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BOARD OF EDUCATION
BALTIMORE COUNTY

PUBLIC BOARD MEETING
HYBRID VIA BCPS LIVESTREAM
AND MICROSOFT TEAMS

JULY 13, 2021

Transcribed by:
Paul A. Gasparotti

<p style="text-align: right;">Page 2</p> <p>1 BOARD MEMBERS:</p> <p>2</p> <p>3 Makeda Scott, Board Chair</p> <p>4 Julie C. Henn, 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 Rodney R. McMillion</p> <p>11 John H. Offerman, Jr.</p> <p>12 Cheryl E. Pasteur</p> <p>13 Lily P. Rowe</p> <p>14 Christian Thomas, Student Member</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 Student Board Member's Report. 91</p> <p>2 New Business - Action Taken in Closed</p> <p>3 Session 96</p> <p>4 New Business - Consideration of a Privately</p> <p>5 Funded Capital Project - Gunpowder</p> <p>6 Elementary School Reading Area. 98</p> <p>7 New Business - Watershed Public Charter</p> <p>8 School. 102</p> <p>9 New Business - Contract Awards 108</p> <p>10 Unfinished Business - Consideration of the</p> <p>11 Revised 2021-2022 School Calendar 117</p> <p>12 Unfinished Business - Consideration of Board</p> <p>13 Policies. 126</p> <p>14 Report on the Multiyear Improvement Plan for</p> <p>15 all Schools 139</p> <p>16 Information. 234</p> <p>17 Announcements. 234</p> <p>18 Adjournment. 234</p> <p>19</p> <p>20</p> <p>21</p>
<p style="text-align: right;">Page 3</p> <p>1 I N D E X</p> <p>2 Call to Order. 5</p> <p>3 Pledge of Allegiance/Moment of Silence 5</p> <p>4 Consideration of the Agenda. 7</p> <p>5 New Business, Action Taken in Closed Session .25</p> <p>6 New Business, Personnel Matters. 26</p> <p>7 New Business, Administrative Appointments. . .30</p> <p>8 Public Comments</p> <p>9 William Burke, CASE 45</p> <p>10 James Hammill 47</p> <p>11 McKenzie Allen. 51</p> <p>12 Jenn Reedholm 56</p> <p>13 Darren Badillo. 60</p> <p>14 Barbara Willette. 63</p> <p>15 Kelly Krupinski 66</p> <p>16 Mary Taylor 69</p> <p>17 Dayana Bergman. 72</p> <p>18 Amy Adams 75</p> <p>19 Superintendent's Report and Update on the</p> <p>20 Opening of Schools. 79</p> <p>21 Chair's Report 90</p>	<p style="text-align: right;">Page 5</p> <p>1 PROCEEDINGS</p> <p>2 VICE CHAIR HENN: Good evening, this is</p> <p>3 Vice Chair Julie Henn. I now call to order the</p> <p>4 meeting of the Board of Education of Baltimore</p> <p>5 County for Tuesday, July 13th, 2021. I invite</p> <p>6 you to recite the Pledge of Allegiance to the</p> <p>7 Flag. We will then have a moment of silence in</p> <p>8 recognition of those have who have served</p> <p>9 education in Baltimore County.</p> <p>10 (Pledge of Allegiance.)</p> <p>11 (Moment of Silence.)</p> <p>12 Baltimore County Public Schools and</p> <p>13 offices are currently closed to the public in</p> <p>14 order to maintain the health and safety of our</p> <p>15 students and staff. In accordance with the Board</p> <p>16 of Education's amended resolution approved at the</p> <p>17 October 13th, 2020 board meeting, in the event of</p> <p>18 a medical or health emergency related to</p> <p>19 COVID-19, the board chair in consultation with</p> <p>20 the vice chair and the superintendent may declare</p> <p>21 that a board meeting or a board committee meeting</p>

Page 6

1 be held remotely in its entirety without the
 2 physical presence of board members or in a hybrid
 3 manner with only some individual board members
 4 participating remotely, subject to the
 5 establishment of a mechanism that would allow
 6 each board member the opportunity to fully
 7 participate in the meeting despite not being
 8 physically present, and that would allow the
 9 public to also remotely attend those portions of
 10 the meeting that are open pursuant to the
 11 Maryland Open Meetings Act by being able to
 12 listen and/or view those portions of the meeting.

13 As a result, tonight's hybrid Board of
 14 Education meeting is being held both virtually
 15 and in person by board members and broadcasted
 16 through Microsoft Teams live and BCPS TV, Comcast
 17 Xfinity Channel 73, Verizon FiOS Channel 34. In
 18 order to efficiently conduct this meeting, all
 19 voting items will be done by a rollcall vote.
 20 Board members will say their names while making
 21 and seconding a motion as applicable, as well as

Page 7

1 when requesting discussions on an agenda item.

2 The first item on the agenda is the
 3 consideration of the July 13th agenda.
 4 Dr. Williams, are there any additions or changes
 5 to tonight's agenda?
 6 DR. WILLIAMS: I believe there is.
 7 VICE CHAIR HENN: Thank you.
 8 Mr. McMillion?
 9 MR. MCMILLION: Yes. I move to postpone
 10 Items F and G until the next meeting on
 11 August 10th, and to move Item S to follow Item E.
 12 VICE CHAIR HENN: Second.
 13 MR. OFFERMAN: Thank you.
 14 VICE CHAIR HENN: Is there any
 15 discussion? Ms. Jose?
 16 MS. JOSE: Thank you. Ms. Scott's not
 17 here, who is the chair of PRC. I do want to make
 18 a comment to the Board that some of these
 19 policies have been going back and forth between
 20 PRC and the Board for quite a few months and
 21 specifically the last policy, 8601, use of social

Page 8

1 media, that was specifically asked by the Office
 2 of Inspector General of Education on January 28,
 3 2021, it's almost six months. If we were to send
 4 that policy back to PRC or postpone it, it would
 5 be almost, by the time it's approved it would be
 6 October, November, so just to keep that in mind,
 7 because we are being monitored to approve that
 8 policy by the OIG's office.

9 VICE CHAIR HENN: Thank you, Ms. Jose.
 10 Board members, any other questions or comments?
 11 Ms. Causey, and then Mr. Thomas.

12 MS. CAUSEY: Mr. Thomas is first.

13 MR. THOMAS: Thank you. I have been
 14 reading policies and I think it's really
 15 important that we actually have a discussion on
 16 these policies in today's meeting, I think we
 17 also have to take into consideration for a vote,
 18 so I really think we should be discussing these
 19 policies since they've been time and time again
 20 sent back to committee and brought back to the
 21 full board. I feel like the full board needs to

Page 9

1 address these policies and they should be
 2 addressed. Thank you.

3 VICE CHAIR HENN: Thank you, Mr. Thomas.
 4 Ms. Causey?
 5 MS. CAUSEY: Thank you, Ms. Henn. As a
 6 member of the policy review committee I had sent
 7 an email to board members with my perspective of
 8 the policies. The policy came forward to the
 9 full board at first reader, board members had
 10 several comments and concerns about it, as well
 11 as our public. When it was on the agenda at the
 12 PRC meeting it was indicated that there were no
 13 changes, no revisions allowed to that policy, so
 14 it's coming back in exactly the same form.

15 I agree that it's important but I do not
 16 believe it's been, it's not modified at all based
 17 on what the board member comments were
 18 previously, so I think that it would take an
 19 extensive amount of time to address all of those
 20 issues and I think we have a very packed agenda
 21 item.

Page 10

1 I would also, in keeping with some other
 2 comments, I think it might be good to have the
 3 policy reviewed by the Office of Inspector
 4 General to make sure that it is sufficient,
 5 because I, seeing the condition that it is now, I
 6 don't think it's ready for a vote and I don't
 7 think we have time to do the work of the
 8 committee this evening. Thank you.

9 VICE CHAIR HENN: Thank you, Ms. Causey.
 10 Dr. Hager was next and then I had a comment and
 11 then Ms. Jose.

12 DR. HAGER: Actually related to what
 13 Ms. Causey said, several of the policies were not
 14 modified, as she mentioned, when they went back
 15 to PRC. Would this motion make it so that PRC,
 16 do any of these go back to PRC, or just delay the
 17 discussion of them? So they wouldn't continue to
 18 be evaluated, correct?

19 MS. HOWIE: Thank you, Dr. Hager, you're
 20 correct. This motion postpones these two agenda
 21 items to the next meeting agenda.

Page 11

1 DR. HAGER: Right, so PRC would not see
 2 them again.

3 MS. HOWIE: Unless PRY were to schedule
 4 a special meeting.

5 DR. HAGER: Thank you.

6 VICE CHAIR HENN: My comment is that
 7 given the time and given the agenda as it
 8 currently stands, I don't feel like we have time
 9 to do these policies justice with a discussion,
 10 so I will be supporting the motion to postpone
 11 the discussion and public comment, because I do
 12 feel we need to hear from our public before
 13 discussing the policies, so I intend to support
 14 Mr. McMillion's motion accordingly. Ms. Jose?
 15 MS. JOSE: Yes. I would like to amend
 16 Mr. McMillion's motion to postpone Item F, public
 17 comment on policy, and strike out Item G. So we
 18 would process Item G, report on board policies by
 19 the PRC chair, so I move to strike --
 20 VICE CHAIR HENN: Would you please put
 21 your amendment in the chat, and I will restate

Page 12

1 it?

2 MS. JOSE: Yes.

3 VICE CHAIR HENN: Ms. Jose moves to
 4 strike Item G for postponement. Mr. McMillion,
 5 do you accept Ms. Jose's --
 6 MR. MCMILLION: I don't think I need to,
 7 right?
 8 MS. HOWIE: No, the amendment has to be
 9 processed.
 10 VICE CHAIR HENN: Is there a second to
 11 Ms. Jose's?
 12 MR. THOMAS: Second, Thomas.
 13 VICE CHAIR HENN: Any questions or
 14 discussions? Ms. Causey?
 15 MS. CAUSEY: While I am going to support
 16 Mr. McMillion's motion, I am not going to support
 17 the amendment. I would really not want to
 18 process it with not having the public make their
 19 comments prior, which is how it was set up, so in
 20 my opinion we need to remove them both, and for
 21 those that had planned to make public comments on

Page 13

1 the policies, if we postpone them to the next
 2 meeting then we will certainly appreciate to hear
 3 from our public at that time.

4 VICE CHAIR HENN: Thank you, Ms. Causey.
 5 The Board discussed at our last meeting the
 6 importance of scheduling public comments prior to
 7 discussing policies, and in fact this was a
 8 change made in response to that discussion, I
 9 believe it was Mr. Kuehn who raised this
 10 important issue. So I too will not be supporting
 11 striking only Item G, public comment on policies.
 12 I would rather have both on the same meeting
 13 agenda and again, given the time and the need to
 14 discuss these at length, will be supporting
 15 Mr. McMillion's original motion as it stands.
 16 Board members, any other questions or
 17 comments before we vote? Hearing none,
 18 Ms. Gover, may we have a rollcall vote please?
 19 MS. GOVER: Ms. Henn, are we voting on
 20 the amendment?
 21 VICE CHAIR HENN: We are voting on

Page 14

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

Page 15

1 MS. GOVER: In favor is three.
 2 VICE CHAIR HENN: Thank you, so that
 3 motion fails. Is there any other discussion on
 4 Mr. McMillion's motion? Dr. Hager?
 5 DR. HAGER: Does it require a motion to
 6 separate the two parts of Mr. McMillion's motion?
 7 His motion is to move one part of the agenda
 8 forward and to postpone another part, correct?
 9 VICE CHAIR HENN: It would be an
 10 amendment I believe. Mr. Brousaides, could you
 11 weigh in on Dr. Hager's question, would it
 12 require a motion.
 13 MR. BROUSAIDES: Yes, that would require
 14 a motion to amend it, to separate it.
 15 VICE CHAIR HENN: Was that correct,
 16 Mr. McMillion, there were two parts to the
 17 motion?
 18 MR. MCMILLION: (Inaudible.)
 19 VICE CHAIR HENN: Okay, thank you.
 20 Ms. Gover, may we have a rollcall vote on
 21 Mr. McMillion's motion?

Page 16

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

Page 17

1 VICE CHAIR HENN: Thank you, and that
 2 motion carries, the agenda stands as amended.
 3 Are there any other changes to tonight's agenda?
 4 Mrs. Causey?
 5 MS. CAUSEY: Madam Chair, I make a
 6 motion to postpone Item P, unfinished business,
 7 consideration of board policies.
 8 VICE CHAIR HENN: Is there a second?
 9 MS. ROWE: Second, Rowe.
 10 THE COURT: Any discussion? Ms. Causey,
 11 thank you.
 12 MS. CAUSEY: As I mentioned, I'm on the
 13 policy review committee and I reviewed all of
 14 these. Several of these were not approved by the
 15 Board to move forward to second reader because
 16 there had been discussion in a prior meeting and
 17 a board member had called the orders of the day,
 18 and so that agenda item was ended and moved past
 19 so the Board did not even take a vote to move the
 20 majority of these to second reader. So again, I
 21 think that they deserve consideration. Some of

Page 18

1 them, you know, there were questions and comments
 2 that were not addressed in the policies, so I
 3 think that in the interest of time and then also
 4 in properly deliberating that these would come
 5 back at another meeting.
 6 VICE CHAIR HENN: Ms. Rowe, did you want
 7 to speak to your second?
 8 MS. HOWIE: I do apologize to members of
 9 the Board. However, Ms. Causey, I'm afraid
 10 you're inaccurate as to the vote. All of those
 11 items that were on the last board meeting where
 12 items were placed, were not voted upon by the
 13 Board, all of those policies are being brought
 14 forward for first reader this evening.
 15 MS. CAUSEY: I'm sorry, Ms. Howie, which
 16 policies exactly? I had sent in an email
 17 requesting clarification on those issues because
 18 with --
 19 MS. HOWIE: Policy 0100, Policy 3800,
 20 Policy 4011, Policy 5210, Policy 5600, those were
 21 all on first reader, not voted on at the June

Page 19

1 meeting and are also on first reader for this
 2 evening.
 3 MR. KUEHN: Aren't we talking about
 4 Item P?
 5 MS. HOWIE: Item P, all of those items
 6 were voted on previously. The items that
 7 Ms. Causey mentioned that were not voted on on
 8 first reader, we just postponed until the next
 9 meeting.
 10 MS. CAUSEY: Was it clarified for the
 11 Board if those had come out of policy review?
 12 MS. HOWIE: I believe your question,
 13 ma'am, was whether or not the policies that were
 14 being presented for second reader had actually
 15 been voted on for first reader. All of those
 16 policies that are presented for second reader
 17 were approved by the Board for first reader.
 18 MS. CAUSEY: Okay, thank you for
 19 clarifying that. I'll retract my last statement,
 20 but I will still support the motion that we're
 21 going to be processing a lot this evening and

Page 20

1 there, I think it would be better to postpone it
 2 with the other policies.
 3 VICE CHAIR HENN: Thank you, Ms. Causey.
 4 Ms. Rowe would like to speak to her second.
 5 Ms. Rowe?
 6 MS. ROWE: So that was my question as
 7 well, I had questions about whether or not you
 8 had actually voted on first or second reader, so
 9 these items are second reader, Ms. Howie, is that
 10 correct?
 11 MS. HOWIE: That is correct, ma'am.
 12 MS. ROWE: Okay, thank you.
 13 VICE CHAIR HENN: Thank you, Ms. Rowe.
 14 Any other questions before we vote, board
 15 members? Ms. Jose?
 16 MS. JOSE: I want to point out that this
 17 is a business meeting of the Board and I want it
 18 on the record the January 28, 2021 letter, that
 19 the Office of Inspector General recommended that
 20 Baltimore County Public Schools Board of
 21 Education incorporate the use of social media

Page 21

1 policy governing BCPS staff and the Board and
 2 that's -- and updating the board handbook as
 3 well.
 4 We -- I want to ask Ms. Howie while we
 5 postpone these policies, are we going to be out
 6 of compliance? Because I know the handbook is
 7 five years old and we cannot bring it up to vote
 8 until we update some of these policies, so
 9 postponing and playing football with these
 10 policies is hindering the work of the Board and I
 11 want to state that on the record since this will
 12 be watched by the OIG. So Ms. Howie, if you
 13 could please clarify that. Thank you.
 14 MS. HOWIE: I'm sorry, Ms. Henn, am I
 15 permitted to speak at this point?
 16 VICE CHAIR HENN: Yes, Ms. Howie. And I
 17 just wanted to confirm for the board members and
 18 I'll turn it over to you, that we are discussing
 19 a motion regarding policies in Agenda Item P-1
 20 through P-5. The policies that have already been
 21 postponed were Items G-1 through G-11.

Page 22

1 MS. HOWIE: Yes, ma'am. So as to
 2 Ms. Jose's question, the policies that are on
 3 second reader were voted on by PRC and voted
 4 favorably by PRC at the April meeting of PRC.
 5 None of the policies that are being presented for
 6 second reader were addressed by the Office of the
 7 Inspector General in the Inspector General's
 8 letter, that was the policy on social media, and
 9 that's already been postponed until your next
 10 meeting.
 11 VICE CHAIR HENN: Thank you, Ms. Howie,
 12 and thank you, Ms. Jose, for the comment.
 13 MS. JOSE: Thank you, Ms. Howie.
 14 VICE CHAIR HENN: Picking up with --
 15 Mr. Thomas, you were next, thank you.
 16 MR. THOMAS: Yes, thank you. So, I'm
 17 just a little concerned that the policies in the
 18 previous items that were already postponed, and
 19 those were the policies in Item P and as a Board,
 20 isn't it our duty to process the recommendations
 21 of the policy review committee? I just want to

Page 23

1 make sure we're addressing the policies that were
 2 brought to the full board in any way. Like,
 3 policy is one of the most important jobs of the
 4 Board of Education, it's one of the most
 5 important things that we would be doing as board
 6 members. And to just not address it in this
 7 meeting, which is the only meeting we have in the
 8 month of July, it just, it makes me feel like
 9 we're not doing our duty to address the policy
 10 and to review these policies as already stated,
 11 so I don't agree that we should be postponing
 12 this item. Thank you.
 13 VICE CHAIR HENN: Thank you, Mr. Thomas.
 14 Mr. Kuehn?
 15 MR. KUEHN: Thank you, Ms. Henn. I just
 16 want to clarify that we were indeed just talking
 17 about Item P and those five policies there, we've
 18 already processed the previous motion and moved
 19 everything else to the following meeting, so
 20 that's what we're focused on at this point,
 21 correct?

Page 24

1 VICE CHAIR HENN: Correct, Mr. Kuehn.
 2 MR. KUEHN: Just clarifying, thank you.
 3 VICE CHAIR HENN: Thank you. Any other
 4 questions or comments, board members? Hearing
 5 none, Ms. Gover, may I have a rollcall vote
 6 please?
 7 MS. GOVER: Ms. Rowe?
 8 MS. ROWE: No.
 9 MS. GOVER: Ms. Causey?
 10 MS. CAUSEY: Yes.
 11 MS. GOVER: Ms. Mack?
 12 MS. MACK: No.
 13 MS. GOVER: Mr. McMillion?
 14 MR. MCMILLION: Yes.
 15 MS. GOVER: Ms. Jose?
 16 MS. JOSE: No.
 17 MS. GOVER: Ms. Henn?
 18 VICE CHAIR HENN: No.
 19 MS. GOVER: Mr. Thomas?
 20 MR. THOMAS: No.
 21 MS. GOVER: Mr. Offerman?

Page 25

1 MR. OFFERMAN: No.
 2 MS. GOVER: Mr. Kuehn?
 3 MR. KUEHN: No.
 4 MS. GOVER: Dr. Hager?
 5 DR. HAGER: No.
 6 MS. GOVER: Thank you, in favor is two.
 7 VICE CHAIR HENN: Thank you, the motion
 8 fails, and the revised agenda stands as
 9 presented.
 10 Earlier this evening the Board met in
 11 closed session pursuant to the Open Meetings Act
 12 for the following reasons: To one, discuss the
 13 appointment, employment, assignment, promotion,
 14 discipline, demotion, compensation, removal,
 15 resignation or performance evaluation of
 16 appointees, employees or officials over whom it
 17 has jurisdiction, or any other personnel matter
 18 that affects one or more specific individuals;
 19 seven, consult with counsel to obtain legal
 20 advice; and eight, consult with staff,
 21 consultants or other individuals about pending or

Page 26

1 potential litigation; as well as, nine, to
 2 conduct collective bargaining negotiations or
 3 consider matters that relate to the negotiations.
 4 The minutes of the closed session and
 5 informational summary can be found on BoardDocs
 6 under this board meeting agenda.
 7 The next item on the agenda is personnel
 8 matters and for that I call on Ms. Lowry. Good
 9 evening, Ms. Lowry.
 10 MS. LOWRY: Good evening. (Inaudible)
 11 -- retirements, resignations, deceased.
 12 VICE CHAIR HENN: Thank you. Could I
 13 have a motion to approve the personnel matters as
 14 presented in Exhibit D-1 through D-6?
 15 MS. MACK: So moved, Mack.
 16 VICE CHAIR HENN: Thank you. Do I have
 17 a second?
 18 MS. CAUSEY: Second, Causey.
 19 VICE CHAIR HENN: Thank you. And I
 20 believe we may need to separate item D-1 for the
 21 student member to vote on termination; is that

Page 27

1 correct? Okay, who cannot vote on D-1. So let's
 2 separate these out. Do I have a motion to
 3 approve the personnel matter in Exhibit D-1?
 4 MS. ROWE: So moved, Rowe.
 5 VICE CHAIR HENN: Thank you. Do I have
 6 a second?
 7 MS. MACK: Second, Mack.
 8 VICE CHAIR HENN: Any discussion? May I
 9 have a rollcall vote please, Ms. Gover?
 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: Mr. McMillion?
 17 MR. MCMILLION: Yes.
 18 MS. GOVER: Ms. Jose?
 19 MS. JOSE: Yes.
 20 MS. GOVER: Ms. Henn?
 21 VICE CHAIR HENN: Yes.

Page 28

1 MS. GOVER: Mr. Offerman?
 2 MR. OFFERMAN: Yes.
 3 MS. GOVER: Mr. Kuehn?
 4 MR. KUEHN: Yes.
 5 MS. GOVER: Dr. Hager?
 6 DR. HAGER: Yes.
 7 MS. GOVER: Thank you.
 8 VICE CHAIR HENN: Thank you, the motion
 9 carries. Do I have a motion to approve the
 10 personnel matters as presented in Exhibits D-2
 11 through D-6?
 12 MS. MACK: So moved, Mack.
 13 VICE CHAIR HENN: Thank you. Do I have
 14 a second?
 15 MR. OFFERMAN: Second, Offerman.
 16 VICE CHAIR HENN: Any discussion? May I
 17 have a rollcall vote?
 18 MS. GOVER: Ms. Rowe?
 19 MS. ROWE: Yes.
 20 MS. GOVER: Ms. Causey?
 21 MS. CAUSEY: Yes.

Page 29

1 MS. GOVER: Ms. Mack?
 2 MS. MACK: Yes.
 3 MS. GOVER: Mr. McMillion?
 4 MR. MCMILLION: Yes.
 5 MS. GOVER: Ms. Jose?
 6 MS. JOSE: Yes.
 7 MS. GOVER: Ms. Henn?
 8 VICE CHAIR HENN: Yes.
 9 MS. GOVER: Mr. Thomas?
 10 MR. THOMAS: Yes.
 11 MS. GOVER: Mr. Offerman?
 12 MR. OFFERMAN: Yes.
 13 MS. GOVER: Mr. Kuehn?
 14 MR. KUEHN: Yes.
 15 MS. GOVER: Dr. Hager?
 16 DR. HAGER: Yes.
 17 MS. GOVER: Thank you.
 18 VICE CHAIR HENN: Thank you, the motion
 19 carries.
 20 The next item on the agenda is
 21 administrative appointments and for that I call

Page 30

1 on Dr. Williams.
 2 DR. WILLIAMS: Good evening, Vice Chair
 3 Henn and members of the Board. I'm bringing
 4 forward the following administrative appointments
 5 for your approval. The principal of Catonsville
 6 Middle School; the principal of Glenmar
 7 Elementary School; the principal of Randallstown
 8 Elementary School; the principal of Randallstown
 9 High School; the principal of Relay Elementary
 10 school; the principal of Sandy Plains Elementary
 11 School; the principal of Western School of
 12 Technology; the principal of Windsor Mill Middle
 13 School; the assistant principal of Franklin High
 14 School; the assistant principal of Harford Hills
 15 Elementary School; the assistant principal of
 16 Hawthorne Elementary School; the assistant
 17 principal of Owings Mills High School; the
 18 assistant principal at Stemmers Run Middle
 19 School; assistant principal at Stoneleigh
 20 Elementary School; the assistant principal at
 21 Vincent Farm Elementary School; chief human

Page 31

1 resources, Office of the Division of Human
 2 Resources; executive director of schools,
 3 secondary, west zone, Division of School Support
 4 and Achievement; director of CTE and fine arts in
 5 the office of CTE and fine arts; the supervisor
 6 of virtual learning program, elementary schools,
 7 in the Office of Virtual Learning Program; the
 8 supervisor of the virtual learning program in
 9 middle schools in the Office of Virtual Learning
 10 Programs; the supervisor of the virtual learning
 11 programs of high school in the Office of Virtual
 12 Learning Programs; a specialist, school
 13 counseling, Office of School Counseling;
 14 coordinator, library media program, Office of
 15 Digital Safety, Educational Technology and
 16 Library Media; the coordinator of the virtual
 17 learning program for middle schools in the Office
 18 of Virtual Learning Programs; the coordinator of
 19 the virtual learning programs of high schools in
 20 the Office of Virtual Learning Programs; and
 21 pupil personnel worker .6 in the Office of Pupil

Page 32

1 Personnel Services.
 2 VICE CHAIR HENN: Thank you,
 3 Dr. Williams. Do I have a motion to approve the
 4 administrative appointments as presented in
 5 Exhibit E-1?
 6 MR. OFFERMAN: So moved, Offerman.
 7 VICE CHAIR HENN: Thank you. Do I have
 8 a second?
 9 UNIDENTIFIED SPEAKER: Second.
 10 VICE CHAIR HENN: Thank you. Any
 11 discussion? Hearing none, may I have a rollcall
 12 vote please?
 13 MS. GOVER: Ms. Rowe?
 14 MS. ROWE: Yes.
 15 MS. GOVER: Thank you. Ms. Causey?
 16 MS. CAUSEY: Yes.
 17 MS. GOVER: Ms. Mack?
 18 MS. MACK: Yes.
 19 MS. GOVER: Mr. McMillion?
 20 MR. MCMILLION: Yes.
 21 MS. GOVER: Ms. Jose?

Page 33

1 MS. JOSE: Yes.
 2 MS. GOVER: Ms. Henn?
 3 VICE CHAIR HENN: Yes.
 4 MS. GOVER: Mr. Thomas?
 5 MR. THOMAS: Yes.
 6 MS. GOVER: Mr. Offerman?
 7 MR. OFFERMAN: Yes.
 8 MS. GOVER: Mr. Kuehn?
 9 MR. KUEHN: Yes.
 10 MS. GOVER: Dr. Hager?
 11 DR. HAGER: Yes.
 12 MS. GOVER: Thank you.
 13 VICE CHAIR HENN: Thank you, the motion
 14 carries.
 15 DR. WILLIAMS: Okay, so our first
 16 appointment is Shiria Anderson as the chief human
 17 resources officer in the Division of Human
 18 Resources.
 19 (Applause.)
 20 There she is, thank you. She is new to
 21 the Baltimore County Public Schools so welcome.

Page 34

1 She brings a wealth of experience as the chief
 2 human resources officer in the Office of the
 3 Attorney General in the District of Columbia.
 4 Next candidate is Stacy S. Barry as the
 5 supervisor of the virtual learning program,
 6 elementary school, in the Office of Virtual
 7 Learning Programs. She brings to us 14 years of
 8 service in Baltimore County. Currently she
 9 served as the teacher resource in the blended
 10 learning support, Office of Digital Safety,
 11 Educational Technology and Library Media.
 12 We'll hold applause to the very end
 13 because there's so many.
 14 The next candidate is Amber S. Cook as
 15 assistant principal at Stoneleigh Elementary
 16 School. She brings to us seven years of
 17 experience in Baltimore County. Currently she's
 18 a teacher resource in the Office of Mathematics.
 19 Next candidate is Christina J. Davis as
 20 principal of Sandy Plains Elementary School. She
 21 brings to us 11 years of service in Baltimore

Page 35

1 County. Currently she's the assistant principal
 2 at Red House Run Elementary School.
 3 Next we have Jessica L. DeShields,
 4 specialist, school counseling, the Office of
 5 School Counseling. She brings to us 18.3 years
 6 of service in Baltimore County. Currently she's
 7 the school counselor at Loch Raven Technical
 8 Academy.
 9 Next we have Matthew T. Doty,
 10 coordinator of the virtual learning programs for
 11 high schools in the Office of Virtual Learning
 12 Programs. He brings 13.6 years of service in
 13 Baltimore County. Currently he is the STEM team
 14 leader at Chesapeake High School.
 15 Next we have Stephanie Fanshaw as the
 16 principal of Catonsville Middle School. She
 17 brings to us 29 years of service in Baltimore
 18 County. Currently she's the assistant principal
 19 at Golden Ring Middle School.
 20 Next we have Sherri C. Fisher as the
 21 director of CTE and fine arts in the Office of

Page 36

1 Career and Technical Education and Fine Arts.
 2 She brings to us 15 years of service in Baltimore
 3 County. Currently she's the coordinator of
 4 visual arts, the Office of Career and Technical
 5 Education and Fine Arts.
 6 Next candidate is Heather Gaskins, pupil
 7 personnel worker .6 in the Office of Pupil
 8 Personnel Services. Welcome, Ms. Gaskins, to
 9 Baltimore County Public Schools. Previously she
 10 served as the coordinator in the Sheppard Pratt
 11 type two program in the Sheppard Pratt Health
 12 System, as well as Severn River Middle School.
 13 The next candidate is Lisa M. Grace,
 14 principal of Relay Elementary School. She brings
 15 13 years of service in Baltimore County.
 16 Currently she's the assistant principal at
 17 Dogwood Elementary School.
 18 Next candidate is Dr. Rodrick S. Hobbs,
 19 principal of Windsor Mill Middle School.
 20 Welcome, Dr. Hobbs, to Baltimore County Public
 21 Schools. Currently he's the principal at Andrew

Page 37

1 Jackson Academy in Prince George's County Public
 2 Schools.
 3 Next candidate is Michael S. Jones,
 4 principal of Randallstown Town High School. He
 5 brings to us 12 years of service in Baltimore
 6 County. Currently he's the principal of
 7 Northwest Academy of Health Sciences.
 8 Next candidate is Kyria L. Joseph as the
 9 executive director of schools, secondary, west
 10 zone, Division of School Support and Achievement.
 11 She brings to us 17.7 years in Baltimore County
 12 Public Schools. Currently she serves as the
 13 principal of Milford Mill Academy.
 14 Next candidate please. Amanda D. Lanza
 15 as the coordinator of library media programs in
 16 the Office of Digital Safety, Educational
 17 Technology and Library Media. She brings to us
 18 17 years of experience. Her current position is
 19 a specialist, library media, in that same Office
 20 of Digital Safety, Educational Technology and
 21 Library Media.

Page 38

1 Next candidate is Erica R. Lundy,
 2 assistant principal at Hawthorne Elementary
 3 School. She brings to us nine years of service
 4 in Baltimore County. Currently she's teacher
 5 resource at Edmondson Heights Elementary School.
 6 Next candidate is Ross J. Martin,
 7 supervisor, the virtual learning programs, middle
 8 schools, in the Office of Virtual Learning
 9 Programs. He brings to us 12 years of service in
 10 Baltimore County. He's a current science teacher
 11 at Middle River Middle School.
 12 Next candidate is Terri D. Moses as the
 13 assistant principal at Franklin High School. She
 14 brings to us 24 years of service in Baltimore
 15 County. She's the current assistant principal at
 16 Southwest Academy.
 17 Next we have Caroline O. Neary as the
 18 principal of Glenmar Elementary School. She
 19 brings to us 16 years of service in Baltimore
 20 County. She's currently the assistant principal
 21 at Perry Hall Elementary School.

Page 39

1 Next we have Jessi Parks Bradley,
 2 assistant principal at Vincent Farm Elementary
 3 School. She brings seven years of service in
 4 Baltimore County. She's the current staff
 5 development teacher at Holabird Middle School.
 6 Next we have Madeleine Phillips as the
 7 assistant principal at Stemmers Run Middle
 8 School. She brings to us 12 years of service in
 9 Baltimore County. She's the current resource
 10 teacher at Overlea High School.
 11 Next we have Lauren Provotiaux,
 12 assistant principal at Owings Mills High School.
 13 She bring to us 13 years of service in Baltimore
 14 County. She's the current science teacher at
 15 Chesapeake High School.
 16 Next we have Jewel M. Ralph, principal,
 17 Western School of Technology. She brings to us
 18 22 years of service -- (audio feedback) we have
 19 to say that one more time. Sorry, Ms. Ralph, I
 20 was just on a roll.
 21 Next we have Jewel M. Ralph, principal,

Page 40

1 Western School of Technology. She brings to us
 2 22 years of service in Baltimore County.
 3 Currently she's the principal at Catonsville
 4 Center For Alternative Studies.
 5 Next we have -- advance to the next
 6 slide. There we go. Next we have Kelsie N.
 7 Singleton, assistant principal at Harford Hills
 8 Elementary School. She brings to us eight years
 9 of service in Baltimore County. Currently she is
 10 the mathematics teacher as Cockeysville Middle
 11 School.
 12 Next we have Amy M. Stevens, supervisor,
 13 virtual learning programs, high school, in the
 14 Office of Virtual Learning Programs. She brings
 15 to us nine years of service in Baltimore County.
 16 Currently she's the teacher of e-learning science
 17 in the Office of Educational Opportunities.
 18 Next candidate is Meshia C. Sutton,
 19 coordinator, virtual learning programs for middle
 20 schools in the Office of Virtual Learning
 21 Programs. She brings 22 years of service in

Page 41

1 Baltimore County. Currently she's the assistant
 2 principal at Sparrows Point Middle School.
 3 And we have Michelle Valerio, principal,
 4 Randallstown Elementary School. She brings to us
 5 eight years of service in Baltimore County.
 6 Currently she's serving as the assistant
 7 principal at Randallstown Elementary School.
 8 Now we can congratulate all 26
 9 appointments at this time.
 10 (Applause.)
 11 And once again, I would like to thank
 12 Ms. Lowry and her team and all of central office,
 13 and our school-based teams for us to be able to
 14 fill all of these positions for today's board
 15 meeting. Thank you.
 16 CHAIRWOMAN SCOTT: Hello, good evening,
 17 this is Chair Scott. We'd like to ask all
 18 callers to mute their phones, apparently we're
 19 getting some feedback.
 20 Thank you so much, Ms. Henn. I'm sure
 21 board members all appreciated Ms. Henn stepping

Page 42

1 in and doing a great job, I'm sure.
 2 (Applause.)
 3 Okay, thank you, appreciate it. I
 4 understand there were some changes and so it
 5 looks like our -- I'll read from the script
 6 actually. Our next item is public comment. This
 7 is one of the opportunities the Board provides to
 8 hear the views and receive the advice of
 9 community members. The members of the Board
 10 appreciate hearing from interested citizens. As
 11 appropriate, we will refer your concern to the
 12 superintendent for followup by his staff. The
 13 Board of Education will conduct the public
 14 comment portion of the meeting by allowing those
 15 who register to call in by phone. Registration
 16 was open to the public one week prior to
 17 tonight's board meeting and was closed at three
 18 p.m. yesterday for anyone wishing to speak at
 19 this evening's meeting. Board practice limits to
 20 ten the number of speakers at a regularly
 21 scheduled board meeting. Speakers were selected

Page 43

1 randomly using an electronic selection process
 2 from all registrations received within the
 3 designated timeframe.
 4 Each speaker is allowed three minutes to
 5 address the Board. Of course if fewer than ten
 6 registrants are received, all who register will
 7 be permitted to speak. It looks like our first
 8 speaker is our stakeholder groups -- okay, sorry,
 9 there's still more. While we encourage public
 10 input on policy, programs and practices within
 11 the purview of this Board and the school system,
 12 this is not the proper forum to address specific
 13 student or employee matters or to comment on
 14 matters that do not relate to public education in
 15 Baltimore County. We encourage everyone to
 16 utilize existing dispute resolution processes as
 17 appropriate.
 18 I remind everyone that inappropriate
 19 personnel remarks or other behavior that disrupts
 20 or interferes with the conduct of this meeting
 21 are out of order. I ask speakers to observe the

Page 44

1 three-minute limit and to complete remarks when
 2 time has expired and you hear the tone. The call
 3 will be ended and it could be turned off if a
 4 speaker addresses specific student or employee
 5 matters or is commenting on matters not related
 6 to public education in Baltimore County.
 7 If not selected, the public may submit
 8 their comments to the board members via email at
 9 boe@bcps.org. For more information, it is
 10 provided on the Board's website at bcps.org under
 11 Board of Education participation by the public.
 12 And again, if you are not speaking, if
 13 we could ask all callers to mute their phones?
 14 So I have a list here, it doesn't look
 15 like we have any elected officials because it's
 16 usually the practice to allow elected officials
 17 to go first, but we will start with our
 18 stakeholder group leaders, and our first speaker
 19 from our stakeholder group is William Burke.
 20 Mr. Burke, are you there?
 21 MR. BURKE: Yes, can you hear me?

Page 45

1 CHAIRWOMAN SCOTT: Oh yes, we can hear
 2 you now.
 3 MR. BURKE: Great, thank you. Good
 4 evening, Mrs. Scott, Mrs. Henn, Dr. Williams and
 5 members of the Board. Thank you for the
 6 opportunity to speak as the newly appointed
 7 executive director for the Council of
 8 Administrative and Supervisory Employees. I am
 9 honored to have been chosen to represent and
 10 support the members of CASE. I look forward to a
 11 positive and productive working relationship with
 12 the Board and BCPS staff. I recognize and am
 13 thrilled that my next chapter continues the work
 14 of improving the school system I dearly love.
 15 CASE members have spent the last 18
 16 months as the first messengers of the changes
 17 made due to the pandemic. They have mastered the
 18 art of turning on a dime. When the governor or
 19 the state superintendent, or the BCPS board or
 20 the superintendent directed a change in reaction
 21 to the pandemic, CASE members explained that

Page 46

1 change, held the required training, answered
 2 questions from staff, students and parents,
 3 calmed fears, were shoulders to cry on, monitored
 4 implementation and made appropriate changes where
 5 necessary, and many times they did it all again
 6 every three or four days.

7 Staff is exhausted. They need to hear
 8 from you that you understand how hard this was
 9 and how hard they are working. They need you to
 10 understand the trauma their communities have
 11 experienced and the secondary traumas they
 12 themselves have worked through. They need you to
 13 defend them when they are called on the Internet.
 14 They need you to champion that problems can be
 15 resolved without disrespect. They need you to
 16 model that honesty without kindness is brutality.

17 As we move towards school reopening,
 18 CASE members have expertise and ideas and need to
 19 be at the table as plans are being developed.
 20 They need to be able to present alternative
 21 options without being seen as oppositional. CASE

Page 47

1 members want to do a good job, they want to be
 2 held accountable, but we've never been through
 3 this before. There are no playbooks or processes
 4 that are proven for such a unique situation, so
 5 we ask for grace. So what is grace? Believe
 6 people are working with the best of intentions.
 7 Provide training and support. Allow and
 8 encourage risk taking. Acknowledge and respond
 9 to trauma. Be honest about performance but look
 10 first to support growth and improvement. We have
 11 an opportunity to move forward and be better.
 12 Thank you for the opportunity to speak.

13 CHAIRWOMAN SCOTT: Thank you. Next is
 14 general public comment and our first speaker in
 15 general public comment is Jim Hammill. Mr.
 16 Hammill, are you there?

17 MR. HAMMILL: Can you hear me now?
 18 CHAIRWOMAN SCOTT: Yes, we can.
 19 MR. HAMMILL: Okay, thank you. Dear
 20 members of the Board of Education: I'm a
 21 Baltimore County public schoolteacher with over

Page 48

1 30 years of experience, almost all of them have
 2 been with BCPS. I come to speak with you tonight
 3 about the eighth grade American history
 4 curriculum writing workshop planned this summer.
 5 The pilot curriculum will be implemented this
 6 fall in the following middle schools, Dumbarton
 7 Middle, Hereford Middle, Parkville Middle and
 8 Pine Grove Middle. The focus of the curriculum
 9 will be American history through the lens of
 10 social justice. The cross reading for the course
 11 includes -- (inaudible, static) -- component of
 12 critical race theory. In Baltimore County this
 13 eighth grade American history pilot will affirm
 14 and promote this ideology. Critical race theory
 15 offers no racial reconciliation. Kennedy writes,
 16 the only remedy to right past discrimination is
 17 present discrimination, and the only remedy to
 18 present discrimination is future discrimination.

19 I implore each of you for an immediate
 20 pause to the implementation of this pilot
 21 curriculum for a period no less than 20 months.

Page 49

1 In this time teachers, parents and other members
 2 of the Board may read, review and provide written
 3 and verbal feedback to the Board and the Office
 4 of Social Studies. This pause should be extended
 5 for as many months as the Board of Education is
 6 meeting in hybrid form.

7 Further, I call upon each member of the
 8 Board to publish for public review your opinion
 9 as to the intended benefit or potential harm of
 10 promoting critical race theory in our schools.
 11 In the same manner, the Board of Education must
 12 implement a systemwide halt to any required
 13 curriculum, program or employee training that
 14 assigns privilege or victimhood, or labels
 15 individuals as oppressor or oppressed based on
 16 that person's race, gender, religion or identity.
 17 In my opinion, failure to call for such a halt
 18 would place the Board of Education in violation
 19 of the equal protection clause of the Fourth
 20 Amendment as well as the Civil Rights Act of
 21 1964.

<p style="text-align: right;">Page 50</p> <p>1 In researching your opinion of critical 2 race theory, I ask you to look beyond Baltimore 3 County Public Schools' site entitled Reading 4 Resource About Race. These resources all support 5 the point of view that our founding documents and 6 our current society are racist. There aren't any 7 resources listed that provide a different point 8 of view even though there are numerous black 9 scholars who do not view the United States as 10 inherently racist. A short list of these black 11 scholars includes Dr. Carol Swain, Thomas Sowell, 12 Jason Riley, Walter Williams, John Lowry, Shelby 13 Steele, John McWhorter, Robert Woodson, Clarence 14 Thomas, Condoleezza Rice, Coleman Hughes and 15 Larry Elder. There are so so many more. 16 BCPS has turned its back on critical 17 thinking in regards to discussions about race. 18 Our job is to teach students how to think, not 19 what to think. I agree with Shelby Steele when 20 he asked, when do we become more than the color 21 of our skin, and when do our children become</p>	<p style="text-align: right;">Page 52</p> <p>1 21,000 students and over 47 schools in seven 2 districts. This includes Watershed Public 3 Charter School which is located in your district. 4 Our public charter schools, like all 5 public schools, were deeply impacted by the 6 pandemic, and we saw public education pivot in 7 response to the circumstances. The federal 8 government also pivoted, voting to supply LEAs 9 and SEAs across the country with much needed 10 relief funds. The federal guidance for these 11 funds and the guidance upheld by MSDE stated that 12 LEAs could use these restricted funds in two 13 ways: They could spend them systemically across 14 the entire district for all students in schools 15 to receive equitable receipt of items, resources 16 and the like; the other way was that the money 17 could be disbursed in an equitable per pupil 18 fashion. 19 The ESSA funds provided to Baltimore 20 County Public Schools were significant, more than 21 \$96 million in ESSA funds alone. We saw almost</p>
<p style="text-align: right;">Page 51</p> <p>1 more? Respectfully. 2 CHAIRWOMAN SCOTT: Thank you. Our next 3 speaker is McKenzie Allen. I'm sorry. Could you 4 mute please, mute your device? So next is 5 McKenzie Allen. McKenzie Allen, are you there? 6 If you're on the line, McKenzie Allen, we can't 7 hear you. 8 MS. ALLEN: Okay, can you hear me now? 9 CHAIRWOMAN SCOTT: Oh, is that McKenzie 10 Allen? 11 MS. ALLEN: Yes. 12 CHAIRWOMAN SCOTT: Okay, we can hear you 13 now. 14 MS. ALLEN: Okay. Thank you, board 15 members, public and BCPS staff for allowing me 16 the opportunity to provide public comment today. 17 My name is McKenzie Allen and I am the executive 18 director of the Maryland Alliance of Public 19 Charter Schools. We are a nonprofit organization 20 comprised of all of the charter school operators 21 across the state of Maryland. We represent over</p>	<p style="text-align: right;">Page 53</p> <p>1 all of our districts with charter schools provide 2 a per pupil allotment of those funds directly and 3 equitably to the charter schools to spend at 4 their sites. Unfortunately, the funding in 5 ESSA I and II were not shared equitably through 6 systemic spending across BCPS or provided as a 7 per pupil to Watershed Public Charter School. To 8 my understanding, Watershed received little in 9 systemic spending from round one and absolutely 10 nothing in round two. There were no 11 conversations on what these funds were spent on 12 or a per pupil allotment considered in both 13 rounds. 14 While this is unfortunate and 15 inequitable, that money has been spent and is no 16 longer accessible due to its restricted nature. 17 As we are fast approaching the disbursement of 18 ESSA III, assumed to be almost double that of 19 ESSA II, I ask for a consideration of an 20 equitable per pupil disbursement to Watershed 21 Public Charter School. It is the job of every</p>

Page 54

1 school and the district to be safe and meet every
 2 student with what they need during this unique
 3 time. Watershed has had to find and reallocate
 4 funds to meet those demands while the district
 5 has been retaining the ESSA funds without
 6 consideration of the Watershed School community.

7 As a reminder, Watershed students are
 8 Baltimore County Public School students and
 9 Watershed's educators and administration are
 10 employees of BCPS. They deserve their share of
 11 that funding to spend it as reflectively of their
 12 school community as possible. They have more
 13 than shown their hard work and dedication to the
 14 district and continue to do regardless of
 15 obstacles in their way. They also only
 16 strengthen the argument to provide an amendment
 17 to extend their charter contract for one
 18 additional year to a five-year contract. They
 19 have truly been doing so much more with less and
 20 held to incredibly high accountability standards
 21 these last two years.

Page 55

1 CHAIRWOMAN SCOTT: Thank you.

2 MS. ALLEN: If you have any questions,
 3 do not hesitate to reach out. Thank you.

4 CHAIRWOMAN SCOTT: Thank you. Our next
 5 speaker is Demarius Hodges. Demarius Hodges, are
 6 you there? Okay, we'll go to our next speaker,
 7 Darren Badillo. Darren Badillo, are you there?
 8 Okay, we'll go our next --

9 MS. REEDHOLM: This is Jenn Reedholm.

10 CHAIRWOMAN SCOTT: No, Darren Badillo.

11 MS. REEDHOLM: Darren?

12 CHAIRWOMAN SCOTT: Right. We'll go to
 13 our next speaker, Barbara Willette. Barbara
 14 Willette? Ms. Willette, if you're there, we
 15 can't hear you. Okay, we'll go to our next
 16 speaker, Mary Taylor. Mary Taylor? If you're
 17 there, we can't hear you. Our next speaker is
 18 Jenn Reedholm.

19 MS. REEDHOLM: Can you hear me?

20 CHAIRWOMAN SCOTT: Is this Ms. Reedholm?

21 MS. REEDHOLM: Yes.

Page 56

1 CHAIRWOMAN SCOTT: Okay, we can hear
 2 you, you can go ahead.

3 MS. REEDHOLM: Okay, thank you. Thank
 4 you for this opportunity to speak tonight. I'll
 5 be focusing on board communication and
 6 professionalism, and I just want to thank
 7 everyone for doing what's right, placing the
 8 pubic meetings at the beginning of the meeting.
 9 I would like to point out that the actions that
 10 this Board has taken to silence parents,
 11 teachers, students and other stakeholder groups
 12 will not be tolerated. I understand that not all
 13 board members are subscribing to the actions of a
 14 few; however, it is a reflection of the entire
 15 Board from the public comments agenda items being
 16 pushed under the meeting after years of abuse at
 17 the beginning.

18 You also removed the ability to send in
 19 written comments to be officially included in the
 20 minutes. Those who are not picked for oral
 21 comments or are not comfortable speaking in a

Page 57

1 large group setting should still have an
 2 opportunity to be heard by the public. Removing
 3 the ability to send in your written comments was
 4 never addressed in any meeting nor voted on, and
 5 by not allowing to hear from the public is a
 6 clear message that this Board does not care about
 7 what the stakeholders think. Stakeholders are
 8 putting children first. The reason the school
 9 system exists is for the children. This Board
 10 has yet to put the children first and while I
 11 know that doesn't mean every one of you, because
 12 I've heard some of you try to make things right,
 13 the fact is that the majority of the Board does
 14 not, and that's why nothing ever gets
 15 accomplished.

16 Keeping the meetings only virtual is
 17 another clear message that you don't want to hear
 18 or even see the public. The state of emergency
 19 is over, open the doors for those people standing
 20 there right now. This is not only shutting out
 21 one or two groups that you don't happen to agree

Page 58

1 with, but it's shutting down everyone, including
 2 groups you may agree with, and no matter if you
 3 agree with any particular group or not, you
 4 should be unbiased in your governance over the
 5 school system, and it's every clear that some
 6 board members have their own personal agendas.

7 But make no mistake. We the public know
 8 who is at the heart of feelings like these, and
 9 we will remember come election time whether it be
 10 on this Board or other political venture in your
 11 future, we will not forget these moments that you
 12 helped to create. If you ever listened to a
 13 state board of education meeting, the board
 14 members are so welcoming to public speakers,
 15 they're professional and respectful. They put so
 16 much appreciation for what the public has to say
 17 and seem to really care by taking into account
 18 what the public contributes. Speakers feel like
 19 they matter and are being heard.

20 Professionalism, courtesy and appreciation are
 21 what the state board consistently demonstrates.

Page 59

1 I feel this Board is annoyed that the
 2 public even gets to comment at all. That is
 3 shown loud and clear when you don't respond to
 4 email correspondence, as well as when the public
 5 speaks to the school board you barely acknowledge
 6 them. Papers are rustling, members are typing on
 7 their laptops, and no one can see the public
 8 speakers, nor have you ever tried to make that
 9 happen. Board members' cameras are not on and
 10 the public can't even see the board members all
 11 at one time, yet the technology exists. The
 12 state board can do it, why can't you?

13 By continuing to shun the stakeholders
 14 your master plan is backfiring right in front of
 15 you. Remember these words from Martin Luther
 16 King Junior, people fail to get --

17 CHAIRWOMAN SCOTT: Thank you, that's
 18 time. Our next speaker is Kelly Krupinski.
 19 Kelly Krupinski, if you're there, you can go
 20 ahead. And I'd remind speakers once your time
 21 has expired to please stop speaking. Our next

Page 60

1 speaker is Kelly Krupinski. Are you there,
 2 Ms. Krupinski?

3 MR. BADILLO: My name's Darren Badillo,
 4 I was skipped over. If I can speak, I'm on the
 5 line.

6 CHAIRWOMAN SCOTT: Okay, yes, we didn't
 7 hear you. So yes, we'll come back to
 8 Ms. Krupinski if Mr. Badillo is ready. If you're
 9 there, sir, you may go ahead.

10 MR. BADILLO: Okay, are you ready for me
 11 now?

12 CHAIRWOMAN SCOTT: Yes, we are.

13 MR. BADILLO: Perfect, perfect. My name
 14 is Darren Badillo, I'm the director of Baltimore
 15 Youth Coalition and founder of that group, but
 16 most importantly I'm the father of two students
 17 who go to BCPS, and I just want to thank the
 18 Board for moving up the public comment, we really
 19 appreciate that. Actually, me and a couple other
 20 parents are sitting out front right now, we were
 21 hoping that you would allow us to join you guys,

Page 61

1 but maybe next time. And I hope that, you know,
 2 it's important for you all to hear feedback from
 3 concerned parents. It appeared that you didn't
 4 care when you pushed it back last week and were
 5 about to do it this week, and I hope that you
 6 know, you take the information that you get and
 7 really understand that it's coming from parents
 8 that care about their kids and see what's going
 9 on, and we're trying to give you feedback.

10 I would hope and pray that you all are
 11 humble enough to know that there were some bad
 12 decisions that were made last year with virtual
 13 learning, it was a failure, and we need solutions
 14 to help those children who fell even more behind
 15 this coming year. Please don't forget about the
 16 children with IEPs, they need more resources now
 17 than ever.

18 Also, I wanted to just bring to your
 19 attention and hope you guys are thinking about
 20 trauma training, whether it be for the teachers
 21 on how to assist kids with trauma, and the

Page 62

1 students, that we should be talking to them about
 2 trauma and what trauma is. They say 70 percent
 3 of those who have faced trauma in their life end
 4 up abusing drugs. Let's help our children who
 5 have been through a traumatic experience with
 6 COVID.

7 Something else I wanted to say. School
 8 violence was up 56 percent in 2018-2019. We need
 9 to support our teachers and students and to make
 10 sure we are giving them everything we can
 11 possibly to set them up for a successful
 12 education. We need our children to be motivated,
 13 inspired, challenged, and to know that someone
 14 cares.

15 And before we implement CRT or make
 16 sudden changes to our education system, we need
 17 to do research. You know, we can't make
 18 decisions off the hip and then look back five
 19 years later and say that was a bad decision, you
 20 know, our children's future depends on it, so do
 21 additional research.

Page 63

1 And the last thing I want to say is that
 2 Baltimore County spends over 50 percent of their
 3 budget on education with no positive results, the
 4 trending is going backwards. I would hope that
 5 Baltimore County is open to listening to new
 6 ideas and new ways of providing a more successful
 7 and better education for our kids in our
 8 community. Thank you.

9 CHAIRWOMAN SCOTT: Thank you. Our next
 10 speaker is Kelly Krupinski. Ms. Krupinski?

11 MS. WILLETTE: Barbara Willette, if
 12 she's not.

13 CHAIRWOMAN SCOTT: I'm sorry, excuse me?

14 MS. WILLETTE: This is Barbara Willette.
 15 I can speak if she is not available.

16 CHAIRWOMAN SCOTT: Okay, we came to you
 17 before, so you are ready now, okay, we can come
 18 back to you. Go ahead.

19 MS. WILLETTE: I might say to those who
 20 couldn't get through either, if they press star
 21 six that will unmute them.

Page 64

1 I'm here tonight, Madam Chair,
 2 Dr. Williams and fellow board members, because I
 3 sent you a letter about the petition that was
 4 begun in May about high school schedules, and I
 5 hope that you've read my letter and I would like
 6 to reiterate some of the things in it.

7 But first I must say I am sorry that I
 8 couldn't speak on policies. I wanted to commend
 9 the Board on the additions to the equity policy,
 10 the hate symbols ban is needed, and I wanted you
 11 to know that my comments would be very
 12 complementary if I had been able to give them.

13 My petition has over 850 signatures and
 14 it addresses the schedule for high schools in the
 15 fall. There was a talking point memo
 16 communicated to us by the Office of School
 17 Principals about changing their schedules for the
 18 fall. It doesn't have a date so I question the
 19 timing and flexibility of this decision, and I
 20 had asked a former colleague if they were aware
 21 that BCPS had given teachers the opportunity

Page 65

1 during a very difficult year, I know, to initiate
 2 a schedule study. The answer was no.

3 I also have learned through my social
 4 media networking that one of the four high
 5 schools that previously used the semester block
 6 schedule that I advocate in my petition is
 7 actually piloting eight semester classes this
 8 year without fully going through a schedule
 9 study. I quoted a lot of people, I won't read
 10 the people I quoted, but I also contacted a board
 11 member who is under the idea that the talking
 12 points are giving latitude and autonomy to
 13 decisions in the fall.

14 My local principal -- I'm a retired
 15 teacher by the way, and I know the school, but
 16 that official channels removing any chance of
 17 high schools in the Hereford zone having semester
 18 classes this fall, and a battle was fought back
 19 in 2014 when that schedule was removed as an
 20 option to BCPS. It's back. My school community
 21 is very loud but we are not alone; obviously

Page 66

1 there's other schools discovering ways to help a
 2 few of their freshmen by allowing some semester
 3 classes for those core classes that are, you
 4 know, that don't build on another class, so --
 5 CHAIRWOMAN SCOTT: Thank you, ma'am.
 6 MS. WILLETTE: Yes, you're welcome.
 7 CHAIRWOMAN SCOTT: Okay. And it looks
 8 like our next speaker is Kelly Krupinski.
 9 MS. KRUPINSKI: Hi, I'm here, can you
 10 hear me?
 11 CHAIRWOMAN SCOTT: We can hear you now,
 12 thank you.
 13 MS. KRUPINSKI: That's fine. Thank you
 14 so much for allowing me time to speak. I'm
 15 assuming -- is the full board present? I mean, I
 16 can't really see what's going on inside, I wish
 17 we could be in there with you all. Is everybody
 18 present?
 19 CHAIRWOMAN SCOTT: Are you finished with
 20 your comments?
 21 MS. KRUPINSKI: No, no. I'm just

Page 67

1 wondering, is this a full school board present,
 2 are all the board members in attendance tonight?
 3 CHAIRWOMAN SCOTT: Well, this isn't a
 4 back and forth, so if you would like to continue
 5 with your comments?
 6 MS. KRUPINSKI: That's fine. I just
 7 want to introduce myself. I'm Kelly Krupinski,
 8 I'm a community home care based occupational
 9 therapist and I'm the mother of four sons, all of
 10 whom have matriculated through BCPS in some form
 11 or fashion. Sadly, I have to say that all four
 12 of my children have had less than favorable
 13 experiences, and after 15 years of working with
 14 BCPS it has led me to one simple conclusion, that
 15 it is a failing institution. While it seems
 16 harsh to say this, it boils down to one simple
 17 quote for me, trust is hard to earn and very easy
 18 to lose.
 19 And my experiences with my children have
 20 damaged my trust with BCPS, and there seems to be
 21 little attempt to restore it. It seems lately

Page 68

1 like the majority of the energies on the Board
 2 involve equity, diversity and inclusion, and I
 3 would ask a simple question and I would ask, do
 4 you know what creates those things? Learning to
 5 read and write, learning math, science and
 6 engineering. In spite of all our efforts as
 7 parents, my husband's and my own, to engage in
 8 this process with BCPS to make sure our children
 9 are literate in all the most important ways, it
 10 was clearly demonstrated to me as I am now, I
 11 would say with air quotes around it, the old mom,
 12 because I have been at this parenting thing now
 13 for 20 years, but this system is far too bogged
 14 down in top heavy bureaucracy and ideologies to
 15 do the job for which it was intended.
 16 In short, I would urge the Board to
 17 remember this advice going forward after a
 18 difficult couple of years. Please stay in your
 19 lane, do your job and stay out of politics and
 20 ideology. We need our children calm and focused,
 21 and not be totally bickering about who is

Page 69

1 oppressing whom and how much. I lovingly and
 2 gratefully concede the rest of my time, I've been
 3 so glad to have the opportunity to speak and
 4 welcome the comments of people who come after me.
 5 Thank you so much.
 6 CHAIRWOMAN SCOTT: Thank you. And I
 7 wanted to go back to Mary Taylor. Ms. Taylor,
 8 are you there?
 9 MS. TAYLOR: Yes, ma'am, I'm here.
 10 CHAIRWOMAN SCOTT: Okay, please go
 11 ahead. We can hear you now.
 12 MS. TAYLOR: Thank you, Chair Scott, for
 13 coming back to me, I appreciate that. Apparently
 14 we were having some technical issues this
 15 evening. Anyway, good evening, Board, my name's
 16 Mary Taylor and I'm the vice president of the
 17 Baltimore County Parent Student Coalition. I'd
 18 like to thank you all for the opportunity to
 19 speak this evening.
 20 I'm going to be brief. I just wanted to
 21 say we were here this evening because we were

Page 70

1 really concerned that, myself and parents of the
 2 coalition, that public comments had been pushed
 3 to 10:40 p.m., it seem with no regard to how this
 4 would impact parents, especially those with young
 5 children. So with that said, I'd like to say
 6 thank you to those board members who voted to
 7 move public comment closer to the beginning, we
 8 very much appreciate that.

9 I'd also like to say that we are out in
 10 the parking lot as Mr. Badillo said, he's one of
 11 our members, hoping that we would be allowed into
 12 the room so we could watch this Board in person.
 13 So we were not allowed in, we knocked on the door
 14 and we were told that we could not have entrance
 15 at this time. So we would like to be at the next
 16 Board of Education meeting in August, so we're
 17 hoping that the Board of Education makes that
 18 happen.

19 And while we really want to be in the
 20 boardroom, we're also requesting that the
 21 reopening be put back on the agenda, because as a

Page 71

1 coalition and a group of parents we want to make
 2 sure that we have a strong plan for return in the
 3 fall, discussing the major loss of learning this
 4 past year and what's being done about it, full
 5 disclosure of our children's curriculum, and
 6 that's just to name a few. We think that a few
 7 members of the board just don't want to face
 8 parents at this time. We can't think of any
 9 other reason why we're being shut out and
 10 standing behind locked doors, and being sent to a
 11 parking lot to watch this meeting. We're here
 12 because we're dedicated and we do want to face
 13 the Board eye to eye when we speak to you.

14 So I just want to say, you can't keep us
 15 out forever, and I would like to leave you all
 16 with a Martin Luther King Junior quote. The
 17 ultimate measure of a man is not where he stands
 18 in moments of comfort and convenience, but where
 19 he stands at times of challenge and controversy.
 20 Thank you for your time this evening.

21 CHAIRWOMAN SCOTT: Thank you. And next

Page 72

1 it looks like we have Ms. Dayana Bergman. Are
 2 you there, Ms. Bergman?

3 MS. BERGMAN: Good evening. Yes, can
 4 you hear me?

5 CHAIRWOMAN SCOTT: Yes, we can.

6 MS. BERGMAN: Hi, thank you. Good
 7 evening, Madam Chair Makeda Scott and
 8 Superintendent Dr. Williams. I want to share
 9 something with everybody. The Maryland Open
 10 Meetings Act Manual, tenth edition of January
 11 2021, Chapter 2 noted an agenda for meetings
 12 subject to the Act, in this case the public body
 13 is Baltimore County Board of Education. The
 14 public body has to give reasonable advance notice
 15 and make an agenda available. I received notice
 16 that the meeting was supposed to start at 6:30
 17 along with notice to testify on second reader
 18 policies at seven p.m., and after seven p.m. is
 19 when we got unreasonable notice that the agenda
 20 was changed and the voice of those that took the
 21 time to actually speak on second reader policy,

Page 73

1 that actually provides the opportunity for the
 2 public to get involved to make recommendations to
 3 improve academic achievement of our students in
 4 BCPS, was denied, it was postponed. It wasn't to
 5 be heard because a few parents that can't follow
 6 the rules want to wait outside and interrupt and
 7 disrupt, and what they're interrupting is
 8 education. You know, what is funny is that we
 9 actually have a law in Maryland that we could
 10 cite somebody in Maryland criminally as a
 11 misdemeanor for interrupting instruction and
 12 education.

13 So I'm hurt that we didn't have that
 14 opportunity to speak and participate. I took
 15 this time to read through all 11 policies for
 16 second reader that I've been following because I
 17 care, I care. That's the bottom line, I care
 18 about our children in BCPS, I care about our
 19 educators. And not everybody always has to
 20 agree, but the priority is our students and our
 21 educators, and the public should be able to

Page 74

1 participate. This bickering, playing political
 2 football with the policies is dysfunctional to
 3 our school system as a whole and we're better
 4 than that. We need to stop, we can't bicker
 5 about little things over an agenda. Let's just
 6 get things done. Our kids are counting on us,
 7 they're watching us. Our educators are counting
 8 on us. So I'm confident, I'm confident with
 9 Dr. Williams because I know personally what we
 10 can accomplish through Baltimore County Public
 11 Schools, and all the new faces that are coming
 12 in, so all that noise is going to go away
 13 eventually, eventually it's going to go away, and
 14 I hope the focus comes back to our students and
 15 our educators in Team BCPS. Thank you for your
 16 time.

17 CHAIRWOMAN SCOTT: Thank you. And our
 18 next speaker is Ms. Amy Adams. Ms. Adams, are
 19 you there?

20 MS. ADAMS: Good evening. Can you hear
 21 me?

Page 75

1 CHAIRWOMAN SCOTT: Yes, we can. Please
 2 go ahead.

3 MS. ADAMS: Excellent, thank you. Good
 4 evening, everyone on the Board of Education,
 5 Dr. Williams, and a special welcome to
 6 Mr. Thomas, the new student member of the board.
 7 I appreciate you all for allowing us the
 8 opportunity to speak and especially moving up the
 9 public comment earlier in the evening. I am a
 10 bit sad that we were not permitted to come in
 11 person to give our public comments but I am
 12 hopeful that that will be restored in the near
 13 future as other counties in our state are also
 14 allowing.

15 Now that we're returning to normalcy
 16 this year I've taken some time to reflect. I'm
 17 thankful that I've had a window into my kids'
 18 education. I'm thankful that such a prolonged
 19 closure of school prompted me and many other
 20 parents to pay attention to our school system.
 21 I'm proud of our reopen group that has formed

Page 76

1 into a parent student coalition. I'm thankful to
 2 the Board of Education and its members that
 3 readily communicate with our constituents. I'm
 4 thankful that our schools will be open for five
 5 days a week this fall and I look forward to
 6 hearing more about the details in the upcoming
 7 school year.

8 The school system's main objective
 9 should be the education of our children, right?
 10 What should the Board and the superintendent and
 11 his staff do to focus on this agenda? As
 12 Dr. Martin Luther King Junior stated, the time is
 13 always right to do what's right. As I and other
 14 parents, and some board members have requested
 15 before, I would like to hear discussions on
 16 academic data. It is not on this agenda at all
 17 tonight. Board members tried to have it be a
 18 standing item and they were reassured it wasn't
 19 necessary because it would be included in the
 20 reopening discussion, but there are only five
 21 minutes given this evening to discuss reopening,

Page 77

1 and that hardly seems like enough time.

2 I know that standardized tests should
 3 not be the only indicator for academic progress,
 4 but I do think we can use it as a guide to
 5 evaluate trends and overall performance. There
 6 is a troubling trend for grades three through 11
 7 on the Maryland Report Card and test scored from
 8 2015 to 2019, pre pandemic. Then add the fact
 9 that kids lost three months of instruction in the
 10 spring of 2020, failure rates increased through
 11 the mostly virtual year, and our attendance rates
 12 were as low as 67 percent for some high school
 13 students.

14 During these years ELA scores trended
 15 down and all grades are under 50 percent
 16 proficiency. In 2019 ninth and 11th grade
 17 students had a less than five percent proficiency
 18 in ELA but our graduation rate in 2019 was 86
 19 percent. How do you explain that? During the
 20 same year math scores on the MCAP for third
 21 through eighth grade and Algebra I and II and

Page 78

1 geometry are a little more variable but still all
 2 under 50 percent proficiency, except for geometry
 3 in 2019, which was at 51 percent. Eighth grade
 4 students dropped to less than five percent
 5 proficiency in math in 2019. Two years during
 6 this period, less than five percent proficiency
 7 rates for Algebra II but again, our graduation
 8 rates remain in the high 80 percent.

9 I would like to understand how the
 10 curriculum department will handle the data in
 11 formulating a plan to more successfully educate
 12 our children. The majority of our kids should
 13 not be graduating from high school with low
 14 proficiency rates in math and ELA; this is
 15 setting them up for failure after high school no
 16 matter what path they choose. How can we improve
 17 our educational programs for the benefit of all
 18 BCPS kids? How can BCPS effectively teach the
 19 science, the reading, grammar, vocabulary,
 20 multiplication tables and other basic skills?
 21 Thank you very much for your support.

Page 79

1 CHAIRWOMAN SCOTT: Thank you. So thank
 2 you for everyone who spoke, that ends our public
 3 comment section.

4 Next on the agenda is the
 5 superintendent's report, and for that I call on
 6 Dr. Williams.

7 DR. WILLIAMS: Good evening, Chair
 8 Scott, Vice Chair Henn and members of the Board
 9 of Education. Let's begin tonight by welcoming
 10 our newest board member, Christian Thomas. Back
 11 in March all middle and high school students
 12 across the county had the opportunity to vote for
 13 the student member of the board in our second
 14 ever systemwide election. Christian was sworn in
 15 on July 1st surrounded by a host of family and
 16 friends. He has already had an outstanding
 17 leadership career that includes student
 18 government, academic excellence and many
 19 community service opportunities. He even founded
 20 a nonprofit that mentors and supports students in
 21 need. Please help me welcome Christian.

Page 80

1 (Applause.)
 2 I am pleased to provide an overview of
 3 the opening of our school year as a part of my
 4 report, something slightly different. Next slide
 5 please.

6 Educational Resource Strategies notes
 7 that as a result of the pandemic, children across
 8 the country need even more opportunities for
 9 differentiated high-quality learning, even
 10 stronger relationships with the adults in their
 11 school, and even more streamlined access to
 12 social-emotional support. They go on to add,
 13 while new federal funding provides a much needed
 14 infusion of resources, it will take years to
 15 address the academic and social-emotional needs
 16 that have emerged or have been exacerbated as a
 17 result of the pandemic, and the cost of doing so
 18 will in far exceed the revenue most districts
 19 expect to receive. School systems are advised
 20 against adding temporary programs on top of
 21 existing structures. The approach must be on

Page 81

1 thoughtfully navigating ways to sustainably
 2 change existing structures in support of our
 3 students. The work of adapting teaching and
 4 learning for the post-COVID era is best
 5 approached like stepping stones with a do now,
 6 bill toward mindset. Next slide please.

7 As much as we would like to fast forward
 8 to our next normal, it's important to note that
 9 this does not occur in a straight line. While
 10 planning for the school year begins in the spring
 11 and continues through the summer, we must
 12 recognize that the human element is cyclical and
 13 includes healing, recovery and rebuilding,
 14 coupled with a sustained focus on limited goals
 15 and clear communication in alignment with our
 16 strategic plan, this next year will require our
 17 collective commitment to create time and spaces
 18 focused on these three areas in order to move our
 19 system forward.

20 Next year includes three specific areas
 21 of focus, healing, acknowledging the year, take

Page 82

1 the lessons learned and support the
 2 social-emotional needs of staff, students and one
 3 another. Recovery, reestablishing bonds,
 4 relational trusts, effective practices and
 5 processes that will help us build our collective
 6 capacity to serve and support students across
 7 BCPS. And rebuilding, taking the opportunity to
 8 refine and implement a standard of excellence
 9 where we focus on a limited number of priorities
 10 that yield maximum results. Next slide please.

11 So in planning for our fall, I want to
 12 make sure everyone has information needed to know
 13 what to expect. Our goal is for all BCPS
 14 students to have the option to experience
 15 five-day face-to-face instruction. Our summer
 16 programs, a variety of exciting professional
 17 learning opportunities are available this summer
 18 to support our staff, as well as an array of
 19 summer learning opportunities for students.
 20 21,697 students began participating yesterday and
 21 will continue until Friday, August 6th. Families

Page 83

1 had the option to choose in-person or virtual
 2 learning; 15,604 students have selected in-person
 3 opportunities. This number is an increase of
 4 3,463 compared to the summer of 2020 in which
 5 18,234 students participated in BCPS targeted and
 6 school-based summer learning programs. Next
 7 slide.

8 Virtual learning. As you know, the
 9 state requested all local school systems to
 10 create a virtual learning option for families.
 11 BCPS has always had an e-learning option for
 12 students. This differs because it provides a
 13 K-12 option to families in direct response to the
 14 pandemic. Our virtual option for families will
 15 not include concurrent teaching. Dedicated staff
 16 will plan and deliver lessons to students
 17 enrolled in our program.

18 It's important to note that students
 19 remain co-enrolled in their home school and
 20 virtual learning programs for the year. They
 21 also will have access to home school resources

Page 84

1 including sports, meals and extracurricular
 2 activities. It goes without saying that we want
 3 all of our students to learn at high levels. If
 4 a student has not been as successful at the
 5 virtual learning program with enhanced supports,
 6 a collaborative decision will be made with the
 7 staff of the virtual learning program, home
 8 school staff and parents, regarding student
 9 placement. Next slide.

10 In alignment with current best practice
 11 recommendations from educational experts,
 12 including the Learning Policy Institute, Johns
 13 Hopkins Institute for Education Policy, the New
 14 Teacher Project and many others to school
 15 districts about post-pandemic learning
 16 approaches, we're developing a robust
 17 cross-divisional plan to implement accelerated
 18 learning to counteract the impact of unfinished
 19 learning. Accelerated learning is a newer
 20 evidence-based strategy that requires students to
 21 consistently receive grade level materials, tasks

Page 85

1 and assignments, along with appropriate scaffolds
 2 that make the work accessible.

3 More specifically, leaders and teachers
 4 will focus on filling in the most critical gaps,
 5 not in isolation, at the moment they're needed.
 6 We will continue our curricular implementation of
 7 Open Court, Bridges in ELA and math in elementary
 8 schools. Our comprehensive professional learning
 9 plan will work to build and support
 10 organizational understanding and action with
 11 teachers, paraprofessionals, teacher leaders,
 12 school administration and central office in
 13 support of improved student outcomes. Next slide
 14 please.

15 As you know, we are rebuilding our data
 16 systems and are excited about expanding access to
 17 help inform the daily work of teaching and
 18 learning through Cognos and BCPS Inform. A
 19 cross-divisional work group is working on
 20 creating the professional learning plan to
 21 increase data literacy across Team BCPS to

<p style="text-align: right;">Page 86</p> <p>1 facilitate and support continuous improvement in 2 the implementation of high functioning teams 3 across the organization. Our goal is to increase 4 our collective capacity to use student data to 5 drive instruction. My team will be able to 6 provide an update in August during our school 7 opening presentation. Next slide. 8 So we recognize that we are still in a 9 pandemic and there is some concern about 10 variants. We will continue to prioritize health 11 and safety with the understanding that our plans 12 are subject to change based on state and county 13 mandates. We continue to meet weekly with our 14 health department and Johns Hopkins University 15 partners to review the data and discuss CDC and 16 state guidance to ensure alignment. Should there 17 be a sustained change in transmission rates over 18 a two-week period, we are prepared to work with 19 our partners to adjust practices in accordance 20 with their guidance. 21 As we open our doors to visitors and</p>	<p style="text-align: right;">Page 88</p> <p>1 in collaborations with our health experts. As 2 with any emergency plan our hope is not to have 3 to use it, but we also know the importance of 4 being prepared. With that being said, there is 5 nothing better than walking our halls and hearing 6 the voices of students, teachers and staff 7 filling the air. I know that I'm not alone in 8 this sentiment. This is why we continue to work 9 tirelessly to give our students the rich learning 10 environments they are accustomed to and deserve, 11 while insuring their safety. Next slide. 12 At shared in the spring, Educational 13 Resource Strategies has identified five power 14 strategies grounded in years of research on how 15 to best support students' academic and 16 social-emotional development. They prioritized 17 strategies that can be sustained over time and 18 support improved student outcome. The five 19 strategies, empowering adaptive instruction, time 20 and attention, the teaching job, the 21 relationships and social-emotional supports, and</p>
<p style="text-align: right;">Page 87</p> <p>1 prepare for the fall, we will continue to focus 2 on health and safety mitigation practices, 3 including physical distancing, hand washing and 4 respiratory etiquette and health operations. We 5 continue to work with our health partners 6 regarding masking for unvaccinated persons. CDC 7 indicates that when a person wears a mask they 8 protect others as well as themselves. In 9 accordance with CDC requirements, masks must be 10 worn while students are on the bus, school bus. 11 While we acknowledge that wearing a mask is a 12 personal choice, we recommended that all 13 unvaccinated persons wear masks indoors and 14 outdoors when not socially distanced. To support 15 comfortable norms of our younger students, we 16 also ask that masks are worn in situations where 17 volunteers are in the presence of students 18 younger than 12 years of age as vaccinations are 19 not yet an option for them. 20 Out of an abundance of caution, we are 21 developing a planned response to shifting metrics</p>	<p style="text-align: right;">Page 89</p> <p>1 family and community partnerships. Using CARES 2 grant and extra funding, we are implementing 3 these strategies in a variety of ways, including 4 the following efforts for the fall: Summer 5 programs, funding for year-two teacher summer on 6 boarding, summer reengagement opportunities for 7 students, additional 15 minutes of daily 8 instruction, access to intensive tutoring for 9 students, increased staff development school 10 support to secondary schools focused on new and 11 provisionally certified teachers, increased 12 paraprofessional staffing at the elementary 13 school level to support small group instruction 14 in English language arts and math, increased 15 teacher staffing at the secondary level to reduce 16 class sizes in English and mathematics, year-long 17 professional learning plan for paraprofessionals, 18 teachers, teacher leaders, school administrators, 19 central office leadership aligned with identified 20 system priorities, and enhanced new principal 21 support. Next slide.</p>

Page 90

1 So we will continue to update the Board,
 2 our community and Team BCPS about our fall
 3 opening plan. Today's report is based on the
 4 information we have right now. As we have
 5 learned, things continue to shift and move based
 6 on changing conditions. We look forward to
 7 providing a full presentation on opening of
 8 schools in August and will share updates as they
 9 become available. We also will share additional
 10 information that we receive from the Maryland
 11 Health Department, the Maryland State Department
 12 of Education and our local partners.

13 This concludes my report.
 14 (Applause.)

15 CHAIRWOMAN SCOTT: Thank you,
 16 Dr. Williams, thank you for that. And so the
 17 next report is the chair's report, and I would
 18 like to echo what Dr. Williams said and to
 19 welcome Christian to his first board meeting,
 20 happy to have you and we look forward to all the
 21 exciting things you will bring to us.

Page 91

1 I would also like to thank everyone for
 2 coming and for participating in our board
 3 meeting. I'm looking forward to the MYIPAS
 4 presentation, I'm sure several of us all are, and
 5 I know that we have a lot to get to, so I will go
 6 ahead and let Christian speak, because you are
 7 next on the agenda.

8 MR. THOMAS: Thank you. Good evening,
 9 Madam Chair, Madam Vice Chair, Superintendent
 10 Williams, board members, the public, and students
 11 of BCPS. I can honestly say that when trying to
 12 come up with something to write about for my
 13 first ever SMOB report I had no idea what to say.
 14 Should I start off explaining what an honor this
 15 is, how excited I am and how ready I am to get to
 16 work, because I truly am, or would it better to
 17 share my platform and explain why I'm here? I
 18 just didn't really know what to say.

19 And that's because there really is only
 20 one thing to say and that is that I'm
 21 disappointed. I am disappointed that as a

Page 92

1 student at BCPS for 12 years now, going on 13,
 2 the state of this Board for governing my
 3 education, the state of this Board for making
 4 decisions about my future, I am disappointed that
 5 so many of you are far more concerned about your
 6 political outlook and how your constituents will
 7 feel about your decisions that you've lost sight
 8 of the true understanding of why you're here on
 9 the Board of Education, and that is for me, for
 10 students like me, for all 115,000 of us across
 11 this county, not just within a certain district.

12 Now, over the past few months I've been
 13 evaluating you all, I've been watching. I've
 14 watched every business meeting and work session,
 15 most of the committee meetings, and I've talked
 16 with so many of you, and the only word to sum up
 17 my understanding of this Board is that we are
 18 broken. The value that exists on this Board is
 19 so apparent and so many of you are not doing
 20 anything to fix it. We're screaming at
 21 individuals, bashing one another behind closed

Page 93

1 doors, refusing to collaborate on anything, and
 2 we show little respect for our students and for
 3 the staff that we are supporting.

4 And you know, particularly more
 5 disappointing than just this divide is that all
 6 of you see it, all of you recognize how divided
 7 this Board is, so many of you have explained to
 8 me how bad it is, that where is the action to
 9 stop this? And that inaction is what's truly
 10 heartbreaking, because that is what has had the
 11 most devastating impacts on my education and on
 12 the education of so many of my peers. Do you
 13 realize the lack of attention, lack of
 14 responsibility and lack of duty that each of you
 15 carries on this Board has on our future? Do you
 16 actually realize the effect every decision this
 17 Board has on us? Because it doesn't seem like
 18 it.

19 We need you. We need you to fight for
 20 us, the students. We need you to fight for our
 21 future, our voices, our passions. We need you to

Page 94

1 listen to us, to seek and elevate our voices, and
 2 to actually see what is needed for our success.
 3 Because all I've been hearing is a repetition of
 4 the same concerns from the same people who speak
 5 at every public comment. I'm ashamed that this
 6 Board has come to this state. Before coming to
 7 this Board, you all let us get this divided and
 8 you allowed these factions to be created, and you
 9 are the reason that we're focusing far more on
 10 fighting one another than fighting for the
 11 students.
 12 Now with that being said, I know that
 13 all of you started this journey for the right
 14 reasons. None of you came to this Board
 15 expecting there to be a divide. None of you
 16 joined this Board to work in chaos. You all came
 17 here wanting to advance our education system with
 18 such unique passions that I've had the pleasure
 19 of getting to understand by talking with each of
 20 you.
 21 Individually you have all welcomed me to

Page 95

1 the Board and it is an honor to be here, and I am
 2 excited to do the work. But that's what we
 3 should be doing, working, working towards a
 4 better future for all of our students, working
 5 towards a better society for us to live in, and
 6 working to create an education system that we can
 7 all be proud of. Board members, I am an
 8 optimist, as I'm sure many of you will learn over
 9 the next year, and I am confident that with a
 10 little more listening on both sides and a little
 11 more understanding and empathy, we can fix this
 12 Board of Education and refocus our attention onto
 13 the students of BCPS. Thank you.
 14 (Applause.)
 15 CHAIRWOMAN SCOTT: Well said, Christian,
 16 thank you. Wonderful. Like I said, we're
 17 looking forward to hearing great things from you.
 18 Okay.
 19 So the next item on the agenda is
 20 Item L, yep, the next item on the agenda is
 21 action taken in closed session, and for that I

Page 96

1 call on Mr. Brousaides.
 2 MR. BROUSAIDES: Good evening,
 3 Ms. Scott. In closed session the Board
 4 deliberated in its quasi-judicial capacity on
 5 cases number HE-21-09 21 dash. Now would be an
 6 appropriate time for the Board to approve the
 7 actions it had taken in closed session.
 8 CHAIRWOMAN SCOTT: Okay. May I have a
 9 motion to approve the action taken in closed
 10 session?
 11 MS. MACK: So moved, Mack.
 12 VICE CHAIR HENN: Second, Henn.
 13 CHAIRWOMAN SCOTT: Thank you. Any
 14 discussion? May I have a rollcall vote please?
 15 MS. GOVER: Ms. Rowe?
 16 MS. ROWE: Yes.
 17 MS. GOVER: Ms. Causey?
 18 MS. CAUSEY: Abstaining.
 19 MS. GOVER: Ms. Mack?
 20 MS. MACK: Yes.
 21 MS. GOVER: Mr. McMillion?

Page 97

1 MR. MCMILLION: Yes.
 2 MS. GOVER: Ms. Jose?
 3 MS. JOSE: Yes.
 4 MS. GOVER: Ms. Henn?
 5 VICE CHAIR HENN: Yes.
 6 MS. GOVER: Mr. Thomas?
 7 MR. THOMAS: Yes.
 8 MS. GOVER: Mr. Offerman?
 9 MR. OFFERMAN: Yes.
 10 MS. GOVER: Ms. Pasteur? Mr. Kuehn?
 11 MR. KUEHN: Yes.
 12 MS. GOVER: Dr. Hager?
 13 DR. HAGER: Yes.
 14 MS. GOVER: Ms. Scott?
 15 CHAIRWOMAN SCOTT: Abstain.
 16 MS. GOVER: Ms. Pasteur?
 17 MS. PASTEUR: Abstain.
 18 MS. GOVER: Thank you, in favor is nine.
 19 CHAIRWOMAN SCOTT: In favor is nine,
 20 thank you, so the motion carries. Thank you, Mr.
 21 Brousaides.

Page 98

1 The next item on the agenda is the
 2 consideration of a privately funded capital
 3 project for Gunpowder Elementary School, and for
 4 that I call on Dr. Roberts.
 5 DR. ROBERTS: Dr. Williams and members
 6 of the Board, joining me virtually this evening
 7 are principal of Gunpowder Elementary School,
 8 Ms. Wendy Cunningham, and PTA member Ms. Kirsten
 9 Fuller.
 10 This evening I bring forward for
 11 approval a privately funded capital improvement
 12 project to build a reading area on a recently
 13 grant-funded revitalized playground at Gunpowder
 14 Elementary School. The reading area is paid for
 15 by the Gunpowder Elementary School PTA and the
 16 new reading area is the first phase of the
 17 Officer Amy Caprio playground project which when
 18 completed will consist of several upgrades to the
 19 playground area.
 20 On May 21st, 2018, Officer Caprio lost
 21 her life in the line of duty protecting citizens

Page 99

1 of Baltimore County. More specifically, her
 2 brave actions and ultimate sacrifice protected
 3 the children that attend Gunpowder Elementary
 4 School. In addition, Officer Caprio was an avid
 5 reader and lover of the outdoors and animals.
 6 The value of the donation is \$30,000.
 7 This will cover the installation, materials,
 8 equipment, fees and overhead associated with
 9 building the reading area. The installation of
 10 the new reading area facilitates students'
 11 literacy skills and strives to inspire students
 12 to become more virtuous and conscientious. For
 13 students who enjoy a quiet outdoor play area, the
 14 reading area will be a designated place for them
 15 to connect with peers or a good book.
 16 Game Time, care of Cunningham
 17 Recreation, will be installing the reading area
 18 for the school. The quote and design guidelines
 19 have been approved by the BCPS Department of
 20 Facilities Management and following board
 21 approval the estimated time for completion is

Page 100

1 four months. So in accordance with Policy and
 2 Rule 7330, this request has progressed through
 3 all normal internal processes of review. Thank
 4 you.
 5 CHAIRWOMAN SCOTT: Thank you,
 6 Dr. Roberts. May I have a motion to approve the
 7 privately funded capital project for Gunpowder
 8 Elementary School's reading area?
 9 VICE CHAIR HENN: So moved, Henn.
 10 CHAIRMAN SCOTT: Is there a second?
 11 MS. CAUSEY: Second, Causey.
 12 CHAIRWOMAN SCOTT: Thank you. Is there
 13 any discussion? Okay, Ms. Gover, may I have a
 14 rollcall vote please?
 15 MS. GOVER: Ms. Rowe?
 16 MS. ROWE: Yes.
 17 MS. GOVER: Ms. Causey?
 18 MS. CAUSEY: Yes.
 19 MS. GOVER: Ms. Mack?
 20 MS. MACK: Yes.
 21 MS. GOVER: Mr. McMillion?

Page 101

1 MR. MCMILLION: Yes.
 2 MS. GOVER: Ms. Jose?
 3 MS. JOSE: Yes.
 4 MS. GOVER: Ms. Henn?
 5 VICE CHAIR HENN: Yes.
 6 MS. GOVER: Mr. Thomas?
 7 MR. THOMAS: Yes.
 8 MS. GOVER: Mr. Offerman?
 9 MR. OFFERMAN: Yes.
 10 MS. GOVER: Ms. Pasteur?
 11 MS. PASTEUR: Yes.
 12 MS. GOVER: Mr. Kuehn?
 13 MR. KUEHN: Yes.
 14 MS. GOVER: Dr. Hager?
 15 DR. HAGER: Yes.
 16 MS. GOVER: Ms. Scott?
 17 CHAIRWOMAN SCOTT: Yes.
 18 MS. GOVER: Thank you.
 19 CHAIRWOMAN SCOTT: Thank you.
 20 (Applause.)
 21 The motion carries. The next item on

Page 102

1 the agenda is the consideration of the Watershed
 2 Public Charter School contract extension and for
 3 that I call on Dr. McComas.

4 DR. MCCOMAS: Good evening, Chair Scott
 5 and Dr. Williams and members of the Board, it's
 6 good to be here with you this evening in person.
 7 I have the opportunity this evening to bring to
 8 you the request for us to extend the four-year
 9 contract with our Watershed Public Charter School
 10 in light of the impact of the pandemic.

11 This proposal is in keeping with what is
 12 happening across the state with LEAs who also
 13 have charter schools. This proposal was brought
 14 forward on behalf of staff and Watershed Public
 15 Charter School.

16 CHAIRWOMAN SCOTT: Thank you, okay. May
 17 I have a motion to approve the Watershed Public
 18 Charter School contract extension to June 30th,
 19 2024?

20 MS. CAUSEY: So moved, Causey.

21 CHAIRWOMAN SCOTT: So moved, Causey. Is

Page 103

1 there a second?

2 MS. ROWE: Second, Rowe.

3 CHAIRMAN SCOTT: I believe that was
 4 Ms. Rowe, thank you. Is there any discussion?
 5 Yes, Ms. Jose?

6 MS. JOSE: Thank you, Chair Scott.
 7 Dr. McComas, when was the original contract
 8 scheduled to end?

9 DR. MCCOMAS: The original contract was
 10 originally scheduled to run from July 1st, 2019
 11 to June 30th, 2023. We are proposing that it run
 12 now through June 30th of 2024.

13 MS. JOSE: So a one-year extension?

14 DR. MCCOMAS: Yes, ma'am.

15 MS. JOSE: Thank you.

16 CHAIRWOMAN SCOTT: Thank you. Next is
 17 Ms. Mack.

18 MS. MACK: Dr. McComas, in other
 19 information which I'm having trouble getting to,
 20 there -- I'm sorry, there it is -- there is
 21 information about Watershed Public Charter School

Page 104

1 and the renewal process. Does this vote negate
 2 that process, is it in conjunction with that
 3 process, or is it a totally separate process?

4 DR. MCCOMAS: That is a totally separate
 5 process. The process I'm bringing this evening
 6 is about the length of the contract that we have
 7 with Watershed. The information item that you
 8 have fulfills our work in Section 15.1 of the
 9 contract, which indicates that we would work in
 10 partnership with Watershed to map out that
 11 renewal process. So they really are separate
 12 items but we wanted to make sure that they both
 13 came forward. The renewal process was already,
 14 it wasn't for approval because it's already
 15 embedded in the contract in Section 15.1.

16 MS. MACK: But I see in this information
 17 document that the school will be in a position of
 18 getting points based on achievement of certain
 19 goals. Will they also be given grace for the
 20 fact that we just went through a pandemic and we
 21 know that all of our students in all schools have

Page 105

1 struggled, or will they be expected to have
 2 achieved these goals regardless of the pandemic?

3 DR. MCCOMAS: Right, so I think the
 4 grace would be in the extension of the contract.

5 MS. MACK: Okay, I understand. Thank
 6 you.

7 DR. MCCOMAS: Instead of reaching, just
 8 for the good of everyone, instead of reaching
 9 those goals in four years, we recognize that in
 10 the pandemic there were not state assessments,
 11 there was a lot that occurred, so that is why we
 12 are bringing forward the extension, to provide
 13 more adequate time.

14 MS. MACK: But we just heard
 15 Dr. Williams talk about the fact that recovery
 16 and healing was going to be a long process. Will
 17 we extend to them the same courtesy that we're
 18 extending to of our other students for that
 19 recovery and healing process?

20 DR. WILLIAMS: So Ms. Mack, let me
 21 respond to that. Watershed is a part of our

Page 106

1 school system, so what we will do with all
 2 schools, that includes Watershed Public Charter
 3 School.
 4 MS. MACK: That's the answer I needed.
 5 Thank you, Dr. Williams, and Dr. McComas.
 6 CHAIRWOMAN SCOTT: Any additional
 7 questions? Yes, Ms. Causey?
 8 MS. CAUSEY: Thank you, Madam Chair.
 9 Earlier we had a public comment speaker address
 10 funding related to watershed. Is that an item
 11 that, Dr. Williams, you could provide an update
 12 to the Board in the future?
 13 DR. WILLIAMS: Yes, I can. I just want
 14 to emphasize again that Watershed is a part of
 15 our school system and so I'll end it right there
 16 and will be happy to follow up with your request,
 17 Ms. Causey.
 18 MS. CAUSEY: Thank you, we appreciate
 19 your clarification.
 20 CHAIRWOMAN SCOTT: Any additional
 21 questions? Okay, hearing none, Ms. Gover, may I

Page 107

1 have a rollcall vote please.
 2 MS. GOVER: Ms. Rowe?
 3 MS. ROWE: Yes.
 4 MS. GOVER: Ms. Causey?
 5 MS. CAUSEY: Yes.
 6 MS. GOVER: Ms. Mack?
 7 MS. MACK: Yes.
 8 MS. GOVER: Mr. McMillion?
 9 MR. MCMILLION: Yes.
 10 MS. GOVER: Ms. Jose?
 11 MS. JOSE: Yes.
 12 MS. GOVER: Ms. Henn?
 13 VICE CHAIR HENN: Yes.
 14 MS. GOVER: Mr. Thomas?
 15 MR. THOMAS: Yes.
 16 MS. GOVER: Mr. Offerman?
 17 MR. OFFERMAN: Yes.
 18 MS. GOVER: Ms. Pasteur?
 19 MS. PASTEUR: Yes.
 20 MS. GOVER: Mr. Kuehn?
 21 MR. KUEHN: Yes.

Page 108

1 MS. GOVER: Dr. Hager?
 2 DR. HAGER: Abstain.
 3 MS. GOVER: Ms. Scott?
 4 CHAIRWOMAN SCOTT: Yes.
 5 MS. GOVER: In favor is 11. Thank you.
 6 CHAIRWOMAN SCOTT: Thank you. The next
 7 item on the agenda is contract awards and for
 8 that I call on Ms. Jose, chair of the building
 9 and contracts committee.
 10 MS. JOSE: Thank you, Ms. Scott.
 11 Earlier today the building and contracts
 12 committee met and processed 14 contracts, some of
 13 these contracts are time sensitive. All of these
 14 contracts were approved unanimously by the
 15 committee and are coming to the full forward for
 16 approval. Thank you.
 17 CHAIRWOMAN SCOTT: Thank you, Ms. Jose.
 18 Do I have a motion to approve Items N-1 through
 19 N-14?
 20 VICE CHAIR HENN: So moved, Henn.
 21 CHAIRWOMAN SCOTT: Thank you, I heard

Page 109

1 Ms. Henn. No second is needy comes from the
 2 committee. Is there any discussion? Yes,
 3 Ms. Causey?
 4 MS. CAUSEY: Thank you, Madam Chair.
 5 Earlier I had sent questions in to building and
 6 contracts because I was unable to attend in
 7 person and I just wondered if there could be a
 8 brief recap of the questions related to
 9 evaluations, vendor evaluations and --
 10 CHAIRWOMAN SCOTT: Excuse me, Ms.
 11 Causey, I didn't mean to interrupt we can't hear
 12 you, can you repeat what you said into your
 13 microphone?
 14 MS. CAUSEY: Certainly.
 15 CHAIRWOMAN SCOTT: And I don't think
 16 it's turned on.
 17 MS. CAUSEY: It has the green light, so
 18 maybe I'll just try to speak up. Is that better?
 19 Okay.
 20 CHAIRWOMAN SCOTT: Can you turn off your
 21 computer mic?

Page 110

1 MS. CAUSEY: Yes.

2 CHAIRWOMAN SCOTT: Sorry for the

3 technical difficulties.

4 MS. CAUSEY: Okay, is that better?

5 Thank you. So earlier I had sent in questions

6 related to the contracts and related specifically

7 to vendor evaluations just asking what was the

8 rationale around several of the contracts having

9 repeat vendors or prior vendors being renewed

10 contracts or increase in the spending authority

11 of contracts but there was no vendor evaluation.

12 So I was just wondering, is there a criteria that

13 wasn't hit in terms of the dollar value or

14 timeframe.

15 And the reason I'm asking these

16 questions is because the policy related to vendor

17 evaluation is coming forward this evening in the

18 policy segment.

19 MR. SARRIS: So in some cases the

20 contract did not reach the \$500,000 threshold for

21 evaluations. In most cases they were new

Page 111

1 contracts and the current policy provides for

2 vendor evaluations at the conclusion of the

3 contract. No contract is presented to this Board

4 for any vendor whose performance has been

5 unsatisfactory, and I would like to discuss with

6 the superintendent and the Office of Law the

7 request that was made to provide the actual

8 vendor evaluations as part of the package. So --

9 and I can go through any individual contracts

10 that you had questions about, but that's, those

11 were the, I think each of them fell into one of

12 those three groupings.

13 MS. CAUSEY: So for instance, contract

14 JMI-619-16 -- actually that's not the one I'm

15 looking for. JMI-618-18, Information Technology

16 Staffing Services, when it is currently an \$11

17 million spending authority and the modification

18 request is \$3,825,000. One of the things that's

19 interesting about the contract is there's --

20 MR. SARRIS: 58 vendors.

21 MS. CAUSEY: 58 vendors, thank you. So

Page 112

1 it would, as a board member it would be helpful

2 to understand where we're having repeat contracts

3 or major increases in value that we understand

4 that the evaluation has been done, so --

5 MR. SARRIS: Here -- go ahead, I'm

6 sorry.

7 MS. CAUSEY: So it's just one of, kind

8 of a check the box thing, so I appreciate your

9 comments about staff understanding or saying that

10 they are bringing vendors that do not have

11 issues, but that doesn't necessarily mean that

12 they've gone through a systemic vendor

13 evaluation.

14 MR. SARRIS: Right, and in many cases

15 with the current system, the managing office

16 doesn't submit an evaluation and when that

17 happens we take it to mean that the performance

18 has been acceptable, but we still survey every

19 contract that comes up for evaluation. Another

20 issue with that particular contract is it's I

21 believe 2018 through 2023, so under the current

Page 113

1 policy it hasn't come up for evaluation, but in

2 terms of the detail there, there are 58 vendors

3 basically, and I've used some of those vendors,

4 Department of Technology, Research and

5 Accountability are the primary users for IT

6 professional contractors and what happens is that

7 we reach out to the vendors on the list that are,

8 have made proposals for the skill set that we're

9 looking for. They send us a list of resumes, we

10 interview those professionals, we hire them, and

11 if their performance is unsatisfactory, we

12 replace them. And so we have more interaction on

13 a personal level with the candidates than we do

14 with the agency with whom the contract exists,

15 and at any point in the year there are between 20

16 and 30 of those professionals on that list.

17 MS. CAUSEY: Okay, thank you.

18 Appreciate it.

19 CHAIRWOMAN SCOTT: Thank you. It looks

20 like there's a, I believe Mr. Kuehn, yes, thank

21 you, Mr. Kuehn, and then Ms. Jose.

Page 114

1 MR. KUEHN: Thank you Ms. Scott. I was
 2 in, I voted to move these things forward. I did
 3 want to point out one thing that seemed, that we
 4 should all be aware of. ARA-200-22, Offsite
 5 Forest Planting, there was only one vendor
 6 because there is only one vendor in Baltimore
 7 County that actually has a forest, or provides
 8 this forest planting and buffer mitigation as
 9 outlined by the county. The only other thing
 10 that I had asked staff about and I wanted to
 11 highlight to the Board was we can actually do
 12 plantings ourselves on land that we own in
 13 various areas if we go through the steps to, you
 14 know, get certified to basically build a forest
 15 in various areas. So we have significant land
 16 holdings in areas at schools across the county,
 17 so we may want to look into this so we can avoid
 18 the \$1.2 million that has been set aside to pay
 19 for this. I just wanted to share that. I don't
 20 have a problem at all with that, but that's a
 21 very interesting situation. Thank you.

Page 115

1 CHAIRWOMAN SCOTT: Thank you, Mr. Kuehn.
 2 Next is Ms. Jose.
 3 MS. JOSE: Thank you, Ms. Scott. I also
 4 wanted to state that some of these questions were
 5 answered during our committee meeting and once
 6 again I just want to put it on, document that
 7 board members can send their questions to the
 8 building and contracts committee for any
 9 questions you have on the contracts. Those
 10 contracts are posted a week in advance. It is
 11 just fair for staff that they have some time to
 12 respond to those questions, so thank you.
 13 CHAIRWOMAN SCOTT: Thank you. Okay.
 14 And Ms. Gover, may I have a rollcall vote please?
 15 MS. GOVER: Ms. Rowe?
 16 MS. ROWE: Yes.
 17 MS. GOVER: Ms. Causey?
 18 MS. CAUSEY: Yes.
 19 MS. GOVER: Ms. Mack?
 20 MS. MACK: Yes.
 21 MS. GOVER: Mr. McMillion?

Page 116

1 MR. MCMILLION: Yes.
 2 MS. GOVER: Ms. Jose?
 3 MS. JOSE: Yes.
 4 MS. GOVER: Ms. Henn?
 5 VICE CHAIR HENN: Yes.
 6 MS. GOVER: Mr. Thomas?
 7 MR. THOMAS: Yes.
 8 MS. GOVER: Mr. Offerman?
 9 MR. OFFERMAN: Yes.
 10 MS. GOVER: Ms. Pasteur?
 11 MS. PASTEUR: Yes.
 12 MS. GOVER: Mr. Kuehn?
 13 MR. KUEHN: Yes.
 14 MS. GOVER: Dr. Hager?
 15 DR. HAGER: Yes.
 16 MS. GOVER: Ms. Scott?
 17 CHAIRWOMAN SCOTT: Yes.
 18 MS. GOVER: Thank you.
 19 CHAIRWOMAN SCOTT: Thank you, the motion
 20 carries, and I would like to thank the committee
 21 for doing that heavy lift in explaining a lot of

Page 117

1 that, all the hard work that you all do on the
 2 contracts committee.
 3 Okay. So the next item on the agenda is
 4 the consideration of the revised 2021-2022 school
 5 calendar, and for that I call on Mr. Duque.
 6 MR. DUQUE: Good evening, Madam Chair,
 7 Vice Chair Henn, Dr. Williams and members of the
 8 Board. The amended 2021 school calendar is being
 9 presented for the Board's consideration and
 10 approval. The calendar was modified to allow
 11 high schools to close three hours early at the
 12 end of each quarter and on the last two duty days
 13 of the school year. In the past high schools
 14 have been kept in session on the last days of
 15 each quarter and on the last two days of the
 16 school year in order to insure that the school
 17 system met the state required number of high
 18 school student contact hours. With the addition
 19 of the 15 minutes to the student day this problem
 20 has been minimized. Releasing the high school
 21 three hours early along with the elementary and

Page 118

1 middle schools will provide the high school
 2 teachers time for end of quarter grade reporting
 3 as well as data analysis.
 4 CHAIRWOMAN SCOTT: Thank you very much.
 5 May I have a motion to approve the revised
 6 2021-2022 school calendar?
 7 MR. THOMAS: Ms. Scott, can we have
 8 discussion about this?
 9 CHAIRWOMAN SCOTT: Yes, so we have
 10 discussion after the motion is, after there is a
 11 mowing and then seconded, then we have
 12 discussion.
 13 MR. THOMAS: Okay, thank you.
 14 MS. MACK: So moved, Mack.
 15 CHAIRWOMAN SCOTT: Thank you. Is there
 16 a second?
 17 MR. OFFERMAN: Second, Offerman.
 18 CHAIRWOMAN SCOTT: Thank you. Is there
 19 any discussion?
 20 MR. THOMAS: Yes, Christian, or sorry,
 21 Mr. Thomas.

Page 119

1 CHAIRWOMAN SCOTT: Yes, Mr. Thomas?
 2 MR. THOMAS: Thank you. So I was
 3 looking at the calendar and for the religious
 4 holiday of Eid al-Fitr, which is Tuesday,
 5 May 3rd, 2022, that holiday is currently
 6 recognized as a professional development day and
 7 I'm a little bit concerned with that because not
 8 only, I guess for this holiday students would
 9 have off school and wouldn't be required to
 10 attend school, but for the teachers that are
 11 Muslim and celebrate this holiday, they're not,
 12 they would have to take a permitted leave, I
 13 don't know the policy exactly, but I think that
 14 professional development is really important to
 15 teachers and I think that that time can be used
 16 very valuably, and I'm just concerned that a
 17 large, a portion of our teachers would be unable
 18 to participate in professional development on
 19 that day because they'd be celebrating this
 20 holiday. So that's kind of the comment I had
 21 there, if that makes sense.

Page 120

1 CHAIRWOMAN SCOTT: Yes, thank you.
 2 Would you like to --
 3 DR. WILLIAMS: Mr. Duque, I know we've
 4 had previous conversations. Do you want to give
 5 some context to that?
 6 MR. DUQUE: The Board in its policy
 7 recommended that the professional development day
 8 be observed on the religious holidays for the
 9 Jewish and the Muslim faiths if they fell on a
 10 school day and that is the procedure that we've
 11 been following for the last few years. The
 12 professional development is not, teachers are not
 13 penalized for missing the professional
 14 development, and it is recommended that the
 15 professional development be provided to the
 16 individual teachers in a handout format or
 17 on-line format for them to be able to participate
 18 or benefit from the professional development.
 19 MR. THOMAS: So they do have the
 20 opportunity to get information from the
 21 professional development.

Page 121

1 MR. DUQUE: Correct.
 2 MR. THOMAS: Okay, thank you.
 3 CHAIRWOMAN SCOTT: Any additional
 4 questions or discussion? Yes, Ms. Causey?
 5 MS. CAUSEY: Thank you, Ms. Scott. I
 6 just wanted to thank Mr. Duque and the calendar
 7 committee for the work that they do. They meet
 8 quite often and way ahead of time just to start
 9 planning for the prior year, so I appreciate that
 10 and I'm just grateful that with the funding of
 11 the 15 minutes extra a day, that it allows the
 12 school system additional flexibility. So I just
 13 wanted to point out that was something that this
 14 Board and this superintendent really implemented
 15 and made sure that we could get the funding for
 16 that, so I just appreciate the work of the Board
 17 and the Superintendent, and the work of staff in
 18 having this more flexible schedule for our
 19 students and our teachers, so thank you.
 20 MR. DUQUE: Thank you.
 21 CHAIRWOMAN SCOTT: Thank you. Yes, it

Page 122

1 looks like there's a question from Ms. Rowe.
 2 MS. ROWE: Yes. Mr. Duque, could you
 3 please explain to me, one of the things that
 4 we've heard a few years in a row is that the
 5 reason we can't start school after Labor Day
 6 without getting rid of spring break or having
 7 some other restrictions on our calendar
 8 flexibility is because we didn't have that 15
 9 minutes, and now we have the 15 minutes, so I
 10 would like to know currently what is stopping us
 11 from opening school after Labor Day.
 12 MR. DUQUE: Well, there are a lot of
 13 considerations that go into play when we develop
 14 the calendar. The recommendation that was made
 15 to the Board included two options for this
 16 calendar, one was a pre and one was a post. The
 17 decision of the Board was that we would go with a
 18 pre Labor Day start rather than the post-holiday
 19 start for the 20-21 school year, I'm sorry, the
 20 21-22 school year. You have to recall that the
 21 later we start the school year the later the

Page 123

1 school year will end, which is another
 2 consideration that the Board takes into account.
 3 I know that there's a lot of concerns
 4 around the 4-H students being able to attend the
 5 State Fair. There are also on the other side of
 6 the coin, there are concerns of those parents who
 7 have students participating in sports at the high
 8 school level who return to the area and are
 9 involved in practices well in early August and
 10 then don't benefit from the school year being
 11 delayed beyond Labor Day. So there are a lot of
 12 considerations that go into play when that
 13 decision is made.
 14 It also comes into play as to when Labor
 15 Day lands on a calendar. Some years it is early
 16 in September and we've had, in most recent times
 17 where Labor Day has landed in the second week of
 18 September, which then pushes the end of the
 19 school year further into June.
 20 MS. ROWE: I see, so it's primarily
 21 because this year it lands, Labor Day lands in

Page 124

1 the second week of September?
 2 MR. DUQUE: Well, I think one of the
 3 other conditions that the Board took into play
 4 was the pandemic and getting our students back
 5 into the classrooms earlier than later.
 6 MS. ROWE: Okay, thank you.
 7 CHAIRWOMAN SCOTT: Thank you. Any
 8 additional questions? Yes, Ms. Causey?
 9 MS. CAUSEY: Thank you, Madam Chair. We
 10 all received an email, I believe, from Dr. Bash
 11 Pharoan, who's on the calendar committee, so
 12 they're already meeting about next year, so
 13 that's want of the things that's being discussed,
 14 is the objective of a post Labor Day start and a
 15 pre Labor Day start, so what we did this year
 16 does not necessarily impact the decision that
 17 could be made next year, so that's something
 18 that's being discussed right now; is that
 19 correct?
 20 MR. DUQUE: Correct.
 21 MS. CAUSEY: Thank you.

Page 125

1 CHAIRWOMAN SCOTT: Thank you.
 2 Ms. Gover, may we have a rollcall vote please?
 3 MS. GOVER: Ms. Rowe?
 4 MS. ROWE: Yes.
 5 MS. GOVER: Ms. Causey?
 6 MS. CAUSEY: Yes.
 7 MS. GOVER: Ms. Mack?
 8 MS. MACK: Yes.
 9 MS. GOVER: Mr. McMillion?
 10 MR. MCMILLION: Yes.
 11 MS. GOVER: Ms. Jose?
 12 MS. JOSE: Yes.
 13 MS. GOVER: Ms. Henn?
 14 VICE CHAIR HENN: Yes.
 15 MS. GOVER: Mr. Thomas?
 16 MR. THOMAS: Yes.
 17 MS. GOVER: Mr. Offerman?
 18 MR. OFFERMAN: Yes.
 19 MS. GOVER: Ms. Pasteur?
 20 MS. PASTEUR: Yes.
 21 MS. GOVER: Mr. Kuehn?

Page 126

1 MR. KUEHN: Yes.

2 MS. GOVER: Dr. Hager?

3 DR. HAGER: Yes.

4 MS. GOVER: Ms. Scott?

5 CHAIRWOMAN SCOTT: Yes.

6 MS. GOVER: Thank you.

7 CHAIRWOMAN SCOTT: Thank you. The

8 motion carries. Thank you.

9 DR. WILLIAMS: I do just want to

10 comment, I want to thank Mr. Duque and the team

11 because as you notice, the format of the calendar

12 was an upgrade where it keeps the number of days

13 students are in school as well as staff, and so

14 thank you, Mr. Duque and the staff, and to the

15 team.

16 CHAIRWOMAN SCOTT: Yes, thank you. So

17 the next item on the agenda is unfinished

18 business, consideration of board policies.

19 Members of the Board, the policy review committee

20 asks that the Board accept the committee's

21 recommendation to amend the following board

Page 127

1 policies: Policy 1320, contests sponsored by

2 external organizations; Policy 2372, tobacco free

3 and smoke free school environment; Policy 3231,

4 vendor performance evaluation; Policy 5420,

5 health services; Policy 5430, psychological

6 services. These recommendations are presented to

7 you on tonight's agenda as Exhibit P.

8 VICE CHAIR HENN: Q.

9 CHAIRWOMAN SCOTT: I apologize, it's

10 presented to you on tonight's agenda as

11 Exhibit Q. Do I have a motion to accept the

12 recommendation of the Board's policy review

13 committee?

14 MR. THOMAS: So moved.

15 CHAIRWOMAN SCOTT: Was that Chris,

16 Mr. Thomas, so thank you. No second is needed

17 since the recommendation comes from the

18 committee. Is there any discussion? Ms. Causey?

19 MS. CAUSEY: Thank you, Ms. Scott. I

20 just wanted to spend a few minutes on Policy 3231

21 if I may.

Page 128

1 CHAIRWOMAN SCOTT: Yes, please, go

2 ahead.

3 MS. CAUSEY: Thank you. So as we heard

4 earlier from Mr. Sarris around procurements, that

5 currently the board policy does not specify a

6 timeframe or a dollar value by which vendor

7 evaluations should be done. Currently it's done

8 at the end of a contract, but if that contract is

9 \$15 million and fours years long, does it really

10 make sense to have that lack of clarity in our

11 policy.

12 So I would like to make a motion to

13 include, and I apologize, my laptop is not

14 working so I have this on my other laptop and I'm

15 not able to get into the meeting so I can't get

16 to the chat, that it would include that a vendor

17 analysis would be done after one year or, and I

18 wanted to ask staff for their opinion of a dollar

19 value that would be reasonable. We have so many

20 contracts, obviously this doesn't need to be busy

21 work, but where there are issues of significant

Page 129

1 dollar values or significant, sometimes there's

2 new initiatives, that it's helpful to have the

3 vendor evaluations before spending continues or

4 there might need to be a modification to that

5 contract.

6 So I was wondering if I, Dr. Williams,

7 could ask staff for a dollar value or just set

8 what the Board could determine as one.

9 CHAIRWOMAN SCOTT: I'm sorry, just a

10 clarification. Are you making a motion to add

11 language to Policy 3231?

12 MS. CAUSEY: Yes.

13 CHAIRWOMAN SCOTT: But you're saying

14 you're not able -- well, I guess my question

15 would also be that, since it was already moved

16 and we're about to vote on it, wouldn't it

17 require separating that one out to then send it

18 back to committee to add the language?

19 MS. CAUSEY: Well, in policy review we

20 did hear from staff that policies can be amended

21 in the meeting or they can be sent back to PRC.

Page 130

1 CHAIRWOMAN SCOTT: So then, is your
 2 request then to send it back to PRC and have it
 3 amended there, or you want to amend it here?
 4 MS. CAUSEY: In order to be efficient
 5 and try to move the policy forward, I would want
 6 to amend it here, pending the approval of the
 7 full Board.
 8 CHAIRWOMAN SCOTT: Okay. Because I know
 9 you are in policy review so I would have expected
 10 the language to be amended there so that we can
 11 move it through here, but you want to do
 12 committee work in the full assembly?
 13 MS. CAUSEY: Sometimes I'm enable to do
 14 the work in committee.
 15 CHAIRWOMAN SCOTT: That's unfortunate
 16 then. So I would ask Mr. Brousaides if there is
 17 language, which I still haven't heard it yet,
 18 that you would like to add, it looks like -- is
 19 that what you put in, Ms. Rowe, the language that
 20 Ms. Causey is suggesting?
 21 MS. ROWE: I wrote exactly what she

Page 131

1 said, vendor analysis would be done after one
 2 year, and asked for a dollar value that would be
 3 reasonable to include in the policy.
 4 CHAIRWOMAN SCOTT: Okay, this is very
 5 much --
 6 MS. ROWE: I did that because she can't
 7 get into chat, I just typed exactly what she
 8 said.
 9 MS. CAUSEY: Madam Chair, if it's more
 10 to the Board's pleasure, we can just vote to
 11 table this and we can process it at the next
 12 meeting, this one policy.
 13 CHAIRWOMAN SCOTT: I think that would be
 14 most prudent and then you would be able to
 15 actually put the language in directly yourself
 16 because I don't want to --
 17 MS. CAUSEY: Yes, and my board laptop is
 18 not working so I don't have access to the
 19 documents.
 20 CHAIRWOMAN SCOTT: Okay. So then, you
 21 would make a motion to postpone the approval of

Page 132

1 Policy 3231?
 2 MS. CAUSEY: Yes.
 3 CHAIRWOMAN SCOTT: Does that require a
 4 second? Yes, is there a second?
 5 MR. THOMAS: Second, Thomas.
 6 CHAIRWOMAN SCOTT: Okay. So we're going
 7 to postpone the approval of Policy 3231 --
 8 actually, do we need to take a vote on that, I'm
 9 sorry? Ms. Gover, if we could do a rollcall vote
 10 on postponing 3231? Were there any questions
 11 about that? Yes, Ms. Jose?
 12 MS. JOSE: Ms. Scott, there's a motion
 13 on the floor already.
 14 CHAIRWOMAN SCOTT: Oh, that is true,
 15 yes. The motion was to move all of these
 16 forward, so then can we postpone, I guess, Mr.
 17 Brousaides, are you there? This would be a legal
 18 question.
 19 MR. BROUSAIDES: Yes, good evening.
 20 CHAIRWOMAN SCOTT: Good evening, sir.
 21 If we already have a motion to accept the

Page 133

1 recommendations of the PRC to move all of the
 2 policies forward, can we then pull out and
 3 postpone an individual policy after we've already
 4 made a motion to move them forward?
 5 MR. BROUSAIDES: The motion could be
 6 amended to pull out 3231.
 7 CHAIRWOMAN SCOTT: Okay, so she's
 8 amending the motion to pull out 3231.
 9 MR. BROUSAIDES: Right.
 10 CHAIRWOMAN SCOTT: Okay.
 11 VICE CHAIR HENN: And postpone it to the
 12 next meeting.
 13 CHAIRWOMAN SCOTT: And postpone it to
 14 the next meeting, okay. If you could state that
 15 please, Ms. Causey, so we can --
 16 MS. CAUSEY: Certainly, Madam Chair. I
 17 move that we pull out Policy 3231 and postpone it
 18 until the next board meeting.
 19 CHAIRWOMAN SCOTT: I thought it was the
 20 next policy review meeting.
 21 MS. CAUSEY: I'll email staff, they can

Page 134

1 reply, and then it will be prepared for the next
 2 board meeting.
 3 CHAIRWOMAN SCOTT: The next board
 4 meeting, okay. If there a second for that?
 5 MR. THOMAS: Second, Thomas.
 6 CHAIRWOMAN SCOTT: Okay, any questions?
 7 MR. THOMAS: I actually have a question.
 8 So Ms. Causey, where in the policy would this
 9 language be implemented or, I think it's
 10 important that we do address this since you have
 11 a concern about it. But is there such a thing as
 12 where it would show in the policy.
 13 MS. CAUSEY: Certainly, it would be a
 14 standard.
 15 MR. THOMAS: Can you define a standard?
 16 MS. CAUSEY: Certainly. For instance,
 17 Standard A is vendors should receive feedback on
 18 their performance whether it's positive,
 19 negative. In the case negative feedback, the
 20 vendor shall be informed of why their performance
 21 is unsatisfactory and what corrective action is

Page 135

1 required. So it would be, we would add a
 2 standard that would say, related to the dollar
 3 value and the timeframe, because we don't want to
 4 require staff to do work on very small contracts,
 5 but we've had significant contracts, tens of
 6 millions of dollars that were not evaluated until
 7 the end, because of this policy.
 8 MR. THOMAS: Okay, thank you.
 9 CHAIRWOMAN SCOTT: Okay. So Ms. Gover,
 10 if we could then do a rollcall vote, and we're
 11 voting on the amendment to the motion; is that
 12 correct?
 13 MR. THOMAS: Actually, can I make
 14 another comment?
 15 CHAIRWOMAN SCOTT: Oh yes, please go
 16 ahead.
 17 MR. THOMAS: I just wanted to say that
 18 in a regular board meeting, that this kind of
 19 question should be discussed in a policy but we
 20 do not have a committee meeting until, when is
 21 it, September, so I think that because of the

Page 136

1 special, this meeting is a special meeting and
 2 work session combined and because we don't have
 3 another committee meeting, that's why I support
 4 addressing this now.
 5 CHAIRWOMAN SCOTT: Thank you. I just
 6 wanted to clarify, so Ms. Gover, we've voting on
 7 the motion as amended, to pull out 3231.
 8 MS. GOVER: Ms. Rowe?
 9 MS. ROWE: Yes.
 10 MS. GOVER: Ms. Causey?
 11 MS. CAUSEY: Yes.
 12 MS. GOVER: Ms. Mack?
 13 MS. MACK: Yes.
 14 MS. GOVER: Mr. McMillion?
 15 MR. MCMILLION: Yes.
 16 MS. GOVER: Ms. Jose?
 17 MS. JOSE: No.
 18 MS. GOVER: Ms. Henn?
 19 VICE CHAIR HENN: Yes.
 20 MS. SCOTT: Mr. Thomas?
 21 MR. THOMAS: Yes.

Page 137

1 MS. GOVER: Mr. Offerman?
 2 MR. OFFERMAN: No.
 3 MS. GOVER: Ms. Pasteur? Ms. Pasteur?
 4 Mr. Kuehn?
 5 MR. KUEHN: Yes.
 6 MS. GOVER: Dr. Hager?
 7 DR. HAGER: Yes.
 8 MS. GOVER: Ms. Scott?
 9 CHAIRWOMAN SCOTT: No.
 10 MS. GOVER: Ms. Pasteur? Thank you.
 11 CHAIRWOMAN SCOTT: It looks like it's,
 12 in favor is seven?
 13 MS. GOVER: Eight.
 14 CHAIRWOMAN SCOTT: Eight, thank you.
 15 Okay, so then the motion carries and so then 3231
 16 will be reviewed at the next, or postponed,
 17 excuse me, until the next board meeting. Thank
 18 you.
 19 So the next item on the agenda is the --
 20 oh, I'm sorry, moving forward, I apologize, may I
 21 have a rollcall vote, please, on the motion?

Page 138

1 MS. GOVER: Ms. Rowe?
 2 MS. ROWE: Yes.
 3 MS. GOVER: Ms. Causey?
 4 MS. CAUSEY: Yes.
 5 MS. GOVER: Ms. Mack?
 6 MS. MACK: Yes.
 7 MS. GOVER: Mr. McMillion?
 8 MR. MCMILLION: Yes.
 9 MS. GOVER: Ms. Jose?
 10 MS. JOSE: Yes.
 11 MS. GOVER: Ms. Henn?
 12 VICE CHAIR HENN: Yes.
 13 MS. GOVER: Mr. Thomas?
 14 MR. THOMAS: Yes.
 15 MS. GOVER: Mr. Offerman?
 16 MR. OFFERMAN: Yes.
 17 MS. GOVER: Ms. Pasteur? Mr. Kuehn?
 18 MR. KUEHN: Yes.
 19 MS. GOVER: Dr. Hager?
 20 DR. HAGER: Yes.
 21 MS. GOVER: Ms. Scott?

Page 139

1 CHAIRWOMAN SCOTT: Yes.
 2 MS. GOVER: Ms. Pasteur? Thank you.
 3 CHAIRWOMAN SCOTT: Thank you, the motion
 4 carries. Now we can move on.
 5 The next item on the agenda is the
 6 report on the multiyear improvement plan for all
 7 schools, and for that I call on Dr. Scriven and
 8 Mr. Dixit.
 9 DR. SCRIVEN: Okay, good evening, Madam
 10 Chair, Vice Chair, Dr. Williams and members of
 11 the Board. So tonight we are here to go over
 12 final recommendations for the multiyear
 13 improvement plan for all schools. I'm joined
 14 virtually by Mr. Dixit, who is going to frame the
 15 presentation and also introduce the presenters,
 16 so Mr. Dixit?
 17 MR. DIXIT: Thank you, Dr. Scriven, and
 18 good evening, Chair Ms. Scott, Vice Chair
 19 Ms. Henn, Dr. Williams and members of the Board.
 20 And welcome aboard, Mr. Thomas Christian, I can
 21 see you bring a lot of zeal and excitement to the

Page 140

1 board meeting, and I wish you all the best.
 2 So as the Board is aware, BCPS in
 3 collaboration with Baltimore County Government
 4 has been working with Cannon Design in developing
 5 a multiyear plan for all schools. This is the
 6 multiyear plan for capital improvements in all
 7 schools. It has been a transparent and
 8 collaborative and a participatory process which
 9 has been going on for 15 months now, and there
 10 were six focus groups, five stakeholder advisory
 11 committees and three community forums in Phase II
 12 alone. In Phase I we had interactive sessions on
 13 enrollment projections, we had two adequacy and
 14 equity meetings, and two facility condition
 15 assessments. In addition to that, there were two
 16 surveys in Phase I and there was another survey
 17 in Phase I. All of that information from the
 18 survey has been live on BCPS and BCP website for
 19 most of the time.
 20 Phase I recommendations were presented
 21 to the Board in the meeting of September 29th and

Page 141

1 some of those recommendations were incorporated
 2 in our state submission last year. Tonight we
 3 are back here again for the second phase and the
 4 final phase of MYIPAS. So without stealing any
 5 thunder, I'm going to introduce once again
 6 Mr. Paul Mills, senior vice president of Cannon
 7 Design, to present the final presentation to the
 8 Board and answer any questions that the Board
 9 members may have. So with that, Mr. Mills?
 10 MR. MILLS: Good evening, Board Chair
 11 Scott, Vice Chair Henn, Mr. Thomas, welcome,
 12 esteemed board members and Dr. Williams and
 13 staff, and community members observing. We're
 14 here tonight to present final recommendations for
 15 the multiyear improvement plan for all schools.
 16 I'm Paul Mills with Cannon Design, and I'm joined
 17 as always by Dr. David Lever of Educational
 18 Facilities Planning, who is a member of our team.
 19 Where we left off last time we met was
 20 in May, in which to refresh everyone's memories,
 21 we walked through a series of facility options,

Page 142

1 draft options that had been developed
 2 transparently and collaboratively with an
 3 inclusive process that included over a hundred
 4 stakeholders directly involved in the development
 5 of these plans, as well as consultation of the
 6 community at large. You recall that we had
 7 ranked schools among geographically proximate
 8 clusters of schools and created a series of
 9 options, A, B, C, et cetera, for all of these
 10 facilities that were out there.

11 Tonight, since our last conversation, I
 12 want to share with you what we've been up to and
 13 what we've done in this final recommendations
 14 that we're presenting tonight. First we had four
 15 special education and alternative education
 16 stakeholder workshops. These were in depth
 17 focused workshops looking at the specific needs
 18 of these vital programs that exist in eight
 19 different specialty centers that are distributed
 20 around the county, as well as within all 170
 21 campuses across the entire county.

Page 143

1 We had members from our design practice
 2 that focused on behavioral and mental health
 3 design in the health care space for clinical
 4 sorts of facilities that brought a different
 5 perspective into the educational space, with very
 6 lively and focused conversations that have
 7 informed our final recommendations. We also had
 8 the May 27th community forum with dozens of
 9 members of the community attending, and an
 10 interactive workshop in which we had breakout
 11 rooms for each of the five geographies on a
 12 rotating basis so members could attend and
 13 participate in a listening session as well as
 14 some open dialog and Q&A sessions on all or any
 15 of the particular geographies in which they have
 16 interest.

17 We also conducted a statewide sur --
 18 BCPS conducted a countywide survey in which
 19 nearly 5,000 participants responded, and I'm
 20 proud to say that there were responses from all
 21 Baltimore County public schools and school

Page 144

1 communities represented. We also worked hard on
 2 cost estimating to make sure that whatever final
 3 plans or recommendations that we're preparing are
 4 something that we could live up to at the end of
 5 the day, so promises made to the community are
 6 promises that can be fulfilled. We also held one
 7 final focus group summit, which is a workshop
 8 interactive in which we looked at the responses
 9 from the community as well as all of the data and
 10 dollars associated with delivering all these
 11 projects, and gained valuable insights to form
 12 our final recommendations.

13 So to move forward, I'll just clearly
 14 state that our role at Cannon Design as
 15 professional consultants working with you just
 16 like we do with school systems all around the
 17 country, while we do have a Baltimore office with
 18 a number of families that have students that
 19 attend your schools and we do have a stake in the
 20 process, that we're brought to you as
 21 professionals to be objective and to provide

Page 145

1 unvarnished professional recommendations that
 2 were not guided by internal influences
 3 whatsoever, so this is objective and third party.

4 We structured the presentation this
 5 evening along these lines. We'll be doing a
 6 quick recap of the purpose of MYIPAS,
 7 particularly for those observing this
 8 presentation for the first time. I'll speak a
 9 little bit about the process that led to this
 10 point, the results of this work, our
 11 recommendations, and then a look forward into
 12 next steps.

13 The multiyear improvement plan for all
 14 schools, this is a capital improvement program
 15 plan but for all intents it is intended to create
 16 and carve forward a long-range capital roadmap
 17 that's predictable and data driven, one that
 18 maximizes state funding that's available to
 19 Baltimore County Public Schools, one that's
 20 comprehensive and student focused in nature, and
 21 by virtue of comprehensive this refers to the

Page 146

1 fact that this is one of the first studies in
 2 Baltimore County that really looked at things
 3 through multiple lenses in terms of capacity
 4 utilization, looking at the enrollment
 5 projections compared to the capacities of your
 6 schools in a way that's refreshed, as well as
 7 looking at the physical health of the buildings.
 8 We had teams of architects and engineers that
 9 reviewed all of your campuses out there from, we
 10 like to say fence line to fence line and the
 11 foundation up to the rooftop, looking at the
 12 physical health of all the systems and cataloging
 13 all of the deficiencies both in terms of what, a
 14 restatement of what it's like today, and also a
 15 look ahead, a professional judgment of what's
 16 coming down the pike in the near future.
 17 And we're really proud of the other
 18 third pillar of educational adequacy and equity.
 19 We looked at things in terms of comparing your
 20 existing buildings that, many were built decades
 21 ago, compared to the standard of what you would

Page 147

1 build today with a new facility. We also took it
 2 a step further and looked at not just equality of
 3 brick and mortar or like to like buildings, but
 4 also the relative needs of all the students that
 5 are attending the schools to create a framework
 6 that delivers equity. It helps in that it
 7 acknowledges the fact that students have
 8 different needs that are out there, and they have
 9 very unique needed supports, with a tailored
 10 approach that provides facilities that support
 11 all the wraparound services that Baltimore County
 12 Public Schools aspires to deliver.
 13 Another facet is that it, as Mr. Dixit
 14 was implying, that this was an inclusive, or
 15 included stakeholders and community engagement as
 16 part of the process. At the end of the day, what
 17 this is about and what we have been charged with
 18 providing you is a professional recommendation, a
 19 roadmap looking forward for equitable allocation
 20 of limited resources that are available. I was
 21 describing earlier the educational adequacy and

Page 148

1 equity assessment we're really looking at
 2 achieving, and we've learned by collaborating
 3 with your departments and your leadership, we've
 4 evolved in our own thinking about how we deliver
 5 these services, and we created something here
 6 that is unique in this industry and we're
 7 providing something that you can be very proud
 8 of.
 9 So what this plan is in the whole life
 10 cycle of doing things, and we share this with you
 11 to compare what this might be compared to other
 12 studies that you've experienced throughout the
 13 course of --
 14 MR. DIXIT: Excuse me, Paul, we are not
 15 seeing your presentation. I don't know if you
 16 know it or not, your presentation is not on the
 17 screen.
 18 MR. MILLS: Thank you for sharing that.
 19 All right, there's some pretty pictures of your
 20 children that are --
 21 CHAIRWOMAN SCOTT: Thank you, Dr. Hager,

Page 149

1 for pointing that out.
 2 MR. MILLS: The multiyear improvement
 3 plan for all schools is one of several types of
 4 studies that you experience in your stewardship
 5 over capital improvement programs. Over the life
 6 cycle, if you will, starting with long-range
 7 planning, going through focused due diligence
 8 through the funding process and into project
 9 implementation, numerous studies happen, and we
 10 wanted to share with you how the multiyear
 11 improvement plan for all schools is distinct from
 12 some of the other types.
 13 So if you look at the long-range
 14 planning, that's where we are in this stage, but
 15 it addresses critical questions. What we're
 16 charged with facilitating a dialogue around is
 17 the question of how do we strategically and
 18 equitably invest limited budgets across all
 19 schools over a reasonable timeframe.
 20 And we're going to be recommending some
 21 further due diligence as part of this look ahead

Page 150

1 here and we'll be looking a step further on
 2 particular large picture very impactful
 3 questions, that we might look at things like
 4 should we build a new high school or expand
 5 existing ones, what kinds of programs should it
 6 offer and where could we possibly build it.
 7 There's another type of study and we
 8 know there are two that are pending that have
 9 been commissioned by Baltimore County, and that's
 10 for a state-required feasibility study which is
 11 used in the funding process, and it's distinct
 12 from the sorts of questions that we have been
 13 asked to address. It's really focused and it's
 14 specific and it's procedural. The sorts of
 15 questions will be along the lines of would a
 16 renovation, or demolition and replacement be
 17 financially viable for a specific site, looking
 18 and focusing on one particular site and one set
 19 of circumstances, whether or not we can afford
 20 it, compared to a multiyear improvement plan that
 21 looks at the needs of all schools all told.

Page 151

1 Then we get into the project
 2 implementation stage. There are other types of
 3 studies you'll see in terms of aligning the
 4 budgets and scopes, and to invest more time with
 5 design professionals to do more than just a
 6 facility assessment, but rather get in and
 7 determine what the project ought to be before
 8 getting into design. This is all just a plain
 9 notion of what this process is about.
 10 So people and process is involved. I'm
 11 not going to walk you through the structure of
 12 all committees involved, but the numbers tell the
 13 story. Categorically this has been a successful
 14 engagement, as evidenced by the fact that over
 15 25,000 stakeholders have blended their voice into
 16 contributing to the recommendations we're putting
 17 forth today. Over 800 people have directly been
 18 involved not just on one occasion, but rather
 19 participated in a reiterative process in which
 20 they looked through 22 different planning
 21 workshops, understanding, a mutual understanding

Page 152

1 of what the guiding principles and goals of the
 2 district's plan ought to be, and developing our
 3 understanding of the data around the facility
 4 assessments and developing a series of these
 5 draft options that were reported to your
 6 community.
 7 So the results, you know, I'm going to
 8 allow Dr. Lever to take over from here.
 9 DR. LEVER: Good evening, everybody. I
 10 would like to talk a bit about further results
 11 from the survey that was conducted. Mr. Mills
 12 spoke earlier about a purpose of the MYIPAS
 13 process was the equitable allocation of limited
 14 resources, but we wanted to see what the
 15 community thought of that, and so we asked a
 16 question, planning for facilities should be
 17 allocated to benefit as many students as
 18 possible, and there was an overwhelming response,
 19 91 percent of the respondents agree or strongly
 20 agree that resources should be allocated to
 21 benefit as many students as possible. So it

Page 153

1 basically affirms our own position as
 2 professionals the way that we've entered this
 3 process and the basic purpose that we have in
 4 conducting this study.
 5 Another question that we asked relates
 6 to the reasonable implementation timeline, so we
 7 asked, what's the longest that students should go
 8 without a major building renovation in
 9 anticipation of receiving a replacement school?
 10 What we discovered is that 82 percent prefer that
 11 that timeframe should be 15 years or less, which
 12 is also a reasonable timeframe that we as
 13 professionals think a capital program of this
 14 kind should have. A small group, about seven
 15 percent, thought that it could go to about 20
 16 years, and then a certain group felt there didn't
 17 need to be a limit at all, about 12 percent. And
 18 it seems that given that majority that favors
 19 less than 15 years, that the kind of recognition
 20 that time itself is an aspect of equity, that if
 21 a project is delayed for too long, that in a

Page 154

1 sense it would actually deny to students whose
 2 community needs that project and they won't
 3 receive the benefit of it, so there is a certain
 4 timeframe within which it's very reasonable to
 5 conduct this project and to try and get them
 6 done.

7 A third question had to do with, a set
 8 of questions actually, that focused on achieving
 9 equitable access to education, opportunities to
 10 maximize academic success and social and
 11 emotional wellbeing. The results here I think
 12 were very interesting. 100 percent of the
 13 respondents felt that there should be access to
 14 academic opportunities and programs, and we read
 15 into that that means for every child. A
 16 substantial majority, 91 percent felt that every
 17 student should have a seat inside the building;
 18 that means not in a relocatable classroom or a
 19 modular building but a permanent structure. And
 20 then as you would expect, a very large number
 21 were in favor of safe and supportive environments

Page 155

1 for the children.

2 The next bar I think is particularly
 3 interesting because although there's still a
 4 substantial majority, 71 percent across in the
 5 total number, and the question was all aspects of
 6 facility in top condition. What this reflects is
 7 the recognition that if you try to put all
 8 aspects of all facilities into top condition,
 9 this works against the notion of every student
 10 should have a seat inside the building, all
 11 students should have access to academic
 12 opportunities and programs, and we recognize that
 13 facilities are an important aspect of that access
 14 to academic opportunities and programs, and it
 15 may even work against the notion that every
 16 student should be in a safe and supportive
 17 environment. And so there was a certain conflict
 18 that emerges here and I think that is reflected
 19 in the numbers.

20 Mr. Mills talked about our efforts at
 21 cost estimating and I will go into a bit of

Page 156

1 detail here. The cost estimates were based on
 2 the facility assessments and industry standard
 3 practices. We included all costs, that included
 4 contingency costs, and we also included soft
 5 costs. The assessments that were done to
 6 determine the scope of the work were based on
 7 parametric requirements, so every school was
 8 treated the same. The scope was determined
 9 through study of the documents, through survey of
 10 the principals, and through limited on site
 11 observation. The purpose of it was to compare
 12 the facilities against a standard set of
 13 parameters, always the same for every facility,
 14 and as Mr. Mills noted, this is not the same kind
 15 of information that would be developed if you
 16 were undertaking a feasibility study, which is a
 17 requirement of the state of Maryland, or the kind
 18 of (unintelligible) study that's used to provide
 19 guidance to the architectural engineering team
 20 when they begin design.

21 All figures are given in 2021 U.S.

Page 157

1 dollars and that will be true for everything in
 2 this presentation this evening, but when we carry
 3 out our execution plan, which will be actually
 4 discussed and will lead to the actual CIP, the
 5 budget year and then the future year, we will
 6 provide uniform construction escalation factors
 7 and because of the fringe space that our economy
 8 is and the effect it's having on construction, we
 9 assume a ten percent jump in the baseline and
 10 then a four percent gradual increase thereafter
 11 for the 15 years. And we also realize that the
 12 CI budget will increase over the course of the
 13 full 15 years by an average of about four percent
 14 per year. So in effect, the expectation is that
 15 the CIP budget will keep up with the construction
 16 cost escalation.

17 Ad finally, a very important factor is
 18 that when we were determining the size of new
 19 construction, that being addition projects and
 20 new schools, we were using the current student
 21 square foot figure that emerge from the

Page 158

1 educational specifications that have been
 2 developed by Baltimore County Public Schools that
 3 were approved by this Board of Education. We
 4 were not using the state of Maryland square foot
 5 per student figure, which tends to be smaller.
 6 The Baltimore County Public School figures
 7 include everything which the Board has determined
 8 were needed for the educational programs for
 9 elementary school students, middle school
 10 students and high school students, which includes
 11 features that go beyond the minimum which is
 12 promoted by the state of Maryland.

13 So the results of this cost estimating
 14 is that we came to a total tally of \$4.7 billion,
 15 a staggering number. This would be the number
 16 that would emerge if you pursued the highest cost
 17 options that have been found within a survey.
 18 This would include replacements for schools where
 19 there are capacity issues. I should note that
 20 there's no double counting; in other words, if a
 21 school is included in the 4.7 billion for

Page 159

1 replacement, it means that any renovation that
 2 was found in that school has dropped out of the
 3 count, so we avoid double counting.

4 Your budget, however, remember these are
 5 present dollars, 2021 dollars, the budget looking
 6 forward for 15 years is \$2.5 billion, that's \$140
 7 million per year for 15 years consisting of \$100
 8 million county money and 40 million from the
 9 state. That reflects the typical allocation that
 10 has been approved in recent years. In addition
 11 to that, for ten years the Build to Learn Act
 12 will provide an estimated \$400 million to
 13 Baltimore County Public Schools. The figure on
 14 paper is 462 million, we understand that the
 15 total issuance will be less, but we're taking a
 16 conservative view here so that we felt that if
 17 the budget was higher and then would have to
 18 scale back later on.

19 So with that, I'll return it to Mr.
 20 Mills, who will provide some detail about how the
 21 total is broken down, and then we'll move into

Page 160

1 the recommendations. Thank you very much.

2 MR. MILLS: So clearly we have some
 3 needs that outweigh your current budget if you're
 4 looking forward to a 15-year planning cycle as
 5 part of it, so our approach to addressing it is
 6 not to look at project by project, school by
 7 school or even region by region, but rather look
 8 at universal objectives and themes and missions
 9 we're trying to accomplish as part of your
 10 capital improvement program, so going through and
 11 counting up all of these different options and
 12 all of the other things in the projects beneath
 13 them, and categorize them by the objectives you
 14 see on the screen here.

15 So I'll walk you through them. First
 16 and foremost as David mentioned earlier, the
 17 incremental costs of educational strategy
 18 projects, we'll speak about in a moment, premium
 19 projects we'll speak about, there's no double
 20 counting, we made sure that we looked at those as
 21 a premium above some of the other categories.

Page 161

1 So legacy projects, these are fulfilling
 2 promises on projects that are already committed
 3 and underway that are partially funded and in
 4 progress of either the design or construction.
 5 This includes the schools for our future, as well
 6 as the Lansdowne High School project that are on
 7 your current CIP.

8 Managed growth of projects that, we look
 9 at addition and renovation type projects, along
 10 with redistricting that would represent the most
 11 economical approach to bringing capacity
 12 utilization within control.

13 Educational strategy projects are a
 14 grouping of projects that are really structural
 15 in nature. By that I mean that they speak to new
 16 programs, grade reconfiguration, consolidation of
 17 campuses, things that would affect your portfolio
 18 of schools in a profound way that require a very
 19 strategic view.

20 Special and alternative education
 21 projects are what the name would imply, it would

Page 162

1 speak to new construction and renovations for all
 2 of your standalone centers, as well as of course
 3 within the campuses around the county.
 4 Renovations and enhancements are added
 5 to the projects or the schools that you have out
 6 there today. It's closing the gap between the
 7 construction built decades ago to what we would
 8 build today, and includes more than just
 9 repairing broken systems or systems that reach
 10 the end of their useful life in terms of the
 11 physical health of the buildings. We get into
 12 the design of the facility in a way that helps
 13 foster modern instruction the way you aspire to
 14 deliver it.
 15 Pre-K early education we know is on the
 16 rise and with recent and very present legislation
 17 that's going through the cycle, and we
 18 proactively accounted for it in the planning.
 19 And then we have a classic category
 20 called premium projects. These would be the
 21 sorts of projects like demolishing and replacing

Page 163

1 facilities in lieu of doing additions and
 2 renovations, or building additions that would
 3 enable you to avoid a redistricting area, capital
 4 costs that could potentially be avoided
 5 operationally.
 6 The solution to closing the budget gap,
 7 anyone in the design and construction field is
 8 very familiar with that triangle that exists that
 9 really looks at the dynamic tension between cost,
 10 schedule and quality versus scope of work, and
 11 that's really the source of the permutations or
 12 thought process of analysis that we had to go
 13 through here. So closing that budget gap,
 14 there's a number of ways you could do it. One,
 15 we could take longer to do, it would be like
 16 having a longer mortgage on your house or a
 17 longer payment cycle on buying a car, we could do
 18 all this sort of work that's identified as needs
 19 and extend it for a longer period of time. And
 20 depending on all the bells and whistles and how
 21 many of the premium projects are included, we're

Page 164

1 pushing it well beyond the 20-year limit and
 2 perhaps to even 30-year sort of cycle to take
 3 care of these. And as mentioned earlier, our
 4 takeaways from all the community feedback was
 5 that that sort of timeline was just really
 6 unacceptable and it just, when you think about
 7 just a whole generation of students going through
 8 the system it gets beyond the point of
 9 reasonableness.
 10 So another way would be to come up with
 11 more money, to look at the same scope along the
 12 same timeframe but it might take upwards of 80
 13 million extra a year when you have a traditional
 14 spend of 140 million a year, which would be a
 15 transformative sort of change. Now we do for a
 16 short period of time have some additional money
 17 but those already are accounted for in the budget
 18 we haven't mentioned, the gap analysis we
 19 mentioned.
 20 Another strategy is looking at
 21 alternative funding sources that are out there.

Page 165

1 We know that Prince George's County is right now
 2 undergoing some private-public partnership
 3 delivery of some projects and this is something
 4 that we're looking at closely. It's new within
 5 the United States to deliver schools through this
 6 as opposed to other revenue generating
 7 infrastructure such as highways and those sorts
 8 of things, so it is kind of new and you'll see
 9 where we have some recommendations along that
 10 front.
 11 Another way is looking at reducing
 12 scope, coming up and closing the gap with a
 13 community that knows what we can promise and
 14 deliver within a reasonable timeframe within
 15 budgets. So it's things like looking at
 16 redistricting as opposed to additions, looking at
 17 additions and renovations as opposed to
 18 replacement, and to look at the renovations all
 19 the assessment data identified, and prioritizing
 20 those, coming up with a prioritized approach to
 21 renovations that still achieves transformative

Page 166

1 outcomes but perhaps on a little bit limited
 2 scale.

3 So our recommendations as part of it,
 4 we're working hard in identifying all these
 5 challenges, looking at community feedback and
 6 such. We've gone through all of those draft
 7 options that have gone through, and we've
 8 determined a way we can actually provide you a
 9 recommendation that's one, in budget, two, that
 10 touches all schools and provides at the very
 11 least a prioritized renovation to every single
 12 one of the 170 campuses within a reasonable
 13 15-year planning horizon. That all legacy
 14 projects are included. That additions and
 15 redistricting are deployed such that with the
 16 target year of 2026-27 that we use as our
 17 enrollment projection planning horizon, that we
 18 bring all the capacity utilizations down to a
 19 hundred percent from which in many cases exceed
 20 that by in some cases even more than double. And
 21 that select educational strategy project that

Page 167

1 we'll expand upon earlier are included as part of
 2 it, that there's a heavy investment in special
 3 education and alternative education, and
 4 prioritize renovations and enhancements that
 5 touch all schools, as well as a proactive
 6 approach to the pre-K early education planning.

7 Now you'll note on the chart here we've
 8 got this dotted line for your 15-year budget,
 9 that's that \$2.5 million in today's state of
 10 inflation. This 146 million is a very broad
 11 brush stroke impact study we've done based on our
 12 read of the legislation that we blueprint
 13 legislation that's in draft form and going
 14 through its cycles, it still has a lot of
 15 question marks on it, but our early impact
 16 studies suggest that it's probably in the realm
 17 of one, perhaps as much as two years of the
 18 funding cycle, so as opposed to ratcheting back
 19 on the budgets or having to dig deeper into your
 20 budgets and spend more money, what we're
 21 recommending is let's compensate and move forward

Page 168

1 with our recommended scale and scope of budgets,
 2 but rather due to the unknown nature of when
 3 these requirements are going to hit and the
 4 magnitude of them, and the proportion that will
 5 be covered by private sector versus public, and
 6 we treat time as the lever. And we mentioned
 7 that we're planning for a 15-year planning cycle,
 8 so what we're talking about is potentially
 9 extending that to 16 years, which is a lot more
 10 reasonable than looking into that 24 or 30-plus
 11 type planning horizon.

12 Now one note, you'll see here on the
 13 drawing there is that the gray band, 723 million
 14 estimated for the identified premium projects
 15 that came forward through this process are not
 16 included, not recommended.

17 So we talked about big picture
 18 strategies and even categorically how we
 19 universally would apply these categories in a way
 20 that's right for all students and consistent
 21 across the entire county. Let's dip for a second

Page 169

1 into how does that manifest itself into an actual
 2 project. What we're talking about is between
 3 three and five new schools. The variability
 4 there is determined by some due diligence we'll
 5 be recommending in just a moment. Replacement
 6 schools from your slate of legacy projects. 28
 7 addition/renovation projects. 132 prioritized
 8 renovations, as well as potential repurposed
 9 campuses.

10 The thing to note here, and this is a
 11 breakdown of each school named, and forgive me if
 12 this is hard to see on your screen but you have
 13 the reports, but we have identified for each and
 14 every campus within the 15-year horizon that
 15 there is a capital project so that no student
 16 coming through the system will be without some
 17 sort of improvements to their building
 18 environment. The sequence on here is as you can
 19 see in columns here is by your five planning
 20 areas, and then the next grouping is by the
 21 project type, and then beneath that the order is

Page 170

1 sequenced by the aggregated need scores you will
 2 recall from the facility assessments, where we
 3 left in composite at the capacity and the
 4 educational adequacy and equity, as well as the
 5 condition of the building. So the ones towards
 6 the top are the ones that measured with higher
 7 need as opposed to the ones at the bottom that
 8 were, had relatively less needs that are out
 9 there.

10 So we looked closely at trade-offs as
 11 part of this, and as an example, if all of those
 12 premium projects, the \$723 million, had a lot or
 13 a handful of replacements some schools as well as
 14 some additions on where we get your team to
 15 resolve it, and there's certainly a trade-off.
 16 If those projects were to be implemented, the
 17 trade-off and the result, the consequence of
 18 making that conscious decision would be that 86
 19 out of 170 campuses, nearly half or precisely
 20 half would be without any sort of improvements
 21 for the 15-year sort of cycle.

Page 171

1 We did the community surveys in which we
 2 asked which of the options, Option A, Option B,
 3 Option C, which of these really support, and
 4 voters could vote on any or all of these, it
 5 wasn't a mutually exclusive scenario pick a
 6 favorite, it was could you understand and support
 7 Option A, could you understand and support
 8 Option B, et cetera down the line, and
 9 categorically almost universally across the
 10 entire county was the messaging of trade-offs
 11 associated with the selected scopes. We
 12 underpinned those options and almost in every
 13 single count the participants that identified
 14 themselves with those areas in looking at the
 15 survey results supported the more economic
 16 options, the ones that we're recommending as part
 17 of it with the sole exception in the central area
 18 where the high school options were put forward.

19 Option A was for additions and
 20 renovations to accommodate the growth that's been
 21 experienced in that area and projects to

Page 172

1 continue. Option B was to replace Dulaney and
 2 Towson High Schools at a larger scale facility.
 3 The way that, the graph on the left-hand side
 4 here is all responses with the red represented by
 5 the ones who identify themselves as associating
 6 with any of the schools within that cluster. The
 7 ones in gray would be anyone that did not
 8 associate with those clusters. And as you can
 9 see, there was a preference towards the
 10 replacement option, the more expensive option
 11 within that particular area.

12 One thing we like to do is disaggregate
 13 data and keeping in different perspectives, we
 14 looked at just the student responses as part of
 15 it, and the proportion, certainly there is a
 16 presence numerically towards B over A, but it's
 17 not to quite the degree that we saw when we
 18 included all the adult simulation. Also when we
 19 look overall at the responses countywide, there
 20 was a preference towards the addition/renovation
 21 projects.

Page 173

1 Also, we don't have it on here but if we
 2 were to extrapolate a representative sampling for
 3 all the different regions because there was a
 4 considerable disproportionate over abundance of
 5 response from this particular area and if we
 6 extrapolated out, there would be a lot more gray
 7 on the page to be proportional.

8 Looking at the Northeast High School
 9 scenarios that were out there, it's really kind
 10 of too close to call if you're looking at it in
 11 an election parlance, a dramatic and very
 12 profound important decision of whether or not to
 13 have a new high school as part of your portfolio
 14 is a big decision, one that only happens once in
 15 a generation. It's such that with this small
 16 sample size it requires a bit more due diligence
 17 and that's what we're recommending, is that given
 18 the opportunity now to determine to continue to
 19 add to your existing high schools, Option A, or
 20 do we instead of growing those larger, keep them
 21 at current size and relieve them with a new high

Page 174

1 school that would give them growth over the long
 2 haul. There was a preference towards the lower
 3 even within those that were identified with those
 4 schools, a slight edge towards the additions over
 5 the new school, and even more so with the whole
 6 county, but it really is proportionately close.
 7 We also disaggregated the data by those who
 8 associated with district schools and the example
 9 of Perry Hall, which is among the largest of your
 10 high schools and would be subject to continued
 11 growth, that there was a presence actually for
 12 the new school. Now it's pretty close in terms
 13 here. So you'll see we looked closely at all
 14 this data. We're happy to report that our
 15 recommendations align very closely, almost
 16 exclusively across the entire county.
 17 So what's included, what are we
 18 recommending here in terms of the actual projects
 19 that are going forward? We saw a big list that
 20 went through these categorically. So there is
 21 over a quarter of a billion dollars in legacy

Page 175

1 projects that are out there. We have escalated
 2 some of those costs beyond what the current CIP
 3 is showing just to be prudent because of the
 4 current state of the construction market, but
 5 these are the priority list in your CIP, the
 6 projects here, right, the schools of our future
 7 along with Lansdowne High School's replacement.
 8 The managed growth projects, these are
 9 your addition/renovation type projects of which
 10 there are 28. Now these are grouped by the
 11 clusters, the planning clusters that were out
 12 there, and in some cases we've identified that
 13 there's a certain magnitude of capacity to be
 14 added among those and further determination of
 15 exactly how many of those seats go to which of
 16 those schools is to be determined. There's also
 17 among these certain projects that would replace
 18 1990s modular buildings that we discussed in
 19 previous meetings. These are the types of
 20 facilities that really aren't of permanent
 21 quality; however, they're classified as state

Page 176

1 rated capacity if they're permanent construction,
 2 but we're disrupting that pattern and planning
 3 for those being replaced over the long haul as we
 4 promised, and those replacements are included
 5 among these.
 6 So the big, the very strategic one,
 7 educational strategy projects, there's \$328
 8 million associated with these that I'll lay out
 9 here starting with the Northeast High School that
 10 we spoke about. Right now we don't know if
 11 there's a need to build it out. We know there's
 12 a few sites that have been discussed and it's
 13 going to require a lot of due diligence to look
 14 at those in terms of the availability
 15 commercially to use them, suitability for
 16 supporting a high school campus, as well as just
 17 the educational plan and doing a little bit more
 18 in depth focus and working with the stakeholders
 19 to confirm where the presences really are.
 20 There's a good, you know, early sample where
 21 things are, enough to know that really it's too

Page 177

1 close to call, so we're recommending you spend
 2 the next year or two to look at this process to
 3 bring relief to these schools whether it's in the
 4 form of additions or new high schools, which is
 5 more practical and responsible.
 6 Sparrows Point, you will recall from
 7 previous presentations last year that the
 8 Sparrows Point Middle School and Sparrows Point
 9 High School campuses occupy the same site, you
 10 have 12-year-olds and 18-year-olds on the same
 11 campus. Now you've got tremendous leadership at
 12 these schools and they're doing a great job of
 13 running these programs, and they're finding all
 14 these synergies and silver linings from having
 15 two campuses in close proximity. However, there
 16 is a general acknowledgement that there are
 17 social-emotional learning disadvantages to this
 18 sort of constraint, and it is the only school in
 19 all of Baltimore County in which this situation
 20 exists. So as part of the planning process,
 21 draft options for that would remove the middle

Page 178

1 school from this site, allowing the relief that
 2 the campus needs just in terms of capacity, while
 3 achieving equitable outcomes. Our recommendation
 4 is similar to the high schools, that we go
 5 through a phase as quickly as is practical and
 6 responsible, to do due diligence about them, as
 7 well as focused stakeholder outreach into what
 8 teaching programs each one of these spaces is
 9 better at.

10 There's another grouping of these
 11 projects that are in this broad category of
 12 educational strategy that look at grade
 13 reconfiguration. You might recall that Norwood
 14 Elementary and Holabird Middle School right
 15 across the street in southeast of Baltimore
 16 County are operating under a different grade
 17 configuration than the rest of our county. You
 18 have pre-K through three going to Norwood and
 19 fourth graders through eighth graders into middle
 20 school at Holabird. We're proposing a project
 21 and recommend that there be an addition at the

Page 179

1 elementary school that would enable the fourth
 2 and fifth graders to come back home to elementary
 3 school and become consistent with the rest of the
 4 county.

5 The notion of access to magnet programs
 6 was definitely repeated throughout this process
 7 and we've identified as an example Cromwell
 8 Magnet Extension. That's in the southern part of
 9 central bordering the northeast planning areas of
 10 Baltimore County. There's a private partner and
 11 a very attractive magnet program there that has a
 12 waiting list. Now we do have capacity issues in
 13 that general area so we have to grow objectively.
 14 However, we looked at this as an opportunity to
 15 grow a little bit more and actually expand access
 16 into that program that might transcend the
 17 immediate area and create more diversity and
 18 access.

19 Career tech, we know that's a way to
 20 teach and there's a lot of strategy around that,
 21 and Dr. Williams and his team are working hard on

Page 180

1 long-range planning for how we deploy CTE around
 2 the county, acknowledging that we have budgeted a
 3 healthy \$50 million budget that's on top of
 4 discrete improvements at each of the schools,
 5 that will be deployed in a way that's strategic
 6 and allows equitable access. We know that
 7 there's Eastern Tech and Western Tech that are
 8 there that draw students from all over the
 9 county, on many cases coming many many miles
 10 across the county to get to those. Perhaps this
 11 \$50 million could be use for additions and
 12 renovations or it could be used for one of the
 13 programs that could generate greater access
 14 towards career tech education.

15 Then we have this classification of
 16 consolidation/repurpose and it might sound a
 17 little bit illogical, but in a growing county and
 18 schools system such as Baltimore County Public
 19 Schools, you would have cases of consolidations
 20 or closings of schools. These would be strategic
 21 in nature, taking two facilities that are small,

Page 181

1 in close proximity to each other, trading up to a
 2 brand new replacement facility that's larger,
 3 which would free up some property that could be
 4 used perhaps to leverage into a private
 5 partnership.

6 Looking closely at those with respect to
 7 those types of projects, we looked at Arbutus and
 8 Halethorpe with the option of collapsing those
 9 two schools into one facility and have a surplus
 10 property. To look at Pot Spring, Timonium and
 11 Warren with two new facilities that would house
 12 those three programs, which the future would be
 13 for key consolidation. And Golden Ring, which is
 14 in the northeast, which upon completion of the
 15 middle school that's among your legacy projects,
 16 that there would be surplus capacity at the
 17 middle school band in that region at that site
 18 potentially that could be surplus and brought
 19 to hire use.

20 Now we do not include the budget for
 21 doing those replacements in our recommendations.

Page 182

1 However, we are recommending that there be a
 2 pilot study to restore private-public
 3 partnerships and see whether these projects could
 4 be implemented on a cost neutral basis.

5 Special education and alternative
 6 education. \$71 million between these two very
 7 vital programs as part of the portfolio of
 8 services to your communities, and we heard in
 9 these focus groups that we had with stakeholders,
 10 both internal and external, an expressed desire
 11 for improving those standalone facilities that we
 12 have, but also distributing these programs more
 13 broadly. In addition to the \$71 million listed
 14 here for your centers is another \$50 million for
 15 special ed that's included in the renovation
 16 budget we're about to speak on in a moment, a
 17 heavy investment to support these vital programs.

18 There's also included a new state of the
 19 art and built to suit facility for the special
 20 education center that's housed currently at the
 21 White Oak facility. Now in addition to creating

Page 183

1 a whole new program that's supported with state
 2 of the art facilities, it also has the benefit
 3 that the White Oak facility in turn upon
 4 completion of that, could be used with a modest
 5 renovation to become a swing school or create
 6 swing space so that we can put super chargers on
 7 the schedule of all the renovation and addition
 8 programs at the elementary level within the
 9 northeast and central area that it's proximate
 10 to, and at the end state of the process you would
 11 have an additional facility for the estimated
 12 capacity moving forward. So we recommend
 13 prioritized renovations but continuing to be
 14 formed with focus and engagement with the
 15 stakeholders as those programs get defined and
 16 evolve over time.

17 Alternative education, a very vital
 18 program that has two facets, it has definitely
 19 the voluntary notion where students that just
 20 aren't thriving in a traditional school setting
 21 are offered these sorts of programs or

Page 184

1 conversely, students who need a timeout from
 2 their home schools attending these particular
 3 centers. We had varied conversations with them
 4 and understood that there's the notion that
 5 beyond improving the homelike feel of these
 6 facilities and to create a nurturing environment
 7 for these students, that also the acknowledgment
 8 of a need to support the transition back into the
 9 home school, with dedicated space and support for
 10 those students. So we're recommending as part of
 11 this \$71 million those enhancements, again, that
 12 are defined in close consultation with the
 13 leadership of the programs and the community
 14 members that have lifted their voice and really
 15 want to see enhancements on those programs.

16 I mentioned earlier pre-K early
 17 education and we have the Blueprint for
 18 Maryland's Future legislation that's going
 19 through its process, it has a lot of question
 20 marks associated with it. At the end of the day
 21 what it's speaking to is the notion of requiring

Page 185

1 full-day pre-kindergarten access for families
 2 within a certain multiple of the poverty level of
 3 household income. Now the impact of this would
 4 be additions, conversion of spaces or even
 5 standalone facilities that might be needed, and
 6 we've done the initial impact study even in an
 7 acknowledgment of these unknown factors of, you
 8 know, the exact numbers of students, particularly
 9 as it relates to the proportion that would be in
 10 public versus private opportunities that are out
 11 there, and the preferences of parents as well as
 12 the state funding to support these sorts of
 13 things. So our initial impact study as I
 14 mentioned earlier, it's about a year, perhaps
 15 two, of extension on your entire capital program
 16 but not a quantum, you know, multiyear type
 17 extension as part of it. So our recommendation
 18 is to monitor this really closely and to look at
 19 those legislative requirements moving forward,
 20 advocate for not just the mandate but also
 21 funding included and you know, as action is

Page 186

1 required and no new funding is available, that
 2 you continue to put in place and not scaling back
 3 all the rest of the program, but rather look at a
 4 moderate one to two-year extension on time.
 5 Which gets to the bulk of the program,
 6 this really speaks to the equity and
 7 transformative outcomes that go across the entire
 8 portfolio of your schools and that's the
 9 renovations and enhancements that are out there.
 10 \$1.6 billion worth of reinvestment back to the
 11 facilities that bring with it not just repairs to
 12 the systems but also looking at program supports,
 13 bringing educational infrastructure in place
 14 that's consistent with what you're building
 15 today. Looking at supports for physical and
 16 emotional health that are so critically important
 17 as we're pulling out of a pandemic, putting in
 18 place alterations so you have diversity of sizes
 19 and types of spaces that would facilitate not
 20 just doubling the corridors with the same
 21 classroom over and over again, but having an

Page 187

1 opportunity for extended learning areas where
 2 instructors can dispatch students to work on
 3 projects together with wider sight through
 4 transparent walls and sound implementation, as
 5 well as the individual data center that we've
 6 done.
 7 And at long last we've put in there for
 8 all of those cases of 1970s open-plan classrooms,
 9 that once and for all these are resolved and they
 10 are recommended as part of the deployment of this
 11 facet of the work.
 12 Another critically important part of
 13 this is to look closely at the student
 14 populations, and working in close concert with
 15 Dr. Williams' staff and leadership we looked at
 16 these sorts of socioeconomic indicators in school
 17 populations, student population indicators that
 18 would drive that, facility supports that would
 19 help address your most vulnerable populations.
 20 So the sorts of improvement that are on here
 21 showing you geographically where they are

Page 188

1 included in the plan include laundry, shower,
 2 food pantry sorts of facilities to support your
 3 homeless population of students so that they can
 4 arrive at school to clean themselves up and
 5 attend school with dignity. Childcare and early
 6 childhood education programs at high schools
 7 where it creates a CTE opportunity as well as
 8 create the support for your students that are
 9 also parents. Supports for your English learners
 10 program as well as community health facilities
 11 for the wraparound services that we hear are a
 12 priority, particularly in certain parts of the
 13 community where there's a high group of low
 14 income populations. As well as supports for
 15 social emotion learning, parent resource centers
 16 to provide space and resources and access and
 17 counseling for families where it's not a foregone
 18 conclusion that college is in their future. As
 19 well as the supports for additional space for
 20 preparing all of our learners for reading and
 21 math, et cetera. So all of those are included as

Page 189

1 part of the multiyear improvement plan for all
 2 schools.
 3 This is the MYIPAS, this is our
 4 recommendation. All schools, all students within
 5 a reasonable implementation timeline with a
 6 particular focus on educational equity and
 7 capacity.
 8 To next steps. You've seen our plan,
 9 you've seen categorically where our
 10 recommendations are. This is the timeline, I'm
 11 sorry, my screen wasn't sharing when I thought it
 12 was earlier, but looking forward where things go
 13 from here, our contract is structured where we
 14 make these recommendations on schedule today. We
 15 also have a couple of months of documentation
 16 period where we're reviewing our reports and
 17 we're able to translate into recommendations and
 18 to the execution plan and final report.
 19 So what does that look like? If we're
 20 to take a 15-year planning horizon, if you look
 21 at this budget here as a flat line of your 140

Page 190

1 million plus the Built to Learn adding an
 2 additional 40 million for ten years, dropping off
 3 a few more traditional levels, we're going to
 4 have to broadcast all these projects across a
 5 timeline, and that's what we're busy already
 6 working with staff on doing in a way, one, that
 7 fits the order of prioritization dictated by the
 8 facility assessments as a first pass. Also
 9 looking closely at the logic of keeping the way
 10 in which these projects take place, such as the
 11 new Sparrows Point where we need to take care of
 12 the middle school project before allowing the
 13 high school project to be renovated, et cetera.
 14 The sequence of events of these projects are very
 15 critical and we look closely at how we space
 16 these things over time and the final report
 17 you're going to see in the September timeframe
 18 will have all those details associated with it.
 19 That's our presentation for this evening
 20 and our final recommendations for the multiyear
 21 improvement plan for all schools. We will

Page 191

1 happily take any questions or dialogue that you
 2 care to engage in.
 3 CHAIRWOMAN SCOTT: Thank you very much
 4 for that presentation. And it looks like we have
 5 some questions from some board members so it
 6 looks like first is Mr. McMillion.
 7 MR. MCMILLION: Great. Mr. Mills, thank
 8 you very much for all of your work, I've enjoyed
 9 your different presentations over the last month.
 10 On slide 32 you mentioned the Sparrows Point
 11 Middle School and High School separation. On
 12 slide 24 you talk about, or you didn't really
 13 talk about, you have a diagram,
 14 replace/repurpose, renovate/repurpose Chesapeake
 15 Terrace and Edgemere Elementary. Could you
 16 expand how that, those two elementary schools
 17 play into the possibility of separating Sparrows
 18 Point Middle and High Schools? Thank you.
 19 MR. MILLS: Happily, and thanks for the
 20 question. In the Sparrows Point area we looked
 21 at all schools, elementary, middle and high

Page 192

1 school together as a composite due to its
 2 geographical position, you're kind of at the end
 3 of the line on this peninsula, as well as the
 4 very challenging circumstance nature of the
 5 middle and high school being together, and so we
 6 looked at all those facilities in one tranche.
 7 The sorts of outcomes that were there
 8 for Option A was just the status quo, let's make
 9 permanent the coexistence of the middle school
 10 and high school and just, they're crowded, put
 11 some additions in place and you can continue
 12 carrying on with your great programs that are
 13 there in the same fashion that they are today.
 14 Option B and C were really similar in that the
 15 notion that one of the elementary sites would
 16 become the new home of the middle school and the
 17 other one would become the site of a new combined
 18 elementary school. So basically collapse your
 19 two elementary schools into a larger facility, as
 20 well as a middle school that would occupy the
 21 other site. B and C are just which site becomes

Page 193

1 the middle school and which site becomes the
 2 elementary school.
 3 Option B, which is the one most strongly
 4 preferred by the stakeholders affected by it was
 5 the notion of finding land and let's build a new
 6 home for the middle school and that the
 7 elementary schools would remain as they are but
 8 they would undergo projects and renovations just
 9 as all the campuses across the county. Because
 10 there's still some question marks as to what the
 11 state of this process is, and we're recommending
 12 that we invest the next year in in-depth focus
 13 groups studying what's the best way to go, how
 14 can we get some land down in that area, which is
 15 challenging, to come up with the best optimal
 16 solution that results in the best outcomes and
 17 equities for the students in that area, and as
 18 such we're kind of qualified with that repurpose
 19 but it is conditional on the outcome of that
 20 study. Mr. McMillion, I hope I addressed your
 21 question.

Page 194

1 MR. MCMILLION: Yes, thank you very
 2 much.
 3 CHAIRWOMAN SCOTT: Thank you. Next it
 4 looks like it's Mr. Kuehn.
 5 MS. PASTEUR: Ms. Scott, I can't get
 6 into the chat, so can you just fit me in
 7 wherever, please?
 8 CHAIRWOMAN SCOTT: Sure, certainly. So
 9 we have Mr. Kuehn, Ms. Jose, and then
 10 Ms. Pasteur, you'll be after Ms. Jose.
 11 MS. PASTEUR: Thank you.
 12 CHAIRWOMAN SCOTT: Certainly. Go ahead,
 13 Mr. Kuehn.
 14 MR. KUEHN: Mr. Mills, thank you for the
 15 presentation. Mr. McMillion already asked the
 16 questions I had regarding the middle school high
 17 school combination and I look forward to your
 18 final report for greater detail.
 19 But one of the general questions that I
 20 had was to ask you about facility life cycle
 21 overall, because it seems as if we're keying in

Page 195

1 this 15-year life cycle, and I don't disagree or
 2 agree with it, I'm just trying to expand my
 3 understanding, and you work in lots of different
 4 areas with these facilities, these types of
 5 facilities. And my question to you is with, and
 6 it's a big with, right, because proper
 7 maintenance, operations and maintenance costs a
 8 lot of money to handle facilities and keep them
 9 in good shape. What is the life cycle and the
 10 life span of a school before it deteriorates to a
 11 point where it requires an upgrade to be
 12 functional and worthwhile? I'm just, I mean, we
 13 have some very old facilities across our entire
 14 inventory, right, so I'm trying to understand
 15 what our expectations should be and what it
 16 normally is across the industry and across the
 17 country, you know, for a facility.
 18 MR. MILLS: A great question, and thank
 19 you for it. You already figured that, you know,
 20 from the first part of the answer, it really
 21 depends on the amount of reinvestment over time

Page 196

1 into it. It depends on the type of construction
 2 materials originally deployed. A lot of your
 3 portfolio is from a post war and baby boom era in
 4 which the priorities were to build them cheap and
 5 we had to build them fast, so the quality of
 6 materials was less so. Now they've been updated
 7 over time, et cetera, and the life cycles really
 8 of the buildings can depend, if you look back
 9 even further at buildings from the teens, they
 10 were over engineered, with challenging structures
 11 needing to adapt in today's models, but that
 12 withstand the test of time and also are iconic
 13 buildings such as the historic ones you have up
 14 in the north and part of central, the rural
 15 areas, as well as facilities like Towson High
 16 School that are out there.
 17 As far as gauging exactly just how long
 18 a facility can last, it's really difficult to
 19 hone in on a particular number. We're looking at
 20 the 15-year horizon really as a fresh cycle, we
 21 can set up a new pattern of sustainable

Page 197

1 reinvestment in your facilities, in which every
 2 facility, every predicable cycle would be subject
 3 to be fresh at, you know, the reassessment of the
 4 needs at the time.
 5 MR. KUEHN: All right, that's fair. And
 6 to just kind of follow up with that, with what
 7 you know now about construction and what you
 8 expect these facilities to look like as we move
 9 forward, is this 15 years/20 years, I'm trying to
 10 understand the range, and again, I'm not trying
 11 to modify what you guys have focused on and what
 12 you have reported, I just want to know what makes
 13 sense going forward.
 14 MR. MILLS: Let me make sure, I'm not
 15 sure if I perfectly understand what you mentioned
 16 in your last question.
 17 MR. KUEHN: I'll restate it, hopefully.
 18 From this point forward as we continue to build
 19 new schools, because we are building them, is the
 20 expectation that if they are maintained that in
 21 15 years they will need to be refreshed, or is it

Page 198

1 20 years or 25 years? You know, we've had
 2 buildings built in different ways over many
 3 periods of time, but from now, from this point
 4 forward as you're trying to devise this overall
 5 idea, right, of refresh and rebuild or whatever,
 6 does that get to --
 7 MR. MILLS: I believe we had this
 8 question earlier today with county council, and
 9 I'll let Dr. Lever take it.
 10 DR. LEVER: The expectation in Maryland
 11 among our facility planners is that when you
 12 build a new school it would typically last 30
 13 years, possibly 40 years with the right kind of
 14 maintenance. But within that period, systems
 15 deteriorate at different rates, a roof for
 16 instance has a life expectancy generally
 17 somewhere between 20 and 25 years, carpet might
 18 be seven years, paint might be seven years,
 19 mechanical systems depending on the component
 20 anywhere from 15 years to 25 years. So refreshed
 21 within a 15-year period doesn't mean replacement

Page 199

1 or complete renovation of the facility, it just
 2 means that that system has to be upgraded to
 3 extend the life. And we also find because as Mr.
 4 Mills said, the schools built in the '60s and the
 5 '70s for the baby boom, anticipation was that
 6 they wouldn't be needed after that boom passed
 7 through, but of course they're still in use. So
 8 even though we build for, say, a 30 or 40-year
 9 time period, I think realistically we know that
 10 the schools are likely to be there in 15 years,
 11 possibly 50 years or 70 years, so there will be
 12 multiple cycles of refresh that will be necessary
 13 in that life cycle.
 14 MR. KUEHN: Thank you, I appreciate that
 15 answer. To follow on that, as we're looking at
 16 this capital planning process, the operations and
 17 maintenance activities that you're talking about,
 18 in essence refreshing these systems and keeping
 19 them all running, is that being considered in any
 20 of this as to say yeah, you're going to need \$100
 21 million in maintenance activity every year going

Page 200

1 forward, or 50 million or whatever? Do you
 2 understand? Like here's all this building we're
 3 going to continuously do, but we also need to
 4 maintain everything that we have. What is the
 5 price tag for that and where is it, or is it not
 6 in your report?
 7 MR. MILLS: Great question. The
 8 foundation of this report is the facility
 9 assessment that we've done in the earlier stages
 10 of this process in which the technical teams went
 11 out and assessed the physical health of your
 12 various systems on all of your buildings, and
 13 also did just look at what's broken today, but
 14 also looking at a reasonable life cycle timeframe
 15 for all these building systems to lead to a
 16 projection over time, that's the end of this work
 17 and included those budgets.
 18 Now some of those renovation and
 19 enhancement projects, whether they're standalone
 20 or they're in conjunction with an addition at a
 21 site, might be such that certain systems might be

Page 201

1 scraped off as a cures all procurement to take
 2 care of all the ADA issues for instance, or to do
 3 all the rubrics where you get economies of scale
 4 and get pricing. So this and the tactical
 5 mission of implementing the projects are
 6 something that's being done at a future date over
 7 and in place of framework in an affordable budget
 8 that you can scale projects in a way such that
 9 you can actually technically deploy them over a
 10 reasonable timeframe across the whole portfolio.
 11 MR. KUEHN: Thank you.
 12 CHAIRWOMAN SCOTT: Thank you. Next it
 13 looks like we have Ms. Jose.
 14 MS. JOSE: Thank you, Ms. Scott. Thank
 15 you, Mr. Mills, for this presentation. I
 16 appreciate the data driven capital improvement
 17 planning and emphasis on special education which
 18 was under guarded by equity. I also believe that
 19 a good capital improvement plan should always
 20 bridge the gap between planning and spending. So
 21 you stated that the funding of the facilities

Page 202

1 should be allocated and spread to benefit as many
 2 students and you kind of stayed with that
 3 narrative. I saw \$4.7 billion for total
 4 implementation and \$2.5 billion is what we have
 5 along with the Build to Act; that shows a \$2.2
 6 billion deficit. Did you do a cost escalation
 7 for 15 years?
 8 And Mr. Kuehn asked one of my questions,
 9 so the cumulative effect of major maintenance
 10 expenditures is often a series of stopgap
 11 measures which fail to address comprehensive
 12 long-term needs, so at some point the renovation
 13 would not be feasible or would not be a good rate
 14 of return. For instance I think Dundalk
 15 Elementary was a hundred-year school that needs
 16 to be replaced, and since they were all built at
 17 different times, when would that time be reached?
 18 And again, it's going to depend on the facility
 19 so essentially a student entering kindergarten
 20 would likely graduate in 30 years and without
 21 seeing any major improvements to that school with

Page 203

1 the 15-year life cycle or, you know, time to
 2 touch the school.
 3 My second question is, where is White
 4 Oak Center located? And Mr. McMillion addressed
 5 my Sparrows Point, that is the only school in our
 6 system which is a combined middle and high school
 7 and you know, that's not acceptable, so I'm glad
 8 that you touched on that as well. So those are
 9 my two questions. Thank you.
 10 MR. MILLS: Thank you for the two
 11 questions. One is about the kind of refresh
 12 cycle that we're looking at. We're getting
 13 roughly around an entire pre-K through graduation
 14 sort of life cycle turnaround for each facility.
 15 The chances are anyone coming up and
 16 matriculating through your system is going to be
 17 the beneficiary at multiple or in theory at least
 18 one of the facilities they're going to occupy
 19 during that life cycle.
 20 The White Oak facility is very close to
 21 Oakleigh Elementary School, just south of there,

Page 204

1 right around the county line corner with the city
 2 on, I think technically it's part of your central
 3 planning area, but right adjacent with the
 4 northeast.
 5 MS. JOSE: Okay, thank you, Mr. Mills,
 6 and did you estimate the cost, the current cost?
 7 MR. MILLS: Yes, and thanks for not
 8 letting me get away without answering. Yes, we
 9 included cost escalation in our cost projections
 10 and models.
 11 MS. JOSE: Perfect, thank you.
 12 CHAIRWOMAN SCOTT: Yes, thank you. Next
 13 is Ms. Pasteur.
 14 MS. PASTEUR: Yes, thank you.
 15 Mr. Mills, thank you for the work and
 16 particularly taking a look at the CTE program,
 17 though I do want to just say too, just say that
 18 we're not just talking about what needs to happen
 19 at Western, we're also talking about, because
 20 that's a specialty school, about basic CTE
 21 programs, particularly on the west side, that

Page 205

1 will give some equity and parity to our students
 2 on that side, so thank you for bringing that up.
 3 And the attention of the open-plan classrooms we
 4 have, you and I talked about that at Randallstown
 5 High School as well. But in your conversation,
 6 and I don't have the benefit of seeing, quite
 7 seeing everything so I can't really tell you
 8 which slide, but I know it was one that had a
 9 multitude of things on it, so I don't know the
 10 number, but somewhere prior to that, you
 11 mentioned as you talked about the various
 12 projects, and this I'm asking just so we know as
 13 a board how to think about this, that if certain
 14 projects were done, I guess it's new buildings,
 15 et cetera, some of the smaller projects that you,
 16 we'll call them maybe legacy projects or other
 17 projects might be cut, meaning that some schools
 18 won't get the benefit of the same set on your
 19 plan.
 20 Can you just give me a little bit more
 21 detail? I was trying to take notes but I can't

Page 206

1 see it so I really didn't.

2 MR. MILLS: Absolutely. Just as a point

3 of clarity, the legacy projects you are referring

4 to are state funded projects that are already

5 underway. There are several replacement schools

6 as well as addition/renovation, et cetera, there

7 are new schools that are in the pipeline as part

8 of that, and those were not relitigated.

9 But as far as looking at tradeoffs,

10 that's something we looked very closely at, and

11 really when we're looking through the lens we're

12 hearing from stakeholders directly and seeing it

13 measured in survey responses in terms of the

14 takeaways of maximizing the benefit to as many

15 students as possible, delivering within a

16 reasonable timeframe, and really focusing on

17 adequacy and equity, and capacity, perhaps in

18 21.A and B, condition of building comes right

19 after it, is that we have to look at tradeoffs.

20 As Board Member Jose was just

21 mentioning, there's a big gap that had to be

Page 207

1 closed, so we looked closely at the scopes of

2 work, the timeframes and budgets in a way that

3 was challenging to you. If we were to include a

4 handful of replacements as opposed to additions

5 to deal with your capacity, over utilization in

6 certain areas, it would result in actually all of

7 the premium projects, 86 projects would fall off

8 the list of the 15-year planning horizon, so half

9 of the portfolio.

10 MS. PASTEUR: 86 projects, okay, so

11 that's incumbent on those of us on the Board to

12 keep sight of that, that's a very important note

13 that you have just given. Thank you.

14 CHAIRWOMAN SCOTT: Thank you. Next is

15 Dr. Hager.

16 DR. HAGER: Thank you. I echo what

17 others have said, I always enjoy your

18 presentations and thank you so much for so

19 clearly explaining everything. I only have two

20 questions.

21 The first is, what does a public-private

Page 208

1 partnership look like in a public school system?

2 I have a range of ideas in my head but I would

3 love to hear from you about what you envision

4 with something like that.

5 MR. MILLS: I'm going to take a quick

6 hack at it but I'm going to let Dr. Lever really

7 address it, but it's a delivery method for the

8 construction projects, any sort of

9 infrastructure, in which the design and

10 construction are delivered, but it also includes

11 a financing element to it, right, so we're going

12 to bring if you remember, a design builder to

13 deliver work, and it's done in a turnkey sort of

14 efficient way. However, because you're coming

15 with a lender associated with it, you're a public

16 agency with excellent credit rating and probably

17 your cost of financing is much lower as a public

18 agency than a private sector can provide. So

19 it's, those that are out there saying hey, it's

20 free money, well, kind of. It might be a public

21 or more accessible way to deliver projects and

Page 209

1 perhaps you can beat a power curve of the market,

2 et cetera, however there's some financing

3 elements that are there.

4 You asked about what it looks like.

5 It's kind of that wraparound design, build plus

6 finance as part of it. Typically these are set

7 up for things that have a continuous revenue

8 stream associated with it where a leased asset or

9 an asset that is occupied such as a school, it's

10 kind of a lease back revenue stream so you would

11 basically retain rents on your own facility to

12 pay back that investment that you made over a

13 certain amount of time, and there would be some

14 protections for the investors where the asset

15 will remain theirs after a timeframe or it might

16 be reverted back to the county. There's a lot of

17 ways to structure it. David, if you could

18 explain a lot of stuff?

19 DR. LEVER: Well, I think where your

20 statement falls, there is basically two models.

21 One model that has been used extensively in

Page 210

1 Canada and used for schools is what's called the
 2 availability payment model where a private
 3 developer will build the facility and will take
 4 on not only the cost of construction and finance,
 5 but also certain aspects of maintenance and
 6 operation to be worked out with the school
 7 system. And then the school system or in the
 8 case of Canada, the province pays the
 9 availability payments, it might be every six
 10 months, it might be once a year over a 25-year or
 11 30-year period which pays back that investment
 12 and at the end of that term the school system
 13 might acquire the building, the title might
 14 revert to the school system and presumably if
 15 they're in good condition, because the school
 16 system has the option to refuse if it's not in
 17 great condition.

18 Canada, especially the province of
 19 Alberta, used this as a way to get ahead of the
 20 curve when they had, the shale oil broke and they
 21 had this massive demographic shift and student

Page 211

1 enrollment growth and they had to build the
 2 schools very very quickly. And so the advantage
 3 here was not necessarily less cost, but it was
 4 steep.

5 The other model, the one that's
 6 represented by the Oyster School in Washington
 7 D.C. where a small site, it was about three
 8 acres, they partitioned off about one acre, a
 9 high rise apartment building was put up on that
 10 acre, and the revenues that came from the sales
 11 and then from the property taxes went into what's
 12 called a lockbox, which was used to pay back the
 13 cost for replacing the very small elementary
 14 school which was right on the corner. And so
 15 you've got a state of the art elementary school
 16 on a reduced site, call it asset memory.

17 Basically, and it doesn't have to be the
 18 same site, your school system or your local
 19 government has a very valuable site that
 20 developers think they would be interested in,
 21 then arrangements can be made that the developer

Page 212

1 gets the site, builds what they need, and part of
 2 the revenue, part of their profit in effect goes
 3 to pay off the cost for the capital improvements
 4 at that or a nearby site.

5 So that question has to be investigated,
 6 it takes a lot of research and obviously a lot of
 7 risk is involved with this as well. There is a
 8 reason, I think, that the first model I mentioned
 9 has not been used in the United States, it has
 10 been used in Canada but not in the United States,
 11 and as Paul said, Prince George's County Public
 12 Schools now is actually the first in the nation
 13 and they're venturing into this field to build a
 14 number of middle schools and high schools in the
 15 northern part of the county, so we are all
 16 watching very carefully to see what the outcome
 17 will be in Prince George's County.

18 DR. HAGER: Thank you so much, that was
 19 a wonderful explanation. I was honestly
 20 envisioning us letting private companies run
 21 charter schools, I didn't understand where you

Page 213

1 were going with that, so your explanation was
 2 fantastic.

3 My second question is just really kind
 4 of what's our next move as a school board. Do we
 5 approve the whole 15-year plan, are we approving
 6 incremental aspects of this once the final report
 7 comes out in September, you know, what is the
 8 expectation on our end?

9 MR. MILLS: I would probably defer to
 10 Mr. Dixit and Dr. Williams on that score, but our
 11 recommendations leave a roadmap of CIPs for the
 12 next 15 years, starting with this year.

13 MR. DIXIT: So thank you very much,
 14 Paul, and let me try to help you with that. So
 15 as you know, the funding is provided by Baltimore
 16 County and Maryland state, and also the planning
 17 is approved by Baltimore County and the state.
 18 So what we are going to try to do is get a
 19 consensus from all the parties so as part of our
 20 submission of plan, every year we are going to
 21 ask you to approve certain projects that will be

Page 214

1 incorporated in our annual capital plan and they
 2 will be based on the recommendations from MYIPAS.
 3 DR. HAGER: Wonderful, thank you very
 4 much.
 5 CHAIRWOMAN SCOTT: Thank you. Our next
 6 questions are from Ms. Henn.
 7 VICE CHAIR HENN: Thank you. Thank you,
 8 Mr. Mills, for the presentation. I was hoping
 9 you could give us a deeper explanation of your
 10 recommendation regarding the Northeast Middle
 11 School, and specifically to Golden Ring Middle.
 12 And I appreciate Dr. Hager's question about the
 13 public-private partnership, I was wondering the
 14 same thing myself, and I believe you had said
 15 that Golden Ring Middle was a potential example
 16 of one of those. And with the legacy project of
 17 constructing a new Northeast Middle, I'm curious
 18 as to the synergies there and what your
 19 recommendation entails for both providing the
 20 much needed capacity for middle school seats in
 21 the northeast area, what that would look like for

Page 215

1 Golden Ring Middle both after the new Northeast
 2 Middle opens as well as long term, so if you
 3 could comment on that.
 4 MR. MILLS: Absolutely. So the capital
 5 improvement program justification for the new
 6 middle school included the notion that Golden
 7 Ring, which is generally regarded as one of the
 8 poorest condition facilities in your whole
 9 portfolio, would become potential surplus
 10 property, which is great. You know, it's an
 11 asset that could be leveraged into higher and
 12 better use, whether it's converted into a new
 13 facility or ultimately a facility for the special
 14 education administration, a new school will
 15 decide to take a steep climb upwards in the
 16 future, but being a surplus asset could be the
 17 recipe for (unintelligible, feedback) land swap,
 18 messenger, some sort of way you can actually
 19 extract the value of that asset that's being
 20 underutilized in a way that achieves, you know,
 21 some equity. Did I address your question, Vice

Page 216

1 Chair?
 2 VICE CHAIR HENN: Partially. So the
 3 plan would still be to close it and it would be
 4 viewed as a surplus asset at that point. So
 5 there's some background noise, I'm having a
 6 little difficulty hearing you, but I believe
 7 that's what you had said; is that correct?
 8 MR. MILLS: Yes, ma'am.
 9 VICE CHAIR HENN: Okay, thank you.
 10 MR. MILLS: Right. I was suggesting
 11 that there be a pilot study for those P-3s and it
 12 would touch potentially that project as well as
 13 the one in central.
 14 VICE CHAIR HENN: Right. The concern is
 15 that with future development that's planned for
 16 the White Marsh area that there are additional
 17 capacity needs within that area, and that
 18 prematurely closing Golden Ring Middle may not be
 19 the best long-term decision. So I would hate to
 20 make that move and then find us five years down
 21 the road needing middle school seats in the same

Page 217

1 area.
 2 MR. MILLS: Right.
 3 VICE CHAIR HENN: So knowing that the
 4 school is in the condition that it would need
 5 extensive renovations, I'm asking if that has
 6 been fully considered.
 7 MR. MILLS: I'm struggling to hear, I
 8 think I'm getting maybe two out of three words.
 9 CHAIRWOMAN SCOTT: If everyone could
 10 mute please.
 11 MR. MILLS: To make sure you're
 12 understanding and just to be clear, our
 13 recommendation is to close the school, to explore
 14 what the outcome is for the out year (inaudible,
 15 feedback) development of the new middle school
 16 and timing (inaudible, feedback) enrollment
 17 projections are at that time, so we're not making
 18 a hard and fast rule of what the outcome is of
 19 that site but to keep the options open and the
 20 explore whether there could be potential
 21 leveraging of the asset to find a higher and

Page 218

1 better use for the entire system.

2 VICE CHAIR HENN: Thank you.

3 CHAIRWOMAN SCOTT: Thank you for that.

4 I just wanted to make sure that everyone is

5 muted, because we are hearing, I don't know, it

6 sounds like some feedback or some background

7 noise. Next is Ms. Causey.

8 MS. CAUSEY: Thank you. I also wanted

9 to thank Mr. Mills and Dr. Lever for the

10 presentation and I also wanted to thank all the

11 staff that's worked on this, along with all the

12 volunteers. There's been a lot of community

13 involvement as was indicated by Mr. Mills. I

14 also appreciate the effort to evaluate all

15 schools at the same time, to really get an

16 understanding of the needs throughout the county

17 and to address things equitably. I support the

18 \$71 million in special education and alternative

19 education. I visited Battle Monument and Maiden

20 Choice and I understand the aging facilities but

21 also the complex equipment that's needed to take

Page 219

1 care of our students with the greatest challenges

2 and most medically fragile.

3 There's a lot of really great

4 recommendations in here, the renovations and

5 enhancements, the special ed, career tech,

6 Sparrows Point Middle School and High School

7 separation, I support that, and the grade

8 realignment. And also the legacy projects which

9 the Board has approved through the years, a lot

10 of the time that I've been on the Board.

11 I do just want to say that I am

12 concerned and I have consistently supported

13 replacement schools where it is fiscally prudent,

14 but also important when you look at the impact on

15 students. I supported that planning for

16 Lansdowne High School, Dulaney and Towson High

17 Schools, and those are warranted for structural

18 and also for over capacity issues. I'm concerned

19 that both Towson and Dulaney have been downgraded

20 to renovations and I'm concerned that the

21 disruption and the danger and the delay is not

Page 220

1 really being considered, as well as the cost of

2 swing space. My own students lived through a

3 replacement, a renovation in place, and there was

4 a great deal of disruption, there was danger, and

5 there was also delays in the construction

6 timeframe which add dollars as well as impact.

7 So I'm hoping that there will be some additional,

8 I will be requesting additional information

9 around the costing.

10 And also, there really has not been any

11 information about the swing space. Dulaney has

12 the excess land to build a school on the land

13 while the children are in the school so there's

14 not yet a need for swing space. Towson, I don't

15 even know how one would consider a replacement, a

16 renovation in place with those students, it's a

17 very small campus.

18 So while I have concerns about those

19 issues, I, you know, really look at this as a

20 very very positive thing for Baltimore County in

21 that we are really taking a look, we're really

Page 221

1 taking a long-range look, and we're also looking

2 at the dollars. I appreciate your points about

3 reducing scope, redistricting and looking at

4 those additions instead of replacements where

5 appropriate.

6 I did want to ask you because we were

7 talking about your predictable data driven in

8 terms of the projections. There's been wide

9 media attention as well as we know in our own

10 schools, disruption in our projections of our

11 student enrollment. So has there been any

12 additional analysis related to the effect of the

13 pandemic on the projections, especially in the

14 short term where we might have a double first

15 grade class --

16 CHAIRWOMAN SCOTT: You're at time,

17 Ms. Causey.

18 MS. CAUSEY: Thank you. Mr. Lever, if

19 you could just address the issue of projections,

20 or Mr. Mills?

21 MR. MILLS: David, I think you're on

Page 222

1 mute so I'll go ahead and take the first round
 2 here. Thank you, Ms. Causey, for the question
 3 and for your kind words about the process. The
 4 enrollment projections were provided by Baltimore
 5 County and this was addressed earlier in this
 6 process over the last year and a half, that we
 7 did look at the methodologies and confirmed they
 8 were consistent with industry best practices for
 9 addressing -- as far as addressing a refresh from
 10 the pandemic, it's really too soon to call on it.
 11 There's going to be definitely kind of a wave
 12 that floats through the system and matriculates
 13 out as part of it, and the demographers that do
 14 that sort of work are going to have some
 15 interesting challenges here in the near term to
 16 look at it.

17 We do know that you have a virtual
 18 offering that is going to persist into the fall
 19 and that could have some impact on capacity
 20 utilization as well. There's a lot of factors
 21 here that need to go forward but we're looking at

Page 223

1 the springboard for long-term planning, the year
 2 prior to the pandemic and using a reasonable
 3 timeframe of the 2026-2027 projection which, the
 4 dust settling after a certain timeframe is going
 5 to rationalize itself out.

6 DR. LEVER: We believe that the state
 7 has used something similar to the methodology.
 8 Although they reported the 2020 enrollments, it
 9 appears that the projections that they make
 10 beyond 2020 are actually based on the 2019
 11 enrollments, the more stable enrollment before
 12 the unusual circumstances of the pandemic hit.

13 CHAIRWOMAN SCOTT: Thank you. Next it
 14 looks like it's Ms. Rowe.

15 MS. ROWE: Yes, thank you. I just want
 16 to thank everyone who participated in this,
 17 including Dr. Lever, and the one thing that I
 18 have that I am concerned about that I feel like
 19 hasn't really been addressed is that at the same
 20 time you all were doing your work, the county
 21 council did the APFO task force to determine that

Page 224

1 the way our county laws are written in regards to
 2 development exacerbates problems for planning for
 3 our school system and the county for keeping
 4 school facilities at or below capacity. And I
 5 wanted to know, just like you gave us the impact
 6 of building a couple higher end projects, the
 7 opportunity cost is 86 school projects, have you
 8 looked at being able to stick to this plan in
 9 regard to the recommendations of the APFO task
 10 force as far as the things that they said as far
 11 as development in certain areas exacerbating
 12 school overcrowding?

13 Like for instance, using Chesapeake High
 14 School capacity in order to say you can build in
 15 the Sparrows Point High School area, but there's
 16 a huge body of water with no bridges or ferries
 17 between those two school zones. So like those
 18 sorts of things, I could see if the county
 19 council doesn't act on the APFO task force, this
 20 plan could be completely missed by any number of
 21 changes in variables.

Page 225

1 MR. MILLS: So we didn't take a super
 2 deep dive into policy issues that are
 3 contemporaneous with regard to our work, it was
 4 challenging to incorporate those with the
 5 recommendations in here. However, looking at
 6 structures that could throttle growth or at least
 7 put in place impacts so that, you know, the tax
 8 basis is there to accommodate the growth is
 9 certainly something that ought to be, you know,
 10 that we would recommend and advocate, or suggest
 11 that you advocate for.

12 MS. ROWE: Okay. I think my biggest
 13 concern is the fact that just the fact that you
 14 presented these projects here tonight allows
 15 developers to start seeking approval for new
 16 development, and we could be 15 years away from
 17 finishing these projects and they could be five
 18 years away from finishing theirs, and developers
 19 at that rate will always outpace us.

20 CHAIRWOMAN SCOTT: I'm sorry, was there
 21 a question there, or did you all have a response

Page 226

1 for Ms. Rowe?

2 MS. ROWE: Well, I guess my concern is

3 less about the taxes and more about the pace of

4 development.

5 CHAIRWOMAN SCOTT: Okay. Did you all

6 have a response to Ms. Rowe or was it just a

7 statement?

8 MR. MILLS: Yes, I would just echo that

9 I agree, that there needs to be a comprehensive

10 approach that involves strategic planning of your

11 capital program aligned with your educational

12 missions, and also aligned with policy decisions

13 around development.

14 DR. LEVER: The concept of grade

15 succession ratio, cohort survival, was developed

16 intrinsic in the projection methodology, takes

17 into account the rate of growth in the past and

18 it makes an assumption that with new development

19 the rate of growth will be similar going into the

20 future. But that's also aligned with the number

21 of, the ratio of children going into kindergarten

Page 227

1 and first grade. So in theory, unless you get

2 something very unusual happening on this sort of

3 growth, the projections already look at and

4 encompass the notion of housing growth. That can

5 be thrown off of course by a major development or

6 by an unusual circumstance.

7 CHAIRWOMAN SCOTT: Thank you. And I

8 just had one -- thank you for this presentation

9 and all the work that everyone put into

10 presenting us with this. And I guess my question

11 was, what would happen or what would happen to

12 the projects or a development, and I believe you

13 touched on that but I wanted to see if you could

14 talk just a wee bit more about it, if projects

15 that are suggested for, instead of replacement

16 but like as you said renovations, if those, like

17 Ms. Causey had said, like she mentioned Dulaney

18 and Towson, and I believe you have said those

19 were suggested for renovation as opposed to

20 replacement. If they're indeed put on as

21 replacements, what would that do to other

Page 228

1 projects on the list, how would that impact other

2 rebuild projects?

3 MR. MILLS: Right. So it was mentioned

4 earlier that all of the premium projects would

5 impact or result in 86, or essentially half of

6 the portfolio being pushed beyond the 15-year

7 mark. Towson and Dulaney are the two most

8 expensive redevelopment options that were

9 considered, any senior high school being large in

10 scale, getting complicated as Board Member Causey

11 was suggesting. Now the impact of swing space

12 and the challenge of doing a development, whether

13 it's a renovation or an addition, those are

14 expensive projects. But those two, if they were

15 replaced on site, would displace 41 of those 68

16 projects beyond that 15-year target.

17 CHAIRWOMAN SCOTT: And do you have a

18 list of those 41 projects and what communities

19 they're located in?

20 MR. MILLS: We can generate one.

21 There's the list that showed the 68 and there's

Page 229

1 some similar ones about the relative, that the

2 renovations, some of them have a little bit more

3 of the higher priorities and some of them have a

4 little bit less and there's some subtleties as to

5 which ones exactly. But if you looked at the

6 rank order based on the assessment priority list,

7 it's the ones towards the bottom that would fall

8 off first.

9 CHAIRWOMAN SCOTT: Okay, so that list

10 that you showed us that had all of those listed

11 by color code, could you put that back up, that

12 slide back up? And you're saying it's the ones

13 that are on the bottom that would fall off, so

14 would it be countywide or would it be

15 concentrated in one area, I guess that's what I'm

16 trying to understand.

17 MR. MILLS: There's a pretty consistent

18 spread across the different regions, I think you

19 can actually see it.

20 CHAIRWOMAN SCOTT: Yeah, you said out of

21 170 campuses, 41 projects that would be pushed

Page 230

1 out or pushed off.

2 MR. MILLS: The ones that are in dark

3 green here are the ones that if we did all the

4 premium projects. The two most expensive ones of

5 those premium projects, that would be in the

6 realm of half of the premium projects that are

7 there, pushes out about 41 of those facilities

8 that would be typically the ones towards the

9 bottom of the groups in gray that would push out

10 beyond the 15-year cycle, and that would be the

11 impact of two projects.

12 CHAIRWOMAN SCOTT: So two projects that

13 would benefit I guess several thousand children,

14 or a couple thousand children, would then impact

15 countywide I guess, and this is rough math, more

16 than like 50,000 children in schools that would

17 not be developed or would be pushed out to have

18 their development take a longer period of time.

19 MR. MILLS: Not checking your math, that

20 sounds about right, and you know, it's just the

21 notion of trade-offs here. I would love that all

Page 231

1 schools' facilities could receive the maximum,

2 you know, remedies to all the ways and

3 replacements. It's just simply with the limited

4 resources there, we can't professionally

5 recommend that we do that.

6 CHAIRWOMAN SCOTT: Thank you very much.

7 I just wanted to have an understanding so that

8 it's just in very direct language, I'm not an

9 engineer as is Ms. Jose, but I just wanted to get

10 a very basic understanding. Thank you.

11 MR. MILLS: Thank you.

12 CHAIRWOMAN SCOTT: All right, so that --

13 thank you for the presentation, and so then we

14 can move on. I would like to see if we could, or

15 I could make a motion to postpone S and U to the

16 August 10th meeting.

17 VICE CHAIR HENN: Second.

18 CHAIRWOMAN SCOTT: Okay. Ms. Gover,

19 could we take a rollcall vote on that please?

20 MS. GOVER: Ms. Rowe?

21 MS. ROWE: Yes.

Page 232

1 MS. GOVER: Ms. Causey? Ms. Causey?

2 MS. CAUSEY: I'll say no.

3 MS. GOVER: Ms. Mack?

4 MS. MACK: Could I ask for a

5 clarification? S as I see it is public comment.

6 CHAIRWOMAN SCOTT: No, it's board

7 committee updates, I had to recycle.

8 MS. CAUSEY: If you recycle, I'd say

9 yes.

10 MS. MACK: I just wanted to clarify.

11 CHAIRWOMAN SCOTT: All right, board

12 committee updates and board member comments and

13 agenda setting, to clarify.

14 MS. GOVER: Ms. Mack?

15 MS. MACK: Thank you, yes.

16 CHAIRWOMAN SCOTT: Mr. McMillion?

17 MR. MCMILLION: Yes.

18 MS. GOVER: Ms. Jose?

19 MS. JOSE: Yes.

20 MS. GOVER: Ms. Henn?

21 VICE CHAIR HENN: Yes.

Page 233

1 MS. GOVER: Mr. Thomas?

2 MR. THOMAS: Yes.

3 MS. GOVER: Mr. Offerman?

4 MR. OFFERMAN: Yes.

5 MS. GOVER: Mr. Kuehn?

6 MR. KUEHN: Yes.

7 MS. GOVER: Dr. Hager?

8 DR. HAGER: Yes.

9 MS. GOVER: Ms. Scott?

10 CHAIRWOMAN SCOTT: Yes.

11 MS. CAUSEY: Madam Chair, may I change

12 my vote to yes, because my BoardDocs said

13 different agenda items, so I appreciate Ms. Mack

14 asking for clarity on that.

15 CHAIRWOMAN SCOTT: Certainly.

16 MS. GOVER: Thank you.

17 CHAIRWOMAN SCOTT: Thank you. Okay, so

18 then that brings us to Z, announcements -- excuse

19 me, I'm sorry, that actually brings us to T and

20 then Z, correct? I just want to make sure, all

21 right. So the next item on the agenda are

1 information items, which include the 2021 summer
 2 program, 2021-22 special education staff plan,
 3 Baltimore County Public Schools public charter
 4 schools renewal process, FY-2023 operating and
 5 capital budget schedules, policy review
 6 committee, policy editing conventions for
 7 2021-2022, policies scheduled for review for
 8 2021-2022, questions and answers on appeals and
 9 hearing handbook, and the Southeast Area
 10 Education Advisory Council meeting minutes of
 11 May 17th, 2021.

12 And now we are at Item Z, and the last
 13 item on the agenda is announcements, and this
 14 Board's next meeting will be held on Tuesday,
 15 August 10th, 2021, at 6:30 p.m.

16 And we thank you for joining us tonight,
 17 the meeting is now adjourned.

18 (Meeting adjourned.)
 19
 20
 21

1 STATE OF MARYLAND.
 2 BALTIMORE COUNTY: SS
 3

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

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

12 As witness, my hand and notarial seal this
 13 28th day of July, 2021.
 14

15 _____
 16 Paul A. Gasparotti
 17
 18
 19
 20
 21

WORD INDEX

<p>< \$ > \$1.2 114:18 \$1.6 186:10 \$100 159:7 199:20 \$11 111:16 \$140 159:6 \$15 128:9 \$2.2 202:5 \$2.5 159:6 167:9 202:4 \$3,825,000 111:18 \$30,000 99:6 \$328 176:7 \$4.7 158:14 202:3 \$400 159:12 \$50 180:3, 11 182:14 \$500,000 110:20 \$71 182:6, 13 184:11 218:18 \$723 170:12 \$96 52:21</p> <p>< 0 > 0100 18:19</p> <p>< 1 > 10:40 70:3 100 154:12 102 4:8 108 4:9 10th 7:11 231:16 234:15 11 34:21 73:15 77:6 108:5 115,000 92:10 117 4:11 11th 77:16 12 37:5 38:9 39:8 87:18 92:1 153:17 126 4:13 12-year-olds 177:10</p>	<p>13 1:11 36:15 39:13 92:1 13.6 35:12 132 169:7 1320 127:1 139 4:15 13th 5:5, 17 7:3 14 34:7 108:12 140 164:14 189:21 146 167:10 15 36:2 67:13 89:7 117:19 121:11 122:8, 9 140:9 153:11, 19 157:11, 13 159:6, 7 197:9, 21 198:20 199:10 202:7 213:12 225:16 15,604 83:2 15.1 104:8, 15 15-year 160:4 166:13 167:8 168:7 169:14 170:21 189:20 195:1 196:20 198:21 203:1 207:8 213:5 228:6, 16 230:10 16 38:19 168:9 17 37:18 17.7 37:11 170 142:20 166:12 170:19 229:21 17th 234:11 18 45:15 18,234 83:5 18.3 35:5 18-year-olds 177:10 1964 49:21 1970s 187:8 1990s 175:18 1st 79:15 103:10</p>	<p>< 2 > 2 72:11 20 48:21 68:13 113:15 153:15 198:1, 17 2014 65:19 2015 77:8 2018 98:20 112:21 2018-2019 62:8 2019 77:8, 16, 18 78:3, 5 103:10 223:10 2020 5:17 77:10 83:4 223:8, 10 2021 1:11 5:5 8:3 20:18 72:11 117:8 156:21 159:5 234:1, 11, 15 235:13 20-21 122:19 2021-2022 4:11 117:4 118:6 234:7, 8 2021-22 234:2 2022 119:5 2023 103:11 112:21 2024 102:19 103:12 2026-2027 223:3 2026-27 166:16 20-year 164:1 21 96:5 21,000 52:1 21,697 82:20 21.A 206:18 21-22 122:20 21st 98:20 22 39:18 40:2, 21 151:20 234 4:16, 17, 18 2372 127:2 24 38:14 168:10 191:12 25 3:5 198:1,</p>	<p>17, 20 25,000 151:15 25-year 210:10 26 3:6 41:8 27th 143:8 28 8:2 20:18 169:6 175:10 28th 235:13 29 35:17 29th 140:21</p> <p>< 3 > 3,463 83:4 30 3:7 48:1 113:16 198:12 199:8 202:20 30-plus 168:10 30th 102:18 103:11, 12 30-year 164:2 210:11 32 191:10 3231 127:3, 20 129:11 132:1, 7, 10 133:6, 8, 17 136:7 137:15 34 6:17 3800 18:19 3rd 119:5</p> <p>< 4 > 4.7 158:21 40 159:8 190:2 198:13 4011 18:20 40-year 199:8 41 228:15, 18 229:21 230:7 45 3:9 462 159:14 47 3:10 52:1 4-H 123:4</p> <p>< 5 > 5 3:2, 3 5,000 143:19 50 63:2 77:15 78:2 199:11 200:1</p>	<p>50,000 230:16 51 3:11 78:3 5210 18:20 5420 127:4 5430 127:5 56 3:12 62:8 5600 18:20 58 111:20, 21 113:2</p> <p>< 6 > 6 31:21 36:7 6:30 72:16 234:15 60 3:13 60s 199:4 63 3:14 66 3:15 67 77:12 68 228:15, 21 69 3:16 6th 82:21</p> <p>< 7 > 7 3:4 70 62:2 199:11 70s 199:5 71 155:4 72 3:17 723 168:13 73 6:17 7330 100:2 75 3:18 79 3:20</p> <p>< 8 > 80 78:8 164:12 800 151:17 82 153:10 850 64:13 86 77:18 170:18 207:7, 10 224:7 228:5 8601 7:21</p> <p>< 9 > 90 3:21 91 4:1 152:19 154:16</p>
---	---	--	--	---

<p>96 4:3 98 4:6</p> <p>< A ></p> <p>ability 56:18 57:3 235:8</p> <p>able 6:11 41:13 46:20 64:12 73:21 86:5 120:17 123:4 128:15 129:14 131:14 189:17 224:8</p> <p>aboard 139:20</p> <p>absolutely 53:9 206:2 215:4</p> <p>Abstain 97:15, 17 108:2</p> <p>Abstaining 96:18</p> <p>abundance 87:20 173:4</p> <p>abuse 56:16</p> <p>abusing 62:4</p> <p>academic 73:3 76:16 77:3 79:18 80:15 88:15 154:10, 14 155:11, 14</p> <p>Academy 35:8 37:1, 7, 13 38:16</p> <p>accelerated 84:17, 19</p> <p>accept 12:5 126:20 127:11 132:21</p> <p>acceptable 112:18 203:7</p> <p>access 80:11 83:21 85:16 89:8 131:18 154:9, 13 155:11, 13 179:5, 15, 18 180:6, 13 185:1 188:16</p> <p>accessible 53:16 85:2 208:21</p>	<p>accommodate 171:20 225:8</p> <p>accomplish 74:10 160:9</p> <p>accomplished 57:15</p> <p>account 58:17 123:2 226:17</p> <p>accountability 54:20 113:5</p> <p>accountable 47:2</p> <p>accounted 162:18 164:17</p> <p>accurate 235:7</p> <p>accustomed 88:10</p> <p>achieved 105:2</p> <p>Achievement 31:4 37:10 73:3 104:18</p> <p>achieves 165:21 215:20</p> <p>achieving 148:2 154:8 178:3</p> <p>Acknowledge 47:8 59:5 87:11</p> <p>acknowledgemen t 177:16</p> <p>acknowledges 147:7</p> <p>acknowledging 81:21 180:2</p> <p>acknowledgment 184:7 185:7</p> <p>acquire 210:13</p> <p>acre 211:8, 10</p> <p>acres 211:8</p> <p>Act 6:11 25:11 49:20 72:10, 12 159:11 202:5 224:19</p> <p>Action 3:5 4:2 85:10 93:8 95:21 96:9 134:21 185:21</p> <p>actions 56:9, 13 96:7 99:2</p>	<p>activities 84:2 199:17</p> <p>activity 199:21</p> <p>actual 111:7 157:4 169:1 174:18</p> <p>Ad 157:17</p> <p>ADA 201:2</p> <p>Adams 3:18 74:18, 20 75:3</p> <p>adapt 196:11</p> <p>adapting 81:3</p> <p>adaptive 88:19</p> <p>add 77:8 80:12 129:10, 18 130:18 135:1 173:19 220:6</p> <p>added 162:4 175:14</p> <p>adding 80:20 190:1</p> <p>addition 99:4 117:18 140:15 157:19 159:10 161:9 178:21 182:13, 21 183:7 200:20 228:13</p> <p>addition/renovat ion 169:7 172:20 175:9 206:6</p> <p>additional 54:18 62:21 89:7 90:9 106:6, 20 121:3, 12 124:8 164:16 183:11 188:19 190:2 216:16 220:7, 8 221:12</p> <p>additions 7:4 64:9 163:1, 2 165:16, 17 166:14 170:14 171:19 174:4 177:4 180:11 185:4 192:11 207:4 221:4</p>	<p>address 9:1, 19 23:6, 9 43:5, 12 80:15 106:9 134:10 150:13 187:19 202:11 208:7 215:21 218:17 221:19</p> <p>addressed 9:2 18:2 22:6 57:4 193:20 203:4 222:5 223:19</p> <p>addresses 44:4 64:14 149:15</p> <p>addressing 23:1 136:4 160:5 222:9</p> <p>adequacy 140:13 146:18 147:21 170:4 206:17</p> <p>adequate 105:13</p> <p>adjacent 204:3</p> <p>adjourned 234:17, 18</p> <p>Adjournment 4:18</p> <p>adjust 86:19</p> <p>administration 54:9 85:12 215:14</p> <p>Administrative 3:7 29:21 30:4 32:4 45:8</p> <p>administrators 89:18</p> <p>adult 172:18</p> <p>adults 80:10</p> <p>advance 40:5 72:14 94:17 115:10</p> <p>advantage 211:2</p> <p>advice 25:20 42:8 68:17</p> <p>advised 80:19</p> <p>advisory 140:10 234:10</p>	<p>advocate 65:6 185:20 225:10, 11</p> <p>affect 161:17</p> <p>affirm 48:13</p> <p>affirms 153:1</p> <p>afford 150:19</p> <p>affordable 201:7</p> <p>afraid 18:9</p> <p>age 87:18</p> <p>agency 113:14 208:16, 18</p> <p>Agenda 3:4 7:1, 2, 3, 5 9:11, 20 10:20, 21 11:7 13:13 15:7 17:2, 3, 18 21:19 25:8 26:6, 7 29:20 56:15 70:21 72:11, 15, 19 74:5 76:11, 16 79:4 91:7 95:19, 20 98:1 102:1 108:7 117:3 126:17 127:7, 10 137:19 139:5 232:13 233:13, 21 234:13</p> <p>agendas 58:6</p> <p>aggregated 170:1</p> <p>aging 218:20</p> <p>ago 146:21 162:7</p> <p>agree 9:15 23:11 50:19 57:21 58:2, 3 73:20 152:19, 20 195:2 226:9</p> <p>ahead 56:2 59:20 60:9 63:18 69:11 75:2 91:6 112:5 121:8 128:2 135:16 146:15 149:21</p>
---	--	---	--	---

<p>194:12 210:19 222:1 air 68:11 88:7 Alberta 210:19 al-Fitr 119:4 Algebra 77:21 78:7 align 174:15 aligned 89:19 226:11, 12, 20 aligning 151:3 alignment 81:15 84:10 86:16 Allegiance 5:6, 10 Allegiance/Mom ent 3:3 Allen 3:11 51:3, 5, 6, 8, 10, 11, 14, 17 55:2 Alliance 51:18 allocated 152:17, 20 202:1 allocation 147:19 152:13 159:9 allotment 53:2, 12 allow 6:5, 8 44:16 47:7 60:21 117:10 152:8 allowed 9:13 43:4 70:11, 13 94:8 allowing 42:14 51:15 57:5 66:2, 14 75:7, 14 178:1 190:12 allows 121:11 180:6 225:14 alterations 186:18 Alternative 40:4 46:20 142:15 161:20 164:21 167:3</p>	<p>182:5 183:17 218:18 Amanda 37:14 Amber 34:14 amend 11:15 15:14 126:21 130:3, 6 amended 5:16 17:2 117:8 129:20 130:3, 10 133:6 136:7 amending 133:8 amendment 11:21 12:8, 17 13:20 14:1 15:10 49:20 54:16 135:11 American 48:3, 9, 13 amount 9:19 195:21 209:13 Amy 3:18 40:12 74:18 98:17 analysis 118:3 128:17 131:1 163:12 164:18 221:12 and/or 6:12 Anderson 33:16 Andrew 36:21 animals 99:5 Announcements 4:17 233:18 234:13 annoyed 59:1 annual 214:1 answer 65:2 106:4 141:8 195:20 199:15 answered 46:1 115:5 answering 204:8 answers 234:8 anticipation 153:9 199:5 Anyway 69:15 apartment 211:9</p>	<p>APFO 223:21 224:9, 19 apologize 18:8 127:9 128:13 137:20 apparent 92:19 apparently 41:18 69:13 appeals 234:8 appeared 61:3 appears 223:9 Applause 33:19 34:12 41:10 42:2 80:1 90:14 95:14 101:20 applicable 6:21 apply 168:19 appointed 45:6 appointees 25:16 appointment 25:13 33:16 Appointments 3:7 29:21 30:4 32:4 41:9 appreciate 13:2 42:3, 10 60:19 69:13 70:8 75:7 106:18 112:8 113:18 121:9, 16 199:14 201:16 214:12 218:14 221:2 233:13 appreciated 41:21 appreciation 58:16, 20 approach 80:21 147:10 160:5 161:11 165:20 167:6 226:10 approached 81:5 approaches 84:16 approaching 53:17</p>	<p>appropriate 42:11 43:17 46:4 85:1 96:6 221:5 approval 30:5 98:11 99:21 104:14 108:16 117:10 130:6 131:21 132:7 225:15 approve 8:7 26:13 27:3 28:9 32:3 96:6, 9 100:6 102:17 108:18 118:5 213:5, 21 approved 5:16 8:5 17:14 19:17 99:19 108:14 158:3 159:10 213:17 219:9 approving 213:5 April 22:4 ARA-200-22 114:4 Arbutus 181:7 architects 146:8 architectural 156:19 Area 4:6 98:12, 14, 16, 19 99:9, 10, 13, 14, 17 100:8 123:8 163:3 171:17, 21 172:11 173:5 179:13, 17 183:9 191:20 193:14, 17 204:3 214:21 216:16, 17 217:1 224:15 229:15 234:9 areas 81:18, 20 114:13, 15, 16 169:20 171:14 179:9 187:1</p>	<p>195:4 196:15 207:6 224:11 argument 54:16 arrangements 211:21 array 82:18 arrive 188:4 art 45:18 182:19 183:2 211:15 arts 31:4, 5 35:21 36:1, 4, 5 89:14 ashamed 94:5 aside 114:18 asked 8:1 50:20 64:20 114:10 131:2 150:13 152:15 153:5, 7 171:2 194:15 202:8 209:4 asking 110:7, 15 205:12 217:5 233:14 asks 126:20 aspect 153:20 155:13 aspects 155:5, 8 210:5 213:6 aspire 162:13 aspires 147:12 assembly 130:12 assessed 200:11 assessment 148:1 151:6 165:19 200:9 229:6 assessments 105:10 140:15 152:4 156:2, 5 170:2 190:8 asset 209:8, 9, 14 211:16 215:11, 16, 19 216:4 217:21 assignment 25:13</p>
--	---	--	--	--

<p>assignments 85:1 assigns 49:14 assist 61:21 assistant 30:13, 14, 15, 16, 18, 19, 20 34:15 35:1, 18 36:16 38:2, 13, 15, 20 39:2, 7, 12 40:7 41:1, 6 associate 172:8 associated 99:8 144:10 171:11 174:8 176:8 184:20 190:18 208:15 209:8 associating 172:5 assume 157:9 assumed 53:18 assuming 66:15 assumption 226:18 attempt 67:21 attend 6:9 99:3 109:6 119:10 123:4 143:12 144:19 188:5 attendance 67:2 77:11 attending 143:9 147:5 184:2 attention 61:19 75:20 88:20 93:13 95:12 205:3 221:9 Attorney 34:3 attractive 179:11 audio 39:18 August 7:11 70:16 82:21 86:6 90:8 123:9 231:16 234:15 authority 110:10 111:17 autonomy 65:12</p>	<p>availability 176:14 210:2, 9 available 63:15 72:15 82:17 90:9 145:18 147:20 186:1 average 157:13 avid 99:4 avoid 114:17 159:3 163:3 avoided 163:4 Awards 4:9 108:7 aware 64:20 114:4 140:2 < B > baby 196:3 199:5 back 7:19 8:4, 20 9:14 10:14, 16 18:5 50:16 60:7 61:4 62:18 63:18 65:18, 20 67:4 69:7, 13 70:21 74:14 79:10 124:4 129:18, 21 130:2 141:3 159:18 167:18 179:2 184:8 186:2, 10 196:8 209:10, 12, 16 210:11 211:12 229:11, 12 backfiring 59:14 background 216:5 218:6 backwards 63:4 bad 61:11 62:19 93:8 Badillo 3:13 55:7, 10 60:3, 8, 10, 13, 14 70:10 BALTIMORE 1:2 5:4, 9, 12 20:20 33:21 34:8, 17, 21 35:6, 13, 17</p>	<p>36:2, 9, 15, 20 37:5, 11 38:4, 10, 14, 19 39:4, 9, 13 40:2, 9, 15 41:1, 5 43:15 44:6 47:21 48:12 50:2 52:19 54:8 60:14 63:2, 5 69:17 72:13 74:10 99:1 114:6 140:3 143:21 144:17 145:19 146:2 147:11 150:9 158:2, 6 159:13 177:19 178:15 179:10 180:18 213:15, 17 220:20 222:4 234:3 235:2, 5 ban 64:10 band 168:13 181:17 bar 155:2 Barbara 3:14 55:13 63:11, 14 barely 59:5 bargaining 26:2 Barry 34:4 based 9:16 49:15 67:8 86:12 90:3, 5 104:18 156:1, 6 167:11 214:2 223:10 229:6 baseline 157:9 Bash 124:10 bashing 92:21 basic 78:20 153:3 204:20 231:10 basically 113:3 114:14 153:1 192:18 209:11, 20 211:17 basis 143:12 182:4 225:8 battle 65:18</p>	<p>218:19 BCP 140:18 BCPS 1:8 6:16 21:1 45:12, 19 48:2 50:16 51:15 53:6 54:10 60:17 64:21 65:20 67:10, 14, 20 68:8 73:4, 18 74:15 78:18 82:7, 13 83:5, 11 85:18, 21 90:2 91:11 92:1 95:13 99:19 140:2, 18 143:18 bcps.org 44:10 beat 209:1 began 82:20 beginning 56:8, 17 70:7 begins 81:10 begun 64:4 behalf 102:14 behavior 43:19 behavioral 143:2 believe 7:6 9:16 13:9 15:10 19:12 26:20 47:5 103:3 112:21 113:20 124:10 198:7 201:18 214:14 216:6 223:6 227:12, 18 bells 163:20 beneath 160:12 169:21 beneficiary 203:17 benefit 49:9 78:17 120:18 123:10 152:17, 21 154:3 183:2 202:1 205:6, 18 206:14 230:13</p>	<p>Bergman 3:17 72:1, 2, 3, 6 best 47:6 81:4 84:10 88:15 140:1 193:13, 15, 16 216:19 222:8 235:8 better 20:1 47:11 63:7 74:3 88:5 91:16 95:4, 5 109:18 110:4 178:9 215:12 218:1 beyond 50:2 123:11 158:11 164:1, 8 175:2 184:5 223:10 228:6, 16 230:10 bicker 74:4 bickering 68:21 74:1 big 168:17 173:14 174:19 176:6 195:6 206:21 biggest 225:12 bill 81:6 billion 158:14, 21 159:6 174:21 186:10 202:3, 4, 6 bit 75:10 119:7 145:9 152:10 155:21 166:1 173:16 176:17 179:15 180:17 205:20 227:14 229:2, 4 black 50:8, 10 blended 34:9 151:15 block 65:5 blueprint 167:12 184:17 BOARD 1:1, 7 2:1, 3 4:1, 12 5:4, 15, 17, 19, 21 6:2, 3, 6, 13,</p>
--	---	--	---	---

<p>15, 20 7:18, 20 8:10, 21 9:7, 9, 17 11:18 13:5, 16 17:7, 15, 17, 19 18:9, 11, 13 19:11, 17 20:14, 17, 20 21:1, 2, 10, 17 22:19 23:2, 4, 5 24:4 25:10 26:6 30:3 41:14, 21 42:7, 9, 13, 17, 19, 21 43:5, 11 44:8, 11 45:5, 12, 19 47:20 49:2, 3, 5, 8, 11, 18 51:14 56:5, 10, 13, 15 57:6, 9, 13 58:6, 10, 13, 21 59:1, 5, 9, 10, 12 60:18 64:2, 9 65:10 66:15 67:1, 2 68:1, 16 69:15 70:6, 12, 16, 17 71:7, 13 72:13 75:4, 6 76:2, 10, 14, 17 79:8, 10, 13 90:1, 19 91:2, 10 92:2, 3, 9, 17, 18 93:7, 15, 17 94:6, 7, 14, 16 95:1, 7, 12 96:3, 6 98:6 99:20 102:5 106:12 111:3 112:1 114:11 115:7 117:8 120:6 121:14, 16 122:15, 17 123:2 124:3 126:18, 19, 20, 21 128:5 129:8 130:7 131:17 133:18 134:2, 3 135:18 137:17 139:11, 19 140:1, 2, 21 141:8, 10, 12 158:3, 7 191:5</p>	<p>205:13 206:20 207:11 213:4 219:9, 10 228:10 232:6, 11, 12 BoardDocs 26:5 233:12 boarding 89:6 boardroom 70:20 Board's 44:10 117:9 127:12 131:10 234:14 body 72:12, 14 224:16 boe@bcps.org 44:9 bogged 68:13 boils 67:16 bonds 82:3 book 99:15 boom 196:3 199:5, 6 bordering 179:9 bottom 73:17 170:7 229:7, 13 230:9 box 112:8 Bradley 39:1 brand 181:2 brave 99:2 break 122:6 breakdown 169:11 breakout 143:10 brick 147:3 bridge 201:20 Bridges 85:7 224:16 brief 69:20 109:8 bring 21:7 39:13 61:18 90:21 98:10 102:7 139:21 166:18 177:3 186:11 208:12 bringing 30:3 104:5 105:12</p>	<p>112:10 161:11 186:13 205:2 brings 34:1, 7, 16, 21 35:5, 12, 17 36:2, 14 37:5, 11, 17 38:3, 9, 14, 19 39:3, 8, 17 40:1, 8, 14, 21 41:4 233:18, 19 broad 167:10 178:11 broadcast 190:4 broadcasted 6:15 broadly 182:13 broke 210:20 broken 92:18 159:21 162:9 200:13 brought 8:20 18:13 23:2 102:13 143:4 144:20 181:18 Brousaides 15:10, 13 96:1, 2 97:21 130:16 132:17, 19 133:5, 9 brush 167:11 brutality 46:16 budget 63:3 157:5, 12, 15 159:4, 5, 17 160:3 163:6, 13 164:17 166:9 167:8 180:3 181:20 182:16 189:21 201:7 234:5 budgeted 180:2 budgets 149:18 151:4 165:15 167:19, 20 168:1 200:17 207:2 buffer 114:8 build 66:4 82:5 85:9 98:12 114:14</p>	<p>147:1 150:4, 6 159:11 162:8 176:11 193:5 196:4, 5 197:18 198:12 199:8 202:5 209:5 210:3 211:1 212:13 220:12 224:14 builder 208:12 building 99:9 108:8, 11 109:5 115:8 153:8 154:17, 19 155:10 163:2 169:17 170:5 186:14 197:19 200:2, 15 206:18 210:13 211:9 224:6 buildings 146:7, 20 147:3 162:11 175:18 196:8, 9, 13 198:2 200:12 205:14 builds 212:1 built 146:20 162:7 182:19 190:1 198:2 199:4 202:16 bulk 186:5 bureaucracy 68:14 Burke 3:9 44:19, 20, 21 45:3 bus 87:10 Business 3:5, 6, 7 4:2, 4, 7, 9, 10, 12 17:6 20:17 92:14 126:18 busy 128:20 190:5 buying 163:17 < C > Calendar 4:11 117:5, 8, 10 118:6 119:3</p>	<p>121:6 122:7, 14, 16 123:15 124:11 126:11 Call 3:2 5:3 26:8 29:21 42:15 44:2 49:7, 17 79:5 96:1 98:4 102:3 108:8 117:5 139:7 173:10 177:1 205:16 211:16 222:10 called 17:17 46:13 162:20 210:1 211:12 callers 41:18 44:13 calm 68:20 calmed 46:3 cameras 59:9 campus 169:14 176:16 177:11 178:2 220:17 campuses 142:21 146:9 161:17 162:3 166:12 169:9 170:19 177:9, 15 193:9 229:21 Canada 210:1, 8, 18 212:10 candidate 34:4, 14, 19 36:6, 13, 18 37:3, 8, 14 38:1, 6, 12 40:18 candidates 113:13 Cannon 140:4 141:6, 16 144:14 capacities 146:5 capacity 82:6 86:4 96:4 146:3 158:19 161:11 166:18 170:3 175:13 176:1 178:2</p>
--	--	--	---	--

179:12 181:16 183:12 189:7 206:17 207:5 214:20 216:17 219:18 222:19 224:4, 14 Capital 4:5 98:2, 11 100:7 140:6 145:14, 16 149:5 153:13 160:10 163:3 169:15 185:15 199:16 201:16, 19 212:3 214:1 215:4 226:11 234:5 Caprio 98:17, 20 99:4 car 163:17 Card 77:7 care 57:6 58:17 61:4, 8 67:8 73:17, 18 99:16 143:3 164:3 190:11 191:2 201:2 219:1 Career 36:1, 4 79:17 179:19 180:14 219:5 carefully 212:16 cares 62:14 89:1 Carol 50:11 Caroline 38:17 carpet 198:17 carries 17:2 28:9 29:19 33:14 93:15 97:20 101:21 116:20 126:8 137:15 139:4 carry 157:2 carrying 192:12 carve 145:16 CASE 3:9 45:10, 15, 21 46:18, 21 72:12 134:19 210:8	cases 96:5 110:19, 21 112:14 166:19, 20 175:12 180:9, 19 187:8 cataloging 146:12 Categorically 151:13 168:18 171:9 174:20 189:9 categories 160:21 168:19 categorize 160:13 category 162:19 178:11 Catonsville 30:5 35:16 40:3 Causey 2:5 8:11, 12 9:4, 5 10:9, 13 12:14, 15 13:4 14:4, 5 16:3, 4 17:4, 5, 10, 12 18:9, 15 19:7, 10, 18 20:3 24:9, 10 26:18 27:12, 13 28:20, 21 32:15, 16 96:17, 18 100:11, 17, 18 102:20, 21 106:7, 8, 17, 18 107:4, 5 109:3, 4, 11, 14, 17 110:1, 4 111:13, 21 112:7 113:17 115:17, 18 121:4, 5 124:8, 9, 21 125:5, 6 127:18, 19 128:3 129:12, 19 130:4, 13, 20 131:9, 17 132:2 133:15, 16, 21 134:8, 13, 16 136:10, 11 138:3, 4 218:7,	8 221:17, 18 222:2 227:17 228:10 232:1, 2, 8 233:11 caution 87:20 CDC 86:15 87:6, 9 celebrate 119:11 celebrating 119:19 Center 40:4 182:20 187:5 203:4 centers 142:19 162:2 182:14 184:3 188:15 central 41:12 85:12 89:19 171:17 179:9 183:9 196:14 204:2 216:13 certain 92:11 104:18 153:16 154:3 155:17 175:13, 17 185:2 188:12 200:21 205:13 207:6 209:13 210:5 213:21 223:4 224:11 certainly 13:2 109:14 133:16 134:13, 16 170:15 172:15 194:8, 12 225:9 233:15 certified 89:11 114:14 certify 235:6, 9 cetera 142:9 171:8 188:21 190:13 196:7 205:15 206:6 209:2 Chair 2:3, 4 5:2, 3, 19, 20 7:7, 12, 14, 17 8:9 9:3 10:9 11:6, 19, 20	12:3, 10, 13 13:4, 21 14:13 15:2, 9, 15, 19 16:12 17:1, 5, 8 18:6 20:3, 13 21:16 22:11, 14 23:13 24:1, 3, 18 25:7 26:12, 16, 19 27:5, 8, 21 28:8, 13, 16 29:8, 18 30:2 32:2, 7, 10 33:3, 13 41:17 64:1 69:12 72:7 79:7, 8 91:9 96:12 97:5 100:9 101:5 102:4 103:6 106:8 107:13 108:8, 20 109:4 116:5 117:6, 7 124:9 125:14 127:8 131:9 133:11, 16 136:19 138:12 139:10, 18 141:10, 11 214:7 216:1, 2, 9, 14 217:3 218:2 231:17 232:21 233:11 CHAIRMAN 100:10 103:3 Chair's 3:21 90:17 CHAIRWOMA N 41:16 45:1 47:13, 18 51:2, 9, 12 55:1, 4, 10, 12, 20 56:1 59:17 60:6, 12 63:9, 13, 16 66:5, 7, 11, 19 67:3 69:6, 10 71:21 72:5 74:17 75:1 79:1 90:15 95:15 96:8, 13 97:15, 19 100:5, 12 101:17, 19	102:16, 21 103:16 106:6, 20 108:4, 6, 17, 21 109:10, 15, 20 110:2 113:19 115:1, 13 116:17, 19 118:4, 9, 15, 18 119:1 120:1 121:3, 21 124:7 125:1 126:5, 7, 16 127:9, 15 128:1 129:9, 13 130:1, 8, 15 131:4, 13, 20 132:3, 6, 14, 20 133:7, 10, 13, 19 134:3, 6 135:9, 15 136:5 137:9, 11, 14 139:1, 3 148:21 191:3 194:3, 8, 12 201:12 204:12 207:14 214:5 217:9 218:3 221:16 223:13 225:20 226:5 227:7 228:17 229:9, 20 230:12 231:6, 12, 18 232:6, 11, 16 233:10, 15, 17 challenge 71:19 228:12 challenged 62:13 challenges 166:5 219:1 222:15 challenging 192:4 193:15 196:10 207:3 225:4 champion 46:14 chance 65:16 chances 203:15 change 13:8 45:20 46:1
--	---	---	---	--

<p>81:2 86:12, 17 164:15 233:11 changed 72:20 changes 7:4 9:13 17:3 42:4 45:16 46:4 62:16 224:21 changing 64:17 90:6 Channel 6:17 channels 65:16 chaos 94:16 chapter 45:13 72:11 charged 147:17 149:16 chargers 183:6 chart 167:7 Charter 4:7 51:19, 20 52:3, 4 53:1, 3, 7, 21 54:17 102:2, 9, 13, 15, 18 103:21 106:2 212:21 234:3 chat 11:21 128:16 131:7 194:6 cheap 196:4 check 112:8 checking 230:19 Cheryl 2:12 Chesapeake 35:14 39:15 191:14 224:13 chief 30:21 33:16 34:1 child 154:15 Childcare 188:5 childhood 188:6 children 50:21 57:8, 9, 10 61:14, 16 62:4, 12 67:12, 19 68:8, 20 70:5 73:18 76:9 78:12 80:7 99:3 148:20 155:1 220:13</p>	<p>226:21 230:13, 14, 16 children's 62:20 71:5 choice 87:12 218:20 choose 78:16 83:1 chosen 45:9 Chris 127:15 Christian 2:14 79:10, 14, 21 90:19 91:6 95:15 118:20 139:20 Christina 34:19 CI 157:12 CIP 157:4, 15 161:7 175:2, 5 CIPs 213:11 circumstance 192:4 227:6 circumstances 52:7 150:19 223:12 cite 73:10 citizens 42:10 98:21 city 204:1 Civil 49:20 Clarence 50:13 clarification 18:17 106:19 129:10 232:5 clarified 19:10 clarify 21:13 23:16 136:6 232:10, 13 clarifying 19:19 24:2 clarity 128:10 206:3 233:14 class 66:4 89:16 221:15 classes 65:7, 18 66:3 classic 162:19 classification 180:15</p>	<p>classified 175:21 classroom 154:18 186:21 classrooms 124:5 187:8 205:3 clause 49:19 clean 188:4 clear 57:6, 17 58:5 59:3 81:15 217:12 clearly 68:10 144:13 160:2 207:19 climb 215:15 clinical 143:3 close 117:11 173:10 174:6, 12 177:1, 15 181:1 184:12 187:14 203:20 216:3 217:13 Closed 3:5 4:2 5:13 25:11 26:4 42:17 92:21 95:21 96:3, 7, 9 207:1 closely 165:4 170:10 174:13, 15 181:6 185:18 187:13 190:9, 15 206:10 207:1 closer 70:7 closing 162:6 163:6, 13 165:12 216:18 closings 180:20 closure 75:19 cluster 172:6 clusters 142:8 172:8 175:11 Coalition 60:15 69:17 70:2 71:1 76:1 Cockeysville 40:10 code 229:11</p>	<p>co-enrolled 83:19 coexistence 192:9 Cognos 85:18 cohort 226:15 coin 123:6 Coleman 50:14 collaborate 93:1 collaborating 148:2 collaboration 140:3 collaborations 88:1 collaborative 84:6 140:8 collaboratively 142:2 collapse 192:18 collapsing 181:8 colleague 64:20 collective 26:2 81:17 82:5 86:4 college 188:18 color 50:20 229:11 Columbia 34:3 columns 169:19 combination 194:17 combined 136:2 192:17 203:6 Comcast 6:16 come 18:4 19:11 48:2 58:9 60:7 63:17 69:4 75:10 91:12 94:6 113:1 164:10 179:2 193:15 comes 74:14 109:1 112:19 123:14 127:17 206:18 213:7 comfort 71:18</p>	<p>comfortable 56:21 87:15 coming 9:14 61:7, 15 69:13 74:11 91:2 94:6 108:15 110:17 146:16 165:12, 20 169:16 180:9 203:15 208:14 commend 64:8 comment 7:18 10:10 11:6, 11, 17 13:11 22:12 42:6, 14 43:13 47:14, 15 51:16 59:2 60:18 70:7 75:9 79:3 94:5 106:9 119:20 126:10 135:14 215:3 232:5 commenting 44:5 Comments 3:8 8:10 9:10, 17 10:2 12:19, 21 13:6, 17 18:1 24:4 44:8 56:15, 19, 21 57:3 64:11 66:20 67:5 69:4 70:2 75:11 112:9 232:12 commercially 176:15 commissioned 150:9 commitment 81:17 committed 161:2 committee 5:21 8:20 9:6 10:8 17:13 22:21 92:15 108:9, 12, 15 109:2 115:5, 8 116:20 117:2 121:7 124:11</p>
---	--	--	---	--

126:19 127:13, 18 129:18 130:12, 14 135:20 136:3 232:7, 12 234:6	committees 140:11 151:12	committee's 126:20	communicate 76:3	communicated 64:16	communication 56:5 81:15	communities 46:10 144:1 182:8 228:18	community 42:9 54:6, 12 63:8 65:20 67:8 79:19 89:1 90:2 140:11 141:13 142:6 143:8, 9 144:5, 9 147:15 152:6, 15 154:2 164:4 165:13 166:5 171:1 184:13 188:10, 13 218:12	companies 212:20	compare 148:11 156:11	compared 83:4 146:5, 21 148:11 150:20	comparing 146:19	compensate 167:21	compensation 25:14	complementary 64:12	complete 44:1 199:1	completed 98:18	completely 224:20	completion 99:21 181:14 183:4	complex 218:21	compliance 21:6	complicated 228:10	component 48:11 198:19	composite 170:3 192:1	comprehensive 85:8 145:20, 21 202:11 226:9	comprised 51:20	computer 109:21	concede 69:2	concentrated 229:15	concept 226:14	concern 42:11 86:9 134:11 216:14 225:13 226:2	concerned 22:17 61:3 70:1 92:5 119:7, 16 219:12, 18, 20 223:18	concerns 9:10 94:4 123:3, 6 220:18	concert 187:14	concludes 90:13	conclusion 67:14 111:2 188:18	concurrent 83:15	condition 10:5 140:14 155:6, 8 170:5 206:18 210:15, 17 215:8 217:4	conditional 193:19	conditions 90:6 124:3	Condoleezza 50:14	conduct 6:18 26:2 42:13 43:20 154:5	conducted 143:17, 18 152:11	conducting 153:4	confident 74:8 95:9	configuration 178:17	confirm 21:17 176:19	confirmed 222:7	conflict 155:17	congratulate 41:8	conjunction 104:2 200:20	connect 99:15	conscientious 99:12	conscious 170:18	consensus 213:19	consequence 170:17	conservative 159:16	consider 26:3 220:15	considerable 173:4	Consideration 3:4 4:4, 10, 12 7:3 8:17 17:7, 21 53:19 54:6 98:2 102:1 117:4, 9 123:2 126:18	considerations 122:13 123:12	considered 53:12 199:19 217:6 220:1 228:9	consist 98:18	consistent 168:20 179:3 186:14 222:8 229:17	consistently 58:21 84:21 219:12	consisting 159:7	consolidation 161:16 181:13	consolidation/re purpose 180:16	consolidations 180:19	constituents 76:3 92:6	constraint 177:18	constructing 214:17	construction 157:6, 8, 15, 19 161:4 162:1, 7 163:7 175:4 176:1 196:1 197:7 208:8, 10 210:4 220:5	consult 25:19, 20	consultants 25:21 144:15	consultation 5:19 142:5 184:12	contact 117:18	contacted 65:10	contemporaneou s 225:3	contests 127:1	context 120:5	contingency 156:4	continue 10:17 54:14 67:4 82:21 85:6 86:10, 13 87:1, 5 88:8 90:1, 5 172:1 173:18 186:2 192:11 197:18	continued 174:10	continues 45:13 81:11 129:3	continuing 59:13 183:13	continuous 86:1 209:7	continuously 200:3	Contract 4:9 54:17, 18 102:2, 9, 18 103:7, 9 104:6, 9, 15 105:4 108:7 110:20 111:3, 13, 19 112:19, 20 113:14 128:8 129:5 189:13	contractors 113:6	contracts 108:9, 11, 12, 13, 14 109:6 110:6, 8, 10, 11 111:1, 9 112:2 115:8, 9, 10 117:2 128:20 135:4, 5	contributes 58:18	contributing 151:16	control 161:12	controversy 71:19	convenience 71:18	conventions 234:6	conversation 142:11 205:5
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conversations
53:11 120:4
143:6 184:3
conversely
184:1
conversion
185:4
converted
215:12
Cook 34:14
coordinator
31:14, 16, 18
35:10 36:3, 10
37:15 40:19
core 66:3
corner 204:1
211:14
correct 10:18,
20 15:8, 15
20:10, 11 23:21
24:1 27:1
121:1 124:19,
20 135:12
216:7 233:20
corrective
134:21
correspondence
59:4
corridors
186:20
cost 80:17
144:2 155:21
156:1 157:16
158:13, 16
163:9 182:4
202:6 204:6, 9
208:17 210:4
211:3, 13 212:3
220:1 224:7
costing 220:9
costs 156:3, 4, 5
160:17 163:4
175:2 195:7
Council 45:7
198:8 223:21
224:19 234:10
counsel 25:19
235:9

counseling
31:13 35:4, 5
188:17
counselor 35:7
count 159:3
171:13
counteract
84:18
counties 75:13
counting 74:6,
7 158:20 159:3
160:11, 20
country 52:9
80:8 144:17
195:17
COUNTY 1:2
5:5, 9, 12 20:20
33:21 34:8, 17
35:1, 6, 13, 18
36:3, 9, 15, 20
37:1, 6, 11 38:4,
10, 15, 20 39:4,
9, 14 40:2, 9, 15
41:1, 5 43:15
44:6 47:21
48:12 50:3
52:20 54:8
63:2, 5 69:17
72:13 74:10
79:12 86:12
92:11 99:1
114:7, 9, 16
140:3 142:20,
21 143:21
145:19 146:2
147:11 150:9
158:2, 6 159:8,
13 162:3 165:1
168:21 171:10
174:6, 16
177:19 178:16,
17 179:4, 10
180:2, 9, 10, 17,
18 193:9 198:8
204:1 209:16
212:11, 15, 17
213:16, 17
218:16 220:20
222:5 223:20

224:1, 3, 18
234:3 235:2, 5
countywide
143:18 172:19
229:14 230:15
couple 60:19
68:18 189:15
224:6 230:14
coupled 81:14
course 43:5
48:10 148:13
157:12 162:2
199:7 227:5
COURT 17:10
85:7
courtesy 58:20
105:17
cover 99:7
covered 168:5
COVID 62:6
COVID-19 5:19
create 58:12
81:17 83:10
95:6 145:15
147:5 179:17
183:5 184:6
188:8
created 94:8
142:8 148:5
creates 68:4
188:7
creating 85:20
182:21
credit 208:16
criminally
73:10
criteria 110:12
critical 48:12,
14 49:10 50:1,
16 85:4 149:15
190:15
critically
186:16 187:12
Cromwell 179:7
cross 48:10
cross-divisional
84:17 85:19
crowded 192:10
CRT 62:15
cry 46:3

CTE 31:4, 5
35:21 180:1
188:7 204:16,
20
cumulative
202:9
Cunningham
98:8 99:16
cures 201:1
curious 214:17
current 37:18
38:10, 15 39:4,
9, 14 50:6
84:10 111:1
112:15, 21
157:20 160:3
161:7 173:21
175:2, 4 204:6
currently 5:13
11:8 34:8, 17
35:1, 6, 13, 18
36:3, 16, 21
37:6, 12 38:4,
20 40:3, 9, 16
41:1, 6 111:16
119:5 122:10
128:5, 7 182:20
curricular 85:6
curriculum
48:4, 5, 8, 21
49:13 71:5
78:10
curve 209:1
210:20
cut 205:17
cycle 148:10
149:6 160:4
162:17 163:17
164:2 167:18
168:7 170:21
194:20 195:1, 9
196:20 197:2
199:13 200:14
203:1, 12, 14, 19
230:10
cycles 167:14
196:7 199:12
cyclical 81:12

< **D** >
D.C 211:7
D-1 26:14, 20
27:1, 3
D-2 28:10
D-6 26:14
28:11
daily 85:17
89:7
damaged 67:20
danger 219:21
220:4
dark 230:2
Darren 3:13
55:7, 10, 11
60:3, 14
dash 96:5
data 76:16
78:10 85:15, 21
86:4, 15 118:3
144:9 145:17
152:3 165:19
172:13 174:7,
14 187:5
201:16 221:7
date 64:18
201:6
David 141:17
160:16 209:17
221:21
Davis 34:19
day 17:17
117:19 119:6,
19 120:7, 10
121:11 122:5,
11, 18 123:11,
15, 17, 21
124:14, 15
144:5 147:16
184:20 235:13
Dayana 3:17
72:1
days 46:6 76:5
117:12, 14, 15
126:12
deal 207:5
220:4
Dear 47:19
dearly 45:14

<p>decades 146:20 162:7</p> <p>deceased 26:11</p> <p>decide 215:15</p> <p>decision 62:19 64:19 84:6 93:16 122:17 123:13 124:16 170:18 173:12, 14 216:19</p> <p>decisions 61:12 62:18 65:13 92:4, 7 226:12</p> <p>declare 5:20</p> <p>dedicated 71:12 83:15 184:9</p> <p>dedication 54:13</p> <p>deep 225:2</p> <p>deeper 167:19 214:9</p> <p>deeply 52:5</p> <p>defend 46:13</p> <p>defer 213:9</p> <p>deficiencies 146:13</p> <p>deficit 202:6</p> <p>define 134:15</p> <p>defined 183:15 184:12</p> <p>definitely 179:6 183:18 222:11</p> <p>degree 172:17</p> <p>delay 10:16 219:21</p> <p>delayed 123:11 153:21</p> <p>delays 220:5</p> <p>deliberated 96:4</p> <p>deliberating 18:4</p> <p>deliver 83:16 147:12 148:4 162:14 165:5, 14 208:13, 21</p> <p>delivered 208:10</p> <p>delivering</p>	<p>144:10 206:15</p> <p>delivers 147:6</p> <p>delivery 165:3 208:7</p> <p>demands 54:4</p> <p>Demarius 55:5</p> <p>demographers 222:13</p> <p>demographic 210:21</p> <p>demolishing 162:21</p> <p>demolition 150:16</p> <p>demonstrated 68:10</p> <p>demonstrates 58:21</p> <p>demotion 25:14</p> <p>denied 73:4</p> <p>deny 154:1</p> <p>department 78:10 86:14 90:11 99:19 113:4</p> <p>departments 148:3</p> <p>depend 196:8 202:18</p> <p>depending 163:20 198:19</p> <p>depends 62:20 195:21 196:1</p> <p>deploy 180:1 201:9</p> <p>deployed 166:15 180:5 196:2</p> <p>deployment 187:10</p> <p>depth 142:16 176:18</p> <p>describing 147:21</p> <p>deserve 17:21 54:10 88:10</p> <p>DeShields 35:3</p> <p>design 99:18 140:4 141:7, 16 143:1, 3 144:14</p>	<p>151:5, 8 156:20 161:4 162:12 163:7 208:9, 12 209:5</p> <p>designated 43:3 99:14</p> <p>desire 182:10</p> <p>despite 6:7</p> <p>detail 113:2 156:1 159:20 194:18 205:21</p> <p>details 76:6 190:18</p> <p>deteriorate 198:15</p> <p>deteriorates 195:10</p> <p>determination 175:14</p> <p>determine 129:8 151:7 156:6 173:18 223:21</p> <p>determined 156:8 158:7 166:8 169:4 175:16</p> <p>determining 157:18</p> <p>devastating 93:11</p> <p>develop 122:13</p> <p>developed 46:19 142:1 156:15 158:2 226:15 230:17</p> <p>developer 210:3 211:21</p> <p>developers 211:20 225:15, 18</p> <p>developing 84:16 87:21 140:4 152:2, 4</p> <p>development 39:5 88:16 89:9 119:6, 14, 18 120:7, 12, 14, 15, 18, 21 142:4 216:15 217:15</p>	<p>224:2, 11 225:16 226:4, 13, 18 227:5, 12 228:12 230:18</p> <p>device 51:4</p> <p>devise 198:4</p> <p>diagram 191:13</p> <p>dialog 143:14</p> <p>dialogue 149:16 191:1</p> <p>dictated 190:7</p> <p>different 50:7 80:4 142:19 143:4 147:8 151:20 160:11 172:13 173:3 178:16 191:9 195:3 198:2, 15 202:17 229:18 233:13</p> <p>differentiated 80:9</p> <p>differs 83:12</p> <p>difficult 65:1 68:18 196:18</p> <p>difficulties 110:3</p> <p>difficulty 216:6</p> <p>dig 167:19</p> <p>Digital 31:15 34:10 37:16, 20</p> <p>dignity 188:5</p> <p>diligence 149:7, 21 169:4 173:16 176:13 178:6</p> <p>dime 45:18</p> <p>dip 168:21</p> <p>direct 83:13 231:8</p> <p>directed 45:20</p> <p>directly 53:2 131:15 142:4 151:17 206:12</p> <p>director 31:2, 4 35:21 37:9 45:7 51:18 60:14</p> <p>disadvantages 177:17</p>	<p>disaggregate 172:12</p> <p>disaggregated 174:7</p> <p>disagree 195:1</p> <p>disappointed 91:21 92:4</p> <p>disappointing 93:5</p> <p>disbursed 52:17</p> <p>disbursement 53:17, 20</p> <p>discipline 25:14</p> <p>disclosure 71:5</p> <p>discovered 153:10</p> <p>discovering 66:1</p> <p>discrete 180:4</p> <p>discrimination 48:16, 17, 18</p> <p>discuss 13:14 25:12 76:21 86:15 111:5</p> <p>discussed 13:5 124:13, 18 135:19 157:4 175:18 176:12</p> <p>discussing 8:18 11:13 13:7 21:18 71:3</p> <p>discussion 7:15 8:15 10:17 11:9, 11 13:8 15:3 17:10, 16 27:8 28:16 32:11 76:20 96:14 100:13 103:4 109:2 118:8, 10, 12, 19 121:4 127:18</p> <p>discussions 7:1 12:14 50:17 76:15</p> <p>dispatch 187:2</p> <p>displace 228:15</p> <p>disproportionate 173:4</p>
---	--	--	--	--

<p>dispute 43:16 disrespect 46:15 disrupt 73:7 disrupting 176:2 disruption 219:21 220:4 221:10 disrupts 43:19 distanced 87:14 distancing 87:3 distinct 149:11 150:11 distributed 142:19 distributing 182:12 District 34:3 52:3, 14 54:1, 4, 14 92:11 174:8 districts 52:2 53:1 80:18 84:15 district's 152:2 dive 225:2 diversity 68:2 179:17 186:18 divide 93:5 94:15 divided 93:6 94:7 Division 31:1, 3 33:17 37:10 Dixit 139:8, 14, 16, 17 147:13 148:14 213:10, 13 document 104:17 115:6 documentation 189:15 documents 50:5 131:19 156:9 Dogwood 36:17 doing 23:5, 9 42:1 54:19 56:7 80:17 92:19 95:3 116:21 145:5</p>	<p>148:10 163:1 176:17 177:12 181:21 190:6 223:20 228:12 dollar 110:13 128:6, 18 129:1, 7 131:2 135:2 dollars 135:6 144:10 157:1 159:5 174:21 220:6 221:2 donation 99:6 door 70:13 doors 57:19 71:10 86:21 93:1 dotted 167:8 Doty 35:9 double 53:18 158:20 159:3 160:19 166:20 221:14 doubling 186:20 downgraded 219:19 dozens 143:8 Dr 7:4, 6 10:10, 12, 19 11:1, 5 14:20, 21 15:4, 5, 11 16:19, 20 25:4, 5 28:5, 6 29:15, 16 30:1, 2 32:3 33:10, 11, 15 36:18, 20 45:4 50:11 64:2 72:8 74:9 75:5 76:12 79:6, 7 90:16, 18 97:12, 13 98:4, 5 100:6 101:14, 15 102:3, 4, 5 103:7, 9, 14, 18 104:4 105:3, 7, 15, 20 106:5, 11, 13 108:1, 2 116:14, 15 117:7 120:3 124:10 126:2, 3, 9 129:6 137:6,</p>	<p>7 138:19, 20 139:7, 9, 10, 17, 19 141:12, 17 148:21 152:8, 9 179:21 187:15 198:9, 10 207:15, 16 208:6 209:19 212:18 213:10 214:3, 12 218:9 223:6, 17 226:14 233:7, 8 draft 142:1 152:5 166:6 167:13 177:21 dramatic 173:11 draw 180:8 drawing 168:13 drive 86:5 187:18 driven 145:17 201:16 221:7 dropped 78:4 159:2 dropping 190:2 drugs 62:4 due 45:17 53:16 149:7, 21 168:2 169:4 173:16 176:13 178:6 192:1 Dulaney 172:1 219:16, 19 220:11 227:17 228:7 Dumbarton 48:6 Dundalk 202:14 Duque 117:5, 6 120:3, 6 121:1, 6, 20 122:2, 12 124:2, 20 126:10, 14 dust 223:4 duty 22:20 23:9 93:14 98:21 117:12 dynamic 163:9</p>	<p>dysfunctional 74:2 < E > E-1 32:5 Earlier 25:10 75:9 106:9 108:11 109:5 110:5 124:5 128:4 147:21 152:12 160:16 164:3 167:1 184:16 185:14 189:12 198:8 200:9 222:5 228:4 early 117:11, 21 123:9, 15 162:15 167:6, 15 176:20 184:16 188:5 earn 67:17 Eastern 180:7 easy 67:17 echo 90:18 207:16 226:8 economic 171:15 economical 161:11 economies 201:3 economy 157:7 ed 182:15 219:5 edge 174:4 Edgemere 191:15 editing 234:6 edition 72:10 Edmondson 38:5 educate 78:11 EDUCATION 1:1 5:4, 9 6:14 8:2 20:21 23:4 36:1, 5 42:13 43:14 44:6, 11 47:20 49:5, 11, 18 52:6 58:13</p>	<p>62:12, 16 63:3, 7 70:16, 17 72:13 73:8, 12 75:4, 18 76:2, 9 79:9 84:13 90:12 92:3, 9 93:11, 12 94:17 95:6, 12 142:15 154:9 158:3 161:20 162:15 167:3, 6 180:14 182:5, 6, 20 183:17 184:17 188:6 201:17 215:14 218:18, 19 234:2, 10 Educational 31:15 34:11 37:16, 20 40:17 78:17 80:6 84:11 88:12 141:17 143:5 146:18 147:21 158:1, 8 160:17 161:13 166:21 170:4 176:7, 17 178:12 186:13 189:6 226:11 Education's 5:16 educators 54:9 73:19, 21 74:7, 15 effect 93:16 157:8, 14 202:9 212:2 221:12 effective 82:4 effectively 78:18 efficient 130:4 208:14 efficiently 6:18 effort 218:14 efforts 68:6 89:4 155:20 Eid 119:4 eight 25:20 40:8 41:5 65:7 137:13, 14 142:18</p>
--	--	---	--	--

<p>eighth 48:3, 13 77:21 78:3 178:19 either 63:20 161:4 ELA 77:14, 18 78:14 85:7 Elder 50:15 e-learning 40:16 83:11 elected 44:15, 16 election 58:9 79:14 173:11 electronic 43:1 element 81:12 208:11 Elementary 4:6 30:7, 8, 9, 10, 15, 16, 20, 21 31:6 34:6, 15, 20 35:2 36:14, 17 38:2, 5, 18, 21 39:2 40:8 41:4, 7 85:7 89:12 98:3, 7, 14, 15 99:3 100:8 117:21 158:9 178:14 179:1, 2 183:8 191:15, 16, 21 192:15, 18, 19 193:2, 7 202:15 203:21 211:13, 15 elements 209:3 elevate 94:1 email 9:7 18:16 44:8 59:4 124:10 133:21 embedded 104:15 emerge 157:21 158:16 emerged 80:16 emergency 5:18 57:18 88:2 emerges 155:18 emotion 188:15</p>	<p>emotional 154:11 186:16 empathy 95:11 emphasis 201:17 emphasize 106:14 employee 43:13 44:4 49:13 employees 25:16 45:8 54:10 employment 25:13 empowering 88:19 en 173:11 enable 130:13 163:3 179:1 encompass 227:4 encourage 43:9, 15 47:8 ended 17:18 44:3 ends 79:2 energies 68:1 engage 68:7 191:2 engagement 147:15 151:14 183:14 engineer 231:9 engineered 196:10 engineering 68:6 156:19 engineers 146:8 English 89:14, 16 188:9 enhanced 84:5 89:20 enhancement 200:19 enhancements 162:4 167:4 184:11, 15 186:9 219:5 enjoy 99:13</p>	<p>207:17 enjoyed 191:8 enrolled 83:17 enrollment 140:13 146:4 166:17 211:1 217:16 221:11 222:4 223:11 enrollments 223:8, 11 ensure 86:16 entails 214:19 entered 153:2 entering 202:19 entire 52:14 56:14 142:21 168:21 171:10 174:16 185:15 186:7 195:13 203:13 218:1 entirety 6:1 entitled 50:3 entrance 70:14 environment 127:3 155:17 169:18 184:6 environments 88:10 154:21 envision 208:3 envisioning 212:20 equal 49:19 equality 147:2 equipment 99:8 218:21 equitable 52:15, 17 53:20 147:19 152:13 154:9 178:3 180:6 equitably 53:3, 5 149:18 218:17 equities 193:17 equity 64:9 68:2 140:14 146:18 147:6 148:1 153:20 170:4 186:6 189:6 201:18</p>	<p>205:1 206:17 215:21 era 81:4 196:3 Erica 38:1 Erin 2:7 escalated 175:1 escalation 157:6, 16 202:6 204:9 especially 70:4 75:8 210:18 221:13 ESSA 52:19, 21 53:5, 18, 19 54:5 essence 199:18 essentially 202:19 228:5 establishment 6:5 esteemed 141:12 estimate 204:6 estimated 99:21 159:12 168:14 183:11 estimates 156:1 estimating 144:2 155:21 158:13 et 142:9 171:8 188:21 190:13 196:7 205:15 206:6 209:2 etiquette 87:4 evaluate 77:5 218:14 evaluated 10:18 135:6 evaluating 92:13 evaluation 25:15 110:11, 17 112:4, 13, 16, 19 113:1 127:4 evaluations 109:9 110:7, 21 111:2, 8 128:7 129:3</p>	<p>evening 5:2 10:8 18:14 19:2, 21 25:10 26:9, 10 30:2 41:16 45:4 69:15, 19, 21 71:20 72:3, 7 74:20 75:4, 9 76:21 79:7 91:8 96:2 98:6, 10 102:4, 6, 7 104:5 110:17 117:6 132:19, 20 139:9, 18 141:10 145:5 152:9 157:2 190:19 evening's 42:19 event 5:17 events 190:14 eventually 74:13 everybody 66:17 72:9 73:19 152:9 everyone's 141:20 evidence-based 84:20 evidenced 151:14 evolve 183:16 evolved 148:4 exacerbated 80:16 exacerbates 224:2 exacerbating 224:11 exact 185:8 exactly 9:14 18:16 119:13 130:21 131:7 175:15 196:17 229:5 example 170:11 174:8 179:7 214:15 exceed 80:18 166:19</p>
---	---	---	---	---

<p>excellence 79:18 82:8 Excellent 75:3 208:16 exception 171:17 excess 220:12 excited 85:16 91:15 95:2 excitement 139:21 exciting 82:16 90:21 exclusive 171:5 exclusively 174:16 excuse 63:13 109:10 137:17 148:14 233:18 execution 157:3 189:18 executive 31:2 37:9 45:7 51:17 exhausted 46:7 Exhibit 26:14 27:3 32:5 127:7, 11 Exhibits 28:10 exist 142:18 existing 43:16 80:21 81:2 146:20 150:5 173:19 exists 57:9 59:11 92:18 113:14 163:8 177:20 expand 150:4 167:1 179:15 191:16 195:2 expanding 85:16 expect 80:19 82:13 154:20 197:8 expectancy 198:16</p>	<p>expectation 157:14 197:20 198:10 213:8 expectations 195:15 expected 105:1 130:9 expecting 94:15 expenditures 202:10 expensive 172:10 228:8, 14 230:4 experience 34:1, 17 37:18 48:1 62:5 82:14 149:4 experienced 46:11 148:12 171:21 experiences 67:13, 19 expertise 46:18 experts 84:11 88:1 expired 44:2 59:21 explain 77:19 91:17 122:3 209:18 explained 45:21 93:7 explaining 91:14 116:21 207:19 explanation 212:19 213:1 214:9 explore 217:13, 20 expressed 182:10 extend 54:17 102:8 105:17 163:19 199:3 extended 49:4 187:1 extending 105:18 168:9</p>	<p>extension 102:2, 18 103:13 105:4, 12 179:8 185:15, 17 186:4 extensive 9:19 217:5 extensively 209:21 external 127:2 182:10 extra 89:2 121:11 164:13 extract 215:19 extracurricular 84:1 extrapolate 173:2 extrapolated 173:6 eye 71:13 < F > face 71:7, 12 faced 62:3 faces 74:11 facet 147:13 187:11 face-to-face 82:15 facets 183:18 facilitate 86:1 186:19 facilitates 99:10 facilitating 149:16 Facilities 99:20 141:18 142:10 143:4 147:10 152:16 155:8, 13 156:12 163:1 175:20 180:21 181:11 182:11 183:2 184:6 185:5 186:11 188:2, 10 192:6 195:4, 5, 8, 13 196:15 197:1, 8 201:21 203:18 215:8</p>	<p>218:20 224:4 230:7 231:1 facility 140:14 141:21 147:1 151:6 152:3 155:6 156:2, 13 162:12 170:2 172:2 181:2, 9 182:19, 21 183:3, 11 187:18 190:8 192:19 194:20 195:17 196:18 197:2 198:11 199:1 200:8 202:18 203:14, 20 209:11 210:3 215:13 fact 13:7 57:13 77:8 104:20 105:15 146:1 147:7 151:14 225:13 factions 94:8 factor 157:17 factors 157:6 185:7 222:20 fail 59:16 202:11 failing 67:15 fails 15:3 25:8 failure 49:17 61:13 77:10 78:15 fair 115:11 123:5 197:5 faiths 120:9 fall 48:6 64:15, 18 65:13, 18 71:3 76:5 82:11 87:1 89:4 90:2 207:7 222:18 229:7, 13 falls 209:20 familiar 163:8 Families 82:21 83:10, 13, 14 144:18 185:1 188:17</p>	<p>family 79:15 89:1 Fanshaw 35:15 fantastic 213:2 far 68:13 80:18 92:5 94:9 196:17 206:9 222:9 224:10 Farm 30:21 39:2 fashion 52:18 67:11 192:13 fast 53:17 81:7 196:5 217:18 father 60:16 favor 15:1 16:21 25:6 97:18, 19 108:5 137:12 154:21 favorable 67:12 favorably 22:4 favorite 171:6 favours 153:18 fears 46:3 feasibility 150:10 156:16 feasible 202:13 features 158:11 federal 52:7, 10 80:13 feedback 39:18 41:19 49:3 61:2, 9 134:17, 19 164:4 166:5 215:17 217:15, 16 218:6 feel 8:21 11:8, 12 23:8 58:18 59:1 92:7 184:5 223:18 feelings 58:8 fees 99:8 fell 61:14 111:11 120:9 fellow 64:2 felt 153:16 154:13, 16 159:16</p>
---	--	---	--	---

<p>fence 146:10 ferries 224:16 fewer 43:5 field 163:7 212:13 fifth 179:2 fight 93:19, 20 fighting 94:10 figure 157:21 158:5 159:13 figured 195:19 figures 156:21 158:6 fill 41:14 filling 85:4 88:7 final 139:12 141:4, 7, 14 142:13 143:7 144:2, 7, 12 189:18 190:16, 20 194:18 213:6 finally 157:17 finance 209:6 210:4 financially 150:17 financing 208:11, 17 209:2 find 54:3 199:3 216:20 217:21 finding 177:13 193:5 fine 31:4, 5 35:21 36:1, 5 66:13 67:6 finished 66:19 finishing 225:17, 18 FiOS 6:17 first 7:2 8:12 9:9 18:14, 21 19:1, 8, 15, 17 20:8 33:15 43:7 44:17, 18 45:16 47:10, 14 57:8, 10 64:7</p>	<p>90:19 91:13 98:16 142:14 145:8 146:1 160:15 190:8 191:6 195:20 207:21 212:8, 12 221:14 222:1 227:1 229:8 fiscally 219:13 Fisher 35:20 fit 194:6 fits 190:7 five 21:7 23:17 62:18 76:4, 20 77:17 78:4, 6 88:13, 18 140:10 143:11 169:3, 19 216:20 225:17 five-day 82:15 five-year 54:18 fix 92:20 95:11 Flag 5:7 flat 189:21 flexibility 64:19 121:12 122:8 flexible 121:18 floats 222:12 floor 132:13 focus 48:8 74:14 76:11 81:14, 21 82:9 85:4 87:1 140:10 144:7 176:18 182:9 183:14 189:6 193:12 focused 23:20 68:20 81:18 89:10 142:17 143:2, 6 145:20 149:7 150:13 154:8 178:7 197:11 focusing 56:5 94:9 150:18 206:16</p>	<p>follow 7:11 73:5 106:16 197:6 199:15 following 23:19 25:12 30:4 48:6 73:16 89:4 99:20 120:11 126:21 followup 42:12 food 188:2 foot 157:21 158:4 football 21:9 74:2 force 223:21 224:10, 19 foregoing 235:6 foregone 188:17 foremost 160:16 Forest 114:5, 7, 8, 14 forever 71:15 forget 58:11 61:15 forgive 169:11 form 9:14 49:6 67:10 144:11 167:13 177:4 191:5 format 120:16, 17 126:11 formed 75:21 183:14 former 64:20 formulating 78:11 forth 7:19 67:4 151:17 forum 43:12 143:8 forums 140:11 forward 9:8 15:8 17:15 18:14 30:4 45:10 47:11 68:17 76:5 81:7, 19 90:6, 20 91:3 95:17 98:10 102:14 104:13 105:12</p>	<p>108:15 110:17 114:2 130:5 132:16 133:2, 4 137:20 144:13 145:11, 16 147:19 159:6 160:4 167:21 168:15 171:18 174:19 183:12 185:19 189:12 194:17 197:9, 13, 18 198:4 200:1 222:21 foster 162:13 fought 65:18 found 26:5 158:17 159:2 foundation 146:11 200:8 founded 79:19 founder 60:15 founding 50:5 four 46:6 65:4 67:9, 11 100:1 105:9 142:14 157:10, 13 fours 128:9 Fourth 49:19 178:19 179:1 four-year 102:8 fragile 219:2 frame 139:14 framework 147:5 201:7 Franklin 30:13 38:13 free 127:2, 3 181:3 208:20 fresh 196:20 197:3 freshmen 66:2 Friday 82:21 friends 79:16 fringe 157:7 front 59:14 60:20 165:10 fulfilled 144:6 fulfilling 161:1 fulfills 104:8</p>	<p>full 8:21 9:9 23:2 66:15 67:1 71:4 90:7 108:15 130:7, 12 157:13 full-day 185:1 Fuller 98:9 fully 6:6 65:8 217:6 functional 195:12 functioning 86:2 Funded 4:5 98:2, 11 100:7 161:3 206:4 funding 53:4 54:11 80:13 89:2, 5 106:10 121:10, 15 145:18 149:8 150:11 164:21 167:18 185:12, 21 186:1 201:21 213:15 funds 52:10, 11, 12, 19, 21 53:2, 11 54:4, 5 funny 73:8 Further 49:7 123:19 147:2 149:21 150:1 152:10 175:14 196:9 235:9 future 48:18 58:11 62:20 75:13 92:4 93:15, 21 95:4 106:12 146:16 157:5 161:5 175:6 181:12 184:18 188:18 201:6 215:16 216:15 226:20 FY-2023 234:4 < G > G-1 21:21 G-11 21:21</p>
--	--	---	--	--

<p>gained 144:11 Game 99:16 gap 162:6 163:6, 13 164:18 165:12 201:20 206:21 gaps 85:4 Gaskins 36:6, 8 Gasparotti 1:21 235:4, 16 gauging 196:17 gender 49:16 General 8:2 10:4 20:19 22:7 34:3 47:14, 15 177:16 179:13 194:19 generally 198:16 215:7 General's 22:7 generate 180:13 228:20 generating 165:6 generation 164:7 173:15 geographical 192:2 geographically 142:7 187:21 geographies 143:11, 15 geometry 78:1, 2 George's 37:1 165:1 212:11, 17 getting 41:19 94:19 103:19 104:18 122:6 124:4 151:8 203:12 217:8 228:10 give 61:9 64:12 72:14 75:11 88:9 120:4 174:1 205:1, 20 214:9</p>	<p>given 11:7 13:13 64:21 76:21 104:19 153:18 156:21 173:17 207:13 giving 62:10 65:12 glad 69:3 203:7 Glenmar 30:6 38:18 go 10:16 40:6 44:17 55:6, 8, 12, 15 56:2 59:19 60:9, 17 63:18 69:7, 10 74:12, 13 75:2 80:12 91:5 111:9 112:5 114:13 122:13, 17 123:12 128:1 135:15 139:11 153:7, 15 155:21 158:11 163:12 175:15 178:4 186:7 189:12 193:13 194:12 222:1, 21 goal 82:13 86:3 goals 81:14 104:19 105:2, 9 152:1 goes 84:2 212:2 going 7:19 12:15, 16 19:21 21:5 61:8 63:4 65:8 66:16 68:17 69:20 74:12, 13 92:1 105:16 132:6 139:14 140:9 141:5 149:7, 20 151:11 152:7 160:10 162:17 164:7 167:13 168:3 174:19 176:13 178:18 184:18 190:3,</p>	<p>17 197:13 199:20, 21 200:3 202:18 203:16, 18 208:5, 6, 11 213:1, 18, 20 222:11, 14, 18 223:4 226:19, 21 Golden 35:19 181:13 214:11, 15 215:1, 6 216:18 Good 5:2 10:2 26:8, 10 30:2 41:16 45:3 47:1 69:15 72:3, 6 74:20 75:3 79:7 91:8 96:2 99:15 102:4, 6 105:8 117:6 132:19, 20 139:9, 18 141:10 152:9 176:20 195:9 201:19 202:13 210:15 Gover 13:18, 19 14:2, 4, 6, 8, 10, 12, 14, 16, 18, 20 15:1, 20 16:1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21 24:5, 7, 9, 11, 13, 15, 17, 19, 21 25:2, 4, 6 27:9, 10, 12, 14, 16, 18, 20 28:1, 3, 5, 7, 18, 20 29:1, 3, 5, 7, 9, 11, 13, 15, 17 32:13, 15, 17, 19, 21 33:2, 4, 6, 8, 10, 12 96:15, 17, 19, 21 97:2, 4, 6, 8, 10, 12, 14, 16, 18 100:13, 15, 17, 19, 21 101:2, 4, 6, 8, 10, 12, 14, 16, 18 106:21 107:2, 4,</p>	<p>6, 8, 10, 12, 14, 16, 18, 20 108:1, 3, 5 115:14, 15, 17, 19, 21 116:2, 4, 6, 8, 10, 12, 14, 16, 18 125:2, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21 126:2, 4, 6 132:9 135:9 136:6, 8, 10, 12, 14, 16, 18 137:1, 3, 6, 8, 10, 13 138:1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21 139:2 231:18, 20 232:1, 3, 14, 18, 20 233:1, 3, 5, 7, 9, 16 governance 58:4 governing 21:1 92:2 government 52:8 79:18 140:3 211:19 governor 45:18 Grace 36:13 47:5 104:19 105:4 grade 48:3, 13 77:16, 21 78:3 84:21 118:2 161:16 178:12, 16 219:7 221:15 226:14 227:1 graders 178:19 179:2 grades 77:6, 15 gradual 157:10 graduate 202:20 graduating 78:13 graduation 77:18 78:7 203:13 grammar 78:19 grant 89:2</p>	<p>grant-funded 98:13 graph 172:3 grateful 121:10 gratefully 69:2 gray 168:13 172:7 173:6 230:9 great 42:1 45:3 95:17 177:12 191:7 192:12 195:18 200:7 210:17 215:10 219:3 220:4 greater 180:13 194:18 greatest 219:1 green 109:17 230:3 grounded 88:14 group 44:18, 19 57:1 58:3 60:15 71:1 75:21 85:19 89:13 144:7 153:14, 16 188:13 grouped 175:10 grouping 161:14 169:20 178:10 groupings 111:12 groups 43:8 56:11 57:21 58:2 140:10 182:9 193:13 230:9 Grove 48:8 grow 179:13, 15 growing 173:20 180:17 growth 47:10 161:8 171:20 174:1, 11 175:8 211:1 225:6, 8 226:17, 19 227:3, 4 guarded 201:18</p>
---	--	---	--	---

<p>guess 119:8 129:14 132:16 205:14 226:2 227:10 229:15 230:13, 15 guidance 52:10, 11 86:16, 20 156:19 guide 77:4 guided 145:2 guidelines 99:18 guiding 152:1 Gunpowder 4:5 98:3, 7, 13, 15 99:3 100:7 guys 60:21 61:19 197:11</p> <p>< H > hack 208:6 Hager 2:7 10:10, 12, 19 11:1, 5 14:21 15:4, 5 16:19, 20 25:4, 5 28:5, 6 29:15, 16 33:10, 11 97:12, 13 101:14, 15 108:1, 2 116:14, 15 126:2, 3 137:6, 7 138:19, 20 148:21 207:15, 16 212:18 214:3 233:7, 8 Hager's 15:11 214:12 Halethorpe 181:8 half 170:19, 20 207:8 222:6 228:5 230:6 Hall 38:21 174:9 halls 88:5 halt 49:12, 17 Hammill 3:10 47:15, 16, 17, 19 hand 87:3 235:12</p>	<p>handbook 21:2, 6 234:9 handful 170:13 207:4 handle 78:10 195:8 handout 120:16 happen 57:21 59:9 70:18 149:9 204:18 227:11 happening 102:12 227:2 happens 112:17 113:6 173:14 happily 191:1, 19 happy 90:20 106:16 174:14 Haqer 14:20 hard 46:8, 9 54:13 67:17 117:1 144:1 166:4 169:12 179:21 217:18 Harford 30:14 40:7 harm 49:9 harsh 67:16 hate 64:10 216:19 haul 174:2 176:3 Hawthorne 30:16 38:2 HE-21-09 96:5 head 208:2 healing 81:13, 21 105:16, 19 health 5:14, 18 36:11 37:7 86:10, 14 87:2, 4, 5 88:1 90:11 127:5 143:2, 3 146:7, 12 162:11 186:16 188:10 200:11 healthy 180:3 hear 11:12 13:2 42:8 44:2,</p>	<p>21 45:1 46:7 47:17 51:7, 8, 12 55:15, 17, 19 56:1 57:5, 17 60:7 61:2 66:10, 11 69:11 72:4 74:20 76:15 109:11 129:20 188:11 208:3 217:7 heard 57:2, 12 58:19 73:5 105:14 108:21 122:4 128:3 130:17 182:8 Hearing 13:17 24:4 32:11 42:10 76:6 88:5 94:3 95:17 106:21 206:12 216:6 218:5 234:9 heart 58:8 heartbreaking 93:10 Heather 36:6 heavy 68:14 116:21 167:2 182:17 Heights 38:5 held 6:1, 14 46:1 47:2 54:20 144:6 234:14 Hello 41:16 help 61:14 62:4 66:1 79:21 82:5 85:17 187:19 213:14 helped 58:12 helpful 112:1 129:2 helps 147:6 162:12 Henn 2:4 5:2, 3 7:7, 12, 14 8:9 9:3, 5 10:9 11:6, 20 12:3, 10, 13 13:4, 19,</p>	<p>21 14:12, 13 15:2, 9, 15, 19 16:11, 12 17:1, 8 18:6 20:3, 13 21:14, 16 22:11, 14 23:13, 15 24:1, 3, 17, 18 25:7 26:12, 16, 19 27:5, 8, 20, 21 28:8, 13, 16 29:7, 8, 18 30:3 32:2, 7, 10 33:2, 3, 13 41:20, 21 45:4 79:8 96:12 97:4, 5 100:9 101:4, 5 107:12, 13 108:20 109:1 116:4, 5 117:7 125:13, 14 127:8 133:11 136:18, 19 138:11, 12 139:19 141:11 214:6, 7 216:2, 9, 14 217:3 218:2 231:17 232:20, 21 Hereford 48:7 65:17 hesitate 55:3 hey 208:19 Hi 66:9 72:6 High 30:9, 13, 17 31:11, 19 35:11, 14 37:4 38:13 39:10, 12, 15 40:13 54:20 64:4, 14 65:4, 17 77:12 78:8, 13, 15 79:11 84:3 86:2 117:11, 13, 17, 20 118:1 123:7 150:4 158:10 161:6 171:18 172:2 173:8, 13, 19, 21 174:10 175:7 176:9, 16 177:4, 9 178:4</p>	<p>188:6, 13 190:13 191:11, 18, 21 192:5, 10 194:16 196:15 203:6 205:5 211:9 212:14 219:6, 16 224:13, 15 228:9 higher 159:17 170:6 215:11 217:21 224:6 229:3 highest 158:16 highlight 114:11 high-quality 80:9 highways 165:7 Hills 30:14 40:7 hindering 21:10 hip 62:18 hire 113:10 181:19 historic 196:13 history 48:3, 9, 13 hit 110:13 168:3 223:12 Hobbs 36:18, 20 Hodges 55:5 Holabird 39:5 178:14, 20 hold 34:12 holdings 114:16 holiday 119:4, 5, 8, 11, 20 holidays 120:8 home 67:8 83:19, 21 84:7 179:2 184:2, 9 192:16 193:6 homeless 188:3 homelike 184:5 hone 196:19 honest 47:9 honestly 91:11 212:19 honesty 46:16</p>
--	--	---	--	---

<p>honor 91:14 95:1</p> <p>honored 45:9</p> <p>hope 61:1, 5, 10, 19 63:4 64:5 74:14 88:2 193:20</p> <p>hopeful 75:12</p> <p>hopefully 197:17</p> <p>hoping 60:21 70:11, 17 214:8 220:7</p> <p>Hopkins 84:13 86:14</p> <p>horizon 166:13, 17 168:11 169:14 189:20 196:20 207:8</p> <p>host 79:15</p> <p>hours 117:11, 18, 21</p> <p>House 35:2 163:16 181:11</p> <p>housed 182:20</p> <p>household 185:3</p> <p>housing 227:4</p> <p>HOWIE 10:19 11:3 12:8 18:8, 15, 19 19:5, 12 20:9, 11 21:4, 12, 14, 16 22:1, 11, 13</p> <p>huge 224:16</p> <p>Hughes 50:14</p> <p>human 30:21 31:1 33:16, 17 34:2 81:12</p> <p>humble 61:11</p> <p>hundred 142:3 166:19</p> <p>hundred-year 202:15</p> <p>hurt 73:13</p> <p>husband's 68:7</p> <p>HYBRID 1:8 6:2, 13 49:6</p> <p>< I ></p> <p>iconic 196:12</p>	<p>idea 65:11 91:13 198:5</p> <p>ideas 46:18 63:6 208:2</p> <p>identified 88:13 89:19 163:18 165:19 168:14 169:13 171:13 174:3 175:12 179:7</p> <p>identify 172:5</p> <p>identifying 166:4</p> <p>identity 49:16</p> <p>ideologies 68:14</p> <p>ideology 48:14 68:20</p> <p>IEPs 61:16</p> <p>II 53:5, 19 77:21 78:7 140:11</p> <p>III 53:18</p> <p>illogical 180:17</p> <p>immediate 48:19 179:17</p> <p>impact 70:4 84:18 102:10 124:16 167:11, 15 185:3, 6, 13 219:14 220:6 222:19 224:5 228:1, 5, 11 230:11, 14</p> <p>impacted 52:5</p> <p>impactful 150:2</p> <p>impacts 93:11 225:7</p> <p>implement 49:12 62:15 82:8 84:17</p> <p>implementation 46:4 48:20 85:6 86:2 149:9 151:2 153:6 187:4 189:5 202:4</p> <p>implemented 48:5 121:14 134:9 170:16 182:4</p>	<p>implementing 89:2 201:5</p> <p>implore 48:19</p> <p>imply 161:21</p> <p>implying 147:14</p> <p>importance 13:6 88:3</p> <p>important 8:15 9:15 13:10 23:3, 5 61:2 68:9 81:8 83:18 119:14 134:10 155:13 157:17 173:12 186:16 187:12 207:12 219:14</p> <p>importantly 60:16</p> <p>improve 73:3 78:16</p> <p>improved 85:13 88:18</p> <p>Improvement 4:14 47:10 86:1 98:11 139:6, 13 141:15 145:13, 14 149:2, 5, 11 150:20 160:10 187:20 189:1 190:21 201:16, 19 215:5</p> <p>improvements 140:6 169:17 170:20 180:4 202:21 212:3</p> <p>improving 45:14 182:11 184:5</p> <p>inaccurate 18:10</p> <p>inaction 93:9</p> <p>inappropriate 43:18</p> <p>Inaudible 15:18 26:10 48:11 217:14, 16</p> <p>include 83:15 128:13, 16</p>	<p>131:3 158:7, 18 181:20 188:1 207:3 234:1</p> <p>included 56:19 76:19 122:15 142:3 147:15 156:3, 4 158:21 163:21 166:14 167:1 168:16 172:18 174:17 176:4 182:15, 18 185:21 188:1, 21 200:17 204:9 215:6</p> <p>includes 48:11 50:11 52:2 79:17 81:13, 20 106:2 158:10 161:5 162:8 208:10</p> <p>including 58:1 84:1, 12 87:3 89:3 223:17</p> <p>inclusion 68:2</p> <p>inclusive 142:3 147:14</p> <p>income 185:3 188:14</p> <p>incorporate 20:21 225:4</p> <p>incorporated 141:1 214:1</p> <p>increase 83:3 85:21 86:3 110:10 157:10, 12</p> <p>increased 77:10 89:9, 11, 14</p> <p>increases 112:3</p> <p>incredibly 54:20</p> <p>incremental 160:17 213:6</p> <p>incumbent 207:11</p> <p>in-depth 193:12</p> <p>indicated 9:12 218:13</p> <p>indicates 87:7</p>	<p>104:9</p> <p>indicator 77:3</p> <p>indicators 187:16, 17</p> <p>individual 6:3 111:9 120:16 133:3 187:5</p> <p>Individually 94:21</p> <p>individuals 25:18, 21 49:15 92:21</p> <p>indoors 87:13</p> <p>industry 148:6 156:2 195:16 222:8</p> <p>inequitable 53:15</p> <p>inflation 167:10</p> <p>influences 145:2</p> <p>inform 85:17, 18</p> <p>Information 4:16 44:9 61:6 82:12 90:4, 10 103:19, 21 104:7, 16 111:15 120:20 140:17 156:15 220:8, 11 234:1</p> <p>informational 26:5</p> <p>informed 134:20 143:7</p> <p>infrastructure 165:7 186:13 208:9</p> <p>infusion 80:14</p> <p>inherently 50:10</p> <p>initial 185:6, 13</p> <p>initiate 65:1</p> <p>initiatives 129:2</p> <p>in-person 83:1, 2</p> <p>input 43:10</p> <p>inside 66:16 154:17 155:10</p> <p>insights 144:11</p>
---	---	---	--	--

<p>Inspector 8:2 10:3 20:19 22:7 inspire 99:11 inspired 62:13 installation 99:7, 9 installing 99:17 instance 111:13 134:16 198:16 201:2 202:14 224:13 Institute 84:12, 13 institution 67:15 instruction 73:11 77:9 82:15 86:5 88:19 89:8, 13 162:13 instructors 187:2 insure 117:16 insuring 88:11 intend 11:13 intended 49:9 68:15 145:15 intensive 89:8 intentions 47:6 intents 145:15 interaction 113:12 interactive 140:12 143:10 144:8 interest 18:3 143:16 interested 42:10 211:20 235:10 interesting 111:19 114:21 154:12 155:3 222:15 interferes 43:20 internal 100:3 145:2 182:10 Internet 46:13</p>	<p>interrupt 73:6 109:11 interrupting 73:7, 11 interview 113:10 intrinsic 226:16 introduce 67:7 139:15 141:5 inventory 195:14 invest 149:18 151:4 193:12 investigated 212:5 investment 167:2 182:17 209:12 210:11 investors 209:14 invite 5:5 involve 68:2 involved 73:2 123:9 142:4 151:10, 12, 18 212:7 involvement 218:13 involves 226:10 isolation 85:5 issuance 159:15 issue 13:10 112:20 221:19 issues 9:20 18:17 69:14 112:11 128:21 158:19 179:12 201:2 219:18 220:19 225:2 item 7:1, 2, 11 9:21 11:16, 17, 18 12:4 13:11 17:6, 18 19:4, 5 21:19 22:19 23:12, 17 26:7, 20 29:20 42:6 76:18 95:19, 20 98:1 101:21 104:7 106:10 108:7 117:3 126:17 137:19</p>	<p>139:5 233:21 234:12, 13 items 6:19 7:10 10:21 18:11, 12 19:5, 6 20:9 21:21 22:18 52:15 56:15 104:12 108:18 233:13 234:1 its 6:1 50:16 53:16 76:2 96:4 120:6 167:14 184:19 192:1 < J > Jackson 37:1 James 3:10 January 8:2 20:18 72:10 Jason 50:12 Jenn 3:12 55:9, 18 Jessi 39:1 Jessica 35:3 Jewel 39:16, 21 Jewish 120:9 Jim 47:15 JMI-618-18 111:15 JMI-619-16 111:14 job 42:1 47:1 50:18 53:21 68:15, 19 88:20 177:12 jobs 23:3 John 2:11 50:12, 13 Johns 84:12 86:14 join 60:21 joined 94:16 139:13 141:16 joining 98:6 234:16 Jones 37:3 Jose 2:6 7:15, 16 8:9 10:11</p>	<p>11:14, 15 12:2, 3 14:10, 11 16:9, 10 20:15, 16 22:12, 13 24:15, 16 27:18, 19 29:5, 6 32:21 33:1 97:2, 3 101:2, 3 103:5, 6, 13, 15 107:10, 11 108:8, 10, 17 113:21 115:2, 3 116:2, 3 125:11, 12 132:11, 12 136:16, 17 138:9, 10 194:9, 10 201:13, 14 204:5, 11 206:20 231:9 232:18, 19 Joseph 37:8 Jose's 12:5, 11 14:1 22:2 journey 94:13 Jr 2:11 judgment 146:15 Julie 2:4 5:3 JULY 1:11 5:5 7:3 23:8 79:15 103:10 235:13 jump 157:9 June 18:21 102:18 103:11, 12 123:19 Junior 59:16 71:16 76:12 jurisdiction 25:17 justice 11:9 48:10 justification 215:5 < K > K-12 83:13 Kathleen 2:5 keep 8:6 71:14 157:15 173:20</p>	<p>195:8 207:12 217:19 keeping 10:1 57:16 102:11 172:13 190:9 199:18 224:3 keeps 126:12 Kelly 3:15 59:18, 19 60:1 63:10 66:8 67:7 Kelsie 40:6 Kennedy 48:15 kept 117:14 key 181:13 keying 194:21 kids 61:8, 21 63:7 74:6 75:17 77:9 78:12, 18 kind 112:7 119:20 135:18 153:14, 19 156:14, 17 165:8 173:9 192:2 193:18 197:6 198:13 202:2 203:11 208:20 209:5, 10 213:3 222:3, 11 kindergarten 202:19 226:21 kindness 46:16 kinds 150:5 King 59:16 71:16 76:12 Kirsten 98:8 knocked 70:13 know 18:1 21:6 57:11 58:7 61:1, 6, 11 62:13, 17, 20 64:11 65:1, 15 66:4 68:4 73:8 74:9 77:2 82:12 83:8 85:15 88:3, 7 91:5, 18 93:4 94:12 104:21</p>
--	---	--	---	---

114:14 119:13 120:3 122:10 123:3 130:8 148:15, 16 150:8 152:7 162:15 165:1 176:10, 11, 20, 21 179:19 180:6 185:8, 16, 21 195:17, 19 197:3, 7, 12 198:1 199:9 203:1, 7 205:8, 9, 12 213:7, 15 215:10, 20 218:5 220:15, 19 221:9 222:17 224:5 225:7, 9 230:20 231:2 knowing 217:3 knows 165:13 Krupinski 3:15 59:18, 19 60:1, 2, 8 63:10 66:8, 9, 13, 21 67:6, 7 Kuehn 2:8 13:9 14:18, 19 16:17, 18 19:3 23:14, 15 24:1, 2 25:2, 3 28:3, 4 29:13, 14 33:8, 9 97:10, 11 101:12, 13 107:20, 21 113:20, 21 114:1 115:1 116:12, 13 125:21 126:1 137:4, 5 138:17, 18 194:4, 9, 13, 14 197:5, 17 199:14 201:11 202:8 233:5, 6 Kyria 37:8 < L > labels 49:14 Labor 122:5, 11, 18 123:11, 14, 17, 21 124:14, 15 lack 93:13, 14 128:10 land 114:12, 15 193:5, 14 215:17 220:12 landed 123:17 lands 123:15, 21 lane 68:19 language 89:14 129:11, 18 130:10, 17, 19 131:15 134:9 231:8 Lansdowne 161:6 175:7 219:16 Lanza 37:14 laptop 128:13, 14 131:17 laptops 59:7 large 57:1 119:17 142:6 150:2 154:20 228:9 larger 172:2 173:20 181:2 192:19 largest 174:9 Larry 50:15 lately 67:21 latitude 65:12 laundry 188:1 Lauren 39:11 law 73:9 111:6 laws 224:1 lay 176:8 lead 157:4 200:15 leader 35:14 leaders 44:18 85:3, 11 89:18 leadership 79:17 89:19 148:3 177:11 184:13 187:15 learn 84:3 95:8 159:11 190:1 learned 65:3 82:1 90:5 148:2 learners 188:9, 20 learning 31:6, 7, 8, 9, 10, 12, 17, 18, 19, 20 34:5, 7, 10 35:10, 11 38:7, 8 40:13, 14, 19, 20 61:13 68:4, 5 71:3 80:9 81:4 82:17, 19 83:2, 6, 8, 10, 20 84:5, 7, 12, 15, 18, 19 85:8, 18, 20 88:9 89:17 177:17 187:1 188:15 LEAs 52:8, 12 102:12 lease 209:10 leased 209:8 leave 71:15 119:12 213:11 led 67:14 145:9 left 141:19 170:3 left-hand 172:3 legacy 161:1 166:13 169:6 174:21 181:15 205:16 206:3 214:16 219:8 legal 25:19 132:17 legislation 162:16 167:12, 13 184:18 legislative 185:19 lender 208:15 length 13:14 104:6 lens 48:9 206:11 lenses 146:3 lessons 82:1 83:16 letter 20:18 22:8 64:3, 5 letting 204:8 212:20 level 84:21 89:13, 15 113:13 123:8 183:8 185:2 levels 84:3 190:3 Lever 141:17 152:8, 9 168:6 198:9, 10 208:6 209:19 218:9 221:18 223:6, 17 226:14 leverage 181:4 leveraged 215:11 leveraging 217:21 library 31:14, 16 34:11 37:15, 17, 19, 21 lieu 163:1 life 62:3 98:21 148:9 149:5 162:10 194:20 195:1, 9, 10 196:7 198:16 199:3, 13 200:14 203:1, 14, 19 lift 116:21 lifted 184:14 light 102:10 109:17 Lily 2:13 limit 44:1 153:17 164:1 limited 81:14 82:9 147:20 149:18 152:13 156:10 166:1 231:3 limits 42:19 line 51:6 60:5 73:17 81:9 98:21 146:10 167:8 171:8 189:21 192:3 204:1 lines 145:5 150:15 linings 177:14 Lisa 2:9 36:13 list 44:14 50:10 113:7, 9, 16 174:19 175:5 179:12 207:8 228:1, 18, 21 229:6, 9 listed 50:7 182:13 229:10 listen 6:12 94:1 listened 58:12 listening 63:5 95:10 143:13 literacy 85:21 99:11 literate 68:9 litigation 26:1 little 22:17 53:8 67:21 74:5 78:1 93:2 95:10 119:7 145:9 166:1 176:17 179:15 180:17 205:20 216:6 229:2, 4 live 6:16 95:5 140:18 144:4 lived 220:2 lively 143:6 LIVESTREAM 1:8 local 65:14 83:9 90:12 211:18 located 52:3 203:4 228:19 Loch 35:7 lockbox 211:12 locked 71:10 logic 190:9 long 105:16 128:9 153:21 174:1 176:3 187:7 196:17 215:2

<p>longer 53:16 163:15, 16, 17, 19 230:18 longest 153:7 long-range 145:16 149:6, 13 180:1 221:1 long-term 202:12 216:19 223:1 look 44:14 45:10 47:9 50:2 62:18 76:5 90:6, 20 114:17 145:11 146:15 149:13, 21 150:3 160:6, 7 161:8 164:11 165:18 172:19 176:13 177:2 178:12 181:10 185:18 186:3 187:13 189:19, 20 190:15 194:17 196:8 197:8 200:13 204:16 206:19 208:1 214:21 219:14 220:19, 21 221:1 222:7, 16 227:3 looked 144:8 146:2, 19 147:2 151:20 160:20 170:10 172:14 174:13 179:14 181:7 187:15 191:20 192:6 206:10 207:1 224:8 229:5 looking 91:3 95:17 111:15 113:9 119:3 142:17 146:4, 7, 11 147:19 148:1 150:1, 17 159:5 160:4 164:20 165:4, 11, 15, 16 166:5 168:10 171:14</p>	<p>173:8, 10 181:6 186:12, 15 189:12 190:9 196:19 199:15 200:14 203:12 206:9, 11 221:1, 3 222:21 225:5 looks 42:5 43:7 66:7 72:1 113:19 122:1 130:18 137:11 150:21 163:9 191:4, 6 194:4 201:13 209:4 223:14 lose 67:18 loss 71:3 lost 77:9 92:7 98:20 lot 19:21 65:9 70:10 71:11 91:5 105:11 116:21 122:12 123:3, 11 139:21 167:14 168:9 170:12 173:6 176:13 179:20 184:19 195:8 196:2 209:16, 18 212:6 218:12 219:3, 9 222:20 lots 195:3 loud 59:3 65:21 love 45:14 208:3 230:21 lover 99:5 lovingly 69:1 low 77:12 78:13 188:13 lower 174:2 208:17 Lowry 26:8, 9, 10 41:12 50:12 Lundy 38:1 Luther 59:15 71:16 76:12 < M ></p>	<p>ma'am 19:13 20:11 22:1 66:5 69:9 103:14 216:8 Mack 2:9 14:6, 7 16:5, 6 24:11, 12 26:15 27:7, 14, 15 28:12 29:1, 2 32:17, 18 96:11, 19, 20 100:19, 20 103:17, 18 104:16 105:5, 14, 20 106:4 107:6, 7 115:19, 20 118:14 125:7, 8 136:12, 13 138:5, 6 232:3, 4, 10, 14, 15 233:13 Madam 17:5 64:1 72:7 91:9 106:8 109:4 117:6 124:9 131:9 133:16 139:9 233:11 Madeleine 39:6 magnet 179:5, 8, 11 magnitude 168:4 175:13 Maiden 218:19 main 76:8 maintain 5:14 200:4 maintained 197:20 maintenance 195:7 198:14 199:17, 21 202:9 210:5 major 71:3 112:3 153:8 202:9, 21 227:5 majority 17:20 57:13 68:1 78:12 153:18 154:16 155:4 Makeda 2:3 72:7</p>	<p>making 6:20 92:3 129:10 170:18 217:17 man 71:17 Managed 161:8 175:8 Management 99:20 managing 112:15 mandate 185:20 mandates 86:13 manifest 169:1 manner 6:3 49:11 Manual 72:10 map 104:10 March 79:11 mark 228:7 market 175:4 209:1 marks 167:15 184:20 193:10 Marsh 216:16 Martin 38:6 59:15 71:16 76:12 Mary 3:16 55:16 69:7, 16 Maryland 6:11 51:18, 21 72:9 73:9, 10 77:7 90:10, 11 156:17 158:4, 12 198:10 213:16 235:1, 5 Maryland's 184:18 mask 87:7, 11 masking 87:6 masks 87:9, 13, 16 massive 210:21 master 59:14 mastered 45:17 materials 84:21 99:7 196:2, 6 math 68:5 77:20 78:5, 14 85:7 89:14</p>	<p>188:21 230:15, 19 Mathematics 34:18 40:10 89:16 matriculated 67:10 matriculates 222:12 matriculating 203:16 matter 25:17 27:3 58:2, 19 78:16 Matters 3:6 26:3, 8, 13 28:10 43:13, 14 44:5 Matthew 35:9 maximize 154:10 maximizes 145:18 maximizing 206:14 maximum 82:10 231:1 MCAP 77:20 McComas 102:3, 4 103:7, 9, 14, 18 104:4 105:3, 7 106:5 McKenzie 3:11 51:3, 5, 6, 9, 17 McMillion 2:10 7:8, 9 12:4, 6 14:8, 9 15:16, 18 16:7, 8 24:13, 14 27:16, 17 29:3, 4 32:19, 20 96:21 97:1 100:21 101:1 107:8, 9 115:21 116:1 125:9, 10 136:14, 15 138:7, 8 191:6, 7 193:20 194:1, 15 203:4 232:16, 17</p>
---	---	--	--	--

McMillion's
 11:14, 16 12:16
 13:15 15:4, 6,
 21
McWhorter
 50:13
meals 84:1
mean 57:11
 66:15 109:11
 112:11, 17
 161:15 195:12
 198:21
meaning 205:17
means 154:15,
 18 159:1 199:2
measure 71:17
measured
 170:6 206:13
measures
 202:11
mechanical
 198:19
mechanism 6:5
media 8:1
 20:21 22:8
 31:14, 16 34:11
 37:15, 17, 19, 21
 65:4 221:9
medical 5:18
medically 219:2
meet 54:1, 4
 86:13 121:7
MEETING 1:7
 5:4, 17, 21 6:7,
 10, 12, 14, 18
 7:10 8:16 9:12
 10:21 11:4
 13:2, 5, 12
 17:16 18:5, 11
 19:1, 9 20:17
 22:4, 10 23:7,
 19 26:6 41:15
 42:14, 17, 19, 21
 43:20 49:6
 56:8, 16 57:4
 58:13 70:16
 71:11 72:16
 90:19 91:3
 92:14 115:5
 124:12 128:15

129:21 131:12
 133:12, 14, 18,
 20 134:2, 4
 135:18, 20
 136:1, 3 137:17
 140:1, 21
 231:16 234:10,
 14, 17, 18
Meetings 6:11
 25:11 56:8
 57:16 72:10, 11
 92:15 140:14
 175:19
Member 2:14
 6:6 9:6, 17
 17:17 26:21
 49:7 65:11
 75:6 79:10, 13
 98:8 112:1
 141:18 206:20
 228:10 232:12
MEMBERS
 2:1 6:2, 3, 15,
 20 8:10 9:7, 9
 13:16 18:8
 20:15 21:17
 23:6 24:4 30:3
 41:21 42:9
 44:8 45:5, 10,
 15, 21 46:18
 47:1, 20 49:1
 51:15 56:13
 58:6, 14 59:6, 9,
 10 64:2 67:2
 70:6, 11 71:7
 76:2, 14, 17
 79:8 91:10
 95:7 98:5
 102:5 115:7
 117:7 126:19
 139:10, 19
 141:9, 12, 13
 143:1, 9, 12
 184:14 191:5
Member's 4:1
memo 64:15
memories
 141:20
memory 211:16
mental 143:2

mentioned
 10:14 17:12
 19:7 160:16
 164:3, 18, 19
 168:6 184:16
 185:14 191:10
 197:15 205:11
 212:8 227:17
 228:3
mentioning
 206:21
mentors 79:20
Meshia 40:18
message 57:6,
 17
messaging
 171:10
messenger
 215:18
messengers
 45:16
met 25:10
 108:12 117:17
 141:19
method 208:7
methodologies
 222:7
methodology
 223:7 226:16
metrics 87:21
mic 109:21
Michael 37:3
Michelle 41:3
microphone
 109:13
MICROSOFT
 1:9 6:16
Middle 30:6, 12,
 18 31:9, 17
 35:16, 19 36:12,
 19 38:7, 11
 39:5, 7 40:10,
 19 41:2 48:6, 7,
 8 79:11 118:1
 158:9 177:8, 21
 178:14, 19
 181:15, 17
 190:12 191:11,
 18, 21 192:5, 9,
 16, 20 193:1, 6

194:16 203:6
 212:14 214:10,
 11, 15, 17, 20
 215:1, 2, 6
 216:18, 21
 217:15 219:6
miles 180:9
Milford 37:13
Mill 30:12
 36:19 37:13
million 52:21
 111:17 114:18
 128:9 159:7, 8,
 12, 14 164:13,
 14 167:9, 10
 168:13 170:12
 176:8 180:3, 11
 182:6, 13, 14
 184:11 190:1, 2
 199:21 200:1
 218:18
millions 135:6
Mills 30:17
 39:12 141:6, 9,
 10, 16 148:18
 149:2 152:11
 155:20 156:14
 159:20 160:2
 191:7, 19
 194:14 195:18
 197:14 198:7
 199:4 200:7
 201:15 203:10
 204:5, 7, 15
 206:2 208:5
 213:9 214:8
 215:4 216:8, 10
 217:2, 7, 11
 218:9, 13
 221:20, 21
 225:1 226:8
 228:3, 20
 229:17 230:2,
 19 231:11
mind 8:6
mindset 81:6
minimized
 117:20
minimum
 158:11

minutes 26:4
 43:4 56:20
 76:21 89:7
 117:19 121:11
 122:9 127:20
 234:10
misdemeanor
 73:11
missed 224:20
missing 120:13
mission 201:5
missions 160:8
 226:12
mistake 58:7
mitigation 87:2
 114:8
Moalie 2:6
model 46:16
 209:21 210:2
 211:5 212:8
models 196:11
 204:10 209:20
moderate 186:4
modern 162:13
modest 183:4
modification
 111:17 129:4
modified 9:16
 10:14 117:10
modify 197:11
modular
 154:19 175:18
mom 68:11
moment 5:7, 11
 85:5 160:18
 169:5 182:16
moments 58:11
 71:18
money 52:16
 53:15 159:8
 164:11, 16
 167:20 195:8
 208:20
monitor 185:18
monitored 8:7
 46:3
month 23:8
 191:9
months 7:20
 8:3 45:16

48:21 49:5
 77:9 92:12
 100:1 140:9
 189:15 210:10
Monument
 218:19
mortar 147:3
mortgage
 163:16
Moses 38:12
mother 67:9
motion 6:21
 10:15, 20 11:10,
 14, 16 12:16
 13:15 15:3, 4, 5,
 6, 7, 12, 14, 17,
 21 17:2, 6
 19:20 21:19
 23:18 25:7
 26:13 27:2
 28:8, 9 29:18
 32:3 33:13
 96:9 97:20
 100:6 101:21
 102:17 108:18
 116:19 118:5,
 10 126:8
 127:11 128:12
 129:10 131:21
 132:12, 15, 21
 133:4, 5, 8
 135:11 136:7
 137:15, 21
 139:3 231:15
motivated 62:12
move 7:9, 11
 11:19 15:7
 17:15, 19 46:17
 47:11 70:7
 81:18 90:5
 114:2 130:5, 11
 132:15 133:1, 4,
 17 139:4
 144:13 159:21
 167:21 197:8
 213:4 216:20
 231:14
moved 17:18
 23:18 26:15
 27:4 28:12

32:6 96:11
 100:9 102:20,
 21 108:20
 118:14 127:14
 129:15
moves 12:3
moving 60:18
 75:8 137:20
 183:12 185:19
mowing 118:11
MSDE 52:11
multiple 146:3
 185:2 199:12
 203:17
multiplication
 78:20
multitude 205:9
Multiyear 4:14
 139:6, 12 140:5,
 6 141:15
 145:13 149:2,
 10 150:20
 185:16 189:1
 190:20
Muslim 119:11
 120:9
mute 41:18
 44:13 51:4
 217:10 222:1
muted 218:5
mutual 151:21
mutually 171:5
MYIPAS 91:3
 141:4 145:6
 152:12 189:3
 214:2
 < N >
N-1 108:18
N-14 108:19
name 51:17
 60:13 71:6
 161:21
named 169:11
names 6:20
name's 60:3
 69:15
narrative 202:3
nation 212:12

nature 53:16
 145:20 161:15
 168:2 180:21
 192:4
navigating 81:1
near 75:12
 146:16 222:15
nearby 212:4
nearly 143:19
 170:19
Nearly 38:17
necessarily
 112:11 124:16
 211:3
necessary 46:5
 76:19 199:12
need 11:12
 12:6, 20 13:13
 26:20 46:7, 9,
 12, 14, 15, 18, 20
 54:2 61:13, 16
 62:8, 12, 16
 68:20 74:4
 79:21 80:8
 93:19, 20, 21
 128:20 129:4
 132:8 153:17
 170:1, 7 176:11
 184:1, 8 190:11
 197:21 199:20
 200:3 212:1
 217:4 220:14
 222:21
needed 52:9
 64:10 80:13
 82:12 85:5
 94:2 106:4
 127:16 147:9
 158:8 185:5
 199:6 214:20
 218:21
needing 196:11
 216:21
needs 8:21
 80:15 82:2
 142:17 147:4, 8
 150:21 154:2
 160:3 163:18
 170:8 178:2
 197:4 202:12,

15 204:18
 216:17 218:16
 226:9
needy 109:1
negate 104:1
negative 134:19
negotiations
 26:2, 3
networking
 65:4
neutral 182:4
never 47:2
 57:4
New 3:5, 6, 7
 4:2, 4, 7, 9
 33:20 63:5, 6
 74:11 75:6
 80:13 84:13
 89:10, 20 98:16
 99:10 110:21
 129:2 147:1
 150:4 157:18,
 20 161:15
 162:1 165:4, 8
 169:3 173:13,
 21 174:5, 12
 177:4 181:2, 11
 182:18 183:1
 186:1 190:11
 192:16, 17
 193:5 196:21
 197:19 198:12
 205:14 206:7
 214:17 215:1, 5,
 12, 14 217:15
 225:15 226:18
newer 84:19
newest 79:10
newly 45:6
nine 26:1 38:3
 40:15 97:18, 19
ninth 77:16
noise 74:12
 216:5 218:7
nonprofit 51:19
 79:20
normal 81:8
 100:3
normalcy 75:15

normally
 195:16
norms 87:15
north 196:14
Northeast
 173:8 176:9
 179:9 181:14
 183:9 204:4
 214:10, 17, 21
 215:1
northern 212:15
Northwest 37:7
Norwood
 178:13, 18
notarial 235:12
Notary 235:4
note 81:8
 83:18 158:19
 167:7 168:12
 169:10 207:12
noted 72:11
 156:14
notes 80:6
 205:21
notice 72:14, 15,
 17, 19 126:11
notion 151:9
 155:9, 15 179:5
 183:19 184:4,
 21 192:15
 193:5 215:6
 227:4 230:21
November 8:6
number 42:20
 82:9 83:3 96:5
 117:17 126:12
 144:18 154:20
 155:5 158:15
 163:14 196:19
 205:10 212:14
 224:20 226:20
numbers
 151:12 155:19
 185:8
numerically
 172:16
numerous 50:8
 149:9
nurturing 184:6

<p>< O > Oak 182:21 183:3 203:4, 20 Oakleigh 203:21 objective 76:8 124:14 144:21 145:3 objectively 179:13 objectives 160:8, 13 observation 156:11 observe 43:21 observed 120:8 observing 141:13 145:7 obstacles 54:15 obtain 25:19 obviously 65:21 128:20 212:6 occasion 151:18 occupational 67:8 occupied 209:9 occupy 177:9 192:20 203:18 occur 81:9 occurred 105:11 October 5:17 8:6 offer 150:6 offered 183:21 offering 222:18 Offerman 2:11 7:13 14:16, 17 16:15, 16 24:21 25:1 28:1, 2, 15 29:11, 12 32:6 33:6, 7 97:8, 9 101:8, 9 107:16, 17 116:8, 9 118:17 125:17, 18 137:1, 2 138:15, 16 233:3, 4 offers 48:15</p>	<p>Office 8:1, 8 10:3 20:19 22:6 31:1, 5, 7, 9, 11, 13, 14, 17, 20, 21 34:2, 6, 10, 18 35:4, 11, 21 36:4, 7 37:16, 19 38:8 40:14, 17, 20 41:12 49:3 64:16 85:12 89:19 111:6 112:15 144:17 officer 33:17 34:2 98:17, 20 99:4 offices 5:13 official 65:16 officially 56:19 officials 25:16 44:15, 16 Offsite 114:4 Oh 45:1 51:9 132:14 135:15 137:20 OIG 21:12 OIG's 8:8 oil 210:20 Okay 15:19 19:18 20:12 27:1 33:15 42:3 43:8 47:19 51:8, 12, 14 55:6, 8, 15 56:1, 3 60:6, 10 63:16, 17 66:7 69:10 95:18 96:8 100:13 102:16 105:5 106:21 109:19 110:4 113:17 115:13 117:3 118:13 121:2 124:6 130:8 131:4, 20 132:6 133:7, 10, 14 134:4, 6 135:8, 9 137:15 139:9 204:5 207:10 216:9 225:12</p>	<p>226:5 229:9 231:18 233:17 old 21:7 68:11 195:13 once 41:11 59:20 115:5 141:5 173:14 187:9 210:10 213:6 ones 150:5 170:5, 6, 7 171:16 172:5, 7 196:13 229:1, 5, 7, 12 230:2, 3, 4, 8 one-year 103:13 on-line 120:17 open 6:10, 11 25:11 42:16 57:19 63:5 72:9 76:4 85:7 86:21 143:14 217:19 Opening 3:20 80:3 86:7 90:3, 7 122:11 open-plan 187:8 205:3 opens 215:2 operating 178:16 234:4 operation 210:6 operationally 163:5 operations 87:4 195:7 199:16 operators 51:20 opinion 12:20 49:8, 17 50:1 128:18 Opportunities 40:17 42:7 79:19 80:8 82:17, 19 83:3 89:6 154:9, 14 155:12, 14 185:10 opportunity 6:6 45:6 47:11, 12 51:16 56:4</p>	<p>57:2 64:21 69:3, 18 73:1, 14 75:8 79:12 82:7 102:7 120:20 173:18 179:14 187:1 188:7 224:7 opposed 165:6, 16, 17 167:18 170:7 207:4 227:19 oppositional 46:21 oppressed 49:15 oppressing 69:1 oppressor 49:15 optimal 193:15 optimist 95:8 option 65:20 82:14 83:1, 10, 11, 13, 14 87:19 171:2, 3, 7, 8, 19 172:1, 10 173:19 181:8 192:8, 14 193:3 210:16 options 46:21 122:15 141:21 142:1, 9 152:5 158:17 160:11 166:7 171:2, 12, 16, 18 177:21 217:19 228:8 oral 56:20 Order 3:2 5:3, 14 6:18 43:21 81:18 117:16 130:4 169:21 190:7 224:14 229:6 orders 17:17 organization 51:19 86:3 organizational 85:10 organizations 127:2 original 13:15 103:7, 9</p>	<p>originally 103:10 196:2 ought 151:7 152:2 225:9 outcome 88:18 193:19 212:16 217:14, 18 235:11 outcomes 85:13 166:1 178:3 186:7 192:7 193:16 outdoor 99:13 outdoors 87:14 99:5 outlined 114:9 outlook 92:6 outpace 225:19 outreach 178:7 outside 73:6 outstanding 79:16 outweigh 160:3 overall 77:5 172:19 194:21 198:4 overcrowding 224:12 overhead 99:8 Overlea 39:10 overview 80:2 overwhelming 152:18 Owings 30:17 39:12 Oyster 211:6 < P > p.m 42:18 70:3 72:18 234:15 P-1 21:19 P-3s 216:11 P-5 21:20 pace 226:3 package 111:8 packed 9:20 page 173:7 paid 98:14 paint 198:18</p>
---	--	--	---	--

<p>pandemic 45:17, 21 52:6 77:8 80:7, 17 83:14 86:9 102:10 104:20 105:2, 10 124:4 186:17 221:13 222:10 223:2, 12 pantry 188:2 paper 159:14 Papers 59:6 parameters 156:13 parametric 156:7</p> <p>paraprofessional 89:12 paraprofessionals 85:11 89:17 Parent 69:17 76:1 188:15 parenting 68:12 parents 46:2 49:1 56:10 60:20 61:3, 7 68:7 70:1, 4 71:1, 8 73:5 75:20 76:14 84:8 123:6 185:11 188:9 parity 205:1 parking 70:10 71:11 Parks 39:1 Parkville 48:7 parlance 173:11 part 15:7, 8 80:3 105:21 106:14 111:8 147:16 149:21 160:5, 9 166:3 167:1 170:11 171:16 172:14 173:13 177:20 179:8 182:7 184:10 185:17 187:10, 12 189:1 195:20</p>	<p>196:14 204:2 206:7 209:6 212:1, 2, 15 213:19 222:13 partially 161:3 216:2 participants 143:19 171:13 participate 6:7 73:14 74:1 119:18 120:17 143:13 participated 83:5 151:19 223:16 participating 6:4 82:20 91:2 123:7 participation 44:11 participatory 140:8 particular 58:3 112:20 143:15 150:2, 18 172:11 173:5 184:2 189:6 196:19 particularly 93:4 145:7 155:2 185:8 188:12 204:16, 21 parties 213:19 235:10 partitioned 211:8 partner 179:10 partners 86:15, 19 87:5 90:12 partnership 104:10 165:2 181:5 208:1 214:13 partnerships 89:1 182:3 parts 15:6, 16 188:12 party 145:3</p>	<p>pass 190:8 passed 199:6 passions 93:21 94:18 Pasteur 2:12 97:10, 16, 17 101:10, 11 107:18, 19 116:10, 11 125:19, 20 137:3, 10 138:17 139:2 194:5, 10, 11 204:13, 14 207:10 path 78:16 pattern 176:2 196:21 Paul 1:21 141:6, 16 148:14 212:11 213:14 235:4, 16 pause 48:20 49:4 pay 75:20 114:18 209:12 211:12 212:3 payment 163:17 210:2 payments 210:9 pays 210:8, 11 peers 93:12 99:15 penalized 120:13 pending 25:21 130:6 150:8 peninsula 192:3 people 47:6 57:19 59:16 65:9, 10 69:4 94:4 151:10, 17 percent 62:2, 8 63:2 77:12, 15, 17, 19 78:2, 3, 4, 6, 8 152:19 153:10, 15, 17 154:12, 16</p>	<p>155:4 157:9, 10, 13 166:19 Perfect 60:13 204:11 perfectly 197:15 performance 25:15 47:9 77:5 111:4 112:17 113:11 127:4 134:18, 20 period 48:21 78:6 86:18 163:19 164:16 189:16 198:14, 21 199:9 210:11 230:18 periods 198:3 permanent 154:19 175:20 176:1 192:9 permitted 21:15 43:7 75:10 119:12 permutations 163:11 Perry 38:21 174:9 persist 222:18 person 6:15 70:12 75:11 87:7 102:6 109:7 personal 58:6 87:12 113:13 personally 74:9 Personnel 3:6 25:17 26:7, 13 27:3 28:10 31:21 32:1 36:7, 8 43:19 persons 87:6, 13 person's 49:16 perspective 9:7 143:5 perspectives 172:13 petition 64:3, 13 65:6 Pharoan 124:11</p>	<p>phase 98:16 140:11, 12, 16, 17, 20 141:3, 4 178:5 Phillips 39:6 phone 42:15 phones 41:18 44:13 physical 6:2 87:3 146:7, 12 162:11 186:15 200:11 physically 6:8 pick 171:5 picked 56:20 Picking 22:14 picture 150:2 168:17 pictures 148:19 pike 146:16 pillar 146:18 pilot 48:5, 13, 20 182:2 216:11 piloting 65:7 Pine 48:8 pipeline 206:7 pivot 52:6 pivoted 52:8 place 49:18 99:14 186:2, 13, 18 190:10 192:11 201:7 220:3, 16 225:7 placed 18:12 placement 84:9 placing 56:7 plain 151:8 Plains 30:10 34:20 Plan 4:14 59:14 71:2 78:11 81:16 83:16 84:17 85:9, 20 88:2 89:17 90:3 139:6, 13 140:5, 6 141:15 145:13, 15 148:9 149:3, 11</p>
--	--	---	--	--

150:20 152:2
 157:3 176:17
 188:1 189:1, 8,
 18 190:21
 201:19 205:19
 213:5, 20 214:1
 216:3 224:8, 20
 234:2
planned 12:21
 48:4 87:21
 216:15
planners 198:11
planning 81:10
 82:11 121:9
 141:18 149:7,
 14 151:20
 152:16 160:4
 162:18 166:13,
 17 167:6 168:7,
 11 169:19
 175:11 176:2
 177:20 179:9
 180:1 189:20
 199:16 201:17,
 20 204:3 207:8
 213:16 219:15
 223:1 224:2
 226:10
plans 46:19
 86:11 142:5
 144:3
Planting 114:5,
 8
plantings
 114:12
platform 91:17
play 99:13
 122:13 123:12,
 14 124:3
 191:17
playbooks 47:3
playground
 98:13, 17, 19
playing 21:9
 74:1
please 11:20
 13:18 21:13
 24:6 27:9
 32:12 37:14
 51:4 59:21

61:15 68:18
 69:10 75:1
 79:21 80:5
 81:6 82:10
 85:14 96:14
 100:14 107:1
 115:14 122:3
 125:2 128:1
 133:15 135:15
 137:21 194:7
 217:10 231:19
pleased 80:2
pleasure 94:18
 131:10
Pledge 3:3 5:6,
 10
plus 190:1
 209:5
point 20:16
 21:15 23:20
 41:2 50:5, 7
 56:9 64:15
 113:15 114:3
 121:13 145:10
 164:8 177:6, 8
 190:11 191:10,
 18, 20 195:11
 197:18 198:3
 202:12 203:5
 206:2 216:4
 219:6 224:15
pointing 149:1
points 65:12
 104:18 221:2
Policies 4:13
 7:19 8:14, 16,
 19 9:1, 8 10:13
 11:9, 13, 18
 13:1, 7, 11 17:7
 18:2, 13, 16
 19:13, 16 20:2
 21:5, 8, 10, 19,
 20 22:2, 5, 17,
 19 23:1, 10, 17
 64:8 72:18
 73:15 74:2
 126:18 127:1
 129:20 133:2
 234:7

policy 7:21 8:4,
 8 9:6, 8, 13
 10:3 11:17
 17:13 18:19, 20
 19:11 21:1
 22:8, 21 23:3, 9
 43:10 64:9
 72:21 84:12, 13
 100:1 110:16,
 18 111:1 113:1
 119:13 120:6
 126:19 127:1, 2,
 3, 4, 5, 12, 20
 128:5, 11
 129:11, 19
 130:5, 9 131:3,
 12 132:1, 7
 133:3, 17, 20
 134:8, 12 135:7,
 19 225:2
 226:12 234:5, 6
political 58:10
 74:1 92:6
politics 68:19
poorest 215:8
population
 187:17 188:3
populations
 187:14, 17, 19
 188:14
portfolio
 161:17 173:13
 182:7 186:8
 196:3 201:10
 207:9 215:9
 228:6
portion 42:14
 119:17
portions 6:9, 12
position 37:18
 104:17 153:1
 192:2
positions 41:14
positive 45:11
 63:3 134:18
 220:20
possibility
 191:17

possible 54:12
 152:18, 21
 206:15
possibly 62:11
 150:6 198:13
 199:11
post 122:16
 124:14 196:3
post-COVID
 81:4
posted 115:10
post-holiday
 122:18
post-pandemic
 84:15
postpone 7:9
 8:4 11:10, 16
 13:1 15:8 17:6
 20:1 21:5
 131:21 132:7,
 16 133:3, 11, 13,
 17 231:15
postponed 19:8
 21:21 22:9, 18
 73:4 137:16
postponement
 12:4
postpones 10:20
postponing
 21:9 23:11
 132:10
Pot 181:10
potential 26:1
 49:9 169:8
 214:15 215:9
 217:20
potentially
 163:4 168:8
 181:18 216:12
poverty 185:2
power 88:13
 209:1
practical 177:5
 178:5
practice 42:19
 44:16 84:10
 143:1
practices 43:10
 82:4 86:19

87:2 123:9
 156:3 222:8
Pratt 36:10, 11
pray 61:10
PRC 7:17, 20
 8:4 9:12 10:15,
 16 11:1, 19
 22:3, 4 129:21
 130:2 133:1
pre 77:8
 122:16, 18
 124:15
precisely 170:19
predicable
 197:2
predictable
 145:17 221:7
prefer 153:10
preference
 172:9, 20 174:2
preferences
 185:11
preferred 193:4
Pre-K 162:15
 167:6 178:18
 184:16 203:13
pre-
kindergarten
 185:1
prematurely
 216:18
premium
 160:18, 21
 162:20 163:21
 168:14 170:12
 207:7 228:4
 230:4, 5, 6
prepare 87:1
prepared 86:18
 88:4 134:1
preparing
 144:3 188:20
presence 6:2
 87:17 172:16
 174:11
presences
 176:19
present 6:8
 46:20 48:17, 18
 66:15, 18 67:1

141:7, 14 159:5
 162:16
presentation
 86:7 90:7 91:4
 139:15 141:7
 145:4, 8 148:15,
 16 157:2
 190:19 191:4
 194:15 201:15
 214:8 218:10
 227:8 231:13
presentations
 177:7 191:9
 207:18
presented
 19:14, 16 22:5
 25:9 26:14
 28:10 32:4
 111:3 117:9
 127:6, 10
 140:20 225:14
presenters
 139:15
presenting
 142:14 227:10
president 69:16
 141:6
press 63:20
presumably
 210:14
pretty 148:19
 174:12 229:17
previous 22:18
 23:18 120:4
 175:19 177:7
previously 9:18
 19:6 36:9 65:5
price 200:5
pricing 201:4
primarily
 123:20
primary 113:5
Prince 37:1
 165:1 212:11,
 17
principal 30:5,
 6, 7, 8, 9, 10, 11,
 12, 13, 14, 15, 17,
 18, 19, 20 34:15,
 20 35:1, 16, 18

36:14, 16, 19, 21
 37:4, 6, 13 38:2,
 13, 15, 18, 20
 39:2, 7, 12, 16,
 21 40:3, 7 41:2,
 3, 7 65:14
 89:20 98:7
Principals
 64:17 156:10
principles 152:1
prior 12:19
 13:6 17:16
 42:16 110:9
 121:9 205:10
 223:2
priorities 82:9
 89:20 196:4
 229:3
prioritization
 190:7
prioritize 86:10
 167:4
prioritized
 88:16 165:20
 166:11 169:7
 183:13
prioritizing
 165:19
priority 73:20
 175:5 188:12
 229:6
private 168:5
 179:10 181:4
 185:10 208:18
 210:2 212:20
Privately 4:4
 98:2, 11 100:7
private-public
 165:2 182:2
privilege 49:14
proactive 167:5
proactively
 162:18
probably
 167:16 208:16
 213:9
problem
 114:20 117:19
problems 46:14
 224:2

procedural
 150:14
procedure
 120:10
PROCEEDINGS
 5:1 235:11
process 11:18
 12:18 22:20
 43:1 68:8
 104:1, 2, 3, 5, 11,
 13 105:16, 19
 131:11 140:8
 142:3 144:20
 145:9 147:16
 149:8 150:11
 151:9, 10, 19
 152:13 153:3
 163:12 168:15
 177:2, 20 179:6
 183:10 184:19
 193:11 199:16
 200:10 222:3, 6
 234:4
processed 12:9
 23:18 108:12
processes 43:16
 47:3 82:5
 100:3
processing
 19:21
procurement
 201:1
procurements
 128:4
productive
 45:11
professional
 58:15 82:16
 85:8, 20 89:17
 113:6 119:6, 14,
 18 120:7, 12, 13,
 15, 18, 21
 144:15 145:1
 146:15 147:18
professionalism
 56:6 58:20
professionally
 231:4

professionals
 113:10, 16
 144:21 151:5
 153:2, 13
proficiency
 77:16, 17 78:2,
 5, 6, 14
profit 212:2
profound
 161:18 173:12
program 31:6,
 7, 8, 14, 17 34:5
 36:11 49:13
 83:17 84:5, 7
 145:14 153:13
 160:10 179:11,
 16 183:1, 18
 185:15 186:3, 5,
 12 188:10
 204:16 215:5
 226:11 234:2
Programs
 31:10, 11, 12, 18,
 19, 20 34:7
 35:10, 12 37:15
 38:7, 9 40:13,
 14, 19, 21 43:10
 78:17 80:20
 82:16 83:6, 20
 89:5 142:18
 149:5 150:5
 154:14 155:12,
 14 158:8
 161:16 177:13
 178:8 179:5
 180:13 181:12
 182:7, 12, 17
 183:8, 15, 21
 184:13, 15
 188:6 192:12
 204:21
progress 77:3
 161:4
progressed
 100:2
Project 4:5
 84:14 98:3, 12,
 17 100:7 149:8
 151:1, 7 153:21
 154:2, 5 160:6

161:6 166:21
 169:2, 15, 21
 178:20 190:12,
 13 214:16
 216:12
projection
 166:17 200:16
 223:3 226:16
projections
 140:13 146:5
 204:9 217:17
 221:8, 10, 13, 19
 222:4 223:9
 227:3
projects 144:11
 157:19 160:12,
 18, 19 161:1, 2,
 8, 9, 13, 14, 21
 162:5, 20, 21
 163:21 165:3
 166:14 168:14
 169:6, 7 170:12,
 16 171:21
 172:21 174:18
 175:1, 6, 8, 9, 17
 176:7 178:11
 181:7, 15 182:3
 187:3 190:4, 10,
 14 193:8
 200:19 201:5, 8
 205:12, 14, 15,
 16, 17 206:3, 4
 207:7, 10 208:8,
 21 213:21
 219:8 224:6, 7
 225:14, 17
 227:12, 14
 228:1, 2, 4, 14,
 16, 18 229:21
 230:4, 5, 6, 11,
 12
prolonged 75:18
promise 165:13
promised 176:4
promises 144:5,
 6 161:2
promote 48:14
promoted
 158:12

<p>promoting 49:10</p> <p>promotion 25:13</p> <p>prompted 75:19</p> <p>proper 43:12 195:6</p> <p>properly 18:4</p> <p>property 181:3, 10 211:11 215:10</p> <p>proportion 168:4 172:15 185:9</p> <p>proportional 173:7</p> <p>proportionately 174:6</p> <p>proposal 102:11, 13</p> <p>proposals 113:8</p> <p>proposing 103:11 178:20</p> <p>protect 87:8</p> <p>protected 99:2</p> <p>protecting 98:21</p> <p>protection 49:19</p> <p>protections 209:14</p> <p>proud 75:21 95:7 143:20 146:17 148:7</p> <p>proven 47:4</p> <p>Provide 47:7 49:2 50:7 51:16 53:1 54:16 80:2 86:6 105:12 106:11 111:7 118:1 144:21 156:18 157:6 159:12, 20 166:8 188:16 208:18</p> <p>provided 44:10 52:19 53:6 120:15 213:15 222:4</p>	<p>provides 42:7 73:1 80:13 83:12 111:1 114:7 147:10 166:10</p> <p>providing 63:6 90:7 147:18 148:7 214:19</p> <p>province 210:8, 18</p> <p>provisionally 89:11</p> <p>Provotiaux 39:11</p> <p>proximate 142:7 183:9</p> <p>proximity 177:15 181:1</p> <p>prudent 131:14 175:3 219:13</p> <p>PRY 11:3</p> <p>psychological 127:5</p> <p>PTA 98:8, 15</p> <p>pubic 56:8</p> <p>PUBLIC 1:7 3:8 4:7 5:12, 13 6:9 9:11 11:11, 12, 16 12:18, 21 13:3, 6, 11 20:20 33:21 36:9, 20 37:1, 12 42:6, 13, 16 43:9, 14 44:6, 7, 11 47:14, 15, 21 49:8 50:3 51:15, 16, 18 52:2, 4, 5, 6, 20 53:7, 21 54:8 56:15 57:2, 5, 18 58:7, 14, 16, 18 59:2, 4, 7, 10 60:18 70:2, 7 72:12, 14 73:2, 21 74:10 75:9, 11 79:2 91:10 94:5 102:2, 9, 14, 17 103:21 106:2, 9 143:21</p>	<p>145:19 147:12 158:2, 6 159:13 168:5 180:18 185:10 208:1, 15, 17, 20 212:11 232:5 234:3 235:4</p> <p>public-private 207:21 214:13</p> <p>publish 49:8</p> <p>pull 133:2, 6, 8, 17 136:7</p> <p>pulling 186:17</p> <p>pupil 31:21</p> <p>36:6, 7 52:17 53:2, 7, 12, 20</p> <p>purpose 145:6 152:12 153:3 156:11</p> <p>pursuant 6:10 25:11</p> <p>pursued 158:16</p> <p>purview 43:11</p> <p>push 230:9</p> <p>pushed 56:16 61:4 70:2 228:6 229:21 230:1, 17</p> <p>pushes 123:18 230:7</p> <p>pushing 164:1</p> <p>put 11:20 57:10 58:15 70:21 115:6 130:19 131:15 155:7 171:18 183:6 186:2 187:7 192:10 211:9 225:7 227:9, 20 229:11</p> <p>putting 57:8 151:16 186:17</p> <p>< Q ></p> <p>Q&A 143:14</p> <p>qualified 193:18</p> <p>quality 163:10 175:21 196:5</p>	<p>quantum 185:16</p> <p>quarter 117:12, 15 118:2 174:21</p> <p>quasi-judicial 96:4</p> <p>question 15:11 19:12 20:6 22:2 64:18 68:3 122:1 129:14 132:18 134:7 135:19 149:17 152:16 153:5 154:7 155:5 167:15 184:19 191:20 193:10, 21 195:5, 18 197:16 198:8 200:7 203:3 212:5 213:3 214:12 215:21 222:2 225:21 227:10</p> <p>questions 8:10 12:13 13:16 18:1 20:7, 14 24:4 46:2 55:2 106:7, 21 109:5, 8 110:5, 16 111:10 115:4, 7, 9, 12 121:4 124:8 132:10 134:6 141:8 149:15 150:3, 12, 15 154:8 191:1, 5 194:16, 19 202:8 203:9, 11 207:20 214:6 234:8</p> <p>quick 145:6 208:5</p> <p>quickly 178:5 211:2</p> <p>quiet 99:13</p> <p>quite 7:20 121:8 172:17 205:6</p> <p>quo 192:8</p>	<p>quote 67:17 71:16 99:18</p> <p>quoted 65:9, 10</p> <p>quotes 68:11</p> <p>< R ></p> <p>race 48:12, 14 49:10, 16 50:2, 4, 17</p> <p>racial 48:15</p> <p>racist 50:6, 10</p> <p>raised 13:9</p> <p>Ralph 39:16, 19, 21</p> <p>Randallstown 30:7, 8 37:4 41:4, 7 205:4</p> <p>randomly 43:1</p> <p>range 197:10 208:2</p> <p>rank 229:6</p> <p>ranked 142:7</p> <p>ratcheting 167:18</p> <p>rate 77:18 202:13 225:19 226:17, 19</p> <p>rated 176:1</p> <p>rates 77:10, 11 78:7, 8, 14 86:17 198:15</p> <p>rating 208:16</p> <p>ratio 226:15, 21</p> <p>rationalize 223:5</p> <p>Raven 35:7</p> <p>reach 55:3 110:20 113:7 162:9</p> <p>reached 202:17</p> <p>reaching 105:7, 8</p> <p>reaction 45:20</p> <p>read 42:5 49:2 64:5 65:9 68:5 73:15 154:14 167:12</p> <p>reader 9:9 17:15, 20 18:14,</p>
--	---	---	---	---

<p>21 19:1, 8, 14, 15, 16, 17 20:8, 9 22:3, 6 72:17, 21 73:16 99:5 readily 76:3 Reading 4:6 8:14 48:10 50:3 78:19 98:12, 14, 16 99:9, 10, 14, 17 100:8 188:20 ready 10:6 60:8, 10 63:17 91:15 realignment 219:8 realistically 199:9 realize 93:13, 16 157:11 reallocate 54:3 really 8:14, 18 12:17 58:17 60:18 61:7 66:16 70:1, 19 91:18, 19 104:11 119:14 121:14 128:9 146:2, 17 148:1 150:13 161:14 163:9, 11 164:5 171:3 173:9 174:6 175:20 176:19, 21 184:14 185:18 186:6 191:12 192:14 195:20 196:7, 18, 20 205:7 206:1, 11, 16 208:6 213:3 218:15 219:3 220:1, 10, 19, 21 222:10 223:19 realm 167:16 230:6 reason 57:8 71:9 94:9 110:15 122:5 212:8</p>	<p>reasonable 72:14 128:19 131:3 149:19 153:6, 12 154:4 165:14 166:12 168:10 189:5 200:14 201:10 206:16 223:2 reasonableness 164:9 reasons 25:12 94:14 reassessment 197:3 reassured 76:18 rebuild 198:5 228:2 rebuilding 81:13 82:7 85:15 recall 122:20 142:6 170:2 177:6 178:13 recap 109:8 145:6 receipt 52:15 receive 42:8 52:15 80:19 84:21 90:10 134:17 154:3 231:1 received 43:2, 6 53:8 72:15 124:10 receiving 153:9 recipe 215:17 recite 5:6 recognition 5:8 153:19 155:7 recognize 45:12 81:12 86:8 93:6 105:9 155:12 recognized 119:6 recommend 178:21 183:12 225:10 231:5 recommendation</p>	<p>122:14 126:21 127:12, 17 147:18 166:9 178:3 185:17 189:4 214:10, 19 217:13 recommendation s 22:20 73:2 84:11 127:6 133:1 139:12 140:20 141:1, 14 142:13 143:7 144:3, 12 145:1, 11 151:16 160:1 165:9 166:3 174:15 181:21 189:10, 14, 17 190:20 213:11 214:2 219:4 224:9 225:5 recommended 20:19 87:12 120:7, 14 168:1, 16 187:10 recommending 149:20 167:21 169:5 171:16 173:17 174:18 177:1 182:1 184:10 193:11 reconciliation 48:15 reconfiguration 161:16 178:13 record 20:18 21:11 recording 235:7 recovery 81:13 82:3 105:15, 19 Recreation 99:17 recycle 232:7, 8 Red 35:2 172:4 redevelopment 228:8 redistricting 161:10 163:3 165:16 166:15</p>	<p>221:3 reduce 89:15 reduced 211:16 reducing 165:11 221:3 Reedholm 3:12 55:9, 11, 18, 19, 20, 21 56:3 reengagement 89:6 reestablishing 82:3 refer 42:11 referring 206:3 refers 145:21 refine 82:8 reflect 75:16 reflected 155:18 reflection 56:14 reflectively 54:11 reflects 155:6 159:9 refocus 95:12 refresh 141:20 198:5 199:12 203:11 222:9 refreshed 146:6 197:21 198:20 refreshing 199:18 refuse 210:16 refusing 93:1 regard 70:3 224:9 225:3 regarded 215:7 regarding 21:19 84:8 87:6 194:16 214:10 regardless 54:14 105:2 regards 50:17 224:1 region 160:7 181:17 regions 173:3 229:18 register 42:15</p>	<p>43:6 registrants 43:6 Registration 42:15 registrations 43:2 regular 135:18 regularly 42:20 reinvestment 186:10 195:21 197:1 reiterate 64:6 iterative 151:19 relate 26:3 43:14 related 5:18 10:12 44:5 106:10 109:8 110:6, 16 135:2 221:12 relates 153:5 185:9 relational 82:4 relationship 45:11 relationships 80:10 88:21 relative 147:4 229:1 relatively 170:8 Relay 30:9 36:14 Releasing 117:20 relief 52:10 177:3 178:1 relieve 173:21 religion 49:16 religious 119:3 120:8 relitigated 206:8 relocatable 154:18 remain 78:8 83:19 193:7 209:15 remarks 43:19</p>
---	---	---	--	--

<p>44:1 remedies 231:2 remedy 48:16, 17 remember 58:9 59:15 68:17 159:4 208:12 remind 43:18 59:20 reminder 54:7 remotely 6:1, 4, 9 removal 25:14 remove 12:20 177:21 removed 56:18 65:19 Removing 57:2 65:16 renewal 104:1, 11, 13 234:4 renewed 110:9 renovate/repurpose 191:14 renovated 190:13 renovation 150:16 153:8 159:1 161:9 166:11 182:15 183:5, 7 199:1 200:18 202:12 220:3, 16 227:19 228:13 renovations 162:1, 4 163:2 165:17, 18, 21 167:4 169:8 171:20 180:12 183:13 186:9 193:8 217:5 219:4, 20 227:16 229:2 rents 209:11 reopen 75:21 reopening 46:17 70:21 76:20, 21 repairing 162:9 repairs 186:11</p>	<p>repeat 109:12 110:9 112:2 repeated 179:6 repetition 94:3 replace 113:12 172:1 175:17 replace/repurpose 191:14 replaced 176:3 202:16 228:15 replacement 150:16 153:9 159:1 165:18 169:5 172:10 175:7 181:2 198:21 206:5 219:13 220:3, 15 227:15, 20 replacements 158:18 170:13 176:4 181:21 207:4 221:4 227:21 231:3 replacing 162:21 211:13 reply 134:1 Report 3:19, 21 4:1, 14 11:18 77:7 79:5 80:4 90:3, 13, 17 91:13 139:6 174:14 189:18 190:16 194:18 200:6, 8 213:6 reported 152:5 197:12 223:8 reporting 118:2 reports 169:13 189:16 represent 45:9 51:21 161:10 representative 173:2 represented 144:1 172:4 211:6 repurpose 193:18 repurposed 169:8</p>	<p>request 100:2 102:8 106:16 111:7, 18 130:2 requested 76:14 83:9 requesting 7:1 18:17 70:20 220:8 require 15:5, 12, 13 81:16 129:17 132:3 135:4 161:18 176:13 required 46:1 49:12 117:17 119:9 135:1 186:1 requirement 156:17 requirements 87:9 156:7 168:3 185:19 requires 84:20 173:16 195:11 requiring 184:21 research 62:17, 21 88:14 113:4 212:6 researching 50:1 resignation 25:15 resignations 26:11 resolution 5:16 43:16 resolve 170:15 resolved 46:15 187:9 resource 34:9, 18 38:5 39:9 50:4 80:6 88:13 188:15 resources 31:1, 2 33:17, 18 34:2 50:4, 7 52:15 61:16 80:14 83:21 147:20 152:14,</p>	<p>20 188:16 231:4 respect 93:2 181:6 respectful 58:15 Respectfully 51:1 respiratory 87:4 respond 47:8 59:3 105:21 115:12 responded 143:19 respondents 152:19 154:13 response 13:8 52:7 83:13 87:21 152:18 173:5 225:21 226:6 responses 143:20 144:8 172:4, 14, 19 206:13 responsibility 93:14 responsible 177:5 178:6 rest 69:2 178:17 179:3 186:3 restate 11:21 197:17 restatement 146:14 restore 67:21 182:2 restored 75:12 restricted 52:12 53:16 restrictions 122:7 result 6:13 80:7, 17 170:17 207:6 228:5 results 63:3 82:10 145:10 152:7, 10 154:11 158:13</p>	<p>171:15 193:16 resumes 113:9 retain 209:11 retaining 54:5 retired 65:14 retirements 26:11 retract 19:19 return 71:2 123:8 159:19 202:14 returning 75:15 revenue 80:18 165:6 209:7, 10 212:2 revenues 211:10 revert 210:14 reverted 209:16 review 9:6 17:13 19:11 22:21 23:10 49:2, 8 86:15 100:3 126:19 127:12 129:19 130:9 133:20 234:5, 7 reviewed 10:3 17:13 137:16 146:9 reviewing 189:16 Revised 4:11 25:8 117:4 118:5 revisions 9:13 revitalized 98:13 Rice 50:14 rich 88:9 rid 122:6 Right 11:1 12:7 48:16 55:12 56:7 57:12, 20 59:14 60:20 76:9, 13 90:4 94:13 105:3 106:15 112:14 124:18 133:9 148:19 165:1 168:20</p>
---	---	---	--	---

175:6 176:10
 178:14 195:6,
 14 197:5 198:5,
 13 204:1, 3
 206:18 208:11
 211:14 216:10,
 14 217:2 228:3
 230:20 231:12
 232:11 233:21
Rights 49:20
Riley 50:12
Ring 35:19
 181:13 214:11,
 15 215:1, 7
 216:18
rise 162:16
 211:9
risk 47:8 212:7
River 36:12
 38:11
road 216:21
roadmap
 145:16 147:19
 213:11
Robert 50:13
Roberts 98:4, 5
 100:6
robust 84:16
Rodney 2:10
Rodrick 36:18
role 144:14
roll 39:20
rollcall 6:19
 13:18 15:20
 24:5 27:9
 28:17 32:11
 96:14 100:14
 107:1 115:14
 125:2 132:9
 135:10 137:21
 231:19
roof 198:15
rooftop 146:11
room 70:12
rooms 143:11
Ross 38:6
rotating 143:12
rough 230:15
roughly 203:13

round 53:9, 10
 222:1
rounds 53:13
row 122:4
Rowe 2:13
 14:2, 3 16:1, 2
 17:9 18:6 20:4,
 5, 6, 12, 13 24:7,
 8 27:4, 10, 11
 28:18, 19 32:13,
 14 96:15, 16
 100:15, 16
 103:2, 4 107:2,
 3 115:15, 16
 122:1, 2 123:20
 124:6 125:3, 4
 130:19, 21
 131:6 136:8, 9
 138:1, 2 223:14,
 15 225:12
 226:1, 2, 6
 231:20, 21
rubrics 201:3
Rule 100:2
 217:18
rules 73:6
Run 30:18
 35:2 39:7
 103:10, 11
 212:20
running 177:13
 199:19
rural 196:14
Russell 2:8
rustling 59:6

 < S >
sacrifice 99:2
sad 75:10
Sadly 67:11
safe 54:1
 154:21 155:16
safety 5:14
 31:15 34:10
 37:16, 20 86:11
 87:2 88:11
sales 211:10
sample 173:16
 176:20
sampling 173:2

Sandy 30:10
 34:20
SARRIS
 110:19 111:20
 112:5, 14 128:4
saw 52:6, 21
 172:17 174:19
 202:3
saying 84:2
 112:9 129:13
 208:19 229:12
scaffolds 85:1
scale 159:18
 166:2 168:1
 172:2 201:3, 8
 228:10
scaling 186:2
scenario 171:5
scenarios 173:9
schedule 11:3
 64:14 65:2, 6, 8,
 19 121:18
 163:10 183:7
 189:14
scheduled
 42:21 103:8, 10
 234:7
schedules 64:4,
 17 234:5
scheduling 13:6
scholars 50:9,
 11
School 4:6, 8,
 11 30:6, 7, 8, 9,
 10, 11, 13, 14, 15,
 16, 17, 19, 20, 21
 31:3, 11, 12, 13
 34:6, 16, 20
 35:2, 4, 5, 7, 14,
 16, 19 36:12, 14,
 17, 19 37:4, 10
 38:3, 5, 11, 13,
 18, 21 39:3, 5, 8,
 10, 12, 15, 17
 40:1, 8, 11, 13
 41:2, 4, 7 43:11
 45:14 46:17
 51:20 52:3
 53:7, 21 54:1, 6,
 8, 12 57:8 58:5

59:5 62:7 64:4,
 16 65:15, 20
 67:1 74:3
 75:19, 20 76:7,
 8 77:12 78:13,
 15 79:11 80:3,
 11, 19 81:10
 83:9, 19, 21
 84:8, 14 85:12
 86:6 87:10
 89:9, 13, 18
 98:3, 7, 14, 15
 99:4, 18 102:2,
 9, 15, 18 103:21
 104:17 106:1, 3,
 15 117:4, 8, 13,
 16, 18, 20 118:1,
 6 119:9, 10
 120:10 121:12
 122:5, 11, 19, 20,
 21 123:1, 8, 10,
 19 126:13
 127:3 143:21
 144:16 150:4
 153:9 156:7
 158:6, 9, 10, 21
 159:2 160:6, 7
 161:6 169:11
 171:18 173:8,
 13 174:1, 5, 12
 176:9, 16 177:8,
 9, 18 178:1, 14,
 20 179:1, 3
 181:15, 17
 183:5, 20 184:9
 187:16 188:4, 5
 190:12, 13
 191:11 192:1, 5,
 9, 10, 16, 18, 20
 193:1, 2, 6
 194:16, 17
 195:10 196:16
 198:12 202:15,
 21 203:2, 5, 6,
 21 204:20
 205:5 208:1
 209:9 210:6, 7,
 12, 14, 15 211:6,
 14, 15, 18 213:4
 214:11, 20

215:6, 14
 216:21 217:4,
 13, 15 219:6, 16
 220:12, 13
 224:3, 4, 7, 12,
 14, 15, 17 228:9
school-based
 41:13 83:6
Schools 3:20
 4:15 5:12
 20:20 31:2, 6, 9,
 17, 19 33:21
 35:11 36:9, 21
 37:2, 9, 12 38:8
 40:20 48:6
 49:10 50:3
 51:19 52:1, 4, 5,
 14, 20 53:1, 3
 64:14 65:5, 17
 66:1 74:11
 76:4 85:8
 89:10 90:8
 102:13 104:21
 106:2 114:16
 117:11, 13
 118:1 139:7, 13
 140:5, 7 141:15
 142:7, 8 143:21
 144:19 145:14,
 19 146:6 147:5,
 12 149:3, 11, 19
 150:21 157:20
 158:2, 18
 159:13 161:5,
 18 162:5 165:5
 166:10 167:5
 169:3, 6 170:13
 172:2, 6 173:19
 174:4, 8, 10
 175:6, 16 177:3,
 4, 12 178:4
 180:4, 18, 19, 20
 181:9 184:2
 186:8 188:6
 189:2, 4 190:21
 191:16, 18, 21
 192:19 193:7
 197:19 199:4,
 10 205:17
 206:5, 7 210:1

<p>211:2 212:12, 14, 21 218:15 219:13, 17 221:10 230:16 231:1 234:3, 4 School's 100:8 175:7 schoolteacher 47:21 science 38:10 39:14 40:16 68:5 78:19 Sciences 37:7 scope 156:6, 8 163:10 164:11 165:12 168:1 221:3 scopes 151:4 171:11 207:1 score 213:10 scored 77:7 scores 77:14, 20 170:1 Scott 2:3 41:16, 17 45:1, 4 47:13, 18 51:2, 9, 12 55:1, 4, 10, 12, 20 56:1 59:17 60:6, 12 63:9, 13, 16 66:5, 7, 11, 19 67:3 69:6, 10, 12 71:21 72:5, 7 74:17 75:1 79:1, 8 90:15 95:15 96:3, 8, 13 97:14, 15, 19 100:5, 10, 12 101:16, 17, 19 102:4, 16, 21 103:3, 6, 16 106:6, 20 108:3, 4, 6, 10, 17, 21 109:10, 15, 20 110:2 113:19 114:1 115:1, 3, 13 116:16, 17, 19 118:4, 7, 9, 15, 18 119:1</p>	<p>120:1 121:3, 5, 21 124:7 125:1 126:4, 5, 7, 16 127:9, 15, 19 128:1 129:9, 13 130:1, 8, 15 131:4, 13, 20 132:3, 6, 12, 14, 20 133:7, 10, 13, 19 134:3, 6 135:9, 15 136:5, 20 137:8, 9, 11, 14 138:21 139:1, 3, 18 141:11 148:21 191:3 194:3, 5, 8, 12 201:12, 14 204:12 207:14 214:5 217:9 218:3 221:16 223:13 225:20 226:5 227:7 228:17 229:9, 20 230:12 231:6, 12, 18 232:6, 11, 16 233:9, 10, 15, 17 Scott's 7:16 scraped 201:1 screaming 92:20 screen 148:17 160:14 169:12 189:11 script 42:5 Scriven 139:7, 9, 17 seal 235:12 SEAs 52:9 seat 154:17 155:10 seats 175:15 214:20 216:21 Second 7:12 12:10, 12 17:8, 9, 15, 20 18:7 19:14, 16 20:4, 8, 9 22:3, 6 26:17, 18 27:6, 7 28:14, 15</p>	<p>32:8, 9 72:17, 21 73:16 79:13 96:12 100:10, 11 103:1, 2 109:1 118:16, 17 123:17 124:1 127:16 132:4, 5 134:4, 5 141:3 168:21 203:3 213:3 231:17 secondary 31:3 37:9 46:11 89:10, 15 seconded 118:11 seconding 6:21 section 79:3 104:8, 15 sector 168:5 208:18 see 11:1 57:18 59:7, 10 61:8 66:16 93:6 94:2 104:16 123:20 139:21 151:3 152:14 160:14 165:8 168:12 169:12, 19 172:9 174:13 182:3 184:15 190:17 206:1 212:16 224:18 227:13 229:19 231:14 232:5 seeing 10:5 148:15 202:21 205:6, 7 206:12 seek 94:1 seeking 225:15 seen 46:21 189:8, 9 segment 110:18 select 166:21 selected 42:21 44:7 83:2 171:11 selection 43:1</p>	<p>semester 65:5, 7, 17 66:2 send 8:3 56:18 57:3 113:9 115:7 129:17 130:2 senior 141:6 228:9 sense 119:21 128:10 154:1 197:13 sensitive 108:13 sent 8:20 9:6 18:16 64:3 71:10 109:5 110:5 129:21 sentiment 88:8 separate 15:6, 14 26:20 27:2 104:3, 4, 11 separating 129:17 191:17 separation 191:11 219:7 September 123:16, 18 124:1 135:21 140:21 190:17 213:7 sequence 169:18 190:14 sequenced 170:1 series 141:21 142:8 152:4 202:10 serve 82:6 served 5:8 34:9 36:10 serves 37:12 service 34:8, 21 35:6, 12, 17 36:2, 15 37:5 38:3, 9, 14, 19 39:3, 8, 13, 18 40:2, 9, 15, 21 41:5 79:19 Services 32:1 36:8 111:16 127:5, 6 147:11</p>	<p>148:5 182:8 188:11 serving 41:6 Session 3:5 4:3 25:11 26:4 92:14 95:21 96:3, 7, 10 117:14 136:2 143:13 sessions 140:12 143:14 set 12:19 62:11 113:8 114:18 129:7 150:18 154:7 156:12 196:21 205:18 209:6 setting 57:1 78:15 183:20 232:13 settling 223:4 seven 16:21 25:19 34:16 39:3 52:1 72:18 137:12 153:14 198:18 Severn 36:12 shale 210:20 shape 195:9 share 54:10 72:8 90:8, 9 91:17 114:19 142:12 148:10 149:10 shared 53:5 88:12 sharing 148:18 189:11 Shelby 50:12, 19 Sheppard 36:10, 11 Sherri 35:20 shift 90:5 210:21 shifting 87:21 Shiria 33:16 short 50:10 68:16 164:16</p>
--	---	--	--	---

<p>221:14 shoulders 46:3 show 93:2 134:12 showed 228:21 229:10 shower 188:1 showing 175:3 187:21 shown 54:13 59:3 shows 202:5 shun 59:13 shut 71:9 shutting 57:20 58:1 side 123:5 172:3 204:21 205:2 sides 95:10 sight 92:7 187:3 207:12 signatures 64:13 significant 52:20 114:15 128:21 129:1 135:5 Silence 3:3 5:7, 11 56:10 silver 177:14 similar 178:4 192:14 223:7 226:19 229:1 simple 67:14, 16 68:3 simply 231:3 simulation 172:18 single 166:11 171:13 Singleton 40:7 sir 60:9 132:20 site 50:3 150:17, 18 156:10 177:9 178:1 181:17 192:17, 21 193:1 200:21 211:7, 16, 18, 19</p>	<p>212:1, 4 217:19 228:15 sites 53:4 176:12 192:15 sitting 60:20 situation 47:4 114:21 177:19 situations 87:16 six 8:3 63:21 140:10 210:9 size 157:18 173:16, 21 sizes 89:16 186:18 skill 113:8 skills 78:20 99:11 skin 50:21 skipped 60:4 slate 169:6 slide 40:6 80:4 81:6 82:10 83:7 84:9 85:13 86:7 88:11 89:21 191:10, 12 205:8 229:12 slight 174:4 slightly 80:4 small 89:13 135:4 153:14 173:15 180:21 211:7, 13 220:17 smaller 158:5 205:15 SMOB 91:13 smoke 127:3 social 7:21 20:21 22:8 48:10 49:4 65:3 154:10 188:15 social-emotional 80:12, 15 82:2 88:16, 21 177:17 socially 87:14 society 50:6 95:5</p>	<p>socioeconomic 187:16 soft 156:4 sole 171:17 solution 163:6 193:16 solutions 61:13 somebody 73:10 sons 67:9 soon 222:10 sorry 18:15 21:14 39:19 43:8 51:3 63:13 64:7 103:20 110:2 112:6 118:20 122:19 129:9 132:9 137:20 189:11 225:20 233:19 sort 163:18 164:2, 5, 15 169:17 170:20, 21 177:18 203:14 208:8, 13 215:18 222:14 227:2 sorts 143:4 150:12, 14 162:21 165:7 183:21 185:12 187:16, 20 188:2 192:7 224:18 sound 180:16 187:4 sounds 218:6 230:20 source 163:11 sources 164:21 south 203:21 southeast 178:15 234:9 southern 179:8 Southwest 38:16 Sowell 50:11 space 143:3, 5 157:7 183:6 184:9 188:16,</p>	<p>19 190:15 220:2, 11, 14 228:11 spaces 81:17 178:8 185:4 186:19 span 195:10 Sparrows 41:2 177:6, 8 190:11 191:10, 17, 20 203:5 219:6 224:15 speak 18:7 20:4 21:15 42:18 43:7 45:6 47:12 48:2 56:4 60:4 63:15 64:8 66:14 69:3, 19 71:13 72:21 73:14 75:8 91:6 94:4 109:18 145:8 160:18, 19 161:15 162:1 182:16 SPEAKER 32:9 43:4, 8 44:4, 18 47:14 51:3 55:5, 6, 13, 16, 17 59:18 60:1 63:10 66:8 74:18 106:9 speakers 42:20, 21 43:21 58:14, 18 59:8, 20 speaking 44:12 56:21 59:21 184:21 speaks 59:5 186:6 special 11:4 75:5 136:1 142:15 161:20 167:2 182:5, 15, 19 201:17 215:13 218:18 219:5 234:2</p>	<p>specialist 31:12 35:4 37:19 specialty 142:19 204:20 specific 25:18 43:12 44:4 81:20 142:17 150:14, 17 specifically 7:21 8:1 85:3 99:1 110:6 214:11 specifications 158:1 specify 128:5 spend 52:13 53:3 54:11 127:20 164:14 167:20 177:1 spending 53:6, 9 110:10 111:17 129:3 201:20 spends 63:2 spent 45:15 53:11, 15 spite 68:6 spoke 79:2 152:12 176:10 sponsored 127:1 sports 84:1 123:7 spread 202:1 229:18 spring 77:10 81:10 88:12 122:6 181:10 springboard 223:1 square 157:21 158:4 SS 235:2 stable 223:11 Stacy 34:4 staff 5:15 21:1 25:20 39:4 42:12 45:12 46:2, 7 51:15 76:11 82:2, 18 83:15 84:7, 8</p>
---	--	---	--	---

88:6 89:9 93:3 102:14 112:9 114:10 115:11 121:17 126:13, 14 128:18 129:7, 20 133:21 135:4 141:13 187:15 190:6 218:11 234:2 staffing 89:12, 15 111:16 stage 149:14 151:2 stages 200:9 staggering 158:15 stake 144:19 stakeholder 43:8 44:18, 19 56:11 140:10 142:16 178:7 stakeholders 57:7 59:13 142:4 147:15 151:15 176:18 182:9 183:15 193:4 206:12 standalone 162:2 182:11 185:5 200:19 standard 82:8 134:14, 15, 17 135:2 146:21 156:2, 12 standardized 77:2 standards 54:20 standing 57:19 71:10 76:18 stands 11:8 13:15 17:2 25:8 71:17, 19 star 63:20 start 44:17 72:16 91:14 121:8 122:5, 18, 19, 21 124:14, 15 225:15 started 94:13	starting 149:6 176:9 213:12 state 21:11 45:19 51:21 57:18 58:13, 21 59:12 75:13 83:9 86:12, 16 90:11 92:2, 3 94:6 102:12 105:10 115:4 117:17 123:5 133:14 141:2 144:14 145:18 156:17 158:4, 12 159:9 167:9 175:4, 21 182:18 183:1, 10 185:12 193:11 206:4 211:15 213:16, 17 223:6 235:1, 5 stated 23:10 52:11 76:12 201:21 statement 19:19 209:20 226:7 state-required 150:10 States 50:9 165:5 212:9, 10 statewide 143:17 static 48:11 status 192:8 stay 68:18, 19 stayed 202:2 stealing 141:4 Steele 50:13, 19 steep 211:4 215:15 STEM 35:13 Stemmers 30:18 39:7 step 147:2 150:1 Stephanie 35:15 stepping 41:21 81:5	steps 114:13 145:12 189:8 Stevens 40:12 stewardship 149:4 stick 224:8 Stoneleigh 30:19 34:15 stones 81:5 stop 59:21 74:4 93:9 stopgap 202:10 stopping 122:10 story 151:13 straight 81:9 strategic 81:16 161:19 176:6 180:5, 20 226:10 strategically 149:17 Strategies 80:6 88:13, 14, 17, 19 89:3 168:18 strategy 84:20 160:17 161:13 164:20 166:21 176:7 178:12 179:20 stream 209:8, 10 streamlined 80:11 street 178:15 strengthen 54:16 strike 11:17, 19 12:4 striking 13:11 strives 99:11 stroke 167:11 strong 71:2 stronger 80:10 strongly 152:19 193:3 structural 161:14 219:17 structure 151:11 154:19 209:17	structured 145:4 189:13 structures 80:21 81:2 196:10 225:6 struggled 105:1 struggling 217:7 Student 2:14 4:1 26:21 43:13 44:4 54:2 69:17 75:6 76:1 79:13, 17 84:4, 8 85:13 86:4 88:18 92:1 117:18, 19 145:20 154:17 155:9, 16 157:20 158:5 169:15 172:14 187:13, 17 202:19 210:21 221:11 students 5:15 46:2 50:18 52:1, 14 54:7, 8 56:11 60:16 62:1, 9 73:3, 20 74:14 77:13, 17 78:4 79:11, 20 81:3 82:2, 6, 14, 19, 20 83:2, 5, 12, 16, 18 84:3, 20 87:10, 15, 17 88:6, 9, 15 89:7, 9 91:10 92:10 93:2, 20 94:11 95:4, 13 99:10, 11, 13 104:21 105:18 119:8 121:19 123:4, 7 124:4 126:13 144:18 147:4, 7 152:17, 21 153:7 154:1 155:11 158:9, 10 164:7 168:20 180:8 183:19 184:1, 7, 10 185:8 187:2	188:3, 8 189:4 193:17 202:2 205:1 206:15 219:1, 15 220:2, 16 Studies 40:4 49:4 146:1 148:12 149:4, 9 151:3 167:16 study 65:2, 9 150:7, 10 153:4 156:9, 16, 18 167:11 182:2 185:6, 13 193:20 216:11 studying 193:13 stuff 209:18 subject 6:4 72:12 86:12 174:10 197:2 submission 141:2 213:20 submit 44:7 112:16 subscribing 56:13 substantial 154:16 155:4 subtleties 229:4 success 94:2 154:10 successful 62:11 63:6 84:4 151:13 successfully 78:11 succession 226:15 sudden 62:16 sufficient 10:4 suggest 167:16 225:10 suggested 227:15, 19 suggesting 130:20 216:10 228:11 suit 182:19 suitability
---	---	--	---	---

<p>176:15 sum 92:16 summary 26:5 summer 48:4 81:11 82:15, 17, 19 83:4, 6 89:4, 5, 6 234:1 summit 144:7 super 183:6 225:1 superintendent 5:20 42:12 45:19, 20 72:8 76:10 91:9 111:6 121:14, 17 Superintendent's 3:19 79:5 supervisor 31:5, 8, 10 34:5 38:7 40:12 Supervisory 45:8 supply 52:8 support 11:13 12:15, 16 19:20 31:3 34:10 37:10 45:10 47:7, 10 50:4 62:9 78:21 80:12 81:2 82:1, 6, 18 85:9, 13 86:1 87:14 88:15, 18 89:10, 13, 21 136:3 147:10 171:3, 6, 7 182:17 184:8, 9 185:12 188:2, 8 218:17 219:7 supported 171:15 183:1 219:12, 15 supporting 11:10 13:10, 14 93:3 176:16 supportive 154:21 155:16 supports 79:20 84:5 88:21</p>	<p>147:9 186:12, 15 187:18 188:9, 14, 19 supposed 72:16 sur 143:17 sure 10:4 23:1 41:20 42:1 62:10 68:8 71:2 82:12 91:4 95:8 104:12 121:15 144:2 160:20 194:8 197:14, 15 217:11 218:4 233:20 surplus 181:9, 16 215:9, 16 216:4 surplused 181:18 surrounded 79:15 survey 112:18 140:16, 18 143:18 152:11 156:9 158:17 171:15 206:13 surveys 140:16 171:1 survival 226:15 sustainable 196:21 sustainably 81:1 sustained 81:14 86:17 88:17 Sutton 40:18 Swain 50:11 swap 215:17 swing 183:5, 6 220:2, 11, 14 228:11 sworn 79:14 symbols 64:10 synergies 177:14 214:18 System 36:12 43:11 45:14 57:9 58:5 62:16 68:13 74:3 75:20</p>	<p>81:19 89:20 94:17 95:6 106:1, 15 112:15 117:17 121:12 164:8 169:16 180:18 199:2 203:6, 16 208:1 210:7, 12, 14, 16 211:18 218:1 222:12 224:3 systemic 53:6, 9 112:12 systemically 52:13 systems 80:19 83:9 85:16 144:16 146:12 162:9 186:12 198:14, 19 199:18 200:12, 15, 21 system's 76:8 systemwide 49:12 79:14 < T > table 46:19 131:11 tables 78:20 tactical 201:4 tag 200:5 tailored 147:9 take 8:17 9:18 17:19 61:6 80:14 81:21 112:17 119:12 132:8 152:8 163:15 164:2, 12 189:20 190:10, 11 191:1 198:9 201:1 205:21 208:5 210:3 215:15 218:21 222:1 225:1 230:18 231:19 takeaways 164:4 206:14</p>	<p>Taken 3:5 4:2 56:10 75:16 95:21 96:7, 9 takes 123:2 212:6 226:16 talk 105:15 152:10 191:12, 13 227:14 talked 92:15 155:20 168:17 205:4, 11 talking 19:3 23:16 62:1 64:15 65:11 94:19 168:8 169:2 199:17 204:18, 19 221:7 tally 158:14 target 166:16 228:16 targeted 83:5 task 223:21 224:9, 19 tasks 84:21 tax 225:7 taxes 211:11 226:3 Taylor 3:16 55:16 69:7, 9, 12, 16 teach 50:18 78:18 179:20 teacher 34:9, 18 38:4, 10 39:5, 10, 14 40:10, 16 65:15 84:14 85:11 89:5, 15, 18 teachers 49:1 56:11 61:20 62:9 64:21 85:3, 11 88:6 89:11, 18 118:2 119:10, 15, 17 120:12, 16 121:19 teaching 81:3 83:15 85:17 88:20 178:8</p>	<p>team 35:13 41:12 74:15 85:21 86:5 90:2 126:10, 15 141:18 156:19 170:14 179:21 TEAMS 1:9 6:16 41:13 86:2 146:8 200:10 tech 179:19 180:7, 14 219:5 Technical 35:7 36:1, 4 69:14 110:3 200:10 technically 201:9 204:2 Technology 30:12 31:15 34:11 37:17, 20 39:17 40:1 59:11 111:15 113:4 teens 196:9 tell 151:12 205:7 temporary 80:20 ten 42:20 43:5 157:9 159:11 190:2 tends 158:5 tens 135:5 tension 163:9 tenth 72:10 term 210:12 215:2 221:14 222:15 termination 26:21 terms 110:13 113:2 146:3, 13, 19 151:3 162:10 174:12, 18 176:14 178:2 206:13 221:8 Terrace 191:15 Terri 38:12</p>
--	---	---	---	--

<p>test 77:7 196:12 testify 72:17 tests 77:2 Thank 7:7, 13, 16 8:9, 13 9:2, 3, 5 10:8, 9, 19 11:5 13:4 14:2 15:2, 19 17:1, 11 19:18 20:3, 12, 13 21:13 22:11, 12, 13, 15, 16 23:12, 13, 15 24:2, 3 25:6, 7 26:12, 16, 19 27:5 28:7, 8, 13 29:17, 18 32:2, 7, 10, 15 33:12, 13, 20 41:11, 15, 20 42:3 45:3, 5 47:12, 13, 19 51:2, 14 55:1, 3, 4 56:3, 6 59:17 60:17 63:8, 9 66:5, 12, 13 69:5, 6, 12, 18 70:6 71:20, 21 72:6 74:15, 17 75:3 78:21 79:1 90:15, 16 91:1, 8 95:13, 16 96:13 97:18, 20 100:3, 5, 12 101:18, 19 102:16 103:4, 6, 15, 16 105:5 106:5, 8, 18 108:5, 6, 10, 16, 17, 21 109:4 110:5 111:21 113:17, 19, 20 114:1, 21 115:1, 3, 12, 13 116:18, 19, 20 118:4, 13, 15, 18 119:2 120:1 121:2, 5, 6, 19, 20, 21 124:6, 7, 9, 21 125:1 126:6, 7, 8, 10, 14, 16</p>	<p>127:16, 19 128:3 135:8 136:5 137:10, 14, 17 139:2, 3, 17 148:18, 21 160:1 191:3, 7, 18 194:1, 3, 11, 14 195:18 199:14 201:11, 12, 14 203:9, 10 204:5, 11, 12, 14, 15 205:2 207:13, 14, 16, 18 212:18 213:13 214:3, 5, 7 216:9 218:2, 3, 8, 9, 10 221:18 222:2 223:13, 15, 16 227:7, 8 231:6, 10, 11, 13 232:15 233:16, 17 234:16 thankful 75:17, 18 76:1, 4 thanks 191:19 204:7 theirs 209:15 225:18 themes 160:8 theory 48:12, 14 49:10 50:2 203:17 227:1 therapist 67:9 thing 63:1 68:12 91:20 112:8 114:3, 9 134:11 169:10 172:12 214:14 220:20 223:17 things 23:5 57:12 64:6 68:4 74:5, 6 90:5, 21 95:17 111:18 114:2 122:3 124:13 146:2, 19 148:10 150:3 160:12 161:17 165:8, 15</p>	<p>176:21 185:13 189:12 190:16 205:9 209:7 218:17 224:10, 18 think 8:14, 16, 18 9:18, 20 10:2, 6, 7 12:6 17:21 18:3 20:1 50:18, 19 57:7 71:6, 8 77:4 105:3 109:15 111:11 119:13, 15 124:2 131:13 134:9 135:21 153:13 154:11 155:2, 18 164:6 199:9 202:14 204:2 205:13 209:19 211:20 212:8 217:8 221:21 225:12 229:18 thinking 50:17 61:19 148:4 third 77:20 145:3 146:18 154:7 Thomas 2:14 8:11, 12, 13 9:3 12:12 14:14, 15 16:13, 14 22:15, 16 23:13 24:19, 20 29:9, 10 33:4, 5 50:11, 14 75:6 79:10 91:8 97:6, 7 101:6, 7 107:14, 15 116:6, 7 118:7, 13, 20, 21 119:1, 2 120:19 121:2 125:15, 16 127:14, 16 132:5 134:5, 7, 15 135:8, 13, 17 136:20, 21 138:13, 14 139:20 141:11 233:1, 2</p>	<p>thought 133:19 152:15 153:15 163:12 189:11 thoughtfully 81:1 thousand 230:13, 14 three 15:1 42:17 43:4 46:6 77:6, 9 81:18, 20 111:12 117:11, 21 140:11 169:3 178:18 181:12 211:7 217:8 three-minute 44:1 threshold 110:20 thrilled 45:13 thriving 183:20 throttle 225:6 thrown 227:5 thunder 141:5 time 8:5, 19 9:19 10:7 11:7, 8 13:3, 13 18:3 39:19 41:9 44:2 49:1 54:3 58:9 59:11, 18, 20 61:1 66:14 69:2 70:15 71:8, 20 72:21 73:15 74:16 75:16 76:12 77:1 81:17 88:17, 19 96:6 99:16, 21 105:13 108:13 115:11 118:2 119:15 121:8 140:19 141:19 145:8 151:4 153:20 163:19 164:16 168:6 183:16 186:4 190:16 195:21 196:7, 12 197:4 198:3 199:9</p>	<p>200:16 202:17 203:1 209:13 217:17 218:15 219:10 221:16 223:20 230:18 timeframe 43:3 110:14 128:6 135:3 149:19 153:11, 12 154:4 164:12 165:14 190:17 200:14 201:10 206:16 209:15 220:6 223:3, 4 timeframes 207:2 timeline 153:6 164:5 189:5, 10 190:5 timeout 184:1 times 46:5 71:19 123:16 202:17 timing 64:19 217:16 Timonium 181:10 tirelessly 88:9 title 210:13 tobacco 127:2 today 51:16 108:11 146:14 147:1 151:17 162:6, 8 186:15 189:14 192:13 198:8 200:13 today's 8:16 41:14 90:3 167:9 196:11 told 70:14 150:21 tolerated 56:12 tone 44:2 tonight 48:2 56:4 64:1 67:2 76:17 79:9 139:11 141:2, 14 142:11, 14 225:14 234:16</p>
---	--	---	--	---

<p>tonight's 6:13 7:5 17:3 42:17 127:7, 10 top 68:14 80:20 155:6, 8 170:6 180:3 total 155:5 158:14 159:15, 21 202:3 totally 68:21 104:3, 4 touch 167:5 203:2 216:12 touched 203:8 227:13 touches 166:10 Town 37:4 Towson 172:2 196:15 219:16, 19 220:14 227:18 228:7 trade-off 170:15, 17 tradeoffs 206:9, 19 trade-offs 170:10 171:10 230:21 trading 181:1 traditional 164:13 183:20 190:3 training 46:1 47:7 49:13 61:20 tranche 192:6 transcend 179:16 Transcribed 1:20 transcription 235:7 transformative 164:15 165:21 186:7 transition 184:8 translate 189:17 transmission 86:17</p>	<p>transparent 140:7 187:4 transparently 142:2 trauma 46:10 47:9 61:20, 21 62:2, 3 traumas 46:11 traumatic 62:5 treat 168:6 treated 156:8 tremendous 177:11 trend 77:6 trended 77:14 trending 63:4 trends 77:5 triangle 163:8 tried 59:8 76:17 trouble 103:19 troubling 77:6 true 92:8 132:14 157:1 235:6 truly 54:19 91:16 93:9 trust 67:17, 20 trusts 82:4 try 57:12 109:18 130:5 154:5 155:7 213:14, 18 trying 61:9 91:11 160:9 195:2, 14 197:9, 10 198:4 205:21 229:16 Tuesday 5:5 119:4 234:14 turn 21:18 109:20 183:3 turnaround 203:14 turned 44:3 50:16 109:16 turning 45:18 turnkey 208:13 tutoring 89:8 TV 6:16</p>	<p>two 10:20 15:6, 16 25:6 36:11 52:12 53:10 54:21 57:21 60:16 78:5 117:12, 15 122:15 140:13, 14, 15 150:8 166:9 167:17 177:2, 15 180:21 181:9, 11 182:6 183:18 185:15 191:16 192:19 203:9, 10 207:19 209:20 217:8 224:17 228:7, 14 230:4, 11, 12 two-week 86:18 two-year 186:4 type 36:11 150:7 161:9 168:11 169:21 175:9 185:16 196:1 typed 131:7 types 149:3, 12 151:2 175:19 181:7 186:19 195:4 typical 159:9 typically 198:12 209:6 230:8 typing 59:6 < U > U.S 156:21 ultimate 71:17 99:2 ultimately 215:13 unable 109:6 119:17 unacceptable 164:6 unanimously 108:14</p>	<p>unbiased 58:4 undergo 193:8 undergoing 165:2 underpinned 171:12 understand 42:4 46:8, 10 56:12 61:7 78:9 94:19 105:5 112:2, 3 159:14 171:6, 7 195:14 197:10, 15 200:2 212:21 218:20 229:16 understanding 53:8 85:10 86:11 92:8, 17 95:11 112:9 151:21 152:3 195:3 217:12 218:16 231:7, 10 understood 184:4 undertaking 156:16 underutilized 215:20 underway 161:3 206:5 Unfinished 4:10, 12 17:6 84:18 126:17 unfortunate 53:14 130:15 Unfortunately 53:4 UNIDENTIFIED D 32:9 uniform 157:6 unintelligible 156:18 215:17 unique 47:4 54:2 94:18 147:9 148:6 United 50:9 165:5 212:9, 10 universal 160:8</p>	<p>universally 168:19 171:9 University 86:14 unknown 168:2 185:7 unmute 63:21 unreasonable 72:19 unsatisfactory 111:5 113:11 134:21 unusual 223:12 227:2, 6 unvaccinated 87:6, 13 unvarnished 145:1 upcoming 76:6 Update 3:19 21:8 86:6 90:1 106:11 updated 196:6 updates 90:8 232:7, 12 updating 21:2 upgrade 126:12 195:11 upgraded 199:2 upgrades 98:18 upheld 52:11 upwards 164:12 215:15 urge 68:16 use 7:21 20:21 52:12 77:4 86:4 88:3 166:16 176:15 180:11 181:19 199:7 215:12 218:1 useful 162:10 users 113:5 usually 44:16 utilization 146:4 161:12 207:5 222:20 utilizations 166:18</p>
---	---	---	--	---

utilize 43:16	10, 13 13:4, 21 14:13 15:2, 9, 15, 19 16:12 17:1, 8 18:6 20:3, 13 21:16 22:11, 14 23:13 24:1, 3, 18 25:7 26:12, 16, 19 27:5, 8, 21 28:8, 13, 16 29:8, 18 30:2 32:2, 7, 10 33:3, 13 69:16 79:8 91:9 96:12 97:5 100:9 101:5 107:13 108:20 116:5 117:7 125:14 127:8 133:11 136:19 138:12 139:10, 18 141:6, 11 214:7 215:21 216:2, 9, 14 217:3 218:2 231:17 232:21	virtuous 99:12 visited 218:19 visitors 86:21 visual 36:4 vital 142:18 182:7, 17 183:17 vocabulary 78:19 voice 72:20 151:15 184:14 voices 88:6 93:21 94:1 voluntary 183:19 volunteers 87:17 218:12 vote 6:19 8:17 10:6 13:17, 18 15:20 17:19 18:10 20:14 21:7 24:5 26:21 27:1, 9 28:17 32:12 79:12 96:14 100:14 104:1 107:1 115:14 125:2 129:16 131:10 132:8, 9 135:10 137:21 171:4 231:19 233:12 voted 18:12, 21 19:6, 7, 15 20:8 22:3 57:4 70:6 114:2 voters 171:4 voting 6:19 13:19, 21 52:8 135:11 136:6 vulnerable 187:19	walking 88:5 walls 187:4 Walter 50:12 want 7:17 12:17 18:6 20:16, 17 21:4, 11 22:21 23:16 47:1 56:6 57:17 60:17 63:1 67:7 70:19 71:1, 7, 12, 14 72:8 73:6 82:11 84:2 106:13 114:3, 17 115:6 120:4 124:13 126:9, 10 130:3, 5, 11 131:16 135:3 142:12 184:15 197:12 204:17 219:11 221:6 223:15 233:20 wanted 21:17 61:18 62:7 64:8, 10 69:7, 20 104:12 114:10, 19 115:4 121:6, 13 127:20 128:18 135:17 136:6 149:10 152:14 218:4, 8, 10 224:5 227:13 231:7, 9 232:10 wanting 94:17 war 196:3 warranted 219:17 Warren 181:11 washing 87:3 Washington 211:6 watch 70:12 71:11 watched 21:12 92:14 watching 74:7 92:13 212:16 water 224:16	Watershed 4:7 52:2 53:7, 8, 20 54:3, 6, 7 102:1, 9, 14, 17 103:21 104:7, 10 105:21 106:2, 10, 14 Watershed's 54:9 wave 222:11 way 23:2 52:16 54:15 65:15 121:8 146:6 153:2 161:18 162:12, 13 164:10 165:11 166:8 168:19 172:3 179:19 180:5 190:6, 9 193:13 201:8 207:2 208:14, 21 210:19 215:18, 20 224:1 235:10 ways 52:13 63:6 66:1 68:9 81:1 89:3 163:14 198:2 209:17 231:2 wealth 34:1 wear 87:13 wearing 87:11 wears 87:7 website 44:10 140:18 wee 227:14 week 42:16 61:4, 5 76:5 115:10 123:17 124:1 weekly 86:13 weigh 15:11 welcome 33:21 36:8, 20 66:6 69:4 75:5 79:21 90:19 139:20 141:11 welcomed 94:21
< V >		< W >		
vaccinations 87:18		wait 73:6		
Valerio 41:3		waiting 179:12		
valuable 144:11 211:19		waiting 179:12		
valuably 119:16		walk 151:11		
value 92:18 99:6 110:13 112:3 128:6, 19 129:7 131:2 135:3 215:19		walked 141:21		
values 129:1				
variability 169:3				
variable 78:1				
variables 224:21				
variants 86:10				
varied 184:3				
variety 82:16 89:3				
various 114:13, 15 200:12 205:11				
vendor 109:9 110:7, 11, 16 111:2, 4, 8 112:12 114:5, 6 127:4 128:6, 16 129:3 131:1 134:20				
vendors 110:9 111:20, 21 112:10 113:2, 3, 7 134:17				
venture 58:10				
venturing 212:13				
verbal 49:3				
Verizon 6:17				
versus 163:10 168:5 185:10				
viable 150:17				
Vice 2:4 5:2, 3, 20 7:7, 12, 14 8:9 9:3 10:9 11:6, 20 12:3,				

<p>welcoming 58:14 79:9</p> <p>well 6:21 9:10 20:7 21:3 26:1 36:12 49:20 59:4 67:3 82:18 87:8 95:15 118:3 122:12 123:9 124:2 126:13 129:14, 19 142:5, 20 143:13 144:9 146:6 161:5 162:2 164:1 167:5 169:8 170:4, 13 176:16 178:7 185:11 187:5 188:7, 10, 14, 19 192:3, 20 196:15 203:8 205:5 206:6 208:20 209:19 212:7 215:2 216:12 220:1, 6 221:9 222:20 226:2</p> <p>wellbeing 154:11</p> <p>Wendy 98:8</p> <p>went 10:14 104:20 174:20 200:10 211:11</p> <p>we're 19:20 23:1, 9, 20 41:18 61:9 70:16, 20 71:9, 11, 12 74:3 75:15 84:16 92:20 94:9 95:16 105:17 112:2 113:8 129:16 132:6 135:10 141:13 142:14 144:3, 20 146:17 148:1, 6 149:15, 20 151:16 159:15 160:9</p>	<p>163:21 165:4 166:4 167:20 168:7, 8 169:2 171:16 173:17 174:14 176:2 177:1 178:20 182:16 184:10 186:17 189:16, 17, 19 190:3, 5 193:11, 18 194:21 196:19 199:15 200:2 203:12 204:18, 19 206:11 208:11 217:17 220:21 221:1 222:21</p> <p>west 31:3 37:9 204:21</p> <p>Western 30:11 39:17 40:1 180:7 204:19</p> <p>we've 23:17 47:2 120:3, 10 122:4 123:16 133:3 135:5 136:6 142:12, 13 148:2, 3 153:2 166:6, 7 167:7, 11 175:12 179:7 185:6 187:5, 7 198:1 200:9</p> <p>whatsoever 145:3</p> <p>whistles 163:20</p> <p>White 182:21 183:3 203:3, 20 216:16</p> <p>wide 221:8</p> <p>wider 187:3</p> <p>Willette 3:14 55:13, 14 63:11, 14, 19 66:6</p> <p>William 3:9 44:19</p> <p>Williams 7:4, 6 30:1, 2 32:3 33:15 45:4 50:12 64:2</p>	<p>72:8 74:9 75:5 79:6, 7 90:16, 18 91:10 98:5 102:5 105:15, 20 106:5, 11, 13 117:7 120:3 126:9 129:6 139:10, 19 141:12 179:21 187:15 213:10</p> <p>window 75:17</p> <p>Windsor 30:12 36:19</p> <p>wish 66:16 140:1</p> <p>wishing 42:18</p> <p>withstand 196:12</p> <p>witness 235:12</p> <p>wondered 109:7</p> <p>Wonderful 95:16 212:19 214:3</p> <p>wondering 67:1 110:12 129:6 214:13</p> <p>Woodson 50:13</p> <p>word 92:16</p> <p>words 59:15 158:20 217:8 222:3</p> <p>work 10:7 21:10 45:13 54:13 81:3 85:2, 9, 17, 19 86:18 87:5 88:8 91:16 92:14 94:16 95:2 104:8, 9 117:1 121:7, 16, 17 128:21 130:12, 14 135:4 136:2 145:10 155:15 156:6 163:10, 18 187:2, 11 191:8 195:3 200:16 204:15 207:2 208:13</p>	<p>222:14 223:20 225:3 227:9</p> <p>worked 46:12 144:1 210:6 218:11</p> <p>worker 31:21 36:7</p> <p>working 45:11 46:9 47:6 67:13 85:19 95:3, 4, 6 128:14 131:18 140:4 144:15 166:4 176:18 179:21 187:14 190:6</p> <p>works 155:9</p> <p>workshop 48:4 143:10 144:7</p> <p>workshops 142:16, 17 151:21</p> <p>worn 87:10, 16</p> <p>worth 186:10</p> <p>worthwhile 195:12</p> <p>wraparound 147:11 188:11 209:5</p> <p>write 68:5 91:12</p> <p>writes 48:15</p> <p>writing 48:4</p> <p>written 49:2 56:19 57:3 224:1</p> <p>wrote 130:21</p> <p>< X ></p> <p>Xfinity 6:17</p> <p>< Y ></p> <p>yeah 199:20 229:20</p> <p>year 54:18 61:12, 15 65:1, 8 71:4 75:16 76:7 77:11, 20 80:3 81:10, 16, 20, 21 83:20</p>	<p>95:9 113:15 117:13, 16 121:9 122:19, 20, 21 123:1, 10, 19, 21 124:12, 15, 17 128:17 131:2 141:2 157:5, 14 159:7 164:13, 14 166:16 177:2, 7 185:14 193:12 199:21 210:10 213:12, 20 217:14 222:6 223:1</p> <p>year-long 89:16</p> <p>years 21:7 34:7, 16, 21 35:5, 12, 17 36:2, 15 37:5, 11, 18 38:3, 9, 14, 19 39:3, 8, 13, 18 40:2, 8, 15, 21 41:5 48:1 54:21 56:16 62:19 67:13 68:13, 18 77:14 78:5 80:14 87:18 88:14 92:1 105:9 120:11 122:4 123:15 128:9 153:11, 16, 19 157:11, 13 159:6, 7, 10, 11 167:17 168:9 190:2 197:9, 21 198:1, 13, 17, 18, 20 199:10, 11 202:7, 20 213:12 216:20 219:9 225:16, 18 years/20 197:9 year-two 89:5 yep 95:20 yesterday 42:18 82:20</p>
--	--	--	---	---

yield 82:10
young 70:4
younger 87:15,
18
Youth 60:15

< Z >

zeal 139:21
zone 31:3
37:10 65:17
zones 224:17