

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

BOARD OF EDUCATION

BALTIMORE COUNTY

PUBLIC BOARD MEETING

HYBRID VIA MICROSOFT TEAMS

NOVEMBER 23, 2021

Transcribed by:

Paul A. Gasparotti

Page 2

1 **BOARD MEMBERS:**

2

3 Makeda Scott, Board Chair

4 Julie C. Henn, Vice Chair

5 Kathleen Causey

6 Moalie S. Jose

7 Erin R. Hager

8 Russell T. Kuehn

9 Lisa A. Mack

10 Rodney R. McMillion

11 John H. Offerman, Jr.

12 Cheryl E. Pasteur

13 Lily P. Rowe

14 Christian Thomas, Student Member

15

16

17

18

19

20

21

Page 4

1 Sharon Saroff . . . . .61

2 Anna Weisberg . . . . .64

3 Public Comment on Policies . . . . .67

4 Sharon Saroff . . . . .67

5 New Business, Action Taken in Closed Session .68

6 Added: Update on Transportation . . . . .71

7 Unfinished Business, Proposed 2022-2023

8 School Calendar . . . . . 113

9 Update on Efficiency Review. . . . . 195

10 Report on the FY-2021 Comprehensive Annual

11 Financial Report. . . . . 224

12 Report on College and Career Readiness,

13 Career and Technical Education, Dual

14 Enrollment and College Credit . . . . . 238

15 Budget Committee Update. . . . . 290

16 Announcements. . . . . 304

17 Adjournment. . . . . 304

18

19

20

21

Page 3

1 **INDEX**

2 Call to Order. . . . . 5

3 Pledge of Allegiance/Silent Meditation . . . . 5

4 Consideration of Agenda. . . . . 6

5 Special Order of Business - Recognition of

6 Student Artwork . . . . . 9

7 Special Order of Business - Recognition of

8 Ms. Brianna Ross. . . . .10

9 New Business, Personnel Matters. . . . .17

10 New Business, Administrative Appointments. . .21

11 New Business, Report on Board Policies . . .24

12 Public Comment . . . . .27

13 Cindy Sexton, TABCO . . . . .29

14 Dr. Bash Pharoan, CAEAC . . . . .32

15 Linda Jones, AFSCME . . . . .35

16 Taylor Boren. . . . .38

17 Jean Milstein . . . . .41

18 Carol Vidal . . . . .49

19 Mary Taylor . . . . .53

20 Dr. Bash Pharoan. . . . .56

21 Dr. Muhammad Jameel . . . . .58

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 23rd, 2021. I

6 invite you to recite the Pledge of Allegiance to

7 the Flag to be led by Mr. Christian Thomas. We

8 will then have a moment of silence in recognition

9 of those who have served education in Baltimore

10 County.

11 (Pledge of Allegiance.)

12 (Moment of silence.)

13 Thank you. Tonight's Board of Education

14 meeting is being held and broadcast on line

15 through Microsoft Teams and through BCPS TV,

16 Comcast Xfinity Channel 73, Verizon FiOS Channel

17 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 23rd agenda.  
 2 Dr. Williams, are there any additions or changes  
 3 to tonight's agenda? I'm sorry, do you have any  
 4 changes, Dr. Williams?  
 5 DR. WILLIAMS: I do not.  
 6 CHAIRWOMAN SCOTT: Mr. McMillion?  
 7 MR. MCMILLION: Good evening. I move  
 8 that a transportation update be added to the  
 9 agenda prior to Item K.  
 10 MS. MACK: Second, Mack.  
 11 CHAIRWOMAN SCOTT: It was moved by  
 12 Mr. McMillion and it was seconded by Ms. Mack,  
 13 and then I will repeat that. Thank you, Mr.  
 14 McMillion, for emailing that over so that I may  
 15 properly state it.  
 16 Mr. McMillion moves that a  
 17 transportation update be added to the agenda  
 18 prior to Item K, and it was seconded by Ms. Mack.  
 19 Okay. Any discussion? Yes, Mr. Offerman?  
 20 MR. OFFERMAN: Only if we have  
 21 appropriate staff here. Do we have appropriate

Page 7

1 staff here to actually discuss this?  
 2 DR. WILLIAMS: Thank you, Mr. Offerman.  
 3 We do, because a part of this is my update in the  
 4 efficiency review.  
 5 MR. OFFERMAN: Thank you.  
 6 DR. WILLIAMS: You're welcome.  
 7 CHAIRWOMAN SCOTT: Thank you. Any  
 8 additional questions? Okay. Ms. Gover, may we  
 9 have a rollcall vote please?  
 10 MS. GOVER: Ms. Rowe?  
 11 MS. ROWE: Yes.  
 12 MS. GOVER: Ms. Causey?  
 13 MS. CAUSEY: Yes.  
 14 MS. GOVER: Ms. Mack?  
 15 MS. MACK: Yes.  
 16 MS. GOVER: Mr. McMillion?  
 17 MR. MCMILLION: Yes.  
 18 MS. GOVER: Ms. Jose?  
 19 MS. JOSE: Yes.  
 20 MS. GOVER: Ms. Henn?  
 21 VICE CHAIR HENN: Yes.

Page 8

1 MS. GOVER: Mr. Thomas?  
 2 MR. THOMAS: Yes.  
 3 MS. GOVER: Mr. Offerman?  
 4 MR. OFFERMAN: 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: Thank you.  
 12 CHAIRWOMAN SCOTT: Thank you. So again,  
 13 it will be, I just want to restate that, see if  
 14 there's any questions. A transportation update  
 15 will be added to the agenda prior to Item K.  
 16 All right. The revised agenda is  
 17 approved and the agenda now stands as presented.  
 18 Earlier this evening the Board met in  
 19 closed session pursuant to the Open Meetings Act  
 20 for the following reasons: To one, discuss the  
 21 appointment, employment, assignment, promotion,

Page 9

1 discipline, demotion, compensation, removal,  
 2 resignation or performance evaluation of  
 3 appointees, employees or officials over whom it  
 4 has jurisdiction, or any other personnel matter  
 5 that affects one or more specific individuals; to  
 6 seven, consult with counsel to obtain legal  
 7 advice; and nine, conduct collective bargaining  
 8 negotiations or consider matters that relate to  
 9 negotiations. The minutes of the closed session  
 10 and information summary can be found on BoardDocs  
 11 under this board meeting agenda date.  
 12 Every year the Board of Education  
 13 publishes the Comprehensive Annual Financial  
 14 Report and each year student artwork is included  
 15 in the publication. Later this evening the CAFR  
 16 will be presented to the Board, and we would like  
 17 to recognize those students whose artwork is  
 18 included. Each participating student receives a  
 19 gift card.  
 20 The following students' artwork was  
 21 selected. Gracelyn Ubani, a kindergarten student

Page 10

1 at Hebbville Elementary School; Corena  
 2 Burkindine-Castro, grade four at Cedarmere  
 3 Elementary School; Sabrina Wojenski, grade three  
 4 from Chatsworth School; Giada Mentzer, grade  
 5 three, Fifth District Elementary School; Dontae  
 6 Queen, grade five, Deep Creek Elementary School;  
 7 and Elijah Legins, grade one from Grange  
 8 Elementary School.

9       Congratulations, I'd like to give them a  
 10 hand.

11       (Applause.)

12       Next on the agenda is a special order of  
 13 business recognizing Ms. Brianna Ross. At this  
 14 time could Ms. Ross please join me and  
 15 Dr. Williams at the front of the dais? I guess  
 16 we will be over here, okay.

17       Fellow board members, I move that the  
 18 Board accept the following resolution, 2022-02,  
 19 in recognition of Ms. Brianna Ross as follows:

20       Whereas, Ms. Brianna Ross has served the  
 21 cause of public education in Baltimore County

Page 11

1 with honor and distinction since 2015; and  
 2       Whereas, Ms. Ross' personal integrity,  
 3 consummate human relationship skills and balanced  
 4 energy and pursuit of educational excellence  
 5 inspire and enrich students, teachers and staff  
 6 of Baltimore County Public Schools; and  
 7       Whereas, in honor of Ms. Ross'  
 8 achievements, leadership and promise, she was  
 9 named Baltimore County Teacher of the Year for  
 10 2020-2021 and the Maryland State Teacher of the  
 11 Year for 2021-2022; and  
 12       Whereas, Ms. Ross' commitment to  
 13 education and service to the Deer Park and Scotts  
 14 Branch communities and the teaching profession  
 15 has been demonstrated throughout the year in her  
 16 interactions with students and teachers across  
 17 Baltimore County; and  
 18       Whereas, we recognize Ms. Ross' work  
 19 ethic, dedication to her students, belief in  
 20 success for all students, professional approach  
 21 to teaching and impeccable character, therefor be

Page 12

1 it  
 2       Resolved, that the Board of Education  
 3 herewith assembled in regular session on the  
 4 23rd day of November in the year 2021, expresses  
 5 to Ms. Brianna Ross on behalf of the citizens of  
 6 this county our deepest appreciation and  
 7 gratitude for her service; and be it further  
 8       Resolved, that the Board herewith extends  
 9 its best wishes for her good health, happiness  
 10 and continued success.

11       May I have a second? All in favor?  
 12       (Chorus of ayes.)

13       Any opposed? The Board is unanimous.  
 14 Congratulations, Ms. Ross.

15       (Applause.)

16       Thank you. At this time, Ms. Ross, I  
 17 invite you to bring remarks. Thank you.

18       MS. ROSS: Thank you so much to  
 19 Dr. Williams, to Ms. Scott, to the entire Board  
 20 of Education for creating this space to recognize  
 21 my passion and my work in service of our

Page 13

1 students. Also, thank you that nobody opposed  
 2 that, I appreciate that.

3       This recognition has just been one of  
 4 the greatest honors of my life because I get to  
 5 represent in particular the extraordinary  
 6 educators in Baltimore County. I know firsthand  
 7 just how tirelessly our teachers are working to  
 8 insure that our students are getting the very  
 9 best that we can offer them, and BCPS teachers  
 10 are some of the most resilient, committed and  
 11 relentless educators in this state and certainly  
 12 in our country, and I'm just proud to represent  
 13 this part of Maryland.

14       And more than anything, I'm really proud  
 15 to represent and honored to represent the  
 16 Randallstown community. Like Ms. Scott  
 17 mentioned, I've spent the last seven years  
 18 serving the families of Randallstown and Owings  
 19 Mills and at Scotts Branch Elementary and at Deer  
 20 Park Middle Magnet, and so I know how important  
 21 it is for our black and our brown students to

Page 14

1 have this kind of representation.  
 2       When I was growing up I didn't have very  
 3 many teachers of color when I was in school and  
 4 it was very isolating, and so I became a teacher  
 5 because I wanted to be the teacher that I needed  
 6 when I was growing up. I needed someone who  
 7 understood my perspective, who created a space to  
 8 affirm my race and my culture, and who created a  
 9 sense of urgency around my education. So while  
 10 this award has been an incredible honor for me,  
 11 it really has been about communicating to my  
 12 students that they are worthy and deserving of  
 13 the very best teachers and the very best kind of  
 14 education.  
 15       And I think I would be remiss and I have  
 16 to mention that this award has come at a really  
 17 interesting time because this year has been  
 18 challenging, and I know you will hear teachers  
 19 say it today, I know you've heard it already this  
 20 year, that this year has been challenging, I have  
 21 never been more tired than I am right now. I

Page 15

1 talked to an educator the other day who said  
 2 every week is like first week tired, that every  
 3 day we come home like that first week of school  
 4 where you are just tired, and it is a challenge.  
 5 And what we're seeing in our schools right now is  
 6 that our students are showing up with trauma,  
 7 they have come to school with trauma. The last  
 8 two years has brought unmitigated change for  
 9 them, from the transition to virtual learning to  
 10 the loss of family members due to COVID to  
 11 economic depression, especially in communities  
 12 like mine where students are already  
 13 disenfranchised, and they represent the students  
 14 who fit in the margins.  
 15       And so I say all that to say that while  
 16 this is challenging and this has been hard, I am  
 17 not without hope. And so I really look forward  
 18 in this next year to working with other educators  
 19 who are committed to teaching that is rooted in  
 20 justice, love and liberation for our students.  
 21 And what I know and what I'm learning every day

Page 16

1 is that loving our students means interrogating  
 2 our own patterns of thinking and our classroom  
 3 practices to reveal the ways in which we  
 4 unconsciously hold biases, to understand that  
 5 sometimes the things that we did before don't  
 6 work.  
 7       I think what we thought this year was we  
 8 were going to come back and it would be business  
 9 as usual, and it is not unusual and this is not a  
 10 return to normal, we are redefining normal, and  
 11 so we need to learn as educators, as teachers, as  
 12 administrators, as board members what it means to  
 13 love our students again, how we do that  
 14 differently. It means learning how to sustain  
 15 the difficult conversations that uncover our  
 16 injustices and inequities in our classrooms, in  
 17 our schools and in education. It means  
 18 developing meaningful relationships with our  
 19 students, creating spaces where they can be their  
 20 authentic selves, and loving them really means  
 21 reconditioning our thinking and reframing our

Page 17

1 narratives about who our children are so we can  
 2 maximize their potential for who they can be.  
 3       So in this next year, I really look  
 4 forward to doing that. Thank you so much for  
 5 this space to recognize not just my work but the  
 6 work of all the incredible educators in Baltimore  
 7 County. Thank you for this honor and this  
 8 opportunity.  
 9       (Applause.)  
 10       CHAIRWOMAN SCOTT: Thank you, and again,  
 11 congratulations, Ms. Ross.  
 12       The next item on the agenda is personnel  
 13 matters and for that I call on Ms. Anderson.  
 14       MS. ANDERSON: Good evening, Chairwoman  
 15 Scott, Superintendent Williams and members of the  
 16 Board. I would like the Board's consent for the  
 17 following personnel matters: Termination.  
 18       CHAIRWOMAN SCOTT: Any questions?  
 19       MS. ANDERSON: Retirements.  
 20       CHAIRWOMAN SCOTT: Any questions?  
 21       MS. ANDERSON: Resignations.

Page 18

1 CHAIRWOMAN SCOTT: Questions?  
 2 MS. ANDERSON: Deceased recognition of  
 3 service.  
 4 CHAIRWOMAN SCOTT: Any questions? Okay.  
 5 Hearing none, do I have a motion to approve the  
 6 personnel matters as presented in Exhibits F-1  
 7 through F-4?  
 8 MS. MACK: So moved, Mack.  
 9 MR. OFFERMAN: Second, Offerman.  
 10 CHAIRWOMAN SCOTT: Thank you, it was  
 11 moved by Ms. Mack, seconded by Mr. Offerman. Any  
 12 discussion? It looks like there is a question  
 13 from Ms. Causey.  
 14 MS. CAUSEY: Good evening, thank you,  
 15 Madam Chair, and thank you for this report. I  
 16 did have a question. It does seem that with the  
 17 hiring that has been happening and also the  
 18 resignations and retirements slowing down  
 19 dramatically, I was hopeful that if not this  
 20 evening but soon that there could be an update to  
 21 the Board and the public of the number of

Page 19

1 vacancies, so that we can see the progress that  
 2 is being made.  
 3 MS. ANDERSON: Thank you, ma'am. We  
 4 will provide a copy of the vacancy report to the  
 5 Board and we'll provide that prior to the next  
 6 board meeting.  
 7 MS. CAUSEY: Okay, thank you. And is  
 8 there something that could be provided to the  
 9 public also? Because as I mentioned, we seem to  
 10 be in an encouraging trend right now.  
 11 MS. ANDERSON: Thank you, I understand.  
 12 We will provide that information to the Board and  
 13 will confer internally with respect to the  
 14 information that we provide externally.  
 15 MS. CAUSEY: Thank you.  
 16 CHAIRWOMAN SCOTT: Thank you. Are there  
 17 any additional questions? Okay, Ms. Gover, may I  
 18 have a rollcall vote please?  
 19 MS. GOVER: Ms. Rowe?  
 20 MS. ROWE: Yes.  
 21 MS. GOVER: Ms. Causey?

Page 20

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: Mr. Offerman?  
 13 MR. OFFERMAN: 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: The motion carries.

Page 21

1 Thank you.  
 2 The next item on the agenda is  
 3 administrative appointments and for that I call  
 4 on Dr. Williams.  
 5 DR. WILLIAMS: Good evening, everyone,  
 6 Madam Chair and members of the Board. I'm  
 7 bringing forward the following administrative  
 8 appointments for your approval, there are two.  
 9 Specialist, board certified behavior analyst in  
 10 the Office of Teaching and Learning, and senior  
 11 operations supervisor, environmental services, in  
 12 the Office of Facilities Support Services.  
 13 CHAIRWOMAN SCOTT: Thank you. Do I have  
 14 a motion to approve the administrative  
 15 appointments as presented in Exhibit E-1?  
 16 MR. THOMAS: So moved, Thomas.  
 17 CHAIRWOMAN SCOTT: Do I have a second?  
 18 MR. OFFERMAN: Second, Offerman.  
 19 CHAIRWOMAN SCOTT: Thank you. Any  
 20 discussion? Okay. May I have a rollcall vote  
 21 please?

Page 22

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

Page 23

1 CHAIRWOMAN SCOTT: Yes.  
 2 MS. GOVER: Thank you.  
 3 CHAIRWOMAN SCOTT: Thank you, the motion  
 4 carries. Dr. Williams?  
 5 DR. WILLIAMS: So our first appointment  
 6 is Bethany B. Fitzgerald as the specialist, board  
 7 certified behavior analyst, in the Office of  
 8 Teaching and Learning. Currently she is a  
 9 teacher of special education inclusion at Pine  
 10 Grove Elementary School and she brings to us over  
 11 nine years of experience where she served as a  
 12 special ed teacher, and previous experience in  
 13 Prince George's County Public Schools as well as  
 14 Baltimore City Public Schools, and Rainbow Bridge  
 15 International School. So congratulations,  
 16 Bethany B. Fitzgerald.  
 17 (Applause.)  
 18 Our next appointment is Brendan S.  
 19 Richardson as the senior operations supervisor,  
 20 environment services, in the Office of Facilities  
 21 Support Services. Currently he's the industrial

Page 24

1 hygienist I in the Office of Facilities Support  
 2 Services. He brings to us over eight years of  
 3 experience where he has served as the industrial  
 4 hygienist I in the Office of Facilities Support  
 5 Services, industrial hygienist II in the Office  
 6 of Facilities Support Services, and the  
 7 environmental technician, asbestos management, in  
 8 the Office of Facilities Support Services. He  
 9 also has previous experience in Industrial  
 10 Hygiene Services Corporation over three years.  
 11 Congratulations, Brendan S. Richardson.  
 12 (Applause.)  
 13 CHAIRWOMAN SCOTT: Thank you. The next  
 14 item on the agenda is the report on board  
 15 policies. This is the first reader for these  
 16 policies.  
 17 Members of the Board, the policy review  
 18 committees asks that the Board accept its report  
 19 of the committee's recommendation to amend the  
 20 following board policies, and that is, or they  
 21 are, rather: Policy 8221, duties and

Page 25

1 responsibilities, board officers, chair, vice  
 2 chair duties; number two, Policy 8311,  
 3 operations, meetings; number three, Policy 8314,  
 4 operations, meetings agenda; and to accept the  
 5 report of the committee's recommendation to  
 6 approve new Board Policy 8601, board member  
 7 conduct, use of social media. These policies are  
 8 presented to you on tonight's agenda as  
 9 Exhibit H. They're also presented for public  
 10 comment prior to the final vote.  
 11 May I have a motion to accept the  
 12 recommendation of the Board's policy review  
 13 committee for Policies 8221, 8311, 8314 and 8601?  
 14 MR. THOMAS: So moved, Thomas.  
 15 CHAIRWOMAN SCOTT: Thank you. No second  
 16 is needed since the recommendation comes from the  
 17 committee. Is there any discussion? Okay.  
 18 Hearing none, Ms. Gover, may I have a rollcall  
 19 vote please?  
 20 MS. GOVER: Ms. Rowe?  
 21 MS. ROWE: Yes.

Page 26

1 MS. GOVER: Ms. Causey? Ms. Causey?  
 2 MS. CAUSEY: No.  
 3 MS. GOVER: I'm sorry, 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. Jose?  
 10 MS. JOSE: Yes.  
 11 MS. GOVER: Ms. Henn?  
 12 VICE CHAIR HENN: Yes.  
 13 MS. GOVER: Mr. Thomas?  
 14 MR. THOMAS: Yes.  
 15 MS. GOVER: Mr. Offerman?  
 16 MR. OFFERMAN: Yes.  
 17 MS. GOVER: Dr. -- I'm sorry, Mr. Kuehn?  
 18 MR. KUEHN: Yes.  
 19 MS. GOVER: Ms. Scott?  
 20 CHAIRWOMAN SCOTT: Yes.  
 21 MS. GOVER: Thank you.

Page 27

1 CHAIRWOMAN SCOTT: The motion carries,  
 2 thank you.  
 3 Our next item is public comment. This  
 4 is one of the opportunities the Board provides to  
 5 hear the views and receive the advice of  
 6 community members. The members of the Board  
 7 appreciate hearing from interested citizens. As  
 8 appropriate, we will refer your concerns to the  
 9 superintendent for followup by his staff.  
 10 The Board of Education will conduct the  
 11 public comment portion of the meeting by allowing  
 12 those who registered to speak to attend in  
 13 person. Registration was open to the public one  
 14 week prior to tonight's board meeting and was  
 15 closed at three p.m. yesterday for anyone wishing  
 16 to speak at this evening's meeting. Board  
 17 practice limits to ten the number of speakers at  
 18 a regularly scheduled board meeting. Speakers  
 19 are selected randomly using an electronic  
 20 selection process from all registrations received  
 21 within the designated timeframe. Each speaker is

Page 28

1 allowed three minutes to address the Board. Of  
 2 course if fewer than ten registrations are  
 3 received, all who registered will be permitted to  
 4 speak. However, no speaker substitutions will be  
 5 allowed.  
 6 While we encourage public input on  
 7 policy, programs and practices within the purview  
 8 of this Board and this school system, this is not  
 9 the proper forum to address specific student or  
 10 employee matters, or to comment on matters that  
 11 do not relate to public education in Baltimore  
 12 County. We encourage everyone to utilize  
 13 existing dispute resolution processes as  
 14 appropriate. I remind everyone that  
 15 inappropriate personal remarks or other behavior  
 16 that disrupts or interferes with the conduct of  
 17 this meeting are out of order.  
 18 I ask speakers to observe the  
 19 three-minute clock, which will let you know when  
 20 your time is up. Please conclude your remarks  
 21 when you hear the tone or see that time has

Page 29

1 expired. The microphone will be turned off at  
 2 the end of your time, and it could be turned off  
 3 if a speaker addresses specific student or  
 4 employee matters, or is commenting on matters not  
 5 related to public education in Baltimore County.  
 6 If not selected the public may submit  
 7 their comments to the board members via email at  
 8 boe@bcps.org. More information is provided on  
 9 the Board's website at bcps.org under board of  
 10 education, participation by the public.  
 11 It is the practice of this Board to  
 12 allow elected officials to provide their comments  
 13 to the Board. First to speak is -- I'm sorry, it  
 14 doesn't look like we have any elected officials  
 15 so we then move to our stakeholders, and the  
 16 first person on our stakeholder group is  
 17 Ms. Cindy Sexton from TABCO.  
 18 MS. SEXTON: Good evening, Chairwoman  
 19 Scott, Vice Chair Henn, Dr. Williams and members  
 20 of the Board. First let me congratulate Brianna  
 21 Ross. Brianna's energy, passion and devotion to



Page 30

1 her students and her profession are an  
 2 inspiration to all of us. Thank you, Brianna.  
 3 Elsewhere our schools continue to  
 4 struggle with staffing. Unfilled positions,  
 5 resignations, retirements, the cold and flu  
 6 season and more are adding to the workload and  
 7 stress for our educators. Overwhelmed and  
 8 exhausted are the words I hear most frequently  
 9 and again I ask as I have many times before, what  
 10 can we take off the plates of our educators?  
 11 Every single task simply cannot be a priority.  
 12 When speaking with my counterparts in  
 13 other central Maryland counties, I hear similar  
 14 stories, educators leaving at double or triple  
 15 the resignations and retirements of prior years,  
 16 countless phone calls and emails every day asking  
 17 how to resign, concerns about meeting the  
 18 social-emotional needs of students while still  
 19 trying to maintain the pace and expectations of  
 20 the curriculum, and still numerous questions  
 21 about when pay will be corrected following leave

Page 31

1 and other changes covered in compensation.  
 2 I assure them that BCPS is working  
 3 tirelessly on this but patience is thin. I know  
 4 there's a genuine desire to address concerns and  
 5 work together to do the right thing, and I thank  
 6 all these teachers, leadership and staff for  
 7 their work as they get through these challenges.  
 8 A quick word on the calendar. Since  
 9 Mr. Kuehn brought up the MSEA convention day at  
 10 the last board meeting, I just want to say many  
 11 educators do attend workshops and professional  
 12 development that day. These offer opportunities  
 13 that may not be available elsewhere and they do  
 14 help our educators to hone their skills so they  
 15 can better serve our students. Please do not  
 16 take this opportunity from them.  
 17 Additionally, I know everyone has their  
 18 own personal opinion about when school should  
 19 start, but I ask you to please look at what is  
 20 best for our students' academic needs, what  
 21 option lends itself to truly raising the bar,

Page 32

1 closing gaps and preparing for our future.  
 2 And finally, thank you to all our  
 3 educators who give selflessly every day for our  
 4 students, and to everyone in Team BCPS, I wish  
 5 you a happy Thanksgiving.  
 6 CHAIRWOMAN SCOTT: Thank you. Next is  
 7 Mr. Bash Pharoan from CAEAC.  
 8 DR. PHAROAN: Madam Chair, I ask for  
 9 playing a tape my members made for the Board of  
 10 Education. I don't know --  
 11 CHAIRWOMAN SCOTT: I'm sorry?  
 12 DR. PHAROAN: My members made a nice  
 13 tape for all of you in appreciation.  
 14 CHAIRWOMAN SCOTT: Okay.  
 15 DR. PHAROAN: And I put it on the  
 16 You-Tube, I sent it to be played in the same way  
 17 like you do your own tape at the President's  
 18 Corner.  
 19 CHAIRWOMAN SCOTT: Okay. No, we're not  
 20 able to do that, this is for public comment, so  
 21 if you sent it to us, we appreciate it and I'm

Page 33

1 sure that we will view it. Thank you.  
 2 DR. PHAROAN: So I'm going to be brief.  
 3 Good evening, everyone. So the Central Area  
 4 basically in a brief, made a short one-and-a-half  
 5 minute tape really appreciating your work. I  
 6 know we are at Thanksgiving, and you have a very  
 7 difficult job, and you don't have enough money to  
 8 make everybody happy, so basically all the  
 9 members appreciate your input.  
 10 We met three times this month and our  
 11 team is functional, and for the most part is  
 12 energetic and very eager to accomplish the  
 13 service that we are supposed to provide for you  
 14 the Board of Education. However, I do not think  
 15 that other members would have the cause, so  
 16 basically I ask you as a board to help us recruit  
 17 four more members, that will make our Central  
 18 Area much more effective.  
 19 Our next meeting is on December 1st,  
 20 seven p.m., in Dumbarton Middle School, and it is  
 21 about transportation, Dr. Jess Grim has agreed to

Page 34

1 speak for that issue, which is very timely and  
 2 very important, and I really invite all the board  
 3 members to participate. I know you can't really  
 4 all come at the same time but I wish that you  
 5 would, and I really implore the community out  
 6 there to attend this meeting. If you have  
 7 difficulty in finding our flyers, call me, my  
 8 number is all over the Internet, and I will be  
 9 glad to send anyone who is interested in this  
 10 topic.

11 My personal view is that it is better to  
 12 communicate for the right people and we have the  
 13 right person on that subject, so instead of  
 14 people demonstrating and complaining and so  
 15 forth, come to the meeting, make the issues,  
 16 listen to the difficulties that the school system  
 17 has and for the possible solutions that may be  
 18 offered.

19 Last but not least, I would like clearly  
 20 to ask you to think about modernizing our school  
 21 system. I mean, the school buses are the same,

Page 35

1 the issues are the same, each one wants more  
 2 modern, the buildings need to be repaired, the  
 3 system cannot stay the same. And unless we  
 4 really think outside the box and find creative  
 5 solutions better than what we have, I just don't  
 6 find any way to make teachers happy and bus  
 7 drivers happy and the buildings brand new and so  
 8 forth.

9 CHAIRWOMAN SCOTT: Thank you. Our next  
 10 speaker is Ms. Linda Jones from AFSCME.

11 MS. JONES: I left my glasses out in the  
 12 car, so excuse me. Good evening, Superintendent  
 13 Dr. Williams and members of the Board. My name  
 14 is Linda Jones and I'm a proud employee of the  
 15 food and nutrition services team for Baltimore  
 16 County Public Schools and treasurer of AFSCME  
 17 Local 434, here with permission on behalf of  
 18 Brian Epps. We represent all AFSCME workers who  
 19 support the critical infrastructure of our school  
 20 system.

21 I am here before you today to express my

Page 36

1 concerns with regards to current state of working  
 2 conditions for myself and coworkers within the  
 3 school system. Dedicated employees like myself  
 4 continue to weather the storm of the  
 5 unprecedented health crisis that is the COVID-19  
 6 pandemic. Our work helps to insure that the  
 7 system lives up to its vision and goals which we  
 8 fully support. The dedicated workers I mentioned  
 9 push every day to raise the bar, close gaps and  
 10 prepare our students for a bright future. The  
 11 work our food and building service workers  
 12 provide every day to thousands of students,  
 13 faculty and staff is critical to the daily  
 14 operations of BCPS. We make sure that students  
 15 have a balanced meal that fuels a productive  
 16 school day, and we keep our schools clean, safe  
 17 and sturdy to provide the best learning  
 18 environment possible.

19 The pandemic has impacted nearly all  
 20 elements of our lives and has exacerbated the  
 21 ongoing staff issue. Today we are here to bring

Page 37

1 three goals to action to the Board.

2 One, the system absolutely needs to  
 3 address the ongoing staffing shortages by making  
 4 sure that all schools have a fully staffed  
 5 complement that meets the needs of the system.

6 Two, protect our wages by putting in  
 7 place effective systems that all receive an  
 8 honest day's pay for an honest day's work.

9 Three, last but not least, we call for a  
 10 fair and living wage by paying all new hires at  
 11 least \$15 an hour, adjusting present employee  
 12 wages accordingly to meet the rising cost  
 13 associated with the cost of living, inflation and  
 14 our changing economy.

15 Many of the actions we are calling are  
 16 contained within the Baltimore County Public  
 17 Schools Operational Efficiency Review report  
 18 released this past September and can also be  
 19 supported by utilizing pandemic relief funds. As  
 20 our members have supported the missions of BCPS,  
 21 we will continue to do our jobs to create a more

Page 38

1 efficient and effective system. All of our  
 2 AFSCME employees have been on the front lines  
 3 since March 13th, 2020. When schools and offices  
 4 were closed, AFSCME members were the only ones  
 5 who were required to be in the buildings. We  
 6 thank Superintendent Dr. Williams for his  
 7 leadership and commitment to supporting the most  
 8 important resource of our system, our faculty and  
 9 staff. It is my hope that BCPS leads the way in  
 10 showing us our worth by paying all  
 11 AFSCME-represented employees a living wage.

12 CHAIRWOMAN SCOTT: Thank you. Next is  
 13 general public comment and our first speaker is  
 14 Taylor Boren.

15 MS. BOREN: Good evening. My name is  
 16 Taylor Boren and I am an art teacher at Logan  
 17 Elementary and a District 3 representative on the  
 18 TABCO board of directors. I am here tonight to  
 19 speak about the dire need for adequate subs and  
 20 staffing. This problem is not new. Since the  
 21 start of the 2018-19 school year, fewer than half

Page 39

1 of the sub jobs I have posted into  
 2 SmartFindExpress have been accepted. As it  
 3 currently stands, the last time a sub accepted a  
 4 job I posted was over a year ago.

5 We recently celebrated Substitute  
 6 Educator Appreciation Day in BCPS but BCPS's  
 7 largest sub pools, our IAs and para-educators,  
 8 deserve more than just our gratitude. These  
 9 staff members tirelessly cover classes day in and  
 10 day out. They do this without even a guarantee  
 11 of no furloughs or layoffs for next year. BCPS  
 12 can and must do right by these staff members.  
 13 Every time a sub job goes unfilled, an educator,  
 14 ESP or administrator loses planning time in order  
 15 to provide coverage.

16 For the remainder of my time I would  
 17 like to share with you a list of good faith  
 18 efforts that can be taken by the Board to begin  
 19 addressing this crisis.

20 In the short term, number one, increase  
 21 the pay and lessen the requirements for

Page 40

1 substitute educators. We are requiring college  
 2 credits to be a sub but the pay is less than many  
 3 retail and food service jobs with no college  
 4 requirements. There are fewer requirements to  
 5 run for the Board of Education than there are to  
 6 become a substitute teacher.

7 Number two, return to the whole day half  
 8 day pay system for subs. Subs used to be paid  
 9 for either a whole day or half day of work, now  
 10 the system is hourly. When educators need to be  
 11 out for an hour or two to attend PD or a medical  
 12 appointment, subs are not taking the jobs, the  
 13 pay is too little for it to be worth their time.

14 And two items to consider as you look  
 15 ahead to the 22-23 school year, number one,  
 16 provide funding for salaried permanent subs in  
 17 every school. I cannot recall the last time we  
 18 did not have an open sub position on any given  
 19 day in my schools.

20 And number two, reexamine elementary  
 21 school staffing. We are insufficiently staffed

Page 41

1 for the additional 15 minutes of time that has  
 2 been added to the day. For this reason, ESPs and  
 3 resource staff are consistently covering the  
 4 extra 15 minutes for homeroom teachers in each  
 5 elementary school. This takes them away from the  
 6 important work they were hired to do.

7 Finally, I would like to make a personal  
 8 appeal to each of you to join the BCPS sub pool  
 9 and commit to subbing in our highest need schools  
 10 on a monthly basis. This would help solve the  
 11 numerous vacancies in our sub pools while also  
 12 giving you a firsthand look at the school system  
 13 over which you preside. Thank you for your time.

14 (Applause.)

15 CHAIRWOMAN SCOTT: Thank you. Next we  
 16 have Jean Milstein.

17 MS. MILSTEIN: Good evening. My name is  
 18 Jennie Milstein and I'm a para-educator at a  
 19 comprehensive high school. I want to talk about  
 20 our lack of effective access to technology,  
 21 especially computers. This issue predates the

Page 42

1 pandemic and it predates the ransomware attack.  
 2 In fact when BCPS moved to one-to-one devices  
 3 teachers and students got computers,  
 4 para-educators and other instructional support  
 5 staff did not. When teachers started introducing  
 6 technology into their lessons we did what  
 7 educators always do, we adapted. We learned how  
 8 to use programs by looking over students'  
 9 shoulders, we found and set up desktop computers  
 10 in the back of the classrooms and used them  
 11 beyond the point of obsolescence.

12 When the pandemic hit in March of 2020  
 13 and it became clear that we would not be  
 14 returning to school buildings we had to beg,  
 15 borrow or buy computers so that we could stay  
 16 connected with the students we had spent years  
 17 building connections with, some of whom we knew  
 18 we would never see in person again.

19 Ironically, we were supposed to receive  
 20 devices the week of the ransomware attack. That  
 21 attack meant that those computers went out to

Page 43

1 teachers who urgently needed them to reach and  
 2 teach their students. This event left us with  
 3 two equally unpalatable choices, continue using  
 4 our personal devices with no guarantee of safety,  
 5 or decline to log on using those devices and add  
 6 to the stress of teachers who may have lost  
 7 everything they had ever done for the county.

8 In February of 2021 I became the proud  
 9 owner of a BCPS-issued Chromebook. Now don't get  
 10 me wrong, I am grateful to have a working  
 11 computer. However, the computer that BCPS deemed  
 12 adequate for me is one that a high school student  
 13 is supposed to swap out for a Windows machine.  
 14 The Chromebook lacks basic functionality which  
 15 prevents me from fulfilling my job  
 16 responsibilities effectively.

17 During teachers report week I was tasked  
 18 with mailing documents. The versions of  
 19 Microsoft products I have access to on the  
 20 Chromebook does not allow for mailers. More  
 21 importantly, even when I completed the address

Page 44

1 labels I found I had no direct access to network  
 2 printers. In fact, it appears that BCPS does not  
 3 think that we need the ability to print at all.

4 With the substitute and staff shortage  
 5 many of us are covering classes. Chromebooks do  
 6 not connect seamlessly with projectors. At our  
 7 school we have brand new smart boards and we are  
 8 unable to use those while covering classes  
 9 either. It should be noted that the student  
 10 devices issued to high school students will do  
 11 both.

12 Our students rely on us. They rely on  
 13 us for consistency if the teacher is absent, they  
 14 rely on us for academic support in the form of  
 15 the provision of legally mandated accommodations  
 16 and modifications. They also rely on us for  
 17 social-emotional support. The let's do more with  
 18 less philosophy is hurting our ability to do our  
 19 jobs effectively. It is hurting staff and it is  
 20 hurting students. Support personnel are  
 21 essential to student success and should be

Page 45

1 treated as such, not as and afterthought.  
 2 (Applause.)  
 3 CHAIRWOMAN SCOTT: Thank you. Next is  
 4 Ms. Megan Hughes.  
 5 MS. HUGHES: Good evening. My name is  
 6 Megan Hughes, mother to three BCPS students.  
 7 Over and over the last year we've heard the kids  
 8 are resilient. I think we all hope that to be  
 9 true but many of us know in our hearts this  
 10 generation of kids would forever be affected by  
 11 the long school closures. Although many don't  
 12 want to admit that there's such thing as learning  
 13 loss, many students never turned on a camera or  
 14 were disengaged last year and I'm sure it was  
 15 frustrating for the teachers. Were some students  
 16 successful, of course, but were the majority of  
 17 students successful, I think the proof is in the  
 18 numbers and the huge increase in failing grades.

19 One friend of mine who's a teacher said  
 20 that if they actually held back the students that  
 21 should have been held back the entire system

Page 46

1 would have imploded. Teachers are dealing with  
 2 unprecedented levels of behavior issues in  
 3 classes ranging from outright violence to total  
 4 disengagement. My friend says that it has never  
 5 been this bad before. So what are the solutions?  
 6 So one needs to be consistent consequences for  
 7 violent behavior, and it's so important to get  
 8 the parents involved. Many teachers say that  
 9 kids that are violent are consistently sent back  
 10 to the classroom and that's hurtful and stressful  
 11 for the teacher along with all the other students  
 12 in the class that are trying to learn.

13 Number two is masks. No matter how many  
 14 people say wearing a mask is not a big deal,  
 15 there is evidence that it does affect engagement,  
 16 social cues and learning. I realize that  
 17 currently the decision is at the state level and  
 18 out of your hands. Eventually the decision will  
 19 be placed back at the local level where it  
 20 belongs. You guys need to be discussing now what  
 21 your plans are for masks. My question for you is

Page 47

1 will we see kids wearing masks next year, two  
 2 years from now, five years from now, forever?  
 3 The truth is that COVID is here to stay, we will  
 4 not be able to eradicate it but we need to learn  
 5 to live with it. People have the option to get  
 6 vaccines; however, I think ultimately it will be  
 7 early treatment and lifestyle changes that will  
 8 help get us out of this mess. I hope that in  
 9 health and PE classes the kids are taught how  
 10 important exercise, nutrition and sleep are for  
 11 the health of individuals, whether it's  
 12 prevention of chronic disease or building strong  
 13 immune systems to help fight acute illness. We  
 14 currently have many early treatments that are  
 15 proving to be effective like monoclonal  
 16 antibodies and more new ones on the way.

17 This disease is becoming seasonal  
 18 similar to the flu regardless of vax rates. The  
 19 numbers in southern states were higher in the  
 20 summer and now they are lower. However in the  
 21 northeast, the numbers are increasing. Vermont

Page 48

1 has one of the highest vaccination rates yet the  
 2 case rates are skyrocketing and are 300 percent  
 3 higher than in November of 2020.

4 Lastly, I want to discuss COVID  
 5 protocols, two areas, close contact quarantine  
 6 procedures and student athlete testing. Many  
 7 parents have been severely frustrated with their  
 8 child being required to stay out of school for up  
 9 to ten days. They're getting almost no work from  
 10 the school with maybe a virtual tutor for an hour  
 11 and getting behind.

12 Our neighbors in Carroll County have  
 13 instituted the option for close contacts to  
 14 remain in school as long as they're asymptomatic,  
 15 and Montgomery County is starting test to stay.  
 16 I would like to know how many close contacts that  
 17 were required to quarantine ever end up testing  
 18 positive for COVID in BCPS. How many healthy  
 19 students have we forced to stay out of school?  
 20 Please rethink this policy.

21 Now for student athletes. Why are we

Page 49

1 only testing unvaccinated? We know that the  
 2 vaccines do not stop transmission. In fact Cal  
 3 Berkley's ball team with 99 percent vaccinated  
 4 just had an outbreak with 44 members testing  
 5 positive. The Ottawa Senators hockey team with a  
 6 100 percent vaccination rate had 47 percent test  
 7 positive. The NFL has increased its COVID  
 8 testing for all players regardless of vaccination  
 9 status. So again I ask, why are you only testing  
 10 athletes that aren't vaccinated? Thank you for  
 11 your time and I hope you have a great and happy  
 12 Thanksgiving.

13 (Applause.)

14 CHAIRWOMAN SCOTT: Thank you. Next we  
 15 have Ms. Carol Vidal.

16 MS. VIDAL: Hi, can you hear me? Dear  
 17 board members and superintendent, it's nice to  
 18 finally see you in person. I'm a parent who  
 19 started watching board meetings during the  
 20 frustrating days of these ongoing school closures  
 21 last year. During these board meetings I have

Page 50

1 heard students, parents, teachers and  
 2 administrators ask for more COVID restrictions or  
 3 less, for more or less focus on ESL, for more or  
 4 less virtual learning, for replacing or  
 5 remodeling schools or not, for opening before  
 6 Labor Day to help working parents or after Labor  
 7 Day to help farmers.

8 CHAIRWOMAN SCOTT: Excuse me, ma'am,  
 9 could you please speak with your mask on? Thank  
 10 you.

11 MS. VIDAL: You get it.

12 CHAIRWOMAN SCOTT: Excuse me, ma'am,  
 13 could you please put your mask on over your nose?  
 14 Thank you.

15 MS. VIDAL: I'm not here to ask you to  
 16 create a perfect school because I know you can't  
 17 please everyone. This is a big district. I'm  
 18 here to ask you to focus on your mission to  
 19 educate our children. During the last board  
 20 meeting you spent three hours talking about  
 21 including religious days in the school calendar,

Page 51

1 a public school calendar. Trying to be  
 2 inclusive, you discussed Hindu and Muslim  
 3 holidays that were ignored when including Jewish  
 4 holidays, only to conclude that maybe you should  
 5 consult with your community of teachers and even  
 6 parents, and that serving them takes time, and  
 7 yet you only have two people in the  
 8 administration who can do that, not to mention  
 9 you ignored the entire continent of Africa and  
 10 all of South America, and also I don't think we  
 11 have any Native American celebrations in this  
 12 schedule. You also left out people who welcome  
 13 longer breaks and less disruptions in the  
 14 schedule so our kids can visit their family  
 15 overseas, or we can have a five-day workweek  
 16 which is what people with full-time jobs outside  
 17 and in the real world actually have.

18 Will we ever be successful in including  
 19 all holidays in such a diverse country as the  
 20 United States? No. Should we as a school system  
 21 focus on that? No. Research shows that

Page 52

1 instruction far matters more than any fancy  
 2 curriculum. Our children are graduating with  
 3 MCAP proficiency scores in lacking five percent,  
 4 half of them are not proficient in reading, and  
 5 that was before last year's school closures. How  
 6 are these students going to survive a very  
 7 competitive world? How does this help kids in  
 8 your district, Ms. Rowe, or even Ms. Scott, get  
 9 out of poverty? How does this help families who  
 10 can pay tutors with working families, with  
 11 working parents with two or three jobs, hourly  
 12 paid workers, nurses with schedules that are set  
 13 months in advance and you get a notice from a  
 14 school district about a closure tomorrow?

15 CHAIRWOMAN SCOTT: Excuse me, ma'am.  
 16 I'd ask -- thank you.

17 MS. VIDAL: These families don't have  
 18 time to come to these meetings but they need  
 19 functioning schools with a predictable schedule.  
 20 Organizations have no privilege to innovate if we  
 21 can't get to the data right, and the metrics show

Page 53

1 that you haven't gotten the data right. Between  
 2 the pandemic and the ransomware attack, this is  
 3 not the time for extras. It's time to focus on  
 4 offering what public schools should do best,  
 5 prepare students with evidence-based practices.

6 Please include academic performance in  
 7 every board meeting agenda. It you keep the  
 8 focus on the mission of improving academics,  
 9 everything else will fall into place, including  
 10 the schedule. It's time to cancel the noise and  
 11 get to the real work. Thank you.

12 (Applause.)

13 CHAIRWOMAN SCOTT: Thank you. Next is  
 14 Ms. Mary Taylor.

15 MS. TAYLOR: Good evening. Kids are  
 16 resilient, we were told, they'll be fine. So  
 17 what if they stay at home for a year staring at a  
 18 screen with no interaction with their peers? So  
 19 what if they are forced to do this when all the  
 20 science said they should actually be in schools?  
 21 They would bounce right back when the teachers

Page 54

1 unions finally gave the okay for schools to  
 2 resume, it would just be that easy. But it turns  
 3 out the people who have been wrong about  
 4 everything else are wrong about this too.  
 5 Myself and members of the Baltimore  
 6 County Parent and Student Coalition and many  
 7 others in the community begged you last year to  
 8 open schools. We tried to warn you what was  
 9 happening to our kids during the prolonged  
 10 closures of schools, and we tried to warn you  
 11 this year was going to be more challenging than  
 12 the last two years. These kids suffered mental  
 13 health issues, isolation, neglect, abuse, hunger,  
 14 instability, and are socially stunted from the  
 15 one-and-a-half years of school closures. Our  
 16 schools are short staffed, our teachers in  
 17 classrooms are not able to manage behavioral  
 18 outbursts, and are reportedly not getting the  
 19 support from the administrators that they need.  
 20 Some examples of the out of control  
 21 behavior, two different middle school students

Page 55

1 have brought lighters to school and threatened to  
 2 burn others. Multiple videos of children  
 3 attacking and punching each other in school,  
 4 outside of schools and on buses. One child  
 5 recently suffered a head injury and needed  
 6 emergency medical treatment. Keys were stolen  
 7 from a room in a high school and a student's car  
 8 was taken from the campus. A sexual assault was  
 9 performed in an occupied classroom during school  
 10 hours. Multiple reports of staff injuries from  
 11 students. Bus drivers and teachers reporting  
 12 being spit on, cursed at and physically hurt by  
 13 students. Trash cans have been set on fire at  
 14 our schools. Guns on and around our school  
 15 property have been found. Reported gang activity  
 16 and drug use in our schools. High schools on  
 17 lockdown during the fall sport season had to  
 18 postpone JV and varsity football games that were  
 19 taking place on campus because of multiple fights  
 20 that became out of control. Students being  
 21 groped and sexually assaulted in the hallways and

Page 56

1 bathrooms by other students. A high school  
 2 female student recently had her nose and ankle  
 3 broken and her eardrum ruptured by another female  
 4 student and required medical treatment.  
 5 Learning is not occurring in a  
 6 consistent, predictable or safe manner because of  
 7 all the mentioned contributing factors this year,  
 8 and learning needs to be a priority. This is an  
 9 urgent crisis level, we're not being dramatic or  
 10 over exaggerating. These kids need clear and  
 11 consistent consequences. Make our schools safe  
 12 again. Thank you very much.  
 13 (Applause.)  
 14 CHAIRWOMAN SCOTT: Thank you. Our next  
 15 speaker is Mr. Bash Pharoan.  
 16 DR. PHAROAN: For decades the school  
 17 system has kept biased and misinformation about  
 18 the Muslim students in Baltimore County Public  
 19 Schools. That's why the school system closed on  
 20 the Jewish holiday and nobody else for almost 25  
 21 years. Until we had in the PRC Mr. Steve Birch,

Page 57

1 Ms. Romaine Williams and Ms. Kathleen Causey, and  
 2 that's the time when PRC has studied the issue of  
 3 holidays and led to what you see today of  
 4 professional days for both Muslim and Jewish  
 5 holidays. I truly honor Ms. Romaine Williams,  
 6 she believed in equality and equity, she pushed  
 7 for it, I think she had a lot of pushback, and  
 8 Steve Birch was very verbal and very professional  
 9 in detecting the truth from not the truth.  
 10 Muslim Americans in this county came in  
 11 huge numbers. As I told you, they would fill  
 12 this room and all the way for several meetings  
 13 asking for equality. We always came in numbers,  
 14 but we were treated less than the Jewish  
 15 holidays. There were never really data to  
 16 support closing on the Jewish holidays for almost  
 17 25 years and not really closing equally on Muslim  
 18 holidays. And now I think the dilemma we face  
 19 that on the proposed calendar, you know, our area  
 20 was not really even mentioned, and then we have  
 21 to fight for it in order to, you know, do we get

Page 58

1 this on Saturday or do we get this on Monday or  
 2 Friday. This is really difficult.  
 3 So it's all about equality, all right?  
 4 Equal has to be equal. So if we give a day off  
 5 on the Jewish New Year, why don't we give a day  
 6 off on the Chinese New Year? What's special  
 7 about one and not the other? Why not really give  
 8 off on the Muslim New Year, all right? If we  
 9 give two to one religion, why don't we give two  
 10 equal to the other religion? And I know you have  
 11 your difficulties, I already praised you, but it  
 12 has to be two equals two, one equals one, zero  
 13 equals zero. Otherwise, I mean, you know, why  
 14 talk about equity and equality? Equality has to  
 15 mean equality, and I think the Chair has really  
 16 meant it when I asked for four --  
 17 (Microphone turned off.)  
 18 CHAIRWOMAN SCOTT: Thank you. Next we  
 19 have Mr. Muhammad Jameel.  
 20 DR. JAMEEL: Good evening. Peace and  
 21 blessings to everyone present. Thanksgiving Day

Page 59

1 for giving thanks is upon us. Who do we give  
 2 thanks to? I believe that we give thanks to the  
 3 community for our parents, spouses, children,  
 4 siblings, friends, neighbors, colleagues and  
 5 educators too, so I want to thank you, Madam  
 6 Chair Ms. Scott, Superintendent Dr. Williams and  
 7 board members for sacrificing your time in unpaid  
 8 service to the community. Thank you for trying  
 9 to uphold the democratic values of our republic,  
 10 but I'm worried.  
 11 ABC reported yesterday at three p.m.  
 12 that United Nations human rights expert  
 13 Mr. Ferdinand notified our State Department that  
 14 the United States for the first time is now in  
 15 the midst of backsliding democracy, it is because  
 16 of the new legislations and gerrymandering which  
 17 are diluting the voting rights of the minorities.  
 18 There are about nine different signs and  
 19 dates for celebrating Thanksgiving Day in our  
 20 history, the first one being the Plymouth feast  
 21 in 1621, followed by one in March 1776.

Page 60

1 November 1, 1777 was the presidential  
 2 Thanksgiving Day proclaimed by Congress. The  
 3 first day of May 1779 was also a Thanksgiving  
 4 Day. So was 8 November 1781, for signing of the  
 5 Treaty of Paris. The 30th of December was  
 6 declared as a Thanksgiving Day to celebrate  
 7 George Washington's victory at Yorktown. He also  
 8 declared November 26th as the nationwide  
 9 Thanksgiving Day in 1789 while Abraham Lincoln  
 10 designated August 6th for the Civil War victory.  
 11 Now we celebrate the fourth Thursday of November  
 12 as a national Thanksgiving Day, promulgated by  
 13 President Roosevelt in 1939.  
 14 My statements are not meant to be  
 15 political. Backsliding of our democracy is a  
 16 result of the combination of anti-minority  
 17 policies and actions starting at the grass roots  
 18 level. It is our duty to preserve our democracy  
 19 by making sure that all men are created equal and  
 20 they have equal rights. No one has special  
 21 privileges or the rights. Muslim students

Page 61

1 deserve celebrations of their New Year's Eve and  
 2 their two high holidays equally to the students  
 3 of the other two Abrahamic faiths.  
 4 BCPS is in the hierarch of leadership.  
 5 Please do not condone or normalize the  
 6 backsliding of our democracy by denying equal  
 7 treatment or by rescinding your decision that you  
 8 made three years ago.  
 9 By the way, the pilgrims did not have  
 10 turkey, but some water fowl like a duck or a  
 11 goose. They also didn't have pumpkin pie. They  
 12 did have ground corn to be used like rice or  
 13 barley, and roasted and stewed pumpkin.  
 14 CHAIRWOMAN SCOTT: Thank you. Next is  
 15 Ms. Sharon Saroff.  
 16 MS. SAROFF: (Microphone off) -- raising  
 17 the bar, closing the gap and preparing for our  
 18 future. How is it that we are raising the bar  
 19 when we pass students through the grades into  
 20 high school functioning at or maybe third or  
 21 fourth grade? How are we closing the gaps when



Page 62

1 some students are not afforded the same level of  
 2 teaching as others? And how are we preparing our  
 3 students for the future if we are not willing to  
 4 provide the same opportunities for everyone? How  
 5 are we doing any of the items this motto contains  
 6 when we find that students with IEPs are passing  
 7 to the next grade with mostly or all Es?  
 8 We talk about learning loss and making  
 9 up services. I know students who have gone  
 10 without instruction or more for the entire  
 11 quarter this year because of lack of teachers. I  
 12 know students whose instruction has been  
 13 interrupted several times because of quarantine.  
 14 I've seen progress reports that feel 40 percent  
 15 is sufficient progress. Would you feel that's  
 16 sufficient progress for your child? I hope not.  
 17 Would you feel that's closing the gap and raising  
 18 the bar?  
 19 We talk about improving the environment  
 20 so that our students and our teachers feel safe  
 21 and comfortable to learn. We heard tonight

Page 63

1 what's going on in our schools. The violence is  
 2 picking up and what are we doing to address it?  
 3 I'm not really sure we're doing anything to fix  
 4 it because bus incidents go unreported and  
 5 students are forced into unsafe environments that  
 6 parents feel uncomfortable in. I'm not seeing  
 7 improvement when I hear a parent tell me that  
 8 their child doesn't want to go so school because  
 9 they're afraid, or not learning, or something  
 10 worse, like coming home with a bruise.  
 11 I recently had a conversation with a  
 12 school administrator about what is being taught  
 13 and the progress a child is making. Let me note,  
 14 this particular child I was discussing was not  
 15 making progress. I was told that this child was  
 16 not expected to comprehend what they were  
 17 learning even though they were expected to use it  
 18 to problem solve. How do you do one without the  
 19 other?  
 20 We say actions speak louder than words.  
 21 I think the actions are not equal to our motto.

Page 64

1 We need to fix that now.  
 2 CHAIRWOMAN SCOTT: Thank you. Our next  
 3 speaker is Ms. Tracy Lebern (phonetic).  
 4 Ms. Lebern? Okay. We'll go forward to, the next  
 5 speaker is Ms. Anna Weisberg.  
 6 MS. WEISBERG: Good evening. My name is  
 7 Anna Weisberg, I'm a reading teacher at Deep  
 8 Creek Middle School and a TABCO board member.  
 9 I'm here to talk about the staffing problem that  
 10 we have in BCPS right now. The social-emotional  
 11 needs of the children in my building are on a  
 12 level I haven't seen in my 20 years of teaching.  
 13 After a year or social isolation and despite the  
 14 best efforts of current staff, school-based  
 15 administration and guardians, we have students  
 16 roaming the halls during classes, cursing out  
 17 teachers and each other, yelling sexually  
 18 explicit content across classrooms, and picking  
 19 fights. In the past three weeks two of my  
 20 students have had family members die in  
 21 stabbings, not at school.

Page 65

1 I saw an unknown student crying in the  
 2 hall last Friday, I was on the way to my prep  
 3 period. What's going on? My mom won't leave her  
 4 boyfriend and he's not treating her right. What  
 5 could I have done, say that sounds rough, and go  
 6 prepare for the next day's classes, troubleshoot  
 7 with colleagues, grade student work and make  
 8 follow-up calls to parents, or walk the student  
 9 to their guidance counselor and sit with them  
 10 until the counselor was available? I spent my  
 11 prep time trying to help the student that I  
 12 didn't know.  
 13 The role schools serve in student  
 14 social-emotional health and development is  
 15 abundantly clear. Yet we are being given no  
 16 tools, training or strategies to meet students'  
 17 new and growing needs. Addressing students'  
 18 social, behavioral and emotional needs is  
 19 consuming my workdays. I have almost no time to  
 20 confer with colleagues, contact parents, grieve  
 21 or plan during my workday. And it isn't just me,

Page 66

1 everyone I know is doing social-emotional work,  
 2 from the bus drivers to office staff, teachers,  
 3 principals, AAs, paras, everyone. The  
 4 social-emotional needs and the fallout of the  
 5 pandemic are going to mean that we need more help  
 6 to meet our students' needs.

7 We need more staff in every job class.  
 8 All of the staff, not just teachers, need  
 9 professional development in this area, and we  
 10 need recognition that a chunk of our workday and  
 11 beyond is being taken up with other essential  
 12 work. We need our workload reduced accordingly.  
 13 If we don't get those supports there are going to  
 14 be more resignations which is going to increase  
 15 demands on the remaining staff, which will burn  
 16 us out faster and create more vacancies.

17 Now is not the time to further  
 18 destabilize our students with another wave of  
 19 mass educator resignations. Our working  
 20 conditions are our students' growing conditions.  
 21 We are all here for the children of Baltimore

Page 67

1 County and we need more support to do our jobs.  
 2 Thank you.  
 3 (Applause.)  
 4 CHAIRWOMAN SCOTT: Thank you. Next is  
 5 public comment on Policy 8221, duties and  
 6 responsibility, board officers, chair, vice chair  
 7 duties, and our first speaker is Ms. Sharon  
 8 Saroff.

9 MS. SAROFF: I don't have a lot to say  
 10 about this or any of the other policies that I  
 11 have read about and I'm commenting on tonight,  
 12 except to say that I would like to see better  
 13 than what I've seen over the past year. The  
 14 officers need to lead and they need to be  
 15 courteous and provide an example for the other  
 16 board members on actions, and that's not what I  
 17 have seen, and I'm not afraid to continue to say  
 18 what I see and what I feel. We can do better,  
 19 and I would like to see better.

20 CHAIRWOMAN SCOTT: Thank you. Next is  
 21 Mr. Bash Pharoan. Thank you. Next is Policy

Page 68

1 8311, meetings, and again that's Ms. Sharon  
 2 Saroff. You're not speaking? Okay. Next is Mr.  
 3 Bash Pharoan, Policy 8311, meetings. You will  
 4 skip all of them, okay. Next is Policy 8314,  
 5 meetings agenda, again Ms. Sharon Saroff. Okay.  
 6 And again, Policy 8314, Mr. Bash Pharoan, you're  
 7 not speaking to that one? Correct, okay. Next  
 8 is Policy 8601, use of social media. Again,  
 9 Ms. Sharon Saroff. Okay. And again, Policy  
 10 8601, Mr. Bash Pharoan, not speaking to that?  
 11 Okay.

12 The next item on the agenda is action  
 13 taken in closed session and for that I call on  
 14 Mr. Brousaides.

15 MR. BROUSAIDES: Good evening,  
 16 Dr. Williams, Mrs. Scott and board members. As  
 17 you know, earlier this evening the Board met in  
 18 closed session in its quasi-judicial capacity to  
 19 consider an appeal in case number H.E. 21-22.  
 20 Now would be an appropriate time to confirm the  
 21 Board's vote upon that appeal.

Page 69

1 CHAIRWOMAN SCOTT: Thank you. May I  
 2 have a motion to approve the action taken in  
 3 closed session on Hearing Examiner's case  
 4 H.E. 21-22?  
 5 MR. OFFERMAN: So moved, Offerman.  
 6 CHAIRWOMAN SCOTT: Is there a second?  
 7 MS. MACK: Second, Mack.  
 8 CHAIRWOMAN SCOTT: Thank you. Any  
 9 discussion? Okay. And also, I wanted to make  
 10 sure that it also authorizes Ms. Gover to sign on  
 11 behalf of board members not physically present.  
 12 Okay, I need to read the motion again, I want to  
 13 read it all together.

14 May I have a motion to approve the  
 15 action taken in closed session on Hearing  
 16 Examiner's case H.E. 21-22, and to authorize  
 17 Ms. Gover to sign on behalf of those board  
 18 members not physically present?  
 19 MR. OFFERMAN: Do we need a motion? So  
 20 moved.  
 21 MS. MACK: Second, Mack.

Page 70

1 CHAIRWOMAN SCOTT: Thank you, it was  
 2 moved again by Mr. Offerman and seconded by  
 3 Ms. Mack. Okay. Is there any discussion or any  
 4 questions? Okay, Ms. Gover, may I have a  
 5 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?  
 21 MR. OFFERMAN: Yes.

Page 71

1 MS. GOVER: Ms. Pasteur?  
 2 MS. PASTEUR: Abstain.  
 3 MS. GOVER: Dr. Hager? Mr. Kuehn?  
 4 MR. KUEHN: Yes.  
 5 MS. GOVER: Ms. Scott?  
 6 CHAIRWOMAN SCOTT: Yes.  
 7 MS. GOVER: Thank you.  
 8 CHAIRWOMAN SCOTT: Thank you. Next is  
 9 added, update on transportation as Item K, that  
 10 was just added.  
 11 DR. WILLIAMS: So I will ask Dr. Grim,  
 12 Dr. Yarbrough and Mr. Patillo to please come  
 13 forward at this time. As they're moving, I will  
 14 just present a portion of my efficiency review  
 15 that is scheduled to follow later on, if you can  
 16 go to the Power Point at this time.  
 17 So again, good evening, Board. This is  
 18 a part of my efficiency review so I will share  
 19 some information, and then I'll turn it back over  
 20 to the Board. So this slide represents Baltimore  
 21 County Public Schools, and like many other

Page 72

1 districts across the nation, is experiencing a  
 2 shortage with bus drivers and bus attendants.  
 3 The school system recognizes that bus drivers and  
 4 bus attendants are facing many challenges as a  
 5 result of the COVID-19 pandemic, including  
 6 increased route coverage and disruptive student  
 7 behavior.  
 8 On November 9th of 2021 Baltimore County  
 9 Executive Johnny Olszewski Junior and I announced  
 10 a plan to boost recruitment and retention of  
 11 school bus drivers amid a national shortage.  
 12 That included a two-dollar increase for all bus  
 13 drivers and attendants, effectively raising the  
 14 starting hourly wage to \$18.69 for bus drivers  
 15 and \$13.37 for attendants. Additionally, BCPS  
 16 bus drivers and attendants are full-time  
 17 employees with benefits, including medical,  
 18 dental and vision insurance, urgent personal  
 19 business and personal illness leave, and are  
 20 eligible for the Maryland State Retirement. Next  
 21 slide please.

Page 73

1 This slide depicts BCPS commitment to  
 2 our bus drivers and communities during a time of  
 3 exponential change. In 2019-2020 we committed to  
 4 a full compensation of bus drivers during virtual  
 5 learning, and were grateful for their efforts in  
 6 transporting meals to school and communities,  
 7 supporting student reengagement and insuring a  
 8 smooth return to hybrid instruction in the  
 9 spring. We are proud of the innovative efforts  
 10 to retain all members of Team BCPS and grateful  
 11 for their partnership in serving our community in  
 12 new and necessary ways.  
 13 While the 20-21 school year return to  
 14 five days a week in-person learning was a welcome  
 15 sign of some sense of normality, pandemic-related  
 16 staffing shortages and supply chain concerns  
 17 created new challenges. Our bus drivers cover  
 18 785 daily routes with 142 routes covered by  
 19 contractors. We currently have 120 bus driver  
 20 and attendant vacancies, 94 drivers and 26  
 21 attendants. 44 bus drivers and 21 bus attendants

Page 74

1 on leave for various reasons, including short  
 2 term and long term.

3 We are currently operating with an all  
 4 hands on deck approach to fill the gap and  
 5 continue to maintain service for all routes.  
 6 Staff in all the positions on this slide are  
 7 taking on routes to insure full service to BCPS  
 8 families, substitute bus drivers, bus driver  
 9 trainers, bus driver senior trainers, clerks,  
 10 routing assistants, dispatchers, field  
 11 representatives, training supervisors, senior  
 12 operations supervisors, fleet staff before and  
 13 after shifts. Additionally, our school teams  
 14 have created structures to support students  
 15 awaiting after school transport.

16 With everyone working at a full  
 17 capacity, callouts that happen when the buses are  
 18 due to begin their routes exacerbates our  
 19 transportation challenges and have a direct  
 20 impact on the service students and families  
 21 receive. While some districts have increased the

Page 75

1 walker radius and reduced routes to combat this  
 2 problem, it is our preference to continue to  
 3 provide services to all families who currently  
 4 receive them. Next slide.

5 We are committed to meeting the needs of  
 6 our students and finding creative ways to address  
 7 the bus driver shortage issues and focusing our  
 8 efforts on recruitment, compensation and  
 9 retention. In the recruitment area, the Division  
 10 of Human Resources has hosted several targeted  
 11 job fairs to attract candidates. As a direct  
 12 result of their efforts, we currently have 41  
 13 drivers in the pipeline and 11 drivers and  
 14 attendants in the preemployment process.

15 In collaboration with the county  
 16 government, preemployment barriers are being  
 17 removed to insure a streamlined on-boarding  
 18 process. This includes no cost fingerprinting,  
 19 physical exams, drug testing and sleep apnea  
 20 testing. The Division of Human Resources and the  
 21 Office of Purchasing will be moving forward with

Page 76

1 a request for proposal process to bring  
 2 additional drivers aboard to help us address our  
 3 vacancies. Additionally, current employees have  
 4 the opportunity to earn referral bonuses and new  
 5 employees will earn sign-on bonuses.

6 In terms of compensation, as indicated  
 7 earlier, all drivers and operators now receive an  
 8 increase of two dollars per hour for all shifts  
 9 worked, including overtime. While this is for  
 10 the remaining of the school year we are currently  
 11 in negotiations for upcoming school years and  
 12 have committed to permanent salary adjustments.  
 13 AFSCME staff will also receive a two percent COLA  
 14 beginning in January. There's also a retention  
 15 bonus of a thousand dollars and a monthly  
 16 attendance bonus for on-time attendance every  
 17 day.

18 And finally the retention, to improve  
 19 work conditions for current drivers and  
 20 attendants we are partnering with them to insure  
 21 a safe and positive work climate as they

Page 77

1 transport our students. To that end staff has  
 2 met with the Divisions of Student Support and  
 3 Achievement and staff in the Climate and School  
 4 Safety to review the process for communicating  
 5 bus behavior concerns and disposition to the  
 6 drivers and attendants. We will be reconvening  
 7 our transportation workgroup that includes county  
 8 government, bus driver and attendant  
 9 representatives, county government and school  
 10 leadership, to discuss and problem solve  
 11 innovative solutions. We will continue to  
 12 partner with county government to explore  
 13 additional options and support our ongoing  
 14 transportation efforts. Next slide.

15 Throughout this challenge, the  
 16 transportation team has adopted a new system to  
 17 communicate bus changes and delays to schools  
 18 which in turn communicate to families. We  
 19 recognize that this is an imperfect system and we  
 20 are working to realize the goal of realtime  
 21 transportation updates to the public. The

Page 78

1 shortage of drivers, drivers on leave and daily  
 2 call outs require the Office of Transportation to  
 3 combine, double back, triple back, and find other  
 4 creative ways to safely transport students to and  
 5 from school on a daily basis. Our limited  
 6 technology precludes timely communication and for  
 7 transportation to leverage electronic routing  
 8 information to provide realtime updates.

9 In respect to school bus safety, I'd  
 10 like to take this opportunity to provide you and  
 11 the members of the public with reassurance that  
 12 the Office of Transportation is in compliance  
 13 with COMAR standards regarding annual inspections  
 14 and often exceeds them. The Office of  
 15 Transportation's fleet maintenance staff takes  
 16 tremendous pride in their work, would never  
 17 knowingly put a bus in service that jeopardizes  
 18 the safety of our students, staff members and  
 19 other motorists. Our hope is to be able to move  
 20 forward with the Office of Transportation's  
 21 school bus and student safety initiative in

Page 79

1 partnership with the Baltimore County government  
 2 and Baltimore County Police Department to further  
 3 increase student safety and provide access to  
 4 advanced technology supporting school bus  
 5 operations, including exterior stop arm cameras,  
 6 new interior bus cameras, and a mobile and  
 7 web-based information portal application, among  
 8 other features.

9 We look forward to providing additional  
 10 transportation updates next month. At this time  
 11 I will turn it back to you.

12 CHAIRWOMAN SCOTT: Thank you,  
 13 Dr. Williams. Are there any questions from board  
 14 members? Yes, Ms. Mack?

15 MS. MACK: Thank you for that  
 16 information, Dr. Williams. My questions are  
 17 about the issues that have just been brought to  
 18 our attention in the news about the buses with  
 19 the repair issues. I'd like to know what the  
 20 processes are for ongoing corrective preventative  
 21 maintenance, bus maintenance and emergency

Page 80

1 repairs. And I'd like to know if these processes  
 2 are mandated in any way by COMAR, by the MVA or  
 3 by the Department of Transportation.

4 DR. WILLIAMS: Dr. Grim, would you be  
 5 able to start some of those answers, and if not,  
 6 we will be able to circle back again next month,  
 7 but go ahead.

8 DR. GRIM: Certainly, I think I can  
 9 provide at least part of the answers to part of  
 10 your questions, Ms. Mack. We participate, as  
 11 COMAR stipulates, in four mandated inspections  
 12 each school year. There are three Type B  
 13 inspections and one Type A inspection that occur  
 14 each year. The difference between the Type B  
 15 inspections and the Type A inspection is that the  
 16 Type B inspections are basically done on the  
 17 ground, which means that they are, it's a visual  
 18 inspection along with interacting with certain  
 19 bus features. The Type A puts the bus up on a  
 20 lift and includes looking at the brakes and the  
 21 wheels, taking the wheels off, so that's a

Page 81

1 different type of inspection.

2 In addition to those, we are mandated to  
 3 keep a spare fleet, which we have and our  
 4 contracted partners have as well. Our spare  
 5 fleet has been a little bit larger over the past  
 6 several years, we have actually been taking some  
 7 steps because of the efficiency review to reduce  
 8 those numbers as best that we can. Our spare  
 9 fleet right now is about 15 percent of our fleet,  
 10 so when we have a vehicle that we question any of  
 11 the safety features on, we will take that vehicle  
 12 out of service and we do have a spare that we can  
 13 put in its place.

14 In general, and I believe this was part  
 15 of your question, if a driver has a concern about  
 16 their vehicle, there's a form that they complete,  
 17 there are mechanics and other fleet staff on site  
 18 at each one of our bus lots, they submit that  
 19 form to the appropriate fleet staff. Depending  
 20 on what the issue is, that bus will be taken out  
 21 of service immediately at that time, or it will

Page 82

1 be deemed that it could be something that can be  
 2 repaired when they bring it back to the lot. So  
 3 for example, if a bus driver determines that a  
 4 taillight is broken before they go out on their  
 5 run as part of their pretrip inspection, the  
 6 fleet staff will immediately take that out of  
 7 service, that's considered a major defect, it  
 8 can't go out on the road, and we would replace  
 9 that before it hits the road. So we have regular  
 10 processes in place to take care and address  
 11 maintenance issues.

12 MS. MACK: Okay, I have one follow-up  
 13 question. The MVA has ordered an inspection of  
 14 all BCPS buses. When speaking about Type A or  
 15 Type B, will these be Type A or Type B  
 16 inspections?

17 DR. GRIM: So they're actually dubbing  
 18 it a random inspection that they're doing. That  
 19 process has already been underway, the MVA was  
 20 doing, MDOT MVA was out on site and worked with  
 21 our staff on Friday to look at some of our

Page 83

1 records. On Monday, yesterday, they actually  
 2 began the inspection process at two of our lots  
 3 and were at two different lots today, and they'll  
 4 continue that inspection next week.

5 MS. MACK: Do we anticipate this  
 6 inspection process having any impact on our  
 7 ability to deliver bus service to our students?

8 DR. GRIM: Absolutely not. In fact for  
 9 the past two days as a result of yesterday's  
 10 inspections and today's, there have been no  
 11 abnormalities or buses taken out of service that  
 12 wouldn't normally occur during the course of an  
 13 inspection in which they participate. So MDOT  
 14 MVA out of those four inspections that I  
 15 mentioned, they only attend one of those Type Bs  
 16 each year, and our staff actually do the  
 17 inspections, and typically MDOT MVA monitors our  
 18 staff as they go through that process.

19 In this random inspection that they've  
 20 done the past two days, our staff is on site to  
 21 assist them in starting up the bus and to move

Page 84

1 them around, but MDOT MVA is actually completing  
 2 the inspections.

3 MS. MACK: My last question is, do we  
 4 expect there to be any material findings at the  
 5 conclusion of the MVA MDOT inspections?

6 DR. GRIM: We don't expect that there  
 7 are going to be any material findings other than  
 8 what any normal inspection would find. So for  
 9 example, on any given day they might find like I  
 10 said, a light is broken or there is some other  
 11 issue or some other what they call a defect.  
 12 Outside of those normal defects, so to speak, we  
 13 don't anticipate there to be anything out of  
 14 order.

15 MS. MACK: Thank you very much for your  
 16 time and for answering my questions.

17 DR. GRIM: You're welcome. I just want  
 18 to add too, and Dr. Williams said it, our fleet  
 19 technicians take tremendous pride in their work.  
 20 They would never ever put a but out in service  
 21 knowingly with any type of a defect that they

Page 85

1 believe would jeopardize the safety of our  
 2 students. You're welcome.

3 CHAIRWOMAN SCOTT: Thank you. Any  
 4 additional questions or comments? Yes,  
 5 Mr. McMillion?

6 MR. MCMILLION: A couple weeks ago we  
 7 heard a lot about shift differentials but during  
 8 the presentation unless I missed it, I didn't see  
 9 anything mentioned about shift differentials. I  
 10 think there's a lot of confusion out there  
 11 whether that two dollars is two dollars across  
 12 the board to everybody or whether the two dollars  
 13 is for anybody doing runs up and above their  
 14 normal number of runs. Can somebody explain that  
 15 to me and the public?

16 DR. WILLIAMS: So I'll start, and I'll  
 17 turn it over to the team. In the presentation we  
 18 did talk about the two-dollar differential, and  
 19 based on the vacancies we're finding many of our  
 20 bus drivers and attendants have to cover and to  
 21 do double and triple runs, but Dr. Grim or

Page 86

1 Mr. Patillo, do you want to add anything to this?  
 2 DR. GRIM: So Mr. McMillion, to respond  
 3 to your question, I think where some confusion  
 4 may occur in my conversation with our bus drivers  
 5 and bus attendants as well, is that term shift  
 6 differential as is noted in the AFSCME master  
 7 agreement. What is noted in the MOU between  
 8 AFSCME and the Board regarding the additional  
 9 two-hour pay, it's noted as Dr. Williams said,  
 10 that it's recognized that staff is doing  
 11 additional work during their shift, so for each  
 12 hour they're being compensated an additional two  
 13 hours. I think the term shift differential is  
 14 confusing because it's used one way to represent  
 15 a second or a third shift in the master  
 16 agreement, but in this case it's being used to  
 17 recognize that there is a difference in the  
 18 normal shifts that they would perform. As  
 19 Dr. Williams said, we have staff that are  
 20 doubling, tripling back, combining routes and  
 21 what have you, and in recognition of that it's my

Page 87

1 understanding that this two dollar an hour pay  
 2 increase is meant to recognize those efforts.  
 3 MR. MCMILLION: Okay. Let's suppose  
 4 that somebody is working, their normal load is  
 5 nine runs a day, and that's what they started  
 6 with in September. Are they getting the two  
 7 dollars or are they not getting the two dollars?  
 8 DR. GRIM: So it's my understanding that  
 9 every bus operator, so that would be an  
 10 individual who is performing the actions of a bus  
 11 driver, is going to receive that additional  
 12 compensation for hourly work.  
 13 MR. MCMILLION: Okay, great, thank you.  
 14 And one other idea, I want to follow this  
 15 through. So we have 785 runs, subtract the  
 16 contractors' runs, minus 142, so we get 643 runs.  
 17 We're missing 94, we have 94 driver vacancies  
 18 which puts us down to 549 drivers it appears.  
 19 Can somebody tell me how many drivers have ten  
 20 years vested in the system so they could retire?  
 21 DR. GRIM: I don't have that data

Page 88

1 available this evening, Mr. McMillion, but I'm  
 2 sure we can take a look at how many drivers that  
 3 would be.  
 4 MR. MCMILLION: I'm just really  
 5 concerned if we lose a portion of those people,  
 6 then we're going to, then you know, it's going to  
 7 be more of a crisis than it already is. Thank  
 8 you very much for your presentation, thank you.  
 9 CHAIRWOMAN SCOTT: It looks like there's  
 10 a question from Ms. Causey.  
 11 MS. CAUSEY: Good evening. Thank you  
 12 for that presentation. I had sent an email on  
 13 Tuesday, November 16th, to the Board and  
 14 Dr. Williams and staff and, regarding a PIA that  
 15 was done by a parent requesting information on  
 16 her student's bus situation, and part of that  
 17 letter said that there is not data available due  
 18 to the ransomware attack. If staff could please  
 19 clarify what information is not available and  
 20 whether it is unavailable to be restored or  
 21 whether it has not been a priority to be

Page 89

1 restored.  
 2 DR. WILLIAMS: Are you able to respond  
 3 to that?  
 4 DR. GRIM: I'm not familiar with what  
 5 PIA request is being referred to or what data is  
 6 being referred to. I'd be happy to try to answer  
 7 the question if I had that information.  
 8 DR. WILLIAMS: (Inaudible) a table to  
 9 determine arrival times, if late what that might  
 10 be, and I mentioned about the lack of technology,  
 11 that it's something around that area.  
 12 DR. GRIM: So prior to the ransomware  
 13 attack we did have internally a form, a mechanism  
 14 that the Office of Transportation was vetting  
 15 regarding on time arrivals. As a result of the  
 16 ransomware attack, that process was skewed, it  
 17 integrated our GPS systems with, I guess some  
 18 coding would be the best word, or data transfer  
 19 and data analysis that was done that could give  
 20 us windows of on time arrivals. I don't know  
 21 much about how the back end of that worked, but

Page 90

1 we did internally have some data around that. It  
 2 was not fully vetted by our office at that time  
 3 because there were a number of inconsistencies  
 4 with the manner in which it was measured. That  
 5 has not been stood back up at this time. I don't  
 6 have any other information to share.

7 MS. CAUSEY: Dr. Williams, could you  
 8 clarify whether, what the IT impact is, whether  
 9 it's still possible to retrieve that data?

10 DR. WILLIAMS: I am unable to clarify  
 11 that. We will be able to go back and do some  
 12 more research, but the plan to move forward was  
 13 to really look at the technology not only with  
 14 the safety but also go back and get that on time  
 15 arrival, at least to predict when buses are late  
 16 how late that may be in that communication, but I  
 17 don't have that information at this time,  
 18 Ms. Causey.

19 MS. CAUSEY: So when you mentioned the  
 20 lack of technology for communication, can you  
 21 expand on that for the parents or principals?

Page 91

1 DR. WILLIAMS: Well, in my presentation  
 2 I talked about the way we are adopting a new  
 3 system to communicate to our schools so that  
 4 schools can communicate to families. But I also  
 5 talked about the need to expand on that  
 6 technology so we can improve that communication  
 7 and the timing to track arrival and dismissal of  
 8 buses, but at this point, that's all we have at  
 9 this time. Again, I'm happy to go back and work  
 10 with the team and see if we can retrieve  
 11 additional information and we can provide an  
 12 update later.

13 MS. CAUSEY: Well, that would be very  
 14 helpful, because we are getting a lot of  
 15 communication from parents, and certainly our  
 16 principals are impacted and teachers when the  
 17 buses don't arrive on time, and that should be  
 18 prioritized in finding solutions for anything  
 19 that can help with our transportation.

20 DR. GRIM: Dr. Williams, may I make a  
 21 comment as well? So the system that we did have

Page 92

1 in place that we were looking at internally for  
 2 on time arrivals presented us data in past time,  
 3 so it was not helpful in the real time of  
 4 determining what was on time and what was not, so  
 5 it was not data that we could use in that regard,  
 6 it was lagging data. We had to use it after the  
 7 event in order to go back and analyze what had  
 8 happened.

9 Some of the technology we're looking at  
 10 moving forward will give us data in real time to  
 11 be able to communicate with our schools and with  
 12 the public some issues we might have around that  
 13 eventually when we gear up. I think it's also  
 14 important to note that at present in terms of the  
 15 communication with our buses, except for our 25  
 16 radio buses we don't have, we don't even have  
 17 two-way radios where our drivers can communicate  
 18 back with our bus lots. We're in the process of  
 19 having those installed and our IT department is  
 20 working with us on that project, but that is also  
 21 a deficiency that we have.

Page 93

1 So when we speak about communications, I  
 2 think it's a much broader and larger picture in  
 3 terms of student safety that we're referring to.

4 MS. CAUSEY: And speaking of the  
 5 technology, what is the status of the routing  
 6 software implementation and impact from the  
 7 ransom attack on that?

8 DR. GRIM: So the routing software that  
 9 we've used in the past, we with the approval of  
 10 the Board and with our IT folks, have moved that  
 11 into a web-based program, it's the same program  
 12 that we have, and we have been fully functional  
 13 with that since the springtime. Recently that  
 14 system, we can use, our routing software speaks  
 15 now with Focus so there is a data exchange that  
 16 schools now have where they can see our bus  
 17 information in Focus as well.

18 MS. CAUSEY: And what information is  
 19 that?

20 DR. GRIM: Well, they can see a  
 21 student's bus assignment, they can make



Page 94

1 adjustments to it, they can determine what  
 2 transportation is assigned to an individual  
 3 school.  
 4 MS. CAUSEY: So when principals hear  
 5 that Bus 678 is missing, or late, then they can  
 6 alert those parents because they know who those  
 7 students are, is that what you're saying, that  
 8 information is there?  
 9 DR. GRIM: That's correct, they do have  
 10 access to that information.  
 11 MS. CAUSEY: Thank you.  
 12 CHAIRWOMAN SCOTT: Thank you.  
 13 Mr. Kuehn?  
 14 MR. KUEHN: Thank you. I want, I would  
 15 like to go back to the topic of bus safety  
 16 quickly, I just had some follow-on questions from  
 17 what Ms. Mack started. You mentioned that MVA is  
 18 doing random inspections. Are they doing a  
 19 random sample or are they going to inspect all of  
 20 BCPS's buses?  
 21 DR. GRIM: That's an outstanding

Page 95

1 question, Mr. Kuehn, and one that I simply can't  
 2 answer. I know that so far they have, the lots  
 3 that he have come to, the four lots they've come  
 4 to, they have selected specific buses out of our  
 5 4000 series buses to conduct inspections on them.  
 6 We have a schedule for where they will be next  
 7 week and intend to support them. Beyond that, we  
 8 don't know at this time the scope of their  
 9 inspection.  
 10 MR. KUEHN: All right, thank you for  
 11 that. Are they targeting buses of a certain age  
 12 and older or are you aware of what they're  
 13 targeting or how they're going about their  
 14 process?  
 15 DR. GRIM: We believe that they are  
 16 targeting a, or beginning with, I shouldn't use  
 17 the word targeting, they are beginning with a  
 18 certain type of bus and a certain style of bus,  
 19 and a certain bus manufacturer within a certain  
 20 span of years.  
 21 MR. KUEHN: Okay. And just for

Page 96

1 information purposes, can you kind of describe  
 2 the age of the fleet that we're dealing with?  
 3 Like I know, you know, we buy buses, I know we  
 4 just passed a large contract or spending for a  
 5 contract within the last six months and it was  
 6 significant in dollar amount, and I know it's a  
 7 constant, right, because we constantly need  
 8 buses, so can you describe what our fleet looks  
 9 like age wise?  
 10 DR. GRIM: Absolutely, and that's a  
 11 great question, Mr. Kuehn, in terms of having a  
 12 bird's eye view of our school buses. So school  
 13 buses in the state of Maryland have a life span  
 14 of 12 years. We can ask for an extension for a  
 15 maximum of three years in one-year increments for  
 16 those buses. For safety reasons it has not been  
 17 BCPS's practice to extend the life of those  
 18 buses. We have done so this year because of the  
 19 supply chain and our new buses are just now  
 20 arriving, quite honestly. So we do have some  
 21 buses that have been waived by MDOT MVA for their

Page 97

1 13th year.  
 2 Over the course of those 12 years,  
 3 Mr. Kuehn, the number of buses that we have been  
 4 purchasing varies each year depending on the  
 5 style and the size and how many were in the last  
 6 cycle. However, my team has worked extremely  
 7 hard to try to standardize the number that we're  
 8 buying each year to build in some consistency.  
 9 So in that 12-year cycle previously there were  
 10 some years where we were buying around 50 buses  
 11 and other years where we were buying over a  
 12 hundred. We've standardized that where we looked  
 13 at our fleet, again as part of the efficiency  
 14 review. We reduced the size of our spare fleet  
 15 but still have the recommended level, and we will  
 16 be purchasing approximately 72 new school buses  
 17 each year, we believe for the next several years,  
 18 to right size and to cycle through our fleet.  
 19 It's important to note that these buses  
 20 range in size and shape, we have everything from  
 21 48-passenger school buses to 77-passenger school

Page 98

1 buses. We have the buses that can accommodate  
 2 multiple wheelchairs, we have some that  
 3 accommodate none at all, and we also have some  
 4 multifunction vehicles that we'll be looking at  
 5 in the future as some of the COMAR guidelines are  
 6 changed as well. So we do have a variety in our  
 7 fleet to service our community. In some of our  
 8 communities we can't fit a 77-passenger bus for  
 9 example, so we rely on some of our smaller buses,  
 10 our 48-passenger or our 64-passenger vehicles.

11 MR. KUEHN: All right, thank you, and  
 12 I'm going to ask two quick questions here.

13 One, how many buses do we have overall  
 14 in our fleet?

15 DR. GRIM: I believe that number is 838,  
 16 and you have to forgive me, that might be plus or  
 17 minus a couple, but 838 is a number I'm confident  
 18 in.

19 MR. KUEHN: Thanks, I would just like to  
 20 know around how many.

21 And then my last question is around our

Page 99

1 scheduled inspections, you said we do four a  
 2 year, three B, one A. Where are we in our cycle,  
 3 do you do this quarterly or how do you do this?

4 DR. GRIM: So we just finished a B cycle  
 5 in October, we have an A, our A cycle is about to  
 6 kick off in December. We will have another B  
 7 cycle in March and we will have our final B cycle  
 8 in June. Typically it's that May-June B cycle  
 9 that MDOT MVA participates in with us.

10 MR. KUEHN: All right, thank you very  
 11 much.

12 CHAIRWOMAN SCOTT: Okay, thanks for  
 13 that. Are there additional questions? Yes,  
 14 Mr. Thomas.

15 MR. THOMAS: Thank you, Ms. Scott. And  
 16 thank you, Dr. Grim, and all three of you for  
 17 your dedication to transportation, I know that  
 18 it's been rough but I really do appreciate you  
 19 coming to work every day and trying to make our  
 20 transportation better.

21 I have a question. So how is it

Page 100

1 communicated to students and families that a bus  
 2 will not be arriving on time in the morning? I  
 3 think it was touched on but I just wanted to ask  
 4 it again.

5 DR. GRIM: So typically speaking we have  
 6 three buckets as Dr. Williams pointed out, we  
 7 have our vacancies which, each lot and each area  
 8 has a number of vacancies, we have folks that we  
 9 know who are out on leave, and then we have call  
 10 outs that range from day to day. So under our  
 11 current operational paradigm every day our lots  
 12 are starting at a deficit, they know that they've  
 13 got open trips that they need to cover beginning  
 14 with our high schools, transitioning to our  
 15 middle schools and then our elementary schools.

16 What complicates matters is when you  
 17 have somebody out on leave that isn't on leave  
 18 today, is on leave tomorrow, we need to address  
 19 their routes. But it's those call outs, it's  
 20 those things that happen the morning of as  
 21 service already starts, or after service has

Page 101

1 already begun and we don't know until after the  
 2 fact that we need to cover something.

3 So typically what occurs is that our  
 4 teams are organizing what the different coverages  
 5 are, they list those out, it's kind of a big grid  
 6 to visualize in your head what all the bus  
 7 numbers, what all the schools are, each route is  
 8 made up of several bus trips. As I said, it  
 9 might be a high school, a middle school and one  
 10 or two elementary. It might be a special needs  
 11 school, and only two of those. It might be a  
 12 school that's very far away so we can only do one  
 13 at the beginning and one at the end. We tier  
 14 those together so that they fit as best they can.

15 What happens when we need to cover is we try to  
 16 pool the pieces of the routes that we need to  
 17 cover and combine them with other trips. As  
 18 Dr. Williams noted, sometimes that means  
 19 combining busloads of students together,  
 20 sometimes it means doubling back, sometimes it  
 21 means tripling back.

Page 102

1 Our staff is trying to organize that  
 2 simultaneously while getting ready to begin  
 3 service, so all of this is happening in the very  
 4 wee hours of the morning, and we're trying to get  
 5 that communication out to our schools. Our goal  
 6 has been as we move to this new system that our  
 7 schools, our high schools receive them no later  
 8 than 7:15 in the morning. And Christian, you may  
 9 look at me because you're a high school student  
 10 and say 7:15, that's crazy, I know students that  
 11 get picked up at six a.m. Unfortunately, at six  
 12 a.m. we don't always have all the information we  
 13 need to get that out to our families.  
 14 So in terms of the high schools, we do  
 15 our best to communicate that information out and  
 16 then they are able to share that with their  
 17 families whether it's through school messenger or  
 18 some other means that they have. We're a little  
 19 bit more efficient with our middle schools and  
 20 our elementary schools because we have a little  
 21 bit more time.

Page 103

1 I think the trick as well, if I may, is  
 2 that all of our lot staff, even our customer  
 3 service clerks are often out on buses, they're  
 4 serving as bus attendants, they're supporting our  
 5 lots in other ways. Some are even driving. Our  
 6 operations supervisors are out as well, so those  
 7 lots are empty, they can't take some of those  
 8 parent calls or address those issues if something  
 9 happens. We have bus accidents that happen, we  
 10 have other issues that occur, and so those also  
 11 confound our ability to cover our routes.  
 12 MR. THOMAS: Okay. And so if I'm a  
 13 student who's at a bus stop and my bus isn't  
 14 here, it's been 30 or 40 minutes and I haven't  
 15 received a communication from my school yet, what  
 16 should I do?  
 17 DR. GRIM: I think that's a great  
 18 question, Christian, and I think that's one that  
 19 we often say have a plan with your parents, work  
 20 with your parents. If you look at our policies  
 21 and rules about bus stops, really the management

Page 104

1 of a student basically at a bus stop is under our  
 2 policies and rules the responsibility of the  
 3 parents, and I think there needs to be a plan  
 4 there. Hey, what do you want me to do, Mom, what  
 5 do you want me to do, Dad, if this is what occurs  
 6 when I'm at the bus stop.  
 7 MR. THOMAS: And could students contact,  
 8 say their school community and kind of their  
 9 principals and ask for updates?  
 10 DR. GRIM: Absolutely, and they can also  
 11 contact our main call center and that number is  
 12 443-809-4321. We are manned, I can say it again,  
 13 443-809-4321, we have staff at the call center  
 14 beginning at six a.m. and they're typically there  
 15 until 5:30 p.m. or until we've cleared in the  
 16 evening.  
 17 MR. THOMAS: Okay. And thank you so  
 18 much and just, thank you.  
 19 CHAIRWOMAN SCOTT: Thank you. Any  
 20 additional questions? Yes, Mr. McMillion?  
 21 MR. MCMILLION: I'd just like to point

Page 105

1 out that last spring or early summer when I was  
 2 getting my air brake endorsement Mr. Grim was  
 3 going through, or Dr. Grim was going through the  
 4 CDL process. He passed the test, correct?  
 5 DR. GRIM: Yes.  
 6 MR. MCMILLION: He is a licensed driver  
 7 himself and I'd like the people to realize that.  
 8 Thank you.  
 9 DR. GRIM: You're welcome.  
 10 CHAIRWOMAN SCOTT: Thank you. Ms. Rowe?  
 11 MS. ROWE: So you said earlier that our  
 12 lot operations managers are out driving buses so  
 13 they can't take calls; is that what I heard you  
 14 say?  
 15 DR. GRIM: That's correct. Essentially  
 16 all of our staff at our operations lots are out  
 17 on the road morning and afternoon every day.  
 18 MS. ROWE: So who is there to do the  
 19 jobs of those people if they're out driving  
 20 buses?  
 21 DR. GRIM: They do them as best they can

Page 106

1 when they have time midday or after their shift,  
 2 after their trips end at the end of the day.  
 3 MS. ROWE: And that works okay for you  
 4 guys, or they'd be like how come you don't have  
 5 office staff to work in the office, and you have  
 6 drivers who drive, and then if your operations  
 7 people who have CDLs have to go out and drive,  
 8 are there not office people who can at least  
 9 answer the phones?  
 10 DR. GRIM: So our number one priority,  
 11 Ms. Rowe, is to get our kids safely to and from  
 12 school every day, so it has been an all hands on  
 13 deck approach to get students, to make that  
 14 happen. So that's why our staff, even our fleet  
 15 staff before and after their shift, some of them  
 16 have volunteered to take trips, so they drive  
 17 before or after their shifts to work on buses.  
 18 So yes, we do have staff that are out all the  
 19 time.  
 20 MS. ROWE: So do you only hire office  
 21 staff if they have a CDL?

Page 107

1 DR. GRIM: We do not, but our operations  
 2 supervisors, our field representatives, our  
 3 dispatchers, our routing assistants all need to  
 4 have that experience. Our customer service  
 5 clerks are the only ones that do not, some of  
 6 them do have that, some of those folks are out  
 7 serving as bus attendants when they can, to help  
 8 out.  
 9 MS. ROWE: So on any given day, your  
 10 office staff could not be in the office and could  
 11 be out driving buses.  
 12 DR. GRIM: That's correct, during peak  
 13 times in the morning and the afternoon, for  
 14 the a.m. and p.m. service.  
 15 MS. ROWE: And do we have a plan to hire  
 16 more office staff?  
 17 DR. GRIM: Well, I think the trick that  
 18 we have is if we can get more drivers on the road  
 19 then we can have our office staff doing some of  
 20 the things that they need to do to fulfill those  
 21 responsibilities. Our routing assistants, for

Page 108

1 example, are paid the same rate as our bus  
 2 drivers, but they're the ones that directly  
 3 communicate with our schools so they have  
 4 additional responsibilities, they also work over  
 5 the summer, but between their routes, because  
 6 they are driving full routes in the morning and  
 7 the afternoon, they're trying to work with our  
 8 schools to add and manage many of those stops as  
 9 well.  
 10 MS. ROWE: Okay. So the people who are  
 11 in the office who are not in the office, who are  
 12 out driving buses, are the same people whose job  
 13 it is to notify people if buses are going to be  
 14 late, how do the schools know where the buses are  
 15 if the people who are supposed to tell them are  
 16 driving buses and none of the buses have radios,  
 17 so they can tell the parents the bus is going to  
 18 be late?  
 19 DR. GRIM: So again, that's when we  
 20 would recommend that folks use our call center  
 21 line, and what we do have is we do have GPS on

Page 109

1 those buses and we can track them centrally, and  
 2 we often give parents and schools that  
 3 information of where those buses are. I believe  
 4 I did mention we do have about 25 buses, we call  
 5 them our radio buses that do have those radios.  
 6 Those staff that you're mentioning that are the  
 7 staff that work at the lots, we can contact them  
 8 on their buses to find out where something is or  
 9 who's covering something, or what's going to  
 10 happen if there's an accident and additional  
 11 coverage is needed.  
 12 MS. ROWE: Is this the way this always  
 13 operates, or is this just something you're doing  
 14 this year because of the low staffing?  
 15 DR. GRIM: This is not our ideal  
 16 operations and we're hoping with being able to  
 17 hire additional bus drivers that we will be able  
 18 to alleviate some of the stressors on a number of  
 19 our operations staff.  
 20 MS. ROWE: So the phone number that you  
 21 gave us, someone will always answer that phone?

Page 110

1 DR. GRIM: Yes, ma'am, that's in our  
 2 central call center in Pulaski Park, and again,  
 3 there's staff there from six a.m. until 5:30 p.m.  
 4 at least.

5 MS. ROWE: And will there ever be a time  
 6 they don't have access to the information because  
 7 somebody is not in the lot offices?

8 DR. GRIM: Sometimes there is  
 9 information that we can't get that we try to get  
 10 while folks are on the road. Sometimes,  
 11 Ms. Rowe, we're in a situation these days where  
 12 we don't have an immediate answer about something  
 13 that is being covered, for example if we have a  
 14 bus accident that happens and there was  
 15 obviously, no coverage was assigned for that  
 16 particular bus, or sometimes we are communicating  
 17 to schools on really heavy days with high numbers  
 18 of call outs, we don't yet know who's going to  
 19 cover that bus but we have a plan as we clear a  
 20 particular school or set of feeder patterns,  
 21 we'll insure that we get back to service those

Page 111

1 students.

2 MS. ROWE: Okay. So someone will always  
 3 answer the phone, but that person may not have an  
 4 answer to whatever it is the parent needs to  
 5 know?

6 DR. GRIM: Not always.

7 MS. ROWE: Okay, thank you.

8 DR. GRIM: You're welcome.

9 CHAIRWOMAN SCOTT: Time, yes, and it  
 10 looks like there was a question from Ms. Causey.

11 MS. CAUSEY: Thank you. Real quickly,  
 12 safety is best, you know, created when parents  
 13 and principals and students have knowledge and  
 14 that will allow them to plan for that student's  
 15 safety and possibly another route to school if  
 16 it's going to be such a long time. So that's a  
 17 statement, but also a question of how quickly can  
 18 we increase the communications band width of our  
 19 bus drivers in your department, so please let the  
 20 Board know how we can help. And the other is --  
 21 CHAIRWOMAN CAUSEY: That's time,

Page 112

1 Ms. Causey. Ms. Causey, that's time. Thank you.  
 2 Were there any other board members that had  
 3 questions in regards to this?

4 DR. WILLIAMS: I just want to  
 5 acknowledge Dr. Grim. For those who don't  
 6 remember, he started his role in 2019 and was  
 7 very passionate, and of course a few months later  
 8 we were impacted by the pandemic. But I also  
 9 want to acknowledge as Mr. McMillion said, what  
 10 you see here is all hands on deck when it comes  
 11 to transportation. I want to acknowledge  
 12 Mr. Patillo, and the reason why Dr. Yarbrough is  
 13 here, she is filling in as you recall, that  
 14 Dr. Scriven used to be the chief, and so she is  
 15 filling in for transportation, and the three of  
 16 them have been working on this. We're happy to  
 17 provide another update on our progress.  
 18 Particularly, I just want to end on the work that  
 19 HR has done to look at hiring additional bus  
 20 drivers and bus attendants, and it's almost like  
 21 a domino effect, but I do want to acknowledge

Page 113

1 that, and hopefully by next month, looking at  
 2 Ms. Anderson, we will be able to provide an  
 3 update on the status of those bus drivers and bus  
 4 attendants. I just want to thank you all for  
 5 being available and present during this time.

6 CHAIRWOMAN SCOTT: Thank you very much.  
 7 The next item on the agenda is  
 8 consideration of the 2022-2023 school calendar  
 9 and for that I call on Mr. Duque.

10 MR. DUQUE: Good evening, Madam Chair,  
 11 Vice Chair Henn, Dr. Williams and members of the  
 12 Board. I am returning this evening in response  
 13 to the Board's request for revised calendar  
 14 options and I have a presentation, and let's get  
 15 to it. Next slide please.

16 Board Policy and Superintendent's Rule  
 17 6301 requires that a calendar committee be  
 18 convened annually. In forming the calendar  
 19 committee we seek to have a representative cross  
 20 section of BCPS offices and stakeholders to  
 21 guarantee that all perspectives are considered as

Page 114

1 the calendar is discussed. The committee is  
 2 comprised of five school principals,  
 3 representatives from our five collective  
 4 bargaining units, representatives from various  
 5 BCPS offices to include Curriculum and  
 6 Instruction, Organizational Effectiveness,  
 7 Student Data, Transportation, and Research,  
 8 Accountability and Assessment. Representatives  
 9 from our stakeholder groups are also invited and  
 10 include our area advisory committees, the PTA  
 11 Council, the Gifted and Talented Advisory  
 12 Committee, our Special Education Citizens  
 13 Advisory Committee, the Career and Technology  
 14 Education Advisory Council and the BCPS Student  
 15 Council president.  
 16 Superintendent's Rule 6301 requires the  
 17 committee to be appointed no later than 16 months  
 18 prior to the school year for which the committee  
 19 is making the calendar recommendation so that the  
 20 Board may adopt a calendar at its first public  
 21 meeting in November. Next slide please.

Page 115

1 The committee is convened twice, usually  
 2 in the May-June timeframe. Committee members are  
 3 provided in advance with copies of the applicable  
 4 provisions of the Education Article, COMAR, board  
 5 policy and rule, MSDE testing calendars, draft  
 6 calendars and any other relevant information for  
 7 their review. In developing the calendar open  
 8 discussion takes place where issues are  
 9 identified and concerns are discussed. The  
 10 committee also insures that all options being  
 11 considered abide by the guidelines established in  
 12 the Education Article and COMAR. Next slide  
 13 please.  
 14 As I stated earlier, the calendar is  
 15 developed insuring that state guidelines are met.  
 16 The Education Article and COMAR establish the  
 17 length of the school year, identify the public  
 18 school holidays to be observed, set the minimum  
 19 number of student contact hours that must be met  
 20 and the number of emergency closure days that  
 21 must be incorporated into the calendar. Next

Page 116

1 slide please.  
 2 Both the minimum number of school days  
 3 and the minimum number of contact hours must be  
 4 met annually by all Maryland school systems.  
 5 School calendars must contain a minimum of 180  
 6 student days, offering elementary and middle  
 7 school students 1,080 contact hours and high  
 8 school students 1,170 contact hours. Because up  
 9 until the 20-21 school year our student  
 10 instructional day was only six-and-a-half hours,  
 11 BCPS had to build an additional day into its  
 12 calendar for high schools in order to meet the  
 13 minimal number of high school student hours and  
 14 have a cushion of additional hours to absorb any  
 15 unplanned delayed starts and early dismissals.  
 16 Also, it should be noted that because elementary  
 17 schools were closed for their conference day, our  
 18 calendars always had an extra day for middle and  
 19 high schools which did not close. Since the  
 20 calendar options presented to the Board at its  
 21 November 9th meeting reflected this approach, it

Page 117

1 will continue to serve as the starting point for  
 2 this presentation and for our discussion this  
 3 evening. Next slide please.  
 4 In addition to establishing the minimum  
 5 number of student days and contact hours, the  
 6 Education Article also spells out which holidays  
 7 are to be observed in Maryland's public schools  
 8 and included in all school calendars. These  
 9 holidays are listed here on this slide and equate  
 10 to 20 school days. Next slide please.  
 11 At its November 9th meeting the Board  
 12 was presented with the calendar committee's  
 13 recommendation and two calendar options, one with  
 14 a pre-Labor Day and another with a post-Labor Day  
 15 start. Upon reviewing the proposals the Board  
 16 requested additional information about other  
 17 Maryland school systems and also asked for  
 18 revised calendar options incorporating additional  
 19 professional development days. Next slide.  
 20 While there are a few LEAs that have  
 21 posted their 22-23 school calendars, the majority

Page 118

1 are only now beginning the calendar adoption  
 2 process. As reported at the last board meeting,  
 3 for the 21-22 school year there were 16 LEAs with  
 4 pre-Labor Day calendars and eight with post-Labor  
 5 Day starts. As of yesterday, only a few school  
 6 systems had posted their 22-23 calendars. Of  
 7 those, three had adopted pre-Labor Day starts  
 8 while one other school system adopted a  
 9 post-Labor Day calendar. Two other LEAs had  
 10 proposed post-Labor Day calendars but yet had not  
 11 adopted them. The remaining 18, to include BCPS,  
 12 have neither proposed nor adopted a school  
 13 calendar for 2022-2023. Next slide.

14 The calendar proposal presented this  
 15 evening includes five additional professional  
 16 development days that coincide with the holidays  
 17 listed on this slide. Per the Board's direction,  
 18 for those holidays falling on a weekend, the  
 19 professional development day was scheduled for  
 20 either the preceding Friday or the following  
 21 Monday. Professional development days for Rosh

Page 119

1 Hashanah, the MSEA conference day and Yom Kippur  
 2 are already built in to the calendar options that  
 3 were presented previously to the Board. Next  
 4 slide please.

5 In addition to the requested  
 6 professional development days, both calendars  
 7 include a closure day for elementary schools as  
 8 well as five scheduled early releases for all  
 9 students in all schools. All closures and all  
 10 hours in which students are not in school must be  
 11 taken into consideration when computing student  
 12 days and student contact hours. The next two  
 13 slides look at the two calendar options  
 14 presented, taking all these factors into  
 15 consideration. Next slide please.

16 Both calendar options are exactly alike  
 17 except for the start and end dates for the school  
 18 year. All state mandated requirements have been  
 19 met and all requested professional development  
 20 days have been included in both calendars. Both  
 21 options have included five emergency closure

Page 120

1 days. As I mentioned earlier in the  
 2 presentation, both the pre and the post-Labor Day  
 3 calendars are based on 180 days for elementary  
 4 schools and 181 days for middle and high schools.  
 5 The additional professional development days,  
 6 however, in these two calendar options have  
 7 resulted in these calendars exceeding the  
 8 contractual maximum of 191 teacher days. Next  
 9 slide.

10 The previous slide looked at the two  
 11 calendar options from the perspective of student  
 12 days. This slide examines the calendars in terms  
 13 of days and student hours. Since both calendars  
 14 are based on the same number of student days,  
 15 both are alike in student contact hours. With  
 16 the 15 additional minutes added to our  
 17 instructional day this year our margin of high  
 18 school contact hours has increased to 36.75  
 19 hours. Next slide.

20 The calendar options presented tonight  
 21 incorporate the Board's request for additional

Page 121

1 professional development days. The addition of  
 2 these days for teachers to those calendar  
 3 options, however, has taken them beyond the  
 4 maximum number of teacher days as prescribed in  
 5 the TABCO master agreement. Therefore, besides  
 6 deciding on whether to start the school year  
 7 prior to or after Labor Day, the Board must also  
 8 determine how it would like to adjust the  
 9 calendars presented to make them compliant with  
 10 our teacher contracts while meeting all state  
 11 requirements. Next slide.

12 This final slide provides options  
 13 available to the Board. There has been healthy  
 14 conversation and much appreciated public input  
 15 which was carefully reviewed. Some calendars  
 16 submitted basically coincided with those  
 17 presented while others did not consider all  
 18 requirements such as holiday closures mandated by  
 19 our labor contracts. Therefore, some were off by  
 20 a few student and teacher days. All, however,  
 21 were reviewed and given consideration.

Page 122

1 As I mentioned earlier in this  
 2 presentation, we are required to meet both the  
 3 minimum number of student hours and the minimum  
 4 of 180 student days. In the past BCPS has had to  
 5 be very cognizant of high school student contact  
 6 hours because the student instructional day was  
 7 only six-and-a-half hours. Merely meeting the  
 8 minimum 180 student days for all schools provided  
 9 BCPS with no margin of high school student hours  
 10 to absorb unscheduled delayed openings or early  
 11 releases. As a result, our calendars were  
 12 created with at least 181 middle and high school  
 13 student days and no planned early releases for  
 14 high schools. With the additional 15 minutes  
 15 this school year this concern has been  
 16 ameliorated with a 6.75 hour student day and 180  
 17 days, we will have a margin of 30 student hours,  
 18 whereas in the past we would have had none.

19 Therefore, the first option available to  
 20 the Board is reducing the planned number of days  
 21 for high school to 180 from the 181 shown in the

Page 123

1 calendar options. In doing this, the calendar  
 2 will meet the required 1,170 high school student  
 3 hours, the state-required 180 student days, and  
 4 the contractual maximum of 191 teacher days.

5 If the Board chooses to maintain the 181  
 6 high school student days, modifications to the  
 7 proposed calendar options will have to be made in  
 8 order not to exceed the 191 contractual teacher  
 9 days. These options include adjusting the report  
 10 date for school-based teachers and staff, closing  
 11 schools for students and school-based staff on  
 12 October 21st, 2021, reversing the decision to  
 13 observe holidays that fall on weekends as PD  
 14 days, or engage with TABCO and ESPBC to discuss  
 15 the possibility of extension of the school year  
 16 for teachers and paras by one day and paying all  
 17 TABCO and ESPBC affected staff accordingly.

18 Of course, it must be said that anything  
 19 to do with the calendar and the last day of the  
 20 school year is contingent upon the weather and  
 21 unforeseen circumstances and how that may result

Page 124

1 in unexpected closures and adjustments to the  
 2 student day.

3 This concludes my presentation and I  
 4 will be happy to entertain your questions.

5 CHAIRWOMAN SCOTT: Thank you, and it  
 6 looks like there was some discussion and  
 7 questions from board members. First we have  
 8 Mr. Kuehn.

9 MR. KUEHN: Thank you. Thank you,  
 10 Mr. Duque, I really appreciate this presentation,  
 11 it puts it in an easily consumable format, this  
 12 is a complicated matter with days and hours and  
 13 teacher days and student days.

14 So my first question for you is specific  
 15 to, I'm on slide 12, and I'm looking at student  
 16 days/hours, and I'm trying to marry it up and  
 17 understand something. So on a shortened day,  
 18 does that count as a full day for staff as one of  
 19 the 191 days?

20 MR. DUQUE: Any of the days that are  
 21 scheduled as early releases count as student

Page 125

1 days. However, you have to go ahead and deduct  
 2 the three hours of the early release from the  
 3 total number of hours, that's of the contact  
 4 hours for students.

5 MR. KUEHN: Right, but if I'm counting  
 6 teacher days, because you said we're over the  
 7 number of days that we contractually obligated  
 8 for teachers at this point in time, right? Are  
 9 those considered a full day for teachers, are  
 10 they supposed to come in and work an entire day  
 11 when kids go home a half day early?

12 MR. DUQUE: They are considered as  
 13 teacher days.

14 MR. KUEHN: Okay, thank you. And my  
 15 final question is going to be around the final  
 16 item you have on page 14. It says possible  
 17 adjustments associated with this, and you say  
 18 negotiate for additional day to pay staff  
 19 accordingly. So what you're telling us is if  
 20 teachers would agree to it and we went an extra  
 21 day, one extra day, it's going to cost us \$8.9



Page 126

1 million.

2 MR. DUQUE: That's correct.

3 MR. KUEHN: All right, thank you.

4 CHAIRWOMAN SCOTT: Thank you. Next is

5 Ms. Mack.

6 MS. MACK: Mr. Duque, I echo Mr. Kuehn's

7 sentiments, this was very very helpful and I

8 appreciate it. Could both the calendars as

9 presented require the addition of one additional

10 day if all emergency closure days are used to

11 cover tomorrow being an excused day?

12 MR. DUQUE: I'm not sure I understand.

13 Could you restate your question?

14 MS. MACK: Never mind, I heard the

15 answer, never mind. Well, no, actually -- never

16 mind, I won't ask for this year.

17 So on page 14, do each of the outlined

18 options, are they individual options that will

19 solve the problem or is there a combination that

20 would solve the problem if we adopt any of them,

21 or do we have to adopt a few of them?

Page 127

1 MR. DUQUE: No, I believe that they're

2 all standalone options.

3 MS. MACK: So the reason I asked, this

4 morning we received an email from a teacher who

5 pointed out that we have never closed on the

6 Friday before or the Monday after a Jewish

7 holiday, if the holiday fell on the weekend it

8 was observed on the weekend and there was no

9 change made to the Friday before or Monday after.

10 MR. DUQUE: That's correct. When we

11 closed, when the school system closed on the

12 Jewish holidays, if the holiday fell on a

13 weekend, we did not observe it during the school

14 week.

15 MS. MACK: So I voted for Mr. Thomas'

16 motion involving the Friday before and the Monday

17 after holidays, but the aforementioned teacher's

18 email makes me realize that we have not been

19 equitable, I mean we've not been equitable in

20 many ways, but by closing the Friday before or

21 the Monday after now is not something that we've

Page 128

1 done in the past for holidays that have fallen on

2 the weekend; is that correct?

3 MR. DUQUE: When a holiday fell on a

4 weekend we did not observe it.

5 MS. MACK: Okay.

6 MR. DUQUE: However, the closures we

7 have are for students only and they are

8 professional development days where teachers are

9 on duty and because of that, because teachers are

10 on duty and students are not, that creates an

11 issue with the number of teacher days versus

12 student days.

13 MS. MACK: I have to think about that

14 for a minute. Talking about teacher duty days,

15 the second bullet on page 14 speaks to teacher

16 duty days. Do we know the impact on the school

17 preparation that takes place the week before

18 school to receive students, if we have staff

19 report for duty one day later?

20 MR. DUQUE: There's always an impact.

21 Based on the comments that you heard earlier this

Page 129

1 evening, time is a very precious commodity to

2 teachers, so anything that infringes upon the

3 available time that a teacher may have in

4 preparation for the beginning of school obviously

5 does have an impact.

6 MS. MACK: Okay, thank you very much,

7 and again, thank you for this presentation.

8 CHAIRWOMAN SCOTT: Thank you. Next is

9 Mr. Thomas.

10 MR. THOMAS: Thank you, Ms. Scott.

11 Responding to Ms. Mack's question, or comment

12 about not recognizing the holidays on weekdays,

13 if we're looking exclusively at the 2022-2023

14 calendar, both of the Jewish holidays are during

15 weekdays and so they would be recognized, whereas

16 one of the lunar holidays is on a weekend so it

17 wouldn't be recognized, so recognizing it on the

18 Friday prior or the Monday following I think is a

19 good thing to do.

20 As for the first suggestion on slide 14,

21 reducing the planned middle and high school

Page 130

1 student days from 181 to 180, Mr. Duque, could we  
 2 close the schools, close school on the day before  
 3 Thanksgiving of that school year and that would  
 4 create that or modify that issue?  
 5 MR. DUQUE: I don't think that would  
 6 solve the problem. It would also impact a number  
 7 of student days and hours, and it would take us  
 8 below the 180. You mean the 181?  
 9 MR. THOMAS: Yeah, the 181 from --  
 10 because it's already a day off for our elementary  
 11 school students, so then if we take the  
 12 conference day and make that a school closure  
 13 then it would be 180 days for elementary school  
 14 students, middle school students and high school  
 15 students and then we wouldn't have the conference  
 16 day that way, but we could possibly have a  
 17 conference day the day before. But instead of  
 18 making if a full conference day make it a half  
 19 day so that conferences could still occur, maybe  
 20 in the afternoon, and we would still meet the  
 21 required hours for our elementary school students

Page 131

1 but meet the minimum hours for our middle school  
 2 and high school students too.  
 3 MR. DUQUE: I would have to see that in  
 4 writing so I could go ahead and plug it into the  
 5 calendar. I'm not going to go ahead and commit  
 6 myself to something that -- I'm a visual person  
 7 and I'd like to see it and be able to count off  
 8 the days and see, make sure that we haven't  
 9 missed something.  
 10 MR. THOMAS: Okay, thank you.  
 11 CHAIRWOMAN SCOTT: Next is Dr. Hager.  
 12 DR. HAGER: Yes, thank you. Actually,  
 13 Mr. Thomas mentioned my first question, which was  
 14 about closing on November 23rd as well. Given  
 15 that elementary schools are closed, if we closed  
 16 that day would it -- to me that does make sense,  
 17 that that would then reduce the number of days  
 18 for middle and high school students, it's just a  
 19 question if we closed all together for teachers  
 20 and students, would that kind of give us both the  
 21 one less day for middle and high school students

Page 132

1 and one less day for teachers and solve all their  
 2 problems, plus everyone would know well ahead of  
 3 time that they were off the day before  
 4 Thanksgiving, which may be something that's well  
 5 accepted within our community. So I wrote that.  
 6 If I said it differently, if that makes any  
 7 sense, Mr. Duque?  
 8 MR. DUQUE: Yeah. I mean, the issue is  
 9 reducing the 181 days that are currently on the  
 10 calendar by one, so you could either do it at the  
 11 end or you can do it internally.  
 12 DR. HAGER: Okay. So that to me, that  
 13 feels like a good solution to me. And the other  
 14 was for, the alternative solution in my mind  
 15 would be that MSEA conference day which is on  
 16 October 21st, given that currently we now have  
 17 two other professional development days in  
 18 October for Yom Kippur and Diwali, so having a  
 19 third seems to be, you know, a bit much, if we  
 20 can -- if that's one solution to the calendar, to  
 21 create an inclusive calendar, essentially then

Page 133

1 moving that day to meet again resonates well with  
 2 me saying it out loud, but thank you.  
 3 CHAIRWOMAN SCOTT: Thank you. Next is  
 4 Ms. Causey. Ms. Causey?  
 5 MS. CAUSEY: Thank you. I'm going to --  
 6 some of my questions were already asked so I'm  
 7 just going to go to the next person.  
 8 CHAIRWOMAN SCOTT: Okay. Next,  
 9 Mr. Offerman?  
 10 MR. OFFERMAN: I simply want to say that  
 11 from my experience as a parent and a grandparent,  
 12 elementary school teachers need a full day in  
 13 order to conduct conferences. I think this is  
 14 the first term and I think it's very essential  
 15 that we don't cut that day. That's just my  
 16 opinion, thank you.  
 17 CHAIRWOMAN SCOTT: Thank you. I want to  
 18 make sure we get to all board members, there are  
 19 some who haven't spoken yet. Next I have is  
 20 Ms. Rowe.  
 21 MS. ROWE: So Mr. Duque, you were

Page 134

1 emailed a calendar that Mr. Friedman, who is a  
 2 teacher in our school system, sent that starts  
 3 after Labor Day and cites Juneteenth, has the  
 4 five holidays. What specifically was wrong with  
 5 that calendar?  
 6 MR. DUQUE: That calendar was off by two  
 7 days. Both Christmas and New Year's holidays  
 8 fall on the weekend, contractually we have to  
 9 provide an observance day for our AFSCME and PBC  
 10 employees. Therefore, the calendar that was  
 11 presented did not take that into account and fell  
 12 two days short.  
 13 MS. ROWE: Two days short, thank you.  
 14 CHAIRWOMAN SCOTT: Thank you. Next,  
 15 Ms. Jose?  
 16 MS. JOSE: Thank you. If there's  
 17 anybody before me, I could wait and go last.  
 18 Some of my questions are being asked.  
 19 CHAIRWOMAN SCOTT: Oh, okay. I believe  
 20 Ms. Causey, you had a question?  
 21 MS. CAUSEY: Thank you. At the last

Page 135

1 board meeting I had asked about the school system  
 2 engaging in surveys in order to understand and  
 3 try and increase the morale and recruitment and  
 4 retention of teachers and staff throughout the  
 5 school system, and the Board had voted to do a  
 6 more inclusive study but at a later date. So I'm  
 7 wondering, there have been a number of emails  
 8 that have come in, has any staff accumulated  
 9 information that has been presented, and what was  
 10 gleaned from that information, either about a pre  
 11 or post-Labor Day start or about the number of  
 12 professional development days throughout the  
 13 year?  
 14 MR. DUQUE: I have received numerous  
 15 emails. The emails that I have received have  
 16 overwhelmingly been in favor, mostly from  
 17 teachers, have overly been in favor of a  
 18 pre-Labor Day start. I did receive an email from  
 19 a very industrious teacher who did a survey of  
 20 her colleagues and anecdotally reported that she  
 21 had polled 400-some-odd of her colleagues and

Page 136

1 that the majority of them were in favor of  
 2 pre-Labor Day starts. I did receive some emails  
 3 in favor of a post. I've received emails  
 4 complaining of too many PD days. So there's  
 5 opinions, everyone has an opinion and they've  
 6 been expressing them.  
 7 MS. CAUSEY: Okay, so we don't have a  
 8 comprehensive understanding by offering an  
 9 objective survey for people to engage in. Okay,  
 10 thank you.  
 11 CHAIRWOMAN SCOTT: Let's see, we had  
 12 Ms. Jose, who hasn't gone yet, and then  
 13 Mr. Thomas.  
 14 MS. JOSE: Thank you. Mr. Duque, thank  
 15 you for this presentation, this actually has made  
 16 it very clear. We have many emails from teachers  
 17 and just from looking through it, I would say  
 18 predominantly most teachers were supportive of a  
 19 pre-Labor Day calendar based on various factors  
 20 that came into play, from preparation to getting  
 21 an extra paycheck. There were many things

Page 137

1 related to student achievement that were cited  
 2 too, so I would say almost 90 percent of the  
 3 teachers were for a pre-Labor Day from the  
 4 breakdown that I did from the emails that we  
 5 received from teachers and that's who we should  
 6 be listening to, the teachers and students.  
 7 For your post-Labor Day calendar, if we  
 8 were to use the five inclement weather days,  
 9 which we most likely would, it goes all the way  
 10 up to almost July, and that includes your PD  
 11 days, the five-day PD, correct?  
 12 MR. DUQUE: Correct. In the post-Labor  
 13 Day start calendar if we were not to use the five  
 14 inclement weather days or emergency closure days,  
 15 school could end on June 20th, Tuesday,  
 16 June 20th, and if we were to use all five  
 17 emergency closure days the last day of school  
 18 would be Tuesday, June 27th.  
 19 MS. JOSE: And we most likely will.  
 20 We've already had a day and a half off for rain  
 21 and extreme wind conditions and we haven't even

Page 138

1 had snow yet, so that is a pretty long calendar,  
 2 going all the way up to almost the 4th of July I  
 3 would say. And per Maryland code, those eight  
 4 holidays that we have to have, so I believe  
 5 Christmas falls on the 25th which is a Sunday, so  
 6 you have to have that Friday school day off,  
 7 correct? Same thing with New Year's, you have to  
 8 have Monday off to make up for that school day  
 9 off.  
 10 MR. DUQUE: Yes, because both Christmas  
 11 Eve and Christmas Day fall on a weekend and then  
 12 I believe it's the same for New Year's, I'd have  
 13 to look.  
 14 MS. JOSE: All right, thank you.  
 15 CHAIRWOMAN SCOTT: Thank you.  
 16 Mr. Thomas?  
 17 MR. THOMAS: Thank you. Mr. Offerman,  
 18 would -- I believe you said we should have a full  
 19 day of conference, but would you be comfortable  
 20 having two half days instead of a full day to  
 21 allow for those conferences to occur for

Page 139

1 elementary schools?  
 2 MR. OFFERMAN: I wouldn't be opposed to  
 3 that but the problem is, at least from my  
 4 perspective, is scheduling. There are some  
 5 parents who are going to be able to make a  
 6 morning conference virtually or in person, there  
 7 are some parents that may not be able to do that.  
 8 Offering a full day gives them a broader  
 9 timeframe to work in, and again, it's not  
 10 scientific, I have no poll to that effect, that's  
 11 just my feelings. Thank you.  
 12 MR. DUQUE: If I may add, in some of the  
 13 calendars that were submitted, the half day  
 14 approach was included. However, before  
 15 committing to that, I would need to check with  
 16 transportation to see what kind of impact that  
 17 would have on resources and bus routes, also with  
 18 food and nutrition services to see what kind of  
 19 impacts it would have on providing lunches for  
 20 students. And also I would like, I would  
 21 recommend polling our elementary school

Page 140

1 principals to determine, you know, what their  
 2 preferences are and what pros and cons they would  
 3 see to two half days versus one full day.  
 4 MR. THOMAS: Okay, thank you.  
 5 CHAIRWOMAN SCOTT: Thank you. Yes, it  
 6 looks like there's a question from, follow-up  
 7 question from Ms. Causey.  
 8 MS. CAUSEY: Thank you. Regarding  
 9 inclement weather days, what, is it possible for  
 10 the Board to make a request to MSDE to provide  
 11 guidelines for remote learning on inclement  
 12 weather days, what needs to be done to make that  
 13 an option?  
 14 MR. DUQUE: Ms. Causey, I really don't  
 15 know what the answer to that question is. COMAR  
 16 requires a minimum of three inclement weather  
 17 days to be built into the calendar, we've  
 18 traditionally had five or more and we've  
 19 continued to use the five. I don't know what  
 20 MSDE's position is relative to remote learning on  
 21 inclement weather days, we would have to go ahead

Page 141

1 and query. The last time I queried, I did not  
 2 receive any type of definitive response.  
 3 CHAIRWOMAN SCOTT: Okay, it looks  
 4 like --  
 5 MS. CAUSEY: The Board could make the --  
 6 CHAIRWOMAN SCOTT: Oh, you still have a  
 7 question. Go ahead.  
 8 MS. CAUSEY: Dr. Williams, is that  
 9 something that you see as possible, that the  
 10 Board requests from MSDE guidelines for remote  
 11 learning?  
 12 DR. WILLIAMS: I would caution the Board  
 13 to make that request. All the superintendents  
 14 have been discussing that with the new state  
 15 superintendent, there's no definitive answer at  
 16 this point. A lot of the systems want to know  
 17 about virtual learning during an inclement  
 18 weather day. As you heard last year, there's  
 19 mixed comments about that, having students learn  
 20 virtually, and so I don't think it's prudent to  
 21 do this at this time until we hear, I hear, and

Page 142

1 my colleagues hear from the state superintendent.  
 2 MS. CAUSEY: Okay, thank you.  
 3 CHAIRWOMAN SCOTT: Ms. Mack?  
 4 MS. MACK: Mr. Duque, I just have a  
 5 process question. Am I correct in saying that we  
 6 have two decisions to make, we as a Board have to  
 7 agree on which of the things on page 14 we  
 8 believe should be, which we should use as an  
 9 adjustment, and then and only then we could make,  
 10 or take a vote on pre or post?  
 11 MR. DUQUE: The order in which you make  
 12 those decisions is up to you, but yes, you --  
 13 MS. MACK: But we have two decisions to  
 14 make.  
 15 MR. DUQUE: Yes, ma'am.  
 16 MS. MACK: We have to agree to which of  
 17 those things on page 14, and then the vote on pre  
 18 or post?  
 19 MR. DUQUE: Yes, ma'am.  
 20 MS. MACK: Thank you.  
 21 CHAIRWOMAN SCOTT: Yes, Dr. Hager?

Page 143

1 DR. HAGER: Yes, thank you. I also want  
 2 to thank Mr. Offerman because he made some really  
 3 good points about the conference days. And so  
 4 back to the October 21st possibility which is on  
 5 the list of things we could do, what are the  
 6 downsides of making that a regular school day? I  
 7 know it would not allow our teachers to attend  
 8 the MSEA convention, and I believe it was  
 9 suggested that that attendance has been fairly  
 10 low, but could you talk about kind of any  
 11 downsides you see in making that schedule change?  
 12 MR. DUQUE: I'm not sure I understand  
 13 what you want to do to the MSEA convention day,  
 14 you wanted to make that a regular school day?  
 15 DR. HAGER: I'm sorry, I thought that  
 16 was one of the options, no?  
 17 MR. DUQUE: No. The option that's  
 18 displayed on the slide --  
 19 DR. HAGER: Right, and that's -- I'm  
 20 sorry, I'm getting myself confused on the  
 21 options, I apologize. So closing that school day

Page 144

1 would allow the teachers to go to the MSEA  
 2 conference if they so chose to go, right?  
 3 MR. DUQUE: Correct.  
 4 DR. HAGER: It's not, we're not stopping  
 5 them from going.  
 6 MR. DUQUE: No, ma'am.  
 7 DR. HAGER: Okay, thank you.  
 8 MR. DUQUE: Thank you.  
 9 CHAIRWOMAN SCOTT: Mr. Offerman?  
 10 MR. OFFERMAN: I'd like to move that we  
 11 accept the pre-Labor Day schedule at this time.  
 12 CHAIRWOMAN SCOTT: Is there a second?  
 13 MR. THOMAS: Point of order.  
 14 CHAIRWOMAN SCOTT: Yes, Mr. Thomas?  
 15 MR. THOMAS: Do we have to vote on one  
 16 of the adjustments first and then the pre or  
 17 post-Labor Day, or can we do pre or post-Labor  
 18 Day and then the discussions?  
 19 CHAIRWOMAN SCOTT: So that was the  
 20 clarification I was going to get from legal so  
 21 that we could have an understanding, because

Page 145

1 there are several calendars here, so that was  
 2 some of the clarification that I was going to  
 3 get. Because there's pre-Labor Days with the  
 4 extra days, the five holidays in there, and then  
 5 there's the pre-Labor Day as it was originally  
 6 submitted to us.  
 7 So I guess I would ask Mr. Offerman, he  
 8 made the motion, was it in reference to the one  
 9 with the days or was it just the original one?  
 10 MR. OFFERMAN: I would withdraw my  
 11 motion at this point and ask that Mr. Brousaides  
 12 further comment on where we are at this point  
 13 with this, what do we have to do next.  
 14 CHAIRWOMAN SCOTT: Okay, thank you, and  
 15 I can, because I haven't asked a question yet, so  
 16 I can ask Mr. Brousaides to weigh in. What I  
 17 wanted to understand is because we have several  
 18 calendars here, and I want to make sure that we  
 19 all have a clear understanding on what we're  
 20 voting. I just wanted to confirm, or actually  
 21 maybe I should be asking Mr. Duque, the pre-Labor

Page 146

1 Day school calendar, the first one is the  
 2 original one that you submitted. The second one  
 3 is the one that has PDL, PLD behind it, is the  
 4 one that has the Eid-al-Fitr, Juneteenth and the  
 5 other holidays; that's correct?  
 6 MR. DUQUE: Correct.  
 7 CHAIRWOMAN SCOTT: So I wanted to -- so  
 8 now it's for Mr. Brousaides, I can't see him but  
 9 I'm sure he can hear me, because there was so  
 10 much confusion last time and different things, so  
 11 I want to be clear the direction that we as a  
 12 board should take in voting to approve these, is  
 13 it that we want to vote first on the pre-Labor  
 14 Day calendar as submitted, do we need to vote  
 15 actually on all of these or can we vote on -- I  
 16 know we did vote last time to approve the  
 17 calendar with the holidays in it, so is that the  
 18 one we should be voting on? If you could help us  
 19 with some clarity please.  
 20 MR. BROUSAIDES: So I just want to  
 21 confirm that that's accurate, that the Board

Page 147

1 approved a calendar with the five holidays at its  
 2 prior meeting.  
 3 CHAIRWOMAN SCOTT: Yes.  
 4 MR. BROUSAIDES: So that's --  
 5 MS. ROWE: Point of order. I thought we  
 6 approved asking for a presentation on a calendar  
 7 with those five holidays. I don't think we  
 8 approved any specific calendar.  
 9 CHAIRWOMAN SCOTT: Did we approve the  
 10 one that's here with the five additional days,  
 11 was it a presentation or --  
 12 MR. BROUSAIDES: My understanding was  
 13 that it was a presentation on it.  
 14 CHAIRWOMAN SCOTT: Oh, a presentation on  
 15 it, okay.  
 16 MR. BROUSAIDES: So it's still up in the  
 17 air --  
 18 CHAIRWOMAN SCOTT: Thank you for that.  
 19 MR. BROUSAIDES: -- or pending, should I  
 20 say. It would seem to me to make the most sense  
 21 to make a decision on whether to go pre or post

Page 148

1 first, have a motion on that, and once you've  
 2 decided to go pre or post, to decide whether to  
 3 include the calendar that includes the  
 4 professional days with the five holidays.  
 5 CHAIRWOMAN SCOTT: Okay. Thank you for  
 6 that, so that we are clear on that. Does any  
 7 board member have any questions about that, any  
 8 board members have any questions about that, so  
 9 that we can make sure that we're clear? Okay.  
 10 Did you have a question about that for  
 11 Mr. Brousaides, because I want to be crystal  
 12 clear as much as we can.  
 13 MR. THOMAS: Thank you. So before we  
 14 can vote on the pre or post-Labor Day calendar we  
 15 have to, I would say that I thought we would have  
 16 to determine which of the five suggestions we  
 17 would go forward with, because the pre and  
 18 post-Labor Day proposed calendars that include  
 19 the five holidays don't align with our, the  
 20 teacher days. And so I don't know how we could  
 21 approve one of those without approving a calendar

Page 149

1 that isn't, you know -- do you hear what I'm  
 2 saying?  
 3 MR. BROUSAIDES: I think I follow you.  
 4 There's no hard and fast rule that says you have  
 5 to go pre and post-Labor Day decision first, or  
 6 professional days first.  
 7 MR. THOMAS: Okay. Then I move that  
 8 schools close for students and staff on MSEA  
 9 conference day.  
 10 MS. PASTEUR: I have a question.  
 11 MR. THOMAS: Oh, October 21st, 2022.  
 12 CHAIRWOMAN SCOTT: Yes, I'm sorry,  
 13 Mr. Thomas was making his motion. I'm sorry, I  
 14 didn't hear your motion. Were you still making a  
 15 motion? I didn't hear what it was.  
 16 MR. THOMAS: Yes. I move that schools  
 17 close for students and staff on MSEA conference  
 18 day, October 21st, 2022.  
 19 MS. ROWE: Second, Rowe.  
 20 CHAIRWOMAN SCOTT: Okay.  
 21 MR. THOMAS: And that was just sent to

Page 150

1 Ms. Scott.

2 CHAIRWOMAN SCOTT: Okay. Can you please

3 email that over to me and -- okay, so I will

4 restate that, he has the same thing in the chat

5 as well. Mr. Thomas made a motion to move that

6 schools close for students and staff on MSEA

7 conference day, and that was seconded I believe

8 by Ms. Rowe? Okay, thank you. 10/21/22. Do all

9 board members see it in the chat?

10 MR. KUEHN: Yeah, for some reason it's

11 not white, but you can't actually read it. I

12 mean, I can read it but I could see others having

13 a hard time seeing it.

14 MR. THOMAS: I just resent it, thank

15 you.

16 MR. KUEHN: Thanks.

17 CHAIRWOMAN SCOTT: Okay. I'll read it

18 again. Well first of all, do all board members

19 see it in the chat? Okay, thank you, I'll read

20 it again. I move that schools close for students

21 and staff on MSEA conference day, 10/21/22, and

Page 151

1 it was seconded by Ms. Rowe, and now we're

2 discussing the motion, so any questions that

3 anyone has should be on the motion. Ms. Causey,

4 do you have a question on the motion?

5 MS. CAUSEY: Yes. I would like a

6 clarification from Mr. Duque. Isn't it currently

7 a professional development day and if teachers

8 decide to go to MSEA then they go to that, it's

9 their professional development, and other

10 teachers if they don't go to that, then they have

11 some other professional development to do?

12 MR. DUQUE: Normally there is the MSEA

13 conference which they can attend, and

14 para-educators as well are open to attending the

15 conference, which is usually in Ocean City. And

16 those that do not attend that conference also

17 have an option to participate in other types of

18 professional development that may be available on

19 that day, or report to schools and follow

20 whatever is planned either on site as

21 professional development or systemwide and

Page 152

1 administered on site as professional development.

2 MS. CAUSEY: So can, what is the impact

3 of closing that day, and if I can ask Mr. Thomas

4 to speak more to why he did that, because I don't

5 believe you spoke to your motion.

6 MR. THOMAS: Thank you, Ms. Scott. So

7 the reason I closed for that day is similar to

8 what Dr. Hager said earlier, there are two other

9 PD days right near that date, which are on

10 September 26th and October 5th, and those are two

11 PD days that will be for Rosh Hashanah and Yom

12 Kippur. It will not inhibit those teachers who

13 want to participate in the conference in Ocean

14 City from doing so because they will be off of

15 school and so they will be able to travel to

16 Ocean City and participate in those.

17 And lastly, it is to get rid of that

18 extra teacher day that we have on the calendar so

19 far right now, and allow for us to meet the

20 contracted maximum number of teacher days while

21 still including all of the five other

Page 153

1 professional development days as holidays. Thank

2 you.

3 CHAIRWOMAN SCOTT: Thank you. It looks

4 like, Ms. Mack, you have a question on the

5 motion?

6 MS. MACK: Yes. Mr. Duque, tonight

7 TABCO President Cindy Sexton asked that we not

8 take the MSEA conference day away. Does

9 Mr. Thomas' motion as stated do that?

10 MR. DUQUE: No, it still allows teachers

11 that want to participate to participate in the

12 conference.

13 MS. MACK: Is there any impact on

14 teacher pay?

15 MR. DUQUE: No, ma'am.

16 MS. MACK: Okay, thank you.

17 CHAIRWOMAN SCOTT: Thank you. Any other

18 questions on the motion by Mr. Thomas? Okay.

19 Hearing none, the motion has been moved and

20 seconded. Ms. Gover, may we have a rollcall vote

21 on the motion, and I will read it again. The

Page 154

1 motion was made by Mr. Thomas to move that  
 2 schools close for students and staff on MSEA  
 3 conference day, 10/21/22, and it was seconded by  
 4 Ms. Rowe. Ms. Gover, if we could do a rollcall  
 5 vote please?  
 6 MS. GOVER: Ms. Rowe?  
 7 VICE CHAIR HENN: Ms. Scott, I'm sorry.  
 8 May I ask a question before we vote? This is  
 9 Ms. Henn.  
 10 CHAIRPERSON SCOTT: I'm sorry, could  
 11 board members please put their names in the chat  
 12 so you could be properly recognized, so that  
 13 we're not interrupted as we move forward to go  
 14 for a vote, because it's getting rather  
 15 confusing. Please go ahead with your question.  
 16 VICE CHAIR HENN: I'm sorry, I just  
 17 wanted to confirm that there's no impact in  
 18 supporting this motion on professional  
 19 development for teachers that choose not to  
 20 participate in that MSEA conference, that they  
 21 will have other opportunities if they choose not

Page 155

1 to. I think we answered this but I just want to  
 2 make sure that there are no unintended  
 3 consequences that we're missing.  
 4 MR. DUQUE: Obviously if the motion  
 5 passes and schools are closed on the 21st, those  
 6 teachers that want to attend the conference are  
 7 free to do so, as well as paras and ESPBC staff.  
 8 Those who do not attend the conference and want  
 9 to take advantage of that day off to attend other  
 10 types of professional development can do so. And  
 11 obviously those that choose not to do any of  
 12 those things are also free to not participate in  
 13 any type of professional development.  
 14 VICE CHAIR HENN: But they won't be  
 15 provided with opportunities specifically by the  
 16 system because we're closed; is that correct?  
 17 MR. DUQUE: It's basically not a duty  
 18 day for teachers.  
 19 VICE CHAIR HENN: Okay.  
 20 CHAIRWOMAN SCOTT: To your motion still?  
 21 MR. THOMAS: To Ms. Henn's question.

Page 156

1 CHAIRWOMAN SCOTT: To Ms. Henn's  
 2 question, certainly.  
 3 MR. THOMAS: Thank you. So essentially  
 4 closing on MSEA conference day which is October  
 5 21st, with this motion if we adopt the five  
 6 professional development days, Diwali which is on  
 7 Monday, October 24th, which is the Monday that  
 8 would probably have been MSEA conference day,  
 9 would be recognized as a professional development  
 10 day, and so it would open the opportunity for  
 11 that professional development day to just be  
 12 switched to the Monday after that weekend instead  
 13 of the Friday before that weekend, so there could  
 14 still be opportunities provided for professional  
 15 development that would maybe occur simultaneously  
 16 to the MSEA conference in Ocean City. Thank you.  
 17 CHAIRWOMAN SCOTT: Thank you.  
 18 VICE CHAIR HENN: Ms. Scott, may I  
 19 respond?  
 20 CHAIRWOMAN SCOTT: Yes, please go ahead.  
 21 VICE CHAIR HENN: So in that, and thank

Page 157

1 you, Mr. Thomas, similar to those who celebrate  
 2 Diwali who would not want to sacrifice that day  
 3 for professional development but instead chooses  
 4 to celebrate, and who would not choose to go to  
 5 the conference, would they be at a net loss for  
 6 professional development days? What I'm getting  
 7 at is, are we neglecting any population,  
 8 unintentionally of course, with the overall  
 9 professional development opportunities that we're  
 10 providing by supporting them? I mean, it makes  
 11 sense. I'm just trying to think of any  
 12 consequences that we haven't thought of by not  
 13 blocking this out for professional development  
 14 specifically.  
 15 DR. WILLIAMS: Madam Chair, may I just  
 16 respond? The original question was on that day  
 17 of the 21st. If schools are closed, there would  
 18 be no PD for staff on that day. Keep in mind,  
 19 you've added additional days where there is PD.  
 20 So I just want to go back to Ms. Henn's original  
 21 question. On that particular day staff, schools



Page 158

1 will be closed, there would be no required PD  
 2 from BCPS. Yes, the MSEA conference is still an  
 3 option for staff.  
 4 VICE CHAIR HENN: Thank you,  
 5 Dr. Williams. What I'm trying to get to here is  
 6 insuring that we're maximizing PD opportunities  
 7 for our staff rather than taking away  
 8 opportunities, is really what it comes down to.  
 9 DR. WILLIAMS: Yes. Keep in mind,  
 10 school principals provide faculty meetings where  
 11 there is time to look at PD, but I'm just getting  
 12 back to your original question, and Mr. Thomas  
 13 gave an alternative about what could potentially  
 14 happen, but we would be saying there will be no  
 15 BCPS PD on that day, schools would be closed so  
 16 we would not, principals and central office teams  
 17 would not be generating PD for staff on a closed  
 18 day, schools being closed.  
 19 So I'm trying to answer your question  
 20 with what will be happening on that Friday, but  
 21 understanding with the additional days coming

Page 159

1 forward there will be still more opportunities  
 2 for PD. And keep in mind, our school leaders do  
 3 provide PD during the school year when they have  
 4 their faculty meetings or grade level team  
 5 meetings, et cetera.  
 6 VICE CHAIR HENN: Thank you, and I  
 7 understand the impact on this particular day.  
 8 Again, I believe our teachers need more PD, not  
 9 less, so again, I'm trying to avoid the  
 10 unintended consequences.  
 11 CHAIRWOMAN SCOTT: All right, that's  
 12 time. It looks like there's an additional  
 13 question from Ms. Causey.  
 14 MS. CAUSEY: Thank you. In reviewing  
 15 the presentation on page 11, and also referencing  
 16 page nine, so on page nine all of those days are  
 17 professional development days for teachers but  
 18 closed for students?  
 19 CHAIRWOMAN SCOTT: I'm sorry, there's a  
 20 motion on the floor. We have to process that,  
 21 that's separate from what you're asking. If

Page 160

1 there's a question, it should be related to the  
 2 motion.  
 3 MS. CAUSEY: Madam Chair, it is related  
 4 because I'm not sure I'm going to vote for this  
 5 until I understand what all of this presentation  
 6 means.  
 7 CHAIRWOMAN SCOTT: Okay, so what we're  
 8 doing now is we're -- or actually,  
 9 Mr. Brousaides, could you weigh in? The motion  
 10 on the floor is what we're processing now, the  
 11 presentation as I understand it will continue  
 12 after this motion is processed and we can ask  
 13 questions in regards to the calendar. Is that a  
 14 correct understanding?  
 15 MR. BROUSAIDES: Yes, but I understand  
 16 Ms. Causey to be asking a question that pertains  
 17 to the motion.  
 18 CHAIRWOMAN SCOTT: Okay. So as long as  
 19 the question is a clarifying question pertaining  
 20 to the motion, it's appropriate to ask.  
 21 MS. CAUSEY: Yes, that's what I was

Page 161

1 doing, thank you, Mr. Brousaides. So on page  
 2 nine, all of those closures are professional  
 3 development days for teachers and schools closed  
 4 for students.  
 5 MR. DUQUE: No.  
 6 MS. CAUSEY: Can you clarify?  
 7 MR. DUQUE: Juneteenth is a closure for  
 8 schools, teachers and students are off. All of  
 9 the other professional development days are  
 10 non-school days for students, duty days for  
 11 teachers.  
 12 MS. CAUSEY: Okay, so that, page nine is  
 13 not that clear. And then on page 11, the  
 14 professional development days, you're saying the  
 15 previous scheduled professional development days  
 16 are three and the additional board-requested  
 17 closures are five, but they're not actually  
 18 closures, four of them are professional  
 19 development days; is that correct?  
 20 MR. DUQUE: Correct, that was an  
 21 oversight and Juneteenth should have been

Page 162

1 designated as a school closure day, not as a PD  
 2 day.  
 3 MS. CAUSEY: Okay, thank you, I wanted  
 4 to understand that. So all of these professional  
 5 development days still have perhaps some  
 6 significant number of teachers and educators not  
 7 available for that professional development; is  
 8 that a fair statement?  
 9 MR. DUQUE: Yes.  
 10 MS. CAUSEY: Are there any professional  
 11 development days that are not tied to a religious  
 12 or cultural observance?  
 13 MR. DUQUE: The only one was the MSEA  
 14 conference day, all others are tied to what was  
 15 the Board's decision, they were tied to observing  
 16 a cultural or a religious holiday.  
 17 MS. CAUSEY: Okay, thank you for that  
 18 clarification.  
 19 CHAIRWOMAN SCOTT: Yes, Mr. Thomas?  
 20 MR. THOMAS: Thank you. In response to  
 21 Ms. Causey's question I would say that not all

Page 163

1 educators are going to be observing each of these  
 2 professional development days. So for example,  
 3 if someone is celebrating the two Jewish  
 4 holidays, they would also be able to receive PD  
 5 on the Lunar New Year and Eid-al-Fitr, they  
 6 wouldn't follow on that religion as well. Or, I  
 7 guess some educators might recognize more than  
 8 just one.  
 9 And also, Mr. Duque, you mentioned, you  
 10 said that there would be four PD days and  
 11 Juneteenth is a school closure, but because  
 12 Eid-al-Adha falls after the conclusion of the  
 13 school year that would not be considered a PD  
 14 day, correct?  
 15 MR. DUQUE: Correct.  
 16 MR. THOMAS: So then there would be  
 17 three PD days and then a closure for Juneteenth.  
 18 MR. DUQUE: Correct.  
 19 MR. THOMAS: Thank you. So I just  
 20 wanted to get clarity on that because I initially  
 21 had said five but -- oh, thank you.

Page 164

1 MR. DUQUE: The Board identified  
 2 Eid-al-Adha and it's listed on the slide and it's  
 3 also footnoted that it falls after the conclusion  
 4 of the school year, because we were, and as well  
 5 as the Board, was concerned that with the five  
 6 playing out the calendar, whether or not it would  
 7 engulf Eid-al-Adha or not.  
 8 DR. WILLIAMS: But Mr. Duque, just to  
 9 bring a little bit of clarity, what you have on  
 10 slide nine and the days that are listed, it  
 11 depends on whether it's pre or post, whether  
 12 those days would be impacted as well.  
 13 MR. DUQUE: All of the days on slide  
 14 nine would be included within the calendar except  
 15 for Eid-al-Adha, which falls outside of the  
 16 projected calendar at this point.  
 17 DR. WILLIAMS: Yes, thank you.  
 18 CHAIRWOMAN SCOTT: Okay. Are we ready  
 19 to take a vote, are there still more questions?  
 20 Okay, are there still no questions, because I  
 21 don't want to take a vote if there are still

Page 165

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

Page 166

1 DR. HAGER: Yes.

2 MS. GOVER: Mr. Kuehn?

3 MR. KUEHN: Yes.

4 MS. GOVER: Thank you. Ms. Scott?

5 CHAIRWOMAN SCOTT: Ms. Scott, yes.

6 MS. GOVER: Thank you.

7 CHAIRWOMAN SCOTT: Okay, so that is the

8 motion that would make it as amended, but before

9 you, there was some board members who had

10 questions. Ms. Pasteur?

11 MS. PASTEUR: My question goes back

12 prior to Mr. Thomas' motion and it addressed

13 Mr. Brousaides about the vote. It does make a

14 difference if between -- well, for me it makes a

15 difference between pre and post if we're looking

16 at the first calendar, two calendars, and the

17 second with all of the new holidays on it,

18 because that changes the beginning -- well, it

19 changes end dates, it changes professional

20 development, so I'd like to have, make a decision

21 about whether we're doing pre one and two and

Page 167

1 post one and two before we move on to taking a

2 vote about whether we are for pre or post. Does

3 that make sense to anyone?

4 CHAIRWOMAN SCOTT: Yes. Did anyone have

5 any comments on that? Okay. Thank you. I

6 think, Mr. Offerman, did you have a question

7 still? No? Okay. Yes, Mr. Thomas?

8 MR. THOMAS: Thank you. I move to

9 recognize Diwali, Lunar New Year and Eid-al-Fitr

10 as professional development days, and Juneteenth

11 as a school closure, as well as denoting

12 Eid-al-Adha on the calendar.

13 MS. ROWE: Second.

14 CHAIRWOMAN SCOTT: And if you could,

15 send that over and place it in the chat once

16 again please.

17 MR. THOMAS: Yes. Done.

18 CHAIRWOMAN SCOTT: Did you email that to

19 me?

20 MR. THOMAS: Oh, sorry, it was sent in

21 the chat.

Page 168

1 CHAIRWOMAN SCOTT: In the chat, okay.

2 Thank you, I'll go to the chat. Okay, so

3 Mr. Thomas moved to recognize Diwali, Lunar New

4 Year and Eid-al-Fitr as PD days, and Juneteenth

5 as a school closure for students and staff, and

6 to denote Eid-al-Adha on the calendar, and it was

7 seconded by Ms. Rowe. Okay. And would you like

8 to speak to your motion?

9 MR. THOMAS: Yes please. As we

10 presented at the last board meeting, I feel that

11 these three PD days are necessary for our student

12 population to have days off in recognition of

13 those events and not have to make up any missing

14 work. Juneteenth, I think it is now a federal

15 holiday and we should recognize it as a federal

16 holiday and recognize it as a school closure.

17 And then I believe that we should be denoting

18 Eid-al-Adha on the calendar just as we would

19 denote other holidays like Indigenous Peoples

20 Day.

21 So those are my reasons for this motion

Page 169

1 and I hope that we can opt for this more

2 inclusive calendar and then debate the pre and

3 post-Labor Day start to the year. Thank you.

4 CHAIRWOMAN SCOTT: Thank you,

5 Mr. Thomas.

6 MS. ROWE: Sorry, I was going to ask,

7 can I speak to the second?

8 CHAIRWOMAN SCOTT: Yes, you may.

9 MS. ROWE: So, I think it's important to

10 realize that we're not going to add equity for

11 holidays and cultural awareness in a way that's

12 going to be always equitable for every teacher

13 getting the exact same number of professional

14 development hour opportunities. However, in

15 viewing the holidays this way, more teachers are

16 getting more professional opportunities than they

17 are without the holidays, and I think that it is

18 well past time that we offer accommodations for

19 these holidays.

20 We have a very diverse student community

21 and even though we can't necessarily offer every

Page 170

1 holiday of every single religion, there are  
 2 certain holidays that are more practiced by our  
 3 student body than others and more recognized by  
 4 our students in their relationships with their  
 5 friends and their communities as being important,  
 6 and these are the ones that people have  
 7 specifically asked for. So I think this is, we  
 8 just need to do this, it's just the right thing.

9 CHAIRWOMAN SCOTT: Thank you, Ms. Rowe.  
 10 I actually do have a clarifying question. I was  
 11 trying to see, is Juneteenth a school closure or,  
 12 you said it was a professional development day;  
 13 is that correct.

14 MR. THOMAS: No. In my motion I said  
 15 recognize Juneteenth as a school closure for  
 16 students and staff.

17 CHAIRWOMAN SCOTT: And it's systemwide?  
 18 MR. THOMAS: Yes, in central office and  
 19 in schools, systemwide, yes.

20 CHAIRWOMAN SCOTT: Okay, I just wanted  
 21 to confirm that. Okay. It looks like there's a

Page 171

1 question from Ms. Causey.

2 MS. CAUSEY: Thank you. First I wanted  
 3 to appreciate Mr. Thomas for making his motion  
 4 and comments, and I also wanted to appreciate  
 5 Ms. Rowe for making the second and for her  
 6 comments.

7 I did want to make a clarifying question  
 8 to Dr. Williams related to that day. We did hear  
 9 from some teachers that there was professional  
 10 development that was kind of critical in terms of  
 11 being small group or a certain type of employee  
 12 on the Rosh Hashanah, and so there is concern  
 13 that the professional development, if staff do go  
 14 and observe a holiday or cultural awareness, that  
 15 they have an opportunity to make up the  
 16 professional development, that it will not be  
 17 something mission critical that they will miss,  
 18 so I just wanted a clarification from  
 19 Dr. Williams and staff on that.

20 DR. WILLIAMS: I know that question came  
 21 up before and I believe the answer was yes, there

Page 172

1 is some alternatives, and Mr. Duque, would you  
 2 just confirm that please?

3 MR. DUQUE: In the past that's the  
 4 guidance that we've presented to the schools on  
 5 those days.

6 DR. WILLIAMS: Thank you, Mr. Duque.  
 7 MS. CAUSEY: Thank you.

8 CHAIRWOMAN SCOTT: It looks like there's  
 9 a comment from Ms. Jose.

10 MS. JOSE: Thank you, Ms. Scott. I want  
 11 to take a quick moment for this motion. As  
 12 someone who group up celebrating Diwali,  
 13 celebrating Eid, all Eids, celebrating Christmas,  
 14 and getting time off for these holidays  
 15 celebrating Rosh Hashana, this is an important  
 16 step towards becoming more equitable and diverse,  
 17 and you know, I grew up celebrating Diwali so  
 18 this is actually pretty close to my heart, so  
 19 thank you.

20 CHAIRWOMAN SCOTT: Thank you. It looks  
 21 like we have an additional question from

Page 173

1 Ms. Mack.

2 MS. MACK: Yes, thank you. I'd like to  
 3 just ask a clarifying question to Mr. Thomas if I  
 4 may.

5 CHAIRWOMAN SCOTT: Yes please.  
 6 MS. MACK: Does your motion essentially  
 7 match the second calendar, does it differ at all  
 8 from the second pre-Labor Day calendar?

9 MR. THOMAS: It does, with recognizing  
 10 Diwali, Lunar New Year and Eid-al-Fitr as PD days  
 11 and the school closure systemwide for Juneteenth,  
 12 and denoting Eid-al-Adha on the calendar, it  
 13 would not change the pre, the second calendar for  
 14 pre-Labor Day that was presented my Mr. Duque,  
 15 except that it would include our closure for the  
 16 MSEA conference day.

17 MS. MACK: Okay, thank you.  
 18 MR. THOMAS: You're welcome.

19 CHAIRWOMAN SCOTT: Thank you. Are there  
 20 any additional questions? It looks like there's  
 21 a comment from Mrs. Pasteur. Ms. Pasteur?

Page 174

1 MS. PASTEUR: Yes, thank you. I just  
 2 might as well put this out right now based on my  
 3 comments from the last meeting. I will always  
 4 remain steadfast about my concerns about students  
 5 and teachers being able to get the most, and I'm  
 6 saying teachers, not just paras, teachers and  
 7 paras who have to work more than one job, but I  
 8 do think that with the additions of these  
 9 holidays, there are just some things that are  
 10 critically important to the kinds of people we  
 11 are and our ability to live in a more equitable  
 12 and civil world, of which we need a whole lot  
 13 more of these days.

14 And I also know being a schoolhouse  
 15 person, what happens the longer we're in school  
 16 in June, what happens not only to the children  
 17 but to the teachers. And so the argument that I  
 18 made, so I know I'm breaking hearts out there,  
 19 but the argument that I made which I thought,  
 20 which I know is valid, now plays with those  
 21 holidays in place because now it means that

Page 175

1 teachers and children are going to have longer,  
 2 if it were post, in school trying to get to those  
 3 same second jobs, summer jobs about which I spoke  
 4 before, so in light, and maintaining my integrity  
 5 on this issue, I do have to say that my thinking  
 6 is tweaked if I'm to have that integrity about  
 7 what I said at the last meeting. I hope I'm  
 8 clear, because I've not given up on my issue  
 9 about teachers and students, and I won't until  
 10 those who want 12-month pay for those who are  
 11 getting ten months can realize that, but the  
 12 cultural recognitions are important. I'm done.

13 CHAIRWOMAN SCOTT: All right, thank you.  
 14 I had a clarifying question and I think Ms. Mack,  
 15 I think, asked it, but I just want to clarify it.  
 16 With the motion that Mr. Thomas made to add like  
 17 the Lunar New Year, Eid-al-Fitr as PD dates and  
 18 Juneteenth as a school closure for students and  
 19 staff, and to denote Eid-al-Adha on the calendar,  
 20 is that the same as the pre-Labor Day school  
 21 calendar with PLD, or does it differ from that?

Page 176

1 MR. DUQUE: No, the two calendars with  
 2 the PLD are basically the same.

3 CHAIRWOMAN SCOTT: As Mr. Thomas'  
 4 motion?

5 MR. DUQUE: The only difference is that  
 6 according to Mr. Thomas' motion, the MSEA day,  
 7 October 21st would be a school closure day, staff  
 8 and students would be off. The school system  
 9 would be open; however, schools would be closed  
 10 for students and staff and the Juneteenth would  
 11 be a systemwide closure day. It's already in the  
 12 calendar as a school closure day but not as a  
 13 systemwide closure day.

14 CHAIRWOMAN SCOTT: Okay. So Mr. Thomas'  
 15 motion is basically the same calendar that the  
 16 pre-Labor Day or post-Labor Day, either pre or  
 17 post-Labor Day calendar with the PLD.

18 MR. DUQUE: Yes, ma'am.

19 CHAIRWOMAN SCOTT: Okay, that's what --  
 20 I was able to hear what you were asking to follow  
 21 up on it. Okay. So now my question is to

Page 177

1 process his motion, then, if we process this and  
 2 approve that, then we could do pre or post  
 3 without the PLD because it's basically saying the  
 4 same thing, I guess that's what I'm trying to  
 5 understand.

6 MR. DUQUE: That's correct.

7 CHAIRWOMAN SCOTT: Okay. Because if we  
 8 were to process his motion and it passes and then  
 9 we process the PLD calendar, it would be  
 10 redundant, or it would --

11 MR. DUQUE: The PLD calendars pre or  
 12 post are identical.

13 CHAIRWOMAN SCOTT: Pre and post, I mean,  
 14 yes. It would be the same things so it would be  
 15 redundant.

16 MR. DUQUE: Yes, ma'am.

17 CHAIRWOMAN SCOTT: Okay, interesting,  
 18 thank you for that. Were there any other  
 19 questions, any more clarifying questions?

20 MR. KUEHN: Ms. Scott?

21 CHAIRWOMAN SCOTT: Oh, Mr. Kuehn, yes

Page 178

1 please.

2 MR. KUEHN: Thanks. I just wanted to

3 make a comment. I, you know, I fully support

4 adding these days. I just want everyone to be

5 cognizant that the amount of time we're spending

6 in school, or in the school year, seems to be

7 expanding a bit, and I'm making this comment

8 because Ms. Pasteur brought it up, that -- I see

9 you, Christian, thank you -- that people try to

10 work during the summer and teachers are trying to

11 be employed and you know, generate income in that

12 period between when we end school and we start

13 school, so two points I want to make.

14 One, you know, as we slightly expand,

15 and even though it's just a few days, that's

16 money, right, because you get paid for your time,

17 I just want to be cognizant of that.

18 And then if we were to flip-flop or go

19 post and then pre the following year, then we're

20 actually squeezing a week out of teachers'

21 salaries for that specific summer. I want to

Page 179

1 point that out so that, you know, if we get

2 consistent we need to stay consistent, and you

3 know, that will have an impact on folks, but

4 thank you for this, and hopefully we can move

5 forward.

6 CHAIRWOMAN SCOTT: Thank you. It looks

7 like there's a question from Ms. Causey,

8 Mr. Brousaides, Ms. Causey asks if she has time.

9 Oh, I'm sorry, Ms. Henn has a question, thank

10 you. Please go ahead, Ms. Henn.

11 VICE CHAIR HENN: Thank you, Ms. Scott.

12 I too fully support adding these days. I just

13 wanted to comments that I think it's important

14 that we don't lose sense of the why we're adding

15 these days. I think that's as important if not

16 more important than the calendar itself, and our

17 decisions that we make, the most important

18 decision we can make is to educate our community,

19 our children and their families about the why.

20 And I considered making a motion to this

21 but I don't think we need to, but I would

Page 180

1 encourage Dr. Williams that everywhere we publish

2 this calendar once we finalize it, that we link

3 to resources to educate our stakeholders and our

4 community to the why, to educate them about the

5 significance of these days and the differences

6 and our cultural differences, so that we can make

7 the changes that we're trying to create, so that

8 these aren't just days on a calendar, that they

9 have meaning, and it can start with us but it

10 doesn't end with us. So I would just encourage

11 us to go that one step farther, that this is not

12 just about days on a calendar and days off, but

13 that we go farther and Dr. Williams, I would just

14 ask that you take this and run with it, you're

15 the educator and you know what to do with it

16 beyond that, but let's not lose sight of the why,

17 so thank you.

18 CHAIRWOMAN SCOTT: Yes, it looks like

19 there was a question. Ms. Causey asked Mr.

20 Brousaides how much time she had, does she have

21 any time?

Page 181

1 MR. BROUSAIDES: 60 seconds.

2 CHAIRWOMAN SCOTT: 60 seconds. Please

3 go ahead, Ms. Causey.

4 MS. CAUSEY: Thank you. I just really

5 wanted to appreciate Ms. Henn for those comments,

6 I won't repeat them because I don't have time.

7 So -- but I did just want to say to Mr. Kuehn's

8 very valid point and to Ms. Pasteur's point, it

9 is going to be important to evaluate the schedule

10 and not let a creep happen in one direction or

11 another to then diminish the summertime not only

12 for students and educators, people in the school

13 system that have those second jobs, but also just

14 for families in terms of planning how they're

15 going to break up their summer with their

16 families, some may not be able to take off work

17 easily, so we should try and be consistent and

18 not let it creep, as Mr. Kuehn said, so I support

19 that. Thank you.

20 CHAIRWOMAN SCOTT: Okay, thank you. Are

21 there any additional questions? Yes, there's a

Page 182

1 comment from Ms. Jose.

2 MS. JOSE: Actually it's a question,

3 thank you, Ms. Scott. Mr. Duque, I just wanted

4 verification. Mr. Thomas' motion said

5 Eid-al-Adha was recognized, is to be recognized,

6 but wasn't that a student day on your pre and

7 post-Labor Day calendar.

8 MR. DUQUE: Eid-al-Adha falls outside of

9 the school year as projected. The motion, I

10 believe, was to, that it would be annotated on

11 the calendar.

12 MS. JOSE: Okay, all right. Thanks.

13 CHAIRWOMAN SCOTT: Okay. I want to make

14 sure, are there any other questions? Okay, so I

15 would like to know, do I have a motion to

16 approve -- oh, I apologize, there was already a

17 motion I was going to restate, so we need to

18 process the motion if we're ready for a rollcall

19 vote. Sorry about that. Let me restate the

20 motion, I apologize for that.

21 Yeah, can you repost it, because I think

Page 183

1 it went down in my chat. Okay. Thank you. So

2 it was moved by Mr. Christian Thomas to

3 recognize, and seconded by Ms. Lily Rowe, to

4 recognize Diwali, Lunar New Year and Eid-al-Fitr

5 as professional development days and Juneteenth

6 as a school closure for students and staff, and

7 to denote Eid-al-Adha on the calendar. Are you

8 ready for a rollcall vote? Okay.

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 184

1 MR. THOMAS: Yes.

2 MS. GOVER: Mr. Offerman?

3 MR. OFFERMAN: 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 for that

14 and this passes as well. All right. So then I

15 was going to ask if I have a motion to approve

16 the pre-Labor Day school calendar recognizing

17 Diwali, Lunar New Year and Eid-al-Fitr as

18 professional development days, and Juneteenth as

19 a systemwide closure for students and staff, and

20 to denote Eid-al-Adha on the calendar, and a

21 systemwide closure day for MSEA, 10/21/22.

Page 185

1 MR. THOMAS: So moved, Thomas.

2 CHAIRWOMAN SCOTT: Is there a second?

3 MR. OFFERMAN: Second, Offerman.

4 CHAIRWOMAN SCOTT: It was moved by

5 Mr. Thomas and seconded by Mr. Offerman, and I'm

6 going to put that in the chat so everyone can

7 see, so that's the original motion for the

8 calendar with the two amendments made by

9 Mr. Thomas, so this is the final as it would

10 read. Are there any questions on that? Yes,

11 Ms. Rowe.

12 MS. ROWE: So I just want to, I don't --

13 I just want to make a comment that I don't

14 personally love starting before Labor Day, but if

15 I had to choose between recognizing various

16 religions and starting after Labor Day and then

17 being in school almost to July, to me starting

18 after Labor Day isn't worth failing to recognize

19 these various religious and cultural days. So

20 while I don't love it, I will vote for this since

21 we got the holidays.

Page 186

1 CHAIRWOMAN SCOTT: Thank you. Next is  
 2 Ms. Causey.  
 3 MS. CAUSEY: Thank you. I just wanted  
 4 to make a comment along the lines of other board  
 5 members, that in the past I have supported  
 6 post-Labor Day starts for many reasons, one of  
 7 them being the significance of the agricultural  
 8 industry on the state of Maryland and also on our  
 9 students in terms of having career paths and just  
 10 awareness of nature and the world around them.  
 11 Like Ms. Rowe, there are, this is a very  
 12 complicated system, it's a very complicated  
 13 calendar and unfortunately there are some factors  
 14 that are just going to make a post-Labor Day  
 15 start at this point run too late.  
 16 We do have the advanced placement  
 17 courses that are set at a certain time nationwide  
 18 and so it's important for our students in our  
 19 system to have instructional time, as well as the  
 20 state assessments are planned at a time  
 21 consistently by the state for the whole state of

Page 187

1 Maryland, so in order for our students to be  
 2 equally prepared, it does make sense to add that  
 3 instructional time at the beginning.  
 4 So I am going to hope that the school  
 5 system can work with those students and even the  
 6 students not directly involved in agriculture,  
 7 but with families and to work with a way where  
 8 the State Fair and other agricultural activities  
 9 can be worked in. So thank you for that and I  
 10 really appreciate my colleagues and this  
 11 discussion, and I appreciate staff bringing this  
 12 additional information, but I am looking to a  
 13 full survey in March. Thank you.  
 14 CHAIRWOMAN SCOTT: Thank you. And you  
 15 said no? Okay. It looks like next is Mr. Kuehn.  
 16 MR. KUEHN: Thank you, Ms. Scott. I  
 17 just wanted to make a comment because I don't see  
 18 this as either we go post Labor Day or we don't  
 19 celebrate these five holidays. I think we could  
 20 do both, I know that would make for a long late  
 21 day, you know, school year, so I take issue with

Page 188

1 that.  
 2 I believe and it sounds as if there's  
 3 plenty of support for pre Labor Day. I will  
 4 support post Labor Day so I will be voting  
 5 against this, but that's just how I feel. And  
 6 you know, congratulations on getting the calendar  
 7 through, so let's take a vote.  
 8 CHAIRWOMAN SCOTT: Thank you, Mr. Kuehn.  
 9 I don't want to take a vote if there's more  
 10 questions or comments out there, I want to make  
 11 sure everyone's had an opportunity to speak.  
 12 I just say again, thank you all for the  
 13 hard work you've done for this, for the robust  
 14 conversation and everything, and really putting  
 15 together an equitable and inclusive calendar. I  
 16 think that Mrs. Pasteur's comments resonated as  
 17 far as having children in school longer and just  
 18 sort of giving insight into that, so I just would  
 19 like to thank everybody for all their comments  
 20 and that really was very useful and helped me  
 21 informing my decision as well, so thank you.

Page 189

1 So, are we ready for the vote? Okay.  
 2 Ms. Causey, excuse me, I thought Ms. Causey a  
 3 question, it's Ms. Henn. Ms. Henn has a  
 4 question.  
 5 VICE CHAIR HENN: Thank you, Ms. Scott.  
 6 I've traditionally supported post Labor Day as  
 7 well. Given the pandemic I supported a pre-Labor  
 8 Day start this year. Again, I'm concerned as  
 9 many have said about the need for instructional  
 10 time. However, one thing that I read that is of  
 11 particular concern is that far more teens are  
 12 entering the work force to be able to support  
 13 their families, especially as adults are out of  
 14 work and especially in hospitality industries,  
 15 whose prime times are that period including the  
 16 week before Labor Day, leading up to Labor Day.  
 17 And in fact, the teen employment rate is the  
 18 highest it has been since, I want to say 1953, so  
 19 losing that one week is concerning to me, so I  
 20 won't be supporting this. I think the post-Labor  
 21 Day start will benefit many of our high schoolers



Page 190

1 that do work during the summer, so I think that  
 2 will make more of a difference to them than it  
 3 will, although I am torn and it is a tough  
 4 decision, I think we can make this calendar work  
 5 with a post-Labor Day start, so that would be my  
 6 preference for that reason. Thank you.

7 CHAIRWOMAN SCOTT: Thank you, Ms. Henn.  
 8 It looks like there's a comment from Mr. Offerman  
 9 and then Dr. Hager.

10 MR. OFFERMAN: Yes. As someone who sat  
 11 in school buildings for 37 years in Baltimore  
 12 County, it has been my experience in various  
 13 schools, and a lot of other people I know will  
 14 tell you that the days after Memorial Day that  
 15 you add, have much less positive impact on  
 16 student learning than the days early in the year.  
 17 And I know there are a lot of issues and I  
 18 understand both sides of this, but I'm looking at  
 19 the educational impact, SAT days, AP days, state  
 20 testing, these are set, they're not going to  
 21 change. If we value our overall instructional

Page 191

1 days, a pre-Labor Day start gives us more  
 2 instructional days before all the important  
 3 events. Thank you.

4 CHAIRWOMAN SCOTT: Thank you. Next is a  
 5 comment from Dr. Hager.

6 DR. HAGER: Just really fast. Thank  
 7 you, Mr. Offerman, first of all, that was very  
 8 well said. And then also just, you know, it's a  
 9 week at the end or a week at the beginning of the  
 10 summer, so shifting it to the end of the summer  
 11 means that kids will be missing a week of work in  
 12 June, and so I just feel like the list of reasons  
 13 for a pre-Labor Day start specific to academics  
 14 and some the other things is long, and so I  
 15 really appreciate what Ms. Henn said and that is  
 16 accurate, that kids are needing jobs and that  
 17 they need to support there families, but yeah, I  
 18 just wanted to point that out, and Mr. Offerman  
 19 said, beautifully said everything I was thinking.  
 20 Thanks.

21 CHAIRWOMAN SCOTT: Thank you.

Page 192

1 Mr. Thomas?  
 2 MR. THOMAS: Thank you, Ms. Scott.  
 3 Going back to what Ms. Henn said about the summer  
 4 jobs, I would say that yes, I understand that  
 5 point, but our students are also working jobs  
 6 during the school year too. I'm working two jobs  
 7 during the school year while being a board  
 8 member, while being a student, and so I don't  
 9 necessarily know if we can just say summer jobs  
 10 are the reason for a post-Labor Day start to the  
 11 year, because our students will be having jobs  
 12 throughout the entire school year if they are  
 13 those that need it to financially support their  
 14 families.

15 What Mr. Offerman said about AP tests,  
 16 SAT days, all the standardized tests that we have  
 17 as students that we are preparing for, dedicating  
 18 all of our time to get ready for the PSAT and the  
 19 SAT to get the highest score we can. We need as  
 20 much time in the classroom to be prepared for  
 21 those tests as possible. And I know that a good

Page 193

1 teacher could possibly make that work in you  
 2 know, less time, and have more time to prep but  
 3 like Dr. Hager said, it's either four days at the  
 4 beginning, or five days at the beginning, or five  
 5 days at the end, and I'd rather have the five  
 6 days at the beginning so I think you're more  
 7 prepared for the year. So thank you all, and I  
 8 ask you to take a vote.

9 CHAIRWOMAN SCOTT: Thank you. Are we  
 10 ready for the vote? Are there any more  
 11 questions? Okay, Ms. Gover, if we could take a  
 12 rollcall vote please?

13 MS. GOVER: Ms. Rowe?  
 14 MS. ROWE: Yes.  
 15 MS. GOVER: Ms. Causey?  
 16 MS. CAUSEY: Yes.  
 17 MS. GOVER: Ms. Mack?  
 18 MS. MACK: Yes.  
 19 MS. GOVER: Mr. McMillion?  
 20 MR. MCMILLION: Yes.  
 21 MS. GOVER: Ms. Jose?

Page 194

1 MS. JOSE: Yes.

2 MS. GOVER: Ms. Henn?

3 VICE CHAIR HENN: Yes.

4 MS. GOVER: Mr. Thomas?

5 MR. THOMAS: Yes.

6 MS. GOVER: Mr. Offerman?

7 MR. OFFERMAN: Yes.

8 MS. GOVER: Ms. Pasteur?

9 MS. PASTEUR: Yes.

10 MS. GOVER: Dr. Hager?

11 DR. HAGER: Yes.

12 MS. GOVER: Mr. Kuehn?

13 MR. KUEHN: No.

14 MS. GOVER: Ms. Scott?

15 CHAIRWOMAN SCOTT: Yes.

16 MS. GOVER: Thank you.

17 CHAIRWOMAN SCOTT: Okay, I didn't get

18 the count but I believe the motion carries for a,

19 I'll read it back again, let me know. We just

20 voted to approve a pre-Labor Day school calendar

21 recognizing Diwali, Lunar New Year and

Page 195

1 Eid-al-Fitr as professional development days, and

2 Juneteenth as a systemwide closure for students

3 and staff, and to denote Eid-al-Adha on the

4 calendar, and systemwide closure day for MSEA

5 10/21/22, it was moved by Mr. Thomas and seconded

6 by Mr. Offerman.

7 Great, thank you. Thank you both, yes,

8 thank you.

9 And I'm going to move along on our

10 schedule, the next item on the agenda is the

11 update on the efficiency review and for that I

12 call on Dr. Williams.

13 DR. WILLIAMS: So I'm going to invite

14 Dr. Yarbrough to the table please. I think

15 because of the time I'm going to truncate this

16 presentation. Can we start with slide number

17 four, and Dr. Yarbrough, I'll turn it over to

18 you.

19 DR. YARBROUGH: Thank you. So good

20 evening, Board Chair Scott, Vice Chair Henn and

21 members of the Board. The Division of

Page 196

1 Organizational Effectiveness is tasked with

2 providing a balanced and studied approach to the

3 implementation of the recommendations provided by

4 the Public Works LLC in the efficiency review.

5 The slide shows three types of groups that are

6 involved in reviewing and assessing the

7 recommendations in each chapter.

8 Division workgroups, their work is to

9 review recommendations, identify priorities and

10 chart a course for implementation of next steps.

11 Blueprint review team, this team reviews

12 recommendations received from division workgroups

13 to assure alignment with Blueprint for Maryland's

14 Future.

15 Stakeholder workgroup is tasked with

16 identifying the desired end user experience.

17 They review recommendations from division

18 workgroups and provide feedback. Next slide

19 please.

20 Workgroups meet regularly as depicted on

21 this slide and publish on the BCPS efficiency

Page 197

1 review page on our website. The meetings are

2 approximately 90 minutes in length and are

3 conducted virtually. During each meeting

4 workgroup members review a set of identified

5 recommendations in alignment with the stated

6 purpose. The timeline for all workgroups to have

7 completed their recommendation reviews will be

8 based on the rate at which team members are able

9 to analyze and reconcile report findings. We

10 anticipate that the majority of workgroups will

11 be completing their review by early spring. Next

12 slide please.

13 The guiding question for division

14 workgroups is can we implement the recommendation

15 as written? The options are yes, which prompts

16 them to identify next steps and a timeline; yes

17 with modifications; or no, with rationale and

18 supporting evidence. Next slide please.

19 Division workgroups are organized by

20 chapter as depicted in the slide. All workgroups

21 have held three meetings for a total of 21

Page 198

1 division workgroup meetings to date. 48  
 2 recommendations have been reviewed and 31 have  
 3 moved forward as written, while 15 have moved  
 4 forward to the Blueprint review team with  
 5 modifications for consideration. To date the  
 6 workgroups have rejected two recommendations.  
 7 Next slide please.

8 The Blueprint review team is solely  
 9 focused on recommendations related to the  
 10 Blueprint for Maryland's Future. If a  
 11 recommendation is not in alignment it is returned  
 12 to the division workgroup with feedback and  
 13 suggested revisions. If they are in alignment  
 14 they move forward to a stakeholder workgroup.  
 15 Prior to that initial review of recommendations,  
 16 this team engages in a thorough review of the  
 17 Blueprint for Maryland's Future Act to insure a  
 18 clear understanding of guidelines and to aid in  
 19 their decision making. They have held two  
 20 meetings and reviewed 15 recommendations. To  
 21 date, all 15 recommendations have been approved

Page 199

1 and moved forward to the stakeholder workgroup  
 2 for consideration. Next slide please.

3 Our stakeholder workgroup members are  
 4 charged with evaluating the end user experience.  
 5 Recommendations identified as aligned with needs  
 6 move forward to be included in the comprehensive  
 7 final reports. Missed opportunities are returned  
 8 to the division workgroups for refinement or  
 9 additional context as appropriate. They have met  
 10 twice and reviewed five human resources  
 11 recommendations. The stakeholder workgroup has  
 12 moved three recommendations forward and  
 13 identified two recommendations as having missed  
 14 opportunities for the division workgroup to  
 15 review. Next slide please.

16 As identified by Dr. Williams, the goal  
 17 in this process is to insure that all voices are  
 18 heard and recommendations are reviewed through  
 19 multiple lenses. In the interest of transparency  
 20 related to implementation of recommendations, we  
 21 have created a web page that members of the

Page 200

1 public can use to access artifacts related to  
 2 system review and implementation. The web page  
 3 contains links to agendas and action items for  
 4 all chapter division workgroups, the Blueprint  
 5 review team and the multi-stakeholder workgroup.  
 6 Additionally, superintendent efficiency review  
 7 updates and related communications will be  
 8 archived on this page. It is dynamic and will  
 9 change as materials and artifacts become  
 10 available.

11 At this time I turn it back over to you,  
 12 Dr. Williams.

13 DR. WILLIAMS: Sure, next slide please.  
 14 So last month we received a database of 451  
 15 payroll, certification and benefit-related  
 16 concerns from TABCO that we shared with staff for  
 17 review. Two items related to technology and two  
 18 items related to general human resources have  
 19 been resolved. Our team has had an opportunity  
 20 to review all of the remaining 447 entries and  
 21 identified next steps with the goal of

Page 201

1 researching and resolving all concerns from  
 2 members of Team BCPS.

3 So in the area of payroll, 167 items  
 4 were received. To date, 31 have been resolved  
 5 completely with an additional seven in the  
 6 process. Payroll is working collaboratively with  
 7 human resources to resolve 25 concerns and will  
 8 continue moving through the list as expeditiously  
 9 as possible.

10 In terms of certifications, there were  
 11 247 certification issues moved forward. The list  
 12 included 62 issues that were prioritized for  
 13 immediate action. They have all been researched  
 14 and those teachers contacted with a resolution  
 15 and/or next steps. The certification team will  
 16 continue work directly with teachers requiring  
 17 followup on the documentation issues. The team  
 18 is on track for resolving 57 additional issues by  
 19 Friday, December 3rd, 2021.

20 And benefits, 32 benefit issues were  
 21 received. To date seven have been resolved and

Page 202

1 five more are in the process with the Office of  
 2 Payroll.

3 I will be providing additional updates  
 4 regarding this next month. Next slide.

5 The efficiency -- oh, we did the  
 6 transportation. Would you please move forward to  
 7 slide 16, unless you all want me to repeat the  
 8 transportation update.

9 CHAIRWOMAN SCOTT: No.

10 DR. WILLIAMS: Okay, that was a little  
 11 bit of a humor.

12 The efficiency review recommends that  
 13 BCPS addresses climate, work environment and  
 14 morale of staff. We know that climate and morale  
 15 issues erode our effectiveness and directly  
 16 impact students. If we don't take care of our  
 17 team, then our students don't receive our very  
 18 best. With that in mind we are crafting a  
 19 multifaceted comprehensive plan focused on  
 20 engagement, wellness and appreciation. In  
 21 addition to receiving feedback and input from

Page 203

1 focus groups and school visits, union leaders  
 2 have been collaborating with leadership to  
 3 problem solve and share ideas from their  
 4 respective membership. Next slide.

5 So it seems appropriate two days before  
 6 Thanksgiving to express my appreciation for so  
 7 many members of Team BCPS who have gone above and  
 8 beyond in challenging times. Please know that we  
 9 see your dedication and are appreciative of all  
 10 that you do. In recognition of these tireless  
 11 efforts, we are pleased to be able to provide all  
 12 staff with a day off tomorrow in preparation for  
 13 Thanksgiving holidays. It is my hope that this  
 14 additional day will provide everyone with time  
 15 for some well-deserved rest and the opportunity  
 16 to attend to personal wellbeing.

17 A part of the ongoing staff appreciation  
 18 efforts, central office volunteers are sharing  
 19 the gift of time with schools, beginning Monday,  
 20 November 22nd, 2021, and continuing on subsequent  
 21 Mondays and Fridays throughout this current

Page 204

1 school year. Volunteers will help in a variety  
 2 of ways, including bus and lunch duties, class  
 3 and front office coverage, and assistance to  
 4 school leaders. I want to offer a special thank  
 5 you to Deer Park Middle, Deer Park Magnet Middle  
 6 School for welcoming me during hall and dismissal  
 7 duty yesterday. I look forward to being on my  
 8 next post next Monday afternoon at a different  
 9 school. In collaboration with our union  
 10 partners, we are committed to finding additional  
 11 ways throughout the year to focus on staff and  
 12 students physical and mental wellbeing and  
 13 providing opportunities for our staff to rest and  
 14 recharge.

15 With the support of our Board, we would  
 16 like to request to close schools and offices  
 17 three hours early on the following days:  
 18 Thursday, December 23rd, 2021; Friday,  
 19 March 18th, 2022; and Friday, May 20th, 2022.  
 20 Our goal in sharing these three dates now is to  
 21 allow families and staff to plan. We're also

Page 205

1 working together with the county government to  
 2 explore retention bonus options for all of Team  
 3 BCPS. We truly want to thank our staff for all  
 4 that you do on behalf of BCPS students and wish  
 5 you a safe and happy Thanksgiving. Last slide.

6 We will continue to update the Board,  
 7 our community and Team BCPS during these  
 8 challenging times. Thank you so much for your  
 9 continued support and engagement in this work.  
 10 Thank you.

11 CHAIRWOMAN SCOTT: Thank you. Let's  
 12 see, were there any questions? It looks like  
 13 there's a comment from Ms. Pasteur.

14 MS. PASTEUR: Dr. Yarbrough, I want to  
 15 thank you for that presentation. This is what,  
 16 one, instruction is about. This is what will  
 17 help us close the gaps and I'm, I appreciate that  
 18 all of the connections are made with Blueprint, I  
 19 can see the connection with C&I. For all of the  
 20 folks, all of the conversation about what goes on  
 21 at professional development, what you're

Page 206

1 outlining, what all of you are outlining will  
 2 undergirth what professional development really  
 3 looks like. It's not just about how he do  
 4 materials but what we do with them and how we  
 5 benefit the children. Thank you, it's great to  
 6 hear that it will be on the website, artifacts  
 7 and materials, great.

8 Dr. Williams, thanks for your piece in  
 9 including those things that will change the  
 10 paradigm by changing and showing folks a shift in  
 11 where we're going with morale. Those are the  
 12 things that will help us to really close the gap  
 13 and will make a difference, so I'm glad to hear  
 14 it. Keep us updated on these things so as a  
 15 board we can continue to chime in, and I know the  
 16 Board will do it, the more board members are  
 17 going to start coming to those sessions that  
 18 you're having, so thank you, bravo for that.

19 CHAIRWOMAN SCOTT: Did you have a  
 20 question? I thought I saw a hand over here. No?  
 21 Okay. It looks like there's a question from

Page 207

1 Mr. Kuehn.

2 MR. KUEHN: Thank you, Ms. Scott. I  
 3 just had some brief questions for Dr. Williams.  
 4 To be clear, tomorrow is a full day off, correct?  
 5 DR. WILLIAMS: Yes.  
 6 MR. KUEHN: All right, because my  
 7 follow-on question is, how does that impact the  
 8 calendar overall, giving a full day off tomorrow,  
 9 does it push us out a day in the summer?  
 10 DR. WILLIAMS: Ms. Charley-Greene, would  
 11 you come and respond? I'm the bearer of good  
 12 news, Mr. Kuehn.  
 13 MR. KUEHN: Okay, I see how it is, it's  
 14 a good move, I'll have to remember that one, it  
 15 won't be sad news.  
 16 MS. CHARLEY-GREENE: So Mr. Duque had an  
 17 opportunity to explain a little bit earlier, the  
 18 addition of the additional 15 minutes has  
 19 provided us with a cushion, so when we look at  
 20 tomorrow as a day off for everyone to prepare for  
 21 Thanksgiving, it does not impact our inclement

Page 208

1 weather days, we remain with four inclement  
 2 weather days that we can still use, and so  
 3 tomorrow does not impact the end date of the  
 4 school year. Now obviously Mother Nature, we  
 5 could have more inclement weather days than the  
 6 four that we have remaining, but right now it  
 7 makes absolutely no change to the end date for  
 8 the school year, nor does it impact the remaining  
 9 four days for inclement weather days.

10 MR. KUEHN: Just to clarify, we  
 11 scheduled five inclement weather days, correct?  
 12 MS. CHARLEY-GREENE: That is correct,  
 13 yes.  
 14 MR. KUEHN: All right, so we're just  
 15 displacing one of those and hoping to get a  
 16 break.  
 17 MS. CHARLEY-GREENE: So we did use one  
 18 in October and pardon me, I can't remember the  
 19 exact date, but it was -- so we have four  
 20 remaining, that's correct.  
 21 MR. KUEHN: Great. And then my last

Page 209

1 question, Dr. Williams, regarding the half days  
 2 in December, March and May, those still count as  
 3 full school days, or with the hours and days it  
 4 doesn't mess anything up with what we need to do  
 5 to achieve the intent of meeting our obligations  
 6 both to the students in hours and the state?  
 7 DR. WILLIAMS: That is correct, we had  
 8 staff to check and double check.  
 9 MR. KUEHN: Fantastic, thank you very  
 10 much.  
 11 CHAIRWOMAN SCOTT: Thank you. Next is  
 12 Ms. Rowe.  
 13 MS. ROWE: So do any of those additional  
 14 days impact the end date of the school year, the  
 15 half days?  
 16 DR. WILLIAMS: No.  
 17 MS. ROWE: Okay, because what I heard  
 18 from some teachers is that they like these breaks  
 19 but not if they end up going longer at the end.  
 20 DR. WILLIAMS: But I must say, I've  
 21 heard from teachers and students, and we've heard

Page 210

1 from our public comments, this is a year like no  
 2 other.

3 MS. ROWE: I understand.

4 DR. WILLIAMS: So we're going to have to  
 5 meet each other in the middle and try to get  
 6 through this challenging year with all that  
 7 everyone is doing. And again, we looked at this  
 8 and felt this was a good recommendation to put  
 9 forward to the Board.

10 MS. ROWE: Okay, but none of this  
 11 impacts -- so the teachers, we're not giving them  
 12 something and then saying they have to make it up  
 13 later?

14 DR. WILLIAMS: We're not, but keep in  
 15 mind we have inclement weather days that,  
 16 hopefully it won't be a bad winter, we just don't  
 17 know.

18 MS. ROWE: Well, that's aside from the  
 19 -- we'd have that anyway, right?

20 DR. WILLIAMS: Yes.

21 MS. ROWE: Okay, thank you.

Page 211

1 DR. WILLIAMS: This is one of those  
 2 examples of working with our unions and Mr. Duque  
 3 and really presenting, determining if we can do  
 4 this, so this is where we are at this time.

5 CHAIRWOMAN SCOTT: Thank you. Ms. Mack?

6 MS. MACK: Yes. I just wanted to say  
 7 that I appreciate the specificity of the  
 8 information provided around payroll issues and I  
 9 appreciate the efforts of those in payroll who  
 10 are working through them. I would like to know,  
 11 do we have a proactive way to query our existing  
 12 payroll system to identify when there is a  
 13 problem, an incorrect pay problem, a lane change,  
 14 certification change, or are we waiting for  
 15 employees to notify us of those problems?

16 DR. WILLIAMS: So we do have mechanisms  
 17 to determine if there is a problem, but again as  
 18 we're part of the healing and recovery, sometimes  
 19 we do have to listen to our staff, and so working  
 20 collaboratively we were able to get a list in  
 21 payroll, benefits, HR certification, they're

Page 212

1 working through that list and following up with  
 2 individual staff. So yes, but as we are  
 3 rebuilding we want to make sure we have the right  
 4 tools so we are not in this circumstance again in  
 5 terms of, if there's a problem that we can  
 6 immediately know that there's a problem.

7 Remember, all of these are different,  
 8 certification is a documentation, they're a  
 9 little different and somewhat individualized  
 10 based on the staff, the years of service. When  
 11 we talk about payroll, there's so much  
 12 specificity around that that it does require time  
 13 and attention with that employee and the staff  
 14 member to work through.

15 MS. MACK: Thank you. And I know one of  
 16 the issues that people were having were making  
 17 changes to their benefits if they had a baby or  
 18 they got married; do we have any of those issues  
 19 outstanding that you know of?

20 DR. WILLIAMS: I am unable to speak  
 21 specifically to that, but we have the list and

Page 213

1 we're -- even when we knew last year we had some  
 2 alternatives, particularly financing, someone's  
 3 buying a house, or saying they need to have a  
 4 letter, we worked through those issues, but I  
 5 don't have the particular list in front of me,  
 6 Ms. Mack.

7 MS. MACK: I do want to acknowledge that  
 8 every time I have referred a teacher who has  
 9 contacted me to you and staff, that that issue,  
 10 those issues have been resolved, and I appreciate  
 11 that.

12 And of course I have an issue that I'm  
 13 still waiting for personally but I'm sure that  
 14 somebody is working on it, so thank you.

15 DR. WILLIAMS: Yes, and that issue was  
 16 responded, to my understanding Mr. Sarris  
 17 responded to you, but we'll follow up, yeah,  
 18 because I saw the response.

19 But thank you for that, I appreciate  
 20 that. I really appreciate that. The staff  
 21 needed to hear that, Ms. Mack, the staff

Page 214

1 listening and watching and will review this,  
 2 those in HR, those in payroll have been working  
 3 tirelessly to try to address each and every  
 4 problem, so Mr. Sarris and Ms. Anderson, you can  
 5 take that back to the staff. Thank you.  
 6 CHAIRWOMAN SCOTT: Thank you.  
 7 Mr. Thomas?  
 8 MR. THOMAS: Thank you, Ms. Scott.  
 9 Dr. Williams, these four things on the slide, the  
 10 in appreciation slide are incredible, and thank  
 11 you so much for bringing those forward to us.  
 12 I'm excited about the closure tomorrow because I  
 13 do have a college interview that I will be able  
 14 to attend now.  
 15 I wanted to ask about the gift of time,  
 16 though, the blue thing. So how can board members  
 17 get involved with volunteering in our schools on  
 18 those Monday activities to too, is there any way  
 19 that we can get involved too?  
 20 DR. WILLIAMS: Of course. There's a  
 21 process, you can work with Dr. Yarbrough. Right

Page 215

1 now we're focusing on middle schools. As I  
 2 shared, I was at Deer Park Magnet Middle School.  
 3 So if you have the gift of time, just to show up  
 4 and provide that additional support, I think  
 5 staff and students would appreciate that.  
 6 MR. THOMAS: Awesome.  
 7 DR. WILLIAMS: We'll make sure we send  
 8 out a list, Ms. Gover, to see if there's some  
 9 board members that would like to volunteer.  
 10 MR. THOMAS: Thank you. And when, if  
 11 you do start to come to high schools, make sure  
 12 you let me know when you're coming to Eastern,  
 13 because I'd love to help out then too. Thank  
 14 you.  
 15 DR. WILLIAMS: Thank you.  
 16 CHAIRWOMAN SCOTT: Thank you.  
 17 Ms. Causey?  
 18 MS. CAUSEY: Thank you. I really  
 19 appreciate that presentation and I'll just  
 20 dovetail with Ms. Mack's comments about  
 21 appreciating that the staff issues of payroll,

Page 216

1 benefits and corrections are being addressed, and  
 2 I appreciate staff working through all of that.  
 3 I did want to also just dovetail and  
 4 acknowledge that we did receive a number of  
 5 emails from teachers and parents related to  
 6 tomorrow's holiday, or extra day off, that there  
 7 were some logistical challenges around schedules  
 8 that were not necessarily considered given the  
 9 short timeframe. So acknowledging that, I just  
 10 wanted to double check that those afternoons off  
 11 are, you know, clear on the runway, they're  
 12 cleared for takeoff, there won't be any, you  
 13 know, challenges for our staff or students or  
 14 parents on those half days, and I'm thinking  
 15 about the May date with testing or graduations.  
 16 DR. WILLIAMS: Again, we looked at it.  
 17 The feedback that we received was to, if we were  
 18 going to -- so to your point, we received a lot  
 19 of positive emails and then we didn't receive --  
 20 we received some questionable emails and it was  
 21 just about the communication, hence why we are

Page 217

1 doing it now about the upcoming half days or  
 2 early release. And so again, the team looked at  
 3 this and looked at it multiple times, so in terms  
 4 of what you've identified, we should be okay.  
 5 MS. CAUSEY: Okay, thank you. And then  
 6 in terms of the Public Works and the timeline for  
 7 the workgroups, are the timelines of the  
 8 workgroups going to tend to mesh with the  
 9 recommendation and the timelines that were  
 10 suggested by the Public Works consulting company  
 11 in their presentation?  
 12 DR. WILLIAMS: So keep in mind we're  
 13 taking the document and making it our own, and  
 14 we're vetting it through the different  
 15 workgroups. So there are times when we will be  
 16 able to meet the timelines or there may be a  
 17 slight delay, because as I reported back in  
 18 September, the timing of this was not ideal.  
 19 However, there were several accommodations and  
 20 good recommendations on how to make the  
 21 operational part of our system more efficient, so

Page 218

1 again, we will be making the notes available, you  
 2 have the dates of the workgroups, and so folks  
 3 can see this transparent process that we have in  
 4 place.  
 5 MS. CAUSEY: Great, thank you, I  
 6 appreciate that. I also appreciate that recently  
 7 the job descriptions were being made available to  
 8 the Board, and I just wanted to clarify they're  
 9 going to be available to the public also and  
 10 where were those going to be available.  
 11 DR. WILLIAMS: So as outlined to the  
 12 Board, we shared that those job directions are on  
 13 the website, and working with Ms. Anderson and  
 14 her team as we move forward, as we update the  
 15 website, we will be adding more job descriptions  
 16 to that.  
 17 MS. CAUSEY: Thank you, and I do think  
 18 that's very helpful. Also, I did review the CIO  
 19 position relative to the recommendations of  
 20 Public Works --  
 21 CHAIRWOMAN SCOTT: That's time.

Page 219

1 MS. CAUSEY: -- so I appreciate that  
 2 work that was --  
 3 CHAIRWOMAN SCOTT: That's time. May I  
 4 have a motion to approve the three staff wellness  
 5 breaks in recognition of efforts by closing three  
 6 hours early on Thursday, December 21st, 2021;  
 7 Friday, March 18th, 2022; and Friday, May 20th,  
 8 2022?  
 9 MR. THOMAS: So moved, Thomas.  
 10 (Multiple speakers.)  
 11 CHAIRWOMAN SCOTT: Okay. Who moved it  
 12 first? We just want to get clarification on  
 13 that, I heard a couple. Ms. Mack, okay, and then  
 14 I know I heard Mr. Thomas second. All right.  
 15 Any discussion on that?  
 16 MS. ROWE: Madam Chair, do we also have  
 17 to officially vote for November 24th as well?  
 18 CHAIRWOMAN SCOTT: It does not look like  
 19 we do, no.  
 20 MS. ROWE: Okay.  
 21 MS. CAUSEY: I would actually like

Page 220

1 clarification on that point since Ms. Rowe  
 2 brought it up. This is Ms. Causey.  
 3 CHAIRWOMAN SCOTT: So you're wanting  
 4 clarification on the November 24th date, if we  
 5 need to have a motion on that as well; is that  
 6 your question?  
 7 MS. ROWE: Yeah, it's an alteration to  
 8 the calendar and I thought we would have to vote  
 9 to approve that.  
 10 DR. WILLIAMS: So we have announced it,  
 11 we can go ahead and add it to the motion. And a  
 12 point of clarity, I just want to make sure, this  
 13 is happening tomorrow.  
 14 CHAIRWOMAN SCOTT: My question is, and  
 15 maybe Mr. Brousaides can weigh in, do we need to  
 16 add the 24th, or because it's already been  
 17 announced, it's already been approved, do we need  
 18 to have a motion to approve that?  
 19 MR. BROUSAIDES: I don't think you need  
 20 to. It wouldn't hurt if you did.  
 21 CHAIRWOMAN SCOTT: Okay. Do we want to

Page 221

1 restate it and include November 24th? So what it  
 2 is as I'm getting clarification, we'd have to  
 3 approve it as a full day closure, which is  
 4 separate from the others, the others are like  
 5 closing three hours early, okay.  
 6 DR. WILLIAMS: Yes, so just a point of  
 7 clarity. The three dates, again, are for three  
 8 hours early dismissal, Thursday, December 23rd;  
 9 Friday, March 18th of '22; and May 20th of 2022.  
 10 CHAIRWOMAN SCOTT: Mr. Brousaides,  
 11 what's the best way out of this, should we  
 12 withdraw it and restate it, or should we just  
 13 strike the 23rd through --  
 14 MR. BROUSAIDES: (Inaudible, off  
 15 microphone.)  
 16 CHAIRWOMAN SCOTT: Well, I asked, I  
 17 stated it and I asked may I have a -- I did say  
 18 may I have a motion to approve.  
 19 MR. BROUSAIDES: (Inaudible, off  
 20 microphone.)  
 21 CHAIRWOMAN SCOTT: Okay, then I withdraw



Page 222

1 it, unanimous consent, okay. I will restate it  
 2 properly now that I have the dates.  
 3 December 23rd, thank you, Mr. Thomas, so I will  
 4 restate. May I have a motion to approve the  
 5 three staff wellness breaks in recognition of  
 6 efforts by closing three hours early on Thursday,  
 7 December 23rd, 2021; Friday, March 18th, 2022;  
 8 and Friday, May 20th, 2022; and to close school  
 9 on November 24th systemwide?  
 10 MS. CAUSEY: So moved, Ms. Causey.  
 11 MR. THOMAS: Second, Thomas.  
 12 CHAIRWOMAN SCOTT: It sounds like it was  
 13 moved by Ms. Causey and seconded by Mr. Thomas.  
 14 Any discussion? Okay. Ms. Gover, may we have a  
 15 rollcall vote please?  
 16 MS. GOVER: Ms. Rowe?  
 17 MS. ROWE: Yes.  
 18 MS. GOVER: Ms. Causey?  
 19 MS. CAUSEY: Yes.  
 20 MS. GOVER: Ms. Mack?  
 21 MS. MACK: Yes.

Page 223

1 MS. GOVER: Mr. McMillion?  
 2 MR. MCMILLION: Yes.  
 3 MS. GOVER: Ms. Jose?  
 4 MS. JOSE: Yes.  
 5 MS. GOVER: Ms. Henn?  
 6 VICE CHAIR HENN: Yes.  
 7 MS. GOVER: Mr. Thomas?  
 8 MR. THOMAS: Yes.  
 9 MS. GOVER: Mr. Offerman?  
 10 MR. OFFERMAN: Yes.  
 11 MS. GOVER: Ms. Pasteur?  
 12 MS. PASTEUR: 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: Thank you. Okay.  
 21 The next item on the agenda is the report on the

Page 224

1 fiscal year 2021 comprehensive annual financial  
 2 report, and for that I call on Mr. Sarris.  
 3 MR. SARRIS: Good evening, Dr. Williams,  
 4 Madam Chair, members of the Board. I'm hopeful  
 5 that we still have Ms. Cheri Amoss here to give a  
 6 brief summary of the work that Clifton Larson  
 7 Allen did this year in a very unusual set of  
 8 circumstances surrounding the cyber attack in  
 9 which a very dedicated group of our fiscal  
 10 services team recovered and resurrected and  
 11 recalculated lots of data that allowed us to put  
 12 together this year's financial statement under  
 13 most unusual circumstances, and for which  
 14 Ms. Amoss and her Clifton Larson Allen team  
 15 responded vigorously to assure themselves and the  
 16 public that these statements are fairly  
 17 presented, which her firm's opinion does so  
 18 indicate, and Ms. Amoss, if you would like to  
 19 give us some brief comments, we'd appreciate it.  
 20 MS. AMOSS: Sure, thank you so much for  
 21 having me tonight to present the results of the

Page 225

1 fiscal year 2021 audit of the comprehensive  
 2 financial report of Baltimore County Public  
 3 Schools. As Mr. Sarris did say, we did issue an  
 4 unmodified audit opinion on this financial  
 5 statement, which in a nutshell says that the  
 6 statements are not materially misstated in  
 7 accordance to auditing standards, it is basically  
 8 what we call a clean opinion or a good opinion on  
 9 your financial statement.  
 10 Our audit was delayed this year from the  
 11 start because of the cyber attack and as a result  
 12 it was delayed on the back end as well. The  
 13 school system does have a September 30th  
 14 regulatory deadline from the Maryland State  
 15 Department of Education, which unfortunately was  
 16 not met this year. We did issue our audit  
 17 opinion on October 28th. The delay, again, was a  
 18 result of the cyber attack and working through  
 19 requests for information, additional  
 20 documentation needed for us to get the assurance  
 21 that we needed to get to the unmodified audit

Page 226

1 opinion for the school system.

2 We did have several findings I wanted to

3 briefly mention to the Board as a result of our

4 audit. The first one was a material internal

5 control over payroll expenditures, and during our

6 testing we noted there was a lack of approved

7 time sheets for hourly employees as well as

8 instances where pay rates didn't agree to the

9 negotiated bargaining agreement. All of this was

10 due to the loss of the CHRONOS timekeeping system

11 as a result of the cyber attack, as well as the

12 payroll system, and the need to rebuild those

13 systems to provide the financial information

14 needed for the audit.

15 The second finding we had was again,

16 another material weakness of internal control

17 related to accrued vacation leave. The school

18 system does have a liability in financial

19 statements for vacation time that is earned by

20 employees, however not used or taken as of fiscal

21 year ending June 30th, 2021. There are several

Page 227

1 components to that calculation that we requested

2 that go into that liability, and associated

3 findings related to the calculation included

4 incomplete documentation of vacation leave usage

5 for us to verify the liabilities; documentation

6 on vacation leave usage that was provided wasn't

7 consistently approved; leave earned was not

8 consistently in accordance with negotiated

9 bargaining agreements; and we did have an

10 instance of an incorrect pay rate for an employee

11 that was used in the recalculation of that

12 liability for the financial statement. Again,

13 the findings were associated with the cyber

14 attack and management needs to recreate manually

15 the leave balances as of June 30th, 2021.

16 My next comment was a significant

17 deficiency in internal control related to

18 non-payroll expenditures. We had adjusting

19 journal entries for approximately \$195,000 to

20 properly report expenditures that were originally

21 in fiscal year 22 but needed to be moved into

Page 228

1 fiscal year 21 as a result of the goods or

2 services being rendered during fiscal year 21.

3 My next set of comments are

4 management-related comments, these are what we

5 consider best practices for the school system,

6 and the first management comment is related to

7 updating texts. Throughout the school year or the

8 fiscal year, excuse me, the Board was properly

9 reconciling all bank accounts for their

10 investment accounts consistently each month.

11 However, due to the cyber attack there was a loss

12 of functionality in the financial system where

13 they could not properly clear individual checks

14 that had been passed at the bank or in the

15 financial system, so when we started our audit

16 there was a significant overstatement in the

17 financial system on the payables. During the

18 audit as we were conducting our audit procedures

19 management was diligently working with the

20 software vendor to fix the glitch that was

21 occurring so that way they could begin to

Page 229

1 properly clear all the outstanding checks, and by

2 the time we got to the end of the audit they had

3 reconciled that down a very immaterial amount as

4 far as we were concerned. We just recommend that

5 management continue to work on that fix so that

6 going forward, so that way any checks could be

7 reconciled and cleared out properly in the

8 financial system.

9 And my last set of comments relate to

10 information technology. I do want to take just a

11 second to remind the Board that the scope of our

12 audit was not to do an in-depth or comprehensive

13 analysis of your information technology system,

14 that was not what we were engaged to do, but

15 through the course of our audit we did have a

16 couple comments that we thought were best

17 practices to bring to the Board.

18 The first was related to employee user

19 access to a system, whether it be HRM or

20 financial applications. We had noted that there

21 were four employees that were terminated from the

Page 230

1 school system whose user access to HRM and the  
 2 financial applications was not removed timely,  
 3 and we just recommend going forward that on at  
 4 least an annual basis that management is  
 5 reviewing the user access for all employees to  
 6 make sure it's appropriate based on their job  
 7 duties within the school system, and that  
 8 terminated employees are promptly reviewed from  
 9 the system upon termination.

10 The second comment, we did denote that  
 11 the last formal risk assessment related to  
 12 informational technology was done in 2017. We  
 13 recommend the school system update that risk  
 14 assessment, especially in light of the cyber  
 15 attack, to insure that they're able to identify  
 16 gaps in internal controls and are in strict  
 17 compliance with laws and regulations.

18 The next comment was we noted there was  
 19 no IT strategic plan in place. We recommend that  
 20 an IT strategic plan be thought through and  
 21 implemented that aligns with the strategic

Page 231

1 planning of the overall school system operations.

2 And then lastly in light of the cyber  
 3 attack, we noted that now the business continuity  
 4 plan and disaster recovery plans are out of date  
 5 and don't reflect the current environment post  
 6 cyber attack and the changes that have been made  
 7 as a result of the cyber attack, committing to  
 8 the Cloud and things of that nature, so we  
 9 recommend management update both of those plans  
 10 to insure that they reflect the current nature  
 11 and environment of policies and procedures going  
 12 forward post cyber attack.

13 Those were the items I wanted to bring  
 14 to the Board's attention tonight, and I welcome  
 15 any questions that you might have.

16 CHAIRWOMAN SCOTT: Thank you. Let me  
 17 see if there are any questions. It looks like  
 18 there's a question from Mr. Kuehn.

19 MR. KUEHN: Thank you, Ms. Scott. Thank  
 20 for providing this information, I really  
 21 appreciate it. I understand the two material

Page 232

1 weaknesses that you mentioned, you know, for the  
 2 CHRONOS and issues with handling accrued time  
 3 probably because our record keeping is off at  
 4 this point. Hopefully, and I know staff have  
 5 been working hard and we've been spending a  
 6 significant amount of money on all that, so I'm  
 7 expecting that to be corrected.

8 The question that I had was, you said  
 9 there was a significant finding, and you  
 10 mentioned an amount of \$195,000, and I was just  
 11 wondering if you could kind of characterize what  
 12 that means and what it was from, it looks like we  
 13 spent money in '21 that we didn't have and we had  
 14 to pull money from '22 to '21?

15 MS. AMOSS: No, let me clarify that. So  
 16 that was related to a capital project fund in the  
 17 financial statement where the expenses were just  
 18 reported in the wrong fiscal year, it didn't have  
 19 a budgetary impact at all. It was just, the  
 20 goods and services were performed in fiscal  
 21 year 21, the invoice was received after June 30th

Page 233

1 and recorded for fiscal year 22 when it should  
 2 have been accrued back to fiscal year 21. So  
 3 there wouldn't have been any budgetary impact on  
 4 that, it's more for financial reporting purposes.

5 MR. KUEHN: And just to clarify, this  
 6 wasn't one invoice, or was it one project?

7 MS. AMOSS: It was just a couple, it  
 8 wasn't, I wouldn't say a lot, it was like maybe  
 9 two or three invoices that came to that amount.

10 MR. KUEHN: Okay. All right, thanks, I  
 11 appreciate this. You know, I also really  
 12 appreciate you highlighting the IT issues that  
 13 you saw. We know firsthand, you know, that there  
 14 are significant issues, and I know that the  
 15 efficiency audit talked specifically about adding  
 16 a CIO position and I'm hopeful that the  
 17 superintendent moves quickly on that, because  
 18 that person should be spearheading an IT strategy  
 19 document and managing the recovery plan and all  
 20 the things you mentioned to make sure that  
 21 there's no reoccurrence of what we ran into,

Page 234

1 because it was very painful and very expensive.  
 2 Thank you for your time.  
 3 MS. AMOSS: Sure, thank you.  
 4 CHAIRWOMAN SCOTT: Thank you. Any other  
 5 questions? No? Okay, thank you, Mr. Sarris and  
 6 thank you, Ms. Amoss. Oh, it looks like there is  
 7 a question, it happens every time. I say any  
 8 questions, nothing, then right at the very end.  
 9 Yes, Ms. Causey?  
 10 MS. CAUSEY: Thank you for that  
 11 presentation, and when you had mentioned the  
 12 different findings, in the report that was  
 13 attached to BoardDocs it doesn't have the word  
 14 findings and I didn't find the word deficiency,  
 15 so I'm wondering if the presentation that you  
 16 gave us, is that in the report or is that another  
 17 document that will be provided with your  
 18 comments?  
 19 MS. AMOSS: So the financial statements  
 20 are a separate document with the audit opinion in  
 21 it. The related comments that I went through are

Page 235

1 in two separate documents that were provided to  
 2 management to provide to the Board. I don't know  
 3 if they got into BoardDocs or the status of that,  
 4 but they were provided to management to provide  
 5 to everybody.  
 6 MR. SARRIS: They were presented in  
 7 Ms. Amoss' meeting with the audit committee last  
 8 week and they will be presented to the Board, but  
 9 they are management comments so they're not  
 10 included in BoardDocs. If the Board chooses to  
 11 do so, they may, so we'll have those for you.  
 12 MS. CAUSEY: Okay. I would request  
 13 Dr. Williams to attach them to BoardDocs since  
 14 we're, it's on the agenda for this meeting and  
 15 the Board is discussing it. I appreciate the  
 16 comments that you presented to us.  
 17 The other issue is there was, in the  
 18 audit committee meeting there was a question of  
 19 reclassifying ESSA fund spending with, reviewing  
 20 the grants from the ESSA fund. Is that a  
 21 separate review than the comprehensive annual

Page 236

1 financial report?  
 2 MS. AMOSS: So the ESSA funds were not  
 3 covered specifically in the comprehensive annual  
 4 financial report, this is just for financial  
 5 statement purposes. The ESSA funds will be  
 6 covered in a single audit which we are in the  
 7 process of working on currently right now, but  
 8 that's not due until December 31st at this point,  
 9 with a possible extension from Maryland State  
 10 Department of Education. So we're still working  
 11 through the programmatic side of the federal  
 12 grants including ESSA and CRS.  
 13 MS. CAUSEY: Okay, so that's a report,  
 14 or that's a review that's currently being done  
 15 with the current deadline of the end of December?  
 16 MS. AMOSS: Uh-huh.  
 17 MS. CAUSEY: But it may be moved.  
 18 MS. AMOSS: They extended it last year,  
 19 I know they've filed for an extension this year  
 20 because a lot of the boards of education across  
 21 the state are behind, and we're still waiting on

Page 237

1 additional guidance from the federal regulators  
 2 over those programs as well to have them come  
 3 out. In fact, it was supposed to come out by  
 4 Thanksgiving and I guess we have a day left to  
 5 get that additional guidance from the Feds.  
 6 MS. CAUSEY: Okay, I appreciate there are  
 7 moving parts.  
 8 MS. AMOSS: But there is at this point,  
 9 yes.  
 10 MS. CAUSEY: And I do dovetail with  
 11 Mr. Kuehn the hiring, the Board's approval of  
 12 Dr. Williams recommendation to move forward with  
 13 some of the recommendations and we're going in a  
 14 phased approach as was mentioned earlier,  
 15 includes the CIO in the first round of changes.  
 16 So I believe also that that's going to be very  
 17 help actual to have that caliber and that  
 18 executive assisting the superintendent with all  
 19 of these strategic and operational issues. Thank  
 20 you.  
 21 MS. AMOSS: You're welcome.

Page 238

1 CHAIRWOMAN SCOTT: Thank you.  
 2 Additional questions? Nothing in the chat, going  
 3 once, going twice, all right. Thank you,  
 4 Mr. Sarris, and thank you Ms. Amoss.  
 5 The next item on the agenda is the  
 6 report on college and career readiness, career  
 7 and technical education, dual enrollment, and  
 8 college credit, and for that I call on  
 9 Dr. McComas.  
 10 DR. MCCOMAS: So good evening, Chair  
 11 Scott, Dr. Williams and members of the Board. We  
 12 are pleased this evening to bring you an overview  
 13 presentation on our college and career readiness.  
 14 As all of you are well aware, you know our  
 15 mission is to make sure that our students are not  
 16 only ready for college but ultimately career and  
 17 that can take many paths.  
 18 Our team this evening, we have the  
 19 pleasure of having Principal Jernigan  
 20 representing Woodlawn High School, we have  
 21 Principal Powell representing Kenwood High

Page 239

1 School, Dr. Woolridge representing our Office of  
 2 College and Career Readiness, and Dr. Grubbs  
 3 representing our CTE team. So with no further  
 4 ado I'll turn it over, and Principal Powell will  
 5 kick us off and get us started. Could we have  
 6 the presentation? Thank you, you can go to the  
 7 next slide.  
 8 MR. POWELL: Thank you. So good  
 9 evening, Chairwoman Scott, Vice Chairwoman Henn,  
 10 Dr. Williams and members of the Board. I'm Brian  
 11 Powell, the very proud principal of Kenwood High  
 12 School. I'm here this evening to discuss the  
 13 ways that BCPS offers programs and opportunities  
 14 to insure that every child has a bright future  
 15 after leaving high school and can compete at the  
 16 highest level as they pursue their goals. A  
 17 board goal that aligns to this is insuring all  
 18 students are enrolled in courses that adequately  
 19 prepare them to be career and college ready upon  
 20 graduation. This evening you will hear from  
 21 Dr. Woolridge, Dr. Grubbs, Principal Jernigan and

Page 240

1 myself about specific ways BCPS makes this happen  
 2 for students. At this time it is my pleasure to  
 3 turn it over to Dr. Woolridge.  
 4 DR. WOOLRIDGE: Thank you, Principal  
 5 Powell. Good evening. BCPS's college and career  
 6 readiness programs align with our strategic plan,  
 7 The Compass: Our Pathway to Excellence and  
 8 Learning, Accountability and Results. Our goal  
 9 is simple, preparing each child to graduate ready  
 10 to enter their chosen career, career training,  
 11 military training, or credit bearing college  
 12 level coursework. Our work is to provide the  
 13 necessary supports to deliver on that promise.  
 14 Next slide please. Next please.  
 15 Beginning in the 2023-2024 school year,  
 16 school systems in Maryland will be required to  
 17 provide all students who meet college and career  
 18 ready standards access to three pathways to  
 19 future success at no cost to our students. This  
 20 evening we will share with you how BCPS is  
 21 already fulfilling many components of this future

Page 241

1 requirement. Next slide please.  
 2 The BCPS framework for college and  
 3 career readiness offers students a rich advanced  
 4 placement program, a comprehensive dual  
 5 enrollment program, and a wealth of career and  
 6 technical education programs in every high  
 7 school. These programs set our students up for  
 8 success on college and career ready assessments,  
 9 in college level credit bearing courses and in  
 10 industry recognized internships, apprenticeships,  
 11 workplace learning opportunities and training  
 12 programs. This is the value added aspect of our  
 13 educational system. Students in BCPS do not just  
 14 graduate with a high school diploma, they leave  
 15 with college credits, college acceptances,  
 16 scholarships, apprenticeships, industry  
 17 credentials and jobs making above minimum wage  
 18 salaries. Next slide please.  
 19 Let's begin with our early college  
 20 access programs in partnership with the College  
 21 Board. BCPS partners with the College Board to

Page 242

1 connect students to college success and  
 2 opportunities through the implementation of  
 3 several early college access programs. BCPS  
 4 partners with the College Board to administer the  
 5 College Board's suite of assessments. Each high  
 6 school administers the Preliminary Scholastic  
 7 Achievement Tests, the PSAT/8/9 to all ninth  
 8 graders, and the PSAT National Merit Scholarship  
 9 Qualifying Test, the NMSQT, to all 10th and 11th  
 10 graders in the fall of each year. These  
 11 administrations help prepare students for the  
 12 Scholastic Achievement Test better known as the  
 13 SAT, which all 11th grade students take in the  
 14 spring each year. Many colleges and universities  
 15 across the nation consider and may require SAT  
 16 scores as a part of their admissions process.

17 Students can prepare for the SAT by  
 18 enrolling in their high school's SAT prep course  
 19 for math and/or disciplinary literacy. Students  
 20 can also prepare by linking their College Board  
 21 accounts to Conn Academy. When they do this they

Page 243

1 receive personalized instruction and personalized  
 2 practice in order to improve their scores.

3 During the pandemic we were able to  
 4 provide the PSAT for almost 1,800 juniors in  
 5 January of 2021, and the SAT for over 3,000  
 6 juniors in April of 2021, and just one month ago  
 7 we administered the PSAT to over 20,000 juniors,  
 8 sophomores and freshmen. We thank you our Board  
 9 for providing funds to allow our students to take  
 10 these important college and career assessments  
 11 through this year.

12 BCPS also partners with the College  
 13 Board to provide advanced placement courses to  
 14 students. On November 9th the Board received a  
 15 full report on our advanced placement programs.  
 16 As you know, our goal is for all students to be  
 17 college and career ready. Our partnership with  
 18 the College Board and advanced placement  
 19 programming allows us to offer students college  
 20 level potentially credit bearing courses.

21 Principal Jernigan, please tell us about

Page 244

1 our dual enrollment and the early college program  
 2 at Woodlawn High School.

3 MS. JERNIGAN: Thank you. Participating  
 4 in AP courses is not the only way our scholars  
 5 can earn college credit while still in high  
 6 school. Early college access programs have grown  
 7 exponentially since 2014 when Senate Bill 740 was  
 8 passed, requiring tuition discount be given to  
 9 high school students taking college classes at  
 10 local community and state colleges and  
 11 universities. BCPS enjoys a robust partnership  
 12 with the Community College of Baltimore County,  
 13 which enables high school students to take  
 14 college courses at a 50 percent tuition  
 15 reduction. Qualified students can take up to  
 16 four courses tuition free. For students who  
 17 cannot travel to CCBC campuses, they can take  
 18 online classes or they can take classes on  
 19 location at their locally zoned high school.  
 20 These college classes are taught by CCBC college  
 21 instructors. Over a thousand BCPS students take

Page 245

1 college courses at CCBC each fall and spring  
 2 semester.

3 BCPS and CCBC partner to offer over 50  
 4 dual credited courses to BCPS students. These  
 5 are courses that students take at CCBC for  
 6 college credit and also receive high school  
 7 credit. Research shows that students who  
 8 participate in dual enrollment, particularly in  
 9 early college high schools, are more likely to  
 10 enroll in college post high school and to earn a  
 11 degree in five years, compared to students who do  
 12 not participate in dual enrollment or early  
 13 college high school experiences. Next slide  
 14 please. One more slide please.

15 As the proud principal of Woodlawn High  
 16 School, I'm so excited to share with you details  
 17 of how dual enrollment benefits students within  
 18 our school community. To enhance our students'  
 19 opportunities to participate in dual enrollment,  
 20 BCPS created the early college magnet at Woodlawn  
 21 High School. Participating students are enrolled

Page 246

1 in both BCPS and CCBC starting the summer before  
 2 their ninth grade year. After following the  
 3 rigorous course sequence students have the  
 4 opportunity to graduate high school in four years  
 5 while simultaneously earning an AA degree. This  
 6 past year we graduated our first cohort of ECP  
 7 students. The displayed graphics give you a  
 8 quick glance of the demographics of our program  
 9 graduates to date.

10 The benefits of our program are too  
 11 plentiful for me to fully capture in the short  
 12 time we've reserved tonight. However, I do  
 13 believe a student voice can best describe its  
 14 impact. Let's hear from one of our ECP scholars  
 15 at Woodlawn High School. I'm so proud to  
 16 virtually announce and introduce Tiberius Brooks,  
 17 who's one of our dynamic seniors in the class of  
 18 2022 who is currently completing our ECP  
 19 management. Are we able to see the video clip?  
 20 (Video playing with no audio through  
 21 first portion.)

Page 247

1 MR. BROOKS: ...graduate with my AA  
 2 degree this December, and one of the advantages  
 3 of being a part of the ECP program is the  
 4 additional preparedness that it gives me for when  
 5 I move on to a four-year institution. My biggest  
 6 goal is after I get my AA degree to transfer to  
 7 Rensselaer Polytechnic Institute, an amazing  
 8 engineering school, and I want to go there for  
 9 mechanical engineering. And without the skills  
 10 and organization and time management that the ECP  
 11 program was able to give me, that is able to  
 12 prepare me far better than what normal high  
 13 school would do, it would be impossible to go  
 14 there without it.

15 (Applause.)

16 MS. JERNIGAN: I am so proud of Tiberius  
 17 and I do want to congratulate him on completing  
 18 his AA degree ahead of schedule and in just a few  
 19 weeks at the end of this semester he will be  
 20 receiving that degree. Thank you.  
 21 (Applause.)

Page 248

1 Last year over half of our ECP students  
 2 in our first cohort graduated with their AA  
 3 degrees. That is 25 percent more than the  
 4 national average. CCBC is also committed to  
 5 paying for the remaining students to complete  
 6 their AA degrees this year. Completing high  
 7 school while having earned a significant number  
 8 of college credits passes on savings of thousands  
 9 of dollars to our students and their families,  
 10 and it jump starts our students' postsecondary  
 11 education plans. Our continued work at the  
 12 school level is to utilize an equity lens to  
 13 analyze multiple data points and communication  
 14 strengths in recruiting diverse student groups to  
 15 enter access, opportunity and achievement is  
 16 promoted for students within our school  
 17 community. Thank you.

18 DR. WOOLRIDGE: Thank you, Principal  
 19 Jernigan. To support our students in all  
 20 pathways to college and career readiness, BCPS  
 21 supports school-based student mentoring programs.

Page 249

1 Mentoring creates a strong connection between  
 2 individuals based on trust. The mentoring  
 3 relationship focuses on support for academics,  
 4 social and emotional issues our youth are dealing  
 5 with, and planning for their future choices.  
 6 Fostering positive relationships is essential to  
 7 providing students with the environment they need  
 8 to be successful lifelong learners. Through  
 9 mentoring students have access to a trusted  
 10 mentor who is committed to guiding them through  
 11 their school experiences.

12 Currently there are 106 mentoring  
 13 programs in BCPS schools. They employ a wide  
 14 variety of measuring approaches including but not  
 15 limited to one-to-one, group mentoring, peer  
 16 mentoring and combination programs. Our mentors  
 17 are teachers, counselors, AVID students, central  
 18 office staff and community members. We are  
 19 grateful for all who teach and mentor our  
 20 students for college and career readiness. Next  
 21 slide please.

Page 250

1 Another college and career readiness  
 2 support in place in 56 of our schools is  
 3 Advancement via Individual Determination, or AVID  
 4 program. AVID is a college readiness system with  
 5 a mission to close the opportunity gap by  
 6 preparing all students for college readiness and  
 7 success in a global society. This directly  
 8 aligns with BCPS's vision of raising the bar,  
 9 closing gaps, preparing for our future. BCPS's  
 10 AVID district leadership focuses on providing  
 11 access and support to rigorous courses for  
 12 underrepresented and underserved student  
 13 populations. AVID is a K-12 college and career  
 14 readiness system that includes an AVID elective  
 15 program for students in grades six through 12 who  
 16 are identified as students in the academic middle  
 17 with a desire to go to college and who may face  
 18 barriers or be a part of an underrepresented or  
 19 underserved student population.  
 20 AVID is currently implemented as a  
 21 school-wide system in 11 BCPS elementary schools,

Page 251

1 24 BCPS middle schools, and all 22 BCPS  
 2 comprehensive high schools. This school year  
 3 AVID is serving over 7,000 students through the  
 4 AVID elective class in grades six through 12 and  
 5 in the classrooms of AVID-trained elementary  
 6 school teachers. The BCPS AVID class of 2021 was  
 7 our largest graduating class ever with 570  
 8 graduating scholars who earned a combined total  
 9 of more than \$36 million in scholarships and  
 10 grant offers. We celebrate the success of our  
 11 AVID scholars. And now it is my pleasure to turn  
 12 the presentation back to Principal Powell.  
 13 MR. POWELL: Thank you, Dr. Woolridge,  
 14 next slide please. So what do these terrific  
 15 items and successes look like and produce in our  
 16 schools? Much of our successes begin with our  
 17 truly wonderful and dedicated teachers,  
 18 para-educators, staff, school counselors and  
 19 administrators as we implement as much  
 20 consistency as possible with our educational  
 21 programs. Our main goal is to insure our

Page 252

1 students are able to compete at the highest level  
 2 as they pursue their goals and dreams. This  
 3 comes from our belief that every student can find  
 4 their potential pathway in our building with our  
 5 individualized support. At Kenwood we have so  
 6 many terrific programs and opportunities for our  
 7 students.  
 8 We have our advanced placement program  
 9 where we have supported students and increased  
 10 our AP pass rates each year. We're able to  
 11 support this through our annual advanced  
 12 placement fair where students have the  
 13 opportunity to explore all of our AP classes and  
 14 talk with our AP teachers and current students in  
 15 the AP courses.  
 16 We have two terrific magnet programs in  
 17 our international baccalaureate program and  
 18 sports science academy. Our IB program has  
 19 continued to thrive. For example, last school  
 20 year we had five students earn their IB diploma  
 21 where they were able to start their college years

Page 253

1 as sophomore status. We also find a terrific  
 2 balance between our AP and IB programs. Our AP  
 3 students can enroll in an IB course and vice  
 4 versa. We do our best to provide opportunities  
 5 for students to engage and participate in every  
 6 course of interest to them regardless of what  
 7 specific program they may be in.  
 8 Our sports science academy has produced  
 9 many students getting into the field and recently  
 10 saw increases in students pursuing PE and health  
 11 education professions.  
 12 We also focus heavily on our strong  
 13 feeder school connections, collaboration and  
 14 articulation with Stemmers Run Middle School and  
 15 Middle River Middle School. Both Stemmers Run  
 16 Middle and Middle River Middle, along with our  
 17 KHS, became authorized as MYP schools under the  
 18 international baccalaureate program where  
 19 students have the opportunity to engage in five  
 20 consecutive years of IB instructional mindset  
 21 with the potential to enter our IB diploma



Page 254

1 program upon graduation and moving into their  
 2 junior year. We also have our KHS counselors  
 3 connect with our rising ninth graders  
 4 individually at the middle schools to select  
 5 their classes for their future ninth grade year  
 6 and their potential pathways they may be  
 7 interested in.

8 Our AVID program continues to thrive and  
 9 provide student support in earning many  
 10 scholarship dollars. For example, our class of  
 11 2019 earned just about \$3.65 million, our class  
 12 of 2020 earned just about \$3 million, and our  
 13 class of 2021 earned just about \$3.4 million in  
 14 college scholarships. We have AVID students who  
 15 also participate in one of our many completer  
 16 programs where they continue to explore and find  
 17 what truly interests them.

18 Prior to COVID-19 we were able to host  
 19 CCBC instructors at our KHS to implement dual  
 20 enrollment courses for our students and increase  
 21 access. Dual enrollment numbers in the 20-21

Page 255

1 school year included 33 students taking a  
 2 combined 48 courses. Dual enrollment numbers in  
 3 our 19-20 school year included 66 students taking  
 4 a combined 115 courses.

5 We have a variety of mentoring programs  
 6 specific to student needs where they have a go-to  
 7 adult in the building to ask questions, build a  
 8 strong relationship with, and connection to  
 9 receive support towards their goals.

10 Our school counselors work diligently in  
 11 providing classroom lessons and individualized  
 12 planning with students on their caseloads.  
 13 School counselors meet individually with each  
 14 student on their grade level to discuss course  
 15 selections in alignment with their college and/or  
 16 career goals, and school counselors effectively  
 17 use Naviance and six-year planning tools for  
 18 communication with students, families, colleges,  
 19 et cetera. Thank you very much to our Board's  
 20 budget approval committee for supporting the use  
 21 of Naviance so all students can easily access.

Page 256

1 And now it my pleasure to introduce  
 2 Dr. Michael Grubbs, who will share more about  
 3 BCPS college and career ready pathways available  
 4 to our students.

5 DR. GRUBBS: Thank you, Mr. Powell. So  
 6 CT support for college and career readiness are  
 7 preparing students for any path that they choose  
 8 after high school. One of the things we really  
 9 like to highlight is that from managing a food  
 10 truck to JROTC to participating in our CPSOs such  
 11 as Future Business Leaders of America, Educators  
 12 Rising, even things like extracurricular  
 13 activities such as robotics, we prepare students  
 14 to leave high school with not only a diploma but  
 15 a resume. Next slide please.

16 While many might associate career and  
 17 technical education with high school students and  
 18 programs of study, career exploration exposure  
 19 really begins at the elementary level. We are  
 20 pleased to share that we partner with many  
 21 elementary schools on career days, school

Page 257

1 counseling office with resources that we share  
 2 about our CT programs of study, and even  
 3 partnering with the social studies office from JA  
 4 BizTown. At the middle school level we continue  
 5 that exposure with opportunities such as the  
 6 six-year plan, and our recent event that we held  
 7 last week with all of our grade eight students  
 8 being exposed to career exploration through JA  
 9 Inspire. In previous years we've bused almost  
 10 8,000 students to the fair grounds to get them to  
 11 connected to business partners and early exposure  
 12 to career and technical education.

13 That career exploration continues into  
 14 the high school level with opportunities such as  
 15 CT programs of study, youth apprenticeships,  
 16 internships, and other opportunities such as our  
 17 WIOLA in school use grants, but it doesn't end  
 18 there. We support students two quarters after  
 19 graduation, we monitor employment status and we  
 20 support out of school use, and we continue  
 21 articulation and build credit opportunities for

Page 258

1 students in the higher education pathways. Next  
 2 slide please.

3 While current technical education might  
 4 be about industry credentials and dual and  
 5 articulated credit, we still have that vocational  
 6 foundation, we still support the trades, but we  
 7 embrace new programs such as aviation technology  
 8 and artificial intelligence. Industry credentials  
 9 such as auto desk inventor, certified nursing  
 10 assistant, and cyber security through Cisco are  
 11 just a few of the industry credentials we offer  
 12 to our students.

13 We are pleased to share that in 2019 The  
 14 Board and academics supported certification funds  
 15 so that no student would have to pay for  
 16 certifications out of their pockets. In previous  
 17 years that was a major equity issue; that cost  
 18 was picked up by students, principals, parents,  
 19 it was really all over the place, and we are very  
 20 thankful for those funds. Now no student has to  
 21 pay for their certifications.

Page 259

1 Career and technical education also  
 2 offers alignment to high-skill, high-wage and  
 3 in-demand careers. That is a never ending job,  
 4 to make sure we are responding to business and  
 5 industry changing needs, and we provide students  
 6 employability skills, it's not just about career  
 7 placement. One example I always like to  
 8 highlight is a student from Pikesville High  
 9 School. When asked by our engineering advisory  
 10 council what engineering school he was going to  
 11 pick, he was a PLCW engineering student, he said  
 12 I'm not, I'm going to be a lawyer. They looked  
 13 at him shocked. He said I'm going to be a  
 14 lawyer. They said well, why did you take PLCW  
 15 engineering? It was for the communication  
 16 skills, the collaboration, the project  
 17 management. And that is what CT is about, it's  
 18 not just about tracking students in their career  
 19 in high school.

20 We also provide things like disciplinary  
 21 literacy, reading authentic texts, interpreting

Page 260

1 blueprints, coding, computer science,  
 2 mathematics, applying Pythagorean theorem to  
 3 build a wall in carpentry, measuring and baking  
 4 pastries, and calculating in our computer science  
 5 programs. Next slide please.

6 We are pleased to share that we have  
 7 increased enrollment from 11,000 in 2014 to  
 8 nearly 17,500 in 2020. That number continues to  
 9 rise and that's because of the support that we  
 10 get in BCPS. We have nearly 1,300 internships  
 11 each year, that is pre-Labor Day start or  
 12 post-Labor Day start, it doesn't matter.

13 (Laughter.)

14 I've been waiting all night to say that.

15 And even through COVID we held those  
 16 number up very strong, and that's something that  
 17 I give my team major kudos, Ms. Felecia Fells and  
 18 Ms. Val Brennan.

19 One thing that we are looking to grow as  
 20 well is youth apprenticeships aligned with the  
 21 Blueprint for Maryland's Future. One student,

Page 261

1 Dontae Taylor from Woodlawn High School, this  
 2 summer he worked with Denver Elec, a mechanical  
 3 contracting company, and was recently highlighted  
 4 in Youth Apprenticeship Week.

5 Back to our data, we are leading the  
 6 state in enrollment and in percentage of high  
 7 school students participating in CT at 51.5  
 8 percent. I'm very pleased with the work that  
 9 we're doing in BCPS to continue to increase those  
 10 numbers. Next slide please.

11 CT programs of study are very equal and  
 12 equitably offered in BCPS, and I really  
 13 contribute that work to Douglas Handy in 2015.  
 14 He initiated a five-year plan that I was able to  
 15 continue to lead, and it really closed up this  
 16 past year and that leads us into a new five-year  
 17 plan that I will be discussing hopefully in  
 18 future meetings.

19 We currently offer nearly 40 programs of  
 20 study or pathways in BCPS, and our goal over the  
 21 last five years was to make sure that each

Page 262

1 geographic zone had all ten career clusters  
 2 represented, and each high school had at least  
 3 three CT programs of study. We are pleased to  
 4 share that we accomplished that goal with the  
 5 exception of one cluster, environmental and  
 6 natural resources, which is not currently in our  
 7 east zone, but that is work that we are going to  
 8 continue. Next slide please.

9 We are also very pleased to share that  
 10 our career cluster very closely matches the  
 11 greater Baltimore County region. Our cluster  
 12 programs are growing around information  
 13 technology, which is really indicative of the  
 14 Baltimore County region. We also have a large  
 15 enrollment in our business management and  
 16 finance, consumer services, hospitality and  
 17 tourism, and we have a growing number of students  
 18 participating in manufacturing, engineering and  
 19 technology, which is really rather a STEM field.  
 20 We are constantly reviewing our programs of study  
 21 and partnering with the Community College of

Page 263

1 Baltimore County, Department of Labor and MSDE to  
 2 offer new programs of study for our students.  
 3 Just a few select examples, our aviation  
 4 technology where students get their remote  
 5 pilot's license; artificial intelligence;  
 6 construction design management, which replaced  
 7 our drafting program; and ProStart, which  
 8 replaced our traditional family and consumer  
 9 science program. Next slide please.

10 We are also continuing to innovate in  
 11 another, certainly other areas as well. As  
 12 Dr. Woolridge mentioned, we have many ECAP  
 13 programs in BCPS including pathways to technology  
 14 early college high school, that is offered at  
 15 Dundalk High School, we're in year four, and  
 16 Owings Mills High School which is our recent  
 17 addition. As I mentioned, aviation technology  
 18 and artificial intelligence, those are actually  
 19 the byproducts of MSDE CT innovation grants.  
 20 Those were \$150,000 grants that we applied for  
 21 and received from the state, to plan to implement

Page 264

1 the program. And then the one that we've been  
 2 most excited about, and I think we've had five  
 3 grand openings, was the CTE food trailer, and I  
 4 know many board members have participated in  
 5 those events, and that's more than just a food  
 6 trailer. It's about students learning  
 7 entrepreneurship skills, customer service and  
 8 business management. Next slide please.

9 We also very pleased to share our  
 10 technical skill attainments. Technical skill  
 11 assessment costs, as I mentioned, are now covered  
 12 by the CTE office, and we are pleased to share  
 13 that we are at the state average with 74.36  
 14 percent of CTE concentrators attaining technical  
 15 skill assessments. We are above the state  
 16 average with 85 percent of CTE concentrators  
 17 attaining industry credentials. Those are  
 18 numbers that we continue to increase and we  
 19 continue to hope to improve, especially with our  
 20 recent funding where it's much more equitable.  
 21 Next slide please.

Page 265

1 But it doesn't stop there. Insuring the  
 2 students' college and career readiness really  
 3 focuses on recruitment and retention. We are  
 4 pleased to share that last summer we offered our  
 5 first ever and free CTE summer camp. We had 160  
 6 grade eight students that participated and we  
 7 exposed them to all kinds of courses over the  
 8 course of a week.

9 As I mentioned, we do Junior Achievement  
 10 Inspire, that's been three years in the making,  
 11 and it really gives all grade eight students the  
 12 opportunity to learn more about CTE. We have  
 13 recently also undergone a review of our CTE  
 14 flyers and we are pleased to share that we just  
 15 recently unveiled them and we will be pushing  
 16 those out for the school system for really  
 17 consistent messaging on what our programs offer  
 18 and what they, the courses that are behind them.

19 Lastly, the work that I'm most proud of  
 20 is the National Alliance for Partnerships in  
 21 Equity, or NAPE. We are in the fourth cohort and

Page 266

1 what we do with that work is we look at  
 2 enrollment data, participation and completion,  
 3 and we look for opportunities to disrupt biases  
 4 by gender, race and social populations who are in  
 5 our classrooms. It is an action research project  
 6 that is completed by our teachers where they form  
 7 a hypothesis and they look to, in an adult  
 8 educator capacity to discuss some of that data.  
 9 Next slide please.  
 10 Thank you.  
 11 MR. POWELL: Thank you very much,  
 12 Dr. Grubbs, and with the common theme of the  
 13 programs that Dr. Grubbs just talked about, we  
 14 are very fortunate at Kenwood High School to have  
 15 many of those programs in our building at KHS for  
 16 students to thrive in. We believe we can support  
 17 students and provide each of them the opportunity  
 18 to identify their interests going into their post  
 19 high school plans and being successful.  
 20 For example when looking at our master  
 21 schedules, our school's master schedule is truly

Page 267

1 driven by our student course requests. We look  
 2 to begin our next year's scheduling process in  
 3 this month of December and January, and it goes  
 4 all the way through January and sometimes into  
 5 February. We take our student course requests  
 6 and then build our allocations and master  
 7 schedules around those very student course  
 8 requests. We offer a variety of electives for  
 9 students to choose from and we continue to  
 10 develop a strong identity as a school.  
 11 Due to the many programs and offerings  
 12 we can provide to students, we focus on the  
 13 importance of communication of this information  
 14 to our students and families. With all the great  
 15 programs that we have, we want to make sure that  
 16 all of our students and families, the guardians  
 17 or parents are aware of those terrific programs.  
 18 We do this, for example such as providing  
 19 families a weekly Sunday call, and emails  
 20 highlighting items coming up in the following  
 21 week or near future. We also provide our

Page 268

1 students live televideo announcements,  
 2 information through their homeroom classes, grade  
 3 level celebratory events, our KHS biweekly  
 4 advisory periods, grade level assemblies,  
 5 et cetera.  
 6 We also, again, have our two magnet  
 7 programs, added nine completer pathways which  
 8 include also programs such as carpentry,  
 9 plumbing, graphic communication, ProStart and  
 10 child development. We also run our annual  
 11 completer fairs where all students have the  
 12 opportunity to visit and hear from our teachers  
 13 and students currently in the completer program  
 14 as they go to make their course requests for the  
 15 next school year. It's so important for our  
 16 students to be able to hear about those options  
 17 going into this important time of year around  
 18 their schedule requests for that next school  
 19 year. Excuse me.  
 20 We also have our Air Force JROTC program  
 21 that is specific to KHS, and a newly implemented

Page 269

1 aviation program for students. This has been a  
 2 wonderful addition to our school as we have  
 3 continued to build our relationships with very  
 4 nearby Martin State Airport and endless  
 5 opportunities for our students. Students can be  
 6 in our aviation program but not necessarily in  
 7 our AFJROTC and vice versa. Students are engaged  
 8 in learning about all aspects of aviation such as  
 9 flying a plane, building a plane, flying drones  
 10 and much more. It's still in its early stages  
 11 but recently we had four cadets that have pursued  
 12 additional aviation coursework with a focus on  
 13 becoming a pilot. Students in our program have  
 14 logged over 425 hours of formal aviation  
 15 instruction using our state of the art flight  
 16 simulator. Our AFJROTC program has presented the  
 17 40-hour FAA ground private pilot certification to  
 18 over 150 countywide JROTC students and 15 BCPS  
 19 faculty members.  
 20 Our carpentry and plumbing programs have  
 21 produced 85 OSHA 10 certifications over the past

Page 270

1 five years. Our carpentry program recently  
 2 conducted an open house for companies to come  
 3 visit our site and how we are producing future  
 4 members in the workforce. This open house  
 5 established five new partnerships where students  
 6 can have the opportunity to go directly into the  
 7 workforce with these partners. In our plumbing  
 8 program, as well as our graphic communications  
 9 program, we have had many alumni come back to  
 10 speak to our current students about their  
 11 successes due to the instruction in our program.  
 12 We have also had many students go directly into  
 13 the field, and two of which are current  
 14 journeymen in their careers.

15 Over the past four years we have had 35  
 16 students earn their ServSafe food handler  
 17 certificate, which is good for five years, and  
 18 that's associated with our ProServe program.

19 In our graphic communications program we  
 20 have had 16 students hired in full-time career  
 21 positions since 2019, and 100 percent of our

Page 271

1 class of 2021 graduated with their Print Edge  
 2 certificate.

3 Since 2018 we have had 22 students  
 4 graduate with their 90-hour certificate with our  
 5 child development program, as well as many of our  
 6 early childhood interns are placed at our feeder  
 7 elementary schools and community daycare centers.

8 We often have our alumni students,  
 9 again, come back to speak to our current students  
 10 so they can share their experience and highlight  
 11 all the wonderful benefits that our current  
 12 instructional program has provided to them and  
 13 prepared them for their now careers.

14 In our CTRD program we support students  
 15 in connecting them with many work and internship  
 16 experiences to build their resumes and work  
 17 experience. We look to individualize this and  
 18 provide student workplace internships that  
 19 coincide with their current interests. At KHS we  
 20 are thankful to have so many wonderful programs  
 21 for our students and we strive to provide our

Page 272

1 students the opportunity to engage in a program  
 2 that best fits them to build their very bright  
 3 future. We are very grateful and in this season  
 4 of Thanksgiving thankful for the support from our  
 5 BCPS content offices to implement these programs  
 6 for our students. Again, much much of our  
 7 successes are due, as has been shared here this  
 8 afternoon or this evening, are due to the  
 9 terrific collaborations between our students,  
 10 families and our absolutely wonderful KHS staff  
 11 of teachers, para-educators, support staff,  
 12 school counselors and administrators.

13 It continues to be our goal to best  
 14 support students so they're able to compete,  
 15 again, at the highest level among their peers as  
 16 they pursue their college and/or career goals.  
 17 We truly believe we can provide every student the  
 18 opportunity to go into their career pathways.  
 19 Next slide please.

20 This visual will be made available for  
 21 students and families on our BCPS website and

Page 273

1 BoardDocs. This summarizes the multiple pathways  
 2 and programs that we have discussed tonight, and  
 3 each logo is linked to the corresponding website  
 4 for easy access of students and families. Next  
 5 slide please.

6 And we certainly thank you for the  
 7 opportunity to present this information and for  
 8 your ongoing support and attention this evening.  
 9 Happy Thanksgiving.

10 (Applause.)

11 CHAIRWOMAN SCOTT: Thank you very much  
 12 for the presentation, and I think there's some  
 13 questions or comments from board members. Given  
 14 the hour, I would like to remind board members  
 15 that it is 11:30, but yes, Mr. Offerman was  
 16 first.

17 MR. OFFERMAN: First of all, thank you,  
 18 but more important than that, this is one of the  
 19 most uplifting things that this Board has heard  
 20 in such a long long time. I applaud you and if I  
 21 had more time, I'd say more.

Page 274

1 CHAIRWOMAN SCOTT: Thank you. Next is  
 2 Ms. Mack.  
 3 MS. MACK: I agree with Mr. Offerman and  
 4 my life has been touched by some of this. I  
 5 represented a child in foster care who hated  
 6 school. She happened to be in a middle school  
 7 where AVID was offered and she was in the AVID  
 8 program, and every time she and I met she said  
 9 something about AVID. And at the time I wasn't  
 10 associated with education at all and I had to  
 11 look to see what it was because she really hated  
 12 school, but she loved AVID. And then pre-COVID,  
 13 Mr. McMillion and I were able to experience the  
 14 aviation technology at Kenwood, it was  
 15 interesting but it wasn't easy. Very recently  
 16 Ms. Henn, Mr. Thomas and I attended a food truck  
 17 event which was wonderful. And my cousin's son,  
 18 who is a 2020 graduate of Lansdowne High School  
 19 and took the engineering CTE program, he interned  
 20 with a company that he is full-time employed with  
 21 today. So I have seen firsthand that there is so

Page 275

1 much positive benefit for our students from these  
 2 programs, so thank you for the presentation and  
 3 thank you for the work.  
 4 CHAIRWOMAN SCOTT: Thank you. Next is  
 5 Ms. Pasteur.  
 6 MS. PASTEUR: Thank you. I want to  
 7 ditto what the last two speakers have said. This  
 8 was awesome, and what's going on at Kenwood is  
 9 absolutely incredible. Seeing all of these  
 10 things happen in the last few years, because I'm  
 11 very familiar with Kenwood, I am just completely  
 12 impressed. So having said that, and then  
 13 Ms. Jernigan, the things about which you spoke at  
 14 Woodlawn High School, love it, love it, love it,  
 15 okay?  
 16 Now let's talk about where I'm getting  
 17 ready to go, because I pulled out a list of where  
 18 all these fabulous programs are, so I'm still  
 19 going to reiterate, Dr. McComas and whoever is  
 20 now over at CTE, is that Ms. Fisher, Mr. Handy?  
 21 I heard tonight every school has one or two

Page 276

1 programs but those programs on the west side of  
 2 the county don't necessarily match the interests  
 3 or the needs of the population. I would love to  
 4 see some of those, I would love to see two of  
 5 those programs about which we heard tonight, and  
 6 I'm not talking about AVID, fabulous, fabulous,  
 7 fabulous. I'm talking about the CTE programs  
 8 specifically in more of the schools having that  
 9 center. Dr. Williams, we talked about it, I'm  
 10 not going to let that go, because they do make a  
 11 difference in the success of our children. So  
 12 when we talk about the disruptions in the school,  
 13 then let's process some of the things that are in  
 14 the school that are really there for our all of  
 15 our children, because that is what was on these  
 16 slides and that is what Blueprint talks about,  
 17 what is going to move our children.  
 18 CHAIRWOMAN SCOTT: That's time.  
 19 MS. PASTEUR: I hear it, thank you.  
 20 CHAIRWOMAN SCOTT: Thank you. Next is  
 21 Mr. Thomas.

Page 277

1 MR. THOMAS: Thank you, Ms. Scott, and  
 2 thank you all up there for presenting this today,  
 3 it was amazing, it was fabulous, and especially  
 4 the way Mr. Offerman just said it. And I just  
 5 want to say, I'm a product of all this work.  
 6 Because of the work and the investment you guys  
 7 have put into the ECAP, the early college  
 8 programs, the magnet programs, the CTE programs.  
 9 I'm a student at Eastern Tech where I am majoring  
 10 in allied health right now, but I don't want to  
 11 pursue medicine at all, I want to go into  
 12 government and politics, but you know, the  
 13 background that I'm going to have from allied  
 14 health is going to be so foundational, you know,  
 15 so maybe it will have something to do with  
 16 efforts I take with health care in the future.  
 17 I have taken these dual enrollment  
 18 courses at reduced costs over the summer, I've  
 19 taken college level courses where people have  
 20 come into my allied health classroom and taught  
 21 us about the Academy of Health Executives, so

Page 278

1 many more things. I am OSHA certified because of  
 2 my program. And I just wanted to say that this  
 3 is so incredible, and like Ms. Pasteur said, and  
 4 like Ms. Mack said, it can really change the  
 5 direction of a student's life. I don't know if  
 6 I'd be sitting here right now if it wasn't for  
 7 these programs and the opportunities they created  
 8 for me, so thank you so much.

9 CHAIRWOMAN SCOTT: Thank you. Ms. Rowe?  
 10 MS. ROWE: Thank you for that  
 11 presentation. I'm astounded by the sheer number  
 12 of different opportunities and different tech  
 13 opportunities that our different students have,  
 14 and I can't imagine like just how much it must  
 15 reduce the student debt to be able to finish with  
 16 an associate's degree, because I know there are  
 17 some universities that will take that as two  
 18 years in.

19 And kudos to Kenwood because my daughter  
 20 goes there, and she's in the IB program there,  
 21 and she loves it, she talks you guys up all the

Page 279

1 time.

2 CHAIRWOMAN SCOTT: Thank you.  
 3 Mr. Kuehn? Mr. Kuehn?

4 MR. KUEHN: Thanks, I was just trying to  
 5 get off here. I really appreciate this, all the  
 6 work that you guys do, and this presentation.  
 7 I'm on slide 16, the CTE programs of study, and I  
 8 just wanted to clarify something. You talk about  
 9 clusters covered in each geographic region and at  
 10 least three CTE programs at each school. And I'm  
 11 noticing smack dab in the middle, Towson High  
 12 School has two boxes by it, and I'm trying to  
 13 understand if there's like a mistake on your  
 14 slide, is there something else I don't know  
 15 about. You know, I know a lot about Towson, I  
 16 had two children go through there and I know  
 17 there's a magnet there, but it looks as if  
 18 perhaps we need another program there if we're  
 19 claiming three across every school in the area.

20 DR. GRUBBS: Yeah, I can comment on  
 21 that. So ProStart is going to be the third

Page 280

1 program, they just started up this year so our  
 2 map does need updated. I believe they'll have  
 3 CCRD, business education and then ProStart. I  
 4 believe they're offering the first, maybe the  
 5 first and second course there, so we just have to  
 6 add that to the figure on the updated map.

7 MR. KUEHN: Great. There's a lot going  
 8 on on that map, a tremendous amount of boxes and  
 9 colors and what have you, so I'm trying to follow  
 10 it, but just real quick, what is ProStart?

11 DR. GRUBBS: So ProStart, it's really a  
 12 recently developed program we added in BCPS to  
 13 build off of our old somewhat locally developed  
 14 family consumer science program. Students leave  
 15 with a certification whereas previously they did  
 16 not, so it's not to the ACS level that we have in  
 17 our other culinary arts programs where students,  
 18 you know, they're getting that high end culinary  
 19 arts, but they're getting introductions and  
 20 they're getting third phase certifications such  
 21 as Mr. Powell talked about, so it's a little bit

Page 281

1 more introductory compared to our culinary arts  
 2 programs.

3 MR. KUEHN: Fantastic. Two other  
 4 things, or at least one other thing I'd like to  
 5 mention. We have Towson University right here  
 6 and I believe that there is a dual enrollment  
 7 program available there, but I figure I'd bring  
 8 it up to you all since you own this to confirm  
 9 that for students, because there's a significant  
 10 amount of classes that that university offers and  
 11 it's a great facility in the heart of the county,  
 12 so perhaps, I don't know if you can speak to  
 13 that, but I believe that is the case, but keep up  
 14 the good work, this is fantastic, and I really  
 15 really fully support CTE programs across the  
 16 entire county. Thank you.

17 DR. WOOLRIDGE: Thank you so much for  
 18 that. Just to address your question, all  
 19 Maryland university system schools do provide our  
 20 high school students with a 25 percent tuition  
 21 reduction if they take courses at their

Page 282

1 institutions, and we do have students who take  
 2 courses at Towson University, so thank you for  
 3 your praise.  
 4 CHAIRWOMAN CAUSEY: Thank you. Next it  
 5 looks like we have a question from Ms. Causey.  
 6 Ms. Causey?  
 7 MS. CAUSEY: Good evening. Thank you so  
 8 much for that presentation. As was mentioned by  
 9 my colleagues, it's really encouraging, I've had  
 10 the pleasure to watch this program grow with Doug  
 11 Handy's work and now with Dr. Grubbs' work and  
 12 everyone else who is on the team, going to the JA  
 13 Inspire event when it was in person before COVID,  
 14 seeing Project Lead the Way, other AVID programs,  
 15 also going to visit an aviation program where I  
 16 did not fly the drone that well, but I didn't  
 17 break it because they bought sturdy ones, so that  
 18 was encouraging.  
 19 So one of the things that I wanted to  
 20 ask about was around the dual enrollment. So how  
 21 does that work with the students being enrolled

Page 283

1 in the school, a school, and then also taking  
 2 college courses at CCBC in terms of logistically?  
 3 DR. WOOLRIDGE: That's an excellent  
 4 question. We have two options for our students.  
 5 They can, working with their school counselors  
 6 and their school administrators they may qualify  
 7 for early release so they may spend part of the  
 8 time in their locally zoned school and then be  
 9 released to go take courses either on line or on  
 10 location at CCBC or even on location at our own  
 11 high schools. If they have a full schedule and  
 12 they wish to take courses, we have a fifth slot  
 13 in our scheduling block where the counselor can  
 14 use a generic dual enrollment course number, so  
 15 colleges and universities see that the student is  
 16 participating in dual enrollment while also  
 17 having a full schedule in the high school.  
 18 MS. CAUSEY: That is very impressive.  
 19 And the other thing I wanted to have you think  
 20 about, and Dr. Williams can provide comments back  
 21 to the Board, is what can we do at the board

Page 284

1 level to further the success of this program?  
 2 You talk about disrupting biases against student  
 3 groups whether it's gender, race, special  
 4 populations that we have, and you know, I know  
 5 that there was funding that was cut at the high  
 6 school level years ago and it has started to be  
 7 restored. Is that something that's going to be  
 8 more important in the future in terms of funding  
 9 for Naviance, that's an amazing program, I used  
 10 that with all three of my students, so what is it  
 11 that we can do to be further supportive,  
 12 ambassadors, cheerleaders, to just continue this  
 13 amazing work?  
 14 DR. MCCOMAS: So Ms. Causey, this is  
 15 Dr. McComas. Thank you as always for your  
 16 comments and support. I would suggest that as we  
 17 move forward as we bring forward innovative  
 18 programs, for example the artificial intelligence  
 19 or the aviation program, you know, we present at  
 20 curriculum committee to build awareness and  
 21 understanding, and then that usually ends up

Page 285

1 coming to the Board for a contract and resources.  
 2 So we just ask that you continue to partner with  
 3 us in both the approval and budgetary resources  
 4 to make sure that our programs remain current and  
 5 relevant for our students as the economy and job  
 6 market continues to evolve. Thank you so much.  
 7 MS. CAUSEY: Thank you.  
 8 CHAIRWOMAN SCOTT: Thank you. Any  
 9 additional questions from board members? Okay,  
 10 that looks like that is it then, thank you all so  
 11 very much.  
 12 DR. WILLIAMS: I would like to thank  
 13 Principal Jernigan and Principal Powell, I know  
 14 it's been a long day, thank you for staying with  
 15 us. And thank you, Dr. Woolridge and Dr. Grubbs.  
 16 Again, we appreciate the collaboration, we  
 17 appreciate the examples, particularly we have  
 18 examples of west zone and east zone and the great  
 19 work that's happening in all three zones, but  
 20 definitely to highlight just an example of what's  
 21 happening in our high schools, so thank you for



Page 286

1 your participation and presentation.

2 CHAIRWOMAN SCOTT: Thank you very much.

3 (Applause.)

4 Okay. Given the lateness, I would like

5 to make a motion to postpone Items P through R to

6 the December 7th board meeting.

7 MS. ROWE: So moved, Rowe.

8 MR. OFFERMAN: Second, Offerman.

9 CHAIRWOMAN SCOTT: It has been moved and

10 seconded, okay, and to speak to it, it's late, I

11 would really like everyone to make it home

12 safely, so Ms. Gover, could we take a rollcall

13 vote please?

14 VICE CHAIR HENN: Madam Chair, what

15 items are those please?

16 CHAIRWOMAN SCOTT: Oh excuse me, one

17 moment. I can give the information, so it's, if

18 you have BoardDocs it's Item P, so it's update on

19 the cyber attack; Q, financial report for the

20 month ending September 21st; Southeast Area

21 Education Advisory Council; and then the last

Page 287

1 one, the board committee updates, agenda setting

2 that we do; and then it would just go to the end

3 of the meeting and just announcements.

4 VICE CHAIR HENN: May I ask that we, the

5 budget committee has two motions that we would

6 like to bring forward. May I ask that we

7 separate committee updates, or if you would

8 consider an amendment to only include the

9 recommendations from the budget committee rather

10 than full committee updates in your motion?

11 CHAIRWOMAN SCOTT: So if I understand it

12 correctly, you would like to make, I guess to

13 make a motion about the budget committee update,

14 just address that singularly?

15 VICE CHAIR HENN: Yes, ma'am. One is

16 time sensitive. The budget committee is bringing

17 forward two recommendations, one of which is time

18 sensitive.

19 CHAIRWOMAN SCOTT: Okay, so you would

20 like to have the opportunity to bring those up.

21 All right. Mr. Brousaides, what is the best way

Page 288

1 for us to do that, to make an amendment? Because

2 the motion was moved and seconded to move Items P

3 through R to the December 7th board meeting.

4 Ms. Henn, it looks like she would like to do her

5 board committee update for the budget committee

6 and she has a motion she'd like to, or I guess

7 it's two motions she said she wants to bring.

8 MR. BROUSAIDES: You can move to

9 postpone P through S, is it, with the exception

10 of the budget committee report.

11 CHAIRWOMAN SCOTT: Okay. So then I

12 could withdraw my motion then, and then -- okay,

13 so I withdraw my motion. So I make a motion to

14 postpone Items P through S with the exception of

15 the budget committee report.

16 MR. THOMAS: Second, Thomas.

17 VICE CHAIR HENN: Thank you, Madam

18 Chair, and thank you, Mr. Brousaides.

19 CHAIRWOMAN SCOTT: Yes, thank you,

20 Mr. Brousaides, very helpful. Okay. So

21 Ms. Gover, if we could do a rollcall vote for

Page 289

1 that please?

2 MS. GOVER: Ms. Rowe?

3 MS. ROWE: Yes.

4 MS. GOVER: Ms. Causey?

5 MS. CAUSEY: Yes.

6 MS. GOVER: Ms. Mack?

7 MS. MACK: Yes.

8 MS. GOVER: Mr. McMillion?

9 MR. MCMILLION: Yes.

10 MS. GOVER: Ms. Henn?

11 VICE CHAIR HENN: Yes.

12 MS. GOVER: Mr. Thomas?

13 MR. THOMAS: Yes.

14 MS. GOVER: Mr. Offerman?

15 MR. OFFERMAN: Yes.

16 MS. GOVER: Ms. Pasteur?

17 MS. PASTEUR: Yes.

18 MS. GOVER: Dr. Hager?

19 DR. HAGER: Yes.

20 MS. GOVER: Mr. Kuehn?

21 MR. KUEHN: Yes.

Page 290

1 MS. GOVER: Ms. Scott?

2 CHAIRWOMAN SCOTT: Yes.

3 MS. GOVER: Thank you.

4 CHAIRWOMAN SCOTT: Okay, thank you. So

5 then we can go forward to the -- yes, sorry,

6 we're in the chat, he's retyping it in,

7 Ms. Causey. And so now we will go to committee

8 updates and Ms. Henn will give the update from

9 the budget committee meeting.

10 VICE CHAIR HENN: Thank you, Madam

11 Chair. The budget committee is bringing forward

12 two recommendations, the first of which, and

13 these were emailed to the full board including

14 you, Madam Chair. The budget committee asks for

15 board approval of the following motion: The

16 Board asks the superintendent to -- let me

17 rephrase it as a motion.

18 I move that the Board ask the

19 superintendent to implement a survey to collect

20 feedback from school principals on staffing and

21 other school resource needs for the current

Page 291

1 budget cycle, and for summary and raw data to be

2 shared with superintendent's designees and the

3 Board.

4 MS. MACK: So moved, Mack.

5 VICE CHAIR HENN: Thank you, Ms. Mack.

6 No second is needed since the recommendation

7 comes from the committee.

8 CHAIRWOMAN SCOTT: Sorry, so that's the

9 first one, it was seconded by Ms. Mack -- okay,

10 so -- oh, I apologize. It was moved by Ms. Mack

11 and no second is needed, excuse me. It was moved

12 by Ms. Henn, all right, and no second is needed,

13 as Ms. Henn stated, because it comes from a

14 recommendation from the committee. So Ms. Gover,

15 a rollcall vote please?

16 VICE CHAIR HENN: And I believe

17 Dr. Hager has a comment, Madam Chair.

18 CHAIRWOMAN SCOTT: Let's see, she must

19 be in the chat, I'm getting that up now. Okay,

20 yes, Dr. Hager, please go ahead.

21 DR. HAGER: Just clarifying, this is

Page 292

1 only principals in all of our schools, and you

2 want the raw data knowing which principal said

3 what and all that detail, is that what you're

4 hoping for?

5 VICE CHAIR HENN: Yes. The committee

6 would like the summary as well as the raw data to

7 be shared with the superintendent's designees,

8 whomever he decides he would like to share that

9 with, as well as the Board, so for the Board to

10 receive both summary and raw data, as well as the

11 superintendent's designees.

12 DR. HAGER: I'm so tired, it's really

13 really late, but often we try to de-identify data

14 and things like that just so that principals know

15 that what they're saying isn't necessarily going

16 to be, you know, come back to them. I'm just

17 putting it out there and I don't know that it

18 needs an amendment but when you say raw data it

19 sounds like it's identifiable, so that's my only

20 comment. Again, I think it's probably not worth

21 amending or anything, but thank you very much.

Page 293

1 CHAIRWOMAN SCOTT: Okay, it looks like

2 there's a comment from Ms. Pasteur. I'm trying

3 to make sure that we get to everybody.

4 MS. PASTEUR: I just want to point out

5 specifically to Dr. Hager that in years past,

6 principals were always able to speak to their

7 area superintendents or assistant

8 superintendents, whatever they were called, and

9 talk about some things that were specific to

10 their schools. Also there were conversations

11 with people from HR. Our area advisory councils

12 also go out and ask principals for those same

13 kinds of things, they do it sometimes at the

14 budget meetings, sometimes they call them.

15 Somewhere along the journey before Dr. Williams,

16 something happened and we don't have that level

17 of communication, but that communication will

18 help the superintendent and staff see some things

19 that they might not ordinarily see, and they can

20 also see patterns so they can see if some of the

21 things that a principal at one school needs is

Page 294

1 something that principals in several schools are  
 2 doing, so it just helps undergirth what they're  
 3 asking, and principals I'm sure in CASE are doing  
 4 the same thing. Thank you.

5 CHAIRWOMAN SCOTT: Yes, and I put the  
 6 motion in the chat, for some reason it's  
 7 highlighted in pink, but I put it in there, so  
 8 are we ready to take a vote? Okay. Excuse me.  
 9 Yes, Dr. Williams?

10 DR. WILLIAMS: I do feel a need to  
 11 respond to this. The principals have  
 12 representation, that's called CASE, or they're a  
 13 part of a professional organization, it is either  
 14 AESA or SSEA. I want to go back to what  
 15 Dr. Hager said. I appreciate that the board  
 16 budget committee wants to get feedback from the  
 17 principals. I want to go back to what I think  
 18 Ms. Henn said about the superintendent's  
 19 designees and to bring back themes from this  
 20 survey so there's no identifiable names or  
 21 anything. Let us work through the already

Page 295

1 established organizations and groups that exist,  
 2 CASE is one, AESA and SSEA. And I don't know if  
 3 I'm changing the motion or not, but I just think  
 4 the raw data, there's another, you may not --  
 5 well, there's a different way to be efficient to  
 6 get themes from the 176 principals and  
 7 administrators, I think that's 400-some odd  
 8 assistant principals, so I'm just thinking about  
 9 the process.

10 CHAIRWOMAN SCOTT: Thank you for that,  
 11 Dr. Williams. And also, I just would say that  
 12 this, again, this is a motion that was sent over  
 13 to the full board at eight o'clock, almost 8:30  
 14 at night. We have not had time to properly, I  
 15 feel vet it and look at it, I feel like it's very  
 16 last minute and we're debating it almost at  
 17 midnight on a Tuesday night. So I just, I don't  
 18 feel that it's getting the proper vetting and  
 19 proper conversation that needs to be had in order  
 20 to make a concerted opinion on something that is,  
 21 I think will have a large amount of

Page 296

1 reverberation. It looks like there's a comment  
 2 from Ms. Causey, please go ahead.

3 MS. CAUSEY: Thank you. I also see in  
 4 the chat that Ms. Henn would like to speak to her  
 5 motion, so I feel she should do that first and  
 6 then I'll make my comment if that's okay, Madam  
 7 Chair.

8 CHAIRWOMAN SCOTT: I thought she already  
 9 spoke to the motion but yes, please, quickly.

10 VICE CHAIR HENN: Thank you,  
 11 Mrs. Causey, and thank you, Madam Chair. So I  
 12 did want to speak to this because we discussed it  
 13 at length in committee and it did pass  
 14 unanimously, both the intent and spirit of the  
 15 motion, as well as the desire for raw data.  
 16 Members spoke to the desire to receive wish  
 17 lists, I believe was the terminology used,  
 18 directly from principals. And as Ms. Pasteur  
 19 said, this is information that board members do  
 20 not receive. It was -- we asked staff directly,  
 21 is this data that is tracked currently, do you

Page 297

1 have direct input from principals that you can  
 2 provide us with, what are their lists above and  
 3 beyond the allocations that they currently  
 4 receive, what are their needs for staffing above  
 5 and beyond their given allocation, what are their  
 6 program needs above and beyond, so that the Board  
 7 can make data driven decisions.

8 That is what the goal of this motion is,  
 9 it's so that we can go into our budget work  
 10 sessions with actual data from actual schools  
 11 from the individuals that know their needs best,  
 12 our school principals.

13 I have, you know, conversations, as do  
 14 most of us, with principals all the time, and in  
 15 a five-minute conversation I get those nuggets of  
 16 data, but I want that systematically or system  
 17 wide so that I'm not basing my decisions on two,  
 18 three, five principals just in my district. We  
 19 are representing the entire system. I want the  
 20 big picture, I want 175, 176 profiles, those wish  
 21 lists, what does our system need, what are the

Page 298

1 needs above and beyond those allocations. That  
 2 was the conversation that was had in committee  
 3 and was agreed upon unanimously, that we need  
 4 this data, that we can't wait for this data, that  
 5 it would be simple enough to collect from our  
 6 principals, and as was mentioned by another  
 7 committee member, we want it raw, we want to know  
 8 what those --  
 9 CHAIRWOMAN SCOTT: Okay, that's time,  
 10 thank you, Ms. Henn. Ms. Causey, you had a  
 11 comment too please?  
 12 MS. CAUSEY: Thank you. I just would  
 13 like to say that I am supporting this request of  
 14 the superintendent, and I would just point out  
 15 that the Board is requesting information, it's a  
 16 very simple statement and if the raw data, if the  
 17 design of the survey would be that the raw data  
 18 does not include a principal name, if that's  
 19 important, but then we would still see the data  
 20 of the 176 schools, the requests and so forth, or  
 21 even, you know, the 100 elementary schools,

Page 299

1 there's the 27 middle schools and the 24 high  
 2 school. So I think it's, the governance is  
 3 correct in that we're making an overarching  
 4 request to support our responsibilities of  
 5 processing a budget, and then the superintendent  
 6 and his team can do the administrative and  
 7 operational pieces of how the survey works. So  
 8 I'll support this motion and I appreciate it  
 9 coming forward.  
 10 CHAIRWOMAN SCOTT: Okay, thank you. I  
 11 put the motion in the chat. Yes, Mr. Thomas?  
 12 MR. THOMAS: Thank you. I think I'll  
 13 also be supporting this motion because just as I  
 14 say I want to hear directly from the students, I  
 15 want to hear directly from the people in the  
 16 school, I want to hear directly from our school  
 17 leadership team to see what we truly need, so I  
 18 appreciate the committee bringing this forward  
 19 and wanting to get that perspective from our  
 20 principals who I think really like to be heard  
 21 and would like to have an opportunity like this

Page 300

1 to directly communicate with the Board and not  
 2 just communicate through their representatives,  
 3 so thank you.  
 4 CHAIRWOMAN SCOTT: Okay, thank you. Can  
 5 we take a vote, are we ready to vote on this  
 6 please? Ms. Gover, could we do a rollcall vote  
 7 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? Ms. Henn?  
 17 VICE CHAIR HENN: Yes.  
 18 MS. GOVER: Mr. Thomas?  
 19 MR. THOMAS: Yes.  
 20 MS. GOVER: Mr. Offerman?  
 21 MR. OFFERMAN: Yes.

Page 301

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: No.  
 9 MS. GOVER: Thank you.  
 10 CHAIRWOMAN SCOTT: Okay, thank you. All  
 11 right, is there another one, Ms. Henn, or is that  
 12 it?  
 13 VICE CHAIR HENN: There is, thank you,  
 14 board members. The second recommendation from  
 15 the committee, the committee asks for board  
 16 approval of the following motion: I move that  
 17 the Board ask the superintendent to implement an  
 18 online survey to collect public input on the  
 19 fiscal year 2024 budget modeled on the Fairfax  
 20 and Montgomery County instruments, and Madam  
 21 Chair, may I speak to the motion?

Page 302

1 CHAIRWOMAN SCOTT: Okay, so let me state  
 2 it. Ms. Henn moves that the Board ask the  
 3 superintendent to implement an online survey to  
 4 collect public input on the fiscal year 2024  
 5 budget modeled on the Fairfax and Montgomery  
 6 County instrument, and no second is needed as it  
 7 comes from the committee. Yes, please speak to  
 8 your motion.  
 9 VICE CHAIR HENN: Thank you. So this is  
 10 not for the current budget year but for the next  
 11 budget year, because the committee recognizes  
 12 that this will take some time to implement.  
 13 Staff provided us, thank you, Mr. Tantleff and  
 14 Mr. Sarris, examples of similar online surveys  
 15 after hearing what the committee hoped to  
 16 accomplish. The Fairfax district as well as  
 17 Montgomery County have both implemented online  
 18 surveys where their stakeholders can submit input  
 19 on their operating budgets as it's being  
 20 developed, and the committee discussed the need  
 21 to, or desire to do something similar. So given

Page 303

1 we are a year out, we would like to ask the  
 2 superintendent to implement something similar.  
 3 CHAIRWOMAN SCOTT: All right. Once  
 4 again, I put the motion in the chat so everyone  
 5 could see it. So, are there any questions?  
 6 Okay, hearing none, Ms. Gover, if we could do a  
 7 rollcall vote please?  
 8 MS. GOVER: Ms. Rowe?  
 9 MS. ROWE: Yes.  
 10 MS. GOVER: Ms. Causey?  
 11 MS. CAUSEY: I'm trying to say yes.  
 12 MS. GOVER: Ms. Mack?  
 13 MS. MACK: Yes.  
 14 MS. GOVER: Mr. McMillion?  
 15 MR. MCMILLION: Yes.  
 16 MS. GOVER: Ms. Henn?  
 17 VICE CHAIR HENN: Yes.  
 18 MS. GOVER: Ms. Thomas?  
 19 MR. THOMAS: Yes.  
 20 MS. GOVER: Mr. Offerman? Ms. Pasteur?  
 21 MS. PASTEUR: Abstain.

Page 304

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: No.  
 7 MS. GOVER: Thank you.  
 8 CHAIRWOMAN SCOTT: Okay, thank you.  
 9 Great, and last but not least, the last  
 10 item on the agenda is announcements. The Board's  
 11 next meeting will be held on Tuesday,  
 12 December 7th at 6:30 p.m.  
 13 Thank you for joining us tonight and the  
 14 meeting is now adjourned.  
 15 (Meeting adjourned.)  
 16  
 17  
 18  
 19  
 20  
 21

Page 305

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 1st  
 13 day of December, 2021.  
 14  
 15  
 16 Paul A. Gasparotti  
 17  
 18  
 19  
 20  
 21

**WORD INDEX**

<p>&lt; \$ &gt;  <b>\$13.37</b> 72:15  <b>\$15</b> 37:11  <b>\$150,000</b> 263:20  <b>\$18.69</b> 72:14  <b>\$195,000</b>                  227:19 232:10  <b>\$3</b> 254:12  <b>\$3.4</b> 254:13  <b>\$3.65</b> 254:11  <b>\$36</b> 251:9  <b>\$8.9</b> 125:21</p> <p>&lt; 1 &gt;  <b>1</b> 60:1  <b>1,080</b> 116:7  <b>1,170</b> 116:8                  123:2  <b>1,300</b> 260:10  <b>1,800</b> 243:4  <b>10</b> 3:8 269:21  <b>10/21/22</b> 150:8,                  21 154:3                  184:21 195:5  <b>100</b> 49:6                  270:21 298:21  <b>106</b> 249:12  <b>10th</b> 242:9  <b>11</b> 75:13                  159:15 161:13                  250:21  <b>11,000</b> 260:7  <b>11:30</b> 273:15  <b>113</b> 4:8  <b>115</b> 255:4  <b>11th</b> 242:9, 13  <b>12</b> 96:14 97:2                  124:15 250:15                  251:4  <b>120</b> 73:19  <b>12-month</b>                  175:10  <b>12-year</b> 97:9  <b>13th</b> 38:3 97:1  <b>14</b> 125:16                  126:17 128:15                  129:20 142:7,                  17</p>	<p><b>142</b> 73:18                  87:16  <b>15</b> 41:1, 4 81:9                  120:16 122:14                  198:3, 20, 21                  207:18 269:18  <b>150</b> 269:18  <b>16</b> 114:17                  118:3 202:7                  270:20 279:7  <b>160</b> 265:5  <b>1621</b> 59:21  <b>167</b> 201:3  <b>16th</b> 88:13  <b>17</b> 3:9  <b>17,500</b> 260:8  <b>175</b> 297:20  <b>176</b> 295:6                  297:20 298:20  <b>1776</b> 59:21  <b>1777</b> 60:1  <b>1779</b> 60:3  <b>1781</b> 60:4  <b>1789</b> 60:9  <b>18</b> 118:11  <b>180</b> 116:5                  120:3 122:4, 8,                  16, 21 123:3                  130:1, 8, 13  <b>181</b> 120:4                  122:12, 21                  123:5 130:1, 8,                  9 132:9  <b>18th</b> 204:19                  219:7 221:9                  222:7  <b>191</b> 120:8                  123:4, 8 124:19  <b>19-20</b> 255:3  <b>1939</b> 60:13  <b>195</b> 4:9  <b>1953</b> 189:18  <b>1st</b> 33:19                  305:12</p> <p>&lt; 2 &gt;  <b>20</b> 64:12                  117:10  <b>20,000</b> 243:7</p>	<p><b>2014</b> 244:7                  260:7  <b>2015</b> 11:1                  261:13  <b>2017</b> 230:12  <b>2018</b> 271:3  <b>2018-19</b> 38:21  <b>2019</b> 112:6                  254:11 258:13                  270:21  <b>2019-2020</b> 73:3  <b>2020</b> 38:3                  42:12 48:3                  254:12 260:8                  274:18  <b>2020-2021</b> 11:10  <b>2021</b> 1:12 5:5                  12:4 43:8 72:8                  123:12 201:19                  203:20 204:18                  219:6 222:7                  224:1 225:1                  226:21 227:15                  243:5, 6 251:6                  254:13 271:1                  305:13  <b>20-21</b> 73:13                  116:9 254:21  <b>2021-2022</b> 11:11  <b>2022</b> 149:11, 18                  204:19 219:7, 8                  221:9 222:7, 8                  246:18  <b>2022-02</b> 10:18  <b>2022-2023</b> 4:7                  113:8 118:13                  129:13  <b>2023-2024</b>                  240:15  <b>2024</b> 301:19                  302:4  <b>20th</b> 137:15, 16                  204:19 219:7                  221:9 222:8  <b>21</b> 3:10 73:21                  197:21 228:1, 2                  232:13, 14, 21                  233:2  <b>21-22</b> 68:19                  69:4, 16 118:3</p>	<p><b>21st</b> 123:12                  132:16 143:4                  149:11, 18                  155:5 156:5                  157:17 176:7                  219:6 286:20  <b>22</b> 221:9                  227:21 232:14                  233:1 251:1                  271:3  <b>22-23</b> 40:15                  117:21 118:6  <b>224</b> 4:11  <b>22nd</b> 203:20  <b>23</b> 1:12  <b>238</b> 4:14  <b>23rd</b> 5:5 6:1                  12:4 131:14                  204:18 221:8,                  13 222:3, 7  <b>24</b> 3:11 251:1                  299:1  <b>247</b> 201:11  <b>24th</b> 156:7                  219:17 220:4,                  16 221:1 222:9  <b>25</b> 56:20 57:17                  92:15 109:4                  201:7 248:3                  281:20  <b>25th</b> 138:5  <b>26</b> 73:20  <b>26th</b> 60:8                  152:10  <b>27</b> 3:12 299:1  <b>27th</b> 137:18  <b>28th</b> 225:17  <b>29</b> 3:13  <b>290</b> 4:15</p> <p>&lt; 3 &gt;  <b>3</b> 38:17  <b>3,000</b> 243:5  <b>30</b> 103:14                  122:17  <b>300</b> 48:2  <b>304</b> 4:16, 17  <b>30th</b> 60:5                  225:13 226:21</p>	<p>227:15 232:21  <b>31</b> 198:2 201:4  <b>31st</b> 236:8  <b>32</b> 3:14 201:20  <b>33</b> 255:1  <b>34</b> 5:17  <b>35</b> 3:15 270:15  <b>36.75</b> 120:18  <b>37</b> 190:11  <b>38</b> 3:16  <b>3rd</b> 201:19</p> <p>&lt; 4 &gt;  <b>40</b> 62:14                  103:14 261:19  <b>4000</b> 95:5  <b>400-some</b> 295:7  <b>400-some-odd</b>                  135:21  <b>40-hour</b> 269:17  <b>41</b> 3:17 75:12  <b>425</b> 269:14  <b>434</b> 35:17  <b>44</b> 49:4 73:21  <b>443-809-4321</b>                  104:12, 13  <b>447</b> 200:20  <b>451</b> 200:14  <b>47</b> 49:6  <b>48</b> 198:1 255:2  <b>48-passenger</b>                  97:21 98:10  <b>49</b> 3:18  <b>4th</b> 138:2</p> <p>&lt; 5 &gt;  <b>5</b> 3:2, 3  <b>5:30</b> 104:15                  110:3  <b>50</b> 97:10                  244:14 245:3  <b>51.5</b> 261:7  <b>53</b> 3:19  <b>549</b> 87:18  <b>56</b> 3:20 250:2  <b>57</b> 201:18  <b>570</b> 251:7  <b>58</b> 3:21  <b>5th</b> 152:10</p>
--	--	---	--	--

<p>&lt; 6 &gt;  <b>6</b> 3:4  <b>6.75</b> 122:16  <b>6:30</b> 304:12  <b>60</b> 181:1, 2  <b>61</b> 4:1  <b>62</b> 201:12  <b>6301</b> 113:17          114:16  <b>64</b> 4:2  <b>643</b> 87:16  <b>64-passenger</b>          98:10  <b>66</b> 255:3  <b>67</b> 4:3, 4  <b>678</b> 94:5  <b>68</b> 4:5  <b>6th</b> 60:10</p> <p>&lt; 7 &gt;  <b>7,000</b> 251:3  <b>7:15</b> 102:8, 10  <b>71</b> 4:6  <b>72</b> 97:16  <b>73</b> 5:16  <b>74.36</b> 264:13  <b>740</b> 244:7  <b>77-passenger</b>          97:21 98:8  <b>785</b> 73:18          87:15  <b>7th</b> 286:6          288:3 304:12</p> <p>&lt; 8 &gt;  <b>8</b> 60:4  <b>8,000</b> 257:10  <b>8:30</b> 295:13  <b>8221</b> 24:21          25:13 67:5  <b>8311</b> 25:2, 13          68:1, 3  <b>8314</b> 25:3, 13          68:4, 6  <b>838</b> 98:15, 17  <b>85</b> 264:16          269:21  <b>8601</b> 25:6, 13</p>	<p>68:8, 10</p> <p>&lt; 9 &gt;  <b>9</b> 3:6  <b>90</b> 137:2 197:2  <b>90-hour</b> 271:4  <b>94</b> 73:20 87:17  <b>99</b> 49:3  <b>9th</b> 72:8          116:21 117:11          243:14</p> <p>&lt; A &gt;  <b>a.m</b> 102:11, 12          104:14 107:14          110:3  <b>AA</b> 246:5          247:1, 6, 18          248:2, 6  <b>AAs</b> 66:3  <b>ABC</b> 59:11  <b>abide</b> 115:11  <b>ability</b> 44:3, 18          83:7 103:11          174:11 305:8  <b>able</b> 32:20          47:4 54:17          78:19 80:5, 6          89:2 90:11          92:11 102:16          109:16, 17          113:2 131:7          139:5, 7 152:15          163:4 174:5          176:20 181:16          189:12 197:8          203:11 211:20          214:13 217:16          230:15 243:3          246:19 247:11          252:1, 10, 21          254:18 261:14          268:16 272:14          274:13 278:15          293:6  <b>abnormalities</b>          83:11  <b>aboard</b> 76:2  <b>Abraham</b> 60:9</p>	<p><b>Abrahamic</b> 61:3  <b>absent</b> 44:13  <b>absolutely</b> 37:2          83:8 96:10          104:10 208:7          272:10 275:9  <b>absorb</b> 116:14          122:10  <b>Abstain</b> 71:2          165:6 303:21  <b>abundantly</b>          65:15  <b>abuse</b> 54:13  <b>academic</b> 31:20          44:14 53:6          250:16  <b>academics</b> 53:8          191:13 249:3          258:14  <b>Academy</b>          242:21 252:18          253:8 277:21  <b>accept</b> 10:18          24:18 25:4, 11          144:11  <b>acceptances</b>          241:15  <b>accepted</b> 39:2,          3 132:5  <b>access</b> 41:20          43:19 44:1          79:3 94:10          110:6 200:1          229:19 230:1, 5          240:18 241:20          242:3 244:6          248:15 249:9          250:11 254:21          255:21 273:4  <b>accident</b> 109:10          110:14  <b>accidents</b> 103:9  <b>accommodate</b>          98:1, 3  <b>accommodations</b>          44:15 169:18          217:19  <b>accomplish</b>          33:12 302:16</p>	<p><b>accomplished</b>          262:4  <b>account</b> 134:11  <b>Accountability</b>          114:8 240:8  <b>accounts</b> 228:9,          10 242:21  <b>accrued</b> 226:17          232:2 233:2  <b>accumulated</b>          135:8  <b>accurate</b>          146:21 191:16          305:7  <b>achieve</b> 209:5  <b>Achievement</b>          77:3 137:1          242:7, 12          248:15 265:9  <b>achievements</b>          11:8  <b>acknowledge</b>          112:5, 9, 11, 21          213:7 216:4  <b>acknowledging</b>          216:9  <b>ACS</b> 280:16  <b>Act</b> 8:19          198:17  <b>Action</b> 4:5          37:1 68:12          69:2, 15 200:3          201:13 266:5  <b>actions</b> 37:15          60:17 63:20, 21          67:16 87:10  <b>activities</b> 187:8          214:18 256:13  <b>activity</b> 55:15  <b>actual</b> 237:17          297:10  <b>acute</b> 47:13  <b>adapted</b> 42:7  <b>add</b> 43:5          84:18 86:1          108:8 139:12          169:10 175:16          187:2 190:15          220:11, 16          280:6</p>	<p><b>Added</b> 4:6 6:8,          17 8:15 41:2          71:9, 10 120:16          157:19 241:12          268:7 280:12  <b>adding</b> 30:6          178:4 179:12,          14 218:15          233:15  <b>addition</b> 81:2          117:4 119:5          121:1 126:9          202:21 207:18          263:17 269:2  <b>additional</b> 7:8          19:17 41:1          76:2 77:13          79:9 85:4 86:8,          11, 12 87:11          91:11 99:13          104:20 108:4          109:10, 17          112:19 116:11,          14 117:16, 18          118:15 120:5,          16, 21 122:14          125:18 126:9          147:10 157:19          158:21 159:12          161:16 172:21          173:20 181:21          187:12 199:9          201:5, 18 202:3          203:14 204:10          207:18 209:13          215:4 225:19          237:1, 5 238:2          247:4 269:12          285:9  <b>Additionally</b>          31:17 72:15          74:13 76:3          200:6  <b>additions</b> 6:2          174:8  <b>address</b> 28:1, 9          31:4 37:3          43:21 63:2          75:6 76:2          82:10 100:18</p>
--	---	---	---	---

<p>103:8 214:3 281:18 287:14 <b>addressed</b> 166:12 216:1 <b>addresses</b> 29:3 202:13 <b>addressing</b> 39:19 65:17 <b>adequate</b> 38:19 43:12 <b>adequately</b> 239:18 <b>adjourned</b> 304:14, 15 <b>Adjournment</b> 4:17 <b>adjust</b> 121:8 <b>adjusting</b> 37:11 123:9 227:18 <b>adjustment</b> 142:9 <b>adjustments</b> 76:12 94:1 124:1 125:17 144:16 <b>administer</b> 242:4 <b>administered</b> 152:1 243:7 <b>administers</b> 242:6 <b>administration</b> 51:8 64:15 <b>administrations</b> 242:11 <b>Administrative</b> 3:10 21:3, 7, 14 299:6 <b>administrator</b> 39:14 63:12 <b>administrators</b> 16:12 50:2 54:19 251:19 272:12 283:6 295:7 <b>admissions</b> 242:16 <b>admit</b> 45:12 <b>ado</b> 239:4</p>	<p><b>adopt</b> 114:20 126:20, 21 156:5 <b>adopted</b> 77:16 118:7, 8, 11, 12 <b>adopting</b> 91:2 <b>adoption</b> 118:1 <b>adult</b> 255:7 266:7 <b>adults</b> 189:13 <b>advance</b> 52:13 115:3 <b>advanced</b> 79:4 186:16 241:3 243:13, 15, 18 252:8, 11 <b>Advancement</b> 250:3 <b>advantage</b> 155:9 <b>advantages</b> 247:2 <b>advice</b> 9:7 27:5 <b>advisory</b> 114:10, 11, 13, 14 259:9 268:4 286:21 293:11 <b>AESA</b> 294:14 295:2 <b>affect</b> 46:15 <b>affirm</b> 14:8 <b>afforded</b> 62:1 <b>AFJROTC</b> 269:7, 16 <b>aforementioned</b> 127:17 <b>afraid</b> 63:9 67:17 <b>Africa</b> 51:9 <b>AFSCME</b> 3:15 35:10, 16, 18 38:2, 4 76:13 86:6, 8 134:9 <b>AFSCME-</b> <b>represented</b> 38:11 <b>afternoon</b> 105:17 107:13 108:7 130:20 204:8 272:8</p>	<p><b>afternoons</b> 216:10 <b>afterthought</b> 45:1 <b>age</b> 95:11 96:2, 9 <b>Agenda</b> 3:4 5:21 6:1, 3, 9, 17 8:15, 16, 17 9:11 10:12 17:12 21:2 24:14 25:4, 8 53:7 68:5, 12 113:7 195:10 223:21 235:14 238:5 287:1 304:10 <b>agendas</b> 200:3 <b>ago</b> 39:4 61:8 85:6 243:6 284:6 <b>agree</b> 125:20 142:7, 16 226:8 274:3 <b>agreed</b> 33:21 298:3 <b>agreement</b> 86:7, 16 121:5 226:9 <b>agreements</b> 227:9 <b>agricultural</b> 186:7 187:8 <b>agriculture</b> 187:6 <b>ahead</b> 40:15 80:7 125:1 131:4, 5 132:2 140:21 141:7 154:15 156:20 179:10 181:3 220:11 247:18 291:20 296:2 <b>aid</b> 198:18 <b>air</b> 105:2 147:17 268:20 <b>Airport</b> 269:4 <b>alert</b> 94:6 <b>align</b> 148:19 240:6</p>	<p><b>aligned</b> 199:5 260:20 <b>alignment</b> 196:13 197:5 198:11, 13 255:15 259:2 <b>aligns</b> 230:21 239:17 250:8 <b>alike</b> 119:16 120:15 <b>Allegiance</b> 5:6, 11  <b>Allegiance/Silent</b> 3:3 <b>Allen</b> 224:7, 14 <b>alleviate</b> 109:18 <b>Alliance</b> 265:20 <b>allied</b> 277:10, 13, 20 <b>allocation</b> 297:5 <b>allocations</b> 267:6 297:3 298:1 <b>allow</b> 29:12 43:20 111:14 138:21 143:7 144:1 152:19 204:21 243:9 <b>allowed</b> 28:1, 5 224:11 <b>allowing</b> 27:11 <b>allows</b> 153:10 243:19 <b>alteration</b> 220:7 <b>alternative</b> 132:14 158:13 <b>alternatives</b> 172:1 213:2 <b>alumni</b> 270:9 271:8 <b>amazing</b> 247:7 277:3 284:9, 13 <b>ambassadors</b> 284:12 <b>ameliorated</b> 122:16 <b>amend</b> 24:19 <b>amended</b> 166:8</p>	<p><b>amending</b> 292:21 <b>amendment</b> 287:8 288:1 292:18 <b>amendments</b> 185:8 <b>America</b> 51:10 256:11 <b>American</b> 51:11 <b>Americans</b> 57:10 <b>amid</b> 72:11 <b>Amoss</b> 224:5, 14, 18, 20 232:15 233:7 234:3, 6, 19 235:7 236:2, 16, 18 237:8, 21 238:4 <b>amount</b> 96:6 178:5 229:3 232:6, 10 233:9 280:8 281:10 295:21 <b>analysis</b> 89:19 229:13 <b>analyst</b> 21:9 23:7 <b>analyze</b> 92:7 197:9 248:13 <b>and/or</b> 201:15 242:19 255:15 272:16 <b>Anderson</b> 17:13, 14, 19, 21 18:2 19:3, 11 113:2 214:4 218:13 <b>anecdotally</b> 135:20 <b>ankle</b> 56:2 <b>Anna</b> 4:2 64:5, 7 <b>annotated</b> 182:10 <b>announce</b> 246:16 <b>announced</b> 72:9 220:10, 17</p>
--	--	---	--	--



<p><b>Announcements</b> 4:16 268:1 287:3 304:10 <b>Annual</b> 4:10 9:13 78:13 224:1 230:4 235:21 236:3 252:11 268:10 <b>annually</b> 113:18 116:4 <b>answer</b> 89:6 95:2 106:9 109:21 110:12 111:3, 4 126:15 140:15 141:15 158:19 171:21 <b>answered</b> 155:1 <b>answering</b> 84:16 <b>answers</b> 80:5, 9 <b>antibodies</b> 47:16 <b>anticipate</b> 83:5 84:13 197:10 <b>anti-minority</b> 60:16 <b>anybody</b> 85:13 134:17 <b>anyway</b> 210:19 <b>AP</b> 190:19 192:15 244:4 252:10, 13, 14, 15 253:2 <b>apnea</b> 75:19 <b>apologize</b> 143:21 182:16, 20 291:10 <b>appeal</b> 41:8 68:19, 21 <b>appears</b> 44:2 87:18 <b>applaud</b> 273:20 <b>Applause</b> 10:11 12:15 17:9 23:17 24:12 41:14 45:2 49:13 53:12 56:13 67:3 247:15, 21 273:10 286:3</p>	<p><b>applicable</b> 115:3 <b>application</b> 79:7 <b>applications</b> 229:20 230:2 <b>applied</b> 263:20 <b>applying</b> 260:2 <b>appointed</b> 114:17 <b>appointees</b> 9:3 <b>appointment</b> 8:21 23:5, 18 40:12 <b>Appointments</b> 3:10 21:3, 8, 15 <b>appreciate</b> 13:2 27:7 32:21 33:9 99:18 124:10 126:8 171:3, 4 181:5 187:10, 11 191:15 205:17 211:7, 9 213:10, 19, 20 215:5, 19 216:2 218:6 219:1 224:19 231:21 233:11, 12 235:15 237:6 279:5 285:16, 17 294:15 299:8, 18 <b>appreciated</b> 121:14 <b>appreciating</b> 33:5 215:21 <b>appreciation</b> 12:6 32:13 39:6 202:20 203:6, 17 214:10 <b>appreciative</b> 203:9 <b>Apprenticeship</b> 261:4 <b>apprenticeships</b> 241:10, 16 257:15 260:20 <b>approach</b> 11:20 74:4 106:13</p>	<p>116:21 139:14 196:2 237:14 <b>approaches</b> 249:14 <b>appropriate</b> 6:21 27:8 28:14 68:20 81:19 160:20 199:9 203:5 230:6 <b>approval</b> 21:8 93:9 237:11 255:20 285:3 290:15 301:16 <b>approve</b> 18:5 21:14 25:6 69:2, 14 146:12, 16 147:9 148:21 177:2 182:16 184:15 194:20 219:4 220:9, 18 221:3, 18 222:4 <b>approved</b> 8:17 147:1, 6, 8 198:21 220:17 226:6 227:7 <b>approving</b> 148:21 <b>approximately</b> 97:16 197:2 227:19 <b>April</b> 243:6 <b>archived</b> 200:8 <b>Area</b> 33:3, 18 57:19 66:9 75:9 89:11 100:7 114:10 201:3 279:19 286:20 293:7, 11 <b>areas</b> 48:5 263:11 <b>argument</b> 174:17, 19 <b>arm</b> 79:5 <b>arrival</b> 89:9 90:15 91:7 <b>arrivals</b> 89:15,</p>	<p>20 92:2 <b>arrive</b> 91:17 <b>arriving</b> 96:20 100:2 <b>art</b> 38:16 269:15 <b>Article</b> 115:4, 12, 16 117:6 <b>articulated</b> 258:5 <b>articulation</b> 253:14 257:21 <b>artifacts</b> 200:1, 9 206:6 <b>artificial</b> 258:8 263:18 284:18 <b>artificial</b> 263:5 <b>arts</b> 280:17, 19 281:1 <b>Artwork</b> 3:6 9:14, 17, 20 <b>asbestos</b> 24:7 <b>aside</b> 210:18 <b>asked</b> 58:16 117:17 127:3 133:6 134:18 135:1 145:15 153:7 170:7 175:15 180:19 221:16, 17 259:9 296:20 <b>asking</b> 30:16 57:13 145:21 147:6 159:21 160:16 176:20 294:3 <b>asks</b> 24:18 179:8 290:14, 16 301:15 <b>aspect</b> 241:12 <b>aspects</b> 269:8 <b>assault</b> 55:8 <b>assaulted</b> 55:21 <b>assembled</b> 12:3 <b>assemblies</b> 268:4 <b>assessing</b> 196:6 <b>Assessment</b> 114:8 230:11, 14 264:11</p>	<p><b>assessments</b> 186:20 241:8 242:5 243:10 264:15 <b>assigned</b> 94:2 110:15 <b>assignment</b> 8:21 93:21 <b>assist</b> 83:21 <b>assistance</b> 204:3 <b>assistant</b> 258:10 293:7 295:8 <b>assistants</b> 74:10 107:3, 21 <b>assisting</b> 237:18 <b>associate</b> 256:16 <b>associated</b> 37:13 125:17 227:2, 13 270:18 274:10 <b>associate's</b> 278:16 <b>assurance</b> 225:20 <b>assure</b> 31:2 196:13 224:15 <b>astounded</b> 278:11 <b>asymptomatic</b> 48:14 <b>athlete</b> 48:6 <b>athletes</b> 48:21 49:10 <b>attach</b> 235:13 <b>attached</b> 234:13 <b>attack</b> 42:1, 20, 21 53:2 88:18 89:13, 16 93:7 224:8 225:11, 18 226:11 227:14 228:11 230:15 231:3, 6, 7, 12 286:19 <b>attacking</b> 55:3 <b>attaining</b> 264:14, 17 <b>attainments</b> 264:10</p>
---	---	---	--	--

<p><b>attend</b> 27:12 31:11 34:6 40:11 83:15 143:7 151:13, 16 155:6, 8, 9 203:16 214:14</p> <p><b>attendance</b> 76:16 143:9</p> <p><b>attendant</b> 73:20 77:8</p> <p><b>attendants</b> 72:2, 4, 13, 15, 16 73:21 75:14 76:20 77:6 85:20 86:5 103:4 107:7 112:20 113:4</p> <p><b>attended</b> 274:16</p> <p><b>attending</b> 151:14</p> <p><b>attention</b> 79:18 212:13 231:14 273:8</p> <p><b>attract</b> 75:11</p> <p><b>audio</b> 246:20</p> <p><b>audit</b> 225:1, 4, 10, 16, 21 226:4, 14 228:15, 18 229:2, 12, 15 233:15 234:20 235:7, 18 236:6</p> <p><b>auditing</b> 225:7</p> <p><b>August</b> 60:10</p> <p><b>authentic</b> 16:20 259:21</p> <p><b>authorize</b> 69:16</p> <p><b>authorized</b> 253:17</p> <p><b>authorizes</b> 69:10</p> <p><b>auto</b> 258:9</p> <p><b>available</b> 31:13 65:10 88:1, 17, 19 113:5 121:13 122:19 129:3 151:18 162:7 200:10 218:1, 7, 9, 10 256:3 272:20 281:7</p>	<p><b>average</b> 248:4 264:13, 16</p> <p><b>aviation</b> 258:7 263:3, 17 269:1, 6, 8, 12, 14 274:14 282:15 284:19</p> <p><b>AVID</b> 249:17 250:3, 4, 10, 13, 14, 20 251:3, 4, 6, 11 254:8, 14 274:7, 9, 12 276:6 282:14</p> <p><b>AVID-trained</b> 251:5</p> <p><b>avoid</b> 159:9</p> <p><b>awaiting</b> 74:15</p> <p><b>award</b> 14:10, 16</p> <p><b>aware</b> 95:12 238:14 267:17</p> <p><b>awareness</b> 169:11 171:14 186:10 284:20</p> <p><b>Awesome</b> 215:6 275:8</p> <p><b>eyes</b> 12:12</p> <p>&lt; B &gt;</p> <p><b>baby</b> 212:17</p> <p><b>baccalaureate</b> 252:17 253:18</p> <p><b>back</b> 16:8 42:10 45:20, 21 46:9, 19 53:21 71:19 78:3 79:11 80:6 82:2 86:20 89:21 90:5, 11, 14 91:9 92:7, 18 94:15 101:20, 21 110:21 143:4 157:20 158:12 166:11 192:3 194:19 200:11 214:5 217:17 225:12 233:2 251:12 261:5 270:9 271:9</p>	<p>283:20 292:16 294:14, 17, 19</p> <p><b>background</b> 277:13</p> <p><b>backsliding</b> 59:15 60:15 61:6</p> <p><b>bad</b> 46:5 210:16</p> <p><b>baking</b> 260:3</p> <p><b>balance</b> 253:2</p> <p><b>balanced</b> 11:3 36:15 196:2</p> <p><b>balances</b> 227:15</p> <p><b>ball</b> 49:3</p> <p><b>BALTIMORE</b> 1:2 5:4, 9 10:21 11:6, 9, 17 13:6 17:6 23:14 28:11 29:5 35:15 37:16 54:5 56:18 66:21 71:20 72:8 79:1, 2 190:11 225:2 244:12 262:11, 14 263:1 305:2, 5</p> <p><b>band</b> 111:18</p> <p><b>bank</b> 228:9, 14</p> <p><b>bar</b> 31:21 36:9 61:17, 18 62:18 250:8</p> <p><b>bargaining</b> 9:7 114:4 226:9 227:9</p> <p><b>barley</b> 61:13</p> <p><b>barriers</b> 75:16 250:18</p> <p><b>based</b> 85:19 120:3, 14 128:21 136:19 174:2 197:8 212:10 230:6 249:2</p> <p><b>Bash</b> 3:14, 20 32:7 56:15 67:21 68:3, 6, 10</p> <p><b>basic</b> 43:14</p>	<p><b>basically</b> 33:4, 8, 16 80:16 104:1 121:16 155:17 176:2, 15 177:3 225:7</p> <p><b>basing</b> 297:17</p> <p><b>basis</b> 41:10 78:5 230:4</p> <p><b>bathrooms</b> 56:1</p> <p><b>BCPS</b> 5:15 13:9 31:2 32:4 36:14 37:20 38:9 39:6, 11 41:8 42:2 43:11 44:2 45:6 48:18 61:4 64:10 72:15 73:1, 10 74:7 82:14 113:20 114:5, 14 116:11 118:11 122:4, 9 158:2, 15 196:21 201:2 202:13 203:7 205:3, 4, 7 239:13 240:1, 20 241:2, 13, 21 242:3 243:12 244:11, 21 245:3, 4, 20 246:1 248:20 249:13 250:21 251:1, 6 256:3 260:10 261:9, 12, 20 263:13 269:18 272:5, 21 280:12</p> <p><b>bcps.org</b> 29:9</p> <p><b>BCPS-issued</b> 43:9</p> <p><b>BCPS's</b> 39:6 94:20 96:17 240:5 250:8, 9</p> <p><b>bearer</b> 207:11</p> <p><b>bearing</b> 240:11 241:9 243:20</p> <p><b>beautifully</b> 191:19</p>	<p><b>becoming</b> 47:17 172:16 269:13</p> <p><b>beg</b> 42:14</p> <p><b>began</b> 83:2</p> <p><b>begged</b> 54:7</p> <p><b>beginning</b> 76:14 95:16, 17 100:13 101:13 104:14 118:1 129:4 166:18 187:3 191:9 193:4, 6 203:19 240:15</p> <p><b>begins</b> 256:19</p> <p><b>begun</b> 101:1</p> <p><b>behalf</b> 12:5 35:17 69:11, 17 205:4</p> <p><b>behavior</b> 21:9 23:7 28:15 46:2, 7 54:21 72:7 77:5</p> <p><b>behavioral</b> 54:17 65:18</p> <p><b>belief</b> 11:19 252:3</p> <p><b>believe</b> 59:2 81:14 85:1 95:15 97:17 98:15 109:3 127:1 134:19 138:4, 12, 18 142:8 143:8 150:7 152:5 159:8 168:17 171:21 182:10 188:2 194:18 237:16 246:13 266:16 272:17 280:2, 4 281:6, 13 291:16 296:17</p> <p><b>believed</b> 57:6</p> <p><b>belongs</b> 46:20</p> <p><b>benefit</b> 189:21 201:20 206:5 275:1</p> <p><b>benefit-related</b> 200:15</p>
---	--	---	--	--

<p><b>benefits</b> 72:17 201:20 211:21 212:17 216:1 245:17 246:10 271:11 <b>Berkley's</b> 49:3 <b>best</b> 12:9 13:9 14:13 31:20 36:17 53:4 64:14 81:8 89:18 101:14 102:15 105:21 111:12 202:18 221:11 228:5 229:16 246:13 253:4 272:2, 13 287:21 297:11 305:8 <b>Bethany</b> 23:6, 16 <b>better</b> 31:15 34:11 35:5 67:12, 18, 19 99:20 242:12 247:12 <b>beyond</b> 42:11 66:11 95:7 121:3 180:16 203:8 297:3, 5, 6 298:1 <b>biased</b> 56:17 <b>biases</b> 16:4 266:3 284:2 <b>big</b> 46:14 50:17 101:5 297:20 <b>biggest</b> 247:5 <b>Bill</b> 244:7 <b>Birch</b> 56:21 57:8 <b>bird's</b> 96:12 <b>bit</b> 81:5 102:19, 21 132:19 164:9 178:7 202:11 207:17 280:21 <b>biweekly</b> 268:3 <b>BizTown</b> 257:4 <b>black</b> 13:21</p>	<p><b>blessings</b> 58:21 <b>block</b> 283:13 <b>blocking</b> 157:13 <b>blue</b> 214:16 <b>Blueprint</b> 196:11, 13 198:4, 8, 10, 17 200:4 205:18 260:21 276:16 <b>blueprints</b> 260:1 <b>BOARD</b> 1:1, 8 2:1, 3 3:11 5:4, 13 8:18 9:11, 12, 16 10:17, 18 12:2, 8, 13, 19 16:12 17:16 18:21 19:5, 6, 12 21:6, 9 23:6 24:14, 17, 18, 20 25:1, 6 27:4, 6, 10, 14, 16, 18 28:1, 8 29:7, 9, 11, 13, 20 31:10 32:9 33:14, 16 34:2 35:13 37:1 38:18 39:18 40:5 49:17, 19, 21 50:19 53:7 59:7 64:8 67:6, 16 68:16, 17 69:11, 17 71:17, 20 79:13 85:12 86:8 88:13 93:10 111:20 112:2 113:12, 16 114:20 115:4 116:20 117:11, 15 118:2 119:3 121:7, 13 122:20 123:5 124:7 133:18 135:1, 5 140:10 141:5, 10, 12 142:6 146:12, 21 148:7, 8 150:9, 18 154:11 164:1, 5</p>	<p>166:9 168:10 186:4 192:7 195:20, 21 204:15 205:6 206:15, 16 210:9 214:16 215:9 218:8, 12 224:4 226:3 228:8 229:11, 17 235:2, 8, 10, 15 238:11 239:10, 17 241:21 242:4, 20 243:8, 13, 14, 18 258:14 264:4 273:13, 14, 19 283:21 285:1, 9 286:6 287:1 288:3, 5 290:13, 15, 16, 18 291:3 292:9 294:15 295:13 296:19 297:6 298:15 300:1 301:14, 15, 17 302:2 <b>BoardDocs</b> 9:10 234:13 235:3, 10, 13 273:1 286:18 <b>board-requested</b> 161:16 <b>boards</b> 44:7 236:20 <b>Board's</b> 17:16 25:12 29:9 68:21 113:13 118:17 120:21 162:15 231:14 237:11 242:5 255:19 304:10 <b>body</b> 170:3 <b>boe@bcps.org</b> 29:8 <b>bonus</b> 76:15, 16 205:2 <b>bonuses</b> 76:4, 5 <b>boost</b> 72:10 <b>Boren</b> 3:16</p>	<p>38:14, 15, 16 <b>borrow</b> 42:15 <b>bought</b> 282:17 <b>bounce</b> 53:21 <b>box</b> 35:4 <b>boxes</b> 279:12 280:8 <b>boyfriend</b> 65:4 <b>brake</b> 105:2 <b>brakes</b> 80:20 <b>Branch</b> 11:14 13:19 <b>brand</b> 35:7 44:7 <b>bravo</b> 206:18 <b>break</b> 181:15 208:16 282:17 <b>breakdown</b> 137:4 <b>breaking</b> 174:18 <b>breaks</b> 51:13 209:18 219:5 222:5 <b>Brendan</b> 23:18 24:11 <b>Brennan</b> 260:18 <b>Brian</b> 35:18 239:10 <b>Brianna</b> 3:8 10:13, 19, 20 12:5 29:20 30:2 <b>Brianna's</b> 29:21 <b>Bridge</b> 23:14 <b>brief</b> 33:2, 4 207:3 224:6, 19 <b>briefly</b> 226:3 <b>bright</b> 36:10 239:14 272:2 <b>bring</b> 12:17 36:21 76:1 82:2 164:9 229:17 231:13 238:12 281:7 284:17 287:6, 20 288:7 294:19 <b>bringing</b> 21:7 187:11 214:11</p>	<p>287:16 290:11 299:18 <b>brings</b> 23:10 24:2 <b>broadcast</b> 5:14 <b>broader</b> 93:2 139:8 <b>broken</b> 56:3 82:4 84:10 <b>Brooks</b> 246:16 247:1 <b>brought</b> 15:8 31:9 55:1 79:17 178:8 220:2 <b>Brousaides</b> 68:14, 15 145:11, 16 146:8, 20 147:4, 12, 16, 19 148:11 149:3 160:9, 15 161:1 166:13 179:8 180:20 181:1 220:15, 19 221:10, 14, 19 287:21 288:8, 18, 20 <b>brown</b> 13:21 <b>bruise</b> 63:10 <b>Bs</b> 83:15 <b>buckets</b> 100:6 <b>Budget</b> 4:15 255:20 287:5, 9, 13, 16 288:5, 10, 15 290:9, 11, 14 291:1 293:14 294:16 297:9 299:5 301:19 302:5, 10, 11 <b>budgetary</b> 232:19 233:3 285:3 <b>budgets</b> 302:19 <b>build</b> 97:8 116:11 255:7 257:21 260:3 267:6 269:3 271:16 272:2 280:13 284:20</p>
--	--	---	---	---

<p><b>building</b> 36:11 42:17 47:12 64:11 252:4 255:7 266:15 269:9 <b>buildings</b> 35:2, 7 38:5 42:14 190:11 <b>built</b> 119:2 140:17 <b>bullet</b> 128:15 <b>Burkindine-</b> <b>Castro</b> 10:2 <b>burn</b> 55:2 66:15 <b>bus</b> 35:6 55:11 63:4 66:2 72:2, 3, 4, 11, 12, 14, 16 73:2, 4, 17, 19, 21 74:8, 9 75:7 77:5, 8, 17 78:9, 17, 21 79:4, 6, 21 80:19 81:18, 20 82:3 83:7, 21 85:20 86:4, 5 87:9, 10 88:16 92:18 93:16, 21 94:5, 15 95:18, 19 98:8 100:1 101:6, 8 103:4, 9, 13, 21 104:1, 6 107:7 108:1, 17 109:17 110:14, 16, 19 111:19 112:19, 20 113:3 139:17 204:2 <b>bused</b> 257:9 <b>buses</b> 34:21 55:4 74:17 79:18 82:14 83:11 90:15 91:8, 17 92:15, 16 94:20 95:4, 5, 11 96:3, 8, 12, 13, 16, 18, 19, 21 97:3, 10, 16, 19, 21 98:1, 9, 13 103:3 105:12,</p>	<p>20 106:17 107:11 108:12, 13, 14, 16 109:1, 3, 4, 5, 8 <b>Business</b> 3:5, 7, 9, 10, 11 4:5, 7 10:13 16:8 72:19 231:3 256:11 257:11 259:4 262:15 264:8 280:3 <b>busloads</b> 101:19 <b>buy</b> 42:15 96:3 <b>buying</b> 97:8, 10, 11 213:3 <b>byproducts</b> 263:19  &lt; C &gt; <b>C&amp;I</b> 205:19 <b>cadets</b> 269:11 <b>CAEAC</b> 3:14 32:7 <b>CAFR</b> 9:15 <b>Cal</b> 49:2 <b>calculating</b> 260:4 <b>calculation</b> 227:1, 3 <b>Calendar</b> 4:8 31:8 50:21 51:1 57:19 113:8, 13, 17, 18 114:1, 19, 20 115:7, 14, 21 116:12, 20 117:12, 13, 18 118:1, 9, 13, 14 119:2, 13, 16 120:6, 11, 20 121:2 123:1, 7, 19 129:14 131:5 132:10, 20, 21 134:1, 5, 6, 10 136:19 137:7, 13 138:1 140:17 146:1, 14, 17 147:1, 6, 8 148:3, 14, 21 152:18 160:13</p>	<p>164:6, 14, 16 166:16 167:12 168:6, 18 169:2 173:7, 8, 12, 13 175:19, 21 176:12, 15, 17 177:9 179:16 180:2, 8, 12 182:7, 11 183:7 184:16, 20 185:8 186:13 188:6, 15 190:4 194:20 195:4 207:8 220:8 <b>calendars</b> 115:5, 6 116:5, 18 117:8, 21 118:4, 6, 10 119:6, 20 120:3, 7, 12, 13 121:9, 15 122:11 126:8 139:13 145:1, 18 148:18 166:16 176:1 177:11 <b>caliber</b> 237:17 <b>Call</b> 3:2 5:3 17:13 21:3 34:7 37:9 68:13 78:2 84:11 100:9, 19 104:11, 13 108:20 109:4 110:2, 18 113:9 195:12 224:2 225:8 238:8 267:19 293:14 <b>called</b> 293:8 294:12 <b>calling</b> 37:15 <b>callouts</b> 74:17 <b>calls</b> 30:16 65:8 103:8 105:13 <b>camera</b> 45:13 <b>cameras</b> 79:5, 6 <b>camp</b> 265:5 <b>campus</b> 55:8, 19 <b>campuses</b></p>	<p>244:17 <b>cancel</b> 53:10 <b>candidates</b> 75:11 <b>cans</b> 55:13 <b>capacity</b> 68:18 74:17 266:8 <b>capital</b> 232:16 <b>capture</b> 246:11 <b>car</b> 35:12 55:7 <b>card</b> 9:19 <b>care</b> 82:10 202:16 274:5 277:16 <b>Career</b> 4:12, 13 114:13 186:9 238:6, 13, 16 239:2, 19 240:5, 10, 17 241:3, 5, 8 243:10, 17 248:20 249:20 250:1, 13 255:16 256:3, 6, 16, 18, 21 257:8, 12, 13 259:1, 6, 18 262:1, 10 265:2 270:20 272:16, 18 <b>careers</b> 259:3 270:14 271:13 <b>carefully</b> 121:15 <b>Carol</b> 3:18 49:15 <b>carpentry</b> 260:3 268:8 269:20 270:1 <b>carries</b> 20:21 23:4 27:1 194:18 <b>Carroll</b> 48:12 <b>case</b> 48:2 68:19 69:3, 16 86:16 281:13 294:3, 12 295:2 <b>caseloads</b> 255:12 <b>cause</b> 10:21 33:15 237:6 <b>Causey</b> 2:5 7:12, 13 18:13,</p>	<p>14 19:7, 15, 21 20:1 22:3, 4 26:1, 2, 3, 4 57:1 70:8, 9 88:10, 11 90:7, 18, 19 91:13 93:4, 18 94:4, 11 111:10, 11, 21 112:1 133:4, 5 134:20, 21 136:7 140:7, 8, 14 141:5, 8 142:2 151:3, 5 152:2 159:13, 14 160:3, 16, 21 161:6, 12 162:3, 10, 17 165:5, 6 171:1, 2 172:7 179:7, 8 180:19 181:3, 4 183:11, 12 186:2, 3 189:2 193:15, 16 215:17, 18 217:5 218:5, 17 219:1, 21 220:2 222:10, 13, 18, 19 234:9, 10 235:12 236:13, 17 237:10 282:4, 5, 6, 7 283:18 284:14 285:7 289:4, 5 290:7 296:2, 3, 11 298:10, 12 300:10, 11 303:10, 11 <b>Causey's</b> 162:21 <b>caution</b> 141:12 <b>CCBC</b> 244:17, 20 245:1, 3, 5 246:1 248:4 254:19 283:2, 10 <b>CCRD</b> 280:3 <b>CDL</b> 105:4 106:21 <b>CDLs</b> 106:7 <b>Cedarmere</b> 10:2</p>
---	---	---	--	--

<p><b>celebrate</b> 60:6, 11 157:1, 4 187:19 251:10</p> <p><b>celebrated</b> 39:5</p> <p><b>celebrating</b> 59:19 163:3 172:12, 13, 15, 17</p> <p><b>celebrations</b> 51:11 61:1</p> <p><b>celebratory</b> 268:3</p> <p><b>center</b> 104:11, 13 108:20 110:2 276:9</p> <p><b>centers</b> 271:7</p> <p><b>central</b> 30:13 33:3, 17 110:2 158:16 170:18 203:18 249:17</p> <p><b>centrally</b> 109:1</p> <p><b>certain</b> 80:18 95:11, 18, 19 170:2 171:11 186:17</p> <p><b>certainly</b> 13:11 80:8 91:15 156:2 263:11 273:6</p> <p><b>certificate</b> 270:17 271:2, 4</p> <p><b>certification</b> 200:15 201:11, 15 211:14, 21 212:8 258:14 269:17 280:15</p> <p><b>certifications</b> 201:10 258:16, 21 269:21 280:20</p> <p><b>certified</b> 21:9 23:7 258:9 278:1</p> <p><b>certify</b> 305:6, 9</p> <p><b>cetera</b> 159:5 255:19 268:5</p> <p><b>chain</b> 73:16 96:19</p> <p><b>Chair</b> 2:3, 4 7:21 18:15</p>	<p>20:9 21:6 22:12 25:1, 2 26:12 29:19 32:8 58:15 59:6 67:6 70:17 113:10, 11 154:7, 16 155:14, 19 156:18, 21 157:15 158:4 159:6 160:3 165:14 179:11 183:20 189:5 194:3 195:20 219:16 223:6 224:4 238:10 286:14 287:4, 15 288:17, 18 289:11 290:10, 11, 14 291:5, 16, 17 292:5 296:7, 10, 11 300:17 301:13, 21 302:9 303:17</p> <p><b>CHAIRPERSON</b> 154:10</p> <p><b>CHAIRWOMAN</b> 5:2, 3 6:6, 11 7:7 8:10, 12 17:10, 14, 18, 20 18:1, 4, 10 19:16 20:19, 21 21:13, 17, 19 23:1, 3 24:13 25:15 26:20 27:1 29:18 32:6, 11, 14, 19 35:9 38:12 41:15 45:3 49:14 50:8, 12 52:15 53:13 56:14 58:18 61:14 64:2 67:4, 20 69:1, 6, 8 70:1 71:6, 8 79:12 85:3 88:9 94:12 99:12 104:19 105:10 111:9, 21 113:6 124:5</p>	<p>126:4 129:8 131:11 133:3, 8, 17 134:14, 19 136:11 138:15 140:5 141:3, 6 142:3, 21 144:9, 12, 14, 19 145:14 146:7 147:3, 9, 14, 18 148:5 149:12, 20 150:2, 17 153:3, 17 155:20 156:1, 17, 20 159:11, 19 160:7, 18 162:19 164:18 166:5, 7 167:4, 14, 18 168:1 169:4, 8 170:9, 17, 20 172:8, 20 173:5, 19 175:13 176:3, 14, 19 177:7, 13, 17, 21 179:6 180:18 181:2, 20 182:13 184:11, 13 185:2, 4 186:1 187:14 188:8 190:7 191:4, 21 193:9 194:15, 17 202:9 205:11 206:19 209:11 211:5 214:6 215:16 218:21 219:3, 11, 18 220:3, 14, 21 221:10, 16, 21 222:12 223:18, 20 231:16 234:4 238:1 239:9 273:11 274:1 275:4 276:18, 20 278:9 279:2 282:4 285:8 286:2, 9, 16 287:11, 19 288:11, 19 290:2, 4 291:8,</p>	<p>18 293:1 294:5 295:10 296:8 298:9 299:10 300:4 301:8, 10 302:1 303:3 304:6, 8</p> <p><b>challenge</b> 15:4 77:15</p> <p><b>challenges</b> 31:7 72:4 73:17 74:19 216:7, 13</p> <p><b>challenging</b> 14:18, 20 15:16 54:11 203:8 205:8 210:6</p> <p><b>change</b> 15:8 73:3 127:9 143:11 173:13 190:21 200:9 206:9 208:7 211:13, 14 278:4</p> <p><b>changed</b> 98:6</p> <p><b>changes</b> 6:2, 4 31:1 47:7 77:17 166:18, 19 180:7 212:17 231:6 237:15</p> <p><b>changing</b> 37:14 206:10 259:5 295:3</p> <p><b>Channel</b> 5:16</p> <p><b>chapter</b> 196:7 197:20 200:4</p> <p><b>character</b> 11:21</p> <p><b>characterize</b> 232:11</p> <p><b>charged</b> 199:4</p> <p><b>Charley-Greene</b> 207:10, 16 208:12, 17</p> <p><b>chart</b> 196:10</p> <p><b>chat</b> 150:4, 9, 19 154:11 167:15, 21 168:1, 2 183:1 185:6 238:2 290:6 291:19</p>	<p>294:6 296:4 299:11 303:4</p> <p><b>Chatsworth</b> 10:4</p> <p><b>check</b> 139:15 209:8 216:10</p> <p><b>checks</b> 228:13 229:1, 6</p> <p><b>cheerleaders</b> 284:12</p> <p><b>Cheri</b> 224:5</p> <p><b>Cheryl</b> 2:12</p> <p><b>chief</b> 112:14</p> <p><b>child</b> 48:8 55:4 62:16 63:8, 13, 14, 15 239:14 240:9 268:10 271:5 274:5</p> <p><b>childhood</b> 271:6</p> <p><b>children</b> 17:1 50:19 52:2 55:2 59:3 64:11 66:21 174:16 175:1 179:19 188:17 206:5 276:11, 15, 17 279:16</p> <p><b>chime</b> 206:15</p> <p><b>Chinese</b> 58:6</p> <p><b>choices</b> 43:3 249:5</p> <p><b>choose</b> 154:19, 21 155:11 157:4 185:15 256:7 267:9</p> <p><b>chooses</b> 123:5 157:3 235:10</p> <p><b>Chorus</b> 12:12</p> <p><b>chose</b> 144:2</p> <p><b>chosen</b> 240:10</p> <p><b>Christian</b> 2:14 5:7 102:8 103:18 178:9 183:2</p> <p><b>Christmas</b> 134:7 138:5, 10, 11 172:13</p> <p><b>Chromebook</b> 43:9, 14, 20</p>
--	---	--	--	--

<p><b>Chromebooks</b> 44:5 <b>chronic</b> 47:12 <b>CHRONOS</b> 226:10 232:2 <b>chunk</b> 66:10 <b>Cindy</b> 3:13 29:17 153:7 <b>CIO</b> 218:18 233:16 237:15 <b>circle</b> 80:6 <b>circumstance</b> 212:4 <b>circumstances</b> 123:21 224:8, 13 <b>Cisco</b> 258:10 <b>cited</b> 137:1 <b>cites</b> 134:3 <b>citizens</b> 12:5 27:7 114:12 <b>City</b> 23:14 151:15 152:14, 16 156:16 <b>Civil</b> 60:10 174:12 <b>claiming</b> 279:19 <b>clarification</b> 144:20 145:2 151:6 162:18 171:18 219:12 220:1, 4 221:2 <b>clarify</b> 88:19 90:8, 10 161:6 175:15 208:10 218:8 232:15 233:5 279:8 <b>clarifying</b> 160:19 170:10 171:7 173:3 175:14 177:19 291:21 <b>clarity</b> 146:19 163:20 164:9 220:12 221:7 <b>class</b> 46:12 66:7 204:2 246:17 251:4, 6, 7 254:10, 11, 13 271:1</p>	<p><b>classes</b> 39:9 44:5, 8 46:3 47:9 64:16 65:6 244:9, 18, 20 252:13 254:5 268:2 281:10 <b>classroom</b> 16:2 46:10 55:9 192:20 255:11 277:20 <b>classrooms</b> 16:16 42:10 54:17 64:18 251:5 266:5 <b>clean</b> 36:16 225:8 <b>clear</b> 42:13 56:10 65:15 110:19 136:16 145:19 146:11 148:6, 9, 12 161:13 175:8 198:18 207:4 216:11 228:13 229:1 <b>cleared</b> 104:15 216:12 229:7 <b>clearly</b> 34:19 <b>clerks</b> 74:9 103:3 107:5 <b>Clifton</b> 224:6, 14 <b>climate</b> 76:21 77:3 202:13, 14 <b>clip</b> 246:19 <b>clock</b> 28:19 <b>close</b> 36:9 48:5, 13, 16 116:19 130:2 149:8, 17 150:6, 20 154:2 172:18 204:16 205:17 206:12 222:8 250:5 <b>Closed</b> 4:5 8:19 9:9 27:15 38:4 56:19 68:13, 18 69:3, 15 116:17 127:5, 11</p>	<p>131:15, 19 152:7 155:5, 16 157:17 158:1, 15, 17, 18 159:18 161:3 176:9 261:15 <b>closely</b> 262:10 <b>closing</b> 32:1 57:16, 17 61:17, 21 62:17 123:10 127:20 131:14 143:21 152:3 156:4 219:5 221:5 222:6 250:9 <b>closure</b> 52:14 115:20 119:7, 21 126:10 130:12 137:14, 17 161:7 162:1 163:11, 17 167:11 168:5, 16 170:11, 15 173:11, 15 175:18 176:7, 11, 12, 13 183:6 184:19, 21 195:2, 4 214:12 221:3 <b>closures</b> 45:11 49:20 52:5 54:10, 15 119:9 121:18 124:1 128:6 161:2, 17, 18 <b>Cloud</b> 231:8 <b>cluster</b> 262:5, 10, 11 <b>clusters</b> 262:1 279:9 <b>Coalition</b> 54:6 <b>code</b> 138:3 <b>coding</b> 89:18 260:1 <b>cognizant</b> 122:5 178:5, 17 <b>cohort</b> 246:6 248:2 265:21 <b>coincide</b> 118:16 271:19</p>	<p><b>coincided</b> 121:16 <b>COLA</b> 76:13 <b>cold</b> 30:5 <b>collaborating</b> 203:2 <b>collaboration</b> 75:15 204:9 253:13 259:16 285:16 <b>collaborations</b> 272:9 <b>collaboratively</b> 201:6 211:20 <b>colleagues</b> 59:4 65:7, 20 135:20, 21 142:1 187:10 282:9 <b>collect</b> 290:19 298:5 301:18 302:4 <b>collective</b> 9:7 114:3 <b>College</b> 4:12, 14 40:1, 3 214:13 238:6, 8, 13, 16 239:2, 19 240:5, 11, 17 241:2, 8, 9, 15, 19, 20, 21 242:1, 3, 4, 5, 20 243:10, 12, 17, 18, 19 244:1, 5, 6, 9, 12, 14, 20 245:1, 6, 9, 10, 13, 20 248:8, 20 249:20 250:1, 4, 6, 13, 17 252:21 254:14 255:15 256:3, 6 262:21 263:14 265:2 272:16 277:7, 19 283:2 <b>colleges</b> 242:14 244:10 255:18 283:15 <b>color</b> 14:3 <b>colors</b> 280:9 <b>COMAR</b> 78:13 80:2, 11 98:5</p>	<p>115:4, 12, 16 140:15 <b>combat</b> 75:1 <b>combination</b> 60:16 126:19 249:16 <b>combine</b> 78:3 101:17 <b>combined</b> 251:8 255:2, 4 <b>combining</b> 86:20 101:19 <b>Comcast</b> 5:16 <b>come</b> 14:16 15:3, 7 16:8 34:4, 15 52:18 71:12 95:3 106:4 125:10 135:8 207:11 215:11 237:2, 3 270:2, 9 271:9 277:20 292:16 <b>comes</b> 25:16 112:10 158:8 252:3 291:7, 13 302:7 <b>comfortable</b> 62:21 138:19 <b>coming</b> 63:10 99:19 158:21 206:17 215:12 267:20 285:1 299:9 <b>Comment</b> 3:12 4:3 25:10 27:3, 11 28:10 32:20 38:13 67:5 91:21 129:11 145:12 172:9 173:21 178:3, 7 182:1 185:13 186:4 187:17 190:8 191:5 205:13 227:16 228:6 230:10, 18 279:20 291:17 292:20 293:2 296:1, 6 298:11</p>
--	---	---	---	---

<p><b>commenting</b> 29:4 67:11</p> <p><b>comments</b> 29:7, 12 85:4 128:21 141:19 167:5 171:4, 6 174:3 179:13 181:5 188:10, 16, 19 210:1 215:20 224:19 228:3, 4 229:9, 16 234:18, 21 235:9, 16 273:13 283:20 284:16</p> <p><b>commit</b> 41:9 131:5</p> <p><b>commitment</b> 11:12 38:7 73:1</p> <p><b>committed</b> 13:10 15:19 73:3 75:5 76:12 204:10 248:4 249:10</p> <p><b>Committee</b> 4:15 25:13, 17 113:17, 19 114:1, 12, 13, 17, 18 115:1, 2, 10 235:7, 18 255:20 284:20 287:1, 5, 7, 9, 10, 13, 16 288:5, 10, 15 290:7, 9, 11, 14 291:7, 14 292:5 294:16 296:13 298:2, 7 299:18 301:15 302:7, 11, 15, 20</p> <p><b>committees</b> 24:18 114:10</p> <p><b>committee's</b> 24:19 25:5 117:12</p> <p><b>committing</b> 139:15 231:7</p> <p><b>commodity</b> 129:1</p> <p><b>common</b> 266:12</p>	<p><b>communicate</b> 34:12 77:17, 18 91:3, 4 92:11, 17 102:15 108:3 300:1, 2</p> <p><b>communicated</b> 100:1</p> <p><b>communicating</b> 14:11 77:4 110:16</p> <p><b>communication</b> 78:6 90:16, 20 91:6, 15 92:15 102:5 103:15 216:21 248:13 255:18 259:15 267:13 268:9 293:17</p> <p><b>communications</b> 93:1 111:18 200:7 270:8, 19</p> <p><b>communities</b> 11:14 15:11 73:2, 6 98:8 170:5</p> <p><b>community</b> 13:16 27:6 34:5 51:5 54:7 59:3, 8 73:11 98:7 104:8 132:5 169:20 179:18 180:4 205:7 244:10, 12 245:18 248:17 249:18 262:21 271:7</p> <p><b>companies</b> 270:2</p> <p><b>company</b> 217:10 261:3 274:20</p> <p><b>compared</b> 245:11 281:1</p> <p><b>Compass</b> 240:7</p> <p><b>compensated</b> 86:12</p> <p><b>compensation</b> 9:1 31:1 73:4 75:8 76:6 87:12</p>	<p><b>compete</b> 239:15 252:1 272:14</p> <p><b>competitive</b> 52:7</p> <p><b>complaining</b> 34:14 136:4</p> <p><b>complement</b> 37:5</p> <p><b>complete</b> 81:16 248:5</p> <p><b>completed</b> 43:21 197:7 266:6</p> <p><b>completely</b> 201:5 275:11</p> <p><b>completer</b> 254:15 268:7, 11, 13</p> <p><b>completing</b> 84:1 197:11 246:18 247:17 248:6</p> <p><b>completion</b> 266:2</p> <p><b>compliance</b> 78:12 230:17</p> <p><b>compliant</b> 121:9</p> <p><b>complicated</b> 124:12 186:12</p> <p><b>complicates</b> 100:16</p> <p><b>components</b> 227:1 240:21</p> <p><b>comprehend</b> 63:16</p> <p><b>Comprehensive</b> 4:10 9:13 41:19 136:8 199:6 202:19 224:1 225:1 229:12 235:21 236:3 241:4 251:2</p> <p><b>comprised</b> 114:2</p> <p><b>computer</b> 43:11 260:1, 4</p> <p><b>computers</b> 41:21 42:3, 9, 15, 21</p>	<p><b>computing</b> 119:11</p> <p><b>concentrators</b> 264:14, 16</p> <p><b>concern</b> 81:15 122:15 171:12 189:11</p> <p><b>concerned</b> 88:5 164:5 189:8 229:4</p> <p><b>concerning</b> 189:19</p> <p><b>concerns</b> 27:8 30:17 31:4 36:1 73:16 77:5 115:9 174:4 200:16 201:1, 7</p> <p><b>concerted</b> 295:20</p> <p><b>conclude</b> 28:20 51:4</p> <p><b>concludes</b> 124:3</p> <p><b>conclusion</b> 84:5 163:12 164:3</p> <p><b>conditions</b> 36:2 66:20 76:19 137:21</p> <p><b>condone</b> 61:5</p> <p><b>conduct</b> 5:18 9:7 25:7 27:10 28:16 95:5 133:13</p> <p><b>conducted</b> 197:3 270:2</p> <p><b>conducting</b> 228:18</p> <p><b>confer</b> 19:13 65:20</p> <p><b>conference</b> 116:17 119:1 130:12, 15, 17, 18 132:15 138:19 139:6 143:3 144:2 149:9, 17 150:7, 21 151:13, 15, 16 152:13 153:8, 12 154:3, 20 155:6, 8</p>	<p>156:4, 8, 16 157:5 158:2 162:14 173:16</p> <p><b>conferences</b> 130:19 133:13 138:21</p> <p><b>confident</b> 98:17</p> <p><b>confirm</b> 68:20 145:20 146:21 154:17 170:21 172:2 281:8</p> <p><b>confound</b> 103:11</p> <p><b>confused</b> 143:20</p> <p><b>confusing</b> 86:14 154:15</p> <p><b>confusion</b> 85:10 86:3 146:10</p> <p><b>congratulate</b> 29:20 247:17</p> <p><b>Congratulations</b> 10:9 12:14 17:11 23:15 24:11 188:6</p> <p><b>Congress</b> 60:2</p> <p><b>Conn</b> 242:21</p> <p><b>connect</b> 44:6 242:1 254:3</p> <p><b>connected</b> 42:16 257:11</p> <p><b>connecting</b> 271:15</p> <p><b>connection</b> 205:19 249:1 255:8</p> <p><b>connections</b> 42:17 205:18 253:13</p> <p><b>cons</b> 140:2</p> <p><b>consecutive</b> 253:20</p> <p><b>consent</b> 17:16 222:1</p> <p><b>consequences</b> 46:6 56:11 155:3 157:12 159:10</p> <p><b>consider</b> 9:8 40:14 68:19</p>
---	--	---	---	---

121:17 228:5  
 242:15 287:8  
**Consideration**  
 3:4 6:1 113:8  
 119:11, 15  
 121:21 198:5  
 199:2  
**considered**  
 82:7 113:21  
 115:11 125:9,  
 12 163:13  
 179:20 216:8  
**consistency**  
 44:13 97:8  
 251:20  
**consistent** 46:6  
 56:6, 11 179:2  
 181:17 265:17  
**consistently**  
 41:3 46:9  
 186:21 227:7, 8  
 228:10  
**constant** 96:7  
**constantly** 96:7  
 262:20  
**construction**  
 263:6  
**consult** 9:6  
 51:5  
**consulting**  
 217:10  
**consumable**  
 124:11  
**consumer**  
 262:16 263:8  
 280:14  
**consuming**  
 65:19  
**consummate**  
 11:3  
**contact** 48:5  
 65:20 104:7, 11  
 109:7 115:19  
 116:3, 7, 8  
 117:5 119:12  
 120:15, 18  
 122:5 125:3  
**contacted**  
 201:14 213:9

**contacts** 48:13,  
 16  
**contain** 116:5  
**contained** 37:16  
**contains** 62:5  
 200:3  
**content** 64:18  
 272:5  
**context** 199:9  
**continent** 51:9  
**contingent**  
 123:20  
**continue** 30:3  
 36:4 37:21  
 43:3 67:17  
 74:5 75:2  
 77:11 83:4  
 117:1 160:11  
 201:8, 16 205:6  
 206:15 229:5  
 254:16 257:4,  
 20 261:9, 15  
 262:8 264:18,  
 19 267:9  
 284:12 285:2  
**continued**  
 12:10 140:19  
 205:9 248:11  
 252:19 269:3  
**continues** 254:8  
 257:13 260:8  
 272:13 285:6  
**continuing**  
 203:20 263:10  
**continuity** 231:3  
**contract** 96:4, 5  
 285:1  
**contracted** 81:4  
 152:20  
**contracting**  
 261:3  
**contractors**  
 73:19 87:16  
**contracts**  
 121:10, 19  
**contractual**  
 120:8 123:4, 8  
**contractually**  
 125:7 134:8

**contribute**  
 261:13  
**contributing**  
 56:7  
**control** 54:20  
 55:20 226:5, 16  
 227:17  
**controls** 230:16  
**convened**  
 113:18 115:1  
**convention**  
 31:9 143:8, 13  
**conversation**  
 63:11 86:4  
 121:14 188:14  
 205:20 295:19  
 297:15 298:2  
**conversations**  
 16:15 293:10  
 297:13  
**copies** 115:3  
**copy** 19:4  
**Corena** 10:1  
**corn** 61:12  
**Corner** 32:18  
**Corporation**  
 24:10  
**Correct** 68:7  
 94:9 105:4, 15  
 107:12 126:2  
 127:10 128:2  
 137:11, 12  
 138:7 142:5  
 144:3 146:5, 6  
 155:16 160:14  
 161:19, 20  
 163:14, 15, 18  
 170:13 177:6  
 207:4 208:11,  
 12, 20 209:7  
 299:3  
**corrected** 30:21  
 232:7  
**corrections**  
 216:1  
**corrective** 79:20  
**correctly** 287:12  
**corresponding**  
 273:3

**cost** 37:12, 13  
 75:18 125:21  
 240:19 258:17  
**costs** 264:11  
 277:18  
**Council** 114:11,  
 14, 15 259:10  
 286:21  
**councils** 293:11  
**counsel** 9:6  
 305:9  
**counseling**  
 257:1  
**counselor** 65:9,  
 10 283:13  
**counselors**  
 249:17 251:18  
 254:2 255:10,  
 13, 16 272:12  
 283:5  
**count** 124:18,  
 21 131:7  
 194:18 209:2  
**counterparts**  
 30:12  
**counties** 30:13  
**counting** 125:5  
**countless** 30:16  
**country** 13:12  
 51:19  
**COUNTY** 1:2  
 5:5, 10 10:21  
 11:6, 9, 17 12:6  
 13:6 17:7  
 23:13 28:12  
 29:5 35:16  
 37:16 43:7  
 48:12, 15 54:6  
 56:18 57:10  
 67:1 71:21  
 72:8 75:15  
 77:7, 9, 12 79:1,  
 2 190:12 205:1  
 225:2 244:12  
 262:11, 14  
 263:1 276:2  
 281:11, 16  
 301:20 302:6,  
 17 305:2, 5

**countywide**  
 269:18  
**couple** 85:6  
 98:17 219:13  
 229:16 233:7  
**course** 28:2  
 45:16 83:12  
 97:2 112:7  
 123:18 157:8  
 196:10 213:12  
 214:20 229:15  
 242:18 246:3  
 253:3, 6 255:14  
 265:8 267:1, 5,  
 7 268:14 280:5  
 283:14  
**courses** 186:17  
 239:18 241:9  
 243:13, 20  
 244:4, 14, 16  
 245:1, 4, 5  
 250:11 252:15  
 254:20 255:2, 4  
 265:7, 18  
 277:18, 19  
 281:21 282:2  
 283:2, 9, 12  
**coursework**  
 240:12 269:12  
**courteous** 67:15  
**cousin's** 274:17  
**cover** 39:9  
 73:17 85:20  
 100:13 101:2,  
 15, 17 103:11  
 110:19 126:11  
**coverage** 39:15  
 72:6 109:11  
 110:15 204:3  
**coverages** 101:4  
**covered** 31:1  
 73:18 110:13  
 236:3, 6 264:11  
 279:9  
**covering** 41:3  
 44:5, 8 109:9  
**COVID** 15:10  
 47:3 48:4, 18  
 49:7 50:2  
 260:15 282:13



<p><b>COVID-19</b> 36:5 72:5 254:18 <b>coworkers</b> 36:2 <b>CPSOs</b> 256:10 <b>crafting</b> 202:18 <b>crazy</b> 102:10 <b>create</b> 37:21 50:16 66:16 130:4 132:21 180:7 <b>created</b> 14:7, 8 60:19 73:17 74:14 111:12 122:12 199:21 245:20 278:7 <b>creates</b> 128:10 249:1 <b>creating</b> 12:20 16:19 <b>creative</b> 35:4 75:6 78:4 <b>credentials</b> 241:17 258:4, 8, 11 264:17 <b>Credit</b> 4:14 238:8 240:11 241:9 243:20 244:5 245:6, 7 257:21 258:5 <b>credited</b> 245:4 <b>credits</b> 40:2 241:15 248:8 <b>Creek</b> 10:6 64:8 <b>creep</b> 181:10, 18 <b>crisis</b> 36:5 39:19 56:9 88:7 <b>critical</b> 35:19 36:13 171:10, 17 <b>critically</b> 174:10 <b>cross</b> 113:19 <b>CRS</b> 236:12 <b>crying</b> 65:1 <b>crystal</b> 148:11 <b>CT</b> 256:6 257:2, 15 259:17 261:7,</p>	<p>11 262:3 263:19 <b>CTE</b> 239:3 264:3, 12, 14, 16 265:5, 12, 13 274:19 275:20 276:7 277:8 279:7, 10 281:15 <b>CTRD</b> 271:14 <b>cues</b> 46:16 <b>culinary</b> 280:17, 18 281:1 <b>cultural</b> 162:12, 16 169:11 171:14 175:12 180:6 185:19 <b>culture</b> 14:8 <b>current</b> 36:1 64:14 76:3, 19 100:11 203:21 231:5, 10 236:15 252:14 258:3 270:10, 13 271:9, 11, 19 285:4 290:21 302:10 <b>Currently</b> 23:8, 21 39:3 46:17 47:14 73:19 74:3 75:3, 12 76:10 132:9, 16 151:6 236:7, 14 246:18 249:12 250:20 261:19 262:6 268:13 296:21 297:3 <b>curriculum</b> 30:20 52:2 114:5 284:20 <b>cursed</b> 55:12 <b>cursing</b> 64:16 <b>cushion</b> 116:14 207:19 <b>customer</b> 103:2 107:4 264:7 <b>cut</b> 133:15 284:5 <b>cyber</b> 224:8 225:11, 18</p>	<p>226:11 227:13 228:11 230:14 231:2, 6, 7, 12 258:10 286:19 <b>cycle</b> 97:6, 9, 18 99:2, 4, 5, 7, 8 291:1  &lt; D &gt; <b>dab</b> 279:11 <b>Dad</b> 104:5 <b>daily</b> 36:13 73:18 78:1, 5 <b>dais</b> 10:15 <b>data</b> 52:21 53:1 57:15 87:21 88:17 89:5, 18, 19 90:1, 9 92:2, 5, 6, 10 93:15 114:7 224:11 248:13 261:5 266:2, 8 291:1 292:2, 6, 10, 13, 18 295:4 296:15, 21 297:7, 10, 16 298:4, 16, 17, 19 <b>database</b> 200:14 <b>date</b> 9:11 123:10 135:6 152:9 198:1, 5, 21 201:4, 21 208:3, 7, 19 209:14 216:15 220:4 231:4 246:9 <b>dates</b> 59:19 119:17 166:19 175:17 204:20 218:2 221:7 222:2 <b>daughter</b> 278:19 <b>day</b> 12:4 15:1, 3, 21 30:16 31:9, 12 32:3 36:9, 12, 16 39:6, 9, 10 40:7, 8, 9, 19 41:2</p>	<p>50:6, 7 58:4, 5, 21 59:19 60:2, 3, 4, 6, 9, 12 76:17 84:9 87:5 99:19 100:10, 11 105:17 106:2, 12 107:9 116:10, 11, 17, 18 117:14 118:4, 5, 7, 9, 10, 19 119:1, 7 120:2, 17 121:7 122:6, 16 123:16, 19 124:2, 17, 18 125:9, 10, 11, 18, 21 126:10, 11 128:19 130:2, 10, 12, 16, 17, 18, 19 131:16, 21 132:1, 3, 15 133:1, 12, 15 134:3, 9 135:11, 18 136:2, 19 137:3, 7, 13, 17, 20 138:6, 8, 11, 19, 20 139:8, 13 140:3 141:18 143:6, 13, 14, 21 144:11, 17, 18 145:5 146:1, 14 148:14, 18 149:5, 9, 18 150:7, 21 151:7, 19 152:3, 7, 18 153:8 154:3 155:9, 18 156:4, 8, 10, 11 157:2, 16, 18, 21 158:15, 18 159:7 162:1, 2, 14 163:14 168:20 169:3 170:12 171:8 173:8, 14, 16 175:20 176:6, 7, 11, 12, 13, 16, 17 182:6, 7 184:16, 21 185:14, 16,</p>	<p>18 186:6, 14 187:18, 21 188:3, 4 189:6, 8, 16, 21 190:5, 14 191:1, 13 192:10 194:20 195:4 203:12, 14 207:4, 8, 9, 20 216:6 221:3 237:4 260:11, 12 285:14 305:13 <b>daycare</b> 271:7 <b>days</b> 48:9 49:20 50:21 57:4 73:14 83:9, 20 110:11, 17 115:20 116:2, 6 117:5, 10, 19 118:16, 21 119:6, 12, 20 120:1, 3, 4, 5, 8, 12, 13, 14 121:1, 2, 4, 20 122:4, 8, 13, 17, 20 123:3, 4, 6, 9, 14 124:12, 13, 19, 20 125:1, 6, 7, 13 126:10 128:8, 11, 12, 14, 16 130:1, 7, 13 131:8, 17 132:9, 17 134:7, 12, 13 135:12 136:4 137:8, 11, 14, 17 138:20 140:3, 9, 12, 17, 21 143:3 145:3, 4, 9 147:10 148:4, 20 149:6 152:9, 11, 20 153:1 156:6 157:6, 19 158:21 159:16, 17 161:3, 9, 10, 14, 15, 19 162:5, 11 163:2, 10, 17 164:10, 12, 13 167:10 168:4, 11, 12 172:5 173:10 174:13</p>
--	--	---	---	--

178:4, 15  
 179:12, 15  
 180:5, 8, 12  
 183:5 184:18  
 185:19 190:14,  
 16, 19 191:1, 2  
 192:16 193:3, 4,  
 5, 6 195:1  
 203:5 204:17  
 208:1, 2, 5, 9, 11  
 209:1, 3, 14, 15  
 210:15 216:14  
 217:1 256:21  
**day's** 37:8 65:6  
**days/hours**  
 124:16  
**deadline**  
 225:14 236:15  
**deal** 46:14  
**dealing** 46:1  
 96:2 249:4  
**Dear** 49:16  
**debate** 169:2  
**debating** 295:16  
**debt** 278:15  
**decades** 56:16  
**Deceased** 18:2  
**December**  
 33:19 60:5  
 99:6 201:19  
 204:18 209:2  
 219:6 221:8  
 222:3, 7 236:8,  
 15 247:2 267:3  
 286:6 288:3  
 304:12 305:13  
**decide** 148:2  
 151:8  
**decided** 148:2  
**decides** 292:8  
**deciding** 121:6  
**decision** 46:17,  
 18 61:7 123:12  
 147:21 149:5  
 162:15 166:20  
 179:18 188:21  
 190:4 198:19  
**decisions** 142:6,  
 12, 13 179:17  
 297:7, 17

**deck** 74:4  
 106:13 112:10  
**declared** 60:6, 8  
**decline** 43:5  
**Dedicated** 36:3,  
 8 224:9 251:17  
**dedicating**  
 192:17  
**dedication**  
 11:19 99:17  
 203:9  
**deduct** 125:1  
**deemed** 43:11  
 82:1  
**Deep** 10:6 64:7  
**deepest** 12:6  
**Deer** 11:13  
 13:19 204:5  
 215:2  
**defect** 82:7  
 84:11, 21  
**defects** 84:12  
**deficiency**  
 92:21 227:17  
 234:14  
**deficit** 100:12  
**definitely**  
 285:20  
**definitive** 141:2,  
 15  
**degree** 245:11  
 246:5 247:2, 6,  
 18, 20 278:16  
**degrees** 248:3, 6  
**de-identify**  
 292:13  
**delay** 217:17  
 225:17  
**delayed** 116:15  
 122:10 225:10,  
 12  
**delays** 77:17  
**deliver** 83:7  
 240:13  
**demands** 66:15  
**democracy**  
 59:15 60:15, 18  
 61:6  
**democratic** 59:9

**demographics**  
 246:8  
**demonstrated**  
 11:15  
**demonstrating**  
 34:14  
**demotion** 9:1  
**denote** 168:6,  
 19 175:19  
 183:7 184:20  
 195:3 230:10  
**denoting**  
 167:11 168:17  
 173:12  
**dental** 72:18  
**Denver** 261:2  
**denying** 61:6  
**Department**  
 59:13 79:2  
 80:3 92:19  
 111:19 225:15  
 236:10 263:1  
**Depending**  
 81:19 97:4  
**depends** 164:11  
**depicted**  
 196:20 197:20  
**depicts** 73:1  
**depression**  
 15:11  
**describe** 96:1, 8  
 246:13  
**descriptions**  
 218:7, 15  
**deserve** 39:8  
 61:1  
**deserving** 14:12  
**design** 263:6  
 298:17  
**designated**  
 27:21 60:10  
 162:1  
**designees** 291:2  
 292:7, 11  
 294:19  
**desire** 31:4  
 250:17 296:15,  
 16 302:21  
**desired** 196:16

**desk** 258:9  
**desktop** 42:9  
**despite** 64:13  
**destabilize**  
 66:18  
**detail** 292:3  
**details** 245:16  
**detecting** 57:9  
**Determination**  
 250:3  
**determine** 89:9  
 94:1 121:8  
 140:1 148:16  
 211:17  
**determines** 82:3  
**determining**  
 92:4 211:3  
**develop** 267:10  
**developed**  
 115:15 280:12,  
 13 302:20  
**developing**  
 16:18 115:7  
**development**  
 31:12 65:14  
 66:9 117:19  
 118:16, 19, 21  
 119:6, 19 120:5  
 121:1 128:8  
 132:17 135:12  
 151:7, 9, 11, 18,  
 21 152:1 153:1  
 154:19 155:10,  
 13 156:6, 9, 11,  
 15 157:3, 6, 9,  
 13 159:17  
 161:3, 9, 14, 15,  
 19 162:5, 7, 11  
 163:2 166:20  
 167:10 169:14  
 170:12 171:10,  
 13, 16 183:5  
 184:18 195:1  
 205:21 206:2  
 268:10 271:5  
**devices** 42:2, 20  
 43:4, 5 44:10  
**devotion** 29:21  
**die** 64:20

**differ** 173:7  
 175:21  
**difference**  
 80:14 86:17  
 166:14, 15  
 176:5 190:2  
 206:13 276:11  
**differences**  
 180:5, 6  
**different** 54:21  
 59:18 81:1  
 83:3 101:4  
 146:10 204:8  
 212:7, 9 217:14  
 234:12 278:12,  
 13 295:5  
**differential**  
 85:18 86:6, 13  
**differentials**  
 85:7, 9  
**differently**  
 16:14 132:6  
**difficult** 16:15  
 33:7 58:2  
**difficulties**  
 34:16 58:11  
**difficulty** 34:7  
**dilemma** 57:18  
**diligently**  
 228:19 255:10  
**diluting** 59:17  
**diminish** 181:11  
**diploma** 241:14  
 252:20 253:21  
 256:14  
**dire** 38:19  
**direct** 44:1  
 74:19 75:11  
 297:1  
**direction**  
 118:17 146:11  
 181:10 278:5  
**directions**  
 218:12  
**directly** 108:2  
 187:6 201:16  
 202:15 250:7  
 270:6, 12  
 296:18, 20

<p>299:14, 15, 16 300:1 <b>directors</b> 38:18 <b>disaster</b> 231:4 <b>disciplinary</b> 242:19 259:20 <b>discipline</b> 9:1 <b>discount</b> 244:8 <b>discuss</b> 7:1 8:20 48:4 77:10 123:14 239:12 255:14 266:8 <b>discussed</b> 51:2 114:1 115:9 273:2 296:12 302:20 <b>discussing</b> 46:20 63:14 141:14 151:2 235:15 261:17 <b>discussion</b> 6:19 18:12 21:20 25:17 69:9 70:3 115:8 117:2 124:6 187:11 219:15 222:14 <b>discussions</b> 144:18 <b>disease</b> 47:12, 17 <b>disenfranchised</b> 15:13 <b>disengaged</b> 45:14 <b>disengagement</b> 46:4 <b>dismissal</b> 91:7 204:6 221:8 <b>dismissals</b> 116:15 <b>dispatchers</b> 74:10 107:3 <b>displacing</b> 208:15 <b>displayed</b> 143:18 246:7 <b>disposition</b> 77:5</p>	<p><b>dispute</b> 28:13 <b>disrupt</b> 266:3 <b>disrupting</b> 284:2 <b>disruptions</b> 51:13 276:12 <b>disruptive</b> 72:6 <b>disrupts</b> 28:16 <b>distinction</b> 11:1 <b>District</b> 10:5 38:17 50:17 52:8, 14 250:10 297:18 302:16 <b>districts</b> 72:1 74:21 <b>ditto</b> 275:7 <b>diverse</b> 51:19 169:20 172:16 248:14 <b>Division</b> 75:9, 20 195:21 196:8, 12, 17 197:13, 19 198:1, 12 199:8, 14 200:4 <b>Divisions</b> 77:2 <b>Diwali</b> 132:18 156:6 157:2 167:9 168:3 172:12, 17 173:10 183:4 184:17 194:21 <b>document</b> 217:13 233:19 234:17, 20 <b>documentation</b> 201:17 212:8 225:20 227:4, 5 <b>documents</b> 43:18 235:1 <b>doing</b> 17:4 62:5 63:2, 3 66:1 82:18, 20 85:13 86:10 94:18 107:19 109:13 123:1 152:14 160:8 161:1 166:21 210:7 217:1 261:9 294:2, 3</p>	<p><b>dollar</b> 87:1 96:6 <b>dollars</b> 76:8, 15 85:11, 12 87:7 248:9 254:10 <b>domino</b> 112:21 <b>Dontae</b> 10:5 261:1 <b>double</b> 30:14 78:3 85:21 209:8 216:10 <b>doubling</b> 86:20 101:20 <b>Doug</b> 282:10 <b>Douglas</b> 261:13 <b>dovetail</b> 215:20 216:3 237:10 <b>downsides</b> 143:6, 11 <b>Dr</b> 3:14, 20, 21 6:2, 4, 5 7:2, 6 8:5, 6 10:15 12:19 20:14, 15 21:4, 5 22:17, 18 23:4, 5 26:17 29:19 32:8, 12, 15 33:2, 21 35:13 38:6 56:16 58:20 59:6 68:16 71:3, 11, 12 79:13, 16 80:4, 8 82:17 83:8 84:6, 17, 18 85:16, 21 86:2, 9, 19 87:8, 21 88:14 89:2, 4, 8, 12 90:7, 10 91:1, 20 93:8, 20 94:9, 21 95:15 96:10 98:15 99:4, 16 100:5, 6 101:18 103:17 104:10 105:3, 5, 9, 15, 21 106:10 107:1, 12, 17 108:19 109:15 110:1, 8 111:6, 8 112:4, 5, 12,</p>	<p>14 113:11 131:11, 12 132:12 141:8, 12 142:21 143:1, 15, 19 144:4, 7 152:8 157:15 158:5, 9 164:8, 17 165:21 166:1 171:8, 19, 20 172:6 180:1, 13 184:6, 7 190:9 191:5, 6 193:3 194:10, 11 195:12, 13, 14, 17, 19 199:16 200:12, 13 202:10 205:14 206:8 207:3, 5, 10 209:1, 7, 16, 20 210:4, 14, 20 211:1, 16 212:20 213:15 214:9, 20, 21 215:7, 15 216:16 217:12 218:11 220:10 221:6 223:13, 14 224:3 235:13 237:12 238:9, 10, 11 239:1, 2, 10, 21 240:3, 4 248:18 251:13 256:2, 5 263:12 266:12, 13 275:19 276:9 279:20 280:11 281:17 282:11 283:3, 20 284:14, 15 285:12, 15 289:18, 19 291:17, 20, 21 292:12 293:5, 15 294:9, 10, 15 295:11 301:3, 4 304:1, 2 <b>draft</b> 115:5 <b>drafting</b> 263:7 <b>dramatic</b> 56:9</p>	<p><b>dramatically</b> 18:19 <b>dreams</b> 252:2 <b>drive</b> 106:6, 7, 16 <b>driven</b> 267:1 297:7 <b>driver</b> 73:19 74:8, 9 75:7 77:8 81:15 82:3 87:11, 17 105:6 <b>drivers</b> 35:7 55:11 66:2 72:2, 3, 11, 13, 14, 16 73:2, 4, 17, 20, 21 74:8 75:13 76:2, 7, 19 77:6 78:1 85:20 86:4 87:18, 19 88:2 92:17 106:6 107:18 108:2 109:17 111:19 112:20 113:3 <b>driving</b> 103:5 105:12, 19 107:11 108:6, 12, 16 <b>drone</b> 282:16 <b>drones</b> 269:9 <b>drug</b> 55:16 75:19 <b>Dual</b> 4:13 238:7 241:4 244:1 245:4, 8, 12, 17, 19 254:19, 21 255:2 258:4 277:17 281:6 282:20 283:14, 16 <b>dubbing</b> 82:17 <b>duck</b> 61:10 <b>due</b> 15:10 74:18 88:17 226:10 228:11 236:8 267:11 270:11 272:7, 8</p>
--	--	---	--	---

<p><b>Dumbarton</b> 33:20</p> <p><b>Dundalk</b> 263:15</p> <p><b>Duque</b> 113:9, 10 124:10, 20 125:12 126:2, 6, 12 127:1, 10 128:3, 6, 20 130:1, 5 131:3 132:7, 8 133:21 134:6 135:14 136:14 137:12 138:10 139:12 140:14 142:4, 11, 15, 19 143:12, 17 144:3, 6, 8 145:21 146:6 151:6, 12 153:6, 10, 15 155:4, 17 161:5, 7, 20 162:9, 13 163:9, 15, 18 164:1, 8, 13 172:1, 3, 6 173:14 176:1, 5, 18 177:6, 11, 16 182:3, 8 207:16 211:2</p> <p><b>duties</b> 24:21 25:2 67:5, 7 204:2 230:7</p> <p><b>duty</b> 60:18 128:9, 10, 14, 16, 19 155:17 161:10 204:7</p> <p><b>dynamic</b> 200:8 246:17</p> <p>&lt; E &gt;</p> <p><b>E-1</b> 21:15</p> <p><b>eager</b> 33:12</p> <p><b>ear</b> 228:7</p> <p><b>eardrum</b> 56:3</p> <p><b>Earlier</b> 8:18 68:17 76:7 105:11 115:14 120:1 122:1 128:21 152:8 207:17 237:14</p>	<p><b>early</b> 47:7, 14 105:1 116:15 119:8 122:10, 13 124:21 125:2, 11 190:16 197:11 204:17 217:2 219:6 221:5, 8 222:6 241:19 242:3 244:1, 6 245:9, 12, 20 257:11 263:14 269:10 271:6 277:7 283:7</p> <p><b>earn</b> 76:4, 5 244:5 245:10 252:20 270:16</p> <p><b>earned</b> 226:19 227:7 248:7 251:8 254:11, 12, 13</p> <p><b>earning</b> 246:5 254:9</p> <p><b>easily</b> 124:11 181:17 255:21</p> <p><b>east</b> 262:7 285:18</p> <p><b>Eastern</b> 215:12 277:9</p> <p><b>easy</b> 54:2 273:4 274:15</p> <p><b>ECAP</b> 263:12 277:7</p> <p><b>echo</b> 126:6</p> <p><b>economic</b> 15:11</p> <p><b>economy</b> 37:14 285:5</p> <p><b>ECP</b> 246:6, 14, 18 247:3, 10 248:1</p> <p><b>ed</b> 23:12</p> <p><b>Edge</b> 271:1</p> <p><b>educate</b> 50:19 179:18 180:3, 4</p> <p><b>EDUCATION</b> 1:1 4:13 5:4, 9, 13 9:12 10:21 11:13 12:2, 20 14:9, 14 16:17 23:9 27:10</p>	<p>28:11 29:5, 10 32:10 33:14 40:5 114:12, 14 115:4, 12, 16 117:6 225:15 236:10, 20 238:7 241:6 248:11 253:11 256:17 257:12 258:1, 3 259:1 274:10 280:3 286:21</p> <p><b>educational</b> 11:4 190:19 241:13 251:20</p> <p><b>educator</b> 15:1 39:6, 13 66:19 180:15 266:8</p> <p><b>educators</b> 13:6, 11 15:18 16:11 17:6 30:7, 10, 14 31:11, 14 32:3 40:1, 10 42:7 59:5 162:6 163:1, 7 181:12 256:11</p> <p><b>effect</b> 112:21 139:10</p> <p><b>effective</b> 33:18 37:7 38:1 41:20 47:15</p> <p><b>effectively</b> 43:16 44:19 72:13 255:16</p> <p><b>Effectiveness</b> 114:6 196:1 202:15</p> <p><b>Efficiency</b> 4:9 7:4 37:17 71:14, 18 81:7 97:13 195:11 196:4, 21 200:6 202:5, 12 233:15</p> <p><b>efficient</b> 38:1 102:19 217:21 295:5</p> <p><b>efficiently</b> 5:18</p> <p><b>efforts</b> 39:18 64:14 73:5, 9</p>	<p>75:8, 12 77:14 87:2 203:11, 18 211:9 219:5 222:6 277:16</p> <p><b>Eid</b> 172:13</p> <p><b>Eid-al-Adha</b> 163:12 164:2, 7, 15 167:12 168:6, 18 173:12 175:19 182:5, 8 183:7 184:20 195:3</p> <p><b>Eid-al-Fitr</b> 146:4 163:5 167:9 168:4 173:10 175:17 183:4 184:17 195:1</p> <p><b>Eids</b> 172:13</p> <p><b>eight</b> 24:2 118:4 138:3 257:7 265:6, 11 295:13</p> <p><b>either</b> 40:9 44:9 118:20 132:10 135:10 151:20 176:16 187:18 193:3 283:9 294:13</p> <p><b>Elec</b> 261:2</p> <p><b>elected</b> 29:12, 14</p> <p><b>elective</b> 250:14 251:4</p> <p><b>electives</b> 267:8</p> <p><b>electronic</b> 27:19 78:7</p> <p><b>Elementary</b> 10:1, 3, 5, 6, 8 13:19 23:10 38:17 40:20 41:5 100:15 101:10 102:20 116:6, 16 119:7 120:3 130:10, 13, 21 131:15 133:12 139:1, 21 250:21 251:5 256:19,</p>	<p>21 271:7 298:21</p> <p><b>elements</b> 36:20</p> <p><b>eligible</b> 72:20</p> <p><b>Elijah</b> 10:7</p> <p><b>email</b> 29:7 88:12 127:4, 18 135:18 150:3 167:18</p> <p><b>emailed</b> 134:1 290:13</p> <p><b>emailing</b> 6:14</p> <p><b>emails</b> 30:16 135:7, 15 136:2, 3, 16 137:4 216:5, 19, 20 267:19</p> <p><b>embrace</b> 258:7</p> <p><b>emergency</b> 55:6 79:21 115:20 119:21 126:10 137:14, 17</p> <p><b>emotional</b> 65:18 249:4</p> <p><b>employ</b> 249:13</p> <p><b>employability</b> 259:6</p> <p><b>employed</b> 178:11 274:20</p> <p><b>employee</b> 28:10 29:4 35:14 37:11 171:11 212:13 227:10 229:18</p> <p><b>employees</b> 9:3 36:3 38:2, 11 72:17 76:3, 5 134:10 211:15 226:7, 20 229:21 230:5, 8</p> <p><b>employment</b> 8:21 189:17 257:19</p> <p><b>empty</b> 103:7</p> <p><b>enables</b> 244:13</p> <p><b>encourage</b> 28:6, 12 180:1, 10</p> <p><b>encouraging</b></p>
--	---	---	--	---

19:10 282:9, 18  
**endless** 269:4  
**endorsement**  
 105:2  
**ends** 284:21  
**energetic** 33:12  
**energy** 11:4  
 29:21  
**engage** 123:14  
 136:9 253:5, 19  
 272:1  
**engaged** 229:14  
 269:7  
**engagement**  
 46:15 202:20  
 205:9  
**engages** 198:16  
**engaging** 135:2  
**engineering**  
 247:8, 9 259:9,  
 10, 11, 15  
 262:18 274:19  
**engulf** 164:7  
**enhance** 245:18  
**enjoys** 244:11  
**enrich** 11:5  
**enroll** 245:10  
 253:3  
**enrolled** 239:18  
 245:21 282:21  
**enrolling** 242:18  
**Enrollment**  
 4:14 238:7  
 241:5 244:1  
 245:8, 12, 17, 19  
 254:20, 21  
 255:2 260:7  
 261:6 262:15  
 266:2 277:17  
 281:6 282:20  
 283:14, 16  
**enter** 240:10  
 248:15 253:21  
**entering** 189:12  
**entertain** 124:4  
**entire** 12:19  
 45:21 51:9  
 62:10 125:10  
 192:12 281:16  
 297:19

**entrepreneurshi**  
**p** 264:7  
**entries** 200:20  
 227:19  
**environment**  
 23:20 36:18  
 62:19 202:13  
 231:5, 11 249:7  
**environmental**  
 21:11 24:7  
 262:5  
**environments**  
 63:5  
**Epps** 35:18  
**Equal** 58:4, 10  
 60:19, 20 61:6  
 63:21 261:11  
**equality** 57:6,  
 13 58:3, 14, 15  
**equally** 43:3  
 57:17 61:2  
 187:2  
**equals** 58:12, 13  
**equate** 117:9  
**equitable**  
 127:19 169:12  
 172:16 174:11  
 188:15 264:20  
**equitably**  
 261:12  
**equity** 57:6  
 58:14 169:10  
 248:12 258:17  
 265:21  
**eradicate** 47:4  
**Erin** 2:7  
**erode** 202:15  
**Es** 62:7  
**ESL** 50:3  
**ESP** 39:14  
**ESPBC** 123:14,  
 17 155:7  
**especially**  
 15:11 41:21  
 189:13, 14  
 230:14 264:19  
 277:3  
**ESPs** 41:2  
**ESSA** 235:19,  
 20 236:2, 5, 12

**essential** 44:21  
 66:11 133:14  
 249:6  
**Essentially**  
 105:15 132:21  
 156:3 173:6  
**establish** 115:16  
**established**  
 115:11 270:5  
 295:1  
**establishing**  
 117:4  
**et** 159:5  
 255:19 268:5  
**ethic** 11:19  
**evaluate** 181:9  
**evaluating**  
 199:4  
**evaluation** 9:2  
**Eve** 61:1  
 138:11  
**evening** 5:2, 19  
 6:7 8:18 9:15  
 17:14 18:14, 20  
 21:5 29:18  
 33:3 35:12  
 38:15 41:17  
 45:5 53:15  
 58:20 64:6  
 68:15, 17 71:17  
 88:1, 11 104:16  
 113:10, 12  
 117:3 118:15  
 129:1 195:20  
 224:3 238:10,  
 12, 18 239:9, 12,  
 20 240:5, 20  
 272:8 273:8  
 282:7  
**evening's** 27:16  
**event** 43:2  
 92:7 257:6  
 274:17 282:13  
**events** 168:13  
 191:3 264:5  
 268:3  
**Eventually**  
 46:18 92:13

**everybody** 33:8  
 85:12 188:19  
 235:5 293:3  
**everyone's**  
 188:11  
**evidence** 46:15  
 197:18  
**evidence-based**  
 53:5  
**evolve** 285:6  
**exacerbated**  
 36:20  
**exacerbates**  
 74:18  
**exact** 169:13  
 208:19  
**exactly** 119:16  
**exaggerating**  
 56:10  
**Examiner's**  
 69:3, 16  
**examines**  
 120:12  
**example** 67:15  
 82:3 84:9 98:9  
 108:1 110:13  
 163:2 252:19  
 254:10 259:7  
 266:20 267:18  
 284:18 285:20  
**examples** 54:20  
 211:2 263:3  
 285:17, 18  
 302:14  
**exams** 75:19  
**exceed** 123:8  
**exceeding** 120:7  
**exceeds** 78:14  
**excellence** 11:4  
 240:7  
**excellent** 283:3  
**exception** 262:5  
 288:9, 14  
**exchange** 93:15  
**excited** 214:12  
 245:16 264:2  
**exclusively**  
 129:13  
**excuse** 35:12  
 50:8, 12 52:15

189:2 228:8  
 268:19 286:16  
 291:11 294:8  
**excused** 126:11  
**Executive** 72:9  
 237:18  
**Executives**  
 277:21  
**exercise** 47:10  
**exhausted** 30:8  
**Exhibit** 21:15  
 25:9  
**Exhibits** 18:6  
**exist** 295:1  
**existing** 28:13  
 211:11  
**expand** 90:21  
 91:5 178:14  
**expanding**  
 178:7  
**expect** 84:4, 6  
**expectations**  
 30:19  
**expected** 63:16,  
 17  
**expecting** 232:7  
**expeditiously**  
 201:8  
**expenditures**  
 226:5 227:18,  
 20  
**expenses** 232:17  
**expensive** 234:1  
**experience**  
 23:11, 12 24:3,  
 9 107:4 133:11  
 190:12 196:16  
 199:4 271:10,  
 17 274:13  
**experiences**  
 245:13 249:11  
 271:16  
**experiencing**  
 72:1  
**expert** 59:12  
**expired** 29:1  
**explain** 85:14  
 207:17  
**explicit** 64:18

<p><b>exploration</b> 256:18 257:8, 13 <b>explore</b> 77:12 205:2 252:13 254:16 <b>exponential</b> 73:3 <b>exponentially</b> 244:7 <b>exposed</b> 257:8 265:7 <b>exposure</b> 256:18 257:5, 11 <b>express</b> 35:21 203:6 <b>expresses</b> 12:4 <b>expressing</b> 136:6 <b>extend</b> 96:17 <b>extended</b> 236:18 <b>extends</b> 12:8 <b>extension</b> 96:14 123:15 236:9, 19 <b>exterior</b> 79:5 <b>externally</b> 19:14 <b>extra</b> 41:4 116:18 125:20, 21 136:21 145:4 152:18 216:6 <b>extracurricular</b> 256:12 <b>extraordinary</b> 13:5 <b>extras</b> 53:3 <b>extreme</b> 137:21 <b>extremely</b> 97:6 <b>eye</b> 96:12</p> <p>&lt; F &gt; <b>F-1</b> 18:6 <b>F-4</b> 18:7 <b>FAA</b> 269:17 <b>fabulous</b> 275:18 276:6, 7 277:3</p>	<p><b>face</b> 57:18 250:17 <b>Facilities</b> 21:12 23:20 24:1, 4, 6, 8 <b>facility</b> 281:11 <b>facing</b> 72:4 <b>fact</b> 42:2 44:2 49:2 83:8 101:2 189:17 237:3 <b>factors</b> 56:7 119:14 136:19 186:13 <b>faculty</b> 36:13 38:8 158:10 159:4 269:19 <b>failing</b> 45:18 185:18 <b>fair</b> 37:10 162:8 187:8 252:12 257:10 <b>Fairfax</b> 301:19 302:5, 16 <b>fairly</b> 143:9 224:16 <b>fairs</b> 75:11 268:11 <b>faith</b> 39:17 <b>faiths</b> 61:3 <b>fall</b> 53:9 55:17 123:13 134:8 138:11 242:10 245:1 <b>fallen</b> 128:1 <b>falling</b> 118:18 <b>fallout</b> 66:4 <b>falls</b> 138:5 163:12 164:3, 15 182:8 <b>familiar</b> 89:4 275:11 <b>families</b> 13:18 52:9, 10, 17 74:8, 20 75:3 77:18 91:4 100:1 102:13, 17 179:19 181:14, 16 187:7 189:13</p>	<p>191:17 192:14 204:21 248:9 255:18 267:14, 16, 19 272:10, 21 273:4 <b>family</b> 15:10 51:14 64:20 263:8 280:14 <b>fancy</b> 52:1 <b>Fantastic</b> 209:9 281:3, 14 <b>far</b> 52:1 95:2 101:12 152:19 188:17 189:11 229:4 247:12 <b>farmers</b> 50:7 <b>farther</b> 180:11, 13 <b>fast</b> 149:4 191:6 <b>faster</b> 66:16 <b>favor</b> 12:11 135:16, 17 136:1, 3 <b>feast</b> 59:20 <b>features</b> 79:8 80:19 81:11 <b>February</b> 43:8 267:5 <b>federal</b> 168:14, 15 236:11 237:1 <b>Feds</b> 237:5 <b>feedback</b> 196:18 198:12 202:21 216:17 290:20 294:16 <b>feeder</b> 110:20 253:13 271:6 <b>feel</b> 62:14, 15, 17, 20 63:6 67:18 168:10 188:5 191:12 294:10 295:15, 18 296:5 <b>feelings</b> 139:11 <b>feels</b> 132:13 <b>Felecia</b> 260:17 <b>fell</b> 127:7, 12</p>	<p>128:3 134:11 <b>Fellow</b> 10:17 <b>Fells</b> 260:17 <b>felt</b> 210:8 <b>female</b> 56:2, 3 <b>Ferdinand</b> 59:13 <b>fewer</b> 28:2 38:21 40:4 <b>field</b> 74:10 107:2 253:9 262:19 270:13 <b>Fifth</b> 10:5 283:12 <b>fight</b> 47:13 57:21 <b>fight</b> 55:19 64:19 <b>figure</b> 280:6 281:7 <b>filed</b> 236:19 <b>fill</b> 57:11 74:4 <b>filling</b> 112:13, 15 <b>final</b> 25:10 99:7 121:12 125:15 185:9 199:7 <b>finalize</b> 180:2 <b>finally</b> 32:2 41:7 49:18 54:1 76:18 <b>finance</b> 262:16 <b>Financial</b> 4:11 9:13 224:1, 12 225:2, 4, 9 226:13, 18 227:12 228:12, 15, 17 229:8, 20 230:2 232:17 233:4 234:19 236:1, 4 286:19 <b>financially</b> 192:13 <b>financing</b> 213:2 <b>find</b> 35:4, 6 62:6 78:3 84:8, 9 109:8 234:14 252:3 253:1 254:16</p>	<p><b>finding</b> 34:7 75:6 85:19 91:18 204:10 226:15 232:9 <b>findings</b> 84:4, 7 197:9 226:2 227:3, 13 234:12, 14 <b>fine</b> 53:16 <b>fingerprinting</b> 75:18 <b>finish</b> 278:15 <b>finished</b> 99:4 <b>FiOS</b> 5:16 <b>fire</b> 55:13 <b>firm's</b> 224:17 <b>first</b> 5:21 15:2, 3 23:5 24:15 29:13, 16, 20 38:13 59:14, 20 60:3 67:7 114:20 122:19 124:7, 14 129:20 131:13 133:14 144:16 146:1, 13 148:1 149:5, 6 150:18 166:16 171:2 191:7 219:12 226:4 228:6 229:18 237:15 246:6, 21 248:2 265:5 273:16, 17 280:4, 5 290:12 291:9 296:5 <b>firsthand</b> 13:6 41:12 233:13 274:21 <b>fiscal</b> 224:1, 9 225:1 226:20 227:21 228:1, 2, 8 232:18, 20 233:1, 2 301:19 302:4 <b>Fisher</b> 275:20 <b>fit</b> 15:14 98:8 101:14 <b>fits</b> 272:2</p>
--	--	---	---	--

**Fitzgerald** 23:6, 16  
**five** 10:6 47:2 52:3 73:14 114:2, 3 118:15 119:8, 21 134:4 137:8, 13, 16 140:18, 19 145:4 147:1, 7, 10 148:4, 16, 19 152:21 156:5 161:17 163:21 164:5 187:19 193:4, 5 199:10 202:1 208:11 245:11 252:20 253:19 261:21 264:2 270:1, 5, 17 297:18  
**five-day** 51:15 137:11  
**five-minute** 297:15  
**five-year** 261:14, 16  
**fix** 63:3 64:1 228:20 229:5  
**Flag** 5:7  
**fleet** 74:12 78:15 81:3, 5, 9, 17, 19 82:6 84:18 96:2, 8 97:13, 14, 18 98:7, 14 106:14  
**flight** 269:15  
**flip-flop** 178:18  
**floor** 159:20 160:10  
**flu** 30:5 47:18  
**fly** 282:16  
**flyers** 34:7 265:14  
**flying** 269:9  
**focus** 50:3, 18 51:21 53:3, 8 93:15, 17 203:1 204:11 253:12 267:12 269:12  
**focused** 198:9 202:19

**focuses** 249:3 250:10 265:3  
**focusing** 75:7 215:1  
**folks** 93:10 100:8 107:6 108:20 110:10 179:3 205:20 206:10 218:2  
**follow** 71:15 87:14 149:3 151:19 163:6 176:20 213:17 280:9  
**followed** 59:21  
**following** 8:20 9:20 10:18 17:17 21:7 24:20 30:21 118:20 129:18 178:19 204:17 212:1 246:2 267:20 290:15 301:16  
**follow-on** 94:16 207:7  
**follows** 10:19  
**followup** 27:9 201:17  
**follow-up** 65:8 82:12 140:6  
**food** 35:15 36:11 40:3 139:18 256:9 264:3, 5 270:16 274:16  
**football** 55:18  
**footnoted** 164:3  
**force** 189:12 268:20  
**forced** 48:19 53:19 63:5  
**foregoing** 305:6  
**forever** 45:10 47:2  
**forgive** 98:16  
**form** 44:14 81:16, 19 89:13 266:6

**formal** 230:11 269:14  
**format** 124:11  
**forming** 113:18  
**forth** 34:15 35:8 298:20  
**fortunate** 266:14  
**forum** 28:9  
**forward** 15:17 17:4 21:7 64:4 71:13 75:21 78:20 79:9 90:12 92:10 148:17 154:13 159:1 179:5 198:3, 4, 14 199:1, 6, 12 201:11 202:6 204:7 210:9 214:11 218:14 229:6 230:3 231:12 237:12 284:17 287:6, 17 290:5, 11 299:9, 18  
**foster** 274:5  
**Fostering** 249:6  
**found** 9:10 42:9 44:1 55:15  
**foundation** 258:6  
**foundational** 277:14  
**four** 10:2 33:17 58:16 80:11 83:14 95:3 99:1 161:18 163:10 193:3 195:17 208:1, 6, 9, 19 214:9 229:21 244:16 246:4 263:15 269:11 270:15  
**fourth** 60:11 61:21 265:21  
**four-year** 247:5  
**fowl** 61:10

**framework** 241:2  
**free** 155:7, 12 244:16 265:5  
**frequently** 30:8  
**freshmen** 243:8  
**Friday** 58:2 65:2 82:21 118:20 127:6, 9, 16, 20 129:18 138:6 156:13 158:20 201:19 204:18, 19 219:7 221:9 222:7, 8  
**Fridays** 203:21  
**Friedman** 134:1  
**friend** 45:19 46:4  
**friends** 59:4 170:5  
**front** 10:15 38:2 204:3 213:5  
**frustrated** 48:7  
**frustrating** 45:15 49:20  
**fuels** 36:15  
**fulfill** 107:20  
**fulfilling** 43:15 240:21  
**full** 73:4 74:7, 16 108:6 124:18 125:9 130:18 133:12 138:18, 20 139:8 140:3 187:13 207:4, 8 209:3 221:3 243:15 283:11, 17 287:10 290:13 295:13  
**full-time** 51:16 72:16 270:20 274:20  
**fully** 36:8 37:4 90:2 93:12 178:3 179:12 246:11 281:15

**functional** 33:11 93:12  
**functionality** 43:14 228:12  
**functioning** 52:19 61:20  
**fund** 232:16 235:19, 20  
**funding** 40:16 264:20 284:5, 8  
**funds** 37:19 236:2, 5 243:9 258:14, 20  
**furloughs** 39:11  
**further** 12:7 66:17 79:2 145:12 239:3 284:1, 11 305:9  
**future** 32:1 36:10 61:18 62:3 98:5 196:14 198:10, 17 239:14 240:19, 21 249:5 250:9 254:5 256:11 260:21 261:18 267:21 270:3 272:3 277:16 284:8  
**FY-2021** 4:10  
**< G >**  
**games** 55:18  
**gang** 55:15  
**gap** 61:17 62:17 74:4 206:12 250:5  
**gaps** 32:1 36:9 61:21 205:17 230:16 250:9  
**Gasparotti** 1:21 305:4, 16  
**gear** 92:13  
**gender** 266:4 284:3  
**general** 38:13 81:14 200:18  
**generate** 178:11

<p><b>generating</b> 158:17</p> <p><b>generation</b> 45:10</p> <p><b>generic</b> 283:14</p> <p><b>genuine</b> 31:4</p> <p><b>geographic</b> 262:1 279:9</p> <p><b>George</b> 60:7</p> <p><b>George's</b> 23:13</p> <p><b>gerrymandering</b> 59:16</p> <p><b>getting</b> 13:8 48:9, 11 54:18 87:6, 7 91:14 102:2 105:2 136:20 143:20 154:14 157:6 158:11 169:13, 16 172:14 175:11 188:6 221:2 253:9 275:16 280:18, 19, 20 291:19 295:18</p> <p><b>Giada</b> 10:4</p> <p><b>gift</b> 9:19 203:19 214:15 215:3</p> <p><b>Gifted</b> 114:11</p> <p><b>give</b> 10:9 32:3 58:4, 5, 7, 9 59:1, 2 89:19 92:10 109:2 131:20 224:5, 19 246:7 247:11 260:17 286:17 290:8</p> <p><b>given</b> 40:18 65:15 84:9 107:9 121:21 131:14 132:16 175:8 189:7 216:8 244:8 273:13 286:4 297:5 302:21</p> <p><b>gives</b> 139:8 191:1 247:4 265:11</p>	<p><b>giving</b> 41:12 59:1 188:18 207:8 210:11</p> <p><b>glad</b> 34:9 206:13</p> <p><b>glance</b> 246:8</p> <p><b>glasses</b> 35:11</p> <p><b>gleaned</b> 135:10</p> <p><b>glitch</b> 228:20</p> <p><b>global</b> 250:7</p> <p><b>go</b> 63:4, 8 64:4 65:5 71:16 80:7 82:4, 8 83:18 90:11, 14 91:9 92:7 94:15 106:7 125:1, 11 131:4, 5 133:7 134:17 140:21 141:7 144:1, 2 147:21 148:2, 17 149:5 151:8, 10 154:13, 15 156:20 157:4, 20 168:2 171:13 178:18 179:10 180:11, 13 181:3 187:18 220:11 227:2 239:6 247:8, 13 250:17 268:14 270:6, 12 272:18 275:17 276:10 277:11 279:16 283:9 287:2 290:5, 7 291:20 293:12 294:14, 17 296:2 297:9</p> <p><b>goal</b> 77:20 102:5 199:16 200:21 204:20 239:17 240:8 243:16 247:6 251:21 261:20 262:4 272:13 297:8</p> <p><b>goals</b> 36:7 37:1 239:16</p>	<p>252:2 255:9, 16 272:16</p> <p><b>goes</b> 39:13 137:9 166:11 205:20 267:3 278:20</p> <p><b>going</b> 16:8 33:2 52:6 54:11 63:1 65:3 66:5, 13, 14 84:7 87:11 88:6 94:19 95:13 98:12 105:3 108:13, 17 109:9 110:18 111:16 125:15, 21 131:5 133:5, 7 138:2 139:5 144:5, 20 145:2 160:4 163:1 169:6, 10, 12 175:1 181:9, 15 182:17 184:15 185:6 186:14 187:4 190:20 192:3 195:9, 13, 15 206:11, 17 209:19 210:4 216:18 217:8 218:9, 10 229:6 230:3 231:11 237:13, 16 238:2, 3 259:10, 12, 13 262:7 266:18 268:17 275:8, 19 276:10, 17 277:13, 14 279:21 280:7 282:12, 15 284:7 292:15</p> <p><b>Good</b> 5:2 6:7 12:9 17:14 18:14 21:5 29:18 33:3 35:12 38:15 39:17 41:17 45:5 53:15 58:20 64:6</p>	<p>68:15 71:17 88:11 113:10 129:19 132:13 143:3 192:21 195:19 207:11, 14 210:8 217:20 224:3 225:8 238:10 239:8 240:5 270:17 281:14 282:7</p> <p><b>goods</b> 228:1 232:20</p> <p><b>goose</b> 61:11</p> <p><b>go-to</b> 255:6</p> <p><b>gotten</b> 53:1</p> <p><b>Gover</b> 7:8, 10, 12, 14, 16, 18, 20 8:1, 3, 5, 7, 9, 11 19:17, 19, 21 20:2, 4, 6, 8, 10, 12, 14, 16, 18, 20 22:1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21 23:2 25:18, 20 26:1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21 69:10, 17 70:4, 6, 8, 10, 12, 14, 16, 18, 20 71:1, 3, 5, 7 153:20 154:4, 6 165:1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21 166:2, 4, 6 183:9, 11, 13, 15, 17, 19, 21 184:2, 4, 6, 8, 10, 12 193:11, 13, 15, 17, 19, 21 194:2, 4, 6, 8, 10, 12, 14, 16 215:8 222:14, 16, 18, 20 223:1, 3, 5, 7, 9, 11, 13, 15, 17, 19 286:12 288:21 289:2, 4, 6, 8, 10, 12, 14, 16, 18, 20 290:1, 3 291:14 300:6,</p>	<p>8, 10, 12, 14, 16, 18, 20 301:1, 3, 5, 7, 9 303:6, 8, 10, 12, 14, 16, 18, 20 304:1, 3, 5, 7</p> <p><b>governance</b> 299:2</p> <p><b>government</b> 75:16 77:8, 9, 12 79:1 205:1 277:12</p> <p><b>GPS</b> 89:17 108:21</p> <p><b>Gracelyn</b> 9:21</p> <p><b>grade</b> 10:2, 3, 4, 6, 7 61:21 62:7 65:7 159:4 242:13 246:2 254:5 255:14 257:7 265:6, 11 268:2, 4</p> <p><b>graders</b> 242:8, 10 254:3</p> <p><b>grades</b> 45:18 61:19 250:15 251:4</p> <p><b>graduate</b> 240:9 241:14 246:4 247:1 271:4 274:18</p> <p><b>graduated</b> 246:6 248:2 271:1</p> <p><b>graduates</b> 246:9</p> <p><b>graduating</b> 52:2 251:7, 8</p> <p><b>graduation</b> 239:20 254:1 257:19</p> <p><b>graduations</b> 216:15</p> <p><b>grand</b> 264:3</p> <p><b>grandparent</b> 133:11</p> <p><b>Grange</b> 10:7</p> <p><b>grant</b> 251:10</p> <p><b>grants</b> 235:20 236:12 257:17 263:19, 20</p>
---	---	--	---	--



<p><b>graphic</b> 268:9 270:8, 19</p> <p><b>graphics</b> 246:7</p> <p><b>grass</b> 60:17</p> <p><b>grateful</b> 43:10 73:5, 10 249:19 272:3</p> <p><b>gratitude</b> 12:7 39:8</p> <p><b>great</b> 49:11 87:13 96:11 103:17 195:7 206:5, 7 208:21 218:5 267:14 280:7 281:11 285:18 304:9</p> <p><b>greater</b> 262:11</p> <p><b>greatest</b> 13:4</p> <p><b>grew</b> 172:17</p> <p><b>grid</b> 101:5</p> <p><b>grieve</b> 65:20</p> <p><b>Grim</b> 33:21 71:11 80:4, 8 82:17 83:8 84:6, 17 85:21 86:2 87:8, 21 89:4, 12 91:20 93:8, 20 94:9, 21 95:15 96:10 98:15 99:4, 16 100:5 103:17 104:10 105:2, 3, 5, 9, 15, 21 106:10 107:1, 12, 17 108:19 109:15 110:1, 8 111:6, 8 112:5</p> <p><b>groped</b> 55:21</p> <p><b>ground</b> 61:12 80:17 269:17</p> <p><b>grounds</b> 257:10</p> <p><b>group</b> 29:16 171:11 172:12 224:9 249:15</p> <p><b>groups</b> 114:9 196:5 203:1 248:14 284:3 295:1</p> <p><b>Grove</b> 23:10</p>	<p><b>grow</b> 260:19 282:10</p> <p><b>growing</b> 14:2, 6 65:17 66:20 262:12, 17</p> <p><b>grown</b> 244:6</p> <p><b>Grubbs</b> 239:2, 21 256:2, 5 266:12, 13 279:20 280:11 282:11 285:15</p> <p><b>guarantee</b> 39:10 43:4 113:21</p> <p><b>guardians</b> 64:15 267:16</p> <p><b>guess</b> 10:15 89:17 145:7 163:7 177:4 237:4 287:12 288:6</p> <p><b>guidance</b> 65:9 172:4 237:1, 5</p> <p><b>guidelines</b> 98:5 115:11, 15 140:11 141:10 198:18</p> <p><b>guiding</b> 197:13 249:10</p> <p><b>Guns</b> 55:14</p> <p><b>guys</b> 46:20 106:4 277:6 278:21 279:6</p> <p>&lt; H &gt;</p> <p><b>H.E</b> 68:19 69:4, 16</p> <p><b>Hager</b> 2:7 8:5, 6 20:14, 15 22:17, 18 71:3 131:11, 12 132:12 142:21 143:1, 15, 19 144:4, 7 152:8 165:21 166:1 184:6, 7 190:9 191:5, 6 193:3 194:10, 11 223:13, 14 289:18, 19</p>	<p>291:17, 20, 21 292:12 293:5 294:15 301:3, 4 304:1, 2</p> <p><b>half</b> 38:21 40:7, 9 52:4 125:11 130:18 137:20 138:20 139:13 140:3 209:1, 15 216:14 217:1 248:1</p> <p><b>hall</b> 65:2 204:6</p> <p><b>halls</b> 64:16</p> <p><b>hallways</b> 55:21</p> <p><b>hand</b> 10:10 206:20 305:12</p> <p><b>handler</b> 270:16</p> <p><b>handling</b> 232:2</p> <p><b>hands</b> 46:18 74:4 106:12 112:10</p> <p><b>Handy</b> 261:13 275:20</p> <p><b>Handy's</b> 282:11</p> <p><b>happen</b> 74:17 100:20 103:9 106:14 109:10 158:14 181:10 240:1 275:10</p> <p><b>happened</b> 92:8 274:6 293:16</p> <p><b>happening</b> 18:17 54:9 102:3 158:20 220:13 285:19, 21</p> <p><b>happens</b> 101:15 103:9 110:14 174:15, 16 234:7</p> <p><b>happiness</b> 12:9</p> <p><b>happy</b> 32:5 33:8 35:6, 7 49:11 89:6 91:9 112:16 124:4 205:5 273:9</p> <p><b>hard</b> 15:16 97:7 149:4</p>	<p>150:13 188:13 232:5</p> <p><b>Hashana</b> 172:15</p> <p><b>Hashanah</b> 119:1 152:11 171:12</p> <p><b>hated</b> 274:5, 11</p> <p><b>head</b> 55:5 101:6</p> <p><b>healing</b> 211:18</p> <p><b>health</b> 12:9 36:5 47:9, 11 54:13 65:14 253:10 277:10, 14, 16, 20, 21</p> <p><b>healthy</b> 48:18 121:13</p> <p><b>hear</b> 14:18 27:5 28:21 30:8, 13 49:16 63:7 94:4 141:21 142:1 146:9 149:1, 14, 15 171:8 176:20 206:6, 13 213:21 239:20 246:14 268:12, 16 276:19 299:14, 15, 16</p> <p><b>heard</b> 14:19 45:7 50:1 62:21 85:7 105:13 126:14 128:21 141:18 199:18 209:17, 21 219:13, 14 273:19 275:21 276:5 299:20</p> <p><b>Hearing</b> 18:5 25:18 27:7 69:3, 15 153:19 302:15 303:6</p> <p><b>heart</b> 172:18 281:11</p> <p><b>hearts</b> 45:9 174:18</p> <p><b>heavily</b> 253:12</p> <p><b>heavy</b> 110:17</p> <p><b>Hebbville</b> 10:1</p>	<p><b>held</b> 5:14 45:20, 21 197:21 198:19 257:6 260:15 304:11</p> <p><b>help</b> 31:14 33:16 41:10 47:8, 13 50:6, 7 52:7, 9 65:11 66:5 76:2 91:19 107:7 111:20 146:18 204:1 205:17 206:12 215:13 237:17 242:11 293:18</p> <p><b>helped</b> 188:20</p> <p><b>helpful</b> 91:14 92:3 126:7 218:18 288:20</p> <p><b>helps</b> 36:6 294:2</p> <p><b>Henn</b> 2:4 7:20, 21 20:8, 9 22:11, 12 26:11, 12 29:19 70:16, 17 113:11 154:7, 9, 16 155:14, 19 156:18, 21 158:4 159:6 165:13, 14 179:9, 10, 11 181:5 183:19, 20 189:3, 5 190:7 191:15 192:3 194:2, 3 195:20 223:5, 6 239:9 274:16 286:14 287:4, 15 288:4, 17 289:10, 11 290:8, 10 291:5, 12, 13, 16 292:5 294:18 296:4, 10 298:10 300:16, 17 301:11, 13 302:2, 9 303:16, 17</p>
--	--	--	---	---

<p><b>Henn's</b> 155:21 156:1 157:20 <b>herewith</b> 12:3, 8 <b>Hey</b> 104:4 <b>Hi</b> 49:16 <b>hierarch</b> 61:4 <b>high</b> 41:19 43:12 44:10 55:7, 16 56:1 61:2, 20 100:14 101:9 102:7, 9, 14 110:17 116:7, 12, 13, 19 120:4, 17 122:5, 9, 12, 14, 21 123:2, 6 129:21 130:14 131:2, 18, 21 189:21 215:11 238:20, 21 239:11, 15 241:6, 14 242:5, 18 244:2, 5, 9, 13, 19 245:6, 9, 10, 13, 15, 21 246:4, 15 247:12 248:6 251:2 256:8, 14, 17 257:14 259:8, 19 261:1, 6 262:2 263:14, 15, 16 266:14, 19 274:18 275:14 279:11 280:18 281:20 283:11, 17 284:5 285:21 299:1 <b>higher</b> 47:19 48:3 258:1 <b>highest</b> 41:9 48:1 189:18 192:19 239:16 252:1 272:15 <b>highlight</b> 256:9 259:8 271:10 285:20 <b>highlighted</b> 261:3 294:7 <b>highlighting</b></p>	<p>233:12 267:20 <b>high-skill</b> 259:2 <b>high-wage</b> 259:2 <b>Hindu</b> 51:2 <b>hire</b> 106:20 107:15 109:17 <b>hired</b> 41:6 270:20 <b>hires</b> 37:10 <b>hiring</b> 18:17 112:19 237:11 <b>history</b> 59:20 <b>hit</b> 42:12 <b>hits</b> 82:9 <b>hockey</b> 49:5 <b>hold</b> 16:4 <b>holiday</b> 56:20 121:18 127:7, 12 128:3 162:16 168:15, 16 170:1 171:14 216:6 <b>holidays</b> 51:3, 4, 19 57:3, 5, 15, 16, 18 61:2 115:18 117:6, 9 118:16, 18 123:13 127:12, 17 128:1 129:12, 14, 16 134:4, 7 138:4 145:4 146:5, 17 147:1, 7 148:4, 19 153:1 163:4 166:17 168:19 169:11, 15, 17, 19 170:2 172:14 174:9, 21 185:21 187:19 203:13 <b>home</b> 15:3 53:17 63:10 125:11 286:11 <b>homeroom</b> 41:4 268:2 <b>hone</b> 31:14 <b>honest</b> 37:8 <b>honestly</b> 96:20</p>	<p><b>honor</b> 11:1, 7 14:10 17:7 57:5 <b>honored</b> 13:15 <b>honors</b> 13:4 <b>hope</b> 15:17 38:9 45:8 47:8 49:11 62:16 78:19 169:1 175:7 187:4 203:13 264:19 <b>hoped</b> 302:15 <b>hopeful</b> 18:19 224:4 233:16 <b>hopefully</b> 113:1 179:4 210:16 232:4 261:17 <b>hoping</b> 109:16 208:15 292:4 <b>hospitality</b> 189:14 262:16 <b>host</b> 254:18 <b>hosted</b> 75:10 <b>hour</b> 37:11 40:11 48:10 76:8 86:12 87:1 122:16 169:14 273:14 <b>hourly</b> 40:10 52:11 72:14 87:12 226:7 <b>hours</b> 50:20 55:10 86:13 102:4 115:19 116:3, 7, 8, 10, 13, 14 117:5 119:10, 12 120:13, 15, 18, 19 122:3, 6, 7, 9, 17 123:3 124:12 125:2, 3, 4 130:7, 21 131:1 204:17 209:3, 6 219:6 221:5, 8 222:6 269:14 <b>house</b> 213:3 270:2, 4</p>	<p><b>HR</b> 112:19 211:21 214:2 293:11 <b>HRM</b> 229:19 230:1 <b>huge</b> 45:18 57:11 <b>Hughes</b> 45:4, 5, 6 <b>human</b> 11:3 59:12 75:10, 20 199:10 200:18 201:7 <b>humor</b> 202:11 <b>hundred</b> 97:12 <b>hunger</b> 54:13 <b>hurt</b> 55:12 220:20 <b>hurtful</b> 46:10 <b>hurting</b> 44:18, 19, 20 <b>HYBRID</b> 1:9 73:8 <b>Hygiene</b> 24:10 <b>hygienist</b> 24:1, 4, 5 <b>hypothesis</b> 266:7</p> <p>&lt; I &gt; <b>IAs</b> 39:7 <b>IB</b> 252:18, 20 253:2, 3, 20, 21 278:20 <b>idea</b> 87:14 <b>ideal</b> 109:15 217:18 <b>ideas</b> 203:3 <b>identical</b> 177:12 <b>identifiable</b> 292:19 294:20 <b>identified</b> 115:9 164:1 197:4 199:5, 13, 16 200:21 217:4 250:16 <b>identify</b> 115:17 196:9 197:16 211:12 230:15 266:18</p>	<p><b>identifying</b> 196:16 <b>identity</b> 267:10 <b>IEPs</b> 62:6 <b>ignored</b> 51:3, 9 <b>II</b> 24:5 <b>illness</b> 47:13 72:19 <b>imagine</b> 278:14 <b>immaterial</b> 229:3 <b>immediate</b> 110:12 201:13 <b>immediately</b> 81:21 82:6 212:6 <b>immune</b> 47:13 <b>impact</b> 74:20 83:6 90:8 93:6 128:16, 20 129:5 130:6 139:16 152:2 153:13 154:17 159:7 179:3 190:15, 19 202:16 207:7, 21 208:3, 8 209:14 232:19 233:3 246:14 <b>impacted</b> 36:19 91:16 112:8 164:12 <b>impacts</b> 139:19 210:11 <b>impeccable</b> 11:21 <b>imperfect</b> 77:19 <b>implement</b> 197:14 251:19 254:19 263:21 272:5 290:19 301:17 302:3, 12 303:2 <b>implementation</b> 93:6 196:3, 10 199:20 200:2 242:2 <b>implemented</b> 230:21 250:20</p>
---	---	--	---	--

<p>268:21 302:17  <b>imploded</b> 46:1  <b>implore</b> 34:5  <b>importance</b>                  267:13  <b>important</b>                  13:20 34:2                  38:8 41:6 46:7                  47:10 92:14                  97:19 169:9                  170:5 172:15                  174:10 175:12                  179:13, 15, 16,                  17 181:9                  186:18 191:2                  243:10 268:15,                  17 273:18                  284:8 298:19  <b>importantly</b>                  43:21  <b>impossible</b>                  247:13  <b>impressed</b>                  275:12  <b>impressive</b>                  283:18  <b>improve</b> 76:18                  91:6 243:2                  264:19  <b>improvement</b>                  63:7  <b>improving</b> 53:8                  62:19  <b>inappropriate</b>                  28:15  <b>Inaudible</b> 89:8                  221:14, 19  <b>incidents</b> 63:4  <b>inclement</b>                  137:8, 14 140:9,                  11, 16, 21                  141:17 207:21                  208:1, 5, 9, 11                  210:15  <b>include</b> 53:6                  114:5, 10                  118:11 119:7                  123:9 148:3, 18                  173:15 221:1</p>	<p>268:8 287:8                  298:18  <b>included</b> 9:14,                  18 72:12 117:8                  119:20, 21                  139:14 164:14                  199:6 201:12                  227:3 235:10                  255:1, 3  <b>includes</b> 75:18                  77:7 80:20                  118:15 137:10                  148:3 237:15                  250:14  <b>including</b> 50:21                  51:3, 18 53:9                  72:5, 17 74:1                  76:9 79:5                  152:21 189:15                  204:2 206:9                  236:12 249:14                  263:13 290:13  <b>inclusion</b> 23:9  <b>inclusive</b> 51:2                  132:21 135:6                  169:2 188:15  <b>income</b> 178:11  <b>incomplete</b>                  227:4  <b>inconsistencies</b>                  90:3  <b>incorporate</b>                  120:21  <b>incorporated</b>                  115:21  <b>incorporating</b>                  117:18  <b>incorrect</b>                  211:13 227:10  <b>increase</b> 39:20                  45:18 66:14                  72:12 76:8                  79:3 87:2                  111:18 135:3                  254:20 261:9                  264:18  <b>increased</b> 49:7                  72:6 74:21                  120:18 252:9                  260:7</p>	<p><b>increases</b>                  253:10  <b>increasing</b>                  47:21  <b>incredible</b>                  14:10 17:6                  214:10 275:9                  278:3  <b>increments</b>                  96:15  <b>in-demand</b>                  259:3  <b>in-depth</b> 229:12  <b>indicate</b> 224:18  <b>indicated</b> 76:6  <b>indicative</b>                  262:13  <b>Indigenous</b>                  168:19  <b>individual</b>                  87:10 94:2                  126:18 212:2                  228:13 250:3  <b>individualize</b>                  271:17  <b>individualized</b>                  212:9 252:5                  255:11  <b>individually</b>                  254:4 255:13  <b>individuals</b> 9:5                  47:11 249:2                  297:11  <b>industrial</b>                  23:21 24:3, 5, 9  <b>industries</b>                  189:14  <b>industrious</b>                  135:19  <b>industry</b> 186:8                  241:10, 16                  258:4, 8, 11                  259:5 264:17  <b>inequities</b> 16:16  <b>inflation</b> 37:13  <b>information</b>                  9:10 19:12, 14                  29:8 71:19                  78:8 79:7, 16                  88:15, 19 89:7</p>	<p>90:6, 17 91:11                  93:17, 18 94:8,                  10 96:1 102:12,                  15 109:3 110:6,                  9 115:6 117:16                  135:9, 10                  187:12 211:8                  225:19 226:13                  229:10, 13                  231:20 262:12                  267:13 268:2                  273:7 286:17                  296:19 298:15  <b>informational</b>                  230:12  <b>informing</b>                  188:21  <b>infrastructure</b>                  35:19  <b>infringes</b> 129:2  <b>inhibit</b> 152:12  <b>initial</b> 198:15  <b>initially</b> 163:20  <b>initiated</b> 261:14  <b>initiative</b> 78:21  <b>injuries</b> 55:10  <b>injury</b> 55:5  <b>injustices</b> 16:16  <b>innovate</b> 52:20                  263:10  <b>innovation</b>                  263:19  <b>innovative</b> 73:9                  77:11 284:17  <b>in-person</b> 73:14  <b>input</b> 28:6                  33:9 121:14                  202:21 297:1                  301:18 302:4,                  18  <b>insight</b> 188:18  <b>inspect</b> 94:19  <b>inspection</b>                  80:13, 15, 18                  81:1 82:5, 13,                  18 83:2, 4, 6, 13,                  19 84:8 95:9  <b>inspections</b>                  78:13 80:11, 13,                  15, 16 82:16</p>	<p>83:10, 14, 17                  84:2, 5 94:18                  95:5 99:1  <b>inspiration</b> 30:2  <b>inspire</b> 11:5                  257:9 265:10                  282:13  <b>instability</b> 54:14  <b>installed</b> 92:19  <b>instance</b> 227:10  <b>instances</b> 226:8  <b>Institute</b> 247:7  <b>instituted</b> 48:13  <b>institution</b>                  247:5  <b>institutions</b>                  282:1  <b>instruction</b>                  52:1 62:10, 12                  73:8 114:6                  205:16 243:1                  269:15 270:11  <b>instructional</b>                  42:4 116:10                  120:17 122:6                  186:19 187:3                  189:9 190:21                  191:2 253:20                  271:12  <b>instructors</b>                  244:21 254:19  <b>instrument</b>                  302:6  <b>instruments</b>                  301:20  <b>insufficiently</b>                  40:21  <b>insurance</b> 72:18  <b>insure</b> 13:8                  36:6 74:7                  75:17 76:20                  110:21 198:17                  199:17 230:15                  231:10 239:14                  251:21  <b>insures</b> 115:10  <b>insuring</b> 73:7                  115:15 158:6                  239:17 265:1</p>
--	--	---	---	---

<p><b>integrated</b> 89:17</p> <p><b>integrity</b> 11:2 175:4, 6</p> <p><b>intelligence</b> 258:8 263:5, 18 284:18</p> <p><b>intend</b> 95:7</p> <p><b>intent</b> 209:5 296:14</p> <p><b>interacting</b> 80:18</p> <p><b>interaction</b> 53:18</p> <p><b>interactions</b> 11:16</p> <p><b>interest</b> 199:19 253:6</p> <p><b>interested</b> 27:7 34:9 254:7 305:10</p> <p><b>interesting</b> 14:17 177:17 274:15</p> <p><b>interests</b> 254:17 266:18 271:19 276:2</p> <p><b>interferes</b> 28:16</p> <p><b>interior</b> 79:6</p> <p><b>internal</b> 226:4, 16 227:17 230:16</p> <p><b>internally</b> 19:13 89:13 90:1 92:1 132:11</p> <p><b>International</b> 23:15 252:17 253:18</p> <p><b>interned</b> 274:19</p> <p><b>Internet</b> 34:8</p> <p><b>interns</b> 271:6</p> <p><b>internship</b> 271:15</p> <p><b>internships</b> 241:10 257:16 260:10 271:18</p> <p><b>interpreting</b> 259:21</p>	<p><b>interrogating</b> 16:1</p> <p><b>interrupted</b> 62:13 154:13</p> <p><b>interview</b> 214:13</p> <p><b>introduce</b> 246:16 256:1</p> <p><b>introducing</b> 42:5</p> <p><b>introductions</b> 280:19</p> <p><b>introductory</b> 281:1</p> <p><b>inventor</b> 258:9</p> <p><b>investment</b> 228:10 277:6</p> <p><b>invite</b> 5:6 12:17 34:2 195:13</p> <p><b>invited</b> 114:9</p> <p><b>invoice</b> 232:21 233:6</p> <p><b>invoices</b> 233:9</p> <p><b>involved</b> 46:8 187:6 196:6 214:17, 19</p> <p><b>involving</b> 127:16</p> <p><b>Ironically</b> 42:19</p> <p><b>isolating</b> 14:4</p> <p><b>isolation</b> 54:13 64:13</p> <p><b>issue</b> 34:1 36:21 41:21 57:2 81:20 84:11 128:11 130:4 132:8 175:5, 8 187:21 213:9, 12, 15 225:3, 16 235:17 258:17</p> <p><b>issued</b> 44:10</p> <p><b>issues</b> 34:15 35:1 46:2 54:13 75:7 79:17, 19 82:11 92:12 103:8, 10 115:8 190:17 201:11, 12, 17,</p>	<p>18, 20 202:15 211:8 212:16, 18 213:4, 10 215:21 232:2 233:12, 14 237:19 249:4</p> <p><b>item</b> 5:21 6:9, 18 8:15 17:12 21:2 24:14 27:3 68:12 71:9 113:7 125:16 195:10 223:21 238:5 286:18 304:10</p> <p><b>items</b> 5:19 40:14 62:5 200:3, 17, 18 201:3 231:13 251:15 267:20 286:5, 15 288:2, 14</p> <p><b>its</b> 12:9 24:18 36:7 49:7 68:18 81:13 114:20 116:11, 20 117:11 147:1 246:13 269:10</p> <p>&lt; J &gt;</p> <p><b>JA</b> 257:3, 8 282:12</p> <p><b>Jameel</b> 3:21 58:19, 20</p> <p><b>January</b> 76:14 243:5 267:3, 4</p> <p><b>Jean</b> 3:17 41:16</p> <p><b>Jennie</b> 41:18</p> <p><b>jeopardize</b> 85:1</p> <p><b>jeopardizes</b> 78:17</p> <p><b>Jernigan</b> 238:19 239:21 243:21 244:3 247:16 248:19 275:13 285:13</p> <p><b>Jess</b> 33:21</p> <p><b>Jewish</b> 51:3 56:20 57:4, 14,</p>	<p>16 58:5 127:6, 12 129:14 163:3</p> <p><b>job</b> 33:7 39:4, 13 43:15 66:7 75:11 108:12 174:7 218:7, 12, 15 230:6 259:3 285:5</p> <p><b>jobs</b> 37:21 39:1 40:3, 12 44:19 51:16 52:11 67:1 105:19 175:3 181:13 191:16 192:4, 5, 6, 9, 11 241:17</p> <p><b>John</b> 2:11</p> <p><b>Johnny</b> 72:9</p> <p><b>join</b> 10:14 41:8</p> <p><b>joining</b> 304:13</p> <p><b>Jones</b> 3:15 35:10, 11, 14</p> <p><b>Jose</b> 2:6 7:18, 19 20:6, 7 22:9, 10 26:9, 10 70:14, 15 134:15, 16 136:12, 14 137:19 138:14 165:11, 12 172:9, 10 182:1, 2, 12 183:17, 18 193:21 194:1 223:3, 4 300:16</p> <p><b>journal</b> 227:19</p> <p><b>journey</b> 293:15</p> <p><b>journeymen</b> 270:14</p> <p><b>Jr</b> 2:11</p> <p><b>JROTC</b> 256:10 268:20 269:18</p> <p><b>Julie</b> 2:4</p> <p><b>July</b> 137:10 138:2 185:17</p> <p><b>jump</b> 248:10</p> <p><b>June</b> 99:8 137:15, 16, 18 174:16 191:12</p>	<p>226:21 227:15 232:21</p> <p><b>Juneteenth</b> 134:3 146:4 161:7, 21 163:11, 17 167:10 168:4, 14 170:11, 15 173:11 175:18 176:10 183:5 184:18 195:2</p> <p><b>Junior</b> 72:9 254:2 265:9</p> <p><b>juniors</b> 243:4, 6, 7</p> <p><b>jurisdiction</b> 9:4</p> <p><b>justice</b> 15:20</p> <p><b>JV</b> 55:18</p> <p>&lt; K &gt;</p> <p><b>K-12</b> 250:13</p> <p><b>Kathleen</b> 2:5 57:1</p> <p><b>keep</b> 36:16 53:7 81:3 157:18 158:9 159:2 206:14 210:14 217:12 281:13</p> <p><b>keeping</b> 232:3</p> <p><b>Kenwood</b> 238:21 239:11 252:5 266:14 274:14 275:8, 11 278:19</p> <p><b>kept</b> 56:17</p> <p><b>Keys</b> 55:6</p> <p><b>KHS</b> 253:17 254:2, 19 266:15 268:3, 21 271:19 272:10</p> <p><b>kick</b> 99:6 239:5</p> <p><b>kids</b> 45:7, 10 46:9 47:1, 9 51:14 52:7 53:15 54:9, 12 56:10 106:11</p>
--	---	---	---	--

125:11 191:11, 16  
**kind** 14:1, 13  
 96:1 101:5  
 104:8 131:20  
 139:16, 18  
 143:10 171:10  
 232:11  
**kindergarten**  
 9:21  
**kinds** 174:10  
 265:7 293:13  
**Kippur** 119:1  
 132:18 152:12  
**knew** 42:17  
 213:1  
**know** 13:6, 20  
 14:18, 19 15:21  
 28:19 31:3, 17  
 32:10 33:6  
 34:3 45:9  
 48:16 49:1  
 50:16 57:19, 21  
 58:10, 13 62:9,  
 12 65:12 66:1  
 68:17 79:19  
 80:1 88:6  
 89:20 94:6  
 95:2, 8 96:3, 6  
 98:20 99:17  
 100:9, 12 101:1  
 102:10 108:14  
 110:18 111:5,  
 12, 20 128:16  
 132:2, 19 140:1,  
 15, 19 141:16  
 143:7 146:16  
 148:20 149:1  
 171:20 172:17  
 174:14, 18, 20  
 178:3, 11, 14  
 179:1, 3 180:15  
 182:15 187:20,  
 21 188:6  
 190:13, 17  
 191:8 192:9, 21  
 193:2 194:19  
 202:14 203:8  
 206:15 210:17  
 211:10 212:6,

15, 19 215:12  
 216:11, 13  
 219:14 232:1, 4  
 233:11, 13, 14  
 235:2 236:19  
 238:14 243:16  
 264:4 277:12,  
 14 278:5, 16  
 279:14, 15, 16  
 280:18 281:12  
 284:4, 19  
 285:13 292:14,  
 16, 17 295:2  
 297:11, 13  
 298:7, 21  
**knowing** 292:2  
**knowingly**  
 78:17 84:21  
**knowledge**  
 111:13  
**known** 242:12  
**kudos** 260:17  
 278:19  
**Kuehn** 2:8 8:7,  
 8 20:16, 17  
 22:19, 20 26:17,  
 18 31:9 71:3, 4  
 94:13, 14 95:1,  
 10, 21 96:11  
 97:3 98:11, 19  
 99:10 124:8, 9  
 125:5, 14 126:3  
 150:10, 16  
 166:2, 3 177:20,  
 21 178:2  
 181:18 184:8, 9  
 187:15, 16  
 188:8 194:12,  
 13 207:1, 2, 6,  
 12, 13 208:10,  
 14, 21 209:9  
 223:15, 16  
 231:18, 19  
 233:5, 10  
 237:11 279:3, 4  
 280:7 281:3  
 289:20, 21  
 301:5, 6 304:3,  
 4

**Kuehn's** 126:6  
 181:7  
 < L >  
**labels** 44:1  
**Labor** 50:6  
 121:7, 19 134:3  
 185:14, 16, 18  
 187:18 188:3, 4  
 189:6, 16 263:1  
**lack** 41:20  
 62:11 89:10  
 90:20 226:6  
**lacking** 52:3  
**lacks** 43:14  
**lagging** 92:6  
**lane** 211:13  
**Lansdowne**  
 274:18  
**large** 96:4  
 262:14 295:21  
**larger** 81:5  
 93:2  
**largest** 39:7  
 251:7  
**Larson** 224:6,  
 14  
**Lastly** 48:4  
 152:17 231:2  
 265:19  
**late** 89:9 90:15,  
 16 94:5 108:14,  
 18 186:15  
 187:20 286:10  
 292:13  
**lateness** 286:4  
**Laughter**  
 260:13  
**laws** 230:17  
**lawyer** 259:12,  
 14  
**layoffs** 39:11  
**lead** 67:14  
 261:15 282:14  
**leaders** 159:2  
 203:1 204:4  
 256:11  
**leadership** 11:8  
 31:6 38:7 61:4

77:10 203:2  
 250:10 299:17  
**leading** 189:16  
 261:5  
**leads** 38:9  
 261:16  
**learn** 16:11  
 46:12 47:4  
 62:21 141:19  
 265:12  
**learned** 42:7  
**learners** 249:8  
**learning** 15:9,  
 21 16:14 21:10  
 23:8 36:17  
 45:12 46:16  
 50:4 56:5, 8  
 62:8 63:9, 17  
 73:5, 14 140:11,  
 20 141:11, 17  
 190:16 240:8  
 241:11 264:6  
 269:8  
**LEAs** 117:20  
 118:3, 9  
**leave** 30:21  
 65:3 72:19  
 74:1 78:1  
 100:9, 17, 18  
 226:17 227:4, 6,  
 7, 15 241:14  
 256:14 280:14  
**leaving** 30:14  
 239:15  
**Lebern** 64:3, 4  
**led** 5:7 57:3  
**left** 35:11 43:2  
 51:12 237:4  
**legal** 9:6  
 144:20  
**legally** 44:15  
**Legins** 10:7  
**legislations**  
 59:16  
**lends** 31:21  
**length** 115:17  
 197:2 296:13  
**lens** 248:12  
**lenses** 199:19  
**lessen** 39:21

**lessons** 42:6  
 255:11  
**letter** 88:17  
 213:4  
**level** 46:17, 19  
 56:9 60:18  
 62:1 64:12  
 97:15 159:4  
 239:16 240:12  
 241:9 243:20  
 248:12 252:1  
 255:14 256:19  
 257:4, 14 268:3,  
 4 272:15  
 277:19 280:16  
 284:1, 6 293:16  
**levels** 46:2  
**leverage** 78:7  
**liabilities** 227:5  
**liability** 226:18  
 227:2, 12  
**liberation** 15:20  
**license** 263:5  
**licensed** 105:6  
**life** 13:4 96:13,  
 17 274:4 278:5  
**lifelong** 249:8  
**lifestyle** 47:7  
**lift** 80:20  
**light** 84:10  
 175:4 230:14  
 231:2  
**lighters** 55:1  
**Lily** 2:13 183:3  
**limited** 78:5  
 249:15  
**limits** 27:17  
**Lincoln** 60:9  
**Linda** 3:15  
 35:10, 14  
**line** 5:14  
 108:21 283:9  
**lines** 38:2  
 186:4  
**link** 180:2  
**linked** 273:3  
**linking** 242:20  
**links** 200:3  
**Lisa** 2:9

<p><b>list</b> 39:17 101:5 143:5 191:12 201:8, 11 211:20 212:1, 21 213:5 215:8 275:17 <b>listed</b> 117:9 118:17 164:2, 10 <b>listen</b> 34:16 211:19 <b>listening</b> 137:6 214:1 <b>lists</b> 296:17 297:2, 21 <b>literacy</b> 242:19 259:21 <b>little</b> 40:13 81:5 102:18, 20 164:9 202:10 207:17 212:9 280:21 <b>live</b> 47:5 174:11 268:1 <b>lives</b> 36:7, 20 <b>living</b> 37:10, 13 38:11 <b>LLC</b> 196:4 <b>load</b> 87:4 <b>Local</b> 35:17 46:19 244:10 <b>locally</b> 244:19 280:13 283:8 <b>location</b> 244:19 283:10 <b>lockdown</b> 55:17 <b>log</b> 43:5 <b>Logan</b> 38:16 <b>logged</b> 269:14 <b>logistical</b> 216:7 <b>logistically</b> 283:2 <b>logo</b> 273:3 <b>long</b> 45:11 48:14 74:2 111:16 138:1 160:18 187:20 191:14 273:20 285:14</p>	<p><b>longer</b> 51:13 174:15 175:1 188:17 209:19 <b>look</b> 15:17 17:3 29:14 31:19 40:14 41:12 79:9 82:21 88:2 90:13 102:9 103:20 112:19 119:13 138:13 158:11 204:7 207:19 219:18 251:15 266:1, 3, 7 267:1 271:17 274:11 295:15 <b>looked</b> 97:12 120:10 210:7 216:16 217:2, 3 259:12 <b>looking</b> 42:8 80:20 92:1, 9 98:4 113:1 124:15 129:13 136:17 166:15 187:12 190:18 260:19 266:20 <b>looks</b> 18:12 88:9 96:8 111:10 124:6 140:6 141:3 153:3 159:12 170:21 172:8, 20 173:20 179:6 180:18 187:15 190:8 205:12 206:3, 21 231:17 232:12 234:6 279:17 282:5 285:10 288:4 293:1 296:1 <b>lose</b> 88:5 179:14 180:16 <b>loses</b> 39:14 <b>losing</b> 189:19 <b>loss</b> 15:10 45:13 62:8 157:5 226:10</p>	<p>228:11 <b>lost</b> 43:6 <b>lot</b> 57:7 67:9 82:2 85:7, 10 91:14 100:7 103:2 105:12 110:7 141:16 174:12 190:13, 17 216:18 233:8 236:20 279:15 280:7 <b>lots</b> 81:18 83:2, 3 92:18 95:2, 3 100:11 103:5, 7 105:16 109:7 224:11 <b>loud</b> 133:2 <b>louder</b> 63:20 <b>love</b> 15:20 16:13 185:14, 20 215:13 275:14 276:3, 4 <b>loved</b> 274:12 <b>loves</b> 278:21 <b>loving</b> 16:1, 20 <b>low</b> 109:14 143:10 <b>lower</b> 47:20 <b>lunar</b> 129:16 163:5 167:9 168:3 173:10 175:17 183:4 184:17 194:21 <b>lunch</b> 204:2 <b>lunches</b> 139:19  &lt; M &gt; <b>ma'am</b> 19:3 50:8, 12 52:15 110:1 142:15, 19 144:6 153:15 176:18 177:16 287:15 <b>machine</b> 43:13 <b>Mack</b> 2:9 6:10, 12, 18 7:14, 15 18:8, 11 20:2, 3 22:5, 6 26:5, 6 69:7, 21 70:3, 10, 11 79:14, 15</p>	<p>80:10 82:12 83:5 84:3, 15 94:17 126:5, 6, 14 127:3, 15 128:5, 13 129:6 142:3, 4, 13, 16, 20 153:4, 6, 13, 16 165:7, 8 173:1, 2, 6, 17 175:14 183:13, 14 193:17, 18 211:5, 6 212:15 213:6, 7, 21 219:13 222:20, 21 274:2, 3 278:4 289:6, 7 291:4, 5, 9, 10 300:12, 13 303:12, 13 <b>Mack's</b> 129:11 215:20 <b>Madam</b> 18:15 21:6 32:8 59:5 113:10 157:15 160:3 219:16 224:4 286:14 288:17 290:10, 14 291:17 296:6, 11 301:20 <b>Magnet</b> 13:20 204:5 215:2 245:20 252:16 268:6 277:8 279:17 <b>mailers</b> 43:20 <b>mailing</b> 43:18 <b>main</b> 104:11 251:21 <b>maintain</b> 30:19 74:5 123:5 <b>maintaining</b> 175:4 <b>maintenance</b> 78:15 79:21 82:11 <b>major</b> 82:7 258:17 260:17 <b>majoring</b> 277:9</p>	<p><b>majority</b> 45:16 117:21 136:1 197:10 <b>Makeda</b> 2:3 5:3 <b>making</b> 37:3 60:19 62:8 63:13, 15 114:19 130:18 143:6, 11 149:13, 14 171:3, 5 178:7 179:20 198:19 212:16 217:13 218:1 241:17 265:10 299:3 <b>manage</b> 54:17 108:8 <b>management</b> 24:7 103:21 227:14 228:6, 19 229:5 230:4 231:9 235:2, 4, 9 246:19 247:10 259:17 262:15 263:6 264:8 <b>management-</b> <b>related</b> 228:4 <b>managers</b> 105:12 <b>managing</b> 233:19 256:9 <b>mandated</b> 44:15 80:2, 11 81:2 119:18 121:18 <b>manned</b> 104:12 <b>manner</b> 56:6 90:4 <b>manually</b> 227:14 <b>manufacturer</b> 95:19 <b>manufacturing</b> 262:18 <b>map</b> 280:2, 6, 8 <b>March</b> 38:3 42:12 59:21 99:7 187:13</p>
---	---	---	--	--

204:19 209:2  
 219:7 221:9  
 222:7  
**margin** 120:17  
 122:9, 17  
**margins** 15:14  
**market** 285:6  
**married** 212:18  
**marry** 124:16  
**Martin** 269:4  
**Mary** 3:19  
 53:14  
**Maryland**  
 11:10 13:13  
 30:13 72:20  
 96:13 116:4  
 117:17 138:3  
 186:8 187:1  
 225:14 236:9  
 240:16 281:19  
 305:1, 5  
**Maryland's**  
 117:7 196:13  
 198:10, 17  
 260:21  
**mask** 46:14  
 50:9, 13  
**masks** 46:13,  
 21 47:1  
**mass** 66:19  
**master** 86:6, 15  
 121:5 266:20,  
 21 267:6  
**match** 173:7  
 276:2  
**matches** 262:10  
**material** 84:4,  
 7 226:4, 16  
 231:21  
**materially**  
 225:6  
**materials** 200:9  
 206:4, 7  
**math** 242:19  
**mathematics**  
 260:2  
**matter** 9:4  
 46:13 124:12  
 260:12

**Matters** 3:9  
 9:8 17:13, 17  
 18:6 28:10  
 29:4 52:1  
 100:16  
**maximize** 17:2  
**maximizing**  
 158:6  
**maximum**  
 96:15 120:8  
 121:4 123:4  
 152:20  
**May-June** 99:8  
 115:2  
**MCAP** 52:3  
**McComas**  
 238:9, 10  
 275:19 284:14,  
 15  
**McMillion** 2:10  
 6:6, 7, 12, 14, 16  
 7:16, 17 20:4, 5  
 22:7, 8 26:7, 8  
 70:12, 13 85:5,  
 6 86:2 87:3, 13  
 88:1, 4 104:20,  
 21 105:6 112:9  
 165:9, 10  
 183:15, 16  
 193:19, 20  
 223:1, 2 274:13  
 289:8, 9 300:14,  
 15 303:14, 15  
**MDOT** 82:20  
 83:13, 17 84:1,  
 5 96:21 99:9  
**meal** 36:15  
**meals** 73:6  
**mean** 34:21  
 58:13, 15 66:5  
 127:19 130:8  
 132:8 150:12  
 157:10 177:13  
**meaning** 180:9  
**meaningful**  
 16:18  
**means** 16:1, 12,  
 14, 17, 20 80:17  
 101:18, 20, 21  
 102:18 160:6

174:21 191:11  
 232:12  
**meant** 42:21  
 58:16 60:14  
 87:2  
**measured** 90:4  
**measuring**  
 249:14 260:3  
**mechanical**  
 247:9 261:2  
**mechanics**  
 81:17  
**mechanism**  
 89:13  
**mechanisms**  
 211:16  
**media** 25:7  
 68:8  
**medical** 40:11  
 55:6 56:4  
 72:17  
**medicine** 277:11  
**Meditation** 3:3  
**meet** 37:12  
 65:16 66:6  
 116:12 122:2  
 123:2 130:20  
 131:1 133:1  
 152:19 196:20  
 210:5 217:16  
 240:17 255:13  
**MEETING** 1:8  
 5:4, 14, 19 9:11  
 19:6 27:11, 14,  
 16, 18 28:17  
 30:17 31:10  
 33:19 34:6, 15  
 50:20 53:7  
 75:5 114:21  
 116:21 117:11  
 118:2 121:10  
 122:7 135:1  
 147:2 168:10  
 174:3 175:7  
 197:3 209:5  
 235:7, 14, 18  
 286:6 287:3  
 288:3 290:9  
 304:11, 14, 15

**Meetings** 8:19  
 25:3, 4 49:19,  
 21 52:18 57:12  
 68:1, 3, 5  
 158:10 159:4, 5  
 197:1, 21 198:1,  
 20 261:18  
 293:14  
**meets** 37:5  
**Megan** 45:4, 6  
**Member** 2:14  
 25:6 64:8  
 148:7 192:8  
 212:14 298:7  
**MEMBERS**  
 2:1 10:17  
 15:10 16:12  
 17:15 21:6  
 24:17 27:6  
 29:7, 19 32:9,  
 12 33:9, 15, 17  
 34:3 35:13  
 37:20 38:4  
 39:9, 12 49:4,  
 17 54:5 59:7  
 64:20 67:16  
 68:16 69:11, 18  
 73:10 78:11, 18  
 79:14 112:2  
 113:11 115:2  
 124:7 133:18  
 148:8 150:9, 18  
 154:11 166:9  
 186:5 195:21  
 197:4, 8 199:3,  
 21 201:2 203:7  
 206:16 214:16  
 215:9 224:4  
 238:11 239:10  
 249:18 264:4  
 269:19 270:4  
 273:13, 14  
 285:9 296:16,  
 19 301:14  
**membership**  
 203:4  
**Memorial**  
 190:14  
**men** 60:19

**mental** 54:12  
 204:12  
**mention** 14:16  
 51:8 109:4  
 226:3 281:5  
**mentioned**  
 13:17 19:9  
 36:8 56:7  
 57:20 83:15  
 85:9 89:10  
 90:19 94:17  
 120:1 122:1  
 131:13 163:9  
 232:1, 10  
 233:20 234:11  
 237:14 263:12,  
 17 264:11  
 265:9 282:8  
 298:6  
**mentioning**  
 109:6  
**mentor** 249:10,  
 19  
**mentoring**  
 248:21 249:1, 2,  
 9, 12, 15, 16  
 255:5  
**mentors** 249:16  
**Mentzer** 10:4  
**Merely** 122:7  
**Merit** 242:8  
**mesh** 217:8  
**mess** 47:8  
 209:4  
**messaging**  
 265:17  
**messenger**  
 102:17  
**met** 8:18  
 33:10 68:17  
 77:2 115:15, 19  
 116:4 119:19  
 199:9 225:16  
 274:8  
**metrics** 52:21  
**Michael** 256:2  
**microphone**  
 29:1 58:17  
 61:16 221:15,  
 20

<b>MICROSOFT</b> 1:9 5:15 43:19	122:14 197:2 207:18	<b>month</b> 33:10 79:10 80:6	297:8 299:8, 11, 13 301:16, 21	21 151:8, 12 153:8 154:2, 20
<b>midday</b> 106:1	<b>misinformation</b> 56:17	113:1 200:14	302:8 303:4	156:4, 8, 16
<b>Middle</b> 13:20 33:20 54:21	<b>missed</b> 85:8 131:9 199:7, 13	202:4 228:10	<b>motions</b> 287:5 288:7	158:2 162:13
64:8 100:15	<b>missing</b> 87:17 94:5 155:3	243:6 267:3	<b>motorists</b> 78:19	173:16 176:6
101:9 102:19	<b>mission</b> 50:18 53:8 171:17	286:20	<b>motto</b> 62:5 63:21	184:21 195:4
116:6, 18 120:4	<b>missions</b> 37:20	<b>monthly</b> 41:10 76:15	<b>MOU</b> 86:7	<b>Muhammad</b> 3:21 58:19
122:12 129:21	<b>misstated</b> 225:6	<b>months</b> 52:13 96:5 112:7	<b>move</b> 6:7 10:17 29:15	<b>multifaceted</b> 202:19
130:14 131:1, 18, 21 204:5	<b>mistake</b> 279:13	114:17 175:11	78:19 83:21	<b>multifunction</b> 98:4
210:5 215:1, 2	<b>mixed</b> 141:19	<b>morale</b> 135:3	90:12 102:6	<b>Multiple</b> 55:2, 10, 19 98:2
250:16 251:1	<b>Moalie</b> 2:6	202:14 206:11	144:10 149:7, 16 150:5, 20	199:19 217:3
253:14, 15, 16	<b>mobile</b> 79:6	<b>morning</b> 100:2, 20 102:4, 8	154:1, 13 167:1, 8 179:4 195:9	219:10 248:13
254:4 257:4	<b>modeled</b> 301:19 302:5	105:17 107:13	198:14 199:6	273:1
274:6 279:11	<b>modern</b> 35:2	108:6 127:4	202:6 207:14	<b>multi-</b> <b>stakeholder</b> 200:5
299:1	<b>modernizing</b> 34:20	139:6	218:14 237:12	<b>Muslim</b> 51:2 56:18 57:4, 10, 17 58:8 60:21
<b>midnight</b> 295:17	<b>modifications</b> 44:16 123:6	<b>mother</b> 45:6 208:4	247:5 276:17	<b>MVA</b> 80:2 82:13, 19, 20
<b>midst</b> 59:15	197:17 198:5	<b>motion</b> 18:5 20:21 21:14	284:17 288:2, 8	83:14, 17 84:1, 5 94:17 96:21
<b>military</b> 240:11	<b>modify</b> 130:4	23:3 25:11	290:18 301:16	99:9
<b>million</b> 126:1 251:9 254:11, 12, 13	<b>mom</b> 65:3 104:4	27:1 69:2, 12, 14, 19 127:16	<b>moved</b> 6:11 18:8, 11 21:16	<b>MYP</b> 253:17
<b>Mills</b> 13:19 263:16	<b>moment</b> 5:8, 12 172:11 286:17	145:8, 11 148:1	25:14 42:2	< N >
<b>Milstein</b> 3:17 41:16, 17, 18	<b>Monday</b> 58:1 83:1 118:21	149:13, 14, 15	69:5, 20 70:2	<b>name</b> 35:13 38:15 41:17
<b>mind</b> 126:14, 15, 16 132:14	127:6, 9, 16, 21	150:5 151:2, 3, 4 152:5 153:5,	93:10 153:19	45:5 64:6
157:18 158:9	129:18 138:8	9, 18, 19, 21	168:3 183:2	298:18
159:2 202:18	156:7, 12	154:1, 18 155:4, 20 156:5	185:1, 4 195:5	<b>named</b> 11:9
210:15 217:12	203:19 204:8	159:20 160:2, 9, 12, 17, 20 166:8,	198:3 199:1, 12	<b>names</b> 154:11 294:20
<b>mindset</b> 253:20	214:18	12 168:8, 21	201:11 219:9, 11 222:10, 13	<b>NAPE</b> 265:21
<b>mine</b> 15:12 45:19	<b>Mondays</b> 203:21	170:14 171:3	227:21 236:17	<b>narratives</b> 17:1
<b>minimal</b> 116:13	<b>money</b> 33:7 178:16 232:6, 13, 14	172:11 173:6	286:7, 9 288:2	<b>nation</b> 72:1 242:15
<b>minimum</b> 115:18 116:2, 3, 5 117:4 122:3, 8 131:1 140:16	<b>monitor</b> 257:19	175:16 176:4, 6, 15 177:1, 8	291:4, 10, 11	<b>national</b> 60:12 72:11 242:8
241:17	<b>monitors</b> 83:17	179:20 182:4, 9, 15, 17, 18, 20	<b>moves</b> 6:16 233:17 302:2	248:4 265:20
<b>minorities</b> 59:17	<b>monoclonal</b> 47:15	184:15 185:7	<b>moving</b> 71:13 75:21 92:10	<b>Nations</b> 59:12
<b>minus</b> 87:16 98:17	<b>Montgomery</b> 48:15 301:20	194:18 219:4	133:1 201:8	<b>nationwide</b> 60:8 186:17
<b>minute</b> 33:5 128:14 295:16	302:5, 17	220:5, 11, 18	237:7 254:1	<b>Native</b> 51:11
<b>minutes</b> 9:9 28:1 41:1, 4 103:14 120:16		221:18 222:4	<b>MSDE</b> 115:5 140:10 141:10	<b>natural</b> 262:6
		286:5 287:10, 13 288:2, 6, 12, 13 290:15, 17	263:1, 19	
		294:6 295:3, 12	<b>MSDE's</b> 140:20	
		296:5, 9, 15	<b>MSEA</b> 31:9	
			119:1 132:15	
			143:8, 13 144:1	
			149:8, 17 150:6,	



**nature** 186:10  
208:4 231:8, 10  
**Naviance**  
255:17, 21  
284:9  
**near** 152:9  
267:21  
**nearby** 269:4  
**nearly** 36:19  
260:8, 10  
261:19  
**necessarily**  
169:21 192:9  
216:8 269:6  
276:2 292:15  
**necessary**  
73:12 168:11  
240:13  
**need** 16:11  
35:2 38:19  
40:10 41:9  
44:3 46:20  
47:4 52:18  
54:19 56:10  
64:1 66:5, 7, 8,  
10, 12 67:1, 14  
69:12, 19 91:5  
96:7 100:13, 18  
101:2, 15, 16  
102:13 107:3,  
20 133:12  
139:15 146:14  
159:8 170:8  
174:12 179:2,  
21 182:17  
189:9 191:17  
192:13, 19  
209:4 213:3  
220:5, 15, 17, 19  
226:12 249:7  
279:18 280:2  
294:10 297:21  
298:3 299:17  
302:20  
**needed** 14:5, 6  
25:16 43:1  
55:5 109:11  
213:21 225:20,  
21 226:14

227:21 291:6,  
11, 12 302:6  
**needing** 191:16  
**needs** 30:18  
31:20 37:2, 5  
46:6 56:8  
64:11 65:17, 18  
66:4, 6 75:5  
101:10 104:3  
111:4 140:12  
199:5 227:14  
255:6 259:5  
276:3 290:21  
292:18 293:21  
295:19 297:4, 6,  
11 298:1  
**neglect** 54:13  
**neglecting** 157:7  
**negotiate**  
125:18  
**negotiated**  
226:9 227:8  
**negotiations**  
9:8, 9 76:11  
**neighbors**  
48:12 59:4  
**neither** 118:12  
**net** 157:5  
**network** 44:1  
**never** 14:21  
42:18 45:13  
46:4 57:15  
78:16 84:20  
126:14, 15  
127:5 259:3  
**New** 3:9, 10, 11  
4:5 25:6 35:7  
37:10 38:20  
44:7 47:16  
58:5, 6, 8 59:16  
61:1 65:17  
73:12, 17 76:4  
77:16 79:6  
91:2 96:19  
97:16 102:6  
134:7 138:7, 12  
141:14 163:5  
166:17 167:9  
168:3 173:10  
175:17 183:4

184:17 194:21  
258:7 261:16  
263:2 270:5  
**newly** 268:21  
**news** 79:18  
207:12, 15  
**NFL** 49:7  
**nice** 32:12  
49:17  
**night** 260:14  
295:14, 17  
**nine** 9:7 23:11  
59:18 87:5  
159:16 161:2,  
12 164:10, 14  
268:7  
**ninth** 242:7  
246:2 254:3, 5  
**NMSQT** 242:9  
**noise** 53:10  
**non-payroll**  
227:18  
**non-school**  
161:10  
**normal** 16:10  
84:8, 12 85:14  
86:18 87:4  
247:12  
**normality** 73:15  
**normalize** 61:5  
**normally** 83:12  
151:12  
**northeast** 47:21  
**nose** 50:13  
56:2  
**notarial** 305:12  
**Notary** 305:4  
**note** 63:13  
92:14 97:19  
**noted** 44:9  
86:6, 7, 9  
101:18 116:16  
226:6 229:20  
230:18 231:3  
**notes** 218:1  
**notice** 52:13  
**noticing** 279:11  
**notified** 59:13  
**notify** 108:13  
211:15

**NOVEMBER**  
1:12 5:5 6:1  
12:4 48:3 60:1,  
4, 8, 11 72:8  
88:13 114:21  
116:21 117:11  
131:14 203:20  
219:17 220:4  
221:1 222:9  
243:14  
**nuggets** 297:15  
**number** 18:21  
25:2, 3 27:17  
34:8 39:20  
40:7, 15, 20  
46:13 68:19  
85:14 90:3  
97:3, 7 98:15,  
17 100:8  
104:11 106:10  
109:18, 20  
115:19, 20  
116:2, 3, 13  
117:5 120:14  
121:4 122:3, 20  
125:3, 7 128:11  
130:6 131:17  
135:7, 11  
152:20 162:6  
169:13 195:16  
216:4 248:7  
260:8, 16  
262:17 278:11  
283:14  
**numbers** 45:18  
47:19, 21 57:11,  
13 81:8 101:7  
110:17 254:21  
255:2 261:10  
264:18  
**numerous**  
30:20 41:11  
135:14  
**nurses** 52:12  
**nursing** 258:9  
**nutrition** 35:15  
47:10 139:18  
**nutshell** 225:5

< **O** >  
**objective** 136:9  
**obligated** 125:7  
**obligations**  
209:5  
**observance**  
134:9 162:12  
**observe** 28:18  
123:13 127:13  
128:4 171:14  
**observed**  
115:18 117:7  
127:8  
**observing**  
162:15 163:1  
**obsolescence**  
42:11  
**obtain** 9:6  
**obviously**  
110:15 129:4  
155:4, 11 208:4  
**occupied** 55:9  
**occur** 80:13  
83:12 86:4  
103:10 130:19  
138:21 156:15  
**occurring** 56:5  
228:21  
**occurs** 101:3  
104:5  
**Ocean** 151:15  
152:13, 16  
156:16  
**o'clock** 295:13  
**October** 99:5  
123:12 132:16,  
18 143:4  
149:11, 18  
152:10 156:4, 7  
176:7 208:18  
225:17  
**odd** 295:7  
**offer** 13:9  
31:12 169:18,  
21 204:4  
243:19 245:3  
258:11 261:19  
263:2 265:17  
267:8

<p><b>offered</b> 34:18 261:12 263:14 265:4 274:7 <b>offering</b> 53:4 116:6 136:8 139:8 280:4 <b>offerings</b> 267:11 <b>Offerman</b> 2:11 6:19, 20 7:2, 5 8:3, 4 18:9, 11 20:12, 13 21:18 22:15, 16 26:15, 16 69:5, 19 70:2, 20, 21 133:9, 10 138:17 139:2 143:2 144:9, 10 145:7, 10 165:17, 18 167:6 184:2, 3 185:3, 5 190:8, 10 191:7, 18 192:15 194:6, 7 195:6 223:9, 10 273:15, 17 274:3 277:4 286:8 289:14, 15 300:20, 21 303:20 <b>offers</b> 239:13 241:3 251:10 259:2 281:10 <b>Office</b> 21:10, 12 23:7, 20 24:1, 4, 5, 8 66:2 75:21 78:2, 12, 14, 20 89:14 90:2 106:5, 8, 20 107:10, 16, 19 108:11 158:16 170:18 202:1 203:18 204:3 239:1 249:18 257:1, 3 264:12 <b>officers</b> 25:1 67:6, 14 <b>offices</b> 38:3 110:7 113:20</p>	<p>114:5 204:16 272:5 <b>officially</b> 219:17 <b>officials</b> 9:3 29:12, 14 <b>Oh</b> 134:19 141:6 147:14 149:11 163:21 167:20 177:21 179:9 182:16 202:5 234:6 286:16 291:10 <b>Okay</b> 6:19 7:8 10:16 18:4 19:7, 17 21:20 25:17 32:14, 19 54:1 64:4 68:2, 4, 5, 7, 9, 11 69:9, 12 70:3, 4 82:12 87:3, 13 95:21 99:12 103:12 104:17 106:3 108:10 111:2, 7 125:14 128:5 129:6 131:10 132:12 133:8 134:19 136:7, 9 140:4 141:3 142:2 144:7 145:14 147:15 148:5, 9 149:7, 20 150:2, 3, 8, 17, 19 153:16, 18 155:19 160:7, 18 161:12 162:3, 17 164:18, 20 165:1 166:7 167:5, 7 168:1, 2, 7 170:20, 21 173:17 176:14, 19, 21 177:7, 17 181:20 182:12, 13, 14 183:1, 8 187:15 189:1 193:11 194:17 202:10 206:21 207:13 209:17 210:10, 21</p>	<p>217:4, 5 219:11, 13, 20 220:21 221:5, 21 222:1, 14 223:20 233:10 234:5 235:12 236:13 237:6 275:15 285:9 286:4, 10 287:19 288:11, 12, 20 290:4 291:9, 19 293:1 294:8 296:6 298:9 299:10 300:4 301:10 302:1 303:6 304:8 <b>old</b> 280:13 <b>older</b> 95:12 <b>Olszewski</b> 72:9 <b>on-boarding</b> 75:17 <b>once</b> 148:1 167:15 180:2 238:3 303:3 <b>one-and-a-half</b> 33:4 54:15 <b>ones</b> 38:4 47:16 107:5 108:2 170:6 282:17 <b>one-to-one</b> 42:2 249:15 <b>one-year</b> 96:15 <b>ongoing</b> 36:21 37:3 49:20 77:13 79:20 203:17 273:8 <b>online</b> 244:18 301:18 302:3, 14, 17 <b>on-time</b> 76:16 <b>Open</b> 8:19 27:13 40:18 54:8 100:13 115:7 151:14 156:10 176:9 270:2, 4 <b>opening</b> 50:5 <b>openings</b></p>	<p>122:10 264:3 <b>operates</b> 109:13 <b>operating</b> 74:3 302:19 <b>Operational</b> 37:17 100:11 217:21 237:19 299:7 <b>operations</b> 21:11 23:19 25:3, 4 36:14 74:12 79:5 103:6 105:12, 16 106:6 107:1 109:16, 19 231:1 <b>operator</b> 87:9 <b>operators</b> 76:7 <b>opinion</b> 31:18 133:16 136:5 224:17 225:4, 8, 17 226:1 234:20 295:20 <b>opinions</b> 136:5 <b>opportunities</b> 27:4 31:12 62:4 154:21 155:15 156:14 157:9 158:6, 8 159:1 169:14, 16 199:7, 14 204:13 239:13 241:11 242:2 245:19 252:6 253:4 257:5, 14, 16, 21 266:3 269:5 278:7, 12, 13 <b>opportunity</b> 17:8 31:16 76:4 78:10 156:10 171:15 188:11 200:19 203:15 207:17 246:4 248:15 250:5 252:13 253:19 265:12 266:17 268:12 270:6 272:1, 18</p>	<p>273:7 287:20 299:21 <b>opposed</b> 12:13 13:1 139:2 <b>opt</b> 169:1 <b>option</b> 31:21 47:5 48:13 122:19 140:13 143:17 151:17 158:3 <b>options</b> 77:13 113:14 115:10 116:20 117:13, 18 119:2, 13, 16, 21 120:6, 11, 20 121:3, 12 123:1, 7, 9 126:18 127:2 143:16, 21 197:15 205:2 268:16 283:4 <b>Order</b> 3:2, 5, 7 5:3, 18 10:12 28:17 39:14 57:21 84:14 92:7 116:12 123:8 133:13 135:2 142:11 144:13 147:5 187:1 243:2 295:19 <b>ordered</b> 82:13 <b>ordinarily</b> 293:19 <b>organization</b> 247:10 294:13 <b>Organizational</b> 114:6 196:1 <b>Organizations</b> 52:20 295:1 <b>organize</b> 102:1 <b>organized</b> 197:19 <b>organizing</b> 101:4 <b>original</b> 145:9 146:2 157:16, 20 158:12 185:7</p>
--	---	--	--	---

<p><b>originally</b> 145:5 227:20  <b>OSHA</b> 269:21 278:1  <b>Ottawa</b> 49:5  <b>outbreak</b> 49:4  <b>outbursts</b> 54:18  <b>outcome</b> 305:11  <b>outlined</b> 126:17 218:11  <b>outlining</b> 206:1  <b>outright</b> 46:3  <b>outs</b> 78:2 100:10, 19 110:18  <b>outside</b> 35:4 51:16 55:4 84:12 164:15 182:8  <b>outstanding</b> 94:21 212:19 229:1  <b>overall</b> 98:13 157:8 190:21 207:8 231:1  <b>overarching</b> 299:3  <b>overly</b> 135:17  <b>overseas</b> 51:15  <b>oversight</b> 161:21  <b>overstatement</b> 228:16  <b>overtime</b> 76:9  <b>overview</b> 238:12  <b>Overwhelmed</b> 30:7  <b>overwhelmingly</b> 135:16  <b>Owings</b> 13:18 263:16  <b>owner</b> 43:9</p> <p>&lt; P &gt;  <b>p.m</b> 27:15 33:20 59:11 104:15 107:14 110:3 304:12  <b>pace</b> 30:19</p>	<p><b>page</b> 125:16 126:17 128:15 142:7, 17 159:15, 16 161:1, 12, 13 197:1 199:21 200:2, 8  <b>paid</b> 40:8 52:12 108:1 178:16  <b>painful</b> 234:1  <b>pandemic</b> 36:6, 19 37:19 42:1, 12 53:2 66:5 72:5 112:8 189:7 243:3  <b>pandemic-related</b> 73:15  <b>paradigm</b> 100:11 206:10  <b>para-educator</b> 41:18  <b>para-educators</b> 39:7 42:4 151:14 251:18 272:11  <b>paras</b> 66:3 123:16 155:7 174:6, 7  <b>pardon</b> 208:18  <b>parent</b> 49:18 54:6 63:7 88:15 103:8 111:4 133:11  <b>parents</b> 46:8 48:7 50:1, 6 51:6 52:11 59:3 63:6 65:8, 20 90:21 91:15 94:6 103:19, 20 104:3 108:17 109:2 111:12 139:5, 7 216:5, 14 258:18 267:17  <b>Paris</b> 60:5  <b>Park</b> 11:13 13:20 110:2 204:5 215:2</p>	<p><b>part</b> 7:3 13:13 33:11 71:18 80:9 81:14 82:5 88:16 97:13 203:17 211:18 217:21 242:16 247:3 250:18 283:7 294:13  <b>participate</b> 34:3 80:10 83:13 151:17 152:13, 16 153:11 154:20 155:12 245:8, 12, 19 253:5 254:15  <b>participated</b> 264:4 265:6  <b>participates</b> 99:9  <b>participating</b> 9:18 244:3 245:21 256:10 261:7 262:18 283:16  <b>participation</b> 29:10 266:2 286:1  <b>particular</b> 13:5 63:14 110:16, 20 157:21 159:7 189:11 213:5  <b>Particularly</b> 112:18 213:2 245:8 285:17  <b>parties</b> 305:10  <b>partner</b> 77:12 245:3 256:20 285:2  <b>partnering</b> 76:20 257:3 262:21  <b>partners</b> 81:4 204:10 241:21 242:4 243:12 257:11 270:7  <b>partnership</b> 73:11 79:1</p>	<p>241:20 243:17 244:11  <b>Partnerships</b> 265:20 270:5  <b>parts</b> 237:7  <b>pass</b> 61:19 252:10 296:13  <b>passed</b> 96:4 105:4 228:14 244:8  <b>passes</b> 155:5 177:8 184:14 248:8  <b>passing</b> 62:6  <b>passion</b> 12:21 29:21  <b>passionate</b> 112:7  <b>Pasteur</b> 2:12 8:5 71:1, 2 149:10 165:19, 20 166:10, 11 173:21 174:1 178:8 184:4, 5 194:8, 9 205:13, 14 223:11, 12 275:5, 6 276:19 278:3 289:16, 17 293:2, 4 296:18 301:1, 2 303:20, 21  <b>Pasteur's</b> 181:8 188:16  <b>pastries</b> 260:4  <b>path</b> 256:7  <b>paths</b> 186:9 238:17  <b>Pathway</b> 240:7 252:4  <b>pathways</b> 240:18 248:20 254:6 256:3 258:1 261:20 263:13 268:7 272:18 273:1  <b>patience</b> 31:3  <b>Patillo</b> 71:12 86:1 112:12  <b>patterns</b> 16:2 110:20 293:20</p>	<p><b>Paul</b> 1:21 305:4, 16  <b>pay</b> 30:21 37:8 39:21 40:2, 8, 13 52:10 86:9 87:1 125:18 153:14 175:10 211:13 226:8 227:10 258:15, 21  <b>payables</b> 228:17  <b>paycheck</b> 136:21  <b>paying</b> 37:10 38:10 123:16 248:5  <b>payroll</b> 200:15 201:3, 6 202:2 211:8, 9, 12, 21 212:11 214:2 215:21 226:5, 12  <b>PBC</b> 134:9  <b>PD</b> 40:11 123:13 136:4 137:10, 11 152:9, 11 157:18, 19 158:1, 6, 11, 15, 17 159:2, 3, 8 162:1 163:4, 10, 13, 17 168:4, 11 173:10 175:17  <b>PDL</b> 146:3  <b>PE</b> 47:9 253:10  <b>Peace</b> 58:20  <b>peak</b> 107:12  <b>peer</b> 249:15  <b>peers</b> 53:18 272:15  <b>pending</b> 147:19  <b>people</b> 34:12, 14 46:14 47:5 51:7, 12, 16 54:3 88:5 105:7, 19 106:7, 8 108:10, 12, 13, 15 136:9 170:6 174:10 178:9 181:12 190:13</p>
--	---	--	---	---

212:16 277:19 293:11 299:15 <b>Peoples</b> 168:19 <b>percent</b> 48:2 49:3, 6 52:3 62:14 76:13 81:9 137:2 244:14 248:3 261:8 264:14, 16 270:21 281:20 <b>percentage</b> 261:6 <b>perfect</b> 50:16 <b>perform</b> 86:18 <b>performance</b> 9:2 53:6 <b>performed</b> 55:9 232:20 <b>performing</b> 87:10 <b>period</b> 65:3 178:12 189:15 <b>periods</b> 268:4 <b>permanent</b> 40:16 76:12 <b>permission</b> 35:17 <b>permitted</b> 28:3 <b>person</b> 27:13 29:16 34:13 42:18 49:18 111:3 131:6 133:7 139:6 174:15 233:18 282:13 <b>personal</b> 11:2 28:15 31:18 34:11 41:7 43:4 72:18, 19 203:16 <b>personalized</b> 243:1 <b>personally</b> 185:14 213:13 <b>Personnel</b> 3:9 9:4 17:12, 17 18:6 44:20	<b>perspective</b> 14:7 120:11 139:4 299:19 <b>perspectives</b> 113:21 <b>pertaining</b> 160:19 <b>pertains</b> 160:16 <b>Pharoan</b> 3:14, 20 32:7, 8, 12, 15 33:2 56:15, 16 67:21 68:3, 6, 10 <b>phase</b> 280:20 <b>phased</b> 237:14 <b>philosophy</b> 44:18 <b>phone</b> 30:16 109:20, 21 111:3 <b>phones</b> 106:9 <b>phonetic</b> 64:3 <b>physical</b> 75:19 204:12 <b>physically</b> 55:12 69:11, 18 <b>PIA</b> 88:14 89:5 <b>pick</b> 259:11 <b>picked</b> 102:11 258:18 <b>picking</b> 63:2 64:18 <b>picture</b> 93:2 297:20 <b>pie</b> 61:11 <b>piece</b> 206:8 <b>pieces</b> 101:16 299:7 <b>Pikesville</b> 259:8 <b>pilgrims</b> 61:9 <b>pilot</b> 269:13, 17 <b>pilot's</b> 263:5 <b>Pine</b> 23:9 <b>pink</b> 294:7 <b>pipeline</b> 75:13 <b>place</b> 37:7 53:9 55:19 81:13 82:10 92:1 115:8 128:17 167:15	174:21 218:4 230:19 250:2 258:19 <b>placed</b> 46:19 271:6 <b>placement</b> 186:16 241:4 243:13, 15, 18 252:8, 12 259:7 <b>plan</b> 65:21 72:10 90:12 103:19 104:3 107:15 110:19 111:14 202:19 204:21 230:19, 20 231:4 233:19 240:6 257:6 261:14, 17 263:21 <b>plane</b> 269:9 <b>planned</b> 122:13, 20 129:21 151:20 186:20 <b>planning</b> 39:14 181:14 231:1 249:5 255:12, 17 <b>plans</b> 46:21 231:4, 9 248:11 266:19 <b>plates</b> 30:10 <b>play</b> 136:20 <b>played</b> 32:16 <b>players</b> 49:8 <b>playing</b> 32:9 164:6 246:20 <b>plays</b> 174:20 <b>PLCW</b> 259:11, 14 <b>PLD</b> 146:3 175:21 176:2, 17 177:3, 9, 11 <b>please</b> 7:9 10:14 19:18 21:21 25:19 28:20 31:15, 19 48:20 50:9, 13, 17 53:6 61:5 70:5 71:12 72:21 88:18	111:19 113:15 114:21 115:13 116:1 117:3, 10 119:4, 15 146:19 150:2 154:5, 11, 15 156:20 165:2 167:16 168:9 172:2 173:5 178:1 179:10 181:2 193:12 195:14 196:19 197:12, 18 198:7 199:2, 15 200:13 202:6 203:8 222:15 240:14 241:1, 18 243:21 245:14 249:21 251:14 256:15 258:2 260:5 261:10 262:8 263:9 264:8, 21 266:9 272:19 273:5 286:13, 15 289:1 291:15, 20 296:2, 9 298:11 300:6, 7 302:7 303:7 <b>pleased</b> 203:11 238:12 256:20 258:13 260:6 261:8 262:3, 9 264:9, 12 265:4, 14 <b>pleasure</b> 238:19 240:2 251:11 256:1 282:10 <b>Pledge</b> 3:3 5:6, 11 <b>plentiful</b> 246:11 <b>plenty</b> 188:3 <b>plug</b> 131:4 <b>plumbing</b> 268:9 269:20 270:7 <b>plus</b> 98:16	132:2 <b>Plymouth</b> 59:20 <b>pockets</b> 258:16 <b>point</b> 42:11 71:16 91:8 104:21 117:1 125:8 141:16 144:13 145:11, 12 147:5 164:16 179:1 181:8 186:15 191:18 192:5 216:18 220:1, 12 221:6 232:4 236:8 237:8 293:4 298:14 <b>pointed</b> 100:6 127:5 <b>points</b> 143:3 178:13 248:13 <b>Police</b> 79:2 <b>Policies</b> 3:11 4:3 24:15, 16, 20 25:7, 13 60:17 67:10 103:20 104:2 231:11 <b>policy</b> 24:17, 21 25:2, 3, 6, 12 28:7 48:20 67:5, 21 68:3, 4, 6, 8, 9 113:16 115:5 <b>political</b> 60:15 <b>politics</b> 277:12 <b>poll</b> 139:10 <b>polled</b> 135:21 <b>polling</b> 139:21 <b>Polytechnic</b> 247:7 <b>pool</b> 41:8 101:16 <b>pools</b> 39:7 41:11 <b>population</b> 157:7 168:12 250:19 276:3 <b>populations</b> 250:13 266:4
---	---	--	--	--

<p>284:4  <b>portal</b> 79:7  <b>portion</b> 27:11  71:14 88:5  246:21  <b>position</b> 40:18  140:20 218:19  233:16  <b>positions</b> 30:4  74:6 270:21  <b>positive</b> 48:18  49:5, 7 76:21  190:15 216:19  249:6 275:1  <b>possibility</b>  123:15 143:4  <b>possible</b> 34:17  36:18 90:9  125:16 140:9  141:9 192:21  201:9 236:9  251:20  <b>possibly</b> 111:15  130:16 193:1  <b>post</b> 136:3  142:10, 18  147:21 148:2  164:11 166:15  167:1, 2 175:2  177:2, 12, 13  178:19 187:18  188:4 189:6  204:8 231:5, 12  245:10 266:18  <b>posted</b> 39:1, 4  117:21 118:6  <b>post-Labor</b>  117:14 118:4, 9,  10 120:2  135:11 137:7,  12 144:17  148:14, 18  149:5 169:3  176:16, 17  182:7 186:6, 14  189:20 190:5  192:10 260:12  <b>postpone</b> 55:18  286:5 288:9, 14</p>	<p><b>postsecondary</b>  248:10  <b>potential</b> 17:2  252:4 253:21  254:6  <b>potentially</b>  158:13 243:20  <b>poverty</b> 52:9  <b>Powell</b> 238:21  239:4, 8, 11  240:5 251:12,  13 256:5  266:11 280:21  285:13  <b>Power</b> 71:16  <b>practice</b> 27:17  29:11 96:17  243:2  <b>practiced</b> 170:2  <b>practices</b> 16:3  28:7 53:5  228:5 229:17  <b>praise</b> 282:3  <b>praised</b> 58:11  <b>PRC</b> 56:21  57:2  <b>pre</b> 120:2  135:10 142:10,  17 144:16, 17  147:21 148:2,  14, 17 149:5  164:11 166:15,  21 167:2 169:2  173:13 176:16  177:2, 11, 13  178:19 182:6  188:3  <b>preceding</b>  118:20  <b>precious</b> 129:1  <b>precludes</b> 78:6  <b>pre-COVID</b>  274:12  <b>predates</b> 41:21  42:1  <b>predict</b> 90:15  <b>predictable</b>  52:19 56:6  <b>predominantly</b>  136:18</p>	<p><b>preemployment</b>  75:14, 16  <b>preference</b> 75:2  190:6  <b>preferences</b>  140:2  <b>pre-Labor</b>  117:14 118:4, 7  135:18 136:2,  19 137:3  144:11 145:3, 5,  21 146:13  173:8, 14  175:20 176:16  184:16 189:7  191:1, 13  194:20 260:11  <b>Preliminary</b>  242:6  <b>prep</b> 65:2, 11  193:2 242:18  <b>preparation</b>  128:17 129:4  136:20 203:12  <b>prepare</b> 36:10  53:5 65:6  207:20 239:19  242:11, 17, 20  247:12 256:13  <b>prepared</b> 187:2  192:20 193:7  271:13  <b>preparedness</b>  247:4  <b>preparing</b> 32:1  61:17 62:2  192:17 240:9  250:6, 9 256:7  <b>prescribed</b>  121:4  <b>present</b> 37:11  58:21 69:11, 18  71:14 92:14  113:5 224:21  273:7 284:19  <b>presentation</b>  85:8, 17 88:8,  12 91:1 113:14  117:2 120:2  122:2 124:3, 10</p>	<p>129:7 136:15  147:6, 11, 13, 14  159:15 160:5,  11 195:16  205:15 215:19  217:11 234:11,  15 238:13  239:6 251:12  273:12 275:2  278:11 279:6  282:8 286:1  <b>presented</b> 8:17  9:16 18:6  21:15 25:8, 9  92:2 116:20  117:12 118:14  119:3, 14  120:20 121:9,  17 126:9  134:11 135:9  168:10 172:4  173:14 224:17  235:6, 8, 16  269:16  <b>presenting</b>  211:3 277:2  <b>preserve</b> 60:18  <b>preside</b> 41:13  <b>President</b> 60:13  114:15 153:7  <b>presidential</b>  60:1  <b>President's</b>  32:17  <b>pretrip</b> 82:5  <b>pretty</b> 138:1  172:18  <b>preventative</b>  79:20  <b>prevention</b>  47:12  <b>prevents</b> 43:15  <b>previous</b> 23:12  24:9 120:10  161:15 257:9  258:16  <b>previously</b> 97:9  119:3 280:15  <b>pride</b> 78:16</p>	<p>84:19  <b>prime</b> 189:15  <b>Prince</b> 23:13  <b>Principal</b>  238:19, 21  239:4, 11, 21  240:4 243:21  245:15 248:18  251:12 285:13  292:2 293:21  298:18  <b>principals</b> 66:3  90:21 91:16  94:4 104:9  111:13 114:2  140:1 158:10,  16 258:18  290:20 292:1,  14 293:6, 12  294:1, 3, 11, 17  295:6, 8 296:18  297:1, 12, 14, 18  298:6 299:20  <b>print</b> 44:3  271:1  <b>printers</b> 44:2  <b>prior</b> 6:9, 18  8:15 19:5  25:10 27:14  30:15 89:12  114:18 121:7  129:18 147:2  166:12 198:15  254:18  <b>priorities</b> 196:9  <b>prioritized</b>  91:18 201:12  <b>priority</b> 30:11  56:8 88:21  106:10  <b>private</b> 269:17  <b>privilege</b> 52:20  <b>privileges</b> 60:21  <b>proactive</b>  211:11  <b>probably</b> 156:8  232:3 292:20  <b>problem</b> 38:20  63:18 64:9  75:2 77:10</p>
--	---	---	---	--

126:19, 20  
 130:6 139:3  
 203:3 211:13,  
 17 212:5, 6  
 214:4  
**problems** 132:2  
 211:15  
**procedures**  
 48:6 228:18  
 231:11  
**PROCEEDINGS**  
 5:1 305:11  
**process** 27:20  
 75:14, 18 76:1  
 77:4 82:19  
 83:2, 6, 18  
 89:16 92:18  
 95:14 105:4  
 118:2 142:5  
 159:20 177:1, 8,  
 9 182:18  
 199:17 201:6  
 202:1 214:21  
 218:3 236:7  
 242:16 267:2  
 276:13 295:9  
**processed**  
 160:12  
**processes** 28:13  
 79:20 80:1  
 82:10  
**processing**  
 160:10 299:5  
**processional**  
 156:11  
**proclaimed** 60:2  
**produce** 251:15  
**produced** 253:8  
 269:21  
**producing**  
 270:3  
**product** 277:5  
**productive**  
 36:15  
**products** 43:19  
**profession**  
 11:14 30:1  
**professional**  
 11:20 31:11

57:4, 8 66:9  
 117:19 118:15,  
 19, 21 119:6, 19  
 120:5 121:1  
 128:8 132:17  
 135:12 148:4  
 149:6 151:7, 9,  
 11, 18, 21 152:1  
 153:1 154:18  
 155:10, 13  
 156:6, 9, 14  
 157:3, 6, 9, 13  
 159:17 161:2, 9,  
 14, 15, 18 162:4,  
 7, 10 163:2  
 166:19 167:10  
 169:13, 16  
 170:12 171:9,  
 13, 16 183:5  
 184:18 195:1  
 205:21 206:2  
 294:13  
**professions**  
 253:11  
**proficiency** 52:3  
**proficient** 52:4  
**profiles** 297:20  
**program** 93:11  
 241:4, 5 244:1  
 246:8, 10 247:3,  
 11 250:4, 15  
 252:8, 17, 18  
 253:7, 18 254:1,  
 8 263:7, 9  
 264:1 268:13,  
 20 269:1, 6, 13,  
 16 270:1, 8, 9,  
 11, 18, 19 271:5,  
 12, 14 272:1  
 274:8, 19 278:2,  
 20 279:18  
 280:1, 12, 14  
 281:7 282:10,  
 15 284:1, 9, 19  
 297:6  
**programmatic**  
 236:11  
**programming**  
 243:19

**programs** 28:7  
 42:8 237:2  
 239:13 240:6  
 241:6, 7, 12, 20  
 242:3 243:15  
 244:6 248:21  
 249:13, 16  
 251:21 252:6,  
 16 253:2  
 254:16 255:5  
 256:18 257:2,  
 15 258:7 260:5  
 261:11, 19  
 262:3, 12, 20  
 263:2, 13  
 265:17 266:13,  
 15 267:11, 15,  
 17 268:7, 8  
 269:20 271:20  
 272:5 273:2  
 275:2, 18 276:1,  
 5, 7 277:8  
 278:7 279:7, 10  
 280:17 281:2,  
 15 282:14  
 284:18 285:4  
**progress** 19:1  
 62:14, 15, 16  
 63:13, 15  
 112:17  
**project** 92:20  
 232:16 233:6  
 259:16 266:5  
 282:14  
**projected**  
 164:16 182:9  
**projectors** 44:6  
**prolonged** 54:9  
**promise** 11:8  
 240:13  
**promoted**  
 248:16  
**promotion** 8:21  
**promptly** 230:8  
**prompts** 197:15  
**promulgated**  
 60:12  
**proof** 45:17  
**proper** 28:9  
 295:18, 19

**properly** 6:15  
 154:12 222:2  
 227:20 228:8,  
 13 229:1, 7  
 295:14  
**property** 55:15  
**proposal** 76:1  
 118:14  
**proposals**  
 117:15  
**Proposed** 4:7  
 57:19 118:10,  
 12 123:7  
 148:18  
**pros** 140:2  
**ProServe**  
 270:18  
**ProStart** 263:7  
 268:9 279:21  
 280:3, 10, 11  
**protect** 37:6  
**protocols** 48:5  
**proud** 13:12,  
 14 35:14 43:8  
 73:9 239:11  
 245:15 246:15  
 247:16 265:19  
**provide** 19:4, 5,  
 12, 14 29:12  
 33:13 36:12, 17  
 39:15 40:16  
 62:4 67:15  
 75:3 78:8, 10  
 79:3 80:9  
 91:11 112:17  
 113:2 134:9  
 140:10 158:10  
 159:3 196:18  
 203:11, 14  
 215:4 226:13  
 235:2, 4 240:12,  
 17 243:4, 13  
 253:4 254:9  
 259:5, 20  
 266:17 267:12,  
 21 271:18, 21  
 272:17 281:19  
 283:20 297:2  
**provided** 19:8  
 29:8 115:3

122:8 155:15  
 156:14 196:3  
 207:19 211:8  
 227:6 234:17  
 235:1, 4 271:12  
 302:13  
**provides** 27:4  
 121:12  
**providing** 79:9  
 139:19 157:10  
 196:2 202:3  
 204:13 231:20  
 243:9 249:7  
 250:10 255:11  
 267:18  
**proving** 47:15  
**provision** 44:15  
**provisions**  
 115:4  
**prudent** 141:20  
**PSAT** 192:18  
 242:8 243:4, 7  
**PSAT8/9** 242:7  
**PTA** 114:10  
**PUBLIC** 1:8  
 3:12 4:3 10:21  
 11:6 18:21  
 19:9 23:13, 14  
 25:9 27:3, 11,  
 13 28:6, 11  
 29:5, 6, 10  
 32:20 35:16  
 37:16 38:13  
 51:1 53:4  
 56:18 67:5  
 71:21 77:21  
 78:11 85:15  
 92:12 114:20  
 115:17 117:7  
 121:14 196:4  
 200:1 210:1  
 217:6, 10 218:9,  
 20 224:16  
 225:2 301:18  
 302:4 305:4  
**publication** 9:15  
**publish** 180:1  
 196:21  
**publishes** 9:13

<p><b>Pulaski</b> 110:2  <b>pull</b> 232:14  <b>pulled</b> 275:17  <b>pumpkin</b> 61:11, 13  <b>punching</b> 55:3  <b>Purchasing</b> 75:21 97:4, 16  <b>purpose</b> 197:6  <b>purposes</b> 96:1 233:4 236:5  <b>pursuant</b> 8:19  <b>pursue</b> 239:16 252:2 272:16 277:11  <b>pursued</b> 269:11  <b>pursuing</b> 253:10  <b>pursuit</b> 11:4  <b>purview</b> 28:7  <b>push</b> 36:9 207:9  <b>pushback</b> 57:7  <b>pushed</b> 57:6  <b>pushing</b> 265:15  <b>put</b> 32:15 50:13 78:17 81:13 84:20 154:11 174:2 185:6 210:8 224:11 277:7 294:5, 7 299:11 303:4  <b>puts</b> 80:19 87:18 124:11  <b>putting</b> 37:6 188:14 292:17  <b>Pythagorean</b> 260:2</p> <p>&lt; Q &gt;  <b>Qualified</b> 244:15  <b>qualify</b> 283:6  <b>Qualifying</b> 242:9  <b>quarantine</b> 48:5, 17 62:13  <b>quarter</b> 62:11  <b>quarterly</b> 99:3  <b>quarters</b> 257:18</p>	<p><b>quasi-judicial</b> 68:18  <b>Queen</b> 10:6  <b>queried</b> 141:1  <b>query</b> 141:1 211:11  <b>question</b> 18:12, 16 46:21 81:10, 15 82:13 84:3 86:3 88:10 89:7 95:1 96:11 98:21 99:21 103:18 111:10, 17 124:14 125:15 126:13 129:11 131:13, 19 134:20 140:6, 7, 15 141:7 142:5 145:15 148:10 149:10 151:4 153:4 154:8, 15 155:21 156:2 157:16, 21 158:12, 19 159:13 160:1, 16, 19 162:21 166:11 167:6 170:10 171:1, 7, 20 172:21 173:3 175:14 176:21 179:7, 9 180:19 182:2 189:3, 4 197:13 206:20, 21 207:7 209:1 220:6, 14 231:18 232:8 234:7 235:18 281:18 282:5 283:4  <b>questionable</b> 216:20  <b>questions</b> 7:8 8:14 17:18, 20 18:1, 4 19:17 30:20 70:4 79:13, 16 80:10 84:16 85:4 94:16 98:12</p>	<p>99:13 104:20 112:3 124:4, 7 133:6 134:18 148:7, 8 151:2 153:18 160:13 164:19, 20 165:1 166:10 173:20 177:19 181:21 182:14 185:10 188:10 193:11 205:12 207:3 231:15, 17 234:5, 8 238:2 255:7 273:13 285:9 303:5  <b>quick</b> 31:8 98:12 172:11 246:8 280:10  <b>quickly</b> 94:16 111:11, 17 233:17 296:9  <b>quite</b> 96:20</p> <p>&lt; R &gt;  <b>race</b> 14:8 266:4 284:3  <b>radio</b> 92:16 109:5  <b>radios</b> 92:17 108:16 109:5  <b>radius</b> 75:1  <b>rain</b> 137:20  <b>Rainbow</b> 23:14  <b>raise</b> 36:9  <b>raising</b> 31:21 61:16, 18 62:17 72:13 250:8  <b>ran</b> 233:21  <b>Randallstown</b> 13:16, 18  <b>random</b> 82:18 83:19 94:18, 19  <b>randomly</b> 27:19  <b>range</b> 97:20 100:10  <b>ranging</b> 46:3  <b>ransom</b> 93:7</p>	<p><b>ransomware</b> 42:1, 20 53:2 88:18 89:12, 16  <b>rate</b> 49:6 108:1 189:17 197:8 227:10  <b>rates</b> 47:18 48:1, 2 226:8 252:10  <b>rationale</b> 197:17  <b>raw</b> 291:1 292:2, 6, 10, 18 295:4 296:15 298:7, 16, 17  <b>reach</b> 43:1  <b>read</b> 67:11 69:12, 13 150:11, 12, 17, 19 153:21 185:10 189:10 194:19  <b>reader</b> 24:15  <b>Readiness</b> 4:12 238:6, 13 239:2 240:6 241:3 248:20 249:20 250:1, 4, 6, 14 256:6 265:2  <b>reading</b> 52:4 64:7 259:21  <b>ready</b> 102:2 164:18 182:18 183:8 189:1 192:18 193:10 238:16 239:19 240:9, 18 241:8 243:17 256:3 275:17 294:8 300:5  <b>real</b> 51:17 53:11 92:3, 10 111:11 280:10  <b>realize</b> 46:16 77:20 105:7 127:18 169:10 175:11  <b>really</b> 13:14 14:11, 16 15:17 16:20 17:3 33:5 34:2, 3, 5</p>	<p>35:4 57:15, 17, 20 58:2, 7, 15 63:3 88:4 90:13 99:18 103:21 110:17 124:10 140:14 143:2 158:8 181:4 187:10 188:14, 20 191:6, 15 206:2, 12 211:3 213:20 215:18 231:20 233:11 256:8, 19 258:19 261:12, 15 262:13, 19 265:2, 11, 16 274:11 276:14 278:4 279:5 280:11 281:14, 15 282:9 286:11 292:12, 13 299:20  <b>realtime</b> 77:20 78:8  <b>reason</b> 41:2 112:12 127:3 150:10 152:7 190:6 192:10 294:6  <b>reasons</b> 8:20 74:1 96:16 168:21 186:6 191:12  <b>reassurance</b> 78:11  <b>rebuild</b> 226:12  <b>rebuilding</b> 212:3  <b>recalculated</b> 224:11  <b>recalculation</b> 227:11  <b>recall</b> 40:17 112:13  <b>receive</b> 27:5 37:7 42:19 74:21 75:4 76:7, 13 87:11 102:7 128:18</p>
--	---	--	---	--

135:18 136:2  
 141:2 163:4  
 202:17 216:4,  
 19 243:1 245:6  
 255:9 292:10  
 296:16, 20  
 297:4  
**received** 27:20  
 28:3 103:15  
 127:4 135:14,  
 15 136:3 137:5  
 196:12 200:14  
 201:4, 21  
 216:17, 18, 20  
 232:21 243:14  
 263:21  
**receives** 9:18  
**receiving**  
 202:21 247:20  
**recharge** 204:14  
**recite** 5:6  
**reclassifying**  
 235:19  
**Recognition**  
 3:5, 7 5:8  
 10:19 13:3  
 18:2 66:10  
 86:21 168:12  
 203:10 219:5  
 222:5  
**recognitions**  
 175:12  
**recognize** 9:17  
 11:18 12:20  
 17:5 77:19  
 86:17 87:2  
 163:7 167:9  
 168:3, 15, 16  
 170:15 183:3, 4  
 185:18  
**recognized**  
 86:10 129:15,  
 17 154:12  
 156:9 170:3  
 182:5 241:10  
**recognizes** 72:3  
 302:11  
**recognizing**  
 10:13 129:12,  
 17 173:9

184:16 185:15  
 194:21  
**recommend**  
 108:20 139:21  
 229:4 230:3, 13,  
 19 231:9  
**recommendation**  
 24:19 25:5, 12,  
 16 114:19  
 117:13 197:7,  
 14 198:11  
 210:8 217:9  
 237:12 291:6,  
 14 301:14  
**recommendation**  
**s** 196:3, 7, 9, 12,  
 17 197:5 198:2,  
 6, 9, 15, 20, 21  
 199:5, 11, 12, 13,  
 18, 20 217:20  
 218:19 237:13  
 287:9, 17  
 290:12  
**recommended**  
 97:15  
**recommends**  
 202:12  
**reconcile** 197:9  
**reconciled**  
 229:3, 7  
**reconciling**  
 228:9  
**reconditioning**  
 16:21  
**reconvening**  
 77:6  
**record** 232:3  
**recorded** 233:1  
**recording** 305:7  
**records** 83:1  
**recovered**  
 224:10  
**recovery**  
 211:18 231:4  
 233:19  
**recreate** 227:14  
**recruit** 33:16  
**recruiting**  
 248:14

**recruitment**  
 72:10 75:8, 9  
 135:3 265:3  
**redefining**  
 16:10  
**reduce** 81:7  
 131:17 278:15  
**reduced** 66:12  
 75:1 97:14  
 277:18  
**reducing**  
 122:20 129:21  
 132:9  
**reduction**  
 244:15 281:21  
**redundant**  
 177:10, 15  
**reengagement**  
 73:7  
**reexamine**  
 40:20  
**refer** 27:8  
**reference** 145:8  
**referencing**  
 159:15  
**referral** 76:4  
**referred** 89:5, 6  
 213:8  
**referring** 93:3  
**refinement**  
 199:8  
**reflect** 231:5, 10  
**reflected** 116:21  
**reframing** 16:21  
**regard** 92:5  
**regarding**  
 78:13 86:8  
 88:14 89:15  
 140:8 202:4  
 209:1  
**regardless**  
 47:18 49:8  
 253:6  
**regards** 36:1  
 112:3 160:13  
**region** 262:11,  
 14 279:9  
**registered**  
 27:12 28:3

**Registration**  
 27:13  
**registrations**  
 27:20 28:2  
**regular** 12:3  
 82:9 143:6, 14  
**regularly** 27:18  
 196:20  
**regulations**  
 230:17  
**regulators**  
 237:1  
**regulatory**  
 225:14  
**reiterate** 275:19  
**rejected** 198:6  
**relate** 9:8  
 28:11 229:9  
**related** 29:5  
 137:1 160:1, 3  
 171:8 198:9  
 199:20 200:1, 7,  
 17, 18 216:5  
 226:17 227:3,  
 17 228:6  
 229:18 230:11  
 232:16 234:21  
**relationship**  
 11:3 249:3  
 255:8  
**relationships**  
 16:18 170:4  
 249:6 269:3  
**relative** 140:20  
 218:19  
**release** 125:2  
 217:2 283:7  
**released** 37:18  
 283:9  
**releases** 119:8  
 122:11, 13  
 124:21  
**relentless** 13:11  
**relevant** 115:6  
 285:5  
**relief** 37:19  
**religion** 58:9,  
 10 163:6 170:1  
**religions** 185:16

**religious** 50:21  
 162:11, 16  
 185:19  
**rely** 44:12, 14,  
 16 98:9  
**remain** 48:14  
 174:4 208:1  
 285:4  
**remainder**  
 39:16  
**remaining**  
 66:15 76:10  
 118:11 200:20  
 208:6, 8, 20  
 248:5  
**remarks** 12:17  
 28:15, 20  
**remember**  
 112:6 207:14  
 208:18 212:7  
**remind** 28:14  
 229:11 273:14  
**remiss** 14:15  
**remodeling** 50:5  
**remote** 140:11,  
 20 141:10  
 263:4  
**removal** 9:1  
**removed** 75:17  
 230:2  
**rendered** 228:2  
**Rensselaer**  
 247:7  
**reoccurrence**  
 233:21  
**repair** 79:19  
**repaired** 35:2  
 82:2  
**repairs** 80:1  
**repeat** 6:13  
 181:6 202:7  
**rephrase** 290:17  
**replace** 82:8  
**replaced** 263:6,  
 8  
**replacing** 50:4  
**Report** 3:11  
 4:10, 11, 12  
 9:14 18:15  
 19:4 24:14, 18



<p>25:5 37:17 43:17 123:9 128:19 151:19 197:9 223:21 224:2 225:2 227:20 234:12, 16 236:1, 4, 13 238:6 243:15 286:19 288:10, 15 <b>Reported</b> 55:15 59:11 118:2 135:20 217:17 232:18 <b>reportedly</b> 54:18 <b>reporting</b> 55:11 233:4 <b>reports</b> 55:10 62:14 199:7 <b>repost</b> 182:21 <b>represent</b> 13:5, 12, 15 15:13 35:18 86:14 <b>representation</b> 14:1 294:12 <b>representative</b> 38:17 113:19 <b>representatives</b> 74:11 77:9 107:2 114:3, 4, 8 300:2 <b>represented</b> 262:2 274:5 <b>representing</b> 238:20, 21 239:1, 3 297:19 <b>represents</b> 71:20 <b>republic</b> 59:9 <b>request</b> 76:1 89:5 113:13 120:21 140:10 141:13 204:16 235:12 298:13 299:4 <b>requested</b> 117:16 119:5, 19 227:1</p>	<p><b>requesting</b> 88:15 298:15 <b>requests</b> 141:10 225:19 267:1, 5, 8 268:14, 18 298:20 <b>require</b> 78:2 126:9 212:12 242:15 <b>required</b> 38:5 48:8, 17 56:4 122:2 123:2 130:21 158:1 240:16 <b>requirement</b> 241:1 <b>requirements</b> 39:21 40:4 119:18 121:11, 18 <b>requires</b> 113:17 114:16 140:16 <b>requiring</b> 40:1 201:16 244:8 <b>rescinding</b> 61:7 <b>Research</b> 51:21 90:12 114:7 245:7 266:5 <b>researched</b> 201:13 <b>researching</b> 201:1 <b>resent</b> 150:14 <b>reserved</b> 246:12 <b>resign</b> 30:17 <b>resignation</b> 9:2 <b>Resignations</b> 17:21 18:18 30:5, 15 66:14, 19 <b>resilient</b> 13:10 45:8 53:16 <b>resolution</b> 10:18 28:13 201:14 <b>resolve</b> 201:7 <b>Resolved</b> 12:2, 8 200:19 201:4, 21 213:10</p>	<p><b>resolving</b> 201:1, 18 <b>resonated</b> 188:16 <b>resonates</b> 133:1 <b>resource</b> 38:8 41:3 290:21 <b>Resources</b> 75:10, 20 139:17 180:3 199:10 200:18 201:7 257:1 262:6 285:1, 3 <b>respect</b> 19:13 78:9 <b>respective</b> 203:4 <b>respond</b> 86:2 89:2 156:19 157:16 207:11 294:11 <b>responded</b> 213:16, 17 224:15 <b>Responding</b> 129:11 259:4 <b>response</b> 113:12 141:2 162:20 213:18 <b>responsibilities</b> 25:1 43:16 107:21 108:4 299:4 <b>responsibility</b> 67:6 104:2 <b>rest</b> 203:15 204:13 <b>restate</b> 8:13 126:13 150:4 182:17, 19 221:1, 12 222:1, 4 <b>restored</b> 88:20 89:1 284:7 <b>restrictions</b> 50:2 <b>result</b> 60:16 72:5 75:12 83:9 89:15 122:11 123:21 225:11, 18</p>	<p>226:3, 11 228:1 231:7 <b>resulted</b> 120:7 <b>results</b> 224:21 240:8 <b>resume</b> 54:2 256:15 <b>resumes</b> 271:16 <b>resurrected</b> 224:10 <b>retail</b> 40:3 <b>retain</b> 73:10 <b>retention</b> 72:10 75:9 76:14, 18 135:4 205:2 265:3 <b>rethink</b> 48:20 <b>retire</b> 87:20 <b>Retirement</b> 72:20 <b>Retirements</b> 17:19 18:18 30:5, 15 <b>retrieve</b> 90:9 91:10 <b>return</b> 16:10 40:7 73:8, 13 <b>returned</b> 198:11 199:7 <b>returning</b> 42:14 113:12 <b>retyping</b> 290:6 <b>reveal</b> 16:3 <b>reverberation</b> 296:1 <b>reversing</b> 123:12 <b>Review</b> 4:9 7:4 24:17 25:12 37:17 71:14, 18 77:4 81:7 97:14 115:7 195:11 196:4, 9, 11, 17 197:1, 4, 11 198:4, 8, 15, 16 199:15 200:2, 5, 6, 17, 20 202:12 214:1 218:18</p>	<p>235:21 236:14 265:13 <b>reviewed</b> 121:15, 21 198:2, 20 199:10, 18 230:8 <b>reviewing</b> 117:15 159:14 196:6 230:5 235:19 262:20 <b>reviews</b> 196:11 197:7 <b>revised</b> 8:16 113:13 117:18 <b>revisions</b> 198:13 <b>rice</b> 61:12 <b>rich</b> 241:3 <b>Richardson</b> 23:19 24:11 <b>rid</b> 152:17 <b>right</b> 8:16 14:21 15:5 19:10 31:5 34:12, 13 39:12 52:21 53:1, 21 58:3, 8 64:10 65:4 81:9 95:10 96:7 97:18 98:11 99:10 125:5, 8 126:3 138:14 143:19 144:2 152:9, 19 159:11 170:8 174:2 175:13 178:16 182:12 184:14 207:6 208:6, 14 210:19 212:3 214:21 219:14 233:10 234:8 236:7 238:3 277:10 278:6 281:5 287:21 291:12 301:11 303:3 <b>rights</b> 59:12, 17 60:20, 21</p>
--	---	---	---	--

<p><b>rigorous</b> 246:3 250:11 <b>rise</b> 260:9 <b>rising</b> 37:12 254:3 256:12 <b>risk</b> 230:11, 13 <b>River</b> 253:15, 16 <b>road</b> 82:8, 9 105:17 107:18 110:10 <b>roaming</b> 64:16 <b>roasted</b> 61:13 <b>robotics</b> 256:13 <b>robust</b> 188:13 244:11 <b>Rodney</b> 2:10 <b>role</b> 65:13 112:6 <b>rollcall</b> 5:20 7:9 19:18 21:20 25:18 70:5 153:20 154:4 165:2 182:18 183:8 193:12 222:15 286:12 288:21 291:15 300:6 303:7 <b>Romaine</b> 57:1, 5 <b>room</b> 55:7 57:12 <b>Roosevelt</b> 60:13 <b>rooted</b> 15:19 <b>roots</b> 60:17 <b>Rosh</b> 118:21 152:11 171:12 172:15 <b>Ross</b> 3:8 10:13, 14, 19, 20 11:2, 7, 12, 18 12:5, 14, 16, 18 17:11 29:21 <b>rough</b> 65:5 99:18 <b>round</b> 237:15 <b>route</b> 72:6 101:7 111:15 <b>routes</b> 73:18 74:5, 7, 18 75:1</p>	<p>86:20 100:19 101:16 103:11 108:5, 6 139:17 <b>routing</b> 74:10 78:7 93:5, 8, 14 107:3, 21 <b>Rowe</b> 2:13 7:10, 11 19:19, 20 22:1, 2 25:20, 21 52:8 70:6, 7 105:10, 11, 18 106:3, 11, 20 107:9, 15 108:10 109:12, 20 110:5, 11 111:2, 7 133:20, 21 134:13 147:5 149:19 150:8 151:1 154:4, 6 165:3, 4 167:13 168:7 169:6, 9 170:9 171:5 183:3, 9, 10 185:11, 12 186:11 193:13, 14 209:12, 13, 17 210:3, 10, 18, 21 219:16, 20 220:1, 7 222:16, 17 278:9, 10 286:7 289:2, 3 300:8, 9 303:8, 9 <b>Rule</b> 113:16 114:16 115:5 149:4 <b>rules</b> 103:21 104:2 <b>run</b> 40:5 82:5 180:14 186:15 253:14, 15 268:10 <b>runs</b> 85:13, 14, 21 87:5, 15, 16 <b>runway</b> 216:11 <b>ruptured</b> 56:3 <b>Russell</b> 2:8  &lt; S &gt;</p>	<p><b>Sabrina</b> 10:3 <b>sacrifice</b> 157:2 <b>sacrificing</b> 59:7 <b>sad</b> 207:15 <b>safe</b> 36:16 56:6, 11 62:20 76:21 205:5 <b>safely</b> 78:4 106:11 286:12 <b>safety</b> 43:4 77:4 78:9, 18, 21 79:3 81:11 85:1 90:14 93:3 94:15 96:16 111:12, 15 <b>salaried</b> 40:16 <b>salaries</b> 178:21 241:18 <b>salary</b> 76:12 <b>sample</b> 94:19 <b>Saroff</b> 4:1, 4 61:15, 16 67:8, 9 68:2, 5, 9 <b>Sarris</b> 213:16 214:4 224:2, 3 225:3 234:5 235:6 238:4 302:14 <b>sat</b> 190:10, 19 192:16, 19 242:13, 15, 17, 18 243:5 <b>Saturday</b> 58:1 <b>savings</b> 248:8 <b>saw</b> 65:1 206:20 213:18 233:13 253:10 <b>saying</b> 94:7 133:2 142:5 149:2 158:14 161:14 174:6 177:3 210:12 213:3 292:15 <b>says</b> 46:4 125:16 149:4 225:5 <b>schedule</b> 51:12, 14 52:19 53:10 95:6 143:11</p>	<p>144:11 181:9 195:10 247:18 266:21 268:18 283:11, 17 <b>scheduled</b> 27:18 71:15 99:1 118:19 119:8 124:21 161:15 208:11 <b>schedules</b> 52:12 216:7 266:21 267:7 <b>scheduling</b> 139:4 267:2 283:13 <b>scholars</b> 244:4 246:14 251:8, 11 <b>Scholarship</b> 242:8 254:10 <b>scholarships</b> 241:16 251:9 254:14 <b>Scholastic</b> 242:6, 12 <b>School</b> 4:8 10:1, 3, 4, 5, 6, 8 14:3 15:3, 7 23:10, 15 28:8 31:18 33:20 34:16, 20, 21 35:19 36:3, 16 38:21 40:15, 17, 21 41:5, 12, 19 42:14 43:12 44:7, 10 45:11 48:8, 10, 14, 19 49:20 50:16, 21 51:1, 20 52:5, 14 54:15, 21 55:1, 3, 7, 9, 14 56:1, 16, 19 61:20 63:8, 12 64:8, 21 72:3, 11 73:6, 13 74:13, 15 76:10, 11 77:3, 9 78:5, 9, 21 79:4 80:12 94:3 96:12 97:16, 21</p>	<p>101:9, 11, 12 102:9, 17 103:15 104:8 106:12 110:20 111:15 113:8 114:2, 18 115:17, 18 116:2, 4, 5, 7, 8, 9, 13 117:8, 10, 17, 21 118:3, 5, 8, 12 119:10, 17 120:18 121:6 122:5, 9, 12, 15, 21 123:2, 6, 15, 20 127:11, 13 128:16, 18 129:4, 21 130:2, 3, 11, 12, 13, 14, 21 131:1, 2, 18, 21 133:12 134:2 135:1, 5 137:15, 17 138:6, 8 139:21 143:6, 14, 21 146:1 152:15 158:10 159:2, 3 162:1 163:11, 13 164:4 167:11 168:5, 16 170:11, 15 173:11 174:15 175:2, 18, 20 176:7, 8, 12 178:6, 12, 13 181:12 182:9 183:6 184:16 185:17 187:4, 21 188:17 190:11 192:6, 7, 12 194:20 203:1 204:1, 4, 6, 9 208:4, 8 209:3, 14 215:2 222:8 225:13 226:1, 17 228:5, 7 230:1, 7, 13 231:1 238:20 239:1, 12, 15 240:15, 16 241:7, 14 242:6</p>
--	--	--	---	--

<p>244:2, 6, 9, 13, 19 245:6, 10, 13, 16, 18, 21 246:4, 15 247:8, 13 248:7, 12, 16 249:11 251:2, 6, 18 252:19 253:13, 14, 15 255:1, 3, 10, 13, 16 256:8, 14, 17, 21 257:4, 14, 17, 20 259:9, 10, 19 261:1, 7 262:2 263:14, 15, 16 265:16 266:14, 19 267:10 268:15, 18 269:2 272:12 274:6, 12, 18 275:14, 21 276:12, 14 279:10, 12, 19 281:20 283:1, 5, 6, 8, 17 284:6 290:20, 21 293:21 297:12 299:2, 16 <b>school-based</b> 64:14 123:10, 11 248:21 <b>schoolers</b> 189:21 <b>schoolhouse</b> 174:14 <b>Schools</b> 11:6 15:5 16:17 23:13, 14 30:3 35:16 36:16 37:4, 17 38:3 40:19 41:9 50:5 52:19 53:4, 20 54:1, 8, 10, 16 55:4, 14, 16 56:11, 19 63:1 65:13 71:21 77:17 91:3, 4 92:11 93:16 100:14, 15 101:7 102:5, 7, 14, 19, 20</p>	<p>108:3, 8, 14 109:2 110:17 116:12, 17, 19 117:7 119:7, 9 120:4 122:8, 14 123:11 130:2 131:15 139:1 149:8, 16 150:6, 20 151:19 154:2 155:5 157:17, 21 158:15, 18 161:3, 8 170:19 172:4 176:9 190:13 203:19 204:16 214:17 215:1, 11 225:3 245:9 249:13 250:2, 21 251:1, 2, 16 253:17 254:4 256:21 271:7 276:8 281:19 283:11 285:21 292:1 293:10 294:1 297:10 298:20, 21 299:1 <b>school's</b> 242:18 266:21 <b>school-wide</b> 250:21 <b>science</b> 53:20 252:18 253:8 260:1, 4 263:9 280:14 <b>scientific</b> 139:10 <b>scope</b> 95:8 229:11 <b>score</b> 192:19 <b>scores</b> 52:3 242:16 243:2 <b>Scott</b> 2:3 5:2, 3 6:6, 11 7:7 8:9, 10, 12 12:19 13:16 17:10, 15, 18, 20 18:1, 4, 10 19:16 20:18, 19, 21 21:13, 17, 19 22:21 23:1, 3</p>	<p>24:13 25:15 26:19, 20 27:1 29:19 32:6, 11, 14, 19 35:9 38:12 41:15 45:3 49:14 50:8, 12 52:8, 15 53:13 56:14 58:18 59:6 61:14 64:2 67:4, 20 68:16 69:1, 6, 8 70:1 71:5, 6, 8 79:12 85:3 88:9 94:12 99:12, 15 104:19 105:10 111:9 113:6 124:5 126:4 129:8, 10 131:11 133:3, 8, 17 134:14, 19 136:11 138:15 140:5 141:3, 6 142:3, 21 144:9, 12, 14, 19 145:14 146:7 147:3, 9, 14, 18 148:5 149:12, 20 150:1, 2, 17 152:6 153:3, 17 154:7, 10 155:20 156:1, 17, 18, 20 159:11, 19 160:7, 18 162:19 164:18 166:4, 5, 7 167:4, 14, 18 168:1 169:4, 8 170:9, 17, 20 172:8, 10, 20 173:5, 19 175:13 176:3, 14, 19 177:7, 13, 17, 20, 21 179:6, 11 180:18 181:2, 20 182:3, 13 184:10, 11, 13 185:2, 4 186:1 187:14,</p>	<p>16 188:8 189:5 190:7 191:4, 21 192:2 193:9 194:14, 15, 17 195:20 202:9 205:11 206:19 207:2 209:11 211:5 214:6, 8 215:16 218:21 219:3, 11, 18 220:3, 14, 21 221:10, 16, 21 222:12 223:17, 18, 20 231:16, 19 234:4 238:1, 11 239:9 273:11 274:1 275:4 276:18, 20 277:1 278:9 279:2 285:8 286:2, 9, 16 287:11, 19 288:11, 19 290:1, 2, 4 291:8, 18 293:1 294:5 295:10 296:8 298:9 299:10 300:4 301:7, 8, 10 302:1 303:3 304:5, 6, 8 <b>Scotts</b> 11:13 13:19 <b>screen</b> 53:18 <b>Scriven</b> 112:14 <b>seal</b> 305:12 <b>seamlessly</b> 44:6 <b>season</b> 30:6 55:17 272:3 <b>seasonal</b> 47:17 <b>Second</b> 6:10 12:11 18:9 21:17, 18 25:15 69:6, 7, 21 86:15 128:15 144:12 146:2 149:19 166:17 167:13 169:7 171:5 173:7, 8, 13 175:3</p>	<p>181:13 185:2, 3 219:14 222:11 226:15 229:11 230:10 280:5 286:8 288:16 291:6, 11, 12 301:14 302:6 <b>seconded</b> 6:12, 18 18:11 70:2 150:7 151:1 153:20 154:3 168:7 183:3 185:5 195:5 222:13 286:10 288:2 291:9 <b>seconds</b> 181:1, 2 <b>section</b> 113:20 <b>security</b> 258:10 <b>see</b> 8:13 19:1 28:21 42:18 47:1 49:18 57:3 67:12, 18, 19 85:8 91:10 93:16, 20 112:10 131:3, 7, 8 136:11 139:16, 18 140:3 141:9 143:11 146:8 150:9, 12, 19 170:11 178:8 185:7 187:17 203:9 205:12, 19 207:13 215:8 218:3 231:17 246:19 274:11 276:4 283:15 291:18 293:18, 19, 20 296:3 298:19 299:17 303:5 <b>seeing</b> 15:5 63:6 150:13 275:9 282:14 <b>seek</b> 113:19 <b>seen</b> 62:14 64:12 67:13, 17 274:21 <b>select</b> 254:4 263:3</p>
---	---	---	--	---

<p><b>selected</b> 9:21 27:19 29:6 95:4 <b>selection</b> 27:20 <b>selections</b> 255:15 <b>selflessly</b> 32:3 <b>selves</b> 16:20 <b>semester</b> 245:2 247:19 <b>Senate</b> 244:7 <b>Senators</b> 49:5 <b>send</b> 34:9 167:15 215:7 <b>senior</b> 21:10 23:19 74:9, 11 <b>seniors</b> 246:17 <b>sense</b> 14:9 73:15 131:16 132:7 147:20 157:11 167:3 179:14 187:2 <b>sensitive</b> 287:16, 18 <b>sent</b> 32:16, 21 46:9 88:12 134:2 149:21 167:20 295:12 <b>sentiments</b> 126:7 <b>separate</b> 159:21 221:4 234:20 235:1, 21 287:7 <b>September</b> 37:18 87:6 152:10 217:18 225:13 286:20 <b>sequence</b> 246:3 <b>series</b> 95:5 <b>serve</b> 31:15 65:13 117:1 <b>served</b> 5:9 10:20 23:11 24:3 <b>service</b> 11:13 12:7, 21 18:3 33:13 36:11 40:3 59:8 74:5, 7, 20 78:17</p>	<p>81:12, 21 82:7 83:7, 11 84:20 98:7 100:21 102:3 103:3 107:4, 14 110:21 212:10 264:7 <b>services</b> 21:11, 12 23:20, 21 24:2, 5, 6, 8, 10 35:15 62:9 75:3 139:18 224:10 228:2 232:20 262:16 <b>serving</b> 13:18 51:6 73:11 103:4 107:7 251:3 <b>ServSafe</b> 270:16 <b>Session</b> 4:5 8:19 9:9 12:3 68:13, 18 69:3, 15 <b>sessions</b> 206:17 297:10 <b>set</b> 42:9 52:12 55:13 110:20 115:18 186:17 190:20 197:4 224:7 228:3 229:9 241:7 <b>setting</b> 287:1 <b>seven</b> 9:6 13:17 33:20 201:5, 21 <b>severely</b> 48:7 <b>Sexton</b> 3:13 29:17, 18 153:7 <b>sexual</b> 55:8 <b>sexually</b> 55:21 64:17 <b>shape</b> 97:20 <b>share</b> 39:17 71:18 90:6 102:16 203:3 240:20 245:16 256:2, 20 257:1 258:13 260:6 262:4, 9 264:9,</p>	<p>12 265:4, 14 271:10 292:8 <b>shared</b> 200:16 215:2 218:12 272:7 291:2 292:7 <b>sharing</b> 203:18 204:20 <b>Sharon</b> 4:1, 4 61:15 67:7 68:1, 5, 9 <b>she'd</b> 288:6 <b>sheer</b> 278:11 <b>sheets</b> 226:7 <b>shift</b> 85:7, 9 86:5, 11, 13, 15 106:1, 15 206:10 <b>shifting</b> 191:10 <b>shifts</b> 74:13 76:8 86:18 106:17 <b>shocked</b> 259:13 <b>short</b> 33:4 39:20 54:16 74:1 134:12, 13 216:9 246:11 <b>shortage</b> 44:4 72:2, 11 75:7 78:1 <b>shortages</b> 37:3 73:16 <b>shortened</b> 124:17 <b>shoulders</b> 42:9 <b>show</b> 52:21 215:3 <b>showing</b> 15:6 38:10 206:10 <b>shown</b> 122:21 <b>shows</b> 51:21 196:5 245:7 <b>siblings</b> 59:4 <b>side</b> 236:11 276:1 <b>sides</b> 190:18 <b>sight</b> 180:16 <b>sign</b> 69:10, 17 73:15</p>	<p><b>significance</b> 180:5 186:7 <b>significant</b> 96:6 162:6 227:16 228:16 232:6, 9 233:14 248:7 281:9 <b>signing</b> 60:4 <b>sign-on</b> 76:5 <b>signs</b> 59:18 <b>silence</b> 5:8, 12 <b>similar</b> 30:13 47:18 152:7 157:1 302:14, 21 303:2 <b>simple</b> 240:9 298:5, 16 <b>simply</b> 30:11 95:1 133:10 <b>simulator</b> 269:16 <b>simultaneously</b> 102:2 156:15 246:5 <b>single</b> 30:11 170:1 236:6 <b>singularly</b> 287:14 <b>sit</b> 65:9 <b>site</b> 81:17 82:20 83:20 151:20 152:1 270:3 <b>sitting</b> 278:6 <b>situation</b> 88:16 110:11 <b>six</b> 96:5 102:11 104:14 110:3 250:15 251:4 <b>six-and-a-half</b> 116:10 122:7 <b>six-year</b> 255:17 257:6 <b>size</b> 97:5, 14, 18, 20 <b>skewed</b> 89:16 <b>skill</b> 264:10, 15</p>	<p><b>skills</b> 11:3 31:14 247:9 259:6, 16 264:7 <b>skip</b> 68:4 <b>skyrocketing</b> 48:2 <b>sleep</b> 47:10 75:19 <b>slide</b> 71:20 72:21 73:1 74:6 75:4 77:14 113:15 114:21 115:12 116:1 117:3, 9, 10, 19 118:13, 17 119:4, 15 120:9, 10, 12, 19 121:11, 12 124:15 129:20 143:18 164:2, 10, 13 195:16 196:5, 18, 21 197:12, 18, 20 198:7 199:2, 15 200:13 202:4, 7 203:4 205:5 214:9, 10 239:7 240:14 241:1, 18 245:13, 14 249:21 251:14 256:15 258:2 260:5 261:10 262:8 263:9 264:8, 21 266:9 272:19 273:5 279:7, 14 <b>slides</b> 119:13 276:16 <b>slight</b> 217:17 <b>slightly</b> 178:14 <b>slot</b> 283:12 <b>slowing</b> 18:18 <b>smack</b> 279:11 <b>small</b> 171:11 <b>smaller</b> 98:9 <b>smart</b> 44:7 <b>SmartFindExpre</b> <b>ss</b> 39:2 <b>smooth</b> 73:8 <b>snow</b> 138:1</p>
---	---	--	--	--

<p><b>social</b> 25:7 46:16 64:13 65:18 68:8 249:4 257:3 266:4 <b>social-emotional</b> 30:18 44:17 64:10 65:14 66:1, 4 <b>socially</b> 54:14 <b>society</b> 250:7 <b>software</b> 93:6, 8, 14 228:20 <b>solely</b> 198:8 <b>solution</b> 132:13, 14, 20 <b>solutions</b> 34:17 35:5 46:5 77:11 91:18 <b>solve</b> 41:10 63:18 77:10 126:19, 20 130:6 132:1 203:3 <b>somebody</b> 85:14 87:4, 19 100:17 110:7 213:14 <b>someone's</b> 213:2 <b>somewhat</b> 212:9 280:13 <b>son</b> 274:17 <b>soon</b> 18:20 <b>sophomore</b> 253:1 <b>sophomores</b> 243:8 <b>sorry</b> 6:3 26:3, 17 29:13 32:11 143:15, 20 149:12, 13 154:7, 10, 16 159:19 167:20 169:6 179:9 182:19 290:5 291:8 <b>sort</b> 188:18 <b>sounds</b> 65:5 188:2 222:12</p>	<p>292:19 <b>South</b> 51:10 <b>Southeast</b> 286:20 <b>southern</b> 47:19 <b>space</b> 12:20 14:7 17:5 <b>spaces</b> 16:19 <b>span</b> 95:20 96:13 <b>spare</b> 81:3, 4, 8, 12 97:14 <b>speak</b> 27:12, 16 28:4 29:13 34:1 38:19 50:9 63:20 84:12 93:1 152:4 168:8 169:7 188:11 212:20 270:10 271:9 281:12 286:10 293:6 296:4, 12 301:21 302:7 <b>speaker</b> 27:21 28:4 29:3 35:10 38:13 56:15 64:3, 5 67:7 <b>speakers</b> 27:17, 18 28:18 219:10 275:7 <b>speaking</b> 30:12 68:2, 7, 10 82:14 93:4 100:5 <b>speaks</b> 93:14 128:15 <b>spearheading</b> 233:18 <b>Special</b> 3:5, 7 10:12 23:9, 12 58:6 60:20 101:10 114:12 204:4 284:3 <b>Specialist</b> 21:9 23:6 <b>specific</b> 9:5 28:9 29:3 95:4 124:14 147:8</p>	<p>178:21 191:13 240:1 253:7 255:6 268:21 293:9 <b>specifically</b> 134:4 155:15 157:14 170:7 212:21 233:15 236:3 276:8 293:5 <b>specificity</b> 211:7 212:12 <b>spells</b> 117:6 <b>spend</b> 283:7 <b>spending</b> 96:4 178:5 232:5 235:19 <b>spent</b> 13:17 42:16 50:20 65:10 232:13 <b>spirit</b> 296:14 <b>spit</b> 55:12 <b>spoke</b> 152:5 175:3 275:13 296:9, 16 <b>spoken</b> 133:19 <b>sport</b> 55:17 <b>sports</b> 252:18 253:8 <b>spouses</b> 59:3 <b>spring</b> 73:9 105:1 197:11 242:14 245:1 <b>springtime</b> 93:13 <b>squeezing</b> 178:20 <b>SS</b> 305:2 <b>SSEA</b> 294:14 295:2 <b>stabbings</b> 64:21 <b>staff</b> 6:21 7:1 11:5 27:9 31:6 36:13, 21 38:9 39:9, 12 41:3 42:5 44:4, 19 55:10 64:14 66:2, 7, 8, 15 74:6, 12 76:13 77:1, 3 78:15,</p>	<p>18 81:17, 19 82:6, 21 83:16, 18, 20 86:10, 19 88:14, 18 102:1 103:2 104:13 105:16 106:5, 14, 15, 18, 21 107:10, 16, 19 109:6, 7, 19 110:3 123:10, 11, 17 124:18 125:18 128:18 135:4, 8 149:8, 17 150:6, 21 154:2 155:7 157:18, 21 158:3, 7, 17 168:5 170:16 171:13, 19 175:19 176:7, 10 183:6 184:19 187:11 195:3 200:16 202:14 203:12, 17 204:11, 13, 21 205:3 209:8 211:19 212:2, 10, 13 213:9, 20, 21 214:5 215:5, 21 216:2, 13 219:4 222:5 232:4 249:18 251:18 272:10, 11 293:18 296:20 302:13 <b>staffed</b> 37:4 40:21 54:16 <b>staffing</b> 30:4 37:3 38:20 40:21 64:9 73:16 109:14 290:20 297:4 <b>stages</b> 269:10 <b>stakeholder</b> 29:16 114:9 196:15 198:14 199:1, 3, 11 <b>stakeholders</b> 29:15 113:20 180:3 302:18</p>	<p><b>standalone</b> 127:2 <b>standardize</b> 97:7 <b>standardized</b> 97:12 192:16 <b>standards</b> 78:13 225:7 240:18 <b>stands</b> 8:17 39:3 <b>staring</b> 53:17 <b>start</b> 31:19 38:21 80:5 85:16 117:15 119:17 121:6 135:11, 18 137:13 169:3 178:12 180:9 186:15 189:8, 21 190:5 191:1, 13 192:10 195:16 206:17 215:11 225:11 252:21 260:11, 12 <b>started</b> 42:5 49:19 87:5 94:17 112:6 228:15 239:5 280:1 284:6 <b>starting</b> 48:15 60:17 72:14 83:21 100:12 117:1 185:14, 16, 17 246:1 <b>starts</b> 100:21 116:15 118:5, 7 134:2 136:2 186:6 248:10 <b>state</b> 6:15 11:10 13:11 36:1 46:17 59:13 72:20 96:13 115:15 119:18 121:10 141:14 142:1 186:8, 20, 21 187:8 190:19 209:6 225:14</p>
--	--	--	---	--

<p>236:9, 21                  244:10 261:6                  263:21 264:13, 15                  269:4, 15                  302:1 305:1, 5  <b>stated</b> 115:14                  153:9 197:5                  221:17 291:13  <b>statement</b>                  111:17 162:8                  224:12 225:5, 9                  227:12 232:17                  236:5 298:16  <b>statements</b>                  60:14 224:16                  225:6 226:19                  234:19  <b>state-required</b>                  123:3  <b>states</b> 47:19                  51:20 59:14  <b>status</b> 49:9                  93:5 113:3                  235:3 253:1                  257:19  <b>stay</b> 35:3                  42:15 47:3                  48:8, 15, 19                  53:17 179:2  <b>staying</b> 285:14  <b>steadfast</b> 174:4  <b>STEM</b> 262:19  <b>Stemmers</b>                  253:14, 15  <b>step</b> 172:16                  180:11  <b>steps</b> 81:7                  196:10 197:16                  200:21 201:15  <b>Steve</b> 56:21                  57:8  <b>stewed</b> 61:13  <b>stipulates</b> 80:11  <b>stolen</b> 55:6  <b>stood</b> 90:5  <b>stop</b> 49:2 79:5                  103:13 104:1, 6                  265:1  <b>stopping</b> 144:4</p>	<p><b>stops</b> 103:21                  108:8  <b>stories</b> 30:14  <b>storm</b> 36:4  <b>strategic</b>                  230:19, 20, 21                  237:19 240:6  <b>strategies</b> 65:16  <b>strategy</b> 233:18  <b>streamlined</b>                  75:17  <b>strengths</b>                  248:14  <b>stress</b> 30:7                  43:6  <b>stressful</b> 46:10  <b>stressors</b> 109:18  <b>strict</b> 230:16  <b>strike</b> 221:13  <b>strive</b> 271:21  <b>strong</b> 47:12                  249:1 253:12                  255:8 260:16                  267:10  <b>structures</b> 74:14  <b>struggle</b> 30:4  <b>Student</b> 2:14                  3:6 9:14, 18, 21                  28:9 29:3                  43:12 44:9, 21                  48:6, 21 54:6                  56:2, 4 65:1, 7,                  8, 11, 13 72:6                  73:7 77:2                  78:21 79:3                  93:3 102:9                  103:13 104:1                  114:7, 14                  115:19 116:6, 9,                  13 117:5                  119:11, 12                  120:11, 13, 14,                  15 121:20                  122:3, 4, 5, 6, 8,                  9, 13, 16, 17                  123:2, 3, 6                  124:2, 13, 15, 21                  128:12 130:1, 7                  137:1 168:11                  169:20 170:3</p>	<p>182:6 190:16                  192:8 246:13                  248:14, 21                  250:12, 19                  252:3 254:9                  255:6, 14                  258:15, 20                  259:8, 11                  260:21 267:1, 5,                  7 271:18                  272:17 277:9                  278:15 283:15                  284:2  <b>students</b> 9:17,                  20 11:5, 16, 19,                  20 13:1, 8, 21                  14:12 15:6, 12,                  13, 20 16:1, 13,                  19 30:1, 18                  31:15, 20 32:4                  36:10, 12, 14                  42:3, 8, 16 43:2                  44:10, 12, 20                  45:6, 13, 15, 17,                  20 46:11 48:19                  50:1 52:6 53:5                  54:21 55:11, 13,                  20 56:1, 18                  60:21 61:2, 19                  62:1, 3, 6, 9, 12,                  20 63:5 64:15,                  20 65:16, 17                  66:6, 18, 20                  74:14, 20 75:6                  77:1 78:4, 18                  83:7 85:2 94:7                  100:1 101:19                  102:10 104:7                  106:13 111:1,                  13 116:7, 8                  119:9, 10                  123:11 125:4                  128:7, 10, 18                  130:11, 14, 15,                  21 131:2, 18, 20,                  21 137:6                  139:20 141:19                  149:8, 17 150:6,                  20 154:2                  159:18 161:4, 8,</p>	<p>10 168:5 170:4,                  16 174:4 175:9,                  18 176:8, 10                  181:12 183:6                  184:19 186:9,                  18 187:1, 5, 6                  192:5, 11, 17                  195:2 202:16,                  17 204:12                  205:4 209:6, 21                  215:5 216:13                  238:15 239:18                  240:2, 17, 19                  241:3, 7, 13                  242:1, 11, 13, 17,                  19 243:9, 14, 16,                  19 244:9, 13, 15,                  16, 21 245:4, 5,                  7, 11, 17, 18, 21                  246:3, 7 248:1,                  5, 9, 10, 16, 19                  249:7, 9, 17, 20                  250:6, 15, 16                  251:3 252:1, 7,                  9, 12, 14, 20                  253:3, 5, 9, 10,                  19 254:14, 20                  255:1, 3, 12, 18,                  21 256:4, 7, 13,                  17 257:7, 10, 18                  258:1, 12, 18                  259:5, 18 261:7                  262:17 263:2, 4                  264:6 265:2, 6,                  11 266:16, 17                  267:9, 12, 14, 16                  268:1, 11, 13, 16                  269:1, 5, 7, 13,                  18 270:5, 10, 12,                  16, 20 271:3, 8,                  9, 14, 21 272:1,                  6, 9, 14, 21                  273:4 275:1                  278:13 280:14,                  17 281:9, 20                  282:1, 21 283:4                  284:10 285:5                  299:14</p>	<p><b>student's</b> 55:7                  88:16 93:21                  111:14 278:5  <b>studied</b> 57:2                  196:2  <b>studies</b> 257:3  <b>study</b> 135:6                  256:18 257:2,                  15 261:11, 20                  262:3, 20 263:2                  279:7  <b>stunted</b> 54:14  <b>sturdy</b> 36:17                  282:17  <b>style</b> 95:18                  97:5  <b>sub</b> 39:1, 3, 7,                  13 40:2, 18                  41:8, 11  <b>subbing</b> 41:9  <b>subject</b> 34:13  <b>submit</b> 29:6                  81:18 302:18  <b>submitted</b>                  121:16 139:13                  145:6 146:2, 14  <b>subs</b> 38:19                  40:8, 12, 16  <b>subsequent</b>                  203:20  <b>Substitute</b> 39:5                  40:1, 6 44:4                  74:8  <b>substitutions</b>                  28:4  <b>subtract</b> 87:15  <b>success</b> 11:20                  12:10 44:21                  240:19 241:8                  242:1 250:7                  251:10 276:11                  284:1  <b>successes</b>                  251:15, 16                  270:11 272:7  <b>successful</b>                  45:16, 17 51:18                  249:8 266:19  <b>suffered</b> 54:12                  55:5</p>
---	--	---	---	--

**sufficient** 62:15, 16  
**suggest** 284:16  
**suggested**  
 143:9 198:13  
 217:10  
**suggestion**  
 129:20  
**suggestions**  
 148:16  
**suite** 242:5  
**summarizes**  
 273:1  
**summary** 9:10  
 224:6 291:1  
 292:6, 10  
**summer** 47:20  
 105:1 108:5  
 175:3 178:10, 21 181:15  
 190:1 191:10  
 192:3, 9 207:9  
 246:1 261:2  
 265:4, 5 277:18  
**summertime**  
 181:11  
**Sunday** 138:5  
 267:19  
**Superintendent**  
 17:15 27:9  
 35:12 38:6  
 49:17 59:6  
 141:15 142:1  
 200:6 233:17  
 237:18 290:16, 19 293:18  
 298:14 299:5  
 301:17 302:3  
 303:2  
**superintendents**  
 141:13 293:7, 8  
  
**Superintendent's**  
 113:16 114:16  
 291:2 292:7, 11  
 294:18  
**supervisor**  
 21:11 23:19

**supervisors**  
 74:11, 12 103:6  
 107:2  
**supply** 73:16  
 96:19  
**Support** 21:12  
 23:21 24:1, 4, 6, 8 35:19 36:8  
 42:4 44:14, 17, 20 54:19 57:16  
 67:1 74:14  
 77:2, 13 95:7  
 178:3 179:12  
 181:18 188:3, 4  
 189:12 191:17  
 192:13 204:15  
 205:9 215:4  
 248:19 249:3  
 250:2, 11 252:5, 11 254:9 255:9  
 256:6 257:18, 20 258:6 260:9  
 266:16 271:14  
 272:4, 11, 14  
 273:8 281:15  
 284:16 299:4, 8  
**supported**  
 37:19, 20 186:5  
 189:6, 7 252:9  
 258:14  
**supporting**  
 38:7 73:7 79:4  
 103:4 154:18  
 157:10 189:20  
 197:18 255:20  
 298:13 299:13  
**supportive**  
 136:18 284:11  
**supports** 66:13  
 240:13 248:21  
**suppose** 87:3  
**supposed** 33:13  
 42:19 43:13  
 108:15 125:10  
 237:3  
**sure** 33:1  
 36:14 37:4  
 45:14 60:19  
 63:3 69:10  
 88:2 126:12

131:8 133:18  
 143:12 145:18  
 146:9 148:9  
 155:2 160:4  
 182:14 188:11  
 200:13 212:3  
 213:13 215:7, 11 220:12  
 224:20 230:6  
 233:20 234:3  
 238:15 259:4  
 261:21 267:15  
 285:4 293:3  
 294:3  
**surrounding**  
 224:8  
**survey** 135:19  
 136:9 187:13  
 290:19 294:20  
 298:17 299:7  
 301:18 302:3  
**surveys** 135:2  
 302:14, 18  
**survive** 52:6  
**sustain** 16:14  
**swap** 43:13  
**switched** 156:12  
**system** 28:8  
 34:16, 21 35:3, 20 36:3, 7 37:2, 5 38:1, 8 40:8, 10 41:12 45:21  
 51:20 56:17, 19  
 72:3 77:16, 19  
 87:20 91:3, 21  
 93:14 102:6  
 118:8 127:11  
 134:2 135:1, 5  
 155:16 176:8  
 181:13 186:12, 19 187:5 200:2  
 211:12 217:21  
 225:13 226:1, 10, 12, 18 228:5, 12, 15, 17 229:8, 13, 19 230:1, 7, 9, 13 231:1  
 241:13 250:4, 14, 21 265:16

281:19 297:16, 19, 21  
**systematically**  
 297:16  
**systems** 37:7  
 47:13 89:17  
 116:4 117:17  
 118:6 141:16  
 226:13 240:16  
**systemwide**  
 151:21 170:17, 19 173:11  
 176:11, 13  
 184:19, 21  
 195:2, 4 222:9  
  
 < T >  
**TABCO** 3:13  
 29:17 38:18  
 64:8 121:5  
 123:14, 17  
 153:7 200:16  
**table** 89:8  
 195:14  
**taillight** 82:4  
**take** 30:10  
 31:16 78:10  
 81:11 82:6, 10  
 84:19 88:2  
 103:7 105:13  
 106:16 130:7, 11 134:11  
 142:10 146:12  
 153:8 155:9  
 164:19, 21  
 165:1 172:11  
 180:14 181:16  
 187:21 188:7, 9  
 193:8, 11  
 202:16 214:5  
 229:10 238:17  
 242:13 243:9  
 244:13, 15, 17, 18, 21 245:5  
 259:14 267:5  
 277:16 278:17  
 281:21 282:1  
 283:9, 12  
 286:12 294:8  
 300:5 302:12

**Taken** 4:5  
 39:18 55:8  
 66:11 68:13  
 69:2, 15 81:20  
 83:11 119:11  
 121:3 226:20  
 277:17, 19  
**takeoff** 216:12  
**takes** 41:5  
 51:6 78:15  
 115:8 128:17  
**Talented** 114:11  
**talk** 41:19  
 58:14 62:8, 19  
 64:9 85:18  
 143:10 212:11  
 252:14 275:16  
 276:12 279:8  
 284:2 293:9  
**talked** 15:1  
 91:2, 5 233:15  
 266:13 276:9  
 280:21  
**talking** 50:20  
 128:14 276:6, 7  
**talks** 276:16  
 278:21  
**Tantleff** 302:13  
**tape** 32:9, 13, 17 33:5  
**targeted** 75:10  
**targeting** 95:11, 13, 16, 17  
**task** 30:11  
**tasked** 43:17  
 196:1, 15  
**taught** 47:9  
 63:12 244:20  
 277:20  
**Taylor** 3:16, 19  
 38:14, 16 53:14, 15 261:1  
**teach** 43:2  
 249:19  
**Teacher** 11:9,  
 10 14:4, 5 23:9,  
 12 38:16 40:6  
 44:13 45:19  
 46:11 64:7  
 120:8 121:4, 10,

<p>20 123:4, 8 124:13 125:6, 13 127:4 128:11, 14, 15 129:3 134:2 135:19 148:20 152:18, 20 153:14 169:12 193:1 213:8 <b>teachers</b> 11:5, 16 13:7, 9 14:3, 13, 18 16:11 31:6 35:6 41:4 42:3, 5 43:1, 6, 17 45:15 46:1, 8 50:1 51:5 53:21 54:16 55:11 62:11, 20 64:17 66:2, 8 91:16 121:2 123:10, 16 125:8, 9, 20 128:8, 9 129:2 131:19 132:1 133:12 135:4, 17 136:16, 18 137:3, 5, 6 143:7 144:1 151:7, 10 152:12 153:10 154:19 155:6, 18 159:8, 17 161:3, 8, 11 162:6 169:15 171:9 174:5, 6, 17 175:1, 9 178:10, 20 201:14, 16 209:18, 21 210:11 216:5 249:17 251:6, 17 252:14 266:6 268:12 272:11 <b>teacher's</b> 127:17 <b>teaching</b> 11:14, 21 15:19 21:10 23:8 62:2 64:12</p>	<p><b>Team</b> 32:4 33:11 35:15 49:3, 5 73:10 77:16 85:17 91:10 97:6 159:4 196:11 197:8 198:4, 8, 16 200:5, 19 201:2, 15, 17 202:17 203:7 205:2, 7 217:2 218:14 224:10, 14 238:18 239:3 260:17 282:12 299:6, 17 <b>TEAMS</b> 1:9 5:15 74:13 101:4 158:16 <b>Tech</b> 277:9 278:12 <b>Technical</b> 4:13 238:7 241:6 256:17 257:12 258:3 259:1 264:10, 14 <b>technician</b> 24:7 <b>technicians</b> 84:19 <b>technology</b> 41:20 42:6 78:6 79:4 89:10 90:13, 20 91:6 92:9 93:5 114:13 200:17 229:10, 13 230:12 258:7 262:13, 19 263:4, 13, 17 274:14 <b>teen</b> 189:17 <b>teens</b> 189:11 <b>televideo</b> 268:1 <b>tell</b> 63:7 87:19 108:15, 17 190:14 243:21 <b>telling</b> 125:19 <b>ten</b> 27:17 28:2 48:9 87:19</p>	<p>175:11 262:1 <b>tend</b> 217:8 <b>term</b> 39:20 74:2 86:5, 13 133:14 <b>terminated</b> 229:21 230:8 <b>Termination</b> 17:17 230:9 <b>terminology</b> 296:17 <b>terms</b> 76:6 92:14 93:3 96:11 102:14 120:12 171:10 181:14 186:9 201:10 212:5 217:3, 6 283:2 284:8 <b>terrific</b> 251:14 252:6, 16 253:1 267:17 272:9 <b>test</b> 48:15 49:6 105:4 242:9, 12 <b>testing</b> 48:6, 17 49:1, 4, 8, 9 75:19, 20 115:5 190:20 216:15 226:6 <b>tests</b> 192:15, 16, 21 242:7 <b>texts</b> 228:7 259:21 <b>Thank</b> 5:13 6:13 7:2, 5, 7 8:11, 12 12:16, 17, 18 13:1 17:4, 7, 10 18:10, 14, 15 19:3, 7, 11, 15, 16 20:20 21:1, 13, 19 23:2, 3 24:13 25:15 26:21 27:2 30:2 31:5 32:2, 6 33:1 35:9 38:6, 12 41:13, 15 45:3 49:10, 14 50:9, 14 52:16 53:11, 13</p>	<p>56:12, 14 58:18 59:5, 8 61:14 64:2 67:2, 4, 20, 21 69:1, 8 70:1 71:7, 8 79:12, 15 84:15 85:3 87:13 88:7, 8, 11 94:11, 12, 14 95:10 98:11 99:10, 15, 16 104:17, 18, 19 105:8, 10 111:7, 11 112:1 113:4, 6 124:5, 9 125:14 126:3, 4 129:6, 7, 8, 10 131:10, 12 133:2, 3, 5, 16, 17 134:13, 14, 16, 21 136:10, 14 138:14, 15, 17 139:11 140:4, 5, 8 142:2, 20 143:1, 2 144:7, 8 145:14 147:18 148:5, 13 150:8, 14, 19 152:6 153:1, 3, 16, 17 156:3, 16, 17, 21 158:4 159:6, 14 161:1 162:3, 17, 20 163:19, 21 164:17 166:4, 6 167:5, 8 168:2 169:3, 4 170:9 171:2 172:6, 7, 10, 19, 20 173:2, 17, 19 174:1 175:13 177:18 178:9 179:4, 6, 9, 11 180:17 181:4, 19, 20 182:3 183:1 184:12, 13 186:1, 3 187:9, 13, 14, 16 188:8, 12, 19, 21 189:5 190:6, 7 191:3, 4, 6, 21 192:2</p>	<p>193:7, 9 194:16 195:7, 8, 19 204:4 205:3, 8, 10, 11, 15 206:5, 18 207:2 209:9, 11 210:21 211:5 212:15 213:14, 19 214:5, 6, 8, 10 215:10, 13, 15, 16, 18 217:5 218:5, 17 222:3 223:19, 20 224:20 231:16, 19 234:2, 3, 4, 5, 6, 10 237:19 238:1, 3, 4 239:6, 8 240:4 243:8 244:3 247:20 248:17, 18 251:13 255:19 256:5 266:10, 11 273:6, 11, 17 274:1 275:2, 3, 4, 6 276:19, 20 277:1, 2 278:8, 9, 10 279:2 281:16, 17 282:2, 4, 7 284:15 285:6, 7, 8, 10, 12, 14, 15, 21 286:2 288:17, 18, 19 290:3, 4, 10 291:5 292:21 294:4 295:10 296:3, 10, 11 298:10, 12 299:10, 12 300:3, 4 301:9, 10, 13 302:9, 13 304:7, 8, 13 <b>thankful</b> 258:20 271:20 272:4 <b>thanks</b> 59:1, 2 98:19 99:12 150:16 178:2 182:12 191:20</p>
---	---	--	--	---



206:8 233:10 279:4 <b>Thanksgiving</b> 32:5 33:6 49:12 58:21 59:19 60:2, 3, 6, 9, 12 130:3 132:4 203:6, 13 205:5 207:21 237:4 272:4 273:9 <b>theme</b> 266:12 <b>themes</b> 294:19 295:6 <b>theorem</b> 260:2 <b>therefor</b> 11:21 <b>thin</b> 31:3 <b>thing</b> 31:5 45:12 129:19 138:7 150:4 170:8 177:4 189:10 214:16 260:19 281:4 283:19 294:4 <b>things</b> 16:5 100:20 107:20 136:21 142:7, 17 143:5 146:10 155:12 174:9 177:14 191:14 206:9, 12, 14 214:9 231:8 233:20 256:8, 12 259:20 273:19 275:10, 13 276:13 278:1 281:4 282:19 292:14 293:9, 13, 18, 21 <b>think</b> 14:15 16:7 33:14 34:20 35:4 44:3 45:8, 17 47:6 51:10 57:7, 18 58:15 63:21 80:8 85:10 86:3, 13 92:13 93:2 100:3 103:1, 17,	18 104:3 107:17 128:13 129:18 130:5 133:13, 14 141:20 147:7 149:3 155:1 157:11 167:6 168:14 169:9, 17 170:7 174:8 175:14, 15 179:13, 15, 21 182:21 187:19 188:16 189:20 190:1, 4 193:6 195:14 215:4 218:17 220:19 264:2 273:12 283:19 292:20 294:17 295:3, 7, 21 299:2, 12, 20 <b>thinking</b> 16:2, 21 175:5 191:19 216:14 295:8 <b>third</b> 61:20 86:15 132:19 279:21 280:20 <b>Thomas</b> 2:14 5:7 8:1, 2 20:10, 11 21:16 22:13, 14 25:14 26:13, 14 70:18, 19 99:14, 15 103:12 104:7, 17 127:15 129:9, 10 130:9 131:10, 13 136:13 138:16, 17 140:4 144:13, 14, 15 148:13 149:7, 11, 13, 16, 21 150:5, 14 152:3, 6 153:9, 18 154:1 155:21 156:3 157:1 158:12 162:19, 20 163:16, 19 165:15, 16 166:12 167:7, 8,	17, 20 168:3, 9 169:5 170:14, 18 171:3 173:3, 9, 18 175:16 176:3, 6, 14 182:4 183:2, 21 184:1 185:1, 5, 9 192:1, 2 194:4, 5 195:5 214:7, 8 215:6, 10 219:9, 14 222:3, 11, 13 223:7, 8 274:16 276:21 277:1 288:16 289:12, 13 299:11, 12 300:18, 19 303:18, 19 <b>thorough</b> 198:16 <b>thought</b> 16:7 143:15 147:5 148:15 157:12 174:19 189:2 206:20 220:8 229:16 230:20 296:8 <b>thousand</b> 76:15 244:21 <b>thousands</b> 36:12 248:8 <b>threatened</b> 55:1 <b>three</b> 10:3, 5 24:10 25:3 27:15 28:1 33:10 37:1, 9 45:6 50:20 52:11 59:11 61:8 64:19 80:12 96:15 99:2, 16 100:6 112:15 118:7 125:2 140:16 161:16 163:17 168:11 196:5 197:21 199:12 204:17, 20 219:4, 5 221:5, 7 222:5, 6 233:9 240:18	262:3 265:10 279:10, 19 284:10 285:19 297:18 <b>three-minute</b> 28:19 <b>thrive</b> 252:19 254:8 266:16 <b>Thursday</b> 60:11 204:18 219:6 221:8 222:6 <b>Tiberius</b> 246:16 247:16 <b>tied</b> 162:11, 14, 15 <b>tier</b> 101:13 <b>time</b> 10:14 12:16 14:17 28:20, 21 29:2 34:4 39:3, 13, 14, 16 40:13, 17 41:1, 13 49:11 51:6 52:18 53:3, 10 57:2 59:7, 14 65:11, 19 66:17 68:20 71:13, 16 73:2 79:10 81:21 84:16 89:15, 20 90:2, 5, 14, 17 91:9, 17 92:2, 3, 4, 10 95:8 100:2 102:21 106:1, 19 110:5 111:9, 16, 21 112:1 113:5 125:8 129:1, 3 132:3 141:1, 21 144:11 146:10, 16 150:13 158:11 159:12 169:18 172:14 178:5, 16 179:8 180:20, 21 181:6 186:17, 19, 20 187:3 189:10 192:18, 20 193:2 195:15 200:11	203:14, 19 211:4 212:12 213:8 214:15 215:3 218:21 219:3 226:7, 19 229:2 232:2 234:2, 7 240:2 246:12 247:10 268:17 273:20, 21 274:8, 9 276:18 279:1 283:8 287:16, 17 295:14 297:14 298:9 302:12 <b>timeframe</b> 27:21 115:2 139:9 216:9 <b>timekeeping</b> 226:10 <b>timeline</b> 197:6, 16 217:6 <b>timelines</b> 217:7, 9, 16 <b>timely</b> 34:1 78:6 230:2 <b>times</b> 30:9 33:10 62:13 89:9 107:13 189:15 203:8 205:8 217:3, 15 <b>timing</b> 91:7 217:18 <b>tired</b> 14:21 15:2, 4 292:12 <b>tireless</b> 203:10 <b>tirelessly</b> 13:7 31:3 39:9 214:3 <b>today</b> 14:19 35:21 36:21 57:3 83:3 100:18 274:21 277:2 <b>today's</b> 83:10 <b>told</b> 53:16 57:11 63:15 <b>tomorrow</b> 52:14 100:18 126:11 203:12
--	--	--	---	--

<p>207:4, 8, 20                  208:3 214:12                  220:13  <b>tomorrow's</b>                  216:6  <b>tone</b> 28:21  <b>tonight</b> 38:18                  62:21 67:11                  120:20 153:6                  224:21 231:14                  246:12 273:2                  275:21 276:5                  304:13  <b>Tonight's</b> 5:13                  6:3 25:8 27:14  <b>tools</b> 65:16                  212:4 255:17  <b>topic</b> 34:10                  94:15  <b>torn</b> 190:3  <b>total</b> 46:3                  125:3 197:21                  251:8  <b>touched</b> 100:3                  274:4  <b>tough</b> 190:3  <b>tourism</b> 262:17  <b>Towson</b> 279:11,                  15 281:5 282:2  <b>track</b> 91:7                  109:1 201:18  <b>tracked</b> 296:21  <b>tracking</b> 259:18  <b>Tracy</b> 64:3  <b>trades</b> 258:6  <b>traditional</b>                  263:8  <b>traditionally</b>                  140:18 189:6  <b>trailer</b> 264:3, 6  <b>trainers</b> 74:9  <b>training</b> 65:16                  74:11 240:10,                  11 241:11  <b>Transcribed</b>                  1:20  <b>transcription</b>                  305:7  <b>transfer</b> 89:18</p>	<p>247:6  <b>transition</b> 15:9  <b>transitioning</b>                  100:14  <b>transmission</b>                  49:2  <b>transparency</b>                  199:19  <b>transparent</b>                  218:3  <b>transport</b> 74:15                  77:1 78:4  <b>Transportation</b>                  4:6 6:8, 17                  8:14 33:21                  71:9 74:19                  77:7, 14, 16, 21                  78:2, 7, 12                  79:10 80:3                  89:14 91:19                  94:2 99:17, 20                  112:11, 15                  114:7 139:16                  202:6, 8  <b>Transportation's</b>                  78:15, 20  <b>transporting</b>                  73:6  <b>Trash</b> 55:13  <b>trauma</b> 15:6, 7  <b>travel</b> 152:15                  244:17  <b>treasurer</b> 35:16  <b>treated</b> 45:1                  57:14  <b>treating</b> 65:4  <b>treatment</b> 47:7                  55:6 56:4 61:7  <b>treatments</b>                  47:14  <b>Treaty</b> 60:5  <b>tremendous</b>                  78:16 84:19                  280:8  <b>trend</b> 19:10  <b>trick</b> 103:1                  107:17  <b>tried</b> 54:8, 10</p>	<p><b>triple</b> 30:14                  78:3 85:21  <b>tripling</b> 86:20                  101:21  <b>trips</b> 100:13                  101:8, 17 106:2,                  16  <b>troubleshoot</b>                  65:6  <b>truck</b> 256:10                  274:16  <b>true</b> 45:9 305:6  <b>truly</b> 31:21                  57:5 205:3                  251:17 254:17                  266:21 272:17                  299:17  <b>truncate</b> 195:15  <b>trust</b> 249:2  <b>trusted</b> 249:9  <b>truth</b> 47:3 57:9  <b>try</b> 89:6 97:7                  101:15 110:9                  135:3 178:9                  181:17 210:5                  214:3 292:13  <b>trying</b> 30:19                  46:12 51:1                  59:8 65:11                  99:19 102:1, 4                  108:7 124:16                  157:11 158:5,                  19 159:9                  170:11 175:2                  177:4 178:10                  180:7 279:4, 12                  280:9 293:2                  303:11  <b>Tuesday</b> 5:5                  88:13 137:15,                  18 295:17                  304:11  <b>tuition</b> 244:8,                  14, 16 281:20  <b>turkey</b> 61:10  <b>turn</b> 71:19                  77:18 79:11                  85:17 195:17                  200:11 239:4                  240:3 251:11</p>	<p><b>turned</b> 29:1, 2                  45:13 58:17  <b>turns</b> 54:2  <b>tutor</b> 48:10  <b>tutors</b> 52:10  <b>TV</b> 5:15  <b>tweaked</b> 175:6  <b>twice</b> 115:1                  199:10 238:3  <b>two</b> 15:8 21:8                  25:2 37:6 40:7,                  11, 14, 20 43:3                  46:13 47:1                  48:5 51:7                  52:11 54:12, 21                  58:9, 12 61:2, 3                  64:19 76:8, 13                  83:2, 3, 9, 20                  85:11, 12 86:12                  87:1, 6, 7 98:12                  101:10, 11                  117:13 118:9                  119:12, 13                  120:6, 10                  132:17 134:6,                  12, 13 138:20                  140:3 142:6, 13                  152:8, 10 163:3                  166:16, 21                  167:1 176:1                  178:13 185:8                  192:6 198:6, 19                  199:13 200:17                  203:5 231:21                  233:9 235:1                  252:16 257:18                  268:6 270:13                  275:7, 21 276:4                  278:17 279:12,                  16 281:3 283:4                  287:5, 17 288:7                  290:12 297:17  <b>two-dollar</b>                  72:12 85:18  <b>two-hour</b> 86:9  <b>two-way</b> 92:17  <b>Type</b> 80:12, 13,                  14, 15, 16, 19                  81:1 82:14, 15                  83:15 84:21</p>	<p>95:18 141:2                  155:13 171:11  <b>types</b> 151:17                  155:10 196:5  <b>typically</b> 83:17                  99:8 100:5                  101:3 104:14                    &lt; U &gt;  <b>Ubani</b> 9:21  <b>Uh-huh</b> 236:16  <b>ultimately</b> 47:6                  238:16  <b>unable</b> 44:8                  90:10 212:20  <b>unanimous</b>                  12:13 222:1  <b>unanimously</b>                  296:14 298:3  <b>unavailable</b>                  88:20  <b>uncomfortable</b>                  63:6  <b>unconsciously</b>                  16:4  <b>uncover</b> 16:15  <b>undergirth</b>                  206:2 294:2  <b>undergone</b>                  265:13  <b>underrepresente                  d</b> 250:12, 18  <b>underserved</b>                  250:12, 19  <b>understand</b>                  16:4 19:11                  124:17 126:12                  135:2 143:12                  145:17 159:7                  160:5, 11, 15                  162:4 177:5                  190:18 192:4                  210:3 231:21                  279:13 287:11  <b>understanding</b>                  87:1, 8 136:8                  144:21 145:19                  147:12 158:21                  160:14 198:18</p>
---	---	--	--	---

<p>213:16 284:21  <b>understood</b> 14:7  <b>underway</b> 82:19  <b>unexpected</b>                  124:1  <b>Unfilled</b> 30:4                  39:13  <b>Unfinished</b> 4:7  <b>unforeseen</b>                  123:21  <b>Unfortunately</b>                  102:11 186:13                  225:15  <b>unintended</b>                  155:2 159:10  <b>unintentionally</b>                  157:8  <b>union</b> 203:1                  204:9  <b>unions</b> 54:1                  211:2  <b>United</b> 51:20                  59:12, 14  <b>units</b> 114:4  <b>universities</b>                  242:14 244:11                  278:17 283:15  <b>University</b>                  281:5, 10, 19                  282:2  <b>unknown</b> 65:1  <b>unmitigated</b>                  15:8  <b>unmodified</b>                  225:4, 21  <b>unpaid</b> 59:7  <b>unpalatable</b>                  43:3  <b>unplanned</b>                  116:15  <b>unprecedented</b>                  36:5 46:2  <b>unreported</b> 63:4  <b>unsafe</b> 63:5  <b>unscheduled</b>                  122:10  <b>unusual</b> 16:9                  224:7, 13  <b>unvaccinated</b></p>	<p>49:1  <b>unveiled</b> 265:15  <b>upcoming</b>                  76:11 217:1  <b>Update</b> 4:6, 9,                  15 6:8, 17 7:3                  8:14 18:20                  71:9 91:12                  112:17 113:3                  195:11 202:8                  205:6 218:14                  230:13 231:9                  286:18 287:13                  288:5 290:8  <b>updated</b> 206:14                  280:2, 6  <b>updates</b> 77:21                  78:8 79:10                  104:9 200:7                  202:3 287:1, 7,                  10 290:8  <b>updating</b> 228:7  <b>uphold</b> 59:9  <b>uplifting</b> 273:19  <b>urgency</b> 14:9  <b>urgent</b> 56:9                  72:18  <b>urgently</b> 43:1  <b>usage</b> 227:4, 6  <b>use</b> 25:7 42:8                  44:8 55:16                  63:17 68:8                  92:5, 6 93:14                  95:16 108:20                  137:8, 13, 16                  140:19 142:8                  200:1 208:2, 17                  255:17, 20                  257:17, 20                  283:14  <b>useful</b> 188:20  <b>user</b> 196:16                  199:4 229:18                  230:1, 5  <b>usual</b> 16:9  <b>usually</b> 115:1                  151:15 284:21  <b>utilize</b> 28:12                  248:12</p>	<p><b>utilizing</b> 37:19                    &lt; V &gt;  <b>vacancies</b> 19:1                  41:11 66:16                  73:20 76:3                  85:19 87:17                  100:7, 8  <b>vacancy</b> 19:4  <b>vacation</b>                  226:17, 19                  227:4, 6  <b>vaccinated</b> 49:3,                  10  <b>vaccination</b>                  48:1 49:6, 8  <b>vaccines</b> 47:6                  49:2  <b>Val</b> 260:18  <b>valid</b> 174:20                  181:8  <b>value</b> 190:21                  241:12  <b>values</b> 59:9  <b>varies</b> 97:4  <b>variety</b> 98:6                  204:1 249:14                  255:5 267:8  <b>various</b> 74:1                  114:4 136:19                  185:15, 19                  190:12  <b>varsity</b> 55:18  <b>vax</b> 47:18  <b>vehicle</b> 81:10,                  11, 16  <b>vehicles</b> 98:4, 10  <b>vendor</b> 228:20  <b>verbal</b> 57:8  <b>verification</b>                  182:4  <b>verify</b> 227:5  <b>Verizon</b> 5:16  <b>Vermont</b> 47:21  <b>versa</b> 253:4                  269:7  <b>versions</b> 43:18  <b>versus</b> 128:11                  140:3</p>	<p><b>vested</b> 87:20  <b>vet</b> 295:15  <b>vetted</b> 90:2  <b>vetting</b> 89:14                  217:14 295:18  <b>Vice</b> 2:4 7:21                  20:9 22:12                  25:1 26:12                  29:19 67:6                  70:17 113:11                  154:7, 16                  155:14, 19                  156:18, 21                  158:4 159:6                  165:14 179:11                  183:20 189:5                  194:3 195:20                  223:6 239:9                  253:3 269:7                  286:14 287:4,                  15 288:17                  289:11 290:10                  291:5, 16 292:5                  296:10 300:17                  301:13 302:9                  303:17  <b>victory</b> 60:7, 10  <b>Vidal</b> 3:18                  49:15, 16 50:11,                  15 52:17  <b>video</b> 246:19, 20  <b>videos</b> 55:2  <b>view</b> 33:1                  34:11 96:12  <b>viewing</b> 169:15  <b>views</b> 27:5  <b>vigorously</b>                  224:15  <b>violence</b> 46:3                  63:1  <b>violent</b> 46:7, 9  <b>virtual</b> 15:9                  48:10 50:4                  73:4 141:17  <b>virtually</b> 139:6                  141:20 197:3                  246:16  <b>vision</b> 36:7                  72:18 250:8</p>	<p><b>visit</b> 51:14                  268:12 270:3                  282:15  <b>visits</b> 203:1  <b>visual</b> 80:17                  131:6 272:20  <b>visualize</b> 101:6  <b>vocational</b>                  258:5  <b>voice</b> 246:13  <b>voices</b> 199:17  <b>volunteer</b> 215:9  <b>volunteered</b>                  106:16  <b>volunteering</b>                  214:17  <b>volunteers</b>                  203:18 204:1  <b>vote</b> 5:20 7:9                  19:18 21:20                  25:10, 19 68:21                  70:5 142:10, 17                  144:15 146:13,                  14, 15, 16                  148:14 153:20                  154:5, 8, 14                  160:4 164:19,                  21 165:2                  166:13 167:2                  182:19 183:8                  185:20 188:7, 9                  189:1 193:8, 10,                  12 219:17                  220:8 222:15                  286:13 288:21                  291:15 294:8                  300:5, 6 303:7  <b>voted</b> 127:15                  135:5 194:20  <b>voting</b> 5:19                  59:17 145:20                  146:12, 18                  188:4                    &lt; W &gt;  <b>wage</b> 37:10                  38:11 72:14                  241:17  <b>wages</b> 37:6, 12</p>
--	---	---	--	--

<p><b>wait</b> 134:17 298:4</p> <p><b>waiting</b> 211:14 213:13 236:21 260:14</p> <p><b>waived</b> 96:21</p> <p><b>walk</b> 65:8</p> <p><b>walker</b> 75:1</p> <p><b>wall</b> 260:3</p> <p><b>want</b> 8:13 31:10 41:19 45:12 48:4 59:5 63:8 69:12 84:17 86:1 87:14 94:14 104:4, 5 112:4, 9, 11, 18, 21 113:4 133:10, 17 141:16 143:1, 13 145:18 146:11, 13, 20 148:11 152:13 153:11 155:1, 6, 8 157:2, 20 164:21 171:7 172:10 175:10, 15 178:4, 13, 17, 21 181:7 182:13 185:12, 13 188:9, 10 189:18 202:7 204:4 205:3, 14 212:3 213:7 216:3 219:12 220:12, 21 229:10 247:8, 17 267:15 275:6 277:5, 10, 11 292:2 293:4 294:14, 17 296:12 297:16, 19, 20 298:7 299:14, 15, 16</p> <p><b>wanted</b> 14:5 69:9 100:3 143:14 145:17, 20 146:7 154:17 162:3 163:20 170:20</p>	<p>171:2, 4, 18 178:2 179:13 181:5 182:3 186:3 187:17 191:18 211:6 214:15 216:10 218:8 226:2 231:13 278:2 279:8 282:19 283:19</p> <p><b>wanting</b> 220:3 299:19</p> <p><b>wants</b> 35:1 288:7 294:16</p> <p><b>War</b> 60:10</p> <p><b>warn</b> 54:8, 10</p> <p><b>Washington's</b> 60:7</p> <p><b>watch</b> 282:10</p> <p><b>watching</b> 49:19 214:1</p> <p><b>water</b> 61:10</p> <p><b>wave</b> 66:18</p> <p><b>way</b> 32:16 35:6 38:9 47:16 57:12 61:9 65:2 80:2 86:14 91:2 109:12 130:16 137:9 138:2 169:11, 15 187:7 211:11 214:18 221:11 228:21 229:6 244:4 267:4 277:4 282:14 287:21 295:5 305:10</p> <p><b>ways</b> 16:3 73:12 75:6 78:4 103:5 127:20 204:2, 11 239:13 240:1</p> <p><b>weakness</b> 226:16</p> <p><b>weaknesses</b> 232:1</p> <p><b>wealth</b> 241:5</p>	<p><b>wearing</b> 46:14 47:1</p> <p><b>weather</b> 36:4 123:20 137:8, 14 140:9, 12, 16, 21 141:18 208:1, 2, 5, 9, 11 210:15</p> <p><b>web</b> 199:21 200:2</p> <p><b>web-based</b> 79:7 93:11</p> <p><b>website</b> 29:9 197:1 206:6 218:13, 15 272:21 273:3</p> <p><b>wee</b> 102:4</p> <p><b>week</b> 15:2, 3 27:14 42:20 43:17 73:14 83:4 95:7 127:14 128:17 178:20 189:16, 19 191:9, 11 235:8 257:7 261:4 265:8 267:21</p> <p><b>weekdays</b> 129:12, 15</p> <p><b>weekend</b> 118:18 127:7, 8, 13 128:2, 4 129:16 134:8 138:11 156:12, 13</p> <p><b>weekends</b> 123:13</p> <p><b>weekly</b> 267:19</p> <p><b>weeks</b> 64:19 85:6 247:19</p> <p><b>weigh</b> 145:16 160:9 220:15</p> <p><b>Weisberg</b> 4:2 64:5, 6, 7</p> <p><b>welcome</b> 7:6 51:12 73:14 84:17 85:2 105:9 111:8 173:18 231:14 237:21</p>	<p><b>welcoming</b> 204:6</p> <p><b>well</b> 23:13 81:4 86:5 91:1, 13, 21 93:17, 20 98:6 103:1, 6 107:17 108:9 119:8 126:15 131:14 132:2, 4 133:1 150:5, 18 151:14 155:7 163:6 164:4, 12 166:14, 18 167:11 169:18 174:2 184:14 186:19 188:21 189:7 191:8 210:18 219:17 220:5 221:16 225:12 226:7, 11 237:2 238:14 259:14 260:20 263:11 270:8 271:5 282:16 292:6, 9, 10 295:5 296:15 302:16</p> <p><b>wellbeing</b> 203:16 204:12</p> <p><b>well-deserved</b> 203:15</p> <p><b>wellness</b> 202:20 219:4 222:5</p> <p><b>went</b> 42:21 125:20 183:1 234:21</p> <p><b>we're</b> 15:5 32:19 56:9 63:3 85:19 87:17 88:6 92:9, 18 93:3 96:2 97:7 102:4, 18 109:16 110:11 112:16 125:6 129:13 144:4 145:19 148:9 151:1 154:13 155:3, 16 157:9 158:6 160:7, 8,</p>	<p>10 166:15, 21 169:10 174:15 178:5, 19 179:14 180:7 182:18 204:21 206:11 208:14 210:4, 11, 14 211:18 213:1 215:1 217:12, 14 235:14 236:10, 21 237:13 252:10 261:9 263:15 279:18 290:6 295:16 299:3</p> <p><b>west</b> 276:1 285:18</p> <p><b>we've</b> 45:7 93:9 97:12 104:15 127:19, 21 137:20 140:17, 18 172:4 209:21 232:5 246:12 257:9 264:1, 2</p> <p><b>wheelchairs</b> 98:2</p> <p><b>wheels</b> 80:21</p> <p><b>white</b> 150:11</p> <p><b>wide</b> 249:13 297:17</p> <p><b>width</b> 111:18</p> <p><b>Williams</b> 6:2, 4, 5 7:2, 6 10:15 12:19 17:15 21:4, 5 23:4, 5 29:19 35:13 38:6 57:1, 5 59:6 68:16 71:11 79:13, 16 80:4 84:18 85:16 86:9, 19 88:14 89:2, 8 90:7, 10 91:1, 20 100:6 101:18 112:4 113:11 141:8, 12 157:15 158:5, 9 164:8, 17 171:8, 19, 20</p>
--	---	--	--	--

172:6 180:1, 13  
 195:12, 13  
 199:16 200:12,  
 13 202:10  
 206:8 207:3, 5,  
 10 209:1, 7, 16,  
 20 210:4, 14, 20  
 211:1, 16  
 212:20 213:15  
 214:9, 20 215:7,  
 15 216:16  
 217:12 218:11  
 220:10 221:6  
 224:3 235:13  
 237:12 238:11  
 239:10 276:9  
 283:20 285:12  
 293:15 294:9,  
 10 295:11  
**willing** 62:3  
**wind** 137:21  
**Windows** 43:13  
 89:20  
**winter** 210:16  
**WIOLA** 257:17  
**wise** 96:9  
**wish** 32:4 34:4  
 205:4 283:12  
 296:16 297:20  
**wishes** 12:9  
**wishing** 27:15  
**withdraw**  
 145:10 221:12,  
 21 288:12, 13  
**witness** 305:12  
**Wojenski** 10:3  
**wonderful**  
 251:17 269:2  
 271:11, 20  
 272:10 274:17  
**wondering**  
 135:7 232:11  
 234:15  
**Woodlawn**  
 238:20 244:2  
 245:15, 20  
 246:15 261:1  
 275:14  
**Woolridge**  
 239:1, 21 240:3,

4 248:18  
 251:13 263:12  
 281:17 283:3  
 285:15  
**word** 31:8  
 89:18 95:17  
 234:13, 14  
**words** 30:8  
 63:20  
**work** 11:18  
 12:21 16:6  
 17:5, 6 31:5, 7  
 33:5 36:6, 11  
 37:8 40:9 41:6  
 48:9 53:11  
 65:7 66:1, 12  
 76:19, 21 78:16  
 84:19 86:11  
 87:12 91:9  
 99:19 103:19  
 106:5, 17 108:4,  
 7 109:7 112:18  
 125:10 139:9  
 168:14 174:7  
 178:10 181:16  
 187:5, 7 188:13  
 189:12, 14  
 190:1, 4 191:11  
 193:1 196:8  
 201:16 202:13  
 205:9 212:14  
 214:21 219:2  
 224:6 229:5  
 240:12 248:11  
 255:10 261:8,  
 13 262:7  
 265:19 266:1  
 271:15, 16  
 275:3 277:5, 6  
 279:6 281:14  
 282:11, 21  
 284:13 285:19  
 294:21 297:9  
**workday** 65:21  
 66:10  
**workdays** 65:19  
**worked** 76:9  
 82:20 89:21  
 97:6 187:9  
 213:4 261:2

**workers** 35:18  
 36:8, 11 52:12  
**workforce**  
 270:4, 7  
**workgroup**  
 77:7 196:15  
 197:4 198:1, 12,  
 14 199:1, 3, 11,  
 14 200:5  
**workgroups**  
 196:8, 12, 18, 20  
 197:6, 10, 14, 19,  
 20 198:6 199:8  
 200:4 217:7, 8,  
 15 218:2  
**working** 13:7  
 15:18 31:2  
 36:1 43:10  
 50:6 52:10, 11  
 66:19 74:16  
 77:20 87:4  
 92:20 112:16  
 192:5, 6 201:6  
 205:1 211:2, 10,  
 19 212:1  
 213:14 214:2  
 216:2 218:13  
 225:18 228:19  
 232:5 236:7, 10  
 283:5  
**workload** 30:6  
 66:12  
**workplace**  
 241:11 271:18  
**works** 106:3  
 196:4 217:6, 10  
 218:20 299:7  
**workshops**  
 31:11  
**workweek**  
 51:15  
**world** 51:17  
 52:7 174:12  
 186:10  
**worried** 59:10  
**worse** 63:10  
**worth** 38:10  
 40:13 185:18  
 292:20

**worthy** 14:12  
**writing** 131:4  
**written** 197:15  
 198:3  
**wrong** 43:10  
 54:3, 4 134:4  
 232:18  
**wrote** 132:5  
  
**< X >**  
**Xfinity** 5:16  
  
**< Y >**  
**Yarbrough**  
 71:12 112:12  
 195:14, 17, 19  
 205:14 214:21  
**Yeah** 130:9  
 132:8 150:10  
 182:21 191:17  
 213:17 220:7  
 279:20  
**year** 9:12, 14  
 11:9, 11, 15  
 12:4 14:17, 20  
 15:18 16:7  
 17:3 38:21  
 39:4, 11 40:15  
 45:7, 14 47:1  
 49:21 53:17  
 54:7, 11 56:7  
 58:5, 6, 8 62:11  
 64:13 67:13  
 73:13 76:10  
 80:12, 14 83:16  
 96:18 97:1, 4, 8,  
 17 99:2 109:14  
 114:18 115:17  
 116:9 118:3  
 119:18 120:17  
 121:6 122:15  
 123:15, 20  
 126:16 130:3  
 135:13 141:18  
 159:3 163:5, 13  
 164:4 167:9  
 168:4 169:3  
 173:10 175:17  
 178:6, 19 182:9  
 183:4 184:17

187:21 189:8  
 190:16 192:6, 7,  
 11, 12 193:7  
 194:21 204:1,  
 11 208:4, 8  
 209:14 210:1, 6  
 213:1 224:1, 7  
 225:1, 10, 16  
 226:21 227:21  
 228:1, 2, 8  
 232:18, 21  
 233:1, 2 236:18,  
 19 240:15  
 242:10, 14  
 243:11 246:2, 6  
 248:1, 6 251:2  
 252:10, 20  
 254:2, 5 255:1,  
 3 260:11  
 261:16 263:15  
 268:15, 17, 19  
 280:1 301:19  
 302:4, 10, 11  
 303:1  
**years** 13:17  
 15:8 23:11  
 24:2, 10 30:15  
 42:16 47:2  
 54:12, 15 56:21  
 57:17 61:8  
 64:12 76:11  
 81:6 87:20  
 95:20 96:14, 15  
 97:2, 10, 11, 17  
 190:11 212:10  
 245:11 246:4  
 252:21 253:20  
 257:9 258:17  
 261:21 265:10  
 270:1, 15, 17  
 275:10 278:18  
 284:6 293:5  
**year's** 52:5  
 61:1 134:7  
 138:7, 12  
 224:12 267:2  
**yelling** 64:17  
**yesterday**  
 27:15 59:11

83:1 118:5  
204:7  
**yesterday's** 83:9  
**Yom** 119:1  
132:18 152:11  
**Yorktown** 60:7  
**youth** 249:4  
257:15 260:20  
261:4  
**You-Tube** 32:16

< **Z** >

**zero** 58:12, 13  
**zone** 262:1, 7  
285:18  
**zoned** 244:19  
283:8  
**zones** 285:19