:11 136:6, 9 calculate 55:21 Calculated 58:15 calendar 57:15 183:11, 13 184:7 185:14 188:12 190:18 191:6 calendars 188:14 Call 3:2 5:3, 11 6:8 7:11, 14 8:9 16:9 17:3
---	--	--	---	---

<p>18:13 20:4 21:13 22:6 28:1, 3 29:1, 17 30:1 55:9 75:17 81:14 82:1 99:20 100:10 102:8 103:14 104:9 105:14 117:5 132:16 191:19 197:1, 13 called 55:2, 6 78:3 107:1 115:4 117:8 122:13 146:15 calls 50:1 camaraderie 109:5 111:5 camp 110:1 campaign 115:21 117:1 149:8 campaigns 116:15 149:21 150:1 campus 49:16 campus 112:13 120:8 cancel 43:7 109:10, 11 canceled 187:21 189:18 199:8 candidate 79:13, 14 canvassing 140:19 capacity 11:1 14:20 capita 71:13 capital 83:2, 11 84:8 100:4 199:7 care 58:19 174:20 carefully 62:12, 20 cares 14:18 carries 7:9 21:8 23:10</p>	<p>101:13 103:11 105:10 193:1 198:8 cart 90:21 Carver 33:16 CASE 41:3, 8, 16, 17 42:15 85:2 89:13 95:2 CASEL 157:13 cases 58:1 catching 68:21 categorized 137:4 Catherine 9:13, 20 Catonsville 48:19 causes 71:4 Causey 2:5 6:11, 12 17:6, 7 18:16, 17 20:7, 8 22:9, 10 87:5, 7 88:18, 19 89:1 99:9, 10 100:14, 15 102:12, 13 104:12, 13 129:11, 12 166:8 167:1, 11 173:2, 3 176:15 177:7 178:11 179:17 180:1 183:21 186:3, 5 187:12, 13 189:2, 9, 12, 17 190:1, 5, 7 192:1, 2 197:16, 17 Causey's 89:21 166:9 CE 42:5 celebrate 156:9, 10 center 116:11 143:16 151:6, 7 centers 107:20 115:7, 10 central 10:14 42:13 43:3</p>	<p>44:1 46:4 61:5 114:2 135:16 142:7 147:6 152:12 cents 53:2 Century 111:10 112:1 116:14 117:21 118:15 CEO 34:8 ceremonies 110:5, 6 113:16 certain 12:5 59:19 91:10 94:9 114:2 certainly 73:14 86:4 91:15 129:1 184:4 193:20 CERTIFICATE 200:1 certify 200:2, 5 cetera 60:13 71:9 72:12 175:4 Chair 2:3, 4 9:16 12:11 21:14 25:8 31:8 41:5 44:8 46:15 48:13, 17 61:16, 17 82:1 84:12 87:7 103:14 105:17 106:9 129:12 130:13 132:19 135:11 139:8 165:8 172:16 178:19 179:2, 4, 6, 10 180:11, 13, 19 181:4 Chairman 16:11 48:14 165:10 CHAIRWOMA N 5:2, 3 6:4, 7 7:9, 13, 14 8:2, 17 11:11, 17, 21 15:8, 13, 16 16:7, 10, 16 17:1 18:4, 11 19:14, 16, 20</p>	<p>20:2 21:5, 7, 10, 11, 20 22:5 23:7, 9 25:5, 12, 15, 18 28:6 30:21 41:4 44:7 81:11, 18 82:10, 14 83:4, 6 84:11 85:5, 13 86:13 87:1 88:19 89:17 91:12 92:5 93:3, 6, 19 94:6, 12 95:1, 13 97:8, 20 98:10, 13 99:9, 18 100:7, 9 101:12, 16, 21 102:4, 7 103:10 104:1, 6 105:10 123:6, 15 125:2, 4, 9 126:8 127:20 129:10 130:12, 15 132:10, 14 159:9 160:17 162:16 164:9 165:4 166:2 167:15 173:1 178:12 179:12 181:1, 20 182:6, 14 183:10 184:17, 20 185:3, 10, 18 186:2, 7 187:11 190:15 191:13 192:20 193:1 194:6, 8, 11, 18 195:6, 9, 13, 16 196:10 197:4, 12 198:8, 16 challenge 55:15 challenges 45:15 140:11 157:6 175:3 challenging 45:12 167:9 chance 14:5 182:18 change 36:8, 9 67:11 85:9</p>	<p>90:17 91:15, 20 107:3 164:16 changed 44:14 changes 8:14, 16 29:11 50:21 84:19, 20 92:16 143:19 changing 159:6 Channel 5:8, 9 8:7 channeled 173:18 Chapter 31:3 charitable 108:3 charities 121:13, 14 charity 119:12 Charley 105:14 135:4 140:5 Charley-Greene 4:13 105:16 139:3, 6 183:14, 16 184:3, 11 190:19 191:1, 11 charted 134:14 charter 38:1 charts 50:2 chat 85:21 125:7 185:2 194:20 check 119:14, 15, 16 169:1 check-ins 50:1 checkpoints 57:16 checks 54:17 Cheryl 3:8 28:5, 9, 12 31:6 Chesapeake 34:9 36:7 Chief 18:8 19:19 135:4 136:12 140:12 194:4 child 39:9 50:5 77:11, 13 78:5 114:20 children 30:15 39:9 50:7, 8</p>
--	--	--	--	---

106:17 108:9
 117:4 121:8
 130:9
children's 75:9
 76:2
chili 176:20
choice 119:12
 120:13
choices 54:21
choose 49:20,
 21 69:15
chops 63:2
chosen 80:7
Christian 2:13
 7:18 110:8
 149:2, 3 184:20
churches 29:8
Cigna 174:16
Cindy 3:14
 44:5
circumvent
 90:15
circumventing
 85:19
citizens 11:6
 26:2 61:3, 4
 72:20
civic 112:2
civically 13:18
Civil 33:5
civilians 72:2
Civility 165:13
clarification
 87:2 160:14
 180:17
clarify 181:7
 186:9 187:21
 190:10
clarion 29:1
clarity 184:9
class 35:18
 49:6 121:20
 169:11
ClassDojo 50:2
Classic 109:3
classify 172:4
classroom 36:2
 56:21 74:18
 77:5 78:7
 112:16 116:14

118:16 174:21
 175:1
classrooms
 42:15 52:17
 116:18 117:7,
 15 171:21
clay 57:7, 17
 58:9
Clean 112:9
clear 32:20
 132:21 170:1
 174:19 178:4
 190:8
clearly 179:20
cleats 109:18
click 54:12
 152:18
clicked 54:13
clicks 143:13
climate 135:8
 139:21 153:11,
 17 154:3, 9, 20
 155:13 156:15
 157:16 171:13
 172:15 174:19
 177:3 178:5
 197:7
clock 27:10
close 49:12
 66:15 67:15
 183:7
Closed 4:9
 5:12 7:10, 12
 8:20 9:9 26:9
 81:14, 17
 109:10 118:6
 158:10
closely 150:20
closing 14:10
 36:4 110:5
closure 149:16,
 17
clubs 29:8 30:5
coach 67:3
coached 110:17
coaches 110:17
 188:20 189:15
coats 117:1
Code 5:14

165:13
codify 83:21
coffee 119:20,
 21
COLA 41:11,
 14, 20 49:4
 59:5 74:1
COLAs 45:4
Coleman 3:9
 31:1, 4, 5 33:21
collaboration
 10:13 106:18,
 19 131:2
 134:21 138:5
 142:7 145:7
 147:6, 8 148:21
 150:5 152:13
 157:13
collaborative
 115:7 117:9
 135:19 147:21
collaboratively
 130:20 155:13
 158:20 194:4
colleagues 15:4
collect 62:21
 115:11
collective 6:1
 9:7 155:5
collectively 36:9
college 49:16
 120:8
colleges 69:3
 113:7
collegiality
 115:1 117:11
color 33:7, 19
Colored 31:2
combination
 174:6
Comcast 5:8
 8:7
come 14:3
 33:12 36:4
 38:14 48:3
 65:7 67:14
 74:15 96:14
 99:13 113:15
 117:10, 11
 119:1, 13

120:13 121:17
 122:8, 20 127:5
 128:17 151:17
 163:20 169:18
 174:3 177:9, 16
comes 28:18
 82:15 85:12
 86:10 104:7
 114:8 191:4
coming 38:12
 47:9 62:5
 68:15 75:9
 95:20 113:16
 118:17, 19
 119:8 122:16
 165:21 170:14
 173:14 196:2
Comment 3:7,
 18 4:7 25:7, 19
 26:5 27:2
 53:16 78:17
 82:17 84:2
 85:21 88:20, 21
 93:4 125:8
 162:8 168:4, 13
 196:11 199:7
commented
 161:21
commenting
 27:16
Comments
 4:16 27:18
 41:1 85:20
 94:14 99:19
 125:5 128:2
 130:14 149:15
 159:11 161:9
 168:8, 15
 172:13 181:9
 182:1 199:9
commit 154:5,
 15 155:18
commitment
 29:9 51:2
 134:2
commitments
 133:18 148:7
committed
 40:20 135:13

committee
 29:14 30:4
 31:17, 20 32:11
 53:21 82:2, 4,
 12, 15 84:21
 85:18 91:13, 17,
 21 92:9 95:16,
 20 96:1 101:18
 103:14, 17
 104:3, 7 166:4
 171:13 172:15
 178:20 179:5, 9,
 18, 20 180:14,
 16, 17
committees
 13:15 29:10
Committee's
 82:5 91:19
 103:18
common 154:19
communicates
 128:16
communication
 71:1 135:20
 139:18, 21
 141:13, 16
 142:3 143:9
 144:19 145:4,
 18 147:9, 12, 21
 148:2 150:6, 9
 153:7 162:4
 163:4 164:21
 178:4
communications
 132:2 135:5, 8
 137:5 139:1, 4
 140:3, 11, 16
 141:1, 3, 15, 18
 142:6 144:16
 145:9 146:1, 7,
 18 147:14
 152:11, 20
 153:4 156:3
 161:13 163:19
 178:9
communities
 13:18 52:5
 130:10 139:15
Community
 14:8 25:21

64:8 66:11 67:17, 18 76:12 106:20 108:6 120:4 121:15 124:18, 20 130:3, 6 139:16 141:4, 6, 9, 18, 21 142:17 143:3 144:9, 10, 15, 18 146:11 150:11 151:10 152:4, 10, 21 156:14 159:5 163:3, 13, 20 187:3 194:2 companies 80:20 116:10 compare 188:15, 17 comparisons 57:8 compassionate 50:16 122:4 151:8 compensating 45:17 compensation 5:17 9:2 41:10 45:4, 11 46:2 compete 112:11 competent 145:20 163:11 competitive 109:19 110:12 112:10 complained 183:4 complete 35:9 49:13 55:5 70:4 142:20 completed 35:10 49:17 135:21 136:4 137:20 completely 143:6 compliance 96:11 97:13 98:2, 17	compliant 85:3 98:5 99:6 comply 85:1 96:16 component 127:15 components 148:2 154:19 174:12 comprehensive 135:8, 18 151:7 153:11, 16 compressed 70:6 comprised 28:16 52:11 computer 76:17 concern 41:10 42:13 152:6 concerning 93:15 concerns 13:11, 16 26:3 29:3 33:3 34:14 35:2, 5 44:13, 16, 17 76:12 89:19 90:9, 14 153:18 171:14 172:17 178:21 189:10 concerts 189:4, 11 conclude 27:11 concludes 53:15 78:17 condition 33:20 conditions 155:13 conduct 5:9 6:1 8:8 9:7 26:5 27:8 70:18 conducted 87:12 197:10 conduit 130:4 conference 37:5 38:17 89:15 conferences 43:12	confidential 24:5 confirming 52:10 conflict 72:19 81:1 Congratulations 11:18 15:10 24:21 25:6 61:12 connect 150:11 connected 129:16 152:15 Connects 156:19 174:6 consent 16:13 18:7 19:18 Conservatively 58:4 consider 6:2 9:8 49:3 84:16 88:15 93:12 171:4 195:1 Consideration 3:4 8:12 103:13 137:15 158:7 189:13 199:10 considered 88:8 159:16 consistent 90:8, 11 92:2 96:3 consistently 10:14 consists 85:7 constant 52:19 constantly 132:1 constituent 66:10 67:3 construction 89:8 consultant 65:4 contact 150:16 contacted 43:14 contemplate 72:13 content 35:3 64:8 134:18 135:1 142:13,	16 149:18 193:8 contest 161:5 contests 114:12 context 185:15 continue 52:14 74:17 131:21 139:11 157:20 158:14, 16 159:5 163:4 175:1 177:2 188:6 continued 11:10 63:9 73:17 148:5 continuous 30:6 107:11 154:5 continuously 118:1 contract 18:7 19:18 75:6 contribute 106:17 contributions 10:3 108:3 156:2 convenient 88:5 convention 38:18, 21 39:1 conversation 184:6 conversations 140:10 144:11 148:5, 15 178:7 cooking 64:2 cook-off 176:20 cookouts 72:12 cool 63:16 Cooley 65:9 coordinate 150:17 151:1 coordinated 147:12 157:15 176:1 coordinator 150:21 copy 68:19 copying 49:21	core 89:10 121:11 131:10, 15 150:9 156:11 corporate 157:1 correct 55:6, 11 85:11 90:20 94:4, 18 95:3 98:10 100:8 184:11 191:15 200:6 correcting 35:6 92:1 correctly 56:6 179:8 CoSN 193:11 cost 59:3 70:6 135:15 136:2, 7 Council 10:9 34:12 36:20 37:12, 13 42:5 46:5 47:16 48:10, 18 124:12, 15 150:6 155:19 171:13 172:15 Councils 10:12 12:21 149:21 174:2 Counsel 41:2 counselors 60:11 count 49:7 counter 186:13 counterparts 45:3 150:6 counties 45:3 countless 50:4, 12 country's 71:19 COUNTY 1:2 5:4 7:16, 20 9:21 10:9 11:6 15:3 24:7, 18 27:4, 17 28:9, 13 33:2, 4 34:1, 13 36:21 37:12 41:11 42:5 44:6 51:13, 18 52:8, 18 53:3
---	--	--	--	--

60:8, 10 61:19
 62:13 65:4
 68:7 69:10, 17
 70:8, 11 74:14,
 15 90:4 105:13
 106:14 107:2, 5,
 9 108:17 112:8
 113:12 115:8
 119:8 122:10
 123:20 125:20
 126:6, 10
 128:14 133:5
 137:9 139:12
 145:8 150:6, 7,
 14 151:11
county's 150:17,
 21 151:2
couple 58:13
 120:21 123:9
 173:10
course 26:16
 62:12 76:17
 109:2 134:14
 168:21 170:2
courses 72:18
 73:2
court 43:17
Courtney 68:19
 69:1, 16
cover 42:14
 44:2 49:6
 146:18
coverage 42:16
 54:14
covered 148:1
covering 25:11
 52:16
COVID 47:2, 9
 50:21 58:1
 76:5
coworker 74:4
cozy 80:20
crafted 78:2
crafts 112:3
crazy 52:14
CRC 1:21
create 69:19
 73:1 96:20
 111:20 154:17
 155:13, 16

created 41:19
 59:18 122:12
 157:10
creates 141:12
creating 13:14
creation 146:21
creative 130:7
 177:5
creativity
 50:15
Creator 59:19
crescent 72:7
crises 150:9
crisis 52:4
critical 106:1
 139:20 142:13
 143:14 146:4
 147:4, 8 153:9
 164:14
critique 48:5
cross 90:13
 147:7
cross-office
 147:7
crushing 58:1
CT 120:14
culminating
 134:3
Cultivate 142:7
Cultivating
 150:4 152:13
cultivation
 119:5
Cultural 21:19
 23:17 147:15
culturally
 145:19 163:11
culture 154:13
 156:15 197:7
current 87:18
 89:13 135:7
 143:4
currently 145:3
Curriculum
 24:3 78:1
customer
 141:13 148:2
 154:14 171:3
customized
 157:11

cut 57:2, 3
 58:8
cutting 118:17
cyber 143:7
Cyberbullying
 103:19

< D >
dais 9:17 48:15
Darryl 32:19
data 31:18, 21
 32:20 63:1, 3
 141:15 155:15
 193:7, 11, 12, 13
date 9:11
 135:21 137:21
 166:6 183:18
dates 183:5, 9
 187:8 188:15
daughter 54:11
 69:2, 5
Davis 23:13, 17
 24:8, 12
day 11:4 14:1
 43:1 50:14
 58:8 67:6, 10
 71:16 72:11
 111:4 128:20
 149:17 169:8
 170:2 171:5, 6
 183:11, 20
 184:14 186:19
 187:3 191:4, 9
days 71:12
 80:14 128:12,
 14 158:15
 159:14 164:19
 177:16 183:2
 184:14 186:10,
 18 187:14, 18
 188:5 190:18
 191:5, 6, 7, 8
dead 69:6
deadline 54:16
deaf 36:3, 8
 65:8
deal 132:6
dean 68:15
dear 117:8
 118:20

Debbie 106:5
 117:17 131:16
Deborah 4:14
 106:12
debrief 63:4
debt 89:8
decades 74:6
December
 141:8 158:12
 168:7 183:5
 185:6 187:8
deck 49:21
declared 72:15
declares 33:6
DeDeo 24:15, 21
dedicated 10:2
 13:14 14:15
 166:4 170:7, 16
dedicates
 161:14
dedication
 10:21 128:4
 155:7
deductions
 54:15 55:6
deem 91:14
deep 68:20
deeper 142:14
 150:12
deepest 11:6
deeply 58:20
defeat 188:21
defeated 36:13
defined 189:3
defines 75:14
definitely 88:6
 90:18 162:11
degree 60:10
delay 183:19
delaying 43:12,
 16
Delegate 83:10
deliverables
 147:10
delivered 164:2
delivery 151:20
demanding
 50:12
demonstrate
 31:18

demonstrates
 32:20 64:14
demonstrating
 61:12
demotion 5:17
 9:2
denied 33:9
depart 182:16
departed 196:15
Department
 21:18 23:16
 134:17 141:17
 147:15 160:4
 161:13 172:16
departments
 55:2
dependent
 139:14
Deputy 24:3
 133:12 135:3
 136:11
describe 84:7
described 161:8
description
 138:1
descriptive 57:4
deserve 36:14
 46:2 70:3
 80:14 121:19
deserves 196:13
design 42:21
 116:13 117:21
 143:4, 12
 151:19
designated
 26:14 137:18
designed
 157:12 168:14
designing 57:1
desire 97:19
 164:3
desired 184:13
detail 144:6
detailed 49:15
 138:1
details 133:15
 135:6 138:8
 140:3
determination
 137:9, 14

<p>determine 45:14 85:8</p> <p>determined 141:2</p> <p>develop 66:6 90:2 131:21 147:9</p> <p>developed 55:4 57:15 97:11 157:13 175:10</p> <p>developing 177:12</p> <p>development 12:18 13:21 24:4 42:2, 7 47:6 87:20 88:17 119:4 147:16, 18 153:16 155:2, 3</p> <p>deviates 85:17</p> <p>device 136:7</p> <p>dialogue 154:6</p> <p>diamond 110:10</p> <p>Dickens 46:14</p> <p>difference 63:19 77:2, 5, 15 79:20</p> <p>differences 71:15</p> <p>different 57:7 95:4 114:15 127:5 161:2, 3 170:3 175:2, 4 187:16 188:14</p> <p>differentiate 142:15</p> <p>differently 171:2</p> <p>differs 91:9</p> <p>difficult 47:4 77:7 143:5</p> <p>difficulties 40:14 73:16</p> <p>digital 145:7 193:11</p> <p>dining 68:11</p> <p>Direct 142:6 148:10, 20 152:3, 11</p>	<p>154:12 182:12</p> <p>direction 160:1</p> <p>directly 75:9 136:15 144:13 149:12 153:3 175:11</p> <p>director 51:19 106:6, 12, 13 119:10 120:16 122:1, 19 134:10 135:6 136:17</p> <p>directors 38:21 122:13</p> <p>dirty 65:19 67:1</p> <p>disability 34:17, 18 77:4, 19 78:6</p> <p>discipline 5:17 9:2 44:13, 16 49:19 70:19 73:1</p> <p>discrimination 33:10</p> <p>discuss 5:16 8:21 131:1</p> <p>discussed 187:19</p> <p>discussion 17:2 18:12 20:3 22:5 82:16 87:9 95:15 99:11 102:8 104:8 185:15, 21 191:17 195:14 197:1</p> <p>discussions 167:4 185:14</p> <p>disheartening 53:2 66:21 67:1</p> <p>disliked 182:11</p> <p>dismissal 64:1</p> <p>dismissed 64:4</p> <p>disparity 66:15</p> <p>display 58:13</p> <p>dispute 27:5</p> <p>disputes 71:14</p>	<p>disrespect 67:4</p> <p>disrupts 27:7</p> <p>Distance 29:16</p> <p>distinction 10:1</p> <p>distinguished 106:10</p> <p>distribute 115:12</p> <p>distributed 115:21</p> <p>distribution 107:13</p> <p>district 13:12 14:8 24:1 106:20 111:9 113:16 114:14 118:2 120:3, 4 121:12 122:10, 19 123:2 127:17</p> <p>districts 64:12 137:8</p> <p>diverse 13:2 121:5 142:17</p> <p>diversity 10:7 39:7 163:16</p> <p>division 134:10, 16 147:8</p> <p>divisions 138:20</p> <p>doctoral 65:5, 6</p> <p>doctorial 120:7</p> <p>document 55:12 64:14 78:4</p> <p>documents 49:13 77:1, 7, 10</p> <p>Dogwood 24:20</p> <p>doing 60:6 62:2 68:1 109:13 112:17 120:3 123:13, 19 124:6 127:12 129:20 130:2 131:12, 15 159:16 161:16, 18 162:14 173:19 176:18, 19</p>	<p>177:5</p> <p>dollars 113:15</p> <p>domestic 71:8</p> <p>domiciles 52:9</p> <p>donors 113:10</p> <p>door 66:17</p> <p>doors 109:10</p> <p>dormant 37:19</p> <p>Dorsey 4:2 64:20, 21 65:2 67:20 116:10 118:10</p> <p>dot 90:13</p> <p>double 34:21</p> <p>Douron 118:1</p> <p>Dr 4:2 7:4, 5 8:13, 15 9:16 12:11 17:20, 21 19:9, 10 20:21 21:1, 13, 14 23:2, 3, 11, 12 24:10, 14 25:4, 5 28:11 29:12 31:9 32:19 39:20 41:5 44:8 46:4, 6, 10 56:3 59:10, 12 61:17 64:20, 21 65:1, 2, 12, 14 66:15 67:10, 20 73:8 79:1, 2 83:5, 6 85:21 86:1, 2 88:9 95:1, 2 101:7, 8 103:5, 6 105:5, 6, 17 106:10 110:7 130:13, 16 132:8, 10, 13, 16, 17, 18 133:13 135:4, 10, 13 139:6, 8 140:7 141:7 149:4 153:10, 13 157:19, 20 159:12, 18 160:1, 8, 11, 13, 17, 18 161:16, 20 164:12 165:7 171:11 172:9 174:5</p>	<p>176:16 177:21 182:20 183:10, 14, 19 184:8, 12 185:9, 10 186:9 188:9 189:5, 10, 18, 19 190:3, 6, 9 192:15, 16 194:3 195:20 197:3, 5, 12 198:5, 6, 10, 14, 15</p> <p>dream 57:1</p> <p>Dreams 110:4</p> <p>dressed 119:6</p> <p>dress-up 176:20</p> <p>drive 115:11 141:16</p> <p>drivers 74:19 75:21</p> <p>drives 115:12</p> <p>drop-in 153:3</p> <p>due 35:19 49:18 50:21 54:4</p> <p>dues 181:17</p> <p>Duke 183:18 191:4</p> <p>duplicate 91:18</p> <p>duties 47:18 49:10 78:20 82:6</p> <p>dysfunctional 70:20</p> <p>< E ></p> <p>E-1 16:18</p> <p>E-3 16:18</p> <p>ear 65:8</p> <p>Earlier 8:19 49:20 77:9 78:10 151:18 186:15, 17 196:20</p> <p>early 58:12 149:16, 17 158:11 183:2 184:13 185:5 187:14 188:12</p> <p>earnings 111:12</p>
---	--	--	--	---

<p>ears 36:3, 9 easier 191:9 easily 14:14 East 114:3 117:18 118:12 easy 107:17 129:17 157:4 easy-to-use 157:9 Ebersole 83:10 echo 128:1 173:5 Ed 39:20 44:10 65:5 66:2 68:7 172:6 EDUCATION 1:1, 8 4:12 5:4, 6 7:15, 20 8:4 11:2 23:15, 20 26:4 27:3, 17, 21 32:18 33:17 35:3 48:18 52:7 58:18, 21 60:5 68:6, 8, 17 69:7, 9, 15 70:11 73:8 77:17 83:18 87:13 105:13, 20 106:5, 13 107:1, 2, 4, 8 108:17 114:16 121:15, 20 124:5, 16 130:17 136:14 137:16 152:5 educational 36:10, 13 46:5 48:9 51:12, 17 66:5, 13, 17 67:13 108:5 educator 44:13 45:19 58:18 59:2 65:3 115:7 120:2 155:19 169:13, 14 Educators 28:10, 14, 16 44:19 45:1, 17</p>	<p>46:2 52:2 68:19 70:4, 12 105:21 107:15, 19 108:10, 18 109:16 110:15, 16 124:4 157:10 171:13 172:15 174:20 175:10, 11 effect 75:13 92:3 95:19 effective 74:9 135:17 140:4 147:11, 21 148:18 172:7 effectively 41:13 Effectiveness 4:15 132:16 138:13 150:10 152:16 153:20 156:4 effects 47:2 59:3 efficiencies 137:1, 2 Efficiency 4:15 132:15 133:2, 14, 16 135:14, 16 136:11 138:13 139:11 140:14 141:14 150:11 152:6 159:1 165:9 166:5 178:17 179:1, 21 efficient 135:17 efficiently 5:9 8:8 142:13 171:2 effort 80:11 152:1 166:7, 13 176:1 efforts 10:10 91:19 113:9 119:13 133:11 139:14 150:18 156:5, 10 158:11 eight 34:11</p>	<p>37:3 either 80:13 EL 145:16 146:6 elbow 68:20 election 149:15 electronic 26:13 elementary 13:20 14:2 21:17 23:14 24:16, 20 25:2 32:12 56:17 60:20 68:6 75:2 114:11 164:4 eligible 32:16 Elissa 46:14 Elizabeth 120:12 email 27:19 55:7 149:11 170:11, 16 emails 50:1 161:3 162:5 169:2 177:9, 16 178:2 embed 144:12 Emergency 23:14 150:14, 17 Emmanuel 46:14 emotional 28:19 39:11 44:18 116:20 emphasize 31:16 113:10 employ 53:10 133:19 employee 27:2, 15 139:2, 21 155:7 156:14, 20 174:11 employees 5:19 9:4 41:3 42:15 45:11 52:21 55:1 56:5 154:11 156:9 157:2, 4, 5, 11, 12 167:8 171:5</p>	<p>employment 5:16 9:1 empower 10:18 empowerment 67:17 enable 147:7 150:8 encompass 124:19 encourage 13:10 26:19 27:4 49:2 87:21 172:14 encouraged 87:11 138:11 endeavors 52:7 ended 37:5 111:4 endemic 176:3 endowed 59:18 ends 162:5 energetic 129:15 energy 30:18 enforcement 71:3 engage 13:4, 6, 19 14:1 142:13 143:14 148:11 149:18 157:20 163:4 175:1, 20 176:5 engaged 13:18 51:5 155:8 179:20 Engagement 14:8 66:11 139:18 140:4 142:1, 5 144:15 145:6 148:21 152:10 154:4 155:6, 15 159:3 163:3, 15 engaging 193:17 engineering 171:1 English 32:17 145:12 173:7, 11</p>	<p>Enhance 142:5, 7 144:9 enhancements 151:19 enhances 106:18 enhancing 112:7 144:15 147:6 152:9, 12 enjoyed 123:8 187:2 enrolled 96:17 97:5 enrollment 146:19 enrollments 52:16 ensure 28:17 64:9, 10 135:17 145:17 150:18 152:14 168:16, 17 ensured 10:16 134:20 ensuring 134:12 148:16 163:10, 11, 16 enter 185:1 Enterprises 34:8 entertain 182:2 enthusiasm 155:7 168:2 173:5 entire 41:14 68:9, 17 69:8 130:3 162:18 environment 13:14 39:10 71:6 environmental 112:12 environments 31:13 69:19 equal 59:18 equates 58:16 equations 62:11, 14, 15 equip 147:10</p>
---	--	---	---	---

<p>equitable 107:12 121:19</p> <p>Equity 21:18 23:16 29:13 31:12, 17, 20 32:11 34:16 36:5 39:7 75:14, 17 134:9 147:15</p> <p>equivalent 99:8</p> <p>Erica 4:5 73:6, 9</p> <p>Erin 2:7 185:9</p> <p>ESP 49:3</p> <p>ESPBC 51:21 53:6, 10</p> <p>ESPBCs 74:7</p> <p>especially 37:14 73:14 88:3 162:2</p> <p>Esperanza 151:6</p> <p>essential 77:21</p> <p>essentially 42:19 64:1</p> <p>establish 10:8 147:7</p> <p>established 85:17 117:19 146:2 188:13</p> <p>establishing 108:14 153:5</p> <p>establishments 32:14</p> <p>esteemed 34:7 65:1</p> <p>estimates 167:4</p> <p>et 60:12 71:9 72:12 175:3</p> <p>eternally 14:21</p> <p>ethics 60:19, 20</p> <p>ethnicity 121:6</p> <p>evaluation 5:18 9:3 63:17, 18 165:18 180:11</p> <p>evening 5:10 7:13 8:9, 19 9:19 12:11 16:10 28:11 31:5, 8 34:3, 4,</p>	<p>5, 6 36:21 37:1 41:4 44:7 46:5, 6 48:10, 11, 13 51:14, 15, 20 53:17, 18 56:13, 14, 15 59:11, 12 61:10, 11, 16 64:20, 21 65:1 68:3, 4 70:15, 16 73:6, 7 76:19, 20 78:11 79:3 81:16 93:5, 6 105:16, 17 106:9 121:11 122:7 132:18 135:11 136:1 139:7 140:7 164:2 173:3 196:8 199:14</p> <p>evening's 5:5 26:10 139:2</p> <p>event 109:8, 16 110:2 124:1</p> <p>events 108:21 109:1 148:13 151:11 176:21 188:4</p> <p>eventually 90:6</p> <p>everybody 111:5 195:4</p> <p>everyday 75:1 162:7</p> <p>evolved 115:10</p> <p>exact 131:18 186:16</p> <p>Examination 136:19</p> <p>examine 158:19</p> <p>example 32:4 130:19 149:13 150:12 169:9</p> <p>examples 169:21</p> <p>exceeds 137:11</p> <p>excellence 30:9 52:15 147:18, 20 148:5</p> <p>excellent 46:9 174:14</p>	<p>Exchangeree 115:4, 5, 13 116:8 117:9 118:13 120:11 122:11, 17 123:9 124:12 126:21 127:4 128:15</p> <p>Exchangerees 115:17 116:15 120:13 122:8 126:10</p> <p>excited 57:6 107:7 127:12 129:19 146:16 156:20 160:19 161:1</p> <p>exciting 120:8 175:10</p> <p>excluded 33:8</p> <p>exclusive 128:14</p> <p>Excuse 28:8 109:2, 3 112:3 137:3</p> <p>executed 54:6</p> <p>executive 53:3 106:5, 10, 12, 13 119:10 120:15 122:1, 2, 12, 19 131:7 134:10 136:16</p> <p>executives 41:11 150:7</p> <p>exemplify 156:11</p> <p>exercise 175:21</p> <p>Exhibit 22:1 82:9 103:21</p> <p>Exhibits 16:18</p> <p>exist 97:14, 16 98:18</p> <p>existed 149:19</p> <p>existing 27:5 155:16</p> <p>exists 158:3</p> <p>exited 181:8</p> <p>expand 93:16 142:6 156:4 163:7 164:3, 6</p>	<p>expanded 83:16 174:10</p> <p>Expanding 148:10 152:11 163:9</p> <p>expansion 156:19</p> <p>expecting 64:16 171:9</p> <p>expense 166:15</p> <p>experience 23:18 87:15</p> <p>experiences 107:13 141:1, 14</p> <p>experiencing 36:15</p> <p>expertise 135:1</p> <p>experts 90:3 134:19</p> <p>expired 27:12 64:17 81:8</p> <p>explain 57:5</p> <p>explained 140:12</p> <p>explanation 54:17</p> <p>explore 158:16</p> <p>exploring 146:20</p> <p>exposure 146:13</p> <p>expresses 11:5</p> <p>extend 159:17</p> <p>extending 120:17 186:14</p> <p>extends 11:8</p> <p>extent 64:4, 14</p> <p>external 145:4 167:3</p> <p>extra 112:19 176:11 186:10, 12</p> <p>extracurricular 188:17 189:14</p> <p>extraordinarily 45:12</p> <p>extremely 14:16 89:18</p> <p>eye 34:21 36:9 65:9 69:6</p>	<p>eyes 34:18 78:13</p> <p>< F ></p> <p>F-1 22:2</p> <p>face 45:14 109:6 163:9 176:4</p> <p>Facebook 146:15</p> <p>faces 129:15</p> <p>facilitate 165:12</p> <p>facilitated 134:9</p> <p>facilities 139:15</p> <p>facility 43:15</p> <p>fact 55:19 80:4 189:12 194:19</p> <p>faculty 49:1</p> <p>fails 19:16</p> <p>failure 32:7</p> <p>fair 60:7</p> <p>fairly 70:12</p> <p>fairness 34:17 36:5</p> <p>Fairs 156:21 157:1 174:16</p> <p>faith 67:2, 12</p> <p>fall 36:8 41:12 43:2 65:8 143:18 153:14 156:17 185:21</p> <p>falling 39:13</p> <p>familiar 65:9 174:12</p> <p>families 52:6 141:6 143:4 144:6 145:6 146:4 151:2, 6 152:2, 4 153:6 155:2 158:5 184:9 193:17</p> <p>Family 14:8 70:21 163:2, 15</p> <p>fantastic 126:11 176:15</p> <p>far 98:21 167:12</p> <p>farms 32:18</p>
---	---	---	--	--

<p>fashion 74:16 177:15 Fast 35:12 112:20 170:14 father 68:9 fathers 71:21 favor 11:17 19:15 21:6 49:17 192:21 February 45:10 54:7 56:3 115:15 federal 33:4, 11 108:1 117:19 feedback 13:16 63:6, 12 64:2 65:7 141:11 147:1 148:12 152:3, 19 153:6 154:1, 6, 21 155:15, 19 158:1 168:17 172:19 183:3 184:9 feel 36:13 47:5 73:18 93:20 95:8, 12 195:21 feeling 73:16 feels 155:7 fell 36:3 Fellow 11:11 68:18 86:6 128:2 felt 35:18, 19 47:7, 8, 12 62:3 73:15 Fest 114:8 festivals 151:10 fewer 26:16 FFCU 112:14 fidelity 134:3, 12 field 110:3 fifth 57:12 114:20 fight 67:7 69:17 fighting 69:18 figure 62:2</p>	<p>file 200:3 files 200:6 fill 98:14 filled 111:4 filling 56:6 Film 114:8 final 57:14 134:4 137:2, 9 138:1, 3, 11, 16 198:21 Finally 57:12 finance 99:3 Financial 136:12 137:2 157:8 199:1 financially 64:11 find 35:7 55:16 57:20 78:3 109:21 112:4 138:14 170:12 176:8 finding 163:19 findings 140:18 141:14 142:1 fine 57:3 Fios 5:9 8:7 fired 57:11 67:4 first 7:10 8:11 23:12 28:4 37:3, 14 38:5, 15 41:10 42:3 44:10 56:3, 6, 20 57:1 61:21 62:10 72:9 81:21 86:15 88:14 99:12 106:13 107:3 108:13 110:9 111:9, 11 115:14 116:8, 15 119:10 129:5, 14, 15 130:16 186:6 fiscal 112:18 181:15, 16 fitness 157:7 five 37:11 40:6, 7 42:9 52:8</p>	<p>89:14 111:1 141:19 142:4 fix 40:7 44:19 45:16 62:3, 5 fixed 63:19 fixes 45:16 flag 7:17 flash 54:12 flexibility 50:16, 20 61:13 flexible 88:5 flooding 161:6 floor 83:17 191:16 flourishes 30:11 flow 168:6 fluently 62:7 focus 13:15 31:12 83:1 100:4 141:21 142:11 144:14 145:2 147:5 148:9 150:3 152:21 153:5, 20 154:2 155:10 157:15 182:12 focused 32:3 135:15 138:19 141:19 147:19, 20 156:18 171:3 focuses 152:8 focusing 170:7 Folkoff 4:3 68:3, 4, 5 folks 188:18 189:6, 12 190:10, 12 follow 61:2, 8 85:14 122:20 160:3 184:14 followed 38:17 77:11, 19 following 8:21 16:14 21:16 23:18 31:12 32:15 84:2 135:14 136:20</p>	<p>143:7 148:1 158:8 185:16 follows 61:6 follow-up 26:4 88:21 97:8 177:21 181:12 food 89:8 111:1 125:14 foot 116:11 118:14 football 110:3 foregoing 200:5 foregoing- entitled 200:4 forever 16:4 form 55:4, 7, 12 63:19 168:20 179:9 formal 140:21 141:2 formative 63:1 formed 181:3 former 120:1, 2 124:4 forms 54:15, 19 56:7 156:7 forth 45:5 91:13 189:11 forthcoming 180:4 fortunate 131:5 Fortunately 76:11 forum 27:1 forward 14:1 21:16 35:12 39:19 91:8, 16 130:1 133:1 137:10, 13 141:16 160:1 162:11 165:13, 21 176:4 184:1, 3 fought 72:6 found 5:14 9:10 149:9 Foundation 4:12 105:13, 20 106:5, 13, 16, 20 107:1, 2, 5</p>	<p>111:11 113:14 114:9, 17 119:11, 13 121:2, 3 122:5 123:21 127:17 130:17 132:4 Foundation's 106:7 founded 107:6 four 54:21 75:2 113:6 141:21 154:2 183:8 fourth 35:4 Foy 3:19 53:17, 18, 19 56:9 frame 26:15 128:16 Frankly 74:16 86:20 free 32:17 38:2, 20 39:1 93:20 168:6 freedom 70:21 frequent 151:21 153:6 freshman 34:18 Friday 43:7 57:16 158:12, 13 176:20 183:5, 6 185:6, 7 186:19 friendly 129:15 front 9:17 52:17 66:1, 17 143:16 frontline 66:7 frustrations 168:11 FTEs 136:5 fulfilling 38:11 full 13:21 29:10 47:3 74:16 88:10 92:10 145:4 178:7 196:14 200:5 fullest 10:17</p>
--	--	---	--	--

<p>full-time 80:12 87:17 167:8 fully 14:1 38:2 78:3 89:11 fun 109:19 123:12 function 119:7 143:20 functional 38:3 functioning 46:17 Fund 23:14 41:19 59:5 70:12 89:8 114:13 115:3 126:17 funded 113:9 funding 90:5 111:8 112:19 fundraising 108:7, 13 113:9 119:13 funds 33:5, 11 41:19 45:8 112:20 furniture 116:14 118:16 further 11:8 18:6 99:19 137:14 155:3 166:18 191:17 200:5 future 69:15 74:12 106:3, 17 107:14 108:9 133:4 134:18 167:19 171:4 FY 137:15 199:7 < G > Gadgets 115:5 gallery 106:11 Galore 115:5 game 109:14, 19 110:11, 13 111:3 125:16 189:6</p>	<p>gap 49:12 67:15 164:20 165:1 gaps 32:21 66:15 gather 153:21 gathering 37:3 38:15 Gboyinde 162:19 172:20 gems 74:8 gender 121:6 General 3:18 5:14 53:16 78:17 160:7 168:13 generation 120:17 generous 45:3 gentlemen 123:3 George 33:16 getting 42:20 43:13, 16 47:10 57:19 77:9 84:7 95:14 124:2 149:14 196:7 gift 158:14 190:12 gills 116:11 give 13:9 15:9 38:10 43:21 44:11 46:1 50:13 72:20 74:9 77:14 115:14 117:4, 6 124:8, 13 127:17 131:18 188:10 189:15, 20 190:11, 14 194:16 196:16 given 14:5 62:19 91:16 92:6 111:11 180:5 182:8 giving 77:15, 16 196:8 Gizmos 115:5</p>	<p>glad 16:5 70:1 127:2 glasses 34:19 glazed 57:10 gloves 109:17 117:2 GM 61:5 go 5:12 12:9 14:13 38:16 42:18 45:8 48:12 51:9 55:19 60:18 66:3, 10 76:7 92:18 95:4, 19 98:21 109:18 110:3 117:13 118:9 169:1 170:8 171:21 173:21 174:1 178:3 183:1 184:20 185:3 194:11 196:1 goal 35:16 108:13 111:7 113:21 116:2 119:3 133:4, 6 156:14 176:9 goals 108:4, 6, 13 141:20 155:16 God 48:7 goes 61:13 127:4 128:12 going 16:3 35:6 40:5, 11 44:11 48:1 50:4, 6 56:8 65:19 67:6, 9 69:7 77:14 78:8, 13 89:13 90:10 92:6, 18 94:17 95:20 99:11 109:17 110:21 113:6, 17 114:18 118:9 119:19 120:20, 21 125:17 127:3, 9 152:16 155:10 169:7 170:5, 7</p>	<p>174:1, 2 175:5, 7, 19 176:21 180:9, 17 186:1, 21 195:5 Golden 118:14 128:10 golf 63:5 109:2, 3 Good 5:2 7:13 9:19 11:9 12:10 16:10 28:11 31:5, 8 34:3, 4, 5, 6 36:21 37:1 41:4 44:7 46:5, 6 48:4, 10, 11, 13 51:13, 15 53:17, 18 56:13, 14, 15 59:11, 12 60:10, 18 61:3, 10, 11, 16 64:20, 21 65:1 68:3, 4 70:15, 16 73:6, 7 76:19, 20 79:3, 5 81:16 93:5, 6 105:16 111:6 130:19 132:18 135:11 139:7 140:7 162:12 171:17 173:3 175:6 187:9 199:14 gotten 16:6 161:3 162:4 GOVER 6:9, 11, 13, 15, 17, 19, 21 7:2, 4, 6, 8 17:4, 6, 8, 10, 12, 14, 16, 18, 20 18:1, 3, 5, 14, 16, 18, 20 19:1, 3, 5, 7, 9, 11, 13, 15 20:5, 7, 9, 11, 13, 15, 17, 19, 21 21:2, 4, 6 22:7, 9, 11, 13, 15, 17, 19, 21 23:2, 4, 6, 8 100:10, 12, 14, 16, 18, 20 101:1, 3, 5, 7, 9, 11</p>	<p>102:10, 12, 14, 16, 18, 20 103:1, 3, 5, 7, 9 104:10, 12, 14, 16, 18, 20 105:1, 3, 5, 7, 9 191:18, 20 192:1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21 197:13, 14, 16, 18, 20 198:1, 3, 5, 7 governance 79:9, 21 government 90:4 112:8 Governor 83:18 84:3 grad 131:6 grade 13:8 68:10 172:2 graders 57:1, 6, 12 grades 35:1 47:5, 7, 11 56:18 61:4 graduate 61:7 graduation 113:17 grand 118:16 129:3 grandmother 68:14 grandparents 30:7 grant 24:2 111:11, 14 112:10 113:2 grants 111:10, 16, 18 112:1, 10, 15 113:1 grasp 62:16 grassroot 109:16 grateful 12:5 14:16, 21 16:4 39:19 51:10 105:19 gratitude 11:7 gravity 72:13</p>
---	--	--	--	---

<p>great 36:7 56:21 95:7 109:4 123:12 126:2, 3, 6, 12, 18 132:4 173:19 183:3 greater 139:16 144:5 greatly 158:5 Greek 29:7 Green 112:9 Greene 105:15 135:5 140:6 Greenwood 54:19 grew 109:20 145:16 ground 145:11 grounds 33:7 group 13:2 28:2 38:15 134:9, 19 151:3 153:5 175:10 groups 13:15 28:21 29:6 32:16 49:18 53:15 74:18 128:13 130:6 151:4 152:21 153:20 155:1 171:15 grow 13:2, 17 64:2 growing 145:18 193:10 growth 47:6 51:3 61:21 63:15 64:5, 16 107:12 guardians 144:21 guess 59:13 110:19 170:20 171:3 178:18, 20 guidance 30:8 86:7 guide 63:3 148:8</p>	<p>guided 143:11 guilt 35:19 gun 71:9 guns 71:10 Gwynn 48:20 < H > habits 71:2 Hagar 83:5 Hager 2:7 6:6 7:4, 5 17:20, 21 19:9, 10 20:21 21:1 23:2, 3 83:5, 6 85:21 86:1, 2 88:9 95:1, 2 101:7, 8 103:5, 6 105:5, 6 159:12 160:17, 18 161:16, 20 164:12 185:9, 11 192:15, 16 198:5, 6 Hahn 163:13 haiku 161:5 Halee 3:10 34:1, 7 Halethorpe 21:17 24:15, 16, 19 25:2 half 58:6 74:3 186:18, 19 187:2, 18 190:18 half-days 184:2, 4 hall 48:1 halls 144:10 152:21 hallways 58:14 HalSi 34:8 hand 176:10 handbook 165:14 178:9 hands 65:19 116:18 Handy 29:13 hanging 125:15</p>	<p>happen 30:10 89:13 120:20 183:12 happened 167:18 happening 56:21 66:1 126:5 131:4 132:5 171:20 happens 30:11 84:18 99:17 169:8 happiness 11:9 happy 38:1 69:11 110:8 113:18 Harassment 103:19 Harbor 38:19 hard 14:6 37:16 67:1 170:15 hardworking 14:15 130:8 156:5 Harford 65:4 harming 52:4 hate 60:16 76:5 hated 76:6 hateful 60:14 Hats 50:21 117:2 head 184:10 heads 73:18 heal 133:11 143:8 health 11:9 37:8 39:11 43:14 44:18 112:2 150:1 156:18, 21 157:1, 3, 5 174:16 healthy 39:9, 12 76:10 156:16 hear 25:20 27:11 34:5 45:2 52:21</p>	<p>64:3 69:11 93:2 160:12 169:5, 15 174:4 heard 42:3 44:15, 21 65:16 77:8 78:10 143:3 170:1, 13 173:13 179:7 181:14, 21 Hearing 8:17 26:2 102:8 104:8 191:18 199:8 heart 117:8 118:20 122:18 heavily 86:6 held 5:6 8:5 31:11 38:19 66:6 114:12 199:11 hello 12:12 help 33:18 43:19 55:2 65:6 66:11, 14, 18 68:10 75:5 114:2 152:14 155:4 157:12, 16 172:16 175:16 180:3, 6 helped 165:12, 13 173:15 helpful 87:17 193:18 194:2 helping 57:19 68:18 helps 106:1 Henn 2:3 5:2, 3 6:4, 7 7:8, 9, 13, 14 8:2, 17 11:11, 17, 21 12:11 15:8, 13, 15, 16 16:7, 11, 16 17:1 18:3, 4, 11 19:13, 14, 16, 20 20:2 21:4, 5, 7, 10, 11, 14, 20 22:5 23:6, 7, 9 25:5, 10, 12, 15, 18 28:6, 12 30:21 31:8</p>	<p>40:15 41:5 44:7 48:13 61:16 81:10, 11, 16, 18 82:10, 14 83:4, 6 84:11 85:5, 13 86:13 87:1 88:19 89:17 91:6, 12 92:5 93:3, 6, 19 94:6, 12 95:1, 13 97:8, 20 98:10, 13 99:9, 18 100:7, 9 101:11, 12, 16, 21 102:4, 7 103:9, 10 104:1, 6 105:9, 10, 17 123:6, 15 125:2, 4, 6, 8, 9 126:8 127:20 129:10 130:12, 15 132:10, 14, 19 135:11 139:8 159:9 160:17 162:16 164:9 165:4 166:2 167:13, 15 173:1 178:12 179:12 181:1, 20 182:6, 14 183:10 184:17, 19, 20 185:3, 10, 18 186:2, 7 187:11 190:15 191:13 192:19, 20 193:1, 20 194:6, 7, 8, 11, 18 195:6, 9, 13, 16 196:10 197:3, 4, 12 198:7, 8, 16 Henson 46:14 herewith 11:3, 8 hesitant 91:18 hesitate 92:7 hey 114:1 hidden 74:8 High 29:16 32:13 34:9 36:7 60:21</p>
--	---	---	--	--

65:10 68:16
 164:15 173:9
 186:20
higher 59:3
 65:5 66:2
highlight
 139:20 142:18
 156:5
highlighting
 75:1
highlights
 151:17 153:9
hired 76:1
 169:17
Hispanic 32:16
historical
 106:21
History 114:11
hit 145:11
 195:4
hitting 152:2
hoc 166:4
 167:18 179:16
 180:16
Hogan 83:19
hold 43:19
 66:4 67:8
 137:14
holders 65:6
holding 39:1
 67:12
holiday 189:3
Holmes 46:11
home 41:16
 50:3 60:17
 117:5
homepage
 144:1, 13
honest 35:16
 66:21
Honestly 41:20
 47:12
honesty 35:18
honor 10:1, 5
 12:18 13:17
 14:10 121:10
honored 34:13
hooks 54:18
hope 36:8, 12
 44:14 65:8

151:8 164:3
 166:20 180:2
 187:7
hoped 167:17
hopefully 38:14
 39:2 40:6, 8
 166:9 167:9
 173:17
hoping 182:4
horse 90:21
horseshoe-shaped 74:14
hospital 43:14
host 38:21
 109:9 110:9
hosted 153:20
hour 53:2 58:6
 128:17 196:13
hourly 58:15
hours 58:5, 13
 75:6 128:7, 9
 158:11 190:20
House 83:9, 12,
 20 91:3 93:10,
 13 94:11
Howie 90:12
 92:8, 14, 15
 93:1, 3, 5, 7, 20
 94:4, 7, 15, 19
 95:17 96:8, 15
 97:3, 7, 10, 15
 98:4, 11, 21
Hub 117:9
 128:13
human 46:1
humble 14:14
hundreds 138:5
hungry 50:8
hurt 86:3
 95:12
husbands 72:1
hybrid 61:15

 < I >
i.e 165:12
idea 126:19, 20
 127:4
ideal 153:19
ideas 124:13
 174:3

identified
 134:13 138:20
 145:13
identifies 154:2
identify 31:21
 147:8 151:10
 153:15, 18
 155:5 166:11,
 14 167:2, 5
identity 155:5
IEP 49:13
 77:2, 16
IEPs 77:1, 3, 6,
 7 78:2
II 113:21
illustrate 43:5
imagined 57:18
immediate
 45:18 140:17
immensely 12:5
 16:4
immigrant
 79:11 151:1
immigrants
 151:8
Immigration
 150:21
imminent 95:19
impact 10:20
 15:20 43:5, 20
 45:18 49:8
 112:12 113:6
 116:3, 18 117:3,
 6 118:20 135:2
 154:12 176:13
 181:16 186:11,
 14 187:6
 190:17
impacted 75:20
 120:11
impactful 187:5
impacting 78:6
impacts 75:15
 77:4 131:20
 181:15
imperfectly
 34:21
implement
 10:10 35:20

60:14 77:8
 133:20
implementation
 42:21 134:15
 135:7 137:7, 11,
 18 138:16, 17
 159:1
implemented
 60:4 77:9
 78:12
implementing
 133:8 134:2
 165:11 166:5,
 17 179:11
 188:11
implicate 137:2
implications
 137:3
implicit 10:10
implore 33:12
importance
 148:14 150:12
important
 31:16 37:9
 39:8 53:8
 79:14 80:2
 84:4, 10 86:19
 88:6 89:5, 9, 15,
 18 119:19
 125:1 140:20
 143:5, 11
 146:19 151:13
 162:7 170:17
 177:17 194:14
 196:12
importantly
 152:18 171:21
impressed
 160:21
improperly
 54:10
improve 131:2
 135:19 138:13
 142:4 150:10
 151:9 153:16
 157:16
improved
 108:5 143:20,
 21 150:5
 161:21

improvement
 24:2 60:11
 79:5 154:5
 178:10
Improving
 142:9 152:8
inappropriate
 27:6
inbox 161:6
incarcerated
 71:13
inception 71:19
include 83:11,
 17 97:4 134:21
 136:4 144:19
 150:15 154:20
 157:7 163:9
 198:21
included 91:7
 93:8 136:21
 139:2 188:13
includes 48:18
 138:1 143:20
including 36:5
 72:6 134:16
 137:5 150:1
 156:7 166:14
inclusion 39:7
inconvenience
 198:18
incorporate
 96:5 134:11
incorporated
 193:11
incorporating
 13:2
incorrect 54:2,
 20
increase 44:12,
 13 45:11 53:6
 70:6 83:10
 108:19 109:13
 119:4 127:7
 147:13
increased 41:20
increasing 10:6
 31:13 33:15
 118:1 119:18
incredible
 15:20 123:21

<p>124:2, 4, 6, 9 162:19 187:1 independence 57:13 Indian 71:19 indicated 91:2 indicating 55:14 indicators 62:12 indiscipline 71:5 individual 33:18 58:9 individuals 5:21 9:6 16:2 77:3 124:15 130:5 inequalities 31:19 inequality 32:4 33:15 inequitable 76:3 inequities 32:2 74:21 infeasible 138:9 inflation 41:15 inform 40:13 informal 140:19 175:14 Information 4:17 9:10 27:19 48:6 54:12 88:11 124:17 136:1, 13 138:7 141:5 142:20 143:12 145:20 146:5, 8 148:12 149:8, 12 150:16, 18 151:13, 14 153:11 159:19, 21 160:2, 10 163:12 170:13, 14, 17 177:14 193:12, 13, 15, 21 194:4 197:6 198:21 informative 46:11 informed 40:4</p>	<p>134:8 initial 138:16 initially 83:14 initiative 114:6 initiatives 39:21 111:20 113:21 114:5, 15 148:13 149:7 innovative 10:6 111:20 127:16 148:3 157:1 input 26:20 134:16 147:2 153:21 159:3 171:4 in-school 164:13 insert 82:19, 21 100:2 inside 66:14 174:21 insight 153:7 insightfulness 10:21 insignia 72:7 insofar 79:9, 10 inspire 29:10 inspired 16:3 instance 181:16 Instruction 24:3 63:3 74:9 77:6 instrument 180:13 insurance 54:2, 21 55:16 insurances 55:13, 17 intake 43:15 integral 134:6 integrity 52:15 interact 124:2 interaction 154:11 Interagency 142:8 150:4, 13 152:13 interest 81:1 177:10</p>	<p>interested 26:2 69:4 179:21 interferes 27:8 internal 65:17 78:20 82:6 145:4 167:2 internalize 63:7, 12 interns 69:9 120:15 interrupting 32:3 33:14 intervention 60:15 interviewed 47:14, 16 interviews 146:5 173:8 Intimidation 103:20 introduce 25:15, 16 37:10 106:4 175:8 introduced 72:16 83:9 Introduction 72:18 106:4 invaluable 129:6 investigator 51:17 52:6 investment 53:8 111:12 invite 7:16 11:21 30:17 47:19, 20 122:7 135:3 139:3 140:2 inviting 48:2 involve 166:15 involved 13:8 42:1 188:2 involvement 131:8 Involves 114:10 issue 40:5, 20 47:13 78:8 177:17 issues 13:12 37:8, 20 40:14</p>	<p>49:19 60:12 73:10 75:1 99:13 177:10 187:16 it'd 98:19 item 7:10 8:11 16:8 21:11 25:7, 19 77:16 81:13, 20 103:12 105:12 132:14 138:14 193:5 194:13, 14 198:19, 20 199:5 items 5:10 8:9 50:5 135:21 137:10, 13, 14, 15 140:15 167:4 181:3 194:21 198:21 its 11:9 37:20 39:1 76:18 153:18 177:2</p>	<p>joining 9:14 140:9 199:13 joint 30:3 149:21 Jose 2:6 6:15, 16 17:10, 11 18:9, 20, 21 19:21 20:11, 12 22:13, 14 88:20 89:2, 3 100:18, 19 102:16, 17 104:16, 17 165:5, 6 166:2 167:13 181:12, 14 182:3 192:5, 6 journalist 149:4 Jr 2:10 Julie 2:3 5:3 7:14 123:11 July 31:17 32:11 39:2 59:5 jump 93:20 171:11 June 47:21 116:3 118:17 119:14 136:17 197:11 199:12 Junior 10:9 69:2 173:8 jurisdiction 5:20 9:5 jurisdictions 122:15 justice 59:14</p>
			<p>< J > Jameel 4:4 70:15, 16 January 53:5, 7 59:6 74:2 181:19 Jayne 3:11 36:20 39:16 Jeannette 51:21 Jeffrey 46:11 jiggy 65:13 job 14:20 43:19, 20 44:1 50:12 52:14 57:21 58:1 90:12 155:8 161:19 163:15 174:14 175:7 jobs 24:4 42:19 43:21 161:17 John 2:10 join 9:16 29:17 39:5 joined 86:4 129:14 151:2</p>	<p>< K > K-12 65:5 Kathleen 2:5 keep 15:17 51:4 63:9 76:9 121:1, 2 130:2 188:18 keeps 64:13 Kevin 62:11, 16 63:4, 15 key 141:19 143:12, 21</p>

<p>144:2 148:1, 18 157:16 199:1 keyword 170:9 kids 60:21 125:15 161:1 killed 71:10, 17 72:1, 2, 6, 14 kind 12:6 77:4 116:14 126:16 170:15 188:19 kindergarten 169:10 172:2 kindly 12:15 kinds 187:16 knew 47:13 62:2, 18, 21 63:2 know 12:4 14:15 27:10 28:15 30:16 43:9, 11 44:16 47:12, 18 49:7 50:4, 7, 8, 11 57:19 60:16 62:1 73:2 75:14 77:1 81:2 95:9 127:6, 8 130:1 133:10 137:6 139:13 153:1 155:8 158:5 162:8 163:17 164:1, 14, 16, 18, 19 167:6 168:12 170:9 171:20 175:1, 19 176:2, 18 181:9 184:5, 6 187:15 193:16 knowing 89:7 knowledge 159:20 knowledgeable 79:8 80:6 known 70:19 knows 14:18 kudos 173:4 Kuehn 2:8 7:6, 7 18:1, 2 19:11, 12 21:2, 3 23:4,</p>	<p>5 101:9, 10 103:7, 8 105:7, 8 182:14 192:17, 18 < L > labor 58:5, 16 59:2 lack 71:1, 2 Ladies 123:3 lady 11:16 36:19 laminated 58:11 landscapes 57:18 language 57:4 84:15 90:16, 18 91:3 92:1, 2 93:8, 9, 10, 17 94:2, 10, 16 95:4, 10, 11 145:14 146:21 Lansdowne 48:19 75:2 large 38:15 141:6 largest 71:12 lasting 73:16 lastly 131:16 158:15 last-minute 49:17 late 75:2, 11, 18, 20 196:7 198:13, 18 latest 46:8 Latino 29:19 146:6 laughed 111:5 launch 143:1 146:14 launched 141:8 149:8 laundry 67:2 law 71:3 84:2, 19, 20 85:1, 2, 4, 12, 15, 17 86:11, 18 87:2 90:1, 8, 11, 17, 20 92:2, 6, 7, 10, 11, 18</p>	<p>159:13 160:6, 11 laws 87:19 108:2 layer 57:4 LEA 114:17 115:8 lead 13:8 14:4 38:13 119:9 122:1, 2 124:21 141:13 145:10 166:7 leaders 10:15, 21 13:3, 13 14:9 15:20 28:2 66:14, 17 71:6 72:10, 21 130:21 134:20 155:2 156:8 169:15 176:8 leadership 10:2, 3, 7 11:1 12:19, 20 15:3 36:10 37:15 39:17, 18 66:5 71:2 120:18 122:2 127:16 131:1, 17, 19 140:10 148:1, 16 155:2 157:21 164:1, 3 178:7 leading 71:7 leads 13:17 163:14 League 110:4 Leanne 46:14 learn 39:10 131:13 171:18 175:2 learned 172:6, 9 learners 32:17 65:5 145:12 164:7 173:7, 11 Learning 29:16 31:13 47:2, 11 49:12 63:11 76:7 131:2 151:3 159:15 172:1, 11</p>	<p>leave 59:15 63:10 181:10 leaving 37:13 led 7:18 198:18 Lee 3:11 36:20 37:1 left 34:21 legal 77:1, 7, 10 85:9 91:15 92:12, 19 96:10, 12 legendary 110:17 legislation 97:5 199:1 legislative 37:5 38:17 Lemon 105:15 Leslie 3:12 37:10 38:13, 14 39:6, 14 lesson 62:3, 10, 11, 19 63:4, 5, 8, 13, 21 172:8 182:12 letter 54:6, 9 81:10 letting 122:6 level 13:13 66:2 136:17 150:12 155:7 levels 14:3 32:12 leverage 10:18 148:11 150:10 leveraged 32:1 leveraging 144:18 145:1 149:19 Lewis 198:14 liaisons 120:5 liberty 59:14 libraries 117:7 library 68:12 128:3 lies 55:10 lieu 180:18 life 16:2 49:9 68:9, 17 69:8</p>	<p>life-changing 10:20 lift 176:12 Lighthearted 110:12 likes 149:14 likewise 198:16 Lily 2:11 82:1 limit 127:11 limited 91:8 180:5 limits 26:11 42:4 line 66:2 79:7, 13 83:2 87:10 100:5 linings 57:21 links 54:11, 13 109:2 143:16, 21 Lisa 2:9 24:15, 21 129:8 list 55:21 56:4 127:1 listed 25:12 listen 79:2 listening 128:7 lists 55:13 literacy 112:2, 3, 13 116:3 117:3 157:8 little 65:19 80:10 119:6 128:3 144:7 174:4 Live 5:7 37:3 40:5, 15 144:12 146:15 152:21 153:1 lived 68:17 69:8 lives 68:21 151:9 living 59:3 70:6 LLC 133:17 142:2 Lloyd 4:1 61:10, 18 62:16 loaded 78:3</p>
---	--	---	--	--

<p>local 28:15 43:14 68:12 146:3 176:17, 18 locate 193:21 location 128:6 Loch 128:4 locked 37:6 Logan 46:19 47:1 56:16 logic 80:1 logical 76:4 login 168:21 long 14:17 49:14 73:16 long-form 168:10 look 13:5, 21 39:19 41:18 59:20 69:3 86:16 106:21 107:10, 18 108:8, 12, 21 110:14 111:14 112:19 113:4 115:13, 17, 20 116:7 118:2 120:3, 10, 19 121:11 130:1, 17 131:14 142:15 175:20 178:3 188:15, 20 190:12 193:20 197:8, 9 198:12 looked 69:6 171:1 looking 65:15 79:4 130:20 170:21 176:4, 11 183:18 193:4 looks 125:6 losing 45:1 194:15 lost 58:17 67:2 162:6 170:16 193:9 lot 54:5 64:7 65:16 89:7</p>	<p>149:1 165:9, 15 173:5 181:14, 15 loud 170:1 love 16:6 43:20 49:1 59:14 60:16 65:13 80:12 83:8 93:2 149:16 187:8 loved 162:20 low 47:7 lower 32:15 luckily 39:17 lunch 32:17 49:20 50:9 128:17 < M > ma'am 94:7, 20 98:21 MABE 87:16 88:1, 3, 17 89:21 machine 68:19 Mack 2:9 6:3, 13, 14 16:19 17:8, 9 18:18, 19 20:9, 10 22:11, 12 82:13 91:5, 6, 12 92:4 100:16, 17 102:14, 15 104:14, 15 127:21 128:1 129:1 167:21 168:1, 16 169:3, 5 170:20 171:17 182:10 192:3, 4 194:7, 9, 10, 11, 12, 18 195:3, 9 196:12 197:18, 19 Madam 21:14 48:13 87:7 106:9 129:12 magnet 32:5, 7 magnets 32:9 magnitude 45:15</p>	<p>Mah 4:5 73:6, 7, 9 Maiden 120:12 mailed 54:15 maintain 108:15 maintains 161:10 major 75:15 109:1 majority 54:19 190:2 Makeda 2:12 making 30:9 42:9 49:21 88:9 90:13 151:18 172:13 195:2 manage 157:12 management 29:17 72:18 150:17 157:9 manager 23:21 24:1 managing 175:11 178:2 mandate 98:12 99:2 mandated 96:18 manner 149:20 165:19 March 37:6 54:1, 9 61:15 109:9 118:5 133:12 158:13 183:6 185:6 199:2 Maria 3:17 51:12, 16 marked 32:14 Marlena 3:16 48:8, 16 Marsh 117:20 123:8 125:18 126:12 129:3 Mary 46:10 Maryland 5:14 10:11 12:20 37:20 54:3 87:12 120:8</p>	<p>Maryland's 133:4 134:18 Marzano 63:18 masking 76:8 mass 71:11 massive 143:7 match 169:1 matches 60:2 materials 58:8 84:7 math 49:18 matter 5:20 9:5 30:15 90:3 99:17 155:9 164:18 200:4 Matters 3:5 6:2 7:11 9:8 16:9, 14, 17 27:2, 3, 15, 16 64:9 98:18 122:14 McComas 29:12 46:11 McMillion 2:4 6:17, 18 9:16, 18, 19 11:13, 16 12:11 16:11 17:12, 13 19:1, 2 20:13, 14 21:15 22:15, 16 25:8, 9, 10, 17 28:3, 5, 8, 12 30:20 31:1, 9 33:21 36:19 40:3, 10 41:5 44:4, 8 46:3 48:8, 14 51:11 53:13 56:9, 14 59:9, 11 61:9, 17 64:19 67:19 68:2 70:14 73:5 76:15, 19 78:15 81:9, 12 100:20, 21 102:18, 19 104:18, 19 105:17 125:8, 9, 10 128:3 132:19 135:12 139:8 164:10,</p>	<p>11 181:13 182:9, 10 192:7, 8 194:17 195:7, 8, 10, 12 197:20, 21 mean 28:18 60:3, 4 65:14, 15, 20 79:16 177:15 meaning 34:20 39:11 57:20 162:5 meaningful 139:17 means 39:10 53:5 77:10 148:6 157:4 166:13 measurable 33:13 107:12 measure 79:16 143:14 152:16 measured 62:20 measures 31:20 32:15 mechanisms 142:11 medal 110:6 media 122:21 145:7 146:3 165:14 Meditation 3:3 meet 43:1 54:16 97:21 106:1 124:15 142:16 173:16 MEETING 1:8 5:3, 6, 10 7:15 8:4, 8 9:11 26:6, 8, 10, 12 27:8 37:3 40:6, 16, 17, 18 44:10 48:1 56:3 114:1 119:6, 21 131:8, 9, 14 145:17 163:12 181:19 187:19 194:14, 21 196:3, 4, 19</p>
--	---	---	---	--

197:11 199:11,
14, 15
Meetings 5:13
8:20 43:15
49:11 144:10
167:20 197:10
meltdown 49:19
Member 2:13
4:16 39:4
46:19 47:14, 16
51:19 53:21
61:5 78:21
79:4, 8 80:9, 12
82:7, 19 83:1,
10, 14, 17 86:17,
18 89:4 98:16
99:1, 5 100:3
109:12 149:1
156:14 161:14
166:6 170:18
177:13
MEMBERS
2:1 11:12
16:12 21:15
26:1 27:19
28:12 29:6
30:3 31:10
34:7 41:6, 8, 16
44:8 46:13, 16
47:18 52:1
53:11 61:17
65:2 67:9 73:8
80:14, 18 82:3
84:5, 7 86:6
87:3, 10, 12
89:7, 14 91:4
93:5, 14, 21
95:6 97:13
98:2 99:20
103:16 105:18
106:10 121:4
122:15 125:4
128:2 130:18
131:11 132:19
134:16, 17
135:12 139:9,
18 140:7
142:10 152:5, 9,
14 154:8 155:4,
15 156:6

159:11 166:3,
10, 21 167:9, 17
174:9 177:11
179:17, 19
180:2, 6 187:4
193:4 194:15
195:14, 18
196:2, 15
membership
47:15 153:18
Memorial
71:15 72:11
memorialized
72:14
memories 111:5
men 59:18
121:4
mental 43:14
44:18 60:12
150:1 156:18
188:19
mention 55:19
71:19 72:3
74:7
mentioned 60:2
151:18 188:16
mentorship
120:17
mere 189:11
Merritt 116:10
message 44:11,
14 74:11
messages 50:2
142:15 144:3, 4
145:1 148:19
151:20, 21
162:5, 12 170:4
messaging
144:5 148:20
150:9
Messenger
145:1
met 8:19 16:2
119:9
method 108:2
methods 32:1
**micromanageme
nt** 165:19
microphone
27:13 28:6

MICROSOFT
1:9 5:7 8:6
40:17 168:20
middle 10:9
30:4 32:13
60:21 110:2
118:15
midst 35:1
mid-year 41:11
Mike 110:18
Mildred 4:13
milestones
156:9
military 72:5
Mill 116:9
117:16 124:1
128:5, 11 129:4
million 71:21
116:5 136:3, 5,
6
millions 72:3
Mills 48:20
mind 52:18
76:18 122:13
188:18
mindful 51:4
mindfulness
175:21
mindset 61:21
63:15, 19 64:5,
16
mine 50:9
54:10, 20 132:3
mini 146:21
minority 31:14
33:16
minute 27:10
175:18, 19
minutes 9:9
26:15 40:6, 7
73:12 186:13
191:2
missed 182:19
missing 74:3
mission 108:4
151:7
mistake 30:10
mistakes 62:4,
5, 9

mittens 117:1
Moalie 2:6
mobile 126:20
127:4, 10 143:1
151:12
mock-up 143:2
model 64:15
modeling 63:15
64:5
models 29:21
moderated
46:13
moderation
46:15
modified 87:3
moment 7:19
8:1 12:13 59:4
162:8 175:17
moments 73:14
monetary 116:3
money 80:9
111:14 112:12
126:14, 16
monitoring
155:18
month 38:14,
16 49:6 51:9
114:11 118:18
monthly 54:15
months 42:9
54:5 92:21
113:1 118:7
123:9 138:4
158:18 162:2
Monument
120:12
moral 64:14
morale 135:8,
19 137:5 139:2
140:1 153:11,
17 154:12
157:17 174:20
185:21
morning 55:6
mortar 115:6
118:11
mosaic 60:8
mother 35:5
68:11

motion 5:12
7:9 16:17
18:11 19:16, 20
21:7, 21 23:9
45:9 82:10
83:7 84:13
85:16 88:12
100:1 101:12,
16 103:11
104:1 105:10
184:17 185:13,
18 186:4, 6, 15
191:14 193:1
194:12, 20
195:1, 2, 11
196:18 198:8
motivation 71:2
motor 57:3
move 22:3
53:16 78:19
82:19, 21 100:2
104:4 112:18
118:8, 18
162:11 176:2,
13 184:1, 3, 13
185:4 194:13
195:10 196:20
moved 6:3
16:19, 20 18:9
19:21 82:13
101:20 110:10
137:10, 13
196:19
movie 65:10
moving 141:16
159:21
MPSA 188:3
MSDE 159:19
mud 39:13
Muhammad
4:4 70:15
mulligan 63:5
multiple 134:8,
21 156:7 162:5
murder 71:8
Murray 9:13,
14, 20 11:5, 19
12:2, 4, 10
14:14, 18 15:4,
10, 11, 19 16:5

<p>Murray's 10:2, 5, 13, 19 164:1 Muslim 72:5, 10 mutual 148:4</p> <p>< N > NAACP 29:18 34:12 NAACP's 30:3 name 14:5 34:7 48:16, 20 51:16 61:18 65:2 68:4 73:9 106:11 125:16, 17 161:4 168:19 200:10 named 10:11 names 169:2 nation 29:5 71:7 114:18 national 28:15 31:2 33:8 37:5, 21 38:18, 19 87:13 nature 189:4 navigate 143:5 146:9 navigated 158:21 nearby 74:12 Nearly 71:20 75:1 107:19 110:15 111:2, 3 113:14 116:4 141:9 necessarily 93:9, 18 94:2 99:8 172:4 187:2 necessary 86:21 91:14 111:9 necessitate 91:15 necessity 89:20 90:14 need 30:12 39:12 42:15 46:1 47:18 50:14 55:20</p>	<p>59:4, 5, 6 64:6, 7, 10 72:12, 17 73:11 74:9 76:8 77:6, 17, 19 78:9 80:5 85:9 90:11, 16 92:13 96:2, 13 97:1 109:12 117:17 118:10 141:3 148:14 158:3 160:12, 14 162:13 166:16, 19 170:16 171:17 175:17 176:2 180:3 183:12 191:5 194:16 196:15 needed 12:16 29:11 49:14 64:1 72:19 82:14 92:17 102:1 104:6 108:11 155:20 166:12 181:10 182:16 188:7 needing 52:12 needs 43:2 44:18 49:4 77:11 78:5 80:17 90:7 94:2 106:2 130:21 132:6 133:1 139:10, 21 142:3, 17 144:1 145:18 163:13 173:15 174:8 184:18 196:13, 14 negative 47:1 141:13 negatives 80:17 negotiation 42:11 negotiations 6:1, 2 9:7, 8 41:21 42:8 70:5 neighboring</p>	<p>75:12 nervously 43:18 never 13:4 14:19 38:7 43:8, 10 61:2 114:20 New 3:5, 6 10:8 24:6, 21 25:1 38:2, 20 47:16, 18 64:7 68:16 79:7 82:19, 21 86:17 87:10, 11 95:3, 6 98:16 99:4 100:3 123:10 129:17 136:11 143:1 144:18, 19 145:9 146:14, 15 150:14 151:2 152:5 157:11 163:18, 19 174:15 199:3 News 54:12 146:4, 11 152:1 newsletter 144:20 152:17 170:8 newspaper 66:20 nine 136:5 138:4 153:20 158:18 ninth-grade 35:10 non 153:20 172:4 nonprofessional 49:10 nonprofit 145:8 151:4 non-value 169:8 non-value-added 169:17 Nora 9:13, 20 11:5 normalizing 70:21 notably 32:15</p>	<p>notations 92:19 note 143:5 notes 38:10 111:14 116:8 138:17 notice 158:5 184:10 noticeable 143:19 noticed 159:13 163:6 Noticiero 146:15 noticing 151:21 notify 160:3 162:10 November 54:4 158:8, 9 183:8 184:15 novice 64:11 NSBA 89:14 number 26:11 32:10 91:10 93:11 108:13 128:9 131:18 152:17 numbers 115:14 180:5 nutrition 157:7</p> <p>< O > Oak 48:20 Obama 72:8 objective 169:10, 12 171:16, 19 172:3, 4, 7, 9 objectives 33:13 182:11 observation 61:14 62:10 observe 27:9 72:11 observed 57:7 62:11 168:12 obtain 52:7 obviously 80:21 occasion 59:5</p>	<p>occurred 49:20 50:21 55:20 125:13 134:21 October 55:15 63:8 107:6 109:4 136:14 offended 35:18, 19 offer 29:2 30:6 157:3 158:8, 14 166:21 172:12, 18 197:8, 9 offering 151:8 offerings 163:10, 11, 16 164:7 Offerman 2:10 6:21 7:1 16:20 17:16, 17 19:5, 6 20:17, 18 22:4, 19, 20 101:3, 4 103:1, 2 105:1, 2 181:8, 11 192:11, 12 Office 14:8 23:15, 19 24:3, 5 42:14 43:3 44:1 52:12, 17 66:10 79:14, 15 84:19 85:2, 12, 18 92:10 135:17 142:7 147:6 150:7 152:12 155:17, 19 156:3 163:2 175:3 officer 38:20 136:12, 13 145:9 146:2, 18 153:4 163:19 194:4 offices 10:14 14:9 111:16 114:7 120:5 139:15 147:10 155:14 158:10 183:8 officials 5:19 9:4</p>
--	---	--	--	---

<p>oh 92:13 101:19 127:2 170:9 173:2 189:9 190:1 Okay 34:6 48:11 85:13 91:2 94:6, 21 97:1, 6 99:21 102:4 107:4 109:14 160:8 180:8 181:12 182:16, 18 185:1 186:2 189:17 190:5 191:3, 13 195:9 old 34:8 70:10 once 14:19 90:17, 20 92:10 96:2 122:8 139:7 160:2 188:12 194:2 ones 67:11 180:10 one's 95:5 one-woman 166:12 ongoing 114:13 133:12 138:21 152:7, 19 154:6, 20 155:18 158:1 Onijala 135:5 139:4 140:2, 5 153:13 160:19 161:11, 18 162:15 163:8 165:3 168:9, 19 169:4, 20 193:19 online 8:6 77:14 157:1 174:14 Open 5:13 8:20 26:7 29:9 39:3 47:10 48:1 78:13 118:12 127:18 128:20 156:1 176:3</p>	<p>opened 115:15 117:16, 19 118:4, 6 opening 110:5 118:16 129:4 opens 123:10 152:17 operating 53:8 83:2, 12 84:8 88:10 89:9 100:4 operational 38:3 133:2 135:16 138:19 139:11 147:20 operations 79:9 opinion 63:20 84:15 93:1 152:19 opinionated 38:8, 9 opportunities 13:1 25:20 107:13 140:12 148:15 152:19 154:17 158:2, 16 164:4 176:5 opportunity 10:17 13:3 14:16 34:14 38:10 41:7 42:5 46:7 51:2 65:3 66:20 67:14 87:9 112:5 127:15 129:18 146:7 149:5 153:8 158:19 168:10 173:8, 13 181:6 opposed 11:18 179:10 options 74:14 158:15 190:11, 13 Order 3:2 5:3, 9 7:14 8:8 9:12 27:9 47:17 88:5 155:10 orderly 70:18</p>	<p>organization 28:15 37:21 127:11 130:5 Organizational 153:19 154:3, 9, 20 156:4, 15 organizations 29:7 30:2 145:8 151:5 organized 28:16 130:8 Orientation 78:21 79:20 82:7 86:9 93:12, 13, 16 94:1 95:6 96:4 98:16 129:17 origin 33:8 original 138:14 originally 68:14 83:9 other's 68:21 outcome 138:16 184:6 outcomes 10:15 31:20 32:9 33:15 108:6 135:14 171:7 outdo 119:15 outlets 13:10 outline 151:16 outlined 133:2, 8 139:10 141:20 152:6 Outlook 149:8 154:10 outreach 141:18 142:6, 12 144:6, 17 148:10 150:21 151:1 152:11 outset 40:16 outside 44:15 52:1 65:16 174:21 185:13 outstanding 90:1, 12 123:7 156:5 159:10 oval 34:21</p>	<p>overall 137:6 154:10 overlooked 148:17 overtime 58:19 75:11 overview 135:7 139:5 overwhelmed 67:4 overwhelmingly 189:8 owe 56:1 owed 56:1 < P > p.m 26:9 199:12 pack 126:21 packages 45:4 page 83:3 paid 83:9 100:5 133:9 paid 42:20 73:19 74:5 80:9, 10 181:17 pandemic 59:4 157:14 174:8 175:12 176:14 paper 54:13 57:2 69:1 papers 149:6 paragraph 87:10 parameters 42:7 paramount 44:17 paranoid 70:18 Parent 30:6 67:3, 5 73:9 77:13 78:7 144:15 145:2 151:12 153:5 161:1 163:14 193:10 parents 30:7 37:17 39:6 43:12 48:2 76:12 134:19 144:17, 21</p>	<p>147:2 152:9 162:10 163:21 193:15 Park 120:8 part 30:9, 18 42:16 72:5 84:4 95:18 96:18 110:9 113:3 122:21 134:6 138:21 141:2 145:5 155:16 177:20 participate 14:10 84:5 157:6 participation 10:7 27:21 33:8 134:20 particularly 29:15 partly 191:9 partner 30:17 66:12 114:4 120:5 132:5 146:3 149:3 156:4 partnered 111:2 partnering 39:20 164:5 176:8 partners 90:5 111:2 114:1 119:21 153:15 155:1 157:15 175:8 partnership 29:10 106:1 112:8, 14 116:9, 13 117:18 130:19 131:3 132:1 150:13 174:16 partnerships 66:11 108:15, 16 109:6 112:6, 7 113:11 118:1 121:1 142:1, 8 150:4 152:14 parts 57:5</p>
---	--	---	--	--

<p>pass 96:13 126:20</p> <p>passed 45:10 83:12, 20 159:14 160:7</p> <p>passes 86:11, 18</p> <p>passionate 13:7, 13 124:5</p> <p>Pasteur 3:8 28:5, 9, 11, 13 30:20 31:6</p> <p>Path 133:1</p> <p>patience 40:19 50:18</p> <p>patients 79:17</p> <p>patterns 32:4 33:14</p> <p>pay 41:16 59:7 70:3 74:10, 11 75:7, 8, 10 80:15</p> <p>paying 75:21 76:1</p> <p>PD 147:19</p> <p>Peace 70:16 73:4</p> <p>peaceful 73:1</p> <p>peacefully 71:15</p> <p>Pearsell 3:16 48:9, 11, 17</p> <p>pedagogical 62:4, 9</p> <p>pedagogy 64:8 171:17</p> <p>peers 10:18 15:4 156:7 187:3</p> <p>pending 137:16 184:5</p> <p>pensions 54:3</p> <p>people 15:21 29:20 31:3 33:18 37:4 45:8 50:13 53:7 54:16 55:3 60:9 61:8 66:4, 8 67:16 68:13 69:21 70:1 74:13 89:5, 12 113:11</p>	<p>119:19, 20 127:13 142:12 161:13 163:20 164:16 168:7</p> <p>percent 41:10, 12, 14, 15 53:4, 5, 11 131:9 137:1, 7, 11, 12, 13 145:17</p> <p>percentage 145:15</p> <p>perceptions 140:21</p> <p>performance 5:18 9:3 32:20, 21 180:12</p> <p>period 93:14 128:18</p> <p>permanently 72:4</p> <p>permissible 185:13, 18</p> <p>permitted 5:13 26:18</p> <p>persistent 31:19 32:21</p> <p>person 5:6 8:5 14:15 26:7 33:6 80:4, 6 99:4 130:2</p> <p>personal 27:7 29:9 37:7</p> <p>personalities 81:2</p> <p>personally 47:12</p> <p>Personnel 3:5 5:20 7:11 9:5 16:8, 14, 17 43:4, 6</p> <p>perspective 46:20 106:21</p> <p>perspectives 135:1</p> <p>Pharoan 3:15, 21 4:8 46:4, 6 59:10, 12 79:1, 2</p> <p>phases 134:18</p>	<p>Phelps 4:14 105:15 106:5, 8, 12 123:6, 11, 19 124:3, 7, 11 125:3, 10 126:1 127:1, 7 128:9 129:8, 13 130:11 131:5, 17 132:8, 11, 12</p> <p>Philadelphia 24:1</p> <p>philanthropic 113:10</p> <p>phone 50:1 54:18 175:20</p> <p>phones 55:1</p> <p>phonetic 46:19</p> <p>photos 58:11</p> <p>physical 39:11 77:12, 15</p> <p>physician 80:12</p> <p>pick 60:12, 14 109:17</p> <p>picked 80:18</p> <p>picture 24:11</p> <p>piece 54:13 113:2 118:11, 14</p> <p>pieces 69:1 174:15</p> <p>piggyback 164:12</p> <p>pilot 29:15, 16, 17</p> <p>pitching 52:18</p> <p>place 35:9, 11 56:6 64:10 69:17, 21 70:1, 9, 11 90:17 95:14 112:21 118:21 156:12 170:16</p> <p>placement 143:21</p> <p>places 45:2 57:8 95:12</p> <p>plaguing 29:4</p> <p>Plan 35:20 43:13, 17 77:2, 20 78:12 112:1</p>	<p>117:12 119:5 133:1, 3 135:19 137:5 139:4 141:21 152:8 153:12, 16 154:2 155:20 169:7 170:18 174:20</p> <p>planned 118:4 187:18 188:7</p> <p>planner 150:17</p> <p>planning 49:9 124:13 128:18 140:3 155:17 158:6</p> <p>Plans 76:21 77:3, 6, 18 135:9 163:2 165:21 169:19 193:8, 16</p> <p>plate 91:19</p> <p>platform 157:10 174:17</p> <p>platforms 140:19 142:12, 16 144:5 152:2</p> <p>play 38:21 90:4, 6 109:18 110:9, 11 116:2 124:1</p> <p>playgrounds 57:2, 5</p> <p>playing 110:19</p> <p>plays 189:4</p> <p>please 6:8 9:15 12:1 17:3 18:13 20:4 25:17 27:11 28:3 40:11 41:3 68:2 93:4 100:1, 11 102:9 133:10 136:8, 19 138:3 142:9 144:14 145:21 147:5 148:9 150:3 151:15 154:9 155:6 156:13 158:19 172:14</p> <p>pleased 144:8</p>	<p>pleasure 12:17 132:12</p> <p>Pledge 3:3 7:17, 21 59:13</p> <p>Plus 156:21 157:1 174:16</p> <p>pocket 126:14</p> <p>pockets 115:2</p> <p>point 50:11 89:13, 21 91:6 99:17 167:6 171:16 184:12 188:10, 18 190:11</p> <p>points 31:17 42:21</p> <p>Policies 4:10, 11 31:21 32:1 78:20 81:3, 21 82:6 84:16, 21 85:3, 8 95:17 96:1 97:13 103:13</p> <p>Policy 4:7 26:20 67:16 78:19 79:4 80:3, 8, 16, 17 82:1, 3, 6, 8, 11, 12 84:1, 6, 14 85:1, 18 90:7, 10, 16 91:8, 13, 14, 16, 21 92:16 93:16 95:4, 11 96:4, 6, 8, 9, 12, 16, 19, 21 97:4, 11 98:7, 12, 17 99:2, 15 100:5, 6 101:17, 18 102:2 103:14, 16, 18 104:2 136:15 165:14</p> <p>policy's 97:17</p> <p>political 29:8</p> <p>politics 65:21</p> <p>poorly 54:6</p> <p>popular 65:10</p> <p>population 71:13 145:19</p> <p>pop-up 118:3</p>
---	---	---	---	---

<p>portal 145:2 portion 26:5 portions 58:10 position 43:6 67:8, 13 139:12 155:9 164:14 168:20 positioning 133:4 positions 38:6 52:3 136:11, 15, 16 positive 10:3, 15 52:1 67:11 139:16 154:19 155:4 158:1 173:5 184:6 187:5 189:8 possible 49:15 79:9, 10, 12 128:19 142:14 posted 138:6 posting 146:12 149:13 172:4 postpone 109:11 194:20 198:19 posts 149:15, 16 potential 10:17 145:5 153:19 potentially 164:6 pounds 58:9 power 67:14 70:2, 8 151:9 PowerPoint 24:11 PPW 43:7 practical 64:8 practice 26:10 131:13 144:2 practices 26:20 87:19 122:14 143:12 158:4, 20 practitioners 29:21 PRC 84:21 92:19 93:1 97:2</p>	<p>preclude 91:21 176:17 188:20 precut 58:10 predictable 32:4 33:14 preeminent 121:13, 14 preference 85:14 premier 133:5 139:12 premium 54:20 55:11 premiums 55:16, 21 prepare 40:11 46:19 106:2 prepping 58:8 prerequisite 62:21 Prescribed 70:18 presence 196:14 present 53:3 132:3, 21 139:4 195:18, 19 196:4 198:11 presentation 46:9, 10, 12, 18, 21 47:20 123:7 131:6 159:10 164:12 165:7, 20 168:2 173:4 178:14 179:14 181:21 182:1, 7 196:1, 5, 6 presentations 128:13 presented 8:18 16:17 22:1 41:12 82:8 103:20 120:7 136:17 presenter 182:4 presenters 110:6 182:3 presenting 82:19, 21 100:3 preside 38:8</p>	<p>president 34:12 37:11 38:7 39:18 51:21 72:8, 9 119:14 153:17 pressed 185:1 previous 165:10 previously 136:2 pride 58:21 126:6 primarily 33:1 Principal 21:17 24:15, 16, 19 25:1, 2 120:2 128:15 principals 118:21 147:17 prior 26:8 71:20 97:11 119:8 priorities 134:13 prioritize 45:10 64:15 73:4 priority 51:6 196:16 privacy 193:7, 11, 13 private 49:16 113:9 probably 37:1 95:20 problem 54:8 55:10 56:8 57:3 62:13 148:3 171:15 172:17 problems 73:1 procedural 89:19 90:9 procedure 85:15 proceed 160:15 PROCEEDINGS 5:1 200:3 process 26:13 29:18 35:6 36:13 42:1, 12</p>	<p>70:5 83:2 84:6 85:6, 17 86:7 90:16 93:15 95:18 100:5 134:2, 6, 12 137:1 138:8 154:6 155:17 170:21 177:12, 20 processes 27:5 42:11 140:19 147:7 160:3 processing 35:2 52:15 produced 200:7 product 71:6 72:10 production 61:6 Productions 144:9 productive 13:18 42:8 139:16 productivity 154:12 profession 69:13 Professional 24:4 46:12 51:18 87:20 88:17 122:3 147:16 Professionals 51:13 73:20 124:19 professor 68:9 Proficiency 21:19 23:17 147:15 profound 10:20 Program 12:20 13:21 23:13, 18 24:1 33:10 60:20 68:12 109:15 113:4, 8 114:18 122:13 129:18 156:20 157:12 174:11 programs 10:4, 8 15:3 26:20</p>	<p>29:14 32:5, 7 72:17, 19 88:2 107:20 108:7 111:7, 20 113:2, 3, 20 114:7 120:12, 14 146:19 148:13 164:6 progress 112:1 133:7 137:20 154:7 155:17, 18 167:16 180:6 project 23:21 57:14 68:12 112:16 114:3 projected 41:15 projects 57:17 114:13 115:3 promoting 173:12 promotion 5:17 9:1 proper 27:1 properly 44:11 64:6 property 118:11, 14 proposal 42:11 proposals 57:15 166:19 167:5 propose 183:2 proposed 41:11 64:16 95:10 98:1 109:15 142:18 protocol 178:8 proud 15:18 57:12 70:9, 11 121:5, 13, 21 124:18 provide 12:7 13:10 55:11 70:5 77:12 87:9, 19 99:3 105:21 106:6 107:21 108:1 133:6 135:6 144:5, 11, 16</p>
---	---	---	--	---

146:4 147:11,
16 148:12, 14
149:12 150:8
151:13 153:6,
10 156:15
157:2 158:2
163:20 168:17
199:7
provided 27:20
55:12 88:1
91:3 97:18
98:15 133:13
141:11 146:7
168:9
provides 25:20
137:19
providing
138:7 145:19
146:13 174:14
176:4 179:15
provision
135:18
Provisions 5:15
83:13, 21
PTA 36:20
37:5, 12, 13, 16,
19 38:2, 6, 12,
18, 20 39:1
126:16
PTAs 37:18
40:1 126:17
PUBLIC 1:8
3:7, 18 4:7
9:21 24:7 25:7,
19 26:5, 8, 20
27:3, 16, 18, 21
33:4 34:2
40:13, 16, 21
41:1 47:20
53:16 58:17
60:1 61:19
67:2 68:8
78:17 105:14
106:14 107:5
108:16 123:20
124:16 130:7
133:2, 5, 17
137:9 138:10,
19 139:10

142:2 164:21
199:7
publicly 166:8
public's 164:19
pulled 35:17
pulling 37:21
pupil 43:6
purchase 55:14
purchased 50:5
pure 79:4
Purpose 107:16
131:11 148:16
154:19 171:14
189:1
purposes 158:6
purse 70:3
pursuant 8:20
purview 26:21
push 89:16
pushing 39:6
put 14:19 35:8,
11 43:19 45:5
58:4 65:21
78:4 90:16
109:18 112:20
116:4 125:16,
17 127:9
143:15 169:13
177:3 178:20
179:5 185:2
194:19
putting 90:21
< Q >
quality 47:15
52:7 107:8
quarter 35:4
36:1 72:2
199:2
quarterly
124:15
Queens 68:16
queries 154:16
question 45:13
60:5, 6 84:12
85:6 91:5, 20
92:15 93:11
96:7 98:11
99:5 163:1
165:8, 16 168:4

172:21 178:16,
18 179:13
180:21 181:6
185:12, 17
187:14 188:8
190:4 193:3, 19
questionnaire
141:3, 8, 15
168:6, 14
questionnaires
152:20 168:5
questions 55:4
85:20 91:1
94:13 99:19
125:5 153:1, 2
159:11 168:9
171:14 172:18
175:13 181:9
182:1 193:5
quick 39:15
168:4
quote 31:18
32:12, 19
< R >
race 33:1, 7, 19
121:6
raise 78:7
126:17
raises 33:3
126:16
raising 111:3
rally 31:11
ran 68:11
Randallstown
31:3 34:12
randomly 26:13
ranging 57:17
ransomware
54:4 55:20
193:9
rapidly 145:18
rate 58:15
137:6
rates 32:13
55:13 71:8
76:6
ratio 75:5
115:17
Raven 128:4

reach 10:17
13:3 29:13
30:16 67:15
115:2 172:14
read 11:12
25:14 35:17
66:20 67:1
68:12 80:3
86:14, 16 93:12
94:10 96:17
140:17 169:11
170:4 185:1
reader 81:21
88:14, 15 99:12,
14
reading 49:17
ready 29:9
30:5, 8, 14
Real 39:15
55:10
Reality 117:19
realize 77:17
149:10
realized 35:2
140:20
really 28:18
30:10 43:9
46:16, 20 47:5,
10, 17, 20 52:13
60:2, 8, 15 61:2,
8 66:1 79:3
80:2, 10, 16
81:6, 7 86:11
87:16 97:1
118:4 124:4
129:2, 6, 15
132:6 146:16
159:2 161:6
168:11 170:14
171:15 173:17
175:21 176:11
177:13 186:21
reappointed
65:18
rear 73:18
rearranging
189:11
reason 85:19

reasons 8:21
57:20 72:13
81:4
rebuild 133:11
143:6, 8 193:16
receipts 50:6
receive 25:21
32:8 53:6 55:7
154:21 160:2
182:7
received 26:14,
17 33:4 54:17
55:8 94:1
133:16 141:9
152:4 154:16
158:1 159:18,
21
receives 177:8
receiving 33:11
94:3 153:2
recess 40:6, 9
recite 7:17
recognition
7:19 10:19
12:16 14:5, 12
16:6 154:4
155:3 156:1, 6,
7 158:11
recognize 62:9
72:9 78:9
recognized
12:19
recognizing
9:13
recommend
91:18 95:21
recommendation
82:5, 11, 15
101:17 103:18,
20 104:2, 7
136:20 138:2, 9,
15 166:1 180:9,
18 184:5
recommendation
s 49:15 84:20
133:8, 21
134:13 136:10,
21 137:4, 8, 17
138:10, 18

<p>140:14, 16 142:2 159:2 165:9, 12, 15, 17 166:5, 17, 18 180:1 181:15 182:5 185:5 recommended 93:17 94:8 160:4 173:10 recommending 179:8 recommends 41:17 reconnect 154:18 reconsider 76:8 record 48:16 recording 63:7 recordings 55:9 recover 133:11 recovery 130:2 recurring 196:21 Recused 18:15 19:12 red 66:13 redesign 142:20 redesigned 143:2 redesigning 143:17 reduce 44:13 157:13 reduced 32:17 reducing 72:21 reduction 136:4 reductions 136:3, 7 reelected 65:18 reestablish 109:6 154:13 refer 26:3 169:14 reference 58:11 referenced 168:7 references 92:13, 19 181:2, 4</p>	<p>referencing 172:3 reflected 59:7 reflection 14:6 35:13, 14, 17 refreshments 119:2 regarding 138:8 157:21 159:21 160:4 185:13 193:5, 6 197:7 regardless 33:19, 20 89:5 regards 178:17 Regional 10:12 register 128:8 registered 26:6, 17 Registration 26:7 registrations 26:14, 17 regret 40:13 regrets 198:17 regular 11:3 regularly 26:11 75:10 reimagined 43:1 rein 127:18 reins 37:11 relate 6:2 9:8 27:3 related 27:16 84:7 135:14 140:16 152:1 173:7, 21 175:12 177:10 181:20 184:6 187:14 relates 178:17 relation 47:13 relational 147:20 relationship 66:7 80:20 177:1 relationships 51:5 71:4 106:19 139:14,</p>	<p>17 146:2 148:3 155:4 relax 119:1 relaxation 157:7, 8 relay 12:8 68:6 release 158:12 183:2 184:14 185:5 188:12, 18 releases 146:11 relevant 31:21 relied 86:6 Relief 23:14 69:8 157:8 relieve 175:17 remain 40:20 remainder 186:11 remarks 12:1, 8 27:7, 11 164:1 remedy 52:3 remember 37:2 53:19 54:1 170:10 remembering 71:17 remind 27:6 197:5 remote 88:4 158:14 removal 5:18 9:2 renewal 18:7 19:18 reorganization 135:16 136:6 reorganized 136:9 replicate 122:18 Report 4:10, 12 31:18 32:11 38:1 46:8 48:5 81:17, 20 82:5 105:12 113:19 120:4 133:9, 14, 16 134:4 135:6, 15 136:11, 15, 21 138:1, 3, 11,</p>	<p>14 139:3 178:3, 4 181:2 198:21 199:1, 2 reported 47:1, 2, 4 reporting 136:9 represent 60:9 representation 14:2 60:7 representatives 134:17, 19 represented 41:20 153:21 158:19 representing 28:13 138:4 represents 136:8 request 35:14 132:3 166:7 179:18 183:7 196:18 requested 72:8 requests 73:3 require 140:17 required 83:14 96:20 98:7, 8, 19 171:6 requirement 96:5, 13, 18 97:4, 21 98:6 requires 12:16 106:4 reschedule 196:16 rescheduled 43:11, 15 residencies 52:10 residency 51:16 52:5 residents 151:11 resignation 5:18 9:3 resignations 16:15 Resolution 9:19 11:12 27:5 72:19</p>	<p>resolve 30:18 40:19 71:14 RESOLVED 11:2, 8 54:8 56:8 resource 90:1 115:7 151:7 157:2 resourcefulness 50:17 resources 32:8 46:1 105:21 107:21 108:11 112:16 115:3, 19 116:5, 17 117:15 143:21 145:20 146:8 150:10 151:13 156:18 157:5 163:12, 19 166:12, 14, 16 167:3, 5 180:5 194:2 respect 133:7 196:5, 7 respecting 135:1 respond 171:17 179:12 183:15 195:4 responded 178:5 179:13 responding 172:20 190:3 response 6:10, 12, 20 84:13 133:16 152:3 154:15 157:14 170:6 174:6, 8 176:3 192:6, 12, 18 responses 141:9, 10, 11 175:15 responsibilities 79:15 164:17 170:3 Responsibilities- Board 78:21 82:7</p>
--	---	--	--	---

<p>responsibility 172:5 responsible 136:2 responsiveness 61:12 rest 31:9 restarting 37:18 restate 99:21 restaurant 119:20, 21 restore 193:8 restrictions 47:9 result 96:12 128:4 resulted 10:15 72:2 results 155:9 resume 40:7, 8, 11 retain 64:6 retention 44:14 45:19 rethink 41:21 rethinking 142:11 retire 80:13 retired 28:16 30:13 53:21 retirees 54:3, 7, 16 55:4, 13, 18 retirements 16:15 retiring 53:20 retreat 178:1 181:18, 19 return 41:1 55:5 97:2 revealed 136:20 revenue 108:19 109:13 Review 4:15 82:2, 4, 12 85:2, 7, 18 91:13, 16 94:17 95:17 96:9, 10 101:18 103:14, 17 104:3 131:10 132:16 133:3, 14, 20 134:7</p>	<p>135:15 137:15 138:9, 11, 16 139:11 140:14, 18 141:14 152:7 155:20 159:1 165:9 166:6 177:14 178:17 179:1, 21 180:12, 13 reviewed 92:10 134:13 reviewing 85:8 100:6 179:1 reviews 84:19 revise 180:13 Revised 199:2 revisit 90:19 Revolutionary 71:20 72:7 rewarding 110:5 ribbon 118:17 rid 169:17 right 25:14 45:21 56:21 60:21 67:21 69:11, 14 70:10 80:2 91:17 100:6 110:6 143:21 149:17 160:21 163:17 180:15 194:16 195:18 Rights 33:5 59:19 83:11 Ring 118:14 128:10 ringing 54:18 rings 58:7 ripped 69:1 ripple 59:3 rise 59:4 road 66:15 125:12 Robert's 80:1 robust 154:17 Rod 9:16 126:1 Rodney 2:4 role 29:21 90:4, 6</p>	<p>roll 5:11 6:8 8:9 17:3 18:13 20:4 22:6 100:10 102:8 104:9 191:18 197:13 rolled 30:14 room 68:11 78:3 110:7 178:10 round 15:9 124:8 roundtables 149:4 Rowe 2:11 6:9, 10 17:4, 5 18:14, 15 20:5, 6 22:7, 8 82:1, 3 84:12, 13, 18 85:11 91:17 92:6 93:20 94:13, 15, 21 96:7, 8 97:1, 6 100:12, 13 102:10, 11 103:15, 16 104:10, 11 126:8, 9 127:2, 19, 20 159:12, 13 160:6, 9, 16 187:12 190:16, 17, 20 191:3, 20, 21 197:14, 15 Rowe's 95:15 Rule 199:4 Rules 80:1 199:3 run 66:12 running 145:11 Russell 2:8 Ryan 3:9 31:1 39:8 < S > sacrifices 72:9 safe 13:14 39:9, 12 42:16 75:5 76:9 156:16</p>	<p>safety 29:17 31:13 39:21 44:15 150:2 salary 41:18 64:11, 13 70:6 Salisbury 68:10 Salomon 1:21 Samantha 9:15 164:2 sanctioned 110:2 Saroff 4:6 76:16, 17, 20 sat 15:21 satisfaction 135:20 154:10 satisfactory 63:13 Saturday 120:6 125:11 save 50:6 109:8, 11 savings 135:15 136:4 137:3 saw 52:1 61:2 62:3, 4 Saxe 200:2, 13 saying 54:7 69:12 160:13 179:4 says 12:10, 17 77:11 179:2, 3 180:11 SBM 12:12 scale 64:11, 13 70:7 Scantrons 68:11 scarves 117:2 schedule 188:3 scheduled 26:12 43:17 181:18 188:5 198:11 scheduling 190:13 schematic 116:8 118:3 schematics 116:7</p>	<p>scholarship 113:8, 14 scholarships 113:5, 13, 18 school 10:9 14:2, 7 21:18 23:21 24:2 25:2 26:21 28:10, 14, 17 29:16 31:9, 12, 13 32:2, 7, 9, 12, 13 33:2, 12 34:2, 9 35:8, 9, 21 36:7, 11, 16 43:1, 8, 13 46:21 47:3, 10 48:4 50:18, 19 56:17 58:13 59:21 60:1, 12, 13, 17, 19, 20, 21 66:14 67:16 68:6 69:3 73:21 75:9, 10, 12, 15, 18, 19 78:13 79:8 87:13 89:8 110:2 111:9 114:2, 4, 10, 11, 15 115:11 116:4 118:15 125:12 126:15 130:7, 10, 20, 21 131:4 133:5 137:7 139:13, 15 142:21 145:1 146:9 148:8 149:6 154:7 155:16 159:14, 17 161:10, 11, 14 164:15, 21 169:8 171:12 173:12 174:1 175:3, 6 176:10 177:2 185:8 186:12, 14, 16, 17, 20 187:4 199:1</p>
--	---	---	--	--

<p>schoolhouse 109:10 111:21 115:4 119:2</p> <p>schoolhouses 108:18</p> <p>Schoolology 50:2 145:2 149:13 161:4</p> <p>Schools 10:1, 14 13:20 24:7 30:4 32:5, 6 33:4 43:16 44:12, 20 49:16 51:4 52:10 61:20 66:12 68:16 70:9 73:15 74:8 105:14 106:1, 14 107:5, 15, 18, 20 108:10 109:8, 11 111:16 112:5, 10 113:8 114:7 116:16 118:5, 6 120:5 121:9 123:20 124:21 125:1 127:5 133:5 135:18 137:10 139:12 147:10 155:14 158:10 161:2 173:9 174:3 176:18 177:4 183:7</p> <p>school's 111:21</p> <p>school-to-work 120:14</p> <p>scorecard 63:8</p> <p>Scott 2:12 7:2, 3 17:18, 19 19:7, 8 20:19, 20 22:21 23:1 86:13, 14 87:6 101:5, 6 102:6 103:3, 4 105:3, 4 116:9 118:10 165:11 173:1, 2 178:12, 13 179:12 180:8</p>	<p>192:13, 14 198:3, 4</p> <p>screaming 66:17</p> <p>screen 25:1 141:20 143:2 146:10 149:14 151:15</p> <p>script 25:14</p> <p>Seal 173:11, 16</p> <p>seamless 147:12</p> <p>search 143:20 170:8, 12, 17</p> <p>season 45:5</p> <p>seat 16:1 98:14</p> <p>seated 8:3</p> <p>second 6:5, 6 11:14, 15 16:21 18:10, 12 20:1 22:4 39:1 42:13 54:8 57:6 62:1, 8 63:12 82:14 83:4, 5 85:6 88:15 99:14 102:1, 5, 6 104:6 111:7 113:4 185:9 194:17 195:10</p> <p>Secondary 23:14 149:9</p> <p>seconded 191:15</p> <p>seconds 39:16</p> <p>secretary 24:5 38:4, 9 43:10</p> <p>section 78:18 193:7, 10</p> <p>secure 13:14 157:4</p> <p>see 13:5 27:12 29:3 50:11 61:3 73:11 81:4, 5 85:21 88:20 91:1 111:15 114:6 119:16 122:17, 20 129:13 133:21 141:19 143:2 146:10</p>	<p>147:3 149:13 151:16 160:9 164:5 168:3 182:4 183:13 193:4</p> <p>seeing 125:14 130:1 149:17</p> <p>seek 33:18</p> <p>seen 89:6 109:7</p> <p>seizing 13:3</p> <p>selected 26:12 27:17 80:4, 18</p> <p>selecting 47:14</p> <p>selection 26:13</p> <p>self-contained 68:5</p> <p>self-directed 57:14</p> <p>selfless 14:14</p> <p>selflessness 50:17</p> <p>self-portraits 57:17</p> <p>SELW 156:21</p> <p>semester 34:19 35:5</p> <p>Senate 83:13, 16, 20</p> <p>send 48:5 50:3 92:9 93:1 168:5 183:17</p> <p>sending 74:11 95:16 170:3</p> <p>senior 131:1 135:5 145:9 146:1, 17 153:4 163:3, 18 186:20</p> <p>sense 33:17 76:4</p> <p>sent 28:21 29:5 54:7, 9 55:15 95:21 96:9 144:21 170:10 199:9</p> <p>September 133:17 134:1 135:13 140:9</p>	<p>160:20</p> <p>serious 74:21</p> <p>serve 12:18 13:15 29:13 105:21 107:21 122:19 147:10 151:5 161:15 166:4, 9 167:18 179:17, 19</p> <p>served 7:20 9:21 23:21 24:18</p> <p>serves 51:17</p> <p>service 11:7 24:17 56:7 74:7 89:8, 9 131:18 141:14 148:2 154:14 156:8</p> <p>serviced 115:16, 18</p> <p>service-learning 10:4</p> <p>services 32:18 135:18 146:20 151:1, 9</p> <p>serving 38:3</p> <p>Session 4:9 5:13 7:10, 12 8:20 9:9 11:3 46:13 81:14, 17 160:7</p> <p>sessions 153:3</p> <p>set 42:6 128:12, 16 146:14 151:12</p> <p>sets 161:3</p> <p>Setting 4:17 36:3 198:12</p> <p>seven 21:6 192:21</p> <p>seventeenth 11:4</p> <p>seventh-year 56:16</p> <p>severely 75:20</p> <p>Sexton 3:14 44:5, 7</p> <p>sexual 71:8</p> <p>shape 37:14</p>	<p>shapes 57:4 58:10</p> <p>share 13:11 34:14 35:13 65:7 114:19 117:1 122:14 123:13 124:17 136:1 140:2 141:5 144:8 146:8 153:8 168:11</p> <p>shared 35:5 52:9 140:15 147:19 148:6, 7 150:19</p> <p>sharing 13:16 144:3 146:11 193:13 194:1</p> <p>Sharon 4:6 62:11 76:16</p> <p>shelves 117:14</p> <p>shootings 71:11</p> <p>shop 117:14 118:3 119:2, 20 128:18</p> <p>shopping 117:13 128:12</p> <p>short 41:12 145:21</p> <p>shortage 43:2 74:13</p> <p>shortages 41:19 42:14 52:16, 20 59:2 74:17</p> <p>shorthand 68:15</p> <p>shortly 40:11, 12</p> <p>short-term 42:17</p> <p>shot 63:13</p> <p>show 39:5 49:1 50:14 53:10 75:3 146:15, 17</p> <p>showcase 129:19</p> <p>showcasing 127:13</p>
---	---	--	--	---

<p>shown 51:1 sic 56:11 sick 58:2 67:4 175:19 side 117:18 118:12 136:19 164:1 sighed 69:7 sign 39:3 signature 109:8 signed 83:18, 19 84:3 90:11 99:7 110:16 199:6 Significant 135:15 silence 7:19 8:1 silver 57:21 similar 29:2 158:4 Simons 3:10 34:1, 3, 4, 7 simple 108:5 111:3 115:10 simplistic 86:20 simply 93:13 single 54:20 62:14 155:11 sinking 39:13 sir 25:13 28:7 165:3 site 143:6 193:18 sitting 15:21 61:1 196:3 six 19:15 87:15 137:15 sixth 13:7 skill 173:15 skills 30:18 51:4 57:3 62:21 110:1, 4 skyrocketing 76:6 sky's 127:11 sleeves 30:14 slide 49:21 133:10, 15, 21 134:5 136:8</p>	<p>137:18 138:3 142:9 144:14 145:21 147:5 148:9 150:3 151:15 154:9 155:6 156:13 158:18 163:5 173:21 slowed 180:7 small 69:1 74:18 121:16 175:13 SMB 149:15 snack 50:10 snow 159:14 191:5, 8 social 28:19 29:7 44:18 116:19 122:21 165:14 society 71:7 72:11 73:2 sociologists 71:5 softball 109:14, 19 110:10, 12, 19 soldiers 71:17, 21 72:5, 10 solicit 108:3 148:12 soliciting 147:1 solidarity 39:5 solitude 37:7 solution 30:19 42:17, 19 solutions 35:7 66:14 153:19 solve 62:14 171:15 172:17 solving 57:3 148:3 somber 71:16 sons 71:21 soon 92:7 125:11 soon-to-be 98:5 sophomore 34:9 35:14 36:6</p>	<p>sorry 28:8 56:11 82:20 104:5 173:2 184:1 186:12 sort 170:15 175:13, 15 176:10 sounded 179:4 sounds 95:7 Southwest 48:9, 17 space 117:10 Spanish 144:3 145:15 146:3, 14, 15, 21 153:5 163:10 Spanish- speaking 144:6 145:6, 16 147:2 151:5, 11 speak 26:6, 10, 18 28:2 38:11, 14 41:7, 9 83:7 145:15 149:5 169:16 182:19 186:4, 5 speaker 25:13 26:15, 18 27:14 28:4 speakers 25:16 26:11, 12 27:9 44:15 174:9 speaking 51:20 59:17 145:13 153:6 special 9:12 12:12 24:2 32:18 46:10, 12 57:9 59:15 68:5, 7, 19 77:17 80:19 113:21 114:5, 6 Specialist 21:18 23:16, 20 134:9 163:4 specialized 77:6 specific 5:21 9:6 27:2, 15 140:15 142:2</p>	<p>155:11, 16 169:21 specifically 49:3 84:9 90:1 95:5 154:14 179:3 193:10 specifics 138:7 spectators 125:15 speech 70:21 71:1 spend 80:11 119:19 spending 42:3 143:15 spent 37:18 42:8 spirit 85:16 154:5 spoke 54:1 spoken 180:20 sponsors 111:2 188:21 189:14, 15 sport 34:10 sports 110:1 spring 34:19 35:4 118:7 137:21 St 120:12 staff 10:13 23:20 26:4 40:19 41:20 42:6, 14, 19 46:21 49:2 52:5, 16, 21 73:9 74:12, 13, 17 75:16, 20 77:17 87:18 90:2 96:19, 20 97:12 99:3, 4 121:21 127:8 129:6, 7, 21 131:21 132:7 134:17 135:4, 17, 19 140:12 141:4, 5, 10 143:3 144:15, 17, 20 147:17 152:4, 9 153:16,</p>	<p>21 154:8 155:8, 15 156:2, 10, 17 158:2, 10 161:14 167:7 168:17 170:1, 7, 18 172:13 174:9, 17 176:5 177:6, 13, 16 188:10 189:20 194:15 195:18 196:2, 5 198:11 staffed 44:12 staffing 41:19 42:14 43:2 45:19 49:4 52:4, 19 staged 118:15 stakeholder 28:1 134:19 135:20 155:1 Stakeholders 134:5 138:5 140:21 141:12 142:5 154:17 158:21 159:3 183:4 stakeholder's 53:15 stamina 51:1 stamp 125:17 standard 94:5 144:2 154:15 172:10, 12 standards 147:18 stands 8:18 Star 110:17 start 35:4 59:13 65:12 74:1 78:5 124:13 137:21 176:3 198:18 started 13:19 34:20 35:1 37:14 38:5 54:18 62:7, 9 145:10 146:13 160:20 165:11 166:13 167:2</p>
--	---	--	---	---

<p>174:7 starting 69:2 starts 60:16 73:21 175:12 State 12:19 15:18 23:15, 19 29:5 37:20 38:1, 2, 20 39:1 54:3 87:19 90:5 108:2 114:17 115:9 118:5 122:13 140:11 153:19 160:4, 12 stated 32:19 33:16 40:15 71:5 136:2 179:16 statement 74:2 78:12 107:16 169:10, 12 182:9, 21 183:1 187:20 states 31:18 32:11 33:7 90:2 station 62:18 63:10 status 133:13 135:7 137:18 138:16 statute 93:18 94:10, 11, 17 96:10, 16 97:18 98:6, 7, 8, 9, 19 99:7 statutory 98:6, 12 stay 58:12 75:5 87:18 164:17 188:14 stayed 13:8 staying 39:18 69:12 198:11, 17 stays 116:13 steadfast 10:5 steady 133:19 steam 29:9 steering 53:21</p>	<p>STEM 72:16 112:2 stems 34:18 stencils 58:10 step 74:4 134:8 160:5 166:10, 21 167:10 180:2 Stephanie 3:19 53:17, 19 Steps 45:4 53:4 133:19 134:15 138:12 153:15 178:8 stick 61:4 stocked 116:11 Stockton-Porter 3:17 51:12, 15, 16 stop 59:1 73:4 stopped 66:16 69:5 stories 120:1 126:3 146:13 story 44:1 121:16 straightforward 86:20 Strategic 140:3 141:21 strategies 32:3 strategize 117:12 strategy 141:16 stream 40:5, 15 streaming 144:12 streamlining 161:7 strengthen 29:1 88:8 132:1 142:5 strengthened 99:15, 16 strengthening 87:21 88:16 144:16 152:10 stress 52:20 157:7, 8, 9, 13</p>	<p>175:11, 17 Strife 67:3 strings 70:3 strive 52:14 63:9 strong 29:21 38:12 58:21 121:1, 2, 12 stronger 66:7 142:8 150:4, 13 152:13 strongly 41:17 87:11 structure 136:9 Student 2:13 10:3, 7, 12, 15, 20 11:1 12:18, 21 13:10, 13, 16 14:3 15:3, 20 27:2, 15 31:19 32:8, 16 33:15 34:2, 14 36:12 43:12, 15 46:18 47:14 49:19 51:5 52:16 58:9 61:5 69:9 77:8, 21 78:10 83:10, 14 86:17 89:4 134:20 148:17, 20, 21 149:1, 4, 21 155:2 156:14 163:21 171:7 172:1 187:16 188:6 193:7, 12 students 9:21 10:9, 11, 16, 21 13:1, 4, 6, 7, 9, 11, 19 14:2, 4, 7, 11, 20 15:2 28:20 29:14 30:1, 2 31:15 32:13, 16, 18 33:16 34:17 35:15, 16 36:5, 14, 15 43:13, 16 44:17 45:20 46:19 47:2, 4, 5 48:2 49:8 51:2 52:4, 6, 9, 12, 19</p>	<p>56:18 57:2, 19 58:11, 14, 20 61:3 62:13, 17, 19 63:1, 9, 11 70:19 71:5 75:19 77:5, 18 105:21 106:2 107:8, 14, 17, 19 108:17 110:1, 3 113:6, 12, 15 114:21 115:18 116:12, 17, 21 120:1, 7 121:19 125:20 129:20 131:6, 20 132:6 141:6 142:6 145:13, 16 148:10, 12, 14, 17 149:6, 9, 10, 18 152:12 158:15 163:5 164:4 169:11 172:8, 11 173:10, 14 177:1, 5 187:1 188:10 189:20 193:14 student-teacher 71:3 study 69:5 stuff 169:18 sub 59:2 subject 90:3 subjected 33:9 subjects 69:4 submit 27:18 180:12 submitting 12:15 subs 58:3 subscribed 200:9 substitute 43:8, 18 substitutions 26:19 success 11:10 106:3 107:12 108:11 139:13,</p>	<p>19 148:17 155:14 156:2 successful 78:1 107:14 115:20 successfully 35:10 succession 119:5 suffer 49:10 suggest 88:14 suggestion 95:15 suggestions 147:2 175:16 176:9 summary 9:10 137:19 summer 49:16 73:21 74:1 summers 52:13 Superintendent 16:11 23:15, 19 26:3 33:3 34:6 41:5 42:6 48:14 120:6 133:13 135:3 136:12, 16 160:13 165:18 167:7 179:3, 11 181:2 superintendent's 180:11, 12 185:5 199:3, 4 supervisor 43:18 Supervisory 41:3 supplies 115:19 116:12, 17 supply 115:11 support 12:7 14:9 28:17 29:14 30:1 46:1 51:7, 13, 17 52:6, 12 60:12 64:6, 7 85:16, 19 86:3, 12, 15 88:12 89:3, 11 90:19 91:7 95:15</p>
--	--	---	---	---

99:11 107:8
 108:5, 19
 113:11 114:14,
 17 123:1
 127:18 130:7
 157:11 177:5
 194:19
supported 30:4
 161:12
supporting
 129:21 196:18
supportive 47:8
 156:16
supports 30:6
 64:10 114:20,
 21
supposed 55:5
Sure 23:12
 45:7, 21 47:17
 49:7 80:5, 17
 83:19 84:1
 85:3 90:13
 92:5 93:3
 100:2 108:10,
 14 111:8 113:5
 115:1 116:16,
 20 120:16, 20
 121:18 123:18
 130:15 152:1
 160:1 161:21
 162:2 169:3
 172:11 174:5,
 19 176:1
 182:19 186:7
 194:1 198:13
surprise 162:3
survey 169:18
surveys 168:16
sustain 13:21
 108:16
sustained 121:1
 134:2
Swagit 144:9,
 11
sweeping 37:21
system 27:1
 29:1, 4 30:13
 46:21 48:4
 53:1 58:18
 60:6, 12, 13, 17,

19 64:5, 12
 67:13 75:7
 130:7, 20 131:4
 133:1, 6, 19
 138:13 139:13
 140:11 141:1
 142:3, 13 144:2
 146:5, 9 147:9
 148:8, 13, 19
 149:7, 11
 150:14, 15
 152:15 153:7
 159:4 167:8
 170:5 173:12
systematic
 31:19
systems 28:17
 29:4 62:10, 14
 75:11 159:14
system-wide
 139:21 156:8

< T >

TABCO 53:21
table 68:11
 127:9 151:13
take 12:13
 38:7 41:16
 45:2, 16 58:21
 63:6 65:21
 106:21 107:10,
 18 108:8, 12, 21
 110:14 111:14
 113:4 115:13,
 17, 20 116:6, 7
 117:5 118:2
 120:3, 10, 19
 121:11 122:7
 126:13 127:10,
 11 142:14
 143:18 156:6
 175:18 176:12
 183:10 189:13
Taken 4:9
 54:2 81:13
 133:19
takes 51:6
 169:12

talk 34:16
 76:9 124:16
 149:7 178:1
talked 112:6
 131:5 177:11
talking 79:3, 7
 172:12
talks 113:21
tape 66:13
target 63:21
 87:17
targeted 64:3
 144:17 152:20
tasks 46:16
taught 63:4
 68:14
taxed 52:20
taxes 50:7
Taylor 3:20
 56:11, 15
teach 56:18
 60:19 62:7
 124:21
teacher 24:20
 35:15, 17 43:9
 51:5 53:20
 56:16 61:19
 63:12, 17, 18, 20
 68:6, 7 73:10,
 13 75:11 114:9
 115:9 126:19
 128:15 129:17
 172:6 182:11
teachers 29:20
 35:20 36:10
 43:3 44:5 47:6,
 7 48:2 49:3, 5
 58:2 64:3, 7, 12
 69:10, 15, 17, 19
 74:8, 12, 19
 75:5, 7 76:12
 77:17 107:17
 109:16 110:11
 112:15, 17, 21
 114:21 115:2,
 12, 16 116:18
 117:6, 10, 15
 118:8, 21 121:9
 124:13 125:21
 126:13 127:5

128:6 129:20
 130:9 147:18
 169:6 171:18,
 20 187:4 188:2
teaching 60:16,
 20 61:15, 21
 62:1, 6, 8 76:7
 79:20, 21 131:2
teachings 80:1
team 46:17
 90:12 95:17
 109:3 110:14
 112:9, 17
 114:21 117:11
 124:2 126:2
 127:15 131:20
 133:18 135:2, 9
 139:18 140:4, 9
 141:2, 5 142:10
 143:6, 10 146:7
 147:13, 14
 148:6 152:9, 15
 154:16, 18
 155:5, 12 156:3,
 6 157:17 159:6
 161:12 162:20
 171:1 174:18
 176:5, 8 178:5
TEAMS 1:9
 5:7 8:6 40:17
 155:12, 19
technical 40:14
 113:8
technician 24:6
technology
 162:9
Tee 109:3
Tekemia 4:2
 64:20 65:2
tell 37:12 48:3
 55:17 56:20
 70:9 77:13
 121:16 122:11
 126:3
telling 120:1
temporarily
 35:9
temporary
 159:20
tenant 118:19

tendencies
 60:14
tentative 42:9
tentatively
 146:14
term 42:3 63:5
 65:14, 17
terminations
 16:14
terms 94:3
 176:13
text 50:2
 145:1 151:21
 162:4
texts 161:3
Thank 6:4, 7
 8:2, 17 11:11
 12:3, 13 15:4, 6,
 8, 11, 13, 17
 16:4, 6, 7, 16
 17:1 18:5, 6
 20:2 21:7, 9, 10,
 20 23:8, 9 25:4,
 5, 18 30:19, 20,
 21 33:20, 21
 36:17, 19 39:16
 40:1, 3, 8 41:6
 44:3, 4 45:6
 46:2, 3, 6 48:7,
 8 50:15, 20
 51:3, 8, 11
 53:12, 13 56:9
 59:9 61:9, 16
 64:19 67:19
 68:2 70:12, 14
 72:16 73:5
 76:13, 15 78:15
 81:9, 11, 18
 82:18, 20 83:6
 84:10, 11 85:5
 86:14, 21 87:1,
 6, 7, 8 88:17, 18,
 19 89:3, 16, 17
 91:2, 12 92:4
 93:19 94:12, 21
 97:6 99:10, 17,
 18 100:9
 101:14, 15, 21
 102:7 103:11
 105:11 106:8

122:6 123:3, 6,
7, 10, 11, 14, 15,
18 124:11
125:2, 3, 19, 21
126:1, 7, 8, 9
127:19, 20
129:2, 8, 10, 12
130:10, 11, 12,
16 131:3, 7, 12,
16, 19 132:2, 7,
8, 10, 11, 13
135:10 139:6
140:5 149:3
153:8, 13 159:2,
7, 9 160:16, 17,
18 162:13, 15,
16, 17, 18 164:8,
9, 11 165:1, 2, 3,
4, 6 166:2
167:11 168:1, 2
172:20 173:1, 3
177:7, 18
178:11, 12, 13
180:8, 20 181:1
182:13, 14
184:8, 11, 21
185:4 186:2, 8
187:11, 13
190:15 191:11,
13 193:2, 19
194:5, 6, 18
195:13, 17
196:8, 10
197:12 198:9,
10, 14 199:13
thanks 12:15,
16 46:10, 12
50:13
themed 111:10
themes 138:20
139:1
therapeutic
116:19
THEREOF
200:9
thing 45:18
61:7 62:18
67:6, 21 68:20
70:10 73:18
92:17 107:3
126:11 129:6
162:12 173:20
176:17 186:16
things 35:13
56:21 65:16
67:16 86:8
88:7 92:13
114:8, 16
126:18 129:20
130:2 132:5
162:6 163:6
168:12 170:6
171:2 173:6, 9
174:18 175:16
176:3, 21 177:8,
11 178:21
189:4
think 14:19
35:19 41:21
42:4 49:11
60:1, 8, 13, 15,
17 61:1 62:6
75:4 77:8 78:4
79:10, 11 80:9,
14, 17 81:6
84:4, 9 86:9, 18,
19 88:7 89:4,
15 90:21 91:13
95:13, 19 99:7
101:19 126:12
128:3 131:11
177:21 178:6
183:4 184:9, 12
185:20 186:21
187:4, 9 191:3
194:16 195:21
196:6
thinking 78:5
third 62:6
119:3 174:7
186:19
Thomas 2:13
6:19, 20 7:18
11:15 12:13
15:15, 16, 17
16:7, 21 17:14,
15 18:10 19:3,
4 20:1, 15, 16
22:3, 17, 18
25:14 82:17, 18
83:7, 8 84:13
85:13 87:8
88:18 91:2
94:8, 16 95:10
99:21 100:2, 8
101:1, 2, 14, 15,
19, 20 102:20,
21 104:4, 5, 20,
21 123:16, 18
125:6 162:16,
17 164:8
182:17 184:19,
21 185:4 186:3,
5, 8 192:9, 10
195:15, 16, 17,
21 198:1, 2
Thomas's 93:8
thorough 63:4
thoroughly
123:8
thought 25:10
61:14 80:2
127:3 177:20
thoughtful 12:7
thoughtfulness
57:13
thoughts 79:6
thousand 11:4
thousands
149:14
three 26:15
27:9 73:12
74:6 75:2
108:6, 20
114:16 137:14
158:11 161:1, 2,
3 177:16 184:2,
4 186:18
thrive 69:20
throughs 152:18
throwing 171:9
Thursday
158:12 183:5
185:6
Thursdays
128:11
tied 172:10
time 9:14
11:21 14:17
26:15 27:10, 12,
14 36:12 37:16,
19 41:21 44:3
45:17 48:21
49:9, 18 51:3
53:12 55:9
58:7 59:1 62:5
63:14 64:16
67:21 74:3
75:16, 20 80:11
81:2, 3, 8 91:14
95:7, 21 106:3
109:4 111:6
119:19 120:9
123:4, 12, 21
124:5 128:16,
21 131:14
139:3 140:2
143:15 144:4
145:21 154:15
157:18 158:14
161:2 169:12
170:4 177:18
185:19 189:3,
16, 20 190:12,
14 194:16
196:8, 13, 16
198:13
timeline 42:12
62:13 96:10
138:2, 17
167:14
timely 74:16
145:19 150:8
165:18 177:13,
15
times 44:21
49:5, 6 57:7
70:20 159:6
time's 76:11
tired 67:4, 5
184:1 189:12
Title 23:20
33:5 107:4
today 13:8
34:16 36:4
37:9 43:19
53:10 59:16
65:7, 16 66:6
172:1 186:1
today's 50:3
to-face 176:5
toiletries 117:2
told 43:7, 18
55:7 62:16
69:1, 3 118:8
tomorrow
72:21 98:14
99:2 138:6
199:8
tone 27:12
Tonight 28:21
29:2, 7 31:11
41:9 44:11
48:15, 21 52:2
58:17 61:20
119:6 132:21
135:3 139:19
199:13
Tonight's 8:4,
14, 16 26:8
82:8 103:21
tool 143:14
toolkits 193:12
tools 72:20
116:16 140:20
142:19 144:19
145:3 148:11
149:19 193:14
top 153:18
164:17
top-flight
125:18
topic 61:20
161:4 179:14
182:2 196:12
topics 65:21
146:19 174:10
177:10
total 32:6
116:3
totaling 111:16
113:1, 14 136:5
Toth 63:18
tough 65:21
66:15
town 48:1
117:18 118:12
144:10 152:21

<p>townhall 197:10 Towson 114:10 track 47:6 93:10 tracking 152:16 tracks 62:17 trade 113:7 tradition 177:3 traditional 145:7 train 62:16 63:10 trainers 88:3 training 10:10 83:1, 15 84:9 86:9, 10 88:1, 6, 8, 13 89:12, 18 90:2 93:14 94:3, 9 95:7, 11 96:4, 5, 18, 19 97:11, 13, 15, 17, 21 98:2, 4, 8, 15, 17, 18, 19 99:3, 6 100:4 trainings 87:16 88:4 95:5 163:21 Transcribed 1:20 200:3</p> <p>TRANSCRIBER' S 200:1 transcript 200:6 transition 47:3 120:14 translated 146:11 translating 144:2 transparency 30:9 147:13 transparent 35:16 transportation 76:2 treasury 112:20 tremendous 149:2 163:15 tremendously</p>	<p>15:5 trends 32:20 triathlon 34:11 trouble 67:13 trucks 111:1 125:14 true 53:9 97:15 134:21 200:6 truest 33:17 truly 14:10 47:20 trust 147:20 try 57:10 63:7 128:5, 18 158:9 169:1 trying 35:7 170:9 188:14 Ts 90:13 Tuesday 5:5 7:16 50:4 199:12 Tuesdays 128:10 turn 9:18 10:18 25:8 36:9 65:9 66:19 67:11 70:8 153:10 157:18 171:21 turned 27:13, 14 179:18 turn-off 125:12 tutoring 68:14 TV 5:8 8:6 40:15 Twenty 38:5 twenty-two 11:5 twice 49:14 two 11:4 23:18 31:16 32:10 37:4, 7, 17 38:6 41:9 42:19 43:21 54:5 59:17 62:15 71:16 73:13 80:13 92:12 99:7 109:1 110:6, 17 111:13 113:1, 6</p>	<p>115:6, 9 139:1 143:13 161:9, 13 174:15 177:7 twofold 128:9 two-way 148:15 Tye 46:19 type 84:17 138:15 171:12 types 136:20 typically 84:18</p> <p>< U > unable 71:14 unalienable 59:19 unanimous 11:18 unanimously 45:10 understaffing 73:17 understand 42:15 66:1 79:17 89:11 94:8 129:1 130:4 131:11 169:13 170:5 178:19 179:7 190:1 understanding 35:3 79:16 85:7, 10 93:21 148:7 understands 79:15 Understood 97:20 191:11 undertaking 143:8 underutilized 144:18 148:11 underway 139:20 140:13 151:17 unequal 71:2 Unfinished 4:11 103:12 unfunded 42:10</p>	<p>union 42:8 51:19 134:17 153:15, 17 154:21 157:15, 21 169:15 unit 38:1 53:6 127:10 unite 67:9 United 33:7 units 70:21 universities 113:7 University 30:6 68:10 120:7 163:14 unjam 68:19 unnecessary 49:11 unpaid 58:5, 15, 18 unspent 41:18 upcoming 154:3 157:21 158:4, 17 174:7 Update 4:15 106:6 132:15, 21 133:6 159:5 167:15 179:15 180:4 182:4, 7, 8 updated 96:2 updates 159:10 167:19 updating 96:3 upset 118:8 urban 34:10 urge 31:11 urgent 195:5 urgently 162:7 use 31:21 48:21 51:3 63:2 71:9 159:14 193:14 useful 86:11 user 147:13 usually 58:7, 12 85:11 109:9 161:5 181:18 utilize 27:4</p>	<p>utilized 145:3 149:20</p> <p>< V > vacant 98:14 vague 79:10 valuable 173:15 value 58:20 59:6 64:15 116:4 131:15 176:12 value-added 172:5 valued 73:20 values 60:19 121:11 131:10 148:7 154:14 156:11, 13 variety 52:2 60:9 174:10, 14 various 24:4 120:5 128:13 142:16 144:5 151:4 157:6 vendor 110:21 111:1 118:1 vendors 110:21 venue 138:10 verbal 63:4, 6 verbally 49:1 Verizon 5:8 8:7 versus 110:15 vessels 57:7, 9 vested 126:4 veteran 61:19 vetoed 84:4 VI 33:5 viable 128:21 Vice 2:4 9:16 12:11 16:11 21:14 25:8 31:8 39:18 41:5 44:8 48:13 61:17 105:17 132:19 135:11 139:8 videos 144:12 view 40:17, 18</p>
---	--	--	---	---

<p>viewing 40:20 views 25:21 village 110:21 111:1 violation 33:5 violence 59:21 72:21 73:4 virtual 39:2 76:6 144:11 174:17 virtually 5:7 8:5 9:15 12:4 40:17 159:15 vision 34:20, 21 35:6 108:4, 8 147:19 visit 122:7, 20 123:8, 10, 14 128:5 129:4 visited 129:3 visiting 124:1 visitors 143:15 vital 139:19 Vivian 200:2, 13 voice 13:10 14:3 29:3 34:15 66:4 voiceless 34:15 66:3 voices 10:19 134:8, 11 voluntary 188:2 volunteer 10:4 190:2 volunteers 127:10 vote 5:11 6:8 8:10 17:3 18:13 20:4 22:6 83:15 99:20 100:10 102:9 190:7 191:4, 19 197:2, 13 voting 5:10 8:9 83:11 94:16 < W ></p>	<p>W-2s 170:10 wages 58:17 wait 57:10 91:10 96:9 123:10 waiting 45:1 74:1 195:19 walk 108:12 114:10 116:6 122:16 walk-in 128:7 walking 125:14 want 12:13 14:13 34:16 35:12 38:8 39:16 43:19 49:14 50:19 56:20 66:2 76:7 90:19 93:16 98:12 107:20 108:1, 5, 14, 18 110:13 111:8 113:5, 11 114:2 116:16, 20 120:16, 20 121:1, 2, 14, 18 122:11 124:19 126:9, 14 127:6 130:6, 16 131:3, 7, 10, 16, 18 132:2 142:14 145:17 147:6 148:10 149:18 159:2 164:12 166:8 172:11, 18 174:3, 19 177:3 182:13, 19, 20, 21 183:1 189:6, 20 196:2, 5, 7 197:5 198:10 wanted 15:18 69:5 86:2 97:3 107:3 123:17, 18 128:1 162:1, 17 173:20 179:7 182:15 184:9 186:4 187:21 188:7</p>	<p>wanting 112:4 122:16 180:16 wants 79:2 119:14 146:3 war 71:18 72:6, 7 Warfel 9:15 12:1, 3 15:8 warming 117:8 118:20 122:18 warmth 116:21 117:1 warm-up 62:19 warrants 196:17 Warren 24:20 wars 71:17, 20 72:1, 15 Washington 33:16 38:16 81:5 watch 13:17 watched 53:3 watching 12:4 way 30:1 37:13 46:20 47:5, 12 52:13 94:7, 9 99:15 109:13 126:13 127:18 128:19 130:8 162:9 168:13 173:16 177:13 195:3 ways 16:3 29:18 131:1 148:19 171:1 175:2, 4 wealth 141:11 193:14 web 143:6 161:12 Weber 3:12 37:10 39:15 webinars 157:3 webmaster 161:12, 15 webmasters 164:13 website 27:20 55:18, 19</p>	<p>122:20 138:6 142:21 143:3, 4, 10, 12, 15, 17, 19 144:4 146:12, 21 147:3 151:19 152:17 164:18 170:12 193:6, 16 197:6 websites 142:21 161:10 Wednesday 47:21 146:16 week 26:8 50:3 56:19 58:8, 13 68:18 73:19 80:14 109:20 116:1 118:13 weekly 144:19 146:17 weeks 59:17 71:16 73:13 119:17 164:19 weird 31:6 welcome 24:7 97:7 151:8 well 12:6 15:5 29:4, 7 30:8 38:11 47:1 65:4, 17 75:6 86:15 96:6 99:3 107:17 109:19 113:7, 9, 19 114:11 117:2, 17 118:9 124:14 138:17 143:20 151:17 164:14 165:7, 10 166:1 167:3 169:20 171:11 174:13, 21 176:6, 15 177:4 178:14 181:4 182:5 188:9 189:2 190:7 193:12 196:11 well-being 28:19 116:20 156:18</p>	<p>well-deserving 156:10 well-known 71:4 Wellness 154:4 157:2, 3, 5, 6, 11 158:2, 10 171:8 173:21 174:1 175:6 176:6, 7 went 50:8 92:3 109:1 116:1 we're 40:4, 5, 11 65:9, 15 66:9 90:21 94:16, 17 95:13 96:3 107:7 110:8 113:17 121:12 127:12 128:10, 20 149:14, 17, 19, 20 152:2, 16 170:3, 7 174:9 176:4 188:14 193:21 194:1 West 114:3, 10 Westy's 114:10 we've 65:16 91:9 107:11 112:13 120:15 143:3 148:1 149:1, 8, 12 162:4, 10 172:5, 6 174:10 177:15 181:16, 17, 19 197:8 white 31:15 32:6 117:20 123:8 125:18 126:12 129:3 Williams 8:13, 15 9:16 12:12 16:12 21:13, 14 23:11, 12 24:10, 14 25:4, 5 28:11 31:9 32:19 34:6 39:20 41:6 44:8 48:14 61:17 65:1, 12, 15 66:16 67:10</p>
---	---	---	--	--

73:8 105:18
 106:10 110:7
 130:13, 16
 132:8, 10, 13, 17,
 18 135:10, 13
 139:8 140:7
 141:7 149:4
 157:19, 20
 160:2, 11 165:7
 171:11 176:16
 177:21 182:20
 183:10, 14, 19
 184:8, 12 186:9
 188:9 189:5, 10,
 18, 19 190:3, 6,
 9 194:3 195:20
 197:3, 5, 12
 198:10
willing 42:16
 66:3 167:17
 180:6
willingness
 166:9
wilting 69:20
win 110:13
winding 50:18,
 19
window 52:2
Windsor 48:19
 116:9 117:16
 124:1 128:5, 11
 129:4
wings 45:2
winter 187:9
wipe 109:17
wish 93:7
 181:11
wishes 11:9
wishing 26:9
withdrawing
 195:1
WITNESS
 200:9
witnessed 63:21
women 68:15
 121:4
won 110:19
wonder 64:4
wondered
 159:15

wonderful
 129:13, 18
 130:4, 8 168:3
 173:13
wondering
 169:6
Woodlawn
 29:16 48:19
word 113:11
words 12:6
 59:15, 20 60:2,
 3 92:12
wore 34:19
work 10:8
 12:21 13:4, 6,
 11 14:6, 9, 11,
 17 28:17 29:11
 30:5, 14 48:6
 49:9 52:3 56:5
 58:5, 12, 19, 21
 59:6 65:3 66:8,
 9 70:4, 10
 73:20, 21 80:13
 105:19 106:7
 118:2 120:3, 10
 124:6, 21
 131:15 132:5
 134:1, 8 138:4
 139:1, 20
 140:13 141:17
 143:11, 17
 145:5, 10 148:8
 149:3, 7 151:16,
 17 152:7 153:9
 154:13 155:12
 158:20 159:4
 160:21 161:7
 162:14 163:9,
 14 164:5 165:2
 166:18, 20
 167:1, 12 175:8
 176:11, 17
 179:2, 6, 15
 180:18 181:5
 187:10 189:13
 194:4 197:7
workbooks
 68:13
worked 47:17
 65:5 74:4

134:11 147:16
 153:17 170:21
 179:16
worker 43:6
workers 55:1
 66:7
workgroup
 134:16
workgroups
 134:12 181:3
working 42:19
 57:16 66:13
 121:7 128:21
 130:19, 21
 143:10 144:9
 149:21 150:20
 153:14 162:20
 163:18 166:11
 179:6 180:1
workload 49:4
 73:17 91:16
works 40:19
 41:13 87:18
 133:2, 17
 138:19 139:11
 142:2
workshops
 87:11 163:17
worksite 155:12
world 71:8, 13
 121:19
worldwide 72:3
worries 195:6
worry 69:6
worsen 34:20
worth 53:1, 11
 74:16 116:5
wounded 72:4
wow 125:13
wrapping
 116:21
write 168:8
 171:18 172:7
writing 114:12
 149:6 182:11
written 77:11
wrong 54:21
 60:21 61:14
 62:2 81:4 95:3

wrote 57:15
 63:18
 < X >
Xfinity 5:8 8:7
 < Y >
Yarbrough
 29:12 56:3
 132:17 133:13
 135:4, 10 139:7
 153:10, 13
 159:18 160:8,
 13 174:5
 198:15
Yasmeen 23:13
 24:7, 12
yay 187:10
yeah 79:17
 169:4
Year 10:12
 11:4 34:19
 35:10, 12, 21
 36:16 37:18
 41:14, 17 42:3,
 18 45:12, 16
 50:19 52:13
 55:15 57:14
 58:5, 16 61:19,
 21 62:1, 6, 8
 65:17 71:10
 72:11, 12 73:21
 74:5 109:1, 4
 112:13, 18
 113:7, 18 114:9,
 12, 13, 14
 119:12, 15
 129:18 134:3
 147:14 149:2
 154:3, 7, 18
 155:21 157:21
 158:3, 4, 8, 17
 159:17, 18, 20
 161:14 162:19,
 21 163:7 174:7
 181:18 183:3, 9
 185:8 186:12,
 14, 15, 16, 17, 18
 187:15 188:3,
 11 191:7

year-round
 87:18
years 23:18
 24:17 33:1
 34:8, 11 36:6
 37:4, 7, 11, 17
 38:5 42:2 53:1,
 20 56:7 61:1
 63:17 68:8
 71:18 74:5
 86:5 87:15
 89:6 91:11
 107:10 109:7
 111:13 120:21
 131:17 164:15
 176:20
yes-or-no
 168:15
yesterday 26:9
 71:11
yet-to-be 99:6
York 68:16
 125:12
Young 11:16
 36:19 51:21
 70:10
youngest 164:7
youth 34:10, 11,
 12 66:9
YouTube 153:1

< Z >
Zarchin 29:12
 198:14
Zimmerman
 174:13
Zol 146:6
Zone 114:3
Zoom 48:3