

1

BOARD OF EDUCATION

2

BALTIMORE COUNTY

3

4

5

6

7

PUBLIC WORK SESSION OF THE

8

BOARD OF EDUCATION

9

REMOTE VIA BCPS LIVESTREAM

10

AND MICROSOFT TEAMS

11

12

NOVEMBER 10, 2020

13

14

15

16

17

18

19

20

21

TRANSCRIBED BY: CRC Salomon

	Page 2		Page 4
1 BOARD MEMBERS:		1 Student Board Member's Report, Mr. Muhumuza	68
2		2 Board Chair's Report, Chair Causey	72
3 Kathleen S. Causey, Board Chair		3 Action in Closed Session, Ms. Bresler	72
4 Julie C. Henn, Vice Chair		4 Item J, Unfinished Business, Update on	
5 Moalie S. Jose		5 Reopening of Schools	145
6 Erin R. Hager		6 Item K, Unfinished Business, Proposed	
7 Russell T. Kuehn		7 2021-22 School Calendar	163
8 Lisa A. Mack		8 Item L, Unfinished Business, Board Policies	163
9 Rodney R. McMillion		9 Item M, Committee Reports	175
10 John H. Offerman, Jr.		10 Audit Committee	176
11 Cheryl E. Pasteur		11 Building and Contracts Committee	177
12 Lily P. Rowe		12 Curriculum Committee	177
13 Makeda Scott		13 Equity Committee	178
14 Joshua Muhumuza, Student Member		14 Legislative and Government Relations	179
15		15 Policy Review	179
16		16 Item N, New Business, Contract Awards	196
17		17 Item O, Privately Funded Capital Projects	217
18		18 Board Member Comments	224
19		19 Information	233
20		20 Item S, Agenda Setting	235
21		21 Announcements	236
	Page 3		Page 5
1 INDEX		1 PROCEEDINGS	
2 Call to Order	5	2 CHAIR CAUSEY: Good evening. I now call to order	
3 Pledge of Allegiance/Moment of Silence	5	3 the Board of Education of Baltimore County meeting for	
4 Consideration of the Agenda	6	4 Tuesday, November 10, 2020. I invite you to rise and	
5 New Business, Personnel Matters	25	5 recite the Pledge of Allegiance with me, to the flag. We	
6 New Business, Administrative Appointments	26	6 will then have a moment of silence to remember those who	
7 Public Comments	28	7 have served education in Baltimore County and we will	
8 Delegate Pat Young	29	8 also take a moment to honor our veterans as we approach	
9 TABCO, Cindy Sexton	31	9 Veterans' Day. I pledge allegiance to the flag of the	
10 Baltimore NAACP, Anthony Fugett	33	10 United States of America. And to the republic for which	
11 Dr. Bash Pharoan	35	11 it stands, one nation under God, indivisible, with liberty	
12 Sharon Saroff	37	12 and justice for all. In accordance with the current	
13 Dr. Mohammed Jameel	39	13 situation with the pandemic, Baltimore County Public	
14 Mary Taylor	41	14 Schools and offices are currently closed to the public in	
15 Luci Creel	44	15 order to maintain the health and safety of our staff and	
16 Jeffrey Freedman	46	16 our students. In accordance with the Board of Education's	
17 Dayana Bergman	50	17 amended resolution approved at the October 13, 2020 Board	
18 Amy Adams	53	18 meeting, in the event of a medical or health emergency	
19 Darren Badillo	56	19 related to COVID-19, the Board Chair in consultation with	
20 Sara Russell	59	20 the Vice Chair and the Superintendent, may declare that a	
21 Superintendent's Report, Dr. Williams	65	21 Board meeting or that a Board committee meeting be held	

Page 6	Page 8
<p>1 remotely in its entirety without the physical presence of</p> <p>2 Board members or in a hybrid manner which would allow some</p> <p>3 Board members to participate remotely. This is subject to</p> <p>4 the mechanism that would allow each Board member the</p> <p>5 opportunity to fully participate in the meeting despite</p> <p>6 not being physically present and that would allow the</p> <p>7 public to also remotely attend those portions of the</p> <p>8 meeting that are open pursuant to the Maryland Open</p> <p>9 Meetings Act by being able to listen and/or view those</p> <p>10 portions of the meeting. As a result, tonight's Board of</p> <p>11 Education Meeting is being held virtually and broadcasted</p> <p>12 through Livestream on our website or on BCPS TV, Comcast,</p> <p>13 Xfinity Channel 73, Verizon Channel 34. In order to</p> <p>14 officially conduct this meeting, all voting items this</p> <p>15 evening will be done by roll call vote. Board members</p> <p>16 will say their names before making and seconding a motion</p> <p>17 as applicable as well as when requesting discussion on an</p> <p>18 agenda item. The first item on the agenda is</p> <p>19 consideration of the agenda. Dr. Williams, are there any</p> <p>20 additions or changes to tonight's agenda.</p> <p>21 DR. WILLIAMS: Madame Chair, I think Vice-Chair Henn</p>	<p>1 and contracts earlier this afternoon.</p> <p>2 CHAIR CAUSEY: Thank you. Is there any discussion?</p> <p>3 Hearing none, may I have a roll call vote, please?</p> <p>4 MS. JOSE: Ms. Causey, I had my hand up.</p> <p>5 CHAIR CAUSEY: I apologize, that is Ms. Jose.</p> <p>6 MS. JOSE: Yes, is it possible to separate the item</p> <p>7 N8, is it that Ms. Henn just added from the rest of</p> <p>8 procurement for brief discussion since we have not seen</p> <p>9 the spending authority?</p> <p>10 CHAIR CAUSEY: Ms. Henn, can you, when you discuss</p> <p>11 the building and contracts committee agenda items can you</p> <p>12 discuss N8 separately? Okay. Thank you. Seeing no other</p> <p>13 hands, may I have a roll call vote, please.</p> <p>14 FEMALE SPEAKER: Dr. Hager?</p> <p>15 DR. HAGER: Yes.</p> <p>16 FEMALE SPEAKER: Mr. Kuehn?</p> <p>17 MR. KUEHN: Yes.</p> <p>18 FEMALE SPEAKER: Ms. Pasteur?</p> <p>19 MS. PASTEUR: Yes.</p> <p>20 FEMALE SPEAKER: Mr. Offerman?</p> <p>21 MR. OFFERMAN: Yes.</p>
Page 7	Page 9
<p>1 has an addition.</p> <p>2 CHAIR CAUSEY: Yes. Ms. Henn?</p> <p>3 VICE-CHAIR HENN: Yes, Madame Chair. Thank you.</p> <p>4 Because a request for change order approval was added to</p> <p>5 the buildings and contract agenda this afternoon, I move</p> <p>6 that item N8, modification for Carney Callahan Bresler</p> <p>7 Bennett and Share be added to tonight's agenda.</p> <p>8 CHAIR CAUSEY: Is there a second?</p> <p>9 MS. ROWE: Second.</p> <p>10 CHAIR CAUSEY: And is that Ms. Rowe?</p> <p>11 MS. ROWE: Yes.</p> <p>12 CHAIR CAUSEY: Thank you. In accordance with Board</p> <p>13 Policy 8314 there needs to be a majority vote of the Board</p> <p>14 to add or remove an item from the agenda. Is there any</p> <p>15 discussion?</p> <p>16 VICE-CHAIR HENN: Yes, Madame Chair, may I speak to</p> <p>17 my motion?</p> <p>18 CHAIR CAUSEY: Yes.</p> <p>19 VICE-CHAIR HENN: Yes, the Board's approval is</p> <p>20 needed to increase spending authority on the current</p> <p>21 purchasing order. That authority was approved in building</p>	<p>1 FEMALE SPEAKER: Mr. Muhumuza?</p> <p>2 MR. MUHUMUZA: Yes.</p> <p>3 FEMALE SPEAKER: Ms. Henn?</p> <p>4 MS. HENN: Yes.</p> <p>5 FEMALE SPEAKER: Ms. Jose?</p> <p>6 MS. JOSE: Yes.</p> <p>7 FEMALE SPEAKER: Mr. McMillion?</p> <p>8 MR. MCMILLION: Yes.</p> <p>9 FEMALE SPEAKER: Ms. Mack?</p> <p>10 MS. MACK: Yes.</p> <p>11 FEMALE SPEAKER: Ms. Scott?</p> <p>12 MS. SCOTT: Yes.</p> <p>13 FEMALE SPEAKER: Ms. Rowe?</p> <p>14 MS. ROWE: Yes.</p> <p>15 FEMALE SPEAKER: Ms. Causey?</p> <p>16 CHAIR CAUSEY: Yes. The motion carries and the item</p> <p>17 is added to the agenda. The next item on the agenda is</p> <p>18 minutes of closed session.</p> <p>19 MS. SCOTT: I'm sorry, Ms. Causey, this is Ms.</p> <p>20 Scott. I had my hand raised.</p> <p>21 CHAIR CAUSEY: I apologize, it's not showing it</p>

Page 10	Page 12
<p>1 clearly here. Ms. Scott?</p> <p>2 MS. SCOTT: Yes, thank you. I just would like to</p> <p>3 make a motion that we limit the base of today's meeting to</p> <p>4 two minutes and two questions for board members and that</p> <p>5 Tracy time us in the interest of time. Thank you.</p> <p>6 CHAIR CAUSEY: Let me ask our, Ms. Bresler, is that</p> <p>7 a proper motion or does it need to be more specific in</p> <p>8 terms of suspending our current procedures? Is Ms.</p> <p>9 Bresler on the call?</p> <p>10 MS. SCOTT: I don't see Ms. Bresler on the call.</p> <p>11 CHAIR CAUSEY: Ms. Howie?</p> <p>12 VICE-CHAIR HENN: Point of order, Madame Chair,</p> <p>13 could you please ask participants to mute their mics?</p> <p>14 CHAIR CAUSEY: Board members, please be mindful of</p> <p>15 muting your microphones. Thank you. Ms. Howie would you</p> <p>16 be able to address if Ms. Scott's motion is an appropriate</p> <p>17 motion or do we need to be more specific in suspending our</p> <p>18 current adherence to Roberts Rules of Order?</p> <p>19 MS. HOWIE: So the motion as an order can be a</p> <p>20 special rule of order for this meeting to limit debate. A</p> <p>21 motion to limit debate is not out of order if it is to</p>	<p>1 or the assembly can simply agree to process the question</p> <p>2 as one question.</p> <p>3 CHAIR CAUSEY: Okay, thank you. So if there are no</p> <p>4 objections, then we will process the questions separately.</p> <p>5 MS. SCOTT: Is that an amendment, I just want to</p> <p>6 understand, is that an amendment that I have to accept?</p> <p>7 MS. HOWIE: Amendments do not have to be accepted.</p> <p>8 If it's an amendment to the motion it has to be seconded</p> <p>9 and voted on.</p> <p>10 MS. SCOTT: So I guess I'm getting clarification, is</p> <p>11 that an amendment to the motion or what is that?</p> <p>12 MS. HOWIE: It doesn't have to be taken or processed</p> <p>13 as an amendment.</p> <p>14 MS. SCOTT: Okay, thank you.</p> <p>15 CHAIR CAUSEY: So again, hearing no objections to</p> <p>16 dividing the questions, we will move forward with the</p> <p>17 first part of Ms. Scott's. So Ms. Scott, you have a</p> <p>18 second, if you could restate the first item.</p> <p>19 MS. SCOTT: Yes, but I don't want to separate it</p> <p>20 out. I would like my amendment to read as I move that we</p> <p>21 limit debate for the meeting to two minutes and two</p>
Page 11	Page 13
<p>1 limit debate.</p> <p>2 CHAIR CAUSEY: Okay. Thank you.</p> <p>3 MS. ROWE: Ms. Causey, I'd like to (audio</p> <p>4 interference) a question.</p> <p>5 CHAIR CAUSEY: It's Ms. Rowe and then Ms. Jose.</p> <p>6 MS. ROWE: I'd like to divide the question between</p> <p>7 the limiting of debate and who is going to do the timing.</p> <p>8 I'd like to vote on those items separately. Thank you.</p> <p>9 CHAIR CAUSEY: Ms. Howie is that? Do I just agree</p> <p>10 to that?</p> <p>11 MS. SCOTT: Is that an amendment to my motion that I</p> <p>12 have to accept or how does that work?</p> <p>13 MS. GOVER: There hasn't been a second on the</p> <p>14 motion. Was there a second on the motion?</p> <p>15 MS. JOSE: Yes, this is Moalie, it's a second. I</p> <p>16 had a second.</p> <p>17 CHAIR CAUSEY: Thank you Ms. Jose. Thank you, Ms.</p> <p>18 Gover. And Ms. Howie, the question is does there need to</p> <p>19 be a vote on dividing the question?</p> <p>20 MS. HOWIE: Ms. Rowe asked that the vote be</p> <p>21 separated so that can be processed either as an amendment</p>	<p>1 questions per Board member and that Tracy or a member of</p> <p>2 staff time us.</p> <p>3 CHAIR CAUSEY: So the assembly accepted dividing the</p> <p>4 questions, so your questions are now divided, so we need</p> <p>5 to process the first one first and then the second one.</p> <p>6 MS. SCOTT: Okay.</p> <p>7 CHAIR CAUSEY: So if you could state your first</p> <p>8 question and then Board members we can have discussion and</p> <p>9 I would just ask us all to be mindful of our time.</p> <p>10 MS. SCOTT: Correct, thank you. So I move that we</p> <p>11 limit debate for the meeting to two minutes and two</p> <p>12 questions per Board member.</p> <p>13 FEMALE SPEAKER: Okay, and I have a clarifying</p> <p>14 question.</p> <p>15 CHAIR CAUSEY: Two minutes per agenda item and then</p> <p>16 also it would be separate as two minutes per motion?</p> <p>17 MS. SCOTT: I would say two minutes overall. Each</p> <p>18 member would speak for -- would have the opportunity to</p> <p>19 speak twice per motion and towards each agenda item,</p> <p>20 giving members a total of four minutes so if each member</p> <p>21 speaks we have twelve members that would be about 48</p>

Page 14	Page 16
<p>1 minutes.</p> <p>2 CHAIR CAUSEY: Thank you. Ms. Jose, you have your</p> <p>3 hand up, do you have a question or a comment? Ms. Jose,</p> <p>4 are you able to hear me? Do you have a question or a</p> <p>5 comment because your hand is up?</p> <p>6 MS. JOSE: No it's not. My hand's not up.</p> <p>7 CHAIR CAUSEY: Okay, thank you. Thank you for</p> <p>8 taking that down. Board members, any other questions</p> <p>9 before we vote on that.</p> <p>10 MR. KUEHN: Hi, Ms. Causey. My hand's up. This is</p> <p>11 Russ Kuehn. Ms. Scott, I understand I believe your motion</p> <p>12 and the attempt to help manage the timeframe that we spend</p> <p>13 in this meeting but my understanding based on how we</p> <p>14 agreed to limit three questions and three minutes amongst</p> <p>15 the members for important topics, I thought we had already</p> <p>16 agreed to that, so I don't quite understand why you're</p> <p>17 making this motion at this time in the meeting. Could you</p> <p>18 please explain that?</p> <p>19 MS. SCOTT: Yes, I can. Thank you for asking.</p> <p>20 Basically at the last meeting, you're right, we did agree</p> <p>21 to that, but it was not applied equally to all members and</p>	<p>1 all board members and some board members spoke for longer</p> <p>2 than three minutes and three questions, so I think in all</p> <p>3 fairness that is why I am suggesting that and also as far</p> <p>4 as you're saying appropriate, I think it's inappropriate</p> <p>5 to have elongated meetings that go until 1 a.m. So I</p> <p>6 think that we need to do everything in our power to make</p> <p>7 sure that our meetings are fair, sustainable and equal for</p> <p>8 all board members.</p> <p>9 CHAIR CAUSEY: Okay, and I would just clarify that</p> <p>10 based on the last meeting that the timing was consistent</p> <p>11 except for the last agenda item, which was the most</p> <p>12 significant item, so is there any other comments before we</p> <p>13 vote on this.</p> <p>14 MALE SPEAKER: Yes, Ms. Causey, I do have a comment,</p> <p>15 I'm sorry. I just need to follow up. I do not believe</p> <p>16 that it is appropriate to limit us to two questions</p> <p>17 because there could be possible follow up questions that</p> <p>18 beg to be answered, so Ms. Scott, I support a streamlined</p> <p>19 meeting and I do believe that our agenda is actually</p> <p>20 shorter than it normally is so I'm hopefully that we can</p> <p>21 get out of here at a normal time, but I disagree with this</p>
Page 15	Page 17
<p>1 it was haphazardly and members spoke more than and asked</p> <p>2 more than three questions and the meetings have gone</p> <p>3 longer than anticipated or scheduled so I think that in</p> <p>4 order to make sure that we have some consistency, I feel</p> <p>5 that a member of staff should time us and that we should</p> <p>6 limit debate because on average we're asking approximate</p> <p>7 about questions that are averaging about an hour to an</p> <p>8 hour and a half, so I'm looking for some consistency and</p> <p>9 that was the spirit of which this motion is made.</p> <p>10 FEMALE SPEAKER: Thank you, Ms. Scott. Can I just</p> <p>11 clarify that what the Board had agreed to was that it</p> <p>12 would be three minutes per agenda item and if a Board</p> <p>13 member (audio interference) 15 questions in three minutes</p> <p>14 then they have their three minutes, so I think the number</p> <p>15 of questions is not an appropriate way to process and to</p> <p>16 have it be fair among all of the Board members when we did</p> <p>17 agree to three minutes per agenda item.</p> <p>18 MS. SCOTT: Thank you, but what we ran into, though</p> <p>19 that we did not adhere to that at the last meeting and</p> <p>20 everyone was not equally timed and the bell went off for</p> <p>21 different people but it wasn't equally distributed amongst</p>	<p>1 and I will be voting against it. Thank you.</p> <p>2 FEMALE SPEAKER: So, members of the Board, a motion</p> <p>3 to limit debate is not in and of itself is not debatable.</p> <p>4 CHAIR CAUSEY: Thank you. So we will vote on the</p> <p>5 current motion of Ms. Scott. May I have a roll call vote,</p> <p>6 please, Ms. Gover?</p> <p>7 MS. HAGER: I'm sorry, can I just ask a clarifying</p> <p>8 question, this is Erin Hager? If we vote against it, we</p> <p>9 will be still sticking with the three minutes as</p> <p>10 previously decided up, is that correct? So either way</p> <p>11 we're limiting things tonight?</p> <p>12 CHAIR CAUSEY: Yes. Yes.</p> <p>13 MS. HAGER: Okay.</p> <p>14 CHAIR CAUSEY: May I have a roll call vote, please?</p> <p>15 MS. GOVER: Dr. Hager?</p> <p>16 DR. HAGER: No.</p> <p>17 MS. GOVER: Mr. Kuehn?</p> <p>18 MR. KUEHN: No.</p> <p>19 MS. GOVER: Ms. Pasteur?</p> <p>20 MS. PASTEUR: Yes.</p> <p>21 MS. GOVER: Mr. Offerman?</p>

Page 18	Page 20
<p>1 MR. OFFERMAN: Yes.</p> <p>2 MS. GOVER: Mr. Muhumuza?</p> <p>3 MR. MUHUMUZA: Yes.</p> <p>4 MS. GOVER: Ms. Henn?</p> <p>5 MS. HENN: No.</p> <p>6 MS. GOVER: Ms. Jose?</p> <p>7 MS. JOSE: Yes.</p> <p>8 MS. GOVER: Mr. McMillion?</p> <p>9 MR. MCMILLION: Yes.</p> <p>10 MS. GOVER: Ms. Mack?</p> <p>11 MS. MACK: No.</p> <p>12 MS. GOVER: Ms. Scott?</p> <p>13 MS. SCOTT: Yes.</p> <p>14 MS. GOVER: Ms. Rowe?</p> <p>15 MS. ROWE: Yes.</p> <p>16 MS. GOVER: Ms. Causey?</p> <p>17 CHAIR CAUSEY: No. What is the tally please?</p> <p>18 MS. GOVER: Seven in favor.</p> <p>19 CHAIR CAUSEY: Okay, thank you. And then the second</p> <p>20 part of the question, Ms. Scott, if you can restate that</p> <p>21 please?</p>	<p>1 speaking, Ms. Mack and repetitive questions that went on</p> <p>2 for five minutes, six minutes, Mr. Kuehn, and she did not</p> <p>3 ring the bell consistently and that was a fair assessment.</p> <p>4 I got a lot of messages based on that, so I think it's</p> <p>5 fair that a member of the staff maintains the bell because</p> <p>6 it could be possible that board members are engaged in</p> <p>7 listening and may not be able to do two things</p> <p>8 simultaneously, so I think to make it equitable, I think</p> <p>9 it should be somebody outside a member of the board.</p> <p>10 CHAIR CAUSEY: Thank you. Any other discussion?</p> <p>11 Ms. Henn, and then I see Ms. Rowe.</p> <p>12 MS. HENN: Thank you, Madame Chair. I would support</p> <p>13 this motion because it's hard to take time and participate</p> <p>14 in the meeting. And I didn't enjoy it because I couldn't</p> <p>15 participate, so I did the best I could, there was no</p> <p>16 malice of intent and as Ms. Causey stated, the last agenda</p> <p>17 item was not timed because Ms. Pasteur was the first to</p> <p>18 speak and I forgot to start the timer so that wouldn't</p> <p>19 have been fair to everyone else who spoke after her, so I</p> <p>20 put in the chat that that's why that agenda item was not</p> <p>21 timed. Like I said, I did the best I could, but I support</p>
Page 19	Page 21
<p>1 MS. SCOTT: Yes, I stated that I would like for</p> <p>2 Tracy, or a staff member designated by the superintendent</p> <p>3 be responsible for timing members.</p> <p>4 MS. JOSE: Second.</p> <p>5 CHAIR CAUSEY: Thank you, Ms. Jose. So, Ms. Howie,</p> <p>6 this is debatable in that it is not the motion to limit</p> <p>7 debate, is that correct?</p> <p>8 MS. HOWIE: It is not. While it's not the motion to</p> <p>9 limit debate, it is related to the motion to limit debate.</p> <p>10 It can be processed as an amendment, but you divided the</p> <p>11 question, so given that you divided the question, it can</p> <p>12 be considered independently and therefore you can vote on</p> <p>13 this with debate.</p> <p>14 CHAIR CAUSEY: Board members, be mindful again of</p> <p>15 the time, I see Ms. Jose, did you want to speak to this.</p> <p>16 MS. JOSE: Yes, absolutely. I think at the last</p> <p>17 meeting the meeting minutes was not belled accurately,</p> <p>18 equitably, or fairly for everybody. I went and rewatched</p> <p>19 the meeting. I had spoken only for two minutes and</p> <p>20 forty-eight seconds when Ms. Henn rang the bell for the</p> <p>21 County to hear but there were other members that were</p>	<p>1 this motion any day of the week, so thank you for making</p> <p>2 it Ms. Scott.</p> <p>3 CHAIR CAUSEY: Okay, so next is Ms. Rowe.</p> <p>4 MS. ROWE: So my only question is, is it appropriate</p> <p>5 for staff to be the one to time or is that something our</p> <p>6 parliamentarian should be doing?</p> <p>7 CHAIR CAUSEY: So there's a question is it</p> <p>8 appropriate for staff to be doing and I would ask Ms.</p> <p>9 Gover to answer that question and then Ms. Bresler can</p> <p>10 chime in about whether the parliamentarian should do it,</p> <p>11 which would be her.</p> <p>12 MS. GOVER: Ms. Causey, in all honesty, it's going</p> <p>13 to be difficult for me to do as well since I have other</p> <p>14 tasks to tend to during the board meeting.</p> <p>15 CHAIR CAUSEY: Thank you. Ms. Bresler?</p> <p>16 MS. BRESLER: So I'm just joining so I need to catch</p> <p>17 up.</p> <p>18 CHAIR CAUSEY: Okay, thank you. So at the prior</p> <p>19 meeting the Board had agreed that we would have time</p> <p>20 limits of three minutes for Board speaking to agenda items</p> <p>21 and that they would be timed and Ms. Henn volunteered to</p>

Page 22	Page 24
<p>1 do that. There is now a motion on the floor to assign</p> <p>2 that task to Ms. Gover; however, Ms. Gover has just</p> <p>3 indicated that is not functionally possible and so in</p> <p>4 order to process this motion on the floor, I would like to</p> <p>5 know if it is appropriate for you to be the timer where we</p> <p>6 are timing board members.</p> <p>7 MS. BRESLER: Yeah, I think anybody can be. It's</p> <p>8 probably going to be easier for somebody who is on the</p> <p>9 dais to be able to do that. I'm happy to give it a try.</p> <p>10 When we get back to being in person, I'm sort of not in</p> <p>11 the center, but I'm happy to give it a shot. I do it</p> <p>12 during oral arguments or closing arguments for attorneys</p> <p>13 all the time.</p> <p>14 CHAIR CAUSEY: Okay, thank you. With that in mind,</p> <p>15 Ms. Scott, I believe it's appropriate to take a vote on</p> <p>16 your current motion. Well, let me make an amendment to</p> <p>17 your motion that it would be Ms. Bresler rather than Ms.</p> <p>18 Gover. Is there a second to my motion?</p> <p>19 MS. ROWE: Second, Rowe.</p> <p>20 CHAIR CAUSEY: Thank you. Board members, I think</p> <p>21 it's a fairly easy one, so if we could just take a roll</p>	<p>1 MS. MACK: Yes.</p> <p>2 MS. GOVER: Ms. Scott?</p> <p>3 MS. SCOTT: Yes.</p> <p>4 MS. GOVER: Ms. Rowe?</p> <p>5 MS. ROWE: Yes.</p> <p>6 MS. GOVER: Ms. Causey?</p> <p>7 CHAIR CAUSEY: Yes. So that motion carries. So I</p> <p>8 will correct myself that we are now limiting Board members</p> <p>9 to two minutes per agenda item and two questions per Board</p> <p>10 member per agenda item or per motion. Okay. So with</p> <p>11 that.</p> <p>12 MR. MUHUMUZA: I had a question.</p> <p>13 CHAIR CAUSEY: Mr. Muhumuza?</p> <p>14 MR. MUHUMUZA: Yeah, I was requesting if like a 30</p> <p>15 minute warning could be given during the timekeeping?</p> <p>16 CHAIR CAUSEY: Mr. Muhumuza, do you mean a 30</p> <p>17 second?</p> <p>18 MR. MUHUMUZA: Sorry, 30 seconds, 30 second warning</p> <p>19 could be given.</p> <p>20 CHAIR CAUSEY: Ms. Bresler is that possible?</p> <p>21 MR. MUHUMUZA: Thank you.</p>
Page 23	Page 25
<p>1 call vote, please.</p> <p>2 MS. GOVER: This is for the amendment to add Ms.</p> <p>3 Bresler?</p> <p>4 CHAIR CAUSEY: 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. Pasteur?</p> <p>10 MS. PASTEUR: Yes.</p> <p>11 MS. GOVER: Mr. Offerman?</p> <p>12 MR. OFFERMAN: Yes.</p> <p>13 MS. GOVER: Mr. Muhumuza?</p> <p>14 MR. MUHUMUZA: Yes.</p> <p>15 MS. GOVER: Ms. Henn?</p> <p>16 MS. HENN: Yes.</p> <p>17 MS. GOVER: Ms. Jose?</p> <p>18 MS. JOSE: Yes.</p> <p>19 MS. GOVER: Mr. McMillion?</p> <p>20 MR. MCMILLION: Yes.</p> <p>21 MS. GOVER: Ms. Mack?</p>	<p>1 MS. HENN: Ms. Bresler, you're muted.</p> <p>2 MS. BRESLER: Yes, I am muted. So yes, that's</p> <p>3 possible. Not a problem.</p> <p>4 CHAIR CAUSEY: Okay. Thank you, Mr. Muhumuza. So</p> <p>5 now having processed that, the motion stands as amended.</p> <p>6 The next item on the agenda is earlier this evening the</p> <p>7 Board met in closed session pursuant to the open meetings</p> <p>8 act for the following reasons, to one, discuss the</p> <p>9 appointment, employment, assignment, promotion,</p> <p>10 discipline, demotion, compensation, removal, resignation</p> <p>11 or performance evaluation of appointees, employees or</p> <p>12 officials over whom it has jurisdiction or any other</p> <p>13 personnel matter that affects one or more specific</p> <p>14 individuals, seven consult with counsel to obtain legal</p> <p>15 advice and nine to conduct collective bargaining</p> <p>16 negotiations or consider matters that relate to the</p> <p>17 negotiations. The minutes of the closed session and</p> <p>18 informational summary can be found on our website at</p> <p>19 <a href="http://www.bcps.org/board/informational/summaries.html">www.bcps.org/board/informational/summaries.html</a>. The next</p> <p>20 item on the agenda is new business, personnel matters and</p> <p>21 for that matter, we call forward Ms. Lowry.</p>

Page 26		Page 28	
1	MS. LOWRY: Good evening, Chairwoman Causey,	1	his staff. The Board of Education will conduct the public
2	Vice-Chairwoman Henn, Superintendent Williams, and members	2	comment portion of the meeting by allowing those who
3	of the Board. I would like the Board's consent for the	3	registered in advance to call in by phone. Registration
4	following personnel matters, retirements, resignations,	4	was open to the public one week prior to tonight's board
5	leaves, and certificated appointments. Board members, do	5	meeting and was closed at 3:00 p.m. yesterday for anyone
6	I have a motion to approve the personnel matters as	6	wishing to speak at this evening's meeting. Board
7	presented in Exhibits D1 through D4?	7	practice limits to ten the number of speakers at a
8	MR. OFFERMAN: So moved, Offerman.	8	regularly scheduled Board meeting. Each speaker is
9	MS. MACK: Second, Mack.	9	allowed three minutes to address the Board. While we
10	CHAIR CAUSEY: Thank you. Is there any discussion?	10	encourage public input on policies, programs, and
11	Hearing none, may I have a roll call vote?	11	practices within the purview of the Board and this school
12	MS. GOVER: Dr. Hager?	12	system, this is not the proper forum to address specific
13	DR. HAGER: Yes.	13	student or employee matters or to comment on matters that
14	MS. GOVER: Mr. Kuehn?	14	do not relate to public education in Baltimore County. We
15	MR. KUEHN: Yes.	15	encourage everyone to utilize existing dispute resolution
16	MS. GOVER: Ms. Pasteur?	16	processes as appropriate. I remind everyone that
17	MS. PASTEUR: Yes.	17	inappropriate personal remarks or other behavior that
18	MS. GOVER: Mr. Offerman?	18	disrupts or interferes with the conduct of this meeting
19	MR. OFFERMAN: Yes.	19	are out of order. I ask speakers to observe the three
20	MS. GOVER: Mr. Muhumuza?	20	minute limit and conclude remarks when time has expired
21	MR. MUHUMUZA: Yes.	21	and you hear the tone. The call will be ended and it
Page 27		Page 29	
1	MS. GOVER: Ms. Henn?	1	could be turned off if a speaker addresses specific
2	MS. HENN: Yes.	2	student or employee matters or is commenting on matters
3	MS. GOVER: Ms. Jose?	3	not related to public education in Baltimore County. If
4	MS. JOSE: Yes.	4	not selected, the public may always submit their comments
5	MS. GOVER: Mr. McMillion?	5	to the Board members via email at BOE@bcps.org. More
6	MR. MCMILLION: Yes.	6	information is provided on the Board's website at
7	MS. GOVER: Ms. Mack?	7	www.bcps.org/Board/participation. I will now call on our
8	MS. MACK: Yes.	8	stakeholder group leaders to speak. This evening, we have
9	MS. GOVER: Ms. Scott? Ms. Scott.	9	with us delegate Pat Young and we invite him to join us
10	MS. SCOTT: Yes. Yes.	10	and to speak with us. Good evening.
11	MS. GOVER: Ms. Rowe?	11	MR. YOUNG: Good evening. Thank you, Chairwoman
12	MS. ROWE: Yes.	12	Causey, Vice Chair Henn, and Superintendent Williams.
13	MS. GOVER: Ms. Causey?	13	Thank you for the opportunity to briefly address the
14	CHAIR CAUSEY: Yes.	14	Board. I want to take an opportunity to thank all of you.
15	MS. GOVER: Thank you.	15	One for listening to your parents, listening to the
16	CHAIR CAUSEY: The motion carries. Our next item is	16	parents, listening to the experts and listening to the
17	public comment. This is one of the opportunities the	17	science related to school opening. I know that no
18	Board provides to hear the views and receive the advice of	18	decision that you all make during the pandemic is easy and
19	community members. The members of the Board appreciate	19	I appreciate you taking into consideration all of these
20	hearing from interested citizens. As appropriate, we will	20	factors and making sure that our students, teachers, and
21	refer your concerns to the Superintendent for follow up by	21	families are safe during this time. I wanted to, one, on



Page 30	Page 32
<p>1 the, I think it's safe to say we are on the eve of a new  2 session, I wanted to make sure that I spoke either in  3 November or December to let you all know that we are aware  4 of the budget situation, everyone has trepidation related  5 to what is the outlook going to look like and how is it  6 going to affect our public schools. I have had  7 conversations with Superintendent Williams and I have  8 appreciated his candor and his input related to our  9 discussions by serving the appropriations committee and  10 will be taking those into consideration when we are  11 deciding and figuring out how to move forward with the  12 20-21 budget. I encourage all of the members of the Board  13 to submit to me, as well as to the delegates in their  14 particular areas to let them know the concerns that they  15 have related to the budget and any ideas and suggestions  16 that they have moving forward and what we should be  17 keeping in mind as we go into the 20-21 session. I also  18 want to bring to your attention, I don't want to belabor  19 the points, because I know that you all have been getting  20 the same concerns that we have related to our students  21 with special needs, we want to keep everyone safe and I</p>	<p>1 students and staff return to school buildings at this  2 time. While I know we have all heard from many people on  3 both sides of this issue, sadly and unfortunately, the  4 COVID numbers in Baltimore County continue to move rapidly  5 in the wrong direction. We all want to be back in our  6 classrooms and teach our students face-to-face, but only  7 when that return can be truly safe and sustainable. Thank  8 you, also, for providing a plan for reopening, whenever  9 that reopening might be. I know the safety as our true  10 North will be shared tonight and the call for a plan has  11 been loud and clear. I want to be sure that equally loud  12 and clear is that negotiations around working conditions  13 for any school reopening have not been agreed to. The MOU  14 is still being negotiated and there are many needs and  15 concerns to be addressed including not just the workload,  16 but PPE, health metrics that would necessitate a return to  17 virtual instruction and the question we get more than  18 almost any other are the concerns around HVAC systems.  19 While all of that is being determined, our educators  20 continue to work extremely hard and longer hours than they  21 have ever worked before to develop rigorous and engaging</p>
Page 31	Page 33
<p>1 know you know this, if there is anything that we can do  2 related to how we can best serve our students that need  3 extra help during this time where we're in a virtual -  4 teaching in a virtual environment, I am open to assisting  5 in any way that I can and I know that my members feel the  6 same way. Thank you for the opportunity. My email inbox,  7 my door is virtually open while we're not having one on  8 one meetings, but during the legislative session and  9 beyond that, please feel free to contact my office and if  10 there is anyone that is also interested in addressing the  11 delegation as we meet in a virtual format as you are  12 during the legislative session you are welcome to attend  13 and we are welcome to have you. Thank you again, and good  14 luck, and thank you.  15 CHAIR CAUSEY: Thank you. Our next speaker for the  16 evening is Cindy Sexton, President of TABCO. Good  17 evening.  18 MS. SEXTON: Good evening, Chairwoman Causey, Vice  19 Chair Henn, Dr. Williams, and members of the Board. Thank  20 you, Dr. Williams, Dr. Zarchen (phonetic) and all of the  21 others involved for making the decision to not have</p>	<p>1 lessons for our students. Additionally, they do check in  2 on the mental and emotional health of their students  3 daily. Everyone is experiencing COVID fatigue. We all  4 want to go back to our work sites. But sadly and  5 unfortunately, the road ahead of us is going to include  6 COVID. Please remember that our educators are at their  7 limits. Let us be sure that we are also checking in on  8 them. Let us be sure that as we develop instructional  9 plans, reopening plans and more, we continue to have the  10 true collaboration of all of the bargaining units. It  11 will take all of us working together to navigate all of  12 the challenges we are facing and continue to face. Let us  13 meet those challenges together. Thank you. Stay safe and  14 be well.  15 CHAIR CAUSEY: Thank you. Our next speaker for the  16 evening is Tony Fugitt (phonetic), the President of NAACP  17 of Baltimore County. Good evening.  18 MR. FUGETT: Good evening, Madame Chair, Vice Chair,  19 and members of the Board. As was mentioned, my name is  20 Anthony Fugett and I serve as President of the Baltimore  21 County branch of the NAACP. Equity and inclusion has</p>

Page 34	Page 36
<p>1 become the backbone of the work that is being done in the</p> <p>2 Baltimore County Public School System. In that vein, the</p> <p>3 Randallstown and Baltimore County branches of the NAACP</p> <p>4 have reviewed the multi-year improvement plan for all</p> <p>5 schools. We first would like to commend you for putting</p> <p>6 together a plan in that it's very important to plan ahead</p> <p>7 given the vast number of resources that are involved in</p> <p>8 the schools. What we noticed was that among the top 10</p> <p>9 phase one high schools list, only two high schools were</p> <p>10 located on the West side of the County that made the cut.</p> <p>11 Cadensville (phonetic) ranked number 5 and Owings Mill</p> <p>12 High School ranked number 9. Even so, the recommendations</p> <p>13 made to the Board under group 2 and 3 consist of high</p> <p>14 schools located East of I-83. As the Board considers the</p> <p>15 recommendations made by Cannon Designs, we have to be sure</p> <p>16 that the equity and inclusion work of the County remains</p> <p>17 consistent with the needs of our students and</p> <p>18 infrastructure. Moving forward, the deliverables for</p> <p>19 phase 2 of the multi-year plan is in the Spring of 21.</p> <p>20 This will include the remainder of the schools in the</p> <p>21 system including both middle and high school or middle and</p>	<p>1 truly give. How many parents or companies donated to</p> <p>2 BCPS? Very few. Very little. How many gave BCPS</p> <p>3 endowment funds to build schools? Very few. Very little.</p> <p>4 We cannot build a ship out of bamboo sticks. I believe</p> <p>5 the Board of Education needs to be in control. Needs to</p> <p>6 be independent. So you can make the schools safe and</p> <p>7 effective. So you may be able to make all schools</p> <p>8 (unintelligible) schools. My proposal to you, honorable</p> <p>9 Board of Education members, for you to lobby the state and</p> <p>10 the county to give you the tax levying authority, I do</p> <p>11 propose that administration administer and the teachers</p> <p>12 teach and the parents to give of themselves to BCPS. I</p> <p>13 have participated in BCPS for almost 25 years. I have</p> <p>14 seen appointed Boards of Education for so many decades.</p> <p>15 No one in the past imagined that we would have hybrid</p> <p>16 Boards of Education. Now we do. BCPS needs to be</p> <p>17 independent of the first-string politics. Together, we</p> <p>18 can make all BCPS (unintelligible) schools. Thank you all</p> <p>19 for your work and thank you again.</p> <p>20 CHAIR CAUSEY: Thank you. Our next speaker is Dr.</p> <p>21 Mohammed Jameel. Good evening.</p>
Page 35	Page 37
<p>1 elementary schools. We at the NAACP want to ensure that</p> <p>2 all needs of all students in all schools are being</p> <p>3 considered. The right to an education in a safe, secure,</p> <p>4 stable building should not depend on the zip code a</p> <p>5 student lives in. These are clearly needs that should be</p> <p>6 addressed in the western part of our county and it is our</p> <p>7 hope that these schools are not left out during the</p> <p>8 planning of phase 2. Thank you very much.</p> <p>9 CHAIR CAUSEY: Thank you. And now we're moving on</p> <p>10 to public comment and again, I would remind our</p> <p>11 contributors that they have three minutes. So first is</p> <p>12 Dr. Bash Pharoan. So good evening and welcome.</p> <p>13 DR. PHAROAN: Good evening. (Audio interference).</p> <p>14 Parents demand the school systems to open up. TABCO wants</p> <p>15 to know all the fine details before they sign on to the</p> <p>16 plan. The reality is that BCPS (audio interference) for</p> <p>17 making and creating excellent education. We have only 26</p> <p>18 (unintelligible) schools. Jehbronk Halil Gibran</p> <p>19 (phonetic) is an American poet of Syrian origin like me,</p> <p>20 and he said you give but little when you give of your</p> <p>21 possessions. It is when you give of yourself that you</p>	<p>1 MS. GOVER: Could participants please mute their</p> <p>2 phones?</p> <p>3 CHAIR CAUSEY: Dr. Jameel, are you with us?</p> <p>4 MS. GOVER: Could you call on the next participant,</p> <p>5 Ms. Causey, and I will get him back on the phone? Thank</p> <p>6 you.</p> <p>7 CHAIR CAUSEY: Yes, thank you. Our next speaker</p> <p>8 this evening is Ms. Sharon Saroff. Good evening.</p> <p>9 MS. SAROFF: Good evening. Can you hear me?</p> <p>10 CHAIR CAUSEY: Yes, we can. Ms. Saroff, are you</p> <p>11 able to be on the line with us?</p> <p>12 MS. SAROFF: Yes, I'm here.</p> <p>13 CHAIR CAUSEY: Okay, so let's try that again.</p> <p>14 MS. SAROFF: Okay.</p> <p>15 CHAIR CAUSEY: Mr. Corns, is there guidance that you</p> <p>16 can give on this feedback that we are hearing?</p> <p>17 MS. SAROFF: I just turned off my TV. Can you hear</p> <p>18 me now?</p> <p>19 CHAIR CAUSEY: Yes. Very clear. Thank you.</p> <p>20 MS. SAROFF: Okay. This afternoon, our governor</p> <p>21 held a press conference. Maryland's numbers are going up.</p>

Page 38	Page 40
<p>1 Our positivity rate is above 5 percent and is rising</p> <p>2 daily. Restrictions have increased and more schools</p> <p>3 including small private and non-public schools have</p> <p>4 decided to go back to one hundred percent virtual</p> <p>5 learning. Last week, BCPS paused its plans to open up the</p> <p>6 four public separate day schools. I want to commend you</p> <p>7 on that. Now is not the time to focus on opening schools.</p> <p>8 As I have previously stated, the focus should be on</p> <p>9 making the virtual learning work better. So how do we do</p> <p>10 this? We should start by not treating the virtual</p> <p>11 environment in the same way we treat the classroom</p> <p>12 learning. All classroom staff, therapists included, need</p> <p>13 to have a computer and all software necessary to assist</p> <p>14 students in the learning process. I have heard from many</p> <p>15 para-educators that they are still not being provided with</p> <p>16 the necessary tools to assist both teachers and students</p> <p>17 in the virtual environment. This also goes for</p> <p>18 therapists. This needs to include -- all students should</p> <p>19 include the necessary tools also. They need to have paper</p> <p>20 items, manipulatives, as well as computers and software.</p> <p>21 All IEPs and 504s should be followed at the service level</p>	<p>1 Causey, Dr. Williams, members of the Board and all of</p> <p>2 those attending this meeting. Congratulations to all of</p> <p>3 my fellow citizens who participated and fulfilled their</p> <p>4 duty to participate in our democratic process last</p> <p>5 Tuesday. Before I became a citizen of these United States</p> <p>6 of America, I had difficulty in pledging allegiance to a</p> <p>7 flag instead of to a country and to its constitution. I</p> <p>8 learned that the reason for taking this oath to the flag</p> <p>9 was to the country that began with 13 colonies represented</p> <p>10 by the number of red and white stripes which united as 50</p> <p>11 states represented by the number of white shining stars</p> <p>12 under the blue skies. This oath is an affirmation and</p> <p>13 belief represented by five most important words, first,</p> <p>14 believe in God. Second, believe in one nation that will</p> <p>15 not be divided. Third, believe in republic where the</p> <p>16 governance is by the people and by their representatives.</p> <p>17 Fourth, believe in liberty which is personal,</p> <p>18 intellectual, economic and political freedom, which is</p> <p>19 best explained in the Bill of Rights. The fifth one is</p> <p>20 belief in justice which is to be dispensed equally by the</p> <p>21 representatives of all inhabitants who have liberty in</p>
Page 39	Page 41
<p>1 prior to the pandemic. I'm hearing way too many people</p> <p>2 not getting therapies one-on-one as per the IEP. We can</p> <p>3 do virtual learning directly. We can provide therapies</p> <p>4 directly, consult is not the same as direct. We should be</p> <p>5 providing one-on-one and small group sessions if</p> <p>6 necessary. I have been to many a break-out room. I have</p> <p>7 been to many one-on-one. I watch these things virtually</p> <p>8 at least once a week. We can do this. Let us not forget</p> <p>9 our gifted learners who need to be challenged and provided</p> <p>10 work at their level and pace. Friday is the end of the</p> <p>11 first quarter. We need to stop thinking this is the best</p> <p>12 we can do with virtual learning. We need to think out of</p> <p>13 the box and collaborate to improve new environments. We</p> <p>14 can do this BCPS. I've already seen it. Thank you.</p> <p>15 CHAIR CAUSEY: Thank you. Our next speaker for the</p> <p>16 evening is Mary Taylor. Good evening.</p> <p>17 MS. GOVER: Mr. Jameel?</p> <p>18 DR. JAMEEL: Yes, ma'am?</p> <p>19 CHAIR CAUSEY: Thank you. So we will go back to Mr.</p> <p>20 Jameel.</p> <p>21 DR. JAMEEL: Peace and blessings, Chair Madame</p>	<p>1 this one nation that exists as a republic under God. We</p> <p>2 recite the pledge of allegiance and believe that we are</p> <p>3 and that we will uphold this oath. Chair Ms. Causey,</p> <p>4 Superintendent Dr. Williams, and members of the Board, my</p> <p>5 intention here is to remind you that when you vote on the</p> <p>6 calendar 21-22, it is your duty as our representatives to</p> <p>7 uphold the oath of equal justice, you justly recognize and</p> <p>8 approve scheduling the one Muslim holiday on the date when</p> <p>9 all students will be off, please remember the oath taken</p> <p>10 in the beginning of the meeting, now it appears that the</p> <p>11 justice to the Muslim students is at stake. Please</p> <p>12 reconsider the alternatives and not (audio interference)</p> <p>13 this holiday. God bless. Thank you very much for</p> <p>14 listening to me.</p> <p>15 CHAIR CAUSEY: Ms. Gover, are we up to Mary Taylor</p> <p>16 now?</p> <p>17 MS. GOVER: Yes, ma'am.</p> <p>18 CHAIR CAUSEY: Good evening, Ms. Taylor.</p> <p>19 MS. TAYLOR: Good evening. On November 2nd a mass</p> <p>20 email was sent to Dr. Zarchen and the Baltimore County</p> <p>21 Board of Education members requesting representation on</p>

Page 42	Page 44
<p>1 the BCPS design team and stakeholder recovery group. On  2 November 9, Dr. Zarchen's reply stated that Dr. Williams  3 received input from those groups which also includes a  4 variety of action groups. Good evening again. My name is  5 Mary Taylor. Founder and admin of an action group on  6 Facebook called Reopen Baltimore County Public Schools.  7 We have over 2200 members who are concerned and very  8 aggressive parents and we're growing that membership every  9 day. Who is advocating for our students? How many  10 members of the 47 are speaking up for the 110,000 plus  11 kids? Is anyone discussing the excessive amount of screen  12 time for our kids? The isolation? The anxiety? The  13 depression? The behavior changes? The decrease in  14 grades? The reports of increased incidents of abuse and  15 neglect? We've heard from parents whose children have  16 IEPs or 504s that their kids are not receiving a free and  17 appropriate education, (audio interference) that is  18 legally guaranteed to them through the individuals with  19 disabilities in education act, IDEA, I-D-E-A. Who is  20 speaking for the low-income single parents or special  21 needs families who feel like they're being ignored or</p>	<p>1 asking for representation of five members, one from each  2 advisory area to be placed on both the BCPS design team  3 and the stakeholder recovery group. We are asking Dr.  4 Williams, Dr. Zarchen and the members of the Board of  5 Education to please respect and improve our request for  6 representation effective immediately. Thank you for your  7 time and your consideration this evening and we look  8 forward to hearing from all of you.  9 CHAIR CAUSEY: Thank you. And our next speaker that  10 is lined up is Ms. Luci Creel. Ms. Creel are you with us?  11 MS. CREEL: Yes.  12 CHAIR CAUSEY: Good evening.  13 MS. CREEL: Can you hear me?  14 CHAIR CAUSEY: Yes, we can.  15 MS. CREEL: My name is Lucy Creel. I am part of a  16 grass roots movement called Reopen BCPS. Baltimore County  17 Public Schools is in a state of complete chaos. I, like  18 many parents listening, am at the end of my rope. Parents  19 and teachers are fighting amongst each other in  20 disagreement. If someone questions why isn't there a plan  21 to go back to in-person learning, another will scream why</p>
Page 43	Page 45
<p>1 discriminated against? Why the lack of transparency?  2 There are 47 members of two committees, stakeholder  3 recovery group and BCPS design team. Of that all five  4 bargaining units are representative. There are teachers  5 on the committee but all of them are union members and  6 there is one PTA representative. There are no parents or  7 students that we can identify. We have asked for minutes  8 from these committees to be shared. We were told that  9 they do not take minutes at the COVID 19 task force and  10 BCPS reopening stakeholder committee meetings. We were  11 told that the design team minutes are not required to be  12 disclosed. Why the lack of non-transparency? We cannot  13 waste any more time. Kids should have been in school  14 since September. We have lost two and a half months of  15 valuable in-person learning as a result of government  16 fear-mongering, unreasonable demands, and failed  17 leadership. We are very concerned that our request was  18 denied by Dr. Zarchen. That should not be a closed group,  19 nor should it be a group represented by just unions and  20 like-minded people. We want a voice. What do we expect?  21 Reopen Baltimore County Public School Group is once again</p>	<p>1 are you trying to kill children and teachers. If there  2 was a plan was in place, we could fight each battle as it  3 comes, but we are still at home waiting. COVID is here to  4 stay, but two things make it even worse. Ignorance and  5 fear. It feels unreal that we are at 8 months in the  6 school doors closed world with no plan in place. The  7 steps BCPS has taken is an overreaction when other places  8 are attempting to have some sort of normalcy. We speakers  9 all take the time to write these thoughts out to be heard,  10 but are we just yelling into the void? How is a single  11 parent of elementary school students supposed to keep  12 their job and make sure their kids are doing what they're  13 supposed to be doing? How are parents of older children  14 supposed to keep their children on tasks when they work  15 outside of the home? How are parents supposed to support  16 their children with IEPs not receiving free and  17 appropriate education? Why aren't their needs being met?  18 How are GT students supposed to keep them challenged and  19 interested? How are parents supposed to log in without  20 reliable hot spots or internet? How is the possibility of  21 getting sick from COVID greater than the mental wellness</p>

Page 46	Page 48
<p>1 of our children, our parents, our teachers? How is six 2 hours of screen time okay now? What happened to under two 3 hours? How is sitting in a crowded airplane or going to 4 Sky Zone okay, but the kids can't be in a classroom once a 5 week at this point? Why are children being used as 6 political pawns? What are the long term effects of this? 7 Divorce? Recession? Abuse? Suicides? Foreclosures? I 8 will leave you with this. Parents should not be avoided. 9 Parents should be on these planning committees. Not 10 teacher union members sabotaging any hope of returns. 11 Saying that we are represented is a brush off. Parents 12 are angry with the lack of transparency and it is 13 insulting. We are taxpayers. We need to see these 14 individual schools getting fully prepared to open their 15 doors in January. No less is a disservice to the 16 community. We are all watching. Thank you for your time. 17 CHAIR CAUSEY: Thank you. Our next speaker is Mr. 18 Jeffrey Freedman. Good evening. 19 MR. FREEDMAN: Can you hear me? 20 CHAIR CAUSEY: Yes, we can, thank you. 21 MR. FREEDMAN: No problem. Board members, as a</p>	<p>1 refusing to wear a mask to make a number of teachers and 2 students sick. We have seen outbreaks in a number of 3 schools to our East in Hartford County. Please remember 4 that lives are at risk and we still do not know how being 5 infected will affect our health in the future. When I 6 recently polled my students, approximately 90 percent of 7 them told me that they would not feel safe returning to 8 school until a safe and effective vaccine is available for 9 everyone. I agree that this makes sense since we know 10 that vaccines help stop outbreaks. I know that there is 11 much pressure from both sides of this debate, but we 12 cannot afford to get this wrong. I was pleased to learn 13 that all of the planning taking place to ensure a safe 14 transition to in-person learning and it relates to the 15 safety of our true North document last week. However, 16 this collaboration to develop the appropriate guidelines 17 for opening and closing schools needs to continue. 18 Meanwhile, while planning for reopening schools have 19 changed a number of times due to the virus, there is much 20 anxiety among teachers, students, and families as to when 21 the transition will begin. Several other counties such as</p>
Page 47	Page 49
<p>1 veteran educator, I would like to speak with you about two 2 topics tonight. First, I'd like to express how 3 disheartened and upset I felt in listening to the public 4 comment at the last Board meeting. A number of people 5 pleaded with you at all costs to open schools without any 6 regard to health and safety. Some stated that if we can 7 go shopping or go out to restaurants then we should be 8 able to open schools and that teachers are going out and 9 taking risks but not wanting to return to schools. I can 10 tell you from the vast majority of people I know this is 11 so far from the truth and that many of us are simply 12 working to protect ourselves and our families and it is 13 unfortunate that many members of the public truly do not 14 understand the inherent risks to public health and safety 15 that we must appropriately plan for when reopening 16 schools. As teachers who work in classrooms with a number 17 of students for a prolonged period of time, many of these 18 classrooms do not have adequate ventilation. We work with 19 all students, many of who have behavioral challenges on a 20 normal day without considering the pandemic. It only 21 takes one student being sent into school with symptoms and</p>	<p>1 Anne Arundel and Howard have simply voted to keep learning 2 one hundred percent virtual until the end of the second 3 marking period in January. For the sake of consistency, I 4 would like to ask the Board to make a motion tonight to do 5 that again so that everyone can plan accordingly. We can 6 then take the time to get this right and reassess the 7 situation in January. I would also like to see an 8 additional motion provided to discuss a third option for 9 educators where those with high-risk health conditions and 10 those caring for high-risk family members can choose to 11 teach the students who opt for full virtual learning when 12 schools will reopen. I was pleased to hear three Board 13 members asking about this and I feel it is time to make 14 this motion and vote to approve it. If you do not do 15 this, you are likely to lose a large number of our 16 fantastic BCPS educators. Lastly, I would like to remind 17 you that around 300 teachers, students, parents, and 18 members of the community have signed a Petition asking you 19 to vote to start next school year after Labor Day. Please 20 protect the Summer, give time for school buildings to be 21 prepared and keep in line with surrounding counties who</p>

Page 50	Page 52
<p>1 are already planning to start after Labor Day next year.</p> <p>2 We are counting on you for your votes to make this happen</p> <p>3 tonight. Thank you.</p> <p>4 CHAIR CAUSEY: And our next speaker is Ms. Dayana</p> <p>5 Bergman. Good evening.</p> <p>6 MS. BERGMAN: Good evening. My name is Dayana</p> <p>7 Bergman. I am a parent of 3 BCPS students and today in</p> <p>8 good faith at first to bring awareness to transparency,</p> <p>9 accountability, and the duties of the responsibilities to</p> <p>10 the public of the BCPS Board of Ed to consider the</p> <p>11 suggestions I'm about to share regarding reopening of our</p> <p>12 schools. In recent events, the Board Chair created a new</p> <p>13 ad hoc committee. While many stakeholders are relieved</p> <p>14 that such action taken previously by the Board Chair it is</p> <p>15 extremely important that the public is aware that an ad</p> <p>16 hoc committee is not considered a public body subject to</p> <p>17 the open meetings act. Standing committees, such as the</p> <p>18 Curriculum Committee that do fall under the purview to</p> <p>19 meet compliance with the open meetings act provides the</p> <p>20 public reassurance of transparency, accountability, and</p> <p>21 observation of public access to see if the Board of Ed is</p>	<p>1 sessions or open sessions require legal counsel to be</p> <p>2 present and the current Board of Ed has a non-salary</p> <p>3 operating budget. The non-salary operating budget report</p> <p>4 was recently released to the public. The report had</p> <p>5 identified seven summaries of results, one being that in</p> <p>6 FY 19, the operating budget was overspent. I'm concerned</p> <p>7 that the excessive spending habits of the previous year is</p> <p>8 continuing currently and I remember when our state</p> <p>9 superintendent shared her biggest fear with the ways and</p> <p>10 means committees in front of the general assembly and her</p> <p>11 biggest fear that we would not have enough money to safely</p> <p>12 bring every student back to school. I don't want to see</p> <p>13 the Board of Ed overspent again on their operating budget</p> <p>14 when our school system needs to spend every penny wisely.</p> <p>15 As a parent, a taxpayer, and an active participating</p> <p>16 stakeholder, I want to make sure that our Board is being</p> <p>17 feasible, responsible, transparent, held accountable in</p> <p>18 the manner that the Board of Ed does their due diligence</p> <p>19 when conducting Board business.</p> <p>20 CHAIR CAUSEY: And our next speaker for the evening</p> <p>21 is Ms. Amy Adams. Good evening.</p>
Page 51	Page 53
<p>1 doing their duties to serve the public. (Audio</p> <p>2 interference) are still important to help the Board</p> <p>3 members discuss a specific topic, to review and make</p> <p>4 recommendations to the Board as a whole. However, when we</p> <p>5 dive deep to look at the expenses associated with having</p> <p>6 multiple committees that is addressing the same specific</p> <p>7 topic to review and make recommendations to bring forward</p> <p>8 before the whole board, it begins to get expensive and it</p> <p>9 does come across as counterproductive. Just take a second</p> <p>10 to explain the logic of having standing committees address</p> <p>11 the current reopening of schools and discuss and plan how</p> <p>12 the curriculum will be accessible and implemented during</p> <p>13 the pandemic to be told once again the postponement of</p> <p>14 your committee reports after another 9 hour long time</p> <p>15 meeting to conduct Board of Ed business right after</p> <p>16 everybody is exhausted here comes an introduction of a new</p> <p>17 ad hoc committee doing the exact same thing your standing</p> <p>18 committee was working diligently on. I'm deeply concerned</p> <p>19 as to why under minor educators who are working diligently</p> <p>20 to make the needs of our whole school system function.</p> <p>21 Board meetings regardless if they're held during closed</p>	<p>1 MS. ADAMS: Good evening. Can you hear me?</p> <p>2 CHAIR CAUSEY: Yes, we can. Thank you.</p> <p>3 MS. ADAMS: Thank you. Thank you for the</p> <p>4 opportunity to speak. I am a parent of three BCPS</p> <p>5 students and one of the 2200 concerned parents in a Face</p> <p>6 Group Facebook Group called Reopen BCPS. I am at a point</p> <p>7 where I do not trust or have faith in the leadership in</p> <p>8 charge of our students' education. Did you know that BCPS</p> <p>9 is down 3,845 students and counting? This will be a loss</p> <p>10 of approximately \$15 million from the state and \$13</p> <p>11 million from the county government for a total loss of \$28</p> <p>12 million. Until the collective bargaining units realize</p> <p>13 how devastating this loss in funding will be for our</p> <p>14 teachers, students who cannot afford to leave the public</p> <p>15 schools will be left to deal with the consequences of</p> <p>16 this. This means we are harming the minority students and</p> <p>17 poorer students even more. Where is the equity in that?</p> <p>18 It is time for all leaders to address this year. It has</p> <p>19 been used to paralyze the school system. Other systems in</p> <p>20 the state have had some option for in-person learning up</p> <p>21 to this point. Baltimore City is planning to educate</p>

Page 54	Page 56
<p>1 students in person despite the City placing more</p> <p>2 restrictions on the community. Schools in Pennsylvania</p> <p>3 have been open since August. Their statewide positivity</p> <p>4 rate is currently 7.6 which is above our 5.24 percent.</p> <p>5 Catholic and private schools in Baltimore County have been</p> <p>6 open since September. I have not heard of any widespread</p> <p>7 outbreak of the virus at these schools or related</p> <p>8 hospitalizations. I have been watching and looking for</p> <p>9 this information. There is clear data to show the virus</p> <p>10 does not spread at the same rate in schools as it does in</p> <p>11 communities. We know the virus spreads. The rate of</p> <p>12 transmission is extremely low if students and teachers are</p> <p>13 masked and socially distant. Even if one of them sneezes</p> <p>14 or coughs with a mask on, the rate of transmission is low.</p> <p>15 This needs to be the message given to all staff. Stop</p> <p>16 with the fear tactics. The metrics are being used against</p> <p>17 us. Baltimore County met the metrics to return to schools</p> <p>18 since mid-September and only in the last week have we seen</p> <p>19 an increase. There was no focus on the metrics when they</p> <p>20 were good, only on them when they support keeping schools</p> <p>21 closed. BCPS was given \$51 million from the CARES fund</p>	<p>1 Mr. Darren Badillo. Good evening.</p> <p>2 MR. BADILLO: That's correct. Can you hear me?</p> <p>3 CHAIR CAUSEY: Yes, sir.</p> <p>4 MR. BADILLO: All right. Thank you, everybody. My</p> <p>5 name is Darren Badillo, Director of the Baltimore Youth</p> <p>6 Coalition but most importantly I am a father and also</p> <p>7 representative of 2,200 parents in Reopen Baltimore</p> <p>8 County. Virtual learning is not working and not having</p> <p>9 proper ventilation could have been addressed 8 months ago</p> <p>10 and is now being used as an excuse. I have not seen one</p> <p>11 leader in charge of opening our schools here in Baltimore</p> <p>12 County since the pandemic share any data or information</p> <p>13 about successfully school opening in our country or any</p> <p>14 country, I see a lot of leaders posting opinions and</p> <p>15 feelings. We cannot make decisions based off of personal</p> <p>16 feelings but facts and the fact is two miles from</p> <p>17 Baltimore County, schools in Baltimore City were planning</p> <p>18 on opening and just scaled back those plans. Baltimore</p> <p>19 County has not even got that far yet and I disagree with</p> <p>20 county executives calling on Governor Hogan to implement</p> <p>21 statewide COVID-19 restrictions which continue to keep</p>
Page 55	Page 57
<p>1 which was signed into law on March 27th. I have searched</p> <p>2 the budget and active contracts and only found 5 items</p> <p>3 totaling \$2.2 million asking to use this money. This</p> <p>4 money expires on December 30th. How can BCPS not take</p> <p>5 advantage of this aid and use the other \$48 million?</p> <p>6 Yesterday the County Executive promised 11 more million to</p> <p>7 go directly to the BCPS principals for PPE, cleaning</p> <p>8 supplies and air purifiers. Didn't Dr. Williams already</p> <p>9 state we have adequate supplies of PPE and cleaning</p> <p>10 supplies for all of our schools? Have the schools been</p> <p>11 walked through and surveyed for readiness? Something is</p> <p>12 not adding up and we parents and students deserve to know</p> <p>13 who is in charge and what you are doing to get our kids</p> <p>14 back in school. It appears from the outside looking in no</p> <p>15 one is motivated to open schools any time soon. It</p> <p>16 appears that the leadership and the union leaders do not</p> <p>17 care about the students. It appears that BCPS students</p> <p>18 can potentially be locked out of school until September</p> <p>19 2021, and that is just unacceptable. Thank you for your</p> <p>20 time.</p> <p>21 CHAIR CAUSEY: Our next speaker for the evening is</p>	<p>1 kids home and continue virtual learning. The fact is many</p> <p>2 children are seeking help about suicidal thoughts. Many</p> <p>3 children with IEPs are not receiving safe, a free and</p> <p>4 appropriate education legally guaranteed to them through</p> <p>5 IDEA, which is the Individuals with disabilities in</p> <p>6 education act. Virtual learning is not an appropriate</p> <p>7 platform for most children with IEPs as well as children</p> <p>8 pre-K through second grade. They are far behind and can</p> <p>9 barely read, let alone know how to manage a computer.</p> <p>10 Also, we have many parents complaining about websites</p> <p>11 shutting down. Kids are not getting a proper education.</p> <p>12 We think we know what kids are going through. We have no</p> <p>13 idea. Have they done any studies on the effect of virtual</p> <p>14 learning? Michael Martin, the Irish prime minister, said</p> <p>15 that while his country could no longer avoid restrictions,</p> <p>16 they're shutting York down despite the detrimental impact</p> <p>17 to the economy, but it's vital that schools remain open.</p> <p>18 We cannot allow our children and young people's future to</p> <p>19 be another victim of this disease. They need their</p> <p>20 education. Around the world there is mounting concern</p> <p>21 that the pandemic is doing lasting harm to the academic</p>

Page 58	Page 60
<p>1 and educational and emotional development of an entire 2 generation of children and medical experts point to many 3 things that they now know that were unknown back in 4 Spring, with proper precaution the rate of Coronavirus 5 transmission in school is relatively low. The fact is 6 virtual learning is not working and we need to stop acting 7 like it is. The fact is, prior to COVID Baltimore County 8 was below the national average for reading level. The 9 fact is lower income areas in schools were suffering 10 before COVID and now those students are devastated by 11 virtual learning and not being in school. The fact is 12 leaders and decision-makers are focused on plans to keep 13 our kids out of school. We have private and Christian 14 schools in Baltimore County successfully teaching kids for 15 months. Get to work. Stop putting up smoke screens or 16 fake promises just to keep pushing the date back on things 17 just to keep us silent. And lastly, you cannot tell me 18 the parents in Baltimore County many things are open, 19 let's open the schools, do the right thing, we the 20 parents. 21 CHAIR CAUSEY: Okay, our next speaker is Ms. Sara</p>	<p>1 which is not healthy for children of any age, let alone 2 elementary school. Over the past two weeks, my children 3 have gone to bed every night asking me whether they really 4 have to go to school the next day. They wake up asking me 5 the same question. It is heartbreaking. I try to 6 empathize, but remain firm saying yes, you must sit in 7 front of your computer all day for school. This 8 inevitably leads to arguments and tears. But let me be 9 clear. Our teachers are not the problem and they are a 10 significant part of the reason we are able to make this 11 situation work right now. I registered to speak this 12 evening because we need a more streamlined path to 13 reopening our schools and more impactful leadership. 14 While I greatly appreciate the Board members that have 15 stepped up to pass motions requiring a plan by a certain 16 date, this should have happened sooner and we are now 17 paying the price for not reopening schools earlier in the 18 year. Because of all of the wasted time, we need a fully 19 vetted and clear plan that can be implemented when the 20 metrics are acceptable, just like Montgomery County and 21 others. Further, having committees responsible for making</p>
Page 59	Page 61
<p>1 Russell. Good evening. 2 MS. RUSSELL: Hi, good evening. Can you hear me? 3 CHAIR CAUSEY: Yes, we can. 4 MS. RUSSELL: Thank you. My name is Sara Russell 5 and I am the mother of two BCPS students. My youngest is 6 in first grade and my oldest is in fifth grade. I 7 sincerely appreciate having the ability to address the 8 Board tonight regarding my concerns with the lack of 9 transparency in and confusion around the process by which 10 BCPS will consider reopening our schools and when. First, 11 though, I want to acknowledge the tremendous efforts of 12 the faculty, administrators, and staff at Ryder Wood 13 Elementary School. I know what they are dealing with in 14 this virtual learning environment is every bit as 15 difficult as it is for students and parents. I do believe 16 they are working with my children's best interests at 17 heart and are spending an extraordinary amount of extra 18 time supporting both their educational and 19 social-emotional needs. However, we are now in our tenth 20 week of the 2020 school year with my children spending in 21 excess of 6 hours in front of a computer screen, a reality</p>	<p>1 a plan that are comprised of double digit numbers makes 2 the group too large to function effectively. This is 3 well-documented in studies about the function and efficacy 4 of corporate boards and non-profit organizations alike. 5 Yes, it is crucial to have stakeholder input, but that 6 input can be a reaction to a plan put forth by a smaller 7 committee. Further, any stakeholder input shouldn't only 8 include the collective bargaining units but parents as 9 well. How do you get parental input? Perhaps by 10 releasing a meaningful survey. The surveys you have been 11 releasing are inconsequential. You're not asking the 12 right questions. You are not able to tell from your 13 questions about videostreaming and if students are feeling 14 engaged and supported, whether people want to return to 15 school. You also cannot possibly be tracking who is 16 responding because I could have answered that survey an 17 infinite amount of times saying my children attended any 18 school in the system and at any grade. If privacy is a 19 concern, there are ways to randomize the survey to 20 eliminate personally identifying information while 21 ensuring the person taking the survey is who you think</p>



Page 62	Page 64
<p>1 they are. I also think the Board needs to be more</p> <p>2 transparent with parents and faculty.</p> <p>3 CHAIR CAUSEY: That concludes our public comment</p> <p>4 portion of the meeting. Additionally during this time we</p> <p>5 also accept written comment and if you go to our Board</p> <p>6 documents there are emails that were sent in through the</p> <p>7 process, the proper process and are attached to Board docs</p> <p>8 with comments from our stakeholders. The next item on the</p> <p>9 agenda is the Superintendent's Report and for that we call</p> <p>10 on Dr. Williams.</p> <p>11 DR. WILLIAMS: Good evening Board members, Madame</p> <p>12 Chair Causey, and Vice Chair Henn. I would like to begin</p> <p>13 tonight by highlighting what we have accomplished together</p> <p>14 during this new day in education. As we end our first</p> <p>15 marking period this week, I offer both thanks and</p> <p>16 encouragement to the team BCPS family. Our educators and</p> <p>17 leaders are providing engaging and supportive virtual</p> <p>18 lessons to students all across the county. The students</p> <p>19 are working hard from their homes and childcare locations.</p> <p>20 We are supporting students through intentional</p> <p>21 socio-emotional learning to support their health and</p>	<p>1 important it is for families to have the option of some</p> <p>2 in-person learning. Our health and safety guidelines</p> <p>3 known as Safety is our True North are available on</p> <p>4 www.bcps.org along with a summary of last week's data. We</p> <p>5 will continue monitoring data with the Baltimore County</p> <p>6 Health Department and will provide updates as they are</p> <p>7 available. Tonight staff will present a plan for</p> <p>8 reopening school buildings for preschool through grade 2</p> <p>9 once again keeping health and safety at the forefront. We</p> <p>10 will be able to proceed once we continue to monitor the</p> <p>11 health metrics in making sure that they are met. I also</p> <p>12 want to comment I was able to visit the four public</p> <p>13 separate day schools last week. Thank you to our</p> <p>14 principals, Missy Beltran at Ridge Ruckson School</p> <p>15 (phonetic), along with her AP Yanina Giller (phonetic);</p> <p>16 also at White Oak School Principal Allison Myers, at</p> <p>17 Battle Monument Principal Jerry Easterly, Jr., and his AP</p> <p>18 Atatan Whitson (phonetic) and then Maiden Choice School</p> <p>19 Dr. Nancy Virganti and her AP Katherine West. I also want</p> <p>20 to acknowledge and applaud county executive Ocheski for</p> <p>21 yesterday's announcement the County committed \$111.5</p>
Page 63	Page 65
<p>1 well-being along with one-to-one devices as well look at</p> <p>2 kindergarten to grade 12 and meals at no cost at more than</p> <p>3 300 locations, so I want to thank the team. Since my</p> <p>4 report to you last month, BCPS was recognized at a global</p> <p>5 creativity conference called Adobe Max for bringing the</p> <p>6 community together through art. Our office of visual arts</p> <p>7 has coordinated three exhibits since the Spring closure</p> <p>8 spotlighting student artwork as well as art created by</p> <p>9 parents and staff and there's more good news. Twelve of</p> <p>10 our high schools were named among the regions' fiftieth</p> <p>11 best by niche based on academic data and ratings.</p> <p>12 Congratulations to all of our principals, students, staff,</p> <p>13 and school communities for this hard work. It's National</p> <p>14 School Psychology Week. And it's my honor to celebrate</p> <p>15 our school psychologists. Especially during this time,</p> <p>16 emotional health supports are so important to student</p> <p>17 wellness. Take a look at our blog for highlights each day</p> <p>18 this week of BCPS school psychologists. And due to the</p> <p>19 rising COVID 19 infections we announced last week that we</p> <p>20 must delay reopening the four public separate day schools</p> <p>21 until we meet state and local health metrics. I know how</p>	<p>1 million in CARES act funding for BCPS principals to</p> <p>2 prepare for reopening up to \$100 per student will be</p> <p>3 available for personal protective equipment, cleaning and</p> <p>4 sanitizing products, air purifiers, other equipment or</p> <p>5 supplies. That will help ensure that school buildings are</p> <p>6 safe for students, educators and staff. We have always</p> <p>7 been able to count on our county government and it is</p> <p>8 wonderful to have this direct support. Since this is my</p> <p>9 last report to you before Thanksgiving, I would like to</p> <p>10 wish everyone a safe and healthy holiday and I am</p> <p>11 certainly thankful for our community and how we have come</p> <p>12 together to support students during this crisis. This</p> <p>13 concludes my report. Thank you.</p> <p>14 CHAIR CAUSEY: Thank you. We are going to, this</p> <p>15 evening, hear from the student member of the Board, Mr.</p> <p>16 Josh Muhumuza. Mr. Muhumuza?</p> <p>17 MS. GOVER: I don't see him on the call, Ms. Causey.</p> <p>18 CHAIR CAUSEY: Okay, thank you.</p> <p>19 MS. GOVER: He's coming back now.</p> <p>20 MR. MUHUMUZA: Hello. Good evening, Chair Causey,</p> <p>21 Dr. Williams, and members of the Board. Beginning</p>

Page 66	Page 68
<p>1 November 1st an important milestone for many of our  2 twelfth grade students was reached, their first college  3 application deadline. Tonight I bring attention to this  4 very important matter. For 18 years in their lives, our  5 seniors have been continuously looking forward to this  6 deadline from making plans for post-high school whether  7 it's college, trade, a career, or the armed forces, our  8 soon to be graduates make the best choices for themselves,  9 one of the first things we do as young adults. Baltimore  10 County has for years has placed an emphasis on preparing  11 our students to be successful in their future endeavors  12 and for the most part we have done a tremendous job. I am  13 solely speaking on this matter tonight because I want to  14 remind our school leaders and individual educators on how  15 fragile this period is for our seniors and this year with  16 the added challenges of the pandemic this has just  17 exacerbated many of their apprehensions. This year our  18 students not only have to worry about college deadlines  19 and its many components, keeping up with schoolwork and  20 extracurriculars but they also have to worry about not  21 having a completed application due to postponements with</p>	<p>1 about this at length, Ms. Mack for one who talks about our  2 students being Math and English proficient as the years go  3 by and she talks about how a student can be left behind if  4 they are not proficient in these subjects at an early age  5 so I just hope we can remedy these problems before we get,  6 as they go through high school and eventually their  7 college application because that really could be  8 detrimental to them. So that would be my only comment for  9 tonight and like Dr. Williams said I wish everybody a  10 happy Thanksgiving and I look forward to a productive  11 meeting. Thank you.  12 CHAIR CAUSEY: Thank you. And now it's time for  13 (audio interference) report. First I want to say I want  14 to dovetail with Dr. Williams on all of the important work  15 that's being done and all of the important things going on  16 this month and then I want to jump right in and address  17 what is really on everyone's mind and the first thing I  18 want to say is I want to say thank you to my Board  19 colleagues. We are all impacted by COVID and yet the  20 Board members individually and collectively remain  21 committed to serving - serving our students, our staff,</p>
Page 67	Page 69
<p>1 SATs and other standardized tests, getting new information  2 from various colleges and being able to properly solicit  3 letters of recommendation from their teachers and just the  4 added stress due to online learning. Although our schools  5 provide a plethora of resources to ease this very daunting  6 process and certainly families play an important role,  7 many of our students, especially those of lower  8 socio-economic backgrounds and those who attend schools  9 with less opportunities have a harder time and sometimes  10 are forgotten in the process. Many of these students have  11 aspirations like any other student but because of lack of  12 opportunities to be prepared for the standardized tests,  13 not knowing about certain information concerning college  14 applications, career and the armed forces, some of them  15 don't even participate in this process. I ask that when  16 we're discussing college and career ready for our seniors  17 that we not forget these students and reach out to some  18 students who are struggling and we should not only focus  19 on graduation requirements and we should also focus on  20 what those students will do at the end following their  21 graduation. I know that other Board members have talked</p>	<p>1 and our communities, to try and provide the best education  2 that we can under these circumstances. We have 7 parents  3 on the Board of Education as well as three retired  4 educators, each with over 30 years in BCPS and we have a  5 student member of the Board from whom you just heard. So  6 last week the Board made some significant actions and one  7 of them had to do with the directive for having the  8 Superintendent and his team develop a reopening plan for  9 students in pre-K through second grade, at a minimum.  10 There is always the opportunity for the superintendent to  11 bring recommendations to the Board on the other student  12 groups that were outlined earlier in the first plan, the  13 reopening plan and so that I look forward and the Board  14 looks forward to hearing that tonight. The Board has  15 heard from all of our stakeholders. We have received  16 thousands and thousands of emails. However, the recent  17 survey that was distributed did not provide the Board with  18 the information and data we need in an organized and  19 comprehensive method for the best decision making.  20 There's two aspects to the survey that our ad hoc  21 committee is developing and one is to improve virtual</p>

Page 70	Page 72
<p>1 learning which we need to have as we need to adjust to the</p> <p>2 impacts of COVID where we may at any time need to have</p> <p>3 certain cohorts or entire schools in a virtual learning</p> <p>4 environment. But the second aspect of the survey is to</p> <p>5 understand the information we need to develop a plan, the</p> <p>6 best plan for reopening our schools and let's keep in</p> <p>7 mind, I want everyone to know, that reopening of schools</p> <p>8 will only occur when the health metrics indicate that it</p> <p>9 is safe and those health metrics are well-defined on our</p> <p>10 website in reports and you'll hear more about them in the</p> <p>11 item reopening of schools. And I am grateful to Dr. Erin</p> <p>12 Hager, who is volunteering her time and expertise in doing</p> <p>13 this ad hoc committee and she has jumpstarted that and she</p> <p>14 will be seeking input from a wide variety of stakeholders.</p> <p>15 Next, I wanted to say that I do appreciate the additional</p> <p>16 funding from the county executive that prioritizes</p> <p>17 anything that is needed in order to safely reopen schools</p> <p>18 and that it gives the principals the perspective of</p> <p>19 providing their communities and their schoolhouses with</p> <p>20 what they need. I do want to mention also that our</p> <p>21 standing committees, we have currently five standing</p>	<p>1 MS. BRESLER: Right, so my report is very brief.</p> <p>2 There was no action.</p> <p>3 CHAIR CAUSEY: Thank you.</p> <p>4 MS. BRESLER: You're welcome.</p> <p>5 CHAIR CAUSEY: And the next item on the agenda is</p> <p>6 Item J, Unfinished Business, Update on Reopening of</p> <p>7 Schools. And for that, we call on Dr. Williams.</p> <p>8 DR. WILLIAMS: So good evening. This evening we</p> <p>9 have Dr. Mary Boswell McComas coming forward, Ms.</p> <p>10 Christina Byers, Dr. Racquel Jones and Dr. George Roberts</p> <p>11 to give an update on the request from the Board. So from</p> <p>12 the team, I'll turn it over to you.</p> <p>13 FEMALE SPEAKER: Thank you, Dr. Williams, I think</p> <p>14 we're just in the process of getting the PowerPoint up.</p> <p>15 MS. BYERS: Thank you, Mr. Corns. So good evening,</p> <p>16 Chairwoman Causey, Vice Chair Henn, Dr. Williams, and</p> <p>17 members of the Board. For this evening's presentation, I</p> <p>18 am joined by my colleagues, Dr. Boswell McComas, Dr.</p> <p>19 Jones, and Dr. Roberts. At the Board's meeting on October</p> <p>20 27th, the Board passed a motion regarding students in</p> <p>21 grades pre-K through grade 2 returning to a regularly</p>
Page 71	Page 73
<p>1 committees, and all of those are open virtually to the</p> <p>2 public and they are also recorded and livestreamed and you</p> <p>3 can access all of that on our website and those committee</p> <p>4 updates are coming later tonight. Additionally, this year</p> <p>5 is pivotal as the policy review committee is reviewing our</p> <p>6 ethics policies and we are going to have those updated to</p> <p>7 current law, clarified, strengthened, and we'll be looking</p> <p>8 to our ethics review panel for discussions and</p> <p>9 recommendations. At the next meeting, I will be</p> <p>10 acknowledging members who have completed their service in</p> <p>11 this important role and acknowledging the new members who</p> <p>12 have recently been appointed. And in the interest of</p> <p>13 time, I will just finish my remarks with saying it is my</p> <p>14 opportunity to say Happy Thanksgiving to everyone and even</p> <p>15 though there are so many challenges at this time I do</p> <p>16 hope, the Board hopes, that you all are able to have a</p> <p>17 special time and really focus on our blessings and the</p> <p>18 positive things that are in our life and that is the end</p> <p>19 of my report. So the next item on the agenda is action</p> <p>20 taken in closed session and Ms. Bresler, there was no</p> <p>21 action taken in closed session.</p>	<p>1 scheduled safe, in person instructional environment. As</p> <p>2 you are all aware, on September 16th, 2020, the Maryland</p> <p>3 State Department of Education approved the reopening plan</p> <p>4 for Baltimore County Public Schools. That plan, in</p> <p>5 accordance with Maryland Together, the Maryland State</p> <p>6 Department of Education recovery plan focuses on promoting</p> <p>7 the health, the welfare and the safety of our students,</p> <p>8 staff and families while maximizing learning. Next slide,</p> <p>9 please. Thank you. As outlined in our MSDE approved</p> <p>10 plan, posted on September 16th, our hybrid approach to</p> <p>11 instruction will prioritize bringing identified and</p> <p>12 targeted students back for in person instruction on a</p> <p>13 rotating basis while still offering parents the choice of</p> <p>14 a full-time virtual learning approach. As outlined on</p> <p>15 this slide, Baltimore County Public Schools has created a</p> <p>16 plan that will phase in small groups of students through a</p> <p>17 targeted prioritized manner based on the complexity of</p> <p>18 student needs and pedagogical strategy. Our phased-in</p> <p>19 approach begins with our students in our public separate</p> <p>20 day schools, the detailed plan for our public separate day</p> <p>21 schools was posted to our website on November 4, 2020. It</p>

Page 74	Page 76
<p>1 is incorporated in the BCPS re-entry plan as Appendix K.</p> <p>2 Phase 2 in our approach includes all students in preschool</p> <p>3 through grade 2 irrespective of their least restrictive</p> <p>4 environment. Phase 3 will bring back our students in</p> <p>5 grades 3 through 12 whose least restrictive environment is</p> <p>6 outside of the general education classroom setting. In</p> <p>7 addition, in that phase, students in select CTE programs</p> <p>8 would reenter school based on the needs for hands-on</p> <p>9 instruction aligned to credentialing. And then finally</p> <p>10 our plan outlines in phase 4 that all students in grades 3</p> <p>11 through 12 irrespective of their least restrictive</p> <p>12 environment would reenter school through a hybrid model.</p> <p>13 As always, the timeline for implementation for reentry of</p> <p>14 student groups is contingent upon the status of our public</p> <p>15 metrics and through our consultation with the Baltimore</p> <p>16 County Health Department. The remainder of this</p> <p>17 presentation this evening is going to highlight the</p> <p>18 details of our reentry plan that addresses reentry for the</p> <p>19 student groups that are part of phase 2. Next slide,</p> <p>20 please. In the same way that our detailed plan for the</p> <p>21 public separate day schools was published as part of that</p>	<p>1 schedules, general teacher and student expectations, the</p> <p>2 delivery of services to our ESAU students in a hybrid</p> <p>3 model, special education services in a hybrid model,</p> <p>4 processes for staffing substitutes and/or temporary</p> <p>5 employees, classroom layouts, and assessment. So at this</p> <p>6 time, my colleague Dr. Racquel Jones is going to share</p> <p>7 with you critical highlights of Part 1 of the plan, health</p> <p>8 and safety. Next slide, and I will turn things over to</p> <p>9 Dr. Jones.</p> <p>10 DR. JONES: Good evening and thank you, Ms. Byers.</p> <p>11 Part 1 of the preschool through grade 2 of the reopening</p> <p>12 plan is focused on health and safety. This section of the</p> <p>13 plan contains 9 components. This evening, we will review</p> <p>14 five of the health and safety components as shown on the</p> <p>15 slide. The first component is metrics. Based on the</p> <p>16 governor's press conference today at 5:00 p.m., including</p> <p>17 the Maryland Department of Health Public Health Advisory</p> <p>18 and important - and the importance of monitoring all of</p> <p>19 the metrics, Baltimore County Public Schools will continue</p> <p>20 to evaluate health metrics and plans for reopening</p> <p>21 schools. In addition, Baltimore County Public Schools</p>
Page 75	Page 77
<p>1 overall reentry plan, our detailed plan for reentry for</p> <p>2 students in phase 2 also lives inside that global BCPS</p> <p>3 reentry plan. It will be published as Appendix M of that</p> <p>4 plan. So Appendix M, preschool through Grade 2 is</p> <p>5 organized into three parts. Part 1, Health and Safety,</p> <p>6 will address health metrics, mitigation strategies,</p> <p>7 screening, PPE, ventilation, our health services</p> <p>8 protocols, safety plans and drills in a hybrid</p> <p>9 environment, and social-emotional learning for our</p> <p>10 students. Part 2 of the plan addresses our system in</p> <p>11 school operations. Those operations include determining</p> <p>12 hybrid or virtual instruction, our questionnaire process,</p> <p>13 cohort development, parent drop off and pickup,</p> <p>14 transportation - specifically on our school buses, food</p> <p>15 and nutrition service, attendance procedures in a hybrid</p> <p>16 model, and protocols for visitors to our buildings. And</p> <p>17 then finally, part 3 addresses components related to our</p> <p>18 instructional model. Those components include class</p> <p>19 assignments and staff considerations, cohort changes,</p> <p>20 school scheduling, the hybrid instructional materials that</p> <p>21 will be used, modified synchronous instructional</p>	<p>1 remains in constant communication with the Baltimore</p> <p>2 County Health Department. Guidance reported by the</p> <p>3 governor, state agencies and the county health department</p> <p>4 will continue to be reviewed and monitored. Updates</p> <p>5 regarding health metrics will be provided based on the</p> <p>6 evolving nature of this pandemic. The metrics in the</p> <p>7 preschool through grade 2 reopening plan are based on</p> <p>8 Maryland Department of Health and Maryland State</p> <p>9 Department of Education metrics. Baltimore County Public</p> <p>10 Schools will implement its opening - reopening plan when</p> <p>11 the County positivity rate is 5 percent or lower and the</p> <p>12 case rate per 100,000 residents is below 15. The</p> <p>13 direction and face of reopening will be guided by two</p> <p>14 primary indicators: cumulative cases per 100,000 persons</p> <p>15 over 14 days to provide a measure of the extent of the</p> <p>16 disease in Baltimore County and percent change in the new</p> <p>17 cases per 100,000 persons over 7 days to provide a measure</p> <p>18 of trends. These two measures will allow the system to</p> <p>19 gauge the extent of the disease in the community and the</p> <p>20 overall trend will be called the COVID 19 school opening</p> <p>21 score. More details surrounding this process are included</p>

Page 78	Page 80
<p>1 in the plan. The Baltimore County Health Department and</p> <p>2 Baltimore County Public Schools meet weekly to discuss</p> <p>3 recommendations about whether to continue the gradual</p> <p>4 reopening of schools, pause the reopening for a week, or</p> <p>5 stop the reopening plan and consider a return to remote</p> <p>6 learning. Except in situations involving a rapid increase</p> <p>7 in cases, decisions to pause or stop the reopening plan</p> <p>8 will occur only after two consecutive weeks of concerning</p> <p>9 metrics. Again, Baltimore County Public Schools will</p> <p>10 continue to evaluate health metrics and plans for</p> <p>11 reopening. BCPS remains in constant communication with</p> <p>12 the Baltimore County Health Department. Guidance reported</p> <p>13 by the governor, state agencies and county health</p> <p>14 department will continue to be reviewed and monitored and</p> <p>15 updates regarding health metrics will be provided based on</p> <p>16 the evolving nature of this pandemic. Next, we will move</p> <p>17 to mitigation strategies. The Centers for Disease Control</p> <p>18 and Prevention, the CDC, identified five key mitigation</p> <p>19 practices that schools should use to slow the spread.</p> <p>20 First, consistent and correct use of masks, face masks.</p> <p>21 Second, social distancing to the extent possible. Third,</p>	<p>1 conditioning HVAC systems in the schools were all designed</p> <p>2 and tested by professional mechanical or electrical</p> <p>3 engineers and by qualified HVAC manufacturing companies in</p> <p>4 accordance with applicable local and national codes and</p> <p>5 guidelines. Upon installation, they were tested and</p> <p>6 balanced by licensed and qualified mechanical contractors</p> <p>7 to ensure proper operation. These systems are operated</p> <p>8 and maintained by qualified in-house and contracted</p> <p>9 technicians as well as qualified HVAC manufacturers to</p> <p>10 ensure optimum performance. Related actions since the</p> <p>11 beginning of the pandemic have been guided by the CDC</p> <p>12 guidelines and recommendations and those from the American</p> <p>13 Society of Heating, Refrigerating and Air Conditioning</p> <p>14 Engineers, for minimizing the risk of the spread. A link</p> <p>15 to this document is also included in the reopening plan.</p> <p>16 Lastly, health services protocols. Each school is staffed</p> <p>17 with a full-time registered school nurse. Every school</p> <p>18 has identified an isolation room. Students who develop</p> <p>19 symptoms of COVID 19 during the school day will be cared</p> <p>20 for in the isolation room until they are picked up by</p> <p>21 parents. Consistent protocols will be followed and are</p>
Page 79	Page 81
<p>1 hand hygiene and respiratory etiquette. Fourth, cleaning</p> <p>2 and disinfecting. Fifth, contact tracing in collaboration</p> <p>3 with the local health department. A mitigation checklist</p> <p>4 developed from these practices was developed by the BCPS</p> <p>5 division of school climate and safety and included- and is</p> <p>6 included as a linked document in the plan for access by</p> <p>7 school leadership and staff. The preschool through grade</p> <p>8 2 reopening plan contains detailed strategies for each of</p> <p>9 the CDC mitigation practices. Personal protection</p> <p>10 equipment, PPE, is also a component within part 1, health</p> <p>11 and safety. In collaboration with medical experts, at the</p> <p>12 Baltimore County Department of Health, BCPS staff reviewed</p> <p>13 CDC and Occupational Safety and Health Administration</p> <p>14 guidelines regarding PPE and developed guidance documents</p> <p>15 on appropriate PPE for a classroom for classroom staff and</p> <p>16 for school nurses. Some of the PPE that will be provided</p> <p>17 to school staff includes KN95 masks for school health</p> <p>18 personnel, face shields for all staff, gloves and gowns</p> <p>19 for staff who may come in contact with bodily fluids or</p> <p>20 who are working with students and/or staff with COVID 19</p> <p>21 illness. Ventilation - the heating, ventilating, and air</p>	<p>1 outlined in our health and safety plan. More detailed</p> <p>2 information regarding components of part one of the</p> <p>3 preschool through grade two reopening plan can be found</p> <p>4 under Health and Safety. At this time, Dr. Roberts will</p> <p>5 provide information on Part Two, systems and school</p> <p>6 operations. Dr. Roberts?</p> <p>7 DR. ROBERTS: Great, thank you, Dr. Jones, and good</p> <p>8 evening. Part two of the preschool to grade two reentry</p> <p>9 plan covers system and school operations as you'll see on</p> <p>10 the next slide, please. This evening, we'll cover in more</p> <p>11 detail five of the eight components in the system and</p> <p>12 school operations section and we'll begin really with the</p> <p>13 questionnaire process and the questionnaire process will</p> <p>14 allow our schools to develop cohorts of students who will</p> <p>15 be entering potentially into schools. So impacted</p> <p>16 families will be asked to respond to a questionnaire and</p> <p>17 in that questionnaire, families will select one of two</p> <p>18 options. They will either select to return to school on a</p> <p>19 hybrid schedule with some instruction in the school</p> <p>20 building and some virtual instruction. If this option is</p> <p>21 selected, families will also indicate if transportation is</p>

Page 82	Page 84
<p>1 needed. Option two will be to continue with full time  2 virtual instruction. Families with multiple students in  3 one household will complete one survey for each student.  4 And if a family does not indicate a selection, the student  5 will be scheduled to continue with full-time virtual  6 instruction. To (audio interference) with staff, staff  7 will also receive a questionnaire and the staff will be  8 identifiable as they will indicate on their questionnaire  9 the intent to return or to apply for a specific  10 accommodation or to apply for specific leave, each of  11 which in consultation with staff in our division of human  12 resources. The results of this questionnaire will result  13 for students in cohort development, which is the next  14 section that you see on the screen. Students will be  15 organized into one of three cohorts. Cohort A and those  16 students in Cohort A will attend instruction face-to-face  17 on Monday and Tuesday with virtual instruction on  18 Wednesday, Thursday, and Friday. Cohort B students will  19 attend face-to-face instruction on Thursday and Friday  20 with virtual instruction on Monday, Tuesday, and  21 Wednesday. And Cohort C students will attend all virtual</p>	<p>1 will wear a face mask that covers their mouth and nose.  2 In addition, students will be required to wear a face mask  3 that covers the mouth and nose during transportation on  4 the school bus. With respect to bus cleaning protocols,  5 cleaning will involve spraying and wiping the following  6 areas of the bus between runs and at the end of the day.  7 Some of those areas include the service door, inside and  8 outside, focusing on the door handles, all seats to  9 include the seat bottoms, seat backs, the top, front, and  10 back, and for students who require safety equipment or  11 special needs, this would also include BESE seats, safety  12 vests, car seats, star seats, and integrated seats. As we  13 continue to food and nutrition during the school day, the  14 meal service model will include meals served in the  15 classroom and mobile meal sites will continue as necessary  16 to meet the needs of the students who are not present for  17 in-person instruction. So as we talk a little bit more  18 about meals that are in-person within our schools, food  19 will be served using disposable containers, trays and  20 utensils in addition to a cashless meal payment system  21 will be employed for all of our schools. For breakfast,</p>
Page 83	Page 85
<p>1 instruction. The criteria includes for completing the  2 cohort groups will include cohorting students by address  3 and the reason for doing this is to ensure that siblings  4 attend school on the same day. Also, schedules for  5 in-person and virtual instruction will be revised and  6 distributed to staff and families by each school. It is  7 important to note that school schedules when mailed will  8 continue to meet all MSDE requirements for synchronous and  9 asynchronous instruction. So as we continue into the  10 third section of Part Two, Systems and School Operations  11 for Transportation, several components under  12 transportation, the first of which would be bus  13 operations. Our buses will operate in a limited capacity  14 based on the current social distancing guidelines at the  15 time. School system procedures for contact tracing will  16 be followed if a student tests positive for COVID 19 who  17 rides the bus to or from school. In addition school bus  18 drivers will receive professional learning on mitigation  19 procedures before transportation of students resumes.  20 Another component under transportation, the lists of face  21 masks and face shields. Bus drivers and bus attendants</p>	<p>1 all students will pick up breakfast on the way into school  2 and eat in the classroom. For lunch, principals will have  3 the option to schedule one of two options for lunch  4 service. Students can eat in the cafeteria by their class  5 cohort as long as they are socially distanced within the  6 cafeteria. They will need to have assigned seats and be  7 monitored by lunch room assistants and/or other  8 school-based staff. Cafeteria tables will be cleaned  9 between students as is routine between lunch services.  10 Option two would be meals would be delivered to the  11 students in the classroom and students similar to  12 breakfast would eat in their classroom for lunch. Again,  13 principals would coordinate a schedule for staff to cover  14 these lunch periods and under either option, teachers  15 would maintain their 30 minute duty-free lunch as required  16 by our current master agreement. For virtual meal  17 instruction, or for virtual meal, multiple meals will be  18 available on Mondays and Wednesdays for pick up at all of  19 our middle schools and high schools in addition to a  20 number of elementary schools and community sites. And  21 lastly for this section, visitors to building, to our</p>

Page 86	Page 88
<p>1 building, for various reasons. In order to visit a BCPS  2 school under our hybrid model, visitors will have to make  3 an appointment. Visits will be conducted remotely outside  4 wherever and whenever possible. However, if an indoor  5 visit is required, visitors will be required to wear face  6 coverings and abide by all social distancing practices of  7 the time. So that does conclude a summary of our part two  8 systems and school operations and I'll hand the  9 presentation over to my colleague Dr. Boswell McComas who  10 will walk you through our instructional model. Dr.  11 Boswell McComas?</p> <p>12 DR. MCCOMAS: Yes, thank you. Good evening,  13 everyone. As you know, we are in a unique position as a  14 community as we strive to create a new dual model of  15 instruction in response to student and family needs during  16 our global pandemic and as Board members, community and  17 parent members, you naturally want to understand how we  18 will continue to evolve and move forward from a fully  19 virtual model to create a very clear on-ramp to  20 traditional in-person instruction that we all crave for  21 our children because we do love them and we want results</p>	<p>1 you how we can provide another step towards in-person  2 instruction that works in tandem with a virtual model as  3 we continue to navigate the ever-changing pandemic  4 conditions and effectively build an on-ramp to traditional  5 schooling. To build this on-ramp to in person instruction  6 in this phase of reopening, we are planning a tandem model  7 that includes a hybrid option and a fully virtual option  8 as illustrated on the screen and as described by Dr.  9 Roberts previously. The hybrid option provides a  10 combination of in-person instruction paired with virtual  11 instruction while the fully virtual option is what people  12 have been experiencing throughout this first quarter.  13 Virtual instruction consists of a combination of live  14 teacher instruction, often referred to as synchronous  15 instruction, through a device paired with independent  16 learning activities often described as asynchronous. Our  17 model here allows for the appropriate balance of both live  18 in-person instruction as well as live teacher instruction  19 through a device for students who are having a virtual  20 day. In our model, teachers will teach in-person to the  21 cohort of students for that day while the other cohort of</p>
Page 87	Page 89
<p>1 on their behalf. What we know is that our parents want  2 and expect in-person instruction to be a very different  3 experience for their children compared to virtual  4 learning. We know that parents want the proven benefits  5 that in-person teaching has proven over the years and at  6 the same time, we also know that when a student is  7 experiencing virtual instruction that our parents expect  8 live teaching for them to continue as well and would not  9 want to see that experience regress to where we started  10 this journey last Spring. Imagine for one moment if you  11 were a kindergarten teacher or a first-grade teacher, how  12 would you provide quality direct live instruction when a  13 small group or some of your students are in-person with you  14 in a classroom and the rest of your students are virtual  15 for the day. What would be needed to make it work well,  16 given all of the student needs, given parent expectations,  17 and given the health, safety, and logistical constraints  18 of the pandemic? It is understandable that everyone wants  19 reassurance that our children will not only be kept safe  20 and healthy from infection but they will also be able to  21 have more in-person instruction. I am happy to share with</p>	<p>1 students are experiencing virtual live instruction with  2 special area teachers along with completing independent  3 assignments and where appropriate an integrated whole  4 group experience. The in-person cohort will have a two  5 hour early release schedule at which point the teacher  6 will provide live instruction for our students that are in  7 the virtual format for the day. The in-person cohort  8 students once home would resume independent learning  9 assignments once home. So why this model? The key to  10 ensuring and guaranteeing that quality live interaction  11 for all of our youngest learners rests with this early  12 release schedule. It affords our students, regardless of  13 which cohort to have quality live interaction with their  14 teachers, not sacrificing one group of students or cohort  15 for another. And there are some additional value-added  16 aspects for our very youngest students. Our preschoolers  17 who are 3 years old, our pre-K students who are 4, they  18 will actually have more hours of in-person instruction  19 compared to their normal half-day program as a function of  20 logistics. It is important to clarify that our model that  21 we're presenting here prioritizes live interactive</p>

Page 90	Page 92
<p>1 teaching with our students and it is not what many  2 districts are doing as a concurrent model. In a  3 concurrent model, our virtual students merely listen in  4 and watch while the teacher in the classroom is attending  5 and engaging with students in front of them. We are  6 proposing a model whereby our teachers are able to fully  7 dedicate, engage and support the students they are in  8 person with at one portion of the day and then give that  9 same amount of dedication and engagement to our students  10 that are in a virtual rotation for that day. We  11 understand fully that our youngest learners, our  12 preschoolers through our grade 2 students, developmentally  13 require the dedicate attention and engagement of their  14 teachers to optimize their learning. At this point, I'm  15 going to hand over the presentation to Ms. Byers, so we  16 can move forward and I know so we can get to our question  17 and answers section. Thank you for the opportunity to  18 share this model.</p> <p>19 MS. BYERS: So, thank you, Dr. Boswell McComas. And  20 Mr. Corns if you could please go to the next slide. Thank  21 you. The motion passed by the Board on October 27th</p>	<p>1 bell schedules, transportation routes and stops and new  2 instructional schedules the Wednesday before the holiday  3 break if students were to return on the 30th. Next slide,  4 please. As Dr. McComas said, we are ready and want to  5 welcome our students back as soon as possible, but we know  6 our current health metrics indicate that a return by  7 November 30 is not recommended. As a result of those  8 current health metrics, BCPS is poised to implement our  9 plan in a manner that will have students in phase two  10 reentering school on December 14. This would allow us  11 time to monitor the metrics as well as launch the  12 operational implementation steps that I just shared in a  13 manner that allows staff, principals, transportation and  14 our families to plan accordingly. Of course, any return  15 date for our staff and students, as mentioned multiple  16 times tonight, is dependent on the health metrics of the  17 time. Guidance reported by the governor and state  18 agencies will continually be reviewed and monitored and  19 the Baltimore County public schools will continue to  20 collaborate with the Baltimore County Health Department  21 regarding our metrics in Baltimore County and the evolving</p>
Page 91	Page 93
<p>1 directed the superintendent to bring forward a plan that  2 would bring students back on November 30th, 2020. The  3 timeline that you see on this slide outlines the  4 operational steps for implementation that would be  5 necessary for a November 30th return. With the  6 Thanksgiving break sitting in between this evening and  7 November 30th, families and staff in elementary schools  8 would receive the questionnaire referred to by Dr. Roberts  9 on the same day that the plan would be released on our  10 public website. Additionally, families and staff in our  11 schools would have four business days to respond to the  12 questionnaire. Once the data from the questionnaire is  13 organized, staff in our schools and our department of  14 transportation need to use that data to develop our bus  15 routes, our stop times, our new bell schedules, and our  16 new instructional schedules for all of our students in  17 preschool through grade 2. Additionally, we would want to  18 provide staff the opportunity to return five days prior to  19 students. This would also leave staff with very little  20 time to respond to the survey and then plan for their  21 return. Finally, families would be notified of their new</p>	<p>1 nature of this pandemic. Next slide, please. So, just in  2 closing, we're going to come back to this previous slide,  3 according to our MSDE approved BCPS reentry plan, BCPS  4 would develop a hybrid approach that would prioritize  5 bringing identified and targeted students back for  6 in-person instruction. Again, as I previously mentioned,  7 those targeted groups are identified by student needs and  8 pedagogical strategies. Our phased-in approach timeline  9 of student groups identifies those small groups of  10 students for reentry based on, and it will be based on our  11 health metrics and our commitment to promoting the health,  12 the welfare and the safety of our students, staff and  13 families while maximizing student learning. And at this  14 time, we are happy to take questions, so, next slide  15 please.</p> <p>16 CHAIR CAUSEY: Thank you for that presentation. We  17 already have hands up and so, Ms. Rowe, if you are ready.</p> <p>18 MS. ROWE: I did not have my hand up.</p> <p>19 CHAIR CAUSEY: Okay, so we're having a little  20 technical issue. So, Ms. Henn.</p> <p>21 MS. HENN: I did not have my hand up.</p>



Page 94	Page 96
<p>1 MR. KUEHN: Ms. Causey, my hand is up.</p> <p>2 CHAIR CAUSEY: Mr. Kuehn.</p> <p>3 MR. KUEHN: Sorry. So I know we're limited on time</p> <p>4 and questions based on the previous motion so we'll see</p> <p>5 what we can get through. There was a lot of information</p> <p>6 thrown at us in this and unfortunately it doesn't look</p> <p>7 like the plan is available to everyone at this moment in</p> <p>8 time. One of the questions and something that wasn't</p> <p>9 clear to me is the use of actual - an actual indicator or</p> <p>10 questionnaire for every student before they come to school</p> <p>11 every day via an app of some sort. Is there, does BCPS</p> <p>12 have this and are we planning on using this so that we are</p> <p>13 sure that we are keeping and allowing healthy kids in and</p> <p>14 we're making sure that folks are clear that their kids</p> <p>15 have not been exposed and/or have COVID?</p> <p>16 DR. WILLIAMS: Mr. Kuehn, I'm going to ask Dr.</p> <p>17 Zarchen and Deb Sommerville to respond to that question.</p> <p>18 DR. ZARCHEN: Thank you, Dr. Williams. So the</p> <p>19 screening prior to the return of students is something</p> <p>20 that we have talked extensively about. With the screening</p> <p>21 there are limitations to that. What I'd like to do is</p>	<p>1 Ms. Sommerville is our Coordinator of Health Services.</p> <p>2 She works with schools, school nurses, is a liaison with</p> <p>3 the Department of Health. She has done an incredible job</p> <p>4 working with the planning and the response with the</p> <p>5 contact tracing, she has done incredible work, but she is</p> <p>6 our Coordinator of Health Services. Thank you.</p> <p>7 MR. KUEHN: Okay, to follow up on that question, I</p> <p>8 have to just share my concern, since I have children who</p> <p>9 play in various rec leagues and they're all using an app</p> <p>10 to provide that information to their coaches before any</p> <p>11 practice and/or game and I just heard that you're mailing</p> <p>12 a paper form to families and I'm concerned that if there's</p> <p>13 not continual daily screening of this sort we're opening</p> <p>14 ourselves, even if it's not a hundred percent of the</p> <p>15 population due to whatever issues, I think it's a mistake</p> <p>16 not to put those protocols in place because I think we're</p> <p>17 going to get the bulk covered with a simple app that</p> <p>18 identifies this for folks and I know I'm limited but have.</p> <p>19 MS. BRESLER: 30 seconds.</p> <p>20 MR. KUEHN: Yeah. I would just ask do we have the</p> <p>21 capability to do this, because I just can't believe that a</p>
Page 95	Page 97
<p>1 have Ms. Sommerville share some of the concerns with the</p> <p>2 screening and some of the promises with that work. Ms.</p> <p>3 Sommerville.</p> <p>4 MS. SOMMERVILLE: Yes, thank you. We have looked</p> <p>5 into a variety of different screening methods and with the</p> <p>6 diversity of our community, we have settled on using a</p> <p>7 questionnaire that will be mailed to families prior to</p> <p>8 their return to school and the families will understand</p> <p>9 the list of symptoms to screen the children for are on</p> <p>10 that form. They'll return that form with their child</p> <p>11 prior to the first day of school and that screening form</p> <p>12 will be distributed to them at the beginning of each month</p> <p>13 subsequently. In addition, we have reinforcement</p> <p>14 materials that will be sent to each home including a</p> <p>15 poster and a refrigerator magnet that stress the screening</p> <p>16 criteria. All are being prepared in multiple languages so</p> <p>17 that they will be accessible to all of our community.</p> <p>18 DR. WILLIAMS: I'm sorry, Dr. Zarchen, would you</p> <p>19 just give a quick introduction of Deb Sommerville for the</p> <p>20 Board and the public?</p> <p>21 DR. ZARCHEN: Absolutely, I apologize for that. So,</p>	<p>1 rec league can do that and BCPS cannot do that?</p> <p>2 DR. ZARCHEN: So the information that is mailed to</p> <p>3 families is part of that daily screening. One of the</p> <p>4 challenges with children, and I'll let Ms. Sommerville</p> <p>5 speak to this, is many times they don't show symptoms that</p> <p>6 adults exhibit with COVID, but the information we mail to</p> <p>7 parents is for daily screening.</p> <p>8 MS. SOMMERVILLE: Thank you, Dr. Zarchen, that's</p> <p>9 true. The daily screening is a component and it certainly</p> <p>10 is recommended. Some of the challenges we face in public</p> <p>11 schools are that we pick our children up on the bus and so</p> <p>12 just some of the logistics, it's a very different picture</p> <p>13 than dropping a child off at a rec league to be honest and</p> <p>14 some of the discussions we had, not just in Baltimore</p> <p>15 County and with our health department but with our other</p> <p>16 jurisdictions in terms of whether an app was appropriate</p> <p>17 related to the fact that not all of our students have</p> <p>18 smart phones, our bus drivers would not be able to check</p> <p>19 so then our students would get into school so just</p> <p>20 logistically what do you do with social distancing and</p> <p>21 trying to check and the manpower to check whether apps</p>

Page 98	Page 100
<p>1 were completed that day once we've got the students now in</p> <p>2 the building, so we felt, and there's, I'm not aware of</p> <p>3 another public school system in Maryland that is using an</p> <p>4 app for screening.</p> <p>5 MR. KUEHN: So my two questions are over, so it's</p> <p>6 whoever's next, thank you.</p> <p>7 CHAIR CAUSEY: Next is Ms. Mack and then Dr. Hager.</p> <p>8 MS. MACK: Okay, thank you. I have two quick</p> <p>9 questions. When students do return to school considering</p> <p>10 it would be up until second grade, how will professionals</p> <p>11 like speech language pathologists, O.T.'s, P.T.'s meet the</p> <p>12 needs of students who are in the school and students who</p> <p>13 are not in the school, would they be expected to come to</p> <p>14 school to provide those services is my first question and</p> <p>15 this is very granular, but I live very close to a BCPS bus</p> <p>16 stop where there's about ten kids who normally get picked</p> <p>17 up, given the limitations of the bus, if the bus pulls up</p> <p>18 to that stop and can only seat six of those ten children,</p> <p>19 what happens to the other four children and how is that</p> <p>20 type of constraint going to be communicated to parents.</p> <p>21 DR. MCCOMAS: Thank you, so Ms. Mack, thank you for</p>	<p>1 will attempt to answer the transportation one and</p> <p>2 certainly any of my colleagues can help clarify if I am</p> <p>3 inaccurate. Part of our information gathering and our</p> <p>4 questionnaire as Dr. Roberts indicated is that families</p> <p>5 will have to let us know if they need transportation and</p> <p>6 our transportation office works diligently all the time</p> <p>7 and they certainly will be monitoring the number of</p> <p>8 students that need to be picked up at different locations</p> <p>9 and I don't know that's, so I guess what I'm saying Ms.</p> <p>10 Mack is our transportation will have a sense of how many</p> <p>11 children at a particular stop need to be picked up and so</p> <p>12 our goal is never to just leave children.</p> <p>13 MS. MACK: Well, and that's my concern. I didn't</p> <p>14 want parents to think their kids were getting on the bus</p> <p>15 and four of them didn't.</p> <p>16 DR. MCCOMAS: Right and nor would we, especially,</p> <p>17 not for any student, but especially for our very youngest</p> <p>18 children. Again, I don't know if any of our colleagues</p> <p>19 has anything more to add or clarify.</p> <p>20 DR. SCRIVEN: Dr. McComas, Mr. Botello and his team</p> <p>21 are on the line, so Mr. Botello or Dr. Grim if you wanted</p>
Page 99	Page 101
<p>1 your questions. I will get us started by addressing your</p> <p>2 question about service providers and teachers who may</p> <p>3 provide instruction across buildings. In the end, once</p> <p>4 our families complete the questionnaire and we have more</p> <p>5 specific data, we will be working with schedules along</p> <p>6 with that cohorting model. With that, we will certainly</p> <p>7 have to look at all of the services that are provided and</p> <p>8 work through a schedule. There will be instances, and</p> <p>9 I'll use ESAU as an example if you don't mind, so our ESAU</p> <p>10 teachers at the elementary level typically work across</p> <p>11 multiple buildings and of course we certainly wouldn't</p> <p>12 want them to be moving from building to building in a</p> <p>13 single day because of health reasons, so services will</p> <p>14 have to be provided in a blended model meaning when and to</p> <p>15 the extent possible we want to provide in-person service,</p> <p>16 but it will need to be complemented with virtual service</p> <p>17 as well on a rotation for example, to make sure that we</p> <p>18 are not inadvertently cross-contaminating communities and</p> <p>19 cohorts. So the specific nuances of that will have to be</p> <p>20 worked out at each school with each set of faculty and</p> <p>21 service providers but that is the broad answer for you. I</p>	<p>1 to add any additional information.</p> <p>2 DR. GRIM: Good evening, this is Jess Grim. What</p> <p>3 Dr. McComas said is correct, we will ensure that we are</p> <p>4 properly identifying bus stops and that we won't have</p> <p>5 overcapacity based on current guidelines.</p> <p>6 MS. MACK: Okay, thank you, Mr. Grim. Thank you,</p> <p>7 Dr. McComas and Dr. Scriven.</p> <p>8 DR. SCRIVEN: Yes, ma'am.</p> <p>9 CHAIR CAUSEY: Dr. Hager?</p> <p>10 DR. HAGER: Yes, I just have one quick question for</p> <p>11 everyone and I apologize if you said it and I missed it</p> <p>12 but the health metrics that are outlined in the flow chart</p> <p>13 of the actual report that's been published on page 3 I</p> <p>14 think are very nice and very well described, and we all</p> <p>15 know that in Maryland there are lots of different numbers</p> <p>16 that get floated around between the state numbers and the</p> <p>17 Hopkins numbers and now I guess they're the same and like</p> <p>18 I say there's lots of different sources, so I was just</p> <p>19 wondering if you were planning to sort of publish some</p> <p>20 sort of thermometer or something on the BCPS website that</p> <p>21 parents could go to to kind of see where we fall at this</p>

Page 102	Page 104
<p>1 moment in time regarding the health metrics for reopening, 2 so that we can all track it and see how close we are to a 3 point that we can reopen.</p> <p>4 MALE SPEAKER: Thank you for that question. Friday 5 we started our first update, which was posted on the 6 webpage and we are working on a dashboard for the COVID 7 metrics that we hope to have ready Friday. That'll be the 8 first day with the dashboard. We've been working really 9 hard so it's easy to understand, folks can go right to 10 that dashboard and get a sense of where we are and how 11 we're trending with the metrics.</p> <p>12 DR. HAGER: Great, that's all I wanted. Thank you.</p> <p>13 MALE SPEAKER: Thank you.</p> <p>14 CHAIR CAUSEY: Next we have Mr. Offerman.</p> <p>15 MR. OFFERMAN: Yes, I would ask staff to just go 16 over one more time what a teacher's they will be like in 17 this mixed hybrid and in-person environment. Thank you.</p> <p>18 DR. MCCOMAS: Yes, my pleasure, Mr. Offerman. And 19 so I will, if you will imagine that Mary McComas is first 20 grade teacher and I would start my day off with my 21 students that are coming in person for the cohort that</p>	<p>1 person, I could be doing the read aloud because that's 2 really a teacher modeling activity where I'm reading and 3 I'm demonstrating my thinking and my processing and again 4 while I'm providing small group instruction with the 5 children in front of me, my virtual students would then be 6 working independently on their asynchronous assignments. 7 Then we could move later into the day where the students 8 are working with their special area teachers. That may 9 afford me planning opportunity. Then as we move later in 10 the day, for example, we would move into our Math block. 11 Again, Math block is a time where I would be providing 12 traditional in person instruction for those students who 13 are with me for the day while my virtual students again 14 may be working through independent assignments. Then 15 students would reach a lunch time. Then students would 16 move into a content, at the elementary, and Mr. Offer man 17 I know we're secondary folks, they call it content, but 18 it's really like science or social studies, or health 19 depending on what the rotation is, and then as we move 20 into the students that would be with me in person that day 21 would move into dismissal time. Then as those students</p>
Page 103	Page 105
<p>1 day. Let's say for example it's Monday and today I'm 2 servicing the 10 to 12 students or the number of students 3 that are signed up for Cohort A, I would start my day most 4 likely with our children having universal breakfast for 5 the ones that are in person. My students that are having 6 a virtual day would log in and prepare for their 7 independent assignments, then I may have a class meeting. 8 A class meeting would be a good opportunity for me to have 9 an integrated moment with both the students in person and 10 my students who are virtual for that day. Class meetings 11 with students at the elementary level can run about 15 12 minutes or so and we can do a morning message and we set 13 purpose for our learning for the day and then I would move 14 into providing teaching in a traditional in person fashion 15 with my students who are there with me while my students 16 who are virtual for the day may be working on some 17 asynchronous assignments and then when I'm teaching for 18 example, imagine if I'm teaching English Language Arts, I 19 may do a read out loud activity, that would be another 20 moment in time where I could have an integration, right, 21 where my students that are virtual and my students in</p>	<p>1 are traveling home and beginning their independent work 2 time, I will then be able to provide my full attention to 3 my students who are virtual just as I'm doing right now 4 with all of our Board members and trying to make sure that 5 I'm paying attention to you, that I'm answering your 6 questions, that I'm demonstrating, that I'm giving you the 7 attention that I was able to provide those morning 8 students in person. I hope, Mr. Offer man, that I 9 clarified for you what that experience would be like on 10 both sides of the coin to the best of my ability without 11 kind of showing you a chart of how that lays out.</p> <p>12 MR. OFFERMAN: Thank you. I have one other comment.</p> <p>13 And that is I feel like the time frame between approval 14 of the plan and actually setting up starting school in 15 person is just too short. I think too much is packed in. 16 If everything goes perfectly it certainly is reasonable, 17 but we all know that things don't always go perfectly. 18 And in order to do the right job, I think we need to 19 consider adding time between the approval plan and any 20 actual opening. Thank you. That's all.</p> <p>21 DR. MCCOMAS: Thank you, Mr. Offer man.</p>

Page 106	Page 108
<p>1 CHAIR CAUSEY: Before the next Board members asks</p> <p>2 questions I did just want to let Board members and our</p> <p>3 stakeholders know that the PowerPoint that was shown is</p> <p>4 going to be attached to Board docs and also there are two</p> <p>5 documents that were prepared for the Board that's in</p> <p>6 executive content for us to see and those will also be</p> <p>7 attached to Board docs for the public to review. And Ms.</p> <p>8 Rowe, I see that your hand is up.</p> <p>9 MS. ROWE: Yes, hi. So I have two questions. My</p> <p>10 first question is how long do the metrics have to be</p> <p>11 acceptable before we go back to school and once we're in</p> <p>12 school how long do the metrics have to be unacceptable</p> <p>13 before we send kids back home and do just virtual.</p> <p>14 MALE SPEAKER: Thank you for that question. So in</p> <p>15 our work with Dr. Branch and Dr. Chen in the Department of</p> <p>16 Health, they have advised that we have once we have an</p> <p>17 acceptable metric for the state and Department of Health,</p> <p>18 that we wait two weeks before we return and that's two</p> <p>19 weeks without a spike out of the acceptable level. As far</p> <p>20 as going out, a decision would be made once the metrics</p> <p>21 reach a point that are not acceptable. We use that score,</p>	<p>1 virtual days when they're part of hybrid that those</p> <p>2 students their virtual days are independent study unless</p> <p>3 they're also viewing what's going on in the classroom, but</p> <p>4 so the cohort C is their virtual day look different than</p> <p>5 the hybrid virtual day?</p> <p>6 DR. MCCOMAS: No. That's a great question, Ms.</p> <p>7 Rowe. Thank you for giving me the opportunity to clarify</p> <p>8 the understanding for everyone. So the students that are</p> <p>9 virtual, whether you're a hybrid student who's having a</p> <p>10 virtual day or a student who is virtual every day, their</p> <p>11 work in the flow of their day will be the same. The</p> <p>12 difference will be, let's say you're in Cohort B, you'd</p> <p>13 have virtual on Monday and Tuesday and in person on</p> <p>14 Thursday and Friday, their whole day is not just virtual</p> <p>15 or independent work, it really will ebb and flow in and</p> <p>16 out and so they will have the bulk of their independent</p> <p>17 work time during the morning when the teacher is also with</p> <p>18 the students that are in person. However, the nature of</p> <p>19 the instruction allows us opportunities throughout the day</p> <p>20 to actually bring the whole group together. What we</p> <p>21 really need to think about is, you know, are students who</p>
Page 107	Page 109
<p>1 but also the state metrics are an important part of that</p> <p>2 as well, so we would look at the positivity rate and the</p> <p>3 cases per 100,000. Both are seven-day averages, so it's</p> <p>4 not like it would spike up in one day and all of a sudden</p> <p>5 we're out. The averages we look at are 7 and 14 day</p> <p>6 averages so it keeps us from having to quickly respond to</p> <p>7 one day that may be a high score that would raise concerns</p> <p>8 that really may not be a concern that we would see over 7</p> <p>9 or 14 days.</p> <p>10 MS. ROWE: Now, will we be able to see on the</p> <p>11 dashboard if it looks like we're headed towards a school</p> <p>12 closing?</p> <p>13 MALE SPEAKER: Yes. Every Friday, that dashboard,</p> <p>14 the data will be posted, so it will be evident which way</p> <p>15 we're trending through that data.</p> <p>16 MS. ROWE: Okay, and Ms. McComas, Dr. McComas, my</p> <p>17 second question is for you, in listening to your</p> <p>18 explanation to Mr. Offer man, I have a question, I would</p> <p>19 like to know, it seems like the you have hybrid cohorts A</p> <p>20 and B and then you have cohort C and it sounded to me like</p> <p>21 you were saying that students who are on virtual, have</p>	<p>1 are having a virtual day, whether that's every day or just</p> <p>2 three of the five days a week, they essentially become a</p> <p>3 form of small group, and so the way teachers work</p> <p>4 naturally, whether they're in person or virtually, you</p> <p>5 have your whole group instructional opportunities and then</p> <p>6 you have your breakout groups where you're doing specific</p> <p>7 skill and work. And as a teacher, as you're familiar</p> <p>8 with, some of those small group sessions are independent</p> <p>9 practice opportunities where students are working on</p> <p>10 skills you've provided them direct instruction and</p> <p>11 coaching on in small groups or whole groups and so it</p> <p>12 really ebbs and flows. Another area where students would</p> <p>13 not, that are having a virtual day, would not be just</p> <p>14 independently on their own all day would be the special</p> <p>15 area teaching, so again when they rotate to their specials</p> <p>16 that would be time during the day where our virtual</p> <p>17 students would have live instruction, it would just be</p> <p>18 with the special area. I hope I clarified.</p> <p>19 MS. ROWE: Yeah, I understand. Thank you.</p> <p>20 DR. MCCOMAS: Oh, you're welcome. It's difficult</p> <p>21 without kind of a visual.</p>

Page 110	Page 112
<p>1 CHAIR CAUSEY: So, Board members, there's a</p> <p>2 technical issue with hands staying up and hands not being</p> <p>3 raised when people have said that they would like to</p> <p>4 speak. So if there is a Board member that has not yet</p> <p>5 spoken and would like to speak, please go ahead and start.</p> <p>6 Okay, so not hearing from anyone, I did want to, I had a</p> <p>7 question. So if staff could bring back the slide with the</p> <p>8 timeline from decision-making to students walking into the</p> <p>9 classroom. Thank you. So I have a couple of things to</p> <p>10 say. One is what looks like is noted is what has been</p> <p>11 referred to by other Board members is a countdown to</p> <p>12 implementation. We know what the metrics calculations</p> <p>13 are, that's very well documented, very well outlined. So,</p> <p>14 if students and parents have made decisions in advance</p> <p>15 that they are going to be cohort A or that they are going</p> <p>16 to be in an in-person cohort versus a cohort C, then the</p> <p>17 timeline really of getting the thumbs up goes to 11/19 and</p> <p>18 if staff could explain from there what is the optimal time</p> <p>19 when the cohorts are already known and the metrics say</p> <p>20 yes, what is the timeline to bring students back in</p> <p>21 person?</p>	<p>1 teachers and all of our staff, our para's, our additional</p> <p>2 assistants, we would want them to have the same</p> <p>3 opportunity, in terms of once the data, once the</p> <p>4 questionnaire closes and we have the data that we need</p> <p>5 regarding staff intent and family intent, that's where the</p> <p>6 work really begins because that's the data we are able to</p> <p>7 act on. It actually goes back to Ms. Mack's question</p> <p>8 about how do we make sure we don't have a student at a bus</p> <p>9 stop who can't get on a bus. Well, we need the data to be</p> <p>10 able to plan that. So we would need to take that</p> <p>11 information, and there's several things that need to</p> <p>12 happen with the information from the questionnaire. Some</p> <p>13 are operational and some are instructional, so I'm going</p> <p>14 to divide them into those two categories. From an</p> <p>15 operational standpoint, Dr. Grim and team need to be able</p> <p>16 to cohort the students, again as Dr. Robert explained,</p> <p>17 addresses come into play there because we would want to</p> <p>18 cohort siblings, on the same day in the same cohort, we</p> <p>19 have to look at bus stops, bus times, so there's the</p> <p>20 typical operations around transportation with the added</p> <p>21 layer of making sure that our department of transportation</p>
Page 111	Page 113
<p>1 DR. PHILLIP: Good evening, Chair Causey. This is</p> <p>2 Dr. Phillip. I can just share from the survey, based on</p> <p>3 the timeline that's shared here, this was developed to</p> <p>4 meet the expectations set by the Board where students</p> <p>5 would return by November 30, so looking at the timeline</p> <p>6 that's listed here, we would have students back -- we</p> <p>7 would have students participating in those options on</p> <p>8 November 30 because that was the deadline set by the</p> <p>9 Board. Ms. Byers, I'm not sure if you wanted to add to</p> <p>10 that.</p> <p>11 MS. BYERS: Yes, so thank you Dr. Wheatley Phillip.</p> <p>12 I will add and then of course any of my colleagues can add</p> <p>13 on if I've missed something. Again to Dr. Wheatley</p> <p>14 Phillip's point, we were just really more showing you in</p> <p>15 this timeline knowing what our metrics are currently, what</p> <p>16 the operational steps would be. What we know we would</p> <p>17 want is to afford our families the opportunity to read and</p> <p>18 digest the plan prior to making a decision regarding</p> <p>19 selecting to do a hybrid approach or remaining virtually.</p> <p>20 We know we want our families to be able to make an</p> <p>21 informed choice. Similarly we would want our staff, our</p>	<p>1 is adhering to all of those mitigation strategies that we</p> <p>2 mentioned. On the instructional side, once our school</p> <p>3 staff, our building leaders, our principals, our assistant</p> <p>4 principals and our leadership teams at schools have the</p> <p>5 data regarding which students are opting for an in-person</p> <p>6 instruction, they begin the work of looking at their bell</p> <p>7 times, seeing if modifications need to be made to bell</p> <p>8 times based on transportation, looking at their overall</p> <p>9 instructional schedules to ensure that cohorts are</p> <p>10 balanced. They will make every attempt possible to not</p> <p>11 have to switch a student's teacher or a student's class,</p> <p>12 our teachers have worked so hard to build really good</p> <p>13 relationships with our students in this virtual</p> <p>14 environment, so they'll want to make sure cohorts are</p> <p>15 balanced, that they develop school-based schedules and</p> <p>16 then at the same time they're also developing the way Dr.</p> <p>17 McComas was explaining earlier those schedules that will</p> <p>18 be applicable to students when they are in a virtual</p> <p>19 setting, being that they are a virtual day in a hybrid</p> <p>20 model or they have opted into a full virtual model. So</p> <p>21 that is the work that has to be done. In this timeline</p>

Page 114	Page 116
<p>1 that we put together, we only allowed three business days</p> <p>2 for that because we were given the November 30 deadline</p> <p>3 with the Thanksgiving holiday in the middle, but again to</p> <p>4 afford proper planning, I just wanted to give you all of</p> <p>5 the consideration that would be part of that planning and</p> <p>6 then the final step is the communication. We need to be</p> <p>7 able to share with families the plan. As a parent,</p> <p>8 parents want to know what does my student's daily schedule</p> <p>9 look like. If I do need transportation what is my bus</p> <p>10 stop? What is my bus time? And then once I have that</p> <p>11 information, do I have enough time to plan accordingly</p> <p>12 around potential daycare and my own work schedule so those</p> <p>13 are all of the things that would be considered. As I</p> <p>14 mentioned, as we are monitoring the metrics and you bring</p> <p>15 together all of those steps I just mentioned with what Dr.</p> <p>16 Zarchen said about metrics need to stabilize for 14 days,</p> <p>17 I had shared that we would be poised to have students in</p> <p>18 seats if all goes well, if all goes great and the metrics</p> <p>19 go in the right direction, we would be poised to have</p> <p>20 students back in seats to return on December 14 for phase</p> <p>21 2. I hope that answered your question and please any of</p>	<p>1 implementation would occur. So if I heard you draw that</p> <p>2 line between questionnaire closes and staff returning, if</p> <p>3 the survey, if the questionnaire, I apologize was issued</p> <p>4 based on this timeline to get you ready to pounce, right,</p> <p>5 to be ready to jump when that two week window closes of</p> <p>6 good metrics, if that window extends based on everything</p> <p>7 we're hearing in two weeks into late November and early</p> <p>8 December, then I think as a parent and our families, they</p> <p>9 may have provided a response to the survey two or three or</p> <p>10 four weeks earlier and then based upon whatever the</p> <p>11 circumstances be within their family may have wanted to</p> <p>12 change their mind but because of all of the things that</p> <p>13 Mrs. Byers explained, we would have to move forward with</p> <p>14 the questionnaire results from whenever the questionnaire</p> <p>15 was given. So part of the timeline development was</p> <p>16 keeping the questionnaire results as close and/or as fresh</p> <p>17 as possible to the implementation so our parents had the</p> <p>18 optimum opportunity to make the best decision for their</p> <p>19 children. I don't know if that answers your question, but</p> <p>20 that's at least how I heard your question.</p> <p>21 CHAIR CAUSEY: In the interest of time, I'll just</p>
Page 115	Page 117
<p>1 my colleagues can jump in if I missed something.</p> <p>2 FEMALE SPEAKER: I would just like to add, I'm</p> <p>3 sorry, one moment, I would just like to add the importance</p> <p>4 of getting that transportation right for our very youngest</p> <p>5 students, that was just a critical thing to think about, I</p> <p>6 ask for us to consider. Thank you.</p> <p>7 CHAIR CAUSEY: Thank you. That was all very good</p> <p>8 information but I think you misunderstood my question,</p> <p>9 which is from the time, and with the plan, and here's</p> <p>10 where I think there's a disconnect, what the plan needs to</p> <p>11 be is how do we implement when the metrics are right? Not</p> <p>12 waiting until the metrics come and then do the planning?</p> <p>13 MS. BRESLER: 30 seconds.</p> <p>14 CHAIR CAUSEY: So my first question is still is the</p> <p>15 recommendation for how long the planning takes? Can that</p> <p>16 to be done ahead of time and then the metrics provide the</p> <p>17 implementation?</p> <p>18 MALE SPEAKER: So, Ms. Causey one of the things I</p> <p>19 was thinking about as Ms. Byers was providing an answer</p> <p>20 what I'm hearing your question as, I look at it from being</p> <p>21 the date as fresh as possible meaning as close to when the</p>	<p>1 appreciate the information that you gave us. It also</p> <p>2 sounds like planning really needs to start for the second</p> <p>3 semester if we want to be able to have the second semester</p> <p>4 to be ready to have in-person instruction when the metrics</p> <p>5 allow, was there consideration given to having teachers</p> <p>6 that want to teach virtually teach the cohort that want to</p> <p>7 proceed virtually which will reduce the class size of</p> <p>8 those teachers that are teaching the dual method. Has</p> <p>9 that been considered?</p> <p>10 DR. WILLIAMS: So Ms. Causey, let me just jump in.</p> <p>11 I think what the important part is what we've learned from</p> <p>12 the work with the four public separate day schools, it's</p> <p>13 around the school scheduling and planning and getting the</p> <p>14 information from the parents to work out the logistics as</p> <p>15 it was reported. We're still working with our staff, our</p> <p>16 union and so we want to look at bringing back when it's</p> <p>17 safe to do so a group of kids before the start of second</p> <p>18 semester but we have to know the particular students so we</p> <p>19 can plan and that was some of the feedback when we were</p> <p>20 looking at phase one and bringing back students from our</p> <p>21 separate day schools so the work is in the details and the</p>

Page 118	Page 120
<p>1 details would be who is doing virtual and who wants</p> <p>2 in-person to then develop those schedules so that's the</p> <p>3 time. That's the time that the team was describing to do</p> <p>4 it well, but we need that information to do it. We have</p> <p>5 set up in terms of positioning the schools when we were</p> <p>6 dealing with the four public day schools and making sure</p> <p>7 they had the PPEs, the signage, et cetera. That can be</p> <p>8 done as we are developing these schedules, but I think the</p> <p>9 important part is we are learning from phase one and what</p> <p>10 we need to do with phase two and it's all about developing</p> <p>11 those schedules as the team described. Not only the</p> <p>12 instructional piece but the operational piece in terms of</p> <p>13 transportation, the meals, et cetera. So at least two</p> <p>14 weeks. And so, but right now, based on the metrics, where</p> <p>15 we are at this point, and I believe it was Mr. Offerman</p> <p>16 saying, you know, the time is short, we do need extended</p> <p>17 time and then if you're looking at what's here on the</p> <p>18 screen what the health department is concerned about</p> <p>19 whenever there are holidays that are happening so in the</p> <p>20 midst of this is the Thanksgiving break and there are</p> <p>21 concerns about the potential of large groups gathering and</p>	<p>1 right state for reopening instead of getting hung up on</p> <p>2 the exact number of kids who are going to ride the bus and</p> <p>3 the exact number of kids who are going to be in a</p> <p>4 classroom. So I'm just worried that we're going to hurry</p> <p>5 up and wait instead of moving forward with this plan</p> <p>6 because I think it's going to be months before we're at</p> <p>7 the point with our COVID numbers where we're really ready</p> <p>8 to reopen, but that doesn't mean we can't be ready when</p> <p>9 the numbers are there, so that I guess is my big concern.</p> <p>10 My concern is there a different way to approach this time</p> <p>11 line so we're not getting too hung up on parent surveys</p> <p>12 and instead moving forward with actually getting the</p> <p>13 buildings prepared and the stakeholders involved.</p> <p>14 DR. WILLIAMS: Well, yes, we did say, as you heard</p> <p>15 the team say that, this was the ask, but we were also</p> <p>16 looking at a different time which Ms. Byers did say around</p> <p>17 December 14. So we can continue to work. I just want to</p> <p>18 remind the Board, back in July you supported the</p> <p>19 recommendation about a semester of virtual learning and</p> <p>20 then of course there were announcements made shortly</p> <p>21 afterwards. So to your point, Dr. Hager, we can look at</p>
Page 119	Page 121
<p>1 impact that will have on our metrics as a county so all of</p> <p>2 those things are taking into consideration as we look at</p> <p>3 the implementation timeline.</p> <p>4 CHAIR CAUSEY: Okay. Moving on to Dr. Hager.</p> <p>5 DR. HAGER: Yes, I had a second question following</p> <p>6 Kathleen's comment. So the Board pushed the school system</p> <p>7 to come up with a plan and we knew it would be an</p> <p>8 ambitious plan because it was going to be a quick</p> <p>9 turnaround but we felt we had to push for a plan because</p> <p>10 there wasn't a detailed plan like this available, so first</p> <p>11 of all I thank you for the plan, but I also am worried</p> <p>12 that this implementation timeline is getting really hung</p> <p>13 up on this survey and I get that if you asked me today if</p> <p>14 I would send my kids back I would say it depends on the</p> <p>15 metrics which we all feel that way but I think we could</p> <p>16 make a plan that would assume 10 percent, 20 percent, you</p> <p>17 know we could make a plan based on different percentages</p> <p>18 of kids coming back and instead spend our time in parallel</p> <p>19 having the parents read and digest the plan like Ms. Byers</p> <p>20 said, vetting the plan with stakeholders, making sure</p> <p>21 everyone is on board, making sure the buildings are in the</p>	<p>1 all of the nuances of having some groups coming back. Our</p> <p>2 recommendation is to look at after November 30, as Ms.</p> <p>3 Byers did say that we can look at the details and we can</p> <p>4 have things kind of in the queue ready to go and then once</p> <p>5 we know the number of students as well as our staff we can</p> <p>6 move forward. We're not saying we won't do what's</p> <p>7 necessary to position ourselves for bringing back small</p> <p>8 groups. We're just saying based on this timeline as it</p> <p>9 was requested, we felt we have to amend this timeline and</p> <p>10 look at something else based on what was reported earlier</p> <p>11 today. So I hear exactly what you're saying. Thank you.</p> <p>12 DR. HAGER: Thank you.</p> <p>13 CHAIR CAUSEY: Other Board members? So I'd like to</p> <p>14 make a motion if staff can put the slide back on the phase</p> <p>15 in approach for student groups. Thank you. So I want to</p> <p>16 make a motion that when the metrics are positive for in</p> <p>17 person instruction and all of the other work has been done</p> <p>18 as pointed out by all of the staff tonight that phase one</p> <p>19 and phase two and phase three would all start at the same</p> <p>20 time. Is there a second?</p> <p>21 MR. KUEHN: Second, Kuehn.</p>

Page 122	Page 124
<p>1 CHAIR CAUSEY: Thank you. And I just wanted to</p> <p>2 speak to my motion.</p> <p>3 MS. HENN: Could you restate your motion? Thank</p> <p>4 you.</p> <p>5 CHAIR CAUSEY: Yes. My motion is that the plan is</p> <p>6 updated so that when the metrics are correct and all of</p> <p>7 the operational work has been done that phase one, phase</p> <p>8 two, and phase three all start at the same time. So to</p> <p>9 speak to my motion, the point of it is that we have seen</p> <p>10 the phase one public separate day schools, there was quite</p> <p>11 a time in getting that plan up and then our window closed</p> <p>12 and just something similar may happen whenever it is when</p> <p>13 students come back to in person, where the metrics are</p> <p>14 good and if the phasing in takes too long student groups</p> <p>15 may miss two, four, or six weeks of that amazing in-person</p> <p>16 instruction that is really going to help our children</p> <p>17 recover from the losses that they've had. So that's my</p> <p>18 motion. Board members are there questions?</p> <p>19 DR. WILLIAMS: Ms. Causey, I just wanted to bring to</p> <p>20 the Board attention when we meet with the health</p> <p>21 department and we meet with the COVID task force the</p>	<p>1 outlined here at the same time. I just want to raise that</p> <p>2 concern.</p> <p>3 CHAIR CAUSEY: Okay. I have one more question left</p> <p>4 on the motion and I'll reserve that. Other Board members?</p> <p>5 I see Ms. Jose.</p> <p>6 MS. PASTEUR: My hand was up before Ms. Jose. I'm</p> <p>7 sorry, but my hand was up before Ms. Jose.</p> <p>8 CHAIR CAUSEY: Ms. Pasteur, if Ms. Jose yields.</p> <p>9 MS. PASTEUR: She doesn't have to. My hand was up</p> <p>10 before her hand was up.</p> <p>11 CHAIR CAUSEY: Thank you, Ms. Pasteur, but there are</p> <p>12 times when texts are popping up in the chat that are</p> <p>13 covering up information, so I would just ask everyone is</p> <p>14 patient as we deal with the technology and trying to</p> <p>15 process every Board member having an opportunity. So go</p> <p>16 right ahead.</p> <p>17 MS. PASTEUR: Thank you. All right, for clarity,</p> <p>18 Dr. Williams, phase one consists of the public separate</p> <p>19 day schools so we know right now that's delayed so you are</p> <p>20 talking about using the metrics still through the health</p> <p>21 department, et cetera in terms of opening phase one and</p>
Page 123	Page 125
<p>1 description of a phase in model based on smaller groups</p> <p>2 coming back was recommended hence why we have done this</p> <p>3 phase in approach. I just wanted to bring to your</p> <p>4 attention that the concern has always been about large</p> <p>5 groups of students returning. Granted we still have to</p> <p>6 look at the phase 1 of our public separate day schools but</p> <p>7 phase 2 and phase 3, I just question about just pulling</p> <p>8 those two together when the metrics are good, we're</p> <p>9 looking at of course looking at these grades, there are</p> <p>10 multiple grade and potential larger students, larger</p> <p>11 groups of students and so it wasn't recommended that we</p> <p>12 start off like that with a robust approach but to bring in</p> <p>13 a much more smaller group of students hence why we landed</p> <p>14 on this phased in approach. This is from our</p> <p>15 collaboration with the health department.</p> <p>16 CHAIR CAUSEY: I was just going to ask is that in</p> <p>17 the MSDE guidelines?</p> <p>18 DR. WILLIAMS: Again, it's the conversation that we</p> <p>19 have had with the Baltimore County Health Department</p> <p>20 representatives and our approach of looking at a phase in</p> <p>21 model rather than having all three groups coming in as</p>	<p>1 then from the point at which that opens then you will take</p> <p>2 a look for the second phase, is that what you just said?</p> <p>3 Is that what you're saying in essence?</p> <p>4 DR. WILLIAMS: Yes, that was recommended and I don't</p> <p>5 know if Dr. Zarchen or Ms. Sommerville are still on the</p> <p>6 line but based on the conversation it was advised to do</p> <p>7 much more of a phased in approach so yes that's what we</p> <p>8 were looking at versus having all of the three groups come</p> <p>9 in together as Ms. Causey made her motion.</p> <p>10 MS. PASTEUR: But my question is about does it begin</p> <p>11 with whichever date the phase one happens. Not that they</p> <p>12 all come together. Let's say that phase one doesn't start</p> <p>13 until - let's say it starts November 30 so then two would</p> <p>14 come after a period of seeing how that works and then</p> <p>15 seeing how, et cetera, is that what you're saying?</p> <p>16 DR. WILLIAMS: Yes.</p> <p>17 MS. PASTEUR: Thank you. All right. Thank you, Ms.</p> <p>18 Causey and Ms. Jose.</p> <p>19 CHAIR CAUSEY: Ms. Jose?</p> <p>20 MS. JOSE: Thank you. Dr. Williams, I think you</p> <p>21 answered some of my questions so one of my concerns with</p>



	Page 126		Page 128
1	bringing all phases together is that the simple phase	1	that school but then also we have a model that is
2	approach means having it staggered and it would be easier	2	cross-boundary in a regional model. So I hope that just
3	for us to monitor how a small group does where the data	3	clarifies the programs that we would be looking at in
4	dashboard that Dr. Zarchen was talking about and even just	4	addition to yes, those select CTE programs and again, that
5	a simple mathematical model, I'm not an epidemiologist by	5	would be programs where the pedagogical strategy is hands
6	any means but the more people that are in the building the	6	on when we look at what may be required for credentialing
7	faster it will spread and if we could monitor that for two	7	and Dr. Boswell-McComas, if you want to add anything to
8	weeks and then bring in the next phase, that I think is	8	that, please feel free to jump in.
9	the whole idea between phasing it and you explained it, so	9	DR. MCCOMAS: I'd just like to add first off
10	I don't think I'm comfortable with bringing everybody in	10	excellent job, thank you for the support Ms. Byers. Mr.
11	at the same time. It's more people and it would spread	11	Kuehn I would just like to add that, really for all of our
12	faster if it does go South pretty quickly on us, so thank	12	members here and the public, but a phased in model is a
13	you.	13	very thoughtful approach and it's thoughtful in a number
14	CHAIR CAUSEY: Other Board members discussion?	14	of ways. It's thoughtful in addressing the specific and
15	MR. KUEHN: Ms. Causey, this is Russ Kuehn.	15	most important needs of our students and along with
16	CHAIR CAUSEY: Yes, Mr. Kuehn.	16	thoughtful in allowing us to layer in the logistics to
17	MR. KUEHN: Just so that we're clear about the	17	make sure that we're able to coordinate instructional
18	numbers that we're talking about, how many children are in	18	schedules, that we're able to coordinate transportation,
19	phase 3? From my understanding it says outside general	19	while of course following all of the health and safety
20	education grades 3 through 12 and I'm guessing there's a	20	guidelines. We fully acknowledge that as conditions
21	special education or folks with IEPs and select CET	21	change for the better and things improve it certainly will
	Page 127		Page 129
1	classes, is that accurate? I have no idea how many	1	help us have an accordion effect on our ability to move
2	children we're talking about.	2	faster just as right now the conditions have required us
3	MS. BYERS: So I wouldn't be able to give you that	3	to slow down a bit and so just circling back to Mr.
4	exact number right now, Mr. Kuehn, but to help clarify	4	Kuehn's specific question as Ms. Byers said, our students
5	that a little bit because I hear the question that you're	5	that receive specialized programs outside of the
6	asking so thank you, it includes students that are	6	generalized education section of class is a specific
7	typically served in a classroom environment where 50	7	number of students. I do not have that number just at the
8	percent of or more of the students receive special	8	tip of my fingertips this evening, but there are students
9	education services. That's how you define outside of	9	who are eligible for that service through their IEP
10	general education. So in many of our schools, we have	10	preface and there again the CTE is specifically select
11	programs that service students whose least restrictive	11	programs in which students need access to hands-on
12	environment is outside general education student - excuse	12	equipment to get a certain number of hours to meet their
13	me outside general education setting and those students	13	credentialing requirement to meet their professional
14	would attend that school because it is their home school,	14	credentials.
15	we use that expression. They are within their attendance	15	MR. KUEHN: Thank you. I guess I just want to
16	encashment area. Then we also have programs that service	16	follow on to that answer because it brings up a good
17	students whose in that least restrictive environment in a	17	point. When I look at this in front of us and I believe
18	regional model so you've probably heard, you know, we have	18	you're talking two weeks for each milestone here and I
19	social emotional learning support programs, we have	19	understand staggering it and the value of doing that, but
20	communication and learning support programs, so those	20	my concern is that that's a month and a half of time that
21	programs exist in schools both for students who attend	21	we're losing for all of the other kids in phase 4 and that

Page 130	Page 132
<p>1 is a significant number of kids that are for another month 2 and a half sitting in front of their screens and I 3 understand the numbers and the trends that are occurring 4 now. I think what you're hearing is in essence the fact 5 that everybody and the parents have been especially clear 6 about this, they need to see a detailed plan as to what 7 we're going to do and how we're going to do it. 8 MS. BRESLER: 30. 9 MR. KUEHN: My other concern, and I guess my 10 question is the public separate day schools, I know that 11 we're not going live with that, and I'm very happy about 12 that to be honest with you, I didn't think we'd get past 13 this meeting but it is already canceled, but you all were 14 collecting data and I don't know if that was shared, but 15 do we even know how many parents were going to send their 16 children to school on the schedule that you had initially 17 announced? I believe you all had collected that data and 18 I don't have that data. 19 DR. MCCOMAS: So our principals -- go ahead Dr. 20 Roberts. 21 DR. ROBERTS: Yes, we do. Our principals, as we</p>	<p>1 comment about something that was said earlier, Dr. 2 Williams mentioned that we had voted for a virtual first 3 semester which is absolutely true, but it was with the 4 caveat that we were under the impression that if the 5 metrics were in place that this sort of a phased in plan 6 would happen over the first semester and again with 7 stakeholder input and with a plan in place and so although 8 I agree that the first semester was a possibility, I don't 9 think it was anyone's intention for it to be a whole first 10 semester, so I share Ms. Causey's concern, and Mr. Kuehn's 11 concern that over time this is just going to delay things 12 and delay things and delay things. Having said that, from 13 a public health perspective, I do think a phased in 14 approach is the right approach and so I actually will not 15 vote for the motion, but I do think that I share those 16 concerns that it's just taking a longer time than 17 expected, and so I just wanted to make that comment about 18 the motion. 19 CHAIR CAUSEY: Thank you. Other Board members? I 20 just want to, Dr. McComas, do you want to share what you 21 just typed in about the number of students outside of</p>
Page 131	Page 133
<p>1 shared, I think it was at the last Board meeting, our 2 principals because of the size of those schools were able 3 to reach out specifically and independently to those 4 parents. On average and because I don't have the numbers 5 right in front of me, but on average we're looking at to a 6 quarter to at most a third depending on the four schools 7 that would be that parents indicated when those 8 conversations were had who indicated that their children 9 would participate in a hybrid environment. 10 DR. MCCOMAS: I would also just like to say, Mr. 11 Kuehn, I just want to communicate that I do understand the 12 intent is to reopen schools with all due haste once 13 conditions are safe and we can move appropriately. 14 MR. KUEHN: Thank you. 15 CHAIR CAUSEY: Who's next? 16 MR. KUEHN: I think Dr. Hager had a question. I'm 17 sorry. She had mentioned in the chat she had a question. 18 I don't know if she's on mute. 19 CHAIR CAUSEY: Dr. Hager? 20 DR. HAGER: Yes, I'm here. I just wanted to speak 21 to the motion that you made, Ms. Causey, and also make a</p>	<p>1 general education? 2 DR. MCCOMAS: Yeah, so my team was able to quickly 3 pull the outside general education group that we're 4 speaking of in phase three is approximately 1,500 5 students. That does not include, obviously, the CTE 6 number. So it's not an insignificant number of students. 7 CHAIR CAUSEY: I'm sorry did you say significant? 8 Not insignificant? 9 DR. MCCOMAS: Yes. It's not a small group. I mean 10 a thousand five hundred students to me is a sizable group 11 across the system assigned to their different locations. 12 CHAIR CAUSEY: Thank you. Okay, any other Board 13 members before we have a roll call vote? Ms. Gover? 14 MS. PASTEUR: Please repeat the motion. 15 CHAIR CAUSEY: Ms. Pasteur? 16 MS. PASTEUR: Please repeat the motion. 17 CHAIR CAUSEY: Yes. Tracy did you record that or 18 would you like for me to restate it? 19 MS. GOVER: You moved that when the metrics are 20 positive for in person instruction and after all of the 21 work has been done that phase one, phase two, and phase</p>

	Page 134		Page 136
1	three would all start at the same time.	1	semester. That's not what my motion is about. My motion
2	MS. PASTEUR: Thank you.	2	is about understanding all of the planning that's been
3	CHAIR CAUSEY: Thank you. We can now have the roll	3	talked about but also understanding the needs of our
4	call vote.	4	students to have the best education that they can and we
5	MS. GOVER: Dr. Hager?	5	know that the disparities are growing among many groups
6	DR. HAGER: No.	6	that all of this planning does get done in a timeframe so
7	MS. GOVER: Mr. Kuehn?	7	that parents can digest it, the Board can digest it, and
8	MR. KUEHN: No.	8	then the operational issues can be implemented. So,
9	MS. GOVER: Ms. Pasteur?	9	discussion?
10	MS. PASTEUR: No.	10	MR. KUEHN: Ms. Causey, this is Mr.
11	MS. GOVER: Mr. Offerman?	11	CHAIR CAUSEY: Yes.
12	MR. OFFERMAN: No.	12	MR. KUEHN: I do have a question. I think that
13	MS. GOVER: Mr. Muhumuza?	13	there's confusion because everybody is expecting a
14	MR. MUHUMUZA: No.	14	detailed plan. My only question is have we not set a date
15	MS. GOVER: Ms. Henn?	15	for that detailed plan so I supported your motion just to
16	MS. HENN: No.	16	have the conversation, but my expectation is, as I believe
17	MS. GOVER: Ms. Jose?	17	Ms. Rowe mentioned in the chat, isn't the plan to have a
18	MS. JOSE: No.	18	plan before that time? We can have the expectation is we
19	MS. GOVER: Mr. McMillion?	19	will have a detailed plan regardless of what the metrics
20	MR. MCMILLION: Yes.	20	are based upon the current focus on the January 29th start
21	MS. GOVER: Ms. Mack?	21	for second semester.
	Page 135		Page 137
1	MS. MACK: No.	1	CHAIR CAUSEY: So the point of setting the date for
2	MS. GOVER: Ms. Scott?	2	having the plan coming to the Board is so that it can be
3	MS. SCOTT: No.	3	considered, that it can be vetted, and that it can be
4	MS. GOVER: Ms. Rowe?	4	implemented when the metrics are correct. What we have
5	MS. ROWE: No.	5	seen and understand with the incredible work that is
6	MS. GOVER: Ms. Causey?	6	required is that it takes time, so I am just suggesting
7	CHAIR CAUSEY: Yes.	7	that in order to make sure that the second semester is
8	MS. GOVER: In favor were two.	8	prepared for students and staff and parents and all of the
9	CHAIR CAUSEY: Thank you. So the motion fails.	9	logistics that we really need to see that plan by the
10	Board members, other question or discussion? Hearing	10	second meeting in December because given the timeline and
11	none, I want to make another motion that the	11	that slide is in there, we need those number of weeks in
12	superintendent and his team bring a plan to the Board for	12	January, and again students will return when the metrics
13	the hybrid semester the second semester before winter	13	are correct, so having a plan is in order to be prepared
14	break. Excuse me. I withdraw that. I'm going to make a	14	when the metrics are correct. And again, I'm not
15	motion that the superintendent and his team bring a	15	precluding a phased in approach for small groups of
16	detailed plan for having a hybrid second semester by the	16	students this semester but I'm just thinking ahead. Board
17	second meeting in December. Is there a second?	17	members is there other questions or comments?
18	MR. KUEHN: Second, Kuehn.	18	MR. KUEHN: Dr. Williams, can you please clarify as
19	CHAIR CAUSEY: Thank you. And I want to speak to my	19	to when you would be providing a plan without this motion
20	motion which is I'm not discounting the continued efforts	20	and what the expectation is for you?
21	to try to implement phased in learning for students this	21	DR. WILLIAMS: Well, let me say what's posted on the

Page 138	Page 140
<p>1 website that was approved by MSDE was a second semester</p> <p>2 plan, so.</p> <p>3 MR. KUEHN: So you're saying the plan that's on the</p> <p>4 website is detailed enough to execute in January?</p> <p>5 DR. WILLIAMS: So you're asking for the details, the</p> <p>6 operation like we shared about how many buses, the class</p> <p>7 schedule, the information from the staff so that's in the</p> <p>8 operations but in terms of what you just asked, the plan</p> <p>9 that was approved is on the website for second semester</p> <p>10 hybrid.</p> <p>11 MR. KUEHN: So if that's the case then this motion</p> <p>12 is already fulfilled because there's already a plan on the</p> <p>13 website, Ms. Causey, so I don't quite understand.</p> <p>14 CHAIR CAUSEY: Russ, if you're asking me a question,</p> <p>15 the -- what we have seen in recent meetings with these</p> <p>16 plans is much more detailed than what's in the reopening</p> <p>17 plan that was posted in August that was approved in August</p> <p>18 and posted in August. So for instance, second semester,</p> <p>19 we heard from Dr. McComas about instructional models. I</p> <p>20 asked the question earlier, has it been considered earlier</p> <p>21 that teachers that want to teach virtually can have</p>	<p>1 CHAIR CAUSEY: Yes, please go ahead.</p> <p>2 MS. ROWE: So as I understand the situation, the</p> <p>3 metrics determine when we start to execute this plan but</p> <p>4 we could start with hybrid voluntary entry and then if</p> <p>5 that goes well, then the phases start, so I don't</p> <p>6 understand, I don't understand this motion.</p> <p>7 CHAIR CAUSEY: So I would ask Dr. Williams to have</p> <p>8 staff address your question.</p> <p>9 DR. WILLIAMS: At this point I responded to what I</p> <p>10 thought was the earlier question. I don't know what more</p> <p>11 staff can respond to other than the operations of what</p> <p>12 will be taking place second semester. As I shared</p> <p>13 earlier, we can get into the operations about the number</p> <p>14 of kids, the schedules, transportation, but the second</p> <p>15 semester plan was what was approved and what's on our</p> <p>16 website. I don't think there's anything that staff can</p> <p>17 respond to in addition to what I'm sharing right now.</p> <p>18 CHAIR CAUSEY: Thank you. Dr. Hager?</p> <p>19 DR. HAGER: Yes, I just want to say that I've read</p> <p>20 and reread the reopening plan that was, you know,</p> <p>21 developed by the school system in August and then approved</p>
Page 139	Page 141
<p>1 students that want to be taught virtually thereby limiting</p> <p>2 the number of students that other teachers will have to</p> <p>3 teach in a dual method, so apparently that hasn't been</p> <p>4 considered so maybe that could be considered and that</p> <p>5 could help with logistics to make it as effective as</p> <p>6 possible. Even in terms of the number of students, we</p> <p>7 don't know what the totality of students, not talking yet</p> <p>8 about the parent survey, that are in some of these other</p> <p>9 groups, phase two all students, so we've had Board members</p> <p>10 that have legitimate concerns about the number of students</p> <p>11 that would be in buildings at the same time, on buses,</p> <p>12 maybe one after the other and so forth and so those</p> <p>13 concerns in logistics could be addressed with a specific</p> <p>14 plan.</p> <p>15 MS. SCOTT: I'm sorry, point of order. We've heard</p> <p>16 both from Ms. Causey and Mr. Kuehn twice, so I think there</p> <p>17 are other Board members who would like an opportunity. We</p> <p>18 said we were going to stick to two minutes per member per</p> <p>19 two questions.</p> <p>20 CHAIR CAUSEY: Certainly. So other Board members?</p> <p>21 MS. ROWE: I have a question if it's my turn.</p>	<p>1 in September and I think it's really good for August and</p> <p>2 August was what three months ago which is like two years</p> <p>3 in COVID times and so there have been a lot of things that</p> <p>4 have changed since that was prepared and I think what we</p> <p>5 heard tonight was really good and I think it was very</p> <p>6 thoughtful and the whole operational side of how we'll</p> <p>7 actually execute this plan, it was really, really good to</p> <p>8 hear, so I appreciate that there was a motion last meeting</p> <p>9 that let us get to this point where we and the rest of the</p> <p>10 county could hear about what the plan looks like, and so I</p> <p>11 actually would support this motion because I think having,</p> <p>12 you know everybody works better with a deadline and having</p> <p>13 a deadline to really articulate what those specific plans</p> <p>14 are for when we reopen, I think it would be really helpful</p> <p>15 for parents and teachers and students and everyone</p> <p>16 involved.</p> <p>17 MS. BRESLER: 30 seconds.</p> <p>18 CHAIR CAUSEY: Ms. Mack?</p> <p>19 MS. MACK: Yes, I actually have a question and a</p> <p>20 comment. Well, actually two comments. I think it would</p> <p>21 be helpful if staff for each one of these points provided</p>

Page 142	Page 144
<p>1 the number of students involved and for phase one could we</p> <p>2 provide the number of students and then provide the</p> <p>3 information that we have received from the surveys about</p> <p>4 how many of those students have planned to come back,</p> <p>5 knowing that that could change, but if we could look at</p> <p>6 the number of students in phase 2, we know the outside</p> <p>7 general education numbers for phase 3 but we don't know</p> <p>8 the CTE numbers. I think that would be helpful and then</p> <p>9 the other thing that I would like to suggest potentially</p> <p>10 that Dr. Williams and his staff look at is flipping phase</p> <p>11 two and phase one. We received a tremendous number of</p> <p>12 emails and a lot of feedback about the fact that our</p> <p>13 public day school students are our most vulnerable</p> <p>14 students and I think given the fact that we are going to</p> <p>15 rework the plan anyway and I do support this motion, I</p> <p>16 would like to see a new plan that moves the public day</p> <p>17 schools to the second phase if that's possible.</p> <p>18 CHAIR CAUSEY: Was there a question in that, Ms.</p> <p>19 Mack?</p> <p>20 MS. MACK: No, just comments.</p> <p>21 CHAIR CAUSEY: Okay, thank you. Other Board members</p>	<p>1 MS. SCOTT: No.</p> <p>2 MS. GOVER: Ms. Rowe?</p> <p>3 MS. ROWE: No.</p> <p>4 MS. GOVER: Ms. Causey?</p> <p>5 CHAIR CAUSEY: Yes. Could you tally that for me,</p> <p>6 please?</p> <p>7 MS. GOVER: Eight in favor.</p> <p>8 CHAIR CAUSEY: Thank you. The motion carries.</p> <p>9 Okay, Board members, Dr. Williams, was there any guidance</p> <p>10 from the Board that you were seeking at this point?</p> <p>11 DR. WILLIAMS: No, ma'am.</p> <p>12 CHAIR CAUSEY: Thank you. So thank you so much to</p> <p>13 everyone for all of that good information. I know that we</p> <p>14 are all working together from the same perspective of</p> <p>15 trying to do the best that we can for our students.</p> <p>16 MR. MCMILLION: Mrs. Causey, this is Rod McMillion.</p> <p>17 I'd like to say something.</p> <p>18 CHAIR CAUSEY: Certainly, Mr. McMillion.</p> <p>19 MR. MCMILLION: I think Ms. Mack had an excellent</p> <p>20 idea on flip-flopping the public separate day schools with</p> <p>21 the second group. Thank you.</p>
Page 143	Page 145
<p>1 before we vote? Okay, hearing nothing further, Ms. Gover,</p> <p>2 can you do a roll call vote, please?</p> <p>3 MS. GOVER: Dr. Hager?</p> <p>4 DR. HAGER: Yes.</p> <p>5 MS. GOVER: Mr. Kuehn?</p> <p>6 MR. KUEHN: Yes.</p> <p>7 MS. GOVER: Ms. Pasteur?</p> <p>8 MS. PASTEUR: Abstain.</p> <p>9 MS. GOVER: Mr. Offerman?</p> <p>10 MR. OFFERMAN: Yes.</p> <p>11 MS. GOVER: Mr. Muhumuza?</p> <p>12 MR. MUHUMUZA: Yes.</p> <p>13 MS. GOVER: Ms. Henn?</p> <p>14 MS. HENN: Yes.</p> <p>15 MS. GOVER: Ms. Jose?</p> <p>16 MS. JOSE: No.</p> <p>17 MS. GOVER: Mr. McMillion?</p> <p>18 MR. MCMILLION: Yes.</p> <p>19 MS. GOVER: Ms. Mack?</p> <p>20 MS. MACK: Yes.</p> <p>21 MS. GOVER: Ms. Scott?</p>	<p>1 CHAIR CAUSEY: Thank you, Rod, and given her</p> <p>2 comments and the other perspectives, I would agree with</p> <p>3 that as well. Okay, so we are going to move on to the</p> <p>4 next item on the agenda, which is Item K, unfinished</p> <p>5 business, proposed 2021-2022 school calendar and for that</p> <p>6 we call on Mr. Duque.</p> <p>7 MR. DUQUE: Good evening, Madame Chair, Vice Chair</p> <p>8 Henn, Dr. Williams, and members of the Board. On</p> <p>9 September 29, two calendar options for the 21-22 school</p> <p>10 year were presented to the Board for consideration.</p> <p>11 Second reading and public comment took place on October</p> <p>12 13, 2020. This evening, I am respectfully requesting the</p> <p>13 Board's consideration of adoption of a calendar for the</p> <p>14 21-22 school year. Before the Board discusses and votes</p> <p>15 on the calendar options, I would request the Board's</p> <p>16 indulgence and allow me to recommend that an edit be made</p> <p>17 to the calendar entries for November 5th, January 21st,</p> <p>18 and April 1st. These are the days at the end of each</p> <p>19 quarter when elementary and middle schools are released</p> <p>20 early to allow teachers to work on grading and data</p> <p>21 analysis. The entries should be amended to read grade</p>

Page 146	Page 148
<p>1 recording instead of grade reporting. This edit will make</p> <p>2 the entries consistent with the respective footnote at the</p> <p>3 bottom of the calendar. Thank you.</p> <p>4 CHAIR CAUSEY: Thank you for that and hearing no</p> <p>5 objections, the Board will accept those corrections. So</p> <p>6 Board members, I wanted to make a motion which is that</p> <p>7 whichever calendar is selected that the Professional</p> <p>8 Development Days that are allotted on this calendar as</p> <p>9 well as on future calendars will not be considered as</p> <p>10 inclement weather makeup days. Is there a second?</p> <p>11 MS. ROWE: Ms. Causey, I'll second, but I believe</p> <p>12 you forgot to specify that you mean the Professional</p> <p>13 Development Days that are Muslim Holidays. You said</p> <p>14 Professional Development Days, I believe you meant</p> <p>15 Professional Development Days that are Muslim Holidays.</p> <p>16 CHAIR CAUSEY: Yes, that is what I intended to say.</p> <p>17 MS. GOVER: Could you restate that please?</p> <p>18 CHAIR CAUSEY: Certainly. I want to make a motion</p> <p>19 that whichever calendar is adopted will include the Muslim</p> <p>20 holidays being maintained as Professional Development Days</p> <p>21 and not considered for inclement weather makeup days.</p>	<p>1 specifically about the Muslim holidays, correct?</p> <p>2 CHAIR CAUSEY: Yes.</p> <p>3 MR. KUEHN: Thank you.</p> <p>4 MS. JOSE: Ms. Causey?</p> <p>5 CHAIR CAUSEY: Board members are there other</p> <p>6 questions or comments? Yes?</p> <p>7 MS. JOSE: This is Moalie.</p> <p>8 CHAIR CAUSEY: Yes.</p> <p>9 MS. JOSE: Isn't the Muslim holiday Eid Ul Fitr</p> <p>10 recognized as Professional Holidays in both calendars</p> <p>11 regardless, so what is the point of this motion then, that</p> <p>12 it's not used as an inclement weather day?</p> <p>13 CHAIR CAUSEY: Previously the Professional</p> <p>14 Development Days for the Muslim holidays had also been</p> <p>15 labeled as an inclement weather day and that is not</p> <p>16 equitable that those holidays would be considered to be</p> <p>17 removed which had been done in the past without Board</p> <p>18 approval, so this is just making it equitable.</p> <p>19 MS. JOSE: So Mr. Duque is that true with this pre</p> <p>20 and post Labor Day calendar it is scheduled for removal</p> <p>21 for inclement weather?</p>
Page 147	Page 149
<p>1 MS. ROWE: Second, Rowe.</p> <p>2 CHAIR CAUSEY: Thank you. Is there discussion?</p> <p>3 MR. KUEHN: Ms. Pasteur has a question or a comment.</p> <p>4 MS. PASTEUR: No, my hand was up prior to that, so</p> <p>5 my hand is up just in terms of talking about the calendar.</p> <p>6 No questions about what you just said.</p> <p>7 CHAIR CAUSEY: Thank you. Yes, there is a technical</p> <p>8 issue with these hands, so. Okay. If there are no</p> <p>9 questions or comments.</p> <p>10 MR. KUEHN: Ms. Causey?</p> <p>11 CHAIR CAUSEY: Yes?</p> <p>12 MR. KUEHN: I do have a question because as I look</p> <p>13 at the calendar and I'm hoping and I believe you may have</p> <p>14 specified this so you may have already answered my</p> <p>15 question but there are system-wide professional</p> <p>16 development days, the first one I believe being the 7th of</p> <p>17 September which is Rosh Hashanah, right?</p> <p>18 CHAIR CAUSEY: Yes.</p> <p>19 MR. KUEHN: That is not one of the days. That</p> <p>20 couldn't possibly be changed because of inclement weather</p> <p>21 so that's a moot point, right? You're just talking</p>	<p>1 MR. DUQUE: It's not specified specifically for</p> <p>2 removal. The footnote at the bottom of the calendar</p> <p>3 indicates that Professional Development Days can be</p> <p>4 converted to makeup days if necessary and we have had</p> <p>5 inclement weather at the beginning of the school year.</p> <p>6 Normally what happens is because of the lateness of the</p> <p>7 Eid holiday in the school year, it may be subjectable to</p> <p>8 being converted, but we have never converted either the</p> <p>9 Jewish religious holiday or the Muslim holiday to a school</p> <p>10 day. I take it back. We did do it once. Two years ago,</p> <p>11 we did convert the Eid to a student day as a make up day.</p> <p>12 MS. JOSE: Okay. Thank you, Mr. Duque.</p> <p>13 CHAIR CAUSEY: Other questions or comments?</p> <p>14 MS. HENN: Ms. Causey?</p> <p>15 CHAIR CAUSEY: Yes?</p> <p>16 MS. HENN: I don't know if you can see hands, but I</p> <p>17 have my hand up, Mr. Kuehn and Ms. Pasteur.</p> <p>18 CHAIR CAUSEY: Okay. So what I have seen is hands</p> <p>19 get stuck up, so at the top of the list, I see Dr. Hager,</p> <p>20 is that correct?</p> <p>21 MS. HENN: I don't see her on my screen, so I can't</p>

Page 150		Page 152	
1	answer that.	1	MS. GOVER: Mr. Kuehn?
2	MS. PASTEUR: Dr. Hager was first and then my hand	2	MR. KUEHN: Yes.
3	went up after hers.	3	MS. GOVER: Ms. Pasteur?
4	CHAIR CAUSEY: Okay, we're not hearing from Dr.	4	MS. PASTEUR: Yes.
5	Hager, so Ms. Pasteur?	5	MS. GOVER: Mr. Offerman?
6	DR. HAGER: I'm sorry I was saying, this is Erin, I	6	MR. OFFERMAN: Yes.
7	wanted to speak to the calendar in general, not to this	7	MS. GOVER: Mr. Muhumuza?
8	motion in particular which I very much support.	8	MR. MUHUMUZA: Yes.
9	CHAIR CAUSEY: Okay. Ms. Pasteur?	9	MS. GOVER: Ms. Henn?
10	MS. PASTEUR: My comment is the same as Dr. Hager.	10	MS. HENN: Yes.
11	I wanted to speak about the calendar in general, not about	11	MS. GOVER: Ms. Jose?
12	the Muslim holiday.	12	MS. JOSE: Abstain.
13	CHAIR CAUSEY: Mr. Muhumuza?	13	MS. GOVER: Mr. McMillion?
14	MR. MUHUMUZA: Yeah, Madame Chair, I'm speaking to	14	MR. MCMILLION: Yes.
15	support this motion. I think as you stated it's equitable	15	MS. GOVER: Ms. Mack?
16	for everyone where there's no possibility where the Muslim	16	MS. MACK: Yes.
17	holiday could be used as a substitute for inclement	17	MS. GOVER: Ms. Scott?
18	weather so I support this motion one hundred percent and I	18	MS. SCOTT: Abstain.
19	think it's a great motion and our Muslim students are	19	MS. GOVER: Ms. Rowe?
20	going to be really proud of what our school system just	20	MS. ROWE: Yes.
21	did, so thank you.	21	MS. GOVER: Ms. Causey?
Page 151		Page 153	
1	CHAIR CAUSEY: Thank you, Mr. Muhumuza. Mr. Kuehn?	1	MS. CAUSEY: Yes. Thank you. That motion carries.
2	MR. KUEHN: I'm sorry I made my comment and lowered	2	Board members if there's no more questions or comments
3	my hand. Thank you.	3	we'll vote on my motion as amended by Ms. Mack. Ms. Gover
4	CHAIR CAUSEY: Ms. Mack?	4	can we have a roll call vote please?
5	MS. MACK: I don't know if I need to offer an	5	MS. GOVER: Dr. Hager?
6	amendment. I know we don't think of September as being	6	DR. HAGER: Yes.
7	inclement weather but if we would have tornadoes or	7	MS. GOVER: Mr. Kuehn?
8	hurricanes do we want to offer the same protection to both	8	MR. KUEHN: Yes.
9	Rosh Hashanah and Yom Kippur?	9	MS. GOVER: Ms. Pasteur?
10	CHAIR CAUSEY: If you want to make that amendment, I	10	MS. PASTEUR: Yes.
11	think that's perfectly fine. I would accept that.	11	MS. GOVER: Mr. Offerman?
12	MS. MACK: I would like to make an amendment to	12	MR. OFFERMAN: Yes.
13	state that we would protect Rosh Hashanah and Yom Kippur	13	MS. GOVER: Mr. Muhumuza?
14	just as we would protect Eid for not being used for	14	MR. MUHUMUZA: Yes.
15	inclement weather of any kind.	15	MS. GOVER: Ms. Henn?
16	CHAIR CAUSEY: I'll second that amendment. Board	16	MS. HENN: Yes.
17	members any questions or comments about the amendment?	17	MS. GOVER: Ms. Jose?
18	Ms. Gover, can I have a roll call vote for Ms. Mack's	18	MS. JOSE: Yes.
19	amendment?	19	MS. GOVER: Mr. McMillion?
20	MS. GOVER: Dr. Hager?	20	MR. MCMILLION: Yes.
21	DR. HAGER: Yes.	21	MS. GOVER: Ms. Mack?

Page 154	Page 156
<p>1 MS. MACK: Yes.</p> <p>2 MS. GOVER: Ms. Scott?</p> <p>3 MS. SCOTT: Yes.</p> <p>4 MS. GOVER: Ms. Rowe?</p> <p>5 MS. ROWE: Yes.</p> <p>6 MS. GOVER: Ms. Causey?</p> <p>7 MS. CAUSEY: Yes. The motion carries unanimously. I</p> <p>8 want to thank my Board members for that. This has been a</p> <p>9 long journey and I'm taking a point of order of personal</p> <p>10 privilege. I had an opportunity to speak to former Board</p> <p>11 member Ms. Romaine Williams and many that had been engaged</p> <p>12 in this journey of equity because she really did the</p> <p>13 groundwork to make this happen, to listen to the voices</p> <p>14 and to understand that we need to have things be not just</p> <p>15 fair but equitable, so to Romaine Williams as a former</p> <p>16 Board member who's done very important work and it is</p> <p>17 still providing benefits today, so thank you. Now we're</p> <p>18 going to go to the calendar in general and Dr. Hager, I</p> <p>19 think you were first.</p> <p>20 DR. HAGER: Thank you. I actually would like to</p> <p>21 make a motion to approve the calendar option with the</p>	<p>1 mentioned nearly impossible to find after the second week</p> <p>2 of August and TABCO has actually surveyed their members</p> <p>3 informally and consistently found that the overwhelming</p> <p>4 majority do prefer a pre-Labor Day start. Shifting from</p> <p>5 that reason, I have several reasons for this, in my day</p> <p>6 job as a public health researcher, I have actually</p> <p>7 researched the very real equity issues that long summers</p> <p>8 present for children from families with limited resources,</p> <p>9 so for these children we see a disproportionate academic</p> <p>10 slide in addition to disproportionate negative effects on</p> <p>11 health outcomes and increased risks for risky behaviors</p> <p>12 that can happen when kids are unsupervised for long</p> <p>13 periods of time because their parents have to work and</p> <p>14 there is nowhere for them to go. And finally I just want</p> <p>15 to say...</p> <p>16 MS. BRESLER: 30 seconds.</p> <p>17 DR. HAGER: That there's the sad truth that there's</p> <p>18 a very real chance that some or all of our children will</p> <p>19 not return to school in person this calendar year so I</p> <p>20 would argue that the sooner we can get our kids into</p> <p>21 buildings in August 2021 the better, so I just really hope</p>
Page 155	Page 157
<p>1 pre-Labor day start.</p> <p>2 MR. OFFERMAN: Second, Offerman.</p> <p>3 CHAIR CAUSEY: There's a motion and a second. Dr.</p> <p>4 Hager, do you want to speak to your motion?</p> <p>5 DR. HAGER: Yes, happily. This is actually one of</p> <p>6 the reasons I put my hat in the ring to become a Board</p> <p>7 member because as a family with two working parents it's</p> <p>8 nearly impossible to find camps or other childcare options</p> <p>9 for children at the end of August or even worse the</p> <p>10 beginning of September. Most camps close around the</p> <p>11 second week of August to accommodate the college students</p> <p>12 who staff the camps, so I actually worked as a camp</p> <p>13 counselor for several summers when I was in college and so</p> <p>14 a post-Labor Day start really puts those families with</p> <p>15 working parents which is really the overwhelming majority</p> <p>16 of BCPS families in a huge bind with two to three weeks of</p> <p>17 summer uncovered and we know that teachers are in that</p> <p>18 same boat, especially the later we start school and the</p> <p>19 teachers with children rather, because when teachers</p> <p>20 return to school prior to the start of the school year,</p> <p>21 they also need care for their children which is as I</p>	<p>1 that my fellow Board members will consider voting for a</p> <p>2 pre-Labor Day start for those reasons.</p> <p>3 CHAIR CAUSEY: Are there Board members that have</p> <p>4 discussion or questions related to Dr. Hager's motion?</p> <p>5 MS. PASTEUR: I would like to speak to it. I was</p> <p>6 next.</p> <p>7 CHAIR CAUSEY: Ms. Pasteur?</p> <p>8 MS. PASTEUR: Thank you. Now I am a house person, I</p> <p>9 have been one for a post-Labor Day start for many reasons</p> <p>10 and I don't intend to go into it, but just listening if</p> <p>11 nothing else, just listening to the conversation tonight</p> <p>12 and everything we have been through since March, not</p> <p>13 knowing where our children are, to my educator friends who</p> <p>14 contacted me about post, you'll have to hate me tonight</p> <p>15 because I have to support pre- this year because our</p> <p>16 children need to be back with real instruction and</p> <p>17 God-willing that by the time we start again we won't have</p> <p>18 this but they need every moment to be able to get a hold</p> <p>19 of what it means to have a solid and real education and I</p> <p>20 believe strongly enough without doing a poll, a study, I</p> <p>21 believe strongly enough about those who are in our schools</p>



Page 158	Page 160
<p>1 and in our classrooms that they, too, in their hearts will</p> <p>2 know that what we have had since March will know clearly</p> <p>3 what we're going through now we need to get them back in</p> <p>4 the classroom. Thank you.</p> <p>5 FEMALE SPEAKER: Ms. Causey, if you can't see, Mr.</p> <p>6 Muhumuza has his hand up. Looks like Ms. Henn has her</p> <p>7 hand up. And that's all I can see.</p> <p>8 CHAIR CAUSEY: Excuse me. Mr. Muhumuza?</p> <p>9 MR. MUHUMUZA: Yeah. Hello. Like in previous years</p> <p>10 I've also been a post-Labor Day supporter especially since</p> <p>11 my family usually goes on vacations during that time but</p> <p>12 really thinking about the calendar this year especially</p> <p>13 with COVID I think we have to go pre-Labor Day just that</p> <p>14 reason alone. Our students -- like Ms. Pasteur said, we</p> <p>15 need to get our students back as soon as possible, but I</p> <p>16 do want to emphasize upon the points Dr. Hager has made</p> <p>17 the detriments of starting post-Labor day presents and I</p> <p>18 just wanted to emphasize on what Dr. Hager has said so</p> <p>19 yeah, I want to support a pre-Labor Day start.</p> <p>20 CHAIR CAUSEY: So in the order of hands, Dr. Hager</p> <p>21 already spoke. Lisa, Ms. Mack. You're on mute.</p>	<p>1 question, whether it's pre or post. Mr. Duque, I</p> <p>2 mentioned the possibility of virtual snow days at the last</p> <p>3 meeting and then Dr. Williams, there was a pause and Dr.</p> <p>4 Williams said that we would engage the state in</p> <p>5 conversation, something like that, I'm paraphrasing. And</p> <p>6 then I read in this past weekly update Dr. Hager asked</p> <p>7 several questions about the virtual snow days and I'm</p> <p>8 confused on the timeline for asking the state approval for</p> <p>9 virtual snow days. You can't obviously wait until a snow</p> <p>10 day and then implement virtual, that's something that has</p> <p>11 to be done way in advance in order to get the state's</p> <p>12 approval for it, so can somebody address what I just</p> <p>13 presented about? The timeline for asking the state for</p> <p>14 approval to make snow days virtual days. Thank you.</p> <p>15 DR. WILLIAMS: The question was posed to MSDE and</p> <p>16 MSDE responded with the guidance that we would have to go</p> <p>17 in after the fact and ask for a waiver.</p> <p>18 MR. MCMILLION: Okay, how do you go in after the</p> <p>19 fact if a snow day occurs whatever day, you can't</p> <p>20 implement virtual at that point, so you're going to miss</p> <p>21 that day, so how can you go in afterwards and ask for a</p>
Page 159	Page 161
<p>1 MS. MACK: Let the next person go, I'm still trying</p> <p>2 to work something out on the calendar and then come back</p> <p>3 to me, please.</p> <p>4 CHAIR CAUSEY: Certainly. Ms. Henn?</p> <p>5 MS. HENN: Thank you, like Ms. Pasteur said and Mr.</p> <p>6 Muhumuza said, I, too have supported a post-Labor Day</p> <p>7 start in previous years, not this year. If it were within</p> <p>8 my power to move Labor Day sooner, I would and still would</p> <p>9 support a pre-Labor Day start to go back as soon as</p> <p>10 possible, I think that was the theme of tonight's</p> <p>11 discussion. The Board agrees, we want to expedite the</p> <p>12 safe return of our students as soon as possible, so I will</p> <p>13 be supporting this motion and we need to get our kids</p> <p>14 back, so thank you, Dr. Hager.</p> <p>15 CHAIR CAUSEY: I have called all the names that the</p> <p>16 hands are up. Are there other Board members that would</p> <p>17 like to speak to this?</p> <p>18 MR. MCMILLION: Ms. Causey, this is Rod McMillion,</p> <p>19 I'd like to say something.</p> <p>20 CHAIR CAUSEY: Yes, Mr. McMillion?</p> <p>21 MR. MCMILLION: I have a generalized calendar</p>	<p>1 virtual snow day?</p> <p>2 DR. WILLIAMS: The guidance was that we would go in</p> <p>3 for a request of a waiver for the day and it would be our</p> <p>4 decision to go virtual and then they would have to either</p> <p>5 approve it or they would have to deny it. If it was</p> <p>6 denied then we would have to make up the day.</p> <p>7 CHAIR CAUSEY: Mr. McMillion, I would suggest that</p> <p>8 if you want to make a motion related to that in terms of</p> <p>9 giving guidance to the superintendent what the Board's</p> <p>10 preference would be that that's something you could</p> <p>11 consider. We do have a motion that is seconded in</p> <p>12 discussion on the floor, so I would like to move on to</p> <p>13 process that if that's okay with you and then certainly</p> <p>14 come back to you.</p> <p>15 MR. MCMILLION: Certainly, thank you.</p> <p>16 CHAIR CAUSEY: Other board members?</p> <p>17 MS. MACK: Ms. Causey, I can speak now. I, too,</p> <p>18 have been a person who always looked at a post-Labor Day</p> <p>19 start, but if for no other reason I do support a pre-Labor</p> <p>20 Day start because our kids desperately need to get back to</p> <p>21 the classroom. I am a little bit concerned about our</p>

Page 162	Page 164
<p>1 kindergarteners with the pre-Labor Day start they will</p> <p>2 come back on a Wednesday, go to school Thursday and</p> <p>3 Friday, have off Monday, have off Tuesday, I think that</p> <p>4 will be a bit disruptive to them, but for the rest of the</p> <p>5 students, I do support this motion. Thank you.</p> <p>6 CHAIR CAUSEY: So, Dr. Williams, Dr. McComas would</p> <p>7 like to speak to the kindergarten entry plan because there</p> <p>8 are specific reasoning for that, I believe.</p> <p>9 DR. MCCOMAS: I'm sorry, Ms. Causey, could you say</p> <p>10 that again? My volume I had adjusted.</p> <p>11 CHAIR CAUSEY: So Ms. Mack had referenced the</p> <p>12 kindergarten start being just a few days and then a break</p> <p>13 and then a few days, but I believe that there's</p> <p>14 instructional reasons for that, is that correct?</p> <p>15 DR. MCCOMAS: Yes, there is a typically we do a</p> <p>16 gradual entry because there is a number of a things that</p> <p>17 our teachers are working on with parent conferencing and</p> <p>18 assessing students and where they are and building up</p> <p>19 those routines.</p> <p>20 CHAIR CAUSEY: Ms. Mack, we could not hear you.</p> <p>21 MS. MACK: Thank you, Dr. McComas.</p>	<p>1 air conditioning which when I started on the Board was</p> <p>2 over 52 schools without it, but that reason has been taken</p> <p>3 care of with the work of many dedicated people, the air</p> <p>4 conditioning with the COVID has been completed sooner so</p> <p>5 that is not going to be the case, so that when we start,</p> <p>6 whenever we start all of the students will be in</p> <p>7 appropriately climate-controlled classrooms. The other</p> <p>8 reason for the post-Labor Day start is related to family</p> <p>9 time and the other issue is related to our agricultural</p> <p>10 program that have their (audio interference) at the</p> <p>11 Maryland State Fair and that is a very important industry,</p> <p>12 agriculture, to the state of Maryland and it is very</p> <p>13 important specifically to these children and families for</p> <p>14 whom many this is a career and even if they go to college</p> <p>15 they're getting into specific agricultural programs. My</p> <p>16 concern this year is if we are, if conditions are</p> <p>17 improving and we have vaccines and different things are</p> <p>18 happening, we might need that extra time to ensure that we</p> <p>19 can start in person. So I guess one of the things that I</p> <p>20 would like to see is depending on the conditions at the</p> <p>21 time that the Board would have a specific time to</p>
Page 163	Page 165
<p>1 DR. MCCOMAS: My pleasure.</p> <p>2 CHAIR CAUSEY: Other Board members speaking to the</p> <p>3 calendar issue, Dr. Hager's motion specifically?</p> <p>4 MS. ROWE: Yes, I have a question.</p> <p>5 CHAIR CAUSEY: Yes, Ms. Rowe?</p> <p>6 MS. ROWE: So, the last day of school is July 16 on</p> <p>7 the pre-Labor Day, is that correct? The last day of</p> <p>8 classes?</p> <p>9 FEMALE SPEAKER: June.</p> <p>10 MS. ROWE: Or June 16th, sorry.</p> <p>11 MR. DUQUE: That's correct.</p> <p>12 MS. ROWE: Okay. And then the last day for</p> <p>13 post-Labor Day is what?</p> <p>14 FEMALE SPEAKER: 23rd.</p> <p>15 MS. ROWE: Okay. I just wanted to make sure because</p> <p>16 with the different assessments and things. That's the</p> <p>17 only question I had. Thank you.</p> <p>18 CHAIR CAUSEY: So are there any other Board members?</p> <p>19 Okay, hearing none, I will make my comments. I, since my</p> <p>20 time on the Board have been a post-Labor Day start for</p> <p>21 multiple reasons, the greatest of which was the lack of</p>	<p>1 specifically reconsider based on conditions whether we</p> <p>2 need to push a start back. This summer a substantial</p> <p>3 number of schools in July ended up changing their school</p> <p>4 date which can be disruptive. So I guess what I would do</p> <p>5 is make an amendment to Dr. Hager's motion that in June</p> <p>6 the superintendent and the Board will evaluate the start</p> <p>7 date given the COVID pandemic impacts. Is there a second?</p> <p>8 MS. HENN: Second, Henn.</p> <p>9 CHAIR CAUSEY: Thank you. And just to speak to that</p> <p>10 for just a minute is I do think that given the</p> <p>11 uncertainties of COVID and all of the disruptions that</p> <p>12 have happened that in order to allow school system,</p> <p>13 families, and staff to plan, I think it would be good to</p> <p>14 have that as a set time to reevaluate and make sure that</p> <p>15 is the best plan to bring students back (audio</p> <p>16 interference). Board members, questions or comments?</p> <p>17 MS. JOSE: Ms. Causey, this is Ms. Jose.</p> <p>18 CHAIR CAUSEY: Yes?</p> <p>19 MS. JOSE: My only concern with that calendar, with</p> <p>20 that amendment is it's too late, June, we really should</p> <p>21 adopt the calendar this current year for 2021-22, it's not</p>

Page 166	Page 168
<p>1 fair to parents and especially working parents that have</p> <p>2 to plan what to do with children to change that at the nth</p> <p>3 hour in June, I think there will be a lot of unhappy</p> <p>4 parents regardless of whether it's post or pre if we</p> <p>5 change the calendar in June. That's just my comment as a</p> <p>6 parent. I would be upset. Thank you.</p> <p>7 CHAIR CAUSEY: So I certainly appreciate that and as</p> <p>8 a parent, I feel the exact same thing as working parents</p> <p>9 we have those interests that many have spoken to. My</p> <p>10 concern is that we don't know what's happening with COVID</p> <p>11 and just like this past summer plans that were made all</p> <p>12 had to be changed with very short notice, so this would</p> <p>13 just be a way for the Board and the superintendent and his</p> <p>14 team to evaluate where we are. If it's all systems go,</p> <p>15 you know, everyone's been able to get the vaccine and be</p> <p>16 ready to go, then that's fantastic because I agree, our</p> <p>17 students need to be in school, so I'm just saying that's a</p> <p>18 time to reevaluate, that would not preclude the Board from</p> <p>19 voting on the schedule tonight. Any other Board members?</p> <p>20 DR. HAGER: This is Erin Hager. I just want to add</p> <p>21 to what Ms. Jose was saying. As you were talking Ms.</p>	<p>1 CHAIR CAUSEY: Okay, there's a motion to move the</p> <p>2 question.</p> <p>3 MALE SPEAKER: Second.</p> <p>4 CHAIR CAUSEY: Mrs. Bresler, that's not debatable or</p> <p>5 it is debatable at this late hour?</p> <p>6 MS. BRESLER: Not debatable.</p> <p>7 FEMALE SPEAKER: I'm sorry, are we moving the</p> <p>8 amendment, the motion, or both?</p> <p>9 CHAIR CAUSEY: We're addressing the amendment first.</p> <p>10 MS. HENN: Ms. Causey, I wanted to make an amendment</p> <p>11 to your amendment if that's possible.</p> <p>12 CHAIR CAUSEY: If Board members can please mute</p> <p>13 their phones. Can you make an amendment if the question</p> <p>14 was moved? I need Ms. Bresler to guide us.</p> <p>15 MS. BRESLER: You've called the question so that has</p> <p>16 to be taken up first. That has priority. And it would be</p> <p>17 calling the question on the floor and whether that's going</p> <p>18 to be called or not.</p> <p>19 CHAIR CAUSEY: Okay, and there was some feedback,</p> <p>20 Ms. Bresler, so it's debatable or not debatable?</p> <p>21 MS. BRESLER: Not debatable.</p>
Page 167	Page 169
<p>1 Causey I was shaking my head thinking that it was making a</p> <p>2 lot of sense and then as soon as Ms. Jose spoke about</p> <p>3 working parents I can tell you I start assembling my camp</p> <p>4 spreadsheet in early January and so at that point I'm</p> <p>5 planning my whole summer and trying to figure out where</p> <p>6 I'm going to put my kids every week of the summer, so it</p> <p>7 really could put people in a bind, so I guess my question</p> <p>8 is given that so many districts did have to reevaluate</p> <p>9 their calendar last year is that always just an option if</p> <p>10 there is a global pandemic that could cause you to have to</p> <p>11 reevaluate so do you have to do it formally or is it</p> <p>12 something that's always at our disposal? Does that make</p> <p>13 sense?</p> <p>14 CHAIR CAUSEY: Yes, I hear your question and I guess</p> <p>15 it is potentially always at our disposal, but it is, like</p> <p>16 you said and others had said, it's good to have a deadline</p> <p>17 and then you address things at a certain time and then you</p> <p>18 move on. I'm sorry, does that answer that, Dr. Hager?</p> <p>19 Thank you.</p> <p>20 MS. SCOTT: This is Mrs. Scott, I motion to move the</p> <p>21 question.</p>	<p>1 CHAIR CAUSEY: Okay, great. Ms. Gover, roll call</p> <p>2 vote on.</p> <p>3 MS. GOVER: Dr. Hager?</p> <p>4 CHAIR CAUSEY: And this is on the amendment.</p> <p>5 Correct.</p> <p>6 FEMALE SPEAKER: Could we repeat the amendment</p> <p>7 please so everyone is clear?</p> <p>8 MALE SPEAKER: I'm sorry, I thought this was.</p> <p>9 FEMALE SPEAKER: It's to call the question on the</p> <p>10 amendment.</p> <p>11 FEMALE SPEAKER: Could we repeat the amendment</p> <p>12 please?</p> <p>13 FEMALE SPEAKER: We're not voting on the amendment</p> <p>14 at this time.</p> <p>15 FEMALE SPEAKER: What are we voting on? Could we</p> <p>16 repeat what we're voting on so everyone is clear?</p> <p>17 FEMALE SPEAKER: We've moved to call the question on</p> <p>18 the current motion at the table which is the amendment.</p> <p>19 FEMALE SPEAKER: So I'm voting to move the question.</p> <p>20 FEMALE SPEAKER: Correct.</p> <p>21 FEMALE SPEAKER: Okay, just as long as everybody is</p>

Page 170	Page 172
<p>1 clear.</p> <p>2 DR. HAGER: So the answer is yes, move the question.</p> <p>3 MALE SPEAKER: Yes, move the question.</p> <p>4 MS. GOVER: Ms. Pasteur?</p> <p>5 MS. PASTEUR: Yes.</p> <p>6 MS. GOVER: Mr. Offerman?</p> <p>7 MR. OFFERMAN: Yes.</p> <p>8 MS. GOVER: Mr. Muhumuza?</p> <p>9 MR. MUHUMUZA: Yes.</p> <p>10 MS. GOVER: Ms. Henn?</p> <p>11 MS. HENN: No.</p> <p>12 MS. GOVER: Ms. Jose?</p> <p>13 MS. JOSE: Yes.</p> <p>14 MS. GOVER: Mr. McMillion?</p> <p>15 MR. MCMILLION: Yes.</p> <p>16 MS. GOVER: Ms. Mack?</p> <p>17 MS. MACK: Yes.</p> <p>18 MS. GOVER: Ms. Scott?</p> <p>19 MS. SCOTT: Yes.</p> <p>20 MS. GOVER: Ms. Rowe?</p> <p>21 MS. ROWE: Yes.</p>	<p>1 MS. GOVER: Mr. McMillion?</p> <p>2 MR. MCMILLION: No.</p> <p>3 MS. GOVER: Ms. Mack?</p> <p>4 MS. MACK: No.</p> <p>5 MS. GOVER: Ms. Scott?</p> <p>6 MS SCOTT: No.</p> <p>7 MS. GOVER: Ms. Rowe?</p> <p>8 MS. ROWE: No.</p> <p>9 MS. GOVER: Ms. Causey?</p> <p>10 MS. CAUSEY: I'll go with the rest of the Board.</p> <p>11 No.</p> <p>12 MS. GOVER: Thank you.</p> <p>13 CHAIR CAUSEY: Okay, Board members, any other</p> <p>14 discussion on Dr. Hager's pre-Labor Day start. Hearing</p> <p>15 none, Ms. Gover, roll call vote, please.</p> <p>16 MS. GOVER: Dr. Hager?</p> <p>17 DR. HAGER: Yes.</p> <p>18 MS. GOVER: Mr. Kuehn?</p> <p>19 MR. KUEHN: Yes.</p> <p>20 MS. GOVER: Ms. Pasteur?</p> <p>21 MS. PASTEUR: Yes.</p>
Page 171	Page 173
<p>1 MS. GOVER: Ms. Causey?</p> <p>2 MS. CAUSEY: Yes. Thank you. The motion carries. So</p> <p>3 now we are voting on the amendment that I made, which is</p> <p>4 to have the Board and the superintendent in June evaluate</p> <p>5 the COVID pandemic and determine if a pre-Labor Day start</p> <p>6 would need to be moved at all. Can we have a roll call</p> <p>7 vote, please?</p> <p>8 MS. GOVER: Dr. Hager?</p> <p>9 DR. HAGER: No.</p> <p>10 MS. GOVER: Mr. Kuehn?</p> <p>11 MR. KUEHN: No.</p> <p>12 MS. GOVER: Ms. Pasteur?</p> <p>13 MS. PASTEUR: No.</p> <p>14 MS. GOVER: Mr. Offerman?</p> <p>15 MR. OFFERMAN: No.</p> <p>16 MS. GOVER: Mr. Muhumuza?</p> <p>17 MR. MUHUMUZA: No.</p> <p>18 MS. GOVER: Ms. Henn?</p> <p>19 MS. HENN: No.</p> <p>20 MS. GOVER: Ms. Jose?</p> <p>21 MS. JOSE: No.</p>	<p>1 MS. GOVER: Mr. Offerman?</p> <p>2 MR. OFFERMAN: Yes.</p> <p>3 MS. GOVER: Mr. Muhumuza?</p> <p>4 MR. MUHUMUZA: Yes.</p> <p>5 MS. GOVER: Ms. Henn?</p> <p>6 MS. HENN: Yes.</p> <p>7 MS. GOVER: Ms. Jose?</p> <p>8 MS. JOSE: Yes.</p> <p>9 MS. GOVER: Mr. McMillion?</p> <p>10 MR. MCMILLION: Yes.</p> <p>11 MS. GOVER: Ms. Mack?</p> <p>12 MS. MACK: Yes.</p> <p>13 MS. GOVER: Ms. Scott?</p> <p>14 MS. SCOTT: Yes.</p> <p>15 MS. GOVER: Ms. Rowe?</p> <p>16 MS. ROWE: Yes.</p> <p>17 MS. GOVER: Ms. Causey?</p> <p>18 MS. CAUSEY: Yes.</p> <p>19 MS. GOVER: Thank you.</p> <p>20 CHAIR CAUSEY: The motion carries unanimously. So</p> <p>21 the next item on the agenda is unfinished business, board</p>

Page 174	Page 176
<p>1 policies. Members of the Board, the policy review</p> <p>2 committee asks that the Board accept this report of the</p> <p>3 committee's recommendation to amend the following Board</p> <p>4 policy, policy 8250, Board member responsibilities. This</p> <p>5 recommendation is presented to you on tonight's agenda as</p> <p>6 Exhibit L. Do I have a motion to adopt the recommendation</p> <p>7 of the Board's policy review committee?</p> <p>8 MR. KUEHN: So moved.</p> <p>9 MS. MACK: Second, Mack.</p> <p>10 CHAIR CAUSEY: Thank you. Board members is there</p> <p>11 any discussion. Hearing none, Ms. Gover may I have a roll</p> <p>12 call vote?</p> <p>13 MS. GOVER: Dr. Hager?</p> <p>14 DR. HAGER: Yes.</p> <p>15 MS. GOVER: Mr. Kuehn?</p> <p>16 MR. KUEHN: Yes.</p> <p>17 MS. GOVER: Ms. Pasteur?</p> <p>18 MS. PASTEUR: Yes.</p> <p>19 MS. GOVER: Mr. Offerman?</p> <p>20 MR. OFFERMAN: Yes.</p> <p>21 MS. GOVER: Mr. Muhumuza?</p>	<p>1 MS. ROWE: Hi. So, the audit committee is going to</p> <p>2 be meeting next week. We are working still on charters</p> <p>3 and for the audit committee and for the office of internal</p> <p>4 audit. Those can be, you can review what we've been</p> <p>5 working on in the committee meeting and the last committee</p> <p>6 meeting. Also the Board has been given a way to see all</p> <p>7 of the committee reports. If people have questions you</p> <p>8 can email me questions. The other thing that we are</p> <p>9 working on is at the last committee meeting the committee</p> <p>10 decided that we are going to have a committee meeting that</p> <p>11 is a committee meeting but invite the full board so that</p> <p>12 our head of internal audit, Ms. Andrea Barr can present to</p> <p>13 the full Board the information about the office of</p> <p>14 internal audit without making our general meetings even</p> <p>15 longer, so we are going to be working on setting the date</p> <p>16 for that full committee meeting, so you'll probably be</p> <p>17 getting a Doodle Poll for it from Tracy and we'll move</p> <p>18 forward with that because I've had requests from Board</p> <p>19 members to be able to hear directly from Ms. Barr on a</p> <p>20 regular basis, so we will probably be doing that about</p> <p>21 four times a year so that she can have that entire</p>
Page 175	Page 177
<p>1 MR. MUHUMUZA: Yes.</p> <p>2 MS. GOVER: Ms. Henn?</p> <p>3 MS. HENN: 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. Mack?</p> <p>9 MS. MACK: Yes.</p> <p>10 MS. GOVER: Ms. Scott?</p> <p>11 MS. SCOTT: Yes.</p> <p>12 MS. GOVER: Ms. Rowe?</p> <p>13 MS. ROWE: Yes.</p> <p>14 MS. GOVER: Ms. Causey?</p> <p>15 MS. CAUSEY: Yes.</p> <p>16 MS. GOVER: Thank you.</p> <p>17 CHAIR CAUSEY: Thank you. The motion carries. The</p> <p>18 next item on the agenda is Item M, Board Committee Updates</p> <p>19 and for that we will go in the order that is in Board docs</p> <p>20 starting with the audit committee and the chair of the</p> <p>21 audit committee is Ms. Rowe.</p>	<p>1 committee meeting to present to all of the Board members</p> <p>2 information that she wishes to present. Thank you.</p> <p>3 CHAIR CAUSEY: Next is building and contracts and</p> <p>4 the chair is Ms. Henn.</p> <p>5 MS. HENN: Thank you. The Building and Contracts</p> <p>6 Committee last met on Tuesday, October 13. We approved 7</p> <p>7 contract awards or recommended them for approval to the</p> <p>8 full Board. They were approved by the full Board on the</p> <p>9 same date and the details of those are in Board documents.</p> <p>10 Thank you.</p> <p>11 CHAIR CAUSEY: Thank you. Next is curriculum</p> <p>12 committee and for that I call on Chair Cheryl Pasteur.</p> <p>13 MS. PASTEUR: Thank you. The curriculum committee</p> <p>14 meets this Thursday. We have some very interesting topics</p> <p>15 so I would encourage people to tune in, please share what</p> <p>16 we are doing for our children. We are at the center of</p> <p>17 what a good school system is about, so please tune in.</p> <p>18 Also, even though this will not be on our agenda, I do</p> <p>19 want to thank Dr. McComas, Dr. Williams, and members of</p> <p>20 Dr. McComas' staff for ensuring that all of our students</p> <p>21 on both sides of the county have sites for the December</p>

Page 178	Page 180
<p>1 SAT and making sure that there is equity, not just in</p> <p>2 where they go but in making sure that they can get to a</p> <p>3 site easily and in a timely fashion, so thank you for</p> <p>4 following through on things that needed to be done to that</p> <p>5 end. Thank you.</p> <p>6 CHAIR CAUSEY: And next is Equity Committee and</p> <p>7 chair Makeda Scott.</p> <p>8 MS. SCOTT: Great. Thank you so much for that. At</p> <p>9 our last Equity meeting the Equity Committee met on</p> <p>10 October 15 to discuss and review the Board of Education's</p> <p>11 policy 0100. We examined what is policy 0100 and how it's</p> <p>12 applied. We discussed the requirements of policy 0100 and</p> <p>13 how BCPS fully implements policy 0100 system-wide.</p> <p>14 Additionally, we discussed that it is not enough to say as</p> <p>15 a system that we are equitable, but we also must show how</p> <p>16 we are being equal to all of our schools. Additionally,</p> <p>17 the committee heard from Mrs. Sears and Dr. Scriven so we</p> <p>18 would like to thank both of them for coming and doing</p> <p>19 presentations at the Equity Committee as they shared with</p> <p>20 the committee and expanded our understanding of the BCPS</p> <p>21 budget construction process system-wide and we learned how</p>	<p>1 we had many things on the agenda including our Board</p> <p>2 meeting and Board meeting agenda policies. We also began</p> <p>3 an initial discussion around Board ethics policies. We</p> <p>4 also started the discussion where the Board had passed a</p> <p>5 resolution in May, a waiver of policy related to the COVID</p> <p>6 pandemic and that we, that staff will have discussion with</p> <p>7 the superintendent related to the need for that or the</p> <p>8 ability to remove that. Also there was discussion</p> <p>9 important on including when policies are reviewed. They</p> <p>10 typically say the superintendent would implement them or</p> <p>11 the Board would implement them and there was discussion</p> <p>12 about including further detail in terms of the how so for</p> <p>13 Board policies that would in the future indicate</p> <p>14 procedures, standard operating procedures, that would be</p> <p>15 part of the implementation process. Also it was brought</p> <p>16 up that meeting that we wanted to have a special</p> <p>17 presentation on special education and the laws and</p> <p>18 regulations that impact that and so we appreciate staff</p> <p>19 preparing that for a future meeting and also there was a</p> <p>20 request in future meetings to discuss the current</p> <p>21 suspension and expulsion policy and the impact on our</p>
Page 179	Page 181
<p>1 the process is equitable, but we it was also explained</p> <p>2 that we need to make sure that not only is it equitable</p> <p>3 but that it is equal to all of our schools, so we build</p> <p>4 off of these presentations for our next meeting which will</p> <p>5 be November 12 from 4:00 p.m. to 5:30 p.m. where we will</p> <p>6 discuss policy 3111 and reading for our children by grade</p> <p>7 3 and we will review how we are applying an equity lens to</p> <p>8 our earliest learners. Thank you.</p> <p>9 CHAIR CAUSEY: Thank you. And our next committee is</p> <p>10 legislative and government relations committee and the</p> <p>11 chair is Ms. Pasteur.</p> <p>12 MS. PASTEUR: Thank you again. On November 19th the</p> <p>13 Legislative and Government Committee will meet for a very</p> <p>14 brief meeting to outline our meeting dates and to begin</p> <p>15 identifying our Board's legislative directions for the</p> <p>16 general assembly and for ourselves to give us direction as</p> <p>17 we go through the rest of this year in preparation for the</p> <p>18 opening of the general assembly. Thank you.</p> <p>19 CHAIR CAUSEY: Thank you. And the last committee is</p> <p>20 Policy Review Committee of which I have the privilege of</p> <p>21 being the chair. Our last meeting was on October 19 and</p>	<p>1 special needs students related to that. Upcoming,</p> <p>2 November 16 we are going to be discussing again Policy</p> <p>3 8311 meetings, the Board resolution and the waiver for</p> <p>4 policies and then additional new business is Policy 1290,</p> <p>5 closing of school buildings, Policy 6000, curriculum and</p> <p>6 instruction, Policy 6002, selection of instructional</p> <p>7 materials, we also appreciate that curriculum and</p> <p>8 instruction will be bringing a presentation related to our</p> <p>9 work on policy 5210 grading and reporting and then the</p> <p>10 presentation by the office of law regarding special</p> <p>11 education law. So thank you to all committee members.</p> <p>12 And again, there are links on board docs where you can</p> <p>13 connect directly with the agenda, the minutes, and also</p> <p>14 the upcoming meetings.</p> <p>15 So the next item on the agenda is new business and</p> <p>16 for that, oh, excuse me, under Board committee updates,</p> <p>17 the next item, Item 2, is consideration of a Budget</p> <p>18 Committee, and for that, I call on Ms. Henn.</p> <p>19 MS. HENN: Thank you, Madame Chair. Policy 8120</p> <p>20 outlines the purpose, role and responsibilities of the</p> <p>21 Board of Education of Baltimore County as found in the</p>

Page 182	Page 184
<p>1 Annotated Code of Maryland. The Board has full authority  2 and jurisdiction over all educational matters affecting  3 Baltimore County and shall promote the interest of the  4 schools under its jurisdiction. The Board is obligated to  5 exercise its lawful budgetary authority, to propose  6 adequate funding for current and proposed staffing  7 guidelines. The Board's duties include preparing an  8 annual budget for the operating and capital needs of the  9 school system. The Board as the governing body of the  10 school system fulfills its mission by adopting policies  11 concerning the budget, financial reports, major  12 expenditures, and payment of obligations. I therefore  13 move that the Board establish a standing Board budget  14 committee to establish issues related to the operating and  15 capital budgets in order to ensure that maximum resources  16 are allocated to schools in support of the Board's goal to  17 promote continued advancement of student achievement for  18 all student groups in Baltimore County Public Schools. I  19 further move that the Board direct the superintendent to  20 provide staffing and support to the committee to assist  21 the Board in achieving this objective.</p>	<p>1 CHAIR CAUSEY: Okay, Ms. Jose.  2 MS. JOSE: Thank you. Ms. Henn, did you say the  3 Board prepares the budget because from my understanding  4 the superintendent prepares the budget and the Board  5 approves that budget which we have done diligently in the  6 past two years. This Board has approved the budget for  7 2020 and 2019 last year as well, so I was a big confused  8 in the wording of your motion. Is that something I  9 misheard and secondly, who do you anticipate on this  10 budget committee?  11 MS. HENN: Thank you, Ms. Jose. This language is  12 directly from Board policy and Annotated Code so 8120 and  13 that policy does reference the Code, so you can look up  14 the references there and the language is pulled directly  15 from the policy and the code. In terms of membership,  16 that would be determined by the Board chair, so that is  17 not part of my motion. Thank you for your question.  18 MS. JOSE: Thank you and you did mention that large  19 jurisdictions have budget committees. I have looked  20 around and the only large jurisdiction that I saw having a  21 budget committee or something close to it is Howard County</p>
Page 183	Page 185
<p>1 CHAIR CAUSEY: Is there a second?  2 MS. MACK: Second, Mack.  3 CHAIR CAUSEY: Thank you. Ms. Henn, do you want to  4 speak further to your motion?  5 MS. HENN: I believe my motion speaks for itself.  6 This is something I believe strongly in. It's one of the  7 Board's most important statutory obligations and it's a  8 budget committee has been established in all of the other  9 large school districts in the state of Maryland so I  10 believe at one time Baltimore County did have a budget  11 committee. It's long overdue that we establish one of our  12 own. I believe it will go a long way towards a greater  13 and more efficient process in our own budget deliberations  14 and will ensure that we are able to do our due diligence  15 and are able to meet our statutory obligations, so I thank  16 my board colleagues for their consideration of this  17 important motion.  18 CHAIR CAUSEY: Board members, discussion on Ms.  19 Henn's motion? I see Ms. Mack, is that?  20 FEMALE SPEAKER: No, it looks like Ms. Jose has her  21 hand up if you can't see it, Ms. Causey.</p>	<p>1 and the way they have made it equitable is they have every  2 (unintelligible) represented in that budget committee. In  3 our Board, that would be all seven councilmanic districts  4 would have to be represented in order to make it  5 equitable, in that case that's a board quorum, that's just  6 an observation, so thank you.  7 MS. HENN: Thank you, and I can respond to that. I  8 provided the Board separately a list of the larger school  9 districts with enrollments greater than 50,000 other than  10 our own and all have either a standing committee, a  11 citizen's advisory committee, or both. Baltimore City's  12 budget committee meets I believe it's seven or eight times  13 a year and they receive budget updates at each of those  14 meetings along with information that we receive informally  15 now. I don't believe that information is shared with the  16 public and believe that it's important that we're as  17 transparent as possible and that information be shared so  18 that is one model that I believe we could emulate with  19 this.  20 MS. JOSE: Thank you, Vice Chairman.  21 MS. HENN: Thank you.</p>

	Page 186		Page 188
1	CHAIR CAUSEY: Other Board members, I do not see any	1	the work or the interest but that any Board member could
2	hands.	2	come to those committee meetings and participate in terms
3	MR. MCMILLION: Ms. Causey, this is Rod McMillion, I	3	of asking questions, being part of discussion, but they
4	have a question.	4	would just not be eligible to vote and since the standing
5	CHAIR CAUSEY: Yes, Mr. McMillion?	5	committees are livestreamed and open to the public,
6	MR. MCMILLION: Ms. Henn, would you entertain the	6	agendas published on the website, available in advance,
7	possibility of having all of the Board of Education	7	the committee is completely transparent and certainly
8	members on this committee?	8	Board members can work with Board members on the committee
9	MS. HENN: Thank you, Mr. McMillion. As you are	9	if there are certain things that they want to have
10	aware, all Board committee meetings are open to the full	10	addressed. So I just wanted to clarify that point about
11	Board for participation as long as we avoid having a	11	the quorum. So if there is a committee and it has three
12	quorum of the full Board, so participation as any other	12	or four people but all 12 people want to come to one
13	committee would be fully welcome. In terms of operating	13	meeting, that is possible because it will be open.
14	as a committee as a whole, that might be cumbersome, so I	14	MS. HENN: Thank you for that clarification, Mrs.
15	was not envisioning that per se; however, as I mentioned	15	Causey. And if I may respond to Mr. McMillion's other
16	we have Board members participate in committees to which	16	concern about decisions being made by this committee, the
17	they are not assigned all of the time and this committee	17	actions taken by the Board on the budget are taken by the
18	would be no exception. Does that answer your question?	18	full Board and any requests for information could be
19	MR. MCMILLION: In response to that, I know it's a	19	facilitated by this committee or discussed in committee,
20	short-term committee, but we do have all of the Board	20	so one of the issues that we've run into year after year
21	members involved in the legal, looking for the legal help	21	since I've been on the Board is the lengthy discussions by
	Page 187		Page 189
1	that we're going to pursue. Secondly, I'm concerned that	1	Board members during budget season that have gone until
2	if a small group of people could really control that, and	2	all hours of the night that have been anything but
3	I'm concerned like Ms. Jose mentioned the councilmanic	3	effective and these are discussions that the Board reached
4	districts, if I'm not on that committee or if I'm on that	4	consensus on need to happen all year around. And this
5	committee and I'm outnumbered by other people that want to	5	committee will be a venue to facilitate those discussions
6	see the possibilities of the money going someplace else	6	and to have greater relationships with staff and to have
7	then my constituents lose out. Even if I'm on the meeting	7	discussions that need to happen year-round. And as Mrs.
8	if I'm outnumbered then my people lose out. I like the	8	Causey said, all Board members are welcome to participate
9	idea of all of us being on that. Thank you.	9	in that. No decisions will be made in terms of having
10	MS. HENN: Thank you.	10	influence over that budget, that is something that I am
11	CHAIR CAUSEY: So Ms. Henn.	11	sensitive to as well, and those decisions will still be
12	MS. HENN: May I respond to Mr. McMillion's	12	enacted by the full board now as they are on the budget.
13	comments?	13	Similarly to, and I could draw the analogy of how the
14	CHAIR CAUSEY: Yes, but I did want to correct	14	building and contracts committee operates where
15	something that you said earlier about the quorum.	15	recommendations are brought to the full Board and then
16	MS. HENN: Sure. Please.	16	enacted by the full Board.
17	CHAIR CAUSEY: So it was pointed out by Ms. Howie	17	MR. MCMILLION: I'd just like to comment on I could
18	and you can refresh my memory, when Ms. Henn and I became	18	attend every meeting but if I can't vote or if I'm
19	Chair and Vice Chair we decided to open up the committee	19	outvoted by a group of people that want to go a different
20	operations so that while we would have a committee, chair	20	direction than I do then my constituents lose out again,
21	or vice chair, one or two or three members depending on	21	thank you.



Page 190	Page 192
<p>1 FEMALE SPEAKER: So, excuse me, members of the</p> <p>2 Board, I just want to clarify one point. It was mentioned</p> <p>3 that all Board members could attend a committee meeting.</p> <p>4 That is true, there is no restriction on attendance;</p> <p>5 however, if every Board member attends a committee</p> <p>6 meeting, it's no longer a committee, it's then the Board</p> <p>7 meeting and then the question would be whether or not the</p> <p>8 Board has properly provided notice under the open meetings</p> <p>9 act that the Board is meeting.</p> <p>10 CHAIR CAUSEY: Thank you for that clarification, so</p> <p>11 everyone can attend, but only the first six can only have</p> <p>12 conversation and discussion?</p> <p>13 FEMALE SPEAKER: Well, again, if you receive notice</p> <p>14 from members of the Board who are not officially members</p> <p>15 of the committee that they wish to attend then the notice</p> <p>16 would be changed.</p> <p>17 CHAIR CAUSEY: Oh, I see. Okay, yes. That's very</p> <p>18 helpful. Thank you. And Ms. Rowe, is your hand up?</p> <p>19 MS. ROWE: Yes, it is. So, I just wanted to clarify</p> <p>20 that the work of this committee would not be to make</p> <p>21 decisions about the budget, so what exactly would you vote</p>	<p>1 topic in these meetings and we certainly can't do the</p> <p>2 budget rather justice under these meetings, it's a \$2</p> <p>3 billion budget.</p> <p>4 MS. ROWE: Sure, we do stay up very late discussing</p> <p>5 the budget. So when the committee is making these</p> <p>6 discussions and these recommendations, does that mean that</p> <p>7 the Board could potentially be hearing budget-related</p> <p>8 motions for the upcoming budget far in advance or would we</p> <p>9 still only be deliberating on the budget at the usual time</p> <p>10 of year that we deliberate on the budget? I'm just trying</p> <p>11 to figure out exactly how this is going to operate?</p> <p>12 MS. HENN: Right, so the intent is not to change the</p> <p>13 deliberation process of the budget as it currently stands.</p> <p>14 Those actions are taken by the full Board just as any</p> <p>15 contract approvals are taken by the full Board. So again,</p> <p>16 I would use the Building and Contracts Committee</p> <p>17 operations as the model here to think about how this</p> <p>18 committee will operate. They can provide recommendations</p> <p>19 to the Board but it will not be taking action on the</p> <p>20 budget.</p> <p>21 MS. ROWE: Okay. Contracts happen every meeting</p>
Page 191	Page 193
<p>1 on? Because if the committee is supposed to be receiving</p> <p>2 information and learning and talking to the school system</p> <p>3 and getting that information out to the public, then</p> <p>4 theoretically there would never be a vote on anything,</p> <p>5 other than to keep asking the school system for</p> <p>6 information, is that correct?</p> <p>7 MS. HENN: Well, Ms. Rowe, as you're aware serving</p> <p>8 on the Building and Contracts Committee, the committee</p> <p>9 makes recommendations to the full Board and we vote on</p> <p>10 those recommendations. So while the committee wouldn't be</p> <p>11 taking actions as the full Board as only the full Board</p> <p>12 can take actions, the committee can make recommendations</p> <p>13 and it would be voting on those recommendations as well as</p> <p>14 requesting information from staff, receiving reports that</p> <p>15 the committee requests from staff and then delivering</p> <p>16 that information to the full Board. The committee could</p> <p>17 also facilitate requests on behalf of the Board so that if</p> <p>18 a member were interested in a particular topic they could</p> <p>19 choose to request that information through the committee</p> <p>20 to facilitate that and have that meeting specifically on</p> <p>21 that topic because let's face it we can't get to every</p>	<p>1 though. Does that mean we're going to have budget votes</p> <p>2 every meeting?</p> <p>3 MS. HENN: That's up to the Board to decide.</p> <p>4 Currently the process is we don't receive the budget at</p> <p>5 every meeting, we receive a proposed budget once a year,</p> <p>6 we have a few work sessions on that budget and then we</p> <p>7 vote to approve it and we make motions to modify it at</p> <p>8 those work sessions, so that process, this motion does not</p> <p>9 suggest or recommend any changes to that process. It</p> <p>10 simply creates a mechanism by which Board members can be</p> <p>11 informed about the budget and get questions answered</p> <p>12 throughout the year.</p> <p>13 MS. ROWE: Okay, thank you.</p> <p>14 MS. HENN: Does that answer your question?</p> <p>15 MS. ROWE: Sort of.</p> <p>16 CHAIR CAUSEY: I have Ms. Mack and then Dr. Hager.</p> <p>17 MS. MACK: I just wanted to speak to Mr. McMillion's</p> <p>18 concern. During our inaugural meeting for the equity</p> <p>19 committee, I created a 37 item spreadsheet asking for</p> <p>20 information for all of our schools so that as an equity</p> <p>21 committee we could make sure that when we make decisions</p>

Page 194	Page 196
<p>1 around anything, around staffing, around budget, around 2 resources, around capital dollars spent for maintenance or 3 new schools that we had an at a glance look that compared 4 all of our schools so that we made very equitable 5 decisions. I haven't received that yet, but I would think 6 that's a tool that a budget committee could use to allay 7 some of your concerns, Mr. McMillion because I know that 8 all of us want dollars to be allocated adequately to our 9 areas and to the areas with the greatest need. So I don't 10 know if you were aware of that, but I wanted to mention 11 that and also just to share my support for this because I 12 spent a lot of time on the budget last year and I don't 13 want to be on a call until 2 o'clock in the morning this 14 year and to the extent that this effort will facilitate an 15 ongoing communication between Board members and staff and 16 that we are part of the process, I fully support it. 17 Thank you. Mr. McMillion, I can send you that if you 18 like. 19 DR. HAGER: Ms. Rowe and Ms. Mack asked my 20 questions, so I can, I'm good. 21 CHAIR CAUSEY: Okay, thank you. So is there any</p>	<p>1 MS. GOVER: Mr. McMillion? 2 MR. MCMILLION: No. 3 MS. GOVER: Ms. Mack? 4 MS. MACK: Yes. 5 MS. GOVER: Ms. Scott? 6 MS. SCOTT: No. 7 MS. GOVER: Ms. Rowe? 8 MS. ROWE: Yes. 9 MS. GOVER: Ms. Causey? 10 CHAIR CAUSEY: Yes. 11 MS. GOVER: Favor is 6. 12 CHAIR CAUSEY: I'm sorry, what was that. 13 MS. GOVER: Favor is 6. It fails. 14 CHAIR CAUSEY: Thank you. Okay, the next agenda 15 item is Item N, new business, contract awards and for that 16 we call on Dr. Scrivens, Mr. Sarris, Mr. Dixitt, and 17 Committee Chair, Ms. Henn. 18 DR. SCRIVENS: Vice-Chair Henn, we'll turn it over 19 to you, Ma'am. 20 MS. HENN: Thank you. One moment, please. Can 21 everyone hear me? Okay. Tech problems tonight. Members</p>
Page 195	Page 197
<p>1 other Board member that remains with a question? Okay, 2 hearing no other questions or discussion, Ms. Gover can we 3 have a roll call vote, please? 4 MS. GOVER: Dr. Hager? 5 CHAIR CAUSEY: Excuse me, someone needs to mute 6 their phone. 7 MS. GOVER: Dr. Hager? 8 DR. HAGER: Yes. 9 MS. GOVER: Mr. Kuehn? 10 MR. KUEHN: Yes. 11 MS. GOVER: Ms. Pasteur? 12 MS. PASTEUR: I was out most of the discussion, I'm 13 going to abstain. 14 MS. GOVER: Mr. Offerman? 15 MR. OFFERMAN: No. 16 MS. GOVER: Mr. Muhumuza? 17 MR. MUHUMUZA: Abstain. 18 MS. GOVER: Ms. Henn? 19 MS. HENN: Yes. 20 MS. GOVER: Ms. Jose? 21 MS. JOSE: No.</p>	<p>1 of the Board, the Board's building and contracts committee 2 met earlier this evening. Items N1 through N8 are being 3 forwarded to the full Board for approval. 4 MS. JOSE: Point of order, Ms. Henn. This is 5 Moalie. You had made a motion to separate out item N8 at 6 the beginning of the meeting. 7 MS. HENN: My motion was to add it to the agenda, 8 Ms. Jose. 9 MS. JOSE: I asked for it to be separated, can I 10 make that motion now, that N8 be separated since I have 11 not seen it to as of now. 12 CHAIR CAUSEY: So Ms. Henn at the agenda setting 13 time we did address the issue of having N8 separated to be 14 discussed separately. 15 MS. HENN: Yes. 16 CHAIR CAUSEY: So if you can restate your. 17 FEMALE SPEAKER: Can I ask a question? 18 MS. HENN: The committee recommended N1 through N8, 19 we did not break any out, so Mrs. Causey, I would ask for 20 you to ask for the motion to separate or to approve N1 21 through N7.</p>

Page 198		Page 200	
1	CHAIR CAUSEY: So you're requesting a motion to	1	increasing at a greater pace than enrollment is increasing
2	approve items N1 through N7?	2	and we are just trying to keep pace with their needs of
3	MS. HENN: The recommendation from the committee was	3	students.
4	N1 through N8. Ms. Jose asked that we separate out N8.	4	DR. HAGER: So these are not school nurses, these
5	MS. JOSE: Actually I would like a point of	5	are nurses that are assigned to students with significant
6	clarification because I believe at the beginning of the	6	special needs?
7	motion when you were adding it to the agenda I asked for	7	MR. SARRIS: Correct. Medically fragile students in
8	it to be separated and it was agreed to bring N1 through	8	many cases students who must be accompanied by a nurse
9	N7 and then N8 could be separated out and I believe that	9	while on the bus, in transportation to and from not only
10	was the motion, if somebody else could clarify?	10	our schools but also non-public schools.
11	CHAIR CAUSEY: Ms. Jose, that was my recollection.	11	DR. HAGER: And are they, the term private duty
12	MS. ROWE: This is a way of dividing a question. We	12	nurse, to me, I think in the medical field that they are
13	separate items to vote on each one individually all the	13	contract nurses or are these employees of the school
14	time, so if the request is to separate a contract out to	14	system that are just working privately one-on-one with a
15	vote on it separately, there's no reason we can't do that.	15	child is that what the term is?
16	MS. HENN: Correct, I just wanted to make it clear	16	MR. SARRIS: Yeah, these are, we contract with six
17	that the committee recommended N1 through N8, that's all.	17	different agencies who provide nurses of different
18	It's just a matter of procedure.	18	qualifications, R.N.s, L.P.N.s, et cetera and at different
19	CHAIR CAUSEY: Thank you.	19	rates so that none of these are employees and we have a
20	MS. JOSE: Okay, can we separate that out, Ms. Henn?	20	different contract that we use for substitute school
21	MS. HENN: Yes.	21	nurses.
Page 199		Page 201	
1	MS. JOSE: Or do I have to make a motion?	1	DR. HAGER: I just know that often agency nurses are
2	MS. HENN: No, we can separate it.	2	significantly more expensive to hire than hiring a nurse
3	MS. JOSE: Thank you.	3	straight out, so thank you. I was confused about some of
4	MS. HENN: Ms. Causey, back to you.	4	the language so I appreciate that clarification.
5	CHAIR CAUSEY: Thank you. So Board members, is	5	CHAIR CAUSEY: Mr. Sarris, I just wanted to follow
6	there a motion to approve items N1 through N7?	6	up on that, do we have an increasing number of students
7	MS. ROWE: So moved, Rowe.	7	and is there any relation to COVID?
8	CHAIR CAUSEY: No second is needed since the	8	MR. SARRIS: We have an increasing number of IEPs
9	recommendation comes from the committee. Is there any	9	among our existing student population with, so the special
10	discussion?	10	ed population is growing despite the fact for instance
11	FEMALE SPEAKER: Can somebody mute their phone	11	this year that our overall enrollment has you know,
12	please?	12	reduced actually. So it's the greater number of these
13	DR. HAGER: I do have a question about N1. I have	13	identified among the existing student body.
14	to get back to it in my computer. So private duty nurses,	14	CHAIR CAUSEY: Thank you. Other Board members with
15	it seems to me a big increase in funding over this period	15	questions or discussion. Hearing none, may I have a roll
16	of time, is this due to a shortage of school nurses or is	16	call vote, please?
17	this, could someone explain this a little bit?	17	MS. GOVER: Dr. Hager?
18	DR. SCRIVENS: Mr. Sarris?	18	DR. HAGER: Yes.
19	MR. SARRIS: Yes, Good evening, Dr. Hager. This is	19	MS. GOVER: Mr. Kuehn?
20	based on the increasing needs of primarily special	20	MR. KUEHN: Yes.
21	education students. The number of identified students is	21	MS. GOVER: Ms. Pasteur?

	Page 202		Page 204
1	MS. PASTEUR: Yes.	1	adding another \$25,000 which gets aggregated, based on how
2	MS. GOVER: Mr. Offerman?	2	we have expended that amount in the past three months, my
3	MR. OFFERMAN: Yes.	3	concern is we are projected to expend as in we do not even
4	MS. GOVER: Mr. Muhumuza?	4	have a proper procurement document out yet, so based on
5	MR. MUHUMUZA: Yes.	5	that, based on state procurement laws and my understanding
6	MS. GOVER: Ms. Henn?	6	of how these are done in good conscience I cannot vote for
7	MS. HENN: Yes.	7	this. It has short notice. I would have had to have at
8	MS. GOVER: Ms. Jose?	8	least a week to have looked at it and ask questions to Mr.
9	MS. JOSE: Yes.	9	Sarris and the procurement procedural aspect, so I will
10	MS. GOVER: Mr. McMillion?	10	vote no on it. The rest of the Board is free to do as
11	MR. MCMILLION: Yes.	11	they want, but just based upon my professional experience,
12	MS. GOVER: Ms. Mack?	12	I'm going to vote no, thank you.
13	MS. MACK: Yes.	13	CHAIR CAUSEY: So, Mr. Sarris, if you could address
14	MS. GOVER: Ms. Scott?	14	the issues related to the dollar amounts and it was
15	MS. SCOTT: Yes.	15	addressed, I had the opportunity to attend Building and
16	MS. GOVER: Ms. Rowe?	16	Contracts Committee this afternoon, where you addressed
17	MS. ROWE: Yes.	17	the dollar amounts and the updated law, could you work
18	MS. GOVER: Ms. Causey?	18	through that again, please?
19	CHAIR CAUSEY: Yes.	19	MR. SARRIS: Yes, so our departmental procedures
20	MS. GOVER: Thank you.	20	have followed the former state procurement threshold of
21	CHAIR CAUSEY: The motion carries. May I have a	21	\$25,000 for what are classified as small procurements
	Page 203		Page 205
1	motion to approve item N8?	1	which need not be competitively bid and in May 2017 that
2	MS. MACK: So moved, Mack.	2	state threshold was increased by a house bill that was
3	CHAIR CAUSEY: Thank you. No second is needed	3	signed into law from \$25,000 to \$50,000 and we are subject
4	because a recommendation came from the committee. Board	4	to that state procurement article 13-109 and we have just
5	members, excuse me, Ms. Henn, oh, actually, Board members	5	never had occasion to bring an item before the Board but
6	there is the document that has been attached to Board	6	in this case, we have the, because we're working on a
7	docs, item, where is the document?	7	procurement for legal services and we still need interim
8	MR. KUEHN: It's number 8 if you refresh Board docs	8	services we have decided that under the law we can bring
9	it may show up.	9	it forward up to \$50,000 and we will just amend our
10	CHAIR CAUSEY: Yes, my Board docs has been going	10	departmental procedure at this time to align with state
11	since early today.	11	procurement law and establish that \$50,000 threshold for
12	MS. HENN: It's there, Madame Chair, N8.	12	small procurement which does not require a formal bid.
13	CHAIR CAUSEY: Thank you. So Board members, is	13	MS. JOSE: Correct, and I understand that because
14	there question or discussion?	14	this is for a competitively bid RFP that is being issued
15	MS. JOSE: Ms. Causey?	15	out, but you and I both know that within the next three
16	CHAIR CAUSEY: Yes.	16	months this is not going to happen having worked in this
17	MS. JOSE: This document was just uploaded a few	17	for 20 years, the fact is that this is going to aggregate
18	minutes ago so I am just looking at it right now, this is	18	again based upon the projections of what I've seen this
19	a new contract. My concern with this is that we, the	19	Board has expended on Board legal expenses, we will be
20	Board had previously approved \$24,099, just under the	20	back again here with another small contract asking you for
21	threshold of twenty-five thousand dollars and this is	21	another \$25,000 and that to me is something that would

Page 206	Page 208
<p>1 then be found to be as a procurement violation, so again</p> <p>2 in good faith, I would need to see where our expenditures</p> <p>3 are going. If we had an RFP in the works, I would be more</p> <p>4 comfortable to vote for this, the point is we are nowhere</p> <p>5 close, the holidays are coming up, there's Christmas, so I</p> <p>6 know how these things work, how it's going to get extended</p> <p>7 out, so given that what are we going to do, bring another</p> <p>8 change order after Christmas for twenty four ninety nine</p> <p>9 to go under the threshold and that is my concern again</p> <p>10 which would be a finding in the Board doc for the</p> <p>11 procurement laws that we have been flagged so the rest of</p> <p>12 the Board like I said can do what they want, I'm going to</p> <p>13 vote no. Thank you.</p> <p>14 CHAIR CAUSEY: So I'm just going to make a comment</p> <p>15 that Mr. Sarris and the work of the fiscal services</p> <p>16 department that it is, they're bringing us this</p> <p>17 recommendation in good faith with their experience and</p> <p>18 there are issues from time to time when building and</p> <p>19 contracts does bring forward contracts that are of an</p> <p>20 immediate nature and so this is not an unusual occurrence</p> <p>21 and actually this is quite a small amount given the other</p>	<p>1 MR. SARRIS: Correct.</p> <p>2 MS. MACK: Okay. Thank you. So we are not</p> <p>3 violating anything, we are just our operating procedures</p> <p>4 are not as updated as they need to be as it pertains to</p> <p>5 this particular issue.</p> <p>6 MR. SARRIS: Correct. State law prevails in these</p> <p>7 matters. We can't exceed that limit, but we've just been</p> <p>8 operating beneath it because we've had no demonstrated</p> <p>9 need to adopt that change internally.</p> <p>10 MS. MACK: So for the matter at hand we are within</p> <p>11 the law and we are within the procurement process, is that</p> <p>12 correct?</p> <p>13 MR. SARRIS: Correct. Now when we get to.</p> <p>14 MS. MACK: Okay. Thank you, Mr. Sarris.</p> <p>15 CHAIR CAUSEY: Ms. Rowe?</p> <p>16 MS. ROWE: Mr. Sarris, could you explain the</p> <p>17 implications for this Board if we were to fail to approve</p> <p>18 this spending authority?</p> <p>19 MR. SARRIS: Well, I think we would have to</p> <p>20 economize in the use of the Board attorney, we just don't</p> <p>21 have the authority to continue retaining their services at</p>
Page 207	Page 209
<p>1 things that are addressed. Mr. Sarris is it fair to say</p> <p>2 that the operating procedures that we're currently</p> <p>3 limiting small purchases to \$25,000 were inaccurate given</p> <p>4 the state law?</p> <p>5 MR. SARRIS: Well, they just have lagged behind and</p> <p>6 we just never independently had reason to come to the</p> <p>7 Board to ask for its endorsement to make that alignment</p> <p>8 with the more recent state law so this is that opportunity</p> <p>9 and that's really the only basis that we could present a</p> <p>10 contract modification under these circumstances.</p> <p>11 CHAIR CAUSEY: Thank you. Other Board members? I'm</p> <p>12 sorry, Ms. Jose, are we going to two questions per Board</p> <p>13 member per motion, Ms. Scott's, Ms. Bresler?</p> <p>14 FEMALE SPEAKER: No, I understand. I have two</p> <p>15 minutes, so are there any other members I guess that would</p> <p>16 like to speak.</p> <p>17 CHAIR CAUSEY: Ms. Mack and Ms. Rowe.</p> <p>18 MS. MACK: Mr. Sarris, I just want to touch base on</p> <p>19 what Ms. Causey just said, had we updated our operating</p> <p>20 procedures based on House Bill 13109 back in May 2017,</p> <p>21 this would be a non-issue, is that correct?</p>	<p>1 the rate that we've been doing in the last couple months.</p> <p>2 MS. ROWE: So is it fair to say that that would</p> <p>3 leave this Board without legal counsel?</p> <p>4 MR. SARRIS: With much scaled back legal counsel I</p> <p>5 think, yes.</p> <p>6 MS. ROWE: Thank you.</p> <p>7 CHAIR CAUSEY: Other Board members with questions or</p> <p>8 comments? Ms. Gover could we have a roll call vote,</p> <p>9 please?</p> <p>10 MS. PASTEUR: My hand is up, Ms. Causey, and I think</p> <p>11 Dr. Hager's hand.</p> <p>12 CHAIR CAUSEY: Oh, Ms. Pasteur. Thank you.</p> <p>13 MS. PASTEUR: Uh-huh. And I think Dr. Hager has</p> <p>14 hers up as well. Thank you. All right. I do need some</p> <p>15 clarification here. I understand that we were under what</p> <p>16 the law is with the \$24,999. And so this is to bring it</p> <p>17 up to what is now permitted, but my concern is that in</p> <p>18 three months we go through that old amount and by the end</p> <p>19 of the year if that process continues we will have gone</p> <p>20 through this next part and until we do something different</p> <p>21 and on a more permanent basis, we might have to come back</p>

Page 210	Page 212
<p>1 again, I'm just concerned without more conversation and</p> <p>2 looking at this, I mean, we're at a point we need to have</p> <p>3 legal services, so I get that. I guess I'm just concerned</p> <p>4 that we might be going into a hole here and I'd like to</p> <p>5 hear from you, Mr. Sarris, what that picture looks like to</p> <p>6 you from your standpoint because I am concerned about the</p> <p>7 amount and the short period of time in which we spent it.</p> <p>8 MR. SARRIS: Well, I don't have any options to</p> <p>9 recommend beyond the \$50,000 limit, I think we're really</p> <p>10 stuck. So we have, we can work at this from two</p> <p>11 directions. One is to work on expediting our procurement</p> <p>12 for legal services and two is to consider some way to</p> <p>13 possibly scale back the hours that we retain the attorney</p> <p>14 if possible, restructuring their assignments. I don't</p> <p>15 know what the other services provided outside of the Board</p> <p>16 meetings are in every case, so if there are things that</p> <p>17 can be deferred, research items, those are my best</p> <p>18 suggestions.</p> <p>19 MS. PASTEUR: Thank you, so at this point we're</p> <p>20 between that proverbial rock and a hard place because</p> <p>21 we're out of money. Thank you.</p>	<p>1 tonight.</p> <p>2 MR. KUEHN: Hi, Ms. Causey, I have a comment if Dr.</p> <p>3 Hager is finished.</p> <p>4 CHAIR CAUSEY: Just real quick, Dr. Sarris, this, in</p> <p>5 essence is just, we're adding more money to a contract</p> <p>6 that we already have, which we constantly do on this</p> <p>7 Board. I've been through enough of these contract</p> <p>8 discussions to realize that happens and \$25,000 sounds</p> <p>9 like a lot of money but our contract modifications are</p> <p>10 usually in the millions, hundreds of thousands to</p> <p>11 millions, so in order to pay for our legal representation</p> <p>12 so that we don't run out of money between now and the 24th</p> <p>13 when we have our next meeting, I will be voting for this</p> <p>14 and then we can move forward and get that RFP out. Thank</p> <p>15 you.</p> <p>16 CHAIR CAUSEY: Any other Board members before we</p> <p>17 have the vote?</p> <p>18 MS. SCOTT: This is Ms. Scott. Yes, I have a</p> <p>19 question, I don't know if you see my hand or not.</p> <p>20 CHAIR CAUSEY: No, it's not working. Go ahead, Ms.</p> <p>21 Scott.</p>
Page 211	Page 213
<p>1 CHAIR CAUSEY: So just to address the money issue,</p> <p>2 typically the Board counsel fees are handled through the</p> <p>3 law office. The Board office budget is quite small. So</p> <p>4 initially the funding is coming from the Board budget</p> <p>5 because it was supplemental but Dr. Williams has made</p> <p>6 evaluated the situation and has made an adjustment so what</p> <p>7 the budget that was set aside in the law office is going</p> <p>8 to be able to be able to be utilized so that situation has</p> <p>9 been addressed by Dr. Williams. And I'm sorry, Dr. Hager,</p> <p>10 I believe you had a question as well.</p> <p>11 DR. HAGER: Just a quick question. I know that we</p> <p>12 are planning to address our specific criteria for legal</p> <p>13 services at the next administrative session. Is it</p> <p>14 appropriate to wait to approve this until we have made</p> <p>15 those decisions or are they not, are they apples and</p> <p>16 oranges? I feel like they are somehow linked, especially</p> <p>17 based on what Ms. Jose was saying or are we at a time</p> <p>18 point where we have to approve this tonight.</p> <p>19 MR. SARRIS: We do not have to approve this tonight.</p> <p>20 I understand that the outstanding bills that we have</p> <p>21 received are in the \$22,000 range so far, not including</p>	<p>1 MS. SCOTT: Okay, yes. My question is just a very</p> <p>2 basic one and I've been listening to what everyone has</p> <p>3 said and I'm just wondering, I wanted to ask you, Mr.</p> <p>4 Sarris, is this a bit sort of backwards. Wouldn't we</p> <p>5 update the procedures first before approving like the RFP</p> <p>6 and everything like that? That's my first question.</p> <p>7 MR. SARRIS: Typically, I think that's true. We've</p> <p>8 just never had, an occasion has never presented itself.</p> <p>9 And but we can, in this case, the state law prevails and</p> <p>10 we can take action under that authority and bring our</p> <p>11 internal procedures into alignment tomorrow.</p> <p>12 MS. SCOTT: Okay, so if I understand this correctly,</p> <p>13 what you're saying is under normal circumstances we would</p> <p>14 update our procedures first, but I guess because of, I'm</p> <p>15 not sure why, you're saying that we're going to bring, I</p> <p>16 guess that's where I'm confused, what you're saying is</p> <p>17 that we're going to approve this first before updating the</p> <p>18 procedures and then that makes me question and I need you</p> <p>19 to confirm for me, are we following state procurement laws</p> <p>20 and BCPS procurement laws, because I don't want to be out</p> <p>21 of line with either of those and I would need you to</p>

Page 214	Page 216
<p>1 confirm that with me.</p> <p>2 MR. SARRIS: So, we are in complete compliance with</p> <p>3 Board policy, superintendent rule and state procurement</p> <p>4 law. The only adjustment we need to make is to our</p> <p>5 internal office of purchasing procedure. We have not been</p> <p>6 heretofore aware that the Board might be interested in</p> <p>7 raising this threshold to align with state law and so it</p> <p>8 was never something that my department initiated but this</p> <p>9 situation has presented itself because of these special</p> <p>10 circumstances and I believe it is a good time to make the</p> <p>11 change for this contract and going forward.</p> <p>12 MS. MACK: I'd like to move the question.</p> <p>13 MS. HENN: Second, Henn.</p> <p>14 MS. GOVER: I'm sorry, who moved that?</p> <p>15 MS. MACK: Lisa Mack.</p> <p>16 MS. GOVER: Thank you.</p> <p>17 CHAIR CAUSEY: So, it's not debatable, so we will</p> <p>18 have a roll call vote on moving the question which means</p> <p>19 the next issue will be taking a vote.</p> <p>20 MS. GOVER: Dr. Hager?</p> <p>21 DR. HAGER: Yes.</p>	<p>1 CHAIR CAUSEY: Yes.</p> <p>2 MS. GOVER: Thank you.</p> <p>3 CHAIR CAUSEY: Thank you. The motion carries. So</p> <p>4 we are now taking a vote on approving item N8, as</p> <p>5 recommended by the building and contracts committee. Ms.</p> <p>6 Gover, can you do the roll call vote?</p> <p>7 MS. GOVER: Dr. Hager?</p> <p>8 DR. HAGER: Yes.</p> <p>9 MS. GOVER: Mr. Kuehn?</p> <p>10 MR. KUEHN: Yes.</p> <p>11 MS. GOVER: Ms. Pasteur? Ms. Pasteur? Ms. Pasteur,</p> <p>12 can you hear me? Mr. Offerman?</p> <p>13 MR. OFFERMAN: No.</p> <p>14 MS. GOVER: Mr. Muhumuza?</p> <p>15 MR. MUHUMUZA: Abstain.</p> <p>16 MS. GOVER: Ms. Henn?</p> <p>17 MS. HENN: Yes.</p> <p>18 MS. GOVER: Ms. Jose?</p> <p>19 MS. JOSE: No.</p> <p>20 MS. GOVER: Mr. McMillion?</p> <p>21 MR. MCMILLION: Yes.</p>
Page 215	Page 217
<p>1 MS. GOVER: Mr. Kuehn?</p> <p>2 MR. KUEHN: Yes.</p> <p>3 MS. GOVER: Ms. Pasteur?</p> <p>4 MS. PASTEUR: Abstain.</p> <p>5 MS. GOVER: Mr. Offerman?</p> <p>6 MR. OFFERMAN: Yes.</p> <p>7 MS. GOVER: Mr. Muhumuza?</p> <p>8 MR. MUHUMUZA: Yes.</p> <p>9 MS. GOVER: Ms. Henn?</p> <p>10 MS. HENN: Yes.</p> <p>11 MS. GOVER: Ms. Jose?</p> <p>12 MS. JOSE: Yes.</p> <p>13 MS. GOVER: Mr. McMillion?</p> <p>14 MR. MCMILLION: Yes.</p> <p>15 MS. GOVER: Ms. Mack?</p> <p>16 MS. MACK: Yes.</p> <p>17 MS. GOVER: Ms. Scott?</p> <p>18 MS. SCOTT: Yes.</p> <p>19 MS. GOVER: Ms. Rowe?</p> <p>20 MS. ROWE: Yes.</p> <p>21 MS. GOVER: Ms. Causey?</p>	<p>1 MS. GOVER: Ms. Mack?</p> <p>2 MS. MACK: Yes.</p> <p>3 MS. GOVER: Ms. Scott?</p> <p>4 MS. SCOTT: No.</p> <p>5 MS. GOVER: Ms. Rowe?</p> <p>6 MS. ROWE: Yes.</p> <p>7 MS. GOVER: Ms. Causey?</p> <p>8 FEMALE SPEAKER: You're muted.</p> <p>9 CHAIR CAUSEY: Thank you. The motion carries.</p> <p>10 MS. GOVER: Was that a yes, Ms. Causey?</p> <p>11 FEMALE SPEAKER: We couldn't hear your vote?</p> <p>12 CHAIR CAUSEY: Yes, I said yes. And so yes, the</p> <p>13 motion carries. And now we are moving on to Item O,</p> <p>14 consideration of privately funded capital project and for</p> <p>15 that we call on Ms. Byers to present.</p> <p>16 MS. BYERS: So good evening, again, everyone.</p> <p>17 Tonight I am bringing forward for approval a privately</p> <p>18 funded capital improvement project to create a butterfly</p> <p>19 garden at Glendon Elementary School. This project is</p> <p>20 being funded by a donation from a Glendon Elementary</p> <p>21 parent, she is a volunteer. The donor has provided</p>

Page 218	Page 220
<p>1 \$181.60 to purchase a butterfly garden unit for the</p> <p>2 Glendon Elementary garden plot. The donor will cover any</p> <p>3 cost overruns and the price of the garden unit is</p> <p>4 reflected in the quote from Herring Run Nursery. In</p> <p>5 accordance with policy and rule 7330, this request has</p> <p>6 progressed through all of the normal internal processes</p> <p>7 for review.</p> <p>8 CHAIR CAUSEY: Thank you, Ms. Byers. Do I have a</p> <p>9 motion to approve the Glendon Elementary School butterfly</p> <p>10 garden project.</p> <p>11 MS. MACK: So moved, Mack.</p> <p>12 MR. KUEHN: So moved, Kuehn.</p> <p>13 MS. MACK: Second, Kuehn. Second, Mack.</p> <p>14 CHAIR CAUSEY: I have a motion and a second, is</p> <p>15 there any discussion. Hearing none, may I have a roll</p> <p>16 call vote on this very worthy project?</p> <p>17 MS. GOVER: Dr. Hager?</p> <p>18 DR. HAGER: Yes.</p> <p>19 MS. GOVER: Mr. Kuehn?</p> <p>20 MR. KUEHN: Yes.</p> <p>21 MS. GOVER: Ms. Pasteur?</p>	<p>1 planting.</p> <p>2 MS. BYERS: Yes, so next I am bringing forward for</p> <p>3 approval the privately funded capital improvement project</p> <p>4 to plant 37 trees at Pleasant Plains Elementary School.</p> <p>5 Blue Water Baltimore is being paid by the Baltimore County</p> <p>6 Department of Environmental Protection and Sustainability</p> <p>7 to plant the trees. The project was initiated by the</p> <p>8 Pleasant Plains Elementary go green club. A parent of a</p> <p>9 student helped to complete the request to be considered</p> <p>10 for the tree planting project through Blue Water</p> <p>11 Baltimore. The value of the donation is \$11,285. This</p> <p>12 includes 37 trees and supplies as well as the</p> <p>13 implementation and the maintenance of the project for</p> <p>14 three years and three years is the timeframe in which you</p> <p>15 need to monitor trees. The donor will be responsible for</p> <p>16 any cost overruns. And again in accordance with policy</p> <p>17 and rule 7330, this request has progressed through all of</p> <p>18 our normal internal processes of review.</p> <p>19 CHAIR CAUSEY: Board members may I have a motion to</p> <p>20 accept the privately funded capital project at Pleasant</p> <p>21 Plains Elementary School for the tree planting project?</p>
Page 219	Page 221
<p>1 MS. PASTEUR: Yes.</p> <p>2 MS. GOVER: Mr. Offerman?</p> <p>3 MR. OFFERMAN: Yes.</p> <p>4 MS. GOVER: Mr. Muhumuza? Mr. Muhumuza? Ms. Henn?</p> <p>5 MS. HENN: Yes.</p> <p>6 MS. GOVER: Ms. Jose?</p> <p>7 MS. JOSE: Yes.</p> <p>8 MS. GOVER: Mr. McMillion?</p> <p>9 MR. MCMILLION: Yes.</p> <p>10 MS. GOVER: Ms. Mack?</p> <p>11 MS. MACK: Yes.</p> <p>12 MS. GOVER: Ms. Scott?</p> <p>13 MS. SCOTT: Yes.</p> <p>14 MS. GOVER: Ms. Rowe?</p> <p>15 MS. ROWE: Yes.</p> <p>16 MS. GOVER: Ms. Causey?</p> <p>17 CHAIR CAUSEY: Yes.</p> <p>18 MS. GOVER: Thank you.</p> <p>19 CHAIR CAUSEY: Thank you. The motion carries. And</p> <p>20 the next item is consideration of a privately funded</p> <p>21 capital project, Pleasant Plains Elementary School tree</p>	<p>1 MS. ROWE: So moved, Rowe.</p> <p>2 CHAIR CAUSEY: Who moved?</p> <p>3 MS. ROWE: Rowe.</p> <p>4 MS. HENN: Second, Henn.</p> <p>5 CHAIR CAUSEY: Thank you. Is there any discussion?</p> <p>6 I did have a question related to this. Pleasant Plains</p> <p>7 Elementary School has been incredibly overcrowded for</p> <p>8 years and to such an extent that we had to do a</p> <p>9 redistricting boundary study and so there has not been a</p> <p>10 recommendation to long-term solve overcrowding, so I just</p> <p>11 wanted to understand that where these trees are being</p> <p>12 planted and I'm looking at the photo that was included</p> <p>13 that that would not preclude an addition or some other</p> <p>14 needed improvement at that school in order to better take</p> <p>15 care of the children there.</p> <p>16 MS. BYERS: So thank you for that question. As you</p> <p>17 can see from those photos which are in the last few pages</p> <p>18 of the packet, the trees are going on the perimeter of the</p> <p>19 property and so to my knowledge that would not impact any</p> <p>20 future projects. As part of the internal process for</p> <p>21 review, this does go through Mr. Dixitt and facilities, so</p>



Page 222	Page 224
<p>1 they would have had an opportunity to review that.</p> <p>2 CHAIR CAUSEY: Okay thank you. And also on this</p> <p>3 picture, I don't see any of the relocatable classrooms.</p> <p>4 Is this a recent picture or is this prior to the</p> <p>5 relocatables or have the relocatables been moved this</p> <p>6 summer?</p> <p>7 MS. BYERS: Some of the relocatables were moved this</p> <p>8 summer after the boundary study. I don't know when the</p> <p>9 photo was taken Ms. Causey, so I don't want to speak to</p> <p>10 the time of the photo.</p> <p>11 CHAIR CAUSEY: Okay, I just on my visits there, I of</p> <p>12 course had noticed them and I thought one was near that</p> <p>13 section E, so I guess Mr. Dixitt's not here. Okay, as</p> <p>14 long as they vetted it, that's good.</p> <p>15 MR. DIXITT: I'm here. A lot of time these Google</p> <p>16 pictures are old, so I don't know what you are looking at.</p> <p>17 So what Ms. Byers is saying is right, that our team has</p> <p>18 looked at it and the trees are at the right location and</p> <p>19 they will not have any impact on placement of any</p> <p>20 relocatables.</p> <p>21 CHAIR CAUSEY: What about any future additions or</p>	<p>1 MS. MACK: Yes.</p> <p>2 MS. GOVER: Ms. Scott?</p> <p>3 MS. SCOTT: Yes.</p> <p>4 MS. GOVER: Ms. Rowe?</p> <p>5 MS. ROWE: Yes.</p> <p>6 MS. GOVER: Ms. Causey?</p> <p>7 CHAIR CAUSEY: Yes.</p> <p>8 MS. GOVER: Thank you.</p> <p>9 CHAIR CAUSEY: The motion carries. Thank you very</p> <p>10 much, Ms. Byers. The next item on the agenda is Board</p> <p>11 member comments and we will go around and typically it</p> <p>12 would have been three minutes but now we're down to two</p> <p>13 minutes. So we can, so we'll go around as the dais, so</p> <p>14 Dr. Hager.</p> <p>15 DR. HAGER: Okay, I just have a few comments jotted</p> <p>16 down. I just want to thank BCPS for presenting the K-12</p> <p>17 opening plan tonight and to say that I look forward to</p> <p>18 hearing the additional plans in a few weeks based on the</p> <p>19 motion passed tonight and although I believe that we</p> <p>20 missed our window for reopening this fall I hope that our</p> <p>21 full operational reopening plan is fully vetted and</p>
Page 223	Page 225
<p>1 other improvements?</p> <p>2 MR. DIXITT: At this time we do not see that as an</p> <p>3 issue.</p> <p>4 CHAIR CAUSEY: Okay, because the cafeteria as I</p> <p>5 recall is right on that end and I know from experience</p> <p>6 it's quite small. Okay. As long as you vetted it, that's</p> <p>7 awesome. Any other Board members? Hearing none, may I</p> <p>8 have a roll call vote, please, Ms. Gover?</p> <p>9 MS. GOVER: Dr. Hager?</p> <p>10 DR. HAGER: Yes.</p> <p>11 MS. GOVER: Mr. Kuehn?</p> <p>12 MR. KUEHN: Yes.</p> <p>13 MS. GOVER: Ms. Pasteur?</p> <p>14 MS. PASTEUR: Yes.</p> <p>15 MS. GOVER: Mr. Offerman? Mr. Muhumuza? Ms. Henn?</p> <p>16 MS. HENN: Yes.</p> <p>17 MS. GOVER: Ms. Jose?</p> <p>18 MS. JOSE: Yes.</p> <p>19 MS. GOVER: Mr. McMillion?</p> <p>20 MR. MCMILLION: Yes.</p> <p>21 MS. GOVER: Ms. Mack?</p>	<p>1 negotiated so that as soon as it is safe we can reopen and</p> <p>2 I wanted to thank my fellow Board members for supporting a</p> <p>3 pre-Labor Day start for the next school year and I would</p> <p>4 challenge the calendar committee and BCPS as a whole to</p> <p>5 seriously consider the idea of year round school with a</p> <p>6 break in the fall and a break in the spring and a</p> <p>7 shortened summer break in the future, I think that's</p> <p>8 really where a lot of districts are headed and it does</p> <p>9 seem to have an academic impact. Finally, to our BCPS</p> <p>10 community, I hope that you have a happy and safe</p> <p>11 Thanksgiving and I hope that everyone has already gotten</p> <p>12 their flu shot and if not, please go get them. That's it.</p> <p>13 CHAIR CAUSEY: Mr. Kuehn?</p> <p>14 MR. KUEHN: My gift to everyone is two minutes of</p> <p>15 silence, so I will pass.</p> <p>16 CHAIR CAUSEY: Ms. Pasteur?</p> <p>17 MS. PASTEUR: Okay. I want to thank very sincerely</p> <p>18 Dr. Williams, Dr. Zarchen, Dr. Roberts for one, allowing</p> <p>19 me in what was close to my personal hysteria about the</p> <p>20 four special schools for allowing me to visit my school</p> <p>21 Ridge Rockston (phonetic). I needed to see what the</p>

Page 226	Page 228
<p>1 teachers would have seen and with what they would have</p> <p>2 been met had they gone this, yesterday, and so I really do</p> <p>3 want to thank Ms. Beltran and Ms. Giller for their</p> <p>4 hospitality and I can clearly see that they worked</p> <p>5 diligently to prepare to receive their teachers. I</p> <p>6 believe they were going to have someone asked about the</p> <p>7 numbers, about 40 students coming in, which is about a</p> <p>8 third of their population. So they have been thinking,</p> <p>9 but I have to admit that I'm happy that the teachers</p> <p>10 didn't have to go back and that the students haven't had</p> <p>11 to go back yet and in my heart of hearts yes, I appreciate</p> <p>12 what Ms. Mack said earlier, I still hold to them not to</p> <p>13 being the first group to go in, but I do thank you, Dr.</p> <p>14 Williams and the staff and the school personnel for</p> <p>15 receiving me and answering my questions which I'm sure</p> <p>16 after a while got on everyone's nerves, but you were very</p> <p>17 gracious, so thank you.</p> <p>18 CHAIR CAUSEY: Mr. Offerman? Did Mr. Offerman leave</p> <p>19 the meeting? And Mr. Muhumuza has left the meeting, so</p> <p>20 Ms. Henn?</p> <p>21 MS. HENN: Thank you, Madame Chair. I, too, am</p>	<p>1 always make meaningful contributions to your discussions</p> <p>2 and you make data cool again, so I really appreciate that.</p> <p>3 Mr. Offerman, thank you for your steadfast and mindful</p> <p>4 commitment and sharing your wisdom with us and a</p> <p>5 perspective that only you bring to the Board. Mrs.</p> <p>6 Causey, thank you for giving your all, every day, all day.</p> <p>7 You've served longer than anyone on the Board and your</p> <p>8 heart clearly shows that you're in it for children. Thank</p> <p>9 you. Ms. Jose, your commitment to our students, their</p> <p>10 clean water, to equity and the expertise that you bring to</p> <p>11 the Board for contracting and procurement are gifts that</p> <p>12 this system has needed. May I borrow from Mr. Kuehn's and</p> <p>13 Mr. Muhumuza's time? If I may continue.</p> <p>14 CHAIR CAUSEY: Mr. Kuehn, do you yield your time to</p> <p>15 Ms. Henn?</p> <p>16 MR. KUEHN: I yield my time to the fair woman from</p> <p>17 Perry Hall.</p> <p>18 MS. HENN: Ms. Scott, your achievements with the</p> <p>19 equity committee this year have been bar none, thank you</p> <p>20 so much for your work on that committee. I am so excited</p> <p>21 by your work and cannot wait to see what that committee</p>
Page 227	Page 229
<p>1 thankful, this is the season of thankfulness. I'm</p> <p>2 thankful for our parents, our teachers, our students, our</p> <p>3 administrators, of course our wonderful central staff, Dr.</p> <p>4 Williams, I can't think of a new superintendent and you</p> <p>5 still qualify as new at least until the two year mark I've</p> <p>6 been told who has had to bear more than you have had to</p> <p>7 bear in this last year and a half, so thank you very much,</p> <p>8 but I wanted to spend this time, and I know I'm limited on</p> <p>9 time, so I'll try to keep this brief, thanking my board</p> <p>10 colleagues. You are here because you choose to be here</p> <p>11 and that is a commitment that only you know the depth of</p> <p>12 and I prepared comments for each of you, which I'll try to</p> <p>13 get through although I do appreciate Mr. Kuehn's comments</p> <p>14 about the gift of time, so I will try to make this fast.</p> <p>15 Ms. Mack, thank you for your diligence and focus on</p> <p>16 student achievement and your selfless service to improve</p> <p>17 the system for learner outcomes. Mr. Muhumuza, for</p> <p>18 reminding us of what truly matters and why we are here and</p> <p>19 for fearlessly using your voice to serve in the best</p> <p>20 interest of all students. Dr. Hager, thank you for your</p> <p>21 engagement and presence and your contributions. You</p>	<p>1 achieves. Ms. Pasteur, I want to thank you for your</p> <p>2 wisdom and for knowing that the questions we ask are often</p> <p>3 more important than the answers we receive. Mr.</p> <p>4 McMillion, thank you for modeling warmth, sincerity and a</p> <p>5 reminder to be yourself, no matter who others may want you</p> <p>6 to be. Ms. Rowe, thank you for showing the bravery to</p> <p>7 speak your mind and to ask the questions that others may</p> <p>8 be thinking but won't ask and for your knowledge of a</p> <p>9 cornucopia of topics including Roberts Rules of Order.</p> <p>10 Mr. Kuehn, thank you for sharing your gifts of time, of</p> <p>11 logic and reasoning, and sound, data driven decision</p> <p>12 making, and thank you for yielding your time for me this</p> <p>13 evening. Happy Thanksgiving everyone.</p> <p>14 MS. PASTEUR: Thank you.</p> <p>15 CHAIR CAUSEY: Thank you, Ms. Henn. Ms. Jose? I'm</p> <p>16 sorry, Ms. Jose has left. Mr. McMillion?</p> <p>17 MR. MCMILLION: Yep. When I speak I try to pick my</p> <p>18 words carefully. I try not to waste words. Dr. Hager, I</p> <p>19 love that idea of 12-month school. I'd be willing to sit</p> <p>20 on a committee to look at that and start looking at it</p> <p>21 now. Here are three things I want to say. We need to</p>

Page 230	Page 232
<p>1 revisit hybrid Board of Education meetings. I know I talk</p> <p>2 fast and I know this is the end of the meeting, but some</p> <p>3 of this stuff I think is good. Virtual snow days, we need</p> <p>4 to continue to look at that. And number three, what do we</p> <p>5 do with high school students who love virtual learning and</p> <p>6 have proven they can be successful in this setting. I</p> <p>7 personally don't think we force these students back into</p> <p>8 traditional classrooms. We need to approach the MSDE now</p> <p>9 to request our high school virtual coursework be evaluated</p> <p>10 so adjustments can be made to make sure all of our virtual</p> <p>11 classes are certifiable toward high school graduation</p> <p>12 requirements. Imagine the implications for our</p> <p>13 overcrowded high schools. Thank you.</p> <p>14 CHAIR CAUSEY: Ms. Mack?</p> <p>15 MS. MACK: First of all, I'd like to say Mr.</p> <p>16 McMillion, I'd be happy to serve on those committees with</p> <p>17 you. I want to say I appreciated having had the</p> <p>18 opportunity to attend last week's GTCAC meeting. I always</p> <p>19 find the meetings to be very well run and I always learn</p> <p>20 something new. Last week I learned that giftedness</p> <p>21 presents itself in unique and unexpected ways depending on</p>	<p>1 distance and that if as a whole community we can get these</p> <p>2 numbers down then we can open schools.</p> <p>3 FEMALE SPEAKER: You're muted, Kathleen.</p> <p>4 CHAIR CAUSEY: Thank you, Dr. Hager. I'm just going</p> <p>5 to take a moment. I really appreciate the work that went</p> <p>6 into the plan and I think that while the Board did not</p> <p>7 take a vote on it, I think that the superintendent and his</p> <p>8 team, based on the health metrics and the logistics can</p> <p>9 move forward as they would in administering the school</p> <p>10 system to you know really use that because they did a</p> <p>11 tremendous amount of work and I know that as parents and</p> <p>12 teachers look into it and I encourage everyone to come</p> <p>13 back to board documents and the website and to look at all</p> <p>14 of these documents with all of this tremendous work</p> <p>15 because this is the foundation that is going to allow us</p> <p>16 when the time is right, when the science says, to bring</p> <p>17 our students back to that irreplaceable dynamic of</p> <p>18 students with teachers that love and care for them and are</p> <p>19 so experienced and dedicated to doing the right thing by</p> <p>20 them and all of the other support staff which leads me to</p> <p>21 also recognize that this is coming up. It's educational</p>
Page 231	Page 233
<p>1 the child and it really opened my mind up to looking at</p> <p>2 things differently. Next week, I look forward to</p> <p>3 attending my first virtual PTA meeting with parents and</p> <p>4 teachers from West Town Elementary School and since</p> <p>5 Thanksgiving is my absolute favorite holiday, I hope that</p> <p>6 everyone watching and listening can spend time with their</p> <p>7 family just as I pray that I can spend time with my</p> <p>8 family. Thank you.</p> <p>9 CHAIR CAUSEY: Thank you. Ms. Scott?</p> <p>10 MS. SCOTT: Thank you. I would just like to thank</p> <p>11 everyone who has hung in there with us, who is still here</p> <p>12 with us and I'd like to wish everyone a happy holiday and</p> <p>13 thank you so much to all of the staff and everyone for</p> <p>14 everything that you do to support us as a Board and also</p> <p>15 the children of BCPS. Thank you.</p> <p>16 CHAIR CAUSEY: Ms. Rowe?</p> <p>17 MS. ROWE: It's very late and I just really don't</p> <p>18 have comments other than to say that I appreciate</p> <p>19 everyone's patience and I'm sure that everyone is very</p> <p>20 frustrated with the COVID 19 numbers going up and I hope</p> <p>21 that everyone wears their masks, wash their hands, social</p>	<p>1 support staff celebration next week which coincides with</p> <p>2 American Education Week, but I just am so grateful for</p> <p>3 everyone that contributes to our children and this too</p> <p>4 shall pass, and we will recover and we will do this all</p> <p>5 together. One of the most interesting things that I saw</p> <p>6 recently was a Facebook Live called Black and Blue which</p> <p>7 is a group that celebrates diversity in U.S. law</p> <p>8 enforcement by discussing the lives and experiences of</p> <p>9 minority law enforcement professionals and our own school</p> <p>10 resource officer Don Bridges was featured in that and just</p> <p>11 really great discussions about that program. So that</p> <p>12 concludes Board member comments. Our next item on the</p> <p>13 agenda is information. And I do want to point out that</p> <p>14 there is the revised superintendent's rule 3111 which is</p> <p>15 non-instructional services, budget planning and</p> <p>16 preparation, that's kind of ironic and also new this week</p> <p>17 is Board of Education follow up from the October 27</p> <p>18 meeting and I would encourage our stakeholders to go and</p> <p>19 look at that because it has answers to questions that were</p> <p>20 discussed in the meeting last week so that is going to be</p> <p>21 a new item, we appreciate Dr. Williams doing that. The</p>

Page 234	Page 236
<p>1 next item is S, agenda setting and for that, we are</p> <p>2 considering agenda items for future board meetings and</p> <p>3 board members will get to go around the dais again, but</p> <p>4 we'll start with Lily Rowe and just mentioning items for</p> <p>5 consideration for future agendas.</p> <p>6 MS. ROWE: I have nothing at this time. Thank you.</p> <p>7 CHAIR CAUSEY: Ms. Scott?</p> <p>8 MS. SCOTT: I do not have anything to add at this</p> <p>9 time. Thank you.</p> <p>10 CHAIR CAUSEY: Ms. Mack?</p> <p>11 MS. MACK: Nothing. Thank you.</p> <p>12 CHAIR CAUSEY: Mr. McMillion?</p> <p>13 MR. MCMILLION: An update on hybrid Board of</p> <p>14 Education Meetings, thank you.</p> <p>15 CHAIR CAUSEY: Yes, please. Ms. Jose has left. Ms.</p> <p>16 Henn?</p> <p>17 MS. HENN: Nothing at this time, thank you.</p> <p>18 CHAIR CAUSEY: And Mr. Offerman is gone, so is Mr.</p> <p>19 Muhumuza, so Ms. Pasteur?</p> <p>20 MS. PASTEUR: Nothing, but I do want to thank Ms.</p> <p>21 Rowe for engaging the rest of the Board with the audit</p>	<p>1 in Board member requests or if it's deemed more</p> <p>2 appropriate it might go to a committee or if it's more of</p> <p>3 a report issue it may be in the weekly update or as an</p> <p>4 item of information attached to Board docs so that it's</p> <p>5 openly available so all of that information is going to be</p> <p>6 updated and presented to the Board on a regular basis in</p> <p>7 our efforts for continuous improvement. And next is</p> <p>8 announcements. And finally so our next Board meeting is</p> <p>9 Tuesday, November 24, 2020 at 6:30 p.m. Everybody take</p> <p>10 care, stay safe. Be well. Do your part and we can all</p> <p>11 get through this together. Thank you and good night.</p>
Page 235	Page 237
<p>1 committee as a couple of us had requested.</p> <p>2 MR. KUEHN: You're muted, Kathleen.</p> <p>3 CHAIR CAUSEY: You're up.</p> <p>4 MR. KUEHN: Okay. I'll make this quick. Science of</p> <p>5 reading and then I do think we need to discuss Board</p> <p>6 projects for the office of internal audit, there's a set</p> <p>7 aside of specific hours in the plan so I think Board</p> <p>8 members need to start thinking about what they would like</p> <p>9 to see. Thank you. And good night.</p> <p>10 CHAIR CAUSEY: And Dr. Hager?</p> <p>11 DR. HAGER: I have nothing to add either.</p> <p>12 CHAIR CAUSEY: So I have a short item and it's from</p> <p>13 Mr. McMillion. I would like the superintendent and team</p> <p>14 to bring a recommendation to the Board around utilizing</p> <p>15 virtual learning in place of inclement weather days where</p> <p>16 appropriate. So that finishes item S, agenda setting.</p> <p>17 And I do just want to say that the Board officers and Dr.</p> <p>18 Williams have been having conversations around that and</p> <p>19 what Board members will be seeing is a 12-month version of</p> <p>20 the agenda with the items that have certain time-defined</p> <p>21 requirements on them and how we are evaluating and filling</p>	<p>1 CERTIFICATE</p> <p>2 I certify that the foregoing is a correct transcript from</p> <p>3 the electronic sound recording of the proceedings in the</p> <p>4 above-entitled matter.</p> <p>5</p> <p>6</p> <p>7</p> <p>8 _____ November 20, 2020</p> <p>9 VIVIAN SAXE, CERT**D 631 DATE</p> <p>10</p> <p>11</p> <p>12</p> <p>13</p> <p>14</p> <p>15</p> <p>16</p> <p>17</p> <p>18</p> <p>19</p> <p>20</p> <p>21</p>

**WORD INDEX**

< \$ >

**\$100** 65:2  
**\$11,285** 220:11  
**\$111.5** 64:21  
**\$13** 53:10  
**\$15** 53:10  
**\$181.60** 218:1  
**\$2** 192:2  
**\$2.2** 55:3  
**\$22,000** 211:21  
**\$24,099** 203:20  
**\$24,999** 209:16  
**\$25,000** 204:1,  
 21 205:3, 21  
 207:3 212:8  
**\$28** 53:11  
**\$48** 55:5  
**\$50,000** 205:3,  
 9, 11 210:9  
**\$51** 54:21

< 0 >

**0100** 178:11, 11,  
 12, 13

< 1 >

**1** 16:5 75:5  
 76:7, 11 79:10  
 123:6  
**1,500** 133:4  
**10** 1:12 5:4  
 34:8 103:2  
 119:16  
**100,000** 77:12,  
 14, 17 107:3  
**11** 55:6 110:17  
**110,000** 42:10  
**12** 63:2 74:5,  
 11 103:2  
 126:20 179:5  
 188:12  
**1290** 181:4  
**12-month**  
 229:19 235:19  
**13** 5:17 40:9  
 145:12 177:6  
**13109** 207:20  
**13-109** 205:4

**14** 77:15 92:10  
 107:5, 9 114:16,  
 20 120:17  
**145** 4:5  
**15** 15:13 77:12  
 103:11 178:10  
**16** 163:6 181:2  
**163** 4:7, 8  
**16th** 73:2, 10  
 163:10  
**175** 4:9  
**176** 4:10  
**177** 4:11, 12  
**178** 4:13  
**179** 4:14, 15  
**18** 66:4  
**19** 43:9 52:6  
 63:19 77:20  
 79:20 80:19  
 83:16 110:17  
 179:21 231:20  
**196** 4:16  
**19th** 179:12  
**1st** 66:1 145:18

< 2 >

**2** 34:13, 19  
 35:8 64:8  
 72:21 74:2, 3,  
 19 75:2, 4, 10  
 76:11 77:7  
 79:8 90:12  
 91:17 114:21  
 123:7 142:6  
 181:17 194:13  
**2,200** 56:7  
**20** 119:16  
 205:17 237:8  
**2017** 205:1  
 207:20  
**2019** 184:7  
**2020** 1:12 5:4,  
 17 59:20 73:2,  
 21 91:2 145:12  
 184:7 236:9  
 237:8  
**2021** 55:19  
 156:21  
**20-21** 30:12, 17  
**2021-2022** 145:5

**2021-22** 4:7  
 165:21  
**21** 34:19  
**21-22** 41:6  
 145:9, 14  
**217** 4:17  
**21st** 145:17  
**2200** 42:7 53:5  
**224** 4:18  
**233** 4:19  
**235** 4:20  
**236** 4:21  
**23rd** 163:14  
**24** 236:9  
**24th** 212:12  
**25** 3:5 36:13  
**26** 3:6 35:17  
**27** 233:17  
**27th** 55:1  
 72:20 90:21  
**28** 3:7  
**29** 3:8 145:9  
**29th** 136:20  
**2nd** 41:19

< 3 >

**3** 34:13 50:7  
 74:4, 5, 10  
 75:17 89:17  
 101:13 123:7  
 126:19, 20  
 142:7 179:7  
**3,845** 53:9  
**3:00** 28:5  
**30** 24:14, 16, 18,  
 18 69:4 85:15  
 92:7 96:19  
 111:5, 8 114:2  
 115:13 121:2  
 125:13 130:8  
 141:17 156:16  
**300** 49:17 63:3  
**30th** 55:4 91:2,  
 5, 7 92:3  
**31** 3:9  
**3111** 179:6  
 233:14  
**33** 3:10  
**34** 6:13  
**35** 3:11

**37** 3:12 193:19  
 220:4, 12  
**39** 3:13  
 < 4 >  
**4** 73:21 74:10  
 89:17 129:21  
**4:00** 179:5  
**40** 226:7  
**41** 3:14  
**44** 3:15  
**46** 3:16  
**47** 42:10 43:2  
**48** 13:21

< 5 >

**5** 3:2, 3 34:11  
 38:1 55:2  
 77:11  
**5.24** 54:4  
**5:00** 76:16  
**5:30** 179:5  
**50** 3:17 40:10  
 127:7  
**50,000** 185:9  
**504s** 38:21  
 42:16  
**52** 164:2  
**5210** 181:9  
**53** 3:18  
**56** 3:19  
**59** 3:20  
**5th** 145:17

< 6 >

**6** 3:4 59:21  
 196:11, 13  
**6:30** 236:9  
**6000** 181:5  
**6002** 181:6  
**631** 237:9  
**65** 3:21  
**68** 4:1

< 7 >

**7** 69:2 77:17  
 107:5, 8 177:6  
**7.6** 54:4  
**72** 4:2, 3  
**73** 6:13

**7330** 218:5  
 220:17  
**7th** 147:16

< 8 >

**8** 45:5 56:9  
 203:8  
**8120** 181:19  
 184:12  
**8250** 174:4  
**8311** 181:3  
**8314** 7:13

< 9 >

**9** 34:12 42:2  
 51:14 76:13  
**90** 48:6

< A >

**a.m** 16:5  
**abide** 86:6  
**ability** 59:7  
 105:10 129:1  
 180:8  
**able** 6:9 10:16  
 14:4 20:7 22:9  
 36:7 37:11  
 47:8 60:10  
 61:12 64:10, 12  
 65:7 67:2  
 71:16 87:20  
 90:6 97:18  
 105:2, 7 107:10  
 111:20 112:6,  
 10, 15 114:7  
 117:3 127:3  
 128:17, 18  
 131:2 133:2  
 157:18 166:15  
 176:19 183:14,  
 15 211:8, 8  
**above-entitled**  
 237:4  
**absolute** 231:5  
**absolutely**  
 19:16 95:21  
 132:3  
**Abstain** 143:8  
 152:12, 18

195:13, 17 215:4 216:15 <b>abuse</b> 42:14 46:7 <b>academic</b> 57:21 63:11 156:9 225:9 <b>accept</b> 11:12 12:6 62:5 146:5 151:11 174:2 220:20 <b>acceptable</b> 60:20 106:11, 17, 19, 21 <b>accepted</b> 12:7 13:3 <b>access</b> 50:21 71:3 79:6 129:11 <b>accessible</b> 51:12 95:17 <b>accommodate</b> 155:11 <b>accommodation</b> 82:10 <b>accompanied</b> 200:8 <b>accomplished</b> 62:13 <b>accordion</b> 129:1 <b>accountability</b> 50:9, 20 <b>accountable</b> 52:17 <b>accurate</b> 127:1 <b>accurately</b> 19:17 <b>achievement</b> 182:17 227:16 <b>achievements</b> 228:18 <b>achieves</b> 229:1 <b>achieving</b> 182:21 <b>acknowledge</b> 59:11 64:20 128:20 <b>acknowledging</b> 71:10, 11 <b>Act</b> 6:9 25:8 42:19 50:17, 19	57:6 65:1 112:7 190:9 <b>acting</b> 58:6 <b>Action</b> 4:3 42:4, 5 50:14 71:19, 21 72:2 192:19 213:10 <b>actions</b> 69:6 80:10 188:17 191:11, 12 192:14 <b>active</b> 52:15 55:2 <b>activities</b> 88:16 <b>activity</b> 103:19 104:2 <b>actual</b> 94:9, 9 101:13 105:20 <b>ad</b> 50:13, 15 51:17 69:20 70:13 <b>Adams</b> 3:18 52:21 53:1, 3 <b>add</b> 7:14 23:2 100:19 101:1 111:9, 12, 12 115:2, 3 128:7, 9, 11 166:20 197:7 234:8 235:11 <b>added</b> 7:4, 7 8:7 9:17 66:16 67:4 112:20 <b>adding</b> 55:12 105:19 198:7 204:1 212:5 <b>addition</b> 7:1 74:7 76:21 83:17 84:2, 20 85:19 95:13 128:4 140:17 156:10 221:13 <b>additional</b> 49:8 70:15 89:15 101:1 112:1 181:4 224:18 <b>Additionally</b> 33:1 62:4 71:4 91:10, 17 178:14, 16	<b>additions</b> 6:20 222:21 <b>address</b> 10:16 28:9, 12 29:13 51:10 53:18 59:7 68:16 75:6 83:2 140:8 160:12 167:17 197:13 204:13 211:1, 12 <b>addressed</b> 32:15 35:6 56:9 139:13 188:10 204:15, 16 207:1 211:9 <b>addresses</b> 29:1 74:18 75:10, 17 112:17 <b>addressing</b> 31:10 51:6 99:1 128:14 168:9 <b>adequate</b> 47:18 55:9 182:6 <b>adequately</b> 194:8 <b>adhere</b> 15:19 <b>adherence</b> 10:18 <b>adhering</b> 113:1 <b>adjust</b> 70:1 <b>adjusted</b> 162:10 <b>adjustment</b> 211:6 214:4 <b>adjustments</b> 230:10 <b>admin</b> 42:5 <b>administer</b> 36:11 <b>administering</b> 232:9 <b>administration</b> 36:11 79:13 <b>Administrative</b> 3:6 211:13 <b>administrators</b> 59:12 227:3 <b>admit</b> 226:9 <b>Adobe</b> 63:5	<b>adopt</b> 165:21 174:6 208:9 <b>adopted</b> 146:19 <b>adopting</b> 182:10 <b>adoption</b> 145:13 <b>adults</b> 66:9 97:6 <b>advance</b> 28:3 110:14 160:11 188:6 192:8 <b>advancement</b> 182:17 <b>advantage</b> 55:5 <b>advice</b> 25:15 27:18 <b>advised</b> 106:16 125:6 <b>advisory</b> 44:2 76:17 185:11 <b>advocating</b> 42:9 <b>affect</b> 30:6 48:5 <b>affirmation</b> 40:12 <b>afford</b> 48:12 53:14 104:9 111:17 114:4 <b>affords</b> 89:12 <b>afternoon</b> 7:5 8:1 37:20 204:16 <b>age</b> 60:1 68:4 <b>agencies</b> 77:3 78:13 92:18 200:17 <b>agency</b> 201:1 <b>Agenda</b> 3:4 4:20 6:18, 18, 19, 20 7:5, 7, 14 8:11 9:17, 17 13:15, 19 15:12, 17 16:11, 19 20:16, 20 21:20 24:9, 10 25:6, 20 62:9 71:19 72:5 145:4 173:21 174:5 175:18 177:18 180:1, 2 181:13, 15 196:14 197:7, 12 198:7	224:10 233:13 234:1, 2 235:16, 20 <b>agendas</b> 188:6 234:5 <b>aggregate</b> 205:17 <b>aggregated</b> 204:1 <b>aggressive</b> 42:8 <b>ago</b> 56:9 141:2 149:10 203:18 <b>agree</b> 11:9 12:1 14:20 15:17 48:9 132:8 145:2 166:16 <b>agreed</b> 14:14, 16 15:11 21:19 32:13 198:8 <b>agreement</b> 85:16 <b>agrees</b> 159:11 <b>agricultural</b> 164:9, 15 <b>agriculture</b> 164:12 <b>ahead</b> 33:5 34:6 110:5 115:16 124:16 130:19 137:16 140:1 212:20 <b>aid</b> 55:5 <b>air</b> 55:8 65:4 79:21 80:13 164:1, 3 <b>airplane</b> 46:3 <b>align</b> 205:10 214:7 <b>aligned</b> 74:9 <b>alignment</b> 207:7 213:11 <b>alike</b> 61:4 <b>allay</b> 194:6 <b>Allegiance</b> 3:3 5:5, 9 40:6 41:2 <b>Allison</b> 64:16 <b>allocated</b>
--	--	--	--	---

182:16 194:8  
**allotted** 146:8  
**allow** 6:2, 4, 6  
 57:18 77:18  
 81:14 92:10  
 117:5 145:16,  
 20 165:12  
 232:15  
**allowed** 28:9  
 114:1  
**allowing** 28:2  
 94:13 128:16  
 225:18, 20  
**allows** 88:17  
 92:13 108:19  
**aloud** 104:1  
**alternatives**  
 41:12  
**amazing** 122:15  
**ambitious** 119:8  
**amend** 121:9  
 174:3 205:9  
**amended** 5:17  
 25:5 145:21  
 153:3  
**amendment**  
 11:11, 21 12:5,  
 6, 8, 11, 13, 20  
 19:10 22:16  
 23:2 151:6, 10,  
 12, 16, 17, 19  
 165:5, 20 168:8,  
 9, 10, 11, 13  
 169:4, 6, 10, 11,  
 13, 18 171:3  
**Amendments**  
 12:7  
**America** 5:10  
 40:6  
**American** 35:19  
 80:12 233:2  
**amount** 42:11  
 59:17 61:17  
 90:9 204:2  
 206:21 209:18  
 210:7 232:11  
**amounts** 204:14,  
 17  
**Amy** 3:18

52:21  
**analogy** 189:13  
**analysis** 145:21  
**Andrea** 176:12  
**angry** 46:12  
**Anne** 49:1  
**Annotated**  
 182:1 184:12  
**announced**  
 63:19 130:17  
**announcement**  
 64:21  
**Announcements**  
 4:21 120:20  
 236:8  
**annual** 182:8  
**answer** 21:9  
 99:21 100:1  
 115:19 129:16  
 150:1 167:18  
 170:2 186:18  
 193:14  
**answered** 16:18  
 61:16 114:21  
 125:21 147:14  
 193:11  
**answering**  
 105:5 226:15  
**answers** 90:17  
 116:19 229:3  
 233:19  
**Anthony** 3:10  
 33:20  
**anticipate** 184:9  
**anticipated** 15:3  
**anxiety** 42:12  
 48:20  
**anybody** 22:7  
**anyone's** 132:9  
**anyway** 142:15  
**AP** 64:15, 17, 19  
**apologize** 8:5  
 9:21 95:21  
 101:11 116:3  
**app** 94:11 96:9,  
 17 97:16 98:4  
**apparently**  
 139:3  
**appears** 41:10  
 55:14, 16, 17

**Appendix** 74:1  
 75:3, 4  
**applaud** 64:20  
**apples** 211:15  
**applicable** 6:17  
 80:4 113:18  
**application**  
 66:3, 21 68:7  
**applications**  
 67:14  
**applied** 14:21  
 178:12  
**apply** 82:9, 10  
**applying** 179:7  
**appointed**  
 36:14 71:12  
**appointees**  
 25:11  
**appointment**  
 25:9 86:3  
**Appointments**  
 3:6 26:5  
**appreciate**  
 27:19 29:19  
 59:7 60:14  
 70:15 117:1  
 141:8 166:7  
 180:18 181:7  
 201:4 226:11  
 227:13 228:2  
 231:18 232:5  
 233:21  
**appreciated**  
 30:8 230:17  
**apprehensions**  
 66:17  
**approach** 5:8  
 73:10, 14, 19  
 74:2 93:4, 8  
 111:19 120:10  
 121:15 123:3,  
 12, 14, 20 125:7  
 126:2 128:13  
 132:14, 14  
 137:15 230:8  
**appropriate**  
 10:16 15:15  
 16:4, 16 21:4, 8  
 22:5, 15 27:20  
 28:16 42:17

45:17 48:16  
 57:4, 6 79:15  
 88:17 89:3  
 97:16 211:14  
 235:16 236:2  
**appropriately**  
 47:15 131:13  
 164:7  
**appropriations**  
 30:9  
**approval** 7:4,  
 19 105:13, 19  
 148:18 160:8,  
 12, 14 177:7  
 197:3 217:17  
 220:3  
**approvals**  
 192:15  
**approve** 26:6  
 41:8 49:14  
 154:21 161:5  
 193:7 197:20  
 198:2 199:6  
 203:1 208:17  
 211:14, 18, 19  
 213:17 218:9  
**approved** 5:17  
 7:21 73:3, 9  
 93:3 138:1, 9,  
 17 140:15, 21  
 177:6, 8 184:6  
 203:20  
**approves** 184:5  
**approving**  
 213:5 216:4  
**approximate**  
 15:6  
**approximately**  
 48:6 53:10  
 133:4  
**apps** 97:21  
**April** 145:18  
**area** 44:2 89:2  
 104:8 109:12,  
 15, 18 127:16  
**areas** 30:14  
 58:9 84:6, 7  
 194:9, 9  
**argue** 156:20

**arguments**  
 22:12, 12 60:8  
**armed** 66:7  
 67:14  
**art** 63:6, 8  
**article** 205:4  
**articulate**  
 141:13  
**arts** 63:6  
 103:18  
**artwork** 63:8  
**Arundel** 49:1  
**aside** 211:7  
 235:7  
**asked** 11:20  
 15:1 43:7  
 81:16 119:13  
 138:8, 20 160:6  
 194:19 197:9  
 198:4, 7 226:6  
**asking** 14:19  
 15:6 44:1, 3  
 49:13, 18 55:3  
 60:3, 4 61:11  
 127:6 138:5, 14  
 160:8, 13 188:3  
 191:5 193:19  
 205:20  
**asks** 106:1  
 174:2  
**aspect** 70:4  
 204:9  
**aspects** 69:20  
 89:16  
**aspirations**  
 67:11  
**assembling**  
 167:3  
**assembly** 12:1  
 13:3 52:10  
 179:16, 18  
**assessing** 162:18  
**assessment** 20:3  
 76:5  
**assessments**  
 163:16  
**assign** 22:1  
**assigned** 85:6  
 133:11 186:17

200:5 <b>assignment</b> 25:9 <b>assignments</b> 75:19 89:3, 9 103:7, 17 104:6, 14 210:14 <b>assist</b> 38:13, 16 182:20 <b>assistant</b> 113:3 <b>assistants</b> 85:7 112:2 <b>assisting</b> 31:4 <b>associated</b> 51:5 <b>assume</b> 119:16 <b>asynchronous</b> 83:9 88:16 103:17 104:6 <b>Atatan</b> 64:18 <b>attached</b> 62:7 106:4, 7 203:6 236:4 <b>attempt</b> 14:12 100:1 113:10 <b>attempting</b> 45:8 <b>attend</b> 6:7 31:12 67:8 82:16, 19, 21 83:4 127:14, 21 189:18 190:3, 11, 15 204:15 230:18 <b>attendance</b> 75:15 127:15 190:4 <b>attendants</b> 83:21 <b>attended</b> 61:17 <b>attending</b> 40:2 90:4 231:3 <b>attends</b> 190:5 <b>attention</b> 30:18 66:3 90:13 105:2, 5, 7 122:20 123:4 <b>attorney</b> 208:20 210:13 <b>attorneys</b> 22:12 <b>audio</b> 11:3 15:13 35:13, 16 41:12 42:17	51:1 68:13 82:6 164:10 165:15 <b>Audit</b> 4:10 175:20, 21 176:1, 3, 4, 12, 14 234:21 235:6 <b>August</b> 54:3 138:17, 17, 18 140:21 141:1, 2 155:9, 11 156:2, 21 <b>authority</b> 7:20, 21 8:9 36:10 182:1, 5 208:18, 21 213:10 <b>available</b> 48:8 64:3, 7 65:3 85:18 94:7 119:10 188:6 236:5 <b>average</b> 15:6 58:8 131:4, 5 <b>averages</b> 107:3, 5, 6 <b>averaging</b> 15:7 <b>avoid</b> 57:15 186:11 <b>avoided</b> 46:8 <b>Awards</b> 4:16 177:7 196:15 <b>aware</b> 30:3 50:15 73:2 98:2 186:10 191:7 194:10 214:6 <b>awareness</b> 50:8 <b>awesome</b> 223:7  < B > <b>back</b> 22:10 32:5 33:4 37:5 38:4 39:19 44:21 52:12 55:14 56:18 58:3, 16 65:19 73:12 74:4 84:10 91:2 92:5 93:2, 5	106:11, 13 110:7, 20 111:6 112:7 114:20 117:16, 20 119:14, 18 120:18 121:1, 7, 14 122:13 123:2 129:3 142:4 149:10 157:16 158:3, 15 159:2, 9, 14 161:14, 20 162:2 165:2, 15 199:4, 14 205:20 207:20 209:4, 21 210:13 226:10, 11 230:7 232:13, 17 <b>backbone</b> 34:1 <b>backgrounds</b> 67:8 <b>backs</b> 84:9 <b>backwards</b> 213:4 <b>Badillo</b> 3:19 56:1, 2, 4, 5 <b>balance</b> 88:17 <b>balanced</b> 80:6 113:10, 15 <b>BALTIMORE</b> 1:2 3:10 5:3, 7, 13 28:14 29:3 32:4 33:17, 20 34:2, 3 41:20 42:6 43:21 44:16 53:21 54:5, 17 56:5, 7, 11, 17, 17, 18 58:7, 14, 18 64:5 66:9 73:4, 15 74:15 76:19, 21 77:1, 9, 16 78:1, 2, 9, 12 79:12 92:19, 20, 21 97:14 123:19 181:21 182:3, 18 183:10 185:11	220:5, 5, 11 <b>bamboo</b> 36:4 <b>bar</b> 228:19 <b>barely</b> 57:9 <b>bargaining</b> 25:15 33:10 43:4 53:12 61:8 <b>Barr</b> 176:12, 19 <b>base</b> 10:3 207:18 <b>based</b> 14:13 16:10 20:4 56:15 63:11 73:17 74:8 76:15 77:5, 7 78:15 83:14 93:10, 10 94:4 101:5 111:2 113:8 116:4, 6, 10 118:14 119:17 121:8, 10 123:1 125:6 136:20 165:1 199:20 204:1, 4, 5, 11 205:18 207:20 211:17 224:18 232:8 <b>Bash</b> 3:11 35:12 <b>basic</b> 213:2 <b>Basically</b> 14:20 <b>basis</b> 73:13 176:20 207:9 209:21 236:6 <b>battle</b> 45:2 64:17 <b>BCPS</b> 1:9 6:12 35:16 36:2, 2, 12, 13, 16, 18 38:5 39:14 42:1 43:3, 10 44:2, 16 45:7 49:16 50:7, 10 53:4, 6, 8 54:21 55:4, 7, 17 59:5, 10 62:16 63:4, 18 65:1 69:4 74:1 75:2 78:11 79:4, 12	86:1 92:8 93:3, 3 94:11 97:1 98:15 101:20 155:16 178:13, 20 213:20 224:16 225:4, 9 231:15 <b>bear</b> 227:6, 7 <b>bed</b> 60:3 <b>beg</b> 16:18 <b>began</b> 40:9 180:2 <b>beginning</b> 41:10 65:21 80:11 95:12 105:1 149:5 155:10 197:6 198:6 <b>begins</b> 51:8 73:19 112:6 <b>behalf</b> 87:1 191:17 <b>behavior</b> 28:17 42:13 <b>behavioral</b> 47:19 <b>behaviors</b> 156:11 <b>belabor</b> 30:18 <b>belief</b> 40:13, 20 <b>believe</b> 14:11 16:15, 19 22:15 36:4 40:14, 14, 15, 17 41:2 59:15 96:21 118:15 129:17 130:17 136:16 146:11, 14 147:13, 16 157:20, 21 162:8, 13 183:5, 6, 10, 12 185:12, 15, 16, 18 198:6, 9 211:10 214:10 224:19 226:6 <b>bell</b> 15:20 19:20 20:3, 5 91:15 92:1
--	--	--	---	--



113:6, 7 <b>belled</b> 19:17 <b>Beltran</b> 64:14 226:3 <b>beneath</b> 208:8 <b>benefits</b> 87:4 154:17 <b>Bennett</b> 7:7 <b>Bergman</b> 3:17 50:5, 6, 7 <b>BESE</b> 84:11 <b>best</b> 20:15, 21 31:2 39:11 40:19 59:16 63:11 66:8 69:1, 19 70:6 105:10 116:18 136:4 144:15 165:15 210:17 227:19 <b>better</b> 38:9 128:21 141:12 156:21 221:14 <b>beyond</b> 31:9 210:9 <b>bid</b> 205:1, 12, 14 <b>big</b> 120:9 184:7 199:15 <b>biggest</b> 52:9, 11 <b>Bill</b> 40:19 205:2 207:20 <b>billion</b> 192:3 <b>bills</b> 211:20 <b>bind</b> 155:16 167:7 <b>bit</b> 59:14 84:17 127:5 129:3 161:21 162:4 199:17 213:4 <b>Black</b> 233:6 <b>blended</b> 99:14 <b>bless</b> 41:13 <b>blessings</b> 39:21 71:17 <b>block</b> 104:10, 11 <b>blog</b> 63:17 <b>blue</b> 40:12 220:5, 10 233:6 <b>BOARD</b> 1:1, 8 2:1, 3 4:1, 2, 8,	18 5:3, 16, 17, 19, 21, 21 6:2, 3, 4, 10, 15 7:12, 13 10:4, 14 13:1, 8, 12 14:8 15:11, 12, 16 16:1, 1, 8 17:2 19:14 20:6, 9 21:14, 19, 20 22:6, 20 24:8, 9 25:7, 19 26:3, 5 27:18, 19 28:1, 4, 6, 8, 9, 11 29:5, 7, 14 30:12 31:19 33:19 34:13, 14 36:5, 9 40:1 41:4, 21 44:4 46:21 47:4 49:4, 12 50:10, 12, 14, 21 51:2, 4, 8, 15, 21 52:2, 13, 16, 18, 19 59:8 60:14 62:1, 5, 7, 11 65:15, 21 67:21 68:18, 20 69:3, 5, 6, 11, 13, 14, 17 71:16 72:11, 17, 20 86:16 90:21 95:20 105:4 106:1, 2, 4, 5, 7 110:1, 4, 11 111:4, 9 119:6, 21 120:18 121:13 122:18, 20 124:4, 15 126:14 131:1 132:19 133:12 135:10, 12 136:7 137:2, 16 139:9, 17, 20 142:21 144:9, 10 145:8, 10, 14 146:5, 6 148:5, 17 151:16 153:2 154:8, 10, 16 155:6 157:1, 3 159:11, 16	161:16 163:2, 18, 20 164:1, 21 165:6, 16 166:13, 18, 19 168:12 171:4 172:10, 13 173:21 174:1, 2, 3, 4, 10 175:18, 19 176:6, 11, 13, 18 177:1, 8, 8, 9 178:10 180:1, 2, 3, 4, 11, 13 181:3, 12, 16, 21 182:1, 4, 9, 13, 13, 19, 21 183:16, 18 184:3, 4, 6, 12, 16 185:3, 5, 8 186:1, 7, 10, 11, 12, 16, 20 188:1, 8, 8, 17, 18, 21 189:1, 3, 8, 12, 15, 16 190:2, 3, 5, 6, 8, 9, 14 191:9, 11, 11, 16, 17 192:7, 14, 15, 19 193:3, 10 194:15 195:1 197:1, 3 199:5 201:14 203:4, 5, 6, 8, 10, 13, 20 204:10 205:5, 19, 19 206:10, 12 207:7, 11, 12 208:17, 20 209:3, 7 210:15 211:2, 3, 4 212:7, 16 214:3, 6 220:19 223:7 224:10 225:2 227:9 228:5, 7, 11 230:1 231:14 232:6, 13 233:12, 17 234:2, 3, 13, 21 235:5, 7, 14, 17, 19 236:1, 4, 6, 8 <b>Boards</b> 36:14, 16 61:4	<b>Board's</b> 7:19 26:3 29:6 72:19 145:13, 15 161:9 174:7 179:15 182:7, 16 183:7 197:1 <b>boat</b> 155:18 <b>bodily</b> 79:19 <b>body</b> 50:16 182:9 201:13 <b>BOE@bcps.org</b> 29:5 <b>borrow</b> 228:12 <b>Boswell</b> 72:9, 18 86:9, 11 90:19 <b>Boswell-McCom</b> <b>as</b> 128:7 <b>Botello</b> 100:20, 21 <b>bottom</b> 146:3 149:2 <b>bottoms</b> 84:9 <b>boundary</b> 221:9 222:8 <b>box</b> 39:13 <b>branch</b> 33:21 106:15 <b>branches</b> 34:3 <b>bravery</b> 229:6 <b>break</b> 91:6 92:3 118:20 135:14 162:12 197:19 225:6, 6, 7 <b>breakfast</b> 84:21 85:1, 12 103:4 <b>breakout</b> 109:6 <b>break-out</b> 39:6 <b>Bresler</b> 4:3 7:6 10:6, 9, 10 21:9, 15, 16 22:7, 17 23:3 24:20 25:1, 2 71:20 72:1, 4 96:19 115:13 130:8 141:17 156:16 168:4, 6, 14, 15, 20, 21 207:13 <b>Bridges</b> 233:10	<b>brief</b> 8:8 72:1 179:14 227:9 <b>briefly</b> 29:13 <b>bring</b> 30:18 50:8 51:7 52:12 66:3 69:11 74:4 91:1, 2 108:20 110:7, 20 114:14 122:19 123:3, 12 126:8 135:12, 15 165:15 198:8 205:5, 8 206:7, 19 209:16 213:10, 15 228:5, 10 232:16 235:14 <b>bringing</b> 63:5 73:11 93:5 117:16, 20 121:7 126:1, 10 181:8 206:16 217:17 220:2 <b>brings</b> 129:16 <b>broad</b> 99:21 <b>broadcasted</b> 6:11 <b>brought</b> 180:15 189:15 <b>brush</b> 46:11 <b>budget</b> 30:4, 12, 15 52:3, 3, 6, 13 55:2 178:21 181:17 182:8, 11, 13 183:8, 10, 13 184:3, 4, 5, 6, 10, 19, 21 185:2, 12, 13 188:17 189:1, 10, 12 190:21 192:2, 3, 5, 8, 9, 10, 13, 20 193:1, 4, 5, 6, 11 194:1, 6, 12 211:3, 4, 7 233:15 <b>budgetary</b> 182:5 <b>budget-related</b> 192:7 <b>budgets</b> 182:15
--	---	---	--	--

<b>build</b> 36:3, 4 88:4, 5 113:12 179:3 <b>Building</b> 4:11 7:21 8:11 35:4 81:20 85:21 86:1 98:2 99:12, 12 113:3 126:6 162:18 177:3, 5 189:14 191:8 192:16 197:1 204:15 206:18 216:5 <b>buildings</b> 7:5 32:1 49:20 64:8 65:5 75:16 99:3, 11 119:21 120:13 139:11 156:21 181:5 <b>bulk</b> 96:17 108:16 <b>bus</b> 83:12, 17, 17, 21, 21 84:4, 4, 6 91:14 97:11, 18 98:15, 17, 17 100:14 101:4 112:8, 9, 19, 19 114:9, 10 120:2 200:9 <b>buses</b> 75:14 83:13 138:6 139:11 <b>Business</b> 3:5, 6 4:4, 6, 8, 16 25:20 51:15 52:19 72:6 91:11 114:1 145:5 173:21 181:4, 15 196:15 <b>butterfly</b> 217:18 218:1, 9 <b>Byers</b> 72:10, 15 76:10 90:15, 19 111:9, 11 115:19 116:13 119:19 120:16 121:3 127:3 128:10 129:4	217:15, 16 218:8 220:2 221:16 222:7, 17 224:10 < C > <b>Cadensville</b> 34:11 <b>cafeteria</b> 85:4, 6, 8 223:4 <b>calculations</b> 110:12 <b>Calendar</b> 4:7 41:6 145:5, 9, 13, 15, 17 146:3, 7, 8, 19 147:5, 13 148:20 149:2 150:7, 11 154:18, 21 156:19 158:12 159:2, 21 163:3 165:19, 21 166:5 167:9 225:4 <b>calendars</b> 146:9 148:10 <b>Call</b> 3:2 5:2 6:15 8:3, 13 10:9, 10 17:5, 14 23:1 25:21 26:11 28:3, 21 29:7 32:10 37:4 62:9 65:17 72:7 104:17 133:13 134:4 143:2 145:6 151:18 153:4 169:1, 9, 17 171:6 172:15 174:12 177:12 181:18 194:13 195:3 196:16 201:16 209:8 214:18 216:6 217:15 218:16 223:8 <b>Callahan</b> 7:6 <b>called</b> 42:6 44:16 53:6 63:5 77:20	159:15 168:15, 18 233:6 <b>calling</b> 56:20 168:17 <b>camp</b> 155:12 167:3 <b>camps</b> 155:8, 10, 12 <b>canceled</b> 130:13 <b>candor</b> 30:8 <b>Cannon</b> 34:15 <b>capability</b> 96:21 <b>capacity</b> 83:13 <b>Capital</b> 4:17 182:8, 15 194:2 217:14, 18 219:21 220:3, 20 <b>car</b> 84:12 <b>care</b> 55:17 155:21 164:3 221:15 232:18 236:10 <b>cared</b> 80:19 <b>career</b> 66:7 67:14, 16 164:14 <b>carefully</b> 229:18 <b>CARES</b> 54:21 65:1 <b>caring</b> 49:10 <b>Carney</b> 7:6 <b>carries</b> 9:16 24:7 27:16 144:8 153:1 154:7 171:2 173:20 175:17 202:21 216:3 217:9, 13 219:19 224:9 <b>case</b> 77:12 138:11 164:5 185:5 205:6 210:16 213:9 <b>cases</b> 77:14, 17 78:7 107:3 200:8 <b>cashless</b> 84:20 <b>catch</b> 21:16	<b>categories</b> 112:14 <b>Catholic</b> 54:5 <b>cause</b> 167:10 <b>Causey</b> 2:3 4:2 5:2 7:2, 8, 10, 12, 18 8:2, 4, 5, 10 9:15, 16, 19, 21 10:6, 11, 14 11:2, 3, 5, 9, 17 12:3, 15 13:3, 7, 15 14:2, 7, 10 16:9, 14 17:4, 12, 14 18:16, 17, 19 19:5, 14 20:10, 16 21:3, 7, 12, 15, 18 22:14, 20 23:4 24:6, 7, 13, 16, 20 25:4 26:1, 10 27:13, 14, 16 29:12 31:15, 18 33:15 35:9 36:20 37:3, 5, 7, 10, 13, 15, 19 39:15, 19 40:1 41:3, 15, 18 44:9, 12, 14 46:17, 20 50:4 52:20 53:2 55:21 56:3 58:21 59:3 62:3, 12 65:14, 17, 18, 20 68:12 72:3, 5, 16 93:16, 19 94:1, 2 98:7 101:9 102:14 106:1 110:1 111:1 115:7, 14, 18 116:21 117:10 119:4 121:13 122:1, 5, 19 123:16 124:3, 8, 11 125:9, 18, 19 126:14, 15, 16 131:15, 19, 21 132:19 133:7, 12, 15, 17 134:3 135:6, 7, 9, 19	136:10, 11 137:1 138:13, 14 139:16, 20 140:1, 7, 18 141:18 142:18, 21 144:4, 5, 8, 12, 16, 18 145:1 146:4, 11, 16, 18 147:2, 7, 10, 11, 18 148:2, 4, 5, 8, 13 149:13, 14, 15, 18 150:4, 9, 13 151:1, 4, 10, 16 152:21 153:1 154:6, 7 155:3 157:3, 7 158:5, 8, 20 159:4, 15, 18, 20 161:7, 16, 17 162:6, 9, 11, 20 163:2, 5, 18 165:9, 17, 18 166:7 167:1, 14 168:1, 4, 9, 10, 12, 19 169:1, 4 171:1, 2 172:9, 10, 13 173:17, 18, 20 174:10 175:14, 15, 17 177:3, 11 178:6 179:9, 19 183:1, 3, 18, 21 184:1 186:1, 3, 5 187:11, 14, 17 188:15 189:8 190:10, 17 193:16 194:21 195:5 196:9, 10, 12, 14 197:12, 16, 19 198:1, 11, 19 199:4, 5, 8 201:5, 14 202:18, 19, 21 203:3, 10, 13, 15, 16 204:13 206:14 207:11, 17, 19 208:15 209:7, 10, 12 211:1 212:2, 4, 16, 20 214:17
---	---	---	---	--

215:21 216:1, 3  
217:7, 9, 10, 12  
218:8, 14  
219:16, 17, 19  
220:19 221:2, 5  
222:2, 9, 11, 21  
223:4 224:6, 7,  
9 225:13, 16  
226:18 228:6,  
14 229:15  
230:14 231:9,  
16 232:4 234:7,  
10, 12, 15, 18  
235:3, 10, 12  
**Causey's** 132:10  
**caveat** 132:4  
**CDC** 78:18  
79:9, 13 80:11  
**celebrate** 63:14  
**celebrates** 233:7  
**celebration**  
233:1  
**center** 22:11  
177:16  
**Centers** 78:17  
**central** 227:3  
**CERT** 237:9  
**certain** 60:15  
67:13 70:3  
129:12 167:17  
188:9 235:20  
**certainly** 65:11  
67:6 97:9 99:6,  
11 100:2, 7  
105:16 128:21  
139:20 144:18  
146:18 159:4  
161:13, 15  
166:7 188:7  
192:1  
**certifiable**  
230:11  
**CERTIFICATE**  
237:1  
**certificated** 26:5  
**certify** 237:2  
**CET** 126:21  
**cetera** 118:7, 13  
124:21 125:15  
200:18

**Chair** 2:3, 4  
4:2 5:2, 19, 20  
6:21 7:2, 3, 8,  
10, 12, 16, 18  
8:2, 5, 10 9:16,  
21 10:6, 11, 12,  
14 11:2, 5, 9, 17  
12:3, 15 13:3, 7,  
15 14:2, 7 16:9  
17:4, 12, 14  
18:17, 19 19:5,  
14 20:10, 12  
21:3, 7, 15, 18  
22:14, 20 23:4  
24:7, 13, 16, 20  
25:4 26:10  
27:14, 16 29:12  
31:15, 19 33:15,  
18, 18 35:9  
36:20 37:3, 7,  
10, 13, 15, 19  
39:15, 19, 21  
41:3, 15, 18  
44:9, 12, 14  
46:17, 20 50:4,  
12, 14 52:20  
53:2 55:21  
56:3 58:21  
59:3 62:3, 12,  
12 65:14, 18, 20  
68:12 72:3, 5,  
16 93:16, 19  
94:2 98:7  
101:9 102:14  
106:1 110:1  
111:1 115:7, 14  
116:21 119:4  
121:13 122:1, 5  
123:16 124:3, 8,  
11 125:19  
126:14, 16  
131:15, 19  
132:19 133:7,  
12, 15, 17 134:3  
135:7, 9, 19  
136:11 137:1  
138:14 139:20  
140:1, 7, 18  
141:18 142:18,  
21 144:5, 8, 12,

18 145:1, 7, 7  
146:4, 16, 18  
147:2, 7, 11, 18  
148:2, 5, 8, 13  
149:13, 15, 18  
150:4, 9, 13, 14  
151:1, 4, 10, 16  
155:3 157:3, 7  
158:8, 20 159:4,  
15, 20 161:7, 16  
162:6, 11, 20  
163:2, 5, 18  
165:9, 18 166:7  
167:14 168:1, 4,  
9, 12, 19 169:1,  
4 172:13  
173:20 174:10  
175:17, 20  
177:3, 4, 11, 12  
178:6, 7 179:9,  
11, 19, 21  
181:19 183:1, 3,  
18 184:1, 16  
186:1, 5 187:11,  
14, 17, 19, 19, 20,  
21 190:10, 17  
193:16 194:21  
195:5 196:10,  
12, 14, 17  
197:12, 16  
198:1, 11, 19  
199:5, 8 201:5,  
14 202:19, 21  
203:3, 10, 12, 13,  
16 204:13  
206:14 207:11,  
17 208:15  
209:7, 12 211:1  
212:4, 16, 20  
214:17 216:1, 3  
217:9, 12 218:8,  
14 219:17, 19  
220:19 221:2, 5  
222:2, 11, 21  
223:4 224:7, 9  
225:13, 16  
226:18, 21  
228:14 229:15  
230:14 231:9,  
16 232:4 234:7,

10, 12, 15, 18  
235:3, 10, 12  
**Chairman**  
185:20  
**Chair's** 4:2  
**Chairwoman**  
26:1 29:11  
31:18 72:16  
**challenge** 225:4  
**challenged** 39:9  
45:18  
**challenges**  
33:12, 13 47:19  
66:16 71:15  
97:4, 10  
**chance** 156:18  
**change** 7:4  
77:16 116:12  
128:21 142:5  
166:2, 5 192:12  
206:8 208:9  
214:11  
**changed** 48:19  
141:4 147:20  
166:12 190:16  
**changes** 6:20  
42:13 75:19  
193:9  
**changing** 165:3  
**Channel** 6:13,  
13  
**chaos** 44:17  
**charge** 53:8  
55:13 56:11  
**chart** 101:12  
105:11  
**charters** 176:2  
**chat** 20:20  
124:12 131:17  
136:17  
**check** 33:1  
97:18, 21, 21  
**checking** 33:7  
**checklist** 79:3  
**Chen** 106:15  
**Cheryl** 2:11  
177:12  
**child** 95:10  
97:13 200:15  
231:1

**childcare** 62:19  
155:8  
**children** 42:15  
45:1, 13, 14, 16  
46:1, 5 57:2, 3,  
7, 7, 18 58:2  
59:20 60:1, 2  
61:17 86:21  
87:3, 19 95:9  
96:8 97:4, 11  
98:18, 19  
100:11, 12, 18  
103:4 104:5  
116:19 122:16  
126:18 127:2  
130:16 131:8  
155:9, 19, 21  
156:8, 9, 18  
157:13, 16  
164:13 166:2  
177:16 179:6  
221:15 228:8  
231:15 233:3  
**children's** 59:16  
**chime** 21:10  
**Choice** 64:18  
73:13 111:21  
**choices** 66:8  
**choose** 49:10  
191:19 227:10  
**Christian** 58:13  
**Christina** 72:10  
**Christmas**  
206:5, 8  
**Cindy** 3:9  
31:16  
**circling** 129:3  
**circumstances**  
69:2 116:11  
207:10 213:13  
214:10  
**citizen** 40:5  
**citizens** 27:20  
40:3  
**citizen's** 185:11  
**City** 53:21  
54:1 56:17  
**City's** 185:11  
**clarification**  
12:10 188:14

190:10 198:6  
201:4 209:15  
**clarified** 71:7  
105:9 109:18  
**clarifies** 128:3  
**clarify** 15:11  
16:9 89:20  
100:2, 19 108:7  
127:4 137:18  
188:10 190:2,  
19 198:10  
**clarifying** 13:13  
17:7  
**clarity** 124:17  
**class** 75:18  
85:4 103:7, 8,  
10 113:11  
117:7 129:6  
138:6  
**classes** 127:1  
163:8 230:11  
**classified** 204:21  
**classroom**  
38:11, 12 46:4  
74:6 76:5  
79:15, 15 84:15  
85:2, 11, 12  
87:14 90:4  
108:3 110:9  
120:4 127:7  
158:4 161:21  
**classrooms** 32:6  
47:16, 18 158:1  
164:7 222:3  
230:8  
**clean** 228:10  
**cleaned** 85:8  
**cleaning** 55:7, 9  
65:3 79:1 84:4,  
5  
**clear** 32:11, 12  
37:19 54:9  
60:9, 19 86:19  
94:9, 14 126:17  
130:5 169:7, 16  
170:1 198:16  
**clearly** 10:1  
35:5 158:2  
226:4 228:8  
**climate** 79:5

**climate-controlle**  
**d** 164:7  
**close** 98:15  
102:2 115:21  
116:16 155:10  
184:21 206:5  
225:19  
**Closed** 4:3  
5:14 9:18 25:7,  
17 28:5 43:18  
45:6 51:21  
54:21 71:20, 21  
122:11  
**closes** 112:4  
116:2, 5  
**closing** 22:12  
48:17 93:2  
107:12 181:5  
**closure** 63:7  
**club** 220:8  
**coaches** 96:10  
**coaching** 109:11  
**Coalition** 56:6  
**code** 35:4  
182:1 184:12,  
13, 15  
**codes** 80:4  
**cohort** 75:13,  
19 82:13, 15, 16,  
18, 21 83:2  
85:5 88:21, 21  
89:4, 7, 13, 14  
102:21 103:3  
107:20 108:4,  
12 110:15, 16,  
16 112:16, 18,  
18 117:6  
**cohorting** 83:2  
99:6  
**cohorts** 70:3  
81:14 82:15  
99:19 107:19  
110:19 113:9,  
14  
**coin** 105:10  
**coincides** 233:1  
**collaborate**  
39:13 92:20

**collaboration**  
33:10 48:16  
79:2, 11 123:15  
**colleague** 76:6  
86:9  
**colleagues**  
68:19 72:18  
100:2, 18  
111:12 115:1  
183:16 227:10  
**collected** 130:17  
**collecting**  
130:14  
**collective** 25:15  
53:12 61:8  
**collectively**  
68:20  
**college** 66:2, 7,  
18 67:13, 16  
68:7 155:11, 13  
164:14  
**colleges** 67:2  
**colonies** 40:9  
**combination**  
88:10, 13  
**Comcast** 6:12  
**come** 51:9  
65:11 79:19  
93:2 94:10  
98:13 112:17  
115:12 119:7  
122:13 125:8,  
12, 14 142:4  
159:2 161:14  
162:2 188:2, 12  
207:6 209:21  
232:12  
**comes** 45:3  
51:16 199:9  
**comfortable**  
126:10 206:4  
**coming** 65:19  
71:4 72:9  
102:21 119:18  
121:1 123:2, 21  
137:2 178:18  
206:5 211:4  
226:7 232:21  
**commend** 34:5  
38:6

**comment** 14:3,  
5 16:14 27:17  
28:2, 13 35:10  
47:4 62:3, 5  
64:12 68:8  
105:12 119:6  
132:1, 17  
141:20 145:11  
147:3 150:10  
151:2 166:5  
189:17 206:14  
212:2  
**commenting**  
29:2  
**Comments** 3:7  
4:18 16:12  
29:4 62:8  
137:17 141:20  
142:20 145:2  
147:9 148:6  
149:13 151:17  
153:2 163:19  
165:16 187:13  
209:8 224:11,  
15 227:12, 13  
231:18 233:12  
**commitment**  
93:11 227:11  
228:4, 9  
**committed**  
64:21 68:21  
**Committee** 4:9,  
10, 11, 12, 13  
5:21 8:11 30:9  
43:5, 10 50:13,  
16, 18 51:14, 17,  
18 61:7 69:21  
70:13 71:3, 5  
174:2, 7 175:18,  
20, 21 176:1, 3,  
5, 5, 7, 9, 9, 10,  
11, 16 177:1, 6,  
12, 13 178:6, 9,  
17, 19, 20 179:9,  
10, 13, 19, 20  
181:11, 16, 18  
182:14, 20  
183:8, 11  
184:10, 21  
185:2, 10, 11, 12

186:8, 10, 13, 14,  
17, 20 187:4, 5,  
19, 20 188:2, 7,  
8, 11, 16, 19, 19  
189:5, 14 190:3,  
5, 6, 15, 20  
191:1, 8, 8, 10,  
12, 15, 16, 19  
192:5, 16, 18  
193:19, 21  
194:6 196:17  
197:1, 18 198:3,  
17 199:9 203:4  
204:16 216:5  
225:4 228:19,  
20, 21 229:20  
235:1 236:2  
**committees**  
43:2, 8 46:9  
50:17 51:6, 10  
52:10 60:21  
70:21 71:1  
184:19 186:16  
188:5 230:16  
**committee's**  
174:3  
**communicate**  
131:11  
**communicated**  
98:20  
**communication**  
77:1 78:11  
114:6 127:20  
194:15  
**communities**  
54:11 63:13  
69:1 70:19  
99:18  
**community**  
27:19 46:16  
49:18 54:2  
63:6 65:11  
77:19 85:20  
86:14, 16 95:6,  
17 225:10  
232:1  
**companies** 36:1  
80:3  
**compared** 87:3  
89:19 194:3

<b>compensation</b> 25:10	52:6 53:5 96:12 118:18	<b>conscience</b> 204:6	<b>constitution</b> 40:7	192:15 196:15 198:14 200:13,
<b>competitively</b> 205:1, 14	161:21 187:1, 3 210:1, 3, 6	<b>consecutive</b> 78:8	<b>constraint</b> 98:20	16, 20 203:19
<b>complaining</b> 57:10	<b>concerning</b> 67:13 78:8	<b>consensus</b> 189:4	<b>constraints</b> 87:17	205:20 207:10 212:5, 7, 9 214:11
<b>complemented</b> 99:16	182:11	<b>consequences</b> 53:15	<b>construction</b> 178:21	<b>contracted</b> 80:8
<b>complete</b> 44:17 82:3 99:4 214:2 220:9	<b>concerns</b> 27:21 30:14, 20 32:15, 18 59:8 95:1 107:7 118:21 125:21 132:16 139:10, 13 194:7	<b>consider</b> 25:16 50:10 59:10 78:5 105:19 115:6 157:1 161:11 210:12 225:5	<b>consult</b> 25:14 39:4	<b>contracting</b> 228:11
<b>completed</b> 66:21 71:10 98:1 164:4	107:7 118:21 125:21 132:16 139:10, 13 194:7	<b>Consideration</b> 3:4 6:19 29:19 30:10 44:7 114:5 117:5 119:2 145:10, 13 181:17 183:16 217:14 219:20 234:5	<b>consultation</b> 5:19 74:15 82:11	<b>contractors</b> 80:6 <b>Contracts</b> 4:11 8:1, 11 55:2 177:3, 5 189:14 191:8 192:16, 21 197:1 204:16 206:19, 19 216:5
<b>completely</b> 188:7	<b>conclude</b> 28:20 86:7	<b>considerations</b> 75:19	<b>contact</b> 31:9 79:2, 19 83:15 96:5	<b>contributes</b> 233:3
<b>completing</b> 83:1 89:2	<b>concludes</b> 62:3 65:13 233:12	<b>considered</b> 19:12 35:3 50:16 114:13 117:9 137:3 138:20 139:4, 4 146:9, 21 148:16 220:9	<b>contacted</b> 157:14	<b>contributions</b> 227:21 228:1
<b>complexity</b> 73:17	<b>concurrent</b> 90:2, 3	183:16 217:14 219:20 234:5	<b>containers</b> 84:19	<b>contributors</b> 35:11
<b>compliance</b> 50:19 214:2	<b>conditioning</b> 80:1, 13 164:1, 4	<b>considering</b> 47:20 98:9 234:2	<b>contains</b> 76:13 79:8	<b>control</b> 36:5 78:17 187:2
<b>component</b> 76:15 79:10 83:20 97:9	<b>conditions</b> 32:12 49:9 88:4 128:20 129:2 131:13 164:16, 20 165:1	<b>considering</b> 47:20 98:9 234:2	<b>content</b> 104:16, 17 106:6	<b>conversation</b> 123:18 125:6 136:16 157:11 160:5 190:12 210:1
<b>components</b> 66:19 75:17, 18 76:13, 14 81:2, 11 83:11	<b>conduct</b> 6:14 25:15 28:1, 18 51:15	<b>considering</b> 47:20 98:9 234:2	<b>contingent</b> 74:14	<b>conversations</b> 30:7 131:8 235:18
<b>comprehensive</b> 69:19	<b>conducted</b> 86:3	<b>considers</b> 34:14	<b>continual</b> 96:13	<b>convert</b> 149:11
<b>comprised</b> 61:1	<b>conducting</b> 52:19	<b>consist</b> 34:13	<b>continually</b> 92:18	<b>converted</b> 149:4, 8, 8
<b>computer</b> 38:13 57:9 59:21 60:7 199:14	<b>conference</b> 37:21 63:5 76:16	<b>consistency</b> 15:4, 8 49:3	<b>continue</b> 32:4, 20 33:9, 12 48:17 56:21 57:1 64:5, 10 76:19 77:4 78:3, 10, 14 82:1, 5 83:8, 9 84:13, 15 86:18 87:8 88:3 92:19 120:17 208:21 228:13 230:4	<b>cool</b> 228:2
<b>computers</b> 38:20	<b>conferencing</b> 162:17	<b>consistent</b> 16:10 34:17 78:20 80:21 146:2	<b>continued</b> 135:20 182:17	<b>coordinate</b> 85:13 128:17, 18
<b>concern</b> 57:20 61:19 96:8 100:13 107:8 120:9, 10 123:4 124:2 129:20 130:9 132:10, 11 164:16 165:19 166:10 188:16 193:18 203:19 204:3 206:9 209:17	<b>confirm</b> 213:19 214:1	<b>consistently</b> 20:3 156:3	<b>continues</b> 209:19	<b>coordinated</b> 63:7
<b>concerned</b> 42:7 43:17 51:18	<b>confused</b> 160:8 184:7 201:3 213:16	<b>consists</b> 88:13 124:18	<b>continuing</b> 52:8	<b>Coordinator</b> 96:1, 6
	<b>confusion</b> 59:9 136:13	<b>constant</b> 77:1 78:11	<b>continuous</b> 236:7	<b>Corns</b> 37:15 72:15 90:20
	<b>Congratulations</b> 40:2 63:12	<b>constantly</b> 212:6	<b>continuously</b> 66:5	<b>cornucopia</b> 229:9
	<b>connect</b> 181:13	<b>constituents</b> 187:7 189:20	<b>Contract</b> 4:16 7:5 177:7	<b>Coronavirus</b>

58:4 <b>corporate</b> 61:4 <b>Correct</b> 13:10 17:10 19:7 24:8 56:2 78:20 101:3 122:6 137:4, 13, 14 148:1 149:20 162:14 163:7, 11 169:5, 20 187:14 191:6 198:16 200:7 205:13 207:21 208:1, 6, 12, 13 237:2 <b>corrections</b> 146:5 <b>correctly</b> 213:12 <b>cost</b> 63:2 218:3 220:16 <b>costs</b> 47:5 <b>coughs</b> 54:14 <b>councilmanic</b> 185:3 187:3 <b>counsel</b> 25:14 52:1 209:3, 4 211:2 <b>counselor</b> 155:13 <b>count</b> 65:7 <b>countdown</b> 110:11 <b>counterproductiv e</b> 51:9 <b>counties</b> 48:21 49:21 <b>counting</b> 50:2 53:9 <b>country</b> 40:7, 9 56:13, 14 57:15 <b>COUNTY</b> 1:2 5:3, 7, 13 19:21 28:14 29:3 32:4 33:17, 21 34:2, 3, 10, 16 35:6 36:10 41:20 42:6 43:21 44:16 48:3 53:11 54:5, 17 55:6	56:8, 12, 17, 19, 20 58:7, 14, 18 60:20 62:18 64:5, 20, 21 65:7 66:10 70:16 73:4, 15 74:16 76:19, 21 77:2, 3, 9, 11, 16 78:1, 2, 9, 12, 13 79:12 92:19, 20, 21 97:15 119:1 123:19 141:10 177:21 181:21 182:3, 18 183:10 184:21 220:5 <b>couple</b> 110:9 209:1 235:1 <b>course</b> 92:14 99:11 111:12 120:20 123:9 128:19 222:12 227:3 <b>coursework</b> 230:9 <b>cover</b> 81:10 85:13 218:2 <b>covered</b> 96:17 <b>covering</b> 124:13 <b>coverings</b> 86:6 <b>covers</b> 81:9 84:1, 3 <b>COVID</b> 32:4 33:3, 6 43:9 45:3, 21 58:7, 10 63:19 68:19 70:2 77:20 79:20 80:19 83:16 94:15 97:6 102:6 120:7 122:21 141:3 158:13 164:4 165:7, 11 166:10 171:5 180:5 201:7 231:20 <b>COVID-19</b> 5:19 56:21 <b>crave</b> 86:20 <b>CRC</b> 1:21	<b>create</b> 86:14, 19 217:18 <b>created</b> 50:12 63:8 73:15 193:19 <b>creates</b> 193:10 <b>creating</b> 35:17 <b>creativity</b> 63:5 <b>credentialing</b> 74:9 128:6 129:13 <b>credentials</b> 129:14 <b>Creel</b> 3:15 44:10, 10, 11, 13, 15, 15 <b>crisis</b> 65:12 <b>criteria</b> 83:1 95:16 211:12 <b>critical</b> 76:7 115:5 <b>cross-boundary</b> 128:2 <b>cross-contaminat ing</b> 99:18 <b>crowded</b> 46:3 <b>crucial</b> 61:5 <b>CTE</b> 74:7 128:4 129:10 133:5 142:8 <b>cumbersome</b> 186:14 <b>cumulative</b> 77:14 <b>current</b> 5:12 7:20 10:8, 18 17:5 22:16 51:11 52:2 71:7 83:14 85:16 92:6, 8 101:5 136:20 165:21 169:18 180:20 182:6 <b>currently</b> 5:14 52:8 54:4 70:21 111:15 192:13 193:4 207:2 <b>Curriculum</b> 4:12 50:18	51:12 177:11, 13 181:5, 7 <b>cut</b> 34:10  < <b>D</b> > <b>D1</b> 26:7 <b>D4</b> 26:7 <b>daily</b> 33:3 38:2 96:13 97:3, 7, 9 114:8 <b>dais</b> 22:9 224:13 234:3 <b>Darren</b> 3:19 56:1, 5 <b>dashboard</b> 102:6, 8, 10 107:11, 13 126:4 <b>data</b> 54:9 56:12 63:11 64:4, 5 69:18 91:12, 14 99:5 107:14, 15 112:3, 4, 6, 9 113:5 126:3 130:14, 17, 18 145:20 228:2 229:11 <b>date</b> 41:8 58:16 60:16 92:15 115:21 125:11 136:14 137:1 165:4, 7 176:15 177:9 237:9 <b>dates</b> 179:14 <b>daunting</b> 67:5 <b>Day</b> 5:9 21:1 38:6 42:9 47:20 49:19 50:1 60:4, 7 62:14 63:17, 20 64:13 73:20, 20 74:21 80:19 83:4 84:6, 13 87:15 88:20, 21 89:7 90:8, 10 91:9 94:11 95:11 98:1 99:13 102:8, 20	103:1, 3, 6, 10, 13, 16 104:7, 10, 13, 20 107:4, 5, 7 108:4, 5, 10, 10, 11, 14, 19 109:1, 1, 13, 14, 16 112:18 113:19 117:12, 21 118:6 122:10 123:6 124:19 130:10 142:13, 16 144:20 148:12, 15, 20 149:10, 11, 11 155:1, 14 156:4, 5 157:2, 9 158:10, 13, 17, 19 159:6, 8, 9 160:10, 19, 19, 21 161:1, 3, 6, 18, 20 162:1 163:6, 7, 7, 12, 13, 20 164:8 171:5 172:14 225:3 228:6, 6 <b>Dayana</b> 3:17 50:4, 6 <b>daycare</b> 114:12 <b>days</b> 77:15, 17 91:11, 18 107:9 108:1, 2 109:2 114:1, 16 145:18 146:8, 10, 13, 14, 15, 20, 21 147:16, 19 148:14 149:3, 4 160:2, 7, 9, 14, 14 162:12, 13 230:3 235:15 <b>deadline</b> 66:3, 6 111:8 114:2 141:12, 13 167:16 <b>deadlines</b> 66:18 <b>deal</b> 53:15 124:14 <b>dealing</b> 59:13 118:6 <b>Deb</b> 94:17 95:19
---	--	--	--	--

<b>debatable</b> 17:3 19:6 168:4, 5, 6, 20, 20, 21 214:17	<b>Delegate</b> 3:8 29:9	230:21	<b>develop</b> 32:21 33:8 48:16 69:8 70:5 80:18 81:14 91:14 93:4 113:15 118:2	109:10 182:19
<b>debate</b> 10:20, 21 11:1, 7 12:21 13:11 15:6 17:3 19:7, 9, 9, 13 48:11	<b>delegates</b> 30:13	<b>depends</b> 119:14	<b>developed</b> 79:4, 4, 14 111:3 140:21	<b>directed</b> 91:1
<b>decades</b> 36:14	<b>delegation</b> 31:11	<b>depression</b> 42:13	<b>developing</b> 69:21 113:16 118:8, 10	<b>direction</b> 32:5 77:13 114:19 179:16 189:20
<b>December</b> 30:3 55:4 92:10 114:20 116:8 120:17 135:17 137:10 177:21	<b>deliberate</b> 192:10	<b>depth</b> 227:11	<b>development</b> 58:1 75:13 82:13 116:15 146:8, 13, 14, 15, 20 147:16 148:14 149:3	<b>directions</b> 179:15 210:11
<b>decide</b> 193:3	<b>deliberating</b> 192:9	<b>described</b> 88:8, 16 101:14 118:11	<b>developmentally</b> 90:12	<b>directive</b> 69:7
<b>decided</b> 17:10 38:4 176:10 187:19 205:8	<b>deliberation</b> 192:13	<b>description</b> 123:1	<b>device</b> 88:15, 19	<b>directly</b> 39:3, 4 55:7 176:19 181:13 184:12, 14
<b>deciding</b> 30:11	<b>deliberations</b> 183:13	<b>deserve</b> 55:12	<b>devices</b> 63:1	<b>Director</b> 56:5
<b>decision</b> 29:18 31:21 69:19 106:20 111:18 116:18 161:4 229:11	<b>deliverables</b> 34:18	<b>design</b> 42:1 43:3, 11 44:2	<b>difference</b> 108:12	<b>disabilities</b> 42:19 57:5
<b>decision-makers</b> 58:12	<b>delivered</b> 85:10	<b>designated</b> 19:2	<b>different</b> 15:21 87:2 95:5 97:12 100:8 101:15, 18 108:4 119:17 120:10, 16 133:11 163:16 164:17 189:19 200:17, 17, 18, 20 209:20	<b>disagree</b> 16:21 56:19
<b>decision-making</b> 110:8	<b>delivering</b> 191:15	<b>designed</b> 80:1	<b>discriminated</b> 43:1	<b>disagreement</b> 44:20
<b>decisions</b> 56:15 78:7 110:14 188:16 189:9, 11 190:21 193:21 194:5 211:15	<b>delivery</b> 76:2	<b>Designs</b> 34:15	<b>discipline</b> 25:10	<b>disclosed</b> 43:12
<b>declare</b> 5:20	<b>demand</b> 35:14	<b>desperately</b> 161:20	<b>disconnect</b> 115:10	<b>discounting</b> 135:20
<b>decrease</b> 42:13	<b>demands</b> 43:16	<b>despite</b> 6:5 54:1 57:16 201:10	<b>discussed</b> 178:12, 14 188:19 197:14 233:20	<b>discriminated</b> 43:1
<b>dedicate</b> 90:7, 13	<b>democratic</b> 40:4	<b>detail</b> 81:11 180:12	<b>discusses</b> 145:14	<b>discuss</b> 8:10, 12 25:8 49:8 51:3, 11 78:2 178:10 179:6 180:20 235:5
<b>dedicated</b> 164:3 232:19	<b>demonstrated</b> 208:8	<b>detailed</b> 73:20 74:20 75:1 79:8 81:1 119:10 130:6 135:16 136:14, 15, 19 138:4, 16	<b>discussing</b> 42:11 67:16 181:2 192:4 233:8	<b>discussion</b> 6:17 7:15 8:2, 8 13:8 20:10 26:10 126:14 135:10 136:9 147:2 157:4 159:11 161:12 172:14 174:11 180:3, 4, 6, 8, 11
<b>dedication</b> 90:9	<b>demonstrating</b> 104:3 105:6	<b>details</b> 35:15 74:18 77:21 117:21 118:1 121:3 138:5 177:9	<b>difficult</b> 21:13 59:15 109:20	
<b>deemed</b> 236:1	<b>demotion</b> 25:10	<b>determine</b> 140:3 171:5	<b>difficulty</b> 40:6	
<b>deep</b> 51:5	<b>denied</b> 43:18 161:6	<b>determined</b> 32:19 184:16	<b>digest</b> 111:18 119:19 136:7, 7	
<b>deeply</b> 51:18	<b>deny</b> 161:5	<b>determining</b> 75:11	<b>digit</b> 61:1	
<b>deferred</b> 210:17	<b>Department</b> 64:6 73:3, 6 74:16 76:17 77:2, 3, 8, 9 78:1, 12, 14 79:3, 12 91:13 92:20 96:3 97:15 106:15, 17 112:21 118:18 122:21 123:15, 19 124:21 206:16 214:8 220:6	<b>detrimental</b> 57:16 68:8	<b>diligence</b> 52:18 183:14 227:15	
<b>define</b> 127:9	<b>departmental</b> 204:19 205:10	<b>detriments</b> 158:17	<b>diligently</b> 51:18, 19 100:6 184:5 226:5	
<b>delay</b> 63:20 132:11, 12, 12	<b>depend</b> 35:4	<b>devastated</b> 58:10	<b>direct</b> 39:4 65:8 87:12	
<b>delayed</b> 124:19	<b>dependent</b> 92:16	<b>devastating</b> 53:13		
	<b>depending</b> 104:19 131:6 164:20 187:21			

183:18 188:3 190:12 195:2, 12 199:10 201:15 203:14 218:15 221:5 <b>discussions</b> 30:9 71:8 97:14 188:21 189:3, 5, 7 192:6 212:8 228:1 233:11 <b>disease</b> 57:19 77:16, 19 78:17 <b>disheartened</b> 47:3 <b>disinfecting</b> 79:2 <b>dismissal</b> 104:21 <b>disparities</b> 136:5 <b>dispensed</b> 40:20 <b>disposable</b> 84:19 <b>disposal</b> 167:12, 15 <b>disproportionate</b> 156:9, 10 <b>dispute</b> 28:15 <b>disruptions</b> 165:11 <b>disruptive</b> 162:4 165:4 <b>disrupts</b> 28:18 <b>disservice</b> 46:15 <b>distance</b> 232:1 <b>distanced</b> 85:5 <b>distancing</b> 78:21 83:14 86:6 97:20 <b>distant</b> 54:13 <b>distributed</b> 15:21 69:17 83:6 95:12 <b>districts</b> 90:2 167:8 183:9 185:3, 9 187:4 225:8 <b>dive</b> 51:5 <b>diversity</b> 95:6 233:7 <b>divide</b> 11:6 112:14	<b>divided</b> 13:4 19:10, 11 40:15 <b>dividing</b> 11:19 12:16 13:3 198:12 <b>division</b> 79:5 82:11 <b>Divorce</b> 46:7 <b>Dixitt</b> 196:16 221:21 222:15 223:2 <b>Dixitt's</b> 222:13 <b>doc</b> 206:10 <b>docs</b> 62:7 106:4, 7 175:19 181:12 203:7, 8, 10 236:4 <b>document</b> 48:15 79:6 80:15 203:6, 7, 17 204:4 <b>documented</b> 110:13 <b>documents</b> 62:6 79:14 106:5 177:9 232:13, 14 <b>doing</b> 21:6, 8 45:12, 13 51:1, 17 55:13 57:21 70:12 83:3 90:2 104:1 105:3 109:6 118:1 129:19 157:20 176:20 177:16 178:18 209:1 232:19 233:21 <b>dollar</b> 204:14, 17 <b>dollars</b> 194:2, 8 203:21 <b>Don</b> 233:10 <b>donated</b> 36:1 <b>donation</b> 217:20 220:11 <b>donor</b> 217:21 218:2 220:15 <b>Doodle</b> 176:17	<b>door</b> 31:7 84:7, 8 <b>doors</b> 45:6 46:15 <b>double</b> 61:1 <b>dovetail</b> 68:14 <b>Dr</b> 3:11, 13, 21 6:19, 21 8:14, 15 17:15, 16 23:5, 6 26:12, 13 31:19, 20, 20 35:12, 13 36:20 37:3 39:18, 21 40:1 41:4, 20 42:2, 2 43:18 44:3, 4 55:8 62:10, 11 64:19 65:21 68:9, 14 70:11 72:7, 8, 9, 10, 10, 13, 16, 18, 18, 19 76:6, 9, 10 81:4, 6, 7, 7 86:9, 10, 12 88:8 90:19 91:8 92:4 94:16, 16, 18, 18 95:18, 18, 21 97:2, 8 98:7, 21 100:4, 16, 20, 20, 21 101:2, 3, 7, 7, 8, 9, 10 102:12, 18 105:21 106:15, 15 107:16 108:6 109:20 111:1, 2, 11, 13 112:15, 16 113:16 114:15 117:10 119:4, 5 120:14, 21 121:12 122:19 123:18 124:18 125:4, 5, 16, 20 126:4 128:7, 9 130:19, 19, 21 131:10, 16, 19, 20 132:1, 20 133:2, 9 134:5, 6 137:18, 21 138:5, 19 140:7, 9, 18, 19	142:10 143:3, 4 144:9, 11 145:8 149:19 150:2, 4, 6, 10 151:20, 21 153:5, 6 154:18, 20 155:3, 5 156:17 157:4 158:16, 18, 20 159:14 160:3, 3, 6, 15 161:2 162:6, 6, 9, 15, 21 163:1, 3 165:5 166:20 167:18 169:3 170:2 171:8, 9 172:14, 16, 17 174:13, 14 177:19, 19, 20 178:17 193:16 194:19 195:4, 7, 8 196:16, 18 199:13, 18, 19 200:4, 11 201:1, 17, 18 209:11, 13 211:5, 9, 9, 11 212:2, 4 214:20, 21 216:7, 8 218:17, 18 223:9, 10 224:14, 15 225:18, 18, 18 226:13 227:3, 20 229:18 232:4 233:21 235:10, 11, 17 <b>draw</b> 116:1 189:13 <b>drills</b> 75:8 <b>driven</b> 229:11 <b>drivers</b> 83:18, 21 97:18 <b>drop</b> 75:13 <b>dropping</b> 97:13 <b>dual</b> 86:14 117:8 139:3 <b>due</b> 48:19 52:18 63:18 66:21 67:4 96:15 131:12 183:14 199:16	<b>Duque</b> 145:6, 7 148:19 149:1, 12 160:1 163:11 <b>duties</b> 50:9 51:1 182:7 <b>duty</b> 40:4 41:6 199:14 200:11 <b>duty-free</b> 85:15 <b>dynamic</b> 232:17  < E > <b>earlier</b> 8:1 25:6 60:17 69:12 113:17 116:10 121:10 132:1 138:20, 20 140:10, 13 187:15 197:2 226:12 <b>earliest</b> 179:8 <b>early</b> 68:4 89:5, 11 116:7 145:20 167:4 203:11 <b>ease</b> 67:5 <b>easier</b> 22:8 126:2 <b>easily</b> 178:3 <b>East</b> 34:14 48:3 <b>Easterly</b> 64:17 <b>easy</b> 22:21 29:18 102:9 <b>eat</b> 85:2, 4, 12 <b>ebb</b> 108:15 <b>ebbs</b> 109:12 <b>economic</b> 40:18 <b>economize</b> 208:20 <b>economy</b> 57:17 <b>Ed</b> 50:10, 21 51:15 52:2, 13, 18 201:10 <b>edit</b> 145:16 146:1 <b>educate</b> 53:21 <b>EDUCATION</b> 1:1, 8 5:3, 7 6:11 28:1, 14 29:3 35:3, 17
---	--	---	--	---



36:5, 9, 14, 16  
41:21 42:17, 19  
44:5 45:17  
53:8 57:4, 6, 11,  
20 62:14 69:1,  
3 73:3, 6 74:6  
76:3 77:9  
126:20, 21  
127:9, 10, 12, 13  
129:6 133:1, 3  
136:4 142:7  
157:19 180:17  
181:11, 21  
186:7 199:21  
230:1 233:2, 17  
234:14  
**educational**  
58:1 59:18  
182:2 232:21  
**Education's**  
5:16 178:10  
**educator** 47:1  
157:13  
**educators** 32:19  
33:6 49:9, 16  
51:19 62:16  
65:6 66:14  
69:4  
**effect** 57:13  
129:1  
**effective** 36:7  
44:6 48:8  
139:5 189:3  
**effectively** 61:2  
88:4  
**effects** 46:6  
156:10  
**efficacy** 61:3  
**efficient** 183:13  
**effort** 194:14  
**efforts** 59:11  
135:20 236:7  
**Eid** 148:9  
149:7, 11  
151:14  
**eight** 81:11  
144:7 185:12  
**either** 11:21  
17:10 30:2  
81:18 85:14

149:8 161:4  
185:10 213:21  
235:11  
**electrical** 80:2  
**electronic** 237:3  
**elementary**  
35:1 45:11  
59:13 60:2  
85:20 91:7  
99:10 103:11  
104:16 145:19  
217:19, 20  
218:2, 9 219:21  
220:4, 8, 21  
221:7 231:4  
**eligible** 129:9  
188:4  
**eliminate** 61:20  
**elongated** 16:5  
**email** 29:5  
31:6 41:20  
176:8  
**emails** 62:6  
69:16 142:12  
**emergency** 5:18  
**emotional** 33:2  
58:1 63:16  
127:19  
**empathize** 60:6  
**emphasis** 66:10  
**emphasize**  
158:16, 18  
**employed** 84:21  
**employee** 28:13  
29:2  
**employees**  
25:11 76:5  
200:13, 19  
**employment**  
25:9  
**emulate** 185:18  
**enacted** 189:12,  
16  
**encashment**  
127:16  
**encourage**  
28:10, 15 30:12  
177:15 232:12  
233:18

**encouragement**  
62:16  
**endeavors** 66:11  
**ended** 28:21  
165:3  
**endorsement**  
207:7  
**endowment** 36:3  
**enforcement**  
233:8, 9  
**engage** 90:7  
160:4  
**engaged** 20:6  
61:14 154:11  
**engagement**  
90:9, 13 227:21  
**engaging** 32:21  
62:17 90:5  
234:21  
**engineers** 80:3,  
14  
**English** 68:2  
103:18  
**enjoy** 20:14  
**enrollment**  
200:1 201:11  
**enrollments**  
185:9  
**ensure** 35:1  
48:13 65:5  
80:7, 10 83:3  
101:3 113:9  
164:18 182:15  
183:14  
**ensuring** 61:21  
89:10 177:20  
**entering** 81:15  
**entertain** 186:6  
**entire** 58:1  
70:3 176:21  
**entirety** 6:1  
**entries** 145:17,  
21 146:2  
**entry** 140:4  
162:7, 16  
**environment**  
31:4 38:11, 17  
59:14 70:4  
73:1 74:4, 5, 12  
75:9 102:17

113:14 127:7,  
12, 17 131:9  
**Environmental**  
220:6  
**environments**  
39:13  
**envisioning**  
186:15  
**epidemiologist**  
126:5  
**equal** 16:7  
41:7 178:16  
179:3  
**equally** 14:21  
15:20, 21 32:11  
40:20  
**equipment** 65:3,  
4 79:10 84:10  
129:12  
**equitable** 20:8  
148:16, 18  
150:15 154:15  
178:15 179:1, 2  
185:1, 5 194:4  
**equitably** 19:18  
**Equity** 4:13  
33:21 34:16  
53:17 154:12  
156:7 178:1, 6,  
9, 9, 19 179:7  
193:18, 20  
228:10, 19  
**Erin** 2:6 17:8  
70:11 150:6  
166:20  
**ESAU** 76:2  
99:9, 9  
**Especially**  
63:15 67:7  
100:16, 17  
130:5 155:18  
158:10, 12  
166:1 211:16  
**essence** 125:3  
130:4 212:5  
**essentially** 109:2  
**establish**  
182:13, 14  
183:11 205:11

**established**  
183:8  
**et** 118:7, 13  
124:21 125:15  
200:18  
**ethics** 71:6, 8  
180:3  
**etiquette** 79:1  
**evaluate** 76:20  
78:10 165:6  
166:14 171:4  
**evaluated** 211:6  
230:9  
**evaluating**  
235:21  
**evaluation** 25:11  
**eve** 30:1  
**evening** 5:2  
6:15 25:6 26:1  
29:8, 10, 11  
31:16, 17, 18  
33:16, 17, 18  
35:12, 13 36:21  
37:8, 8, 9 39:16,  
16 41:18, 19  
42:4 44:7, 12  
46:18 50:5, 6  
52:20, 21 53:1  
55:21 56:1  
59:1, 2 60:12  
62:11 65:15, 20  
72:8, 8, 15  
74:17 76:10, 13  
81:8, 10 86:12  
91:6 101:2  
111:1 129:8  
145:7, 12 197:2  
199:19 217:16  
229:13  
**evening's** 28:6  
72:17  
**event** 5:18  
**events** 50:12  
**eventually** 68:6  
**ever-changing**  
88:3  
**everybody**  
19:18 51:16  
56:4 68:9  
126:10 130:5

136:13 141:12 169:21 236:9 <b>everyone's</b> 68:17 166:15 226:16 231:19 <b>evident</b> 107:14 <b>evolve</b> 86:18 <b>evolving</b> 77:6 78:16 92:21 <b>exacerbated</b> 66:17 <b>exact</b> 51:17 120:2, 3 127:4 166:8 <b>exactly</b> 121:11 190:21 192:11 <b>examined</b> 178:11 <b>example</b> 99:9, 17 103:1, 18 104:10 <b>exceed</b> 208:7 <b>excellent</b> 35:17 128:10 144:19 <b>exception</b> 186:18 <b>excess</b> 59:21 <b>excessive</b> 42:11 52:7 <b>excited</b> 228:20 <b>excuse</b> 56:10 127:12 135:14 158:8 181:16 190:1 195:5 203:5 <b>execute</b> 138:4 140:3 141:7 <b>Executive</b> 55:6 64:20 70:16 106:6 <b>executives</b> 56:20 <b>exercise</b> 182:5 <b>exhausted</b> 51:16 <b>exhibit</b> 97:6 174:6 <b>Exhibits</b> 26:7 63:7 <b>exist</b> 127:21 <b>existing</b> 28:15	201:9, 13 <b>exists</b> 41:1 <b>expanded</b> 178:20 <b>expect</b> 43:20 87:2, 7 <b>expectation</b> 136:16, 18 137:20 <b>expectations</b> 76:1 87:16 111:4 <b>expected</b> 98:13 132:17 <b>expecting</b> 136:13 <b>expedite</b> 159:11 <b>expediting</b> 210:11 <b>expend</b> 204:3 <b>expended</b> 204:2 205:19 <b>expenditures</b> 182:12 206:2 <b>expenses</b> 51:5 205:19 <b>expensive</b> 51:8 201:2 <b>experience</b> 87:3, 9 89:4 105:9 204:11 206:17 223:5 <b>experienced</b> 232:19 <b>experiences</b> 233:8 <b>experiencing</b> 33:3 87:7 88:12 89:1 <b>expertise</b> 70:12 228:10 <b>experts</b> 29:16 58:2 79:11 <b>expired</b> 28:20 <b>expires</b> 55:4 <b>explain</b> 14:18 51:10 110:18 199:17 208:16	<b>explained</b> 40:19 112:16 116:13 126:9 179:1 <b>explaining</b> 113:17 <b>explanation</b> 107:18 <b>exposed</b> 94:15 <b>express</b> 47:2 <b>expression</b> 127:15 <b>expulsion</b> 180:21 <b>extended</b> 118:16 206:6 <b>extends</b> 116:6 <b>extensively</b> 94:20 <b>extent</b> 77:15, 19 78:21 99:15 194:14 221:8 <b>extra</b> 31:3 59:17 164:18 <b>extracurriculars</b> 66:20 <b>extraordinary</b> 59:17 <b>extremely</b> 32:20 50:15 54:12  < F > <b>face</b> 33:12 53:5 77:13 78:20 79:18 83:20, 21 84:1, 2 86:5 97:10 191:21 <b>Facebook</b> 42:6 53:6 233:6 <b>face-to-face</b> 32:6 82:16, 19 <b>facilitate</b> 189:5 191:17, 20 194:14 <b>facilitated</b> 188:19 <b>facilities</b> 221:21 <b>facing</b> 33:12 <b>fact</b> 56:16 57:1 58:5, 7, 9, 11	97:17 130:4 142:12, 14 160:17, 19 201:10 205:17 <b>factors</b> 29:20 <b>facts</b> 56:16 <b>faculty</b> 59:12 62:2 99:20 <b>fail</b> 208:17 <b>failed</b> 43:16 <b>fails</b> 135:9 196:13 <b>fair</b> 15:16 16:7 20:3, 5, 19 154:15 164:11 166:1 207:1 209:2 228:16 <b>fairly</b> 19:18 22:21 <b>fairness</b> 16:3 <b>faith</b> 50:8 53:7 206:2, 17 <b>fake</b> 58:16 <b>fall</b> 50:18 101:21 224:20 225:6 <b>familiar</b> 109:7 <b>families</b> 29:21 42:21 47:12 48:20 64:1 67:6 73:8 81:16, 17, 21 82:2 83:6 91:7, 10, 21 92:14 93:13 95:7, 8 96:12 97:3 99:4 100:4 111:17, 20 114:7 116:8 155:14, 16 156:8 164:13 165:13 <b>family</b> 49:10 62:16 82:4 86:15 112:5 116:11 155:7 158:11 164:8 231:7, 8 <b>fantastic</b> 49:16 166:16	<b>far</b> 16:3 47:11 56:19 57:8 106:19 192:8 211:21 <b>fashion</b> 103:14 178:3 <b>fast</b> 227:14 230:2 <b>faster</b> 126:7, 12 129:2 <b>father</b> 56:6 <b>fatigue</b> 33:3 <b>favor</b> 18:18 135:8 144:7 196:11, 13 <b>favorite</b> 231:5 <b>fear</b> 45:5 52:9, 11 54:16 <b>fearlessly</b> 227:19 <b>fear-mongering</b> 43:16 <b>feasible</b> 52:17 <b>featured</b> 233:10 <b>feedback</b> 37:16 117:19 142:12 168:19 <b>feel</b> 15:4 31:5, 9 42:21 48:7 49:13 105:13 119:15 128:8 166:8 211:16 <b>feeling</b> 61:13 <b>feelings</b> 56:15, 16 <b>feels</b> 45:5 <b>fees</b> 211:2 <b>fellow</b> 40:3 157:1 225:2 <b>felt</b> 47:3 98:2 119:9 121:9 <b>FEMALE</b> 8:14, 16, 18, 20 9:1, 3, 5, 7, 9, 11, 13, 15 13:13 15:10 17:2 72:13 115:2 158:5 163:9, 14 168:7 169:6, 9, 11, 13, 15, 17, 19, 20, 21
---	---	---	---	--

183:20 190:1, 13 197:17 199:11 207:14 217:8, 11 232:3 <b>field</b> 200:12 <b>fifth</b> 40:19 59:6 79:2 <b>fiftieth</b> 63:10 <b>fight</b> 45:2 <b>fighting</b> 44:19 <b>figure</b> 167:5 192:11 <b>figuring</b> 30:11 <b>filling</b> 235:21 <b>final</b> 114:6 <b>finally</b> 74:9 75:17 91:21 156:14 225:9 236:8 <b>financial</b> 182:11 <b>find</b> 155:8 156:1 230:19 <b>finding</b> 206:10 <b>fine</b> 35:15 151:11 <b>fingertips</b> 129:8 <b>finish</b> 71:13 <b>finished</b> 212:3 <b>finishes</b> 235:16 <b>firm</b> 60:6 <b>first</b> 6:18 12:17, 18 13:5, 5, 7 20:17 34:5 35:11 39:11 40:13 47:2 50:8 59:6, 10 62:14 66:2, 9 68:13, 17 69:12 76:15 78:20 83:12 88:12 95:11 98:14 102:5, 8, 19 106:10 115:14 119:10 128:9 132:2, 6, 8, 9 147:16 150:2 154:19 168:9, 16 190:11 213:5, 6, 14, 17	226:13 230:15 231:3 <b>first-grade</b> 87:11 <b>first-string</b> 36:17 <b>fiscal</b> 206:15 <b>Fitr</b> 148:9 <b>five</b> 20:2 40:13 43:3 44:1 70:21 76:14 78:18 81:11 91:18 109:2 133:10 <b>flag</b> 5:5, 9 40:7, 8 <b>flagged</b> 206:11 <b>flip-flopping</b> 144:20 <b>flipping</b> 142:10 <b>floated</b> 101:16 <b>floor</b> 22:1, 4 161:12 168:17 <b>flow</b> 101:12 108:11, 15 <b>flows</b> 109:12 <b>flu</b> 225:12 <b>fluids</b> 79:19 <b>focus</b> 38:7, 8 54:19 67:18, 19 71:17 136:20 227:15 <b>focused</b> 58:12 76:12 <b>focuses</b> 73:6 <b>focusing</b> 84:8 <b>folks</b> 94:14 96:18 102:9 104:17 126:21 <b>follow</b> 16:15, 17 27:21 96:7 129:16 201:5 233:17 <b>followed</b> 38:21 80:21 83:16 204:20 <b>following</b> 25:8 26:4 67:20 84:5 119:5	128:19 174:3 178:4 213:19 <b>food</b> 75:14 84:13, 18 <b>footnote</b> 146:2 149:2 <b>force</b> 43:9 122:21 230:7 <b>forces</b> 66:7 67:14 <b>Foreclosures</b> 46:7 <b>forefront</b> 64:9 <b>foregoing</b> 237:2 <b>forget</b> 39:8 67:17 <b>forgot</b> 20:18 146:12 <b>forgotten</b> 67:10 <b>form</b> 95:10, 10, 11 96:12 109:3 <b>formal</b> 205:12 <b>formally</b> 167:11 <b>format</b> 31:11 89:7 <b>former</b> 154:10, 15 204:20 <b>forth</b> 61:6 139:12 <b>forty-eight</b> 19:20 <b>forum</b> 28:12 <b>forward</b> 12:16 25:21 30:11, 16 34:18 44:8 51:7 66:5 68:10 69:13, 14 72:9 86:18 90:16 91:1 116:13 120:5, 12 121:6 176:18 205:9 206:19 212:14 214:11 217:17 220:2 224:17 231:2 232:9 <b>forwarded</b> 197:3 <b>found</b> 25:18 55:2 81:3	156:3 181:21 206:1 <b>foundation</b> 232:15 <b>Founder</b> 42:5 <b>four</b> 13:20 38:6 63:20 64:12 91:11 98:19 100:15 116:10 117:12 118:6 122:15 131:6 176:21 188:12 206:8 225:20 <b>Fourth</b> 40:17 79:1 <b>fragile</b> 66:15 200:7 <b>frame</b> 105:13 <b>free</b> 31:9 42:16 45:16 57:3 128:8 204:10 <b>Freedman</b> 3:16 46:18, 19, 21 <b>freedom</b> 40:18 <b>fresh</b> 115:21 116:16 <b>Friday</b> 39:10 82:18, 19 102:4, 7 107:13 108:14 162:3 <b>friends</b> 157:13 <b>front</b> 52:10 59:21 60:7 84:9 90:5 104:5 129:17 130:2 131:5 <b>frustrated</b> 231:20 <b>Fugett</b> 3:10 33:18, 20 <b>Fugitt</b> 33:16 <b>fulfilled</b> 40:3 138:12 <b>fulfills</b> 182:10 <b>full</b> 49:11 82:1 105:2 113:20 176:11, 13, 16 177:8, 8 182:1 186:10, 12	188:18 189:12, 15, 16 191:9, 11, 11, 16 192:14, 15 197:3 224:21 <b>full-time</b> 73:14 80:17 82:5 <b>fully</b> 6:5 46:14 60:18 86:18 88:7, 11 90:6, 11 128:20 178:13 186:13 194:16 224:21 <b>function</b> 51:20 61:2, 3 89:19 <b>functionally</b> 22:3 <b>fund</b> 54:21 <b>Funded</b> 4:17 217:14, 18, 20 219:20 220:3, 20 <b>funding</b> 53:13 65:1 70:16 182:6 199:15 211:4 <b>funds</b> 36:3 <b>Further</b> 60:21 61:7 143:1 180:12 182:19 183:4 <b>future</b> 48:5 57:18 66:11 146:9 180:13, 19, 20 221:20 222:21 225:7 234:2, 5 <b>FY</b> 52:6  < G > <b>game</b> 96:11 <b>garden</b> 217:19 218:1, 2, 3, 10 <b>gathering</b> 100:3 118:21 <b>gauge</b> 77:19 <b>general</b> 52:10 74:6 76:1 126:19 127:10, 12, 13 133:1, 3
---	--	--	---	--

142:7 150:7, 11  
154:18 176:14  
179:16, 18  
**generalized**  
129:6 159:21  
**generation** 58:2  
**George** 72:10  
**getting** 12:10  
30:19 39:2  
45:21 46:14  
57:11 67:1  
72:14 100:14  
110:17 115:4  
117:13 119:12  
120:1, 11, 12  
122:11 164:15  
176:17 191:3  
**Gibran** 35:18  
**gift** 225:14  
227:14  
**gifted** 39:9  
**giftedness**  
230:20  
**gifts** 228:11  
229:10  
**Giller** 64:15  
226:3  
**give** 22:9, 11  
35:20, 20, 21  
36:1, 10, 12  
37:16 49:20  
72:11 90:8  
95:19 114:4  
127:3 179:16  
**given** 19:11  
24:15, 19 34:7  
54:15, 21 87:16,  
16, 17 98:17  
114:2 116:15  
117:5 137:10  
142:14 145:1  
165:7, 10 167:8  
176:6 206:7, 21  
207:3  
**gives** 70:18  
**giving** 13:20  
105:6 108:7  
161:9 228:6  
**glance** 194:3

**Glendon** 217:19,  
20 218:2, 9  
**global** 63:4  
75:2 86:16  
167:10  
**gloves** 79:18  
**go** 16:5 30:17  
33:4 38:4  
39:19 44:21  
47:7, 7 55:7  
60:4 62:5 68:2,  
6 90:20 101:21  
102:9, 15  
105:17 106:11  
110:5 114:19  
121:4 124:15  
126:12 130:19  
140:1 154:18  
156:14 157:10  
158:13 159:1, 9  
160:16, 18, 21  
161:2, 4 162:2  
164:14 166:14,  
16 172:10  
175:19 178:2  
179:17 183:12  
189:19 206:9  
209:18 212:20  
220:8 221:21  
224:11, 13  
225:12 226:10,  
11, 13 233:18  
234:3 236:2  
**goal** 100:12  
182:16  
**God** 5:11  
40:14 41:1, 13  
**God-willing**  
157:17  
**goes** 38:17  
105:16 110:17  
112:7 114:18,  
18 140:5  
158:11  
**going** 11:7  
21:12 22:8  
30:5, 6 33:5  
37:21 46:3  
47:8 57:12  
65:14 68:15

71:6 74:17  
76:6 90:15  
93:2 94:16  
96:17 98:20  
106:4, 20 108:3  
110:15, 15  
112:13 119:8  
120:2, 3, 4, 6  
122:16 123:16  
130:7, 7, 11, 15  
132:11 135:14  
139:18 142:14  
145:3 150:20  
154:18 158:3  
160:20 164:5  
167:6 168:17  
176:1, 10, 15  
181:2 187:1, 6  
192:11 193:1  
195:13 203:10  
204:12 205:16,  
17 206:3, 6, 7,  
12, 14 207:12  
210:4 211:7  
213:15, 17  
214:11 221:18  
226:6 231:20  
232:4, 15  
233:20 236:5  
**Good** 5:2 26:1  
29:10, 11 31:13,  
16, 18 33:17, 18  
35:12, 13 36:21  
37:8, 9 39:16  
41:18, 19 42:4  
44:12 46:18  
50:5, 6, 8 52:21  
53:1 54:20  
56:1 59:1, 2  
62:11 63:9  
65:20 72:8, 15  
76:10 81:7  
86:12 101:2  
103:8 111:1  
113:12 115:7  
116:6 122:14  
123:8 129:16  
141:1, 5, 7  
144:13 145:7  
165:13 167:16

177:17 194:20  
199:19 204:6  
206:2, 17  
214:10 217:16  
222:14 230:3  
235:9 236:11  
**Google** 222:15  
**gotten** 225:11  
**GOVER** 11:13,  
18 17:6, 15, 17,  
19, 21 18:2, 4, 6,  
8, 10, 12, 14, 16,  
18 21:9, 12  
22:2, 2, 18 23:2,  
5, 7, 9, 11, 13, 15,  
17, 19, 21 24:2,  
4, 6 26:12, 14,  
16, 18, 20 27:1,  
3, 5, 7, 9, 11, 13,  
15 37:1, 4  
39:17 41:15, 17  
65:17, 19  
133:13, 19  
134:5, 7, 9, 11,  
13, 15, 17, 19, 21  
135:2, 4, 6, 8  
143:1, 3, 5, 7, 9,  
11, 13, 15, 17, 19,  
21 144:2, 4, 7  
146:17 151:18,  
20 152:1, 3, 5, 7,  
9, 11, 13, 15, 17,  
19, 21 153:3, 5,  
7, 9, 11, 13, 15,  
17, 19, 21 154:2,  
4, 6 169:1, 3  
170:4, 6, 8, 10,  
12, 14, 16, 18, 20  
171:1, 8, 10, 12,  
14, 16, 18, 20  
172:1, 3, 5, 7, 9,  
12, 15, 16, 18, 20  
173:1, 3, 5, 7, 9,  
11, 13, 15, 17, 19  
174:11, 13, 15,  
17, 19, 21 175:2,  
4, 6, 8, 10, 12, 14,  
16 195:2, 4, 7, 9,  
11, 14, 16, 18, 20  
196:1, 3, 5, 7, 9,

11, 13 201:17,  
19, 21 202:2, 4,  
6, 8, 10, 12, 14,  
16, 18, 20 209:8  
214:14, 16, 20  
215:1, 3, 5, 7, 9,  
11, 13, 15, 17, 19,  
21 216:2, 6, 7, 9,  
11, 14, 16, 18, 20  
217:1, 3, 5, 7, 10  
218:17, 19, 21  
219:2, 4, 6, 8, 10,  
12, 14, 16, 18  
223:8, 9, 11, 13,  
15, 17, 19, 21  
224:2, 4, 6, 8  
**governance**  
40:16  
**governing** 182:9  
**Government**  
4:14 43:15  
53:11 65:7  
179:10, 13  
**governor** 37:20  
56:20 77:3  
78:13 92:17  
**governor's**  
76:16  
**gowns** 79:18  
**gracious** 226:17  
**grade** 57:8  
59:6, 6 61:18  
63:2 64:8 66:2  
69:9 72:21  
74:3 75:4  
76:11 77:7  
79:7 81:3, 8  
90:12 91:17  
98:10 102:20  
123:10 145:21  
146:1 179:6  
**grades** 42:14  
72:21 74:5, 10  
123:9 126:20  
**grading** 145:20  
181:9  
**gradual** 78:3  
162:16  
**graduates** 66:8

<b>graduation</b> 67:19, 21 230:11 <b>Granted</b> 123:5 <b>granular</b> 98:15 <b>grass</b> 44:16 <b>grateful</b> 70:11 233:2 <b>Great</b> 81:7 102:12 108:6 114:18 150:19 169:1 178:8 233:11 <b>greater</b> 45:21 183:12 185:9 189:6 200:1 201:12 <b>greatest</b> 163:21 194:9 <b>greatly</b> 60:14 <b>green</b> 220:8 <b>Grim</b> 100:21 101:2, 2, 6 112:15 <b>groundwork</b> 154:13 <b>group</b> 29:8 34:13 39:5 42:1, 5 43:3, 18, 19, 21 44:3 53:6, 6 61:2 87:13 89:4, 14 104:4 108:20 109:3, 5, 8 117:17 123:13 126:3 133:3, 9, 10 144:21 187:2 189:19 226:13 233:7 <b>groups</b> 42:3, 4 69:12 73:16 74:14, 19 83:2 93:7, 9, 9 109:6, 11, 11 118:21 121:1, 8, 15 122:14 123:1, 5, 11, 21 125:8 136:5 137:15 139:9 182:18	<b>growing</b> 42:8 136:5 201:10 <b>GT</b> 45:18 <b>GTCAC</b> 230:18 <b>guaranteed</b> 42:18 57:4 <b>guaranteeing</b> 89:10 <b>guess</b> 12:10 100:9 101:17 120:9 129:15 130:9 164:19 165:4 167:7, 14 207:15 210:3 213:14, 16 222:13 <b>guessing</b> 126:20 <b>guidance</b> 37:15 77:2 78:12 79:14 92:17 144:9 160:16 161:2, 9 <b>guide</b> 168:14 <b>guided</b> 77:13 80:11 <b>guidelines</b> 48:16 64:2 79:14 80:5, 12 83:14 101:5 123:17 128:20 182:7  < H > <b>habits</b> 52:7 <b>Hager</b> 2:6 8:14, 15 17:7, 8, 13, 15, 16 23:5, 6 26:12, 13 70:12 98:7 101:9, 10 102:12 119:4, 5 120:21 121:12 131:16, 19, 20 134:5, 6 140:18, 19 143:3, 4 149:19 150:2, 5, 6, 10 151:20, 21 153:5, 6 154:18, 20 155:4, 5 156:17 158:16, 18, 20 159:14	160:6 166:20, 20 167:18 169:3 170:2 171:8, 9 172:16, 17 174:13, 14 193:16 194:19 195:4, 7, 8 199:13, 19 200:4, 11 201:1, 17, 18 209:13 211:9, 11 212:3 214:20, 21 216:7, 8 218:17, 18 223:9, 10 224:14, 15 227:20 229:18 232:4 235:10, 11 <b>Hager's</b> 157:4 163:3 165:5 172:14 209:11 <b>half</b> 15:8 43:14 129:20 130:2 227:7 <b>half-day</b> 89:19 <b>Halil</b> 35:18 <b>Hall</b> 228:17 <b>hand</b> 8:4 9:20 14:3, 5 79:1 86:8 90:15 93:18, 21 94:1 106:8 124:6, 7, 9, 10 147:4, 5 149:17 150:2 151:3 158:6, 7 183:21 190:18 208:10 209:10, 11 212:19 <b>handled</b> 211:2 <b>handles</b> 84:8 <b>hands</b> 8:13 93:17 110:2, 2 128:5 147:8 149:16, 18 158:20 159:16 186:2 231:21 <b>hand's</b> 14:6, 10 <b>hands-on</b> 74:8 129:11	<b>haphazardly</b> 15:1 <b>happen</b> 50:2 112:12 122:12 132:6 154:13 156:12 189:4, 7 192:21 205:16 <b>happened</b> 46:2 60:16 165:12 <b>happening</b> 118:19 164:18 166:10 <b>happens</b> 98:19 125:11 149:6 212:8 <b>happily</b> 155:5 <b>happy</b> 22:9, 11 68:10 71:14 87:21 93:14 130:11 225:10 226:9 229:13 230:16 231:12 <b>hard</b> 20:13 32:20 62:19 63:13 102:9 113:12 210:20 <b>harder</b> 67:9 <b>harm</b> 57:21 <b>harming</b> 53:16 <b>Hartford</b> 48:3 <b>Hashanah</b> 147:17 151:9, 13 <b>haste</b> 131:12 <b>hat</b> 155:6 <b>hate</b> 157:14 <b>head</b> 167:1 176:12 <b>headed</b> 107:11 225:8 <b>health</b> 5:15, 18 32:16 33:2 47:6, 14 48:5 49:9 62:21 63:16, 21 64:2, 6, 9, 11 70:8, 9 73:7 74:16 75:5, 6, 7 76:7, 12, 14, 17, 17, 20 77:2, 3, 5, 8	78:1, 10, 12, 13, 15 79:3, 10, 12, 13, 17 80:16 81:1, 4 87:17 92:6, 8, 16, 20 93:11, 11 96:1, 3, 6 97:15 99:13 101:12 102:1 104:18 106:16, 17 118:18 122:20 123:15, 19 124:20 128:19 132:13 156:6, 11 232:8 <b>healthy</b> 60:1 65:10 87:20 94:13 <b>hear</b> 14:4 19:21 27:18 28:21 37:9, 17 44:13 46:19 49:12 53:1 56:2 59:2 65:15 70:10 121:11 127:5 141:8, 10 162:20 167:14 176:19 196:21 210:5 216:12 217:11 <b>heard</b> 32:2 38:14 42:15 45:9 54:6 69:5, 15 96:11 116:1, 20 120:14 127:18 138:19 139:15 141:5 178:17 <b>Hearing</b> 8:3 12:15 26:11 27:20 37:16 39:1 44:8 69:14 110:6 115:20 116:7 130:4 135:10 143:1 146:4 150:4 163:19 172:14 174:11 192:7 195:2
--	--	---	---	--

201:15 218:15  
223:7 224:18  
**heart** 59:17  
226:11 228:8  
**heartbreaking**  
60:5  
**hearts** 158:1  
226:11  
**heating** 79:21  
80:13  
**held** 5:21 6:11  
37:21 51:21  
52:17  
**Hello** 65:20  
158:9  
**help** 14:12  
31:3 48:10  
51:2 57:2 65:5  
100:2 122:16  
127:4 129:1  
139:5 186:21  
**helped** 220:9  
**helpful** 141:14,  
21 142:8  
190:18  
**Henn** 2:4 6:21  
7:2, 3, 16, 19  
8:7, 10 9:3, 4  
10:12 18:4, 5  
19:20 20:11, 12  
21:21 23:15, 16  
25:1 26:2 27:1,  
2 29:12 31:19  
62:12 72:16  
93:20, 21 122:3  
134:15, 16  
143:13, 14  
145:8 149:14,  
16, 21 152:9, 10  
153:15, 16  
158:6 159:4, 5  
165:8, 8 168:10  
170:10, 11  
171:18, 19  
173:5, 6 175:2,  
3 177:4, 5  
181:18, 19  
183:3, 5 184:2,  
11 185:7, 21  
186:6, 9 187:10,

11, 12, 16, 18  
188:14 191:7  
192:12 193:3,  
14 195:18, 19  
196:17, 18, 20  
197:4, 7, 12, 15,  
18 198:3, 16, 20,  
21 199:2, 4  
202:6, 7 203:5,  
12 214:13, 13  
215:9, 10  
216:16, 17  
219:4, 5 221:4,  
4 223:15, 16  
226:20, 21  
228:15, 18  
229:15 234:16,  
17  
**Henn's** 183:19  
**heretofore** 214:6  
**Herring** 218:4  
**Hi** 14:10 59:2  
106:9 176:1  
212:2  
**high** 34:9, 9, 12,  
13, 21 63:10  
68:6 85:19  
107:7 230:5, 9,  
11, 13  
**highlight** 74:17  
**highlighting**  
62:13  
**highlights**  
63:17 76:7  
**high-risk** 49:9,  
10  
**hire** 201:2  
**hiring** 201:2  
**hoc** 50:13, 16  
51:17 69:20  
70:13  
**Hogan** 56:20  
**hold** 157:18  
226:12  
**hole** 210:4  
**holiday** 41:8, 13  
65:10 92:2  
114:3 148:9  
149:7, 9, 9

150:12, 17  
231:5, 12  
**holidays** 118:19  
146:13, 15, 20  
148:1, 10, 14, 16  
206:5  
**home** 45:3, 15  
57:1 89:8, 9  
95:14 105:1  
106:13 127:14  
**homes** 62:19  
**honest** 97:13  
130:12  
**honesty** 21:12  
**honor** 5:8  
63:14  
**honorable** 36:8  
**hope** 35:7  
46:10 68:5  
71:16 102:7  
105:8 109:18  
114:21 128:2  
156:21 224:20  
225:10, 11  
231:5, 20  
**hopefully** 16:20  
**hopes** 71:16  
**hoping** 147:13  
**Hopkins** 101:17  
**hospitality**  
226:4  
**hospitalizations**  
54:8  
**hot** 45:20  
**hour** 15:7, 8  
51:14 89:5  
166:3 168:5  
**hours** 32:20  
46:2, 3 59:21  
89:18 129:12  
189:2 210:13  
235:7  
**house** 157:8  
205:2 207:20  
**household** 82:3  
**Howard** 49:1  
184:21  
**Howie** 10:11, 15,  
19 11:9, 18, 20

12:7, 12 19:5, 8  
187:17  
**huge** 155:16  
**human** 82:11  
**hundred** 38:4  
49:2 96:14  
133:10 150:18  
**hundreds**  
212:10  
**hung** 119:12  
120:1, 11  
231:11  
**hurricanes**  
151:8  
**hurry** 120:4  
**HVAC** 32:18  
80:1, 3, 9  
**hybrid** 6:2  
36:15 73:10  
74:12 75:8, 12,  
15, 20 76:2, 3  
81:19 86:2  
88:7, 9 93:4  
102:17 107:19  
108:1, 5, 9  
111:19 113:19  
131:9 135:13,  
16 138:10  
140:4 230:1  
234:13  
**hygiene** 79:1  
**hysteria** 225:19  
  
< I >  
**I-83** 34:14  
**IDEA** 42:19  
57:5, 13 126:9  
127:1 144:20  
187:9 225:5  
229:19  
**I-D-E-A** 42:19  
**ideas** 30:15  
**identifiable** 82:8  
**identified** 52:5  
73:11 78:18  
80:18 93:5, 7  
199:21 201:13  
**identifies** 93:9  
96:18  
**identify** 43:7

**identifying**  
61:20 101:4  
179:15  
**IEP** 39:2 129:9  
**IEPs** 38:21  
42:16 45:16  
57:3, 7 126:21  
201:8  
**Ignorance** 45:4  
**ignored** 42:21  
**illness** 79:21  
**illustrated** 88:8  
**Imagine** 87:10  
102:19 103:18  
230:12  
**imagined** 36:15  
**immediate**  
206:20  
**immediately**  
44:6  
**impact** 57:16  
119:1 180:18,  
21 221:19  
222:19 225:9  
**impacted** 68:19  
81:15  
**impactful** 60:13  
**impacts** 70:2  
165:7  
**implement**  
56:20 77:10  
92:8 115:11  
135:21 160:10,  
20 180:10, 11  
**implementation**  
74:13 91:4  
92:12 110:12  
115:17 116:1,  
17 119:3, 12  
180:15 220:13  
**implemented**  
51:12 60:19  
136:8 137:4  
**implements**  
178:13  
**implications**  
208:17 230:12  
**importance**  
76:18 115:3

<b>important</b> 14:15 34:6 40:13 50:15 51:2 63:16 64:1 66:1, 4 67:6 68:14, 15 71:11 76:18 83:7 89:20 107:1 117:11 118:9 128:15 154:16 164:11, 13 180:9 183:7, 17 185:16 229:3	83:2 84:7, 9, 11, 14 133:5 146:19 182:7 <b>included</b> 38:12 77:21 79:5, 6 80:15 221:12 <b>includes</b> 42:3 74:2 79:17 83:1 88:7 127:6 220:12 <b>including</b> 32:15 34:21 38:3 76:16 95:14 180:1, 9, 12 211:21 229:9 <b>inclusion</b> 33:21 34:16 <b>income</b> 58:9 <b>inconsequential</b> 61:11 <b>incorporated</b> 74:1 <b>increase</b> 7:20 54:19 78:6 199:15 <b>increased</b> 38:2 42:14 156:11 205:2 <b>increasing</b> 199:20 200:1, 1 201:6, 8 <b>incredible</b> 96:3, 5 137:5 <b>incredibly</b> 221:7 <b>independent</b> 36:6, 17 88:15 89:2, 8 103:7 104:14 105:1 108:2, 15, 16 109:8 <b>independently</b> 19:12 104:6 109:14 131:3 207:6 <b>indicate</b> 70:8 81:21 82:4, 8 92:6 180:13 <b>indicated</b> 22:3 100:4 131:7, 8	<b>indicates</b> 149:3 <b>indicator</b> 94:9 <b>indicators</b> 77:14 <b>individual</b> 46:14 66:14 <b>individually</b> 68:20 198:13 <b>individuals</b> 25:14 42:18 57:5 <b>indivisible</b> 5:11 <b>indoor</b> 86:4 <b>indulgence</b> 145:16 <b>industry</b> 164:11 <b>inevitably</b> 60:8 <b>infected</b> 48:5 <b>infection</b> 87:20 <b>infections</b> 63:19 <b>infinite</b> 61:17 <b>influence</b> 189:10 <b>informally</b> 156:3 185:14 <b>Information</b> 4:19 29:6 54:9 56:12 61:20 67:1, 13 69:18 70:5 81:2, 5 94:5 96:10 97:2, 6 100:3 101:1 112:11, 12 114:11 115:8 117:1, 14 118:4 124:13 138:7 142:3 144:13 176:13 177:2 185:14, 15, 17 188:18 191:2, 3, 6, 14, 16, 19 193:20 233:13 236:4, 5 <b>informational</b> 25:18, 19 <b>informed</b> 111:21 193:11 <b>infrastructure</b> 34:18 <b>inhabitants</b> 40:21	<b>inherent</b> 47:14 <b>in-house</b> 80:8 <b>initial</b> 180:3 <b>initially</b> 130:16 211:4 <b>initiated</b> 214:8 220:7 <b>in-person</b> 43:15 44:21 48:14 53:20 64:2 83:5 84:17, 18 86:20 87:2, 5, 13, 21 88:1, 10, 18, 20 89:4, 7, 18 93:6 99:15 102:17 110:16 113:5 117:4 118:2 122:15 <b>input</b> 28:10 30:8 42:3 61:5, 6, 7, 9 70:14 132:7 <b>inside</b> 75:2 84:7 <b>insignificant</b> 133:6, 8 <b>installation</b> 80:5 <b>instance</b> 138:18 201:10 <b>instances</b> 99:8 <b>instruction</b> 32:17 73:11, 12 74:9 75:12 81:19, 20 82:2, 6, 16, 17, 19, 20 83:1, 5, 9 84:17 85:17 86:15, 20 87:2, 7, 12, 21 88:2, 5, 10, 11, 13, 14, 15, 18, 18 89:1, 6, 18 93:6 99:3 104:4, 12 108:19 109:10, 17 113:6 117:4 121:17 122:16 133:20 157:16 181:6, 8 <b>instructional</b> 33:8 73:1 75:18, 20, 21	86:10 91:16 92:2 109:5 112:13 113:2, 9 118:12 128:17 138:19 162:14 181:6 <b>insulting</b> 46:13 <b>integrated</b> 84:12 89:3 103:9 <b>integration</b> 103:20 <b>intellectual</b> 40:18 <b>intend</b> 157:10 <b>intended</b> 146:16 <b>intent</b> 20:16 82:9 112:5, 5 131:12 192:12 <b>intention</b> 41:5 132:9 <b>intentional</b> 62:20 <b>interaction</b> 89:10, 13 <b>interactive</b> 89:21 <b>interest</b> 10:5 71:12 116:21 182:3 188:1 227:20 <b>interested</b> 27:20 31:10 45:19 191:18 214:6 <b>interesting</b> 177:14 233:5 <b>interests</b> 59:16 166:9 <b>interference</b> 11:4 15:13 35:13, 16 41:12 42:17 51:2 68:13 82:6 164:10 165:16 <b>interferes</b> 28:18 <b>interim</b> 205:7 <b>internal</b> 176:3, 12, 14 213:11 214:5 218:6
---	---	---	--	---

220:18 221:20 235:6 <b>internally</b> 208:9 <b>internet</b> 45:20 <b>introduction</b> 51:16 95:19 <b>invite</b> 5:4 29:9 176:11 <b>involve</b> 84:5 <b>involved</b> 31:21 34:7 120:13 141:16 142:1 186:21 <b>involving</b> 78:6 <b>Irish</b> 57:14 <b>ironic</b> 233:16 <b>irreplaceable</b> 232:17 <b>irrespective</b> 74:3, 11 <b>isolation</b> 42:12 80:18, 20 <b>issue</b> 32:3 93:20 110:2 147:8 163:3 164:9 197:13 208:5 211:1 214:19 223:3 236:3 <b>issued</b> 116:3 205:14 <b>issues</b> 96:15 136:8 156:7 182:14 188:20 204:14 206:18 <b>Item</b> 4:4, 6, 8, 9, 16, 17, 20 6:18, 18 7:6, 14 8:6 9:16, 17 12:18 13:15, 19 15:12, 17 16:11, 12 20:17, 20 24:9, 10 25:6, 20 27:16 62:8 70:11 71:19 72:5, 6 145:4, 4 173:21 175:18, 18 181:15, 17, 17 193:19 196:15, 15	197:5 203:1, 7 205:5 216:4 217:13 219:20 224:10 233:12, 21 234:1 235:12, 16 236:4 <b>items</b> 6:14 8:11 11:8 21:20 38:20 55:2 197:2 198:2, 13 199:6 210:17 234:2, 4 235:20 <b>its</b> 6:1 38:5 40:7 66:19 77:10 182:4, 5, 10 207:7  < J > <b>Jameel</b> 3:13 36:21 37:3 39:17, 18, 20, 21 <b>January</b> 46:15 49:3, 7 136:20 137:12 138:4 145:17 167:4 <b>Jeffrey</b> 3:16 46:18 <b>Jehbronk</b> 35:18 <b>Jerry</b> 64:17 <b>Jess</b> 101:2 <b>Jewish</b> 149:9 <b>job</b> 45:12 66:12 96:3 105:18 128:10 156:6 <b>John</b> 2:10 <b>join</b> 29:9 <b>joined</b> 72:18 <b>joining</b> 21:16 <b>Jones</b> 72:10, 19 76:6, 9, 10 81:7 <b>Jose</b> 2:5 8:4, 5, 6 9:5, 6 11:5, 15, 17 14:2, 3, 6 18:6, 7 19:4, 5, 15, 16 23:17, 18 27:3, 4 124:5, 6, 7, 8 125:18, 19,	20 134:17, 18 143:15, 16 148:4, 7, 9, 19 149:12 152:11, 12 153:17, 18 165:17, 17, 19 166:21 167:2 170:12, 13 171:20, 21 173:7, 8 175:4, 5 183:20 184:1, 2, 11, 18 185:20 187:3 195:20, 21 197:4, 8, 9 198:4, 5, 11, 20 199:1, 3 202:8, 9 203:15, 17 205:13 207:12 211:17 215:11, 12 216:18, 19 219:6, 7 223:17, 18 228:9 229:15, 16 234:15 <b>Josh</b> 65:16 <b>Joshua</b> 2:14 <b>jotted</b> 224:15 <b>journey</b> 87:10 154:9, 12 <b>Jr</b> 2:10 64:17 <b>Julie</b> 2:4 <b>July</b> 120:18 163:6 165:3 <b>jump</b> 68:16 115:1 116:5 117:10 128:8 <b>jumpstarted</b> 70:13 <b>June</b> 163:9, 10 165:5, 20 166:3, 5 171:4 <b>jurisdiction</b> 25:12 182:2, 4 184:20 <b>jurisdictions</b> 97:16 184:19 <b>justice</b> 5:12 40:20 41:7, 11 192:2	<b>justly</b> 41:7  < K > <b>K-12</b> 224:16 <b>Katherine</b> 64:19 <b>Kathleen</b> 2:3 232:3 235:2 <b>Kathleen's</b> 119:6 <b>keep</b> 30:21 45:11, 14, 18 49:1, 21 56:21 58:12, 16, 17 70:6 191:5 200:2 227:9 <b>keeping</b> 30:17 54:20 64:9 66:19 94:13 116:16 <b>keeps</b> 107:6 <b>kept</b> 87:19 <b>key</b> 78:18 89:9 <b>kids</b> 42:11, 12, 16 43:13 45:12 46:4 55:13 57:1, 11, 12 58:13, 14 94:13, 14 98:16 100:14 106:13 117:17 119:14, 18 120:2, 3 129:21 130:1 140:14 156:12, 20 159:13 161:20 167:6 <b>kill</b> 45:1 <b>kind</b> 101:21 105:11 109:21 121:4 151:15 233:16 <b>kindergarten</b> 63:2 87:11 162:7, 12 <b>kindergarteners</b> 162:1 <b>Kippur</b> 151:9, 13 <b>KN95</b> 79:17 <b>knew</b> 119:7	<b>know</b> 22:5 29:17 30:3, 14, 19 31:1, 1, 5 32:2, 9 35:15 47:10 48:4, 9, 10 53:8 54:11 55:12 57:9, 12 58:3 59:13 63:21 67:21 70:7 86:13 87:1, 4, 6 90:16 92:5 94:3 96:18 100:5, 9, 18 101:15 104:17 105:17 106:3 107:19 108:21 110:12 111:16, 20 114:8 116:19 117:18 118:16 119:17 121:5 124:19 125:5 127:18 130:10, 14, 15 131:18 136:5 139:7 140:10, 20 141:12 142:6, 7 144:13 149:16 151:5, 6 155:17 158:2, 2 166:10, 15 186:19 194:7, 10 201:1, 11 205:15 206:6 210:15 211:11 212:19 222:8, 16 223:5 227:8, 11 230:1, 2 232:10, 11 <b>knowing</b> 67:13 111:15 142:5 157:13 229:2 <b>knowledge</b> 221:19 229:8 <b>known</b> 64:3 110:19 <b>Kuehn</b> 2:7 8:16, 17 14:10, 11 17:17, 18 20:2 23:7, 8 26:14, 15 94:1,
---	---	--	---	---



2, 3, 16 96:7, 20  
98:5 121:21, 21  
126:15, 15, 16,  
17 127:4  
128:11 129:15  
130:9 131:11,  
14, 16 134:7, 8  
135:18, 18  
136:10, 12  
137:18 138:3,  
11 139:16  
143:5, 6 147:3,  
10, 12, 19 148:3  
149:17 151:1, 2  
152:1, 2 153:7,  
8 171:10, 11  
172:18, 19  
174:8, 15, 16  
195:9, 10  
201:19, 20  
203:8 212:2  
215:1, 2 216:9,  
10 218:12, 12,  
13, 19, 20  
223:11, 12  
225:13, 14  
228:14, 16  
229:10 235:2, 4  
**Kuehn's** 129:4  
132:10 227:13  
228:12  
  
< **L** >  
**L.P.N.s** 200:18  
**labeled** 148:15  
**Labor** 49:19  
50:1 148:20  
159:8  
**lack** 43:1, 12  
46:12 59:8  
67:11 163:21  
**lagged** 207:5  
**landed** 123:13  
**language** 98:11  
103:18 184:11,  
14 201:4  
**languages** 95:16  
**large** 49:15  
61:2 118:21

123:4 183:9  
184:18, 20  
**larger** 123:10,  
10 185:8  
**lasting** 57:21  
**Lastly** 49:16  
58:17 80:16  
85:21  
**late** 116:7  
165:20 168:5  
192:4 231:17  
**lateness** 149:6  
**launch** 92:11  
**law** 55:1 71:7  
181:10, 11  
204:17 205:3, 8,  
11 207:4, 8  
208:6, 11  
209:16 211:3, 7  
213:9 214:4, 7  
233:7, 9  
**lawful** 182:5  
**laws** 180:17  
204:5 206:11  
213:19, 20  
**layer** 112:21  
128:16  
**layouts** 76:5  
**lays** 105:11  
**leader** 56:11  
**leaders** 29:8  
53:18 55:16  
56:14 58:12  
62:17 66:14  
113:3  
**leadership**  
43:17 53:7  
55:16 60:13  
79:7 113:4  
**leads** 60:8  
232:20  
**league** 97:1, 13  
**leagues** 96:9  
**learn** 48:12  
230:19  
**learned** 40:8  
117:11 178:21  
230:20  
**learner** 227:17

**learners** 39:9  
89:11 90:11  
179:8  
**learning** 38:5, 9,  
12, 14 39:3, 12  
43:15 44:21  
48:14 49:1, 11  
53:20 56:8  
57:1, 6, 14 58:6,  
11 59:14 62:21  
64:2 67:4 70:1,  
3 73:8, 14 75:9  
78:6 83:18  
87:4 88:16  
89:8 90:14  
93:13 103:13  
118:9 120:19  
127:19, 20  
135:21 191:2  
230:5 235:15  
**leave** 46:8  
53:14 82:10  
91:19 100:12  
209:3 226:18  
**leaves** 26:5  
**left** 35:7 53:15  
68:3 124:3  
226:19 229:16  
234:15  
**legal** 25:14  
52:1 186:21, 21  
205:7, 19 209:3,  
4 210:3, 12  
211:12 212:11  
**legally** 42:18  
57:4  
**Legislative** 4:14  
31:8, 12 179:10,  
13, 15  
**legitimate**  
139:10  
**length** 68:1  
**lengthy** 188:21  
**lens** 179:7  
**lessons** 33:1  
62:18  
**letters** 67:3  
**level** 38:21  
39:10 58:8

99:10 103:11  
106:19  
**levying** 36:10  
**liaison** 96:2  
**liberty** 5:11  
40:17, 21  
**licensed** 80:6  
**life** 71:18  
**like-minded**  
43:20  
**Lily** 2:12 234:4  
**limit** 10:3, 20,  
21 11:1 12:21  
13:11 14:14  
15:6 16:16  
17:3 19:6, 9, 9  
28:20 208:7  
210:9  
**limitations**  
94:21 98:17  
**limited** 83:13  
94:3 96:18  
156:8 227:8  
**limiting** 11:7  
17:11 24:8  
139:1 207:3  
**limits** 21:20  
28:7 33:7  
**line** 37:11  
49:21 100:21  
116:2 120:11  
125:6 213:21  
**lined** 44:10  
**link** 80:14  
**linked** 79:6  
211:16  
**links** 181:12  
**Lisa** 2:8  
158:21 214:15  
**list** 34:9 95:9  
149:19 185:8  
**listed** 111:6  
**listen** 6:9 90:3  
154:13  
**listening** 20:7  
29:15, 15, 16, 16  
41:14 44:18  
47:3 107:17  
157:10, 11

213:2 231:6  
**lists** 83:20  
**little** 35:20  
36:2, 3 84:17  
91:19 93:19  
127:5 161:21  
199:17  
**live** 87:8, 12  
88:13, 17, 18  
89:1, 6, 10, 13,  
21 98:15  
109:17 130:11  
233:6  
**lives** 35:5 48:4  
66:4 75:2  
233:8  
**LIVESTREAM**  
1:9 6:12  
**livestreamed**  
71:2 188:5  
**lobby** 36:9  
**local** 63:21  
79:3 80:4  
**located** 34:10,  
14  
**location** 222:18  
**locations** 62:19  
63:3 100:8  
133:11  
**locked** 55:18  
**log** 45:19 103:6  
**logic** 51:10  
229:11  
**logistical** 87:17  
**logistically**  
97:20  
**logistics** 89:20  
97:12 117:14  
128:16 137:9  
139:5, 13 232:8  
**long** 46:6  
51:14 85:5  
106:10, 12  
115:15 122:14  
154:9 156:7, 12  
169:21 183:11,  
12 186:11  
222:14 223:6  
**longer** 15:3  
16:1 32:20

57:15 132:16 176:15 190:6 228:7 <b>long-term</b> 221:10 <b>look</b> 30:5 44:7 51:5 63:1, 17 68:10 69:13 94:6 99:7 107:2, 5 108:4 112:19 114:9 115:20 117:16 119:2 120:21 121:2, 3, 10 123:6 125:2 128:6 129:17 142:5, 10 147:12 184:13 194:3 224:17 229:20 230:4 231:2 232:12, 13 233:19 <b>looked</b> 95:4 161:18 184:19 204:8 222:18 <b>looking</b> 15:8 54:8 55:14 66:5 71:7 111:5 113:6, 8 117:20 118:17 120:16 123:9, 9, 20 125:8 128:3 131:5 186:21 203:18 210:2 221:12 222:16 229:20 231:1 <b>looks</b> 69:14 107:11 110:10 141:10 158:6 183:20 210:5 <b>lose</b> 49:15 187:7, 8 189:20 <b>losing</b> 129:21 <b>loss</b> 53:9, 11, 13 <b>losses</b> 122:17 <b>lost</b> 43:14 <b>lot</b> 20:4 56:14 94:5 141:3 142:12 166:3 167:2 194:12	212:9 222:15 225:8 <b>lots</b> 101:15, 18 <b>loud</b> 32:11, 11 103:19 <b>love</b> 86:21 229:19 230:5 232:18 <b>low</b> 54:12, 14 58:5 <b>lower</b> 58:9 67:7 77:11 <b>lowered</b> 151:2 <b>low-income</b> 42:20 <b>Lowry</b> 25:21 26:1 <b>Luci</b> 3:15 44:10 <b>luck</b> 31:14 <b>Lucy</b> 44:15 <b>lunch</b> 85:2, 3, 7, 9, 12, 14, 15 104:15  < M > <b>ma'am</b> 39:18 41:17 101:8 144:11 196:19 <b>Mack</b> 2:8 9:9, 10 18:10, 11 20:1 23:21 24:1 26:9, 9 27:7, 8 68:1 98:7, 8, 21 100:10, 13 101:6 134:21 135:1 141:18, 19 142:19, 20 143:19, 20 144:19 151:4, 5, 12 152:15, 16 153:3, 21 154:1 158:21 159:1 161:17 162:11, 20, 21 170:16, 17 172:3, 4 173:11, 12 174:9, 9 175:8, 9 183:2, 2, 19	193:16, 17 194:19 196:3, 4 202:12, 13 203:2, 2 207:17, 18 208:2, 10, 14 214:12, 15, 15 215:15, 16 217:1, 2 218:11, 11, 13, 13 219:10, 11 223:21 224:1 226:12 227:15 230:14, 15 234:10, 11 <b>Mack's</b> 112:7 151:18 <b>Madame</b> 6:21 7:3, 16 10:12 20:12 33:18 39:21 62:11 145:7 150:14 181:19 203:12 226:21 <b>magnet</b> 95:15 <b>Maiden</b> 64:18 <b>mail</b> 97:6 <b>mailed</b> 83:7 95:7 97:2 <b>mailing</b> 96:11 <b>maintain</b> 5:15 85:15 <b>maintained</b> 80:8 146:20 <b>maintains</b> 20:5 <b>maintenance</b> 194:2 220:13 <b>major</b> 182:11 <b>majority</b> 7:13 47:10 155:15 156:4 <b>Makeda</b> 2:13 178:7 <b>makeup</b> 146:10, 21 149:4 <b>making</b> 6:16 14:17 21:1 29:20 31:21 35:17 38:9 60:21 64:11 66:6 69:19	94:14 111:18 112:21 118:6 119:20, 21 148:18 167:1 176:14 178:1, 2 192:5 229:12 <b>MALE</b> 16:14 102:4, 13 106:14 107:13 115:18 168:3 169:8 170:3 <b>malice</b> 20:16 <b>man</b> 104:16 105:8, 21 107:18 <b>manage</b> 14:12 57:9 <b>manipulatives</b> 38:20 <b>manner</b> 6:2 52:18 73:17 92:9, 13 <b>manpower</b> 97:21 <b>manufacturers</b> 80:9 <b>manufacturing</b> 80:3 <b>March</b> 55:1 157:12 158:2 <b>mark</b> 227:5 <b>marking</b> 49:3 62:15 <b>Martin</b> 57:14 <b>Mary</b> 3:14 39:16 41:15 42:5 72:9 102:19 <b>Maryland</b> 6:8 73:2, 5, 5 76:17 77:8, 8 98:3 101:15 164:11, 12 182:1 183:9 <b>Maryland's</b> 37:21 <b>mask</b> 48:1 54:14 84:1, 2 <b>masked</b> 54:13	<b>masks</b> 78:20, 20 79:17 83:21 231:21 <b>mass</b> 41:19 <b>master</b> 85:16 <b>materials</b> 75:20 95:14 181:7 <b>Math</b> 68:2 104:10, 11 <b>mathematical</b> 126:5 <b>matter</b> 25:13, 21 66:4, 13 198:18 208:10 229:5 237:4 <b>Matters</b> 3:5 25:16, 20 26:4, 6 28:13, 13 29:2, 2 182:2 208:7 227:18 <b>Max</b> 63:5 <b>maximizing</b> 73:8 93:13 <b>maximum</b> 182:15 <b>McComas</b> 72:9, 18 86:9, 11, 12 90:19 92:4 98:21 100:16, 20 101:3, 7 102:18, 19 105:21 107:16, 16 108:6 109:20 113:17 128:9 130:19 131:10 132:20 133:2, 9 138:19 162:6, 9, 15, 21 163:1 177:19, 20 <b>McMillion</b> 2:9 9:7, 8 18:8, 9 23:19, 20 27:5, 6 134:19, 20 143:17, 18 144:16, 16, 18, 19 152:13, 14 153:19, 20 159:18, 18, 20, 21 160:18
---	--	--	--	--

161:7, 15 170:14, 15 172:1, 2 173:9, 10 175:6, 7 186:3, 3, 5, 6, 9, 19 189:17 194:7, 17 196:1, 2 202:10, 11 215:13, 14 216:20, 21 219:8, 9 223:19, 20 229:4, 16, 17 230:16 234:12, 13 235:13 <b>McMillion's</b> 187:12 188:15 193:17 <b>meal</b> 84:14, 15, 20 85:16, 17 <b>meals</b> 63:2 84:14, 18 85:10, 17 118:13 <b>mean</b> 24:16 120:8 133:9 146:12 192:6 193:1 210:2 <b>meaning</b> 99:14 115:21 <b>meaningful</b> 61:10 228:1 <b>means</b> 52:10 53:16 126:2, 6 157:19 214:18 <b>meant</b> 146:14 <b>measure</b> 77:15, 17 <b>measures</b> 77:18 <b>mechanical</b> 80:2, 6 <b>mechanism</b> 6:4 193:10 <b>medical</b> 5:18 58:2 79:11 200:12 <b>Medically</b> 200:7 <b>meet</b> 31:11 33:13 50:19 63:21 78:2 83:8 84:16 98:11 111:4	122:20, 21 129:12, 13 179:13 183:15 <b>meeting</b> 5:3, 18, 21, 21 6:5, 8, 10, 11, 14 10:3, 20 12:21 13:11 14:13, 17, 20 15:19 16:10, 19 19:17, 17, 19 20:14 21:14, 19 28:2, 5, 6, 8, 18 40:2 41:10 47:4 51:15 62:4 68:11 71:9 72:19 103:7, 8 130:13 131:1 135:17 137:10 141:8 160:3 176:2, 5, 6, 9, 10, 11, 16 177:1 178:9 179:4, 14, 14, 21 180:2, 2, 16, 19 187:7 188:13 189:18 190:3, 6, 7, 9 191:20 192:21 193:2, 5, 18 197:6 212:13 226:19, 19 230:2, 18 231:3 233:18, 20 236:8 <b>Meetings</b> 6:9 15:2 16:5, 7 25:7 31:8 43:10 50:17, 19 51:21 103:10 138:15 176:14 180:20 181:3, 14 185:14 186:10 188:2 190:8 192:1, 2 210:16 230:1, 19 234:2, 14 <b>meets</b> 177:14 185:12 <b>Member</b> 2:14 4:18 6:4 13:1, 1, 12, 18, 20	15:5, 13 19:2 20:5, 9 24:10 65:15 69:5 110:4 124:15 139:18 154:11, 16 155:7 174:4 188:1 190:5 191:18 195:1 207:13 224:11 233:12 236:1 <b>MEMBERS</b> 2:1 6:2, 3, 15 10:4, 14 13:8, 20, 21 14:8, 15, 21 15:1, 16 16:1, 1, 8 17:2 19:3, 14, 21 20:6 22:6, 20 24:8 26:2, 5 27:19, 19 29:5 30:12 31:5, 19 33:19 36:9 40:1 41:4, 21 42:7, 10 43:2, 5 44:1, 4 46:10, 21 47:13 49:10, 13, 18 51:3 60:14 62:11 65:21 67:21 68:20 71:10, 11 72:17 86:16, 17 105:4 106:1, 2 110:1, 11 121:13 122:18 124:4 126:14 128:12 132:19 133:13 135:10 137:17 139:9, 17, 20 142:21 144:9 145:8 146:6 148:5 151:17 153:2 154:8 156:2 157:1, 3 159:16 161:16 163:2, 18 165:16 166:19 168:12 172:13 174:1, 10 176:19 177:1, 19 181:11 183:18	186:1, 8, 16, 21 187:21 188:8, 8 189:1, 8 190:1, 3, 14, 14 193:10 194:15 196:21 199:5 201:14 203:5, 5, 13 207:11, 15 209:7 212:16 220:19 223:7 225:2 234:3 235:8, 19 <b>Member's</b> 4:1 <b>membership</b> 42:8 184:15 <b>memory</b> 187:18 <b>mental</b> 33:2 45:21 <b>mention</b> 70:20 184:18 194:10 <b>mentioned</b> 33:19 92:15 93:6 113:2 114:14, 15 131:17 132:2 136:17 156:1 160:2 186:15 187:3 190:2 <b>mentioning</b> 234:4 <b>merely</b> 90:3 <b>message</b> 54:15 103:12 <b>messages</b> 20:4 <b>met</b> 25:7 45:17 54:17 64:11 177:6 178:9 197:2 226:2 <b>method</b> 69:19 117:8 139:3 <b>methods</b> 95:5 <b>metric</b> 106:17 <b>metrics</b> 32:16 54:16, 17, 19 60:20 63:21 64:11 70:8, 9 74:15 75:6 76:15, 19, 20 77:5, 6, 9 78:9, 10, 15 92:6, 8,	11, 16, 21 93:11 101:12 102:1, 7, 11 106:10, 12, 20 107:1 110:12, 19 111:15 114:14, 16, 18 115:11, 12, 16 116:6 117:4 118:14 119:1, 15 121:16 122:6, 13 123:8 124:20 132:5 133:19 136:19 137:4, 12, 14 140:3 232:8 <b>Michael</b> 57:14 <b>microphones</b> 10:15 <b>MICROSOFT</b> 1:10 <b>mics</b> 10:13 <b>middle</b> 34:21, 21 85:19 114:3 145:19 <b>mid-September</b> 54:18 <b>midst</b> 118:20 <b>miles</b> 56:16 <b>milestone</b> 66:1 129:18 <b>Mill</b> 34:11 <b>million</b> 53:10, 11, 12 54:21 55:3, 5, 6 65:1 <b>millions</b> 212:10, 11 <b>mind</b> 22:14 30:17 68:17 70:7 99:9 116:12 229:7 231:1 <b>mindful</b> 10:14 13:9 19:14 228:3 <b>minimizing</b> 80:14 <b>minimum</b> 69:9 <b>minister</b> 57:14 <b>minor</b> 51:19
---	--	--	--	---

<b>minority</b> 53:16 233:9	229:4	194:13	<b>MOU</b> 32:13	158:6, 8, 9
<b>minute</b> 24:15 28:20 85:15 165:10	<b>models</b> 138:19	<b>mother</b> 59:5	<b>mounting</b> 57:20	159:6 170:8, 9
<b>minutes</b> 9:18 10:4 12:21 13:11, 15, 16, 17, 20 14:1, 14 15:12, 13, 14, 17 16:2 17:9 19:17, 19 20:2, 2 21:20 24:9 25:17 28:9 35:11 43:7, 9, 11 103:12 139:18 181:13 203:18 207:15 224:12, 13 225:14	<b>modification</b> 7:6 207:10	<b>motion</b> 6:16 7:17 9:16 10:3, 7, 16, 17, 19, 21 11:11, 14, 14 12:8, 11 13:16, 19 14:11, 17 15:9 17:2, 5 19:6, 8, 9 20:13 21:1 22:1, 4, 16, 17, 18 24:7, 10 25:5 26:6 27:16 49:4, 8, 14 72:20 90:21 94:4 121:14, 16 122:2, 3, 5, 9, 18 124:4 125:9 131:21 132:15, 18 133:14, 16 135:9, 11, 15, 20 136:1, 1, 15 137:19 138:11 140:6 141:8, 11 142:15 144:8 146:6, 18 148:11 150:8, 15, 18, 19 153:1, 3 154:7, 21 155:3, 4 157:4 159:13 161:8, 11 162:5 163:3 165:5 167:20 168:1, 8 169:18 171:2 173:20 174:6 175:17 183:4, 5, 17, 19 184:8, 17 193:8 197:5, 7, 10, 20 198:1, 7, 10 199:1, 6 202:21 203:1 207:13 216:3 217:9, 13 218:9, 14 219:19 220:19 224:9, 19	<b>mouth</b> 84:1, 3	171:16, 17 173:3, 4 174:21 175:1 195:16, 17 202:4, 5 215:7, 8 216:14, 15 219:4, 4 223:15 226:19 227:17 234:19
<b>misheard</b> 184:9	<b>modified</b> 75:21	<b>Mohammed</b> 3:13 36:21	<b>move</b> 7:5 12:16, 20 13:10 30:11 32:4 78:16 86:18 90:16 103:13 104:7, 9, 10, 16, 19, 21 116:13 121:6 129:1 131:13 145:3 159:8 161:12 167:18, 20 168:1 169:19 170:2, 3 176:17 182:13, 19 212:14 214:12 232:9	<b>Muhumuza's</b> 228:13
<b>missed</b> 101:11 111:13 115:1 224:20	<b>modify</b> 193:7	<b>Moment</b> 3:3 5:6, 8 87:10 94:7 102:1 103:9, 20 115:3 157:18 196:20 232:5	<b>multiple</b> 51:6 82:2 85:17 92:15 95:16 99:11 123:10 163:21	<b>multi-year</b> 34:4, 19
<b>mission</b> 182:10	<b>Monday</b> 82:17, 20 103:1 108:13 162:3	<b>Mondays</b> 85:18	<b>moved</b> 26:8 133:19 168:14 169:17 171:6 174:8 199:7 203:2 214:14 218:11, 12 221:1, 2 222:5, 7	<b>Muslim</b> 41:8, 11 146:13, 15, 19 148:1, 9, 14 149:9 150:12, 16, 19
<b>Missy</b> 64:14	<b>money</b> 52:11 55:3, 4 187:6 210:21 211:1 212:5, 9, 12	<b>monitor</b> 64:10 92:11 126:3, 7 220:15	<b>movement</b> 44:16	<b>mute</b> 10:13 37:1 131:18 158:21 168:12 195:5 199:11
<b>mistake</b> 96:15	<b>monitored</b> 77:4 78:14 85:7 92:18	<b>monitoring</b> 64:5 76:18 100:7 114:14	<b>moves</b> 142:16	<b>muted</b> 25:1, 2 217:8 232:3 235:2
<b>misunderstood</b> 115:8	<b>monitor</b> 64:10 92:11 126:3, 7 220:15	<b>Montgomery</b> 60:20	<b>moving</b> 30:16 34:18 35:9 99:12 119:4 120:5, 12 168:7 214:18 217:13	<b>muting</b> 10:15
<b>mitigation</b> 75:6 78:17, 18 79:3, 9 83:18 113:1	<b>month</b> 63:4 68:16 95:12 129:20 130:1	<b>months</b> 43:14 45:5 56:9 58:15 120:6 141:2 204:2 205:16 209:1, 18	<b>MSDE</b> 73:9 83:8 93:3 123:17 138:1 160:15, 16 230:8	<b>Myers</b> 64:16
<b>mixed</b> 102:17	<b>Montgomery</b> 60:20	<b>month</b> 63:4 68:16 95:12 129:20 130:1	<b>Muhumuza</b> 2:14 4:1 9:1, 2 18:2, 3 23:13, 14 24:12, 13, 14, 16, 18, 21 25:4 26:20, 21 65:16, 16, 20 134:13, 14 143:11, 12 150:13, 14 151:1 152:7, 8 153:13, 14	< N > <b>N1</b> 197:2, 18, 20 198:2, 4, 8, 17 199:6, 13 <b>N7</b> 197:21 198:2, 9 199:6 <b>N8</b> 7:6 8:7, 12 197:2, 5, 10, 13, 18 198:4, 4, 9, 17 203:1, 12 216:4 <b>NAACP</b> 3:10 33:16, 21 34:3 35:1
<b>Moalie</b> 2:5 11:15 148:7 197:5	<b>months</b> 43:14 45:5 56:9 58:15 120:6 141:2 204:2 205:16 209:1, 18	<b>Monument</b> 64:17		
<b>mobile</b> 84:15	<b>moot</b> 147:21	<b>morning</b> 103:12 105:7 108:17		
<b>model</b> 74:12 75:16, 18 76:3, 3 84:14 86:2, 10, 14, 19 88:2, 6, 17, 20 89:9, 20 90:2, 3, 6, 18 99:6, 14 113:20, 20 123:1, 21 126:5 127:18 128:1, 2, 12 185:18 192:17				
<b>modeling</b> 104:2				

<b>name</b> 33:19 42:4 44:15 50:6 56:5 59:4 <b>named</b> 63:10 <b>names</b> 6:16 159:15 <b>Nancy</b> 64:19 <b>nation</b> 5:11 40:14 41:1 <b>national</b> 58:8 63:13 80:4 <b>naturally</b> 86:17 109:4 <b>nature</b> 77:6 78:16 93:1 108:18 206:20 <b>navigate</b> 33:11 88:3 <b>near</b> 222:12 <b>nearly</b> 155:8 156:1 <b>necessary</b> 38:13, 16, 19 39:6 84:15 91:5 121:7 149:4 <b>necessitate</b> 32:16 <b>need</b> 10:7, 17 11:18 13:4 16:6, 15 21:16 31:2 38:12, 19 39:9, 11, 12 46:13 57:19 58:6 60:12, 18 69:18 70:1, 1, 2, 5, 20 85:6 91:14 99:16 100:5, 8, 11 105:18 108:21 112:4, 9, 10, 11, 15 113:7 114:6, 9, 16 118:4, 10, 16 129:11 130:6 137:9, 11 151:5 154:14 155:21 157:16, 18 158:3, 15 159:13 161:20 164:18 165:2 166:17 168:14	171:6 179:2 180:7 189:4, 7 194:9 205:1, 7 206:2 208:4, 9 209:14 210:2 213:18, 21 214:4 220:15 229:21 230:3, 8 235:5, 8 <b>needed</b> 7:20 70:17 82:1 87:15 178:4 199:8 203:3 221:14 225:21 228:12 <b>needs</b> 7:13 30:21 32:14 34:17 35:2, 5 36:5, 5, 16 38:18 42:21 45:17 48:17 51:20 52:14 54:15 59:19 62:1 73:18 74:8 84:11, 16 86:15 87:16 93:7 98:12 115:10 117:2 128:15 136:3 181:1 182:8 195:5 199:20 200:2, 6 <b>negative</b> 156:10 <b>neglect</b> 42:15 <b>negotiated</b> 32:14 225:1 <b>negotiations</b> 25:16, 17 32:12 <b>nerves</b> 226:16 <b>never</b> 100:12 149:8 191:4 205:5 207:6 213:8, 8 214:8 <b>New</b> 3:5, 6 4:16 25:20 30:1 39:13 50:12 51:16 62:14 67:1 71:11 77:16 86:14 91:15, 16,	21 92:1 142:16 181:4, 15 194:3 196:15 203:19 227:4, 5 230:20 233:16, 21 <b>news</b> 63:9 <b>nice</b> 101:14 <b>niche</b> 63:11 <b>night</b> 60:3 189:2 235:9 236:11 <b>nine</b> 25:15 206:8 <b>ninety</b> 206:8  <b>non-instructional</b> 233:15 <b>non-issue</b> 207:21 <b>non-profit</b> 61:4 <b>non-public</b> 38:3 200:10 <b>non-salary</b> 52:2, 3 <b>non-transparenc</b> <b>y</b> 43:12 <b>normal</b> 16:21 47:20 89:19 213:13 218:6 220:18 <b>normalcy</b> 45:8 <b>normally</b> 16:20 98:16 149:6 <b>North</b> 32:10 48:15 64:3 <b>nose</b> 84:1, 3 <b>note</b> 83:7 <b>noted</b> 110:10 <b>notice</b> 166:12 190:8, 13, 15 204:7 <b>noticed</b> 34:8 222:12 <b>notified</b> 91:21 <b>NOVEMBER</b> 1:12 5:4 30:3 41:19 42:2 66:1 73:21 91:2, 5, 7 92:7 111:5, 8 114:2	116:7 121:2 125:13 145:17 179:5, 12 181:2 236:9 237:8 <b>nth</b> 166:2 <b>nuances</b> 99:19 121:1 <b>number</b> 15:14 28:7 34:7, 11, 12 40:10, 11 47:4, 16 48:1, 2, 19 49:15 85:20 100:7 103:2 120:2, 3 121:5 127:4 128:13 129:7, 7, 12 130:1 132:21 133:6, 6 137:11 139:2, 6, 10 140:13 142:1, 2, 6, 11 162:16 165:3 199:21 201:6, 8, 12 203:8 230:4 <b>numbers</b> 32:4 37:21 61:1 101:15, 16, 17 120:7, 9 126:18 130:3 131:4 142:7, 8 226:7 231:20 232:2 <b>nurse</b> 80:17 200:8, 12 201:2 <b>Nursery</b> 218:4 <b>nurses</b> 79:16 96:2 199:14, 16 200:4, 5, 13, 17, 21 201:1 <b>nutrition</b> 75:15 84:13  < O > <b>O.T.'s</b> 98:11 <b>Oak</b> 64:16 <b>oath</b> 40:8, 12 41:3, 7, 9 <b>objections</b> 12:4, 15 146:5 <b>objective</b> 182:21 <b>obligated</b> 182:4	<b>obligations</b> 182:12 183:7, 15 <b>observation</b> 50:21 185:6 <b>observe</b> 28:19 <b>obtain</b> 25:14 <b>obviously</b> 133:5 160:9 <b>occasion</b> 205:5 213:8 <b>Occupational</b> 79:13 <b>occur</b> 70:8 78:8 116:1 <b>occurrence</b> 206:20 <b>occurring</b> 130:3 <b>occurs</b> 160:19 <b>Ocheski</b> 64:20 <b>o'clock</b> 194:13 <b>October</b> 5:17 72:19 90:21 145:11 177:6 178:10 179:21 233:17 <b>offer</b> 62:15 104:16 105:8, 21 107:18 151:5, 8 <b>offering</b> 73:13 <b>Offerman</b> 2:10 8:20, 21 17:21 18:1 23:11, 12 26:8, 8, 18, 19 102:14, 15, 18 105:12 118:15 134:11, 12 143:9, 10 152:5, 6 153:11, 12 155:2, 2 170:6, 7 171:14, 15 173:1, 2 174:19, 20 195:14, 15 202:2, 3 215:5, 6 216:12, 13 219:2, 3 223:15 226:18, 18 228:3 234:18
---	---	---	--	---

<p><b>office</b> 31:9 63:6 100:6 176:3, 13 181:10 211:3, 3, 7 214:5 235:6 <b>officer</b> 233:10 <b>officers</b> 235:17 <b>offices</b> 5:14 <b>officially</b> 6:14 190:14 <b>officials</b> 25:12 <b>Oh</b> 109:20 181:16 190:17 203:5 209:12 <b>Okay</b> 8:12 11:2 12:3, 14 13:6, 13 14:7 16:9 17:13 18:19 21:3, 18 22:14 24:10 25:4 37:13, 14, 20 46:2, 4 58:21 65:18 93:19 96:7 98:8 101:6 107:16 110:6 119:4 124:3 133:12 142:21 143:1 144:9 145:3 147:8 149:12, 18 150:4, 9 160:18 161:13 163:12, 15, 19 168:1, 19 169:1, 21 172:13 184:1 190:17 192:21 193:13 194:21 195:1 196:14, 21 198:20 208:2, 14 213:1, 12 222:2, 11, 13 223:4, 6 224:15 225:17 235:4 <b>old</b> 89:17 209:18 222:16 <b>older</b> 45:13 <b>oldest</b> 59:6 <b>once</b> 39:8 43:21 46:4</p>	<p>51:13 64:9, 10 89:8, 9 91:12 98:1 99:3 106:11, 16, 20 112:3, 3 113:2 114:10 121:4 131:12 149:10 193:5 <b>one-on-one</b> 39:2, 5, 7 200:14 <b>ones</b> 103:5 <b>one-to-one</b> 63:1 <b>ongoing</b> 194:15 <b>online</b> 67:4 <b>on-ramp</b> 86:19 88:4, 5 <b>Open</b> 6:8, 8 25:7 28:4 31:4, 7 35:14 38:5 46:14 47:5, 8 50:17, 19 52:1 54:3, 6 55:15 57:17 58:18, 19 71:1 186:10 187:19 188:5, 13 190:8 232:2 <b>opened</b> 231:1 <b>opening</b> 29:17 38:7 48:17 56:11, 13, 18 77:10, 20 96:13 105:20 124:21 179:18 224:17 <b>openly</b> 236:5 <b>opens</b> 125:1 <b>operate</b> 83:13 192:11, 18 <b>operated</b> 80:7 <b>operates</b> 189:14 <b>operating</b> 52:3, 3, 6, 13 180:14 182:8, 14 186:13 207:2, 19 208:3, 8 <b>operation</b> 80:7 138:6 <b>operational</b> 91:4 92:12 111:16 112:13, 15 118:12</p>	<p>122:7 136:8 141:6 224:21 <b>operations</b> 75:11, 11 81:6, 9, 12 83:10, 13 86:8 112:20 138:8 140:11, 13 187:20 192:17 <b>opinions</b> 56:14 <b>opportunities</b> 27:17 67:9, 12 108:19 109:5, 9 <b>opportunity</b> 6:5 13:18 29:13, 14 31:6 53:4 69:10 71:14 90:17 91:18 103:8 104:9 108:7 111:17 112:3 116:18 124:15 139:17 154:10 204:15 207:8 222:1 230:18 <b>opt</b> 49:11 <b>opted</b> 113:20 <b>optimal</b> 110:18 <b>optimize</b> 90:14 <b>optimum</b> 80:10 116:18 <b>opting</b> 113:5 <b>option</b> 49:8 53:20 64:1 81:20 82:1 85:3, 10, 14 88:7, 7, 9, 11 154:21 167:9 <b>options</b> 81:18 85:3 111:7 145:9, 15 155:8 210:8 <b>oral</b> 22:12 <b>oranges</b> 211:16 <b>Order</b> 3:2 5:2, 15 6:13 7:4, 21 10:12, 18, 19, 20, 21 15:4 22:4 28:19 70:17 86:1 105:18</p>	<p>137:7, 13 139:15 154:9 158:20 160:11 165:12 175:19 182:15 185:4 197:4 206:8 212:11 221:14 229:9 <b>organizations</b> 61:4 <b>organized</b> 69:18 75:5 82:15 91:13 <b>origin</b> 35:19 <b>outbreak</b> 54:7 <b>outbreaks</b> 48:2, 10 <b>outcomes</b> 156:11 227:17 <b>outline</b> 179:14 <b>outlined</b> 69:12 73:9, 14 81:1 101:12 110:13 124:1 <b>outlines</b> 74:10 91:3 181:20 <b>outlook</b> 30:5 <b>outnumbered</b> 187:5, 8 <b>outside</b> 20:9 45:15 55:14 74:6 84:8 86:3 126:19 127:9, 12, 13 129:5 132:21 133:3 142:6 210:15 <b>outstanding</b> 211:20 <b>outvoted</b> 189:19 <b>overall</b> 13:17 75:1 77:20 113:8 201:11 <b>overcapacity</b> 101:5 <b>overcrowded</b> 221:7 230:13 <b>overcrowding</b> 221:10 <b>overdue</b> 183:11</p>	<p><b>overreaction</b> 45:7 <b>overruns</b> 218:3 220:16 <b>overspent</b> 52:6, 13 <b>overwhelming</b> 155:15 156:3 <b>Owings</b> 34:11  &lt; P &gt; <b>p.m</b> 28:5 76:16 179:5, 5 236:9 <b>P.T.'s</b> 98:11 <b>pace</b> 39:10 200:1, 2 <b>packed</b> 105:15 <b>packet</b> 221:18 <b>page</b> 101:13 <b>pages</b> 221:17 <b>paid</b> 220:5 <b>paired</b> 88:10, 15 <b>pandemic</b> 5:13 29:18 39:1 47:20 51:13 56:12 57:21 66:16 77:6 78:16 80:11 86:16 87:18 88:3 93:1 165:7 167:10 171:5 180:6 <b>panel</b> 71:8 <b>paper</b> 38:19 96:12 <b>para-educators</b> 38:15 <b>parallel</b> 119:18 <b>paralyze</b> 53:19 <b>paraphrasing</b> 160:5 <b>para's</b> 112:1 <b>parent</b> 45:11 50:7 52:15 53:4 75:13 86:17 87:16 114:7 116:8 120:11 139:8 162:17 166:6, 8</p>
--	--	---	--	--

217:21 220:8  
**parental** 61:9  
**parents** 29:15, 16 35:14 36:1, 12 42:8, 15, 20 43:6 44:18, 18 45:13, 15, 19 46:1, 8, 9, 11 49:17 53:5 55:12 56:7 57:10 58:18, 20 59:15 61:8 62:2 63:9 69:2 73:13 80:21 87:1, 4, 7 97:7 98:20 100:14 101:21 110:14 114:8 116:17 117:14 119:19 130:5, 15 131:4, 7 136:7 137:8 141:15 155:7, 15 156:13 166:1, 1, 4, 8 167:3 227:2 231:3 232:11  
**parliamentarian** 21:6, 10  
**part** 12:17 18:20 35:6 44:15 60:10 66:12 74:19, 21 75:5, 10, 17 76:7, 11 79:10 81:2, 5, 8 83:10 86:7 97:3 100:3 107:1 108:1 114:5 116:15 117:11 118:9 180:15 184:17 188:3 194:16 209:20 221:20 236:10  
**participant** 37:4  
**participants** 10:13 37:1  
**participate** 6:3, 5 20:13, 15 40:4 67:15

131:9 186:16 188:2 189:8  
**participated** 36:13 40:3  
**participating** 52:15 111:7  
**participation** 29:7 186:11, 12  
**particular** 30:14 100:11 117:18 150:8 191:18 208:5  
**parts** 75:5  
**pass** 60:15 225:15 233:4  
**passed** 72:20 90:21 180:4 224:19  
**Pasteur** 2:11 8:18, 19 17:19, 20 20:17 23:9, 10 26:16, 17 124:6, 8, 9, 11, 17 125:10, 17 133:14, 15, 16 134:2, 9, 10 143:7, 8 147:3, 4 149:17 150:2, 5, 9, 10 152:3, 4 153:9, 10 157:5, 7, 8 158:14 159:5 170:4, 5 171:12, 13 172:20, 21 174:17, 18 177:12, 13 179:11, 12 195:11, 12 201:21 202:1 209:10, 12, 13 210:19 215:3, 4 216:11, 11, 11 218:21 219:1 223:13, 14 225:16, 17 229:1, 14 234:19, 20  
**Pat** 3:8 29:9  
**path** 60:12

**pathologists** 98:11  
**patience** 231:19  
**patient** 124:14  
**pause** 78:4, 7 160:3  
**paused** 38:5  
**pawns** 46:6  
**pay** 212:11  
**paying** 60:17 105:5  
**payment** 84:20 182:12  
**Peace** 39:21  
**pedagogical** 73:18 93:8 128:5  
**Pennsylvania** 54:2  
**penny** 52:14  
**people** 15:21 32:2 39:1 40:16 43:20 47:4, 10 61:14 88:11 110:3 126:6, 11 164:3 167:7 176:7 177:15 187:2, 5, 8 188:12, 12 189:19  
**people's** 57:18  
**percent** 38:1, 4 48:6 49:2 54:4 77:11, 16 96:14 119:16, 16 127:8 150:18  
**percentages** 119:17  
**perfectly** 105:16, 17 151:11  
**performance** 25:11 80:10  
**perimeter** 221:18  
**period** 47:17 49:3 62:15 66:15 125:14 199:15 210:7

**periods** 85:14 156:13  
**permanent** 209:21  
**permitted** 209:17  
**Perry** 228:17  
**person** 22:10 54:1 61:21 73:1, 12 88:5 90:8 102:21 103:5, 9, 14 104:1, 12, 20 105:8, 15 108:13, 18 109:4 110:21 121:17 122:13 133:20 156:19 157:8 159:1 161:18 164:19  
**personal** 28:17 40:17 56:15 65:3 79:9 154:9 225:19  
**personally** 61:20 230:7  
**Personnel** 3:5 25:13, 20 26:4, 6 79:18 226:14  
**persons** 77:14, 17  
**perspective** 70:18 132:13 144:14 228:5  
**perspectives** 145:2  
**pertains** 208:4  
**Petition** 49:18  
**Pharoan** 3:11 35:12, 13  
**phase** 34:9, 19 35:8 73:16 74:2, 4, 7, 10, 19 75:2 88:6 92:9 114:20 117:20 118:9, 10 121:14, 18, 19, 19 122:7, 7, 8, 10 123:1, 3, 6, 7, 7, 20 124:18, 21

125:2, 11, 12 126:1, 8, 19 129:21 133:4, 21, 21, 21 139:9 142:1, 6, 7, 10, 11, 17  
**phased** 123:14 125:7 128:12 132:5, 13 135:21 137:15  
**phased-in** 73:18 93:8  
**phases** 126:1 140:5  
**phasing** 122:14 126:9  
**PHILLIP** 111:1, 2, 11  
**Phillip's** 111:14  
**phone** 28:3 37:5 195:6 199:11  
**phones** 37:2 97:18 168:13  
**phonetic** 31:20 33:16 34:11 35:19 64:15, 15, 18 225:21  
**photo** 221:12 222:9, 10  
**photos** 221:17  
**physical** 6:1  
**physically** 6:6  
**pick** 85:1, 18 97:11 229:17  
**picked** 80:20 98:16 100:8, 11  
**pickup** 75:13  
**picture** 97:12 210:5 222:3, 4  
**pictures** 222:16  
**piece** 118:12, 12  
**pivotal** 71:5  
**place** 45:2, 6 48:13 96:16 132:5, 7 140:12 145:11 210:20 235:15  
**placed** 44:2 66:10

<b>placement</b> 222:19	101:19 104:9 114:4, 5 115:12, 15 117:2, 13 136:2, 6 167:5 211:12 233:15	<b>pleasure</b> 102:18 163:1	<b>poll</b> 157:20 176:17	107:14 137:21 138:17, 18
<b>places</b> 45:7	<b>plans</b> 33:9, 9 38:5 56:18 58:12 66:6 75:8 76:20 78:10 138:16 141:13 166:11 224:18	<b>Pledge</b> 3:3 5:5, 9 41:2	<b>polled</b> 48:6	<b>poster</b> 95:15
<b>placing</b> 54:1	<b>plant</b> 220:4, 7	<b>pledging</b> 40:6	<b>poorer</b> 53:17	<b>post-high</b> 66:6
<b>Plains</b> 219:21	<b>planted</b> 221:12	<b>plethora</b> 67:5	<b>popping</b> 124:12	<b>posting</b> 56:14
220:4, 8, 21	<b>planting</b> 220:1, 10, 21	<b>plot</b> 218:2	<b>population</b> 96:15 201:9, 10 226:8	<b>post-Labor</b> 155:14 157:9 158:10, 17 159:6 161:18 163:13, 20 164:8
221:6	<b>platform</b> 57:7	<b>plus</b> 42:10	<b>portion</b> 28:2 62:4 90:8	<b>postponement</b> 51:13
<b>plan</b> 32:8, 10 34:4, 6, 6, 19 35:16 44:20 45:2, 6 47:15 49:5 51:11 60:15, 19 61:1, 6 64:7 69:8, 12, 13 70:5, 6 73:3, 4, 6, 10, 16, 20 74:1, 10, 18, 20 75:1, 1, 3, 4, 10 76:7, 12, 13 77:7, 10 78:1, 5, 7 79:6, 8 80:15 81:1, 3, 9 91:1, 9, 20 92:9, 14 93:3 94:7 105:14, 19 111:18 112:10 114:7, 11 115:9, 10 117:19 119:7, 8, 9, 10, 11, 16, 17, 19, 20 120:5 122:5, 11 130:6 132:5, 7 135:12, 16 136:14, 15, 17, 18, 19 137:2, 9, 13, 19 138:2, 3, 8, 12, 17 139:14 140:3, 15, 20 141:7, 10 142:15, 16 162:7 165:13, 15 166:2 224:17, 21 232:6 235:7	<b>play</b> 67:6 96:9 112:17	<b>Point</b> 10:12 46:5 53:6, 21 58:2 89:5 90:14 102:3 106:21 111:14 118:15 120:7, 21 122:9 125:1 129:17 137:1 139:15 140:9 141:9 144:10 147:21 148:11 154:9 160:20 167:4 188:10 190:2 197:4 198:5 206:4 210:2, 19 211:18 233:13	<b>portions</b> 6:7, 10	<b>potentially</b> 55:18 81:15 142:9 167:15 192:7
<b>planned</b> 142:4	<b>please</b> 8:3, 13 10:13, 14 14:18 17:6, 14 18:17, 21 23:1 31:9 33:6 37:1 41:9, 11 44:5 48:3 49:19 73:9 74:20 81:10 90:20 92:4 93:1, 15 110:5 114:21 128:8 133:14, 16 137:18 140:1 143:2 144:6 146:17 153:4 159:3 168:12 169:7, 12 171:7 172:15 177:15, 17 187:16 195:3 196:20 199:12 201:16 204:18 209:9 223:8 225:12 234:15	<b>pointed</b> 121:18 187:17	<b>posed</b> 160:15	<b>postponements</b> 66:21
<b>planning</b> 35:8 46:9 48:13, 18 50:1 53:21 56:17 88:6 94:12 96:4	<b>Pleasant</b> 219:21 220:4, 8, 20 221:6	<b>points</b> 30:19 141:21 158:16	<b>position</b> 86:13 121:7	<b>potential</b> 114:12 118:21 123:10
	<b>pleaded</b> 47:5	<b>poised</b> 92:8 114:17, 19	<b>positivity</b> 38:1 54:3 77:11 107:2	<b>potentially</b> 55:18 81:15 142:9 167:15 192:7
	<b>pleasant</b> 219:21 220:4, 8, 20 221:6	<b>Policies</b> 4:8 28:10 71:6 174:1 180:2, 3, 9, 13 181:4 182:10	<b>possessions</b> 35:21	<b>pounce</b> 116:4
	<b>please</b> 8:3, 13 10:13, 14 14:18 17:6, 14 18:17, 21 23:1 31:9 33:6 37:1 41:9, 11 44:5 48:3 49:19 73:9 74:20 81:10 90:20 92:4 93:1, 15 110:5 114:21 128:8 133:14, 16 137:18 140:1 143:2 144:6 146:17 153:4 159:3 168:12 169:7, 12 171:7 172:15 177:15, 17 187:16 195:3 196:20 199:12 201:16 204:18 209:9 223:8 225:12 234:15	<b>pointed</b> 121:18 187:17	<b>possibilities</b> 187:6	<b>power</b> 16:6 159:8
	<b>please</b> 8:3, 13 10:13, 14 14:18 17:6, 14 18:17, 21 23:1 31:9 33:6 37:1 41:9, 11 44:5 48:3 49:19 73:9 74:20 81:10 90:20 92:4 93:1, 15 110:5 114:21 128:8 133:14, 16 137:18 140:1 143:2 144:6 146:17 153:4 159:3 168:12 169:7, 12 171:7 172:15 177:15, 17 187:16 195:3 196:20 199:12 201:16 204:18 209:9 223:8 225:12 234:15	<b>points</b> 30:19 141:21 158:16	<b>possibility</b> 45:20 132:8 150:16 160:2 186:7	<b>PowerPoint</b> 72:14 106:3
	<b>please</b> 8:3, 13 10:13, 14 14:18 17:6, 14 18:17, 21 23:1 31:9 33:6 37:1 41:9, 11 44:5 48:3 49:19 73:9 74:20 81:10 90:20 92:4 93:1, 15 110:5 114:21 128:8 133:14, 16 137:18 140:1 143:2 144:6 146:17 153:4 159:3 168:12 169:7, 12 171:7 172:15 177:15, 17 187:16 195:3 196:20 199:12 201:16 204:18 209:9 223:8 225:12 234:15	<b>poised</b> 92:8 114:17, 19	<b>possible</b> 8:6 16:17 20:6 22:3 24:20 25:3 78:21 86:4 92:5 99:15 113:10 115:21 116:17 139:6 142:17 158:15 159:10, 12 168:11 185:17 188:13 210:14	<b>PPE</b> 32:16 55:7, 9 75:7 79:10, 14, 15, 16
	<b>please</b> 8:3, 13 10:13, 14 14:18 17:6, 14 18:17, 21 23:1 31:9 33:6 37:1 41:9, 11 44:5 48:3 49:19 73:9 74:20 81:10 90:20 92:4 93:1, 15 110:5 114:21 128:8 133:14, 16 137:18 140:1 143:2 144:6 146:17 153:4 159:3 168:12 169:7, 12 171:7 172:15 177:15, 17 187:16 195:3 196:20 199:12 201:16 204:18 209:9 223:8 225:12 234:15	<b>Policy</b> 4:15 7:13 71:5 174:1, 4, 4, 7 178:11, 11, 12, 13 179:6, 20 180:5, 21 181:2, 4, 5, 6, 9, 19 184:12, 13, 15 214:3 218:5 220:16	<b>possibly</b> 61:15 147:20 210:13	<b>PPEs</b> 118:7
	<b>please</b> 8:3, 13 10:13, 14 14:18 17:6, 14 18:17, 21 23:1 31:9 33:6 37:1 41:9, 11 44:5 48:3 49:19 73:9 74:20 81:10 90:20 92:4 93:1, 15 110:5 114:21 128:8 133:14, 16 137:18 140:1 143:2 144:6 146:17 153:4 159:3 168:12 169:7, 12 171:7 172:15 177:15, 17 187:16 195:3 196:20 199:12 201:16 204:18 209:9 223:8 225:12 234:15	<b>political</b> 40:18 46:6	<b>post</b> 148:20 157:14 160:1 166:4	<b>practice</b> 28:7 96:11 109:9
	<b>please</b> 8:3, 13 10:13, 14 14:18 17:6, 14 18:17, 21 23:1 31:9 33:6 37:1 41:9, 11 44:5 48:3 49:19 73:9 74:20 81:10 90:20 92:4 93:1, 15 110:5 114:21 128:8 133:14, 16 137:18 140:1 143:2 144:6 146:17 153:4 159:3 168:12 169:7, 12 171:7 172:15 177:15, 17 187:16 195:3 196:20 199:12 201:16 204:18 209:9 223:8 225:12 234:15	<b>politics</b> 36:17	<b>posted</b> 73:10, 21 102:5	<b>practices</b> 28:11 78:19 79:4, 9 86:6
	<b>please</b> 8:3, 13 10:13, 14 14:18 17:6, 14 18:17, 21 23:1 31:9 33:6 37:1 41:9, 11 44:5 48:3 49:19 73:9 74:20 81:10 90:20 92:4 93:1, 15 110:5 114:21 128:8 133:14, 16 137:18 140:1 143:2 144:6 146:17 153:4 159:3 168:12 169:7, 12 171:7 172:15 177:15, 17 187:16 195:3 196:20 199:12 201:16 204:18 209:9 223:8 225:12 234:15			<b>pray</b> 231:7
	<b>please</b> 8:3, 13 10:13, 14 14:18 17:6, 14 18:17, 21 23:1 31:9 33:6 37:1 41:9, 11 44:5 48:3 49:19 73:9 74:20 81:10 90:20 92:4 93:1, 15 110:5 114:21 128:8 133:14, 16 137:18 140:1 143:2 144:6 146:17 153:4 159:3 168:12 169:7, 12 171:7 172:15 177:15, 17 187:16 195:3 196:20 199:12 201:16 204:18 209:9 223:8 225:12 234:15			<b>pre</b> 148:19 157:15 160:1 166:4
	<b>please</b> 8:3, 13 10:13, 14 14:18 17:6, 14 18:17, 21 23:1 31:9 33:6 37:1 41:9, 11 44:5 48:3 49:19 73:9 74:20 81:10 90:20 92:4 93:1, 15 110:5 114:21 128:8 133:14, 16 137:18 140:1 143:2 144:6 146:17 153:4 159:3 168:12 169:7, 12 171:7 172:15 177:15, 17 187:16 195:3 196:20 199:12 201:16 204:18 209:9 223:8 225:12 234:15			<b>precaution</b> 58:4
	<b>please</b> 8:3, 13 10:13, 14 14:18 17:6, 14 18:17, 21 23:1 31:9 33:6 37:1 41:9, 11 44:5 48:3 49:19 73:9 74:20 81:10 90:20 92:4 93:1, 15 110:5 114:21 128:8 133:14, 16 137:18 140:1 143:2 144:6 146:17 153:4 159:3 168:12 169:7, 12 171:7 172:15 177:15, 17 187:16 195:3 196:20 199:12 201:16 204:18 209:9 223:8 225:12 234:15			<b>preclude</b> 166:18 221:13
	<b>please</b> 8:3, 13 10:13, 14 14:18 17:6, 14 18:17, 21 23:1 31:9 33:6 37:1 41:9, 11 44:5 48:3 49:19 73:9 74:20 81:10 90:20 92:4 93:1, 15 110:5 114:21 128:8 133:14, 16 137:18 140:1 143:2 144:6 146:17 153:4 159:3 168:12 169:7, 12 171:7 172:15 177:15, 17 187:16 195:3 196:20 199:12 201:16 204:18 209:9 223:8 225:12 234:15			<b>precluding</b> 137:15
	<b>please</b> 8:3, 13 10:13, 14 14:18 17:6, 14 18:17, 21 23:1 31:9 33:6 37:1 41:9, 11 44:5 48:3 49:19 73:9 74:20 81:10 90:20 92:4 93:1, 15 110:5 114:21 128:8 133:14, 16 137:18 140:1 143:2 144:6 146:17 153:4 159:3 168:12 169:7, 12 171:7 172:15 177:15, 17 187:16 195:3 196:20 199:12 201:16 204:18 209:9 223:8 225:12 234:15			<b>preface</b> 129:10
	<b>please</b> 8:3, 13 10:13, 14 14:18 17:6, 14 18:17, 21 23:1 31:9 33:6 37:1 41:9, 11 44:5 48:3 49:19 73:9 74:20 81:10 90:20 92:4 93:1, 15 110:5 114:21 128:8 133:14, 16 137:18 140:1 143:2 144:6 146:17 153:4 159:3 168:12 169:7, 12 171:7 172:15 177:15, 17 187:16 195:3 196:20 199:12 201:16 204:18 209:9 223:8 225:12 234:15			<b>prefer</b> 156:4
	<b>please</b> 8:3, 13 10:13, 14 14:18 17:6, 14 18:17, 21 23:1 31:9 33:6 37:1 41:9, 11 44:5 48:3 49:19 73:9 74:20 81:10 90:20 92:4 93:1, 15 110:5 114:21 128:8 133:14, 16 137:18 140:1 143:2 144:6 146:17 153:4 159:3 168:12 169:7, 12 171:7 172:15 177:15, 17 187:16 195:3 196:20 199:12 201:16 204:18 209:9 223:8 225:12 234:15			<b>preference</b> 161:10



<p><b>pre-K</b> 57:8 69:9 72:21 89:17</p> <p><b>pre-Labor</b> 155:1 156:4 157:2 158:13, 19 159:9 161:19 162:1 163:7 171:5 172:14 225:3</p> <p><b>preparation</b> 179:17 233:16</p> <p><b>prepare</b> 65:2 103:6 226:5</p> <p><b>prepared</b> 46:14 49:21 67:12 95:16 106:5 120:13 137:8, 13 141:4 227:12</p> <p><b>prepares</b> 184:3, 4</p> <p><b>preparing</b> 66:10 180:19 182:7</p> <p><b>preschool</b> 64:8 74:2 75:4 76:11 77:7 79:7 81:3, 8 91:17</p> <p><b>preschoolers</b> 89:16 90:12</p> <p><b>presence</b> 6:1 227:21</p> <p><b>present</b> 6:6 52:2 64:7 84:16 156:8 176:12 177:1, 2 207:9 217:15</p> <p><b>presentation</b> 72:17 74:17 86:9 90:15 93:16 180:17 181:8, 10</p> <p><b>presentations</b> 178:19 179:4</p> <p><b>presented</b> 26:7 145:10 160:13 174:5 213:8 214:9 236:6</p>	<p><b>presenting</b> 89:21 224:16</p> <p><b>presents</b> 158:17 230:21</p> <p><b>President</b> 31:16 33:16, 20</p> <p><b>press</b> 37:21 76:16</p> <p><b>pressure</b> 48:11</p> <p><b>pretty</b> 126:12</p> <p><b>prevails</b> 208:6 213:9</p> <p><b>Prevention</b> 78:18</p> <p><b>previous</b> 52:7 93:2 94:4 158:9 159:7</p> <p><b>previously</b> 17:10 38:8 50:14 88:9 93:6 148:13 203:20</p> <p><b>price</b> 60:17 218:3</p> <p><b>primarily</b> 199:20</p> <p><b>primary</b> 77:14</p> <p><b>prime</b> 57:14</p> <p><b>Principal</b> 64:16, 17</p> <p><b>principals</b> 55:7 63:12 64:14 65:1 70:18 85:2, 13 92:13 113:3, 4 130:19, 21 131:2</p> <p><b>prior</b> 21:18 28:4 39:1 58:7 91:18 94:19 95:7, 11 111:18 147:4 155:20 222:4</p> <p><b>prioritize</b> 73:11 93:4</p> <p><b>prioritized</b> 73:17</p> <p><b>prioritizes</b> 70:16 89:21</p> <p><b>priority</b> 168:16</p> <p><b>privacy</b> 61:18</p>	<p><b>private</b> 38:3 54:5 58:13 199:14 200:11</p> <p><b>Privately</b> 4:17 200:14 217:14, 17 219:20 220:3, 20</p> <p><b>privilege</b> 154:10 179:20</p> <p><b>probably</b> 22:8 127:18 176:16, 20</p> <p><b>problem</b> 25:3 46:21 60:9</p> <p><b>problems</b> 68:5 196:21</p> <p><b>procedural</b> 204:9</p> <p><b>procedure</b> 198:18 205:10 214:5</p> <p><b>procedures</b> 10:8 75:15 83:15, 19 180:14, 14 204:19 207:2, 20 208:3 213:5, 11, 14, 18</p> <p><b>proceed</b> 64:10 117:7</p> <p><b>proceedings</b> 237:3</p> <p><b>process</b> 12:1, 4 13:5 15:15 22:4 38:14 40:4 59:9 62:7, 7 67:6, 10, 15 72:14 75:12 77:21 81:13, 13 124:15 161:13 178:21 179:1 180:15 183:13 192:13 193:4, 8, 9 194:16 208:11 209:19 221:20</p> <p><b>processed</b> 11:21 12:12 19:10 25:5</p>	<p><b>processes</b> 28:16 76:4 218:6 220:18</p> <p><b>processing</b> 104:3</p> <p><b>procurement</b> 8:8 204:4, 5, 9, 20 205:4, 7, 11, 12 206:1, 11 208:11 210:11 213:19, 20 214:3 228:11</p> <p><b>procurements</b> 204:21</p> <p><b>productive</b> 68:10</p> <p><b>products</b> 65:4</p> <p><b>professional</b> 80:2 83:18 129:13 146:7, 12, 14, 15, 20 147:15 148:10, 13 149:3 204:11</p> <p><b>professionals</b> 98:10 233:9</p> <p><b>proficient</b> 68:2, 4</p> <p><b>program</b> 89:19 164:10 233:11</p> <p><b>programs</b> 28:10 74:7 127:11, 16, 19, 20, 21 128:3, 4, 5 129:5, 11 164:15</p> <p><b>progressed</b> 218:6 220:17</p> <p><b>project</b> 217:14, 18, 19 218:10, 16 219:21 220:3, 7, 10, 13, 20, 21</p> <p><b>projected</b> 204:3</p> <p><b>projections</b> 205:18</p> <p><b>Projects</b> 4:17 221:20 235:6</p> <p><b>prolonged</b> 47:17</p> <p><b>promised</b> 55:6</p>	<p><b>promises</b> 58:16 95:2</p> <p><b>promote</b> 182:3, 17</p> <p><b>promoting</b> 73:6 93:11</p> <p><b>promotion</b> 25:9</p> <p><b>proper</b> 10:7 28:12 56:9 57:11 58:4 62:7 80:7 114:4 204:4</p> <p><b>properly</b> 67:2 101:4 190:8</p> <p><b>property</b> 221:19</p> <p><b>proposal</b> 36:8</p> <p><b>propose</b> 36:11 182:5</p> <p><b>Proposed</b> 4:6 145:5 182:6 193:5</p> <p><b>proposing</b> 90:6</p> <p><b>protect</b> 47:12 49:20 151:13, 14</p> <p><b>protection</b> 79:9 151:8 220:6</p> <p><b>protective</b> 65:3</p> <p><b>protocols</b> 75:8, 16 80:16, 21 84:4 96:16</p> <p><b>proud</b> 150:20</p> <p><b>proven</b> 87:4, 5 230:6</p> <p><b>proverbial</b> 210:20</p> <p><b>provide</b> 39:3 64:6 67:5 69:1, 17 77:15, 17 81:5 87:12 88:1 89:6 91:18 96:10 98:14 99:3, 15 105:2, 7 115:16 142:2, 2 182:20 192:18 200:17</p> <p><b>provided</b> 29:6 38:15 39:9 49:8 77:5 78:15 79:16</p>
---	--	---	---	---

99:7, 14 109:10  
116:9 141:21  
185:8 190:8  
210:15 217:21  
**providers** 99:2,  
21  
**provides** 27:18  
50:19 88:9  
**providing** 32:8  
39:5 62:17  
70:19 103:14  
104:4, 11  
115:19 137:19  
154:17  
**psychologists**  
63:15, 18  
**Psychology**  
63:14  
**PTA** 43:6  
231:3  
**PUBLIC** 1:7  
3:7 5:13, 14  
6:7 27:17 28:1,  
4, 10, 14 29:3, 4  
30:6 34:2  
35:10 38:6  
42:6 43:21  
44:17 47:3, 13,  
14 50:10, 15, 16,  
20, 21 51:1  
52:4 53:14  
62:3 63:20  
64:12 71:2  
73:4, 15, 19, 20  
74:14, 21 76:17,  
19, 21 77:9  
78:2, 9 91:10  
92:19 95:20  
97:10 98:3  
106:7 117:12  
118:6 122:10  
123:6 124:18  
128:12 130:10  
132:13 142:13,  
16 144:20  
145:11 156:6  
182:18 185:16  
188:5 191:3  
**publish** 101:19

**published** 74:21  
75:3 101:13  
188:6  
**pull** 133:3  
**pulled** 184:14  
**pulling** 123:7  
**pulls** 98:17  
**purchase** 218:1  
**purchases** 207:3  
**purchasing**  
7:21 214:5  
**purifiers** 55:8  
65:4  
**purpose** 103:13  
181:20  
**pursuant** 6:8  
25:7  
**pursue** 187:1  
**purview** 28:11  
50:18  
**push** 119:9  
165:2  
**pushed** 119:6  
**pushing** 58:16  
**put** 20:20 61:6  
96:16 114:1  
121:14 155:6  
167:6, 7  
**puts** 155:14  
**putting** 34:5  
58:15  
< **Q** >  
**qualifications**  
200:18  
**qualified** 80:3,  
6, 8, 9  
**qualify** 227:5  
**quality** 87:12  
89:10, 13  
**quarter** 39:11  
88:12 131:6  
145:19  
**question** 11:4, 6,  
18, 19 12:1, 2  
13:8, 14 14:3, 4  
17:8 18:20  
19:11, 11 21:4,  
7, 9 24:12  
32:17 60:5

90:16 94:17  
96:7 98:14  
99:2 101:10  
102:4 106:10,  
14 107:17, 18  
108:6 110:7  
112:7 114:21  
115:8, 14, 20  
116:19, 20  
119:5 123:7  
124:3 125:10  
127:5 129:4  
130:10 131:16,  
17 135:10  
136:12, 14  
138:14, 20  
139:21 140:8,  
10 141:19  
142:18 147:3,  
12, 15 160:1, 15  
163:4, 17 167:7,  
14, 21 168:2, 13,  
15, 17 169:9, 17,  
19 170:2, 3  
184:17 186:4,  
18 190:7  
193:14 195:1  
197:17 198:12  
199:13 203:14  
211:10, 11  
212:19 213:1, 6,  
18 214:12, 18  
221:6, 16  
**questionnaire**  
75:12 81:13, 13,  
16, 17 82:7, 8,  
12 91:8, 12, 12  
94:10 95:7  
99:4 100:4  
112:4, 12 116:2,  
3, 14, 14, 16  
**questions** 10:4  
12:4, 16 13:1, 4,  
4, 12 14:8, 14  
15:2, 7, 13, 15  
16:2, 16, 17  
20:1 24:9  
44:20 61:12, 13  
93:14 94:4, 8  
98:5, 9 99:1

105:6 106:2, 9  
122:18 125:21  
137:17 139:19  
147:6, 9 148:6  
149:13 151:17  
153:2 157:4  
160:7 165:16  
176:7, 8 188:3  
193:11 194:20  
195:2 201:15  
204:8 207:12  
209:7 226:15  
229:2, 7 233:19  
**queue** 121:4  
**quick** 95:19  
98:8 101:10  
119:8 211:11  
212:4 235:4  
**quickly** 107:6  
126:12 133:2  
**quite** 14:16  
122:10 138:13  
206:21 211:3  
223:6  
**quorum** 185:5  
186:12 187:15  
188:11  
**quote** 218:4  
< **R** >  
**R.N.s** 200:18  
**Racquel** 72:10  
76:6  
**raise** 107:7  
124:1  
**raised** 9:20  
110:3  
**raising** 214:7  
**ran** 15:18  
**Randallstown**  
34:3  
**randomize**  
61:19  
**rang** 19:20  
**range** 211:21  
**ranked** 34:11,  
12  
**rapid** 78:6  
**rapidly** 32:4

**rate** 38:1 54:4,  
10, 11, 14 58:4  
77:11, 12 107:2  
209:1  
**rates** 200:19  
**ratings** 63:11  
**reach** 67:17  
104:15 106:21  
131:3  
**reached** 66:2  
189:3  
**reaction** 61:6  
**read** 12:20  
57:9 103:19  
104:1 111:17  
119:19 140:19  
145:21 160:6  
**readiness** 55:11  
**reading** 58:8  
104:2 145:11  
179:6 235:5  
**ready** 67:16  
92:4 93:17  
102:7 116:4, 5  
117:4 120:7, 8  
121:4 166:16  
**real** 156:7, 18  
157:16, 19  
212:4  
**reality** 35:16  
59:21  
**realize** 53:12  
212:8  
**really** 60:3  
68:7, 17 71:17  
81:12 102:8  
104:2, 18 107:8  
108:15, 21  
109:12 110:17  
111:14 112:6  
113:12 117:2  
119:12 120:7  
122:16 128:11  
137:9 141:1, 5,  
7, 7, 13, 14  
150:20 154:12  
155:14, 15  
156:21 158:12  
165:20 167:7  
187:2 207:9

210:9 225:8 226:2 228:2 231:1, 17 232:5, 10 233:11 <b>reason</b> 40:8 60:10 83:3 156:5 158:14 161:19 164:2, 8 198:15 207:6 <b>reasonable</b> 105:16 <b>reasoning</b> 162:8 229:11 <b>reasons</b> 25:8 86:1 99:13 155:6 156:5 157:2, 9 162:14 163:21 <b>reassess</b> 49:6 <b>reassurance</b> 50:20 87:19 <b>rec</b> 96:9 97:1, 13 <b>recall</b> 223:5 <b>receive</b> 27:18 82:7 83:18 91:8 127:8 129:5 185:13, 14 190:13 193:4, 5 226:5 229:3 <b>received</b> 42:3 69:15 142:3, 11 194:5 211:21 <b>receiving</b> 42:16 45:16 57:3 191:1, 14 226:15 <b>Recession</b> 46:7 <b>recite</b> 5:5 41:2 <b>recognize</b> 41:7 232:21 <b>recognized</b> 63:4 148:10 <b>recollection</b> 198:11 <b>recommend</b> 145:16 193:9 210:9	<b>recommendation</b> 67:3 115:15 120:19 121:2 174:3, 5, 6 198:3 199:9 203:4 206:17 221:10 235:14 <b>recommendation</b> <b>s</b> 34:12, 15 51:4, 7 69:11 71:9 78:3 80:12 189:15 191:9, 10, 12, 13 192:6, 18 <b>recommended</b> 92:7 97:10 123:2, 11 125:4 177:7 197:18 198:17 216:5 <b>reconsider</b> 41:12 165:1 <b>record</b> 133:17 <b>recorded</b> 71:2 <b>recording</b> 146:1 237:3 <b>recover</b> 122:17 233:4 <b>recovery</b> 42:1 43:3 44:3 73:6 <b>red</b> 40:10 <b>redistricting</b> 221:9 <b>reduce</b> 117:7 <b>reduced</b> 201:12 <b>reenter</b> 74:8, 12 <b>reentering</b> 92:10 <b>reentry</b> 74:13, 18, 18 75:1, 1, 3 81:8 93:3, 10 <b>re-entry</b> 74:1 <b>reevaluate</b> 165:14 166:18 167:8, 11 <b>refer</b> 27:21 <b>reference</b> 184:13 <b>referenced</b> 162:11 <b>references</b> 184:14	<b>referred</b> 88:14 91:8 110:11 <b>reflected</b> 218:4 <b>refresh</b> 187:18 203:8 <b>Refrigerating</b> 80:13 <b>refrigerator</b> 95:15 <b>refusing</b> 48:1 <b>regard</b> 47:6 <b>regarding</b> 50:11 59:8 72:20 77:5 78:15 79:14 81:2 92:21 102:1 111:18 112:5 113:5 181:10 <b>regardless</b> 51:21 89:12 136:19 148:11 166:4 <b>regional</b> 127:18 128:2 <b>regions</b> 63:10 <b>registered</b> 28:3 60:11 80:17 <b>Registration</b> 28:3 <b>regress</b> 87:9 <b>regular</b> 176:20 236:6 <b>regularly</b> 28:8 72:21 <b>regulations</b> 180:18 <b>reinforcement</b> 95:13 <b>relate</b> 25:16 28:14 <b>related</b> 5:19 19:9 29:3, 17 30:4, 8, 15, 20 31:2 54:7 75:17 80:10 97:17 157:4 161:8 164:8, 9 180:5, 7 181:1, 8 182:14	204:14 221:6 <b>relates</b> 48:14 <b>relation</b> 201:7 <b>Relations</b> 4:14 179:10 <b>relationships</b> 113:13 189:6 <b>relatively</b> 58:5 <b>release</b> 89:5, 12 <b>released</b> 52:4 91:9 145:19 <b>releasing</b> 61:10, 11 <b>reliable</b> 45:20 <b>relieved</b> 50:13 <b>religious</b> 149:9 <b>relocatable</b> 222:3 <b>relocatables</b> 222:5, 5, 7, 20 <b>remain</b> 57:17 60:6 68:20 <b>remainder</b> 34:20 74:16 <b>remaining</b> 111:19 <b>remains</b> 34:16 77:1 78:11 195:1 <b>remarks</b> 28:17, 20 71:13 <b>remedy</b> 68:5 <b>remember</b> 5:6 33:6 41:9 48:3 52:8 <b>remind</b> 28:16 35:10 41:5 49:16 66:14 120:18 <b>reminder</b> 229:5 <b>reminding</b> 227:18 <b>REMOTE</b> 1:9 78:5 <b>remotely</b> 6:1, 3, 7 86:3 <b>removal</b> 25:10 148:20 149:2 <b>remove</b> 7:14	180:8 <b>removed</b> 148:17 <b>Reopen</b> 42:6 43:21 44:16 49:12 53:6 56:7 70:17 102:3 120:8 131:12 141:14 225:1 <b>Reopening</b> 4:5 32:8, 9, 13 33:9 43:10 47:15 48:18 50:11 51:11 59:10 60:13, 17 63:20 64:8 65:2 69:8, 13 70:6, 7, 11 72:6 73:3 76:11, 20 77:7, 10, 13 78:4, 4, 5, 7, 11 79:8 80:15 81:3 88:6 102:1 120:1 138:16 140:20 224:20, 21 <b>repeat</b> 133:14, 16 169:6, 11, 16 <b>repetitive</b> 20:1 <b>reply</b> 42:2 <b>Report</b> 3:21 4:1, 2 52:3, 4 62:9 63:4 65:9, 13 68:13 71:19 72:1 101:13 174:2 236:3 <b>reported</b> 77:2 78:12 92:17 117:15 121:10 <b>reporting</b> 146:1 181:9 <b>Reports</b> 4:9 42:14 51:14 70:10 176:7 182:11 191:14 <b>representation</b> 41:21 44:1, 6 212:11 <b>representative</b> 43:4, 6 56:7
--	---	--	--	---

<b>representatives</b> 40:16, 21 41:6 123:20	<b>resignations</b> 26:4	<b>restructuring</b> 210:14	<b>RFP</b> 205:14 206:3 212:14 213:5	<b>Rod</b> 144:16 145:1 159:18 186:3
<b>represented</b> 40:9, 11, 13 43:19 46:11 185:2, 4	<b>resolution</b> 5:17 28:15 180:5 181:3	<b>rests</b> 89:11	<b>ride</b> 120:2	<b>Rodney</b> 2:9
<b>request</b> 7:4 43:17 44:5 72:11 145:15 161:3 180:20 191:19 198:14 218:5 220:9, 17 230:9	<b>resource</b> 233:10	<b>result</b> 6:10 43:15 82:12 92:7	<b>rides</b> 83:17	<b>role</b> 67:6 71:11 181:20
<b>republic</b> 5:10 40:15 41:1	<b>resources</b> 34:7 67:5 82:12 156:8 182:15 194:2	<b>results</b> 52:5 82:12 86:21 116:14, 16	<b>Ridge</b> 64:14 225:21	<b>roll</b> 6:15 8:3, 13 17:5, 14 22:21 26:11 133:13 134:3 143:2 151:18 153:4 169:1 171:6 172:15 174:11 195:3 201:15 209:8 214:18 216:6 218:15 223:8
<b>request</b> 7:4 43:17 44:5 72:11 145:15 161:3 180:20 191:19 198:14 218:5 220:9, 17 230:9	<b>respect</b> 44:5 84:4	<b>resume</b> 89:8	<b>right</b> 14:20 35:3 49:6 51:15 56:4 58:19 60:11 61:12 68:16 72:1 100:16 102:9 103:20 105:3, 18 114:19 115:4, 11 116:4 118:14 120:1 124:16, 17, 19 125:17 127:4 129:2 131:5 132:14 140:17 147:17, 21 192:12 203:18 209:14 222:17, 18 223:5 232:16, 19	<b>room</b> 39:6 80:18, 20 85:7
<b>requested</b> 121:9 235:1	<b>respectfully</b> 145:12	<b>retaining</b> 208:21	<b>Rights</b> 40:19	<b>roots</b> 44:16
<b>requesting</b> 6:17 24:14 41:21 145:12 191:14 198:1	<b>respective</b> 146:2	<b>retirements</b> 26:4	<b>rigorous</b> 32:21	<b>rope</b> 44:18
<b>requests</b> 176:18 188:18 191:15, 17 236:1	<b>respiratory</b> 79:1	<b>return</b> 32:1, 7, 16 47:9 54:17 61:14 78:5 81:18 82:9 91:5, 18, 21 92:3, 6, 14 94:19 95:8, 10 98:9 106:18 111:5 114:20 137:12 155:20 156:19 159:12	<b>ring</b> 20:3 155:6	<b>Rosh</b> 147:17 151:9, 13
<b>require</b> 52:1 84:10 90:13 205:12	<b>respond</b> 81:16 91:11, 20 94:17 107:6 140:11, 17 185:7 187:12 188:15	<b>returning</b> 48:7 72:21 116:2 123:5	<b>rise</b> 5:4	<b>rotate</b> 109:15
<b>required</b> 43:11 84:2 85:15 86:5, 5 128:6 129:2 137:6	<b>responded</b> 140:9 160:16	<b>returns</b> 46:10	<b>rising</b> 38:1 63:19	<b>rotating</b> 73:13
<b>requirement</b> 129:13	<b>responding</b> 61:16	<b>Review</b> 4:15 51:3, 7 71:5, 8 76:13 106:7 174:1, 7 176:4 178:10 179:7, 20 218:7 220:18 221:21 222:1	<b>risk</b> 48:4 80:14	<b>rotation</b> 90:10 99:17 104:19
<b>requirements</b> 67:19 83:8 178:12 230:12 235:21	<b>response</b> 86:15 96:4 116:9 186:19	<b>revisited</b> 34:4 77:4 78:14 79:12 92:18 180:9	<b>risks</b> 47:9, 14 156:11	<b>round</b> 225:5
<b>requiring</b> 60:15	<b>responsibilities</b> 50:9 174:4 181:20	<b>reviewed</b> 34:4 77:4 78:14 79:12 92:18 180:9	<b>risky</b> 156:11	<b>routes</b> 91:15 92:1
<b>reread</b> 140:20	<b>rest</b> 8:7 87:14 141:9 162:4 172:10 179:17 204:10 206:11 234:21	<b>revisiting</b> 71:5	<b>road</b> 33:5	<b>routine</b> 85:9
<b>research</b> 210:17	<b>restate</b> 12:18 18:20 122:3 133:18 146:17 197:16	<b>revised</b> 83:5 233:14	<b>Robert</b> 112:16	<b>routines</b> 162:19
<b>researched</b> 156:7	<b>restaurants</b> 47:7	<b>revisit</b> 230:1	<b>Roberts</b> 10:18 72:10, 19 81:4, 6, 7 88:9 91:8 100:4 130:20, 21 225:18 229:9	<b>Rowe</b> 2:12 7:9, 10, 11 9:13, 14 11:3, 5, 6, 20 18:14, 15 20:11 21:3, 4 22:19, 19 24:4, 5 27:11, 12 93:17, 18 106:8, 9 107:10, 16 108:7 109:19 135:4, 5 136:17 139:21 140:2 144:2, 3 146:11 147:1, 1 152:19, 20 154:4, 5 163:4, 5, 6, 10, 12, 15 170:20, 21 172:7, 8
<b>researcher</b> 156:6	<b>restriction</b> 190:4	<b>reworked</b> 19:18	<b>rock</b> 210:20	
<b>reserve</b> 124:4	<b>Restrictions</b> 38:2 54:2 56:21 57:15	<b>rework</b> 142:15	<b>Rockston</b> 225:21	
<b>residents</b> 77:12	<b>restrictive</b> 74:3, 5, 11 127:11, 17			
<b>resignation</b> 25:10				

173:15, 16 175:12, 13, 21 176:1 190:18, 19 191:7 192:4, 21 193:13, 15 194:19 196:7, 8 198:12 199:7, 7 202:16, 17 207:17 208:15, 16 209:2, 6 215:19, 20 217:5, 6 219:14, 15 221:1, 1, 3, 3 224:4, 5 229:6 231:16, 17 234:4, 6, 21 <b>Ruckson</b> 64:14 <b>rule</b> 10:20 214:3 218:5 220:17 233:14 <b>Rules</b> 10:18 229:9 <b>Rumaine</b> 154:11, 15 <b>run</b> 103:11 188:20 212:12 218:4 230:19 <b>runs</b> 84:6 <b>Russ</b> 14:11 126:15 138:14 <b>Russell</b> 2:7 3:20 59:1, 2, 4, 4 <b>Ryder</b> 59:12  < S > <b>sabotaging</b> 46:10 <b>sacrificing</b> 89:14 <b>sad</b> 156:17 <b>sadly</b> 32:3 33:4 <b>safe</b> 29:21 30:1, 21 32:7 33:13 35:3 36:6 48:7, 8, 13 57:3 65:6, 10 70:9 73:1 87:19 117:17 131:13 159:12 225:1, 10 236:10	<b>safely</b> 52:11 70:17 <b>safety</b> 5:15 32:9 47:6, 14 48:15 64:2, 3, 9 73:7 75:5, 8 76:8, 12, 14 79:5, 11, 13 81:1, 4 84:10, 11 87:17 93:12 128:19 <b>sake</b> 49:3 <b>Salomon</b> 1:21 <b>sanitizing</b> 65:4 <b>Sara</b> 3:20 58:21 59:4 <b>Saroff</b> 3:12 37:8, 9, 10, 12, 14, 17, 20 <b>Sarris</b> 196:16 199:18, 19 200:7, 16 201:5, 8 204:9, 13, 19 206:15 207:1, 5, 18 208:1, 6, 13, 14, 16, 19 209:4 210:5, 8 211:19 212:4 213:4, 7 214:2 <b>SAT</b> 178:1 <b>SATs</b> 67:1 <b>saw</b> 184:20 233:5 <b>SAXE</b> 237:9 <b>saying</b> 16:4 46:11 60:6 61:17 71:13 100:9 107:21 118:16 121:6, 8, 11 125:3, 15 138:3 150:6 166:17, 21 211:17 213:13, 15, 16 222:17 <b>says</b> 126:19 232:16 <b>scale</b> 210:13 <b>scaled</b> 56:18 209:4	<b>schedule</b> 81:19 85:3, 13 89:5, 12 99:8 114:8, 12 130:16 138:7 166:19 <b>scheduled</b> 15:3 28:8 73:1 82:5 148:20 <b>schedules</b> 76:1 83:4, 7 91:15, 16 92:1, 2 99:5 113:9, 15, 17 118:2, 8, 11 128:18 140:14 <b>scheduling</b> 41:8 75:20 117:13 <b>School</b> 4:7 28:11 29:17 32:1, 13 34:2, 12, 21 35:14 43:13, 21 45:6, 11 47:21 48:8 49:19, 20 51:20 52:12, 14 53:19 55:14, 18 56:13 58:5, 11, 13 59:13, 20 60:2, 4, 7 61:15, 18 63:13, 14, 15, 18 64:8, 14, 16, 18 65:5 66:6, 14 68:6 74:8, 12 75:11, 14, 20 77:20 79:5, 7, 16, 17, 17 80:16, 17, 17, 19 81:5, 9, 12, 18, 19 83:4, 6, 7, 10, 15, 17, 17 84:4, 13 85:1 86:2, 8 92:10 94:10 95:8, 11 96:2 97:19 98:3, 9, 12, 13, 14 99:20 105:14 106:11, 12 107:11 113:2 117:13 119:6 127:14, 14 128:1 130:16 140:21	142:13 145:5, 9, 14 149:5, 7, 9 150:20 155:18, 20, 20 156:19 162:2 163:6 165:3, 12 166:17 177:17 181:5 182:9, 10 183:9 185:8 191:2, 5 199:16 200:4, 13, 20 217:19 218:9 219:21 220:4, 21 221:7, 14 225:3, 5, 20 226:14 229:19 230:5, 9, 11 231:4 232:9 233:9 <b>school-based</b> 85:8 113:15 <b>schoolhouses</b> 70:19 <b>schooling</b> 88:5 <b>Schools</b> 4:5 5:14 30:6 34:5, 8, 9, 9, 14, 20 35:1, 2, 7, 18 36:3, 6, 7, 8, 18 38:2, 3, 6, 7 42:6 44:17 46:14 47:5, 8, 9, 16 48:3, 17, 18 49:12 50:12 51:11 53:15 54:2, 5, 7, 10, 17, 20 55:10, 10, 15 56:11, 17 57:17 58:9, 14, 19 59:10 60:13, 17 63:10, 20 64:13 67:4, 8 70:3, 6, 7, 11, 17 72:7 73:4, 15, 20, 21 74:21 76:19, 21, 21 77:10 78:2, 4, 9, 19 80:1 81:14, 15 84:18, 21 85:19, 19, 20 91:7, 11, 13	92:19 96:2 97:11 113:4 117:12, 21 118:5, 6 122:10 123:6 124:19 127:10, 21 130:10 131:2, 6, 12 142:17 144:20 145:19 157:21 164:2 165:3 178:16 179:3 182:4, 16, 18 193:20 194:3, 4 200:10, 10 225:20 230:13 232:2 <b>schoolwork</b> 66:19 <b>science</b> 29:17 104:18 232:16 235:4 <b>score</b> 77:21 106:21 107:7 <b>Scott</b> 2:13 9:11, 12, 19, 20 10:1, 2, 10 11:11 12:5, 10, 14, 17, 19 13:6, 10, 17 14:11, 19 15:10, 18 16:18 17:5 18:12, 13, 20 19:1 21:2 22:15 24:2, 3 27:9, 9, 10 135:2, 3 139:15 143:21 144:1 152:17, 18 154:2, 3 167:20, 20 170:18, 19 172:5, 6 173:13, 14 175:10, 11 178:7, 8 196:5, 6 202:14, 15 212:18, 18, 21 213:1, 12 215:17, 18 217:3, 4 219:12, 13 224:2, 3 228:18 231:9, 10 234:7, 8
---	--	--	--	---

<b>Scott's</b> 10:16 12:17 207:13 <b>scream</b> 44:21 <b>screen</b> 42:11 46:2 59:21 82:14 88:8 95:9 118:18 149:21 <b>screening</b> 75:7 94:19, 20 95:2, 5, 11, 15 96:13 97:3, 7, 9 98:4 <b>screens</b> 58:15 130:2 <b>SCRIVEN</b> 100:20 101:7, 8 178:17 <b>Scrivens</b> 196:16, 18 199:18 <b>se</b> 186:15 <b>searched</b> 55:1 <b>Sears</b> 178:17 <b>season</b> 189:1 227:1 <b>seat</b> 84:9, 9 98:18 <b>seats</b> 84:8, 11, 12, 12, 12 85:6 114:18, 20 <b>second</b> 7:8, 9 11:13, 14, 15, 16 12:18 13:5 18:19 19:4 22:18, 19 24:17, 18 26:9 40:14 49:2 51:9 57:8 69:9 70:4 78:21 98:10 107:17 117:2, 3, 17 119:5 121:20, 21 125:2 135:13, 16, 17, 17, 18 136:21 137:7, 10 138:1, 9, 18 140:12, 14 142:17 144:21 145:11 146:10, 11 147:1 151:16 155:2, 3,	11 156:1 165:7, 8 168:3 174:9 183:1, 2 199:8 203:3 214:13 218:13, 13, 14 221:4 <b>secondary</b> 104:17 <b>seconded</b> 12:8 161:11 <b>seconding</b> 6:16 <b>secondly</b> 184:9 187:1 <b>seconds</b> 19:20 24:18 96:19 115:13 141:17 156:16 <b>section</b> 76:12 81:12 82:14 83:10 85:21 90:17 129:6 222:13 <b>secure</b> 35:3 <b>see</b> 10:10 19:15 20:11 46:13 49:7 50:21 52:12 56:14 65:17 81:9 82:14 87:9 91:3 94:4 101:21 102:2 106:6, 8 107:8, 10 124:5 130:6 137:9 142:16 149:16, 19, 21 156:9 158:5, 7 164:20 176:6 183:19, 21 186:1 187:6 190:17 206:2 212:19 221:17 222:3 223:2 225:21 226:4 228:21 235:9 <b>Seeing</b> 8:12 113:7 125:14, 15 235:19 <b>seeking</b> 57:2 70:14 144:10	<b>seen</b> 8:8 36:14 39:14 48:2 54:18 56:10 122:9 137:5 138:15 149:18 197:11 205:18 226:1 <b>select</b> 74:7 81:17, 18 126:21 128:4 129:10 <b>selected</b> 29:4 81:21 146:7 <b>selecting</b> 111:19 <b>selection</b> 82:4 181:6 <b>selfless</b> 227:16 <b>semester</b> 117:3, 3, 18 120:19 132:3, 6, 8, 10 135:13, 13, 16 136:1, 21 137:7, 16 138:1, 9, 18 140:12, 15 <b>send</b> 106:13 119:14 130:15 194:17 <b>seniors</b> 66:5, 15 67:16 <b>sense</b> 48:9 100:10 102:10 167:2, 13 <b>sensitive</b> 189:11 <b>sent</b> 41:20 47:21 62:6 95:14 <b>separate</b> 8:6 12:19 13:16 38:6 63:20 64:13 73:19, 20 74:21 117:12, 21 122:10 123:6 124:18 130:10 144:20 197:5, 20 198:4, 13, 14, 20 199:2 <b>separated</b> 11:21 197:9, 10, 13 198:8, 9	<b>separately</b> 8:12 11:8 12:4 185:8 197:14 198:15 <b>September</b> 43:14 54:6 55:18 73:2, 10 141:1 145:9 147:17 151:6 155:10 <b>seriously</b> 225:5 <b>serve</b> 31:2 33:20 51:1 227:19 230:16 <b>served</b> 5:7 84:14, 19 127:7 228:7 <b>service</b> 38:21 71:10 75:15 84:7, 14 85:4 99:2, 15, 16, 21 127:11, 16 129:9 227:16 <b>services</b> 75:7 76:2, 3 80:16 85:9 96:1, 6 98:14 99:7, 13 127:9 205:7, 8 206:15 208:21 210:3, 12, 15 211:13 233:15 <b>servicing</b> 103:2 <b>serving</b> 30:9 68:21, 21 191:7 <b>SESSION</b> 1:7 4:3 9:18 25:7, 17 30:2, 17 31:8, 12 71:20, 21 211:13 <b>sessions</b> 39:5 52:1, 1 109:8 193:6, 8 <b>set</b> 99:20 103:12 111:4, 8 118:5 136:14 165:14 211:7 235:6 <b>Setting</b> 4:20 74:6 105:14 113:19 127:13	137:1 176:15 197:12 230:6 234:1 235:16 <b>settled</b> 95:6 <b>Seven</b> 18:18 25:14 52:5 185:3, 12 <b>seven-day</b> 107:3 <b>Sexton</b> 3:9 31:16, 18 <b>shaking</b> 167:1 <b>Share</b> 7:7 50:11 56:12 76:6 87:21 90:18 95:1 96:8 111:2 114:7 132:10, 15, 20 177:15 194:11 <b>shared</b> 32:10 43:8 52:9 92:12 111:3 114:17 130:14 131:1 138:6 140:12 178:19 185:15, 17 <b>sharing</b> 140:17 228:4 229:10 <b>Sharon</b> 3:12 37:8 <b>shields</b> 79:18 83:21 <b>Shifting</b> 156:4 <b>shining</b> 40:11 <b>ship</b> 36:4 <b>shopping</b> 47:7 <b>short</b> 105:15 118:16 166:12 204:7 210:7 235:12 <b>shortage</b> 199:16 <b>shortened</b> 225:7 <b>shorter</b> 16:20 <b>shortly</b> 120:20 <b>short-term</b> 186:20 <b>shot</b> 22:11 225:12 <b>show</b> 54:9 97:5 178:15 203:9
---	---	---	--	---

<b>showing</b> 9:21 105:11 111:14 229:6	<b>sites</b> 33:4 84:15 85:20 177:21	97:20 104:18 127:19 231:21	<b>sound</b> 229:11 237:3	66:13 133:4 150:14 163:2
<b>shown</b> 76:14 106:3	<b>sitting</b> 46:3 91:6 130:2	<b>social-emotional</b> 59:19 75:9	<b>sounded</b> 107:20	<b>speaks</b> 13:21 183:5
<b>shows</b> 228:8	<b>situation</b> 5:13 30:4 49:7 60:11 140:2 211:6, 8 214:9	<b>socially</b> 54:13 85:5	<b>sounds</b> 117:2 212:8	<b>special</b> 10:20 30:21 42:20 71:17 76:3 84:11 89:2 104:8 109:14, 18 126:21 127:8 180:16, 17 181:1, 10 199:20 200:6 201:9 214:9 225:20
<b>shutting</b> 57:11, 16	<b>situations</b> 78:6	<b>Society</b> 80:13	<b>sources</b> 101:18	<b>specialized</b> 129:5
<b>siblings</b> 83:3 112:18	<b>six</b> 20:2 46:1 98:18 122:15 190:11 200:16	<b>socio-economic</b> 67:8	<b>South</b> 126:12	<b>specials</b> 109:15
<b>sick</b> 45:21 48:2	<b>size</b> 117:7 131:2	<b>socio-emotional</b> 62:21	<b>speak</b> 7:16 13:18, 19 19:15 20:18 28:6 29:8, 10 47:1 53:4 60:11 97:5 110:4, 5 122:2, 9 131:20 135:19 150:7, 11 154:10 155:4 157:5 159:17 161:17 162:7 165:9 183:4 193:17 207:16 222:9 229:7, 17	<b>specific</b> 10:7, 17 25:13 28:12 29:1 51:3, 6 82:9, 10 99:5, 19 109:6 128:14 129:4, 6 139:13 141:13 162:8 164:15, 21 211:12 235:7
<b>side</b> 34:10 113:2 141:6	<b>sizable</b> 133:10	<b>software</b> 38:13, 20	<b>SPEAKER</b> 8:14, 16, 18, 20 9:1, 3, 5, 7, 9, 11, 13, 15 13:13 15:10 16:14 17:2 28:8 29:1 31:15 33:15 36:20 37:7 39:15 44:9 46:17 50:4 52:20 55:21 58:21 72:13 102:4, 13 106:14 107:13 115:2, 18 158:5 163:9, 14 168:3, 7 169:6, 8, 9, 11, 13, 15, 17, 19, 20, 21 170:3 183:20 190:1, 13 197:17 199:11 207:14 217:8, 11 232:3	<b>specified</b> 147:14 149:1
<b>sides</b> 32:3 48:11 105:10 177:21	<b>skies</b> 40:12	<b>solely</b> 66:13	<b>somebody</b> 20:9 22:8 160:12 198:10 199:11	<b>specify</b> 146:12
<b>sign</b> 35:15	<b>skill</b> 109:7	<b>solicit</b> 67:2	<b>someplace</b> 187:6	<b>speech</b> 98:11
<b>signage</b> 118:7	<b>skills</b> 109:10	<b>solid</b> 157:19	<b>Sommerville</b> 94:17 95:1, 3, 4, 19 96:1 97:4, 8 125:5	<b>spend</b> 14:12 52:14 119:18 227:8 231:6, 7
<b>signed</b> 49:18 55:1 103:3 205:3	<b>Sky</b> 46:4	<b>solve</b> 221:10	<b>soon</b> 55:15 66:8 92:5 158:15 159:9, 12 167:2 225:1	<b>spending</b> 7:20 8:9 52:7 59:17, 20 208:18
<b>significant</b> 16:12 60:10 69:6 130:1 133:7 200:5	<b>slide</b> 73:8, 15 74:19 76:8, 15 81:10 90:20 91:3 92:3 93:1, 2, 14 110:7 121:14 137:11 156:10	<b>somebody</b> 20:9 22:8 160:12 198:10 199:11	<b>sooner</b> 60:16 156:20 159:8 164:4	<b>spent</b> 194:2, 12 210:7
<b>significantly</b> 201:2	<b>slow</b> 78:19 129:3	<b>someplace</b> 187:6	<b>sorry</b> 9:19 16:15 17:7 24:18 94:3 95:18 115:3 124:7 131:17 133:7 139:15 150:6 151:2 162:9 163:10 167:18 168:7 169:8 196:12 207:12 211:9 214:14 229:16	<b>spike</b> 106:19 107:4
<b>Silence</b> 3:3 5:6 225:15	<b>small</b> 38:3 39:5 73:16 87:13 93:9 104:4 109:3, 8, 11 121:7 126:3 133:9 137:15 187:2 204:21 205:12, 20 206:21 207:3 211:3 223:6	<b>Sommerville</b> 94:17 95:1, 3, 4, 19 96:1 97:4, 8 125:5	<b>speakers</b> 28:7, 19 45:8	<b>spirit</b> 15:9
<b>silent</b> 58:17	<b>smaller</b> 61:6 123:1, 13	<b>soon</b> 55:15 66:8 92:5 158:15 159:9, 12 167:2 225:1	<b>speaking</b> 20:1 21:20 42:10, 20	
<b>similar</b> 85:11 122:12	<b>smart</b> 97:18	<b>sooner</b> 60:16 156:20 159:8 164:4		
<b>Similarly</b> 111:21 189:13	<b>smoke</b> 58:15	<b>sorry</b> 9:19 16:15 17:7 24:18 94:3 95:18 115:3 124:7 131:17 133:7 139:15 150:6 151:2 162:9 163:10 167:18 168:7 169:8 196:12 207:12 211:9 214:14 229:16		
<b>simple</b> 96:17 126:1, 5	<b>sneeze</b> 54:13	<b>sort</b> 22:10 45:8 94:11 96:13 101:19, 20 132:5 193:15 213:4		
<b>simply</b> 12:1 47:11 49:1 193:10	<b>snow</b> 160:2, 7, 9, 9, 14, 19 161:1 230:3			
<b>simultaneously</b> 20:8	<b>social</b> 78:21 83:14 86:6			
<b>sincerely</b> 59:7 225:17				
<b>sincerity</b> 229:4				
<b>single</b> 42:20 45:10 99:13				
<b>sir</b> 56:3				
<b>sit</b> 60:6 229:19				
<b>site</b> 178:3				

<b>spoke</b> 15:1 16:1 20:19 30:2 158:21 167:2 <b>spoken</b> 19:19 110:5 166:9 <b>spotlighting</b> 63:8 <b>spots</b> 45:20 <b>spraying</b> 84:5 <b>spread</b> 54:10 78:19 80:14 126:7, 11 <b>spreads</b> 54:11 <b>spreadsheet</b> 167:4 193:19 <b>Spring</b> 34:19 58:4 63:7 87:10 225:6 <b>stabilize</b> 114:16 <b>stable</b> 35:4 <b>staff</b> 5:15 13:2 15:5 19:2 20:5 21:5, 8 28:1 32:1 38:12 54:15 59:12 63:9, 12 64:7 65:6 68:21 73:8 75:19 79:7, 12, 15, 17, 18, 19, 20 82:6, 6, 7, 11 83:6 85:8, 13 91:7, 10, 13, 18, 19 92:13, 15 93:12 102:15 110:7, 18 111:21 112:1, 5 113:3 116:2 117:15 121:5, 14, 18 137:8 138:7 140:8, 11, 16 141:21 142:10 155:12 165:13 177:20 180:6, 18 189:6 191:14, 15 194:15 226:14 227:3 231:13	232:20 233:1 <b>staffed</b> 80:16 <b>staffing</b> 76:4 182:6, 20 194:1 <b>staggered</b> 126:2 <b>staggering</b> 129:19 <b>stake</b> 41:11 <b>stakeholder</b> 29:8 42:1 43:2, 10 44:3 52:16 61:5, 7 132:7 <b>stakeholders</b> 50:13 62:8 69:15 70:14 106:3 119:20 120:13 233:18 <b>standard</b> 180:14 <b>standardized</b> 67:1, 12 <b>Standing</b> 50:17 51:10, 17 70:21, 21 182:13 185:10 188:4 <b>standpoint</b> 112:15 210:6 <b>stands</b> 5:11 25:5 192:13 <b>star</b> 84:12 <b>stars</b> 40:11 <b>start</b> 20:18 38:10 49:19 50:1 102:20 103:3 110:5 117:2, 17 121:19 122:8 123:12 125:12 134:1 136:20 140:3, 4, 5 155:1, 14, 18, 20 156:4 157:2, 9, 17 158:19 159:7, 9 161:19, 20 162:1, 12 163:20 164:5, 6, 8, 19 165:2, 6 167:3 171:5 172:14 225:3 229:20 234:4 235:8	<b>started</b> 87:9 99:1 102:5 164:1 180:4 <b>starting</b> 105:14 158:17 175:20 <b>starts</b> 125:13 <b>state</b> 13:7 36:9 44:17 52:8 53:10, 20 55:9 63:21 73:3, 5 77:3, 8 78:13 92:17 101:16 106:17 107:1 120:1 151:13 160:4, 8, 13 164:11, 12 183:9 204:5, 20 205:2, 4, 10 207:4, 8 208:6 213:9, 19 214:3, 7 <b>stated</b> 19:1 20:16 38:8 42:2 47:6 150:15 <b>States</b> 5:10 40:5, 11 <b>state's</b> 160:11 <b>statewide</b> 54:3 56:21 <b>status</b> 74:14 <b>statutory</b> 183:7, 15 <b>Stay</b> 33:13 45:4 192:4 236:10 <b>staying</b> 110:2 <b>steadfast</b> 228:3 <b>step</b> 88:1 114:6 <b>stepped</b> 60:15 <b>steps</b> 45:7 91:4 92:12 111:16 114:15 <b>stick</b> 139:18 <b>sticking</b> 17:9 <b>sticks</b> 36:4 <b>stop</b> 39:11 48:10 54:15 58:6, 15 78:5, 7 91:15 98:16, 18	100:11 112:9 114:10 <b>stops</b> 92:1 101:4 112:19 <b>straight</b> 201:3 <b>strategies</b> 75:6 78:17 79:8 93:8 113:1 <b>strategy</b> 73:18 128:5 <b>streamlined</b> 16:18 60:12 <b>strengthened</b> 71:7 <b>stress</b> 67:4 95:15 <b>stripes</b> 40:10 <b>strive</b> 86:14 <b>strongly</b> 157:20, 21 183:6 <b>struggling</b> 67:18 <b>stuck</b> 149:19 210:10 <b>Student</b> 2:14 4:1 28:13 29:2 35:5 47:21 52:12 63:8, 16 65:2, 15 67:11 68:3 69:5, 11 73:18 74:14, 19 76:1 82:3, 4 83:16 86:15 87:6, 16 93:7, 9, 13 94:10 100:17 108:9, 10 112:8 121:15 122:14 127:12 149:11 182:17, 18 201:9, 13 220:9 227:16 <b>students</b> 5:16 29:20 30:20 31:2 32:1, 6 33:1, 2 34:17 35:2 38:14, 16, 18 41:9, 11 42:9 43:7 45:11, 18 47:17, 19 48:2, 6, 20	49:11, 17 50:7 53:5, 8, 9, 14, 16, 17 54:1, 12 55:12, 17, 17 58:10 59:5, 15 61:13 62:18, 18, 20 63:12 65:6, 12 66:2, 11, 18 67:7, 10, 17, 18, 20 68:2, 21 69:9 72:20 73:7, 12, 16, 19 74:2, 4, 7, 10 75:2, 10 76:2 79:20 80:18 81:14 82:2, 13, 14, 16, 18, 21 83:2, 19 84:2, 10, 16 85:1, 4, 9, 11, 11 87:13, 14 88:19, 21 89:1, 6, 8, 12, 14, 16, 17 90:1, 3, 5, 7, 9, 12 91:2, 16, 19 92:3, 5, 9, 15 93:5, 10, 12 94:19 97:17, 19 98:1, 9, 12, 12 100:8 102:21 103:2, 2, 5, 9, 10, 11, 15, 15, 21, 21 104:5, 7, 12, 13, 15, 15, 20, 21 105:3, 8 107:21 108:2, 8, 18, 21 109:9, 12, 17 110:8, 14, 20 111:4, 6, 7 112:16 113:5, 13, 18 114:17, 20 115:5 117:18, 20 121:5 122:13 123:5, 10, 11, 13 127:6, 8, 11, 13, 17, 21 128:15 129:4, 7, 8, 11 132:21 133:5, 6, 10 135:21 136:4 137:8, 12,
---	---	--	---	--



16 139:1, 2, 6, 7, 9, 10 141:15 142:1, 2, 4, 6, 13, 14 144:15 150:19 155:11 158:14, 15 159:12 162:5, 18 164:6 165:15 166:17 177:20 181:1 199:21, 21 200:3, 5, 7, 8 201:6 226:7, 10 227:2, 20 228:9 230:5, 7 232:17, 18 <b>student's</b> 113:11, 11 114:8 <b>studies</b> 57:13 61:3 104:18 <b>study</b> 108:2 157:20 221:9 222:8 <b>stuff</b> 230:3 <b>subject</b> 6:3 50:16 205:3 <b>subjectable</b> 149:7 <b>subjects</b> 68:4 <b>submit</b> 29:4 30:13 <b>subsequently</b> 95:13 <b>substantial</b> 165:2 <b>substitute</b> 150:17 200:20 <b>substitutes</b> 76:4 <b>successful</b> 66:11 230:6 <b>successfully</b> 56:13 58:14 <b>sudden</b> 107:4 <b>suffering</b> 58:9 <b>suggest</b> 142:9 161:7 193:9 <b>suggesting</b> 16:3 137:6	<b>suggestions</b> 30:15 50:11 210:18 <b>suicidal</b> 57:2 <b>Suicides</b> 46:7 <b>summaries</b> 52:5 <b>summaries.html</b> 25:19 <b>summary</b> 25:18 64:4 86:7 <b>Summer</b> 49:20 155:17 165:2 166:11 167:5, 6 222:6, 8 225:7 <b>summers</b> 155:13 156:7 <b>Superintendent</b> 5:20 19:2 26:2 27:21 29:12 30:7 41:4 52:9 69:8, 10 91:1 135:12, 15 161:9 165:6 166:13 171:4 180:7, 10 182:19 184:4 214:3 227:4 232:7 235:13  <b>Superintendent's</b> 3:21 62:9 233:14 <b>supplemental</b> 211:5 <b>supplies</b> 55:8, 9, 10 65:5 220:12 <b>support</b> 16:18 20:12, 21 45:15 54:20 62:21 65:8, 12 90:7 127:19, 20 128:10 141:11 142:15 150:8, 15, 18 157:15 158:19 159:9 161:19 162:5 182:16, 20 194:11, 16 231:14 232:20 233:1	<b>supported</b> 61:14 120:18 136:15 159:6 <b>supporter</b> 158:10 <b>supporting</b> 59:18 62:20 159:13 225:2 <b>supportive</b> 62:17 <b>supports</b> 63:16 <b>supposed</b> 45:11, 13, 14, 15, 18, 19 191:1 <b>sure</b> 15:4 16:7 29:20 30:2 32:11 33:7, 8 34:15 45:12 52:16 64:11 94:13, 14 99:17 105:4 111:9 112:8, 21 113:14 118:6 119:20, 21 128:17 137:7 163:15 165:14 178:1, 2 179:2 187:16 192:4 193:21 213:15 226:15 230:10 231:19 <b>surrounding</b> 49:21 77:21 <b>survey</b> 61:10, 16, 19, 21 69:17, 20 70:4 82:3 91:20 111:2 116:3, 9 119:13 139:8 <b>surveyed</b> 55:11 156:2 <b>surveys</b> 61:10 120:11 142:3 <b>suspending</b> 10:8, 17 <b>suspension</b> 180:21 <b>Sustainability</b> 220:6	<b>sustainable</b> 16:7 32:7 <b>switch</b> 113:11 <b>symptoms</b> 47:21 80:19 95:9 97:5 <b>synchronous</b> 75:21 83:8 88:14 <b>Syrian</b> 35:19 <b>system</b> 28:12 34:2, 21 51:20 52:14 53:19 61:18 75:10 77:18 81:9, 11 83:15 84:20 98:3 119:6 133:11 140:21 150:20 165:12 177:17 178:15 182:9, 10 191:2, 5 200:14 227:17 228:12 232:10 <b>systems</b> 32:18 35:14 53:19 80:1, 7 81:5 83:10 86:8 166:14 <b>system-wide</b> 147:15 178:13, 21  < T > <b>TABCO</b> 3:9 31:16 35:14 156:2 <b>table</b> 169:18 <b>tables</b> 85:8 <b>tactics</b> 54:16 <b>take</b> 5:8 20:13 22:15, 21 29:14 33:11 43:9 45:9 49:6 51:9 55:4 63:17 93:14 112:10 125:1 149:10 191:12 213:10 221:14 232:5, 7 236:9	<b>taken</b> 12:12 41:9 45:7 50:14 71:20, 21 164:2 168:16 188:17, 17 192:14, 15 222:9 <b>takes</b> 47:21 115:15 122:14 137:6 <b>talk</b> 84:17 230:1 <b>talked</b> 67:21 94:20 136:3 <b>talking</b> 124:20 126:4, 18 127:2 129:18 139:7 147:5, 21 166:21 191:2 <b>talks</b> 68:1, 3 <b>tally</b> 18:17 144:5 <b>tandem</b> 88:2, 6 <b>targeted</b> 73:12, 17 93:5, 7 <b>task</b> 22:2 43:9 122:21 <b>tasks</b> 21:14 45:14 <b>taught</b> 139:1 <b>tax</b> 36:10 <b>taxpayer</b> 52:15 <b>taxpayers</b> 46:13 <b>Taylor</b> 3:14 39:16 41:15, 18, 19 42:5 <b>teach</b> 32:6 36:12 49:11 88:20 117:6, 6 138:21 139:3 <b>teacher</b> 46:10 76:1 87:11, 11 88:14, 18 89:5 90:4 102:20 104:2 108:17 109:7 113:11 <b>teachers</b> 29:20 36:11 38:16 43:4 44:19 45:1 46:1 47:8,
---	---	---	--	---

16 48:1, 20 49:17 53:14 54:12 60:9 67:3 85:14 88:20 89:2, 14 90:6, 14 99:2, 10 104:8 109:3 112:1 113:12 117:5, 8 138:21 139:2 141:15 145:20 155:17, 19, 19 162:17 226:1, 5, 9 227:2 231:4 232:12, 18 <b>teacher's</b> 102:16 <b>teaching</b> 31:4 58:14 87:5, 8 90:1 103:14, 17, 18 109:15 117:8 <b>team</b> 42:1 43:3, 11 44:2 62:16 63:3 69:8 72:12 100:20 112:15 118:3, 11 120:15 133:2 135:12, 15 166:14 222:17 232:8 235:13 <b>TEAMS</b> 1:10 113:4 <b>tears</b> 60:8 <b>Tech</b> 196:21 <b>technical</b> 93:20 110:2 147:7 <b>technicians</b> 80:9 <b>technology</b> 124:14 <b>tell</b> 47:10 58:17 61:12 167:3 <b>temporary</b> 76:4 <b>ten</b> 28:7 98:16, 18 <b>tend</b> 21:14 <b>tenth</b> 59:19 <b>term</b> 46:6 200:11, 15	<b>terms</b> 10:8 97:16 112:3 118:5, 12 124:21 138:8 139:6 147:5 161:8 180:12 184:15 186:13 188:2 189:9 <b>tested</b> 80:2, 5 <b>tests</b> 67:1, 12 83:16 <b>texts</b> 124:12 <b>Thank</b> 7:3, 12 8:2, 12 10:2, 5, 15 11:2, 8, 17, 17 12:3, 14 13:10 14:2, 7, 7, 19 15:10, 18 17:1, 4 18:19 19:5 20:10, 12 21:1, 15, 18 22:14, 20 24:21 25:4 26:10 27:15 29:11, 13, 14 31:6, 13, 14, 15, 19 32:7 33:13, 15 35:8, 9 36:18, 19, 20 37:5, 7, 19 39:14, 15, 19 41:13 44:6, 9 46:16, 17, 20 50:3 53:2, 3, 3 55:19 56:4 59:4 63:3 64:13 65:13, 14, 18 68:11, 12, 18 72:3, 13, 15 73:9 76:10 81:7 86:12 90:17, 19, 20 93:16 94:18 95:4 96:6 97:8 98:6, 8, 21, 21 101:6, 6 102:4, 12, 13, 17 105:12, 20, 21 106:14 108:7 109:19 110:9 111:11 115:6, 7	119:11 121:11, 12, 15 122:1, 3 124:11, 17 125:17, 17, 20 126:12 127:6 128:10 129:15 131:14 132:19 133:12 134:2, 3 135:9, 19 140:18 142:21 144:8, 12, 12, 21 145:1 146:3, 4 147:2, 7 148:3 149:12 150:21 151:1, 3 153:1 154:8, 17, 20 157:8 158:4 159:5, 14 160:14 161:15 162:5, 21 163:17 165:9 166:6 167:19 171:2 172:12 173:19 174:10 175:16, 17 177:2, 5, 10, 11, 13, 19 178:3, 5, 8, 18 179:8, 9, 12, 18, 19 181:11, 19 183:3, 15 184:2, 11, 17, 18 185:6, 7, 20, 21 186:9 187:9, 10 188:14 189:21 190:10, 18 193:13 194:17, 21 196:14, 20 198:19 199:3, 5 201:3, 14 202:20 203:3, 13 204:12 206:13 207:11 208:2, 14 209:6, 12, 14 210:19, 21 212:14 214:16 216:2, 3 217:9 218:8 219:18, 19 221:5, 16 222:2	224:8, 9, 16 225:2, 17 226:3, 13, 17, 21 227:7, 15, 20 228:3, 6, 8, 19 229:1, 4, 6, 10, 12, 14, 15 230:13 231:8, 9, 10, 10, 13, 15 232:4 234:6, 9, 11, 14, 17, 20 235:9 236:11 <b>thankful</b> 65:11 227:1, 2 <b>thankfulness</b> 227:1 <b>thanking</b> 227:9 <b>thanks</b> 62:15 <b>Thanksgiving</b> 65:9 68:10 71:14 91:6 114:3 118:20 225:11 229:13 231:5 <b>theme</b> 159:10 <b>theoretically</b> 191:4 <b>therapies</b> 39:2, 3 <b>therapists</b> 38:12, 18 <b>thermometer</b> 101:20 <b>thing</b> 51:17 58:19 68:17 115:5 142:9 166:8 176:8 232:19 <b>things</b> 17:11 20:7 39:7 45:4 58:3, 16, 18 66:9 68:15 71:18 76:8 105:17 110:9 112:11 114:13 115:18 116:12 119:2 121:4 128:21 132:11, 12, 12 141:3 154:14 162:16 163:16 164:17, 19 167:17	178:4 180:1 188:9 206:6 207:1 210:16 229:21 231:2 233:5 <b>think</b> 6:21 15:3, 14 16:2, 4, 6 19:16 20:4, 8, 8 22:7, 20 30:1 39:12 57:12 61:21 62:1 72:13 96:15, 16 100:14 101:14 105:15, 18 108:21 115:5, 8, 10 116:8 117:11 118:8 119:15 120:6 125:20 126:8, 10 130:4, 12 131:1, 16 132:9, 13, 15 136:12 139:16 140:16 141:1, 4, 5, 11, 14, 20 142:8, 14 144:19 150:15, 19 151:6, 11 154:19 158:13 159:10 162:3 165:10, 13 166:3 192:17 194:5 200:12 208:19 209:5, 10, 13 210:9 213:7 225:7 227:4 230:3, 7 232:6, 7 235:5, 7 <b>thinking</b> 39:11 104:3 115:19 137:16 158:12 167:1 226:8 229:8 235:8 <b>Third</b> 40:15 49:8 78:21 83:10 131:6 226:8 <b>thought</b> 14:15 140:10 169:8 222:12
---	---	--	---	---

<b>thoughtful</b> 128:13, 13, 14, 16 141:6 <b>thoughts</b> 45:9 57:2 <b>thousand</b> 133:10 203:21 <b>thousands</b> 69:16, 16 212:10 <b>three</b> 14:14, 14 15:2, 12, 13, 14, 17 16:2, 2 17:9 21:20 28:9, 19 35:11 49:12 53:4 63:7 69:3 75:5 82:15 109:2 114:1 116:9 121:19 122:8 123:21 125:8 133:4 134:1 141:2 155:16 187:21 188:11 204:2 205:15 209:18 220:14, 14 224:12 229:21 230:4 <b>threshold</b> 203:21 204:20 205:2, 11 206:9 214:7 <b>thrown</b> 94:6 <b>thumbs</b> 110:17 <b>Thursday</b> 82:18, 19 108:14 162:2 177:14 <b>time</b> 10:5, 5 13:2, 9 14:17 15:5 16:21 19:15 20:13 21:5, 19 22:13 28:20 29:21 31:3 32:2 38:7 42:12 43:13 44:7 45:9 46:2, 16 47:17 49:6, 13, 20 51:14 53:18 55:15, 20 59:18 60:18	62:4 63:15 67:9 68:12 70:2, 12 71:13, 15, 17 76:6 81:4 82:1 83:15 86:7 87:6 91:20 92:11, 17 93:14 94:3, 8 100:6 102:1, 16 103:20 104:11, 15, 21 105:2, 13, 19 108:17 109:16 110:18 113:16 114:10, 11 115:9, 16 116:21 118:3, 3, 16, 17 119:18 120:10, 16 121:20 122:8, 11 124:1 126:11 129:20 132:11, 16 134:1 136:18 137:6 139:11 156:13 157:17 158:11 163:20 164:9, 18, 21, 21 165:14 166:18 167:17 169:14 183:10 186:17 192:9 194:12 197:13 198:14 199:16 205:10 206:18, 18 210:7 211:17 214:10 222:10, 15 223:2 227:8, 9, 14 228:13, 14, 16 229:10, 12 231:6, 7 232:16 234:6, 9, 17 <b>timed</b> 15:20 20:17, 21 21:21 <b>time-defined</b> 235:20 <b>timeframe</b> 14:12 136:6 220:14	<b>timekeeping</b> 24:15 <b>timeline</b> 74:13 91:3 93:8 110:8, 17, 20 111:3, 5, 15 113:21 116:4, 15 119:3, 12 121:8, 9 137:10 160:8, 13 <b>timely</b> 178:3 <b>timer</b> 20:18 22:5 <b>times</b> 48:19 61:17 91:15 92:16 97:5 112:19 113:7, 8 124:12 141:3 176:21 185:12 <b>timing</b> 11:7 16:10 19:3 22:6 <b>tip</b> 129:8 <b>today</b> 50:7 76:16 103:1 119:13 121:11 154:17 203:11 <b>today's</b> 10:3 <b>told</b> 43:8, 11 48:7 51:13 227:6 <b>tomorrow</b> 213:11 <b>tone</b> 28:21 <b>tonight</b> 17:11 32:10 47:2 49:4 50:3 59:8 62:13 64:7 66:3, 13 68:9 69:14 71:4 92:16 121:18 141:5 157:11, 14 166:19 196:21 211:18, 19 212:1 217:17 224:17, 19 <b>tonight's</b> 6:10, 20 7:7 28:4	159:10 174:5 <b>Tony</b> 33:16 <b>tool</b> 194:6 <b>tools</b> 38:16, 19 <b>top</b> 34:8 84:9 149:19 <b>topic</b> 51:3, 7 191:18, 21 192:1 <b>topics</b> 14:15 47:2 177:14 229:9 <b>tornadoes</b> 151:7 <b>total</b> 13:20 53:11 <b>totaling</b> 55:3 <b>totality</b> 139:7 <b>touch</b> 207:18 <b>Town</b> 231:4 <b>tracing</b> 79:2 83:15 96:5 <b>track</b> 102:2 <b>tracking</b> 61:15 <b>Tracy</b> 10:5 13:1 19:2 133:17 176:17 <b>trade</b> 66:7 <b>traditional</b> 86:20 88:4 103:14 104:12 230:8  <b>TRANSCRIBED</b> 1:21 <b>transcript</b> 237:2 <b>transition</b> 48:14, 21 <b>transmission</b> 54:12, 14 58:5 <b>transparency</b> 43:1 46:12 50:8, 20 59:9 <b>transparent</b> 52:17 62:2 185:17 188:7 <b>transportation</b> 75:14 81:21 83:11, 12, 19, 20 84:3 91:14 92:1, 13 100:1,	5, 6, 10 112:20, 21 113:8 114:9 115:4 118:13 128:18 140:14 200:9 <b>traveling</b> 105:1 <b>trays</b> 84:19 <b>treat</b> 38:11 <b>treating</b> 38:10 <b>tree</b> 219:21 220:10, 21 <b>trees</b> 220:4, 7, 12, 15 221:11, 18 222:18 <b>tremendous</b> 59:11 66:12 142:11 232:11, 14 <b>trend</b> 77:20 <b>trending</b> 102:11 107:15 <b>trends</b> 77:18 130:3 <b>trepidation</b> 30:4 <b>true</b> 32:9 33:10 48:15 64:3 97:9 132:3 148:19 190:4 213:7 <b>truly</b> 32:7 36:1 47:13 227:18 <b>trust</b> 53:7 <b>truth</b> 47:11 156:17 <b>try</b> 22:9 37:13 60:5 69:1 135:21 227:9, 12, 14 229:17, 18 <b>trying</b> 45:1 97:21 105:4 124:14 144:15 159:1 167:5 192:10 200:2 <b>Tuesday</b> 5:4 40:5 82:17, 20 108:13 162:3 177:6 236:9 <b>tune</b> 177:15, 17
---	---	---	--	--

**turn** 72:12  
76:8 139:21  
196:18  
**turnaround**  
119:9  
**turned** 29:1  
37:17  
**TV** 6:12 37:17  
**twelfth** 66:2  
**twelve** 13:21  
63:9  
**twenty** 206:8  
**twenty-five**  
203:21  
**twice** 13:19  
139:16  
**two** 10:4, 4  
12:21, 21 13:11,  
11, 15, 16, 17  
16:16 19:19  
20:7 24:9, 9  
34:9 43:2, 14  
45:4 46:2 47:1  
56:16 59:5  
60:2 69:20  
77:13, 18 78:8  
81:3, 5, 8, 8, 17  
82:1 83:10  
85:3, 10 86:7  
89:4 92:9 98:5,  
8 106:4, 9, 18,  
18 112:14  
116:5, 7, 9  
118:10, 13  
121:19 122:8,  
15 123:8  
125:13 126:7  
129:18 133:21  
135:8 139:9, 18,  
19 141:2, 20  
142:11 145:9  
149:10 155:7,  
16 184:6  
187:21 207:12,  
14 210:10, 12  
224:12 225:14  
227:5  
**type** 98:20  
**typed** 132:21  
**typical** 112:20

**typically** 99:10  
127:7 162:15  
180:10 211:2  
213:7 224:11  
< U >  
**U.S** 233:7  
**Uh-huh** 209:13  
**UI** 148:9  
**unacceptable**  
55:19 106:12  
**unanimously**  
154:7 173:20  
**uncertainties**  
165:11  
**uncovered**  
155:17  
**understand**  
12:6 14:11, 16  
47:14 70:5  
86:17 90:11  
95:8 102:9  
109:19 129:19  
130:3 131:11  
137:5 138:13  
140:2, 6, 6  
154:14 205:13  
207:14 209:15  
211:20 213:12  
221:11  
**understandable**  
87:18  
**understanding**  
14:13 108:8  
126:19 136:2, 3  
178:20 184:3  
204:5  
**unexpected**  
230:21  
**Unfinished** 4:4,  
6, 8 72:6 145:4  
173:21  
**unfortunate**  
47:13  
**unfortunately**  
32:3 33:5 94:6  
**unhappy** 166:3  
**unintelligible**  
35:18 36:8, 18  
185:2

**union** 43:5  
46:10 55:16  
117:16  
**unions** 43:19  
**unique** 86:13  
230:21  
**unit** 218:1, 3  
**United** 5:10  
40:5, 10  
**units** 33:10  
43:4 53:12  
61:8  
**universal** 103:4  
**unknown** 58:3  
**unreal** 45:5  
**unreasonable**  
43:16  
**unsupervised**  
156:12  
**unusual** 206:20  
**Upcoming**  
181:1, 14 192:8  
**Update** 4:4  
72:6, 11 102:5  
160:6 213:5, 14  
234:13 236:3  
**updated** 71:6  
122:6 204:17  
207:19 208:4  
236:6  
**updates** 64:6  
71:4 77:4  
78:15 175:18  
181:16 185:13  
**updating** 213:17  
**uphold** 41:3, 7  
**uploaded** 203:17  
**upset** 47:3  
166:6  
**use** 55:3, 5  
78:19, 20 91:14  
94:9 99:9  
106:21 127:15  
192:16 194:6  
200:20 208:20  
232:10  
**usual** 192:9  
**usually** 158:11  
212:10

**utensils** 84:20  
**utilize** 28:15  
**utilized** 211:8  
**utilizing** 235:14  
< V >  
**vacations**  
158:11  
**vaccine** 48:8  
166:15  
**vaccines** 48:10  
164:17  
**valuable** 43:15  
**value** 129:19  
220:11  
**value-added**  
89:15  
**variety** 42:4  
70:14 95:5  
**various** 67:2  
86:1 96:9  
**vast** 34:7 47:10  
**vein** 34:2  
**ventilating**  
79:21  
**ventilation**  
47:18 56:9  
75:7 79:21  
**venue** 189:5  
**Verizon** 6:13  
**version** 235:19  
**versus** 110:16  
125:8  
**vests** 84:12  
**veteran** 47:1  
**veterans** 5:8, 9  
**vett** 60:19  
137:3 222:14  
223:6 224:21  
**vetting** 119:20  
**Vice** 2:4 5:20  
29:12 31:18  
33:18 62:12  
72:16 145:7  
185:20 187:19,  
21  
**Vice-Chair** 6:21  
7:3, 16, 19  
10:12 196:18

**Vice-Chairwoman** 26:2  
**victim** 57:19  
**videostreaming**  
61:13  
**view** 6:9  
**viewing** 108:3  
**views** 27:18  
**violating** 208:3  
**violation** 206:1  
**Virganti** 64:19  
**virtual** 31:3, 4,  
11 32:17 38:4,  
9, 10, 17 39:3,  
12 49:2, 11  
56:8 57:1, 6, 13  
58:6, 11 59:14  
62:17 69:21  
70:3 73:14  
75:12 81:20  
82:2, 5, 17, 20,  
21 83:5 85:16,  
17 86:19 87:3,  
7, 14 88:2, 7, 10,  
11, 13, 19 89:1,  
7 90:3, 10  
99:16 103:6, 10,  
16, 21 104:5, 13  
105:3 106:13  
107:21 108:1, 2,  
4, 5, 9, 10, 10, 13,  
14 109:1, 13, 16  
113:13, 18, 19,  
20 118:1  
120:19 132:2  
160:2, 7, 9, 10,  
14, 20 161:1, 4  
230:3, 5, 9, 10  
231:3 235:15  
**virtually** 6:11  
31:7 39:7 71:1  
109:4 111:19  
117:6, 7 138:21  
139:1  
**virus** 48:19  
54:7, 9, 11  
**visit** 64:12  
86:1, 5 225:20  
**visitors** 75:16  
85:21 86:2, 5

<b>Visits</b> 86:3 222:11	<b>vulnerable</b> 142:13	204:11 206:12 207:18 213:20 222:9 224:16 225:17 226:3 229:1, 5, 21 230:17 233:13 234:20 235:17	<b>ways</b> 52:9 61:19 128:14 230:21	<b>welcome</b> 31:12, 13 35:12 72:4 92:5 109:20 186:13 189:8
<b>visual</b> 63:6 109:21	< W >		<b>wear</b> 48:1 84:1, 2 86:5	<b>welfare</b> 73:7
<b>vital</b> 57:17	<b>wait</b> 106:18 120:5 160:9 211:14 228:21	<b>wanted</b> 29:21 30:2 70:15 100:21 102:12 111:9 114:4 116:11 122:1, 19 123:3 131:20 132:17 146:6 150:7, 11 158:18 163:15 168:10 180:16 188:10 190:19 193:17 194:10 198:16 201:5 213:3 221:11 225:2 227:8	<b>wears</b> 231:21	<b>well</b> 6:17 21:13 22:16 30:13 33:14 38:20 57:7 61:9 63:1, 8 69:3 80:9 87:8, 15 88:18 92:11 99:17 100:13 101:14 107:2 110:13, 13 112:9 114:18 118:4 120:14 121:5 137:21 140:5 141:20 145:3 146:9 184:7 189:11 190:13 191:7, 13 207:5 208:19 209:14 210:8 211:10 220:12 230:19 236:10
<b>VIVIAN</b> 237:9	<b>waiting</b> 45:3 115:12		<b>weather</b> 146:10, 21 147:20 148:12, 15, 21 149:5 150:18 151:7, 15 235:15	<b>well-being</b> 63:1
<b>voice</b> 43:20 227:19	<b>waiver</b> 160:17 161:3 180:5 181:3		<b>webpage</b> 102:6	<b>well-defined</b> 70:9
<b>voices</b> 154:13	<b>wake</b> 60:4		<b>website</b> 6:12 25:18 29:6 70:10 71:3 73:21 91:10 101:20 138:1, 4, 9, 13 140:16 188:6 232:13	<b>well-documented</b> 61:3
<b>void</b> 45:10	<b>walk</b> 86:10		<b>Wednesday</b> 82:18, 21 92:2 162:2	<b>wellness</b> 45:21 63:17
<b>volume</b> 162:10	<b>walked</b> 55:11		<b>Wednesdays</b> 85:18	<b>went</b> 15:20 19:18 20:1 150:3 232:5
<b>voluntary</b> 140:4	<b>walking</b> 110:8		<b>week</b> 21:1 28:4 38:5 39:8 46:5 48:15 54:18 59:20 62:15 63:14, 18, 19 64:13 69:6 78:4 109:2 116:5 155:11 156:1 167:6 176:2 204:8 230:20 231:2 233:1, 2, 16, 20	<b>we're</b> 15:6 17:11 31:3, 7 35:9 42:8 67:16 72:14 89:21 93:2, 19 94:3, 14 96:13, 16 102:11 104:17 106:11 107:5, 11, 15 116:7 117:15 120:4, 6, 7, 11
<b>volunteer</b> 217:21	<b>want</b> 12:5, 19 19:15 29:14 30:18, 18, 21 32:5, 11 33:4 35:1 38:6 43:20 52:12, 16 59:11 61:14 63:3 64:12, 19 66:13 68:13, 13, 16, 18, 18 70:7, 20 86:17, 21 87:1, 4, 9 91:17 92:4 99:12, 15 100:14 106:2 110:6 111:17, 20, 21 112:2, 17 113:14 114:8 117:3, 6, 6, 16 120:17 121:15 124:1 128:7 129:15 131:11 132:20, 20 135:11, 19 138:21 139:1 140:19 146:18 151:8, 10 154:8 155:4 156:14 158:16, 19 159:11 161:8 166:20 177:19 183:3 187:5, 14 188:9, 12 189:19 190:2 194:8, 13	<b>wash</b> 231:21	<b>weekly</b> 78:2 160:6 236:3	
<b>volunteered</b> 21:21		<b>waste</b> 43:13 229:18	<b>weeks</b> 60:2 78:8 106:18, 19 116:7, 10 118:14 122:15 126:8 129:18 137:11 155:16 224:18	
<b>volunteering</b> 70:12		<b>wasted</b> 60:18	<b>week's</b> 64:4 230:18	
<b>vote</b> 6:15 7:13 8:3, 13 11:8, 19, 20 14:9 16:13 17:4, 5, 8, 14 19:12 22:15 23:1 26:11 41:5 49:14, 19 132:15 133:13 134:4 143:1, 2 151:18 153:3, 4 169:2 171:7 172:15 174:12 188:4 189:18 190:21 191:4, 9 193:7 195:3 198:13, 15 201:16 204:6, 10, 12 206:4, 13 209:8 212:17 214:18, 19 216:4, 6 217:11 218:16 223:8 232:7		<b>watch</b> 39:7 90:4		
<b>voted</b> 12:9 49:1 132:2		<b>watching</b> 46:16 54:8 231:6		
<b>votes</b> 50:2 145:14 193:1		<b>Water</b> 220:5, 10 228:10		
<b>voting</b> 6:14 17:1 157:1 166:19 169:13, 15, 16, 19 171:3 191:13 212:13		<b>way</b> 15:15 17:10 31:5, 6 38:11 39:1 74:20 85:1 107:14 109:3 113:16 119:15 120:10 160:11 166:13 176:6 183:12 185:1 198:12 210:12		

121:6, 8 123:8 126:17, 18 127:2 128:17, 18 129:21 130:7, 7, 11 131:5 133:3 150:4 154:17 158:3 168:9 169:13, 16 185:16 187:1 193:1 205:6 207:2 210:2, 9, 19, 21 212:5 213:15, 17 224:12 <b>West</b> 34:10 64:19 231:4 <b>western</b> 35:6 <b>We've</b> 42:15 98:1 102:8 117:11 139:9, 15 169:17 176:4 188:20 208:7, 8 209:1 213:7 <b>Wheatley</b> 111:11, 13 <b>whichever</b> 125:11 146:7, 19 <b>white</b> 40:10, 11 64:16 <b>Whitson</b> 64:18 <b>whoever's</b> 98:6 <b>wide</b> 70:14 <b>widespread</b> 54:6 <b>Williams</b> 3:21 6:19, 21 26:2 29:12 30:7 31:19, 20 40:1 41:4 42:2 44:4 55:8 62:10, 11 65:21 68:9, 14 72:7, 8, 13, 16 94:16, 18 95:18 117:10 120:14 122:19 123:18 124:18 125:4, 16, 20 132:2 137:18, 21	138:5 140:7, 9 142:10 144:9, 11 145:8 154:11, 15 160:3, 4, 15 161:2 162:6 177:19 211:5, 9 225:18 226:14 227:4 233:21 235:18 <b>willing</b> 229:19 <b>window</b> 116:5, 6 122:11 224:20 <b>winter</b> 135:13 <b>wiping</b> 84:5 <b>wisdom</b> 228:4 229:2 <b>wisely</b> 52:14 <b>wish</b> 65:10 68:9 190:15 231:12 <b>wishes</b> 177:2 <b>wishing</b> 28:6 <b>withdraw</b> 135:14 <b>woman</b> 228:16 <b>wonderful</b> 65:8 227:3 <b>wondering</b> 101:19 213:3 <b>Wood</b> 59:12 <b>wording</b> 184:8 <b>words</b> 40:13 229:18, 18 <b>WORK</b> 1:7 11:12 32:20 33:4 34:1, 16 36:19 38:9 39:10 45:14 47:16, 18 58:15 60:11 63:13 68:14 87:15 95:2 96:5 99:8, 10 105:1 106:15 108:11, 15, 17 109:3, 7 112:6 113:6, 21 114:12 117:12, 14, 21 120:17	121:17 122:7 133:21 137:5 145:20 154:16 156:13 159:2 164:3 181:9 188:1, 8 190:20 193:6, 8 204:17 206:6, 15 210:10, 11 228:20, 21 232:5, 11, 14 <b>worked</b> 32:21 99:20 113:12 155:12 205:16 226:4 <b>working</b> 32:12 33:11 47:12 51:18, 19 56:8 58:6 59:16 62:19 79:20 96:4 99:5 102:6, 8 103:16 104:6, 8, 14 109:9 117:15 144:14 155:7, 15 162:17 166:1, 8 167:3 176:2, 5, 9, 15 200:14 205:6 212:20 <b>workload</b> 32:15 <b>works</b> 88:2 96:2 100:6 125:14 141:12 206:3 <b>world</b> 45:6 57:20 <b>worried</b> 119:11 120:4 <b>worry</b> 66:18, 20 <b>worse</b> 45:4 155:9 <b>worthy</b> 218:16 <b>write</b> 45:9 <b>written</b> 62:5 <b>wrong</b> 32:5 48:12 <b>www.bcps.org</b> 25:19 29:7	64:4  < X > <b>Xfinity</b> 6:13  < Y > <b>Yanina</b> 64:15 <b>Yeah</b> 22:7 24:14 96:20 109:19 133:2 150:14 158:9, 19 200:16 <b>year</b> 49:19 50:1 52:7 53:18 59:20 60:18 66:15, 17 71:4 145:10, 14 149:5, 7 155:20 156:19 157:15 158:12 159:7 164:16 165:21 167:9 176:21 179:17 184:7 185:13 188:20, 20 189:4 192:10 193:5, 12 194:12, 14 201:11 209:19 225:3, 5 227:5, 7 228:19 <b>year-round</b> 189:7 <b>years</b> 36:13 66:4, 10 68:2 69:4 87:5 89:17 141:2 149:10 158:9 159:7 184:6 205:17 220:14, 14 221:8 <b>yelling</b> 45:10 <b>Yep</b> 229:17 <b>yesterday</b> 28:5 55:6 226:2 <b>yesterday's</b> 64:21 <b>yield</b> 228:14, 16 <b>yielding</b> 229:12 <b>yields</b> 124:8	<b>Yom</b> 151:9, 13 <b>York</b> 57:16 <b>Young</b> 3:8 29:9, 11 57:18 66:9 <b>youngest</b> 59:5 89:11, 16 90:11 100:17 115:4 <b>Youth</b> 56:5  < Z > <b>Zarchen</b> 31:20 41:20 43:18 44:4 94:17, 18 95:18, 21 97:2, 8 114:16 125:5 126:4 225:18 <b>Zarchen's</b> 42:2 <b>zip</b> 35:4 <b>Zone</b> 46:4
---	--	---	--	--