

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

BOARD OF EDUCATION  
BALTIMORE COUNTY

PUBLIC MEETING OF THE BOARD OF EDUCATION  
BROADCAST VIA MICROSOFT TEAMS

January 24, 2023

Transcribed by:  
CRC Salomon, Inc.

Page 2

1 **BOARD MEMBERS:**

2 Jane Lichter, Board Chair

3 Robin Harvey, Vice Chair

4 Erin Hager

5 Julie C. Henn

6 Moalie S. Jose

7 Russell T. Kuehn

8 Rodney R. McMillion

9 John H. Offerman, Jr.

10 Maggie Domanowski

11 Christina Pumphrey

12 Brenda Savoy

13 Roah Hassan, Student Member

14

15

16

17

18

19

20

21

Page 4

1 New Business - Action Taken in Closed Session

2 Mr. Broussides, Esq. . . . . 46

3 Consideration of FY 2024 County Capital Budget . . 47

4 Work Session on Superintendent's Proposed FY 2024

5 Operating Budget . . . . . 79

6 Review of the Board of Education of Baltimore County

7 Public Comment and Attendance Guidelines and

8 Procedures . . . . . 142

9 Information Items . . . . . 186

10 Board Member Comments and Agenda Setting

11 Announcements . . . . . 186

12 Adjournment . . . . . 189

13

14

15

16

17

18

19

20

21

Page 3

1 **INDEX**

2 Closed Session . . . . . 5

3 Call to Order . . . . . 7

4 Pledge of Allegiance/Silent Meditation . . . . . 8

5 Consideration of Agenda . . . . . 8

6 New Business, Personnel Matters . . . . . 9

7 New Business, Administrative Appointments . . . . . 11

8 Public Comment . . . . . 15

9 Marietta English . . . . . 19

10 Jessica Paffenbarger . . . . . 20

11 Cindy Sexton . . . . . 23

12 Joe Coughlin . . . . . 25

13 John Clark . . . . . 26

14 General Public Comment . . . . . 29

15 Bash Pharoan . . . . . 29

16 Amy Adams . . . . . 31

17 Makeda Scott . . . . . 34

18 Sharon Saroff . . . . . 36

19 Jessie Jaeger . . . . . 38

20 Lloyd Allen . . . . . 40

21 Janelle Wahlstrom . . . . . 43

Page 5

1 **PROCEEDINGS**

2 **CHAIRWOMAN LICHTER:** Good afternoon. This

3 is Chairwoman Jane Lichter. I call to order the

4 meeting of the Board of Education of Baltimore County

5 for Tuesday, January 24, 2023. This evening's Board

6 of Education meeting is being held in person and

7 virtually and broadcast through the BCPS online live

8 meeting broadcast and on BCPS TV, Comcast Xfinity

9 Channel 73 and Verizon FiOS Channel 34.

10 In order to efficiently conduct this

11 meeting, all voting items this evening will be done by

12 roll call vote.

13 May I have a motion to go into closed

14 session as permitted by the Open Meetings Act, as

15 found in the Annotated Code of Maryland General

16 Provisions Article 3-305(b)(1), (b)(7), and (b)(9), to

17 discuss the appointment, employment, assignment,

18 promotion, discipline, demotion, compensation,

19 removal, resignation, or performance evaluation of

20 appointees, employees, or officials over whom it has

21 jurisdiction, or any other personnel matter that

<p>1 affects one or more specific individuals, consult with                  2 counsel to obtain legal advice, and conduct collective                  3 bargaining negotiations or consider matters that                  4 relate to the negotiations?                  5 MS. HASSAN: So moved, Hassan.                  6 CHAIRWOMAN LICHTER: Is there a second?                  7 MR. KUEHN: Second, Kuehn.                  8 CHAIRWOMAN LICHTER: May I have a roll call                  9 vote?                  10 MS. GOVER: Ms. Domanowski?                  11 MS. DOMANOWSKI: Yes.                  12 MS. GOVER: Ms. Pumphrey?                  13 MS. PUMPHREY: Yes.                  14 MS. GOVER: Mr. McMillion?                  15 MR. McMILLION: Yes.                  16 MS. GOVER: Ms. Henn?                  17 MS. HENN: Yes.                  18 MS. GOVER: Ms. Jose?                  19 MS. JOSE: Yes.                  20 MS. GOVER: Ms. Harvey?                  21 VICE CHAIR HARVEY: Yes.</p>	<p style="text-align: right;">Page 6</p> <p>1 recognition of those who have served education in                  2 Baltimore County.                  3 (Pledge of Allegiance.)                  4 (Moment of silence.)                  5 CHAIRWOMAN LICHTER: Thank you. Tonight's                  6 Board of Education meeting is being held in person and                  7 virtually and broadcast through the BCPS online live                  8 meeting broadcast and on BCPS TV, Comcast Xfinity                  9 Channel 73, Verizon FiOS Channel 34. In order to                  10 efficiently conduct this meeting, all voting items                  11 this evening will be done by roll call vote.                  12 The first item on the agenda is the                  13 consideration of the January 24th agenda.                  14 Dr. Williams, are there any additions or                  15 changes to tonight's agenda?                  16 DR. WILLIAMS: I'm not aware of any                  17 additions or changes at this time.                  18 CHAIRWOMAN LICHTER: Hearing none, the                  19 agenda stands as presented. Is there -- okay.                  20 Earlier this evening, the Board met in                  21 closed session pursuant to the Open Meetings Act for</p>
<p style="text-align: right;">Page 7</p> <p>1 MS. GOVER: Ms. Hassan?                  2 MS. HASSAN: Yes.                  3 MS. GOVER: Mr. Offerman?                  4 MR. OFFERMAN: Yes.                  5 MS. GOVER: Dr. Savoy?                  6 DR. SAVOY: Yes.                  7 MS. GOVER: Dr. Hager?                  8 DR. HAGER: Yes.                  9 MS. GOVER: Mr. Kuehn?                  10 MR. KUEHN: Yes.                  11 MS. GOVER: Ms. Lichter.                  12 CHAIRWOMAN LICHTER: Yes.                  13 MS. GOVER: Thank you.                  14 (Whereupon there was a pause in the                  15 proceedings for the Closed Session.)                  16 CHAIRWOMAN LICHTER: Good evening. This is                  17 Chairwoman Jane Lichter. I now call to order the                  18 meeting of the Board of Education of Baltimore County                  19 for Tuesday, January 24, 2023. I invite you to recite                  20 the Pledge of Allegiance to the Flag to be led by Ms.                  21 Roah Hassan. We will then have a moment of silence in</p>	<p style="text-align: right;">Page 8</p> <p>1 the following reasons: to discuss the appointment,                  2 employment, assignment, promotion, discipline,                  3 demotion, compensation, removal, resignation, or                  4 performance evaluation of appointees, employees, or                  5 official over whom it has jurisdiction, or any other                  6 personnel matter which affects one or more specific                  7 individuals; consult with counsel to obtain legal                  8 advice; and conduct collective bargaining negotiations                  9 or consider matters that relate to the negotiations.                  10 The summary of the closed session and open session                  11 information summary can be found on BoardDocs under                  12 this meeting -- Board meeting agenda date.                  13 The next item on the agenda is personnel                  14 matters, and for that I call on Mr. McCall.                  15 MR. McCALL: Good evening, Chair Lichter,                  16 Vice Chair Harvey, Superintendent Williams, and                  17 members of the Board. I would like the Board's                  18 consent for the following personnel matters:                  19 retirements, resignations, and certificated                  20 appointments.                  21 CHAIRWOMAN LICHTER: Do I have a motion to</p> <p style="text-align: right;">Page 9</p>

<p style="text-align: right;">Page 10</p> <p>1 approve the personnel matters as presented in Exhibits                  2 D-1 through D-3?                  3 VICE CHAIR HARVEY: So moved, Harvey.                  4 CHAIRWOMAN LICHTER: Do I have a second?                  5 MS. DOMANOWSKI: Second, Domanowski.                  6 CHAIRWOMAN LICHTER: Any discussion?                  7 May I have a roll call vote?                  8 MS. GOVER: Ms. Domanowski?                  9 MS. DOMANOWSKI: Yes.                  10 MS. GOVER: Ms. Pumphrey?                  11 MS. PUMPHREY: Yes.                  12 MS. GOVER: Mr. McMillion?                  13 MR. McMILLION: Yes.                  14 MS. GOVER: Ms. Henn?                  15 MS. HENN: Yes.                  16 MS. GOVER: Ms. Jose?                  17 MS. JOSE: Yes.                  18 MS. GOVER: Ms. Harvey?                  19 VICE CHAIR HARVEY: Yes.                  20 MS. GOVER: Ms. Hassan?                  21 MS. HASSAN: Yes.</p>	<p style="text-align: right;">Page 12</p> <p>1 Office of Employee Absence and Risk Management.                  2 CHAIRWOMAN LICHTER: Do I have a motion to                  3 approve the administrative appointments as presented                  4 in Exhibit E-1?                  5 MS. HASSAN: So moved, Hassan.                  6 CHAIRWOMAN LICHTER: Do I have a second?                  7 MS. PUMPHREY: Second, Pumphrey.                  8 CHAIRWOMAN LICHTER: May I have a roll call                  9 vote?                  10 MS. GOVER: Ms. Domanowski?                  11 MS. DOMANOWSKI: Yes.                  12 MS. GOVER: Ms. Pumphrey?                  13 MS. PUMPHREY: Yes.                  14 MS. GOVER: Mr. McMillion?                  15 MR. McMILLION: Yes.                  16 MS. GOVER: Ms. Henn?                  17 MS. HENN: Yes.                  18 MS. GOVER: Ms. Jose?                  19 MS. JOSE: Yes.                  20 MS. GOVER: Ms. Harvey?                  21 VICE CHAIR HARVEY: Yes.</p>
<p style="text-align: right;">Page 11</p> <p>1 MS. GOVER: Mr. Offerman?                  2 MR. OFFERMAN: Yes.                  3 MS. GOVER: Dr. Savoy?                  4 DR. SAVOY: Yes.                  5 MS. GOVER: Dr. Hager?                  6 DR. HAGER: (No audible response.)                  7 MS. GOVER: Mr. Kuehn?                  8 MR. KUEHN: Yes.                  9 MS. GOVER: Ms. Lichter.                  10 CHAIRWOMAN LICHTER: Yes.                  11 MS. GOVER: Thank you.                  12 CHAIRWOMAN LICHTER: The next item on the                  13 agenda -- the motion carries. The next item on the                  14 agenda is administrative appointments, and for that I                  15 call on Dr. Williams.                  16 DR. WILLIAMS: Madam Chair Lichter, Vice                  17 Chair Harvey, and members of the Board, I am bringing                  18 forward the following administrative appointments for                  19 your approval: Senior Operations Supervisor, Office                  20 of Transportation; Research Specialist, Office of                  21 Research; and Manager, Leaves and Employee Absence,</p>	<p style="text-align: right;">Page 13</p> <p>1 MS. GOVER: Ms. Hassan?                  2 MS. HASSAN: Yes.                  3 MS. GOVER: Mr. Offerman?                  4 MR. OFFERMAN: Yes.                  5 MS. GOVER: Dr. Savoy?                  6 DR. SAVOY: Yes.                  7 MS. GOVER: Mr. Kuehn?                  8 MS. KUEHN: Yes.                  9 MS. GOVER: Ms. Lichter.                  10 CHAIRWOMAN LICHTER: Yes.                  11 MS. GOVER: Thank you.                  12 CHAIRWOMAN LICHTER: Motion carries.                  13 Dr. Williams?                  14 DR. WILLIAMS: Our first candidate is Cheryl                  15 A. Fulmore. I think she's in the audience. Please                  16 stand, as our new Senior Operations Supervisor in the                  17 Office of Transportation. Attending with her is her                  18 husband, Manson (phonetic), if he could stand, as                  19 well. Congratulations. She brings 17 --                  20 (Applause.)                  21 -- yes. She's served Baltimore County for</p>

Page 14

1 over 17 years. Prior to this appointment, she was the  
 2 field representative in the Office of Transportation.  
 3 She was also the routing assistant in the Office of  
 4 Transportation, and a school bus driver in the Office  
 5 of Transportation. Congratulations, Cheryl A.  
 6 Fulmore.  
 7 (Applause.)  
 8 Our next two candidates are watching  
 9 virtually. We have E. Emory Davis as the new Research  
 10 Specialist in the Office of Research. Welcome to  
 11 Baltimore County Public Schools. Prior to this  
 12 appointment, she was a post-doctorate research fellow  
 13 at Johns Hopkins University. She also served as a  
 14 graduate student researcher, teaching assistant, and  
 15 course instructor at Johns Hopkins University in the  
 16 Department of Cognitive Science. She also served as  
 17 the marketing advisor, sales representative in the  
 18 Humanities, Social Sciences, and Language, as well as  
 19 the market development coordinator in the Psychology  
 20 and Education Unit of the McGraw Hill Higher  
 21 Education. So welcome to Baltimore County Public

Page 15

1 Schools.  
 2 (Applause.)  
 3 And our last candidate is Charlene L.  
 4 Tolbert (phonetic) as the new Manager of Leaves and  
 5 Employee Absence in the Office of Employee Assistance  
 6 and Risk Management. Welcome to Baltimore County  
 7 Public Schools. Prior to this appointment, she served  
 8 as the benefits manager, Personnel Administrator III,  
 9 in the Maryland Department of Transportation. She  
 10 also served as a benefits manager, the Maryland  
 11 Institute College of Arts. She also served as a  
 12 senior benefits analyst, IKEA Human Resources  
 13 Services, as well as an administrative manager at  
 14 IKEA. So congratulations, Charlene L. Tolbert, and  
 15 welcome to Baltimore County Public Schools.  
 16 CHAIRWOMAN LICHTER: Our next item is public  
 17 comment. This is one of the opportunities the Board  
 18 provides to hear the views and receive the advice of  
 19 community members. The members of the Board  
 20 appreciate hearing from interested citizens. As  
 21 appropriate, we will refer your concerns to the

Page 16

1 Superintendent for follow-up by his staff. The Board  
 2 of Education will conduct the public comment portion  
 3 of the meeting by allowing those who registered to  
 4 speak to attend in person. Registration was open to  
 5 the public one week prior to tonight's Board meeting  
 6 and was closed at 3:00 p.m. yesterday for anyone  
 7 wishing to speak at this evening's meeting.  
 8 Board practice limits to 10 the number of  
 9 speakers at a regularly scheduled Board meeting.  
 10 Speakers are selected randomly using an electronic  
 11 selection process from all registrations received  
 12 within the designated time frame. Each speaker is  
 13 allowed three minutes to address the Board. Of  
 14 course, if fewer than 10 registrations are received,  
 15 all who register will be permitted to speak. However,  
 16 no speaker substitutions will be allowed.  
 17 While we encourage public input on policy,  
 18 programs, and practices within the purview of this  
 19 Board, and this school system, this is not the proper  
 20 forum to address specific student or employee matters,  
 21 or to comment on matters that do not relate to public

Page 17

1 education in Baltimore County. We encourage everyone  
 2 to utilize existing dispute resolution processes as  
 3 appropriate.  
 4 I remind everyone that inappropriate  
 5 personal remarks or other behavior that disrupts or  
 6 interferes with the conduct of this meeting are out of  
 7 order. Persons using language that is threatening or  
 8 promotes violence against a BCPS employee are subject  
 9 to legal penalties. Persons who otherwise disrupt or  
 10 disturb this meeting will not be allowed to continue  
 11 their remarks and will be escorted from the meeting.  
 12 I ask speakers to observe the three-minute  
 13 clock which lets you know when your time is up.  
 14 Please conclude your remarks when you hear the tone or  
 15 see that time has expired. The microphone will be  
 16 turned off at the end of your time, and it can be  
 17 turned off if a speaker addresses specific student or  
 18 employee matters or is commenting on matters not  
 19 related to public education in Baltimore County.  
 20 If not selected, the public may submit their  
 21 comments to the Board via email at boe@bcps.org. More

Page 18

1 information is provided on the Board's website at  
 2 bcps.org under Board of Education, Participation by  
 3 the Public.

4 I will now call on our advisory and  
 5 stakeholder group leaders to speak. Our first speaker  
 6 is Marietta English from the NAACP - Baltimore County  
 7 Chapter.

8 Good evening.

9 MS. ENGLISH: Good evening. Sorry, I didn't  
 10 know I was going to be first. Good evening, Chair  
 11 Lichter and Vice Chair Harvey, members of the Board,  
 12 and Superintendent Williams. My name is Marietta  
 13 English, and I am Chairperson for the NAACP -  
 14 Baltimore County Branch, and the new Chair of the  
 15 Education Committee, and one of the spokespersons for  
 16 the branch.

17 When I signed up to speak, my plan was to  
 18 share with you plans for ACT-SO. You see I'm wearing  
 19 my shirt, and I thought I was going to have a student  
 20 here to talk about ACT-SO. However, after yesterday's  
 21 announcement, I come with a different request. We,

Page 19

1 the Baltimore County branch of the NAACP, completely  
 2 support the Superintendency of Dr. Darryl Williams.  
 3 He has been a partner and a supreme educator.

4 When Dr. Williams became Superintendent of  
 5 the Baltimore County Public School Systems, little did  
 6 he know what lied ahead of him. He faced a  
 7 cyberattack, which had never happened before, and he  
 8 handled it. He faced a nationwide pandemic that no  
 9 one was prepared for. No one knew how to teach  
 10 virtually. Children needed computers. Teachers  
 11 needed to teach a different way. This was all new,  
 12 and Dr. Williams made sure that teachers and students  
 13 had the equipment and tools they needed to work.

14 Dr. Williams has handled professionally  
 15 other challenges that he's faced. He has always had  
 16 an open door with us, and has been open to  
 17 suggestions. We have appreciated all that he has  
 18 done. The Baltimore County branch of the NAACP, and  
 19 we are not the Randallstown branch, and we do not  
 20 agree with them. They only represent a small segment  
 21 of the county. The Baltimore County branch requests

Page 20

1 that Dr. Williams reconsider and go for a new  
 2 contract. It would be a loss to our students if he is  
 3 not the Superintendent. Thank you very much.

4 CHAIRWOMAN LICHTER: Thank you.  
 5 Our next speaker is Jessica Paffenbarger  
 6 from the GTCAC.

7 MS. PAFFENBARGER: Good evening, Chairwoman  
 8 Lichter, Board members, Dr. Williams, and the BCPS  
 9 community. My name is Jessica Paffenbarger, Vice  
 10 Chair of the Citizens Advisory Committee for Gifted  
 11 and Talented Education, a BCPS advisory group. The  
 12 GTCAC is very concerned about the proposed staff  
 13 decrease in the Office of Advanced Academics from four  
 14 resource teachers, a director, and an assistant to  
 15 only one resource teacher, a director, and an  
 16 assistant. This would follow the decrease from eight  
 17 resource teachers to four in 2020. This shows a lack  
 18 of academic support for both the education of  
 19 approximately 30,000 GT, twice exceptional, and  
 20 advanced learners who participate in advanced academic  
 21 programs, as well as the school-based personnel who

Page 21

1 teach them.

2 As you heard from our Chair, Zamira Simkins,  
 3 and myself at the Board public hearing on FY 2024  
 4 budget, the Office of Advanced Academics is where the  
 5 specialized knowledge about how best to educate GT and  
 6 other advanced-level students resides. Let me  
 7 reiterate that most colleges do not offer any courses  
 8 to teachers in training regarding GT education:  
 9 assessing and identifying students, what constitutes  
 10 appropriate curricula, and writing and presenting it  
 11 to such students.

12 OAA staff are experts in these areas, and  
 13 their expertise is leveraged throughout the school  
 14 system to help all staff in our 178 schools meet the  
 15 educational needs of these students. Without advanced  
 16 curricula, students may become bored, tune out or get  
 17 into mischief. Often, test scores go down below  
 18 ability level because students are not engaged and  
 19 challenged.

20 The OAA is your sole source of expertise for  
 21 school-based personnel and families to call for

<p style="text-align: right;">Page 22</p> <p>1 support, and to identify and write adequately                  2 differentiated GT and advanced curricula, which BCPS                  3 has, in particular, not provided with the new                  4 curricula, myView, and Bridges in Math in elementary                  5 English language arts and mathematics, and                  6 Illustrative Math in middle school.                  7 From the governor of Maryland to taxpaying                  8 families and businesses, the Code of Maryland                  9 Regulations and our Policy and Rule 6401, everyone                  10 expects the school system to develop the talents of                  11 all our students, our future logistic specialists,                  12 entrepreneurs, software developers, teachers,                  13 environmental scientists, and so on. If the                  14 curriculum does not appropriately prepare our highest-                  15 achieving students, shame on us.                  16 Please make BCPS' vision statement, raising                  17 the bar, closing gaps, and preparing every student for                  18 the future a reality for these students and not just                  19 words on a website by at least keeping the four                  20 resource teacher positions in the OAA, and we would                  21 ask adding one more for a total of five plus --</p>	<p style="text-align: right;">Page 24</p> <p>1 Baltimore County, you must do better. We will                  2 continue to lose our educators to other counties with                  3 a budget that offers no COLA.                  4 Board members, it's up to you to fix this                  5 budget. We know the amount requested goes beyond the                  6 parameters given by the county executive. Please fix                  7 this budget and give the County Council one that is                  8 defensible and sustainable, one that prioritizes our                  9 educators and staff.                  10 Dr. Williams, we wish you the best in your                  11 future endeavors, but we still have work to do. We                  12 look forward to working with your team as we continue                  13 to address the ongoing payroll, HR benefit, and other                  14 concerns. Our educators deserve this to be taken care                  15 of and corrected quickly. We have more than five                  16 months still to go, and we need to get the work done.                  17 The work is hard, and it doesn't stop. Let's make                  18 sure we finish strong because our students need and                  19 deserve it, and so do our educators and staff.                  20 Board members, as you search for a                  21 superintendent, please include your stakeholders,</p>
<p style="text-align: right;">Page 23</p> <p>1 CHAIRWOMAN LICHTER: Thank you.                  2 Our next speaker is Cindy Sexton from TABCO.                  3 MS. SEXTON: Good evening, Chair Lichter,                  4 Vice Chair Harvey, Dr. Williams, and members of the                  5 Board. As you work through the budget, please let me                  6 remind you that it is your budget. Ultimately, you                  7 will be the ones who make the decisions around what is                  8 best, best for our students, best for recruiting and                  9 retaining our educators, doing what will make a real                  10 and measurable difference in our school system.                  11 This budget does not provide a COLA for our                  12 staff. There is over 102 million in new county                  13 funding, but not COLA during historic inflation. For                  14 comparison, in Anne Arundel County, their                  15 superintendent is calling for step increases and a 6                  16 percent COLA for all school employees. He offered                  17 that before their negotiations around wages even                  18 began. What a clear message to those educators that                  19 they are valued, and their school system wants to                  20 retain them. Prince George's and Howard County                  21 educators got their steps and a 4 percent COLA.</p>	<p style="text-align: right;">Page 25</p> <p>1 especially our educators. Eight thousand of us are                  2 the boots on the ground with our students, and we know                  3 what they need and what we need to help them. As                  4 always, TABCO stands at the ready to be a part of this                  5 very important decision. Let's do the work together,                  6 and let's get the work done. Thank you.                  7 CHAIRWOMAN LICHTER: Thank you.                  8 Our next speaker is Joe Coughlin from ESPBC.                  9 MR. COUGHLIN: Thank you, Chair Lichter,                  10 Vice Chair Harvey, Superintendent Williams, and the                  11 other members of the School Board for this opportunity                  12 to speak with you this evening. My name is Joe                  13 Coughlin, the Vice President of the Educational                  14 Support Professionals of Baltimore County. I'm coming                  15 to you today with mixed emotions. ESPBC is very                  16 appreciative of the opportunity this administration                  17 has afforded the Support Staff in Baltimore County                  18 Public Schools. We thank you for learning about the                  19 integral nature of our paraeducators, technicians,                  20 office professionals, interpreters, and health                  21 assistants in supporting the staff of BCPS in the</p>

Page 26

1 education of our students by including us on the  
 2 planning and discussions of new initiatives.  
 3 I am equally saddened to learn that Dr.  
 4 Williams has decided to leave Baltimore County. He  
 5 has been a champion for collaboration amongst all our  
 6 stakeholders. He has supported us through the chaos  
 7 of COVID, with multiple Memos of Understanding,  
 8 navigated us through ransomware -- need I say more --  
 9 and countless system-wide initiatives. Thank you to  
 10 you, Dr. Williams, and I wish you success in your  
 11 future endeavors.  
 12 Now, looking for the future. We are hopeful  
 13 that the Board includes ESPBC as it begins looking for  
 14 a new leader of the school system, and we would -- and  
 15 we will continue to be -- and hope that we will be a  
 16 valued partner in that process. Thank you very much.  
 17 CHAIRWOMAN LICHTER: Thank you.  
 18 Our next speaker is John Clark from AFSCME.  
 19 Good evening.  
 20 MR. CLARK: Good evening, Superintendent Dr.  
 21 Williams and all the new and returning members of the

Page 27

1 Board. My name is John H. Clark, proud school bus  
 2 operator of Baltimore County Public Schools, and for  
 3 the last 14 years, and Vice President of AFSCME Local  
 4 434, here with a mission on behalf of President Bryan  
 5 Epps, where we represent all AFSCME workers who  
 6 support the critical infrastructure of our school  
 7 system. Our work helps to ensure that the system  
 8 lives up to its vision and goals, which we fully  
 9 support. The dedicated workers I mentioned push every  
 10 day to raise the bar, close gaps, and prepare our  
 11 students for a bright future.  
 12 The first thing I'd like to address is the  
 13 unexpected report I heard while watching the news last  
 14 night. Out of the reporter's mouth came the words,  
 15 "BCPS Superintendent to step down at the end of the  
 16 school year." Now, I'm not going to dwell on this  
 17 subject, but everyone knew that when Dr. Williams took  
 18 on the responsibilities of becoming the Superintendent  
 19 of BCPS, he was definitely walking into a firestorm.  
 20 Events and issues such as the pandemic, the  
 21 cyberattack, the operational and efficiency review

Page 28

1 report, staffing shortages, and unruly behavior from a  
 2 small sector of the student body all took a toll on  
 3 the system itself. And I must say, your support  
 4 system failed you, sir.  
 5 As AFSCME's second in command, and on behalf  
 6 of our entire membership, I would just like to say  
 7 that, Dr. Williams, you have become a friend and an  
 8 ally to AFSCME, and we appreciate all that you have  
 9 done within your power to further AFSCME's initiative  
 10 to create a better workplace environment for all of  
 11 our members. And we greatly thank you for being very  
 12 instrumental in AFSCME obtaining the largest pay  
 13 increase in its history. We thank you for your  
 14 service, and wish you well in your future endeavors,  
 15 and always remember. You had AFSCME's back, and we  
 16 got yours. We still -- you still have our support,  
 17 sir.  
 18 At the -- all that being said, I spoke of  
 19 greatly appreciative -- of being greatly appreciative  
 20 of the pay increase that AFSCME recently received, but  
 21 it's still not enough. We ask for -- it's just not

Page 29

1 enough. It's not enough to get a qualified workforce  
 2 in the door. It's not enough to attract decent talent  
 3 from other areas of the state. It's not even enough  
 4 to sustain the workforce already employed by BCPS, so  
 5 much so that a large number of our existing employees  
 6 have taken on second jobs just to sustain the  
 7 households. It's just not enough.  
 8 BCPS pay scales have not kept up with the  
 9 rate of inflation for many years. The stories I  
 10 constantly hear from our members and fellow coworkers  
 11 is that they're caught up between a rock and a hard  
 12 place.  
 13 CHAIRWOMAN LICHTER: Thank you.  
 14 Next is general public comment, and our  
 15 first speaker is Bash Pharoan.  
 16 MR. PHAROAN: Good evening to all. Welcome  
 17 back.  
 18 CHAIRWOMAN LICHTER: Good evening.  
 19 MR. PHAROAN: I really, truly enjoyed your  
 20 discussion last meeting about public speakers. To me,  
 21 the most important about addressing public speakers is



Page 30

1 really that you display that you really, truly care  
 2 about public speaking. As you know, most of the 20  
 3 stakeholders don't really come, except for the  
 4 bargaining units, as you've seen. So as far as  
 5 increasing the number to 15, my suggestion is that you  
 6 address the problem of those who do not really show  
 7 up, rather than increase the number from 10 to 15.  
 8 In the last meeting, I mentioned to you the  
 9 word Northeast. And I really didn't mean Northeast as  
 10 northeast. I meant that you, the Board of Education,  
 11 need to consider to address the issue of stakeholders  
 12 not really showing up, except very few of them.  
 13 Personally, I don't think really dragging the feet is  
 14 a good policy, and it does conflict with Policy 8315  
 15 and 1230.  
 16 And 5 Education Advisory Councils, there are  
 17 about 50 members, minus/plus, and as you see, you  
 18 know, very few of them show up. So my thought to you  
 19 -- suggestion when you change the policy, if a chair  
 20 or coordinator don't show up three times in a row,  
 21 then that's not really a stakeholder. Yeah, these

Page 31

1 people are supposed to do the work and come and report  
 2 to you. A stakeholder means you put a stake. You  
 3 come here. So three times and something needs to be  
 4 done. Same thing with the coordinator. If the  
 5 coordinator doesn't show up three times in a row,  
 6 that's not coordination.  
 7 So what do I suggest about public speaking?  
 8 I think 10 is a reasonable number. I ask you for four  
 9 minutes instead of three, especially for people like  
 10 self. I can't really talk fast, and I really ask you  
 11 not to cut off speakers. It just doesn't look good.  
 12 I mean, you know, you can say as a chair, you know,  
 13 please wrap it up. Ten extra seconds is not really a  
 14 big deal. So thank you very much.  
 15 CHAIRWOMAN LICHTER: Thank you.  
 16 The next speaker is Amy Adams.  
 17 MS. ADAMS: Good evening. Good evening,  
 18 Chair Lichter, Vice Chair Harvey, Dr. Williams, and  
 19 members of the Board. I would like to start this --  
 20 or my comment by thanking the people who took the time  
 21 to read the budget last week and attend the session

Page 32

1 for public comment. I thought many of them brought up  
 2 very interesting points. I agree with the concerns  
 3 regarding the funding of the GT programs and  
 4 positions. I agree with the concerns about the top-  
 5 heavy administration, especially if we're  
 6 significantly stacked in the Central Office over the  
 7 two larger LEAs in the state.  
 8 I have concerns about, and question about,  
 9 the additional 36 FTE secondary ESOL positions, that  
 10 they might not be enough to fill the need of the  
 11 students in our system. Particularly if ESOL centers  
 12 are closing or students are giving the option to  
 13 return to their home-zoned schools. I believe we have  
 14 30 middle schools and 26 high schools, so I'm looking  
 15 for more details to show how this increase would be  
 16 adequate to accommodate the needs.  
 17 I'm also interested in how we're asking for  
 18 a 9.5 increase in the budget when our enrollment fell  
 19 during the pandemic years and just hasn't rebounded as  
 20 we had predicted. What is the status of the ELA pilot  
 21 and the requested \$10 million for the ELA curriculum?

Page 33

1 And thank you again to the Board members for  
 2 revising the public attendance and public comment at  
 3 open meetings. As a member of a group who frequently  
 4 registers and attends meetings, I'd like to combine  
 5 Option B and E. No registration for attendance,  
 6 online speaker registration a week prior, 10 speakers,  
 7 3 minutes, option to join virtually or by phone  
 8 through the online registration form, and perhaps a  
 9 require a confirmation to any -- to open up any  
 10 available and unused spots. And then there could be a  
 11 waitlist for people who show up and would like to give  
 12 comment.  
 13 I'm concerned that the academic report is  
 14 not on the agenda tonight, especially on the day that  
 15 the spring 2022 (indiscernible) math and ELA scores  
 16 were released for the districts. For those of us in  
 17 BCPS community, safety and academics are always our  
 18 priority. Thank you for the time tonight, and I look  
 19 forward to the budget discussion and the public  
 20 comment discussion.  
 21 CHAIRWOMAN LICHTER: Thank you.

Page 34

1 Our next speaker is Makeda Scott. Good  
 2 evening, former Board Chair.  
 3 MS. SCOTT: Oh, good evening. Can you hear  
 4 me okay? Great. Thank you all so much. Good evening  
 5 and hello. Thank you, Madam Chair Lichter, Vice Chair  
 6 Harvey, Superintendent Dr. Williams, and I would like  
 7 to acknowledge Dr. Brenda Savoy from the 4th District,  
 8 and appointed Board member, Ms. Moalie Jose. I would  
 9 like to thank you all for your commitment and your  
 10 service to children.  
 11 I would like to speak today about the  
 12 importance of ensuring that all of our children have  
 13 the opportunity to experience a well-rounded and  
 14 deeply fulfilling education. Our children deserve the  
 15 very best, and it is all of our jobs to ensure that  
 16 they are provided with all the necessary tools  
 17 required so that they may succeed in school.  
 18 Diversity in history has been, and is  
 19 currently, under attack, most recently the book  
 20 banning in many school districts across the nation. I  
 21 would like to implore this Board to protect the

Page 35

1 ability of Baltimore County schoolchildren to learn  
 2 accurate history that is reflective of our community's  
 3 population of students and parents. The national  
 4 history of this country does not belong to one race or  
 5 group of people, but it is the history of us all. It  
 6 is American history. Diverse learning opportunities  
 7 benefit all children and should be the bedrock from  
 8 which we all spring.  
 9 As a former chair of the Equity Committee, I  
 10 deeply understand the impact of inequality and the  
 11 effect it has on children. So please, continue to  
 12 debate and rigorously provide our children with the  
 13 most diverse curriculum so that our scholars graduate  
 14 seeing themselves in literature or learning more about  
 15 another culture.  
 16 And to leave you with this, as you will  
 17 debate on the budget tonight, I would like to quote  
 18 former Board member and good friend, Roger Hayden. He  
 19 used to say, "The kids are the bottom line." So thank  
 20 you for that, and we are truly stronger together, and  
 21 it's wonderful to see all of you again. Thank you.

Page 36

1 CHAIRWOMAN LICHTER: Thank you.  
 2 Our next speaker is Sharon Saroff.  
 3 MS. SAROFF: Good evening. I first would  
 4 like to say that I have mixed feelings about Dr.  
 5 Williams leaving, and that is truth. While he and I  
 6 have not seen eye to eye and to be quiet honest, I am  
 7 not sorry to see you go, I do wish you luck, and I do  
 8 feel that you have made somewhat of an attempt to make  
 9 this school system better.  
 10 On that note, the reason that I am saying  
 11 what I'm saying tonight is because the concerns that I  
 12 want to bring to your attention are concerns that I've  
 13 had for the past four years. The number one concern  
 14 that I've had is leadership. We can't tell schools to  
 15 do what they want. We can't trust schools,  
 16 administrators, to know their students best. They  
 17 don't always know that. I currently have students  
 18 within this county that the administrators are  
 19 literally making decisions for parents and saying your  
 20 child's ready to graduate when parent doesn't agree.  
 21 Your child doesn't need special education services.

Page 37

1 That's a team decision, not an administrator's  
 2 decision. You need to provide guidelines, and you  
 3 need to hold your schools accountable. And there is  
 4 no accountability currently in a lot of the schools in  
 5 this county. A lack of accountability causes  
 6 irreparable damage to students. When they graduate,  
 7 we don't have control over them, but we've done the  
 8 damage, and that's one of the reasons that I am here  
 9 tonight.  
 10 Before you go, Dr. Williams, fix the budget.  
 11 Don't cut the GT program down to the bare bottom. Fix  
 12 special education. Return the things that I have  
 13 mentioned previously. Teach your schools to  
 14 collaborate with parents and communicate with  
 15 stakeholders. Teach people to be accountable and to  
 16 be willing to address concerns about safety and not  
 17 dismiss them. Leave the school system better than  
 18 when it -- that what it was when you came in. Thank  
 19 you, and I do wish you luck.  
 20 CHAIRWOMAN LICHTER: Thank you.  
 21 Our next speaker is Theresa Aspury

Page 38

1 (phonetic).  
 2 Our next speaker is Jessie Jaeger. Good  
 3 evening.  
 4 MS. JAEGER: Good evening. Hello. My name  
 5 is Jessie Jaeger. I'm a parent of Hampton Elementary  
 6 students. I also have the privilege of working as a  
 7 paraeducator at Hampton. First of all, Dr. Williams,  
 8 thank you for your service and your efforts on behalf  
 9 of Baltimore County. I do wish you the very best.  
 10 Now, to the rest of the Board, you will now  
 11 begin your process of seeking a new superintendent.  
 12 But Hampton Elementary cannot wait for a new  
 13 superintendent to solve our overcrowding problem. We  
 14 need an emergency boundary study now to go into effect  
 15 for the 2023-2024 school year. I am deeply concerned  
 16 with the lack of transparency in contracting with  
 17 Cropper GIS Consulting for the boundary study that put  
 18 Hampton in this position.  
 19 There was no RFP for the Pleasant Plains  
 20 study. There was no RFP for this current Central and  
 21 Northeast middle school boundary study. The 2020

Page 39

1 boundary study led by Cropper GIS promised to bring  
 2 only 100 students to Hampton. Instead, our student  
 3 population has grown by more than 300, a 51 percent  
 4 increase in just 3 years. We brought up the flawed  
 5 projections then, and I am concerned that they are  
 6 utilizing flawed projections again for present  
 7 studies.  
 8 Based on the BCPS data dashboard, Hampton is  
 9 never projected to surpass 110 percent capacity in 10  
 10 years. We have reached 121 percent in less than 3  
 11 years. In addition to projections being gross  
 12 underestimates of reality, using only September 30th  
 13 numbers is erroneous. Our September 30th projection  
 14 for this year was 731. Our actual September 30th  
 15 enrollment was 773, and now we hover around 810. We  
 16 have simply run out of room. This is a school that  
 17 has lived through 10 trailers, a redistricting, a  
 18 renovation, an addition and another redistricting. To  
 19 add more trailers when other schools are available  
 20 would be fiscally irresponsible. We are now operating  
 21 at 121 percent capacity, far beyond the county's own

Page 40

1 standards. This is severely undermining our learning  
 2 experience, and if we don't receive immediate action,  
 3 it will only get worse.  
 4 I am calling upon you to recognize that  
 5 Hampton's experience is part of a systemic problem of  
 6 overcrowding that is afflicting schools throughout the  
 7 whole county. This is an urgent issue that must be  
 8 front and center as you conduct your search for the  
 9 next superintendent and review contracts with  
 10 consultants.  
 11 For me, I recognize the county issue, but  
 12 Hampton's problem feels extreme and immediate, and I  
 13 implore you to order an emergency boundary study to be  
 14 completed before the next school year. Thank you.  
 15 CHAIRWOMAN LICHTER: Thank you.  
 16 Our next speaker is Amber Holt (phonetic).  
 17 Our next speaker is Lloyd Allen.  
 18 MR. ALLEN: Good evening, Chair Lichter,  
 19 Vice Chair Harvey, Superintendent Williams, and  
 20 members of the Board. Thank you for the opportunity  
 21 to speak tonight. I am Lloyd Allen, special educator

Page 41

1 in mathematics, speaking as an individual. First, Dr.  
 2 Williams, thank you for your service. I have  
 3 appreciated your skill with interpreting and  
 4 presenting statistics through all phases of the last  
 5 three years.  
 6 Second, last week, my remarks included the  
 7 line, "Please tell me that I am wrong." In fact, I  
 8 was wrong. I understand that the \$22.8 million budget  
 9 line for substitute salaries is a more transparent  
 10 way, thank you, of reflecting that substitute salaries  
 11 that moved from instructional salaries and wages to  
 12 other instructional costs roughly aligned with the  
 13 expense for sub salaries in previous years. The \$2  
 14 million contract per the vendor was a new expense with  
 15 the FY '23 budget, and has maintained at that same  
 16 level of \$2 million for FY '24. Whew.  
 17 Ratios. Now, I do maintain that 29 to 1 is  
 18 larger than optimal for effective instruction. It is  
 19 also important to note that if we are striving for the  
 20 ratio of 29 students to 1 teacher, there will  
 21 invariably be some classes that are larger and some

Page 42

1 that are smaller. I have taught classes of 32, but  
 2 things get dicey when there isn't enough room in the  
 3 classroom to have a desk for each student, and  
 4 purposeful movement, individual feedback, and  
 5 strategies that encourage thinking routines, stations,  
 6 gallery walks, even simply having students write  
 7 problems on the board are all difficult to implement  
 8 with crowded classes.

9 Eggs and COLA. Everyone's talking about  
 10 eggs right now. At the farmers' market, 30 eggs run  
 11 \$10. A dozen are \$5 or \$6. You might note that these  
 12 egg cartons are empty and wonder why. You see, I  
 13 understand that there is no COLA in the budget. A  
 14 cost-of-living allowance is used to adjust  
 15 compensation. The rate that educators earn over the  
 16 summer when their talents are used to write and refine  
 17 curriculum, the entries into salary tables, notably  
 18 the entries for folks who have stepped out and reached  
 19 the end of the pay scale. If there is no COLA, then  
 20 they earn less next year than they earned this year.

21 To some degree, we need to compete with our

Page 43

1 neighboring jurisdictions. To a greater degree, we  
 2 need to compete with jurisdictions that export  
 3 teachers rather than import them like we do. We don't  
 4 need to outrun the bear that is the national teacher  
 5 shortage, but we do need to outrun enough systems to  
 6 be at full staffing. This means moving towards  
 7 exceeding the starting salary of 60,000 for beginning  
 8 educators that is mandated by the Kirwan framework  
 9 that is now law so that we outrun our neighbors.

10 We also need to support the Maryland  
 11 Education Support Professional Bill of Rights and  
 12 ensure that all of our employees, all, are earning an  
 13 adequate living wage. No 1.2 employee for BCPS should  
 14 need a second job to support their family. With the  
 15 price of eggs, I'm quite surprised at the absence of a  
 16 COLA. Thank you.

17 CHAIRWOMAN LICHTER: Thank you.

18 Our next speaker is Janelle Wahlstrom. Good  
 19 evening.

20 MS. WAHLSTROM: Good evening. I am Janelle  
 21 Wahlstrom, and I am the parent of two children at

Page 44

1 Hampton Elementary. And I am here, again, speaking on  
 2 behalf of teachers, staff, current parents and  
 3 prospective parents to request an emergency boundary  
 4 study happen at Hampton Elementary. As of today, we  
 5 have 811 students. We have a state-rated capacity of  
 6 670 students, and we are at 121 percent capacity.

7 In 2020, there was the boundary study that  
 8 we were a part of and, ultimately, we helped assist a  
 9 school who was in the same position that we are now.  
 10 We welcomed those students, and they are a wonderful  
 11 part of our Hampton community. But now, here we are  
 12 in 2023, and we are struggling with severely  
 13 overcrowded classrooms, and we need you to step in.

14 We have 811 students for one nurse to care  
 15 for in a time where illness is high. We have one  
 16 principal and one vice-principal to manage, care for,  
 17 and help implement proper learning strategies for all  
 18 of our 811 students, while also assisting teachers  
 19 with their overcrowded classrooms. We have one  
 20 guidance counselor to help the social and emotional  
 21 wellbeing of our students. We are now back in person

Page 45

1 after the virtual learning that occurred with the  
 2 pandemic, and many children are struggling to adjust.  
 3 This is across the county and the country, not just  
 4 here. Many are dealing with anxiety and the inability  
 5 to emotionally regulate. Many are having trouble  
 6 making the social connections that they lost from  
 7 having to social distance for so long, which was  
 8 necessary and important for the health and safety of  
 9 everyone but has lasting effects. And Hampton has one  
 10 guidance counselor to help all of the 811 of our  
 11 children.

12 Hampton has a wonderful and capable staff  
 13 and administration who can only do so much, and they  
 14 do a lot. But what just simply can't be done then  
 15 rests on the shoulders of our teachers. And they have  
 16 to carry an impossible load. These amazing teachers  
 17 are in the classrooms that are past the limit  
 18 prescribed per Maryland Code for teacher-to-student  
 19 ratios. All of our kindergarten classes have 25 to 27  
 20 students, when they should have 22.

21 I hope that you can see this picture that I

Page 46

1 have tried so hard to paint for you to show you the  
 2 severity of our overcrowded school. Hampton is filled  
 3 with amazing teachers, fantastic staff, and  
 4 administrators who are doing everything they possibly  
 5 can with an incredibly difficult situation.  
 6 I leave you with this. What does 2023/2024  
 7 look like for Hampton Elementary? Nine hundred  
 8 students? Classes filled with 30 students? We need  
 9 your help. Please grant us this emergency boundary  
 10 study.  
 11 CHAIRWOMAN LICHTER: Thank you.  
 12 Our last speaker is Heather Mullen  
 13 (phonetic).  
 14 That concludes our public -- general public  
 15 comment section of the meeting. The next item on the  
 16 agenda is action taken in closed session, and for that  
 17 I call on Mr. Brousaides.  
 18 MR. BROUSAIDES: Good morning, Chair  
 19 Lichter.  
 20 CHAIRWOMAN LICHTER: Good morning?  
 21 MR. BROUSAIDES: Or good evening. Nothing

Page 47

1 to report from closed session.  
 2 CHAIRWOMAN LICHTER: Okay. Thank you.  
 3 The next item on the agenda is consideration  
 4 of FY 2024 County Capital Budget Request, and for that  
 5 I call on Mr. Hartlove and Mr. Dixit.  
 6 MR. DIXIT: Good evening, Chair Lichter,  
 7 Vice Chair Harvey, Dr. Williams and members of the  
 8 Board. On December 20, 2022, we introduced the FY  
 9 2024 County Capital Plan to you. At the work session  
 10 on January 13, 2023, we answered all the questions  
 11 that were sent to us. Finally, today, we are here to  
 12 ask for your approval of the 2024 Capital -- County  
 13 Capital Plan.  
 14 MS. HENN: Chair Lichter?  
 15 CHAIRWOMAN LICHTER: Yes, Ms. Henn?  
 16 MS. HENN: Thank you. I have a motion. May  
 17 I?  
 18 CHAIRWOMAN LICHTER: Yes.  
 19 MS. HENN: Thank you. Thank you. "Whereas  
 20 on January 17, 2023, the County Council enacted  
 21 Resolution 1-23 requesting that Baltimore County

Page 48

1 Public Schools begin the review of the suitability of  
 2 property known as the Lafarge Quarry as a school site,  
 3 and whereas the Superintendent has communicated that  
 4 BCPS intends to comply with the County Council's  
 5 request and will begin a site study, as outlined in  
 6 Resolution 1-23, it is therefore moved that the FY  
 7 2024 County Capital Budget Request be amended on line  
 8 7 by deleting the words Loch Raven from the Northeast  
 9 Area High Project description and replacing the C,  
 10 indicating Central, under Area with TBD, indicating to  
 11 be determined."  
 12 CHAIRWOMAN LICHTER: May I have a second to  
 13 Ms. Henn's motion?  
 14 MS. PUMPHREY: Second, Pumphrey.  
 15 CHAIRWOMAN LICHTER: Is there any  
 16 discussion?  
 17 Ms. Henn, would you like to discuss your  
 18 motion?  
 19 MS. HENN: We discussed it at length at the  
 20 last meeting, so I'll reserve my time in case there  
 21 are any questions.

Page 49

1 CHAIRWOMAN LICHTER: Okay. Ms. Jose?  
 2 MS. JOSE: Thank you. So the county has  
 3 already made a resolution. My issue is that Dr.  
 4 Williams has already stated that we will go forward  
 5 with doing the study as required. By scratching a  
 6 \$1.2 million study that was the My I-Pass (phonetic)  
 7 recommendation, we're kicking the can down the road if  
 8 that site is to be found unsuitable. Furthermore, the  
 9 resolution asks for a vocational school, and it's not  
 10 going to help alleviate the problem that we have in  
 11 the Central and Northeast Area.  
 12 Loch Raven, to my understanding, does have  
 13 space, and the real reasoning is probably that Loch  
 14 Raven Academy is predominantly an African American  
 15 school, and perhaps people don't want to send their  
 16 children there. That is the segregation that happens  
 17 in Baltimore County Public Schools. I live in this  
 18 area for the past 20 years. My children attend the  
 19 Northeast Area elementary schools and high schools.  
 20 So I -- while I support the motion, I don't support  
 21 the scratching out or striking out from the capital

Page 50

1 budget, so I will not be supporting the motion.  
 2 CHAIRWOMAN LICHTER: Thank you.  
 3 Ms. Henn?  
 4 MS. HENN: Thank you. The resolution that  
 5 the county enacted was modified, and a revised copy  
 6 was provided to the full Board. Vocational was  
 7 removed from the resolution, and Loch Raven Academy is  
 8 the middle school. This is involving the high school.  
 9 Thank you.  
 10 CHAIRWOMAN LICHTER: Other discussion?  
 11 Ms. Jose?  
 12 MS. JOSE: Yeah, I meant Loch Raven High  
 13 School was what I meant. I misspoke. I will not be  
 14 supporting the motion. While I support the resolution  
 15 that the county passed, I don't support the motion. I  
 16 would like to amend it to remove the -- well,  
 17 actually, do you have the motion written?  
 18 CHAIRWOMAN LICHTER: You wanted to restate  
 19 the motion?  
 20 MS. JOSE: Yeah, if she got.  
 21 MS. HENN: Sure. "Whereas on January 17,

Page 51

1 2023, the County Council enacted Resolution 1-23  
 2 requesting that Baltimore County Public Schools begin  
 3 the review of the suitability of property known as the  
 4 Lafarge Quarry as a school site, and whereas the  
 5 Superintendent has communicated that BCPS intends to  
 6 comply with the County Council's request and will  
 7 begin a site study, as outlined in Resolution 1-23, it  
 8 is therefore moved that the Fiscal Year 2024 County  
 9 Capital Budget Request be amended on line 7 by  
 10 deleting the words Loch Raven from the Northeast Area  
 11 High Project description and replacing the C,  
 12 indicating Central, under Area with TBD, indicating to  
 13 be determined."  
 14 And may I speak to the motion --  
 15 CHAIRWOMAN LICHTER: Yes.  
 16 MS. HENN: -- Chair Lichter? Thank you.  
 17 What this does is leaves open the possibility of  
 18 determining the site by removing the finality of  
 19 determining that the site will be Loch Raven High. So  
 20 it leaves it open to the possibility of the Lafarge  
 21 Quarry as a site. It does not lock in any one

Page 52

1 particular site, because Superintendent Williams has  
 2 agreed to comply with the request to study the Lafarge  
 3 Quarry as a potential site. So it simply removes the  
 4 designation of Loch Raven as the final site. Thank  
 5 you.  
 6 CHAIRWOMAN LICHTER: Ms. Jose?  
 7 MS. JOSE: I would like to amend to strike  
 8 it is therefore removed to to be determined.  
 9 CHAIRWOMAN LICHTER: Okay. So any -- so now  
 10 we're talking about Ms. Jose's amendment, which is to  
 11 strike the words -- and Board members, it's in the  
 12 chat. Ms. Henn's motion is in the chat. Ms. Jose  
 13 just added -- or not added, would like the words --  
 14 the last three words, to be determined, TBD,  
 15 indicating to be determined, to be deleted. Correct,  
 16 Ms. Jose?  
 17 MS. JOSE: From her motion, yes.  
 18 CHAIRWOMAN LICHTER: Okay.  
 19 MS. HENN: Chair Lichter?  
 20 CHAIRWOMAN LICHTER: Ms. Henn?  
 21 MS. HENN: A comment and a clarifying

Page 53

1 question. TBD replaces the C under Central because  
 2 the Lafarge Quarry is located in the Northeast Area.  
 3 So rather than indicate a -- any or leaving it as C,  
 4 both of which would be inaccurate, TBD indicates that  
 5 it has not yet been determined. I would support this  
 6 amendment if it leaves that entry blank. However,  
 7 leaving it as C is inaccurate because this particular  
 8 site is in the Northeast, as it is a Northeast high  
 9 school study. So I would ask Ms. Jose if her intent  
 10 in amending this motion is to leave it blank, or if it  
 11 is to leave it as C for Central.  
 12 CHAIRWOMAN LICHTER: Ms. Jose?  
 13 MS. JOSE: Oh, sorry. My amendment is to  
 14 strike from it is therefore moved that the FY '24  
 15 budget request be amended by deleting the words Loch  
 16 Raven from the Northeast Area project description  
 17 until the words to be determined. So striking out  
 18 that entire move.  
 19 CHAIRWOMAN LICHTER: So Ms. Jose, it is  
 20 therefore moved -- so you're looking at the last  
 21 paragraph in her motion, correct?

Page 54

1 MS. JOSE: Right.

2 CHAIRWOMAN LICHTER: "It is therefore moved

3 that the FY 2024 County Capital Budget Request be

4 amended on line 7 by," do I keep going, "deleting the

5 words Loch Raven from the Northwest Area High Project

6 description and replacing C, indicating Central,"

7 period?

8 MS. JOSE: Yeah, I think Ms. Howie has a

9 comment, probably procedural, so.

10 CHAIRWOMAN LICHTER: Ms. Howie?

11 MS. HOWIE: Yes, Board members, I was just

12 typing in the chat. There was no second to the

13 motion, as Ms. Pumphrey pointed out, but you've

14 already begun discussion on the motion, so that's

15 considered to be a second.

16 CHAIRWOMAN LICHTER: So we don't need a

17 second? We've -- we do need a second. Is there a

18 second on Ms. Jose's motion?

19 MS. JOSE: Point of clarification. I think

20 Ms. Howie just said we don't need a second.

21 CHAIRWOMAN LICHTER: That's what I thought.

Page 55

1 MR. BROUSAIDES: The discussion is a de

2 facto second.

3 CHAIRWOMAN LICHTER: Okay. So I don't need

4 the second. Okay.

5 Okay, Ms. Hassan?

6 MS. HASSAN: I just had a question, just to

7 clarify. So this resolution that Ms. Henn put forth,

8 is it the same one as the one that we discussed last

9 Board meeting, to parallel with the County Resolution?

10 I just wanted a little clarification on that.

11 MS. HENN: Chair Lichter, may I respond?

12 CHAIRWOMAN LICHTER: Yes.

13 MS. HENN: Thank you. It is not. There

14 were two motions in my original -- there are two

15 actions in my original motion. The first was to make

16 the same amendment to the capital request. The second

17 was to ask Superintendent Williams to conduct the

18 study. He has since sent a letter. The Board

19 received a letter just before closed session today,

20 indicating that he has agreed to comply with the

21 County Council's request and to conduct the study, so

Page 56

1 that part of the motion has been removed.

2 The other word change -- there were two

3 slight word changes. One removes vocational, because

4 the County Council modified their resolution, striking

5 vocational, or adding the possibility of a general

6 school site. The second was that they've enacted it,

7 whereas previously, they had not enacted it yet.

8 MS. HASSAN: So just to clarify, sorry,

9 again, this would just change the wording within the

10 County Capital Budget Request to delete Loch Raven and

11 then put TBD for Central, just indicating that we

12 haven't yet made a concrete decision? And then I

13 guess this would be a question for the team. So what

14 implications would that hold on anything that we've

15 currently discussed regarding Loch Raven as the

16 Northeast Area High Project that we've been

17 discussing?

18 MR. DIXIT: So I just want to remind the

19 Board that the study was done to create additional

20 seats in the Northeast Area of the county. While we

21 distinguish these as East and Central, when we apply

Page 57

1 for state funding, all of the adjoining schools in

2 that area are considered for enrollment projections

3 and because of the state process. An existing school

4 will include their enrollment plus additional seats.

5 A new school at any site will consider only additional

6 seats from the state perspective. And as I indicated

7 in the last meeting, that may create a difference of

8 \$30 to \$40 million for County to carry. That remains

9 still could, whether it's C, nothing, or Northeast

10 because in the end, we have to apply for state

11 participation. So I just wanted to share that

12 information.

13 MS. HASSAN: So -- sorry, last question. If

14 -- so if we do change it, and, you know, change it to

15 that TBD, so would that turnaround time then for us to

16 evaluate the Lafarge property? Would that -- like,

17 would that possibly backfire if we leave it as TBD and

18 then submit it to the state, like, for state

19 consideration if we haven't, like, fully put Loch

20 Raven as a placeholder, or a specific name? I'm just

21 wondering if the timing can possibly backfire.

Page 58

1 MR. DIXIT: So it will delay the process for  
 2 starting pre-planning for that school because as part  
 3 of the process, eventually we have to request state to  
 4 approve for the planning, and we cannot do it unless  
 5 we share a site with the state for a school.  
 6 MS. HASSAN: Okay, thank you.  
 7 CHAIRWOMAN LICHTER: Ms. Pumphrey?  
 8 Ms. Domanowski?  
 9 MS. DOMANOWSKI: I just -- I don't know if  
 10 this is a question for Ms. Henn or for you guys. But  
 11 can you clarify that the Northeast Central surveying  
 12 doesn't -- is it to alleviate Loch Raven or replace  
 13 the Loch Raven High School, or is it something  
 14 completely separate?  
 15 MR. DIXIT: So the additional seats needed  
 16 for the Northeast Area is approximately 300 to 400  
 17 seats. By replacing a school like Loch Raven, you get  
 18 state funding for the existing seats that the school  
 19 has, plus the additional seats they'll be providing.  
 20 If we build a school on a new site, the only  
 21 justification we have for state funding is for the

Page 59

1 additional seats, which is 300 seats. So if we build  
 2 a school for 1,500 seats, about 1,200 of those seats  
 3 will not be eligible for state funding.  
 4 MS. DOMANOWSKI: Okay, but correct -- but  
 5 Loch Raven is in Central, and this is for a Northeast  
 6 alleviation, correct?  
 7 MR. DIXIT: So when we justify to state, all  
 8 of the current boundaries for schools are considered.  
 9 So anything that is considered right now for  
 10 Northeast, some of it is in the Central area, they'll  
 11 be considered for that. So we define as the planning  
 12 regions. State goes by the boundaries of the existing  
 13 schools that are in that area, regardless of whether  
 14 they are in Central Area or Northeast Area.  
 15 MS. HENN: May I respond, as well, Chair  
 16 Lichter?  
 17 CHAIRWOMAN LICHTER: Wait a second. Ms.  
 18 Pumphrey?  
 19 MS. PUMPHREY: Just have a question. Do you  
 20 have -- you mentioned applying for state funding. Do  
 21 you have a specific date in mind for that? Because

Page 60

1 you are saying in the future. Is there a specific  
 2 date that you anticipate applying for the state  
 3 funding?  
 4 MR. DIXIT: So the purpose of the study was  
 5 to find a way for 300 additional seats. If we do not  
 6 build the capacity, what that means is that in future,  
 7 that number will keep increasing, and we'll have to  
 8 put kids in some other relocatable or other  
 9 strategies. And the community input we received, they  
 10 do not support additions in existing high school.  
 11 They support new school.  
 12 MS. PUMPHREY: I understand, but my question  
 13 was, is there a specific date from when you have to  
 14 apply for the state funding? Do we need to have that  
 15 information by a certain date?  
 16 MR. DIXIT: So before we applied to state  
 17 for construction funding, we have to do planning work.  
 18 And that planning work needs to start as soon as we  
 19 can for the Northeast Area and for the Southeast Area.  
 20 These two areas were indicated in the My I-Pass study  
 21 to be the highest need area.

Page 61

1 MS. PUMPHREY: So I guess my question should  
 2 be rephrased. Is there a date to start the planning  
 3 period? If we weren't to consider this at all, would  
 4 there -- would you already have a date by which you  
 5 would start -- you intend on starting the planning  
 6 period?  
 7 MR. DIXIT: So the first part for the  
 8 planning is to share with the state where we are going  
 9 to build the school. And that's part of the reason we  
 10 had the site request at this point. So we cannot even  
 11 start pre-planning unless we find where's the site.  
 12 MS. PUMPHREY: Thank you.  
 13 CHAIRWOMAN LICHTER: Mr. McMillion?  
 14 MR. McMILLION: Mr. Dixit, how much did the  
 15 Northeast Area overcrowding analysis end up costing  
 16 us? \$500,000 was budgeted. What did it cost?  
 17 MR. DIXIT: We shared that number in a  
 18 response to you.  
 19 MR. McMILLION: Okay.  
 20 MR. DIXIT: It was in the neighborhood of  
 21 100,000 or -- we shared that number with you.



Page 62

1 MR. McMILLION: Okay. But --  
 2 MR. DIXIT: It was on the Board  
 3 (indiscernible) --  
 4 MR. McMILLION: -- I wanted the public to  
 5 hear that.  
 6 MR. DIXIT: Yeah. So do you remember the  
 7 name? It's around 130,000.  
 8 MR. McMILLION: \$130,000.  
 9 MR. DIXIT: Yeah.  
 10 MR. McMILLION: And you stated at the last  
 11 meeting that Lafarge was not an option that they  
 12 looked at, correct?  
 13 MR. DIXIT: No. Lafarge was not an option  
 14 that they looked at.  
 15 MR. McMILLION: Thank you.  
 16 MR. DIXIT: Yeah.  
 17 CHAIRWOMAN LICHTER: Ms. -- Dr. Hager?  
 18 DR. HAGER: Yes, thank you. I guess I'm a  
 19 little bit confused about why we got the letter saying  
 20 that we were going to consider the Lafarge property if  
 21 it sounds like we can't really consider it. I guess I

Page 63

1 don't understand what step that -- why we took that  
 2 step. I don't know if Dr. Williams could answer that.  
 3 MR. DIXIT: Because we respected County's  
 4 resolution that was enacted.  
 5 DR. HAGER: But we have no intention of  
 6 actually considering it for this school?  
 7 MR. DIXIT: Now we do, because we have a  
 8 County resolution.  
 9 DR. WILLIAMS: So the County Council --  
 10 again, great partners, and they provided an  
 11 opportunity for us to explore this piece of land, the  
 12 Lafarge Quarry, and so my letter was acknowledging  
 13 that there were resolutions, discussions, at the  
 14 County Council level. And they put forth -- kind of  
 15 lessened the restriction the first time. There were  
 16 discussions about a type of school, and we had a brief  
 17 discussion as Board members. They lessened that,  
 18 thank you, for us to explore what that piece of land  
 19 could be used for, and there were several options.  
 20 And so we wanted to acknowledge our funders,  
 21 thank you, and that's what the letter said. We will

Page 64

1 explore what kind of options we can hopefully build  
 2 there, and that's the work that we put forth, that we  
 3 will do an assessment to figure out what that may be.  
 4 So what Mr. Dixit and team members are saying, we  
 5 don't know if that space will actually address the  
 6 overcrowding that's happening on that side without  
 7 looking at other schools in that area.  
 8 So Dr. Hager, it was -- the letter was  
 9 simply saying thank you, County Council. We've heard  
 10 you. We appreciate this. Let us now kind of explore  
 11 what options we could kind of build on that land.  
 12 CHAIRWOMAN LICHTER: Thank you.  
 13 DR. WILLIAMS: Let me just see -- Merrill and  
 14 Pete, any additional information you want to add?  
 15 MR. DIXIT: No, you have provided good  
 16 information because there may be need for other type  
 17 of schools in future that we don't see at this point.  
 18 But my conversation is mainly focused on the high  
 19 school.  
 20 CHAIRWOMAN LICHTER: So I just want to make  
 21 sure I understand. When you said that we are looking

Page 65

1 for 300 seats, and then the state would support the  
 2 300 seats. But for Loch Raven, they'll support the  
 3 new school and the 300 seats?  
 4 MR. DIXIT: They will count existing seats  
 5 that are in Loch Raven because we are replacing Loch  
 6 Raven. So what you will have the existing SRC of Loch  
 7 Raven plus the additional seats that are needed in  
 8 that area. So let's assume it's 1,000 seats in Loch  
 9 Raven right now. And then if you provide additional  
 10 300 to 400 seats, so we'll get funded for 1,400 seats.  
 11 CHAIRWOMAN LICHTER: And the idea about  
 12 Central versus Northeast, what you're saying is any  
 13 adjacent high school boundaries to Loch Raven would be  
 14 involved in a boundary study. So that's why you're  
 15 not emphasizing the Central versus Northeast. So  
 16 anybody adjacent to Loch Raven would be part of the  
 17 boundary processes to do the shifting to right-size  
 18 capacity at those schools?  
 19 MR. DIXIT: That's right.  
 20 CHAIRWOMAN LICHTER: Okay, so it's not  
 21 necessarily people driving from all the way in the

Page 66

1 heart of White Marsh to Loch Raven. It might be  
 2 moving multiple kids from different schools to right-  
 3 size it.  
 4 MR. DIXIT: And that'll be decided by  
 5 community --  
 6 CHAIRWOMAN LICHTER: -- Boundary --  
 7 MR. DIXIT: -- during the redistricting  
 8 process.  
 9 CHAIRWOMAN LICHTER: Okay. Thank you.  
 10 Other?  
 11 Okay. Ms. Jose?  
 12 MS. JOSE: Thank you. So I just want to  
 13 clarify that boundaries are manmade. Loch Raven High  
 14 School is in Central district, but it's further away  
 15 from Hereford High School, which is also in Central  
 16 district. It is closer to Towson, which is severely  
 17 overcrowded. When we alleviate that overcrowding in  
 18 Loch Raven, it's going to help Northeast and Central,  
 19 and those boundaries will be -- there'll be a re-study  
 20 of those boundaries as we do. It's helping two  
 21 districts but taking away the Central/Northeast part,

Page 67

1 it's actually part of alleviating problems in the  
 2 Central and Northeast area. While nobody is saying  
 3 that we're not going to look at the Lafarge site, we  
 4 will -- certainly are going to look at it, but  
 5 resolution, it's going to help build that additional  
 6 300. But it's not going to help Towson. It's not  
 7 going to help Loch Raven. And correct me, Mr. Dixit,  
 8 is Loch Raven High School overcrowded? I don't think  
 9 so.  
 10 MR. DIXIT: I don't think so I don't have  
 11 the number, but I don't think so.  
 12 MS. JOSE: All right. Thank you.  
 13 CHAIRWOMAN LICHTER: So we're still on Ms.  
 14 Jose amendment to the motion, correct? Yes.  
 15 So Mr. Kuehn, you haven't had a chance to  
 16 speak, so I'll let you have our final word.  
 17 MR. KUEHN: Thank you. I just have a quick  
 18 comment. I just -- I want to be crystal clear. The  
 19 letter that was sent is saying we will look at it.  
 20 And what we're all saying tonight is it has nothing to  
 21 do with the Northeast High School study. That's

Page 68

1 exactly what's been shared here, so I just want  
 2 clarification. We have no intention whatsoever of  
 3 using Lafarge as a site to build a high school on to  
 4 handle overcrowding in the Northeast Area.  
 5 MR. DIXIT: Well, that's going to be decided  
 6 by the Board and our funding partners. So one of the  
 7 funding partner is County, and County Council is part  
 8 of the County. So they have enacted a resolution to  
 9 look at the site.  
 10 MR. KUEHN: Okay. I'll clarify a little  
 11 further.  
 12 MR. DIXIT: And we want to be respectful of  
 13 that.  
 14 MR. KUEHN: Because I'm looking at the  
 15 request, and we're requesting 5 -- total of \$10  
 16 million in county funding to, you know, do the  
 17 planning for the Loch Raven site. That's going in the  
 18 next request. So if we're requesting to draw plans  
 19 and set things in motion to build a new Loch Raven,  
 20 please don't tell me at the same time that we're  
 21 actually going to consider building a high school at

Page 69

1 Lafarge. It just doesn't make sense. It's kind of  
 2 out of order timing wise. That's why if we removed  
 3 the words Loch Raven and Central, it would still be a  
 4 possibility, and we could still go back to Loch Raven  
 5 if that's what -- where we end up with.  
 6 MR. DIXIT: So construction funds have not  
 7 been approved. So even before we finally decide on  
 8 the site, we'll be coming to Board for site's  
 9 approval. And what you are seeing is a request for a  
 10 high school to replace Loch Raven High School and a  
 11 larger capacity in that school to meet the seat needs.  
 12 And what needs to be emphasized here that seats are  
 13 needed. And if we do not have seats, just like you  
 14 hear about Hampton right now, the next Board or in  
 15 future, you'll be hearing about kids in relocatables  
 16 and 400 kids, 300 kids.  
 17 MR. KUEHN: Right, I'm fully aware of  
 18 relocatables.  
 19 MR. DIXIT: So that needs to be emphasized  
 20 at the same time.  
 21 MR. KUEHN: Yeah. Just to finish, we're

Page 70

1 specifically talking about the FY '24 County Capital  
 2 Budget Request, which includes \$5 million in planning  
 3 for -- on Item No. 7, a Loch Raven replacement school.  
 4 So that does not -- if we're dedicating the funds, I  
 5 guess is my question, because right here it sounds to  
 6 me like we're dedicating \$5 million for Loch Raven  
 7 replacement high school.

8       At the same time, we're saying we'll look at  
 9 Lafarge at maybe some other possible use in the  
 10 future, but we're not going to even consider it for a  
 11 high school to meet the needs of the Northeast at this  
 12 point.

13       DR. WILLIAMS: So Mr. Kuehn, just for  
 14 everyone to understand, we presented this capital  
 15 budget proposal, and Lafarge wasn't even a discussion.  
 16 You remember that? Good, because the folks that  
 17 looked at the spaces and the feedback from the  
 18 community, everyone agrees, we are not trying to build  
 19 mega high schools. We -- community was not in favor  
 20 of any additions. So they explore other clusters to  
 21 see is there another option? Loch Raven was

Page 71

1 presented. Before the Lafarge, or maybe it was the  
 2 same time, Ms. Henn, because I think you brought it --  
 3 brought that to our attention.

4       Then there was some more discussion, so at  
 5 this point, we don't know what we can actually build  
 6 on the Lafarge property. It hasn't been studied. So  
 7 this is the only thing the team is saying. We're  
 8 grateful that we have a potential property. We got to  
 9 study to see what possibilities we can build there.  
 10 But this was here prior to the Council making an  
 11 amendment to their resolution. So the team has not  
 12 done its work to see what could potentially build  
 13 there.

14       So there's a motion -- an amended motion  
 15 about the property, but the team, just for the Board  
 16 to understand, we don't know exactly what size of a  
 17 school building we can build there. So the team is  
 18 just presenting this information, and now we have this  
 19 wonderful opportunity of exploring some property. So  
 20 you're right. Everything you see here is adding up,  
 21 and the recommendation was looking at Loch Raven.

Page 72

1       The Board wants to do something completely  
 2 different, great. Now we have another option to  
 3 explore. But I must emphasize, if the team hasn't  
 4 done its work, we can't come back to you and say it's  
 5 big enough for a high school, big enough for a middle  
 6 school, big enough for elementary. And it's my  
 7 understanding the community has to weigh in, as well,  
 8 so there's a lot of work around this.

9       So that's just where we are. There's a  
 10 motion on the floor, and I don't know how much more  
 11 discussion we need to have on it.

12       CHAIRWOMAN LICHTER: So Ms. Jose, can you  
 13 restate your motion? Or the amendment to the motion.

14       MS. JOSE: I move to strike the words, "It  
 15 is therefore moved that the FY '24 Capital Budget  
 16 Request be amended on line 7 by deleting the words  
 17 Loch Raven from the Northeast Area High Project  
 18 description and replacing the C, including Central  
 19 Area under area, with TBD, indicating to be  
 20 determined."

21       MS. HENN: Chair Lichter, can we get legal

Page 73

1 advice? That seems like an illegal motion. It  
 2 cancels the entire motion.

3       CHAIRWOMAN LICHTER: Mr. Brousaides?  
 4       MS. HENN: That is the motion.

5       MR. BROUSAIDES: It does seem to be just a  
 6 straight no vote on the motion, and it seems to be  
 7 more of an independent motion than an amendment to the  
 8 motion. It, in essence, nullifies the motion.

9       CHAIRWOMAN LICHTER: So at this time, we  
 10 need to vote on that motion, correct? On Ms. -- or  
 11 but you're saying it's not a legal motion. So is it  
 12 not allowed -- is the motion not allowed or it's just  
 13 nullifying the --

14       MS. JOSE: I could --

15       MR. BROUSAIDES: Yeah, I don't think that  
 16 it's not allowed. But I just want the Board members  
 17 to be clear as to what they're voting on. What the  
 18 amended motion does. The amended motion essentially  
 19 nullifies the motion. So voting yes on the amendment  
 20 would be tantamount to voting no on the -- Ms. Henn's  
 21 motion.

Page 74

1 MS. HENN: Then point of order. I would ask  
 2 that you consider not allowing that motion, as it is  
 3 out of order for a properly constructed motion as it  
 4 nullifies my motion.  
 5 CHAIRWOMAN LICHTER: But then we could vote  
 6 no on that motion, which would take -- instead of  
 7 nullifying the motion. So I'd like a roll call on Ms.  
 8 Jose motion.  
 9 MS. HENN: Could you clarify what --  
 10 CHAIRWOMAN LICHTER: The amendment to the  
 11 motion.  
 12 MS. HENN: Could you please clarify, then,  
 13 how we vote? Because it's extremely out of practice.  
 14 It's making --  
 15 CHAIRWOMAN LICHTER: So then --  
 16 Ms. Gover, can you do a roll call vote on  
 17 the amendment to the motion?  
 18 MS. GOVER: Ms. Domanowski?  
 19 MS. DOMANOWSKI: No.  
 20 MS. GOVER: Ms. Pumphrey?  
 21 MS. PUMPHREY: No.

Page 75

1 MS. GOVER: Mr. McMillion?  
 2 MR. McMILLION: No.  
 3 MS. GOVER: Ms. Henn?  
 4 MS. HENN: No.  
 5 MS. GOVER: Ms. Jose?  
 6 MS. JOSE: Yes.  
 7 MS. GOVER: Ms. Harvey?  
 8 VICE CHAIR HARVEY: Yes.  
 9 MS. GOVER: Mr. Offerman?  
 10 MR. OFFERMAN: Yes.  
 11 MS. GOVER: Dr. Savoy?  
 12 DR. SAVOY: Yes.  
 13 MS. GOVER: Dr. Hager?  
 14 DR. HAGER: No.  
 15 MS. GOVER: Mr. Kuehn?  
 16 MR. KUEHN: No.  
 17 MS. GOVER: Ms. Lichter?  
 18 CHAIRWOMAN LICHTER: No.  
 19 MS. GOVER: Favor is four.  
 20 CHAIRWOMAN LICHTER: So that motion doesn't  
 21 pass, so we're now back to Ms. Henn's motion, which is

Page 76

1 written -- which is typed on the chat, correct?  
 2 MS. HENN: Correct.  
 3 CHAIRWOMAN LICHTER: Okay. So I'm not going  
 4 to read that whole motion. Everybody sees it on the  
 5 chat. So now we need a roll call vote on Ms. Henn's  
 6 motion.  
 7 MS. GOVER: Ms. Domanowski?  
 8 MS. DOMANOWSKI: Yes.  
 9 MS. GOVER: Ms. Pumphrey?  
 10 MS. PUMPHREY: Yes.  
 11 MS. GOVER: Mr. McMillion?  
 12 MR. McMILLION: Yes.  
 13 MS. GOVER: Ms. Henn?  
 14 MS. HENN: Yes.  
 15 MS. GOVER: Ms. Jose?  
 16 MS. JOSE: No.  
 17 MS. GOVER: Ms. Harvey?  
 18 VICE CHAIR HARVEY: No.  
 19 MS. GOVER: Mr. Offerman?  
 20 MR. OFFERMAN: No.  
 21 MS. GOVER: Dr. Savoy?

Page 77

1 DR. SAVOY: No.  
 2 MS. GOVER: Dr. Hager?  
 3 DR. HAGER: Yes.  
 4 MS. GOVER: Mr. Kuehn?  
 5 MR. KUEHN: Yes.  
 6 MS. GOVER: Ms. Lichter?  
 7 CHAIRWOMAN LICHTER: No.  
 8 MS. GOVER: Favor is six.  
 9 CHAIRWOMAN LICHTER: So the motion passes.  
 10 Okay. Let me get back to my other script. Okay, so  
 11 we are motion -- is there any more discussion before  
 12 we do the discussion -- so do I have a motion to  
 13 approve the FY 2024 County Capital Budget Request as  
 14 presented in Exhibit H-1?  
 15 MS. JOSE: So moved --  
 16 MR. OFFERMAN: So moved, Offerman.  
 17 MS. HENN: Pardon me, Chair Lichter?  
 18 CHAIRWOMAN LICHTER: Yes?  
 19 MS. HENN: Your script needs to be modified  
 20 --  
 21 CHAIRWOMAN LICHTER: Okay.

Page 78

1 MS. HENN: -- to read as amended, since we  
 2 amended it.  
 3 CHAIRWOMAN LICHTER: Okay. Do I have a  
 4 motion to approve the FY 2024 County Capital Budget  
 5 Request as presented in Exhibit HY, including the  
 6 amendment?  
 7 MS. HENN: Thank you.  
 8 MR. OFFERMAN: So moved, Offerman.  
 9 CHAIRWOMAN LICHTER: May I have a second?  
 10 MS. HENN: Second, Henn.  
 11 CHAIRWOMAN LICHTER: Is there any further  
 12 discussion?  
 13 May I have a roll call vote, Ms. Gover?  
 14 MS. GOVER: Ms. Domanowski?  
 15 MS. DOMANOWSKI: Yes.  
 16 MS. GOVER: Ms. Pumphrey?  
 17 MS. PUMPHREY: Yes.  
 18 MS. GOVER: Mr. McMillion?  
 19 MR. McMILLION: Yes.  
 20 MS. GOVER: Ms. Henn?  
 21 MS. HENN: Yes.

Page 79

1 MS. GOVER: Ms. Jose?  
 2 MS. JOSE: Yes.  
 3 MS. GOVER: Ms. Harvey?  
 4 VICE CHAIR HARVEY: Yes.  
 5 MS. GOVER: Mr. Offerman?  
 6 MR. OFFERMAN: Yes.  
 7 MS. GOVER: Dr. Savoy?  
 8 DR. SAVOY: Yes.  
 9 MS. GOVER: Dr. Hager?  
 10 DR. HAGER: Yes.  
 11 MS. GOVER: Mr. Kuehn?  
 12 MR. KUEHN: Yes.  
 13 MS. GOVER: Ms. Lichter.  
 14 CHAIRWOMAN LICHTER: Yes.  
 15 MS. GOVER: Thank you.  
 16 CHAIRWOMAN LICHTER: Motion passes. Whew.  
 17 Thank you.  
 18 MR. DIXIT: Thank you.  
 19 CHAIRWOMAN LICHTER: The next item on the  
 20 agenda is the work session on the Superintendent's  
 21 Proposed FY 2024 Operating Budget, and for that I call

Page 80

1 on Dr. Williams and Mr. Hartlove.  
 2 MR. HARTLOVE: Good evening, Chair Lichter,  
 3 Vice Chair Harvey. Tonight, we take our -- I guess  
 4 our third step in the FY '24 operating budget. We  
 5 started off with Dr. Williams' presentation of the  
 6 budget at our last Board meeting, and then we had a  
 7 hearing last week. Next slide, please. Go forward  
 8 one more, please.  
 9 Okay, so just start off -- I'll start off by  
 10 saying I'm going to be brief because you want to dive  
 11 into the folks who are going to get into the details  
 12 of the budget. I'm going to give an overview. A  
 13 little bit of this is things that have already  
 14 happened. We had the hearing last week, with some  
 15 good participation. Tonight, we're having our work  
 16 session, and I will say we'll try to get through  
 17 everything tonight, but if we don't, we can add  
 18 another work session at a future Board meeting. And  
 19 then a little over a month from now, the Board, you  
 20 will adopt your operating budget, February 28th, at  
 21 that Board meeting. Next slide, please.

Page 81

1 So we're going to dig into as many of these  
 2 areas as we can tonight. Curriculum and instruction,  
 3 schools' expansion, transportation, facilities,  
 4 information technology, human resources. We're also,  
 5 actually, as we go through each one of those areas,  
 6 we're going to talk about the one-time items. Next  
 7 slide, please.  
 8 So just the highlights of the budget. This  
 9 -- you've heard over the last several years much talk  
 10 about the Blueprint for Maryland's Future  
 11 implementation. It actually officially is beginning  
 12 this year. There've been some bridges, some funding  
 13 coming in, but this is actually -- we're on the  
 14 formula now, officially, so it's starting this year.  
 15 There's a lot of discussion about exactly what is  
 16 requested in the Superintendent's budget as far as  
 17 revenue. To be clear, we are requesting \$36.4 million  
 18 in additional ongoing revenue, and that equates to a  
 19 3.96 percent increase from last year over the county.  
 20 And we have looked at the last 10 years of  
 21 actuals, and it's in alignment with those requests.

Page 82

1 Some years, we've gotten a little bit more. Some  
 2 years, we've gotten a little bit less, but it's in  
 3 alignment with that.  
 4 Just some real quick highlights of what's  
 5 included. First of all, \$24.9 million in cost  
 6 reductions to help fund the FY '23 compensation  
 7 enhancements. As you're aware, we did negotiate some  
 8 enhancements that were favorable salary enhancements  
 9 last year. Only partial funding was in the ongoing  
 10 funding. We paid for the rest of it in the current  
 11 year with one-time funding. This budget builds that  
 12 into the base in an ongoing manner.  
 13 For the upcoming year, it also begins the  
 14 conversation and funds a compensation step increase  
 15 for all eligible employees for FY '24. It also  
 16 realizes that negotiations are not necessarily -- you  
 17 know, they happen separate from this process. So we  
 18 have a placeholder in the budget for ongoing  
 19 negotiations with associations. And it would be  
 20 offset by additional budgetary efficiencies. An  
 21 important point in the budget is that it includes a \$7

Page 83

1 million increase as requested by the county when we  
 2 met with them back in the fall and we were talking  
 3 about our plan to pay for the raises. They also said  
 4 that they would like us to increase our OPEB  
 5 contribution. And we also, as every -- is that we  
 6 are, as individuals, we're dealing with inflation as  
 7 an organization, and the budget includes inflationary  
 8 increases of over \$20 million. Next slide, please.  
 9 Just to show that we've met the kind of  
 10 agreement that we had with the county, we discussed  
 11 \$16 million. We were able to exceed that, and we  
 12 identified \$24.9 million as detailed here. We are  
 13 aligning our teacher allocation to our current  
 14 enrollment. We've -- we're proposing to reduce  
 15 Central Office resource teachers, reduce our cellphone  
 16 stipends and mileage allowances, and utilize salary  
 17 turnover savings due to retirements, for a total of  
 18 \$24.9 million. Next slide, please.  
 19 And now, you're done with the boring part,  
 20 and you're going to get to the exciting part. I'm  
 21 going to introduce Dr. Boswell-McComas and her staff,

Page 84

1 and we will leave space for you.  
 2 DR. BOSWELL-McCOMAS: Don't let me chase you  
 3 away. Do we have one more chair?  
 4 DR. WILLIAMS: Mr. Tantleff, why don't have  
 5 a seat at the table, and the staff can come up? The  
 6 table behind -- yes.  
 7 DR. BOSWELL-McCOMAS: Okay, thank you,  
 8 everyone, for giving us a moment to have our key  
 9 people at the table to be prepared to answer any of  
 10 your questions.  
 11 Is the slide going back up, Ms. Gover?  
 12 There we go. Thank you. So let me just take a moment  
 13 to introduce everyone. So as you know, I'm Dr. Mary  
 14 McComas. I have the pleasure of serving as our Chief  
 15 Academic Officer. I'm joined this evening by key  
 16 members of my team that are relevant to this evening's  
 17 discussion.  
 18 I have -- Ms. Megan Shay is our Executive  
 19 Director of Teaching and Learning. They're all the  
 20 traditional content area offices, such as math and ELA  
 21 and CTE and ESOL.

Page 85

1 I have, to my right, Dr. Melissa Whisted.  
 2 She's our Executive Director of Academic Services.  
 3 And she is also our designated school system Blueprint  
 4 coordinator, all things Blueprint, in addition to  
 5 Title 1, advanced academics, college career readiness.  
 6 What am I missing? Early childhood.  
 7 And to the right, we have Dr. Kim Ferguson,  
 8 who's our Executive Director of Social Emotional  
 9 Learning this evening.  
 10 And to my far left, I have Ms. Allison  
 11 Myers, our Executive Director of Special Education.  
 12 So I hope I've assembled the team to address any  
 13 question that you may have this evening for our  
 14 budget.  
 15 If we could go on to the next slide. We  
 16 know that in the wake of the interruption of the last  
 17 couple years that we are striving hard to address our  
 18 achievement, and I'm proposing a variety of targeted  
 19 initiatives under our strategic plan, learning  
 20 accountability and results to accelerate our student  
 21 learning as we continue to move forward in the wake of

<p style="text-align: right;">Page 86</p> <p>1 the last couple of years. Next slide, please.</p> <p>2       What you have on the screen before you now</p> <p>3 is our Blueprint, and our Blueprint is a</p> <p>4 transformative legislative action that is truly</p> <p>5 changing the way that we provide services to our</p> <p>6 students at every level. You'll see the five pillars</p> <p>7 of the Blueprint, and you hear us refer to them often,</p> <p>8 and you will continue to hear us refer to those</p> <p>9 Blueprint pillars, not just in this budget cycle, but</p> <p>10 in the upcoming cycles.</p> <p>11       This particular budget cycle, we are really</p> <p>12 focusing on early childhood education, college and</p> <p>13 career readiness pathways, and, of course, ensuring</p> <p>14 that students have additional resources that they</p> <p>15 need, depending upon their particular community, and</p> <p>16 so we'll talk more about those particular initiatives.</p> <p>17 Next slide, please.</p> <p>18       Tracy rang the bell on me, or Mr. Brousaides</p> <p>19 rang the bell. Your time is up. Okay, well, as we --</p> <p>20 let me try that again. If you look at the screen</p> <p>21 before you, you really have these in key buckets. I'm</p>	<p style="text-align: right;">Page 88</p> <p>1 asking that pre-K classrooms be supported by</p> <p>2 paraprofessionals who have either a AA degree or help</p> <p>3 me out, Dr. Whisted?</p> <p>4       DR. WHISTED: Child Development Associate's</p> <p>5 or a CDA, it's called.</p> <p>6       DR. BOSWELL-McCOMAS: I can never remember</p> <p>7 that, so thank you. So in that effort, we are working</p> <p>8 to try to position those pre-K paras for next school</p> <p>9 year. We currently have hourly employees, pre-K</p> <p>10 helpers, who serve in our pre-K classrooms, and we</p> <p>11 have a multi-year plan whereby we will have the</p> <p>12 funding allocated for our paras. And for any of our</p> <p>13 pre-K helpers who may already meet those higher</p> <p>14 credentials, they will then be able to move into a</p> <p>15 para position. For any of our pre-K helpers who</p> <p>16 aspire to reach that credential by the timeline, which</p> <p>17 I think is 2025/26 school year, thank you, and that we</p> <p>18 have the training program that they can access to work</p> <p>19 their way to meet that credential.</p> <p>20       Next topic I want to talk about here is</p> <p>21 community schools. Community schools is a tremendous</p>
<p style="text-align: right;">Page 87</p> <p>1 just going to take a minute to talk about them to kind</p> <p>2 of just center us on what are the things that we are</p> <p>3 asking for in this budget, and what are those shifts</p> <p>4 in the way we are placing our funds to -- that align</p> <p>5 with the Blueprint?</p> <p>6       So first and foremost, we have our early</p> <p>7 childhood education initiatives under Blueprint. We</p> <p>8 are looking to expand full-day preschool programs, as</p> <p>9 we know that that really sets students up on a</p> <p>10 trajectory of success, over the course of the many</p> <p>11 years that they spend with us in BCPS.</p> <p>12       In addition to supporting an expansion of</p> <p>13 full-day preschool programs, which is a multi-year</p> <p>14 process for us, we are also looking to move towards</p> <p>15 meeting an elevated requirement for our pre-K para --</p> <p>16 pre-K helpers and paraeducators. Under the Blueprint,</p> <p>17 we know that the highest-performing school systems</p> <p>18 around the globe really invest in early childhood, and</p> <p>19 they ensure that the individuals that are working with</p> <p>20 our earliest learners have high levels of education</p> <p>21 and training. And in the spirit of that, Blueprint is</p>	<p style="text-align: right;">Page 89</p> <p>1 initiative, and it really addresses the pillar of</p> <p>2 providing more resources for our students in their</p> <p>3 home-school community. And we know that when you</p> <p>4 support a child, that also means you support the</p> <p>5 community. And so we will be expanding the number of</p> <p>6 community schools that provide wraparound services.</p> <p>7 In addition, school-based community school</p> <p>8 facilitators and health services support those 71</p> <p>9 schools.</p> <p>10       Additionally, CTE, career technical</p> <p>11 education, is a huge focus under Blueprint because we</p> <p>12 know that the pathway to careers, some careers,</p> <p>13 students can enter immediately after high school,</p> <p>14 while other careers require two and four-year degrees,</p> <p>15 and some credentials even higher graduate degrees.</p> <p>16 CTE, we are working in partnership with our county</p> <p>17 government workforce development to request CTE site</p> <p>18 coordinators to help ensure that our students are</p> <p>19 accessing internships, Maryland apprenticeship</p> <p>20 opportunities, and really engaging in what it's like</p> <p>21 to be in the workforce environment or the working</p>

Page 90

1 environment as young adults. They're getting that  
 2 very real-world experience so when they cross our  
 3 stage and get that diploma, they also have a  
 4 professional credential in their hand and have an  
 5 entry into the workforce.

6 Next, we're going to talk about transitional  
 7 supplemental instruction. This is often shortened to  
 8 TSI funds. It's really important that when you're  
 9 referring to the supplemental funds, instructional  
 10 funds, that you distinguish them from targeted school  
 11 improvement. And so I just want to ensure that the  
 12 Board understands that acronym can be used for two  
 13 different things. In this context, we're using it for  
 14 the supplemental instructional funds.

15 These funds help us provide additional  
 16 reading specialists and math specialists that are  
 17 resource teachers at the school level. Please know  
 18 that we're going to refer to resource teachers, and  
 19 not all resource teachers are housed or assigned to  
 20 Central Staff. In these instances, they are school-  
 21 based resource teachers.

Page 91

1 And then advanced placement exams, ensuring  
 2 that we provide the funding for all students who are  
 3 taking advanced placement courses to also be able to  
 4 take the college board exam to achieve that  
 5 recognition and credential in terms of possibility of  
 6 college credit. Next slide, please. Oh, I'm sorry,  
 7 could you go back? One slide.

8 There's a really important point I want to  
 9 draw your attention to. These Blueprint initiatives,  
 10 the money comes from the state to support these  
 11 initiatives. And, in fact, Blueprint funding will be  
 12 providing \$32.2 million to our operating budget to  
 13 support these initiatives. I think it's important to  
 14 understand that that's state revenue coming in to  
 15 support these. We know one of the key factors of  
 16 Blueprint is that along with the state funding comes  
 17 very specific guidelines on how that money can be  
 18 used, and that that money is driven directly to  
 19 schools. Next slide, please.

20 Here is -- on this slide are my requests  
 21 that are not Blueprint funding -- funded, and that

Page 92

1 these are requests that I'm asking that would  
 2 ultimately come from county tax revenue. First and  
 3 foremost, to establish -- expand our services to our  
 4 English learners. We know our English-learner  
 5 population is our fastest-growing student group. We  
 6 have approximately 11,000 English learners, and it is  
 7 growing every day. I do understand that you monitor  
 8 our English-learner population growth, so you're well  
 9 aware.

10 We are in the process of working to ensure  
 11 that English learners have full access to all the  
 12 afterschool curriculars, afterschool tutoring,  
 13 athletics, and all the resources that come with their  
 14 community, their home school. For many of our English  
 15 learners, they also attend schools -- their home  
 16 schools are schools where the community schools'  
 17 programs are in place. We are requesting an  
 18 additional 36 ESOL teacher positions to support our  
 19 growing ESOL enrollment across our school system.

20 Additionally, I am requesting funds -- for  
 21 those of you who were with us prior to the new Board

Page 93

1 joining us, we are in the process of moving towards  
 2 evidence-based, highly rated curriculum to be in  
 3 alignment with the state regulations. But not just  
 4 because it's the state regulations, but we know that  
 5 more rigorous curriculum is the path to our students  
 6 performing more successfully and having those true  
 7 college and career-readiness skills.

8 And so, to that end, we have been piloting a  
 9 product. We have also been requested to pilot  
 10 additional products, of which we have begun. So we  
 11 are in the process of piloting to determine what would  
 12 be the best product for our students to ensure that  
 13 they have a truly standards-aligned, rigorous program  
 14 that is complete with the resources. I won't belabor  
 15 that point. I get very passionate about it. But the  
 16 point is, I'm asking for the resources so that when we  
 17 identify the product, and everyone is agreeable to  
 18 what product we're going to use, that the money is in  
 19 place to purchase it. Because we need to identify the  
 20 product, have the funds, purchase, and then roll it  
 21 out, and, ideally, in time for next school year.



Page 94

1 And then last but not least, we -- as many  
 2 of you know, we were fortunate to have access to  
 3 Maryland Leads grant from the state MSDE. And part of  
 4 our applying for that grant and getting the maximum  
 5 amount that we could, we as a community said that we  
 6 would provide matching funds. And that is one of our  
 7 requests, the matching 1.5 funds, to make good on the  
 8 commitment we made when we applied for that grant.

9 Excuse me. Additionally, we are also asking  
 10 for 1.5 positions for the new Northeast middle school,  
 11 and 7 assistant principals and support staff to  
 12 respond to increasing enrollment across schools.

13 Oh, and one last thing. Thank you. Special  
 14 ed funding. Every year, the cost -- the tuition cost  
 15 of non-public placement goes up, and so we are asking  
 16 for additional funds to handle the inflationary cost  
 17 of non-public placements. Is there anything else I  
 18 should add? Okay, thank you. Next slide.

19 Before we hand it over to the deputy, I  
 20 think this is my Q and A opportunity, Dr. Williams?  
 21 Is that correct? So I guess we could go back, Ms.

Page 95

1 Gover.  
 2 So that's what I'm asking for for our  
 3 children. I think I'm here for questions at this  
 4 point.

5 CHAIRWOMAN LICHTER: Ms. Domanowski?  
 6 MS. DOMANOWSKI: I just had a question about  
 7 the ELA curriculum. Is this going to replace the Open  
 8 Court Reading curriculum?

9 DR. BOSWELL-McCOMAS: No. So Open Court --  
 10 it's really important to understand that literacy, and  
 11 Ms. Shay, I'll give you a moment, it's really  
 12 important to understand that when we're building our  
 13 reading skills at the elementary, there are sort of  
 14 two pieces that you need to recognize. There is the  
 15 foundation pieces, which is really where we help  
 16 students, and this is where I need your expertise to  
 17 come in, to talk about what exactly foundation is  
 18 compared to our comprehension.

19 MS. SHAY: Sure. That's the phonemic  
 20 awareness, phonics, and fluency pieces and vocabulary.  
 21 And then, of course, the language comprehension is

Page 96

1 reading comprehension and then the writing and  
 2 language usage. So the short answer is no. Open  
 3 Court is here to stay. We're seeing some promising  
 4 results (indiscernible) and so any curriculum that we  
 5 purchase is to address the language comprehension  
 6 portion of the ELA curriculum.

7 MS. DOMANOWSKI: I follow. No, I'm glad to  
 8 hear that, because I've heard that everyone -- like,  
 9 most good things about Open Court. But I also want to  
 10 ask, has anybody -- has it been researched, the Open  
 11 Court phonics part of the curriculum to work together,  
 12 since it, you know, they're the same kind of --

13 DR. BOSWELL-McCOMAS: Sure. Right, so  
 14 there's that natural sense of would you use the two?  
 15 So we have an evaluation process and, again, I'll  
 16 invite Ms. Shay to provide more details for you on  
 17 where we are with that.

18 MS. SHAY: Sure. So the answer is yes, that  
 19 was a part of the Stakeholder Review Committee. I  
 20 also want to make sure I don't go to procurement deal  
 21 by misspeaking around what's can be followed up. But

Page 97

1 one thing that's important for the stakeholder  
 2 criteria is that any curriculum we purchase has to  
 3 have evidence -- highly rated evidence for all grade  
 4 levels. And so some curriculum, such as Open Court,  
 5 might not have evidence through grade five. And so  
 6 that is -- yes, it was considered. It is not one of  
 7 the two that we are piloting currently.

8 CHAIRWOMAN LICHTER: Other questions for  
 9 C&I? So thank you for the clarification of TSI versus  
 10 TSI. So on the screen where it has the transitional  
 11 supplemental instruction, those additional reading  
 12 specialists and math school-based resource teachers  
 13 aren't necessarily going to the TSI-designated  
 14 schools?

15 DR. BOSWELL-McCOMAS: Yes, that's correct.  
 16 And thank you for making sure everyone understands  
 17 that.

18 CHAIRWOMAN LICHTER: And then -- so where  
 19 are they going? How are we determining where those  
 20 additional reaching specialists and math school-based  
 21 resource teachers would go?

Page 98

1 DR. BOSWELL-McCOMAS: Sure, and it's  
 2 important to understand that when we first got the  
 3 targeted supplemental instructional funds  
 4 approximately three years ago, is that right? They  
 5 came in the form of a reimbursable grant, which is  
 6 different than how that money is flowing to us in this  
 7 next budget cycle. And that really is important to  
 8 understand because when the funds came into us as a  
 9 grant, we had to identify at that time where these  
 10 funds went. And of course, they went directly to  
 11 schools in alignment with the spirit of Blueprint.  
 12 That was really the first wave of Blueprint funding  
 13 coming in. And so at that time, we identified large  
 14 elementary schools and, again, I'll invite Ms. Shay to  
 15 add, because she's worked very closely with our budget  
 16 team on where exactly those resources are identified.

17 MS. SHAY: Thank you. So the legislation in  
 18 Blueprint for transitional supplemental instructions  
 19 specifies that it has to be used to support small  
 20 group instruction in grades K to 3 only. So the  
 21 reason we primarily identified large elementary

Page 99

1 schools to have a second reading specialist is  
 2 because, typically, one works with primary grades and  
 3 one works with secondary. So that was a way that we  
 4 could identify that distinction to make sure that we  
 5 met the criteria of the transitional supplemental  
 6 instructions.

7 So the schools identified include a second  
 8 reading specialist as schools that are considered  
 9 large. I believe the original number was 700 for  
 10 enrollment, but that may shift, of course. Enrollment  
 11 shifts every day.

12 And then in addition, we did identify  
 13 schools, at the time it was 9 schools, that had an  
 14 additional 7.5 positions, some of which were a .5, and  
 15 that was to support math instruction. And we worked  
 16 collaboratively with the Department of Schools and  
 17 DREA to look at different datapoints around teacher  
 18 turnover, math, obviously, math data. In the primary  
 19 grades, in particular, we used anecdotal recordkeeping  
 20 of teachers to talk about identified needs, and then,  
 21 also, primary grade math MAP data. Because, of

Page 100

1 course, it's supporting K through 3, and we don't  
 2 start using MCAP until grade 3.

3 And then the third way that we identified  
 4 it, this year, we were able to work collaboratively  
 5 with Title 1, the Office of Title 1. We try to braid  
 6 funds wherever we can to maximize those dollars and  
 7 support students. And what happened this year was  
 8 some of our Title 1 schools were seeing their overall  
 9 allocation -- would seem like it was being pinched as  
 10 we added more schools and as some of the costs  
 11 increased. So when you think about things like pay  
 12 raises or per-hour increases, that has an impact on  
 13 how far you can stretch your Title 1 dollars at a  
 14 school.

15 And so what we were able to do this year is  
 16 move some of those positions at Title 1 schools that  
 17 had been funded out of a school's Title 1 budget to  
 18 the transitional supplemental instruction funds,  
 19 therefore freeing up some of those Title 1 funds at  
 20 the school to use for a wide range of programming.  
 21 Parent Nights, things for fourth and fifth grade,

Page 101

1 things that went beyond the scope of this grant.

2 DR. BOSWELL-McCOMAS: And I will just add,  
 3 when you look at the responses -- the written  
 4 responses to the budget questions that had been  
 5 submitted, you can find the list of schools and their  
 6 allocations by reading specialists and math  
 7 specialists on pages 41, 42, and 43 for your reference  
 8 at some point.

9 CHAIRWOMAN LICHTER: Thank you. And one  
 10 other question. If this is going to be answered by  
 11 somebody else, just cut me off. So on the slides  
 12 before that you got up here, it said reduce Central  
 13 Office resource teachers by 3.6 million, and I  
 14 understand we need to find places to cut. Are we  
 15 going to see a list of the resource -- I know I had  
 16 requested a list of all resource teachers in different  
 17 offices? My concern being that we need to build  
 18 teachers' capacity, so if we're reducing the resource  
 19 teachers in course areas, how is that going to allow  
 20 us to build capacity?  
 21 I know the efficiency report really praised

Page 102

1 the residency model that you used for resource  
 2 teachers, and that was a model that was moving us, and  
 3 it was a great model for the resource teacher, but it  
 4 needs people to make that happen. So is there a place  
 5 where the list of resource teachers per office is  
 6 located?  
 7 DR. BOSWELL-McCOMAS: Yes. So there is, and  
 8 thank you for the opportunity to address that. If --  
 9 on the written responses to questions, you can find  
 10 that chart on page 51. Your question is an excellent  
 11 one because it really is fundamentally to move -- the  
 12 quality of our classroom instruction requires  
 13 instructional support and coaching. And so it really  
 14 will be incumbent upon us to leverage at the secondary  
 15 level the power of department chairs to be that  
 16 ground-level instructional coach to help support  
 17 capacity building.  
 18 At the elementary level, we have identified  
 19 teacher leaders who can help with that. Of course,  
 20 the challenge is the time to be able to go in and help  
 21 support their colleagues, and so it is a little bit

Page 103

1 more challenging. And we have to think creatively at  
 2 the building level how do we leverage the resource and  
 3 expertise at the school level to help support that, as  
 4 we have fewer people to deploy to do any time of  
 5 residency model.  
 6 For those of you who may not be familiar  
 7 with what we mean by a residency model, we had  
 8 approximately five-six years ago moved to a innovative  
 9 model whereby a resource teacher would spend three  
 10 weeks at a school. And so they were on deployment to  
 11 a school for those three weeks where they are working  
 12 very specifically on instructional matters at that  
 13 school that were identified by the principal in  
 14 partnership with the school executive director. And  
 15 the resource teacher spent time there sailing  
 16 (phonetic) in and really supporting the teachers  
 17 participating in professional learning communities,  
 18 data team meetings, modeling teaching strategies, with  
 19 the idea of working in partnership of a sustainability  
 20 plan once that resource teacher was pulled back from  
 21 that deployment and then redeployed to another school.

Page 104

1 So that is what we're referring to as a residency  
 2 model, for anyone who may not know what that reference  
 3 is. Thank you.  
 4 CHAIRWOMAN LICHTER: And silly question,  
 5 probably. What are you looking at that you're telling  
 6 us the page numbers to follow up? Do we have that?  
 7 Okay. Okay. All right. That's fine. I have it.  
 8 Thank you.  
 9 DR. BOSWELL-McCOMAS: Okay.  
 10 DR. WILLIAMS: I just want to add to that  
 11 response. I'm so appreciative of the resource teacher  
 12 residency. But to the Board, my first request for my  
 13 budget, when I first came, was to try to build  
 14 capacity within every school. So that you had that  
 15 capacity in every school, aka staff development  
 16 teacher, looking at our reading specialists, trying to  
 17 explore mathematic specialists at the elementary  
 18 school and to talk about what does that look like at  
 19 the secondary level. Team leader department chairs at  
 20 the middle school, department chairs at the high  
 21 school. So I just wanted to add to that discussion.

Page 105

1 DR. BOSWELL-McCOMAS: Thank you.  
 2 MR. KUEHN: Just to follow up. Ms. Shay,  
 3 you were talking about TSI funding and reading  
 4 specialists. Did you say that elementary schools with  
 5 700 kids or more were provided with a second resource  
 6 -- like, basically, specialist to go through K through  
 7 3 reading specifically?  
 8 MS. SHAY: Yes, so I said that the 700  
 9 number was my best recollection. I can follow up on  
 10 the exact number, but the basic premise was that large  
 11 elementary schools were given a second reading  
 12 specialist to primarily focus on primary grades.  
 13 MR. KUEHN: And when you did that, you just  
 14 -- did -- was it just a clean split, the -- or was it  
 15 shared duty across all grade levels?  
 16 MS. SHAY: For the individuals? Yes, so  
 17 it's really a site-based decision. So the grant  
 18 specifies that the primary role of these funds needs  
 19 to be for K through 3. In each school, oftentimes  
 20 those two reading specialists work collaboratively  
 21 looking at data, and also work collaboratively with

Page 106

1 their special educators and the general educators to  
 2 devise that plan.

3 And then what we do annually is we ask those  
 4 funded by these funds to identify the number of  
 5 students in K through 3 that they serve, so that can  
 6 be a combination of pullout services, or push-in. So  
 7 it's -- we don't advertise for the positions to say  
 8 you are only being hired for this or that because the  
 9 principal has some agency around using data to be  
 10 responsive. But that's the expectation of the grant.

11 MR. KUEHN: And then the last part of the  
 12 question, so Title 1 funds. You were talking about  
 13 braiding them and kind of combining to get the most  
 14 you can. Did you add yet another reading resource  
 15 teacher to help tackle that especially important K  
 16 through 3 area?

17 MS. SHAY: So that's a great question. So  
 18 these funds show a shift in funding to funding.  
 19 They're not new additional positions. However, some  
 20 of our Title 1 schools -- so if I just used an example  
 21 of, you know, Cherry Tree Elementary is a Title 1

Page 107

1 school. They're given an allocation of funding. They  
 2 may have previously used their school-based funding to  
 3 fund a second reading specialist, if they were a Title  
 4 1 school that fell below that threshold. So maybe  
 5 they had 500 students.

6 What we were able to do is to say we're  
 7 going to move that position to this funding and give  
 8 you back the dollars in your Title 1 funding, so you  
 9 still get that reading specialist that you identified  
 10 as a need for your school, but now you've freed up  
 11 those funds to support other programming in your  
 12 building.

13 MR. KUEHN: Okay, thank you.

14 CHAIRWOMAN LICHTER: Ms. Domanowski?  
 15 Oh, I'm sorry. Dr. Savoy? Did you have a  
 16 question? Okay, and then --

17 DR. SAVOY: Okay. I think I heard you say  
 18 from 11 -- pardon me. I think I heard you say you  
 19 have 11,500 ESOL students?

20 DR. BOSWELL-McCOMAS: Approximately, yes.  
 21 It's 10 percent of our student population.

Page 108

1 DR. SAVOY: Okay. How many teachers do you  
 2 have to accommodate these students? Like, the ratio  
 3 of teacher to student?

4 DR. BOSWELL-McCOMAS: Yeah. Go ahead.

5 MS. SHAY: We currently have 212 ESOL FTEs.  
 6 Right now, the ratio is 54 to 1. With the 36  
 7 positions that we're requesting, if we get all 36, the  
 8 overall ratio would go to 52 to 1. The reason it  
 9 doesn't go down much more is because of that  
 10 tremendous enrollment increase that we're trying to  
 11 balance against. And then that average of 52 to 1  
 12 would actually be -- in the elementary school, the  
 13 ratio would be closer to 54 to 1, and middle/high  
 14 school would be 51 to 1.

15 DR. SAVOY: Oh, okay. Thank you.

16 CHAIRWOMAN LICHTER: Ms. Domanowski?

17 MS. DOMANOWSKI: Yes. We've heard from -- a  
 18 lot of public comment about the advanced --

19 CHAIRWOMAN LICHTER: Academics.

20 MS. DOMANOWSKI: -- advanced academics. Can  
 21 you expand upon why we've -- you've decided to go from

Page 109

1 five professional to one and keep one. Was there  
 2 anything else that was discussed to -- instead of  
 3 shortening that staff up?

4 DR. BOSWELL-McCOMAS: Yeah. Thank you for  
 5 the opportunity to share how we discern where to cut  
 6 when reductions are required. So it's important to  
 7 understand that our resource -- our Central resource  
 8 teachers really provide two functions. One is to  
 9 directly teach students, and I have quite a number of  
 10 resource teachers that if you were to just look on  
 11 paper, you would think Dr. McComas has more teachers  
 12 than she needs.

13 But a good number of our resource teachers  
 14 actually are teachers of record for our students at  
 15 the Baltimore County Detention Center, students in our  
 16 E-Learning program, students in our VLP program. They  
 17 also directly teach students in supplemental programs,  
 18 like outdoor education and our Starlab. And so I just  
 19 ask that you keep that in the back of your mind, that  
 20 we do have quite a number of resource teachers that  
 21 are Central resource teachers who, every day, are

Page 110

1 directly teaching students a particular program.  
 2 Besides that, our resource teachers teach  
 3 teachers, or I should say coach teachers, right,  
 4 because they're coaching their colleagues to make sure  
 5 that we can build that capacity that Dr. Williams was  
 6 talking about. Because we have many new teachers, and  
 7 it takes time to become a masterful teacher and  
 8 support. And so when we have to make reductions, we  
 9 first and foremost preserve the resource teachers that  
 10 are providing direct service to our students. Because  
 11 to cut them is to eliminate programming directly to  
 12 students, which, of course, we all want to avoid.  
 13 Next really comes what are our priority  
 14 areas? ELA and mathematics are truly critical areas.  
 15 We know that when you elevate students' capacity  
 16 around literacy, that their achievement rises in all  
 17 other content areas, as well. So ELA and mathematics,  
 18 certainly, are key areas that we seek to preserve.  
 19 Then, we start moving onto what are the  
 20 other assessed areas in science and social studies,  
 21 which are also supportive of literacy. Then we move

Page 111

1 onto where are there offices that, if we cut, they are  
 2 left with no one to support those programs across 178  
 3 schools? And so you can see, you have a series of  
 4 priorities that we go down.  
 5 When you look at page -- I forget what page  
 6 it was I quoted. I think maybe 54. When you look at  
 7 the chart, you're going to see -- and the question was  
 8 posed that it was asked over a number of years, so you  
 9 can see over time how we have tried to very surgically  
 10 address the needs of reduction, while also trying to  
 11 preserve, of course, first and foremost, service to  
 12 students. Second, service to our teachers in the  
 13 critical areas, and then program support.  
 14 So you'll see that, and in terms of advanced  
 15 academics, their services were on -- under  
 16 consideration just like all the other areas, as well.  
 17 You will see, for example, in one case, our Office of  
 18 College and Career Readiness, I think we have totally  
 19 eliminated resource teachers to support that program.  
 20 And so they are challenging decisions to  
 21 make. They are made with thoughtfulness, and I've

Page 112

1 explained sort of our process of prioritizing where to  
 2 preserve.  
 3 MS. DOMANOWSKI: I understand that. I'm  
 4 looking at just kind of the salary budget-wise.  
 5 You've cut four teachers, or four resource teachers,  
 6 but you haven't cut in half the salary. So  
 7 essentially -- because it goes from 618 to 321, and  
 8 you go from 6 to 2. So I'm just curious. Could there  
 9 have been more -- just -- you have one professional  
 10 resource teacher that's going to now have to train all  
 11 teachers teaching advanced academics. So --  
 12 MS. SHAY: Can I add one thing and --  
 13 DR. BOSWELL-McCOMAS: Yeah, mm-hm.  
 14 MS. SHAY: -- and certainly can answer  
 15 better, but some of that might reflect our resource  
 16 teachers being funded from different sources. So  
 17 that's something that, I think, (indiscernible) --  
 18 DR. WILLIAMS: So let me ask -- thank you.  
 19 Excuse me--  
 20 DR. BOSWELL-McCOMAS: But I was going to add  
 21 just a curricular piece.

Page 113

1 DR. WILLIAMS: Excuse me for a second.  
 2 DR. BOSWELL-McCOMAS: Oh, sure. I'm sorry.  
 3 DR. WILLIAMS: I just want to hear from -- I  
 4 want the answer from Mr. Tantleff or Mr. Hartlove.  
 5 That question about the salary piece.  
 6 UNIDENTIFIED SPEAKER: Yeah, just for  
 7 clarification, repeat that so we make sure we're  
 8 answering it right, yes.  
 9 MS. DOMANOWSKI: I'm just trying to  
 10 understand cutting four teachers and the salary is --  
 11 I mean, you haven't cut the salaries in half and the  
 12 wages in half. You've got from 618 to 321, but you've  
 13 gone from 6 FTEs to 2. So I would think that would be  
 14 more of a -- be more of a cut than --  
 15 DR. WILLIAMS: Could you say the page number  
 16 that you're looking at, please?  
 17 MS. DOMANOWSKI: Sure. It's 209.  
 18 UNIDENTIFIED SPEAKER: 209, okay.  
 19 MS. DOMANOWSKI: Appendix E, Curriculum and  
 20 Instruction, Advanced Academics.  
 21 UNIDENTIFIED SPEAKER: Well, I just want to

Page 114

1 clarify. It's three resource teachers. There's still  
 2 one resource teacher remaining. So three were reduced  
 3 from the four that were originally there.  
 4 MS. DOMANOWSKI: It says here five and one,  
 5 and then one and one.  
 6 DR. WILLIAMS: So while they're looking for  
 7 that answer, maybe we entertain another question?  
 8 CHAIRWOMAN LICHTER: Okay.  
 9 DR. WILLIAMS: As they explore that answer.  
 10 DR. BOSWELL-McCOMAS: I will add -- if I  
 11 just may add one quality point to the discussion, is  
 12 that our ELA office and mathematics office works with  
 13 advanced academics to also help infuse and provide  
 14 that capacity building, so that's part of the strategy  
 15 of shifting. Thank you.  
 16 CHAIRWOMAN LICHTER: And for ELA resource  
 17 teachers on that same grid, you have cut to seven.  
 18 Now, how are they distributed K to 12?  
 19 MS. SHAY: There will three elementary,  
 20 three secondary, and one dedicated to (indiscernible)  
 21 on intervention, specifically K to 12.

Page 115

1 CHAIRWOMAN LICHTER: So if we get, or when  
 2 we get, a new reading series for K to 5, how many did  
 3 you say we had?  
 4 MS. SHAY: I would have 3 for 108 elementary  
 5 schools.  
 6 CHAIRWOMAN LICHTER: So we're going to get a  
 7 brand-new series, but very little support to ensure  
 8 that it's implemented as intended with results that we  
 9 need. Okay. That wasn't quite -- it was just --  
 10 okay, thank you.  
 11 Other questions for C&I?  
 12 Yes, Ms. Jose?  
 13 MS. JOSE: Thank you. I'm not going to ask  
 14 you a great question, just so that I'm clear. I'm  
 15 looking at your AP courses which will be offered free.  
 16 I -- are these just the courses that are offered by  
 17 the AP board, or are there additional that you could  
 18 add to this list?  
 19 DR. BOSWELL-McCOMAS: Go ahead.  
 20 UNIDENTIFIED SPEAKER: So the money that's  
 21 being requested is to pay for the examinations of the

Page 116

1 students. So the courses are always free for the  
 2 students to take, but for them to take the exam,  
 3 there's a fee for that. So that's what the money is  
 4 about. The list that's provided -- I don't know what  
 5 page --  
 6 DR. BOSWELL-McCOMAS: Page 20.  
 7 UNIDENTIFIED SPEAKER: -- is 34 out of 38  
 8 possible advanced placement courses are offered in  
 9 Baltimore County Public Schools. And the four that  
 10 are not offered are listed at the bottom.  
 11 MS. JOSE: Okay. Thank you.  
 12 UNIDENTIFIED SPEAKER: We do have a little  
 13 bit of clarification. So Ms. Domanowski, if you go on  
 14 that same page, if you go down to instructional  
 15 salaries and wages, which is where those resource  
 16 teachers would be captured, you notice we're going  
 17 from 400 down to 111. And that corresponds to the  
 18 four FTE -- the reduction of four FTE. So we went  
 19 down about 300,000, not quite \$300,000 for four FTE.  
 20 MS. DOMANOWSKI: Right, but they're four  
 21 professional positions, not staff. So I just -- it

Page 117

1 just doesn't really equate to me. It seems like a  
 2 professional would probably make more than a support  
 3 staff, and you cut four of them, but not even 300,000  
 4 from the budget. And actually, it's, like, a 20-  
 5 something percent increase in those two position  
 6 salaries.  
 7 UNIDENTIFIED SPEAKER: So we'll have to -- I  
 8 don't have all the details in front of me, but that  
 9 isn't all pure salary. Salaries would also include,  
 10 you know, for instance, if you had what you were  
 11 paying for summer school, if you're paying stipends,  
 12 if you're doing curriculum development. I'm not  
 13 saying that's here. But things in salaries are not  
 14 just straight salaries, so there could be contractual  
 15 employees that are paid, and that would all hit the  
 16 salary bucket.  
 17 MS. DOMANOWSKI: Well, that's separated, the  
 18 contracted services. Wouldn't that be part of  
 19 contractual salaries?  
 20 UNIDENTIFIED SPEAKER: It depends on how  
 21 it's structured. A lot of -- some -- a contract would

Page 118

1 fall under contractual, but we have employees that we  
 2 pay from our payroll, and they're contracted. They're  
 3 not FTEs. And those would get paid under salaries.  
 4 MS. DOMANOWSKI: So I guess there could be  
 5 more transparency as far as what the salary number  
 6 goes into. Because it -- I mean, it doesn't --  
 7 there's -- I don't have anything to base it off of,  
 8 other than the support staff or the FTE totals to  
 9 think that those salaries are that --  
 10 UNIDENTIFIED SPEAKER: Right, so for a  
 11 question like that to get the very granular buildup of  
 12 that, we would have to go pull that apart and get back  
 13 to you. But, you know, the budget book to show those  
 14 kind of details instead of 300 pages, you know, it'd  
 15 be 1,000 pages. There's -- any line item could have  
 16 lots of details behind it. So there's, you know, some  
 17 summary level that we need to show. We try to explain  
 18 what's changing, and if more details are needed, we  
 19 can provide them, certainly.  
 20 MS. DOMANOWSKI: Okay. Thank you.  
 21 UNIDENTIFIED SPEAKER: Thank you.

Page 119

1 CHAIRWOMAN LICHTER: Okay, thank you, C&I.  
 2 DR. BOSWELL-McCOMAS: Thank you.  
 3 UNIDENTIFIED SPEAKER: And next up, it's Dr.  
 4 Yarbrough, Deputy Superintendent, and she has several  
 5 areas that she's going to be reviewing.  
 6 DR. YARBROUGH: Good evening, Chair Lichter,  
 7 Vice Chair Harvey, Dr. Williams, Superintendent, and  
 8 members of the Board. Thank you this evening to  
 9 provide us with the opportunity to answer any  
 10 questions that you might have regarding additional  
 11 requests from the Office of the Deputy Superintendent.  
 12 With me this evening, we have Dr. Zarchin, Chief of  
 13 Schools; Dr. Grim, representing Transportation; Mr.  
 14 Dixit, Facilities; and Mr. McCall, Human Resources.  
 15 As we work to articulate the strategic  
 16 teaching and learning initiatives in alignment of  
 17 programs and resources to deliver efficient and  
 18 effective services to students and schools, we present  
 19 the following requests.  
 20 In the area of learning accountability and  
 21 results, we'll begin with the requests for expansion

Page 120

1 through schools. Next slide, please.  
 2 You'll note the new Northeast middle school  
 3 planning, adding two positions, one and a half to be  
 4 exact, assistant principals and support staff in  
 5 schools, as well as Watershed Charter School expanding  
 6 to add the sixth grade. I'm going to pause to see if  
 7 there are any questions on this slide. Thank you.  
 8 CHAIRWOMAN LICHTER: Ms. Jose?  
 9 MS. JOSE: Your -- yeah, thank you. Thank  
 10 you, Ms. Lichter. The Watershed Charter, if you could  
 11 bring that slide back on again. You've added a sixth  
 12 grade. Is that something that was required by the  
 13 Blueprint, or is that something that the Board  
 14 approved, the sixth grade?  
 15 DR. YARBROUGH: That's part of the expansion  
 16 plan, the long-range planning that had different  
 17 grades and different years. In the plan, it includes  
 18 to add the sixth grade as the next step.  
 19 MS. JOSE: So now it would be only up to the  
 20 sixth grade, correct?  
 21 DR. YARBROUGH: Correct.

Page 121

1 MS. JOSE: All right. Thank you.  
 2 CHAIRWOMAN LICHTER: And the seven FTEs,  
 3 seven additional assistant principals, they're going  
 4 to Watershed and the new Northeast middle? Or are  
 5 there other schools where the seven are going?  
 6 DR. YARBROUGH: The seven additional FTE  
 7 where you have assistant principals and support staff  
 8 in schools, you will have clerical, Hampton Elementary  
 9 School, Honeygo Elementary School, Dundalk High  
 10 School, and Parkville High School, due to increased  
 11 enrollment. And then you'll have one additional  
 12 assistant principal for the same reason, particularly  
 13 elementary schools that they've gone over 700, Honeygo  
 14 Elementary School and Hampton Elementary School.  
 15 CHAIRWOMAN LICHTER: Okay. Thanks for that  
 16 clarification.  
 17 DR. YARBROUGH: You're welcome.  
 18 CHAIRWOMAN LICHTER: You can continue. Go  
 19 ahead.  
 20 DR. YARBROUGH: Next slide, please. In the  
 21 areas of operational excellence, we will begin with

Page 122

1 transportation. Next slide, please.  
 2 For transportation, you'll notice the mobile  
 3 and web-based application system to provide access to  
 4 all community members, staff, and students. An  
 5 additional -- one additional fleet mechanic,  
 6 replacement vehicles for transportation, information  
 7 technology, and grounds, and bus contractor fees.  
 8 In the areas of facility, we have facilities  
 9 construction, maintenance, critical support staffing.  
 10 Building service workers for the new elementary  
 11 schools, contract maintenance, housekeeping and  
 12 grounds. Facilities school support specialist, one.  
 13 Access to energy management software, and three one-  
 14 time funding requests. New school startup and moving  
 15 costs, the boardroom technology upgrades, and facility  
 16 space management software. I'll pause for any  
 17 questions.  
 18 CHAIRWOMAN LICHTER: Mr. Kuehn?  
 19 MR. KUEHN: Just real quick, the energy  
 20 management software. Can someone just explain what  
 21 that is, and what it brings to us?

Page 123

1 MR. DIXIT: Good question. We have an  
 2 existing software known as Energy Watchdog. We are  
 3 upgrading it to a higher level of package. It  
 4 compiles data for all energy commodities by school.  
 5 It provides you with the energy efficiency factor for  
 6 all of the schools, and it helps us in identifying the  
 7 schools that can need energy improvement. And if you  
 8 recall, we implemented an energy performance  
 9 contracting worth \$100 million over a period of 4, 5  
 10 years, and all of the schools, the energy efficiency  
 11 that the cost savings that were projected. And  
 12 independent audit has indicated that we have met our  
 13 goal, and the success of that program is because of  
 14 the extensive energy data that we maintain.  
 15 MR. KUEHN: Just to follow on. So that  
 16 information is available to you and reports were  
 17 across the entire system.  
 18 MR. DIXIT: That's true. And we continue  
 19 trying to improve upon the reports that we have.  
 20 MR. KUEHN: All right. Thank you.  
 21 CHAIRWOMAN LICHTER: Any other? Go ahead.

Page 124

1 DR. YARBROUGH: Thank you. Next slide,  
 2 please. In the area of human resources, the request  
 3 is for human resources clerical support and  
 4 contractual employees, as well as software licenses  
 5 for recruitment platform, as well as our evaluation  
 6 and registration system. Do you have any questions?  
 7 CHAIRWOMAN LICHTER: Go ahead; doesn't look  
 8 like it.  
 9 DR. YARBROUGH: That concludes our section.  
 10 Thank you. At this time, we'll turn it over to Mr.  
 11 Pedro Agosto and the Department of Information  
 12 Technology. Thank you.  
 13 CHAIRWOMAN LICHTER: Thank you.  
 14 MS. HENN: Thank you. I have a general  
 15 question, but it's related to some of the expenses  
 16 that the last team and this team are presenting.  
 17 Maybe for Dr. Williams, if I may ask?  
 18 CHAIRWOMAN LICHTER: Go ahead.  
 19 MS. HENN: There's significant systems  
 20 expenditures that I'm wondering if we have pursued  
 21 grant funding for. I know sometimes those

Page 125

1 opportunities exist, and I was wondering if, Dr.  
 2 Williams, if anyone on your team has pursued those?  
 3 Or if that is a staff resource that could be  
 4 beneficial, if there has been a cost/benefit analysis  
 5 of additional staff to pursue those grant  
 6 opportunities?  
 7 DR. WILLIAMS: So staff members, chiefs,  
 8 have looked at different ways of funding. Our biggest  
 9 source most of the time is through MSDE. That's as  
 10 much as I can share at this time.  
 11 MS. HENN: Would it be helpful for the Board  
 12 to advocate with the state for additional grant  
 13 opportunities? We're hearing about significant  
 14 investments in systems, and they're terrific systems.  
 15 Parents have been asking for bus apps, you know,  
 16 transportation apps that we're hearing about, but I'm  
 17 wondering if we could help absorb some of those costs  
 18 if there are any grant opportunities.  
 19 DR. WILLIAMS: So let's allow the team to  
 20 present, and we'll hold that thought and that  
 21 recommendation, Ms. Henn. Be happy to follow up so we



Page 126

1 can have a complete response to your question.

2 MS. HENN: Thank you.

3 DR. WILLIAMS: Okay?

4 MS. HENN: Mm-hm.

5 MR. AGOSTO: Well, good evening, Chair

6 Lichter --

7 CHAIRWOMAN LICHTER: Good evening.

8 MR. AGOSTO: -- Vice Chair Harvey, members

9 of the Board, Dr. Williams. For those who don't know

10 me, I'm Pedro Agosto, Chief Information Officer, and

11 the head of the Division of Information Technology.

12 And here to my right is Jodi Obenstine, who's our

13 Director of the Technology Office, so she's

14 responsible for all of our day-to-day support for

15 desktop services and anything out in the field. So we

16 have a very intimate group here today. I don't have a

17 lot of folks with all the table so --

18 CHAIRWOMAN LICHTER: You fit the chairs.

19 MR. AGOSTO: Yes. So if we go to the next

20 slide, please. Yeah, so we have very targeted

21 requests for this budget cycle, and it's to support

Page 127

1 the area of operational excellence. Next slide,

2 please.

3 So we do have three areas or three asks, and

4 the first one is the classroom display panels. So in

5 the spring of 2022, the Board approved a contract to

6 implement the interactive display panels. The initial

7 funding for that year was covered through BAT

8 (phonetic) funds for this past fiscal year, with the

9 understanding that the subsequent funding would be

10 incorporated into the operating budget. So we are now

11 asking for the \$767,000 to cover the ongoing project

12 for the implementation of the interactive display

13 panels.

14 The next bullet is the IT network support,

15 so these are three FTEs that we're asking for. The

16 first one is for the IT network support. That

17 resource would be added to the existing team of four

18 full-time field network analysts that we currently

19 have. They are onboard to support the over 200

20 locations that we have across all of BCPS, and the

21 network devices that are included in all those 200

Page 128

1 locations.

2 In addition to the day-to-day operations,

3 the techs are also responsible for the upgrade and

4 deployment of our networking equipment, the switches

5 and so forth that we have to put out in all of the

6 locations. So this additional resource would be there

7 to support day to day plus the increased need for tech

8 support that we're going to have for the

9 implementation.

10 The other two positions, the business

11 analyst and software engineer, are requested to

12 support the -- our Office of Development Support.

13 They are needed to provide the ongoing support as

14 we're looking at the HRIS modernization, the RP

15 modernization, as well as the increase in requests for

16 development and changes in existing systems. That is

17 \$300,000 for those three FTEs.

18 And then lastly, we're requesting \$1.7

19 million for the upgrade or the implementation of our

20 IT network firewalls and associated software licenses

21 for the SAS (phonetic) component of that. The network

Page 129

1 firewalls will go into the high schools. One of the

2 things that we were looking at is to increase our

3 security posture. We wanted to segment the network,

4 so in case we had any issue, security issue in a

5 particular high school, we could lock down the network

6 so that would be the only impacted area. So the way

7 to do that is to implement the additional firewalls in

8 the high school areas, in addition to the three main

9 firewalls that we have today. And I'll entertain any

10 questions at this point.

11 VICE CHAIR HARVEY: Good evening and thank

12 you for the presentation. The business analyst and

13 software engineer are new positions? Or additional

14 business -- additional people in that role?

15 MR. AGOSTO: They are -- so we do have

16 business analysts and development staff. These would

17 be add-ons to existing staff.

18 VICE CHAIR HARVEY: Thank you.

19 CHAIRWOMAN LICHTER: Ms. Domanowski?

20 MS. DOMANOWSKI: You mentioned the 1.7

21 million. Is this just for the firewalls for high

Page 130

1 school?

2 MR. AGOSTO: Yes. So this is the increase

3 for firewalls for high schools plus the additional

4 software that goes along with it, and services that go

5 with it.

6 MS. DOMANOWSKI: Has there been any, I

7 guess, thought about upgrading the firewalls for

8 elementary level? I know I'm hearing from parents

9 that kids are able to get to YouTube, roadblocks, a

10 mimic form of Minecraft on their school computer on

11 the school Wi-Fi. And it's causing issues at home

12 when they come home and were, you know, sometimes at

13 that, you know, K to 12 to K through 3, they don't

14 have a, like, they don't, you know, entertain

15 screentime at home. And it's a fight because you're

16 supposed to bring your Chromebook home to do homework

17 or to charge it or for whatever reason. So I wanted

18 to know if that was being addressed.

19 MR. AGOSTO: Well, it's -- so, well, I'll

20 start by saying that the firewalls will address what

21 I'll call improper network -- use of networks. So

Page 131

1 that if we see malicious attacks or a denial of

2 service, so we're getting a string of just bad traffic

3 coming in, trying to disrupt our services, firewalls

4 will catch that.

5 In terms of the controls that we have at the

6 device level, which is what you're talking about with

7 Chromebooks, I'll let Ms. Obenstine just talk a little

8 bit about what we currently have in place with the

9 Cloud management and then also the (indiscernible) at

10 the device level.

11 MS. OBENSTINE: Absolutely. So it's a great

12 question that you're asking, and one of the things

13 that we are looking at is the protections we currently

14 have in place. So that would be things like the

15 filtering, which limits the inappropriate access to

16 those sites, as well as some of the controls that

17 Google offers us centrally to manage the access to

18 specific parts of that device.

19 So some of the things that help us with

20 this, or some examples of when that's being used, and

21 that's not for here but we'll be taking that item from

Page 132

1 you and doing some more research, but that is

2 different than the firewalls that Mr. Agosto was

3 talking about earlier.

4 MR. AGOSTO: Yeah, and I'll -- yeah, I'll

5 make clear and reiterate. So in general, when we do

6 get questions or potential issues, the very first

7 thing we always ask for are specific examples. If we

8 can get examples to allow us to troubleshoot, if we

9 can actually have names of people that are going

10 through items, it helps with our troubleshooting

11 efforts. It helps us identify if there's something

12 there that we need to close the gap on.

13 MS. DOMANOWSKI: Thank you.

14 CHAIRWOMAN LICHTER: Other questions? Okay.

15 Thank you.

16 MR. AGOSTO: Thank you.

17 CHAIRWOMAN LICHTER: That was slide 20 of

18 21. Okay. Yes, please.

19 MR. HARTLOVE: So I'm -- thank you to all of

20 our staff, and thank you for all the thoughtful

21 questions, and I'm surprised that we were able to get

Page 133

1 through everything tonight, so that's good. Just to

2 let you know, obviously, our budget book is out on the

3 website. All the questions that have been submitted

4 to date from the Board, we've answered. We have a few

5 that came in later today. We weren't able to get

6 those. It's kind of a monumental effort. We have all

7 of our staff pulling to get the answers to your

8 questions, so -- but the ones that we -- I think we

9 received as of this morning, we've answered, and you

10 have those answers. So -- and then Monday night, we

11 have a Budget Committee meeting where we can -- we

12 haven't set our agenda yet, but we're going to have

13 fun, I'm sure.

14 CHAIRWOMAN LICHTER: So I have a naïve

15 question. So what are the next steps as far as -- so

16 we've gotten messages from the county executive. The

17 budget's too big. It needs to be -- so where do we go

18 from here?

19 MR. HARTLOVE: Well, really, the next step

20 is, I believe, it's the -- it was the date of --

21 CHAIRWOMAN LICHTER: The 28th is the next --

Page 134

1 MR. HARTLOVE: The 28th. February 28th is  
 2 the next official date. Everything we do between now  
 3 and then would be information. The committee meeting  
 4 is an information. If we -- at the next meeting, if  
 5 we have anything on the agenda, it would be  
 6 information. On the 28th, the Board will adopt their,  
 7 your, official request in effect, and that's what it  
 8 is. And then that goes to the county government.  
 9 Anything we hear, like, you know, comments in the news  
 10 and so on, those are just comments. They don't really  
 11 -- you know, you can respond to those. You can use  
 12 those in your thought process and, you know, in your  
 13 decision-making process. But they're just kind of  
 14 weighing in on what they've seen so far.  
 15 But, no, you will adopt your official budget  
 16 on the 28th. And that's the last time you'll touch it  
 17 until we get to -- until we -- until the end of the  
 18 process. If we -- really, it's more in the county's  
 19 hands. The county executive goes from there. He can  
 20 modify that budget, as he has done in past years, then  
 21 it goes to the County Council for approval, and then

Page 135

1 that becomes our budget.  
 2 CHAIRWOMAN LICHTER: So if we don't modify  
 3 it, there's a good chance the county executive will  
 4 modify it.  
 5 MR. HARTLOVE: You know, he's going to look  
 6 at what we've put out on the table, and he's going to  
 7 look at it compared to what he believes is  
 8 (indiscernible). And he's going to, more than likely,  
 9 make reductions down to a certain level is probably  
 10 what he's going to do.  
 11 CHAIRWOMAN LICHTER: But we're giving him  
 12 the power to make the reductions versus us making  
 13 those decisions.  
 14 MR. HARTLOVE: I think that's a very good  
 15 point. You know, you can -- and this is strategy, and  
 16 I don't -- I'll just go my own on this. This is my --  
 17 this is Chris Hartlove talking for a sec. You can put  
 18 many things in the budget. That's your priority. You  
 19 can do that if you want. But then you have to look at  
 20 the reality of is it going to get funded? And if it's  
 21 -- if there are a lot of -- number -- lot of items on

Page 136

1 that list, then the county executive may have to make  
 2 those decisions as to what to cut versus prioritizing.  
 3 I do believe you want something  
 4 aspirational, but also maybe in the reality of  
 5 realistic. So that way, if he has to reduce, at least  
 6 the choices are narrowed down to your priorities  
 7 versus his priorities.  
 8 CHAIRWOMAN LICHTER: Do you want to say  
 9 something, Dr. Williams?  
 10 DR. WILLIAMS: I don't, but I will say this.  
 11 I'm going to say it anyway. This is the Board of  
 12 Education budget that's going forward to the county  
 13 executive, and what was helpful that last year, let me  
 14 just talk about last year. The Board decided to  
 15 prioritize one item, and that one item was the people.  
 16 So as we're getting questions, we can go on record  
 17 based on your action from previous year that please  
 18 focus -- if you do -- if you can't do everything,  
 19 please focus on this one item. And last year, it was  
 20 about the people. And so that was shared with the  
 21 county executive.

Page 137

1 So I just want to offer that. Whatever  
 2 happens in the process between now and the end of  
 3 February, I will ask, or Mr. Hartlove will ask, we've  
 4 done -- you took my budget, tweaked it, did whatever  
 5 you need to do. Now, it's the Board of Education  
 6 budget. But one of us will ask thank you, Board, but  
 7 can you also identify what's that one thing, one item  
 8 that you really want to say we need to prioritize, if  
 9 there are any potential reductions? That seemed to  
 10 have helped last year's process. I would offer that  
 11 again as we go through the adoption of the Board's  
 12 budget.  
 13 Would you agree, Mr. Hartlove?  
 14 MR. HARTLOVE: I agree with that 100  
 15 percent. And as we go through the process over the  
 16 next few weeks, we will update you on any revisions to  
 17 numbers. An item that may come out during that period  
 18 of time is the spending affordability, so we could  
 19 probably update you on that. That's not something --  
 20 you don't have to act on it, but it's just  
 21 information. Like I said, everything between now and

Page 138

1 the 28th is solely information to help you make your  
 2 final decisions.  
 3 CHAIRWOMAN LICHTER: So there's a long time  
 4 between now and the 28th. We have a Board meeting on  
 5 the 14th of February, which is in three weeks. I know  
 6 that we sent you more questions that you weren't --  
 7 MR. HARTLOVE: Right.  
 8 CHAIRWOMAN LICHTER: -- so does it make  
 9 sense to make a motion to add another work session to  
 10 the February 14th to do some of this work that you're  
 11 talking about now, instead of waiting until February  
 12 28th to make the adjustments?  
 13 MR. HARTLOVE: I think that's a good  
 14 suggestion. And anything that you can -- any -- we  
 15 will cost out anything. But timing, you know, it's --  
 16 so if you --  
 17 CHAIRWOMAN LICHTER: Right, so it's three  
 18 weeks from now.  
 19 MR. HARTLOVE: If you have an idea today,  
 20 let us know something you would like to add because  
 21 then we can give you a cost. And that cost can inform

Page 139

1 you as to do I want to ask for this or do I not want  
 2 to ask for it? Or do I want to maybe revise my  
 3 request down a little bit or up a little bit? So --  
 4 but time is, you know, is our staff, the budget  
 5 staff's, ally. If, you know, they have time, they can  
 6 get you the answer.  
 7 CHAIRWOMAN LICHTER: So I think to find out,  
 8 because I have to make a motion, to add a work session  
 9 to February 14th agenda on the FY '24 operating  
 10 budget.  
 11 MS. HENN: Or if you're asking, I'd move  
 12 that, or second it, Madam Chair.  
 13 CHAIRWOMAN LICHTER: Any further discussion?  
 14 Ms. Gover, can we take a roll call vote on  
 15 the motion to add a work session of the budget --  
 16 operating budget on the February 14th Board of Ed  
 17 meeting?  
 18 MS. GOVER: Ms. Domanowski?  
 19 MS. DOMANOWSKI: Yes.  
 20 MS. GOVER: Ms. Pumphrey?  
 21 MS. PUMPHREY: Yes.

Page 140

1 MS. GOVER: Mr. McMillion?  
 2 MR. McMILLION: Yes.  
 3 MS. GOVER: Ms. Henn?  
 4 MS. HENN: Yes.  
 5 MS. GOVER: Ms. Harvey?  
 6 VICE CHAIR HARVEY: Yes.  
 7 MS. GOVER: Ms. Hassan?  
 8 MS. HASSAN: Yes.  
 9 MS. GOVER: Mr. Offerman?  
 10 MR. OFFERMAN: Yes.  
 11 MS. GOVER: Dr. Savoy?  
 12 DR. SAVOY: Yes.  
 13 MS. GOVER: Dr. Hager?  
 14 DR. HAGER: Yes.  
 15 MS. GOVER: Mr. Kuehn?  
 16 MR. KUEHN: Yes.  
 17 MS. GOVER: Ms. Lichter.  
 18 CHAIRWOMAN LICHTER: Yes.  
 19 MS. GOVER: Thank you.  
 20 CHAIRWOMAN LICHTER: Motion passes. And I'd  
 21 just like to thank staff for all the time and effort

Page 141

1 they put into that. I know we sent a lot of questions  
 2 with a lot of details, so this will give us some time  
 3 to really go through those answers, probably send you  
 4 more, knowing we have three weeks before that February  
 5 14th. So thank you very much.  
 6 DR. WILLIAMS: So I would like to associate  
 7 myself with Chair Lichter's comments. Forty-seven  
 8 pages of questions and answers were a lot. I would  
 9 just ask Board members, please try to adhere to our  
 10 time frame because if you don't, we cannot guarantee  
 11 to have a complete response. We want to make sure we  
 12 have a complete response.  
 13 So some of you -- I'm not looking at anybody  
 14 particular, but, you know, your answers will be  
 15 provided definitely. But it takes a lot of work to  
 16 make sure we understand the question, and sometimes we  
 17 don't, so we kind of talk about it and then to provide  
 18 a complete response. So thank you all.  
 19 CHAIRWOMAN LICHTER: Right. So we need to  
 20 send those questions right away to give staff -- you  
 21 did, and you --

Page 142

1 MR. HARTLOVE: And we -- we had a --

2 DR. WILLIAMS: And I'm looking at everybody.

3 How about that? I'm looking at everybody.

4 MR. HARTLOVE: -- we --

5 CHAIRWOMAN LICHTER: Right.

6 MR. HARTLOVE: -- we had a marathon meeting

7 this morning.

8 CHAIRWOMAN LICHTER: I'm sure you did.

9 MR. HARTLOVE: It was questions, I think,

10 for two-and-a-half hours, just going through

11 questions, so.

12 CHAIRWOMAN LICHTER: Okay. So, again, thank

13 you to staff. Thank you ahead of time for the

14 preparation for the February 14th. But thank you, so

15 now let me get back to where we are.

16 Okay. Let me just do that. We are -- okay.

17 The next item on the agenda is review of the Board of

18 Education of Baltimore County Public Comment and

19 Attendance Guidelines and Procedures. As a reminder,

20 the Board discusses agenda item at the -- we're

21 laughing because we just got a comment that

Page 143

1 Valentine's Day is a great time to talk about the

2 budget. Well, we're going to be together. We might

3 as well. If you want to bring the candy, that's fine,

4 but -- okay. Back -- we'll all wear red, right.

5 Okay. As a reminder, the Board discussed

6 this agenda item at the January 10, 2023, Board

7 meeting and postponed it until the January 24th

8 meeting. Five options were provided to Board members

9 with recommended changes, which incorporated

10 suggestions from the January 10th meeting. So we had

11 a lot of suggestions. We tasked Ms. Gover with taking

12 our suggestions and putting them into five different

13 options. So I'd like to thank her, first, for her

14 work on those options and sending them to us.

15 So at this time, I will open the floor for

16 discussion on the options that were posted.

17 Ms. Domanowski?

18 MS. DOMANOWSKI: Can I add mine, because it

19 wasn't added?

20 CHAIRWOMAN LICHTER: Okay. So you want --

21 so go ahead. Make your motion.

Page 144

1 MS. DOMANOWSKI: I move to replace the Board

2 of Education Public Comment and Attendance Guidelines

3 and Procedures that was made effective August 10,

4 2021, until further notice with the following Board of

5 Education of Baltimore County Public Comment and

6 Attendance Guidelines and Procedures. "Effective

7 February 14, 2023, until further notice, starting with

8 its February 14, 2023, Board of Education Public

9 Meeting, the Board will begin conducting participation

10 by the public portion of the meeting adhering to the

11 following guidelines and procedures: attending the

12 Board meeting in person. Any person may attend the

13 Board meeting by signing in with a staff member upon

14 entering the building. All persons will be admitted

15 until the meeting room has reached its full capacity

16 under the fire safety code and regulations.

17 Speakers. All persons and stakeholder

18 groups are encouraged to address the Board of" -- "the

19 Board by completing and submitting a Board meeting

20 public comment registration form. Registration to

21 speak will open one week prior to the Board meeting

Page 145

1 date and close at 11:59 p.m. on the day before the

2 meeting. Public comment is limited to 10 speakers,

3 and speakers will be selected by the student Board

4 member from a hat of all registration submissions

5 received within the designated time frame. Prior to

6 calling the first speaker, the Board Chair will again

7 explain these meeting procedures for the benefit of

8 the viewing public. If a speaker is selected that is

9 not in attendance, the student Board member will

10 select the next speaker until 10:00 p.m." -- "until 10

11 public speaker spots have been filled, or there are no

12 more registered speakers to call. There will be no

13 option for public comment virtually or by phone.

14 All comments are limited to three minutes

15 per speaker. Time will be monitored using a timer.

16 At the end of the three-minute period, speakers will

17 end their comments. Speakers may be interrupted from

18 speaking if they address student or employee matters

19 or comment on matters unrelated to public education in

20 Baltimore County. Any person who is not called to

21 speak, or is unable to attend in person, can submit

Page 146

1 their comments in writing to the Board by email. All  
 2 written comments submitted to the Board under the same  
 3 guidance will be posted to BoardDocs for public  
 4 viewing.  
 5 All speakers are encouraged to provide  
 6 feedback on policies, programs, and practices within  
 7 the purview of the Board and school system. The Board  
 8 asks speakers to refrain from addressing specific  
 9 student or employee matters, matters under appeal, or  
 10 comment on matters unrelated to public education in  
 11 Baltimore County. Any inappropriate personal remarks  
 12 or other behavior that disrupts or interferes with the  
 13 conduct of the meeting will be deemed out of order.  
 14 Location. 1. All Board of Education public  
 15 meetings will be held at 6901 North Charles Street in  
 16 Towson, Maryland, except for three out of a fiscal  
 17 year. Over a fiscal year, Board members will select  
 18 three different locations to hold meetings on three  
 19 different dates. These locations should be centrally  
 20 located for persons of all seven districts in  
 21 Baltimore County. For example, but not limited to,

Page 147

1 the following: Western School of Technology, Sudbrook  
 2 Magnet Middle School, Loch Raven High School, Milford  
 3 Mill Academy, Carver Center for the Arts and  
 4 Technology, Overlea High School, Eastern Tech High  
 5 School.  
 6 Safety procedures. Members of the public  
 7 are asked to use the appropriate amount of caution if  
 8 they are" -- "if they have symptoms of illness.  
 9 Everyone attending the meeting will sign in with a  
 10 staff representative. Only persons requesting public  
 11 comment will be required to register online prior to  
 12 the meeting. All attempts will be made to allow for  
 13 the maximum public attendance available at all  
 14 meetings within the fire code and safety requirements  
 15 of the meeting room. If the meeting room reaches full  
 16 capacity, an overflow room will be made available."  
 17 CHAIRWOMAN LICHTER: Is there a second to  
 18 Ms. Domanowski's motion?  
 19 MR. KUEHN: Second, Kuehn.  
 20 CHAIRWOMAN LICHTER: Okay. Discussion.  
 21 Ms. Henn?

Page 148

1 MS. HENN: Thank you. I -- overall, I  
 2 support this motion. I do have a question for Dr.  
 3 Williams, and that is, what is the burden/cost to  
 4 implement the location guidelines of the motion to  
 5 hold three meetings a year at the various locations?  
 6 Is there any cost in terms of technology upgrades, and  
 7 can you speak to the staff time and/or burden to carry  
 8 this out, to support the Board?  
 9 DR. WILLIAMS: So I know we reviewed that.  
 10 I'm looking at communications or Dr. Zarchin. The  
 11 cost to actually have a Board meeting at another  
 12 location, other than Greenwood. But since no one's  
 13 moving at this point. Oh, okay.  
 14 MS. CHARLEY-GREENE: One moment, and I don't  
 15 know if this is full and complete but --  
 16 DR. WILLIAMS: Thank you, Ms. Charley-  
 17 Greene.  
 18 MS. CHARLEY-GREENE: -- I'm happy to at  
 19 least attempt to address. Okay. Good evening,  
 20 everyone.  
 21 CHAIRWOMAN LICHTER: Good evening.

Page 149

1 MS. CHARLEY-GREENE: Thank you, Dr. Zarchin,  
 2 for joining. I believe we did present, and it may  
 3 have been an update to the Board or a weekly  
 4 communication to the Board, at least some rough  
 5 estimates of the cost of moving Board meeting  
 6 locations. And so, very quickly, if you'll pardon my  
 7 reading, "At a regularly scheduled Board of Education  
 8 meeting held at Greenwood, two staff from BCPS TV are  
 9 assigned to support the needs of the meeting. To  
 10 support the needs of a meeting held offsite, the  
 11 number of BCPS TV staff would likely increase to  
 12 eight.  
 13 The number of hours required for BCPS TV  
 14 staff to support an offsite meeting would also  
 15 increase due to the needs of transport, setup, and  
 16 test equipment prior to the meeting, direct and  
 17 support the needs of the meeting while in progress,  
 18 and break down and transport all equipment at the  
 19 conclusion of the meeting. Half of these staff  
 20 members are paid hourly and would be due overtime. An  
 21 approximate cost of overtime for four staff would be

Page 150

1 1,500 to 1,700 per meeting.  
 2 BCPS TV would need to rent equipment, such  
 3 as microphones, cables, soundboard and an operator.  
 4 The approximate cost for this equipment rental is  
 5 1,700 per meeting." It goes on to talk about security  
 6 costs. I can continue to read, if the Board will  
 7 indulge me. "Inability to secure a large space with  
 8 multiple points of entry and egress that might  
 9 simultaneously be used for other events, such as  
 10 athletics or other extracurricular activities, as well  
 11 as community events, create unique problems. There is  
 12 a difficulty noted in planning for and monitoring  
 13 people already in a building at the time of a meeting.  
 14 All of this creates a need for additional security.  
 15 At least two security officers would be needed at a  
 16 current cost of \$45 an hour. Estimating six hours for  
 17 each of the four meetings" -- at the time, we were  
 18 thinking four meetings -- "would cost \$2,160. There  
 19 is currently no funding allocated to Board meeting  
 20 security. Difficulty in securing the unimpeded  
 21 arrival and departure of Board members and the

Page 151

1 Superintendent also creates security purposes" --  
 2 security concerns, rather. And I'm just scanning very  
 3 quickly to see if there were additional costs.  
 4 CHAIRWOMAN LICHTER: Was there a total for--  
 5 MS. CHARLEY-GREENE: That is all I have on  
 6 this document. And again, this was a previous  
 7 communication. I certainly can provide a more  
 8 thorough response, but I think roughly those are the  
 9 costs that we determined at the time. And I think we  
 10 shared this May 20, 2022, with the Board at that time  
 11 was looking into this.  
 12 CHAIRWOMAN LICHTER: Dr. Hager, did you have  
 13 a comment?  
 14 DR. HAGER: I did. I recall the same  
 15 conversion, and I felt like maybe we had an even  
 16 deeper conversation in PRC, maybe, about this, as  
 17 well. And in addition to the significant costs, there  
 18 were also significant safety concerns, and I was  
 19 championing this, as well, and Mr. McMillion was a big  
 20 champion of this. Living in the Southwest area, it  
 21 takes a long time to get to Towson, and so the idea of

Page 152

1 going to where our stakeholders are, I think, is  
 2 really important. But it just doesn't seem feasible.  
 3 And again, I felt like we talked about this a lot over  
 4 the last year, and I was certainly convinced that it's  
 5 not a feasible option.  
 6 The other aspect of this proposal that I'm  
 7 very concerned about is the idea that people would not  
 8 know ahead of time if they were chosen to speak.  
 9 Again, it's a really significant commitment for people  
 10 to come to Board meetings and to also, then, have to  
 11 get there way early to get in if you're chosen, I  
 12 think that that would really deter people who live  
 13 further away from attending, and I think that's -- I  
 14 assume that's a big part of the reason that we're  
 15 having this discussion is to increase engagement.  
 16 CHAIRWOMAN LICHTER: Thank you.  
 17 Mr. Offerman, did you have a comment?  
 18 MR. OFFERMAN: Yes. I would like to make  
 19 Board members aware. Excuse me, I would like to make  
 20 the new Board members aware that we had such problems  
 21 with security and threats that, at times, we had to

Page 153

1 enter the building from a different entrance. My  
 2 concern of going to other areas, which is a fine idea,  
 3 is I don't see how having two security guards would  
 4 make it possible to be secure. And given the way  
 5 things go in the world today, I think for security has  
 6 (indiscernible) and staff security has to be the  
 7 highest priority. I won't be supporting this. Thank  
 8 you.  
 9 CHAIRWOMAN LICHTER: Thank you.  
 10 Maggie, did you want -- Ms. Domanowski, do  
 11 you want to speak to your motion?  
 12 MS. DOMANOWSKI: Yes. There were several  
 13 things that went into why I chose this. We have had  
 14 meetings at George Washington Carver and BCPS TV was  
 15 there to cover it, so it's not like that wasn't  
 16 something that can't be done. This is 3 meetings out  
 17 of, what, 24 out of the year. I think it's important  
 18 for us to be near our constituents for -- give them an  
 19 opportunity to get (indiscernible) be here in Towson.  
 20 Also, as far as security purposes, we're  
 21 going to schools where our children go to school, so

Page 154

1 if our children are safe there, we should be safe  
 2 there.  
 3 CHAIRWOMAN LICHTER: Thank you.  
 4 Ms. Gover, can you do a roll call vote on  
 5 Ms. Domanowski's motion?  
 6 DR. ZARCHIN: If I could just add --  
 7 CHAIRWOMAN LICHTER: Okay.  
 8 DR. ZARCHIN: -- because I want to bring us  
 9 back to a Board meeting where we did have some serious  
 10 concerns about safety. The Baltimore County Police  
 11 Department did an assessment and made some  
 12 recommendations that were presented to the previous  
 13 full Board. And we -- I believe that was put on hold  
 14 for new Board members to consider. It was a time  
 15 where several Board members shared specifically they  
 16 were concerned about their immediate safety. So I  
 17 think it would be important to go back and revisit  
 18 that assessment that the Baltimore County Police  
 19 Department provided for us and look at possibly  
 20 getting recommendations if we're going to move the  
 21 Board meetings to schools or other locations. So that

Page 155

1 has been a good block of time, but we did have some  
 2 serious concerns about safety that I just don't want  
 3 us to forget about.  
 4 CHAIRWOMAN LICHTER: Okay.  
 5 Mr. McMillion?  
 6 MR. McMILLION: Okay, Ms. --  
 7 MS. DOMANOWSKI: I just wanted to follow up.  
 8 I totally respect that. This is a new Board. I don't  
 9 have any safety concerns that I'm aware of. I'm more  
 10 concerned for my students and schools. And I'm -- I  
 11 just think it's a different Board, and I don't -- I  
 12 mean, maybe we -- it's not the same situation.  
 13 CHAIRWOMAN LICHTER: Go ahead.  
 14 MR. McMILLION: In an attempt to cut costs,  
 15 we've talked about schools have these TV stations set  
 16 up. And we're talking about renting equipment,  
 17 transporting equipment. If we'd look at the schools  
 18 around the county, and those might be some that we  
 19 focus on, we spent a lot of money over the last number  
 20 of years building these TV programs, these TV shows,  
 21 the capabilities they have of building. I've been in

Page 156

1 schools where they've done -- they do morning  
 2 announcements, evening announcements. Some of these  
 3 people, they'd love the opportunity, or at least  
 4 people I've spoken to, about coming in and having the  
 5 opportunity to do this with their kids. And maybe use  
 6 our people as, you know, supervisors or whatever to  
 7 help them. Is it going to be the same quality as what  
 8 they do here? No. But it's a chance at doing that.  
 9 Secondly, on the safety cost of it, we have  
 10 all these school safety people that are in our schools  
 11 every day. You know, why can't -- when we're talking  
 12 2 people, why can't we have 20 of those people? You  
 13 know, pull them in. There's going to be a couple  
 14 assigned to each school. Pull them in from that  
 15 school, surrounding schools. We could cover every  
 16 entrance and exit there is utilizing those people at a  
 17 reduced cost of \$45 an hour there.  
 18 So I think that we need to go back and  
 19 revisit this and look at it and seriously -- you know,  
 20 we can cut costs here. And it's not about money.  
 21 It's about the opportunity to get out and engage other

Page 157

1 people in the system. Thank you.  
 2 CHAIRWOMAN LICHTER: Ms. Pumphrey, did you  
 3 want to make --  
 4 MS. PUMPHREY: I actually want to move to  
 5 amend, but I think we may want to finish the part of  
 6 the discussion first because my amendment would go --  
 7 would be referring to paragraph 1 and 2 under  
 8 speakers, and not the paragraph that we're currently  
 9 discussing.  
 10 CHAIRWOMAN LICHTER: Okay.  
 11 Ms. Henn?  
 12 MS. HENN: Thank you. I support going out  
 13 in the community. I think as individual Board  
 14 members, we have lots of opportunities to be with our  
 15 constituents in their locales. Chair Lichter  
 16 supported us or encouraged us to visit our Area  
 17 Advisories and to go to those meetings and to get out  
 18 and to visit schools, to visit PTA meetings, community  
 19 meetings. Those are all opportunities that we can  
 20 take advantage of as Board members. Those groups love  
 21 when we go out, and we -- I find them to be extremely



Page 158

1 rich opportunities. And that not that we -- that this  
 2 wouldn't be another opportunity, but the risks -- I  
 3 question whether the risks are worth the reward, and  
 4 it doesn't -- it's not going to change the fact of me  
 5 going out and being in my community, talking to  
 6 stakeholders. That's not going to change. And it's  
 7 not putting anyone at risk. It's not placing a burden  
 8 on schools. It's not placing a burden on Central  
 9 Office staff. And I'm sharing that feedback I hear at  
 10 the full Board meeting and bringing that back and  
 11 echoing the -- that feedback that I receive as an  
 12 advocate and as a representative for those  
 13 communities.

14 So I think the end goal, I support that. I  
 15 think the means is what we're discussing and debating.  
 16 I think the means can be accomplished in a safe way.  
 17 I've been on the Board -- this is going into my sixth  
 18 year. I have had safety concerns. We are not -- we  
 19 are subject to those. We make decisions that are  
 20 unpopular. Unfortunately, that is today's world, and  
 21 I appreciate the safety measures that Dr. Zarchin

Page 159

1 spoke to. I appreciate that this is a controlled  
 2 environment, and I would suggest alternative means of  
 3 reaching out to the community.

4 CHAIRWOMAN LICHTER: Last comment, Ms.  
 5 Hassan?

6 MS. HASSAN: Thank you. So I'll speak to  
 7 the transportation and the locale first. So I do  
 8 agree with the safety concerns. I experienced sort of  
 9 that from an outside perspective as just a member of  
 10 the audience, I believe, last year, prior to even  
 11 being sworn in or becoming a candidate and a finalist.  
 12 So I did feel that, and the fact that there were  
 13 individuals outside of our building, banging on  
 14 windows, is not a safe environment. And, you know, we  
 15 have this location here for a reason, and I think we  
 16 shouldn't have to subject all of our schools to that  
 17 fear and that stress and that strain because, you  
 18 know, as Ms. Henn, as you said, we have so many  
 19 opportunities to visit our schools.

20 I know me, personally, I'm visiting every  
 21 single middle and high school in BCPS, and some

Page 160

1 elementary schools, by the end of my term. And I  
 2 encourage all of you to do the same. If you want to  
 3 amplify student resources and schools and all of these  
 4 recording studios, check out BCPS TV. Let them know  
 5 you want to do a segment in their schools. Because I  
 6 promise you, they will be so eager to see that. So I  
 7 just think there are other manners to go about this.

8 Also, the fact that this is a little bit  
 9 inaccessible to individuals with limited  
 10 transportation. There are reasons a lot of people  
 11 pick certain Board meetings to come and testify, and  
 12 sometimes it's based on what we're discussing. So the  
 13 fact that they all have to come and say, okay, well,  
 14 we might get selected, but if not, we're sitting here  
 15 until we go home just isn't fair to people who don't  
 16 have that regular access to transportation, people who  
 17 take buses, people who get rides to the Board  
 18 meetings. I know I used to be one of those people.  
 19 So I just think it's not entirely equitable. It  
 20 doesn't consider the fact that our Board meetings are  
 21 five-hours long and must be recorded. It doesn't

Page 161

1 consider the fact that, you know, these buildings are  
 2 utilized for a lot of other spaces, so if we're going  
 3 to, you know, think about equity, we can think about  
 4 how we can assist in providing transportation to  
 5 Towson. How we can, you know, build that program, but  
 6 I think it's a little bit inequitable and unfair to,  
 7 you know, put all of these schools through stress when  
 8 we have our -- we have the responsibility and the  
 9 capabilities to go out into our communities.

10 CHAIRWOMAN LICHTER: Okay, so now, at this  
 11 point, we will vote on Ms. Domanowski's motion.

12 MS. PUMPHREY: I'd like to move to amend  
 13 (indiscernible).

14 CHAIRWOMAN LICHTER: Okay. Make your  
 15 amendment.

16 MS. PUMPHREY: Which would be to substitute  
 17 --

18 UNIDENTIFIED SPEAKER: I'll second.

19 MS. PUMPHREY: Do you want me to say it  
 20 first? Thank you for your support, though. I'm just  
 21 kidding.

Page 162

1 DR. WILLIAMS: Thank you, Ms. Charley-  
 2 Greene. Dr. Zarchin, thank you.  
 3 MS. PUMPHREY: I move to substitute, and I  
 4 hope I do this correctly. I move to substitute under  
 5 Speakers, paragraph 1 and 2, with Paragraph -- from  
 6 Option B, paragraph 1 and 2 from Option B. Did I say  
 7 that correctly? So I want to substitute paragraph 1  
 8 and 2 in Ms. Domanowski's motion under Speakers to  
 9 paragraph 1 and 2 under Speakers in Option B that was  
 10 provided previously.  
 11 CHAIRWOMAN LICHTER: So you're adding the  
 12 idea of continuing the registration for speakers?  
 13 Just making sure that that's the intent of your  
 14 motion.  
 15 MS. PUMPHREY: Yes. So the intent is to  
 16 continue with the online registration and verify and  
 17 also with the first come, first serve waitlist  
 18 available.  
 19 CHAIRWOMAN LICHTER: Okay.  
 20 MS. PUMPHREY: Thirty minutes prior to the  
 21 meeting.

Page 163

1 CHAIRWOMAN LICHTER: Is there a second to  
 2 Ms. Pumphrey's amendment?  
 3 MS. HENN: I'll second.  
 4 CHAIRWOMAN LICHTER: Okay. Okay, now we'll  
 5 do a roll call vote on the amendment. Correct?  
 6 UNIDENTIFIED SPEAKER: Can you read the  
 7 whole --  
 8 MS. GOVER: Ms. --  
 9 CHAIRWOMAN LICHTER: What are we talking  
 10 about? So Ms. Domanowski sent us an email with what  
 11 she read to us about 15 minutes ago. Ms. Pumphrey is  
 12 making a change to what she sent us, so she is  
 13 changing the Speakers paragraph 1 and 2, which talk  
 14 about not needing to have the registration, to what is  
 15 on the Options that Ms. Gover posted in BoardDocs, the  
 16 first two paragraphs of Option B, correct?  
 17 MS. PUMPHREY: Correct. If I could just --  
 18 CHAIRWOMAN LICHTER: Go ahead.  
 19 MS. PUMPHREY: -- clarify. So what you're  
 20 saying is correct. My reasoning is based upon Dr.  
 21 Hager's recommendation that speakers know in advance

Page 164

1 if they're selected. Also, to continue with our  
 2 electronic sign-up format. That's my intention as far  
 3 as combining Ms. Domanowski's request along with  
 4 Option B that we were provided prior to the meeting.  
 5 CHAIRWOMAN LICHTER: So that's what we're  
 6 voting on.  
 7 MS. DOMANOWSKI: Could you just read how it  
 8 would read? Just to clarify.  
 9 MS. PUMPHREY: So under Speakers, it's  
 10 Option B. It would say, "Any person or stakeholder  
 11 group representative who wishes to address the Board  
 12 must register online." Do you want me to continue?  
 13 Okay. You're welcome.  
 14 CHAIRWOMAN LICHTER: Before we do a roll  
 15 call vote, I just want to say one thing, that the  
 16 security we have in schools on a daily basis would not  
 17 be the security we'd have if we move the Board  
 18 meetings. We have Rapture (phonetic). We have  
 19 somebody sitting there, they have to come in. They --  
 20 so it's not the same level of safety that we would  
 21 have if our kids were in the building.

Page 165

1 Okay. Roll call vote on Ms. Pumphrey's  
 2 amendment to Ms. Domanowski's motion.  
 3 MS. GOVER: Ms. Domanowski?  
 4 MS. DOMANOWSKI: Yes.  
 5 MS. GOVER: Ms. Pumphrey?  
 6 MS. PUMPHREY: Yes.  
 7 MS. GOVER: Mr. McMillion?  
 8 MR. McMILLION: Yes.  
 9 MS. GOVER: Ms. Henn?  
 10 MS. HENN: Yes.  
 11 MS. GOVER: Ms. Jose?  
 12 MS. JOSE: No.  
 13 MS. GOVER: Ms. Harvey?  
 14 VICE CHAIR HARVEY: No.  
 15 MS. GOVER: Ms. Hassan?  
 16 MS. HASSAN: No.  
 17 MS. GOVER: Mr. Offerman?  
 18 MR. OFFERMAN: No.  
 19 MS. GOVER: Dr. Savoy?  
 20 DR. SAVOY: No.  
 21 MS. GOVER: Dr. Hager?

Page 166

1 DR. HAGER: No.

2 MS. GOVER: Mr. Kuehn?

3 MR. KUEHN: Yes.

4 MS. GOVER: Ms. Lichter.

5 CHAIRWOMAN LICHTER: No.

6 MS. GOVER: Favor is five.

7 CHAIRWOMAN LICHTER: So the motion does not

8 pass.

9 We will now do a roll call vote on the

10 original motion from Ms. Domanowski.

11 MS. HENN: Before we vote, may I offer an

12 amendment to Ms. Domanowski's (indiscernible)?

13 CHAIRWOMAN LICHTER: Yes, go ahead.

14 Remember that we do have five options right here.

15 Okay.

16 MS. HENN: I'd like to amend Ms.

17 Domanowski's motion by striking the location section.

18 CHAIRWOMAN LICHTER: Okay. So you're

19 looking at her email, and you're taking away the whole

20 location center -- location section and leaving

21 everything else.

Page 167

1 MS. HENN: Correct.

2 CHAIRWOMAN LICHTER: Okay. Roll call vote

3 on -- is there a second?

4 UNIDENTIFIED SPEAKER: Second

5 (indiscernible).

6 CHAIRWOMAN LICHTER: So if she's taking out

7 -- if you look at the email that we -- that Ms.

8 Domanowski sent us on Monday, Ms. Henn is proposing

9 that we eliminate Speaker Section 1, 2, 3, and 4.

10 MS. HENN: The location section.

11 CHAIRWOMAN LICHTER: I'm sorry, the -- thank

12 you, the location section --

13 MS. HENN: 1 and 2 --

14 CHAIRWOMAN LICHTER: -- 1 and 2 and all the

15 letters.

16 MS. HENN: Thank you.

17 CHAIRWOMAN LICHTER: Okay.

18 Roll call vote, Ms. Gover.

19 MS. GOVER: Who seconded?

20 MS. HENN: Ms. Domanowski, I believe?

21 MR. BROUSAIDES: Was there a second?

Page 168

1 CHAIRWOMAN LICHTER: Was there a second?

2 Well, that's -- she made the motion -- oh, you're

3 amending. Is there a second to Ms. Henn's amendment?

4 Okay, hearing no second --

5 MS. HENN: No, there was a second.

6 CHAIRWOMAN LICHTER: Well, somebody second

7 it now if they like it second. No second? Okay.

8 Motion -- no second, no motion.

9 Okay. We will now do a roll call vote on

10 Ms. Domanowski's original motion, which she sent us on

11 Monday.

12 MS. GOVER: Ms. Domanowski?

13 MS. DOMANOWSKI: Yes.

14 MS. GOVER: Ms. Pumphrey?

15 MS. PUMPHREY: No.

16 MS. GOVER: Mr. McMillion?

17 MR. McMILLION: No.

18 MS. GOVER: Ms. Henn?

19 MS. HENN: No.

20 MS. GOVER: Ms. Jose?

21 MS. JOSE: No.

Page 169

1 MS. GOVER: Ms. Harvey?

2 VICE CHAIR HARVEY: No.

3 MS. GOVER: Ms. Hassan?

4 MS. HASSAN: No.

5 MS. GOVER: Mr. Offerman?

6 MR. OFFERMAN: No.

7 MS. GOVER: Dr. Savoy?

8 DR. SAVOY: No.

9 MS. GOVER: Dr. Hager?

10 DR. HAGER: No.

11 MS. GOVER: Mr. Kuehn?

12 MR. KUEHN: No.

13 MS. GOVER: Ms. Lichter?

14 CHAIRWOMAN LICHTER: No.

15 MS. GOVER: Favor is one.

16 CHAIRWOMAN LICHTER: The motion fails.

17 We are back to the five options that were

18 attached to your -- on BoardDocs. My question is --

19 yes, Ms. Harvey?

20 VICE CHAIR HARVEY: I'd like to make a

21 motion to adopt Option B.

Page 170

1 MS. PUMPHREY: Second. Pumphrey, sorry.  
 2 CHAIRWOMAN LICHTER: Do you wish to discuss  
 3 your motion, Ms. Harvey?  
 4 VICE CHAIR HARVEY: Yes. I think that being  
 5 considerate to people's time, it is important that  
 6 they know in advance if they are able to speak.  
 7 However, I do think it is worthwhile to allow people  
 8 who are coming to fill spaces where speakers don't  
 9 show up. I think the number 10 for 3 minutes remains  
 10 appropriate and, therefore, I support Option B.  
 11 CHAIRWOMAN LICHTER: Can I have a roll call  
 12 vote on --  
 13 MS. DOMANOWSKI: Permission to amend?  
 14 CHAIRWOMAN LICHTER: Yes, Ms. Domanowski.  
 15 MS. DOMANOWSKI: I just would like to strike  
 16 no speaker substitutions will be allowed, to speaker  
 17 substitutions will be allowed if 1 of the 10 are not  
 18 chosen. So --  
 19 CHAIRWOMAN LICHTER: Is that already an  
 20 option?  
 21 MS. DOMANOWSKI: Yeah. I -- there's -- it's

Page 171

1 very confusing. I'm -- it --  
 2 VICE CHAIR HARVEY: May I speak?  
 3 CHAIRWOMAN LICHTER: Yes, Ms. Harvey.  
 4 VICE CHAIR HARVEY: So I would not be in  
 5 support of that amendment. Substitutions would  
 6 basically constitute me signing up, for example, and  
 7 someone coming to speak for me. Rather, if we're  
 8 allowing for those who come and sign up for a waitlist  
 9 to speak, I think they should have first opportunity.  
 10 MS. DOMANOWSKI: The only problem I have  
 11 with that is that they're not preregistered, so why  
 12 have a registration in the first place? That's all.  
 13 CHAIRWOMAN LICHTER: Was it -- did someone  
 14 second Ms. Harvey's -- no, Ms. Domanowski's -- did you  
 15 second her --  
 16 MS. PUMPHREY: No, I seconded Ms. Harvey's.  
 17 CHAIRWOMAN LICHTER: Right. Okay. So let's  
 18 take a --  
 19 MR. BROUSAIDES: So I think we just have --  
 20 CHAIRWOMAN LICHTER: -- vote on Ms.  
 21 Harvey's.

Page 172

1 MR. BROUSAIDES: I think Ms. Domanowski was  
 2 just --  
 3 CHAIRWOMAN LICHTER: Having a discussion.  
 4 MR. BROUSAIDES: -- was having the  
 5 discussion rather than making an amendment.  
 6 CHAIRWOMAN LICHTER: Okay. We all are.  
 7 DR. HAGER: I'd like to make an amendment,  
 8 potentially. This is Erin Hager.  
 9 CHAIRWOMAN LICHTER: Yes, Ms. Hager -- Dr.  
 10 Hager.  
 11 DR. HAGER: Thank you. My -- the only  
 12 change that I would like to see if the Board would  
 13 entertain would be the possibility of allowing  
 14 speakers to join virtually from Option E, merging that  
 15 line in. Let me make the motion first. I move to add  
 16 the -- on Option E, under Speakers, number 3. You  
 17 have that up? Add that to Option B.  
 18 CHAIRWOMAN LICHTER: You're -- no waitlist  
 19 for speaker no-shows? That -- the third bullet, or a  
 20 different bullet? The fourth bullet.  
 21 DR. HAGER: No. Sorry, Option E.

Page 173

1 CHAIRWOMAN LICHTER: Okay. Option E, bullet  
 2 4.  
 3 DR. HAGER: Speaker bullet number 3, where  
 4 it says, "There will be an option to join virtually or  
 5 by phone on the online registration form."  
 6 CHAIRWOMAN LICHTER: Yeah, sorry. I'm  
 7 looking at the summary. The summary may be --  
 8 DR. HAGER: Oh, I'm sorry.  
 9 CHAIRWOMAN LICHTER: -- no, it's fine.  
 10 Okay.  
 11 DR. HAGER: Yeah, that line.  
 12 CHAIRWOMAN LICHTER: Okay. So the motion is  
 13 Option B. Is there a second for --  
 14 DR. HAGER: As it (indiscernible) --  
 15 CHAIRWOMAN LICHTER: -- Dr. Hager's motion?  
 16 MR. BROUSAIDES: I think we need some  
 17 clarification on the motion on -- to amend.  
 18 DR. HAGER: That's fine, sorry. I was  
 19 speaking off the cuff here.  
 20 MR. BROUSAIDES: Sure. So you're suggesting  
 21 adding Option E, Speaker No. 3, to Option B?

Page 174

1 DR. HAGER: Yes.

2 MR. BROUSAIDES: And what is being deleted

3 from Option B?

4 DR. HAGER: I don't think anything needs to

5 be deleted.

6 CHAIRWOMAN LICHTER: No, it's just an

7 addition.

8 MR. BROUSAIDES: Nothing, just the addition?

9 MR. KUEHN: It's a replacement.

10 DR. HAGER: It just allows a virtual option,

11 essentially. Which is what we did -- sorry. I can

12 speak to it if someone seconds it.

13 MR. BROUSAIDES: Well, Option B, No. 3 says

14 there will be no option to join virtually or by phone.

15 DR. HAGER: Okay. So strike that and add in

16 Option E, No. 3 under Speaker. Which I just put in

17 the chat.

18 MS. HASSAN: I'll second that.

19 CHAIRWOMAN LICHTER: What did you just

20 second?

21 MS. HASSAN: So I'll second Dr. Hager's

Page 175

1 amendment to strike the line on Option B reading,

2 "There will be no option to join virtually by phone,"

3 so Speakers Bullet 3 to be replaced in E's Speaker

4 Bullet 3.

5 CHAIRWOMAN LICHTER: Does everybody

6 understand what we're about to vote on?

7 DR. HAGER: Thank you.

8 CHAIRWOMAN LICHTER: Okay. Roll call --

9 DR. HAGER: Could I speak to it, Jane, or --

10 CHAIRWOMAN LICHTER: Yes, go ahead, Dr.

11 Hager.

12 DR. HAGER: Just briefly, this is something

13 that we did throughout the pandemic when we were

14 meeting virtually, and it worked quite well. So the

15 operations are in place. And also, this is a topic

16 that we did discuss in the Equity Committee with the

17 former Board, and it is an option that is provided to

18 other Boards of Ed. So I think that it's a reasonable

19 option for our public, as well.

20 CHAIRWOMAN LICHTER: Ms. Harvey? Did you

21 did want to -- oh, I thought you -- so actually,

Page 176

1 you're talking about Option E but taking out the no

2 waitlist. Okay. Never mind. Ignore me. Okay. So

3 we're voting on the amendment that Dr. Hager said

4 about Option B with adding the virtual or by phone.

5 Okay. Roll call vote, please.

6 MS. GOVER: Ms. Domanowski?

7 MS. DOMANOWSKI: Yes.

8 MS. GOVER: Ms. Pumphrey?

9 MS. PUMPHREY: Yes.

10 MS. GOVER: Mr. McMillion?

11 MR. McMILLION: Yes.

12 MS. GOVER: Ms. Henn?

13 MS. HENN: Yes.

14 MS. GOVER: Ms. Jose?

15 MS. JOSE: No.

16 MS. GOVER: Ms. Harvey?

17 VICE CHAIR HARVEY: No.

18 MS. GOVER: Ms. Hassan?

19 MS. HASSAN: Yes.

20 MS. GOVER: Mr. Offerman?

21 MR. OFFERMAN: No.

Page 177

1 MS. GOVER: Dr. Savoy?

2 DR. SAVOY: No.

3 MS. GOVER: Dr. Hager?

4 DR. HAGER: Yes.

5 MS. GOVER: Mr. Kuehn?

6 MR. KUEHN: Yes.

7 MS. GOVER: Ms. Lichter?

8 CHAIRWOMAN LICHTER: Yes.

9 MS. GOVER: Favor is eight.

10 CHAIRWOMAN LICHTER: So the motion passes.

11 So we have our option, that's Option F.

12 MR. BROUSAIDES: So the motion to amend

13 passes, and now we vote on the main motion as amended.

14 MS. HENN: Motion to amend?

15 CHAIRWOMAN LICHTER: Okay, say what you said

16 again, Mr. Brousaides?

17 MR. BROUSAIDES: The motion to amend by Dr.

18 Hager passed, so the vote would now be on the -- Robin

19 Harvey's, Ms. Harvey's, motion as amended by Dr.

20 Hager. So basically, it's voting for Option B with

21 the substitution of Speaker No. 3 with Speaker 3

Page 178

1 Option E.

2 MS. HENN: I have a motion to amend.

3 CHAIRWOMAN LICHTER: Ms. Henn?

4 MS. HENN: Thank you. I move to amend

5 Option B as amended by striking "or stakeholder group

6 representative" from the Speaker section No. 1, and to

7 develop guidelines and procedures for stakeholder

8 groups.

9 MS. JOSE: Point of order, Ms. Lichter.

10 CHAIRWOMAN LICHTER: Yes.

11 MS. JOSE: Mr. Brousaides, is that a policy

12 decision, developing stakeholder guidelines, Mr.

13 Brousaides?

14 MR. BROUSAIDES: I don't know if it's a

15 policy decision. But I'm unclear as to whether this

16 means there is something to vote on now, or if it's

17 kicking down the road this speaker provision. Is

18 there going to be a finalized Option B right now, at

19 this -- that's just a question for you, Ms. Henn.

20 MS. HENN: I would be willing to add that

21 these guidelines would be in place for stakeholder

Page 179

1 groups until the Board develops stakeholder group

2 guidelines and procedures.

3 MR. BROUSAIDES: I was just asking what was

4 actually said.

5 MS. HENN: I'm putting it in the chat.

6 MR. BROUSAIDES: Okay.

7 MS. HENN: One moment. The -- I'll repeat

8 it so -- and then ask for a second. Is that okay,

9 Madam Chair?

10 CHAIRWOMAN LICHTER: Yes.

11 MR. BROUSAIDES: If it's about stakeholders,

12 then you do have a policy on stakeholders.

13 MS. HENN: Right. It would develop

14 stakeholder guidelines.

15 MR. BROUSAIDES: Okay.

16 MS. HENN: Specifically, and my motion is to

17 amend Option B as amended to strike, "or stakeholder

18 group representative," from Speakers No. 1 and for the

19 Board to develop stakeholder guidelines.

20 CHAIRWOMAN LICHTER: Is there a second?

21 There's no second. Thank you. So, yes, Dr. Williams,

Page 180

1 get us out of this.

2 DR. WILLIAMS: No.

3 MR. BROUSAIDES: Chair Lichter, now we are

4 back --

5 CHAIRWOMAN LICHTER: I'm teasing. Okay, I'm

6 sorry.

7 MR. BROUSAIDES: -- now we are back to Ms.

8 Harvey's motion as amended by Dr. Hager.

9 CHAIRWOMAN LICHTER: As amended. Did you

10 want to say something first?

11 DR. WILLIAMS: Just an observation. We're

12 trying to do so many things to these options. And

13 maybe you look at one or two things you want to do

14 first. Allow that to play out, and then maybe add on.

15 I will have to say, I understand the need about

16 virtual and phone, but when we had that, it was

17 extremely problematic to manage. Who's here? Who's

18 not here? Is a person -- so I understand the desire,

19 but we are -- it feels like we're trying to do a lot

20 in this setting, and maybe just back to Ms. Harvey's

21 point.

Page 181

1 We have the five options. Maybe try one and

2 then maybe revisit. But I just wanted to offer that.

3 This feels like where we slightly were two weeks ago,

4 making changes, and not really understanding what it

5 really means. But I just had to put that piece -- the

6 virtual and -- was slightly problematic, especially

7 with the phones and all. So I just wanted to bring --

8 it wasn't clean at all, but we did it because we were

9 in the pandemic.

10 CHAIRWOMAN LICHTER: I appreciate that

11 comment for those of us who weren't here when you --

12 we did that. So we are now voting on Option B with

13 the amendment, correct? Didn't we already vote on

14 that? No. Okay, Option B with the amendment of the -

15 - adding the virtual or by phone.

16 Okay. Ms. Gover, roll call vote, please?

17 MS. GOVER: Ms. Domanowski?

18 MS. DOMANOWSKI: Yes.

19 MS. GOVER: Ms. Pumphrey?

20 MS. PUMPHREY: Yes.

21 MS. GOVER: Mr. McMillion?

Page 182

1 MR. McMILLION: Yes.  
 2 MS. GOVER: Ms. Henn?  
 3 MS. HENN: Yes.  
 4 MS. GOVER: Ms. Jose?  
 5 MS. JOSE: Yes.  
 6 MS. GOVER: Ms. Harvey?  
 7 VICE CHAIR HARVEY: Yes.  
 8 MS. GOVER: Ms. Hassan?  
 9 MS. HASSAN: Yes.  
 10 MS. GOVER: Mr. Offerman?  
 11 MR. OFFERMAN: Yes.  
 12 MS. GOVER: Dr. Savoy?  
 13 DR. SAVOY: Yes.  
 14 MS. GOVER: Dr. Hager?  
 15 DR. HAGER: Yes.  
 16 MS. GOVER: Mr. Kuehn?  
 17 MR. KUEHN: Yes.  
 18 MS. GOVER: Ms. Lichter?  
 19 CHAIRWOMAN LICHTER: Yes.  
 20 MS. GOVER: Thank you.  
 21 CHAIRWOMAN LICHTER: Motion passes. Okay.

Page 183

1 I would also like to move to amend the agenda to add  
 2 as a topic the Superintendent search. Is there a  
 3 second to that?  
 4 MS. HASSAN: Second, Hassan.  
 5 CHAIRWOMAN LICHTER: Okay. Can we have a --  
 6 can we have a roll call vote, please? To amend the  
 7 agenda to add as a topic the Superintendent search.  
 8 Right now, yes.  
 9 MS. HASSAN: Call for unanimous consent.  
 10 CHAIRWOMAN LICHTER: Can we have a roll call  
 11 vote, please?  
 12 MS. GOVER: Ms. Domanowski?  
 13 MS. DOMANOWSKI: Yes.  
 14 MS. GOVER: Ms. Pumphrey?  
 15 MS. PUMPHREY: Yes.  
 16 MS. GOVER: Mr. McMillion?  
 17 MR. McMILLION: Yes.  
 18 MS. GOVER: Ms. Henn?  
 19 MS. HENN: Yes.  
 20 MS. GOVER: Ms. Jose? Ms. Jose?  
 21 Ms. Harvey?

Page 184

1 VICE CHAIR HARVEY: Yes.  
 2 MS. GOVER: Ms. Hassan?  
 3 MS. HASSAN: Yes.  
 4 MS. GOVER: Mr. Offerman?  
 5 MR. OFFERMAN: Yes.  
 6 MS. GOVER: Dr. Savoy?  
 7 DR. SAVOY: Abstain.  
 8 MS. GOVER: Dr. Hager?  
 9 DR. HAGER: Yes.  
 10 MS. GOVER: Mr. Kuehn?  
 11 MR. KUEHN: Yes.  
 12 MS. GOVER: Ms. Lichter?  
 13 CHAIRWOMAN LICHTER: Yes.  
 14 MS. GOVER: Thank you.  
 15 CHAIRWOMAN LICHTER: Motion passes.  
 16 So now I move to make a motion to -- for RFP  
 17 procurement for a superintendent search services.  
 18 MS. HENN: Second.  
 19 CHAIRWOMAN LICHTER: May I have a roll call  
 20 vote, please?  
 21 MS. GOVER: Who seconded?

Page 185

1 MS. HENN: Ms. Henn.  
 2 MS. GOVER: Ms. Domanowski?  
 3 MS. DOMANOWSKI: Yes.  
 4 MS. GOVER: Ms. Pumphrey?  
 5 MS. PUMPHREY: Yes.  
 6 MS. GOVER: Mr. McMillion?  
 7 MR. McMILLION: Yes.  
 8 MS. GOVER: Ms. Henn?  
 9 MS. HENN: Yes.  
 10 MS. GOVER: Ms. Jose?  
 11 Ms. Harvey?  
 12 VICE CHAIR HARVEY: Yes.  
 13 MS. GOVER: Ms. Hassan?  
 14 MS. HASSAN: Yes.  
 15 MS. GOVER: Mr. Offerman?  
 16 MR. OFFERMAN: Yes.  
 17 MS. GOVER: Dr. Savoy?  
 18 DR. SAVOY: Yes.  
 19 MS. GOVER: Dr. Hager?  
 20 DR. HAGER: Yes.  
 21 MS. GOVER: Mr. Kuehn?

Page 186

1 MR. KUEHN: Yes.

2 MS. GOVER: Ms. Lichter.

3 CHAIRWOMAN LICHTER: Yes.

4 MS. GOVER: Thank you.

5 CHAIRWOMAN LICHTER: Motion passes. Thank

6 you.

7 The next item on the agenda is information

8 items, which include the financial report for the

9 month ending November 2022, minutes from the November

10 28th Southeast Area Education Advisory Council

11 meeting.

12 I haven't been on here too long. My

13 computer won't move. The last item on the agenda is

14 announcements. The Board's next meeting will be held

15 on Tuesday, February 14, 2023, at 6:30 p.m. Did I

16 skip something, or are we good? Oh, agenda setting.

17 Okay, sorry. So --

18 MS. HENN: Chair, I move to postpone agenda

19 setting.

20 CHAIRWOMAN LICHTER: Is there a second?

21 VICE CHAIR HARVEY: Second.

Page 187

1 CHAIRWOMAN LICHTER: Do we need a roll call

2 vote, or can we do (indiscernible)?

3 MS. HENN: I call for unanimous consent.

4 CHAIRWOMAN LICHTER: Discussion, Mr.

5 McMillion?

6 MR. McMILLION: I had a topic I wanted to

7 bring up that's critical with the budget process. So

8 -- for the next agenda.

9 CHAIRWOMAN LICHTER: Okay, so -- okay. Then

10 roll call vote.

11 MS. GOVER: Ms. Lichter, I'm sorry, who

12 seconded?

13 CHAIRWOMAN LICHTER: I thought somebody

14 seconded. Ms. Harvey, did you second it?

15 MS. GOVER: Ms. Domanowski?

16 MS. DOMANOWSKI: Yes.

17 MS. GOVER: Ms. Pumphrey?

18 MS. PUMPHREY: Yes.

19 MS. GOVER: Mr. McMillion?

20 MR. McMILLION: No.

21 MS. GOVER: Ms. Henn?

Page 188

1 MS. HENN: Yes.

2 MS. GOVER: Ms. Jose?

3 Ms. Harvey?

4 VICE CHAIR HARVEY: Yes.

5 MS. GOVER: Ms. Hassan?

6 MS. HASSAN: Yes.

7 MS. GOVER: Mr. Offerman?

8 MR. OFFERMAN: Yes.

9 MS. GOVER: Dr. Savoy?

10 DR. SAVOY: Yes.

11 MS. GOVER: Dr. Hager?

12 DR. HAGER: No.

13 MS. GOVER: Mr. Kuehn?

14 MR. KUEHN: Yes.

15 MS. GOVER: Ms. Lichter?

16 CHAIRWOMAN LICHTER: Yes.

17 MS. GOVER: Thank you.

18 CHAIRWOMAN LICHTER: Okay. Then wait a

19 second. So we just did that one. Sorry. The last

20 item -- we did that one. It's over, right? Where is

21 -- my thing won't move. Okay. The Board's next

Page 189

1 meeting will be on Tuesday, February 14, 2023, at 6:30

2 p.m. Thank you for joining us tonight. The meeting

3 is now adjourned. Whoa.

4 (Meeting adjourned.)



TRANSCRIBER'S CERTIFICATE

I, Vivian Saxe, hereby certify that I transcribed from audio file the proceedings to the best of my ability in the foregoing-entitled matter; and I further certify that the foregoing is a full, true and correct transcript of the audio files produced.

IN WITNESS THEREOF, I have subscribed my name on January 31, 2023.

Vivian Saxe

**WORD INDEX**

<p>&lt; \$ &gt;  <b>\$1.2</b> 49:6  <b>\$1.7</b> 128:18  <b>\$10</b> 32:21              42:11 68:15  <b>\$100</b> 123:9  <b>\$130,000</b> 62:8  <b>\$16</b> 83:11  <b>\$2</b> 41:13, 16  <b>\$2,160</b> 150:18  <b>\$20</b> 83:8  <b>\$22.8</b> 41:8  <b>\$24.9</b> 82:5              83:12, 18  <b>\$30</b> 57:8  <b>\$300,000</b>              116:19 128:17  <b>\$32.2</b> 91:12  <b>\$36.4</b> 81:17  <b>\$40</b> 57:8  <b>\$45</b> 150:16              156:17  <b>\$5</b> 42:11 70:2,              6  <b>\$500,000</b> 61:16  <b>\$6</b> 42:11  <b>\$7</b> 82:21  <b>\$767,000</b> 127:11</p> <p>&lt; 1 &gt;  <b>1</b> 41:17, 20              85:5 100:5, 8,              13, 16, 17, 19              106:12, 20, 21              107:4, 8 108:6,              8, 11, 13, 14              146:14 157:7              162:5, 6, 7, 9              163:13 167:9,              13, 14 170:17              178:6 179:18  <b>1,000</b> 65:8              118:15  <b>1,200</b> 59:2  <b>1,400</b> 65:10  <b>1,500</b> 59:2              150:1</p>	<p><b>1,700</b> 150:1, 5  <b>1.2</b> 43:13  <b>1.5</b> 94:7, 10  <b>1.7</b> 129:20  <b>10</b> 16:8, 14              30:7 31:8 33:6              39:9, 17 81:20              107:21 143:6              144:3 145:2, 10              170:9, 17  <b>10:00</b> 145:10  <b>100</b> 39:2              137:14  <b>100,000</b> 61:21  <b>102</b> 23:12  <b>108</b> 115:4  <b>10th</b> 143:10  <b>11</b> 3:7 107:18  <b>11,000</b> 92:6  <b>11,500</b> 107:19  <b>11:59</b> 145:1  <b>110</b> 39:9  <b>111</b> 116:17  <b>12</b> 114:18, 21              130:13  <b>121</b> 39:10, 21              44:6  <b>1-23</b> 47:21              48:6 51:1, 7  <b>1230</b> 30:15  <b>13</b> 47:10  <b>130,000</b> 62:7  <b>14</b> 27:3 144:7,              8 186:15 189:1  <b>142</b> 4:8  <b>14th</b> 138:5, 10              139:9, 16 141:5              142:14  <b>15</b> 3:8 30:5, 7              163:11  <b>17</b> 13:19 14:1              47:20 50:21  <b>178</b> 21:14              111:2  <b>186</b> 4:9, 11  <b>189</b> 4:12  <b>19</b> 3:9</p> <p>&lt; 2 &gt;</p>	<p><b>2</b> 112:8 113:13              156:12 157:7              162:5, 6, 8, 9              163:13 167:9,              13, 14  <b>20</b> 3:10 30:2              47:8 49:18              116:6 117:4              132:17 151:10              156:12  <b>200</b> 127:19, 21  <b>2020</b> 20:17              38:21 44:7  <b>2021</b> 144:4  <b>2022</b> 33:15              47:8 127:5              151:10 186:9  <b>2023</b> 1:12 5:5              7:19 44:12              47:10, 20 51:1              143:6 144:7, 8              186:15 189:1              190:9  <b>2023/2024</b> 46:6  <b>2023-2024</b> 38:15  <b>2024</b> 4:3, 4              21:3 47:4, 9, 12              48:7 51:8 54:3              77:13 78:4              79:21  <b>2025/26</b> 88:17  <b>209</b> 113:17, 18  <b>21</b> 132:18  <b>212</b> 108:5  <b>22</b> 45:20  <b>23</b> 3:11 41:15              82:6  <b>24</b> 1:12 5:5              7:19 41:16              53:14 70:1              72:15 80:4              82:15 139:9              153:17  <b>24th</b> 8:13              143:7  <b>25</b> 3:12 45:19  <b>26</b> 3:13 32:14  <b>27</b> 45:19  <b>28th</b> 80:20              133:21 134:1, 6,</p>	<p><b>16</b> 138:1, 4, 12              186:10  <b>29</b> 3:14, 15              41:17, 20</p> <p>&lt; 3 &gt;  <b>3</b> 33:7 39:4, 10              98:20 100:1, 2              105:7, 19 106:5,              16 115:4              130:13 153:16              167:9 170:9              172:16 173:3,              21 174:13, 16              175:3, 4 177:21  <b>3.6</b> 101:13  <b>3.96</b> 81:19  <b>3:00</b> 16:6  <b>30</b> 32:14 42:10              46:8  <b>30,000</b> 20:19  <b>300</b> 39:3 58:16              59:1 60:5 65:1,              2, 3, 10 67:6              69:16 118:14  <b>300,000</b> 116:19              117:3  <b>30th</b> 39:12, 13,              14  <b>31</b> 3:16 190:9  <b>32</b> 42:1  <b>321</b> 112:7              113:12  <b>3-305(b)(1</b> 5:16  <b>34</b> 3:17 5:9              8:9 116:7  <b>36</b> 3:18 32:9              92:18 108:6, 7  <b>38</b> 3:19 116:7</p> <p>&lt; 4 &gt;  <b>4</b> 23:21 123:9              167:9 173:2  <b>40</b> 3:20  <b>400</b> 58:16              65:10 69:16              116:17  <b>41</b> 101:7  <b>42</b> 101:7</p>	<p><b>43</b> 3:21 101:7  <b>434</b> 27:4  <b>46</b> 4:2  <b>47</b> 4:3  <b>4th</b> 34:7</p> <p>&lt; 5 &gt;  <b>5</b> 3:2 30:16              68:15 99:14              115:2 123:9  <b>50</b> 30:17  <b>500</b> 107:5  <b>51</b> 39:3 102:10              108:14  <b>52</b> 108:8, 11  <b>54</b> 108:6, 13              111:6</p> <p>&lt; 6 &gt;  <b>6</b> 23:15 112:8              113:13  <b>6:30</b> 186:15              189:1  <b>60,000</b> 43:7  <b>618</b> 112:7              113:12  <b>6401</b> 22:9  <b>670</b> 44:6  <b>6901</b> 146:15</p> <p>&lt; 7 &gt;  <b>7</b> 3:3 48:8              51:9 54:4 70:3              72:16 94:11  <b>7.5</b> 99:14  <b>700</b> 99:9 105:5,              8 121:13  <b>71</b> 89:8  <b>73</b> 5:9 8:9  <b>731</b> 39:14  <b>773</b> 39:15  <b>79</b> 4:5</p> <p>&lt; 8 &gt;  <b>8</b> 3:4, 5  <b>810</b> 39:15  <b>811</b> 44:5, 14, 18              45:10  <b>8315</b> 30:14</p>
---	---	---	--	--

<p>&lt; 9 &gt;  <b>9</b> 3:6 99:13  <b>9.5</b> 32:18</p> <p>&lt; A &gt;  <b>AA</b> 88:2  <b>ability</b> 21:18  35:1 190:5  <b>able</b> 83:11  88:14 91:3  100:4, 15  102:20 107:6  130:9 132:21  133:5 170:6  <b>Absence</b> 11:21  12:1 15:5  43:15  <b>Absolutely</b>  131:11  <b>absorb</b> 125:17  <b>Abstain</b> 184:7  <b>academic</b> 20:18,  20 33:13 84:15  85:2  <b>Academics</b>  20:13 21:4  33:17 85:5  108:19, 20  111:15 112:11  113:20 114:13  <b>Academy</b> 49:14  50:7 147:3  <b>accelerate</b> 85:20  <b>access</b> 88:18  92:11 94:2  122:3, 13  131:15, 17  160:16  <b>accessing</b> 89:19  <b>accommodate</b>  32:16 108:2  <b>accomplished</b>  158:16  <b>accountability</b>  37:4, 5 85:20  119:20  <b>accountable</b>  37:3, 15</p>	<p><b>accurate</b> 35:2  <b>achieve</b> 91:4  <b>achievement</b>  85:18 110:16  <b>achieving</b> 22:15  <b>acknowledge</b>  34:7 63:20  <b>acknowledging</b>  63:12  <b>acronym</b> 90:12  <b>Act</b> 5:14 8:21  137:20  <b>Action</b> 4:1  40:2 46:16  86:4 136:17  <b>actions</b> 55:15  <b>activities</b> 150:10  <b>ACT-SO</b> 18:18,  20  <b>actual</b> 39:14  <b>actuals</b> 81:21  <b>Adams</b> 3:16  31:16, 17  <b>add</b> 39:19  64:14 80:17  94:18 98:15  101:2 104:10,  21 106:14  112:12, 20  114:10, 11  115:18 120:6,  18 138:9, 20  139:8, 15  143:18 154:6  172:15, 17  174:15 178:20  180:14 183:1, 7  <b>added</b> 52:13  100:10 120:11  127:17 143:19  <b>adding</b> 22:21  56:5 71:20  120:3 162:11  173:21 176:4  181:15  <b>addition</b> 39:11,  18 85:4 87:12  89:7 99:12  128:2 129:8  151:17 174:7, 8</p>	<p><b>additional</b> 32:9  56:19 57:4, 5  58:15, 19 59:1  60:5 64:14  65:7, 9 67:5  81:18 82:20  86:14 90:15  92:18 93:10  94:16 97:11, 20  99:14 106:19  115:17 119:10  121:3, 6, 11  122:5 125:5, 12  128:6 129:7, 13,  14 130:3  150:14 151:3  <b>Additionally</b>  89:10 92:20  94:9  <b>additions</b> 8:14,  17 60:10 70:20  <b>add-ons</b> 129:17  <b>address</b> 16:13,  20 24:13 27:12  30:6, 11 37:16  64:5 85:12, 17  96:5 102:8  111:10 130:20  144:18 145:18  148:19 164:11  <b>addressed</b>  130:18  <b>addresses</b>  17:17 89:1  <b>addressing</b>  29:21 146:8  <b>adequate</b> 32:16  43:13  <b>adequately</b> 22:1  <b>adhere</b> 141:9  <b>adhering</b> 144:10  <b>adjacent</b> 65:13,  16  <b>adjoining</b> 57:1  <b>adjourned</b>  189:3, 4  <b>Adjournment</b>  4:12  <b>adjust</b> 42:14  45:2</p>	<p><b>adjustments</b>  138:12  <b>administration</b>  25:16 32:5  45:13  <b>Administrative</b>  3:7 11:14, 18  12:3 15:13  <b>Administrator</b>  15:8  <b>administrators</b>  36:16, 18 46:4  <b>administrator's</b>  37:1  <b>admitted</b> 144:14  <b>adopt</b> 80:20  134:6, 15  169:21  <b>adoption</b> 137:11  <b>adults</b> 90:1  <b>advance</b> 163:21  170:6  <b>Advanced</b>  20:13, 20 21:4,  15 22:2 85:5  91:1, 3 108:18,  20 111:14  112:11 113:20  114:13 116:8  <b>advanced-level</b>  21:6  <b>advantage</b>  157:20  <b>advertise</b> 106:7  <b>advice</b> 6:2 9:8  15:18 73:1  <b>advisor</b> 14:17  <b>Advisories</b>  157:17  <b>advisory</b> 18:4  20:10, 11 30:16  186:10  <b>advocate</b>  125:12 158:12  <b>afflicting</b> 40:6  <b>affordability</b>  137:18  <b>afforded</b> 25:17  <b>African</b> 49:14</p>	<p><b>AFSCME</b>  26:18 27:3, 5  28:8, 12, 20  <b>AFSCME's</b>  28:5, 9, 15  <b>afternoon</b> 5:2  <b>afterschool</b>  92:12  <b>agency</b> 106:9  <b>Agenda</b> 3:5  4:10 8:12, 13,  15, 19 9:12, 13  11:13, 14 33:14  46:16 47:3  79:20 133:12  134:5 139:9  142:17, 20  143:6 183:1, 7  186:7, 13, 16, 18  187:8  <b>ago</b> 98:4 103:8  163:11 181:3  <b>Agosto</b> 124:11  126:5, 8, 10, 19  129:15 130:2,  19 132:2, 4, 16  <b>agree</b> 19:20  32:2, 4 36:20  137:13, 14  159:8  <b>agreeable</b> 93:17  <b>agreed</b> 52:2  55:20  <b>agreement</b>  83:10  <b>agrees</b> 70:18  <b>ahead</b> 19:6  108:4 115:19  121:19 123:21  124:7, 18  142:13 143:21  152:8 155:13  163:18 166:13  175:10  <b>aka</b> 104:15  <b>align</b> 87:4  <b>aligned</b> 41:12  <b>aligning</b> 83:13  <b>alignment</b>  81:21 82:3</p>
--	--	--	---	---

93:3 98:11  
119:16  
**Allegiance** 7:20  
8:3  
**Allegiance/Silent**  
3:4  
**Allen** 3:20  
40:17, 18, 21  
**alleviate** 49:10  
58:12 66:17  
**alleviating** 67:1  
**alleviation** 59:6  
**Allison** 85:10  
**allocated** 88:12  
150:19  
**allocation**  
83:13 100:9  
107:1  
**allocations**  
101:6  
**allow** 101:19  
125:19 132:8  
147:12 170:7  
180:14  
**allowance** 42:14  
**allowances**  
83:16  
**allowed** 16:13,  
16 17:10 73:12,  
16 170:16, 17  
**allowing** 16:3  
74:2 171:8  
172:13  
**allows** 174:10  
**ally** 28:8 139:5  
**alternative**  
159:2  
**amazing** 45:16  
46:3  
**Amber** 40:16  
**amend** 50:16  
52:7 157:5  
161:12 166:16  
170:13 173:17  
177:12, 14, 17  
178:2, 4 179:17  
183:1, 6  
**amended** 48:7  
51:9 53:15

54:4 71:14  
72:16 73:18  
78:1, 2 177:13,  
19 178:5  
179:17 180:8, 9  
**amending**  
53:10 168:3  
**amendment**  
52:10 53:6, 13  
55:16 67:14  
71:11 72:13  
73:7, 19 74:10,  
17 78:6 157:6  
161:15 163:2, 5  
165:2 166:12  
168:3 171:5  
172:5, 7 175:1  
176:3 181:13,  
14  
**American** 35:6  
49:14  
**amount** 24:5  
94:5 147:7  
**amplify** 160:3  
**Amy** 3:16  
31:16  
**analysis** 61:15  
125:4  
**analyst** 15:12  
128:11 129:12  
**analysts** 127:18  
129:16  
**and/or** 148:7  
**anecdotal** 99:19  
**Anne** 23:14  
**Annotated** 5:15  
**announcement**  
18:21  
**Announcements**  
4:11 156:2  
186:14  
**annually** 106:3  
**answer** 63:2  
84:9 96:2, 18  
112:14 113:4  
114:7, 9 119:9  
139:6  
**answered** 47:10  
101:10 133:4, 9

**answering**  
113:8  
**answers** 133:7,  
10 141:3, 8, 14  
**anticipate** 60:2  
**anxiety** 45:4  
**anybody** 65:16  
96:10 141:13  
**anyway** 136:11  
**AP** 115:15, 17  
**apart** 118:12  
**appeal** 146:9  
**Appendix**  
113:19  
**Applause** 13:20  
14:7 15:2  
**application**  
122:3  
**applied** 60:16  
94:8  
**apply** 56:21  
57:10 60:14  
**applying** 59:20  
60:2 94:4  
**appointed** 34:8  
**appointees** 5:20  
9:4  
**appointment**  
5:17 9:1 14:1,  
12 15:7  
**Appointments**  
3:7 9:20 11:14,  
18 12:3  
**appreciate**  
15:20 28:8  
64:10 158:21  
159:1 181:10  
**appreciated**  
19:17 41:3  
**appreciative**  
25:16 28:19  
104:11  
**apprenticeship**  
89:19  
**appropriate**  
15:21 17:3  
21:10 147:7  
170:10  
**appropriately**  
22:14

**approval** 11:19  
47:12 69:9  
134:21  
**approve** 10:1  
12:3 58:4  
77:13 78:4  
**approved** 69:7  
120:14 127:5  
**approximate**  
149:21 150:4  
**approximately**  
20:19 58:16  
92:6 98:4  
103:8 107:20  
**apps** 125:15, 16  
**Area** 48:9, 10  
49:11, 18, 19  
51:10, 12 53:2,  
16 54:5 56:16,  
20 57:2 58:16  
59:10, 13, 14  
60:19, 21 61:15  
64:7 65:8 67:2  
68:4 72:17, 19  
84:20 106:16  
119:20 124:2  
127:1 129:6  
151:20 157:16  
186:10  
**areas** 21:12  
29:3 60:20  
81:2, 5 101:19  
110:14, 17, 18,  
20 111:13, 16  
119:5 121:21  
122:8 127:3  
129:8 153:2  
**arrival** 150:21  
**Article** 5:16  
**articulate**  
119:15  
**Arts** 15:11  
22:5 147:3  
**Arundel** 23:14  
**asked** 111:8  
147:7  
**asking** 32:17  
87:3 88:1 92:1  
93:16 94:9, 15  
95:2 125:15

127:11, 15  
131:12 139:11  
179:3  
**asks** 49:9  
127:3 146:8  
**aspect** 152:6  
**aspirational**  
136:4  
**aspire** 88:16  
**Aspury** 37:21  
**assembled**  
85:12  
**assessed** 110:20  
**assessing** 21:9  
**assessment**  
64:3 154:11, 18  
**assigned** 90:19  
149:9 156:14  
**assignment**  
5:17 9:2  
**assist** 44:8  
161:4  
**Assistance** 15:5  
**assistant** 14:3,  
14 20:14, 16  
94:11 120:4  
121:3, 7, 12  
**assistants** 25:21  
**assisting** 44:18  
**associate** 141:6  
**associated**  
128:20  
**Associate's** 88:4  
**associations**  
82:19  
**assume** 65:8  
152:14  
**athletics** 92:13  
150:10  
**attached** 169:18  
**attack** 34:19  
**attacks** 131:1  
**attempt** 36:8  
148:19 155:14  
**attempts** 147:12  
**attend** 16:4  
31:21 49:18  
92:15 144:12  
145:21

**Attendance** 4:7  
 33:2, 5 142:19  
 144:2, 6 145:9  
 147:13  
**Attending**  
 13:17 144:11  
 147:9 152:13  
**attends** 33:4  
**attention** 36:12  
 71:3 91:9  
**attract** 29:2  
**audible** 11:6  
**audience** 13:15  
 159:10  
**audio** 190:4, 7  
**audit** 123:12  
**August** 144:3  
**available** 33:10  
 39:19 123:16  
 147:13, 16  
 162:18  
**average** 108:11  
**avoid** 110:12  
**aware** 8:16  
 69:17 82:7  
 92:9 152:19, 20  
 155:9  
**awareness**  
 95:20  
  
**< B >**  
**b)(7** 5:16  
**b)(9** 5:16  
**back** 28:15  
 29:17 44:21  
 69:4 72:4  
 75:21 77:10  
 83:2 84:11  
 91:7 94:21  
 103:20 107:8  
 109:19 118:12  
 120:11 142:15  
 143:4 154:9, 17  
 156:18 158:10  
 169:17 180:4, 7,  
 20  
**backfire** 57:17,  
 21  
**bad** 131:2  
**balance** 108:11

**BALTIMORE**  
 1:2 4:6 5:4  
 7:18 8:2 13:21  
 14:11, 21 15:6,  
 15 17:1, 19  
 18:6, 14 19:1, 5,  
 18, 21 24:1  
 25:14, 17 26:4  
 27:2 35:1 38:9  
 47:21 49:17  
 51:2 109:15  
 116:9 142:18  
 144:5 145:20  
 146:11, 21  
 154:10, 18  
**banging** 159:13  
**banning** 34:20  
**bar** 22:17  
 27:10  
**bare** 37:11  
**bargaining** 6:3  
 9:8 30:4  
**base** 82:12  
 118:7  
**Based** 39:8  
 90:21 136:17  
 160:12 163:20  
**Bash** 3:15  
 29:15  
**basic** 105:10  
**basically** 105:6  
 171:6 177:20  
**basis** 164:16  
**BAT** 127:7  
**BCPS** 5:7, 8  
 8:7, 8 17:8  
 20:8, 11 22:2,  
 16 25:21 27:15,  
 19 29:4, 8  
 33:17 39:8  
 43:13 48:4  
 51:5 87:11  
 127:20 149:8,  
 11, 13 150:2  
 153:14 159:21  
 160:4  
**bcps.org** 18:2  
**bear** 43:4  
**becoming**

27:18 159:11  
**bedrock** 35:7  
**began** 23:18  
**beginning** 43:7  
 81:11  
**begins** 26:13  
 82:13  
**begun** 54:14  
 93:10  
**behalf** 27:4  
 28:5 38:8 44:2  
**behavior** 17:5  
 28:1 146:12  
**belabor** 93:14  
**believe** 32:13  
 99:9 133:20  
 136:3 149:2  
 154:13 159:10  
 167:20  
**believes** 135:7  
**bell** 86:18, 19  
**belong** 35:4  
**beneficial** 125:4  
**benefit** 24:13  
 35:7 145:7  
**benefits** 15:8,  
 10, 12  
**best** 21:5 23:8  
 24:10 34:15  
 36:16 38:9  
 93:12 105:9  
 190:4  
**better** 24:1  
 28:10 36:9  
 37:17 112:15  
**beyond** 24:5  
 39:21 101:1  
**big** 31:14 72:5,  
 6 133:17  
 151:19 152:14  
**biggest** 125:8  
**Bill** 43:11  
**bit** 62:19  
 80:13 82:1, 2  
 102:21 116:13  
 131:8 139:3  
 160:8 161:6  
**blank** 53:6, 10  
**block** 155:1

**Blueprint**  
 81:10 85:3, 4  
 86:3, 7, 9 87:5,  
 7, 16, 21 89:11  
 91:9, 11, 16, 21  
 98:11, 12, 18  
 120:13  
**BOARD** 1:1, 8  
 2:1, 2 4:6, 10  
 5:4, 5 7:18 8:6,  
 20 9:12, 17  
 11:17 15:17, 19  
 16:1, 5, 8, 9, 13,  
 19 17:21 18:2,  
 11 20:8 21:3  
 23:5 24:4, 20  
 25:11 26:13  
 27:1 30:10  
 31:19 33:1  
 34:2, 8, 21  
 35:18 38:10  
 40:20 42:7  
 47:8 50:6  
 52:11 54:11  
 55:9, 18 56:19  
 62:2 63:17  
 68:6 69:8, 14  
 71:15 72:1  
 73:16 80:6, 18,  
 19, 21 90:12  
 91:4 92:21  
 104:12 115:17  
 119:8 120:13  
 125:11 126:9  
 127:5 133:4  
 134:6 136:11,  
 14 137:5, 6  
 138:4 139:16  
 141:9 142:17,  
 20 143:5, 6, 8  
 144:1, 4, 8, 9, 12,  
 13, 18, 19, 21  
 145:3, 6, 9  
 146:1, 2, 7, 14,  
 17 148:8, 11  
 149:3, 4, 5, 7  
 150:6, 19, 21  
 151:10 152:10,  
 19, 20 154:9, 13,  
 14, 15, 21 155:8,

11 157:13, 20  
 158:10, 17  
 160:11, 17, 20  
 164:11, 17  
 172:12 175:17  
 179:1, 19  
**BoardDocs**  
 9:11 146:3  
 163:15 169:18  
**boardroom**  
 122:15  
**Boards** 175:18  
**Board's** 9:17  
 18:1 137:11  
 186:14 188:21  
**body** 28:2  
**boe@bcps.org**  
 17:21  
**book** 34:19  
 118:13 133:2  
**boots** 25:2  
**bored** 21:16  
**boring** 83:19  
**Boswell-**  
**McComas**  
 83:21 84:2, 7  
 88:6 95:9  
 96:13 97:15  
 98:1 101:2  
 102:7 104:9  
 105:1 107:20  
 108:4 109:4  
 112:13, 20  
 113:2 114:10  
 115:19 116:6  
 119:2  
**bottom** 35:19  
 37:11 116:10  
**boundaries**  
 59:8, 12 65:13  
 66:13, 19, 20  
**boundary**  
 38:14, 17, 21  
 39:1 40:13  
 44:3, 7 46:9  
 65:14, 17 66:6  
**braid** 100:5  
**braiding** 106:13

<p><b>Branch</b> 18:14, 16 19:1, 18, 19, 21  <b>brand-new</b> 115:7  <b>break</b> 149:18  <b>Brenda</b> 2:12 34:7  <b>Bridges</b> 22:4 81:12  <b>brief</b> 63:16 80:10  <b>briefly</b> 175:12  <b>bright</b> 27:11  <b>bring</b> 36:12 39:1 120:11 130:16 143:3 154:8 181:7 187:7  <b>bringing</b> 11:17 158:10  <b>brings</b> 13:19 122:21  <b>BROADCAST</b> 1:9 5:7, 8 8:7, 8  <b>brought</b> 32:1 39:4 71:2, 3  <b>Brousaides</b> 4:2 46:17, 18, 21 55:1 73:3, 5, 15 86:18 167:21 171:19 172:1, 4 173:16, 20 174:2, 8, 13 177:12, 16, 17 178:11, 13, 14 179:3, 6, 11, 15 180:3, 7  <b>Bryan</b> 27:4  <b>bucket</b> 117:16  <b>buckets</b> 86:21  <b>Budget</b> 4:3, 5 21:4 23:5, 6, 11 24:3, 5, 7 31:21 32:18 33:19 35:17 37:10 41:8, 15 42:13 47:4 48:7 50:1 51:9 53:15</p>	<p>54:3 56:10 70:2, 15 72:15 77:13 78:4 79:21 80:4, 6, 12, 20 81:8, 16 82:11, 18, 21 83:7 85:14 86:9, 11 87:3 91:12 98:7, 15 100:17 101:4 104:13 117:4 118:13 126:21 127:10 133:2, 11 134:15, 20 135:1, 18 136:12 137:4, 6, 12 139:4, 10, 15, 16 143:2 187:7  <b>budgetary</b> 82:20  <b>budgeted</b> 61:16  <b>budget's</b> 133:17  <b>budget-wise</b> 112:4  <b>build</b> 58:20 59:1 60:6 61:9 64:1, 11 67:5 68:3, 19 70:18 71:5, 9, 12, 17 101:17, 20 104:13 110:5 161:5  <b>building</b> 68:21 71:17 95:12 102:17 103:2 107:12 114:14 122:10 144:14 150:13 153:1 155:20, 21 159:13 164:21  <b>buildings</b> 161:1  <b>builds</b> 82:11  <b>buildup</b> 118:11  <b>bullet</b> 127:14 172:19, 20 173:1, 3 175:3, 4  <b>burden</b> 148:7 158:7, 8</p>	<p><b>burden/cost</b> 148:3  <b>bus</b> 14:4 27:1 122:7 125:15  <b>buses</b> 160:17  <b>Business</b> 3:6, 7 4:1 128:10 129:12, 14, 16  <b>businesses</b> 22:8            &lt; C &gt;  <b>C&amp;I</b> 97:9 115:11 119:1  <b>cables</b> 150:3  <b>Call</b> 3:3 5:3, 12 6:8 7:17 8:11 9:14 10:7 11:15 12:8 18:4 21:21 46:17 47:5 74:7, 16 76:5 78:13 79:21 130:21 139:14 145:12 154:4 163:5 164:15 165:1 166:9 167:2, 18 168:9 170:11 175:8 176:5 181:16 183:6, 9, 10 184:19 187:1, 3, 10  <b>called</b> 88:5 145:20  <b>calling</b> 23:15 40:4 145:6  <b>cancel</b> 73:2  <b>candidate</b> 13:14 15:3 159:11  <b>candidates</b> 14:8  <b>candy</b> 143:3  <b>capabilities</b> 155:21 161:9  <b>capable</b> 45:12  <b>capacity</b> 39:9, 21 44:5, 6 60:6 65:18 69:11 101:18, 20 102:17 104:14,</p>	<p>15 110:5, 15 114:14 144:15 147:16  <b>Capital</b> 4:3 47:4, 9, 12, 13 48:7 49:21 51:9 54:3 55:16 56:10 70:1, 14 72:15 77:13 78:4  <b>captured</b> 116:16  <b>care</b> 24:14 30:1 44:14, 16  <b>career</b> 85:5 86:13 89:10 111:18  <b>career-readiness</b> 93:7  <b>careers</b> 89:12, 14  <b>carries</b> 11:13 13:12  <b>carry</b> 45:16 57:8 148:7  <b>cartons</b> 42:12  <b>Carver</b> 147:3 153:14  <b>case</b> 48:20 111:17 129:4  <b>catch</b> 131:4  <b>caught</b> 29:11  <b>causes</b> 37:5  <b>causing</b> 130:11  <b>caution</b> 147:7  <b>CDA</b> 88:5  <b>cellphone</b> 83:15  <b>center</b> 40:8 87:2 109:15 147:3 166:20  <b>centers</b> 32:11  <b>Central</b> 32:6 38:20 48:10 49:11 51:12 53:1, 11 54:6 56:11, 21 58:11 59:5, 10, 14 65:12, 15 66:14, 15, 18 67:2 69:3 72:18 83:15 90:20</p>	<p>101:12 109:7, 21 158:8  <b>Central/Northeast</b> 66:21  <b>centrally</b> 131:17 146:19  <b>certain</b> 60:15 135:9 160:11  <b>certainly</b> 67:4 110:18 112:14 118:19 151:7 152:4  <b>CERTIFICATE</b> 190:1  <b>certificated</b> 9:19  <b>certify</b> 190:3, 6  <b>Chair</b> 2:2, 3 6:21 9:15, 16 10:3, 19 11:16, 17 12:21 18:10, 11, 14 20:10 21:2 23:3, 4 25:9, 10 30:19 31:12, 18 34:2, 5 35:9 40:18, 19 46:18 47:6, 7, 14 51:16 52:19 55:11 59:15 72:21 75:8 76:18 77:17 79:4 80:2, 3 84:3 119:6, 7 126:5, 8 129:11, 18 139:12 140:6 141:7 145:6 157:15 165:14 169:2, 20 170:4 171:2, 4 176:17 179:9 180:3 182:7 184:1 185:12 186:18, 21 188:4  <b>Chairperson</b> 18:13  <b>chairs</b> 102:15 104:19, 20 126:18  <b>CHAIRWOMAN</b> 5:2, 3 6:6, 8</p>
--	--	---	---	--

7:12, 16, 17 8:5,  
18 9:21 10:4, 6  
11:10, 12 12:2,  
6, 8 13:10, 12  
15:16 20:4, 7  
23:1 25:7  
26:17 29:13, 18  
31:15 33:21  
36:1 37:20  
40:15 43:17  
46:11, 20 47:2,  
15, 18 48:12, 15  
49:1 50:2, 10,  
18 51:15 52:6,  
9, 18, 20 53:12,  
19 54:2, 10, 16,  
21 55:3, 12  
58:7 59:17  
61:13 62:17  
64:12, 20 65:11,  
20 66:6, 9  
67:13 72:12  
73:3, 9 74:5, 10,  
15 75:18, 20  
76:3 77:7, 9, 18,  
21 78:3, 9, 11  
79:14, 16, 19  
95:5 97:8, 18  
101:9 104:4  
107:14 108:16,  
19 114:8, 16  
115:1, 6 119:1  
120:8 121:2, 15,  
18 122:18  
123:21 124:7,  
13, 18 126:7, 18  
129:19 132:14,  
17 133:14, 21  
135:2, 11 136:8  
138:3, 8, 17  
139:7, 13  
140:18, 20  
141:19 142:5, 8,  
12 143:20  
147:17, 20  
148:21 151:4,  
12 152:16  
153:9 154:3, 7  
155:4, 13 157:2,  
10 159:4

161:10, 14  
162:11, 19  
163:1, 4, 9, 18  
164:5, 14 166:5,  
7, 13, 18 167:2,  
6, 11, 14, 17  
168:1, 6 169:14,  
16 170:2, 11, 14,  
19 171:3, 13, 17,  
20 172:3, 6, 9,  
18 173:1, 6, 9,  
12, 15 174:6, 19  
175:5, 8, 10, 20  
177:8, 10, 15  
178:3, 10  
179:10, 20  
180:5, 9 181:10  
182:19, 21  
183:5, 10  
184:13, 15, 19  
186:3, 5, 20  
187:1, 4, 9, 13  
188:16, 18  
**challenge**  
102:20  
**challenged**  
21:19  
**challenges**  
19:15  
**challenging**  
103:1 111:20  
**champion** 26:5  
151:20  
**championing**  
151:19  
**chance** 67:15  
135:3 156:8  
**change** 30:19  
56:2, 9 57:14  
158:4, 6 163:12  
172:12  
**changes** 8:15,  
17 56:3 128:16  
143:9 181:4  
**changing** 86:5  
118:18 163:13  
**Channel** 5:9  
8:9  
**chaos** 26:6

**Chapter** 18:7  
**charge** 130:17  
**Charlene** 15:3,  
14  
**Charles** 146:15  
**Charley** 148:16  
162:1  
**CHARLEY-  
GREENE**  
148:14, 18  
149:1 151:5  
**chart** 102:10  
111:7  
**Charter** 120:5,  
10  
**chase** 84:2  
**chat** 52:12  
54:12 76:1, 5  
174:17 179:5  
**check** 160:4  
**Cherry** 106:21  
**Cheryl** 13:14  
14:5  
**Chief** 84:14  
119:12 126:10  
**chiefs** 125:7  
**child** 36:21  
88:4 89:4  
**childhood** 85:6  
86:12 87:7, 18  
**Children** 19:10  
34:10, 12, 14  
35:7, 11, 12  
43:21 45:2, 11  
49:16, 18 95:3  
153:21 154:1  
**child's** 36:20  
**choices** 136:6  
**chose** 153:13  
**chosen** 152:8,  
11 170:18  
**Chris** 135:17  
**Christina** 2:11  
**Chromebook**  
130:16  
**Chromebooks**  
131:7  
**Cindy** 3:11  
23:2

**citizens** 15:20  
20:10  
**clarification**  
54:19 55:10  
68:2 97:9  
113:7 116:13  
121:16 173:17  
**clarify** 55:7  
56:8 58:11  
66:13 68:10  
74:9, 12 114:1  
163:19 164:8  
**clarifying** 52:21  
**Clark** 3:13  
26:18, 20 27:1  
**classes** 41:21  
42:1, 8 45:19  
46:8  
**classroom** 42:3  
102:12 127:4  
**classrooms**  
44:13, 19 45:17  
88:1, 10  
**clean** 105:14  
181:8  
**clear** 23:18  
67:18 73:17  
81:17 115:14  
132:5  
**clerical** 121:8  
124:3  
**clock** 17:13  
**close** 27:10  
132:12 145:1  
**Closed** 3:2 4:1  
5:13 7:15 8:21  
9:10 16:6  
46:16 47:1  
55:19  
**closely** 98:15  
**closer** 66:16  
108:13  
**closing** 22:17  
32:12  
**Cloud** 131:9  
**clusters** 70:20  
**coach** 102:16  
110:3  
**coaching**  
102:13 110:4

**Code** 5:15  
22:8 45:18  
144:16 147:14  
**Cognitive** 14:16  
**COLA** 23:11,  
13, 16, 21 24:3  
42:9, 13, 19  
43:16  
**collaborate**  
37:14  
**collaboration**  
26:5  
**collaboratively**  
99:16 100:4  
105:20, 21  
**colleagues**  
102:21 110:4  
**collective** 6:2  
9:8  
**College** 15:11  
85:5 86:12  
91:4, 6 93:7  
111:18  
**colleges** 21:7  
**combination**  
106:6  
**combine** 33:4  
**combining**  
106:13 164:3  
**Comcast** 5:8  
8:8  
**come** 18:21  
30:3 31:1, 3  
72:4 84:5 92:2,  
13 95:17  
130:12 137:17  
152:10 160:11,  
13 162:17  
164:19 171:8  
**comes** 91:10,  
16 110:13  
**coming** 25:14  
69:8 81:13  
91:14 98:13  
131:3 156:4  
170:8 171:7  
**command** 28:5  
**Comment** 3:8,  
14 4:7 15:17  
16:2, 21 29:14

31:20 32:1  
 33:2, 12, 20  
 46:15 52:21  
 54:9 67:18  
 108:18 142:18,  
 21 144:2, 5, 20  
 145:2, 13, 19  
 146:10 147:11  
 151:13 152:17  
 159:4 181:11  
**commenting**  
 17:18  
**Comments**  
 4:10 17:21  
 134:9, 10 141:7  
 145:14, 17  
 146:1, 2  
**commitment**  
 34:9 94:8  
 152:9  
**Committee**  
 18:15 20:10  
 35:9 96:19  
 133:11 134:3  
 175:16  
**commodities**  
 123:4  
**communicate**  
 37:14  
**communicated**  
 48:3 51:5  
**communication**  
 149:4 151:7  
**communications**  
 148:10  
**communities**  
 103:17 158:13  
 161:9  
**community**  
 15:19 20:9  
 33:17 44:11  
 60:9 66:5  
 70:18, 19 72:7  
 86:15 88:21  
 89:3, 5, 6, 7  
 92:14, 16 94:5  
 122:4 150:11  
 157:13, 18  
 158:5 159:3

**community's**  
 35:2  
**compared**  
 95:18 135:7  
**comparison**  
 23:14  
**compensation**  
 5:18 9:3 42:15  
 82:6, 14  
**compete** 42:21  
 43:2  
**compiles** 123:4  
**complete** 93:14  
 126:1 141:11,  
 12, 18 148:15  
**completed**  
 40:14  
**completely**  
 19:1 58:14  
 72:1  
**completing**  
 144:19  
**comply** 48:4  
 51:6 52:2  
 55:20  
**component**  
 128:21  
**comprehension**  
 95:18, 21 96:1,  
 5  
**computer**  
 130:10 186:13  
**computers**  
 19:10  
**concern** 36:13  
 101:17 153:2  
**concerned**  
 20:12 33:13  
 38:15 39:5  
 152:7 154:16  
 155:10  
**concerns** 15:21  
 24:14 32:2, 4, 8  
 36:11, 12 37:16  
 151:2, 18  
 154:10 155:2, 9  
 158:18 159:8  
**conclude** 17:14  
**concludes**  
 46:14 124:9

**conclusion**  
 149:19  
**concrete** 56:12  
**conduct** 5:10  
 6:2 8:10 9:8  
 16:2 17:6 40:8  
 55:17, 21  
 146:13  
**conducting**  
 144:9  
**confirmation**  
 33:9  
**conflict** 30:14  
**confused** 62:19  
**confusing** 171:1  
**Congratulations**  
 13:19 14:5  
 15:14  
**connections**  
 45:6  
**consent** 9:18  
 183:9 187:3  
**consider** 6:3  
 9:9 30:11 57:5  
 61:3 62:20, 21  
 68:21 70:10  
 74:2 154:14  
 160:20 161:1  
**considerate**  
 170:5  
**Consideration**  
 3:5 4:3 8:13  
 47:3 57:19  
 111:16  
**considered**  
 54:15 57:2  
 59:8, 9, 11 97:6  
 99:8  
**considering**  
 63:6  
**constantly**  
 29:10  
**constituents**  
 153:18 157:15  
**constitute** 171:6  
**constitutes** 21:9  
**constructed**  
 74:3

**construction**  
 60:17 69:6  
 122:9  
**consult** 6:1 9:7  
**consultants**  
 40:10  
**Consulting**  
 38:17  
**content** 84:20  
 110:17  
**context** 90:13  
**continue** 17:10  
 24:2, 12 26:15  
 35:11 85:21  
 86:8 121:18  
 123:18 150:6  
 162:16 164:1,  
 12  
**continuing**  
 162:12  
**contract** 20:2  
 41:14 117:21  
 122:11 127:5  
**contracted**  
 117:18 118:2  
**contracting**  
 38:16 123:9  
**contractor**  
 122:7  
**contracts** 40:9  
**contractual**  
 117:14, 19  
 118:1 124:4  
**contribution**  
 83:5  
**control** 37:7  
**controlled** 159:1  
**controls** 131:5,  
 16  
**conversation**  
 64:18 82:14  
 151:16  
**conversion**  
 151:15  
**convinced** 152:4  
**coordination**  
 31:6  
**coordinator**  
 14:19 30:20  
 31:4, 5 85:4

**coordinators**  
 89:18  
**copy** 50:5  
**Correct** 52:15  
 53:21 59:4, 6  
 62:12 67:7, 14  
 73:10 76:1, 2  
 94:21 97:15  
 120:20, 21  
 163:5, 16, 17, 20  
 167:1 181:13  
 190:7  
**corrected** 24:15  
**correctly** 162:4,  
 7  
**corresponds**  
 116:17  
**cost** 61:16  
 82:5 94:14, 16  
 123:11 138:15,  
 21 148:6, 11  
 149:5, 21 150:4,  
 16, 18 156:9, 17  
**cost/benefit**  
 125:4  
**costing** 61:15  
**cost-of-living**  
 42:14  
**costs** 41:12  
 100:10 122:15  
 125:17 150:6  
 151:3, 9, 17  
 155:14 156:20  
**Coughlin** 3:12  
 25:8, 9, 13  
**Council** 24:7  
 47:20 51:1  
 56:4 63:9, 14  
 64:9 68:7  
 71:10 134:21  
 186:10  
**Councils** 30:16  
**Council's** 48:4  
 51:6 55:21  
**counsel** 6:2 9:7  
**counselor**  
 44:20 45:10  
**count** 65:4  
**counties** 24:2  
**countless** 26:9



<p><b>country</b> 35:4 45:3 <b>COUNTY</b> 1:2 4:3, 6 5:4 7:18 8:2 13:21 14:11, 21 15:6, 15 17:1, 19 18:6, 14 19:1, 5, 18, 21 23:12, 14, 20 24:1, 6, 7 25:14, 17 26:4 27:2 35:1 36:18 37:5 38:9 40:7, 11 45:3 47:4, 9, 12, 20, 21 48:4, 7 49:2, 17 50:5, 15 51:1, 2, 6, 8 54:3 55:9, 21 56:4, 10, 20 57:8 63:8, 9, 14 64:9 68:7, 8, 16 70:1 77:13 78:4 81:19 83:1, 10 89:16 92:2 109:15 116:9 133:16 134:8, 19, 21 135:3 136:1, 12, 21 142:18 144:5 145:20 146:11, 21 154:10, 18 155:18 <b>county's</b> 39:21 63:3 134:18 <b>couple</b> 85:17 86:1 156:13 <b>course</b> 14:15 16:14 86:13 87:10 95:21 98:10 99:10 100:1 101:19 102:19 110:12 111:11 <b>courses</b> 21:7 91:3 115:15, 16 116:1, 8 <b>Court</b> 95:8, 9 96:3, 9, 11 97:4</p>	<p><b>cover</b> 127:11 153:15 156:15 <b>covered</b> 127:7 <b>COVID</b> 26:7 <b>coworkers</b> 29:10 <b>CRC</b> 1:21 <b>create</b> 28:10 56:19 57:7 150:11 <b>creates</b> 150:14 151:1 <b>creatively</b> 103:1 <b>credential</b> 88:16, 19 90:4 91:5 <b>credentials</b> 88:14 89:15 <b>credit</b> 91:6 <b>criteria</b> 97:2 99:5 <b>critical</b> 27:6 110:14 111:13 122:9 187:7 <b>Cropper</b> 38:17 39:1 <b>cross</b> 90:2 <b>crowded</b> 42:8 <b>crystal</b> 67:18 <b>CTE</b> 84:21 89:10, 16, 17 <b>cuff</b> 173:19 <b>culture</b> 35:15 <b>curious</b> 112:8 <b>current</b> 38:20 44:2 59:8 82:10 83:13 150:16 <b>currently</b> 34:19 36:17 37:4 56:15 88:9 97:7 108:5 127:18 131:8, 13 150:19 157:8 <b>curricula</b> 21:10, 16 22:2, 4 <b>curricular</b> 112:21</p>	<p><b>curriculars</b> 92:12 <b>curriculum</b> 22:14 32:21 35:13 42:17 81:2 93:2, 5 95:7, 8 96:4, 6, 11 97:2, 4 113:19 117:12 <b>cut</b> 31:11 37:11 101:11, 14 109:5 110:11 111:1 112:5, 6 113:11, 14 114:17 117:3 136:2 155:14 156:20 <b>cutting</b> 113:10 <b>cyberattack</b> 19:7 27:21 <b>cycle</b> 86:9, 11 98:7 126:21 <b>cycles</b> 86:10  &lt; D &gt; <b>D-1</b> 10:2 <b>D-3</b> 10:2 <b>daily</b> 164:16 <b>damage</b> 37:6, 8 <b>Darryl</b> 19:2 <b>dashboard</b> 39:8 <b>data</b> 39:8 99:18, 21 103:18 105:21 106:9 123:4, 14 <b>datapoints</b> 99:17 <b>date</b> 9:12 59:21 60:2, 13, 15 61:2, 4 133:4, 20 134:2 145:1 <b>dates</b> 146:19 <b>Davis</b> 14:9 <b>day</b> 27:10 33:14 92:7 99:11 109:21 128:7 143:1 145:1 156:11</p>	<p><b>day-to-day</b> 126:14 128:2 <b>de</b> 55:1 <b>deal</b> 31:14 96:20 <b>dealing</b> 45:4 83:6 <b>debate</b> 35:12, 17 <b>debating</b> 158:15 <b>December</b> 47:8 <b>decent</b> 29:2 <b>decide</b> 69:7 <b>decided</b> 26:4 66:4 68:5 108:21 136:14 <b>decision</b> 25:5 37:1, 2 56:12 105:17 178:12, 15 <b>decision-making</b> 134:13 <b>decisions</b> 23:7 36:19 111:20 135:13 136:2 138:2 158:19 <b>decrease</b> 20:13, 16 <b>dedicated</b> 27:9 114:20 <b>dedicating</b> 70:4, 6 <b>deemed</b> 146:13 <b>deeper</b> 151:16 <b>deeply</b> 34:14 35:10 38:15 <b>defensible</b> 24:8 <b>define</b> 59:11 <b>definitely</b> 27:19 141:15 <b>degree</b> 42:21 43:1 88:2 <b>degrees</b> 89:14, 15 <b>delay</b> 58:1 <b>delete</b> 56:10 <b>deleted</b> 52:15 174:2, 5 <b>deleting</b> 48:8 51:10 53:15</p>	<p>54:4 72:16 <b>deliver</b> 119:17 <b>demotion</b> 5:18 9:3 <b>denial</b> 131:1 <b>Department</b> 14:16 15:9 99:16 102:15 104:19, 20 124:11 154:11, 19 <b>departure</b> 150:21 <b>depending</b> 86:15 <b>depends</b> 117:20 <b>deploy</b> 103:4 <b>deployment</b> 103:10, 21 128:4 <b>deputy</b> 94:19 119:4, 11 <b>description</b> 48:9 51:11 53:16 54:6 72:18 <b>deserve</b> 24:14, 19 34:14 <b>designated</b> 16:12 85:3 145:5 <b>designation</b> 52:4 <b>desire</b> 180:18 <b>desk</b> 42:3 <b>desktop</b> 126:15 <b>detailed</b> 83:12 <b>details</b> 32:15 80:11 96:16 117:8 118:14, 16, 18 141:2 <b>Detention</b> 109:15 <b>deter</b> 152:12 <b>determine</b> 93:11 <b>determined</b> 48:11 51:13 52:8, 14, 15 53:5, 17 72:20 151:9</p>
---	--	---	--	---

<p><b>determining</b> 51:18, 19 97:19</p> <p><b>develop</b> 22:10 178:7 179:13, 19</p> <p><b>developers</b> 22:12</p> <p><b>developing</b> 178:12</p> <p><b>development</b> 14:19 88:4 89:17 104:15 117:12 128:12, 16 129:16</p> <p><b>develops</b> 179:1</p> <p><b>device</b> 131:6, 10, 18</p> <p><b>devices</b> 127:21</p> <p><b>devise</b> 106:2</p> <p><b>dicey</b> 42:2</p> <p><b>difference</b> 23:10 57:7</p> <p><b>different</b> 18:21 19:11 66:2 72:2 90:13 98:6 99:17 101:16 112:16 120:16, 17 125:8 132:2 143:12 146:18, 19 153:1 155:11 172:20</p> <p><b>differentiated</b> 22:2</p> <p><b>difficult</b> 42:7 46:5</p> <p><b>difficulty</b> 150:12, 20</p> <p><b>dig</b> 81:1</p> <p><b>diploma</b> 90:3</p> <p><b>direct</b> 110:10 149:16</p> <p><b>directly</b> 91:18 98:10 109:9, 17 110:1, 11</p> <p><b>director</b> 20:14, 15 84:19 85:2, 8, 11 103:14 126:13</p> <p><b>discern</b> 109:5</p>	<p><b>discipline</b> 5:18 9:2</p> <p><b>discuss</b> 5:17 9:1 48:17 170:2 175:16</p> <p><b>discussed</b> 48:19 55:8 56:15 83:10 109:2 143:5</p> <p><b>discusses</b> 142:20</p> <p><b>discussing</b> 56:17 157:9 158:15 160:12</p> <p><b>discussion</b> 10:6 29:20 33:19, 20 48:16 50:10 54:14 55:1 63:17 70:15 71:4 72:11 77:11, 12 78:12 81:15 84:17 104:21 114:11 139:13 143:16 147:20 152:15 157:6 172:3, 5 187:4</p> <p><b>discussions</b> 26:2 63:13, 16</p> <p><b>dismiss</b> 37:17</p> <p><b>display</b> 30:1 127:4, 6, 12</p> <p><b>dispute</b> 17:2</p> <p><b>disrupt</b> 17:9 131:3</p> <p><b>disrupts</b> 17:5 146:12</p> <p><b>distance</b> 45:7</p> <p><b>distinction</b> 99:4</p> <p><b>distinguish</b> 56:21 90:10</p> <p><b>distributed</b> 114:18</p> <p><b>District</b> 34:7 66:14, 16</p> <p><b>districts</b> 33:16 34:20 66:21 146:20</p> <p><b>disturb</b> 17:10</p> <p><b>dive</b> 80:10</p>	<p><b>Diverse</b> 35:6, 13</p> <p><b>Diversity</b> 34:18</p> <p><b>Division</b> 126:11</p> <p><b>Dixit</b> 47:5, 6 56:18 58:1, 15 59:7 60:4, 16 61:7, 14, 17, 20 62:2, 6, 9, 13, 16 63:3, 7 64:4, 15 65:4, 19 66:4, 7 67:7, 10 68:5, 12 69:6, 19 79:18 119:14 123:1, 18</p> <p><b>document</b> 151:6</p> <p><b>doing</b> 23:9 46:4 49:5 117:12 132:1 156:8</p> <p><b>dollars</b> 100:6, 13 107:8</p> <p><b>Domanowski</b> 2:10 6:10, 11 10:5, 8, 9 12:10, 11 58:8, 9 59:4 74:18, 19 76:7, 8 78:14, 15 95:5, 6 96:7 107:14 108:16, 17, 20 112:3 113:9, 17, 19 114:4 116:13, 20 117:17 118:4, 20 129:19, 20 130:6 132:13 139:18, 19 143:17, 18 144:1 153:10, 12 155:7 163:10 164:7 165:3, 4 166:10 167:8, 20 168:12, 13 170:13, 14, 15, 21 171:10 172:1 176:6, 7 181:17, 18 183:12, 13</p>	<p>185:2, 3 187:15, 16</p> <p><b>Domanowski's</b> 147:18 154:5 161:11 162:8 164:3 165:2 166:12, 17 168:10 171:14</p> <p><b>door</b> 19:16 29:2</p> <p><b>dozen</b> 42:11</p> <p><b>Dr</b> 7:5, 6, 7, 8 8:14, 16 11:3, 4, 5, 6, 15, 16 13:5, 6, 13, 14 19:2, 4, 12, 14 20:1, 8 23:4 24:10 26:3, 10, 20 27:17 28:7 31:18 34:6, 7 36:4 37:10 38:7 41:1 47:7 49:3 62:17, 18 63:2, 5, 9 64:8, 13 70:13 75:11, 12, 13, 14 76:21 77:1, 2, 3 79:7, 8, 9, 10 80:1, 5 83:21 84:2, 4, 7, 13 85:1, 7 88:3, 4, 6 94:20 95:9 96:13 97:15 98:1 101:2 102:7 104:9, 10 105:1 107:15, 17, 20 108:1, 4, 15 109:4, 11 110:5 112:13, 18, 20 113:1, 2, 3, 15 114:6, 9, 10 115:19 116:6 119:2, 3, 6, 7, 12, 13 120:15, 21 121:6, 17, 20 124:1, 9, 17 125:1, 7, 19 126:3, 9 136:9, 10 140:11, 12, 13, 14 141:6</p>	<p>142:2 148:2, 9, 10, 16 149:1 151:12, 14 154:6, 8 158:21 162:1, 2 163:20 165:19, 20, 21 166:1 169:7, 8, 9, 10 172:7, 9, 11, 21 173:3, 8, 11, 14, 15, 18 174:1, 4, 10, 15, 21 175:7, 9, 10, 12 176:3 177:1, 2, 3, 4, 17, 19 179:21 180:2, 8, 11 182:12, 13, 14, 15 184:6, 7, 8, 9 185:17, 18, 19, 20 188:9, 10, 11, 12</p> <p><b>dragging</b> 30:13</p> <p><b>draw</b> 68:18 91:9</p> <p><b>DREA</b> 99:17</p> <p><b>driven</b> 91:18</p> <p><b>driver</b> 14:4</p> <p><b>driving</b> 65:21</p> <p><b>due</b> 83:17 121:10 149:15, 20</p> <p><b>Dundalk</b> 121:9</p> <p><b>duty</b> 105:15</p> <p><b>dwell</b> 27:16</p> <p>&lt; E &gt;</p> <p><b>E-1</b> 12:4</p> <p><b>eager</b> 160:6</p> <p><b>Earlier</b> 8:20 132:3</p> <p><b>earliest</b> 87:20</p> <p><b>Early</b> 85:6 86:12 87:6, 18 152:11</p> <p><b>earn</b> 42:15, 20</p> <p><b>earned</b> 42:20</p> <p><b>earning</b> 43:12</p> <p><b>East</b> 56:21</p> <p><b>Eastern</b> 147:4</p> <p><b>echoing</b> 158:11</p>
--	---	--	--	---

<p><b>ed</b> 94:14 139:16 175:18 <b>educate</b> 21:5 <b>EDUCATION</b> 1:1, 8 4:6 5:4, 6 7:18 8:1, 6 14:20, 21 16:2 17:1, 19 18:2, 15 20:11, 18 21:8 26:1 30:10, 16 34:14 36:21 37:12 43:11 85:11 86:12 87:7, 20 89:11 109:18 136:12 137:5 142:18 144:2, 5, 8 145:19 146:10, 14 149:7 186:10 <b>educational</b> 21:15 25:13 <b>educator</b> 19:3 40:21 <b>educators</b> 23:9, 18, 21 24:2, 9, 14, 19 25:1 42:15 43:8 106:1 <b>effect</b> 35:11 38:14 134:7 <b>effective</b> 41:18 119:18 144:3, 6 <b>effects</b> 45:9 <b>efficiencies</b> 82:20 <b>efficiency</b> 27:21 101:21 123:5, 10 <b>efficient</b> 119:17 <b>efficiently</b> 5:10 8:10 <b>effort</b> 88:7 133:6 140:21 <b>efforts</b> 38:8 132:11 <b>egg</b> 42:12 <b>Eggs</b> 42:9, 10 43:15 <b>egress</b> 150:8</p>	<p><b>eight</b> 20:16 25:1 149:12 177:9 <b>either</b> 88:2 <b>ELA</b> 32:20, 21 33:15 84:20 95:7 96:6 110:14, 17 114:12, 16 <b>E-Learning</b> 109:16 <b>electronic</b> 16:10 164:2 <b>elementary</b> 22:4 38:5, 12 44:1, 4 46:7 49:19 72:6 95:13 98:14, 21 102:18 104:17 105:4, 11 106:21 108:12 114:19 115:4 121:8, 9, 13, 14 122:10 130:8 160:1 <b>elevate</b> 110:15 <b>elevated</b> 87:15 <b>eligible</b> 59:3 82:15 <b>eliminate</b> 110:11 167:9 <b>eliminated</b> 111:19 <b>email</b> 17:21 146:1 163:10 166:19 167:7 <b>emergency</b> 38:14 40:13 44:3 46:9 <b>Emory</b> 14:9 <b>emotional</b> 44:20 85:8 <b>emotionally</b> 45:5 <b>emotions</b> 25:15 <b>emphasize</b> 72:3 <b>emphasized</b> 69:12, 19 <b>emphasizing</b></p>	<p>65:15 <b>employed</b> 29:4 <b>Employee</b> 11:21 12:1 15:5 16:20 17:8, 18 43:13 145:18 146:9 <b>employees</b> 5:20 9:4 23:16 29:5 43:12 82:15 88:9 117:15 118:1 124:4 <b>employment</b> 5:17 9:2 <b>empty</b> 42:12 <b>enacted</b> 47:20 50:5 51:1 56:6, 7 63:4 68:8 <b>encourage</b> 16:17 17:1 42:5 160:2 <b>encouraged</b> 144:18 146:5 157:16 <b>endeavors</b> 24:11 26:11 28:14 <b>energy</b> 122:13, 19 123:2, 4, 5, 7, 8, 10, 14 <b>engage</b> 156:21 <b>engaged</b> 21:18 <b>engagement</b> 152:15 <b>engaging</b> 89:20 <b>engineer</b> 128:11 129:13 <b>English</b> 3:9 18:6, 9, 13 22:5 92:4, 6, 11, 14 <b>English-learner</b> 92:4, 8 <b>enhancements</b> 82:7, 8 <b>enjoyed</b> 29:19 <b>enrollment</b> 32:18 39:15 57:2, 4 83:14 92:19 94:12</p>	<p>99:10 108:10 121:11 <b>ensure</b> 27:7 34:15 43:12 87:19 89:18 90:11 92:10 93:12 115:7 <b>ensuring</b> 34:12 86:13 91:1 <b>enter</b> 89:13 153:1 <b>entering</b> 144:14 <b>entertain</b> 114:7 129:9 130:14 172:13 <b>entire</b> 28:6 53:18 73:2 123:17 <b>entirely</b> 160:19 <b>entrance</b> 153:1 156:16 <b>entrepreneurs</b> 22:12 <b>entries</b> 42:17, 18 <b>entry</b> 53:6 90:5 150:8 <b>environment</b> 28:10 89:21 90:1 159:2, 14 <b>environmental</b> 22:13 <b>Epps</b> 27:5 <b>equally</b> 26:3 <b>equate</b> 117:1 <b>equates</b> 81:18 <b>equipment</b> 19:13 128:4 149:16, 18 150:2, 4 155:16, 17 <b>equitable</b> 160:19 <b>Equity</b> 35:9 161:3 175:16 <b>Erin</b> 2:4 172:8 <b>erroneous</b> 39:13 <b>E's</b> 175:3 <b>escorted</b> 17:11</p>	<p><b>ESOL</b> 32:9, 11 84:21 92:18, 19 107:19 108:5 <b>ESPBC</b> 25:8, 15 26:13 <b>especially</b> 25:1 31:9 32:5 33:14 106:15 181:6 <b>Esq</b> 4:2 <b>essence</b> 73:8 <b>essentially</b> 73:18 112:7 174:11 <b>establish</b> 92:3 <b>estimates</b> 149:5 <b>Estimating</b> 150:16 <b>evaluate</b> 57:16 <b>evaluation</b> 5:19 9:4 96:15 124:5 <b>evening</b> 5:11 7:16 8:11, 20 9:15 18:8, 9, 10 20:7 23:3 25:12 26:19, 20 29:16, 18 31:17 34:2, 3, 4 36:3 38:3, 4 40:18 43:19, 20 46:21 47:6 80:2 84:15 85:9, 13 119:6, 8, 12 126:5, 7 129:11 148:19, 21 156:2 <b>evening's</b> 5:5 16:7 84:16 <b>Events</b> 27:20 150:9, 11 <b>eventually</b> 58:3 <b>Everybody</b> 76:4 142:2, 3 175:5 <b>Everyone's</b> 42:9 <b>evidence</b> 97:3, 5 <b>evidence-based</b> 93:2</p>
---	--	---	--	--

<p><b>exact</b> 105:10 120:4 <b>exactly</b> 68:1 71:16 81:15 95:17 98:16 <b>exam</b> 91:4 116:2 <b>examinations</b> 115:21 <b>example</b> 106:20 111:17 146:21 171:6 <b>examples</b> 131:20 132:7, 8 <b>exams</b> 91:1 <b>exceed</b> 83:11 <b>exceeding</b> 43:7 <b>excellence</b> 121:21 127:1 <b>excellent</b> 102:10 <b>exceptional</b> 20:19 <b>exciting</b> 83:20 <b>Excuse</b> 94:9 112:19 113:1 152:19 <b>executive</b> 24:6 84:18 85:2, 8, 11 103:14 133:16 134:19 135:3 136:1, 13, 21 <b>Exhibit</b> 12:4 77:14 78:5 <b>Exhibits</b> 10:1 <b>exist</b> 125:1 <b>existing</b> 17:2 29:5 57:3 58:18 59:12 60:10 65:4, 6 123:2 127:17 128:16 129:17 <b>exit</b> 156:16 <b>expand</b> 87:8 92:3 108:21 <b>expanding</b> 89:5 120:5 <b>expansion</b> 81:3 87:12 119:21 120:15</p>	<p><b>expectation</b> 106:10 <b>expects</b> 22:10 <b>expenditures</b> 124:20 <b>expense</b> 41:13, 14 <b>expenses</b> 124:15 <b>experience</b> 34:13 40:2, 5 90:2 <b>experienced</b> 159:8 <b>expertise</b> 21:13, 20 95:16 103:3 <b>experts</b> 21:12 <b>expired</b> 17:15 <b>explain</b> 118:17 122:20 145:7 <b>explained</b> 112:1 <b>explore</b> 63:11, 18 64:1, 10 70:20 72:3 104:17 114:9 <b>exploring</b> 71:19 <b>export</b> 43:2 <b>extensive</b> 123:14 <b>extra</b> 31:13 <b>extracurricular</b> 150:10 <b>extreme</b> 40:12 <b>extremely</b> 74:13 157:21 180:17 <b>eye</b> 36:6  &lt; F &gt; <b>faced</b> 19:6, 8, 15 <b>facilitators</b> 89:8 <b>facilities</b> 81:3 119:14 122:8, 12 <b>facility</b> 122:8, 15 <b>fact</b> 41:7 91:11 158:4 159:12 160:8, 13, 20 161:1</p>	<p><b>facto</b> 55:2 <b>factor</b> 123:5 <b>factors</b> 91:15 <b>failed</b> 28:4 <b>fails</b> 169:16 <b>fair</b> 160:15 <b>fall</b> 83:2 118:1 <b>familiar</b> 103:6 <b>families</b> 21:21 22:8 <b>family</b> 43:14 <b>fantastic</b> 46:3 <b>far</b> 30:4 39:21 81:16 85:10 100:13 118:5 133:15 134:14 153:20 164:2 <b>farmers</b> 42:10 <b>fast</b> 31:10 <b>fastest-growing</b> 92:5 <b>favor</b> 70:19 75:19 77:8 166:6 169:15 177:9 <b>favorable</b> 82:8 <b>fear</b> 159:17 <b>feasible</b> 152:2, 5 <b>February</b> 80:20 134:1 137:3 138:5, 10, 11 139:9, 16 141:4 142:14 144:7, 8 186:15 189:1 <b>fee</b> 116:3 <b>feedback</b> 42:4 70:17 146:6 158:9, 11 <b>feel</b> 36:8 159:12 <b>feelings</b> 36:4 <b>feels</b> 40:12 180:19 181:3 <b>fees</b> 122:7 <b>feet</b> 30:13 <b>fell</b> 32:18 107:4 <b>fellow</b> 14:12 29:10</p>	<p><b>felt</b> 151:15 152:3 <b>Ferguson</b> 85:7 <b>fewer</b> 16:14 103:4 <b>field</b> 14:2 126:15 127:18 <b>fifth</b> 100:21 <b>fight</b> 130:15 <b>figure</b> 64:3 <b>file</b> 190:4 <b>files</b> 190:7 <b>fill</b> 32:10 170:8 <b>filled</b> 46:2, 8 145:11 <b>filtering</b> 131:15 <b>final</b> 52:4 67:16 138:2 <b>finalist</b> 159:11 <b>finality</b> 51:18 <b>finalized</b> 178:18 <b>Finally</b> 47:11 69:7 <b>financial</b> 186:8 <b>find</b> 60:5 61:11 101:5, 14 102:9 139:7 157:21 <b>fine</b> 104:7 143:3 153:2 173:9, 18 <b>finish</b> 24:18 69:21 157:5 <b>FiOS</b> 5:9 8:9 <b>fire</b> 144:16 147:14 <b>firestorm</b> 27:19 <b>firewalls</b> 128:20 129:1, 7, 9, 21 130:3, 7, 20 131:3 132:2 <b>first</b> 8:12 13:14 18:5, 10 27:12 29:15 36:3 38:7 41:1 55:15 61:7 63:15 82:5 87:6 92:2 98:2, 12 104:12, 13 110:9 111:11</p>	<p>127:4, 16 132:6 143:13 145:6 157:6 159:7 161:20 162:17 163:16 171:9, 12 172:15 180:10, 14 <b>Fiscal</b> 51:8 127:8 146:16, 17 <b>fiscally</b> 39:20 <b>fit</b> 126:18 <b>five</b> 22:21 24:15 86:6 97:5 109:1 114:4 143:8, 12 166:6, 14 169:17 181:1 <b>five-hours</b> 160:21 <b>five-six</b> 103:8 <b>fix</b> 24:4, 6 37:10, 11 <b>Flag</b> 7:20 <b>flawed</b> 39:4, 6 <b>fleet</b> 122:5 <b>floor</b> 72:10 143:15 <b>flowing</b> 98:6 <b>fluency</b> 95:20 <b>focus</b> 89:11 105:12 136:18, 19 155:19 <b>focused</b> 64:18 <b>focusing</b> 86:12 <b>folks</b> 42:18 70:16 80:11 126:17 <b>follow</b> 20:16 96:7 104:6 105:2, 9 123:15 125:21 155:7 <b>followed</b> 96:21 <b>following</b> 9:1, 18 11:18 119:19 144:4, 11 147:1 <b>follow-up</b> 16:1 <b>foregoing</b> 190:6</p>
---	---	---	---	--

<p><b>foregoing-entitled</b> 190:5  <b>foremost</b> 87:6            92:3 110:9            111:11  <b>forget</b> 111:5            155:3  <b>form</b> 33:8            98:5 130:10            144:20 173:5  <b>format</b> 164:2  <b>former</b> 34:2            35:9, 18 175:17  <b>formula</b> 81:14  <b>forth</b> 55:7            63:14 64:2            128:5  <b>fortunate</b> 94:2  <b>Forty-seven</b>            141:7  <b>forum</b> 16:20  <b>forward</b> 11:18            24:12 33:19            49:4 80:7            85:21 136:12  <b>found</b> 5:15            9:11 49:8  <b>foundation</b>            95:15, 17  <b>four</b> 20:13, 17            22:19 31:8            36:13 75:19            112:5 113:10            114:3 116:9, 18,            19, 20 117:3            127:17 149:21            150:17, 18  <b>fourth</b> 100:21            172:20  <b>four-year</b> 89:14  <b>frame</b> 16:12            141:10 145:5  <b>framework</b> 43:8  <b>free</b> 115:15            116:1  <b>freed</b> 107:10  <b>freeing</b> 100:19  <b>frequently</b> 33:3  <b>friend</b> 28:7            35:18</p>	<p><b>front</b> 40:8            117:8  <b>FTE</b> 32:9            116:18, 19            118:8 121:6  <b>FTEs</b> 108:5            113:13 118:3            121:2 127:15            128:17  <b>fulfilling</b> 34:14  <b>full</b> 43:6 50:6            92:11 144:15            147:15 148:15            154:13 158:10            190:6  <b>full-day</b> 87:8, 13  <b>full-time</b> 127:18  <b>fully</b> 27:8            57:19 69:17  <b>Fulmore</b> 13:15            14:6  <b>fun</b> 133:13  <b>functions</b> 109:8  <b>fund</b> 82:6            107:3  <b>fundamentally</b>            102:11  <b>funded</b> 65:10            91:21 100:17            106:4 112:16            135:20  <b>funders</b> 63:20  <b>funding</b> 23:13            32:3 57:1            58:18, 21 59:3,            20 60:3, 14, 17            68:6, 7, 16            81:12 82:9, 10,            11 88:12 91:2,            11, 16, 21 94:14            98:12 105:3            106:18 107:1, 2,            7, 8 122:14            124:21 125:8            127:7, 9 150:19  <b>funds</b> 69:6            70:4 82:14            87:4 90:8, 9, 10,            14, 15 92:20            93:20 94:6, 7,</p>	<p>16 98:3, 8, 10            100:6, 18, 19            105:18 106:4,            12, 18 107:11            127:8  <b>further</b> 28:9            66:14 68:11            78:11 139:13            144:4, 7 152:13            190:6  <b>Furthermore</b>            49:8  <b>future</b> 22:11,            18 24:11 26:11,            12 27:11 28:14            60:1, 6 64:17            69:15 70:10            80:18 81:10  <b>FY</b> 4:3, 4 21:3            41:15, 16 47:4,            8 48:6 53:14            54:3 70:1            72:15 77:13            78:4 79:21            80:4 82:6, 15            139:9  <b>&lt; G &gt;</b>  <b>gallery</b> 42:6  <b>gap</b> 132:12  <b>gaps</b> 22:17            27:10  <b>General</b> 3:14            5:15 29:14            46:14 56:5            106:1 124:14            132:5  <b>George</b> 153:14  <b>George's</b> 23:20  <b>getting</b> 90:1            94:4 131:2            136:16 154:20  <b>Gifted</b> 20:10  <b>GIS</b> 38:17 39:1  <b>give</b> 24:7            33:11 80:12            95:11 107:7            138:21 141:2,            20 153:18</p>	<p><b>given</b> 24:6            105:11 107:1            153:4  <b>giving</b> 32:12            84:8 135:11  <b>glad</b> 96:7  <b>globe</b> 87:18  <b>go</b> 5:13 20:1            21:17 24:16            36:7 37:10            38:14 49:4            69:4 80:7 81:5            84:12 85:15            91:7 94:21            96:20 97:21            102:20 105:6            108:4, 8, 9, 21            111:4 112:8            115:19 116:13,            14 118:12            121:18 123:21            124:7, 18            126:19 129:1            130:4 133:17            135:16 136:16            137:11, 15            141:3 143:21            153:5, 21            154:17 155:13            156:18 157:6,            17, 21 160:7, 15            161:9 163:18            166:13 175:10  <b>goal</b> 123:13            158:14  <b>goals</b> 27:8  <b>goes</b> 24:5            59:12 94:15            112:7 118:6            130:4 134:8, 19,            21 150:5  <b>going</b> 18:10, 19            27:16 49:10            54:4 61:8            62:20 66:18            67:3, 4, 5, 6, 7            68:5, 17, 21            70:10 76:3            80:10, 11, 12            81:1, 6 83:20,</p>	<p>21 84:11 87:1            90:6, 18 93:18            95:7 97:13, 19            101:10, 15, 19            107:7 111:7            112:10, 20            115:6, 13            116:16 119:5            120:6 121:3, 5            128:8 132:9            133:12 135:5, 6,            8, 10, 20 136:11,            12 142:10            143:2 152:1            153:2, 21            154:20 156:7,            13 157:12            158:4, 5, 6, 17            161:2 178:18  <b>Good</b> 5:2 7:16            9:15 18:8, 9, 10            20:7 23:3            26:19, 20 29:16,            18 30:14 31:11,            17 34:1, 3, 4            35:18 36:3            38:2, 4 40:18            43:18, 20 46:18,            20, 21 47:6            64:15 70:16            80:2, 15 94:7            96:9 109:13            119:6 123:1            126:5, 7 129:11            133:1 135:3, 14            138:13 148:19,            21 155:1            186:16  <b>Google</b> 131:17  <b>gotten</b> 82:1, 2            133:16  <b>GOVER</b> 6:10,            12, 14, 16, 18, 20            7:1, 3, 5, 7, 9, 11,            13 10:8, 10, 12,            14, 16, 18, 20            11:1, 3, 5, 7, 9,            11 12:10, 12, 14,            16, 18, 20 13:1,            3, 5, 7, 9, 11</p>
---	---	--	--	--

74:16, 18, 20  
 75:1, 3, 5, 7, 9,  
 11, 13, 15, 17, 19  
 76:7, 9, 11, 13,  
 15, 17, 19, 21  
 77:2, 4, 6, 8  
 78:13, 14, 16, 18,  
 20 79:1, 3, 5, 7,  
 9, 11, 13, 15  
 84:11 95:1  
 139:14, 18, 20  
 140:1, 3, 5, 7, 9,  
 11, 13, 15, 17, 19  
 143:11 154:4  
 163:8, 15 165:3,  
 5, 7, 9, 11, 13, 15,  
 17, 19, 21 166:2,  
 4, 6 167:18, 19  
 168:12, 14, 16,  
 18, 20 169:1, 3,  
 5, 7, 9, 11, 13, 15  
 176:6, 8, 10, 12,  
 14, 16, 18, 20  
 177:1, 3, 5, 7, 9  
 181:16, 17, 19,  
 21 182:2, 4, 6, 8,  
 10, 12, 14, 16, 18,  
 20 183:12, 14,  
 16, 18, 20 184:2,  
 4, 6, 8, 10, 12, 14,  
 21 185:2, 4, 6, 8,  
 10, 13, 15, 17, 19,  
 21 186:2, 4  
 187:11, 15, 17,  
 19, 21 188:2, 5,  
 7, 9, 11, 13, 15,  
 17  
**government**  
 89:17 134:8  
**governor** 22:7  
**grade** 97:3, 5  
 99:21 100:2, 21  
 105:15 120:6,  
 12, 14, 18, 20  
**grades** 98:20  
 99:2, 19 105:12  
 120:17  
**graduate** 14:14  
 35:13 36:20  
 37:6 89:15

**grant** 46:9  
 94:3, 4, 8 98:5,  
 9 101:1 105:17  
 106:10 124:21  
 125:5, 12, 18  
**granular** 118:11  
**grateful** 71:8  
**Great** 34:4  
 63:10 72:2  
 102:3 106:17  
 115:14 131:11  
 143:1  
**greater** 43:1  
**greatly** 28:11,  
 19  
**Greene** 148:17  
 162:2  
**Greenwood**  
 148:12 149:8  
**grid** 114:17  
**Grim** 119:13  
**gross** 39:11  
**ground** 25:2  
**ground-level**  
 102:16  
**grounds** 122:7,  
 12  
**group** 18:5  
 20:11 33:3  
 35:5 92:5  
 98:20 126:16  
 164:11 178:5  
 179:1, 18  
**groups** 144:18  
 157:20 178:8  
 179:1  
**growing** 92:7,  
 19  
**grown** 39:3  
**growth** 92:8  
**GT** 20:19 21:5,  
 8 22:2 32:3  
 37:11  
**GTCAC** 20:6,  
 12  
**guarantee**  
 141:10  
**guards** 153:3  
**guess** 56:13  
 61:1 62:18, 21

70:5 80:3  
 94:21 118:4  
 130:7  
**guidance** 44:20  
 45:10 146:3  
**Guidelines** 4:7  
 37:2 91:17  
 142:19 144:2, 6,  
 11 148:4 178:7,  
 12, 21 179:2, 14,  
 19  
**guys** 58:10  
  
 < H >  
**H-1** 77:14  
**Hager** 2:4 7:7,  
 8 11:5, 6 62:17,  
 18 63:5 64:8  
 75:13, 14 77:2,  
 3 79:9, 10  
 140:13, 14  
 151:12, 14  
 165:21 166:1  
 169:9, 10 172:7,  
 8, 9, 10, 11, 21  
 173:3, 8, 11, 14,  
 18 174:1, 4, 10,  
 15 175:7, 9, 11,  
 12 176:3 177:3,  
 4, 18, 20 180:8  
 182:14, 15  
 184:8, 9 185:19,  
 20 188:11, 12  
**Hager's** 163:21  
 173:15 174:21  
**half** 112:6  
 113:11, 12  
 120:3 149:19  
**Hampton** 38:5,  
 7, 12, 18 39:2, 8  
 44:1, 4, 11 45:9,  
 12 46:2, 7  
 69:14 121:8, 14  
**Hampton's**  
 40:5, 12  
**hand** 90:4  
 94:19  
**handle** 68:4  
 94:16

**handled** 19:8,  
 14  
**hands** 134:19  
**happen** 44:4  
 82:17 102:4  
**happened** 19:7  
 80:14 100:7  
**happening** 64:6  
**happens** 49:16  
 137:2  
**happy** 125:21  
 148:18  
**hard** 24:17  
 29:11 46:1  
 85:17  
**Hartlove** 47:5  
 80:1, 2 113:4  
 132:19 133:19  
 134:1 135:5, 14,  
 17 137:3, 13, 14  
 138:7, 13, 19  
 142:1, 4, 6, 9  
**Harvey** 2:3  
 6:20, 21 9:16  
 10:3, 18, 19  
 11:17 12:20, 21  
 18:11 23:4  
 25:10 31:18  
 34:6 40:19  
 47:7 75:7, 8  
 76:17, 18 79:3,  
 4 80:3 119:7  
 126:8 129:11,  
 18 140:5, 6  
 165:13, 14  
 169:1, 2, 19, 20  
 170:3, 4 171:2,  
 3, 4 175:20  
 176:16, 17  
 182:6, 7 183:21  
 184:1 185:11,  
 12 186:21  
 187:14 188:3, 4  
**Harvey's**  
 171:14, 16, 21  
 177:19 180:8,  
 20  
**Hassan** 2:13  
 6:5 7:1, 2, 21  
 10:20, 21 12:5

13:1, 2 55:5, 6  
 56:8 57:13  
 58:6 140:7, 8  
 159:5, 6 165:15,  
 16 169:3, 4  
 174:18, 21  
 176:18, 19  
 182:8, 9 183:4,  
 9 184:2, 3  
 185:13, 14  
 188:5, 6  
**hat** 145:4  
**Hayden** 35:18  
**head** 126:11  
**health** 25:20  
 45:8 89:8  
**hear** 15:18  
 17:14 29:10  
 34:3 62:5  
 69:14 86:7, 8  
 96:8 113:3  
 134:9 158:9  
**heard** 21:2  
 27:13 64:9  
 81:9 96:8  
 107:17, 18  
 108:17  
**Hearing** 8:18  
 15:20 21:3  
 69:15 80:7, 14  
 125:13, 16  
 130:8 168:4  
**heart** 66:1  
**Heather** 46:12  
**heavy** 32:5  
**held** 5:6 8:6  
 146:15 149:8,  
 10 186:14  
**hello** 34:5 38:4  
**help** 21:14  
 25:3 44:17, 20  
 45:10 46:9  
 49:10 66:18  
 67:5, 6, 7 82:6  
 88:2 89:18  
 90:15 95:15  
 102:16, 19, 20  
 103:3 106:15  
 114:13 125:17

<p>131:19 138:1 156:7 <b>helped</b> 44:8 137:10 <b>helpers</b> 87:16 88:10, 13, 15 <b>helpful</b> 125:11 136:13 <b>helping</b> 66:20 <b>helps</b> 27:7 123:6 132:10, 11 <b>Henn</b> 2:5 6:16, 17 10:14, 15 12:16, 17 47:14, 15, 16, 19 48:17, 19 50:3, 4, 21 51:16 52:19, 20, 21 55:7, 11, 13 58:10 59:15 71:2 72:21 73:4 74:1, 9, 12 75:3, 4 76:2, 13, 14 77:17, 19 78:1, 7, 10, 20, 21 124:14, 19 125:11, 21 126:2, 4 139:11 140:3, 4 147:21 148:1 157:11, 12 159:18 163:3 165:9, 10 166:11, 16 167:1, 8, 10, 13, 16, 20 168:5, 18, 19 176:12, 13 177:14 178:2, 3, 4, 19, 20 179:5, 7, 13, 16 182:2, 3 183:18, 19 184:18 185:1, 8, 9 186:18 187:3, 21 188:1 <b>Henn's</b> 48:13 52:12 73:20 75:21 76:5 168:3 <b>Hereford</b> 66:15 <b>high</b> 32:14 44:15 48:9</p>	<p>49:19 50:8, 12 51:11, 19 53:8 54:5 56:16 58:13 60:10 64:18 65:13 66:13, 15 67:8, 21 68:3, 21 69:10 70:7, 11, 19 72:5, 17 87:20 89:13 104:20 121:9, 10 129:1, 5, 8, 21 130:3 147:2, 4 159:21 <b>Higher</b> 14:20 88:13 89:15 123:3 <b>highest</b> 22:14 60:21 153:7 <b>highest-</b> <b>performing</b> 87:17 <b>highlights</b> 81:8 82:4 <b>highly</b> 93:2 97:3 <b>Hill</b> 14:20 <b>hired</b> 106:8 <b>historic</b> 23:13 <b>history</b> 28:13 34:18 35:2, 4, 5, 6 <b>hit</b> 117:15 <b>hold</b> 37:3 56:14 125:20 146:18 148:5 154:13 <b>Holt</b> 40:16 <b>home</b> 92:14, 15 130:11, 12, 15, 16 160:15 <b>home-school</b> 89:3 <b>homework</b> 130:16 <b>home-zoned</b> 32:13 <b>honest</b> 36:6 <b>Honeygo</b> 121:9, 13</p>	<p><b>hope</b> 26:15 45:21 85:12 162:4 <b>hopeful</b> 26:12 <b>hopefully</b> 64:1 <b>Hopkins</b> 14:13, 15 <b>hour</b> 150:16 156:17 <b>hourly</b> 88:9 149:20 <b>hours</b> 142:10 149:13 150:16 <b>housed</b> 90:19 <b>households</b> 29:7 <b>housekeeping</b> 122:11 <b>hover</b> 39:15 <b>Howard</b> 23:20 <b>Howie</b> 54:8, 10, 11, 20 <b>HR</b> 24:13 <b>HRIS</b> 128:14 <b>huge</b> 89:11 <b>Human</b> 15:12 81:4 119:14 124:2, 3 <b>Humanities</b> 14:18 <b>hundred</b> 46:7 <b>husband</b> 13:18 <b>HY</b> 78:5  &lt; I &gt; <b>idea</b> 65:11 103:19 138:19 151:21 152:7 153:2 162:12 <b>ideally</b> 93:21 <b>identified</b> 83:12 98:13, 16, 21 99:7, 20 100:3 102:18 103:13 107:9 <b>identify</b> 22:1 93:17, 19 98:9 99:4, 12 106:4 132:11 137:7 <b>identifying</b></p>	<p>21:9 123:6 <b>Ignore</b> 176:2 <b>III</b> 15:8 <b>IKEA</b> 15:12, 14 <b>illegal</b> 73:1 <b>illness</b> 44:15 147:8 <b>Illustrative</b> 22:6 <b>immediate</b> 40:2, 12 154:16 <b>immediately</b> 89:13 <b>impact</b> 35:10 100:12 <b>impacted</b> 129:6 <b>implement</b> 42:7 44:17 127:6 129:7 148:4 <b>implementation</b> 81:11 127:12 128:9, 19 <b>implemented</b> 115:8 123:8 <b>implications</b> 56:14 <b>implore</b> 34:21 40:13 <b>import</b> 43:3 <b>importance</b> 34:12 <b>important</b> 25:5 29:21 41:19 45:8 82:21 90:8 91:8, 13 95:10, 12 97:1 98:2, 7 106:15 109:6 152:2 153:17 154:17 170:5 <b>impossible</b> 45:16 <b>improper</b> 130:21 <b>improve</b> 123:19 <b>improvement</b> 90:11 123:7 <b>inability</b> 45:4 150:7 <b>inaccessible</b> 160:9</p>	<p><b>inaccurate</b> 53:4, 7 <b>inappropriate</b> 17:4 131:15 146:11 <b>include</b> 24:21 57:4 99:7 117:9 186:8 <b>included</b> 41:6 82:5 127:21 <b>includes</b> 26:13 70:2 82:21 83:7 120:17 <b>including</b> 26:1 72:18 78:5 <b>incorporated</b> 127:10 143:9 <b>increase</b> 28:13, 20 30:7 32:15, 18 39:4 81:19 82:14 83:1, 4 108:10 117:5 128:15 129:2 130:2 149:11, 15 152:15 <b>increased</b> 100:11 121:10 128:7 <b>increases</b> 23:15 83:8 100:12 <b>increasing</b> 30:5 60:7 94:12 <b>incredibly</b> 46:5 <b>incumbent</b> 102:14 <b>independent</b> 73:7 123:12 <b>indicate</b> 53:3 <b>indicated</b> 57:6 60:20 123:12 <b>indicates</b> 53:4 <b>indicating</b> 48:10 51:12 52:15 54:6 55:20 56:11 72:19 <b>indiscernible</b> 33:15 62:3 96:4 112:17 114:20 131:9</p>
---	--	--	---	---

<p>135:8 153:6, 19 161:13 166:12 167:5 173:14 187:2 <b>individual</b> 41:1 42:4 157:13 <b>individuals</b> 6:1 9:7 83:6 87:19 105:16 159:13 160:9 <b>indulge</b> 150:7 <b>inequality</b> 35:10 <b>inequitable</b> 161:6 <b>inflation</b> 23:13 29:9 83:6 <b>inflationary</b> 83:7 94:16 <b>inform</b> 138:21 <b>Information</b> 4:9 9:11 18:1 57:12 60:15 64:14, 16 71:18 81:4 122:6 123:16 124:11 126:10, 11 134:3, 4, 6 137:21 138:1 186:7 <b>infrastructure</b> 27:6 <b>infuse</b> 114:13 <b>initial</b> 127:6 <b>initiative</b> 28:9 89:1 <b>initiatives</b> 26:2, 9 85:19 86:16 87:7 91:9, 11, 13 119:16 <b>innovative</b> 103:8 <b>input</b> 16:17 60:9 <b>instance</b> 117:10 <b>instances</b> 90:20 <b>Institute</b> 15:11 <b>instruction</b> 41:18 81:2 90:7 97:11 98:20 99:15</p>	<p>100:18 102:12 113:20 <b>instructional</b> 41:11, 12 90:9, 14 98:3 102:13, 16 103:12 116:14 <b>instructions</b> 98:18 99:6 <b>instructor</b> 14:15 <b>instrumental</b> 28:12 <b>integral</b> 25:19 <b>intend</b> 61:5 <b>intended</b> 115:8 <b>intends</b> 48:4 51:5 <b>intent</b> 53:9 162:13, 15 <b>intention</b> 63:5 68:2 164:2 <b>interactive</b> 127:6, 12 <b>interested</b> 15:20 32:17 <b>interesting</b> 32:2 <b>interferes</b> 17:6 146:12 <b>internships</b> 89:19 <b>interpreters</b> 25:20 <b>interpreting</b> 41:3 <b>interrupted</b> 145:17 <b>interruption</b> 85:16 <b>intervention</b> 114:21 <b>intimate</b> 126:16 <b>introduce</b> 83:21 84:13 <b>introduced</b> 47:8 <b>invariably</b> 41:21 <b>invest</b> 87:18 <b>investments</b> 125:14</p>	<p><b>invite</b> 7:19 96:16 98:14 <b>involved</b> 65:14 <b>involving</b> 50:8 <b>I-Pass</b> 49:6 60:20 <b>irreparable</b> 37:6 <b>irresponsible</b> 39:20 <b>issue</b> 30:11 40:7, 11 49:3 129:4 <b>issues</b> 27:20 130:11 132:6 <b>it'd</b> 118:14 <b>item</b> 8:12 9:13 11:12, 13 15:16 46:15 47:3 70:3 79:19 118:15 131:21 136:15, 19 137:7, 17 142:17, 20 143:6 186:7, 13 188:20 <b>Items</b> 4:9 5:11 8:10 81:6 132:10 135:21 186:8 <b>its</b> 27:8 28:13 71:12 72:4 144:8, 15  &lt; J &gt; <b>Jaeger</b> 3:19 38:2, 4, 5 <b>Jane</b> 2:2 5:3 7:17 175:9 <b>Janelle</b> 3:21 43:18, 20 <b>January</b> 1:12 5:5 7:19 8:13 47:10, 20 50:21 143:6, 7, 10 190:9 <b>Jessica</b> 3:10 20:5, 9 <b>Jessie</b> 3:19</p>	<p>38:2, 5 <b>job</b> 43:14 <b>jobs</b> 29:6 34:15 <b>Jodi</b> 126:12 <b>Joe</b> 3:12 25:8, 12 <b>John</b> 2:9 3:13 26:18 27:1 <b>Johns</b> 14:13, 15 <b>join</b> 33:7 172:14 173:4 174:14 175:2 <b>joined</b> 84:15 <b>joining</b> 93:1 149:2 189:2 <b>Jose</b> 2:6 6:18, 19 10:16, 17 12:18, 19 34:8 49:1, 2 50:11, 12, 20 52:6, 7, 12, 16, 17 53:9, 12, 13, 19 54:1, 8, 19 66:11, 12 67:12, 14 72:12, 14 73:14 74:8 75:5, 6 76:15, 16 77:15 79:1, 2 115:12, 13 116:11 120:8, 9, 19 121:1 165:11, 12 168:20, 21 176:14, 15 178:9, 11 182:4, 5 183:20 185:10 188:2 <b>Jose's</b> 52:10 54:18 <b>Jr</b> 2:9 <b>Julie</b> 2:5 <b>jurisdiction</b> 5:21 9:5 <b>jurisdictions</b> 43:1, 2 <b>justification</b> 58:21 <b>justify</b> 59:7  &lt; K &gt;</p>	<p><b>keep</b> 54:4 60:7 109:1, 19 <b>keeping</b> 22:19 <b>kept</b> 29:8 <b>key</b> 84:8, 15 86:21 91:15 110:18 <b>kicking</b> 49:7 178:17 <b>kidding</b> 161:21 <b>kids</b> 35:19 60:8 66:2 69:15, 16 105:5 130:9 156:5 164:21 <b>Kim</b> 85:7 <b>kind</b> 63:14 64:1, 10, 11 69:1 83:9 87:1 96:12 106:13 112:4 118:14 133:6 134:13 141:17 <b>kindergarten</b> 45:19 <b>Kirwan</b> 43:8 <b>knew</b> 19:9 27:17 <b>know</b> 17:13 18:10 19:6 24:5 25:2 30:2, 18 31:12 36:16, 17 57:14 58:9 63:2 64:5 68:16 71:5, 16 72:10 82:17 84:13 85:16 87:9, 17 89:3, 12 90:17 91:15 92:4 93:4 94:2 96:12 101:15, 21 104:2 106:21 110:15 116:4 117:10 118:13, 14, 16 124:21 125:15 126:9 130:8, 12, 13, 14, 18 133:2 134:9, 11, 12 135:5, 15 138:5,</p>
--	--	--	--	--



<p>15, 20 139:4, 5 141:1, 14 148:9, 15 152:8 156:6, 11, 13, 19 159:14, 18, 20 160:4, 18 161:1, 3, 5, 7 163:21 170:6 178:14 <b>knowing</b> 141:4 <b>knowledge</b> 21:5 <b>known</b> 48:2 51:3 123:2 <b>Kuehn</b> 2:7 6:7 7:9, 10 11:7, 8 13:7, 8 67:15, 17 68:10, 14 69:17, 21 70:13 75:15, 16 77:4, 5 79:11, 12 105:2, 13 106:11 107:13 122:18, 19 123:15, 20 140:15, 16 147:19 166:2, 3 169:11, 12 174:9 177:5, 6 182:16, 17 184:10, 11 185:21 186:1 188:13, 14</p> <p>&lt; L &gt; <b>lack</b> 20:17 37:5 38:16 <b>Lafarge</b> 48:2 51:4, 20 52:2 53:2 57:16 62:11, 13, 20 63:12 67:3 68:3 69:1 70:9, 15 71:1, 6 <b>land</b> 63:11, 18 64:11 <b>Language</b> 14:18 17:7 22:5 95:21 96:2, 5</p>	<p><b>large</b> 29:5 98:13, 21 99:9 105:10 150:7 <b>larger</b> 32:7 41:18, 21 69:11 <b>largest</b> 28:12 <b>lasting</b> 45:9 <b>lastly</b> 128:18 <b>laughing</b> 142:21 <b>law</b> 43:9 <b>leader</b> 26:14 104:19 <b>leaders</b> 18:5 102:19 <b>leadership</b> 36:14 <b>Leads</b> 94:3 <b>learn</b> 26:3 35:1 <b>learners</b> 20:20 87:20 92:4, 6, 11, 15 <b>learning</b> 25:18 35:6, 14 40:1 44:17 45:1 84:19 85:9, 19, 21 103:17 119:16, 20 <b>LEAs</b> 32:7 <b>leave</b> 26:4 35:16 37:17 46:6 53:10, 11 57:17 84:1 <b>Leaves</b> 11:21 15:4 51:17, 20 53:6 <b>leaving</b> 36:5 53:3, 7 166:20 <b>led</b> 7:20 39:1 <b>left</b> 85:10 111:2 <b>legal</b> 6:2 9:7 17:9 72:21 73:11 <b>legislation</b> 98:17 <b>legislative</b> 86:4 <b>length</b> 48:19 <b>lessened</b> 63:15, 17 <b>lets</b> 17:13</p>	<p><b>letter</b> 55:18, 19 62:19 63:12, 21 64:8 67:19 <b>letters</b> 167:15 <b>level</b> 21:18 41:16 63:14 86:6 90:17 102:15, 18 103:2, 3 104:19 118:17 123:3 130:8 131:6, 10 135:9 164:20 <b>levels</b> 87:20 97:4 105:15 <b>leverage</b> 102:14 103:2 <b>leveraged</b> 21:13 <b>licenses</b> 124:4 128:20 <b>Lichter</b> 2:2 5:2, 3 6:6, 8 7:11, 12, 16, 17 8:5, 18 9:15, 21 10:4, 6 11:9, 10, 12, 16 12:2, 6, 8 13:9, 10, 12 15:16 18:11 20:4, 8 23:1, 3 25:7, 9 26:17 29:13, 18 31:15, 18 33:21 34:5 36:1 37:20 40:15, 18 43:17 46:11, 19, 20 47:2, 6, 14, 15, 18 48:12, 15 49:1 50:2, 10, 18 51:15, 16 52:6, 9, 18, 19, 20 53:12, 19 54:2, 10, 16, 21 55:3, 11, 12 58:7 59:16, 17 61:13 62:17 64:12, 20 65:11, 20 66:6, 9 67:13 72:12, 21 73:3, 9 74:5, 10, 15 75:17, 18, 20 76:3 77:6, 7, 9,</p>	<p>17, 18, 21 78:3, 9, 11 79:13, 14, 16, 19 80:2 95:5 97:8, 18 101:9 104:4 107:14 108:16, 19 114:8, 16 115:1, 6 119:1, 6 120:8, 10 121:2, 15, 18 122:18 123:21 124:7, 13, 18 126:6, 7, 18 129:19 132:14, 17 133:14, 21 135:2, 11 136:8 138:3, 8, 17 139:7, 13 140:17, 18, 20 141:7, 19 142:5, 8, 12 143:20 147:17, 20 148:21 151:4, 12 152:16 153:9 154:3, 7 155:4, 13 157:2, 10, 15 159:4 161:10, 14 162:11, 19 163:1, 4, 9, 18 164:5, 14 166:4, 5, 7, 13, 18 167:2, 6, 11, 14, 17 168:1, 6 169:13, 14, 16 170:2, 11, 14, 19 171:3, 13, 17, 20 172:3, 6, 9, 18 173:1, 6, 9, 12, 15 174:6, 19 175:5, 8, 10, 20 177:7, 8, 10, 15 178:3, 9, 10 179:10, 20 180:3, 5, 9 181:10 182:18, 19, 21 183:5, 10 184:12, 13, 15, 19 186:2, 3, 5, 20 187:1, 4, 9,</p>	<p>11, 13 188:15, 16, 18 <b>lied</b> 19:6 <b>limit</b> 45:17 <b>limited</b> 145:2, 14 146:21 160:9 <b>limits</b> 16:8 131:15 <b>line</b> 35:19 41:7, 9 48:7 51:9 54:4 72:16 118:15 172:15 173:11 175:1 <b>list</b> 101:5, 15, 16 102:5 115:18 116:4 136:1 <b>listed</b> 116:10 <b>literacy</b> 95:10 110:16, 21 <b>literally</b> 36:19 <b>literature</b> 35:14 <b>little</b> 19:5 55:10 62:19 68:10 80:13, 19 82:1, 2 102:21 115:7 116:12 131:7 139:3 160:8 161:6 <b>live</b> 5:7 8:7 49:17 152:12 <b>lived</b> 39:17 <b>lives</b> 27:8 <b>living</b> 43:13 151:20 <b>Lloyd</b> 3:20 40:17, 21 <b>load</b> 45:16 <b>Local</b> 27:3 <b>locale</b> 159:7 <b>locales</b> 157:15 <b>located</b> 53:2 102:6 146:20 <b>Location</b> 146:14 148:4, 12 159:15 166:17, 20 167:10, 12</p>
---	---	--	---	---

<p><b>locations</b> 127:20 128:1, 6 146:18, 19 148:5 149:6 154:21 <b>Loch</b> 48:8 49:12, 13 50:7, 12 51:10, 19 52:4 53:15 54:5 56:10, 15 57:19 58:12, 13, 17 59:5 65:2, 5, 6, 8, 13, 16 66:1, 13, 18 67:7, 8 68:17, 19 69:3, 4, 10 70:3, 6, 21 71:21 72:17 147:2 <b>lock</b> 51:21 129:5 <b>logistic</b> 22:11 <b>long</b> 45:7 138:3 151:21 160:21 186:12 <b>long-range</b> 120:16 <b>look</b> 24:12 31:11 33:18 46:7 67:3, 4, 19 68:9 70:8 86:20 99:17 101:3 104:18 109:10 111:5, 6 124:7 135:5, 7, 19 154:19 155:17 156:19 167:7 180:13 <b>looked</b> 62:12, 14 70:17 81:20 125:8 <b>looking</b> 26:12, 13 32:14 53:20 64:7, 21 68:14 71:21 87:8, 14 104:5, 16 105:21 112:4 113:16 114:6 115:15 128:14 129:2 131:13 141:13 142:2, 3</p>	<p>148:10 151:11 166:19 173:7 <b>lose</b> 24:2 <b>loss</b> 20:2 <b>lost</b> 45:6 <b>lot</b> 37:4 45:14 72:8 81:15 108:18 117:21 126:17 135:21 141:1, 2, 8, 15 143:11 152:3 155:19 160:10 161:2 180:19 <b>lots</b> 118:16 157:14 <b>love</b> 156:3 157:20 <b>luck</b> 36:7 37:19  &lt; M &gt; <b>Madam</b> 11:16 34:5 139:12 179:9 <b>Maggie</b> 2:10 153:10 <b>Magnet</b> 147:2 <b>main</b> 129:8 177:13 <b>maintain</b> 41:17 123:14 <b>maintained</b> 41:15 <b>maintenance</b> 122:9, 11 <b>Makeda</b> 3:17 34:1 <b>making</b> 36:19 45:6 71:10 74:14 97:16 135:12 162:13 163:12 172:5 181:4 <b>malicious</b> 131:1 <b>manage</b> 44:16 131:17 180:17 <b>Management</b> 12:1 15:6 122:13, 16, 20 131:9</p>	<p><b>Manager</b> 11:21 15:4, 8, 10, 13 <b>mandated</b> 43:8 <b>manmade</b> 66:13 <b>manner</b> 82:12 <b>manners</b> 160:7 <b>Manson</b> 13:18 <b>MAP</b> 99:21 <b>marathon</b> 142:6 <b>Marietta</b> 3:9 18:6, 12 <b>market</b> 14:19 42:10 <b>marketing</b> 14:17 <b>Marsh</b> 66:1 <b>Mary</b> 84:13 <b>Maryland</b> 5:15 15:9, 10 22:7, 8 43:10 45:18 89:19 94:3 146:16 <b>Maryland's</b> 81:10 <b>masterful</b> 110:7 <b>matching</b> 94:6, 7 <b>Math</b> 22:4, 6 33:15 84:20 90:16 97:12, 20 99:15, 18, 21 101:6 <b>mathematic</b> 104:17 <b>mathematics</b> 22:5 41:1 110:14, 17 114:12 <b>matter</b> 5:21 9:6 190:5 <b>Matters</b> 3:6 6:3 9:9, 14, 18 10:1 16:20, 21 17:18 103:12 145:18, 19 146:9, 10 <b>maximize</b> 100:6 <b>maximum</b> 94:4 147:13 <b>MCAP</b> 100:2</p>	<p><b>McCall</b> 9:14, 15 119:14 <b>McComas</b> 84:14 109:11 <b>McGraw</b> 14:20 <b>McMillion</b> 2:8 6:14, 15 10:12, 13 12:14, 15 61:13, 14, 19 62:1, 4, 8, 10, 15 75:1, 2 76:11, 12 78:18, 19 140:1, 2 151:19 155:5, 6, 14 165:7, 8 168:16, 17 176:10, 11 181:21 182:1 183:16, 17 185:6, 7 187:5, 6, 19, 20 <b>mean</b> 30:9 31:12 103:7 113:11 118:6 155:12 <b>means</b> 31:2 43:6 60:6 89:4 158:15, 16 159:2 178:16 181:5 <b>meant</b> 30:10 50:12, 13 <b>measurable</b> 23:10 <b>measures</b> 158:21 <b>mechanic</b> 122:5 <b>Meditation</b> 3:4 <b>meet</b> 21:14 69:11 70:11 88:13, 19 <b>MEETING</b> 1:8 5:4, 6, 8, 11 7:18 8:6, 8, 10 9:12 16:3, 5, 7, 9 17:6, 10, 11 29:20 30:8 46:15 48:20 55:9 57:7 62:11 80:6, 18, 21 87:15</p>	<p>133:11 134:3, 4 138:4 139:17 142:6 143:7, 8, 10 144:9, 10, 12, 13, 15, 19, 21 145:2, 7 146:13 147:9, 12, 15 148:11 149:5, 8, 9, 10, 14, 16, 17, 19 150:1, 5, 13, 19 154:9 158:10 162:21 164:4 175:14 186:11, 14 189:1, 2, 4 <b>Meetings</b> 5:14 8:21 33:3, 4 103:18 146:15, 18 147:14 148:5 150:17, 18 152:10 153:14, 16 154:21 157:17, 18, 19 160:11, 18, 20 164:18 <b>mega</b> 70:19 <b>Megan</b> 84:18 <b>Melissa</b> 85:1 <b>Member</b> 2:13 4:10 33:3 34:8 35:18 144:13 145:4, 9 159:9 <b>MEMBERS</b> 2:1 9:17 11:17 15:19 18:11 20:8 23:4 24:4, 20 25:11 26:21 28:11 29:10 30:17 31:19 33:1 40:20 47:7 52:11 54:11 63:17 64:4 73:16 84:16 119:8 122:4 125:7 126:8 141:9 143:8 146:17 147:6 149:20 150:21 152:19,</p>
---	--	--	--	--

<p>20 154:14, 15 157:14, 20 <b>membership</b> 28:6 <b>Memos</b> 26:7 <b>mentioned</b> 27:9 30:8 37:13 59:20 129:20 <b>merging</b> 172:14 <b>Merril</b> 64:13 <b>message</b> 23:18 <b>messages</b> 133:16 <b>met</b> 8:20 83:2, 9 99:5 123:12 <b>microphone</b> 17:15 <b>microphones</b> 150:3 <b>MICROSOFT</b> 1:9 <b>middle</b> 22:6 32:14 38:21 50:8 72:5 94:10 104:20 120:2 121:4 147:2 159:21 <b>middle/high</b> 108:13 <b>mileage</b> 83:16 <b>Milford</b> 147:2 <b>Mill</b> 147:3 <b>million</b> 23:12 32:21 41:8, 14, 16 49:6 57:8 68:16 70:2, 6 81:17 82:5 83:1, 8, 11, 12, 18 91:12 101:13 123:9 128:19 129:21 <b>mimic</b> 130:10 <b>mind</b> 59:21 109:19 176:2 <b>mine</b> 143:18 <b>Minecraft</b> 130:10 <b>minus/plus</b> 30:17 <b>minute</b> 87:1</p>	<p><b>minutes</b> 16:13 31:9 33:7 145:14 162:20 163:11 170:9 186:9 <b>mischiev</b> 21:17 <b>missing</b> 85:6 <b>mission</b> 27:4 <b>misspeaking</b> 96:21 <b>misspoke</b> 50:13 <b>mixed</b> 25:15 36:4 <b>mm-hm</b> 112:13 126:4 <b>Moalie</b> 2:6 34:8 <b>mobile</b> 122:2 <b>model</b> 102:1, 2, 3 103:5, 7, 9 104:2 <b>modeling</b> 103:18 <b>modernization</b> 128:14, 15 <b>modified</b> 50:5 56:4 77:19 <b>modify</b> 134:20 135:2, 4 <b>moment</b> 7:21 8:4 84:8, 12 95:11 148:14 179:7 <b>Monday</b> 133:10 167:8 168:11 <b>money</b> 91:10, 17, 18 93:18 98:6 115:20 116:3 155:19 156:20 <b>monitor</b> 92:7 <b>monitored</b> 145:15 <b>monitoring</b> 150:12 <b>month</b> 80:19 186:9 <b>months</b> 24:16 <b>monumental</b> 133:6</p>	<p><b>morning</b> 46:18, 20 133:9 142:7 156:1 <b>motion</b> 5:13 9:21 11:13 12:2 13:12 47:16 48:13, 18 49:20 50:1, 14, 15, 17, 19 51:14 52:12, 17 53:10, 21 54:13, 14, 18 55:15 56:1 67:14 68:19 71:14 72:10, 13 73:1, 2, 4, 6, 7, 8, 10, 11, 12, 18, 19, 21 74:2, 3, 4, 6, 7, 8, 11, 17 75:20, 21 76:4, 6 77:9, 11, 12 78:4 79:16 138:9 139:8, 15 140:20 143:21 147:18 148:2, 4 153:11 154:5 161:11 162:8, 14 165:2 166:7, 10, 17 168:2, 8, 10 169:16, 21 170:3 172:15 173:12, 15, 17 177:10, 12, 13, 14, 17, 19 178:2 179:16 180:8 182:21 184:15, 16 186:5 <b>motions</b> 55:14 <b>mouth</b> 27:14 <b>move</b> 53:18 72:14 85:21 87:14 88:14 100:16 102:11 107:7 110:21 139:11 144:1 154:20 157:4 161:12 162:3, 4 164:17 172:15 178:4 183:1 184:16 186:13, 18 188:21</p>	<p><b>moved</b> 6:5 10:3 12:5 41:11 48:6 51:8 53:14, 20 54:2 72:15 77:15, 16 78:8 103:8 <b>movement</b> 42:4 <b>moving</b> 43:6 66:2 93:1 102:2 110:19 122:14 148:13 149:5 <b>MSDE</b> 94:3 125:9 <b>Mullen</b> 46:12 <b>multiple</b> 26:7 66:2 150:8 <b>multi-year</b> 87:13 88:11 <b>Myers</b> 85:11 <b>myView</b> 22:4  &lt; N &gt; <b>NAACP</b> 18:6, 13 19:1, 18 <b>naïve</b> 133:14 <b>name</b> 18:12 20:9 25:12 27:1 38:4 57:20 62:7 190:8 <b>names</b> 132:9 <b>narrowed</b> 136:6 <b>nation</b> 34:20 <b>national</b> 35:3 43:4 <b>nationwide</b> 19:8 <b>natural</b> 96:14 <b>nature</b> 25:19 <b>navigated</b> 26:8 <b>near</b> 153:18 <b>necessarily</b> 65:21 82:16 97:13 <b>necessary</b> 34:16 45:8 <b>need</b> 24:16, 18 25:3 26:8 30:11 32:10</p>	<p>36:21 37:2, 3 38:14 42:21 43:2, 4, 5, 10, 14 44:13 46:8 54:16, 17, 20 55:3 60:14, 21 64:16 72:11 73:10 76:5 86:15 93:19 95:14, 16 101:14, 17 107:10 115:9 118:17 123:7 128:7 132:12 137:5, 8 141:19 150:2, 14 156:18 173:16 180:15 187:1 <b>needed</b> 19:10, 11, 13 58:15 65:7 69:13 118:18 128:13 150:15 <b>needing</b> 163:14 <b>needs</b> 21:15 31:3 32:16 60:18 69:11, 12, 19 70:11 77:19 99:20 102:4 105:18 109:12 111:10 133:17 149:9, 10, 15, 17 174:4 <b>negotiate</b> 82:7 <b>negotiations</b> 6:3, 4 9:8, 9 23:17 82:16, 19 <b>neighborhood</b> 61:20 <b>neighboring</b> 43:1 <b>neighbors</b> 43:9 <b>network</b> 127:14, 16, 18, 21 128:20, 21 129:3, 5 130:21 <b>networking</b> 128:4 <b>networks</b> 130:21</p>
--	--	--	--	---

never 19:7  
 39:9 88:6  
 176:2  
**New** 3:6, 7 4:1  
 13:16 14:9  
 15:4 18:14  
 19:11 20:1  
 22:3 23:12  
 26:2, 14, 21  
 38:11, 12 41:14  
 57:5 58:20  
 60:11 65:3  
 68:19 92:21  
 94:10 106:19  
 110:6 115:2  
 120:2 121:4  
 122:10, 14  
 129:13 152:20  
 154:14 155:8  
**news** 27:13  
 134:9  
**night** 27:14  
 133:10  
**Nights** 100:21  
**Nine** 46:7  
**non-public**  
 94:15, 17  
**North** 146:15  
**Northeast** 30:9,  
 10 38:21 48:8  
 49:11, 19 51:10  
 53:2, 8, 16  
 56:16, 20 57:9  
 58:11, 16 59:5,  
 10, 14 60:19  
 61:15 65:12, 15  
 66:18 67:2, 21  
 68:4 70:11  
 72:17 94:10  
 120:2 121:4  
**Northwest** 54:5  
**no-shows**  
 172:19  
**notably** 42:17  
**note** 36:10  
 41:19 42:11  
 120:2  
**noted** 150:12  
**notice** 116:16  
 122:2 144:4, 7

**November**  
 186:9  
**nullifies** 73:8,  
 19 74:4  
**nullifying**  
 73:13 74:7  
**number** 16:8  
 29:5 30:5, 7  
 31:8 36:13  
 60:7 61:17, 21  
 67:11 89:5  
 99:9 105:9, 10  
 106:4 109:9, 13,  
 20 111:8  
 113:15 118:5  
 135:21 149:11,  
 13 155:19  
 170:9 172:16  
 173:3  
**numbers** 39:13  
 104:6 137:17  
**nurse** 44:14  
  
 < O >  
**OAA** 21:12, 20  
 22:20  
**Obenstine**  
 126:12 131:7,  
 11  
**observation**  
 180:11  
**observe** 17:12  
**obtain** 6:2 9:7  
**obtaining** 28:12  
**obviously** 99:18  
 133:2  
**occurred** 45:1  
**offer** 21:7  
 137:1, 10  
 166:11 181:2  
**offered** 23:16  
 115:15, 16  
 116:8, 10  
**Offerman** 2:9  
 7:3, 4 11:1, 2  
 13:3, 4 75:9, 10  
 76:19, 20 77:16  
 78:8 79:5, 6  
 140:9, 10  
 152:17, 18

165:17, 18  
 169:5, 6 176:20,  
 21 182:10, 11  
 184:4, 5 185:15,  
 16 188:7, 8  
**offers** 24:3  
 131:17  
**Office** 11:19,  
 20 12:1 13:17  
 14:2, 3, 4, 10  
 15:5 20:13  
 21:4 25:20  
 32:6 83:15  
 100:5 101:13  
 102:5 111:17  
 114:12 119:11  
 126:13 128:12  
 158:9  
**Officer** 84:15  
 126:10  
**officers** 150:15  
**offices** 84:20  
 101:17 111:1  
**official** 9:5  
 134:2, 7, 15  
**officially** 81:11,  
 14  
**officials** 5:20  
**offset** 82:20  
**offsite** 149:10,  
 14  
**oftentimes**  
 105:19  
**Oh** 34:3 53:13  
 91:6 94:13  
 107:15 108:15  
 113:2 148:13  
 168:2 173:8  
 175:21 186:16  
**okay** 8:19 34:4  
 47:2 49:1 52:9,  
 18 55:3, 4, 5  
 58:6 59:4  
 61:19 62:1  
 65:20 66:9, 11  
 68:10 76:3  
 77:10, 21 78:3  
 80:9 84:7  
 86:19 94:18  
 104:7, 9 107:13,

16, 17 108:1, 15  
 113:18 114:8  
 115:9, 10  
 116:11 118:20  
 119:1 121:15  
 126:3 132:14,  
 18 142:12, 16  
 143:4, 5, 20  
 147:20 148:13,  
 19 154:7 155:4,  
 6 157:10  
 160:13 161:10,  
 14 162:19  
 163:4 164:13  
 165:1 166:15,  
 18 167:2, 17  
 168:4, 7, 9  
 171:17 172:6  
 173:1, 10, 12  
 174:15 175:8  
 176:2, 5 177:15  
 179:6, 8, 15  
 180:5 181:14,  
 16 182:21  
 183:5 186:17  
 187:9 188:18,  
 21  
**onboard** 127:19  
**once** 103:20  
**ones** 23:7  
 133:8  
**one's** 148:12  
**one-time** 81:6  
 82:11  
**ongoing** 24:13  
 81:18 82:9, 12,  
 18 127:11  
 128:13  
**online** 5:7 8:7  
 33:6, 8 147:11  
 162:16 164:12  
 173:5  
**OPEB** 83:4  
**Open** 5:14  
 8:21 9:10 16:4  
 19:16 33:3, 9  
 51:17, 20 95:7,  
 9 96:2, 9, 10  
 97:4 143:15  
 144:21

**Operating** 4:5  
 39:20 79:21  
 80:4, 20 91:12  
 127:10 139:9,  
 16  
**operational**  
 27:21 121:21  
 127:1  
**Operations**  
 11:19 13:16  
 128:2 175:15  
**operator** 27:2  
 150:3  
**opportunities**  
 15:17 35:6  
 89:20 125:1, 6,  
 13, 18 157:14,  
 19 158:1  
 159:19  
**opportunity**  
 25:11, 16 34:13  
 40:20 63:11  
 71:19 94:20  
 102:8 109:5  
 119:9 153:19  
 156:3, 5, 21  
 158:2 171:9  
**optimal** 41:18  
**option** 32:12  
 33:5, 7 62:11,  
 13 70:21 72:2  
 145:13 152:5  
 162:6, 9 163:16  
 164:4, 10  
 169:21 170:10,  
 20 172:14, 16,  
 17, 21 173:1, 4,  
 13, 21 174:3, 10,  
 13, 14, 16 175:1,  
 2, 17, 19 176:1,  
 4 177:11, 20  
 178:1, 5, 18  
 179:17 181:12,  
 14  
**options** 63:19  
 64:1, 11 143:8,  
 13, 14, 16  
 163:15 166:14  
 169:17 180:12  
 181:1

<p><b>Order</b> 3:3 5:3, 10 7:17 8:9 17:7 40:13 69:2 74:1, 3 146:13 178:9 <b>organization</b> 83:7 <b>original</b> 55:14, 15 99:9 166:10 168:10 <b>originally</b> 114:3 <b>outdoor</b> 109:18 <b>outlined</b> 48:5 51:7 <b>outrun</b> 43:4, 5, 9 <b>outside</b> 159:9, 13 <b>overall</b> 100:8 108:8 148:1 <b>overcrowded</b> 44:13, 19 46:2 66:17 67:8 <b>overcrowding</b> 38:13 40:6 61:15 64:6 66:17 68:4 <b>overflow</b> 147:16 <b>Overlea</b> 147:4 <b>overtime</b> 149:20, 21 <b>overview</b> 80:12</p> <p>&lt; P &gt; <b>p.m</b> 16:6 145:1, 10 186:15 189:2 <b>package</b> 123:3 <b>Paffenbarger</b> 3:10 20:5, 7, 9 <b>page</b> 102:10 104:6 111:5 113:15 116:5, 6, 14 <b>pages</b> 101:7 118:14, 15 141:8 <b>paid</b> 82:10 117:15 118:3</p>	<p>149:20 <b>paint</b> 46:1 <b>pandemic</b> 19:8 27:20 32:19 45:2 175:13 181:9 <b>panels</b> 127:4, 6, 13 <b>paper</b> 109:11 <b>para</b> 87:15 88:15 <b>paraeducator</b> 38:7 <b>paraeducators</b> 25:19 87:16 <b>paragraph</b> 53:21 157:7, 8 162:5, 6, 7, 9 163:13 <b>paragraphs</b> 163:16 <b>parallel</b> 55:9 <b>parameters</b> 24:6 <b>paraprofessiona s</b> 88:2 <b>paras</b> 88:8, 12 <b>Pardon</b> 77:17 107:18 149:6 <b>parent</b> 36:20 38:5 43:21 100:21 <b>parents</b> 35:3 36:19 37:14 44:2, 3 125:15 130:8 <b>Parkville</b> 121:10 <b>part</b> 25:4 40:5 44:8, 11 56:1 58:2 61:7, 9 65:16 66:21 67:1 68:7 83:19, 20 94:3 96:11, 19 106:11 114:14 117:18 120:15 152:14 157:5 <b>partial</b> 82:9</p>	<p><b>participate</b> 20:20 <b>participating</b> 103:17 <b>Participation</b> 18:2 57:11 80:15 144:9 <b>particular</b> 22:3 52:1 53:7 86:11, 15, 16 99:19 110:1 129:5 141:14 <b>Particularly</b> 32:11 121:12 <b>partner</b> 19:3 26:16 68:7 <b>partners</b> 63:10 68:6 <b>partnership</b> 89:16 103:14, 19 <b>parts</b> 131:18 <b>pass</b> 75:21 166:8 <b>passed</b> 50:15 177:18 <b>passes</b> 77:9 79:16 140:20 177:10, 13 182:21 184:15 186:5 <b>passionate</b> 93:15 <b>path</b> 93:5 <b>pathway</b> 89:12 <b>pathways</b> 86:13 <b>pause</b> 7:14 120:6 122:16 <b>pay</b> 28:12, 20 29:8 42:19 83:3 100:11 115:21 118:2 <b>paying</b> 117:11 <b>payroll</b> 24:13 118:2 <b>Pedro</b> 124:11 126:10 <b>penalties</b> 17:9 <b>people</b> 31:1, 9, 20 33:11 35:5</p>	<p>37:15 49:15 65:21 84:9 102:4 103:4 129:14 132:9 136:15, 20 150:13 152:7, 9, 12 156:3, 4, 6, 10, 12, 16 157:1 160:10, 15, 16, 17, 18 170:7 <b>people's</b> 170:5 <b>percent</b> 23:16, 21 39:3, 9, 10, 21 44:6 81:19 107:21 117:5 137:15 <b>performance</b> 5:19 9:4 123:8 <b>performing</b> 93:6 <b>per-hour</b> 100:12 <b>period</b> 54:7 61:3, 6 123:9 137:17 145:16 <b>Permission</b> 170:13 <b>permitted</b> 5:14 16:15 <b>person</b> 5:6 8:6 16:4 44:21 144:12 145:20, 21 164:10 180:18 <b>personal</b> 17:5 146:11 <b>Personally</b> 30:13 159:20 <b>Personnel</b> 3:6 5:21 9:6, 13, 18 10:1 15:8 20:21 21:21 <b>Persons</b> 17:7, 9 144:14, 17 146:20 147:10 <b>perspective</b> 57:6 159:9 <b>Pete</b> 64:14 <b>Pharoan</b> 3:15 29:15, 16, 19 <b>phases</b> 41:4</p>	<p><b>phone</b> 33:7 145:13 173:5 174:14 175:2 176:4 180:16 181:15 <b>phonemic</b> 95:19 <b>phones</b> 181:7 <b>phonetic</b> 13:18 15:4 38:1 40:16 46:13 49:6 103:16 127:8 128:21 164:18 <b>phonics</b> 95:20 96:11 <b>pick</b> 160:11 <b>picture</b> 45:21 <b>piece</b> 63:11, 18 112:21 113:5 181:5 <b>pieces</b> 95:14, 15, 20 <b>pillar</b> 89:1 <b>pillars</b> 86:6, 9 <b>pilot</b> 32:20 93:9 <b>piloting</b> 93:8, 11 97:7 <b>pinched</b> 100:9 <b>place</b> 29:12 92:17 93:19 102:4 131:8, 14 171:12 175:15 178:21 <b>placeholder</b> 57:20 82:18 <b>placement</b> 91:1, 3 94:15 116:8 <b>placements</b> 94:17 <b>places</b> 101:14 <b>placing</b> 87:4 158:7, 8 <b>Plains</b> 38:19 <b>plan</b> 18:17 47:9, 13 83:3 85:19 88:11 103:20 106:2 120:16, 17</p>
--	---	--	---	--

**planning** 26:2  
58:4 59:11  
60:17, 18 61:2,  
5, 8 68:17 70:2  
120:3, 16  
150:12  
**plans** 18:18  
68:18  
**platform** 124:5  
**play** 180:14  
**Pleasant** 38:19  
**Please** 13:15  
17:14 22:16  
23:5 24:6, 21  
31:13 35:11  
41:7 46:9  
68:20 74:12  
80:7, 8, 21 81:7  
83:8, 18 86:1,  
17 90:17 91:6,  
19 113:16  
120:1 121:20  
122:1 124:2  
126:20 127:2  
132:18 136:17,  
19 141:9 176:5  
181:16 183:6,  
11 184:20  
**pleasure** 84:14  
**Pledge** 3:4  
7:20 8:3  
**plus** 22:21  
57:4 58:19  
65:7 128:7  
130:3  
**Point** 54:19  
61:10 64:17  
70:12 71:5  
74:1 82:21  
91:8 93:15, 16  
95:4 101:8  
114:11 129:10  
135:15 148:13  
161:11 178:9  
180:21  
**pointed** 54:13  
**points** 32:2  
150:8  
**Police** 154:10,

18  
**policies** 146:6  
**policy** 16:17  
22:9 30:14, 19  
178:11, 15  
179:12  
**population**  
35:3 39:3 92:5,  
8 107:21  
**portion** 16:2  
96:6 144:10  
**posed** 111:8  
**position** 38:18  
44:9 88:8, 15  
107:7 117:5  
**positions** 22:20  
32:4, 9 92:18  
94:10 99:14  
100:16 106:7,  
19 108:7  
116:21 120:3  
128:10 129:13  
**possibilities**  
71:9  
**possibility**  
51:17, 20 56:5  
69:4 91:5  
172:13  
**possible** 70:9  
116:8 153:4  
**possibly** 46:4  
57:17, 21  
154:19  
**post-doctorate**  
14:12  
**posted** 143:16  
146:3 163:15  
**postpone** 186:18  
**postponed**  
143:7  
**posture** 129:3  
**potential** 52:3  
71:8 132:6  
137:9  
**potentially**  
71:12 172:8  
**power** 28:9  
102:15 135:12  
**practice** 16:8  
74:13

**practices** 16:18  
146:6  
**praised** 101:21  
**PRC** 151:16  
**predicted** 32:20  
**predominantly**  
49:14  
**pre-K** 87:15, 16  
88:1, 8, 9, 10, 13,  
15  
**premise** 105:10  
**preparation**  
142:14  
**prepare** 22:14  
27:10  
**prepared** 19:9  
84:9  
**preparing** 22:17  
**pre-planning**  
58:2 61:11  
**preregistered**  
171:11  
**preschool** 87:8,  
13  
**prescribed**  
45:18  
**present** 39:6  
119:18 125:20  
149:2  
**presentation**  
80:5 129:12  
**presented** 8:19  
10:1 12:3  
70:14 71:1  
77:14 78:5  
154:12  
**presenting**  
21:10 41:4  
71:18 124:16  
**preserve** 110:9,  
18 111:11  
112:2  
**President** 25:13  
27:3, 4  
**previous** 41:13  
136:17 151:6  
154:12  
**previously**  
37:13 56:7

107:2 162:10  
**price** 43:15  
**primarily**  
98:21 105:12  
**primary** 99:2,  
18, 21 105:12,  
18  
**Prince** 23:20  
**principal** 44:16  
103:13 106:9  
121:12  
**principals**  
94:11 120:4  
121:3, 7  
**Prior** 14:1, 11  
15:7 16:5 33:6  
71:10 92:21  
144:21 145:5  
147:11 149:16  
159:10 162:20  
164:4  
**priorities** 111:4  
136:6, 7  
**prioritize**  
136:15 137:8  
**prioritizes** 24:8  
**prioritizing**  
112:1 136:2  
**priority** 33:18  
110:13 135:18  
153:7  
**privilege** 38:6  
**probably** 49:13  
54:9 104:5  
117:2 135:9  
137:19 141:3  
**problem** 30:6  
38:13 40:5, 12  
49:10 171:10  
**problematic**  
180:17 181:6  
**problems** 42:7  
67:1 150:11  
152:20  
**procedural** 54:9  
**Procedures** 4:8  
142:19 144:3, 6,  
11 145:7 147:6  
178:7 179:2

**proceedings**  
7:15 190:4  
**process** 16:11  
26:16 38:11  
57:3 58:1, 3  
66:8 82:17  
87:14 92:10  
93:1, 11 96:15  
112:1 134:12,  
13, 18 137:2, 10,  
15 187:7  
**processes** 17:2  
65:17  
**procurement**  
96:20 184:17  
**produced** 190:7  
**product** 93:9,  
12, 17, 18, 20  
**products** 93:10  
**Professional**  
43:11 90:4  
103:17 109:1  
112:9 116:21  
117:2  
**professionally**  
19:14  
**Professionals**  
25:14, 20  
**program** 37:11  
88:18 93:13  
109:16 110:1  
111:13, 19  
123:13 161:5  
**programming**  
100:20 107:11  
110:11  
**programs**  
16:18 20:21  
32:3 87:8, 13  
92:17 109:17  
111:2 119:17  
146:6 155:20  
**progress** 149:17  
**Project** 48:9  
51:11 53:16  
54:5 56:16  
72:17 127:11  
**projected** 39:9  
123:11

<p><b>projection</b> 39:13</p> <p><b>projections</b> 39:5, 6, 11 57:2</p> <p><b>promise</b> 160:6</p> <p><b>promised</b> 39:1</p> <p><b>promising</b> 96:3</p> <p><b>promotes</b> 17:8</p> <p><b>promotion</b> 5:18 9:2</p> <p><b>proper</b> 16:19 44:17</p> <p><b>properly</b> 74:3</p> <p><b>property</b> 48:2 51:3 57:16 62:20 71:6, 8, 15, 19</p> <p><b>proposal</b> 70:15 152:6</p> <p><b>Proposed</b> 4:4 20:12 79:21</p> <p><b>proposing</b> 83:14 85:18 167:8</p> <p><b>prospective</b> 44:3</p> <p><b>protect</b> 34:21</p> <p><b>protections</b> 131:13</p> <p><b>proud</b> 27:1</p> <p><b>provide</b> 23:11 35:12 37:2 65:9 86:5 89:6 90:15 91:2 94:6 96:16 109:8 114:13 118:19 119:9 122:3 128:13 141:17 146:5 151:7</p> <p><b>provided</b> 18:1 22:3 34:16 50:6 63:10 64:15 105:5 116:4 141:15 143:8 154:19 162:10 164:4 175:17</p> <p><b>provides</b> 15:18 123:5</p>	<p><b>providing</b> 58:19 89:2 91:12 110:10 161:4</p> <p><b>provision</b> 178:17</p> <p><b>Provisions</b> 5:16</p> <p><b>Psychology</b> 14:19</p> <p><b>PTA</b> 157:18</p> <p><b>PUBLIC</b> 1:8 3:8, 14 4:7 14:11, 21 15:7, 15, 16 16:2, 5, 17, 21 17:19, 20 18:3 19:5 21:3 25:18 27:2 29:14, 20, 21 30:2 31:7 32:1 33:2, 19 46:14 48:1 49:17 51:2 62:4 108:18 116:9 142:18 144:2, 5, 8, 10, 20 145:2, 8, 11, 13, 19 146:3, 10, 14 147:6, 10, 13 175:19</p> <p><b>pull</b> 118:12 156:13, 14</p> <p><b>pulled</b> 103:20</p> <p><b>pulling</b> 133:7</p> <p><b>pullout</b> 106:6</p> <p><b>Pumphrey</b> 2:11 6:12, 13 10:10, 11 12:7, 12, 13 48:14 54:13 58:7 59:18, 19 60:12 61:1, 12 74:20, 21 76:9, 10 78:16, 17 139:20, 21 157:2, 4 161:12, 16, 19 162:3, 15, 20 163:11, 17, 19 164:9 165:5, 6 168:14, 15 170:1 171:16 176:8, 9 181:19,</p>	<p>20 183:14, 15 185:4, 5 187:17, 18</p> <p><b>Pumphrey's</b> 163:2 165:1</p> <p><b>purchase</b> 93:19, 20 96:5 97:2</p> <p><b>pure</b> 117:9</p> <p><b>purpose</b> 60:4</p> <p><b>purposeful</b> 42:4</p> <p><b>purposes</b> 151:1 153:20</p> <p><b>pursuant</b> 8:21</p> <p><b>pursue</b> 125:5</p> <p><b>pursued</b> 124:20 125:2</p> <p><b>purview</b> 16:18 146:7</p> <p><b>push</b> 27:9</p> <p><b>push-in</b> 106:6</p> <p><b>put</b> 31:2 38:17 55:7 56:11 57:19 60:8 63:14 64:2 128:5 135:6, 17 141:1 154:13 161:7 174:16 181:5</p> <p><b>putting</b> 143:12 158:7 179:5</p> <p>&lt; Q &gt;</p> <p><b>qualified</b> 29:1</p> <p><b>quality</b> 102:12 114:11 156:7</p> <p><b>Quarry</b> 48:2 51:4, 21 52:3 53:2 63:12</p> <p><b>question</b> 32:8 53:1 55:6 56:13 57:13 58:10 59:19 60:12 61:1 70:5 85:13 95:6 101:10 102:10 104:4 106:12, 17 107:16 111:7 113:5 114:7 115:14 118:11</p>	<p>123:1 124:15 126:1 131:12 133:15 141:16 148:2 158:3 169:18 178:19</p> <p><b>questions</b> 47:10 48:21 84:10 95:3 97:8 101:4 102:9 115:11 119:10 120:7 122:17 124:6 129:10 132:6, 14, 21 133:3, 8 136:16 138:6 141:1, 8, 20 142:9, 11</p> <p><b>quick</b> 67:17 82:4 122:19</p> <p><b>quickly</b> 24:15 149:6 151:3</p> <p><b>quiet</b> 36:6</p> <p><b>quite</b> 43:15 109:9, 20 115:9 116:19 175:14</p> <p><b>quote</b> 35:17</p> <p><b>quoted</b> 111:6</p> <p>&lt; R &gt;</p> <p><b>race</b> 35:4</p> <p><b>raise</b> 27:10</p> <p><b>raises</b> 83:3 100:12</p> <p><b>raising</b> 22:16</p> <p><b>Randallstown</b> 19:19</p> <p><b>randomly</b> 16:10</p> <p><b>rang</b> 86:18, 19</p> <p><b>range</b> 100:20</p> <p><b>ransomware</b> 26:8</p> <p><b>Rapture</b> 164:18</p> <p><b>rate</b> 29:9 42:15</p> <p><b>rated</b> 93:2 97:3</p> <p><b>ratio</b> 41:20 108:2, 6, 8, 13</p> <p><b>Ratios</b> 41:17 45:19</p> <p><b>Raven</b> 48:8 49:12, 14 50:7, 12 51:10, 19</p>	<p>52:4 53:16 54:5 56:10, 15 57:20 58:12, 13, 17 59:5 65:2, 5, 6, 7, 9, 13, 16 66:1, 13, 18 67:7, 8 68:17, 19 69:3, 4, 10 70:3, 6, 21 71:21 72:17 147:2</p> <p><b>reach</b> 88:16</p> <p><b>reached</b> 39:10 42:18 144:15</p> <p><b>reaches</b> 147:15</p> <p><b>reaching</b> 97:20 159:3</p> <p><b>read</b> 31:21 76:4 78:1 150:6 163:6, 11 164:7, 8</p> <p><b>readiness</b> 85:5 86:13 111:18</p> <p><b>reading</b> 90:16 95:8, 13 96:1 97:11 99:1, 8 101:6 104:16 105:3, 7, 11, 20 106:14 107:3, 9 115:2 149:7 175:1</p> <p><b>ready</b> 25:4 36:20</p> <p><b>real</b> 23:9 49:13 82:4 122:19</p> <p><b>realistic</b> 136:5</p> <p><b>reality</b> 22:18 39:12 135:20 136:4</p> <p><b>realizes</b> 82:16</p> <p><b>really</b> 29:19 30:1, 3, 6, 9, 12, 13, 21 31:10, 13 62:21 86:11, 21 87:9, 18 89:1, 20 90:8 91:8 95:10, 11, 15 98:7, 12 101:21 102:11, 13</p>
---	---	---	---	---

<p>103:16 105:17          109:8 110:13          117:1 133:19          134:10, 18          137:8 141:3          152:2, 9, 12          181:4, 5  <b>real-world</b> 90:2  <b>reason</b> 36:10          61:9 98:21          108:8 121:12          130:17 152:14          159:15  <b>reasonable</b>          31:8 175:18  <b>reasoning</b>          49:13 163:20  <b>reasons</b> 9:1          37:8 160:10  <b>rebounded</b>          32:19  <b>recall</b> 123:8          151:14  <b>receive</b> 15:18          40:2 158:11  <b>received</b> 16:11,          14 28:20 55:19          60:9 133:9          145:5  <b>recite</b> 7:19  <b>recognition</b> 8:1          91:5  <b>recognize</b> 40:4,          11 95:14  <b>recollection</b>          105:9    <b>recommendation</b>          49:7 71:21          125:21 163:21  <b>recommendations</b> 154:12, 20  <b>recommended</b>          143:9  <b>reconsider</b> 20:1  <b>record</b> 109:14          136:16  <b>recorded</b> 160:21  <b>recording</b> 160:4</p>	<p><b>recordkeeping</b>          99:19  <b>recruiting</b> 23:8  <b>recruitment</b>          124:5  <b>red</b> 143:4  <b>redeployed</b>          103:21  <b>redistricting</b>          39:17, 18 66:7  <b>reduce</b> 83:14,          15 101:12          136:5  <b>reduced</b> 114:2          156:17  <b>reducing</b> 101:18  <b>reduction</b>          111:10 116:18  <b>reductions</b> 82:6          109:6 110:8          135:9, 12 137:9  <b>refer</b> 15:21          86:7, 8 90:18  <b>reference</b> 101:7          104:2  <b>referring</b> 90:9          104:1 157:7  <b>refine</b> 42:16  <b>reflect</b> 112:15  <b>reflecting</b> 41:10  <b>reflective</b> 35:2  <b>refrain</b> 146:8  <b>regarding</b> 21:8          32:3 56:15          119:10  <b>regardless</b>          59:13  <b>regions</b> 59:12  <b>register</b> 16:15          147:11 164:12  <b>registered</b> 16:3          145:12  <b>registers</b> 33:4  <b>Registration</b>          16:4 33:5, 6, 8          124:6 144:20          145:4 162:12,          16 163:14          171:12 173:5</p>	<p><b>registrations</b>          16:11, 14  <b>regular</b> 160:16  <b>regularly</b> 16:9          149:7  <b>regulate</b> 45:5  <b>Regulations</b>          22:9 93:3, 4          144:16  <b>reimbursable</b>          98:5  <b>reiterate</b> 21:7          132:5  <b>relate</b> 6:4 9:9          16:21  <b>related</b> 17:19          124:15  <b>released</b> 33:16  <b>relevant</b> 84:16  <b>relocatable</b> 60:8  <b>relocatables</b>          69:15, 18  <b>remaining</b>          114:2  <b>remains</b> 57:8          170:9  <b>remarks</b> 17:5,          11, 14 41:6          146:11  <b>remember</b>          28:15 62:6          70:16 88:6          166:14  <b>remind</b> 17:4          23:6 56:18  <b>reminder</b>          142:19 143:5  <b>removal</b> 5:19          9:3  <b>remove</b> 50:16  <b>removed</b> 50:7          52:8 56:1 69:2  <b>removes</b> 52:3          56:3  <b>removing</b> 51:18  <b>renovation</b>          39:18  <b>rent</b> 150:2  <b>rental</b> 150:4  <b>renting</b> 155:16</p>	<p><b>repeat</b> 113:7          179:7  <b>rephrased</b> 61:2  <b>replace</b> 58:12          69:10 95:7          144:1  <b>replaced</b> 175:3  <b>replacement</b>          70:3, 7 122:6          174:9  <b>replaces</b> 53:1  <b>replacing</b> 48:9          51:11 54:6          58:17 65:5          72:18  <b>report</b> 27:13          28:1 31:1          33:13 47:1          101:21 186:8  <b>reporter's</b> 27:14  <b>reports</b> 123:16,          19  <b>represent</b> 19:20          27:5  <b>representative</b>          14:2, 17 147:10          158:12 164:11          178:6 179:18  <b>representing</b>          119:13  <b>request</b> 18:21          44:3 47:4 48:5,          7 51:6, 9 52:2          53:15 54:3          55:16, 21 56:10          58:3 61:10          68:15, 18 69:9          70:2 72:16          77:13 78:5          89:17 104:12          124:2 134:7          139:3 164:3  <b>requested</b> 24:5          32:21 81:16          83:1 93:9          101:16 115:21          128:11  <b>requesting</b>          47:21 51:2          68:15, 18 81:17</p>	<p>92:17, 20 108:7          128:18 147:10  <b>requests</b> 19:21          81:21 91:20          92:1 94:7          119:11, 19, 21          122:14 126:21          128:15  <b>require</b> 33:9          89:14  <b>required</b> 34:17          49:5 109:6          120:12 147:11          149:13  <b>requirement</b>          87:15  <b>requirements</b>          147:14  <b>requires</b> 102:12  <b>Research</b> 11:20,          21 14:9, 10, 12          132:1  <b>researched</b>          96:10  <b>researcher</b>          14:14  <b>reserve</b> 48:20  <b>residency</b> 102:1          103:5, 7 104:1,          12  <b>resides</b> 21:6  <b>resignation</b>          5:19 9:3  <b>resignations</b>          9:19  <b>resolution</b> 17:2          47:21 48:6          49:3, 9 50:4, 7,          14 51:1, 7 55:7,          9 56:4 63:4, 8          67:5 68:8          71:11  <b>resolutions</b>          63:13  <b>resource</b> 20:14,          15, 17 22:20          83:15 90:17, 18,          19, 21 97:12, 21          101:13, 15, 16,          18 102:1, 3, 5</p>
--	--	--	---	--



<p>103:2, 9, 15, 20                  104:11 105:5                  106:14 109:7,                  10, 13, 20, 21                  110:2, 9 111:19                  112:5, 10, 15                  114:1, 2, 16                  116:15 125:3                  127:17 128:6  <b>Resources</b>                  15:12 81:4                  86:14 89:2                  92:13 93:14, 16                  98:16 119:14,                  17 124:2, 3                  160:3  <b>respect</b> 155:8  <b>respected</b> 63:3  <b>respectful</b> 68:12  <b>respond</b> 55:11                  59:15 94:12                  134:11  <b>response</b> 11:6                  61:18 104:11                  126:1 141:11,                  12, 18 151:8  <b>responses</b>                  101:3, 4 102:9  <b>responsibilities</b>                  27:18  <b>responsibility</b>                  161:8  <b>responsible</b>                  126:14 128:3  <b>responsive</b>                  106:10  <b>rest</b> 38:10                  82:10  <b>restate</b> 50:18                  72:13  <b>restriction</b>                  63:15  <b>rests</b> 45:15  <b>re-study</b> 66:19  <b>results</b> 85:20                  96:4 115:8                  119:21  <b>retain</b> 23:20  <b>retaining</b> 23:9</p>	<p><b>retirements</b>                  9:19 83:17  <b>return</b> 32:13                  37:12  <b>returning</b> 26:21  <b>revenue</b> 81:17,                  18 91:14 92:2  <b>Review</b> 4:6                  27:21 40:9                  48:1 51:3                  96:19 142:17  <b>reviewed</b> 148:9  <b>reviewing</b> 119:5  <b>revise</b> 139:2  <b>revised</b> 50:5  <b>revising</b> 33:2  <b>revisions</b> 137:16  <b>revisit</b> 154:17                  156:19 181:2  <b>reward</b> 158:3  <b>RFP</b> 38:19, 20                  184:16  <b>rich</b> 158:1  <b>rides</b> 160:17  <b>right</b> 42:10                  54:1 59:9 65:9,                  19 66:2 67:12                  69:14, 17 70:5                  71:20 85:1, 7                  96:13 98:4                  104:7 108:6                  110:3 113:8                  116:20 118:10                  121:1 123:20                  126:12 138:7,                  17 141:19, 20                  142:5 143:4                  166:14 171:17                  178:18 179:13                  183:8 188:20  <b>Rights</b> 43:11  <b>right-size</b> 65:17  <b>rigorous</b> 93:5,                  13  <b>rigorously</b>                  35:12  <b>rises</b> 110:16  <b>Risk</b> 12:1 15:6                  158:7  <b>risks</b> 158:2, 3</p>	<p><b>road</b> 49:7                  178:17  <b>roadblocks</b>                  130:9  <b>Roah</b> 2:13 7:21  <b>Robin</b> 2:3                  177:18  <b>rock</b> 29:11  <b>Rodney</b> 2:8  <b>Roger</b> 35:18  <b>role</b> 105:18                  129:14  <b>roll</b> 5:12 6:8                  8:11 10:7 12:8                  74:7, 16 76:5                  78:13 93:20                  139:14 154:4                  163:5 164:14                  165:1 166:9                  167:2, 18 168:9                  170:11 175:8                  176:5 181:16                  183:6, 10                  184:19 187:1,                  10  <b>room</b> 39:16                  42:2 144:15                  147:15, 16  <b>rough</b> 149:4  <b>roughly</b> 41:12                  151:8  <b>routines</b> 42:5  <b>routing</b> 14:3  <b>row</b> 30:20 31:5  <b>RP</b> 128:14  <b>Rule</b> 22:9  <b>run</b> 39:16                  42:10  <b>Russell</b> 2:7                    &lt; S &gt;  <b>saddened</b> 26:3  <b>safe</b> 154:1                  158:16 159:14  <b>safety</b> 33:17                  37:16 45:8                  144:16 147:6,                  14 151:18                  154:10, 16                  155:2, 9 156:9,</p>	<p>10 158:18, 21                  159:8 164:20  <b>sailing</b> 103:15  <b>salaries</b> 41:9,                  10, 11, 13                  113:11 116:15                  117:6, 9, 13, 14,                  19 118:3, 9  <b>salary</b> 42:17                  43:7 82:8                  83:16 112:4, 6                  113:5, 10 117:9,                  16 118:5  <b>sales</b> 14:17  <b>Salomon</b> 1:21  <b>Saroff</b> 3:18                  36:2, 3  <b>SAS</b> 128:21  <b>savings</b> 83:17                  123:11  <b>Savoy</b> 2:12 7:5,                  6 11:3, 4 13:5,                  6 34:7 75:11,                  12 76:21 77:1                  79:7, 8 107:15,                  17 108:1, 15                  140:11, 12                  165:19, 20                  169:7, 8 177:1,                  2 182:12, 13                  184:6, 7 185:17,                  18 188:9, 10  <b>Saxe</b> 190:3, 12  <b>saying</b> 36:10,                  11, 19 60:1                  62:19 64:4, 9                  65:12 67:2, 19,                  20 70:8 71:7                  73:11 80:10                  117:13 130:20                  163:20  <b>says</b> 114:4                  173:4 174:13  <b>scale</b> 42:19  <b>scales</b> 29:8  <b>scanning</b> 151:2  <b>scheduled</b> 16:9                  149:7  <b>scholars</b> 35:13</p>	<p><b>school</b> 14:4                  16:19 19:5                  21:13 22:6, 10                  23:10, 16, 19                  25:11 26:14                  27:1, 6, 16                  34:17, 20 36:9                  37:17 38:15, 21                  39:16 40:14                  44:9 46:2 48:2                  49:9, 15 50:8,                  13 51:4 53:9                  56:6 57:3, 5                  58:2, 5, 13, 17,                  18, 20 59:2                  60:10, 11 61:9                  63:6, 16 64:19                  65:3, 13 66:14,                  15 67:8, 21                  68:3, 21 69:10,                  11 70:3, 7, 11                  71:17 72:5, 6                  85:3 87:17                  88:8, 17 89:7,                  13 90:10, 17, 20                  92:14, 19 93:21                  94:10 100:14,                  20 103:3, 10, 11,                  13, 14, 21                  104:14, 15, 18,                  20, 21 105:19                  107:1, 4, 10                  108:12, 14                  117:11 120:2, 5                  121:9, 10, 14                  122:12, 14                  123:4 129:5, 8                  130:1, 10, 11                  146:7 147:1, 2,                  4, 5 153:21                  156:10, 14, 15                  159:21  <b>school-based</b>                  20:21 21:21                  89:7 97:12, 20                  107:2  <b>schoolchildren</b>                  35:1  <b>Schools</b> 14:11                  15:1, 7, 15</p>
--	---	---	--	--

<p>21:14 25:18                  27:2 32:13, 14                  36:14, 15 37:3,                  4, 13 39:19                  40:6 48:1                  49:17, 19 51:2                  57:1 59:8, 13                  64:7, 17 65:18                  66:2 70:19                  81:3 88:21                  89:6, 9 91:19                  92:15, 16 94:12                  97:14 98:11, 14                  99:1, 7, 8, 13, 16                  100:8, 10, 16                  101:5 105:4, 11                  106:20 111:3                  115:5 116:9                  119:13, 18                  120:1, 5 121:5,                  8, 13 122:11                  123:6, 7, 10                  129:1 130:3                  153:21 154:21                  155:10, 15, 17                  156:1, 10, 15                  157:18 158:8                  159:16, 19                  160:1, 3, 5                  161:7 164:16  <b>school's</b> 100:17  <b>Science</b> 14:16                  110:20  <b>Sciences</b> 14:18  <b>scientists</b> 22:13  <b>scope</b> 101:1  <b>scores</b> 21:17                  33:15  <b>Scott</b> 3:17                  34:1, 3  <b>scratching</b> 49:5,                  21  <b>screen</b> 86:2, 20                  97:10  <b>screeptime</b>                  130:15  <b>script</b> 77:10, 19  <b>search</b> 24:20                  40:8 183:2, 7</p>	<p>184:17  <b>seat</b> 69:11 84:5  <b>seats</b> 56:20                  57:4, 6 58:15,                  17, 18, 19 59:1,                  2 60:5 65:1, 2,                  3, 4, 7, 8, 10                  69:12, 13  <b>sec</b> 135:17  <b>second</b> 6:6, 7                  10:4, 5 12:6, 7                  28:5 29:6 41:6                  43:14 48:12, 14                  54:12, 15, 17, 18,                  20 55:2, 4, 16                  56:6 59:17                  78:9, 10 99:1, 7                  105:5, 11 107:3                  111:12 113:1                  139:12 147:17,                  19 161:18                  163:1, 3 167:3,                  4, 21 168:1, 3, 4,                  5, 6, 7, 8 170:1                  171:14, 15                  173:13 174:18,                  20, 21 179:8, 20,                  21 183:3, 4                  184:18 186:20,                  21 187:14                  188:19  <b>secondary</b> 32:9                  99:3 102:14                  104:19 114:20  <b>seconded</b>                  167:19 171:16                  184:21 187:12,                  14  <b>Secondly</b> 156:9  <b>seconds</b> 31:13                  174:12  <b>section</b> 46:15                  124:9 166:17,                  20 167:9, 10, 12                  178:6  <b>sector</b> 28:2  <b>secure</b> 150:7                  153:4  <b>securing</b> 150:20</p>	<p><b>security</b> 129:3,                  4 150:5, 14, 15,                  20 151:1, 2                  152:21 153:3, 5,                  6, 20 164:16, 17  <b>see</b> 17:15                  18:18 30:17                  35:21 36:7                  42:12 45:21                  64:13, 17 70:21                  71:9, 12, 20                  86:6 101:15                  111:3, 7, 9, 14,                  17 120:6 131:1                  151:3 153:3                  160:6 172:12  <b>seeing</b> 35:14                  69:9 96:3                  100:8  <b>seek</b> 110:18  <b>seeking</b> 38:11  <b>seen</b> 30:4 36:6                  134:14  <b>sees</b> 76:4  <b>segment</b> 19:20                  129:3 160:5  <b>segregation</b>                  49:16  <b>select</b> 145:10                  146:17  <b>selected</b> 16:10                  17:20 145:3, 8                  160:14 164:1  <b>selection</b> 16:11  <b>self</b> 31:10  <b>send</b> 49:15                  141:3, 20  <b>sending</b> 143:14  <b>Senior</b> 11:19                  13:16 15:12  <b>sense</b> 69:1                  96:14 138:9  <b>sent</b> 47:11                  55:18 67:19                  138:6 141:1                  163:10, 12                  167:8 168:10  <b>separate</b> 58:14                  82:17</p>	<p><b>separated</b>                  117:17  <b>September</b>                  39:12, 13, 14  <b>series</b> 111:3                  115:2, 7  <b>serious</b> 154:9                  155:2  <b>seriously</b> 156:19  <b>serve</b> 88:10                  106:5 162:17  <b>served</b> 8:1                  13:21 14:13, 16                  15:7, 10, 11  <b>service</b> 28:14                  34:10 38:8                  41:2 110:10                  111:11, 12                  122:10 131:2  <b>Services</b> 15:13                  36:21 85:2                  86:5 89:6, 8                  92:3 106:6                  111:15 117:18                  119:18 126:15                  130:4 131:3                  184:17  <b>serving</b> 84:14  <b>Session</b> 3:2                  4:1, 4 5:14                  7:15 8:21 9:10                  31:21 46:16                  47:1, 9 55:19                  79:20 80:16, 18                  138:9 139:8, 15  <b>set</b> 68:19                  133:12 155:15  <b>sets</b> 87:9  <b>Setting</b> 4:10                  180:20 186:16,                  19  <b>setup</b> 149:15  <b>seven</b> 114:17                  121:2, 3, 5, 6                  146:20  <b>severely</b> 40:1                  44:12 66:16  <b>severity</b> 46:2  <b>Sexton</b> 3:11</p>	<p>23:2, 3  <b>shame</b> 22:15  <b>share</b> 18:18                  57:11 58:5                  61:8 109:5                  125:10  <b>shared</b> 61:17,                  21 68:1 105:15                  136:20 151:10                  154:15  <b>sharing</b> 158:9  <b>Sharon</b> 3:18                  36:2  <b>Shay</b> 84:18                  95:11, 19 96:16,                  18 98:14, 17                  105:2, 8, 16                  106:17 108:5                  112:12, 14                  114:19 115:4  <b>shift</b> 99:10                  106:18  <b>shifting</b> 65:17                  114:15  <b>shifts</b> 87:3                  99:11  <b>shirt</b> 18:19  <b>short</b> 96:2  <b>shortage</b> 43:5  <b>shortages</b> 28:1  <b>shortened</b> 90:7  <b>shortening</b>                  109:3  <b>shoulders</b> 45:15  <b>show</b> 30:6, 18,                  20 31:5 32:15                  33:11 46:1                  83:9 106:18                  118:13, 17                  170:9  <b>showing</b> 30:12  <b>shows</b> 20:17                  155:20  <b>side</b> 64:6  <b>sign</b> 147:9                  171:8  <b>signed</b> 18:17  <b>significant</b>                  124:19 125:13</p>
---	--	---	--	---

<p>151:17, 18 152:9 <b>significantly</b> 32:6 <b>signing</b> 144:13 171:6 <b>sign-up</b> 164:2 <b>silence</b> 7:21 8:4 <b>silly</b> 104:4 <b>Simkins</b> 21:2 <b>simply</b> 39:16 42:6 45:14 52:3 64:9 <b>simultaneously</b> 150:9 <b>single</b> 159:21 <b>sir</b> 28:4, 17 <b>site</b> 48:2, 5 49:8 51:4, 7, 18, 19, 21 52:1, 3, 4 53:8 56:6 57:5 58:5, 20 61:10, 11 67:3 68:3, 9, 17 69:8 89:17 <b>site-based</b> 105:17 <b>sites</b> 131:16 <b>site's</b> 69:8 <b>sitting</b> 160:14 164:19 <b>situation</b> 46:5 155:12 <b>six</b> 77:8 150:16 <b>sixth</b> 120:6, 11, 14, 18, 20 158:17 <b>size</b> 66:3 71:16 <b>skill</b> 41:3 <b>skills</b> 93:7 95:13 <b>skip</b> 186:16 <b>slide</b> 80:7, 21 81:7 83:8, 18 84:11 85:15 86:1, 17 91:6, 7, 19, 20 94:18 120:1, 7, 11 121:20 122:1</p>	<p>124:1 126:20 127:1 132:17 <b>slides</b> 101:11 <b>slight</b> 56:3 <b>slightly</b> 181:3, 6 <b>small</b> 19:20 28:2 98:19 <b>smaller</b> 42:1 <b>Social</b> 14:18 44:20 45:6, 7 85:8 110:20 <b>software</b> 22:12 122:13, 16, 20 123:2 124:4 128:11, 20 129:13 130:4 <b>sole</b> 21:20 <b>solely</b> 138:1 <b>solve</b> 38:13 <b>somebody</b> 101:11 164:19 168:6 187:13 <b>somewhat</b> 36:8 <b>soon</b> 60:18 <b>Sorry</b> 18:9 36:7 53:13 56:8 57:13 91:6 107:15 113:2 167:11 170:1 172:21 173:6, 8, 18 174:11 180:6 186:17 187:11 188:19 <b>sort</b> 95:13 112:1 159:8 <b>soundboard</b> 150:3 <b>sounds</b> 62:21 70:5 <b>source</b> 21:20 125:9 <b>sources</b> 112:16 <b>Southeast</b> 60:19 186:10 <b>Southwest</b> 151:20 <b>space</b> 49:13 64:5 84:1 122:16 150:7</p>	<p><b>spaces</b> 70:17 161:2 170:8 <b>speak</b> 16:4, 7, 15 18:5, 17 25:12 34:11 40:21 51:14 67:16 144:21 145:21 148:7 152:8 153:11 159:6 170:6 171:2, 7, 9 174:12 175:9 <b>speaker</b> 16:12, 16 17:17 18:5 20:5 23:2 25:8 26:18 29:15 31:16 33:6 34:1 36:2 37:21 38:2 40:16, 17 43:18 46:12 113:6, 18, 21 115:20 116:7, 12 117:7, 20 118:10, 21 119:3 145:6, 8, 10, 11, 15 161:18 163:6 167:4, 9 170:16 172:19 173:3, 21 174:16 175:3 177:21 178:6, 17 <b>speakers</b> 16:9, 10 17:12 29:20, 21 31:11 33:6 144:17 145:2, 3, 12, 16, 17 146:5, 8 157:8 162:5, 8, 9, 12 163:13, 21 164:9 170:8 172:14, 16 175:3 179:18 <b>speaking</b> 30:2 31:7 41:1 44:1 145:18 173:19 <b>special</b> 36:21 37:12 40:21 85:11 94:13 106:1</p>	<p><b>Specialist</b> 11:20 14:10 99:1, 8 105:6, 12 107:3, 9 122:12 <b>specialists</b> 22:11 90:16 97:12, 20 101:6, 7 104:16, 17 105:4, 20 <b>specialized</b> 21:5 <b>specific</b> 6:1 9:6 16:20 17:17 57:20 59:21 60:1, 13 91:17 131:18 132:7 146:8 <b>specifically</b> 70:1 103:12 105:7 114:21 154:15 179:16 <b>specifies</b> 98:19 105:18 <b>spend</b> 87:11 103:9 <b>spending</b> 137:18 <b>spent</b> 103:15 155:19 <b>spirit</b> 87:21 98:11 <b>split</b> 105:14 <b>spoke</b> 28:18 159:1 <b>spoken</b> 156:4 <b>spokespersons</b> 18:15 <b>spots</b> 33:10 145:11 <b>spring</b> 33:15 35:8 127:5 <b>SRC</b> 65:6 <b>stacked</b> 32:6 <b>staff</b> 16:1 20:12 21:12, 14 23:12 24:9, 19 25:17, 21 44:2 45:12 46:3 83:21 84:5 90:20 94:11 104:15 109:3 116:21 117:3</p>	<p>118:8 120:4 121:7 122:4 125:3, 5, 7 129:16, 17 132:20 133:7 139:4 140:21 141:20 142:13 144:13 147:10 148:7 149:8, 11, 14, 19, 21 153:6 158:9 <b>staffing</b> 28:1 43:6 122:9 <b>staff's</b> 139:5 <b>stage</b> 90:3 <b>stake</b> 31:2 <b>stakeholder</b> 18:5 30:21 31:2 96:19 97:1 144:17 164:10 178:5, 7, 12, 21 179:1, 14, 17, 19 <b>stakeholders</b> 24:21 26:6 30:3, 11 37:15 152:1 158:6 179:11, 12 <b>stand</b> 13:16, 18 <b>standards</b> 40:1 <b>standards-</b> <b>aligned</b> 93:13 <b>stands</b> 8:19 25:4 <b>Starlab</b> 109:18 <b>start</b> 31:19 60:18 61:2, 5, 11 80:9 100:2 110:19 130:20 <b>started</b> 80:5 <b>starting</b> 43:7 58:2 61:5 81:14 144:7 <b>startup</b> 122:14 <b>state</b> 29:3 32:7 57:1, 3, 6, 10, 18 58:3, 5, 18, 21 59:3, 7, 12, 20 60:2, 14, 16 61:8 65:1</p>
--	---	---	--	--

<p>91:10, 14, 16            93:3, 4 94:3            125:12  <b>stated</b> 49:4            62:10  <b>statement</b> 22:16  <b>state-rated</b> 44:5  <b>stations</b> 42:5            155:15  <b>statistics</b> 41:4  <b>status</b> 32:20  <b>stay</b> 96:3  <b>step</b> 23:15            27:15 44:13            63:1, 2 80:4            82:14 120:18            133:19  <b>stepped</b> 42:18  <b>steps</b> 23:21            133:15  <b>stipends</b> 83:16            117:11  <b>stop</b> 24:17  <b>stories</b> 29:9  <b>straight</b> 73:6            117:14  <b>strain</b> 159:17  <b>strategic</b> 85:19            119:15  <b>strategies</b> 42:5            44:17 60:9            103:18  <b>strategy</b> 114:14            135:15  <b>Street</b> 146:15  <b>stress</b> 159:17            161:7  <b>stretch</b> 100:13  <b>strike</b> 52:7, 11            53:14 72:14            170:15 174:15            175:1 179:17  <b>striking</b> 49:21            53:17 56:4            166:17 178:5  <b>string</b> 131:2  <b>striving</b> 41:19            85:17  <b>strong</b> 24:18  <b>stronger</b> 35:20</p>	<p><b>structured</b>            117:21  <b>struggling</b>            44:12 45:2  <b>Student</b> 2:13            14:14 16:20            17:17 18:19            22:17 28:2            39:2 42:3            85:20 92:5            107:21 108:3            145:3, 9, 18            146:9 160:3  <b>students</b> 19:12            20:2 21:6, 9, 11,            15, 16, 18 22:11,            15, 18 23:8            24:18 25:2            26:1 27:11            32:11, 12 35:3            36:16, 17 37:6            38:6 39:2            41:20 42:6            44:5, 6, 10, 14,            18, 21 45:20            46:8 86:6, 14            87:9 89:2, 13,            18 91:2 93:5,            12 95:16 100:7            106:5 107:5, 19            108:2 109:9, 14,            15, 16, 17 110:1,            10, 12, 15            111:12 116:1, 2            119:18 122:4            155:10  <b>studied</b> 71:6  <b>studies</b> 39:7            110:20  <b>studios</b> 160:4  <b>study</b> 38:14, 17,            20, 21 39:1            40:13 44:4, 7            46:10 48:5            49:5, 6 51:7            52:2 53:9            55:18, 21 56:19            60:4, 20 65:14            67:21 71:9  <b>sub</b> 41:13</p>	<p><b>subject</b> 17:8            27:17 158:19            159:16  <b>submissions</b>            145:4  <b>submit</b> 17:20            57:18 145:21  <b>submitted</b>            101:5 133:3            146:2  <b>submitting</b>            144:19  <b>subscribed</b>            190:8  <b>subsequent</b>            127:9  <b>substitute</b> 41:9,            10 161:16            162:3, 4, 7  <b>substitution</b>            177:21  <b>substitutions</b>            16:16 170:16,            17 171:5  <b>succeed</b> 34:17  <b>success</b> 26:10            87:10 123:13  <b>successfully</b>            93:6  <b>Sudbrook</b> 147:1  <b>suggest</b> 31:7            159:2  <b>suggesting</b>            173:20  <b>suggestion</b> 30:5,            19 138:14  <b>suggestions</b>            19:17 143:10,            11, 12  <b>suitability</b> 48:1            51:3  <b>summary</b> 9:10,            11 118:17            173:7  <b>summer</b> 42:16            117:11  <b>Superintendency</b>            19:2</p>	<p><b>Superintendent</b>            9:16 16:1            18:12 19:4            20:3 23:15            24:21 25:10            26:20 27:15, 18            34:6 38:11, 13            40:9, 19 48:3            51:5 52:1            55:17 119:4, 7,            11 151:1 183:2,            7 184:17  <b>Superintendent's</b>            4:4 79:20            81:16  <b>Supervisor</b>            11:19 13:16  <b>supervisors</b>            156:6  <b>supplemental</b>            90:7, 9, 14            97:11 98:3, 18            99:5 100:18            109:17  <b>support</b> 19:2            20:18 22:1            25:14, 17 27:6,            9 28:3, 16            43:10, 11, 14            49:20 50:14, 15            53:5 60:10, 11            65:1, 2 89:4, 8            91:10, 13, 15            92:18 94:11            98:19 99:15            100:7 102:13,            16, 21 103:3            107:11 110:8            111:2, 13, 19            115:7 117:2            118:8 120:4            121:7 122:9, 12            124:3 126:14,            21 127:14, 16,            19 128:7, 8, 12,            13 148:2, 8            149:9, 10, 14, 17            157:12 158:14</p>	<p>161:20 170:10            171:5  <b>supported</b> 26:6            88:1 157:16  <b>supporting</b>            25:21 50:1, 14            87:12 100:1            103:16 153:7  <b>supportive</b>            110:21  <b>supposed</b> 31:1            130:16  <b>supreme</b> 19:3  <b>sure</b> 19:12            24:18 50:21            64:21 95:19            96:13, 18, 20            97:16 98:1            99:4 110:4            113:2, 7, 17            133:13 141:11,            16 142:8            162:13 173:20  <b>surgically</b> 111:9  <b>surpass</b> 39:9  <b>surprised</b> 43:15            132:21  <b>surrounding</b>            156:15  <b>surveying</b> 58:11  <b>sustain</b> 29:4, 6  <b>sustainability</b>            103:19  <b>sustainable</b> 24:8  <b>switches</b> 128:4  <b>sworn</b> 159:11  <b>symptoms</b> 147:8  <b>system</b> 16:19            21:14 22:10            23:10, 19 26:14            27:7 28:3, 4            32:11 36:9            37:17 85:3            92:19 122:3            123:17 124:6            146:7 157:1  <b>systemic</b> 40:5  <b>Systems</b> 19:5            43:5 87:17</p>
--	---	--	---	---

124:19 125:14 128:16 <b>system-wide</b> 26:9  < T > <b>TABCO</b> 23:2 25:4 <b>table</b> 84:5, 6, 9 126:17 135:6 <b>tables</b> 42:17 <b>tackle</b> 106:15 <b>take</b> 74:6 80:3 84:12 87:1 91:4 116:2 139:14 157:20 160:17 171:18 <b>Taken</b> 4:1 24:14 29:6 46:16 <b>takes</b> 110:7 141:15 151:21 <b>talent</b> 29:2 <b>Talented</b> 20:11 <b>talents</b> 22:10 42:16 <b>talk</b> 18:20 31:10 81:6, 9 86:16 87:1 88:20 90:6 95:17 99:20 104:18 131:7 136:14 141:17 143:1 150:5 163:13 <b>talked</b> 152:3 155:15 <b>talking</b> 42:9 52:10 70:1 83:2 105:3 106:12 110:6 131:6 132:3 135:17 138:11 155:16 156:11 158:5 163:9 176:1 <b>tantamount</b> 73:20 <b>Tantleff</b> 84:4 113:4	<b>targeted</b> 85:18 90:10 98:3 126:20 <b>tasked</b> 143:11 <b>taught</b> 42:1 <b>tax</b> 92:2 <b>taxpaying</b> 22:7 <b>TBD</b> 48:10 51:12 52:14 53:1, 4 56:11 57:15, 17 72:19 <b>teach</b> 19:9, 11 21:1 37:13, 15 109:9, 17 110:2 <b>teacher</b> 20:15 22:20 41:20 43:4 83:13 92:18 99:17 102:3, 19 103:9, 15, 20 104:11, 16 106:15 108:3 110:7 112:10 114:2 <b>Teachers</b> 19:10, 12 20:14, 17 21:8 22:12 43:3 44:2, 18 45:15, 16 46:3 83:15 90:17, 18, 19, 21 97:12, 21 99:20 101:13, 16, 18, 19 102:2, 5 103:16 108:1 109:8, 10, 11, 13, 14, 20, 21 110:2, 3, 6, 9 111:12, 19 112:5, 11, 16 113:10 114:1, 17 116:16 <b>teacher-to-</b> <b>student</b> 45:18 <b>teaching</b> 14:14 84:19 103:18 110:1 112:11 119:16 <b>team</b> 24:12 37:1 56:13 64:4 71:7, 11, 15, 17 72:3 84:16 85:12	98:16 103:18 104:19 124:16 125:2, 19 127:17 <b>TEAMS</b> 1:9 <b>teasing</b> 180:5 <b>tech</b> 128:7 147:4 <b>technical</b> 89:10 <b>technicians</b> 25:19 <b>technology</b> 81:4 122:7, 15 124:12 126:11, 13 147:1, 4 148:6 <b>techs</b> 128:3 <b>tell</b> 36:14 41:7 68:20 <b>telling</b> 104:5 <b>Ten</b> 31:13 <b>term</b> 160:1 <b>terms</b> 91:5 111:14 131:5 148:6 <b>terrific</b> 125:14 <b>test</b> 21:17 149:16 <b>testify</b> 160:11 <b>Thank</b> 7:13 8:5 11:11 13:11 20:3, 4 23:1 25:6, 7, 9, 18 26:9, 16, 17 28:11, 13 29:13 31:14, 15 33:1, 18, 21 34:4, 5, 9 35:19, 21 36:1 37:18, 20 38:8 40:14, 15, 20 41:2, 10 43:16, 17 46:11 47:2, 16, 19 49:2 50:2, 4, 9 51:16 52:4 55:13 58:6 61:12 62:15, 18 63:18, 21 64:9, 12 66:9, 12 67:12, 17 78:7 79:15,	17, 18 84:7, 12 88:7, 17 94:13, 18 97:9, 16 98:17 101:9 102:8 104:3, 8 105:1 107:13 108:15 109:4 112:18 114:15 115:10, 13 116:11 118:20, 21 119:1, 2, 8 120:7, 9 121:1 123:20 124:1, 10, 12, 13, 14 126:2 129:11, 18 132:13, 15, 16, 19, 20 137:6 140:19, 21 141:5, 18 142:12, 13, 14 143:13 148:1, 16 149:1 152:16 153:7, 9 154:3 157:1, 12 159:6 161:20 162:1, 2 167:11, 16 172:11 175:7 178:4 179:21 182:20 184:14 186:4, 5 188:17 189:2 <b>thanking</b> 31:20 <b>Thanks</b> 121:15 <b>THEREOF</b> 190:8 <b>Theresa</b> 37:21 <b>thing</b> 27:12 31:4 71:7 94:13 97:1 112:12 132:7 137:7 164:15 188:21 <b>things</b> 37:12 42:2 68:19 80:13 85:4 87:2 90:13 96:9 100:11, 21 101:1 117:13 129:2 131:12, 14, 19 135:18	153:5, 13 180:12, 13 <b>think</b> 13:15 30:13 31:8 54:8, 19 67:8, 10, 11 71:2 73:15 88:17 91:13 94:20 95:3 100:11 103:1 107:17, 18 109:11 111:6, 18 112:17 113:13 118:9 133:8 135:14 138:13 139:7 142:9 151:8, 9 152:1, 12, 13 153:5, 17 154:17 155:11 156:18 157:5, 13 158:14, 15, 16 159:15 160:7, 19 161:3, 6 170:4, 7, 9 171:9, 19 172:1 173:16 174:4 175:18 <b>thinking</b> 42:5 150:18 <b>third</b> 80:4 100:3 172:19 <b>Thirty</b> 162:20 <b>thorough</b> 151:8 <b>thought</b> 18:19 30:18 32:1 54:21 125:20 130:7 134:12 175:21 187:13 <b>thoughtful</b> 132:20 <b>thoughtfulness</b> 111:21 <b>thousand</b> 25:1 <b>threatening</b> 17:7 <b>threats</b> 152:21 <b>three</b> 16:13 30:20 31:3, 5, 9 41:5 52:14 98:4 103:9, 11
---	---	--	--	--

114:1, 2, 19, 20  
 122:13 127:3,  
 15 128:17  
 129:8 138:5, 17  
 141:4 145:14  
 146:16, 18  
 148:5  
**three-minute**  
 17:12 145:16  
**threshold** 107:4  
**time** 8:17  
 16:12 17:13, 15,  
 16 31:20 33:18  
 44:15 48:20  
 57:15 63:15  
 68:20 69:20  
 70:8 71:2 73:9  
 86:19 93:21  
 98:9, 13 99:13  
 102:20 103:4,  
 15 110:7 111:9  
 122:14 124:10  
 125:9, 10  
 134:16 137:18  
 138:3 139:4, 5  
 140:21 141:2,  
 10 142:13  
 143:1, 15 145:5,  
 15 148:7  
 150:13, 17  
 151:9, 10, 21  
 152:8 154:14  
 155:1 170:5  
**timeline** 88:16  
**timer** 145:15  
**times** 30:20  
 31:3, 5 152:21  
**timing** 57:21  
 69:2 138:15  
**Title** 85:5  
 100:5, 8, 13, 16,  
 17, 19 106:12,  
 20, 21 107:3, 8  
**today** 25:15  
 34:11 44:4  
 47:11 55:19  
 126:16 129:9  
 133:5 138:19  
 153:5

**today's** 158:20  
**Tolbert** 15:4, 14  
**toll** 28:2  
**tone** 17:14  
**tonight** 33:14,  
 18 35:17 36:11  
 37:9 40:21  
 67:20 80:3, 15,  
 17 81:2 133:1  
 189:2  
**Tonight's** 8:5,  
 15 16:5  
**tools** 19:13  
 34:16  
**top** 32:4  
**topic** 88:20  
 175:15 183:2, 7  
 187:6  
**total** 22:21  
 68:15 83:17  
 151:4  
**totally** 111:18  
 155:8  
**totals** 118:8  
**touch** 134:16  
**Towson** 66:16  
 67:6 146:16  
 151:21 153:19  
 161:5  
**Tracy** 86:18  
**traditional**  
 84:20  
**traffic** 131:2  
**trailers** 39:17,  
 19  
**train** 112:10  
**training** 21:8  
 87:21 88:18  
**trajectory** 87:10  
**Transcribed**  
 1:20 190:3  
**TRANSCRIBER'**  
**S** 190:1  
**transcript** 190:7  
**transformative**  
 86:4  
**transitional**  
 90:6 97:10

98:18 99:5  
 100:18  
**transparency**  
 38:16 118:5  
**transparent**  
 41:9  
**transport**  
 149:15, 18  
**Transportation**  
 11:20 13:17  
 14:2, 4, 5 15:9  
 81:3 119:13  
 122:1, 2, 6  
 125:16 159:7  
 160:10, 16  
 161:4  
**transporting**  
 155:17  
**Tree** 106:21  
**tremendous**  
 88:21 108:10  
**tried** 46:1  
 111:9  
**trouble** 45:5  
**troubleshoot**  
 132:8  
**troubleshooting**  
 132:10  
**true** 93:6  
 123:18 190:6  
**truly** 29:19  
 30:1 35:20  
 86:4 93:13  
 110:14  
**trust** 36:15  
**truth** 36:5  
**try** 80:16  
 86:20 88:8  
 100:5 104:13  
 118:17 141:9  
 181:1  
**trying** 70:18  
 104:16 108:10  
 111:10 113:9  
 123:19 131:3  
 180:12, 19  
**TSI** 90:8 97:9,  
 10 105:3  
**TSI-designated**  
 97:13

**Tuesday** 5:5  
 7:19 186:15  
 189:1  
**tuition** 94:14  
**tune** 21:16  
**turn** 124:10  
**turnaround**  
 57:15  
**turned** 17:16,  
 17  
**turnover** 83:17  
 99:18  
**tutoring** 92:12  
**TV** 5:8 8:8  
 149:8, 11, 13  
 150:2 153:14  
 155:15, 20  
 160:4  
**tweaked** 137:4  
**twice** 20:19  
**two** 14:8 32:7  
 43:21 55:14  
 56:2 60:20  
 66:20 89:14  
 90:12 95:14  
 96:14 97:7  
 105:20 109:8  
 117:5 120:3  
 128:10 149:8  
 150:15 153:3  
 163:16 180:13  
 181:3  
**two-and-a-half**  
 142:10  
**type** 63:16  
 64:16  
**typed** 76:1  
**typically** 99:2  
**typing** 54:12  
 < U >  
**Ultimately** 23:6  
 44:8 92:2  
**unable** 145:21  
**unanimous**  
 183:9 187:3  
**unclear** 178:15  
**underestimates**  
 39:12

**undermining**  
 40:1  
**understand**  
 35:10 41:8  
 42:13 60:12  
 63:1 64:21  
 70:14 71:16  
 91:14 92:7  
 95:10, 12 98:2,  
 8 101:14 109:7  
 112:3 113:10  
 141:16 175:6  
 180:15, 18  
**Understanding**  
 26:7 49:12  
 72:7 127:9  
 181:4  
**understands**  
 90:12 97:16  
**unexpected**  
 27:13  
**unfair** 161:6  
**Unfortunately**  
 158:20  
**UNIDENTIFIED**  
**D** 113:6, 18, 21  
 115:20 116:7,  
 12 117:7, 20  
 118:10, 21  
 119:3 161:18  
 163:6 167:4  
**unimpeded**  
 150:20  
**unique** 150:11  
**Unit** 14:20  
**units** 30:4  
**University**  
 14:13, 15  
**unpopular**  
 158:20  
**unrelated**  
 145:19 146:10  
**unruly** 28:1  
**unsuitable** 49:8  
**unused** 33:10  
**upcoming**  
 82:13 86:10  
**update** 137:16,  
 19 149:3

**upgrade** 128:3, 19  
**upgrades** 122:15 148:6  
**upgrading** 123:3 130:7  
**urgent** 40:7  
**usage** 96:2  
**use** 70:9 93:18 96:14 100:20 130:21 134:11 147:7 156:5  
**utilize** 17:2 83:16  
**utilized** 161:2  
**utilizing** 39:6 156:16

< V >  
**Valentine's** 143:1  
**valued** 23:19 26:16  
**variety** 85:18  
**various** 148:5  
**vehicles** 122:6  
**vendor** 41:14  
**verify** 162:16  
**Verizon** 5:9 8:9  
**versus** 65:12, 15 97:9 135:12 136:2, 7  
**Vice** 2:3 6:21 9:16 10:3, 19 11:16 12:21 18:11 20:9 23:4 25:10, 13 27:3 31:18 34:5 40:19 47:7 75:8 76:18 79:4 80:3 119:7 126:8 129:11, 18 140:6 165:14 169:2, 20 170:4 171:2, 4 176:17 182:7 184:1 185:12 186:21 188:4

**vice-principal** 44:16  
**viewing** 145:8 146:4  
**views** 15:18  
**violence** 17:8  
**virtual** 45:1 174:10 176:4 180:16 181:6, 15  
**virtually** 5:7 8:7 14:9 19:10 33:7 145:13 172:14 173:4 174:14 175:2, 14  
**vision** 22:16 27:8  
**visit** 157:16, 18 159:19  
**visiting** 159:20  
**Vivian** 190:3, 12  
**VLP** 109:16  
**vocabulary** 95:20  
**vocational** 49:9 50:6 56:3, 5  
**vote** 5:12 6:9 8:11 10:7 12:9 73:6, 10 74:5, 13, 16 76:5 78:13 139:14 154:4 161:11 163:5 164:15 165:1 166:9, 11 167:2, 18 168:9 170:12 171:20 175:6 176:5 177:13, 18 178:16 181:13, 16 183:6, 11 184:20 187:2, 10  
**voting** 5:11 8:10 73:17, 19, 20 164:6 176:3 177:20 181:12

< W >  
**wage** 43:13

**wages** 23:17 41:11 113:12 116:15  
**Wahlstrom** 3:21 43:18, 20, 21  
**wait** 38:12 59:17 188:18  
**waiting** 138:11  
**waitlist** 33:11 162:17 171:8 172:18 176:2  
**wake** 85:16, 21  
**walking** 27:19  
**walks** 42:6  
**want** 36:12, 15 49:15 56:18 64:14, 20 66:12 67:18 68:1, 12 73:16 80:10 88:20 90:11 91:8 96:9, 20 104:10 110:12 113:3, 4, 21 135:19 136:3, 8 137:1, 8 139:1, 2 141:11 143:3, 20 153:10, 11 154:8 155:2 157:3, 4, 5 160:2, 5 161:19 162:7 164:12, 15 175:21 180:10, 13  
**wanted** 50:18 55:10 57:11 62:4 63:20 104:21 129:3 130:17 155:7 181:2, 7 187:6  
**wants** 23:19 72:1  
**Washington** 153:14  
**Watchdog** 123:2  
**watching** 14:8 27:13  
**Watershed**

120:5, 10 121:4  
**wave** 98:12  
**way** 19:11 41:10 60:5 65:21 86:5 87:4 88:19 99:3 100:3 129:6 136:5 152:11 153:4 158:16  
**ways** 125:8  
**wear** 143:4  
**wearing** 18:18  
**web-based** 122:3  
**website** 18:1 22:19 133:3  
**week** 16:5 31:21 33:6 41:6 80:7, 14 144:21  
**weekly** 149:3  
**weeks** 103:10, 11 137:16 138:5, 18 141:4 181:3  
**weigh** 72:7  
**weighing** 134:14  
**Welcome** 14:10, 21 15:6, 15 29:16 121:17 164:13  
**welcomed** 44:10  
**well** 13:19 14:18 15:13 20:21 28:14 50:16 59:15 68:5 72:7 86:19 92:8 110:17 111:16 113:21 117:17 120:5 124:4, 5 126:5 128:15 130:19 131:16 133:19 143:2, 3 150:10 151:17, 19 160:13 168:2, 6 174:13 175:14, 19  
**wellbeing** 44:21

**well-rounded** 34:13  
**went** 98:10 101:1 116:18 153:13  
**we're** 32:5, 17 49:7 52:10 67:3, 13, 20 68:15, 18, 20 69:21 70:4, 6, 8, 10 71:7 75:21 80:15 81:1, 4, 6, 13 83:6, 14 90:6, 13, 18 93:18 95:12 96:3 101:18 104:1 107:6 108:7, 10 113:7 115:6 116:16 125:13, 16 127:15 128:8, 14, 18 131:2 133:12 135:11 136:16 142:20 143:2 152:14 153:20 154:20 155:16 156:11 157:8 158:15 160:12, 14 161:2 164:5 171:7 175:6 176:3 180:11, 19  
**Western** 147:1  
**we've** 37:7 54:17 56:14, 16 64:9 82:1, 2 83:9, 14 108:17, 21 133:4, 9, 16 135:6 137:3 155:15  
**whatsoever** 68:2  
**Whew** 41:16 79:16  
**Whisted** 85:1 88:3, 4  
**White** 66:1  
**Whoa** 189:3  
**wide** 100:20  
**Wi-Fi** 130:11

**Williams** 8:14,  
16 9:16 11:15,  
16 13:13, 14  
18:12 19:2, 4,  
12, 14 20:1, 8  
23:4 24:10  
25:10 26:4, 10,  
21 27:17 28:7  
31:18 34:6  
36:5 37:10  
38:7 40:19  
41:2 47:7 49:4  
52:1 55:17  
63:2, 9 64:13  
70:13 80:1, 5  
84:4 94:20  
104:10 110:5  
112:18 113:1, 3,  
15 114:6, 9  
119:7 124:17  
125:2, 7, 19  
126:3, 9 136:9,  
10 141:6 142:2  
148:3, 9, 16  
162:1 179:21  
180:2, 11  
**willing** 37:16  
178:20  
**windows** 159:14  
**wise** 69:2  
**wish** 24:10  
26:10 28:14  
36:7 37:19  
38:9 170:2  
**wishes** 164:11  
**wishing** 16:7  
**WITNESS**  
190:8  
**wonder** 42:12  
**wonderful**  
35:21 44:10  
45:12 71:19  
**wondering**  
57:21 124:20  
125:1, 17  
**word** 30:9  
56:2, 3 67:16  
**wording** 56:9  
**words** 22:19  
27:14 48:8

51:10 52:11, 13,  
14 53:15, 17  
54:5 69:3  
72:14, 16  
**Work** 4:4  
19:13 23:5  
24:11, 16, 17  
25:5, 6 27:7  
31:1 47:9  
60:17, 18 64:2  
71:12 72:4, 8  
79:20 80:15, 18  
88:18 96:11  
100:4 105:20,  
21 119:15  
138:9, 10 139:8,  
15 141:15  
143:14  
**worked** 98:15  
99:15 175:14  
**workers** 27:5, 9  
122:10  
**workforce** 29:1,  
4 89:17, 21  
90:5  
**working** 24:12  
38:6 87:19  
88:7 89:16, 21  
92:10 103:11,  
19  
**workplace**  
28:10  
**works** 99:2, 3  
114:12  
**world** 153:5  
158:20  
**worse** 40:3  
**worth** 123:9  
158:3  
**worthwhile**  
170:7  
**wrap** 31:13  
**wraparound**  
89:6  
**write** 22:1  
42:6, 16  
**writing** 21:10  
96:1 146:1

**written** 50:17  
76:1 101:3  
102:9 146:2  
**wrong** 41:7, 8  
  
< X >  
**Xfinity** 5:8 8:8  
  
< Y >  
**Yarbrough**  
119:4, 6 120:15,  
21 121:6, 17, 20  
124:1, 9  
**Yeah** 30:21  
50:12, 20 54:8  
62:6, 9, 16  
69:21 73:15  
108:4 109:4  
112:13 113:6  
120:9 126:20  
132:4 170:21  
173:6, 11  
**year** 27:16  
38:15 39:14  
40:14 42:20  
51:8 81:12, 14,  
19 82:9, 11, 13  
88:9, 17 93:21  
94:14 100:4, 7,  
15 127:7, 8  
136:13, 14, 17,  
19 146:17  
148:5 152:4  
153:17 158:18  
159:10  
**years** 14:1  
27:3 29:9  
32:19 36:13  
39:4, 10, 11  
41:5, 13 49:18  
81:9, 20 82:1, 2  
85:17 86:1  
87:11 98:4  
103:8 111:8  
120:17 123:10  
134:20 155:20  
**year's** 137:10  
**yesterday** 16:6  
**yesterday's**

18:20  
**young** 90:1  
**YouTube** 130:9  
  
< Z >  
**Zamira** 21:2  
**Zarchin** 119:12  
148:10 149:1  
154:6, 8 158:21  
162:2