

1 BOARD OF EDUCATION

2 BALTIMORE COUNTY

3
4
5
6
7 PUBLIC BOARD MEETING
8 REMOTE VIA BCPS LIVESTREAM
9 AND MICROSOFT TEAMS

10
11 NOVEMBER 24, 2020
12
13
14
15
16
17
18
19

20 Transcribed by:

21 Paul A. Gasparotti

| | |
|--|--|
| <div>Page 2</div> <div>1 BOARD MEMBERS:</div> <div>2</div> <div>3 Kathleen S. Causey, Board Chair</div> <div>4 Julie C. Henn, Vice Chair (Absent)</div> <div>5 Moalie S. Jose</div> <div>6 Erin R. Hager</div> <div>7 Russell T. Kuehn</div> <div>8 Lisa A. Mack</div> <div>9 Rodney R. McMillion</div> <div>10 John H. Offerman, Jr.</div> <div>11 Cheryl E. Pasteur</div> <div>12 Lily P. Rowe</div> <div>13 Makeda Scott</div> <div>14 Joshua Muhumuza, Student Member</div> <div>15</div> <div>16</div> <div>17</div> <div>18</div> <div>19</div> <div>20</div> <div>21</div> | <div>Page 4</div> <div>1 INDEX (Continued)</div> <div>2 Dayana Bergman.46</div> <div>3 Bash Pharoan.49</div> <div>4 Public Comments on Board Policy 3151</div> <div>5 Bash Pharoan.52</div> <div>6 Dayana Bergman.54</div> <div>7 Public Comments on Board Policy 4500</div> <div>8 Bash Pharoan.55</div> <div>9 Dayana Bergman.57</div> <div>10 Public Comments on Board Policy 8314</div> <div>11 Bash Pharoan.58</div> <div>12 Dayana Bergman.60</div> <div>13 New Business, Action Taken in Closed Session .61</div> <div>14 New Business, Consideration of Baltimore</div> <div>15 County Joint Use Agreements for PAL Centers .62</div> <div>16 Report on FY-2020 Comprehensive Annual</div> <div>17 Financial Report.76</div> <div>18 Report on Equity Disproportionality.81</div> <div>19 Virtual Learning, Guidance on Grading and</div> <div>20 Assessment.121</div> <div>21 Board Committee Updates</div> |
| <div>Page 3</div> <div>1 I N D E X</div> <div>2 Call to Order.6</div> <div>3 Pledge of Allegiance/Moment of Silence6</div> <div>4 Consideration of the Agenda.8</div> <div>5 Approval of Closed Session Minutes and Summary 9</div> <div>6 Special Order of Business, Recognition of</div> <div>7 Student Artwork10</div> <div>8 New Business, Personnel Matters.11</div> <div>9 Recognition of Ethic Review Panel Members and</div> <div>10 Liaison13</div> <div>11 New Business, Administrative Appointments. . .17</div> <div>12 New Business, Report on Board Policies . . .20</div> <div>13 Public Comments</div> <div>14 TABCO, Cindy Sexton24</div> <div>15 NAACP, Ray Mosley26</div> <div>16 Sharon Saroff29</div> <div>17 Muhammad Jameel31</div> <div>18 Brian Sharpless34</div> <div>19 John Sunder36</div> <div>20 Amy Adams39</div> <div>21 Mary Taylor43</div> | <div>Page 5</div> <div>1 Audit Committee187</div> <div>2 Building and Contracts Committee. . . .190</div> <div>3 Curriculum Committee.190</div> <div>4 Legislative Affairs Committee192</div> <div>5 End of Recording192</div> <div>6</div> <div>7</div> <div>8</div> <div>9</div> <div>10</div> <div>11</div> <div>12</div> <div>13</div> <div>14</div> <div>15</div> <div>16</div> <div>17</div> <div>18</div> <div>19</div> <div>20</div> <div>21</div> |

| | |
|--|---|
| <p style="text-align: right;">Page 6</p> <p>1 PROCEEDINGS</p> <p>2 CHAIRMAN CAUSEY: Good evening, I'm</p> <p>3 Kathleen Causey, Chairwoman of the Board of</p> <p>4 Education of Baltimore County, and I now call to</p> <p>5 order the Board of Education meeting for Tuesday,</p> <p>6 November 24th, 2020. I invite you to rise and</p> <p>7 recite the Pledge of Allegiance to the Flag. We</p> <p>8 will then have a moment of silence to honor those</p> <p>9 who have benefitted public education in Baltimore</p> <p>10 County.</p> <p>11 (Pledge of Allegiance.)</p> <p>12 (Moment of silence.)</p> <p>13 Thank you. In accordance with the</p> <p>14 mandated direction of the Health Department,</p> <p>15 Baltimore County Public Schools and offices are</p> <p>16 currently closed to the public in order to</p> <p>17 maintain the health and safety of our students,</p> <p>18 staff and community. In accordance with the</p> <p>19 Board of Education's amended resolution approved</p> <p>20 at the October 13th, 2020 meeting, the board</p> <p>21 meeting in the event of a medical or health</p> | <p style="text-align: right;">Page 8</p> <p>1 In order to efficiently conduct this</p> <p>2 meeting, all votes will be taken in a rollcall</p> <p>3 manner. Board members will also say their name</p> <p>4 before making a motion or seconding a motion or</p> <p>5 speaking to an agenda item.</p> <p>6 And before we get started this evening,</p> <p>7 I just want to say Happy Thanksgiving to</p> <p>8 everyone, and while it can be a time of great joy</p> <p>9 and comfort and relaxation, we know that</p> <p>10 especially with COVID there may be people that</p> <p>11 are feeling disconnected and isolated, and we</p> <p>12 would encourage you to reach out. We have</p> <p>13 resources on our website that we would encourage</p> <p>14 people to take advantage of, also to connect with</p> <p>15 someone to get any help or support or assistance</p> <p>16 that you would need. Also, on the back of every</p> <p>17 BCPS ID card is a number for a depression hotline</p> <p>18 where folks can reach out and speak to someone</p> <p>19 and get support in this time.</p> <p>20 Our first item on the agenda is the</p> <p>21 consideration of the November 24th, 2020 agenda.</p> |
| <p style="text-align: right;">Page 7</p> <p>1 emergency related to COVID-19, the board chair in</p> <p>2 consultation with the vice chair and the</p> <p>3 superintendent may declare that a board meeting</p> <p>4 or a board committee meeting be held remotely in</p> <p>5 its entirety without the physical presence of</p> <p>6 board members or in a hybrid manner with only</p> <p>7 some individual board members participating</p> <p>8 remotely, subject to the establishment of a</p> <p>9 mechanism that would allow each board member the</p> <p>10 opportunity to fully participate in the meeting</p> <p>11 despite not being physically present, and that</p> <p>12 would allow the public to also remotely access</p> <p>13 those portions of the meeting that are open</p> <p>14 pursuant to the Maryland Open Meetings Act by</p> <p>15 being able to listen and/or view those portions</p> <p>16 of the meeting.</p> <p>17 As a result, tonight's board meeting</p> <p>18 will be held virtually in its entirety. It is</p> <p>19 broadcasted through livestream on our BCPS</p> <p>20 website and it is also on Comcast Xfinity</p> <p>21 Channel 73 and Verizon FiOS Channel 34.</p> | <p style="text-align: right;">Page 9</p> <p>1 Dr. Williams, are there any additions or</p> <p>2 subtractions on the agenda?</p> <p>3 DR. WILLIAMS: So yes, Ms. Causey, I</p> <p>4 think this is the time for you.</p> <p>5 CHAIRMAN CAUSEY: So there was an item</p> <p>6 that was added to the agenda with the board</p> <p>7 officers' approval, Item J, new business,</p> <p>8 consideration of Baltimore County Joint Use</p> <p>9 Agreements, so that was added. Are there any</p> <p>10 other additions or subtractions, board members?</p> <p>11 Hearing none, the agenda stands as presented.</p> <p>12 The next item on the agenda is closed</p> <p>13 session minutes. Earlier this evening the Board</p> <p>14 met in closed session pursuant to the Open</p> <p>15 Meetings Act for the following reasons: One, to</p> <p>16 discuss the appointment, employment, assignment,</p> <p>17 promotion, discipline, demotion, compensation,</p> <p>18 removal, resignation or performance evaluation of</p> <p>19 appointees, employees or officials over whom it</p> <p>20 has jurisdiction, or any other personnel matter</p> <p>21 that affects one or more specific individuals;</p> |

| | |
|---|---|
| <p style="text-align: right;">Page 10</p> <p>1 seven, consult with counsel to obtain legal 2 advice; and nine, to conduct collective 3 bargaining negotiations or to consider matters 4 that relate to the negotiations. The minutes of 5 the closed session and informational summary can 6 be found on our website at 7 www.BCPS.org/board/informational-summaries.HTML. 8 The next item on the agenda is a special 9 order of business, recognition of student 10 artwork, and for that I'm going to call on 11 Dr. Scriven and Mr. Sarris. 12 DR. SCRIVEN: Mr. Sarris, it's all 13 yours, sir. 14 MR. SARRIS: Okay. I just wanted, as we 15 do each year in compiling our comprehensive 16 annual financial report, we include artwork from 17 students, BCPS students, and in this year's CAFR 18 as the acronym for those financial statements 19 that we use. Those students are Nya Cameron of 20 Perry Hall High School, Yogesh Rai of Ridge 21 Ruxton School, Kyaia Moss of Parkville High</p> | <p style="text-align: right;">Page 12</p> <p>1 MS. LOWRY: Good evening Chairwoman 2 Causey, Superintendent Williams and members of 3 the Board. I would like the Board's consent for 4 the following personnel matters: Retirements, 5 resignations and recognition of deceased. 6 CHAIRMAN CAUSEY: Board members, do I 7 have a motion to approve the personnel matters as 8 presented in Exhibits E-1 through E-3? 9 MS. MACK: So moved, Mack. 10 MR. OFFERMAN: Second, Offerman. 11 CHAIRMAN CAUSEY: Thank you. Is there 12 any discussion? Hearing none, may I have a 13 rollcall vote please? 14 MS. GOVER: Dr. Hager? 15 DR. HAGER: Yes. 16 MS. GOVER: Mr. Kuehn? 17 MR. KUEHN: Yes. 18 MS. GOVER: Ms. Pasteur? Ms. Pasteur? 19 Mr. Offerman? 20 MR. OFFERMAN: Yes. 21 MS. GOVER: Mr. Muhumuza?</p> |
| <p style="text-align: right;">Page 11</p> <p>1 School, Gideon Brown at Western School of 2 Technology, Ilin Mehdizadeh of Kenwood High 3 School, Anthony Le at Owings Mills High School, 4 and Aubry Calderone of Loch Raven High School. 5 And their artwork, again, is featured in the CAFR 6 document which is published on the fiscal 7 services web page, and we really appreciate their 8 contributions and an they will receive each a \$25 9 gift card to a, I believe it's a book store, I'm 10 not sure whether it's Barnes & Noble or -- 11 CHAIRMAN CAUSEY: Yes, Barnes & Noble. 12 MR. SARRIS: Thank you. 13 CHAIRMAN CAUSEY: So thank you, 14 Mr. Sarris, and we appreciate your office 15 including the artwork of our students and 16 highlighting that, and that is available on our 17 website, so we join you in congratulating our 18 outstanding and talented students. 19 The next item on the agenda is new 20 business, personnel matters, and for that I call 21 on Ms. Lowry.</p> | <p style="text-align: right;">Page 13</p> <p>1 MR. MUHUMUZA: Yes. 2 MS. GOVER: Ms. Jose? Ms. Jose? 3 Mr. McMillion? 4 MR. MCMILLION: Yes. 5 MS. GOVER: Ms. Mack? 6 MS. MACK: Yes. 7 MS. GOVER: Ms. Scott? 8 MS. SCOTT: Yes. 9 MS. GOVER: Ms. Rowe? 10 MS. ROWE: Yes. 11 MS. GOVER: Ms. Causey? 12 CHAIRMAN CAUSEY: Yes. The motion 13 carries. 14 At this time I wanted to make a special 15 presentation and acknowledge the work of our 16 ethics review panel. Policy 8364 establishes the 17 Board's ethics review panel. As indicated in our 18 policy the panel consists of five members 19 appointed by the Board of Education of Baltimore 20 County and these citizen volunteers serve 21 tirelessly, and I want to extend the Board's</p> |

| | |
|--|---|
| <p style="text-align: right;">Page 14</p> <p>1 thanks to some of the departing members.</p> <p>2 Samuel Johnson departs the panel this</p> <p>3 year after having served as the panel's chair for</p> <p>4 the past year and vice chair in 2019.</p> <p>5 Mr. Johnson, whose children were educated in BCPS</p> <p>6 schools, is a pretrial services officer in the</p> <p>7 District of Columbia and a Baltimore County</p> <p>8 Circuit Court advisor-mediator. We wish him well</p> <p>9 as his term ends in December.</p> <p>10 Next, Ross McAfee left the panel this</p> <p>11 year. Having been appointed to the panel in</p> <p>12 2017, he chaired the panel in 2019 and was vice</p> <p>13 chair in 2018. He was appointed to the panel as</p> <p>14 I said in 2017, and Mr. McAfee is past president</p> <p>15 of the Greater Baltimore Board of Realtors and</p> <p>16 past vice president of the Maryland Association</p> <p>17 of Realtors. He also served BCPS as a member of</p> <p>18 the Superintendent's Community Stakeholders</p> <p>19 Advisory Council and the Community Engagement</p> <p>20 Council. He has also sponsored an orphaned</p> <p>21 underprivileged youth for the past ten years,</p> | <p style="text-align: right;">Page 16</p> <p>1 counsel from 2008 to 2020. He assisted the Board</p> <p>2 during a time of great transition from all</p> <p>3 appointed board members to hybrid elected and</p> <p>4 appointed board members. As board chair I</p> <p>5 appreciate his assistance and discussions</p> <p>6 regarding the many issues, including navigating</p> <p>7 the work of the pandemic. During the COVID</p> <p>8 pandemic in early March before the shutdown of</p> <p>9 public education and all of life normally as we</p> <p>10 knew it, he proactively provided guidance on</p> <p>11 legal process for planning and conducting virtual</p> <p>12 meetings so that the critical work of the Board</p> <p>13 could continue.</p> <p>14 In addition, Mr. Nussbaum served as</p> <p>15 liaison to the ethics review panel and departing</p> <p>16 ethics review panel chair Samuel Johnson valued</p> <p>17 the tireless efforts of the counsel that</p> <p>18 Mr. Nussbaum provided. Mr. Nussbaum worked with</p> <p>19 the panel for the past decade, attending meeting,</p> <p>20 supporting the panel's work and assisting in</p> <p>21 writing opinions and reviewing operating</p> |
| <p style="text-align: right;">Page 15</p> <p>1 helping the through college and on to a success.</p> <p>2 We appreciate all of Mr. McAfee's contributions</p> <p>3 to the panel.</p> <p>4 Mr. Joseph Schnitzer served a five-year</p> <p>5 term beginning in 2014. He left the panel in</p> <p>6 2019 and the Board would like to now formally</p> <p>7 acknowledge his service. Mr. Schnitzer is an</p> <p>8 attorney and CPA who practices in Baltimore</p> <p>9 County. He has served the community as a member</p> <p>10 of the board of directors of People Encouraging</p> <p>11 People, Civil Works, the National Spinal Cord</p> <p>12 Injury Hotline, and volunteered as a soccer coach</p> <p>13 for the Pikesville Recreation Council's soccer</p> <p>14 and also basketball and baseball leagues.</p> <p>15 Mr. Schnitzer chaired the ethics review panel in</p> <p>16 2017 and 2018. He's a prolific writer who has</p> <p>17 written numerous articles for the legal and</p> <p>18 business community on business matters.</p> <p>19 Last but certainly not least, we want to</p> <p>20 recognize Mr. Andrew Nussbaum, Esquire. He</p> <p>21 served the Board of Education as board legal</p> | <p style="text-align: right;">Page 17</p> <p>1 procedures. His good humor and willingness to</p> <p>2 support the panel in numerous ways were</p> <p>3 appreciated.</p> <p>4 To the panel and Mr. Nussbaum, please</p> <p>5 accept the Board's thanks and our deep</p> <p>6 appreciation for your service to the school</p> <p>7 system.</p> <p>8 The Board would also like to acknowledge</p> <p>9 at this time our incoming panel members that have</p> <p>10 been appointed, Mr. Owen Jarvis, Esquire, who is</p> <p>11 replacing Mr. McAfee, and Dr. Cynthia Boyd, who</p> <p>12 is replacing Mr. Johnson. Thank you.</p> <p>13 The next item on the agenda is</p> <p>14 consideration of administrative appointments and</p> <p>15 for that we call on Dr. Williams.</p> <p>16 DR. WILLIAMS: Madam Chair and members</p> <p>17 of the Board, I would like to bring forth for</p> <p>18 your approval the following administrative</p> <p>19 appointment, specialist in the Department of</p> <p>20 Special Education.</p> <p>21 CHAIRMAN CAUSEY: Board members, do I</p> |

| | |
|--|---|
| <p style="text-align: right;">Page 18</p> <p>1 have a motion to approve the administrative</p> <p>2 appointments as presented in Exhibit F-1?</p> <p>3 MS. MACK: So moved, Mack.</p> <p>4 CHAIRMAN CAUSEY: Thank you. Do I have</p> <p>5 a second?</p> <p>6 MR. OFFERMAN: Second, Offerman.</p> <p>7 CHAIRMAN CAUSEY: Thank you. Is there</p> <p>8 any discussion? Hearing none, may I have a</p> <p>9 rollcall vote please?</p> <p>10 MS. GOVER: Dr. Hager?</p> <p>11 DR. HAGER: Yes.</p> <p>12 MS. GOVER: Mr. Kuehn?</p> <p>13 MR. KUEHN: Yes.</p> <p>14 MS. GOVER: Ms. Pasteur?</p> <p>15 MS. PASTEUR: Yes.</p> <p>16 MS. GOVER: Mr. Offerman?</p> <p>17 MR. OFFERMAN: Yes.</p> <p>18 MS. GOVER: Mr. Muhumuza?</p> <p>19 MR. MUHUMUZA: Yes.</p> <p>20 MS. GOVER: Ms. Jose?</p> <p>21 MS. JOSE: Yes.</p> | <p style="text-align: right;">Page 20</p> <p>1 Our next item on the agenda is the new</p> <p>2 business, report on board policies. Members of</p> <p>3 the Board, the policy review committee asks that</p> <p>4 the Board accept this report of the committee's</p> <p>5 approved proposed changes to the following board</p> <p>6 policies as first reader. Policy 3151, student</p> <p>7 accident insurance; Policy 4500, substitute</p> <p>8 teachers; Policy 8314, internal board policies,</p> <p>9 meeting agenda. These recommendations are</p> <p>10 presented to you on tonight's agenda as</p> <p>11 Exhibit G. Do I have a motion to accept the</p> <p>12 recommendation of the Board's policy review</p> <p>13 committee?</p> <p>14 MR. OFFERMAN: So moved, Offerman.</p> <p>15 CHAIRMAN CAUSEY: Thank you,</p> <p>16 Mr. Offerman. No second is needed because it</p> <p>17 comes with the recommendation of the committee.</p> <p>18 Is there any discussion? Hearing none, may I</p> <p>19 have a rollcall vote please?</p> <p>20 MS. GOVER: Dr. Hager?</p> <p>21 DR. HAGER: Yes.</p> |
| <p style="text-align: right;">Page 19</p> <p>1 MS. GOVER: Mr. McMillion?</p> <p>2 MR. MCMILLION: Yes.</p> <p>3 MS. GOVER: Ms. Mack?</p> <p>4 MS. MACK: Yes.</p> <p>5 MS. GOVER: Ms. Scott?</p> <p>6 MS. SCOTT: Yes.</p> <p>7 MS. GOVER: Ms. Rowe?</p> <p>8 MS. ROWE: Yes.</p> <p>9 MS. GOVER: Ms. Causey?</p> <p>10 CHAIRMAN CAUSEY: Yes.</p> <p>11 MS. GOVER: Thank you.</p> <p>12 CHAIRMAN CAUSEY: The motion carries.</p> <p>13 DR. WILLIAMS: The appointed candidate</p> <p>14 is Elizabeth B. Piel, specialist, Department of</p> <p>15 Special Education. She brings over 25 years of</p> <p>16 service. Currently she is a special ed teacher,</p> <p>17 inclusion, at Arbutus Middle School. Previously</p> <p>18 she served as a behavior interventionist at</p> <p>19 Arbutus as well as a teacher of special ed, so</p> <p>20 congratulations, Ms. Piel.</p> <p>21 CHAIRMAN CAUSEY: Yes, congratulations.</p> | <p style="text-align: right;">Page 21</p> <p>1 MS. GOVER: Mr. Kuehn?</p> <p>2 MR. KUEHN: Yes.</p> <p>3 MS. GOVER: Ms. Pasteur?</p> <p>4 MS. PASTEUR: Yes.</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: Abstain.</p> <p>9 MS. GOVER: Ms. Jose?</p> <p>10 MS. JOSE: Yes.</p> <p>11 MS. GOVER: Mr. McMillion?</p> <p>12 MR. MCMILLION: Yes.</p> <p>13 MS. GOVER: Ms. Mack?</p> <p>14 MS. MACK: Yes.</p> <p>15 MS. GOVER: Ms. Scott?</p> <p>16 MS. SCOTT: Yes.</p> <p>17 MS. GOVER: Ms. Rowe?</p> <p>18 MS. ROWE: Yes.</p> <p>19 MS. GOVER: Ms. Causey?</p> <p>20 CHAIRMAN CAUSEY: Yes.</p> <p>21 MS. GOVER: Thank you.</p> |

| | |
|---|---|
| <p style="text-align: right;">Page 22</p> <p>1 CHAIRMAN CAUSEY: Our next item is 2 public comment. This is one of the opportunities 3 the Board provides to hear the views of and 4 receive the advice of community members. The 5 members of the Board appreciate hearing from 6 interested citizens. As appropriate we will 7 refer your concerns to the superintendent for 8 followup by his staff. The Board of Education 9 will conduct the public comment portion of the 10 meeting by allowing those who registered to call 11 in by phone. Registration was open to the public 12 one week prior to tonight's board meeting and was 13 closed at three p.m. yesterday for anyone wishing 14 to speak at this evening's meeting.</p> <p>15 Board practice limits to ten the number 16 of speakers at a regularly scheduled board 17 meeting. Each speaker is allowed three minutes 18 to address the Board. While we encourage public 19 input on policy, programs and practices within 20 the purview of this Board and the school system, 21 this is not the proper forum to address specific</p> | <p style="text-align: right;">Page 24</p> <p>1 I will now call on our stakeholders and 2 group leaders to speak. Once stakeholder group 3 speakers are done then I will call on the 4 individuals that are registered to address the 5 Board under public general comment. Our first 6 speaker for the evening is Cindy Sexton, 7 president of TABCO. Good evening.</p> <p>8 MS. SEXTON: Good evening, Chairwoman 9 Causey, Vice Chair Henn, Dr. Williams and members 10 of the Board. As we begin our second quarter I 11 continue to hear from educators who are doing all 12 they can to support their students. Our 13 educators are working extremely hard to provide 14 the best possible virtual instruction to our 15 students. As TABCO continues to work with BCPS 16 towards an MOU for what hybrid learning and 17 working conditions will look like when we get 18 back to our work sites as the metrics allow, let 19 us work collaboratively to find a place that 20 continues to meet the needs of our students while 21 also recognizing the stress and hard work that</p> |
| <p style="text-align: right;">Page 23</p> <p>1 student or employee matters or to comment on 2 matters that do not relate to public education in 3 Baltimore County. We encourage everyone to 4 utilize existing dispute resolution processes as 5 appropriate.</p> <p>6 I remind everyone that inappropriate 7 personal remarks or other behavior that disrupts 8 or interferes with the conduct of this meeting 9 are out of order. I ask observers to -- excuse 10 me, I ask speakers to observe the three-minute 11 limit and conclude remarks when time has expired 12 and you hear the tone. The call will be ended at 13 it could be turned off if a speaker addresses 14 specific student or employee matters or is 15 commenting on matters not related to public 16 education in Baltimore County.</p> <p>17 If not selected, the Board is always 18 welcome to submit their comments to the board 19 members via email at boe@bcps.org. More 20 information is provided on the Board's website at 21 www.bcps.org/board/participation.</p> | <p style="text-align: right;">Page 25</p> <p>1 all of the adults are feeling. We need to be 2 sure that whatever is rolled out has the best 3 interests of our students and our educators so we 4 all can continue to be at our best. We all are 5 experiencing COVID fatigue and we want to be back 6 in our schools with our students. Based on the 7 projections, however, that is sadly not going to 8 happen soon. It is my sincere hope and prayer 9 that all of us, all students, staff, 10 stakeholders, all of us come through this 11 pandemic safe and healthy.</p> <p>12 The latest information I received has 13 the CDC even removing the guidance that was 14 pushing for school reopening, so let us please be 15 sure we continue to use the lens of health and 16 safety for all of our stakeholders. The subject 17 of school reopening continues, however, to be an 18 extremely divisive and political issue and it's 19 easy to get caught up in all of that. As we work 20 through the challenges of this pandemic, please 21 continue to work with the bargaining units.</p> |

| | |
|--|--|
| <p style="text-align: right;">Page 26</p> <p>1 To paraphrase best selling author Simon</p> <p>2 Mainwaring, change is impossible without</p> <p>3 collaboration, cooperation and consensus. As we</p> <p>4 work through our challenges and changes in BCPS</p> <p>5 let us keep this in mind and as our goal.</p> <p>6 And finally for all those who celebrate,</p> <p>7 have a wonderful Thanksgiving. Thank you for all</p> <p>8 you do for the students and educators of BCPS.</p> <p>9 Thank you.</p> <p>10 CHAIRMAN CAUSEY: Thank you. And our</p> <p>11 next speaker is Mr. Ray Mosley.</p> <p>12 MR. MOSLEY: Good evening, Chairwoman</p> <p>13 Causey, Dr. Williams and members of the Board.</p> <p>14 First, the Randallstown branch and the Baltimore</p> <p>15 County branch of the NAACP would like to wish the</p> <p>16 members of the Board a healthy, happy and safe</p> <p>17 Thanksgiving holiday.</p> <p>18 Tonight the NAACP branches would like to</p> <p>19 speak about the importance of the upcoming school</p> <p>20 board and county government budget process and</p> <p>21 its ramifications to our BCPS school system that</p> | <p style="text-align: right;">Page 28</p> <p>1 you are severely hurting our children, teachers,</p> <p>2 staff and equity. The NAACP is asking the BCPS</p> <p>3 along with our elected officials to not make any</p> <p>4 more cuts and find ways, even if it means using</p> <p>5 the rainy day fund, to balance the budget. It is</p> <p>6 definitely raining. Decreasing the fund at this</p> <p>7 critical time will exacerbate everything BCPS has</p> <p>8 been working so hard to achieve around equity,</p> <p>9 equal access to resources, academic success,</p> <p>10 especially for our minority students, English</p> <p>11 learners, Title I schools, special education and</p> <p>12 homeless populations.</p> <p>13 Lastly, it is important that the BCPS</p> <p>14 school board include minority leadership. 60</p> <p>15 percent of our school system is minority and the</p> <p>16 board leadership must reflect that diversity. We</p> <p>17 have an upcoming school board leadership election</p> <p>18 at the first school board meeting in December.</p> <p>19 The NAACP asks the Board to include minorities in</p> <p>20 these leadership roles. Thank you.</p> <p>21 CHAIRMAN CAUSEY: Thank you. And our</p> |
| <p style="text-align: right;">Page 27</p> <p>1 is experiencing unprecedented health and economic</p> <p>2 challenges, especially during this COVID period.</p> <p>3 The upcoming budget process will negatively</p> <p>4 impact our school system if we do not receive</p> <p>5 adequate funding. BCPS is at a critical tipping</p> <p>6 point in the education of our children. Adequate</p> <p>7 funding is critical to our success in addressing</p> <p>8 the inequities in our system that COVID has</p> <p>9 shined a bright light on. Any more cuts or</p> <p>10 reduction in the budget will directly impact our</p> <p>11 teachers, staff, support workers, administrators,</p> <p>12 and definitely our students.</p> <p>13 Last year BCPS absorbed a \$20 million</p> <p>14 maintenance of effort budget due to decreased</p> <p>15 revenue estimates and negative economic</p> <p>16 conditions. The year before BCPS absorbed a \$15</p> <p>17 million budget cut, which means that the BCPS</p> <p>18 budget has been cut a whopping \$35 million the</p> <p>19 past two years. The NAACP understands that</p> <p>20 everyone must tighten their belt. However, there</p> <p>21 is only so much belt tightening you can do before</p> | <p style="text-align: right;">Page 29</p> <p>1 next speaker for the evening is Ms. Sharon</p> <p>2 Saroff. Is Ms. Saroff with us? If you are</p> <p>3 speaking, we cannot hear you.</p> <p>4 MS. SAROFF: I'm confused as to why I'm</p> <p>5 speaking right now when I'm supposed to be at</p> <p>6 regular public comment.</p> <p>7 CHAIRMAN CAUSEY: Thank you. We are</p> <p>8 proceeding to regular public comment.</p> <p>9 MS. SAROFF: Ah, okay. We are still</p> <p>10 hearing from parents of special needs and gifted</p> <p>11 children about how virtual learning is not</p> <p>12 working for our students. Some are doing very</p> <p>13 well with the virtual learning but many more are</p> <p>14 not. I have spoken as others have about the</p> <p>15 concerns and it seems that they are falling on</p> <p>16 deaf ears. The communication is still poor at</p> <p>17 best. Schools are still not providing related</p> <p>18 services and therapies as written on the IEP.</p> <p>19 Schools aren't even following the same schedule</p> <p>20 for tomorrow. This is not the way to provide a</p> <p>21 free and appropriate public education to our</p> |

| | |
|---|---|
| <p style="text-align: right;">Page 30</p> <p>1 students with special needs.</p> <p>2 Last week when WYPR welcomed</p> <p>3 Dr. Williams to their show Midday, I asked him</p> <p>4 the question, who is at the table representing</p> <p>5 special education for your reopening plan? I was</p> <p>6 told teachers, administrators, seasoned</p> <p>7 educators. At the last board meeting I heard the</p> <p>8 example Dr. McComas gave about teachers would</p> <p>9 teach students in person and virtually at the</p> <p>10 same time. I can tell you that I am not the only</p> <p>11 one that shared on Facebook that this idea will</p> <p>12 not work for our students.</p> <p>13 I have a suggestion. How about a</p> <p>14 special education summit, how about having a</p> <p>15 couple of days or even one day where students,</p> <p>16 parents, your reopening team and the Board meets</p> <p>17 virtually and discusses what is working, what</p> <p>18 isn't working, what other districts are doing,</p> <p>19 and what the experts are doing? Then let's put</p> <p>20 special education on the School Board's agenda.</p> <p>21 We want a commitment from the school system that</p> | <p style="text-align: right;">Page 32</p> <p>1 President Roosevelt in 1939 declared the fourth</p> <p>2 Thursday of November as the National Thanksgiving</p> <p>3 Day.</p> <p>4 The reasons of celebrating these</p> <p>5 holidays have been to celebrate good harvests,</p> <p>6 victories in wars, launching of expeditions and</p> <p>7 achieving goals by a community of the nation.</p> <p>8 These thanksgivings have been to acknowledge the</p> <p>9 miracle of success achieved. Giving thanks to</p> <p>10 fellow human beings is the most noble and humble</p> <p>11 act of appreciation.</p> <p>12 Having advocated for closure of schools</p> <p>13 for one of the two Muslim holidays for over a</p> <p>14 quarter century, my community and I offer our</p> <p>15 thanks to you on this Thanksgiving day. Also,</p> <p>16 your decision to protect the Eid al-Fitr in the</p> <p>17 2021-2022 calendar is very much appreciated.</p> <p>18 I've had the opportunity to physically observe</p> <p>19 the deliberations of calendar committees in the</p> <p>20 past. It is almost a logistical nightmare to</p> <p>21 navigate through the various limitations to</p> |
| <p style="text-align: right;">Page 31</p> <p>1 shows our kids matter. Thank you.</p> <p>2 CHAIRMAN CAUSEY: Thank you. And our</p> <p>3 next speaker for the evening is Dr. Muhammad</p> <p>4 Jameel.</p> <p>5 DR. JAMEEL: Good evening, peace and</p> <p>6 blessings, Chairwoman Ms. Causey, Superintendent</p> <p>7 Dr. Williams, members of the Board and all</p> <p>8 participants in this meeting. There have been</p> <p>9 about eight different dates and reasons found in</p> <p>10 the history of celebrating Thanksgiving.</p> <p>11 The first one known is 1621, which is</p> <p>12 also called the Plymouth Feast. Some of the</p> <p>13 others included March 1776 when John Hancock</p> <p>14 declared fast day as Thanksgiving. The 28th of</p> <p>15 November 1781 was declared a day of thanksgiving</p> <p>16 because of signing of the Treaty of Paris.</p> <p>17 President George Washington declared</p> <p>18 November 26th, 1789 as the first nationwide</p> <p>19 thanksgiving date. President Abraham Lincoln</p> <p>20 declared August 6th in 1863 a national</p> <p>21 thanksgiving for our civil war victory.</p> | <p style="text-align: right;">Page 33</p> <p>1 achieve working calendar. We are therefore also</p> <p>2 thankful for the calendar committee for their</p> <p>3 hard work.</p> <p>4 My children who were educated in BCPS</p> <p>5 from 1976 to 1995 are relieved that their</p> <p>6 children will not miss celebrating their holiday</p> <p>7 with us. Please accept thanks on their behalf.</p> <p>8 CHAIRMAN CAUSEY: Thank you. Our next</p> <p>9 speaker for the evening is Ms. Katy Sunder.</p> <p>10 MS. GOVER: I'm sorry, Ms. Causey, it's</p> <p>11 actually Mr. Sharpless first.</p> <p>12 CHAIRMAN CAUSEY: Thank you, Ms. Gover.</p> <p>13 Mr. Sharpless?</p> <p>14 DR. JAMEEL: Tracy, were you able to</p> <p>15 hear me?</p> <p>16 CHAIRMAN CAUSEY: Yes, we can hear you.</p> <p>17 DR. JAMEEL: Okay.</p> <p>18 MR. SHARPLESS: Hello, you've got Brian</p> <p>19 Sharpless standing by here if you're ready for</p> <p>20 me.</p> <p>21 CHAIRMAN CAUSEY: Mr. Sharpless?</p> |

| | |
|--|---|
| <p style="text-align: right;">Page 34</p> <p>1 MR. SHARPLESS: Hello, standing by.</p> <p>2 CHAIRMAN CAUSEY: Yes.</p> <p>3 MR. SHARPLESS: Yes, good evening. I</p> <p>4 appreciate the opportunity to speak to you this</p> <p>5 evening. As the parent of two students in the</p> <p>6 Reisterstown area elementary schools, my comments</p> <p>7 are related to the Maryland State Department's</p> <p>8 2019 Star ratings for the Reisterstown area</p> <p>9 public schools, which is the most recent that</p> <p>10 they are available for.</p> <p>11 Among our local elementary schools we</p> <p>12 had four schools rated as three stars, one</p> <p>13 elementary school five stars, Franklin Middle</p> <p>14 School's at two stars and Franklin High School's</p> <p>15 at three stars. To provide a bit of frame of</p> <p>16 reference for my follow-on questions here, I'm a</p> <p>17 1996 graduate of Franklin High School, having</p> <p>18 previously attended Reisterstown Elementary</p> <p>19 School and Franklin Middle School. Now when I</p> <p>20 attended these schools they were of the quality</p> <p>21 that appeared to encourage parents to move into</p> | <p style="text-align: right;">Page 36</p> <p>1 Ms. Sunder with us?</p> <p>2 MS. GOVER: She's just coming on. Hold</p> <p>3 on.</p> <p>4 MR. SUNDER: Hello?</p> <p>5 CHAIRMAN CAUSEY: Good evening. Is this</p> <p>6 Katy Sunder?</p> <p>7 MR. SUNDER: This is Katy Sunder's</p> <p>8 husband, John Sunder.</p> <p>9 CHAIRMAN CAUSEY: Okay. Good evening.</p> <p>10 MR. SUNDER: Yes, good evening. Thank</p> <p>11 you very much, Chairwoman Causey and</p> <p>12 Dr. Williams, I'm speaking to you on behalf of my</p> <p>13 wife, and everyone should be thankful that I am</p> <p>14 speaking on behalf of my wife because we've been</p> <p>15 through the ringer a little bit over the past few</p> <p>16 months regarding the virtual schooling. We're</p> <p>17 calling to make sure that it's understood that</p> <p>18 although things are looking a little bit grim</p> <p>19 right now with respect to the COVID numbers and</p> <p>20 everything like that going up, it would be our</p> <p>21 hope that with vaccines on the horizon and a lot</p> |
| <p style="text-align: right;">Page 35</p> <p>1 our community. Now as reflected by the Star</p> <p>2 ratings, they appear to be discouraging parents</p> <p>3 from moving into the community. I know</p> <p>4 personally two families that moved out of the</p> <p>5 area, one to Howard County and one to the</p> <p>6 Hereford zone, simply based on the desire for</p> <p>7 better public schools.</p> <p>8 So to finally get to my questions here,</p> <p>9 what happened to the quality of the schools in</p> <p>10 this area and what actions are being taken to</p> <p>11 restore that quality? Now to be clear, I'm not</p> <p>12 interested in clever accounting maneuvers to</p> <p>13 simply inflate the Star ratings. Restoring</p> <p>14 quality of the educational curriculum and getting</p> <p>15 students to meet those standard should be the</p> <p>16 paramount focus. I recognize responding to these</p> <p>17 questions in detail is probably outside the scope</p> <p>18 of this forum but I do look forward to a</p> <p>19 comprehensive answer in the future. Thank you.</p> <p>20 CHAIRMAN CAUSEY: Thank you. So our</p> <p>21 next speaker the Ms. Sumner. Good evening, is</p> | <p style="text-align: right;">Page 37</p> <p>1 of sort of advances in the treatment options,</p> <p>2 that when things do start getting better, and</p> <p>3 they will, that the Board, Dr. Williams and</p> <p>4 everybody take a collaborative approach with the</p> <p>5 teachers union and all the other stakeholders</p> <p>6 that we heard from earlier this evening to insure</p> <p>7 that there is a plan that doesn't require further</p> <p>8 back and fourth, further sort of distrust and the</p> <p>9 other aspects that were part and parcel of what</p> <p>10 happened this fall when the schools tried to</p> <p>11 reopen.</p> <p>12 It's our hope that everybody understands</p> <p>13 that yes, all the stakeholders do have a stake</p> <p>14 here, but the most important stakeholders are the</p> <p>15 kids. And we have three children at Sparks</p> <p>16 Elementary who love school, who love going to</p> <p>17 school and who are definitely very negatively</p> <p>18 impacted by being virtual. And I understand we</p> <p>19 have to listen to the science and I understand</p> <p>20 that we need to make sure that things are done</p> <p>21 safely, but I just feel, and my wife certainly</p> |

| | |
|---|--|
| <p style="text-align: right;">Page 38</p> <p>1 feels that the last three months have really been 2 a missed opportunity to have the kids back when 3 the numbers were better, and when things were 4 looking good, as so many other schools were able 5 to do, and it would be a total shame for when 6 things do turn around that we get caught again to 7 sort of say all right, now what do we do. And 8 that has been a very big point of frustration 9 around our household, and I often go by the 10 phrase happy wife, happy life, and I have not had 11 a very happy wife for the past three months. And 12 I urge everybody to make sure that everyone is 13 appreciative of the incredible stress that this 14 is putting on families, and our family is very 15 lucky, we have many blessings. I can't imagine 16 what it's been like for single mothers, single 17 parents and a whole bunch of other people who 18 have not been as lucky as we are. 19 That's all. I just urge everybody to 20 really get it together and get back in school as 21 quickly as possible, because this is</p> | <p style="text-align: right;">Page 40</p> <p>1 I think the superintendent should extend the 2 enrollment survey that was released on Friday the 3 19th to pre-K through second grade families to 4 all families of students in all grades. The 5 Board must understand what parents want. 6 We now have overwhelming evidence that 7 children need to be given the option for 8 in-person schools. Dr. Redfield of the CDC 9 stated there is extensive data that confirms 10 teacher taught schools can operate with 11 face-to-face learning and they can do it safely 12 and they can do it responsibly. He also said 13 that schools do not need to be closed and said 14 that they are among the safest places for 15 students during this pandemic. Governors of 16 seven states in the northeast released a 17 statement Friday citing the CDC and saying 18 medical research as well as data from the 19 northeastern states, from across the country and 20 around the world make it clear that in-person 21 learning is safe when the appropriate protections</p> |
| <p style="text-align: right;">Page 39</p> <p>1 unsustainable. 2 CHAIRMAN CAUSEY: Thank you. And 3 Ms. Gover, were there other attendees that had 4 called? 5 MS. GOVER: I have Ms. Adams on the line 6 and Ms. Taylor. 7 CHAIRMAN CAUSEY: Thank you. Ms. Adams? 8 MS. ADAMS: Good evening. Can you hear 9 me okay? 10 CHAIRMAN CAUSEY: Yes, we can. 11 MS. ADAMS: Thank you for the 12 opportunity to speak. I'm a parent of three BCPS 13 students. To many of us parents and students, 14 returning to at least some in-person learning is 15 the more important item that should be discussed 16 at every meeting. However, I was shocked to see 17 this topic is not on the agenda. 18 I understand some families do not want 19 to send their children back to school. I think 20 this is their choice. However, many of us want 21 in-person learning and should have that choice.</p> | <p style="text-align: right;">Page 41</p> <p>1 are in place, even in communities with high 2 transmission rates. In-person learning is the 3 best possible scenario for children, especially 4 those with special needs and from low income 5 families. There is growing evidence that the 6 more time children spend outside of school 7 increases the risk of mental health harm and 8 affects their ability to truly learn. 9 The scientists are saying in-person 10 learning is not only safe but preferred. I have 11 heard the school board and the union say a return 12 to school will happen when it is safe to do so. 13 I ask which of you is more qualified than the 14 CDC. As an outsider looking in, it seems like 15 the only reason we haven't opened building to any 16 groups of students is because of the agreement 17 made with the five unions this summer that is in 18 place until January 29th. Leadership appears to 19 have been unsuccessful or didn't even try to 20 renegotiate the MOU and open schools when we were 21 far below the metrics earlier this year.</p> |

| | |
|---|--|
| <p style="text-align: right;">Page 42</p> <p>1 Now I'm curious if this agreement is 2 being renegotiated behind closed doors to 3 continue further pushback to in-person learning. 4 My fear is that January 29th date will come and 5 go and the unions will again block reopening just 6 as they did in the fall. We parents need a seat 7 at the table during these reopening meetings, 8 regular updates for the return of students to 9 school, or direct access to the minutes from the 10 reopening committee. 11 I'm also extremely interested to hear 12 the presentation about virtual learning guidance 13 on grading and assessments. My three previous 14 honor roll children all had uncharacteristically 15 low grades in their content classes at the end of 16 quarter one. While they're happy to hear there 17 may be some grading leniency, I am concerned this 18 is a band-aid and doesn't address the bigger 19 issue. Grades are an indication of understanding 20 and effort. Simply changing the county 21 assessments from the major category of grades to</p> | <p style="text-align: right;">Page 44</p> <p>1 when the letter was only distributed internally 2 and not to the entire BCPS community, how can 3 this be when I only see the five unions being 4 represented? Is this an internal message seeking 5 solidarity of the staff, and why is the focus on, 6 I quote, providing opportunity for small groups 7 of students to return to the building? Are the 8 unions controlling the entire reopening plan, 9 how, when and why, and under what conditions? 10 Is this a plan that we, the outside BCPS 11 community, has not been made privy to? When 12 you're transparent you invite trust by revealing 13 that you have nothing to hide, you establish 14 yourself as an honest, credible person in the 15 eyes of others. Dr. Williams, your lack of 16 transparency is stifling. One thing you can be 17 sure of, we will not allow the teachers union to 18 use our children as bargaining chips. There's 19 clearly devastating consequences from kids being 20 kept out of schools and in-person learning, and 21 although the full impact is not yet known, the</p> |
| <p style="text-align: right;">Page 43</p> <p>1 the practice category is not addressing the 2 failure of virtual learning. All students 3 deserve a quality education and studies show that 4 virtual learning is not offering that to the 5 majority of kids. BCPS is not honoring their 6 mission statement to raise the bar, close the gap 7 and prepare for the future. In fact -- 8 (Audio cut off.) 9 CHAIRMAN CAUSEY: Thank you. Our next 10 speaker for the evening is Mary Taylor. 11 MS. TAYLOR: My name's Mary Taylor and 12 I'm in the advocacy group Reopen Baltimore County 13 Public Schools. Good evening. 14 Today a letter was distributed to Team 15 BCPS families and staff and Dr. Williams and the 16 five unions representing BCPS teachers and staff. 17 The letter (inaudible, static) impacted the 18 COVID-19 pandemic. It also clearly states that 19 only by working together as a community we will 20 get through the crisis. It says you are 21 committed to this collaboration. How can you say</p> | <p style="text-align: right;">Page 45</p> <p>1 early numbers are alarming. 2 In August the CDC started reporting 3 symptoms of anxiety and depression having tripled 4 in America amongst our school aged children, and 5 now that schools have remained close rising 6 thoughts of suicide, especially among these 7 school aged children, are staggering. A recent 8 report found 26 percent of young school aged 9 children have considered suicide in the past 10 month. Some have unfortunately succumbed to 11 their depression from isolation and dark despair. 12 Everyone's fear should be for the cold dark 13 months of January and February when there is 14 nothing to look forward to and the kids are stuck 15 inside a room all day staring at a screen. 16 Whether children are six or 16, they look to us, 17 their parents, to help them, and when we feel 18 powerless to do so we cannot give them any hope, 19 and then the whole family suffers. 20 So once again, a large number of emails 21 were sent to Dr. Williams, Dr. Zarchin and the</p> |

| | |
|--|--|
| <p style="text-align: right;">Page 46</p> <p>1 BOE asking for the Reopen Baltimore County Public 2 School group for parent representation on both 3 design and stakeholder recovery groups. We have 4 yet to receive an adequate response to our 5 requests. This is an urgent request to allow the 6 opportunity to give our children a voice, give 7 the children the representation they deserve. 8 Give them some hope. Thank you, enjoy your 9 Thanksgiving, appreciate the time to speak this 10 evening. 11 CHAIRMAN CAUSEY: Thank you, and our 12 next speaker for the evening is -- excuse me, 13 could we have people mute their devices? Thank 14 you. So now we have Dr. Pharoan. Good evening, 15 Dr. Pharoan, are you with us? 16 MS. GOVER: Ms. Causey, Dr. Pharoan has 17 dropped off but Ms. Bergman is on the call. 18 CHAIRMAN CAUSEY: Thank you. 19 Ms. Bergman, good evening. 20 MS. BERGMAN: Hi, this is Ms. Bergman. 21 Do you hear me?</p> | <p style="text-align: right;">Page 48</p> <p>1 opening up folders and completing assignments. 2 We don't have a lot of features that we get to 3 use on the learning management system like our 4 students do, our teachers or administrators, so 5 somebody actually has to go in there and tweak 6 those a little bit to make it work for the 7 current situation we're all in. 8 I have a lot more suggestions that I 9 would really like to work with BCPS to improve 10 this virtual experience so we could provide this 11 to every single child across our school system so 12 they could access an education and have access to 13 the tools that we need. So, I hope everybody has 14 a good evening and enjoys their Thanksgiving 15 weekend, and everybody stay safe. Thank you. 16 CHAIRMAN CAUSEY: Thank you. And 17 Ms. Gover, do we have any additional public 18 comment speakers that were able to call in? 19 MS. GOVER: Stand by, I think 20 Dr. Pharoan is trying to call back in, and 21 Ms. Bergman and Dr. Pharoan were also on for</p> |
| <p style="text-align: right;">Page 47</p> <p>1 CHAIRMAN CAUSEY: Yes, we can. 2 MS. BERGMAN: Hi. Well, happy 3 Thanksgiving, everybody, and I just want to give 4 a big shout out to all the volunteers that came 5 out at Baltimore Highlands Elementary tonight to 6 help distribute food to families in our 7 community, so a shout out to all the volunteers 8 that came out. 9 At our last board meeting I spoke and I 10 had asked all our board members to please be 11 considerate and use our time to make sure that 12 we're using every single penny and spending it 13 wisely, and how we use funds for everything that 14 we do with our education system. 15 I do want to provide a suggestion that I 16 think as a parent we need to tweak the learning 17 management system that parents have access to and 18 I would like to see, hopefully before the end of 19 the school year, where some features could be 20 added so when parents log in to Schoology, we get 21 notification for example if our child is not</p> | <p style="text-align: right;">Page 49</p> <p>1 public comment, so -- for policies, sorry. Hold 2 on. 3 CHAIRMAN CAUSEY: We appreciate 4 everyone's patience as we all deal with technical 5 issues from time to time. 6 MS. GOVER: Dr. Pharoan is on the line. 7 CHAIRMAN CAUSEY: Thank you. Good 8 evening, Dr. Pharoan. 9 DR. PHAROAN: Hi, I'm sorry I missed it. 10 Which part I am presenting now? 11 CHAIRMAN CAUSEY: So you will be the 12 last speaker for public comment and then we will 13 have comment on the board policies. 14 DR. PHAROAN: Okay. Thank you very 15 much, Ms. Causey and all the board members. The 16 Board of Education has not enough money to solve 17 the shortage afflicting Baltimore County Public 18 Schools today and into the future. This is why I 19 proposed to you in the past to have a tax levying 20 authority. For one, the budget for 2021 is about 21 \$12.9 billion and we don't have money enough for</p> |

| | |
|---|---|
| <p style="text-align: right;">Page 50</p> <p>1 many of the other things not covered by that.</p> <p>2 For two, the Educational Foundation of</p> <p>3 Baltimore County Public Schools does not either</p> <p>4 have money to make a dent in BCPS needs, the</p> <p>5 enrollment in public schools is showing half for</p> <p>6 the foreseeable future. So I propose to you ten</p> <p>7 items for consideration.</p> <p>8 One, to lobby the state and the county</p> <p>9 for tax levying authority.</p> <p>10 Two, to ask the honorable comptroller to</p> <p>11 levy the portion of state taxes for education and</p> <p>12 just truly give it to the boards of education.</p> <p>13 Three, lobby the county executive and</p> <p>14 the county councils to do the same.</p> <p>15 Four, the Board of Education shall</p> <p>16 establish an added value county education tax to</p> <p>17 meet the demands of the parents, the students and</p> <p>18 the teachers.</p> <p>19 Five, to strengthen the Educational</p> <p>20 Foundation of Baltimore County Public Schools, to</p> <p>21 advertise and to establish smart ways to</p> | <p style="text-align: right;">Page 52</p> <p>1 and the county, and also TABCO, so that I</p> <p>2 respectfully request your consideration for this</p> <p>3 drastic change that is really needed, and thank</p> <p>4 you for listening.</p> <p>5 CHAIRMAN CAUSEY: Thank you,</p> <p>6 Dr. Pharoan. And now we move to public comment</p> <p>7 on policies. So we have policies at first reader</p> <p>8 and the, and Dr. Pharoan and Ms. Bergman are</p> <p>9 registered to comment on the proposed changes to</p> <p>10 the following policies, and we can start with</p> <p>11 3151, student accident insurance program. So</p> <p>12 Dr. Pharoan, if you'd like to go ahead?</p> <p>13 DR. PHAROAN: Policy 3151 outlines the</p> <p>14 Board's commitment to offering student accident</p> <p>15 insurance to the parents or guardians of every</p> <p>16 student enrolled in Baltimore County Public</p> <p>17 Schools. My critique is that this policy offers</p> <p>18 all parents and students the insurance coverage</p> <p>19 in case of injury. However, the parents of rich</p> <p>20 areas would have no issue in paying for the</p> <p>21 insurance; however, the parents of less</p> |
| <p style="text-align: right;">Page 51</p> <p>1 recognize the donors.</p> <p>2 Six, encourage the staff and parents to</p> <p>3 donate to the Educational Foundation more.</p> <p>4 Seven, we need to establish an endowment</p> <p>5 fund that is not available, for the future of</p> <p>6 Baltimore County Public Schools.</p> <p>7 Eight, to establish alumni and build</p> <p>8 ownership of BCPS by the county students so when</p> <p>9 they become doctors and lawyers and electricians,</p> <p>10 et cetera, they will give back to the school</p> <p>11 system.</p> <p>12 Nine, encourage employers of Baltimore</p> <p>13 County residents to match employees' donations to</p> <p>14 the Educational Foundation.</p> <p>15 Last but not least, my thought to you is</p> <p>16 to cooperate and collaborate with other school</p> <p>17 systems because we, if we work together on</p> <p>18 contracts, I believe it's not really different</p> <p>19 than hospitals working together binding up so</p> <p>20 they have a better deal. Our current system</p> <p>21 makes us dependent on the politics of the state</p> | <p style="text-align: right;">Page 53</p> <p>1 financially secure areas would have difficulty</p> <p>2 paying for the insurance. Thus, it does create a</p> <p>3 de facto discriminatory status between those who</p> <p>4 have and those who are financially stressed out.</p> <p>5 I believe this policy has discrimination in it</p> <p>6 based on ZIP code/income, it is in violation of</p> <p>7 several codes and statutes, but more important</p> <p>8 than that, I know I'm not a lawyer, it really</p> <p>9 flies in the face of what Baltimore County Public</p> <p>10 Schools stands for, all means all, no child left</p> <p>11 behind, diversity, equity, equality, with liberty</p> <p>12 and justice for all.</p> <p>13 My recommendation is that the school</p> <p>14 system either offers and pays all the insurance</p> <p>15 coverage to all students on those grounds or</p> <p>16 properties or, better than that, do not offer the</p> <p>17 insurance coverage to anyone, and then to sign on</p> <p>18 each Baltimore County Public School facility or</p> <p>19 ground that states play on your own risk, the</p> <p>20 Board of Education is not responsible. This is</p> <p>21 the same as people swimming in a pool and there</p> |

| | |
|--|---|
| <p style="text-align: right;">Page 54</p> <p>1 is no lifeguard, there is no insurance coverage 2 and they have a sign saying that. 3 BCPS has many important issues to deal 4 with, BCPS I believe should not be responsible 5 for after school injuries by parents, students, 6 spectators or coaches, and thank you for your 7 consideration. 8 CHAIRMAN CAUSEY: Thank you. And 9 Ms. Bergman, if she is on the line, can comment 10 on Policy 3151. 11 MS. BERGMAN: Hi, can you hear me? 12 CHAIRMAN CAUSEY: Yes, we can, thank 13 you. 14 MS. BERGMAN: Okay. So I have a lot of 15 questions about the insurance form. I know in 16 the past with my kids in the beginning of the 17 school year it was always provided as part of the 18 welcoming package that we had to complete. But 19 we started this year virtually in remote 20 locations, and I want to know if this policy will 21 end up tweaking with our current situation to</p> | <p style="text-align: right;">Page 56</p> <p>1 item 21 says the superintendent shall develop 2 rules and procedures to implement this policy, 3 which includes hiring or reentry, training, 4 evaluating and assigning substitute teachers. My 5 critique to this policy is substitutes are as 6 important to quality education at full-time 7 teachers. Unless we pay the substitute 8 adequately and commensurate with their experience 9 and their effectiveness, we shall always have 10 inadequate number of substitutes or inadequate 11 qualifications. 12 I would like to remind the Board that 13 Mr. Oshender, who was the past president and 14 board member, many times used to repeat how we 15 are short of substitutes and how they are poorly 16 paid. Please consider ramping up the 17 substitutes' qualifications and pay. We need 18 adequate number of substitutes to fill in in 19 whatever capacity or event BCPS is or shall be 20 facing in the future, and I thank you for your 21 consideration.</p> |
| <p style="text-align: right;">Page 55</p> <p>1 still cover children if they get injured during 2 school time. So example, some kids sometimes end 3 up having PE and they want to do their 4 assignments for PE and they could get injured at 5 home, you know, but technically they're in school 6 during that time, so how is this policy and this 7 coverage that's available going to cover kids 8 during instructional hours if they end up having 9 an accident? 10 Let's say they're carrying multiple 11 things and their BCPS laptops and they fall and 12 get injured. Are they going to be covered or are 13 they not going to be covered due to them being in 14 the home setting and not the physical BCPS school 15 environment? So that's my concern regarding the 16 policy. Thank you. 17 CHAIRMAN CAUSEY: Thank you. And now 18 for comments on Policy 4500, personnel, 19 substitute teachers, and I have Dr. Pharoan. 20 DR. PHAROAN: Thank you, Madam Chair. 21 This Policy 4500 deals with substitutes. Line</p> | <p style="text-align: right;">Page 57</p> <p>1 CHAIRMAN CAUSEY: Thank you. And the 2 last policy is Policy 8314, internal board 3 policies, meetings. 4 MS. BERGMAN: I was signed up to speak 5 on this policy, Ms. Causey. 6 CHAIRMAN CAUSEY: I apologize, 7 Ms. Bergman, Policy 4500. 8 MS. BERGMAN: The policy regarding our 9 substitutes, like the previous speaker has 10 shared, we need our game when it comes to our 11 substitute teachers in BCPS, especially now. We 12 need to consider paying them a lot more than just 13 \$11 an hour if they don't have the credentials 14 because we need warm bodies, we need warm bodies 15 to help and provide relief so we could have 16 effective IEP meetings when our teachers have to 17 participate in IEP meetings but we need a 18 substitute to cover that. We're not offering 19 them competitive pay and it's not even, it's not 20 a livable wage, so we have to do some careful 21 consideration, maybe provide some additional</p> |

| | |
|--|---|
| <p style="text-align: right;">Page 58</p> <p>1 standards to include some kind of course that</p> <p>2 they could do so we could get enough substitute</p> <p>3 teachers that we need. And we need to be able to</p> <p>4 provide waivers, especially right now because</p> <p>5 we're so shorthanded, we're so shorthanded and</p> <p>6 even our teachers can't perform in our schools to</p> <p>7 their top quality during these times if they</p> <p>8 don't have that additional support from our</p> <p>9 substitutes, so thank you.</p> <p>10 CHAIRMAN CAUSEY: Thank you, and now for</p> <p>11 the final policy for comments, Policy 8314,</p> <p>12 internal board policies, meetings, agenda, so</p> <p>13 Dr. Pharoan will be first and then Ms. Bergman.</p> <p>14 DR. PHAROAN: Thank you, Madam Chair and</p> <p>15 board members. I have a critique to line item 21</p> <p>16 and line item number five.</p> <p>17 In line item 21 it says the agenda items</p> <p>18 for a regular meeting of the Board shall include</p> <p>19 but not be limited to the following headings:</p> <p>20 Number one, Pledge of Allegiance/silent</p> <p>21 medication. My critique to this item is kindly</p> | <p style="text-align: right;">Page 60</p> <p>1 of 50 signatures and addresses and phone numbers</p> <p>2 and emails. Such petition must articulate the</p> <p>3 need to add to the agenda and should be</p> <p>4 supplemented with facts. Then the Board of</p> <p>5 Education may vote on such addition up or down at</p> <p>6 the agenda item in the same way as you do each</p> <p>7 time. I thank you for your consideration.</p> <p>8 CHAIRMAN CAUSEY: Thank you, and</p> <p>9 Ms. Bergman?</p> <p>10 MS. BERGMAN: Hi. So regarding the</p> <p>11 meeting for the Board of Ed, I think that we have</p> <p>12 to send this right back into committee and the</p> <p>13 reason for it, I don't think the current policy</p> <p>14 is addressing, the public board meeting portion</p> <p>15 of it could be as productive as we could be,</p> <p>16 okay?</p> <p>17 One thing that frustrates me and I'm</p> <p>18 sure it frustrates a lot of people is when we</p> <p>19 have meetings about meetings, okay? There's no</p> <p>20 point and it's not productive to have meetings</p> <p>21 about meetings because it's absolutely a waste of</p> |
| <p style="text-align: right;">Page 59</p> <p>1 consider the modification of that line 21 to read</p> <p>2 Pledge of Allegiance to the Flag and to the</p> <p>3 Constitution of the United States of America. It</p> <p>4 is the flag and the Constitution that binds us</p> <p>5 into the future. It is the Constitution that</p> <p>6 makes us the magnet to all the foreign brains and</p> <p>7 talent that come to the United States. It is the</p> <p>8 Constitution that protects us from turning into</p> <p>9 China or Russia.</p> <p>10 In line item number five it reads, board</p> <p>11 members bay may submit to the superintendent or</p> <p>12 the board chair a proposed agenda item for</p> <p>13 consideration at a future board meeting. My</p> <p>14 critique to that is this item lacks paying</p> <p>15 attention to the public wanting to add an item to</p> <p>16 the Board of Education agenda. Please consider</p> <p>17 something along this line as Item D.1, which says</p> <p>18 one person or more from the public may request an</p> <p>19 agenda item to be added to the agenda as long as</p> <p>20 that person or persons has also provided a</p> <p>21 verifiable petition from lawful county residents</p> | <p style="text-align: right;">Page 61</p> <p>1 time, waste of money. So one of the things I</p> <p>2 think we should consider regarding this policy is</p> <p>3 to go back and look at how to do that and limit</p> <p>4 the presentations provided for, you know, the</p> <p>5 presentations that we do over subjects that are</p> <p>6 not for the full board, it is too long. It's</p> <p>7 supposed to be a summary presentation, not the</p> <p>8 full detail that you would see in one of your</p> <p>9 standing committees. So please go back and think</p> <p>10 about how to be more productive, more effective</p> <p>11 and use your time wisely when it comes to setting</p> <p>12 up your agenda for your meetings for the Board.</p> <p>13 Thank you.</p> <p>14 CHAIRMAN CAUSEY: And that concludes our</p> <p>15 public comment portion of the meeting.</p> <p>16 The next item on the agenda is Item I,</p> <p>17 new business, action taken in closed session.</p> <p>18 However, there was no action taken in closed</p> <p>19 session.</p> <p>20 So we will move on to Item J, New</p> <p>21 Business, consideration of Baltimore County Joint</p> |

| | |
|---|--|
| <p style="text-align: right;">Page 62</p> <p>1 Use Agreements for PAL Centers, and for that we 2 call on Ms. Howie. Good evening. 3 MS. HOWIE: Good evening, members of the 4 Board. The board chair has asked that this item 5 be added to this evening's agenda to secure the 6 full Board's approval of the board chair's 7 signature of these two joint use agreements. 8 Just briefly by way of background, you 9 have in your packet the 2003 joint use agreement 10 that was signed by then current superintendent 11 Dr. Hairston and then current county executive 12 James Smith, and as well the board president at 13 the time, Don Pardo. The joint use agreements 14 are required by the state and in these agreements 15 the Board of Education is simply a third party. 16 There is no funding authority that is requested 17 of the Board, simply the Board's approval so that 18 the county can secure state funding. 19 I would recommend as well that given the 20 fact that these agreements do not normally come 21 to the Board, the Board as well authorize the</p> | <p style="text-align: right;">Page 64</p> <p>1 has come to the Board for a vote. Typically, I 2 guess, it's just a signatory that the chair would 3 do. Is this a new process and will this in a 4 sense hold up the county timeline wise if we 5 didn't have a meeting for it to come to the board 6 for approval? This is just a process procedural 7 question, since I've never seen this before. 8 Thank you. 9 MS. HOWIE: You're welcome, ma'am. This 10 is the first time this has been done. As I 11 indicated, this was the request of the board 12 chair. It's therefore my recommendation that 13 going forward the Board simply authorize the 14 board chair to sign these agreements so that 15 there is no possible delay in the issuance of 16 funding for the county in these matters. 17 CHAIRMAN CAUSEY: Thank you, Ms. Howie. 18 And I would just like to include the comment that 19 as the Board has been moving forward, that there 20 have been situations where we have understood 21 that we need to make improvements to our standard</p> |
| <p style="text-align: right;">Page 63</p> <p>1 board chair to sign these agreements on behalf of 2 the Board. Thank you. 3 CHAIRMAN CAUSEY: Thank you, Ms. Howie. 4 Board members, do I have a motion to approve the 5 two joint use agreements as presented in 6 Exhibit J? 7 MR. OFFERMAN: So moved, Offerman. 8 MS. JOSE: I have a question. 9 CHAIRMAN CAUSEY: Okay, so we have a 10 motion. Do we have a second? 11 MR. KUEHN: Second, Kuehn. 12 CHAIRMAN CAUSEY: Thank you. 13 Mr. Offerman, would you like to speak to your 14 motion? 15 MR. OFFERMAN: No, I'm satisfied that 16 it's obviously what it states, thank you. 17 CHAIRMAN CAUSEY: Thank you. And any 18 discussion? We have Ms. Jose. 19 MS. JOSE: Thank you. Ms. Howie, in the 20 past two years that I have been on this Board 21 this is the first time that a joint use agreement</p> | <p style="text-align: right;">Page 65</p> <p>1 operating procedures and some processes. This 2 Board has been very vocal, appropriately so, in 3 increasing accountability and transparency, and 4 also the full Board being aware of all that is 5 occurring in the school system. So to that end I 6 and the executive assistant and Dr. Williams have 7 worked on a new process and a form that the chair 8 adopt a signature log, and I felt that it was 9 important with these documents that relate to 10 construction on school sites, that this come to 11 the full Board for their understanding and then 12 to vote on it. So thank you. 13 And I see Ms. Rowe, your hand is up? 14 MS. ROWE: Yes. I move to amend the 15 motion to give the chair authorization to sign on 16 behalf of this Board all documents that are 17 authorizing the county use of school properties 18 in accordance with the shared use agreement 19 between the county and the school system which 20 already exists. 21 CHAIRMAN CAUSEY: Is there a second to</p> |

| | |
|--|---|
| <p style="text-align: right;">Page 66</p> <p>1 that motion to amend?</p> <p>2 MS. MACK: Second, Mack.</p> <p>3 CHAIRMAN CAUSEY: Thank you. Ms. Rowe,</p> <p>4 do you want to speak to your motion?</p> <p>5 MS. ROWE: So Baltimore County has a</p> <p>6 shared use agreement between Recs and Parks and</p> <p>7 the school system, and it's something that's</p> <p>8 longstanding in our county. And while I</p> <p>9 appreciate the fact that the board chair doesn't</p> <p>10 have the authority to sign anything that the</p> <p>11 Board has not authorized and that previous boards</p> <p>12 never officially authorized this, it's not a bad</p> <p>13 thing that we continue to do this, and I think we</p> <p>14 need to continue to do it and I think that we</p> <p>15 should take this step to authorize the board</p> <p>16 chair to sign these documents, because we do have</p> <p>17 a shared use of facilities agreement with the</p> <p>18 county and there are times when there are</p> <p>19 documents for building of PAL centers and for the</p> <p>20 use of school buildings by the Department of Recs</p> <p>21 and Parks, and this shared use does nothing but</p> | <p style="text-align: right;">Page 68</p> <p>1 MR. MCMILLION: First Ms. Howie, I was a</p> <p>2 little surprised that that joint shared agreement</p> <p>3 was signed in 2003. There's a number of</p> <p>4 different people on that original document that</p> <p>5 are not involved now, and I'm surprised we don't</p> <p>6 have an updated document.</p> <p>7 Secondly, I like the fact that this was</p> <p>8 brought before us because it keeps us in the</p> <p>9 loop. I want to know what's going on in these</p> <p>10 different schools and these different settings.</p> <p>11 I very much value the joint agreement between</p> <p>12 Recreation and Parks. 30 or 40 years ago I</p> <p>13 worked for Recreation and I valued the fact that</p> <p>14 we share facilities, that's the taxpayer dollar</p> <p>15 going to work for us. However, I just like to</p> <p>16 know what's going on. Thank you.</p> <p>17 CHAIRMAN CAUSEY: Thank you. Other</p> <p>18 board members speaking to the motion to amend?</p> <p>19 Let's see, Ms. Jose, is your hand up regarding</p> <p>20 this?</p> <p>21 MS. JOSE: No, I just didn't put my hand</p> |
| <p style="text-align: right;">Page 67</p> <p>1 help the community and I can't imagine a scenario</p> <p>2 where the county would be making use of their</p> <p>3 shared use agreement with our school system in</p> <p>4 which the chair would be asked to sign something</p> <p>5 that the Board would ever object to that, because</p> <p>6 we have already agreed to the shared use facility</p> <p>7 agreement, we just need to authorize the chair to</p> <p>8 sign this. And I see no reason why this has to</p> <p>9 come back to the Board every single time there's</p> <p>10 a document under the shared use of facilities</p> <p>11 agreement. We should just authorize the chair to</p> <p>12 sign all documents which pertain to the shared</p> <p>13 use of facilities treatment we have with the</p> <p>14 county. Ms. Causey, I'm finished.</p> <p>15 CHAIRMAN CAUSEY: Thank you. Are there</p> <p>16 other board members that want to speak to the</p> <p>17 motion to amend?</p> <p>18 MR. MCMILLION: Ms. Causey, I would like</p> <p>19 to say something. This is Rod McMillion.</p> <p>20 CHAIRMAN CAUSEY: Certainly,</p> <p>21 Mr. McMillion.</p> | <p style="text-align: right;">Page 69</p> <p>1 down.</p> <p>2 CHAIRMAN CAUSEY: Thank you. Ms. Rowe,</p> <p>3 did you want to speak again to your motion?</p> <p>4 MS. ROWE: No thank you.</p> <p>5 CHAIRMAN CAUSEY: Thank you. Any other</p> <p>6 board members? Thank you.</p> <p>7 I would, I will not be supporting the</p> <p>8 motion to amend. I agree with Mr. McMillion that</p> <p>9 documents coming before the Board is a way to</p> <p>10 keep all the Board understanding the benefits</p> <p>11 that are being provided by the county, the</p> <p>12 different opportunities that are going to be</p> <p>13 available in the future at our schools, so I will</p> <p>14 not be voting to support that motion to amend.</p> <p>15 If there's no -- oh, Ms. Mack?</p> <p>16 MS. MACK: I just wanted to say after</p> <p>17 hearing Mr. McMillion say what he said, I will</p> <p>18 not be voting either. When I hear it the way he</p> <p>19 said it, I like knowing what's going on too. So</p> <p>20 even though I seconded the amendment, I won't be</p> <p>21 voting for it now that I've heard Mr. McMillion's</p> |

| | |
|---|---|
| <p style="text-align: right;">Page 70</p> <p>1 take on it.</p> <p>2 CHAIRMAN CAUSEY: Thank you. Any other</p> <p>3 board members before we have a rollcall vote?</p> <p>4 Ms. Gover, if you can take the roll?</p> <p>5 MS. GOVER: Dr. Hager?</p> <p>6 DR. HAGER: And this is for the</p> <p>7 amendment, correct?</p> <p>8 MS. GOVER: Yes, ma'am.</p> <p>9 CHAIRMAN CAUSEY: Correct.</p> <p>10 DR. HAGER: No.</p> <p>11 MS. GOVER: Mr. Kuehn?</p> <p>12 MR. KUEHN: No.</p> <p>13 MS. GOVER: Ms. Pasteur?</p> <p>14 MS. PASTEUR: No.</p> <p>15 MS. GOVER: Mr. Offerman?</p> <p>16 MR. OFFERMAN: No.</p> <p>17 MS. GOVER: Mr. Muhumuza?</p> <p>18 MR. MUHUMUZA: No.</p> <p>19 MS. GOVER: Ms. Jose?</p> <p>20 MS. JOSE: Yes.</p> <p>21 MS. GOVER: Mr. McMillion?</p> | <p style="text-align: right;">Page 72</p> <p>1 CHAIRMAN CAUSEY: Ms. Jose?</p> <p>2 MS. JOSE: Yes, just a quick</p> <p>3 clarification. In case we don't have a board</p> <p>4 meeting, it wouldn't in any way, de minimus how</p> <p>5 you can answer it, it wouldn't in any way be</p> <p>6 healthy moving forward because we didn't sign the</p> <p>7 joint agreement and we don't have a board meeting</p> <p>8 in June. In that case, you know, I really would</p> <p>9 like the give the chair the authority to just</p> <p>10 sign off if we don't have a board meeting so we</p> <p>11 don't hold up the system. Is that a possibility?</p> <p>12 MS. HOWIE: Yes, it is a possibility,</p> <p>13 depending on whatever schedule has been</p> <p>14 established by the state and to which the county</p> <p>15 must submit.</p> <p>16 MS. JOSE: So would it be possible to</p> <p>17 amend her, with the caveat that if there is a</p> <p>18 deadline, then the Board authorizes the chair to</p> <p>19 sign on behalf of the Board if we don't have a</p> <p>20 board meeting that month?</p> <p>21 MS. HOWIE: It would be up to the Board</p> |
| <p style="text-align: right;">Page 71</p> <p>1 MR. MCMILLION: No.</p> <p>2 MS. GOVER: Ms. Mack?</p> <p>3 MS. MACK: No.</p> <p>4 MS. GOVER: Ms. Scott?</p> <p>5 MS. SCOTT: No.</p> <p>6 MS. GOVER: Ms. Rowe?</p> <p>7 MS. ROWE: Yes.</p> <p>8 MS. GOVER: Ms. Causey?</p> <p>9 CHAIRMAN CAUSEY: No. Can you give me</p> <p>10 the specific tally please?</p> <p>11 MS. GOVER: Two in favor.</p> <p>12 CHAIRMAN CAUSEY: So the motion fails.</p> <p>13 Any other discussion on the original motion?</p> <p>14 Ms. Mack, is your hand still up from before?</p> <p>15 Ms. Pasteur? Ms. Pasteur, we cannot hear you.</p> <p>16 MS. PASTEUR: Please repeat the original</p> <p>17 motion before we vote.</p> <p>18 CHAIRMAN CAUSEY: Certainly. It's a</p> <p>19 motion to approve the two joint use agreements as</p> <p>20 presented in Exhibit J.</p> <p>21 MS. PASTEUR: Thank you.</p> | <p style="text-align: right;">Page 73</p> <p>1 as to whether or not you wish to propose another</p> <p>2 amendment, but as I understand it, I believe the</p> <p>3 full motion is on the floor right now.</p> <p>4 MS. JOSE: Okay, I'll let it pass,</p> <p>5 because I have seen joint agreements and</p> <p>6 sometimes they can hold up things, but I'm okay,</p> <p>7 I'm fine with the motion. Thanks.</p> <p>8 CHAIRMAN CAUSEY: Ms. Rowe, did you have</p> <p>9 a comment?</p> <p>10 MS. ROWE: I do. I would just like</p> <p>11 clarification from Ms. Howie, that we're voting</p> <p>12 to authorize the chair to sign these documents on</p> <p>13 behalf of the Board, but does the Board have the</p> <p>14 authority to refuse to sign the documents and</p> <p>15 thereby refuse to allow a PAL center to be built</p> <p>16 at a school property? Because I would not like</p> <p>17 for that to be the case.</p> <p>18 MS. HOWIE: If the Board does not</p> <p>19 authorize the third party agreement, then the</p> <p>20 project will not go forward. It requires that</p> <p>21 the third party also agree, and in this instance,</p> |

| | |
|--|--|
| <p style="text-align: right;">Page 74</p> <p>1 or in any instance, if the party does not agree, 2 the Board does not agree, then no, the project 3 would not go forward. 4 MS. ROWE: Okay. So to be clear, what 5 we're doing here is a very serious thing because 6 if we don't do this, some communities are not 7 getting a PAL center. I don't understand why we 8 would ever want a community to not get a PAL 9 center on school property. 10 CHAIRMAN CAUSEY: The motion on the 11 floor is to approve the two joint use agreements. 12 MS. ROWE: I understand that. 13 CHAIRMAN CAUSEY: Okay, thank you. 14 Also, my guidance was to in the future, as soon 15 as these joint use agreements are given to us by 16 the county, that they are put into one of our 17 regularly scheduled buildings and contracts 18 committees, so it is clearly in my role to have 19 these processed in a very timely fashion, but in 20 a way that is open and transparent to the full 21 board.</p> | <p style="text-align: right;">Page 76</p> <p>1 MS. MACK: Yes. 2 MS. GOVER: Ms. Scott? 3 MS. SCOTT: Yes. 4 MS. GOVER: Ms. Rowe? 5 MS. ROWE: Yes. 6 MS. GOVER: Ms. Causey? 7 CHAIRMAN CAUSEY: Yes. Was the tally 8 unanimous, Ms. Gover? 9 MS. GOVER: Yes. 10 CHAIRMAN CAUSEY: Thank you, Ms. Howie. 11 That motion carried unanimously, so we're moving 12 on to the next item on the agenda which is 13 Item K, report on the 2020 comprehensive annual 14 financial report, and for that we call on 15 Mr. Sarris. 16 MR. SARRIS: Good evening again, Madam 17 Chair, Dr. Williams and members of the Board. We 18 are here as we do each November to present to the 19 Board our comprehensive annual financial report. 20 It was presented to the Board's audit committee 21 on October 6th, and we also have with us tonight</p> |
| <p style="text-align: right;">Page 75</p> <p>1 So I see hands up but they're hands that 2 have already been up, so okay, thank you. 3 Hearing nothing further, Ms. Gover, may I have a 4 rollcall vote please? 5 MS. GOVER: Dr. Hager? 6 DR. HAGER: Yes. 7 MS. GOVER: Mr. Kuehn? Mr. Kuehn? 8 MR. KUEHN: Yes. 9 MS. GOVER: Was that a yes? 10 MR. KUEHN: Yes. 11 MS. GOVER: Thank you. Ms. Pasteur? 12 MS. PASTEUR: Yes. 13 MS. GOVER: Mr. Offerman? 14 MR. OFFERMAN: Yes. 15 MS. GOVER: Mr. Muhumuza? 16 MR. MUHUMUZA: Yes. 17 MS. GOVER: Ms. Jose? 18 MS. JOSE: Yes. 19 MS. GOVER: Mr. McMillion? 20 MR. MCMILLION: Yes. 21 MS. GOVER: Ms. Mack?</p> | <p style="text-align: right;">Page 77</p> <p>1 Ms. Sherry King, who is a director with our 2 external audit firm, Clifton Larson Allen, to 3 just provide a brief overview for the Board. And 4 this document will be posted on the Board, on the 5 BCPS website as well. So Ms. King, if you're 6 with us, please? 7 MS. KING: Good evening and thank you 8 very much for having me this evening. Clifton 9 Larson Allen audited the fiscal year 2020 10 comprehensive annual financial report which we 11 commonly refer to as the CAFR, and provided an 12 unmodified audit opinion on those financial 13 statements. In laymen's terms an unmodified 14 audit opinion is a clean opinion, a good opinion, 15 and it's an opinion that the school system has 16 received for many years now, so it's a great 17 testament to the Department of Fiscal Services 18 and the work that they do every day to make sure 19 your financial statements and financial reporting 20 are accurate. 21 Those financial statements are required</p> |

| | |
|---|---|
| <p style="text-align: right;">Page 78</p> <p>1 to be submitted to the Maryland State Department 2 of Education by September 30th each year and I'm 3 pleased to say that we did meet that deadline 4 once again, everything was submitted on time, 5 which in today's environment, the COVID 6 environment, I think says a lot as well. Again, 7 very appreciative to the collaborative work 8 environment we had with the Department of Fiscal 9 Services as the audit was pretty much for the 10 most part done remotely this year due to COVID, 11 so just, that's one thing to note.</p> <p>12 There were no new accounting standards 13 that we had to implement this year. The 14 Government Accounting Standards Board actually 15 kind of gave us I guess, quote-unquote, a free 16 pass due to COVID, and delayed the standards that 17 were applicable for fiscal year 2020 until fiscal 18 year 2021, acknowledging that finance departments 19 across the country were being inundated due to 20 COVID, whether it being working remotely or 21 having extra burden or extra strain of resources</p> | <p style="text-align: right;">Page 80</p> <p>1 members with questions or comments? I see 2 Ms. Jose.</p> <p>3 MS. JOSE: Thank you, Ms. King and 4 Mr. Sarris. This is the second CAFR that I have 5 seen for the Board. I just want to say thank you 6 for the Board, because we hear a lot of constant 7 obstacles about financial accountability so this 8 is something that I look at closely, so good job 9 and congratulations.</p> <p>10 MR. SARRIS: Thank you, Ms. Jose. 11 MS. JOSE: You're welcome.</p> <p>12 CHAIRMAN CAUSEY: Other board members? 13 Okay, hearing none, thank you very much for being 14 with us, Ms. King and Mr. Sarris, and that 15 comprehensive document is on our website and also 16 attached here on BoardDocs.</p> <p>17 MR. SARRIS: Thank you very much. 18 CHAIRMAN CAUSEY: Thank you. That 19 brings us to our next agenda item, report on 20 equity disproportionality, and for that we ask 21 Dr. McComas and the community superintendents to</p> |
| <p style="text-align: right;">Page 79</p> <p>1 and all on them, that they didn't feel it was 2 necessary to implement any new accounting 3 standards this year. The school system did opt 4 to delay the accounting standards until fiscal 5 year 21 and we agreed with them on that in 6 accordance with the accounting guidance that we 7 received.</p> <p>8 And there were no material findings, no 9 significant deficiencies and no material 10 deficiencies either in the financial office. 11 Thank you very much.</p> <p>12 MR. SARRIS: Thank you, Ms. King. 13 CHAIRMAN CAUSEY: Thank you, and I will 14 point out that this CAFR was presented to the 15 audit committee and there were discussions and 16 questions, and the link to the audit committee 17 video and also the Education Transparency Act 18 summary is attached to this BoardDocs under the 19 committee update, so there is additional 20 information if the public or anyone else want to 21 go into that. At this time, is there board</p> | <p style="text-align: right;">Page 81</p> <p>1 present their report.</p> <p>2 DR. MCCOMAS: Yes, good evening, Chair 3 Causey, Dr. Williams and members of the Board. 4 As said, I'm Dr. McComas, our chief academic 5 officer, and I'm joined this evening by 6 Ms. Christina Byers, our community superintendent 7 of the central zone, Dr. Racquel Jones, our 8 community superintendent of the west zone, and 9 Dr. George Roberts, our community superintendent 10 of the east zone. Over the -- I'll wait until 11 the slide goes up, thank you.</p> <p>12 Over the past two to three years 13 Baltimore County Public Schools has been tasked 14 with adjusting our disproportionality that exists 15 in the treatment of certain student groups. One 16 area in particular that has been flagged for us 17 as an area of concern is discipline. The purpose 18 of this evening's presentation is to share how 19 Baltimore County Public Schools is addressing 20 disproportionate ways in which students belonging 21 to certain student groups are impacted, and</p> |

| | |
|--|--|
| <p style="text-align: right;">Page 82</p> <p>1 during the course of this presentation we will</p> <p>2 review the state and federal plans which guide</p> <p>3 our work to address disproportionality, and</p> <p>4 outline our system's plan to address</p> <p>5 disproportionality. Next slide please.</p> <p>6 Thank you. One of the plans for</p> <p>7 addressing disproportionality is the Maryland</p> <p>8 Disproportionality Plan and the other is the</p> <p>9 federally driven ESSA Plan for Comprehensive</p> <p>10 Coordinated Early Intervening Services, often</p> <p>11 referred to as CCEIS. And though both plans do</p> <p>12 address disproportionality they do focus on</p> <p>13 slightly different perspectives.</p> <p>14 The Maryland plan, which you see on the</p> <p>15 screen identified as plan number one, the</p> <p>16 Maryland plan was developed in response to a</p> <p>17 Maryland State Board of Education decision in</p> <p>18 January of 2014, and this plan was developed in</p> <p>19 response to a statewide examination of school</p> <p>20 systems' disciplinary practices across the state.</p> <p>21 This plan explicitly identifies disciplinary</p> | <p style="text-align: right;">Page 84</p> <p>1 MS. BYERS: Thank you, Dr. McComas, and</p> <p>2 good evening, everyone. The Maryland</p> <p>3 Disproportionality Plan was developed after</p> <p>4 engaging system level administrators in a root</p> <p>5 cause analysis. Domains known to have an effect</p> <p>6 on disciplinary practices were examined. Those</p> <p>7 domains include instruction and assessment,</p> <p>8 policies and procedures, staff beliefs, health</p> <p>9 and wellness, and concerns for safety and</p> <p>10 security. Examples of root cause indicators</p> <p>11 reflected in those domains include lack of</p> <p>12 student-centered lessons and personal engagement,</p> <p>13 a reliance on historical forms of discipline, the</p> <p>14 belief that suspension was a primary logical</p> <p>15 consequence, lack of knowledge around</p> <p>16 environmental or community stressors that may</p> <p>17 impact behavior, lack of experience with diverse</p> <p>18 populations, perceptions of and fears towards</p> <p>19 students with cultural and/or learning</p> <p>20 differences, biases towards students with ethnic</p> <p>21 or cultural and/or learning differences. This</p> |
| <p style="text-align: right;">Page 83</p> <p>1 practices as a focal point and clearly identifies</p> <p>2 African American students and students with</p> <p>3 disabilities as the beneficiaries of this plan.</p> <p>4 While the second plan you see as plan</p> <p>5 number two, the ESSA plan was developed in</p> <p>6 response to national and federal mandates for</p> <p>7 equitable treatment of students and this was</p> <p>8 published in December of 2015. The ESSA plan</p> <p>9 identifies a myriad of areas in which</p> <p>10 disproportionality may exist, such as the</p> <p>11 identification of students with special education</p> <p>12 services. Disciplinary practices is another</p> <p>13 example. Students targeted by this plan were</p> <p>14 identified after an internal examination of</p> <p>15 several data sets and the ESSA plan does not</p> <p>16 identify a specific group but rather leaves the</p> <p>17 identification of student groups up to the local</p> <p>18 education agency.</p> <p>19 Next Mrs. Byers will explain the goals</p> <p>20 and actions of the Maryland Disproportionality</p> <p>21 Plan, plan number one. Next slide please.</p> | <p style="text-align: right;">Page 85</p> <p>1 root cause analysis guided system administrators</p> <p>2 in the development of the Maryland</p> <p>3 Disproportionality Plan.</p> <p>4 That plan includes three goals, each</p> <p>5 with aligned action steps. On this slide is the</p> <p>6 first goal with aligned action steps. The first</p> <p>7 goal examines how through equity and cultural</p> <p>8 proficiency training with school-based personnel,</p> <p>9 BCPS will mitigate the disparity in removal rates</p> <p>10 between African American students, students with</p> <p>11 disabilities and other student groups.</p> <p>12 As you can see, the actions that are</p> <p>13 aligned to this goal include training for our</p> <p>14 central office supervisors and school-based staff</p> <p>15 at identified schools on implicit bias and on</p> <p>16 equity and cultural proficiency. The second</p> <p>17 action includes increasing awareness of</p> <p>18 school-based and central office administrators</p> <p>19 around access and using suspension data while</p> <p>20 applying an extra equity lens. Next slide</p> <p>21 please.</p> |

| | |
|---|--|
| <p style="text-align: right;">Page 86</p> <p>1 For goal two, BCPS will provide schools 2 with positive behavior interventions and supports 3 along with strategies for using other forms of 4 disciplinary responses. This goal speaks 5 specifically to providing our leaders and school 6 staff with professional learning to address 7 positive behavior strategies with the use of an 8 equity lens.</p> <p>9 Actions aligned to goal two include 10 training school-based administrators on 11 alternatives to suspension that include exploring 12 ableist and racial equity lenses that impact the 13 work, and providing tailored assistance in order 14 to have schools use an equity lens while 15 implementing MTSS, or a multitiered system of 16 support. Next slide please.</p> <p>17 Finally, goal three aligns to the work 18 that is done as part of the school planning 19 process at individual schools. Using a root 20 cause analysis conducted with school-based 21 personnel and students from each of the</p> | <p style="text-align: right;">Page 88</p> <p>1 this is that the CCEIS grant allowed us to hire a 2 specialist who will help us monitor the 3 disciplinary actions for our black and African 4 American students with and without disabilities, 5 including incident monitoring of school and 6 student specific data, and reporting this data to 7 schools and executive leadership to support 8 maintaining awareness. Next slide please.</p> <p>9 Thank you. The second goal as part of 10 this plan identifies school-based staff that will 11 consistently implement tiered intervention 12 programs and strategies in response to 13 challenging student behavior. And so 14 specifically, the CCEIS specialist along with 15 board certified behavior specialists, our BCBA's, 16 and other members of the Department of Special 17 Education will provide monthly special learning 18 and coaching to the school-based social and 19 emotional learning teachers often referred to as 20 SEL teachers. Our SEL teachers will then provide 21 monthly customized professional learning and</p> |
| <p style="text-align: right;">Page 87</p> <p>1 identified schools, BCPS assists in the 2 implementation of strategies identified using an 3 equity lens by school leadership teams to 4 mitigate the disparity in removal rates between 5 African American students or students with 6 disabilities and other student groups.</p> <p>7 The actions aligned to this goal include 8 guiding our school-based leadership teams to 9 complete the root cause analysis and assisting 10 with the development of strategies to address the 11 root causes that have been identified.</p> <p>12 At this time I'm going to turn things 13 back over to Dr. McComas. Next slide please.</p> <p>14 DR. MCCOMAS: Thank you. We will now 15 examine the goals and actions of the CCEIS and 16 what you can see here is there will be a lot of 17 intersectionality and complementary. One is to 18 decrease the suspension rates of African American 19 students with and without disabilities who are 20 suspended for more than ten days and our action 21 to support this, one of our actions to support</p> | <p style="text-align: right;">Page 89</p> <p>1 coaching to school-based faculty and staff to 2 build school-based capacity in the effective 3 implementation of tiered intervention programs 4 and strategies. Next slide please.</p> <p>5 The third goal as part of the CCEIS plan 6 is that individual education plan or IEP teams 7 will consistently develop and revise IEPs and 8 behavior intervention plans often referred to as 9 BIPs as appropriate for black and African 10 American students that are having multiple 11 disciplinary incidents resulting in a reduction 12 of suspensions. The actions that support this 13 goal is to provide technical assistance and 14 support aligned to policies, procedures and 15 practices that may be contributing to a 16 significant disproportionality, to monitor 17 procedures and practices related to IEP team 18 decision making in manifestation teams, and to 19 provide additional training and monitoring in the 20 development, implementation and revision of 21 functional behavior assessments, referred to as</p> |

| | |
|--|---|
| <p style="text-align: right;">Page 90</p> <p>1 FBAs, and BIPs, to insure that MSDE's revised 2 processes are being implemented. Next slide 3 please. 4 Our fourth and final goal of the CCEIS 5 plan has IEP teams consistently following IEP 6 team processes related to informed decision 7 making for manifestation determinations resulting 8 in improved manifestation team outcomes. 9 Specific actions to support this goal include 10 providing technical assistance and support 11 aligned to policies, procedures and practices 12 that may be contributing to significant 13 disproportionality, monitoring procedures and 14 practices related to IEP team decision making in 15 manifestation teams and providing additional 16 training and monitoring in the development, 17 implementation and revision of FBAs and BIPs to 18 ensure that, again, MDSE's revised processes are 19 being implemented. Next slide please. 20 DR. ROBERTS: This graphic represents 21 the wraparound support and model for BCPS's</p> | <p style="text-align: right;">Page 92</p> <p>1 provide additional training through 2 social-emotional learning teachers, pupil 3 personnel workers, student conduct hearing 4 officers, to address identified 5 disproportionality among student groups. The 6 Officer of Equity and Cultural Proficiency 7 provides critical support to this process by 8 providing ongoing school-based equity trainings 9 and facilitations for administrators and staff. 10 Disproportionality data is discussed on 11 a monthly basis in feeder pattern equity PLCs 12 with action steps identified for schools to use 13 in their continued root cause analysis and equity 14 committee work. Although the work described is 15 conducted on a daily basis with several offices 16 working on all aspects of BCPS's 17 disproportionality plans, there is coordination 18 and collaboration with respect to the shared goal 19 of decreasing the disproportionality in all 20 identified schools and student groups. 21 Dr. Jones will now share additional</p> |
| <p style="text-align: right;">Page 91</p> <p>1 multifaceted approach to addressing 2 disproportionality based on the guidance outlined 3 in ESSA and further refined by MSDE. Addressing 4 disproportionality involves multiple divisions 5 and offices within BCPS to insure effective 6 utilization of current resources and to maximize 7 efforts to decrease disproportionality among all 8 student groups at all levels. 9 Dr. Boswell-McComas and Mrs. Byers outlined 10 specific strategies implemented by the Divisions 11 of Curriculum Instruction and School Support and 12 Achievement, including training school-based 13 administrators, alternatives to suspension, 14 monitoring disproportionality data among special 15 education and non-special education students, 16 guiding leadership teams to complete root cause 17 analyses, and assisting with the development of 18 strategies to address root causes identified. 19 In addition, the Office of School 20 Climate and Department of Social-Emotional 21 Learning frequently collaborate with schools to</p> | <p style="text-align: right;">Page 93</p> <p>1 information on disproportionality as it relates 2 to The Compass: Our Pathway to Excellence. 3 Dr. Jones? 4 DR. JONES: Thank you, Dr. Roberts. The 5 Compass: Our Pathway to Excellence is Baltimore 6 County Public Schools' strategic plan. Focus 7 area two of the Compass is safe and supportive 8 environments. This focus area has four key 9 initiatives and multiple strategies under each 10 initiative that describe how each initiative will 11 be implemented. Some strategies under safe and 12 supportive environment include strategy 1.A, 13 develop and implement behavior resources and 14 practices that are instructive, authoritative, 15 developmentally appropriate and equitably 16 applied. Strategy 1.B includes facilitating 17 connections to insure Baltimore County Public 18 School students and staff members have at least 19 one supportive person within their school and/or 20 workplace. And strategy 1.C includes the 21 integration of social-emotional learning into a</p> |

| | |
|--|--|
| <p style="text-align: right;">Page 94</p> <p>1 multitiered system of academic and behavioral 2 supports that are employed to insure that all 3 student needs are met. 4 Additionally, one of our school 5 improvement teams, also known as SIT, is focused 6 on suspensions. The charge statement for this 7 school improvement team is located on the slide 8 and it reads, Dr. Darryl Williams, 9 Superintendent, Baltimore County Public Schools, 10 has requested the formation of an exploratory 11 group to gather information, solicit input and 12 study current best practices related to reducing 13 the overall suspension rate and the 14 disproportionality among student groups. The 15 work group will review current internal and 16 external practices to determine promising 17 practices and identify conditions for success to 18 guide implementation. Next slide please. 19 In addition to the key actions outlined 20 in the MSDE plan, the school system provides 21 ongoing support and guidance to all schools in</p> | <p style="text-align: right;">Page 96</p> <p>1 discipline and behaviors in the virtual 2 environment. The student conduct hearing officer 3 presented to principals and assistant principals 4 over a four-period day, over a four-day period 5 span, excuse me, providing information crucial to 6 navigating remote learning. The student conduct 7 hearing officer also participates in ongoing 8 professional learning; on a monthly basis they 9 meet with the coordinator of responsive student 10 programming to review recent disciplinary 11 decisions handed down by MSDE. The goal of 12 reviewing the cases is to gain a better 13 understanding of how to handle discipline in the 14 way that aligns with COMAR. 15 Currently the Office of School Climate 16 is also revising the school climate dashboard on 17 Inform. The goal is to add features that will 18 provide school leaders with realtime data on the 19 disciplinary practices. Principals will be able 20 to log on daily and see where they stand with 21 regard to suspensions they are issuing to</p> |
| <p style="text-align: right;">Page 95</p> <p>1 the area of student behavior and discipline. A 2 number of publications are available for our 3 teachers and school leaders to use in guiding 4 their responses to disciplinary infractions. Our 5 student handbook is a resource that provides an 6 overview of policies and procedures for 7 disciplining students; however, within the 8 handbook there's a discipline matrix that 9 provides very specific guidance on who is best 10 positioned to handle disciplinary infractions. 11 The goal of the matrix is to reduce the number of 12 referrals to administrators of behaviors that 13 teachers can handle within the classroom, thereby 14 reducing the number of potential suspensions. 15 The monthly suspension report details 16 all suspensions across the system. The data in 17 the report is shared with the community 18 superintendent's team. The Office of School 19 Climate provides ongoing professional learning 20 for administrators. Most recently school leaders 21 availed themselves of training on how to address</p> | <p style="text-align: right;">Page 97</p> <p>1 subgroups of students. Additionally, schools 2 work with the Office of Climate to connect to 3 community-based mental health partnerships in 4 order to provide counseling and family support 5 services. 6 Lastly, student information. The 7 student information system, SIS, has already been 8 revised to more accurately capture suspensions 9 and expulsions. SIS is now configured to house 10 suspension data in a way that is consistent with 11 the reporting mandates of MSDE. Generating 12 reports on disproportionality is now easier. 13 This concludes our update on systemic 14 and school-based supports to address 15 disproportionate disciplinary practices. Staff 16 from C&I, DSSA and School Climate and Safety are 17 available to answer any questions. Thank you. 18 Next slide please. 19 CHAIRMAN CAUSEY: Thank you very much 20 for that comprehensive presentation. Board 21 members, if you can please use the raise your</p> |

| | |
|--|--|
| <p style="text-align: right;">Page 98</p> <p>1 hand icon if you have questions or comments, and 2 those board members that have called in and do 3 not have the hand icon, if you can just state 4 your name and let us know that you would like to 5 speak, and we'll work you into the lineup. So I 6 have Ms. Rowe, Dr. Hager, Ms. Mack, Mr. Kuehn and 7 Ms. Jose. Ms. Rowe? 8 MS. ROWE: Thank you, Ms. Causey. So 9 one of the things I noticed in your report, and 10 I'm happy that we're looking at this in terms of 11 disproportionality, but all of the things that 12 you're saying that we're going to start doing to 13 deal with disproportionality are things that in 14 various presentations regarding special education 15 at various times, particularly since the special 16 education audit in 2013, these are all things 17 that our school system already does, at least 18 that's my understanding. So if we have 19 disproportionality and the list of things to deal 20 with disproportionality are things we're already 21 doing, how is that going to decrease</p> | <p style="text-align: right;">Page 100</p> <p>1 the things that we are required to do. I think 2 one of the key pieces here is new interventions 3 that are structured and targeted. You often hear 4 us talk about multitiered systems of support in a 5 way that is really new for us. 6 MS. ROWE: All right. So multitiered 7 system of support, unpack that for me. What does 8 that look like in a classroom? 9 DR. MCCOMAS: When we talk about the 10 universal tiered support what we're really 11 talking about are those skills that teachers 12 apply to all students to create a universal base. 13 And then as students exhibit behaviors that need 14 more structure and support, there is a tier two 15 and a tier three intervention. Our team and our 16 Office of School Climate and Safety really work 17 closely with schools around building capacity on 18 our multitiered systems of support. 19 MS. ROWE: So will children -- these are 20 services that typically you think of children 21 with IEPs getting as far as their behavioral</p> |
| <p style="text-align: right;">Page 99</p> <p>1 disproportionality? 2 DR. MCCOMAS: Thank you, Ms. Rowe, for 3 your question. And I think, you know, what's 4 important to keep in mind is that these plans are 5 fairly new in implementation, so I would say that 6 this is the second year really of the current 7 CCEIS and the critical piece here is that we 8 provide consistency in the professional 9 development and the support for our teachers and 10 our administrators around this issue. It cannot 11 be a we do this and then we disappear and not 12 continue to provide ongoing support and 13 consistency around the issue. So I appreciate 14 your question, because it will take a long-term 15 commitment. 16 MS. ROWE: So there's many of these 17 things, though, that are already legally mandated 18 though IDEA. Have we been doing all of those 19 things all along, and what portions of this plan 20 have we not been doing all along? 21 DR. MCCOMAS: Well, we have been doing</p> | <p style="text-align: right;">Page 101</p> <p>1 intervention plans. Are you saying that this is 2 something that we're going to start to utilize in 3 every classroom with every child? 4 DR. MCCOMAS: Yeah, so the MTSS, the 5 universal supports are resources and strategies 6 that can be used regardless of classroom, 7 regardless of student services. As we begin to 8 move up the ladder of intervention, that's where 9 students and resources start to become more 10 customized. You know, you can get to the top 11 tier which is where you start to engage our 12 BCBAs, our board certified behavior analysts, to 13 help us with much more intensive analysis and 14 support of plans to modify behavior. 15 MS. ROWE: I really look forward to 16 further updates as to how this is working and 17 that it's working, because one of the things that 18 I would expect to see is greater progress in our 19 special education students. The more successful 20 we are in managing behaviors, you would expect to 21 see academic progress as well as a reduction in</p> |

| | |
|--|---|
| <p style="text-align: right;">Page 102</p> <p>1 suspensions.</p> <p>2 DR. MCCOMAS: Agreed. Thank you,</p> <p>3 Ms. Rowe.</p> <p>4 CHAIRMAN CAUSEY: Dr. Hager?</p> <p>5 DR. HAGER: Yes, thank you. Thank you</p> <p>6 for the presentation. I have two questions and</p> <p>7 the first has to do with, I don't quite</p> <p>8 understand why we have two different plans, and I</p> <p>9 know that you described how they were developed,</p> <p>10 but regardless of how they came about, you know,</p> <p>11 who is responsible for the implementation of each</p> <p>12 individual plan at the local level and the state</p> <p>13 level, so is it the same individual, the same</p> <p>14 offices?</p> <p>15 And you used the word intersectionality</p> <p>16 of the two plans but I just am concerned that</p> <p>17 it's for redundancy and additional people. So</p> <p>18 can you really kind of describe why we need to</p> <p>19 have two plans, or is this maybe not feasible?</p> <p>20 DR. MCCOMAS: Wonderful question, thank</p> <p>21 you. We have two plans because we are required</p> | <p style="text-align: right;">Page 104</p> <p>1 Office of Special Education program on</p> <p>2 disproportionality and they were published in</p> <p>3 December of 2015 and these new rules and</p> <p>4 regulations became effective in January of 2017.</p> <p>5 And so under those new rules and regulations</p> <p>6 local education agencies such as Baltimore County</p> <p>7 Public Schools could, you know, be found</p> <p>8 disproportionate in areas of identification for</p> <p>9 student services for special education, placement</p> <p>10 and/or discipline, and so that's really what</p> <p>11 drove the CCEIS plan.</p> <p>12 DR. HAGER: Yeah, I understood from the</p> <p>13 presentation that they came about, so I guess my</p> <p>14 question is how are they, are they even unique,</p> <p>15 and is this something we should even go to the</p> <p>16 state and say this is unnecessary to have two</p> <p>17 plans that address the same issue and it's</p> <p>18 creating a paperwork overload for our school</p> <p>19 system?</p> <p>20 DR. MCCOMAS: Well, I think the CCEIS</p> <p>21 really takes a close lens at students that are</p> |
| <p style="text-align: right;">Page 103</p> <p>1 to have two plans. As I shared, the two, the</p> <p>2 mandates were born in different ways so the</p> <p>3 Maryland plan was born from the Maryland State</p> <p>4 Board of Education and I believe, I just want to</p> <p>5 quote, so it really was sparked from reform in</p> <p>6 the area of equitable discipline from the</p> <p>7 Maryland State Board of Education. They adopted</p> <p>8 a regulation in January of 2014 which directed</p> <p>9 the Maryland State Department of Education to</p> <p>10 develop a method to ally school discipline data</p> <p>11 to determine whether school discipline practices</p> <p>12 were having a disproportionate impact on students</p> <p>13 of color and students with disability, and that's</p> <p>14 in COMAR 13.A.08.01.21, and so that was really</p> <p>15 the birth, Dr. Hager, of the Maryland plan.</p> <p>16 And then the coordinated, Comprehensive</p> <p>17 Coordinated Early Intervening Services plan</p> <p>18 really grew out of the Every Student Succeeds</p> <p>19 Act, the ESSA act in December of 2015. There</p> <p>20 were new federal rules and regulations from the</p> <p>21 U.S. Department of Education and the Federal</p> | <p style="text-align: right;">Page 105</p> <p>1 receiving special education services, whereas the</p> <p>2 Maryland plan really takes a more global</p> <p>3 perspective of discipline related to services.</p> <p>4 And so to that extent, I mean, if the state and</p> <p>5 the federal government were to combine something,</p> <p>6 I certainly wouldn't argue that point, but they</p> <p>7 do tackle it from different angles and I think</p> <p>8 therefore, that's why the different plans exist.</p> <p>9 I believe you also asked who really</p> <p>10 manages and works with this, and so as we said,</p> <p>11 this comes to life at the school level. The</p> <p>12 office, our Baltimore County Office of Special</p> <p>13 Education really manages the CCEIS naturally</p> <p>14 because we're really looking at it through that</p> <p>15 lens of students receiving special education</p> <p>16 service primarily, whereas the Office of School</p> <p>17 Climate and Safety really addresses the</p> <p>18 discipline from that more global perspective in</p> <p>19 the Maryland plan. But as I think it was</p> <p>20 Dr. Roberts said, we do work very hand in glove</p> <p>21 in truth because it's the only way to provide</p> |

| | |
|---|---|
| <p style="text-align: right;">Page 106</p> <p>1 coordinated supports for our schools, because we 2 don't function in silos.</p> <p>3 DR. HAGER: Great, and so my second 4 question, I'm almost out of time, is the -- so I 5 know you said they're fairly new, the MSDE was in 6 '14 and I don't recall, you said the ESSA portion 7 came out in '15 or '16. But since you had annual 8 reports where you submitted your goals and your 9 action plans and then your follow-up evidence of 10 success, is that available for us to see, kind of 11 the progress that has been made in these plans, 12 given that there are specific metrics that have 13 to be attached to each?</p> <p>14 DR. MCCOMAS: So I can certainly work 15 with Dr. Williams and certainly we do have our 16 annual plans that we submit to the state.</p> <p>17 DR. HAGER: With a followup of the 18 metrics of success?</p> <p>19 DR. MCCOMAS: Yes.</p> <p>20 DR. HAGER: All right, thank you.</p> <p>21 CHAIRMAN CAUSEY: Next we have Ms. Mack.</p> | <p style="text-align: right;">Page 108</p> <p>1 they are actively engaged in helping us with 2 cases.</p> <p>3 MS. MACK: So given that we're managing 4 two plans both at the state and federal level, do 5 you anticipate that in the upcoming budget we 6 will need more BCBAs?</p> <p>7 DR. MCCOMAS: Well, Ms. Mack, I would 8 say, you know, I'm always seeking resources, so I 9 would never turn down resources if I'm being 10 genuine with you. I would say, however, I do 11 recognize we are in austere financial 12 circumstances locally and globally, and again, I 13 would never turn down resources.</p> <p>14 MS. MACK: Thank you, and I have one 15 other question. What is the process for staff 16 who want to take implicit bias, equity and 17 cultural proficiency training who are not at 18 identified schools?</p> <p>19 DR. MCCOMAS: Yes. The first thing I 20 would recommend is that they reach out to our 21 Office of Equity to find out what training is</p> |
| <p style="text-align: right;">Page 107</p> <p>1 MS. MACK: Hi, Dr. McComas, thank you 2 for that information. On one of your earlier 3 slides you mentioned the role of BCBAs in 4 providing professional development to staff and 5 teachers, you know, for this initiative. I have 6 a question about BCBA, actually two questions. 7 So if there is a case in a school or any school 8 or a number of schools, do BCBAs go out to the 9 school and assist at the school level or are they 10 just being used as the professional development 11 part?</p> <p>12 DR. MCCOMAS: Thank you for the 13 question. They do actually go out and engage in 14 cases. People will find that part of what they 15 do is go in and they will be observing and 16 collecting the data of behavior and triggers in 17 the environment and then helping to lay out plans 18 and working to with our professionals at the 19 school level on how to implement those plans. So 20 they are not merely just providing professional 21 development in a come and get training model, but</p> | <p style="text-align: right;">Page 109</p> <p>1 available. They're always welcome to look into 2 our professional development catalog for our 3 teachers which is available through Schoology, 4 that they can see workshops and offerings, and we 5 would highly encourage it because it really is a 6 tremendous pathway to helping us move achievement 7 and outcomes for our students, so thank you.</p> <p>8 MS. MACK: So they could find these, 9 this training on line today?</p> <p>10 DR. MCCOMAS: Yes, if they go into 11 Schoology into the professional development 12 button, and then they go into our workshops, and 13 again, Mr. Burke, if I'm misdescribing how to 14 access that, please correct me, but I believe I 15 was describing it right.</p> <p>16 MS. MACK: All right. Thank you very 17 much, Dr. McComas.</p> <p>18 DR. MCCOMAS: My pleasure.</p> <p>19 MS. MACK: And team.</p> <p>20 CHAIRMAN CAUSEY: Next we have 21 Mr. Kuehn.</p> |

| | |
|--|--|
| <p style="text-align: right;">Page 110</p> <p>1 MR. KUEHN: Thank you for this</p> <p>2 presentation, this is really good information.</p> <p>3 My first question is, do we have these</p> <p>4 plans available on line somewhere, because I'm</p> <p>5 actually searching Google for it and I'm having</p> <p>6 trouble finding it. Do we have it linked on our</p> <p>7 website somewhere so the public can go and look</p> <p>8 at it, both of the plans?</p> <p>9 DR. MCCOMAS: I don't believe we have</p> <p>10 them on our website. We did submit them to the</p> <p>11 state. I believe the state has a link on their</p> <p>12 website.</p> <p>13 MR. KUEHN: Okay, thank you. And then I</p> <p>14 know in a previous discussion we talked about a</p> <p>15 certain number of schools that were identified</p> <p>16 in, you know, previously that we were focusing</p> <p>17 on. Do these plans that we're looking at</p> <p>18 specifically address those schools or do they</p> <p>19 talk about the entire system?</p> <p>20 DR. MCCOMAS: These plans specifically</p> <p>21 address those schools that have been identified</p> | <p style="text-align: right;">Page 112</p> <p>1 DR. MCCOMAS: It is typically an annual</p> <p>2 report, but I will have to double check on if</p> <p>3 there is a midyear update.</p> <p>4 MR. KUEHN: All right, thank you.</p> <p>5 CHAIRMAN CAUSEY: Other board members</p> <p>6 with questions or comments? Okay. I just had a</p> <p>7 question. If you could go back on the slide to</p> <p>8 the root causes.</p> <p>9 DR. MCCOMAS: I think it's slide four</p> <p>10 please. One more. There we go, thank you.</p> <p>11 CHAIRMAN CAUSEY: Thank you. So I had</p> <p>12 the opportunity to attend a Zoom webinar hosted</p> <p>13 by the student support network who is one of our</p> <p>14 community partners, and they have been addressing</p> <p>15 for years our students that are, really need the</p> <p>16 most support in terms of poverty, food</p> <p>17 insecurity, homelessness, and in that webinar I</p> <p>18 was looking for the document to see if I could</p> <p>19 share it but I could not locate it. They had a</p> <p>20 number of guest speakers, Dr. Maureen Black,</p> <p>21 Tamelyn Kelly, Ms. Roxanne Anderson who is a</p> |
| <p style="text-align: right;">Page 111</p> <p>1 in need of support, and so that is to provide</p> <p>2 targeted support, if you will.</p> <p>3 MR. KUEHN: Okay. And then as Dr. Hager</p> <p>4 mentioned, we will be able to see the metrics and</p> <p>5 how things are moving by looking at those reports</p> <p>6 that are available out there; is that correct?</p> <p>7 DR. MCCOMAS: Yeah, and I will work with</p> <p>8 Dr. Williams to provide that.</p> <p>9 MR. KUEHN: That's not part of these</p> <p>10 reports themselves?</p> <p>11 DR. MCCOMAS: Yeah. So we provide the</p> <p>12 report, we follow all the reporting guidelines</p> <p>13 that MSDE requires.</p> <p>14 MR. KUEHN: Okay, so -- all right. Just</p> <p>15 so I'm clear, that all the reporting that's</p> <p>16 required and the metrics and everything will be</p> <p>17 in these reports?</p> <p>18 DR. MCCOMAS: Yes.</p> <p>19 MR. KUEHN: Okay, and is there another</p> <p>20 one coming out soon or are we kind of in between?</p> <p>21 I'm just curious as to the timing.</p> | <p style="text-align: right;">Page 113</p> <p>1 pupil personnel worker from Baltimore County</p> <p>2 Public Schools, Mr. Sergio Haverman who's from</p> <p>3 Parkville High School, and others. And one of</p> <p>4 the slides that they shared and information that</p> <p>5 was really very disturbing and coincides with</p> <p>6 what we're talking about, is they talked about</p> <p>7 students that were experiencing food insecurity</p> <p>8 and/or homelessness and their behaviors, and the</p> <p>9 correlation between students that are not</p> <p>10 receiving sufficient and robust nutrition and the</p> <p>11 high correlation of misbehaviors. So when we're</p> <p>12 looking at root causes of students that may be</p> <p>13 disproportionately identified for discipline, I</p> <p>14 think we need to also include understanding are</p> <p>15 these children that are hungry, are they, you</p> <p>16 know, have anxiety around factors in their lives</p> <p>17 and really to address that as a root cause. And</p> <p>18 I know that this Board and the school system has</p> <p>19 done a tremendous amount recently and actually in</p> <p>20 the last couple years regarding food insecurity</p> <p>21 by applying for CEP for schools that are</p> |

| | |
|--|---|
| <p style="text-align: right;">Page 114</p> <p>1 eligible.</p> <p>2 So I just wondered if that was a factor</p> <p>3 that has been considered and if not, if that is</p> <p>4 something that can be considered.</p> <p>5 MS. BYERS: So, I don't mind speaking to</p> <p>6 this. When we started to do a root cause</p> <p>7 analysis at the system level I spoke about the</p> <p>8 domains that were examined and then the root</p> <p>9 cause indicators that reflected the domains, and</p> <p>10 one of those root cause indicators is that lack</p> <p>11 of knowledge sometimes around what we would</p> <p>12 consider environmental or community stressors</p> <p>13 that could affect behavior, and so food</p> <p>14 insecurity would fall into that root cause.</p> <p>15 MS. MACK: Ms. Causey, you're muted.</p> <p>16 CHAIRMAN CAUSEY: Thank you. I mean, it</p> <p>17 may be that a student is low blood sugar and what</p> <p>18 we joke and call angry, but is an actual</p> <p>19 phenomenon and that is something that could, you</p> <p>20 know, quickly be supported and you know, really</p> <p>21 address that student's need and give them a</p> | <p style="text-align: right;">Page 116</p> <p>1 were guidelines on how to identify the schools to</p> <p>2 receive, so we followed the process in the</p> <p>3 guidelines set forward in each of the plans. It</p> <p>4 involved data analysis and so it was not just a</p> <p>5 random school pulled out of a hat.</p> <p>6 MS. JOSE: So is there any plan in the</p> <p>7 future to implement this, you know, district wide</p> <p>8 to all schools, because we do have a large</p> <p>9 proportion of African American students and</p> <p>10 students with disabilities that are spread</p> <p>11 across, you know, some of them may not be in the</p> <p>12 identified schools, and I think the teachers may</p> <p>13 need to have the information in interacting with</p> <p>14 the students.</p> <p>15 DR. MCCOMAS: Absolutely. If you recall</p> <p>16 our last slide, we really labeled that beyond the</p> <p>17 plan, and that really gets at some of our</p> <p>18 foundational or universal supports provided by</p> <p>19 all schools. And you're absolutely right,</p> <p>20 Ms. Jose, that the implicit bias is a significant</p> <p>21 part of the work that needs to be done at all of</p> |
| <p style="text-align: right;">Page 115</p> <p>1 better opportunity to remain in an education</p> <p>2 setting and remain available to access</p> <p>3 instruction.</p> <p>4 MS. BYERS: I agree. I think the</p> <p>5 environmental considerations are part of digging</p> <p>6 into the why, which is part of the root cause</p> <p>7 analysis process.</p> <p>8 CHAIRMAN CAUSEY: Thank you, and I see</p> <p>9 some new hands up, Ms. Jose and Dr. Williams. I</p> <p>10 see Ms. Mack's hand but you've already spoken so</p> <p>11 I'll allow those who have not yet spoken to speak</p> <p>12 first. Ms. Jose and then Dr. Williams.</p> <p>13 MS. JOSE: Really quick. Thank you,</p> <p>14 Dr. McComas, for your presentation and to the</p> <p>15 staff. You've talking about training</p> <p>16 school-based staff at identified schools. How</p> <p>17 are you identifying those schools, what kind of</p> <p>18 benchmarks are you creating to identify those</p> <p>19 schools?</p> <p>20 DR. MCCOMAS: Yes, thank you. So both</p> <p>21 within the Maryland plan and the ESSA plan there</p> | <p style="text-align: right;">Page 117</p> <p>1 our schools and not just those that were</p> <p>2 identified for these goals of intervention and</p> <p>3 support. And so again, through the Office of</p> <p>4 School Climate and Safety, our team under the</p> <p>5 leadership of Dr. Zarchin and Dr. Nieves worked</p> <p>6 to support schools that are not as part of this</p> <p>7 plan as well.</p> <p>8 MS. JOSE: Thank you.</p> <p>9 DR. MCCOMAS: My pleasure, thank you.</p> <p>10 CHAIRMAN CAUSEY: And Dr. Williams?</p> <p>11 DR. WILLIAMS: Yes. So first I want to</p> <p>12 thank the team for presenting and following up.</p> <p>13 I do want to acknowledge what Dr. McComas said as</p> <p>14 well as Dr. Jones said, what we have presented is</p> <p>15 the plan, but with any plan you have to go beyond</p> <p>16 that. This is an adaptive challenge, adaptive</p> <p>17 challenge is such that you have to look at the</p> <p>18 root causes, you have to look at what's beyond</p> <p>19 the plan, you've got to look at beliefs, you've</p> <p>20 got to look at working with communities, building</p> <p>21 relationships. We talked definitely about</p> |

| | |
|--|--|
| <p style="text-align: right;">Page 118</p> <p>1 professional learning, but it gets back to every 2 school knowing the students, every student 3 feeling welcome, and so this is what in 4 leadership development we would say is the 5 adaptive challenge, that we can have the 6 technical aspect, but every school is different, 7 every situation may be different. 8 So I just want to thank this team for 9 presenting and as you heard, we are not done 10 looking at this. Hence, why we have a system 11 improvement team, and one of the focus areas, I 12 believe there are 11, but one of them is really 13 looking at a safe and supportive environment and 14 really drilling down as to what's happening in 15 our schools where we're getting success and where 16 we might not be getting success, but we see it as 17 a triad of the student, the school and the home 18 working collaboratively. So again, I just want 19 to acknowledge the work that we started as a 20 system and we will continue to look at this work, 21 but definitely want to thank the team for</p> | <p style="text-align: right;">Page 120</p> <p>1 interesting to watch and see how it all falls out 2 and how the system supports all of the pieces to 3 this, but again, I want to thank all of you for 4 the work, it is something that is long overdue 5 and I really look forward to seeing how it shakes 6 out. Thank you. 7 CHAIRMAN CAUSEY: And Ms. Rowe? 8 MS. ROWE: Yes, thank you. So one of 9 the things we also know is the same 10 disproportionalities exist within those affected 11 by childhood trauma and I wanted to know, where 12 do trauma informed practices fall into this plan, 13 anywhere, or have we not looked at that yet? 14 DR. MCCOMAS: A great question, 15 Ms. Rowe. The trauma informed practices also are 16 part of the work of Dr. Nieves' team around 17 multitiered system support, and I'm not sure if 18 Dr. Nieves is available to comment tonight. He 19 may be able to provide you a level of detail that 20 I'm not in this moment prepared to speak to. 21 DR. ROBERTS: He is not on but I can</p> |
| <p style="text-align: right;">Page 119</p> <p>1 presenting tonight. 2 CHAIRMAN CAUSEY: Thank you, 3 Dr. Williams. 4 DR. MCCOMAS: Thank you, Dr. Williams. 5 CHAIRMAN CAUSEY: And I have Ms. Rowe, 6 and actually I'll go with Ms. Pasteur since she 7 has not yet spoken, and then Ms. Rowe. 8 MS. PASTEUR: Thank you. I also want to 9 thank the team for the presentation and for the 10 work and the many levels that are involved in 11 this, and knowing that we will come off of the 12 paper out of the philosophical plan here and get 13 into the realities and knowing that there are so 14 many variables in our very different schools, and 15 certainly looking forward to seeing how we don't 16 lump any of our predominantly African American 17 schools into one pot and thinking that everything 18 is the same in each one, or in schools where 19 there are significant or even small populations 20 of children who often are identified erroneously 21 or otherwise. So thank you, this is going to be</p> | <p style="text-align: right;">Page 121</p> <p>1 share that going into this school year there was 2 quite a bit of professional development on trauma 3 informed practices for school staff. 4 MS. ROWE: I would be interested in 5 learning more about that. 6 DR. MCCOMAS: Thank you, Ms. Rowe. 7 CHAIRMAN CAUSEY: Thank you. And if 8 there's no further comments or questions from 9 board members, I once again want to thank you for 10 that very important update, and we look forward 11 to hearing more. Thank you. 12 Our next item on the agenda is Item M, 13 virtual learning, guidance on grading and 14 assessment, and for that we also have Dr. McComas 15 and Megan Shay. 16 DR. MCCOMAS: Yes, once the slide comes 17 up. Okay. Thank you. So good evening again. I 18 will be joined this evening by Dr. Renard Adams 19 and Ms. Megan Shay. As you know, we just 20 concluded really an unprecedented first quarter 21 filled with discovering new methods to teaching</p> |

| | |
|---|---|
| <p style="text-align: right;">Page 122</p> <p>1 and learning for our students, our professionals 2 and our families, and as board members you 3 certainly received lots of questions and some 4 comments from stakeholders, especially right now 5 throughout this COVID-19 journey as we try to 6 keep people safe and healthy during this 7 unfolding health crisis. And you would often 8 hear isolated bits of information absent of 9 context, which can easily lead to partial 10 understanding or even perhaps misunderstanding, 11 and you naturally want to be able to respond to 12 questions thoughtfully in your role as overseeing 13 the school system, and often may be unable to 14 regarding operational items. So this evening my 15 team and I will provide you clarity on our 16 grading guidance that was provided recently. 17 Next slide please. 18 First, it's important to note that our 19 operational procedures around grading are set 20 forth in our Superintendent's Rule 50.N and more 21 details are provided in our manual, our grading</p> | <p style="text-align: right;">Page 124</p> <p>1 assessments and that guidance is supportive of 2 the teaching and learning process. Specifically 3 our guidance indicates that curriculum based 4 assessments or unit assessments as we old timers 5 might refer to them, will continue to be 6 administered and scored according to our course 7 scope and sequence, but will be entered into the 8 practice category. This will allow school teams 9 to analyze the scores and monitor student 10 progress critically to inform instruction, but 11 will not impact a student's overall grade. 12 Next Ms. Shay will provide further 13 clarity on the purpose and context of this item. 14 Ms. Shay? 15 MS. SHAY: Thank you, Dr. McComas. So 16 good evening. So we wanted to do some level 17 setting too to explain the curriculum based 18 assessments referenced in the guidance that 19 Dr. McComas just shared. So when we talk about 20 assessments we often think of them as being in 21 the category of either formative assessments or</p> |
| <p style="text-align: right;">Page 123</p> <p>1 and reporting procedures manual that is available 2 to all the public on our public website. And our 3 guidance that we provided to schools around 4 grading and reporting was contained in language 5 found on page 23. This portion of the manual 6 identifies that our content offices are charged 7 with providing direction about what goes into the 8 body of evidence and that does include our 9 guidance on assessment. Additionally, the manual 10 outlines the process by which schools and 11 teachers can use in forming their body of 12 evidence, and specifically grade level teams and 13 department teams are responsible for 14 collaborating to establish general consistency 15 among classroom assignments, products, 16 presentations, performances, and assessments that 17 will be included in that body of evidence. Next 18 slide please. 19 And so therefore, based on feedback from 20 students, teachers and administrators, we did 21 provide guidance related to curriculum based</p> | <p style="text-align: right;">Page 125</p> <p>1 summative assessments or in the case of our 2 curriculum based assessments, these assessments 3 are actually used in both ways, both formatively 4 and summatively, and I'm going to talk a little 5 bit about that. 6 So these curriculum based assessments 7 that are written to align to the written 8 curriculum from the content offices serve 9 multiple instructional purposes. First, they 10 help us to monitor student progress towards 11 achievement of course and grade level standards. 12 In particular, the curriculum based assessments 13 for ELA and mathematics, we worked in 14 collaboration with the Department of Research, 15 Assessment and Accountability to insure that 16 these curriculum based assessments also 17 correlated with the high stakes assessments from 18 MSDE, previously PARCC and most recently MCAD, so 19 that they can help us as a system to monitor 20 student progress towards achievement of those 21 course and grade level standards as measured by</p> |

| | |
|--|--|
| <p style="text-align: right;">Page 126</p> <p>1 those assessments. They also help us to monitor 2 pacing of curriculum implementation. They also 3 help school teams as well as curricular office 4 teams at the school, grade level, course level 5 and system level identify areas of student 6 strengths and needs. This is critically 7 important to help our teachers to inform 8 responsive instruction moving forward as many of 9 our skills and standards on these assessments are 10 recursive and so what might be measured on unit 11 one can inform that same standard when it comes 12 up either with a more complex text in ELA or with 13 the next level of math in a math assessment, and 14 so the use of these assessments can help to 15 inform teacher planning to provide responsive 16 small group instruction and to inform future 17 units as well.</p> <p>18 We also use these curriculum based 19 assessments to identify patterns of needs across 20 grade levels and standards at the central office 21 level, and these patterns are used to help us to</p> | <p style="text-align: right;">Page 128</p> <p>1 C&I of the different challenges that we have. 2 This summer our teams in the content offices did 3 an enormous amount of work to support our 4 teachers and one of the primary things we did was 5 to adjust the scope and sequence of our written 6 curriculum, and that was in an effort to address 7 unfinished learning from the emergency closure in 8 the spring, but also to identify those priority 9 skills and standards aligned to MSDE course and 10 grade level standards because we knew that time 11 would be at a premium.</p> <p>12 Well, we've heard in practice this first 13 quarter that we had challenges with pacing. It 14 is really always important that we remember that 15 what we're asking of our teachers and of our 16 students is really challenging, this work is 17 hard. These lessons are incredibly challenging 18 to offer in a virtual environment and we are 19 learning a lot as we go. And as we talked with 20 teachers and with students, we learned that some 21 of the pacing that we had outlined in that</p> |
| <p style="text-align: right;">Page 127</p> <p>1 inform curricular revision and to inform 2 professional learning. All of these purposes 3 that I've just outlined are accomplished through 4 the score, and so the guidance that we offer in 5 no way diminishes our ability to set those high 6 expectations and to monitor student progress.</p> <p>7 In addition, when curriculum based 8 assessments are tightly aligned to both the 9 written and taught curriculums, they can also 10 serve as summative assessments or as evidence of 11 student learning and achievement. In that 12 instance they may be appropriate to be used as a 13 grade. Next slide.</p> <p>14 However, this year we have been engaged 15 in constant feedback with our field. As we have 16 talked throughout really since March, since the 17 emergency closure, we know that what we're doing 18 is unprecedented, and we hear each time we're 19 together as a community at these board meetings, 20 we hear from students and families as well as 21 from teachers and administrators and staff and</p> | <p style="text-align: right;">Page 129</p> <p>1 original scope and sequence was a challenge with 2 our current schedules and with the virtual 3 learning as its environment and the adjustments 4 we were making.</p> <p>5 Those pacing challenges then caused 6 concern about the alignment between the written, 7 taught and assessed curriculum, so as I mentioned 8 before, utilizing an assessment such as a 9 curriculum based assessment as evidence of 10 student learning requires that that assessment 11 align very closely with what's actually taught in 12 the classroom. So we know from the central 13 office that as we made changes to the scope and 14 sequence in response to the shift to virtual 15 learning, we also had to make adjustments to 16 those assessments. But what we heard from 17 teachers and students was that they are also 18 continuously making adjustments to what's taught 19 in the classroom.</p> <p>20 The third piece of evidence that we 21 heard from teachers and from students and from</p> |

| | |
|---|---|
| <p style="text-align: right;">Page 130</p> <p>1 principals as we met with our team action group 2 for curriculum and instruction was the challenge 3 that students were having with completing other 4 assignments. And so when Dr. McComas was 5 referencing the larger guidance around grading 6 and reporting, it talks about something we call a 7 body of evidence. A student's grade for any 8 course in any marking period should be reflective 9 of a large collection of a body of evidence that 10 includes multiple opportunities for students to 11 demonstrate progress towards mastery of 12 standards. This evidence can include classroom 13 assignments, class discussions, observations 14 teachers are making, projects, different 15 long-term assessments or sometimes quizzes and 16 tests. What we found when talking to teachers 17 and administrators was that in many cases this 18 body of evidence was missing an opportunity for 19 students to demonstrate multiple opportunities. 20 The intent of the curriculum based assessments as 21 a grade in a major category is just one piece of</p> | <p style="text-align: right;">Page 132</p> <p>1 evening Dr. Williams and members of the Board. 2 We also wanted to take a few moments to share our 3 identified next steps as we move forward. We're 4 taking three action steps which are shown on the 5 slide before you in order to better understand 6 this circumstance and hopefully prevent it from 7 occurring in the future, so I'd like to review 8 those with you. 9 First, our team is working with Ms. Nora 10 Murray in the communications office, and the 11 family and community engagement, with our SMOB, 12 Mr. Muhumuza, and with Dr. Nieves to hold student 13 focus groups for students in all three levels of 14 schools. Mr. Muhumuza has graciously scheduled 15 middle and high school focus groups for next 16 Wednesday, and two elementary principals are 17 scheduling, were already scheduling focus groups 18 with their students and they've invited us to 19 attend and listen with them. We feel that now 20 more than ever, in addition to principal and 21 teacher voice, we really need to hear</p> |
| <p style="text-align: right;">Page 131</p> <p>1 evidence but one that is balanced by a large 2 number of tasks and assignments that students are 3 completing. Without that balance and without 4 those additional assignments that students are 5 struggling to be able to complete in a timely 6 fashion, the concern was that a curriculum based 7 assessment would have a disproportionate impact 8 on a student's body of evidence and rather than 9 being just one type of assessment, it would 10 become too much of an impact on a student's grade 11 and negatively impact that student's reporting of 12 achievement. 13 Therefore, the guidance was recommended 14 that in order to continue to have that 15 communication around those high expectations of 16 standards and to monitor that progress and inform 17 instruction, our recommendation was that the 18 assessments be given and scored but not entered 19 as a grade. Next slide. 20 Dr. Adams? 21 DR. ADAMS: Thank you, Ms. Shay. Good</p> | <p style="text-align: right;">Page 133</p> <p>1 specifically and directly from our students 2 around what is making this so very challenging 3 for them. We certainly have our beliefs but we 4 want to have them affirmed and confirmed by 5 students voice. 6 Second, our team is working with staff 7 and has been working with staff in DRAA, 8 Dr. Wheatley-Phillip's shop, in order to build 9 some enhancements to our course performance 10 dashboard. Currently this dashboard provides 11 administrators with the ability to examine the 12 daily state of student achievement in their 13 school by the various letter grades that we 14 assign. They can obtain both the number of 15 students who are passing or failing a course and 16 can review the total number of failing grades by 17 each course, each department, levels of course so 18 that standard, honors, GT, AB, IP -- I guess 19 that's IB, excuse me -- and the various student 20 groups. So DRAA is in the process of building 21 some additional filters that will help us to</p> |

| | |
|--|--|
| <p style="text-align: right;">Page 134</p> <p>1 monitor sort of the magnitude of success or 2 struggle.</p> <p>3 And so for example the upcoming 4 enhancement, currently when we look at the 5 dashboard it gives us, one of the things it gives 6 us is the number of students with a marking grade 7 of E or F, either of those would be failing, it 8 also gives us A, B, C, D. What we've asked for 9 is to understand okay, how many students have two 10 or more failing grades, three or more, or greater 11 than four? We really want to understand that 12 extent and be able to support our administrators 13 and our teachers in understanding the extent of 14 student success and/or failure.</p> <p>15 And lastly, as was also outlined in our 16 guidance, we wanted to remind our teachers that 17 teachers can and should determine that body of 18 evidence prior to the start of each instructional 19 unit and then copy from our sample lessons that 20 we provide centrally only the things that they 21 wish to show in the grade book, and the things</p> | <p style="text-align: right;">Page 136</p> <p>1 number of people that want to speak. We're 2 starting off with Ms. Pasteur, Dr. Hager, 3 Ms. Rowe and Ms. Mack.</p> <p>4 MS. PASTEUR: Thank you. Thank you for 5 recognizing that with all of the things going on 6 virtually that there have been things that have 7 obstructed the smoothness (inaudible, static) and 8 that we're paying attention to where the students 9 are individually and collectively.</p> <p>10 My first question is, how will this be 11 articulated? I know you're having the focus 12 groups, but how is this going to be really 13 articulated to parents, because we did spend a 14 lot of time talking about this being it, this 15 being the real thing, and helping people to know 16 the difference between grading and scoring, and 17 how we will at some point after we go through the 18 focus groups and what your findings are and what 19 it is you're going to do based on your findings 20 get back to a grading level? So let me ask that 21 question first. Did you understand that</p> |
| <p style="text-align: right;">Page 135</p> <p>1 that are to be included in that student's or 2 their class's body of evidence per the grade 3 level or department level team discussions and 4 decisions. This has always been our practice and 5 expectation since we started on this grading and 6 reporting endeavor many years ago, so we are 7 simply providing, we simply provided in our 8 guidance a reminder to teachers of what is 9 possibly anticipated to happen.</p> <p>10 We are hopeful and believe deeply that 11 these three steps will position us better to 12 understand this and monitor as we move forward 13 through the remaining marking periods of the 14 school year. If I could have the next slide, 15 Mr. Corns, or Ms. Gover? Thank you so much. And 16 with that, this concludes our presentation on our 17 grading guidance, and at this time Dr. McComas, 18 Ms. Shay and I invite your questions and/or 19 comments. Thank you so much.</p> <p>20 CHAIRMAN CAUSEY: Thank you very much 21 for that presentation. Board members, we have a</p> | <p style="text-align: right;">Page 137</p> <p>1 question?</p> <p>2 DR. MCCOMAS: I believe I did, 3 Ms. Pasteur. So first and foremost I would like 4 to just say that you're right, we are working to 5 approximate a normal school year, recognizing 6 that at all times we are navigating unknown 7 experiences through this pandemic, and so we must 8 remain flexible at all times as we work to 9 approximate normal.</p> <p>10 Primary communication to parents around 11 grading always comes through our teachers and our 12 school-based administration. We are certainly as 13 a central office team ready and willing and able 14 to support our schools in that process, but as 15 Dr. Adams explained, many of these decisions are 16 made in collaborative teams, right, to assess the 17 body of evidence, to identify what will be 18 included in that body of evidence, and therefore, 19 they are able to communicate most accurately to 20 families around what is included in the body of 21 evidence and what adjustments may be made along</p> |

| | |
|---|--|
| <p style="text-align: right;">Page 138</p> <p>1 the way.</p> <p>2 MS. PASTEUR: Thank you. The body of</p> <p>3 evidence in my mind is part A or maybe it's part</p> <p>4 B, but I want to make sure that all of the</p> <p>5 parents are essentially hearing the same thing.</p> <p>6 Even in our schoolhouses sometimes we have</p> <p>7 difficulty differentiating between what is</p> <p>8 scoring and grading. How do we help our parents</p> <p>9 to understand how this is going to be transferred</p> <p>10 and translated into grading, especially if it's</p> <p>11 coming from administrators and we have a variety</p> <p>12 or a number of them, and making sure that</p> <p>13 everyone is saying the same thing, so there's no</p> <p>14 mixed messages?</p> <p>15 DR. MCCOMAS: So again, central office</p> <p>16 is ready to, we stand ready to support schools in</p> <p>17 the communication process.</p> <p>18 MS. PASTEUR: Okay.</p> <p>19 DR. MCCOMAS: So I think, Ms. Pasteur,</p> <p>20 if I'm understanding, you're talking about a</p> <p>21 broad message, we could certainly do that. I</p> | <p style="text-align: right;">Page 140</p> <p>1 dialogue that she has in our small group</p> <p>2 conversations. It is a collection of evidence</p> <p>3 from which teachers conference with parents</p> <p>4 around how students are doing. And so it's</p> <p>5 important to keep in mind that one piece of</p> <p>6 evidence in a body of evidence is not a singular</p> <p>7 judgment on a student's success or failure, it</p> <p>8 gives us more information, more data around which</p> <p>9 we can communicate what is known and able to do</p> <p>10 against a standard, and what, a student still</p> <p>11 gets that teaching and learning support so that</p> <p>12 they can reach that standard.</p> <p>13 MS. PASTEUR: And I know you know,</p> <p>14 Dr. McComas, that I understand body of evidence</p> <p>15 exceedingly well, but that's not my question. My</p> <p>16 question is after all that comes in, how do</p> <p>17 parents know?</p> <p>18 DR. MCCOMAS: So again, Ms. Pasteur,</p> <p>19 it's going to have to be communications between</p> <p>20 teachers and parents, schools and parents, and my</p> <p>21 office stands ready to support in whatever way we</p> |
| <p style="text-align: right;">Page 139</p> <p>1 think you are certainly familiar enough with</p> <p>2 communication between teachers and families and</p> <p>3 school administrators and families around, that</p> <p>4 is the most relevant and meaningful conversation.</p> <p>5 MS. PASTEUR: Okay. It is, but our</p> <p>6 parents and our children are so --</p> <p>7 (Inaudible, buzzer sounding.)</p> <p>8 Is that the big signal for me? I just</p> <p>9 want every parent to think my parent to think</p> <p>10 that my child is going to college or whatever.</p> <p>11 DR. MCCOMAS: Yes, and I would like to</p> <p>12 go back to Ms. Shay's point, Ms. Pasteur, because</p> <p>13 this is really important for everyone to</p> <p>14 understand. By having students take the unit</p> <p>15 assessments and us score them for accuracy, what</p> <p>16 is really important for me as both a teacher and</p> <p>17 as a principal is I will be able to have a</p> <p>18 meaningful conversation with parents around, you</p> <p>19 know what, Mary is doing well in these areas, not</p> <p>20 just based on this one assessment, but based on</p> <p>21 the essays that I saw her submit, based on the</p> | <p style="text-align: right;">Page 141</p> <p>1 need to.</p> <p>2 CHAIRMAN CAUSEY: Thank you,</p> <p>3 Ms. Pasteur, and now we have Dr. Hager.</p> <p>4 DR. HAGER: So my first question, and I</p> <p>5 apologize if I missed it, but when were teachers</p> <p>6 notified of this, that this would be part of the</p> <p>7 grade?</p> <p>8 DR. MCCOMAS: Yes, so teachers were</p> <p>9 notified at the end of the quarter, it was really</p> <p>10 the last week of the quarter. By the time we met</p> <p>11 with groups and we heard their concerns and we</p> <p>12 discussed what are the options around guidance</p> <p>13 that we can provide them, what is it that we can</p> <p>14 answer their requests around guidance, it was</p> <p>15 really the last week of the quarter.</p> <p>16 DR. HAGER: And that would be a question</p> <p>17 that I got from people I've spoken to, from my</p> <p>18 own children as a parent in three different</p> <p>19 schools. I have a lot of concerns about this and</p> <p>20 I count on Ms. Pasteur where she was saying this</p> <p>21 is real school, and this is real school and it</p> |

| | |
|--|---|
| <p style="text-align: right;">Page 142</p> <p>1 has real grades, and not every kid got straight 2 As, and there were kids who studied for those 3 tests, and worked really hard on those final 4 assignments. And you know, there's so much 5 defeating about COVID right now, and to work so 6 hard and do well, and then have it not count 7 toward your final grade is incredibly defeat. 8 And it also hasn't been implemented 9 evenly across schools. So I know for a fact that 10 some kids' teachers told them their hands were 11 tied, they couldn't use it as part of their grade 12 even if they did well. There were other kids 13 whose teacher said well, if you did well then 14 I'll take it, we'll bump up your grade. So it 15 hasn't been uniformly implemented, and I just 16 have major concerns about the lateness with which 17 it was implemented, because these kids frankly 18 worked really hard on these assignments. So I 19 feel like I'm just speaking, we heard from a 20 parent tonight who said something about it as 21 well. So I think this is actually a pretty big</p> | <p style="text-align: right;">Page 144</p> <p>1 to explain it again. But I actually think I 2 understood that for the first time, so thank you. 3 DR. MCCOMAS: You're welcome, Ms. Rowe, 4 and thank you, Dr. Hager, I just wanted to say I 5 do hear you. And thank you, Ms. Rowe, I hear 6 your point as well, and we always are ready to 7 help you understand because it's important in 8 your role that you're able to understand and 9 you're able to respond to stakeholders' comments, 10 concerns, questions. 11 CHAIRMAN CAUSEY: So next up if Ms. Rowe 12 is finished, is Ms. Mack. 13 MS. MACK: Hi, Dr. McComas, I have three 14 questions, I'm going to ask them first and then 15 you can answer them. So a little bit to 16 Dr. Hager's point. We have seniors who are 17 trying to build a body of evidence, I guess 18 hopefully they will use to submit to colleges, 19 and how are they able to do so. And I'm sure 20 you're going to say teachers do have that 21 ability, but again to Dr. Hager's point, the</p> |
| <p style="text-align: right;">Page 143</p> <p>1 deal and I appreciate that we are talking about 2 moving forward, but I just want to emphasize, you 3 know, that what Ms. Pasteur said, the parents 4 really didn't know this was happening. In fact 5 when I first heard it I thought my child 6 misunderstood. So there's no way your major task 7 was a practice grade, that doesn't make any 8 sense. There's no way that project you worked so 9 hard on is only a practice grade. 10 Since I only have like ten seconds left, 11 I did want to ask -- (buzzer sounding) -- 12 question, so I will pass on to my other teammates 13 here, so go ahead. 14 CHAIRMAN CAUSEY: So, Ms. Rowe, please? 15 MS. ROWE: I just wanted to say that I 16 really appreciated that explanation of how the 17 curriculum alignment and the timing of when tests 18 and delivery of instruction and all that 19 happened. I have never quite really understood 20 that until this moment, so I just wanted to tell 21 Dr. McComas, I got it, until next time you have</p> | <p style="text-align: right;">Page 145</p> <p>1 process seems somewhat subjective to me, and I 2 look at it and say what is the process if 3 administered differently at different schools by 4 different teachers for different students? It 5 seems open to interpretation. 6 And then my last question is, do 7 teachers have the ability when grading or making 8 that determination to differentiate between 9 students who are trying but despite their best 10 efforts not succeeding, versus students who are 11 not trying at all? 12 MS. ROWE: So let me break your question 13 apart because I think you had different layers to 14 that. So I would say first, Ms. Mack, for the 15 students who are seniors who are building their 16 body of evidence as part of their transcript, 17 keep in mind the quarter on transcript, 18 transcripts record the final grade, and many of 19 our seniors have already applied and largely 20 their previous transcripts are part of that 21 process. Nevertheless, certainly the work that</p> |

| | |
|--|---|
| <p style="text-align: right;">Page 146</p> <p>1 they are doing this year is important and will</p> <p>2 ultimately be captured in their transcripts, so I</p> <p>3 just wanted to --</p> <p>4 MS. MACK: Can I clarify? I meant 11th</p> <p>5 graders, I'm sorry, I said seniors but I meant</p> <p>6 11th graders.</p> <p>7 DR. MCCOMAS: Yes, ma'am, not a problem.</p> <p>8 Absolutely, and again, this is first quarter of</p> <p>9 four quarters, and again, we are in a condition</p> <p>10 where we have to recognize that we have to be</p> <p>11 ready and willing to adjust. You know, the</p> <p>12 standard operating procedures, if you will, of a</p> <p>13 normal year are not, we're not in a normal year.</p> <p>14 And so while we do want to approximate normal we</p> <p>15 also have to be ready to understand how that is</p> <p>16 unfolding.</p> <p>17 Second, I think your second part,</p> <p>18 Ms. Mack -- gosh, I forgot already.</p> <p>19 MS. MACK: I mean, I know we gave</p> <p>20 guidance but the word you used was permissible,</p> <p>21 and people look at that differently, and what if</p> | <p style="text-align: right;">Page 148</p> <p>1 however, is that we look at that, is it that the</p> <p>2 student is missing assignments or is it</p> <p>3 incomplete? And so there's codes in our manual</p> <p>4 that talk specific language to incomplete and</p> <p>5 missing assignments, and so I think it's, every</p> <p>6 teacher always has to look at the body of</p> <p>7 evidence. I know I keep saying that, but that</p> <p>8 really is the process, you have to look. And you</p> <p>9 can recognize a student who is hitting the marks</p> <p>10 whether it's in assignments or progress, major,</p> <p>11 minor, you can look and see what students have</p> <p>12 hit what standards and what students are still</p> <p>13 struggling or striving, and growing in relation</p> <p>14 to specific standards.</p> <p>15 MS. MACK: Right, but I had a</p> <p>16 conversation with a teacher today who said she</p> <p>17 has students who are overwhelmed, students who</p> <p>18 are keeping up, and students who are not</p> <p>19 submitting any work, and there is pressure on her</p> <p>20 to almost grade them the same, and they're not</p> <p>21 the same student.</p> |
| <p style="text-align: right;">Page 147</p> <p>1 a teacher who handles it differently from a</p> <p>2 teacher at another school? And I think Sharon</p> <p>3 Saroff spoke to that tonight, that we have</p> <p>4 schools that are following different schedules</p> <p>5 this week even.</p> <p>6 MS. ROWE: Right. Well, I would say</p> <p>7 that in the history of education, teachers have</p> <p>8 always had nuances between them in grades.</p> <p>9 That's part of why we encourage teachers to work</p> <p>10 in a professional team of people with the same</p> <p>11 subject, the same grade level, to come to a</p> <p>12 consensus of consistency within a building. And</p> <p>13 I believe your question also got at a teacher's</p> <p>14 capacity to assess a body of evidence and</p> <p>15 determine if a student is in fact, are they</p> <p>16 making good faith efforts to complete</p> <p>17 assignments, are they making good faith efforts.</p> <p>18 I think it's incumbent upon every teacher to make</p> <p>19 a fair assessment of a student, and by no means</p> <p>20 have we said that students who don't put forth</p> <p>21 effort should be given credit. What we do ask,</p> | <p style="text-align: right;">Page 149</p> <p>1 MS. ROWE: Oh, I would not say that they</p> <p>2 are the same student. I would as a school</p> <p>3 administrator, as a teacher, wonder what's</p> <p>4 underneath those who are, the surface behavior</p> <p>5 that they're not doing anything, what's</p> <p>6 underneath that. And that really gets back to as</p> <p>7 Dr. Williams said, as we discussed earlier, it's</p> <p>8 really important to understand the root causes.</p> <p>9 What's the root cause of a student not trying</p> <p>10 anymore or not attempting, what is happening</p> <p>11 that's causing that student not to do that.</p> <p>12 MS. MACK: Right, but the bigger</p> <p>13 issue -- oh, I'm sorry.</p> <p>14 DR. MCCOMAS: No, no, go ahead.</p> <p>15 MS. MACK: The bigger issue is we have</p> <p>16 no means of assessing that student's, what did</p> <p>17 they learn, if they've learned anything?</p> <p>18 CHAIRMAN CAUSEY: Right, and well, this</p> <p>19 is where we have to go back to the score codes of</p> <p>20 missing and incomplete, and I think if Ms. Shay</p> <p>21 could elaborate a little bit on the score codes?</p> |

| | |
|---|---|
| <p style="text-align: right;">Page 150</p> <p>1 MS. SHAY: Sure, so thank you, 2 Dr. McComas. Ms. Mack, the last thing you said 3 is exactly right, we don't know. When we don't 4 have a body of evidence we don't know and so the 5 code that we reference is I for insufficient 6 evidence, which truly means as a teacher, I don't 7 have enough evidence to know whether or not 8 you're able to demonstrate progress towards 9 mastery of the standards.</p> <p>10 And to your point, when I have nothing, 11 and I want to be careful, I think sometimes we 12 might assume that means a lack of effort but we 13 don't know, you know, and that's why it's so 14 important that we engage in that conversation to 15 understand what are the barriers getting in the 16 way, because what we truly want is to, and part 17 of our efforts we've made for so many years is to 18 separate behavior from achievement. So to your 19 point, the important thing is for teachers to be 20 able to accurately report on what students are 21 able to demonstrate and that's what that I code</p> | <p style="text-align: right;">Page 152</p> <p>1 be able to demonstrate, and then once they submit 2 some assignments the grade is changed to reflect 3 what they demonstrated. If they still do not, 4 then that I insufficient would turn to a failing 5 grade, so you can't stay an I forever.</p> <p>6 MS. MACK: Thank you, Ms. Shay, and 7 thank you, Dr. McComas.</p> <p>8 CHAIRMAN CAUSEY: Mr. Kuehn and then 9 Ms. Jose.</p> <p>10 MR. KUEHN: Thank you for sharing all 11 this information, there have been some great 12 questions, and this is an important discussion.</p> <p>13 So this change at the end of a quarter 14 seems highly unusual to me and has created a 15 significant amount of disruption for students and 16 teachers with some inconsistencies. And you 17 know, I can imagine kids, especially ones in high 18 school where grades are becoming part of your 19 permanent transcript that are going to dictate 20 whether or not, you know, you make it into a 21 college or affect your future, would be quite</p> |
| <p style="text-align: right;">Page 151</p> <p>1 is really an opportunity to say to students and 2 their families, at this moment when it's time for 3 reporting, I have insufficient evidence to know 4 where you are and so it's difficult for me to 5 give you that accurate reporting.</p> <p>6 MS. MACK: I have four second left and 7 I'm just going to ask this question. So what 8 happens to that student if this is the last 9 quarter of the year and the student has 10 insufficient evidence all year, what happens to 11 that student?</p> <p>12 MS. SHAY: May I respond with the timer? 13 So the insufficient evidence can only be used at 14 the quarter and then there is a limited window of 15 time. So it's essentially communicated to the 16 student and their family, at this point of 17 reporting I have insufficient evidence. There is 18 then a window of time for that student to then 19 work together in collaboration with the teacher 20 to identify those assignments and hopefully 21 submit them and make a plan together for them to</p> | <p style="text-align: right;">Page 153</p> <p>1 challenged at this point. I guess my question is 2 why, why was this decision made at this time and 3 not earlier, why with a week left?</p> <p>4 DR. MCCOMAS: Yeah, and thank you, 5 Mr. Kuehn. So that's really because we were 6 working and talking with teachers in the field, 7 and as we were assessing and formulating how can 8 we support the concerns that were being brought 9 forward, it took us to the end of the quarter to 10 really understand the concerns and to understand 11 that there was developing an imbalance in the 12 body of evidence. And I certainly understand 13 that the timing of it was not preferred, but as 14 people were asking for guidance, we were trying 15 to be responsive. Ms. Shay, I don't know if 16 there is anything you would like to add to that.</p> <p>17 MS. SHAY: I would love to. I just 18 wanted to also, just for context purposes, 19 remember that this is just one assessment, and 20 there are lots of assessments that teachers used 21 throughout the marking period. So it was not a</p> |

| | |
|--|---|
| <p style="text-align: right;">Page 154</p> <p>1 communication that we said we're not giving 2 grades first quarter, we're just talking about 3 this one individual assessment, and I did want to 4 clarify. 5 In ELA for example, and I don't know, 6 Dr. Hager, because I think you were cut off, I'm 7 not sure if this is what you were referencing, 8 but I do know that I heard from a principal 9 immediately after. In ELA for example, there are 10 two different parts of the assessment, there is 11 the part that we referenced with the curriculum 12 based assessment which is a 15-question selected 13 response assessment that kids take in one given 14 time. There is also a performance base where 15 students actually participate and go through over 16 a considerable amount of time with drafting and 17 revising and having feedback before submitting. 18 We did clarify that that was to be graded, that 19 was, what we were referencing was solely about 20 the one selected response for ELA, but just one 21 piece of the assessment.</p> | <p style="text-align: right;">Page 156</p> <p>1 it's not unprecedented, so I'll just give a 2 different example. There have been 3 opportunities, for example two years ago we had 4 an Internet disruption that happened during the 5 window of time and some students and teachers 6 were concerned, and we did provide guidance late 7 in the quarter to say we understand that this 8 happened and so here's our recommendation about 9 the category. So when you mentioned before that 10 it was unusual, it actually isn't unusual for us 11 to provide guidance at different moments in the 12 marking period depending on the input and 13 feedback we're getting from the schools, so I 14 just wanted to add that context. Sorry about 15 that. 16 MR. KUEHN: Okay. I would venture to 17 say that making a change in the last week of a 18 quarter is a challenge for everyone involved, but 19 thank you for that answer. 20 Switching up a little bit, I've gotten 21 some feedback that in grades one and two when you</p> |
| <p style="text-align: right;">Page 155</p> <p>1 And so to your point, Mr. Kuehn, when we 2 began this quarter, again, we were making changes 3 to the scope and sequence, we were trying to be 4 as Dr. McComas said, to approximate a regular 5 school year knowing that it isn't regular, and so 6 we had to be in communications, and it was only 7 after we had gotten significantly into the 8 marking period that we began to hear about these 9 many different challenges, specifically the 10 challenges around pacing that was impacting the 11 alignment, and challenges around that body of 12 evidence and what the disproportionate impacts 13 would be. 14 MR. KUEHN: All right, thanks for that 15 answer. 16 MS. SHAY: Sure. 17 MR. KUEHN: I'm going to switch it over 18 a little bit. 19 MS. SHAY: Can I add one more thing, I'm 20 sorry, Mr. Kuehn, because when you talked about 21 it being unusual, I just did want to point out</p> | <p style="text-align: right;">Page 157</p> <p>1 are begin the grade of P for progressing, that 2 that actually means that your student could have 3 anywhere from a 41 to a 79 percent. Is this 4 clear to parents, that this is actually, you 5 know, what's happening, and how do they know, you 6 know, and I've gotten lots of report cards with 7 all of our children, how would I know where my 8 child was on that, or to even be concerned that 9 perhaps they're failing, because a 41 is failing, 10 right? It's not a B, it's not a 79 which is 11 nearly a B. So I'm just concerned that that is 12 giving people not enough information about what's 13 happening with their child. Please explain that. 14 DR. MCCOMAS: So I will begin and again, 15 I invite Ms. Shay to join me. So what I would 16 say, Mr. Kuehn, is thank you for that, because 17 you're right, there is a range in there. And 18 what would really be important as a parent is 19 that you're looking at the qualitative evidence, 20 right, so what are the work samples that your 21 student has and that the teacher is sharing with</p> |

| | |
|--|---|
| <p style="text-align: right;">Page 158</p> <p>1 you as a parent? It's fairly common for a parent 2 to be able to see, let's say we're talking about 3 writing as I know you're interested in writing, 4 and you can see samples of writing throughout the 5 marking period or over the course of a year, you 6 develop a portfolio if you will. Thereby you can 7 actually see and have a discussion with the 8 teacher and the teacher should be able to 9 articulate where student work is falling against 10 a standard. So if the standard, and I'm just 11 pulling something as an example here, says 12 students need to be able to use descriptive 13 language, where in that quality of evidence can 14 we see the student using that descriptive 15 language, and so that would be part of the 16 conversation to help a parent understand within 17 that range of progressing, keeping in mind that 18 we do have the year to work to reach the 19 standard, it's not that you have to reach the 20 started within ten weeks of a single marking 21 period, you have the entire 40 weeks of a school</p> | <p style="text-align: right;">Page 160</p> <p>1 MR. KUEHN: Right, thanks for that 2 answer. What I would ask or suggest is that if 3 the measure is against 40 weeks and we're only 4 talking about the first quarter (buzzer sounding) 5 it leaves parents at a disadvantage to understand 6 that that could equal 41 versus 79 is my point, 7 so I understand most of your answer. I would 8 suggest that it may be a little too wide to be 9 providing the feedback that people need to 10 understand. 11 MS. SHAY: Thank you. 12 CHAIRMAN CAUSEY: So board members, 13 operating under Robert's Rules, we have, everyone 14 has one opportunity to speak and then we'll 15 circle back to those who want to speak again. So 16 in that regard also, the board chair normally 17 goes last. So I'm going to go and then I know 18 there's some other people that want to speak 19 again. 20 So the first reason listed for having 21 the CBA is used to measure achievement of course</p> |
| <p style="text-align: right;">Page 159</p> <p>1 year to achieve this standard. Ms. Shay, I'm not 2 sure if there's more you'd like to clarify on 3 that? 4 MS. SHAY: I think you did it perfectly. 5 Just to echo exactly what you said about the 6 standards being mastered by the end of the year 7 and that's really about progressing should be 8 wide, because it's about growth and progress over 9 time. 10 To your point about parents being 11 informed, I do think it's important that parents 12 have that information about multiple sources of 13 data, so seeing lots of different scores as well 14 as and probably more importantly, the qualitative 15 feedback. So besides just that coding N, P or 16 CD, what is the actual qualitative feedback that 17 teachers can offer about what a student is doing 18 well and what a student needs to work on to 19 demonstrate that, I think is the most important 20 part of that reporting, especially in the primary 21 grades.</p> | <p style="text-align: right;">Page 161</p> <p>1 (inaudible, static) standards. Were the CBAs 2 aligned with last year's standards? And then the 3 last reason that was mentioned was to assess 4 patterns of need at the central office. Assuming 5 they did have this data, what did they find? And 6 then for teachers that already had planned 30 7 percent of the grade to major assignments 8 including the CBAs, that really potentially 9 messed up a lot of students' grades because 30 10 percent is a lot, and then they had almost 11 nothing in the bucket to counter that. Did the 12 county consider this when making the rules? 13 DR. MCCOMAS: So again, Ms. Causey, I 14 will begin and invite Ms. Shay to join me. So 15 the CBAs are aligned to the standards. The 16 standards are the same standards whether it was 17 last year or this year. What is different, 18 however, in revising our sequence, is as we all 19 know, our last quarter last year was different, 20 right? It was we had to pivot very quickly last 21 year, and so part of our work for this first</p> |

| | |
|--|---|
| <p style="text-align: right;">Page 162</p> <p>1 quarter was to identify what are the gaps, if you 2 will, that need to be closed as a result of last 3 spring's emergency closure, and so opportunities 4 for that learning needed to be folded in. So in 5 that regard, our first quarter really 6 incorporated not just standards for this year's 7 grade level, which is what typically our CBAs 8 would measure, but they had to also, this year's 9 first quarter had to incorporate perhaps gaps 10 from last year's last quarter standards. And so 11 that is part of what made this quarter different, 12 if you will, than what a normal school year would 13 be like in terms of the standards, and that's 14 part of what Ms. Shay was talking about in terms 15 of alignment between the written plan to assess 16 curriculum. Ms. Shay, I don't know if there's 17 anything you wanted to add to that?</p> <p>18 MS. SHAY: That was perfect, just that 19 we did as we made adjustments as we mentioned 20 this summer when we returned to school, if we did 21 adjust some of the standards in a grouping for</p> | <p style="text-align: right;">Page 164</p> <p>1 Overall, these assessments are very challenging 2 for our students and continue to be.</p> <p>3 In terms of the 30 percentage that you 4 referenced before, we did hear from some teachers 5 who did indicate that they were concerned about 6 that. It's important to note, again, that the 30 7 percent that you reference is about the entirety 8 of the major category, it's not ever supposed to 9 rest with any one assessment, and so while this 10 one assessment that we're referencing to be moved 11 to another category is important, it's not 12 nothing and I want to honor that, that teachers 13 did give us that feedback as well, it's just 14 important to note that it's the entire category 15 of major.</p> <p>16 The other thing that I wanted to offer 17 is that, you know, we are in a global pandemic 18 and we're trying to respond instructionally. 19 There is a lot of talk in the field, if you will, 20 with other instructional and educational experts 21 around the country and really across the world</p> |
| <p style="text-align: right;">Page 163</p> <p>1 unit one then we did modify the assessments so 2 that they would still align with those changes so 3 as you mentioned, we're still working towards the 4 same grade level and core standards.</p> <p>5 The other part of Ms. Causey's question, 6 in terms of some of the patterns that we've 7 identified, of course with the data just being 8 completed only recently, we're continuing to 9 analyze that result. Some broad strokes I can 10 share with you this team looks at, for example in 11 the primary grades, we prioritize the use of 12 phonics and foundational skills. In the 13 elementary grades we do see an indication of 14 students doing better or more successful with 15 literary standards than nonfiction. Our math 16 eight scores, we did see a relative increase 17 which we're hoping to dig into more specifically. 18 So we have not yet finished the analysis at the 19 standards level, but we are constantly in 20 practice in talking with students and -- I mean, 21 I'm sorry, with teachers and content offices.</p> | <p style="text-align: right;">Page 165</p> <p>1 about the types of assessing that are most 2 critical to this environment. So when you're 3 talking about teaching and learning in a virtual 4 environment many experts are sharing current 5 ongoing research around, the most appropriate 6 types of assessment are those that teachers can 7 observe in that live instructional time, and that 8 some experts are offering that in this given year 9 with this type of teaching and learning that's 10 happening, formative assessment is really where 11 we should place that emphasis. And I just that's 12 important because when we talk about reimagining 13 teaching and learning, we also have to think 14 about reimagining our traditional use of these 15 types of assessments in this environment.</p> <p>16 CHAIRMAN CAUSEY: Thank you. We will go 17 to Ms. Jose and then there are other members that 18 are waiting to go for the second time.</p> <p>19 MS. JOSE: Thank you. First of all, 20 thank you, Dr. McComas, Dr. Adams and Ms. Shay 21 for this presentation. We are in the middle of a</p> |

| | |
|---|---|
| <p style="text-align: right;">Page 166</p> <p>1 global pandemic, some of my answers questions 2 were answered by Ms. Shay, and I want to see how 3 we compare with other school districts because 4 this is not a localized situation that's 5 happening, it's global, it's worldwide. And you 6 know, I have kids in the system as well so it is 7 something I'm concerned about, but can you also 8 explain, Ms. Shay or Dr. Adams, about the P 9 codes, and give me an example about an early 10 grade, because I have an elementary school child 11 if you will, how is it programmed and how do 12 parents keep track of that? 13 And I also see this as an opportunity 14 for Dr. Williams and staff to actually ask those 15 kids if they're failing, so next year when things 16 are back to normal we can actually help elevate 17 these kids. So I see this as an opportunity and 18 not something that we should really hold these 19 children accountable, because we're all 20 getting free passes during this pandemic 21 globally, so what are your thoughts on that and</p> | <p style="text-align: right;">Page 168</p> <p>1 period I may have only taught five letters and 2 their sounds, that's 23 percent of the alphabet. 3 However, developmentally that student is 4 progressing as we would expect, he, she or they 5 do progress in terms of having mastered their 6 sound-symbol correspondence by the end of the 7 school year. And so it's important to remember 8 that the primary achievement codes are not 9 percentages. Because we have a grade book that's 10 based on mathematics, we had to put percentages 11 under those, but in fact teachers are encouraged 12 to use the codes all along, CB, P, N, and look at 13 that body of evidence based on the performance 14 and the codes to come up with the final marking 15 period primary achievement code. Thank you for 16 that. 17 DR. MCCOMAS: Thank you, Dr. Adams. And 18 then Ms. Jose, just to your point around 19 recognizing the flexibility, I know just in 20 October the State Board waived this year's 21 juniors from having to pass the English 10,</p> |
| <p style="text-align: right;">Page 167</p> <p>1 if you could explain the P grade, so thank you. 2 DR. MCCOMAS: I was going to say, go 3 ahead, Dr. Adams, if you'll explain the P code 4 and then actually before you -- well, when you're 5 finished, Dr. Adams, I just have something I 6 would like to share to Ms. Jose's points. 7 DR. ADAMS: Sure. Before I talk about 8 the P code, I do have many colleagues in many 9 districts across the country, several on the west 10 coast, some in Florida, some in Cleveland and 11 Ohio, and this seems to be a national issue. 12 I've seen a few national articles written by 13 teachers and administrators around students 14 struggling even though they are attending. 15 To your comment about the P code and the 16 range, I wanted to, that's a really great 17 question and I'll try to do my best, Ms. Shay, 18 and provide a kindergarten or first grade 19 example. So we teach our kindergartners 20 letter-sound correspondence, we call that the 21 alphabet. And so at the end of the first marking</p> | <p style="text-align: right;">Page 169</p> <p>1 English -- I'm sorry, to pass the English and the 2 math requirement. They are required to, what the 3 waiver said is they are expected to take the 4 tests but they are not required to pass the 5 tests. And so again, to your point, you know, 6 even at the state level we are seeing flexibility 7 around requirements in response to the unfolding 8 condition and, you know, affected by COVID, so 9 thank you. 10 MS. JOSE: Thank you, and I think I have 11 a few minutes before the bell, so to your point, 12 how are we going to address it to our kids next 13 year, do we have data on the English language 14 learners? 15 DR. MCCOMAS: Yes, so in terms of 16 addressing it for our students for next year, 17 next year I fully believe next year will be an 18 actual normal traditional year. In terms of our 19 English language learners I would say, Ms. Shay, 20 I know that you were looking at some of the data 21 so I don't know if you're prepared to comment on</p> |

| | |
|---|--|
| <p style="text-align: right;">Page 170</p> <p>1 that. I don't have the data in front of me for 2 Ms. Jose.</p> <p>3 MS. SHAY: Sure. So we have not yet 4 done so the -- we have most of the fall data for 5 English language learners for the purpose of 6 assessing them for the purposes of servicing, so 7 it's more diagnostic than prescriptive at this 8 point. So I think to your point, Ms. Jose, we 9 are going to be working to continue to have a 10 mindset of acceleration to support that. We 11 don't necessarily have some of this data to this 12 point, we have more formative data and most of 13 the first quarter is spent really in that 14 diagnostic frame, to really understand our 15 learners and their needs, to identify those 16 proficiency levels. We usually, the annual time 17 for that read to access test actually doesn't 18 come until February. So we're continuing to 19 monitor that progress, but most of that first 20 quarter was spent learning about their needs and 21 their proficiency levels for the purposes of</p> | <p style="text-align: right;">Page 172</p> <p>1 why it's near the end, I have all of that. I 2 still hold to my original question, and it is 3 that I understand it's about the conversations 4 between the principal and the parent, but I've 5 done this long enough to know that what all of 6 the principals say to all of the parents is going 7 to be different, we know that, that's human 8 nature, how they hear it, how they absorb it, how 9 the parents hear it, how they absorb it based on 10 their circumstances is going to be different.</p> <p>11 For those children who are at some level 12 disenfranchised before and during, if all of this 13 is not clear to them, you're going to have all of 14 these questions, we're going to get them and 15 we're going to send them to you, about what does 16 an I mean, what does a P mean, they don't sit on 17 the Board. So I go back to my original question 18 and if it's not a question now then I'm going to 19 say it. It's probably bigger than you, there has 20 to be a mechanism now (buzzer sounding) children 21 belong to that this is, these are the</p> |
| <p style="text-align: right;">Page 171</p> <p>1 planning responsive instruction.</p> <p>2 MS. JOSE: Thank you, Ms. Shay.</p> <p>3 MS. SHAY: Thanks, Ms. Jose.</p> <p>4 CHAIRMAN CAUSEY: So now we are going 5 back around and I have Ms. Pasteur.</p> <p>6 MS. PASTEUR: Thank you. There is no 7 group that I love more than the C&I people so let 8 me say that, you know that. I'm not speaking as 9 the parent, I'm speaking as a teacher and the 10 administrator, particularly the administrator. I 11 believe in flexibility and everything that you're 12 talking about now, Ms. Jose asked about next 13 year. Everything you're doing now, I think we 14 should be doing that next year and the year after 15 and the year after, et cetera, because we should 16 always want to monitor where our children are, 17 and we're always evaluating and assessing them on 18 bodies of information.</p> <p>19 My concern, and I know I heard the 20 answer that this is the point when we saw all of 21 the stars aligning and coming together, that's</p> | <p style="text-align: right;">Page 173</p> <p>1 definitions, these are the things we want to say 2 to you. It must be full throated conversations 3 too help our parents understand what's going on, 4 otherwise we are not really helping the children.</p> <p>5 That's my point. It's got to be bigger and it's 6 got to be bigger than this one department. It 7 must be centered on communications to the parents 8 about what we're doing at this point.</p> <p>9 CHAIRMAN CAUSEY: Thank you.</p> <p>10 DR. MCCOMAS: Thank you, Ms. Pasteur.</p> <p>11 MS. PASTEUR: And I want to say to those 12 who thought I was asleep, I'm not asleep. This 13 is my processing because I'm taking this very 14 seriously, very seriously in my heart and in my 15 brain, but thank you.</p> <p>16 CHAIRMAN CAUSEY: So Dr. McComas, 17 Ms. Pasteur did run out of time, but if you could 18 respond to her?</p> <p>19 DR. WILLIAMS: So Dr. McComas, thank you 20 for responding, and let me respond. I heard the 21 point that Ms. Pasteur was making, as well as</p> |

| | |
|--|---|
| <p style="text-align: right;">Page 174</p> <p>1 others. Absolutely, the communication to our 2 families will have to continue because this is an 3 unprecedented year, there are challenges 4 throughout our nation.</p> <p>5 And definitely going back to the 6 question Ms. Jose asked, what we're doing now we 7 will continue to look at ways to support our 8 students throughout this year, throughout the 9 future, because again, we want to make sure our 10 students are getting what they need, and we just 11 have to look at the data.</p> <p>12 But I also want to go back to how this 13 all began. I think it was Ms. Mack that asked 14 certain questions, our teachers are 15 professionals, our teachers are following the 16 guidance that we're providing in the grading 17 reporting manual. Our administrator are 18 supporting, are coaching, observing, providing 19 feedback, and so I do want to put that just to 20 reiterate that, that we're giving our teachers 21 some guidance, they're working in their PLCs,</p> | <p style="text-align: right;">Page 176</p> <p>1 and reporting, but tonight was just to give some 2 clarity about the guidance that was provided 3 during this pandemic and clearly everything has 4 been shared, good information, good questions for 5 us to constantly look at to improve. But to 6 Ms. Jose's point, this is causing us to look at 7 what we can do inside the classroom, outside the 8 classroom, the partnerships, because some of our 9 kids will need more and we're positioned to look 10 at ways to provide that, but again during this 11 pandemic, we just wanted to give an update, the 12 question was raised earlier about the curriculum 13 based assessment as one assessment in their body 14 of evidence.</p> <p>15 But I just wanted to echo that this is a 16 great conversation and it's just not a one and 17 done because there's so much that's wrapped up 18 into all of this, so thank you.</p> <p>19 CHAIRMAN CAUSEY: Thank you, 20 Dr. Williams. Mr. Kuehn, did you have your hand 21 up again? I thought you were out of time.</p> |
| <p style="text-align: right;">Page 175</p> <p>1 their professional learning community's grade 2 level or content area. A year ago when I was 3 meeting with my student advisory, grading 4 reporting was an area that they raised and had 5 questions about our own manual and what was 6 happening in one class versus another class in 7 the same building, or one school versus another 8 school.</p> <p>9 So what the team was doing tonight was 10 giving you an update. Just like anything, this 11 is bigger than what we can provide tonight, there 12 have been some great questions, things for us to 13 look at and to reconsider, but I just want you to 14 know this is not a one and done, this is the work 15 that our central office is doing with our school 16 leaders, our school leaders are having 17 conversations with our teachers as you heard 18 about the next steps about focus groups, but this 19 is going to be our work this year and years to 20 come. Because when I arrived there were 21 questions from our own students about the grading</p> | <p style="text-align: right;">Page 177</p> <p>1 MR. KUEHN: No, I am clearly out of 2 time.</p> <p>3 CHAIRMAN CAUSEY: Okay, thank you. So I 4 believe I had some time left, and I think what 5 I've heard in this conversation is that many 6 board members are very concerned about this and 7 I, let me just read Policy 5210. The Board of 8 Education of Baltimore County is committed to 9 maintain rigorous performance and achievement 10 standards for all students and providing a 11 consistent and fair process for evaluating, 12 grading and reporting student progress that is 13 understandable to students and their parents. 14 Grades will have consistent meaning throughout 15 the school system and be based on grade level and 16 course expectations as outlined in the 17 curriculum.</p> <p>18 The Board believes that the grades are 19 an essential way to communicate student progress. 20 As such, grading recording practices shall 21 include meaningful feedback on student</p> |

| | |
|---|--|
| <p style="text-align: right;">Page 178</p> <p>1 achievement. The Board further believes that</p> <p>2 grades should be aligned to content standards and</p> <p>3 based on a body of evidence.</p> <p>4 I am concerned that by trying to be</p> <p>5 flexible to students, and we've heard the word</p> <p>6 compassion, is that our students are not going to</p> <p>7 be identified as missing achievement, as missing</p> <p>8 standards, that we will need to recover for that</p> <p>9 in the future. And we know that this is a</p> <p>10 difficult year, you can't -- (buzzer sounding.)</p> <p>11 We can't use the reasoning of it's a difficult</p> <p>12 year to not properly identify our students' gaps.</p> <p>13 Are there other board members?</p> <p>14 So I would like to make a motion, that</p> <p>15 the Board is confirming its support for Policy</p> <p>16 5210 to be applied consistently. Is there a</p> <p>17 second?</p> <p>18 MS. MACK: Can you say it again please,</p> <p>19 Ms. Causey?</p> <p>20 CHAIRMAN CAUSEY: I am making a motion</p> <p>21 that the Board is confirming its commitment that</p> | <p style="text-align: right;">Page 180</p> <p>1 be empathetic and I'm going to be understanding</p> <p>2 and I'm going to use this as an opportunity for</p> <p>3 BCPS to step up and see what other systems are</p> <p>4 doing worldwide and you know, can we improve it</p> <p>5 next year. But I definitely won't be supporting</p> <p>6 that motion, I think it's inequitable and it's</p> <p>7 honestly, not equitable at all.</p> <p>8 CHAIRMAN CAUSEY: So, I would just like</p> <p>9 to point out that the policy does have in</p> <p>10 paragraph three that the Board directs the</p> <p>11 superintendent to implement the policy, so we are</p> <p>12 not getting into the superintendent's lane, we</p> <p>13 are just clarifying the importance of this policy</p> <p>14 to the board.</p> <p>15 Mr. Muhumuza and then Ms. Rowe and then</p> <p>16 Mr. Kuehn.</p> <p>17 MR. MUHUMUZA: Yeah, I'd just like some</p> <p>18 clarification on your terms. Is it your intent</p> <p>19 to say that we're just like reiterating this</p> <p>20 policy, or would that like motion nullify what</p> <p>21 the school system did with this new guideline?</p> |
| <p style="text-align: right;">Page 179</p> <p>1 Policy 5210 be implemented consistently.</p> <p>2 MS. MACK: I'll second it.</p> <p>3 CHAIRMAN CAUSEY: Is there a second?</p> <p>4 MS. MACK: I seconded it, I'm sorry, I</p> <p>5 may have been have been muted.</p> <p>6 CHAIRMAN CAUSEY: Thank you. I think</p> <p>7 there's been enough discussion related to this</p> <p>8 issue and the many concerns that were voiced by</p> <p>9 many board members from the perspective of</p> <p>10 educator, perspective of administrator, the</p> <p>11 perspective of parents reflecting our students,</p> <p>12 that it's important that we state this clearly.</p> <p>13 And I have Ms. Jose and Mr. Muhumuza, if</p> <p>14 you would like to speak to this motion.</p> <p>15 MS. JOSE: Yes, real quickly. It feels</p> <p>16 like we're going into operations and I don't</p> <p>17 think there's anything in this policy in terms of</p> <p>18 implementation. I honestly won't be supporting</p> <p>19 this policy because this is for Dr. Williams and</p> <p>20 his staff to decide how to implement that policy.</p> <p>21 In the middle of a global pandemic I'm going to</p> | <p style="text-align: right;">Page 181</p> <p>1 CHAIRMAN CAUSEY: It's simply confirming</p> <p>2 the Board's commitment to this policy. I'm not</p> <p>3 making any specific actions to be taken by the</p> <p>4 school system.</p> <p>5 MR. MUHUMUZA: Okay. I guess I will ask</p> <p>6 Ms. Howie what, I would like to know what</p> <p>7 precedent it sets or what it does, I guess that's</p> <p>8 my question.</p> <p>9 CHAIRMAN CAUSEY: Ms. Howie, or</p> <p>10 Mr. Brousaides?</p> <p>11 MS. HOWIE: Good evening, Mr. Muhumuza.</p> <p>12 I'm not quite sure what the motion does. If the</p> <p>13 Board is not in any way amending its policy, it's</p> <p>14 not clear to me the actual action that is being</p> <p>15 taken by the motion to confirm a commitment to</p> <p>16 the policy if the policy is on the books.</p> <p>17 MR. MUHUMUZA: And I guess that's my</p> <p>18 confusion, because when there is a policy in</p> <p>19 place or a motion, you're not, it means that</p> <p>20 we're going to follow that policy unless we amend</p> <p>21 it or we nullify it, so I really don't understand</p> |

| | |
|--|--|
| <p style="text-align: right;">Page 182</p> <p>1 what this does. I'm happy if the chair just 2 wants to state we reiterate our commitment to 3 this policy, that's fine, but I just don't really 4 understand what this motion does or the need for 5 it. That's all I have to say. 6 CHAIRMAN CAUSEY: Thank you. Mr. Kuehn? 7 MS. ROWE: I believe I was next. 8 CHAIRMAN CAUSEY: I'm sorry, let me, 9 these little messages keep popping over the 10 participant list here. Yes, sorry, there you 11 are. 12 MS. ROWE: Since the policy itself 13 already directs the superintendent to implement 14 the policy, I think that it's unnecessarily 15 redundant for us to have a motion and vote as a 16 board to say what our policy already says. 17 CHAIRMAN CAUSEY: Thank you. Mr. Kuehn? 18 MR. KUEHN: Right, I fully agree with 19 Ms. Rowe and that was going to be my comment. 20 Mr. Muhumuza already hit it, this is redundant by 21 making a motion to reinforce a motion, I see no</p> | <p style="text-align: right;">Page 184</p> <p>1 the policy in terms of -- or let me put it this 2 way. It may not be the best alignment with the 3 policy, so I was trying to provide a statement 4 that would clarify the Board's concerns and the, 5 and what we have as the Board is the policy. So 6 if board members feel that there's a different 7 statement that's more reflective of this 8 conversation, then I'm certainly open to that. I 9 just wanted to really kind of just reinforce the, 10 what seems a very collective concern. 11 DR. HAGER: I guess just to follow up, 12 my concern wasn't with the policy language or 13 even the ability to pivot when something isn't 14 going well. It was just with the timeliness of 15 it, and I think you mentioned the implementation 16 was not uniform. Whereas, you know, and we don't 17 know if there was an equity issue in the 18 implementation of the policy change or not, but 19 there was just a lot of muddiness that happened, 20 and I don't know if it's an issue with the policy 21 and the way the language is written or if it was</p> |
| <p style="text-align: right;">Page 183</p> <p>1 purpose in this motion, and I will be voting 2 against it. 3 CHAIRMAN CAUSEY: Thank you. Dr. Hager? 4 DR. HAGER: I'd just like to question, 5 or just a concern that so in the slide deck, that 6 is the policy that was referenced by the school 7 system and they were able to use that policy to 8 justify the change in the rating, so I'm also a 9 bit confused about how, is there a difference in 10 interpretation of the policy, is that the 11 concern, or is it just stating the Board's role 12 in that policy? Could you elaborate a little bit 13 more on specifically your concerns with the 14 interpretation of the policy? 15 CHAIRMAN CAUSEY: So is that for me, 16 Dr. Hager? 17 DR. HAGER: Yes. 18 CHAIRMAN CAUSEY: So my intent is that 19 what I was hearing from board members is that 20 they were very concerned about the actions that 21 were taken and that it is not in alignment with</p> | <p style="text-align: right;">Page 185</p> <p>1 an issue with implementation and communication. 2 So I guess I'm not quite sure as well what, I 3 think the policy is great, but you know, what 4 this motion does. 5 CHAIRMAN CAUSEY: Right, and I think 6 your distinction is important, and in fact 7 currently the policy review committee is 8 evaluating Policy 5210, and the first work that 9 we've been doing is to understand the 10 implementation through the grading and reporting 11 procedures and manual to identify if it is 12 compliant with policy and if it is effective for 13 our students in terms of providing, raising the 14 bar, closing the gaps and preparing them for the 15 future. So that work is undergoing and in fact 16 the latest policy review committee meeting 17 minutes are attached to these BoardDocs. 18 So that was my intent. And Ms. Pasteur? 19 MS. PASTEUR: The policy is clear, the 20 presentation was clear, and they did a wonderful 21 job with it. Dr. Williams was clear and talked</p> |

| | |
|---|--|
| <p style="text-align: right;">Page 186</p> <p>1 about the expansion, that part of the what is to 2 be able to ask questions and if they have 3 concerns about what they heard to express it, 4 that's part of the what. And so at this point, 5 and no one should think otherwise, that's part of 6 the what. And so the staff will listen because I 7 know these young folks on that staff and that's 8 what they will do, along with the superintendent, 9 and they will process what we have said in light 10 and attached to that particular policy. So 11 Ms. Causey, all of that is to say that I also 12 think that it's redundant, I don't think that any 13 of us will speak out -- let me go back and speak 14 for myself. No one is speaking against the 15 policy or thinking that the presentation was 16 against the policy, I think it was in alignment, 17 I just had concerns and as a board member I 18 expressed those concerns, so thank you. I'm fine 19 right where we are. 20 CHAIRMAN CAUSEY: Thank you. Is there 21 anyone else? Mr. Kuehn, your hand is up, but was</p> | <p style="text-align: right;">Page 188</p> <p>1 the charters on the meeting for December 15th at 2 our committee meeting, and Ms. Gover had sent out 3 a poll for board members to attend the committee 4 meeting to get information about the Office of 5 Internal Audit, how it functions and all of that. 6 Some people responded and some people didn't, so 7 we don't have a lot of people to actually have 8 this other meeting, and I'm not sure if it's 9 because people are satisfied that they understand 10 what the Office of Internal Audit does or if they 11 just don't know at all really. 12 So what I'm going to do is invite people 13 to email me some feedback on whether you want to 14 do these quarterly full board committee meetings, 15 because it was expressed to me that people wanted 16 to do this. If you don't, then I just need to 17 know that too. The intention is so that you will 18 have the information that's necessary to 19 understand the charters and to be able to vote on 20 the charters, because it's the Board's 21 responsibility to oversee the Office of Internal</p> |
| <p style="text-align: right;">Page 187</p> <p>1 that from before? Thank you. 2 Mr. Brousaides, I think, is it possible 3 that I can withdraw my motion if the second 4 withdraws, or do we just take the vote? 5 MR. BROUSAIDES: It can be withdrawn 6 without permission of the second, with general 7 consent. 8 CHAIRMAN CAUSEY: I'm going to withdraw 9 my motion, and I appreciate my board members' 10 comments. Ms. Mack, does that have your consent? 11 MS. MACK: Do you need my consent? I 12 mean, I don't know that you need it, but yes, you 13 have my consent. 14 CHAIRMAN CAUSEY: Okay, thank you. So 15 thank you for that, and our next agenda item is 16 board committee updates, and we will start with 17 the audit committee chair, Ms. Rowe. 18 MS. ROWE: Thank you, Ms. Causey. Well, 19 we had the CAFR presentation tonight so you all 20 got to see that. And the only thing that I 21 really have is that we're going to be voting on</p> | <p style="text-align: right;">Page 189</p> <p>1 Audit and so to do that, there has to be an 2 understanding outside of just the committee 3 members as to what the Office of Internal Audit 4 does, so I'm trying to facilitate that in a way 5 that doesn't have our regular meetings adding 6 that context to it as well. So I'm open to 7 feedback as to how we could do that if you don't 8 want to have the quarterly full board committee 9 meetings. 10 If people could email me and engage me 11 in some way, because once the committee approves 12 those charters they will come to the full board 13 for approval and I want people to be informed. 14 Thank you. 15 CHAIRMAN CAUSEY: Thank you, Ms. Rowe, 16 and I will take this opportunity to remind the 17 board members that the link is included in the 18 housekeeping forum, and so we can work on 19 responding to you. Thank you. 20 Next we have building and contracts, 21 Ms. Henn is not with us. Mr. -- so we can</p> |

| | |
|---|--|
| <p style="text-align: right;">Page 190</p> <p>1 just -- did someone else from building and 2 contracts want to say anything or we can just 3 point people to the links that are in the 4 BoardDocs? 5 MS. ROWE: I would just like to announce 6 that we did receive a presentation today, not in 7 committee, but as the full board for the Red 8 House Run design of the new school, and so if the 9 public wants to find that, they can see the 10 design presentation. 11 CHAIRMAN CAUSEY: Yes, thank you for 12 sharing that, Ms. Rowe. It really is a beautiful 13 design and we look forward to making that 14 improvement. 15 The next committee is curriculum 16 committee and so we call on Chair Cheryl Pasteur. 17 MS. PASTEUR: Thank you. The curriculum 18 committee often gets suggestions based on board 19 member and constituent issues, and so in the next 20 few months we will be trying to move through 21 those areas of interest looking at reading next,</p> | <p style="text-align: right;">Page 192</p> <p>1 did I miss that? Hello? Hello? 2 MS. ROWE: I can hear you. Go ahead, 3 Cheryl, tell us about the government affairs 4 committee, go. 5 MS. PASTEUR: Fine, thank you. 6 (Audio cut out.)</p> |
| <p style="text-align: right;">Page 191</p> <p>1 then writing, then what I call the three DYS's 2 dyslexia, dysaphia and dysgraphia, and so we will 3 be continuing to do that along with the work that 4 the Curriculum and Instruction Office is doing to 5 make sure our students have the kind of 6 instruction and materials necessary to move them 7 along, and they will very actively, please listen 8 to our committee meetings and you will see that 9 the office is not just working on what we're 10 doing during the pandemic, but they are very 11 actively engaged in making sure that when our 12 students get back into the brick and mortar that 13 our children are going to have a solid education. 14 They do understand that we're going to be a very 15 different place when we come back, so listen to 16 our meetings so you can hear the answers to our 17 questions as well as how they are moving forward 18 to make sure we have real solid instruction. 19 They're very open, they're very creative, so take 20 a listen. Thank you. 21 Did you want me to do the other one now,</p> | <p style="text-align: right;">Page 193</p> <p>1 STATE OF MARYLAND. 2 BALTIMORE COUNTY: SS 3 4 I, Paul A. Gasparotti, a Notary Public in and 5 for the State of Maryland, Baltimore County, do 6 hereby certify that the foregoing is a true and 7 accurate transcription of the recording to the 8 best of my ability. 9 I further certify that I am not of counsel to 10 any of the parties nor in any way interested in 11 the outcome of these proceedings. 12 As witness, my hand and notarial seal this 13 22nd day of December, 2020. 14 15 16 Paul A. Gasparotti</p> |

WORD INDEX

| | | | | |
|---------------------------------|---|-------------------------------------|--|--|
| < \$ > | 2015 83:8 103:19 104:3 | 49 4:3 | 137:13, 19 139:17 140:9 | Achievement 91:12 109:6 |
| \$11 57:13 | 2017 14:12, 14 15:16 104:4 | < 5 > | 144:8, 9, 19 | 125:11, 20 |
| \$12.9 49:21 | 2018 14:13 15:16 | 50 60:1 | 150:8, 20, 21 | 127:11 131:12 |
| \$15 27:16 | 2019 14:4, 12 15:6 34:8 | 50.N 122:20 | 152:1 158:2, 8, 12 183:7 186:2 | 133:12 150:18 |
| \$20 27:13 | 2020 1:11 6:6, 20 8:21 16:1 | 52 4:5 | 188:19 | 160:21 168:8, 15 177:9 178:1, 7 |
| \$25 11:8 | 76:13 77:9 | 5210 177:7 178:16 179:1 | ableist 86:12 | achieving 32:7 |
| \$35 27:18 | 78:17 193:13 | 54 4:6 | Abraham 31:19 | acknowledge 13:15 15:7 |
| < 1 > | 2021 49:20 78:18 | 55 4:8 | Absent 2:4 122:8 | 17:8 32:8 |
| 1.A 93:12 | 2021-2022 32:17 | 57 4:9 | absolutely 60:21 116:15, 19 146:8 174:1 | 117:13 118:19 |
| 1.B 93:16 | 21 56:1 58:15, 17 59:1 79:5 | 58 4:11 | absorb 172:8, 9 | acknowledging 78:18 |
| 1.C 93:20 | 22nd 193:13 | < 6 > | absorbed 27:13, 16 | acronym 10:18 |
| 10 3:7 168:21 | 23 123:5 168:2 | 6 3:2, 3 | Abstain 21:8 | Act 7:14 9:15 32:11 79:17 |
| 11 3:8 118:12 | 24 1:11 3:14 | 60 4:12 28:14 | academic 28:9 81:4 94:1 | 103:19 |
| 11th 146:4, 6 | 24th 6:6 8:21 | 61 4:13 | 101:21 | Action 4:13 61:17, 18 85:5, 6, 17 87:20 |
| 121 4:20 | 25 19:15 | 62 4:15 | acceleration 170:10 | 92:12 106:9 |
| 13 3:10 | 26 3:15 45:8 | 6th 31:20 76:21 | accept 17:5 20:4, 11 33:7 | 130:1 132:4 |
| 13.A.08.01.21 103:14 | 26th 31:18 | < 7 > | access 7:12 28:9 42:9 | 181:14 |
| 13th 6:20 | 28th 31:14 | 73 7:21 | 47:17 48:12 | actions 35:10 83:20 85:12 |
| 14 106:6 | 29 3:16 | 76 4:17 | 85:19 109:14 | 86:9 87:7, 15, 21 88:3 89:12 |
| 15 106:7 | 29th 41:18 42:4 | 79 157:3, 10 160:6 | 115:2 170:17 | 90:9 94:19 |
| 15-question 154:12 | < 3 > | < 8 > | accident 20:7 52:11, 14 55:9 | 181:3 183:20 |
| 15th 188:1 | 30 68:12 161:6, 9 164:3, 6 | 8 3:4 | accomplished 127:3 | actively 108:1 191:7, 11 |
| 16 45:16 106:7 | 30th 78:2 | 81 4:18 | accountability 65:3 80:7 | actual 114:18 159:16 169:18 |
| 1621 31:11 | 31 3:17 | 8314 4:10 20:8 57:2 58:11 | 125:15 | 181:14 |
| 17 3:11 | 3151 4:4 20:6 52:11, 13 54:10 | 8364 13:16 | accountable 166:19 | Adams 3:20 39:5, 7, 8, 11 121:18 131:20, 21 137:15 |
| 1776 31:13 | 34 3:18 7:21 | < 9 > | accounting 35:12 78:12, 14 79:2, 4, 6 | 165:20 166:8 |
| 1781 31:15 | 36 3:19 | 9 3:5 | accuracy 139:15 | 167:3, 5, 7 |
| 1789 31:18 | 39 3:20 | < A > | accurate 77:20 151:5 193:7 | 168:17 |
| 1863 31:20 | < 4 > | AB 133:18 | achieve 28:8 33:1 159:1 | adaptive 117:16 118:5 |
| 187 5:1 | 40 68:12 158:21 160:3 | ability 41:8 127:5 133:11 | achieved 32:9 | add 59:15 60:3 96:17 |
| 190 5:2, 3 | 41 157:3, 9 160:6 | 144:21 145:7 | | 153:16 155:19 |
| 192 5:4, 5 | 43 3:21 | 184:13 193:8 | | 156:14 162:17 |
| 1939 32:1 | 4500 4:7 20:7 55:18, 21 57:7 | able 7:15 33:14 38:4 | | |
| 1976 33:5 | 46 4:2 | 48:18 58:3 | | |
| 1995 33:5 | | 96:19 111:4 | | |
| 1996 34:17 | | 120:19 122:11 | | |
| 19th 40:3 | | 131:5 134:12 | | |
| < 2 > | | | | |
| 20 3:12 | | | | |
| 2003 62:9 68:3 | | | | |
| 2008 16:1 | | | | |
| 2013 98:16 | | | | |
| 2014 15:5 82:18 103:8 | | | | |

| | | | | |
|--|---|--|---|---|
| <p>added 9:6, 9 47:20 50:16 59:19 62:5 adding 189:5 addition 16:14 60:5 91:19 94:19 127:7 132:20 additional 48:17 57:21 58:8 79:19 89:19 90:15 92:1, 21 102:17 131:4 133:21 Additionally 94:4 97:1 123:9 additions 9:1, 10 address 22:18, 21 24:4 42:18 82:3, 4, 12 86:6 87:10 91:18 92:4 95:21 97:14 104:17 110:18, 21 113:17 114:21 128:6 169:12 addresses 23:13 60:1 105:17 addressing 27:7 43:1 60:14 81:19 82:7 91:1, 3 112:14 169:16 adequate 27:5, 6 46:4 56:18 adequately 56:8 adjust 128:5 146:11 162:21 adjusting 81:14 adjustments 129:3, 15, 18 137:21 162:19 administered 124:6 145:3 administration 137:12</p> | <p>Administrative 3:11 17:14, 18 18:1 administrator 149:3 171:10 174:17 179:10 administrators 27:11 30:6 48:4 84:4 85:1, 18 86:10 91:13 92:9 95:12, 20 99:10 123:20 127:21 130:17 133:11 134:12 138:11 139:3 167:13 adopt 65:8 adopted 103:7 adults 25:1 advances 37:1 advantage 8:14 advertise 50:21 advice 10:2 22:4 advisor- mediator 14:8 Advisory 14:19 175:3 advocacy 43:12 advocated 32:12 Affairs 5:4 192:3 affect 114:13 152:21 affirmed 133:4 afflicting 49:17 African 83:2 85:10 87:5, 18 88:3 89:9 116:9 119:16 aged 45:4, 7, 8 agencies 104:6 agency 83:18 Agenda 3:4 8:5, 20, 21 9:2, 6, 11, 12 10:8 11:19 17:13 20:1, 9, 10 30:20 39:17 58:12, 17 59:12,</p> | <p>16, 19 60:3, 6 61:12, 16 62:5 76:12 80:19 121:12 187:15 ago 68:12 135:6 156:3 175:2 agree 69:8 73:21 74:1, 2 115:4 182:18 agreed 67:6 79:5 102:2 agreement 41:16 42:1 62:9 63:21 65:18 66:6, 17 67:3, 7, 11 68:2, 11 72:7 73:19 Agreements 4:15 9:9 62:1, 7, 13, 14, 20 63:1, 5 64:14 71:19 73:5 74:11, 15 Ah 29:9 ahead 52:12 143:13 149:14 167:3 192:2 alarming 45:1 al-Fitr 32:16 align 125:7 129:11 163:2 aligned 85:5, 6, 13 86:9 87:7 89:14 90:11 127:8 128:9 161:2, 15 178:2 aligning 171:21 alignment 129:6 143:17 155:11 162:15 183:21 184:2 186:16 aligns 86:17 96:14 Allegiance 6:7, 11 59:2 Allegiance/Mom ent 3:3</p> | <p>Allegiance/silent 58:20 Allen 77:2, 9 allow 7:9, 12 24:18 44:17 46:5 73:15 115:11 124:8 allowed 22:17 88:1 allowing 22:10 ally 103:10 alphabet 167:21 168:2 alternatives 86:11 91:13 alumni 51:7 amend 65:14 66:1 67:17 68:18 69:8, 14 72:17 181:20 amended 6:19 amending 181:13 amendment 69:20 70:7 73:2 America 45:4 59:3 American 83:2 85:10 87:5, 18 88:4 89:10 116:9 119:16 amount 113:19 128:3 152:15 154:16 Amy 3:20 analyses 91:17 analysis 84:5 85:1 86:20 87:9 92:13 101:13 114:7 115:7 116:4 163:18 analysts 101:12 analyze 124:9 163:9 and/or 7:15 84:19, 21 93:19 104:10 113:8 134:14 135:18</p> | <p>Anderson 112:21 Andrew 15:20 angles 105:7 angry 114:18 announce 190:5 Annual 4:16 10:16 76:13, 19 77:10 106:7, 16 112:1 170:16 answer 35:19 72:5 97:17 141:14 144:15 155:15 156:19 160:2, 7 171:20 answered 166:2 answers 166:1 191:16 Anthony 11:3 anticipate 108:5 anticipated 135:9 anxiety 45:3 113:16 anymore 149:10 apart 145:13 apologize 57:6 141:5 appear 35:2 appeared 34:21 appears 41:18 applicable 78:17 applied 93:16 145:19 178:16 apply 100:12 applying 85:20 113:21 appointed 13:19 14:11, 13 16:3, 4 17:10 19:13 appointees 9:19 appointment 9:16 17:19 Appointments 3:11 17:14 18:2 appreciate 11:7, 14 15:2 16:5</p> |
|--|---|--|---|---|

| | | | | |
|---|--|---|--|---|
| 22:5 34:4 46:9 49:3 66:9 99:13 143:1 187:9 appreciated 17:3 32:17 143:16 appreciation 17:6 32:11 appreciative 38:13 78:7 approach 37:4 91:1 appropriate 22:6 23:5 29:21 40:21 89:9 93:15 127:12 165:5 appropriately 65:2 Approval 3:5 9:7 17:18 62:6, 17 64:6 189:13 approve 12:7 18:1 63:4 71:19 74:11 approved 6:19 20:5 approves 189:11 approximate 137:5, 9 146:14 155:4 Arbutus 19:17, 19 area 34:6, 8 35:5, 10 81:16, 17 93:7, 8 95:1 103:6 175:2, 4 areas 52:20 53:1 83:9 104:8 118:11 126:5 139:19 190:21 argue 105:6 arrived 175:20 articles 15:17 167:12 articulate 60:2 158:9 | articulated 136:11, 13 Artwork 3:7 10:10, 16 11:5, 15 asked 30:3 47:10 62:4 67:4 105:9 134:8 171:12 174:6, 13 asking 28:2 46:1 128:15 153:14 asks 20:3 28:19 asleep 173:12 aspect 118:6 aspects 37:9 92:16 assess 137:16 147:14 161:3 162:15 assessed 129:7 assessing 149:16 153:7 165:1 170:6 171:17 Assessment 4:20 84:7 121:14 123:9 125:15 126:13 129:8, 9, 10 131:7, 9 139:20 147:19 153:19 154:3, 10, 12, 13, 21 164:9, 10 165:6, 10 176:13 assessments 42:13, 21 89:21 123:16 124:1, 4, 18, 20, 21 125:1, 2, 6, 12, 16, 17 126:1, 9, 14, 19 127:8, 10 129:16 130:15, 20 131:18 139:15 153:20 163:1 164:1 | 165:15 assign 133:14 assigning 56:4 assignment 9:16 assignments 48:1 55:4 123:15 130:4, 13 131:2, 4 142:4, 18 147:17 148:2, 5, 10 151:20 152:2 161:7 assist 107:9 assistance 8:15 16:5 86:13 89:13 90:10 assistant 65:6 96:3 assisted 16:1 assisting 16:20 87:9 91:17 assists 87:1 Association 14:16 assume 150:12 Assuming 161:4 attached 79:18 80:16 106:13 185:17 186:10 attempting 149:10 attend 112:12 132:19 188:3 attended 34:18, 20 attendees 39:3 attending 16:19 167:14 attention 59:15 136:8 attorney 15:8 Aubry 11:4 Audio 43:8 192:6 Audit 5:1 76:20 77:2, 12, 14 78:9 79:15, 16 98:16 187:17 188:5, | 10 189:1, 3 audited 77:9 August 31:20 45:2 austere 108:11 author 26:1 authoritative 93:14 authority 49:20 50:9 62:16 66:10 72:9 73:14 authorization 65:15 authorize 62:21 64:13 66:15 67:7, 11 73:12, 19 authorized 66:11, 12 authorizes 72:18 authorizing 65:17 available 11:16 34:10 51:5 55:7 69:13 95:2 97:17 106:10 109:1, 3 110:4 111:6 115:2 120:18 123:1 availed 95:21 aware 65:4 awareness 85:17 88:8 < B > back 8:16 24:18 25:5 37:8 38:2, 20 39:19 48:20 51:10 60:12 61:3, 9 67:9 87:13 112:7 118:1 136:20 139:12 149:6, 19 160:15 166:16 171:5 172:17 174:5, | 12 186:13 191:12, 15 background 62:8 bad 66:12 balance 28:5 131:3 balanced 131:1 BALTIMORE 1:2 4:14 6:4, 9, 15 9:8 13:19 14:7, 15 15:8 23:3, 16 26:14 43:12 46:1 47:5 49:17 50:3, 20 51:6, 12 52:16 53:9, 18 61:21 66:5 81:13, 19 93:5, 17 94:9 104:6 105:12 113:1 177:8 193:2, 5 band-aid 42:18 bar 43:6 185:14 bargaining 10:3 25:21 44:18 Barnes 11:10, 11 barriers 150:15 base 100:12 154:14 baseball 15:14 Based 25:6 35:6 53:6 91:2 123:19, 21 124:3, 17 125:2, 6, 12, 16 126:18 127:7 129:9 130:20 131:6 136:19 139:20, 21 154:12 168:10, 13 172:9 176:13 177:15 178:3 190:18 Bash 4:3, 5, 8, 11 |
|---|--|---|--|---|

| | | | | |
|---|---|--|---|--|
| basis 92:11, 15 96:8 | 113:8 | big 38:8 47:4 139:8 142:21 | 12, 15, 17, 21 63:1, 2, 4, 20 | 140:6, 14 144:17 145:16 |
| basketball 15:14 | beings 32:10 | bigger 42:18 149:12, 15 | 64:1, 5, 11, 13, 14, 19 65:2, 4, | 147:14 148:6 |
| bay 59:11 | belief 84:14 | 172:19 173:5, 6 175:11 | 11, 16 66:9, 11, 15 67:5, 9, 16 | 150:4 153:12 |
| BCBA 107:6 | beliefs 84:8 | billion 49:21 | 68:18 69:6, 9, 10 70:3 72:3, 7, | 155:11 168:13 |
| BCBAs 88:15 101:12 107:3, 8 108:6 | 117:19 133:3 | binding 51:19 | 10, 18, 19, 20, 21 73:13, 18 74:2, | 176:13 178:3 |
| BCPS 1:8 7:19 8:17 10:17 14:5, 17 24:15 26:4, 8, 21 27:5, 13, 16, 17 28:2, 7, 13 33:4 39:12 43:5, 15, 16 44:2, 10 48:9 50:4 51:8 54:3, 4 55:11, 14 56:19 57:11 77:5 85:9 86:1 87:1 91:5 180:3 | believe 11:9 51:18 53:5 54:4 73:2 103:4 105:9 109:14 110:9, 11 118:12 135:10 137:2 147:13 169:17 171:11 177:4 182:7 | BIPs 89:9 90:1, 17 | 77:3, 4 78:14 79:21 80:5, 6, 12 81:3 82:17 88:15 97:20 98:2 101:12 103:4, 7 112:5 113:18 121:9 122:2 127:19 132:1 135:21 160:12, 16 168:20 172:17 177:6, 7, 18 178:1, 13, 15, 21 179:9 180:10, 14 181:13 182:16 183:19 184:5, 6 186:17 187:9, 16 188:3, 14 189:8, 12, 17 190:7, 18 | BOE 46:1 boe@bcps.org 23:19 book 11:9 134:21 168:9 books 181:16 born 103:2, 3 Boswell- McComas 91:9 Boyd 17:11 brain 173:15 brains 59:6 branch 26:14, 15 branches 26:18 break 145:12 Brian 3:18 33:18 brick 191:12 brief 77:3 briefly 62:8 bright 27:9 bring 17:17 brings 19:15 80:19 broad 138:21 163:9 broadcasted 7:19 brought 68:8 153:8 Brousaides 181:10 187:2, 5 Brown 11:1 bucket 161:11 budget 26:20 27:3, 10, 14, 17, 18 28:5 49:20 108:5 build 51:7 89:2 133:8 144:17 Building 5:2 41:15 44:7 |
| BCPS's 90:21 92:16 | believes 177:18 178:1 | birth 103:15 | BoardDocs 79:18 80:16 185:17 190:4 | |
| beautiful 190:12 | bell 169:11 | bit 34:15 36:15, 18 48:6 121:2 125:5 144:15 149:21 155:18 156:20 183:9, 12 | boards 50:12 66:11 Board's 12:3 13:17, 21 17:5 20:12 23:20 30:20 52:14 62:6, 17 76:20 181:2 183:11 184:4 188:20 | |
| becoming 152:18 | belong 172:21 | block 42:5 | bodies 57:14 171:18 | |
| began 155:2, 8 174:13 | belonging 81:20 | blood 114:17 | body 123:8, 11, 17 130:7, 9, 18 131:8 134:17 135:2 137:17, 18, 20 138:2 | |
| beginning 15:5 54:16 | belt 27:20, 21 | BOARD 1:1, 7 2:1, 3 3:12 4:4, 7, 10, 21 6:3, 5, 19, 20 7:1, 3, 4, 6, 7, 9, 17 8:3 9:6, 10, 13 12:3, 6 13:19 14:15 15:6, 10, 21 16:1, 3, 4, 12 17:8, 17, 21 20:2, 3, 4, 5, 8 22:3, 5, 8, 12, 15, 16, 18, 20 23:17, 18 24:5, 10 26:13, 16, 20 28:14, 16, 17, 18, 19 30:7, 16 31:7 37:3 40:5 41:11 47:9, 10 49:13, 15, 16 50:15 53:20 56:12, 14 57:2 58:12, 15, 18 59:10, 12, 13, 16 60:4, 11, 14 61:6, 12 62:4, 6, | 160:12, 16 168:20 172:17 177:6, 7, 18 178:1, 13, 15, 21 179:9 180:10, 14 181:13 182:16 183:19 184:5, 6 186:17 187:9, 16 188:3, 14 189:8, 12, 17 190:7, 18 | |
| behalf 33:7 36:12, 14 63:1 65:16 72:19 73:13 | benchmarks 115:18 | blessings 31:6 38:15 | | |
| behavior 19:18 23:7 84:17 86:2, 7 88:13, 15 89:8, 21 93:13 95:1 101:12, 14 107:16 114:13 149:4 150:18 | beneficiaries 83:3 | block 42:5 | | |
| behavioral 94:1 100:21 | benefits 69:10 | blood 114:17 | | |
| behaviors 95:12 96:1 100:13 101:20 | benefitted 6:9 Bergman 4:2, 6, 9, 12 46:17, 19, 20 47:2 48:21 52:8 54:9, 11, 14 57:4, 7, 8 58:13 60:9, 10 | BOARD 1:1, 7 2:1, 3 3:12 4:4, 7, 10, 21 6:3, 5, 19, 20 7:1, 3, 4, 6, 7, 9, 17 8:3 9:6, 10, 13 12:3, 6 13:19 14:15 15:6, 10, 21 16:1, 3, 4, 12 17:8, 17, 21 20:2, 3, 4, 5, 8 22:3, 5, 8, 12, 15, 16, 18, 20 23:17, 18 24:5, 10 26:13, 16, 20 28:14, 16, 17, 18, 19 30:7, 16 31:7 37:3 40:5 41:11 47:9, 10 49:13, 15, 16 50:15 53:20 56:12, 14 57:2 58:12, 15, 18 59:10, 12, 13, 16 60:4, 11, 14 61:6, 12 62:4, 6, | | |

| | | | | |
|--|---|--|---|--|
| 66:19 100:17 117:20 133:20 145:15 147:12 175:7 189:20 190:1 buildings 66:20 74:17 built 73:15 bump 142:14 bunch 38:17 burden 78:21 Burke 109:13 Business 3:6, 8, 11, 12 4:13, 14 9:7 10:9 11:20 15:18 20:2 61:17, 21 button 109:12 buzzer 139:7 143:11 160:4 172:20 178:10 Byers 81:6 83:19 84:1 91:9 114:5 115:4 < C > C&I 97:16 128:1 171:7 CAFR 10:17 11:5 77:11 79:14 80:4 187:19 Calderone 11:4 calendar 32:17, 19 33:1, 2 Call 3:2 6:4 10:10 11:20 17:15 22:10 23:12 24:1, 3 46:17 48:18, 20 62:2 76:14 114:18 130:6 167:20 190:16 191:1 called 31:12 39:4 98:2 calling 36:17 Cameron 10:19 candidate 19:13 | capacity 56:19 89:2 100:17 147:14 capture 97:8 captured 146:2 card 8:17 11:9 cards 157:6 careful 57:20 150:11 carried 76:11 carries 13:13 19:12 carrying 55:10 case 52:19 72:3, 8 73:17 107:7 125:1 cases 96:12 107:14 108:2 130:17 catalog 109:2 category 42:21 43:1 124:8, 21 130:21 156:9 164:8, 11, 14 caught 25:19 38:6 cause 84:5, 10 85:1 86:20 87:9 91:16 92:13 113:17 114:6, 9, 10, 14 115:6 149:9 caused 129:5 causes 87:11 91:18 112:8 113:12 117:18 149:8 Causey 2:3 6:2, 3 9:3, 5 11:11, 13 12:2, 6, 11 13:11, 12 17:21 18:4, 7 19:9, 10, 12, 21 20:15 21:19, 20 22:1 24:9 26:10, 13 28:21 29:7 31:2, 6 33:8, 10, 12, 16, 21 34:2 35:20 36:5, 9, 11 39:2, | 7, 10 43:9 46:11, 16, 18 47:1 48:16 49:3, 7, 11, 15 52:5 54:8, 12 55:17 57:1, 5, 6 58:10 60:8 61:14 63:3, 9, 12, 17 64:17 65:21 66:3 67:14, 15, 18, 20 68:17 69:2, 5 70:2, 9 71:8, 9, 12, 18 72:1 73:8 74:10, 13 76:6, 7, 10 79:13 80:12, 18 81:3 97:19 98:8 102:4 106:21 109:20 112:5, 11 114:15, 16 115:8 117:10 119:2, 5 120:7 121:7 135:20 141:2 143:14 144:11 149:18 152:8 160:12 161:13 165:16 171:4 173:9, 16 176:19 177:3 178:19, 20 179:3, 6 180:8 181:1, 9 182:6, 8, 17 183:3, 15, 18 185:5 186:11, 20 187:8, 14, 18 189:15 190:11 Causey's 163:5 causing 149:11 176:6 caveat 72:17 CB 168:12 CBA 160:21 CBAs 161:1, 8, 15 162:7 CCEIS 82:11 87:15 88:1, 14 89:5 90:4 99:7 | 104:11, 20 105:13 CD 159:16 CDC 25:13 40:8, 17 41:14 45:2 celebrate 26:6 32:5 celebrating 31:10 32:4 33:6 center 73:15 74:7, 9 centered 173:7 Centers 4:15 62:1 66:19 central 81:7 85:14, 18 126:20 129:12 137:13 138:15 161:4 175:15 centrally 134:20 century 32:14 CEP 113:21 certain 81:15, 21 110:15 174:14 certainly 15:19 37:21 67:20 71:18 105:6 106:14, 15 119:15 122:3 133:3 137:12 138:21 139:1 145:21 153:12 184:8 certified 88:15 101:12 certify 193:6, 9 cetera 51:10 171:15 Chair 2:3, 4 7:1, 2 14:3, 4, 13 16:4, 16 17:16 24:9 55:20 58:14 59:12 62:4 63:1 64:2, 12, 14 65:7, 15 66:9, 16 67:4, 7, | 11 72:9, 18 73:12 76:17 81:2 160:16 182:1 187:17 190:16 chaired 14:12 15:15 CHAIRMAN 6:2 9:5 11:11, 13 12:6, 11 13:12 17:21 18:4, 7 19:10, 12, 21 20:15 21:20 22:1 26:10 28:21 29:7 31:2 33:8, 12, 16, 21 34:2 35:20 36:5, 9 39:2, 7, 10 43:9 46:11, 18 47:1 48:16 49:3, 7, 11 52:5 54:8, 12 55:17 57:1, 6 58:10 60:8 61:14 63:3, 9, 12, 17 64:17 65:21 66:3 67:15, 20 68:17 69:2, 5 70:2, 9 71:9, 12, 18 72:1 73:8 74:10, 13 76:7, 10 79:13 80:12, 18 97:19 102:4 106:21 109:20 112:5, 11 114:16 115:8 117:10 119:2, 5 120:7 121:7 135:20 141:2 143:14 144:11 149:18 152:8 160:12 165:16 171:4 173:9, 16 176:19 177:3 178:20 179:3, 6 180:8 181:1, 9 182:6, 8, 17 183:3, 15, 18 185:5 186:20 |
|--|---|--|---|--|

| | | | | |
|---|--|---|---|---|
| 187:8, 14 189:15 190:11 chair's 62:6 Chairwoman 6:3 12:1 24:8 26:12 31:6 36:11 challenge 117:16, 17 118:5 129:1 130:2 156:18 challenged 153:1 challenges 25:20 26:4 27:2 128:1, 13 129:5 155:9, 10, 11 174:3 challenging 88:13 128:16, 17 133:2 164:1 change 26:2 52:3 152:13 156:17 183:8 184:18 changed 152:2 changes 20:5 26:4 52:9 129:13 155:2 163:2 changing 42:20 Channel 7:21 charge 94:6 charged 123:6 charters 188:1, 19, 20 189:12 check 112:2 Cheryl 2:11 190:16 192:3 chief 81:4 child 47:21 48:11 53:10 101:3 139:10 143:5 157:8, 13 166:10 childhood 120:11 children 14:5 27:6 28:1 29:11 33:4, 6 | 37:15 39:19 40:7 41:3, 6 42:14 44:18 45:4, 7, 9, 16 46:6, 7 55:1 100:19, 20 113:15 119:20 139:6 141:18 157:7 166:19 171:16 172:11, 20 173:4 191:13 China 59:9 chips 44:18 choice 39:20, 21 Christina 81:6 Cindy 3:14 24:6 circle 160:15 Circuit 14:8 circumstance 132:6 circumstances 108:12 172:10 citing 40:17 citizen 13:20 citizens 22:6 Civil 15:11 31:21 clarification 72:3 73:11 180:18 clarify 146:4 154:4, 18 159:2 184:4 clarifying 180:13 clarity 122:15 124:13 176:2 class 130:13 175:6 classes 42:15 classroom 95:13 100:8 101:3, 6 123:15 129:12, 19 130:12 176:7, 8 class's 135:2 clean 77:14 | clear 35:11 40:20 74:4 111:15 157:4 172:13 181:14 185:19, 20, 21 clearly 43:18 44:19 74:18 83:1 176:3 177:1 179:12 Cleveland 167:10 clever 35:12 Clifton 77:2, 8 Climate 91:20 95:19 96:15, 16 97:2, 16 100:16 105:17 117:4 close 43:6 45:5 104:21 Closed 3:5 4:13 6:16 9:12, 14 10:5 22:13 40:13 42:2 61:17, 18 162:2 closely 80:8 100:17 129:11 closing 185:14 closure 32:12 127:17 128:7 162:3 coach 15:12 coaches 54:6 coaching 88:18 89:1 174:18 coast 167:10 code 150:5, 21 167:3, 8, 15 168:15 code/income 53:6 codes 53:7 148:3 149:19, 21 166:9 168:8, 12, 14 coding 159:15 coincides 113:5 cold 45:12 collaborate 51:16 91:21 | collaborating 123:14 collaboration 26:3 43:21 92:18 125:14 151:19 collaborative 37:4 78:7 137:16 collaboratively 24:19 118:18 colleagues 167:8 collecting 107:16 collection 130:9 140:2 collective 10:2 184:10 collectively 136:9 college 15:1 139:10 152:21 colleges 144:18 color 103:13 Columbia 14:7 COMAR 96:14 103:14 combine 105:5 Comcast 7:20 come 25:10 42:4 59:7 62:20 64:1, 5 65:10 67:9 107:21 119:11 147:11 168:14 170:18 175:20 189:12 191:15 comes 20:17 57:10 61:11 105:11 121:16 126:11 137:11 140:16 comfort 8:9 coming 36:2 69:9 111:20 138:11 171:21 commensurate 56:8 comment 22:2, 9 23:1 24:5 | 29:6, 8 48:18 49:1, 12, 13 52:6, 9 54:9 61:15 64:18 73:9 120:18 167:15 169:21 182:19 commenting 23:15 Comments 3:13 4:4, 7, 10 23:18 34:6 55:18 58:11 80:1 98:1 112:6 121:8 122:4 135:19 144:9 187:10 commitment 30:21 52:14 99:15 178:21 181:2, 15 182:2 committed 43:21 177:8 Committee 4:21 5:1, 2, 3, 4 7:4 20:3, 13, 17 33:2 42:10 60:12 76:20 79:15, 16, 19 92:14 185:7, 16 187:16, 17 188:2, 3, 14 189:2, 8, 11 190:7, 15, 16, 18 191:8 192:4 committees 32:19 61:9 74:18 committee's 20:4 common 158:1 commonly 77:11 communicate 137:19 140:9 177:19 communicated 151:15 communication 29:16 131:15 |
|---|--|---|---|---|

| | | | | |
|---|---|---|---|---|
| 137:10 138:17 139:2 154:1 174:1 185:1 communications 132:10 140:19 155:6 173:7 communities 41:1 74:6 117:20 community 6:18 14:18, 19 15:9, 18 22:4 32:7, 14 35:1, 3 43:19 44:2, 11 47:7 67:1 74:8 80:21 81:6, 8, 9 84:16 95:17 112:14 114:12 127:19 132:11 community- based 97:3 community's 175:1 compare 166:3 Compass 93:2, 5, 7 compassion 178:6 compensation 9:17 competitive 57:19 compiling 10:15 complemental 87:17 complete 54:18 87:9 91:16 131:5 147:16 completed 163:8 completing 48:1 130:3 131:3 complex 126:12 compliant 185:12 Comprehensive 4:16 10:15 35:19 76:13, 19 77:10 80:15 | 82:9 97:20 103:16 comptroller 50:10 concern 55:15 81:17 129:6 131:6 171:19 183:5, 11 184:10, 12 concerned 42:17 102:16 156:6 157:8, 11 164:5 166:7 177:6 178:4 183:20 concerns 22:7 29:15 84:9 141:11, 19 142:16 144:10 153:8, 10 179:8 183:13 184:4 186:3, 17, 18 conclude 23:11 concluded 121:20 concludes 61:14 97:13 135:16 condition 146:9 169:8 conditions 24:17 27:16 44:9 94:17 conduct 8:1 10:2 22:9 23:8 92:3 96:2, 6 conducted 86:20 92:15 conducting 16:11 conference 140:3 configured 97:9 confirm 181:15 confirmed 133:4 confirming 178:15, 21 181:1 confirms 40:9 | confused 29:4 183:9 confusion 181:18 congratulating 11:17 congratulations 19:20, 21 80:9 connect 8:14 97:2 connections 93:17 consensus 26:3 147:12 consent 12:3 187:7, 10, 11, 13 consequence 84:15 consequences 44:19 consider 10:3 56:16 57:12 59:1, 16 61:2 114:12 161:12 considerable 154:16 considerate 47:11 Consideration 3:4 4:14 8:21 9:8 17:14 50:7 52:2 54:7 56:21 57:21 59:13 60:7 61:21 considerations 115:5 considered 45:9 114:3, 4 consistency 99:8, 13 123:14 147:12 consistent 97:10 177:11, 14 consistently 88:11 89:7 90:5 178:16 179:1 consists 13:18 | constant 80:6 127:15 constantly 163:19 176:5 constituent 190:19 Constitution 59:3, 4, 5, 8 construction 65:10 consult 10:1 consultation 7:2 contained 123:4 content 42:15 123:6 125:8 128:2 163:21 175:2 178:2 context 122:9 124:13 153:18 156:14 189:6 continue 16:13 24:11 25:4, 15, 21 42:3 66:13, 14 99:12 118:20 124:5 131:14 164:2 170:9 174:2, 7 Continued 4:1 92:13 continues 24:15, 20 25:17 continuing 163:8 170:18 191:3 continuously 129:18 Contracts 5:2 51:18 74:17 189:20 190:2 contributing 89:15 90:12 contributions 11:8 15:2 controlling 44:8 conversation 139:4, 18 148:16 150:14 158:16 176:16 177:5 184:8 | conversations 140:2 172:3 173:2 175:17 cooperate 51:16 cooperation 26:3 Coordinated 82:10 103:16, 17 106:1 coordination 92:17 coordinator 96:9 copy 134:19 Cord 15:11 core 163:4 Corns 135:15 correct 70:7, 9 109:14 111:6 correlated 125:17 correlation 113:9, 11 correspondence 167:20 168:6 Council 14:19, 20 councils 50:14 Council's 15:13 counsel 10:1 16:1, 17 193:9 counseling 97:4 count 141:20 142:6 counter 161:11 country 40:19 78:19 164:21 167:9 COUNTY 1:2 4:15 6:4, 10, 15 9:8 13:20 14:7 15:9 23:3, 16 26:15, 20 35:5 42:20 43:12 46:1 49:17 50:3, 8, 13, 14, 16, 20 51:6, 8, 13 52:1, 16 53:9, 18 59:21 61:21 62:11, 18 |
|---|---|---|---|---|

| | | | | |
|--|--|---|--|---|
| 64:4, 16 65:17, 19 66:5, 8, 18 67:2, 14 69:11 72:14 74:16 81:13, 19 93:6, 17 94:9 104:6 105:12 113:1 161:12 177:8 193:2, 5 couple 30:15 113:20 course 58:1 82:1 124:6 125:11, 21 126:4 128:9 130:8 133:9, 15, 17 158:5 160:21 163:7 177:16 Court 14:8 cover 55:1, 7 57:18 coverage 52:18 53:15, 17 54:1 55:7 covered 50:1 55:12, 13 COVID 8:10 16:7 25:5 27:2, 8 36:19 78:5, 10, 16, 20 142:5 169:8 COVID-19 7:1 43:18 122:5 CPA 15:8 create 53:2 100:12 created 152:14 creating 104:18 115:18 creative 191:19 credentials 57:13 credible 44:14 credit 147:21 crisis 43:20 122:7 critical 16:12 27:5, 7 28:7 | 92:7 99:7 165:2 critically 124:10 126:6 critique 52:17 56:5 58:15, 21 59:14 crucial 96:5 cultural 84:19, 21 85:7, 16 92:6 108:17 curious 42:1 111:21 current 48:7 51:20 54:21 60:13 62:10, 11 91:6 94:12, 15 99:6 129:2 165:4 currently 6:16 19:16 96:15 133:10 134:4 185:7 curricular 126:3 127:1 Curriculum 5:3 35:14 91:11 123:21 124:3, 17 125:2, 6, 8, 12, 16 126:2, 18 127:7 128:6 129:7, 9 130:2, 20 131:6 143:17 154:11 162:16 176:12 177:17 190:15, 17 191:4 curriculum 127:9 customized 88:21 101:10 cut 27:17, 18 43:8 154:6 192:6 cuts 27:9 28:4 Cynthia 17:11 < D > D.1 59:17 | daily 92:15 96:20 133:12 dark 45:11, 12 Darryl 94:8 dashboard 96:16 133:10 134:5 data 40:9, 18 83:15 85:19 88:6 91:14 92:10 95:16 96:18 97:10 103:10 107:16 116:4 140:8 159:13 161:5 163:7 169:13, 20 170:1, 4, 11, 12 174:11 date 31:19 42:4 dates 31:9 day 28:5 30:15 31:14, 15 32:3, 15 45:15 77:18 96:4 193:13 Dayana 4:2, 6, 9, 12 days 30:15 87:20 de 53:3 72:4 deadline 72:18 78:3 deaf 29:16 deal 49:4 51:20 54:3 98:13, 19 143:1 deals 55:21 decade 16:19 deceased 12:5 December 14:9 28:18 83:8 103:19 104:3 188:1 193:13 decide 179:20 decision 32:16 82:17 89:18 90:6, 14 153:2 decisions 96:11 135:4 137:15 | deck 183:5 declare 7:3 declared 31:14, 15, 17, 20 32:1 decrease 87:18 91:7 98:21 decreased 27:14 Decreasing 28:6 92:19 deep 17:5 deeply 135:10 defeat 142:7 defeating 142:5 deficiencies 79:9, 10 definitely 27:12 28:6 37:17 117:21 118:21 174:5 180:5 definitions 173:1 delay 64:15 79:4 delayed 78:16 deliberations 32:19 delivery 143:18 demands 50:17 demonstrate 130:11, 19 150:8, 21 152:1 159:19 demonstrated 152:3 demotion 9:17 dent 50:4 departing 14:1 16:15 Department 6:14 17:19 19:14 66:20 77:17 78:1, 8 88:16 91:20 103:9, 21 123:13 125:14 133:17 135:3 173:6 departments 78:18 | Department's 34:7 departs 14:2 dependent 51:21 depending 72:13 156:12 depression 8:17 45:3, 11 describe 93:10 102:18 described 92:14 102:9 describing 109:15 descriptive 158:12, 14 deserve 43:3 46:7 design 46:3 190:8, 10, 13 desire 35:6 despair 45:11 despite 7:11 145:9 detail 35:17 61:8 120:19 details 95:15 122:21 determination 145:8 determinations 90:7 determine 94:16 103:11 134:17 147:15 devastating 44:19 develop 56:1 89:7 93:13 103:10 158:6 developed 82:16, 18 83:5 84:3 102:9 developing 153:11 development 85:2 87:10 89:20 90:16 91:17 99:9 |
|--|--|---|--|---|

| | | | | |
|--|--|---|---|--|
| 107:4, 10, 21 109:2, 11 118:4 121:2 developmentally 93:15 168:3 devices 46:13 diagnostic 170:7, 14 dialogue 140:1 dictate 152:19 difference 136:16 183:9 differences 84:20, 21 different 31:9 51:18 68:4, 10 69:12 82:13 102:8 103:2 105:7, 8 118:6, 7 119:14 128:1 130:14 141:18 145:3, 4, 13 147:4 154:10 155:9 156:2, 11 159:13 161:17, 19 162:11 172:7, 10 184:6 191:15 differentiate 145:8 differentiating 138:7 differently 145:3 146:21 147:1 difficult 151:4 178:10, 11 difficulty 53:1 138:7 dig 163:17 digging 115:5 diminishes 127:5 direct 42:9 directed 103:8 direction 6:14 123:7 directly 27:10 133:1 | director 77:1 directors 15:10 directs 180:10 182:13 disabilities 83:3 85:11 87:6, 19 88:4 116:10 disability 103:13 disadvantage 160:5 disappear 99:11 disciplinary 82:20, 21 83:12 84:6 86:4 88:3 89:11 95:4, 10 96:10, 19 97:15 discipline 9:17 81:17 84:13 95:1, 8 96:1, 13 103:6, 10, 11 104:10 105:3, 18 113:13 disciplining 95:7 disconnected 8:11 discouraging 35:2 discovering 121:21 discrimination 53:5 discriminatory 53:3 discuss 9:16 discussed 39:15 92:10 141:12 149:7 discusses 30:17 discussion 12:12 18:8 20:18 63:18 71:13 110:14 152:12 158:7 179:7 discussions 16:5 79:15 130:13 135:3 | disenfranchised 172:12 disparity 85:9 87:4 disproportionalit ies 120:10 Disproportionali ty 4:18 80:20 81:14 82:3, 5, 7, 8, 12 83:10, 20 84:3 85:3 89:16 90:13 91:2, 4, 7, 14 92:5, 10, 17, 19 93:1 94:14 97:12 98:11, 13, 19, 20 99:1 104:2 disproportionate 81:20 97:15 103:12 104:8 131:7 155:12 disproportionate ly 113:13 dispute 23:4 disruption 152:15 156:4 disrupts 23:7 distinction 185:6 distribute 47:6 distributed 43:14 44:1 District 14:7 116:7 districts 30:18 166:3 167:9 distrust 37:8 disturbing 113:5 diverse 84:17 diversity 28:16 53:11 divisions 91:4, 10 divisive 25:18 doctors 51:9 document 11:6 67:10 68:4, 6 | 77:4 80:15 112:18 documents 65:9, 16 66:16, 19 67:12 69:9 73:12, 14 doing 24:11 29:12 30:18, 19 74:5 98:12, 21 99:18, 20, 21 127:17 139:19 140:4 146:1 149:5 159:17 163:14 171:13, 14 173:8 174:6 175:9, 15 180:4 185:9 191:4, 10 dollar 68:14 Domains 84:5, 7, 11 114:8, 9 Don 62:13 donate 51:3 donations 51:13 donors 51:1 doors 42:2 double 112:2 Dr 9:1, 3 10:11, 12 12:14, 15 17:11, 15, 16 18:10, 11 19:13 20:20, 21 24:9 26:13 30:3, 8 31:3, 5, 7 33:14, 17 36:12 37:3 40:8 43:15 44:15 45:21 46:14, 15, 16 48:20, 21 49:6, 8, 9, 14 52:6, 8, 12, 13 55:19, 20 58:13, 14 62:11 65:6 70:5, 6, 10 75:5, 6 76:17 80:21 81:2, 3, 4, 7, 9 84:1 87:13, 14 90:20 91:9 92:21 93:3, 4 94:8 98:6 99:2, 21 100:9 101:4 102:2, 4, 5, 20 | 103:15 104:12, 20 105:20 106:3, 14, 15, 17, 19, 20 107:1, 12 108:7, 19 109:10, 17, 18 110:9, 20 111:3, 7, 8, 11, 18 112:1, 9, 20 115:9, 12, 14, 20 116:15 117:5, 9, 10, 11, 13, 14 119:3, 4 120:14, 16, 18, 21 121:6, 14, 16, 18 124:15, 19 130:4 131:20, 21 132:1, 12 133:8 135:17 136:2 137:2, 15 138:15, 19 139:11 140:14, 18 141:3, 4, 8, 16 143:21 144:3, 4, 13, 16, 21 146:7 149:7, 14 150:2 152:7 153:4 154:6 155:4 157:14 161:13 165:20 166:8, 14 167:2, 3, 5, 7 168:17 169:15 173:10, 16, 19 176:20 179:19 183:3, 4, 16, 17 184:11 185:21 DRAA 133:7, 20 drafting 154:16 drastic 52:3 drilling 118:14 driven 82:9 dropped 46:17 drove 104:11 DSSA 97:16 due 27:14 55:13 78:10, 16, 19 dysaphia 191:2 |
|--|--|---|---|--|

| | | | | |
|---------------------------------------|---------------------------------------|---|--|------------------------------------|
| dysgraphia 191:2 | 115:1 147:7 177:8 191:13 | email 23:19 188:13 189:10 | enhancements 133:9 | Esquire 15:20 17:10 |
| dyslexia 191:2 | educational 35:14 50:2, 19 | emails 45:20 60:2 | enjoy 46:8 | ESSA 82:9 |
| DYS's 191:1 | 51:3, 14 164:20 | emergency 7:1 127:17 128:7 | enjoys 48:14 | 83:5, 8, 15 91:3 |
| < E > | Education's 6:19 | 162:3 | enormous 128:3 | 103:19 106:6 |
| E-1 12:8 | educator 179:10 | emotional 88:19 | enrolled 52:16 | 115:21 |
| E-3 12:8 | educators 24:11, 13 25:3 | empathetic 180:1 | enrollment 40:2 50:5 | essays 139:21 |
| Earlier 9:13 | 26:8 30:7 | emphasis 165:11 | ensure 90:18 | essential 177:19 |
| 37:6 41:21 | effect 84:5 | emphasize 143:2 | entered 124:7 | essentially 138:5 151:15 |
| 107:2 149:7 | effective 57:16 | employed 94:2 | 131:18 | establish 44:13 |
| 153:3 176:12 | 61:10 89:2 | employee 23:1, 14 | entire 44:2, 8 | 50:16, 21 51:4, 7 123:14 |
| early 16:8 | 91:5 104:4 | employees 9:19 | entirety 7:5, 18 | established 72:14 |
| 45:1 82:10 | 185:12 | 51:13 | 164:7 | establishes 13:16 |
| 103:17 166:9 | effectiveness 56:9 | employers 51:12 | environment 55:15 78:5, 6, 8 | establishment 7:8 |
| ears 29:16 | efficiently 8:1 | employment 9:16 | 93:12 96:2 | estimates 27:15 |
| easier 97:12 | effort 27:14 | encourage 8:12, 13 22:18 23:3 | 107:17 118:13 | et 51:10 171:15 |
| easily 122:9 | 42:20 128:6 | 34:21 51:2, 12 | 128:18 129:3 | Ethic 3:9 |
| east 81:10 | 147:21 150:12 | encouraged 168:11 | 165:2, 4, 15 | ethics 13:16, 17 |
| easy 25:19 | efforts 16:17 | Encouraging 15:10 | environmental 84:16 114:12 | 15:15 16:15, 16 |
| echo 159:5 | 91:7 145:10 | endeavor 135:6 | 115:5 | ethnic 84:20 |
| 176:15 | 147:16, 17 | ended 23:12 | environments 93:8 | evaluating 56:4 |
| economic 27:1, 15 | 150:17 | endowment 51:4 | equal 28:9 | 171:17 177:11 |
| ed 19:16, 19 | Eid 32:16 | ends 14:9 | 160:6 | 185:8 |
| 60:11 | eight 31:9 | engage 101:11 | equality 53:11 | evaluation 9:18 |
| educated 14:5 | 51:7 163:16 | 107:13 150:14 | equitable 83:7 | evening 6:2 |
| 33:4 | either 50:3 | 189:10 | 103:6 180:7 | 8:6 9:13 12:1 |
| EDUCATION | 53:14 69:18 | engaged 108:1 | equitably 93:15 | 24:6, 7, 8 26:12 |
| 1:1 6:4, 5, 9 | 79:10 124:21 | 127:14 191:11 | Equity 4:18 | 29:1 31:3, 5 |
| 13:19 15:21 | 126:12 134:7 | Engagement 14:19 84:12 | 28:2, 8 53:11 | 33:9 34:3, 5 |
| 16:9 17:20 | ELA 125:13 | 132:11 | 80:20 85:7, 16, | 35:21 36:5, 9, |
| 19:15 22:8 | 126:12 154:5, 9, 20 | engaging 84:4 | 20 86:8, 12, 14 | 10 37:6 39:8 |
| 23:2, 16 27:6 | elaborate 149:21 183:12 | English 28:10 | 87:3 92:6, 8, 11, 13 108:16, 21 | 43:10, 13 46:10, |
| 28:11 29:21 | elected 16:3 | 168:21 169:1, 13, 19 170:5 | 184:17 | 12, 14, 19 48:14 |
| 30:5, 14, 20 | 28:3 | enhancement 134:4 | Erin 2:6 | 49:8 62:2, 3 |
| 43:3 47:14 | election 28:17 | | erroneously 119:20 | 76:16 77:7, 8 |
| 48:12 49:16 | electricians 51:9 | | especially 8:10 | 81:2, 5 84:2 |
| 50:11, 12, 15, 16 | elementary 34:6, 11, 13, 18 | | 27:2 28:10 | 121:17, 18 |
| 53:20 56:6 | 37:16 47:5 | | 41:3 45:6 | 122:14 124:16 |
| 59:16 60:5 | 132:16 163:13 | | 57:11 58:4 | 132:1 181:11 |
| 62:15 78:2 | 166:10 | | 122:4 138:10 | evening's 22:14 |
| 79:17 82:17 | elevate 166:16 | | 152:17 159:20 | 62:5 81:18 |
| 83:11, 18 88:17 | eligible 114:1 | | | evenly 142:9 |
| 89:6 91:15 | Elizabeth 19:14 | | | event 6:21 |
| 98:14, 16 | | | | 56:19 |
| 101:19 103:4, 7, 9, 21 104:1, 6, 9 | | | | |
| 105:1, 13, 15 | | | | |

| | | | | |
|--|---|--|---|--|
| <p>everybody 37:4, 12 38:12, 19 47:3 48:13, 15</p> <p>Everyone's 45:12 49:4</p> <p>evidence 40:6 41:5 106:9 123:8, 12, 17 127:10 129:9, 20 130:7, 9, 12, 18 131:1, 8 134:18 135:2 137:17, 18, 21 138:3 140:2, 6, 14 144:17 145:16 147:14 148:7 150:4, 6, 7 151:3, 10, 13, 17 153:12 155:12 157:19 158:13 168:13 176:14 178:3</p> <p>exacerbate 28:7</p> <p>exactly 150:3 159:5</p> <p>examination 82:19 83:14</p> <p>examine 87:15 133:11</p> <p>examined 84:6 114:8</p> <p>examines 85:7</p> <p>example 30:8 47:21 55:2 83:13 134:3 154:5, 9 156:2, 3 158:11 163:10 166:9 167:19</p> <p>Examples 84:10</p> <p>exceedingly 140:15</p> <p>Excellence 93:2, 5</p> <p>excuse 23:9 46:12 96:5 133:19</p> <p>executive 50:13 62:11 65:6 88:7</p> | <p>Exhibit 18:2 20:11 63:6 71:20 100:13</p> <p>Exhibits 12:8</p> <p>exist 83:10 105:8 120:10</p> <p>existing 23:4</p> <p>exists 65:20 81:14</p> <p>expansion 186:1</p> <p>expect 101:18, 20 168:4</p> <p>expectation 135:5</p> <p>expectations 127:6 131:15 177:16</p> <p>expected 169:3</p> <p>expeditions 32:6</p> <p>experience 48:10 56:8 84:17</p> <p>experiences 137:7</p> <p>experiencing 25:5 27:1 113:7</p> <p>experts 30:19 164:20 165:4, 8</p> <p>expired 23:11</p> <p>explain 83:19 124:17 144:1 157:13 166:8 167:1, 3</p> <p>explained 137:15</p> <p>explanation 143:16</p> <p>explicitly 82:21</p> <p>exploratory 94:10</p> <p>exploring 86:11</p> <p>express 186:3</p> <p>expressed 186:18 188:15</p> <p>expulsions 97:9</p> <p>extend 13:21 40:1</p> <p>extensive 40:9</p> | <p>extent 105:4 134:12, 13</p> <p>external 77:2 94:16</p> <p>extra 78:21 85:20</p> <p>extremely 24:13 25:18 42:11</p> <p>eyes 44:15</p> <p>< F ></p> <p>F-1 18:2</p> <p>face 53:9</p> <p>Facebook 30:11</p> <p>face-to-face 40:11</p> <p>facilitate 189:4</p> <p>facilitating 93:16</p> <p>facilitations 92:9</p> <p>facilities 66:17 67:10, 13 68:14</p> <p>facility 53:18 67:6</p> <p>facing 56:20</p> <p>fact 43:7 62:20 66:9 68:7, 13 142:9 143:4 147:15 168:11 185:6, 15</p> <p>facto 53:3</p> <p>factor 114:2</p> <p>factors 113:16</p> <p>facts 60:4</p> <p>faculty 89:1</p> <p>failing 133:15, 16 134:7, 10 152:4 157:9 166:15</p> <p>fails 71:12</p> <p>failure 43:2 134:14 140:7</p> <p>fair 147:19 177:11</p> <p>fairly 99:5 106:5 158:1</p> <p>faith 147:16, 17</p> | <p>fall 37:10 42:6 55:11 114:14 120:12 170:4</p> <p>falling 29:15 158:9</p> <p>falls 120:1</p> <p>familiar 139:1</p> <p>families 35:4 38:14 39:18 40:3, 4 41:5 43:15 47:6 122:2 127:20 137:20 139:2, 3 151:2 174:2</p> <p>family 38:14 45:19 97:4 132:11 151:16</p> <p>far 41:21 100:21</p> <p>fashion 74:19 131:6</p> <p>fast 31:14</p> <p>fatigue 25:5</p> <p>favor 71:11</p> <p>FBAs 90:1, 17</p> <p>fear 42:4 45:12</p> <p>fears 84:18</p> <p>feasible 102:19</p> <p>Feast 31:12</p> <p>featured 11:5</p> <p>features 47:19 48:2 96:17</p> <p>February 45:13 170:18</p> <p>federal 82:2 83:6 103:20, 21 105:5 108:4</p> <p>federally 82:9</p> <p>feedback 123:19 127:15 154:17 156:13, 21 159:15, 16 160:9 164:13 174:19 177:21 188:13 189:7</p> <p>feeder 92:11</p> <p>feel 37:21 45:17 79:1 132:19 142:19 184:6</p> | <p>feeling 8:11 25:1 118:3</p> <p>feels 38:1 179:15</p> <p>fellow 32:10</p> <p>felt 65:8</p> <p>field 127:15 153:6 164:19</p> <p>fill 56:18</p> <p>filled 121:21</p> <p>filters 133:21</p> <p>final 58:11 90:4 142:3, 7 145:18 168:14</p> <p>finally 26:6 35:8 86:17</p> <p>finance 78:18</p> <p>Financial 4:17 10:16, 18 76:14, 19 77:10, 12, 19, 21 79:10 80:7 108:11</p> <p>financially 53:1, 4</p> <p>find 24:19 28:4 107:14 108:21 109:8 161:5 190:9</p> <p>finding 110:6</p> <p>findings 79:8 136:18, 19</p> <p>fine 73:7 182:3 186:18 192:5</p> <p>finished 67:14 144:12 163:18 167:5</p> <p>FiOS 7:21</p> <p>firm 77:2</p> <p>first 8:20 20:6 24:5 26:14 28:18 31:11, 18 33:11 52:7 58:13 63:21 64:10 68:1 85:6 102:7 108:19 110:3 115:12 117:11 121:20 122:18 125:9 128:12</p> |
|--|---|--|---|--|

| | | | | |
|--|---|---|---|--|
| 132:9 136:10, 21 137:3 141:4 143:5 144:2, 14 145:14 146:8 154:2 160:4, 20 161:21 162:5, 9 165:19 167:18, 21 170:13, 19 185:8 fiscal 11:6 77:9, 17 78:8, 17 79:4 five 13:18 34:13 41:17 43:16 44:3 50:19 58:16 59:10 168:1 five-year 15:4 Flag 6:7 59:2, 4 flagged 81:16 flexibility 168:19 169:6 171:11 flexible 137:8 178:5 flies 53:9 floor 73:3 74:11 Florida 167:10 focal 83:1 focus 35:16 44:5 82:12 93:6, 8 118:11 132:13, 15, 17 136:11, 18 175:18 focused 94:5 focusing 110:16 folded 162:4 folders 48:1 folks 8:18 186:7 follow 111:12 181:20 184:11 followed 116:2 following 9:15 12:4 17:18 20:5 29:19 52:10 58:19 | 90:5 117:12 147:4 174:15 follow-on 34:16 followup 22:8 106:17 follow-up 106:9 food 47:6 112:16 113:7, 20 114:13 foregoing 193:6 foreign 59:6 foremost 137:3 foreseeable 50:6 forever 152:5 forgot 146:18 form 54:15 65:7 formally 15:6 formation 94:10 formative 124:21 165:10 170:12 formatively 125:3 forming 123:11 forms 84:13 86:3 formulating 153:7 forth 17:17 122:20 147:20 forum 22:21 35:18 189:18 forward 35:18 45:14 64:13, 19 72:6 73:20 74:3 101:15 116:3 119:15 120:5 121:10 126:8 132:3 135:12 143:2 153:9 190:13 191:17 found 10:6 31:9 45:8 104:7 123:5 130:16 Foundation 50:2, 20 51:3, 14 | foundational 116:18 163:12 four 34:12 50:15 93:8 112:9 134:11 146:9 151:6 four-day 96:4 four-period 96:4 fourth 32:1 37:8 90:4 frame 34:15 170:14 Franklin 34:13, 14, 17, 19 frankly 142:17 free 29:21 78:15 166:20 frequently 91:21 Friday 40:2, 17 front 170:1 frustrates 60:17, 18 frustration 38:8 full 44:21 61:6, 8 62:6 65:4, 11 73:3 74:20 173:2 188:14 189:8, 12 190:7 full-time 56:6 fully 7:10 169:17 182:18 function 106:2 functional 89:21 functions 188:5 fund 28:5, 6 51:5 funding 27:5, 7 62:16, 18 64:16 funds 47:13 further 37:7, 8 42:3 75:3 91:3 101:16 121:8 124:12 178:1 193:9 future 35:19 43:7 49:18 50:6 51:5 56:20 59:5, 13 | 69:13 74:14 116:7 126:16 132:7 152:21 174:9 178:9 185:15 FY-2020 4:16 < G > gain 96:12 game 57:10 gap 43:6 gaps 162:1, 9 178:12 185:14 Gasparotti 1:21 193:4, 16 gather 94:11 general 24:5 123:14 187:6 Generating 97:11 genuine 108:10 George 31:17 81:9 getting 35:14 37:2 74:7 100:21 118:15, 16 150:15 156:13 166:20 174:10 180:12 Gideon 11:1 gift 11:9 gifted 29:10 give 45:18 46:6, 8 47:3 50:12 51:10 65:15 71:9 72:9 114:21 151:5 156:1 164:13 166:9 176:1, 11 given 40:7 62:19 74:15 106:12 108:3 131:18 147:21 154:13 165:8 gives 134:5, 8 140:8 Giving 32:9 154:1 157:12 174:20 175:10 | global 105:2, 18 164:17 166:1, 5 179:21 globally 108:12 166:21 glove 105:20 go 38:9 42:5 48:5 52:12 61:3, 9 73:20 74:3 79:21 104:15 107:8, 13, 15 109:10, 12 110:7 112:7, 10 117:15 119:6 128:19 136:17 139:12 143:13 149:14, 19 154:15 160:17 165:16, 18 167:2 172:17 174:12 186:13 192:2, 4 goal 26:5 85:6, 7, 13 86:1, 4, 9, 17 87:7 88:9 89:5, 13 90:4, 9 92:18 95:11 96:11, 17 goals 32:7 83:19 85:4 87:15 106:8 117:2 goes 81:11 123:7 160:17 going 10:10 25:7 36:20 37:16 55:7, 12, 13 64:13 68:9, 15, 16 69:12, 19 87:12 98:12, 21 101:2 119:21 121:1 125:4 136:5, 12, 19 138:9 139:10 140:19 144:14, 20 151:7 152:19 155:17 160:17 167:2 169:12 170:9 171:4 172:6, 10, |
|--|---|---|---|--|

| | | | | |
|---|--|--|--|---|
| 13, 14, 15, 18 173:3 174:5 175:19 178:6 179:16, 21 180:1, 2 181:20 182:19 184:14 187:8, 21 188:12 191:13, 14 Good 6:2 12:1 17:1 24:7, 8 26:12 31:5 32:5 34:3 35:21 36:5, 9, 10 38:4 39:8 43:13 46:14, 19 48:14 49:7 62:2, 3 76:16 77:7, 14 80:8 81:2 84:2 110:2 121:17 124:16 131:21 147:16, 17 176:4 181:11 Google 110:5 gosh 146:18 gotten 155:7 156:20 157:6 GOVER 12:14, 16, 18, 21 13:2, 5, 7, 9, 11 18:10, 12, 14, 16, 18, 20 19:1, 3, 5, 7, 9, 11 20:20 21:1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21 33:10, 12 36:2 39:3, 5 46:16 48:17, 19 49:6 70:4, 5, 8, 11, 13, 15, 17, 19, 21 71:2, 4, 6, 8, 11 75:3, 5, 7, 9, 11, 13, 15, 17, 19, 21 76:2, 4, 6, 8, 9 135:15 188:2 government 26:20 78:14 105:5 192:3 | Governors 40:15 graciously 132:14 grade 40:3 123:12 124:11 125:11, 21 126:4, 20 127:13 128:10 130:7, 21 131:10, 19 134:6, 21 135:2 141:7 142:7, 11, 14 143:7, 9 145:18 147:11 148:20 152:2, 5 157:1 161:7 162:7 163:4 166:10 167:1, 18 168:9 175:1 177:15 graded 154:18 graders 146:5, 6 grades 40:4 42:15, 19, 21 133:13, 16 134:10 142:1 147:8 152:18 154:2 156:21 159:21 161:9 163:11, 13 177:14, 18 178:2 Grading 4:19 42:13, 17 121:13 122:16, 19, 21 123:4 130:5 135:5, 17 136:16, 20 137:11 138:8, 10 145:7 174:16 175:3, 21 177:12, 20 185:10 graduate 34:17 grant 88:1 graphic 90:20 great 8:8 16:2 77:16 106:3 120:14 152:11 | 167:16 175:12 176:16 185:3 Greater 14:15 101:18 134:10 grew 103:18 grim 36:18 ground 53:19 grounds 53:15 group 24:2 43:12 46:2 83:16 94:11, 15 126:16 130:1 140:1 171:7 grouping 162:21 groups 41:16 44:6 46:3 81:15, 21 83:17 85:11 87:6 91:8 92:5, 20 94:14 132:13, 15, 17 133:20 136:12, 18 141:11 175:18 growing 41:5 148:13 growth 159:8 GT 133:18 guardians 52:15 guess 64:2 78:15 104:13 133:18 144:17 153:1 181:5, 7, 17 184:11 185:2 guest 112:20 Guidance 4:19 16:10 25:13 42:12 74:14 79:6 91:2 94:21 95:9 121:13 122:16 123:3, 9, 21 124:1, 3, 18 127:4 130:5 131:13 134:16 135:8, 17 141:12, 14 146:20 153:14 156:6, 11 | 174:16, 21 176:2 guide 82:2 94:18 guided 85:1 guideline 180:21 guidelines 111:12 116:1, 3 guiding 87:8 91:16 95:3 < H > Hager 2:6 12:14, 15 18:10, 11 20:20, 21 70:5, 6, 10 75:5, 6 98:6 102:4, 5 103:15 104:12 106:3, 17, 20 111:3 136:2 141:3, 4, 16 144:4 154:6 183:3, 4, 16, 17 184:11 Hager's 144:16, 21 Hairston 62:11 half 50:5 Hall 10:20 Hancock 31:13 hand 65:13 68:19, 21 71:14 98:1, 3 105:20 115:10 176:20 186:21 193:12 handbook 95:5, 8 handed 96:11 handle 95:10, 13 96:13 handles 147:1 hands 75:1 115:9 142:10 happen 25:8 41:12 135:9 happened 35:9 37:10 143:19 156:4, 8 184:19 | happening 118:14 143:4 149:10 157:5, 13 165:10 166:5 175:6 happens 151:8, 10 Happy 8:7 26:16 38:10, 11 42:16 47:2 98:10 182:1 hard 24:13, 21 28:8 33:3 128:17 142:3, 6, 18 143:9 harm 41:7 harvests 32:5 hat 116:5 Haverman 113:2 headings 58:19 Health 6:14, 17, 21 25:15 27:1 41:7 84:8 97:3 122:7 healthy 25:11 26:16 72:6 122:6 hear 22:3 23:12 24:11 29:3 33:15, 16 39:8 42:11, 16 46:21 54:11 69:18 71:15 80:6 100:3 122:8 127:18, 20 132:21 144:5 155:8 164:4 172:8, 9 191:16 192:2 heard 30:7 37:6 41:11 69:21 118:9 128:12 129:16, 21 141:11 142:19 143:5 154:8 171:19 173:20 175:17 177:5 178:5 186:3 |
|---|--|--|--|---|

| | | | | |
|---|--|---|--|---|
| <p>Hearing 9:11 12:12 18:8 20:18 22:5 29:10 69:17 75:3 80:13 92:3 96:2, 7 121:11 138:5 183:19 heart 173:14 held 7:4, 18 Hello 33:18 34:1 36:4 192:1 help 8:15 45:17 47:6 57:15 67:1 88:2 101:13 125:10, 19 126:1, 3, 7, 14, 21 133:21 138:8 144:7 158:16 166:16 173:3 helping 15:1 107:17 108:1 109:6 136:15 173:4 Henn 2:4 24:9 189:21 Hereford 35:6 Hi 46:20 47:2 49:9 54:11 60:10 107:1 144:13 hide 44:13 High 10:20, 21 11:2, 3, 4 34:14, 17 41:1 113:3, 11 125:17 127:5 131:15 132:15 152:17 Highlands 47:5 highlighting 11:16 highly 109:5 152:14 hire 88:1 hiring 56:3 historical 84:13</p> | <p>history 31:10 147:7 hit 148:12 182:20 hitting 148:9 Hold 36:2 49:1 64:4 72:11 73:6 132:12 166:18 172:2 holiday 26:17 33:6 holidays 32:5, 13 home 55:5, 14 118:17 homeless 28:12 homelessness 112:17 113:8 honest 44:14 honestly 179:18 180:7 honor 6:8 42:14 164:12 honorable 50:10 honoring 43:5 honors 133:18 hope 25:8 36:21 37:12 45:18 46:8 48:13 hopeful 135:10 hopefully 47:18 132:6 144:18 151:20 hoping 163:17 horizon 36:21 hospitals 51:19 hosted 112:12 hotline 8:17 15:12 hour 57:13 hours 55:8 house 97:9 190:8 household 38:9 housekeeping 189:18 Howard 35:5</p> | <p>Howie 62:2, 3 63:3, 19 64:9, 17 68:1 72:12, 21 73:11, 18 76:10 181:6, 9, 11 human 32:10 172:7 humble 32:10 humor 17:1 hungry 113:15 hurting 28:1 husband 36:8 hybrid 7:6 16:3 24:16 < I > IB 133:19 icon 98:1, 3 ID 8:17 idea 30:11 99:18 identification 83:11, 17 104:8 identified 82:15 83:14 85:15 87:1, 2, 11 91:18 92:4, 12, 20 108:18 110:15, 21 113:13 115:16 116:12 117:2 119:20 132:3 163:7 178:7 identifies 82:21 83:1, 9 88:10 123:6 identify 83:16 94:17 115:18 116:1 126:5, 19 128:8 137:17 151:20 162:1 170:15 178:12 185:11 identifying 115:17 IEP 29:18 57:16, 17 89:6, 17 90:5, 14</p> | <p>IEPs 89:7 100:21 Ilin 11:2 imagine 38:15 67:1 152:17 imbalance 153:11 immediately 154:9 impact 27:4, 10 44:21 84:17 86:12 103:12 124:11 131:7, 10, 11 impacted 37:18 43:17 81:21 impacting 155:10 impacts 155:12 implement 56:2 78:13 79:2 88:11 93:13 107:19 116:7 179:20 180:11 182:13 implementation 87:2 89:3, 20 90:17 94:18 99:5 102:11 126:2 179:18 184:15, 18 185:1, 10 implemented 90:2, 19 91:10 93:11 142:8, 15, 17 179:1 implementing 86:15 implicit 85:15 108:16 116:20 importance 26:19 180:13 important 28:13 37:14 39:15 53:7 54:3 56:6 65:9 99:4 121:10 122:18 126:7 128:14 139:13, 16 140:5 144:7</p> | <p>146:1 149:8 150:14, 19 152:12 157:18 159:11, 19 164:6, 11, 14 165:12 168:7 179:12 185:6 importantly 159:14 impossible 26:2 improve 48:9 176:5 180:4 improved 90:8 improvement 94:5, 7 118:11 190:14 improvements 64:21 inadequate 56:10 inappropriate 23:6 inaudible 43:17 136:7 139:7 161:1 incident 88:5 incidents 89:11 include 10:16 28:14, 19 58:1, 18 64:18 84:7, 11 85:13 86:9, 11 87:7 90:9 93:12 113:14 123:8 130:12 177:21 included 31:13 123:17 135:1 137:18, 20 189:17 includes 56:3 85:4, 17 93:16, 20 130:10 including 11:15 16:6 88:5 91:12 161:8 inclusion 19:17 income 41:4 incoming 17:9 incomplete 148:3, 4 149:20</p> |
|---|--|---|--|---|

| | | | | |
|--|--|--|--|--|
| inconsistencies 152:16 | 171:18 176:4 188:4, 18 | insurance 20:7 52:11, 15, 18, 21 53:2, 14, 17 54:1, 15 | invite 6:6 44:12 135:18 157:15 161:14 188:12 | January 41:18 42:4 45:13 82:18 103:8 104:4 |
| incorporate 162:9 | informational 10:5 | insure 37:6 90:1 91:5 93:17 94:2 125:15 | invited 132:18 | Jarvis 17:10 |
| incorporated 162:6 | informed 90:6 120:12, 15 121:3 159:11 189:13 | intensive 101:13 | involved 68:5 116:4 119:10 156:18 | job 80:8 185:21 |
| increase 163:16 | infractions 95:4, 10 | integration 93:21 | IP 133:18 | John 2:10 3:19 31:13 36:8 |
| increases 41:7 | initiative 93:10 107:5 | intent 130:20 180:18 183:18 185:18 | isolated 8:11 122:8 | Johnson 14:2, 5 16:16 17:12 |
| increasing 65:3 85:17 | initiatives 93:9 | intention 188:17 | isolation 45:11 | join 11:17 157:15 161:14 |
| incredible 38:13 | injured 55:1, 4, 12 | interacting 116:13 | issuance 64:15 | joined 81:5 121:18 |
| incredibly 128:17 142:7 | injuries 54:5 | interest 190:21 | issue 25:18 42:19 52:20 99:10, 13 104:17 149:13, 15 167:11 179:8 184:17, 20 185:1 | Joint 4:15 9:8 61:21 62:7, 9, 13 63:5, 21 68:2, 11 71:19 72:7 73:5 74:11, 15 |
| incumbent 147:18 | Injury 15:12 52:19 | interested 22:6 35:12 42:11 121:4 158:3 193:10 | issues 16:6 49:5 54:3 190:19 | joke 114:18 |
| INDEX 4:1 | in-person 39:14, 21 40:8, 20 41:2, 9 42:3 44:20 | interesting 120:1 | issuing 96:21 | Jones 81:7 92:21 93:3, 4 117:14 |
| indicate 164:5 | input 22:19 94:11 156:12 | interests 25:3 | item 8:5, 20 9:5, 7, 12 10:8 11:19 17:13 20:1 22:1 39:15 56:1 58:15, 16, 17, 21 59:10, 12, 14, 15, 17, 19 60:6 61:16, 20 62:4 76:12, 13 80:19 121:12 124:13 187:15 | Jose 2:5 13:2 18:20, 21 21:9, 10 63:8, 18, 19 68:19, 21 70:19, 20 72:1, 2, 16 73:4 75:17, 18 80:2, 3, 10, 11 98:7 115:9, 12, 13 116:6, 20 117:8 152:9 165:17, 19 168:18 169:10 170:2, 8 171:2, 3, 12 174:6 179:13, 15 |
| indicated 13:17 64:11 | insecurity 112:17 113:7, 20 114:14 | internal 20:8 44:4 57:2 58:12 83:14 94:15 188:5, 10, 21 189:3 | items 50:7 58:17 122:14 | Joseph 15:4 |
| indicates 124:3 | inside 45:15 176:7 | internally 44:1 | its 7:5, 18 26:21 122:8 129:3 178:15, 21 181:13 | Jose's 167:6 176:6 |
| indication 42:19 163:13 | instance 73:21 74:1 127:12 | Internet 156:4 | James 62:12 | Joshua 2:14 |
| indicators 84:10 114:9, 10 | instruction 24:14 84:7 91:11 115:3 124:10 126:8, 16 130:2 131:17 143:18 171:1 191:4, 6, 18 | interpretation 145:5 183:10, 14 | | journey 122:5 |
| individual 7:7 86:19 89:6 102:12, 13 154:3 | instructional 55:8 125:9 134:18 164:20 165:7 | intersectionality 87:17 102:15 | | joy 8:8 |
| individually 136:9 | instructive 93:14 | Intervening 82:10 103:17 | | Jr 2:10 |
| individuals 9:21 24:4 | insufficient 150:5 151:3, 10, 13, 17 152:4 | intervention 88:11 89:3, 8 100:15 101:1, 8 117:2 | | judgment 140:7 |
| inequitable 180:6 | | interventionist 19:18 | | |
| inequities 27:8 | | interventions 86:2 100:2 | | |
| inflate 35:13 | | inundated 78:19 | | |
| Inform 96:17 124:10 126:7, 11, 15, 16 127:1 131:16 | | | | |
| information 23:20 25:12 79:20 93:1 94:11 96:5 97:6, 7 107:2 110:2 113:4 116:13 122:8 140:8 152:11 157:12 159:12 | | | | |

| | | | | |
|------------------------|----------------------|------------------------|-------------------------|------------------------|
| Julie 2:4 | know 8:9 35:3 | 14, 17, 20 | 88:7 91:16 | letter-sound |
| June 72:8 | 53:8 54:15, 20 | 156:16 157:16 | 117:5 118:4 | 167:20 |
| juniors 168:21 | 55:5 61:4 68:9, | 160:1 176:20 | leagues 15:14 | level 84:4 |
| jurisdiction | 16 72:8 98:4 | 177:1 180:16 | learn 41:8 | 102:12, 13 |
| 9:20 | 99:3 101:10 | 182:6, 17, 18 | 149:17 | 105:11 107:9, |
| justice 53:12 | 102:9, 10 104:7 | 186:21 | learned 128:20 | 19 108:4 114:7 |
| justify 183:8 | 106:5 107:5 | Kyaia 10:21 | 149:17 | 120:19 123:12 |
| | 108:8 110:14, | | learners 28:11 | 124:16 125:11, |
| < K > | 16 113:16, 18 | < L > | 169:14, 19 | 21 126:4, 5, 13, |
| Kathleen 2:3 | 114:20 116:7, | labeled 116:16 | 170:5, 15 | 21 128:10 |
| 6:3 | 11 120:9, 11 | lack 44:15 | Learning 4:19 | 135:3 136:20 |
| Katy 33:9 | 121:19 127:17 | 84:11, 15, 17 | 24:16 29:11, 13 | 147:11 162:7 |
| 36:6, 7 | 129:12 136:11, | 114:10 150:12 | 39:14, 21 40:11, | 163:4, 19 169:6 |
| keep 26:5 | 15 139:19 | lacks 59:14 | 21 41:2, 10 | 172:11 175:2 |
| 69:10 99:4 | 140:13, 17 | ladder 101:8 | 42:3, 12 43:2, 4 | 177:15 |
| 122:6 140:5 | 142:4, 9 143:3, | lane 180:12 | 44:20 47:16 | levels 91:8 |
| 145:17 148:7 | 4 146:11, 19 | language 123:4 | 48:3 84:19, 21 | 119:10 126:20 |
| 166:12 182:9 | 148:7 150:3, 4, | 148:4 158:13, | 86:6 88:17, 19, | 132:13 133:17 |
| keeping 148:18 | 7, 13 151:3 | 15 169:13, 19 | 21 91:21 92:2 | 170:16, 21 |
| 158:17 | 152:17, 20 | 170:5 184:12, | 93:21 95:19 | levy 50:11 |
| keeps 68:8 | 153:15 154:5, 8 | 21 | 96:6, 8 118:1 | levying 49:19 |
| Kelly 112:21 | 157:5, 6, 7 | laptops 55:11 | 121:5, 13 122:1 | 50:9 |
| Kenwood 11:2 | 158:3 160:17 | large 45:20 | 124:2 127:2, 11 | Liaison 3:10 |
| kept 44:20 | 161:19 162:16 | 116:8 130:9 | 128:7, 19 129:3, | 16:15 |
| key 93:8 94:19 | 164:17 166:6 | 131:1 | 10, 15 140:11 | liberty 53:11 |
| 100:2 | 168:19 169:5, 8, | largely 145:19 | 162:4 165:3, 9, | life 16:9 38:10 |
| kid 142:1 | 20, 21 171:8, 19 | larger 130:5 | 13 170:20 | 105:11 |
| kids 31:1 | 172:5, 7 175:14 | Larson 77:2, 9 | 175:1 | lifeguard 54:1 |
| 37:15 38:2 | 178:9 180:4 | Lastly 28:13 | leaves 83:16 | light 27:9 |
| 43:5 44:19 | 181:6 184:16, | 97:6 134:15 | 160:5 | 186:9 |
| 45:14 54:16 | 17, 20 185:3 | late 156:6 | left 14:10 15:5 | Lily 2:12 |
| 55:2, 7 142:2, | 186:7 187:12 | lateness 142:16 | 53:10 143:10 | limit 23:11 |
| 10, 12, 17 | 188:11, 17 | latest 25:12 | 151:6 153:3 | 61:3 |
| 152:17 154:13 | knowing 69:19 | 185:16 | 177:4 | limitations |
| 166:6, 15, 17 | 118:2 119:11, | launching 32:6 | legal 10:1 | 32:21 |
| 169:12 176:9 | 13 155:5 | lawful 59:21 | 15:17, 21 16:11 | limited 58:19 |
| kind 58:1 | knowledge | lawyer 53:8 | legally 99:17 | 151:14 |
| 78:15 102:18 | 84:15 114:11 | lawyers 51:9 | Legislative 5:4 | limits 22:15 |
| 106:10 111:20 | known 31:11 | lay 107:17 | leniency 42:17 | Lincoln 31:19 |
| 115:17 184:9 | 44:21 84:5 | layers 145:13 | lens 25:15 | line 39:5 49:6 |
| 191:5 | 94:5 140:9 | laymen's 77:13 | 85:20 86:8, 14 | 54:9 55:21 |
| kindergarten | Kuehn 2:7 | Le 11:3 | 87:3 104:21 | 58:15, 16, 17 |
| 167:18 | 12:16, 17 18:12, | lead 122:9 | 105:15 | 59:1, 10, 17 |
| kindergartners | 13 21:1, 2 | leaders 24:2 | lenses 86:12 | 109:9 110:4 |
| 167:19 | 63:11 70:11, 12 | 86:5 95:3, 20 | lessons 84:12 | lineup 98:5 |
| kindly 58:21 | 75:7, 8, 10 98:6 | 96:18 175:16 | 128:17 134:19 | link 79:16 |
| King 77:1, 5, 7 | 109:21 110:1, | leadership | letter 43:14, 17 | 110:11 189:17 |
| 79:12 80:3, 14 | 13 111:3, 9, 14, | 28:14, 16, 17, 20 | 44:1 133:13 | linked 110:6 |
| knew 16:10 | 19 112:4 152:8, | 41:18 87:3, 8 | letters 168:1 | links 190:3 |
| 128:10 | 10 153:5 155:1, | | | Lisa 2:8 |

| | | | | |
|---|--|---|---|---|
| list 98:19 182:10 listed 160:20 listen 7:15 37:19 132:19 186:6 191:7, 15, 20 listening 52:4 literary 163:15 little 36:15, 18 48:6 68:2 125:4 144:15 149:21 155:18 156:20 160:8 182:9 183:12 livable 57:20 live 165:7 lives 113:16 LIVESTREAM 1:8 7:19 lobby 50:8, 13 local 34:11 83:17 102:12 104:6 localized 166:4 locally 108:12 locate 112:19 located 94:7 locations 54:20 Loch 11:4 log 47:20 65:8 96:20 logical 84:14 logistical 32:20 long 59:19 61:6 120:4 172:5 longstanding 66:8 long-term 99:14 130:15 look 24:17 35:18 45:14, 16 61:3 80:8 100:8 101:15 109:1 110:7 117:17, 18, 19, 20 118:20 120:5 121:10 134:4 145:2 | 146:21 148:1, 6, 8, 11 168:12 174:7, 11 175:13 176:5, 6, 9 190:13 looked 120:13 looking 36:18 38:4 41:14 98:10 105:14 110:17 111:5 112:18 113:12 118:10, 13 119:15 157:19 169:20 190:21 looks 163:10 loop 68:9 lot 36:21 48:2, 8 54:14 57:12 60:18 78:6 80:6 87:16 128:19 136:14 141:19 161:9, 10 164:19 184:19 188:7 lots 122:3 153:20 157:6 159:13 love 37:16 153:17 171:7 low 41:4 42:15 114:17 Lowry 11:21 12:1 lucky 38:15, 18 lump 119:16 < M > ma'am 64:9 70:8 146:7 Mack 2:8 12:9 13:5, 6 18:3 19:3, 4 21:13, 14 66:2 69:15, 16 71:2, 3, 14 75:21 76:1 98:6 106:21 107:1 108:3, 7, 14 109:8, 16, 19 114:15 136:3 144:12, 13 | 145:14 146:4, 18, 19 148:15 149:12, 15 150:2 151:6 152:6 174:13 178:18 179:2, 4 187:10, 11 Mack's 115:10 Madam 17:16 55:20 58:14 76:16 magnet 59:6 magnitude 134:1 maintain 6:17 177:9 maintaining 88:8 maintenance 27:14 Mainwaring 26:2 major 42:21 130:21 142:16 143:6 148:10 161:7 164:8, 15 majority 43:5 Makeda 2:13 making 8:4 67:2 89:18 90:7, 14 129:4, 18 130:14 133:2 138:12 145:7 147:16, 17 155:2 156:17 161:12 173:21 178:20 181:3 182:21 190:13 191:11 management 47:17 48:3 manages 105:10, 13 managing 101:20 108:3 mandated 6:14 99:17 mandates 83:6 97:11 103:2 | maneuvers 35:12 manifestation 89:18 90:7, 8, 15 manner 7:6 8:3 manual 122:21 123:1, 5, 9 148:3 174:17 175:5 185:11 March 16:8 31:13 127:16 marking 130:8 134:6 135:13 153:21 155:8 156:12 158:5, 20 167:21 168:14 marks 148:9 Mary 3:21 43:10, 11 139:19 Maryland 7:14 14:16 34:7 78:1 82:7, 14, 16, 17 83:20 84:2 85:2 103:3, 7, 9, 15 105:2, 19 115:21 193:1, 5 mastered 159:6 168:5 mastery 130:11 150:9 match 51:13 material 79:8, 9 materials 191:6 math 126:13 163:15 169:2 mathematics 125:13 168:10 matrix 95:8, 11 matter 9:20 31:1 Matters 3:8 10:3 11:20 12:4, 7 15:18 23:1, 2, 14, 15 64:16 | Maureen 112:20 maximize 91:6 MCAD 125:18 McAfee 14:10, 14 17:11 McAfee's 15:2 McComas 30:8 80:21 81:2, 4 84:1 87:13, 14 99:2, 21 100:9 101:4 102:2, 20 104:20 106:14, 19 107:1, 12 108:7, 19 109:10, 17, 18 110:9, 20 111:7, 11, 18 112:1, 9 115:14, 20 116:15 117:9, 13 119:4 120:14 121:6, 14, 16 124:15, 19 130:4 135:17 137:2 138:15, 19 139:11 140:14, 18 141:8 143:21 144:3, 13 146:7 149:14 150:2 152:7 153:4 155:4 157:14 161:13 165:20 167:2 168:17 169:15 173:10, 16, 19 McMillion 2:9 13:3, 4 19:1, 2 21:11, 12 67:18, 19, 21 68:1 69:8, 17 70:21 71:1 75:19, 20 McMillion's 69:21 MDSE's 90:18 mean 105:4 114:16 146:19 163:20 172:16 |
|---|--|---|---|---|

| | | | | |
|---|--|--|--|--|
| 187:12 meaning 177:14 meaningful 139:4, 18 177:21 means 27:17 28:4 53:10 147:19 149:16 150:6, 12 157:2 181:19 meant 146:4, 5 measure 160:3, 21 162:8 measured 125:21 126:10 mechanism 7:9 172:20 medical 6:21 40:18 medication 58:21 meet 24:20 35:15 50:17 78:3 96:9 MEETING 1:7 6:5, 20, 21 7:3, 4, 10, 13, 16, 17 8:2 16:19 20:9 22:10, 12, 14, 17 23:8 28:18 30:7 31:8 39:16 47:9 58:18 59:13 60:11, 14 61:15 64:5 72:4, 7, 10, 20 175:3 185:16 188:1, 2, 4, 8 Meetings 7:14 9:15 16:12 42:7 57:3, 16, 17 58:12 60:19, 20, 21 61:12 127:19 188:14 189:5, 9 191:8, 16 meets 30:16 Megan 121:15, 19 | Mehdizadeh 11:2 Member 2:14 7:9 14:17 15:9 56:14 186:17 190:19 MEMBERS 2:1 3:9 7:6, 7 8:3 9:10 12:2, 6 13:18 14:1 16:3, 4 17:9, 16, 21 20:2 22:4, 5 23:19 24:9 26:13, 16 31:7 47:10 49:15 58:15 59:11 62:3 63:4 67:16 68:18 69:6 70:3 76:17 80:1, 12 81:3 88:16 93:18 97:21 98:2 112:5 121:9 122:2 132:1 135:21 160:12 165:17 177:6 178:13 179:9 183:19 184:6 187:9 188:3 189:3, 17 mental 41:7 97:3 mentioned 107:3 111:4 129:7 156:9 161:3 162:19 163:3 184:15 merely 107:20 message 44:4 138:21 messages 138:14 182:9 messed 161:9 met 9:14 94:3 130:1 141:10 method 103:10 methods 121:21 metrics 24:18 41:21 106:12, 18 111:4, 16 | MICROSOFT 1:9 Midday 30:3 Middle 19:17 34:13, 19 132:15 165:21 179:21 midyear 112:3 million 27:13, 17, 18 Mills 11:3 mind 26:5 99:4 114:5 138:3 140:5 145:17 158:17 mindset 170:10 minimus 72:4 minor 148:11 minorities 28:19 minority 28:10, 14, 15 Minutes 3:5 9:13 10:4 22:17 42:9 169:11 185:17 miracle 32:9 misbehaviors 113:11 misdescribing 109:13 missed 38:2 49:9 141:5 missing 130:18 148:2, 5 149:20 178:7 mission 43:6 misunderstandin g 122:10 misunderstood 143:6 mitigate 85:9 87:4 mixed 138:14 Moalie 2:5 model 90:21 107:21 modification 59:1 modify 101:14 163:1 | moment 6:8, 12 120:20 143:20 151:2 moments 132:2 156:11 money 49:16, 21 50:4 61:1 monitor 88:2 89:16 124:9 125:10, 19 126:1 127:6 131:16 134:1 135:12 170:19 171:16 monitoring 88:5 89:19 90:13, 16 91:14 month 45:10 72:20 monthly 88:17, 21 92:11 95:15 96:8 months 36:16 38:1, 11 45:13 190:20 mortar 191:12 Mosley 3:15 26:11, 12 Moss 10:21 mothers 38:16 motion 8:4 12:7 13:12 18:1 19:12 20:11 63:4, 10, 14 65:15 66:1, 4 67:17 68:18 69:3, 8, 14 71:12, 13, 17, 19 73:3, 7 74:10 76:11 178:14, 20 179:14 180:6, 20 181:12, 15, 19 182:4, 15, 21 183:1 185:4 187:3, 9 MOU 24:16 41:20 move 34:21 52:6 61:20 | 65:14 101:8 109:6 132:3 135:12 190:20 191:6 moved 12:9 18:3 20:14 35:4 63:7 164:10 moving 35:3 64:19 72:6 76:11 111:5 126:8 143:2 191:17 MSDE 91:3 94:20 96:11 97:11 106:5 111:13 125:18 128:9 MSDE's 90:1 MTSS 86:15 101:4 muddiness 184:19 Muhammad 3:17 31:3 Muhumuza 2:14 12:21 13:1 18:18, 19 21:7, 8 70:17, 18 75:15, 16 132:12, 14 179:13 180:15, 17 181:5, 11, 17 182:20 multifaceted 91:1 multiple 55:10 89:10 91:4 93:9 125:9 130:10, 19 159:12 multitiered 86:15 94:1 100:4, 6, 18 120:17 Murray 132:10 Muslim 32:13 mute 46:13 muted 114:15 |
|---|--|--|--|--|

| | | | | |
|--|--|--|---|--|
| 179:5 myriad 83:9 < N > NAACP 3:15 26:15, 18 27:19 28:2, 19 name 8:3 98:4 name's 43:11 nation 32:7 174:4 National 15:11 31:20 32:2 83:6 167:11, 12 nationwide 31:18 naturally 105:13 122:11 nature 172:8 navigate 32:21 navigating 16:6 96:6 137:6 near 172:1 nearly 157:11 necessarily 170:11 necessary 79:2 188:18 191:6 need 8:16 25:1 37:20 40:7, 13 42:6 47:16 48:13 51:4 56:17 57:10, 12, 14, 17 58:3 60:3 64:21 66:14 67:7 100:13 102:18 108:6 111:1 112:15 113:14 114:21 116:13 132:21 141:1 158:12 160:9 161:4 162:2 174:10 176:9 178:8 182:4 187:11, 12 188:16 needed 20:16 52:3 162:4 | needs 24:20 29:10 30:1 41:4 50:4 94:3 116:21 126:6, 19 159:18 170:15, 20 negative 27:15 negatively 27:3 37:17 131:11 negotiations 10:3, 4 network 112:13 never 64:7 66:12 108:9, 13 143:19 Nevertheless 145:21 New 3:8, 11, 12 4:13, 14 9:7 11:19 20:1 61:17, 20 64:3 65:7 78:12 79:2 99:5 100:2, 5 103:20 104:3, 5 106:5 115:9 121:21 180:21 190:8 Nieves 117:5 120:16, 18 132:12 nightmare 32:20 nine 10:2 51:12 Noble 11:10, 11 32:10 nonfiction 163:15 non-special 91:15 Nora 132:9 normal 137:5, 9 146:13, 14 162:12 166:16 169:18 normally 16:9 62:20 160:16 northeast 40:16 northeastern | 40:19 notarial 193:12 Notary 193:4 note 78:11 122:18 164:6, 14 noticed 98:9 notification 47:21 notified 141:6, 9 NOVEMBER 1:11 6:6 8:21 31:15, 18 32:2 76:18 nuances 147:8 nullify 180:20 181:21 number 8:17 22:15 45:20 56:10, 18 58:16, 20 59:10 68:3 82:15 83:5, 21 95:2, 11, 14 107:8 110:15 112:20 131:2 133:14, 16 134:6 136:1 138:12 numbers 36:19 38:3 45:1 60:1 numerous 15:17 17:2 Nussbaum 15:20 16:14, 18 17:4 nutrition 113:10 Nya 10:19 < O > object 67:5 observations 130:13 observe 23:10 32:18 165:7 observers 23:9 observing 107:15 174:18 obstacles 80:7 obstructed 136:7 | obtain 10:1 133:14 obviously 63:16 occurring 65:5 132:7 October 6:20 76:21 168:20 offer 32:14 53:16 127:4 128:18 159:17 164:16 offering 43:4 52:14 57:18 165:8 offerings 109:4 Offerman 2:10 12:10, 19, 20 18:6, 16, 17 20:14, 16 21:5, 6 63:7, 13, 15 70:15, 16 75:13, 14 offers 52:17 53:14 office 11:14 79:10 85:14, 18 91:19 95:18 96:15 97:2 100:16 104:1 105:12, 16 108:21 117:3 126:3, 20 129:13 132:10 137:13 138:15 140:21 161:4 175:15 188:4, 10, 21 189:3 191:4, 9 officer 14:6 81:5 92:6 96:2, 7 officers 9:7 92:4 offices 6:15 91:5 92:15 102:14 123:6 125:8 128:2 163:21 officially 66:12 | officials 9:19 28:3 oh 69:15 149:1, 13 Ohio 167:11 Okay 10:14 29:9 33:17 36:9 39:9 49:14 54:14 60:16, 19 63:9 73:4, 6 74:4, 13 75:2 80:13 110:13 111:3, 14, 19 112:6 121:17 134:9 138:18 139:5 156:16 177:3 181:5 187:14 old 124:4 Once 24:2 45:20 78:4 121:9, 16 152:1 189:11 ones 152:17 ongoing 92:8 94:21 95:19 96:7 99:12 165:5 open 7:13, 14 9:14 22:11 41:20 74:20 145:5 184:8 189:6 191:19 opened 41:15 opening 48:1 operate 40:10 operating 16:21 65:1 146:12 160:13 operational 122:14, 19 operations 179:16 opinion 77:12, 14, 15 opinions 16:21 opportunities 22:2 69:12 130:10, 19 156:3 162:3 |
|--|--|--|---|--|

| | | | | |
|--|--|---|--|---|
| opportunity 7:10 32:18 34:4 38:2 39:12 44:6 46:6 112:12 115:1 130:18 151:1 160:14 166:13, 17 180:2 189:16 | overwhelmed 148:17 overwhelming 40:6 Owen 17:10 Owings 11:3 ownership 51:8 < P > p.m 22:13 pacing 126:2 128:13, 21 129:5 155:10 package 54:18 packet 62:9 page 11:7 123:5 paid 56:16 PAL 4:15 62:1 66:19 73:15 74:7, 8 pandemic 16:7, 8 25:11, 20 40:15 43:18 137:7 164:17 166:1, 20 176:3, 11 179:21 191:10 Panel 3:9 13:16, 17, 18 14:2, 10, 11, 12, 13 15:3, 5, 15 16:15, 16, 19 17:2, 4, 9 panel's 14:3 16:20 paper 119:12 paperwork 104:18 paragraph 180:10 paramount 35:16 paraphrase 26:1 PARCC 125:18 parcel 37:9 Pardo 62:13 parent 34:5 39:12 46:2 | 47:16 139:9 141:18 142:20 157:18 158:1, 16 171:9 172:4 parents 29:10 30:16 34:21 35:2 38:17 39:13 40:5 42:6 45:17 47:17, 20 50:17 51:2 52:15, 18, 19, 21 54:5 136:13 137:10 138:5, 8 139:6, 18 140:3, 17, 20 143:3 157:4 159:10, 11 160:5 166:12 172:6, 9 173:3, 7 177:13 179:11 Paris 31:16 Parks 66:6, 21 68:12 Parkville 10:21 113:3 part 37:9 49:10 54:17 78:10 86:18 88:9 89:5 107:11, 14 111:9 115:5, 6 116:21 117:6 120:16 138:3 141:6 142:11 145:16, 20 146:17 147:9 150:16 152:18 154:11 158:15 159:20 161:21 162:11, 14 163:5 186:1, 4, 5 partial 122:9 participant 182:10 participants 31:8 | participate 7:10 57:17 154:15 participates 96:7 participating 7:7 particular 81:16 125:12 186:10 particularly 98:15 171:10 parties 193:10 partners 112:14 partnerships 97:3 176:8 parts 154:10 party 62:15 73:19, 21 74:1 pass 73:4 78:16 143:12 168:21 169:1, 4 passes 166:20 passing 133:15 Pasteur 2:11 12:18 18:14, 15 21:3, 4 70:13, 14 71:15, 16, 21 75:11, 12 119:6, 8 136:2, 4 137:3 138:2, 18, 19 139:5, 12 140:13, 18 141:3, 20 143:3 171:5, 6 173:10, 11, 17, 21 185:18, 19 190:16, 17 192:5 Pathway 93:2, 5 109:6 patience 49:4 pattern 92:11 patterns 126:19, 21 161:4 163:6 Paul 1:21 193:4, 16 pay 56:7, 17 57:19 | paying 52:20 53:2 57:12 59:14 136:8 pays 53:14 PE 55:3, 4 peace 31:5 penny 47:12 people 8:10, 14 15:10, 11 38:17 46:13 53:21 60:18 68:4 102:17 107:14 122:6 136:1, 15 141:17 146:21 147:10 153:14 157:12 160:9, 18 171:7 188:6, 7, 9, 12, 15 189:10, 13 190:3 percent 28:15 45:8 157:3 161:7, 10 164:7 168:2 percentage 164:3 percentages 168:9, 10 perceptions 84:18 perfect 162:18 perfectly 159:4 perform 58:6 performance 9:18 133:9 154:14 168:13 177:9 performances 123:16 period 27:2 96:4 130:8 153:21 155:8 156:12 158:5, 21 168:1, 15 periods 135:13 permanent 152:19 permissible 146:20 |
|--|--|---|--|---|

| | | | | |
|---|--|---|--|--|
| permission 187:6 | pivot 161:20 184:13 | 19 94:18 97:18, 21 109:14 | 185:3, 7, 8, 12, 16, 19 186:10, 15, 16 | 120:12, 15 121:3 177:20 |
| Perry 10:20 | place 24:19 41:1, 18 165:11 | 112:10 122:17 123:18 143:14 | political 25:18 | prayer 25:8 |
| person 30:9 44:14 59:18, 20 93:19 | 181:19 191:15 | 157:13 178:18 191:7 | politics 51:21 | precedent 181:7 |
| personal 23:7 84:12 | placement 104:9 | pleased 78:3 | poll 188:3 | predominantly 119:16 |
| personally 35:4 | places 40:14 | pleasure 109:18 117:9 | pool 53:21 | preferred 41:10 153:13 |
| Personnel 3:8 9:20 11:20 12:4, 7 55:18 85:8 86:21 92:3 113:1 | plan 30:5 37:7 44:8, 10 82:4, 8, 9, 14, 15, 16, 18, 21 83:3, 4, 5, 8, 13, 15, 21 84:3 85:3, 4 88:10 89:5, 6 90:5 93:6 94:20 99:19 102:12 103:3, 15, 17 104:11 105:2, 19 115:21 116:6, 17 117:7, 15, 19 119:12 120:12 151:21 162:15 | Pledge 3:3 6:7, 11 58:20 59:2 | poor 29:16 | pre-K 40:3 |
| persons 59:20 | planned 161:6 | Plymouth 31:12 | poorly 56:15 | premium 128:11 |
| perspective 105:3, 18 179:9, 10, 11 | planning 16:11 86:18 126:15 171:1 | point 27:6 38:8 60:20 79:14 83:1 105:6 136:17 139:12 144:6, 16, 21 150:10, 19 151:16 153:1 155:1, 21 159:10 160:6 168:18 169:5, 11 170:8, 12 171:20 173:5, 8, 21 176:6 180:9 186:4 190:3 | populations 28:12 84:18 119:19 | prepare 43:7 |
| perspectives 82:13 | plans 82:2, 6, 11 89:8 92:17 99:4 101:1, 14 102:8, 16, 19, 21 103:1 104:17 105:8 106:9, 11, 16 107:17, 19 108:4 110:4, 8, 17, 20 116:3 | points 167:6 | portion 22:9 50:11 60:14 61:15 106:6 123:5 | prepared 120:20 169:21 |
| pertain 67:12 | play 53:19 | Policies 3:12 20:2, 6, 8 49:1, 13 52:7, 10 57:3 58:12 84:8 89:14 90:11 95:6 | portions 7:13, 15 99:19 | preparing 185:14 |
| petition 59:21 60:2 | PLCs 92:11 174:21 | Policy 4:4, 7, 10 13:16, 18 20:3, 6, 7, 8, 12 22:19 52:13, 17 53:5 54:10, 20 55:6, 16, 18, 21 56:2, 5 57:2, 5, 7, 8 58:11 60:13 61:2 177:7 178:15 179:1, 17, 19, 20 180:9, 11, 13, 20 181:2, 13, 16, 18, 20 182:3, 12, 14, 16 183:6, 7, 10, 12, 14 184:1, 3, 5, 12, 18, 20 | position 135:11 | prescriptive 170:7 |
| Pharoan 4:3, 5, 8, 11 46:14, 15, 16 48:20, 21 49:6, 8, 9, 14 52:6, 8, 12, 13 55:19, 20 58:13, 14 | please 12:13 17:4 18:9 20:19 25:14, 20 33:7 47:10 56:16 59:16 61:9 71:10, 16 75:4 77:6 82:5 83:21 85:21 86:16 87:13 88:8 89:4 90:3, | possibility 72:11, 12 | positive 86:2, 7 | presence 7:5 |
| phenomenon 114:19 | | possible 24:14 38:21 41:3 64:15 72:16 187:2 | possibly 135:9 | present 7:11 76:18 81:1 |
| philosophical 119:12 | | posted 77:4 | positioned 95:10 176:9 | presentation 13:15 42:12 61:7 81:18 82:1 97:20 102:6 104:13 110:2 115:14 119:9 135:16, 21 165:21 185:20 186:15 187:19 190:6, 10 |
| phone 22:11 60:1 | | pot 119:17 | potential 95:14 | presentations 61:4, 5 98:14 123:16 |
| phonics 163:12 | | potentially 161:8 | poverty 112:16 | presented 9:11 12:8 18:2 20:10 63:5 71:20 76:20 79:14 96:3 117:14 |
| phrase 38:10 | | powerless 45:18 | practice 22:15 43:1 124:8 128:12 135:4 143:7, 9 163:20 | presenting 49:10 117:12 118:9 119:1 |
| physical 7:5 55:14 | | | practices 15:8 22:19 82:20 83:1, 12 84:6 89:15, 17 90:11, 14 93:14 94:12, 16, 17 96:19 97:15 103:11 | president 14:14, 16 24:7 31:17, 19 32:1 56:13 62:12 |
| physically 7:11 32:18 | | | | pressure 148:19 |
| piece 99:7 129:20 130:21 140:5 154:21 | | | | pretrial 14:6 |
| pieces 100:2 120:2 | | | | |
| Piel 19:14, 20 | | | | |
| Pikesville 15:13 | | | | |

pretty 78:9
142:21
prevent 132:6
previous 42:13
57:9 66:11
110:14 145:20
Previously
19:17 34:18
110:16 125:18
primarily
105:16
primary 84:14
128:4 137:10
159:20 163:11
168:8, 15
principal
132:20 139:17
154:8 172:4
principals 96:3,
19 130:1
132:16 172:6
prior 22:12
134:18
prioritize
163:11
priority 128:8
privy 44:11
proactively
16:10
probably 35:17
159:14 172:19
problem 146:7
procedural 64:6
procedures
17:1 56:2 65:1
84:8 89:14, 17
90:11, 13 95:6
122:19 123:1
146:12 185:11
proceeding 29:8

PROCEEDINGS
6:1 193:11
process 16:11
26:20 27:3
64:3, 6 65:7
86:19 92:7
108:15 115:7
116:2 123:10
124:2 133:20

137:14 138:17
145:1, 2, 21
148:8 177:11
186:9
processed 74:19
processes 23:4
65:1 90:2, 6, 18
processing
173:13
productive
60:15, 20 61:10
products 123:15
professional
86:6 88:21
95:19 96:8
99:8 107:4, 10,
20 109:2, 11
118:1 121:2
127:2 147:10
175:1
professionals
107:18 122:1
174:15
proficiency
85:8, 16 92:6
108:17 170:16,
21
program 52:11
104:1
programmed
166:11
programming
96:10
programs
22:19 88:12
89:3
progress
101:18, 21
106:11 124:10
125:10, 20
127:6 130:11
131:16 148:10
150:8 159:8
168:5 170:19
177:12, 19
progressing
157:1 158:17
159:7 168:4
project 73:20

74:2 143:8
projections 25:7
projects 130:14
prolific 15:16
promising 94:16
promotion 9:17
proper 22:21
properly 178:12
properties
53:16 65:17
property 73:16
74:9
proportion
116:9
propose 50:6
73:1
proposed 20:5
49:19 52:9
59:12
protect 32:16
protections
40:21
protects 59:8
provide 24:13
29:20 34:15
47:15 48:10
57:15, 21 58:4
77:3 86:1
88:17, 20 89:13,
19 92:1 96:18
97:4 99:8, 12
105:21 111:1, 8,
11 120:19
122:15 123:21
124:12 126:15
134:20 141:13
156:6, 11
167:18 175:11
176:10 184:3
provided 16:10,
18 23:20 54:17
59:20 61:4
69:11 77:11
116:18 122:16,
21 123:3 135:7
176:2
provides 22:3
92:7 94:20
95:5, 9, 19
133:10

providing
29:17 44:6
86:5, 13 90:10,
15 92:8 96:5
107:4, 20 123:7
135:7 160:9
174:16, 18
177:10 185:13
PUBLIC 1:7
3:13 4:4, 7, 10
6:9, 15, 16 7:12
16:9 22:2, 9, 11,
18 23:2, 15
24:5 29:6, 8, 21
34:9 35:7
43:13 46:1
48:17 49:1, 12,
17 50:3, 5, 20
51:6 52:6, 16
53:9, 18 59:15,
18 60:14 61:15
79:20 81:13, 19
93:6, 17 94:9
104:7 110:7
113:2 123:2
190:9 193:4
publications
95:2
published 11:6
83:8 104:2
pulled 116:5
pulling 158:11
pupil 92:2
113:1
purpose 81:17
124:13 170:5
183:1
purposes 125:9
127:2 153:18
170:6, 21
pursuant 7:14
9:14
purview 22:20
pushback 42:3
pushing 25:14
put 30:19
68:21 74:16
147:20 168:10
174:19 184:1

putting 38:14

< Q >
qualifications
56:11, 17
qualified 41:13
qualitative
157:19 159:14,
16
quality 34:20
35:9, 11, 14
43:3 56:6 58:7
158:13
quarter 24:10
32:14 42:16
121:20 128:13
141:9, 10, 15
145:17 146:8
151:9, 14
152:13 153:9
154:2 155:2
156:7, 18 160:4
161:19 162:1, 5,
9, 10, 11 170:13,
20
quarterly
188:14 189:8
quarters 146:9
question 30:4
63:8 64:7 99:3,
14 102:20
104:14 106:4
107:6, 13
108:15 110:3
112:7 120:14
136:10, 21
137:1 140:15,
16 141:4, 16
143:12 145:6,
12 147:13
151:7 153:1
163:5 167:17
172:2, 17, 18
174:6 176:12
181:8 183:4
questions 34:16
35:8, 17 54:15
79:16 80:1
97:17 98:1
102:6 107:6

| | | | | |
|--|---|--|--|--|
| 112:6 121:8 122:3, 12 135:18 144:10, 14 152:12 166:1 172:14 174:14 175:5, 12, 21 176:4 186:2 191:17 quick 72:2 115:13 quickly 38:21 114:20 161:20 179:15 quite 102:7 121:2 143:19 152:21 181:12 185:2 quizzes 130:15 quote 44:6 103:5 quote-unquote 78:15 < R > racial 86:12 Racquel 81:7 Rai 10:20 raining 28:6 rainy 28:5 raise 43:6 97:21 raised 175:4 176:12 raising 185:13 ramifications 26:21 ramping 56:16 Randallstown 26:14 random 116:5 range 157:17 158:17 167:16 rate 94:13 rated 34:12 rates 41:2 85:9 87:4, 18 rating 183:8 ratings 34:8 35:2, 13 | Raven 11:4 Ray 3:15 26:11 reach 8:12, 18 108:20 140:12 158:18, 19 read 59:1 170:17 177:7 reader 20:6 52:7 reading 190:21 reads 59:10 94:8 ready 33:19 137:13 138:16 140:21 144:6 146:11, 15 real 136:15 141:21 142:1 179:15 191:18 realities 119:13 really 11:7 38:1, 20 48:9 51:18 52:3 53:8 72:8 99:6 100:5, 10, 16 101:15 102:18 103:5, 14, 18 104:10, 21 105:2, 9, 13, 14, 17 109:5 110:2 112:15 113:5, 17 114:20 115:13 116:16, 17 118:12, 14 120:5 121:20 127:16 128:14, 16 132:21 134:11 136:12 139:13, 16 141:9, 15 142:3, 18 143:4, 16, 19 148:8 149:6, 8 151:1 153:5, 10 157:18 159:7 161:8 162:5 164:21 165:10 166:18 167:16 170:13, 14 173:4 181:21 182:3 184:9 | 187:21 188:11 190:12 realtime 96:18 Realtors 14:15, 17 reason 41:15 60:13 67:8 160:20 161:3 reasoning 178:11 reasons 9:15 31:9 32:4 recall 106:6 116:15 receive 11:8 22:4 27:4 46:4 116:2 190:6 received 25:12 77:16 79:7 122:3 receiving 105:1, 15 113:10 recite 6:7 Recognition 3:6, 9 10:9 12:5 recognize 15:20 35:16 51:1 108:11 146:10 148:9 recognizing 24:21 136:5 137:5 168:19 recommend 62:19 108:20 recommendation 20:12, 17 53:13 64:12 131:17 156:8 recommendation s 20:9 recommended 131:13 reconsider 175:13 record 145:18 Recording 5:5 177:20 193:7 | recover 178:8 recovery 46:3 Recreation 15:13 68:12, 13 Recs 66:6, 20 recursive 126:10 Red 190:7 Redfield 40:8 reduce 95:11 reducing 94:12 95:14 reduction 27:10 89:11 101:21 redundancy 102:17 redundant 182:15, 20 186:12 reentry 56:3 refer 22:7 77:11 124:5 reference 34:16 150:5 164:7 referenced 124:18 154:11 164:4 183:6 referencing 130:5 154:7, 19 164:10 referrals 95:12 referred 82:11 88:19 89:8, 21 refined 91:3 reflect 28:16 152:2 reflected 35:1 84:11 114:9 reflecting 179:11 reflective 130:8 184:7 reform 103:5 refuse 73:14, 15 regard 96:21 160:16 162:5 regarding 16:6 36:16 55:15 57:8 60:10 | 61:2 68:19 98:14 113:20 122:14 regardless 101:6, 7 102:10 registered 22:10 24:4 52:9 Registration 22:11 regular 29:6, 8 42:8 58:18 155:4, 5 189:5 regularly 22:16 74:17 regulation 103:8 regulations 103:20 104:4, 5 reimagining 165:12, 14 reinforce 182:21 184:9 Reisterstown 34:6, 8, 18 reiterate 174:20 182:2 reiterating 180:19 relate 10:4 23:2 65:9 related 7:1 23:15 29:17 34:7 89:17 90:6, 14 94:12 105:3 123:21 179:7 relates 93:1 relation 148:13 relationships 117:21 relative 163:16 relaxation 8:9 released 40:2, 16 relevant 139:4 reliance 84:13 relief 57:15 relieved 33:5 |
|--|---|--|--|--|

| | | | | |
|--|---|---|---|--|
| remain 115:1, 2 137:8 | 135:6 151:3, 5, 17 159:20 | respect 36:19 92:18 | 133:16 185:7, 16 | rolled 25:2 |
| remained 45:5 | 174:17 175:4 | respectfully 52:2 | reviewing 16:21 96:12 | room 45:15 |
| remaining 135:13 | 176:1 177:12 | respond 122:11 144:9 151:12 | revise 89:7 | Roosevelt 32:1 |
| remarks 23:7, 11 | 185:10 | 164:18 173:18, 20 | revised 90:1, 18 97:8 | root 84:4, 10 85:1 86:19 |
| remember 128:14 153:19 168:7 | reports 97:12 106:8 111:5, 10, 17 | responded 188:6 | revising 96:16 154:17 161:18 | 87:9, 11 91:16, 18 92:13 112:8 113:12, 17 |
| remind 23:6 56:12 134:16 189:16 | representation 46:2, 7 | responding 35:16 173:20 189:19 | revision 89:20 90:17 127:1 | 114:6, 8, 10, 14 115:6 117:18 149:8, 9 |
| reminder 135:8 | represented 44:4 | response 46:4 82:16, 19 83:6 88:12 129:14 154:13, 20 169:7 | rich 52:19 | Ross 14:10 |
| REMOTE 1:8 54:19 96:6 | representing 30:4 43:16 | responses 86:4 95:4 | Ridge 10:20 | Rowe 2:12 13:9, 10 19:7, 8 21:17, 18 65:13, 14 66:3, 5 69:2, 4 71:6, 7 73:8, 10 74:4, 12 76:4, 5 98:6, 7, 8 99:2, 16 100:6, 19 101:15 102:3 119:5, 7 120:7, 8, 15 121:4, 6 136:3 143:14, 15 144:3, 5, 11 145:12 147:6 149:1 180:15 182:7, 12, 19 187:17, 18 189:15 190:5, 12 192:2 |
| remotely 7:4, 8, 12 78:10, 20 | represents 90:20 | responsibility 188:21 | right 29:5 36:19 38:7 58:4 60:12 73:3 100:6 106:20 109:15, 16 111:14 112:4 116:19 122:4 137:4, 16 142:5 147:6 148:15 149:12, 18 150:3 155:14 157:10, 17, 20 160:1 161:20 182:18 185:5 186:19 | Roxanne 112:21 |
| removal 9:18 85:9 87:4 | request 46:5 52:2 59:18 64:11 | responsibly 40:12 | rigorous 177:9 | Rule 122:20 |
| removing 25:13 | requested 62:16 94:10 | responsive 96:9 126:8, 15 153:15 171:1 | ringer 36:15 | rules 56:2 103:20 104:3, 5 160:13 161:12 |
| Renard 121:18 | requests 46:5 141:14 | rest 164:9 | rise 6:6 | run 173:17 190:8 |
| renegotiate 41:20 | require 37:7 | restore 35:11 | rising 45:5 | Russell 2:7 |
| renegotiated 42:2 | required 62:14 77:21 100:1 102:21 111:16 169:2, 4 | Restoring 35:13 | risk 41:7 53:19 | Russia 59:9 |
| reopen 37:11 43:12 46:1 | research 40:18 125:14 165:5 | result 7:17 162:2 163:9 | Roberts 81:9 90:20 93:4 105:20 120:21 | Ruxton 10:21 |
| reopening 25:14, 17 30:5, 16 42:5, 7, 10 44:8 | residents 51:13 59:21 | resulting 89:11 90:7 | Robert's 160:13 | |
| repeat 56:14 71:16 | resignation 9:18 | Retirements 12:4 | robust 113:10 | < S > |
| replacing 17:11, 12 | resignations 12:5 | return 41:11 42:8 44:7 | Rod 67:19 | sadly 25:7 |
| Report 3:12 4:16, 17, 18 10:16 20:2, 4 45:8 76:13, 14, 19 77:10 80:19 81:1 95:15, 17 98:9 111:12 112:2 150:20 157:6 | resolution 6:19 23:4 | returned 162:20 | Rodney 2:9 | safe 25:11 26:16 40:21 41:10, 12 48:15 93:7, 11 118:13 122:6 |
| reporting 45:2 77:19 88:6 97:11 111:12, 15 123:1, 4 130:6 131:11 | resource 95:5 resources 8:13 28:9 78:21 91:6 93:13 101:5, 9 108:8, 9, 13 | revealing 44:12 revenue 27:15 Review 3:9 13:16, 17 15:15 16:15, 16 20:3, 12 82:2 94:15 96:10 132:7 | role 74:18 107:3 122:12 144:8 183:11 | |

| | | | | |
|---|--|--|---|--|
| safely 37:21 40:11 | 30:20, 21 34:13, 17, 19 37:16, 17 | Schoolology 47:20 109:3, 11 | Scott 2:13 13:7, 8 19:5, 6 | seeing 119:15 120:5 159:13 |
| safest 40:14 | 38:20 39:19 | Schools 6:15 14:6 25:6 | 21:15, 16 71:4, 5 76:2, 3 | 169:6 |
| safety 6:17 25:16 84:9 97:16 100:16 105:17 117:4 | 41:6, 11, 12 42:9 45:4, 7, 8 46:2 47:19 48:11 51:10, 16 53:13, 18 54:5, 17 55:2, 5, 14 65:5, 10, 17, 19 66:7, 20 67:3 73:16 74:9 77:15 79:3 82:19 86:5, 18 87:3 88:5 91:11, 19 93:18, 19 94:4, 7, 20 95:3, 18, 20 96:15, 16, 18 97:16 98:17 100:16 103:10, 11 104:18 105:11, 16 107:7, 9, 19 113:3, 18 116:5 117:4 118:2, 6, 17 121:1, 3 122:13 124:8 126:3, 4 132:15 133:13 135:14 137:5 139:3 141:21 147:2 149:2 152:18 155:5 158:21 162:12, 20 166:3, 10 168:7 175:7, 8, 15, 16 177:15 180:21 181:4 183:6 190:8 | Schoology 47:20 109:3, 11 | screen 45:15 82:15 | seeking 44:4 108:8 |
| sample 134:19 | | School's 34:14 | Scriven 10:11, 12 | seen 64:7 73:5 80:5 167:12 |
| samples 157:20 158:4 | | science 37:19 | seal 193:12 | SEL 88:20 |
| Samuel 14:2 16:16 | | scientists 41:9 | searching 110:5 | selected 23:17 154:12, 20 |
| Saroff 3:16 29:2, 4, 9 147:3 | | scope 35:17 124:7 128:5 129:1, 13 155:3 | seasoned 30:6 | selling 26:1 |
| Sarris 10:11, 12, 14 11:12, 14 76:15, 16 79:12 80:4, 10, 14, 17 | | score 127:4 139:15 149:19, 21 | seat 42:6 | send 39:19 60:12 172:15 |
| satisfied 63:15 188:9 | | scored 124:6 131:18 | Second 12:10 18:5, 6 20:16 24:10 40:3 63:10, 11 65:21 66:2 80:4 83:4 85:16 88:9 99:6 106:3 133:6 146:17 151:6 165:18 178:17 179:2, 3 187:3, 6 | seniors 144:16 145:15, 19 146:5 |
| saw 139:21 171:20 | | scores 124:9 159:13 163:16 | seconded 69:20 179:4 | sense 64:4 143:8 |
| saying 40:17 41:9 54:2 98:12 101:1 138:13 141:20 148:7 | | scoring 136:16 138:8 | seconding 8:4 | sent 45:21 188:2 |
| says 43:20 56:1 58:17 59:17 78:6 158:11 182:16 | | | Secondly 68:7 | separate 150:18 |
| scenario 41:3 67:1 | | | seconds 143:10 | September 78:2 |
| schedule 29:19 72:13 | | | secure 53:1 62:5, 18 | sequence 124:7 128:5 129:1, 14 155:3 161:18 |
| scheduled 22:16 74:17 132:14 | | | security 84:10 | Sergio 113:2 |
| schedules 129:2 147:4 | | | see 39:16 44:3 47:18 61:8 65:13 67:8 68:19 75:1 80:1 82:14 83:4 85:12 87:16 96:20 101:18, 21 106:10 109:4 111:4 112:18 115:8, 10 118:16 120:1 148:11 158:2, 4, 7, 14 163:13, 16 166:2, 13, 17 180:3 182:21 187:20 190:9 191:8 | serious 74:5 seriously 173:14 |
| scheduling 132:17 | school-based 85:8, 14, 18 86:10, 20 87:8 88:10, 18 89:1, 2 91:12 92:8 97:14 115:16 137:12 | | | serve 13:20 125:8 127:10 |
| Schnitzer 15:4, 7, 15 | schoolhouses 138:6 | | | served 14:3, 17 15:4, 9, 21 16:14 19:18 |
| School 10:20, 21 11:1, 3, 4 17:6 19:17 22:20 25:14, 17 26:19, 21 27:4 28:14, 15, 17, 18 | schooling 36:16 | | | service 15:7 17:6 19:16 105:16 |

| | | | | |
|--|---|---|--|--|
| sets 83:15 181:7 setting 55:14 61:11 115:2 124:17 settings 68:10 seven 10:1 40:16 51:4 severely 28:1 Sexton 3:14 24:6, 8 shakes 120:5 shame 38:5 share 68:14 81:18 92:21 112:19 121:1 132:2 163:10 167:6 shared 30:11 57:10 65:18 66:6, 17, 21 67:3, 6, 10, 12 68:2 92:18 95:17 103:1 113:4 124:19 176:4 sharing 152:10 157:21 165:4 190:12 Sharon 3:16 29:1 147:2 Sharpless 3:18 33:11, 13, 18, 19, 21 34:1, 3 Shay 121:15, 19 124:12, 14, 15 131:21 135:18 149:20 150:1 151:12 152:6 153:15, 17 155:16, 19 157:15 159:1, 4 160:11 161:14 162:14, 16, 18 165:20 166:2, 8 167:17 169:19 170:3 171:2, 3 Shay's 139:12 Sherry 77:1 | shift 129:14 shined 27:9 shocked 39:16 shop 133:8 short 56:15 shortage 49:17 shorthanded 58:5 shout 47:4, 7 show 30:3 43:3 134:21 showing 50:5 shown 132:4 shows 31:1 shutdown 16:8 sign 53:17 54:2 63:1 64:14 65:15 66:10, 16 67:4, 8, 12 72:6, 10, 19 73:12, 14 signal 139:8 signatory 64:2 signature 62:7 65:8 signatures 60:1 signed 57:4 62:10 68:3 significant 79:9 89:16 90:12 116:20 119:19 152:15 significantly 155:7 signing 31:16 Silence 3:3 6:8, 12 silos 106:2 Simon 26:1 simply 35:6, 13 42:20 62:15, 17 64:13 135:7 181:1 sincere 25:8 single 38:16 47:12 48:11 67:9 158:20 singular 140:6 sir 10:13 SIS 97:7, 9 | SIT 94:5 172:16 sites 24:18 65:10 situation 48:7 54:21 118:7 166:4 situations 64:20 six 45:16 51:2 skills 100:11 126:9 128:9 163:12 slide 81:11 82:5 83:21 85:5, 20 86:16 87:13 88:8 89:4 90:2, 19 94:7, 18 97:18 112:7, 9 116:16 121:16 122:17 123:18 127:13 131:19 132:5 135:14 183:5 slides 107:3 113:4 slightly 82:13 small 44:6 119:19 126:16 140:1 smart 50:21 Smith 62:12 SMOB 132:11 smoothness 136:7 soccer 15:12, 13 social 88:18 Social- Emotional 91:20 92:2 93:21 solely 154:19 solicit 94:11 solid 191:13, 18 solidarity 44:5 solve 49:16 somebody 48:5 somewhat 145:1 soon 25:8 74:14 111:20 | sorry 33:10 49:1, 9 146:5 149:13 155:20 156:14 163:21 169:1 179:4 182:8, 10 sort 37:1, 8 38:7 134:1 sounding 139:7 143:11 160:4 172:20 178:10 sounds 168:2 sound-symbol 168:6 sources 159:12 span 96:5 sparked 103:5 Sparks 37:15 speak 8:18 22:14 24:2 26:19 34:4 39:12 46:9 57:4 63:13 66:4 67:16 69:3 98:5 115:11 120:20 136:1 160:14, 15, 18 179:14 186:13 speaker 22:17 23:13 24:6 26:11 29:1 31:3 33:9 35:21 43:10 46:12 49:12 57:9 speakers 22:16 23:10 24:3 48:18 112:20 speaking 8:5 29:3, 5 36:12, 14 68:18 114:5 142:19 171:8, 9 186:14 speaks 86:4 Special 3:6 10:8 13:14 17:20 19:15, 16, 19 28:11 29:10 30:1, 5, 14, 20 | 41:4 83:11 88:16, 17 91:14 98:14, 15 101:19 104:1, 9 105:1, 12, 15 specialist 17:19 19:14 88:2, 14 specialists 88:15 specific 9:21 22:21 23:14 71:10 83:16 88:6 90:9 91:10 95:9 106:12 148:4, 14 181:3 specifically 86:5 88:14 110:18, 20 123:12 124:2 133:1 155:9 163:17 183:13 spectators 54:6 spend 41:6 136:13 spending 47:12 spent 170:13, 20 Spinal 15:11 spoke 47:9 114:7 147:3 spoken 29:14 115:10, 11 119:7 141:17 sponsored 14:20 spread 116:10 spring 128:8 spring's 162:3 SS 193:2 staff 6:18 22:8 25:9 27:11 28:2 43:15, 16 44:5 51:2 84:8 85:14 86:6 88:10 89:1 92:9 93:18 97:15 107:4 108:15 115:15, 16 121:3 127:21 133:6, 7 166:14 179:20 |
|--|---|---|--|--|

| | | | | |
|-------------------------|-------------------------|------------------------|------------------|-------------------------|
| 186:6, 7 | State 34:7 | stress 24:21 | 29:12 30:1, 9, | studied 142:2 |
| staggering 45:7 | 50:8, 11 51:21 | 38:13 | 12, 15 34:5 | studies 43:3 |
| stake 37:13 | 62:14, 18 72:14 | stressed 53:4 | 35:15 39:13 | study 94:12 |
| stakeholder | 78:1 82:2, 17, | stressors 84:16 | 40:4, 15 41:16 | subgroups 97:1 |
| 24:2 46:3 | 20 98:3 102:12 | 114:12 | 42:8 43:2 44:7 | subject 7:8 |
| Stakeholders | 103:3, 7, 9 | striving 148:13 | 48:4 50:17 | 25:16 147:11 |
| 14:18 24:1 | 104:16 105:4 | strokes 163:9 | 51:8 52:18 | subjective 145:1 |
| 25:10, 16 37:5, | 106:16 108:4 | structure | 53:15 54:5 | subjects 61:5 |
| 13, 14 122:4 | 110:11 133:12 | 100:14 | 81:20 83:2, 7, | submit 23:18 |
| 144:9 | 168:20 169:6 | structured | 11, 13 84:19, 20 | 59:11 72:15 |
| stakes 125:17 | 179:12 182:2 | 100:3 | 85:10 86:21 | 106:16 110:10 |
| Stand 48:19 | 193:1, 5 | struggle 134:2 | 87:5, 19 88:4 | 139:21 144:18 |
| 96:20 138:16 | stated 40:9 | struggling | 89:10 91:15 | 151:21 152:1 |
| standard 35:15 | statement | 131:5 148:13 | 93:18 95:7 | submitted 78:1, |
| 64:21 126:11 | 40:17 43:6 | 167:14 | 97:1 100:12, 13 | 4 106:8 |
| 133:18 140:10, | 94:6 184:3, 7 | stuck 45:14 | 101:9, 19 | submitting |
| 12 146:12 | statements | Student 2:14 | 103:12, 13 | 148:19 154:17 |
| 158:10, 19 | 10:18 77:13, 19, | 3:7 10:9 20:6 | 104:21 105:15 | substitute 20:7 |
| 159:1 | 21 | 23:1, 14 52:11, | 109:7 112:15 | 55:19 56:4, 7 |
| standards 58:1 | states 40:16, 19 | 14, 16 81:15, 21 | 113:7, 9, 12 | 57:11, 18 58:2 |
| 78:12, 14, 16 | 43:18 53:19 | 83:17 85:11 | 116:9, 10, 14 | substitutes |
| 79:3, 4 125:11, | 59:3, 7 63:16 | 87:6 88:6, 13 | 118:2 122:1 | 55:21 56:5, 10, |
| 21 126:9, 20 | statewide 82:19 | 91:8 92:3, 5, 20 | 123:20 127:20 | 15, 17, 18 57:9 |
| 128:9, 10 | static 43:17 | 94:3, 14 95:1, 5 | 128:16, 20 | 58:9 |
| 130:12 131:16 | 136:7 161:1 | 96:2, 6, 9 97:6, | 129:17, 21 | subtractions |
| 148:12, 14 | stating 183:11 | 7 101:7 103:18 | 130:3, 10, 19 | 9:2, 10 |
| 150:9 159:6 | status 53:3 | 104:9 112:13 | 131:2, 4 132:13, | succeeding |
| 161:1, 2, 15, 16 | statutes 53:7 | 114:17 118:2, | 18 133:1, 5, 15 | 145:10 |
| 162:6, 10, 13, 21 | stay 48:15 | 17 124:9 | 134:6, 9 136:8 | Succeeds 103:18 |
| 163:4, 15, 19 | 152:5 | 125:10, 20 | 139:14 140:4 | success 15:1 |
| 177:10 178:2, 8 | step 66:15 | 126:5 127:6, 11 | 145:4, 9, 10, 15 | 27:7 28:9 32:9 |
| standing 33:19 | 180:3 | 129:10 132:12 | 147:20 148:11, | 94:17 106:10, |
| 34:1 61:9 | steps 85:5, 6 | 133:12, 19 | 12, 17, 18 | 18 118:15, 16 |
| stands 9:11 | 92:12 132:3, 4 | 134:14 140:10 | 150:20 151:1 | 134:1, 14 140:7 |
| 53:10 140:21 | 135:11 175:18 | 147:15, 19 | 152:15 154:15 | successful |
| Star 34:8 35:1, | stifling 44:16 | 148:2, 9, 21 | 156:5 158:12 | 101:19 163:14 |
| 13 | store 11:9 | 149:2, 9, 11 | 161:9 163:14, | succumbed |
| staring 45:15 | straight 142:1 | 151:8, 9, 11, 16, | 20 164:2 | 45:10 |
| stars 34:12, 13, | strain 78:21 | 18 157:2, 21 | 167:13 169:16 | suffers 45:19 |
| 14, 15 171:21 | strategic 93:6 | 158:9, 14 | 174:8, 10 | sufficient |
| start 37:2 | strategies 86:3, | 159:17, 18 | 175:21 177:10, | 113:10 |
| 52:10 98:12 | 7 87:2, 10 | 168:3 175:3 | 13 178:5, 6, 12 | sugar 114:17 |
| 101:2, 9, 11 | 88:12 89:4 | 177:12, 19, 21 | 179:11 185:13 | suggest 160:2, 8 |
| 134:18 187:16 | 91:10, 18 93:9, | student- | 191:5, 12 | suggestion |
| started 8:6 | 11 101:5 | centered 84:12 | student's | 30:13 47:15 |
| 45:2 54:19 | strategy 93:12, | students 6:17 | 114:21 124:11 | suggestions |
| 114:6 118:19 | 16, 20 | 10:17, 19 11:15, | 130:7 131:8, 10, | 48:8 190:18 |
| 135:5 158:20 | strengthen | 18 24:12, 15, 20 | 11 135:1 140:7 | suicide 45:6, 9 |
| starting 136:2 | 50:19 | 25:3, 6, 9 26:8 | 149:16 | |
| | strengths 126:6 | 27:12 28:10 | | |

| | | | | |
|---|--|--|---|---|
| <p>Summary 3:5 10:5 61:7 79:18 summative 125:1 127:10 summatively 125:4 summer 41:17 128:2 162:20 summit 30:14 Sumner 35:21 Sunder 3:19 33:9 36:1, 4, 6, 7, 8, 10 Sunder's 36:7 superintendent 7:3 12:2 22:7 31:6 40:1 56:1 59:11 62:10 81:6, 8, 9 94:9 180:11 182:13 186:8 superintendents 80:21 Superintendent's 14:18 95:18 122:20 180:12 supervisors 85:14 supplemented 60:4 support 8:15, 19 17:2 24:12 27:11 58:8 69:14 86:16 87:21 88:7 89:12, 14 90:9, 10, 21 91:11 92:7 94:21 97:4 99:9, 12 100:4, 7, 10, 14, 18 101:14 111:1, 2 112:13, 16 117:3, 6 120:17 128:3 134:12 137:14 138:16 140:11, 21 153:8</p> | <p>170:10 174:7 178:15 supported 114:20 supporting 16:20 69:7 174:18 179:18 180:5 supportive 93:7, 12, 19 118:13 124:1 supports 86:2 94:2 97:14 101:5 106:1 116:18 120:2 supposed 29:5 61:7 164:8 sure 11:10 25:2, 15 36:17 37:20 38:12 44:17 47:11 60:18 77:18 120:17 138:4, 12 144:19 150:1 154:7 155:16 159:2 167:7 170:3 174:9 181:12 185:2 188:8 191:5, 11, 18 surface 149:4 surprised 68:2, 5 survey 40:2 suspended 87:20 suspension 84:14 85:19 86:11 87:18 91:13 94:13 95:15 97:10 suspensions 89:12 94:6 95:14, 16 96:21 97:8 102:1 swimming 53:21 switch 155:17 Switching</p> | <p>156:20 symptoms 45:3 system 17:7 22:20 26:21 27:4, 8 28:15 30:21 47:14, 17 48:3, 11 51:11, 20 53:14 65:5, 19 66:7 67:3 72:11 77:15 79:3 84:4 85:1 86:15 94:1, 20 95:16 97:7 98:17 100:7 104:19 110:19 113:18 114:7 118:10, 20 120:2, 17 122:13 125:19 126:5 166:6 177:15 180:21 181:4 183:7 systemic 97:13 systems 51:17 82:20 100:4, 18 180:3 system's 82:4 < T > TABCO 3:14 24:7, 15 52:1 table 30:4 42:7 tackle 105:7 tailored 86:13 take 8:14 37:4 66:15 70:1, 4 99:14 108:16 132:2 139:14 142:14 154:13 169:3 187:4 189:16 191:19 Taken 4:13 8:2 35:10 61:17, 18 181:3, 15 183:21 takes 104:21 105:2 talent 59:7 talented 11:18</p> | <p>talk 100:4, 9 110:19 124:19 125:4 148:4 164:19 165:12 167:7 talked 110:14 113:6 117:21 127:16 128:19 155:20 185:21 talking 100:11 113:6 115:15 130:16 136:14 138:20 143:1 153:6 154:2 158:2 160:4 162:14 163:20 165:3 171:12 talks 130:6 tally 71:10 76:7 Tamelyn 112:21 targeted 83:13 100:3 111:2 task 143:6 tasked 81:13 tasks 131:2 taught 40:10 127:9 129:7, 11, 18 168:1 tax 49:19 50:9, 16 taxes 50:11 taxpayer 68:14 Taylor 3:21 39:6 43:10, 11 teach 30:9 167:19 teacher 19:16, 19 40:10 126:15 132:21 139:16 142:13 147:1, 2, 18 148:6, 16 149:3 150:6 151:19 157:21 158:8 171:9 teachers 20:8 27:11 28:1 30:6, 8 37:5 43:16 44:17</p> | <p>48:4 50:18 55:19 56:4, 7 57:11, 16 58:3, 6 88:19, 20 92:2 95:3, 13 99:9 100:11 107:5 109:3 116:12 123:11, 20 126:7 127:21 128:4, 15, 20 129:17, 21 130:14, 16 134:13, 16, 17 135:8 137:11 139:2 140:3, 20 141:5, 8 142:10 144:20 145:4, 7 147:7, 9 150:19 152:16 153:6, 20 156:5 159:17 161:6 163:21 164:4, 12 165:6 167:13 168:11 174:14, 15, 20 175:17 teacher's 147:13 teaching 121:21 124:2 140:11 165:3, 9, 13 team 30:16 43:14 89:17 90:6, 8, 14 94:7 95:18 100:15 109:19 117:4, 12 118:8, 11, 21 119:9 120:16 122:15 130:1 132:9 133:6 135:3 137:13 147:10 163:10 175:9 teammates 143:12 TEAMS 1:9 87:3, 8 89:6, 18 90:5, 15 91:16 94:5 123:12, 13</p> |
|---|--|--|---|---|

| | | | | |
|---|---|---|---|--|
| 124:8 126:3, 4 128:2 137:16 technical 49:4 89:13 90:10 118:6 technically 55:5 Technology 11:2 tell 30:10 143:20 192:3 ten 14:21 22:15 50:6 87:20 143:10 158:20 term 14:9 15:5 terms 77:13 98:10 112:16 162:13, 14 163:6 164:3 168:5 169:15, 18 179:17 180:18 184:1 185:13 test 170:17 testament 77:17 tests 130:16 142:3 143:17 169:4, 5 text 126:12 Thank 6:13 11:12, 13 12:11 17:12 18:4, 7 19:11 20:15 21:21 26:7, 9, 10 28:20, 21 29:7 31:1, 2 33:8, 12 35:19, 20 36:10 39:2, 7, 11 43:9 46:8, 11, 13, 18 48:15, 16 49:7, 14 52:3, 5 54:6, 8, 12 55:16, 17, 20 56:20 57:1 58:9, 10, 14 60:7, 8 61:13 63:2, 3, 12, 16, 17, 19 64:8, 17 65:12 66:3 67:15 68:16, 17 | 69:2, 4, 5, 6 70:2 71:21 74:13 75:2, 11 76:10 77:7 79:11, 12, 13 80:3, 5, 10, 13, 17, 18 81:11 82:6 84:1 87:14 88:9 93:4 97:17, 19 98:8 99:2 102:2, 5, 20 106:20 107:1, 12 108:14 109:7, 16 110:1, 13 112:4, 10, 11 114:16 115:8, 13, 20 117:8, 9, 12 118:8, 21 119:2, 4, 8, 9, 21 120:3, 6, 8 121:6, 7, 9, 11, 17 124:15 131:21 135:15, 19, 20 136:4 138:2 141:2 144:2, 4, 5 150:1 152:6, 7, 10 153:4 156:19 157:16 160:11 165:16, 19, 20 167:1 168:15, 17 169:9, 10 171:2, 6 173:9, 10, 15, 19 176:18, 19 177:3 179:6 182:6, 17 183:3 186:18, 20 187:1, 14, 15, 18 189:14, 15, 19 190:11, 17 191:20 192:5 thankful 33:2 36:13 thanks 14:1 17:5 32:9, 15 33:7 73:7 155:14 160:1 171:3 | Thanksgiving 8:7 26:7, 17 31:10, 14, 15, 19, 21 32:2, 15 46:9 47:3 48:14 thanksgivings 32:8 therapies 29:18 thing 44:16 60:17 66:13 74:5 78:11 108:19 136:15 138:5, 13 150:2, 19 155:19 164:16 187:20 things 36:18 37:2, 20 38:3, 6 50:1 55:11 61:1 73:6 87:12 98:9, 11, 13, 16, 19, 20 99:17, 19 100:1 101:17 111:5 120:9 128:4 134:5, 20, 21 136:5, 6 166:15 173:1 175:12 think 9:4 39:19 40:1 47:16 48:19 60:11, 13 61:2, 9 66:13, 14 78:6 99:3 100:1, 20 104:20 105:7, 19 112:9 113:14 115:4 116:12 124:20 138:19 139:1, 9 142:21 144:1 145:13 146:17 147:2, 18 148:5 149:20 150:11 154:6 159:4, 11, 19 165:13 169:10 170:8 171:13 174:13 177:4 179:6, 17 180:6 182:14 | 184:15 185:3, 5 186:5, 12, 16 187:2 thinking 119:17 186:15 third 62:15 73:19, 21 89:5 129:20 thought 51:15 143:5 173:12 176:21 thoughtfully 122:12 thoughts 45:6 166:21 three 22:13, 17 34:12, 15 37:15 38:1, 11 39:12 42:13 50:13 81:12 85:4 86:17 100:15 132:4, 13 134:10 135:11 141:18 144:13 180:10 191:1 three-minute 23:10 throated 173:2 Thursday 32:2 tied 142:11 tier 100:14, 15 101:11 tiered 88:11 89:3 100:10 tighten 27:20 tightening 27:21 tightly 127:8 time 8:8, 19 9:4 13:14 16:2 17:9 23:11 28:7 30:10 41:6 46:9 47:11 49:5 55:2, 6 60:7 61:1, 11 62:13 63:21 64:10 67:9 78:4 79:21 87:12 106:4 127:18 128:10 135:17 | 136:14 141:10 143:21 144:2 151:2, 15, 18 153:2 154:14, 16 156:5 159:9 165:7, 18 170:16 173:17 176:21 177:2, 4 timeline 64:4 timeliness 184:14 timely 74:19 131:5 timer 151:12 timers 124:4 times 56:14 58:7 66:18 98:15 137:6, 8 timing 111:21 143:17 153:13 tipping 27:5 tireless 16:17 tirelessly 13:21 Title 28:11 Today 43:14 49:18 109:9 148:16 190:6 today's 78:5 told 30:6 142:10 tomorrow 29:20 tone 23:12 Tonight 26:18 47:5 76:21 119:1 120:18 142:20 147:3 175:9, 11 176:1 187:19 tonight's 7:17 20:10 22:12 tools 48:13 top 58:7 101:10 topic 39:17 total 38:5 133:16 track 166:12 Tracy 33:14 traditional 165:14 169:18 |
|---|---|---|---|--|

| | | | | |
|---|--|---|---|---|
| training 56:3 85:8, 13 86:10 89:19 90:16 91:12 92:1 95:21 107:21 108:17, 21 109:9 115:15 | trying 48:20 144:17 145:9, 11 149:9 153:14 155:3 164:18 178:4 184:3 189:4 190:20 | underprivileged 14:21 | unit 124:4 126:10 134:19 139:14 163:1 | 15 86:7, 14 92:12 95:3 97:21 123:11 126:14, 18 142:11 144:18 158:12 163:11 165:14 168:12 178:11 180:2 183:7 |
| trainings 92:8 | Tuesday 6:5 | understand 37:18, 19 39:18 40:5 73:2 74:7, 12 102:8 132:5 134:9, 11 135:12 136:21 138:9 139:14 140:14 144:7, 8 146:15 149:8 150:15 153:10, 12 156:7 158:16 160:5, 7, 10 170:14 172:3 173:3 181:21 182:4 185:9 188:9, 19 191:14 | United 59:3, 7 | usually 170:16 |
| Transcribed 1:20 | turn 38:6 87:12 108:9, 13 152:4 | understandable 177:13 | units 25:21 126:17 | utilization 91:6 |
| transcript 145:16, 17 152:19 | turned 23:13 | understanding 42:19 65:11 69:10 96:13 98:18 113:14 122:10 134:13 138:20 180:1 189:2 | unmodified 77:12, 13 | utilize 23:4 101:2 |
| transcription 193:7 | turning 59:8 | understands 27:19 37:12 | unnecessarily 182:14 | utilizing 129:8 |
| transcripts 145:18, 20 146:2 | tweak 47:16 48:5 | understood 36:17 64:20 104:12 143:19 144:2 | unnecessary 104:16 | < V > |
| transferred 138:9 | tweaking 54:21 | unfinished 128:7 | unpack 100:7 | vaccines 36:21 |
| transition 16:2 | two 27:19 32:13 34:5, 14 35:4 50:2, 10 62:7 63:5, 20 71:11, 19 74:11 81:12 83:5 86:1, 9 93:7 100:14 102:6, 8, 16, 19, 21 103:1 104:16 107:6 108:4 132:16 134:9 154:10 156:3, 21 | understood 104:12 143:19 144:2 | unprecedented 27:1 121:20 127:18 156:1 174:3 | value 50:16 68:11 |
| translated 138:10 | type 131:9 165:9 | understands 27:19 37:12 | unsuccessful 41:19 | valued 16:16 68:13 |
| transmission 41:2 | types 165:1, 6, 15 | understood 36:17 64:20 104:12 143:19 144:2 | unsustainable 39:1 | variables 119:14 |
| transparency 44:16 65:3 79:17 | Typically 64:1 100:20 112:1 162:7 | understood 104:12 143:19 144:2 | unusual 152:14 155:21 156:10 | variety 138:11 |
| transparent 44:12 74:20 | | understands 27:19 37:12 | upcoming 26:19 27:3 28:17 108:5 134:3 | various 32:21 98:14, 15 133:13, 19 |
| trauma 120:11, 12, 15 121:2 | | understood 104:12 143:19 144:2 | update 79:19 97:13 112:3 121:10 175:10 176:11 | venture 156:16 |
| treatment 37:1 67:13 81:15 83:7 | | understood 104:12 143:19 144:2 | updated 68:6 | verifiable 59:21 |
| Treaty 31:16 | | understood 104:12 143:19 144:2 | Updates 4:21 42:8 101:16 187:16 | Verizon 7:21 |
| tremendous 109:6 113:19 | | understood 104:12 143:19 144:2 | urge 38:12, 19 | versus 145:10 160:6 175:6, 7 |
| triad 118:17 | | understood 104:12 143:19 144:2 | urgent 46:5 | Vice 2:4 7:2 14:4, 12, 16 24:9 |
| tried 37:10 | | understood 104:12 143:19 144:2 | Use 4:15 9:8 10:19 25:15 44:18 47:11, 13 48:3 61:11 62:1, 7, 9, 13 63:5, 21 65:17, 18 66:6, 17, 20, 21 67:2, 3, 6, 10, 13 71:19 74:11, | victories 32:6 |
| triggers 107:16 | | understood 104:12 143:19 144:2 | | victory 31:21 |
| tripled 45:3 | | understood 104:12 143:19 144:2 | | video 79:17 |
| trouble 110:6 | | understood 104:12 143:19 144:2 | | view 7:15 |
| true 193:6 | | understood 104:12 143:19 144:2 | | views 22:3 |
| truly 41:8 50:12 150:6, 16 | | understood 104:12 143:19 144:2 | | violation 53:6 |
| trust 44:12 | | understood 104:12 143:19 144:2 | | Virtual 4:19 16:11 24:14 29:11, 13 36:16 37:18 42:12 43:2, 4 48:10 96:1 121:13 128:18 129:2, 14 165:3 |
| truth 105:21 | | understood 104:12 143:19 144:2 | | |
| try 41:19 122:5 167:17 | | understood 104:12 143:19 144:2 | | |

| | | | | |
|--|--|---|---|--|
| virtually 7:18 30:9, 17 54:19 136:6 vocal 65:2 voice 46:6 132:21 133:5 voiced 179:8 volunteered 15:12 volunteers 13:20 47:4, 7 vote 12:13 18:9 20:19 60:5 64:1 65:12 70:3 71:17 75:4 182:15 187:4 188:19 votes 8:2 voting 69:14, 18, 21 73:11 183:1 187:21 < W > wage 57:20 wait 81:10 waiting 165:18 waived 168:20 waiver 169:3 waivers 58:4 want 8:7 13:21 15:19 25:5 30:21 39:18, 20 40:5 47:3, 15 54:20 55:3 66:4 67:16 68:9 69:3 74:8 79:20 80:5 103:4 108:16 117:11, 13 118:8, 18, 21 119:8 120:3 121:9 122:11 133:4 134:11 136:1 138:4 139:9 143:2, 11 146:14 150:11, 16 154:3 155:21 160:15, | 18 164:12 166:2 171:16 173:1, 11 174:9, 12, 19 175:13 188:13 189:8, 13 190:2 191:21 wanted 10:14 13:14 69:16 120:11 124:16 132:2 134:16 143:15, 20 144:4 146:3 153:18 156:14 162:17 164:16 167:16 176:11, 15 184:9 188:15 wanting 59:15 wants 182:2 190:9 war 31:21 warm 57:14 wars 32:6 Washington 31:17 waste 60:21 61:1 watch 120:1 way 29:20 60:6 62:8 69:9, 18 72:4, 5 74:20 96:14 97:10 100:5 105:21 127:5 138:1 140:21 143:6, 8 150:16 177:19 181:13 184:2, 21 189:4, 11 193:10 ways 17:2 28:4 50:21 81:20 103:2 125:3 174:7 176:10 web 11:7 webinar 112:12, 17 website 7:20 8:13 10:6 | 11:17 23:20 77:5 80:15 110:7, 10, 12 123:2 Wednesday 132:16 week 22:12 30:2 141:10, 15 147:5 153:3 156:17 weekend 48:15 weeks 158:20, 21 160:3 welcome 23:18 64:9 80:11 109:1 118:3 144:3 welcomed 30:2 welcoming 54:18 well 14:8 19:19 29:13 40:18 47:2 62:12, 19, 21 77:5 78:6 99:21 101:21 104:20 108:7 117:7, 14 126:3, 17 127:20 128:12 139:19 140:15 142:6, 12, 13, 21 144:6 147:6 149:18 159:13, 18 164:13 166:6 167:4 173:21 184:14 185:2 187:18 189:6 191:17 wellness 84:9 We're 36:16 47:12 48:7 57:18 58:5 73:11 74:5 76:11 98:10, 12, 20 100:10 101:2 105:14 108:3 110:17 113:6, 11 118:15 127:17, | 18 128:15 132:3 136:1, 8 146:13 154:1, 2 156:13 158:2 160:3 163:3, 8, 17 164:10, 18 166:19 170:18 171:17 172:14, 15 173:8 174:6, 16, 20 176:9 179:16 180:19 181:20 187:21 191:9, 14 west 81:8 167:9 Western 11:1 we've 36:14 128:12 134:8 150:17 163:6 178:5 185:9 Wheatley- Phillip's 133:8 whopping 27:18 wide 116:7 159:8 160:8 wife 36:13, 14 37:21 38:10, 11 Williams 9:1, 3 12:2 17:15, 16 19:13 24:9 26:13 30:3 31:7 36:12 37:3 43:15 44:15 45:21 65:6 76:17 81:3 94:8 106:15 111:8 115:9, 12 117:10, 11 119:3, 4 132:1 149:7 166:14 173:19 176:20 179:19 185:21 willing 137:13 146:11 willingness 17:1 window 151:14, 18 156:5 wise 64:4 | wisely 47:13 61:11 wish 14:8 26:15 73:1 134:21 wishing 22:13 withdraw 187:3, 8 withdrawn 187:5 withdraws 187:4 witness 193:12 wonder 149:3 wondered 114:2 wonderful 26:7 102:20 185:20 word 102:15 146:20 178:5 work 13:15 16:7, 12, 20 24:15, 18, 19, 21 25:19, 21 26:4 30:12 33:3 48:6, 9 51:17 68:15 77:18 78:7 82:3 86:13, 17 92:14 94:15 97:2 98:5 100:16 105:20 106:14 111:7 116:21 118:19, 20 119:10 120:4, 16 128:3, 16 137:8 142:5 145:21 147:9 148:19 151:19 157:20 158:9, 18 159:18 161:21 175:14, 19 185:8, 15 189:18 191:3 worked 16:18 65:7 68:13 117:5 125:13 142:3, 18 143:8 worker 113:1 workers 27:11 92:3 |
|--|--|---|---|--|

| | |
|---|--|
| <p>working 24:13, 17 28:8 29:12 30:17, 18 33:1 43:19 51:19 78:20 92:16 101:16, 17 107:18 117:20 118:18 132:9 133:6, 7 137:4 153:6 163:3 170:9 174:21 191:9 workplace 93:20 Works 15:11 105:10 workshops 109:4, 12 world 40:20 164:21 worldwide 166:5 180:4 wraparound 90:21 wrapped 176:17 writer 15:16 writing 16:21 158:3, 4 191:1 written 15:17 29:18 125:7 127:9 128:5 129:6 162:15 167:12 184:21 www.BCPS.org/ board/informati onal- summaries.HTM L 10:7 www.bcps.org/b oard/participatio n 23:21 WYPR 30:2 < X > Xfinity 7:20 < Y > Yeah 101:4 104:12 111:7,</p> | <p>11 153:4 180:17 year 10:15 14:3, 4, 11 27:13, 16 41:21 47:19 54:17, 19 77:9 78:2, 10, 13, 17, 18 79:3, 5 99:6 121:1 127:14 135:14 137:5 146:1, 13 151:9, 10 155:5 158:5, 18 159:1, 6 161:17, 19, 21 162:12 165:8 166:15 168:7 169:13, 16, 17, 18 171:13, 14, 15 174:3, 8 175:2, 19 178:10, 12 180:5 years 14:21 19:15 27:19 63:20 68:12 77:16 81:12 112:15 113:20 135:6 150:17 156:3 175:19 year's 10:17 161:2 162:6, 8, 10 168:20 yesterday 22:13 Yogesh 10:20 young 45:8 186:7 youth 14:21 < Z > Zarchin 45:21 117:5 ZIP 53:6 zone 35:6 81:7, 8, 10 Zoom 112:12</p> |
|---|--|