

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

November 9, 2022

Transcribed by:  
CRC Salomon

|   |  |
|---|--|
| <p style="text-align: right;">Page 2</p> <p>1 <b>BOARD MEMBERS:</b><br/>                 2 <b>Julie C. Henn, Board Chair</b><br/>                 3 <b>Rodney R. McMillion, Vice Chair</b><br/>                 4 <b>Kathleen Causey</b><br/>                 5 <b>Moalie S. Jose</b><br/>                 6 <b>Erin R. Hager</b><br/>                 7 <b>Russell T. Kuehn</b><br/>                 8 <b>Tracy C. Gover</b><br/>                 9 <b>John H. Offerman, Jr.</b><br/>                 10 <b>Lily P. Rowe</b><br/>                 11 <b>Makeda Scott</b><br/>                 12 <b>Felecia Stolusky</b><br/>                 13 <b>Roah Hassan</b></p>  | <p style="text-align: right;">Page 4</p> <p>1 Chair's Report . . . . . 52<br/>                 2 Student Board Member's Report . . . . . 55<br/>                 3 New Business - Action Taken in Closed Session . . . 59<br/>                 4 New Business - Contract Awards . . . . . 61<br/>                 5 Consideration of 2022/23 Virtual Day Plan . . . . . 91<br/>                 6 Unfinished Business - Board Policies . . . . . 98<br/>                 7 Consideration of 2022/23 School Calendar . . . . . 100<br/>                 8 Board Member Comments and Agenda-Setting<br/>                 9 Announcements . . . . . 168<br/>                 10 Adjournment. . . . . 173</p>  |
| <p style="text-align: right;">Page 3</p> <p style="text-align: center;">1 <b>INDEX</b></p> <p>2 Call to Order . . . . . 5<br/>                 3 Pledge of Allegiance/Silent Meditation . . . . . 5<br/>                 4 Consideration of Agenda . . . . . 6<br/>                 5 New Business, Personnel Matters . . . . . 7<br/>                 6 New Business, Administrative Appointments . . . . . 9<br/>                 7 Public Comment . . . . . 12<br/>                 8 Billy Burke, CASE . . . . . 15<br/>                 9 Cindy Sexton, TABCO . . . . . 17<br/>                 10 Lisa Dingle, BCABSE . . . . . 19<br/>                 11 Samantha Warfel, BCSC . . . . . 22<br/>                 12 General Public Comment . . . . . 24<br/>                 13 Latonya Lynn Lawings . . . . . 24<br/>                 14 Danyell Smith . . . . . 26<br/>                 15 Erica Mah . . . . . 29<br/>                 16 Heather Sferlazza . . . . . 32<br/>                 17 Dr. Bash Pharoan . . . . . 35<br/>                 18 Darren Badillo . . . . . 37<br/>                 19 Lloyd Allen . . . . . 40<br/>                 20 Sharon Saroff . . . . . 43<br/>                 21 Superintendent's Report . . . . . 45</p> | <p style="text-align: right;">Page 5</p> <p style="text-align: center;">1 <b>PROCEEDINGS</b></p> <p>2 <b>CHAIRWOMAN HENN:</b> Good evening. This is<br/>                 3 Chairwoman Julie Henn. I now call to order the<br/>                 4 meeting of the Board of Education of Baltimore County<br/>                 5 for Wednesday, November 9, 2022. I invite the scouts<br/>                 6 and leaders of Scout Troop 828 Lutherville to lead us<br/>                 7 in the Pledge of Allegiance to the Flag. We will then<br/>                 8 have a moment of silence in recognition of those who<br/>                 9 have served education in Baltimore County.<br/>                 10 (Pledge of Allegiance.)<br/>                 11 (Moment of silence.)<br/>                 12 <b>CHAIRWOMAN HENN:</b> Thank you to Scout Troop<br/>                 13 828 who are here tonight to fulfill a requirement for<br/>                 14 their Communication Merit Badge. Well done. Let's<br/>                 15 give them another round of applause.<br/>                 16 Tonight's Board of Education meeting is<br/>                 17 being held in person and virtually and broadcast<br/>                 18 online through Microsoft Teams and through BCPS TV,<br/>                 19 Comcast Xfinity Channel 73, Verizon FiOS Channel 34.<br/>                 20 In order to efficiently conduct this meeting, all<br/>                 21 voting items this evening will be done by rollcall</p> |

|   |  |
|---|--|
| <p style="text-align: right;">Page 6</p> <p>1 vote. The first item on the agenda is consideration<br/>                 2 of the agenda. Dr. Williams, are there any additions<br/>                 3 or changes to tonight's agenda?<br/>                 4 DR. WILLIAMS: I am not aware of any<br/>                 5 changes or additions to tonight's agenda.<br/>                 6 CHAIRWOMAN HENN: Thank you. Hearing none,<br/>                 7 the agenda stands as presented. Earlier this evening<br/>                 8 the Board met in closed session pursuant to the Open<br/>                 9 Meetings Act for the following reasons. To one,<br/>                 10 discuss the appointment, employment, assignment,<br/>                 11 promotion, discipline, demotion, compensation,<br/>                 12 removal, resignation or performance evaluation of<br/>                 13 appointees, employees or officials over whom it has<br/>                 14 jurisdiction or any other personnel matter that<br/>                 15 affects one or more specific individuals. Seven,<br/>                 16 consult with counsel to obtain legal advice and eight,<br/>                 17 consult with staff, consultants or other individuals<br/>                 18 about pending or potential litigation. The summary of<br/>                 19 the closed session and open session information<br/>                 20 summary can be found on Board Docs with this Board<br/>                 21 Meeting Agenda date.</p> | <p style="text-align: right;">Page 8</p> <p>1 MS. GOVER: Ms. Stolusky?<br/>                 2 MS. STOLUSKY: Yes.<br/>                 3 MS. GOVER: Ms. Jose?<br/>                 4 MS. JOSE: Yes.<br/>                 5 MS. GOVER: Mr. McMillion?<br/>                 6 MR. MCMILLION: Yes.<br/>                 7 MS. GOVER: Ms. Hassan?<br/>                 8 MS. HASSAN: Yes.<br/>                 9 MS. GOVER: Mr. Offerman?<br/>                 10 MR. OFFERMAN: Yes.<br/>                 11 MS. GOVER: Ms. Scott?<br/>                 12 MS. SCOTT: Yes.<br/>                 13 MS. GOVER: Dr. Hager?<br/>                 14 DR. HAGER: Yes.<br/>                 15 MS. GOVER: Mr. Kuehn?<br/>                 16 MR. KUEHN: Yes.<br/>                 17 MS. GOVER: Ms. Henn?<br/>                 18 CHAIRWOMAN HENN: Yes.<br/>                 19 CHAIRWOMAN HENN: The motion carries.<br/>                 20 Thank you.<br/>                 21 MS. GOVER: Thank you.</p>   |
| <p style="text-align: right;">Page 7</p> <p>1 The next item on the agenda is personnel<br/>                 2 matters, and for that I call on Ms. Anderson.<br/>                 3 MS. ANDERSON: Good evening. Good evening,<br/>                 4 Chairwoman Henn, Vice Chairman McMillion and<br/>                 5 Superintendent Williams and member of the Board. I<br/>                 6 would like the Board's consent for the following<br/>                 7 personnel matters: retirements, resignations, leaves,<br/>                 8 decess recognition of service and certificated<br/>                 9 appointments.<br/>                 10 CHAIRWOMAN HENN: Do I have a motion to<br/>                 11 approve the personnel matters as presented in Exhibits<br/>                 12 D1 through D5?<br/>                 13 MS. STOLUSKY: So moved, Stolusky.<br/>                 14 CHAIRWOMAN HENN: Do I have a second.<br/>                 15 MS. HASSAN: Second, Hassan.<br/>                 16 CHAIRWOMAN HENN: Any discussion? May I<br/>                 17 have a roll call vote?<br/>                 18 MS. GOVER: Ms. Rowe?<br/>                 19 MS. ROWE: Yes.<br/>                 20 MS. GOVER: Ms. Causey?<br/>                 21 MS. CAUSEY: Abstain.</p>  | <p style="text-align: right;">Page 9</p> <p>1 CHAIRWOMAN HENN: The next item on the<br/>                 2 agenda is administrative appointments, and for that I<br/>                 3 call on Dr. Williams.<br/>                 4 DR. WILLIAMS: Good evening, Madam Chair<br/>                 5 and Vice Chair McMillion and members of the Board. I<br/>                 6 am bringing forth the following administrative<br/>                 7 appointments for your approval. The first position,<br/>                 8 Research Specialist in the Office of Research. The<br/>                 9 second position, Coordinator, Student Support, Office<br/>                 10 of the Chief of Staff and the last position,<br/>                 11 Supervisor, Office of Peer Assistance and Review.<br/>                 12 CHAIRWOMAN HENN: Thank you, Dr. Williams.<br/>                 13 Do I have a motion to approve the administrative<br/>                 14 appointments as presented in Exhibit E1?<br/>                 15 MS. HASSAN: So moved, Hassan.<br/>                 16 CHAIRWOMAN HENN: Do I have a second?<br/>                 17 MS. STOLUSKY: Second, Stolusky.<br/>                 18 CHAIRWOMAN HENN: Any discussion? May I<br/>                 19 have a roll call vote?<br/>                 20 MS. GOVER: Ms. Rowe?<br/>                 21 MS. ROWE: Yes.</p> |

Page 10

1 MS. GOVER: Ms. Causey?  
 2 MS. CAUSEY: Yes.  
 3 MS. GOVER: Ms. Stolusky?  
 4 MS. STOLUSKY: Yes.  
 5 MS. GOVER: Ms. Jose?  
 6 MS. JOSE: Yes.  
 7 MS. GOVER: Mr. McMillion?  
 8 MR. MCMILLION: Yes.  
 9 MS. GOVER: Ms. Hassan?  
 10 MS. HASSAN: Yes.  
 11 MS. GOVER: Mr. Offerman?  
 12 MR. OFFERMAN: Yes.  
 13 MS. GOVER: Ms. Scott?  
 14 MS. SCOTT: Yes.  
 15 MS. GOVER: Dr. Hager?  
 16 DR. HAGER: Yes.  
 17 MS. GOVER: Mr. Kuehn?  
 18 MR. KUEHN: Yes.  
 19 MS. GOVER: Ms. Henn?  
 20 CHAIRWOMAN HENN: Yes.  
 21 MS. GOVER: Thank you.

Page 11

1 CHAIRWOMAN HENN: Thank you, the motion  
 2 carries. Dr. Williams?  
 3 DR. WILLIAMS: Sure, thank you. Our first  
 4 candidate is M. Maurice Owens, who is attending  
 5 tonight. Please stand. As the new Coordinator in the  
 6 Office of Chief of Staff, welcome to Baltimore County  
 7 Public Schools. He brings over 15 years of experience  
 8 as an administrator and seven years as a classroom  
 9 teacher. In his previous position he was the Vice  
 10 Principal at Barnegat Township School District.  
 11 Congratulations.  
 12 (APPLAUSE)  
 13 DR. WILLIAMS: Next we have Andre R.  
 14 Paraguay (phonetic) as the Supervisor of Peer  
 15 Assistance and Review in the Office Peer Assistance  
 16 and Review. He is attending tonight with his wife,  
 17 Danielle Paraguay (phonetic). Please stand. He  
 18 brings to us 15 years of experience at Baltimore  
 19 County Public Schools. In his previous position he  
 20 was a consultant teacher in the Office of Peer  
 21 Assistance and Review. Prior to that he served as a

Page 12

1 science teacher at Loch Raven Technical Academy and a  
 2 science teacher at Parkville Middle School.  
 3 Congratulations, Andre R. Paraguay (phonetic).  
 4 (APPLAUSE)  
 5 DR. WILLIAMS: The last candidate who is  
 6 watching virtually tonight is Gregory Bushman  
 7 (phonetic) as the Research Specialist in the Office of  
 8 Research. He had served in Baltimore County for a  
 9 period of time so we want to say welcome back to  
 10 Baltimore County Public Schools. He served in several  
 11 positions at the University of Michigan, including  
 12 Field Coordinator of the School of Public Health; Data  
 13 Analyst Prevention Research Center; School Policy and  
 14 Evaluation; internship with the Child and Adolescent  
 15 Data Lab; and Research Assistant in the Department of  
 16 Molecular Biology and Biochemistry. So, welcome  
 17 aboard Mr. Gregory Bushman (phonetic).  
 18 (APPLAUSE)  
 19 DR. WILLIAMS: That concludes my report.  
 20 CHAIRWOMAN HENN: Thank you, Dr. Williams.  
 21 The next item on the agenda is public comment. This

Page 13

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

Page 14

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

Page 15

1 Public. I now call on our Advisory and Stakeholder's  
 2 group leaders to speak. Our first speaker is Billy  
 3 Burke with CASE. Good evening.  
 4 MR. BURKE: Good evening. Chairwoman, Mrs.  
 5 Henn, Vice Chair, Mr. McMillion, Superintendent, Dr.  
 6 Williams and members of the Board. Thank you for the  
 7 opportunity to speak with you on behalf of the members  
 8 of CASE. I would like to begin by congratulating the  
 9 newly elected Board members. I look forward to  
 10 working with you. To the appointed members of the  
 11 Board, thank you for your service and diligence as the  
 12 new Governor appoints new members. And, to those  
 13 members who are finishing your tenure in the next two  
 14 meetings, thank you for your serve and leadership. I  
 15 hope your next chapter is filled with love and  
 16 everything that brings you peace. I would like to  
 17 make a few comments about the proposed calendar and  
 18 its effect on CASE members and Staff professional  
 19 development. The Board decision to acknowledge  
 20 holidays outside holidays identified in COMAR is noble  
 21 but it has consequences. Making holidays professional

Page 16

1 development days for teachers lessens the impact of  
 2 professional development. The teachers taking the  
 3 holiday must find a way to access the information at  
 4 another non-teaching time. That is almost impossible  
 5 in the limited time available. It is compounded by  
 6 the BCPS decision to reduce the number of faculty  
 7 meeting each month by half. Administrators and  
 8 teachers must still collect and analyze data and  
 9 provide the professional development as identified in  
 10 the school progress plans, but in half the time. It  
 11 weakens the opportunity to learn and improve. As a  
 12 member for the Calendar Committee, the addition of the  
 13 non-COMAR holidays will almost always necessitate a  
 14 pre-Labor Day start. There literally are not enough  
 15 days to make it work by starting after Labor Day. I  
 16 know you received information from a teacher  
 17 suggesting that is not true. I ask you to carefully  
 18 analyze what he submitted. There are many things  
 19 missing from the calendar that is proposed tonight.  
 20 The one item of confusion that remains in the calendar  
 21 is the decision to close schools for teachers and

Page 17

1 students on the MSEA convention day. We are familiar  
 2 with past language for days when school are closed to  
 3 students, when schools are closed and when schools and  
 4 offices are closed. What are the Board's expectations  
 5 when schools are closed for teachers and students  
 6 only. I suspect there will be less engagement and  
 7 professional learning that day which is the original  
 8 purpose of the day. I would ask the Board to check  
 9 with the Unions for unintended consequences when  
 10 changing the calendar and to carefully consider the  
 11 recommendations of the Calendar Committee. With that  
 12 being said I, on behalf of CASE, support the proposed  
 13 pre-Labor Day start calendar. As we approach American  
 14 Education Week I would like to thank all staff and the  
 15 Board for their commitment to children. Thank you for  
 16 the opportunity to speak on the behalf of CASE.  
 17 (APPLAUSE)  
 18 CHAIRWOMAN HENN: Thank you. Our next  
 19 speaker is Ms. Cindy Sexton with TABCO. Welcome.  
 20 MS. SEXTON: Good evening Chair Henn, Vice  
 21 Chair McMillion, Dr. Williams and members of the

Page 18

1 Board. Again tonight I have three quick points. I  
 2 ask this Board, as you are going through the calendar  
 3 tonight, to be cautious about any changes you may be  
 4 considering. What sounds good or right in the moment  
 5 will likely have far reaching effects that you may not  
 6 have considered. Seemingly, everyone has a strong  
 7 opinion about the School Calendar. We are tasked as  
 8 educators, administrators, Board members, all of us to  
 9 put our personal opinions aside and look at what is  
 10 best for our students. We know the academics are not  
 11 where we want them to be. Please keep our students  
 12 and their needs as your priorities as you discuss and  
 13 vote on this. Next, educators continue to struggle  
 14 with workload issues. Again, I ask that you are  
 15 mindful of what is absolutely essential and what can  
 16 be done at another time. Our focus must be on  
 17 instruction, and we cannot do that as effectively as  
 18 we need to as we are doing numerous other tasks that  
 19 do not directly help our students. Administrators,  
 20 please work with your educator councils so we can  
 21 concentrate on what our students need and the minutiae

Page 19

1 that takes our time from our students. Finally, now  
 2 that election day is over and most races are largely  
 3 decided, I want to congratulate the winners and thank  
 4 everyone who ran for the Board of Education. We know  
 5 there is much to be done for our students and our  
 6 educators and I look forward to working with the new  
 7 Board. My goal remains the same no matter who is on  
 8 this Board, to recruit and retain educators so that we  
 9 can work to meet the needs of our students. This  
 10 continues to be a challenge. Yes, a National  
 11 challenge and a local one, too. We must do better as  
 12 a system because our students deserve nothing less.  
 13 Thank you.  
 14 CHAIRWOMAN HENN: Thank you. Our next  
 15 speaker is Lisa Dingle with BCABSE. Good evening.  
 16 MS. DINGLE: Good evening Board Chair Henn,  
 17 Board Vice Chair McMillion, Superintendent Dr.  
 18 Williams and Board members. My name is Lisa Dingle,  
 19 President of the Baltimore County Alliance of Black  
 20 School Educators fondly known as BCABSE. I have had  
 21 the opportunity to proudly serve BCPS for 31 years in

Page 20

1 several capacities, including elementary classroom  
 2 teacher, Assistant Principal, Principal and currently  
 3 as the Coordinator for Early Childhood Programs. Our  
 4 members include teachers, front office staff,  
 5 administrator, paraeducators, building service staff,  
 6 retired staff and parents. BCABSE has been partnering  
 7 with BCPS for over 25 years and we are in the process  
 8 of revitalizing the organization. The purpose of  
 9 BCABSE is promote and facilitate the education of all  
 10 students with a particular focus on African American  
 11 students, establish a coalition of African American  
 12 educators, administrators and other professionals  
 13 directly and indirectly involved in the educational  
 14 process, create a forum for the exchange of ideas and  
 15 strategies to improve opportunities for African  
 16 American educators and students and identify and  
 17 develop African American professionals who will assume  
 18 leadership positions in education and influence public  
 19 policy concerning the education of African Americans.  
 20 Our organization is part of the National Alliance of  
 21 Black School Educators. We have been charged to focus

Page 21

1 on National programing priorities which include  
 2 improvement of student achievement, leadership  
 3 development and career advancement, educator  
 4 recognition and legislative involvement in advocacy.  
 5 According to the Baltimore County Public School  
 6 website, 66.5% of our children are considered students  
 7 of color. Additionally, BCPS students represent 138  
 8 countries and 147 languages. As the SNCC organizer  
 9 Charles Cobb once said, education should enable  
 10 children to possess their own lives instead of living  
 11 at the mercy of others. And, as Aristotle recognized,  
 12 the roots of education are bitter but the fruit is  
 13 sweet. The process of teaching and learning is hard  
 14 work and it requires community involvement as it  
 15 yields dividends far beyond what we see in the  
 16 schoolhouse. Thank you, Dr. Williams, for your  
 17 support as we rebuild our organization. The members  
 18 of BCABSE are here in the spirit of support,  
 19 partnership and innovation. Working collaboratively  
 20 with the Board of Education and carrying out the  
 21 vision as outlined in the Compass we can provide world

Page 22

1 class education for all students. Thank you and have  
 2 a good evening.

3 CHAIRWOMAN HENN: Thank you. Our next  
 4 speaker is Samantha Warfel with BCSC.

5 MS. WARFEL: Hi and good evening members of  
 6 the Board of Education. It is so good to see you all  
 7 again for another year. My name is Samantha Warfel  
 8 and I serving as the President of the Baltimore County  
 9 Student Councils. I am here to give you some updates  
 10 and I plan to continue to do so for the rest of this  
 11 year. So, to begin, the beginning of this Student  
 12 Council year has been quite different for us. As you  
 13 all are aware, BCSC, BCPS and the community at large  
 14 lost an advisor, colleague and above all, a friend.  
 15 Ms. Nora Murray (phonetic), just as she had done for  
 16 many, changed my life. At my first meeting as a BCSC  
 17 officer, she handed all of us a book titled, Start  
 18 with Why: How Great Leaders Inspire Others to Take  
 19 Action. I took comfort in reading this book over  
 20 again and I realized that I found even more profound  
 21 joy in realizing the great leader described in the

Page 23

1 book could have been an undoubted description of Ms.  
 2 Murray herself. She guided us through exciting  
 3 initiatives and offered her unwavering support in the  
 4 face of personal setbacks and hardships all the same.  
 5 Always checking in on students when she knew things  
 6 were stressful and providing light in times of  
 7 darkness. She hardly said no to us. Instead she  
 8 asked us about our plans of action and she challenged  
 9 us to be the best versions of ourselves. While we are  
 10 just beginning a year of student advocacy and  
 11 community building with our first Executive Board  
 12 meeting happening next Wednesday and Board of Selected  
 13 Students applications achieving record submission with  
 14 all secondary school but five represented in the  
 15 application process and our five committees assembled  
 16 and ready to get to work, we will honor Ms. Murray's  
 17 legacy in every corner of this work by prioritizing  
 18 our why by harmony of the student voice and the  
 19 encouragement of community building. Additionally, on  
 20 behalf of the BCSC officer team, I would like to  
 21 extend immense gratitude to Ms. Jayce Wade (phonetic)

Page 24

1 for her guidance in advising us so far this year. We  
 2 could not be doing what we are doing if not for her  
 3 optimism, compassion and unrelenting dedication to  
 4 students. I, again, thank you for your time this  
 5 evening and I look forward to sitting before you in  
 6 the month to come for another great year. Thank you.

7 CHAIRWOMAN HENN: Thank you.  
 8 (APPLAUSE)

9 CHAIRWOMAN HENN: Next is general public  
 10 comment, and our first speaker is Latonya Lynn  
 11 Lawings. Welcome.

12 MS. LAWINGS: Good evening Chairperson  
 13 Henn, Vice Chair McMillion, Superintendent, Dr.  
 14 Williams. My name is Latonya Lynn Lawings and I am  
 15 the President of the Baltimore County Chapter of the  
 16 Continental Society, Inc. The Baltimore County  
 17 Chapter is a new chapter of the eastern region  
 18 inducted into the Society in 2020. We have 33  
 19 members, which includes some retired and current  
 20 educators. The mission of the Baltimore County  
 21 Continental Society, Inc. is to serve and create

Page 25

1 environments within our communities that empower  
 2 children to have access to the quality and appropriate  
 3 programing to reach their optimal potential. This is  
 4 done through providing programs in the following  
 5 areas: health; education; employment; recreation; and  
 6 arts and humanities. In addition, we also provide  
 7 yearly to scholarships to high school seniors. We  
 8 have continued to partner with Edmondson Heights  
 9 Elementary, Hebbville Elementary, Featherbed Lane  
 10 Elementary, Dogwood Elementary and Windsor Mill Middle  
 11 School. We are looking forward to expanding our  
 12 partnerships and programing to even more Baltimore  
 13 County Schools. We recognize that teaching and  
 14 leading are hard work and cannot be done alone. It  
 15 takes a village to raise a child. In our partnership  
 16 we have supported over 1,500 plus students by  
 17 providing school supplies, which we will be delivering  
 18 on November 14th to Hebbville and Windsor Mill Middle  
 19 School at 9:30, 33 members will be bringing in the  
 20 school supplies; participating in a virtual library  
 21 which school students can log in and listen to

Page 26

1 Continentals read stories by African American authors,  
 2 the Continentals will even dress as characters in  
 3 their book; participate in African American read in  
 4 which Baltimore County Continentals read to students;  
 5 we donate culturally diverse books to the Baltimore  
 6 County Libraries and we look forward to helping  
 7 Baltimore County families enjoy Thanksgiving by  
 8 providing food to those in need this year. We  
 9 appreciate Dr. Williams' support of the Baltimore  
 10 County Chapter Continentals as we work together to  
 11 carry out the vision of the School System. Thank you  
 12 and have a great evening.

13 CHAIRWOMAN HENN: Thank you. Our next  
 14 speaker is Danyell Smith. Good evening.

15 MS. SMITH: Good evening everyone. First  
 16 of all, let me start off by saying good evening Dr.  
 17 Williams, Chair Henn, Vice Chair McMillion and all of  
 18 the School Board members. Thank you for all that you  
 19 and the opportunity to speak tonight. My name is  
 20 Danyell Winkie (phonetic) Smith. I am an advocate and  
 21 community organizer. I am here not only as a

Page 27

1 community leader who has and is currently serving on  
 2 several organizations or its committees at the State  
 3 and local level, but I am a concerned parent,  
 4 grandparent, auntie and a Baltimore County resident  
 5 with concerns regarding the current situation of  
 6 students, and our babies, who are not only our future  
 7 but our now prospective leaders. I have been asked  
 8 and I want us to strongly consider it because the  
 9 foundational needs or our kids need to be met  
 10 immediately. I am here to request a call to action.  
 11 This is a call to action for Baltimore County School  
 12 System to engage community organizations and connect  
 13 with social support systems to leverage a village  
 14 approach to support our children and students. This  
 15 will require financial resources, human capital for  
 16 coordination and dedicated educators and parents to  
 17 see this through. We need to optimize education. The  
 18 benefits of partnerships and collaborations is that it  
 19 saves time, money and preparation. For example, there  
 20 are existing programs in place that could both fill an  
 21 aforementioned objective to include that the Divine

Page 28

1 Nine, which is sororities and fraternities, the  
 2 Positive Change Foundation, Black Girls Vote, the 100  
 3 Coalition of Women and local churches. We need to  
 4 take more time to listen to the issues and concerns of  
 5 our students and not just talk to them. In most  
 6 cases, our students just want structure and  
 7 understanding from all of us. Our professional  
 8 therapists are overwhelmed as well as the parents. We  
 9 are all aware of the inequities that existed prior to  
 10 COVID 19 and the fact that they have exacerbated over  
 11 the past three years. Our babies are suffering  
 12 mentally, emotionally and physically. And, this calls  
 13 for an all-hands-on deck approach to some commonsense  
 14 solutions. I am proposing a going back to basics  
 15 approach for it takes a village to save our children  
 16 which brings us full circle to the call to action.  
 17 There are many eager collaborators, and I have spoken  
 18 with a few of them, who are posed to provide the  
 19 support that we need. The infrastructure already  
 20 exists we just need to create the connections and  
 21 support of the collaborations. There is a desire for

Page 29

1 this of the parents as well. Again, my charge is that  
 2 the organizations will work together in unity  
 3 alongside the Baltimore County School System to ensure  
 4 that all of our --  
 5 (Microphone is cut off).  
 6 CHAIRWOMAN HENN: Thank you. Our next  
 7 speaker is Erica Mah.  
 8 MS. MAH: Good evening. First of all,  
 9 congratulations to the returning members of the Board  
 10 of Education. And welcome and congratulations to the  
 11 new members, in particular, Robin Harvey (phonetic)  
 12 who will be representing District 1, which is where my  
 13 children go to school and where I also teach. Thank  
 14 you for allowing me to speak this evening. I was here  
 15 in March and then sent a follow-up email about  
 16 paperwork concerns with survey results with over 400  
 17 teacher responses. That was last year, more than half  
 18 a year ago. But two weeks ago, when I asked teachers  
 19 again what their concerns were, the responses remained  
 20 the same: Human Resources, payroll and certification.  
 21 We have been told to be patient. We have been told



Page 30

1 and truly believe that these departments are  
 2 overworked and understaffed. And recently we were  
 3 told that there are only three folks in the payroll  
 4 department. Three for all of BCBS. Reimbursements  
 5 lag months behind, sometimes more than half a year,  
 6 but those bills certainly don't have the same delay.  
 7 They come due regardless. Folks have waited over a  
 8 year for lane changes and even longer for that retro  
 9 pay to show up. And then the messed-up taxes come  
 10 into play and that is when folks actually get  
 11 information about their growth charts, certifications  
 12 and salary changes. Many people get nothing but  
 13 crickets and incorrect paychecks, which is better than  
 14 some others. We have new teachers not paid for eight  
 15 weeks into school, eight weeks. Eight weeks they  
 16 essentially worked for free and then they have to  
 17 fight to even get that pay. And when we can get subs,  
 18 which is no guarantee because this Kelly system is not  
 19 much better than the old one, they are not being paid  
 20 on time or fully. Subs have quite because,  
 21 shockingly, they cannot work without pay and I doubt

Page 31

1 they are coming back. We are a career of majority  
 2 women. We have babies. Yet it is taking weeks for  
 3 newborns to get on insurance. Some are trying to take  
 4 care of family members and cannot get straight answers  
 5 about whether or not leave has been approved.  
 6 Mistakes are human and forgivable, but the amount of  
 7 time it takes to respond is not, especially when  
 8 healthcare is in jeopardy. But -- these delays are  
 9 bad enough -- what is completely unfathomable is that  
 10 dependents are being magically dropped from coverage,  
 11 sometimes days before critical medical care. Is this  
 12 our version of, my dog ate my homework? But at BCBS  
 13 it is not the dog, it is still ransomware. Really?  
 14 It's been two years. How is this still the excuse?  
 15 Can you imagine if a teacher said they couldn't do  
 16 their observation or SLO or teach because their data  
 17 was lost two years ago? That would not be acceptable.  
 18 It is not easy working in these departments. This is  
 19 in no way a reflection of those individuals working  
 20 their tails off in these offices. We get recognized  
 21 and needs for all-hands-on-deck to staff classrooms so

Page 32

1 we are using substitutes, interns, and conditional  
 2 teachers, but we are losing the same staff when they  
 3 don't get paid. We are end up in the same perpetual  
 4 game of catch-up. Where is the all-hands-on-deck for  
 5 HR, payroll and certification. Why has BCBS not  
 6 spending first period marking training other staff or  
 7 temporary employees? This was not acceptable in March  
 8 last year and it is still not acceptable now. Thank  
 9 you.  
 10 CHAIRWOMAN HENN: Thank you. Our next  
 11 speaker is Michelle Smith. Michelle Smith? Michelle  
 12 Smith? Not here? Okay. Heather Sferlazza. Good  
 13 evening.  
 14 MS. SFERLAZZA: Good evening. Thank you  
 15 for your time. My name is Heather Sferlazza. I am a  
 16 BCBS kindergarten teacher and a parent of two BCBS  
 17 students, and I am tired. My work to support my  
 18 students to provide me for lessons and to stay engaged  
 19 with their families is never ending. There simply is  
 20 not enough time in my workday to teach lessons, assess  
 21 students, reflect on data and plan for upcoming

Page 33

1 lessons. Through our Union negotiations our weekly  
 2 planning time was increased but are we all truly  
 3 receiving this necessary time to complete our jobs.  
 4 When a professional development day is planned, our  
 5 workload increases. We fall further behind due to the  
 6 numerous needings, redundant safe school trainings and  
 7 frivolous requirements like teacher development plans.  
 8 We desperately need this time to catch up on the  
 9 essential purpose of our job to ensure that our  
 10 students succeed. Instead, we are micromanaged and  
 11 required to sign up for a minimum of five hours of  
 12 professional development sessions. Teachers are  
 13 professionals. We should be treated as such. As we  
 14 work tirelessly for our students who is supporting our  
 15 teachers? Our human resources department is  
 16 unresponsive. Teachers are continuing to wait on  
 17 assistance with payroll issues, certification and  
 18 insurance coverage being dropped. Teachers are  
 19 required to respond to our students, families and  
 20 administrators. Our BCBS offices should be held to  
 21 the same standard and respond to these issues in a

Page 34

1 timely manner. Instead, our various BCBS offices  
 2 continue to push out new information and initiatives.  
 3 Performance Matters has made teachers' jobs more  
 4 difficult and parents cannot access the information.  
 5 The elementary curriculum pilot has not been receiving  
 6 positive feedback but we are still being told that we  
 7 are adopting the curriculum. And now, we have the  
 8 additional stress of changes to American Education  
 9 Week coming at us. So, again, who is supporting us as  
 10 teachers? The District has had virtual Town Halls to  
 11 address safety concerns and our middle and high  
 12 schools now have safety assistance, but we continue to  
 13 have weapons and violence in our schools. What  
 14 actions are being taken? When should we see results?  
 15 As a teacher, I am told I need a goal and a plan.  
 16 What are your actionable steps? Where is the proof?  
 17 Where is the data? Where is the transparency? The  
 18 violence and safety concerns do not just affect these  
 19 students directly involved. This is causing  
 20 additional educator trauma. I would like to know who  
 21 is supporting the teachers? Thank you for your time.

Page 35

1 (APPLAUSE)  
 2 CHAIRWOMAN HENN: Out next speaker is Bash  
 3 Pharoan. Is he here? Dr. Pharoan?  
 4 DR. PHAROAN: Good evening. Thank you for  
 5 what you do. Congratulations for the new elected  
 6 Board members. Just a reminder, the reason that we  
 7 have too many non-COMAR religious holidays is because  
 8 the School System closed on one minority religion for  
 9 almost 25 years excluding all other minorities. A  
 10 reminder that the Boards of Education for the past  
 11 five years has committed itself for equal holidays,  
 12 equal I have interpreted as two equals two, one equals  
 13 one, zero equals zero. I really wish that you would  
 14 uphold that principal when you discuss the calendar  
 15 tonight. Miss Mary Taylor has created the Baltimore  
 16 County Parent and Student Coalition. Amy Adams is the  
 17 Chair or President. This coalition I notice has 5,000  
 18 members. Compare that, that their leaders come in  
 19 almost every Board of Education. Three or four of  
 20 them speak to you. Compare that with the education  
 21 advisory councils lead by Ms. Donna Sibley. We have

Page 36

1 about 50 members in those five councils. You rarely  
 2 see any of them except for my colleague Marlina from  
 3 Southwest (phonetic). This system is a failure, waste  
 4 of taxpayer money and requires your attention. Number  
 5 three, I did send an email alerting you that one  
 6 Baltimore County policeman has misconduct in relation  
 7 to me and I have not really seen any official response  
 8 yet. I also sent to you in December of last year my  
 9 complaint that someone is committing violations of  
 10 policy 1230. We met in January and then after that I  
 11 have not seen any official response. All that I am  
 12 asking is for the due process to be executed. It is  
 13 already one year, almost one year. I do pay taxes and  
 14 I do take offense that the central area has conducted  
 15 fake elections. If we allow fake elections in any of  
 16 our portions, that gives a strong message to the  
 17 students that would not really be a good message. I  
 18 ask the Board of Education to act on it and Madam  
 19 Chairwoman, it is really not fair to leave it for the  
 20 next Chair. I ask you, please, to act on it one way  
 21 or the other. Thank you.

Page 37

1 (APPLAUSE)  
 2 CHAIRWOMAN HENN: Our next speaker is  
 3 Darren Badillo. Good evening.  
 4 MR. BADILLO: Good evening, Board. At the  
 5 last Board of Education meeting, the Board -- you guys  
 6 -- had mentioned that you are going to make violence a  
 7 top priority and continue the conversation. My  
 8 question is, what changes have been made? I also am  
 9 grateful that the President of the Teachers' Union  
 10 agreed that some schools are okay but there are some  
 11 schools that need additional resources. My question  
 12 is, where are those resources? What options do those  
 13 schools have? When will something new be implemented?  
 14 And I want to apologize. At the last meeting I made  
 15 an error about an incident that happened at school, so  
 16 I apologize about that. A 14-year-old child did not  
 17 get killed on Baltimore County School grounds; it is  
 18 0.5 miles away from the school after a football game.  
 19 But, since the beginning of the year, I documented  
 20 over 30 incidents of violence at 22 different schools,  
 21 seven elementary schools, five middle schools, and 10

Page 38

1 high schools. Here are a few incidents that happened  
 2 since our last Board meeting two weeks ago. A 14-  
 3 year-old student had a handgun found in their bookbag  
 4 at Parkville High School. At Hereford High School we  
 5 saw a fight in a cafeteria less than a minute and one-  
 6 half where it was ending with a student choking  
 7 another student and had to be broken up by students.  
 8 On the 7th we had six fights in one day at Parkville  
 9 Middle School. Board, us parents are fed up and we  
 10 are demanding that you take action now. Here is a  
 11 letter that was sent to me by a Baltimore County  
 12 substitute teacher. I was at one high school, subbing  
 13 in, and I was shocked at the amount of cussing  
 14 allowed. I addressed the issue to the principal and I  
 15 was told to turn my ears off. Also, I was given a  
 16 list of offenses students can do that the principal  
 17 does not want the teachers to address with him. For  
 18 those offenses the teacher should change their  
 19 techniques, offer emotional support, call home or have  
 20 talks with the students. Examples, leaving school,  
 21 leaving class, language, dress code, cell phone use --

Page 39

1 the list was long. A reason to contact the principal,  
 2 if somebody fought, was doing drugs or leaving school  
 3 more than 10 times. The students leave class when  
 4 they want. They walk around and hide in corners in  
 5 the school. They consistently cuss on their phones  
 6 and ignore direction. There is zero dress code. To  
 7 teach the students who want to learn, the teachers  
 8 have to talk over the students. The staff response is  
 9 there is nothing we can do about it because it is the  
 10 administrators that allow it. As a mother, I worry  
 11 for kids who want to learn but are forced to tolerate  
 12 their environment. They are being denied their  
 13 education so the majority of the students can have no  
 14 expectations put upon them. I feel sad for disruptive  
 15 students, because they are learning that no one  
 16 expects anything from them. Not only are they losing  
 17 out on learning, but the school is reinforcing that  
 18 those students aren't worth the time. Without  
 19 expectations, we are setting them up for failure.  
 20 When I ask my children how they learn in these types  
 21 of environments, they say we turn our brains off.

Page 40

1 BCPS is teaching children who want to better  
 2 themselves that their wants are invalid. Dr.  
 3 Williams, you said --  
 4 (Microphone is cut off).  
 5 DR. WILLIAMS: -- down 11%. That's a lie,  
 6 you take that back.  
 7 (APPLAUSE)  
 8 CHAIRWOMAN HENN: Our next speaker is Lloyd  
 9 Allen.  
 10 MR. ALLEN: Good evening. Chair Henn, Vice  
 11 Chair McMillion, Superintendent Williams and members  
 12 of the Board, thank you for your time. I am Lloyd  
 13 Allen, he/him Special Educator in Mathematics speaking  
 14 as an individual. My topic is system staffing but I  
 15 am going to need a minute to get there. Farid al-Din  
 16 'Attar was a Persian poet 900 solar years ago and is  
 17 well known for his epic poem, The Conference of the  
 18 Birds. The specific vocabulary that we need to  
 19 preview, two of the very few words of Persian that I  
 20 know are that merg (phonetic) means bird and see  
 21 (phonetic) means 30. The Conference of the Birds has

Page 41

1 a frame story in many, many short poems interwoven.  
 2 It begins with all the world's birds, for our purposes  
 3 let's count them at 14,520, the chair of this  
 4 committee of birds is the Hupo (phonetic). The Hupo  
 5 leads the birds on a search for the great and magical  
 6 see merg (phonetic) a giant and wise bird whom the  
 7 other birds seek as a ruler. The birds engage in  
 8 dialogue with the Hupo and fall off the search  
 9 individually with excuses and in large swaths as they  
 10 go through various valley of tribulation and despair.  
 11 When the final council of birds makes it through the  
 12 last valley they see a still lake below them. Looking  
 13 down the 30 birds see the see merg looking up at them  
 14 in their reflection. They had had the ruby slippers  
 15 the whole time. It turned out that they had been  
 16 seeking their own selves. Board, I believe as a  
 17 system can find 30 birds within ourselves for many  
 18 tasks that we outsource. It is fine to go to  
 19 textbooks and other sources for banks of problems but  
 20 we need to leverage the strengths of the size of our  
 21 system and recognize that we already employ masters of

Page 42

1 content and pedagogy. One of my fondest memories of  
 2 working within the system was participating in the  
 3 writing of the geometry curriculum. Math resource  
 4 teacher, Nina Riggs (phonetic) served as our Hupo and  
 5 we worked as a pair of teachers for each unit. Most  
 6 units written by an early career education (ECE)  
 7 paired with a veteran teacher. In most cases the ECE  
 8 had fresher training and were more knowledgeable about  
 9 new resources, new websites, new tools. The veteran  
 10 teacher tended to have an idea of what would actually  
 11 fly in a classroom, as well as an understanding of hat  
 12 knowledge students have going into the course as well  
 13 as what skills they would need for the following  
 14 course. When we write our own curriculum, if there  
 15 are problems we can responsibly adapt quickly. If  
 16 there were a typo or formatting mistake, a  
 17 mathematical error or a lesson that just didn't work,  
 18 there was a mechanism for that feedback to be acted  
 19 on. When we outsource our curriculum we do not have  
 20 that ability. When we outsource any of our staff,  
 21 subs, contractors we do not directly oversee them.

Page 43

1 They are not ours. Anything that is our core mission  
 2 we need to own, and we need appropriately support the  
 3 staff involved so that they can be successful. They  
 4 need to be sufficient both in number and in resources.  
 5 Thank you.  
 6 (APPLAUSE)  
 7 CHAIRWOMAN HENN: Thank you. Before we  
 8 continue, I remind everyone that inappropriate,  
 9 disparaging personal remarks are out of order. You  
 10 will not be permitted to continue speaking if you  
 11 remain out of order during your remarks. Thank you.  
 12 Our next speaker is Sharon Saroff.  
 13 MS. SAROFF: Forgive me for not taking my  
 14 mask off. I just got over COVID. I wasn't even sure  
 15 I was going to be here tonight. I want to speak  
 16 tonight about accountability. Something that was  
 17 discussed at the SECAC meeting on Monday. Something  
 18 that Dr. Williams said was something he was very  
 19 interested in and I appreciate hearing that. I am  
 20 going to give you a definition of accountability.  
 21 What it is and what it isn't. Accountability in

Page 44

1 special education means that we are implementing the  
 2 individualized education plan. Notice that the first  
 3 letter in IEP is individualize. That means one size  
 4 does not fit all and one size fits all is the way  
 5 Baltimore County does special ed. When we write IEPs  
 6 we are trying to address the needs of our students,  
 7 not address what the school can provide. In other  
 8 words, if you don't have a speech and language  
 9 therapist at the school you look to get one or you  
 10 look to find ways to make that that child is still  
 11 getting their services with a qualified individual.  
 12 You need to make sure that transportation is available  
 13 to these students. Some of these kids need door-to-  
 14 door and should not have to walk down to the corner  
 15 when their house is a block away, or two blocks or a  
 16 mile, from the bus stop in order to get to school. Or  
 17 should not have to have a bus at all because the bus  
 18 does not come. A student should not have to wait two  
 19 months or over a year for a placement and that  
 20 includes a non-public placement. Some of our students  
 21 do need non-public placements and I know they are

Page 45

1 expensive. The list goes on. I would like to direct  
 2 Dr. Williams and the Board to look at certain  
 3 individuals in certain school who are doing an  
 4 exceptional job.  
 5 (Microphone is cut off).  
 6 CHAIRWOMAN HENN: Thank you. Thank you,  
 7 Ms. Saroff.  
 8 (APPLAUSE)  
 9 CHAIRWOMAN HENN: Ms. Saroff was our final  
 10 speaker for general public comment. Our next item on  
 11 the agenda is the Superintendent's Report, and for  
 12 that I call on Dr. Williams.  
 13 DR. WILLIAMS: Good evening once again,  
 14 Chair Henn, Vice Chair McMillion, and members of the  
 15 Board. I am pleased to present my Superintendent's  
 16 Report to the Board in Team BCPS. My report includes  
 17 celebrations, updates, evidence of our strategic plan,  
 18 the Compass: Our Pathway to Excellence in action.  
 19 I'll continue so showing us as we proudly celebrate  
 20 National School Psychologist Week which is November 7-  
 21 11 to highlight the invaluable work of our school

|   |  |
|---|--|
| <p style="text-align: right;">Page 46</p> <p>1 psychologists, our BCPS blog features the work of<br/>                 2 outstanding members of Team BCPS. They are<br/>                 3 representative of the incredible work that goes on in<br/>                 4 each of our schools to ensure students thrive. Many<br/>                 5 thanks to our psychologists for supporting students<br/>                 6 and families. Your expertise ability remove barriers<br/>                 7 and compassion are appreciated. The Sixth Annual<br/>                 8 Baltimore County Public Schools HBCU College Fair will<br/>                 9 be held on Saturday, December 10th. This is a<br/>                 10 wonderful opportunity for students to explore post-<br/>                 11 secondary options and receive on the spot admissions.<br/>                 12 The BCPS staff who are graduates of historically black<br/>                 13 colleges and universities or members of a panhellenic<br/>                 14 council are sought as volunteers to assist with the<br/>                 15 fair. So we ask that all volunteers sign up by<br/>                 16 November 25th. American Education Week begins on<br/>                 17 November 14th. Festivities honor the team of people<br/>                 18 who work in our Nation’s public schools, everyone from<br/>                 19 the bus driver and classroom teacher to the cafeteria<br/>                 20 worker and administrative staff plus countless others.<br/>                 21 For the first time since 2019, we invite our families</p>                       | <p style="text-align: right;">Page 48</p> <p>1 staff feel physically, socially and emotionally safe<br/>                 2 and welcome prioritizing equitable allocation of time,<br/>                 3 resources and attention based on student needs,<br/>                 4 collaborating across schools and offices with internal<br/>                 5 and external State quotas to ensure team success and<br/>                 6 developing effective structures and processes to stay<br/>                 7 focused on teaching and learning. Our commitment is<br/>                 8 to mutually accountability, monitoring for consistency<br/>                 9 of implementation and creating ongoing opportunities<br/>                 10 for feedback from a variety of stakeholders as we<br/>                 11 strive to address the considerable needs of Team BCPS<br/>                 12 and engage in continuous improvement. On October 25th<br/>                 13 I shared with Team BCPS the importance of ensure safe<br/>                 14 and supportive environments for all students. In that<br/>                 15 message we detailed our considerable investment in<br/>                 16 safe school and echo the calls of parents and students<br/>                 17 alike to take urgent action. While our efforts<br/>                 18 indicate progress, we know it is not enough until<br/>                 19 every single student feels protected and heard.<br/>                 20 Upcoming efforts to continue this work include<br/>                 21 continued direct support to schools and the</p> |
| <p style="text-align: right;">Page 47</p> <p>1 to visit our schools to experience firsthand the rich<br/>                 2 learning environments our students enjoy. There is so<br/>                 3 much going on. Thank you. Math homework helpers live<br/>                 4 is back on November 2nd the program debuted.<br/>                 5 Elementary students were encouraged to call in or<br/>                 6 submit questions via YouTube chat for live on air help<br/>                 7 with their math questions. In addition to the live<br/>                 8 sessions, taped homework helper short can be viewed on<br/>                 9 Schoology YouTube VMO and on BCPBS TV Channels Verizon<br/>                 10 34 or Comcast 73. The shorts are math lessons aligned<br/>                 11 with the elementary math curriculum. We know that our<br/>                 12 efforts to heal, rebuild and recover must be ongoing.<br/>                 13 We will continue to move forward to meet the needs of<br/>                 14 Team BCPS. That’s why we have a renewed focus on<br/>                 15 academic achievement and partnership in BCPS. We know<br/>                 16 that we cannot do this work alone. We are grateful<br/>                 17 for a community that remains engaged and committed to<br/>                 18 the success of all students. Recognizing the impact<br/>                 19 of the nontraditional school years, we have refocused<br/>                 20 our efforts on teaching and learning for all students<br/>                 21 addressing school climate needs so that students and</p> | <p style="text-align: right;">Page 49</p> <p>1 development of a safe and supportive environments<br/>                 2 advisory group comprised of BCPS staff and external<br/>                 3 stakeholders. The goal is to provide transparency on<br/>                 4 school incidents and BCPS response and to promote<br/>                 5 continuous improvement through data analysis and<br/>                 6 multi-stakeholder dialogue. The invitations have gone<br/>                 7 out and we have already received commitments from our<br/>                 8 stakeholders who are eager to begin work. This<br/>                 9 advisory group will be tasked with reviewing data,<br/>                 10 providing feedback and making recommendations. Our<br/>                 11 next community conversations on safe and supportive<br/>                 12 environments will focus on middle schools.<br/>                 13 Participants will hear from the Maryland Safe Schools<br/>                 14 expert psychologists on normative adolescent behaviors<br/>                 15 and we will discuss opportunities to build positive<br/>                 16 partnerships and provide student support in middle<br/>                 17 schools. We are focusing on middle schools because<br/>                 18 our data shows that this is an area of intense needs.<br/>                 19 Coming soon BCPS will debut quarterly school safety<br/>                 20 snapshots. This front facing data report will provide<br/>                 21 school specific positive behavior plans, specific</p>        |

Page 50

1 programs, resources and discipline data. The best  
 2 indicator of student success in the classroom is  
 3 highly skilled educators. For that reason, we have  
 4 worked across offices and divisions to collaborate and  
 5 create a robust plan for professional learning that  
 6 meets the needs of all members of Team BCPS. So, this  
 7 slide as detailed as it may read, many of the training  
 8 opportunities have been delivered this quarter which  
 9 focus on improved teaching and learning. We know that  
 10 learning is our core purpose and equity is our work.  
 11 Equitable access and opportunities are critical  
 12 factors in raising the bar and closing gaps. We are  
 13 committed to the success of every student and every  
 14 school. As Team BCPS we must interrupt inequitable  
 15 practices and implement systemic initiatives,  
 16 strategies and key actions to increase student  
 17 achievement for all students while decreasing gaps  
 18 which exist for historically marginalized student  
 19 groups. To that end, during the first quarter we have  
 20 engaged in the following work across the system:  
 21 train central office leaders, executive directors and

Page 51

1 principals; focus on Board policy 100, 200 and 300;  
 2 work with all schools to create individual school  
 3 progress plans that identify specific areas of need in  
 4 literacy, mathematics and climate for all student  
 5 groups; every school has identified the professional  
 6 learning required to help support increased student  
 7 success; send school-based equity liaisons to the  
 8 Maryland Cultural Proficiency Conference in  
 9 preparation for school-based plan implementation and  
 10 train all teachers on de-escalation strategies on  
 11 October 24th to provide additional tools and ensure  
 12 consistency across schools. This quarter we will  
 13 begin school cluster equity PLCs or Professional  
 14 Learning Communities focused on the examination of  
 15 student performance data in mathematics, improve  
 16 access to higher level courses and increasing the  
 17 needs of students who demonstrate college and career  
 18 readiness. We will continue to update the Board and  
 19 community and Team BCPS during these exciting times.  
 20 I do want to thank our community for coming out and  
 21 providing feedback. I do take issue being called a

Page 52

1 liar and I wish our students and communities  
 2 understand. That is not how we do business. We are  
 3 professional. We will speak accordingly and  
 4 appropriately. I think Chair Henn for addressing  
 5 that. Those behaviors will not be accepted in this  
 6 room, in our schools, in our school buildings. So,  
 7 for those who want to call me a liar, I want to see  
 8 you in our school buildings. I want to see you  
 9 involved in education and not just running your mouth.  
 10 Thank you.  
 11 CHAIRWOMAN HENN: Thank you, Dr. Williams.  
 12 The next item on the agenda is the Chair’s Report. I  
 13 want to congratulate the newest School Board members  
 14 on their election to the Board. Election day 2018 was  
 15 one of the proudest, I can say, before this election  
 16 day was one of the proudest moments in my life. I was  
 17 elected to represent or one the school that I attended  
 18 as a child. My mom got to actually vote for me at  
 19 that school and, believe it or not, she voted for me  
 20 again. So, thank you, mom. I need to thank her and  
 21 she would say, you loved Hartford Hills. I’ll call

Page 53

1 them out. That’s the school that made me and it is  
 2 why I am here today. It is something I have never  
 3 forgotten. I have never forgotten the people in that  
 4 building who gave to me something that is priceless.  
 5 And, if I had one lesson to share with this Board, and  
 6 I’m not going to let them forget it, it is to take  
 7 care of the people in our schools. They are the ones  
 8 taking care of our children. They took care of me. I  
 9 can tell you their names. I’m not going to waste your  
 10 time, but I know their names and I can tell you a  
 11 million memories of exactly why they are so special.  
 12 I know that everyone sitting here who has gone through  
 13 our schools has the same stories and the same love to  
 14 share for those in our buildings. To those in our  
 15 schools, you will not realize, you may not ever  
 16 realize the impact that you will make on the students  
 17 that you encounter and take care of every single day.  
 18 But, let me tell you, it is real. I am sitting here  
 19 now because of many of you that took care of me and  
 20 that is our number one job, because you take care of  
 21 our kids it is our job to take care of you. That’s

Page 54

1 our only job and what I am most proud of, and I'm even  
 2 prouder this election day, is of this Board for  
 3 prioritizing our people, our schools, our position,  
 4 their compensation, taking care of them. And, yes, we  
 5 need to do better. We absolutely need to do better,  
 6 but we have acknowledged that. Dr. Williams and his  
 7 team are working so hard tirelessly to do better. We  
 8 have heard from so many tonight. We hear you. And I  
 9 am proud of this Board for making that a priority,  
 10 because until we do right by you we cannot do right by  
 11 kids and that is the only reason we are here. So,  
 12 with that said, congratulations to our Board members.  
 13 You have big footprints to fill and we will be holding  
 14 you accountable, Vice Chairman McMillion and I, for  
 15 sure. But, welcome. Congratulations again and to my  
 16 colleagues on the Board, thank you. Thank you for  
 17 your service this term. No one could have foreseen  
 18 how this term would have gone for any of us. We  
 19 survived. We all survived the system together and we  
 20 will move forward together as long as we take care of  
 21 our school staff, our families and they will take care

Page 55

1 of our kids. So, with that said, thank you.  
 2 (APPLAUSE)  
 3 CHAIRWOMAN HENN: Thank you. The next item  
 4 on the agenda is the Student Board Member's Report and  
 5 for that I call on Ms. Hassan.  
 6 MS. HASSAN: Thank you. So, good evening  
 7 everyone. It is a pleasure to be here with all of you  
 8 speaking on behalf of the students. I would like,  
 9 once again, take a moment to thank those in the  
 10 audience, our teachers, parents, staff and most  
 11 importantly our students for their contributions to  
 12 our education system. You are reminders of why we are  
 13 here and why we serve. I want to begin by  
 14 acknowledging yesterday's elections and thank everyone  
 15 who showed up to vote. I especially want to thank our  
 16 young people, some of whom voted for the very first  
 17 time yesterday, for their civic engagement and their  
 18 action. Regardless of what your ballot looked like,  
 19 thank you for showing up and voting. I want to  
 20 congratulate those who ran as well as those who have  
 21 won their respective elections to this Board of

Page 56

1 Education. I look forward to working with each of you  
 2 and sharing a love for students and service. It is an  
 3 incredibly unique situation to say a bittersweet  
 4 goodbye to outgoing Board members and welcome new  
 5 ones, but I am grateful to remain on this dais and  
 6 live by my purpose and commitment to our School  
 7 System. So, thank you to each of you on this dais for  
 8 your immense and outstanding service. Our purpose,  
 9 and my purpose, as a system is to always be to prepare  
 10 the next generation of leaders, of citizens and, most  
 11 importantly, members of our community. We teach youth  
 12 so that they can lead us into the future and that is  
 13 why we are here. That is why I emphasize the  
 14 importance of youth voice, not only because it is a  
 15 power but it is our present and our future. It is the  
 16 young people who stood in line, the young people phone  
 17 banked, the young people who volunteered and reminded  
 18 their family members to vote as well as the young  
 19 people who do not yet have the education to actively  
 20 participate who make up our democracy and the fate of  
 21 future. So, thank you to our youth for voting and

Page 57

1 shattering glass ceilings once again. Today I ask us  
 2 to keep civic education at the top of our minds and at  
 3 the center of our education systems. As we teach  
 4 students how to read we also teach them how to think  
 5 critically, to question everything, to pursue research  
 6 and, most importantly, to never stop learning. The  
 7 curiosity we foster and the education we push for will  
 8 create our future. It will never be our place to tell  
 9 students how to think, but will be our place to  
 10 encourage their growth, provide them access to  
 11 knowledge and hear their voices as they choose to  
 12 become civically engaged. My reports will always be  
 13 about student voice, but it is also about the impact  
 14 of cultivating that voice, about guaranteeing that our  
 15 students feel safe sharing their concerns as loudly as  
 16 possible so long as they do so in a safe environment  
 17 and one that fosters growth. Our students have every  
 18 right to speak and I look forward to welcoming  
 19 students to this room and every room they choose to  
 20 speak in. Our role must always be not only to  
 21 guarantee education, but education that is applicable

Page 58

1 to our global society and to our respective  
 2 communities. I was recently asked what it meant to be  
 3 educated, and I found myself free reading what I had  
 4 responded. Knowledge is power, yet education is  
 5 liberation. To be educated is a practice. It is  
 6 seeking knowledge and choosing to transform it into  
 7 freedom. The pursuit of education must always be  
 8 active as one changes the status quo only through  
 9 persistence. It is meant to be the most delightful  
 10 struggle because education is in our human nature as  
 11 it to err, criticize and evolve. Without evolution  
 12 and structure we would find ourselves in a society of  
 13 complacency. To be educated is to directly challenge  
 14 that. It is to find love and truth and still continue  
 15 to challenge it, to build upon it and gift education  
 16 to others. I truly hope we continue to provide that  
 17 gift to every student who walks into our School System  
 18 and I look forward to bringing our students to the  
 19 table and, as always, I look forward to causing good  
 20 trouble. Thank you all.  
 21 (APPLAUSE)

Page 59

1 CHAIRWOMAN HENN: Thank you. The next item  
 2 on the agenda is action taken in closed session, and  
 3 for that I call on Mr. Brousaides.  
 4 MR. BROUSAIDES: Good evening. As you  
 5 know, earlier tonight we met in closed session.  
 6 (Indiscernible). We read your decision in Case H.E.  
 7 23-12. Now would be a good time to confirm the vote  
 8 taken in closed session. H  
 9 CHAIRWOMAN HENN: Thank you, Mr.  
 10 Brousaides. May I have a motion to approve the action  
 11 taken in closed session on hearing Examiner's Case  
 12 H.E. 23-12 and authorize Ms. Gover to sign for those  
 13 Board members not physically present?  
 14 DR. HAGER: So moved, Hager.  
 15 CHAIRWOMAN HENN: Thank you. Is there a  
 16 second?  
 17 MS. HASSAN: Second, Hassan.  
 18 CHAIRWOMAN HENN: Any discussion? May I  
 19 have a roll call vote, please?  
 20 MS. GOVER: Ms. Rowe?  
 21 MS. ROWE: Yes.

Page 60

1 MS. GOVER: Ms. Causey?  
 2 MS. CAUSEY: Yes.  
 3 MS. GOVER: Ms. Stolusky?  
 4 MS. STOLUSKY: Yes.  
 5 MS. GOVER: Ms. Jose?  
 6 MS. JOSE: Abstain.  
 7 MS. GOVER: Mr. McMillion?  
 8 MR. MCMILLION: Yes.  
 9 MS. GOVER: Ms. Hassan?  
 10 MS. HASSAN: Yes.  
 11 MS. GOVER: Mr. Offerman?  
 12 MR. OFFERMAN: Yes.  
 13 MS. GOVER: Ms. Scott?  
 14 MS. SCOTT: Abstain.  
 15 MS. GOVER: Dr. Hager?  
 16 DR. HAGER: Yes.  
 17 MS. GOVER: Mr. Kuehn?  
 18 MR. KUEHN: Abstain.  
 19 MS. GOVER: Ms. Henn?  
 20 CHAIRWOMAN HENN: Yes.  
 21 MS. GOVER: Favor is seven.

Page 61

1 CHAIRWOMAN HENN: Thank you, the motion  
 2 carries. Thank you, Mr. Brousaides. Next on the  
 3 agenda is contract awards and for that I call on Ms.  
 4 Jose to hear the Building and Contracts Committee.  
 5 MS. JOSE: Members of the Board, the  
 6 Board's Building and Contracts Committee met on  
 7 Monday, November 7, 2022. Items K1 is being pulled  
 8 out of at the request of staff. Item K2 through K10  
 9 are being forwarded to the full Board for approval.  
 10 CHAIRWOMAN HENN: Do I have a motion to  
 11 approve Items K2 through K10.  
 12 MS. STOLUSKY: So moved, Stolusky.  
 13 CHAIRWOMAN HENN: Thank you. No second is  
 14 needed since the recommendation comes from the  
 15 committee. Any discussion?  
 16 MS CAUSEY: Madam Chair, this is Ms.  
 17 Causey.  
 18 CHAIRWOMAN HENN: Excuse me, Mrs. Causey.  
 19 Dr. Hager and then I will call to you.  
 20 MS. CAUSEY: Certainly. Thank you.  
 21 CHAIRWOMAN HENN: Thank you.



Page 62

1 DR. HAGER: I have a question about number  
 2 6 which is Information Technology Staffing Services.  
 3 It is just a very large increase \$3.4 million dollars.  
 4 I have been thinking a lot about the budget sessions  
 5 that we sit down and have likely discussions about,  
 6 you know, \$1 million dollar increases and things like  
 7 that. So, to increase staffing by \$3.4 million  
 8 dollars in a mid-year contract, I just like to know a  
 9 little bit more about that.

10 MR. HARTLOVE: Sure, Mr. Agosto is here to  
 11 discuss that contract.

12 MR. AGOSTO: Yes, the \$3.4 million dollar  
 13 request is the annual request overdue, so this is a  
 14 six-year contract with a net contract amount, I think,  
 15 of \$20 some odd million. And at the initial onset of  
 16 that contract it was requested that we come back on an  
 17 annual basis to request this spending authority  
 18 increase. Now, if you look at the spending authority  
 19 versus the actuals we have actually been under the  
 20 amount, so we have been good financial stewards of  
 21 only using the contract resources for projects and for

Page 63

1 other IT initiatives or reporting initiatives through  
 2 draw. So, we have been monitoring and only using this  
 3 particular contract when necessary.

4 DR. HAGER: So, if we have been  
 5 underspending, then why are we increasing the amount?  
 6 I'm not understanding.

7 MR. AGOSTO: No, because it has to be –  
 8 this is for the fiscal year, so every fiscal year we  
 9 come and ask for the spending authority for that  
 10 fiscal year.

11 DR. HAGER: So this year we are really  
 12 increasing it by \$1.2 million dollars because last  
 13 year it was \$2.2 million or \$2.25.

14 MR. HARTLOVE: We are increasing the  
 15 spending authority by \$3.4 million.

16 DR. HAGER: I think I understand.

17 MR. HARTLOVE: Okay.

18 DR. HAGER: Okay.

19 MR. AGOSTO: So it was the same thing last  
 20 year, \$3.4 million of which we did \$2.2 million.

21 DR. HAGER: Thank you.

Page 64

1 CHAIRWOMAN HENN: Anything further Dr.  
 2 Hager? Okay. Mrs. Causey.

3 MS. CAUSEY: Thank you, Madam Chair. I  
 4 have a couple of quick things. One, I will need to  
 5 recuse from Item 7, Modification of Pine Grove Middle  
 6 School and, second, in dovetailing with the previous  
 7 question about the technology staffing services,  
 8 excuse me. We have heard multiple things about HR and  
 9 benefits and some of those services and systems are  
 10 not functioning optimally and they are causing  
 11 problems for staff. Is any of this going to assist  
 12 the HR, what exactly is the reason for such that large  
 13 amount?

14 MR. AGOSTO: Well the large amount is, and  
 15 correct me if I am wrong, this is the flatline amount  
 16 based on the years of the contract and total contract  
 17 amount. The \$3.4 should equate to the equal portion  
 18 per year for the contract amount. Because the  
 19 original contract amount was for the spending  
 20 authority was anticipated to be \$22 — sorry, it was  
 21 \$22 million. All right, so this is the authority to

Page 65

1 spend based on the contract amount. Now, for every  
 2 year — initially, when the contract was let out I  
 3 believe in 2018, 2019 there was a large portion of  
 4 that allocation for the fiscal year was used to  
 5 support the ransomware recovery. Since then that has  
 6 ratcheted down and we are using the contract on the  
 7 DOT side to provide project management resources,  
 8 business analyst resources. It is also used by draw  
 9 for data analyst resources above and beyond the steady  
 10 state FTEs.

11 MS. CAUSEY: Thank you. So, there are  
 12 multiple vendors on this and it would be helpful to  
 13 receive the breakdown of where that spending authority  
 14 is going to go and where it has already gone.

15 MR. AGOSTO: There is a request to provide  
 16 the spend-to-date for this particular contract, which  
 17 we will provide, but let me clarify something on this.  
 18 This is equivalent to a supply schedule. This was  
 19 pre-competed so that it would allow BCPS, DOIT to draw  
 20 and anyone else looking to use technology resources to  
 21 very quickly get those resources onboard without

Page 66

1 having to a separate procuring or separate purchase  
 2 for the particular need. So each of these vendors, I  
 3 believe there are 48 or so, these particular vendors  
 4 gave us a listing of their labor categories, the  
 5 services they supported and a rate. And then we  
 6 issued Pos out for bid and people who were interested  
 7 to bid will put in the bid on those labor categories  
 8 and the rate. So, it is something where we don't  
 9 earmark amounts for every vendor on that list.

10 MS. CAUSEY: Mr. Hartlove, I have a follow-  
 11 up question on this. If it is not unduly burdensome  
 12 for you and your team to provide the Board with  
 13 lifetime expenditures by vendor on contract requests  
 14 where there are multiple vendors, that is a question  
 15 that I have seen come up repeatedly. That would be  
 16 incredibly helpful on the Exhibits that the Board  
 17 receives.

18 MR. HARTLOVE: That is certainly something  
 19 that we can look into. We did, actually, before the  
 20 meeting was over last night Ms. Webster (phonetic) had  
 21 put together the response to this particular contract

Page 67

1 so we have the information for this in order to be  
 2 provided to the Board in the weekly update I would  
 3 imagine.

4 MS. CAUSEY: Particularly I know it comes  
 5 up on construction contracts and I will make requests  
 6 through Dr. Williams, but that is something that comes  
 7 up through Contracts Committee and, also, has been  
 8 requested through Budget Committee.

9 MR. HARTLOVE: That makes sense, and it is  
 10 certainly something that we can try build into --

11 MS. CAUSEY: Yeah, it is not --

12 MR. HARTLOVE: -- future exhibits. Yes.

13 MS. CAUSEY: -- if it is not unduly  
 14 burdensome. Thank you.

15 MR. HARTLOVE: Appreciate it.

16 CHAIRWOMAN HENN: Yes, Ms. Jose.

17 MS. JOSE: Thank you. My question is for  
 18 Contract MEW80223, the leasing warehouse space in  
 19 Pulaski Highway and I asked that yesterday. I did a  
 20 bit of quick math on the contract spending authority  
 21 and for seven years it just seems excessively high

Page 68

1 even if it was a fully fabricated warehouse. The  
 2 price of real property almost seems like it is prime  
 3 property downtown. To me, that seems excess for  
 4 storing, what are you storing equipment and records?

5 UNKNOWN MALE SPEAKER: I'm not sure if I  
 6 heard all of your question.

7 MS. JOSE: There are a lot of comments in  
 8 there. I had just done a quick math on the square  
 9 footage of the warehouse and based on the annual  
 10 expenditure of seven years and anticipated, it seemed  
 11 a bit excessively high. I know real property prices  
 12 are going up but that seemed a bit excess.

13 UNKNOWN MALE SPEAKER: So, the expenditure  
 14 is for seven years. I can call buyer if you want to,  
 15 but on an average it is around \$130,000.00 to  
 16 \$140,000.00 per year. With the first year it is about  
 17 \$44,357.00. The money is already in the budget for the  
 18 first year and for the next year it is included in all  
 19 requests.

20 MS. JOSE: And this warehouse is only 9,700  
 21 square feet, correct?

Page 69

1 UNKNOWN MALE SPEAKER: That is right.

2 MS. JOSE: So I was doing that number  
 3 divided by the number that you would spend in a year  
 4 time the seven-year square footage and when you look  
 5 at it comprehensively it seems a bit excessive.

6 UNKNOWN MALE SPEAKER: So the cost for a  
 7 square foot is \$11.95 and if you take 9,700 something  
 8 square feet and multiply that by approximately \$12.00  
 9 you get that number.

10 MS. JOSE: So, again, you said that this  
 11 warehouse is necessary to store equipment and, are you  
 12 storing anything that is not needed, records that are  
 13 not needed to be kept, paying for just dead space and  
 14 things that could be disposed of.

15 UNKNOWN MALE SPEAKER: So, as I shared with  
 16 the committee in your committee meeting, we are a  
 17 growing School System. Our enrollment is increasing  
 18 every year and we have an expanded capital program  
 19 with a lot of construction going on. During the  
 20 construction time and at the time of relocation to new  
 21 school, we have to store a lot of equipment. We try

Page 70

1 to minimize the storage but there is still an  
 2 extensive amount of storage needed. The capital  
 3 program at lot of large high schools requiring  
 4 additional space. We have been looking for space even  
 5 for our existing needs. If you visit any of our  
 6 warehouse we are bursting out a seam and this thing is  
 7 going to require more and more. In addition to that  
 8 there have been grant funds available, ESSA grant  
 9 funds, and we have been buying a lot of items with  
 10 that and totally running out of space. So, this space  
 11 is in the vicinity of our existing warehouse which  
 12 gives the added advantage of operational efficiency.  
 13 If we do not avail of this opportunity we may have to  
 14 go to other location which has consequences of  
 15 additional staff and additional operation that will be  
 16 required. Joined with me is Elizabeth Becker who is  
 17 the Director of Operations and Logistics. If you want  
 18 to add anything to what I have said, please feel free  
 19 to do that.  
 20 MS. BECKER: I just wanted to answer your  
 21 question about the records that we don't need. Yes,

Page 71

1 we do have records that we don't need. We have a ban  
 2 and currently because we cannot bring a lot of these  
 3 records in, if go around Central Office they have  
 4 boxes and boxes because of the Destruction of Records  
 5 Ban. So, we are so full that we cannot accept anymore  
 6 and that is why there are a lot of boxes around  
 7 Central Office right now. So there is, there are  
 8 boxes of records but we cannot do anything with it and  
 9 that is why we are asking for the space to at least  
 10 give us an opportunity to be able to clean the system  
 11 up and store what we really need to store for these  
 12 schools. Because right now we are trying a work  
 13 around and it is not working.  
 14 MS. JOSE: So, as soon as you get this  
 15 space you are going to fill it up and then you are  
 16 going to need additional space because more records  
 17 coming that you need to store.  
 18 MS. BECKER: This space will loosen up what  
 19 we are having problems in the main warehouse to move.  
 20 We would use the logistics warehouse as the main hub.  
 21 The stuff that we have like records and what not that

Page 72

1 are really not moving, items that don't move as much,  
 2 like right now with health services if they don't have  
 3 a lot of masks going out, we would put that in that  
 4 space where we are not going in and it is not as  
 5 active where we can use the logistics warehouse for  
 6 more of an active warehouse, because that is where all  
 7 the new school supplies, the curriculum comes in.  
 8 Every single day we get close to eight to 10 tractor  
 9 trailers a day that come through that warehouse and it  
 10 is cross-stocked and we have 12 trucks that go out  
 11 every single day delivering and picking up from  
 12 schools. So there is a lot of activity, this  
 13 warehouse is not a standstill warehouse. It is a very  
 14 active warehouse.  
 15 MS. JOSE: And, this is in addition to the  
 16 already existing warehouse we have. Do you know off  
 17 the top of the head what we are paying for that  
 18 warehouse?  
 19 UNKNOWN MALE SPEAKER: It is about the  
 20 same.  
 21 MS. BECKER: It is about the same, yes.

Page 73

1 UNKNOWN MALE SPEAKER: It is about the  
 2 same.  
 3 MS. JOSE: So, \$2 million dollars, well I  
 4 guess it is over --  
 5 UNKNOWN MALE SPEAKER: When I said it is  
 6 about the same, per square foot basis.  
 7 MS. JOSE: And it is the same company?  
 8 MS. BECKER: Yes.  
 9 UNKNOWN MALE SPEAKER: Same company.  
 10 MS. JOSE: All right. Thank you.  
 11 CHAIRWOMAN HENN: Other questions, Board  
 12 members? Mrs. Causey?  
 13 MS. CAUSEY: Thank you, Madam Chair.  
 14 Again, the question wasn't answered about, can any of  
 15 JMI61818 help our Human Resources and payroll issues  
 16 and, if not, what is the plan for additional support  
 17 for those important functions for our employees?  
 18 MR. HARTLOVE: I can speak to the fact that  
 19 we are working on those systems and I believe, here  
 20 comes Mr. Agosto, I do believe that some of those  
 21 folks are supporting the ERP System, which we are

Page 74

1 actively working on.

2 MS. AGOSTO: Yes, so Ms. Causey, to answer

3 your question, yes it can, because of the scope of

4 that contract and the flexibility, it is based on the

5 labor categories that the vendors have bid. We

6 definitely use that contract via goal to bring in

7 development staff, database staff, business analysts

8 and so forth.

9 MS. CAUSEY: Okay, thank you. So, that is

10 part of the plan for this additional expenditure.

11 MR. AGOSTO: Yes.

12 MS. CAUSEY: Okay, thank you.

13 CHAIRWOMAN HENN: Thank you. Ms. Scott.

14 MS. SCOTT: Yes, thank you. My question

15 was also on the warehouse. My question is, is there

16 any way that those records can be converted to a web-

17 based system?

18 MR. HARTLOVE: That is a good, I believe we

19 have been working on that on a department-by-

20 department basis. We have been working on forms of

21 digitization of some of our records.

Page 75

1 UNKNOWN MALE SPEAKER 2: So, yes. We have

2 worked real hard to place as much as possible on a

3 digital platform; however, I think the staff was

4 trying to answer the question but I am going to go

5 right in. because of the ban, Record Retention Ban,

6 we have to maintain physically all these documents.

7 If you recall, last year, two years ago maybe, we

8 reported to the Board the status and we had a tractor

9 trailer, we had pictures. We have now come to the

10 point where the staff is requesting additional space

11 because of the Record Retention Ban that is existing.

12 We have gotten the approval of the archivist. We have

13 the schedule. We have the documents. We have the

14 form. So, prior to my arrival in 2019, maybe it was

15 at the beginning of 2019, there was a Record Retention

16 Ban that we could not destroy documents, so we have to

17 put them in boxes and they are located on trailers to

18 be stored. Since then the team, Ms. Howey (phonetic)

19 and her team, now Mr. Agosto and his team have worked.

20 So, I want to go back to what I believe Ms. Jose was

21 saying or asking.

Page 76

1 MS. SCOTT: No, thank you. This has gone

2 right to the, that was my question. You are answering

3 it exactly.

4 UNKNOWN MALE SPEAKER 2: We have now

5 reached capacity, so in order to continue to open up

6 new school buildings and new furniture, we have to

7 look at additional places to store. But, the bigger

8 issue and I think it is coming up to the Board or has

9 come up to the Board about a recommendation about the

10 Record Retention Act.

11 MS. SCOTT: So the Records Retention Act is

12 causing us to, because the Board is doing a Records

13 Retention Ban it is causing us now to have a million-

14 dollar contract for additional storage? Is that

15 accurate?

16 UNKNOWN FEMALE SPEAKER 2: So, I have a

17 follow-up to this.

18 MS. SCOTT: I'm sorry, excuse me. I was

19 asking staff. I wasn't asking --

20 UNKNOWN FEMALE SPEAKER 2: You are

21 directing your question to --

Page 77

1 MS. SCOTT: I know who I am directing it

2 to, so I am asking staff. Dr. Williams, unless you

3 would like staff member. Excuse me, I would like to

4 hear that from the staff.

5 UNKNOWN FEMALE SPEAKER 2: I'm sorry --

6 excuse me.

7 MS. SCOTT: I would like to hear from the

8 staff. You don't work for BCPS. I am asking the

9 experts for their opinion.

10 UNKNOWN FEMALE SPEAKER 2: Ms. Scott.

11 MS. SCOTT: I have the contract here. I

12 see the amount. Please don't interrupt me. I am

13 speaking.

14 UNKNOWN FEMALE SPEAKER 2: Ms. Scott, the

15 question was addressed in committee by Ms. Becker.

16 MS. SCOTT: Okay. I'm not --

17 UNKNOWN FEMALE SPEAKER 2: -- and I would

18 like to ask her --

19 MS. SCOTT: Well, she can answer. Are you

20 Ms. Becker? She can answer.

21 UNKNOWN FEMALE SPEAKER 3: I'm not.

Page 78

1 MS. SCOTT: No, I meant lady behind you  
 2 there.  
 3 UNKNOWN FEMALE SPEAKER 2: Excuse me. I am  
 4 calling on Ms. Becker to address your question because  
 5 ---  
 6 MS. SCOTT: Or Dr. Williams. I was asking  
 7 Dr. Williams.  
 8 (Cross talk)  
 9 DR. WILLIAMS: Because the question was  
 10 raised it is appropriate for the staff to answer.  
 11 MS. SCOTT: Thank you.  
 12 DR. WILLIAMS: I think Ms. Becker was going  
 13 down that road a little bit, but I would ask her to  
 14 provide a little more detail.  
 15 MS. SCOTT: Would you like for me to repeat  
 16 the question for you or you got it? Thank you.  
 17 MS. BECKER: We currently have over 20,000  
 18 square feet of records. Not all those records are  
 19 required to be destroyed. They are archive records  
 20 and then we also have the records for destruction.  
 21 There is a distinction. So, even with the records

Page 79

1 ban, we are still going to have about 80% of the  
 2 records still required to sit at the warehouse.  
 3 Because we have such a large amount of records that  
 4 are within the Central Office that are conference  
 5 rooms and offices, that is where a lot of your records  
 6 destruction are sitting right now because we cannot  
 7 take them at the warehouse because CORE forms have to  
 8 be filled out and it has got to be approved and right  
 9 now that is not being approved by anyone. So, right  
 10 now it is just mostly archives and we cannot get rid  
 11 of a lot of those records because of the schedule.  
 12 MS. SCOTT: Okay. That's what I was  
 13 asking. This dollar amount that we are looking at  
 14 because of this retention, that was put in by the  
 15 Board, now we are having to get a new contract for  
 16 larger storage area because, it is overflowing.  
 17 MS. BECKER: It is not all because of the  
 18 records it is that the system is growing so quickly  
 19 that we are requiring additional space.  
 20 MS. SCOTT: Would you still need the space  
 21 if there was no record retention?

Page 80

1 MS. BECKER: Correct.  
 2 MS. SCOTT: Okay. You would still  
 3 absolutely need the space.  
 4 MS. BECKER: Yes, absolutely.  
 5 MS. SCOTT: That is what my question is.  
 6 Would it be a million dollars' worth of space?  
 7 MS. BECKER: Yes, a million dollars is for  
 8 seven years and seven months.  
 9 MS. SCOTT: Okay.  
 10 MS. BECKER: So, it is not for a one-year  
 11 contract. It is running simultaneously.  
 12 (Cross talk)  
 13 MS. SCOTT: Yes, seven years and seven  
 14 months. I can read that.  
 15 MS. BECKER: Simultaneously with the  
 16 existing lease that is at Pulaski Park.  
 17 MS. SCOTT: Great, thank you.  
 18 DR. WILLIAMS: If I could add just one  
 19 thing. So there is the space issue which we need  
 20 whether we have the records or not, but I think the  
 21 other issue that got kind of brought up, if we don't

Page 81

1 mind putting our two cents in, if you just do a tour  
 2 of our building you will see boxes sitting around.  
 3 You will see conference rooms filling up and certainly  
 4 getting rid of the ban would help with that. It  
 5 would. Because there is some space that we are not  
 6 able to use, so it would be great to be able to do  
 7 that. Not to save the warehouse cost but just to free  
 8 up space within Central Office.  
 9 MS. SCOTT: Okay, thank you.  
 10 CHAIRWOMAN HENN: Ms. Causey.  
 11 MR. AGOSTO: I just want to mention to Ms.  
 12 Scott. She did ask about digitization. Am I correct?  
 13 So, we are working on digitization of documents. So  
 14 that is an effort initiative that we are doing.  
 15 CHAIRWOMAN HENN: Thank you for following  
 16 up on that. My apologies. Dr. Hager was next. Dr.  
 17 Hager?  
 18 DR. HAGER: Yes, sorry. Going back to  
 19 number 6 again. I just keep hopping back and forth.  
 20 MR. AGOSTO: Okay.  
 21 DR. HAGER: So this contract is for

Page 82

1 contractual services but the department itself has  
 2 staff.  
 3 MR. AGOSTO: That’s correct.  
 4 DR. HAGER: So, what are the services that  
 5 we cannot handle on our own within our own  
 6 infrastructure that we need to contract out.  
 7 MR. AGOSTO: Right. So, it is necessarily  
 8 that we cannot. So what we are using this contract  
 9 vehicle for is to augment our existing staff. So in  
 10 particular cases where we have a project that is  
 11 started up and we need surge support for a short  
 12 period of time or a period of time, it makes sense to  
 13 use contractual resources for that because you don’t  
 14 need them post-implementation. We also use this in  
 15 case of specific skill set. So, if we are looking to  
 16 augment a database analyst draw, we would use that as  
 17 well. We have a limited amount of resources, we want  
 18 to bring in a DBA resource for a period of time, we  
 19 will use that.  
 20 DR. HAGER: To me that makes sense and that  
 21 is how most contractual services used but \$3.4 million

Page 83

1 dollars is a lot. So, is there any attempt to bring  
 2 on folks who have those skill sets so that we don’t  
 3 need a contract this big in the future?  
 4 MR. AGOSTO: Yes. So, what we are looking  
 5 at, I’ll give you an example for my division. I’m  
 6 looking at resources to support the ERP Systems and  
 7 additional work coming through that particular area.  
 8 So, for the support of steady state systems where I am  
 9 going to need somebody for multiple years, I put in a  
 10 request for FTEs for that. I will still continue  
 11 leveraging a contract vehicle like this for surge and  
 12 staff augmentation.  
 13 CHAIRWOMAN HENN: Thank you, Mrs. Causey?  
 14 MS. CAUSEY: Thank you, Madam Chair. I  
 15 appreciate all the comments about record retention.  
 16 It was quite a widely reported serious situation where  
 17 there were documents that were destroyed and, in any  
 18 case, it also resulted in an IMERGE (phonetic)  
 19 consulting report. So I would request the  
 20 superintendent provide to the Board an update on the  
 21 implementation of the IMERGE, the current standing of

Page 84

1 implementation of Policy 2380 related to document --  
 2 (Chime)  
 3 CHAIRWOMAN HENN: Thank you. That’s time,  
 4 Mrs. Causey.  
 5 MS. CAUSEY: Thank you.  
 6 CHAIRWOMAN HENN: I would ask if you have  
 7 further requests, to follow-up with an email and would  
 8 be happy to facilitate those.  
 9 MS. CAUSEY: Thank you.  
 10 CHAIRWOMAN HENN: Thank you. Any further  
 11 discussion Board members? Hearing none, Dr. Williams?  
 12 DR. WILLIAMS: I just want to make a  
 13 comment. I want to go back to Item 6 that what we are  
 14 trying to do is expand the technology services. Staff  
 15 cannot do it by themselves so we have to look, they  
 16 have current work and then we are trying to fix some  
 17 things that may not be working. So, we need the  
 18 contracted services. I recognize the concern about  
 19 the expense, but in terms of what we have been trying  
 20 to do is we cannot continue to pile on the staff to do  
 21 current work and new work. So, I just wanted to share

Page 85

1 that and then I want to go back dangerously go back to  
 2 Item 9. It is simply saying we are appreciative of  
 3 the work in our capital budget and how we are  
 4 improving schools, refurbishing furniture, but we are  
 5 running out of space. I think that is what the staff  
 6 is saying. However, Board this is your opportunity.  
 7 I heard the request from Ms. Causey. I think this is  
 8 a conversation that this Board needs to have about the  
 9 current Record Retention Ban that we have had on the  
 10 system since my arrival. Again, I want to echo it is  
 11 just a piece of the issue but we are running out of  
 12 space anyway, but I think that is something that this  
 13 current Board needs to reflect on to make a decision  
 14 on is it worth it to continue this Record Retention  
 15 Ban based on something that happened in 2018, 2019.  
 16 And, again, lessons learned. The staff worked really  
 17 hard to get a schedule, but I just want to put that  
 18 forth before I follow-up with IMERGE or anything else.  
 19 I think the Board needs to have that discussion.  
 20 Thank you.  
 21 CHAIRWOMAN HENN: Thank you. May I have a

|         |  |         |  |
|---------|--|---------|--|
| Page 86 | <p>1 roll call vote, Ms. Gover?</p> <p>2 MS. CAUSEY: Madam Chair, I ask to separate</p> <p>3 on Item 5.</p> <p>4 CHAIRWOMAN HENN: Yes, it has been noted,</p> <p>5 Ms. Causey. Thank you. Item 7, correct? Five and 7?</p> <p>6 You want to separate Item 5, okay. Who made the</p> <p>7 motion for this one? Was it Ms. Stolusky? Yes, I</p> <p>8 believe so. Would you mind withdrawing your motion as</p> <p>9 we need to separate?</p> <p>10 MS. STOLUSKY: Sure. I withdraw the</p> <p>11 motion.</p> <p>12 CHAIRWOMAN HENN: Thank you. And I will</p> <p>13 introduce a new motion. Do I have a motion to approve</p> <p>14 Items K2 through K4 and Items K6 through K10?</p> <p>15 MS. STOLUSKY: So moved, Stolusky.</p> <p>16 CHAIRWOMAN HENN: No seconds needed. May I</p> <p>17 have a roll call vote?</p> <p>18 MS. GOVER: Ms. Rowe?</p> <p>19 MS. ROWE: Yes.</p> <p>20 MS. GOVER: Ms. Causey?</p> <p>21 MS. CAUSEY: Yes, but I am recusing from</p> | Page 88 | <p>1 MS. STOLUSKY: So moved, Stolusky.</p> <p>2 CHAIRWOMAN HENN: No seconds needed. May I</p> <p>3 have a roll call vote?</p> <p>4 MS. CAUSEY: Madam Chair, I have a question</p> <p>5 in the chat.</p> <p>6 CHAIRWOMAN HENN: Yes, Mrs. Causey.</p> <p>7 MS. CAUSEY: Thank you. I was not aware of</p> <p>8 tax counsel services that the Board has utilized in</p> <p>9 the past and it also states on this that the Contract</p> <p>10 P298 was in consultation with Board leadership in</p> <p>11 Baltimore County Office of Law. What year was that</p> <p>12 initiated?</p> <p>13 UNKNOWN FEMALE SPEAKER: Good afternoon,</p> <p>14 Ms. Causey. This contract was initiated through the</p> <p>15 Baltimore County Office of Law when the Board counsel</p> <p>16 contract with Carney Callahan was done. These were</p> <p>17 done at the same time.</p> <p>18 MS. CAUSEY: Okay, so I am not aware that</p> <p>19 the Board has received tax reports or tax counsel</p> <p>20 information about the services.</p> <p>21 UNKNOWN FEMALE SPEAKER: The contract,</p>  |
| Page 87 | <p>1 seven.</p> <p>2 MS. GOVER: Ms. Stolusky?</p> <p>3 MS. STOLUSKY: Yes.</p> <p>4 MS. GOVER: Ms. Jose?</p> <p>5 MS. JOSE: Yes.</p> <p>6 MS. GOVER: Mr. McMillion?</p> <p>7 MR. MCMILLION: Yes.</p> <p>8 MS. GOVER: Ms. Hassan?</p> <p>9 MS. HASSAN: Yes.</p> <p>10 MS. GOVER: Mr. Offerman?</p> <p>11 MR. OFFERMAN: Yes.</p> <p>12 MS. GOVER: Ms. Scott?</p> <p>13 MS. SCOTT: Yes.</p> <p>14 MS. GOVER: Dr. Hager?</p> <p>15 DR. HAGER: Yes.</p> <p>16 MS. GOVER: Mr. Kuehn?</p> <p>17 MR. KUEHN: Yes.</p> <p>18 MS. GOVER: Ms. Henn?</p> <p>19 CHAIRWOMAN HENN: Yes.</p> <p>20 CHAIRWOMAN HENN: Thank you. The motion</p> <p>21 carries. Do I have a motion to approve Item K5?</p>  | Page 89 | <p>1 because of 4104 the party was the Board and not the</p> <p>2 School System. The BCPS Office of Law has retained</p> <p>3 this firm, as I said in billing and contracts, they</p> <p>4 predate my tenure with the School System, so it has</p> <p>5 been for over 30 years we have used this tax counsel</p> <p>6 and they were the only bidder when the county bid this</p> <p>7 contract. So, the entity is the Board because you are</p> <p>8 the contracting entity.</p> <p>9 MS. CAUSEY: So, what year was this</p> <p>10 contract.</p> <p>11 UNKNOWN FEMALE SPEAKER: The contract was</p> <p>12 let through the Baltimore County government, through</p> <p>13 their office of purchasing, and it was the same time</p> <p>14 that the contract with Carney Callahan was bid.</p> <p>15 MS. CAUSEY: But, you said that these</p> <p>16 services have been utilized through this vendor prior</p> <p>17 to your --</p> <p>18 UNKNOWN FEMALE SPEAKER: Yes. We have been</p> <p>19 using this tax counsel for over 30 years.</p> <p>20 MS. CAUSEY: Okay, was it discussed in</p> <p>21 Building and Contracts the hourly rate, because I know</p> |

|   |   |
|---|---|
| <p style="text-align: right;">Page 90</p> <p>1 that as a Board we are trying to be fiscally<br/>2 responsible.<br/>3 CHAIRWOMAN HENN: Mrs. Causey, it was<br/>4 discussed in committee. If you would like to hear the<br/>5 full discussion that committee meeting recording is<br/>6 available.<br/>7 MS. CAUSEY: Okay, thank you.<br/>8 CHAIRWOMAN HENN: Can I have a roll call<br/>9 vote, please?<br/>10 MS. GOVER: Ms. Henn, can you give me who<br/>11 made the motion.<br/>12 CHAIRWOMAN HENN: Yes, it was Ms.<br/>13 Stolusky's motion.<br/>14 MS. GOVER: Ms. Rowe?<br/>15 MS. ROWE: Yes.<br/>16 MS. GOVER: Ms. Causey?<br/>17 MS. CAUSEY: Abstain.<br/>18 MS. GOVER: Ms. Stolusky?<br/>19 MS. STOLUSKY: Yes.<br/>20 MS. GOVER: Ms. Jose?<br/>21 MS. JOSE: Yes.</p> | <p style="text-align: right;">Page 92</p> <p>1 Vice Chair McMillion, Superintendent Dr. Williams and<br/>2 members of the Board. I am pleased to share an update<br/>3 on virtual day plan for your consideration. On<br/>4 October 25th we received a new form from MSDE<br/>5 regarding virtual day plans. As you know, during our<br/>6 October 11th meeting, we presented the community<br/>7 survey results and proposed next steps. Based on the<br/>8 new guidance from the State, we are confidential that<br/>9 our proposed plan fully MSDE compliant and, moreover,<br/>10 it reflects the feedback and input of members of Team<br/>11 BCPS. Building on the success of the opportunity<br/>12 provided in the 2021, 2022 school year, the MSDE is<br/>13 opening up a pathway for local education agencies to<br/>14 repurpose certain days as virtual school days during<br/>15 this school year. The days that may be considered for<br/>16 this opportunity include inclement weather days, staff<br/>17 professional learning days, high school graduation<br/>18 days to enable teachers to assist with or attend the<br/>19 graduation or other similar circumstances described in<br/>20 this application. School Systems now have the<br/>21 opportunity use a total of eight days as a virtual day</p>    |
| <p style="text-align: right;">Page 91</p> <p>1 MS. GOVER: Mr. McMillion?<br/>2 MR. MCMILLION: Yes.<br/>3 MS. GOVER: Ms. Hassan?<br/>4 MS. HASSAN: Yes.<br/>5 MS. GOVER: Mr. Offerman?<br/>6 MR. OFFERMAN: Yes.<br/>7 MS. GOVER: Ms. Scott?<br/>8 MS. SCOTT: Yes.<br/>9 MS. GOVER: Dr. Hager?<br/>10 DR. HAGER: Yes.<br/>11 MS. GOVER: Mr. Kuehn?<br/>12 MR. KUEHN: Yes.<br/>13 MS. GOVER: Ms. Henn?<br/>14 CHAIRWOMAN HENN: Yes.<br/>15 MS. GOVER: Thank you.<br/>16 CHAIRWOMAN HENN: The motion carries.<br/>17 Thank you. This next item on the agenda is<br/>18 consideration of the 2022, 2023 virtual day<br/>19 instruction plan, and for that I call on Dr.<br/>20 Yarbrough. Good evening.<br/>21 DR. YARBROUGH: Good evening, Chair Henn,</p>                      | <p style="text-align: right;">Page 93</p> <p>1 for the aforementioned purposes. School Systems that<br/>2 transition to virtual inclement weather days must<br/>3 attest to the following: no more than eight virtual<br/>4 days with a maximum of three asynchronous days; a<br/>5 minimum of four hours asynchronous instruction for all<br/>6 students on all virtual learning days; attendance must<br/>7 be taken for students and teachers during virtual days<br/>8 asynchronous or synchronous; virtual days cannot<br/>9 negatively impact student grades; opportunity to make<br/>10 up work missed on those days will be provided; once<br/>11 approved by MSDE the virtual instruction plan must be<br/>12 posted on the school website; and virtual inclement<br/>13 weather day plans must be presented at a publicly<br/>14 accessible local School System Board meeting. As<br/>15 reported on October 11th, nearly 27,000 stakeholders<br/>16 in BCPS share the following feedback for our community<br/>17 input survey: (1) traditional snow days after valued<br/>18 by students, staff and families; (2) staff, students<br/>19 and parents do not want the school year to extend<br/>20 beyond the last published day of school; and, finally,<br/>21 staff, students and parents are not in favor of</p> |



Page 94

1 reducing spring break or any other holidays to make up  
 2 for inclement weather days. Approximately 19,000  
 3 members of Team BCPS agreed that the transition to  
 4 virtual day should happen after the use of five  
 5 traditional snow days. As a result of stakeholder  
 6 feedback with Board support, we would like to move the  
 7 following plan to MSDE for State approval for the  
 8 school year. Days one through five traditional  
 9 inclement weather days meaning there is not school on  
 10 those days. Day six and beyond we will transition to  
 11 virtual, as stated previously, on a two-hour delay  
 12 schedule to allow staff members and students to  
 13 prepare for this transition. Additionally, with the  
 14 new change being proposed by MSDE, high schools that  
 15 have graduations at 10:00 a.m. or 2:30 p.m. on  
 16 weekdays that we would allow those schools to  
 17 transition to asynchronous learning to allow maximum  
 18 staff and student participation on those days.  
 19 CHAIRWOMAN HENN: Thank you. May I have a  
 20 motion to approve the 2022, 2023 virtual day  
 21 instruction plan?

Page 95

1 DR. YARBROUGH: So moved.  
 2 CHAIRWOMAN HENN: Is there a second?  
 3 MS. HASSAN: Second, Hassan.  
 4 CHAIRWOMAN HENN: Any discussion? May I  
 5 have a roll call vote, please?  
 6 MS. GOVER: Ms. Rowe?  
 7 MS. ROWE: Yes.  
 8 MS. GOVER: Ms. Causey?  
 9 MS. CAUSEY: Madam Chair, I put a question  
 10 in the chat as quick as I could.  
 11 CHAIRWOMAN HENN: We are in the middle of a  
 12 vote, Mrs. Causey. What was your question?  
 13 MS. CAUSEY: On the first slide it says no  
 14 more than eight virtual days with maximum of three  
 15 asynchronous days and then right next to it, it says  
 16 minimum of four hours of synchronous instruction for  
 17 all students. So, that doesn't seem consistent.  
 18 DR. YARBROUGH: Sure, I can respond to  
 19 that.  
 20 CHAIRWOMAN HENN: Thank you, Dr. Yarbrough.  
 21 DR. YARBROUGH: Thank you for that

Page 96

1 question. No more than eight virtual days over the  
 2 inclement period of time total. However, when we have  
 3 synchronous virtual days one of the State requirements  
 4 is that on synchronous days we provide at least four  
 5 hours of synchronous instruction.  
 6 MS. CAUSEY: Okay, so it is five virtual  
 7 days that would have four hours of instruction and  
 8 then three days that could be asynchronous.  
 9 DR. YARBROUGH: Yes, that could be a choice  
 10 of the School system. Yes.  
 11 MS. CAUSEY: Okay, to me that sounds like a  
 12 lot of virtual learning. So. Thank you for all your  
 13 work on this but I won't be supporting this.  
 14 CHAIRWOMAN HENN: Thank you. Dr. Hager.  
 15 DR. HAGER: So after this inclement weather  
 16 day would be asynchronous or synchronous or would we  
 17 have the discretion in the moment to decide that?  
 18 DR. YARBROUGH: We would have discretion in  
 19 the moment to decide that, but I thank you for that  
 20 question because the plan as it is proposed we are not  
 21 proposing eight days of virtual. We are proposing

Page 97

1 five traditional days and on day six and beyond then  
 2 we would transition to virtual.  
 3 DR. HAGER: Exactly, and we are not  
 4 specifying whether it is asynchronous or synchronous  
 5 at that point.  
 6 DR. YARBROUGH: Yes, not yet.  
 7 CHAIRWOMAN HENN: Thank you. Ms. Gover,  
 8 would you please continue. Restart the roll call  
 9 vote.  
 10 MS. GOVER: Ms. Rowe?  
 11 MS. ROWE: Yes.  
 12 MS. GOVER: Ms. Causey?  
 13 MS. CAUSEY: No.  
 14 MS. GOVER: Ms. Stalusky?  
 15 MS. STOLUSKY: Yes.  
 16 MS. GOVER: Ms. Jose?  
 17 MS. JOSE: Yes.  
 18 MS. GOVER: Mr. McMillion?  
 19 MR. MCMILLION: Yes.  
 20 MS. GOVER: Ms. Hassan?  
 21 MS. HASSAN: Yes.

|  |  |
|--|--|
| <p style="text-align: right;">Page 98</p> <p>1 MS. GOVER: Mr. Offerman?</p> <p>2 MR. OFFERMAN: Yes.</p> <p>3 MS. GOVER: Ms. Scott?</p> <p>4 MS. SCOTT: Yes.</p> <p>5 MS. GOVER: Dr. Hager?</p> <p>6 DR. HAGER: Yes.</p> <p>7 MS. GOVER: Mr. Kuehn?</p> <p>8 MR. KUEHN: Yes.</p> <p>9 MS. GOVER: Ms. Henn?</p> <p>10 CHAIRWOMAN HENN: Yes.</p> <p>11 MS. GOVER: Thank you.</p> <p>12 CHAIRWOMAN HENN: The motion carries.</p> <p>13 Thank you. The next item on the agenda is unfinished</p> <p>14 business, consideration of Board policies, and for</p> <p>15 that I call on the PRC Chair, Ms. Rowe.</p> <p>16 MS. ROWE: Thank you, Ms. Henn. Members of</p> <p>17 the Board, the Policy Review Committee asks that the</p> <p>18 Board accept the committee's recommendation to amend</p> <p>19 the following Board policies: Policy 3215</p> <p>20 Noninstructional Services, Purchasing, Selection of</p> <p>21 Design and Construction Consultants; Policy 7110</p> <p style="text-align: right;">Page 99</p>    | <p style="text-align: right;">Page 100</p> <p>1 MS. GOVER: Ms. Jose?</p> <p>2 MS. JOSE: Yes.</p> <p>3 MS. GOVER: Mr. McMillion?</p> <p>4 MR. MCMILLION: Yes.</p> <p>5 MS. GOVER: Ms. Hassan?</p> <p>6 MS. HASSAN: Yes.</p> <p>7 MS. GOVER: Mr. Offerman?</p> <p>8 MR. OFFERMAN: (Indiscernible).</p> <p>9 MS. GOVER: Ms. Scott?</p> <p>10 MS. SCOTT: Yes.</p> <p>11 MS. GOVER: Dr. Hager?</p> <p>12 DR. HAGER: Yes.</p> <p>13 MS. GOVER: Mr. Kuehn?</p> <p>14 MR. KUEHN: Yes.</p> <p>15 MS. GOVER: Ms. Henn?</p> <p>16 CHAIRWOMAN HENN: Yes.</p> <p>17 MS. GOVER: Thank you.</p> <p>18 CHAIRWOMAN HENN: The motion carries.</p> <p>19 Thank you. The next item on the agenda is</p> <p>20 consideration of the proposed 2023, 2024 school</p> <p>21 calendar, and for that I call on Ms. Charley-Greene</p> <p style="text-align: right;">Page 101</p>   |
| <p>1 Facilities and Construction, Planning, Determining</p> <p>2 Needs; Policy 8360 Internal Board Policies, Ethics</p> <p>3 Code, Applicability and Definitions; Policy 8362</p> <p>4 Internal Board Policies, Ethics Code Gifts; Policy</p> <p>5 8363 Internal Board Policies, Ethics Code, Conflict of</p> <p>6 Interest, Prohibited Conduct. This recommendation is</p> <p>7 presented to you on tonight's agenda as Exhibit M.</p> <p>8 CHAIRWOMAN HENN: Do I have a motion to</p> <p>9 adopt the recommendation from the Board's Policy</p> <p>10 Review Committee?</p> <p>11 DR. HAGER: So moved, Hager.</p> <p>12 CHAIRWOMAN HENN: Thank you. No second is</p> <p>13 needed since the recommendation comes from the</p> <p>14 committee. Is there any discussion? Hearing none,</p> <p>15 may I have a roll call vote?</p> <p>16 MS. GOVER: Ms. Rowe?</p> <p>17 MS. ROWE: Yes.</p> <p>18 MS. GOVER: Ms. Causey?</p> <p>19 MS. CAUSEY: Yes.</p> <p>20 MS. GOVER: Ms. Stolusky?</p> <p>21 MS. STOLUSKY: Yes.</p> | <p>1 and Ms. Bielski.</p> <p>2 MS. CHARLEY-GREENE: Good evening, Board</p> <p>3 Chair Henn, Vice Chair McMillion, Dr. Williams and</p> <p>4 members of the Board of Education. In accordance with</p> <p>5 Board policy and Superintendent's Rule 6301, the</p> <p>6 superintendent is charged with convening a committee</p> <p>7 to assist in the development of a school calendar. On</p> <p>8 September 27th, I came before you to present the</p> <p>9 committee's recommendation for a pre-Labor Day</p> <p>10 calendar. Since then we have received questions from</p> <p>11 the Board and from members of the community. We are</p> <p>12 here today to answer those questions, provide clarity</p> <p>13 for the Board's consideration so that the Board can</p> <p>14 make a decision. Maryland State law dictates both the</p> <p>15 minimum number of school days and minimum number of</p> <p>16 student contact hours that must be met annually by all</p> <p>17 Maryland School Systems. Of note, on this slide is a</p> <p>18 minimum of 180 student days that are required as well</p> <p>19 as 191 maximum teacher days. In between that we see</p> <p>20 that in addition to days there are also requirements</p> <p>21 for the number of hours that must be met. In high</p> |

Page 102

1 school that is 1,170, elementary and middle schools it  
 2 is 1,080. State law also spells out holidays to be  
 3 observed in Maryland’s public schools and minimally  
 4 included in all school calendars. Those 14 days are  
 5 depicted on this slide. This slide indicates the  
 6 number of Board approved professional development days  
 7 to be included in the school calendar. Per the  
 8 Board’s direction for those holidays falling on a  
 9 weekend, the professional development day was  
 10 scheduled for either the preceding Friday or following  
 11 Monday. Diwali, Lunar New Year and Eid al-Fitr were  
 12 approved by the Board to be recognized as a  
 13 professional development day for teachers and school  
 14 closure for students at its meeting November 23, 2021.  
 15 Eid al-Adha and Juneteenth fall outside of the school  
 16 year; therefore, no professional development will not  
 17 be available and students will not be present in  
 18 school. In addition to the requested professional  
 19 development days, the proposed calendar includes a  
 20 closure day for elementary school conferences as well  
 21 as five scheduled early release days for students in

Page 103

1 all schools. All closures and all hours in which  
 2 students are not in school must be taken into  
 3 consideration in computing student days and student  
 4 contact hours. The committee’s pre-Labor Day  
 5 recommendation was based on the unfeasibility of a  
 6 post-Labor Day calendar option. A post-Labor Day  
 7 start would cause the calendar to run over by one  
 8 teach day, and that would be 192 days, and the  
 9 committee did not see a way to adjust the calendar to  
 10 meet the student and teacher day requirement. In  
 11 fact, the only way to modify the post-Labor Day  
 12 calendar to avoid running over would be, and there are  
 13 a couple of options. To pay teachers and support  
 14 staff to work an additional day, so beyond that 191  
 15 days. To cut preservice teacher day from the week  
 16 teachers report back to school, we have not had  
 17 agreement on this. We do have members represented on  
 18 the Calendar Committee. And, then to make a PD day a  
 19 non-school day for students and teachers, which would  
 20 be inequitable because a decision would have to be  
 21 made as to which of those approved professional

Page 104

1 development days would be the day that would be  
 2 chosen. Also, as you see on the slide, the option of  
 3 reducing the number of inclement weather days to meet  
 4 requirements was not an option because this calendar  
 5 uses only the minimum number of inclement weather  
 6 days. So, this calendar includes three inclement  
 7 weather days provided for the Board, just for your  
 8 information, is our usage over the past few years to  
 9 see how many inclement weather days we have used in  
 10 the past. So, again, we provide this information to  
 11 you to provide clarity and certainly to answer  
 12 additional questions that we have received. At this  
 13 time I would like to turn it over to Ms. Joelle  
 14 Bielski our Manager of Staff Relations, as well as Ms.  
 15 Megan Shay who is the Executive Director for Teaching  
 16 and Learning and a member of the Calendar Committee.  
 17 Together they will address questions that were raised  
 18 by both the Board and the community since the proposed  
 19 calendar was presented on September 27th. Ms.  
 20 Bielski?  
 21 MS. BIELSKI: Thank you. Good evening.

Page 105

1 This slide includes responses to questions received  
 2 since the September 27th presentation to the Board.  
 3 Answers to Questions one and two were provided to the  
 4 Board in a weekly update. This slide includes  
 5 response to Board members requests for survey  
 6 information. This information was also provided to  
 7 the Board in a weekly update. This slide provides  
 8 additional detail on school start day survey of BCPS  
 9 staff.  
 10 MS. SHAY: Good evening. Just wanted to  
 11 share that the Calendar Committee that Ms. Charley-  
 12 Greene referenced is comprised of a wide range of  
 13 stakeholders, including school administrators,  
 14 teachers, Central Office staff and parent and  
 15 community stakeholders represented from the groups  
 16 listed on the slides, including many member bargaining  
 17 units as well as some of our Parent Advisory Council  
 18 members, as well. And, so with that, we will take any  
 19 questions the Board may have regarding the calendar  
 20 recommendation.  
 21 VICE CHAIR MCMILLION: Any questions? May I

Page 106

1 have a motion to approve the 2023 --

2 MR. KUEHN: Question.

3 MS. CAUSEY: Thank you, Mr. McMillion. So

4 when was the last Calendar Committee meeting with all

5 of the Union leadership?

6 MS. CHARLEY-GREENE: The committee met on

7 May 16, 2022, and May 23, 2022. Ms. Shay, were there

8 any subsequent meetings other than that?

9 MS. SHAY: No, those were the two meetings.

10 MS. CAUSEY: So those were May 16th and May

11 23rd were before the finalization of the virtual

12 learning day, so I am wondering what is the impact of

13 the virtual learning that was approved that could

14 assist the calendar?

15 MS. CHARLEY-GREENE: Ms. Causey, please go

16 ahead. Ms. Causey are you.

17 MS. CAUSEY: Yes. We all heard from Mr.

18 Burke and Ms. Sexton and others about the calendar,

19 especially related to professional development and

20 having some number of hours available where it is not

21 on a professional development day that is also on a

Page 107

1 holiday where some staff would be missing.

2 MS. CHARLEY-GREENE: So, to understand your

3 questions, yes it is correct that that was before that

4 discussion was held that the committee met, correct.

5 I am trying to clarify; I know we just heard from Dr.

6 Yarbrough related to the professional learning plan

7 for the current year. Are you talking about the

8 virtual learning days for the previous year? I just

9 want to make sure I understand.

10 MS. CAUSEY: No, for the future year.

11 MS. CHARLEY-GREENE: Okay, understood.

12 Yes, you are correct.

13 VICE CHAIR MCMILLION: Okay, Mr. Kuehn.

14 Questions, Mr. Kuehn.

15 MR. KUEHN: Yes. I am looking at the

16 PowerPoint presentation, slide five and it has closure

17 and early release days listed here. My question is it

18 has two days. The last two days of the school year

19 showing as three-hour early release days, and my

20 question is it looks like those two days go beyond the

21 180-day requirement and they are basically short days

Page 108

1 where nothing gets done. I'm as to why we even have

2 those days on the calendar since they go beyond the

3 180 or 181 required days if I am reading this calendar

4 correctly. Someone can pipe up and tell me if I am

5 not reading it correctly. But, I am curious as to why

6 we have those two days tacked on to the end of the

7 year that are half days where there is no instruction

8 or learning going on.

9 MS. CHARLEY-GREENE: I would defer to Ms.

10 Shay as she was on the Calendar Committee and I don't

11 know if you would also like address the teaching and

12 learning on the final two days, as well.

13 MS. SHAY: So, thank you for that. I do

14 what to pipe up Mr. Kuehn and offer that I think you

15 may possibly be reading it incorrectly, because those

16 two days do count. The reason that they are early

17 closure for students is to afford our teachers time

18 for grading and reporting to make sure that they are

19 able to report accurately on progress for our

20 students. And then I would be remiss if I did not say

21 we do hope there is teaching and learning happening

Page 109

1 until the very last moment. If nothing else they

2 could be reading or writing and sharing their plans

3 for the summer. So, I know I am a little Pollyanna,

4 but that would be our hope and expectation. But, I do

5 believe those days are counted in both the student

6 count and the teacher count by contract.

7 MR. KUEHN: Okay, I am looking at the

8 recommended 23, 24 pre-Labor Day item that is

9 attached. Page 4 has June of 2024 and I am just

10 trying to understand how to read this. It shows 183

11 to 184 and that must be in school days, if I am

12 reading that correctly.

13 MS. SHAY: Yes, so that includes the three

14 inclement weather days. So, we are required to build

15 in a minimum of three inclement weather so that is

16 where you are seeing the 183. If we didn't use that

17 inclement weather days it is to make sure that we have

18 a minimum of 180.

19 MR. KUEHN: Why does it say 183-184? I

20 don't understand that. It has 183 total, 183-184.

21 The teacher staff days are 194, so I am just trying to

Page 110

1 understand. Like, if you take those three extra days  
 2 away, right, because you didn't close, you have 181 or  
 3 180, based on what I am looking at. So, again, I am  
 4 trying to understand this to make sure that I follow  
 5 it. That is really what my questions are about. Can  
 6 you see that?  
 7 MS. SHAY: Yes.  
 8 MR. HUEHN: Is 183 or 184? I don't know  
 9 why it would be either.  
 10 MS. CHARLEY-GREENE: Elementary schools  
 11 have one fewer day in terms of the number of hours, so  
 12 the elementary calendar is slightly shorter. So, I  
 13 believe that accounts for the adjustment, but I would  
 14 certainly defer to my colleagues at the table, if I am  
 15 misinterpreting that.  
 16 MS. SHAY: That is correct, because of the  
 17 elementary conference day.  
 18 MR. KUEHN: Okay, thank you. I was just  
 19 trying to follow. I appreciate it.  
 20 MS. SHAY: I appreciate that.  
 21 MR. KUEHN: well last question I have has

Page 111

1 to do with the fact that based on page 9, pages 8 and  
 2 9 of your presentation, it is showing the BCPS  
 3 employees were part of a school survey and did they  
 4 favor pre- or post-Labor Day starts. And, it looks as  
 5 if they wanted a post-Labor Day start as did the last  
 6 time the community was open to take a look at this by  
 7 60% to 40% wanted post-Labor Day.  
 8 VICE CHAIR MCMILLION: Mr. Kuehn, you have  
 9 a few seconds, please.  
 10 MR. KUEHN: So, I am just curious as to why  
 11 we do not have a post-Labor Day option at all.  
 12 MS. CHARLEY-GREENE: Thank you for that  
 13 question. The Calendar Committee made the decision  
 14 not to move forward a post-Labor Day calendar because  
 15 of the infeasibility of moving forward. They were  
 16 unable to reconcile the overage of teacher days, and I  
 17 cannot recall the slide, but there were a number of  
 18 options that would need to be considered in order to  
 19 meet that need and they were not able to reconcile  
 20 that. For that reason they put forward a pre-Labor  
 21 Day calendar. We have received recommendations from

Page 112

1 members of the community on how that can be  
 2 reconciled. I do believe comments made by Billy Burke  
 3 earlier are correct and at least match our experience  
 4 and that close analysis of those alternative calendars  
 5 show that those calendars missed some required dates  
 6 and, basically, every iteration we came up with where  
 7 we met all of the requirements we were not able to  
 8 reconcile and move forward a post-Labor Day calendar.  
 9 MR. KUEHN: All right, thank you.  
 10 CHAIRWOMAN HENN: Thank you. Ms. Stolusky?  
 11 MS. STOLUSKY: Hi. Thank you so much for  
 12 putting that together and I don't mean to beat a dead  
 13 horse, but the teachers seem to want in a large  
 14 percent the post-Labor Day start combined with the  
 15 teachers expressing the negative effect of the  
 16 religious holiday days, where if they are observant of  
 17 that holiday it adds extra stress, I just believe I  
 18 have to stand on behalf of the teachers. The ones who  
 19 are struggling and stressed right now that, of course,  
 20 we cannot please everybody, but to honor what the  
 21 teachers need, I think, would be the most important.

Page 113

1 I wonder if it is possible with those religious  
 2 holidays to amend when it does fall on a weekend that  
 3 maybe the school are not canceled. I know for many,  
 4 many years with Rosh Hashanah and Yom Kippur going  
 5 back many years, if the holiday fell on the weekend  
 6 there was never a weekday holiday. That was never  
 7 something that was practiced. So, perhaps giving  
 8 everybody the holiday, I think that is a wonderful  
 9 idea, but maybe not if it falls on a Sunday honoring  
 10 it on that Monday. It is just something else to  
 11 consider to possibly open up another option. I don't  
 12 know if that was looked at or not. Thank you so much.  
 13 MS. CHARLEY-GREENE: Thank you and thank  
 14 you for the question. The Calendar Committee did not  
 15 look at that option as it was a Board directive to  
 16 honor the holiday whether it be either on the Friday  
 17 before or the Monday after, so the Calendar Committee  
 18 operated within those parameters.  
 19 MS. STOLUSKY: Okay. Thank you.  
 20 CHAIRWOMAN HENN: Thank you. Did you have  
 21 a motion you wanted to make to that effect?

Page 114

1 MS. STOLUSKY: I don't know if I can  
 2 because I know we are running late, but if that is an  
 3 option to look at, I think.  
 4 CHAIRWOMAN HENN: What would be the impact  
 5 of such a change at this point?  
 6 MS. CHARLEY-GREENE: I don't know if Ms.  
 7 Shay you can help me with this, but I think since the  
 8 committee did not consider that I don't know that they  
 9 have mocked up calendar as to what that would look  
 10 like. I think that would have to be additional work  
 11 the team would have to do just to go through create  
 12 that calendar and be able to identify what the  
 13 potential impact would be.  
 14 MS. SHAY: Can I ask a point of  
 15 clarification?  
 16 MS. STOLUSKY: Sure.  
 17 MS. SHAY: Were you offering that then  
 18 there would be a day that was professional development  
 19 day that did not fall on a holiday or are you offering  
 20 that those two holidays that fall on a weekend would  
 21 just shorten the last day of school.

Page 115

1 MS. STOLUSKY: Either, or. I know you guys  
 2 have your constraints, too. So, even having those two  
 3 days. But, I would be open to either, or. I am just  
 4 thinking about the teachers and I know that so many  
 5 have expressed the making up of the staff development  
 6 in terms of training and they just don't need any more  
 7 stress. But, you guys have worked extremely hard and  
 8 I and not trying to shoot the messenger by any means.  
 9 But I do feel like anything we can do for the teachers  
 10 is just wonderful.  
 11 MS. SHAY: Of course, and if I can. So,  
 12 two things. One, that is also one of the reasons that  
 13 the committee did not want to shorten the professional  
 14 development days prior to the school year, which you  
 15 say was one of the options, because those days are so  
 16 important for teachers. Second, we are also pro-  
 17 teacher so I appreciate that perspective. I will  
 18 share we too, at least in teaching and learning, we  
 19 have heard a lot of feedback from teachers about how  
 20 challenging it is to have professional learning. At  
 21 the same time, as this Board knows, we also talk about

Page 116

1 how critically important professional learning and  
 2 training is for teacher to feel that they have what  
 3 they need. What my team has been trying to do is to  
 4 repeat sessions, because often times it is a different  
 5 population that is observing the religious holiday.  
 6 So what we have tried to do as we move forward, it was  
 7 new for us too this year, was to try to repeat  
 8 sessions so sessions that may have been offered on  
 9 Rosh Shoshana we repeat on Diwali so that, while there  
 10 may be an individual that honors both, in the large  
 11 majority perhaps we would be able to alleviate some of  
 12 that, because we heard the same feedback from  
 13 teachers. So I just offer that we are also listening  
 14 and trying to support teachers. In terms of the  
 15 question of the impact, I think Ms. Charley-Greene, we  
 16 would have to bring the committee back together to see  
 17 what the impact would be of that recommendation,  
 18 because there is not a third option that did that.  
 19 CHAIRWOMAN HENN: We understand the  
 20 constraints with scheduling and the need to get this  
 21 approved and published so, I think Dr. Williams wants

Page 117

1 to comment, so I will turn it over to him.  
 2 DR. WILLIAMS: So, I believe your policy  
 3 states that the first Board meeting in November you  
 4 have to approve the calendar. So, if there are any  
 5 iterations or changes the direction that the Board  
 6 provided us, I was going to say exactly what Ms. Shay  
 7 did. We would have to reconvene the committee. We  
 8 would have to look at all the parameters and then come  
 9 back to the Board with our recommendation. I would  
 10 not want the team to try to make a decision right on  
 11 this spot knowing just all the nuances to any motion  
 12 that is being made. So, I just want to bring that to  
 13 the Board attention. If it is the desire for a motion  
 14 for anything to happen additional option, we would  
 15 have to reconvene the committee and then we are not  
 16 following the policy. But that is something that the  
 17 Board can discuss to then bring some closure as to  
 18 what direction you would like for us to go. I am a  
 19 little concerned about the timing of all of this with  
 20 the committee members and I don't know. I will not  
 21 put Joelle on the spot, but I don't know if the next

Page 118

1 meeting is November 22nd. I don't know if the timing  
 2 of that is realistic. I am not sure, I just wanted to  
 3 bring some clarity to the Board just so you know the  
 4 constraints that we may have.

5 CHAIRWOMAN HENN: I would like to consult  
 6 Board counsel with a question regarding the policies,  
 7 Mr. Brousaides. Should the Board approve the calendar  
 8 with the understanding that there may be changes or a  
 9 motion to look at tweaks to that calendar, would that  
 10 be compliant with our policy? Because we have changes  
 11 to the calendar for other reasons throughout the year.

12 MR. BROUSAIDES: You are saying if you  
 13 adopt the calendar.

14 CHAIRWOMAN HENN: If we adopt the calendar  
 15 can we make that modification or adopt a partial  
 16 calendar with the understanding that we will make a  
 17 decision on the holidays as Ms. Stolusky said.

18 MR. BROUSAIDES: It is obviously not  
 19 preferred way. I don't see an absolute bar to doing  
 20 that.

21 CHAIRWOMAN HENN: Thank you. Ms. Hassan?

Page 119

1 MS. HASSAN: Yes, thank you. Do you want  
 2 to speak to the existence of religious holidays,  
 3 especially to minority religious holidays. As I have  
 4 publicly shared, I am a Muslim American so that  
 5 professional day is essential for me and I always make  
 6 the argument, well, if Christmas were on a Saturday  
 7 you would still have Winter Break, especially  
 8 considering that a lot of religious holidays span more  
 9 than one day, including Muslim holidays. Not all  
 10 Muslims celebrate all three days of some holidays, but  
 11 it is essential to consider. Not only that, but I  
 12 think it is important to acknowledge that those  
 13 professional development days are important and I know  
 14 that you guys have put in the work. I see that work  
 15 and I appreciate that. But I think if we are talking  
 16 about religious holidays my fear is that if we say,  
 17 okay Eid al-Adha is on a Saturday or Eid al-Fitr is on  
 18 a Saturday let's just not include it on the calendar  
 19 and put a little asterisk, my fear is that the next  
 20 year in the coming discussions will be we did not have  
 21 it last year so why should we have it this year. That

Page 120

1 is honestly a major fear because it took years to even  
 2 get a day like this on the calendar and a lot of  
 3 discussion and pushing from community members and  
 4 students and parents and teachers just to include  
 5 these religious holidays. So, I think it is essential  
 6 to realize that our calendars do set precedent. The  
 7 fact that we had Diwali and Lunar New Year approved  
 8 last year is why we have it this year. That is just  
 9 my argument on keeping those religious holidays, even  
 10 if they do fall on a Saturday or a Sunday.

11 CHAIRWOMAN HENN: Thank you. I see hands  
 12 and a lot of activity in the chat so, Ms. Rowe, you  
 13 have been waiting, I believe.

14 MS. ROWE: Yes, thank you. So one of the  
 15 things we have done in the past right off the bat is  
 16 to have the Calendar Committee from the start submit  
 17 two calendars, one that is pre-Labor Day and one that  
 18 is post-Labor Day. There are other jurisdictions in  
 19 the State who have had no difficulty coming up with a  
 20 post-Labor Day calendar. I think that moving forward  
 21 with this it would be a good idea to come up with some

Page 121

1 sort of consistency like maybe if Labor Day is  
 2 September 1st through the 4th, it could be post and if  
 3 it is September 5th through the 7th, it could be pre,  
 4 but I fear that we are going go back into the  
 5 situation that caused this debate in the first place  
 6 where school starting earlier, earlier and earlier in  
 7 the summer and that we are basically trying to move to  
 8 all year-round school. I think from our survey we can  
 9 see that the community does not support all year-round  
 10 school, and I would like to see both calendars from  
 11 the get-go.

12 CHAIRWOMAN HENN: Thank you, Ms. Rowe. Dr.  
 13 Hager? Okay, you had a couple of questions. Okay.  
 14 Mrs. Causey?

15 MS. CAUSEY: Thank you. Quickly to slide  
 16 9, if that can be put up. Every bargaining unit  
 17 preferred a post-Labor Day start. (indiscernible)  
 18 TABCO. Parents prefer the post-Labor Day start.  
 19 Employees, slide 8, prefer the post-Labor Day start.  
 20 So, I would like to not take a vote until there is a  
 21 post-Labor Day option and I appreciate from what I

Page 122

1 have heard about concerns from teachers of the  
 2 professional development day being on their holiday.  
 3 (Chime)  
 4 CHAIRWOMAN HENN: Thank you. That is time,  
 5 Mrs. Causey. Thank you.  
 6 DR. HAGER: I just wanted to echo what Ms.  
 7 Hassan said in mentioning that Easter is always on a  
 8 Sunday and yet we have always had off on Monday. So,  
 9 I really am very concerned about this conversation  
 10 about taking away any of the holidays that we added to  
 11 the calendar. One of the things I am most proud of  
 12 this Board over the past few years is the addition of  
 13 these holidays to the calendar and have it be so  
 14 inclusive in that it is so diverse. So, I think that  
 15 is a real value add to what we have done. I also want  
 16 to point out that the survey did not ask about year-  
 17 round school so that is like an extrapolation from the  
 18 data. Also, the sample sizes are very low by  
 19 bargaining unit. If we were going to put as much  
 20 weight into this survey as people are putting into it,  
 21 I would have a million questions about how the survey

Page 123

1 was done, whether people could answer more than once,  
 2 whether they looked at IP address and add a million  
 3 questions if we are going to put that much weight into  
 4 these survey responses. Meanwhile, over the past two  
 5 years since I joined the Board, we have had extensive  
 6 discussions about the value of pre-Labor Day start and  
 7 I don't know if that is what we are talking about  
 8 today. I feel like today we are talking about this  
 9 calendar and we could go back and look at the  
 10 recording and have all of those discussions again  
 11 about the AP Test preparation and the availability of  
 12 summer camps. I mean we talked about it at length.  
 13 So, I worry that we are going down the wrong rabbit  
 14 hole that we have been down before. I think that this  
 15 calendar is wonderful. I think you have put a lot of  
 16 effort into it and, again, I think if we want to talk  
 17 about the survey then we can take a deeper dive, but I  
 18 don't know that that was the purpose of this  
 19 conversation. That's all.  
 20 MS. SHAY: Can I add one quick thing for  
 21 the context of these questions? The committee did go

Page 124

1 into this with the idea of offering a pre and a post,  
 2 but if you look at Slide 6, Slide 6 details that if we  
 3 had brought you a post calendar, it is not possible.  
 4 So, I just want to honor that for the purpose of  
 5 efficiency in knowing your timeline in the Board  
 6 policy, Slide 6 really captures the discussion of why  
 7 the post-Labor Day start was not also presented. So,  
 8 I did not want anyone to think the committee did not  
 9 recognize, and I would offer that the survey was prior  
 10 to the committee meeting. So, yes, people have  
 11 preferences. I like summer, although we don't really  
 12 that but you know what I mean. I just want to offer  
 13 that we recognize that that was a preference, but this  
 14 really captures why this calendar is the one being  
 15 recommended, not for lack of discussion or reflection  
 16 of that survey. Thank you.  
 17 CHAIRWOMAN HENN: Ms. Stolusky, I know you  
 18 have a comment.  
 19 MS. STOLUSKY: I have a follow-up question  
 20 to that, Ms. Shay. So, to Slide 6, to your point.  
 21 There are three options that are listed here where a

Page 125

1 post-Labor Day start could be feasible. Not ideal, as  
 2 Mr. Brousaides said, not the preferred way to go about  
 3 doing it, but to say that it is not possible I don't  
 4 think is exactly true, in that you outline here three  
 5 possible scenarios in which a post-Labor Day could be  
 6 feasible. Option three, being make a PD day a non-  
 7 school day for students and teachers.  
 8 MS. SHAY: You are correct. Not possible  
 9 is different than not feasible and not preferred by  
 10 the committee or recommended. I would offer though,  
 11 number one would require renegotiation of the  
 12 contract, which is where the not possible came in, but  
 13 you are correct.  
 14 MS. STOLUSKY: Of course, one and two  
 15 highly unlikely. Three certainly within the realm of  
 16 possibility.  
 17 MS. BIELSKI: The question of equity came  
 18 up related to number three in terms of the PD days  
 19 being that they are religious holidays. Which PD day  
 20 would be speaking of? And, so I think that is the  
 21 reason why the committee, I did not serve on the



Page 126

1 Calendar Committee but I am familiar with their work  
 2 and I know they really grappled with this, so I do  
 3 want to echo Ms. Shay’s comments that the committee,  
 4 and we did include who they were comprised of, so they  
 5 are also teachers, educators, parents, family members.  
 6 So, they are representative of those very groups that  
 7 completed the survey, and they did want to honor the  
 8 wishes of everyone. So, they tried to do that. They  
 9 bring these forward because these are the barriers.  
 10 Certainly, if it is the Board’s desire to do something  
 11 different or to remove barriers then that is a  
 12 decision for the Board. But I do want to honor the  
 13 work of the committee to say that they were aware of  
 14 all of those things. They did take those into  
 15 consideration and they put forth what the barriers  
 16 were to moving forward with a post-Labor Day calendar.  
 17 CHAIRWOMAN HENN: Thank you. Mrs. Causey  
 18 and then Mr. McMillion.  
 19 UNKNOWN MALE SPEAKER: Mrs. Causey is out  
 20 of time.  
 21 CHAIRWOMAN HENN: She is out of time?

Page 127

1 Okay, Mr. McMillion.  
 2 VICE CHAIR MCMILLION: I support the  
 3 committee, and I am going to use Dr. Hager’s comment  
 4 about going down this rabbit hole. We have been down  
 5 this rabbit hole. We gave you a directive and you  
 6 followed the directive and constructed the calendar  
 7 based on the information that we gave you. Now we are  
 8 coming back wanting to flip it and want to change it.  
 9 I support the committee. Thank you.  
 10 CHAIRWOMAN HENN: Thank you. Ms. Jose?  
 11 MS. JOSE: I will keep it quick. I do  
 12 support what Mr. McMillion just said and Dr. Hager  
 13 echoed. We have been down this at least three, four  
 14 times in the past and we have talked about equity. We  
 15 have talked about learning lost. We have talked about  
 16 not all of our school children can afford long summer  
 17 vacations. Some of them need to be in school for  
 18 food. We have talked about this at length, so I  
 19 really do support the work of the committee. Thank  
 20 you for everything.  
 21 MS. SHAY: Thank you.

Page 128

1 CHAIRWOMAN HENN: Thank you. Ms. Causey is  
 2 out of time; however, she put a motion in the chat, so  
 3 for the purpose of discussion and to honor her motion,  
 4 I will read it for her. This is her motion. She  
 5 moves that the Board approval of the calendar be  
 6 delayed to evaluate a post-Labor Day start and the  
 7 impact of virtual inclement weather days. Is there a  
 8 second?  
 9 MS. ROWE: Second, Rowe.  
 10 CHAIRWOMAN HENN: Thank you, Ms. Rowe.  
 11 UNKNOWN SPEAKER: Can you read it again,  
 12 Chairwoman?  
 13 CHAIRWOMAN HENN: Yes. Ms. Causey moves  
 14 that the Board approval of the calendar be delayed to  
 15 evaluate a post-Labor Day start and the impact of  
 16 virtual inclement weather days and it was seconded by  
 17 Ms. Rowe. I would offer an amendment to Mrs. Causey’s  
 18 motion to also evaluate Ms. Stolusky’s suggestion  
 19 regarding holidays if she would accept that amendment.  
 20 Mrs. Causey?  
 21 MS. CAUSEY: Yes, ma’am. I was just typing

Page 129

1 in the chat, may I speak to the motion?  
 2 CHAIRWOMAN HENN: Can I get a second for my  
 3 amendment.  
 4 MS. ROWE: Second, Rowe.  
 5 CHAIRWOMAN HENN: Thank you. Mr.  
 6 Brousaides, may Mrs. Causey speak to her motion with  
 7 no time?  
 8 MR. BROUSAIDES: It would be preferred to  
 9 speak to the amendment.  
 10 CHAIRWOMAN HENN: Speak to the amendment.  
 11 So, Ms. Stolusky would you like to speak to, since it  
 12 was your suggestion?  
 13 MS. STOLUSKY: I don’t know. I don’t know  
 14 if we should keep it separate. I hear everybody’s  
 15 concerns about all the progress that we have made. We  
 16 are not going to please everybody. You all have  
 17 worked very, very hard. It just feel as though  
 18 somebody has to advocate also for the teachers and for  
 19 their complaints in terms of what is the best for them  
 20 given their struggles right now.  
 21 MS. ROWE: We can keep it separate.

Page 130

1 CHAIRWOMAN HENN: I'll withdraw my  
 2 amendment. Mrs. Causey do you want to our -- do you  
 3 withdraw your second? And do you want to speak to your  
 4 motion.  
 5 MS. CAUSEY: I would not like to withdraw  
 6 my second, but I think we are not approving one thing,  
 7 we are just asking them to evaluate it, and we have  
 8 heard from our stakeholders tonight about teachers'  
 9 concern about professional development. Also related  
 10 to what is vital right now is retaining and recruiting  
 11 --  
 12 CHAIRWOMAN HENN: Hang on, hang on. Mrs.  
 13 Causey, are you speaking to the amendment or are you  
 14 speaking to the motion? And, do you withdraw your  
 15 second to my amendment?  
 16 MS. CAUSEY: I would not like to withdraw  
 17 my second.  
 18 MR. BROUSAIDES: Then we need to process  
 19 the amendment.  
 20 MS. ROWE: Ms. Henn?  
 21 CHAIRWOMAN HENN: Yes.

Page 131

1 MS. ROWE: It is two separate questions. I  
 2 believe we can simply separate the questions and vote  
 3 on them separately.  
 4 CHAIRWOMAN HENN: Okay, may I have a roll  
 5 call vote on the amendment to Mrs. Causey's motion to  
 6 ask staff to evaluate the impact of holidays that  
 7 occur on weekends to the calendar?  
 8 MS. GOVER: Ms. Rowe?  
 9 MS. ROWE: Yes.  
 10 MS. GOVER: Ms. Causey?  
 11 MS. CAUSEY: Yes.  
 12 MS. GOVER: Ms. Stolusky?  
 13 MS. STOLUSKY: Yes.  
 14 MS. GOVER: Ms. Jose?  
 15 MS. JOSE: No.  
 16 MS. GOVER: Mr. McMillion?  
 17 MR. MCMILLION: No.  
 18 MS. GOVER: Ms. Hassan?  
 19 MS. HASSAN: No.  
 20 MS. GOVER: Mr. Offerman?  
 21 MR. OFFERMAN: No.

Page 132

1 MS. GOVER: Ms. Scott?  
 2 MS. SCOTT: No.  
 3 MS. GOVER: Dr. Hager?  
 4 DR. HAGER: No.  
 5 MS. GOVER: Mr. Kuehn?  
 6 MR. KUEHN: Yes.  
 7 MS. GOVER: Ms. Henn?  
 8 CHAIRWOMAN HENN: Yes.  
 9 MS. GOVER: Favor is five.  
 10 CHAIRWOMAN HENN: Okay, so that motion  
 11 fails. Now we can process the original motion. Ms.  
 12 Causey do you want to speak to your motion?  
 13 MS. CAUSEY: Yes, thank you. One of the  
 14 things that is most vital right now is having staff.  
 15 And when we see a survey, and I understand questions  
 16 about how many people but it is what we have to work  
 17 with. When every employee Union wants a post-Labor  
 18 Day start. When the other counties that are adjacent  
 19 to us have a post-Labor Day start, which would make  
 20 things easier if people live in one county, work in  
 21 another and so forth. So, I think it is worthwhile

Page 133

1 for a delay to evaluate that, and the last thing I  
 2 will say is I pulled up Policy 6301 and I don't see a  
 3 date in there requiring approval in November.  
 4 Actually, the last thing I will say is, I am not going  
 5 to put in a new motion but I think we have heard it  
 6 where if there is professional development where it is  
 7 not a holiday so that everyone can participate. In  
 8 Anne Arundel County we heard in May conference there,  
 9 equity from policy to action from their office and  
 10 accelerates to an achievement, and they just do a two-  
 11 hour release once a quarter to make sure that there is  
 12 an opportunity systemwide, whether it is new  
 13 curriculum, discipline, training for new employees to  
 14 have that flexibility. I think it meets the needs,  
 15 improving moral and also getting that instructional  
 16 professional development piece where everyone has the  
 17 same opportunity.  
 18 CHAIRWOMAN HENN: Any other comments? Dr.  
 19 Hager?  
 20 DR. HAGER: I just want to say again, as a  
 21 survey person and a numbers person, we are putting a

Page 134

1 lot of weight into the survey that we did not hear the  
 2 methods for. We did not hear any of the background  
 3 data and if I thought we would be in this deep of a  
 4 discussion I would have sent these questions ahead of  
 5 time so we would be prepared to discuss this survey.  
 6 In years past we have had stakeholders lined up  
 7 talking about pre- and post-Labor Day. We have had  
 8 these discussions before. I am just really quite  
 9 surprised that this much weight is being put into to a  
 10 survey with such a small sample size, especially by a  
 11 bargaining unit and things like that.

12 CHAIRWOMAN HENN: Thank you. If there are  
 13 no further, yes Dr. Williams?

14 DR. WILLIAMS: I just want reiterate what  
 15 our presenters shared on Slide 6 about the constraints  
 16 and barriers. And not only will the committee have to  
 17 go back and discuss but there are contractual things  
 18 that we will have to discuss. So, Joelle mentioned  
 19 the constraints or desires of the Board. You wanted  
 20 us to proceed. I do want to clarify. The last two or  
 21 three years we provided a pre- and post- calendar for

Page 135

1 this Board, but I think Dr. Hager said it beautifully,  
 2 we spent last year so much time on this discussion we  
 3 reached agreement. I am really concerned about the  
 4 amount of work and the timing to go back and look at  
 5 these constraints and trying to address these  
 6 constraints whether it is the first meeting in  
 7 November that approval you are seeking or something  
 8 down the road, I just think there is a lot of work  
 9 that committee would have to do and we would have to  
 10 do with our Union partners. So, again, I want to  
 11 thank the committee for presenting the options and  
 12 really articulating with a slide why it is infeasible,  
 13 impossible, whatever terminology we want to use to  
 14 look at a post-Labor Day option. I am concerned about  
 15 the motion that is on the floor for the group to go  
 16 back and do something that is infeasible, impossible  
 17 and will require some negotiations with our Union.  
 18 Which, we are fine, we meet regularly with them, but  
 19 it is the amount of work that I don't know if can  
 20 reach agreement based on what was presented. So, I  
 21 just want to echo that, highlight that for this Board

Page 136

1 as you are about to make a vote on this amended  
 2 motion.

3 CHAIRWOMAN HENN: Thank you, Dr. Williams,  
 4 and I do not speak to this either. I think this Board  
 5 is acutely aware of our staffing needs. It comes up  
 6 every meeting. It is something that we have tried to  
 7 prioritize taking care of our people. It spoke to it  
 8 tonight. And, again, I hear what Dr. Hager is saying  
 9 about the sample size in the survey. I have a lot of  
 10 questions myself. At the same time, it is hard to  
 11 ignore when individuals are showing a preference  
 12 across our units, a strong preference in all by one,  
 13 for a post-Labor Day start. And I have supported a  
 14 pre-Labor Day start. I shifted gears to address  
 15 learning loss, to address a lot of concerns that we  
 16 heard. It is hard to ignore these numbers in terms of  
 17 preferences, and it is hard to ignore the needs of our  
 18 staff when we are in crisis with our staffing  
 19 situation, because the system has pulled out all stops  
 20 to try to attract and retain our people. So, I will  
 21 be supporting this motion for that reason even though

Page 137

1 I have the same hesitancy about the numbers and the  
 2 survey data just because whatever we can do to make  
 3 BCPS a better place to work and not to lose to  
 4 neighboring school systems, as Mrs. Causey said they  
 5 do have the post-Labor Day start.

6 MS. BIELSKI: If I just might add two  
 7 things. One being, yes the survey results were  
 8 gathered and the committee was driven to provide both  
 9 a pre and a post-Labor Day calendar and what was shown  
 10 through that work with the Post-Labor Day was that it  
 11 was not feasible. And when we went back to the Union  
 12 to say it is not feasible unless one of these three  
 13 things happen, TABCO was not for two or three that is  
 14 illustrated on the slide. And if you look at number  
 15 one, as Dr. Williams just said, we would have to  
 16 renegotiate it and it would have fiscal implications.  
 17 So, this is not something that we could really do  
 18 quickly pulling a committee together. They come  
 19 from various stakeholders, so calendars certainly have  
 20 to be considered. We have planned these meetings  
 21 pretty far out in order to accommodate and make sure

Page 138

1 every voice is at the table. So, that is one thing  
 2 and then also just considering that even if we did go  
 3 back to the table as Cindy Sexton and Billy Burke said  
 4 at the beginning of this meeting, they were  
 5 representing their Unions and supporting this after  
 6 seeing post was not feasible.  
 7 CHAIRWOMAN HENN: Thank you. Ms. Gover,  
 8 may I have a roll call vote? I did not see her. Go  
 9 ahead, Ms. Jose.  
 10 MS. JOSE: Quick comment. I do want to  
 11 state that we all do want what is best for our  
 12 teachers, but today Mr. Billy Burke who represents  
 13 CASE said he prefers the pre-Labor Day calendar.  
 14 TABCO said we have to do what is best for the  
 15 students. Ms. Cindy Sexton is right. On October 11th  
 16 she said TABCO preferred the pre-Labor Day calendar.  
 17 And so with 3,000 teachers there is going to be some  
 18 yes and no, and that is to be accepted. So I just  
 19 want to clarify that it is not true that we are not  
 20 listening to our teachers or principals or bargaining  
 21 units.

Page 139

1 MS. GOVER: Ms. Rowe?  
 2 MS. ROWE: Yes.  
 3 MS. GOVER: Ms. Causey?  
 4 MS. CAUSEY: Yes.  
 5 MS. GOVER: Ms. Stolusky?  
 6 MS. STOLUSKY: Yes.  
 7 MS. GOVER: Ms. Jose?  
 8 MS. JOSE: No.  
 9 MS. GOVER: Mr. McMillion?  
 10 MR. MCMILLION: No.  
 11 MS. GOVER: Ms. Hassan?  
 12 MS. HASSAN: No.  
 13 MS. GOVER: Mr. Offerman?  
 14 MR. OFFERMAN: No.  
 15 MS. GOVER: Ms. Scott?  
 16 MS. SCOTT: No.  
 17 MS. GOVER: Dr. Hager?  
 18 DR. HAGER: No.  
 19 MS. GOVER: Mr. Kuehn?  
 20 MR. KUEHN: Yes.  
 21 MS. GOVER: Ms. Henn?

Page 140

1 CHAIRWOMAN HENN: Yes.  
 2 MS. GOVER: Favor is five.  
 3 CHAIRWOMAN HENN: Okay, so that motion  
 4 fails. May I have a motion to approve the 2023, 2024  
 5 school calendar as presented in Exhibit N?  
 6 MS. HASSAN: So moved, Hassan.  
 7 CHAIRWOMAN HENN: Is there a second?  
 8 DR. HAGER: Second, Hager.  
 9 CHAIRWOMAN HENN: Any discussion? May I  
 10 have a roll call vote?  
 11 MS. GOVER: Ms. Rowe?  
 12 MS. ROWE: Yes.  
 13 MS. GOVER: Ms. Causey?  
 14 MS. CAUSEY: No.  
 15 MS. GOVER: Ms. Stolusky?  
 16 MS. STOLUSKY: Yes.  
 17 MS. GOVER: Ms. Jose?  
 18 MS. JOSE: Yes.  
 19 MS. GOVER: Mr. McMillion?  
 20 MR. MCMILLION: Yes.  
 21 MS. GOVER: Ms. Hassan?

Page 141

1 MS. HASSAN: Yes.  
 2 MS. GOVER: Mr. Offerman?  
 3 MR. OFFERMAN: Yes.  
 4 MS. GOVER: Ms. Scott?  
 5 MS. SCOTT: Yes.  
 6 MS. GOVER: Dr. Hager?  
 7 DR. HAGER: Yes.  
 8 MS. GOVER: Mr. Kuehn?  
 9 MR. KUEHN: Yes.  
 10 MS. GOVER: Ms. Henn?  
 11 CHAIRWOMAN HENN: Yes.  
 12 MS. GOVER: Thank you.  
 13 CHAIRWOMAN HENN: The motion carries.  
 14 Thank you. The next item on the agenda is the report  
 15 on College and Career Readiness, Rigorous Course Work,  
 16 APIBCTE (phonetic) Dual Enrollment College Credit and  
 17 for that I call on Dr. Mccommas and Dr. Zarchin.  
 18 DR. WILLIAMS: So, I am going to get them  
 19 started as they are transitioning, because I am  
 20 watching the time Board. Learning accountability and  
 21 results CCR, Rigorous Course Work, also known as

Page 142

1 College and Career Readiness is being presented by the  
 2 Division of Curriculum Instruction and the  
 3 collaboration with the Division of Schools. As you  
 4 know, this evening we have Dr. Boswell-McCommas, Dr.  
 5 Zarchin and Ms. Jewell Ralph, proud Principal of  
 6 Western School of Technology and Environment Science.  
 7 We share the programs and opportunities BCPS offers to  
 8 ensure that our students are prepared for their  
 9 futures after high school. A Board goal that aligns  
 10 to this is ensuring all students are enrolled in  
 11 courses that adequately prepare them to be college and  
 12 career ready upon graduation. This evening you will  
 13 here about specific ways BCPS makes this happen for  
 14 students. This slide shows the connection to Our  
 15 Compass: Our Pathway to Excellence in learning,  
 16 accountability and results section. The goal is  
 17 simple, preparing each child to graduate ready to  
 18 enter their chosen career, career training, military  
 19 training, or credit bearing college course. Our work  
 20 is to provide the necessary supports that will deliver  
 21 on this promise. Beginning in 2023 and 2024, the

Page 143

1 School Systems in Maryland will be required to provide  
 2 all students who meet college career ready standards  
 3 access to three pathways to future success at no cost  
 4 to the students. This even we will share with you how  
 5 BCPS is already fulfilling many components of the  
 6 future requirement. The BCPS framework of college and  
 7 career readiness offer students a rich advance  
 8 placement program, a comprehensive dual enrollment  
 9 program and a wealth of career and technical education  
 10 programs in every high school. These programs set our  
 11 students up for success on college and career  
 12 readiness assessments and college level credit bearing  
 13 courses and industry recognized internships,  
 14 apprenticeships, work-based learning opportunities and  
 15 training programs. This is the value-added aspect of  
 16 our education system. Students in BCPS do not just  
 17 graduate with a high school diploma, they leave with  
 18 college credit, college acceptances, scholarships,  
 19 apprenticeships, industry credentials and jobs making  
 20 above minimum wage salaries. The next slide speaks to  
 21 the system improvement teams. We have the system

Page 144

1 improvement teams that address college career  
 2 readiness. There are several that the GTAP&IB, that  
 3 team is charged with monitoring equitable access and  
 4 increasing rigor for students. The CTE Avid  
 5 (phonetic) Team is charged with ensuring equitable  
 6 access to CTE and Avid programs and ensuring  
 7 successful completion. The CCR Assessment is charged  
 8 with collecting and analyzing data from PSAT, SAT, ACT  
 9 and ACCUPLACER to provide support to school for  
 10 preparation, participation and performance and the  
 11 last system improvement team CCR graduation team is  
 12 charged with identifying best practices to ensure  
 13 students are college career ready and to increase the  
 14 graduation grade. So, with that I will turn it over  
 15 to Dr. Boswell-McCommas.  
 16 DR. BOSWELL-MCCOMAS: Thank you, Dr.  
 17 Williams, and good evening member of the Board. Our  
 18 next stop on our journey this evening as we explore  
 19 college and career readiness opportunities for our  
 20 students is in the International Baccalaureate  
 21 Program. We are proud to offer many pathways in our

Page 145

1 framework for CCR. International Baccalaureate is one  
 2 program. Our IB Magnet Programs are available at  
 3 Kenwood and New Town High Schools and both of our  
 4 schools offer an IB Middle Years Program, not to be  
 5 confused with middle school, but the Middle Years  
 6 Program is a program for students in grades 9 and 10,  
 7 as well as offering an IB Diploma Program option for  
 8 those students who are juniors and seniors. In  
 9 addition, New Town High School also offers the IB  
 10 Career Related Program options for junior and seniors.  
 11 All students in grades 11 and 12 can opt to take  
 12 additionally a standalone IB course as a course  
 13 candidate. They may be students who are not pursuing  
 14 the full diploma or the full career program but just  
 15 wish to take an IB course just like you might take an  
 16 advanced placement course, and they are referred to as  
 17 course candidates, for which they could be awarded  
 18 college credit. Additionally, during the last school  
 19 year, the 2021, 2022 school year, there were 14 IB  
 20 courses offered collectively at both Kenwood and New  
 21 Town High Schools. There were in total 216 students

Page 146

1 who were enrolled in our IB Program or courses and  
 2 last May we had 335 IB assessments administered and  
 3 35% of our students scored a 4 or higher allotting  
 4 them the potential to earn college credit. A total of  
 5 six IB Diplomas and 11 career related certificates  
 6 were awarded to students this past summer.  
 7 Additionally, this year 14 IB courses continue to be  
 8 offered collectively at Kenwood and New Town. There  
 9 are 111 students enrolled in the formal diploma or  
 10 career related programs, keeping in mind they are  
 11 juniors and seniors. The number of course candidates  
 12 are yet to be determined as students are still  
 13 discerning if they want to do that. The focus for  
 14 this year will be ongoing professional development to  
 15 support our IB initiatives to increase our student  
 16 enrollment and to build teacher capacity. All BCPS IB  
 17 schools, including the elementary and middle schools,  
 18 will participate in a collective IB evaluation cohort  
 19 to prepare for formal reauthorization visits by the  
 20 International Baccalaureate organization. Our next  
 21 stop on our journey of CCR tonight is exploring

Page 147

1 College Board advance placement options for our  
 2 students. Our partnership with the College Board  
 3 allows us to offer our students college credit level  
 4 and potentially credit bearing courses through the  
 5 advance placement program. As many of you know, these  
 6 courses are offered at each high school and are taught  
 7 by BCPS teachers. At the end of the course our  
 8 students may sit for an End of Course College Board AP  
 9 Exam, and if they score a 3, 4 or 5 on the exam they  
 10 may be awarded college credit depending upon the  
 11 institution that they attend after graduation. A  
 12 wonderful thing happened April 26, 2022. Current  
 13 Governor Hogan signed Bill 699 which mandates that all  
 14 Maryland University System Schools must accept scores  
 15 of 3, 4 and 5 for college credit. So, this is a  
 16 wonderful opportunity for our students who are  
 17 attending University of Maryland schools.  
 18 Additionally, this past spring 736 of our students  
 19 took in total 10,991 Advance Placement Exams, 67% of  
 20 our scholars scored a 3 or higher earning them college  
 21 credit as high school students. Overall, while our

Page 148

1 data does show that 67% of our students earned a 3 or  
 2 greater on the AP Exam, a closer look at performance  
 3 by student group provides us greater insight into gaps  
 4 in participation and performance for specific  
 5 students. So, for example, while black or African  
 6 American student comprise approximately 40% of our  
 7 total student population, 26% of our students  
 8 participating in one or more AP courses are black or  
 9 African American and of those, 18% of our AP students  
 10 who scored a 3 or greater were students who are black  
 11 or African American. So, as a system we have been  
 12 focusing on creating deliberate and intentional  
 13 opportunities for all students and especially our  
 14 students of color to participate and meet with success  
 15 in rigorous course work. Last year the participation  
 16 rate of our black and African American students in  
 17 advance placement courses did increase by 4% and we  
 18 will continue to prioritize equity and access, equity  
 19 and opportunity and, most importantly, equity and  
 20 achievement for all of our students effectively  
 21 closing opportunity and achievement gaps. Out of the

Page 149

1 5,736 participating AP students, many of them earned  
 2 additionally College Board advance placement scholar  
 3 distinctions. As you can see on the chart before you,  
 4 there are numerous forms of distinction that the  
 5 College Board recognize, so I will quickly go through  
 6 and describe what each is. Students who earn the AP  
 7 Scholars distinction receive scores of 3 or higher on  
 8 three or more advance placement exams. Students who  
 9 were acknowledged as AP Scholars with Honors were  
 10 students who received an average score of at least a  
 11 3.25 on all AP exams and scores of 3 or higher on four  
 12 or more of these exams. AP Scholars with Distinction  
 13 are students who receive an average score of at least  
 14 3.5 on all AP exams taken and scores of 3 or higher on  
 15 five or more of these exams. Advance Placement  
 16 International Diplomas are students who score a 3 or  
 17 higher on five or more Advanced AP Exams across  
 18 multiple disciplines. AP Seminar and Research  
 19 Certificate is awarded to students who earn scores of  
 20 3 or higher in both the AP Seminar and AP Research  
 21 course and, lastly, our AP Capstone Diploma is awarded

|  |  |
|--|--|
| <p style="text-align: right;">Page 150</p> <p>1 to students who earn scores of 3 or higher in AP<br/>                 2 Seminar, AP Research and on four additional AP exams<br/>                 3 of their choice. In closing our section on Advanced<br/>                 4 Placement, there are a few things additionally that we<br/>                 5 would like to highlight for this year. This past<br/>                 6 summer we had 100 Advanced Placement teachers<br/>                 7 participate in Galcher (phonetic) Advanced Placement<br/>                 8 Summer Institute. This marks the largest cohort of<br/>                 9 teachers for whom we have paid to attend and the first<br/>                 10 time we have been able to provide them with a stipend<br/>                 11 in addition to paying for them to attend. Second,<br/>                 12 this year Milford Mill High School and Randallstown<br/>                 13 High School are two of only sixty-four schools across<br/>                 14 the nation piloting the new College Board Advanced<br/>                 15 Placement African American Studies course. We<br/>                 16 anticipate that half of our high schools are being<br/>                 17 invited by the College Board to participate in the<br/>                 18 second year of the pilot during next school year the<br/>                 19 2023, 2024 academic year. And, lastly, this school<br/>                 20 year for the first time BCPS will be applying<br/>                 21 blueprint funds to pay for one AP exam for every</p>           | <p style="text-align: right;">Page 152</p> <p>1 College of Baltimore County. Our tuition free program<br/>                 2 is now available to all high school students.<br/>                 3 Students can take credit and noncredit bearing<br/>                 4 courses, courses that lead to industry credentials and<br/>                 5 continuing education courses completely free. We even<br/>                 6 pay for fees and books. These college classes are<br/>                 7 taught by CCBC college instructors and we currently<br/>                 8 have over 1,000 BCPS students take college courses at<br/>                 9 CCBC each fall and spring semester. Our first<br/>                 10 semester of expansion was just this past summer, the<br/>                 11 summer of 2022, and our summer enrollment went up by<br/>                 12 65% thanks to these blueprint funds. This fall our<br/>                 13 enrollment is currently up by approximately 22%, as<br/>                 14 well. We continue to work towards equity and<br/>                 15 participation dual enrollment just as we do in<br/>                 16 advanced placement, as we do in all of our early<br/>                 17 college access programs. BCPS partnership with the<br/>                 18 Community College of Baltimore County we offer over 50<br/>                 19 dual credit courses for our students. The courses you<br/>                 20 see on the screen before you are the 24 most popular<br/>                 21 courses, and it just gives you a sense of the</p>             |
| <p style="text-align: right;">Page 151</p> <p>1 student at BCPS and will continue to use our Title IV<br/>                 2 funds to pay for the rest of the exams for our<br/>                 3 students who qualify for fee reductions. Our next<br/>                 4 stop on our journey of CCR this evening involves<br/>                 5 school enrollment and early college access programs.<br/>                 6 So, this is another opportunity whereby our students<br/>                 7 can earn college credits while they are still high<br/>                 8 school students and, in some instances, they are<br/>                 9 working on their high school diploma and an<br/>                 10 associate's degree simultaneously. First we will talk<br/>                 11 about dual enrollment, participating in advanced<br/>                 12 courses as we were saying not the only way that our<br/>                 13 scholars can earn college credit while they are still<br/>                 14 in high school, but more specifically early college<br/>                 15 access programs have grown exponentially since 2014,<br/>                 16 when Senate Bill 740 was passed requiring tuition<br/>                 17 discounts to be given to high school students taking<br/>                 18 college classes at local community and State colleges<br/>                 19 and universities. With the funding from blueprint for<br/>                 20 Maryland's future, we have been able to expand our<br/>                 21 tuition free program in partnership with the Community</p> | <p style="text-align: right;">Page 153</p> <p>1 enrollment for those most popular of the 50. In<br/>                 2 addition to students being able to take a dual<br/>                 3 enrollment course, we also have early college high<br/>                 4 school programs. These are very specific and scripted<br/>                 5 programs whereby students are simultaneously working<br/>                 6 on their high school diploma and their AA Degree.<br/>                 7 Research shows that not just our students but all<br/>                 8 students who participate in dual enrollment,<br/>                 9 particularly early college high school programs, are<br/>                 10 more likely to enroll in college post-high school and<br/>                 11 to earn a degree within five years compared to those<br/>                 12 students who do not participate in any form of dual<br/>                 13 enrollment or early college high school experience.<br/>                 14 Our early college program at Woodlawn High School is a<br/>                 15 collegiate preparatory program that combines high<br/>                 16 school and college in a supportive yet rigorous<br/>                 17 educational environment. Through our partnership<br/>                 18 CCBC, students have the opportunity to simultaneously<br/>                 19 earn both diplomas and their AA Degree is in general<br/>                 20 studies. Additionally, they can earn up to 60 credits<br/>                 21 towards a bachelor's degree which may be eligible for</p> |

Page 154

1 reciprocal credit at any four-year college or  
 2 university. Our students earn credit through course  
 3 work completed both at the high school campus and at  
 4 the community college campus. College credits are  
 5 tuition free and our students are provided textbooks  
 6 for their classes. CTE is also in the game of early  
 7 college access programs. CTE is also pleased to offer  
 8 two pathways in technical early college high school  
 9 programs, typically referred to as PTECH. Dundalk  
 10 High School is in its fifth year of implementation,  
 11 while Owings Mills is in year three. Our students  
 12 graduate high school not only with their diploma but  
 13 also an associate degree and a six-week paid  
 14 internship free of charge. In addition, CTE has some  
 15 innovative programs. Two of our newest programs  
 16 include aviation technology and artificial  
 17 intelligence in response to the expanding industry of  
 18 unmanned systems and advancements in computer science.  
 19 some of also have participated in experiences with our  
 20 food trailer, as well, another innovative program by  
 21 our CTE Team. I got a little ahead of myself. Our

Page 155

1 next journey is a further deep dive into CTE. So, CTE  
 2 is an integral part of college and career readiness,  
 3 as we have already begun to discuss. Whether that is  
 4 rigorous coursework leading to industry credentials,  
 5 extracurricular activities such as robotics or  
 6 managing our food trailer or even our Junior ROTC  
 7 programs. All students have the opportunity to  
 8 prepare for success after BCPS. What is important to  
 9 know is that while CTE may best be known for our high  
 10 school programs of study, the truth is that career  
 11 exposure begins at the elementary level, and at the  
 12 middle grades be build career awareness and ultimately  
 13 career exploration and preparation at the high school  
 14 level. Students are concurrently prepared for career  
 15 seeking and advancement for ECAP Programs, Work based  
 16 learning programs and Capstone work experiences. CTE  
 17 is not just about career placement and, while we are  
 18 building on our vocational foundation, we are career  
 19 and technical education aligned, which means our  
 20 students leave BCPS with opportunities to obtain  
 21 industry recognized credentials, technical skills

Page 156

1 assessment and dual in articulated credits as we have  
 2 spoken to. CTE also offers alignment to high skill,  
 3 high wage and in-demand careers, while training our  
 4 students for transferable employability skills. CTE  
 5 authenticates the academic content and rigor through  
 6 its use of disciplinary literacy. We are very proud  
 7 to say that BCPS CTE is currently leading the State of  
 8 Maryland in regard to enrollment and percentage of  
 9 high school students participating in a CTE program.  
 10 As of 2021, we have 18,000 high school students in CTE  
 11 or approximately 52.58% of our student population.  
 12 This has increased from 11,000 students in 2014. We  
 13 also have strong work-based learning program with over  
 14 1,600 internships occurring last year for our  
 15 students. A priority for our first CTE five-year plan  
 16 was to ensure expansion of equity and access across  
 17 our School System. We are now at nearly 40 different  
 18 CTE programs of study and pathways and will have at  
 19 least three CTE programs of study in each high school  
 20 and all 10 career clusters represented in each of the  
 21 three zones. We are in the process of developing our

Page 157

1 next CTE five-year plan and it will be focusing on  
 2 ensuring that CTE programs are consistently offered as  
 3 either a Magnet program or offered comprehensively and  
 4 open to all students. CTE has also engaged community  
 5 members, the Office of Facilities and a consulting  
 6 firm to consider an new northwest shared time center  
 7 similar to the one found at Sollers Point. CTE, too,  
 8 is continuously reviewing and updating our programs of  
 9 study against State and local data such as the  
 10 Department of Labor. This has resulted in  
 11 transitioning our drafting program into construction  
 12 design management program, upgrading our food  
 13 nutrition program, of study to a pro-start program and  
 14 writing grants to expand programs of study such as  
 15 aviation technology and artificial intelligence as  
 16 previously mentioned. Since 2019, CTE has covered all  
 17 technical skills assessment fees for our students.  
 18 This funding is used each year to ensure that no  
 19 student has to pay for their technical skills  
 20 assessment for industry recognized credentials. We  
 21 have continuously increased our TSA and industry



Page 158

1 recognized credential rate and currently our past rate  
 2 for technical skills assessment by our CTE  
 3 concentrators is at 93.33% and 90.48% for industry  
 4 recognized credentials. But wait, there is more. CTE  
 5 continues to expand our offering such as a free week-  
 6 long summer camp for rising eighth grade students, our  
 7 Junior Achievement Inspire event each year for our  
 8 current eighth grade students and our new CTE program  
 9 Pathway Guide Flyers to better inform parents and  
 10 community members of our programs of study. We have  
 11 also offered the NAPE Improvement Process for Equity,  
 12 often referred to as PIPE, to disrupt gaps in equity  
 13 and access. Our current career participant enrollment  
 14 nearly mirrors our School System demographics. I will  
 15 now turn this presentation over to my colleague, Dr.  
 16 Zarchin. Take it away.

17 DR. ZARCHIN: Thank you. The Department of  
 18 Schools engages BCPS offices and divisions to provide  
 19 consistent and collective support so our students are  
 20 able to learn at high levels. As the principal  
 21 supervisors, the executive directors of schools

Page 159

1 monitor, coach, guide and provide feedback to  
 2 principals so effective structures are in place for  
 3 quality teaching and learning to occur. They utilize  
 4 multiple measures of data in conjunction with  
 5 instructional walkthroughs of classroom lessons, they  
 6 attend and participate in school leadership meetings,  
 7 administrative team meetings and meetings individually  
 8 with principals to share feedback, coach and provide  
 9 direction, as needed. Executive directors also  
 10 participate in school progress plans. At the system  
 11 level they are involved in school improvement teams or  
 12 systems improvement teams as co-chairs with leader in  
 13 the Division of Curriculum and Instruction. As part  
 14 of the reorganization, our executive directors work  
 15 with one level elementary, middle school or high  
 16 school while supporting the articulation process  
 17 across levels and strategically working together to  
 18 strengthen instructional leadership practices at all  
 19 levels. Ms. Joseph and Mr. Mustipher (phonic) serve  
 20 as our high school Executive Directors and they share  
 21 the responsibility for supervising our high schools.

Page 160

1 Part of their work includes examining the scheduling  
 2 of courses, the master schedule and student access to  
 3 courses while also monitoring AP training for  
 4 teachers. Providing all students with access to  
 5 rigorous coursework is a shared responsibility. I am  
 6 thankful for the daily teamwork between the Department  
 7 of Schools and the Division of Curriculum and  
 8 Instruction. School counselors contribute greatly to  
 9 this work and play a vital role in schools working  
 10 with students to build on their potential and guide  
 11 students' plans for the future. The six-year plan and  
 12 advising sessions focus on the alignment of strengths  
 13 and interests with high school course offerings,  
 14 extracurricular activities, internships and dual  
 15 enrollment courses. In determining the length between  
 16 aspirations of high school offerings, students are  
 17 encouraged to increase academic rigor. Courses can be  
 18 identified by students, academic data, teacher  
 19 recommendation or tools like the AP Potential. This  
 20 tool identifies students who have potential for  
 21 success in AP courses. When students are taking the

Page 161

1 PSAT each October, high school counselors use this  
 2 information to talk about rigor which can be different  
 3 from student to student. Based on preparedness,  
 4 support, parent consultation and encouragement  
 5 students may be recommended for gradual approach  
 6 through honors courses or go directly into AP courses.  
 7 Each year counselors revisit the conversation to  
 8 determine who students are progressing with the plan  
 9 from the previous year. Throughout this process,  
 10 counselors collaborate with teachers to promote  
 11 academic supports so students experience success in  
 12 all of their courses. As mentioned earlier, the early  
 13 college access program is an opportunity for BCPS  
 14 students to take CCBC courses aligned with interests  
 15 and goals at no cost. Naviance Scope and Sequence is  
 16 a college and career readiness tool that offers  
 17 activities and assessments for secondary students to  
 18 explore interests that impact academic course  
 19 selection. Students can find career pathways that  
 20 support post-secondary plans to share with counselors  
 21 during advisory sessions. As students learn more

Page 162

1 about themselves, counselors can refine academic goals  
 2 to set each year. Collaboratively we strive to have  
 3 all students achieve high academic outcomes and  
 4 continued success in chosen careers long after they  
 5 leave BCPS and there are a wide range of pathways to  
 6 achieve those goals. At this time, I am proud to turn  
 7 the presentation over to Ms. Jewell Ralph, Principal  
 8 of Western School of Technology and Environment  
 9 Science for a glimpse of some of the great work going  
 10 on in schools.

11 MS. RALPH: Thank you so much. Western  
 12 School of Technology and Environmental Science is a  
 13 Magnet school located in the Catonsville community of  
 14 Baltimore County. Our school offers 11 Magnet and CTE  
 15 programs designed to prepare our 942 students for  
 16 college or the workforce. Our student population is  
 17 comprised of 471 males, 470 females and one student  
 18 who identifies as non-binary. The racial demographics  
 19 for our student body is as follows: 529 black  
 20 students, 169 Asian students, 154 white students, 44  
 21 multi-racial students, two Pacific Island student, one

Page 163

1 Native American student, 43 students within the racial  
 2 demographic identified as Hispanic. Of the total  
 3 student population, 72 students have a Section 504  
 4 Plan and 32 have an IEP. As we go through the next  
 5 three slides, we will look just how Western Tech has  
 6 put the blueprint for progress in action specifically  
 7 in areas of AP dual college enrollment and CTE. As  
 8 one of the county's premier Magnet schools, Western  
 9 Tech is laser focused on preparing our students to be  
 10 college and career ready. One of the ways we continue  
 11 to do this is by increasing AP performance. For  
 12 example, while the 2021 National Average for all  
 13 students who have scored a 3% or higher on the AP exam  
 14 is 23%, 60% of our graduating class of 2022 scored a 3  
 15 or higher on the AP exam. Looking at the trend data,  
 16 Western Tech exhibits an increase in the number of  
 17 students who took an AP course from 2018 to 2022, with  
 18 319 in 2018 and 336 in 2022. Due to the obvious  
 19 impacts of COVID 19 pandemic, there was a slight  
 20 decline in students who took AP courses for the 2020,  
 21 2021 school year. However, for the 2022 school year,

Page 164

1 336 students took the AP exam. Of the 336 students  
 2 almost 90% scored a 3 or higher. I think that is  
 3 worth repeating. Of the Western Tech students who  
 4 took the AP exam in 2022, almost 90% scored a 3 or  
 5 higher. As I stated earlier, we at Western Tech are  
 6 laser focused on preparing our students for college  
 7 and career readiness. Western Tech is known for its  
 8 cutting-edge coursework and rigorous instruction. Our  
 9 students start their Magnet courses in their freshman  
 10 year and most have completed all of their Magnet  
 11 courses by the end of their junior year. Students are  
 12 actively encouraged to do dual college enrollment  
 13 throughout their high school academic tenure. As a  
 14 result, the dual enrollment is growing at a steady  
 15 pace. For the 2021, 2022 school year, the Western  
 16 students accessed over 97 college level courses.  
 17 Twenty-one of these courses were accessed primarily by  
 18 our Asian and black student population. Because of  
 19 our focus, the benefits of dual enrollment and our  
 20 partnerships with BCPS we project that trend for  
 21 access in dual college credit courses will continue to

Page 165

1 increase. Western Tech prepares our students through  
 2 rigorous coursework and internships for college or  
 3 career after high school. We have built partnership  
 4 with key medical systems, universities and corporation  
 5 to enhance our CTE and Magnet programs. For example,  
 6 our partnership with the University of Maryland  
 7 Medical System has enriched our academy of health  
 8 professionals and our partnership with Baltimore Gas  
 9 and Electric and Smith Mechanical has strengthened our  
 10 mechanical construction and plumbing Magnet programs.  
 11 The students in our CTE programs are taking AP  
 12 courses, passing their exam, taking dual college  
 13 courses and getting internships with corporate  
 14 partners. Let me personalize this data by giving you  
 15 an example. Artie, one of our juniors, exemplifies  
 16 what it means to educate the whole child. She is  
 17 academically sound and involved in numerous  
 18 organizations in and out of school. She started her  
 19 own nonprofit organization while taking AP and dual  
 20 college courses. This young lady has already taken  
 21 two AP courses and two college courses. She is

Page 166

1 currently enrolled in AP Calculus and AP U.S. History  
 2 and is taking Psychology at CCBC. Artie will be  
 3 participating this year with the University of  
 4 Maryland Medical System. Artie represents many  
 5 students at Western Tech who take advantage of the  
 6 programs that we have put in place in order to prepare  
 7 for college or a career after high school. Let us  
 8 hear from Artie now. We have a video.

9       ARTIE SCHENEVUS: My name is Artie  
 10 Schenevus (phonetic) and I am a junior here at Western  
 11 School of Technology. Here at Western Tech we are  
 12 encouraged to take AP courses which give us a view  
 13 into what college students experience in their  
 14 classes. We are also encouraged to dual enroll in  
 15 community college with CCBC courses. These courses  
 16 help us take more specialized courses in college but  
 17 they also can help us graduate early. With that, I am  
 18 also a Magnet student here at Western School of  
 19 Technology and Academy of Health Professions Magnet  
 20 Program. We learn many clinical and administrative  
 21 aspects of healthcare. This will not only help us

Page 167

1 with our future careers but also with our hospital  
 2 internship, which is coming up in the next coming  
 3 weeks. My rotation is in-patient urology and I will  
 4 be able to use the skills I learned here at Western  
 5 Tech and apply them to my rotation.

6       MS. RALPH: Thank you. We at Western Tech  
 7 have a saying, be a Western Tech graduate or compete  
 8 with one. Well, watch out world, our Western Tech  
 9 scholars are coming. Thank you.

10       DR. WILLIAMS: So this visual will be made  
 11 available to students and families on the BCPS website  
 12 in Board Docs. This summarizes the multiple pathways  
 13 and programs that we discussed tonight and each logo  
 14 is linked to the corresponding website for easy access  
 15 of students and families. As you recall, last year we  
 16 showed a running record of our academic achievement  
 17 reports and I just wanted to end on this slide. Thank  
 18 you.

19       CHAIRWOMAN HENN: Thank you. A round of  
 20 applause.  
 21       (APPLAUSE)

Page 168

1       CHAIRWOMAN HENN: Well, thank you for the  
 2 outstanding presentation. We really appreciate it. I  
 3 find myself wanting more from each slide. If we could  
 4 hear a presentation on each bullet point, so thank you  
 5 very much. In the interest of time, we are not going  
 6 to be discussing this at length but I am sure that  
 7 Board members will be following up with questions and  
 8 requesting additional discussion on several of the  
 9 things we heard about. Thank you all.

10       DR. WILLIAMS: I just would like to  
 11 acknowledge Dr. Heather Woodridge, Coordinator for the  
 12 Office of Career Readiness; Dr. Michael Grubbs,  
 13 Coordinator of Technical Education; Dr. Jeffrey  
 14 Holmes, Senior Executive Director; and Ms. Kyria  
 15 Joseph, one of our High School Executive Directors.  
 16 Thank you all.

17       CHAIRWOMAN HENN: Thank you. The next item  
 18 on the agenda is Board member comments and agenda  
 19 setting. I will start with Ms. Rowe. She left.  
 20 Okay, Ms. Causey?  
 21       MS. CAUSEY: I'll wait until the end, thank

Page 169

1 you.

2       CHAIRWOMAN HENN: Ms. Stolusky?  
 3       MS. STOLUSKY: Very quickly, yes. That  
 4 College and Career Readiness update was just really a  
 5 tribute to the great work and probably one of the best  
 6 programs in the State, if not the country. I just  
 7 want to thank everybody for being a part of this  
 8 school year. We are all in this together through the  
 9 ups and downs, the bottom line is everybody care about  
 10 every child in the School System, and that is why we  
 11 are all here. Thank you everybody.

12       CHAIRWOMAN HENN: Thank you. Is Ms. Jose  
 13 online? She left the meeting, I don't know if she was  
 14 in Teams. Mr. McMillion?  
 15       VICE CHAIR MCMILLION: Thanks for the  
 16 presentation. I want to congratulate all the winners  
 17 from yesterday. I am looking forward to working with  
 18 you. I want to thank, little bit early, but I want to  
 19 thank the Board members that are leaving. I had the  
 20 opportunity to work with you. I had the opportunity  
 21 to learn a great deal. I say this and I mean it

Page 170

1 sincerely, I want to be a lifelong learner. I want to  
 2 have one foot on my death bed, I want to have one foot  
 3 on the floor and I want to be trying to learn  
 4 something. I am really looking forward, the reason I  
 5 ran again was because if I didn't these four years  
 6 would have been a waste to me. So, I want to continue  
 7 to learn, I want four more years and just want to  
 8 continue to grow as a Board member. This is technical  
 9 stuff for the ordinary person with the contracts and  
 10 the legal piece, and I want to keep learning. I want  
 11 to keep moving forward, and I want to thank everybody  
 12 that I've worked with for the opportunity to learn  
 13 something from them because I know I have learned  
 14 something. Thank you very much.

15 CHAIRWOMAN HENN: Thank you. Ms. Hassan.  
 16 MS. HASSAN: Thank you. I'm not quite sure  
 17 what else to add, but I do want to thank all of you.  
 18 As Mr. McMillion said, it is a little bit early to say  
 19 goodbye. For me, it feels a little rushed because I  
 20 just met a lot of you a couple of months ago, but  
 21 thank you so much for the hard work you have put in

Page 171

1 even up until the last day of your tenure and your  
 2 service on this Board of Education. I hope you take  
 3 everything you have learned here and you apply it  
 4 everywhere you go. And, I hope you continue to love  
 5 students, to love education and, most importantly, to  
 6 love your communities. Thank you.

7 CHAIRWOMAN HENN: Thank you. Ms. Scott?  
 8 MS. SCOTT: Yes, thank you. I don't have  
 9 any suggestions. I thank the staff and everything for  
 10 all the reports that you have given and I echo some of  
 11 the statements that were made earlier as far as I have  
 12 learned so much. I would like to congratulate those  
 13 who are coming into the Board who won their elections  
 14 and I hope everyone has a good evening. Thank you.

15 CHAIRWOMAN HENN: Thank you. Dr. Hager?  
 16 DR. HAGER: I, too, want to congratulate  
 17 the new Board members and I know most people have been  
 18 on the Board longer than I have but I certainly would  
 19 be happy to be a resource moving forward if there is  
 20 anything I can do to help them. I especially want to  
 21 congratulate Julie and Rod for their re-election, very

Page 172

1 exciting. As far as a new agenda item, someone  
 2 mentioned during public comment tonight had to do that  
 3 the area education advisory committees and I came to  
 4 the Board not knowing much about them, to be honest.  
 5 So, I clearly learned about them over the past few  
 6 years but I do think it may benefit the public to  
 7 learn more about their function and how members are  
 8 chosen, and things like that. In the future I think  
 9 that would be a good addition to the Board meeting.

10 CHAIRWOMAN HENN: Thank you, and I would  
 11 echo that. I would ask that our area advisory  
 12 councils to use your speaker slots, because you are a  
 13 recognized stakeholder group as are all of our  
 14 recognized stakeholder groups. You have that reserved  
 15 time to come use it. It is yours for a reason. Use  
 16 it to educate your communities. Before joining the  
 17 Board, I was Chair of the Northeast Advisory and  
 18 spreading awareness was always a challenge, so this is  
 19 an opportunity. Also, when I joined we had double  
 20 digit viewership of Board meetings. Now I hear about  
 21 it for must-see TV at PTA meetings. It's like, wow,

Page 173

1 you have an audience and you have this opportunity to  
 2 gain exposure and community awareness and get  
 3 stakeholders involved. So, I would encourage all of  
 4 our area advisories to come on out and talk to us and  
 5 use this as a forum. With that said, the last item on  
 6 the agenda is announcements. The Board's next meeting  
 7 will be held on Tuesday, November 22, 2022, at 6:30  
 8 p.m. Thank you all very much for joining us tonight.  
 9 The meeting is now adjourned.

10  
 11 (Meeting adjourned.)  
 12  
 13  
 14  
 15  
 16  
 17  
 18  
 19  
 20  
 21

1 TRANSCRIBER'S CERTIFICATE

2  
3 I, Vivian Saxe, hereby certify that I transcribed  
4 from audio file the proceedings to the best of my  
5 ability in the foregoing-entitled matter; and I  
6 further certify that the foregoing is a full, true and  
7 correct transcript of the audio files produced.

8 IN WITNESS THEREOF, I have subscribed my name on  
9 November 16, 2022.

10  
11  
12  
13 Vivian Saxe  
14  
15  
16  
17  
18  
19  
20  
21

**WORD INDEX**

|   |   |   |  |  |
|---|---|---|--|--|
| <p>&lt; \$ &gt;<br/> <b>\$1</b> 62:6<br/> <b>\$1.2</b> 63:12<br/> <b>\$11.95</b> 69:7<br/> <b>\$12.00</b> 69:8<br/> <b>\$130,000.00</b><br/>         68:15<br/> <b>\$140,000.00</b><br/>         68:16<br/> <b>\$2</b> 73:3<br/> <b>\$2.2</b> 63:13, 20<br/> <b>\$2.25</b> 63:13<br/> <b>\$20</b> 62:15<br/> <b>\$22</b> 64:20, 21<br/> <b>\$3.4</b> 62:3, 7, 12<br/>         63:15, 20 64:17<br/>         82:21<br/> <b>\$44,357.00</b><br/>         68:17</p> <p>&lt; 0 &gt;<br/> <b>0.5</b> 37:18</p> <p>&lt; 1 &gt;<br/> <b>1</b> 29:12 93:17<br/> <b>1,000</b> 152:8<br/> <b>1,080</b> 102:2<br/> <b>1,170</b> 102:1<br/> <b>1,500</b> 25:16<br/> <b>1,600</b> 156:14<br/> <b>10</b> 13:12, 18<br/>         37:21 39:3<br/>         72:8 145:6<br/>         156:20<br/> <b>10,991</b> 147:19<br/> <b>10:00</b> 94:15<br/> <b>100</b> 4:7 28:2<br/>         51:1 150:6<br/> <b>10th</b> 46:9<br/> <b>11</b> 40:5 45:21<br/>         145:11 146:5<br/>         162:14<br/> <b>11,000</b> 156:12<br/> <b>111</b> 146:9<br/> <b>11th</b> 92:6<br/>         93:15 138:15<br/> <b>12</b> 3:7 72:10</p> | <p>145:11<br/> <b>1230</b> 36:10<br/> <b>138</b> 21:7<br/> <b>14</b> 38:2 102:4<br/>         145:19 146:7<br/> <b>14,520</b> 41:3<br/> <b>147</b> 21:8<br/> <b>14th</b> 25:18<br/>         46:17<br/> <b>14-year-old</b><br/>         37:16<br/> <b>15</b> 3:8 11:7, 18<br/> <b>154</b> 162:20<br/> <b>16</b> 106:7 174:9<br/> <b>168</b> 4:9<br/> <b>169</b> 162:20<br/> <b>16th</b> 106:10<br/> <b>17</b> 3:9<br/> <b>173</b> 4:10<br/> <b>18</b> 148:9<br/> <b>18,000</b> 156:10<br/> <b>180</b> 101:18<br/>         108:3 109:18<br/>         110:3<br/> <b>180-day</b> 107:21<br/> <b>181</b> 108:3<br/>         110:2<br/> <b>183</b> 109:10, 16,<br/>         20 110:8<br/> <b>183-184</b> 109:19,<br/>         20<br/> <b>184</b> 109:11<br/>         110:8<br/> <b>19</b> 3:10 28:10<br/>         163:19<br/> <b>19,000</b> 94:2<br/> <b>191</b> 101:19<br/>         103:14<br/> <b>192</b> 103:8<br/> <b>194</b> 109:21<br/> <b>1st</b> 121:2</p> <p>&lt; 2 &gt;<br/> <b>2</b> 75:1 76:4, 16,<br/>         20 77:5, 10, 14,<br/>         17 78:3 93:18<br/> <b>2:30</b> 94:15<br/> <b>20,000</b> 78:17<br/> <b>200</b> 51:1</p> | <p><b>2014</b> 151:15<br/>         156:12<br/> <b>2018</b> 52:14<br/>         65:3 85:15<br/>         163:17, 18<br/> <b>2019</b> 46:21<br/>         65:3 75:14, 15<br/>         85:15 157:16<br/> <b>2020</b> 24:18<br/>         163:20<br/> <b>2021</b> 92:12<br/>         102:14 145:19<br/>         156:10 163:12,<br/>         21 164:15<br/> <b>2022</b> 1:12 5:5<br/>         61:7 91:18<br/>         92:12 94:20<br/>         106:7 145:19<br/>         147:12 152:11<br/>         163:14, 17, 18,<br/>         21 164:4, 15<br/>         173:7 174:9<br/> <b>2022/23</b> 4:5, 7<br/> <b>2023</b> 91:18<br/>         94:20 100:20<br/>         106:1 140:4<br/>         142:21 150:19<br/> <b>2024</b> 100:20<br/>         109:9 140:4<br/>         142:21 150:19<br/> <b>216</b> 145:21<br/> <b>22</b> 3:11 37:20<br/>         152:13 173:7<br/> <b>22nd</b> 118:1<br/> <b>23</b> 102:14<br/>         106:7 109:8<br/>         163:14<br/> <b>23-12</b> 59:7, 12<br/> <b>2380</b> 84:1<br/> <b>23rd</b> 106:11<br/> <b>24</b> 3:12, 13<br/>         109:8 152:20<br/> <b>24th</b> 51:11<br/> <b>25</b> 20:7 35:9<br/> <b>25th</b> 46:16<br/>         48:12 92:4<br/> <b>26</b> 3:14 147:12<br/>         148:7<br/> <b>27,000</b> 93:15</p> | <p><b>27th</b> 101:8<br/>         104:19 105:2<br/> <b>29</b> 3:15<br/> <b>2nd</b> 47:4</p> <p>&lt; 3 &gt;<br/> <b>3</b> 77:21 147:9,<br/>         15, 20 148:1, 10<br/>         149:7, 11, 14, 16,<br/>         20 150:1<br/>         163:13, 14<br/>         164:2, 4<br/> <b>3,000</b> 138:17<br/> <b>3.25</b> 149:11<br/> <b>3.5</b> 149:14<br/> <b>3:00</b> 13:11<br/> <b>30</b> 37:20 40:21<br/>         41:13, 17 89:5,<br/>         19<br/> <b>300</b> 51:1<br/> <b>31</b> 19:21<br/> <b>319</b> 163:18<br/> <b>32</b> 3:16 163:4<br/> <b>3215</b> 98:19<br/> <b>33</b> 24:18 25:19<br/> <b>335</b> 146:2<br/> <b>336</b> 163:18<br/>         164:1<br/> <b>34</b> 5:19 47:10<br/> <b>35</b> 3:17 146:3<br/> <b>37</b> 3:18</p> <p>&lt; 4 &gt;<br/> <b>4</b> 109:9 146:3<br/>         147:9, 15<br/>         148:17<br/> <b>40</b> 3:19 111:7<br/>         148:6 156:17<br/> <b>400</b> 29:16<br/> <b>4104</b> 89:1<br/> <b>43</b> 3:20 163:1<br/> <b>44</b> 162:20<br/> <b>45</b> 3:21<br/> <b>470</b> 162:17<br/> <b>471</b> 162:17<br/> <b>48</b> 66:3<br/> <b>4th</b> 121:2</p> <p>&lt; 5 &gt;</p> | <p><b>5</b> 3:2, 3 86:3, 6<br/>         147:9, 15<br/> <b>5,000</b> 35:17<br/> <b>5,736</b> 149:1<br/> <b>50</b> 36:1 152:18<br/>         153:1<br/> <b>504</b> 163:3<br/> <b>52</b> 4:1<br/> <b>52.58</b> 156:11<br/> <b>529</b> 162:19<br/> <b>55</b> 4:2<br/> <b>59</b> 4:3<br/> <b>5th</b> 121:3</p> <p>&lt; 6 &gt;<br/> <b>6</b> 3:4 62:2<br/>         81:19 84:13<br/>         124:2, 6, 20<br/>         134:15<br/> <b>6:30</b> 173:7<br/> <b>60</b> 111:7<br/>         153:20 163:14<br/> <b>61</b> 4:4<br/> <b>6301</b> 101:5<br/>         133:2<br/> <b>65</b> 152:12<br/> <b>66.5</b> 21:6<br/> <b>67</b> 147:19<br/>         148:1<br/> <b>699</b> 147:13</p> <p>&lt; 7 &gt;<br/> <b>7</b> 3:5 45:20<br/>         61:7 64:5 86:5<br/> <b>7110</b> 98:21<br/> <b>72</b> 163:3<br/> <b>73</b> 5:19 47:10<br/> <b>736</b> 147:18<br/> <b>740</b> 151:16<br/> <b>7th</b> 38:8 121:3</p> <p>&lt; 8 &gt;<br/> <b>8</b> 111:1 121:19<br/> <b>80</b> 79:1<br/> <b>828</b> 5:6, 13<br/> <b>8360</b> 99:2<br/> <b>8362</b> 99:3<br/> <b>8363</b> 99:5</p> <p>&lt; 9 &gt;</p> |
|---|---|---|--|--|

9 1:12 3:6 5:5  
85:2 111:1, 2  
121:16 145:6  
**9,700** 68:20  
69:7  
**9:30** 25:19  
**90** 164:2, 4  
**90.48** 158:3  
**900** 40:16  
**91** 4:5  
**93.33** 158:3  
**942** 162:15  
**97** 164:16  
**98** 4:6  
  
< A >  
**a.m** 94:15  
**AA** 153:6, 19  
**ability** 42:20  
46:6 174:5  
**able** 71:10  
81:6 108:19  
111:19 112:7  
114:12 116:11  
150:10 151:20  
153:2 158:20  
167:4  
**aboard** 12:17  
**absolute** 118:19  
**absolutely**  
18:15 54:5  
80:3, 4  
**Abstain** 7:21  
60:6, 14, 18  
90:17  
**academic** 47:15  
150:19 156:5  
160:17, 18  
161:11, 18  
162:1, 3 164:13  
167:16  
**academically**  
165:17  
**academics**  
18:10  
**Academy** 12:1  
165:7 166:19  
**accelerates**  
133:10

**accept** 71:5  
98:18 128:19  
147:14  
**acceptable**  
31:17 32:7, 8  
**acceptances**  
143:18  
**accepted** 52:5  
138:18  
**access** 16:3  
25:2 34:4  
50:11 51:16  
57:10 143:3  
144:3, 6 148:18  
151:5, 15  
152:17 154:7  
156:16 158:13  
160:2, 4 161:13  
164:21 167:14  
**accessed**  
164:16, 17  
**accessible** 93:14  
**accommodate**  
137:21  
**accountability**  
43:16, 20, 21  
48:8 141:20  
142:16  
**accountable**  
54:14  
**accounts** 110:13  
**ACCUPLACER**  
144:9  
**accurate** 76:15  
**accurately**  
108:19  
**achieve** 162:3, 6  
**achievement**  
21:2 47:15  
50:17 133:10  
148:20, 21  
158:7 167:16  
**achieving** 23:13  
**acknowledge**  
15:19 119:12  
168:11  
**acknowledged**  
54:6 149:9  
**acknowledging**  
55:14

**Act** 6:9 36:18,  
20 76:10, 11  
144:8  
**acted** 42:18  
**Action** 4:3  
22:19 23:8  
27:10, 11 28:16  
38:10 45:18  
48:17 55:18  
59:2, 10 133:9  
163:6  
**actionable**  
34:16  
**actions** 34:14  
50:16  
**active** 58:8  
72:5, 6, 14  
**actively** 56:19  
74:1 164:12  
**activities** 155:5  
160:14 161:17  
**activity** 72:12  
120:12  
**actuals** 62:19  
**acutely** 136:5  
**Adams** 35:16  
**adapt** 42:15  
**add** 70:18  
80:18 122:15  
123:2, 20 137:6  
170:17  
**added** 70:12  
122:10  
**addition** 16:12  
25:6 47:7 70:7  
72:15 101:20  
102:18 122:12  
145:9 150:11  
153:2 154:14  
172:9  
**additional** 34:8,  
20 37:11 51:11  
70:4, 15 71:16  
73:16 74:10  
75:10 76:7, 14  
79:19 83:7  
103:14 104:12  
105:8 114:10  
117:14 150:2  
168:8

**Additionally**  
21:7 23:19  
94:13 145:12,  
18 146:7  
147:18 149:2  
150:4 153:20  
**additions** 6:2, 5  
**address** 13:17  
14:3 34:11  
38:17 44:6, 7  
48:11 78:4  
104:17 108:11  
123:2 135:5  
136:14, 15  
144:1  
**addressed**  
38:14 77:15  
**addresses** 14:15  
**addressing**  
47:21 52:4  
**adds** 112:17  
**adequately**  
142:11  
**adjacent** 132:18  
**adjourned**  
173:9, 11  
**Adjournment**  
4:10  
**adjust** 103:9  
**adjustment**  
110:13  
**administered**  
146:2  
**Administrative**  
3:6 9:2, 6, 13  
46:20 159:7  
166:20  
**administrator**  
11:8 20:5  
**Administrators**  
16:7 18:8, 19  
20:12 33:20  
39:10 105:13  
**admissions**  
46:11  
**Adolescent**  
12:14 49:14  
**adopt** 99:9  
118:13, 14, 15  
**adopting** 34:7

**advance** 143:7  
147:1, 5, 19  
148:17 149:2, 8,  
15  
**advanced**  
145:16 149:17  
150:3, 6, 7, 14  
151:11 152:16  
**advancement**  
21:3 155:15  
**advancements**  
154:18  
**advantage**  
70:12 166:5  
**advice** 6:16  
13:2  
**advising** 24:1  
160:12  
**advisor** 22:14  
**advisories** 173:4  
**Advisory** 15:1  
35:21 49:2, 9  
105:17 161:21  
172:3, 11, 17  
**advocacy** 21:4  
23:10  
**advocate** 26:20  
129:18  
**affect** 34:18  
**afford** 108:17  
127:16  
**aforementioned**  
27:21 93:1  
**African** 20:10,  
11, 15, 17, 19  
26:1, 3 148:5, 9,  
11, 16 150:15  
**afternoon** 88:13  
**agencies** 92:13  
**Agenda** 3:4  
6:1, 2, 3, 5, 7, 21  
7:1 9:2 12:21  
45:11 52:12  
55:4 59:2 61:3  
91:17 98:13  
99:7 100:19  
141:14 168:18  
172:1 173:6  
**Agenda-Setting**  
4:8

|  |   |   |   |   |
|--|---|---|---|---|
| <p><b>ago</b> 29:18<br/>31:17 38:2<br/>40:16 75:7<br/>170:20<br/><b>Agosto</b> 62:10,<br/>12 63:7, 19<br/>64:14 65:15<br/>73:20 74:2, 11<br/>75:19 81:11, 20<br/>82:3, 7 83:4<br/><b>agreed</b> 37:10<br/>94:3<br/><b>agreement</b><br/>103:17 135:3,<br/>20<br/><b>ahead</b> 106:16<br/>134:4 138:9<br/>154:21<br/><b>air</b> 47:6<br/><b>al-Adha</b> 102:15<br/>119:17<br/><b>al-Din</b> 40:15<br/><b>alerting</b> 36:5<br/><b>al-Fitr</b> 102:11<br/>119:17<br/><b>aligned</b> 47:10<br/>155:19 161:14<br/><b>alignment</b><br/>156:2 160:12<br/><b>aligns</b> 142:9<br/><b>alike</b> 48:17<br/><b>Allegiance</b> 5:7,<br/>10<br/><br/><b>Allegiance/Silent</b><br/>3:3<br/><b>Allen</b> 3:19<br/>40:9, 10, 13<br/><b>alleviate</b> 116:11<br/><b>all-hands-on</b><br/>28:13<br/><b>all-hands-on-</b><br/><b>deck</b> 31:21<br/>32:4<br/><b>Alliance</b> 19:19<br/>20:20<br/><b>allocation</b> 48:2<br/>65:4<br/><b>allotting</b> 146:3</p> | <p><b>allow</b> 36:15<br/>39:10 65:19<br/>94:12, 16, 17<br/><b>allowed</b> 13:17,<br/>21 38:14<br/><b>allowing</b> 13:7<br/>29:14<br/><b>allows</b> 147:3<br/><b>alongside</b> 29:3<br/><b>alternative</b><br/>112:4<br/><b>amend</b> 98:18<br/>113:2<br/><b>amended</b> 136:1<br/><b>amendment</b><br/>128:17, 19<br/>129:3, 9, 10<br/>130:2, 13, 15, 19<br/>131:5<br/><b>American</b><br/>17:13 20:10, 11,<br/>16, 17 26:1, 3<br/>34:8 46:16<br/>119:4 148:6, 9,<br/>11, 16 150:15<br/>163:1<br/><b>Americans</b><br/>20:19<br/><b>amount</b> 31:6<br/>38:13 62:14, 20<br/>63:5 64:13, 14,<br/>15, 17, 18, 19<br/>65:1 70:2<br/>77:12 79:3, 13<br/>82:17 135:4, 19<br/><b>amounts</b> 66:9<br/><b>Amy</b> 35:16<br/><b>analysis</b> 49:5<br/>112:4<br/><b>Analyst</b> 12:13<br/>65:8, 9 82:16<br/><b>analysts</b> 74:7<br/><b>analyze</b> 16:8, 18<br/><b>analyzing</b> 144:8<br/><b>Anderson</b> 7:2, 3<br/><b>Andre</b> 11:13<br/>12:3<br/><b>Anne</b> 133:8<br/><b>Announcements</b><br/>4:9 173:6</p> | <p><b>Annual</b> 46:7<br/>62:13, 17 68:9<br/><b>annually</b> 101:16<br/><b>answer</b> 70:20<br/>74:2 75:4<br/>77:19, 20 78:10<br/>101:12 104:11<br/>123:1<br/><b>answered</b> 73:14<br/><b>answering</b> 76:2<br/><b>answers</b> 31:4<br/>105:3<br/><b>anticipate</b><br/>150:16<br/><b>anticipated</b><br/>64:20 68:10<br/><b>anymore</b> 71:5<br/><b>anyway</b> 85:12<br/><b>AP</b> 123:11<br/>147:8 148:2, 8,<br/>9 149:1, 6, 9, 11,<br/>12, 14, 17, 18, 20,<br/>21 150:1, 2, 21<br/>160:3, 19, 21<br/>161:6 163:7, 11,<br/>13, 15, 17, 20<br/>164:1, 4 165:11,<br/>19, 21 166:1, 12<br/><b>APIBCTE</b><br/>141:16<br/><b>apologies</b> 81:16<br/><b>apologize</b> 37:14,<br/>16<br/><b>applause</b> 5:15<br/>11:12 12:4, 18<br/>17:17 24:8<br/>35:1 37:1 40:7<br/>43:6 45:8 55:2<br/>58:21 167:20,<br/>21<br/><b>Applicability</b><br/>99:3<br/><b>applicable</b><br/>57:21<br/><b>application</b><br/>23:15 92:20<br/><b>applications</b><br/>23:13<br/><b>apply</b> 167:5</p> | <p>171:3<br/><b>applying</b> 150:20<br/><b>appointed</b> 15:10<br/><b>appointees</b> 6:13<br/><b>appointment</b><br/>6:10<br/><b>Appointments</b><br/>3:6 7:9 9:2, 7,<br/>14<br/><b>appoints</b> 15:12<br/><b>appreciate</b> 13:3<br/>26:9 43:19<br/>67:15 83:15<br/>110:19, 20<br/>115:17 119:15<br/>121:21 168:2<br/><b>appreciated</b><br/>46:7<br/><b>appreciative</b><br/>85:2<br/><b>apprenticeships</b><br/>143:14, 19<br/><b>approach</b> 17:13<br/>27:14 28:13, 15<br/>161:5<br/><b>appropriate</b><br/>13:4 14:7 25:2<br/>78:10<br/><b>appropriately</b><br/>43:2 52:4<br/><b>approval</b> 9:7<br/>61:9 75:12<br/>94:7 128:5, 14<br/>133:3 135:7<br/><b>approve</b> 7:11<br/>9:13 59:10<br/>61:11 86:13<br/>87:21 94:20<br/>106:1 117:4<br/>118:7 140:4<br/><b>approved</b> 31:5<br/>79:8, 9 93:11<br/>102:6, 12<br/>103:21 106:13<br/>116:21 120:7<br/><b>approving</b><br/>130:6<br/><b>approximately</b><br/>69:8 94:2</p> | <p>148:6 152:13<br/>156:11<br/><b>April</b> 147:12<br/><b>archive</b> 78:19<br/><b>archives</b> 79:10<br/><b>archivist</b> 75:12<br/><b>area</b> 36:14<br/>49:18 79:16<br/>83:7 172:3, 11<br/>173:4<br/><b>areas</b> 25:5<br/>51:3 163:7<br/><b>aren</b> 39:18<br/><b>argument</b><br/>119:6 120:9<br/><b>Aristotle</b> 21:11<br/><b>arrival</b> 75:14<br/>85:10<br/><b>articulated</b><br/>156:1<br/><b>articulating</b><br/>135:12<br/><b>articulation</b><br/>159:16<br/><b>Artie</b> 165:15<br/>166:2, 4, 8, 9<br/><b>artificial</b><br/>154:16 157:15<br/><b>arts</b> 25:6<br/><b>Arundel</b> 133:8<br/><b>Asian</b> 162:20<br/>164:18<br/><b>aside</b> 18:9<br/><b>asked</b> 23:8<br/>27:7 29:18<br/>58:2 67:19<br/><b>asking</b> 36:12<br/>71:9 75:21<br/>76:19 77:2, 8<br/>78:6 79:13<br/>130:7<br/><b>asks</b> 98:17<br/><b>aspect</b> 143:15<br/><b>aspects</b> 166:21<br/><b>aspirations</b><br/>160:16<br/><b>assembled</b><br/>23:15<br/><b>assess</b> 32:20</p> |
|--|---|---|---|---|



|   |  |   |  |  |
|---|--|---|--|--|
| <p><b>Assessment</b><br/>144:7 156:1<br/>157:17, 20<br/>158:2</p> <p><b>assessments</b><br/>143:12 146:2<br/>161:17</p> <p><b>assignment</b> 6:10</p> <p><b>assist</b> 46:14<br/>64:11 92:18<br/>101:7 106:14</p> <p><b>Assistance</b> 9:11<br/>11:15, 21 33:17<br/>34:12</p> <p><b>Assistant</b> 12:15<br/>20:2</p> <p><b>associate</b><br/>151:10 154:13</p> <p><b>assume</b> 20:17</p> <p><b>asterisk</b> 119:19</p> <p><b>asynchronous</b><br/>93:4, 5, 8 94:17<br/>95:15 96:8, 16<br/>97:4</p> <p><b>ate</b> 31:12</p> <p><b>attached</b> 109:9</p> <p><b>Attar</b> 40:16</p> <p><b>attempt</b> 83:1</p> <p><b>attend</b> 13:8<br/>92:18 147:11<br/>150:9, 11 159:6</p> <p><b>attendance</b> 93:6</p> <p><b>attended</b> 52:17</p> <p><b>attending</b> 11:4,<br/>16 147:17</p> <p><b>attention</b> 36:4<br/>48:3 117:13</p> <p><b>attest</b> 93:3</p> <p><b>attract</b> 136:20</p> <p><b>audience</b> 55:10<br/>173:1</p> <p><b>audio</b> 174:4, 7</p> <p><b>augment</b> 82:9,<br/>16</p> <p><b>augmentation</b><br/>83:12</p> <p><b>auntie</b> 27:4</p> <p><b>authenticates</b><br/>156:5</p> | <p><b>authority</b> 62:17,<br/>18 63:9, 15<br/>64:20, 21 65:13<br/>67:20</p> <p><b>authorize</b> 59:12</p> <p><b>authors</b> 26:1</p> <p><b>avail</b> 70:13</p> <p><b>availability</b><br/>123:11</p> <p><b>available</b> 16:5<br/>44:12 70:8<br/>90:6 102:17<br/>106:20 145:2<br/>152:2 167:11</p> <p><b>average</b> 68:15<br/>149:10, 13<br/>163:12</p> <p><b>aviation</b> 154:16<br/>157:15</p> <p><b>Avid</b> 144:4, 6</p> <p><b>avoid</b> 103:12</p> <p><b>awarded</b><br/>145:17 146:6<br/>147:10 149:19,<br/>21</p> <p><b>Awards</b> 4:4<br/>61:3</p> <p><b>aware</b> 6:4<br/>22:13 28:9<br/>88:7, 18 126:13<br/>136:5</p> <p><b>awareness</b><br/>155:12 172:18<br/>173:2</p> <p><b>&lt; B &gt;</b></p> <p><b>babies</b> 27:6<br/>28:11 31:2</p> <p><b>Baccalaureate</b><br/>144:20 145:1<br/>146:20</p> <p><b>bachelor</b> 153:21</p> <p><b>back</b> 12:9<br/>28:14 31:1<br/>40:6 47:4<br/>62:16 75:20<br/>81:18, 19 84:13<br/>85:1 103:16<br/>113:5 116:16<br/>117:9 121:4</p> | <p>123:9 127:8<br/>134:17 135:4,<br/>16 137:11<br/>138:3</p> <p><b>background</b><br/>134:2</p> <p><b>bad</b> 31:9</p> <p><b>Badge</b> 5:14</p> <p><b>Badillo</b> 3:18<br/>37:3, 4</p> <p><b>ballot</b> 55:18</p> <p><b>BALTIMORE</b><br/>1:2 5:4, 9 11:6,<br/>18 12:8, 10<br/>14:5, 17 19:19<br/>21:5 22:8<br/>24:15, 16, 20<br/>25:12 26:4, 5, 7,<br/>9 27:4, 11 29:3<br/>35:15 36:6<br/>37:17 38:11<br/>44:5 46:8<br/>88:11, 15 89:12<br/>152:1, 18<br/>162:14 165:8</p> <p><b>ban</b> 71:1, 5<br/>75:5, 11, 16<br/>76:13 79:1<br/>81:4 85:9, 15</p> <p><b>banked</b> 56:17</p> <p><b>banks</b> 41:19</p> <p><b>bar</b> 50:12<br/>118:19</p> <p><b>bargaining</b><br/>105:16 121:16<br/>122:19 134:11<br/>138:20</p> <p><b>Barnegat</b> 11:10</p> <p><b>barriers</b> 46:6<br/>126:9, 11, 15<br/>134:16</p> <p><b>based</b> 48:3<br/>64:16 65:1<br/>68:9 74:4, 17<br/>85:15 92:7<br/>103:5 110:3<br/>111:1 127:7<br/>135:20 155:15<br/>161:3</p> <p><b>Bash</b> 3:17 35:2</p> | <p><b>basically</b><br/>107:21 112:6<br/>121:7</p> <p><b>basics</b> 28:14</p> <p><b>basis</b> 62:17<br/>73:6 74:20</p> <p><b>bat</b> 120:15</p> <p><b>BCABSE</b> 3:10<br/>19:15, 20 20:6,<br/>9 21:18</p> <p><b>BCBS</b> 30:4<br/>31:12 32:5, 16<br/>33:20 34:1</p> <p><b>BCPBS</b> 47:9</p> <p><b>BCPS</b> 5:18<br/>16:6 19:21<br/>20:7 21:7<br/>22:13 40:1<br/>45:16 46:1, 2,<br/>12 47:14, 15<br/>48:11, 13 49:2,<br/>4, 19 50:6, 14<br/>51:19 65:19<br/>77:8 89:2<br/>92:11 93:16<br/>94:3 105:8<br/>111:2 137:3<br/>142:7, 13 143:5,<br/>6, 16 146:16<br/>147:7 150:20<br/>151:1 152:8, 17<br/>155:8, 20 156:7<br/>158:18 161:13<br/>162:5 164:20<br/>167:11</p> <p><b>bcps.org</b> 14:21</p> <p><b>BCSC</b> 3:11<br/>22:4, 13, 16<br/>23:20</p> <p><b>bearing</b> 142:19<br/>143:12 147:4<br/>152:3</p> <p><b>beat</b> 112:12</p> <p><b>beautifully</b><br/>135:1</p> <p><b>Becker</b> 70:16,<br/>20 71:18 72:21<br/>73:8 77:15, 20<br/>78:4, 12, 17</p> | <p>79:17 80:1, 4, 7,<br/>10, 15</p> <p><b>bed</b> 170:2</p> <p><b>beginning</b><br/>22:11 23:10<br/>37:19 75:15<br/>138:4 142:21</p> <p><b>begins</b> 41:2<br/>46:16 155:11</p> <p><b>begun</b> 155:3</p> <p><b>behalf</b> 15:7<br/>17:12, 16 23:20<br/>55:8 112:18</p> <p><b>behavior</b> 14:8<br/>49:21</p> <p><b>behaviors</b><br/>49:14 52:5</p> <p><b>believe</b> 30:1<br/>41:16 52:19<br/>65:3 66:3<br/>73:19, 20 74:18<br/>75:20 86:8<br/>109:5 110:13<br/>112:2, 17 117:2<br/>120:13 131:2</p> <p><b>benefit</b> 172:6</p> <p><b>benefits</b> 27:18<br/>64:9 164:19</p> <p><b>best</b> 18:10<br/>23:9 50:1<br/>129:19 138:11,<br/>14 144:12<br/>155:9 169:5<br/>174:4</p> <p><b>better</b> 19:11<br/>30:13, 19 40:1<br/>54:5, 7 137:3<br/>158:9</p> <p><b>beyond</b> 21:15<br/>65:9 93:20<br/>94:10 97:1<br/>103:14 107:20<br/>108:2</p> <p><b>bid</b> 66:6, 7<br/>74:5 89:6, 14</p> <p><b>bidder</b> 89:6</p> <p><b>Bielski</b> 101:1<br/>104:14, 20, 21<br/>125:17 137:6</p> |
|---|--|---|--|--|

|  |   |   |  |  |
|--|---|---|--|--|
| <p><b>big</b> 54:13 83:3<br/> <b>bigger</b> 76:7<br/> <b>Bill</b> 147:13<br/> 151:16<br/> <b>billing</b> 89:3<br/> <b>bills</b> 30:6<br/> <b>Billy</b> 3:8 15:2<br/> 112:2 138:3, 12<br/> <b>Biochemistry</b><br/> 12:16<br/> <b>Biology</b> 12:16<br/> <b>bird</b> 40:20<br/> 41:6<br/> <b>Birds</b> 40:18, 21<br/> 41:2, 4, 5, 7, 11,<br/> 13, 17<br/> <b>bit</b> 62:9 67:20<br/> 68:11, 12 69:5<br/> 78:13 169:18<br/> 170:18<br/> <b>bitter</b> 21:12<br/> <b>bittersweet</b> 56:3<br/> <b>Black</b> 19:19<br/> 20:21 28:2<br/> 46:12 148:5, 8,<br/> 10, 16 162:19<br/> 164:18<br/> <b>block</b> 44:15<br/> <b>blocks</b> 44:15<br/> <b>blog</b> 46:1<br/> <b>blueprint</b><br/> 150:21 151:19<br/> 152:12 163:6<br/> <b>BOARD</b> 1:1, 8<br/> 2:1, 2 4:2, 6, 8<br/> 5:4, 16 6:8, 20<br/> 7:5, 6 9:5 13:1,<br/> 3, 6, 10, 12, 13,<br/> 17 14:2, 19, 20,<br/> 21 15:6, 9, 11,<br/> 19 17:4, 8, 15<br/> 18:1, 2, 8 19:4,<br/> 7, 8, 16, 17, 18<br/> 21:20 22:6<br/> 23:11, 12 26:18<br/> 29:9 35:6, 19<br/> 36:18 37:4, 5<br/> 38:2, 9 40:12<br/> 41:16 45:2, 15,<br/> 16 51:1, 18</p> | <p>52:13, 14 53:5<br/> 54:2, 9, 12, 16<br/> 55:4, 21 56:4<br/> 59:13 61:5, 6, 9<br/> 66:12, 16 67:2<br/> 73:11 75:8<br/> 76:8, 9, 12<br/> 79:15 83:20<br/> 84:11 85:6, 8,<br/> 13, 19 88:8, 10,<br/> 15, 19 89:1, 7<br/> 90:1 92:2<br/> 93:14 94:6<br/> 98:14, 17, 18, 19<br/> 99:2, 4, 5, 9<br/> 101:2, 4, 5, 11,<br/> 13 102:6, 8, 12<br/> 104:7, 18 105:2,<br/> 4, 5, 7, 19<br/> 113:15 115:21<br/> 117:3, 5, 9, 13,<br/> 17 118:3, 6, 7<br/> 122:12 123:5<br/> 124:5 126:10,<br/> 12 128:5, 14<br/> 134:19 135:1,<br/> 21 136:4<br/> 141:20 142:9<br/> 144:17 147:1, 2,<br/> 8 149:2, 5<br/> 150:14, 17<br/> 167:12 168:7,<br/> 18 169:19<br/> 170:8 171:2, 13,<br/> 17, 18 172:4, 9,<br/> 17, 20 173:6<br/> <b>Boards</b> 35:10<br/> <b>body</b> 162:19<br/> <b>boe@bcps.org</b><br/> 14:19<br/> <b>book</b> 22:19<br/> 23:1 26:3<br/> <b>bookbag</b> 38:3<br/> <b>booked</b> 22:17<br/> <b>books</b> 26:5<br/> 152:6<br/> <b>BOSWELL-</b><br/> <b>MCCOMAS</b><br/> 144:16</p> | <p><b>Boswell-</b><br/> <b>McCommas</b><br/> 142:4 144:15<br/> <b>bottom</b> 169:9<br/> <b>boxes</b> 71:4, 6, 8<br/> 75:17 81:2<br/> <b>brains</b> 39:21<br/> <b>break</b> 94:1<br/> 119:7<br/> <b>breakdown</b><br/> 65:13<br/> <b>bring</b> 71:2<br/> 74:6 82:18<br/> 83:1 116:16<br/> 117:12, 17<br/> 118:3 126:9<br/> <b>bringing</b> 9:6<br/> 25:19 58:18<br/> <b>brings</b> 11:7, 18<br/> 15:16 28:16<br/> <b>BROADCAST</b><br/> 1:9 5:17<br/> <b>broken</b> 38:7<br/> <b>brought</b> 80:21<br/> 124:3<br/> <b>Brousaides</b><br/> 59:3, 4, 10 61:2<br/> 118:7, 12, 18<br/> 125:2 129:6, 8<br/> 130:18<br/> <b>budget</b> 62:4<br/> 67:8 68:17<br/> 85:3<br/> <b>build</b> 49:15<br/> 58:15 67:10<br/> 109:14 146:16<br/> 155:12 160:10<br/> <b>building</b> 20:5<br/> 23:11, 19 53:4<br/> 61:4, 6 81:2<br/> 89:21 92:11<br/> 155:18<br/> <b>buildings</b> 52:6,<br/> 8 53:14 76:6<br/> <b>built</b> 165:3<br/> <b>bullet</b> 168:4<br/> <b>burdensome</b><br/> 66:11 67:14</p> | <p><b>Burke</b> 3:8<br/> 15:3, 4 106:18<br/> 112:2 138:3, 12<br/> <b>bursting</b> 70:6<br/> <b>bus</b> 44:16, 17<br/> 46:19<br/> <b>Bushman</b> 12:6,<br/> 17<br/> <b>Business</b> 3:5, 6<br/> 4:3, 4, 6 52:2<br/> 65:8 74:7<br/> 98:14<br/> <b>buyer</b> 68:14<br/> <b>buying</b> 70:9</p> <p>&lt; C &gt;<br/> <b>cafeteria</b> 38:5<br/> 46:19<br/> <b>Calculus</b> 166:1<br/> <b>Calendar</b> 4:7<br/> 15:17 16:12, 19,<br/> 20 17:10, 11, 13<br/> 18:2, 7 35:14<br/> 100:21 101:7,<br/> 10 102:7, 19<br/> 103:6, 7, 9, 12,<br/> 18 104:4, 6, 16,<br/> 19 105:11, 19<br/> 106:4, 14, 18<br/> 108:2, 3, 10<br/> 110:12 111:13,<br/> 14, 21 112:8<br/> 113:14, 17<br/> 114:9, 12 117:4<br/> 118:7, 9, 11, 13,<br/> 14, 16 119:18<br/> 120:2, 16, 20<br/> 122:11, 13<br/> 123:9, 15 124:3,<br/> 14 126:1, 16<br/> 127:6 128:5, 14<br/> 131:7 134:21<br/> 137:9 138:13,<br/> 16 140:5<br/> <b>calendars</b><br/> 102:4 112:4, 5<br/> 120:6, 17<br/> 121:10 137:19<br/> <b>Call</b> 3:2 5:3<br/> 7:2, 17 9:3, 19</p> | <p>15:1 27:10, 11<br/> 28:16 38:19<br/> 45:12 47:5<br/> 52:7, 21 55:5<br/> 59:3, 19 61:3,<br/> 19 68:14 86:1,<br/> 17 88:3 90:8<br/> 91:19 95:5<br/> 97:8 98:15<br/> 99:15 100:21<br/> 131:5 138:8<br/> 140:10 141:17<br/> <b>Callahan</b> 88:16<br/> 89:14<br/> <b>called</b> 51:21<br/> <b>calling</b> 78:4<br/> <b>calls</b> 28:12<br/> 48:16<br/> <b>camp</b> 158:6<br/> <b>campus</b> 123:12<br/> <b>campus</b> 154:3, 4<br/> <b>canceled</b> 113:3<br/> <b>candidate</b> 11:4<br/> 12:5 145:13<br/> <b>candidates</b><br/> 145:17 146:11<br/> <b>capacities</b> 20:1<br/> <b>capacity</b> 76:5<br/> 146:16<br/> <b>capital</b> 27:15<br/> 69:18 70:2<br/> 85:3<br/> <b>Capstone</b><br/> 149:21 155:16<br/> <b>captures</b> 124:6,<br/> 14<br/> <b>care</b> 31:4, 11<br/> 53:7, 8, 17, 19,<br/> 20, 21 54:4, 20,<br/> 21 136:7 169:9<br/> <b>career</b> 21:3<br/> 31:1 42:6<br/> 51:17 141:15<br/> 142:1, 12, 18<br/> 143:2, 7, 9, 11<br/> 144:1, 13, 19<br/> 145:10, 14<br/> 146:5, 10 155:2,<br/> 10, 12, 13, 14, 17,<br/> 18 156:20</p> |
|--|---|---|--|--|

|   |   |   |  |  |
|---|---|---|--|--|
| <p>158:13 161:16,<br/>19 163:10<br/>164:7 165:3<br/>166:7 168:12<br/>169:4<br/><b>careers</b> 156:3<br/>162:4 167:1<br/><b>carefully</b> 16:17<br/>17:10<br/><b>Carney</b> 88:16<br/>89:14<br/><b>carries</b> 8:19<br/>11:2 61:2<br/>87:21 91:16<br/>98:12 100:18<br/>141:13<br/><b>carry</b> 26:11<br/><b>carrying</b> 21:20<br/><b>CASE</b> 3:8<br/>15:3, 8, 18<br/>17:12, 16 59:6,<br/>11 82:15 83:18<br/>138:13<br/><b>cases</b> 28:6<br/>42:7 82:10<br/><b>catch</b> 33:8<br/><b>catch-up</b> 32:4<br/><b>categories</b> 66:4,<br/>7 74:5<br/><b>Catonsville</b><br/>162:13<br/><b>cause</b> 103:7<br/><b>caused</b> 121:5<br/><b>Causey</b> 2:4<br/>7:20, 21 10:1, 2<br/>60:1, 2 61:16,<br/>17, 18, 20 64:2,<br/>3 65:11 66:10<br/>67:4, 11, 13<br/>73:12, 13 74:2,<br/>9, 12 81:10<br/>83:13, 14 84:4,<br/>5, 9 85:7 86:2,<br/>5, 20, 21 88:4, 6,<br/>7, 14, 18 89:9,<br/>15, 20 90:3, 7,<br/>16, 17 95:8, 9,<br/>12, 13 96:6, 11<br/>97:12, 13 99:18,<br/>19 106:3, 10, 15,</p> | <p>16, 17 107:10<br/>121:14, 15<br/>122:5 126:17,<br/>19 128:1, 13, 17,<br/>20, 21 129:6<br/>130:2, 5, 13, 16<br/>131:5, 10, 11<br/>132:12, 13<br/>137:4 139:3, 4<br/>140:13, 14<br/>168:20, 21<br/><b>causing</b> 34:19<br/>58:19 64:10<br/>76:12, 13<br/><b>cautious</b> 18:3<br/><b>CCBC</b> 152:7, 9<br/>153:18 161:14<br/>166:2, 15<br/><b>CCR</b> 141:21<br/>144:7, 11 145:1<br/>146:21 151:4<br/><b>ceilings</b> 57:1<br/><b>celebrate</b> 45:19<br/>119:10<br/><b>celebrations</b><br/>45:17<br/><b>cell</b> 38:21<br/><b>Center</b> 12:13<br/>57:3 157:6<br/><b>central</b> 36:14<br/>50:21 71:3, 7<br/>79:4 81:8<br/>105:14<br/><b>cents</b> 81:1<br/><b>certain</b> 45:2, 3<br/>92:14<br/><b>certainly</b> 30:6<br/>61:20 66:18<br/>67:10 81:3<br/>104:11 110:14<br/>125:15 126:10<br/>137:19 171:18<br/><b>Certificate</b><br/>149:19 174:1<br/><b>certificated</b> 7:8<br/><b>certificates</b><br/>146:5<br/><b>certification</b><br/>29:20 32:5<br/>33:17</p> | <p><b>certifications</b><br/>30:11<br/><b>certify</b> 174:3, 6<br/><b>Chair</b> 2:2, 3<br/>9:4, 5 15:5<br/>17:20, 21 19:16,<br/>17 24:13 26:17<br/>35:17 36:20<br/>40:10, 11 41:3<br/>45:14 52:4, 12<br/>61:16 64:3<br/>73:13 83:14<br/>86:2 88:4<br/>91:21 92:1<br/>95:9 98:15<br/>101:3 105:21<br/>107:13 111:8<br/>127:2 169:15<br/>172:17<br/><b>Chairman</b> 7:4<br/>54:14<br/><b>Chairperson</b><br/>24:12<br/><b>Chair's</b> 4:1<br/><b>CHAIRWOMA</b><br/><b>N</b> 5:2, 3, 12<br/>6:6 7:4, 10, 14,<br/>16 8:18, 19 9:1,<br/>12, 16, 18 10:20<br/>11:1 12:20<br/>15:4 17:18<br/>19:14 22:3<br/>24:7, 9 26:13<br/>29:6 32:10<br/>35:2 36:19<br/>37:2 40:8 43:7<br/>45:6, 9 52:11<br/>55:3 59:1, 9, 15,<br/>18 60:20 61:1,<br/>10, 13, 18, 21<br/>64:1 67:16<br/>73:11 74:13<br/>81:10, 15 83:13<br/>84:3, 6, 10<br/>85:21 86:4, 12,<br/>16 87:19, 20<br/>88:2, 6 90:3, 8,<br/>12 91:14, 16<br/>94:19 95:2, 4,<br/>11, 20 96:14</p> | <p>97:7 98:10, 12<br/>99:8, 12 100:16,<br/>18 112:10<br/>113:20 114:4<br/>116:19 118:5,<br/>14, 21 120:11<br/>121:12 122:4<br/>124:17 126:17,<br/>21 127:10<br/>128:1, 10, 12, 13<br/>129:2, 5, 10<br/>130:1, 12, 21<br/>131:4 132:8, 10<br/>133:18 134:12<br/>136:3 138:7<br/>140:1, 3, 7, 9<br/>141:11, 13<br/>167:19 168:1,<br/>17 169:2, 12<br/>170:15 171:7,<br/>15 172:10<br/><b>challenge</b> 19:10,<br/>11 58:13, 15<br/>172:18<br/><b>challenged</b> 23:8<br/><b>challenging</b><br/>115:20<br/><b>Change</b> 28:2<br/>38:18 94:14<br/>114:5 127:8<br/><b>changed</b> 22:16<br/><b>changes</b> 6:3, 5<br/>18:3 30:8, 12<br/>34:8 37:8 58:8<br/>117:5 118:8, 10<br/><b>changing</b> 17:10<br/><b>Channel</b> 5:19<br/><b>Channels</b> 47:9<br/><b>chapter</b> 15:15<br/>24:15, 17 26:10<br/><b>characters</b> 26:2<br/><b>charge</b> 29:1<br/>154:14<br/><b>charged</b> 20:21<br/>101:6 144:3, 5,<br/>7, 12<br/><b>Charles</b> 21:9<br/><b>Charley</b> 105:11<br/><b>Charley-Greene</b><br/>100:21 101:2</p> | <p>106:6, 15 107:2,<br/>11 108:9<br/>110:10 111:12<br/>113:13 114:6<br/>116:15<br/><b>chart</b> 149:3<br/><b>charts</b> 30:11<br/><b>chat</b> 47:6 88:5<br/>95:10 120:12<br/>128:2 129:1<br/><b>check</b> 17:8<br/><b>checking</b> 23:5<br/><b>Chief</b> 9:10<br/>11:6<br/><b>Child</b> 12:14<br/>25:15 37:16<br/>44:10 52:18<br/>142:17 165:16<br/>169:10<br/><b>Childhood</b> 20:3<br/><b>children</b> 17:15<br/>21:6, 10 25:2<br/>27:14 28:15<br/>29:13 39:20<br/>40:1 53:8<br/>127:16<br/><b>Chime</b> 84:2<br/>122:3<br/><b>choice</b> 96:9<br/>150:3<br/><b>choking</b> 38:6<br/><b>choose</b> 57:11, 19<br/><b>choosing</b> 58:6<br/><b>chosen</b> 104:2<br/>142:18 162:4<br/>172:8<br/><b>Christmas</b><br/>119:6<br/><b>churches</b> 28:3<br/><b>Cindy</b> 3:9<br/>17:19 138:3, 15<br/><b>circle</b> 28:16<br/><b>circumstances</b><br/>92:19<br/><b>citizens</b> 13:4<br/>56:10<br/><b>civic</b> 55:17<br/>57:2<br/><b>civically</b> 57:12</p> |
|---|---|---|--|--|

**clarification** 114:15  
**clarify** 65:17  
 107:5 134:20  
 138:19  
**clarity** 101:12  
 104:11 118:3  
**class** 22:1  
 38:21 39:3  
 163:14  
**classes** 151:18  
 152:6 154:6  
 166:14  
**classroom** 11:8  
 20:1 42:11  
 46:19 50:2  
 159:5  
**classrooms**  
 31:21  
**clean** 71:10  
**clearly** 172:5  
**climate** 47:21  
 51:4  
**clinical** 166:20  
**clock** 14:11  
**close** 16:21  
 72:8 110:2  
 112:4  
**Closed** 4:3 6:8,  
 19 13:10 17:2,  
 3, 4, 5 35:8  
 59:2, 5, 8, 11  
**closer** 148:2  
**closing** 50:12  
 148:21 150:3  
**closure** 102:14,  
 20 107:16  
 108:17 117:17  
**closures** 103:1  
**cluster** 51:13  
**clusters** 156:20  
**coach** 159:1, 8  
**coalition** 20:11  
 28:3 35:16, 17  
**Cobb** 21:9  
**co-chairs**  
 159:12  
**code** 38:21  
 39:6 99:3, 4, 5

**cohort** 146:18  
 150:8  
**collaborate**  
 50:4 161:10  
**collaborating**  
 48:4  
**collaboration**  
 142:3  
**collaborations**  
 27:18 28:21  
**collaboratively**  
 21:19 162:2  
**collaborators**  
 28:17  
**colleague** 22:14  
 36:2 158:15  
**colleagues**  
 54:16 110:14  
**collect** 16:8  
**collecting** 144:8  
**collective**  
 146:18 158:19  
**collectively**  
 145:20 146:8  
**College** 46:8  
 51:17 141:15,  
 16 142:1, 11, 19  
 143:2, 6, 11, 12,  
 18 144:1, 13, 19  
 145:18 146:4  
 147:1, 2, 3, 8, 10,  
 15, 20 149:2, 5  
 150:14, 17  
 151:5, 7, 13, 14,  
 18 152:1, 6, 7, 8,  
 17, 18 153:3, 9,  
 10, 13, 14, 16  
 154:1, 4, 7, 8  
 155:2 161:13,  
 16 162:16  
 163:7, 10 164:6,  
 12, 16, 21 165:2,  
 12, 20, 21 166:7,  
 13, 15, 16 169:4  
**colleges** 46:13  
 151:18  
**collegiate**  
 153:15  
**color** 21:7

148:14  
**COMAR** 15:20  
**combined**  
 112:14  
**combines**  
 153:15  
**Comcast** 5:19  
 47:10  
**come** 24:6  
 30:7, 9 35:18  
 44:18 62:16  
 63:9 66:15  
 72:9 75:9 76:9  
 117:8 120:21  
 137:18 172:15  
 173:4  
**comes** 61:14  
 67:4, 6 72:7  
 73:20 99:13  
 136:5  
**comfort** 22:19  
**coming** 31:1  
 34:9 49:19  
 51:20 71:17  
 76:8 83:7  
 119:20 120:19  
 127:8 167:2, 9  
 171:13  
**Comment** 3:7,  
 12 12:21 13:7  
 14:4 24:10  
 45:10 84:13  
 117:1 124:18  
 127:3 138:10  
 172:2  
**commenting**  
 14:16  
**Comments** 4:8  
 14:18 15:17  
 68:7 83:15  
 112:2 126:3  
 133:18 168:18  
**commitment**  
 17:15 48:7  
 56:6  
**commitments**  
 49:7  
**committed**  
 35:11 47:17  
 50:13

**Committee**  
 16:12 17:11  
 41:4 61:4, 6, 15  
 67:7, 8 69:16  
 77:15 90:4, 5  
 98:17, 18 99:10,  
 14 101:6, 9  
 103:4, 9, 18  
 104:16 105:11  
 106:4, 6 107:4  
 108:10 111:13  
 113:14, 17  
 114:8 115:13  
 116:16 117:7,  
 15, 20 120:16  
 123:21 124:8,  
 10 125:10, 21  
 126:1, 3, 13  
 127:3, 9, 19  
 134:16 135:9,  
 11 137:8, 18  
**committees**  
 23:15 27:2  
 172:3  
**committing**  
 36:9  
**commonsense**  
 28:13  
**Communication**  
 5:14  
**communities**  
 25:1 51:14  
 52:1 58:2  
 171:6 172:16  
**community**  
 13:2 21:14  
 22:13 23:11, 19  
 26:21 27:1, 12  
 47:17 49:11  
 51:19, 20 56:11  
 92:6 93:16  
 101:11 104:18  
 105:15 111:6  
 112:1 120:3  
 121:9 151:18,  
 21 152:18  
 154:4 157:4  
 158:10 162:13  
 166:15 173:2

**company** 73:7,  
 9  
**Compare** 35:18,  
 20  
**compared**  
 153:11  
**Compass** 21:21  
 45:18 142:15  
**compassion**  
 24:3 46:7  
**compensation**  
 6:11 54:4  
**compete** 167:7  
**complacency**  
 58:13  
**complaint** 36:9  
**complaints**  
 129:19  
**complete** 33:3  
**completed**  
 126:7 154:3  
 164:10  
**completely**  
 31:9 152:5  
**completion**  
 144:7  
**compliant** 92:9  
 118:10  
**components**  
 143:5  
**compounded**  
 16:5  
**comprehensive**  
 143:8  
  
**comprehensively**  
 69:5 157:3  
**comprise** 148:6  
**comprised** 49:2  
 105:12 126:4  
 162:17  
**computer**  
 154:18  
**computing**  
 103:3  
**concentrate**  
 18:21  
**concentrators**  
 158:3

|  |  |  |  |   |
|--|--|--|--|---|
| <p><b>concern</b> 84:18<br/>130:9<br/><b>concerned</b> 27:3<br/>117:19 122:9<br/>135:3, 14<br/><b>concerning</b><br/>20:19<br/><b>concerns</b> 13:5<br/>27:5 28:4<br/>29:16, 19 34:11,<br/>18 57:15 122:1<br/>129:15 136:15<br/><b>conclude</b> 14:12<br/><b>concludes</b> 12:19<br/><b>concurrently</b><br/>155:14<br/><b>conditional</b> 32:1<br/><b>conduct</b> 5:20<br/>13:6 14:9 99:6<br/><b>conducted</b><br/>36:14<br/><b>Conference</b><br/>40:17, 21 51:8<br/>79:4 81:3<br/>110:17 133:8<br/><b>conferences</b><br/>102:20<br/><b>confidential</b><br/>92:8<br/><b>confirm</b> 59:7<br/><b>Conflict</b> 99:5<br/><b>confused</b> 145:5<br/><b>confusion</b> 16:20<br/><b>congratulate</b><br/>19:3 52:13<br/>55:20 169:16<br/>171:12, 16, 21<br/><b>congratulating</b><br/>15:8<br/><b>Congratulations</b><br/>11:11 12:3<br/>29:9, 10 35:5<br/>54:12, 15<br/><b>conjunction</b><br/>159:4<br/><b>connect</b> 27:12<br/><b>connection</b><br/>142:14<br/><b>connections</b></p> | <p>28:20<br/><b>consent</b> 7:6<br/><b>consequences</b><br/>15:21 17:9<br/>70:14<br/><b>consider</b> 17:10<br/>27:8 113:11<br/>114:8 119:11<br/>157:6<br/><b>considerable</b><br/>48:11, 15<br/><b>Consideration</b><br/>3:4 4:5, 7 6:1<br/>91:18 92:3<br/>98:14 100:20<br/>101:13 103:3<br/>126:15<br/><b>considered</b><br/>18:6 21:6<br/>92:15 111:18<br/>137:20<br/><b>considering</b><br/>18:4 119:8<br/>138:2<br/><b>consistency</b><br/>48:8 51:12<br/>121:1<br/><b>consistent</b><br/>95:17 158:19<br/><b>consistently</b><br/>39:5 157:2<br/><b>constraints</b><br/>115:2 116:20<br/>118:4 134:15,<br/>19 135:5, 6<br/><b>constructed</b><br/>127:6<br/><b>construction</b><br/>67:5 69:19, 20<br/>98:21 99:1<br/>157:11 165:10<br/><b>consult</b> 6:16, 17<br/>118:5<br/><b>consultant</b><br/>11:20<br/><b>consultants</b><br/>6:17 98:21<br/><b>consultation</b><br/>88:10 161:4</p> | <p><b>consulting</b><br/>83:19 157:5<br/><b>contact</b> 39:1<br/>101:16 103:4<br/><b>content</b> 42:1<br/>156:5<br/><b>context</b> 123:21<br/><b>Continental</b><br/>24:16, 21<br/><b>Continental</b><br/>26:1, 2, 4, 10<br/><b>continue</b> 18:13<br/>22:10 34:2, 12<br/>37:7 43:8, 10<br/>45:19 47:13<br/>48:20 51:18<br/>58:14, 16 76:5<br/>83:10 84:20<br/>85:14 97:8<br/>146:7 148:18<br/>151:1 152:14<br/>163:10 164:21<br/>170:6, 8 171:4<br/><b>continued</b> 25:8<br/>48:21 162:4<br/><b>continues</b> 19:10<br/>158:5<br/><b>continuing</b><br/>33:16 152:5<br/><b>continuous</b><br/>48:12 49:5<br/><b>continuously</b><br/>157:8, 21<br/><b>Contract</b> 4:4<br/>61:3 62:8, 11,<br/>14, 16, 21 63:3<br/>64:16, 18, 19<br/>65:1, 2, 6, 16<br/>66:13, 21 67:18,<br/>20 74:4, 6<br/>76:14 77:11<br/>79:15 80:11<br/>81:21 82:6, 8<br/>83:3, 11 88:9,<br/>14, 16, 21 89:7,<br/>10, 11, 14 109:6<br/>125:12<br/><b>contracted</b><br/>84:18</p> | <p><b>contracting</b><br/>89:8<br/><b>contractors</b><br/>42:21<br/><b>Contracts</b> 61:4,<br/>6 67:5, 7 89:3,<br/>21 170:9<br/><b>contractual</b><br/>82:1, 13, 21<br/>134:17<br/><b>contribute</b><br/>160:8<br/><b>contributions</b><br/>55:11<br/><b>convening</b> 101:6<br/><b>convention</b> 17:1<br/><b>conversation</b><br/>37:7 85:8<br/>122:9 123:19<br/>161:7<br/><b>conversations</b><br/>49:11<br/><b>converted</b> 74:16<br/><b>coordination</b><br/>27:16<br/><b>Coordinator</b><br/>9:9 11:5 12:12<br/>20:3 168:11, 13<br/><b>core</b> 43:1<br/>50:10 79:7<br/><b>corner</b> 23:17<br/>44:14<br/><b>corners</b> 39:4<br/><b>corporate</b><br/>165:13<br/><b>corporation</b><br/>165:4<br/><b>correct</b> 64:15<br/>68:21 80:1<br/>81:12 82:3<br/>86:5 107:3, 4,<br/>12 110:16<br/>112:3 125:8, 13<br/>174:7<br/><b>correctly</b> 108:4,<br/>5 109:12<br/><b>corresponding</b><br/>167:14<br/><b>cost</b> 69:6 81:7</p> | <p>143:3 161:15<br/><b>couldn't</b> 31:15<br/><b>Council</b> 22:12<br/>41:11 46:14<br/>105:17<br/><b>councils</b> 18:20<br/>22:9 35:21<br/>36:1 172:12<br/><b>counsel</b> 6:16<br/>88:8, 15, 19<br/>89:5, 19 118:6<br/><b>counselors</b><br/>160:8 161:1, 7,<br/>10, 20 162:1<br/><b>count</b> 41:3<br/>108:16 109:6<br/><b>counted</b> 109:5<br/><b>counties</b> 132:18<br/><b>countless</b> 46:20<br/><b>countries</b> 21:8<br/><b>country</b> 169:6<br/><b>COUNTY</b> 1:2<br/>5:4, 9 11:6, 19<br/>12:8, 10 14:5,<br/>17 19:19 21:5<br/>22:8 24:15, 16,<br/>20 25:13 26:4,<br/>6, 7, 10 27:4, 11<br/>29:3 35:16<br/>36:6 37:17<br/>38:11 44:5<br/>46:8 88:11, 15<br/>89:6, 12 132:20<br/>133:8 152:1, 18<br/>162:14 163:8<br/><b>couple</b> 64:4<br/>103:13 121:13<br/>170:20<br/><b>course</b> 13:18<br/>42:12, 14<br/>112:19 115:11<br/>125:14 141:15,<br/>21 142:19<br/>145:12, 15, 16,<br/>17 146:11<br/>147:7, 8 148:15<br/>149:21 150:15<br/>153:3 154:2<br/>160:13 161:18<br/>163:17</p> |
|--|--|--|--|---|

|  |  |  |   |   |
|--|--|--|---|---|
| <p><b>courses</b> 51:16<br/>142:11 143:13<br/>145:20 146:1, 7<br/>147:4, 6 148:8,<br/>17 151:12<br/>152:4, 5, 8, 19,<br/>21 160:2, 3, 15,<br/>17, 21 161:6, 12,<br/>14 163:20<br/>164:9, 11, 16, 17,<br/>21 165:12, 13,<br/>20, 21 166:12,<br/>15, 16<br/><b>coursework</b><br/>155:4 160:5<br/>164:8 165:2<br/><b>coverage</b> 31:10<br/>33:18<br/><b>covered</b> 157:16<br/><b>COVID</b> 28:10<br/>43:14 163:19<br/><b>CRC</b> 1:21<br/><b>create</b> 20:14<br/>24:21 28:20<br/>50:5 51:2 57:8<br/>114:11<br/><b>created</b> 35:15<br/><b>creating</b> 48:9<br/>148:12<br/><b>credential</b> 158:1<br/><b>credentials</b><br/>143:19 152:4<br/>155:4, 21<br/>157:20 158:4<br/><b>Credit</b> 141:16<br/>142:19 143:12,<br/>18 145:18<br/>146:4 147:3, 4,<br/>10, 15, 21<br/>151:13 152:3,<br/>19 154:1, 2<br/>164:21<br/><b>credits</b> 151:7<br/>153:20 154:4<br/>156:1<br/><b>crickets</b> 30:13<br/><b>crisis</b> 136:18<br/><b>critical</b> 31:11<br/>50:11</p> | <p><b>critically</b> 57:5<br/>116:1<br/><b>criticize</b> 58:11<br/><b>Cross</b> 78:8<br/>80:12<br/><b>cross-stocked</b><br/>72:10<br/><b>CTE</b> 144:4, 6<br/>154:6, 7, 14, 21<br/>155:1, 9, 16<br/>156:2, 4, 7, 9, 10,<br/>15, 18, 19 157:1,<br/>2, 4, 7, 16 158:2,<br/>4, 8 162:14<br/>163:7 165:5, 11<br/><b>cultivating</b><br/>57:14<br/><b>Cultural</b> 51:8<br/><b>culturally</b> 26:5<br/><b>curiosity</b> 57:7<br/><b>curious</b> 108:5<br/>111:10<br/><b>current</b> 24:19<br/>27:5 83:21<br/>84:16, 21 85:9,<br/>13 107:7<br/>147:12 158:8,<br/>13<br/><b>currently</b> 20:2<br/>27:1 71:2<br/>78:17 152:7, 13<br/>156:7 158:1<br/>166:1<br/><b>curriculum</b><br/>34:5, 7 42:3, 14,<br/>19 47:11 72:7<br/>133:13 142:2<br/>159:13 160:7<br/><b>cuss</b> 39:5<br/><b>cussing</b> 38:13<br/><b>cut</b> 29:5 40:4<br/>45:5 103:15<br/><b>cutting-edge</b><br/>164:8<br/><br/>&lt; D &gt;<br/><b>D1</b> 7:12<br/><b>D5</b> 7:12<br/><b>daily</b> 160:6<br/><b>dais</b> 56:5, 7</p> | <p><b>dangerously</b><br/>85:1<br/><b>Danielle</b> 11:17<br/><b>Danyell</b> 3:14<br/>26:14, 20<br/><b>darkness</b> 23:7<br/><b>Darren</b> 3:18<br/>37:3<br/><b>Data</b> 12:12, 15<br/>16:8 31:16<br/>32:21 34:17<br/>49:5, 9, 18, 20<br/>50:1 51:15<br/>65:9 122:18<br/>134:3 137:2<br/>144:8 148:1<br/>157:9 159:4<br/>160:18 163:15<br/>165:14<br/><b>database</b> 74:7<br/>82:16<br/><b>date</b> 6:21<br/>133:3<br/><b>dates</b> 112:5<br/><b>Day</b> 4:5 16:14,<br/>15 17:1, 7, 8, 13<br/>19:2 33:4 38:8<br/>52:14, 16 53:17<br/>54:2 72:8, 9, 11<br/>91:18 92:3, 5,<br/>21 93:13, 20<br/>94:4, 10, 20<br/>96:16 97:1<br/>101:9 102:9, 13,<br/>20 103:4, 6, 8,<br/>10, 11, 14, 15, 18,<br/>19 104:1 105:8<br/>106:12, 21<br/>109:8 110:11,<br/>17 111:4, 5, 7,<br/>11, 14, 21 112:8,<br/>14 114:18, 19,<br/>21 119:5, 9<br/>120:2, 17, 18, 20<br/>121:1, 17, 18, 19,<br/>21 122:2 123:6<br/>124:7 125:1, 5,<br/>6, 7, 19 126:16<br/>128:6, 15<br/>132:18, 19</p> | <p>134:7 135:14<br/>136:13, 14<br/>137:5, 9, 10<br/>138:13, 16<br/>171:1<br/><b>days</b> 16:1, 15<br/>17:2 31:11<br/>92:14, 15, 16, 17,<br/>18, 21 93:2, 4, 6,<br/>7, 8, 10, 17 94:2,<br/>5, 8, 9, 10, 18<br/>95:14, 15 96:1,<br/>3, 4, 7, 8, 21<br/>97:1 101:15, 18,<br/>19, 20 102:4, 6,<br/>19, 21 103:3, 8,<br/>15 104:1, 3, 6, 7,<br/>9 107:8, 17, 18,<br/>19, 20, 21 108:2,<br/>3, 6, 7, 12, 16<br/>109:5, 11, 14, 17,<br/>21 110:1<br/>111:16 112:16<br/>115:3, 14, 15<br/>119:10, 13<br/>125:18 128:7,<br/>16<br/><b>DBA</b> 82:18<br/><b>dead</b> 69:13<br/>112:12<br/><b>deal</b> 169:21<br/><b>death</b> 170:2<br/><b>debate</b> 121:5<br/><b>debut</b> 49:19<br/><b>debuted</b> 47:4<br/><b>decease</b> 7:8<br/><b>December</b> 36:8<br/>46:9<br/><b>decide</b> 96:17, 19<br/><b>decided</b> 19:3<br/><b>decision</b> 15:19<br/>16:6, 21 59:6<br/>85:13 101:14<br/>103:20 111:13<br/>117:10 118:17<br/>126:12<br/><b>deck</b> 28:13<br/><b>decline</b> 163:20<br/><b>decreasing</b></p> | <p>50:17<br/><b>dedicated</b> 27:16<br/><b>dedication</b> 24:3<br/><b>deep</b> 134:3<br/>155:1<br/><b>deeper</b> 123:17<br/><b>de-escalation</b><br/>51:10<br/><b>defer</b> 108:9<br/>110:14<br/><b>definitely</b> 74:6<br/><b>definition</b> 43:20<br/><b>Definitions</b> 99:3<br/><b>degree</b> 151:10<br/>153:6, 11, 19, 21<br/>154:13<br/><b>delay</b> 30:6<br/>94:11 133:1<br/><b>delayed</b> 128:6,<br/>14<br/><b>delays</b> 31:8<br/><b>deliberate</b><br/>148:12<br/><b>delightful</b> 58:9<br/><b>deliver</b> 142:20<br/><b>delivered</b> 50:8<br/><b>delivering</b><br/>25:17 72:11<br/><b>demanding</b><br/>38:10<br/><b>democracy</b><br/>56:20<br/><b>demographic</b><br/>163:2<br/><b>demographics</b><br/>158:14 162:18<br/><b>demonstrate</b><br/>51:17<br/><b>demotion</b> 6:11<br/><b>denied</b> 39:12<br/><b>Department</b><br/>12:15 30:4<br/>33:15 74:20<br/>82:1 157:10<br/>158:17 160:6<br/><b>department-by</b><br/>74:19<br/><b>departments</b><br/>30:1 31:18</p> |
|--|--|--|---|---|

|   |  |   |   |   |
|---|--|---|---|---|
| <b>dependents</b><br>31:10  | 133:6, 16<br>146:14  | <b>discipline</b> 6:11<br>50:1 133:13   | <b>division</b> 83:5<br>142:2, 3 159:13<br>160:7  | <b>double</b> 172:19  |
| <b>depending</b><br>147:10  | <b>dialogue</b> 41:8<br>49:6   | <b>disciplines</b><br>149:18  | <b>divisions</b> 50:4<br>158:18   | <b>doubt</b> 30:21  |
| <b>depicted</b> 102:5   | <b>dictates</b> 101:14   | <b>discounts</b><br>151:17  | <b>Diwali</b> 102:11  | <b>dovetailing</b> 64:6   |
| <b>describe</b> 149:6   | <b>didn</b> 42:17<br>109:16 110:2<br>170:5                               | <b>discretion</b><br>96:17, 18  | <b>Docs</b> 6:20<br>167:12  | <b>downs</b> 169:9  |
| <b>described</b><br>22:21 92:19   | <b>different</b> 22:12<br>37:20 116:4<br>125:9 126:11<br>156:17 161:2    | <b>discuss</b> 6:10<br>18:12 35:14<br>49:15 62:11<br>117:17 134:5,<br>17, 18 155:3  | <b>document</b> 84:1  | <b>downtown</b> 68:3  |
| <b>description</b> 23:1   | <b>difficult</b> 34:4  | <b>discussed</b> 43:17<br>89:20 90:4<br>167:13  | <b>documented</b><br>37:19  | <b>Dr</b> 3:17 6:2, 4<br>8:13, 14 9:3, 4,<br>12 10:15, 16<br>11:2, 3, 13 12:5,<br>19, 20 15:5<br>17:21 19:17<br>21:16 24:13<br>26:9, 16 35:3, 4<br>40:2, 5 43:18<br>45:2, 12, 13<br>52:11 54:6<br>59:14 60:15, 16<br>61:19 62:1<br>63:4, 11, 16, 18,<br>21 64:1 67:6<br>77:2 78:6, 7, 9,<br>12 80:18 81:16,<br>18, 21 82:4, 20<br>84:11, 12 87:14,<br>15 91:9, 10, 19,<br>21 92:1 95:1,<br>18, 20, 21 96:9,<br>14, 15, 18 97:3,<br>6 98:5, 6 99:11<br>100:11, 12<br>101:3 107:5<br>116:21 117:2<br>121:12 122:6<br>127:3, 12 132:3,<br>4 133:18, 20<br>134:13, 14<br>135:1 136:3, 8<br>137:15 139:17,<br>18 140:8 141:6,<br>7, 17, 18 142:4<br>144:15, 16<br>158:15, 17<br>167:10 168:10,<br>11, 12, 13<br>171:15, 16 |
| <b>deserve</b> 19:12  | <b>difficulty</b><br>120:19  | <b>discussion</b> 7:16<br>9:18 59:18<br>61:15 84:11<br>85:19 90:5<br>95:4 99:14<br>107:4 120:3<br>124:6, 15 128:3<br>134:4 135:2<br>140:9 168:8 | <b>documents</b><br>75:6, 13, 16<br>81:13 83:17<br>83:17  | <b>drafting</b> 157:11  |
| <b>Design</b> 98:21<br>157:12   | <b>digit</b> 172:20  | <b>discussing</b> 168:6   | <b>dog</b> 31:12, 13  | <b>draw</b> 63:2<br>65:8, 19 82:16  |
| <b>designated</b><br>13:16  | <b>digital</b> 75:3  | <b>discussed</b> 43:17<br>89:20 90:4<br>167:13  | <b>Dogwood</b> 25:10  | <b>dress</b> 26:2   |
| <b>designed</b> 162:15  | <b>digitization</b><br>74:21 81:12, 13                                   | <b>discussion</b> 9:18 59:18<br>61:15 84:11<br>85:19 90:5<br>95:4 99:14<br>107:4 120:3<br>124:6, 15 128:3<br>134:4 135:2<br>140:9 168:8         | <b>doing</b> 18:18<br>24:2 39:2 45:3<br>69:2 76:12<br>81:14 118:19<br>125:3   |   |
| <b>desire</b> 28:21<br>117:13 126:10  | <b>diligence</b> 15:11   | <b>discussions</b><br>62:5 119:20<br>123:6, 10 134:8  | <b>DOIT</b> 65:19   |   |
| <b>desires</b> 134:19   | <b>Dingle</b> 3:10   | <b>disparaging</b><br>43:9  | <b>dollar</b> 62:6, 12<br>76:14 79:13   |   |
| <b>despair</b> 41:10  | <b>diploma</b> 143:17<br>145:7, 14 146:9<br>149:21 151:9<br>153:6 154:12 | <b>disposed</b> 69:14   | <b>dollars</b> 62:3, 8<br>63:12 73:3<br>80:6, 7 83:1  |   |
| <b>desperately</b><br>33:8  | <b>Diplomas</b> 146:5<br>149:16 153:19                                   | <b>dispute</b> 14:6   | <b>don</b> 30:6 32:3<br>44:8 66:8<br>70:21 71:1<br>72:1, 2 77:8, 12<br>80:21 82:13<br>83:2 108:10<br>109:20 110:8<br>112:12 113:11<br>114:1, 6, 8<br>115:6 117:20,<br>21 118:1, 19<br>123:7, 18<br>124:11 125:3<br>129:13 133:2<br>135:19 171:8 |   |
| <b>destroy</b> 75:16  | <b>direct</b> 45:1<br>48:21  | <b>disrupt</b> 158:12   | <b>donate</b> 26:5  |   |
| <b>destroyed</b><br>78:19 83:17   | <b>directing</b> 76:21<br>77:1   | <b>disruptive</b> 39:14   | <b>Donna</b> 35:21  |   |
| <b>Destruction</b><br>71:4 78:20<br>79:6  | <b>direction</b> 39:6<br>102:8 117:5, 18<br>159:9                        | <b>disrupts</b> 14:8  | <b>door</b> 44:14   |   |
| <b>detail</b> 78:14<br>105:8  | <b>directive</b><br>113:15 127:5, 6                                      | <b>distinction</b><br>78:21 149:4, 7,<br>12   | <b>door-to</b> 44:13  |   |
| <b>detailed</b> 48:15<br>50:7   | <b>directly</b> 18:19<br>20:13 34:19<br>42:21 58:13<br>161:6             | <b>distinctions</b><br>149:3  | <b>DOT</b> 65:7   |   |
| <b>details</b> 124:2  | <b>Director</b> 70:17<br>104:15 168:14                                   | <b>District</b> 11:10<br>29:12 34:10  |   |   |
| <b>determine</b> 161:8  | <b>directors</b> 50:21<br>158:21 159:9,<br>14, 20 168:15                 | <b>dive</b> 123:17<br>155:1   |   |   |
| <b>determined</b><br>146:12   | <b>discerning</b><br>146:13  | <b>diverse</b> 26:5<br>122:14   |   |   |
| <b>Determining</b><br>99:1 160:15   | <b>disciplinary</b><br>156:6   | <b>divided</b> 69:3   |   |   |
| <b>develop</b> 20:17  |  | <b>dividends</b> 21:15  |   |   |
| <b>developing</b><br>48:6 156:21  |  | <b>Divine</b> 27:21   |   |   |
| <b>development</b><br>15:19 16:1, 2, 9<br>21:3 33:4, 7, 12<br>49:1 74:7<br>101:7 102:6, 9,<br>13, 16, 19 104:1<br>106:19, 21<br>114:18 115:5,<br>14 119:13<br>122:2 130:9 |  |   |   |   |

38:21 39:6  
**driven** 137:8  
**driver** 46:19  
**dropped** 31:10  
 33:18  
**drugs** 39:2  
**Dual** 141:16  
 143:8 151:11  
 152:15, 19  
 153:2, 8, 12  
 156:1 160:14  
 163:7 164:12,  
 14, 19, 21  
 165:12, 19  
 166:14  
**due** 30:7 33:5  
 36:12 163:18  
**Dundalk** 154:9  
  
 < E >  
**E1** 9:14  
**eager** 28:17  
 49:8  
**Earlier** 6:7  
 59:5 112:3  
 121:6 161:12  
 164:5 171:11  
**Early** 20:3  
 42:6 102:21  
 107:17, 19  
 108:16 151:5,  
 14 152:16  
 153:3, 9, 13, 14  
 154:6, 8 161:12  
 166:17 169:18  
 170:18  
**earmark** 66:9  
**earn** 146:4  
 149:6, 19 150:1  
 151:7, 13  
 153:11, 19, 20  
 154:2  
**earned** 148:1  
 149:1  
**earning** 147:20  
**ears** 38:15  
**easier** 132:20  
**Easter** 122:7  
**eastern** 24:17

**easy** 31:18  
 167:14  
**ECAP** 155:15  
**ECE** 42:6, 7  
**echo** 48:16  
 85:10 122:6  
 126:3 135:21  
 171:10 172:11  
**echoed** 127:13  
**ed** 44:5  
**Edmondson**  
 25:8  
**educate** 165:16  
 172:16  
**educated** 58:3,  
 5, 13  
**EDUCATION**  
 1:1, 8 5:4, 9, 16  
 13:6 14:5, 17,  
 21 17:14 19:4  
 20:9, 18, 19  
 21:9, 12, 20  
 22:1, 6 25:5  
 27:17 29:10  
 34:8 35:10, 19,  
 20 36:18 37:5  
 39:13 42:6  
 44:1, 2 46:16  
 52:9 55:12  
 56:1, 19 57:2, 3,  
 7, 21 58:4, 7, 10,  
 15 92:13 101:4  
 143:9, 16 152:5  
 155:19 168:13  
 171:2, 5 172:3  
**educational**  
 20:13 153:17  
**educator** 18:20  
 21:3 34:20  
 40:13  
**educators** 18:8,  
 13 19:6, 8, 20  
 20:12, 16, 21  
 24:20 27:16  
 50:3 126:5  
**effect** 15:18  
 112:15 113:21  
**effective** 48:6  
 159:2

**effectively**  
 18:17 148:20  
**effects** 18:5  
**efficiency** 70:12  
 124:5  
**efficiently** 5:20  
**effort** 81:14  
 123:16  
**efforts** 47:12,  
 20 48:17, 20  
**Eid** 102:11, 15  
 119:17  
**eight** 6:16  
 30:14, 15 72:8  
 92:21 93:3  
 95:14 96:1, 21  
**eighth** 158:6, 8  
**either** 102:10  
 110:9 113:16  
 115:1, 3 136:4  
 157:3  
**elected** 15:9  
 35:5 52:17  
**election** 19:2  
 52:14, 15 54:2  
**elections** 36:15  
 55:14, 21  
 171:13  
**Electric** 165:9  
**electronic** 13:15  
**elementary**  
 20:1 25:9, 10  
 34:5 37:21  
 47:5, 11 102:1,  
 20 110:10, 12,  
 17 146:17  
 155:11 159:15  
**eligible** 153:21  
**Elizabeth** 70:16  
**email** 14:19  
 29:15 36:5  
 84:7  
**emotional** 38:19  
**emotionally**  
 28:12 48:1  
**emphasize**  
 56:13  
**employ** 41:21  
**employability**  
 156:4

**employee** 14:3,  
 16 132:17  
**employees** 6:13  
 32:7 73:17  
 111:3 121:19  
 133:13  
**employment**  
 6:10 25:5  
**empower** 25:1  
**enable** 21:9  
 92:18  
**encounter** 53:17  
**encourage**  
 13:21 14:5  
 57:10 173:3  
**encouraged**  
 47:5 160:17  
 164:12 166:12,  
 14  
**encouragement**  
 23:19 161:4  
**engage** 27:12  
 41:7 48:12  
**engaged** 32:18  
 47:17 50:20  
 57:12 157:4  
**engagement**  
 17:6 55:17  
**engages** 158:18  
**enhance** 165:5  
**enjoy** 26:7  
 47:2  
**enriched** 165:7  
**enroll** 153:10  
 166:14  
**enrolled** 142:10  
 146:1, 9 166:1  
**enrollment**  
 69:17 141:16  
 143:8 146:16  
 151:5, 11  
 152:11, 13, 15  
 153:1, 3, 8, 13  
 156:8 158:13  
 160:15 163:7  
 164:12, 14, 19  
**ensure** 29:3  
 33:9 46:4 48:5,  
 13 51:11 142:8

144:12 156:16  
 157:18  
**ensuring**  
 142:10 144:5, 6  
 157:2  
**enter** 142:18  
**entity** 89:7, 8  
**environment**  
 39:12 57:16  
 142:6 153:17  
 162:8  
**Environmental**  
 162:12  
**environments**  
 25:1 39:21  
 47:2 48:14  
 49:1, 12  
**epic** 40:17  
**equal** 35:11, 12  
 64:17  
**equals** 35:12, 13  
**equate** 64:17  
**equipment** 68:4  
 69:11, 21  
**equitable** 48:2  
 50:11 144:3, 5  
**equity** 50:10  
 51:7, 13 125:17  
 127:14 133:9  
 148:18, 19  
 152:14 156:16  
 158:11, 12  
**equivalent**  
 65:18  
**Erica** 3:15  
 29:7  
**Erin** 2:6  
**ERP** 73:21  
 83:6  
**err** 58:11  
**error** 37:15  
 42:17  
**especially** 31:7  
 55:15 106:19  
 119:3, 7 134:10  
 148:13 171:20  
**ESSA** 70:8  
**essential** 18:15  
 33:9 119:5, 11  
 120:5



|   |   |   |   |   |
|---|---|---|---|---|
| <p><b>essentially</b> 30:16</p> <p><b>establish</b> 20:11</p> <p><b>Ethics</b> 99:2, 4, 5</p> <p><b>evaluate</b> 128:6, 15, 18 130:7 131:6 133:1</p> <p><b>evaluation</b> 6:12 12:14 146:18</p> <p><b>evening</b> 5:2, 21 6:7 7:3 9:4 13:12 15:3, 4 17:20 19:15, 16 22:2, 5 24:5, 12 26:12, 14, 15, 16 29:8, 14 32:13, 14 35:4 37:3, 4 40:10 45:13 55:6 59:4 91:20, 21 101:2 104:21 105:10 142:4, 12 144:17, 18 151:4 171:14</p> <p><b>event</b> 158:7</p> <p><b>everybody</b> 112:20 113:8 129:14, 16 169:7, 9, 11 170:11</p> <p><b>evidence</b> 45:17</p> <p><b>evolution</b> 58:11</p> <p><b>evolve</b> 58:11</p> <p><b>exacerbated</b> 28:10</p> <p><b>exactly</b> 53:11 64:12 76:3 97:3 117:6 125:4</p> <p><b>Exam</b> 147:9 148:2 150:21 163:13, 15 164:1, 4 165:12</p> <p><b>examination</b> 51:14</p> <p><b>Examiner</b> 59:11</p> <p><b>examining</b> 160:1</p> <p><b>example</b> 27:19 83:5 148:5</p> | <p>163:12 165:5, 15</p> <p><b>Examples</b> 38:20</p> <p><b>Exams</b> 147:19 149:8, 11, 12, 14, 15, 17 150:2 151:2</p> <p><b>Excellence</b> 45:18 142:15</p> <p><b>exceptional</b> 45:4</p> <p><b>excess</b> 68:3, 12</p> <p><b>excessive</b> 69:5</p> <p><b>excessively</b> 67:21 68:11</p> <p><b>exchange</b> 20:14</p> <p><b>exciting</b> 23:2 51:19 172:1</p> <p><b>excluding</b> 35:9</p> <p><b>excuse</b> 31:14 61:18 64:8 76:18 77:3, 6 78:3</p> <p><b>excuses</b> 41:9</p> <p><b>executed</b> 36:12</p> <p><b>Executive</b> 23:11 50:21 104:15 158:21 159:9, 14, 20 168:14, 15</p> <p><b>exemplifies</b> 165:15</p> <p><b>Exhibit</b> 9:14 99:7 140:5</p> <p><b>Exhibits</b> 7:11 66:16 67:12 163:16</p> <p><b>exist</b> 50:18</p> <p><b>existed</b> 28:9</p> <p><b>existence</b> 119:2</p> <p><b>existing</b> 14:6 27:20 70:5, 11 72:16 75:11 80:16 82:9</p> <p><b>exists</b> 28:20</p> <p><b>expand</b> 84:14 151:20 157:14 158:5</p> <p><b>expanded</b> 69:18</p> <p><b>expanding</b> 25:11</p> | <p><b>expansion</b> 152:10 156:16</p> <p><b>expectation</b> 109:4</p> <p><b>expectations</b> 17:4 39:14, 19</p> <p><b>expects</b> 39:16</p> <p><b>expending</b> 154:17</p> <p><b>expenditure</b> 68:10, 13 74:10</p> <p><b>expenditures</b> 66:13</p> <p><b>expense</b> 84:19</p> <p><b>expensive</b> 45:1</p> <p><b>experience</b> 11:7, 18 47:1 112:3 153:13 161:11 166:13</p> <p><b>experiences</b> 154:19 155:16</p> <p><b>expert</b> 49:14</p> <p><b>expertise</b> 46:6</p> <p><b>experts</b> 77:9</p> <p><b>expired</b> 14:13</p> <p><b>exploration</b> 155:13</p> <p><b>explore</b> 46:10 144:18 161:18</p> <p><b>exploring</b> 146:21</p> <p><b>exponentially</b> 151:15</p> <p><b>exposure</b> 155:11 173:2</p> <p><b>expressed</b> 115:5</p> <p><b>expressing</b> 112:15</p> <p><b>extend</b> 23:21 93:19</p> <p><b>extensive</b> 70:2 123:5</p> <p><b>external</b> 48:5 49:2</p> <p><b>extra</b> 110:1 112:17</p> <p><b>extracurricular</b> 155:5 160:14</p> <p><b>extrapolation</b></p> | <p>122:17</p> <p><b>extremely</b> 115:7</p> <p>&lt; F &gt;</p> <p><b>fabricated</b> 68:1</p> <p><b>face</b> 23:4</p> <p><b>facilitate</b> 20:9 84:8</p> <p><b>Facilities</b> 99:1 157:5</p> <p><b>facing</b> 49:20</p> <p><b>fact</b> 28:10 73:18 103:11 111:1 120:7</p> <p><b>factors</b> 50:12</p> <p><b>faculty</b> 16:6</p> <p><b>fails</b> 132:11 140:4</p> <p><b>failure</b> 36:3 39:19</p> <p><b>fair</b> 36:19 46:8, 15</p> <p><b>fake</b> 36:15</p> <p><b>fall</b> 33:5 41:8 102:15 113:2 114:19, 20 120:10 152:9, 12</p> <p><b>falling</b> 102:8</p> <p><b>falls</b> 113:9</p> <p><b>familiar</b> 17:1 126:1</p> <p><b>families</b> 26:7 32:19 33:19 46:6, 21 54:21 93:18 167:11, 15</p> <p><b>family</b> 31:4 56:18 126:5</p> <p><b>far</b> 18:5 21:15 24:1 137:21 171:11 172:1</p> <p><b>Farid</b> 40:15</p> <p><b>fate</b> 56:20</p> <p><b>Favor</b> 60:21 93:21 111:4 132:9 140:2</p> <p><b>fear</b> 119:16, 19 120:1 121:4</p> | <p><b>feasible</b> 125:1, 6, 9 137:11, 12 138:6</p> <p><b>Featherbed</b> 25:9</p> <p><b>features</b> 46:1</p> <p><b>fed</b> 38:9</p> <p><b>fee</b> 151:3</p> <p><b>feedback</b> 34:6 42:18 48:10 49:10 51:21 92:10 93:16 94:6 115:19 116:12 159:1, 8</p> <p><b>feel</b> 39:14 48:1 57:15 70:18 115:9 116:2 123:8 129:17</p> <p><b>feels</b> 48:19 170:19</p> <p><b>fees</b> 152:6 157:17</p> <p><b>feet</b> 68:21 69:8 78:18</p> <p><b>Felecia</b> 2:12</p> <p><b>fell</b> 113:5</p> <p><b>FEMALE</b> 76:16, 20 77:5, 10, 14, 17, 21 78:3 88:13, 21 89:11, 18</p> <p><b>females</b> 162:17</p> <p><b>Festivities</b> 46:17</p> <p><b>fewer</b> 13:18 110:11</p> <p><b>Field</b> 12:12</p> <p><b>fifth</b> 154:10</p> <p><b>fight</b> 30:17 38:5</p> <p><b>fight</b> 38:8</p> <p><b>file</b> 174:4</p> <p><b>files</b> 174:7</p> <p><b>fill</b> 27:20 54:13 71:15</p> <p><b>filled</b> 15:15 79:8</p> <p><b>filling</b> 81:3</p> <p><b>final</b> 41:11 45:9 108:12</p> |
|---|---|---|---|---|

|   |   |  |  |   |
|---|---|--|--|---|
| <p><b>finalization</b> 106:11<br/> <b>Finally</b> 19:1 93:20<br/> <b>financial</b> 27:15 62:20<br/> <b>find</b> 16:3 41:17 44:10 58:12, 14 161:19 168:3<br/> <b>fine</b> 41:18 135:18<br/> <b>finishing</b> 15:13<br/> <b>FiOS</b> 5:19<br/> <b>firm</b> 89:3 157:6<br/> <b>first</b> 6:1 9:7 11:3 15:2 22:16 23:11 24:10 26:15 29:8 32:6 44:2 46:21 50:19 55:16 68:16, 18 95:13 117:3 121:5 135:6 150:9, 20 151:10 152:9 156:15<br/> <b>firsthand</b> 47:1<br/> <b>fiscal</b> 63:8, 10 65:4 137:16<br/> <b>fiscally</b> 90:1<br/> <b>fit</b> 44:4<br/> <b>fits</b> 44:4<br/> <b>five</b> 23:14, 15 33:11 35:11 36:1 37:21 86:5 94:4, 8 96:6 97:1 102:21 107:16 132:9 140:2 149:15, 17 153:11<br/> <b>five-year</b> 156:15 157:1<br/> <b>fix</b> 84:16<br/> <b>Flag</b> 5:7<br/> <b>flatline</b> 64:15<br/> <b>flexibility</b> 74:4</p> | <p>133:14<br/> <b>flip</b> 127:8<br/> <b>floor</b> 135:15 170:3<br/> <b>fly</b> 42:11<br/> <b>Flyers</b> 158:9<br/> <b>focus</b> 18:16 20:10, 21 47:14 49:12 50:9 51:1 146:13 160:12 164:19<br/> <b>focused</b> 48:7 51:14 163:9 164:6<br/> <b>focusing</b> 49:17 148:12 157:1<br/> <b>folks</b> 30:3, 7, 10 73:21 83:2<br/> <b>follow</b> 13:5 66:10 110:4, 19<br/> <b>followed</b> 127:6<br/> <b>following</b> 6:9 7:6 9:6 25:4 42:13 50:20 81:15 93:3, 16 94:7 98:19 102:10 117:16 168:7<br/> <b>follows</b> 162:19<br/> <b>follow-up</b> 29:15 76:17 84:7 85:18 124:19<br/> <b>fondest</b> 42:1<br/> <b>fondly</b> 19:20<br/> <b>food</b> 26:8 127:18 154:20 155:6 157:12<br/> <b>foot</b> 69:7 73:6 170:2<br/> <b>footage</b> 68:9 69:4<br/> <b>football</b> 37:18<br/> <b>footprints</b> 54:13<br/> <b>forced</b> 39:11<br/> <b>foregoing</b> 174:6<br/> <b>foregoing-entitled</b> 174:5<br/> <b>foreseen</b> 54:17<br/> <b>forget</b> 53:6</p> | <p><b>forgivable</b> 31:6<br/> <b>Forgive</b> 43:13<br/> <b>forgotten</b> 53:3<br/> <b>form</b> 75:14 92:4 153:12<br/> <b>formal</b> 146:9, 19<br/> <b>formatting</b> 42:16<br/> <b>forms</b> 74:20 79:7 149:4<br/> <b>forth</b> 9:6 74:8 81:19 85:18 126:15 132:21<br/> <b>forum</b> 14:3 20:14 173:5<br/> <b>forward</b> 15:9 19:6 24:5 25:11 26:6 47:13 54:20 56:1 57:18 58:18, 19 111:14, 15, 20 112:8 116:6 120:20 126:9, 16 169:17 170:4, 11 171:19<br/> <b>forwarded</b> 61:9<br/> <b>foster</b> 57:7<br/> <b>fosters</b> 57:17<br/> <b>fought</b> 39:2<br/> <b>found</b> 6:20 22:20 38:3 58:3 157:7<br/> <b>Foundation</b> 28:2 155:18<br/> <b>foundational</b> 27:9<br/> <b>four</b> 35:19 93:5 95:16 96:4, 7 127:13 149:11 150:2 170:5, 7<br/> <b>four-year</b> 154:1<br/> <b>frame</b> 41:1<br/> <b>framework</b> 143:6 145:1<br/> <b>fraternities</b> 28:1</p> | <p><b>free</b> 30:16 58:3 70:18 81:7 151:21 152:1, 5 154:5, 14 158:5<br/> <b>freedom</b> 58:7<br/> <b>fresher</b> 42:8<br/> <b>freshman</b> 164:9<br/> <b>Friday</b> 102:10 113:16<br/> <b>friend</b> 22:14<br/> <b>frivolous</b> 33:7<br/> <b>front</b> 20:4 49:20<br/> <b>fruit</b> 21:12<br/> <b>FTEs</b> 65:10 83:10<br/> <b>fulfill</b> 5:13<br/> <b>fulfilling</b> 143:5<br/> <b>full</b> 28:16 61:9 71:5 90:5 145:14 174:6<br/> <b>fully</b> 30:20 68:1 92:9<br/> <b>function</b> 172:7<br/> <b>functioning</b> 64:10<br/> <b>functions</b> 73:17<br/> <b>funding</b> 151:19 157:18<br/> <b>funds</b> 70:8, 9 150:21 151:2 152:12<br/> <b>furniture</b> 76:6 85:4<br/> <b>further</b> 33:5 64:1 84:7, 10 134:13 155:1 174:6<br/> <b>future</b> 27:6 56:12, 15, 21 57:8 67:12 83:3 107:10 143:3, 6 151:20 160:11 167:1 172:8<br/> <b>futures</b> 142:9<br/> <b>&lt; G &gt;</b></p> | <p><b>gain</b> 173:2<br/> <b>Galcher</b> 150:7<br/> <b>game</b> 32:4 37:18 154:6<br/> <b>gaps</b> 50:12, 17 148:3, 21 158:12<br/> <b>Gas</b> 165:8<br/> <b>gathered</b> 137:8<br/> <b>gears</b> 136:14<br/> <b>General</b> 3:12 24:9 45:10 153:19<br/> <b>generation</b> 56:10<br/> <b>geometry</b> 42:3<br/> <b>get-go</b> 121:11<br/> <b>getting</b> 44:11 81:4 133:15 165:13<br/> <b>giant</b> 41:6<br/> <b>gift</b> 58:15, 17<br/> <b>Gifts</b> 99:4<br/> <b>Girls</b> 28:2<br/> <b>give</b> 5:15 22:9 43:20 71:10 83:5 90:10 166:12<br/> <b>given</b> 38:15 129:20 151:17 171:10<br/> <b>gives</b> 36:16 70:12 152:21<br/> <b>giving</b> 113:7 165:14<br/> <b>glass</b> 57:1<br/> <b>glimpse</b> 162:9<br/> <b>global</b> 58:1<br/> <b>go</b> 29:13 41:10, 18 65:14 70:14 71:3 72:10 75:4, 20 84:13 85:1 106:15 107:20 108:2 114:11 117:18 121:4 123:9, 21 125:2 134:17 135:4, 15 138:2, 8 149:5 161:6 163:4 171:4</p> |
|---|---|--|--|---|

**goal** 19:7  
 34:15 49:3  
 74:6 142:9, 16  
**goals** 161:15  
 162:1, 6  
**goes** 45:1 46:3  
**going** 18:2  
 28:14 37:6  
 40:15 42:12  
 43:15, 20 47:3  
 53:6, 9 64:11  
 65:14 68:12  
 69:19 70:7  
 71:15, 16 72:3,  
 4 75:4 78:12  
 79:1 81:18  
 83:9 108:8  
 113:4 117:6  
 121:4 122:19  
 123:3, 13 127:3,  
 4 129:16 133:4  
 138:17 141:18  
 162:9 168:5  
**Good** 5:2 7:3  
 9:4 15:3, 4  
 17:20 18:4  
 19:15, 16 22:2,  
 5, 6 24:12  
 26:14, 15, 16  
 29:8 32:12, 14  
 35:4 36:17  
 37:3, 4 40:10  
 45:13 55:6  
 58:19 59:4, 7  
 62:20 74:18  
 88:13 91:20, 21  
 101:2 104:21  
 105:10 120:21  
 144:17 171:14  
 172:9  
**goodbye** 56:4  
 170:19  
**gotten** 75:12  
**Gover** 2:8  
 7:18, 20 8:1, 3,  
 5, 7, 9, 11, 13, 15,  
 17, 21 9:20  
 10:1, 3, 5, 7, 9,  
 11, 13, 15, 17, 19,  
 21 59:12, 20

60:1, 3, 5, 7, 9,  
 11, 13, 15, 17, 19,  
 21 86:1, 18, 20  
 87:2, 4, 6, 8, 10,  
 12, 14, 16, 18  
 90:10, 14, 16, 18,  
 20 91:1, 3, 5, 7,  
 9, 11, 13, 15  
 95:6, 8 97:7, 10,  
 12, 14, 16, 18, 20  
 98:1, 3, 5, 7, 9,  
 11 99:16, 18, 20  
 100:1, 3, 5, 7, 9,  
 11, 13, 15, 17  
 131:8, 10, 12, 14,  
 16, 18, 20 132:1,  
 3, 5, 7, 9 138:7  
 139:1, 3, 5, 7, 9,  
 11, 13, 15, 17, 19,  
 21 140:2, 11, 13,  
 15, 17, 19, 21  
 141:2, 4, 6, 8, 10,  
 12  
**government**  
 89:12  
**Governor**  
 15:12 147:13  
**grade** 144:14  
 158:6, 8  
**grades** 93:9  
 145:6, 11  
 155:12  
**grading** 108:18  
**gradual** 161:5  
**graduate**  
 142:17 143:17  
 154:12 166:17  
 167:7  
**graduates** 46:12  
**graduating**  
 163:14  
**graduation**  
 92:17, 19  
 142:12 144:11,  
 14 147:11  
**graduations**  
 94:15  
**grandparent**  
 27:4

**grant** 70:8  
**grants** 157:14  
**grappled** 126:2  
**grateful** 37:9  
 47:16 56:5  
**gratitude** 23:21  
**Great** 22:18, 21  
 24:6 26:12  
 41:5 80:17  
 81:6 162:9  
 169:5, 21  
**greater** 148:2,  
 3, 10  
**greatly** 160:8  
**Greene** 105:12  
**Gregory** 12:6,  
 17  
**grounds** 37:17  
**group** 15:2  
 49:2, 9 135:15  
 148:3 172:13  
**groups** 50:19  
 51:5 105:15  
 126:6 172:14  
**Grove** 64:5  
**grow** 170:8  
**growing** 69:17  
 79:18 164:14  
**grown** 151:15  
**growth** 30:11  
 57:10, 17  
**Grubbs** 168:12  
**GTAP&IB**  
 144:2  
**guarantee**  
 30:18 57:21  
**guaranteeing**  
 57:14  
**guess** 73:4  
**guidance** 24:1  
 92:8  
**Guide** 158:9  
 159:1 160:10  
**guided** 23:2  
**guys** 37:5  
 115:1, 7 119:14  
 < H >  
**H.E** 59:6, 12

**Hager** 2:6  
 8:13, 14 10:15,  
 16 59:14 60:15,  
 16 61:19 62:1  
 63:4, 11, 16, 18,  
 21 64:2 81:16,  
 17, 18, 21 82:4,  
 20 87:14, 15  
 91:9, 10 96:14,  
 15 97:3 98:5, 6  
 99:11 100:11,  
 12 121:13  
 122:6 127:3, 12  
 132:3, 4 133:19,  
 20 135:1 136:8  
 139:17, 18  
 140:8 141:6, 7  
 171:15, 16  
**half** 16:7, 10  
 29:17 30:5  
 38:6 108:7  
 150:16  
**Halls** 34:10  
**handed** 22:17  
**handgun** 38:3  
**handle** 82:5  
**hands** 120:11  
**Hang** 130:12  
**happen** 94:4  
 117:14 137:13  
 142:13  
**happened**  
 37:15 38:1  
 85:15 147:12  
**happening**  
 23:12 108:21  
**happy** 84:8  
 171:19  
**hard** 21:13  
 25:14 54:7  
 75:2 85:17  
 115:7 129:17  
 136:10, 16, 17  
 170:21  
**hardships** 23:4  
**harmony** 23:18  
**Hartford** 52:21  
**HARTLOVE**  
 62:10 63:14, 17  
 66:10, 18 67:9,

12, 15 73:18  
 74:18  
**Harvey** 29:11  
**Hashanah** 113:4  
**Hassan** 2:13  
 7:15 8:7, 8  
 9:15 10:9, 10  
 55:5, 6 59:17  
 60:9, 10 87:8, 9  
 91:3, 4 95:3  
 97:20, 21 100:5,  
 6 118:21 119:1  
 122:7 131:18,  
 19 139:11, 12  
 140:6, 21 141:1  
 170:15, 16  
**hat** 42:11  
**HBCU** 46:8  
**he/him** 40:13  
**head** 72:17  
**heal** 47:12  
**Health** 12:12  
 25:5 72:2  
 165:7 166:19  
**healthcare** 31:8  
 166:21  
**hear** 13:2  
 14:12 49:13  
 54:8 57:11  
 61:4 77:4, 7  
 90:4 129:14  
 134:1, 2 136:8  
 166:8 168:4  
 172:20  
**heard** 48:19  
 54:8 64:8 68:6  
 85:7 106:17  
 107:5 115:19  
 116:12 122:1  
 130:8 133:5, 8  
 136:16 168:9  
**Hearing** 6:6  
 13:3 43:19  
 59:11 84:11  
 99:14  
**Heather** 3:16  
 32:12, 15  
 168:11  
**Hebville** 25:9,

18  
**Heights** 25:8  
**held** 5:17  
 33:20 46:9  
 107:4 173:7  
**help** 18:19  
 47:6 51:6  
 73:15 81:4  
 114:7 166:16,  
 17, 21 171:20  
**helper** 47:8  
**helpers** 47:3  
**helpful** 65:12  
 66:16  
**helping** 26:6  
**Henn** 2:2 5:2,  
 3, 12 6:6 7:4,  
 10, 14, 16 8:17,  
 18, 19 9:1, 12,  
 16, 18 10:19, 20  
 11:1 12:20  
 15:5 17:18, 20  
 19:14, 16 22:3  
 24:7, 9, 13  
 26:13, 17 29:6  
 32:10 35:2  
 37:2 40:8, 10  
 43:7 45:6, 9, 14  
 52:4, 11 55:3  
 59:1, 9, 15, 18  
 60:19, 20 61:1,  
 10, 13, 18, 21  
 64:1 67:16  
 73:11 74:13  
 81:10, 15 83:13  
 84:3, 6, 10  
 85:21 86:4, 12,  
 16 87:18, 19, 20  
 88:2, 6 90:3, 8,  
 10, 12 91:13, 14,  
 16, 21 94:19  
 95:2, 4, 11, 20  
 96:14 97:7  
 98:9, 10, 12, 16  
 99:8, 12 100:15,  
 16, 18 101:3  
 112:10 113:20  
 114:4 116:19  
 118:5, 14, 21  
 120:11 121:12

122:4 124:17  
 126:17, 21  
 127:10 128:1,  
 10, 13 129:2, 5,  
 10 130:1, 12, 20,  
 21 131:4 132:7,  
 8, 10 133:18  
 134:12 136:3  
 138:7 139:21  
 140:1, 3, 7, 9  
 141:10, 11, 13  
 167:19 168:1,  
 17 169:2, 12  
 170:15 171:7,  
 15 172:10  
**Hereford** 38:4  
**hesitancy** 137:1  
**Hi** 22:5 112:11  
**hide** 39:4  
**high** 25:7  
 34:11 38:1, 4,  
 12 67:21 68:11  
 70:3 92:17  
 94:14 101:21  
 142:9 143:10,  
 17 145:3, 9, 21  
 147:6, 21  
 150:12, 13, 16  
 151:7, 9, 14, 17  
 152:2 153:3, 6,  
 9, 13, 14, 15  
 154:3, 8, 10, 12  
 155:9, 13 156:2,  
 3, 9, 10, 19  
 158:20 159:15,  
 20, 21 160:13,  
 16 161:1 162:3  
 164:13 165:3  
 166:7 168:15  
**higher** 51:16  
 146:3 147:20  
 149:7, 11, 14, 17,  
 20 150:1  
 163:13, 15  
 164:2, 5  
**highlight** 45:21  
 135:21 150:5  
**highly** 50:3  
 125:15

**Highway** 67:19  
**Hills** 52:21  
**Hispanic** 163:2  
**historically**  
 46:12 50:18  
**History** 166:1  
**Hogan** 147:13  
**holding** 54:13  
**hole** 123:14  
 127:4, 5  
**holiday** 16:3  
 107:1 112:16,  
 17 113:5, 6, 8,  
 16 114:19  
 116:5 122:2  
 133:7  
**holidays** 15:20,  
 21 16:13 35:7,  
 11 94:1 102:2,  
 8 113:2 114:20  
 118:17 119:2, 3,  
 8, 9, 10, 16  
 120:5, 9 122:10,  
 13 125:19  
 128:19 131:6  
**Holmes** 168:14  
**home** 38:19  
**homework**  
 31:12 47:3, 8  
**honest** 172:4  
**honestly** 120:1  
**honor** 23:16  
 46:17 112:20  
 113:16 124:4  
 126:7, 12 128:3  
**honoring** 113:9  
**honors** 116:10  
 149:9 161:6  
**hope** 15:15  
 58:16 108:21  
 109:4 171:2, 4,  
 14  
**hopping** 81:19  
**horse** 112:13  
**hospital** 167:1  
**hour** 133:11  
**hourly** 89:21  
**hours** 33:11  
 93:5 95:16  
 96:5, 7 101:16,

21 103:1, 4  
 106:20 110:11  
**house** 44:15  
**Howey** 75:18  
**HR** 32:5 64:8,  
 12  
**hub** 71:20  
**HUEHN** 110:8  
**human** 27:15  
 29:20 31:6  
 33:15 58:10  
 73:15  
**humanities** 25:6  
**Hupo** 41:4, 8  
 42:4  
 < I >  
**IB** 145:2, 4, 7, 9,  
 12, 15, 19 146:1,  
 2, 5, 7, 15, 16, 18  
**idea** 42:10  
 120:21 124:1  
**ideal** 125:1  
**ideas** 20:14  
**identified** 15:20  
 16:9 51:5  
 160:18 163:2  
**identifies**  
 160:20 162:18  
**identify** 20:16  
 51:3 114:12  
**identifying**  
 144:12  
**ides** 113:9  
**IEP** 44:3 163:4  
**IEPs** 44:5  
**ignore** 39:6  
 136:11, 16, 17  
**illustrated**  
 137:14  
**imagine** 31:15  
 67:3  
**IMERGE**  
 83:18, 21 85:18  
**immediately**  
 27:10  
**immense** 23:21  
 56:8  
**impact** 16:1  
 47:18 53:16

57:13 93:9  
 106:12 114:4,  
 13 116:15, 17  
 128:7, 15 131:6  
 161:18  
**impacts** 163:19  
**implement**  
 50:15  
**implementation**  
 48:9 51:9  
 83:21 84:1  
 154:10  
**implemented**  
 37:13  
**implementing**  
 44:1  
**implications**  
 137:16  
**importance**  
 48:13 56:14  
**important**  
 73:17 112:21  
 115:16 116:1  
 119:12, 13  
 155:8  
**importantly**  
 55:11 56:11  
 57:6 148:19  
 171:5  
**impossible** 16:4  
 135:13, 16  
**improve** 16:11  
 20:15 51:15  
**improved** 50:9  
**improvement**  
 21:2 48:12  
 49:5 143:21  
 144:1, 11  
 158:11 159:11,  
 12  
**improving** 85:4  
 133:15  
**inappropriate**  
 14:7 43:8  
**incident** 37:15  
**incidents** 37:20  
 38:1 49:4  
**inclement**  
 92:16 93:2, 12  
 94:2, 9 96:2, 15

|  |  |  |   |   |
|--|--|--|---|---|
| 104:3, 5, 6, 9<br>109:14, 15, 17<br>128:7, 16<br><b>include</b> 20:4<br>21:1 27:21<br>48:20 92:16<br>119:18 120:4<br>126:4 154:16<br><b>included</b> 68:18<br>102:4, 7<br><b>includes</b> 24:19<br>44:20 45:16<br>102:19 104:6<br>105:1, 4 109:13<br>160:1<br><b>including</b> 12:11<br>20:1 105:13, 16<br>119:9 146:17<br><b>inclusive</b> 122:14<br><b>incorrect</b> 30:13<br><b>incorrectly</b><br>108:15<br><b>increase</b> 50:16<br>62:3, 7, 18<br>144:13 146:15<br>148:17 160:17<br>163:16 165:1<br><b>increased</b> 33:2<br>51:6 156:12<br>157:21<br><b>increases</b> 33:5<br>62:6<br><b>increasing</b><br>51:16 63:5, 12,<br>14 69:17 144:4<br>163:11<br><b>incredible</b> 46:3<br><b>incredibly</b> 56:3<br>66:16<br><b>in-demand</b><br>156:3<br><b>indicate</b> 48:18<br><b>indicates</b> 102:5<br><b>indicator</b> 50:2<br><b>indirectly</b> 20:13<br><b>Indiscernible</b><br>59:6 100:8<br>121:17 | <b>individual</b><br>40:14 44:11<br>51:2 116:10<br><b>individualize</b><br>44:3<br><b>individualized</b><br>44:2<br><b>individually</b><br>41:9 159:7<br><b>individuals</b><br>6:15, 17 31:19<br>45:3 136:11<br><b>inducted</b> 24:18<br><b>industry</b><br>143:13, 19<br>152:4 154:17<br>155:4, 21<br>157:20, 21<br>158:3<br><b>inequitable</b><br>50:14 103:20<br><b>inequities</b> 28:9<br><b>infeasibility</b><br>111:15<br><b>infeasible</b><br>135:12, 16<br><b>influence</b> 20:18<br><b>inform</b> 158:9<br><b>information</b><br>6:19 14:20<br>16:3, 16 30:11<br>34:2, 4 62:2<br>67:1 88:20<br>104:8, 10 105:6<br>127:7 161:2<br><b>infrastructure</b><br>28:19 82:6<br><b>initial</b> 62:15<br><b>initially</b> 65:2<br><b>initiated</b> 88:12,<br>14<br><b>initiative</b> 81:14<br><b>initiatives</b> 23:3<br>34:2 50:15<br>63:1 146:15<br><b>innovation</b><br>21:19<br><b>innovative</b><br>154:15, 20<br><b>in-patient</b> 167:3 | <b>input</b> 13:21<br>92:10 93:17<br><b>insight</b> 148:3<br><b>Inspire</b> 22:18<br>158:7<br><b>instances</b> 151:8<br><b>Institute</b> 150:8<br><b>institution</b><br>147:11<br><b>instruction</b><br>18:17 91:19<br>93:5, 11 94:21<br>95:16 96:5, 7<br>108:7 142:2<br>159:13 160:8<br>164:8<br><b>instructional</b><br>133:15 159:5,<br>18<br><b>instructors</b><br>152:7<br><b>insurance</b> 31:3<br>33:18<br><b>integral</b> 155:2<br><b>intelligence</b><br>154:17 157:15<br><b>intense</b> 49:18<br><b>intentional</b><br>148:12<br><b>Interest</b> 99:6<br>168:5<br><b>interested</b> 13:4<br>43:19 66:6<br><b>interests</b><br>160:13 161:14,<br>18<br><b>interferes</b> 14:9<br><b>internal</b> 48:4<br>99:2, 4, 5<br><b>International</b><br>144:20 145:1<br>146:20 149:16<br><b>interns</b> 32:1<br><b>internship</b><br>12:14 154:14<br>167:2<br><b>internships</b><br>143:13 156:14<br>160:14 165:2,<br>13 | <b>interpreted</b><br>35:12<br><b>interrupt</b> 50:14<br>77:12<br><b>interwoven</b> 41:1<br><b>introduce</b> 86:13<br><b>invalid</b> 40:2<br><b>invaluable</b><br>45:21<br><b>investment</b><br>48:15<br><b>invitations</b> 49:6<br><b>invite</b> 5:5<br>46:21<br><b>invited</b> 150:17<br><b>involved</b> 20:13<br>34:19 43:3<br>52:9 159:11<br>165:17 173:3<br><b>involvement</b><br>21:4, 14<br><b>involves</b> 151:4<br><b>IP</b> 123:2<br><b>Island</b> 162:21<br><b>isn</b> 43:21<br><b>issue</b> 38:14<br>51:21 76:8<br>80:19, 21 85:11<br><b>issued</b> 66:6<br><b>issues</b> 18:14<br>28:4 33:17, 21<br>73:15<br><b>item</b> 6:1 7:1<br>9:1 12:21<br>16:20 45:10<br>52:12 55:3<br>59:1 61:8 64:5<br>84:13 85:2<br>86:3, 5, 6 87:21<br>91:17 98:13<br>100:19 109:8<br>141:14 168:17<br>172:1 173:5<br><b>items</b> 5:21<br>61:7, 11 70:9<br>72:1 86:14<br><b>iteration</b> 112:6<br><b>iterations</b> 117:5 | <b>its</b> 15:18 27:2<br>102:14 154:10<br>156:6 164:7<br><b>IV</b> 151:1<br><br>< J ><br><b>January</b> 36:10<br><b>Jayce</b> 23:21<br><b>Jeffrey</b> 168:13<br><b>jeopardy</b> 31:8<br><b>Jewell</b> 142:5<br>162:7<br><b>JMI61818</b> 73:15<br><b>job</b> 33:9 45:4<br>53:20, 21 54:1<br><b>jobs</b> 33:3 34:3<br>143:19<br><b>Joelle</b> 104:13<br>117:21 134:18<br><b>John</b> 2:9<br><b>Joined</b> 70:16<br>123:5 172:19<br><b>joining</b> 172:16<br>173:8<br><b>Jose</b> 2:5 8:3, 4<br>10:5, 6 60:5, 6<br>61:4, 5 67:16,<br>17 68:7, 20<br>69:2, 10 71:14<br>72:15 73:3, 7,<br>10 75:20 87:4,<br>5 90:20, 21<br>97:16, 17 100:1,<br>2 127:10, 11<br>131:14, 15<br>138:9, 10 139:7,<br>8 140:17, 18<br>169:12<br><b>Joseph</b> 159:19<br>168:15<br><b>journey</b> 144:18<br>146:21 151:4<br>155:1<br><b>joy</b> 22:21<br><b>Jr</b> 2:9<br><b>Julie</b> 2:2 5:3<br>171:21<br><b>June</b> 109:9<br><b>Juneteenth</b><br>102:15 |
|--|--|--|---|---|

|  |   |  |  |  |
|--|---|--|--|--|
| <p><b>junior</b> 145:10<br/>155:6 158:7<br/>164:11 166:10<br/><b>juniors</b> 145:8<br/>146:11 165:15<br/><b>jurisdiction</b><br/>6:14<br/><b>jurisdictions</b><br/>120:18</p> <p>&lt; K &gt;<br/><b>K1</b> 61:7<br/><b>K10</b> 61:8, 11<br/>86:14<br/><b>K2</b> 61:8, 11<br/>86:14<br/><b>K4</b> 86:14<br/><b>K5</b> 87:21<br/><b>K6</b> 86:14<br/><b>Kathleen</b> 2:4<br/><b>keep</b> 18:11<br/>57:2 81:19<br/>127:11 129:14,<br/>21 170:10, 11<br/><b>keeping</b> 120:9<br/>146:10<br/><b>Kelly</b> 30:18<br/><b>Kenwood</b> 145:3,<br/>20 146:8<br/><b>kept</b> 69:13<br/><b>key</b> 50:16<br/>165:4<br/><b>kids</b> 27:9<br/>39:11 44:13<br/>53:21 54:11<br/>55:1<br/><b>killed</b> 37:17<br/><b>kind</b> 80:21<br/><b>kindergarten</b><br/>32:16<br/><b>Kippur</b> 113:4<br/><b>knew</b> 23:5<br/><b>know</b> 14:11<br/>16:16 18:10<br/>19:4 34:20<br/>40:20 44:21<br/>47:11, 15 48:18<br/>50:9 53:10, 12<br/>59:5 62:6, 8<br/>67:4 68:11</p> | <p>72:16 77:1<br/>89:21 92:5<br/>107:5 108:11<br/>109:3 110:8<br/>113:3, 12 114:1,<br/>2, 6, 8 115:1, 4<br/>117:20, 21<br/>118:1, 3 119:13<br/>123:7, 18<br/>124:12, 17<br/>126:2 129:13<br/>135:19 142:4<br/>147:5 155:9<br/>169:13 170:13<br/>171:17<br/><b>knowing</b><br/>117:11 124:5<br/>172:4<br/><b>knowledge</b><br/>42:12 57:11<br/>58:4, 6<br/><b>knowledgeable</b><br/>42:8<br/><b>known</b> 19:20<br/>40:17 141:21<br/>155:9 164:7<br/><b>knows</b> 115:21<br/><b>Kuehn</b> 2:7<br/>8:15, 16 10:17,<br/>18 60:17, 18<br/>87:16, 17 91:11,<br/>12 98:7, 8<br/>100:13, 14<br/>106:2 107:13,<br/>14, 15 108:14<br/>109:7, 19<br/>110:18, 21<br/>111:8, 10 112:9<br/>132:5, 6 139:19,<br/>20 141:8, 9<br/><b>Kyria</b> 168:14</p> <p>&lt; L &gt;<br/><b>Lab</b> 12:15<br/><b>Labor</b> 16:15<br/>66:4, 7 74:5<br/>121:1 157:10<br/><b>lack</b> 124:15<br/><b>lady</b> 78:1</p> | <p>165:20<br/><b>lag</b> 30:5<br/><b>lake</b> 41:12<br/><b>Lane</b> 25:9 30:8<br/><b>language</b> 17:2<br/>38:21 44:8<br/><b>languages</b> 21:8<br/><b>large</b> 22:13<br/>41:9 62:3<br/>64:12, 14 65:3<br/>70:3 79:3<br/>112:13 116:10<br/><b>largely</b> 19:2<br/><b>larger</b> 79:16<br/><b>largest</b> 150:8<br/><b>laser</b> 163:9<br/>164:6<br/><b>lastly</b> 149:21<br/>150:19<br/><b>late</b> 114:2<br/><b>Latonya</b> 3:13<br/>24:10, 14<br/><b>Law</b> 88:11, 15<br/>89:2 101:14<br/>102:2<br/><b>Lawings</b> 3:13<br/>24:11, 12, 14<br/><b>lead</b> 5:6 35:21<br/>56:12 152:4<br/><b>leader</b> 22:21<br/>27:1 159:12<br/><b>leaders</b> 5:6<br/>15:2 22:18<br/>27:7 35:18<br/>50:21 56:10<br/><b>leadership</b><br/>15:14 20:18<br/>21:2 88:10<br/>106:5 159:6, 18<br/><b>leading</b> 25:14<br/>155:4 156:7<br/><b>leads</b> 41:5<br/><b>learn</b> 16:11<br/>39:7, 11, 20<br/>158:20 161:21<br/>166:20 169:21<br/>170:3, 7, 12<br/>172:7</p> | <p><b>learned</b> 85:16<br/>167:4 170:13<br/>171:3, 12 172:5<br/><b>learner</b> 170:1<br/><b>learning</b> 17:7<br/>21:13 39:15, 17<br/>47:2, 20 48:7<br/>50:5, 9, 10 51:6,<br/>14 57:6 92:17<br/>93:6 94:17<br/>96:12 104:16<br/>106:12, 13<br/>107:6, 8 108:8,<br/>12, 21 115:18,<br/>20 116:1<br/>127:15 136:15<br/>141:20 142:15<br/>143:14 155:16<br/>156:13 159:3<br/>170:10<br/><b>lease</b> 80:16<br/><b>leasing</b> 67:18<br/><b>leave</b> 31:5<br/>36:19 39:3<br/>143:17 155:20<br/>162:5<br/><b>leaves</b> 7:7<br/><b>leaving</b> 38:20,<br/>21 39:2 169:19<br/><b>left</b> 168:19<br/>169:13<br/><b>legacy</b> 23:17<br/><b>legal</b> 6:16<br/>170:10<br/><b>legislative</b> 21:4<br/><b>length</b> 123:12<br/>127:18 160:15<br/>168:6<br/><b>lessens</b> 16:1<br/><b>lesson</b> 42:17<br/>53:5<br/><b>lessons</b> 32:18,<br/>20 33:1 47:10<br/>85:16 159:5<br/><b>letter</b> 38:11<br/>44:3<br/><b>level</b> 27:3<br/>51:16 143:12<br/>147:3 155:11,</p> | <p>14 159:11, 15<br/>164:16<br/><b>levels</b> 158:20<br/>159:17, 19<br/><b>leverage</b> 27:13<br/>41:20<br/><b>leveraging</b><br/>83:11<br/><b>liaisons</b> 51:7<br/><b>liar</b> 52:1, 7<br/><b>liberation</b> 58:5<br/><b>Libraries</b> 26:6<br/><b>library</b> 25:20<br/><b>lie</b> 40:5<br/><b>life</b> 22:16<br/>52:16<br/><b>lifelong</b> 170:1<br/><b>lifetime</b> 66:13<br/><b>light</b> 23:6<br/><b>Lily</b> 2:10<br/><b>limited</b> 16:5<br/>82:17<br/><b>limits</b> 13:12<br/><b>line</b> 56:16<br/>169:9<br/><b>lined</b> 134:6<br/><b>linked</b> 167:14<br/><b>Lisa</b> 3:10<br/>19:15, 18<br/><b>list</b> 38:16 39:1<br/>45:1 66:9<br/><b>listed</b> 105:16<br/>107:17 124:21<br/><b>listen</b> 25:21<br/>28:4<br/><b>listening</b><br/>116:13 138:20<br/><b>listing</b> 66:4<br/><b>literacy</b> 51:4<br/>156:6<br/><b>literally</b> 16:14<br/><b>litigation</b> 6:18<br/><b>little</b> 62:9<br/>78:13, 14 109:3<br/>117:19 119:19<br/>154:21 169:18<br/>170:18, 19<br/><b>live</b> 47:3, 6, 7<br/>56:6 132:20</p> |
|--|---|--|--|--|

**lives** 21:10  
**living** 21:10  
**Lloyd** 3:19  
 40:8, 12  
**local** 19:11  
 27:3 28:3  
 92:13 93:14  
 151:18 157:9  
**located** 75:17  
 162:13  
**location** 70:14  
**Loch** 12:1  
**log** 25:21  
**Logistics** 70:17  
 71:20 72:5  
**logo** 167:13  
**long** 39:1  
 54:20 57:16  
 127:16 158:6  
 162:4  
**longer** 30:8  
 171:18  
**look** 15:9 18:9  
 19:6 24:5 26:6  
 44:9, 10 45:2  
 56:1 57:18  
 58:18, 19 62:18  
 66:19 69:4  
 76:7 84:15  
 111:6 113:15  
 114:3, 9 117:8  
 118:9 123:9  
 124:2 135:4, 14  
 137:14 148:2  
 163:5  
**looked** 55:18  
 113:12 123:2  
**looking** 25:11  
 41:12, 13 65:20  
 70:4 79:13  
 82:15 83:4, 6  
 107:15 109:7  
 110:3 163:15  
 169:17 170:4  
**looks** 107:20  
 111:4  
**loosen** 71:18  
**lose** 137:3  
**losing** 32:2

39:16  
**loss** 136:15  
**lost** 22:14  
 31:17 127:15  
**lot** 62:4 68:7  
 69:19, 21 70:3,  
 9 71:2, 6 72:3,  
 12 79:5, 11  
 83:1 96:12  
 115:19 119:8  
 120:2, 12  
 123:15 134:1  
 135:8 136:9, 15  
 170:20  
**loudly** 57:15  
**love** 15:15  
 53:13 56:2  
 58:14 171:4, 5,  
 6  
**loved** 52:21  
**low** 122:18  
**Lunar** 102:11  
 120:7  
**Lutherville** 5:6  
**Lynn** 3:13  
 24:10, 14  
  
 < M >  
**ma** 128:21  
**Madam** 9:4  
 36:18 61:16  
 64:3 73:13  
 83:14 86:2  
 88:4 95:9  
**magical** 41:5  
**magically** 31:10  
**Magnet** 145:2  
 157:3 162:13,  
 14 163:8 164:9,  
 10 165:5, 10  
 166:18, 19  
**Mah** 3:15 29:7,  
 8  
**main** 71:19, 20  
**maintain** 75:6  
**major** 120:1  
**majority** 31:1  
 39:13 116:11  
**Makeda** 2:11

**Making** 15:21  
 49:10 54:9  
 115:5 143:19  
**MALE** 68:5, 13  
 69:1, 6, 15  
 72:19 73:1, 5, 9  
 75:1 76:4  
 126:19  
**males** 162:17  
**management**  
 65:7 157:12  
**Manager**  
 104:14  
**managing** 155:6  
**mandates**  
 147:13  
**manner** 34:1  
**March** 29:15  
 32:7  
**marginalized**  
 50:18  
**marking** 32:6  
**marks** 150:8  
**Marlena** 36:2  
**Mary** 35:15  
**Maryland**  
 49:13 51:8  
 101:14, 17  
 102:3 143:1  
 147:14, 17  
 151:20 156:8  
 165:6 166:4  
**mask** 43:14  
**masks** 72:3  
**master** 160:2  
**masters** 41:21  
**match** 112:3  
**Math** 42:3  
 47:3, 7, 10, 11  
 67:20 68:8  
**mathematical**  
 42:17  
**Mathematics**  
 40:13 51:4, 15  
**matter** 6:14  
 19:7 174:5  
**Matters** 3:5  
 7:2, 7, 11 14:3,  
 4, 16 34:3  
**Maurice** 11:4

**maximum** 93:4  
 94:17 95:14  
 101:19  
**Mccommas**  
 141:17  
**McMillion** 2:3  
 7:4 8:5, 6 9:5  
 10:7, 8 15:5  
 17:21 19:17  
 24:13 26:17  
 40:11 45:14  
 54:14 60:7, 8  
 87:6, 7 91:1, 2  
 92:1 97:18, 19  
 100:3, 4 101:3  
 105:21 106:3  
 107:13 111:8  
 126:18 127:1, 2,  
 12 131:16, 17  
 139:9, 10  
 140:19, 20  
 169:14, 15  
 170:18  
**mean** 112:12  
 123:12 124:12  
 169:21  
**meaning** 94:9  
**means** 40:20,  
 21 44:1, 3  
 115:8 155:19  
 165:16  
**meant** 58:2, 9  
 78:1  
**measures** 159:4  
**Mechanical**  
 165:9, 10  
**mechanism**  
 42:18  
**medical** 31:11  
 165:4, 7 166:4  
**Meditation** 3:3  
**meet** 19:9  
 47:13 103:10  
 104:3 111:19  
 135:18 143:2  
 148:14  
**MEETING** 1:8  
 5:4, 16, 20 6:21  
 13:7, 10, 12, 14  
 14:9 16:7

22:16 23:12  
 37:5, 14 38:2  
 43:17 66:20  
 69:16 90:5  
 92:6 93:14  
 102:14 106:4  
 117:3 118:1  
 124:10 135:6  
 136:6 138:4  
 169:13 172:9  
 173:6, 9, 11  
**Meetings** 6:9  
 15:14 106:8, 9  
 137:20 159:6, 7  
 172:20, 21  
**meets** 50:6  
 133:14  
**Megan** 104:15  
**Member** 4:8  
 7:5 16:12 55:4  
 77:3 104:16  
 105:16 144:17  
 168:18 170:8  
**MEMBERS**  
 2:1 9:5 13:3  
 14:19 15:6, 7, 9,  
 10, 12, 13, 18  
 17:21 18:8  
 19:18 20:4  
 21:17 22:5  
 24:19 25:19  
 26:18 29:9, 11  
 31:4 35:6, 18  
 36:1 40:11  
 45:14 46:2, 13  
 50:6 52:13  
 54:12 56:4, 11,  
 18 59:13 61:5  
 73:12 84:11  
 92:2, 10 94:3,  
 12 98:16 101:4,  
 11 103:17  
 105:5, 18 112:1  
 117:20 120:3  
 126:5 157:5  
 158:10 168:7  
 169:19 171:17  
 172:7  
**Member's** 4:2

|  |  |  |  |   |
|--|--|--|--|---|
| <p><b>memories</b> 42:1<br/>53:11</p> <p><b>mentally</b> 28:12</p> <p><b>mention</b> 81:11</p> <p><b>mentioned</b> 37:6<br/>134:18 157:16<br/>161:12 172:2</p> <p><b>mentioning</b><br/>122:7</p> <p><b>mercy</b> 21:11</p> <p><b>merg</b> 40:20<br/>41:6, 13</p> <p><b>Merit</b> 5:14</p> <p><b>message</b> 36:16,<br/>17 48:15</p> <p><b>messed-up</b> 30:9</p> <p><b>messenger</b><br/>115:8</p> <p><b>met</b> 6:8 27:9<br/>36:10 59:5<br/>61:6 101:16, 21<br/>106:6 107:4<br/>112:7 170:20</p> <p><b>methods</b> 134:2</p> <p><b>MEW80223</b><br/>67:18</p> <p><b>Michael</b> 168:12</p> <p><b>Michelle</b> 32:11</p> <p><b>Michigan</b> 12:11</p> <p><b>micromanaged</b><br/>33:10</p> <p><b>microphone</b><br/>14:13 29:5<br/>40:4 45:5</p> <p><b>MICROSOFT</b><br/>1:9 5:18</p> <p><b>Middle</b> 12:2<br/>25:10, 18 34:11<br/>37:21 38:9<br/>49:12, 16, 17<br/>64:5 95:11<br/>102:1 145:4, 5<br/>146:17 155:12<br/>159:15</p> <p><b>mid-year</b> 62:8</p> <p><b>mile</b> 44:16</p> <p><b>miles</b> 37:18</p> <p><b>Milford</b> 150:12</p> <p><b>military</b> 142:18</p> | <p><b>Mill</b> 25:10, 18<br/>150:12</p> <p><b>million</b> 53:11<br/>62:3, 6, 7, 12, 15<br/>63:12, 13, 15, 20<br/>64:21 73:3<br/>76:13 80:6, 7<br/>82:21 122:21<br/>123:2</p> <p><b>Mills</b> 154:11</p> <p><b>mind</b> 81:1<br/>86:8 146:10</p> <p><b>mindful</b> 18:15</p> <p><b>minds</b> 57:2</p> <p><b>minimally</b> 102:3</p> <p><b>minimize</b> 70:1</p> <p><b>minimum</b><br/>33:11 93:5<br/>95:16 101:15,<br/>18 104:5<br/>109:15, 18<br/>143:20</p> <p><b>minorities</b> 35:9</p> <p><b>minority</b> 35:8<br/>119:3</p> <p><b>minute</b> 38:5<br/>40:15</p> <p><b>minutes</b> 13:17</p> <p><b>minutiae</b> 18:21</p> <p><b>mirrors</b> 158:14</p> <p><b>misconduct</b><br/>36:6</p> <p><b>misinterpreting</b><br/>110:15</p> <p><b>missed</b> 93:10<br/>112:5</p> <p><b>missing</b> 16:19<br/>107:1</p> <p><b>mission</b> 24:20<br/>43:1</p> <p><b>mistake</b> 42:16</p> <p><b>Mistakes</b> 31:6</p> <p><b>Moalie</b> 2:5</p> <p><b>mocked</b> 114:9</p> <p><b>Modification</b><br/>64:5 118:15</p> <p><b>modify</b> 103:11</p> <p><b>Molecular</b><br/>12:16</p> <p><b>mom</b> 52:18, 20</p> | <p><b>moment</b> 5:8, 11<br/>18:4 55:9<br/>96:17, 19 109:1</p> <p><b>moments</b> 52:16</p> <p><b>Monday</b> 43:17<br/>61:7 102:11<br/>113:10, 17<br/>122:8</p> <p><b>money</b> 27:19<br/>36:4 68:17</p> <p><b>monitor</b> 159:1</p> <p><b>monitoring</b><br/>48:8 63:2<br/>144:3 160:3</p> <p><b>month</b> 16:7<br/>24:6</p> <p><b>months</b> 30:5<br/>44:19 80:8, 14<br/>170:20</p> <p><b>moral</b> 133:15</p> <p><b>mother</b> 39:10</p> <p><b>motion</b> 7:10<br/>8:19 9:13 11:1<br/>59:10 61:1, 10<br/>86:7, 8, 11, 13<br/>87:20, 21 90:11,<br/>13 91:16 94:20<br/>98:12 99:8<br/>100:18 106:1<br/>113:21 117:11,<br/>13 118:9 128:2,<br/>3, 4, 18 129:1, 6<br/>130:4, 14 131:5<br/>132:10, 11, 12<br/>133:5 135:15<br/>136:2, 21 140:3,<br/>4 141:13</p> <p><b>mouth</b> 52:9</p> <p><b>move</b> 47:13<br/>54:20 71:19<br/>72:1 94:6<br/>111:14 112:8<br/>116:6 121:7</p> <p><b>moved</b> 7:13<br/>9:15 59:14<br/>61:12 86:15<br/>88:1 95:1<br/>99:11 140:6</p> <p><b>moves</b> 128:5, 13</p> | <p><b>moving</b> 72:1<br/>111:15 120:20<br/>126:16 170:11<br/>171:19</p> <p><b>MSDE</b> 92:4, 9,<br/>12 93:11 94:7,<br/>14</p> <p><b>MSEA</b> 17:1</p> <p><b>multiple</b> 64:8<br/>65:12 66:14<br/>83:9 149:18<br/>159:4 167:12</p> <p><b>multiply</b> 69:8</p> <p><b>multi-racial</b><br/>162:21</p> <p><b>multi-stakeholder</b><br/>49:6</p> <p><b>Murray</b> 22:15<br/>23:2, 16</p> <p><b>Muslim</b> 119:4, 9</p> <p><b>Muslims</b> 119:10</p> <p><b>Mustipher</b><br/>159:19</p> <p><b>must-see</b> 172:21</p> <p><b>mutually</b> 48:8</p> <p>&lt; N &gt;</p> <p><b>name</b> 19:18<br/>22:7 24:14<br/>26:19 32:15<br/>166:9 174:8</p> <p><b>names</b> 53:9, 10</p> <p><b>NAPE</b> 158:11</p> <p><b>Nation</b> 46:18<br/>150:14</p> <p><b>National</b> 19:10<br/>20:20 21:1<br/>45:20 163:12</p> <p><b>Native</b> 163:1</p> <p><b>nature</b> 58:10</p> <p><b>Naviance</b><br/>161:15</p> <p><b>nearly</b> 93:15<br/>156:17 158:14</p> <p><b>necessarily</b> 82:7</p> <p><b>necessary</b> 33:3<br/>63:3 69:11<br/>142:20</p> | <p><b>necessitate</b><br/>16:13</p> <p><b>need</b> 18:18, 21<br/>26:8 27:9, 17<br/>28:3, 19, 20<br/>33:8 34:15<br/>37:11 40:15, 18<br/>41:20 42:13<br/>43:2, 4 44:12,<br/>13, 21 51:3<br/>52:20 54:5<br/>64:4 66:2<br/>70:21 71:1, 11,<br/>16, 17 79:20<br/>80:3, 19 82:6,<br/>11, 14 83:3, 9<br/>84:17 86:9<br/>111:18, 19<br/>112:21 115:6<br/>116:3, 20<br/>127:17 130:18</p> <p><b>needed</b> 61:14<br/>69:12, 13 70:2<br/>86:16 88:2<br/>99:13 159:9</p> <p><b>needings</b> 33:6</p> <p><b>needs</b> 18:12<br/>19:9 27:9<br/>31:21 44:6<br/>47:13, 21 48:3,<br/>11 49:18 50:6<br/>51:17 70:5<br/>85:8, 13, 19<br/>99:2 133:14<br/>136:5, 17</p> <p><b>negative</b> 112:15</p> <p><b>negatively</b> 93:9</p> <p><b>negotiations</b><br/>33:1 135:17</p> <p><b>neighboring</b><br/>137:4</p> <p><b>net</b> 62:14</p> <p><b>never</b> 32:19<br/>53:2, 3 57:6, 8<br/>113:6</p> <p><b>New</b> 3:5, 6 4:3,<br/>4 11:5 15:12<br/>19:6 24:17<br/>29:11 30:14<br/>34:2 35:5</p> |
|--|--|--|--|---|



37:13 42:9  
 56:4 69:20  
 72:7 76:6  
 79:15 84:21  
 86:13 92:4, 8  
 94:14 102:11  
 116:7 120:7  
 133:5, 12, 13  
 145:3, 9, 20  
 146:8 150:14  
 157:6 158:8  
 171:17 172:1  
**newborns** 31:3  
**newest** 52:13  
 154:15  
**newly** 15:9  
**night** 66:20  
**Nina** 42:4  
**Nine** 28:1  
**noble** 15:20  
**non** 125:6  
**non-binary**  
 162:18  
**non-COMAR**  
 16:13 35:7  
**noncredit** 152:3  
  
**Noninstructional**  
 98:20  
**nonprofit**  
 165:19  
**non-public**  
 44:20, 21  
**non-school**  
 103:19  
**non-teaching**  
 16:4  
**nontraditional**  
 47:19  
**Nora** 22:15  
**normative**  
 49:14  
**Northeast**  
 172:17  
**northwest** 157:6  
**note** 101:17  
**noted** 86:4  
**notice** 35:17  
 44:2

**November** 1:12  
 5:5 25:18  
 45:20 46:16, 17  
 47:4 61:7  
 102:14 117:3  
 118:1 133:3  
 135:7 173:7  
 174:9  
**nuances** 117:11  
**number** 13:13  
 16:6 36:4 43:4  
 53:20 62:1  
 69:2, 3, 9 81:19  
 101:15, 21  
 102:6 104:3, 5  
 106:20 110:11  
 111:17 125:11,  
 18 137:14  
 146:11 163:16  
**numbers**  
 133:21 136:16  
 137:1  
**numerous**  
 18:18 33:6  
 149:4 165:17  
**nutrition** 157:13  
  
**< O >**  
**objective** 27:21  
**observant**  
 112:16  
**observation**  
 31:16  
**observe** 14:10  
**observed** 102:3  
**observing** 116:5  
**obtain** 6:16  
 155:20  
**obvious** 163:18  
**obviously**  
 118:18  
**occur** 131:7  
 159:3  
**occurring**  
 156:14  
**October** 48:12  
 51:11 92:4, 6  
 93:15 138:15  
 161:1

**odd** 62:15  
**offense** 36:14  
**offenses** 38:16,  
 18  
**offer** 38:19  
 108:14 116:13  
 124:9, 12  
 125:10 128:17  
 143:7 144:21  
 145:4 147:3  
 152:18 154:7  
**offered** 23:3  
 116:8 145:20  
 146:8 147:6  
 157:2, 3 158:11  
**offering** 114:17,  
 19 124:1 145:7  
 158:5  
**offerings**  
 160:13, 16  
**Offerman** 2:9  
 8:9, 10 10:11,  
 12 60:11, 12  
 87:10, 11 91:5,  
 6 98:1, 2 100:7,  
 8 131:20, 21  
 139:13, 14  
 141:2, 3  
**offers** 142:7  
 145:9 156:2  
 161:16 162:14  
**Office** 9:8, 9,  
 11 11:6, 15, 20  
 12:7 20:4  
 50:21 71:3, 7  
 79:4 81:8  
 88:11, 15 89:2,  
 13 105:14  
 133:9 157:5  
 168:12  
**officer** 22:17  
 23:20  
**offices** 17:4  
 31:20 33:20  
 34:1 48:4 50:4  
 79:5 158:18  
**official** 36:7, 11  
**officials** 6:13  
**Okay** 32:12  
 37:10 63:17, 18

64:2 74:9, 12  
 77:16 79:12  
 80:2, 9 81:9, 20  
 86:6 88:18  
 89:20 90:7  
 96:6, 11 107:11,  
 13 109:7  
 110:18 113:19  
 119:17 121:13  
 127:1 131:4  
 132:10 140:3  
 168:20  
**old** 30:19  
**onboard** 65:21  
**once** 21:9  
 45:13 55:9  
 57:1 93:10  
 123:1 133:11  
**ones** 53:7 56:5  
 112:18  
**one-year** 80:10  
**ongoing** 47:12  
 48:9 146:14  
**online** 5:18  
 169:13  
**onset** 62:15  
**Open** 6:8, 19  
 13:9 76:5  
 111:6 113:11  
 115:3 157:4  
**opening** 92:13  
**operated** 113:18  
**operation** 70:15  
**operational**  
 70:12  
**Operations**  
 70:17  
**opinion** 18:7  
 77:9  
**opinions** 18:9  
**opportunities**  
 13:1 20:15  
 48:9 49:15  
 50:8, 11 142:7  
 143:14 144:19  
 148:13 155:20  
**opportunity**  
 15:7 16:11  
 17:16 19:21  
 26:19 46:10

70:13 71:10  
 85:6 92:11, 16,  
 21 93:9 133:12,  
 17 147:16  
 148:19, 21  
 151:6 153:18  
 155:7 161:13  
 169:20 170:12  
 172:19 173:1  
**opt** 145:11  
**optimal** 25:3  
**optimally** 64:10  
**optimism** 24:3  
**optimize** 27:17  
**option** 103:6  
 104:2, 4 111:11  
 113:11, 15  
 114:3 116:18  
 117:14 121:21  
 125:6 135:14  
 145:7  
**options** 37:12  
 46:11 103:13  
 111:18 115:15  
 124:21 135:11  
 145:10 147:1  
**Order** 3:2 5:3,  
 20 14:10 43:9,  
 11 44:16 67:1  
 76:5 111:18  
 137:21 166:6  
**ordinary** 170:9  
**organization**  
 20:8, 20 21:17  
 146:20 165:19  
**organizations**  
 27:2, 12 29:2  
 165:18  
**organizer** 21:8  
 26:21  
**original** 17:7  
 64:19 132:11  
**outcomes** 162:3  
**outgoing** 56:4  
**outline** 125:4  
**outlined** 21:21  
**outside** 15:20  
 102:15  
**outsource**  
 41:18 42:19, 20

|   |   |   |   |   |
|---|---|---|---|---|
| <p><b>outstanding</b><br/>46:2 56:8<br/>168:2<br/><b>overage</b> 111:16<br/><b>Overall</b> 147:21<br/><b>overdue</b> 62:13<br/><b>overflowing</b><br/>79:16<br/><b>oversee</b> 42:21<br/><b>overwhelmed</b><br/>28:8<br/><b>overworked</b><br/>30:2<br/><b>Owens</b> 11:4<br/><b>Owings</b> 154:11</p> <p>&lt; P &gt;<br/><b>p.m</b> 13:11<br/>94:15 173:8<br/><b>P298</b> 88:10<br/><b>pace</b> 164:15<br/><b>Pacific</b> 162:21<br/><b>Page</b> 109:9<br/>111:1<br/><b>pages</b> 111:1<br/><b>paid</b> 30:14, 19<br/>32:3 150:9<br/>154:13<br/><b>pair</b> 42:5<br/><b>paired</b> 42:7<br/><b>pandemic</b><br/>163:19<br/><b>panhellenic</b><br/>46:13<br/><b>paperwork</b><br/>29:16<br/><b>paraeducators</b><br/>20:5<br/><b>Paraguay</b><br/>11:14, 17 12:3<br/><b>parameters</b><br/>113:18 117:8<br/><b>parent</b> 27:3<br/>32:16 35:16<br/>105:14, 17<br/>161:4<br/><b>parents</b> 20:6<br/>27:16 28:8<br/>29:1 34:4 38:9<br/>48:16 55:10</p> | <p>93:19, 21 120:4<br/>121:18 126:5<br/>158:9<br/><b>Park</b> 80:16<br/><b>Parkville</b> 12:2<br/>38:4, 8<br/><b>part</b> 20:20<br/>74:10 111:3<br/>155:2 159:13<br/>160:1 169:7<br/><b>partial</b> 118:15<br/><b>participant</b><br/>158:13<br/><b>Participants</b><br/>49:13<br/><b>participate</b><br/>26:3 56:20<br/>133:7 146:18<br/>148:14 150:7,<br/>17 153:8, 12<br/>159:6, 10<br/><b>participated</b><br/>154:19<br/><b>participating</b><br/>25:20 42:2<br/>148:8 149:1<br/>151:11 156:9<br/>166:3<br/><b>Participation</b><br/>14:21 94:18<br/>144:10 148:4,<br/>15 152:15<br/><b>particular</b><br/>20:10 29:11<br/>63:3 65:16<br/>66:2, 3, 21<br/>82:10 83:7<br/><b>Particularly</b><br/>67:4 153:9<br/><b>partner</b> 25:8<br/><b>partnering</b> 20:6<br/><b>partners</b><br/>135:10 165:14<br/><b>partnership</b><br/>21:19 25:15<br/>47:15 147:2<br/>151:21 152:17<br/>153:17 165:3, 6,<br/>8</p> | <p><b>partnerships</b><br/>25:12 27:18<br/>49:16 164:20<br/><b>party</b> 89:1<br/><b>passed</b> 151:16<br/><b>passing</b> 165:12<br/><b>Pathway</b> 45:18<br/>92:13 142:15<br/>158:9<br/><b>pathways</b> 143:3<br/>144:21 154:8<br/>156:18 161:19<br/>162:5 167:12<br/><b>patient</b> 29:21<br/><b>pay</b> 30:9, 17, 21<br/>36:13 103:13<br/>150:21 151:2<br/>152:6 157:19<br/><b>paychecks</b><br/>30:13<br/><b>paying</b> 69:13<br/>72:17 150:11<br/><b>payroll</b> 29:20<br/>30:3 32:5<br/>33:17 73:15<br/><b>PD</b> 103:18<br/>125:6, 18, 19<br/><b>peace</b> 15:16<br/><b>pedagogy</b> 42:1<br/><b>Peer</b> 9:11<br/>11:14, 15, 20<br/><b>pending</b> 6:18<br/><b>people</b> 30:12<br/>46:17 53:3, 7<br/>54:3 55:16<br/>56:16, 17, 19<br/>66:6 122:20<br/>123:1 124:10<br/>132:16, 20<br/>136:7, 20<br/>171:17<br/><b>percent</b> 112:14<br/><b>percentage</b><br/>156:8<br/><b>performance</b><br/>6:12 34:3<br/>51:15 144:10<br/>148:2, 4 163:11</p> | <p><b>period</b> 12:9<br/>32:6 82:12, 18<br/>96:2<br/><b>permitted</b><br/>13:19 43:10<br/><b>perpetual</b> 32:3<br/><b>Persian</b> 40:16,<br/>19<br/><b>persistence</b> 58:9<br/><b>person</b> 5:17<br/>13:9 133:21<br/>170:9<br/><b>personal</b> 14:8<br/>18:9 23:4 43:9<br/><b>personalize</b><br/>165:14<br/><b>Personnel</b> 3:5<br/>6:14 7:1, 7, 11<br/><b>perspective</b><br/>115:17<br/><b>Pharoan</b> 3:17<br/>35:3, 4<br/><b>phone</b> 38:21<br/>56:16<br/><b>phones</b> 39:5<br/><b>phonetic</b> 11:14,<br/>17 12:3, 7, 17<br/>22:15 23:21<br/>26:20 29:11<br/>36:3 40:20, 21<br/>41:4, 6 42:4<br/>66:20 75:18<br/>83:18 141:16<br/>144:5 150:7<br/>166:10<br/><b>phonic</b> 159:19<br/><b>physically</b><br/>28:12 48:1<br/>59:13 75:6<br/><b>picking</b> 72:11<br/><b>pictures</b> 75:9<br/><b>piece</b> 85:11<br/>133:16 170:10<br/><b>pile</b> 84:20<br/><b>pilot</b> 34:5<br/>150:18<br/><b>piloting</b> 150:14<br/><b>Pine</b> 64:5<br/><b>pipe</b> 108:4, 14<br/>158:12</p> | <p><b>place</b> 27:20<br/>57:8, 9 75:2<br/>121:5 137:3<br/>159:2 166:6<br/><b>placement</b><br/>44:19, 20 143:8<br/>145:16 147:1, 5,<br/>19 148:17<br/>149:2, 8, 15<br/>150:4, 6, 7, 15<br/>152:16 155:17<br/><b>placements</b><br/>44:21<br/><b>places</b> 76:7<br/><b>Plan</b> 4:5 22:10<br/>32:21 34:15<br/>44:2 45:17<br/>50:5 51:9<br/>73:16 74:10<br/>91:19 92:3, 9<br/>93:11 94:7, 21<br/>96:20 107:6<br/>156:15 157:1<br/>160:11 161:8<br/><b>planned</b> 33:4<br/>137:20<br/><b>planning</b> 33:2<br/>99:1<br/><b>plans</b> 16:10<br/>23:8 33:7<br/>49:21 51:3<br/>92:5 93:13<br/>109:2 159:10<br/>160:11 161:20<br/><b>Plant</b> 163:4<br/><b>platform</b> 75:3<br/><b>play</b> 30:10<br/>160:9<br/><b>PLCs</b> 51:13<br/><b>Please</b> 11:5, 17<br/>14:12 18:11, 20<br/>36:20 59:19<br/>70:18 77:12<br/>90:9 95:5 97:8<br/>106:15 111:9<br/>112:20 129:16<br/><b>pleased</b> 45:15<br/>92:2 154:7<br/><b>pleasure</b> 55:7</p> |
|---|---|---|---|---|

**Pledge** 3:3 5:7, 10  
**plumbing** 165:10  
**plus** 25:16 46:20  
**poem** 40:17  
**poems** 41:1  
**poet** 40:16  
**point** 75:10 97:5 114:5, 14 122:16 124:20 157:7 168:4  
**points** 18:1  
**policeman** 36:6  
**Policies** 4:6 98:14, 19 99:2, 4, 5 118:6  
**Policy** 12:13 13:21 20:19 36:10 51:1 84:1 98:17, 19, 21 99:2, 3, 4, 9 101:5 117:2, 16 118:10 124:6 133:2, 9  
**Pollyanna** 109:3  
**popular** 152:20 153:1  
**population** 116:5 148:7 156:11 162:16 163:3 164:18  
**portion** 13:7 64:17 65:3  
**portions** 36:16  
**Pos** 66:6  
**posed** 28:18  
**position** 9:7, 9, 10 11:9, 19 54:3  
**positions** 12:11 20:18  
**Positive** 28:2 34:6 49:15, 21  
**possess** 21:10  
**possibility** 125:16  
**possible** 57:16 75:2 113:1

124:3 125:3, 5, 8, 12  
**possibly** 108:15 113:11  
**post** 46:10 121:2 124:1, 3 134:21 138:6  
**posted** 93:12  
**post-high**  
**post-implementation** 153:10  
**post-implementation** 82:14  
**post-Labor** 103:6, 11 111:4, 5, 7, 11, 14 112:8, 14 120:18, 20 121:17, 18, 19, 21 124:7 125:1, 5 126:16 128:6, 15 132:17, 19 134:7 135:14 136:13 137:5, 9, 10  
**post-secondary** 161:20  
**potential** 6:18 25:3 114:13 146:4 160:10, 19, 20  
**potentially** 147:4  
**power** 56:15 58:4  
**PowerPoint** 107:16  
**practice** 13:12 58:5  
**practiced** 113:7  
**practices** 14:1 50:15 144:12 159:18  
**PRC** 98:15  
**pre** 111:4 121:3 124:1 134:7, 21 137:9  
**precedent** 120:6  
**preceding** 102:10

**pre-competd** 65:19  
**predate** 89:4  
**prefer** 121:18, 19  
**preference** 124:13 136:11, 12  
**preferences** 124:11 136:17  
**preferred** 118:19 121:17 125:2, 9 129:8 138:16  
**prefers** 138:13  
**pre-Labor** 16:14 17:13 101:9 103:4 109:8 111:20 120:17 123:6 136:14 138:13, 16  
**premier** 163:8  
**preparation** 27:19 51:9 123:11 144:10 155:13  
**preparatory** 153:15  
**prepare** 56:9 94:13 142:11 146:19 155:8 162:15 166:6  
**prepared** 134:5 142:8 155:14  
**preparedness** 161:3  
**prepares** 165:1  
**preparing** 142:17 163:9 164:6  
**present** 45:15 56:15 59:13 101:8 102:17  
**presentation** 105:2 107:16 111:2 158:15 162:7 168:2, 4 169:16

**presented** 6:7 7:11 9:14 92:6 93:13 99:7 104:19 124:7 135:20 140:5 142:1  
**presenters** 134:15  
**presenting** 135:11  
**preservice** 103:15  
**President** 19:19 22:8 24:15 35:17 37:9  
**pretty** 137:21  
**Prevention** 12:13  
**preview** 40:19  
**previous** 11:9, 19 64:6 107:8 161:9  
**previously** 94:11 157:16  
**price** 68:2  
**priceless** 53:4  
**prices** 68:11  
**primarily** 164:17  
**prime** 68:2  
**Principal** 11:10 20:2 35:14 38:14, 16 39:1 142:5 158:20 162:7  
**principals** 51:1 138:20 159:2, 8  
**Prior** 11:21 13:10 28:9 75:14 89:16 115:14 124:9  
**priorities** 18:12 21:1  
**prioritize** 136:7 148:18  
**prioritizing** 23:17 48:2 54:3  
**priority** 37:7

54:9 156:15  
**pro** 115:16  
**probably** 169:5  
**problems** 41:19 42:15 64:11 71:19  
**proceed** 134:20  
**PROCEEDINGS** 5:1 174:4  
**process** 13:15 20:7, 14 21:13 23:15 36:12 130:18 132:11 156:21 158:11 159:16 161:9  
**processes** 14:6 48:6  
**procuring** 66:1  
**produced** 174:7  
**professional** 15:18, 21 16:2, 9 17:7 28:7 33:4, 12 50:5 51:5, 13 52:3 92:17 102:6, 9, 13, 16, 18 103:21 106:19, 21 107:6 114:18 115:13, 20 116:1 119:5, 13 122:2 130:9 133:6, 16 146:14  
**professionals** 20:12, 17 33:13 165:8  
**Professions** 166:19  
**Proficiency** 51:8  
**profound** 22:20  
**program** 47:4 69:18 70:3 143:8, 9 144:21 145:2, 4, 6, 7, 10, 14 146:1 147:5 151:21 152:1 153:14, 15 154:20 156:9, 13 157:3, 11, 12,

13 158:8  
 161:13 166:20  
**programing**  
 21:1 25:3, 12  
**programs** 14:1  
 20:3 25:4  
 27:20 50:1  
 142:7 143:10,  
 15 144:6 145:2  
 146:10 151:5,  
 15 152:17  
 153:4, 5, 9  
 154:7, 9, 15  
 155:7, 10, 15, 16  
 156:18, 19  
 157:2, 8, 14  
 158:10 162:15  
 165:5, 10, 11  
 166:6 167:13  
 169:6  
**progress** 16:10  
 48:18 51:3  
 108:19 129:15  
 159:10 163:6  
**progressing**  
 161:8  
**Prohibited** 99:6  
**project** 65:7  
 82:10 164:20  
**projects** 62:21  
**promise** 142:21  
**promote** 20:9  
 49:4 161:10  
**promotion** 6:11  
**proof** 34:16  
**proper** 14:2  
**property** 68:2,  
 3, 11  
**proposed** 15:17  
 16:19 17:12  
 92:7, 9 94:14  
 96:20 100:20  
 102:19 104:18  
**proposing**  
 28:14 96:21  
**prospective**  
 27:7  
**pro-start** 157:13  
**protected** 48:19

**proud** 54:1, 9  
 122:11 142:5  
 144:21 156:6  
 162:6  
**prouder** 54:2  
**proudest** 52:15,  
 16  
**proudly** 19:21  
 45:19  
**provide** 16:9  
 21:21 25:6  
 28:18 32:18  
 44:7 49:3, 16,  
 20 51:11 57:10  
 58:16 65:7, 15,  
 17 66:12 78:14  
 83:20 96:4  
 101:12 104:10,  
 11 137:8  
 142:20 143:1  
 144:9 150:10  
 158:18 159:1, 8  
**provided** 14:20  
 67:2 92:12  
 93:10 104:7  
 105:3, 6 117:6  
 134:21 154:5  
**provides** 13:1  
 105:7 148:3  
**providing** 23:6  
 25:4, 17 26:8  
 49:10 51:21  
 160:4  
**PSAT** 144:8  
 161:1  
**Psychologist**  
 45:20  
**psychologists**  
 46:1, 5 49:14  
**Psychology**  
 166:2  
**PTA** 172:21  
**PTECH** 154:9  
**PUBLIC** 1:8  
 3:7, 12 11:7, 19  
 12:10, 12, 21  
 13:7, 9, 21 14:4,  
 17, 18 15:1  
 20:18 21:5  
 24:9 45:10

46:8, 18 102:3  
 172:2, 6  
**publicly** 93:13  
 119:4  
**published**  
 93:20 116:21  
**Pulaski** 67:19  
 80:16  
**pulled** 61:7  
 133:2 136:19  
**pulling** 137:18  
**purchase** 66:1  
**purchasing**  
 89:13 98:20  
**purpose** 17:8  
 20:8 33:9  
 50:10 56:6, 8, 9  
 123:18 124:4  
 128:3  
**purposes** 41:2  
 93:1  
**pursuant** 6:8  
**pursue** 57:5  
**pursuing** 145:13  
**pursuit** 58:7  
**purview** 14:1  
**push** 34:2 57:7  
**pushing** 120:3  
**put** 18:9 39:14  
 66:7, 21 72:3  
 75:17 79:14  
 83:9 85:17  
 95:9 111:20  
 117:21 119:14,  
 19 121:16  
 122:19 123:3,  
 15 126:15  
 128:2 133:5  
 134:9 163:6  
 166:6 170:21  
**putting** 81:1  
 112:12 122:20  
 133:21

< Q >  
**qualified** 44:11  
**qualify** 151:3  
**quality** 25:2  
 159:3

**quarter** 50:8,  
 19 51:12  
 133:11  
**quarterly** 49:19  
**question** 37:8,  
 11 57:5 62:1  
 64:7 66:11, 14  
 67:17 68:6  
 70:21 73:14  
 74:3, 14, 15  
 75:4 76:2, 21  
 77:15 78:4, 9,  
 16 80:5 88:4  
 95:9, 12 96:1,  
 20 106:2  
 107:17, 20  
 110:21 111:13  
 113:14 116:15  
 118:6 124:19  
 125:17  
**questions** 47:6,  
 7 73:11 101:10,  
 12 104:12, 17  
 105:1, 3, 19, 21  
 107:3, 14 110:5  
 121:13 122:21  
 123:3, 21 131:1,  
 2 132:15 134:4  
 136:10 168:7  
**quick** 18:1  
 64:4 67:20  
 68:8 95:10  
 123:20 127:11  
 138:10  
**quickly** 42:15  
 65:21 79:18  
 121:15 137:18  
 149:5 169:3  
**quite** 22:12  
 30:20 83:16  
 134:8 170:16  
**quo** 58:8  
**quotas** 48:5

< R >  
**rabbit** 123:13  
 127:4, 5  
**races** 19:2  
**racial** 162:18

163:1  
**raise** 25:15  
**raised** 78:10  
 104:17  
**raising** 50:12  
**Ralph** 142:5  
 162:7, 11 167:6  
**ran** 19:4 55:20  
 170:5  
**Randallstown**  
 150:12  
**randomly** 13:14  
**range** 105:12  
 162:5  
**ransomware**  
 31:13 65:5  
**rarely** 36:1  
**ratcheted** 65:6  
**rate** 66:5, 8  
 89:21 148:16  
 158:1  
**Raven** 12:1  
**reach** 25:3  
 135:20  
**reached** 76:5  
 135:3  
**reaching** 18:5  
**read** 26:1, 3, 4  
 50:7 57:4 59:6  
 80:14 109:10  
 128:4, 11  
**readiness** 51:18  
 141:15 142:1  
 143:7, 12 144:2,  
 19 155:2  
 161:16 164:7  
 168:12 169:4  
**reading** 22:19  
 58:3 108:3, 5,  
 15 109:2, 12  
**ready** 23:16  
 142:12, 17  
 143:2 144:13  
 163:10  
**real** 53:18  
 68:2, 11 75:2  
 122:15  
**realistic** 118:2  
**realize** 53:15,

|  |  |  |   |  |
|--|--|--|---|--|
| <p>16 120:6<br/> <b>realized</b> 22:20<br/> <b>realizing</b> 22:21<br/> <b>Really</b> 31:13<br/>         35:13 36:7, 17,<br/>         19 63:11 71:11<br/>         72:1 85:16<br/>         110:5 122:9<br/>         124:6, 11, 14<br/>         126:2 127:19<br/>         134:8 135:3, 12<br/>         137:17 168:2<br/>         169:4 170:4<br/> <b>realm</b> 125:15<br/> <b>reason</b> 35:6<br/>         39:1 50:3<br/>         54:11 64:12<br/>         108:16 111:20<br/>         125:21 136:21<br/>         170:4 172:15<br/> <b>reasons</b> 6:9<br/>         115:12 118:11<br/> <b>reauthorization</b><br/>         146:19<br/> <b>rebuild</b> 21:17<br/>         47:12<br/> <b>recall</b> 75:7<br/>         111:17 167:15<br/> <b>receive</b> 13:2<br/>         46:11 65:13<br/>         149:7, 13<br/> <b>received</b> 13:16,<br/>         19 16:16 49:7<br/>         88:19 92:4<br/>         101:10 104:12<br/>         105:1 111:21<br/>         149:10<br/> <b>receives</b> 66:17<br/> <b>receiving</b> 33:3<br/>         34:5<br/> <b>reciprocal</b> 154:1<br/> <b>recognition</b> 5:8<br/>         7:8 21:4<br/> <b>recognize</b> 25:13<br/>         41:21 84:18<br/>         124:9, 13 149:5<br/> <b>recognized</b><br/>         21:11 31:20<br/>         102:12 143:13<br/>         155:21 157:20</p> | <p>158:1, 4 172:13,<br/>         14<br/> <b>Recognizing</b><br/>         47:18<br/> <b>recommendation</b><br/>         61:14 76:9<br/>         98:18 99:6, 9,<br/>         13 101:9 103:5<br/>         105:20 116:17<br/>         117:9 160:19<br/> <b>recommendation</b><br/>         s 17:11 49:10<br/>         111:21<br/> <b>recommended</b><br/>         109:8 124:15<br/>         125:10 161:5<br/> <b>reconcile</b><br/>         111:16, 19<br/>         112:8<br/> <b>reconciled</b><br/>         112:2<br/> <b>reconvene</b><br/>         117:7, 15<br/> <b>record</b> 23:13<br/>         75:5, 11, 15<br/>         76:10 79:21<br/>         83:15 85:9, 14<br/>         167:16<br/> <b>recording</b> 90:5<br/>         123:10<br/> <b>records</b> 68:4<br/>         69:12 70:21<br/>         71:1, 3, 4, 8, 16,<br/>         21 74:16, 21<br/>         76:11, 12 78:18,<br/>         19, 20, 21 79:2,<br/>         3, 5, 11, 18<br/>         80:20<br/> <b>recover</b> 47:12<br/> <b>recovery</b> 65:5<br/> <b>recreation</b> 25:5<br/> <b>recruit</b> 19:8<br/> <b>recruiting</b><br/>         130:10<br/> <b>recuse</b> 64:5<br/> <b>recusing</b> 86:21<br/> <b>reduce</b> 16:6<br/> <b>reducing</b> 94:1<br/>         104:3</p> | <p><b>reductions</b><br/>         151:3<br/> <b>redundant</b> 33:6<br/> <b>re-election</b><br/>         171:21<br/> <b>refer</b> 13:5<br/> <b>referenced</b><br/>         105:12<br/> <b>referred</b> 145:16<br/>         154:9 158:12<br/> <b>refine</b> 162:1<br/> <b>reflect</b> 32:21<br/>         85:13<br/> <b>reflection</b> 31:19<br/>         41:14 124:15<br/> <b>reflects</b> 92:10<br/> <b>refocused</b> 47:19<br/> <b>refurbishing</b><br/>         85:4<br/> <b>regard</b> 156:8<br/> <b>regarding</b> 27:5<br/>         92:5 105:19<br/>         118:6 128:19<br/> <b>regardless</b> 30:7<br/>         55:18<br/> <b>region</b> 24:17<br/> <b>registered</b> 13:8,<br/>         19<br/> <b>Registration</b><br/>         13:9<br/> <b>registrations</b><br/>         13:15, 18<br/> <b>regularly</b> 13:13<br/>         135:18<br/> <b>Reimbursements</b><br/>         30:4<br/> <b>reinforcing</b><br/>         39:17<br/> <b>reiterate</b> 134:14<br/> <b>relate</b> 14:4<br/> <b>related</b> 14:17<br/>         84:1 106:19<br/>         107:6 125:18<br/>         130:9 145:10<br/>         146:5, 10<br/> <b>relation</b> 36:6<br/> <b>Relations</b><br/>         104:14</p> | <p><b>release</b> 102:21<br/>         107:17, 19<br/>         133:11<br/> <b>religion</b> 35:8<br/> <b>religious</b> 35:7<br/>         112:16 113:1<br/>         116:5 119:2, 3,<br/>         8, 16 120:5, 9<br/>         125:19<br/> <b>relocation</b> 69:20<br/> <b>remain</b> 43:11<br/>         56:5<br/> <b>remained</b> 29:19<br/> <b>remains</b> 16:20<br/>         19:7 47:17<br/> <b>remarks</b> 14:8,<br/>         12 43:9, 11<br/> <b>remind</b> 14:7<br/>         43:8<br/> <b>reminded</b> 56:17<br/> <b>reminder</b> 35:6,<br/>         10<br/> <b>reminders</b><br/>         55:12<br/> <b>remiss</b> 108:20<br/> <b>removal</b> 6:12<br/> <b>remove</b> 46:6<br/>         126:11<br/> <b>renegotiate</b><br/>         137:16<br/> <b>renegotiation</b><br/>         125:11<br/> <b>renewed</b> 47:14<br/> <b>reorganization</b><br/>         159:14<br/> <b>repeat</b> 78:15<br/>         116:4, 7, 9<br/> <b>repeatedly</b><br/>         66:15<br/> <b>repeating</b> 164:3<br/> <b>Report</b> 3:21<br/>         4:1, 2 12:19<br/>         45:11, 16 49:20<br/>         52:12 55:4<br/>         83:19 103:16<br/>         108:19 141:14<br/> <b>reported</b> 75:8<br/>         83:16 93:15<br/> <b>reporting</b> 63:1<br/>         108:18</p> | <p><b>reports</b> 57:12<br/>         88:19 167:17<br/>         171:10<br/> <b>represent</b> 21:7<br/>         52:17<br/> <b>representative</b><br/>         46:3 126:6<br/> <b>represented</b><br/>         23:14 103:17<br/>         105:15 156:20<br/> <b>representing</b><br/>         29:12 138:5<br/> <b>represents</b><br/>         138:12 166:4<br/> <b>repurpose</b> 92:14<br/> <b>request</b> 27:10<br/>         61:8 62:13, 17<br/>         65:15 83:10, 19<br/>         85:7<br/> <b>requested</b><br/>         62:16 67:8<br/>         102:18<br/> <b>requesting</b><br/>         75:10 168:8<br/> <b>requests</b> 66:13<br/>         67:5 68:19<br/>         84:7 105:5<br/> <b>require</b> 27:15<br/>         70:7 125:11<br/>         135:17<br/> <b>required</b> 33:11,<br/>         19 51:6 70:16<br/>         78:19 79:2<br/>         101:18 108:3<br/>         109:14 112:5<br/>         143:1<br/> <b>requirement</b><br/>         5:13 103:10<br/>         107:21 143:6<br/> <b>requirements</b><br/>         33:7 96:3<br/>         101:20 104:4<br/>         112:7<br/> <b>requires</b> 21:14<br/>         36:4<br/> <b>requiring</b> 70:3<br/>         79:19 133:3<br/>         151:16<br/> <b>Research</b> 9:8<br/>         12:7, 8, 13, 15</p> |
|--|--|--|---|--|

57:5 149:18, 20  
150:2 153:7  
**reserved** 172:14  
**resident** 27:4  
**resignation** 6:12  
**resignations** 7:7  
**resolution** 14:6  
**resource** 42:3  
82:18 171:19  
**resources** 27:15  
29:20 33:15  
37:11, 12 42:9  
43:4 48:3 50:1  
62:21 65:7, 8, 9,  
20, 21 73:15  
82:13, 17 83:6  
**respective**  
55:21 58:1  
**respond** 31:7  
33:19, 21 95:18  
**responded** 58:4  
**response** 36:7,  
11 39:8 49:4  
66:21 105:5  
154:17  
**responses**  
29:17, 19 105:1  
123:4  
**responsibility**  
159:21 160:5  
**responsible** 90:2  
**responsibly**  
42:15  
**rest** 22:10  
151:2  
**Restart** 97:8  
**result** 94:5  
164:14  
**resulted** 83:18  
157:10  
**results** 29:16  
34:14 92:7  
137:7 141:21  
142:16  
**retain** 19:8  
136:20  
**retained** 89:2  
**retaining**  
130:10

**Retention** 75:5,  
11, 15 76:10, 11,  
13 79:14, 21  
83:15 85:9, 14  
**retired** 20:6  
24:19  
**retirements** 7:7  
**retro** 30:8  
**returning** 29:9  
**Review** 9:11  
11:15, 16, 21  
98:17 99:10  
**reviewing** 49:9  
157:8  
**revisit** 161:7  
**revitalizing** 20:8  
**rich** 47:1 143:7  
**rid** 79:10 81:4  
**Riggs** 42:4  
**right** 18:4  
54:10 57:18  
64:21 69:1  
71:7, 12 72:2  
73:10 75:5  
76:2 79:6, 8, 9  
82:7 95:15  
110:2 112:9, 19  
117:10 120:15  
129:20 130:10  
132:14 138:15  
**rigor** 144:4  
156:5 160:17  
161:2  
**Rigorous**  
141:15, 21  
148:15 153:16  
155:4 160:5  
164:8 165:2  
**rising** 158:6  
**road** 78:13  
135:8  
**Roah** 2:13  
**Robin** 29:11  
**robotics** 155:5  
**robust** 50:5  
**Rod** 171:21  
**Rodney** 2:3  
**role** 57:20  
160:9

**roll** 7:17 9:19  
59:19 86:1, 17  
88:3 90:8 95:5  
97:8 99:15  
131:4 138:8  
140:10  
**rollcall** 5:21  
**room** 52:6  
57:19  
**rooms** 79:5  
81:3  
**roots** 21:12  
**Rosh** 113:4  
116:9  
**rotation** 167:3,  
5  
**ROTC** 155:6  
**round** 5:15  
122:17 167:19  
**Rowe** 2:10  
7:18, 19 9:20,  
21 59:20, 21  
86:18, 19 90:14,  
15 95:6, 7  
97:10, 11 98:15,  
16 99:16, 17  
120:12, 14  
121:12 128:9,  
10, 17 129:4, 21  
130:20 131:1, 8,  
9 139:1, 2  
140:11, 12  
168:19  
**ruby** 41:14  
**Rule** 101:5  
**ruler** 41:7  
**run** 103:7  
**running** 52:9  
70:10 80:11  
85:5, 11 103:12  
114:2 167:16  
**rushed** 170:19  
**Russell** 2:7  
  
< S >  
**sad** 39:14  
**safe** 33:6 48:1,  
13, 16 49:1, 11,  
13 57:15, 16

**safety** 34:11, 12,  
18 49:19  
**salaries** 143:20  
**salary** 30:12  
**Salomon** 1:21  
**Samantha** 3:11  
22:4, 7  
**sample** 122:18  
134:10 136:9  
**Saroff** 3:20  
43:12, 13 45:7,  
9  
**SAT** 144:8  
**Saturday** 46:9  
119:6, 17, 18  
120:10  
**save** 28:15  
81:7  
**saves** 27:19  
**saw** 38:5  
**Saxe** 174:3, 13  
**saying** 26:16  
75:21 85:2, 6  
118:12 136:8  
151:12 167:7  
**says** 95:13, 15  
**scenarios** 125:5  
**schedule** 65:18  
75:13 79:11  
85:17 94:12  
160:2  
**scheduled**  
13:13 102:10,  
21  
**scheduling**  
116:20 160:1  
**SCHENEVUS**  
166:9, 10  
**scholar** 149:2  
**scholars** 147:20  
149:7, 9, 12  
151:13 167:9  
**scholarships**  
25:7 143:18  
**School** 4:7  
11:10 12:2, 12,  
13 14:2 16:10  
17:2 18:7  
19:20 20:21  
21:5 23:14

25:7, 11, 17, 19,  
20, 21 26:11, 18  
27:11 29:3, 13  
30:15 33:6  
35:8 37:15, 17,  
18 38:4, 9, 12,  
20 39:2, 5, 17  
44:7, 9, 16 45:3,  
20, 21 47:19, 21  
48:16 49:4, 19,  
21 50:14 51:2,  
5, 13 52:6, 8, 13,  
17, 19 53:1  
54:21 56:6  
58:17 64:6  
69:17, 21 72:7  
76:6 89:2, 4  
92:12, 14, 15, 17,  
20 93:1, 12, 14,  
19, 20 94:8, 9  
96:10 100:20  
101:7, 15, 17  
102:1, 4, 7, 13,  
15, 18, 20 103:2,  
16 105:8, 13  
107:18 109:11  
111:3 113:3  
114:21 115:14  
121:6, 8, 10  
122:17 125:7  
127:16, 17  
137:4 140:5  
142:6, 9 143:1,  
10, 17 144:9  
145:5, 9, 18, 19  
147:6, 21  
150:12, 13, 18,  
19 151:5, 8, 9,  
14, 17 152:2  
153:4, 6, 9, 10,  
13, 14, 16 154:3,  
8, 10, 12 155:10,  
13 156:9, 10, 17,  
19 158:14  
159:6, 10, 11, 15,  
16, 20 160:8, 13,  
16 161:1 162:8,  
12, 13, 14  
163:21 164:13,  
15 165:3, 18

|   |   |   |   |  |
|---|---|---|---|--|
| <p>166:7, 11, 18<br/>168:15 169:8,<br/>10<br/><b>school-based</b><br/>51:7, 9<br/><b>schoolhouse</b><br/>21:16<br/><b>Schoolology</b> 47:9<br/><b>Schools</b> 11:7,<br/>19 12:10 16:21<br/>17:3, 5 25:13<br/>34:12, 13 37:10,<br/>11, 13, 20, 21<br/>38:1 46:4, 8, 18<br/>47:1 48:4, 21<br/>49:12, 13, 17<br/>51:2, 12 52:6<br/>53:7, 13, 15<br/>54:3 70:3<br/>71:12 72:12<br/>85:4 94:14, 16<br/>102:1, 3 103:1<br/>110:10 142:3<br/>145:3, 4, 21<br/>146:17 147:14,<br/>17 150:13, 16<br/>158:18, 21<br/>159:21 160:7, 9<br/>162:10 163:8<br/><b>science</b> 12:1, 2<br/>142:6 154:18<br/>162:9, 12<br/><b>scope</b> 74:3<br/>161:15<br/><b>score</b> 147:9<br/>149:10, 13, 16<br/><b>scored</b> 146:3<br/>147:20 148:10<br/>163:13, 14<br/>164:2, 4<br/><b>scores</b> 147:14<br/>149:7, 11, 14, 19<br/>150:1<br/><b>Scott</b> 2:11<br/>8:11, 12 10:13,<br/>14 60:13, 14<br/>74:13, 14 76:1,<br/>11, 18 77:1, 7,<br/>10, 11, 14, 16, 19<br/>78:1, 6, 11, 15</p> | <p>79:12, 20 80:2,<br/>5, 9, 13, 17 81:9,<br/>12 87:12, 13<br/>91:7, 8 98:3, 4<br/>100:9, 10 132:1,<br/>2 139:15, 16<br/>141:4, 5 171:7,<br/>8<br/><b>Scout</b> 5:6, 12<br/><b>scouts</b> 5:5<br/><b>screen</b> 152:20<br/><b>scripted</b> 153:4<br/><b>seam</b> 70:6<br/><b>search</b> 41:5, 8<br/><b>SECAC</b> 43:17<br/><b>second</b> 7:14, 15<br/>9:9, 16, 17<br/>59:16, 17 61:13<br/>64:6 95:2, 3<br/>99:12 115:16<br/>128:8, 9 129:2,<br/>4 130:3, 6, 15,<br/>17 140:7, 8<br/>150:11, 18<br/><b>secondary</b><br/>23:14 46:11<br/>161:17<br/><b>seconded</b><br/>128:16<br/><b>seconds</b> 86:16<br/>88:2 111:9<br/><b>section</b> 142:16<br/>150:3 163:3<br/><b>see</b> 14:13<br/>21:15 22:6<br/>27:17 34:14<br/>36:2 40:20<br/>41:6, 12, 13<br/>52:7, 8 77:12<br/>81:2, 3 101:19<br/>103:9 104:2, 9<br/>110:6 116:16<br/>118:19 119:14<br/>120:11 121:9,<br/>10 132:15<br/>133:2 138:8<br/>149:3 152:20<br/><b>seeing</b> 109:16<br/>138:6<br/><b>seek</b> 41:7</p> | <p><b>seeking</b> 41:16<br/>58:6 135:7<br/>155:15<br/><b>Seemingly</b> 18:6<br/><b>seen</b> 36:7, 11<br/>66:15<br/><b>selected</b> 13:14<br/>14:18 23:12<br/><b>selection</b> 13:15<br/>98:20 161:19<br/><b>selves</b> 41:16<br/><b>semester</b> 152:9,<br/>10<br/><b>Seminar</b><br/>149:18, 20<br/>150:2<br/><b>Senate</b> 151:16<br/><b>send</b> 36:5 51:7<br/><b>Senior</b> 168:14<br/><b>seniors</b> 25:7<br/>145:8, 10<br/>146:11<br/><b>sense</b> 67:9<br/>82:12, 20<br/>152:21<br/><b>sent</b> 29:15<br/>36:8 38:11<br/>134:4<br/><b>separate</b> 66:1<br/>86:2, 6, 9<br/>129:14, 21<br/>131:1, 2<br/><b>separately</b><br/>131:3<br/><b>September</b><br/>101:8 104:19<br/>105:2 121:2, 3<br/><b>Sequence</b><br/>161:15<br/><b>serious</b> 83:16<br/><b>serve</b> 15:14<br/>19:21 24:21<br/>55:13 125:21<br/>159:19<br/><b>served</b> 5:9<br/>11:21 12:8, 10<br/>42:4<br/><b>service</b> 7:8<br/>15:11 20:5</p> | <p>54:17 56:2, 8<br/>171:2<br/><b>services</b> 44:11<br/>62:2 64:7, 9<br/>66:5 72:2 82:1,<br/>4, 21 84:14, 18<br/>88:8, 20 89:16<br/>98:20<br/><b>serving</b> 22:8<br/>27:1<br/><b>Session</b> 4:3<br/>6:8, 19 59:2, 5,<br/>8, 11<br/><b>sessions</b> 33:12<br/>47:8 62:4<br/>116:4, 8 160:12<br/>161:21<br/><b>set</b> 82:15<br/>120:6 143:10<br/>162:2<br/><b>setbacks</b> 23:4<br/><b>sets</b> 83:2<br/><b>setting</b> 39:19<br/>168:19<br/><b>Seven</b> 6:15<br/>11:8 37:21<br/>60:21 67:21<br/>68:10, 14 80:8,<br/>13 87:1<br/><b>seven-year</b> 69:4<br/><b>Sexton</b> 3:9<br/>17:19, 20<br/>106:18 138:3,<br/>15<br/><b>Sferlazza</b> 3:16<br/>32:12, 14, 15<br/><b>share</b> 53:5, 14<br/>84:21 92:2<br/>93:16 105:11<br/>115:18 142:7<br/>143:4 159:8, 20<br/>161:20<br/><b>shared</b> 48:13<br/>69:15 119:4<br/>134:15 157:6<br/>160:5<br/><b>sharing</b> 56:2<br/>57:15 109:2<br/><b>Sharon</b> 3:20</p> | <p>43:12<br/><b>shattering</b> 57:1<br/><b>Shay</b> 104:15<br/>105:10 106:7, 9<br/>108:10, 13<br/>109:13 110:7,<br/>16, 20 114:7, 14,<br/>17 115:11<br/>117:6 123:20<br/>124:20 125:8<br/>126:3 127:21<br/><b>shifted</b> 136:14<br/><b>shocked</b> 38:13<br/><b>shockingly</b><br/>30:21<br/><b>shoot</b> 115:8<br/><b>short</b> 41:1<br/>47:8 82:11<br/>107:21<br/><b>shorten</b> 114:21<br/>115:13<br/><b>shorter</b> 110:12<br/><b>shorts</b> 47:10<br/><b>Shoshana</b> 116:9<br/><b>show</b> 30:9<br/>112:5 148:1<br/><b>showed</b> 55:15<br/>167:16<br/><b>showing</b> 45:19<br/>55:19 107:19<br/>111:2 136:11<br/><b>shown</b> 137:9<br/><b>shows</b> 49:18<br/>109:10 142:14<br/>153:7<br/><b>Sibley</b> 35:21<br/><b>side</b> 65:7<br/><b>sign</b> 33:11<br/>46:15 59:12<br/><b>signed</b> 147:13<br/><b>silence</b> 5:8, 11<br/><b>similar</b> 92:19<br/>157:7<br/><b>simple</b> 142:17<br/><b>simply</b> 32:19<br/>85:2 131:2<br/><b>simultaneously</b><br/>80:11, 15<br/>151:10 153:5,</p> |
|---|---|---|---|--|

18  
**sincerely** 170:1  
**single** 48:19  
 53:17 72:8, 11  
**sit** 62:5 79:2  
 147:8  
**sitting** 24:5  
 53:12, 18 79:6  
 81:2  
**situation** 27:5  
 56:3 83:16  
 121:5 136:19  
**six** 38:8 94:10  
 97:1 146:5  
**Sixth** 46:7  
**sixty-four**  
 150:13  
**six-week** 154:13  
**six-year** 62:14  
 160:11  
**size** 41:20 44:3,  
 4 134:10 136:9  
**sizes** 122:18  
**skill** 82:15  
 83:2 156:2  
**skilled** 50:3  
**skills** 42:13  
 155:21 156:4  
 157:17, 19  
 158:2 167:4  
**slide** 50:7  
 95:13 101:17  
 102:5 104:2  
 105:1, 4, 7  
 107:16 111:17  
 121:15, 19  
 124:2, 6, 20  
 134:15 135:12  
 137:14 142:14  
 143:20 167:17  
 168:3  
**slides** 105:16  
 163:5  
**slight** 163:19  
**slightly** 110:12  
**slippers** 41:14  
**SLO** 31:16  
**slots** 172:12  
**small** 134:10

**Smith** 3:14  
 26:14, 15, 20  
 32:11, 12 165:9  
**snapshots** 49:20  
**SNCC** 21:8  
**snow** 93:17  
 94:5  
**social** 27:13  
**socially** 48:1  
**Society** 24:16,  
 18, 21 58:1, 12  
**solar** 40:16  
**Sollers** 157:7  
**solutions** 28:14  
**somebody** 39:2  
 83:9 129:18  
**soon** 49:19  
 71:14  
**sororities** 28:1  
**sorry** 64:20  
 76:18 77:5  
 81:18  
**sort** 121:1  
**sought** 46:14  
**sound** 165:17  
**sounds** 18:4  
 96:11  
**sources** 41:19  
**Southwest** 36:3  
**space** 67:18  
 69:13 70:4, 10  
 71:9, 15, 16, 18  
 72:4 75:10  
 79:19, 20 80:3,  
 6, 19 81:5, 8  
 85:5, 12  
**span** 119:8  
**speak** 13:8, 11,  
 20 15:2, 7  
 17:16 26:19  
 29:14 35:20  
 43:15 52:3  
 57:18, 20 73:18  
 119:2 129:1, 6,  
 9, 10, 11 130:3  
 132:12 136:4  
**speaker** 13:17,  
 20 14:10, 15  
 15:2 17:19  
 19:15 22:4

24:10 26:14  
 29:7 32:11  
 35:2 37:2 40:8  
 43:12 45:10  
 68:5, 13 69:1, 6,  
 15 72:19 73:1,  
 5, 9 75:1 76:4,  
 16, 20 77:5, 10,  
 14, 17, 21 78:3  
 88:13, 21 89:11,  
 18 126:19  
 128:11 172:12  
**speakers** 13:13,  
 14  
**speaking** 40:13  
 43:10 55:8  
 77:13 125:20  
 130:13, 14  
**speaks** 143:20  
**Special** 40:13  
 44:1, 5 53:11  
**Specialist** 9:8  
 12:7  
**specialized**  
 166:16  
**specific** 6:15  
 14:3, 15 40:18  
 49:21 51:3  
 82:15 142:13  
 148:4 153:4  
**specifically**  
 151:14 163:6  
**specifying** 97:4  
**speech** 44:8  
**spells** 102:2  
**spend** 65:1  
 69:3  
**spending** 32:6  
 62:17, 18 63:9,  
 15 64:19 65:13  
 67:20  
**spend-to-date**  
 65:16  
**spent** 135:2  
**spirit** 21:18  
**spoke** 136:7  
**spoken** 28:17  
 156:2  
**spot** 46:11  
 117:11, 21

**spreading**  
 172:18  
**spring** 94:1  
 147:18 152:9  
**square** 68:8, 21  
 69:4, 7, 8 73:6  
 78:18  
**staff** 6:17 9:10  
 11:6 13:6  
 15:18 17:14  
 20:4, 5, 6 31:21  
 32:2, 6 39:8  
 42:20 43:3  
 46:12, 20 48:1  
 49:2 54:21  
 55:10 61:8  
 64:11 70:15  
 74:7 75:3, 10  
 76:19 77:2, 3, 4,  
 8 78:10 82:2, 9  
 83:12 84:14, 20  
 85:5, 16 92:16  
 93:18, 21 94:12,  
 18 103:14  
 104:14 105:9,  
 14 107:1  
 109:21 115:5  
 131:6 132:14  
 136:18 171:9  
**staffing** 40:14  
 62:2, 7 64:7  
 136:5, 18  
**Stakeholder**  
 15:1 94:5  
 172:13, 14  
**stakeholders**  
 48:10 49:3, 8  
 93:15 105:13,  
 15 130:8 134:6  
 137:19 173:3  
**stand** 11:5, 17  
 112:18  
**standalone**  
 145:12  
**standard** 33:21  
**standards** 143:2  
**standing** 83:21  
**stands** 6:7  
**standstill** 72:13

**start** 16:14  
 17:13 22:17  
 26:16 103:7  
 105:8 111:5  
 112:14 120:16  
 121:17, 18, 19  
 123:6 124:7  
 125:1 128:6, 15  
 132:18, 19  
 136:13, 14  
 137:5 164:9  
 168:19  
**started** 82:11  
 141:19 165:18  
**starting** 16:15  
 121:6  
**starts** 111:4  
**State** 27:2  
 48:5 65:10  
 83:8 92:8 94:7  
 96:3 101:14  
 102:2 120:19  
 138:11 151:18  
 156:7 157:9  
 169:6  
**stated** 94:11  
 164:5  
**statements**  
 171:11  
**states** 88:9  
 117:3  
**status** 58:8  
 75:8  
**stay** 32:18 48:6  
**steady** 65:9  
 83:8 164:14  
**steps** 34:16  
 92:7  
**stewards** 62:20  
**stipend** 150:10  
**Stolusky** 2:12  
 7:13 8:1, 2  
 9:17 10:3, 4  
 60:3, 4 61:12  
 86:7, 10, 15  
 87:2, 3 88:1  
 90:13, 18, 19  
 97:14, 15 99:20,  
 21 112:10, 11  
 113:19 114:1,



|  |   |  |   |   |
|--|---|--|---|---|
| <p>16 115:1<br/>118:17 124:17,<br/>19 125:14<br/>128:18 129:11,<br/>13 131:12, 13<br/>139:5, 6 140:15,<br/>16 169:2, 3<br/><b>stood</b> 56:16<br/><b>stop</b> 44:16<br/>57:6 144:18<br/>146:21 151:4<br/><b>stops</b> 136:19<br/><b>storage</b> 70:1, 2<br/>76:14 79:16<br/><b>store</b> 69:11, 21<br/>71:11, 17 76:7<br/><b>stored</b> 75:18<br/><b>stories</b> 26:1<br/>53:13<br/><b>storing</b> 68:4<br/>69:12<br/><b>story</b> 41:1<br/><b>straight</b> 31:4<br/><b>strategic</b> 45:17<br/><b>strategically</b><br/>159:17<br/><b>strategies</b> 20:15<br/>50:16 51:10<br/><b>strengthen</b><br/>159:18<br/><b>strengthened</b><br/>165:9<br/><b>strengths</b> 41:20<br/>160:12<br/><b>stress</b> 34:8<br/>112:17 115:7<br/><b>stressed</b> 112:19<br/><b>stressful</b> 23:6<br/><b>strive</b> 48:11<br/>162:2<br/><b>strong</b> 18:6<br/>36:16 136:12<br/>156:13<br/><b>strongly</b> 27:8<br/><b>structure</b> 28:6<br/>58:12<br/><b>structures</b> 48:6<br/>159:2<br/><b>struggle</b> 18:13</p> | <p>58:10<br/><b>struggles</b> 129:20<br/><b>struggling</b><br/>112:19<br/><b>Student</b> 4:2<br/>9:9 14:3, 15<br/>21:2 22:9, 11<br/>23:10, 18 35:16<br/>38:3, 6, 7 44:18<br/>48:3, 19 49:16<br/>50:2, 13, 16, 18<br/>51:4, 6, 15 55:4<br/>57:13 58:17<br/>93:9 94:18<br/>101:16, 18<br/>103:3, 10 109:5<br/>146:15 148:3, 6,<br/>7 151:1 156:11<br/>157:19 160:2<br/>161:3 162:16,<br/>17, 19, 21 163:1,<br/>3 164:18<br/>166:18<br/><b>students</b> 17:1, 3,<br/>5 18:10, 11, 19,<br/>21 19:1, 5, 9, 12<br/>20:10, 11, 16<br/>21:6, 7 22:1<br/>23:5, 13 24:4<br/>25:16, 21 26:4<br/>27:6, 14 28:5, 6<br/>32:17, 18, 21<br/>33:10, 14, 19<br/>34:19 36:17<br/>38:7, 16, 20<br/>39:3, 7, 8, 13, 15,<br/>18 42:12 44:6,<br/>13, 20 46:4, 5,<br/>10 47:2, 5, 18,<br/>20, 21 48:14, 16<br/>50:17 51:17<br/>52:1 53:16<br/>55:8, 11 56:2<br/>57:4, 9, 15, 17,<br/>19 58:18 93:6,<br/>7, 18, 21 94:12<br/>95:17 102:14,<br/>17, 21 103:2, 19<br/>108:17, 20<br/>120:4 125:7</p> | <p>138:15 142:8,<br/>10, 14 143:2, 4,<br/>7, 11, 16 144:4,<br/>13, 20 145:6, 8,<br/>11, 13, 21 146:3,<br/>6, 9, 12 147:2, 3,<br/>8, 16, 18, 21<br/>148:1, 5, 7, 9, 10,<br/>13, 14, 16, 20<br/>149:1, 6, 8, 10,<br/>13, 16, 19 150:1<br/>151:3, 6, 8, 17<br/>152:2, 3, 8, 19<br/>153:2, 5, 7, 8, 12,<br/>18 154:2, 5, 11<br/>155:7, 14, 20<br/>156:4, 9, 10, 12,<br/>15 157:4, 17<br/>158:6, 8, 19<br/>160:4, 10, 11, 16,<br/>18, 20, 21 161:5,<br/>8, 11, 14, 17, 19,<br/>21 162:3, 15, 20,<br/>21 163:1, 3, 9,<br/>13, 17, 20 164:1,<br/>3, 6, 9, 11, 16<br/>165:1, 11 166:5,<br/>13 167:11, 15<br/>171:5<br/><b>Studies</b> 150:15<br/>153:20<br/><b>study</b> 155:10<br/>156:18, 19<br/>157:9, 13, 14<br/>158:10<br/><b>Stuff</b> 71:21<br/>170:9<br/><b>subbing</b> 38:12<br/><b>submission</b><br/>23:13<br/><b>submit</b> 14:18<br/>47:6 120:16<br/><b>submitted</b> 16:18<br/><b>subs</b> 30:17, 20<br/>42:21<br/><b>subscribed</b><br/>174:8<br/><b>subsequent</b><br/>106:8</p> | <p><b>substitute</b> 38:12<br/><b>substitutes</b> 32:1<br/><b>substitutions</b><br/>13:20<br/><b>succeed</b> 33:10<br/><b>success</b> 47:18<br/>48:5 50:2, 13<br/>51:7 92:11<br/>143:3, 11<br/>148:14 155:8<br/>160:21 161:11<br/>162:4<br/><b>successful</b> 43:3<br/>144:7<br/><b>suffering</b> 28:11<br/><b>sufficient</b> 43:4<br/><b>suggesting</b><br/>16:17<br/><b>suggestion</b><br/>128:18 129:12<br/><b>suggestions</b><br/>171:9<br/><b>summarizes</b><br/>167:12<br/><b>summary</b> 6:18,<br/>20<br/><b>summer</b> 109:3<br/>121:7 123:12<br/>124:11 127:16<br/>146:6 150:6, 8<br/>152:10, 11<br/>158:6<br/><b>Sunday</b> 113:9<br/>120:10 122:8<br/><b>Superintendent</b><br/>7:5 13:5 15:5<br/>19:17 24:13<br/>40:11 45:11, 15<br/>83:20 92:1<br/>101:5, 6<br/><br/><b>Superintendent's</b><br/>3:21<br/><b>supervising</b><br/>159:21<br/><b>Supervisor</b><br/>9:11 11:14<br/><b>supervisors</b><br/>158:21</p> | <p><b>supplies</b> 25:17,<br/>20 72:7<br/><b>supply</b> 65:18<br/><b>Support</b> 9:9<br/>17:12 21:17, 18<br/>23:3 26:9<br/>27:13, 14 28:19,<br/>21 32:17 38:19<br/>43:2 48:21<br/>49:16 51:6<br/>65:5 73:16<br/>82:11 83:6, 8<br/>94:6 103:13<br/>116:14 121:9<br/>127:2, 9, 12, 19<br/>144:9 146:15<br/>158:19 161:4,<br/>20<br/><b>supported</b><br/>25:16 66:5<br/>136:13<br/><b>supporting</b><br/>33:14 34:9, 21<br/>46:5 73:21<br/>96:13 136:21<br/>138:5 159:16<br/><b>supportive</b><br/>48:14 49:1, 11<br/>153:16<br/><b>supports</b><br/>142:20 161:11<br/><b>Sure</b> 11:3<br/>43:14 44:12<br/>54:15 62:10<br/>68:5 86:10<br/>95:18 107:9<br/>108:18 109:17<br/>110:4 114:16<br/>118:2 133:11<br/>137:21 168:6<br/>170:16<br/><b>surge</b> 82:11<br/>83:11<br/><b>surprised</b> 134:9<br/><b>survey</b> 29:16<br/>92:7 93:17<br/>105:5, 8 111:3<br/>121:8 122:16,<br/>20, 21 123:4, 17<br/>124:9, 16 126:7</p> |
|--|---|--|---|---|

132:15 133:21  
 134:1, 5, 10  
 136:9 137:2, 7  
**survived** 54:19  
**suspect** 17:6  
**swaths** 41:9  
**sweet** 21:13  
**synchronous**  
 93:8 95:16  
 96:3, 4, 5, 16  
 97:4  
**system** 14:2  
 19:12 26:11  
 27:12 29:3  
 30:18 35:8  
 36:3 40:14  
 41:17, 21 42:2  
 50:20 54:19  
 55:12 56:7, 9  
 58:17 69:17  
 71:10 73:21  
 74:17 79:18  
 85:10 89:2, 4  
 93:14 96:10  
 136:19 143:16,  
 21 144:11  
 147:14 148:11  
 156:17 158:14  
 159:10 165:7  
 166:4 169:10  
**systemic** 50:15  
**systems** 27:13  
 57:3 64:9  
 73:19 83:6, 8  
 92:20 93:1  
 101:17 137:4  
 143:1 154:18  
 159:12 165:4  
**systemwide**  
 133:12  
  
**< T >**  
**TABCO** 3:9  
 17:19 121:18  
 137:13 138:14,  
 16  
**table** 58:19  
 110:14 138:1, 3  
**tacked** 108:6  
**tails** 31:20

**Take** 22:18  
 28:4 31:3  
 36:14 38:10  
 40:6 48:17  
 51:21 53:6, 17,  
 20, 21 54:20, 21  
 55:9 69:7 79:7  
 105:18 110:1  
 111:6 121:20  
 123:17 126:14  
 145:11, 15  
 152:3, 8 153:2  
 158:16 161:14  
 166:5, 12, 16  
 171:2  
**Taken** 4:3  
 34:14 59:2, 8,  
 11 93:7 103:2  
 149:14 165:20  
**takes** 19:1  
 25:15 28:15  
 31:7  
**talk** 28:5 39:8  
 78:8 80:12  
 115:21 123:16  
 151:10 161:2  
 173:4  
**talked** 123:12  
 127:14, 15, 18  
**talking** 107:7  
 119:15 123:7, 8  
 134:7  
**talks** 38:20  
**taped** 47:8  
**tasked** 18:7  
 49:9  
**tasks** 18:18  
 41:18  
**taught** 147:6  
 152:7  
**tax** 88:8, 19  
 89:5, 19  
**taxes** 30:9  
 36:13  
**taxpayer** 36:4  
**Taylor** 35:15  
**teach** 29:13  
 31:16 32:20  
 39:7 56:11  
 57:3, 4 103:8

**teacher** 11:9,  
 20 12:1, 2  
 16:16 20:2  
 29:17 31:15  
 32:16 33:7  
 34:15 38:12, 18  
 42:4, 7, 10  
 46:19 101:19  
 103:10, 15  
 109:6, 21  
 111:16 115:17  
 116:2 146:16  
 160:18  
**teachers** 16:1, 2,  
 8, 21 17:5 20:4  
 29:18 30:14  
 32:2 33:12, 15,  
 16, 18 34:3, 10,  
 21 37:9 38:17  
 39:7 42:5  
 51:10 55:10  
 92:18 93:7  
 102:13 103:13,  
 16, 19 105:14  
 108:17 112:13,  
 15, 18, 21 115:4,  
 9, 16, 19 116:13,  
 14 120:4 122:1  
 125:7 126:5  
 129:18 130:8  
 138:12, 17, 20  
 147:7 150:6, 9  
 160:4 161:10  
**teaching** 21:13  
 25:13 40:1  
 47:20 48:7  
 50:9 104:15  
 108:11, 21  
 115:18 159:3  
**team** 23:20  
 45:16 46:2, 17  
 47:14 48:5, 11,  
 13 50:6, 14  
 51:19 54:7  
 66:12 75:18, 19  
 92:10 94:3  
 114:11 116:3  
 117:10 144:3, 5,  
 11 154:21  
 159:7

**TEAMS** 1:9  
 5:18 143:21  
 144:1 159:11,  
 12 169:14  
**teamwork** 160:6  
**Tech** 163:5, 9,  
 16 164:3, 5, 7  
 165:1 166:5, 11  
 167:5, 6, 7, 8  
**Technical** 12:1  
 143:9 154:8  
 155:19, 21  
 157:17, 19  
 158:2 168:13  
 170:8  
**techniques**  
 38:19  
**Technology**  
 62:2 64:7  
 65:20 84:14  
 142:6 154:16  
 157:15 162:8,  
 12 166:11, 19  
**tell** 53:9, 10, 18  
 57:8 108:4  
**temporary** 32:7  
**tended** 42:10  
**tenure** 15:13  
 89:4 164:13  
 171:1  
**term** 54:17, 18  
**terminology**  
 135:13  
**terms** 84:19  
 110:11 115:6  
 116:14 125:18  
 129:19 136:16  
**Test** 123:11  
**textbooks**  
 41:19 154:5  
**Thank** 5:12  
 6:6 8:20, 21  
 9:12 10:21  
 11:1, 3 12:20  
 15:6, 11, 14  
 17:14, 15, 18  
 19:3, 13, 14  
 21:16 22:1, 3  
 24:4, 6, 7 26:11,  
 13, 18 29:6, 13

32:8, 10, 14  
 34:21 35:4  
 36:21 40:12  
 43:5, 7, 11 45:6  
 47:3 51:20  
 52:10, 11, 20  
 54:16 55:1, 3, 6,  
 9, 14, 15, 19  
 56:7, 21 58:20  
 59:1, 9, 15 61:1,  
 2, 13, 20, 21  
 63:21 64:3  
 65:11 67:14, 17  
 73:10, 13 74:9,  
 12, 13, 14 76:1  
 78:11, 16 80:17  
 81:9, 15 83:13,  
 14 84:3, 5, 9, 10  
 85:20, 21 86:5,  
 12 87:20 88:7  
 90:7 91:15, 17  
 94:19 95:20, 21  
 96:12, 14, 19  
 97:7 98:11, 13,  
 16 99:12  
 100:17, 19  
 104:21 106:3  
 108:13 110:18  
 111:12 112:9,  
 10, 11 113:12,  
 13, 19, 20  
 118:21 119:1  
 120:11, 14  
 121:12, 15  
 122:4, 5 124:16  
 126:17 127:9,  
 10, 19, 21 128:1,  
 10 129:5  
 132:13 134:12  
 135:11 136:3  
 138:7 141:12,  
 14 144:16  
 158:17 162:11  
 167:6, 9, 17, 19  
 168:1, 4, 9, 16,  
 17, 21 169:7, 11,  
 12, 18, 19  
 170:11, 14, 15,  
 16, 17, 21 171:6,

|  |   |  |  |  |
|--|---|--|--|--|
| 7, 8, 9, 14, 15<br>172:10 173:8<br><b>thankful</b> 160:6<br><b>thanks</b> 46:5<br>152:12 169:15<br><b>Thanksgiving</b><br>26:7<br><b>therapist</b> 44:9<br><b>therapists</b> 28:8<br><b>THEREOF</b><br>174:8<br><b>thing</b> 63:19<br>70:6 80:19<br>123:20 130:6<br>133:1, 4 138:1<br>147:12<br><b>things</b> 16:18<br>23:5 62:6 64:4,<br>8 69:14 84:17<br>115:12 120:15<br>122:11 126:14<br>132:14, 20<br>134:11, 17<br>137:7, 13 150:4<br>168:9 172:8<br><b>think</b> 52:4<br>57:4, 9 62:14<br>63:16 75:3<br>76:8 78:12<br>80:20 85:5, 7,<br>12, 19 108:14<br>112:21 113:8<br>114:3, 7, 10<br>116:15, 21<br>119:12, 15<br>120:5, 20 121:8<br>122:14 123:14,<br>15, 16 124:8<br>125:4, 20 130:6<br>132:21 133:5,<br>14 135:1, 8<br>136:4 164:2<br>172:6, 8<br><b>thinking</b> 62:4<br>115:4<br><b>third</b> 116:18<br><b>thought</b> 134:3<br><b>three</b> 13:17<br>18:1 28:11<br>30:3, 4 35:19 | 36:5 93:4<br>95:14 96:8<br>104:6 109:13,<br>15 110:1<br>119:10 124:21<br>125:4, 6, 15, 18<br>127:13 134:21<br>137:12, 13<br>143:3 149:8<br>154:11 156:19,<br>21 163:5<br><b>three-hour</b><br>107:19<br><b>three-minute</b><br>14:10<br><b>thrive</b> 46:4<br><b>time</b> 12:9<br>14:11, 13, 14<br>16:4, 5, 10<br>18:16 19:1<br>24:4 27:19<br>28:4 30:20<br>31:7 32:15, 20<br>33:2, 3, 8 34:21<br>39:18 40:12<br>41:15 46:21<br>48:2 53:10<br>55:17 59:7<br>69:4, 20 82:12,<br>18 84:3 88:17<br>89:13 96:2<br>104:13 108:17<br>111:6 115:21<br>122:4 126:20,<br>21 128:2 129:7<br>134:5 135:2<br>136:10 141:20<br>150:10, 20<br>157:6 162:6<br>168:5 172:15<br><b>timeframe</b><br>13:16<br><b>timeline</b> 124:5<br><b>timely</b> 34:1<br><b>times</b> 23:6<br>39:3 51:19<br>116:4 127:14<br><b>timing</b> 117:19<br>118:1 135:4<br><b>tired</b> 32:17 | <b>tirelessly</b> 33:14<br>54:7<br><b>Title</b> 151:1<br><b>titled</b> 22:17<br><b>today</b> 53:2<br>57:1 101:12<br>123:8 138:12<br><b>told</b> 29:21<br>30:3 34:6, 15<br>38:15<br><b>tolerate</b> 39:11<br><b>tone</b> 14:12<br><b>tonight</b> 5:13<br>6:3, 5 11:5, 16<br>12:6 13:10<br>16:19 18:1, 3<br>26:19 35:15<br>43:15, 16 54:8<br>59:5 99:7<br>130:8 136:8<br>146:21 167:13<br>172:2 173:8<br><b>Tonight's</b> 5:16<br><b>tool</b> 160:20<br>161:16<br><b>tools</b> 42:9<br>51:11 160:19<br><b>top</b> 37:7 57:2<br>72:17<br><b>topic</b> 40:14<br><b>total</b> 64:16<br>92:21 96:2<br>109:20 145:21<br>146:4 147:19<br>148:7 163:2<br><b>totally</b> 70:10<br><b>tour</b> 81:1<br><b>Town</b> 34:10<br>145:3, 9, 21<br>146:8<br><b>Township</b> 11:10<br><b>tractor</b> 72:8<br>75:8<br><b>Tracy</b> 2:8<br><b>traditional</b><br>93:17 94:5, 8<br>97:1<br><b>trailer</b> 75:9<br>154:20 155:6 | <b>trailers</b> 72:9<br>75:17<br><b>train</b> 50:21<br>51:10<br><b>training</b> 32:6<br>42:8 50:7<br>115:6 116:2<br>133:13 142:18,<br>19 143:15<br>156:3 160:3<br><b>trainings</b> 33:6<br><b>Transcribed</b><br>1:20 174:3<br><br><b>TRANSCRIBER'</b><br><b>S</b> 174:1<br><b>transcript</b> 174:7<br><b>transferable</b><br>156:4<br><b>transform</b> 58:6<br><b>transition</b> 93:2<br>94:3, 10, 13, 17<br>97:2<br><b>transitioning</b><br>141:19 157:11<br><b>transparency</b><br>34:17 49:3<br><b>transportation</b><br>44:12<br><b>trauma</b> 34:20<br><b>treated</b> 33:13<br><b>trend</b> 163:15<br>164:20<br><b>tribulation</b><br>41:10<br><b>tribute</b> 169:5<br><b>tried</b> 116:6<br>126:8 136:6<br><b>Troop</b> 5:6, 12<br><b>trouble</b> 58:20<br><b>trucks</b> 72:10<br><b>true</b> 16:17<br>125:4 138:19<br>174:6<br><b>truly</b> 30:1<br>33:2 58:16<br><b>truth</b> 58:14<br>155:10 | <b>try</b> 67:10<br>69:21 116:7<br>117:10 136:20<br><b>trying</b> 31:3<br>44:6 71:12<br>75:4 84:14, 16,<br>19 90:1 107:5<br>109:10, 21<br>110:4, 19 115:8<br>116:3, 14 121:7<br>135:5 170:3<br><b>TSA</b> 157:21<br><b>Tuesday</b> 173:7<br><b>tuition</b> 151:16,<br>21 152:1 154:5<br><b>turn</b> 38:15<br>39:21 104:13<br>117:1 144:14<br>158:15 162:6<br><b>turned</b> 14:14,<br>15 41:15<br><b>TV</b> 5:18 47:9<br>172:21<br><b>tweaks</b> 118:9<br><b>Twenty-one</b><br>164:17<br><b>two</b> 15:13<br>29:18 31:14, 17<br>32:16 35:12<br>38:2 40:19<br>44:15, 18 75:7<br>81:1 105:3<br>106:9 107:18,<br>20 108:6, 12, 16<br>114:20 115:2,<br>12 120:17<br>123:4 125:14<br>131:1 133:10<br>134:20 137:6,<br>13 150:13<br>154:8, 15<br>162:21 165:21<br><b>two-hour</b> 94:11<br><b>types</b> 39:20<br><b>typically</b> 154:9<br><b>typing</b> 128:21<br><b>typo</b> 42:16<br><br>< U ><br><b>U.S</b> 166:1 |
|--|---|--|--|--|

|  |   |  |   |   |
|--|---|--|---|---|
| <p><b>ultimately</b><br/>155:12</p> <p><b>unable</b> 111:16</p> <p><b>underspending</b><br/>63:5</p> <p><b>understaffed</b><br/>30:2</p> <p><b>understand</b><br/>52:2 63:16<br/>107:2, 9 109:10,<br/>20 110:1, 4<br/>116:19 132:15</p> <p><b>understanding</b><br/>28:7 42:11<br/>63:6 118:8, 16</p> <p><b>understood</b><br/>107:11</p> <p><b>undoubted</b> 23:1</p> <p><b>unduly</b> 66:11<br/>67:13</p> <p><b>unfathomable</b><br/>31:9</p> <p><b>unfeasibility</b><br/>103:5</p> <p><b>Unfinished</b> 4:6<br/>98:13</p> <p><b>unintending</b><br/>17:9</p> <p><b>Union</b> 33:1<br/>37:9 106:5<br/>132:17 135:10,<br/>17 137:11</p> <p><b>Unions</b> 17:9<br/>138:5</p> <p><b>unique</b> 56:3</p> <p><b>unit</b> 42:5<br/>121:16 122:19<br/>134:11</p> <p><b>units</b> 42:6<br/>105:17 136:12<br/>138:21</p> <p><b>unity</b> 29:2</p> <p><b>universities</b><br/>46:13 151:19<br/>165:4</p> <p><b>University</b><br/>12:11 147:14,<br/>17 154:2 165:6<br/>166:3</p> | <p><b>UNKNOWN</b><br/>68:5, 13 69:1, 6,<br/>15 72:19 73:1,<br/>5, 9 75:1 76:4,<br/>16, 20 77:5, 10,<br/>14, 17, 21 78:3<br/>88:13, 21 89:11,<br/>18 126:19<br/>128:11</p> <p><b>unmanned</b><br/>154:18</p> <p><b>unrelenting</b><br/>24:3</p> <p><b>unresponsive</b><br/>33:16</p> <p><b>unwavering</b><br/>23:3</p> <p><b>upcoming</b><br/>32:21 48:20</p> <p><b>update</b> 51:18<br/>67:2 83:20<br/>92:2 105:4, 7<br/>169:4</p> <p><b>updates</b> 22:9<br/>45:17</p> <p><b>updating</b> 157:8</p> <p><b>upgrading</b><br/>157:12</p> <p><b>uphold</b> 35:14</p> <p><b>ups</b> 169:9</p> <p><b>urgent</b> 48:17</p> <p><b>urology</b> 167:3</p> <p><b>usage</b> 104:8</p> <p><b>use</b> 38:21<br/>65:20 71:20<br/>72:5 74:6 81:6<br/>82:13, 14, 16, 19<br/>92:21 94:4<br/>109:16 127:3<br/>135:13 151:1<br/>156:6 161:1<br/>167:4 172:12,<br/>15 173:5</p> <p><b>uses</b> 104:5</p> <p><b>utilize</b> 14:6<br/>159:3</p> <p><b>utilized</b> 88:8<br/>89:16</p> <p>&lt; V &gt;</p> | <p><b>vacations</b><br/>127:17</p> <p><b>valley</b> 41:10, 12</p> <p><b>value</b> 122:15<br/>123:6</p> <p><b>value-added</b><br/>143:15</p> <p><b>valued</b> 93:17</p> <p><b>variety</b> 48:10</p> <p><b>various</b> 34:1<br/>41:10 137:19</p> <p><b>vehicle</b> 82:9<br/>83:11</p> <p><b>vendor</b> 66:9, 13<br/>89:16</p> <p><b>vendors</b> 65:12<br/>66:2, 3, 14 74:5</p> <p><b>Verizon</b> 5:19<br/>47:9</p> <p><b>version</b> 31:12</p> <p><b>versions</b> 23:9</p> <p><b>versus</b> 62:19</p> <p><b>veteran</b> 42:7, 9</p> <p><b>Vice</b> 2:3 7:4<br/>9:5 11:9 15:5<br/>17:20 19:17<br/>24:13 26:17<br/>40:10 45:14<br/>54:14 92:1<br/>101:3 105:21<br/>107:13 111:8<br/>127:2 169:15</p> <p><b>vicinity</b> 70:11</p> <p><b>video</b> 166:8</p> <p><b>view</b> 166:12</p> <p><b>viewed</b> 47:8</p> <p><b>viewership</b><br/>172:20</p> <p><b>views</b> 13:2</p> <p><b>village</b> 25:15<br/>27:13 28:15</p> <p><b>violations</b> 36:9</p> <p><b>violence</b> 34:13,<br/>18 37:6, 20</p> <p><b>Virtual</b> 4:5<br/>25:20 34:10<br/>91:18 92:3, 5,<br/>14, 21 93:2, 3, 6,<br/>7, 8, 11, 12 94:4,<br/>11, 20 95:14</p> | <p>96:1, 3, 6, 12, 21<br/>97:2 106:11, 13<br/>107:8 128:7, 16</p> <p><b>virtually</b> 5:17<br/>12:6</p> <p><b>vision</b> 21:21<br/>26:11</p> <p><b>visit</b> 47:1 70:5</p> <p><b>visits</b> 146:19</p> <p><b>visual</b> 167:10</p> <p><b>vital</b> 130:10<br/>132:14 160:9</p> <p><b>Vivian</b> 174:3, 13</p> <p><b>VMO</b> 47:9</p> <p><b>vocabulary</b><br/>40:18</p> <p><b>vocational</b><br/>155:18</p> <p><b>voice</b> 23:18<br/>56:14 57:13, 14<br/>138:1</p> <p><b>voices</b> 57:11</p> <p><b>volunteered</b><br/>56:17</p> <p><b>volunteers</b><br/>46:14, 15</p> <p><b>vote</b> 6:1 7:17<br/>9:19 18:13<br/>28:2 52:18<br/>55:15 56:18<br/>59:7, 19 86:1,<br/>17 88:3 90:9<br/>95:5, 12 97:9<br/>99:15 121:20<br/>131:2, 5 136:1<br/>138:8 140:10</p> <p><b>voted</b> 52:19<br/>55:16</p> <p><b>voting</b> 5:21<br/>55:19 56:21</p> <p>&lt; W &gt;</p> <p><b>Wade</b> 23:21</p> <p><b>wage</b> 143:20<br/>156:3</p> <p><b>wait</b> 33:16<br/>44:18 158:4<br/>168:21</p> <p><b>waited</b> 30:7</p> <p><b>waiting</b> 120:13</p> | <p><b>walk</b> 39:4<br/>44:14</p> <p><b>walks</b> 58:17</p> <p><b>walkthroughs</b><br/>159:5</p> <p><b>want</b> 12:9<br/>18:11 19:3<br/>27:8 28:6<br/>37:14 38:17<br/>39:4, 7, 11 40:1<br/>43:15 51:20<br/>52:7, 8, 13<br/>55:13, 15, 19<br/>68:14 70:17<br/>75:20 81:11<br/>82:17 84:12, 13<br/>85:1, 10, 17<br/>86:6 93:19<br/>107:9 112:13<br/>115:13 117:10,<br/>12 119:1<br/>122:15 123:16<br/>124:4, 8, 12<br/>126:3, 7, 12<br/>127:8 130:2, 3<br/>132:12 133:20<br/>134:14, 20<br/>135:10, 13, 21<br/>138:10, 11, 19<br/>146:13 169:7,<br/>16, 18 170:1, 2,<br/>3, 6, 7, 10, 11, 17<br/>171:16, 20</p> <p><b>wanted</b> 70:20<br/>84:21 105:10<br/>111:5, 7 113:21<br/>118:2 122:6<br/>134:19 167:17</p> <p><b>wanting</b> 127:8<br/>168:3</p> <p><b>wants</b> 40:2<br/>116:21 132:17</p> <p><b>warehouse</b><br/>67:18 68:1, 9,<br/>20 69:11 70:6,<br/>11 71:19, 20<br/>72:5, 6, 9, 13, 14,<br/>16, 18 74:15<br/>79:2, 7 81:7</p> |
|--|---|--|---|---|

**Warfel** 3:11  
22:4, 5, 7  
**wasn** 43:14  
73:14 76:19  
**waste** 36:3  
53:9 170:6  
**watch** 167:8  
**watching** 12:6  
141:20  
**way** 16:3  
31:19 36:20  
44:4 74:16  
103:9, 11  
118:19 125:2  
151:12  
**ways** 44:10  
142:13 163:10  
**weakens** 16:11  
**wealth** 143:9  
**weapons** 34:13  
**weather** 92:16  
93:2, 13 94:2, 9  
96:15 104:3, 5,  
7, 9 109:14, 15,  
17 128:7, 16  
**web** 74:16  
**website** 14:20  
21:6 93:12  
167:11, 14  
**websites** 42:9  
**Webster** 66:20  
**Wednesday** 5:5  
23:12  
**week** 13:9  
17:14 34:9  
45:20 46:16  
103:15 158:5  
**weekday** 113:6  
**weekdays** 94:16  
**weekend** 102:9  
113:2, 5 114:20  
**weekends** 131:7  
**weekly** 33:1  
67:2 105:4, 7  
**weeks** 29:18  
30:15 31:2  
38:2 167:3  
**weight** 122:20  
123:3 134:1, 9

**welcome** 11:6  
12:9, 16 17:19  
24:11 29:10  
48:2 54:15  
56:4  
**welcoming**  
57:18  
**Well** 5:14 28:8  
29:1 40:17  
42:11, 12 55:20  
56:18 64:14  
73:3 77:19  
82:17 101:18  
102:20 104:14  
105:17, 18  
108:12 110:21  
119:6 145:7  
152:14 154:20  
167:8 168:1  
**went** 137:11  
152:11  
**Western** 142:6  
162:8, 11 163:5,  
8, 16 164:3, 5, 7,  
15 165:1 166:5,  
10, 11, 18 167:4,  
6, 7, 8  
**white** 162:20  
**wide** 105:12  
162:5  
**widely** 83:16  
**wife** 11:16  
**Williams** 6:2, 4  
7:5 9:3, 4, 12  
11:2, 3, 13 12:5,  
19, 20 15:6  
17:21 19:18  
21:16 24:14  
26:9, 17 40:3, 5,  
11 43:18 45:2,  
12, 13 52:11  
54:6 67:6 77:2  
78:6, 7, 9, 12  
80:18 84:11, 12  
92:1 101:3  
116:21 117:2  
134:13, 14  
136:3 137:15  
141:18 144:17  
167:10 168:10

**Windsor** 25:10,  
18  
**Winkie** 26:20  
**winnings** 19:3  
169:16  
**Winter** 119:7  
**wise** 41:6  
**wish** 35:13  
52:1 145:15  
**wishes** 126:8  
**wishing** 13:11  
**withdraw**  
86:10 130:1, 3,  
5, 14, 16  
**withdrawing**  
86:8  
**WITNESS**  
174:8  
**Women** 28:3  
31:2  
**won** 55:21  
96:13 171:13  
**wonder** 113:1  
**wonderful**  
46:10 113:8  
115:10 123:15  
147:12, 16  
**wondering**  
106:12  
**Woodlawn**  
153:14  
**Woodridge**  
168:11  
**words** 40:19  
44:8  
**work** 16:15  
18:20 19:9  
21:14 23:16, 17  
25:14 26:10  
29:2 30:21  
32:17 33:14  
42:17 45:21  
46:1, 3, 18  
47:16 48:20  
49:8 50:10, 20  
51:2 71:12  
77:8 83:7  
84:16, 21 85:3  
93:10 96:13  
103:14 114:10

119:14 126:1,  
13 127:19  
132:16, 20  
135:4, 8, 19  
137:3, 10  
141:15, 21  
142:19 148:15  
152:14 154:3  
155:15, 16  
159:14 160:1, 9  
162:9 169:5, 20  
170:21  
**work-based**  
143:14 156:13  
**workday** 32:20  
**worked** 30:16  
42:5 50:4 75:2,  
19 85:16 115:7  
129:17 170:12  
**worker** 46:20  
**workforce**  
162:16  
**working** 15:10  
19:6 21:19  
31:18, 19 42:2  
54:7 56:1  
71:13 73:19  
74:1, 19, 20  
81:13 84:17  
151:9 153:5  
159:17 160:9  
169:17  
**workload** 18:14  
33:5  
**world** 21:21  
41:2 167:8  
**worry** 39:10  
123:13  
**worth** 39:18  
80:6 85:14  
164:3  
**worthwhile**  
132:21  
**wow** 172:21  
**write** 42:14  
44:5  
**writing** 42:3  
109:2 157:14  
**written** 42:6

**wrong** 64:15  
123:13  
  
< X >  
**Xfinity** 5:19  
  
< Y >  
**Yarbrough**  
91:20, 21 95:1,  
18, 20, 21 96:9,  
18 97:6 107:6  
**Yeah** 67:11  
**year** 22:7, 11,  
12 23:10 24:1,  
6 26:8 29:17,  
18 30:5, 8 32:8  
36:8, 13 37:19  
44:19 63:8, 10,  
11, 13, 20 64:18  
65:2, 4 68:16,  
18 69:3, 18  
75:7 88:11  
89:9 92:12, 15  
93:19 94:8  
102:11, 16  
107:7, 8, 10, 18  
108:7 115:14  
116:7 118:11  
119:20, 21  
120:7, 8 122:16  
135:2 145:19  
146:7, 14  
148:15 150:5,  
12, 18, 19, 20  
154:10, 11  
156:14 157:18  
158:7 161:7, 9  
162:2 163:21  
164:10, 11, 15  
166:3 167:15  
169:8  
**yearly** 25:7  
**year-old** 38:3  
**year-round**  
121:8, 9  
**years** 11:7, 8,  
18 19:21 20:7  
28:11 31:14, 17  
35:9, 11 40:16  
47:19 64:16

67:21 68:10, 14  
 75:7 80:8, 13  
 83:9 89:5, 19  
 104:8 113:4, 5  
 120:1 122:12  
 123:5 134:6, 21  
 145:4, 5 153:11  
 170:5, 7 172:6

**yesterday**

13:11 55:14, 17  
 67:19 169:17

**yields** 21:15

**Yom** 113:4

**young** 55:16  
 56:16, 17, 18  
 165:20

**youth** 56:11, 14,  
 21

**YouTube** 47:6,  
 9

< **Z** >

**Zarchin** 141:17  
 142:5 158:16,  
 17

**zero** 35:13  
 39:6

**zones** 156:21