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BOARD OF EDUCATION
BALTIMORE COUNTY

PUBLIC BOARD MEETING
HYBRID VIA MICROSOFT TEAMS

NOVEMBER 9, 2021

Transcribed by:
Paul A. Gasparotti

Page 2

1 **BOARD MEMBERS:**

2

3 Makeda Scott, Board Chair

4 Julie C. Henn, Vice Chair

5 Kathleen Causey

6 Moalie S. Jose

7 Erin R. Hager

8 Russell T. Kuehn

9 Lisa A. Mack

10 Rodney R. McMillion

11 John H. Offerman, Jr. (Absent)

12 Cheryl E. Pasteur

13 Lily P. Rowe

14 Christian Thomas, Student Member

15

16

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18

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21

Page 4

1 Chair's Report72

2 Student Board Member's Report.73

3 New Business, Action Taken in Closed Session .78

4 New Business, Contract Awards.84

5 Unfinished Business, Proposed 2022-2023

6 School Calendar85

7 Unfinished Business, Board Policies. . . . 172

8 Update on Efficiency Review. 174

9 College and Career Readiness Pathway:

10 Advanced Placement. 197

11 Board Member Comments and Agenda Setting . . 255

12 Announcements. 267

13 Adjournment. 267

14

15

16

17

18

19

20

21

Page 3

1 **I N D E X**

2 Call to Order. 5

3 Pledge of Allegiance/Silent Meditation 5

4 Consideration of Agenda. 6

5 New Business, Personnel Matters. 7

6 New Business, Administrative Appointments. . . 9

7 Public Comment16

8 Billie Burke, CASE.19

9 Cindy Sexton, TABCO21

10 Dr. Bash Pharoan, CAEAC25

11 Deanna Callegary, AFSCME.26

12 Jacob Took, for Delegate Harry Bhandari . .29

13 Courtney Everette33

14 Nicolino Applauso36

15 Amaya Moro Martin39

16 Mary Tabeling42

17 Roah Hassan44

18 Michelle Wang47

19 Kristen Stamathis50

20 Dr. Bash Pharoan.54

21 Superintendent's Report.56

Page 5

1 **PROCEEDINGS**

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

3 Chairwoman Makeda Scott, I now call to order the

4 meeting of the Board of Education of Baltimore

5 County for Tuesday, November 9th, 2021. I invite

6 you to recite the pledge of allegiance to the

7 flag to be led by our student Sabrina Taylor,

8 thank you, and afterwards we will then have a

9 moment of silence in recognition of those who

10 have served education in Baltimore County.

11 (Pledge of Allegiance.)

12 (Moment of silence.)

13 Thank you, Ms. Taylor.

14 Tonight's Board of Education meeting is

15 being broadcast on line through Microsoft Teams

16 and through BCPS TV, Comcast Xfinity Channel 73,

17 Verizon FiOS Channel 34.

18 In order to efficiently conduct this

19 meeting, all voting items this evening will be

20 done by rollcall vote.

21 The first item on the agenda is the

Page 6

1 consideration of the November 9th agenda.
 2 Dr. Williams, or Ms. Charley-Greene, rather, are
 3 there any additions or changes to tonight's
 4 agenda?
 5 MS. CHARLEY-GREENE: Madam Chair, I am
 6 unaware of any additions or changes to tonight's
 7 agenda.
 8 CHAIRWOMAN SCOTT: Thank you. All
 9 right. Then hearing none, the agenda stands as
 10 presented.
 11 Earlier this evening the Board met in
 12 closed session pursuant to the Open Meetings Act
 13 for the following reasons: To one, discuss the
 14 appointment, employment, assignment, promotion,
 15 discipline, demotion, compensation, removal,
 16 resignation or performance evaluation of
 17 appointees, employees or officials over whom it
 18 has jurisdiction, or any other personnel matter
 19 that affects one or more specific individuals;
 20 and nine, conduct collective bargaining
 21 negotiations or consider matters that relate to

Page 7

1 the negotiations. The minutes of the closed
 2 session and informational summary can be found on
 3 BoardDocs under this board meeting agenda date.
 4 The next item on the agenda is personnel
 5 matters and for that I call on Ms. Anderson.
 6 MS. ANDERSON: Good evening, Chairwoman
 7 Scott, Vice Chairwoman Henn, Chief of Staff
 8 Charley-Greene and members of the Board. I would
 9 like the Board's consent for the following
 10 personnel matters: Retirements.
 11 CHAIRWOMAN SCOTT: Are there any
 12 questions?
 13 MS. ANDERSON: Resignations.
 14 CHAIRWOMAN SCOTT: Questions?
 15 MS. ANDERSON: Leaves.
 16 CHAIRWOMAN SCOTT: Questions?
 17 MS. ANDERSON: Deceased recognition of
 18 service.
 19 CHAIRWOMAN SCOTT: Any questions? None,
 20 okay. Do I have a motion to approve the
 21 personnel matters as presented in Exhibits D-1

Page 8

1 through D-4?
 2 MS. MACK: So moved, Mack.
 3 CHAIRWOMAN SCOTT: Is there a second?
 4 MR. THOMAS: Second, Thomas.
 5 CHAIRWOMAN SCOTT: Thank you. Any
 6 discussion? Okay, Ms. Gover, may I have a
 7 rollcall vote please?
 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: Yes.
 18 MS. GOVER: Ms. Henn?
 19 VICE CHAIR HENN: Yes.
 20 MS. GOVER: Mr. Thomas?
 21 MR. THOMAS: Yes.

Page 9

1 MS. GOVER: Ms. Pasteur?
 2 MS. PASTEUR: Yes.
 3 MS. GOVER: Dr. Hager?
 4 DR. HAGER: Yes.
 5 MS. GOVER: Mr. Kuehn?
 6 MR. KUEHN: Yes.
 7 MS. GOVER: Ms. Scott?
 8 CHAIRWOMAN SCOTT: Yes.
 9 MS. GOVER: Thank you.
 10 CHAIRWOMAN SCOTT: Thank you. The next
 11 item on the agenda is administrative
 12 appointments, and for that I call on
 13 Dr. Williams, or Ms. Charley-Greene.
 14 MS. CHARLEY-GREENE: Madam Chair,
 15 members of the Board, I am bringing forward the
 16 following administrative appointments for your
 17 approval: Principal, Catonsville Center for
 18 Alternative Studies; principal, Meadowood
 19 Education Center; principal, Milford Mill
 20 Academy; assistant principal, Deer Park Middle
 21 Magnet School; assistant principal, Dogwood

Page 10

1 Elementary School; assistant principal, Woodlawn
 2 High School; assistant principal, Woodlawn Middle
 3 School; Enterprise systems engineer, Office of
 4 Network Support; senior applications
 5 administrator, Office of Enterprise Applications;
 6 supervisor, secondary math, Office of
 7 Mathematics; supervisor, visual arts, Office of
 8 Visual Arts.

9 CHAIRWOMAN SCOTT: Thank you. Do I have
 10 a motion to approve the administrative
 11 appointments as presented in Exhibit E-1?

12 MS. MACK: So moved, Mack.

13 CHAIRWOMAN SCOTT: Thank you. Do I have
 14 a second?

15 MR. THOMAS: Second, Thomas.

16 CHAIRWOMAN SCOTT: Thank you. Any
 17 discussion? Okay. May I have a rollcall vote
 18 please?

19 MS. GOVER: Ms. Rowe?
 20 MS. ROWE: Yes.
 21 MS. GOVER: Ms. Causey?

Page 11

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

Page 12

1 MS. CHARLEY-GREENE: I am pleased to
 2 announce the following appointments, there should
 3 be slides accompanying, thank you so much.

4 First I'd like to congratulate
 5 Mr. Robert Brooks, currently a network analyst,
 6 network support, in the Office of Network Support
 7 Services, moving to the position of Enterprise
 8 systems engineer, Office of Network Support
 9 Services. Mr. Brooks has 14.4 years in Baltimore
 10 County. Congratulations to Mr. Brooks.

11 (Applause.)

12 Next, Ms. Camille Gibson, currently a
 13 teacher of art at Golden Ring Middle School, to
 14 the position of supervisor, visual arts, in the
 15 Office of Visual Arts. Ms. Gibson has 7.2 years
 16 in Baltimore County. Congratulations to
 17 Ms. Gibson.

18 (Applause.)

19 Next up, Ms. Ashley Harris, who is
 20 currently an educational consultant with
 21 Katherine Johnson Global Academy, Calverton

Page 13

1 Elementary/Middle School in Baltimore City Public
 2 Schools, to the position of assistant principal
 3 at Dogwood Elementary School. Congratulations
 4 and welcome to BCPS, Ms. Harris.

5 (Applause.)

6 Next, Mr. John Klug, currently an
 7 assistant principal at Catonsville Center for
 8 Alternative Studies, to the position of
 9 principal, Catonsville Center for Alternative
 10 Studies. Mr. Klug has 21 years in Baltimore
 11 County Public Schools. Congratulations,
 12 Mr. Klug.

13 (Applause.)

14 Next we have Mr. Daniel Miller,
 15 currently a physical education teacher at Deer
 16 Park Middle Magnet School, to the position of
 17 assistant principal at Deer Park Middle Magnet
 18 School. Mr. Miller has 4.2 years in Baltimore
 19 County. Congratulations to Mr. Miller.

20 (Applause.)

21 Next we have Mr. Brett Parker, currently

<p style="text-align: right;">Page 14</p> <p>1 a teacher, a resource teacher in the Office of 2 Mathematics, moving to the position of 3 supervisor, secondary math, in the Office of 4 Mathematics. Mr. Parker has 6.2 years of service 5 to Baltimore County Public Schools. 6 Congratulations to Mr. Parker. 7 (Applause.) 8 Next we have Ms. Dana Quainoo, who is 9 currently a resource teacher at Catonsville 10 Center for Alternative Studies, moving to the 11 position of assistant principal at Woodlawn 12 Middle School. Ms. Quainoo has 14.4 four years 13 of service to Baltimore County Public Schools. 14 Congratulations to Ms. Quainoo. 15 (Applause.) 16 Next, Mr. Karl Radday, who is an 17 assistant principal at Meadowood Education 18 Center, moving to the position of principal, 19 Meadowood Education Center. Mr. Radday has 15.2 20 years of service in Baltimore County Public 21 Schools. Congratulations, Mr. Radday.</p>	<p style="text-align: right;">Page 16</p> <p>1 Enterprise Applications. Ms. Webre has two years 2 of service to Baltimore County Public Schools. 3 Congratulations to Ms. Webre and congratulations 4 to all of tonight's appointees. 5 (Applause.) 6 CHAIRWOMAN SCOTT: Thank you. Our next 7 item is public comment. This is one of the 8 opportunities the Board provides to hear the 9 views and receive the advice of community 10 members. The members of the Board appreciate 11 hearing from interested citizens. However, as 12 appropriate, we will refer your concerns to the 13 superintendent for followup by his staff. 14 The Board of Education will conduct the 15 public comment portion of the meeting by allowing 16 those who registered to speak to attend in 17 person. Registration was open to the public one 18 week prior to tonight's board meeting and was 19 closed at three p.m. yesterday for anyone wishing 20 to speak at this evening's meeting. Board 21 practice limits to ten the number of speakers at</p>
<p style="text-align: right;">Page 15</p> <p>1 (Applause.) 2 Next, Ms. Tryah Scott, currently a 3 special education teacher at Woodlawn High 4 School, moving to the position of assistant 5 principal at Woodlawn High School. Ms. Scott has 6 9.2 years of service to Baltimore County Public 7 Schools. Congratulations, Ms. Scott. 8 (Applause.) 9 Next, Ms. Tryalah Shipman, currently an 10 assistant principal at Milford Mill Academy, to 11 the position of principal, Milford Mill Academy. 12 Ms. Shipman has 24.2 years of service to 13 Baltimore County Public Schools. 14 Congratulations, Ms. Shipman. 15 (Applause.) 16 Next is Antonette Webre, currently in 17 the Office of Student Information -- currently, 18 pardon me, a student information reporting 19 analyst in the Office of Enterprise Applications, 20 she's moving to the position of senior 21 applications administrator in the Office of</p>	<p style="text-align: right;">Page 17</p> <p>1 a regularly scheduled board meeting. Speakers 2 are selected randomly using an electronic 3 selection process from all registrations received 4 within the designated timeframe. Each speaker is 5 allowed three minutes to address the Board. Of 6 course if fewer than ten registrations are 7 received, all who registered will be permitted to 8 speak. However, no speaker substitutions will be 9 allowed. 10 While we encourage public input on 11 policy, programs and practices within the purview 12 of the Board and this school system, this is not 13 the proper forum to address specific student or 14 employee matters, or to comment on matters that 15 do not relate to public education in Baltimore 16 County. We encourage everyone to utilize 17 existing dispute resolution processes as 18 appropriate. I remind everyone that 19 inappropriate personal remarks or other behavior 20 that disrupts or interferes with the conduct of 21 this meeting are out of order.</p>

<p style="text-align: right;">Page 18</p> <p>1 I ask speakers to observe the 2 three-minute clock, which will let you know when 3 your time is up. Please conclude your remarks 4 when you hear the tone or see that time has 5 expired. The microphone will be turned off at 6 the end of your time, and it could be turned off 7 if a speaker addresses specific student or 8 employee matters, or is commenting on matters not 9 related to public education in Baltimore County. 10 If not selected the public may submit 11 their comments to the board members via email at 12 boe@bcps.org. More information is provided on 13 the Board's website at bcps.org under board of 14 education, participation by the public. 15 It is the practice of the Board to allow 16 elected officials to provide their comments to 17 the Board first, to speak. We do, we have an 18 elected official, Delegate Harry Bhandari. Oh, I 19 apologize, the chief of staff for Mr. Bhandari, 20 Jacob Took. Okay. We will, I don't know if he's 21 here, so we will go to the next name.</p>	<p style="text-align: right;">Page 20</p> <p>1 attracting and retaining administrator and 2 central office staff. Implementing Kirwan will 3 begin to address the base salary of teachers but 4 if CASE salaries don't increase at the same rate 5 there will be little or no reason to work for an 6 administrative promotion. Why would someone go 7 from hourly employment with overtime protections 8 and pay to a job where you can be asked to work 9 16 hours a day with less protection, more work 10 responsibility and non-commensurate compensation? 11 The efficiency review has become a 12 source of fear for administrators and central 13 office staff. They fear that anyone can be 14 removed or demoted or reassigned without 15 consideration for job performance, years of 16 service and loyalty. If it can happen to my 17 boss, it can happen to me. In my last membership 18 meeting the common theme was working scared, 19 keeping your head down, don't suggest changes. 20 BCPS has always struggled to get people to take 21 high pressure central office positions. Why</p>
<p style="text-align: right;">Page 19</p> <p>1 Next is our stakeholder, I now call on 2 our advisory stakeholder group leaders to speak, 3 and first is Billy Burke from CASE. 4 MR. BURKE: Good evening, Chairwoman 5 Scott, Vice Chairwoman Henn, Ms. Charley-Greene 6 and members of the Board, thank you for the 7 opportunity to speak tonight. 8 CASE members continue to struggle with a 9 crushing workload. It is hard to explain just 10 how many extra hours the staffing shortages, bus 11 driver shortages, vaccination and testing 12 monitoring and community notification are taking, 13 but administrators and central office staff are 14 at their breaking point. I spend time each week 15 answering questions about how to resign or how to 16 retire. People need work-life balance and there 17 are a lot of other work options out there now 18 besides education. 19 Every board meeting should be a 20 discussion on solving this staffing crisis. 21 Every board meeting should be a discussion on</p>	<p style="text-align: right;">Page 21</p> <p>1 would anyone want to move into leadership that is 2 unrepresented and unprotected? 3 Finally, it's a sign of strength in 4 leadership to revisit old decisions to see if 5 they are sound. Please ask your Muslim and 6 Jewish teachers to reach out to the Board to tell 7 you how the faith-based designated PD days are 8 working for them. Please ask the administrators, 9 central office staff and teachers preparing the 10 PD how the faith-based designated PD days are 11 working for them. 12 At the time it felt like a good 13 compromise. We need a new solution. Some 14 decisions feel good and just but they don't work. 15 Thank you for the opportunity to speak tonight. 16 CHAIRWOMAN SCOTT: Thank you. Our next 17 speaker is Ms. Cindy Sexton from TABCO. 18 MS. SEXTON: Good evening, Chair Scott, 19 Vice Chair Henn, Ms. Charley-Greene and members 20 of the Board. 21 Your inboxes I am certain are being</p>

Page 22

1 filled as mine is with articles of what other
 2 counties in Maryland and in the country are doing
 3 to address the workload and the mental health of
 4 our educators. The situation is untenable and
 5 must be addressed. We have been in conversations
 6 and brainstorming sessions with Dr. Williams and
 7 the other union leaders to look for ways to
 8 provide relief for our staff. TABCO has reached
 9 out to its members to have them share ideas.
 10 Many of these are long-term solutions and that is
 11 great but we also know everyone is looking for
 12 something immediate.

13 I appreciate that you are working with
 14 us to find some immediate solutions. My ask is
 15 that through our collaboration we decide upon and
 16 share a plan with our staff as quickly as
 17 possible. They hear that we are meeting,
 18 discussing, talking, but they don't see a
 19 resolution and that is adding to the stress and
 20 frustrations. I know there are many moving
 21 parts. Let's please get through that so staff

Page 23

1 knows they have been heard and that the union and
 2 BCPS truly are addressing the concerns and
 3 working on providing relief.

4 Another topic we have discussed is the
 5 ongoing payroll, certification and benefit
 6 questions and issues. I shared with
 7 Dr. Yarbrough the list of TABCO members who are
 8 affected, and that list has been given to the
 9 appropriate departments. I want to thank the
 10 staff in those departments for all they have been
 11 doing to work through the problems since the
 12 ransomware attack. Many of them are members of
 13 our sister union ESPBC and we appreciate their
 14 work and diligence, but now I am hearing with
 15 renewed urgency that these issues must be
 16 completed by the end of this calendar year. Our
 17 staff needs to know that the problems are
 18 resolved, the monies have been paid that are
 19 owed, and that our W-2s will be accurate. We
 20 have requested a data dashboard or some type of
 21 tracker so it will be apparent that the issues

Page 24

1 are being addressed and the tasks completed.
 2 And my third topic is around the
 3 compensatory service reviews our special
 4 educators have done and the coverages many TABCO
 5 members have had this year. It was agreed that
 6 this would be compensated work and we've been
 7 working on an MOU for several weeks. And again,
 8 I appreciate the work that we have done but we
 9 need the next step. Our members need this
 10 compensation and my ask is that we get the MOU
 11 signed so payroll can process the time sheets and
 12 the staff gets paid.

13 Let's find a way to give our staff some
 14 time, let's see what we can possibly have removed
 15 from the workload. As I said before, every
 16 single task simply cannot be a priority. Our
 17 educators are at their breaking point yet still
 18 doing all they can for our students. Can we
 19 please move with a sense of urgency around these
 20 topics to bring closure and resolution?
 21 CHAIRWOMAN SCOTT: Thank you. Our next

Page 25

1 speaker is Dr. Bash Pharoan, sorry, the central
 2 AEAC.

3 DR. PHAROAN: Good evening to all. The
 4 central area meeting on November 3rd was
 5 informative and was attended by about 28 persons
 6 plus the speakers. Both Ms. Shay and
 7 Ms. Hernandez, Ms. Galuardi pointed to what BCPS
 8 offers in world languages and the process of
 9 learning for proficiency, and the focus on the
 10 meaning and on communications. BCPS's goal is
 11 for students to survive and thrive in an ever
 12 connected world. However, BCPS offers little
 13 world languages beyond Spanish. It was an
 14 engaging meeting which I give thanks to
 15 Ms. Causey for attending and for participation.

16 The central area basically requests the
 17 school system to add the teachings for Italian,
 18 Arabic and Chinese languages. A second language
 19 is a window into the economic opportunities for
 20 our graduate students. Italian is really a
 21 beautiful language. It is rich in culture,

Page 26

1 history, and of course Italy is part of the G-7
 2 economy. For Arabic, the population of the 22
 3 Arabic countries is 420 million. Arab
 4 renaissance was delivered to Europe through Spain
 5 and through Italy. The Muslim population which
 6 speaks Arabic totals almost 1.9 billion in the
 7 world. For the Chinese language, China is 1.4
 8 billion population and it is a great economic and
 9 cultural market for our graduate students. When
 10 you know the language then you understand the
 11 others, and it's made the United States stronger
 12 economically and may avoid painful foreign
 13 adventures. This is why the central area
 14 believes having Italian, Arabic, Chinese
 15 languages in the elementary level and beyond is
 16 vital for our economic prosperity and for the
 17 safety and security of the state of Maryland and
 18 the United States of America. Thank you.

19 CHAIRWOMAN SCOTT: Thank you. Our next
 20 speaker is Deanna Callegary from AFSCME.

21 MS. CALLEGARY: Good evening,

Page 27

1 Superintendent Dr. Williams and members of the
 2 Board. My name is Deanna Callegary and I am a
 3 proud employee of the transportation department
 4 of Baltimore County Public School system, and
 5 newly elected secretary of AFSCME Local 434. I
 6 am here with permission and on the behalf of the
 7 president, Brian Epps, where we represent all
 8 AFSCME workers to support the critical
 9 infrastructure of our school system. I am here
 10 before you today to express my concerns with
 11 regard to the current state of working conditions
 12 for myself and coworkers within the school
 13 system. Dedicated employees like myself continue
 14 to weather the storm of the unprecedented health
 15 crisis, COVID-19. The pandemic has impacted
 16 nearly all elements of our lives. We are here to
 17 bring three calls to action to the Board today.

18 The system needs to address the ongoing
 19 staffing shortage by supporting workers through
 20 the process that comes with preemployment. This
 21 can be done by streamlining and improving the

Page 28

1 process required before securing job placement.

2 Two, the Board can make positions more
 3 attractive and long lasting places of employment,
 4 thus enabling the removal of contractors from all
 5 our school facilities, which is nothing more than
 6 a stopgap measure that does nothing to address
 7 the shortage of staff that we see in our schools
 8 today.

9 Three, last but not least, we call for a
 10 fair and livable wage paying our employees at
 11 least \$15 an hour and adjusting the other
 12 salaries accordingly to meet with the rising
 13 costs associated with living, inflation and our
 14 changing economy.

15 Many of the actions we are calling for
 16 are contained within the Baltimore County Public
 17 Schools operational and efficiency review report
 18 released this past September. We are calling for
 19 and also can be supported by utilizing pandemic
 20 funds earlier. As our members have supported the
 21 mission of Baltimore County, and we will continue

Page 29

1 to do our jobs to make a more efficient and
 2 effective system. All of our AFSCME members have
 3 been on the front lines since March 13, 2020.
 4 When schools and offices were closed, AFSCME
 5 members were the only ones who were required to
 6 be here in the buildings. We thank
 7 Superintendent Dr. Williams for his leadership --
 8 (microphone turned off).

9 CHAIRWOMAN SCOTT: Thank you.

10 MS. CALLEGARY: Thank you.

11 CHAIRWOMAN SCOTT: Next we have student
 12 stakeholder comments from Darien Love. Okay. I
 13 don't see the student member. We have Mr. Jacob
 14 Took, the chief of staff from Delegate Harry
 15 Bhandari's office has arrived. Thank you.

16 MR. TOOK: Hi, everyone. My name is
 17 Jacob, I'm here from the office of Delegate Harry
 18 Bhandari, and he sends his regrets, he's not able
 19 to be here this evening, but I'm just going to
 20 read a letter to you all.

21 To Superintendent Williams, BCPS and the

Page 30

1 Board of Education: I would like to ask the
 2 Baltimore County Public Schools to adopt a
 3 resolution recognizing the festival of Diwali or
 4 Deepawali as an important cultural tradition
 5 which must be honored in our classrooms and
 6 schools.

7 Diwali and Deepawali, which are
 8 variations of the same festival and cultural
 9 practice, is a celebration of light, joy and
 10 beauty. But it is more than a celebration, it is
 11 an ancient tradition and a much anticipated time
 12 of year for participants to come together with
 13 family and friends to share in the blessings of
 14 breaking bread, of singing and dancing, of
 15 telling stories and making new memories. In
 16 short, it is a cornerstone of community building,
 17 especially for folks in the American diaspora
 18 from South Asia, where the celebration is
 19 widespread.

20 These communities are growing here in
 21 Baltimore County and should be welcomed and

Page 31

1 supported by our public institutions. Failing to
 2 appropriately recognize Diwali excludes hundreds
 3 if not thousands of students and their families,
 4 sending a signal that our school is not for them.
 5 I'm proud of the work our school district does to
 6 serve families across Baltimore County, and I
 7 know this is not the signal our district
 8 leadership intends to send. We must adapt, as
 9 American schools have done time and time again in
 10 the past. We must become more inclusive, to
 11 affirm and respect the identities and backgrounds
 12 of all our students. This year we saw the White
 13 House share a wonderful message honoring the
 14 celebration. Clearly, recognition of Diwali is
 15 growing more mainstream. We can't let BCPS fall
 16 behind on this.

17 Diwali is among the most significant
 18 holidays for those who celebrate. We can say the
 19 same about Lunar New Year, Eid-al-Fitr and other
 20 days not currently acknowledged on the BCPS
 21 calendar. When we learn about America, we learn

Page 32

1 that diversity is a strength, but if we don't see
 2 ourselves and our cultural practices honored, how
 3 can we believe in the strength of that diversity.

4 So I'm going to end with a quote from
 5 Dulaney High School junior Michelle Wang, who
 6 recently published an op-ed in Dulaney's student
 7 newspaper The Griffin calling on the district to
 8 recognize these holidays. Wang writes, this is
 9 an important issue, not of arbitrary holidays,
 10 but of fundamental respect and fairness to
 11 students. Baltimore County, along with other
 12 school systems, should not have to compromise
 13 cultures for the sake of status quo. Well said,
 14 Michelle.

15 Again, we can't let BCPS fall behind on
 16 this. Please take the lead. Please heed these
 17 calls for change now, because these communities
 18 will only continue to grow and as they do, calls
 19 for BCPS to do the right thing will get louder.

20 Thank you so much for your time.
 21 CHAIRWOMAN SCOTT: Thank you. Okay.

Page 33

1 Next we will have public comments, and our first
 2 speaker is Courtney Everette.

3 MS. EVERETTE: Hello, thank you for your
 4 time this evening. I'm a mother of four, three
 5 are currently enrolled in the Baltimore County
 6 Public Schools. I'm also a registered nurse and
 7 I've worked full time through the pandemic. My
 8 husband also works in health care in a rehab
 9 center as an OT. You may be aware that large
 10 numbers of healthcare workers despite the growing
 11 need are leaving their profession due to the
 12 challenge COVID-19 has presented, especially that
 13 of caring for school-aged children.

14 I have personally felt the effect of
 15 coworkers who left to care for their struggling
 16 children. It's an understatement to say that
 17 COVID-19 pandemic school closures have had a
 18 profound negative effect on my family. I would
 19 like to ask the Board to do whatever it takes to
 20 keep our children in school by implementing more
 21 robust COVID prevention strategies. Virtual

Page 34

1 learning did not work well for my family. Now
 2 that BCPS schools are open in person, COVID-19
 3 mitigation strategies currently in place are not
 4 working well.

5 Many children, including my own, are
 6 being placed on long quarantines which disrupts
 7 learning. Additionally, quarantine procedures
 8 make little to no sense. When my daughter was
 9 exposed to COVID on her school bus and required
 10 to quarantine for ten days, we received a call on
 11 a Wednesday and apparently the quarantine period
 12 started on the past Friday when she was exposed,
 13 yet still attending school until the Wednesday
 14 call.

15 I was told that her two siblings who
 16 attend different schools were not required to
 17 quarantine or get tested. However, we know this
 18 disease can spread easily in asymptomatic
 19 individuals. Frequent quarantine without testing
 20 for suspected COVID doesn't make sense. This is
 21 especially relevant for small children like my

Page 35

1 own daughter who has autism and thrives on
 2 routines. Interrupting a child's school routine
 3 can create anxiety and cause behavioral problems.
 4 This is not only making it hard for children, but
 5 the teachers and school staff who are faced with
 6 managing such.

7 There are many school districts,
 8 including Baltimore City, who are conducting
 9 routine testing on asymptomatic students and
 10 staff to control community spread. I propose
 11 BCPS develop and implement a plan for more
 12 routine testing, as well as masking and social
 13 distancing policies that are strictly enforced,
 14 and children who do not comply should be held
 15 accountable, not permitted to attend in person.

16 I also do not feel vaccine status should
 17 exclude individuals from being tested, as I know
 18 two individuals who recently succumbed to COVID
 19 who were fully vaccinated. Vaccine manufacturers
 20 do not claim COVID-19 prevents the spread, but
 21 merely decreases the severity of the illness and

Page 36

1 mortality. The CDC recommends testing as part of
 2 a multifaceted prevention. I feel BCPS should
 3 institute mandatory routine testing on all staff
 4 and students. After all, in Maryland weekly and
 5 at time biweekly COVID testing has been required
 6 in nursing homes of employees and residents since
 7 the spring of 2020. Aren't our children's lives
 8 and wellbeing just as valuable to us --
 9 (microphone turned off.)

10 CHAIRWOMAN SCOTT: Thank you.
 11 MS. EVERETTE: Keep our kids in school.
 12 CHAIRWOMAN SCOTT: Thank you. Our next
 13 speaker is Nicolino Applauso.

14 MR. APPLAUSO: Good evening, everybody.
 15 It's great to see you again, so Chairman Scott,
 16 members of the Baltimore County Board of
 17 Education, as was mentioned before, we had a
 18 meeting, I'm Nicolino Applauso, a member of the
 19 advisory council in the central area in the
 20 Baltimore County area, and we had a meeting with
 21 Ms. Megan Shay, Ms. Hernandez, to talk about the

Page 37

1 situation with world languages in the central
 2 area. Both we are, the council, and I'm here to
 3 bring to your attention, the advisory council are
 4 really diverse like the Baltimore County
 5 community we today, I would like to give voice to
 6 our Baltimore County residents. Mr. Zarchi has
 7 extra copies of what I'm holding in my hand here,
 8 these are emails from parents, all residents of
 9 the Baltimore County area and you can see that
 10 about 14 of them, there's actually more, and I'm
 11 not going to go through all of them, so please
 12 read them when you have time today. As you can
 13 see, it is the voice of Baltimore County
 14 residents in connection to the need and the
 15 desire to really have a wider offering for
 16 foreign languages.

17 I'm going to read one in particular I
 18 find very important, it's from Valerie Feiner,
 19 she lives in Towson-Lutherville, and she says I
 20 would love to see my kids learn a language in the
 21 schools and I would prefer they get incorporated

Page 38

1 into elementary school first because the earlier
 2 you begin the easier it becomes to become
 3 proficient in any language. And then of course,
 4 they should be able to continue learning the
 5 language in the middle school and high school.
 6 Now I mention this because it is true,
 7 we are a very big county, almost a million
 8 residents, but what we get in our elementary
 9 schools for foreign languages, as you can see,
 10 only one language, Spanish. For all the schools
 11 in the entire Baltimore County area, only one
 12 language at the elementary school level, it seems
 13 to me that we can make history and perhaps with
 14 your help and assistance, we can offer and make
 15 this meet the need of our community members. In
 16 the middle school there are a bunch of, handful
 17 of languages, and there's no continuity between
 18 middle school and high school. Chinese is
 19 offered in two middle schools and at the high
 20 school level only one high school, where French,
 21 Japanese, at the high school level German, there

Page 39

1 is no continuity, so we're here to ask really for
 2 your help in bringing this further.
 3 And also to make history because
 4 Maryland, as you can see here, was made through
 5 the hard work of George Calvert to create a
 6 refugee camp for Catholics and all different
 7 religions, and we have the only state motto in
 8 the United States that is not in Latin but in
 9 Italian, as George Calvert was later the
 10 secretary of the King James I and when at the end
 11 he declared to be Catholic. (Microphone turned
 12 off.)
 13 CHAIRWOMAN SCOTT: Thank you. Our next
 14 speaker is Amaya Moro Martin.
 15 MS. MARTIN: Hi, thank you for listening
 16 to me. The school where my daughters are
 17 attending was recently identified by the Maryland
 18 Health Department as having an outbreak. I have
 19 considered home schooling them temporarily
 20 because of safety concerns and the lack of
 21 (unintelligible) because this is a positive

Page 40

1 school and because of the Maryland Department of
 2 Education policy about mandatory withdrawal for
 3 lack of attendance, they will lose the placement
 4 at the (unintelligible) public school, and then
 5 the traumatic experience if we left them for long
 6 term because of the unique educational
 7 opportunities at the wonderful schools in the
 8 community. The other students have already
 9 looked at places so there is a lack of options
 10 for retaining a spot at the school, why a school
 11 should not (unintelligible) education as a result
 12 of her concerns. I know that the policy
 13 regarding the (unintelligible) at the school like
 14 holding a place while the student is withdrawn
 15 temporarily for home school and the policy
 16 regarding mandatory withdrawal for lack of
 17 attendance comes from the Maryland State
 18 Department of Education, but the BCPS Board of
 19 Education has a strong say in whether an
 20 exception to either policy is made.
 21 I am asking you to also advocate for the

Page 41

1 (unintelligible) students so that they can never
 2 place other students across the country, the
 3 county, sorry, who are able to resort to home
 4 school and reenroll in their schools upon their
 5 return. I am also (unintelligible) in regard to
 6 students with regard to the elementary limits of
 7 the school emergency relief fund. Baltimore
 8 County is the only county in Maryland which has
 9 this (unintelligible) location of their studies.
 10 (Unintelligible) relevant for the charter
 11 schools. Watershed I know has not received any
 12 dollars either (unintelligible) after a similar
 13 path and (unintelligible) distributing \$24.4
 14 million to their nine private schools.
 15 My request is that Watershed Public
 16 Charter School receives a fair share of extra
 17 funding that is so needed to address the needs of
 18 the students. We need testing for all the
 19 students, this is a critical piece that is needed
 20 and the data indicates that 50 to 60 percent of
 21 cases have been spread by individuals with no

Page 42

1 symptoms, this is what is fueling the outbreak in
 2 BCPS schools. To combat the spread, the
 3 Baltimore City Public Schools has participated,
 4 all elementary students in City Schools have
 5 participated in weekly group screening that
 6 provides early detection of COVID even when there
 7 are no symptoms. The group samples are tested
 8 together and if someone tests positive the
 9 students are individually tested. My request is
 10 that BCPS implement the group testing in BCPS
 11 schools in the same way as the Baltimore City
 12 Public Schools do. We need to prevent outbreaks
 13 in BCPS schools while -- (microphone turned off.)
 14 CHAIRWOMAN SCOTT: Thank you. Our next
 15 speaker is Mary Tabeling.
 16 MS. TABELING: Thank you, Board, for
 17 your time and to Ms. Greene as well. I am a
 18 former Baltimore County Public School teacher and
 19 library assistant, I'm a retiree. Unfortunately,
 20 there is no association like TABCO to speak for
 21 retirees who served you well. You are all aware

Page 43

1 of the ransomware attack and my source for what
 2 is happening to correct the problems and see that
 3 we are receiving the monies we are owed that are
 4 being withheld because of that problem, I need to
 5 rely on the media to find out. Last week I heard
 6 from TABCO that 400 employees continue to see
 7 errors in their checks, and as recently as
 8 October 28th the superintendent told WBAL
 9 reporter Dr. Kensuten (phonetic) and I quote,
 10 we're working aggressively to rebuild and in some
 11 cases replace some of the tools and applications
 12 that we had before, so that's all I'm able to
 13 provide at this time. I'm sorry, that's not good
 14 enough.
 15 I would like to know whether the repairs
 16 are being made slowly and manually by current
 17 staff only, or has a dedicated contractor been
 18 hired to correct this problem. What is the
 19 projection for a new functioning payroll system?
 20 And finally, when will I and other retirees and
 21 employees see the monies that we are owed by

Page 44

1 BCPS? Thank you.
 2 CHAIRWOMAN SCOTT: Thank you. Our next
 3 speaker is Roah Hassan.
 4 MS. HASSAN: Good evening, Chairman
 5 Scott, Superintendent Williams and members of the
 6 BCPS Board of Education. My name is Roah Hassan,
 7 I'm a junior at Perry Hall High School, and it's
 8 excellent to be in this boardroom before all of
 9 you here once again.
 10 The last time we spoke I shared with you
 11 student concerns and the importance of a student
 12 voice, the necessity of a student voice. Today
 13 is no different. The issues I brought to your
 14 attention the last time I was in this room remain
 15 prevalent, the student voice remains inadequately
 16 heard by this Board of Education, as the needs of
 17 our 111,000 students have not been addressed. We
 18 continue to scream out from our classrooms.
 19 However, this time we've been in the school
 20 building and have experienced the system of
 21 education for an entire academic quarter, and

Page 45

1 with that comes the realization once again of how
 2 broken and flawed our system is upon our return
 3 to our respective buildings.
 4 Upon returning to the school buildings
 5 BCPS students collectively noted the lack of safe
 6 and equitable infrastructure needs. From the
 7 dripping ceilings that crumble to the lack of
 8 functioning HVAC systems, this issue is
 9 experienced by almost every single school in the
 10 county. And I must emphasize that this is an
 11 unsafe learning environment. Our students in low
 12 income areas are disproportionately affected and
 13 as you consciously choose not to address these
 14 issues, you're putting students at risk.
 15 The education of young people who walk
 16 into the school building five days a week to
 17 further their education is put in jeopardy as a
 18 direct result of your ignorance. This is no
 19 longer just a matter of budgetary spending, it is
 20 the importance of the physical environment of our
 21 schools and the elimination of harmful

Page 46

1 distractions to our education. This is an issue
 2 that needs to be solved for the safety and
 3 wellbeing of our students, teachers and staff.
 4 We cannot continue with unfulfilled promises and
 5 false guarantees when the reality is our school
 6 buildings are falling apart just as our systems
 7 are.

8 Similarly, the transition from virtual
 9 to in-person instruction is failing to return us
 10 back to normal, and we mustn't minimize the
 11 long-lasting impacts of the pandemic on our
 12 academic interactions. We have students who are
 13 disproportionately failing their classes because
 14 it has been over a year since we've been in an
 15 in-person academic setting. This doesn't mean
 16 that the pandemic, that during the pandemic our
 17 students have become less intelligent. It means
 18 that the resources we need to academically
 19 flourish are unavailable to us, and that the
 20 learning that we need does not consider the
 21 visible trauma that all of us have experienced.

Page 47

1 Therefore, I must ask you, for whom do
 2 you hold your position, because the only answer
 3 should be the students. I ask you to take direct
 4 action and responsibility for the current
 5 failures of our school system for the benefit of
 6 all students. As you consider curriculum,
 7 infrastructure and equity, I ask you to
 8 deliberately evaluate your decision to guarantee
 9 safe infrastructure and curriculum that values
 10 student mental health and trauma after a global
 11 pandemic. We need change and we need your
 12 support. Thank you.

13 CHAIRWOMAN SCOTT: Thank you. Our next
 14 speaker is Michelle Wang.

15 MS. WANG: Good evening, distinguished
 16 board members. My name is Michelle Wang and I am
 17 a junior at Dulaney High School. I recently
 18 wrote an article for my school newspaper titled
 19 Asking for Inclusive School Calendars, and
 20 coincidentally I found out that today the Board
 21 is voting on next year's calendar.

Page 48

1 With that I would like to call attention
 2 to the current disproportions. Our county
 3 currently serves a diverse range of students, yet
 4 holidays in many cultures do not receive
 5 recognition. We currently have days off for
 6 holidays such as Yom Kippur and Rosh Hashanah,
 7 yet other holidays such as Lunar New Year,
 8 Eid-al-Fitr and Diwali are not recognized in the
 9 same manner.

10 For Muslim students, Eid-al-Fitr marks
 11 the end of the holy month of Ramadan. My friend
 12 Hassan says that I'd love the opportunity to
 13 visit family and just celebrate our culture for a
 14 day. In the past few years missing school for
 15 Eid-al-Fitr has actively affected my Eid day to
 16 be more stressful as I can't feel fully immersed
 17 in a holiday when I know that I will be
 18 struggling to catch up for classes I missed.

19 BCPS must do better in recognizing
 20 significant holidays from a diverse range of
 21 cultures and embracing those who celebrate them.

Page 49

1 Presently BCPS currently recognizes Columbus Day.
 2 I find it awfully hypocritical to celebrate a
 3 holiday that recognizes the atrocities committed
 4 by Christopher Columbus, yet no recognition for
 5 the major holidays of Hinduism and Islam. So the
 6 question becomes, which holidays should be
 7 prioritized, and such significant ones like the
 8 Lunar New Year, Diwali and Eid are a must. I
 9 urge the Board to prioritize these holidays and
 10 implement professional days for them.

11 Modifying the calendar is not something
 12 new. Across Maryland we have already seen other
 13 counties opting for these changes. In 2016
 14 Howard County Public Schools voted to extend days
 15 off to Eid-al-Fitr, Lunar New Year and Diwali.
 16 In addition, Montgomery County's 2021-2022
 17 calendar included professional days for teachers
 18 and no school for students on Lunar New Year and
 19 Eid-al-Fitr. Baltimore County is clearly behind.
 20 With the increase of student diversity that we
 21 pride ourselves on, modifying the calendar to be

Page 50

1 more inclusive should be an indisputable
 2 component of diversity. This is an issue not
 3 just about having days off for holidays, it's
 4 about fundamental equality and fairness. It is
 5 important to recognize these holidays promote
 6 acceptance of cultures and therefore we need to
 7 implement these professional days. Modifying the
 8 calendar to be inclusive must be a priority and
 9 adding professional days for holidays such as
 10 Lunar New Year, Diwali and Eid is a necessity.

11 I'll be a senior next year and my
 12 sincerest hope is that before the time I
 13 graduate, BCPS will have implemented
 14 modifications in building a more inclusive and
 15 equitable calendar. Thank you.

16 (Applause.)

17 CHAIRWOMAN SCOTT: Thank you. Our next
 18 speaker is Kristen Stamathis.

19 MS. STAMATHIS: Good afternoon, or good
 20 evening. Thank you for the opportunity to speak
 21 today, and thank you for the time that you

Page 51

1 volunteer to serve on this Board. I recognize
 2 that your job is not always easy and the
 3 decisions that you have to make, especially when
 4 it comes to the COVID protocols, and this has to
 5 be challenging. Every decision you make greatly
 6 impacts our children and the families of
 7 Baltimore County Public Schools. I ask that you
 8 take a moment to reflect on the Board's past
 9 COVID prevention decisions and the impacts of the
 10 wellbeing on our children, and move forward with
 11 a fresh independent mindset for the next decision
 12 that is likely to come.

13 Soon enough you're going to be asked if
 14 Baltimore County should mandate the new COVID-19
 15 mRNA vaccine in our children. As you soon
 16 receive the federal agency recommendations,
 17 please remember my voice and the face of parents
 18 who are concerned. I fully support any parent's
 19 choice in making a personal healthcare decision
 20 for their small child and I support parents who
 21 choose to use this injection as extra protection

Page 52

1 as advertised.

2 This is a virus that statistically does
 3 not harm the majority of young children. The
 4 COVID-19 vaccine newly defined based on mRNA
 5 technology can't be categorized the same as other
 6 prudent safe childhood immunizations that are
 7 currently required in public schools. This
 8 vaccine works differently. The data for impacts
 9 of this injection on all groups is not known.
 10 Families will need to make this decision based on
 11 an analysis of risk versus benefit, and it's the
 12 parent's right to make this personal choice along
 13 with the pediatrician. The vaccine does not stop
 14 the spread and therefore can't be used as a
 15 reason to mandate.

16 I have two young children who are
 17 thriving at their public school. We have amazing
 18 teachers, a great principal, great staff, and
 19 they're also under your authority. So I'm asking
 20 today to please consider to do the right thing
 21 and when and if the decision gets presented to

Page 53

1 you, please do not approve vaccine mandates.

2 I also -- that's my primary concern. My
 3 secondary and more important concern is trying to
 4 advocate to ask for compromise around our mask
 5 mandates. I have a kindergartner and a second
 6 grader and I finally was able to find a mask that
 7 was advertised as over 98 percent effective to
 8 keep out germs. Yet the Office of Health
 9 Services told me my child couldn't wear it
 10 because it simply was too breathable. When I
 11 looked at the CDC website I could see that having
 12 a mask that's breathable is actually one of the
 13 recommendations they have. So, I know this is a
 14 tough decision and you can't, obviously there are
 15 a lot of opinions, but please consider how we can
 16 find some compromise around the mask mandate so
 17 that the children can in fact have a healthy
 18 amount of breathing in, you know, a normal day.
 19 Thank you for your time.

20 CHAIRWOMAN SCOTT: Thank you. And next
 21 we have Dr. Bash Pharoan.

Page 54

1 DR. PHAROAN: Madam Chair, may I have
 2 four minutes?
 3 CHAIRWOMAN SCOTT: I do apologize, no.
 4 DR. PHAROAN: I asked our honorable
 5 chair last meeting for four minutes and she said
 6 three. It is about equality, and I agree.
 7 The current calendar 22-23 is neither
 8 balanced nor inclusive. Students of culture look
 9 at the calendar and see the COMAR holidays plus
 10 the two Jewish holidays back to back. This is
 11 the error, it's ignoring all other minorities
 12 except for the Jewish minority. We are a diverse
 13 county. Dr. Hirstam (phonetic) recognized that
 14 in his speech to the Board in 2004 and 2005.
 15 This Board believes in inclusion, equity,
 16 equality, but the calendar does not. It offers
 17 special favorite status to the Jewish faith over
 18 all other minorities.
 19 I am requesting that when Eid comes in
 20 on a weekend holiday to make the next day off, a
 21 professional day on a Friday or Monday adjacent

Page 55

1 to that. Eid-al-Fitr is three days and I'd love
 2 to have four days. The county and state and the
 3 federal government already have the precedent; if
 4 July 4th comes on a Saturday, we are off on
 5 Monday. Martin Luther King, we close not on his
 6 birthday exactly, and other similar holidays.
 7 It is about inclusion, it's about
 8 recognition, it is about our kids feeling that
 9 they are part of this country. So hold
 10 professional day on Rosh Hashanah and then nine
 11 days later to hold Yom Kippur is really not
 12 logical, and it's really a political benefit.
 13 I am requesting that BCPS include all
 14 other minority religion's and ethnicity's
 15 holidays on the calendar. Judaism, Christianity,
 16 Islam, Hinduism, Sikhism and the Chinese
 17 holidays, all of it needs to be on the calendar,
 18 which has been declined by the calendar
 19 committee. Teachers need to know these holidays
 20 and they need to know what it means to their
 21 students, and it's really a cultural reference

Page 56

1 that ends on the calendar. I ask you that Jewish
 2 and Muslim holidays, two equals two, one equals
 3 one, and zero equals zero. That's only fair. I
 4 didn't get my four minutes.
 5 CHAIRWOMAN SCOTT: You got your three.
 6 Thank you. Okay, that concludes our public
 7 comment, so the next item on the agenda is the
 8 superintendent's report and we have
 9 Ms. Charley-Greene.
 10 (Ms. Scott and Ms. Charley-Greene
 11 conferred off microphone.)
 12 Oh, there we are, right on time, so it
 13 will be Dr. Williams. Thank you,
 14 Ms. Charley-Greene.
 15 DR. WILLIAMS: Let me thank
 16 Ms. Charley-Greene for filling in for me this
 17 evening, so I'm here. To our Board, to our board
 18 chair, members of the board, I am pleased to
 19 present my superintendent's report to the Board
 20 and Team BCPS. My report includes celebrations,
 21 operational updates and evidence of our strategic

Page 57

1 plan, The Compass, our Pathway to Excellence in
 2 Action. My team and I will regularly update the
 3 Board, our community and Team BCPS during this
 4 time of change. Our partnership is critical to
 5 insuring high quality services to the students,
 6 staff, families of Baltimore County. Next slide.
 7 Thank you.
 8 As part of our continued efforts to
 9 recover, rebuild and heal, we must acknowledge
 10 our current state, have frank dialogue about our
 11 paths forward, and collaboratively create the
 12 climate and conditions necessary for collective
 13 healing. My team and I continue to meet with
 14 principals, visit schools, speak with staff, and
 15 engage with union presidents and executive
 16 directors through weekly check-ins and monthly
 17 sessions. We also look forward to future
 18 opportunities to engage with the community. Our
 19 goal is to demonstrate our commitment to
 20 supporting schools in a responsive, collaborative
 21 and differentiated manner. Updates included in

Page 58

1 this evening's report will include evidence of
 2 these commitments. Next slide.
 3 So congratulations, in other good news
 4 Team BCPS joins the entire state in
 5 congratulating Mr. Brad Fisher, administrative
 6 secretary at Shady Spring Elementary School, on
 7 being named the 2021-2022 Maryland State
 8 Education Association, MSEA, education support
 9 professional of the year.
 10 (Applause.)
 11 Mr. Fisher represents not only the best
 12 of Baltimore County support professionals but the
 13 best of Maryland ESPs and we are so proud of him.
 14 In highlighting his excellence we hope to bring
 15 attention to educational support professionals
 16 throughout the school system. They play a key
 17 role in the operations of our schools and the
 18 lives of our students, and Mr. Fisher exemplifies
 19 the impact that they can have.
 20 So a little bit about Mr. Fisher. He
 21 joined BCPS in 2012. At Elmwood Elementary

Page 59

1 School he served as an adult assistant,
 2 para-educator and office secretary. He moved
 3 into his current role as administrative secretary
 4 at Shady Spring Elementary School in 2018. In
 5 May 2021 Mr. Fisher was named the 20-21 BCPS
 6 office professional of the year.
 7 Mr. Fisher said he was humbled by the
 8 honor. In addition to thanking his school
 9 community, family and friends, he thanked
 10 Jeannette Young, president of Education Support
 11 Professionals of Baltimore County, ESPBC, and
 12 Seleste Harris, director of Teachers Association
 13 of Baltimore County, TABCO, ESPBC UniServ, for
 14 nominating him for the statewide honor and for
 15 their continued trust in seeking his input into
 16 policies.
 17 In addition, he said it is the S in ESP
 18 that I'd like to speak about today. Without
 19 question, we do what we do in the best interest
 20 of children to support our students in gaining
 21 the knowledge and social-emotional skills

Page 60

1 necessary to solve problems of the world that we
 2 haven't yet. All of you build those same
 3 important relationships because that's what our
 4 students need, supplementing academics with
 5 culture to groom well-rounded human beings.
 6 So congratulations, Mr. Brad Fisher and
 7 the Shady Spring Elementary School community.
 8 Next slide.
 9 Baltimore County Public Schools
 10 dedicates American Education Week of 2021,
 11 November 15th through the 19th, to celebrating
 12 educational heroes, which includes everyone who
 13 supports student academic and social-emotional
 14 growth. While we're not able to host school
 15 visits this year, we're looking forward to a
 16 number of virtual offerings from Parent
 17 University and Curriculum and Instruction. A
 18 full list can be found on our website.
 19 During this week we will recognize
 20 national education support professionals on
 21 November 17th. I know you will join me in

Page 61

1 insuring that our ESPs know how vital they are to
 2 Team BCPS and how much we appreciate their
 3 support and dedication.
 4 On November 19th we will recognize
 5 Substitute Educators Day. This year more than
 6 ever, we rely on our substitutes to help insure
 7 high quality learning environments for our
 8 students. The school system would encourage Team
 9 BCPS members to celebrate their school and share
 10 on social media favorite learning, learning
 11 memories, messages of appreciation, and updates
 12 on what students are learning. The hashtag for
 13 the week will be #bcpsAEW. Next slide.
 14 Preparing our students for the
 15 opportunity to higher education is a daily part
 16 of our work in BCPS. On Friday, November 5th,
 17 Team BCPS celebrated the first of two BCPS
 18 college days this school year. I hope you enjoy
 19 the photos of students, staff and community
 20 members shared on social mediate using
 21 #BCPSCollegeDay.

Page 62

1 With all that's happening in the world,
 2 college attendance has declined nationally. Data
 3 from the National Student Clearing House Research
 4 Center in June of 2021 showed that the spring of
 5 2021 undergraduate college enrollment dropped by
 6 4.9 percent from spring of 2020. This was the
 7 largest overall decline in college enrollment
 8 since 2011. Community colleges experienced the
 9 largest decline at 9.5 percent.

10 We will continue to use our college day
 11 and other opportunities, events and initiatives
 12 throughout the year to remind our students that
 13 college is within reach and remains important for
 14 promoting intellectual and personal growth, and
 15 raising earnings potential. One upcoming
 16 opportunity is the fifth annual BCPS HBCU virtual
 17 college fair that will take place on Thursday,
 18 November 11th from four to seven p.m. Next
 19 slide.

20 During the week of November 8th through
 21 12th, schools throughout the United States are

Page 63

1 celebrating National School Psychology Week to
 2 highlight the important work school psychologists
 3 and other educators do to help all students
 4 thrive. This year's theme is Let's Get in Gear.
 5 The theme's acronym provides a challenge to grow
 6 both personally and professionally, and
 7 encourages us to engage in best practices and
 8 advocate for children's access to mental health
 9 and learning supports. To rise implies
 10 resilience and renewal despite the challenges of
 11 the past, so thank you to our hard working school
 12 psychologists. Next slide.

13 In order to engage in effective progress
 14 monitoring we need to know where we are. We are
 15 excited about our new Power School tools and will
 16 spend time over the next few months building our
 17 organizational capacity to assess and analyze
 18 data in real time. Performance Matters and the
 19 Cognos performance dashboard will provide us with
 20 leading data to help inform realtime
 21 instructional decisions in classrooms, courses

Page 64

1 and schools across the district. The data will
 2 help us to ask questions and provide supports.

3 We should use data as a flashlight and
 4 not a hammer. Working together, leadership teams
 5 can identify and illuminate areas of growth,
 6 concerns to ask the right questions, and arrive
 7 at answers that benefit students. Schools are
 8 not in this alone. As school staff engage in
 9 this work, central office partners are committed
 10 to providing support. We're counting on schools
 11 to be frank about what works, what's missing and
 12 what can be used innovatively to address students
 13 needs. More information regarding our current
 14 student progress will be shared at a future
 15 meeting. Next slide.

16 So I'm pleased to report that more than
 17 98 percent of staff in Team BCPS have responded
 18 to the vaccination mandates. 89 percent of the
 19 respondents have submitted proof of full
 20 vaccination. Weekly staff testing is in place.
 21 As you know, winter student athletes are required

Page 65

1 to be vaccinated or participate in weekly testing
 2 beginning November 24th. Additional information
 3 will be shared with Team BCPS soon, and we are
 4 excited that many families are already taking
 5 advantage of the availability of COVID-19 vaccine
 6 offered for children ages five through 11. We
 7 look forward to working with the health
 8 department to create school-based options for
 9 families. Next slide.

10 On Wednesday, November 3rd, we hosted
 11 our second principals leadership development
 12 opportunities for school and system leaders. I
 13 want to thank Ms. Mack and Ms. Pasteur for being
 14 present. The training centered on the four
 15 priority areas listed here, grounded in the
 16 Compass, these key areas represent our focus for
 17 the year, social-emotional wellness for staff and
 18 students, accelerated learning for student
 19 progress, increasing data literacy to support our
 20 efforts, and collectively committing to a
 21 standard of excellence. A yearlong plan provides

<p style="text-align: right;">Page 66</p> <p>1 monthly professional learning opportunities for 2 all members of Team BCPS as shown on this slide. 3 Principals personalized school-based 4 plans that include paraprofessionals, teachers 5 and staff. Schools also create parallel 6 structures to inform, involve and support 7 families. We encourage our school leaders to 8 keep parents, guardians and community informed as 9 we work together to support our students. 10 School systems across the nation are 11 grappling with fostering safe and supportive 12 learning environments in light of the myriad of 13 challenges our students and families face related 14 to the pandemic. School districts are struggling 15 with behavior issues as students return to school 16 buildings after more than 18 months in virtual 17 learning. In October we held our virtual town 18 hall where we shared our proactive approach to 19 addressing anticipated behaviors. We're looking 20 forward to hosting additional meetings by zone 21 and convening principal focus groups, and our</p>	<p style="text-align: right;">Page 68</p> <p>1 committed to a full review of all salary 2 schedules. That work is being led by a manager 3 of staff relations in collaboration with unions 4 and staff representatives. Related to payroll, 5 certification and benefits, our team was provided 6 with a database of about 400 remaining specific 7 questions and concerns. Staff are currently 8 reviewing the list and will provide regular 9 updates to our unions regarding progress. Our 10 goal is to research, resolve and respond to the 11 identified staff concerns as soon as possible. 12 As you have heard me announce time and 13 time, our human resources team is working 14 tirelessly to create opportunities to attract and 15 hire additional staff, as pictured on this slide. 16 BCPS provided paid opportunities during the 17 pandemic to keep more than 500 substitutes in 18 active status and we continue to accept 19 applicants to serve in this critical role. We 20 have hired 300 additional substitute teachers 21 since July 1 of 2021. 368 long-term subs have</p>
<p style="text-align: right;">Page 67</p> <p>1 system improvement team meetings on suspensions 2 to collaboratively problem solve and identify 3 additional resources. We will work with our 4 student leaders and parent representatives to 5 gain their perspective on creating and 6 maintaining safe and supportive environments. 7 Recognizing that this is a year like no other, 8 our goal is to monitor our data, support schools 9 and look forward to improvement. 10 I meet monthly for one-on-one meetings 11 with our union presidents and executive 12 directors. In addition to our joint union 13 presidents executive directors meeting, members 14 of my cabinet meet weekly with union presidents 15 to share and resolve problems and concerns. 16 Union leadership is included in each stage of the 17 efficiency review implementation process to 18 insure open communication and collaboration in 19 support of Team BCPS. 20 Tonight I want to provide a brief update 21 on our shared commitments. As you know, I have</p>	<p style="text-align: right;">Page 69</p> <p>1 been placed at our schools. Central office staff 2 who are available and able will have the 3 opportunity to volunteer in schools for a variety 4 of tasks, including class coverage, bus duties 5 and lunch duties to help mitigate staffing 6 shortages. 7 Our team has worked with the county 8 executive's office to remove preemployment 9 barriers for bus attendants and operators. Our 10 unions have reported that the state of Maryland 11 is looking into onboarding timelines across the 12 state. We hope to have more information soon. 13 We are exploring additional opportunities to 14 streamline onboarding across unions while 15 remaining in compliance with the law and 16 supporting our staff members, who are manually 17 processing and certifying data as we continue to 18 rebuild. 19 So I appreciate the advocacy and 20 continued partnership of our union leadership. 21 We're all part of Team BCPS and I look forward to</p>

Page 70

1 working together to insure the success of our
 2 system.

3 And in collaboration with the county
 4 executive and with the support of this Board,
 5 today we announced a plan to boost recruitment
 6 and retention of school bus drivers amid a
 7 nationwide shortage. In addition to the county's
 8 plans to remove preemployment barriers for new
 9 hires, BCPS will provide recruitment and
 10 retention incentives to all AFSCME, that's
 11 American Federation of State, County and
 12 Municipal Employees, including bus drivers.
 13 These incentives include a \$250 sign-on bus
 14 bonus, a \$250 employee referral incentive, \$50
 15 dollar monthly attendance reward for on-time
 16 attendance every day, retention bonus of up to
 17 \$1,000 to be paid in December and June, and the
 18 use of urgent personal leave during winter and/or
 19 spring break.

20 Additionally, bus drivers have been
 21 taking on additional routes, at times doubling

Page 71

1 and tripling back during their standby time. In
 2 recognition of this additional work, BCPS will
 3 provide drivers with shift differential pay of
 4 two dollars per hour for the remainder of the
 5 school year.

6 We want to thank our employees for their
 7 tireless efforts on behalf of our students and
 8 families. It is our hope that these steps that
 9 we're taking today as a system will help us
 10 provide greater support and recognition of our
 11 employees and build a stronger Team BCPS.

12 While today's announcement is mainly
 13 focused on incentives and new initiatives to
 14 support AFSCME, BCPS is also pleased to share
 15 that work is underway in partnership with all
 16 union presidents and executive directors to
 17 finalize additional compensation, recognition and
 18 opportunities that focus on staff wellbeing for
 19 other members of Team BCPS. This is in addition
 20 to the two percent increase effective January 1
 21 for TABCO, CASE, OPE and AFSCME, and the 3.5

Page 72

1 percent increase that was effective July 1 for
 2 ESPBC.

3 One of the ways that we are creating
 4 brain or SEL breaks for staff is through remote
 5 work options and flexibility whenever possible.
 6 We understand these decisions don't have the same
 7 impact across all unions. To insure the
 8 resulting benefit is value, we have solicited
 9 feedback and are tailoring our efforts to be
 10 responsive, so I look forward to sharing those
 11 results of our conversations in the near future.

12 So we will continue to update the
 13 board -- last slide -- our community and Team
 14 BCPS during these challenging times. Our
 15 partnership is critical to insuring a safe and
 16 successful year for all of our students. So
 17 thank you.

18 CHAIRWOMAN SCOTT: Thank you,
 19 Dr. Williams. And it looks like next is, the
 20 next item on the agenda is the chair's report, my
 21 report, so I once again have a very short video

Page 73

1 for that. So, is that ready? Okay. Thank you.

2 (Video playing.)

3 I don't think there's any sound yet.

4 (Video playing.)

5 Thank you. And I would like to go on
 6 and really make sure that I wanted to thank board
 7 members, because we're here and we do a lot of
 8 work, and it's really nice when you can go out in
 9 the field, in the community to the schools and
 10 actually see it happen. And a lot of board
 11 members as you saw, have been out, were in the
 12 videos and really supporting the work that we do,
 13 so I wanted to make sure that I thank everybody
 14 for that, very much appreciated.

15 So our next item on the agenda is the
 16 student member of the board's report and for that
 17 we call on Mr. Thomas.

18 MR. THOMAS: Thank you, Ms. Scott. Good
 19 morning, Madam Chair, Madam Vice Chair,
 20 Superintendent Williams, board members, the
 21 public -- evening, sorry, and students of BCPS.

Page 74

1 I want to start off by thanking the
 2 students and staff at the following schools:
 3 Rosedale Center, Overlea High School, the new
 4 Berkshire Elementary School, Chesapeake Terrace
 5 Elementary School, Sparrows Point Middle School,
 6 Sparrows Point High School, Sussex Elementary
 7 School, Fullerton Elementary School, Shady Spring
 8 Elementary School, Chesapeake High School, Towson
 9 High School, West Towson Elementary School, Loch
 10 Raven High School and Colgate Elementary School
 11 for welcoming me into your schools this past
 12 month.
 13 It has been an honor to visit the
 14 students around our county and to witness not
 15 only the learning in action but the innovation
 16 and resilience that exists within our county this
 17 year. I also want to thank our tremendous
 18 community superintendents and executive directors
 19 for attending these visits with me. In each of
 20 these schools I had the opportunity to meet with
 21 our incredible students. From concerns

Page 75

1 pertaining to food and nutrition by elementary
 2 school kids, the impact of peer pressure and poor
 3 behavior in our middle schools, and the ways we
 4 can better prepare our students for their future
 5 in high school with magnet programs,
 6 extracurricular activities focusing on
 7 inclusivity, and greater opportunity for
 8 specialized courses, as well as the importance of
 9 accessing extracurricular activities, the need
 10 for more world languages and so so much more.
 11 I have been able to hear from our
 12 students and you know, understanding what we
 13 really need in BCPS. Going to these schools I
 14 got to see the true diversity of our system, and
 15 that includes students from all walks of life,
 16 from all races and creeds and things. And this
 17 diversity in BCPS reminds me of our calendar
 18 conversation tonight. The debate over starting
 19 the school year before or after Labor Day, this
 20 debate has everything to do with everyone else
 21 and not the students in BCPS. It deals with the

Page 76

1 State Fair, relates to Ocean City, it talks about
 2 vacations, but what the focus isn't on is our
 3 students. The focus isn't on the fact that our
 4 national AP exam dates are set far in advance and
 5 won't change. It isn't on the FAT dates and the
 6 AP dates that are earlier in the year that we
 7 need those extra weeks to prepare for.
 8 And the focus truly isn't on that
 9 diversity in BCPS. It isn't on the students who
 10 recognize Diwali, a holiday in which our Hindu
 11 students have long had to either sacrifice the
 12 ability to remain up to date and engaged in
 13 classroom curricula or their right to celebrate
 14 their holiday with their family. And our debate
 15 isn't including recognition of our Asian and
 16 Native American students who are forced to do the
 17 same with the Lunar New Year each and every year.
 18 And again to our Muslim students, who can't
 19 recognize Eid-al-Fitr without not only having to
 20 make up assignments, but do so at the very end of
 21 our school year.

Page 77

1 Do you know what message this sends to
 2 our students, because I do. I've been learning
 3 about it from them at each of these visits. I
 4 have been learning about it from our students
 5 tonight. Michelle Wang, who wrote literature
 6 petitioning us as board word members to recognize
 7 more holidays. From Roah Hassan, who organized
 8 email templates to send to all of us advocating
 9 for more inclusive calendars. So this debate
 10 about whether or not to add a week before or at
 11 the end of the school year, that's not what our
 12 students want to focus on. We're still going to
 13 have those 180 school days. What's really
 14 important is addressing our faith-based holidays,
 15 and promising to recognize our students that
 16 aren't only of Jewish and Christian faiths.
 17 Tonight when we go into our calendar
 18 discussion we need to talk about adopting a more
 19 inclusive calendar, not just talking about before
 20 or after Labor Day. Thank you.
 21 CHAIRWOMAN SCOTT: Thank you. Okay.

Page 78

1 The next item on the agenda is action taken in
 2 closed session and for that I call on
 3 Mr. Brousaides.
 4 MR. BROUSAIDES: Good evening. Earlier
 5 this evening the Board met in closed session and
 6 voted to approve a memorandum of understanding
 7 with AFSCME. Now would be the appropriate time
 8 for the Board to confirm that vote.
 9 CHAIRWOMAN SCOTT: May I have a motion
 10 to approve the action taken in closed session?
 11 MS. HENN: So moved.
 12 MS. MACK: So moved -- second, Mack.
 13 CHAIRWOMAN SCOTT: Is there a second?
 14 Thank you. So it was Ms. Mack, and it was moved
 15 by Ms. Henn?
 16 MS. HENN: Yes.
 17 CHAIRWOMAN SCOTT: Okay, thank you. All
 18 right. Is there any discussion? Yes,
 19 Ms. Causey.
 20 MS. CAUSEY: Thank you. Dr. Williams,
 21 will that memo of understanding be posted to

Page 79

1 BoardDocs now that it's public on this agenda?
 2 DR. WILLIAMS: We can make that
 3 arrangement, yes, like we normally do when we
 4 have an agreement, we can make that known.
 5 MS. CAUSEY: Thank you.
 6 CHAIRWOMAN SCOTT: Any additional
 7 discussion or questions? No, okay. Ms. Gover,
 8 may we have a rollcall vote please?
 9 MS. GOVER: Ms. Rowe?
 10 MS. ROWE: Yes.
 11 MS. GOVER: Ms. Causey?
 12 MS. CAUSEY: Yes.
 13 MS. GOVER: Ms. Mack?
 14 MS. MACK: Yes.
 15 MS. GOVER: Mr. McMillion?
 16 MR. MCMILLION: Yes.
 17 MS. GOVER: Ms. Jose?
 18 MS. JOSE: Yes.
 19 MS. GOVER: Ms. Henn?
 20 VICE CHAIR HENN: Yes.
 21 MS. GOVER: Mr. Thomas?

Page 80

1 MR. THOMAS: Yes.
 2 MS. GOVER: Mr. -- I'm sorry,
 3 Ms. Pasteur?
 4 MS. PASTEUR: Yes.
 5 MS. GOVER: Dr. Hager?
 6 DR. HAGER: Yes.
 7 MS. GOVER: Mr. Kuehn?
 8 MR. KUEHN: Yes.
 9 MS. GOVER: Ms. Scott?
 10 CHAIRWOMAN SCOTT: Yes.
 11 MS. GOVER: Thank you.
 12 CHAIRWOMAN SCOTT: Thank you. The next
 13 item on the agenda is contract awards and for
 14 that I call on Ms. Jose, chair of the building
 15 and contracts committee.
 16 MS. JOSE: Thank you, Ms. Scott, good
 17 evening. The building and contracts committee
 18 met yesterday, November 8th, to review contracts
 19 K-1 through K-10. The committee unanimously
 20 approved all ten contracts. In addition to
 21 weekly updates, staff has provided many details

Page 81

1 on Contracts K-1, modification to Assistive
 2 Technology, and K-5, Workforce Management
 3 Systems, which answers a lot of questions. Thank
 4 you, Ms. Scott.
 5 CHAIRWOMAN SCOTT: Thank you, Ms. Jose.
 6 Do I have a motion to approve Items K-1 through
 7 K-10?
 8 VICE CHAIR HENN: So moved, Henn.
 9 CHAIRWOMAN SCOTT: No second is needed
 10 since the recommendation comes from the
 11 committee. Is there any discussion? Yes,
 12 Ms. Causey.
 13 MS. CAUSEY: Thank you, Madam Chair. In
 14 the discussion relating to the contract for
 15 Kurzweil, it was stated that the Kurzweil is an
 16 MSDE-approved tool, and in previous board
 17 meetings and discussions the question was asked
 18 about an MSDE-approved list of instructional
 19 materials for schools, and the answer was they
 20 would have to check into it, so I just want a
 21 little more clarification around the

Page 82

1 MSDE-approved tools list, is it something that
 2 MSDE has on their website, is it something that
 3 really reflects information from MSDE.
 4 CHAIRWOMAN SCOTT: Can you answer that,
 5 Dr. Williams?
 6 DR. WILLIAMS: I will ask one of the
 7 staff members to respond to that. We have
 8 Dr. Elmendorf and Mr. Corns, so the question was
 9 about -- do you remember the question?
 10 DR. ELMENDORF: Good evening, thank you
 11 for the opportunity. So MSDE approves that we
 12 use Kurzweil when we do state testing, but it's
 13 not part of a list per se.
 14 MS. CAUSEY: So that's something that as
 15 you're doing options, you request approval from
 16 MSDE?
 17 DR. ELMENDORF: In conversations with
 18 MSDE they indicated that Kurzweil for years now
 19 is one that they've approved that we use for
 20 accommodations when we do testing.
 21 MS. CAUSEY: Okay. Is their approval

Page 83

1 required or is it something that you're seeking
 2 more for collaboration and perspective from other
 3 districts?
 4 MR. CORNS: Excuse me, Ms. Causey.
 5 Kurzweil is the only approved reader for the MSDE
 6 state assessments like the MCAP and the HSA and
 7 the MSA. So it is a purpose filled specified
 8 approval that comes from the Office of Special Ed
 9 at MSDE's level for Kurzweil itself.
 10 MS. CAUSEY: Thank you, and I'm not
 11 questioning the decision to implement Kurzweil,
 12 I'm just trying to understand the process.
 13 MR. CORNS: No, absolutely. That's, the
 14 reason why Kurzweil comes with an MSDE approval
 15 is it is one of the few softwares that they
 16 actually endorse for use of this nature.
 17 MS. CAUSEY: Okay, thank you.
 18 DR. WILLIAMS: Thank you both.
 19 CHAIRWOMAN SCOTT: Thank you. Any
 20 further discussion? Okay. Ms. Gover, may we
 21 have a rollcall vote please?

Page 84

1 MS. GOVER: Ms. Rowe?
 2 MS. ROWE: Yes.
 3 MS. GOVER: Ms. Causey?
 4 MS. CAUSEY: Abstain.
 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: Dr. Hager?
 16 DR. HAGER: Yes.
 17 MS. GOVER: Ms. Scott?
 18 CHAIRWOMAN SCOTT: Yes.
 19 MS. GOVER: Thank you.
 20 CHAIRWOMAN SCOTT: The next item on the
 21 agenda is consideration of the 2022-2023 school

Page 85

1 calendar, and for that I call on Mr. Duque.
 2 MR. DUQUE: Good evening, Madam Chair,
 3 Vice Chair Henn, Dr. Williams and members of the
 4 Board. I'm here this evening to seek the Board's
 5 consideration and approval of one of the calendar
 6 options presented to the Board for the 2022-2023
 7 school year.
 8 I must advise the Board, however, that
 9 in reviewing the calendars that were presented to
 10 the Board, the November 8th election day in 2022
 11 was omitted from the calendar and this would
 12 impact the calendar by reducing the total number
 13 of days by one or, the other option is to extend
 14 and add an additional day to make up for the
 15 shortage. I apologize for that oversight.
 16 CHAIRWOMAN SCOTT: Do I have a motion to
 17 approve the pre or post-Labor Day 2022-2023
 18 school calendar as presented in Exhibit L? I'm
 19 sorry, excuse me, I read that wrong.
 20 Do I have a motion to approve the
 21 pre-Labor Day 2022-2023 school calendar as

Page 86

1 presented in Exhibit L?

2 DR. HAGER: So moved, Hager.

3 CHAIRWOMAN SCOTT: Do I have a second?

4 MR. THOMAS: Second, Thomas.

5 CHAIRWOMAN SCOTT: Any discussion? This

6 is for the pre-Labor Day. Yes, pre-Labor Day, so

7 yes, we have Mr. Thomas and Dr. Hager, and then

8 Ms. Rowe.

9 MR. THOMAS: Thank you. So I am fully

10 in support of the pre-Labor Day start to the

11 school year. I can definitely say this was not

12 an easy decision to come to think about, it took

13 a lot of conversations with students about this

14 but when we think about our tests that we have as

15 students, our AP test dates, those are in May,

16 the first two weeks of May and they're going to

17 be in the first two weeks of May for every single

18 year. I think by adding to the end of the school

19 year, it's kind of redundant, we're kind of done

20 with the school year at the end of the year and

21 we aren't going to be focused on our classes.

Page 87

1 But allowing us to have that week at the end of

2 the year to prepare for our AP exams is more

3 beneficial than having them at the end of the

4 year.

5 I also believe that there are, or I know

6 that there are some schools around the county, or

7 some school systems that are starting school in

8 mid August and even the beginning of August, and

9 that means that we have almost a month more to

10 prepare than Baltimore County students do for the

11 exams. And that's kind of the decision I'm

12 standing by on behalf of the students and on

13 behalf of what will prepare our students for the

14 most success, so thank you.

15 CHAIRWOMAN SCOTT: Thank you.

16 Dr. Hager.

17 DR. HAGER: Sure, and I made some

18 similar comments last year with respect to

19 pre-Labor Day, but as a parent in a dual parent

20 working household who lived through the

21 post-Labor Day years with small children, I would

Page 88

1 consistently be at a loss for finding camps at

2 the end of summer, kids go back to college,

3 college kids staff camps, colleges end mid May,

4 early May, and so consistently I would make my

5 spreadsheet that I made every summer to figure

6 out where my kids were going to go, and I would

7 think to myself, what would I do if I didn't have

8 the resources and the family that I have locally,

9 and most of our families don't have that

10 privilege that I had, and that is honestly one of

11 the reasons that I even considered putting my hat

12 in the ring for the Board, because I see this as

13 a huge equity issue and we need to think about

14 the families that don't have those resources at

15 the end of the summer when camps don't exist and

16 they just simply aren't available. And so that's

17 really my reason that I'm very very pre-Labor

18 Day. Again, I think of it as an equity issue.

19 And also our teachers are in the same

20 boat. If we're expecting our teachers to come

21 back a week before the school year starts, there

Page 89

1 aren't going to be camps for their kids either.

2 And so again, having lived through it, I can

3 testify to say that it's really very challenging,

4 and so shifting it so that we get out earlier in

5 June when there are camps available is a big

6 deal, and that's why I support it.

7 CHAIRWOMAN SCOTT: Thank you. Ms. Rowe?

8 MS. ROWE: So, a lot of this debate

9 about the pre-Labor Day versus post-Labor Day is,

10 comes across as just a perspective, but what it's

11 really about is avoiding a slow creep into

12 lengthening the school year until it's eventually

13 evolves into year-round school, which in a state

14 that has a lot of agriculture and summer tourism

15 that funds a lot of the economic engine of our

16 state and a lot of children who participate in

17 agriculture and summer jobs, and a lot of

18 different things that are part of the culture of

19 our state, I think it's important that we not

20 creep into year-round.

21 And the Board was sent a calendar by

Page 90

1 Mr. Friedman, and I'll be voting against this
 2 motion so that I can make a motion in favor of
 3 Mr. Friedman's calendar. Thank you.
 4 CHAIRWOMAN SCOTT: Thank you. Next we
 5 have Ms. Mack.
 6 MS. MACK: Mr. Duque, I'd just like for
 7 you to clarify what your comment was. With
 8 November 8th being added to the calendar, does
 9 that make the end date on the pre-Labor Day
 10 June 9th and the end date on the post-Labor Day,
 11 hold on, June 16th?
 12 MR. DUQUE: It would cause us to go
 13 ahead and either extend the calendar by a day,
 14 which would then impact the last day that's
 15 currently showing on the calendar, or just
 16 contracted by a day, because we would still end
 17 up with 185 elementary school days and 186
 18 secondary days.
 19 MS. MACK: So we would not necessarily
 20 have to change the end date is what you're
 21 saying?

Page 91

1 MR. DUQUE: We would not by adding a
 2 day. However, it would always give us an
 3 additional buffer, additional day of instruction
 4 as well as additional hours. We have to be
 5 cognizant of two things. We have to meet the
 6 requirements for the minimum number of student
 7 days, which is 180, and we also have to meet the
 8 requisite 1,080 hours, contact hours for
 9 elementary and middle schools, and 1,170 contact
 10 hours for high school students.
 11 MS. MACK: Okay, and that applies to
 12 either the pre or post-Labor Day calendar.
 13 MR. DUQUE: Correct, we would have to
 14 abide by those requirements.
 15 Just as information, I believe the
 16 question was raised, and I think you may have
 17 asked the question about how many of our sister
 18 jurisdictions do pre and how many do post. There
 19 are eight jurisdictions with post-Labor Day
 20 starts for this school year, many of them have
 21 not even addressed the 22-23 school year so I'm

Page 92

1 basing it on what they did for this school year,
 2 and 16 with pre-Labor Day starts.
 3 MS. MACK: Okay, thank you for answering
 4 my question, and thank you for that additional
 5 information.
 6 CHAIRWOMAN SCOTT: Thank you. Next is
 7 Ms. Pasteur.
 8 MS. PASTEUR: Thank you. I just want to
 9 throw in one thing that no one has discussed, and
 10 that has to do with opening pre. Remember when
 11 we open pre, teachers come back the week before
 12 school opens, and I'm speaking as Dr. Hager did
 13 about equity and whether people agree or
 14 disagree, and as Mr. Thomas said, the debate is
 15 pre or post. However, we do have an enormous
 16 number of teachers -- well, in fact all of our
 17 teachers ten months and all other ten-month
 18 people who rely on what they do during the
 19 summer, and every day counts, every paycheck
 20 counts, and all of those things we need to take
 21 into consideration as well, because that's about

Page 93

1 equity for our teachers, making sure they can
 2 work as long as they can to supplement the salary
 3 that they are working with as ten-month people
 4 since they don't get paid during the summer.
 5 Many of our students whether they are
 6 athletes or otherwise, or in the buildings, on
 7 the grounds, et cetera, are working because they
 8 have to, not because they want to. So while some
 9 people have the leisure to talk about camps and
 10 whatever else they have going on in the summer,
 11 some students don't, many of our students don't
 12 get to do that because they are working, and they
 13 need every day that they can work, they need
 14 every opportunity they can, so teachers and
 15 students who are in that situation are trying to
 16 make all of their ends meet, for some of us who
 17 have forgotten what that means, are trying to
 18 make their ends meet until they get back into
 19 school for the teachers and get that regular
 20 paycheck, and some of our folks are still trying
 21 to bridge the gap from the pandemic.

Page 94

1 CHAIRWOMAN SCOTT: That's time.
 2 MS. PASTEUR: Thank you, and I'm done.
 3 CHAIRWOMAN SCOTT: Thank you. Next is
 4 Ms. Causey.
 5 MS. CAUSEY: Thank you. Mr. Duque, we
 6 were sent an email by Ms. Donna Sibley, the
 7 coordinator of the area education advisory
 8 councils and she had a number of comments related
 9 to the calendar committee and clarification of
 10 questions from the last meeting. So
 11 Dr. Williams, I wonder if staff is prepared to
 12 address those?
 13 DR. WILLIAMS: Mr. Duque, are you
 14 prepared to address these questions that
 15 Ms. Causey has referenced?
 16 MR. DUQUE: It depends on the questions.
 17 DR. WILLIAMS: Thank you.
 18 CHAIRWOMAN SCOTT: Are you intending to
 19 ask the questions?
 20 MS. CAUSEY: I thought it was forwarded
 21 to Dr. Williams and staff.

Page 95

1 CHAIRWOMAN SCOTT: So are you going to
 2 ask the questions, or are they supposed to
 3 already know what the questions are that you're
 4 referencing?
 5 MS. CAUSEY: My understanding was they
 6 received this email. I don't want to use my time
 7 on the questions that were emailed.
 8 CHAIRWOMAN SCOTT: So what is your
 9 question? Please continue. Okay, are you
 10 finished?
 11 MS. CAUSEY: No.
 12 CHAIRWOMAN SCOTT: Then please continue.
 13 Okay.
 14 MS. CAUSEY: Excuse me, Ms. Scott, I am
 15 finding my place on the page. If you want to
 16 move to someone else --
 17 CHAIRWOMAN SCOTT: That's what I'm
 18 asking. I'm confused. Are you finished or --
 19 MS. CAUSEY: I'm yielding my time to the
 20 next person asking questions.
 21 CHAIRWOMAN SCOTT: Okay. Well, we don't

Page 96

1 yield time, but does anyone else have any other
 2 questions? Yes, Mr. McMillion?
 3 MR. MCMILLION: Mr. Duque, when you said
 4 those number of six pre and -- no, eight pre and
 5 16 post.
 6 MR. DUQUE: 16 pre-Labor Day and eight
 7 post-Labor Day.
 8 MR. MCMILLION: Okay, I got that mixed
 9 up, so we're talking about the 23 counties in the
 10 state of Maryland plus Baltimore City, that's the
 11 24?
 12 MR. DUQUE: Yes.
 13 MR. MCMILLION: Okay, thank you.
 14 CHAIRWOMAN SCOTT: Thank you. Ms. Jose?
 15 MS. JOSE: Thank you, Ms. Scott.
 16 Mr. Duque, to piggyback on what Ms. Pasteur just
 17 said, if the teachers were to come back two weeks
 18 early in August they would be paid, then, from
 19 August all the way up through the end of June?
 20 MR. DUQUE: Correct.
 21 MS. JOSE: Okay. I mean, that's a

Page 97

1 bigger issue that we should pay our teachers
 2 better that they don't have to do two jobs, but
 3 that's besides the point, I digress.
 4 There were many teachers that supported
 5 the pre-Labor Day start date with the reasoning
 6 that the studies have shown that students get
 7 engaged earlier, much more quickly, and there are
 8 services that public schools provide like food
 9 and nutrition and education that only the schools
 10 can provide, so there is a question of equity.
 11 And like the SMOB so eloquently stated, everyone
 12 is concerned about vacations, camps and state
 13 fairs, but not all of our students can afford
 14 vacations and camps, so we are here to serve our
 15 children and we should be inclusive. So my
 16 question is if we were to add those holidays, all
 17 the religious holidays, would that extend if we
 18 were to go post Labor Day, it would go all the
 19 way up to the end of June?
 20 MR. DUQUE: If those days were added as
 21 professional development days similar to what we

Page 98

1 do currently with the Muslim and the Jewish
 2 holidays, so they would be non-attendance days
 3 for students, we would have to make up those
 4 days.
 5 We also have to be cognizant of the
 6 contractual number of teacher days, we cannot
 7 exceed 191 days, so there is a potential
 8 depending on the number of days that the Board
 9 considers to add to the calendar and make them
 10 professional development days, that would have to
 11 be mapped out and we would have to calculate what
 12 the impact of observing all of those days as
 13 professional development days, what impact that
 14 would have on student days and hours, as well as
 15 the contractual teacher days.
 16 MS. JOSE: So regardless whether the
 17 Board approves post or pre, that would impact
 18 your number of days that you have to calculate to
 19 make sure we're in compliance.
 20 MR. DUQUE: Yeah, I would have to go
 21 ahead and take a look at it. I'm more concerned,

Page 99

1 I think, with the teacher contractual days,
 2 because teachers are on duty during those days,
 3 so the kids are out but the teachers are on duty
 4 so that counts as a contractual teacher day. So
 5 if we have a lot of days in which the students
 6 are out but the teachers are in, then that
 7 impacts the contractual 191 days, and if we
 8 exceed that then we have to pay our teachers.
 9 MS. JOSE: So if we were to give the
 10 teachers a holiday, that would then extend the
 11 191 days that contractually we're obligated to.
 12 Okay, thank you, Mr. Duque.
 13 CHAIRWOMAN SCOTT: Yes, Mr. Kuehn?
 14 MR. KUEHN: Mr. Duque, the MSEA
 15 convention day that is in October on the 21st, we
 16 have contractually agreed to provide that day off
 17 for teachers -- I mean, I know it's a
 18 professional day, correct?
 19 MR. DUQUE: Correct, it's a professional
 20 development day, and those teachers and
 21 paraeducators, ESPBC-represented employees can

Page 100

1 take advantage of that date to either participate
 2 in professional development on site or off site,
 3 as well as attend the MSEA conference, which in
 4 the past has been held in Ocean City, so they do
 5 have that option. Not all teachers attend, not
 6 all ESPBC attends, but those that want to are
 7 given the opportunity to do so.
 8 MR. KUEHN: And my question is, that day
 9 counts against our 191-day limit, correct?
 10 MR. DUQUE: It is a non-student day so
 11 that does not count as a student day, so yes, and
 12 also it is a teacher duty day, so it counts
 13 towards the 191, correct.
 14 MR. KUEHN: Okay. So are we
 15 contractually obligated with the current TABCO
 16 agreement to provide that day in the form it's
 17 in?
 18 MR. DUQUE: There is nothing in the
 19 contract. It has been a longstanding practice
 20 and understanding between the school system and
 21 the union, unions, TABCO and ESPBC, that that day

Page 101

1 has been given as an opportunity for them to
 2 participate if union-sponsored professional
 3 development or school-based, system-based
 4 professional development.
 5 MR. KUEHN: Thank you. I would suggest
 6 that if we are concerned about the 191-day limit
 7 and if we're going to go down the road of looking
 8 at expanding holidays, that we take a close look
 9 at this day, because it's in essence a union
 10 activity, and the convention I believe goes
 11 through the weekend, and I don't quite agree with
 12 it impacting our students learning the same way
 13 as a religious holiday does. So I'm just making
 14 that comment because I think that with the
 15 pressures that we're hearing tonight and that we
 16 have heard over time, people are looking for
 17 change and I see this as an opportunity to make a
 18 change. So I just make that as a suggestion.
 19 CHAIRWOMAN SCOTT: Thank you. Any other
 20 questions? Yes, Mr. Thomas?
 21 MR. THOMAS: Thank you. Mr. Duque, do

Page 102

1 you know how many of the 191 days we're currently
 2 fulfilling?
 3 MR. DUQUE: We build a calendar so that
 4 teachers are on duty 191 days.
 5 MR. THOMAS: Okay, so they are on duty
 6 191 days, and that's the maximum, correct?
 7 MR. DUQUE: That's the maximum, correct.
 8 MR. THOMAS: Okay. Thank you.
 9 CHAIRWOMAN SCOTT: Thank you. Are there
 10 any questions? Yes, Ms. Causey?
 11 MS. CAUSEY: I wanted to ask a question
 12 of Mr. Thomas in terms of this calendar, how he
 13 feels that it does more for the holidays, the pre
 14 versus the post, to recognize the diversity of
 15 our school system.
 16 CHAIRWOMAN SCOTT: You can answer.
 17 MR. THOMAS: Thank you. I honestly feel
 18 that the pre or post debate influences the
 19 holidays. I think that if we do post-Labor Day
 20 then we have to recognize Juneteenth as a day
 21 off, currently it's not listed as a day off from

Page 103

1 one of our federal holidays, so it would extend
 2 the school year even beyond June 19th in the next
 3 school year so we'd go into, if we have snow
 4 days, June 22nd, 23rd, 24th, continuing. It
 5 wouldn't really relate to -- oh, sorry, if I said
 6 something wrong I didn't mean to be incorrect.
 7 Okay.
 8 But I don't think it would really relate
 9 to the religious holidays, I think with either
 10 calendar we can put in PD days to account for the
 11 religious holidays and not, put in PD days, so I
 12 don't think it would really relate to pre or
 13 post-Labor Day. Thank you.
 14 MR. DUQUE: I'd like to make a comment
 15 around June 19th, or Juneteenth rather. It is a
 16 federal holiday; however, not all federal
 17 holidays are public school holidays. It does not
 18 preclude the board from adding it to the holiday
 19 schedules observed by BCPS; however, the fact
 20 that it's simply a federal holiday does not imply
 21 that its a closure day for public schools. If

Page 104

1 you will recall, Veterans Day, which is a federal
 2 holiday, as well as Veterans Day, both of those
 3 days are federal holidays and they are not
 4 observed by public school systems.
 5 MR. THOMAS: Thank you. But if we were
 6 to designate Juneteenth as a school closure then
 7 that would extend the year, correct?
 8 MR. DUQUE: Correct.
 9 MR. THOMAS: Okay, thank you.
 10 CHAIRWOMAN SCOTT: Any additional
 11 questions? Yes, Ms. Causey?
 12 MS. CAUSEY: Thank you. We received an
 13 email from Donna Sibley or the area educational
 14 advisory council, and she said that when
 15 discussed -- excuse me -- there was concern that
 16 some of the answers provided to the Board asked
 17 by various board members were incomplete. One of
 18 those issues related to the virtual learning and
 19 the State Fair, and also students working to
 20 Ms. Pasteur's point.
 21 Could you address Mr. Thomas' point

Page 105

1 about the religious holidays being changed to
 2 professional development, if that would need to
 3 be done now or else we would need to postpone
 4 this vote to do that work of evaluating that.
 5 MR. DUQUE: Well, that would be at your
 6 discretion, the Board's discretion as to how they
 7 would like to go ahead and proceed and which days
 8 they would choose to go ahead and consider
 9 acknowledging as professional development days,
 10 or giving that acknowledgment to those days as
 11 professional development days. And yes, I think
 12 it would behoove us to go ahead and scrutinize
 13 the calendar and see what impact that those days
 14 would have as I said, on the contractual 191 days
 15 as well as the student days in meeting the
 16 requirements established by the state.
 17 CHAIRWOMAN SCOTT: Any additional
 18 questions? Yes, Ms. Mack?
 19 MR. MCMILLION: Mr. Duque, to the point
 20 that you just made, we would not be precluded
 21 though, tonight on voting for a pre or post-Labor

Page 106

1 Day calendar, because the issues that you
 2 described, needing to evaluate the 191 days and
 3 other impacts of adding religious holidays is a
 4 separate effort whether it's pre or post-Labor
 5 Day; is that a true statement?
 6 MR. DUQUE: I think the Board has a
 7 decision to make as I made earlier. What the
 8 calendar committee recommended was that whichever
 9 calendar the Board contemplates on approving,
 10 either be it post or pre, that it also make a
 11 decision relative to consistency, meaning that
 12 moving forward it would always be a pre-Labor Day
 13 start or moving forward it would always be a
 14 post-Labor Day start. So if you work from that
 15 perspective, then if you make a decision as to a
 16 pre or a post, then we need to go ahead and
 17 determine one, which days the Board is
 18 recommending that be observed as professional
 19 development days on the calendar, and then taking
 20 into account those number of days, reassess the
 21 impact that it has on student hours, student

Page 107

1 contact days, teacher contract days, and then see
 2 how it plays out on the calendar and determine
 3 when the last day of school is and all of the
 4 other things that have to be taken into
 5 consideration when developing the school year
 6 calendar.
 7 MS. MACK: I guess where I'm struggling
 8 is, a vote that we take would be binding, and it
 9 sounds to me like without the evaluation done by
 10 you and your team, we really don't have enough
 11 information to know what the impact of making any
 12 significant changes like that to the pre or
 13 post-Labor Day start. Am I correct?
 14 MR. DUQUE: Yeah, I think your
 15 observation is correct and valid.
 16 MS. MACK: So what is the impact to you
 17 and your team and the negotiations with the
 18 bargaining units for delaying this vote?
 19 MR. DUQUE: It's just, it basically is
 20 just delaying it until we can go ahead and make
 21 an assessment and map out once you provide us

Page 108

1 with the information as to which days you want us
 2 to go ahead and include as observances and
 3 converting them to professional development days.
 4 It would just delay the Board's decision and it
 5 would impact the community because obviously the
 6 community is expecting a calendar vote this
 7 evening and obviously if you delay it, it will
 8 impact on them having the information.
 9 MS. MACK: I guess what I'm personally
 10 struggling with is do I have enough information
 11 to know what it looks like, because I don't want
 12 to violate the 191-day issue.
 13 MR. DUQUE: May I be frank?
 14 MS. MACK: Yes please.
 15 MR. DUQUE: I would be very
 16 uncomfortable having a calendar approved this
 17 evening not knowing which days are being
 18 contemplated as days that the Board will be
 19 asking us to incorporate, and I would feel more
 20 comfortable with being able to make an informed
 21 decision as well as being able to go ahead and

Page 109

1 map out the calendar for the Board's
 2 consideration.
 3 MS. MACK: Okay, thank you.
 4 CHAIRWOMAN SCOTT: Yes, next is
 5 Ms. Pasteur?
 6 MS. PASTEUR: Thank you. I agree with
 7 what Mr. Duque said. What?
 8 MR. THOMAS: Ms. Pasteur's time was up.
 9 CHAIRWOMAN SCOTT: Oh, that was time.
 10 Yes, Mr. Thomas?
 11 MR. THOMAS: I have a question then.
 12 Should we withdraw the motion for the pre-Labor
 13 Day calendar and make a motion to recognize
 14 certain PD days and have the team review those,
 15 and then we can come back at the next meeting and
 16 discuss the calendar with the PD days on the, the
 17 changes because of that, would that be an
 18 appropriate way to move forward?
 19 CHAIRWOMAN SCOTT: To -- I'm sorry, to
 20 withdraw the motion.
 21 MR. THOMAS: Yes.

Page 110

1 CHAIRWOMAN SCOTT: And then make a
 2 motion to have the team come back with additional
 3 professional --
 4 MR. THOMAS: No. We would make a motion
 5 about the PD days that we recognized as religious
 6 holidays, and then ask that at the next board
 7 meeting we be presented with the PD days on the
 8 calendar.
 9 CHAIRWOMAN SCOTT: I guess I would ask
 10 Mr. Brousaides, would that require a motion? I
 11 know it's to withdraw the motion but couldn't we
 12 just direct Mr. Duque or the superintendent to
 13 come back to us with our requested PD days?
 14 MR. BROUSAIDES: What I'm hearing is
 15 that it sounds like there's some interest in
 16 having Mr. Duque look at certain religious
 17 holidays as PD days, and so maybe the Board would
 18 need to decide which days they want to be looked
 19 at in particular. He's going to have to have
 20 identified, you know, the particular holidays.
 21 CHAIRWOMAN SCOTT: Okay. And would that

Page 111

1 require a motion, or would we direct Mr. Sarris
 2 to do that and then have it presented at the next
 3 board meeting?
 4 MR. BROUSAIDES: I think a motion --
 5 CHAIRWOMAN SCOTT: Would be appropriate,
 6 okay, thank you. Okay. Sorry, didn't mean to
 7 cut into your time, Mr. Thomas.
 8 MR. THOMAS: Thank you. So then we
 9 would have to withdraw the motion on the floor
 10 now to move forward.
 11 CHAIRWOMAN SCOTT: Yes, we have a motion
 12 on the floor before we do anything else. I'm
 13 sorry, was there any other question or discussion
 14 around the motion?
 15 MS. ROWE: Point of order. We can't
 16 withdraw a motion, I believe it would be a motion
 17 to table pending information from Mr. Duque,
 18 because we either have to process the motion or
 19 we have to table it or we have to postpone it,
 20 but we can't withdraw our motions.
 21 CHAIRWOMAN SCOTT: So here's what I'm

Page 112

1 hearing, is that I think we want to postpone it,
 2 I'm thinking until the next meeting. I believe
 3 tabling it just tables it but if we postpone it
 4 we would have to pick it up at the next meeting.
 5 Is that correct, Mr. Brousaides?
 6 MR. BROUSAIDES: Yes.
 7 CHAIRWOMAN SCOTT: Okay, so we want to
 8 make sure we use the right terminology. So it
 9 would be postponing it and then it would come
 10 back to us at the next meeting, the motion.
 11 MS. ROWE: I move to postpone the motion
 12 on the floor.
 13 CHAIRWOMAN SCOTT: So somebody has to
 14 move -- sorry, I interrupted you. Please go
 15 ahead.
 16 MS. ROWE: I said I move to postpone the
 17 motion on the floor to the next meeting.
 18 MR. THOMAS: Second, Thomas.
 19 MS. CAUSEY: I'm sorry, I had my hand up
 20 to ask a question before she made the motion, so
 21 if I can still ask my question, that's fine.

Page 113

1 CHAIRWOMAN SCOTT: You can still ask
 2 your question, yes. So the motion was made to
 3 postpone the calendar until the next meeting, it
 4 wats seconded by Mr. Thomas. Discussion?
 5 Ms. Causey?
 6 MS. CAUSEY: Thank you. In the
 7 efficiency review it says that the survey results
 8 showed that teacher morale was not good, with
 9 over 6,000 comments submitted.
 10 To Mr. Thomas' point about the pre or
 11 post-Labor Day start, when we receive emails from
 12 teachers that say it is about morale, the pre or
 13 post start, I also believe morale has to do with
 14 being heard. You talked about the student voices
 15 being heard, our other students talked about
 16 their voices being heard. Has any survey been
 17 done by the school system to the teachers and
 18 other staff and/or parents to request their
 19 specific input on a pre or post-Labor Day start,
 20 or any other factor about the calendars?
 21 MR. DUQUE: The last time that this

Page 114

1 issue arose, I believe TABCO did a survey of its
 2 membership. There was no survey done around the
 3 22-23 calendar on whether a pre or post was
 4 preferred. However, a few years ago TABCO did do
 5 a survey and its membership indicated that it was
 6 in favor of a pre-Labor Day start.
 7 MS. CAUSEY: I would like to make an
 8 amendment to the motion on the floor to have BCPS
 9 do a survey to the employees --
 10 MS. ROSE: You can't. You can't amend a
 11 motion to postpone.
 12 MS. MACK: Point of order, that is the
 13 motion on the floor.
 14 CHAIRWOMAN SCOTT: Point of order. We
 15 have to vote on the motion to postpone that's on
 16 the floor.
 17 MS. CAUSEY: Do I withdraw my amendment
 18 that's not allowed? If we pass the motion that's
 19 on the floor, can we continue discussion to see
 20 what board members would like to have information
 21 brought to us?

Page 115

1 CHAIRWOMAN SCOTT: So I'm not sure how
 2 this is productive. I think that we need to
 3 process the motion and decide what holidays we
 4 want to look at as PD, and then move forward with
 5 our agenda, because I think we're going down a
 6 rabbit hole. So I think that we need to go ahead
 7 and do that. Do you have any questions
 8 specifically about postponing this? Because
 9 after we postpone it, you still want to have
 10 discussion about what board members want to see?
 11 MS. CAUSEY: Yes, that's correct.
 12 CHAIRWOMAN SCOTT: I think we've already
 13 had that discussion, Ms. Causey.
 14 MS. CAUSEY: I haven't discussed that
 15 part of it, about the morale.
 16 CHAIRWOMAN SCOTT: It's time to move on.
 17 MS. CAUSEY: Can I get --
 18 CHAIRWOMAN SCOTT: What helps teacher
 19 morale is a board that functions and works
 20 together and actually gets things done and
 21 doesn't sit and go back and forth, and what's

Page 116

1 that we are attempting to do.
 2 MS. CAUSEY: That's what I'm attempting
 3 to do also.
 4 CHAIRWOMAN SCOTT: So if we could move
 5 forward so that we can process this --
 6 MS. CAUSEY: I was just asking for an
 7 answer to my question.
 8 CHAIRWOMAN SCOTT: -- that would be
 9 great. Did you have a comment, Ms. Henn?
 10 VICE CHAIR HENN: Thank you. Only that
 11 we will be moving forward to I think the point
 12 Mrs. Causey is trying to get to with our next
 13 motion if someone makes it, which is the
 14 professional development days that the Board
 15 would like to consider adding.
 16 CHAIRWOMAN SCOTT: Okay.
 17 VICE CHAIR HENN: That would be a
 18 subsequent motion, not the motion on the floor.
 19 So with that I would like to see us move forward
 20 and vote on that, Madam Chair.
 21 CHAIRWOMAN SCOTT: Yes, thank you, that

Page 117

1 would be great. So let's move forward with the
 2 postponement, made by Ms. Rowe, seconded by
 3 Mr. Thomas, and it would postpone this until our
 4 next meeting, which is November 23rd. Ms. Gover,
 5 if we could do a rollcall vote please?
 6 MS. GOVER: Ms. Rowe?
 7 MS. ROWE: Yes.
 8 MS. GOVER: Ms. Causey?
 9 MS. CAUSEY: Yes.
 10 MS. GOVER: Ms. Mack?
 11 MS. MACK: Yes.
 12 MS. GOVER: Mr. McMillion?
 13 MR. MCMILLION: Yes.
 14 MS. GOVER: Ms. Jose?
 15 MS. JOSE: Yes.
 16 MS. GOVER: Ms. Henn?
 17 VICE CHAIR HENN: Yes.
 18 MS. GOVER: Mr. Thomas?
 19 MR. THOMAS: Yes.
 20 MS. GOVER: Mr. Offerman? I'm sorry.
 21 Ms. Pasteur?

Page 118

1 MS. PASTEUR: Yes.

2 MS. GOVER: Dr. Hager?

3 DR. HAGER: Yes.

4 MS. GOVER: Mr. Kuehn?

5 MR. KUEHN: Yes.

6 MS. GOVER: Ms. Scott?

7 CHAIRWOMAN SCOTT: Yes.

8 MS. GOVER: Thank you.

9 CHAIRWOMAN SCOTT: Thank you. Okay, so

10 still on this, there was a question that

11 Mr. Thomas had. Yes?

12 MR. THOMAS: Thank you. I move to have

13 Mr. Duque work with his team to recognize Diwali,

14 Lunar New Year and Eid-al-Fitr as professional

15 days on the calendar and for those dates that

16 fall on weekends, to consider recognizing Fridays

17 or Mondays on those weekends as the professional

18 development days.

19 MS. CAUSEY: Second, Causey.

20 MS. MACK: Could you just repeat that?

21 CHAIRWOMAN SCOTT: Yes, could you email

Page 119

1 that to me so that I can repeat that, Mr. Thomas?

2 MR. THOMAS: Yes, I just pressed send.

3 Thank you.

4 CHAIRWOMAN SCOTT: Okay.

5 MR. THOMAS: And I'll read it aloud if

6 that's okay, Ms. Scott?

7 CHAIRWOMAN SCOTT: Yes please, because I

8 don't think everyone has it.

9 MR. THOMAS: I move to have Mr. Duque

10 and his team recognize Diwali, Lunar New Year and

11 Eid-al-Fitr as professional development days for

12 the 2022-2023 school year, and on those holidays

13 that fall on weekends to consider recognizing the

14 Monday after the holiday on the weekend or the

15 Friday before the holiday as professional

16 development days.

17 CHAIRWOMAN SCOTT: And I want to make

18 sure, it was seconded by whom? Ms. Causey?

19 MS. CAUSEY: Ms. Causey.

20 CHAIRWOMAN SCOTT: Okay. So I'm just

21 going to repeat it so it's official. Mr. Thomas

Page 120

1 moved to recognize Diwali, Monday October 24th,

2 that's in the email that you just sent, and

3 Monday -- this email looks different than what

4 you just said.

5 MR. THOMAS: It does look different, I

6 just realized as I was typing it. Let me update

7 the email. My apologies. I sent it, Ms. Scott,

8 thank you.

9 CHAIRWOMAN SCOTT: Okay, thank you. So

10 Mr. Thomas moved to recognize Diwali, Lunar New

11 Year, Eid-al-Fitr as PD days for the 2022-2023

12 year, and for those holidays that are on weekends

13 to recognize the prior Friday or after Monday for

14 the PD day. And it was seconded by Ms. Causey.

15 And by PD you mean professional development?

16 MR. THOMAS: Yes.

17 CHAIRWOMAN SCOTT: I wanted to make sure

18 that was clear. I see there are a couple of

19 questions. Ms. Henn and then Ms. Rowe and then

20 Ms. Causey.

21 VICE CHAIR HENN: Thank you, Madam

Page 121

1 Chair. I move to amend Mr. Thomas' motion to

2 add, and to ask Mr. Duque to bring two revised

3 calendars reflecting these changes, one pre and

4 one post-Labor Day start, to the Board for

5 consideration.

6 MS. CAUSEY: Second, Causey.

7 CHAIRWOMAN SCOTT: Okay, so Ms. Henn has

8 moved to -- could you send that to me so I can

9 properly state that as well, and it was moved by

10 Ms. Henn and seconded by Ms. Causey. Thank you.

11 So Ms. Henn moved to amend the motion to add, and

12 to ask Mr. Duque to bring two revised calendars

13 reflecting these changes, one pre and one

14 post-Labor Day start, to the Board for

15 consideration. That was seconded by Ms. Causey.

16 Okay. So are there any questions or

17 changes or anything to the amendment, not the

18 original motion? Let me make sure I get it. I

19 believe it was Ms. Rowe and then Ms. Causey.

20 MS. ROWE: So I would like the amendment

21 for Mr. Duque when he considers the post-Labor

Page 122

1 Day calendar to actually take a look at the
 2 calendar sent to the Board by Mr. Friedman
 3 because that calendar specifically has only 188
 4 teacher days, which might allow for some of the
 5 holidays. So if the post-Labor Day calendar that
 6 the amendment asks for would be taken into
 7 consideration, not just the post-Labor Day
 8 calendar the calendar committee created, but also
 9 take a look at the one that Mr. Friedman created
 10 which starts after Labor Day, but also the last
 11 day of school is June 12th or June 16th if we
 12 have makeup days.

13 I think that that calendar could meet
 14 the needs of a lot of different people, because
 15 as Ms. Pasteur said, there are a lot of families
 16 in agricultural fields, different fisheries and
 17 whatnot, children work during the summer. And
 18 that is also part of the reason why we have
 19 children who don't enroll until October, because
 20 they're still working, so starting earlier in the
 21 year leads to absentee rates. No matter when we

Page 123

1 start or finish, it's going to impact somebody,
 2 but I think that not sliding into full year
 3 school is a good thing.

4 CHAIRWOMAN SCOTT: Thank you. Next is
 5 Ms. Causey.

6 MS. CAUSEY: Thank you. I just wanted
 7 to ask Mr. Duque, because we've heard there's a
 8 number of things that are still not available
 9 because of the ransomware attack. Is the work of
 10 the policy review committee in the year 2015
 11 under the leadership of Romaine Williams still
 12 available where she did a great deal of research
 13 and community input around equitable religious
 14 holiday observance.

15 MR. DUQUE: I can't answer that
 16 question, I'm not aware of whether it's available
 17 or not. I know there was a report that was
 18 produced, I have a copy of that report, but as
 19 far as the raw data, I have no idea if it still
 20 exists.

21 MS. CAUSEY: I think it would be very

Page 124

1 helpful to the Board to --

2 CHAIRWOMAN SCOTT: Excuse me, point of
 3 order, Ms. Causey. We're discussing the
 4 amendment, not the main motion, and the amendment
 5 is to ask Mr. Duque to bring two revised
 6 calendars reflecting the changes, one pre and one
 7 post-Labor Day to the Board for consideration.
 8 That's what we're discussing, the amendment. Do
 9 you have any questions about the amendment?

10 MS. CAUSEY: No. I'd like to make a
 11 motion after this vote is over though.

12 CHAIRWOMAN SCOTT: Okay, but we're now
 13 on the amendment.

14 MS. CAUSEY: Yeah, I understand.

15 CHAIRWOMAN SCOTT: So any questions on
 16 the amendment? No, okay. Thank you. Was there
 17 anyone else that had any questions in regards to
 18 the amendment? Yes, Mr. Thomas.

19 MR. THOMAS: I move to amend Ms. Henn's
 20 amendment to ask Mr. Duque for the post-Labor Day
 21 calendar to recognize Juneteenth, the federal

Page 125

1 holiday of Juneteenth as a school closure, and I
 2 can send that to you and Ms. Tracy.

3 CHAIRWOMAN SCOTT: I was going to ask if
 4 you could send that to me, and is there a second,
 5 because I don't know --

6 MS. ROWE: Second, Rowe.

7 CHAIRWOMAN SCOTT: It was seconded by
 8 Ms. Rowe, okay. So to properly state that,
 9 because I don't -- oh yes, Dr. Hager?

10 DR. HAGER: I just had a question
 11 because I was going to make -- I know we can only
 12 make two amendments to the motion and I was going
 13 to make a similar --

14 CHAIRWOMAN SCOTT: No, no, you can amend
 15 the main motion several times, you can only amend
 16 the amendment twice, so we don't amend, amend,
 17 amend. Mr. Brousaides, would you like to weigh
 18 in on that please?

19 MR. BROUSAIDES: Yes. There can be two
 20 amendments to the main motion and Mr. Thomas made
 21 the second one after Ms. Henn.

Page 126

1 CHAIRWOMAN SCOTT: Then Mr. Thomas,
 2 okay.
 3 DR. HAGER: And showing that we also
 4 recognize the Eid-al-Adha which is the end of
 5 June, and if we add all these professional
 6 development days with the post-Labor Day start,
 7 I'm just concerned that we're getting closer to
 8 that holiday as well, I'm trying to be inclusive
 9 of all the holidays that we're addressing, so I
 10 don't know how to add that now.
 11 CHAIRWOMAN SCOTT: Yeah, we've already
 12 made the two amendments.
 13 Yes, Mr. Thomas?
 14 MR. THOMAS: I wish to withdraw my
 15 motion, or my amendment, and have Ms., have
 16 Dr. Hager read her amendment. Thank you.
 17 CHAIRWOMAN SCOTT: Thank you for that.
 18 Mr. Brousaides, is that appropriate?
 19 MR. BROUSAIDES: I missed that part.
 20 CHAIRWOMAN SCOTT: He wishes to withdraw
 21 his amendment.

Page 127

1 MR. BROUSAIDES: I think the best thing
 2 to do would be to process Ms. Henn's amendment
 3 and then we can have our second amendment.
 4 CHAIRWOMAN SCOTT: Have the second
 5 amendment, okay. We can do that then, because
 6 it's starting to get a little disjointed. All
 7 right, so we can process Ms. Henn's amendment
 8 which I will read again. Ms. Henn's amendment is
 9 to the main motion, and the main motion by
 10 Mr. Thomas was to recognize Diwali, Lunar New
 11 Year, Eid-al-Fitr as professional development
 12 days for the 2022-2023 year, and for these
 13 holidays that are on weekends to recognize the
 14 prior Friday or after Monday for the professional
 15 development day. Ms. Henn made an amendment to
 16 that main motion to add, and to ask Mr. Duque to
 17 bring two revised calendars reflecting these
 18 changes, one pre and one post-Labor Day start to
 19 the Board for consideration.
 20 So what we're doing now is processing
 21 Ms. Henn's amendment. Any questions? Okay,

Page 128

1 Ms. Gover, may we have a rollcall vote please on
 2 Ms. Henn's amendment?
 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: Ms. Pasteur?
 18 MS. PASTEUR: Yes.
 19 MS. GOVER: Dr. Hager?
 20 DR. HAGER: Yes.
 21 MS. GOVER: Mr. Kuehn?

Page 129

1 MR. KUEHN: Yes.
 2 MS. GOVER: Ms. Scott?
 3 CHAIRWOMAN SCOTT: Yes.
 4 MS. GOVER: Thank you.
 5 CHAIRWOMAN SCOTT: Thank you, so the
 6 amendment passes. So now the motion would read,
 7 I move to recognize Diwali, Lunar New Year,
 8 Eid-al-Fitr as PD days for the 2022-2023 year and
 9 for those holidays that are on weekends to
 10 recognize the prior Friday or after Monday for
 11 the PD day, and to ask Mr. Duque to bring two
 12 revised calendars reflecting these changes, one
 13 pre and one post-Labor Day start, to the Board
 14 for consideration, as was just amended.
 15 And you had a --
 16 DR. HAGER: So I move to amend the
 17 motion to add two additional holidays, which
 18 would be Juneteenth and Eid-al-Adha, which occur
 19 in June and could be impacted with the additional
 20 PD days or the post-Labor Day start, but the
 21 actual motion is just adding those two holidays

Page 130

1 to the middle of your existing motion.

2 MS. CAUSEY: Second, Ms. Causey.

3 CHAIRWOMAN SCOTT: Okay, I was going to

4 ask if there's a second, and I was just looking,

5 what you just said, is that what you emailed to

6 me?

7 DR. HAGER: Yes, but really it would be,

8 the change is just adding those two in the

9 middle. I don't have Mr. Thomas' motion to put

10 them in there, but that would be the change.

11 CHAIRWOMAN SCOTT: Okay, so you want to

12 add this language into the motion?

13 DR. HAGER: Diwali, Lunar New Year,

14 yeah.

15 CHAIRWOMAN SCOTT: I'm looking at what

16 you sent over.

17 DR. HAGER: The bold part is what would

18 be added to this.

19 CHAIRWOMAN SCOTT: Mr. Brousaides, can I

20 get a legal opinion just to confirm, would it

21 need to be a new motion as opposed to an

Page 131

1 amendment?

2 MR. BROUSAIDES: It's amending the

3 amended motion.

4 CHAIRWOMAN SCOTT: Okay, so it's an

5 amendment, okay. So it's a new motion to the

6 amended motion, all right, and it was seconded by

7 Ms. Causey and it's to add Juneteenth and

8 Eid-al-Adha. Questions? Yes, Mr. Thomas and

9 then Ms. Causey.

10 MR. THOMAS: Thank you. I know,

11 Dr. Hager, you don't have my original motion

12 present, but that would designate Juneteenth as a

13 professional development day for the school year.

14 So if you could denote whether or not it would be

15 a professional development day or closures for

16 Juneteenth, I would appreciate it.

17 (Speaking off microphone.)

18 CHAIRWOMAN SCOTT: Yeah, it's been moved

19 and seconded. So your question, Mr. Thomas, is

20 if she can add a date to Juneteenth?

21 MR. THOMAS: No. My original motion

Page 132

1 would read with the amendment, I move to

2 recognize Diwali, Lunar New Year, Eid-al-Fitr,

3 Eid-al-Adha and Juneteenth as PD days, but I'm

4 not sure whether Dr. Hager's intent was to

5 recognize Juneteenth as a closure or a

6 professional development day so I was just asking

7 for clarification. And if, because it wasn't

8 designated, then maybe we should consider making

9 that designation. It would be a PD day based on

10 how my motion is written.

11 CHAIRWOMAN SCOTT: So it would be, based

12 on the original motion it would be a PD day and

13 that was not your intention, it was for it to be

14 a closure? Okay. Yes, Mr. Thomas?

15 MR. THOMAS: Can we agree on consensus

16 that it would be a closure?

17 CHAIRWOMAN SCOTT: I think we'd have to

18 have a motion and take a vote on that. Yeah,

19 this is -- so basically what --

20 MR. BROUSAIDES: Do you want her to

21 restate her motion, Dr. Hager?

Page 133

1 DR. HAGER: To amend the motion to add

2 Juneteenth as a closure day, can I do that, can I

3 change it at this point?

4 CHAIRWOMAN SCOTT: No, your original

5 motion --

6 DR. HAGER: And I said to add Juneteenth

7 and Eid-al-Adha to the list that was already

8 stated.

9 CHAIRWOMAN SCOTT: Okay. So in order to

10 change that, Mr. Brousaides, would she have to

11 withdraw her amendment?

12 MR. BROUSAIDES: I think her intention

13 was to add Eid-al-Adha as a professional

14 development day and Juneteenth as a closure day.

15 CHAIRWOMAN SCOTT: Okay, I thought you

16 wanted them both as closure. Okay. So then

17 Mr. Thomas had asked if we could agree to that by

18 consensus, okay.

19 MR. BROUSAIDES: Well, she was

20 clarifying her intent so it wouldn't need

21 consent, it would just be how her intention would

Page 134

1 read.

2 CHAIRWOMAN SCOTT: Okay. Can you email

3 that over to me please, because I want to make

4 sure it's very clear. Okay. Was there any

5 questions, yes, Ms. Causey?

6 MS. CAUSEY: Thank you. I just wanted

7 to reiterate my suggestion, it would be helpful

8 to the Board to receive the report from Board

9 Member Romaine Williams, who was the chair of the

10 policy review committee in 2015. If the school

11 system does not have that report, I probably do,

12 so I think it would be important to include that.

13 There was a lot of great work done, Dr. Pharoan

14 can speak to that.

15 CHAIRWOMAN SCOTT: Thank you. Were

16 there any other questions? Oh, thank you,

17 Dr. Hager, so I will read Dr. Hager's amendment.

18 Dr. Hager moves to amend the motion to add

19 Juneteenth, Monday June 19th, 2023 as a school

20 closure day, and Eid-al-Adha, Thursday June 29th,

21 2023 as professional development day. And it was

Page 135

1 seconded by, was that Ms. Rowe or Ms. Causey?

2 Ms. Causey, okay, thank you.

3 Were there any questions on, additional

4 questions or comments on that motion, on that

5 amendment? Okay. Ms. Gover, if we could do a

6 rollcall vote please.

7 MS. GOVER: Ms. Rowe?

8 MS. ROWE: Yes.

9 MS. GOVER: Ms. Causey?

10 MS. CAUSEY: Yes.

11 MS. GOVER: Ms. Mack? Mr. McMillion?

12 MR. MCMILLION: Yes.

13 MS. GOVER: Ms. Jose?

14 MS. JOSE: Yes.

15 MS. GOVER: Ms. Henn?

16 VICE CHAIR HENN: Yes.

17 MS. GOVER: Mr. Thomas?

18 MR. THOMAS: Yes.

19 MS. GOVER: Ms. Pasteur?

20 MS. PASTEUR: Yes.

21 MS. GOVER: Dr. Hager?

Page 136

1 DR. HAGER: Yes.

2 MS. GOVER: Mr. Kuehn?

3 MR. KUEHN: Yes.

4 MS. GOVER: Ms. Scott?

5 CHAIRWOMAN SCOTT: Yes.

6 MS. GOVER: Thank you.

7 CHAIRWOMAN SCOTT: Yes, so that passes,

8 thank you. And now -- yes, Ms. Causey?

9 MS. CAUSEY: I wanted to make a motion.

10 I move BCPS staff will conduct a survey of all

11 employees to receive input on preference for a

12 pre or post-Labor Day start for school. Data

13 would be disaggregated by employee bargaining

14 units, include a comment opportunity and/or

15 selection for reasons why. The results of the

16 survey would be provided to the Board prior to

17 the next board meeting. BCPS staff will provide

18 data to the Board on other Maryland school

19 districts that have made decisions for the

20 2022-2023 school year prior to the next board

21 meeting. And BCPS staff will provide minutes or

Page 137

1 notes of discussions of the calendar committee to

2 the Board prior to the next board meeting.

3 MS. ROWE: Second, Rowe.

4 CHAIRWOMAN SCOTT: Yes, Mr. Brousaides?

5 MR. BROUSAIDES: Ms. Scott, that is not

6 the appropriate time for that motion with the

7 main motion, which began with Mr. Thomas, you

8 know, we've worked through the Henn amendment and

9 the Hager amendment, so now the whole ball of

10 wax, the main motion needs to be addressed first,

11 and then Ms. Causey can make her motion.

12 CHAIRWOMAN SCOTT: Yeah, so that motion

13 is out of order.

14 MS. CAUSEY: I thought we voted for the

15 whole thing.

16 CHAIRWOMAN SCOTT: No. We voted for the

17 two amendments and now we have to vote on the

18 main motion.

19 MS. CAUSEY: Thank you.

20 CHAIRWOMAN SCOTT: Okay. So now, the

21 main motion, and the main motion as I recall, I

Page 138

1 want to make sure I have it right, was made by
 2 Mr. Thomas, correct, and it was moved to
 3 recognize Diwali, Lunar New Year, Eid-al-Fitr as
 4 PD days for the 2022-2023 year and for those
 5 holidays that are on weekends to recognize the
 6 prior Friday or after Monday for the PD days.
 7 That was the main motion, it was seconded by, I
 8 believe it was Ms. Causey.
 9 MR. THOMAS: Yes, that was the main
 10 motion. Oh, sorry.
 11 CHAIRWOMAN SCOTT: Yeah, that was the
 12 main motion, and now it's gone through two rounds
 13 of amendments, yes. So now we vote on the main
 14 motion. Did you want to speak to it?
 15 MS. ROWE: Madam Chair, are we voting on
 16 the main motion as amended?
 17 CHAIRWOMAN SCOTT: We're voting on the
 18 main motion as amended, yes.
 19 MR. THOMAS: Thank you. I just wanted
 20 to state that as Michelle Wang said earlier in
 21 her article in the Dulaney Griffin, all these

Page 139

1 holidays were recognized, I think excluding
 2 Juneteenth and Eid-al-Adha, were all recognized
 3 in the Howard County calendar starting in 2016.
 4 And I think that these PD days also serve as an
 5 opportunity for our teachers to have
 6 opportunities for training throughout the year
 7 since there are only a few PD days at the
 8 beginning of the school year, and it also serves
 9 as a break at the end of the school year for
 10 individuals that aren't celebrating the holidays,
 11 so thank you.
 12 CHAIRWOMAN SCOTT: Thank you. And it is
 13 quite long, so I will read just so that we're
 14 clear. The main motion, and I apologize but I'll
 15 read it again, is to recognize Diwali, Lunar New
 16 Year, Eid-al-Fitr as PD days for the 2022-2023
 17 year and for those holidays that are on weekends
 18 to recognize the prior Friday or after Monday for
 19 the PD days.
 20 It was amended to add, to ask Mr. Duque
 21 to provide two calendars reflecting these

Page 140

1 changes, one pre, one post-Labor Day start to the
 2 Board for consideration.
 3 And it was amended again to add
 4 Juneteenth, Monday, June 19th, 2023 as a school
 5 closure date, and Eid-al-Adha, Thursday,
 6 June 29th, 2023 as a professional development
 7 day.
 8 So is everyone clear, that's the main
 9 motion we're voting on. Ms. Gover, if we could
 10 do a rollcall please.
 11 MS. GOVER: Ms. Rowe?
 12 MS. ROWE: Yes.
 13 MS. GOVER: Ms. Causey?
 14 MS. CAUSEY: Yes.
 15 MS. GOVER: Ms. Mack?
 16 MS. MACK: Yes.
 17 MS. GOVER: Mr. McMillion?
 18 MR. MCMILLION: Yes.
 19 MS. GOVER: Ms. Jose?
 20 MS. JOSE: Yes.
 21 MS. GOVER: Ms. Henn?

Page 141

1 VICE CHAIR HENN: Yes.
 2 MS. GOVER: Mr. Thomas?
 3 MR. THOMAS: Yes.
 4 MS. GOVER: Ms. Pasteur?
 5 MS. PASTEUR: Yes.
 6 MS. GOVER: Dr. Hager?
 7 DR. HAGER: Yes.
 8 MS. GOVER: Mr. Kuehn?
 9 MR. KUEHN: Yes.
 10 MS. GOVER: Ms. Scott?
 11 CHAIRWOMAN SCOTT: Yes.
 12 MS. GOVER: Thank you.
 13 CHAIRWOMAN SCOTT: Thank you. Okay, so
 14 we processed the main motion and both amendments.
 15 Okay, now, Ms. Causey, you had a statement?
 16 MS. CAUSEY: Thank you. I move BCPS
 17 staff will conduct a survey of all employees to
 18 receive input on preference for pre or post-Labor
 19 Day start to school, data would be disaggregated
 20 by employee bargaining units, include a comment
 21 opportunity and/or selection for reasons why.

Page 142

1 Results of survey would be provided to the Board
 2 prior to the next board meeting. BCPS staff will
 3 provide data to the Board on other Maryland
 4 school districts that have made decisions for the
 5 2022-2023 school year prior to the next board
 6 meeting. And BCPS staff will provide minutes or
 7 notes of discussions of the calendar committee to
 8 the Board prior to the next board meeting.
 9 MS. ROWE: Second, Rowe.
 10 CHAIRWOMAN SCOTT: So it's moved by
 11 Ms. Causey that BCPS staff will conduct a survey
 12 of all employees to receive input on preference
 13 for pre or post-Labor Day start to school, data
 14 will be disaggregated by employee bargaining
 15 units, include a comment opportunity and/or
 16 selection for reasons why, results of survey
 17 would be provided to the Board prior to the next
 18 board meeting. BCPS staff will provide data to
 19 the Board on other Maryland school districts that
 20 have made decisions for the 2022-23 school year
 21 prior to the next board meeting. BCPS staff will

Page 143

1 provide minutes or notes of discussions of
 2 calendar committee to the Board prior to the next
 3 board meeting. And it was seconded by Ms. Rowe.
 4 Yes, Mr. Kuehn?
 5 MR. KUEHN: Thank you.
 6 MS. ROWE: Can I speak to the second?
 7 CHAIRWOMAN SCOTT: Well, we were going
 8 around so I mean if you don't mind, you can speak
 9 after Mr. Kuehn, is that okay?
 10 MS. ROWE: Sure, that's fine.
 11 CHAIRWOMAN SCOTT: Thank you.
 12 MS. CAUSEY: Ms. Scott, I didn't speak
 13 to my motion.
 14 MR. KUEHN: So I have a question about
 15 this, because it looks like we're asking for data
 16 so we can make a better informed decision about
 17 what our employees and everyone else wants, and I
 18 don't disagree with that in principle, but part
 19 of my concern is we're asking Mr. Duque to go and
 20 provide us with new calendars, and we're not
 21 going to see those calendars and they're not

Page 144

1 going to be made public until the next meeting.
 2 And if we're in the process of trying to collect
 3 data and the teachers and everyone can't actually
 4 see what those options are going to be, I believe
 5 we're kind of putting the cart before the horse
 6 and people may not even, you know, know which
 7 direction they want to go.
 8 I understand pre and post-Labor Day,
 9 that's pretty clear, but with the addition of
 10 everything that we've talked about here tonight,
 11 I don't quite know if we're going to get what
 12 we're looking for.
 13 CHAIRWOMAN SCOTT: Thank you. Ms. Rowe?
 14 MS. ROWE: So I agree with what
 15 Mr. Kuehn is saying, is that this entire process
 16 is a little bit cart before the horse in many
 17 ways, because in one sense the school system has
 18 asked this Board to make a decision for all
 19 subsequent years into an infinite amount of years
 20 moving forward, but no survey of the public or
 21 employees has been done to provide the Board with

Page 145

1 any idea about what any of our constituents that
 2 we represent want. And I have a hard time
 3 thinking that I'm qualified to sit here and make
 4 a decision beyond just this next year without
 5 asking our community what they want moving
 6 forward.
 7 So I think the reason that I seconded
 8 asking for all of this data is not just about
 9 this next year moving forward, but because we're
 10 also being asked to make a decision about all
 11 subsequent years whether they will be pre or
 12 post-Labor Day. And I think that while it would
 13 have been nice to have that data three or four
 14 months ago, having an open ended comment section
 15 on the request for data allows people to expand
 16 on their reasonings of well, I want post-Labor
 17 Day unless it means we have no spring break, and
 18 then I want pre, right? So I think we can get
 19 some level of data to get a sense of what people
 20 want but sure, it would have been better to do it
 21 months ago.

Page 146

1 CHAIRWOMAN SCOTT: Ms. Causey?
 2 MS. CAUSEY: Thank you. And speaking to
 3 my motion, and Dr. Williams said this earlier
 4 today, that the teachers and our educators and
 5 staff are more effective in providing instruction
 6 and supporting our teachers when they themselves
 7 are at their greatest wellbeing. And if we're
 8 told by an objective outside party that teacher
 9 morale is not good, with 6,000 comments, I feel
 10 it's important to really understand what will
 11 improve morale, what is their viewpoint.
 12 I think that there's been work
 13 sufficient in the current calendars to show
 14 employees and teachers and parents and staff, and
 15 that's a good point as well, what the differences
 16 would be, and understanding that the Board is
 17 considering changing to be more inclusive, to get
 18 that understanding, but I think it's important to
 19 have the data.
 20 I think your point is well taken about
 21 future years. I think it's somewhat premature

Page 147

1 coming out of a pandemic to think that today we
 2 can decide what's going to happen more than a
 3 year in advance at this point, so I think what's
 4 really important is for us as we're still
 5 recovering, because we're hearing from our
 6 students, Dr. Williams, you're not recovered, so
 7 let's make the best decision we can this year
 8 with the most input we can have, but especially
 9 because we want instruction to be at its best, we
 10 want student support to be at its best, to get
 11 the input from those frontline workers, those
 12 professionals that support our students.
 13 CHAIRWOMAN SCOTT: Thank you. Ms. Jose?
 14 MS. JOSE: Thank you, Ms. Scott.
 15 Mr. Duque, would this -- it's a lot of work what
 16 this Board is asking you to do in two weeks, and
 17 I don't think, just like Mr. Kuehn said, the
 18 amount of work that's needed. I also want to
 19 hear from Dr. Williams about how this is going to
 20 impact doing this survey because I believe, I
 21 don't know the time, how much time would it take

Page 148

1 to do this survey? Would you have this back in
 2 two weeks, is it even possible?
 3 MR. DUQUE: From my perspective I'm
 4 concerned about the survey and asking for that
 5 kind of data. I don't know what implications
 6 that all has, it's out of the scope of my office,
 7 I only have a two-person office, so I would have
 8 to rely on DRAA to potentially put together a
 9 survey and then disseminating a survey with
 10 instructions, and then collecting the data and
 11 feedback, and then analyzing that feedback and
 12 putting it into a reportable form back to you
 13 all, so I think it's a little bit ambitious.
 14 MS. JOSE: Could you do that in two
 15 weeks?
 16 MR. DUQUE: I'll give it a try.
 17 MS. JOSE: I just think this is a lot to
 18 ask of you with two people in your office.
 19 Dr. Williams?
 20 DR. WILLIAMS: Thank you, Ms. Jose,
 21 since you raised the question to me as well. The

Page 149

1 staff can produce a survey. It is the analysis
 2 of it, and then when you add an open ended
 3 component and you're asking this for two weeks in
 4 the midst of all that we're doing, that's an
 5 additional work. So it's not that staff can't do
 6 it, the staff can do it, and they have done
 7 wonderful things. It's just what you're asking
 8 for at this time to bring back in two weeks, and
 9 then for staff, and I'm looking at Ms. Sexton and
 10 other union leaders about, that's one more thing
 11 you're asking folks to do, and within a shortened
 12 window, so that's just the reality.
 13 CHAIRWOMAN SCOTT: Ms. Pasteur?
 14 MS. PASTEUR: Okay. Actually the motion
 15 said some of the information could be less than
 16 two weeks, and to make this equitable, all people
 17 who have to come back need to be surveyed, not
 18 just teachers, that would be paras and cafeteria
 19 folks and custodians and everybody. That's a lot
 20 of work for a lot of different corners, and we
 21 want to move forward. And I agree with

Page 150

1 Mr. Kuehn, that they would only be doing it in a
 2 vacuum because they won't know what it looks
 3 like, because we just asked you tonight to
 4 reshape it. So as Ms. Rowe said, if this had
 5 been given to us months ago and we could have one
 6 with fidelity, I could agree with it, but no, all
 7 we would get is cut and paste in less than two
 8 weeks. And if we want to really know what all of
 9 the areas, all of the bargaining units are
 10 saying, we need to give the time and the
 11 integrity to it. Thank you.
 12 CHAIRWOMAN SCOTT: Thank you.
 13 Mr. Thomas.
 14 MR. THOMAS: Thank you. And I agree
 15 with Ms. Pasteur, I think this is maybe something
 16 that we do for next school year's calendar, maybe
 17 we start the calendar process a little earlier,
 18 we can survey maybe in the springtime of this
 19 school year so in 2022 we can have the data for
 20 next year, but I don't think it's necessarily the
 21 best thing for this year in the short time that

Page 151

1 we have. Thank you.
 2 CHAIRWOMAN SCOTT: Dr. Hager?
 3 DR. HAGER: I concur as well, and I
 4 would add parents and students to the list of
 5 people who also need to be surveyed if we're
 6 thinking about doing this, and don't see how it
 7 would be feasible to do in two weeks at all.
 8 And just to follow up on something that
 9 was asked earlier, do we -- I know the sooner the
 10 better is the answer we're looking for with the
 11 calendar, but is there an actual date where we're
 12 required to have a calendar that is approved.
 13 MR. DUQUE: No, ma'am.
 14 DR. HAGER: Okay, and I agree with the
 15 sooner the better.
 16 MR. DUQUE: Let me retract that
 17 statement. According to the policy and
 18 superintendent's rule, we're supposed to have a
 19 calendar approved by the first business meeting
 20 of the Board in November, so we would be in
 21 violation of the superintendent's rule and

Page 152

1 policy.
 2 DR. HAGER: Thank you.
 3 CHAIRWOMAN SCOTT: Thank you. Ms. Rowe?
 4 MS. ROWE: So I would like to amend this
 5 motion to change the deadline for the survey and
 6 the research to the first meeting in March,
 7 and --
 8 CHAIRWOMAN SCOTT: Could you email that?
 9 MS. ROWE: I will. To change the
 10 deadline to the first meeting in March, and to
 11 understand that this Board will not be making a
 12 decision on subsequent years Labor Day pre or
 13 post without the survey research of all
 14 constituents.
 15 CHAIRWOMAN SCOTT: Is there a second?
 16 MS. MACK: Second, Mack.
 17 CHAIRWOMAN SCOTT: Okay, and if you
 18 could email that to me, because in the amendment,
 19 are you adding language or taking away, or
 20 striking?
 21 MS. ROWE: Kind of both. Let me just

Page 153

1 send it.
 2 CHAIRWOMAN SCOTT: If everyone could be
 3 very specific when you're making motions and
 4 amendments, if you're adding language please say
 5 so, if you're striking language please say so,
 6 and please email it over so that I can properly
 7 state it so that we can at least have some idea
 8 of what you're saying.
 9 MS. ROWE: Okay.
 10 CHAIRWOMAN SCOTT: Unfortunately, there
 11 was some questions. It was Ms. Rowe -- I mean,
 12 excuse me, Ms. Rowe made the motion, it was
 13 seconded by Ms. Mack, but I thought I saw some
 14 hands and I was trying to make sure it was to the
 15 motion, as it Ms. Causey and Ms. Henn?
 16 MS. MACK: I had a comment, but
 17 Ms. Rowe's motion --
 18 CHAIRWOMAN SCOTT: I'm just trying to
 19 make sure I have it.
 20 MS. ROWE: Okay, it's coming over.
 21 Makeda, you should have it now.

Page 154

1 CHAIRWOMAN SCOTT: Okay, thank you. So
 2 Ms. Rowe moves to amend the motion to strike the
 3 deadline and add a deadline of the first meeting
 4 in March for survey information of all
 5 constituents, holding a decision on subsequent
 6 years calendars until survey data is processed,
 7 and it was seconded by Ms. Mack. Yes, so it
 8 looks like there's some questions. I want to
 9 make sure I get everybody in order here, I think
 10 I saw Ms. Causey first, Ms. Mack, Ms. Henn and
 11 then Mrs. Pasteur. Oh, Ms. Pasteur was first
 12 before Ms. Henn, okay, thank you. Go ahead,
 13 Ms. Causey.
 14 MS. CAUSEY: Actually, I'll ask my
 15 question if Ms. Rowe needs to speak to her
 16 motion?
 17 MS. ROWE: Well, I think that what
 18 I heard in the comment is that there's some
 19 consensus on the Board to get this data and to
 20 make the decision about subsequent year calendars
 21 based on actual feedback from all of our

Page 155

1 constituents and stakeholders about whether they
 2 prefer a pre or post-Labor Day, and that in order
 3 to make decisions about subsequent years, we need
 4 that data.
 5 CHAIRWOMAN SCOTT: Excuse me, Ms. Rowe.
 6 I have a point of inquiry for your amendment.
 7 You said to strike the deadline. The word
 8 deadline is not in the original motion.
 9 MS. ROWE: Oh, to strike the original,
 10 Ms. Causey's original motion had a deadline of,
 11 to have this survey by the next meeting. So what
 12 I'm saying is strike the language that says we
 13 have to have it by the next meeting.
 14 CHAIRWOMAN SCOTT: Then you would have
 15 had to have said that in the amendment to strike
 16 that language.
 17 MS. ROWE: I don't have the language for
 18 her amendment. It's amended by wording like
 19 that.
 20 CHAIRWOMAN SCOTT: So you made an
 21 amendment to something you didn't have the

Page 156

1 language to amend?
 2 MS. ROWE: Well, it's not like it's
 3 sitting in front of me.
 4 MS. CAUSEY: Madam Chair, I did email it
 5 to all board members.
 6 MS. ROWE: I don't see this. My
 7 intention was to not have it due by the next
 8 meeting but have it due by the first meeting in
 9 March.
 10 CHAIRWOMAN SCOTT: Okay. So then --
 11 yes, I want to for clarification, because if
 12 we're striking language we need to state the
 13 language which is being struck. It looks like
 14 Ms. Causey sent that out to everyone.
 15 Mr. Brousaides, can she, the best way to get out
 16 of this, because she's saying strike the deadline
 17 but that language is not in the motion.
 18 MR. BROUSAIDES: I think we understand
 19 what she means, and I had shorthand of Ms. Causey
 20 saying before the next meeting, strike that and
 21 add the first meeting in March.

Page 157

1 CHAIRWOMAN SCOTT: So if we have an idea
 2 and we understand where she's coming from, can we
 3 continue?
 4 MR. BROUSAIDES: Yes.
 5 CHAIRWOMAN SCOTT: We can continue,
 6 okay, great, that's wonderful. So I was going
 7 around. Ms. Causey, did you go, Ms. Causey? I
 8 can't tell if your thing is up. Okay. Ms. Mack?
 9 MS. MACK: I just wanted to make the
 10 point that as the original motion said within
 11 two, by the next board meeting, I didn't think it
 12 would be a valid survey, so I support the motion
 13 that Ms. Rowe has made because I think it will
 14 provide very important information for board
 15 members to make decisions on an ongoing basis.
 16 CHAIRWOMAN SCOTT: Thank you. Ms. Henn?
 17 VICE CHAIR HENN: Thank you.
 18 CHAIRWOMAN SCOTT: I apologize,
 19 Ms. Pasteur.
 20 VICE CHAIR HENN: I was going to ask if
 21 we could strike, and this may be a second

Page 158

1 amendment to Ms. Causey's motion, move to strike
 2 the second paragraph which you don't all have,
 3 but the second part of Ms. Causey's motion says,
 4 BCPS staff will provide data to the Board on
 5 other Maryland school districts that have made
 6 decisions for the 2022-2023 school year prior to
 7 the next board meeting. BCPS staff will provide
 8 minutes or notes of discussions the calendar
 9 committee made to the Board prior to the next
 10 board meeting. I move to strike that.

11 I believe that can be a request of
 12 Dr. Williams if that information is needed, it
 13 could be provided in a weekly update, but it is
 14 not germane to this motion on the floor.

15 MS. CAUSEY: Thank you, Ms. Henn. I did
 16 ask for that before and didn't receive it.

17 CHAIRWOMAN SCOTT: Is there a second?
 18 MR. THOMAS: Second, Thomas.

19 CHAIRWOMAN SCOTT: Thank you. So the
 20 motion is by Ms. Henn, a second amendment. She
 21 made the amendment to strike BCPS staff will

Page 159

1 provide data to the Board on other Maryland
 2 school district that have made decisions for the
 3 2022-2023 school year prior to the next board
 4 meeting. BCPS staff will provide minutes or
 5 notes of discussions of calendar committee to the
 6 Board prior to the next meeting, and that was
 7 seconded by Mr. Thomas. Would you like to speak
 8 to your motion?

9 MS. ROWE: I'm sorry, do we have to
 10 process the first amendment first?

11 CHAIRWOMAN SCOTT: We will process this
 12 amendment and then the second amendment, and then
 13 the main motion.

14 VICE CHAIR HENN: Sure. May I speak to
 15 my motion?

16 CHAIRWOMAN SCOTT: Yes.

17 VICE CHAIR HENN: Thank you. I just
 18 think there's a lot to the original motion and
 19 I'm making this to streamline and keep it clean,
 20 and I think we can handle this as an information
 21 request amongst the leadership team. And given

Page 160

1 Ms. Rowe's motion and the timing, I believe this
 2 is no longer germane to the motion as amended by
 3 Ms. Rowe. And thank you, Mr. Thomas, for your
 4 second.

5 CHAIRWOMAN SCOTT: Thank you. Are there
 6 any other questions in regards to Ms. Henn's
 7 amendment? Yes, Ms. Causey?

8 MS. CAUSEY: Thank you, Ms. Scott.
 9 Thank you, Ms. Henn, for your comments. I would
 10 say that I would like those left in there because
 11 number one, I did make a request for that
 12 information and it was not in the weekly update,
 13 it was not provided today. We also had our area
 14 education advisor council coordinator email the
 15 Board with concerns that we did not understand
 16 the full comments that took place in the calendar
 17 committee and the could help provide information
 18 to us.

19 And the other issue is, I'm hoping that
 20 board members reject Ms. Rowe's, reject your
 21 amendment, reject Ms. Rowe's amendment, and I

Page 161

1 wanted to clarify, and supports my amendment.
 2 Our teacher morale and hour employee morale is
 3 low now, and I think getting their input,
 4 understanding what they think is going to be most
 5 effective is going to be helpful as soon as we
 6 can make a decision based on that input.

7 If the survey needs to be done later, I
 8 mean, Mr. Duque, I would like also someone to
 9 read the policy because I don't believe we're in
 10 violation of not approving it, it just needs to
 11 be presented at the meeting for approval, it
 12 doesn't say that it needs to be approved, but
 13 Mr. Brousaides, somebody could look that up.

14 The other thing is, the survey says
 15 to -- excuse me. My motion says, and I emailed
 16 it to the full board, include a comment
 17 opportunity and/or selection from reasons why.
 18 So I'm leaving that up to DRAA and Mr. Duque to
 19 decide what would be most --

20 CHAIRWOMAN SCOTT: Ms. Causey, we're
 21 only discussing the amendment, the questions are

Page 162

1 about the amendment to the second paragraph,
 2 that's it.
 3 MS. CAUSEY: I understand that,
 4 Ms. Scott.
 5 CHAIRWOMAN SCOTT: That's a point of
 6 order.
 7 MS. CAUSEY: What I am doing is trying
 8 to clarify for the board members why I think her
 9 motion should be --
 10 CHAIRWOMAN SCOTT: Yes, but what, we're
 11 processing the second amendment and that is what
 12 we need to process and what we need to move
 13 forward and vote on.
 14 MS. CAUSEY: And that is what I am
 15 commenting on. All the information, I believe
 16 board members need to reject Ms. Henn's motion.
 17 CHAIRWOMAN SCOTT: All right. So, I
 18 haven't really spoken other than going around. I
 19 would just like to say that I feel that this
 20 motion is an example of what came out of the
 21 efficiency review, micromanagement in going into

Page 163

1 operations. I feel this is an example of that
 2 and that this is what is hindering the process,
 3 this is what's contributing to low morale, and
 4 this is what is causing this Board to not really
 5 move forward and process things. This is an
 6 example of micromanagement and going into
 7 operations and making motions and things that go
 8 into operations.
 9 So we just heard about this, we just had
 10 an efficiency review on this, these are some of
 11 the things that we're supposed to be working on,
 12 and yet we're still doing it.
 13 So yes, Mr. Thomas?
 14 MR. THOMAS: Thank you. I believe if we
 15 accept Ms. Henn's motion and Ms. Rowe's motion,
 16 to have a survey by the first meeting in March,
 17 that that would be something that the Board
 18 should adopt. And I don't think it's necessarily
 19 micromanagement because that would provide board
 20 members the insight as to what the staff members
 21 and students in BCPS would like to see, and

Page 164

1 parents and all of our community members. I
 2 think that's really very productive and it would
 3 allow for a kind of better understanding of what
 4 the system as a whole wants, so not necessarily,
 5 I don't believe it goes into operation, but
 6 that's just my opinion. So I wanted to share
 7 that and to say that I am supporting Ms. Henn's
 8 motion and Ms. Rowe's motion to ultimately
 9 approve Ms. Causey' motion as amended, but thank
 10 you.
 11 CHAIRWOMAN SCOTT: Are we ready for the
 12 vote? Ms. Henn?
 13 VICE CHAIR HENN: Thank you. A quick
 14 point of inquiry for Ms. Rowe, if I may.
 15 Ms. Rowe, does your motion expand the survey
 16 audience to include all stakeholders?
 17 MS. ROWE: Yes, all constituents and
 18 stakeholders.
 19 VICE CHAIR HENN: Thank you.
 20 CHAIRWOMAN SCOTT: Any more questions or
 21 discussions? No. Okay, Ms. Gover, if we could

Page 165

1 have a rollcall vote on Ms. Henn's secondary
 2 amendment, and I will read it again. It is to
 3 strike the second paragraph of Ms. Causey's
 4 motion, and I will read the second paragraph
 5 again.
 6 BCPS staff will provide data to the
 7 Board on other Maryland school districts that
 8 have made decisions for the 2022-2023 school year
 9 prior to the next board meeting. BCPS staff will
 10 provide minutes or notes of discussions of
 11 calendar committee to the Board prior to the next
 12 board meeting. And it was seconded by
 13 Mr. Thomas.
 14 MS. GOVER: Ms. Rowe?
 15 MS. ROWE: No.
 16 MS. GOVER: Ms. Causey?
 17 MS. CAUSEY: No.
 18 MS. GOVER: Ms. Mack?
 19 MS. MACK: Yes.
 20 MS. GOVER: Mr. McMillion?
 21 MR. MCMILLION: Yes.

Page 166

1 MS. GOVER: Ms. Jose? Ms. Henn?
 2 VICE CHAIR HENN: Yes.
 3 MS. GOVER: Mr. Thomas?
 4 MR. THOMAS: Yes.
 5 MS. GOVER: Ms. Pasteur? Dr. Hager?
 6 DR. HAGER: Yes.
 7 MS. GOVER: Mr. Kuehn?
 8 MR. KUEHN: Yes.
 9 MS. GOVER: Ms. Scott?
 10 CHAIRWOMAN SCOTT: Yes.
 11 MS. GOVER: In favor is seven.
 12 CHAIRWOMAN SCOTT: Okay, so that passes.
 13 So now the next thing is to process Ms. Rowe's
 14 amendment, and Ms. Rowe's amendment was to --
 15 yes, I'll read it again so everybody has it. It
 16 is to amend the motion to strike the deadline,
 17 which -- to strike the deadline and add a
 18 deadline of the first meeting in March for
 19 surveying information of all constituents,
 20 holding a decision on subsequent years' calendars
 21 until survey data is processed.

Page 167

1 Mr. Thomas, and then Ms. Causey.
 2 MR. THOMAS: I move the previous
 3 question.
 4 CHAIRWOMAN SCOTT: So the question has
 5 been moved and we will vote on the moving of the
 6 question, and what that is that ends debate and
 7 then we would vote on the amendment. Ms. Gover,
 8 could we have a rollcall on the question of
 9 moving the question?
 10 MS. GOVER: Ms. Rowe?
 11 MS. ROWE: Yes.
 12 MS. GOVER: Ms. Causey?
 13 MS. CAUSEY: No.
 14 MS. GOVER: Ms. Mack?
 15 MS. MACK: Yes.
 16 MS. GOVER: Mr. McMillion?
 17 MR. MCMILLION: Yes.
 18 MS. GOVER: Ms. Henn?
 19 VICE CHAIR HENN: Yes.
 20 MS. GOVER: Mr. Thomas?
 21 MR. THOMAS: Yes.

Page 168

1 MS. GOVER: Dr. Hager?
 2 DR. HAGER: Yes.
 3 MS. GOVER: Mr. Kuehn?
 4 MR. KUEHN: Yes.
 5 MS. GOVER: Ms. Scott?
 6 CHAIRWOMAN SCOTT: Yes.
 7 MS. GOVER: In favor is eight.
 8 CHAIRWOMAN SCOTT: Okay, so the question
 9 is moved, so now we will vote on the amendment.
 10 And again, the amendment is to strike the
 11 deadline and add a deadline of the first meeting
 12 in March, for survey information of all
 13 constituents, holding a decision on subsequent
 14 years' calendars until survey data is processed.
 15 MS. GOVER: Ms. Rowe?
 16 MS. ROWE: Yes.
 17 CHAIRWOMAN SCOTT: Excuse me, there was
 18 a question.
 19 MS. MACK: There's no questions.
 20 CHAIRWOMAN SCOTT: Oh, that's right, I'm
 21 sorry. Thank you, Ms. Mack.

Page 169

1 MS. GOVER: Ms. Rowe?
 2 MS. ROWE: Yes.
 3 MS. GOVER: Ms. Causey?
 4 MS. CAUSEY: No.
 5 MS. GOVER: Ms. Mack?
 6 MS. MACK: Yes.
 7 MS. GOVER: Mr. McMillion?
 8 MR. MCMILLION: Yes.
 9 MS. GOVER: Ms. Henn?
 10 VICE CHAIR HENN: Yes.
 11 MS. GOVER: Mr. Thomas?
 12 MR. THOMAS: Yes.
 13 MS. GOVER: Dr. Hager?
 14 DR. HAGER: Yes.
 15 MS. GOVER: Mr. Kuehn?
 16 MR. KUEHN: Yes.
 17 MS. GOVER: Ms. Scott?
 18 CHAIRWOMAN SCOTT: Yes.
 19 MS. GOVER: Thank you.
 20 CHAIRWOMAN SCOTT: Okay, so now we're
 21 voting on the main motion, and it's I move BCPS

Page 170

1 staff will conduct a survey of all employees to
 2 receive input on preference for pre or post-Labor
 3 Day start to school. Data will be disaggregated
 4 by employee bargaining units. Include a comment
 5 opportunity and/or selection of reasons why.
 6 Results of survey results would be provided to
 7 the Board and it was, Ms. Rowe moved to strike
 8 and add by the first meeting in March, and the
 9 second paragraph was struck altogether.
 10 Ms. Causey?
 11 MS. CAUSEY: Thank you. I am going to
 12 vote yes to this, because there's consensus on
 13 the Board that we want this information for the
 14 future, but I am, and I also support including
 15 all stakeholders, but I also believe that there
 16 should be some survey to get input from our
 17 teachers and employees, because it's important to
 18 let them know they're valued and they are on the
 19 front lines, and to give us that input, but I
 20 will vote to support this because there is
 21 consensus on the Board and it's certainly better

Page 171

1 to have information than not have it, but I think
 2 the timing should be sooner.
 3 CHAIRWOMAN SCOTT: Any discussion? Are
 4 we ready for the vote? Okay, Ms. Gover.
 5 MS. GOVER: Ms. Rowe?
 6 MS. ROWE: Yes.
 7 MS. GOVER: Ms. Causey?
 8 MS. CAUSEY: Yes.
 9 MS. GOVER: Ms. Mack?
 10 MS. MACK: Yes.
 11 MS. GOVER: Mr. McMillion?
 12 MR. MCMILLION: Yes.
 13 MS. GOVER: Ms. Jose?
 14 MS. JOSE: Abstain.
 15 MS. GOVER: Ms. Henn?
 16 VICE CHAIR HENN: Yes.
 17 MS. GOVER: Mr. Thomas?
 18 MR. THOMAS: Yes.
 19 MS. GOVER: Ms. Pasteur?
 20 MS. PASTEUR: Abstain.
 21 MS. GOVER: Dr. Hager?

Page 172

1 DR. HAGER: Yes.
 2 MS. GOVER: Mr. Kuehn?
 3 MR. KUEHN: Yes.
 4 MS. GOVER: Ms. Scott?
 5 CHAIRWOMAN SCOTT: Abstain.
 6 MS. GOVER: In favor is eight.
 7 CHAIRWOMAN SCOTT: Thank you, that
 8 passes. All right, I think we're done,
 9 Mr. Duque, I had to double check there.
 10 (Applause.)
 11 Thank you, that was a marathon.
 12 All right, and the next item on the
 13 agenda is unfinished business, consideration of
 14 board policy, policies. Members of the Board,
 15 the policy review committee asks that the Board
 16 accept the committee's recommendation to amend
 17 Board Policy 8210, internal board duties and
 18 responsibilities, board officers' elections and
 19 terms of office. These recommendations are
 20 presented to you on tonight's agenda as
 21 Exhibit M. Do I have a motion to adopt the

Page 173

1 recommendation of the Board's policy review
 2 committee?
 3 MS. ROWE: So moved, Rowe.
 4 VICE CHAIR HENN: Second, Henn.
 5 CHAIRWOMAN SCOTT: Thank you, no second
 6 is needed though since it comes from the
 7 committee, but thank you. Is there any
 8 discussion? Okay. Hearing none, Ms. Gover, may
 9 I have a rollcall vote please?
 10 MS. GOVER: Ms. Rowe?
 11 MS. ROWE: Yes.
 12 MS. GOVER: Ms. Causey?
 13 MS. CAUSEY: Abstain.
 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: No.
 20 MS. GOVER: Ms. Henn?
 21 VICE CHAIR HENN: Yes.

Page 174

1 MS. GOVER: Mr. Thomas?
 2 MR. THOMAS: Yes.
 3 MS. GOVER: Ms. Pasteur?
 4 MS. PASTEUR: Abstain.
 5 MS. GOVER: Dr. Hager?
 6 DR. HAGER: Yes.
 7 MS. GOVER: Mr. Kuehn?
 8 MR. KUEHN: Yes.
 9 MS. GOVER: Ms. Scott?
 10 CHAIRWOMAN SCOTT: Abstain.
 11 MS. GOVER: In favor is seven.
 12 CHAIRWOMAN SCOTT: Thank you.
 13 The next item on the agenda is the
 14 update on the operational review for the Board of
 15 Education, and I don't know if it's already on
 16 the screen or already queued to come up. This
 17 was prepared -- there it is. This was prepared
 18 by myself and Ms. Julie Henn, and so it's the
 19 efficiency review update with items that the
 20 Board is working on to improve our functioning
 21 and our role, so we are going to both do the

Page 175

1 presentation.
 2 All right, it starts with me. So
 3 basically one of the recommendations was that the
 4 Board should enlist MABE to conduct work sessions
 5 on board governance with a goal of minimizing or
 6 eliminating micromanagement of staff and to
 7 establish a topical yearly work sessions
 8 calendar. And it said that BCPS legal counsel
 9 and the superintendent should create
 10 pre-candidate board materials and training
 11 sessions, update/improve the board orientation
 12 training, strongly encourage board members to
 13 take MABE and NSBA training, plan retreats
 14 tailored to the Board's needs, and ensure board
 15 training funds are not transferred for other
 16 expenses.
 17 And so that's what was from Public
 18 Works, and so what's in red is what the Board is
 19 doing.
 20 Board members researched potential
 21 opportunities for professional development at the

Page 176

1 2022 NSBA annual conference and preconference.
 2 The Board is working to identify and offer
 3 training opportunities for board members to
 4 enrich their knowledge. The Maryland Association
 5 of Educators, MABE offers many upcoming trainings
 6 that board members will participate in on Friday,
 7 I believe it's about eight of us, November 12th
 8 MABE will be offering training on what the
 9 Blueprint means for collective bargaining. And
 10 Mrs. Pasteur is on, MABE selected her to be a
 11 part of that committee but it's available to all
 12 board members and like I said, we've had eight of
 13 us sign up. Additionally, MABE will have new
 14 board membership training coming up for board
 15 members if you'd like to reorient yourself on the
 16 goals of a board member, and several board
 17 members, as I mentioned, were selected by MABE to
 18 serve on several state committees and an ad hoc
 19 committee in order to keep other boards,
 20 ourselves along with other board members informed
 21 and active on statewide issues.

Page 177

1 Information was requested about the MABE
 2 master board program and the criteria as follows
 3 it requires: Full participation by the Board,
 4 the Board has to come to a consensus and several
 5 trainings would be held with MABE. It's a costly
 6 program, it's a minimum of 2,000 to 3,000 for
 7 board training and these are, there are several
 8 trainings that the board members can take which
 9 would increase their knowledge base and help us
 10 to become overall a well trained board. So
 11 that's the first one, and Ms. Henn will do the
 12 next one.
 13 VICE CHAIR HENN: Thank you. So another
 14 recommendation by Public Works is that the Board
 15 should update our self-assessment instrument. So
 16 each year annually we complete a self assessment.
 17 The Board has recently reviewed the instrument
 18 that we use for that assessment; however, it does
 19 not include metrics, which was a recommendation
 20 by Public Works. So board leadership will be
 21 reviewing our current self-evaluation instrument

Page 178

1 and we're considering appointing an ad hoc
 2 committee to draft metrics for consideration.
 3 Another improvement that we are making is to
 4 increase participation in the self-assessment
 5 process itself. We want to see 100 percent
 6 participation of all board members. Public Works
 7 also recommends that the results be compiled by
 8 our board attorney who would then lead a board
 9 work session to review the results and create a
 10 plan of action to address deficiencies. So
 11 again, this is a process for professional
 12 development in which we hope to seek resources
 13 such as those provided by MABE to help us
 14 through.

15 CHAIRWOMAN SCOTT: Thank you. So the
 16 next one, another recommendation is BCPS should
 17 revise the board agenda preparation, delivery to
 18 board members, and board approval process to
 19 eliminate unnecessary late entries, minimize
 20 board approval time and expedite meetings.

21 The Board changed the agenda process to

Page 179

1 include going around at the end of the meeting to
 2 get agenda items from board members, and the
 3 board is working in PRC to revise the agenda
 4 approval process.

5 Board Policy 8314, meetings, agenda, has
 6 been on the policy review committee's agenda five
 7 times since September of 2020. The policy was
 8 for review by the committee at its October 18th,
 9 2021 meeting and was approved to go forward to
 10 the full board for first reader.

11 VICE CHAIR HENN: Public Works also
 12 recommended that the Board create a detailed user
 13 friendly subject index for our policy manual with
 14 word search capability for both policies and
 15 superintendent's rules.

16 CHAIRWOMAN SCOTT: Could you advance the
 17 slide? Thank you.

18 VICE CHAIR HENN: Staff for the policy
 19 review committee are currently reviewing options
 20 available through BoardDocs and will report to
 21 the PRC next month. Currently there is a search

Page 180

1 feature available through BoardDocs which works
 2 on policies as well as superintendent's rules,
 3 and board leadership will be working to develop a
 4 user-friendly how-to guide for the public on how
 5 search policies and rules, so the public can take
 6 advantage of the functionality in BoardDocs that
 7 already exists.

8 CHAIRWOMAN SCOTT: Thank you. And then
 9 the next one is the Board should develop, adopt
 10 and implement a five-year systemic review
 11 schedule for all policies and continue general
 12 counsel's annual review of specific policies as
 13 required by Maryland law. In June of 2019 the
 14 policy review committee reviewed Policy 8130 and
 15 recommended that the policy be changed from a
 16 five-year review to a seven-year review process.
 17 The Board adopted this change at its meeting on
 18 August 6, 2019. There is no requirement in
 19 Maryland law or regulation that governs how often
 20 all local board policies are to be reviewed.

21 VICE CHAIR HENN: So while the

Page 181

1 recommendation is that all policies be reviewed
 2 every five years, we have been increasing the
 3 number of policies that are reviewed on a yearly
 4 basis as this chart indicates. With 47 policies
 5 reviewed by the PRC last year, 39 of those moved
 6 forward to the Board, again increasing year over
 7 year for the last three years. 26 were approved
 8 by the Board, 13 were returned to the PRC for
 9 additional changes showing, again, a commitment
 10 to continuous improvement of our policies, which
 11 we believe is the intent of the recommendation to
 12 review all policies on a five-year basis.

13 CHAIRWOMAN SCOTT: BCPS should create a
 14 policy provision containing a list of existing
 15 procedural manuals, handbooks and planning
 16 documents, and on the website create a series of
 17 hot links from the manual to the cited documents
 18 or procedures.

19 And so now with this one, we learned
 20 that staff does not believe a policy provision is
 21 necessary. However, staff will research how to

Page 182

1 make other resources more accessible. The
 2 current standard language in all board policies
 3 is, the superintendent will implement this
 4 policy.

5 VICE CHAIR HENN: So Public Works also
 6 recommended that the Board refine the
 7 superintendent's evaluation instrument to include
 8 some key metrics, require the board legal counsel
 9 to compile the results, and implement quarterly
 10 board updates on progress. We're not sure what
 11 documents were provided to Public Works in this
 12 process because our current evaluation instrument
 13 does include key metrics, and the Board's ad hoc
 14 committee did develop that instrument with key
 15 metrics. And as a confidential personnel item,
 16 those updates on progress are shared internally
 17 with the Board. Board Policy 8501 discusses the
 18 superintendent's evaluation and that is scheduled
 19 for review this school year.

20 CHAIRWOMAN SCOTT: Thank you. So, we
 21 left that open at the end for next steps because

Page 183

1 I wanted to hear from board members some input on
 2 what board members are doing or taking part in to
 3 help with the Board, help themselves to grow in
 4 our positions so that we can be a better more
 5 functioning board. So yes, Ms. Rowe?

6 MS. ROWE: So, I have two things. So to
 7 answer that question, there is a book that is
 8 about board governance that I believe almost all
 9 the board members have, it was given to me when I
 10 first came on the board by Ms. Causey, and I
 11 think that continuing to read and examine that
 12 book is a very good thing.

13 But the question I had is, there seems
 14 to be some confusion in the efficiency review
 15 about the Office of Internal Audit, and as the
 16 Office of Internal Audit is directly reporting to
 17 the Board, I don't know that the audit committee
 18 has been given any guidance from the full board
 19 as to what we should do about any of those
 20 recommendations, and we're going to be hearing
 21 from the Office of Internal Audit, their response

Page 184

1 to the recommendations, and I just wondered why
 2 that wasn't included in this update today.

3 CHAIRWOMAN SCOTT: This update today was
 4 about the Board itself and the things that we as
 5 a board need to work on and improve upon, and so
 6 this was what this update was about. This is not
 7 the only update, though. We gave updates at the,
 8 not the last board meeting but the one before,
 9 we'll give an update at this one, and then we'll
 10 give another update, so we can't give an update
 11 on everything at the same time.

12 MS. ROWE: So that's further down the
 13 line?

14 CHAIRWOMAN SCOTT: Yeah.

15 MS. ROWE: Okay, thank you.

16 CHAIRWOMAN SCOTT: Were there any other
 17 questions or statements? Yes, Ms. Jose?

18 MS. JOSE: Ms. Scott, one of the
 19 findings was that we do more training, and has
 20 there been a fiscal impact of that increased
 21 training?

Page 185

1 And also, do we have, at the next
 2 report, if you could give an analysis of how many
 3 board members attend these trainings, and they're
 4 not mandatory, you know, how could we encourage
 5 more people to attend conferences because those
 6 are learning opportunities and you know, maybe
 7 update policies or some of these recommendations
 8 so we can get more people to be engaged and
 9 continue -- we ask that of our teachers, so we
 10 should also continue learning and educate
 11 ourselves, and the next board, you know, the
 12 future boards as well, so if that could be.

13 Also, our meetings have been more
 14 efficient in the past year, we've almost cut our
 15 time from midnight to nine or ten. So if we
 16 could get a breakdown of that as well, what kind
 17 of fiscal impact that has in more efficient and
 18 effective meetings time wise, fiscally, so thank
 19 you.

20 CHAIRWOMAN SCOTT: Thank you. Were
 21 there any other questions or suggestions? Yes,

Page 186

1 Mr. Kuehn?

2 MR. KUEHN: Thank you for pulling all

3 that together, I appreciate it. One of the

4 things that I think as a board we should do is

5 really publicize and make available materials for

6 people that are interested in becoming board

7 members, because there's a lot to understand here

8 and it takes a significant amount of time, and

9 people need to understand that if they're going

10 to get involved, and I hope that they do, and it

11 needs to be laid out in ways that they can manage

12 it and understand it so that they, you know, are

13 prepared for what they're walking into

14 potentially, and then they would perform.

15 So I would just suggest as, you know,

16 we're talking about ourselves, but we have

17 limited time left, we have just over a year left

18 out of four years, and I know that, you know,

19 people have to be thinking now if they're

20 interested in going forward, so just helping to

21 educate the public on how to be, you know, what

Page 187

1 it takes, what they need to understand, how

2 things work, is I think something that we should

3 do as part of all this activity. Thanks.

4 CHAIRWOMAN SCOTT: Thank you.

5 Mr. Thomas?

6 MR. THOMAS: Thank you. Building off of

7 what Mr. Kuehn said, I think applies to student

8 member of the board too, I think we can get a lot

9 more engagement in students that know about the

10 student member of the board and a lot more

11 engagement in the voting for student member of

12 the board. In previous years -- the students

13 have only been able to vote for the student

14 member of the board the past two years. When I

15 was elected, there were only about three to 4,000

16 students that actually participated in the vote,

17 but in previous years there were upwards of

18 10,000, 11,000 students who would participate and

19 really engage. And so I'm wondering if maybe the

20 Board can work on maybe hearing a report on how

21 the election process goes for student member of

Page 188

1 the board.

2 Because I'd just ask the question, do

3 you guys all know how the student member is

4 elected, what all the processes that go into that

5 are, the different stages that are applied to

6 that? There's a lot of things that happen to get

7 to the position here and I don't think the public

8 really knows kind of what those stages are and

9 students really know what they are, so I'd like

10 the Board to kind of take a step in talking more

11 about the student member of the board position

12 and in working to create student engagement with

13 that. In Montgomery County the student member of

14 the board is known by every single student in

15 their system because of how much energy is put

16 into their election and how the student member of

17 the board -- I mean, they partner with the

18 Maryland election something, they're like the

19 seventh largest election in the state of Maryland

20 for that student member of the board.

21 So I think we could do a lot more to

Page 189

1 increase the student member of the board election

2 because it's a yearly election and it could be a

3 great conversation to be having, so thank you.

4 CHAIRWOMAN SCOTT: Thank you. Are there

5 any other questions or suggestions or comments?

6 And feel free also to email. Yes, Ms. Causey? I

7 don't think your mic is on.

8 MS. CAUSEY: Thank you. One of the

9 things that we've heard consistently, we heard it

10 this evening from our public comments and also

11 from our key stakeholder comments is about

12 responsiveness from the Board is about not just

13 discussing things or not just receiving input,

14 but then providing responses. It's been

15 discussed and requested multiple times in how to

16 do that, and I think this Board really needs to

17 in the coming weeks figure out with Dr. Williams

18 and his team how that can be accomplished. So

19 there, you know, there's a lot of concerns and if

20 we can address them in a public way, then that

21 would allow other people to feel, to number one

Page 190

1 know that information, but also to feel that they
 2 are being included, that their concerns are being
 3 addressed, and that would fulfill some of the
 4 other efficiency review's recommendations.
 5 The other thing is, I wanted to make a
 6 motion that the Board engage MABE in their board
 7 academy class. MABE and the board officers can
 8 discuss and determine whether we start at level
 9 one, basic, or level two, advanced. Our goal
 10 would be initiate the academy at the earliest
 11 opportunity, and I am getting ready to email
 12 that.
 13 CHAIRWOMAN SCOTT: Is there a second?
 14 MS. ROWE: I'm sorry. Was that already
 15 part of the plan you just announced?
 16 CHAIRWOMAN SCOTT: Yeah, it's -- for
 17 point of information, I did speak with MABE.
 18 That's not currently being offered right now,
 19 they didn't have a date for when it was being
 20 offered because the program is costly and you
 21 have to have buy-in from the entire board, so

Page 191

1 it's something that we would need to discuss
 2 first, because if we are not all agreeing to it,
 3 then it would not happen. So it's a larger
 4 discussion and also, it's very costly, it costs
 5 thousands of dollars, and is that where we want
 6 to be putting our money into that program that
 7 we're not sure when it's scheduled. So yeah, but
 8 the motion hasn't been seconded yet, sorry.
 9 I don't know what the motion is, so I
 10 already looked into it and looked into the
 11 feasibility of doing something like that, so --
 12 MS. CAUSEY: Thank you for your
 13 questions. I did email --
 14 CHAIRWOMAN SCOTT: I didn't have
 15 questions, I was clarifying. It's not a -- if
 16 you make a motion for us to do -- I guess I would
 17 need you to clarify what your motion is, because
 18 there's no available date right now for that.
 19 MS. CAUSEY: So I emailed my motion to
 20 the full board. Also, I brought this up in a
 21 prior meeting, and I also emailed yesterday and

Page 192

1 said that I was hoping to look at the operational
 2 review report but it was attached today, not
 3 yesterday, and that I would be making this
 4 motion. So I did send that out. And my
 5 understanding from MABE's website is that they
 6 develop the course with the district
 7 individually, so it would be up to our Board to
 8 develop it with them. They're also going to
 9 continue to provide professional development in a
 10 remote setting if that's preferred, because then
 11 it's easier to fit into everyone's schedule. And
 12 the \$2,000, 2,000 to \$3,000 that you reported in
 13 the report is consistent with the website, it
 14 says \$2,000, and if you consider ten members of
 15 the Board going to a regular workshop that's for
 16 everybody in the district, not for us
 17 specifically, ten times \$75 is \$750, so for two
 18 sessions essentially we would spend 1,500, for
 19 three sessions we would spend more than that, and
 20 it wouldn't be individualized, it wouldn't be
 21 specific to our Board and our district and the

Page 193

1 growth that we need.
 2 I put more comments in and also
 3 additional information from the website, this is
 4 the second time I've emailed it, and I just think
 5 it would really allow this Board to continue to
 6 improve and to incorporate transition as was
 7 pointed out by someone else on the Board,
 8 transitioning, making transition smoother for new
 9 board members that may be coming in after the
 10 election next year.
 11 CHAIRWOMAN SCOTT: So again, Ms. Causey,
 12 there is new, as was in the presentation, there
 13 is new member training. And yes, you did send
 14 this over, I believe it was the day before or so,
 15 but the thing that we as a board need to discuss
 16 is is this the direction that we want to go in as
 17 aboard, because it's quite costly. I reached out
 18 to MABE directly. It's quite costly for
 19 something that we may or may not, and we have to
 20 have full board participation, so I think we
 21 would need to find out first if we want, is this

Page 194

1 something we want to do.

2 I don't think it's appropriate right

3 now, that's not a motion that I'm going to bring

4 to the floor because I don't feel it's an

5 appropriate motion right now to force an

6 additional training that we as a board have not

7 discussed, so --

8 MS. CAUSEY: That's the point of the

9 motion, is to provide the opportunity to discuss,

10 because according to the Open Meetings Act we

11 can't discuss it outside of an open board

12 meeting.

13 CHAIRWOMAN SCOTT: Yeah, so that's not a

14 motion I feel that we should bring to the floor.

15 Was there a second for Ms. Causey's motion?

16 Okay, so since there's no second, then we're

17 moving on.

18 Ms. Henn, you said you had a comment?

19 VICE CHAIR HENN: I did. I just wanted

20 to speak to the topic in general, and that is

21 there was a finding or recommendation in the

Page 195

1 operational efficiency report regarding training

2 and to your point, Mrs. Causey, and to

3 Mr. Kuehn's, it had to do with training in that

4 several recommendations were made, one for

5 pre-candidate board materials and training

6 sessions to Mr. Kuehn's point, as well as more

7 intensive board member professional development,

8 and one of the action items the board leadership

9 has committed ourselves to is working with

10 Superintendent Williams and the board office on

11 looking at our budget and seeing what resources

12 we do have and how those align with our

13 professional development goals, because we have

14 not provided those, the strategic planning to

15 date that I feel is necessary to meet this

16 recommendation adequately, and that's an action

17 item that we committed to looking at, to see what

18 resources we would need in order to respond to

19 this recommendation.

20 To your point, that is an activity that

21 needs to happen. I believe as Ms. Scott said,

Page 196

1 your motion is a bit premature, we need to take a

2 look at that and take a look at what resources

3 are available in our operating budget for that

4 activity, and then this is certainly one option

5 that the Board can consider.

6 MS. CAUSEY: So does that mean --

7 CHAIRWOMAN SCOTT: Excuse me,

8 Ms. Causey, you interrupted, we were going

9 around, but the motion was made, it didn't have a

10 second, so we're not discussing the motion

11 anymore, now we're on the efficiency review and

12 the discussion if anyone had any comments about

13 that. Yes, Ms. Rowe?

14 MS. ROWE: So I just wanted to request

15 from board leadership that when you're reviewing

16 other types of training, I recall that we had a

17 discussion that it could be very useful to have

18 training on how to actually fill out a

19 superintendent's evaluation. Some of us on the

20 board have never filled out any evaluation of any

21 kind on any employee in our lives, and so having

Page 197

1 the MABE training specifically on that I think

2 could be useful.

3 CHAIRWOMAN SCOTT: Thank you. Okay.

4 All right, thank you for that and thank you,

5 Ms. Henn, for all of your help and everything in

6 the presentation, and thank you, everybody, for

7 your comments.

8 The next item on the agenda is the

9 report on the college and career readiness

10 pathway, advanced placement, and for that I call

11 on Dr. Wheatley-Phillip, Mr. Connelly,

12 Dr. Woolridge, Mr. Kerns and Mr. Wynkoop.

13 DR. WILLIAMS: Good evening, everyone,

14 I'm going to start. We believe that students

15 should have access to an instructional

16 environment that recognizes and nurtures their

17 potential, and in our Board Policy 5401 and the

18 Superintendent's Rule 5401, we in BCPS provide

19 many programs and services where students have

20 access and opportunity to accelerate, extend and

21 enrich their learning.

Page 198

1 One of those ways is through our
 2 advanced placement program in our high schools,
 3 so tonight we have a team that will present one
 4 of our ways to prepare our students to be college
 5 and career ready, or CCR, and tonight's focus is
 6 on advanced placement. We have developed a
 7 cross-divisional presentation and staff from
 8 various offices are present in the audience as
 9 well, but joining us right now at this table we
 10 have the proud principal of Dulaney High School,
 11 Mr. Sam Wynkoop; we have our coordinator of
 12 college and career readiness, Dr. Heather
 13 Woolridge; we have our executive director of
 14 performance management and assessment, Mr. Kevin
 15 Connelly, and seated at the table behind Mr.
 16 Connelly we have our chief accountability
 17 officer, Dr. Wheatley-Phillip.
 18 DR. WHEATLEY-PHILLIP: Thank you,
 19 Dr. Williams. Our BCPS Compass prioritizes
 20 outcomes for graduating students who are ready
 21 for college, career and service. From this goal

Page 199

1 critical benchmarks and transition points were
 2 identified to provide insight as to whether
 3 students were on the right pathway. Our Compass
 4 provision for focus area one, learning
 5 accountability and results establishes targets
 6 and goals for all students to demonstrate
 7 continuous growth and achievement. Learning is
 8 our core purpose. Our most critical work results
 9 in graduating students across multiple pathways
 10 who meet and exceed college and career readiness
 11 standards. Next slide please.
 12 Our BCPS Compass outlines a clear
 13 pathway to insure that our students are ready for
 14 the future. The College and Career Readiness and
 15 College Completion Act of 2013 has established
 16 several methods by which students can receive the
 17 CCR designation. One is by earning a passing
 18 score on the identified AP exam. By earning a
 19 three or higher on AP exams students are able to
 20 earn college credits which save time and money.
 21 The percentage of students earning a

Page 200

1 three or higher on an AP exam is one way schools
 2 can earn credits for a well rounded curriculum,
 3 whereas the percentage of students enrolled in
 4 any AP course is one way schools can earn points
 5 for access to a well rounded curriculum. There
 6 are many resources and initiatives to assist our
 7 students in being ready for college and careers.
 8 The next slide will provide you with an overview
 9 of a few at the system, school and student level,
 10 in addition to resources that are available for
 11 parents and caregivers. On the next slide
 12 Dr. Woolridge will share the impact of advanced
 13 placement coursework on our students and staff.
 14 Next slide please.
 15 DR. WOOLRIDGE: Thank you,
 16 Dr. Wheatley-Phillip, good evening. Advanced
 17 placement courses provide students with access
 18 and exposure to rigorous college level coursework
 19 in high school with the potential to earn a
 20 college credit and fulfill college course
 21 prerequisites. Research shows that students

Page 201

1 enrolled in advanced placement courses are more
 2 likely to attend and graduate in four years than
 3 students who do not enroll in AP courses. The
 4 likelihood of graduating from a four-year
 5 institution increases when students not only
 6 enroll in an AP course but also sit for the end
 7 of course AP exam. Finally, students who enroll
 8 in an AP course, sit for the end of course AP
 9 exam and earn a score of three or higher are the
 10 likeliest to graduate from a four-year
 11 institution. Next slide please.
 12 BCPS offers AP courses at each of our 25
 13 high schools. Over 8,500 unique students
 14 enrolled in more than 16,000 AP courses during
 15 the 2020-2021 school year. Of the 8,500 students
 16 who took at least one AP course, almost 4,500
 17 took at least one exam. There were 2,700
 18 students who took AP courses and earned the
 19 college credit with a three or higher on their
 20 end of course exams. To increase access for
 21 taking AP, AP exams' costs were fully funded by

Page 202

1 BCPS for all students who receive free and
 2 reduced meals, and all students who are enrolled,
 3 or were enrolled in CEP schools.

4 In addition to the opportunity to earn
 5 college credits through AP courses, BCPS partners
 6 with the Community College of Baltimore County to
 7 provide early college access through dual
 8 enrollment programs, and BCPS offers
 9 international baccalaureate courses. BCPS is
 10 committed to providing rigorous and relevant
 11 coursework to support our students' college and
 12 career readiness skills. On the next slide Mr.
 13 Connelly will provide an overview of the AP exam
 14 performance. Next slide please.

15 MR. CONNELLY: Thank you, Dr. Woolridge,
 16 and good evening. Of the 4,446 students who were
 17 enrolled in at least one AP course and took the
 18 corresponding AP exam, 62.1 percent earned a
 19 three or higher with a possibility of earning
 20 college credit. Overall, while the data
 21 displayed shows a high rate of students earning a

Page 203

1 three or greater on the AP exam, a closer look at
 2 performance by student group provides us insight
 3 into gaps in participation and performance for
 4 specific students.

5 For example, while black or African
 6 American students comprised approximately 40
 7 percent of our student population, less than 28
 8 percent of students participating in one or more
 9 AP courses are black or African American, and
 10 only 22 percent of our AP students who scored a
 11 three or greater were students who were black or
 12 African American. As a system we need to be
 13 deliberate and intentional in how we provide
 14 access and opportunity for all students to
 15 participate and meet with success in rigorous
 16 coursework regardless of race, native language,
 17 socioeconomic level, or a specific need for
 18 differentiated instruction or accommodations. We
 19 must prioritize equity in access, equity in
 20 opportunity, and equity in achievement for all
 21 students.

Page 204

1 This evening we will highlight system
 2 and school-level initiatives and strategies to
 3 increase access in rigorous coursework while
 4 improving student achievement outcomes. Next
 5 slide please.

6 BCPS has implemented high level system
 7 initiatives to support the advanced placement CCR
 8 pathway. The GT honors, AP and IB system
 9 improvement team workgroups examine historical
 10 and current trend data for student participation
 11 and performance by school, course and student
 12 group. Based on these analyses the workgroup
 13 proposes continuous improvement initiative
 14 designed to increase student access, opportunity
 15 and achievement in rigorous coursework.

16 Recommendations include programs, initiatives,
 17 partnership and professional learning.

18 Examples of past professional learning
 19 was an AP symposium hosted by BCPS which included
 20 breakout sessions for AP teachers focusing on
 21 content, teaching GT students, and supporting

Page 205

1 students from traditionally underrepresented
 2 groups. The equal opportunity school's mission
 3 is insure that students of color and low income
 4 students have equitable access to America's most
 5 academically intense high school programs and
 6 succeed at the highest levels. The partnership
 7 model is consultative, collaborative, and
 8 requires a commitment to specific and measurable
 9 results.

10 Three BCPS high schools are
 11 participating in a pilot with equal opportunity
 12 schools to identify students of color and
 13 students from low income households who qualify
 14 for but are missing from advanced placement
 15 classes. The partnership begins with a review of
 16 each school's enrollment data disaggregated by
 17 racial and socioeconomic demographics. Next,
 18 teachers and students complete a survey to share
 19 their thoughts, feelings and expectations around
 20 participation in AP classes at their school. The
 21 schools' equity teams then review the survey data

Page 206

1 and create an outreach plan. Finally, the plan
 2 is implemented to ensure that students are
 3 enrolled, match students in their demographics of
 4 color and more students from lower socioeconomic
 5 families into AP courses are enrolled while
 6 supporting their academic success.

7 This evening we're going to highlight
 8 intentional work by dedicated school staff to
 9 increase opportunities for AP access for all
 10 students while maintaining high levels of
 11 performance. Mr. Wynkoop, proud principal of
 12 Dulaney High School, will share some of the AP
 13 resources that are available for teachers,
 14 students and parents. Next slide please.

15 MR. WYNKOOP: Good evening, members of
 16 the Board, and proud indeed. To support our AP
 17 teachers there are a range of resources and
 18 opportunities. Teachers can access
 19 discipline-specific webinars as well as lesson
 20 plans and sample questions through the College
 21 Board themselves. Additional AP resources are

Page 207

1 available through the Khan Academy platform. The
 2 AP summer institute deepens the professional
 3 knowledge and instructional capacity of AP
 4 teachers through comprehensive training and
 5 collegial support. The Office of College and
 6 Career Readiness through a grant from MSDE will
 7 fund 115 AP teachers to attend the 2022 AP
 8 Institute at Goucher College. Also, many more
 9 high schools will utilize their local budgets to
 10 send additional teachers beyond that grant. We
 11 have found that the Goucher Institutes are vital
 12 for providing the initial keys for leading
 13 students through our various AP programs. Our AP
 14 teachers also engage in an AP Schoology group in
 15 which teachers can share their experiences and
 16 learn from other AP teachers across our BCPS
 17 system. Many hands make light work, so as a
 18 result we prioritize having multiple teachers
 19 teach the same AP class. This allows for direct
 20 onsite collaboration for teachers of the same
 21 subject. Inhouse and department level PLCs

Page 208

1 additionally provide another layer of support to
 2 further build our programs and help our students
 3 achieve. Next slide please.

4 Offering a variety of AP courses at
 5 every comprehensive high school is a priority for
 6 our school system. Access to AP courses for all
 7 students is critical to continue our work in
 8 dismantling instructional barriers which result
 9 in equitable outcomes for our most marginalized
 10 students. Student recruitment efforts for AP
 11 participation led by our amazing school
 12 counselors inform teachers and administrators who
 13 advocate for students, results in increased AP
 14 access for all of our student groups. System
 15 initiatives such as AVID, funding of exams for
 16 qualifying students that may not receive fee
 17 waivers from our College Board, systemwide PSAT
 18 administration which informs AP potential, and
 19 the use of multiple data points and surveys
 20 provide additional opportunities for students to
 21 have access to AP courses while potentially

Page 209

1 earning college credits.

2 Our school-based AP coordinators support
 3 the recruitment of AP students and manage the
 4 logistics for ordering and scheduling exams,
 5 providing fee exemptions for eligible students,
 6 and assisting students in accessing support
 7 resources from the College Board. The College
 8 Board provides a host of resources to support
 9 student understanding and application of learning
 10 for AP coursework. The AP classroom provides
 11 content-specific study materials, practice exam
 12 questions and other supports. Teacher
 13 professional learning includes the use of support
 14 materials to enhance teaching and learning. All
 15 BCPS students have access to a repository of AP
 16 resources to support their success in college
 17 level coursework while providing them with the
 18 opportunity to earn college credit and fulfill
 19 college course prerequisites. AP teachers work
 20 closely with students to provide the support,
 21 guidance and encouragement to promote student

Page 210

1 perseverance and success in rigorous teaching and
 2 learning experiences. Next slide please.
 3 And for our parents, the College Board
 4 and BCPS provide resources to parents and
 5 caregivers through online links and portals. The
 6 resources are intended to promote parent
 7 understanding and engagement in the AP pathway
 8 for college and career readiness while providing
 9 background information in courses and assessment,
 10 dashboard to track their student's progress, and
 11 free daily lessons for every course to support
 12 student access to additional instructional
 13 opportunities. Many of our individual schools
 14 host registration information nights,
 15 registration open houses, elective fairs or
 16 similar that are designed to provide our parents
 17 with important information about classes, class
 18 choice, including advanced placement. The BCPS
 19 Parent University complements the AP college and
 20 career readiness pathway by providing additional
 21 resources to support parent and caregiver

Page 211

1 understanding and knowledge of resources
 2 available to support the success of their child.
 3 While we have much to celebrate, there's
 4 a lot more to be done, and the next slide will
 5 provide a high level overview of our continued
 6 work.
 7 DR. WHEATLEY-PHILLIP: Thank you,
 8 Mr. Wynkoop. Advanced placement courses are one
 9 pathway for students to develop the knowledge and
 10 skills needed to meet the college and career
 11 readiness standards. We celebrate the students
 12 at Dulaney High School who are enrolled in at
 13 least one advanced placement course. The most
 14 recent data show from 2018 to 2021 consistencies
 15 in the number of students participating in
 16 advanced placement by grade level.
 17 For the 20-21 school year there were 65
 18 ninth graders, 186 tenth graders, 162 11th
 19 graders and 144 grade 12 students. Last year
 20 over 550 students at Dulaney High School were
 21 enrolled in one or more AP course. Of that total

Page 212

1 group, 79.9 percent earned a three or higher on
 2 the AP exam.
 3 Our continued work at the school level
 4 utilizes an equity lens to examine AP courses
 5 offered and student group participation levels,
 6 the use of multiple data points in recruiting a
 7 diverse student group to participate in AP
 8 courses, and strategies that support to promote
 9 equity in achievement for all students. At the
 10 system level our focus on equity and access,
 11 opportunity and achievement is promoted through
 12 ongoing professional development for AP teachers,
 13 coordinators and school leadership teams, while
 14 examining and institutionalizing best practices
 15 such as those researched and recommended by our
 16 system improvement team. Next slide please.
 17 We thank you very much for your time and
 18 attention this evening. Later this month we will
 19 take a deeper dive into another important college
 20 and career readiness pathway, dual enrollment.
 21 We will continue to provide updates on our

Page 213

1 student participation, performance, and our
 2 progress towards insuring that they are college
 3 and career ready. Thank you.
 4 CHAIRWOMAN SCOTT: Thank you for that,
 5 and we'll start with questions. I guess we'll
 6 start around here, so our first is Mr. Kuehn, and
 7 then we will work our way around.
 8 MR. KUEHN: Thank you for this
 9 presentation and congratulations to Dulaney, they
 10 do a fantastic job. And APs are basically
 11 college classes that are being given in high
 12 school, and you reach that level by getting
 13 through and building a strong foundation and
 14 growing through, and then achieving, and working
 15 very hard because it's a tremendous amount of
 16 content in a short amount of time. And while I
 17 commend our colleague from Dulaney and it's great
 18 to kind of share how well they're doing, my
 19 concern is really at the other end of the scale.
 20 I'm not really worried about Dulaney
 21 because I understand how successful they are.

Page 214

1 I'm concerned about schools that are not as
 2 successful as Dulaney with AP content and I'd ask
 3 the question, I sent an email, I was hoping to
 4 have more data that was more specific so we could
 5 actually see what's happening in the schools, and
 6 I heard at some point that that's provided to the
 7 entire board and made available to the public
 8 because it will tell, you know, tell an important
 9 story.

10 And as we're looking at the path of
 11 children and students as they achieve and grow,
 12 my concern is that path, where along that path
 13 are we failing and how do we correct it so that
 14 every school is achieving like Dulaney is? I
 15 want every high school principal up here telling
 16 us the same thing, saying 80 persons of our kids
 17 that took them got a three or above, but that is
 18 not the case, unfortunately we can't see that
 19 data, I'm sure you have it somewhere, and I hope
 20 that we can get there. But understanding the
 21 path and what makes a student successful enough

Page 215

1 to achieve at that level is the key to all this,
 2 so --

3 CHAIRWOMAN SCOTT: That's time.
 4 MR. KUEHN: -- I'm not quite sure how
 5 you relay that to us.

6 DR. WHEATLEY-PHILLIP: So thank you,
 7 Mr. Kuehn, for the question, and you're
 8 absolutely right, we do have data. And one of
 9 the things that we really work to do internally
 10 within BCPS is as we have data that are
 11 available, we really work first with our school
 12 teams to be able to share the data with them, to
 13 have them identify their best practices, and to
 14 identify ways within which as they look at their
 15 data and look at their demographics to identify
 16 individual plans.

17 And so part of what we have done is
 18 really pulling the data together. Our plan is to
 19 share the information with other school leaders,
 20 have in-depth conversations with them, and then
 21 be able to share that information with you. We

Page 216

1 did receive your email and we thank you for that,
 2 but part of our internal process is to work
 3 internally at the school level first, so we start
 4 with that part and then we extend up to the
 5 whole. We certainly have members here from
 6 central office, Dr. Woolridge's team who will
 7 also serve as advisors to help school teams, and
 8 we will have the information available. But I
 9 think part of what we want to do right now is to
 10 look at the data, to have conversations at the
 11 school level, to work with our school leaders, to
 12 look at best practices such as what we see here
 13 at Dulaney, and to be able to have those
 14 conversations within and among zones, so that we
 15 can make sure we're sharing those best practices
 16 and we're able to help all students.

17 CHAIRWOMAN SCOTT: Next, we're going
 18 around, Dr. Hager.

19 DR. HAGER: Yes, and I'm so glad I went
 20 after Mr. Kuehn, I had a very similar question.
 21 I think the two data points that I also would

Page 217

1 like to see would be the percentage of students
 2 who score three or better we talked about, but
 3 also that percentage of students that are
 4 enrolled in the class and actually take the test
 5 the test by school.

6 And I'm very curious about whether the
 7 adoption of CET at a larger number of high
 8 schools has changed that in any way and if making
 9 that test available to any student in that
 10 school, has that modified the process. And I'm
 11 particularly very curious because it sounds like
 12 only about 50 percent of the kids who enroll in
 13 an AP course take the test. And I'm kind of new
 14 to this as a parent of a high schooler, and it's
 15 hard to sign up for those tests. So I find it
 16 incredibly challenging to go through the website
 17 and everything. And so in the schools where
 18 every child is eligible who, through this
 19 remedial eligibility provision, is it up to the
 20 parents to sign that child up or is the school
 21 helping them since everybody can sign up for it?

Page 218

1 So is there, are we removing barriers to the kids
 2 in CET schools to enrolling in the course?
 3 DR. WHEATLEY-PHILLIP: I'm going to ask
 4 if Dr. Woolridge can maybe provide some insight
 5 for that, thank you.
 6 DR. WOOLRIDGE: Yes. We encourage all
 7 of our students to take the exams. There is,
 8 this year again, there is a fee on these exams,
 9 so we do ask that our AP coordinators are working
 10 with the students and the AP teachers and the
 11 parents to make sure that the student is
 12 committed to taking that test before we register
 13 them so that if they -- we just, you know,
 14 ordered the test for everyone, then we would have
 15 to pay \$40 for every student that doesn't
 16 actually take the test. We just want to work
 17 with the families and the students that are
 18 committed, and that is why College Board moved
 19 the registration date up earlier, previously it
 20 used to be in March as you know, and now we are
 21 approaching the deadline, November 15th, so it's

Page 219

1 so they commit early, and they study hard all
 2 year long and they sit for the exam.
 3 DR. HAGER: And so does the school
 4 system help them sign up or is it still up to the
 5 student and the parent to sign up in the school?
 6 DR. WOOLRIDGE: So the AP coordinator is
 7 actually the one that pushes the button, but they
 8 do not do that without the permission of the
 9 family.
 10 DR. HAGER: Okay, that was my thought.
 11 And then just kind of following up on that, do we
 12 have data on what the barriers are to taking the
 13 test, that 50 percent that takes the course but
 14 not the test, has anyone ever explored kind of
 15 why that is?
 16 DR. WOOLRIDGE: I think last year was
 17 unique. We had two years during the pandemic
 18 where the College Board adjusted its own policies
 19 and procedures for AP exams, which greatly
 20 impacted our students. So in 2020 when we first
 21 went home in March, the College Board immediately

Page 220

1 turned and put their exam on line and removed the
 2 multiple choice aspect so it was only a written
 3 response exam. I think that shocked some of our
 4 students. And then the next year, this past year
 5 College Board put their entire exam on line,
 6 multiple choice and free response, and I think
 7 some students felt that that was daunting
 8 despite, you know, the hard work of their
 9 teachers and prepping all year long. I do
 10 believe that we will see, we will rebound and see
 11 the numbers that we used to see which are much
 12 higher, and we can certainly provide that data
 13 for you, go back a couple years pre-pandemic and
 14 then this year, and we're going to blow you away
 15 with the number of exams that are taken.
 16 DR. HAGER: Thank you so much. That was
 17 great.
 18 CHAIRWOMAN SCOTT: Thank you.
 19 Ms. Pasteur?
 20 MS. PASTEUR: I'm glad to hear you have
 21 a grant, you say, that is sending the AP

Page 221

1 teachers, all categories, right?
 2 DR. WOOLRIDGE: Yes, ma'am.
 3 MS. PASTEUR: Because that's been a
 4 problem, that not all of the teachers took
 5 advantage of it, so now all teachers are doing
 6 that, correct, is that what you're saying?
 7 DR. WOOLRIDGE: Well, we will be able to
 8 fiscally sponsor 115 teachers this summer through
 9 the MSDE grant.
 10 MS. PASTEUR: All right, so that's
 11 another conversation, about how you pick those
 12 115 teachers, because that goes into a piece of
 13 why students don't score. I'd like to know what
 14 your data point, Dr. Hager hit that but I didn't
 15 hear an answer, what do your data points tell you
 16 are the reasons that the students are not doing
 17 well, that you identified in your presentation?
 18 DR. WHEATLEY-PHILLIP: I think that's
 19 where the conversation at the school level takes
 20 place, because data just represents numbers and
 21 percentages, but the deeper conversation takes

Page 222

1 place at the school level working with school
 2 teams and asking them, when you look at these
 3 percentages, what do you think are some of the
 4 contributing factors around that?
 5 MS. PASTEUR: What do they tell you,
 6 what are some of the things? I would like to
 7 hear some of the things that they tell you.
 8 DR. WHEATLEY-PHILLIP: Right. So as we
 9 shared with Dr. Kuehn, this is a conversation
 10 that we're having with school teams, we haven't
 11 shared the data and begun those conversations,
 12 but part of what we're doing is reporting the
 13 information to members of the board and once
 14 we've had those conversations we can certainly
 15 come back and we can share the information. But
 16 the data we collected was extensive and what we
 17 want to do is to be able to first share it with
 18 school teams, say here's what your data show, and
 19 then have those conversations and be able to
 20 report back what we think are some of the causes.
 21 Right now for us it would just be assumptions

Page 223

1 that we're making because we're not in the
 2 schoolhouse, but to be able to have those
 3 conversations with school teams so that we have
 4 the real facts. But it's more so than just
 5 having numbers, it's being able to look at the
 6 resources across the system as a team that we can
 7 provide, such as information from the system
 8 improvement team, from grade level teams and so
 9 forth.
 10 I know Mr. Wynkoop is here and he is our
 11 resident expert in terms of some things that are
 12 being done. I know that he is the cornerstone
 13 exemplar at this point, but there are specific
 14 things done at the school level to really help
 15 support the decision making and the reasons why
 16 students do well or some students don't do well.
 17 So any insight that you can provide members of
 18 the Board at this time, we'd appreciate that.
 19 MR. WYNKOOP: Sure. I think the thing
 20 that is probably the freshest on our mind is what
 21 we've gone through, as Dr. Woolridge said, since

Page 224

1 March of 2020. These last two years have been,
 2 as far as being able to identify and design
 3 resources in a global situation, has been
 4 difficult. But what I would say is when we start
 5 talking about reasons why and things, I can speak
 6 specifically to our school team, and similar to
 7 messages from the system at the beginning, we
 8 need to make sure, what's our target, is our
 9 target everybody to get a five, is our target to
 10 increase access, is our target to combine those
 11 two things? And I think that at the school level
 12 when we do get this data and we look at this data
 13 that's inclusive, we can take a look at those
 14 things and see where some of those deficiencies
 15 are, is it from our underserved or from our black
 16 or brown children, is it from ELL students? So
 17 we can kind of disaggregate that data and then
 18 design our supports around it.
 19 For example, and I know that this may
 20 sound bad, and one part of my remarks earlier
 21 were just about the, some of the issues that

Page 225

1 we've had historically in trying to get to our
 2 marginalized students. When I first came to
 3 Dulaney, three out of the 700 students that took
 4 the test were African American, three. And one
 5 of the things that we wanted to do was look at
 6 some of, maybe not the words and the bullets, but
 7 actually start looking into the person, why is
 8 this, and really start peeling back those layers.
 9 And what we found is there was maybe a humanistic
 10 piece that historically, not just at Dulaney or
 11 just in Baltimore County but maybe across the
 12 country, could be really used. Let's not make
 13 this line that we're drawing in the sand that's
 14 saying you have AP potential, you don't have AP
 15 potential, let's draw this line in the sand and
 16 if you're below that, how am I going to pick you
 17 up. And I think when we started shifting our
 18 mindset in that, and again, three, to where we
 19 went was 300 percent, but that's still not
 20 enough, that's still not enough when you go from
 21 one year to the next.

Page 226

1 So it is a systematic thing that we have
 2 to look at every year, and unfortunately with
 3 this recent round of looking at our numbers it
 4 really kind of throws a little bit of a wrench
 5 into that data set, because looking at the data
 6 sets now, although it is real data, it's apples
 7 to oranges as opposed to what we were doing
 8 historically leading up to that.

9 Now like we said before, this year, this
 10 is a critical year, this is a critical year to
 11 have the humanistic approach to the AP, not only
 12 the AP but also to our standard classes. But I
 13 think this is going to be the year where the
 14 College Board starts getting back to having their
 15 exam be more consistent than what it was in the
 16 first two years. As a parent, I've worked with
 17 many parents on the registration and things like
 18 that, it has been cumbersome the last couple
 19 years but we need to make sure that we keep our
 20 focus on those kids getting in the rolls, in the
 21 classes and making sure that they're comfortable

Page 227

1 because if they're not, we shouldn't wait for the
 2 score because it's not going to matter.

3 MS. PASTEUR: And I want to thank you
 4 for that answer. I was an AP teacher, taught two
 5 AP courses, before I was a principal and while I
 6 was a principal, and I taught for College Board,
 7 okay? So I'm very familiar with College Board,
 8 and in those schools about which you spoke, there
 9 are some very clear discrepancies and some very
 10 clear things that need to be fixed. One is
 11 taking care of those teachers in the schools.
 12 Second, and being very specific about the fact
 13 that this is a critical thinking, those tests are
 14 critical thinking, how you approach multiple
 15 choice, how you process the question so that you
 16 can answer it appropriately, okay, based on --
 17 and I taught the language, I taught language one
 18 year and then the literature, each one building
 19 on the other.

20 So that's why I asked, what are you
 21 finding, because as a teacher, I talked to other

Page 228

1 teachers of AP in those schools that were not
 2 doing well, and our answers were pretty much the
 3 same, and we could see also who was being
 4 selected to teach that, so --

5 CHAIRWOMAN SCOTT: That's time.
 6 MS. PASTEUR: -- that's important.
 7 Thank you, that's important.
 8 CHAIRWOMAN SCOTT: Thank you.
 9 Mr. Thomas?

10 MR. THOMAS: Thank you, Ms. Scott. So
 11 Eastern Tech is definitely not like Dulaney in
 12 terms of the number of AP courses that are
 13 offered, because I've heard of students at
 14 Dulaney that are taking six, seven, eight AP
 15 courses and are really doing amazing things at
 16 Dulaney. But at Eastern one of the barriers I'm
 17 noticing is with our magnet program, the access
 18 to AP courses has definitely not been as good as
 19 it could be. For example, last year I did a lot
 20 of advocacy to try to get an AP government course
 21 but we just couldn't get it because we didn't

Page 229

1 have the room, with our capacity we didn't have
 2 the ability, so we're now alternating years.

3 And I'm a student, I've taken AP courses
 4 throughout my term in high school, I'm taking two
 5 this year right now, so I know how intense it can
 6 be, but that access is not the same throughout
 7 the county. I visited Towson High School today
 8 and the same thing was true at Towson High
 9 School, students taking six, seven, eight AP
 10 courses. But I go to Chesapeake High School and
 11 you know, they're just getting started with
 12 offering AP science courses and they're just
 13 getting started with offering AP courses, and so
 14 I'm wondering if there's data about how many AP
 15 classes are offered in each of our schools.

16 DR. WHEATLEY-PHILLIP: Yes,
 17 Mr. Connelly, did you want to provide some
 18 clarity regarding that?

19 MR. CONNELLY: Yes. One of the prepared
 20 workbooks that we developed was based not just on
 21 the access but looking at schools and then

Page 230

1 courses that are offered within the schools, and
 2 then participation by all as well as by student
 3 group, so really getting into some of the things
 4 that Mr. Wynkoop was talking about of looking at
 5 not only what we offer but then who takes
 6 advantage of what's being offered and then how do
 7 we provide the supports, the beliefs, and our own
 8 initiatives to expand that net. Because even if
 9 we're increasing opportunities and access and
 10 offerings, it's still not enough. We have to
 11 continue to build on that momentum and grow as we
 12 move forward.

13 MR. THOMAS: Okay. And can the Board
 14 receive like data, though, for how many classes
 15 we currently have enrolled where students are in
 16 AP courses so we can kind of visualize how each
 17 school kind of looks?

18 MR. CONNELLY: So we prepared data for
 19 Dr. Williams in the review process.

20 DR. WILLIAMS: So let me just remind the
 21 Board, this is a first review of college and

Page 231

1 career readiness, so a couple things I just want
 2 to bring our attention to, that as a system we
 3 have to talk more about college and career
 4 readiness and all those components, this is one
 5 of many aspects. The AP data as we've heard, we
 6 had two outlier of years and sharing that,
 7 absolutely we'll share it. We do have to
 8 finalize the data, we have to scrub the data in
 9 terms of any numbers that are less than ten, I
 10 think that's the magic number, you know, in terms
 11 so you don't identify specific students.

12 Today's presentation was just to say
 13 here's one aspect, but what you'll hear in two
 14 weeks is that we not only provide advanced
 15 placement, we provide dual enrollment, and
 16 because of that you may see at every school they
 17 won't offer all AP because there's the dual
 18 enrollment where students have an opportunity to
 19 take a college class, pass the class and get
 20 credit, just like one would do with an advanced
 21 placement class. So I don't want you to think

Page 232

1 this is, this is not the full picture of what
 2 we're doing with AP.

3 I want to go back to what was in the
 4 presentation. We deliberately created a system
 5 improvement team to address all of these issues.
 6 There's an access and opportunity issue, so how
 7 do we look at every school and say we want more
 8 students, what are those barriers? We
 9 deliberately said we've got to get the student
 10 voice because the students will tell us why he or
 11 she is not enrolling in a class, why he or she is
 12 not taking the exam, what are those barriers.
 13 And so we created the system improvement team
 14 last year in the midst of a pandemic and in the
 15 midst of a change from the College Board.

16 So tonight was trying to set up, this is
 17 what we've had in place, this is where we are as
 18 an overview, but absolutely we'll drill down and
 19 work with our school principals as to what are
 20 you doing to really get more students to take the
 21 course and to take the exam. Because there's

Page 233

1 reasons as to why some students take the course
 2 and some choose not to take the exam, and it's
 3 not just it's cumbersome, there's some reasons
 4 that we have to know why.

5 But let me just be real clear. Our
 6 kinds need to feel welcome in any one of these
 7 classes, that's the reality. You can ask all the
 8 questions, but the reality is those principals
 9 know, we will be here for four hours talking
 10 about all of our high schools. These principals
 11 know there are barriers, kids feel, they don't
 12 see themselves in these classes, they want to be
 13 welcomed. The teachers need to be trained and
 14 supported. That's the purpose of the system
 15 improvement team. We are being very deliberate
 16 about opening access, and it's not just about AP,
 17 and it's not just about a grade of three, a score
 18 of three or better. If you take it, there's
 19 research saying you're better prepared. Take the
 20 course, you're better prepared to take, to be
 21 successful in college.

Page 234

1 So we need to stop just looking at a
 2 score and we need to stop looking at one data
 3 point. The sheet was clear, college and career
 4 ready requires multiple data points, and if you
 5 think a student can go to ninth grade and be
 6 prepared to say I'm going to take an IB class,
 7 I'm going to take a AP class, that's why we're
 8 looking at articulation from elementary to middle
 9 and middle to high, this is the work that we are
 10 being very deliberate thanks to our principals,
 11 our school side and our research side, and
 12 curriculum, I won't forget curriculum. It is all
 13 of this. What you're just getting is a glimpse
 14 today, ladies and gentlemen, but the real work is
 15 working with those individuals like Mr. Wynkoop
 16 and his team. Let's break down what's going on,
 17 but we talked about it. The real value is
 18 hearing what our teachers are saying and
 19 especially our students.
 20 So I just want to refocus the Board just
 21 a little bit. This is not one and done, and

Page 235

1 we're not going to have all the answers today
 2 because if we could do that we would have 80
 3 percent of our kids, but we don't. We've got to
 4 find out what are those answers, and the answers
 5 lie in all of our high schools, and that's the
 6 work that these principals are doing and their AP
 7 coordinators. So yes, there are some differences
 8 in terms of how many, a school has eight, a
 9 school has five, but the school grew to that five
 10 in a year, give them time to grow with more
 11 staffing and more support so they can offer it.
 12 But there's this -- we are going to do
 13 this discussion about dual enrollment. Dual
 14 enrollment is a good thing, but that is impacting
 15 some options because students may say well, why
 16 would I want to take an AP course if I could fit
 17 a college course in my schedule and go to CCBC
 18 and get the credit? So I think what we can do
 19 with these questions, we're happy to circle back,
 20 but this is an ongoing discussion, but what I
 21 want to just paint is that's why we had

Page 236

1 Mr. Wynkoop to share a little bit of what was
 2 happening in his school, as well as work with all
 3 of our principals to really get to what we need
 4 to do to improve access and opportunities and
 5 look at removing those barriers.
 6 We want to thank the Board for all of
 7 the budgets, the support, supporting our kids
 8 with the fees and examinations. We want to thank
 9 the Board for the equal opportunity to do just
 10 that. Let's look at three of our schools and
 11 study what's getting in the way, what are the
 12 barriers, what are the challenges. So I would
 13 offer, give us some opportunity to come back and
 14 share, like here's our successes, here's what
 15 we're seeing, Ms. Pasteur, as a barrier, and how
 16 do we work with all of our schools to figure out
 17 how do we remove those barriers. But from my
 18 experience as a teacher, as a principal, is
 19 what's happening in those schools, do those
 20 students feel like they have that support, do
 21 they see themselves in those classrooms? Are the

Page 237

1 teachers getting that kind of professional
 2 development that they need? And what we have
 3 done, we've given the funds, we have the funds,
 4 we probably could use more, I'll just put that
 5 out there. We have the funds, but we've got to
 6 look at why are we seeing a lower percentage of
 7 students taking an exam or not getting a score.
 8 But there's still research, if you take an sit,
 9 you are better prepared if you don't hit that
 10 mark of a three.
 11 But remember, AP is just one of many
 12 ways to determine if a student is college and
 13 career ready. So I would just say if there's
 14 some additional questions, we'll have the data.
 15 Our principals need to see the data. Our school
 16 side needs to work with our principals to say
 17 what are those barriers, talk to us, what do you
 18 need, that's their role. Like
 19 Dr. Wheatley-Phillip said, they can provide the
 20 data, it's more than just the data. We've got to
 21 drill down and figure out what's causing this to

Page 238

1 happen.
 2 But keep in mind, last year was some
 3 challenges, and the year before as well. So I
 4 think Dr. Wheatley-Phillip said this before, it's
 5 like apples and oranges if we look at previous
 6 data points, so I just want to make that point to
 7 the Board, that this is just the beginning of our
 8 work.
 9 CHAIRWOMAN SCOTT: Thank you,
 10 Dr. Williams. Were you finished, or you had
 11 another question?
 12 MR. THOMAS: I did have another
 13 question. It was about -- so in previous years
 14 for fee reductions for AP exams we used the FARMs
 15 data, but I don't believe this year we were
 16 collecting FARMs data because we have free meals
 17 for all students, so I was just wondering how is
 18 it that we're providing those free exams for
 19 students. I haven't filled out my form and
 20 they're due tomorrow so I have to fill that out,
 21 but I was just wondering if you could provide

Page 239

1 some insight into that.
 2 DR. WOOLRIDGE: Great question, I hope
 3 many people hear the answer, because BCPS does
 4 have a self-disclosure letter that students and
 5 families can fill out and bring confidentially to
 6 the advanced placement coordinator at their
 7 schools, and then they too will be checked off as
 8 eligible for the fee reduction for the AP exams,
 9 and their fees will be covered by our grants.
 10 MR. THOMAS: Okay, and that's a
 11 reduction in the fee?
 12 DR. WOOLRIDGE: Yes. College Board
 13 offers a fee reduction and then our grant covers
 14 that fee-reduced exam, so the students are not
 15 charged.
 16 MR. THOMAS: Awesome, thank you so much.
 17 And I just wanted to state this, I think
 18 it would be really great if going in the future
 19 the Board could consider possibly the budget,
 20 figuring out a way to make the exams free for all
 21 students for the AP exams. I know they are a

Page 240

1 significant financial burden going into the \$96
 2 for, a typical exam is \$126 sometimes for an AP
 3 seminar, so I think it would be cool if we could
 4 look into that.
 5 CHAIRWOMAN SCOTT: Time. Okay.
 6 Ms. Henn, did you have any comments?
 7 VICE CHAIR HENN: I did, just a quick
 8 comment and question. Thank you for your
 9 presentation, this has been fantastic.
 10 What gives me anxiety about this is not
 11 one of our processes but rather the College
 12 Board's exam process itself and what that does to
 13 our students, and how we can best support them in
 14 this. Speaking from someone who may or may not
 15 live in my house, she botched the exam process on
 16 one of her AP exams, got all the way to the
 17 finish line and blew it on the test. Knew the
 18 content, was prepared, excellent school, prepared
 19 her the absolute best they could, didn't upload a
 20 file in the right place and bam, that was it.
 21 The College Board is not forgiving when it comes

Page 241

1 to minor issues like that, and there was nothing
 2 that could be done, nothing her school could do,
 3 the AP coordinator could do, the College Board
 4 could do, we were up against the wall. And you
 5 know, what do you do?
 6 And here's someone with every support in
 7 the world, you know, from the school, from home,
 8 you name it. I can't think of what someone with
 9 less resources would be up against in that
 10 situation. I don't know if we have data on those
 11 students, but that's what keeps me up at night,
 12 is worrying about those students who, you know,
 13 they go through all these efforts, go through the
 14 entire course, they're prepared, their school,
 15 you know, their principal, their AP coordinator,
 16 everyone goes, you know, the extra mile for them,
 17 and they get to the finish line and then that
 18 happens. So what are we doing, what can we do to
 19 insure they cross the finish line? They have the
 20 motivation, they want to get there. Can we --
 21 again, it's not our process but again, it's a

Page 242

1 constraint that they are faced with. How do we
 2 help with the logistics, the operations, the
 3 technical, whatever it is, because that's
 4 something where, you know, we have no control
 5 over, you know, it's the College Board's process,
 6 but they're our kids and we want to insure that
 7 they're successful in that. So some feedback, a
 8 story and some, a desire.

9 CHAIRWOMAN SCOTT: Thank you. And going
 10 around, did you have anything, Ms. Jose? I'm
 11 just going around since it seems like everyone
 12 had something to say.

13 MS. JOSE: Thank you. Many of my
 14 questions were asked. To kind of piggyback on
 15 what Ms. Henn just said, filling out those forms
 16 is incredibly difficult and for somebody that
 17 like sits on the Board over here, highly
 18 educated, if it's hard for us I kind of wonder
 19 how hard it will be for people that don't have
 20 the time, that are averse to filling out forms,
 21 and how are we catching those kids.

Page 243

1 And congratulations to Dulaney for
 2 being, and if you were to use that as a pilot
 3 school to emulate that across, you just look at a
 4 school a few miles down from Dulaney, Loch Raven
 5 Academy, I want to see how many AP classes are
 6 being offered there if you could provide that, if
 7 you could give me how many AP classes are being
 8 offered at Overlea, Owings Mills, Kenwood, and
 9 what could we do to bridge that gap.

10 And thank you, Dr. Williams, because you
 11 kind of clarified that, a lot of it is in the
 12 thinking, but to see that visually will help the
 13 Board, you know, support this program when it
 14 comes to budget, so that we could help, I guess
 15 that's one way that we could help is putting that
 16 in the budget. So thank you, and we look forward
 17 to the next presentation as well.

18 CHAIRWOMAN SCOTT: Thank you.
 19 Mr. McMillion?

20 MR. MCMILLION: I want to thank you for
 21 the time and energy that you put into this

Page 244

1 presentation, I thought you did an outstanding
 2 job, thank you very much.

3 CHAIRWOMAN SCOTT: Thank you. Ms. Mack?

4 MS. MACK: I have one comment and three
 5 questions. I have three daughters, all of whom
 6 attended the same high school. One of my
 7 daughters took and did well on nine AP classes
 8 and the other two did not take any, and as I sit
 9 here tonight I can't remember why. So the
 10 question that's being asked, why do some kids do
 11 it and some other kids don't, I can't even
 12 remember for my own children.

13 My first question is to Mr. Kuehn and
 14 Dr. Hager's point. What is the timeline,
 15 Dr. Wheatley-Phillip, for analyzing, scrubbing
 16 the data with schools and then providing it to
 17 the Board?

18 DR. WILLIAMS: So I will answer that.
 19 The data, we will have an update to the Board on
 20 schools, let's say, Dr. Wheatley-Phillip, by
 21 December?

Page 245

1 DR. WHEATLEY-PHILLIP: We can have that
 2 ready for that time, because it's not just the
 3 data, it's also a written report that --

4 DR. WILLIAMS: Let me just finish.
 5 Because I think to your point, everyone wants to
 6 see specific schools and see how students are
 7 doing, and I think we need to put a caveat about
 8 what it was like with the College Board last
 9 year, and we have previous data the year before,
 10 and I think what will be helpful getting back to
 11 several comments, there is differences, there's
 12 inconsistencies across the system, hence why we
 13 have a system improvement team. We want to
 14 understand why some students are taking AP and
 15 some aren't, and AP is not just the only answer.
 16 There are multiple ways of getting college and
 17 career ready.

18 Again, I want to go back to that slide.
 19 We're showing one piece of multiple ways of
 20 saying our students are college and career ready.
 21 So give us some opportunities, we heard December,

Page 246

1 but the bigger piece is what the principals of
 2 schools are doing. You can support us with
 3 budgets, you can support us with training, but
 4 the real work is happening at the school level,
 5 and I will also task Dr. Yarbrough and her team
 6 as we're looking at professional learning, that
 7 we can circle back on what we're doing with
 8 professional learning with our AP, or with our
 9 staff in general but definitely with our AP. So
 10 I think the desire to have the data is warranted,
 11 what you will do with it, I hope it leads to
 12 policy and budget, but the real work is what
 13 we're doing with our schools and our principals,
 14 so I thank you for that.

15 MS. MACK: My next question is, one of
 16 the benefits of a program like Open Court in
 17 elementary school is that it's a very defined way
 18 of delivery and if it's delivered the way that
 19 it's trained we know that students benefit. How
 20 are we ensuring consistent delivery of AP content
 21 across all schools? How are we measuring AP

Page 247

1 teacher efficacy?

2 DR. WILLIAMS: Good question. We will
 3 follow up with that. Thank you, Ms. Mack.

4 MS. MACK: And then my last question is
 5 about the equal opportunity schools, Catonsville,
 6 Milford Mill and Perry Hall. Can you tell me the
 7 start date and the end date of the pilot and if
 8 there are any preliminary findings at this point
 9 that would be beneficial for the Board to hear?

10 DR. WHEATLEY-PHILLIP: We can provide
 11 that information as well. We have to talk to
 12 several offices to get the information but we can
 13 provide that information as well.

14 MS. MACK: Okay, thank you, I look
 15 forward to seeing it, thank you. And thank you
 16 for the presentation and for pulling information
 17 together.

18 CHAIRWOMAN SCOTT: Ms. Causey?
 19 Microphone.

20 MS. Causey: I want to thank Lily for
 21 turning on my microphone multiple times during

Page 248

1 the meeting, so there you go, I'm done. No, I'm
 2 just kidding.

3 I want to thank you all for the
 4 presentation and I just wanted to quickly speak
 5 to Dr. Williams' point about policy and budget, I
 6 have some comments and then I'll have a couple
 7 questions. But at one point in 2014, 2015 I was
 8 doing some, as a parent, education advocate,
 9 analysis around the advanced placement testing
 10 access, test taking and test passing among the
 11 high schools in BCPS, and one of the takeaways
 12 was that if a student was attending Dulaney, they
 13 were more likely to take an AP test if they were
 14 making a C in the course, but in other schools
 15 they were less likely to take the AP test if they
 16 were receiving a C in the course, but the pass
 17 rate among C students was similar. So what is it
 18 that encouraged a student -- and this is before
 19 Dr. Wynkoop was there so I'm not, you know,
 20 giving any Brownie points here. So what was it
 21 that at Dulaney a student was encouraged to take

Page 249

1 that AP test when they had a C in the course, but
 2 wasn't necessarily, you know, translated to other
 3 schools?

4 The other thing was that Western Tech,
 5 and this is going back to data from 2013, they
 6 had a high success rate in access, AP taking and
 7 AP passing, and so what was it that led there, to
 8 the success there? As a board member in 2015 or
 9 2016 I attended an AP conference that was put on
 10 in BCPS, it was held at Loch Raven High School,
 11 and it was an opportunity to hear from an amazing
 12 teacher at Overlea who shared the work at their
 13 school in really focusing on increasing access
 14 and instruction, so I'd like to hear a little
 15 more about that.

16 CHAIRWOMAN SCOTT: That's time. Thank
 17 you. Ms. Rowe?

18 MS. ROWE: So there's a, I read through
 19 this 18-page report that's up on BoardDocs that I
 20 just want to say to the other board members,
 21 actually does contain a significant amount of

Page 250

1 data, some of which is data you all are actually
 2 asking for, not all of it, but there's stuff in
 3 that report.
 4 So on page seven, I just want to make
 5 sure that I understand what one of these data
 6 points means, because I don't want to
 7 misunderstand it. It said, these analyses
 8 indicate that 8,576 unique students took at least
 9 one AP course, and a couple pages prior it looks
 10 like between 16 and 18,000 students over the last
 11 several years took multiple AP. So does that
 12 mean that roughly 8,000 students took one or more
 13 AP exams, leading to a cumulative of 16? So we
 14 have 110,000 students in our school system, so
 15 our participation in the AP program is less than
 16 ten percent, is that what that says?
 17 MR. CONNELLY: It's just high school
 18 students so that's ninth, tenth, 11th and 12th
 19 graders.
 20 MS. ROWE: Are there AP tests for middle
 21 schoolers?

Page 251

1 MR. CONNELLY: No.
 2 MS. ROWE: Oh, I got it, okay. So how
 3 many high school students do we have total?
 4 MR. CONNELLY: I would give a rough
 5 estimate of about 32,000, roughly.
 6 MS. ROWE: That definitely looks better.
 7 MR. CONNELLY: And then your initial
 8 comments are accurate.
 9 MS. ROWE: So 8,000 some odd.
 10 MR. CONNELLY: These students are, a
 11 student took one or more, but the total number of
 12 AP tests are because we have students taking
 13 multiple AP courses and then exams.
 14 MS. ROWE: So in the beginning of the
 15 presentation where you outlined the couple
 16 different pathways, how many of our high school
 17 students are in one or more of those pathways?
 18 Because for instance, I know my daughter's in IB
 19 but she also takes AP. So how many, does that
 20 8,000 number for AP, do you have a number yet for
 21 the unique total number of high school students

Page 252

1 that participated in any of those programs?
 2 MR. CONNELLY: So I may need some
 3 clarification of what you're asking, but let me
 4 just give a general overview. As Dr. Williams
 5 had mentioned, college and career readiness
 6 occurs in many different formats, there's many
 7 ways to earn that college and career readiness,
 8 AP is one component of that.
 9 CHAIRWOMAN SCOTT: Yes, and you list
 10 them in the beginning, what they all were.
 11 MR. CONNELLY: Yes, and in Baltimore
 12 County Public Schools we have a whole host of
 13 different courses we offer, but in addition to
 14 that you have dual enrollment, you have GPA by
 15 the end of grade 11, you have ACTs, you have your
 16 SAT scores, you have your AP courses, your IB
 17 courses, and then you also have the CTE industry
 18 standard certification, those are all different
 19 ways you can earn college and career readiness.
 20 MS. ROWE: Let me ask the question
 21 differently. How many students don't

Page 253

1 participate, in any of that?
 2 MR. CONNELLY: That's a good question
 3 and we can look at --
 4 MS. ROWE: That's the number I'm
 5 interested in, because I want to know about those
 6 students. Thank you.
 7 CHAIRWOMAN SCOTT: Thank you. And then
 8 my turn, my question is as far as briefly, some
 9 of the questions were the same, AP course
 10 availability at schools, I'm on page three of
 11 eight. Am I understanding this chart correctly?
 12 It says Table 2, 2020-2021, AP course
 13 availability by department and school, and so it
 14 lists the school, it lists what zone it's in, and
 15 then it lists if there's an AP course available
 16 in those various departments at the school. I
 17 think there were some members who had asked about
 18 that. It's not detailed as far as like which, I
 19 guess class it is, but it's based on the
 20 department.
 21 My other question was on page, let's

Page 254

1 see, I think it's on page 16. It says that there
 2 is inequity in enrollment data for AP course
 3 enrollment, and I just wanted to know, is that
 4 because, maybe there's inequities because maybe
 5 AP courses aren't offered the same everywhere at
 6 every school, maybe they're offered differently
 7 in different areas, would that be what's
 8 attributing to that? I'm just trying to get a
 9 little bit more information about that.

10 MR. CONNELLY: Sure. So if you look at
 11 aggregate data, you have the gaps that exist in
 12 comparison of student group to student group. In
 13 individual schools we have some schools that when
 14 you look at just demographics in comparison to
 15 participation, that you have a closer match than
 16 you have in other schools. When you dig deeper
 17 into that it really becomes that, you know, the
 18 school instructional leadership team's discussion
 19 about the why and do we see ourselves in that
 20 course and do we have the support necessary in
 21 order to not only recruit but also to encourage

Page 255

1 and to dig deeper for those students where
 2 instead of drawing the line, you're providing
 3 greater opportunities.

4 CHAIRWOMAN SCOTT: Okay, great. Thank
 5 you for that. And I just want to say also, I
 6 think this is a great presentation and as
 7 Dr. Williams said, a great first step for more to
 8 come, to hear more, and I like that it's showing
 9 like you all said in here, like with official
 10 high school enrollment for the year indicates
 11 inequities in AP course enrollment, so you've
 12 identified it, and then now what you all are
 13 doing is working on solving that, so I think
 14 that's going in a good direction, so thank you.
 15 Okay, and I think that's it, thank you.

16 All right. And the next item on the
 17 agenda is board member comments and consideration
 18 of agenda items for future board meetings. Board
 19 members, please note that items provided at past
 20 meetings have been received and are being
 21 reviewed. So we'll go around, and we'll start

Page 256

1 first with Ms. Rowe.

2 MS. ROWE: So, I would just like to see
 3 on the agenda, and I know Chair Scott, you said
 4 it would be eventually, but I just want to
 5 reiterate that I think that some guidance from
 6 the rest of the Board as to what the efficiency
 7 audit recommended versus the Office of Internal
 8 Audit would be helpful at some point in the
 9 future.

10 CHAIRWOMAN SCOTT: Thank you.
 11 Ms. Causey?

12 MS. CAUSEY: Thank you. In light of
 13 this report, there was discussion last year about
 14 the grading and reporting implementation and it
 15 was shared by staff that there's inconsistencies
 16 in the grading mechanism that's used, whether
 17 it's the zero to 100 scale or the 50 to 100
 18 scale, and there was supposed to be information
 19 provided to the Board. And I think that that, I
 20 know that it's on an agenda item for May, but I
 21 think especially in light of this it's important

Page 257

1 for the Board to receive that report sooner, but
 2 also certainly it could be shared with the Board,
 3 you know, in the next couple weeks, what schools
 4 are using which scales and is it consistent
 5 within schools or is it also inconsistent within
 6 schools. And the College Board may, does the
 7 College Board have a different grading scale that
 8 it requires school districts to use for those
 9 courses.

10 The other thing I would like to see is
 11 the draft report or form that was starting to be
 12 used that was shared with the board members of
 13 all of the requests that have already been made
 14 and where they're lining up. I know that that
 15 was discussed previously with board officers and
 16 superintendent, some of those requested would end
 17 up in committees or in weekly updates, or a memo,
 18 and some placed on agendas. So I think there's
 19 been a lot of input provided by the Board and I
 20 would find it helpful to have all of that
 21 aggregated for us to understand where we are.

Page 258

1 CHAIRWOMAN SCOTT: Thank you. Ms. Mack?
 2 MS. MACK: On Thursday, October 28th, I
 3 attended the ribbon cutting ceremony for Chadwick
 4 Elementary School. I'd like to say
 5 congratulations to Principal Kate Miller and her
 6 team on a ceremony that highlighted so many of
 7 Chadwick's wonderful students.
 8 I'd really like to thank my tour guide,
 9 a fifth grade student who very efficiently guided
 10 myself and other people through the school so
 11 quickly, and did not miss telling me what was
 12 behind every door in the school. He must have
 13 practiced because he said this is the mechanical
 14 room, if you open this door there's mechanics in
 15 there.
 16 And I'd like to say congratulations to
 17 Mr. Dixit and his team on their work to make the
 18 new Chadwick Elementary School a reality. Thank
 19 you.
 20 CHAIRWOMAN SCOTT: Thank you.
 21 Mr. McMillion?

Page 259

1 MR. MCMILLION: People sort of chuckled
 2 at me last time when I said listen up, so I'm
 3 going to say listen up again. I talked about the
 4 need to take care of the people that we have. We
 5 can't lose our workers. It's a crisis with
 6 recruitment of people, but there's a crisis in
 7 retaining people. And I was real pleased, you
 8 know, any time, the bus drivers got that money,
 9 that deal was worked out, I'm real pleased with
 10 that, but they feel slighted already, I'm hearing
 11 that. I went and calculated that thousand
 12 dollars over 160 hours a month over ten months,
 13 1,600, divided that into a thousand, or by a
 14 thousand, it comes out to 62 cents an hour that
 15 we're giving these people.
 16 We have to start right now, and this
 17 goes for CASE, TABCO, AFSCME, ESPBC and OPE.
 18 We've got to start building this budget to give
 19 these people something that they deserve, more
 20 than a working wage. We've got to start it now.
 21 We can't talk about this, we've got to do it.

Page 260

1 We've got to improve the salaries, the hourly
 2 wage, the working conditions, and we've got to
 3 give them the tools they need to do their job.
 4 We've got to honestly listen to their concerns,
 5 we have to improve the communications. There's a
 6 recurring theme here, communication is bad, and
 7 we've got to improve that. Okay.
 8 (Applause.)
 9 Now I've got an agenda item, and I know
 10 I'll come back with something else on that. But
 11 an agenda item, we talked about two years ago
 12 about taking this show on the road and taking it
 13 to some other areas and letting people that can't
 14 drive and can't get out here regularly, and
 15 opening up this section so more people can sit
 16 and give us feedback. We've got to seriously
 17 look at that and I'd like to see that on the
 18 agenda next time, it's rotate, and they've done
 19 it in the past, we can still do it, is move this
 20 around to different areas so that people can see
 21 us outside this dais and outside this room.

Page 261

1 Thank you very much.
 2 CHAIRWOMAN SCOTT: Thank you,
 3 Mr. McMillion. Mr. Thomas.
 4 MR. THOMAS: Thank you, Ms. Scott. So
 5 I've been out and about smobbing, that's the new
 6 verb I'm kind of using for everything SMOB,
 7 smobbing. And I've visited 15 of our schools so
 8 far, that's not including the ribbon cutting
 9 ceremony, so I've had a lot scheduled but my goal
 10 is to visit all 175 by the end of my term, it's
 11 pretty ambitious. But Ms. Tracy, or Ms. Gover
 12 has been doing an amazing job helping me set
 13 those up along with the community superintendents
 14 and executive directors, so thank you all so
 15 much.
 16 I just want to say that I'd like to
 17 learn more about the class rank in our schools.
 18 I want to learn about the value of class rank
 19 that we have in our school system and kind of
 20 figuring out if it's something that's really
 21 necessary and helpful to our students, or if it

Page 262

1 just kind of creates a competitive environment in
 2 schools like Dulaney, Towson, Eastern Tech where
 3 they're taking so many AP courses, and whether or
 4 not we should continue recognizing class rank, or
 5 consider abolishing it as many other counties in
 6 the state of Maryland have.

7 That's everything, and I hope everybody
 8 has a great night, and thank you all for being
 9 amazing.

10 CHAIRWOMAN SCOTT: Thank you.
 11 Ms. Pasteur?

12 MS. PASTEUR: Mr. Dixit, I guess he's
 13 not here, but Mr. Dixit, for the work that you
 14 did with your team on the schools, Chadwick is
 15 fabulous. I agree with Ms. Mack, that little boy
 16 was pretty funny. And what a wonderful school,
 17 the principal's a prior, you have to love a prior
 18 when you talk about children, so obviously I love
 19 her, so thank you to all of you for what you're
 20 doing.

21 Thank you, Ms. Rowe, for sending in the

Page 263

1 comment for the priorities list, please don't
 2 forget it. Ms. Henn and Mr. Thomas, you owe me a
 3 write-up for your suggestions or they will not be
 4 shared, because both of them need discussion by
 5 the Board, and I need them because they won't go
 6 on the priorities list until the Board hears
 7 them. And I want to thank Dr. Wheatley-Phillip,
 8 Dr. Yarbrough, Dr. McComas, for the work that
 9 you're doing as exemplified in the presentation
 10 tonight, and I look back and I see two of our
 11 community sups and I want to thank you for the
 12 work that you're doing. And Mr. Sarris, thank
 13 you. Good night.

14 CHAIRWOMAN SCOTT: Dr. Hager?
 15 DR. HAGER: I know we're not supposed to
 16 repeat items but I've gotten a lot of emails
 17 about school meals, and so I would love, love,
 18 love to here a presentation on what the issues
 19 are around school meals this year, is it in the
 20 supply chain and things like that, and just
 21 overall what school meals should be looking like

Page 264

1 and what we want them to look like, things like
 2 that.

3 And I was intrigued by the comment
 4 earlier about sharing what it's like to be on the
 5 Board of Ed, given that the appointment committee
 6 was just assigned and it would be good maybe to
 7 have it not inside this meeting, but some sort of
 8 a separate, you know, town hall or something with
 9 board members to share kind of their perspectives
 10 on what it's been like so that if others are
 11 interested in running or trying to go for an
 12 appointment, they can make an educated decision.

13 CHAIRWOMAN SCOTT: Thank you.
 14 Mr. Kuehn?

15 MR. KUEHN: Okay, I'm going to start
 16 with an idea for an agenda item. So tonight we
 17 passed a modification to a contract for an energy
 18 consultant, and we discussed this briefly in
 19 contracts and building yesterday, and we talked a
 20 little bit about the Baltimore Regional
 21 Cooperative Purchasing Committee, in essence how

Page 265

1 we buy energy. We are tremendous users of
 2 energy; think about all the facilities we have,
 3 think about all the buses we drive all over the
 4 county, we are using energy every day and that is
 5 coming right out of our pocket, so we need to
 6 think long term on this, we need to understand
 7 all of the good things that are occurring and how
 8 we're approaching this and how we're buying these
 9 commodities and saving the taxpayer dollars going
 10 forward, thinking about going electric or solar,
 11 using electric vehicles in the future, these
 12 things all play together. So I want to throw
 13 that out there because we're big buyers and spend
 14 a significant amount of money there.

15 The next thing, I'm going to go back and
 16 just make a few comments real quick about AP. I
 17 think that the College Board does us a disservice
 18 by charging so much for their services. They are
 19 supposed to be a not-for-profit entity and as you
 20 heard tonight, there's a tremendous amount of
 21 money being moved and I think we need to take

Page 266

1 them to task over that, and I hope Dr. Williams
 2 gets a chance to speak up to that at some point
 3 on a large scale.
 4 And then finally, I just have a question
 5 regarding AP study guides or books that, you
 6 know, basically the test is based on, provide
 7 those books to students. I know I've bought many
 8 a book as we have had kids take lots and lots of
 9 AP tests and they're not cheap and it could be a
 10 barrier for people, and I think that, you know,
 11 if we're going to spend money on books, you know,
 12 the amount of kids in those classes, that we
 13 should provide those for each student for each
 14 class that they're in. Thank you very much.
 15 CHAIRWOMAN SCOTT: Thank you, Mr. Kuehn.
 16 And I would just like to thank everybody for
 17 their comments and for their suggestions for
 18 agenda setting, and I'd also like to thank
 19 Ms. Charley-Greene for sitting in so that we
 20 could have our meeting and everything, thank you
 21 so much, appreciate it.

Page 267

1 (Applause.)
 2 So, yeah, the last item on the agenda is
 3 the announcements, and the Board's next meeting
 4 will be held Tuesday, November 23rd, 2021, at
 5 6:30 p.m. Thank you for joining us tonight, and
 6 the meeting is now adjourned.
 7 (Meeting adjourned.)
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Page 268

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 16th day of November, 2021.
 14
 15 _____
 16 Paul A. Gasparotti
 17
 18
 19
 20
 21

WORD INDEX

<p>< \$ > \$1,000 70:17 \$126 240:2 \$15 28:11 \$2,000 192:12, 14 \$24.4 41:13 \$250 70:13, 14 \$3,000 192:12 \$40 218:15 \$50 70:14 \$75 192:17 \$750 192:17 \$96 240:1</p> <p>< 1 > 1 68:21 71:20 72:1 1,080 91:8 1,170 91:9 1,500 192:18 1,600 259:13 1.4 26:7 1.9 26:6 10,000 187:18 100 178:5 256:17 11 65:6 252:15 11,000 187:18 110,000 250:14 111,000 44:17 115 207:7 221:8, 12 11th 62:18 211:18 250:18 12 211:19 12th 62:21 122:11 176:7 250:18 13 29:3 181:8 14 37:10 14.4 12:9 14:12 144 211:19 15 261:7 15.2 14:19 15th 60:11 218:21</p>	<p>16 3:7 20:9 92:2 96:5, 6 250:10, 13 254:1 16,000 201:14 160 259:12 162 211:18 16th 90:11 122:11 268:13 172 4:7 174 4:8 175 261:10 17th 60:21 18 66:16 18,000 250:10 180 77:13 91:7 185 90:17 186 90:17 211:18 188 122:3 18-page 249:19 18th 179:8 19 3:8 191 98:7 99:7, 11 100:13 102:1, 4, 6 105:14 106:2 191-day 100:9 101:6 108:12 197 4:10 19th 60:11 61:4 103:2, 15 134:19 140:4</p> <p>< 2 > 2 253:12 2,000 177:6 192:12 2,700 201:17 2004 54:14 2005 54:14 2011 62:8 2012 58:21 2013 199:15 249:5 2014 248:7 2015 123:10 134:10 248:7 249:8</p>	<p>2016 49:13 139:3 249:9 2018 59:4 211:14 2019 180:13, 18 2020 29:3 36:7 62:6 179:7 219:20 224:1 2020-2021 201:15 253:12 2021 1:12 5:5 59:5 60:10 62:4, 5 68:21 179:9 211:14 267:4 268:13 20-21 59:5 211:17 2021-2022 49:16 58:7 2022 85:10 150:19 176:1 207:7 2022-2023 4:5 84:21 85:6, 17, 21 119:12 120:11 127:12 129:8 136:20 138:4 139:16 142:5 158:6 159:3 165:8 2022-23 142:20 2023 134:19, 21 140:4, 6 21 3:9 13:10 21st 99:15 22 26:2 203:10 22-23 54:7 91:21 114:3 22nd 103:4 23 96:9 23rd 103:4 117:4 267:4 24 96:11 24.2 15:12 24th 65:2 103:4 120:1 25 3:10 201:12 255 4:11 26 3:11 181:7</p>	<p>267 4:12, 13 28 25:5 203:7 28th 43:8 258:2 29 3:12 29th 134:20 140:6</p> <p>< 3 > 3,000 177:6 3.5 71:21 300 68:20 225:19 32,000 251:5 33 3:13 34 5:17 36 3:14 368 68:21 39 3:15 181:5 3rd 25:4 65:10</p> <p>< 4 > 4,000 187:15 4,446 202:16 4,500 201:16 4.2 13:18 4.9 62:6 40 203:6 400 43:6 68:6 42 3:16 420 26:3 434 27:5 44 3:17 47 3:18 181:4 4th 55:4</p> <p>< 5 > 5 3:2, 3 50 3:19 41:20 217:12 219:13 256:17 500 68:17 54 3:20 5401 197:17, 18 550 211:20 56 3:21 5th 61:16</p> <p>< 6 > 6 3:4 180:18</p>	<p>6,000 113:9 146:9 6.2 14:4 6:30 267:5 60 41:20 62 259:14 62.1 202:18 65 211:17</p> <p>< 7 > 7 3:5 7.2 12:15 700 225:3 72 4:1 73 4:2 5:16 78 4:3 79.9 212:1</p> <p>< 8 > 8,000 250:12 251:9, 20 8,500 201:13, 15 8,576 250:8 80 214:16 235:2 8130 180:14 8210 172:17 8314 179:5 84 4:4 85 4:6 8501 182:17 89 64:18 8th 62:20 80:18 85:10 90:8</p> <p>< 9 > 9 1:12 3:6 9.2 15:6 9.5 62:9 98 53:7 64:17 9th 5:5 6:1 90:10</p> <p>< A > abide 91:14 ability 76:12 229:2 268:8 able 29:18 38:4 41:3</p>
---	--	--	---	--

43:12 53:6
 60:14 69:2
 75:11 108:20,
 21 187:13
 199:19 215:12,
 21 216:13, 16
 221:7 222:17,
 19 223:2, 5
 224:2
aboard 193:17
abolishing
 262:5
Absent 2:11
absentee 122:21
absolute 240:19
absolutely
 83:13 215:8
 231:7 232:18
Abstain 84:4
 171:14, 20
 172:5 173:13
 174:4, 10
academic 44:21
 46:12, 15 60:13
 206:6
academically
 46:18 205:5
academics 60:4
Academy 9:20
 12:21 15:10, 11
 190:7, 10 207:1
 243:5
accelerate
 197:20
accelerated
 65:18
accept 68:18
 163:15 172:16
acceptance 50:6
access 63:8
 197:15, 20
 200:5, 17
 201:20 202:7
 203:14, 19
 204:3, 14 205:4
 206:9, 18 208:6,
 14, 21 209:15
 210:12 212:10
 224:10 228:17
 229:6, 21 230:9

232:6 233:16
 236:4 248:10
 249:6, 13
accessible 182:1
accessing 75:9
 209:6
accommodations
 82:20 203:18
accompanying
 12:3
accomplished
 189:18
account 103:10
 106:20
accountability
 198:16 199:5
accountable
 35:15
accurate 23:19
 251:8 268:7
achieve 208:3
 214:11 215:1
achievement
 199:7 203:20
 204:4, 15 212:9,
 11
achieving
 213:14 214:14
acknowledge
 57:9
acknowledged
 31:20
acknowledging
 105:9
acknowledgment
 105:10
acronym 63:5
Act 6:12
 194:10 199:15
Action 4:3
 27:17 47:4
 57:2 74:15
 78:1, 10 178:10
 195:8, 16
actions 28:15
active 68:18
 176:21

actively 48:15
activities 75:6, 9
activity 101:10
 187:3 195:20
 196:4
ACTs 252:15
actual 129:21
 151:11 154:21
ad 176:18
 178:1 182:13
adapt 31:8
add 25:17
 77:10 85:14
 97:16 98:9
 121:2, 11 126:5,
 10 127:16
 129:17 130:12
 131:7, 20 133:1,
 6, 13 134:18
 139:20 140:3
 149:2 151:4
 154:3 156:21
 166:17 168:11
 170:8
added 90:8
 97:20 130:18
adding 22:19
 50:9 86:18
 91:1 103:18
 106:3 116:15
 129:21 130:8
 152:19 153:4
addition 49:16
 59:8, 17 67:12
 70:7 71:19
 80:20 144:9
 200:10 202:4
 252:13
Additional 65:2
 66:20 67:3
 68:15, 20 69:13
 70:21 71:2, 17
 79:6 85:14
 91:3, 4 92:4
 104:10 105:17
 110:2 129:17,
 19 135:3 149:5
 181:9 193:3
 194:6 206:21
 207:10 208:20

210:12, 20
 237:14
Additionally
 34:7 70:20
 176:13 208:1
additions 6:3, 6
address 17:5,
 13 20:3 22:3
 27:18 28:6
 41:17 45:13
 64:12 94:12, 14
 104:21 178:10
 189:20 232:5
addressed 22:5
 24:1 44:17
 91:21 137:10
 190:3
addresses 18:7
addressing
 23:2 66:19
 77:14 126:9
adequately
 195:16
adjacent 54:21
adjourned
 267:6, 7
Adjournment
 4:13
adjusted 219:18
adjusting 28:11
administration
 208:18
Administrative
 3:6 9:11, 16
 10:10 20:6
 58:5 59:3
administrator
 10:5 15:21
 20:1
administrators
 19:13 20:12
 21:8 208:12
adopt 30:2
 163:18 172:21
 180:9
adopted 180:17
adopting 77:18
adoption 217:7
adult 59:1

advance 76:4
 147:3 179:16
Advanced 4:10
 190:9 197:10
 198:2, 6 200:12,
 16 201:1 204:7
 205:14 210:18
 211:8, 13, 16
 231:14, 20
 239:6 248:9
advantage 65:5
 100:1 180:6
 221:5 230:6
adventures
 26:13
advertised 52:1
 53:7
advice 16:9
advise 85:8
advisor 160:14
advisors 216:7
advisory 19:2
 36:19 37:3
 94:7 104:14
advocacy 69:19
 228:20
advocate 40:21
 53:4 63:8
 208:13 248:8
advocating 77:8
AEAC 25:2
affirm 31:11
afford 97:13
African 203:5,
 9, 12 225:4
AFSCME 3:11
 26:20 27:5, 8
 29:2, 4 70:10
 71:14, 21 78:7
 259:17
afternoon 50:19
agency 51:16
Agenda 3:4
 4:11 5:21 6:1,
 4, 7, 9 7:3, 4
 9:11 56:7
 72:20 73:15
 78:1 79:1
 80:13 84:21
 115:5 172:13,

<p>20 174:13 178:17, 21 179:2, 3, 5, 6 197:8 255:17, 18 256:3, 20 260:9, 11, 18 264:16 266:18 267:2 agendas 257:18 ages 65:6 aggregate 254:11 aggregated 257:21 aggressively 43:10 ago 114:4 145:14, 21 150:5 260:11 agree 54:6 92:13 101:11 109:6 132:15 133:17 144:14 149:21 150:6, 14 151:14 262:15 agreed 24:5 99:16 agreeing 191:2 agreement 79:4 100:16 agricultural 122:16 agriculture 89:14, 17 ahead 90:13 98:21 105:7, 8, 12 106:16 107:20 108:2, 21 112:15 115:6 154:12 align 195:12 allegiance 5:6, 11 Allegiance/Silent 3:3 allow 18:15 122:4 164:3 189:21 193:5</p>	<p>allowed 17:5, 9 114:18 allowing 16:15 87:1 allows 145:15 207:19 aloud 119:5 alternating 229:2 Alternative 9:18 13:8, 9 14:10 altogether 170:9 Amaya 3:15 39:14 amazing 52:17 208:11 228:15 249:11 261:12 262:9 ambitious 148:13 261:11 amend 114:10 121:1, 11 124:19 125:14, 15, 16, 17 129:16 133:1 134:18 152:4 154:2 156:1 166:16 172:16 amended 129:14 131:3, 6 138:16, 18 139:20 140:3 155:18 160:2 164:9 amending 131:2 amendment 114:8, 17 121:17, 20 122:6 124:4, 8, 9, 13, 16, 18, 20 125:16 126:15, 16, 21 127:2, 3, 5, 7, 8, 15, 21 128:2 129:6 131:1, 5 132:1 133:11 134:17 135:5 137:8, 9 152:18 155:6, 15, 18, 21 158:1,</p>	<p>20, 21 159:10, 12 160:7, 21 161:1, 21 162:1, 11 165:2 166:14 167:7 168:9, 10 amendments 125:12, 20 126:12 137:17 138:13 141:14 153:4 America 26:18 31:21 American 30:17 31:9 60:10 70:11 76:16 203:6, 9, 12 225:4 America's 205:4 amid 70:6 amount 53:18 144:19 147:18 186:8 213:15, 16 249:21 265:14, 20 266:12 analyses 204:12 250:7 analysis 52:11 149:1 185:2 248:9 analyst 12:5 15:19 analyze 63:17 analyzing 148:11 244:15 ancient 30:11 and/or 70:18 113:18 136:14 141:21 142:15 161:17 170:5 Anderson 7:5, 6, 13, 15, 17 announce 12:2 68:12 announced 70:5 190:15 announcement 71:12</p>	<p>Announcements 4:12 267:3 annual 62:16 176:1 180:12 annually 177:16 answer 47:2 81:19 82:4 102:16 116:7 123:15 151:10 183:7 221:15 227:4, 16 239:3 244:18 245:15 answering 19:15 92:3 answers 64:7 81:3 104:16 228:2 235:1, 4 anticipated 30:11 66:19 Antonette 15:16 anxiety 35:3 240:10 anymore 196:11 AP 76:4, 6 86:15 87:2 199:18, 19 200:1, 4 201:3, 6, 7, 8, 12, 14, 16, 18, 21 202:5, 13, 17, 18 203:1, 9, 10 204:8, 19, 20 205:20 206:5, 9, 12, 16, 21 207:2, 3, 7, 13, 14, 16, 19 208:4, 6, 10, 13, 18, 21 209:2, 3, 10, 15, 19 210:7, 19 211:21 212:2, 4, 7, 12 214:2 217:13 218:9, 10 219:6, 19 220:21 225:14 226:11, 12 227:4, 5 228:1, 12, 14, 18, 20 229:3, 9, 12, 13, 14 230:16 231:5, 17 232:2 233:16 234:7</p>	<p>235:6, 16 237:11 238:14 239:8, 21 240:2, 16 241:3, 15 243:5, 7 244:7 245:14, 15 246:8, 9, 20, 21 248:13, 15 249:1, 6, 7, 9 250:9, 11, 13, 15, 20 251:12, 13, 19, 20 252:8, 16 253:9, 12, 15 254:2, 5 255:11 262:3 265:16 266:5, 9 apart 46:6 apologies 120:7 apologize 18:19 54:3 85:15 139:14 157:18 apparent 23:21 apparently 34:11 Applause 12:11, 18 13:5, 13, 20 14:7, 15 15:1, 8, 15 16:5 50:16 58:10 172:10 260:8 267:1 Applauso 3:14 36:13, 14, 18 apples 226:6 238:5 applicants 68:19 application 209:9 applications 10:4, 5 15:19, 21 16:1 43:11 applied 188:5 applies 91:11 187:7 appointees 6:17 16:4 appointing 178:1 appointment 6:14 264:5, 12</p>
---	---	---	--	--

<p>Appointments 3:6 9:12, 16 10:11 12:2</p> <p>appreciate 16:10 22:13 23:13 24:8 61:2 69:19 131:16 186:3 223:18 266:21</p> <p>appreciated 73:14</p> <p>appreciation 61:11</p> <p>approach 66:18 226:11 227:14</p> <p>approaching 218:21 265:8</p> <p>appropriate 16:12 17:18 23:9 78:7 109:18 111:5 126:18 137:6 194:2, 5</p> <p>appropriately 31:2 227:16</p> <p>approval 9:17 82:15, 21 83:8, 14 85:5 161:11 178:18, 20 179:4</p> <p>approve 7:20 10:10 53:1 78:6, 10 81:6 85:17, 20 164:9</p> <p>approved 80:20 82:19 83:5 108:16 151:12, 19 161:12 179:9 181:7</p> <p>approves 82:11 98:17</p> <p>approving 106:9 161:10</p> <p>approximately 203:6</p> <p>APs 213:10</p> <p>Arab 26:3</p> <p>Arabic 25:18 26:2, 3, 6, 14</p> <p>arbitrary 32:9</p>	<p>area 25:4, 16 26:13 36:19, 20 37:2, 9 38:11 94:7 104:13 160:13 199:4</p> <p>areas 45:12 64:5 65:15, 16 150:9 254:7 260:13, 20</p> <p>arose 114:1</p> <p>arrangement 79:3</p> <p>arrive 64:6</p> <p>arrived 29:15</p> <p>art 12:13</p> <p>article 47:18 138:21</p> <p>articles 22:1</p> <p>articulation 234:8</p> <p>arts 10:7, 8 12:14, 15</p> <p>Ashley 12:19</p> <p>Asia 30:18</p> <p>Asian 76:15</p> <p>asked 20:8 51:13 54:4 81:17 91:17 104:16 133:17 144:18 145:10 150:3 151:9 227:20 242:14 244:10 253:17</p> <p>asking 40:21 47:19 52:19 95:18, 20 108:19 116:6 132:6 143:15, 19 145:5, 8 147:16 148:4 149:3, 7, 11 222:2 250:2 252:3</p> <p>asks 122:6 172:15</p> <p>aspect 220:2 231:13</p> <p>aspects 231:5</p> <p>assess 63:17</p>	<p>assessment 107:21 177:16, 18 198:14 210:9</p> <p>assessments 83:6</p> <p>assigned 264:6</p> <p>assignment 6:14</p> <p>assignments 76:20</p> <p>assist 200:6</p> <p>assistance 38:14</p> <p>assistant 9:20, 21 10:1, 2 13:2, 7, 17 14:11, 17 15:4, 10 42:19 59:1</p> <p>assisting 209:6</p> <p>Assistive 81:1</p> <p>associated 28:13</p> <p>association 42:20 58:8 59:12 176:4</p> <p>assumptions 222:21</p> <p>asymptomatic 34:18 35:9</p> <p>athletes 64:21 93:6</p> <p>atrocities 49:3</p> <p>attached 192:2</p> <p>attack 23:12 43:1 123:9</p> <p>attempting 116:1, 2</p> <p>attend 16:16 34:16 35:15 100:3, 5 185:3, 5 201:2 207:7</p> <p>attendance 40:3, 17 62:2 70:15, 16</p> <p>attendants 69:9</p> <p>attended 25:5 244:6 249:9 258:3</p> <p>attending 25:15 34:13 39:17 74:19 248:12</p> <p>attends 100:6</p>	<p>attention 37:3 44:14 48:1 58:15 212:18 231:2</p> <p>attorney 178:8</p> <p>attract 68:14</p> <p>attracting 20:1</p> <p>attractive 28:3</p> <p>attributing 254:8</p> <p>audience 164:16 198:8</p> <p>Audit 183:15, 16, 17, 21 256:7, 8</p> <p>August 87:8 96:18, 19 180:18</p> <p>authority 52:19</p> <p>autism 35:1</p> <p>availability 65:5 253:10, 13</p> <p>available 69:2 88:16 89:5 123:8, 12, 16 176:11 179:20 180:1 186:5 191:18 196:3 200:10 206:13 207:1 211:2 214:7 215:11 216:8 217:9 253:15</p> <p>averse 242:20</p> <p>AVID 208:15</p> <p>avoid 26:12</p> <p>avoiding 89:11</p> <p>Awards 4:4 80:13</p> <p>aware 33:9 42:21 123:16</p> <p>Awesome 239:16</p> <p>awfully 49:2</p> <p>< B ></p> <p>baccalaureate 202:9</p> <p>back 46:10 54:10 71:1</p>	<p>88:2, 21 92:11 93:18 96:17 109:15 110:2, 13 112:10 115:21 148:1, 12 149:8, 17 220:13 222:15, 20 225:8 226:14 232:3 235:19 236:13 245:10, 18 246:7 249:5 260:10 263:10 265:15</p> <p>background 210:9</p> <p>backgrounds 31:11</p> <p>bad 224:20 260:6</p> <p>balance 19:16</p> <p>balanced 54:8</p> <p>ball 137:9</p> <p>BALTIMORE 1:2 5:4, 10 12:9, 16 13:1, 10, 18 14:5, 13, 20 15:6, 13 16:2 17:15 18:9 27:4 28:16, 21 30:2, 21 31:6 32:11 33:5 35:8 36:16, 20 37:4, 6, 9, 13 38:11 41:7 42:3, 11, 18 49:19 51:7, 14 57:6 58:12 59:11, 13 60:9 87:10 96:10 202:6 225:11 252:11 264:20 268:2, 5</p> <p>bam 240:20</p> <p>bargaining 6:20 107:18 136:13 141:20 142:14 150:9 170:4 176:9</p>
---	---	--	---	--

<p>barrier 236:15 266:10</p> <p>barriers 69:9 70:8 208:8 218:1 219:12 228:16 232:8, 12 233:11 236:5, 12, 17 237:17</p> <p>base 20:3 177:9</p> <p>based 52:4, 10 132:9, 11 154:21 161:6 204:12 227:16 229:20 253:19 266:6</p> <p>Bash 3:10, 20 25:1 53:21</p> <p>basic 190:9</p> <p>basically 25:16 107:19 132:19 175:3 213:10 266:6</p> <p>basing 92:1</p> <p>basis 157:15 181:4, 12</p> <p>BCPS 5:16 13:4 20:20 23:2 25:7, 12 29:21 31:15, 20 32:15, 19 34:2 35:11 36:2 40:18 42:2, 10, 13 44:1, 6 45:5 48:19 49:1 50:13 55:13 56:20 57:3 58:4, 21 59:5 61:2, 9, 16, 17 62:16 64:17 65:3 66:2 67:19 68:16 69:21 70:9 71:2, 11, 14, 19 72:14 73:21 75:13, 17, 21 76:9 103:19 114:8 136:10, 17, 21 141:16</p>	<p>142:2, 6, 11, 18, 21 158:4, 7, 21 159:4 163:21 165:6, 9 169:21 175:8 178:16 181:13 197:18 198:19 199:12 201:12 202:1, 5, 8, 9 204:6, 19 205:10 207:16 209:15 210:4, 18 215:10 239:3 248:11 249:10</p> <p>bcps.org 18:13</p> <p>bcpsAEW 61:13</p> <p>BCPSCollegeDa y 61:21</p> <p>BCPS's 25:10</p> <p>beautiful 25:21</p> <p>beauty 30:10</p> <p>becoming 186:6</p> <p>began 137:7</p> <p>beginning 65:2 87:8 139:8 224:7 238:7 251:14 252:10</p> <p>begins 205:15</p> <p>begun 222:11</p> <p>behalf 27:6 71:7 87:12, 13</p> <p>behavior 17:19 66:15 75:3</p> <p>behavioral 35:3</p> <p>behaviors 66:19</p> <p>behoove 105:12</p> <p>beings 60:5</p> <p>beliefs 230:7</p> <p>believe 32:3 87:5 91:15 101:10 111:16 112:2 113:13 114:1 121:19 138:8 144:4 147:20 158:11 160:1 161:9 162:15 163:14 164:5 170:15 176:7 181:11, 20 183:8</p>	<p>193:14 195:21 197:14 220:10 238:15</p> <p>believes 26:14 54:15</p> <p>benchmarks 199:1</p> <p>beneficial 87:3 247:9</p> <p>benefit 23:5 47:5 52:11 55:12 64:7 72:8 246:19</p> <p>benefits 68:5 246:16</p> <p>Berkshire 74:4</p> <p>best 58:11, 13 59:19 63:7 127:1 147:7, 9, 10 150:21 156:15 212:14 215:13 216:12, 15 240:13, 19 268:8</p> <p>better 48:19 75:4 97:2 143:16 145:20 151:10, 15 164:3 170:21 183:4 217:2 233:18, 19, 20 237:9 251:6</p> <p>beyond 25:13 26:15 103:2 145:4 207:10</p> <p>Bhandari 3:12 18:18, 19 29:18</p> <p>Bhandari's 29:15</p> <p>big 38:7 89:5 265:13</p> <p>bigger 97:1 246:1</p> <p>Billie 3:8</p> <p>billion 26:6, 8</p> <p>Billy 19:3</p> <p>binding 107:8</p> <p>birthday 55:6</p> <p>bit 58:20 144:16 148:13</p>	<p>196:1 226:4 234:21 236:1 254:9 264:20</p> <p>biweekly 36:5</p> <p>black 203:5, 9, 11 224:15</p> <p>blessings 30:13</p> <p>blew 240:17</p> <p>blow 220:14</p> <p>Blueprint 176:9</p> <p>BOARD 1:1, 8 2:1, 3 4:2, 7, 11 5:4, 14 6:11 7:3, 8 9:15 16:8, 10, 14, 18, 20 17:1, 5, 12 18:11, 13, 15, 17 19:6, 19, 21 21:6, 20 27:2, 17 28:2 30:1 33:19 36:16 40:18 42:16 44:6, 16 47:16, 20 49:9 51:1 54:14, 15 56:17, 18, 19 57:3 70:4 72:13 73:6, 10, 20 77:6 78:5, 8 81:16 85:4, 6, 8, 10 88:12 89:21 98:8, 17 103:18 104:16, 17 106:6, 9, 17 108:18 110:6, 17 111:3 114:20 115:10, 19 116:14 121:4, 14 122:2 124:1, 7 127:19 129:13 134:8 136:16, 17, 18, 20 137:2 140:2 142:1, 2, 3, 5, 8, 17, 18, 19, 21 143:2, 3 144:18, 21 146:16 147:16 151:20 152:11 154:19 156:5 157:11,</p>	<p>14 158:4, 7, 9, 10 159:1, 3, 6 160:15, 20 161:16 162:8, 16 163:4, 17, 19 165:7, 9, 11, 12 170:7, 13, 21 172:14, 15, 17, 18 174:14, 20 175:4, 5, 10, 11, 12, 14, 18, 20 176:2, 3, 6, 12, 14, 16, 20 177:2, 3, 4, 7, 8, 10, 14, 17, 20 178:6, 8, 17, 18, 20, 21 179:2, 3, 5, 10, 12 180:3, 9, 17, 20 181:6, 8 182:2, 6, 8, 10, 17 183:1, 2, 3, 5, 8, 9, 10, 17, 18 184:4, 5, 8 185:3, 11 186:4, 6 187:8, 10, 12, 14, 20 188:1, 10, 11, 14, 17, 20 189:1, 12, 16 190:6, 7, 21 191:20 192:7, 15, 21 193:5, 7, 9, 15, 20 194:6, 11 195:5, 7, 8, 10 196:5, 15, 20 197:17 206:16, 21 208:17 209:7, 8 210:3 214:7 218:18 219:18, 21 220:5 222:13 223:18 226:14 227:6, 7 230:13, 21 232:15 234:20 236:6, 9 238:7 239:12, 19 240:21 241:3 242:17 243:13 244:17, 19 245:8 247:9 249:8, 20</p>
--	--	---	---	---

<p>255:17, 18 256:6, 19 257:1, 2, 6, 7, 12, 15, 19 263:5, 6 264:5, 9 265:17 BoardDocs 7:3 79:1 179:20 180:1, 6 249:19 boardroom 44:8 boards 176:19 185:12 Board's 7:9 18:13 51:8 73:16 85:4 105:6 108:4 109:1 173:1 175:14 182:13 240:12 242:5 267:3 boat 88:20 boe@bcps.org 18:12 bold 130:17 bolding 166:20 bonus 70:14, 16 book 183:7, 12 266:8 books 266:5, 7, 11 boost 70:5 boss 20:17 botched 240:15 bought 266:7 boy 262:15 Brad 58:5 60:6 brain 72:4 brainstorming 22:6 bread 30:14 break 70:19 139:9 145:17 234:16 breakdown 185:16 breaking 19:14 24:17 30:14 breakout 204:20 breaks 72:4</p>	<p>breathable 53:10, 12 breathing 53:18 Brett 13:21 Brian 27:7 bridge 93:21 243:9 brief 67:20 briefly 253:8 264:18 bring 24:20 27:17 37:3 58:14 121:2, 12 124:5 127:17 129:11 149:8 194:3, 14 231:2 239:5 bringing 9:15 39:2 broadcast 5:15 broken 45:2 Brooks 12:5, 9, 10 brought 44:13 114:21 191:20 Brousaides 78:3, 4 110:10, 14 111:4 112:5, 6 125:17, 19 126:18, 19 127:1 130:19 131:2 132:20 133:10, 12, 19 137:4, 5 156:15, 18 157:4 161:13 brown 224:16 Brownie 248:20 budget 195:11 196:3 239:19 243:14, 16 246:12 248:5 259:18 budgetary 45:19 budgets 207:9 236:7 246:3 buffer 91:3</p>	<p>build 60:2 71:11 102:3 208:2 230:11 building 30:16 44:20 45:16 50:14 63:16 80:14, 17 187:6 213:13 227:18 259:18 264:19 buildings 29:6 45:3, 4 46:6 66:16 93:6 bullets 225:6 bunch 38:16 burden 240:1 Burke 3:8 19:3, 4 bus 19:10 34:9 69:4, 9 70:6, 12, 13, 20 259:8 buses 265:3 Business 3:5, 6 4:3, 4, 5, 7 151:19 172:13 button 219:7 buy 265:1 buyers 265:13 buy-in 190:21 buying 265:8 < C > cabinet 67:14 CAEAC 3:10 cafeteria 149:18 calculate 98:11, 18 calculated 259:11 Calendar 4:6 23:16 31:21 47:21 49:11, 17, 21 50:8, 15 54:7, 9, 16 55:15, 17, 18 56:1 75:17 77:17, 19 85:1, 5, 11, 12, 18, 21 89:21 90:3, 8, 13, 15 91:12 94:9 98:9</p>	<p>102:3, 12 103:10 105:13 106:1, 8, 9, 19 107:2, 6 108:6, 16 109:1, 13, 16 110:8 113:3 114:3 118:15 122:1, 2, 3, 5, 8, 13 124:21 137:1 139:3 142:7 143:2 150:16, 17 151:11, 12, 19 158:8 159:5 160:16 165:11 175:8 Calendars 47:19 77:9 85:9 113:20 121:3, 12 124:6 127:17 129:12 139:21 143:20, 21 146:13 154:6, 20 166:20 168:14 Call 3:2 5:3 7:5 9:12 19:1 28:9 34:10, 14 48:1 73:17 78:2 80:14 85:1 197:10 Callegary 3:11 26:20, 21 27:2 29:10 calling 28:15, 18 32:7 calls 27:17 32:17, 18 Calvert 39:5, 9 Calverton 12:21 Camille 12:12 camp 39:6 camp 88:1, 3, 15 89:1, 5 93:9 97:12, 14 cants 157:8 capability 179:14 capacity 63:17 207:3 229:1</p>	<p>care 33:8, 15 227:11 259:4 Career 4:9 197:9 198:5, 12, 21 199:10, 14 202:12 207:6 210:8, 20 211:10 212:20 213:3 231:1, 3 234:3 237:13 245:17, 20 252:5, 7, 19 careers 200:7 caregiver 210:21 caregivers 200:11 210:5 caring 33:13 cart 144:5, 16 CASE 3:8 19:3, 8 20:4 71:21 214:18 259:17 cases 41:21 43:11 catch 48:18 catching 242:21 categories 221:1 categorized 52:5 Catholic 39:11 Catholics 39:6 Catonsville 9:17 13:7, 9 14:9 247:5 cause 35:3 90:12 causes 222:20 Causey 2:5 8:10, 11 10:21 11:1 25:15 78:19, 20 79:5, 11, 12 81:12, 13 82:14, 21 83:4, 10, 17 84:3, 4 94:4, 5, 15, 20 95:5, 11, 14, 19 102:10, 11 104:11, 12 112:19 113:5, 6</p>
--	--	--	---	--

114:7, 17
 115:11, 13, 14,
 17 116:2, 6, 12
 117:8, 9 118:19
 119:18, 19
 120:14, 20
 121:6, 10, 15, 19
 123:5, 6, 21
 124:3, 10, 14
 128:5, 6 130:2
 131:7, 9 134:5,
 6 135:1, 2, 9, 10
 136:8, 9 137:11,
 14, 19 138:8
 140:13, 14
 141:15, 16
 142:11 143:12
 146:1, 2 153:15
 154:10, 13, 14
 156:4, 14, 19
 157:7 158:15
 160:7, 8 161:20
 162:3, 7, 14
 164:9 165:16,
 17 167:1, 12, 13
 169:3, 4 170:10,
 11 171:7, 8
 173:12, 13
 183:10 189:6, 8
 191:12, 19
 193:11 194:8
 195:2 196:6, 8
 247:18, 20
 256:11, 12
Causey's
 155:10 158:1, 3
 165:3 194:15
causing 163:4
 237:21
caveat 245:7
CCBC 235:17
CCR 198:5
 199:17 204:7
CDC 36:1
 53:11
ceilings 45:7
celebrate 31:18
 48:13, 21 49:2
 61:9 76:13
 211:3, 11

celebrated
 61:17
celebrating
 60:11 63:1
 139:10
celebration
 30:9, 10, 18
 31:14
celebrations
 56:20
Center 9:17, 19
 13:7, 9 14:10,
 18, 19 33:9
 62:4 74:3
centered 65:14
central 19:13
 20:2, 12, 21
 21:9 25:1, 4, 16
 26:13 36:19
 37:1 64:9 69:1
 216:6
cents 259:14
CEP 202:3
ceremony
 258:3, 6 261:9
certain 21:21
 109:14 110:16
certainly
 170:21 196:4
 216:5 220:12
 222:14 257:2
certification
 23:5 68:5
 252:18
certify 268:6, 9
certifying 69:17
CET 217:7
 218:2
cetera 93:7
Chadwick
 258:3, 18
 262:14
Chadwick's
 258:7
chain 263:20
Chair 2:3, 4
 6:5 8:19 9:14
 11:9 21:18, 19
 54:1, 5 56:18
 73:19 79:20

80:14 81:8, 13
 84:12 85:2, 3
 116:10, 17, 20
 117:17 120:21
 121:1 128:14
 134:9 135:16
 138:15 141:1
 156:4 157:17,
 20 159:14, 17
 164:13, 19
 166:2 167:19
 169:10 171:16
 173:4, 21
 177:13 179:11,
 18 180:21
 182:5 194:19
 240:7 256:3
Chairman
 36:15 44:4
Chair's 4:1
 72:20
CHAIRWOMA
N 5:2, 3 6:8
 7:6, 7, 11, 14, 16,
 19 8:3, 5 9:8,
 10 10:9, 13, 16
 11:19, 21 16:6
 19:4, 5 21:16
 24:21 26:19
 29:9, 11 32:21
 36:10, 12 39:13
 42:14 44:2
 47:13 50:17
 53:20 54:3
 56:5 72:18
 77:21 78:9, 13,
 17 79:6 80:10,
 12 81:5, 9 82:4
 83:19 84:18, 20
 85:16 86:3, 5
 87:15 89:7
 90:4 92:6 94:1,
 3, 18 95:1, 8, 12,
 17, 21 96:14
 99:13 101:19
 102:9, 16
 104:10 105:17
 109:4, 9, 19
 110:1, 9, 21
 111:5, 11, 21

112:7, 13 113:1
 114:14 115:1,
 12, 16, 18 116:4,
 8, 16, 21 118:7,
 9, 21 119:4, 7,
 17, 20 120:9, 17
 121:7 123:4
 124:2, 12, 15
 125:3, 7, 14
 126:1, 11, 17, 20
 127:4 129:3, 5
 130:3, 11, 15, 19
 131:4, 18
 132:11, 17
 133:4, 9, 15
 134:2, 15 136:5,
 7 137:4, 12, 16,
 20 138:11, 17
 139:12 141:11,
 13 142:10
 143:7, 11
 144:13 146:1
 147:13 149:13
 150:12 151:2
 152:3, 8, 15, 17
 153:2, 10, 18
 154:1 155:5, 14,
 20 156:10
 157:1, 5, 16, 18
 158:17, 19
 159:11, 16
 160:5 161:20
 162:5, 10, 17
 164:11, 20
 166:10, 12
 167:4 168:6, 8,
 17, 20 169:18,
 20 171:3 172:5,
 7 173:5 174:10,
 12 178:15
 179:16 180:8
 181:13 182:20
 184:3, 14, 16
 185:20 187:4
 189:4 190:13,
 16 191:14
 193:11 194:13
 196:7 197:3
 213:4 215:3
 216:17 220:18

228:5, 8 238:9
 240:5 242:9
 243:18 244:3
 247:18 249:16
 252:9 253:7
 255:4 256:10
 258:1, 20 261:2
 262:10 263:14
 264:13 266:15
challenge 33:12
 63:5
challenges
 63:10 66:13
 236:12 238:3
challenging
 51:5 72:14
 89:3 217:16
chance 266:2
change 32:17
 47:11 57:4
 76:5 90:20
 101:17, 18
 130:8, 10 133:3,
 10 152:5, 9
 180:17 232:15
changed 105:1
 178:21 180:15
 217:8
changes 6:3, 6
 20:19 49:13
 107:12 109:17
 121:3, 13, 17
 124:6 127:18
 129:12 140:1
 181:9
changing 28:14
 146:17
Channel 5:16,
 17
charged 239:15
charging 265:18
Charley-Greene
 6:2, 5 7:8 9:13,
 14 12:1 19:5
 21:19 56:9, 10,
 14, 16 266:19
chart 181:4
 253:11
charter 41:10,

<p>16 cheap 266:9 check 81:20 172:9 checked 239:7 check-ins 57:16 checks 43:7 Cheryl 2:12 Chesapeake 74:4, 8 229:10 Chief 7:7 18:19 29:14 198:16 child 51:20 53:9 211:2 217:18, 20 childhood 52:6 children 33:13, 16, 20 34:5, 21 35:4, 14 51:6, 10, 15 52:3, 16 53:17 59:20 65:6 87:21 89:16 97:15 122:17, 19 214:11 224:16 244:12 262:18 children's 36:7 63:8 child's 35:2 China 26:7 Chinese 25:18 26:7, 14 38:18 55:16 choice 51:19 52:12 210:18 220:2, 6 227:15 choose 45:13 51:21 105:8 233:2 Christian 2:14 77:16 Christianity 55:15 Christopher 49:4 chuckled 259:1 Cindy 3:9 21:17</p>	<p>circle 235:19 246:7 cited 181:17 citizens 16:11 City 13:1 35:8 42:3, 4, 11 76:1 96:10 100:4 claim 35:20 clarification 81:21 94:9 132:7 156:11 252:3 clarified 243:11 clarify 90:7 161:1 162:8 191:17 clarifying 133:20 191:15 clarity 229:18 class 69:4 190:7 207:19 210:17 217:4 231:19, 21 232:11 234:6, 7 253:19 261:17, 18 262:4 266:14 classes 46:13 48:18 86:21 205:15, 20 210:17 213:11 226:12, 21 229:15 230:14 233:7, 12 243:5, 7 244:7 266:12 classroom 76:13 209:10 classrooms 30:5 44:18 63:21 236:21 clean 159:19 clear 120:18 134:4 139:14 140:8 144:9 199:12 227:9, 10 233:5 234:3 Clearing 62:3 Clearly 31:14 49:19</p>	<p>climate 57:12 clock 18:2 close 55:5 101:8 Closed 4:3 6:12 7:1 16:19 29:4 78:2, 5, 10 closely 209:20 closer 126:7 203:1 254:15 closure 24:20 103:21 104:6 125:1 132:5, 14, 16 133:2, 14, 16 134:20 140:5 closures 33:17 131:15 cognizant 91:5 98:5 Cognos 63:19 coincidentally 47:20 Colgate 74:10 collaboration 22:15 67:18 68:3 70:3 83:2 207:20 collaborative 57:20 205:7 collaboratively 57:11 67:2 colleague 213:17 collect 144:2 collected 222:16 collecting 148:10 238:16 collective 6:20 57:12 176:9 collectively 45:5 65:20 College 4:9 61:18 62:2, 5, 7, 10, 13, 17 88:2, 3 197:9 198:4, 12, 21 199:10, 14, 15, 20 200:7, 18, 20 201:19 202:5, 6, 7, 11, 20 206:20</p>	<p>207:5, 8 208:17 209:1, 7, 16, 18, 19 210:3, 8, 19 211:10 212:19 213:2, 11 218:18 219:18, 21 220:5 226:14 227:6, 7 230:21 231:3, 19 232:15 233:21 234:3 235:17 237:12 239:12 240:11, 21 241:3 242:5 245:8, 16, 20 252:5, 7, 19 257:6, 7 265:17 colleges 62:8 88:3 collegial 207:5 color 205:3, 12 206:4 Columbus 49:1, 4 COMAR 54:9 combat 42:2 combine 224:10 Comcast 5:16 come 30:12 51:12 86:12 88:20 92:11 96:17 109:15 110:2, 13 112:9 149:17 174:16 177:4 222:15 236:13 255:8 260:10 comes 27:20 40:17 45:1 51:4 54:19 55:4 81:10 83:8, 14 89:10 173:6 240:21 243:14 259:14 comfortable 108:20 226:21 coming 147:1 153:20 157:2 176:14 189:17 193:9 265:5</p>	<p>commend 213:17 Comment 3:7 16:7, 15 17:14 56:7 90:7 101:14 103:14 116:9 136:14 141:20 142:15 145:14 153:16 154:18 161:16 170:4 194:18 240:8 244:4 263:1 264:3 commenting 18:8 162:15 Comments 4:11 18:11, 16 29:12 33:1 87:18 94:8 113:9 135:4 146:9 160:9, 16 189:5, 10, 11 193:2 196:12 197:7 240:6 245:11 248:6 251:8 255:17 265:16 266:17 commit 219:1 commitment 57:19 181:9 205:8 commitments 58:2 67:21 committed 49:3 64:9 68:1 195:9, 17 202:10 218:12, 18 committee 55:19 80:15, 17, 19 81:11 94:9 106:8 122:8 123:10 134:10 137:1 142:7 143:2 158:9 159:5 160:17 165:11 172:15 173:2, 7 176:11, 19 178:2 179:8, 19 180:14</p>
---	--	---	--	---

182:14 183:17 264:5, 21 committees 176:18 257:17 committee's 172:16 179:6 committing 65:20 commodities 265:9 common 20:18 communication 67:18 260:6 communications 25:10 260:5 communities 30:20 32:17 community 16:9 19:12 30:16 35:10 37:5 38:15 40:8 57:3, 18 59:9 60:7 61:19 62:8 66:8 72:13 73:9 74:18 108:5, 6 123:13 145:5 164:1 202:6 261:13 263:11 comparison 254:12, 14 Compass 57:1 65:16 198:19 199:3, 12 compensated 24:6 compensation 6:15 20:10 24:10 71:17 compensatory 24:3 competitive 262:1 compile 182:9 compiled 178:7 complements 210:19 complete 177:16 205:18	completed 23:16 24:1 Completion 199:15 compliance 69:15 98:19 comply 35:14 component 50:2 149:3 252:8 components 231:4 comprehensive 207:4 208:5 comprised 203:6 compromise 21:13 32:12 53:4, 16 concern 53:2, 3 104:15 143:19 213:19 214:12 concerned 51:18 97:12 98:21 101:6 126:7 148:4 214:1 concerns 16:12 23:2 27:10 39:20 40:12 44:11 64:6 67:15 68:7, 11 74:21 160:15 189:19 190:2 260:4 conclude 18:3 concludes 56:6 concur 151:3 conditions 27:11 57:12 260:2 conduct 5:18 6:20 16:14 17:20 136:10 141:17 142:11 170:1 175:4 conducting 35:8 conference 100:3 176:1 249:9	conferences 185:5 conferred 56:11 confidential 182:15 confidentially 239:5 confirm 78:8 130:20 confused 95:18 confusion 183:14 congratulate 12:4 congratulating 58:5 Congratulations 12:10, 16 13:3, 11, 19 14:6, 14, 21 15:7, 14 16:3 58:3 60:6 213:9 243:1 258:5, 16 connected 25:12 connection 37:14 Connelly 197:11 198:15, 16 202:13, 15 229:17, 19 230:18 250:17 251:1, 4, 7, 10 252:2, 11 253:2 254:10 consciously 45:13 consensus 132:15 133:18 154:19 170:12, 21 177:4 consent 7:9 133:21 consider 6:21 46:20 47:6 52:20 53:15 105:8 116:15 118:16 119:13 132:8 192:14 196:5 239:19 262:5	Consideration 3:4 6:1 20:15 84:21 85:5 92:21 107:5 109:2 121:5, 15 122:7 124:7 127:19 129:14 140:2 172:13 178:2 255:17 considered 39:19 88:11 considering 146:17 178:1 considers 98:9 121:21 consistencies 211:14 consistency 106:11 consistent 192:13 226:15 246:20 257:4 consistently 88:1, 4 189:9 constituents 145:1 152:14 154:5 155:1 164:17 166:19 168:13 constraint 242:1 consultant 12:20 264:18 consultative 205:7 contact 91:8, 9 107:1 contain 249:21 contained 28:16 containing 181:14 contemplated 108:18 contemplates 106:9 content 204:21 213:16 214:2 240:18 246:20 content-specific 209:11	continue 19:8 27:13 28:21 32:18 38:4 43:6 44:18 46:4 57:13 62:10 68:18 69:17 72:12 95:9, 12 114:19 157:3, 5 180:11 185:9, 10 192:9 193:5 208:7 212:21 230:11 262:4 continued 57:8 59:15 69:20 211:5 212:3 continuing 103:4 183:11 continuity 38:17 39:1 continuous 181:10 199:7 204:13 Contract 4:4 80:13 81:14 100:19 107:1 264:17 contracted 90:16 contractor 43:17 contractors 28:4 contracts 80:15, 17, 18, 20 81:1 264:19 contractual 98:6, 15 99:1, 4, 7 105:14 contractually 99:11, 16 100:15 contributing 163:3 222:4 control 35:10 242:4 convening 66:21 convention 99:15 101:10
---	---	--	--	---

<p>conversation 75:18 189:3 221:11, 19, 21 222:9</p> <p>conversations 22:5 72:11 82:17 86:13 215:20 216:10, 14 222:11, 14, 19 223:3</p> <p>converting 108:3</p> <p>cool 240:3</p> <p>Cooperative 264:21</p> <p>coordinator 94:7 160:14 198:11 219:6 239:6 241:3, 15</p> <p>coordinators 209:2 212:13 218:9 235:7</p> <p>copies 37:7</p> <p>copy 123:18</p> <p>core 199:8</p> <p>corners 149:20</p> <p>cornerstone 30:16 223:12</p> <p>Corns 82:8 83:4, 13</p> <p>correct 43:2, 18 91:13 96:20 99:18, 19 100:9, 13 102:6, 7 104:7, 8 107:13, 15 112:5 115:11 138:2 214:13 221:6</p> <p>correctly 253:11</p> <p>corresponding 202:18</p> <p>costly 177:5 190:20 191:4 193:17, 18</p> <p>costs 28:13 191:4 201:21</p> <p>council 36:19 37:2, 3 104:14 160:14</p> <p>councils 94:8</p>	<p>counsel 175:8 182:8 268:9</p> <p>counselors 208:12</p> <p>counsel's 180:12</p> <p>count 100:11</p> <p>counties 22:2 49:13 96:9 262:5</p> <p>counting 64:10</p> <p>countries 26:3</p> <p>country 22:2 41:2 55:9 225:12</p> <p>counts 92:19, 20 99:4 100:9, 12</p> <p>COUNTY 1:2 5:5, 10 12:10, 16 13:11, 19 14:5, 13, 20 15:6, 13 16:2 17:16 18:9 27:4 28:16, 21 30:2, 21 31:6 32:11 33:5 36:16, 20 37:4, 6, 9, 13 38:7, 11 41:3, 8 42:18 45:10 48:2 49:14, 19 51:7, 14 54:13 55:2 57:6 58:12 59:11, 13 60:9 69:7 70:3, 11 74:14, 16 87:6, 10 139:3 188:13 202:6 225:11 229:7 252:12 265:4 268:2, 5</p> <p>County's 49:16 70:7</p> <p>couple 120:18 220:13 226:18 231:1 248:6 250:9 251:15 257:3</p> <p>course 17:6 26:1 38:3</p>	<p>192:6 200:4, 20 201:6, 7, 8, 16, 20 202:17 204:11 209:19 210:11 211:13, 21 217:13 218:2 219:13 228:20 232:21 233:1, 20 235:16, 17 241:14 248:14, 16 249:1 250:9 253:9, 12, 15 254:2, 20 255:11</p> <p>courses 63:21 75:8 200:17 201:1, 3, 12, 14, 18 202:5, 9 203:9 206:5 208:4, 6, 21 210:9 211:8 212:4, 8 227:5 228:12, 15, 18 229:3, 10, 12, 13 230:1, 16 251:13 252:13, 16, 17 254:5 257:9 262:3</p> <p>coursework 200:13, 18 202:11 203:16 204:3, 15 209:10, 17</p> <p>Court 246:16</p> <p>Courtney 3:13 33:2</p> <p>coverage 69:4</p> <p>coverages 24:4</p> <p>covered 239:9</p> <p>covers 239:13</p> <p>COVID 33:21 34:9, 20 35:18 36:5 42:6 51:4, 9</p> <p>COVID-19 27:15 33:12, 17 34:2 35:20 51:14 52:4 65:5</p>	<p>coworkers 27:12 33:15</p> <p>create 35:3 39:5 57:11 65:8 66:5 68:14 175:9 178:9 179:12 181:13, 16 188:12 206:1</p> <p>created 122:8, 9 232:4, 13</p> <p>creates 262:1</p> <p>creating 67:5 72:3</p> <p>credit 200:20 201:19 202:20 209:18 231:20 235:18</p> <p>credits 199:20 200:2 202:5 209:1</p> <p>creeds 75:16</p> <p>creep 89:11, 20</p> <p>crisis 19:20 27:15 259:5, 6</p> <p>criteria 177:2</p> <p>critical 27:8 41:19 57:4 68:19 72:15 199:1, 8 208:7 226:10 227:13, 14</p> <p>cross 241:19</p> <p>cross-divisional 198:7</p> <p>crumble 45:7</p> <p>crushing 19:9</p> <p>CTE 252:17</p> <p>cultural 26:9 30:4, 8 32:2 55:21</p> <p>culture 25:21 48:13 54:8 60:5 89:18</p> <p>cultures 32:13 48:4, 21 50:6</p> <p>cumbersome 226:18 233:3</p> <p>cumulative 250:13</p>	<p>curious 217:6, 11</p> <p>current 27:11 43:16 47:4 48:2 54:7 57:10 59:3 64:13 100:15 146:13 177:21 182:2, 12 204:10</p> <p>currently 12:5, 12, 20 13:6, 15, 21 14:9 15:2, 9, 16, 17 31:20 33:5 34:3 48:3, 5 49:1 52:7 68:7 90:15 98:1 102:1, 21 179:19, 21 190:18 230:15</p> <p>curricula 76:13</p> <p>curriculum 47:6, 9 60:17 200:2, 5 234:12</p> <p>custodians 149:19</p> <p>cut 111:7 150:7 185:14</p> <p>cutting 258:3 261:8</p> <p>< D ></p> <p>D-1 7:21</p> <p>D-4 8:1</p> <p>daily 61:15 210:11</p> <p>dais 260:21</p> <p>Dana 14:8</p> <p>dancing 30:14</p> <p>Daniel 13:14</p> <p>Darien 29:12</p> <p>dashboard 23:20 63:19 210:10</p> <p>data 23:20 41:20 52:8 62:2 63:18, 20 64:1, 3 65:19 67:8 69:17 123:19 136:12,</p>
--	--	---	---	--

<p>18 141:19 142:3, 13, 18 143:15 144:3 145:8, 13, 15, 19 146:19 148:5, 10 150:19 154:6, 19 155:4 158:4 159:1 165:6 166:21 168:14 170:3 202:20 204:10 205:16, 21 208:19 211:14 212:6 214:4, 19 215:8, 10, 12, 15, 18 216:10, 21 219:12 220:12 221:14, 15, 20 222:11, 16, 18 224:12, 17 226:5, 6 229:14 230:14, 18 231:5, 8 234:2, 4 237:14, 15, 20 238:6, 15, 16 241:10 244:16, 19 245:3, 9 246:10 249:5 250:1, 5 254:2, 11 database 68:6 date 7:3 76:12 90:9, 10, 20 97:5 100:1 131:20 140:5 151:11 190:19 191:18 195:15 218:19 247:7 dates 76:4, 5, 6 86:15 118:15 daughter 34:8 35:1 daughters 39:16 244:5, 7 daughter's 251:18 daunting 220:7 day 20:9 48:14, 15 49:1 53:18 54:20, 21 55:10</p>	<p>61:5 62:10 70:16 75:19 77:20 85:10, 14, 17, 21 86:6, 10 87:19, 21 88:18 89:9 90:9, 10, 13, 14, 16 91:2, 3, 12, 19 92:2, 19 93:13 96:6, 7 97:5, 18 99:4, 15, 16, 18, 20 100:8, 10, 11, 12, 16, 21 101:9 102:19, 20, 21 103:13, 21 104:1, 2 106:1, 5, 12, 14 107:3, 13 109:13 113:11, 19 114:6 120:14 121:4, 14 122:1, 5, 7, 10, 11 124:7, 20 126:6 127:15, 18 129:11, 13, 20 131:13, 15 132:6, 9, 12 133:2, 14 134:20, 21 136:12 140:1, 7 141:19 142:13 144:8 145:12, 17 152:12 155:2 170:3 193:14 265:4 268:13 days 21:7, 10 31:20 34:10 45:16 48:5 49:10, 14, 17 50:3, 7, 9 55:1, 2, 11 61:18 77:13 85:13 90:17, 18 91:7 97:20, 21 98:2, 4, 6, 7, 8, 10, 12, 13, 14, 15, 18 99:1, 2, 5, 7, 11 102:1, 4, 6 103:4, 10, 11</p>	<p>104:3 105:7, 9, 10, 11, 13, 14, 15 106:2, 17, 19, 20 107:1 108:1, 3, 17, 18 109:14, 16 110:5, 7, 13, 17, 18 116:14 118:15, 18 119:11, 16 120:11 122:4, 12 126:6 127:12 129:8, 20 132:3 138:4, 6 139:4, 7, 16, 19 deadline 152:5, 10 154:3 155:7, 8, 10 156:16 166:16, 17, 18 168:11 218:21 deal 89:6 123:12 259:9 deals 75:21 Deanna 3:11 26:20 27:2 debate 75:18, 20 76:14 77:9 89:8 92:14 102:18 167:6 Deceased 7:17 December 70:17 244:21 245:21 decide 22:15 110:18 115:3 147:2 161:19 decision 47:8 51:5, 11, 19 52:10, 21 53:14 83:11 86:12 87:11 106:7, 11, 15 108:4, 21 143:16 144:18 145:4, 10 147:7 152:12 154:5, 20 161:6 166:20 168:13 223:15 264:12 decisions 21:4, 14 51:3, 9</p>	<p>63:21 72:6 136:19 142:4, 20 155:3 157:15 158:6 159:2 165:8 declared 39:11 decline 62:7, 9 declined 55:18 62:2 decreases 35:21 Dedicated 27:13 43:17 206:8 dedicates 60:10 dedication 61:3 Deepawali 30:4, 7 deepens 207:2 deeper 212:19 221:21 254:16 255:1 Deer 9:20 13:15, 17 deficiencies 178:10 224:14 defined 52:4 246:17 definitely 86:11 228:11, 18 246:9 251:6 delay 108:4, 7 delaying 107:18, 20 Delegate 3:12 18:18 29:14, 17 deliberate 203:13 233:15 234:10 deliberately 47:8 232:4, 9 delivered 26:4 246:18 delivery 178:17 246:18, 20 demographics 205:17 206:3 215:15 254:14 demonstrate 57:19 199:6</p>	<p>demoted 20:14 demotion 6:15 denote 131:14 department 27:3 39:18 40:1, 18 65:8 207:21 253:13, 20 departments 23:9, 10 253:16 depending 98:8 depends 94:16 described 106:2 deserve 259:19 design 224:2, 18 designate 104:6 131:12 designated 17:4 21:7, 10 132:8 designation 132:9 199:17 designed 204:14 210:16 desire 37:15 242:8 246:10 despite 33:10 63:10 220:8 detailed 179:12 253:18 details 80:21 detection 42:6 determine 106:17 107:2 190:8 237:12 develop 35:11 180:3, 9 182:14 192:6, 8 211:9 developed 198:6 229:20 developing 107:5 development 65:11 97:21 98:10, 13 99:20 100:2 101:3, 4 105:2, 9, 11 106:19 108:3 116:14 118:18 119:11, 16 120:15 126:6</p>
---	--	--	---	---

127:11, 15 131:13, 15 132:6 133:14 134:21 140:6 175:21 178:12 192:9 195:7, 13 212:12 237:2 dialogue 57:10 diaspora 30:17 differences 146:15 235:7 245:11 different 34:16 39:6 44:13 89:18 120:3, 5 122:14, 16 149:20 188:5 251:16 252:6, 13, 18 254:7 257:7 260:20 differential 71:3 differentiated 57:21 203:18 differently 52:8 252:21 254:6 difficult 224:4 242:16 dig 254:16 255:1 digress 97:3 diligence 23:14 direct 45:18 47:3 110:12 111:1 207:19 direction 144:7 193:16 255:14 directly 183:16 193:18 director 59:12 198:13 directors 57:16 67:12, 13 71:16 74:18 261:14 disaggregate 224:17 disaggregated 136:13 141:19 142:14 170:3 205:16	disagree 92:14 143:18 discipline 6:15 discipline-specific 206:19 discrepancies 227:9 discretion 105:6 discuss 6:13 109:16 190:8 191:1 193:15 194:9, 11 discussed 23:4 92:9 104:15 115:14 189:15 194:7 257:15 264:18 discusses 182:17 discussing 22:18 124:3, 8 161:21 189:13 196:10 discussion 8:6 10:17 19:20, 21 77:18 78:18 79:7 81:11, 14 83:20 86:5 111:13 113:4 114:19 115:10, 13 171:3 173:8 191:4 196:12, 17 235:13, 20 254:18 256:13 263:4 discussions 81:17 137:1 142:7 143:1 158:8 159:5 164:21 165:10 disease 34:18 disjointed 127:6 dismantling 208:8 displayed 202:21 disproportionate ly 45:12 46:13 disproportions 48:2 dispute 17:17	disrupts 17:20 34:6 disseminating 148:9 disservice 265:17 distancing 35:13 distinguished 47:15 distractions 46:1 distributing 41:13 district 31:5, 7 32:7 64:1 159:2 192:6, 16, 21 districts 35:7 66:14 83:3 136:19 142:4, 19 158:5 165:7 257:8 dive 212:19 diverse 37:4 48:3, 20 54:12 212:7 diversity 32:1, 3 49:20 50:2 75:14, 17 76:9 102:14 divided 259:13 Diwali 30:3, 7 31:2, 14, 17 48:8 49:8, 15 50:10 76:10 118:13 119:10 120:1, 10 127:10 129:7 130:13 132:2 138:3 139:15 Dixit 258:17 262:12, 13 documents 181:16, 17 182:11 Dogwood 9:21 13:3 doing 22:2 23:11 24:18	82:15 127:20 147:20 149:4 150:1 151:6 162:7 163:12 175:19 183:2 191:11 213:18 221:5, 16 222:12 226:7 228:2, 15 232:2, 20 235:6 241:18 245:7 246:2, 7, 13 248:8 255:13 261:12 262:20 263:9, 12 dollar 70:15 dollars 41:12 71:4 191:5 259:12 265:9 Donna 94:6 104:13 door 258:12, 14 double 172:9 doubling 70:21 Dr 3:10, 20 6:2 9:3, 4, 13 11:14, 15 22:6 23:7 25:1, 3 27:1 29:7 43:9 53:21 54:1, 4, 13 56:13, 15 72:19 78:20 79:2 80:5, 6 82:5, 6, 8, 10, 17 83:18 84:15, 16 85:3 86:2, 7 87:16, 17 92:12 94:11, 13, 17, 21 118:2, 3 125:9, 10 126:3, 16 128:19, 20 129:16 130:7, 13, 17 131:11 132:4, 21 133:1, 6 134:13, 17, 18 135:21 136:1 141:6, 7 146:3 147:6, 19 148:19, 20 151:2, 3, 14	152:2 158:12 166:5, 6 168:1, 2 169:13, 14 171:21 172:1 174:5, 6 189:17 197:11, 12, 13 198:12, 17, 18, 19 200:12, 15, 16 202:15 211:7 215:6 216:6, 18, 19 218:3, 4, 6 219:3, 6, 10, 16 220:16 221:2, 7, 14, 18 222:8, 9 223:21 229:16 230:19, 20 237:19 238:4, 10 239:2, 12 243:10 244:14, 15, 18, 20 245:1, 4 246:5 247:2, 10 248:5, 19 252:4 255:7 263:7, 8, 14, 15 266:1 DRAA 148:8 161:18 draft 178:2 257:11 draw 225:15 drawing 225:13 255:2 drill 232:18 237:21 dripping 45:7 drive 260:14 265:3 driver 19:11 drivers 70:6, 12, 20 71:3 259:8 dropped 62:5 dual 87:19 202:7 212:20 231:15, 17 235:13 252:14 due 33:11 156:7, 8 238:20 Dulaney 32:5 47:17 138:21
---	--	--	---	--

198:10 206:12
 211:12, 20
 213:9, 17, 20
 214:2, 14
 216:13 225:3,
 10 228:11, 14,
 16 243:1, 4
 248:12, 21
 262:2
Dulaney's 32:6
Duque 85:1, 2
 90:6, 12 91:1,
 13 94:5, 13, 16
 96:3, 6, 12, 16,
 20 97:20 98:20
 99:12, 14, 19
 100:10, 18
 101:21 102:3, 7
 103:14 104:8
 105:5, 19 106:6
 107:14, 19
 108:13, 15
 109:7 110:12,
 16 111:17
 113:21 118:13
 119:9 121:2, 12,
 21 123:7, 15
 124:5, 20
 127:16 129:11
 139:20 143:19
 147:15 148:3,
 16 151:13, 16
 161:8, 18 172:9
duties 69:4, 5
 172:17
duty 99:2, 3
 100:12 102:4, 5

 < E >
E-1 10:11
Earlier 6:11
 28:20 38:1
 76:6 78:4 89:4
 97:7 106:7
 122:20 138:20
 146:3 150:17
 151:9 218:19
 224:20 264:4
earliest 190:10

early 42:6
 88:4 96:18
 202:7 219:1
earn 199:20
 200:2, 4, 19
 201:9 202:4
 209:18 252:7,
 19
earned 201:18
 202:18 212:1
earning 199:17,
 18, 21 202:19,
 21 209:1
earnings 62:15
easier 38:2
 192:11
easily 34:18
Eastern 228:11,
 16 262:2
easy 51:2
 86:12
economic 25:19
 26:8, 16 89:15
economically
 26:12
economy 26:2
 28:14
Ed 83:8 264:5
educate 185:10
 186:21
educated
 242:18 264:12
EDUCATION
 1:1 5:4, 10, 14
 9:19 13:15
 14:17, 19 15:3
 16:14 17:15
 18:9, 14 19:18
 30:1 36:17
 40:2, 11, 18, 19
 44:6, 16, 21
 45:15, 17 46:1
 58:8 59:10
 60:10, 20 61:15
 94:7 97:9
 160:14 174:15
 248:8
educational
 12:20 40:6

58:15 60:12
 104:13
educators 22:4
 24:4, 17 61:5
 63:3 146:4
 176:5
effect 33:14, 18
effective 29:2
 53:7 63:13
 71:20 72:1
 146:5 161:5
 185:18
efficacy 247:1
Efficiency 4:8
 20:11 28:17
 67:17 113:7
 162:21 163:10
 174:19 183:14
 190:4 195:1
 196:11 256:6
efficient 29:1
 185:14, 17
efficiently 5:18
 258:9
effort 106:4
efforts 57:8
 65:20 71:7
 72:9 208:10
 241:13
Eid 48:15 49:8
 50:10 54:19
Eid-al-Adha
 126:4 129:18
 131:8 132:3
 133:7, 13
 134:20 139:2
 140:5
Eid-al-Fitr
 31:19 48:8, 10,
 15 49:15, 19
 55:1 76:19
 118:14 119:11
 120:11 127:11
 129:8 132:2
 138:3 139:16
eight 91:19
 96:4, 6 168:7
 172:6 176:7, 12
 228:14 229:9
 235:8 253:11

either 40:20
 41:12 76:11
 89:1 90:13
 91:12 100:1
 103:9 106:10
 111:18
elected 18:16,
 18 27:5 187:15
 188:4
election 85:10
 187:21 188:16,
 18, 19 189:1, 2
 193:10
elections 172:18
elective 210:15
electric 265:10,
 11
electronic 17:2
Elementary
 10:1 13:3
 26:15 38:1, 8,
 12 41:6 42:4
 58:6, 21 59:4
 60:7 74:4, 5, 6,
 7, 8, 9, 10 75:1
 90:17 91:9
 234:8 246:17
 258:4, 18
Elementary/Mid
dle 13:1
elements 27:16
eligibility
 217:19
eligible 209:5
 217:18 239:8
eliminate
 178:19
eliminating
 175:6
elimination
 45:21
ELL 224:16
Elmendorf
 82:8, 10, 17
Elmwood 58:21
eloquently
 97:11
email 18:11
 77:8 94:6 95:6
 104:13 118:21

120:2, 3, 7
 134:2 152:8, 18
 153:6 156:4
 160:14 189:6
 190:11 191:13
 214:3 216:1
emailed 95:7
 130:5 161:15
 191:19, 21
 193:4
emails 37:8
 113:11 263:16
embracing
 48:21
emergency 41:7
emphasize
 45:10
employee 17:14
 18:8 27:3
 70:14 136:13
 141:20 142:14
 161:2 170:4
 196:21
employees 6:17
 27:13 28:10
 36:6 43:6, 21
 70:12 71:6, 11
 99:21 114:9
 136:11 141:17
 142:12 143:17
 144:21 146:14
 170:1, 17
employment
 6:14 20:7 28:3
emulate 243:3
enabling 28:4
encourage
 17:10, 16 61:8
 66:7 175:12
 185:4 218:6
 254:21
encouraged
 248:18, 21
encouragement
 209:21
encourages 63:7
ended 145:14
 149:2
endorse 83:16

<p>ends 56:1 93:16, 18 167:6</p> <p>energy 188:15 243:21 264:17 265:1, 2, 4</p> <p>enforced 35:13</p> <p>engage 57:15, 18 63:7, 13 64:8 187:19 190:6 207:14</p> <p>engaged 76:12 97:7 185:8</p> <p>engagement 187:9, 11 188:12 210:7</p> <p>engaging 25:14</p> <p>engine 89:15</p> <p>engineer 10:3 12:8</p> <p>enhance 209:14</p> <p>enjoy 61:18</p> <p>enlist 175:4</p> <p>enormous 92:15</p> <p>enrich 176:4 197:21</p> <p>enroll 122:19 201:3, 6, 7 217:12</p> <p>enrolled 33:5 200:3 201:1, 14 202:2, 3, 17 206:3, 5 211:12, 21 217:4 230:15</p> <p>enrolling 218:2 232:11</p> <p>enrollment 62:5, 7 202:8 205:16 212:20 231:15, 18 235:13, 14 252:14 254:2, 3 255:10, 11</p> <p>ensure 175:14 206:2</p> <p>ensuring 246:20</p> <p>Enterprise 10:3, 5 12:7 15:19 16:1</p>	<p>entire 38:11 44:21 58:4 144:15 190:21 214:7 220:5 241:14</p> <p>entity 265:19</p> <p>entries 178:19</p> <p>environment 45:11, 20 197:16 262:1</p> <p>environments 61:7 66:12 67:6</p> <p>Epps 27:7</p> <p>equal 205:2, 11 236:9 247:5</p> <p>equality 50:4 54:6, 16</p> <p>equals 56:2, 3</p> <p>equitable 45:6 50:15 123:13 149:16 205:4 208:9</p> <p>equity 47:7 54:15 88:13, 18 92:13 93:1 97:10 203:19, 20 205:21 212:4, 9, 10</p> <p>Erin 2:7</p> <p>error 54:11</p> <p>errors 43:7</p> <p>ESP 59:17</p> <p>ESPBC 23:13 59:11, 13 72:2 100:6, 21 259:17</p> <p>ESPBC- represented 99:21</p> <p>especially 30:17 33:12 34:21 51:3 147:8 234:19 256:21</p> <p>ESPs 58:13 61:1</p> <p>essence 101:9 264:21</p>	<p>essentially 192:18</p> <p>establish 175:7</p> <p>established 105:16 199:15</p> <p>establishes 199:5</p> <p>estimate 251:5</p> <p>et 93:7</p> <p>ethnicity's 55:14</p> <p>Europe 26:4</p> <p>evaluate 47:8 106:2</p> <p>evaluating 105:4</p> <p>evaluation 6:16 107:9 182:7, 12, 18 196:19, 20</p> <p>evening 5:2, 19 6:11 7:6 19:4 21:18 25:3 26:21 29:19 33:4 36:14 44:4 47:15 50:20 56:17 73:21 78:4, 5 80:17 82:10 85:2, 4 108:7, 17 189:10 197:13 200:16 202:16 204:1 206:7, 15 212:18</p> <p>evening's 16:20 58:1</p> <p>events 62:11</p> <p>eventually 89:12 256:4</p> <p>Everette 3:13 33:2, 3 36:11</p> <p>everybody 36:14 73:13 149:19 154:9 166:15 192:16 197:6 217:21 224:9 262:7 266:16</p> <p>everyone's 192:11</p>	<p>evidence 56:21 58:1</p> <p>evolves 89:13</p> <p>exactly 55:6</p> <p>exam 76:4 199:18 200:1 201:7, 9, 17 202:13, 18 203:1 209:11 212:2 219:2 220:1, 3, 5 226:15 232:12, 21 233:2 237:7 239:14 240:2, 12, 15</p> <p>examinations 236:8</p> <p>examine 183:11 204:9 212:4</p> <p>examining 212:14</p> <p>example 162:20 163:1, 6 203:5 224:19 228:19</p> <p>Examples 204:18</p> <p>exams 87:2, 11 199:19 201:20, 21 208:15 209:4 218:7, 8 219:19 220:15 238:14, 18 239:8, 20, 21 240:16 250:13 251:13</p> <p>exceed 98:7 99:8 199:10</p> <p>Excellence 57:1 58:14 65:21</p> <p>excellent 44:8 240:18</p> <p>exception 40:20</p> <p>excited 63:15 65:4</p> <p>exclude 35:17</p> <p>excludes 31:2</p> <p>excluding 139:1</p> <p>Excuse 83:4 85:19 95:14 104:15 124:2</p>	<p>153:12 155:5 161:15 168:17 196:7</p> <p>executive 57:15 67:11, 13 70:4 71:16 74:18 198:13 261:14</p> <p>executive's 69:8</p> <p>exemplar 223:13</p> <p>exemplified 263:9</p> <p>exemplifies 58:18</p> <p>exemptions 209:5</p> <p>Exhibit 10:11 85:18 86:1 172:21</p> <p>Exhibits 7:21</p> <p>exist 88:15 254:11</p> <p>existing 17:17 130:1 181:14</p> <p>exists 74:16 123:20 180:7</p> <p>expand 145:15 164:15 230:8</p> <p>expanding 101:8</p> <p>expectations 205:19</p> <p>expecting 88:20 108:6</p> <p>expedite 178:20</p> <p>expenses 175:16</p> <p>experience 40:5 236:18</p> <p>experienced 44:20 45:9 46:21 62:8</p> <p>experiences 207:15 210:2</p> <p>expert 223:11</p> <p>expired 18:5</p> <p>explain 19:9</p> <p>explored 219:14</p> <p>exploring 69:13</p> <p>exposed 34:9,</p>
---	--	---	---	--

12	falling 46:6	108:19 146:9	finding 88:1	flashlight 64:3
exposure 200:18	false 46:5	162:19 163:1	95:15 194:21	flawed 45:2
express 27:10	familiar 227:7	189:6, 21 190:1	227:21	flexibility 72:5
extend 49:14	families 31:3, 6	194:4, 14	findings 184:19	floor 111:9, 12
85:13 90:13	51:6 52:10	195:15 233:6,	247:8	112:12, 17
97:17 99:10	57:6 65:4, 9	11 236:20	fine 112:21	114:8, 13, 16, 19
103:1 104:7	66:7, 13 71:8	259:10	143:10	116:18 158:14
197:20 216:4	88:9, 14 122:15	feeling 55:8	finish 123:1	194:4, 14
extensive	206:5 218:17	feelings 205:19	240:17 241:17,	flourish 46:19
222:16	239:5	feels 102:13	19 245:4	focus 25:9
extra 19:10	family 30:13	fee-reduced	finished 95:10,	65:16 66:21
37:7 41:16	33:18 34:1	239:14	18 238:10	71:18 76:2, 3, 8
51:21 76:7	48:13 59:9	fees 236:8	FiOS 5:17	77:12 198:5
241:16	76:14 88:8	239:9	first 5:21 12:4	199:4 212:10
extracurricular	219:9	Feiner 37:18	18:17 19:3	226:20
75:6, 9	fantastic	felt 21:12	33:1 38:1	focused 71:13
	213:10 240:9	33:14 220:7	61:17 86:16, 17	86:21
< F >	far 76:4	festival 30:3, 8	137:10 151:19	focusing 75:6
fabulous 262:15	123:19 224:2	fewer 17:6	152:6, 10 154:3,	204:20 249:13
face 51:17	253:8, 18 261:8	fidelity 150:6	10, 11 156:8, 21	folks 30:17
66:13	FARMS 238:14,	field 73:9	159:10 163:16	93:20 149:11,
faced 35:5	16	fields 122:16	166:18 168:11	19
242:1	FAT 76:5	fifth 62:16	170:8 177:11	follow 151:8
facilities 28:5	favor 90:2	258:9	179:10 183:10	247:3
265:2	114:6 166:11	figure 88:5	191:2 193:21	following 6:13
fact 53:17	168:7 172:6	189:17 236:16	213:6 215:11	7:9 9:16 12:2
76:3 92:16	174:11	237:21	216:3 219:20	74:2 219:11
103:19 227:12	favorite 54:17	figuring 239:20	222:17 225:2	follows 177:2
factor 113:20	61:10	261:20	226:16 230:21	followup 16:13
factors 222:4	fear 20:12, 13	file 240:20	244:13 255:7	food 75:1 97:8
facts 223:4	feasibility	fill 196:18	256:1	force 194:5
Failing 31:1	191:11	238:20 239:5	fiscal 184:20	forced 76:16
46:9, 13 214:13	feasible 151:7	filled 22:1	185:17	foregoing 268:6
failures 47:5	feature 180:1	83:7 196:20	fiscally 185:18	foreign 26:12
fair 28:10	federal 51:16	238:19	221:8	37:16 38:9
41:16 56:3	55:3 103:1, 16,	filling 56:16	Fisher 58:5, 11,	forget 234:12
62:17 76:1	20 104:1, 3	242:15, 20	18, 20 59:5, 7	263:2
104:19	124:21	finalize 71:17	60:6	forgiving
fairness 32:10	Federation	231:8	fisheries 122:16	240:21
50:4	70:11	Finally 21:3	fit 192:11	forgotten 93:17
fairs 97:13	fee 208:16	43:20 53:6	235:16	form 100:16
210:15	209:5 218:8	201:7 206:1	five 45:16 65:6	148:12 238:19
faith 54:17	238:14 239:8,	266:4	179:6 181:2	257:11
faith-based	11, 13	financial 240:1	224:9 235:9	formats 252:6
21:7, 10 77:14	feedback 72:9	find 22:14	five-year	former 42:18
faiths 77:16	148:11 154:21	24:13 37:18	180:10, 16	forms 242:15,
fall 31:15	242:7 260:16	43:5 49:2 53:6,	181:12	20
32:15 118:16	feel 21:14	16 193:21	fixed 227:10	forth 115:21
119:13	35:16 36:2	217:15 235:4	flag 5:7	223:9
	48:16 102:17	257:20		forum 17:13

<p>forward 9:15 51:10 57:11, 17 60:15 65:7 66:20 67:9 69:21 72:10 106:12, 13 109:18 111:10 115:4 116:5, 11, 19 117:1 144:20 145:6, 9 149:21 162:13 163:5 179:9 181:6 186:20 230:12 243:16 247:15 265:10 forwarded 94:20 fostering 66:11 found 7:2 47:20 60:18 207:11 225:9 foundation 213:13 four 14:12 33:4 54:2, 5 55:2 56:4 62:18 65:14 145:13 186:18 201:2 233:9 four-year 201:4, 10 frank 57:10 64:11 108:13 free 189:6 202:1 210:11 220:6 238:16, 18 239:20 French 38:20 Frequent 34:19 fresh 51:11 freshest 223:20 Friday 34:12 54:21 61:16 119:15 120:13 127:14 129:10 138:6 139:18 176:6 Fridays 118:16 Friedman 90:1 122:2, 9</p>	<p>Friedman's 90:3 friend 48:11 friendly 179:13 friends 30:13 59:9 front 29:3 156:3 170:19 frontline 147:11 frustrations 22:20 fueling 42:1 fulfill 190:3 200:20 209:18 fulfilling 102:2 full 33:7 60:18 64:19 68:1 123:2 160:16 161:16 177:3 179:10 183:18 191:20 193:20 232:1 Fullerton 74:7 fully 35:19 48:16 51:18 86:9 201:21 functionality 180:6 functioning 43:19 45:8 174:20 183:5 functions 115:19 fund 41:7 207:7 fundamental 32:10 50:4 funded 201:21 funding 41:17 208:15 funds 28:20 89:15 175:15 237:3, 5 funny 262:16 further 39:2 45:17 83:20 184:12 208:2 268:9 future 57:17 64:14 72:11</p>	<p>75:4 146:21 170:14 185:12 199:14 239:18 255:18 256:9 265:11 < G > G-7 26:1 gain 67:5 gaining 59:20 Galuardi 25:7 gap 93:21 243:9 gaps 203:3 254:11 Gasparotti 1:21 268:4, 16 Gear 63:4 general 180:11 194:20 246:9 252:4 gentlemen 234:14 George 39:5, 9 German 38:21 germane 158:14 160:2 germs 53:8 getting 126:7 161:3 190:11 213:12 226:14, 20 229:11, 13 230:3 234:13 236:11 237:1, 7 245:10, 16 Gibson 12:12, 15, 17 give 24:13 25:14 37:5 91:2 99:9 148:16 150:10 170:19 184:9, 10 185:2 235:10 236:13 243:7 245:21 251:4 252:4 259:18 260:3, 16 given 23:8 100:7 101:1</p>	<p>150:5 159:21 183:9, 18 213:11 237:3 264:5 gives 240:10 giving 105:10 248:20 259:15 glad 216:19 220:20 glimpse 234:13 Global 12:21 47:10 224:3 go 18:21 20:6 37:11 73:5, 8 77:17 88:2, 6 90:12 97:18 98:20 101:7 103:3 105:7, 8, 12 106:16 107:20 108:2, 21 112:14 115:6, 21 143:19 144:7 154:12 157:7 163:7 179:9 188:4 193:16 217:16 220:13 225:20 229:10 232:3 234:5 235:17 241:13 245:18 248:1 255:21 263:5 264:11 265:15 goal 25:10 57:19 67:8 68:10 175:5 190:9 198:21 261:9 goals 176:16 195:13 199:6 goes 101:10 164:5 187:21 221:12 241:16 259:17 going 29:19 32:4 37:11, 17 51:13 75:13 77:12 86:16, 21 88:6 89:1 93:10 95:1</p>	<p>101:7 110:19 115:5 119:21 123:1 125:3, 11, 12 130:3 143:7, 21 144:1, 4, 11 147:2, 19 157:6, 20 161:4, 5 162:18, 21 163:6 170:11 174:21 179:1 183:20 186:9, 20 192:8, 15 194:3 196:8 197:14 206:7 216:17 218:3 220:14 225:16 226:13 227:2 234:6, 7, 16 235:1, 12 239:18 240:1 242:9, 11 249:5 255:14 259:3 264:15 265:9, 10, 15 266:11 Golden 12:13 Good 5:2 7:6 19:4 21:12, 14, 18 25:3 26:21 36:14 43:13 44:4 47:15 50:19 58:3 73:18 78:4 80:16 82:10 85:2 113:8 123:3 146:9, 15 183:12 197:13 200:16 202:16 206:15 228:18 235:14 247:2 253:2 255:14 263:13 264:6 265:7 gotten 263:16 Goucher 207:8, 11 Gover 8:6, 8, 10, 12, 14, 16, 18, 20 9:1, 3, 5, 7, 9 10:19, 21 11:2, 4, 6, 8, 10, 12, 14,</p>
---	---	---	--	--

16, 18, 20 79:7,
9, 11, 13, 15, 17,
19, 21 80:2, 5, 7,
9, 11 83:20
84:1, 3, 5, 7, 9,
11, 13, 15, 17, 19
117:4, 6, 8, 10,
12, 14, 16, 18, 20
118:2, 4, 6, 8
128:1, 3, 5, 7, 9,
11, 13, 15, 17, 19,
21 129:2, 4
135:5, 7, 9, 11,
13, 15, 17, 19, 21
136:2, 4, 6
140:9, 11, 13, 15,
17, 19, 21 141:2,
4, 6, 8, 10, 12
164:21 165:14,
16, 18, 20 166:1,
3, 5, 7, 9, 11
167:7, 10, 12, 14,
16, 18, 20 168:1,
3, 5, 7, 15 169:1,
3, 5, 7, 9, 11, 13,
15, 17, 19 171:4,
5, 7, 9, 11, 13, 15,
17, 19, 21 172:2,
4, 6 173:8, 10,
12, 14, 16, 18, 20
174:1, 3, 5, 7, 9,
11 261:11
governance
175:5 183:8
government
55:3 228:20
governs 180:19
GPA 252:14
grade 211:16,
19 223:8
233:17 234:5
252:15 258:9
grader 53:6
graders 211:18,
19 250:19
grading 256:14,
16 257:7
graduate 25:20
26:9 50:13
201:2, 10

graduating
198:20 199:9
201:4
grant 207:6, 10
220:21 221:9
239:13
grants 239:9
grappling 66:11
great 22:11
26:8 36:15
52:18 116:9
117:1 123:12
134:13 157:6
189:3 213:17
220:17 239:2,
18 255:4, 6, 7
262:8
greater 71:10
75:7 203:1, 11
255:3
greatest 146:7
greatly 51:5
219:19
Greene 42:17
grew 235:9
Griffin 32:7
138:21
groom 60:5
grounded 65:15
grounds 93:7
group 19:2
42:5, 7, 10
203:2 204:12
207:14 212:1, 5,
7 230:3 254:12
groups 52:9
66:21 205:2
208:14
grow 32:18
63:5 183:3
214:11 230:11
235:10
growing 30:20
31:15 33:10
213:14
growth 60:14
62:14 64:5
193:1 199:7
GT 204:8, 21

guarantee 47:8
guarantees 46:5
guardians 66:8
guess 107:7
108:9 110:9
191:16 213:5
243:14 253:19
262:12
guidance
183:18 209:21
256:5
guide 180:4
258:8
guided 258:9
guides 266:5
guys 188:3

< H >
Hager 2:7 9:3,
4 11:14, 15
80:5, 6 84:15,
16 86:2, 7
87:16, 17 92:12
118:2, 3 125:9,
10 126:3, 16
128:19, 20
129:16 130:7,
13, 17 131:11
132:21 133:1, 6
134:17, 18
135:21 136:1
137:9 141:6, 7
151:2, 3, 14
152:2 166:5, 6
168:1, 2 169:13,
14 171:21
172:1 174:5, 6
216:18, 19
219:3, 10
220:16 221:14
263:14, 15
Hager's 132:4
134:17 244:14
Hall 44:7
66:18 247:6
264:8
hammer 64:4
hand 37:7
112:19 268:12

handbooks
181:15
handful 38:16
handle 159:20
hands 153:14
207:17
happen 20:16,
17 73:10 147:2
188:6 191:3
195:21 238:1
happening 43:2
62:1 214:5
236:2, 19 246:4
happens 241:18
happy 235:19
hard 19:9 35:4
39:5 63:11
145:2 213:15
217:15 219:1
220:8 242:18,
19
harm 52:3
harmful 45:21
Harris 12:19
13:4 59:12
Harry 3:12
18:18 29:14, 17
Hashanah 48:6
55:10
hashtag 61:12
Hassan 3:17
44:3, 4, 6 48:12
77:7
hat 88:11
HBCU 62:16
head 20:19
heal 57:9
healing 57:13
health 22:3
27:14 33:8
39:18 47:10
53:8 63:8 65:7
healthcare
33:10 51:19
healthy 53:17
hear 16:8 18:4
22:17 75:11
147:19 183:1
220:20 221:15
222:7 231:13

239:3 247:9
249:11, 14
255:8
heard 23:1
43:5 44:16
68:12 101:16
113:14, 15, 16
123:7 154:18
163:9 189:9
214:6 228:13
231:5 245:21
265:20
hearing 6:9
16:11 23:14
101:15 110:14
112:1 147:5
173:8 183:20
187:20 234:18
259:10
hears 263:6
Heather 198:12
heed 32:16
held 35:14
66:17 100:4
177:5 249:10
267:4
Hello 33:3
help 38:14
39:2 61:6 63:3,
20 64:2 69:5
71:9 160:17
177:9 178:13
183:3 197:5
208:2 216:7, 16
219:4 223:14
242:2 243:12,
14, 15
helpful 124:1
134:7 161:5
245:10 256:8
257:20 261:21
helping 186:20
217:21 261:12
helps 115:18
Henn 2:4 7:7
8:18, 19 11:8, 9
19:5 21:19
78:11, 15, 16
79:19, 20 81:8
84:11, 12 85:3

<p>116:9, 10, 17 117:16, 17 120:19, 21 121:7, 10, 11 125:21 127:15 128:13, 14 135:15, 16 137:8 140:21 141:1 153:15 154:10, 12 157:16, 17, 20 158:15, 20 159:14, 17 160:9 164:12, 13, 19 166:1, 2 167:18, 19 169:9, 10 171:15, 16 173:4, 20, 21 174:18 177:11, 13 179:11, 18 180:21 182:5 194:18, 19 197:5 240:6, 7 242:15 263:2 Henn's 124:19 127:2, 7, 8, 21 128:2 160:6 162:16 163:15 164:7 165:1 Hernandez 25:7 36:21 heroes 60:12 Hi 29:16 39:15 High 10:2 15:3, 5 20:21 32:5 38:5, 18, 19, 20, 21 44:7 47:17 57:5 61:7 74:3, 6, 8, 9, 10 75:5 91:10 198:2, 10 200:19 201:13 202:21 204:6 205:5, 10 206:10, 12 207:9 208:5 211:5, 12, 20 213:11 214:15 217:7, 14 229:4,</p>	<p>7, 8, 10 233:10 234:9 235:5 244:6 248:11 249:6, 10 250:17 251:3, 16, 21 255:10 higher 61:15 199:19 200:1 201:9, 19 202:19 212:1 220:12 highest 205:6 highlight 63:2 204:1 206:7 highlighted 258:6 highlighting 58:14 highly 242:17 hindering 163:2 Hindu 76:10 Hinduism 49:5 55:16 hire 68:15 hired 43:18 68:20 hires 70:9 Hirstam 54:13 historical 204:9 historically 225:1, 10 226:8 history 26:1 38:13 39:3 hit 221:14 237:9 hoc 176:18 178:1 182:13 hold 47:2 55:9, 11 90:11 holding 37:7 40:14 154:5 168:13 hole 115:6 holiday 48:17 49:3 54:20 76:10, 14 99:10 101:13 103:16, 18, 20 104:2 119:14, 15</p>	<p>123:14 125:1 126:8 holidays 31:18 32:8, 9 48:4, 6, 7, 20 49:5, 6, 9 50:3, 5, 9 54:9, 10 55:6, 15, 17, 19 56:2 77:7, 14 97:16, 17 98:2 101:8 102:13, 19 103:1, 9, 11, 17 104:3 105:1 106:3 110:6, 17, 20 115:3 119:12 120:12 122:5 126:9 127:13 129:9, 17, 21 138:5 139:1, 10, 17 holy 48:11 home 39:19 40:15 41:3 219:21 241:7 homes 36:6 honestly 88:10 102:17 260:4 honor 59:8, 14 74:13 honorable 54:4 honored 30:5 32:2 honoring 31:13 honors 204:8 hope 50:12 58:14 61:18 69:12 71:8 178:12 186:10 214:19 239:2 246:11 262:7 266:1 hoping 160:19 192:1 214:3 horse 144:5, 16 host 60:14 209:8 210:14 252:12 hosted 65:10 204:19</p>	<p>hosting 66:20 hot 181:17 hour 28:11 71:4 161:2 259:14 hourly 20:7 260:1 hours 19:10 20:9 91:4, 8, 10 98:14 106:21 233:9 259:12 House 31:13 62:3 240:15 household 87:20 households 205:13 houses 210:15 Howard 49:14 139:3 how-to 180:4 HSA 83:6 huge 88:13 human 60:5 68:13 humanistic 225:9 226:11 humbled 59:7 hundreds 31:2 husband 33:8 HVAC 45:8 HYBRID 1:9 hypocritical 49:2</p>	<p>231:11 identities 31:11 ignorance 45:18 ignoring 54:11 illness 35:21 illuminate 64:5 immediate 22:12, 14 immediately 219:21 immersed 48:16 immunizations 52:6 impact 58:19 72:7 75:2 85:12 90:14 98:12, 13, 17 105:13 106:21 107:11, 16 108:5, 8 123:1 147:20 184:20 185:17 200:12 impacted 27:15 129:19 219:20 impacting 101:12 235:14 impacts 46:11 51:6, 9 52:8 99:7 106:3 implement 35:11 42:10 49:10 50:7 83:11 180:10 182:3, 9 implementation 67:17 256:14 implemented 50:13 204:6 206:2 Implementing 20:2 33:20 implications 148:5 implies 63:9 imply 103:20 importance 44:11 45:20 75:8 important 30:4 32:9 37:18</p>
---	--	--	--	---

50:5 53:3 60:3
 62:13 63:2
 77:14 89:19
 134:12 146:10,
 18 147:4
 157:14 170:17
 210:17 212:19
 214:8 228:6, 7
 256:21
improve 146:11
 174:20 184:5
 193:6 236:4
 260:1, 5, 7
improvement
 67:1, 9 178:3
 181:10 204:9,
 13 212:16
 223:8 232:5, 13
 233:15 245:13
improving
 27:21 204:4
inadequately
 44:15
inappropriate
 17:19
inboxes 21:21
incentive 70:14
incentives
 70:10, 13 71:13
include 55:13
 58:1 66:4
 70:13 108:2
 134:12 136:14
 141:20 142:15
 161:16 164:16
 170:4 177:19
 179:1 182:7, 13
 204:16
included 49:17
 57:21 67:16
 184:2 190:2
 204:19
includes 56:20
 60:12 75:15
 209:13
including 34:5
 35:8 69:4
 70:12 76:15
 170:14 210:18
 261:8

inclusion 54:15
 55:7
inclusive 31:10
 47:19 50:1, 8,
 14 54:8 77:9,
 19 97:15 126:8
 146:17 224:13
inclusivity 75:7
income 45:12
 205:3, 13
incomplete
 104:17
inconsistencies
 245:12 256:15
inconsistent
 257:5
incorporate
 108:19 193:6
incorporated
 37:21
incorrect 103:6
increase 20:4
 49:20 71:20
 72:1 177:9
 178:4 189:1
 201:20 204:3,
 14 206:9
 224:10
increased
 184:20 208:13
increases 201:5
increasing
 65:19 181:2, 6
 230:9 249:13
incredible 74:21
incredibly
 217:16 242:16
independent
 51:11
in-depth 215:20
index 179:13
indicate 250:8
indicated 82:18
 114:5
indicates 41:20
 181:4 255:10
indisputable
 50:1

individual
 210:13 215:16
 254:13
individualized
 192:20
individually
 42:9 192:7
individuals
 6:19 34:19
 35:17, 18 41:21
 139:10 234:15
industry 252:17
inequities
 254:4 255:11
inequity 254:2
infinite 144:19
inflation 28:13
influences
 102:18
inform 63:20
 66:6 208:12
Information
 15:17, 18 18:12
 64:13 65:2
 69:12 82:3
 91:15 92:5
 107:11 108:1, 8,
 10 111:17
 114:20 149:15
 154:4 157:14
 158:12 159:20
 160:12, 17
 162:15 166:19
 168:12 170:13
 171:1 177:1
 190:1, 17 193:3
 210:9, 14, 17
 215:19, 21
 216:8 222:13,
 15 223:7
 247:11, 12, 13,
 16 254:9
 256:18
informational
 7:2
informative
 25:5
informed 66:8
 108:20 143:16

176:20
informs 208:18
infrastructure
 27:9 45:6 47:7,
 9
Inhouse 207:21
initial 207:12
 251:7
initiate 190:10
initiative 204:13
initiatives
 62:11 71:13
 200:6 204:2, 7,
 16 208:15
 230:8
injection 51:21
 52:9
innovation
 74:15
innovatively
 64:12
in-person 46:9,
 15
input 17:10
 59:15 113:19
 123:13 136:11
 141:18 142:12
 147:8, 11 161:3,
 6 170:2, 16, 19
 183:1 189:13
 257:19
inquiry 155:6
 164:14
inside 264:7
insight 163:20
 199:2 203:2
 218:4 223:17
 239:1
instance 251:18
institute 36:3
 207:2, 8
Institutes
 207:11
institution
 201:5, 11
institutionalizing
 212:14
institutions 31:1

instruction
 46:9 60:17
 91:3 146:5
 147:9 203:18
 249:14
instructional
 63:21 81:18
 197:15 207:3
 208:8 210:12
 254:18
instructions
 148:10
instrument
 177:15, 17, 21
 182:7, 12, 14
insure 61:6
 67:18 70:1
 72:7 199:13
 205:3 241:19
 242:6
insuring 57:5
 61:1 72:15
 213:2
integrity 150:11
intellectual
 62:14
intelligent 46:17
intended 210:6
intending 94:18
intends 31:8
intense 205:5
 229:5
intensive 195:7
intent 132:4
 133:20 181:11
intention
 132:13 133:12,
 21 156:7
intentional
 203:13 206:8
interactions
 46:12
interest 59:19
 110:15
interested
 16:11 186:6, 20
 253:5 264:11
 268:10
interferes 17:20

<p>internal 172:17 183:15, 16, 21 216:2 256:7</p> <p>internally 182:16 215:9 216:3</p> <p>international 202:9</p> <p>interrupted 112:14 196:8</p> <p>Interrupting 35:2</p> <p>intrigued 264:3</p> <p>invite 5:5</p> <p>involve 66:6</p> <p>involved 186:10</p> <p>Islam 49:5 55:16</p> <p>issue 32:9 45:8 46:1 50:2 88:13, 18 97:1 108:12 114:1 160:19 232:6</p> <p>issues 23:6, 15, 21 44:13 45:14 66:15 104:18 106:1 176:21 224:21 232:5 241:1 263:18</p> <p>Italian 25:17, 20 26:14 39:9</p> <p>Italy 26:1, 5</p> <p>item 5:21 7:4 9:11 16:7 56:7 72:20 73:15 78:1 80:13 84:20 172:12 174:13 182:15 195:17 197:8 255:16 256:20 260:9, 11 264:16 267:2</p> <p>items 5:19 81:6 174:19 179:2 195:8 255:18, 19 263:16</p> <p>its 22:9 103:21 114:1, 5 147:9,</p>	<p>10 179:8 180:17 219:18</p> <p>< J ></p> <p>Jacob 3:12 18:20 29:13, 17</p> <p>James 39:10</p> <p>January 71:20</p> <p>Japanese 38:21</p> <p>Jeannette 59:10</p> <p>jeopardy 45:17</p> <p>Jewish 21:6 54:10, 12, 17 56:1 77:16 98:1</p> <p>job 20:8, 15 28:1 51:2 213:10 244:2 260:3 261:12</p> <p>jobs 29:1 89:17 97:2</p> <p>John 2:11 13:6</p> <p>Johnson 12:21</p> <p>join 60:21</p> <p>joined 58:21</p> <p>joining 198:9 267:5</p> <p>joins 58:4</p> <p>joint 67:12</p> <p>Jose 2:6 8:16, 17 11:6, 7 79:17, 18 80:14, 16 81:5 84:9, 10 96:14, 15, 21 98:16 99:9 117:14, 15 128:11, 12 135:13, 14 140:19, 20 147:13, 14 148:14, 17, 20 166:1 171:13, 14 173:18, 19 184:17, 18 242:10, 13</p> <p>joy 30:9</p> <p>Jr 2:11</p> <p>Judaism 55:15</p> <p>Julie 2:4 174:18</p>	<p>July 55:4 68:21 72:1</p> <p>June 62:4 70:17 89:5 90:10, 11 96:19 97:19 103:2, 4, 15 122:11 126:5 129:19 134:19, 20 140:4, 6 180:13</p> <p>Juneteenth 102:20 103:15 104:6 124:21 125:1 129:18 131:7, 12, 16, 20 132:3, 5 133:2, 6, 14 134:19 139:2 140:4</p> <p>junior 32:5 44:7 47:17</p> <p>jurisdiction 6:18</p> <p>jurisdictions 91:18, 19</p> <p>< K ></p> <p>K-1 80:19 81:1, 6</p> <p>K-10 80:19 81:7</p> <p>K-5 81:2</p> <p>Karl 14:16</p> <p>Kate 258:5</p> <p>Katherine 12:21</p> <p>Kathleen 2:5</p> <p>keep 33:20 36:11 53:8 66:8 68:17 159:19 176:19 226:19 238:2</p> <p>keeping 20:19</p> <p>keeps 241:11</p> <p>Kensuten 43:9</p> <p>Kenwood 243:8</p> <p>Kerns 197:12</p> <p>Kevin 198:14</p> <p>key 58:16 65:16 182:8, 13, 14 189:11</p>	<p>215:1</p> <p>keys 207:12</p> <p>Khan 207:1</p> <p>kidding 248:2</p> <p>kids 36:11 37:20 55:8 75:2 88:2, 3, 6 89:1 99:3 214:16 217:12 218:1 226:20 233:11 235:3 236:7 242:6, 21 244:10, 11 266:8, 12</p> <p>kind 86:19 87:11 144:5 148:5 152:21 164:3 185:16 188:8, 10 196:21 213:18 217:13 219:11, 14 224:17 226:4 230:16, 17 237:1 242:14, 18 243:11 261:6, 19 262:1 264:9</p> <p>kindergartner 53:5</p> <p>kinds 233:6</p> <p>King 39:10 55:5</p> <p>Kippur 48:6 55:11</p> <p>Kirwan 20:2</p> <p>Klug 13:6, 10, 12</p> <p>Knew 240:17</p> <p>know 18:2, 20 22:11, 20 23:17 26:10 31:7 34:17 35:17 40:12 41:11 43:15 48:17 53:13, 18 55:19, 20 60:21 61:1 63:14 64:21 67:21 75:12 77:1 87:5 95:3 99:17 102:1</p>	<p>107:11 108:11 110:11, 20 123:17 125:5, 11 126:10 131:10 137:8 144:6, 11 147:21 148:5 150:2, 8 151:9 170:18 174:15 183:17 185:4, 6, 11 186:12, 15, 18, 21 187:9 188:3, 9 189:19 190:1 191:9 214:8 218:13, 20 220:8 221:13 223:10, 12 224:19 229:5, 11 231:10 233:4, 9, 11 239:21 241:5, 7, 10, 12, 15, 16 242:4, 5 243:13 246:19 248:19 249:2 251:18 253:5 254:3, 17 256:3, 20 257:3, 14 259:8 260:9 263:15 264:8 266:6, 7, 10, 11</p> <p>knowing 108:17</p> <p>knowledge 59:21 176:4 177:9 207:3 211:1, 9</p> <p>known 52:9 79:4 188:14</p> <p>knows 23:1 188:8</p> <p>Kristen 3:19 50:18</p> <p>Kuehn 2:8 9:5, 6 11:16, 17 80:7, 8 99:13, 14 100:8, 14 101:5 118:4, 5 128:21 129:1 136:2, 3 141:8, 9 143:4, 5, 9, 14</p>
--	---	--	---	--

<p>144:15 147:17 150:1 166:7, 8 168:3, 4 169:15, 16 172:2, 3 174:7, 8 186:1, 2 187:7 213:6, 8 215:4, 7 216:20 222:9 244:13 264:14, 15 266:15 Kuehn's 195:3, 6 Kurzweil 81:15 82:12, 18 83:5, 9, 11, 14</p> <p>< L ></p> <p>Labor 75:19 77:20 97:18 122:10 152:12</p> <p>lack 39:20 40:3, 9, 16 45:5, 7</p> <p>ladies 234:14</p> <p>laid 186:11</p> <p>language 25:18, 21 26:7, 10 37:20 38:3, 5, 10, 12 130:12 152:19 153:4, 5 155:12, 16, 17 156:1, 12, 13, 17 182:2 203:16 227:17</p> <p>languages 25:8, 13, 18 26:15 37:1, 16 38:9, 17 75:10</p> <p>large 33:9 266:3</p> <p>larger 191:3 217:7</p> <p>largest 62:7, 9 188:19</p> <p>lasting 28:3</p> <p>late 178:19</p> <p>Latin 39:8</p> <p>law 69:15 180:13, 19</p>	<p>layer 208:1</p> <p>layers 225:8</p> <p>lead 32:16 178:8</p> <p>leaders 19:2 22:7 65:12 66:7 67:4 149:10 215:19 216:11</p> <p>leadership 21:1, 4 29:7 31:8 64:4 65:11 67:16 69:20 123:11 159:21 177:20 180:3 195:8 196:15 212:13 254:18</p> <p>leading 63:20 207:12 226:8 250:13</p> <p>leads 122:21 246:11</p> <p>learn 31:21 37:20 207:16 261:17, 18</p> <p>learned 181:19</p> <p>learning 25:9 34:1, 7 38:4 45:11 46:20 61:7, 10, 12 63:9 65:18 66:1, 12, 17 74:15 77:2, 4 101:12 104:18 185:6, 10 197:21 199:4, 7 204:17, 18 209:9, 13, 14 210:2 246:6, 8</p> <p>leave 70:18</p> <p>Leaves 7:15</p> <p>leaving 33:11 161:18</p> <p>led 5:7 68:2 208:11 249:7</p> <p>left 33:15 40:5 160:10 182:21 186:17</p> <p>legal 130:20</p>	<p>175:8 182:8</p> <p>leisure 93:9</p> <p>lengthening 89:12</p> <p>lens 212:4</p> <p>lesson 206:19</p> <p>lessons 210:11</p> <p>letter 29:20 239:4</p> <p>letting 260:13</p> <p>level 26:15 38:12, 20, 21 83:9 145:19 190:8, 9 200:9, 18 203:17 204:6 207:21 209:17 211:5, 16 212:3, 10 213:12 215:1 216:3, 11 221:19 222:1 223:8, 14 224:11 246:4</p> <p>levels 205:6 206:10 212:5</p> <p>library 42:19</p> <p>lie 235:5</p> <p>life 75:15</p> <p>light 30:9 66:12 207:17 256:12, 21</p> <p>likeliest 201:10</p> <p>likelihood 201:4</p> <p>Lily 2:13 247:20</p> <p>limit 100:9 101:6</p> <p>limited 186:17</p> <p>limits 16:21 41:6</p> <p>line 5:15 184:13 220:1, 5 225:13, 15 240:17 241:17, 19 255:2</p> <p>lines 29:3 170:19</p> <p>lining 257:14</p> <p>links 181:17</p>	<p>210:5</p> <p>Lisa 2:9</p> <p>list 23:7, 8 60:18 68:8 81:18 82:1, 13 133:7 151:4 181:14 252:9 263:1, 6</p> <p>listed 65:15 102:21</p> <p>listen 259:2, 3 260:4</p> <p>listening 39:15</p> <p>lists 253:14, 15</p> <p>literacy 65:19</p> <p>literature 77:5 227:18</p> <p>little 20:5 25:12 34:8 58:20 81:21 127:6 144:16 148:13 150:17 226:4 234:21 236:1 249:14 254:9 262:15 264:20</p> <p>livable 28:10</p> <p>live 240:15</p> <p>lived 87:20 89:2</p> <p>lives 27:16 36:7 37:19 58:18 196:21</p> <p>living 28:13</p> <p>Local 27:5 180:20 207:9</p> <p>locally 88:8</p> <p>location 41:9</p> <p>Loch 74:9 243:4 249:10</p> <p>logical 55:12</p> <p>logistics 209:4 242:2</p> <p>long 28:3 34:6 40:5 76:11 93:2 139:13 219:2 220:9 265:6</p> <p>longer 45:19 160:2</p>	<p>long-lasting 46:11</p> <p>longstanding 100:19</p> <p>long-term 22:10 68:21</p> <p>look 22:7 54:8 57:17 65:7 67:9 69:21 72:10 98:21 101:8 110:16 115:4 120:5 122:1, 9 161:13 192:1 196:2 203:1 215:14, 15 216:10, 12 222:2 223:5 224:12, 13 225:5 226:2 232:7 236:5, 10 237:6 238:5 240:4 243:3, 16 247:14 253:3 254:10, 14 260:17 263:10 264:1</p> <p>looked 40:9 53:11 110:18 191:10</p> <p>looking 22:11 60:15 66:19 69:11 101:7, 16 130:4, 15 144:12 149:9 151:10 195:11, 17 214:10 225:7 226:3, 5 229:21 230:4 234:1, 2, 8 246:6 263:21</p> <p>looks 72:19 108:11 120:3 143:15 150:2 154:8 156:13 230:17 250:9 251:6</p> <p>lose 40:3 259:5</p> <p>loss 88:1</p> <p>lot 19:17 53:15 73:7, 10</p>
---	---	---	---	---

81:3 86:13
 89:8, 14, 15, 16,
 17 99:5 122:14,
 15 134:13
 147:15 148:17
 149:19, 20
 159:18 186:7
 187:8, 10 188:6,
 21 189:19
 211:4 228:19
 243:11 257:19
 261:9 263:16
lots 266:8
louder 32:19
Love 29:12
 37:20 48:12
 55:1 262:17, 18
 263:17, 18
low 45:11
 161:3 163:3
 205:3, 13
lower 206:4
 237:6
loyalty 20:16
Lunar 31:19
 48:7 49:8, 15,
 18 50:10 76:17
 118:14 119:10
 120:10 127:10
 129:7 130:13
 132:2 138:3
 139:15
lunch 69:5
Luther 55:5

< M >
ma'am 151:13
 221:2
MABE 175:4,
 13 176:5, 8, 10,
 13, 17 177:1, 5
 178:13 190:6, 7,
 17 193:18
 197:1
MABE's 192:5
Mack 2:9 8:2,
 12, 13 10:12
 11:2, 3 65:13
 78:12, 14 79:13,
 14 84:5, 6 90:5,
 6, 19 91:11
 92:3 105:18
 107:7, 16 108:9,
 14 109:3
 114:12 117:10,
 11 118:20
 128:7, 8 135:11
 140:15, 16
 152:16 153:13,
 16 154:7, 10
 157:8, 9 165:18,
 19 167:14, 15
 168:19, 21
 169:5, 6 171:9,
 10 173:14, 15
 244:3, 4 246:15
 247:3, 4, 14
 258:1, 2 262:15
Madam 6:5
 9:14 54:1
 73:19 81:13
 85:2 116:20
 120:21 138:15
 156:4
magic 231:10
Magnet 9:21
 13:16, 17 75:5
 228:17
main 124:4
 125:15, 20
 127:9, 16 137:7,
 10, 18, 21 138:7,
 9, 12, 13, 16, 18
 139:14 140:8
 141:14 159:13
 169:21
mainstream
 31:15
maintaining
 67:6 206:10
major 49:5
majority 52:3
Makeda 2:3
 5:3 153:21
makeup 122:12
making 30:15
 35:4 51:19
 93:1 101:13
 107:11 132:8
 152:11 153:3
 159:19 163:7
 178:3 192:3
 193:8 217:8
 223:1, 15
 226:21 248:14
manage 186:11
 209:3
Management
 81:2 198:14
manager 68:2
managing 35:6
mandate 51:14
 52:15 53:16
mandates 53:1,
 5 64:18
mandatory
 36:3 40:2, 16
 185:4
manner 48:9
 57:21
manual 179:13
 181:17
manually 43:16
 69:16
manuals 181:15
manufacturers
 35:19
map 107:21
 109:1
mapped 98:11
marathon
 172:11
March 29:3
 152:6, 10 154:4
 156:9, 21
 163:16 166:18
 168:12 170:8
 218:20 219:21
 224:1
marginalized
 208:9 225:2
mark 237:10
market 26:9
marks 48:10
Martin 3:15
 39:14, 15 55:5
Mary 3:16
 42:15
Maryland 22:2
 26:17 36:4
 39:4, 17 40:1,
 17 41:8 49:12
 58:7, 13 69:10
 96:10 136:18
 142:3, 19 158:5
 159:1 165:7
 176:4 180:13,
 19 188:18, 19
 262:6 268:1, 5
mask 53:4, 6,
 12, 16
masking 35:12
master 177:2
match 206:3
 254:15
materials 81:19
 175:10 186:5
 195:5 209:11,
 14
math 10:6 14:3
Mathematics
 10:7 14:2, 4
matter 6:18
 45:19 122:21
 227:2
Matters 3:5
 6:21 7:5, 10, 21
 17:14 18:8
 63:18
maximum
 102:6, 7
MCAP 83:6
McComas 263:8
McMillion 2:10
 8:14, 15 11:4, 5
 79:15, 16 84:7,
 8 96:2, 3, 8, 13
 105:19 117:12,
 13 128:9, 10
 135:11, 12
 140:17, 18
 165:20, 21
 167:16, 17
 169:7, 8 171:11,
 12 173:16, 17
 243:19, 20
 258:21 259:1
 261:3
Meadowood
 9:18 14:17, 19
meals 202:2
 238:16 263:17,
 19, 21
mean 46:15
 96:21 99:17
 103:6 111:6
 120:15 143:8
 153:11 161:8
 188:17 196:6
 250:12
meaning 25:10
 106:11
means 46:17
 55:20 87:9
 93:17 145:17
 156:19 176:9
 250:6
measurable
 205:8
measure 28:6
measuring
 246:21
mechanical
 258:13
mechanics
 258:14
mechanism
 256:16
media 43:5
 61:10
mediate 61:20
Meditation 3:3
meet 28:12
 38:15 57:13
 67:10, 14 74:20
 91:5, 7 93:16,
 18 122:13
 195:15 199:10
 203:15 211:10
MEETING 1:8
 5:4, 14, 19 7:3
 16:15, 18, 20
 17:1, 21 19:19,
 21 20:18 22:17
 25:4, 14 36:18,
 20 54:5 64:15
 67:13 94:10
 105:15 109:15
 110:7 111:3
 112:2, 4, 10, 17

113:3 117:4
 136:17, 21
 137:2 142:2, 6,
 8, 18, 21 143:3
 144:1 151:19
 152:6, 10 154:3
 155:11, 13
 156:8, 20, 21
 157:11 158:7,
 10 159:4, 6
 161:11 163:16
 165:9, 12
 166:18 168:11
 170:8 179:1, 9
 180:17 184:8
 191:21 194:12
 248:1 264:7
 266:20 267:3, 6,
 7
Meetings 6:12
 66:20 67:1, 10
 81:17 178:20
 179:5 185:13,
 18 194:10
 255:18, 20
Megan 36:21
Member 2:14
 4:11 29:13
 36:18 73:16
 134:9 176:16
 187:8, 10, 11, 14,
 21 188:3, 11, 13,
 16, 20 189:1
 193:13 195:7
 249:8 255:17
MEMBERS
 2:1 7:8 9:15
 16:10 18:11
 19:6, 8 21:19
 22:9 23:7, 12
 24:5, 9 27:1
 28:20 29:2, 5
 36:16 38:15
 44:5 47:16
 56:18 61:9, 20
 66:2 67:13
 69:16 71:19
 73:7, 11, 20
 77:6 82:7 85:3
 104:17 114:20

115:10 156:5
 157:15 160:20
 162:8, 16
 163:20 164:1
 172:14 175:12,
 20 176:3, 6, 12,
 15, 17, 20 177:8
 178:6, 18 179:2
 183:1, 2, 9
 185:3 186:7
 192:14 193:9
 206:15 216:5
 222:13 223:17
 249:20 253:17
 255:19 257:12
 264:9
Member's 4:2
membership
 20:17 114:2, 5
 176:14
memo 78:21
 257:17
memorandum
 78:6
memories
 30:15 61:11
mental 22:3
 47:10 63:8
mention 38:6
mentioned
 36:17 176:17
 252:5
merely 35:21
message 31:13
 77:1
messages 61:11
 224:7
met 6:11 78:5
 80:18
methods 199:16
metrics 177:19
 178:2 182:8, 13,
 15
mic 189:7
Michelle 3:18
 32:5, 14 47:14,
 16 77:5 138:20
micromanageme
nt 162:21
 163:6, 19 175:6

microphone
 18:5 29:8 36:9
 39:11 42:13
 56:11 131:17
 247:19, 21
MICROSOFT
 1:9 5:15
mid 87:8 88:3
Middle 9:20
 10:2 12:13
 13:16, 17 14:12
 38:5, 16, 18, 19
 74:5 75:3 91:9
 130:1, 9 234:8,
 9 250:20
midnight
 185:15
midst 149:4
 232:14, 15
mile 241:16
miles 243:4
Milford 9:19
 15:10, 11 247:6
Mill 9:19
 15:10, 11 247:6
Miller 13:14,
 18, 19 258:5
million 26:3
 38:7 41:14
Mills 243:8
mind 143:8
 223:20 238:2
mindset 51:11
 225:18
mine 22:1
minimize 46:10
 178:19
minimizing
 175:5
minimum 91:6
 177:6
minor 241:1
minorities
 54:11, 18
minority 54:12
 55:14
minutes 7:1
 17:5 54:2, 5
 56:4 136:21
 142:6 143:1

158:8 159:4
 165:10
missed 48:18
 126:19
missing 48:14
 64:11 205:14
mission 28:21
 205:2
misunderstand
 250:7
mitigate 69:5
mitigation 34:3
mixed 96:8
Moalie 2:6
model 205:7
modification
 81:1 264:17
modifications
 50:14
modified 217:10
Modifying
 49:11, 21 50:7
moment 5:9, 12
 51:8
momentum
 230:11
Monday 54:21
 55:5 119:14
 120:1, 3, 13
 127:14 129:10
 134:19 138:6
 139:18 140:4
Mondays
 118:17
money 191:6
 199:20 259:8
 265:14, 21
 266:11
monies 23:18
 43:3, 21
monitor 67:8
monitoring
 19:12 63:14
Montgomery
 49:16 188:13
month 48:11
 74:12 87:9
 179:21 212:18
 259:12

monthly 57:16
 66:1 67:10
 70:15
months 63:16
 66:16 92:17
 145:14, 21
 150:5 259:12
morale 113:8,
 12, 13 115:15,
 19 146:9, 11
 161:2 163:3
morning 73:19
Moro 3:15
 39:14
mortality 36:1
mother 33:4
motion 7:20
 10:10 78:9
 81:6 85:16, 20
 90:2 109:12, 13,
 20 110:2, 4, 10,
 11 111:1, 4, 9,
 11, 14, 16, 18
 112:10, 11, 17,
 20 113:2 114:8,
 11, 13, 15, 18
 115:3 116:13,
 18 121:1, 11, 18
 124:4, 11
 125:12, 15, 20
 126:15 127:9,
 16 129:6, 17, 21
 130:1, 9, 12, 21
 131:3, 5, 6, 11,
 21 132:10, 12,
 18, 21 133:1, 5
 134:18 135:4
 136:9 137:6, 7,
 10, 11, 12, 18, 21
 138:7, 10, 12, 14,
 16, 18 139:14
 140:9 141:14
 143:13 146:3
 149:14 152:5
 153:12, 15, 17
 154:2, 16 155:8,
 10 156:17
 157:10, 12
 158:1, 3, 14, 20
 159:8, 13, 15, 18

160:1, 2 161:15
 162:9, 16, 20
 163:15 164:8, 9,
 15 165:4
 166:16 169:21
 172:21 190:6
 191:8, 9, 16, 17,
 19 192:4 194:3,
 5, 9, 14, 15
 196:1, 9, 10
motions 111:20
 153:3 163:7
motivation
 241:20
motto 39:7
MOU 24:7, 10
move 21:1
 24:19 51:10
 95:16 109:18
 111:10 112:11,
 14, 16 115:4, 16
 116:4, 19 117:1
 118:12 119:9
 121:1 124:19
 129:7, 16 132:1
 136:10 141:16
 149:21 158:1,
 10 162:12
 163:5 167:2
 169:21 230:12
 260:19
moved 8:2
 10:12 59:2
 78:11, 12, 14
 81:8 86:2
 120:1, 10 121:8,
 9, 11 131:18
 138:2 142:10
 167:5 168:9
 170:7 173:3
 181:5 218:18
 265:21
moves 134:18
 154:2
moving 12:7
 14:2, 10, 18
 15:4, 20 22:20
 106:12, 13
 116:11 144:20

145:5, 9 167:5,
 9 194:17
mRNA 51:15
 52:4
MSA 83:7
MSDE 82:2, 3,
 11, 16, 18 83:5,
 14 207:6 221:9
MSDE-
approved 81:16,
 18 82:1
MSDE's 83:9
MSEA 58:8
 99:14 100:3
multifaceted
 36:2
multiple 189:15
 199:9 207:18
 208:19 212:6
 220:2, 6 227:14
 234:4 245:16,
 19 247:21
 250:11 251:13
Municipal
 70:12
Muslim 21:5
 26:5 48:10
 56:2 76:18
 98:1
mustn't 46:10
myriad 66:12

 < N >
name 18:21
 27:2 29:16
 44:6 47:16
 241:8
named 58:7
 59:5
nation 66:10
national 60:20
 62:3 63:1 76:4
nationally 62:2
nationwide 70:7
Native 76:16
 203:16
nature 83:16
near 72:11
nearly 27:16

necessarily
 90:19 150:20
 163:18 164:4
 249:2
necessary
 57:12 60:1
 181:21 195:15
 254:20 261:21
necessity 44:12
 50:10
need 19:16
 21:13 24:9
 33:11 37:14
 38:15 41:18
 42:12 43:4
 46:18, 20 47:11
 50:6 52:10
 55:19, 20 60:4
 63:14 75:9, 13
 76:7 77:18
 88:13 92:20
 93:13 105:2, 3
 106:16 110:18
 115:2, 6 130:21
 133:20 149:17
 150:10 151:5
 155:3 156:12
 162:12, 16
 184:5 186:9
 187:1 191:1, 17
 193:1, 15, 21
 195:18 196:1
 203:12, 17
 224:8 226:19
 227:10 233:6,
 13 234:1, 2
 236:3 237:2, 15,
 18 245:7 252:2
 259:4 260:3
 263:4, 5 265:5,
 6, 21
needed 41:17,
 19 81:9 147:18
 158:12 173:6
 211:10
needing 106:2
needs 23:17
 27:18 41:17
 44:16 45:6
 46:2 55:17

64:13 122:14
 137:10 154:15
 161:7, 10, 12
 175:14 186:11
 189:16 195:21
 237:16
negative 33:18
negotiations
 6:21 7:1
 107:17
neither 54:7
net 230:8
Network 10:4
 12:5, 6, 8
never 41:1
 196:20
New 3:5, 6 4:3,
 4 21:13 30:15
 31:19 43:19
 48:7 49:8, 12,
 15, 18 50:10
 51:14 63:15
 70:8 71:13
 74:3 76:17
 118:14 119:10
 120:10 127:10
 129:7 130:13,
 21 131:5 132:2
 138:3 139:15
 143:20 176:13
 193:8, 12, 13
 217:13 258:18
 261:5
newly 27:5
 52:4
news 58:3
newspaper
 32:7 47:18
nice 73:8
 145:13
Nicolino 3:14
 36:13, 18
night 241:11
 262:8 263:13
nights 210:14
nine 6:20
 41:14 55:10
 185:15 244:7
ninth 211:18
 234:5 250:18

nominating
 59:14
non-attendance
 98:2
non-
commensurate
 20:10
non-student
 100:10
normal 46:10
 53:18
normally 79:3
notarial 268:12
Notary 268:4
note 255:19
noted 45:5
notes 137:1
 142:7 143:1
 158:8 159:5
 165:10
not-for-profit
 265:19
noticing 228:17
notification
 19:12
NOVEMBER
 1:12 5:5 6:1
 25:4 60:11, 21
 61:4, 16 62:18,
 20 65:2, 10
 80:18 85:10
 90:8 117:4
 151:20 176:7
 218:21 267:4
 268:13
NSBA 175:13
 176:1
number 16:21
 60:16 85:12
 91:6 92:16
 94:8 96:4 98:6,
 8, 18 106:20
 123:8 160:11
 181:3 189:21
 211:15 217:7
 220:15 228:12
 231:10 251:11,
 20, 21 253:4
numbers 33:10
 220:11 221:20

<p>223:5 226:3 231:9 nurse 33:6 nursing 36:6 nurtures 197:16 nutrition 75:1 97:9</p> <p>< O ></p> <p>objective 146:8 obligated 99:11 100:15 observance 123:14 observances 108:2 observation 107:15 observe 18:1 observed 103:19 104:4 106:18 observing 98:12 obviously 53:14 108:5, 7 262:18 occur 129:18 occurring 265:7 occurs 252:6 Ocean 76:1 100:4 October 43:8 66:17 99:15 120:1 122:19 179:8 258:2 odd 251:9 offer 38:14 176:2 230:5 231:17 235:11 236:13 252:13 offered 38:19 65:6 190:18, 20 212:5 228:13 229:15 230:1, 6 243:6, 8 254:5, 6 offering 37:15 176:8 208:4 229:12, 13 offerings 60:16 230:10</p>	<p>Offerman 2:11 117:20 offers 25:8, 12 54:16 176:5 201:12 202:8 239:13 Office 10:3, 5, 6, 7 12:6, 8, 15 14:1, 3 15:17, 19, 21 19:13 20:2, 13, 21 21:9 29:15, 17 53:8 59:2, 6 64:9 69:1, 8 83:8 148:6, 7, 18 172:19 183:15, 16, 21 195:10 207:5 216:6 256:7 officer 198:17 officers 172:18 190:7 257:15 offices 29:4 198:8 247:12 official 18:18 119:21 255:9 officials 6:17 18:16 Oh 18:18 56:12 103:5 109:9 125:9 134:16 138:10 154:11 155:9 168:20 251:2 okay 7:20 8:6 10:17 18:20 29:12 32:21 56:6 73:1 77:21 78:17 79:7 82:21 83:17, 20 91:11 92:3 95:9, 13, 21 96:8, 13, 21 99:12 100:14 102:5, 8 103:7 104:9 109:3 110:21 111:6 112:7 116:16 118:9 119:4, 6, 20 120:9 121:7,</p>	<p>16 124:12, 16 125:8 126:2 127:5, 21 130:3, 11 131:4, 5 132:14 133:9, 15, 16, 18 134:2, 4 135:2, 5 137:20 141:13, 15 143:9 149:14 151:14 152:17 153:9, 20 154:1, 12 156:10 157:6, 8 164:21 166:12 168:8 169:20 171:4 173:8 184:15 194:16 197:3 219:10 227:7, 16 230:13 239:10 240:5 247:14 251:2 255:4, 15 260:7 264:15 old 21:4 omitted 85:11 onboarding 69:11, 14 once 44:9 45:1 72:21 107:21 222:13 one-on-one 67:10 ones 29:5 49:7 ongoing 23:5 27:18 157:15 212:12 235:20 online 210:5 onsite 207:20 on-time 70:15 OPE 71:21 259:17 op-ed 32:6 Open 6:12 16:17 34:2 67:18 92:11 145:14 149:2 182:21 194:10, 11 210:15 246:16 258:14</p>	<p>opening 92:10 233:16 260:15 opens 92:12 operating 196:3 operation 164:5 operational 28:17 56:21 174:14 192:1 195:1 operations 58:17 163:1, 7, 8 242:2 operators 69:9 opinion 130:20 164:6 opinions 53:15 opportunities 16:8 25:19 40:7 57:18 62:11 65:12 66:1 68:14, 16 69:13 71:18 139:6 175:21 176:3 185:6 206:9, 18 208:20 210:13 230:9 236:4 245:21 255:3 opportunity 19:7 21:15 48:12 50:20 61:15 62:16 69:3 74:20 75:7 82:11 93:14 100:7 101:1, 17 136:14 139:5 141:21 142:15 161:17 170:5 190:11 194:9 197:20 202:4 203:14, 20 204:14 205:2, 11 209:18 212:11 231:18 232:6 236:9, 13 247:5 249:11 opposed 130:21 226:7 opting 49:13</p>	<p>option 85:13 100:5 196:4 options 19:17 40:9 65:8 72:5 82:15 85:6 144:4 179:19 235:15 oranges 226:7 238:5 Order 3:2 5:3, 18 17:21 63:13 111:15 114:12, 14 124:3 133:9 137:13 154:9 155:2 162:6 176:19 195:18 254:21 ordered 218:14 ordering 209:4 organizational 63:17 organized 77:7 orientation 175:11 original 121:18 131:11, 21 132:12 133:4 155:8, 9, 10 157:10 159:18 OT 33:9 outbreak 39:18 42:1 outbreaks 42:12 outcome 268:11 outcomes 198:20 204:4 208:9 outlier 231:6 outlined 251:15 outlines 199:12 outreach 206:1 outside 146:8 194:11 260:21 outstanding 244:1 overall 62:7 177:10 202:20 263:21 Overlea 74:3</p>
--	---	---	--	---

<p>243:8 249:12 oversight 85:15 overtime 20:7 overview 200:8 202:13 211:5 232:18 252:4 owe 263:2 owed 23:19 43:3, 21 Owings 243:8</p> <p>< P ></p> <p>p.m 16:19 62:18 267:5 page 95:15 250:4 253:10, 21 254:1 pages 250:9 paid 23:18 24:12 68:16 70:17 93:4 96:18 painful 26:12 paint 235:21 pandemic 27:15 28:19 33:7, 17 46:11, 16 47:11 66:14 68:17 93:21 147:1 219:17 232:14 para-educator 59:2 paraeducators 99:21 paragraph 158:2 162:1 165:3, 4 170:9 parallel 66:5 paraprofessionals 66:4 paras 149:18 pardon 15:18 Parent 60:16 67:4 87:19 210:6, 19, 21 217:14 219:5 226:16 248:8 parents 37:8 51:17, 20 66:8</p>	<p>113:18 146:14 151:4 164:1 200:11 206:14 210:3, 4, 16 217:20 218:11 226:17 parent's 51:18 52:12 Park 9:20 13:16, 17 Parker 13:21 14:4, 6 part 26:1 36:1 55:9 57:8 61:15 69:21 82:13 89:18 115:15 122:18 126:19 130:17 143:18 158:3 176:11 183:2 187:3 190:15 215:17 216:2, 4, 9 222:12 224:20 participants 30:12 participate 65:1 89:16 100:1 101:2 176:6 187:18 203:15 212:7 253:1 participated 42:3, 5 187:16 252:1 participating 203:8 205:11 211:15 participation 18:14 25:15 177:3 178:4, 6 193:20 203:3 204:10 205:20 208:11 212:5 213:1 230:2 250:15 254:15 particular 37:17 110:19, 20</p>	<p>particularly 217:11 parties 268:10 partner 188:17 partners 64:9 202:5 partnership 57:4 69:20 71:15 72:15 204:17 205:6, 15 parts 22:21 party 146:8 pass 114:18 231:19 248:16 passed 264:17 passes 129:6 136:7 166:12 172:8 passing 199:17 248:10 249:7 paste 150:7 Pasteur 2:12 9:1, 2 11:12, 13 65:13 80:3, 4 92:7, 8 94:2 96:16 109:5, 6 117:21 118:1 122:15 128:17, 18 135:19, 20 141:4, 5 149:13, 14 150:15 154:11 157:19 166:5 171:19, 20 174:3, 4 176:10 220:19, 20 221:3, 10 222:5 227:3 228:6 236:15 262:11, 12 Pasteur's 104:20 109:8 path 41:13 214:10, 12, 21 paths 57:11 Pathway 4:9 57:1 197:10 199:3, 13 204:8 210:7, 20 211:9 212:20</p>	<p>pathways 199:9 251:16, 17 Paul 1:21 268:4, 16 pay 20:8 71:3 97:1 99:8 218:15 paycheck 92:19 93:20 paying 28:10 payroll 23:5 24:11 43:19 68:4 PD 21:7, 10 103:10, 11 109:14, 16 110:5, 7, 13, 17 115:4 120:11, 14, 15 129:8, 11, 20 132:3, 9, 12 138:4, 6 139:4, 7, 16, 19 pediatrician 52:13 peeling 225:8 peer 75:2 pending 111:17 People 19:16 20:20 45:15 92:13, 18 93:3, 9 101:16 122:14 144:6 145:15, 19 148:18 149:16 151:5 185:5, 8 186:6, 9, 19 189:21 239:3 242:19 258:10 259:1, 4, 6, 7, 15, 19 260:13, 15, 20 266:10 percent 41:20 53:7 62:6, 9 64:17, 18 71:20 72:1 178:5 202:18 203:7, 8, 10 212:1 217:12 219:13 225:19 235:3 250:16</p>	<p>percentage 199:21 200:3 217:1, 3 237:6 percentages 221:21 222:3 perform 186:14 performance 6:16 20:15 63:18, 19 198:14 202:14 203:2, 3 204:11 206:11 213:1 period 34:11 permission 27:6 219:8 permitted 17:7 35:15 Perry 44:7 247:6 perseverance 210:1 person 16:17 34:2 35:15 95:20 225:7 personal 17:19 51:19 52:12 62:14 70:18 personalized 66:3 personally 33:14 63:6 108:9 Personnel 3:5 6:18 7:4, 10, 21 182:15 persons 25:5 214:16 perspective 67:5 83:2 89:10 106:15 148:3 perspectives 264:9 pertaining 75:1 petitioning 77:6 Pharoan 3:10, 20 25:1, 3 53:21 54:1, 4 134:13</p>
--	--	---	--	---

<p>phonetic 43:9 54:13</p> <p>photos 61:19</p> <p>physical 13:15 45:20</p> <p>pick 112:4 221:11 225:16</p> <p>picture 232:1</p> <p>pictured 68:15</p> <p>piece 41:19 221:12 225:10 245:19 246:1</p> <p>piggyback 96:16 242:14</p> <p>pilot 205:11 243:2 247:7</p> <p>place 34:3 40:14 41:2 62:17 64:20 95:15 160:16 221:20 222:1 232:17 240:20</p> <p>placed 34:6 69:1 257:18</p> <p>Placement 4:10 28:1 40:3 197:10 198:2, 6 200:13, 17 201:1 204:7 205:14 210:18 211:8, 13, 16 231:15, 21 239:6 248:9</p> <p>places 28:3 40:9</p> <p>plan 22:16 35:11 57:1 65:21 70:5 175:13 178:10 190:15 206:1 215:18</p> <p>planning 181:15 195:14</p> <p>plans 66:4 70:8 206:20 215:16</p> <p>platform 207:1</p> <p>play 58:16 265:12</p>	<p>playing 73:2, 4</p> <p>plays 107:2</p> <p>PLCs 207:21</p> <p>please 8:7 10:18 18:3 21:5, 8 22:21 24:19 32:16 37:11 51:17 52:20 53:1, 15 79:8 83:21 95:9, 12 108:14 112:14 117:5 119:7 125:18 128:1 134:3 135:6 140:10 153:4, 5, 6 173:9 199:11 200:14 201:11 202:14 204:5 206:14 208:3 210:2 212:16 255:19 263:1</p> <p>pleased 12:1 56:18 64:16 71:14 259:7, 9</p> <p>Pledge 3:3 5:6, 11</p> <p>plus 25:6 54:9 96:10</p> <p>pocket 265:5</p> <p>point 19:14 24:17 74:5, 6 97:3 104:20, 21 105:19 111:15 113:10 114:12, 14 116:11 124:2 133:3 146:15, 20 147:3 155:6 157:10 162:5 164:14 190:17 194:8 195:2, 6, 20 214:6 221:14 223:13 234:3 238:6 244:14 245:5 247:8 248:5, 7 256:8 266:2</p> <p>pointed 25:7 193:7</p>	<p>points 199:1 200:4 208:19 212:6 216:21 221:15 234:4 238:6 248:20 250:6</p> <p>Policies 4:7 35:13 59:16 172:14 179:14 180:2, 5, 11, 12, 20 181:1, 3, 4, 10, 12 182:2 185:7 219:18</p> <p>policy 17:11 40:2, 12, 15, 20 123:10 134:10 151:17 152:1 161:9 172:14, 15, 17 173:1 179:5, 6, 7, 13, 18 180:14, 15 181:14, 20 182:4, 17 197:17 246:12 248:5</p> <p>political 55:12</p> <p>poor 75:2</p> <p>population 26:2, 5, 8 203:7</p> <p>portals 210:5</p> <p>portion 16:15</p> <p>position 12:7, 14 13:2, 8, 16 14:2, 11, 18 15:4, 11, 20 47:2 188:7, 11</p> <p>positions 20:21 28:2 183:4</p> <p>positive 39:21 42:8</p> <p>possibility 202:19</p> <p>possible 22:17 68:11 72:5 148:2</p> <p>possibly 24:14 239:19</p> <p>post 91:18 92:15 96:5 97:18 98:17</p>	<p>102:14, 18 106:10, 16 113:13 114:3 152:13</p> <p>posted 78:21</p> <p>post-Labor 85:17 87:21 89:9 90:10 91:12, 19 96:7 102:19 103:13 105:21 106:4, 14 107:13 113:11, 19 121:4, 14, 21 122:5, 7 124:7, 20 126:6 127:18 129:13, 20 136:12 140:1 141:18 142:13 144:8 145:12, 16 155:2 170:2</p> <p>postpone 105:3 111:19 112:1, 3, 11, 16 113:3 114:11, 15 115:9 117:3</p> <p>postponement 117:2</p> <p>postponing 112:9 115:8</p> <p>potential 62:15 98:7 175:20 197:17 200:19 208:18 225:14, 15</p> <p>potentially 148:8 186:14 208:21</p> <p>Power 63:15</p> <p>practice 16:21 18:15 30:9 100:19 209:11</p> <p>practiced 258:13</p> <p>practices 17:11 32:2 63:7 212:14 215:13 216:12, 15</p>	<p>PRC 179:3, 21 181:5, 8</p> <p>pre 85:17 91:12, 18 92:10, 11, 15 96:4 98:17 102:13, 18 103:12 105:21 106:4, 10, 16 107:12 113:10, 12, 19 114:3 121:3, 13 124:6 127:18 129:13 136:12 140:1 141:18 142:13 144:8 145:11, 18 152:12 155:2 170:2</p> <p>pre-candidate 175:10 195:5</p> <p>precedent 55:3</p> <p>preclude 103:18</p> <p>precluded 105:20</p> <p>preconference 176:1</p> <p>preemployment 27:20 69:8 70:8</p> <p>prefer 37:21 155:2</p> <p>preference 136:11 141:18 142:12 170:2</p> <p>preferred 114:4 192:10</p> <p>pre-Labor 85:21 86:6, 10 87:19 88:17 89:9 90:9 92:2 96:6 97:5 106:12 109:12 114:6</p> <p>preliminary 247:8</p> <p>premature 146:21 196:1</p> <p>pre-pandemic 220:13</p>
---	---	--	--	---

preparation 178:17
prepare 75:4
 76:7 87:2, 10,
 13 198:4
prepared 94:11,
 14 174:17
 186:13 229:19
 230:18 233:19,
 20 234:6 237:9
 240:18 241:14
preparing 21:9
 61:14
prepping 220:9
prerequisites
 200:21 209:19
present 56:19
 65:14 131:12
 198:3, 8
presentation
 175:1 193:12
 197:6 198:7
 213:9 221:17
 231:12 232:4
 240:9 243:17
 244:1 247:16
 248:4 251:15
 255:6 263:9, 18
presented 6:10
 7:21 10:11
 33:12 52:21
 85:6, 9, 18 86:1
 110:7 111:2
 161:11 172:20
Presently 49:1
president 27:7
 59:10
presidents
 57:15 67:11, 13,
 14 71:16
pressed 119:2
pressure 20:21
 75:2
pressures
 101:15
pretty 144:9
 228:2 261:11
 262:16
prevalent 44:15
prevent 42:12

prevention
 33:21 36:2
 51:9
prevents 35:20
previous 81:16
 167:2 187:12,
 17 238:5, 13
 245:9
previously
 218:19 257:15
pride 49:21
primary 53:2
Principal 9:17,
 18, 19, 20, 21
 10:1, 2 13:2, 7,
 9, 17 14:11, 17,
 18 15:5, 10, 11
 52:18 66:21
 198:10 206:11
 214:15 227:5, 6
 236:18 241:15
 258:5
principals
 57:14 65:11
 66:3 232:19
 233:8, 10
 234:10 235:6
 236:3 237:15,
 16 246:1, 13
principal's
 262:17
principle 143:18
prior 16:18
 120:13 127:14
 129:10 136:16,
 20 137:2 138:6
 139:18 142:2, 5,
 8, 17, 21 143:2
 158:6, 9 159:3,
 6 165:9, 11
 191:21 250:9
 262:17
priorities 263:1,
 6
prioritize 49:9
 203:19 207:18
prioritized 49:7
prioritizes
 198:19

priority 24:16
 50:8 65:15
 208:5
private 41:14
privilege 88:10
proactive 66:18
probably
 134:11 223:20
 237:4
problem 43:4,
 18 67:2 221:4
problems 23:11,
 17 35:3 43:2
 60:1 67:15
procedural
 181:15
procedures
 34:7 181:18
 219:19
proceed 105:7

PROCEEDINGS
 5:1 268:11
process 17:3
 24:11 25:8
 27:20 28:1
 67:17 83:12
 111:18 115:3
 116:5 127:2, 7
 144:2, 15
 150:17 159:10,
 11 162:12
 163:2, 5 166:13
 178:5, 11, 18, 21
 179:4 180:16
 182:12 187:21
 216:2 217:10
 227:15 230:19
 240:12, 15
 241:21 242:5
processed
 141:14 154:6
 166:21 168:14
processes 17:17
 188:4 240:11
processing
 69:17 127:20
 162:11
produce 149:1

produced
 123:18
productive
 115:2 164:2
profession
 33:11
professional
 49:10, 17 50:7,
 9 54:21 55:10
 58:9 59:6 66:1
 97:21 98:10, 13
 99:18, 19 100:2
 101:2, 4 105:2,
 9, 11 106:18
 108:3 110:3
 116:14 118:14,
 17 119:11, 15
 120:15 126:5
 127:11, 14
 131:13, 15
 132:6 133:13
 134:21 140:6
 175:21 178:11
 192:9 195:7, 13
 204:17, 18
 207:2 209:13
 212:12 237:1
 246:6, 8
professionally
 63:6
professionals
 58:12, 15 59:11
 60:20 147:12
proficiency 25:9
proficient 38:3
profound 33:18
program 177:2,
 6 190:20 191:6
 198:2 228:17
 243:13 246:16
 250:15
programs
 17:11 75:5
 197:19 202:8
 204:16 205:5
 207:13 208:2
 252:1
progress 63:13
 64:14 65:19

68:9 182:10, 16
 210:10 213:2
projection
 43:19
promises 46:4
promising 77:15
promote 50:5
 209:21 210:6
 212:8
promoted
 212:11
promoting
 62:14
promotion 6:14
 20:6
proof 64:19
proper 17:13
properly 121:9
 125:8 153:6
propose 35:10
Proposed 4:5
proposes 204:13
prosperity
 26:16
protection 20:9
 51:21
protections 20:7
protocols 51:4
proud 27:3
 31:5 58:13
 198:10 206:11,
 16
provide 18:16
 22:8 43:13
 63:19 64:2
 67:20 68:8
 70:9 71:3, 10
 97:8, 10 99:16
 100:16 107:21
 136:17, 21
 139:21 142:3, 6,
 18 143:1, 20
 144:21 157:14
 158:4, 7 159:1,
 4 160:17
 163:19 165:6,
 10 192:9 194:9
 197:18 199:2
 200:8, 17 202:7,
 13 203:13

<p>208:1, 20 209:20 210:4, 16 211:5 212:21 218:4 220:12 223:7, 17 229:17 230:7 231:14, 15 237:19 238:21 243:6 247:10, 13 266:6, 13 provided 18:12 68:5, 16 80:21 104:16 136:16 142:1, 17 158:13 160:13 170:6 178:13 182:11 195:14 214:6 255:19 256:19 257:19 provides 16:8 42:6 63:5 65:21 203:2 209:8, 10 providing 23:3 64:10 146:5 189:14 202:10 207:12 209:5, 17 210:8, 20 238:18 244:16 255:2 provision 181:14, 20 199:4 217:19 prudent 52:6 PSAT 208:17 psychologists 63:2, 12 Psychology 63:1 PUBLIC 1:8 3:7 13:1, 11 14:5, 13, 20 15:6, 13 16:2, 7, 15, 17 17:10, 15 18:9, 10, 14 27:4 28:16 30:2 31:1 33:1, 6 40:4 41:15 42:3, 12, 18 49:14 51:7</p>	<p>52:7, 17 56:6 60:9 73:21 79:1 97:8 103:17, 21 104:4 144:1, 20 175:17 177:14, 20 178:6 179:11 180:4, 5 182:5, 11 186:21 188:7 189:10, 20 214:7 252:12 268:4 publicize 186:5 published 32:6 pulling 186:2 215:18 247:16 Purchasing 264:21 purpose 83:7 199:8 233:14 pursuant 6:12 purview 17:11 pushes 219:7 put 45:17 103:10, 11 130:9 148:8 188:15 193:2 220:1, 5 237:4 243:21 245:7 249:9 putting 45:14 88:11 144:5 148:12 191:6 243:15 < Q > Quainoo 14:8, 12, 14 qualified 145:3 qualify 205:13 qualifying 208:16 quality 57:5 61:7 quarantine 34:7, 10, 11, 17, 19 quarantines</p>	<p>34:6 quarter 44:21 quarterly 182:9 question 49:6 59:19 81:17 82:8, 9 91:16, 17 92:4 95:9 97:10, 16 100:8 102:11 109:11 111:13 112:20, 21 113:2 116:7 118:10 123:16 125:10 131:19 143:14 148:21 154:15 167:3, 4, 6, 8, 9 168:8, 18 183:7, 13 188:2 214:3 215:7 216:20 227:15 238:11, 13 239:2 240:8 244:10, 13 246:15 247:2, 4 252:20 253:2, 8, 21 266:4 questioning 83:11 questions 7:12, 14, 16, 19 19:15 23:6 64:2, 6 68:7 79:7 81:3 94:10, 14, 16, 19 95:2, 3, 7, 20 96:2 101:20 102:10 104:11 105:18 115:7 120:19 121:16 124:9, 15, 17 127:21 131:8 134:5, 16 135:3, 4 153:11 154:8 160:6 161:21 164:20 168:19 184:17 185:21 189:5 191:13, 15 206:20 209:12 213:5 233:8 235:19 237:14 242:14</p>	<p>244:5 248:7 253:9 queued 174:16 quick 164:13 240:7 265:16 quickly 22:16 97:7 248:4 258:11 quite 101:11 139:13 144:11 193:17, 18 215:4 quo 32:13 quote 32:4 43:9 < R > rabbit 115:6 race 203:16 races 75:16 racial 205:17 Radday 14:16, 19, 21 raised 91:16 148:21 raising 62:15 Ramadan 48:11 randomly 17:2 range 48:3, 20 206:17 rank 261:17, 18 262:4 ransomware 23:12 43:1 123:9 rate 20:4 202:21 248:17 249:6 rates 122:21 Raven 74:10 243:4 249:10 raw 123:19 reach 21:6 62:13 213:12 reached 22:8 193:17 read 29:20 37:12, 17 85:19 119:5 126:16 127:8 129:6</p>	<p>132:1 134:1, 17 139:13, 15 161:9 165:2, 4 166:15 183:11 249:18 reader 83:5 179:10 Readiness 4:9 197:9 198:12 199:10, 14 202:12 207:6 210:8, 20 211:11 212:20 231:1, 4 252:5, 7, 19 ready 73:1 164:11 171:4 190:11 198:5, 20 199:13 200:7 213:3 234:4 237:13 245:2, 17, 20 real 63:18 223:4 226:6 233:5 234:14, 17 246:4, 12 259:7, 9 265:16 reality 46:5 149:12 233:7, 8 258:18 realization 45:1 realized 120:6 really 25:20 37:4, 15 39:1 55:11, 12, 21 73:6, 8, 12 75:13 77:13 82:3 88:17 89:3, 11 103:5, 8, 12 107:10 130:7 146:10 147:4 150:8 162:18 163:4 164:2 186:5 187:19 188:8, 9 189:16 193:5 213:19, 20 215:9, 11, 18 223:14 225:8, 12 226:4</p>
--	---	--	---	--

<p>228:15 230:3 232:20 236:3 239:18 249:13 254:17 258:8 261:20 realtime 63:20 reason 20:5 52:15 83:14 88:17 122:18 145:7 reasoning 97:5 reasonings 145:16 reasons 6:13 88:11 136:15 141:21 142:16 161:17 170:5 221:16 223:15 224:5 233:1, 3 reassess 106:20 reassigned 20:14 rebound 220:10 rebuild 43:10 57:9 69:18 recall 104:1 137:21 196:16 receive 16:9 48:4 51:16 113:11 134:8 136:11 141:18 142:12 158:16 170:2 199:16 202:1 208:16 216:1 230:14 257:1 received 17:3, 7 34:10 41:11 95:6 104:12 255:20 receives 41:16 receiving 43:3 189:13 248:16 recite 5:6 recognition 5:9 7:17 31:14 48:5 49:4 55:8 71:2, 10, 17 76:15</p>	<p>recognize 31:2 32:8 50:5 51:1 60:19 61:4 76:10, 19 77:6, 15 102:14, 20 109:13 118:13 119:10 120:1, 10, 13 124:21 126:4 127:10, 13 129:7, 10 132:2, 5 138:3, 5 139:15, 18 recognized 48:8 54:13 110:5 139:1, 2 recognizes 49:1, 3 197:16 recognizing 30:3 48:19 67:7 118:16 119:13 262:4</p> <p>recommendation 81:10 172:16 173:1 177:14, 19 178:16 181:1, 11 194:21 195:16, 19 recommendations 51:16 53:13 172:19 175:3 183:20 184:1 185:7 190:4 195:4 204:16 recommended 106:8 179:12 180:15 182:6 212:15 256:7 recommending 106:18 recommends 36:1 178:7 recording 268:7 recover 57:9 recovered 147:6 recovering 147:5 recruit 254:21 recruiting 212:6</p>	<p>recruitment 70:5, 9 208:10 209:3 259:6 recurring 260:6 red 175:18 reduced 202:2 reducing 85:12 reduction 239:8, 11, 13 reductions 238:14 redundant 86:19 reenroll 41:4 refer 16:12 reference 55:21 referenced 94:15 referencing 95:4 referral 70:14 refine 182:6 reflect 51:8 reflecting 121:3, 13 124:6 127:17 129:12 139:21 reflects 82:3 refocus 234:20 refugee 39:6 regard 27:11 41:5, 6 regarding 40:13, 16 64:13 68:9 195:1 229:18 266:5 regardless 98:16 203:16 regards 124:17 160:6 Regional 264:20 register 218:12 registered 16:16 17:7 33:6 Registration 16:17 210:14, 15 218:19 226:17</p>	<p>registrations 17:3, 6 regrets 29:18 regular 68:8 93:19 192:15 regularly 17:1 57:2 260:14 regulation 180:19 rehab 33:8 reiterate 134:7 256:5 reject 160:20, 21 162:16 relate 6:21 17:15 103:5, 8, 12 related 18:9 66:13 68:4 94:8 104:18 relates 76:1 relating 81:14 relations 68:3 relationships 60:3 relative 106:11 relay 215:5 released 28:18 relevant 34:21 41:10 202:10 relief 22:8 23:3 41:7 religions 39:7 religion's 55:14 religious 97:17 101:13 103:9, 11 105:1 106:3 110:5, 16 123:13 rely 43:5 61:6 92:18 148:8 remain 44:14 76:12 remainder 71:4 remaining 68:6 69:15 remains 44:15 62:13 remarks 17:19</p>	<p>18:3 224:20 remedial 217:19 remember 51:17 82:9 92:10 237:11 244:9, 12 remind 17:18 62:12 230:20 reminds 75:17 remote 72:4 192:10 removal 6:15 28:4 remove 69:8 70:8 236:17 removed 20:14 24:14 220:1 removing 218:1 236:5 renaissance 26:4 renewal 63:10 renewed 23:15 reorient 176:15 repairs 43:15 repeat 118:20 119:1, 21 263:16 replace 43:11 Report 3:21 4:1, 2 28:17 56:8, 19, 20 58:1 64:16 72:20, 21 73:16 123:17, 18 134:8, 11 179:20 185:2 187:20 192:2, 13 195:1 197:9 222:20 245:3 249:19 250:3 256:13 257:1, 11 reportable 148:12 reported 69:10 192:12 reporter 43:9</p>
---	--	---	---	---

<p>reporting 15:18 183:16 222:12 256:14</p> <p>repository 209:15</p> <p>represent 27:7 65:16 145:2</p> <p>representatives 67:4 68:4</p> <p>represents 58:11 221:20</p> <p>request 41:15 42:9 82:15 113:18 145:15 158:11 159:21 160:11 196:14</p> <p>requested 23:20 110:13 177:1 189:15 257:16</p> <p>requesting 54:19 55:13</p> <p>requests 25:16 257:13</p> <p>require 110:10 111:1 182:8</p> <p>required 28:1 29:5 34:9, 16 36:5 52:7 64:21 83:1 151:12 180:13</p> <p>requirement 180:18</p> <p>requirements 91:6, 14 105:16</p> <p>requires 177:3 205:8 234:4 257:8</p> <p>requisite 91:8</p> <p>Research 62:3 68:10 123:12 152:6, 13 181:21 200:21 233:19 234:11 237:8</p> <p>researched 175:20 212:15</p> <p>reshape 150:4</p> <p>resident 223:11</p>	<p>residents 36:6 37:6, 8, 14 38:8</p> <p>resign 19:15</p> <p>resignation 6:16</p> <p>Resignations 7:13</p> <p>resilience 63:10 74:16</p> <p>resolution 17:17 22:19 24:20 30:3</p> <p>resolve 67:15 68:10</p> <p>resolved 23:18</p> <p>resort 41:3</p> <p>resource 14:1, 9</p> <p>resources 46:18 67:3 68:13 88:8, 14 178:12 182:1 195:11, 18 196:2 200:6, 10 206:13, 17, 21 209:7, 8, 16 210:4, 6, 21 211:1 223:6 224:3 241:9</p> <p>respect 31:11 32:10 87:18</p> <p>respective 45:3</p> <p>respond 68:10 82:7 195:18</p> <p>responded 64:17</p> <p>respondents 64:19</p> <p>response 183:21 220:3, 6</p> <p>responses 189:14</p> <p>responsibilities 172:18</p> <p>responsibility 20:10 47:4</p> <p>responsive 57:20 72:10</p> <p>responsiveness 189:12</p> <p>rest 256:6</p> <p>restate 132:21</p>	<p>result 40:11 45:18 207:18 208:8</p> <p>resulting 72:8</p> <p>results 72:11 113:7 136:15 142:1, 16 170:6 178:7, 9 182:9 199:5, 8 205:9 208:13</p> <p>retaining 20:1 40:10 259:7</p> <p>retention 70:6, 10, 16</p> <p>retire 19:16</p> <p>retiree 42:19</p> <p>retirees 42:21 43:20</p> <p>Retirements 7:10</p> <p>retract 151:16</p> <p>retreats 175:13</p> <p>return 41:5 45:2 46:9 66:15</p> <p>returned 181:8</p> <p>returning 45:4</p> <p>Review 4:8 20:11 28:17 67:17 68:1 80:18 109:14 113:7 123:10 134:10 162:21 163:10 172:15 173:1 174:14, 19 178:9 179:6, 8, 19 180:10, 12, 14, 16 181:12 182:19 183:14 192:2 196:11 205:15, 21 230:19, 21</p> <p>reviewed 177:17 180:14, 20 181:1, 3, 5 255:21</p> <p>reviewing 68:8 85:9 177:21 179:19 196:15</p>	<p>reviews 24:3</p> <p>review's 190:4</p> <p>revise 178:17 179:3</p> <p>revised 121:2, 12 124:5 127:17 129:12</p> <p>revisit 21:4</p> <p>reward 70:15</p> <p>ribbon 258:3 261:8</p> <p>rich 25:21</p> <p>right 6:9 32:19 52:12, 20 56:12 64:6 76:13 78:18 112:8 127:7 131:6 138:1 145:18 162:17 168:20 172:8, 12 175:2 190:18 191:18 194:2, 5 197:4 198:9 199:3 215:8 216:9 221:1, 10 222:8, 21 229:5 240:20 255:16 259:16 265:5</p> <p>rigorous 200:18 202:10 203:15 204:3, 15 210:1</p> <p>Ring 12:13 88:12</p> <p>rise 63:9</p> <p>rising 28:12</p> <p>risk 45:14 52:11</p> <p>road 101:7 260:12</p> <p>Roah 3:17 44:3, 6 77:7</p> <p>Robert 12:5</p> <p>robust 33:21</p> <p>Rodney 2:10</p> <p>role 58:17 59:3 68:19 174:21 237:18</p>	<p>rollcall 5:20 8:7 10:17 79:8 83:21 117:5 128:1 135:6 140:10 165:1 167:8 173:9</p> <p>rolls 226:20</p> <p>Romaine 123:11 134:9</p> <p>room 44:14 229:1 258:14 260:21</p> <p>ROSE 114:10</p> <p>Rosedale 74:3</p> <p>Rosh 48:6 55:10</p> <p>rotate 260:18</p> <p>rough 251:4</p> <p>roughly 250:12 251:5</p> <p>round 226:3</p> <p>rounded 200:2, 5</p> <p>rounds 138:12</p> <p>routes 70:21</p> <p>routine 35:2, 9, 12 36:3</p> <p>routines 35:2</p> <p>Rowe 2:13 8:8, 9 10:19, 20 79:9, 10 84:1, 2 86:8 89:7, 8 111:15 112:11, 16 117:2, 6, 7 120:19 121:19, 20 125:6, 8 128:3, 4 135:1, 7, 8 137:3 138:15 140:11, 12 142:9 143:3, 6, 10 144:13, 14 150:4 152:3, 4, 9, 21 153:9, 11, 12, 20 154:2, 15, 17 155:5, 9, 17 156:2, 6 157:13 159:9 160:3 164:14, 15, 17 165:14, 15 167:10, 11</p>
--	--	--	--	---

168:15, 16
 169:1, 2 170:7
 171:5, 6 173:3,
 10, 11 183:5, 6
 184:12, 15
 190:14 196:13,
 14 249:17, 18
 250:20 251:2, 6,
 9, 14 252:20
 253:4 256:1, 2
 262:21
Rowe's 153:17
 160:1, 20, 21
 163:15 164:8
 166:13, 14
rule 151:18, 21
 197:18
rules 179:15
 180:2, 5
running 264:11
Russell 2:8

< S >

Sabrina 5:7
sacrifice 76:11
safe 45:5 47:9
 52:6 66:11
 67:6 72:15
safety 26:17
 39:20 46:2
sake 32:13
salaries 20:4
 28:12 260:1
salary 20:3
 68:1 93:2
Sam 198:11
sample 206:20
samples 42:7
sand 225:13, 15
Sarris 111:1
 263:12
SAT 252:16
Saturday 55:4
save 199:20
saving 265:9
saw 31:12
 73:11 153:13
 154:10
saying 90:21
 144:15 150:10

153:8 155:12
 156:16, 20
 214:16 221:6
 225:14 233:19
 234:18 245:20
says 37:19
 48:12 113:7
 155:12 158:3
 161:14, 15
 192:14 250:16
 253:12 254:1
scale 213:19
 256:17, 18
 257:7 266:3
scales 257:4
scared 20:18
schedule
 180:11 192:11
 235:17
scheduled 17:1
 182:18 191:7
 261:9
schedules 68:2
 103:19
scheduling
 209:4
School 4:6
 9:21 10:1, 2, 3
 12:13 13:1, 3,
 16, 18 14:12
 15:4, 5 17:12
 25:17 27:4, 9,
 12 28:5 31:4, 5
 32:5, 12 33:17,
 20 34:9, 13
 35:2, 5, 7 36:11
 38:1, 5, 12, 16,
 18, 20, 21 39:16
 40:1, 4, 10, 13,
 15 41:4, 7, 16
 42:18 44:7, 19
 45:4, 9, 16 46:5
 47:5, 17, 18, 19
 48:14 49:18
 52:17 58:6, 16
 59:1, 4, 8 60:7,
 14 61:8, 9, 18
 63:1, 2, 11, 15
 64:8 65:12
 66:7, 10, 14, 15

70:6 71:5 74:3,
 4, 5, 6, 7, 8, 9, 10
 75:2, 5, 19
 76:21 77:11, 13
 84:21 85:7, 18,
 21 86:11, 18, 20
 87:7 88:21
 89:12, 13 90:17
 91:10, 20, 21
 92:1, 12 93:19
 100:20 102:15
 103:2, 3, 17
 104:4, 6 107:3,
 5 113:17
 119:12 122:11
 123:3 125:1
 131:13 134:10,
 19 136:12, 18,
 20 139:8, 9
 140:4 141:19
 142:4, 5, 13, 19,
 20 144:17
 150:16, 19
 158:5, 6 159:2,
 3 165:7, 8
 170:3 182:19
 198:10 200:9,
 19 201:15
 204:11 205:5,
 20 206:8, 12
 208:5, 6, 11
 211:12, 17, 20
 212:3, 13
 213:12 214:14,
 15 215:11, 19
 216:3, 7, 11
 217:5, 10, 20
 219:3, 5 221:19
 222:1, 10, 18
 223:3, 14 224:6,
 11 229:4, 7, 9,
 10 230:17
 231:16 232:7,
 19 234:11
 235:8, 9 236:2
 237:15 240:18
 241:2, 7, 14
 243:3, 4 244:6
 246:4, 17
 249:10, 13

250:14, 17
 251:3, 16, 21
 253:13, 14, 16
 254:6, 18
 255:10 257:8
 258:4, 10, 12, 18
 261:19 262:16
 263:17, 19, 21
school-aged
 33:13
school-based
 65:8 66:3
 101:3 209:2
schooler 217:14
schoolers
 250:21
schoolhouse
 223:2
schooling 39:19
school-level
 204:2
Schoolology
 207:14
Schools 13:2,
 11 14:5, 13, 21
 15:7, 13 16:2
 28:7, 17 29:4
 30:2, 6 31:9
 33:6 34:2, 16
 37:21 38:9, 10,
 19 40:7 41:4,
 11, 14 42:2, 3, 4,
 11, 12, 13 45:21
 49:14 51:7
 52:7 57:14, 20
 58:17 60:9
 62:21 64:1, 7,
 10 66:5 67:8
 69:1, 3 73:9
 74:2, 11, 20
 75:3, 13 81:19
 87:6 91:9 97:8,
 9 103:21 198:2
 200:1, 4 201:13
 202:3 205:10,
 12, 21 207:9
 210:13 214:1, 5
 217:8, 17 218:2
 227:8, 11 228:1
 229:15, 21

230:1 233:10
 235:5 236:10,
 16, 19 239:7
 244:16, 20
 245:6 246:2, 13,
 21 247:5
 248:11, 14
 249:3 252:12
 253:10 254:13,
 16 257:3, 5, 6
 261:7, 17 262:2,
 14
school's 205:2,
 16
science 229:12
scope 148:6
score 199:18
 201:9 217:2
 221:13 227:2
 233:17 234:2
 237:7
scored 203:10
scores 252:16
Scott 2:3 5:2,
 3 6:8 7:7, 11,
 14, 16, 19 8:3, 5
 9:7, 8, 10 10:9,
 13, 16 11:18, 19,
 21 15:2, 5, 7
 16:6 19:5
 21:16, 18 24:21
 26:19 29:9, 11
 32:21 36:10, 12,
 15 39:13 42:14
 44:2, 5 47:13
 50:17 53:20
 54:3 56:5, 10
 72:18 73:18
 77:21 78:9, 13,
 17 79:6 80:9,
 10, 12, 16 81:4,
 5, 9 82:4 83:19
 84:17, 18, 20
 85:16 86:3, 5
 87:15 89:7
 90:4 92:6 94:1,
 3, 18 95:1, 8, 12,
 14, 17, 21 96:14,
 15 99:13
 101:19 102:9,

<p>16 104:10 105:17 109:4, 9, 19 110:1, 9, 21 111:5, 11, 21 112:7, 13 113:1 114:14 115:1, 12, 16, 18 116:4, 8, 16, 21 118:6, 7, 9, 21 119:4, 6, 7, 17, 20 120:7, 9, 17 121:7 123:4 124:2, 12, 15 125:3, 7, 14 126:1, 11, 17, 20 127:4 129:2, 3, 5 130:3, 11, 15, 19 131:4, 18 132:11, 17 133:4, 9, 15 134:2, 15 136:4, 5, 7 137:4, 5, 12, 16, 20 138:11, 17 139:12 141:10, 11, 13 142:10 143:7, 11, 12 144:13 146:1 147:13, 14 149:13 150:12 151:2 152:3, 8, 15, 17 153:2, 10, 18 154:1 155:5, 14, 20 156:10 157:1, 5, 16, 18 158:17, 19 159:11, 16 160:5, 8 161:20 162:4, 5, 10, 17 164:11, 20 166:9, 10, 12 167:4 168:5, 6, 8, 17, 20 169:17, 18, 20 171:3 172:4, 5, 7 173:5 174:9, 10, 12 178:15 179:16 180:8 181:13 182:20 184:3, 14, 16, 18 185:20 187:4</p>	<p>189:4 190:13, 16 191:14 193:11 194:13 195:21 196:7 197:3 213:4 215:3 216:17 220:18 228:5, 8, 10 238:9 240:5 242:9 243:18 244:3 247:18 249:16 252:9 253:7 255:4 256:3, 10 258:1, 20 261:2, 4 262:10 263:14 264:13 266:15 scream 44:18 screen 174:16 screening 42:5 scrub 231:8 scrubbing 244:15 scrutinize 105:12 se 82:13 seal 268:12 search 179:14, 21 180:5 seated 198:15 second 8:3, 4 10:14, 15 25:18 53:5 65:11 78:12, 13 81:9 86:3, 4 112:18 118:19 121:6 125:4, 6, 21 127:3, 4 130:2, 4 137:3 142:9 143:6 152:15, 16 157:21 158:2, 3, 17, 18, 20 159:12 160:4 162:1, 11 165:3, 4 170:9 173:4, 5 190:13 193:4 194:15, 16 196:10 227:12</p>	<p>secondary 10:6 14:3 53:3 90:18 165:1 seconded 113:4 117:2 119:18 120:14 121:10, 15 125:7 131:6, 19 135:1 138:7 143:3 145:7 153:13 154:7 159:7 165:12 191:8 secretary 27:5 39:10 58:6 59:2, 3 section 145:14 260:15 securing 28:1 security 26:17 see 18:4 21:4 22:18 24:14 28:7 29:13 32:1 36:15 37:9, 13, 20 38:9 39:4 43:2, 6, 21 53:11 54:9 73:10 75:14 88:12 101:17 105:13 107:1 114:19 115:10 116:19 120:18 143:21 144:4 151:6 156:6 163:21 178:5 195:17 214:5, 18 216:12 217:1 220:10, 11 224:14 228:3 231:16 233:12 236:21 237:15 243:5, 12 245:6 254:1, 19 256:2 257:10 260:17, 20 263:10 seeing 195:11 236:15 237:6 247:15 seek 85:4 178:12</p>	<p>seeking 59:15 83:1 seen 49:12 SEL 72:4 selected 17:2 18:10 176:10, 17 228:4 selection 17:3 136:15 141:21 142:16 161:17 170:5 Seleste 59:12 self 177:16 self-assessment 177:15 178:4 self-disclosure 239:4 self-evaluation 177:21 seminar 240:3 send 31:8 77:8 119:2 121:8 125:2, 4 153:1 192:4 193:13 207:10 sending 31:4 220:21 262:21 sends 29:18 77:1 senior 10:4 15:20 50:11 sense 24:19 34:8, 20 144:17 145:19 sent 89:21 94:6 120:2, 7 122:2 130:16 156:14 214:3 separate 106:4 264:8 September 28:18 179:7 series 181:16 seriously 260:16 serve 31:6 51:1 68:19 97:14 139:4 176:18 216:7 served 5:10 42:21 59:1</p>	<p>serves 48:3 139:8 service 7:18 14:4, 13, 20 15:6, 12 16:2 20:16 24:3 198:21 Services 12:7, 9 53:9 57:5 97:8 197:19 265:18 Session 4:3 6:12 7:2 78:2, 5, 10 178:9 sessions 22:6 57:17 175:4, 7, 11 192:18, 19 195:6 204:20 set 76:4 226:5 232:16 261:12 sets 226:6 Setting 4:11 46:15 192:10 266:18 seven 62:18 166:11 174:11 228:14 229:9 250:4 seventh 188:19 seven-year 180:16 severity 35:21 Sexton 3:9 21:17, 18 149:9 Shady 58:6 59:4 60:7 74:7 share 22:9, 16 30:13 31:13 41:16 61:9 67:15 71:14 164:6 200:12 205:18 206:12 207:15 213:18 215:12, 19, 21 222:15, 17 231:7 236:1, 14 264:9 shared 23:6 44:10 61:20 64:14 65:3 66:18 67:21</p>
---	--	---	--	---

182:16 222:9, 11 249:12 256:15 257:2, 12 263:4 sharing 72:10 216:15 231:6 264:4 Shay 25:6 36:21 sheet 234:3 sheets 24:11 shift 71:3 shifting 89:4 225:17 Shipman 15:9, 12, 14 shocked 220:3 short 30:16 72:21 150:21 213:16 shortage 27:19 28:7 70:7 85:15 shortages 19:10, 11 69:6 shortened 149:11 shorthand 156:19 show 146:13 211:14 222:18 260:12 showed 62:4 113:8 showing 90:15 126:3 181:9 245:19 255:8 shown 66:2 97:6 shows 200:21 202:21 Sibley 94:6 104:13 siblings 34:15 side 234:11 237:16 sign 21:3 176:13 217:15, 20, 21 219:4, 5	signal 31:4, 7 signed 24:11 significant 31:17 48:20 49:7 107:12 186:8 240:1 249:21 265:14 sign-on 70:13 Sikhism 55:16 silence 5:9, 12 similar 41:12 55:6 87:18 97:21 125:13 210:16 216:20 224:6 248:17 Similarly 46:8 simply 24:16 53:10 88:16 103:20 sincerest 50:12 singing 30:14 single 24:16 45:9 86:17 188:14 sister 23:13 91:17 sit 115:21 145:3 201:6, 8 219:2 237:8 244:8 260:15 site 100:2 sits 242:17 sitting 156:3 266:19 situation 22:4 37:1 93:15 224:3 241:10 six 96:4 228:14 229:9 skills 59:21 202:12 211:10 slide 57:6 58:2 60:8 61:13 62:19 63:12 64:15 65:9 66:2 68:15 72:13 179:17 199:11 200:8, 11, 14 201:11 202:12, 14	204:5 206:14 208:3 210:2 211:4 212:16 245:18 slides 12:3 sliding 123:2 slighted 259:10 slow 89:11 slowly 43:16 small 34:21 51:20 87:21 SMOB 97:11 261:6 smobbing 261:5, 7 smoother 193:8 snow 103:3 social 35:12 61:10, 20 social-emotional 59:21 60:13 65:17 socioeconomic 203:17 205:17 206:4 softwares 83:15 solar 265:10 solicited 72:8 solution 21:13 solutions 22:10, 14 solve 60:1 67:2 solved 46:2 solving 19:20 255:13 somebody 112:13 123:1 161:13 242:16 somewhat 146:21 Soon 51:13, 15 65:3 68:11 69:12 161:5 sooner 151:9, 15 171:2 257:1 sorry 25:1 41:3 43:13 73:21 80:2 85:19 103:5 109:19 111:6,	13 112:14, 19 117:20 138:10 159:9 168:21 190:14 191:8 sort 259:1 264:7 sound 21:5 73:3 224:20 sounds 107:9 110:15 217:11 source 20:12 43:1 South 30:18 Spain 26:4 Spanish 25:13 38:10 Sparrows 74:5, 6 speak 16:16, 20 17:8 18:17 19:2, 7 21:15 42:20 50:20 57:14 59:18 134:14 138:14 143:6, 8, 12 154:15 159:7, 14 190:17 194:20 224:5 248:4 266:2 speaker 17:4, 8 18:7 21:17 25:1 26:20 33:2 36:13 39:14 42:15 44:3 47:14 50:18 speakers 16:21 17:1 18:1 25:6 speaking 92:12 131:17 146:2 240:14 speaks 26:6 special 15:3 24:3 54:17 83:8 specialized 75:8 specific 6:19 17:13 18:7 68:6 113:19 153:3 180:12	192:21 203:4, 17 205:8 214:4 223:13 227:12 231:11 245:6 specifically 115:8 122:3 192:17 197:1 224:6 specified 83:7 speech 54:14 spend 19:14 63:16 192:18, 19 265:13 266:11 spending 45:19 spoke 44:10 227:8 spoken 162:18 sponsor 221:8 spot 40:10 spread 34:18 35:10, 20 41:21 42:2 52:14 spreadsheet 88:5 spring 36:7 58:6 59:4 60:7 62:4, 6 70:19 74:7 145:17 springtime 150:18 SS 268:2 Staff 7:7 16:13 18:19 19:13 20:2, 13 21:9 22:8, 16, 21 23:10, 17 24:12, 13 28:7 29:14 35:5, 10 36:3 43:17 46:3 52:18 57:6, 14 61:19 64:8, 17, 20 65:17 66:5 68:3, 4, 7, 11, 15 69:1, 16 71:18 72:4 74:2 80:21 82:7 88:3 94:11, 21 113:18 136:10, 17, 21 141:17
---	---	--	---	--

<p>142:2, 6, 11, 18, 21 146:5, 14 149:1, 5, 6, 9 158:4, 7, 21 159:4 163:20 165:6, 9 170:1 175:6 179:18 181:20, 21 198:7 200:13 206:8 246:9 256:15 staffing 19:10, 20 27:19 69:5 235:11 stage 67:16 stages 188:5, 8 stakeholder 19:1, 2 29:12 189:11 stakeholders 155:1 164:16, 18 170:15 Stamathis 3:19 50:18, 19 standard 65:21 182:2 226:12 252:18 standards 199:11 211:11 standby 71:1 standing 87:12 stands 6:9 start 74:1 86:10 97:5 106:13, 14 107:13 113:11, 13, 19 114:6 121:4, 14 123:1 126:6 127:18 129:13, 20 136:12 140:1 141:19 142:13 150:17 170:3 190:8 197:14 213:5, 6 216:3 224:4 225:7, 8 247:7 255:21 259:16, 18, 20 264:15</p>	<p>started 34:12 225:17 229:11, 13 starting 75:18 87:7 122:20 127:6 139:3 257:11 starts 88:21 91:20 92:2 122:10 175:2 226:14 state 26:17 27:11 39:7 40:17 55:2 57:10 58:4, 7 69:10, 12 70:11 76:1 82:12 83:6 89:13, 16, 19 96:10 97:12 104:19 105:16 121:9 125:8 138:20 153:7 156:12 176:18 188:19 239:17 262:6 268:1, 5 stated 81:15 97:11 133:8 statement 106:5 141:15 151:17 statements 184:17 States 26:11, 18 39:8 62:21 statewide 59:14 176:21 statistically 52:2 status 32:13 35:16 54:17 68:18 step 24:9 188:10 255:7 steps 71:8 182:21 stop 52:13 234:1, 2 stopgap 28:6 stories 30:15 storm 27:14</p>	<p>story 214:9 242:8 strategic 56:21 195:14 strategies 33:21 34:3 204:2 212:8 streamline 69:14 159:19 streamlining 27:21 strength 21:3 32:1, 3 stress 22:19 stressful 48:16 strictly 35:13 strike 154:2 155:7, 9, 12, 15 156:16, 20 157:21 158:1, 10, 21 165:3 166:16, 17 168:10 170:7 striking 152:20 153:5 156:12 strong 40:19 213:13 stronger 26:11 71:11 strongly 175:12 struck 156:13 170:9 structures 66:6 struggle 19:8 struggled 20:20 struggling 33:15 48:18 66:14 107:7 108:10 Student 2:14 4:2 5:7 15:17, 18 17:13 18:7 29:11, 13 32:6 40:14 44:11, 12, 15 47:10 49:20 60:13 62:3 64:14, 21 65:18 67:4 73:16 91:6 98:14 100:11 105:15</p>	<p>106:21 113:14 147:10 187:7, 10, 11, 13, 21 188:3, 11, 12, 13, 14, 16, 20 189:1 200:9 203:2, 7 204:4, 10, 11, 14 208:10, 14 209:9, 21 210:12 212:5, 7 213:1 214:21 217:9 218:11, 15 219:5 229:3 230:2 232:9 234:5 237:12 248:12, 18, 21 251:11 254:12 258:9 266:13 students 24:18 25:11, 20 26:9 31:3, 12 32:11 35:9 36:4 40:8 41:1, 2, 6, 18, 19 42:4, 9 44:17 45:5, 11, 14 46:3, 12, 17 47:3, 6 48:3, 10 49:18 54:8 55:21 57:5 58:18 59:20 60:4 61:8, 12, 14, 19 62:12 63:3 64:7, 12 65:18 66:9, 13, 15 71:7 72:16 73:21 74:2, 14, 21 75:4, 12, 15, 21 76:3, 9, 11, 16, 18 77:2, 4, 12, 15 86:13, 15 87:10, 12, 13 91:10 93:5, 11, 15 97:6, 13 98:3 99:5 101:12 104:19 113:15 147:6, 12 151:4 163:21 187:9, 12, 16, 18 188:9 197:14, 19</p>	<p>198:4, 20 199:3, 6, 9, 13, 16, 19, 21 200:3, 7, 13, 17, 21 201:3, 5, 7, 13, 15, 18 202:1, 2, 11, 16, 21 203:4, 6, 8, 10, 11, 14, 21 204:21 205:1, 3, 4, 12, 13, 18 206:2, 3, 4, 10, 14 207:13 208:2, 7, 10, 13, 16, 20 209:3, 5, 6, 15, 20 211:9, 11, 15, 19, 20 212:9 214:11 216:16 217:1, 3 218:7, 10, 17 219:20 220:4, 7 221:13, 16 223:16 224:16 225:2, 3 228:13 229:9 230:15 231:11, 18 232:8, 10, 20 233:1 234:19 235:15 236:20 237:7 238:17, 19 239:4, 14, 21 240:13 241:11, 12 245:6, 14, 20 246:19 248:17 250:8, 10, 12, 14, 18 251:3, 10, 12, 17, 21 252:21 253:6 255:1 258:7 261:21 266:7 student's 210:10 Studies 9:18 13:8, 10 14:10 41:9 97:6 study 209:11 219:1 236:11 266:5 stuff 250:2 subject 179:13 207:21 submit 18:10</p>
--	---	--	--	---

<p>submitted 64:19 113:9</p> <p>subs 68:21</p> <p>subsequent 116:18 144:19 145:11 152:12 154:5, 20 155:3 166:20 168:13</p> <p>Substitute 61:5 68:20</p> <p>substitutes 61:6 68:17</p> <p>substitutions 17:8</p> <p>succeed 205:6</p> <p>success 70:1 87:14 203:15 206:6 209:16 210:1 211:2 249:6, 8</p> <p>successes 236:14</p> <p>successful 72:16 213:21 214:2, 21 233:21 242:7</p> <p>succumbed 35:18</p> <p>sufficient 146:13</p> <p>suggest 20:19 101:5 186:15</p> <p>suggestion 101:18 134:7</p> <p>suggestions 185:21 189:5 263:3 266:17</p> <p>summary 7:2</p> <p>summer 88:2, 5, 15 89:14, 17 92:19 93:4, 10 122:17 207:2 221:8</p> <p>superintendent 16:13 27:1 29:7, 21 43:8 44:5 73:20 110:12 175:9 182:3 195:10 257:16</p>	<p>superintendents 74:18 261:13</p> <p>Superintendent's 3:21 56:8, 19 151:18, 21 179:15 180:2 182:7, 18 196:19 197:18</p> <p>supervisor 10:6, 7 12:14 14:3</p> <p>supplement 93:2</p> <p>supplementing 60:4</p> <p>supply 263:20</p> <p>Support 10:4 12:6, 8 27:8 47:12 51:18, 20 58:8, 12, 15 59:10, 20 60:20 61:3 64:10 65:19 66:6, 9 67:8, 19 70:4 71:10, 14 86:10 89:6 147:10, 12 157:12 170:14, 20 202:11 204:7 206:16 207:5 208:1 209:2, 6, 8, 13, 16, 20 210:11, 21 211:2 212:8 223:15 235:11 236:7, 20 240:13 241:6 243:13 246:2, 3 254:20</p> <p>supported 28:19, 20 31:1 97:4 233:14</p> <p>supporting 27:19 57:20 69:16 73:12 146:6 164:7 204:21 206:6 236:7</p> <p>supportive 66:11 67:6</p>	<p>supports 60:13 63:9 64:2 161:1 209:12 224:18 230:7</p> <p>supposed 95:2 151:18 163:11 256:18 263:15 265:19</p> <p>sups 263:11</p> <p>sure 73:6, 13 87:17 93:1 98:19 112:8 115:1 119:18 120:17 121:18 132:4 134:4 138:1 143:10 145:20 153:14, 19 154:9 159:14 182:10 191:7 214:19 215:4 216:15 218:11 223:19 224:8 226:19, 21 250:5 254:10</p> <p>survey 113:7, 16 114:1, 2, 5, 9 136:10, 16 141:17 142:1, 11, 16 144:20 147:20 148:1, 4, 9 149:1 150:18 152:5, 13 154:4, 6 155:11 157:12 161:7, 14 163:16 164:15 166:21 168:12, 14 170:1, 6, 16 205:18, 21</p> <p>surveyed 149:17 151:5</p> <p>surveying 166:19</p> <p>surveys 208:19</p> <p>survive 25:11</p> <p>suspected 34:20</p> <p>suspensions 67:1</p> <p>Sussex 74:6</p>	<p>symposium 204:19</p> <p>symptoms 42:1, 7</p> <p>system 17:12 25:17 27:4, 9, 13, 18 29:2 43:19 44:20 45:2 47:5 58:16 61:8 65:12 67:1 70:2 71:9 75:14 100:20 102:15 113:17 134:11 144:17 164:4 188:15 200:9 203:12 204:1, 6, 8 207:17 208:6, 14 212:10, 16 219:4 223:6, 7 224:7 231:2 232:4, 13 233:14 245:12, 13 250:14 261:19</p> <p>systematic 226:1</p> <p>system-based 101:3</p> <p>systemic 180:10</p> <p>systems 10:3 12:8 32:12 45:8 46:6 66:10 81:3 87:7 104:4</p> <p>systemwide 208:17</p> <p>< T ></p> <p>TABCO 3:9 21:17 22:8 23:7 24:4 42:20 43:6 59:13 71:21 100:15, 21 114:1, 4 259:17</p> <p>Tabeling 3:16 42:15, 16</p>	<p>table 111:17, 19 198:9, 15 253:12</p> <p>tables 112:3</p> <p>tabling 112:3</p> <p>tailored 175:14</p> <p>tailoring 72:9</p> <p>take 20:20 32:16 47:3 51:8 62:17 92:20 98:21 100:1 101:8 107:8 122:1, 9 132:18 147:21 175:13 177:8 180:5 188:10 196:1, 2 212:19 217:4, 13 218:7, 16 224:13 231:19 232:20, 21 233:1, 2, 18, 19, 20 234:6, 7 235:16 237:8 244:8 248:13, 15, 21 259:4 265:21 266:8</p> <p>takeaways 248:11</p> <p>Taken 4:3 78:1, 10 107:4 122:6 146:20 220:15 229:3</p> <p>takes 33:19 186:8 187:1 219:13 221:19, 21 230:5 251:19</p> <p>talk 36:21 77:18 93:9 231:3 237:17 247:11 259:21 262:18</p> <p>talked 113:14, 15 144:10 217:2 227:21 234:17 259:3 260:11 264:19</p> <p>talking 22:18 77:19 96:9 186:16 188:10</p>
---	--	---	---	--

<p>224:5 230:4 233:9 talks 76:1 target 224:8, 9, 10 targets 199:5 task 24:16 246:5 266:1 tasks 24:1 69:4 taught 227:4, 6, 17 taxpayer 265:9 Taylor 5:7, 13 teach 207:19 228:4 teacher 12:13 13:15 14:1, 9 15:3 42:18 98:6, 15 99:1, 4 100:12 107:1 113:8 115:18 122:4 146:8 161:2 209:12 227:4, 21 236:18 247:1 249:12 teachers 20:3 21:6, 9 35:5 46:3 49:17 52:18 55:19 59:12 66:4 68:20 88:19, 20 92:11, 16, 17 93:1, 14, 19 96:17 97:1, 4 99:2, 3, 6, 8, 10, 17, 20 100:5 102:4 113:12, 17 139:5 144:3 146:4, 6, 14 149:18 170:17 185:9 204:20 205:18 206:13, 17, 18 207:4, 7, 10, 14, 15, 16, 18, 20 208:12 209:19 212:12 218:10 220:9 221:1, 4, 5, 8, 12 227:11 228:1</p>	<p>233:13 234:18 237:1 teaching 204:21 209:14 210:1 teachings 25:17 Team 56:20 57:2, 3, 13 58:4 61:2, 8, 17 64:17 65:3 66:2 67:1, 19 68:5, 13 69:7, 21 71:11, 19 72:13 107:10, 17 109:14 110:2 118:13 119:10 159:21 189:18 198:3 204:9 212:16 216:6 223:6, 8 224:6 232:5, 13 233:15 234:16 245:13 246:5 258:6, 17 262:14 TEAMS 1:9 5:15 64:4 205:21 212:13 215:12 216:7 222:2, 10, 18 223:3, 8 team's 254:18 Tech 228:11 249:4 262:2 technical 242:3 technology 52:5 81:2 tell 21:6 157:8 214:8 221:15 222:5, 7 232:10 247:6 telling 30:15 214:15 258:11 templates 77:8 temporarily 39:19 40:15 ten 16:21 17:6 34:10 80:20 92:17 185:15 192:14, 17</p>	<p>231:9 250:16 259:12 ten-month 92:17 93:3 tenth 211:18 250:18 term 40:6 229:4 261:10 265:6 terminology 112:8 terms 102:12 172:19 223:11 228:12 231:9, 10 235:8 Terrace 74:4 test 86:15 217:4, 5, 9, 13 218:12, 14, 16 219:13, 14 225:4 240:17 248:10, 13, 15 249:1 266:6 tested 34:17 35:17 42:7, 9 testify 89:3 testing 19:11 34:19 35:9, 12 36:1, 3, 5 41:18 42:10 64:20 65:1 82:12, 20 248:9 tests 42:8 86:14 217:15 227:13 250:20 251:12 266:9 thank 5:8, 13 6:8 8:5 9:9, 10 10:9, 13, 16 11:20, 21 12:3 16:6 19:6 21:15, 16 23:9 24:21 26:18, 19 29:6, 9, 10, 15 32:20, 21 33:3 36:10, 12 39:13, 15 42:14, 16 44:1, 2 47:12, 13 50:15, 17, 20, 21 53:19, 20</p>	<p>56:6, 13, 15 57:7 63:11 71:6 72:17, 18 73:1, 5, 6, 13, 18 74:17 77:20, 21 78:14, 17, 20 79:5 80:11, 12, 16 81:3, 5, 13 82:10 83:10, 17, 18, 19 84:19 86:9 87:14, 15 89:7 90:3, 4 92:3, 4, 6, 8 94:2, 3, 5, 17 96:13, 14, 15 99:12 101:5, 19, 21 102:8, 9, 17 103:13 104:5, 9, 12 109:3, 6 111:6, 8 113:6 116:10, 21 118:8, 9, 12 119:3 120:8, 9, 21 121:10 123:4, 6 124:16 126:16, 17 129:4, 5 131:10 134:6, 15, 16 135:2 136:6, 8 137:19 138:19 139:11, 12 141:12, 13, 16 143:5, 11 144:13 146:2 147:13, 14 148:20 150:11, 12, 14 151:1 152:2, 3 154:1, 12 157:16, 17 158:15, 19 159:17 160:3, 5, 8, 9 163:14 164:9, 13, 19 168:21 169:19 170:11 172:7, 11 173:5, 7 174:12 177:13 178:15 179:17 180:8 182:20 184:15 185:18,</p>	<p>20 186:2 187:4, 6 189:3, 4, 8 191:12 197:3, 4, 6 198:18 200:15 202:15 211:7 212:17 213:3, 4, 8 215:6 216:1 218:5 220:16, 18 227:3 228:7, 8, 10 236:6, 8 238:9 239:16 240:8 242:9, 13 243:10, 16, 18, 20 244:2, 3 246:14 247:3, 14, 15, 20 248:3 249:16 253:6, 7 255:4, 14, 15 256:10, 12 258:1, 8, 18, 20 261:1, 2, 4, 14 262:8, 10, 19, 21 263:7, 11, 12 264:13 266:14, 15, 16, 18, 20 267:5 thanked 59:9 thanking 59:8 74:1 thanks 25:14 187:3 234:10 theme 20:18 63:4 260:6 theme's 63:5 thing 32:19 52:20 92:9 123:3 127:1 137:15 149:10 150:21 157:8 161:14 166:13 183:12 190:5 193:15 214:16 223:19 226:1 229:8 235:14 249:4 257:10 265:15 things 75:16 89:18 91:5 92:20 107:4</p>
---	---	--	---	--

115:20 123:8
 149:7 163:5, 7,
 11 183:6 184:4
 186:4 187:2
 188:6 189:9, 13
 215:9 222:6, 7
 223:11, 14
 224:5, 11, 14
 225:5 226:17
 227:10 228:15
 230:3 231:1
 263:20 264:1
 265:7, 12
think 65:13
 73:3 86:12, 14,
 18 88:7, 13, 18
 89:19 91:16
 99:1 101:14
 102:19 103:8, 9,
 12 105:11
 106:6 107:14
 111:4 112:1
 115:2, 5, 6, 12
 116:11 119:8
 122:13 123:2,
 21 127:1
 132:17 133:12
 134:12 139:1, 4
 145:7, 12, 18
 146:12, 18, 20,
 21 147:1, 3, 17
 148:13, 17
 150:15, 20
 154:9, 17
 156:18 157:11,
 13 159:18, 20
 161:3, 4 162:8
 163:18 164:2
 171:1 172:8
 183:11 186:4
 187:2, 7, 8
 188:7, 21 189:7,
 16 193:4, 20
 194:2 197:1
 216:9, 21
 219:16 220:3, 6
 221:18 222:3,
 20 223:19
 224:11 225:17
 226:13 231:10,
 21 234:5
 235:18 238:4
 239:17 240:3
 241:8 245:5, 7,
 10 246:10
 253:17 254:1
 255:6, 13, 15
 256:5, 19, 21
 257:18 265:2, 3,
 6, 17, 21 266:10
thinking 112:2
 145:3 151:6
 186:19 227:13,
 14 243:12
 265:10
third 24:2
Thomas 2:14
 8:4, 20, 21
 10:15 11:10, 11
 73:17, 18 79:21
 80:1 84:13, 14
 86:4, 7, 9 92:14
 101:20, 21
 102:5, 8, 12, 17
 104:5, 9, 21
 109:8, 10, 11, 21
 110:4 111:7, 8
 112:18 113:4,
 10 117:3, 18, 19
 118:11, 12
 119:1, 2, 5, 9, 21
 120:5, 10, 16
 121:1 124:18,
 19 125:20
 126:1, 13, 14
 127:10 128:15,
 16 130:9 131:8,
 10, 19, 21
 132:14, 15
 133:17 135:17,
 18 137:7 138:2,
 9, 19 141:2, 3
 150:13, 14
 158:18 159:7
 160:3 163:13,
 14 165:13
 166:3, 4 167:1,
 2, 20, 21 169:11,
 12 171:17, 18
 174:1, 2 187:5,
 6 228:9, 10
 230:13 238:12
 239:10, 16
 261:3, 4 263:2
thought 94:20
 133:15 137:14
 153:13 219:10
 244:1
thoughts 205:19
thousand
 259:11, 13, 14
thousands 31:3
 191:5
three 16:19
 17:5 27:17
 28:9 33:4 54:6
 55:1 56:5
 145:13 181:7
 187:15 192:19
 199:19 200:1
 201:9, 19
 202:19 203:1,
 11 205:10
 212:1 214:17
 217:2 225:3, 4,
 18 233:17, 18
 236:10 237:10
 244:4, 5 253:10
three-minute
 18:2
thrive 25:11
 63:4
thrives 35:1
thriving 52:17
throw 92:9
 265:12
throws 226:4
Thursday
 62:17 134:20
 140:5 258:2
time 18:3, 4, 6
 19:14 21:12
 24:11, 14 30:11
 31:9 32:20
 33:4, 7 36:5
 37:12 42:17
 43:13 44:10, 14,
 19 50:12, 21
 53:19 56:12
 57:4 63:16, 18
 68:12, 13 71:1
 78:7 94:1 95:6,
 19 96:1 101:16
 109:8, 9 111:7
 113:21 115:16
 137:6 145:2
 147:21 149:8
 150:10, 21
 178:20 184:11
 185:15, 18
 186:8, 17 193:4
 199:20 212:17
 213:16 215:3
 223:18 228:5
 235:10 240:5
 242:20 243:21
 245:2 249:16
 259:2, 8 260:18
timeframe 17:4
timeline 244:14
timelines 69:11
times 70:21
 72:14 125:15
 179:7 189:15
 192:17 247:21
timing 160:1
 171:2
tireless 71:7
tirelessly 68:14
titled 47:18
today 27:10, 17
 28:8 37:5, 12
 44:12 47:20
 50:21 52:20
 59:18 70:5
 71:9 146:4
 147:1 160:13
 184:2, 3 192:2
 229:7 234:14
 235:1
today's 71:12
 231:12
told 34:15
 43:8 53:9
 146:8
tomorrow
 238:20
tone 18:4
tonight 19:7
 21:15 67:20
 75:18 77:5, 17
 101:15 105:21
 144:10 150:3
 198:3 232:16
 244:9 263:10
 264:16 265:20
 267:5
Tonight's 5:14
 6:3, 6 16:4, 18
 172:20 198:5
tool 81:16
tools 43:11
 63:15 82:1
 260:3
topic 23:4
 24:2 194:20
topical 175:7
topics 24:20
total 85:12
 211:21 251:3,
 11, 21
totals 26:6
tough 53:14
tour 258:8
tourism 89:14
town 66:17
 264:8
Towson 74:8, 9
 229:7, 8 262:2
Towson-
Lutherville
 37:19
track 210:10
tracker 23:21
Tracy 125:2
 261:11
tradition 30:4,
 11
traditionally
 205:1
trained 177:10
 233:13 246:19
training 65:14
 139:6 175:10,
 12, 13, 15 176:3,
 8, 14 177:7
 184:19, 21
 193:13 194:6
 195:1, 3, 5
 196:16, 18

<p>197:1 207:4 246:3 trainings 176:5 177:5, 8 185:3 Transcribed 1:20 transcription 268:7 transferred 175:15 transition 46:8 193:6, 8 199:1 transitioning 193:8 translated 249:2 transportation 27:3 trauma 46:21 47:10 traumatic 40:5 tremendous 74:17 213:15 265:1, 20 trend 204:10 tripling 71:1 true 38:6 75:14 106:5 229:8 268:6 truly 23:2 76:8 trust 59:15 try 148:16 228:20 Tryah 15:2 Tryalah 15:9 trying 53:3 83:12 93:15, 17, 20 116:12 126:8 144:2 153:14, 18 162:7 225:1 232:16 254:8 264:11 Tuesday 5:5 267:4 turn 253:8 turned 18:5, 6 29:8 36:9 39:11 42:13 220:1</p>	<p>turning 247:21 TV 5:16 twice 125:16 two 16:1 28:2 34:15 35:18 38:19 52:16 54:10 56:2 61:17 71:4, 20 86:16, 17 91:5 96:17 97:2 121:2, 12 124:5 125:12, 19 126:12 127:17 129:11, 17, 21 130:8 137:17 138:12 139:21 147:16 148:2, 14, 18 149:3, 8, 16 150:7 151:7 157:11 183:6 187:14 190:9 192:17 216:21 219:17 224:1, 11 226:16 227:4 229:4 231:6, 13 244:8 260:11 263:10 two-person 148:7 type 23:20 types 196:16 typical 240:2 typing 120:6 < U > ultimately 164:8 unanimously 80:19 unavailable 46:19 unaware 6:6 uncomfortable 108:16 undergraduate 62:5 underrepresente d 205:1 underserved 224:15</p>	<p>understand 26:10 72:6 83:12 124:14 144:8 146:10 152:11 156:18 157:2 160:15 162:3 186:7, 9, 12 187:1 213:21 245:14 250:5 257:21 265:6 understanding 75:12 78:6, 21 95:5 100:20 146:16, 18 161:4 164:3 192:5 209:9 210:7 211:1 214:20 253:11 understatement 33:16 underway 71:15 Unfinished 4:5, 7 172:13 Unfortunately 42:19 153:10 214:18 226:2 unfulfilled 46:4 unintelligible 39:21 40:4, 11, 13 41:1, 5, 9, 10, 12, 13 union 22:7 23:1, 13 57:15 67:11, 12, 14, 16 69:20 71:16 100:21 101:9 149:10 unions 68:3, 9 69:10, 14 72:7 100:21 union-sponsored 101:2 unique 40:6 201:13 219:17 250:8 251:21 UniServ 59:13 United 26:11, 18 39:8 62:21</p>	<p>units 107:18 136:14 141:20 142:15 150:9 170:4 University 60:17 210:19 unnecessary 178:19 unprecedented 27:14 unprotected 21:2 unrepresented 21:2 unsafe 45:11 untenable 22:4 upcoming 62:15 176:5 Update 4:8 57:2 67:20 72:12 120:6 158:13 160:12 174:14, 19 177:15 184:2, 3, 6, 7, 9, 10 185:7 244:19 update/improve 175:11 updates 56:21 57:21 61:11 68:9 80:21 182:10, 16 184:7 212:21 257:17 upload 240:19 upwards 187:17 urge 49:9 urgency 23:15 24:19 urgent 70:18 use 51:21 62:10 64:3 70:18 82:12, 19 83:16 95:6 112:8 177:18 208:19 209:13 212:6 237:4 243:2 257:8 useful 196:17</p>	<p>197:2 user 179:12 user-friendly 180:4 users 265:1 utilize 17:16 207:9 utilizes 212:4 utilizing 28:19 < V > vacations 76:2 97:12, 14 vaccinated 35:19 65:1 vaccination 19:11 64:18, 20 vaccine 35:16, 19 51:15 52:4, 8, 13 53:1 65:5 vacuum 150:2 Valerie 37:18 valid 107:15 157:12 valuable 36:8 value 72:8 234:17 261:18 valued 170:18 values 47:9 variations 30:8 variety 69:3 208:4 various 104:17 198:8 207:13 253:16 vehicles 265:11 verb 261:6 Verizon 5:17 versus 52:11 89:9 102:14 256:7 Veterans 104:1, 2 Vice 2:4 7:7 8:19 11:9 19:5 21:19 73:19 79:20 81:8 84:12 85:3 116:10, 17 117:17 120:21</p>
---	---	--	---	---

128:14 135:16 141:1 157:17, 20 159:14, 17 164:13, 19 166:2 167:19 169:10 171:16 173:4, 21 177:13 179:11, 18 180:21 182:5 194:19 240:7 video 72:21 73:2, 4 videos 73:12 viewpoint 146:11 views 16:9 violate 108:12 violation 151:21 161:10 Virtual 33:21 46:8 60:16 62:16 66:16, 17 104:18 virus 52:2 visible 46:21 visit 48:13 57:14 74:13 261:10 visited 229:7 261:7 visits 60:15 74:19 77:3 visual 10:7, 8 12:14, 15 visualize 230:16 visually 243:12 vital 26:16 61:1 207:11 voice 37:5, 13 44:12, 15 51:17 232:10 voices 113:14, 16 volunteer 51:1 69:3 vote 5:20 8:7 10:17 78:8 79:8 83:21 105:4 107:8, 18	108:6 114:15 116:20 117:5 124:11 128:1 132:18 135:6 137:17 138:13 162:13 164:12 165:1 167:5, 7 168:9 170:12, 20 171:4 173:9 187:13, 16 voted 49:14 78:6 137:14, 16 voting 5:19 47:21 90:1 105:21 138:15, 17 140:9 169:21 187:11 < W > W-2s 23:19 wage 28:10 259:20 260:2 wait 227:1 waivers 208:17 walk 45:15 walking 186:13 walks 75:15 wall 241:4 Wang 3:18 32:5, 8 47:14, 15, 16 77:5 138:20 want 21:1 23:9 65:13 67:20 71:6 74:1, 17 77:12 81:20 92:8 93:8 95:6, 15 100:6 108:1, 11 110:18 112:1, 7 115:4, 9, 10 119:17 130:11 132:20 134:3 138:1, 14 144:7 145:2, 5, 16, 18, 20 147:9, 10, 18 149:21 150:8 154:8 156:11 170:13 178:5 191:5 193:16,	21 194:1 214:15 216:9 218:16 222:17 227:3 229:17 231:1, 21 232:3, 7 233:12 234:20 235:16, 21 236:6, 8 238:6 241:20 242:6 243:5, 20 245:13, 18 247:20 248:3 249:20 250:4, 6 253:5 255:5 256:4 261:16, 18 263:7, 11 264:1 265:12 wanted 73:6, 13 102:11 120:17 123:6 133:16 134:6 136:9 138:19 157:9 161:1 164:6 183:1 190:5 194:19 196:14 225:5 239:17 248:4 254:3 wants 143:17 164:4 245:5 warranted 246:10 Watershed 41:11, 15 watts 113:4 wax 137:10 way 24:13 42:11 96:19 97:19 101:12 109:18 156:15 189:20 200:1, 4 213:7 217:8 236:11 239:20 240:16 243:15 246:17, 18 268:10 ways 22:7 72:3 75:3 144:17 186:11 198:1, 4 215:14	237:12 245:16, 19 252:7, 19 WBAL 43:8 wear 53:9 weather 27:14 webinars 206:19 Webre 15:16 16:1, 3 website 18:13 53:11 60:18 82:2 181:16 192:5, 13 193:3 217:16 Wednesday 34:11, 13 65:10 week 16:18 19:14 43:5 45:16 60:10, 19 61:13 62:20 63:1 77:10 87:1 88:21 92:11 weekend 54:20 101:11 119:14 weekends 118:16, 17 119:13 120:12 127:13 129:9 138:5 139:17 weekly 36:4 42:5 57:16 64:20 65:1 67:14 80:21 158:13 160:12 257:17 weeks 24:7 76:7 86:16, 17 96:17 147:16 148:2, 15 149:3, 8, 16 150:8 151:7 189:17 231:14 257:3 weigh 125:17 welcome 13:4 233:6 welcomed 30:21 233:13 welcoming 74:11	Well 32:13 34:1, 4 35:12 42:17, 21 75:8 91:4 92:16, 21 95:21 98:14 100:3 104:2 105:5, 15 108:21 121:9 126:8 133:19 143:7 145:16 146:15, 20 148:21 151:3 154:17 156:2 177:10 180:2 185:12, 16 195:6 198:9 200:2, 5 206:19 213:18 221:7, 17 223:16 228:2 230:2 235:15 236:2 238:3 243:17 244:7 247:11, 13 wellbeing 36:8 46:3 51:10 71:18 146:7 wellness 65:17 well-rounded 60:5 went 216:19 219:21 225:19 259:11 we're 39:1 43:10 60:14, 15 64:10 66:19 69:21 71:9 73:7 77:12 86:19 88:20 96:9 98:19 99:11 101:7, 15 102:1 115:5 124:3, 8, 12 126:7, 9 127:20 138:17 139:13 140:9 143:15, 19, 20 144:2, 5, 11, 12 145:9 146:7 147:4, 5 149:4 151:5, 10,
--	---	--	--	---

11, 18 156:12
 161:9, 20
 162:10 163:11,
 12 169:20
 172:8 178:1
 182:10 183:20
 186:16 191:7
 194:16 196:10,
 11 206:7
 214:10 216:15,
 16, 17 220:14
 222:10, 12
 223:1 225:13
 229:2 230:9
 232:2 234:7
 235:1, 19
 236:15 238:18
 245:19 246:6, 7,
 13 259:15
 263:15 265:8,
 13 266:11
West 74:9
Western 249:4
we've 24:6
 44:19 46:14
 115:12 123:7
 126:11 137:8
 144:10 176:12
 185:14 189:9
 222:14 223:21
 225:1 231:5
 232:9, 17 235:3
 237:3, 5, 20
 259:18, 20, 21
 260:1, 2, 4, 7, 16
whatnot 122:17
Wheatley-
Phillip 197:11
 198:17, 18
 200:16 211:7
 215:6 218:3
 221:18 222:8
 229:16 237:19
 238:4 244:15,
 20 245:1
 247:10 263:7
whichever
 106:8
White 31:12
wider 37:15

widespread
 30:19
Williams 6:2
 9:13 22:6 27:1
 29:7, 21 44:5
 56:13, 15 72:19
 73:20 78:20
 79:2 82:5, 6
 83:18 85:3
 94:11, 13, 17, 21
 123:11 134:9
 146:3 147:6, 19
 148:19, 20
 158:12 189:17
 195:10 197:13
 198:19 230:19,
 20 238:10
 243:10 244:18
 245:4 247:2
 248:5 252:4
 255:7 266:1
window 25:19
 149:12
winter 64:21
 70:18
wise 185:18
wish 126:14
wishes 126:20
wishing 16:19
withdraw
 109:12, 20
 110:11 111:9,
 16, 20 114:17
 126:14, 20
 133:11
withdrawal
 40:2, 16
withdrawn
 40:14
withheld 43:4
witness 74:14
 268:12
wonder 94:11
 242:18
wondered 184:1
wonderful
 31:13 40:7
 149:7 157:6
 258:7 262:16

wondering
 187:19 229:14
 238:17, 21
Woodlawn
 10:1, 2 14:11
 15:3, 5
Woolridge
 197:12 198:13
 200:12, 15
 202:15 218:4, 6
 219:6, 16 221:2,
 7 223:21 239:2,
 12
Woolridge's
 216:6
word 77:6
 155:7 179:14
wording 155:18
words 225:6
work 19:17
 20:5, 8, 9 21:14
 23:11, 14 24:6,
 8 31:5 34:1
 39:5 61:16
 63:2 64:9 66:9
 67:3 68:2 71:2,
 15 72:5 73:8,
 12 93:2, 13
 105:4 106:14
 118:13 122:17
 123:9 134:13
 146:12 147:15,
 18 149:5, 20
 175:4, 7 178:9
 184:5 187:2, 20
 199:8 206:8
 207:17 208:7
 209:19 211:6
 212:3 213:7
 215:9, 11 216:2,
 11 218:16
 220:8 232:19
 234:9, 14 235:6
 236:2, 16
 237:16 238:8
 246:4, 12
 249:12 258:17
 262:13 263:8,
 12

workbooks
 229:20
worked 33:7
 69:7 137:8
 226:16 259:9
workers 27:8,
 19 33:10
 147:11 259:5
Workforce 81:2
workgroup
 204:12
workgroups
 204:9
working 20:18
 21:8, 11 22:13
 23:3 24:7
 27:11 34:4
 43:10 63:11
 64:4 65:7
 68:13 70:1
 87:20 93:3, 7,
 12 104:19
 122:20 163:11
 174:20 176:2
 179:3 180:3
 188:12 195:9
 213:14 218:9
 222:1 234:15
 255:13 259:20
 260:2
work-life 19:16
workload 19:9
 22:3 24:15
works 33:8
 52:8 64:11
 115:19 175:18
 177:14, 20
 178:6 179:11
 180:1 182:5, 11
workshop
 192:15
world 25:8, 12,
 13 26:7 37:1
 60:1 62:1
 75:10 241:7
worried 213:20
worrying
 241:12
wrench 226:4

writes 32:8
write-up 263:3
written 132:10
 220:2 245:3
wrong 85:19
 103:6
wrote 47:18
 77:5
Wynkoop
 197:12 198:11
 206:11, 15
 211:8 223:10,
 19 230:4
 234:15 236:1
 248:19

< X >
Xfinity 5:16

< Y >
Yarbrough
 23:7 246:5
 263:8
Yeah 98:20
 107:14 124:14
 126:11 130:14
 131:18 132:18
 137:12 138:11
 184:14 190:16
 191:7 194:13
 267:2
year 23:16
 24:5 30:12
 31:12, 19 46:14
 48:7 49:8, 15,
 18 50:10, 11
 58:9 59:6
 60:15 61:5, 18
 62:12 65:17
 67:7 71:5
 72:16 74:17
 75:19 76:6, 17,
 21 77:11 85:7
 86:11, 18, 19, 20
 87:2, 4, 18
 88:21 89:12
 91:20, 21 92:1
 103:2, 3 104:7
 107:5 118:14
 119:10, 12

120:11, 12
 122:21 123:2,
 10 127:11, 12
 129:7, 8 130:13
 131:13 132:2
 136:20 138:3, 4
 139:6, 8, 9, 16,
 17 142:5, 20
 145:4, 9 147:3,
 7 150:19, 20, 21
 154:20 158:6
 159:3 165:8
 177:16 181:5, 6,
 7 182:19
 185:14 186:17
 193:10 201:15
 211:17, 19
 218:8 219:2, 16
 220:4, 9, 14
 225:21 226:2, 9,
 10, 13 227:18
 228:19 229:5
 232:14 235:10
 238:2, 3, 15
 245:9 255:10
 256:13 263:19
yearlong 65:21
yearly 175:7
 181:3 189:2
year-round
 89:13, 20
years 12:9, 15
 13:10, 18 14:4,
 12, 20 15:6, 12
 16:1 20:15
 48:14 82:18
 87:21 114:4
 144:19 145:11
 146:21 152:12
 154:6 155:3
 166:20 168:14
 181:2, 7 186:18
 187:12, 14, 17
 201:2 219:17
 220:13 224:1
 226:16, 19
 229:2 231:6
 238:13 250:11
 260:11

year's 47:21
 63:4 150:16
yesterday
 16:19 80:18
 191:21 192:3
 264:19
yield 96:1
yielding 95:19
Yom 48:6
 55:11
young 45:15
 52:3, 16 59:10
yu 115:9

 < Z >
Zarchi 37:6
zero 56:3
 256:17
zone 66:20
 253:14
zones 216:14