

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

BOARD OF EDUCATION

BALTIMORE COUNTY

PUBLIC MEETING OF THE BOARD OF EDUCATION

FEBRUARY 13, 2024

Transcribed by:  
CRC Salomon, Inc.

Page 2

1 **BOARD MEMBERS:**

2 **Tiara Booker-Dwyer, Board Chair**

3 **Christina Pumphrey, Vice Chair**

4 **Maggie Domanowski**

5 **Tiffany Lashawn Frempong**

6 **Julie C. Henn**

7 **Jane Lichter**

8 **Rodney R. McMillion**

9 **Dr. Brenda Savoy**

10 **Felicia Stolusky**

11 **Emory Young**

12 **Kayla Drummond, Student Member**

13

14

15

16

17

18

19

20

21

Page 4

1 Clarissa Taylor-Jackson (NPHC Metropolitan

2 Baltimore - Black Greek-letter Orgs.) . . . . 34

3 Individual Citizens or Students:

4 Sharon Saroff. . . . . 35

5 Amy Adams. . . . . 38

6 Bash Pharoan, M.D. . . . . 42

7 Ramona Basilio . . . . . 44

8 Superintendent's Report - Dr. Myriam Rogers . . . . 49

9 Chair's Report - Tiara Booker-Dwyer . . . . . 107

10 Student Board Member's Report - Kayla Drummond . . . 111

11 Unfinished Business - Board Policies . . . . . 113

12 Unfinished Business - Naming of the new Northeast

13 Area Middle School. . . . . 115

14 New Business - Action Taken in Closed Session

15 Mr. Darren Jones, Esq. . . . . 119

16 New Business - Contract Awards

17 L-2, L-3, L7 through L13 . . . . . 126

18 L-1 . . . . . 129

19 L-4 . . . . . 139

20 L-5 . . . . . 147

21 L-6 . . . . . 149

Page 3

1 **I N D E X**

2 Call to Order . . . . . 6

3 Pledge of Allegiance/Silent Meditation . . . . . 6

4 Consideration of Agenda . . . . . 6

5 New Business, Personnel Matters . . . . . 7

6 Public Comment . . . . . 9

7 School System-Affiliated Groups:

8 Andra Broadwater (Baltimore Co. PTA Council . . . 11

9 Unions:

10 Nick Argyros (BCPSOPE) . . . . . 47

11 Jeannette Young (ESPBC) . . . . . 15

12 Bryan Epps (AFSCME) . . . . . 16

13 Cindy Sexton (TABCO). . . . . 18

14 Nonprofit Community Groups:

15 Barbara Dezmon (Randallstown NAACP) . . . . . 21

16 Shuli Xia (Chinese American Parent Assoc. of

17 the Baltimore Community - CAPCA-BC). . . . . 24

18 Marietta English (Baltimore Co. NAACP . . . . . 27

19 Dr. Nakiya Showell (Alpha Kappa Alpha Sorority,

20 Inc., Upsilon Epsilon Omega Chapter) . . . . 30

21

Page 5

1 New Business - Special Project Request . . . . . 156

2 Report - NW Area Elementary School Boundary

3 Recommendation . . . . . 159

4 Report - Academic Achievement - POSTPONED . . . . . 172

5 Information . . . . . 173

6 Unfinished Business - Legislative Priorities 2024. . 173

7 Update on Key School Legislation . . . . . 191

8 Board Member Comments and Agenda Setting . . . . . 201

9 Announcements . . . . . 203

10 Adjournment . . . . . 203

11

12

13

14

15

16

17

18

19

20

21

<p style="text-align: right;">Page 6</p> <p>1 PROCEEDINGS</p> <p>2 MS. BOOKER-DWYER: The meeting of the Board of</p> <p>3 Education of Baltimore County for Tuesday, February 13,</p> <p>4 2024. I invite you to recite the Pledge of Allegiance to</p> <p>5 the flag, to be led by Kayla Drummond -- Ms. Kayla</p> <p>6 Drummond. We will then have a moment of silence in</p> <p>7 recognition of those who have served education in</p> <p>8 Baltimore County.</p> <p>9 Ms. Drummond, you can begin leading us in the</p> <p>10 pledge.</p> <p>11 (Pledge of Allegiance.)</p> <p>12 MS. BOOKER-DWYER: Thank you. Tonight's Board</p> <p>13 of Education meeting is being broadcast through the BCPS</p> <p>14 online live meeting broadcast and on BCPS TV, Comcast</p> <p>15 Xfinity Channel 73, Verizon Fios Channel 34.</p> <p>16 In order to officially conduct this meeting,</p> <p>17 all voting items this evening will be done by roll call.</p> <p>18 The first item on the agenda is consideration</p> <p>19 of the February 13th agenda.</p> <p>20 Dr. Rogers, are there any additions or changes</p> <p>21 to tonight's agenda?</p>	<p style="text-align: right;">Page 8</p> <p>1 Vice Chair Pumphrey, Superintendent Dr. Rogers, and</p> <p>2 members of the Board. I'd like the Board's consent for</p> <p>3 the following personnel matters. Retirements,</p> <p>4 resignations, leaves, deceased, recognition of service,</p> <p>5 and certificated appointments.</p> <p>6 Do I have a motion to approve the personnel</p> <p>7 matters as presented in Exhibits D1 through D5?</p> <p>8 MS. STOLUSKY: So moved, Stolusky.</p> <p>9 MS. HARVEY: So moved, Harvey.</p> <p>10 MS. BOOKER-DWYER: Do I have a second?</p> <p>11 DR. SAVOY: Second, Savoy.</p> <p>12 MS. BOOKER-DWYER: Do we have a second?</p> <p>13 DR. SAVOY: Second, Savoy.</p> <p>14 MS. BOOKER-DWYER: Any discussion? May I have</p> <p>15 a roll call vote?</p> <p>16 MS. GOVER: Ms. Henn?</p> <p>17 MS. HENN: Yes.</p> <p>18 MS. GOVER: Ms. Frempong?</p> <p>19 MS. FREMPONG: Yes.</p> <p>20 MS. GOVER: Ms. Lichter?</p> <p>21 MS. LICHTER: Yes.</p>
<p style="text-align: right;">Page 7</p> <p>1 DR. ROGERS: I am unaware of any additions or</p> <p>2 changes to this evening's agenda.</p> <p>3 MS. BOOKER-DWYER: Hearing none, the agenda</p> <p>4 stands as presented.</p> <p>5 Earlier this evening, the Board met in closed</p> <p>6 session pursuant to the Open Meeting Act for the</p> <p>7 following reasons: to discuss the appointment,</p> <p>8 employment, assignment, promotion, discipline, demotion,</p> <p>9 compensation, removal, resignation, or performance</p> <p>10 evaluation of appointees, employees, or officials over</p> <p>11 whom it has jurisdiction, or any other personnel matter</p> <p>12 that affects one or more specific individuals; consult</p> <p>13 with counsel to obtain legal advice; and consult with</p> <p>14 staff, consultants, or other individuals about pending or</p> <p>15 potential litigation.</p> <p>16 The summary of the closed session and open</p> <p>17 session information can be found on BoardDocs under the</p> <p>18 Board meeting agenda date.</p> <p>19 The next item on the agenda is personnel</p> <p>20 matters. And for that, I call on Mr. McCall.</p> <p>21 MR. MCCALL: Good evening, Chair Booker-Dwyer,</p>	<p style="text-align: right;">Page 9</p> <p>1 MS. GOVER: Ms. Pumphrey?</p> <p>2 MS. PUMPHREY: Yes.</p> <p>3 MS. GOVER: Ms. Drummond?</p> <p>4 MS. DRUMMOND: Yes.</p> <p>5 MS. GOVER: Ms. Stolusky?</p> <p>6 MS. STOLUSKY: Yes.</p> <p>7 MS. GOVER: Dr. Savoy?</p> <p>8 DR. SAVOY: Yes.</p> <p>9 MS. GOVER: Mr. McMillion?</p> <p>10 MR. MCMILLION: Yes.</p> <p>11 MS. GOVER: Ms. Harvey?</p> <p>12 MS. HARVEY: Yes.</p> <p>13 MS. GOVER: Mr. Young?</p> <p>14 MR. YOUNG: Yes.</p> <p>15 MS. GOVER: Ms. Domanowski?</p> <p>16 MS. DOMANOWSKI: Yes.</p> <p>17 MS. GOVER: Ms. Booker-Dwyer?</p> <p>18 MS. BOOKER-DWYER: Yes.</p> <p>19 MS. GOVER: Thank you.</p> <p>20 MS. BOOKER-DWYER: The motion carries.</p> <p>21 Our next item is public comment. This is one</p>

Page 10

1 of the opportunities the Board provides to hear the views  
 2 and receive the advice of community members. If not  
 3 selected to address the Board, members of the public may  
 4 submit their comments to Board members via email at  
 5 boe@bcps.org.

6 The Baltimore County Board -- the Baltimore  
 7 County Police Department's Homeland Security Unit and  
 8 Office of School Safety has recommended safety and  
 9 security protocols, which are posted in the Board's room  
 10 and available in BoardDocs and on the Board's  
 11 participation by the public website.

12 While we encourage public input on policy,  
 13 programs and practices within the purview of this Board  
 14 and the school system, this is not the proper form to  
 15 address specific student or employee matters or to  
 16 comment on matters that do not relate to public education  
 17 in Baltimore County.

18 Inappropriate personal remarks or other  
 19 behaviors such as language that promotes violence against  
 20 a BCPS employee or that disrupts or interferes with the  
 21 conduct of the meeting are out of order and will not be

Page 11

1 tolerated. Persons who otherwise disrupt or disturb this  
 2 meeting will not be allowed to continue their remarks and  
 3 will be escorted from the meeting.

4 Please observe the three-minute clock, which  
 5 will let you know when your time is up. The microphone  
 6 will be turned off at the end of your time or prior to  
 7 that at the discretion of the Board Chair.

8 I now call on our school systems affiliated  
 9 groups to speak. Our first speaker is Andra Broadwater  
 10 from the Baltimore County PTA Council.

11 Is Ms. Broadwater here?

12 MR. CORNS: Ms. Booker-Dwyer, as a reminder to  
 13 our call-ins, on the keypad of their phone, star 6 will  
 14 unmute their mic so they can speak.

15 MS. BOOKER-DWYER: So we'll go to our unions  
 16 next. And if Ms. Broadwater joins us, we will allow --  
 17 so I see a hand raised. Is this Ms. Broadwater?

18 MR. CORNS: Yes, ma'am. Star 6 will unmute.  
 19 Star 5 raises a hand on the phone.

20 MS. BROADWATER: Hello. This is Andra  
 21 Broadwater. Can you hear me?

Page 12

1 MS. BOOKER-DWYER: Yes. Thank you.  
 2 MS. BROADWATER: Whoo. Thank you for that  
 3 technical assistance.

4 Good evening. My name is Andra Broadwater. I  
 5 am Secretary for the Baltimore County PTA Council.  
 6 The Council assists our approximately 150  
 7 district PTAs and PTSAs in their efforts to make every  
 8 child's potential a reality, by engaging and empowering  
 9 families and communities to advocate for all children.

10 I don't think it's any secret that BCPS  
 11 families care for our students, and we've been pleased to  
 12 see the recent moves by the district to provide extra  
 13 support for our adolescents' mental health. Because  
 14 according to our kids, they need it.

15 According to the latest youth risk behavior  
 16 survey, about 41 percent of Baltimore County adolescents  
 17 felt sad or hopeless enough that they stopped doing some  
 18 usual activities. More concerning, about 20% seriously  
 19 considered attempting suicide, and about 16% actually  
 20 tried to do so at least once during the 12-month survey  
 21 period.

Page 13

1 In addition to providing professional staff in  
 2 the buildings, BCPS has supported student mental health  
 3 through the Healthy Minds program. And we appreciate the  
 4 new program to connect our students with mental health  
 5 providers outside the school day through Talkspace and  
 6 the Middle School Pilot Program.

7 But we feel like we're ignoring the elephant in  
 8 the room contributing to poor mental health of our  
 9 students, and that's early school start time. I want to  
 10 make sure you understand what our kids are going through  
 11 under the current schedule.

12 Our regular high school bus pickups start  
 13 around 6 a.m. Magnet school buses start even earlier.  
 14 Biology makes it hard for adolescents to go to sleep  
 15 before about 11, yet they still need about nine hours of  
 16 sleep. Doing the math, we're asking them to be ready for  
 17 the bus two hours before their bodies are ready to be  
 18 awake. And if you ask any high school teacher if they  
 19 have a class of fully awake and alert kids for first  
 20 period, you're going to get a flat out no.  
 21 When kids are fully rested, they achieve higher

Page 14

1 academically and in sports, and are more physically and  
 2 mentally healthy. So I ask you, why isn't BCPS adding  
 3 this to the catalog of supports for our students? It's  
 4 one that's supported by many, including PTAs, the  
 5 American Academy of Pediatrics, CDC, and two of our  
 6 neighboring districts.

7 Now, I know implementation in Anne Arundel and  
 8 Howard Counties was not without its bumps. But I think  
 9 it's important to remember that those changes were  
 10 accomplished in the midst of a nationwide bus driver  
 11 shortage and with a brand-new bus contractor, and we can  
 12 learn from their experiences. As the 2014 joint report  
 13 from Maryland's Departments of Health and Education  
 14 eloquently stated, "In preserving the status quo, the  
 15 state risks letting local resistance trump a strong body  
 16 of scientific evidence that sleep is critical to health  
 17 and academic achievement."

18 Your mission as members of the Board of  
 19 Education is to provide students with the supports  
 20 necessary to learn, achieve, and find success in college  
 21 and careers. I think you know none of that is possible

Page 15

1 if they're too tired to learn. Please use your  
 2 leadership to prevent what the school -- what the report  
 3 predicted, letting local resistance trump the scientific  
 4 evidence. Please, start school later.

5 MS. BOOKER-DWYER: Thank you. Next are our  
 6 unions. And our first speaker is Mr. Nick Argyros. And  
 7 remember, you have to do the star 6 to unmute yourself.

8 Okay. Well, we will go to our next speaker and  
 9 come back to Mr. Argyros. Ms. Jeanette Young. Remember,  
 10 it's the star 6. Okay, yes. You can go.

11 MS. YOUNG: Good evening, Chair Booker-Dwyer,  
 12 Vice Chair Pumphrey, Superintendent Rogers, and members  
 13 of the Board of Education. I'm coming to you on the  
 14 behalf of the Education Support Professionals of  
 15 Baltimore County. I come to you today to recognize the  
 16 difficult decisions that have been made to support the  
 17 students and staff of Baltimore County Public Schools.

18 Educating the future is a cost. The greatest  
 19 component of the cost is the people investing in the  
 20 students. Thank you for recognizing the value of  
 21 paraeducators, office professionals, health assistants,

Page 16

1 technicians, interpreters, who have -- we have under  
 2 110,000 students of Baltimore County in this year's  
 3 budget.

4 You recognized the increased need of students  
 5 by increasing the numbers of paraeducators, FTEs. You  
 6 recognized the value of education by acknowledging  
 7 educational attainment of office professionals and  
 8 interpreters. You increased compensation. The increased  
 9 compensation is the priority of my members. I believe  
 10 your commitment to the multi-year agreement will increase  
 11 staff retention as well as student achievement.

12 While the membership will be ratifying the  
 13 tentative agreement in the next few weeks, I'm  
 14 comfortable seeing that this budget focus on the student  
 15 achievement by supporting the people and the program of  
 16 Baltimore County Public Schools. Thank you.

17 MS. BOOKER-DWYER: Thank you, Ms. Young. Our  
 18 next union representative is Mr. Brian Epps.

19 MR. EPPS: Good evening. Can you hear me?  
 20 MS. BOOKER-DWYER: Yes, we can hear you.  
 21 MR. EPPS: Good evening, Chairwoman Booker-

Page 17

1 Dwyer, Vice Chair Pumphrey, Superintendent Dr. Rogers,  
 2 and the members of the Board.

3 My name is Brian Epps, President of AFSCME  
 4 Local 434. I represent various departments, which  
 5 includes transportation, food and nutrition, operations,  
 6 facilities, as well as logistics. The members that I  
 7 represent are the ones that first see the students before  
 8 school even starts. It's our transportation department,  
 9 who picks the kids up and bring them to school. It's our  
 10 operations and facilities who open and make sure the  
 11 buildings are secure and clean and ready for learning.  
 12 It's our cafeteria food nutrition who feeds them.

13 I'm here today to say thank you for the multi-  
 14 contract that we were able to do, as well as -- the  
 15 multi-agreement we were able to do, as well as being able  
 16 to finish negotiations early. This is the first time in  
 17 the history of Baltimore County that we are able to do a  
 18 three-year multi-contract. We are very grateful and  
 19 appreciative of that.

20 But more things than other, as we face a tough  
 21 budget this year, we are happy and grateful to have in

Page 18

1 our contract no layoffs and no furloughs. Again, we'd  
 2 like to say thank you to Superintendent Rogers, as well  
 3 as the Board. And please, keep up the good work.  
 4 MS. BOOKER-DWYER: Thank you, Mr. Epps. And  
 5 next we have Ms. Cindy Sexton. Remember, you have to  
 6 push star 6 to unmute yourself.  
 7 MS. SEXTON: Good evening, Chair Ms. Booker-  
 8 Dwyer, Vice Chair Ms. Pumphrey, Dr. Rogers, and members  
 9 of the Board. Thank you for the opportunity to speak  
 10 tonight.  
 11 The chatter all over social media and my inbox  
 12 is around staffing, transfers, department chairs, the  
 13 budget, all those topics that are interrelated. But most  
 14 importantly, how they all affect our students. Not only  
 15 their academic achievement, but their social, emotional,  
 16 and mental health as well. And the concern about how the  
 17 changes will affect our educators and their social,  
 18 emotional, and mental health.  
 19 As I have said many times, our job is hard, and  
 20 it never stops. We must, we simply must find a way to  
 21 take things off the plates of our educators. I have been

Page 19

1 in several conversations with Dr. Rogers, asking  
 2 questions and expressing concerns about many things,  
 3 including but not limited to class size, transfers,  
 4 department chairs, and more.  
 5 Dr. Rogers and I spoke last night, and she  
 6 asked me to call a meeting of the TABCO building reps so  
 7 she could meet with them directly to answer their  
 8 questions. We did that today at 3:00. More than 100 of  
 9 us were on the call. Dr. Rogers answered questions about  
 10 department chairs, how staffing is shared with -- by  
 11 administrators, IEP facilitators, and more. We have a  
 12 follow-up list of questions that we just did not have  
 13 time to get to, and I will be sending them in for  
 14 answers.  
 15 The budget concerns me, because I want to, as  
 16 you know, recruit and retain our educators. But I have  
 17 to say that as a system, we must look at things  
 18 differently in order to get better results. As a  
 19 society, we keep doing the same things in education, and  
 20 our students are not succeeding. This is not just for  
 21 BCPS. My fellow union presidents in other counties tell

Page 20

1 me the same stories about problems in their systems.  
 2 I don't like that we're cutting positions. My  
 3 message since my first day as TABCO president has been  
 4 that fully staffed schools increase learning outcomes,  
 5 decrease student behavior concerns, and increase the  
 6 positive climate at school. We have struggled with fully  
 7 staffing schools, and it's not getting better. So we  
 8 have to do something different, looking at the budget,  
 9 looking at what we have, doing the best we can for our  
 10 students.  
 11 Dr. Rogers has stated that when we are in a  
 12 better fiscal place, and I'm hoping that next year, those  
 13 positions will be put back in schools. I appreciate her  
 14 willingness to meet directly with TABCO reps and answer  
 15 their questions. I continue to ask them and do all that  
 16 I can to help the system help us retain our educators so  
 17 we can be there for the students. I look forward to  
 18 doing the work with the school system as always. Thank  
 19 you.  
 20 MS. BOOKER-DWYER: Thank you, Ms. Sexton. And  
 21 I'll go back to see if Mr. Nick Argyros is there?

Page 21

1 Okay. Next are the non-profit community  
 2 groups. And our first speaker is Dr. Barbara Dezmon.  
 3 Remember, you have to push the star 6 to unmute yourself.  
 4 DR. DEZMON: Am I unmuted? Can you hear me?  
 5 MS. BOOKER-DWYER: I can hear you loud and  
 6 clear. Go ahead.  
 7 DR. DEZMON: Good evening to Board Chair  
 8 Booker-Dwyer, Vice Chair Pumphrey, Superintendent Rogers,  
 9 and Board members. I'm going to go quickly through this,  
 10 so I try to get it all in.  
 11 The Randallstown NAACP thanks County Executive  
 12 Olszewski for authorizing \$1 million in scholarships to  
 13 promote diversity among teachers.  
 14 However, we must point out that while diversity  
 15 among staff is important to the school climate and  
 16 culture and students' social-emotional conditions, it is  
 17 no replacement for highly competent teachers and a  
 18 rigorous standards-based curriculum. There is a  
 19 convenient myth in education circles that black children  
 20 need black teachers to learn. These children, like  
 21 others, are resilient and ready to learn. This myth is

Page 22

1 false. It is the duty of the school system to teach  
 2 them.  
 3 Number two, Crossroads Center started as a  
 4 strategy to prevent discipline issues from impacting  
 5 students in schools and providing students an opportunity  
 6 to adjust to BCPS. On the website, the school speaks  
 7 about proactive services and the positive impact on  
 8 students.  
 9 However, based on information we have received,  
 10 our understanding now is that curriculum quality,  
 11 implementation, and consistency is questionable. Also,  
 12 the center is a revolving door where students return to  
 13 regular schools, only to return to Crossroads. Behavior,  
 14 disrespect of faculty and other students is  
 15 reprehensible. Thus we urge the Superintendent and Board  
 16 to conduct an investigation of conditions in all  
 17 alternative schools in Baltimore County.  
 18 Third, handwriting instruction should be  
 19 brought back to schools. Data indicate that there are  
 20 advantages to learning cursive in achievement. Knowing  
 21 the digital divide experienced among Black people

Page 23

1 especially, it was a disservice to many students to stop  
 2 handwriting. Many states have returned to cursive.  
 3 Despite research that shows the benefits to student  
 4 learning, it was abandoned in many schools locally with  
 5 permission of central office. We hope that that can be  
 6 corrected.  
 7 Fourth, the year is half over, and we will be  
 8 concerned about the progress of minority and other  
 9 students. BCPS cannot continue to graduate students  
 10 whose scores indicate that they are not prepared for  
 11 college or careers. Over the past decade there has been  
 12 a decline that cannot continue.  
 13 Finally, please mark your calendars. The  
 14 Randallstown NAACP is partnering with the Student Support  
 15 Network to present a special concert fundraiser at the  
 16 Gordon Center on May 25th featuring gospel legend Vicki  
 17 Winans to raise money to feed children.  
 18 Six, we will continue to support efforts to  
 19 provide students a quality education. Thank you.  
 20 MS. BOOKER-DWYER: Thank you. Our next speaker  
 21 is Ms. Marietta English.

Page 24

1 MS. ENGLISH: Star 6?  
 2 MS. BOOKER-DWYER: No, you're unmuted. I can  
 3 hear you. Oh, I can't hear you now. You may have to  
 4 push star 6 again, Ms. English. Ms. English, you want to  
 5 push star 6, and that should unmute you.  
 6 Okay. I'll go to the next one, and I'll come  
 7 back to Ms. English. So next on our list is Ms. Shuli  
 8 Xia, with the Chinese American Parent Association of  
 9 Baltimore County. And you just push star 6 to unmute.  
 10 If you push star 6, you should be able to unmute.  
 11 Okay. We will come back. I'm seeing the hand  
 12 raises. You just have to unmute yourself. So go ahead.  
 13 Yep, I can hear you. You can go ahead. Now I can't.  
 14 All right. We will move forward then. I'm  
 15 going to go back to Mr. Nick Argyros. I hear he's on the  
 16 line. So if you star 6, that would be --  
 17 MS. XIA: Hello?  
 18 MS. BOOKER-DWYER: Yeah. Hello?  
 19 MS. XIA: Can you hear me?  
 20 MS. BOOKER-DWYER: I can hear you. Yes, go  
 21 ahead.

Page 25

1 MS. XIA: Good evening, Chair Booker-Dwyer,  
 2 Vice Chair Pumphrey, Superintendent Dr. Rogers and Board  
 3 members.  
 4 MS. BOOKER-DWYER: Good evening.  
 5 MS. XIA: Good evening, Chair Booker-Dwyer,  
 6 Vice Chair Pumphrey, Superintendent Dr. Rogers and Board  
 7 members. Happy Lunar New Year. This past Saturday, the  
 8 beginning of Lunar New Year. I wish everyone a joyful  
 9 and prosperous Year of the Dragon.  
 10 I'm Shuli Xia, president of the Chinese  
 11 American Parent Association of the Baltimore community.  
 12 In short, CAPA-BC. Our organization is dedicated to  
 13 serving the Asian American community in the greater  
 14 Baltimore area, with a specific focus on education and  
 15 health care. One of our core missions is to foster and  
 16 celebrate the diversity, diverse tapestry of Baltimore  
 17 County.  
 18 Last Friday, members of our community came  
 19 together to organize a culture showcase at the White  
 20 Marsh Library in celebration of the Lunar New Year. The  
 21 event featured a delightful fashion show with traditional

Page 26

1 Chinese attire, modeled by a dozen charming children,  
 2 many of whom were elementary students within BCPS. All  
 3 the kids and their parents are very thankful for BOE to  
 4 make Friday a professional day so they can celebrate and  
 5 embrace their heritage.

6 To add to the festivities, we offered  
 7 interactive games such as Chinese clothing, paper  
 8 folding, chopstick challenges, and Lunar New Year themed  
 9 bingo. The event drew a large crowd, and all attendees  
 10 departed with red envelopes symbolizing good fortune for  
 11 the year ahead.

12 For those who missed last Friday's celebration,  
 13 we are excited to extend an invitation to a similar event  
 14 taking place this Saturday from 3 p.m. to 4:30 p.m. at  
 15 the Coxwell Library. Please bring your family and  
 16 friends to join us as we celebrate the spirit of  
 17 inclusion and diversity within our county.

18 Additionally, I invite you to explore the  
 19 recent Baltimore County Public Library blog posts, which  
 20 contains an interview of two members of our organization,  
 21 to delve into the history, rituals, food, and fun facts

Page 27

1 about the Lunar New Year. Through initiatives like this,  
 2 we endeavor to enrich the cultural fabric of Baltimore  
 3 County.

4 Thank you for your attention and have a good  
 5 evening.

6 MS. BOOKER-DWYER: Thank you. Okay. I'm going  
 7 to go to Ms. English next.

8 MS. ENGLISH: Thank you. Can you hear me now?

9 MS. BOOKER-DWYER: I can hear you now.

10 MS. ENGLISH: This was a difficult task. I'm a  
 11 very visual person, so I was trying to get on the  
 12 computer. But thank you for being here. At least I'm  
 13 here.

14 Good evening, Board Chair Dwyer, and Vice  
 15 Chair, and members of the Board, and Superintendent  
 16 Rogers. My name is Marietta English, and I chair the  
 17 Education Committee for the NAACP Baltimore County  
 18 Branch, and I also chair the AFT program. And I thank  
 19 you for the opportunity to speak to you this evening.

20 I want to begin by thanking Superintendent  
 21 Rogers and the Board for working together on the budget.

Page 28

1 I know this is a difficult time to be talking about the  
 2 budget. And for having five community budget hearing  
 3 sessions to discuss the budget and to get community,  
 4 resident, and stakeholders' input.

5 This was the most open and transparent budget  
 6 process ever. It gave us an opportunity to learn about  
 7 the budget process and to have an opportunity to give  
 8 input. We learned a lot about the process and feel  
 9 confident that the county executive and the county  
 10 council will fully fund the budget once it is sent to  
 11 them.

12 We all understand that this was a particularly  
 13 difficult budget year. With the federal funds drying up  
 14 from COVID and states also having budget issues, we know  
 15 that you had to work very hard to present this budget.  
 16 And we thank Dr. Rogers and the Board for your tireless  
 17 efforts and work on this budget. We know it was not  
 18 difficult -- we know it was difficult, but you came up  
 19 with a budget that we hope everyone will be passing by  
 20 the county executive and the county council.

21 I also want to thank you for the three-year

Page 29

1 contract for our teachers. Having been a negotiator for  
 2 years in the city, I know that a three-year contract  
 3 brings labor peace to the teachers, and they won't have  
 4 to worry about their contract. And there will be other  
 5 issues, but the big thing about the contract and the  
 6 percentage of a raise was very important, and I know that  
 7 it was very important to them as we work for a labor  
 8 piece in the contract.

9 There'll be other issues, I'm sure, but at  
 10 least we can work them out as we work together as a  
 11 community and organization. And of course, my hat, my  
 12 other hat is AFT. I want to express my gratitude for  
 13 your support of this program. We are really underway.  
 14 We have our coordinators, we have meetings going on, we  
 15 have our students' applications coming in, and we have  
 16 more interest in more categories -- I'm sorry. Is my  
 17 time up?

18 MS. BOOKER-DWYER: Yes. I believe you're out  
 19 of time.

20 MS. ENGLISH: I don't have a -- I don't have a  
 21 visual, so I can't (indiscernible), so I didn't know my



Page 30

1 three minutes was up. But I thank you for the  
 2 opportunity to speak to you. And I'll be back. Thank  
 3 you very much.

4 MS. BOOKER-DWYER: Thank you. Okay. We're  
 5 going to go back up to our unions, to Mr. Nick Argyros.  
 6 And you can push star 6 to unmute yourself. Yep. I can  
 7 hear you now.

8 MR. ARGYROS: Can you hear me?  
 9 MS. BOOKER-DWYER: I can hear you.  
 10 MR. ARGYROS: Good. Thank you. Good evening,  
 11 Chairwoman Booker-Dwyer.

12 MS. BOOKER-DWYER: Oh, we can't hear you now.  
 13 You'll have to push star 6 again.

14 Technical difficulties. We'll come back to  
 15 you. I will go to our next non-profit community group,  
 16 Dr. Nakiya Showell.

17 Dr. Showell, you can push star 6 to unmute  
 18 yourself. Yes, you can go ahead.

19 DR. SHOWELL: Good evening?  
 20 MS. BOOKER-DWYER: I can hear you.  
 21 DR. SHOWELL: Wonderful. Good evening, Chair

Page 31

1 Dwyer, Vice Chair, Board members, and Superintendent  
 2 Rogers. My name is Dr. Nakiya Showell, pediatrician, and  
 3 president of the Alpha Kappa Alpha Sorority Incorporated,  
 4 Upsilon Epsilon Omega Chapter, uplifting and empowering  
 5 the Baltimore County community for 30 years.

6 Firstly, we'd like to thank Mr. Baysmore and  
 7 the Board for the opportunity to speak today. We greatly  
 8 appreciate having the ability to advocate for continued  
 9 FY25 financial prioritization of student success  
 10 programs, such as those that we sponsor during forums  
 11 like this meeting and the engaging community conversation  
 12 series that Dr. Rogers has led.

13 In collaboration with the Ladies of Vision  
 14 Charities Incorporated, the philanthropic arm of Upsilon  
 15 Epsilon Omega Chapter, we have implemented several  
 16 programs focused on wellness and education for students  
 17 of all ages throughout the county.

18 Teen Ivy Academy or TIA is a longstanding  
 19 mentorship program initially conceived for high school  
 20 girls attending Perry Hall High School and subsequently  
 21 extended to Randallstown, Owings Mills, and currently

Page 32

1 Milford and Franklin High Schools. In 2014, the  
 2 inaugural free Tia Palm Dress giveaway event was  
 3 implemented, and now in its 10th year will be held at  
 4 Newtown High School on March 16th.

5 Another student success program is the Precious  
 6 Pearls Cotillion Program. This six-month program is  
 7 comprised of outstanding high school juniors and seniors,  
 8 many of whom attend BCPS public schools and demonstrate  
 9 exemplary academic achievement and exceptional character  
 10 involvement. The culmination of this program is the  
 11 Cotillion Ball, which this year will showcase 36 amazing  
 12 young ladies on June 2nd.

13 For middle school county students, we sponsor  
 14 the Alpha Kappa Alpha Youth Leadership Institute, a  
 15 youth-led leadership development program that centers on  
 16 the leadership quality of self-awareness through the  
 17 concept of a growth mindset. Now in its second year,  
 18 we've enrolled over 30 leaders across the county.

19 At the elementary school level, we have  
 20 implemented the Alpha Kappa Alpha Childhood Hunger  
 21 Initiative Power Pack, aka CHIP. Through this program,

Page 33

1 we offer a supply of meals and snacks free of charge for  
 2 students enrolled at Sandy Springs, Scott's Branch,  
 3 Winfield, Hampton, and Stonely Elementary Schools. Since  
 4 the program's inception, over 22,000 food items have been  
 5 collected and packed in 806 food bags to serve 111  
 6 students enrolled in partnering elementary schools in the  
 7 county.

8 Recognizing the critical importance of  
 9 addressing the financial burden associated with higher  
 10 education, we have awarded over \$300,000 in scholarships  
 11 over the years to students. This year alone, we will  
 12 award 18 scholarships totaling \$36,400 to graduating high  
 13 school and college students. We also award an annual  
 14 \$2,500 gift to the Community College of Baltimore  
 15 County's Emergency Fund Scholarship Program.

16 We, the Upsilon Epsilon Omega Chapter and  
 17 Ladies of Vision Charities Incorporated, remain committed  
 18 and inspired to partnering with BCPS to design and  
 19 deliver programs of excellence and service to the  
 20 students of Baltimore County.  
 21 Again, thank you, Board members, for the

Page 34

1 opportunity to speak today.

2 MS. BOOKER-DWYER: Thank you. Our next

3 speaker, Ms. Clarissa Taylor-Jackson.

4 MS. TAYLOR-JACKSON: Can you hear me?

5 MS. BOOKER-DWYER: I can hear you.

6 MS. TAYLOR-JACKSON: Perfect. Good evening to

7 the Chair, Vice Chair, Superintendent, and Board members.

8 My name is Clarissa Taylor-Jackson. I am the

9 president of Zeta Omega Sigma Chapter of Sigma Gamma Rho

10 Sorority Incorporated, and I'm also coming before you on

11 behalf of NPHC Metropolitan Baltimore.

12 I am sharing my gratitude for the Board and

13 certainly Madam Superintendent for bringing together a

14 draft budget that I hope, and I know you do, too, will

15 support the teachers in our county. Sigma Gamma Rho

16 Sorority Incorporated was founded by teachers. And so of

17 course my chapter has several teachers who teach in

18 Baltimore County and of course NPHC Metropolitan

19 Baltimore also has several educators in the school

20 system.

21 And what I hear most, especially when I'm

Page 35

1 talking to one of my very close friends in my chapter,

2 who is a vice president of a Baltimore County School, is

3 we need more help. We need more, we just need -- we need

4 smaller classroom sizes, and we need more help,

5 especially in English as a second language, as well as

6 IEP support.

7 And so with the proposed budget, I really do

8 hope that, while it is the beginning, I do hope this is a

9 great beginning for the students and especially the

10 teachers who are there for our students. So I do thank

11 you for the opportunity to speak, and have a good

12 evening.

13 MS. BOOKER-DWYER: Thank you. Okay. We're

14 going to try again with Mr. Nick Argyros.

15 Okay. We will move on to the individual

16 citizens or students. Our first speaker is Ms. Sharon

17 Saroff. And you push star 6 to unmute yourself. Yes,

18 you can proceed.

19 MS. SAROFF: Hello, can you hear me?

20 MS. BOOKER-DWYER: I can hear you.

21 MS. SAROFF: Yay. Okay. Good evening, Chair,

Page 36

1 Vice Chair, and Superintendent and Board members.

2 I'm here tonight to bring to your attention a

3 very concerning trend of misinformation that many schools

4 and executive directors are providing to parents. This

5 does not bode well for a school district that keeps

6 saying special education is a priority.

7 I've had parents alert me on Facebook that they

8 are being told that because an IEP is a legal contract,

9 they don't have input. And one parent was actually told

10 to bring what the law says to prove that she has input.

11 Parents are essential and required members of the IEP

12 team. Decisions should not be made without the parent

13 present and without the parents' input.

14 I have heard very recently we are not allowed

15 to talk to advocates, because advocates do not provide a

16 direct service to students. I have this in writing. I

17 have been in contact with the Office of Special

18 Education, the school district's legal counsel, and I

19 have been told by them and by the state that if the

20 parent provides the school with a signed release and

21 requests that the school talk to an advocate, talk to a

Page 37

1 therapist, or talk to their next door neighbor, the

2 school has permission and should be doing that. And yet,

3 I'm now getting this in writing as to why.

4 Parents cannot request administrators, guidance

5 counselors, or other staff outside of an IEP team to

6 attend an IEP meeting. Again, that is not correct. If I

7 need a guidance counselor to come to a meeting, because

8 discussing my child's schedule is an integral part of

9 getting that IEP together, that person should be at the

10 meeting.

11 There is nothing in IDEA, there is nothing in

12 the state law that says I can't have these individuals at

13 meetings. And parents should not be retaliated against

14 if they request these people and push that kind of a

15 matter, which is something I'm seeing. Thank you.

16 MS. BOOKER-DWYER: Thank you, Ms. Saroff.

17 Next, we have Ms. Amy Adams. Ms. Adams, you can just

18 push star 6 to unmute yourself.

19 Okay. We'll come back to Ms. Adams. I'll go

20 to Ms. Ramona Basilio.

21 MS. ADAMS: Good evening --

Page 38

1 MS. BOOKER-DWYER: Good evening.  
 2 MS. ADAMS: Can you hear me?  
 3 MS. BOOKER-DWYER: I can hear you now.  
 4 MS. ADAMS: Excellent. Thank you. My name is  
 5 Amy Adams. I'm speaking on behalf of the Baltimore  
 6 County Parent Student Coalition on the topic of the  
 7 proposed budget.  
 8 To date, we have only seen posted questions  
 9 from four of 12 Board members. Are there any other  
 10 member questions to be published? Whether elected or  
 11 appointed, Board members are supposed to govern, not  
 12 acquiesce.  
 13 Since staff allocations were announced to  
 14 schools, many people have reached out with concerns about  
 15 cuts at the school level and how it will impact school  
 16 safety and climate and student outcomes. We are  
 17 encouraging everyone to provide direct feedback to you  
 18 prior to the vote on the 27th.  
 19 We understand that COVID grant money is ending,  
 20 Blueprint mandated spending begins, the added 15 minutes  
 21 and the negotiated salary increases need to be funded.

Page 39

1 What we don't understand is why it seems like most cuts  
 2 or reassignments are happening at the school level,  
 3 closest to students, students who are so critically  
 4 behind.  
 5 BCPS isn't alone with budget challenges, but  
 6 are you asking the county and state for exactly what you  
 7 need to fund your priorities? The county executives,  
 8 state legislators, and governors frequently state that  
 9 every Maryland student deserves a world-class education.  
 10 If that is the case, they need to put their money where  
 11 their mouth is.  
 12 A recent IG report showed \$12 million were left  
 13 unspent from a COP grant in eight counties, including  
 14 ours. Some counties hired consultants to study the law  
 15 and help them spend the money because of lack of  
 16 direction from MSDE.  
 17 This story raises serious questions about those  
 18 in charge of education in Maryland and their competency.  
 19 That money should have reached and helped the neediest  
 20 children and was left on the table, with anyone being  
 21 held accountable. The budget book states that it will be

Page 40

1 slight increases in student to teacher ratio at the  
 2 secondary level, but classrooms all over the county have  
 3 been completely understated as to true class sizes.  
 4 Teachers are saying that many schools are  
 5 losing anywhere from 8 to 22 teachers. Most classrooms  
 6 this year are well over the calculated averages. How  
 7 functional is a pre-K class with 20 to 22 kids, or a  
 8 kindergarten class with 27 students, including 6 with  
 9 IEPs, or a 3rd grade class with 29 kids and 14 IEPs, or a  
 10 6th grade health class with 40 students? Middle school  
 11 teachers are teaching multiple grades during lunch  
 12 periods, therefore other students cannot seek help during  
 13 that time.  
 14 Some classrooms are physically out of space to  
 15 fit any more students, desks or chairs. Will reduced  
 16 staff at high school levels affect the variety and rigor  
 17 of class options in order to focus on graduation required  
 18 classes? A parent reported that their student might be  
 19 directed to take an online third-party course due to the  
 20 lack of available teacher.  
 21 What reductions are being made in the central

Page 41

1 office? Anytime there are four central office staff  
 2 members sitting at a table during a Board meeting, we are  
 3 looking at, at least, \$1 million in salary. Can you  
 4 reduce the central office positions and move staff to  
 5 open principal spots? Bottom line is the public needs to  
 6 know how this budget will look next year in the  
 7 classroom.  
 8 This last decade has been a rough one for BCPS.  
 9 How does this budget improve anything? The public's not  
 10 seeing it. On page 109 of the budget book, performance  
 11 measures from FY22-23 and projected goals for this year  
 12 were listed. How were this year's planned academic  
 13 performance measurements calculated? Will anyone be held  
 14 accountable for meeting these scores? Will staff  
 15 continue to be rewarded for effort in that outcome? What  
 16 happens when no improvements in outcomes occur as  
 17 indicated on page 109?  
 18 MS. BOOKER-DWYER: Thank you, Ms. Adams. Okay.  
 19 I will go back to Ms. Ramona Basilio. And if you can  
 20 just unmute yourself, you can push star 6.  
 21 And we'll come back. The next speaker is Dr.

<p style="text-align: right;">Page 42</p> <p>1 Bash Pharoan. And Dr. Pharoan, you can push star 6 to                  2 unmute yourself. Yes, please proceed.                  3 DR. PHAROAN: Can you hear me?                  4 MS. BOOKER-DWYER: I can hear you.                  5 DR. PHAROAN: Perfect. Thank you. Thank you                  6 all. Good evening.                  7 I have a solution to at least a good number of                  8 the problems you heard today. And it's called generative                  9 AI. This is the only technology that is available today                  10 that can be beneficial for the education system and for                  11 the courts and police departments, et cetera. The cost                  12 of training teachers is high, and humans are fallible,                  13 and they need the technology to be more effective and                  14 more efficient.                  15 Artificial intelligence will allow you to teach                  16 the teachers faster and better and cheaper. AI is able                  17 to analyze and gather the data much better than humans.                  18 AI can provide you with better data, will make you able                  19 to look at other jurisdictions that you may learn from.                  20 For instance, Japan. Japanese students, they spent 14                  21 years in education, and actually, they gained 16 years of</p>	<p style="text-align: right;">Page 44</p> <p>1 sincerely wish the school system would study artificial                  2 intelligence for a potential application in the school                  3 system to solve many of the issues that you heard today.                  4 Thank you very much.                  5 MS. BOOKER-DWYER: Thank you, Dr. Pharoan.                  6 Hello, is this Ms. Basilio?                  7 MS. BASILIO: Yes. Can you hear me?                  8 MS. BOOKER-DWYER: I can hear you loud and                  9 clear.                  10 MS. BASILIO: Oh. Okay. Thank you. Thank you                  11 very much. I just had some technology issues.                  12 Good evening, Madam Chair, Madam Vice Chair,                  13 Superintendent Rogers and members of the Board. I am                  14 delighted for this opportunity to speak before you, even                  15 using the phone.                  16 I am wearing my Baltimore Coalition or my Deer                  17 Park -- Friends of Deer Park Coalition hat. Even though                  18 it says Deer Park Coalition, it's really an organization                  19 of former PTA parents, executive offices, community                  20 members from a Board that I attend, and neighbors who are                  21 passionate about what's going on in Deer Park community,</p>
<p style="text-align: right;">Page 43</p> <p>1 education for each child.                  2 AI can give undivided attention to each child,                  3 can recognize if the child is tired or sleepy or not                  4 really retaining. And AI can tailor to different                  5 learning styles and different ethnicities.                  6 There is fear that AI in the school system will                  7 eliminate jobs. There is some truth, there's probably                  8 some loss. However, the US economy is proven to be                  9 resilient. And I know that our unemployment is 3.7%. So                  10 educators really have a heavy burden, as you heard, and                  11 AI can lighten up that workload for the teachers. AI can                  12 provide the teachers with step-by-step lesson plan. This                  13 is a solution for too few teachers, too few subs, and so                  14 forth.                  15 Kenya has picked on that. AI is picking up in                  16 Kenya, India, Brazil, and out of all countries, the                  17 Democratic Republic of Congo. So based on what I know                  18 and read, AI is a good equalizer and can solve many                  19 issues for the school system.                  20 The biggest obstacle is the fear of AI and the                  21 fake news that it is going to kill jobs. I really</p>	<p style="text-align: right;">Page 45</p> <p>1 particularly the elementary school, the middle school,                  2 and the surrounding elementary schools and high school.                  3 So it's a much broader group.                  4 I bring greetings on behalf of that association                  5 of about 30 parents and community members who are quite                  6 concerned. I also bring their most sincere and humble                  7 appreciation for the budget review process. As one                  8 parent told me last Thursday, it's not as wonky. There's                  9 information that has been the most transparent she has                  10 seen in years. She could actually follow it, and she got                  11 so excited. I think she's delving into the 500 and some                  12 pages of it.                  13 We want to thank the Board and the                  14 Superintendent for such a transparent process, for the                  15 town meetings, for the input. And as the Superintendent                  16 said, it does and it's beginning to feel more and more                  17 like the people's budget. And I share that view.                  18 I also want to elevate two other points that I                  19 heard this evening and that some of the community members                  20 have mentioned.                  21 First, having to do with the technology, the</p>

<p style="text-align: right;">Page 46</p> <p>1 class action suit that we believe Baltimore County has                  2 signed on regarding some platforms that are presenting                  3 information that is damaging the mental health of our                  4 students. We'd like to stay on top of that and get any                  5 updates on that as it occurs.</p> <p>6       Secondly, I believe it was Dr. Dezmon who                  7 mentioned the handwriting syllabus. One parent mentioned                  8 that the handwriting program is needed, it's needed                  9 desperately. When her son goes to high school, he won't                  10 have much of a problem, because she's a teacher and she                  11 has taught him. But the handwriting for many students is                  12 atrocious, and they need it to support whatever career                  13 and college program they're going to follow. We need to                  14 bring that back. I echo Dr. Dezmon.</p> <p>15       The third piece I want to mention, and I                  16 promised the parent that I would raise this, it has to do                  17 with service learning. With the governor creating                  18 Maryland as a service state, service learning in                  19 Baltimore County is second to none, we believe. One                  20 parent suggested a service week where seniors and any                  21 students could take time out from school, transportation</p>	<p style="text-align: right;">Page 48</p> <p>1       On behalf of the Central Professional                  2 Employees, I want to take a moment to express my                  3 appreciation to Dr. Rogers and the Board for your                  4 commitment to guarding the livelihood of our employees.                  5       Your decisive action to protect employees                  6 against layoffs and furloughs, and being diligent about                  7 considering all aspects of the tentative work agreements                  8 demonstrates that your genuine concern for our employees,                  9 our students, and the stability of our community. Your                  10 leadership and foresight have provided us with a sense of                  11 security and reassurance during uncertain times, allowing                  12 us to continue our important work for our students with                  13 peace of mind.                  14       Please accept this genuine thank you for your                  15 ongoing support and advocacy. Your dedication to                  16 prioritizing the needs of students and employees does not                  17 go unnoticed. Thank you. I hope that all came through.                  18       MS. BOOKER-DWYER: Came through loud and clear.                  19 And that was a great way to end public comment. So thank                  20 you so much.                  21       MR. ARGYROS: Thank you very much, again, for</p>
<p style="text-align: right;">Page 47</p> <p>1 would be provided to help students achieve the 75-hour                  2 learning requirement.</p> <p>3       And last but not least, I want to add my own                  4 thanks, and I want to elevate the conversation about the                  5 budget and the support for ESOL and English language                  6 learners. We appreciate that. Thank you.</p> <p>7       MS. BOOKER-DWYER: Thank you. And we're going                  8 to go back one more time to see if we have Mr. Nick                  9 Argyros. Is he ready now?                  10       MR. ARGYROS: I'm here.                  11       MS. BOOKER-DWYER: I can hear you great.                  12       MR. ARGYROS: Can you hear me okay now?                  13       MS. BOOKER-DWYER: We can hear you, indeed.                  14       MR. ARGYROS: I think I'm breaking records                  15 tonight.                  16       MS. BOOKER-DWYER: Yes.                  17       MR. ARGYROS: Thank you. Good evening,                  18 Chairwoman Ms. Booker-Dwyer, Vice Chair Ms. Pumphrey,                  19 Superintendent Dr. Rogers, and members of the Board.                  20 Thank you for letting me speak on behalf of BCPSOPE                  21 tonight.</p>	<p style="text-align: right;">Page 49</p> <p>1 your patience. I appreciate you.                  2       MS. BOOKER-DWYER: Thanks. The next item on                  3 the agenda is the Superintendent's report. And for that,                  4 I call on Dr. Rogers.                  5       DR. ROGERS: Good evening. Thank you. That's                  6 the wrong PowerPoint. Thank you, Chair Booker-Dwyer,                  7 Vice Chair Pumphrey, members of the Board. I am pleased                  8 to share the Superintendent's report with you.                  9       MR. CORNS: My apologies, Dr. Rogers. Give me                  10 one second. I will get your PowerPoint present.                  11       DR. ROGERS: All right. Thank you. Thank you.                  12 We can advance to the next slide, please, Mr. Corns.                  13 Thank you.                  14       So this evening, for the topic of the                  15 Superintendent's report, I wanted to spend some time on                  16 what was most on top of mind for Team BCPS. Over the                  17 last week, I have heard some feedback, misinformation in                  18 the community, and really want to spend some time                  19 focusing on budget overall, the mission of this FY25                  20 operating proposed budget, staffing, what does -- what do                  21 staffing allocations really look like in schools. And</p>

Page 50

1 lastly, some information regarding master schedules and  
 2 class sizes.

3 As we have shared since September, when we  
 4 started the budget process very early, it was extremely  
 5 important to us, because we knew it was a challenging  
 6 year, that we really engaged all members, stakeholders  
 7 across Team BCPS. And authentic conversations and  
 8 collaboration empowered them to share with us what their  
 9 most significant needs were so that we could all work  
 10 together to move forward and ensure that our students  
 11 have the opportunity to excel across Team BCPS. Next  
 12 slide, please.

13 Our why is very simple. As has been mentioned  
 14 over the last several months by us and has been mentioned  
 15 by stakeholders this evening, we have more than 110,000  
 16 students counting on us. Those students need us to work  
 17 together to reverse the trend of declining performance  
 18 that we've seen over the last decade in Team BCPS.

19 If we take a look at the maps that are shared  
 20 on this slide, and we really dig into the English  
 21 language art slide, we'll note in elementary school, that

Page 51

1 is where we see the most promise for our students and  
 2 literacy. The green, if you recall from before, points  
 3 to students that are proficient and advanced as measured  
 4 by the state assessments.

5 What we ideally want to see as we move forward,  
 6 as we continue to invest in people, as we continue to  
 7 invest in our students, we want to see more green. The  
 8 longer a student stays with us, we want to green,  
 9 proficient and advanced students in middle schools and in  
 10 high schools. Next slide, please.

11 And so we started this school year sharing four  
 12 specific priorities for Team BCPS. These priorities were  
 13 developed based on analysis of our data, engaging with  
 14 stakeholders, and identifying where we needed to go as a  
 15 school system to get us back to our rightful place in the  
 16 state of Maryland and beyond. Our number one goal, our  
 17 most important work that we do, is focusing on academic  
 18 achievement.

19 I've said it many times, and I'll say it again,  
 20 we exist to educate the students, all students at all  
 21 levels. In order to do that, we must address issues and

Page 52

1 concerns that we have in infrastructure, safety, and  
 2 climate, and ensure that we have highly effective  
 3 teachers, leaders, and staff across Team BCPS. Next  
 4 slide, please.

5 While we are focusing on our specific  
 6 priorities as a school system, we must also make sure  
 7 that we are moving forward with the Blueprint for  
 8 Maryland's Future. Specifically, advancing early  
 9 childhood education. Again, high quality, diverse  
 10 teachers and leaders, ensuring that our students are  
 11 college and career ready by the end of their 12th grade  
 12 season with us, as well as providing more resources for  
 13 students to be successful, are four of the top pillars,  
 14 including the fifth pillar, governance and  
 15 accountability, to ensure that as a school system, we're  
 16 continuing to move forward with the rest of the state of  
 17 Maryland. Next slide, please.

18 I've had an opportunity, with psychometricians,  
 19 to take a look at our data to identify where are those  
 20 areas that we need to focus on first in order to move the  
 21 school system forward. Our academic priorities have been

Page 53

1 this year, and will continue to be, English Language  
 2 Arts, Mathematics, ESOL to meet the needs of our  
 3 multilingual learners, and Special Education to meet the  
 4 needs of our students receiving special education  
 5 services. Next slide, please.

6 And so this slide really speaks to, where do we  
 7 see our students going? How are we as a school system  
 8 going to make sure that our students are college, career,  
 9 and community ready? I want to point to the first  
 10 indicator of college and career success. That is  
 11 kindergarten. That happens within the first month of  
 12 students attending kindergarten. And so this budget  
 13 really speaks to that in our acceleration of pre-K  
 14 programs in alignment with the Blueprint.

15 When we look at the next two indicators, those  
 16 take place in our intermediate grades in elementary  
 17 school. Both grade 3 and grade 5 are critical times for  
 18 our students. Our students by the end of grade 3 need to  
 19 be able to read at or above grade level. In grade 5,  
 20 they need to be able to demonstrate proficiency in ELA  
 21 and mathematics on the MCAT assessment. When we move up

<p style="text-align: right;">Page 54</p> <p>1 -- and I will also note, grades 3 through 5, those are                  2 the grades that currently are the largest classes in                  3 terms of how we staff across Team BCPS.                  4 Our next marker is in grade 8, that successful                  5 completion of Algebra 1, really focusing on the                  6 mathematic needs of our students is something that we                  7 have to do if we are to achieve in BCPS. And the last                  8 marker points to several indicators at the high school                  9 level, different options for our students to demonstrate                  10 college and career readiness. Next slide, please.                  11 But we have to make these things happen in the                  12 midst of a challenging budget year. I can share with                  13 you, as a brand new superintendent, it would not have                  14 been my preference to have to walk into the first                  15 operating budget having to make difficult decisions. But                  16 oftentimes, a lot of hard work that is worth it on behalf                  17 of students includes making difficult decisions.                  18 For us, we know the larger the school system,                  19 the larger the portion of ESSER funds. And so for us,                  20 that was \$84 million. There were many critical                  21 initiatives that we funded using ESSER funds, as depicted</p>	<p style="text-align: right;">Page 56</p> <p>1 But what I want us to focus on is how we have                  2 shifted resources. A lot of the misinformation,                  3 miscommunication that is out there in the community                  4 focuses on the cuts. While there are some cuts, there                  5 are many things that we are adding to this budget                  6 directly to schools. Our focus is on our students,                  7 pushing resources closer to schools. And so if you take                  8 a look at this slide, you'll note all of the new                  9 positions that are in the budget. All of these positions                  10 that are in bold directly impact classroom instruction.                  11 These positions are what we need, based on our student                  12 data.                  13 There is not time to wait to make sure that our                  14 students have high quality mathematics instruction. Not                  15 time to wait for expanding pre-K for our students, or                  16 meeting the needs of our special education students or                  17 our ESOL students, or responding to our families when                  18 they tell us that virtual academy is an option that many                  19 students find success with. Next slide, please.                  20 And so for those reasons, this budget really is                  21 focused on Team BCPS. We are making those investments in</p>
<p style="text-align: right;">Page 55</p> <p>1 on the slide. This is also the very same year where                  2 across the state of Maryland, all school systems received                  3 the smallest percentage of Blueprint funds while still                  4 having to move forward with the mandates. Next slide,                  5 please.                  6 And so we had to make decisions. We had to                  7 make tough decisions, working together with members of                  8 Team BCPS to analyze student data, understand what the                  9 data for the last decade was telling us that they needed,                  10 having conversations with principals, having                  11 conversations with teachers, having conversation with                  12 central office leaders. And so we could not afford to                  13 spend another year without investing in our schools.                  14 You know, we had questions in terms of this                  15 budget and where the positions are going. While we are                  16 shifting some resources, while we do have to make                  17 difficult decisions and cuts, the cuts that have been                  18 shared before for the \$104.1 million, you have a large                  19 portion of those where they are in central office. And                  20 then, you have another portion related to class sizes,                  21 which we're going to dig into a little deeper shortly.</p>	<p style="text-align: right;">Page 57</p> <p>1 early grades, pre-K expansion, and across elementary                  2 schools. We want to address specific student needs. We                  3 want to focus on safety and climate, which means bringing                  4 over investments that we had on ESSER grant funds, and                  5 really focus on highly effective staff, both recruitment                  6 and retention.                  7 We want to stay at least at the number two spot                  8 for the highest starting salary in the state of Maryland.                  9 We're very proud of the three-year contracts available                  10 for all unions, where we have an average of a 13%                  11 increase for all staff members across Team BCPS. And                  12 this is because we want our staff members to feel secure                  13 in their compensation, so all of our time and attention                  14 can be focused on meeting the needs of our students.                  15 But recruitment, as I said often, is only one                  16 piece of it. The other piece is retention, making sure                  17 that our staff members have what they need to do their                  18 best work. And that's why we are focusing our efforts                  19 and resources in professional learning for our staff in                  20 instruction and in operations.                  21 We also have our proposing adding staff</p>

Page 58

1 development teachers in across all of our buildings to  
 2 provide that job embedded professional learning, as well  
 3 as those math lead specialists in elementary schools  
 4 where we have the greatest opportunity to start to change  
 5 our trajectory of students' mathematic performance in  
 6 Baltimore County Public Schools. Next slide, please.

7 And so one of the questions that we've heard,  
 8 some of the feedback and the misinformation, is around  
 9 staffing. You know, there are numbers floating around in  
 10 the community about schools losing, you know, 20-some  
 11 people. That is simply inaccurate. I want to provide an  
 12 overview of what the staffing allocations really look  
 13 like across Team BCPS.

14 On January 25th, we met with all principals by  
 15 level to provide staffing allocations for this upcoming  
 16 year. In elementary schools, it's important for us to  
 17 note that we are reinvesting in elementary schools. It's  
 18 been a long time where we haven't had the opportunity to  
 19 focus in on the needs of elementary school. And our  
 20 belief is if we pour into the foundation, when students  
 21 walk in with the greatest ability, that we're able to

Page 59

1 impact not only the performance of our students in  
 2 elementary in literacy and mathematics, but also their  
 3 performance in middle school and high school. Our data  
 4 calls us to do this.

5 And so for elementary school specifically, the  
 6 investment in pre-K, the lead math specialist, investment  
 7 in special education, those classroom teachers, so that  
 8 schools don't have to flip-flop annually between a  
 9 resource model and an inclusion model, that they have the  
 10 number of teachers that they need in their building to  
 11 intervene early to meet the needs of our students.

12 As our multilingual learners continue to grow,  
 13 that population, we want to make sure that we have  
 14 teachers who are a part of the elementary school  
 15 communities, that they can provide that academic language  
 16 instruction that our students need.

17 And lastly, IEP facilitators. We have heard  
 18 loud and clear from our families and from our  
 19 administrators at the elementary level that there is a  
 20 need for that support in schools. Someone who  
 21 specializes in special education, someone who can work

Page 60

1 directly with families, as well as work with the staff to  
 2 ensure that we are meeting the needs of students early  
 3 and that we're following up on those needs on a regular  
 4 basis.

5 In terms of the changes for middle schools and  
 6 high schools, you'll note on the slide, we said modest  
 7 changes. And I want to share that we started with the  
 8 addition of 0.3 and 0.1, because we're at 19.7 and 20.9  
 9 respectively. As we went through the budget process and  
 10 there was still a budget shortfall, we added 1.3 and 1.1  
 11 respectively.

12 It wasn't until December 11th, when we were  
 13 still at an \$18 million budget shortfall, where we added  
 14 one more teacher to the middle school and high school  
 15 ratios. And so you see the numbers are 19.7 to 22. and  
 16 20.9 to 23 for high schools.

17 If we take a look at the allocations that were  
 18 shared -- if we take a look at the allocations that were  
 19 shared for middle school and high school -- and again, I  
 20 want to share this with members of the community and our  
 21 Board, because of the information that is floating in the

Page 61

1 community that is not accurate. Part of my work  
 2 personally, and the work of the team, was to personally  
 3 touch the staffing of every middle school and every high  
 4 school, to make sure that the swings were not so drastic  
 5 this upcoming year, that they were not tenable, and that  
 6 they caused harm in our classrooms.

7 The range for middle school staffing summaries,  
 8 because in middle schools, students were moving around,  
 9 and resources follow students, some schools gained as  
 10 much as 7.5 instructional staff. And the range went to  
 11 8.8 was the maximum loss in our middle schools.

12 This is highly enrollment driven. So whether  
 13 we are in a year of budget cuts or not, as schools lose  
 14 students, whether it's because we're decentralizing ESOL  
 15 centers, and this is the second year of that, or we have  
 16 new schools being built or boundary studies, the  
 17 resources move with the students so that the students in  
 18 a school make sure that they have the right number of  
 19 teachers, paraeducators, et cetera.

20 The general reductions across middle school  
 21 average was 4.7 in the area of special education, because



Page 62

1 we are proposing adding staffing. There was an average  
 2 gain of 0.3 FTE and magnet and ESOL, specifically around  
 3 ESOL, there was a gain of 0.7 for our middle schools.  
 4 If we take a look at high schools, the range of  
 5 reductions was from 2.1 to 13.4. That was the maximum  
 6 reduction, when we look at instructional staff in  
 7 totality, when you're adding all of the different areas  
 8 of instructional staff.  
 9 In all cases with high school reductions,  
 10 anytime you saw a number that was 8 or above, it was  
 11 aligned directly with enrollment. Again, whether that  
 12 was because in some cases we lost more than 100 students  
 13 that moved across and returned to their home schools, or  
 14 there was enrollment that simply went down in those  
 15 communities, staffing was commensurate with that. So  
 16 overall, the general reduction in high school was 6.7.  
 17 That is an average across the high schools, as I shared  
 18 the range earlier.  
 19 And the changes in special education, because  
 20 our highest amount of special education staffing  
 21 currently goes to high school, we did not make any cuts

Page 63

1 in high schools that were not commensurate with IEP  
 2 changes. We had increases in high schools where the  
 3 number of students receiving special education services  
 4 increased. Next slide, please.  
 5 And so this slide really gets -- gives us an  
 6 opportunity to talk about the master schedule.  
 7 For elementary schools specifically, the master  
 8 schedule is more straightforward. When you talk about  
 9 allocation of teacher resources and what the class sizes  
 10 are, there's pretty much a direct correlation in  
 11 elementary schools. In elementary schools, the more  
 12 complex part is trying to make sure that all of our  
 13 teachers have their required 325 minutes' worth of  
 14 planning and what the specials look like.  
 15 But in secondary school, you know, the master  
 16 schedule development is more complex. General education  
 17 staffing is determined based on September 30th  
 18 enrollment. When we receive staffing allocation funding  
 19 from our state partners, our federal partners, the number  
 20 that is utilized are our official enrollment numbers.  
 21 And so we need to -- oh, we have made sure this year that

Page 64

1 when we've allocated schools -- allocated staffing to  
 2 schools, that we've taken into account that some of our  
 3 schools have highly transient populations.  
 4 And so while we have to work with September  
 5 30th, in all of our staffing allocations we have  
 6 projected enrollment as well as actual enrollment. And  
 7 for the transient schools, what we took into account was  
 8 the higher number between the two. That's what we used  
 9 to staff schools, so that we ensure that schools had the  
 10 highest amount of staffing to start with. This was the  
 11 step that we took to account for historical trends and to  
 12 ensure that we provided staffing that was necessary to  
 13 meet the needs of students.  
 14 Our master schedule courses are determined by  
 15 state regulations. Student needs and student choice,  
 16 particularly in high school with the state requirements,  
 17 those typically remain constant, but student needs and  
 18 student choices change year to year. That results in  
 19 either the contraction of the master schedule or the  
 20 expansion of the master schedule.  
 21 In response to those annual changes, student

Page 65

1 enrollments and those course needs, transfer or changes  
 2 in teacher assignments to cover all the courses, that  
 3 happens annually in a master schedule. That is a part of  
 4 the process that happens annually.  
 5 As a rule, the more teaching sections that you  
 6 have in your schedule, that helps to reduce your class  
 7 sizes. The future -- the fewer teaching sections that  
 8 you have in your schedule, those inflate class size. If  
 9 we have large numbers of classes with very small  
 10 enrollments, that also contributes to growing class  
 11 sizes.  
 12 And so this year, when we talk about staffing,  
 13 when we talk about class sizes, we are only talking about  
 14 teachers who are teachers of records instructing students  
 15 in the classes. The numbers do not account for nurses,  
 16 counselors, paraprofessionals, or any other staff who do  
 17 not instruct our students directly.  
 18 Additionally, as I shared, there are some other  
 19 constraints. As I shared, the undersized classes, staff  
 20 expertise, and conflicts, conflicts between what we call  
 21 singletons. If you're only running one section of a

Page 66

1 master schedule, those pose barriers and sometimes will  
 2 inflate class size.

3 School leaders may take additional steps to  
 4 address constraints. Those options that exist include  
 5 providing, you know, co-teachers in class in those large  
 6 or high needs classes, limiting some courses to certain  
 7 grade levels, making sure that those courses are  
 8 available more than once when we're talking about high  
 9 school, more than once throughout a high school student's  
 10 career, combining levels into one class, or partnering  
 11 with a neighboring school or the virtual learning academy  
 12 are some of the options that schools have to address  
 13 class size issues.

14 This is difficult work. In the same way that  
 15 as a school system, we have had to approach this budget  
 16 season doing zero-based budgeting, not using what we've  
 17 had and trying to make slight shifts to that. The  
 18 changes that we have to make in the master schedule with  
 19 the --

20 MS. BOOKER-DWYER: I think our superintendent  
 21 has frozen. Okay. We'll give her a minute to come back

Page 67

1 on. Okay. We are just going to give her a minute to get  
 2 back on the device.

3 But as you can see, it's a lot of thought, a  
 4 lot of information, and a lot of community input that has  
 5 went into this budget. And I know that there was  
 6 questions about the master schedule, and we can see just  
 7 how detailed and how much information goes into the  
 8 master schedule. So we definitely appreciate this  
 9 thorough overview from our Superintendent.

10 And just to prep Board members, I will allow  
 11 questions after this presentation. So if you have any  
 12 questions, I will open the floor for that, because it's  
 13 essential that we have all questions answered and that  
 14 the Board and the public fully understands everything  
 15 that went into this budget, and that we clarify all of  
 16 the -- any misinformation that was communicated to the  
 17 public.

18 DR. ROGERS: Hello.

19 MS. BOOKER-DWYER: Hello. Welcome back. I  
 20 finished your presentation.

21 DR. ROGERS: Thank you very much.

Page 68

1 MS. BOOKER-DWYER: So you are good to go now.

2 DR. ROGERS: All right. Sorry. I apologize  
 3 for that technical difficulty. I don't know when the  
 4 computer froze. Did we discuss this slide? Or --

5 MS. BOOKER-DWYER: We did.

6 DR. ROGERS: Okay. All right. So essentially,  
 7 the master schedule is a complex process. The same way  
 8 we did zero-based budgeting is the same way for schools.  
 9 We're going to have to undergo that heavy lift to re-  
 10 imagine the master schedule process so that we are really  
 11 maximizing our resources in schools.

12 And when all attempts to do our due diligence  
 13 in schools really leaves principals with a shortfall as a  
 14 part of the natural budget process -- I'm sorry, as a  
 15 part of the natural scheduling process, we have a  
 16 mechanism for principals to request additional staffing.  
 17 We leave a cushion so that we can address unanticipated  
 18 changes, whether that's increased enrollment in  
 19 kindergarten, more multilingual learners, or increased  
 20 enrollment in any school. We are poised to address those  
 21 needs as the schools make us aware of them. Next slide,

Page 69

1 please.

2 And so this slide really answers the question,  
 3 who teaches? Part of what we've done for the upcoming  
 4 year, when we have been meeting with our principals since  
 5 September, is really talking about, how do we maximize  
 6 our current staff in schools. I've shared publicly  
 7 before, I've shared with principals, with central office  
 8 leaders, as we were digging into the budget, as we were  
 9 digging into our resources, we pulled reports to examine  
 10 who was teaching and compared that to who could be  
 11 teaching.

12 On this slide in front of you, the box that's  
 13 bolded, when we share those staffing ratios, their  
 14 staffing formula, there's a formula in the book that  
 15 speaks to a 1.4 and 1.3, that has some historical  
 16 reference that has been there for several years. The  
 17 calculation is made using classroom teacher, that one  
 18 box, comparing that, multiplying it, whether you're using  
 19 1.4 or 1.3, to making that comparison with the number of  
 20 students in the building. But the classroom teachers in  
 21 that box are not the only teachers of record.

Page 70

1 And so this slide shows you everywhere else --  
 2 everyone else who's in a school building, who's  
 3 allocated, who teaches students, who can teach students.  
 4 And so part of what we're doing with FY25 is to really  
 5 address that in terms of how we move forward so we can  
 6 minimize the impact of those modest increases at the  
 7 secondary level. Next slide, please.

8 And so I've shared this before, and I want to  
 9 share it again. You know, as a very large school system,  
 10 we have a high amount of variability across our schools.  
 11 The number of release periods, meaning the number of  
 12 periods that certified classroom teachers in buildings  
 13 are not teaching classroom, varies greatly from building  
 14 to building.

15 When we pulled a report working on the budget,  
 16 we learned that we had 250 school-based resource teachers  
 17 who were -- who had no courses assigned in focus. You  
 18 know, some of it is how people are scheduled and there's  
 19 push-in support, but parts are that, you know, periods  
 20 are not assigned.

21 When we looked at department chairs and team

Page 71

1 leaders, when we're talking about 51 schools total, we  
 2 had 726 staff members in this role in our secondary  
 3 schools. And there was large variability there. The  
 4 teaching loads were everything, anything from zero  
 5 sections to five sections is what we found in our  
 6 schools.

7 Our desired state, as I've stated before, is we  
 8 want to maximize staffing in our buildings. We want to  
 9 make sure that we are increasing coherence and  
 10 consistency across our schools and across specific  
 11 positions. And we want to empower principals to really  
 12 create master schedules that have the built-in needs to  
 13 meet the needs of students.

14 You will never be able to create a master  
 15 schedule at the secondary level where you don't have some  
 16 classes that are smaller and some classes that are  
 17 larger. For example, if you're talking about in  
 18 mathematics at the high school level, the Algebra I  
 19 classes should be smaller than your BC Calculus AP  
 20 course, for example. But the way that you're able to do  
 21 that is by maximizing the current staffing.

Page 72

1 And so as I stated before, we have been working  
 2 step by step, really engaging our community, speaking to  
 3 our principals, our central office leaders, our different  
 4 stakeholders, our union partners, teachers who serve on  
 5 advisories and other stakeholders to find out, you know,  
 6 what our potential next steps were, what our needs were.

7 And as a direct result of those conversations,  
 8 a direct result at looking at our data, examining a  
 9 master schedule, what exactly is in focus, where are the  
 10 larger sections, where are the smaller sections, we  
 11 provided FY 25 staffing allocation guidance to our  
 12 principals, where we shared our exact expectations for  
 13 different roles and what teaching loads look like.

14 Our reduction in department chairs really added  
 15 more classes to the master schedule to provide a direct  
 16 instruction to our students. We standardized the  
 17 teaching expectations for department chairs to address  
 18 the variability that I spoke of before that range from  
 19 zero to five. We also, you know, were clear on other  
 20 teaching roles in the building, what those expectations  
 21 were to meet the needs of our students, and to also

Page 73

1 minimize the impact of those modest impacts -- excuse me,  
 2 modest gains in middle school and high school. Next  
 3 slide, please.

4 And so when someone asks a question  
 5 specifically about class size, you know, unfortunately --  
 6 or fortunately, you know, there's information floating in  
 7 the community that is inaccurate. To simply compare FY24  
 8 numbers in a budget book and apply a formula for FY25 is  
 9 inaccurate. And the reason is because we have  
 10 guidelines, and we have expectations that are different  
 11 in our schools.

12 This is a very simple example provided for you  
 13 on this slide, where you take a master schedule for FY24,  
 14 you deduct the release periods for 15 department chairs.  
 15 Currently, you know that there is a lot of variability.  
 16 And so, if you provide three release periods to 15  
 17 different people, that's 45 sections that are deducted  
 18 from the master schedule.

19 If you further reduce the sections in the  
 20 master schedule by the other staff members in our current  
 21 buildings who currently do not have teaching loads or

Page 74

1 have minimal teaching loads, those are further  
 2 reductions, and you add up all those numbers, and you  
 3 have the total number of sections that you're reducing by  
 4 the master schedule.

5       If you take a look at FY25 and what we've  
 6 proposed, moving the department chair allocations to nine  
 7 for high schools and eight for middle schools,  
 8 respectively, we have not only identified that, we have  
 9 identified the provided guidance on the number of release  
 10 periods based on the content for the department chair.

11       And so you have four department chairs that are  
 12 released for two additional release periods. That's  
 13 eight sections in a master schedule, meaning the  
 14 department chair teaches four sections. And you have  
 15 five positions -- five additional positions at the high  
 16 school level with one additional release period. So each  
 17 department chair in that case would teach five sections.  
 18 The total reduction of sections overall in that master  
 19 schedule is 13 sections.

20       If you do that, coupled with reducing the  
 21 number of undersized classes, as well as increasing the

Page 75

1 number of staff who are teaching across the building, our  
 2 belief, our strong belief is mathematically and just  
 3 philosophically, is that the impact of adding two  
 4 students to our middle schools and high schools is going  
 5 to be greatly minimized, because we are adding more  
 6 sections to the master schedule overall.

7       And so your next question -- next slide -- may  
 8 be, so how do we know? It's fine to have this  
 9 expectation, but how are we going to make sure that it  
 10 happens? In Team BCPS, we strongly believe in mutual  
 11 accountability. We are accountable to all of our 110,000  
 12 students and our 20,000 staff members to follow through  
 13 on what we've said.

14       To date, we have shared our expectations and  
 15 followed through. This is no different. Our staff  
 16 members in DOIT have already created tools so we can do  
 17 the reporting. These tools, principals will be trained  
 18 on them so they can identify oversized and undersized  
 19 classes as well as a release periods report.

20       If you take a look at the average master  
 21 schedule in a high school, you can have hundreds,

Page 76

1 thousands of sections. And so to try to identify all of  
 2 these, you know, changes by eyeballing it is a very  
 3 difficult task. And so we have a reporting structure for  
 4 us to do this. Principals will be trained on how to use  
 5 these tools so principals can be the first line to check,  
 6 as well as our executive director, our chief of schools,  
 7 and members of executive staff will be pulling the same  
 8 reports throughout the summer. Our principals are going  
 9 to know in advance the dates and times we're going to  
 10 pull these reports so we can work together.

11       And instances where we need to address any  
 12 issues that we see, we're going to work together hand in  
 13 hand with our principals, with our master schedulers to  
 14 meet the needs of our students. We are deeply committed  
 15 to meeting the needs of our students in Team BCPS. We  
 16 have committed to moving forward and reversing the trend  
 17 of declining performance.

18       As I stated before, it would not be a  
 19 preference to have to make tough decisions for a budget,  
 20 but this is our opportunity to make some changes and do  
 21 something differently. I believe strongly that the

Page 77

1 feedback and input of members, many members of Team BCPS  
 2 that have informed this budget have helped us to make  
 3 sure, have helped us to make sure that we have  
 4 recommended a budget that meets the needs of our  
 5 students.

6       We are committed to, as I have also stated  
 7 before, as soon as our fiscal outlook is improved, to put  
 8 that staffing right back in our secondary schools  
 9 immediately. This is an interim step to meet the needs  
 10 of our students in challenging times.

11       We're committed to ongoing conversations and  
 12 working step-by-step with our principals, our teachers,  
 13 which Ms. Sexton shared earlier that I was very pleased  
 14 to have the opportunity to meet with them directly so  
 15 that they can hear directly from us to have their  
 16 questions answered, and for them to continue to provide  
 17 us with feedback about our next steps.

18       And so at this time, I'm going to take a  
 19 departure from normal practice and turn it over to you,  
 20 Chair Booker-Dwyer, and open it up for any questions  
 21 regarding specifically the budget, staffing, or class

Page 78

1 size.

2 MS. BOOKER-DWYER: So Board members --

3 Thank you, Dr. Rogers, for addressing a lot of

4 these questions through your presentation.

5 And so I'll open up the floor for any Board

6 members that have questions on what was just presented.

7 If you could just raise your hand, and I will call on

8 you. Ms. Pumphrey.

9 MS. PUMPHREY: First, I just want to say thank

10 you for this extremely detailed and helpful presentation.

11 I did want to say that regardless of the inaccurate

12 information that may have spread, these concerns that

13 we've recently heard are not new.

14 I attended several of the community input

15 meetings, and we heard from teachers at these meetings

16 addressing specific concerns with the extremely large

17 class sizes. Of course, this was prior to seeing the

18 budget. But, you know, based on this and then seeing an

19 increase in the class size and the budget, I certainly

20 understand the concerns that were expressed by teachers

21 and the public. But I do thank you for this

Page 79

1 presentation, because I think it provided a wealth of

2 information and explanation.

3 My question would be, as far as the slide

4 regarding the reallocation of resources and mutual

5 accountability, is this reporting available to the public

6 at all or to the Board? And secondly, is there a

7 specific number or red flag when you -- and I know it

8 would depend on the class. But is there something that

9 would immediately stick out and say -- I'm going to use a

10 very high number as an example, okay. This class has 50

11 students in it, there needs to be something done

12 immediately. Is there, you know, a mechanism where

13 there's immediate attention given to some extreme

14 situations like that?

15 DR. ROGERS: Absolutely. So thank you for

16 sharing that. And thank you also for recognizing that

17 class sizes are something that we need to address

18 holistically across Team BCPS with a long-range plan.

19 I want to answer your question about a red

20 flag. While we don't, you know, send out to the public

21 the class sizes, this is the first time we're going to do

Page 80

1 that reporting. And I don't have an issue, you know,

2 reporting to the Board of Education what our numbers look

3 like.

4 As I mentioned earlier, the goal of maximizing

5 the resources is not to say that we'll never have any

6 smaller classes where we'll never have any larger

7 classes. There is a time and a space for that. If

8 you're bringing on a new program, that might be

9 appropriate. If you have a program that's attached to

10 licensure, for example, if you have a nursing program and

11 the state says one nurse for eight students, you can't --

12 you have two nurses, it's a maximum of 16 students. If

13 you have a restaurant management program, there are a

14 certain number of ovens. There are many examples why

15 some classes might be larger, and some classes might be

16 smaller.

17 What we're trying to guard against are those

18 classes where you see the 30s from the onset, because we

19 haven't maximized the amount of staff available. We want

20 to give principals the room to address program needs.

21 You know, if you have a group of students that need a

Page 81

1 graduation requirement, all of these things are a typical

2 part of a high school schedule.

3 You know, I can share firsthand knowledge,

4 being a former master scheduler, not only as, you know, a

5 principal and assistant principal, but also having master

6 scheduled for the largest high school in the state of

7 Maryland with wall-to-wall academies. There will always

8 be a place for larger and smaller classes in that master

9 schedule.

10 But the numbers that we don't want to see are,

11 you know, numbers, just as a general rule, in the 30s.

12 When you start seeing you're moving past 31, that's the

13 area for us to take a close look, for us particularly in

14 the master schedule, because there are so many sections,

15 to work with our counselors, to ensure that the students

16 have other options that are available.

17 Yesterday, one of the things that I did, you

18 know, just in response to a lot of the feedback, was to

19 go and take a look at what's in focus right now. And

20 I'll tell you what I saw. I saw classes in our high

21 schools where we had several sections of the same course

Page 82

1 with five students. I saw some with six, I saw some with  
 2 four, I saw 10s and 13s.  
 3 But then on the other side, I would say I saw  
 4 the vast majority of our classes in the 20s to the low  
 5 30s. I started seeing larger numbers in the 30s. I saw  
 6 it in physical education, I saw it in perhaps band in  
 7 those areas. There were a few outliers. But once we  
 8 start seeing 30s, that's the time where we need to come  
 9 together -- low 30s, to come together and look at the  
 10 different options that exist.  
 11 But that also means that we need to look at  
 12 several -- you know, the several sections that we have of  
 13 very small classes that we've built into the master  
 14 schedule, particularly if it's the same exact course with  
 15 the same teacher, what options exist in that case.  
 16 MS. PUMPHREY: Thank you very much. And I'm  
 17 sorry, just one quick follow-up, one more thing.  
 18 DR. ROGERS: Uh-huh.  
 19 MS. PUMPHREY: If we have teachers who say,  
 20 "This sounds wonderful, but this is not what I'm seeing  
 21 in my classroom." I know there's protocol that they

Page 83

1 follow to go to their administrators, but if it's still  
 2 not working, what do we say to the teacher?  
 3 What can we say to those teachers? Here's your  
 4 recourse. If you've tried the things that you're  
 5 supposed to try and it's not working, you're not getting  
 6 answers without retaliation, are there places they can go  
 7 to say, "Look, this isn't working, I've had this super  
 8 huge classroom, you know, it's not being adjusted, I  
 9 can't work in these conditions?" What are we doing to  
 10 help those teachers?  
 11 DR. ROGERS: Yes. So we're talking about for  
 12 FY25. Because currently the FY24 schedules are built.  
 13 So you know, reporting. And what I would say to them is  
 14 to reach out to TABCO. I have a regular standing meeting  
 15 with TABCO every single week. We work through issues.  
 16 And so I would say to reach out to their union  
 17 representatives, you know, if they feel that, you know,  
 18 they've worked through and there's no recourse. Our goal  
 19 is through the reporting that we're not in that situation  
 20 in FY25.  
 21 MS. PUMPHREY: Thank you very much.

Page 84

1 MS. BOOKER-DWYER: Thank you, Ms. Pomfrey. Ms.  
 2 Lichter?  
 3 MS. LICHTER: Yes. First, Dr. Rogers, thank  
 4 you for all your work this week on trying and dispelling  
 5 the misinformation that may have been communicated. Your  
 6 explanation clearly demonstrates the complexity of master  
 7 scheduling, especially at the high school and middle  
 8 school level. I think the need to tighten what you call  
 9 the variability amongst different positions will go far  
 10 to try to give our kids more sections to be in and more  
 11 face-to-face time with teachers.  
 12 But will principals -- and I think you said it,  
 13 I just want to make sure. But will principals still have  
 14 the autonomy to look across their staffing, to look  
 15 across their classes, and make a determination that while  
 16 the average class size should be X, I'm making this class  
 17 size larger, because down the hall I have made a class,  
 18 for reasons based on learner needs, much smaller? So  
 19 while you've put in place more expectations, we're not  
 20 taking away that autonomy, are we?  
 21 DR. ROGERS: We are not taking away that

Page 85

1 autonomy. And you know, we can't. It's a must. We need  
 2 to have that flexibility built into the master schedule  
 3 to meet the needs of those students. But we need to also  
 4 be able to clearly communicate with any and every one  
 5 when we've made those decisions, how and why we've made  
 6 those decisions, and why they're in the best interest of  
 7 students.  
 8 MS. LICHTER: Okay. Good. So just make sure  
 9 that principals have that -- still have that ability.  
 10 The second part is, with all the people that  
 11 you're talking about, and one of the slides where you  
 12 went over the ratios, that's teachers of record. So can  
 13 you, again, just redefine what a teacher of record is?  
 14 And then, what about all of the other teachers?  
 15 If I'm an AVID school and I have AVID teachers, and I  
 16 have MAGNA programs and MAGNA teachers, my ESOL teachers  
 17 might not be teachers of record. So how do all of those  
 18 other teachers that may not be teachers of record fit  
 19 into the master scheduling at the secondary level?  
 20 DR. ROGERS: So that's just it. When we talk  
 21 about class sizes, while we only report that one box, all

Page 86

1 of those other people can be and may be teachers of  
 2 record. What we have reduced in our FY25 guidance is  
 3 that we've been very clear about expectations. And so we  
 4 don't have one school where the MAGNA coordinator is  
 5 teaching and another school where they're not. There are  
 6 expectations across the Board that with each specific  
 7 position, here's what the commensurate teaching load  
 8 should look like. And then we have the mechanism to  
 9 check.

10 What that does is it reduces -- it further  
 11 reduces our class sizes. And so if you don't only have  
 12 the model where people push in and pull out, and these  
 13 teachers become bona fide teachers of record. For  
 14 example, you know, your reading specialist teaches your -  
 15 - some of your reading intervention courses. Those are  
 16 additional sections in your master schedule where  
 17 students can attend classes.

18 And so that is the impact of maximizing and  
 19 really reducing that variability across schools, so that  
 20 everyone that's a certified classroom teacher in that  
 21 building who has the ability to teach, that they have

Page 87

1 sections open for students.

2 MS. LICHTER: Okay. Thank you.

3 And last point, FOCUS will allow you to  
 4 actually see every class in our system and how many kids  
 5 are in it and the teacher's record. So -- and that'll be  
 6 closely monitored during '24-'25 school year.

7 DR. ROGERS: Correct.

8 MS. LICHTER: Thank you.

9 DR. ROGERS: Even before we start the new  
 10 school year.

11 MS. LICHTER: All right. Thank you.

12 MS. BOOKER-DWYER: Okay. Thank you, Ms.  
 13 Lichter. Ms. Stolusky.

14 MS. STOLUSKY: Thank you. Good evening.

15 The amount of work that you have put into the  
 16 budget itself and also clarifying some of the challenges  
 17 is incredible.

18 In terms of the modest increases for middle and  
 19 high school, you know, understandably, and I know some of  
 20 the speakers tonight spoke about class sizes is just the  
 21 most important thing to protect, and obviously, parents

Page 88

1 and teachers are concerned as well. So with the jump in  
 2 middle school from 19.7 to 22, and then high school 20.9  
 3 to 23, that seems alarming. You know, it seems like a  
 4 significant increase. Can you explain or describe how  
 5 the impact may not be what it seems when it's actually  
 6 put into effect?

7 DR. ROGERS: Yes. I will just give you a brief  
 8 overview. That's really what that slide where you saw  
 9 the orange comparison for FY24 and FY25 comes in. The  
 10 goal is by increasing the number of sections that's  
 11 available in the master schedule, that the change is  
 12 negligible. You know, certainly if we currently have a  
 13 class size that's 23 now and you add two students to  
 14 that, you know, we prefer not to add students, but 23 to  
 15 25, that's okay. But we certainly don't want to have a  
 16 class that's of 30, and we're adding more students to  
 17 that as a rule.

18 And so that's why we want to maximize the  
 19 staffing, the available certified teachers that are in a  
 20 building, that we are very clear on the guidelines and  
 21 expectations for who's teaching versus the number of

Page 89

1 release periods to absorb, if you will, some of those  
 2 changes. And might I add, take this opportunity, those  
 3 temporary changes that we have to find -- you know, that  
 4 we find ourselves in as a result of the FY25 operating  
 5 budget.

6 MS. STOLUSKY: Right. Okay. Thank you.

7 DR. ROGERS: You're welcome. Thank you.

8 FI: Ms. Domanowski?

9 MS. DOMANOWSKI: Yes. Hi. And thank you again  
 10 for that presentation.

11 My one thing I wanted to ask about, and I know  
 12 we've talked about adding the student safety assistants  
 13 over 190 of them. I think just from my standpoint of  
 14 looking at this, when I see a larger class size, I worry  
 15 about, not that our teachers aren't able to, you know,  
 16 teach that many students, but what about -- how else are  
 17 we, you know, supporting them and helping them to keep  
 18 order in the classroom so that they are able to teach  
 19 that many?

20 I'm thinking about student instances where, you  
 21 know, students might be calling out or disrupting. How

Page 90

1 are we supporting our teachers so that they don't have  
 2 this constant interruption with a larger classroom and  
 3 can teach, you know, more students? It's not  
 4 necessarily, like, that there's more students, but if the  
 5 students are more disruptive than, you know, the other  
 6 students? Am I -- I'm trying to say that --

7 DR. ROGERS: I think I see where you're going.  
 8 MS. DOMANOWSKI: Okay.  
 9 DR. ROGERS: Yeah. I think I see where you're  
 10 going.

11 So you know, one of the priorities is safety  
 12 and climate. And so, we are really working in earnest to  
 13 provide that training that's necessary to our school  
 14 safety assistance. They're being moved over because the  
 15 grants are ending to the operating budget to our  
 16 secondary schools in particular. So there are a cadre of  
 17 people who can respond to the needs as the teachers have  
 18 them.

19 But there's also a lot of proactive work that  
 20 we're trying to do, making sure that our code of conduct  
 21 is updated based on what people are seeing actually as

Page 91

1 needs in schools, making sure that when an incident  
 2 happens, that we respond swiftly and that we are  
 3 implementing the Code of Conduct as written, sharing  
 4 regular reminders with our community about our  
 5 expectations.

6 But we also are providing additional resources  
 7 to our students. Additional resources, everything from  
 8 additional academic support to additional mental health  
 9 support to additional -- you know, we have eight  
 10 positions in the budget specifically around expanding  
 11 offerings for our alternative schools in the virtual  
 12 academy.

13 And so I think we have a variety of ways that  
 14 we're addressing this. This is not just, you know, one  
 15 thing that we're doing to address that, but overall, the  
 16 number one thing that we have to do is make sure that we  
 17 have that high quality teaching and learning going on in  
 18 the classroom that really helps to keep students engaged

19 And part of that is investing in our teachers  
 20 and our paraprofessionals with that robust professional  
 21 learning, you know, that we are committed to providing

Page 92

1 them throughout the summer and throughout the school year  
 2 to meet their needs so we can, you know, engage our  
 3 students and then respond quickly when or if there is a  
 4 situation in a classroom.

5 And we'll also note that, you know, for  
 6 elementary, we want those numbers to be reduced so that  
 7 we can really meet the needs of our students early on.  
 8 Because there's also research around students that are  
 9 engaged, students that are meeting with success that you  
 10 tend to see, you know, a correlation with positive  
 11 behavior and positive success in school. And so we want  
 12 to address those concerns in that regard as well.

13 MS. DOMANOWSKI: Just a quick follow up.  
 14 DR. ROGERS: Of course.  
 15 MS. DOMANOWSKI: Or to be more clear. So it's  
 16 not just, you know, enhancing the student safety  
 17 assistance. But also, you know, updating our student  
 18 handbook policy, making, you know, teachers, staff,  
 19 students accountable for their actions, make them clear,  
 20 known, you know, of the -- you know, when an incident  
 21 occurs, this is the consequence. We're going to -- we're

Page 93

1 enforcing those again -- or enforcing them period.  
 2 DR. ROGERS: Absolutely.  
 3 MS. DOMANOWSKI: Okay.  
 4 DR. ROGERS: Absolutely. And we've tried to  
 5 share regular reminders with our community about what our  
 6 expectations are in school. But, you know, under the  
 7 direction of Dr. Jones, you know, Dr. Lewis and team, we  
 8 work together with our, you know, SROs, our Chief of  
 9 Police, our county executive, very strong relationships  
 10 to make sure that we're responding swiftly and we're  
 11 holding everyone accountable to contributing to a -- you  
 12 know, an environment that is conducive to learning.

13 MS. DOMANOWSKI: Okay. Thank you.  
 14 DR. ROGERS: You're welcome.  
 15 MS. BOOKER-DWYER: Thanks. And I just want to  
 16 add that, you know, we keep talking about class size  
 17 reduction, and I'm all for that. We all know that  
 18 students perform better with smaller classes. But to  
 19 truly get at the size of the class size that we need to  
 20 have a true impact on student achievement, it's going to  
 21 take major shifts in infrastructure, and our boundaries,



Page 94

1 and the number of teachers we have to teach certain  
 2 sections. It's a much bigger picture.  
 3       And so while this FY25 budget, I get it, we  
 4 have -- we're adding a student or two to certain classes,  
 5 we need to undertake the idea of reducing class size  
 6 holistically and really look at what's causing these  
 7 increases in class size.  
 8       And it's beyond just the scope of the Baltimore  
 9 County Public School System. We need to truly engage  
 10 state lawmakers and local lawmakers around these  
 11 boundaries and around impact fees and all these other  
 12 things that impact -- directly impact our school system.  
 13       So I get it. We're looking at this FY2025  
 14 budget as if that's it. And truly to get at the class  
 15 size issue, it's a much bigger discussion, and we need a  
 16 lot more people at the table. This budget isn't going to  
 17 do it. It's going to take a much bigger view, and a lot  
 18 more people, and some modifications in our legislative  
 19 process and how funds are being collected. So I just  
 20 want to put that out there as well.  
 21       So I will go to Ms. Henn next.

Page 95

1       MS. HENN: Thank you, Madam Chair, and thank  
 2 you for your remarks. I appreciate you providing the  
 3 context so that our stakeholders understand just how  
 4 complex this is, right? There are two class sizes we're  
 5 talking about. One is the realistic class size versus  
 6 our goal class sizes. And our goals won't be met in one  
 7 year. I agree with you on all of the points you just  
 8 mentioned.  
 9       My question for Dr. Rogers -- and Dr. Rogers,  
 10 thank you for this presentation -- is where can the  
 11 public find our target class sizes for the upcoming year?  
 12 Previously those were on -- well, they're published on  
 13 page 125 of the school staffing allocation ratios. And  
 14 there was a formula that was easily understood on how to  
 15 calculate it and set expectations. Not that we don't see  
 16 variance in those numbers; we do. And you've explained  
 17 very eloquently just how complex the scheduling process  
 18 is.  
 19       But where can the public find what those ranges  
 20 could look like if they want to understand -- any of our  
 21 stakeholders want to understand how staffing allocations

Page 96

1 were determined and what that looks like in terms of  
 2 numbers of class sizes for each level?  
 3       DR. ROGERS: So thank you for the question.  
 4 Specifically for -- I think in the budget book, there is  
 5 a chart in schools that goes by level to identify how  
 6 staffing allocations were made.  
 7       For example, you know, pre-K is 20 to 1,  
 8 kindergarten is I think 22 to 1. And then you get to,  
 9 you know, 1st and 2nd grade, and then 3rd to 5th grade,  
 10 where we've reduced from 25 to 24. For high school,  
 11 those numbers -- and middle school, those numbers are in  
 12 that same chart, as I've shared here.  
 13       So the formula of 1.4 and 1.3, you know, those  
 14 have some historical context. Again, I think the  
 15 challenges that I've shared are when we look at those  
 16 numbers, we look at only one box, when there are many  
 17 more staff members who can contribute to the master  
 18 schedule. And we're reducing that variability this  
 19 upcoming year.  
 20       One of the things that we're very excited about  
 21 -- because we received, you know, different types of

Page 97

1 feedback around the budget book -- one of our goals is to  
 2 make sure that there is clear community understanding.  
 3 And we don't, either, you know, in any way inadvertently  
 4 put out information that is confusing for members of Team  
 5 BCPS to understand. That's why we're so committed to  
 6 having this open, ongoing conversation to work together  
 7 step by step, for there not to be any surprises.  
 8       And so one of our learnings, as we continue to  
 9 move forward with continuous improvement, is for us to  
 10 really take a look at any publication that we put out  
 11 there, particularly massive publications, to determine  
 12 our ability to ensure that there is a process annually to  
 13 make sure that all of the information contained is  
 14 accurate.  
 15       We are looking at other large school systems,  
 16 what are their practices, and we're really going to go  
 17 out and ask all of our stakeholders what's going to make  
 18 the most sense to them, what's going to be the most user-  
 19 friendly, how can we leverage technology as a part of our  
 20 new processes, so they can have up-to-date accurate  
 21 reporting.

Page 98

1 And I'm also very excited to announce one of  
 2 the things that people are going to see coming soon,  
 3 starting with FY25, is going to be sort of a schools at a  
 4 glance. So we're not going to have people wondering,  
 5 we're not going to have, you know, rumors floating. We  
 6 are going to report. Here are our schools, here's what  
 7 staffing looks like, here's what the class sizes are,  
 8 here are the specific programs.

9 And because we're going to have it  
 10 electronically, we'll be able to make, you know, changes  
 11 and updates in real time. And so we're excited about  
 12 making sure that the information that our communities  
 13 need is extremely available to them, because we strongly  
 14 believe in mutual accountability.

15 We all have serious work to do on behalf of  
 16 111,000 plus students who are counting us each and every  
 17 single day, and our 9,000 teachers and other 11,000 staff  
 18 members who are counting on us to get it right. What's  
 19 so important for people to understand is we are willing,  
 20 able, and open to people asking the question. You know,  
 21 that's part of our work is to explain what we do to

Page 99

1 develop that community understanding.

2 And the same way that we met with TABCO, we  
 3 meet with other groups on a regular basis. I would much  
 4 prefer that people reach out and ask the question for us  
 5 to identify exactly what's going on and what are -- you  
 6 know, if we need to take corrective steps, that we do  
 7 that as a school system, instead of, you know, assuming  
 8 or getting their information from places that are not  
 9 directly from Team BCPS.

10 So if there's a message that I can share with  
 11 our community, that would be to reach out to us directly.  
 12 We encourage for them to reach out to us. We are excited  
 13 about what they can look forward to seeing in FY25 and  
 14 are definitely committed to this work, our students and  
 15 our school communities. Thank you.

16 MS. HENN: Thank you for that information. And  
 17 I'm excited, too, by what you shared, with the data  
 18 dashboards or whatever form that takes. That's exciting.  
 19 Because for the first time that information will be  
 20 directly available from the source, like you said. And I  
 21 always try to direct my constituents to the source and to

Page 100

1 get their information.

2 So my question, though -- and I heard Madam  
 3 Chair say it's important that Board members ask and make  
 4 sure that we understand this -- is if the information  
 5 provided in the budget book on 125 is not accurate, where  
 6 can I direct my constituents today, and stakeholders, to  
 7 understand how the staffing allocations were determined  
 8 and what effect that will have on class size? Even if  
 9 it's a range.

10 I understand we're not going to have the exact  
 11 numbers. But if the Board's making a decision on this  
 12 budget, it's critical for us to understand the impact of  
 13 these decisions and to be able to have some hard data to  
 14 back it up with.

15 I appreciate that it's complex, but it still  
 16 feels extremely intangible in terms of wrapping our heads  
 17 around what is this going to look like next year if we  
 18 approve this budget? Can you provide us with some  
 19 guidance on where we can look for those numbers and where  
 20 we should direct our stakeholders?

21 DR. ROGERS: Yes. I'm going to try to answer

Page 101

1 it a different way. So on page 125, when you look at  
 2 elementary, middle and high school, there are specific  
 3 numbers there that are targeted. For elementary school,  
 4 it's very straightforward. We're adding additional  
 5 special area teachers. So that will address some of the  
 6 fluctuations that we see in those special areas.

7 For middle school and high school, it is  
 8 correct that we have allocated 19 -- we have allocated 22  
 9 and 23 respectively for -- based on the specific  
 10 enrollment. As we shared, if it's a school with a  
 11 transient population, transient enrollment, we've used a  
 12 larger number between projected and actual.

13 And so that is how staffing was allocated to  
 14 schools. There's nothing that varies from that, with the  
 15 exception of providing additional staffing. In our  
 16 commitment to equitable resource allocation, when we see  
 17 a school has had, you know, greater infractions and they  
 18 have a need for additional staffing, perhaps MTSS  
 19 staffing or counseling staffing that has been accounted  
 20 for based on our specific student data.

21 And so what I can say to you, the 1.4 and the

Page 102

1 1.3 formula, I can't speak to, you know, the vestiges of  
 2 that and how that came to be. When I do staffing  
 3 allocations, I start with the number of students, I start  
 4 with the number of courses each student takes, I multiply  
 5 that, and then I identify the number of sections that are  
 6 needed in a building, and then I superimpose upon that  
 7 the allocation that I provide. That is not how  
 8 historically allocations were shared in the budget book.  
 9 So I would say to all of our community members,  
 10 the information in the budget book regarding how staffing  
 11 was allocated is absolutely correct. And what we're  
 12 saying is you can't take those numbers and apply them to  
 13 what's currently happening in FY24 to make a new number  
 14 for FY25.  
 15 In several of the slides, I've tried to show  
 16 specific positions where you have classroom certified  
 17 teachers in the building and potential sections to be  
 18 added to the master schedule, all which have a direct  
 19 impact on class size.  
 20 So for example, in the guidance for FY25, for  
 21 magnet coordinators, we have 0.5 teaching responsibility

Page 103

1 is the expectation. So there is no longer any  
 2 variability. So this means that a magnet coordinator is  
 3 teaching three additional sections. So if for FY24, they  
 4 were not teaching, now there's three additional sections  
 5 added to the master schedule, where those are three  
 6 different opportunities for at least on average 75  
 7 students to have access to classes.  
 8 And so you have to layer that onto all of the  
 9 different squares that I showed. Whether we're talking  
 10 about AVID, whether we're talking about Title I funded  
 11 positions, whether we're talking about ESOL positions,  
 12 where ESOL teachers teach our students directly, our  
 13 special education teachers who teach our students, those  
 14 are all adds.  
 15 And so you simply cannot take what we did in  
 16 FY24 and apply it to FY25, because we are changing our  
 17 practices as a school system. We are committed to  
 18 helping our principals to do that work and our master  
 19 schedulers. And we're going to hold ourselves  
 20 accountable to doing what is right for our students on a  
 21 regular basis.

Page 104

1 MS. HENN: Thank you, Dr. Rogers. It sounds  
 2 like that --  
 3 I just have a very brief follow-up, Madam  
 4 Chair.  
 5 It sounds as if each school's number is unique  
 6 to that school's population, and that we don't have the  
 7 information to derive the class sizes, because it's not a  
 8 one size fits all. Would that be an accurate statement,  
 9 Dr. Rogers?  
 10 DR. ROGERS: I wouldn't say it like that. I  
 11 would say that when you create a master schedule,  
 12 particularly for secondary schools, there has to be a  
 13 level of flexibility that exists. There are several  
 14 parameters that require some classes to be smaller, some  
 15 classes to be larger.  
 16 However, you know, there is a standard. One  
 17 should not expect to go into an English class across any  
 18 school in Team BCPS and find 35, 40 students in that  
 19 class.  
 20 We have a formula whereby we allocate staff.  
 21 We're going to be very -- we have been very clear on what

Page 105

1 we expect to see in terms of maximizing that staffing.  
 2 We are going to be taking reports to see how schools are  
 3 doing. And I will be sharing reports with the Board of  
 4 Education moving forward on our undersized and oversized  
 5 classes in our building. And we should be able to  
 6 communicate directly and accurately to, you know, members  
 7 of a school when there are smaller class sizes, what that  
 8 reasoning is, and when there are larger class sizes, what  
 9 that reasoning is.  
 10 But it's not all, you know, flexible and, you  
 11 know, the building level decision. There are some  
 12 guidelines and some parameters where there are some  
 13 spaces where it's expected to be larger. You know, the  
 14 physical education classes typically are larger than your  
 15 English classes, or your science classes where you have  
 16 labs and safety constraints around space.  
 17 MS. HENN: Thank you. And that's exactly what  
 18 I was asking.  
 19 MS. BOOKER-DWYER: Thank you. And we're going  
 20 to move on. Thank you, Ms. Henn.  
 21 MS. HENN: Madame Chair --

Page 106

1 MS. BOOKER-DWYER: So we are going to move on.  
 2 MS. HENN: Madame Chair, Dr. Rogers just --  
 3 MS. BOOKER-DWYER: We're behind in the agenda,  
 4 Ms. Henn.  
 5 MS. HENN: I know. But --  
 6 MS. BOOKER-DWYER: And so we are going to move  
 7 on to the next question.  
 8 MS. HENN: Dr. Rogers didn't answer my  
 9 question. Just --  
 10 MS. BOOKER-DWYER: Ms. Lichter, you can move  
 11 forward with your question.  
 12 MS. HENN: -- can apply those standards. Dr.  
 13 Rogers, you answered my --  
 14 MS. BOOKER-DWYER: And so Ms. Lichter, you can  
 15 move forward with your question.  
 16 MS. LICHTER: Just very quickly. I just don't  
 17 want us to lose the fact that, while we may have  
 18 increased class sizes in middle and high, what you've  
 19 tried to do for elementary, to make sure that our  
 20 elementary students have the right size classes and  
 21 they're getting the support they need. Because every

Page 107

1 year that a child progresses from grade to grade, below  
 2 grade level, whether it's reading math or any content  
 3 area, the gap just widens.  
 4 So we're talking about the increase in  
 5 secondary, but I don't want to lose the idea of what  
 6 you've tried to place in the budget for our elementary  
 7 schools in order to try to get us on the right start as  
 8 quickly as possible. So more of a comment than a  
 9 question. Thanks.  
 10 DR. ROGERS: Well, thank you for raising that.  
 11 Our middle -- our elementary schools in particular have  
 12 been too large for too long. And so to your point, we  
 13 are really trying to right-size that and take care of our  
 14 students at the foundational levels.  
 15 MS. BOOKER-DWYER: Thank you for that.  
 16 So we will move on to the next agenda item,  
 17 which is the Chair's report.  
 18 And since my last report, members of Baltimore  
 19 County Board of Education, we have been actively engaged  
 20 around the school system. We've conducted school visits  
 21 to experience the teaching and learning process. We've

Page 108

1 provided testimonies in support of bills. We've  
 2 participated on a panel to discuss civic education.  
 3 We've attended PTA meetings and had the opportunity to  
 4 enjoy the all-county jazz performance directed by Mr.  
 5 McFalls and Dr. Purcell.  
 6 We also had the privilege of attending the  
 7 Battle of Liberty Road, where principals from Windsor  
 8 Mill Middle School, Deer Park Middle School, and  
 9 Randallstown High School showcased the exceptional  
 10 musical and athletic talents of our students, which truly  
 11 fostered community pride.  
 12 Our Board remains deeply involved in the  
 13 community, and we utilize these insights from the  
 14 community to inform our governance decision. And we know  
 15 that a key governance decision pertains to the FY25  
 16 budget. Unfortunately, there has been a lot of  
 17 misinformation and doctored documents circulating on  
 18 social media about the budget.  
 19 I encourage the community to obtain information  
 20 about the budget from primary sources such as the  
 21 official Baltimore County Public Schools website, and not

Page 109

1 from personal social media pages that may be riddled with  
 2 inaccuracies and do not reflect the views of the Board.  
 3 Such misinformation and social media postings not only  
 4 distracts from the core mission of teaching and learning,  
 5 but it also detrimentally affects our students.  
 6 One prevalent topic of discussion is class  
 7 sizes. And we saw that today, just -- we've had this  
 8 robust conversation about class sizes. And I want to be  
 9 clear on what the research says about class sizes, that  
 10 you need a class size between 13 and 17 students, coupled  
 11 with a highly effective teacher to have measurable  
 12 impacts on student achievement. And I want to repeat  
 13 that, we need class sizes that are 13 to 17 students.  
 14 Achieving this optimal class size in Baltimore  
 15 County would necessitate substantial investments in  
 16 infrastructure, staffing, and scheduling, and it will  
 17 require millions, hundreds of millions of dollars beyond  
 18 what is in our FY25 budget. We are committed to  
 19 implementing research-informed practices that move  
 20 teaching and learning forward in Baltimore County, that  
 21 are fiscally responsible, and that are practical for our

<p style="text-align: right;">Page 110</p> <p>1 school system.</p> <p>2 I would love to have class sizes that are 13 to</p> <p>3 17 students. We're not there yet in Baltimore County.</p> <p>4 But what we can do is lay the foundation so that we can</p> <p>5 begin moving in that direction.</p> <p>6 If we continue to do things the way that we've</p> <p>7 always done in Baltimore County, we're going to keep</p> <p>8 getting the same results. This budget reflects a new</p> <p>9 day. It reflects a revised direction. It reflects</p> <p>10 fiscal responsibility in Baltimore County. We must do</p> <p>11 something different, and this budget begins to shift how</p> <p>12 we are doing things.</p> <p>13 We actively encourage Baltimore County Public</p> <p>14 Schools community to engage with us through public</p> <p>15 comments, through the Board emails, and other community</p> <p>16 events. Your engagement and feedback is invaluable as we</p> <p>17 navigate the challenges and opportunities ahead in</p> <p>18 shaping the educational landscape for Baltimore County.</p> <p>19 I thank the Superintendent for responding to</p> <p>20 the countless emails and for also providing this thorough</p> <p>21 presentation. I also thank all of her staff for the</p>	<p style="text-align: right;">Page 112</p> <p>1 now in the candidate stage of choosing the next student</p> <p>2 member of the Board for 2024-2025 school year, so make</p> <p>3 sure to stay updated.</p> <p>4 In the past few weeks, I have visited a</p> <p>5 plethora of schools: Red House Run Elementary, Stemmers</p> <p>6 Run, Middle River, Deep Creek, Hereford, Southwest</p> <p>7 Academy, and Woodlawn Middles, and then Hereford and</p> <p>8 Woodlawn Highs. Throughout these school visits, I have</p> <p>9 been able to tour and meet with so many amazing students.</p> <p>10 Some of the common topics brought up have been safety and</p> <p>11 climate, student-faculty relationships, and emotional</p> <p>12 intelligence, and increased opportunities spread</p> <p>13 throughout all Baltimore County schools.</p> <p>14 At Woodlawn High School specifically, I had a</p> <p>15 very engaging conversation with a group of high achieving</p> <p>16 students who were very passionate about highlighting the</p> <p>17 positives in schools just as much as the negatives are</p> <p>18 throughout the media. So many schools obtain negative</p> <p>19 connotations because their amazing students are not being</p> <p>20 showcased. I can't wait to visit more schools and bring</p> <p>21 students' voices to life. Thank you.</p>
<p style="text-align: right;">Page 111</p> <p>1 distractions that happen when certain social media</p> <p>2 postings occur, and then now they have to pull their</p> <p>3 attention to address this so that our community has the</p> <p>4 correct information. And I thank all of our Board</p> <p>5 members and the school staff for really sticking with us</p> <p>6 through this process.</p> <p>7 It is an \$85 million shortfall that the</p> <p>8 Superintendent had to fill. And so this budget</p> <p>9 represents the most fiscally responsible use of the funds</p> <p>10 that's in alignment with not only with Blueprint for</p> <p>11 Maryland's Future that requires more teachers to teach in</p> <p>12 the classroom. You even look at the law and there's</p> <p>13 things in there about the assistant principal having more</p> <p>14 of a department chair role and all that. So we are</p> <p>15 moving along the lines to meet state law requirements</p> <p>16 while dealing with this fiscal cliff. So I just wanted</p> <p>17 to highlight that in my chair's report tonight.</p> <p>18 And next, I'm going to turn it over to our</p> <p>19 student member of the Board, Ms. Drummond.</p> <p>20 MS. DRUMMOND: Good afternoon, everyone. I</p> <p>21 want to just start off by informing you all that we are</p>	<p style="text-align: right;">Page 113</p> <p>1 MS. BOOKER-DWYER: Thank you, Ms. Drummond.</p> <p>2 The next item on the agenda is unfinished</p> <p>3 business, consideration of Board policies. This is the</p> <p>4 second reader for these policies. And for that I call on</p> <p>5 Ms. Christina Pumphrey, Chair of the Policy Review</p> <p>6 Committee.</p> <p>7 MS. PUMPHREY: Thank you. Members of the</p> <p>8 Board, the Policy Review Committee asks that the Board</p> <p>9 accept the Committee's recommendation to amend the</p> <p>10 following Board policies: Board Policy 3520, Maintenance</p> <p>11 and Operations; Board Policy 3533, Restitution for</p> <p>12 Vandalism; and Board Policy 3620, Inventories.</p> <p>13 These policies are presented to you on</p> <p>14 tonight's agenda as Exhibit I-1 through I-3.</p> <p>15 MS. BOOKER-DWYER: May I have a motion to</p> <p>16 accept the recommendations of the Board's Policy Review</p> <p>17 Committee for Board Policies 3520, 3532, and 3620?</p> <p>18 MS. FREMPONG: So moved, Frempong.</p> <p>19 MS. PUMPHREY: No second is needed, since the</p> <p>20 recommendations come from the committee. Is there any</p> <p>21 discussion? May I have a roll call vote?</p>

Page 114

1 MS. GOVER: Ms. Henn?  
 2 MS. HENN: Yes.  
 3 MS. GOVER: Ms. Frempong?  
 4 MS. FREMPONG: Yes.  
 5 MS. GOVER: Ms. Lichter?  
 6 MS. LICHTER: Yes.  
 7 MS. GOVER: Ms. Pumphrey?  
 8 MS. PUMPHREY: Yes.  
 9 MS. GOVER: Ms. Drummond?  
 10 MS. DRUMMOND: Yes.  
 11 MS. GOVER: Ms. Stolusky?  
 12 MS. STOLUSKY: Yes.  
 13 MS. GOVER: Dr. Savoy?  
 14 DR. SAVOY: Yes.  
 15 MS. GOVER: Mr. McMillion?  
 16 MR. MCMILLION: Yes.  
 17 MS. GOVER: Ms. Harvey?  
 18 MS. HARVEY: Yes.  
 19 MS. GOVER: Mr. Young?  
 20 MR. YOUNG: Yes.  
 21 MS. GOVER: Ms. Domanowski?

Page 115

1 MS. DOMANOWSKI: Yes.  
 2 MS. GOVER: Ms. Booker-Dwyer?  
 3 MS. BOOKER-DWYER: Yes.  
 4 MS. GOVER: Thank you.  
 5 MS. BOOKER-DWYER: The motion carries.  
 6 The next item on the agenda is unfinished  
 7 business, naming of the new Northeast Area Middle School.  
 8 And for that, I call on Dr. Jones, Dr. Grim, and Ms.  
 9 Santos.  
 10 DR. JONES: Good evening, Board Chair Dwyer --  
 11 Board Chair Booker-Dwyer and Vice Chair Pumphrey. I am  
 12 here to present or share information around the naming of  
 13 the new Northeast Area Middle School.  
 14 And as we know, the new Northeast Area Middle  
 15 School is scheduled to open beginning next school year,  
 16 '24-'25. Board of Education Policy and Superintendents  
 17 Rule 7520 addresses the naming of the new school. Two  
 18 surveys on the naming of the school took place  
 19 previously. The first one was November 6, 2023, and  
 20 included open-ended questions for stakeholders in line  
 21 with Policy 7520.

Page 116

1 The first survey yielded two recommendations,  
 2 Northeast Middle School and Nottingham Middle School.  
 3 The second survey was available Tuesday, November 28,  
 4 2023, through December 12th. Based on the results from  
 5 the second survey, a recommendation is being made to the  
 6 Board of Education to name the new Northeast Area Middle  
 7 School, Nottingham Middle School.  
 8 Public comment was also solicited during the  
 9 Board meeting on Tuesday, January 23, 2024, and the Board  
 10 is scheduled to vote this evening on the recommended  
 11 school name at this Board meeting. Thank you.  
 12 MS. BOOKER-DWYER: Board members, may I have a  
 13 motion to approve the name of Nottingham Middle School  
 14 for the new Northeast Area Middle School?  
 15 MS. HENN: So moved, Ms. Henn.  
 16 MS. BOOKER-DWYER: May I have a second?  
 17 MS. PUMPHREY: Second, Pumphrey.  
 18 MS. BOOKER-DWYER: Any discussion? May I have  
 19 a roll call vote? Oh, wait --  
 20 MS. GOVER: Ms. Henn?  
 21 MS. BOOKER-DWYER: Wait. Ms. Stolusky, do you

Page 117

1 have a question?  
 2 MS. STOLUSKY: I just had a very quick comment.  
 3 I'm in full support of the name of the middle  
 4 school. But I believe it was either at the last Board  
 5 meeting or the time before that, Dr. Pharoan brought up  
 6 what I felt was a really good point about using  
 7 historical names for schools so that we can infuse some  
 8 historical context or weaving in some history.  
 9 So I just wanted to kind of throw that out  
 10 there for the future, that that might be something that  
 11 we want to support, is maybe a Benjamin Banneker Middle  
 12 School, or a school name with a historical importance so  
 13 that we can infuse that.  
 14 But of course, I'm in full support of the  
 15 naming of the middle school tonight. Thank you.  
 16 MS. BOOKER-DWYER: Thank you, Ms. Stolusky.  
 17 May I have a roll call vote?  
 18 MS. GOVER: Ms. Henn?  
 19 MS. HENN: Yes.  
 20 MS. GOVER: Ms. Frempong?  
 21 MS. FREMPONG: Yes.

Page 118

1 MS. GOVER: Ms. Lichter?  
 2 MS. LICHTER: Yes.  
 3 MS. GOVER: Ms. Pumphrey?  
 4 MS. PUMPHREY: Yes.  
 5 MS. GOVER: Ms. Drummond?  
 6 MS. DRUMMOND: Yes.  
 7 MS. GOVER: Ms. Stolusky?  
 8 MS. STOLUSKY: Yes.  
 9 MS. GOVER: Dr. Savoy?  
 10 DR. SAVOY: Yes.  
 11 MS. GOVER: Mr. McMillion?  
 12 MR. MCMILLION: Yes.  
 13 MS. GOVER: Ms. Harvey?  
 14 MS. HARVEY: Yes.  
 15 MS. GOVER: Mr. Young?  
 16 MR. YOUNG: Yes.  
 17 MS. GOVER: Ms. Domanowski?  
 18 MS. DOMANOWSKI: Yes.  
 19 MS. GOVER: Ms. Booker-Dwyer?  
 20 MS. BOOKER-DWYER: Yes.  
 21 MS. GOVER: Thank you.

Page 119

1 MS. BOOKER-DWYER: The motion carries.  
 2 The next item on the agenda is action taken in  
 3 closed session. And for that I call on Mr. Burns.  
 4 MR. BURNS: Thank you, Madam Chair. Good  
 5 evening, everyone.  
 6 Recently, the Board has considered two appeals.  
 7 The first was a discipline appeal, Number SD-2023-2024-5,  
 8 in which you referred the matter to a hearing examiner,  
 9 who recommended action by the Board, which the Board  
 10 took. Now would be an appropriate time for the Board to  
 11 affirm that action that it took in closed session.  
 12 MS. BOOKER-DWYER: May I have a motion to  
 13 affirm the action taken during closed session on Hearing  
 14 Examiner's Case SD 2023-2024-05 and on Case HE 23-37, in  
 15 which oral argument was heard and authorized -- and  
 16 authorize Ms. Goldberg to sign for Board members?  
 17 MS. STOLUSKY: So moved --  
 18 MS. HARVEY: So moved, Harvey.  
 19 MS. BOOKER-DWYER: Is there a second?  
 20 MS. FREMPONG: Second, Frempong.  
 21 MS. BOOKER-DWYER: Any discussion?

Page 120

1 F2: I apologize. I'm not sure if I should  
 2 have said this prior to the motion. Can we separate  
 3 these two cases before voting?  
 4 MR. BURNS: That was what I planned to do. I  
 5 only did the one.  
 6 MS. PUMPHREY: Okay. Thank you. I just heard  
 7 the motion -- I mean, I heard Madam Chair's --  
 8 MR. BURNS: Oral argument was referenced?  
 9 Yeah.  
 10 MS. PUMPHREY: Yes.  
 11 MR. BURNS: I would recommend, Madam Chair,  
 12 that we separate them, just because the cases proceed in  
 13 slightly different tracks.  
 14 MS. BOOKER-DWYER: Okay. So I would like to  
 15 amend the motion.  
 16 So may I have a motion -- okay. May I have a  
 17 motion to affirm the action taken during closed session  
 18 on Hearing Examiner's Case SD2023-24-05?  
 19 MS. STOLUSKY: So moved, Stolusky.  
 20 F1: Is there a second?  
 21 MS. FREMPONG: Second, Frempong.

Page 121

1 DR. SAVOY: Second, Savoy. Second, Savoy.  
 2 MS. BOOKER-DWYER: Okay. May I have a roll  
 3 call vote?  
 4 MS. GOVER: Ms. Henn?  
 5 MS. HENN: Yes.  
 6 MS. GOVER: Ms. Frempong?  
 7 MS. FREMPONG: Yes.  
 8 MS. GOVER: Ms. Lichter?  
 9 MS. LICHTER: Yes.  
 10 MS. GOVER: Ms. Pumphrey?  
 11 MS. PUMPHREY: Yes.  
 12 MS. GOVER: Ms. Drummond?  
 13 MS. DRUMMOND: Yes.  
 14 MS. GOVER: Ms. Stolusky?  
 15 MS. STOLUSKY: Yes.  
 16 MS. GOVER: Dr. Savoy?  
 17 DR. SAVOY: Yes.  
 18 MS. GOVER: Mr. McMillion?  
 19 MR. MCMILLION: Yes.  
 20 MS. GOVER: Ms. Harvey?  
 21 MS. HARVEY: Yes.

Page 122

1 MS. GOVER: Mr. Young?  
 2 MR. YOUNG: Yes.  
 3 MS. GOVER: Ms. Domanowski?  
 4 MS. DOMANOWSKI: Yes.  
 5 MS. GOVER: Ms. Booker-Dwyer?  
 6 MS. BOOKER-DWYER: Yes.  
 7 MS. GOVER: Thank you.  
 8 MS. BOOKER-DWYER: The motion carries. So that  
 9 was on the amended motion. So do I need to do a motion  
 10 now for the -- to actually affirm it, or is that -- we  
 11 didn't cover it?  
 12 MR. BURNS: You just amended your motion,  
 13 right? So now just a motion to affirm the action taken  
 14 in closed session on that case.  
 15 MS. BOOKER-DWYER: Great. So may I have a  
 16 motion to affirm the action taken during closed session  
 17 on the Hearing Examiner's Case SD-2023-2024 and authorize  
 18 Ms. Gover to sign for Board members?  
 19 MS. DOMANOWSKI: So moved, Domanowski.  
 20 MS. BOOKER-DWYER: Is there a second?  
 21 MR. MCMILLION: Second, McMillion.

Page 123

1 MS. BOOKER-DWYER: Any discussion? May I have  
 2 a roll call vote?  
 3 MS. GOVER: Ms. Henn?  
 4 MS. HENN: Yes.  
 5 MS. GOVER: Ms. Frempong?  
 6 MS. FREMPONG: Yes.  
 7 MS. GOVER: Ms. Lichter?  
 8 MS. LICHTER: Yes.  
 9 MS. GOVER: Ms. Pumphrey?  
 10 MS. PUMPHREY: Yes.  
 11 MS. GOVER: Ms. Drummond?  
 12 MS. DRUMMOND: Yes.  
 13 MS. GOVER: Ms. Stolusky?  
 14 MS. STOLUSKY: Yes.  
 15 MS. GOVER: Dr. Savoy?  
 16 DR. SAVOY: Yes.  
 17 MS. GOVER: Mr. McMillion?  
 18 MR. MCMILLION: Yes.  
 19 MS. GOVER: Ms. Harvey?  
 20 MS. HARVEY: Yes.  
 21 MS. GOVER: Mr. Young?

Page 124

1 MR. YOUNG: Yes.  
 2 MS. GOVER: Ms. Domanowski?  
 3 MS. DOMANOWSKI: Yes.  
 4 MS. GOVER: Ms. Booker-Dwyer?  
 5 MS. BOOKER-DWYER: Yes.  
 6 MS. BOOKER-DWYER: Motion carries.  
 7 MS. GOVER: Thank you.  
 8 MS. BOOKER-DWYER: So may I have a motion to  
 9 affirm the action taken during closed session on Case  
 10 HE23-37, in which oral argument was heard, and authorized  
 11 Ms. Goldberg to sign for Board members?  
 12 MS. STOLUSKY: So moved, Stolusky.  
 13 MS. BOOKER-DWYER: Is there a second?  
 14 DR. SAVOY: Second, Savoy.  
 15 MS. BOOKER-DWYER: Any discussion? May I have  
 16 a roll call vote?  
 17 MS. GOVER: Ms. Henn?  
 18 MS. HENN: Yes.  
 19 MS. GOVER: Ms. Frempong?  
 20 MS. FREMPONG: Yes.  
 21 MS. GOVER: Ms. Lichter?

Page 125

1 MS. LICHTER: Yes.  
 2 MS. GOVER: Ms. Pumphrey?  
 3 MS. PUMPHREY: Recuse.  
 4 MS. GOVER: Ms. Drummond?  
 5 MS. DRUMMOND: Yes.  
 6 MS. GOVER: Ms. Stolusky?  
 7 MS. STOLUSKY: Yes.  
 8 MS. GOVER: Dr. Savoy?  
 9 DR. SAVOY: Yes.  
 10 MS. GOVER: Mr. McMillion?  
 11 MR. MCMILLION: Yes.  
 12 MS. GOVER: Ms. Harvey?  
 13 MS. HARVEY: Yes.  
 14 MS. GOVER: Mr. Young?  
 15 MR. YOUNG: Yes.  
 16 MS. GOVER: Ms. Domanowski?  
 17 MS. DOMANOWSKI: Yes.  
 18 MS. GOVER: Ms. Booker-Dwyer?  
 19 MS. BOOKER-DWYER: Yes.  
 20 MS. GOVER: Thank you.  
 21 MS. BOOKER-DWYER: The motion carries.



Page 126

1 MR. BURNS: Thank you.

2 MS. BOOKER-DWYER: Thank you, Mr. Burns.

3 The next item on the agenda is contract awards.

4 And for that I call on Ms. Harvey, Chair of the Buildings  
5 and Contracts Committee.

6 MS. HARVEY: Thank you, Madam Chair.

7 Sorry. Oh, excuse me. Sorry. I'm hearing  
8 some feedback. I'm sorry.

9 Members of the Board, the Board's Building and  
10 Contracts Committee met on Monday, February 12, 2024.  
11 Items L1 through L13 were forwarded to the full Board for  
12 approval.

13 In addition, the following contracts will be  
14 separated from the vote for additional discussion: Item  
15 L1, MWE-803-24, Services to Support Math Tutoring Corps  
16 Grant; Item L-4, COH-900-24, Apprentice Program, Master  
17 of Education in Special Education Secondary; Item L5,  
18 COH-901-24, Open Course Cohort, AA Degrees for BCPS  
19 Employees; and Item L-6, GDA-300-24, Network and Wireless  
20 Upgrade.

21 MS. BOOKER-DWYER: Okay. So we're pulling all

Page 127

1 the items?

2 MS. HARVEY: We are separating out Items L-1,  
3 L-4, L-5, and L-6.

4 MS. BOOKER-DWYER: Okay. So do I have a motion  
5 to approve items L-2 through -- L-2, L-3, and L-7 through  
6 L-13?

7 MS. HENN: So moved, Henn.

8 MS. BOOKER-DWYER: No second -- yeah. Go  
9 ahead.

10 MS. HENN: Sorry. So moved, Ms. Henn.

11 MS. BOOKER-DWYER: And no second is needed,  
12 since the recommendation comes from committee. Any  
13 discussion? May I have a roll call vote?

14 MS. GOVER: Ms. Henn?

15 MS. HENN: Yes.

16 MS. GOVER: Ms. Frempong?

17 MS. FREMPONG: Yes.

18 MS. GOVER: Ms. Lichter?

19 MS. LICHTER: Yes.

20 MS. GOVER: Ms. Pumphrey?

21 MS. PUMPHREY: Yes.

Page 128

1 MS. GOVER: Ms. Drummond?

2 MS. DRUMMOND: Yes.

3 MS. GOVER: Ms. Stolusky?

4 MS. STOLUSKY: Yes.

5 MS. GOVER: Dr. Savoy?

6 DR. SAVOY: Yes.

7 MS. GOVER: Mr. McMillion?

8 MR. MCMILLION: Yes.

9 MS. GOVER: Ms. Harvey?

10 MS. HARVEY: Yes.

11 MS. GOVER: Mr. Young?

12 MR. YOUNG: Yes.

13 MS. GOVER: Ms. Domanowski?

14 MS. DOMANOWSKI: Yes.

15 MS. GOVER: Ms. Booker-Dwyer?

16 MS. BOOKER-DWYER: Yes.

17 MS. GOVER: Thank you.

18 MS. BOOKER-DWYER: The motion carries.

19 The next item on the agenda is new business,  
20 special project request.

21 MS. HARVEY: Excuse me --

Page 129

1 MS. GOVER: Ms. --

2 MS. HARVEY: -- Madam Chair.

3 MS. BOOKER-DWYER: Okay.

4 MS. HARVEY: I'm sorry. May we discuss the  
5 items that were separated out, the contracts?

6 MS. BOOKER-DWYER: Yes, we can. Sorry about  
7 that.

8 MS. HARVEY: Thank you.

9 MS. BOOKER-DWYER: So let's discuss L1, L4, L5,  
10 and L6. Do we want to -- we can -- so let's open up the  
11 floor for discussion.

12 MS. LICHTER: Madam Chair, I believe we need a  
13 motion to approve each item before we open it for  
14 discussion.

15 MS. BOOKER-DWYER: Okay. So do I have a motion  
16 to approve item L1, Services to Support Math Tutoring  
17 Corps Grant?

18 MS. FREMPONG: So moved, Frempong.

19 MS. BOOKER-DWYER: No second is needed, since  
20 the recommendation comes from the committee. Any  
21 discussion? Ms. Frempong.

Page 130

1 MS. FREMPONG: Thank you. I just had a couple  
 2 of questions about this contract, as far as how the  
 3 schools or students are determined and identified that  
 4 are going to receive this additional math tutoring. And  
 5 is it only going to be available to students at that  
 6 school? Or are students from other schools able to  
 7 participate?

8 MS. SHAY: Good evening, Chair Booker-Dwyer,  
 9 Vice Chair Pumphrey, members of the Board, Dr. Rogers.  
 10 Dr. DiDonato, is it okay with you if I start?

11 DR. DIDONATO: Yes. Go ahead, as I'm trying to  
 12 figure out what's happening with my camera right now.

13 MS. SHAY: Okay. And please feel free to chime  
 14 in.

15 Thank you for the question, Ms. Frempong.  
 16 This grant is part of the Maryland Math  
 17 Tutoring Grant opportunity that was offered to LEAs  
 18 across the state. And you may remember from the fall, we  
 19 were very proud to be one of only three LEAs in the state  
 20 that were awarded the grant.

21 But the purpose of the grant funds is to

Page 131

1 provide startup money, if you will, to create an  
 2 infrastructure for school systems to be able to have a  
 3 long-term in-school tutoring program. And so the first  
 4 year of the grant, this year, the starting place is just  
 5 one middle school. And that's because we are working  
 6 with partners and institutes of higher education to  
 7 actually create the infrastructure.

8 To select the starting school, we used system-  
 9 level data from multiple sources, including our MCAP data  
 10 as well as MAP data, and we identified the starting  
 11 school is Woodlawn Middle School. We also identified  
 12 that school because of the geographic proximity to UMBC,  
 13 which is our IHE, our Institute of Higher Education  
 14 partner, and where our tutors will be coming from. And  
 15 that was a part of that partnership and a part of the  
 16 expectation of the grant was to partner with an Institute  
 17 of Higher Education.

18 And so then, as we expand in subsequent years  
 19 of the grant, the goal is to increase both the numbers of  
 20 students at the schools and the number of schools. We  
 21 will continue to use that same model, partnering with the

Page 132

1 division of schools, and using system level data on  
 2 multiple measures to identify schools. And then, within  
 3 those schools, partnering with the school leadership team  
 4 to identify the students who would best benefit.

5 For the beginning, we are starting with Math 8,  
 6 because the system-level data indicated, while there's  
 7 certainly much need for improvement across multiple  
 8 courses, we know that that's also a pivotal course  
 9 helping students to strengthen their readiness for high  
 10 school courses.

11 So that's a little bit of the background of how  
 12 we chose our starting point. But the goal is to continue  
 13 to expand that infrastructure so we can ultimately get it  
 14 to all schools.

15 MS. FREMPONG: Thank you.

16 MS. SHAY: Sure.

17 MS. BOOKER-DWYER: Thank you. Ms. Domanowski?

18 MS. DOMANOWSKI: Thank you. Mine is kind of a  
 19 general question on curriculum contracts. And it was  
 20 something that we had talked about in our curriculum  
 21 meeting that I wanted to bring up before the whole Board.

Page 133

1 As far as, you know, when we are brought these curriculum  
 2 contracts to sign, more often than not, it is a  
 3 continuation of a contract that is about to expire. And  
 4 if we don't approve it, then we're going to lose out on  
 5 that, you know, tool for our teachers and students to  
 6 learn from. Or it's a contract that may or may not have  
 7 a lot of, you know, research. Like, because it's a new  
 8 curriculum, there's not as much, you know, research and  
 9 recommendations on it.

10 So we had talked about getting something  
 11 together where, you know, kind of a checks and balances  
 12 when it comes to these contracts, you know. How are they  
 13 improving outcomes for students? Where are they going to  
 14 improve? What are they going to do here?

15 So in the past, we've had, you know,  
 16 curriculums that we've had to replace because they're not  
 17 performing for our students. Where you know, really the  
 18 only person that it's letting down are the students,  
 19 because they're the ones that are being, you know, failed  
 20 by a curriculum that's not working for them.

21 So instead of placing the onus on our students,

Page 134

1 how do we get the accountability back to us? As far as,  
 2 you know, putting these contracts forward, asking us to  
 3 approve them and us not feeling like if we don't approve  
 4 this, our students aren't going to have anything. And as  
 5 opposed to, we need to approve this because it's  
 6 definitely the right thing, it's going to make the  
 7 outcome.

8 And how are we putting a value on that? So  
 9 that we know -- if we're making a bad decision, we'll  
 10 know, and we can look back on it, like, we messed up, or  
 11 we made a great decision, this is good, we need to  
 12 remember this going down the line.

13 DR. DIDONATO: So, Ms. Domanowski, I can  
 14 respond a little bit just some of the general questions  
 15 as it relates, then specific to this contract.

16 So during school day high-intensity tutoring  
 17 has a lot of research behind it as far as having  
 18 significant impact on shifting student achievement.  
 19 Especially when it's done correctly, which is at least  
 20 three times a week, 30 minutes a session, which are all  
 21 the parameters that we're putting in place for this

Page 135

1 tutoring program.

2 There is pre- and post-assessment data that  
 3 will be done with the student -- measures that will be  
 4 done with the student, so we're going to measure our  
 5 progress with this. So we will see within the, you know,  
 6 implementation period, is this working for our students.

7 We looked at a lot of variables, as Ms. Shay  
 8 had discussed, as far as student achievement, but also  
 9 attendance, right? Because we want kids who are highly  
 10 engaged, who are going to be participating in tutoring,  
 11 and who are developing relationships with these college-  
 12 age students who will be the tutors that we're working  
 13 with.

14 So there's multifaceted components. But as far  
 15 as are we going to measure is this working? Yes.  
 16 Absolutely, we are. There's going to be pre- and post-  
 17 assessments, as well as we're going to also look at how  
 18 are students improving with just their regular curriculum  
 19 assessments. So we'll have two different measures to  
 20 look at progress with students.

21 So there's lots of research. We can certainly

Page 136

1 provide that to you as far as the impact of high-dose  
 2 tutoring, especially during the school day, where coming  
 3 before or after school is not a variable that becomes  
 4 prohibitive for student participation. So, we can  
 5 certainly get that to you.

6 But this was an opportunity from the State  
 7 Department of Ed for a grant. And so, while it is time  
 8 sensitive, it was because of state parameters, not  
 9 because of the contract we need to move through. But it  
 10 was an opportunity that we didn't want to lose, you know,  
 11 that opportunity that we could provide for our students,  
 12 which is why we -- you know, I applied for that grant.

13 MS. BOOKER-DWYER: And Ms. Domanowski, just to  
 14 answer your question even more from just the operational  
 15 side, I think this is where we can really shift how some  
 16 of the operations within our Board and how we function.

17 I mean, I know I've mentioned to Board members  
 18 before that I think that the committee structure can be  
 19 limiting at times and actually do a disservice to  
 20 transparency and having these deep conversations. And so  
 21 something like this, I mean, I -- it's no secret, like, I

Page 137

1 do -- I feel like we don't really need a curriculum  
 2 committee, because the curriculum committee is the work  
 3 of our entire Board. And so all of these should be  
 4 coming straight to the Board.

5 And if we build it into the agenda with the  
 6 timeframe, then that can really help us, I think, make  
 7 more informed decisions and look at it holistically with  
 8 all the data, the budget that goes with it, and so that  
 9 we can then make an informed decision. And it'll be  
 10 totally transparent to our community members, so that  
 11 they don't have to watch a committee meeting, and then  
 12 watch another committee meeting, you know, to the  
 13 Building and Contracts Committee -- have to watch  
 14 Curriculum Committee, then Building and Contracts, and  
 15 then the Board meeting.

16 And so if we could do some of these curriculum  
 17 items at the Board meeting, and build it in, so that then  
 18 it goes to the Building and Contracts Committee, and then  
 19 we can vote on it, I think we can make more informed  
 20 decisions and get more at what you're looking at -- for,  
 21 Ms. Domanowski, which is the big picture for everything

Page 138

1 and how it all fits together, instead of seeing contracts  
 2 in the bits and pieces.  
 3 Ms. Domanowski, did you have any other  
 4 questions? Or --  
 5 MS. DOMANOWSKI: No. Thank you.  
 6 MS. BOOKER-DWYER: Ms. Frempong, is -- do you  
 7 have a -- is this your hand raised again? Or is this  
 8 just from the last time you had your hand raised?  
 9 MS. FREMPONG: That is me not lowering my hand,  
 10 which I now.  
 11 MS. BOOKER-DWYER: Okay. So -- all right. So  
 12 may I have a roll call vote?  
 13 MS. GOVER: This is to approve L1.  
 14 MS. BOOKER-DWYER: L1.  
 15 MS. GOVER: Ms. Henn?  
 16 MS. HENN: Yes.  
 17 MS. GOVER: Ms. Frempong?  
 18 MS. FREMPONG: Yes.  
 19 MS. GOVER: Ms. Lichter?  
 20 MS. LICHTER: Yes.  
 21 MS. GOVER: Ms. Pumphrey?

Page 139

1 MS. PUMPHREY: Yes.  
 2 MS. GOVER: Ms. Drummond?  
 3 MS. DRUMMOND: Yes.  
 4 MS. GOVER: Ms. Stolusky?  
 5 MS. STOLUSKY: Yes.  
 6 MS. GOVER: Dr. Savoy?  
 7 DR. SAVOY: Yes.  
 8 MS. GOVER: Mr. McMillion?  
 9 MR. MCMILLION: Yes.  
 10 MS. GOVER: Ms. Harvey?  
 11 MS. HARVEY: Yes.  
 12 MS. GOVER: Mr. Young?  
 13 MR. YOUNG: Yes.  
 14 MS. GOVER: Ms. Domanowski?  
 15 MS. DOMANOWSKI: Yes.  
 16 MS. GOVER: Ms. Booker-Dwyer?  
 17 MS. BOOKER-DWYER: Yes. Motion carries.  
 18 MS. GOVER: Thank you.  
 19 MS. SHAY: Thank you.  
 20 MS. BOOKER-DWYER: So do I have a motion to  
 21 approve Item L4, Apprentice Program, Master of Education

Page 140

1 and Special Education, Secondary?  
 2 MS. FREMPONG: So moved, Frempong.  
 3 MS. BOOKER-DWYER: No second is needed, since  
 4 the recommendation comes from the committee. Any  
 5 discussion? So Ms. Harvey.  
 6 MS. HARVEY: Thank you, Madam Chair.  
 7 I just wanted to reiterate the discussion that  
 8 we started in the Contracts Committee meeting, and that  
 9 is particularly around what is the return on our  
 10 investment. We're being asked to approve an investment  
 11 in the education for our Grow Your Own program, which is  
 12 a worthy program. This is a strategy that we've all  
 13 talked about in terms of improving our staff, our  
 14 teachers, our support staff.  
 15 But there was no -- in the meeting, there was  
 16 no confirmation that there was a contractual obligation  
 17 by those participating to work a certain term in the  
 18 school year or in BCPS and/or return any funds if they  
 19 did not meet that obligation. So I just wanted to follow  
 20 up on that and see if we had any further information.  
 21 MS. BOOKER-DWYER: Okay. Dr. Rogers?

Page 141

1 DR. ROGERS: Yes. Thank you for that question,  
 2 Ms. Harvey. And I think Dr. Jones is also poised to  
 3 respond.  
 4 The update is, yes, there is confirmation.  
 5 There is an executive summary as an addendum in terms of  
 6 the specific parameters. What's the expectation in  
 7 alignment with the bonuses that we provide as a school  
 8 system or the hiring incentives, if you will, for people  
 9 to choose to take on a special education position or  
 10 choose to move to a high needs school.  
 11 There is an addendum that provides the specific  
 12 information, the three-year requirement or the prorating  
 13 in alignment with those other processes. That will -- I  
 14 believe it's already in executive content, and it will be  
 15 shared and posted for the public, in alignment with our  
 16 normal practices.  
 17 MS. FREMPONG: Thank you.  
 18 DR. ROGERS: You're welcome.  
 19 MS. BOOKER-DWYER: Ms. Pumphrey?  
 20 MS. PUMPHREY: Thank you. I agree that the  
 21 Grow Your Own Program is an important strategy. As we

Page 142

1 all know, concerns have been expressed to the Board that  
 2 these higher ed cohorts do not teach on -- excuse me,  
 3 teach based on the science of reading. And some of my  
 4 words and comments are coming directly from what I've --  
 5 we've all heard from the public.

6 So my questions are around will these programs  
 7 properly prepare our teachers to teach reading based on  
 8 the science of reading? We're all aware that recruiting  
 9 teachers is a high priority, and I agree. But I also  
 10 agree that this is an important issue that we can't just  
 11 ignore.

12 So if we approve this contract -- these  
 13 contracts, how can we ensure the proper training for  
 14 these teachers, once we have paid for the degrees, and  
 15 specifically the science of reading?

16 And also, additionally, just so I get all my  
 17 questions out there, what stops us from approving these  
 18 at a later date? What issues will that -- if we held off  
 19 on approving these, what will be the result of holding  
 20 off?

21 MS. BOOKER-DWYER: Dr. Rogers.

Page 143

1 DR. ROGERS: Sure. I think Dr. DiDonato, Ms.  
 2 Shay, and Dr. Craft might be with me. But I'll go ahead  
 3 and get started, and they can add to anything that we  
 4 missed.

5 We are 100 percent in agreement that the  
 6 science of reading is evidence-based. It has been proven  
 7 to be successful to meet the needs of students. And so  
 8 as we continue to invest in programs, we want to invest  
 9 in programs that provide that instruction for our  
 10 teachers so that instruction can then take place in all  
 11 of our classrooms.

12 The reality is, currently in our area, Loyola  
 13 and Morgan are the only two schools that have certified  
 14 science of reading program. And this subject was brought  
 15 up last week at the MSDE meeting, and our State  
 16 Department of Education is currently working on requiring  
 17 all university programs to be based in the science of  
 18 reading.

19 One of the contracts I believe you have for  
 20 this evening -- I apologize, I don't know what number it  
 21 is -- it is Loyola that teaches the science of reading.

Page 144

1 We do know from our partners that Towson is -- and  
 2 University of Maryland, they're both making changes to  
 3 their curriculum.

4 But it's taking a little longer to shift as a  
 5 school system. We are teaching the science of reading to  
 6 all of our elementary students. By the end of June 30,  
 7 2024, 100% of grades K through 3 teachers, related  
 8 service providers, and administrators will be trained in  
 9 the science of reading. And we'll continue next year  
 10 with grades 4 and 5.

11 And so, you know, we're waiting for the  
 12 universities to catch up. The state of Maryland  
 13 Department of Education is working on it. And in the  
 14 meantime, based on the new curriculum that we have and  
 15 the training that we have on the science of reading, we  
 16 have already embarked upon that work for all of our  
 17 staff.

18 I invite at this time, as I said, Dr. DiDonato,  
 19 Ms. Shay, or Dr. Craft. If I have missed any portion of  
 20 that, please share that with Board Member Vice Chair  
 21 Pumphrey.

Page 145

1 And I will also add, in terms of delaying a  
 2 contract, delaying a contract -- given, you know, where  
 3 we are with the State of Maryland and the requirements  
 4 and given the work that's in progress in the  
 5 universities, delaying a contract, you know, we would  
 6 probably be delaying it until all universities have these  
 7 programs in place. While some are working on it, you  
 8 know, part of having it in place is also going to come  
 9 with guidance and requirement from the state.

10 So you know, we would be making a decision  
 11 against providing, you know, that training and that  
 12 higher level education for our teachers as we're working  
 13 to ensure that we have high quality teachers in every  
 14 single classroom.

15 So anyone want to add to that, please feel  
 16 free.

17 MS. SHAY: So Dr. Rogers, just to add onto  
 18 this, Ms. Pumphrey, we would continue to provide the same  
 19 level of support and training for any of our  
 20 paraeducators who are going through the Grow Your Own  
 21 program. As far as letters training and some of those

Page 146

1 other foundational science of reading training that we're  
 2 doing for all of our teachers. So they would still get  
 3 that in addition to whatever changes and shifts the  
 4 university level does make.  
 5 But again, waiting for a university system to  
 6 change curriculum versus being able to continue to build  
 7 into the support that we can provide them while they're  
 8 going through their coursework allows us to still  
 9 continue to, you know, build our teacher pipeline while  
 10 we're waiting for university systems to make some of  
 11 those transitions.  
 12 MS. PUMPHREY: Okay. Thank you.  
 13 MS. BOOKER-DWYER: Okay. May I have a roll  
 14 call vote on item L4, Apprentice Program, Master of  
 15 Education and Special Education Secondary?  
 16 MS. GOVER: Ms. Henn?  
 17 MS. HENN: Yes.  
 18 MS. GOVER: Ms. Frempong?  
 19 MS. FREMPONG: Yes.  
 20 MS. GOVER: Ms. Lichter?  
 21 MS. LICHTER: Yes.

Page 147

1 MS. GOVER: Ms. Pumphrey?  
 2 MS. PUMPHREY: Yes.  
 3 MS. GOVER: Ms. Drummond?  
 4 MS. DRUMMOND: Yes.  
 5 MS. GOVER: Ms. Stolusky?  
 6 MS. STOLUSKY: Yes.  
 7 MS. GOVER: Dr. Savoy?  
 8 DR. SAVOY: Yes.  
 9 MS. GOVER: Mr. McMillion?  
 10 MR. MCMILLION: Yes.  
 11 MS. GOVER: Ms. Harvey?  
 12 MS. HARVEY: Yes.  
 13 MS. GOVER: Mr. Young?  
 14 MR. YOUNG: Yes.  
 15 MS. GOVER: Ms. Domanowski?  
 16 MS. DOMANOWSKI: Yes.  
 17 MS. GOVER: Ms. Booker-Dwyer?  
 18 MS. BOOKER-DWYER: Yes.  
 19 MS. GOVER: Thank you.  
 20 MS. BOOKER-DWYER: Motion carries.  
 21 Do I have a motion to approve Item L5C0901-24,

Page 148

1 Open Course Cohort AA Degrees for BCPS Employees?  
 2 MS. FREMPONG: So moved, Frempong.  
 3 MS. BOOKER-DWYER: No second is needed, since  
 4 the recommendation comes from the committee. Any  
 5 discussion?  
 6 And Ms. Pumphrey, do you have a question, or is  
 7 this from the last -- your hand is raised from the last  
 8 time? Okay. Any discussion from anyone? No other  
 9 questions? Okay. May I have a roll call vote?  
 10 MS. GOVER: Ms. Henn?  
 11 MS. HENN: Yes.  
 12 MS. GOVER: Ms. Frempong?  
 13 MS. FREMPONG: Yes.  
 14 MS. GOVER: Ms. Lichter?  
 15 MS. LICHTER: Yes.  
 16 MS. GOVER: Ms. Pumphrey? Ms. Pumphrey?  
 17 DR. SAVOY: She's on hold.  
 18 MS. GOVER: Ms. Drummond?  
 19 MS. DRUMMOND: Yes.  
 20 MS. GOVER: Ms. Stolusky?  
 21 MS. STOLUSKY: Yes.

Page 149

1 MS. GOVER: Dr. Savoy?  
 2 DR. SAVOY: Yes.  
 3 MS. GOVER: Mr. McMillion?  
 4 MR. MCMILLION: Yes.  
 5 MS. GOVER: Ms. Harvey?  
 6 MS. HARVEY: Yes.  
 7 MS. GOVER: Mr. Young?  
 8 MR. YOUNG: Yes.  
 9 MS. GOVER: Ms. Domanowski?  
 10 MS. DOMANOWSKI: Yes.  
 11 MS. GOVER: Ms. Booker-Dwyer?  
 12 MS. BOOKER-DWYER: Yes.  
 13 MS. GOVER: Thank you.  
 14 MS. BOOKER-DWYER: Motion carries.  
 15 Do I have a motion to approve item L6, GDA-300-  
 16 24, Network and Wireless Upgrade?  
 17 MS. FREMPONG: So moved, Frempong.  
 18 MS. BOOKER-DWYER: No second is needed, since  
 19 the recommendation comes from the committee. Any  
 20 discussion? Ms. Frempong.  
 21 MS. FREMPONG: Good evening. So my question

Page 150

1 about this one was, it says that it's going to increase  
 2 the capacity and capability of the existing network. And  
 3 so I just was looking for some clarification on, network  
 4 for whom? Is it just the network for the office of  
 5 network support services? Is this going to be extended  
 6 to BCPS central office, schools, parents, et cetera?  
 7 And then, once that question has been answered,  
 8 my second question is, can you speak to some of the  
 9 tangibles that the users are going to be actually  
 10 experienced based on these upgrades that are going to be  
 11 made? Because, you know, technology is great, but it can  
 12 be frustrating when we're not getting the desired  
 13 results. So, just trying to manage expectations of what  
 14 these upgrades are going to do.  
 15 MR. AGOSTO: Well, thank you, Ms. Frempong. I  
 16 can answer that. So, first of all, the equipment that  
 17 we're looking to purchase is not just for the Office of  
 18 Network Services. It's actually -- it's a continuation  
 19 of the upgrade of our network equipment. We're moving it  
 20 to the elementary schools, so that includes the switches,  
 21 the routers, voiceover IP phones, wireless access points.

Page 151

1 The reason we're doing this is that the  
 2 equipment that we have currently in the elementary  
 3 schools is at end of life. So we are currently --  
 4 whenever we have a disruption in services, we're taking  
 5 equipment that we pulled from other schools that's still  
 6 older equipment just to get them up and running. So it's  
 7 really to avoid disruption services at the network level.  
 8 And primarily we're looking at -- you know, there's  
 9 approximately 110 elementary schools. So we're starting  
 10 that process with this contract to start upgrading the  
 11 network capability in those schools.  
 12 In terms of tangible benefits, again, it's  
 13 avoidance of disruption in services. Also, with the  
 14 newer models of core routers and switches, you do get  
 15 increased reliability. You get increased speed. And  
 16 we're looking at, down the road, also looking at  
 17 increasing the bandwidth for the schools, although we're  
 18 okay now. Utilization is manageable at the elementary  
 19 schools. But again, this is a system-wide initiative  
 20 that we're using the funding for.  
 21 MS. FREMPONG: Okay. So you're saying it's

Page 152

1 system-wide as far as it's across the elementary schools,  
 2 but it's been specific to the buildings, though, as well.  
 3 MR. AGOSTO: Correct.  
 4 MS. FREMPONG: Okay.  
 5 MR. AGOSTO: Yes.  
 6 MS. FREMPONG: Thank you  
 7 MS. BOOKER-DWYER: Ms. Domanowski?  
 8 MS. DOMANOWSKI: Hopefully this is fast. but  
 9 mine's more like on the timeline with the elementary  
 10 schools and the priority list. And is it -- or will  
 11 every elementary school get this upgrade? And how fast  
 12 will it be done? Because I know there are some schools  
 13 that are in desperate need of some upgraded or hi-fi/wi-  
 14 fi hotspots.  
 15 MR. AGOSTO: Yes. So all the elementary  
 16 schools will not be done in one year. So this is a  
 17 phased approach. We're looking at prioritizing schools  
 18 that have the oldest equipment and that have, based on  
 19 our ticketing information, have had network outages.  
 20 Those are going to be the first schools that we're going  
 21 to address.

Page 153

1 MS. DOMANOWSKI: So within one year, they  
 2 should all be addressed?  
 3 MR. AGOSTO: It's not -- no. It's not going to  
 4 be a -- it won't be done in one year. That's too many  
 5 schools to have completed. Because what we try to also  
 6 do is, this is work that we do over the summer when  
 7 schools are not in session. Because there is a  
 8 disruption to the network when we're bringing it down to  
 9 replace the equipment.  
 10 MS. DOMANOWSKI: So how many schools do you  
 11 think you'll be able to get to in one summer, one year?  
 12 MR. AGOSTO: Yeah. That is information I'll be  
 13 able to get to you. I don't know right now what our  
 14 schedule would hold for how many schools we'll be able to  
 15 get through in the one-year time frame.  
 16 MS. DOMANOWSKI: Could we get that information  
 17 when you get a chance?  
 18 MR. AGOSTO: Yes.  
 19 MS. DOMANOWSKI: Okay.  
 20 MR. AGOSTO: Yeah. I'll write it down.  
 21 MS. DOMANOWSKI: Thank you.

Page 154

1 MS. BOOKER-DWYER: And Dr. Rogers?  
 2 DR. ROGERS: Yes. Ms. Domanowski, that's what  
 3 I was going to share. We could get you that information.  
 4 As well as if you or -- we have our own data that Mr.  
 5 Augusto and Mr. Corns reviews regularly, you know, in  
 6 terms of probably communities that need an upgrade sooner  
 7 than others.  
 8 But if you are hearing reports, please pass  
 9 that information on so we can triangulate that data with  
 10 ours. So when we're creating the prioritized list of who  
 11 needs to be on the list first, we can account for places  
 12 that are experiencing difficulty now.  
 13 MS. DOMANOWSKI: Okay. Thank you.  
 14 DR. ROGERS: You're welcome.  
 15 MS. BOOKER-DWYER: Okay. Do I have a motion to  
 16 approve item L6, GDA-300-24, Network and Wireless  
 17 Upgrade?  
 18 MS. GOVER: Ms. Booker-Dwyer, we already have  
 19 a motion on the floor.  
 20 MS. BOOKER-DWYER: Oh, that's right. We were  
 21 at -- may I have a roll call vote?

Page 155

1 MS. GOVER: Yes, ma'am. Ms. Henn?  
 2 MS. HENN: Yes.  
 3 MS. GOVER: Ms. Frempong?  
 4 MS. FREMPONG: Yes.  
 5 MS. GOVER: Ms. Lichter?  
 6 MS. LICHTER: Yes.  
 7 MS. GOVER: Ms. Pumphrey?  
 8 MS. PUMPHREY: Yes.  
 9 MS. GOVER: Ms. Drummond?  
 10 MS. DRUMMOND: Yes.  
 11 MS. GOVER: Ms. Stolusky?  
 12 MS. STOLUSKY: Yes.  
 13 MS. GOVER: Dr. Savoy?  
 14 DR. SAVOY: Yes.  
 15 MS. GOVER: Mr. McMillion?  
 16 MR. MCMILLION: Yes.  
 17 MS. GOVER: Ms. Harvey?  
 18 MS. HARVEY: Yes.  
 19 MS. GOVER: Mr. Young?  
 20 MR. YOUNG: Recuse.  
 21 MS. GOVER: Ms. Domanowski?

Page 156

1 MS. DOMANOWSKI: Yes.  
 2 MS. GOVER: Ms. Booker-Dwyer?  
 3 MS. BOOKER-DWYER: Yes. Motion carries.  
 4 MS. GOVER: Thank you.  
 5 MS. BOOKER-DWYER: Okay. The next item on the  
 6 agenda is new business special project request. For  
 7 that, I call on Dr. Jones and Dr. Morrow.  
 8 DR. MORROW: Good evening, Board Chair Booker-  
 9 Dwyer and Vice Chair Pumphrey, Superintendent Dr. Rogers.  
 10 I'm actually here representing my team, myself. And you  
 11 know, I'm Dr. Morrow. I'm also present with the  
 12 principal, Melissa Powers.  
 13 We are here today to present Special Project  
 14 Request 7330 for Catonsville Elementary School. A  
 15 special project request has been submitted for the  
 16 planting of trees. There are 21 trees to be donated and  
 17 planted by Howard Echo Works, Incorporated. The addition  
 18 of these trees would add shade and additional landscaping  
 19 around the campus of Catonsville Elementary School. At  
 20 the present, these areas are covered with grass and are  
 21 available for tree planting.

Page 157

1 In addition, I'm not sure if everyone is aware,  
 2 but Catonsville Elementary School is a green school, and  
 3 having additional trees would provide students with  
 4 opportunities to contribute to green school activities  
 5 and also create somewhat of a mini outdoor learning  
 6 space. The Catonsville Elementary School PTA has  
 7 received a grant to maintain the trees and landscaping,  
 8 and the school green team will also continue maintaining  
 9 the landscaping as part of their action plan.  
 10 Again, we are here today to present 7730  
 11 special project for Catonsville Elementary School's tree  
 12 planting. Thank you.  
 13 MS. BOOKER-DWYER: Thank you. May I have a  
 14 motion to approve the 7330 special project request for  
 15 Catonsville Elementary Schools tree planning project?  
 16 MS. HARVEY: So moved, Harvey.  
 17 MS. BOOKER-DWYER: Is there a second?  
 18 MS. DOMANOWSKI: Second, Domanowski.  
 19 MS. BOOKER-DWYER: Thank you. Any discussion?  
 20 MS. DOMANOWSKI: No.  
 21 MS. BOOKER-DWYER: May I have a roll call vote?



Page 158

1 MS. GOVER: Ms. Henn?  
 2 MS. HENN: Yes.  
 3 MS. GOVER: Ms. Frempong?  
 4 MS. FREMPONG: Yes.  
 5 MS. GOVER: Ms. Lichter?  
 6 MS. LICHTER: Yes.  
 7 MS. GOVER: Ms. Pumphrey?  
 8 MS. PUMPHREY: Yes.  
 9 MS. GOVER: Ms. Drummond?  
 10 MS. DRUMMOND: Yes.  
 11 MS. GOVER: Ms. Stolusky?  
 12 MS. STOLUSKY: Yes.  
 13 MS. GOVER: Dr. Savoy?  
 14 DR. SAVOY: Yes.  
 15 MS. GOVER: Mr. McMillion?  
 16 MR. MCMILLION: Yes.  
 17 MS. GOVER: Ms. Harvey?  
 18 MS. HARVEY: Yes.  
 19 MS. GOVER: Mr. Young?  
 20 MR. YOUNG: Yes.  
 21 MS. GOVER: Ms. Domanowski?

Page 159

1 MS. DOMANOWSKI: Yes.  
 2 MS. GOVER: Ms. Booker-Dwyer?  
 3 MS. BOOKER-DWYER: Yes.  
 4 MS. GOVER: Thank you.  
 5 MS. BOOKER-DWYER: The motion carries.  
 6 MS. PUMPHREY: Thank you.  
 7 MS. BOOKER-DWYER: The next item on the agenda  
 8 is the report on the Northwest Area Elementary School  
 9 boundary recommendation. And for that I call on Dr.  
 10 Grim.  
 11 DR. GRIM: Good evening, Chair Booker-Dwyer,  
 12 Vice Chair Pumphrey, Superintendent Dr. Rogers and  
 13 members of the Board.  
 14 We are here today to present the recommendation  
 15 of the Northwest Area Elementary School Boundary Study  
 16 number one committee. Joining me this evening are Dr.  
 17 Raquel Jones, Chief of Schools, Mr. Pete Dixit, Executive  
 18 Director, Facilities Management and Strategic Planning,  
 19 and Mr. Paul Taylor, Director of Strategic Planning.  
 20 And Mr. Corns, are you bringing up my slide  
 21 deck, please? You can go to the second slide, please.

Page 160

1 As shared with you in October, a boundary study  
 2 is initiated by the Superintendent. The process of the  
 3 boundary study is coordinated by the Office of Strategic  
 4 Planning. And the process is facilitated by an  
 5 independent consultant. The process is driven by  
 6 committee participation.  
 7 Throughout the process, there are several  
 8 opportunities for community engagement. Meetings are  
 9 publicly advertised. The public is welcome to attend  
 10 Boundary Study Committee meetings as an observer.  
 11 Boundary Study Committee meetings are live streamed and  
 12 are recorded, and all information provided to the  
 13 Boundary Study Committee is posted on the BCPS website  
 14 following each meeting.  
 15 Further, prior to the Boundary Study  
 16 Committee's final recommendation, they will present  
 17 options in a public information session. And the public  
 18 is invited to participate in a survey regarding options  
 19 presented at the public information session.  
 20 The Board of Education's actions in this  
 21 process are to receive the committee's recommendation at

Page 161

1 a regularly scheduled Board meeting; and that's what  
 2 we're here for this evening. To conduct a public hearing  
 3 to solicit feedback on the committee's recommendation;  
 4 and that's upcoming. And evaluate the committee's  
 5 recommendation and feedback received from the community,  
 6 and then to approve, deny, or revise the committee's  
 7 recommendation at a regularly scheduled Board meeting.  
 8 And at this time, I'm going to turn it over to  
 9 Mr. Dixit.  
 10 MR. DIXIT: Thank you, Dr. Grim. And good  
 11 evening, Chair Booker-Dwyer, Vice Chair Pumphrey,  
 12 Superintendent Dr. Rogers, and members of the Board.  
 13 Next slide, please.  
 14 So this slide gives you the rationale for  
 15 boundary studies for the Northwest Area Elementary  
 16 School, which includes capacity relief resulting from  
 17 four capital projects that will add over 1,200 seats to  
 18 the region. And this will reduce overcrowding and  
 19 relocate programs.  
 20 Specifically, the purpose of the first boundary  
 21 study in the region was to expand the attendance

<p style="text-align: right;">Page 162</p> <p>1 boundaries for Bedford and Summit Park Elementary School,                  2 to take advantage of the additional capacity provided by                  3 these projects and facilitate the move of students                  4 currently attending Campfield ELC. And they'll be able                  5 to attend their home schools. Next slide, please.                  6 So this slide provides the process. The                  7 Northwest Area Elementary School boundary change process                  8 was initiated in the spring 2023. Planning occurred from                  9 May through August, and the committee began meeting in                  10 September. The committee met five times, and this gives                  11 you the dates and timing of that, between September and                  12 December 2023, formulating and reviewing various boundary                  13 change options. Our team listened to the Board's                  14 feedback from the summer of 2023 and emphasize community                  15 engagement throughout this process.                  16 This evening, the committee recommendation is                  17 being presented to the Board for your consideration. The                  18 Board's public hearing is scheduled for February 21st,                  19 and a vote by the Board of Education is scheduled for                  20 March the 5th, 2024.                  21 Throughout the boundary study, BCPS implemented</p>	<p style="text-align: right;">Page 164</p> <p>1 access.                  2 We also have capacity building through the                  3 Department of Equity and Cultural Proficiency, and we're                  4 establishing parameters for taking options to public                  5 information sessions, making sure that all the feedback                  6 is received. In terms of community notifications, we're                  7 continuing to engage stakeholders at school information                  8 meetings, assisting schools with communications, and                  9 leveraging the BCPS partnership with Baltimore County                  10 Government to connect with communities and constituents.                  11 Community feedback is a really big part of our                  12 new focus, leveraging school liaisons anywhere from ESOL                  13 to Equity to our Family and Community Engagement Office                  14 as it relates to engaging our stakeholders. We're                  15 leveraging partnerships with community groups, HOA,                  16 recreation councils, and so much more, providing updates                  17 to key stakeholders and improving the online survey,                  18 which we're really proud about.                  19 Encouraging participation in the public                  20 information sessions as well. Schools are instrumental                  21 in their community in the boundary study process, and the</p>
<p style="text-align: right;">Page 163</p> <p>1 practices that fully engage the community, sharing                  2 information about the process, and obtaining feedback to                  3 provide to the committee.                  4 DR. JONES: Now I'll transfer it to Dr. Jones.                  5 Thank you, Mr. Dixit. Good evening, everyone.                  6 MR. DIXIT: Next slide, please.                  7 DR. JONES: As was shared -- yeah. Thank you.                  8 As was shared with you all in October, BCPS is                  9 committed to enhancing the boundary study -- the boundary                  10 change process. As a result of feedback and reflection,                  11 the following enhancements are planned or already                  12 underway as part of the current planning stage boundary                  13 studies. As you can see on this slide, we have a renewed                  14 focus.                  15 Boundary study committee work has taken place                  16 to ensure diversity of committee members engaging in an                  17 exercise to evaluate boundary study considerations. And                  18 I will say that we take that very seriously and                  19 collaborate very closely with Dr. Grim and his team to                  20 make sure that our students and families are being                  21 serviced in a way that provides educational equity and</p>	<p style="text-align: right;">Page 165</p> <p>1 Department of Schools and school operations are                  2 definitely partnering along these lines. Next slide,                  3 please.                  4 During the committee review and formulation                  5 phase of the process, the Northwest Elementary -- the                  6 Northwest Elementary School Boundary Studies number one                  7 webpage included the functionality to provide online                  8 comments. Those comments were reviewed and posted on a                  9 weekly basis. A communication toolkit was also provided                  10 to principals who scheduled timely messages and meetings                  11 to parents at the school level.                  12 And information flyers for the study, as you                  13 can see, although somewhat small on the slide, they were                  14 also provided. We committed to translations, we                  15 committed to providing QR codes for greater                  16 accessibility. And they were also posted via Facebook,                  17 X, Instagram, as well as Parent University.                  18 Communications also sent messages to all of the impacted                  19 school communities directly from school messengers.                  20 Partners, again, in county government also                  21 shared boundary study information with their community</p>

Page 166

1 contacts. Strategic planning included interactive maps  
 2 and other information provided to or requested by  
 3 committees on its website for the public to review.  
 4 Again, this has been a holistic process and a partnership  
 5 indeed.  
 6 At this time, I'll turn it over to Mr. Taylor.  
 7 Next slide, please.  
 8 MR. TAYLOR: Good evening. The following  
 9 objectives were shared with committee members and the  
 10 public during the process and reiterated throughout the  
 11 process.  
 12 The key objectives for this process are to  
 13 provide capacity relief to Northwest Area Elementary  
 14 Schools, return Bedford and Millbrook Kindergarten  
 15 students attending Campfield back to their home schools,  
 16 return early childhood three and four-year-old programs  
 17 at Campfield back to their home schools or regional  
 18 programs nearby, eliminate the satellite boundaries for  
 19 Millbrook and Wellwood elementary schools, and make  
 20 efforts to improve transportation efficiency whenever  
 21 possible. Next slide, please.

Page 167

1 This is a map showing the current school  
 2 attendance zones for the six elementary schools that  
 3 participated in the process. Please note that Canfield  
 4 Early Learning Center is not on the map because it  
 5 doesn't have an attendance zone, but they did  
 6 participate.  
 7 As you can see, this study area has several  
 8 satellite areas shown in purple and green that were part  
 9 of the committee's focus with the intent that students  
 10 attend schools closest to their homes. Next slide,  
 11 please.  
 12 Six northwest area elementary schools and one  
 13 center participated in this boundary process. They are  
 14 listed on the table on the left and shown in the map on  
 15 the right. They include the two project schools, Bedford  
 16 and Summit Park, and four additional schools adjacent to  
 17 the project schools, Fort Garrison, Millbrook, Scott's  
 18 Branch, and Wellwood. And again, Canfield Early Learning  
 19 Center also participated in the process. Next slide,  
 20 please.  
 21 As far as the committee's work, a total of 22

Page 168

1 map variations were considered throughout the course of  
 2 the committee's work. The majority of these options were  
 3 the result of committee and public engagement throughout  
 4 the process. As part of their process, the committee  
 5 narrowed the 22 down to four options that they felt were  
 6 most viable and shared them with the public at the public  
 7 information sessions. These four options were the focus  
 8 of the public survey. The survey results were shared  
 9 with the committee who further engaged in this feedback.  
 10 Next slide, please.  
 11 Through small group and large group  
 12 discussions, the committee concluded that draft option A  
 13 was the plan that best adhered to the considerations as a  
 14 whole and best met the needs of all students in the area.  
 15 Option A, shown here, received 94% of the votes  
 16 as the final recommendation. Next slide, please. Option  
 17 B received zero votes as a final recommendation. Next  
 18 slide, please. Option C received 6% of the vote. Next  
 19 slide, please.  
 20 This is a summary of the voting on the options.  
 21 Option D was not even nominated for consideration, thus

Page 169

1 only options A, B, and C were voted upon. And you can  
 2 see the results here. Next slide, please.  
 3 This chart shows the schools within the study  
 4 area, the state rated capacity, current enrollment, and  
 5 utilization compared to that of the recommended option.  
 6 The existing schools that were part of the study are in  
 7 the orange, and option A is described in the far right of  
 8 the orange. Next slide, please.  
 9 A total of 434 students are estimated to be  
 10 impacted with the recommended boundary changes. The  
 11 table to the right shows the number of students that are  
 12 moved from one school to another. Next slide, please.  
 13 With regard to feeder patterns, there was no  
 14 change to feeder patterns from elementary to middle  
 15 schools in this recommendation.  
 16 Now I'll turn it over to Dr. Grim.  
 17 DR. GRIM: With respect to the next steps, the  
 18 Board will host the public hearing on the proposed  
 19 boundary recommendation on February 21, 2024 at 6:30 p.m.  
 20 at Sudbrook Magnet Middle School to gather additional  
 21 public comment. The Board of Education is then scheduled

Page 170

1 to vote on the boundary for the Northwest Elementary  
 2 School boundary study number one at its March 5, 2024  
 3 meeting.  
 4 We'd like to take this opportunity to recognize  
 5 and thank all of our committee members and community  
 6 members who engage with BCPS throughout this process.  
 7 Thank you.  
 8 MS. BOOKER-DWYER: Thank you, Dr. Grim, and  
 9 your team.  
 10 So the Board is scheduled to hear public input  
 11 on the recommendation for Northwest Area Elementary  
 12 School Boundary on Wednesday, February 21, 2024 at  
 13 Sudbrook Magnet Middle School Auditorium. Speaker sign  
 14 up begins at 5:30 p.m. and the hearing will begin at 6:30  
 15 p.m.  
 16 Yes, Ms. Frempong?  
 17 MS. FREMPONG: Hi. I just wanted to say great  
 18 job to -- for the presentation, and even, again, the  
 19 way that the process was run. And I was able to read  
 20 through the report from those survey results. And it  
 21 does seem like there was a more even distribution of

Page 171

1 communities contributing to this survey. So thank you  
 2 for listening to the concerns that we have, that we  
 3 expressed from last time, and really working hard to make  
 4 those improvements.  
 5 The one thing I would say is I saw this  
 6 Campfield Early Learning Center community and the  
 7 Millbrook Elementary Learning Community Center where  
 8 their participation was very low. I'm guessing from  
 9 Canfield being closed, that might have been a reason.  
 10 But we'd like to -- you know, maybe if there could be  
 11 some engagement with the Millbrook community to find out  
 12 what is it -- you know, to try to get them more engaged  
 13 in these types of surveys and getting responses from them  
 14 on the boundary study. I think that would be a great  
 15 addition.  
 16 MS. BOOKER-DWYER: Thank you, Ms. Frempong.  
 17 Okay. So the next -- so we're going to open  
 18 this up for question at the -- after the -- we have the  
 19 February 21st open Board meeting, and then we take the  
 20 Board vote on February 27th. So that's when we'll have  
 21 the detailed questions for this particular boundary

Page 172

1 study.  
 2 And so for the next items on the Board member -  
 3 - so due to the late time, I move to postpone agenda Item  
 4 O, Academic Achievement Report on Mathematics, to the  
 5 February 27, 2024 Board meeting. So is there a second?  
 6 MS. FREMPONG: Second, Frempong.  
 7 MS. BOOKER-DWYER: Any discussion? May I have  
 8 a roll call vote?  
 9 MS. GOVER: Ms. Henn?  
 10 MS. HENN: Yes.  
 11 MS. GOVER: Ms. Frempong?  
 12 MS. FREMPONG: Yes.  
 13 MS. GOVER: Ms. Lichter?  
 14 MS. LICHTER: Yes.  
 15 MS. GOVER: Ms. Pumphrey? Ms. Pumphrey?  
 16 MS. PUMPHREY: Yes.  
 17 MS. GOVER: Thank you. Ms. Drummond?  
 18 MS. DRUMMOND: Yes.  
 19 MS. GOVER: Ms. Stolusky?  
 20 MS. STOLUSKY: Yes.  
 21 MS. GOVER: Dr. Savoy?

Page 173

1 DR. SAVOY: Yes.  
 2 MS. GOVER: Mr. McMillion?  
 3 MR. MCMILLION: Yes.  
 4 MS. GOVER: Ms. Harvey?  
 5 MS. HARVEY: Yes.  
 6 MS. GOVER: Mr. Young?  
 7 MR. YOUNG: Yes.  
 8 MS. GOVER: Ms. Domanowski?  
 9 MS. DOMANOWSKI: Yes.  
 10 MS. GOVER: Ms. Booker-Dwyer?  
 11 MS. BOOKER-DWYER: Yes.  
 12 MS. GOVER: Thank you.  
 13 MS. BOOKER-DWYER: The motion carries.  
 14 The next item on the agenda is information.  
 15 Attached in BoardDocs are the minutes of the November  
 16 20th Southeast Area Education Advisory Council meeting.  
 17 The next item on the agenda is unfinished  
 18 business legislative priorities 2024. Attached are the  
 19 Board's draft 2024 legislative priorities that are coming  
 20 before the Board without a recommendation from the  
 21 Legislative and Governmental Relations Committee. And

Page 174

1 there's no recommendations from the Legislative and  
 2 Governmental Relations Committee, because they provided  
 3 input, we made modifications based off of the input, and  
 4 we're bringing it directly to the Board, considering that  
 5 we are currently in the midst of legislative session.  
 6 May I have a motion to approve the 2024  
 7 legislative priorities as presented? Oh, I want to  
 8 present the -- I want to do a bit of a presentation  
 9 first. We can go back. Go back a couple of -- go back  
 10 to the first slide.  
 11 And so with these -- the -- these Board  
 12 priorities, they were developed because, number one,  
 13 Baltimore County, we are the third largest school system  
 14 in the state. So we should have some key priorities that  
 15 we are focused on. Go to the next slide.  
 16 And while we support everything that MABE is  
 17 doing, we are really focused on legislation that improves  
 18 student outcome, it maintains our local Board governance,  
 19 and it ensures that we have equitable funding for our  
 20 school system. Next slide.  
 21 And so the Maryland Association of Board of

Page 175

1 Educations, they put out their legislative priorities,  
 2 and we get them. And they're overarching. They're not  
 3 specific for any school system. They are just  
 4 overarching Board priorities. And what you'll see in the  
 5 introduction to our priorities is that, you know, we  
 6 support them, along with all the other associations.  
 7 But they're not specific enough to address the  
 8 nuances that matter to Baltimore County, to our  
 9 community. And we know that however Baltimore County  
 10 moves, we move the state, because we're the third largest  
 11 school system. So next slide.  
 12 And so the initial version of the -- of these  
 13 legislative priorities were presented to the legislative  
 14 and governmental relations committee members. So that's  
 15 Ms. Lichter, Ms. Pumphrey and Ms. Drummond. And we are  
 16 supported by Ms. Charlie Green, Mr. Baysmore, and Ms.  
 17 Siebel.  
 18 And the first legislative priority -- and we  
 19 focused on these three, because these truly address the  
 20 root causes of a lot of issues or a lot of things that  
 21 could really help to advance our school system. We could

Page 176

1 have had a whole laundry list of things, but when we get  
 2 down to really those root causes of what keeps coming up  
 3 in our communities, we landed on these three areas.  
 4 So the first one is reducing class sizes. And  
 5 what we know is that school staff right now, they're  
 6 based on student enrollment need and special programs.  
 7 And in order to truly yield the academic results that we  
 8 want to see with our students, we need to make  
 9 significant investments to reduce the class sizes.  
 10 So for our legislative priority, we are  
 11 supporting, number one, increasing the development impact  
 12 fees and establishing a dedicated capital fund fee to  
 13 support public school construction projects that  
 14 proactively addresses overcrowding. We also support  
 15 providing incentives to school systems that reduce class  
 16 sizes. And this is what we're advocating for really at  
 17 the state level.  
 18 Because what happens right now, if you look at  
 19 what it takes to build a school building, you have to  
 20 have so many students in that building. So when we think  
 21 about why we had to close Campfield Early Learning

Page 177

1 Center, it's because we needed more students so that we  
 2 can get a new school building to accommodate even more  
 3 students. School systems should not have to make those  
 4 kind of decisions.  
 5 And because of how the funding structures for  
 6 the IAC and some of the state regulations are structured,  
 7 it forces us to close schools like Campfield just so that  
 8 we can build a new school. And we shouldn't have to be  
 9 put in that position as a Board. And so we are really  
 10 asking the state to provide incentives to school systems  
 11 that support reducing class sizes and providing  
 12 incentives that support public-private partnerships that  
 13 expand pre-K enrollment opportunities for public school  
 14 students.  
 15 So what we know is that the Blueprint for  
 16 Maryland's Future requires universal pre-K for three-  
 17 year-olds and four-year-olds. And for any parent that  
 18 has had to pay for their pre-K experience, you know it  
 19 can be quite a big -- a large expense. And so we are  
 20 advocating, we want to see legislation that supports  
 21 public-private partnerships so that parents can still put

Page 178

1 their kids into the private childcare providers.

2       Because we know that our schools may not have

3 the space to have all the three-year-olds. And three-

4 year-olds need a special -- a different kind of learning

5 environment than a four-year-old or a five-year-old. And

6 so we really want to start to reach out to some of the

7 private childcare providers to have seats for our public

8 school students at little to no cost. So that's all

9 under the reducing class sizes.

10       Expanding out of school time learning. This is

11 important because we know that what happens out of school

12 directly impacts what happens in school. And we know

13 that what all the research shows is that if we can keep

14 our students engaged in athletics and arts and academic

15 programs and those strong community partnerships, we have

16 better returns on investments for our students, and what

17 they're learning, and how they're engaging in our

18 community. It even helps with crime rates and just an

19 overall helping to uplift the Baltimore community, the

20 Baltimore County community.

21       And so we support incentivizing the expansion

Page 179

1 of out-of-school-time programs that complement the

2 continuum of learning experiences and activities that

3 occur during the school day. And we also -- we want

4 expanded out-of-school-time learning resources that

5 support expansion of community schools, which we know is

6 so needed in our -- in Baltimore County.

7       And then, the last piece is around school

8 schedules. So this gets back to reducing class sizes. I

9 mean, when you, you know, having equitable opportunities

10 for students to enroll in all of our magnet classes.

11       Right now, we are restricted by the 180-day

12 calendar and the 1,085-hour count for schools. It

13 prevents us from implementing innovative schedules like

14 trimesters scheduling, or even implementing modified

15 school hours where we could perhaps get another batch of

16 students into a magnet program to do automotive programs

17 or carpentry that's beyond the 215 school hour.

18       But right now we can't do any of that, and we

19 can't even begin to explore innovative school schedules

20 because there's a state law that prevents us. So what we

21 advocate for, what we're proposing to advocate for is to

Page 180

1 revise that state law, to either remove the date or our

2 requirement, and to also revise it to expand it beyond

3 just allowing for innovative school schedules for low-

4 performing or at-risk schools.

5       We believe that even our high-performing

6 schools can benefit from innovative school schedules. We

7 want to keep the students that are performing well,

8 continuing to provide them with advanced learning

9 experiences.

10       With the innovative school schedules, this also

11 connects to the expansion of community schools. So we

12 want those additional resources to expand community

13 schools and to incentivize school systems to implement

14 school calendars.

15       And I just want to emphasize that innovative

16 school schedules, it is a gradual process that will take

17 money and time. But if we can start laying the

18 foundation now, then our students who enroll in the

19 future, we can have something more innovative to provide

20 them.

21       So we are proposing these three legislative

Page 181

1 priorities and how we would use these priorities, we

2 would send them to all of our elected officials.

3       Whenever we give testimony for a bill, we can

4 say collectively that this is what the Baltimore County

5 Board of Education supports or is against based off of

6 our legislative priorities. And then we can use this as

7 foundations for future legislative sessions to work with

8 lawmakers in crafting bills that can really address these

9 areas.

10       And so I'm going to pause there, and I'm going

11 to ask for a -- may I -- now may I have a motion to

12 approve the 2024 legislative priorities as presented in

13 Exhibit Q1?

14       MS. STOLUSKY: So moved, Stoluski.

15       MS. BOOKER-DWYER: May I have a second?

16       MS. FREMPONG: Second, Frempong.

17       MS. BOOKER-DWYER: Okay. And I would like to

18 open it up for any discussion. And Ms. Henn. Ms. Henn,

19 you can start.

20       MS. HENN: Oh, I'm sorry. I was on mute. I

21 apologize.

Page 182

1 Thank you for the presentation. I have one  
 2 brief question about the priorities.  
 3 MS. BOOKER-DWYER: Yes.  
 4 MS. HENN: In the past, the Board has included  
 5 county legislative priorities as well as state. And I  
 6 heard you say that the focus is on state priorities.  
 7 However, there is a county priority that this Board has  
 8 unanimously supported in the past, which is passage of  
 9 the adequate public facilities ordinance recommendations.  
 10 There was a task force formed in 2020, and  
 11 previously supporting that passage has been one of the  
 12 Board's legislative priorities. I would like to see that  
 13 included. It complements the need for increased school  
 14 construction funding by balancing -- by better balancing  
 15 development with investments in school construction. And  
 16 the current council chairman has indicated his support  
 17 for this as well, as it is one of his priorities.  
 18 So I think to show our support as a Board for  
 19 that is not only timely, but consistent with our  
 20 priorities that have been outlined here.  
 21 MS. BOOKER-DWYER: Thank you.

Page 183

1 MS. HENN: So if you would accept an amendment  
 2 to add supporting the adequate public facilities  
 3 ordinance task force recommendations as a legislative  
 4 priority, I would make that motion.  
 5 MS. BOOKER-DWYER: And thank you for that, Ms.  
 6 Henn. And yes, that is something I definitely think we  
 7 could add. And so when we go to actually vote for this,  
 8 we can make that amendment.  
 9 And these recommendations are not just at the  
 10 state level. They do connect to local priorities as  
 11 well. But we know that a lot of these bills tend to come  
 12 up at the state level. But if, like, the impact fees and  
 13 things like that, if that does come up at the local  
 14 level, then we would use this as foundation to support or  
 15 go against that legislation.  
 16 MS. HENN: Thank you, Madam Chair. And we've  
 17 shared these with our county legislators as well in the  
 18 past, so explicitly including how they can help us and  
 19 knowing our -- the Board's position on such matters would  
 20 be helpful.  
 21 So whenever it's appropriate, I would like to

Page 184

1 see that added.  
 2 MS. BOOKER-DWYER: Perfect.  
 3 MS. HENN: The APL Task Force recommendations.  
 4 MS. BOOKER-DWYER: Perfect. Yes. Okay. Ms.  
 5 Domanowski?  
 6 M3. Sorry. I was trying to find my note where  
 7 I --  
 8 I just wanted to know if we could also, you  
 9 know, encourage our state and local leaders to not push  
 10 for, you know, academic bills that, you know, add to --  
 11 add, I don't know, unneeded burdens to our teachers and  
 12 our students. As far as, like, putting something --  
 13 mandating something into our curriculum that is not  
 14 advancing math or, you know, ELA reading, you know,  
 15 career readiness, you know, certain language that just  
 16 kind of makes things -- there's -- I'll try to find one  
 17 of the bills that I was referring to and I'll send it to  
 18 you.  
 19 But I just -- I want the focus to be more on,  
 20 you know, getting our kids ready to, you know, lead a  
 21 life after, you know, high school and not focused on any

Page 185

1 -- like, you know, anything else that's going to get in  
 2 the way of that.  
 3 MS. BOOKER-DWYER: And so, Ms. Domanowski, that  
 4 would fall under the maintaining local Board governance,  
 5 in that we would make those decisions and not have  
 6 someone dictate what needs to be taught or how it should  
 7 be taught. And so that's a part of MABE's priorities.  
 8 And so, any bill that would prevent -- that would take  
 9 control from local Boards, we are wholeheartedly against.  
 10 So I think that's what would cover what you're talking  
 11 about.  
 12 MS. DOMANOWSKI: Perfect. Thank you.  
 13 MS. BOOKER-DWYER: Yes. Ms. Pumphrey  
 14 MS. PUMPHREY: My first comment was almost  
 15 exactly the same as Ms. Henn, so I'll refrain from that.  
 16 But I do support that. I will support that amendment to  
 17 the motion to approve these priorities.  
 18 My second question, we had a public speaker  
 19 earlier talk about school start times. And I was just  
 20 curious if you think that would fall under the innovative  
 21 school schedule section as far as any discussions about

<p style="text-align: right;">Page 186</p> <p>1 school start times.</p> <p>2 MS. BOOKER-DWYER: It would. So when you look</p> <p>3 holistically at innovative school schedules, and I can --</p> <p>4 and I know in other, in other school districts, other</p> <p>5 states, there are -- I mean, they even have some</p> <p>6 schedules where teachers are on a rolling schedule, where</p> <p>7 every teacher is not coming into the building at the same</p> <p>8 time. Where you have cohorts of teachers coming in, and</p> <p>9 there's this kind of rolling schedule at a school.</p> <p>10 Now, we're far from that in Baltimore County,</p> <p>11 but I do -- but that would definitely look at the start</p> <p>12 times for certain students. Because there are some</p> <p>13 students who do function better earlier, and there are</p> <p>14 some students who function better at a later time. So</p> <p>15 just to make a blanket statement that all students -- I</p> <p>16 mean, we all have -- there are certain neurological</p> <p>17 differences in our students that can impact circadian</p> <p>18 rhythms.</p> <p>19 And so just to give all -- you know, to say</p> <p>20 that every student needs to be at school -- a high school</p> <p>21 student, let's say, at this time, that could -- that's a</p>	<p style="text-align: right;">Page 188</p> <p>1 your amendment.</p> <p>2 MS. HENN: Thank you. I move to approve the</p> <p>3 legislative priorities with the addition of the Baltimore</p> <p>4 County Adequate Public Facilities Ordinance Task Force</p> <p>5 recommendations. That's a mouthful.</p> <p>6 MR. MCMILLION: I'll second that.</p> <p>7 MS. BOOKER-DWYER: Any discussion? May I have</p> <p>8 a roll call vote?</p> <p>9 MS. GOVER: Ms. Henn?</p> <p>10 MS. HENN: Yes.</p> <p>11 MS. GOVER: Ms. Frempong?</p> <p>12 MS. FREMPONG: Yes.</p> <p>13 MS. GOVER: Ms. Lichter?</p> <p>14 MS. LICHTER: Yes.</p> <p>15 MS. GOVER: Ms. Pumphrey?</p> <p>16 MS. PUMPHREY: Yes.</p> <p>17 MS. GOVER: Ms. Drummond?</p> <p>18 MS. DRUMMOND: Yes.</p> <p>19 MS. GOVER: Ms. Stolusky?</p> <p>20 MS. STOLUSKY: Yes.</p> <p>21 MS. GOVER: Dr. Savoy?</p>
<p style="text-align: right;">Page 187</p> <p>1 much larger impact, because we have to take into</p> <p>2 consideration the neurodiversity of our students and the</p> <p>3 different circadian rhythms. And I only say that because</p> <p>4 I worked with circadian rhythms on mice for years and</p> <p>5 recognize that not everyone has the same circadian</p> <p>6 rhythm. And there are some students who are actually</p> <p>7 more effective earlier in the morning and others who it</p> <p>8 kicks in later on in the day.</p> <p>9 So that would open up the discussion, I think,</p> <p>10 for innovative school schedules and lower the barrier</p> <p>11 that Baltimore County would need to use if we wanted to</p> <p>12 have those discussions and move toward that. Because if</p> <p>13 you look at all that the school systems like Anne Arundel</p> <p>14 County or Howard County had to do just to get those</p> <p>15 modified start times, we don't want to have to go through</p> <p>16 all of that in Baltimore County.</p> <p>17 MS. PUMPHREY: Thank you.</p> <p>18 MS. BOOKER-DWYER: Okay. Any other questions?</p> <p>19 MS. HENN: So Madam Chair, there's a motion on</p> <p>20 the floor. May I amend -- offer my amendment now?</p> <p>21 MS. BOOKER-DWYER: Yes. So now you may offer</p>	<p style="text-align: right;">Page 189</p> <p>1 DR. SAVOY: Yes.</p> <p>2 MS. GOVER: Mr. McMillion?</p> <p>3 MR. MCMILLION: Yes.</p> <p>4 MS. GOVER: Ms. Harvey?</p> <p>5 MS. HARVEY: Yes.</p> <p>6 MS. GOVER: Mr. Young?</p> <p>7 MR. YOUNG: Yes.</p> <p>8 MS. GOVER: Ms. Domanowski?</p> <p>9 MS. DOMANOWSKI: Yes.</p> <p>10 MS. GOVER: Ms. Booker-Dwyer?</p> <p>11 MS. BOOKER-DWYER: Yes.</p> <p>12 MS. GOVER: Thank you.</p> <p>13 MS. BOOKER-DWYER: The motion carries.</p> <p>14 The next item on the agenda is the update on --</p> <p>15 MR. BURNS: Oh. No --</p> <p>16 MS. BOOKER-DWYER: Pardon me.</p> <p>17 MR. BURNS: Madam Chair --</p> <p>18 MS. BOOKER-DWYER: Oh. Nope, sorry. That --</p> <p>19 yes.</p> <p>20 MR. BURNS: Yep. You amended it. Now, you</p> <p>21 just have to --</p>



Page 190

1 DR. SAVOY: Now you have to vote.

2 MR. BURNS: -- move -- you have to move your

3 motion as amended.

4 MS. BOOKER-DWYER: And so may I have a motion

5 to approve the amended 2024 legislative priorities?

6 MS. DOMANOWSKI: So moved, Domanowski.

7 MS. BOOKER-DWYER: May I have a second?

8 MS. HENN: Second, Ms. Henn.

9 MS. BOOKER-DWYER: Any discussion? May I have

10 a roll call vote?

11 MS. GOVER: Ms. Henn?

12 MS. HENN: Yes.

13 MS. GOVER: Ms. Frempong?

14 MS. FREMPONG: Yes.

15 MS. GOVER: Ms. Lichter?

16 MS. LICHTER: Yes.

17 MS. GOVER: Ms. Pumphrey?

18 MS. PUMPHREY: Yes.

19 MS. GOVER: Ms. Drummond?

20 MS. DRUMMOND: Yes.

21 MS. GOVER: Ms. Stolusky?

Page 191

1 MS. STOLUSKY: Yes.

2 MS. GOVER: Dr. Savoy?

3 DR. SAVOY: Yes.

4 MS. GOVER: Mr. McMillion?

5 MR. MCMILLION: Yes.

6 MS. GOVER: Ms. Harvey?

7 MS. HARVEY: Yes.

8 MS. GOVER: Mr. Young?

9 MR. YOUNG: Yes.

10 MS. GOVER: Ms. Domanowski?

11 MS. DOMANOWSKI: Yes.

12 MS. GOVER: Ms. Booker-Dwyer?

13 MS. BOOKER-DWYER: Yes.

14 MS. GOVER: Thank you.

15 MS. BOOKER-DWYER: The motion carries.

16 So the next item on the agenda is the update on

17 key school legislation. And for that, I call on Ms.

18 Charley-Greene and Mr. Baysmore.

19 And Mr. Corns, you want to, yeah, display the

20 thing? All right. So I'll turn it over to you, Ms.

21 Charley-Greene and Mr. Baysmore.

Page 192

1 MS. CHARLEY-GREENE: Thank you. Thank you very

2 much. And good evening, Board Chair Booker-Dwyer, Vice

3 Chair Pumphrey, Superintendent Williams and members of

4 the Board.

5 We are pleased tonight to bring forward an

6 update on key school legislation. I would like to take a

7 moment and just thank Mr. Baysmore for the work that he

8 has done, as well as to uplift the support provided by

9 Aaron Seabolt.

10 Our lawmakers have been very busy. We have

11 been tracking hundreds of bills in Annapolis. And so I

12 have the good fortune of working with Tony Baysmore, who

13 has been instrumental in making sure that we are

14 following these bills and certainly in helping us provide

15 this update to you tonight. So thank you for allowing me

16 the opportunity to share the work of the team.

17 And at this time, I turn it over to Mr.

18 Baysmore.

19 MR. BAYSMORE: Good evening, everyone. Thank

20 you, Mildred Charley-Greene. I appreciate that. And

21 good evening, Madam Chair Booker-Dwyer, Vice Chair

Page 193

1 Pumphrey, Superintendent Rogers, and to all the Board

2 members.

3 First, I would like to thank our government and

4 legislative committee affairs team for the work we are

5 doing. As Ms. Charley-Greene said, we are tracking well

6 over 200 bills this session, and I think it may be up to

7 300 at this point. It's a lot of good work, a lot of

8 good work.

9 And I wanted to just highlight that we work

10 very, very closely with MABE, the Maryland Association of

11 Boards of Education, and you are well represented by them

12 in Annapolis. They do a tremendous job down in the state

13 legislature representing all local Boards of education.

14 Chair Booker-Dwyer and Vice Chair Pumphrey actually are

15 on the MABE's Legislative Committee, and they do a great

16 job at that.

17 What we thought to do tonight was get five

18 sample bills that we could just share with you, to give

19 you an idea of, you know, the process and what we go

20 through in the legislature. We definitely can't go with

21 300 bills tonight. So I'll highlight these five bills,

Page 194

1 and I'll try to be respectful of everybody's time.

2 Our first bill is HB386, Senate Bill 425. And

3 I'd like to thank Vice Chair Pumphrey for highlighting

4 this bill for us that we're tracking. It's the Maryland

5 Meals for Achievement and Classroom Breakfast Program.

6 This bill authorizes elementary school participating in

7 the Maryland Meals for Achievement Program to serve

8 breakfast in any accessible part of the school, including

9 grab-and-go carts after the arrival of students to the

10 school, provided that these students are allowed to

11 consume the meal in the classroom after the start of the

12 school day.

13 This bill is supported by MABE. It's actually

14 on third reading. All the local LEAs love this bill,

15 because it gives us flexibility around food and nutrition

16 without compromising any quality. And actually, and this

17 is great news, BCPS, we are currently using grab-and-go

18 in our system. We're kind of ahead of the legislation.

19 And in speaking with Jamie Hetzler, our

20 Director of Nutrition and -- Food and Nutrition, we've

21 had great success with this. So obviously we support

Page 195

1 this, MABE supports this. Jamie Hetzler actually came

2 down, and she actually testified in support of this bill,

3 so I just want to thank her as well. And if anybody has

4 any questions on this bill, I'd be glad to answer. If

5 not, I'll move to the next one.

6 MS. PUMPHREY: I'll just make a comment. And

7 thank you for bringing that to my -- to our attention,

8 because, you know, this is very important to me, so I

9 appreciate it. Although we are currently in BCPS using

10 this, I think it's important that the funding could

11 change. So it's important that we also follow and

12 support this bill. Thank you.

13 MR. BAYSMORE: Absolutely. Thank you, Vice

14 Chair Pumphrey.

15 MS. BOOKER-DWYER: Okay. And Mr. Baysmore, you

16 can review, do a high-level review of all the bills, and

17 then we can ask for questions after.

18 MR. BAYSMORE: Okay. Thank you, Madam Chair.

19 Appreciate that.

20 Our second bill is HB74. Delegate Michelle

21 Guyton, this is her bill. She's in the Northeast of

Page 196

1 Baltimore County. It's called the Lifesaver Schools

2 Program Bill, establishment bill. This bill establishes

3 the Lifesaver Schools Program to recognize public schools

4 that provide health and safety training to students and

5 school personnel.

6 The Maryland State Department of Education must

7 designate a public school as a lifesaver school if the

8 school applies and meets the criteria adopted by MSDE.

9 MABE supports this bill as well. This is a voluntary

10 program for LEAs. If they choose to opt in to get this

11 designation, it's revenue neutral. And it's on second

12 reading in the state legislature.

13 The next bill is House Bill 75, Senate Bill

14 377. It's already been cross-filed. The sponsor on the

15 House side is Delegate Eric Ebersole from Baltimore

16 County and Senator Nancy King. And this is the Teacher

17 Development and Retention Program. And you've spoken

18 quite a bit about, you know, attracting and retaining

19 teachers tonight. So this bill actually is a pilot

20 program.

21 The bill expands eligibility for teacher

Page 197

1 development and retention programs, providing an educator

2 stipends. And the pilot program terminates June 30 of

3 2029. It provides stipends and -- for interns. That

4 includes otherwise eligible individuals who initially

5 enrolled in any Maryland community college. So it's a

6 community college-based bill.

7 It supports all of our efforts in trying to

8 attract and retain teachers by giving financial support

9 and incentive to students to become teachers. The

10 Blueprint supports -- this is one of the pillars, teacher

11 retention and hiring, and the Blueprint supports this.

12 And again, MABE supports this bill as well.

13 Our third bill is House Bill 108, Senate Bill

14 451. This is a bill on the House side. It was

15 introduced by Delegate Cheryl Pastore and on the Senate

16 side by Senator Ben Brooks and Senator Shelley Heddleman.

17 This is what we call a local bill. This is not a

18 statewide bill. I wanted to give an example of that. So

19 it will only affect Baltimore County Public Schools.

20 This bill is moving forward through the Baltimore County

21 House delegation and our Baltimore County Senate

Page 198

1 delegation.

2 It's called the Baltimore County Board of

3 Education Non-Student Member Compensation and Student

4 Membership Scholarship Alterations. And the bill

5 increases compensation for members of the Baltimore

6 County Board of Education and for the non-student member,

7 our student Board member, other than the chair of the

8 Board, increases by \$9,000 to a total of \$16,500 annually

9 that's being proposed. Compensation for the Board Chair

10 increases by -- increases to \$17,500. The student member

11 scholarship goes up to -- from \$7,500 to \$10,000.

12 The bill has been amended to actually take

13 effect July the 1st, 2026. Typically, if the local

14 jurisdiction recommends a bill, it then goes to the full

15 committee, and they typically will defer to the local,

16 you know, House or Senate delegation. And this bill is

17 moving, and I think it's scheduled for a vote on the

18 Senate side Monday. And MABE doesn't weigh in on local

19 bills unless we need them; then they'll be there. But

20 other than that, they usually allow the local

21 jurisdiction to shepherd their bills through.

Page 199

1 House Bill 116 is in the Ways and Means of

2 Economic Matters Committee. It's the Teacher Degree

3 Apprenticeship Program. Again, this is a pillar of the

4 Blueprint that encourages apprenticeships and CTE

5 training. It's a grant program.

6 So the bill establishes the teacher

7 apprenticeship start-up grant program. It's administered

8 by the Maryland Department of Labor and provides

9 opportunities to begin a career in education in the state

10 to high school students, college students, and most

11 importantly, career changers. So the program is

12 supported by MABE, and there's a lot of enthusiasm around

13 this bill. I think it's probably going to make its way

14 through the legislature this year.

15 Are there any questions about any of the bills?

16 If not, we'll move to the next slide.

17 Our next slide is, we just wanted to show you -

18 - give you some key dates of interest in the state

19 legislature. Sign and die, when we adjourn, is April the

20 8th. As I said earlier, we've got about 300 bills

21 already, and it's not even crossover yet. So bills still

Page 200

1 can be dropped as we speak; and they are.

2 But the date for all of us tonight is March the

3 18th. That is the date that we call crossover. That's

4 when each chamber sends to the other chamber those bills

5 that it intends to pass favorably. So that's a key

6 indicator of whether or not a bill will pass. So we'll

7 keep our legislative committee -- we'll definitely keep

8 our eye on March the 18th, and we'll be reporting out on

9 that. And next slide.

10 And I believe this is the last slide. We just

11 wanted to give some information or testimony and the

12 protocols and guidelines for testifying. Because

13 individual Board members can testify, and they have been.

14 We've been engaged for a few years now and very active in

15 that part of it, including members that are here tonight.

16 You know, you can always contact us. We can

17 walk you through if you want to testify on a bill. If

18 you want information, research, contact us. But you can

19 also go on the Maryland State General Assembly website.

20 The Senate has its own website that has a link in the

21 guidelines; and also the House, if you're interested in

Page 201

1 that. But I would suggest reaching out to us and letting

2 us, you know, walk you through the process. Because

3 there are some key dates that you have to sign up to

4 testify, and you don't want to miss that window.

5 So I think that's it, Madam Chair. And thank

6 you and this Board for all the great work that you do,

7 and the support, and your leadership. In Annapolis, we

8 have great representation down there. We have people on

9 -- and in key positions that we can call on and rely on.

10 And so the work that you do is well appreciated by our

11 committee and by our state legislators as well. So thank

12 you, Madam Chair.

13 MS. BOOKER-DWYER: All right. Thank you, Mr.

14 Baysmore and Ms. Charley-Greene.

15 Any questions, anything to discuss? Okay.

16 Thank you.

17 MR. BAYSMORE: Thank you.

18 MS. BOOKER-DWYER: So the next item on the

19 agenda is Board member comments and agenda setting. And

20 I will start with Mr. Young.

21 MR. YOUNG: No comments.

Page 202

1 MS. BOOKER-DWYER: Okay. Ms. Domanowski?  
 2 MS. DOMANOWSKI: No comments.  
 3 MS. BOOKER-DWYER: Ms. Henn?  
 4 MS. HENN: No comments.  
 5 MS. BOOKER-DWYER: Ms. Frempong?  
 6 MS. FREMPONG: No comments.  
 7 MS. BOOKER-DWYER: Ms. Lichter?  
 8 MS. LICHTER: I'm good, too.  
 9 MS. BOOKER-DWYER: Ms. Pumphrey?  
 10 MS. PUMPHREY: For the sake of time, I'm going  
 11 to hold mine until next time.  
 12 MS. BOOKER-DWYER: Ms. Drummond.  
 13 MS. DRUMMOND: No comment.  
 14 MS. BOOKER-DWYER: Ms. Stolusky.  
 15 MS. STOLUSKY: Long night. Thank you to  
 16 everybody for your hard work with the budget. No  
 17 comment.  
 18 MS. BOOKER-DWYER: Dr. Savoy?  
 19 DR. SAVOY: No comment.  
 20 MS. BOOKER-DWYER: Ms. Harvey?  
 21 MS. HARVEY: No comment.

Page 203

1 MS. BOOKER-DWYER: And my last comment is, I  
 2 know it was National School Counseling Week, and so thank  
 3 you to all the school counselors. Happy Lunar New Year.  
 4 Enjoy Black History Month. And that's all the comments  
 5 that I had.  
 6 MS. HARVEY: Thank you so much.  
 7 MS. BOOKER-DWYER: Thanks. So the last item on  
 8 the agenda is announcements.  
 9 The Board will hold a public hearing on the  
 10 Northwest Area Elementary School boundary recommendation  
 11 at Sudbrook Magnet Middle School in the auditorium on  
 12 February 21, 2024 at 6:30 p.m. Speaker sign-up begins at  
 13 5:30 p.m. The next Board meeting will be held Tuesday,  
 14 February 27, 2024 at 6:30 p.m.  
 15 Thank you for joining us tonight. The meeting  
 16 is now adjourned. Thank you all.  
 17 (Meeting adjourned.)  
 18  
 19  
 20  
 21

Page 204

C E R T I F I C A T E

1 I, Vivian Saxe, hereby certify that I  
 2  
 3 transcribed from audio file the proceedings to the best  
 4 of my ability in the foregoing-entitled matter; and I  
 5 further certify that the foregoing is a full, true, and  
 6 correct transcript of the audio files produces.  
 7  
 8 IN WITNESS THEREOF, I have subscribed my name  
 9  
 10  
 11  
 12  
 13 Transcriber  
 14  
 15  
 16  
 17  
 18  
 19  
 20  
 21

**WORD INDEX**

<p>&lt; \$ &gt;  <b>\$1</b> 21:12 41:3  <b>\$10,000</b> 198:11  <b>\$104.1</b> 55:18  <b>\$12</b> 39:12  <b>\$16,500</b> 198:8  <b>\$17,500</b> 198:10  <b>\$18</b> 60:13  <b>\$2,500</b> 33:14  <b>\$300,000</b> 33:10  <b>\$36,400</b> 33:12  <b>\$7,500</b> 198:11  <b>\$84</b> 54:20  <b>\$85</b> 111:7  <b>\$9,000</b> 198:8</p> <p>&lt; 0 &gt;  <b>0.1</b> 60:8  <b>0.3</b> 60:8 62:2  <b>0.5</b> 102:21  <b>0.7</b> 62:3</p> <p>&lt; 1 &gt;  <b>1</b> 54:5 96:7, 8  <b>1,085-hour</b>          179:12  <b>1,200</b> 161:17  <b>1.1</b> 60:10  <b>1.3</b> 60:10          69:15, 19 96:13          102:1  <b>1.4</b> 69:15, 19          96:13 101:21  <b>100</b> 19:8 62:12          143:5 144:7  <b>107</b> 4:9  <b>108</b> 197:13  <b>109</b> 41:10, 17  <b>10s</b> 82:2  <b>10th</b> 32:3  <b>11</b> 3:8 13:15  <b>11,000</b> 98:17  <b>110</b> 151:9  <b>110,000</b> 16:2          50:15 75:11  <b>111</b> 4:10 33:5  <b>111,000</b> 98:16</p>	<p><b>113</b> 4:11  <b>115</b> 4:13  <b>116</b> 199:1  <b>119</b> 4:15  <b>11th</b> 60:12  <b>12</b> 38:9 126:10  <b>125</b> 95:13          100:5 101:1  <b>126</b> 4:17  <b>129</b> 4:18  <b>12-month</b> 12:20  <b>12th</b> 52:11          116:4  <b>13</b> 1:11 6:3          57:10 74:19          109:10, 13          110:2  <b>13.4</b> 62:5  <b>139</b> 4:19  <b>13s</b> 82:2  <b>13th</b> 6:19  <b>14</b> 40:9 42:20  <b>147</b> 4:20  <b>149</b> 4:21  <b>15</b> 3:11 38:20          73:14, 16  <b>150</b> 12:6  <b>156</b> 5:1  <b>159</b> 5:3  <b>16</b> 3:12 12:19          42:21 80:12  <b>16th</b> 32:4  <b>17</b> 109:10, 13          110:3  <b>172</b> 5:4  <b>173</b> 5:5, 6  <b>18</b> 3:13 33:12  <b>180-day</b> 179:11  <b>18th</b> 200:3, 8  <b>19</b> 101:8  <b>19.7</b> 60:8, 15          88:2  <b>190</b> 89:13  <b>191</b> 5:7  <b>1st</b> 96:9 198:13</p> <p>&lt; 2 &gt;  <b>2.1</b> 62:5  <b>20</b> 12:18 40:7</p>	<p>96:7  <b>20,000</b> 75:12  <b>20.9</b> 60:8, 16          88:2  <b>200</b> 193:6  <b>201</b> 5:8  <b>2014</b> 14:12          32:1  <b>2020</b> 182:10  <b>2023</b> 115:19          116:4 162:8, 12,          14  <b>2023-2024-05</b>          119:14  <b>2024</b> 1:11 5:6          6:4 116:9          126:10 144:7          162:20 169:19          170:2, 12 172:5          173:18, 19          174:6 181:12          190:5 203:12,          14 204:8  <b>2024-2025</b> 112:2  <b>2026</b> 198:13  <b>2029</b> 197:3  <b>203</b> 5:9, 10  <b>20s</b> 82:4  <b>20-some</b> 58:10  <b>20th</b> 173:16  <b>21</b> 3:15 156:16          169:19 170:12          203:12 204:8  <b>215</b> 179:17  <b>21st</b> 162:18          171:19  <b>22</b> 40:5, 7          60:15 88:2          96:8 101:8          167:21 168:5  <b>22,000</b> 33:4  <b>23</b> 60:16 88:3,          13, 14 101:9          116:9  <b>23-37</b> 119:14  <b>24</b> 3:17 96:10          149:16  <b>24-'25</b> 87:6          115:16</p>	<p><b>25</b> 72:11 88:15          96:10  <b>250</b> 70:16  <b>25th</b> 23:16          58:14  <b>27</b> 3:18 40:8          172:5 203:14  <b>27th</b> 38:18          171:20  <b>28</b> 116:3  <b>29</b> 40:9  <b>2nd</b> 32:12 96:9</p> <p>&lt; 3 &gt;  <b>3</b> 26:14 53:17,          18 54:1 144:7  <b>3.7</b> 43:9  <b>3:00</b> 19:8  <b>30</b> 3:20 31:5          32:18 45:5          88:16 134:20          144:6 197:2  <b>300</b> 193:7, 21          199:20  <b>30s</b> 80:18          81:11 82:5, 8, 9  <b>30th</b> 63:17          64:5  <b>31</b> 81:12  <b>325</b> 63:13  <b>34</b> 4:2 6:15  <b>35</b> 4:4 104:18  <b>3520</b> 113:10, 17  <b>3532</b> 113:17  <b>3533</b> 113:11  <b>36</b> 32:11  <b>3620</b> 113:12, 17  <b>377</b> 196:14  <b>38</b> 4:5  <b>3rd</b> 40:9 96:9</p> <p>&lt; 4 &gt;  <b>4</b> 144:10  <b>4.7</b> 61:21  <b>4:30</b> 26:14  <b>40</b> 40:10          104:18  <b>41</b> 12:16  <b>42</b> 4:6</p>	<p><b>425</b> 194:2  <b>434</b> 17:4 169:9  <b>44</b> 4:7  <b>45</b> 73:17  <b>451</b> 197:14  <b>47</b> 3:10  <b>49</b> 4:8</p> <p>&lt; 5 &gt;  <b>5</b> 11:19 53:17,          19 54:1 144:10          170:2  <b>5:30</b> 170:14          203:13  <b>50</b> 79:10  <b>500</b> 45:11  <b>51</b> 71:1  <b>5th</b> 96:9          162:20</p> <p>&lt; 6 &gt;  <b>6</b> 3:2, 3, 4          11:13, 18 13:13          15:7, 10 18:6          21:3 24:1, 4, 5,          9, 10, 16 30:6,          13, 17 35:17          37:18 40:8          41:20 42:1          115:19 168:18  <b>6.7</b> 62:16  <b>6:30</b> 169:19          170:14 203:12,          14  <b>6th</b> 40:10</p> <p>&lt; 7 &gt;  <b>7</b> 3:5  <b>7.5</b> 61:10  <b>726</b> 71:2  <b>73</b> 6:15  <b>7330</b> 156:14          157:14  <b>75</b> 103:6          196:13  <b>7520</b> 115:17, 21  <b>75-hour</b> 47:1  <b>7730</b> 157:10</p> <p>&lt; 8 &gt;</p>
---	---	---	--	---

**8** 40:5 54:4  
62:10 132:5  
**8.8** 61:11  
**806** 33:5  
**8th** 199:20  
  
< **9** >  
**9** 3:6  
**9,000** 98:17  
**94** 168:15  
  
< **A** >  
**a.m** 13:13  
**AA** 126:18  
148:1  
**Aaron** 192:9  
**abandoned** 23:4  
**ability** 31:8  
58:21 85:9  
86:21 97:12  
204:4  
**able** 17:14, 15,  
17 24:10 42:16,  
18 53:19, 20  
58:21 71:14, 20  
85:4 89:15, 18  
98:10, 20  
100:13 105:5  
112:9 130:6  
131:2 146:6  
153:11, 13, 14  
162:4 170:19  
**Absolutely**  
79:15 93:2, 4  
102:11 135:16  
195:13  
**absorb** 89:1  
**Academic** 5:4  
14:17 18:15  
32:9 41:12  
51:17 52:21  
59:15 91:8  
172:4 176:7  
178:14 184:10  
**academically**  
14:1  
**academies** 81:7  
**Academy** 14:5  
31:18 56:18

66:11 91:12  
112:7  
**acceleration**  
53:13  
**accept** 48:14  
113:9, 16 183:1  
**access** 103:7  
150:21 164:1  
**accessibility**  
165:16  
**accessible** 194:8  
**accommodate**  
177:2  
**accomplished**  
14:10  
**account** 64:2, 7,  
11 65:15  
154:11  
**accountability**  
52:15 75:11  
79:5 98:14  
134:1  
**accountable**  
39:21 41:14  
75:11 92:19  
93:11 103:20  
**accounted**  
101:19  
**accurate** 61:1  
97:14, 20 100:5  
104:8  
**accurately**  
105:6  
**achieve** 13:21  
14:20 47:1  
54:7  
**Achievement**  
5:4 14:17  
16:11, 15 18:15  
22:20 32:9  
51:18 93:20  
109:12 134:18  
135:8 172:4  
194:5, 7  
**Achieving**  
109:14 112:15  
**acknowledging**  
16:6  
**acquiesce** 38:12  
**Act** 7:6

**Action** 4:14  
46:1 48:5  
119:2, 9, 11, 13  
120:17 122:13,  
16 124:9 157:9  
**actions** 92:19  
160:20  
**active** 200:14  
**actively** 107:19  
110:13  
**activities** 12:18  
157:4 179:2  
**actual** 64:6  
101:12  
**Adams** 4:5  
37:17, 19, 21  
38:2, 4, 5 41:18  
**add** 26:6 47:3  
74:2 88:13, 14  
89:2 93:16  
143:3 145:1, 15,  
17 156:18  
161:17 183:2, 7  
184:10, 11  
**added** 38:20  
60:10, 13 72:14  
102:18 103:5  
184:1  
**addendum**  
141:5, 11  
**adding** 14:2  
56:5 57:21  
62:1, 7 75:3, 5  
88:16 89:12  
94:4 101:4  
**addition** 13:1  
60:8 126:13  
146:3 156:17  
157:1 171:15  
188:3  
**additional** 66:3  
68:16 74:12, 15,  
16 86:16 91:6,  
7, 8, 9 101:4, 15,  
18 103:3, 4  
126:14 130:4  
156:18 157:3  
162:2 167:16  
169:20 180:12

**Additionally**  
26:18 65:18  
142:16  
**additions** 6:20  
7:1  
**address** 10:3,  
15 51:21 57:2  
66:4, 12 68:17,  
20 70:5 72:17  
76:11 79:17  
80:20 91:15  
92:12 101:5  
111:3 152:21  
175:7, 19 181:8  
**addressed** 153:2  
**addresses**  
115:17 176:14  
**addressing**  
33:9 78:3, 16  
91:14  
**adds** 103:14  
**adequate** 182:9  
183:2 188:4  
**adhered** 168:13  
**adjacent** 167:16  
**adjourn** 199:19  
**adjourned**  
203:16, 17  
**Adjournment**  
5:10  
**adjust** 22:6  
**adjusted** 83:8  
**administered**  
199:7  
**administrators**  
19:11 37:4  
59:19 83:1  
144:8  
**adolescents**  
12:13, 16 13:14  
**adopted** 196:8  
**advance** 49:12  
76:9 175:21  
**advanced** 51:3,  
9 180:8  
**advancing** 52:8  
184:14  
**advantage**  
162:2

**advantages**  
22:20  
**advertised**  
160:9  
**advice** 7:13  
10:2  
**advisories** 72:5  
**Advisory**  
173:16  
**advocacy** 48:15  
**advocate** 12:9  
31:8 36:21  
179:21  
**advocates** 36:15  
**advocating**  
176:16 177:20  
**affairs** 193:4  
**affect** 18:14, 17  
40:16 197:19  
**affiliated** 11:8  
**affirm** 119:11,  
13 120:17  
122:10, 13, 16  
124:9  
**afford** 55:12  
**AFSCME** 3:12  
17:3  
**AFT** 27:18  
29:12  
**afternoon**  
111:20  
**age** 135:12  
**Agenda** 3:4  
5:8 6:18, 19, 21  
7:2, 3, 18, 19  
49:3 106:3  
107:16 113:2,  
14 115:6 119:2  
126:3 128:19  
137:5 156:6  
159:7 172:3  
173:14, 17  
189:14 191:16  
201:19 203:8  
**ages** 31:17  
**AGOSTO**  
150:15 152:3, 5,  
15 153:3, 12, 18,  
20

<p><b>agree</b> 95:7 141:20 142:9, 10 <b>agreement</b> 16:10, 13 143:5 <b>agreements</b> 48:7 <b>ahead</b> 21:6 24:12, 13, 21 26:11 30:18 110:17 127:9 130:11 143:2 194:18 <b>AI</b> 42:9, 16, 18 43:2, 4, 6, 11, 15, 18, 20 <b>aka</b> 32:21 <b>alarming</b> 88:3 <b>alert</b> 13:19 36:7 <b>Algebra</b> 54:5 71:18 <b>aligned</b> 62:11 <b>alignment</b> 53:14 111:10 141:7, 13, 15 <b>all-county</b> 108:4 <b>Allegiance</b> 6:4, 11  <b>Allegiance/Silent</b> 3:3 <b>allocate</b> 104:20 <b>allocated</b> 64:1 70:3 101:8, 13 102:11 <b>allocation</b> 63:9, 18 72:11 95:13 101:16 102:7 <b>allocations</b> 38:13 49:21 58:12, 15 60:17, 18 64:5 74:6 95:21 96:6 100:7 102:3, 8 <b>allow</b> 11:16 42:15 67:10 87:3 198:20 <b>allowed</b> 11:2 36:14 194:10</p>	<p><b>allowing</b> 48:11 180:3 192:15 <b>allows</b> 146:8 <b>Alpha</b> 3:19 31:3 32:14, 20 <b>Alterations</b> 198:4 <b>alternative</b> 22:17 91:11 <b>amazing</b> 32:11 112:9, 19 <b>amend</b> 113:9 120:15 187:20 <b>amended</b> 122:9, 12 189:20 190:3, 5 198:12 <b>amendment</b> 183:1, 8 185:16 187:20 188:1 <b>American</b> 3:16 14:5 24:8 25:11, 13 <b>amount</b> 62:20 64:10 70:10 80:19 87:15 <b>Amy</b> 4:5 37:17 38:5 <b>analysis</b> 51:13 <b>analyze</b> 42:17 55:8 <b>and/or</b> 140:18 <b>Andra</b> 3:8 11:9, 20 12:4 <b>Annapolis</b> 192:11 193:12 201:7 <b>Anne</b> 14:7 187:13 <b>announce</b> 98:1 <b>announced</b> 38:13 <b>Announcements</b> 5:9 203:8 <b>annual</b> 33:13 64:21 <b>annually</b> 59:8 65:3, 4 97:12 198:8 <b>answer</b> 19:7 20:14 79:19</p>	<p>100:21 106:8 136:14 150:16 195:4 <b>answered</b> 19:9 67:13 77:16 106:13 150:7 <b>answers</b> 19:14 69:2 83:6 <b>anybody</b> 195:3 <b>Anytime</b> 41:1 62:10 <b>AP</b> 71:19 <b>APL</b> 184:3 <b>apologies</b> 49:9 <b>apologize</b> 68:2 120:1 143:20 181:21 <b>appeal</b> 119:7 <b>appeals</b> 119:6 <b>application</b> 44:2 <b>applications</b> 29:15 <b>applied</b> 136:12 <b>applies</b> 196:8 <b>apply</b> 73:8 102:12 103:16 106:12 <b>appointed</b> 38:11 <b>appointees</b> 7:10 <b>appointment</b> 7:7 <b>appointments</b> 8:5 <b>appreciate</b> 13:3 20:13 31:8 47:6 49:1 67:8 95:2 100:15 192:20 195:9, 19 <b>appreciated</b> 201:10 <b>appreciation</b> 45:7 48:3 <b>appreciative</b> 17:19 <b>Apprentice</b> 126:16 139:21 146:14 <b>Apprenticeship</b> 199:3, 7</p>	<p><b>apprenticeships</b> 199:4 <b>approach</b> 66:15 152:17 <b>appropriate</b> 80:9 119:10 183:21 <b>approval</b> 126:12 <b>approve</b> 8:6 100:18 116:13 127:5 129:13, 16 133:4 134:3, 5 138:13 139:21 140:10 142:12 147:21 149:15 154:16 157:14 161:6 174:6 181:12 185:17 188:2 190:5 <b>approving</b> 142:17, 19 <b>approximately</b> 12:6 151:9 <b>April</b> 199:19 <b>Area</b> 4:13 5:2 25:14 61:21 81:13 101:5 107:3 115:7, 13, 14 116:6, 14 143:12 159:8, 15 161:15 162:7 166:13 167:7, 12 168:14 169:4 170:11 173:16 203:10 <b>areas</b> 52:20 62:7 82:7 101:6 156:20 167:8 176:3 181:9 <b>argument</b> 119:15 120:8 124:10 <b>Argyros</b> 3:10 15:6, 9 20:21 24:15 30:5, 8, 10 35:14 47:9,</p>	<p>10, 12, 14, 17 48:21 <b>arm</b> 31:14 <b>arrival</b> 194:9 <b>art</b> 50:21 <b>Artificial</b> 42:15 44:1 <b>Arts</b> 53:2 178:14 <b>Arundel</b> 14:7 187:13 <b>Asian</b> 25:13 <b>asked</b> 19:6 140:10 <b>asking</b> 13:16 19:1 39:6 98:20 105:18 134:2 177:10 <b>asks</b> 73:4 113:8 <b>aspects</b> 48:7 <b>Assembly</b> 200:19 <b>assessment</b> 53:21 <b>assessments</b> 51:4 135:17, 19 <b>assigned</b> 70:17, 20 <b>assignment</b> 7:8 <b>assignments</b> 65:2 <b>assistance</b> 12:3 90:14 92:17 <b>assistant</b> 81:5 111:13 <b>assistants</b> 15:21 89:12 <b>assisting</b> 164:8 <b>assists</b> 12:6 <b>Assoc</b> 3:16 <b>associated</b> 33:9 <b>Association</b> 24:8 25:11 45:4 174:21 193:10 <b>associations</b> 175:6 <b>assuming</b> 99:7</p>
---	---	--	--	---

<p><b>athletic</b> 108:10  <b>athletics</b> 178:14  <b>at-risk</b> 180:4  <b>atrocious</b> 46:12  <b>attached</b> 80:9  173:15, 18  <b>attainment</b> 16:7  <b>attempting</b>  12:19  <b>attempts</b> 68:12  <b>attend</b> 32:8  37:6 44:20  86:17 160:9  162:5 167:10  <b>attendance</b>  135:9 161:21  167:2, 5  <b>attended</b> 78:14  108:3  <b>attendees</b> 26:9  <b>attending</b> 31:20  53:12 108:6  162:4 166:15  <b>attention</b> 27:4  36:2 43:2  57:13 79:13  111:3 195:7  <b>attire</b> 26:1  <b>attract</b> 197:8  <b>attracting</b>  196:18  <b>audio</b> 204:3, 6  <b>Auditorium</b>  170:13 203:11  <b>August</b> 162:9  <b>Augusto</b> 154:5  <b>authentic</b> 50:7  <b>authorize</b>  119:16 122:17  <b>authorized</b>  119:15 124:10  <b>authorizes</b>  194:6  <b>authorizing</b>  21:12  <b>automotive</b>  179:16  <b>autonomy</b>  84:14, 20 85:1</p>	<p><b>available</b> 10:10  40:20 42:9  57:9 66:8 79:5  80:19 81:16  88:11, 19 98:13  99:20 116:3  130:5 156:21  <b>average</b> 57:10  61:21 62:1, 17  75:20 84:16  103:6  <b>averages</b> 40:6  <b>AVID</b> 85:15  103:10  <b>avoid</b> 151:7  <b>avoidance</b>  151:13  <b>awake</b> 13:18, 19  <b>award</b> 33:12, 13  <b>awarded</b> 33:10  130:20  <b>Awards</b> 4:16  126:3  <b>aware</b> 68:21  142:8 157:1</p> <p>&lt; B &gt;  <b>back</b> 15:9  20:13, 21 22:19  24:7, 11, 15  30:2, 5, 14  37:19 41:19, 21  46:14 47:8  51:15 66:21  67:2, 19 77:8  100:14 134:1,  10 166:15, 17  174:9 179:8  <b>background</b>  132:11  <b>bad</b> 134:9  <b>bags</b> 33:5  <b>balances</b> 133:11  <b>balancing</b>  182:14  <b>Ball</b> 32:11  <b>BALTIMORE</b>  1:2 3:8, 17, 18  4:2 6:3, 8 10:6,  17 11:10 12:5,</p>	<p>16 15:15, 17  16:2, 16 17:17  22:17 24:9  25:11, 14, 16  26:19 27:2, 17  31:5 33:14, 20  34:11, 18, 19  35:2 38:5  44:16 46:1, 19  58:6 94:8  107:18 108:21  109:14, 20  110:3, 7, 10, 13,  18 112:13  164:9 174:13  175:8, 9 178:19,  20 179:6 181:4  186:10 187:11,  16 188:3 196:1,  15 197:19, 20,  21 198:2, 5  <b>band</b> 82:6  <b>bandwidth</b>  151:17  <b>Banneker</b>  117:11  <b>Barbara</b> 3:15  21:2  <b>barrier</b> 187:10  <b>barriers</b> 66:1  <b>based</b> 22:9  43:17 51:13  56:11 63:17  74:10 78:18  84:18 90:21  101:9, 20 116:4  142:3, 7 143:17  144:14 150:10  152:18 174:3  176:6 181:5  <b>Bash</b> 4:6 42:1  <b>Basilio</b> 4:7  37:20 41:19  44:6, 7, 10  <b>basis</b> 60:4  99:3 103:21  165:9  <b>batch</b> 179:15  <b>Battle</b> 108:7</p>	<p><b>Baysmore</b> 31:6  175:16 191:18,  21 192:7, 12, 18,  19 195:13, 15,  18 201:14, 17  <b>BC</b> 71:19  <b>BCPS</b> 6:13, 14  10:20 12:10  13:2 14:2  19:21 22:6  23:9 26:2 32:8  33:18 39:5  41:8 49:16  50:7, 11, 18  51:12 52:3  54:3, 7 55:8  56:21 57:11  58:13 75:10  76:15 77:1  79:18 97:5  99:9 104:18  126:18 140:18  148:1 150:6  160:13 162:21  163:8 164:9  170:6 194:17  195:9  <b>BCPSOPE</b>  3:10 47:20  <b>Bedford</b> 162:1  166:14 167:15  <b>began</b> 162:9  <b>beginning</b> 25:8  35:8, 9 45:16  115:15 132:5  <b>begins</b> 38:20  110:11 170:14  203:12  <b>behalf</b> 15:14  34:11 38:5  45:4 47:20  48:1 54:16  98:15  <b>behavior</b> 12:15  20:5 22:13  92:11  <b>behaviors</b> 10:19  <b>belief</b> 58:20  75:2</p>	<p><b>believe</b> 16:9  29:18 46:1, 6,  19 75:10 76:21  98:14 117:4  129:12 141:14  143:19 180:5  200:10  <b>Ben</b> 197:16  <b>beneficial</b> 42:10  <b>benefit</b> 132:4  180:6  <b>benefits</b> 23:3  151:12  <b>Benjamin</b>  117:11  <b>best</b> 20:9  57:18 85:6  132:4 168:13,  14 204:3  <b>better</b> 19:18  20:7, 12 42:16,  17, 18 93:18  178:16 182:14  186:13, 14  <b>beyond</b> 51:16  94:8 109:17  179:17 180:2  <b>big</b> 29:5  137:21 164:11  177:19  <b>bigger</b> 94:2, 15,  17  <b>biggest</b> 43:20  <b>bill</b> 181:3  185:8 194:2, 4,  6, 13, 14 195:2,  4, 12, 20, 21  196:2, 9, 13, 19,  21 197:6, 12, 13,  14, 17, 18, 20  198:4, 12, 14, 16  199:1, 6, 13  200:6, 17  <b>bills</b> 108:1  181:8 183:11  184:10, 17  192:11, 14  193:6, 18, 21  195:16 198:19,</p>
---	---	---	--	---



21 199:15, 20,  
21 200:4  
**bingo** 26:9  
**Biology** 13:14  
**bit** 132:11  
134:14 174:8  
196:18  
**bits** 138:2  
**Black** 4:2  
21:19, 20 22:21  
203:4  
**blanket** 186:15  
**blog** 26:19  
**Blueprint**  
38:20 52:7  
53:14 55:3  
111:10 177:15  
197:10, 11  
199:4  
**BOARD** 1:1, 8  
2:1, 2 4:10, 11  
5:8 6:2, 12 7:5,  
18 8:2 10:1, 3,  
4, 6, 13 11:7  
14:18 15:13  
17:2 18:3, 9  
21:7, 9 22:15  
25:2, 6 27:14,  
15, 21 28:16  
31:1, 7 33:21  
34:7, 12 36:1  
38:9, 11 41:2  
44:13, 20 45:13  
47:19 48:3  
49:7 60:21  
67:10, 14 78:2,  
5 79:6 80:2  
86:6 100:3  
105:3 107:19  
108:12 109:2  
110:15 111:4,  
19 112:2 113:3,  
8, 10, 11, 12, 17  
115:10, 11, 16  
116:6, 9, 11, 12  
117:4 119:6, 9,  
10, 16 122:18  
124:11 126:9,  
11 130:9  
132:21 136:16,

17 137:3, 4, 15,  
17 142:1  
144:20 156:8  
159:13 160:20  
161:1, 7, 12  
162:17, 19  
169:18, 21  
170:10 171:19,  
20 172:2, 5  
173:20 174:4,  
11, 18, 21 175:4  
177:9 181:5  
182:4, 7, 18  
185:4 192:2, 4  
193:1 198:2, 6,  
7, 8, 9 200:13  
201:6, 19 203:9,  
13  
**BoardDocs**  
7:17 10:10  
173:15  
**Boards** 185:9  
193:11, 13  
**Board's** 8:2  
10:9, 10 100:11  
113:16 126:9  
162:13, 18  
173:19 182:12  
183:19  
**bode** 36:5  
**bodies** 13:17  
**body** 14:15  
**BOE** 26:3  
**boe@bcps.org**  
10:5  
**bold** 56:10  
**bolded** 69:13  
**bona** 86:13  
**bonuses** 141:7  
**book** 39:21  
41:10 69:14  
73:8 96:4 97:1  
100:5 102:8, 10  
**Booker** 16:21  
18:7 156:8  
**Booker-Dwyer**  
2:2 4:9 6:2, 12  
7:3, 21 8:10, 12,  
14 9:17, 18, 20  
11:12, 15 12:1

15:5, 11 16:17,  
20 18:4 20:20  
21:5, 8 23:20  
24:2, 18, 20  
25:1, 4, 5 27:6,  
9 29:18 30:4, 9,  
11, 12, 20 34:2,  
5 35:13, 20  
37:16 38:1, 3  
41:18 42:4  
44:5, 8 47:7, 11,  
13, 16, 18 48:18  
49:2, 6 66:20  
67:19 68:1, 5  
77:20 78:2  
84:1 87:12  
93:15 105:19  
106:1, 3, 6, 10,  
14 107:15  
113:1, 15 115:2,  
3, 5, 11 116:12,  
16, 18, 21  
117:16 118:19,  
20 119:1, 12, 19,  
21 120:14  
121:2 122:5, 6,  
8, 15 123:1  
124:4, 5, 6, 8, 13,  
15 125:18, 19,  
21 126:2, 21  
127:4, 8, 11  
128:15, 16, 18  
129:3, 6, 9, 15,  
19 130:8  
132:17 136:13  
138:6, 11, 14  
139:16, 17, 20  
140:3, 21  
141:19 142:21  
146:13 147:17,  
18, 20 148:3  
149:11, 12, 14,  
18 152:7 154:1,  
15, 18, 20 156:2,  
3, 5 157:13, 17,  
19, 21 159:2, 3,  
5, 7, 11 161:11  
170:8 171:16  
172:7 173:10,  
11, 13 181:15,

17 182:3, 21  
183:5 184:2, 4  
185:3, 13 186:2  
187:18, 21  
188:7 189:10,  
11, 13, 16, 18  
190:4, 7, 9  
191:12, 13, 15  
192:2, 21  
193:14 195:15  
201:13, 18  
202:1, 3, 5, 7, 9,  
12, 14, 18, 20  
203:1, 7  
**BOOKER-**  
**DWYER:Is**  
122:20  
**Bottom** 41:5  
**boundaries**  
93:21 94:11  
162:1 166:18  
**Boundary** 5:2  
61:16 159:9, 15  
160:1, 3, 10, 11,  
13, 15 161:15,  
20 162:7, 12, 21  
163:9, 12, 15, 17  
164:21 165:6,  
21 167:13  
169:10, 19  
170:1, 2, 12  
171:14, 21  
203:10  
**box** 69:12, 18,  
21 85:21 96:16  
**Branch** 27:18  
33:2 167:18  
**brand** 54:13  
**brand-new**  
14:11  
**Brazil** 43:16  
**Breakfast**  
194:5, 8  
**breaking** 47:14  
**Brenda** 2:9  
**Brian** 16:18  
17:3  
**brief** 88:7  
104:3 182:2

**bring** 17:9  
26:15 36:2, 10  
45:4, 6 46:14  
112:20 132:21  
192:5  
**bringing** 34:13  
57:3 80:8  
153:8 159:20  
174:4 195:7  
**brings** 29:3  
**broadcast** 6:13,  
14  
**broader** 45:3  
**Broadwater**  
3:8 11:9, 11, 16,  
17, 20, 21 12:2,  
4  
**Brooks** 197:16  
**brought** 22:19  
112:10 117:5  
133:1 143:14  
**Bryan** 3:12  
**budget** 16:3, 14  
17:21 18:13  
19:15 20:8  
27:21 28:2, 3, 5,  
7, 10, 13, 14, 15,  
17, 19 34:14  
35:7 38:7 39:5,  
21 41:6, 9, 10  
45:7, 17 47:5  
49:19, 20 50:4  
53:12 54:12, 15  
55:15 56:5, 9,  
20 60:9, 10, 13  
61:13 66:15  
67:5, 15 68:14  
69:8 70:15  
73:8 76:19  
77:2, 4, 21  
78:18, 19 87:16  
89:5 90:15  
91:10 94:3, 14,  
16 96:4 97:1  
100:5, 12, 18  
102:8, 10 107:6  
108:16, 18, 20  
109:18 110:8,  
11 111:8 137:8  
202:16

<p><b>budgeting</b> 66:16 68:8</p> <p><b>build</b> 137:5, 17 146:6, 9 176:19 177:8</p> <p><b>building</b> 19:6 59:10 69:20 70:2, 13, 14 72:20 75:1 86:21 88:20 102:6, 17 105:5, 11 126:9 137:13, 14, 18 164:2 176:19, 20 177:2 186:7</p> <p><b>buildings</b> 13:2 17:11 58:1 70:12 71:8 73:21 126:4 152:2</p> <p><b>built</b> 61:16 82:13 83:12 85:2</p> <p><b>built-in</b> 71:12</p> <p><b>bumps</b> 14:8</p> <p><b>burden</b> 33:9 43:10</p> <p><b>burdens</b> 184:11</p> <p><b>Burns</b> 119:3, 4 120:4, 8, 11 122:12 126:1, 2 189:15, 17, 20 190:2</p> <p><b>bus</b> 13:12, 17 14:10, 11</p> <p><b>buses</b> 13:13</p> <p><b>Business</b> 3:5 4:11, 12, 14, 16 5:1, 6 113:3 115:7 128:19 156:6 173:18</p> <p><b>busy</b> 192:10</p> <p>&lt; C &gt;</p> <p><b>cadre</b> 90:16</p> <p><b>cafeteria</b> 17:12</p> <p><b>calculate</b> 95:15</p> <p><b>calculated</b> 40:6 41:13</p>	<p><b>calculation</b> 69:17</p> <p><b>Calculus</b> 71:19</p> <p><b>calendar</b> 179:12</p> <p><b>calendars</b> 23:13 180:14</p> <p><b>Call</b> 3:2 6:17 7:20 8:15 11:8 19:6, 9 49:4 65:20 78:7 84:8 113:4, 21 115:8 116:19 117:17 119:3 121:3 123:2 124:16 126:4 127:13 138:12 146:14 148:9 154:21 156:7 157:21 159:9 172:8 188:8 190:10 191:17 197:17 200:3 201:9</p> <p><b>called</b> 42:8 196:1 198:2</p> <p><b>calling</b> 89:21</p> <p><b>call-ins</b> 11:13</p> <p><b>calls</b> 59:4</p> <p><b>camera</b> 130:12</p> <p><b>Campfield</b> 162:4 166:15, 17 171:6 176:21 177:7</p> <p><b>campus</b> 156:19</p> <p><b>candidate</b> 112:1</p> <p><b>Canfield</b> 167:3, 18 171:9</p> <p><b>CAPA-BC</b> 25:12</p> <p><b>capability</b> 150:2 151:11</p> <p><b>capacity</b> 150:2 161:16 162:2 164:2 166:13 169:4</p> <p><b>CAPCA-BC</b> 3:17</p> <p><b>capital</b> 161:17 176:12</p>	<p><b>care</b> 12:11 25:15 107:13</p> <p><b>career</b> 46:12 52:11 53:8, 10 54:10 66:10 184:15 199:9, 11</p> <p><b>careers</b> 14:21 23:11</p> <p><b>carpentry</b> 179:17</p> <p><b>carries</b> 9:20 115:5 119:1 122:8 124:6 125:21 128:18 139:17 147:20 149:14 156:3 159:5 173:13 189:13 191:15</p> <p><b>carts</b> 194:9</p> <p><b>case</b> 39:10 74:17 82:15 119:14 120:18 122:14, 17 124:9</p> <p><b>cases</b> 62:9, 12 120:3, 12</p> <p><b>catalog</b> 14:3</p> <p><b>catch</b> 144:12</p> <p><b>categories</b> 29:16</p> <p><b>Catonsville</b> 156:14, 19 157:2, 6, 11, 15</p> <p><b>caused</b> 61:6</p> <p><b>causes</b> 175:20 176:2</p> <p><b>causing</b> 94:6</p> <p><b>CDC</b> 14:5</p> <p><b>celebrate</b> 25:16 26:4, 16</p> <p><b>celebration</b> 25:20 26:12</p> <p><b>Center</b> 22:3, 12 23:16 167:4, 13, 19 171:6, 7 177:1</p> <p><b>centers</b> 32:15 61:15</p> <p><b>central</b> 23:5 40:21 41:1, 4</p>	<p>48:1 55:12, 19 69:7 72:3 150:6</p> <p><b>certain</b> 66:6 80:14 94:1, 4 111:1 140:17 184:15 186:12, 16</p> <p><b>certainly</b> 34:13 78:19 88:12, 15 132:7 135:21 136:5 192:14</p> <p><b>certificated</b> 8:5</p> <p><b>certified</b> 70:12 86:20 88:19 102:16 143:13</p> <p><b>certify</b> 204:2, 5</p> <p><b>cetera</b> 42:11 61:19 150:6</p> <p><b>Chair</b> 2:2, 3 7:21 8:1 11:7 15:11, 12 17:1 18:7, 8 21:7, 8 25:1, 2, 5, 6 27:14, 15, 16, 18 30:21 31:1 34:7 35:21 36:1 44:12 47:18 49:6, 7 74:6, 10, 14, 17 77:20 95:1 100:3 104:4 105:21 106:2 111:14 113:5 115:10, 11 119:4 120:11 126:4, 6 129:2, 12 130:8, 9 140:6 144:20 156:8, 9 159:11, 12 161:11 183:16 187:19 189:17 192:2, 3, 21 193:14 194:3 195:14, 18 198:7, 9 201:5, 12</p> <p><b>chairman</b> 182:16</p>	<p><b>chairs</b> 18:12 19:4, 10 40:15 70:21 72:14, 17 73:14 74:11</p> <p><b>Chair's</b> 4:9 107:17 111:17 120:7</p> <p><b>Chairwoman</b> 16:21 30:11 47:18</p> <p><b>challenges</b> 26:8 39:5 87:16 96:15 110:17</p> <p><b>challenging</b> 50:5 54:12 77:10</p> <p><b>chamber</b> 200:4</p> <p><b>chance</b> 153:17</p> <p><b>change</b> 58:4 64:18 88:11 146:6 162:7, 13 163:10 169:14 195:11</p> <p><b>changers</b> 199:11</p> <p><b>changes</b> 6:20 7:2 14:9 18:17 60:5, 7 62:19 63:2 64:21 65:1 66:18 68:18 76:2, 20 89:2, 3 98:10 144:2 146:3 169:10</p> <p><b>changing</b> 103:16</p> <p><b>Channel</b> 6:15</p> <p><b>Chapter</b> 3:20 31:4, 15 33:16 34:9, 17 35:1</p> <p><b>character</b> 32:9</p> <p><b>charge</b> 33:1 39:18</p> <p><b>Charities</b> 31:14 33:17</p> <p><b>Charley-Greene</b> 191:18, 21 192:1, 20 193:5 201:14</p> <p><b>Charlie</b> 175:16</p> <p><b>charming</b> 26:1</p>
--	--	---	--	--

<p><b>chart</b> 96:5, 12 169:3 <b>chatter</b> 18:11 <b>cheaper</b> 42:16 <b>check</b> 76:5 86:9 <b>checks</b> 133:11 <b>Cheryl</b> 197:15 <b>chief</b> 76:6 93:8 159:17 <b>child</b> 43:1, 2, 3 107:1 <b>childcare</b> 178:1, 7 <b>Childhood</b> 32:20 52:9 166:16 <b>children</b> 12:9 21:19, 20 23:17 26:1 39:20 <b>child's</b> 12:8 37:8 <b>chime</b> 130:13 <b>Chinese</b> 3:16 24:8 25:10 26:1, 7 <b>CHIP</b> 32:21 <b>choice</b> 64:15 <b>choices</b> 64:18 <b>choose</b> 141:9, 10 196:10 <b>choosing</b> 112:1 <b>chopstick</b> 26:8 <b>chose</b> 132:12 <b>Christina</b> 2:3 113:5 <b>Cindy</b> 3:13 18:5 <b>circadian</b> 186:17 187:3, 4, 5 <b>circles</b> 21:19 <b>circulating</b> 108:17 <b>Citizens</b> 4:3 35:16 <b>city</b> 29:2 <b>civic</b> 108:2 <b>clarification</b></p>	<p>150:3 <b>clarify</b> 67:15 <b>clarifying</b> 87:16 <b>Clarissa</b> 4:1 34:3, 8 <b>class</b> 13:19 19:3 40:3, 7, 8, 9, 10, 17 46:1 50:2 55:20 63:9 65:6, 8, 10, 13 66:2, 5, 10, 13 73:5 77:21 78:17, 19 79:8, 10, 17, 21 84:16, 17 85:21 86:11 87:4, 20 88:13, 16 89:14 93:16, 19 94:5, 7, 14 95:4, 5, 6, 11 96:2 98:7 100:8 102:19 104:7, 17, 19 105:7, 8 106:18 109:6, 8, 9, 10, 13, 14 110:2 176:4, 9, 15 177:11 178:9 179:8 <b>classes</b> 40:18 54:2 65:9, 15, 19 66:6 71:16, 19 72:15 74:21 75:19 80:6, 7, 15, 18 81:8, 20 82:4, 13 84:15 86:17 93:18 94:4 103:7 104:14, 15 105:5, 14, 15 106:20 179:10 <b>classroom</b> 35:4 41:7 56:10 59:7 69:17, 20 70:12, 13 82:21 83:8 86:20 89:18 90:2 91:18 92:4 102:16 111:12 145:14 194:5, 11</p>	<p><b>classrooms</b> 40:2, 5, 14 61:6 143:11 <b>clean</b> 17:11 <b>clear</b> 21:6 44:9 48:18 59:18 72:19 86:3 88:20 92:15, 19 97:2 104:21 109:9 <b>clearly</b> 84:6 85:4 <b>cliff</b> 111:16 <b>climate</b> 20:6 21:15 38:16 52:2 57:3 90:12 112:11 <b>clock</b> 11:4 <b>close</b> 35:1 81:13 176:21 177:7 <b>Closed</b> 4:14 7:5, 16 119:3, 11, 13 120:17 122:14, 16 124:9 171:9 <b>closely</b> 87:6 163:19 193:10 <b>closer</b> 56:7 <b>closest</b> 39:3 167:10 <b>clothing</b> 26:7 <b>Coalition</b> 38:6 44:16, 17, 18 <b>code</b> 90:20 91:3 <b>codes</b> 165:15 <b>COH-900-24</b> 126:16 <b>COH-901-24</b> 126:18 <b>coherence</b> 71:9 <b>Cohort</b> 126:18 148:1 <b>cohorts</b> 142:2 186:8 <b>collaborate</b> 163:19 <b>collaboration</b> 31:13 50:8</p>	<p><b>collected</b> 33:5 94:19 <b>collectively</b> 181:4 <b>college</b> 14:20 23:11 33:13, 14 46:13 52:11 53:8, 10 54:10 135:11 197:5 199:10 <b>college-based</b> 197:6 <b>combining</b> 66:10 <b>Comcast</b> 6:14 <b>come</b> 15:9, 15 24:6, 11 30:14 37:7, 19 41:21 66:21 82:8, 9 113:20 145:8 183:11, 13 <b>comes</b> 88:9 127:12 129:20 133:12 140:4 148:4 149:19 <b>comfortable</b> 16:14 <b>coming</b> 15:13 29:15 34:10 98:2 131:14 136:2 137:4 142:4 173:19 176:2 186:7, 8 <b>commensurate</b> 62:15 63:1 86:7 <b>Comment</b> 3:6 9:21 10:16 48:19 107:8 116:8 117:2 169:21 185:14 195:6 202:13, 17, 19, 21 203:1 <b>Comments</b> 5:8 10:4 110:15 142:4 165:8 201:19, 21 202:2, 4, 6 203:4</p>	<p><b>commitment</b> 16:10 48:4 101:16 <b>committed</b> 33:17 76:14, 16 77:6, 11 91:21 97:5 99:14 103:17 109:18 163:9 165:14, 15 <b>Committee</b> 27:17 113:6, 8, 17, 20 126:5, 10 127:12 129:20 136:18 137:2, 11, 12, 13, 14, 18 140:4, 8 148:4 149:19 159:16 160:6, 10, 11, 13 162:9, 10, 16 163:3, 15, 16 165:4 166:9 168:3, 4, 9, 12 170:5 173:21 174:2 175:14 193:4, 15 198:15 199:2 200:7 201:11 <b>committees</b> 166:3 <b>Committee's</b> 113:9 160:16, 21 161:3, 4, 6 167:9, 21 168:2 <b>common</b> 112:10 <b>communicate</b> 85:4 105:6 <b>communicated</b> 67:16 84:5 <b>communication</b> 165:9 <b>communications</b> 164:8 165:18 <b>communities</b> 12:9 59:15 62:15 98:12 99:15 154:6 164:10 165:19 171:1 176:3</p>
--	---	---	--	--

**Community**  
 3:14, 17 10:2  
 21:1 25:11, 13,  
 18 28:2, 3  
 29:11 30:15  
 31:5, 11 33:14  
 44:19, 21 45:5,  
 19 48:9 49:18  
 53:9 56:3  
 58:10 60:20  
 61:1 67:4 72:2  
 73:7 78:14  
 91:4 93:5 97:2  
 99:1, 11 102:9  
 108:11, 13, 14,  
 19 110:14, 15  
 111:3 137:10  
 160:8 161:5  
 162:14 163:1  
 164:6, 11, 13, 15,  
 21 165:21  
 170:5 171:6, 7,  
 11 175:9  
 178:15, 18, 19,  
 20 179:5  
 180:11, 12  
 197:5, 6  
**compare** 73:7  
**compared**  
 69:10 169:5  
**comparing**  
 69:18  
**comparison**  
 69:19 88:9  
**compensation**  
 7:9 16:8, 9  
 57:13 198:3, 5,  
 9  
**competency**  
 39:18  
**competent**  
 21:17  
**complement**  
 179:1  
**complements**  
 182:13  
**completed**  
 153:5  
**completely** 40:3  
**completion** 54:5

**complex** 63:12,  
 16 68:7 95:4,  
 17 100:15  
**complexity** 84:6  
**component**  
 15:19  
**components**  
 135:14  
**comprised** 32:7  
**compromising**  
 194:16  
**computer**  
 27:12 68:4  
**conceived** 31:19  
**concept** 32:17  
**concern** 18:16  
 48:8  
**concerned** 23:8  
 45:6 88:1  
**concerning**  
 12:18 36:3  
**concerns** 19:2,  
 15 20:5 38:14  
 52:1 78:12, 16,  
 20 92:12 142:1  
 171:2  
**concert** 23:15  
**concluded**  
 168:12  
**conditions**  
 21:16 22:16  
 83:9  
**conducive** 93:12  
**conduct** 6:16  
 10:21 22:16  
 90:20 91:3  
 161:2  
**conducted**  
 107:20  
**confident** 28:9  
**confirmation**  
 140:16 141:4  
**conflicts** 65:20  
**confusing** 97:4  
**Congo** 43:17  
**connect** 13:4  
 164:10 183:10  
**connects** 180:11  
**connotations**

112:19  
**consent** 8:2  
**consequence**  
 92:21  
**Consideration**  
 3:4 6:18 113:3  
 162:17 168:21  
 187:2  
**considerations**  
 163:17 168:13  
**considered**  
 12:19 119:6  
 168:1  
**considering**  
 48:7 174:4  
**consistency**  
 22:11 71:10  
**consistent**  
 182:19  
**constant** 64:17  
 90:2  
**constituents**  
 99:21 100:6  
 164:10  
**constraints**  
 65:19 66:4  
 105:16  
**construction**  
 176:13 182:14,  
 15  
**consult** 7:12, 13  
**consultant**  
 160:5  
**consultants**  
 7:14 39:14  
**consume** 194:11  
**contact** 36:17  
 200:16, 18  
**contacts** 166:1  
**contained** 97:13  
**contains** 26:20  
**content** 74:10  
 107:2 141:14  
**context** 95:3  
 96:14 117:8  
**continuation**  
 133:3 150:18  
**continue** 11:2  
 20:15 23:9, 12,  
 18 41:15 48:12

51:6 53:1  
 59:12 77:16  
 97:8 110:6  
 131:21 132:12  
 143:8 144:9  
 145:18 146:6, 9  
 157:8  
**continued** 31:8  
**continuing**  
 52:16 164:7  
 180:8  
**continuous** 97:9  
**continuum**  
 179:2  
**Contract** 4:16  
 17:14 18:1  
 29:1, 2, 4, 5, 8  
 36:8 126:3  
 130:2 133:3, 6  
 134:15 136:9  
 142:12 145:2, 5  
 151:10  
**contraction**  
 64:19  
**contractor**  
 14:11  
**contracts** 57:9  
 126:5, 10, 13  
 129:5 132:19  
 133:2, 12 134:2  
 137:13, 14, 18  
 138:1 140:8  
 142:13 143:19  
**contractual**  
 140:16  
**contribute**  
 96:17 157:4  
**contributes**  
 65:10  
**contributing**  
 13:8 93:11  
 171:1  
**control** 185:9  
**convenient**  
 21:19  
**conversation**  
 31:11 47:4  
 55:11 97:6  
 109:8 112:15

**conversations**  
 19:1 50:7  
 55:10, 11 72:7  
 77:11 136:20  
**coordinated**  
 160:3  
**coordinator**  
 86:4 103:2  
**coordinators**  
 29:14 102:21  
**COP** 39:13  
**core** 25:15  
 109:4 151:14  
**CORNS** 11:12,  
 18 49:9, 12  
 154:5 159:20  
 191:19  
**Corps** 126:15  
 129:17  
**correct** 37:6  
 87:7 101:8  
 102:11 111:4  
 152:3 204:6  
**corrected** 23:6  
**corrective** 99:6  
**correctly** 134:19  
**correlation**  
 63:10 92:10  
**cost** 15:18, 19  
 42:11 178:8  
**co-teachers** 66:5  
**Cotillion** 32:6,  
 11  
**Council** 3:8  
 11:10 12:5, 6  
 28:10, 20  
 173:16 182:16  
**councils** 164:16  
**counsel** 7:13  
 36:18  
**counseling**  
 101:19 203:2  
**counselor** 37:7  
**counselors** 37:5  
 65:16 81:15  
 203:3  
**count** 179:12  
**Counties** 14:8  
 19:21 39:13, 14

<p><b>counting</b> 50:16 98:16, 18</p> <p><b>countless</b> 110:20</p> <p><b>countries</b> 43:16</p> <p><b>COUNTY</b> 1:2 6:3, 8 10:6, 7, 17 11:10 12:5, 16 15:15, 17 16:2, 16 17:17 21:11 22:17 24:9 25:17 26:17, 19 27:3, 17 28:9, 20 31:5, 17 32:13, 18 33:7, 20 34:15, 18 35:2 38:6 39:6, 7 40:2 46:1, 19 58:6 93:9 94:9 107:19 108:21 109:15, 20 110:3, 7, 10, 13, 18 112:13 164:9 165:20 174:13 175:8, 9 178:20 179:6 181:4 182:5, 7 183:17 186:10 187:11, 14, 16 188:4 196:1, 16 197:19, 20, 21 198:2, 6</p> <p><b>County's</b> 33:15</p> <p><b>couple</b> 130:1 174:9</p> <p><b>coupled</b> 74:20 109:10</p> <p><b>course</b> 29:11 34:17, 18 40:19 65:1 71:20 78:17 81:21 82:14 92:14 117:14 126:18 132:8 148:1 168:1</p> <p><b>courses</b> 64:14 65:2 66:6, 7 70:17 86:15 102:4 132:8, 10</p>	<p><b>coursework</b> 146:8</p> <p><b>courts</b> 42:11</p> <p><b>cover</b> 65:2 122:11 185:10</p> <p><b>covered</b> 156:20</p> <p><b>COVID</b> 28:14 38:19</p> <p><b>Coxwell</b> 26:15</p> <p><b>Craft</b> 143:2 144:19</p> <p><b>crafting</b> 181:8</p> <p><b>CRC</b> 1:21</p> <p><b>create</b> 71:12, 14 104:11 131:1, 7 157:5</p> <p><b>created</b> 75:16</p> <p><b>creating</b> 46:17 154:10</p> <p><b>Creek</b> 112:6</p> <p><b>crime</b> 178:18</p> <p><b>criteria</b> 196:8</p> <p><b>critical</b> 14:16 33:8 53:17 54:20 100:12</p> <p><b>critically</b> 39:3</p> <p><b>cross-filed</b> 196:14</p> <p><b>crossover</b> 199:21 200:3</p> <p><b>Crossroads</b> 22:3, 13</p> <p><b>crowd</b> 26:9</p> <p><b>CTE</b> 199:4</p> <p><b>culmination</b> 32:10</p> <p><b>cultural</b> 27:2 164:3</p> <p><b>culture</b> 21:16 25:19</p> <p><b>curious</b> 185:20</p> <p><b>current</b> 13:11 69:6 71:21 73:20 163:12 167:1 169:4 182:16</p> <p><b>currently</b> 31:21 54:2 62:21 73:15, 21 83:12 88:12 102:13</p>	<p>143:12, 16 151:2, 3 162:4 174:5 194:17 195:9</p> <p><b>curriculum</b> 21:18 22:10 132:19, 20 133:1, 8, 20 135:18 137:1, 2, 14, 16 144:3, 14 146:6 184:13</p> <p><b>curriculums</b> 133:16</p> <p><b>cursive</b> 22:20 23:2</p> <p><b>cushion</b> 68:17</p> <p><b>cuts</b> 38:15 39:1 55:17 56:4 61:13 62:21</p> <p><b>cutting</b> 20:2</p> <p>&lt; D &gt;</p> <p><b>D1</b> 8:7</p> <p><b>D5</b> 8:7</p> <p><b>damaging</b> 46:3</p> <p><b>Darren</b> 4:15</p> <p><b>dashboards</b> 99:18</p> <p><b>Data</b> 22:19 42:17, 18 51:13 52:19 55:8, 9 56:12 59:3 72:8 99:17 100:13 101:20 131:9, 10 132:1, 6 135:2 137:8 154:4, 9</p> <p><b>date</b> 7:18 38:8 75:14 142:18 180:1 200:2, 3</p> <p><b>dates</b> 76:9 162:11 199:18 201:3</p> <p><b>day</b> 13:5 20:3 26:4 98:17 110:9 134:16 136:2 179:3 187:8 194:12</p> <p><b>dealing</b> 111:16</p>	<p><b>decade</b> 23:11 41:8 50:18 55:9</p> <p><b>deceased</b> 8:4</p> <p><b>December</b> 60:12 116:4 162:12</p> <p><b>decentralizing</b> 61:14</p> <p><b>decision</b> 100:11 105:11 108:14, 15 134:9, 11 137:9 145:10</p> <p><b>decisions</b> 15:16 36:12 54:15, 17 55:6, 7, 17 76:19 85:5, 6 100:13 137:7, 20 177:4 185:5</p> <p><b>decisive</b> 48:5</p> <p><b>deck</b> 159:21</p> <p><b>decline</b> 23:12</p> <p><b>declining</b> 50:17 76:17</p> <p><b>decrease</b> 20:5</p> <p><b>dedicated</b> 25:12 176:12</p> <p><b>dedication</b> 48:15</p> <p><b>deduct</b> 73:14</p> <p><b>deducted</b> 73:17</p> <p><b>Deep</b> 112:6 136:20</p> <p><b>deeper</b> 55:21</p> <p><b>deeply</b> 76:14 108:12</p> <p><b>Deer</b> 44:16, 17, 18, 21 108:8</p> <p><b>defer</b> 198:15</p> <p><b>definitely</b> 67:8 99:14 134:6 165:2 183:6 186:11 193:20 200:7</p> <p><b>Degree</b> 199:2</p> <p><b>Degrees</b> 126:18 142:14 148:1</p> <p><b>delaying</b> 145:1, 2, 5, 6</p>	<p><b>Delegate</b> 195:20 196:15 197:15</p> <p><b>delegation</b> 197:21 198:1, 16</p> <p><b>delighted</b> 44:14</p> <p><b>delightful</b> 25:21</p> <p><b>deliver</b> 33:19</p> <p><b>delve</b> 26:21</p> <p><b>delving</b> 45:11</p> <p><b>Democratic</b> 43:17</p> <p><b>demonstrate</b> 32:8 53:20 54:9</p> <p><b>demonstrates</b> 48:8 84:6</p> <p><b>demotion</b> 7:8</p> <p><b>deny</b> 161:6</p> <p><b>departed</b> 26:10</p> <p><b>department</b> 17:8 18:12 19:4, 10 70:21 72:14, 17 73:14 74:6, 10, 11, 14, 17 111:14 136:7 143:16 144:13 164:3 165:1 196:6 199:8</p> <p><b>Departments</b> 14:13 17:4 42:11</p> <p><b>Department's</b> 10:7</p> <p><b>departure</b> 77:19</p> <p><b>depend</b> 79:8</p> <p><b>depicted</b> 54:21</p> <p><b>derive</b> 104:7</p> <p><b>describe</b> 88:4</p> <p><b>described</b> 169:7</p> <p><b>deserves</b> 39:9</p> <p><b>design</b> 33:18</p> <p><b>designate</b> 196:7</p> <p><b>designation</b> 196:11</p> <p><b>desired</b> 71:7 150:12</p> <p><b>desks</b> 40:15</p>
--	---	--	--	---

<p><b>desperate</b> 152:13</p> <p><b>desperately</b> 46:9</p> <p><b>Despite</b> 23:3</p> <p><b>detailed</b> 67:7 78:10 171:21</p> <p><b>determination</b> 84:15</p> <p><b>determine</b> 97:11</p> <p><b>determined</b> 63:17 64:14 96:1 100:7 130:3</p> <p><b>detrimentally</b> 109:5</p> <p><b>develop</b> 99:1</p> <p><b>developed</b> 51:13 174:12</p> <p><b>developing</b> 135:11</p> <p><b>development</b> 32:15 58:1 63:16 176:11 182:15 196:17 197:1</p> <p><b>device</b> 67:2</p> <p><b>Dezmon</b> 3:15 21:2, 4, 7 46:6, 14</p> <p><b>dictate</b> 185:6</p> <p><b>DiDonato</b> 130:10, 11 134:13 143:1 144:18</p> <p><b>die</b> 199:19</p> <p><b>differences</b> 186:17</p> <p><b>different</b> 20:8 43:4, 5 54:9 62:7 72:3, 13 73:10, 17 75:15 82:10 84:9 96:21 101:1 103:6, 9 110:11 120:13 135:19 178:4 187:3</p> <p><b>differently</b> 19:18 76:21</p>	<p><b>difficult</b> 15:16 27:10 28:1, 13, 18 54:15, 17 55:17 66:14 76:3</p> <p><b>difficulties</b> 30:14</p> <p><b>difficulty</b> 68:3 154:12</p> <p><b>dig</b> 50:20 55:21</p> <p><b>digging</b> 69:8, 9</p> <p><b>digital</b> 22:21</p> <p><b>diligence</b> 68:12</p> <p><b>diligent</b> 48:6</p> <p><b>direct</b> 36:16 38:17 63:10 72:7, 8, 15 99:21 100:6, 20 102:18</p> <p><b>directed</b> 40:19 108:4</p> <p><b>direction</b> 39:16 93:7 110:5, 9</p> <p><b>directly</b> 19:7 20:14 56:6, 10 60:1 62:11 65:17 77:14, 15 94:12 99:9, 11, 20 103:12 105:6 142:4 165:19 174:4 178:12</p> <p><b>director</b> 76:6 159:18, 19 194:20</p> <p><b>directors</b> 36:4</p> <p><b>discipline</b> 7:8 22:4 119:7</p> <p><b>discretion</b> 11:7</p> <p><b>discuss</b> 7:7 28:3 68:4 108:2 129:4, 9 201:15</p> <p><b>discussed</b> 135:8</p> <p><b>discussing</b> 37:8</p> <p><b>discussion</b> 8:14 94:15 109:6 113:21 116:18 119:21 123:1</p>	<p>124:15 126:14 127:13 129:11, 14, 21 140:5, 7 148:5, 8 149:20 157:19 172:7 181:18 187:9 188:7 190:9</p> <p><b>discussions</b> 168:12 185:21 187:12</p> <p><b>dispelling</b> 84:4</p> <p><b>display</b> 191:19</p> <p><b>disrespect</b> 22:14</p> <p><b>disrupt</b> 11:1</p> <p><b>disrupting</b> 89:21</p> <p><b>disruption</b> 151:4, 7, 13 153:8</p> <p><b>disruptive</b> 90:5</p> <p><b>disrupts</b> 10:20</p> <p><b>disservice</b> 23:1 136:19</p> <p><b>distractions</b> 111:1</p> <p><b>distracts</b> 109:4</p> <p><b>distribution</b> 170:21</p> <p><b>district</b> 12:7, 12 36:5</p> <p><b>districts</b> 14:6 186:4</p> <p><b>district's</b> 36:18</p> <p><b>disturb</b> 11:1</p> <p><b>diverse</b> 25:16 52:9</p> <p><b>diversity</b> 21:13, 14 25:16 26:17 163:16</p> <p><b>divide</b> 22:21</p> <p><b>division</b> 132:1</p> <p><b>Dixit</b> 159:17 161:9, 10 163:5, 6</p> <p><b>doctored</b> 108:17</p> <p><b>documents</b> 108:17</p> <p><b>doing</b> 12:17 13:16 19:19 20:9, 18 37:2</p>	<p>66:16 70:4 83:9 91:15 103:20 105:3 110:12 146:2 151:1 174:17 193:5</p> <p><b>DOIT</b> 75:16</p> <p><b>dollars</b> 109:17</p> <p><b>Domanowski</b> 2:4 9:15, 16 89:8, 9 90:8 92:13, 15 93:3, 13 114:21 115:1 118:17, 18 122:3, 4, 19 124:2, 3 125:16, 17 128:13, 14 132:17, 18 134:13 136:13 137:21 138:3, 5 139:14, 15 147:15, 16 149:9, 10 152:7, 8 153:1, 10, 16, 19, 21 154:2, 13 155:21 156:1 157:18, 20 158:21 159:1 173:8, 9 184:5 185:3, 12 189:8, 9 190:6 191:10, 11 202:1, 2</p> <p><b>donated</b> 156:16</p> <p><b>door</b> 22:12 37:1</p> <p><b>dozen</b> 26:1</p> <p><b>Dr</b> 2:9 3:19 4:8 6:20 7:1 8:1, 11, 13 9:7, 8 17:1 18:8 19:1, 5, 9 20:11 21:2, 4, 7 25:2, 6 28:16 30:16, 17, 19, 21 31:2, 12 41:21 42:1, 3, 5 44:5 46:6, 14 47:19 48:3 49:4, 5, 9, 11 67:18, 21 68:2, 6 78:3 79:15</p>	<p>82:18 83:11 84:3, 21 85:20 87:7, 9 88:7 89:7 90:7, 9 92:14 93:2, 4, 7, 14 95:9 96:3 100:21 104:1, 9, 10 106:2, 8, 12 107:10 108:5 114:13, 14 115:8, 10 117:5 118:9, 10 121:1, 16, 17 123:15, 16 124:14 125:8, 9 128:5, 6 130:9, 10, 11 134:13 139:6, 7 140:21 141:1, 2, 18 142:21 143:1, 2 144:18, 19 145:17 147:7, 8 148:17 149:1, 2 154:1, 2, 14 155:13, 14 156:7, 8, 9, 11 158:13, 14 159:9, 11, 12, 16 161:10, 12 163:4, 7, 19 169:16, 17 170:8 172:21 173:1 188:21 189:1 190:1 191:2, 3 202:18, 19</p> <p><b>draft</b> 34:14 168:12 173:19</p> <p><b>Dragon</b> 25:9</p> <p><b>drastic</b> 61:4</p> <p><b>Dress</b> 32:2</p> <p><b>drew</b> 26:9</p> <p><b>driven</b> 61:12 160:5</p> <p><b>driver</b> 14:10</p> <p><b>dropped</b> 200:1</p> <p><b>Drummond</b> 2:12 4:10 6:5, 6, 9 9:3, 4 111:19, 20 113:1 114:9, 10</p>
--	--	--	---	---

<p>118:5, 6 121:12, 13 123:11, 12 125:4, 5 128:1, 2 139:2, 3 147:3, 4 148:18, 19 155:9, 10 158:9, 10 172:17, 18 175:15 188:17, 18 190:19, 20 202:12, 13 <b>drying</b> 28:13 <b>due</b> 40:19 68:12 172:3 <b>duty</b> 22:1 <b>Dwyer</b> 17:1 18:8 27:14 31:1 115:10 156:9</p> <p>&lt; E &gt; <b>Earlier</b> 7:5 13:13 62:18 77:13 80:4 185:19 186:13 187:7 199:20 <b>early</b> 13:9 17:16 50:4 52:8 57:1 59:11 60:2 92:7 166:16 167:4, 18 171:6 176:21 <b>earnest</b> 90:12 <b>easily</b> 95:14 <b>Ebersole</b> 196:15 <b>echo</b> 46:14 156:17 <b>Economic</b> 199:2 <b>economy</b> 43:8 <b>Ed</b> 136:7 142:2 <b>educate</b> 51:20 <b>Educating</b> 15:18 <b>EDUCATION</b> 1:1, 8 6:3, 7, 13 10:16 14:13, 19 15:13, 14 16:6 19:19 21:19 23:19 25:14</p>	<p>27:17 31:16 33:10 36:6, 18 39:9, 18 42:10, 21 43:1 52:9 53:3, 4 56:16 59:7, 21 61:21 62:19, 20 63:3, 16 80:2 82:6 103:13 105:4, 14 107:19 108:2 115:16 116:6 126:17 131:6, 13, 17 139:21 140:1, 11 141:9 143:16 144:13 145:12 146:15 162:19 169:21 173:16 181:5 193:11, 13 196:6 198:3, 6 199:9 <b>educational</b> 16:7 110:18 163:21 <b>Educations</b> 175:1 <b>Education's</b> 160:20 <b>educator</b> 197:1 <b>educators</b> 18:17, 21 19:16 20:16 34:19 43:10 <b>effect</b> 88:6 100:8 198:13 <b>effective</b> 42:13 52:2 57:5 109:11 187:7 <b>efficiency</b> 166:20 <b>efficient</b> 42:14 <b>effort</b> 41:15 <b>efforts</b> 12:7 23:18 28:17 57:18 166:20 197:7 <b>eight</b> 39:13 74:7, 13 80:11 91:9</p>	<p><b>either</b> 64:19 97:3 117:4 180:1 <b>ELA</b> 53:20 184:14 <b>ELC</b> 162:4 <b>elected</b> 38:10 181:2 <b>electronically</b> 98:10 <b>Elementary</b> 5:2 26:2 32:19 33:3, 6 45:1, 2 50:21 53:16 57:1 58:3, 16, 17, 19 59:2, 5, 14, 19 63:7, 11 92:6 101:2, 3 106:19, 20 107:6, 11 112:5 144:6 150:20 151:2, 9, 18 152:1, 9, 11, 15 156:14, 19 157:2, 6, 11, 15 159:8, 15 161:15 162:1, 7 165:5, 6 166:13, 19 167:2, 12 169:14 170:1, 11 171:7 194:6 203:10 <b>elephant</b> 13:7 <b>elevate</b> 45:18 47:4 <b>eligibility</b> 196:21 <b>eligible</b> 197:4 <b>eliminate</b> 43:7 166:18 <b>eloquently</b> 14:14 95:17 <b>email</b> 10:4 <b>emails</b> 110:15, 20 <b>embarked</b> 144:16 <b>embedded</b> 58:2 <b>embrace</b> 26:5</p>	<p><b>Emergency</b> 33:15 <b>Emory</b> 2:11 <b>emotional</b> 18:15, 18 112:11 <b>emphasize</b> 162:14 180:15 <b>employee</b> 10:15, 20 <b>employees</b> 7:10 48:2, 4, 5, 8, 16 126:19 148:1 <b>employment</b> 7:8 <b>empower</b> 71:11 <b>empowered</b> 50:8 <b>empowering</b> 12:8 31:4 <b>encourage</b> 10:12 99:12 108:19 110:13 184:9 <b>encourages</b> 199:4 <b>encouraging</b> 38:17 164:19 <b>endeavor</b> 27:2 <b>enforcing</b> 93:1 <b>engage</b> 92:2 94:9 110:14 163:1 164:7 170:6 <b>engaged</b> 50:6 91:18 92:9 107:19 135:10 168:9 171:12 178:14 200:14 <b>engagement</b> 110:16 160:8 162:15 164:13 168:3 171:11 <b>engaging</b> 12:8 31:11 51:13 72:2 112:15 163:16 164:14 178:17 <b>English</b> 3:18 23:21 24:1, 4, 7 27:7, 8, 10, 16</p>	<p>29:20 35:5 47:5 50:20 53:1 104:17 105:15 <b>enhancements</b> 163:11 <b>enhancing</b> 92:16 163:9 <b>enjoy</b> 108:4 203:4 <b>enrich</b> 27:2 <b>enroll</b> 179:10 180:18 <b>enrolled</b> 32:18 33:2, 6 197:5 <b>enrollment</b> 61:12 62:11, 14 63:18, 20 64:6 68:18, 20 101:10, 11 169:4 176:6 177:13 <b>enrollments</b> 65:1, 10 <b>ensure</b> 50:10 52:2, 15 60:2 64:9, 12 81:15 97:12 142:13 145:13 163:16 <b>ensures</b> 174:19 <b>ensuring</b> 52:10 <b>enthusiasm</b> 199:12 <b>entire</b> 137:3 <b>envelopes</b> 26:10 <b>environment</b> 93:12 178:5 <b>Epps</b> 3:12 16:18, 19, 21 17:3 18:4 <b>Epsilon</b> 3:20 31:4, 15 33:16 <b>equalizer</b> 43:18 <b>equipment</b> 150:16, 19 151:2, 5, 6 152:18 153:9 <b>equitable</b> 101:16 174:19 179:9</p>
--	---	--	--	--

<p><b>equity</b> 163:21 164:3, 13 <b>Eric</b> 196:15 <b>escorted</b> 11:3 <b>ESOL</b> 47:5 53:2 56:17 61:14 62:2, 3 85:16 103:11, 12 164:12 <b>ESPBC</b> 3:11 <b>especially</b> 23:1 34:21 35:5, 9 84:7 134:19 136:2 <b>Esq</b> 4:15 <b>essential</b> 36:11 67:13 <b>essentially</b> 68:6 <b>ESSER</b> 54:19, 21 57:4 <b>establishes</b> 196:2 199:6 <b>establishing</b> 164:4 176:12 <b>establishment</b> 196:2 <b>estimated</b> 169:9 <b>et</b> 42:11 61:19 150:6 <b>ethnicities</b> 43:5 <b>evaluate</b> 161:4 163:17 <b>evaluation</b> 7:10 <b>evening</b> 6:17 7:5, 21 12:4 15:11 16:19, 21 18:7 21:7 25:1, 4, 5 27:5, 14, 19 30:10, 19, 21 34:6 35:12, 21 37:21 38:1 42:6 44:12 45:19 47:17 49:5, 14 50:15 87:14 115:10 116:10 119:5 130:8 143:20 149:21 156:8 159:11, 16 161:2, 11</p>	<p>162:16 163:5 166:8 192:2, 19, 21 <b>evening's</b> 7:2 <b>event</b> 25:21 26:9, 13 32:2 <b>events</b> 110:16 <b>everybody</b> 202:16 <b>everybody's</b> 194:1 <b>evidence</b> 14:16 15:4 <b>evidence-based</b> 143:6 <b>exact</b> 72:12 82:14 100:10 <b>exactly</b> 39:6 72:9 99:5 105:17 185:15 <b>examine</b> 69:9 <b>examiner</b> 119:8 <b>Examiner's</b> 119:14 120:18 122:17 <b>examining</b> 72:8 <b>example</b> 71:17, 20 73:12 79:10 80:10 86:14 96:7 102:20 197:18 <b>examples</b> 80:14 <b>excel</b> 50:11 <b>excellence</b> 33:19 <b>Excellent</b> 38:4 <b>exception</b> 101:15 <b>exceptional</b> 32:9 108:9 <b>excited</b> 26:13 45:11 96:20 98:1, 11 99:12, 17 <b>exciting</b> 99:18 <b>excuse</b> 73:1 126:7 128:21 142:2 <b>Executive</b> 21:11 28:9, 20 36:4 44:19</p>	<p>76:6, 7 93:9 141:5, 14 159:17 <b>executives</b> 39:7 <b>exemplary</b> 32:9 <b>exercise</b> 163:17 <b>Exhibit</b> 113:14 181:13 <b>Exhibits</b> 8:7 <b>exist</b> 51:20 66:4 82:10, 15 <b>existing</b> 150:2 169:6 <b>exists</b> 104:13 <b>expand</b> 131:18 132:13 161:21 177:13 180:2, 12 <b>expanded</b> 179:4 <b>expanding</b> 56:15 91:10 178:10 <b>expands</b> 196:21 <b>expansion</b> 57:1 64:20 178:21 179:5 180:11 <b>expect</b> 104:17 105:1 <b>expectation</b> 75:9 103:1 131:16 141:6 <b>expectations</b> 72:12, 17, 20 73:10 75:14 84:19 86:3, 6 88:21 91:5 93:6 95:15 150:13 <b>expected</b> 105:13 <b>expense</b> 177:19 <b>experience</b> 107:21 177:18 <b>experienced</b> 22:21 150:10 <b>experiences</b> 14:12 179:2 180:9 <b>experiencing</b> 154:12</p>	<p><b>expertise</b> 65:20 <b>expire</b> 133:3 <b>explain</b> 88:4 98:21 <b>explained</b> 95:16 <b>explanation</b> 79:2 84:6 <b>explicitly</b> 183:18 <b>explore</b> 26:18 179:19 <b>express</b> 29:12 48:2 <b>expressed</b> 78:20 142:1 171:3 <b>expressing</b> 19:2 <b>extend</b> 26:13 <b>extended</b> 31:21 150:5 <b>extra</b> 12:12 <b>extreme</b> 79:13 <b>extremely</b> 50:4 78:10, 16 98:13 100:16 <b>eye</b> 200:8 <b>eyeballing</b> 76:2  &lt; F &gt; <b>F1</b> 89:8 120:20 <b>F2</b> 120:1 <b>fabric</b> 27:2 <b>face</b> 17:20 <b>Facebook</b> 36:7 165:16 <b>face-to-face</b> 84:11 <b>facilitate</b> 162:3 <b>facilitated</b> 160:4 <b>facilitators</b> 19:11 59:17 <b>facilities</b> 17:6, 10 159:18 182:9 183:2 188:4 <b>fact</b> 106:17 <b>facts</b> 26:21 <b>faculty</b> 22:14 <b>failed</b> 133:19 <b>fake</b> 43:21</p>	<p><b>fall</b> 130:18 185:4, 20 <b>fallible</b> 42:12 <b>false</b> 22:1 <b>families</b> 12:9, 11 56:17 59:18 60:1 163:20 <b>family</b> 26:15 164:13 <b>far</b> 79:3 84:9 130:2 133:1 134:1, 17 135:8, 14 136:1 145:21 152:1 167:21 169:7 184:12 185:21 186:10 <b>fashion</b> 25:21 <b>fast</b> 152:8, 11 <b>faster</b> 42:16 <b>favorably</b> 200:5 <b>fear</b> 43:6, 20 <b>featured</b> 25:21 <b>featuring</b> 23:16 <b>FEBRUARY</b> 1:11 6:3, 19 126:10 162:18 169:19 170:12 171:19, 20 172:5 203:12, 14 204:8 <b>federal</b> 28:13 63:19 <b>fee</b> 176:12 <b>feed</b> 23:17 <b>feedback</b> 38:17 49:17 58:8 77:1, 17 81:18 97:1 110:16 126:8 161:3, 5 162:14 163:2, 10 164:5, 11 168:9 <b>feeder</b> 169:13, 14 <b>feeds</b> 17:12 <b>feel</b> 13:7 28:8 45:16 57:12 83:17 130:13</p>
---	---	--	--	--



<p>137:1 145:15  <b>feeling</b> 134:3  <b>feels</b> 100:16  <b>fees</b> 94:11  176:12 183:12  <b>Felicia</b> 2:10  <b>fellow</b> 19:21  <b>felt</b> 12:17  117:6 168:5  <b>festivities</b> 26:6  <b>fewer</b> 65:7  <b>fi</b> 152:14  <b>fide</b> 86:13  <b>fifth</b> 52:14  <b>figure</b> 130:12  <b>file</b> 204:3  <b>files</b> 204:6  <b>fill</b> 111:8  <b>final</b> 160:16  168:16, 17  <b>Finally</b> 23:13  <b>financial</b> 31:9  33:9 197:8  <b>find</b> 14:20  18:20 56:19  72:5 89:3, 4  95:11, 19  104:18 171:11  184:6, 16  <b>fine</b> 75:8  <b>finish</b> 17:16  <b>finished</b> 67:20  <b>Fios</b> 6:15  <b>first</b> 6:18 11:9  13:19 15:6  17:7, 16 20:3  21:2 35:16  45:21 52:20  53:9, 11 54:14  76:5 78:9  79:21 84:3  99:19 115:19  116:1 119:7  131:3 150:16  152:20 154:11  161:20 174:9,  10 175:18  176:4 185:14  193:3 194:2</p>	<p><b>firsthand</b> 81:3  <b>Firstly</b> 31:6  <b>fiscal</b> 20:12  77:7 110:10  111:16  <b>fiscally</b> 109:21  111:9  <b>fit</b> 40:15 85:18  <b>fits</b> 104:8  138:1  <b>five</b> 28:2 71:5  72:19 74:15, 17  82:1 162:10  193:17, 21  <b>five-year-old</b>  178:5  <b>flag</b> 6:5 79:7,  20  <b>flat</b> 13:20  <b>flexibility</b> 85:2  104:13 194:15  <b>flexible</b> 105:10  <b>flip-flop</b> 59:8  <b>floating</b> 58:9  60:21 73:6  98:5  <b>floor</b> 67:12  78:5 129:11  154:19 187:20  <b>fluctuations</b>  101:6  <b>flyers</b> 165:12  <b>focus</b> 16:14  25:14 40:17  52:20 56:1, 6  57:3, 5 58:19  70:17 72:9  81:19 87:3  163:14 164:12  167:9 168:7  182:6 184:19  <b>focused</b> 31:16  56:21 57:14  174:15, 17  175:19 184:21  <b>focuses</b> 56:4  <b>focusing</b> 49:19  51:17 52:5  54:5 57:18  <b>folding</b> 26:8</p>	<p><b>follow</b> 45:10  46:13 61:9  75:12 83:1  92:13 140:19  195:11  <b>followed</b> 75:15  <b>following</b> 7:7  8:3 60:3  113:10 126:13  160:14 163:11  166:8 192:14  <b>follow-up</b> 19:12  82:17 104:3  <b>food</b> 17:5, 12  26:21 33:4, 5  194:15, 20  <b>force</b> 182:10  183:3 184:3  188:4  <b>forces</b> 177:7  <b>foregoing</b> 204:5  <b>foregoing-</b>  <b>entitled</b> 204:4  <b>foresight</b> 48:10  <b>form</b> 10:14  99:18  <b>formed</b> 182:10  <b>former</b> 44:19  81:4  <b>formula</b> 69:14  73:8 95:14  96:13 102:1  104:20  <b>formulating</b>  162:12  <b>formulation</b>  165:4  <b>Fort</b> 167:17  <b>forth</b> 43:14  <b>fortunately</b> 73:6  <b>fortune</b> 26:10  192:12  <b>forums</b> 31:10  <b>forward</b> 20:17  24:14 50:10  51:5 52:7, 16,  21 55:4 70:5  76:16 97:9  99:13 105:4  106:11, 15</p>	<p>109:20 134:2  192:5 197:20  <b>forwarded</b>  126:11  <b>foster</b> 25:15  <b>fostered</b> 108:11  <b>found</b> 7:17  71:5  <b>foundation</b>  58:20 110:4  180:18 183:14  <b>foundational</b>  107:14 146:1  <b>foundations</b>  181:7  <b>founded</b> 34:16  <b>four</b> 38:9 41:1  51:11 52:13  74:11, 14 82:2  161:17 167:16  168:5, 7  <b>Fourth</b> 23:7  <b>four-year-old</b>  166:16 178:5  <b>four-year-olds</b>  177:17  <b>frame</b> 153:15  <b>Franklin</b> 32:1  <b>free</b> 32:2 33:1  130:13 145:16  <b>Frempong</b> 2:5  8:18, 19 113:18  114:3, 4 117:20,  21 119:20  120:21 121:6, 7  123:5, 6 124:19,  20 127:16, 17  129:18, 21  130:1, 15  132:15 138:6, 9,  17, 18 140:2  141:17 146:18,  19 148:2, 12, 13  149:17, 20, 21  150:15 151:21  152:4, 6 155:3,  4 158:3, 4  170:16, 17  171:16 172:6,  11, 12 181:16</p>	<p>188:11, 12  190:13, 14  202:5, 6  <b>frequently</b> 39:8  <b>Friday</b> 25:18  26:4  <b>Friday's</b> 26:12  <b>friendly</b> 97:19  <b>friends</b> 26:16  35:1 44:17  <b>front</b> 69:12  <b>froze</b> 68:4  <b>frozen</b> 66:21  <b>frustrating</b>  150:12  <b>FTE</b> 62:2  <b>FTEs</b> 16:5  <b>full</b> 117:3, 14  126:11 198:14  204:5  <b>fully</b> 13:19, 21  20:4, 6 28:10  67:14 163:1  <b>fun</b> 26:21  <b>function</b> 136:16  186:13, 14  <b>functional</b> 40:7  <b>functionality</b>  165:7  <b>fund</b> 28:10  33:15 39:7  176:12  <b>funded</b> 38:21  54:21 103:10  <b>funding</b> 63:18  151:20 174:19  177:5 182:14  195:10  <b>fundraiser</b>  23:15  <b>funds</b> 28:13  54:19, 21 55:3  57:4 94:19  111:9 130:21  140:18  <b>furloughs</b> 18:1  48:6  <b>further</b> 73:19  74:1 86:10</p>
--	---	--	---	---

140:20 160:15  
 168:9 204:5  
**future** 15:18  
 52:8 65:7  
 111:11 117:10  
 177:16 180:19  
 181:7  
**FY** 72:11  
**FY2025** 94:13  
**FY22-23** 41:11  
**FY24** 73:7, 13  
 83:12 88:9  
 102:13 103:3,  
 16  
**FY25** 31:9  
 49:19 70:4  
 73:8 74:5  
 83:12, 20 86:2  
 88:9 89:4 94:3  
 98:3 99:13  
 102:14, 20  
 103:16 108:15  
 109:18  
  
**< G >**  
**gain** 62:2, 3  
**gained** 42:21  
 61:9  
**gains** 73:2  
**games** 26:7  
**Gamma** 34:9,  
 15  
**gap** 107:3  
**Garrison**  
 167:17  
**gather** 42:17  
 169:20  
**GDA-300**  
 149:15  
**GDA-300-24**  
 126:19 154:16  
**general** 61:20  
 62:16 63:16  
 81:11 132:19  
 134:14 200:19  
**generative** 42:8  
**genuine** 48:8, 14  
**geographic**  
 131:12

**getting** 20:7  
 37:3, 9 83:5  
 99:8 106:21  
 110:8 133:10  
 150:12 171:13  
 184:20  
**gift** 33:14  
**girls** 31:20  
**give** 28:7 43:2  
 49:9 66:21  
 67:1 80:20  
 84:10 88:7  
 181:3 186:19  
 193:18 197:18  
 199:18 200:11  
**giveaway** 32:2  
**given** 79:13  
 145:2, 4  
**gives** 63:5  
 161:14 162:10  
 194:15  
**giving** 197:8  
**glad** 195:4  
**glance** 98:4  
**go** 11:15 13:14  
 15:8, 10 20:21  
 21:6, 9 24:6, 12,  
 13, 15, 20 27:7  
 30:5, 15, 18  
 37:19 41:19  
 47:8 48:17  
 51:14 68:1  
 81:19 83:1, 6  
 84:9 94:21  
 97:16 104:17  
 127:8 130:11  
 143:2 159:21  
 174:9, 15 183:7,  
 15 187:15  
 193:19, 20  
 200:19  
**goal** 51:16  
 80:4 83:18  
 88:10 95:6  
 131:19 132:12  
**goals** 41:11  
 95:6 97:1  
**goes** 46:9  
 62:21 67:7

96:5 137:8, 18  
 198:11, 14  
**going** 13:10, 20  
 21:9 24:15  
 27:6 29:14  
 30:5 35:14  
 43:21 44:21  
 46:13 47:7  
 53:7, 8 55:15,  
 21 67:1 68:9  
 75:4, 9 76:8, 9,  
 12 77:18 79:9,  
 21 90:7, 10  
 91:17 92:21  
 93:20 94:16, 17  
 97:16, 17, 18  
 98:2, 3, 4, 5, 6, 9  
 99:5 100:10, 17,  
 21 103:19  
 104:21 105:2,  
 19 106:1, 6  
 110:7 111:18  
 130:4, 5 133:4,  
 13, 14 134:4, 6,  
 12 135:4, 10, 15,  
 16, 17 145:8, 20  
 146:8 150:1, 5,  
 9, 10, 14 152:20  
 153:3 154:3  
 161:8 171:17  
 181:10 185:1  
 199:13 202:10  
**Goldberg**  
 119:16 124:11  
**Good** 7:21  
 12:4 15:11  
 16:19, 21 18:3,  
 7 21:7 25:1, 4,  
 5 26:10 27:4,  
 14 30:10, 19, 21  
 34:6 35:11, 21  
 37:21 38:1  
 42:6, 7 43:18  
 44:12 47:17  
 49:5 68:1 85:8  
 87:14 111:20  
 115:10 117:6  
 119:4 130:8  
 134:11 149:21  
 156:8 159:11

161:10 163:5  
 166:8 192:2, 12,  
 19, 21 193:7, 8  
 202:8  
**Gordon** 23:16  
**gospel** 23:16  
**GOVER** 8:16,  
 18, 20 9:1, 3, 5,  
 7, 9, 11, 13, 15,  
 17, 19 114:1, 3,  
 5, 7, 9, 11, 13, 15,  
 17, 19, 21 115:2,  
 4 116:20  
 117:18, 20  
 118:1, 3, 5, 7, 9,  
 11, 13, 15, 17, 19,  
 21 121:4, 6, 8,  
 10, 12, 14, 16, 18,  
 20 122:1, 3, 5, 7,  
 18 123:3, 5, 7, 9,  
 11, 13, 15, 17, 19,  
 21 124:2, 4, 7,  
 17, 19, 21 125:2,  
 4, 6, 8, 10, 12, 14,  
 16, 18, 20  
 127:14, 16, 18,  
 20 128:1, 3, 5, 7,  
 9, 11, 13, 15, 17  
 129:1 138:13,  
 15, 17, 19, 21  
 139:2, 4, 6, 8, 10,  
 12, 14, 16, 18  
 146:16, 18, 20  
 147:1, 3, 5, 7, 9,  
 11, 13, 15, 17, 19  
 148:10, 12, 14,  
 16, 18, 20 149:1,  
 3, 5, 7, 9, 11, 13  
 154:18 155:1, 3,  
 5, 7, 9, 11, 13, 15,  
 17, 19, 21 156:2,  
 4 158:1, 3, 5, 7,  
 9, 11, 13, 15, 17,  
 19, 21 159:2, 4  
 172:9, 11, 13, 15,  
 17, 19, 21 173:2,  
 4, 6, 8, 10, 12  
 188:9, 11, 13, 15,  
 17, 19, 21 189:2,  
 4, 6, 8, 10, 12

190:11, 13, 15,  
 17, 19, 21 191:2,  
 4, 6, 8, 10, 12, 14  
**govern** 38:11  
**governance**  
 52:14 108:14,  
 15 174:18  
 185:4  
**Government**  
 164:10 165:20  
 193:3  
**Governmental**  
 173:21 174:2  
 175:14  
**governor** 46:17  
**governors** 39:8  
**grab-and-go**  
 194:9, 17  
**grade** 40:9, 10  
 52:11 53:17, 18,  
 19 54:4 66:7  
 96:9 107:1, 2  
**grades** 40:11  
 53:16 54:1, 2  
 57:1 144:7, 10  
**gradual** 180:16  
**graduate** 23:9  
**graduating**  
 33:12  
**graduation**  
 40:17 81:1  
**grant** 38:19  
 39:13 57:4  
 126:16 129:17  
 130:16, 17, 20,  
 21 131:4, 16, 19  
 136:7, 12 157:7  
 199:5, 7  
**grants** 90:15  
**grass** 156:20  
**grateful** 17:18,  
 21  
**gratitude** 29:12  
 34:12  
**great** 35:9  
 47:11 48:19  
 122:15 134:11  
 150:11 170:17  
 171:14 193:15

<p>194:17, 21 201:6, 8 <b>greater</b> 25:13 101:17 165:15 <b>greatest</b> 15:18 58:4, 21 <b>greatly</b> 31:7 70:13 75:5 <b>Greek-letter</b> 4:2 <b>green</b> 51:2, 7, 8 157:2, 4, 8 167:8 175:16 <b>greetings</b> 45:4 <b>Grim</b> 115:8 159:10, 11 161:10 163:19 169:16, 17 170:8 <b>group</b> 30:15 45:3 80:21 112:15 168:11 <b>Groups</b> 3:7, 14 11:9 21:2 99:3 164:15 <b>grow</b> 59:12 140:11 141:21 145:20 <b>growing</b> 65:10 <b>growth</b> 32:17 <b>guard</b> 80:17 <b>guarding</b> 48:4 <b>guessing</b> 171:8 <b>guidance</b> 37:4, 7 72:11 74:9 86:2 100:19 102:20 145:9 <b>guidelines</b> 73:10 88:20 105:12 200:12, 21 <b>Guyton</b> 195:21</p> <p>&lt; H &gt; <b>half</b> 23:7 <b>Hall</b> 31:20 84:17 <b>Hampton</b> 33:3 <b>hand</b> 11:17, 19 24:11 76:12, 13</p>	<p>78:7 138:7, 8, 9 148:7 <b>handbook</b> 92:18 <b>handwriting</b> 22:18 23:2 46:7, 8, 11 <b>happen</b> 54:11 111:1 <b>happening</b> 39:2 102:13 130:12 <b>happens</b> 41:16 53:11 65:3, 4 75:10 91:2 176:18 178:11, 12 <b>happy</b> 17:21 25:7 203:3 <b>hard</b> 13:14 18:19 28:15 54:16 100:13 171:3 202:16 <b>harm</b> 61:6 <b>HARVEY</b> 8:9 9:11, 12 114:17, 18 118:13, 14 119:18 121:20, 21 123:19, 20 125:12, 13 126:4, 6 127:2 128:9, 10, 21 129:2, 4, 8 139:10, 11 140:5, 6 141:2 147:11, 12 149:5, 6 155:17, 18 157:16 158:17, 18 173:4, 5 189:4, 5 191:6, 7 202:20, 21 203:6 <b>hat</b> 29:11, 12 44:17 <b>HB386</b> 194:2 <b>HB74</b> 195:20 <b>HE23-37</b> 124:10 <b>heads</b> 100:16 <b>health</b> 12:13 13:2, 4, 8 14:13, 16 15:21 18:16,</p>	<p>18 25:15 40:10 46:3 91:8 196:4 <b>Healthy</b> 13:3 14:2 <b>hear</b> 10:1 11:21 16:19, 20 21:4, 5 24:3, 13, 15, 19, 20 27:8, 9 30:7, 8, 9, 12, 20 34:4, 5, 21 35:19, 20 38:2, 3 42:3, 4 44:7, 8 47:11, 12, 13 77:15 170:10 <b>heard</b> 36:14 42:8 43:10 44:3 45:19 49:17 58:7 59:17 78:13, 15 100:2 119:15 120:6, 7 124:10 142:5 182:6 <b>Hearing</b> 7:3 28:2 119:8, 13 120:18 122:17 126:7 154:8 161:2 162:18 169:18 170:14 203:9 <b>heavy</b> 43:10 68:9 <b>Heddleman</b> 197:16 <b>held</b> 32:3 39:21 41:13 142:18 203:13 <b>Hello</b> 11:20 24:17, 18 35:19 44:6 67:18, 19 <b>help</b> 20:16 35:3, 4 39:15 40:12 47:1 83:10 137:6 175:21 183:18 <b>helped</b> 39:19 77:2, 3 <b>helpful</b> 78:10 183:20</p>	<p><b>helping</b> 89:17 103:18 132:9 178:19 192:14 <b>helps</b> 65:6 91:18 178:18 <b>Henn</b> 2:6 8:16, 17 94:21 95:1 99:16 104:1 105:17, 20, 21 106:2, 4, 5, 8, 12 114:1, 2 116:15, 20 117:18, 19 121:4, 5 123:3, 4 124:17, 18 127:7, 10, 14, 15 138:15, 16 146:16, 17 148:10, 11 155:1, 2 158:1, 2 172:9, 10 181:18, 20 182:4 183:1, 6, 16 184:3 185:15 187:19 188:2, 9, 10 190:8, 11, 12 202:3, 4 <b>Hereford</b> 112:6, 7 <b>heritage</b> 26:5 <b>Hetzler</b> 194:19 195:1 <b>Hi</b> 89:9 170:17 <b>hi-fi/wi</b> 152:13 <b>high</b> 13:12, 18 31:19, 20 32:1, 4, 7 33:12 40:16 42:12 45:2 46:9 51:10 52:9 54:8 56:14 59:3 60:6, 14, 16, 19 61:3 62:4, 9, 16, 17, 21 63:1, 2 64:16 66:6, 8, 9 70:10 71:18 73:2 74:7, 15 75:4, 21 79:10 81:2, 6, 20 84:7</p>	<p>87:19 88:2 91:17 96:10 101:2, 7 106:18 108:9 112:14, 15 132:9 141:10 142:9 145:13 184:21 186:20 199:10 <b>high-dose</b> 136:1 <b>higher</b> 13:21 33:9 64:8 131:6, 13, 17 142:2 145:12 <b>highest</b> 57:8 62:20 64:10 <b>high-intensity</b> 134:16 <b>high-level</b> 195:16 <b>highlight</b> 111:17 193:9, 21 <b>highlighting</b> 112:16 194:3 <b>highly</b> 21:17 52:2 57:5 61:12 64:3 109:11 135:9 <b>high-performing</b> 180:5 <b>Highs</b> 112:8 <b>hired</b> 39:14 <b>hiring</b> 141:8 197:11 <b>historical</b> 64:11 69:15 96:14 117:7, 8, 12 <b>historically</b> 102:8 <b>history</b> 17:17 26:21 117:8 203:4 <b>HOA</b> 164:15 <b>hold</b> 103:19 148:17 153:14 202:11 203:9 <b>holding</b> 93:11 142:19 <b>holistic</b> 166:4</p>
---	--	--	--	--

<p><b>holistically</b> 79:18 94:6 137:7 186:3 <b>home</b> 62:13 162:5 166:15, 17 <b>Homeland</b> 10:7 <b>homes</b> 167:10 <b>hope</b> 23:5 28:19 34:14 35:8 48:17 <b>Hopefully</b> 152:8 <b>hopeless</b> 12:17 <b>hoping</b> 20:12 <b>host</b> 169:18 <b>hotspots</b> 152:14 <b>hour</b> 179:17 <b>hours</b> 13:15, 17 179:15 <b>House</b> 112:5 196:13, 15 197:13, 14, 21 198:16 199:1 200:21 <b>Howard</b> 14:8 156:17 187:14 <b>huge</b> 83:8 <b>humans</b> 42:12, 17 <b>humble</b> 45:6 <b>hundreds</b> 75:21 109:17 192:11 <b>Hunger</b> 32:20</p> <p>&lt; I &gt; <b>I-1</b> 113:14 <b>I-3</b> 113:14 <b>IAC</b> 177:6 <b>IDEA</b> 37:11 94:5 107:5 193:19 <b>ideally</b> 51:5 <b>identified</b> 74:8, 9 130:3 131:10, 11 <b>identify</b> 52:19 75:18 76:1 96:5 99:5 102:5 132:2, 4</p>	<p><b>identifying</b> 51:14 <b>IEP</b> 19:11 35:6 36:8, 11 37:5, 6, 9 59:17 63:1 <b>IEPs</b> 40:9 <b>IG</b> 39:12 <b>ignore</b> 142:11 <b>ignoring</b> 13:7 <b>IHE</b> 131:13 <b>imagine</b> 68:10 <b>immediate</b> 79:13 <b>immediately</b> 77:9 79:9, 12 <b>impact</b> 22:7 38:15 56:10 59:1 70:6 73:1 75:3 86:18 88:5 93:20 94:11, 12 100:12 102:19 134:18 136:1 176:11 183:12 186:17 187:1 <b>impacted</b> 165:18 169:10 <b>impacting</b> 22:4 <b>impacts</b> 73:1 109:12 178:12 <b>implement</b> 180:13 <b>implementation</b> 14:7 22:11 135:6 <b>implemented</b> 31:15 32:3, 20 162:21 <b>implementing</b> 91:3 109:19 179:13, 14 <b>importance</b> 33:8 117:12 <b>important</b> 14:9 21:15 29:6, 7 48:12 50:5 51:17 58:16 87:21 98:19 100:3 141:21</p>	<p>142:10 178:11 195:8, 10, 11 <b>importantly</b> 18:14 199:11 <b>improve</b> 41:9 133:14 166:20 <b>improved</b> 77:7 <b>improvement</b> 97:9 132:7 <b>improvements</b> 41:16 171:4 <b>improves</b> 174:17 <b>improving</b> 133:13 135:18 140:13 164:17 <b>inaccuracies</b> 109:2 <b>inaccurate</b> 58:11 73:7, 9 78:11 <b>inadvertently</b> 97:3 <b>Inappropriate</b> 10:18 <b>inaugural</b> 32:2 <b>inbox</b> 18:11 <b>incentive</b> 197:9 <b>incentives</b> 141:8 176:15 177:10, 12 <b>incentivize</b> 180:13 <b>incentivizing</b> 178:21 <b>inception</b> 33:4 <b>incident</b> 91:1 92:20 <b>include</b> 66:4 167:15 <b>included</b> 115:20 165:7 166:1 182:4, 13 <b>includes</b> 17:5 54:17 150:20 161:16 197:4 <b>including</b> 14:4 19:3 39:13 40:8 52:14</p>	<p>131:9 183:18 194:8 200:15 <b>inclusion</b> 26:17 59:9 <b>Incorporated</b> 31:3, 14 33:17 34:10, 16 156:17 <b>increase</b> 16:10 20:4, 5 57:11 78:19 88:4 107:4 131:19 150:1 <b>increased</b> 16:4, 8 63:4 68:18, 19 106:18 112:12 151:15 182:13 <b>increases</b> 38:21 40:1 63:2 70:6 87:18 94:7 198:5, 8, 10 <b>increasing</b> 16:5 71:9 74:21 88:10 151:17 176:11 <b>incredible</b> 87:17 <b>independent</b> 160:5 <b>India</b> 43:16 <b>indicate</b> 22:19 23:10 <b>indicated</b> 41:17 132:6 182:16 <b>indicator</b> 53:10 200:6 <b>indicators</b> 53:15 54:8 <b>indiscernible</b> 29:21 <b>Individual</b> 4:3 35:15 200:13 <b>individuals</b> 7:12, 14 37:12 197:4 <b>inflate</b> 65:8 66:2 <b>inform</b> 108:14 <b>Information</b> 5:5 7:17 22:9</p>	<p>45:9 46:3 50:1 60:21 67:4, 7 73:6 78:12 79:2 97:4, 13 98:12 99:8, 16, 19 100:1, 4 102:10 104:7 108:19 111:4 115:12 140:20 141:12 152:19 153:12, 16 154:3, 9 160:12, 17, 19 163:2 164:5, 7, 20 165:12, 21 166:2 168:7 173:14 200:11, 18 <b>informed</b> 77:2 137:7, 9, 19 <b>informing</b> 111:21 <b>infractions</b> 101:17 <b>infrastructure</b> 52:1 93:21 109:16 131:2, 7 132:13 <b>infuse</b> 117:7, 13 <b>initial</b> 175:12 <b>initially</b> 31:19 197:4 <b>initiated</b> 160:2 162:8 <b>Initiative</b> 32:21 151:19 <b>initiatives</b> 27:1 54:21 <b>innovative</b> 179:13, 19 180:3, 6, 10, 15, 19 185:20 186:3 187:10 <b>input</b> 10:12 28:4, 8 36:9, 10, 13 45:15 67:4 77:1 78:14 170:10 174:3 <b>in-school</b> 131:3</p>
--	---	--	---	--

<p><b>insights</b> 108:13  <b>inspired</b> 33:18  <b>Instagram</b>  165:17  <b>instance</b> 42:20  <b>instances</b> 76:11  89:20  <b>Institute</b> 32:14  131:13, 16  <b>institutes</b> 131:6  <b>instruct</b> 65:17  <b>instructing</b>  65:14  <b>instruction</b>  22:18 56:10, 14  57:20 59:16  72:16 143:9, 10  <b>instructional</b>  61:10 62:6, 8  <b>instrumental</b>  164:20 192:13  <b>intangible</b>  100:16  <b>integral</b> 37:8  <b>intelligence</b>  42:15 44:2  112:12  <b>intends</b> 200:5  <b>intent</b> 167:9  <b>interactive</b> 26:7  166:1  <b>interest</b> 29:16  85:6 199:18  <b>interested</b>  200:21  <b>interferes</b> 10:20  <b>interim</b> 77:9  <b>intermediate</b>  53:16  <b>interns</b> 197:3  <b>interpreters</b>  16:1, 8  <b>interrelated</b>  18:13  <b>interruption</b>  90:2  <b>intervene</b> 59:11  <b>intervention</b>  86:15  <b>interview</b> 26:20</p>	<p><b>introduced</b>  197:15  <b>introduction</b>  175:5  <b>invaluable</b>  110:16  <b>Inventories</b>  113:12  <b>invest</b> 51:6, 7  143:8  <b>investigation</b>  22:16  <b>investing</b> 15:19  55:13 91:19  <b>investment</b>  59:6 140:10  <b>investments</b>  56:21 57:4  109:15 176:9  178:16 182:15  <b>invitation</b> 26:13  <b>invite</b> 6:4  26:18 144:18  <b>invited</b> 160:18  <b>involved</b> 108:12  <b>involvement</b>  32:10  <b>IP</b> 150:21  <b>issue</b> 80:1  94:15 142:10  <b>issues</b> 22:4  28:14 29:5, 9  43:19 44:3, 11  51:21 66:13  76:12 83:15  142:18 175:20  <b>item</b> 6:18 7:19  9:21 49:2  107:16 113:2  115:6 119:2  126:3, 14, 16, 17,  19 128:19  129:13, 16  139:21 146:14  147:21 149:15  154:16 156:5  159:7 172:3  173:14, 17  189:14 191:16  201:18 203:7</p>	<p><b>items</b> 6:17  33:4 126:11  127:1, 2, 5  129:5 137:17  172:2  <b>it'll</b> 137:9  <b>its</b> 14:8 32:3,  17 166:3 170:2  199:13 200:20  <b>Ivy</b> 31:18    &lt; J &gt;  <b>Jamie</b> 194:19  195:1  <b>Jane</b> 2:7  <b>January</b> 58:14  116:9  <b>Japan</b> 42:20  <b>Japanese</b> 42:20  <b>jazz</b> 108:4  <b>Jeanette</b> 15:9  <b>Jeannette</b> 3:11  <b>job</b> 18:19 58:2  170:18 193:12,  16  <b>jobs</b> 43:7, 21  <b>join</b> 26:16  <b>Joining</b> 159:16  203:15  <b>joins</b> 11:16  <b>joint</b> 14:12  <b>Jones</b> 4:15  93:7 115:8, 10  141:2 156:7  159:17 163:4, 7  <b>joyful</b> 25:8  <b>Julie</b> 2:6  <b>July</b> 198:13  <b>jump</b> 88:1  <b>June</b> 32:12  144:6 197:2  <b>juniors</b> 32:7  <b>jurisdiction</b>  7:11 198:14, 21  <b>jurisdictions</b>  42:19    &lt; K &gt;  <b>Kappa</b> 3:19  31:3 32:14, 20</p>	<p><b>Kayla</b> 2:12  4:10 6:5  <b>keep</b> 18:3  19:19 89:17  91:18 93:16  110:7 178:13  180:7 200:7  <b>keeps</b> 36:5  176:2  <b>Kenya</b> 43:15, 16  <b>Key</b> 5:7  108:15 164:17  166:12 174:14  191:17 192:6  199:18 200:5  201:3, 9  <b>keypad</b> 11:13  <b>kicks</b> 187:8  <b>kids</b> 12:14  13:10, 19, 21  17:9 26:3 40:7,  9 84:10 87:4  135:9 178:1  184:20  <b>kill</b> 43:21  <b>kind</b> 37:14  117:9 132:18  133:11 177:4  178:4 184:16  186:9 194:18  <b>kindergarten</b>  40:8 53:11, 12  68:19 96:8  166:14  <b>King</b> 196:16  <b>knew</b> 50:5  <b>know</b> 11:5  14:7, 21 19:16  28:1, 14, 17, 18  29:2, 6, 21  34:14 41:6  43:9, 17 54:18  55:14 58:9, 10  63:15 66:5  67:5 68:3 70:9,  18, 19 72:5, 19  73:5, 6, 15 75:8  76:2, 9 78:18  79:7, 12, 20  80:1, 21 81:3, 4,</p>	<p>11, 18 82:12, 21  83:8, 13, 17  85:1 86:14  87:19 88:3, 12,  14 89:3, 11, 15,  17, 21 90:3, 5,  11 91:9, 14, 21  92:2, 5, 10, 16,  17, 18, 20 93:6,  7, 8, 12, 16, 17  96:7, 9, 13, 21  97:3 98:5, 10,  20 99:6, 7  101:17 102:1  104:16 105:6,  10, 11, 13 106:5  108:14 115:14  132:8 133:1, 5,  7, 8, 11, 12, 15,  17, 19 134:2, 9,  10 135:5  136:10, 12, 17  137:12 142:1  143:20 144:1,  11 145:2, 5, 8,  10, 11 146:9  150:11 151:8  152:12 153:13  154:5 156:11  171:10, 12  175:5, 9 176:5  177:15, 18  178:2, 11, 12  179:5, 9 183:11  184:8, 9, 10, 11,  14, 15, 20, 21  185:1 186:4, 19  193:19 195:8  196:18 198:16  200:16 201:2  203:2  <b>Knowing</b> 22:20  183:19  <b>knowledge</b> 81:3  <b>known</b> 92:20    &lt; L &gt;  <b>L1</b> 126:11, 15  129:9, 16</p>
--	---	---	--	---

<p>138:13, 14  <b>L-1</b> 4:18 127:2  <b>L13</b> 4:17                  126:11  <b>L-13</b> 127:6  <b>L-2</b> 4:17 127:5  <b>L-3</b> 4:17 127:5  <b>L4</b> 129:9                  139:21 146:14  <b>L-4</b> 4:19                  126:16 127:3  <b>L5</b> 126:17                  129:9  <b>L-5</b> 4:20 127:3  <b>L5C0901-24</b>                  147:21  <b>L6</b> 129:10                  149:15 154:16  <b>L-6</b> 4:21                  126:19 127:3  <b>L7</b> 4:17  <b>L-7</b> 127:5  <b>labor</b> 29:3, 7                  199:8  <b>labs</b> 105:16  <b>lack</b> 39:15                  40:20  <b>Ladies</b> 31:13                  32:12 33:17  <b>landed</b> 176:3  <b>landscape</b>                  110:18  <b>landscaping</b>                  156:18 157:7, 9  <b>language</b> 10:19                  35:5 47:5                  50:21 53:1                  59:15 184:15  <b>large</b> 26:9                  55:18 65:9                  66:5 70:9 71:3                  78:16 97:15                  107:12 168:11                  177:19  <b>larger</b> 54:18,                  19 71:17 72:10                  80:6, 15 81:8                  82:5 84:17                  89:14 90:2                  101:12 104:15</p>	<p>105:8, 13, 14                  187:1  <b>largest</b> 54:2                  81:6 174:13                  175:10  <b>Lashawn</b> 2:5  <b>lastly</b> 50:1                  59:17  <b>late</b> 172:3  <b>latest</b> 12:15  <b>laundry</b> 176:1  <b>law</b> 36:10                  37:12 39:14                  111:12, 15                  179:20 180:1  <b>lawmakers</b>                  94:10 181:8                  192:10  <b>lay</b> 110:4  <b>layer</b> 103:8  <b>laying</b> 180:17  <b>layoffs</b> 18:1                  48:6  <b>lead</b> 58:3 59:6                  184:20  <b>leaders</b> 32:18                  52:3, 10 55:12                  66:3 69:8 71:1                  72:3 184:9  <b>leadership</b> 15:2                  32:14, 15, 16                  48:10 132:3                  201:7  <b>leading</b> 6:9  <b>learn</b> 14:12, 20                  15:1 21:20, 21                  28:6 42:19                  133:6  <b>learned</b> 28:8                  70:16  <b>learner</b> 84:18  <b>learners</b> 47:6                  53:3 59:12                  68:19  <b>learning</b> 17:11                  20:4 22:20                  23:4 43:5                  46:17, 18 47:2                  57:19 58:2                  66:11 91:17, 21</p>	<p>93:12 107:21                  109:4, 20 157:5                  167:4, 18 171:6,                  7 176:21 178:4,                  10, 17 179:2, 4                  180:8  <b>learnings</b> 97:8  <b>LEAs</b> 130:17,                  19 194:14                  196:10  <b>leave</b> 68:17  <b>leaves</b> 8:4                  68:13  <b>led</b> 6:5 31:12  <b>left</b> 39:12, 20                  167:14  <b>legal</b> 7:13 36:8,                  18  <b>legend</b> 23:16  <b>Legislation</b> 5:7                  174:17 177:20                  183:15 191:17                  192:6 194:18  <b>Legislative</b> 5:6                  94:18 173:18,                  19, 21 174:1, 5,                  7 175:1, 13, 18                  176:10 180:21                  181:6, 7, 12                  182:5, 12 183:3                  188:3 190:5                  193:4, 15 200:7  <b>legislators</b> 39:8                  183:17 201:11  <b>legislature</b>                  193:13, 20                  196:12 199:14,                  19  <b>lesson</b> 43:12  <b>letters</b> 145:21  <b>letting</b> 14:15                  15:3 47:20                  133:18 201:1  <b>level</b> 32:19                  38:15 39:2                  40:2 53:19                  54:9 58:15                  59:19 70:7                  71:15, 18 74:16                  84:8 85:19</p>	<p>96:2, 5 104:13                  105:11 107:2                  131:9 132:1                  145:12, 19                  146:4 151:7                  165:11 176:17                  183:10, 12, 14  <b>levels</b> 40:16                  51:21 66:7, 10                  107:14  <b>leverage</b> 97:19  <b>leveraging</b>                  164:9, 12, 15  <b>Lewis</b> 93:7  <b>liaisons</b> 164:12  <b>Liberty</b> 108:7  <b>Library</b> 25:20                  26:15, 19  <b>licensure</b> 80:10  <b>Lichter</b> 2:7                  8:20, 21 84:2, 3                  85:8 87:2, 8, 11,                  13 106:10, 14,                  16 114:5, 6                  118:1, 2 121:8,                  9 123:7, 8                  124:21 125:1                  127:18, 19                  129:12 138:19,                  20 146:20, 21                  148:14, 15                  155:5, 6 158:5,                  6 172:13, 14                  175:15 188:13,                  14 190:15, 16                  202:7, 8  <b>life</b> 112:21                  151:3 184:21  <b>Lifesaver</b> 196:1,                  3, 7  <b>lift</b> 68:9  <b>lighten</b> 43:11  <b>limited</b> 19:3  <b>limiting</b> 66:6                  136:19  <b>line</b> 24:16 41:5                  76:5 115:20                  134:12  <b>lines</b> 111:15</p>	<p>165:2  <b>link</b> 200:20  <b>list</b> 19:12 24:7                  152:10 154:10,                  11 176:1  <b>listed</b> 41:12                  167:14  <b>listened</b> 162:13  <b>listening</b> 171:2  <b>literacy</b> 51:2                  59:2  <b>litigation</b> 7:15  <b>little</b> 55:21                  132:11 134:14                  144:4 178:8  <b>live</b> 6:14                  160:11  <b>livelihood</b> 48:4  <b>load</b> 86:7  <b>loads</b> 71:4                  72:13 73:21                  74:1  <b>local</b> 14:15                  15:3 17:4                  94:10 174:18                  183:10, 13                  184:9 185:4, 9                  193:13 194:14                  197:17 198:13,                  15, 18, 20  <b>locally</b> 23:4  <b>logistics</b> 17:6  <b>long</b> 58:18                  107:12 202:15  <b>longer</b> 51:8                  103:1 144:4  <b>long-range</b>                  79:18  <b>longstanding</b>                  31:18  <b>long-term</b> 131:3  <b>look</b> 19:17                  20:17 41:6                  42:19 49:21                  50:19 52:19                  53:15 56:8                  58:12 60:17, 18                  62:4, 6 63:14                  72:13 74:5                  75:20 80:2</p>
--	--	--	--	--

81:13, 19 82:9, 11 83:7 84:14 86:8 94:6 95:20 96:15, 16 97:10 99:13 100:17, 19 101:1 111:12 134:10 135:17, 20 137:7 176:18 186:2, 11 187:13 <b>looked</b> 70:21 135:7 <b>looking</b> 20:8, 9 41:3 72:8 89:14 94:13 97:15 137:20 150:3, 17 151:8, 16 152:17 <b>looks</b> 96:1 98:7 <b>lose</b> 61:13 106:17 107:5 133:4 136:10 <b>losing</b> 40:5 58:10 <b>loss</b> 43:8 61:11 <b>lost</b> 62:12 <b>lot</b> 28:8 54:16 56:2 67:3, 4 73:15 78:3 81:18 90:19 94:16, 17 108:16 133:7 134:17 135:7 175:20 183:11 193:7 199:12 <b>lots</b> 135:21 <b>loud</b> 21:5 44:8 48:18 59:18 <b>love</b> 110:2 194:14 <b>low</b> 82:4, 9 171:8 180:3 <b>lower</b> 187:10 <b>lowering</b> 138:9 <b>Loyola</b> 143:12, 21 <b>Lunar</b> 25:7, 8, 20 26:8 27:1	203:3 <b>lunch</b> 40:11  < M > <b>M.D</b> 4:6 <b>M3</b> 184:6 <b>ma'am</b> 11:18 155:1 <b>MABE</b> 174:16 193:10 194:13 195:1 196:9 197:12 198:18 199:12 <b>MABE's</b> 185:7 193:15 <b>Madam</b> 34:13 44:12 95:1 100:2 104:3 119:4 120:7, 11 126:6 129:2, 12 140:6 183:16 187:19 189:17 192:21 195:18 201:5, 12 <b>Madame</b> 105:21 106:2 <b>Maggie</b> 2:4 <b>MAGNA</b> 85:16 86:4 <b>Magnet</b> 13:13 62:2 102:21 103:2 169:20 170:13 179:10, 16 203:11 <b>maintain</b> 157:7 <b>maintaining</b> 157:8 185:4 <b>maintains</b> 174:18 <b>Maintenance</b> 113:10 <b>major</b> 93:21 <b>majority</b> 82:4 168:2 <b>making</b> 54:17 56:21 57:16 66:7 69:19 84:16 90:20 91:1 92:18 98:12 100:11	134:9 144:2 145:10 164:5 192:13 <b>manage</b> 150:13 <b>manageable</b> 151:18 <b>management</b> 80:13 159:18 <b>mandated</b> 38:20 <b>mandates</b> 55:4 <b>mandating</b> 184:13 <b>MAP</b> 131:10 167:1, 4, 14 168:1 <b>maps</b> 50:19 166:1 <b>March</b> 32:4 162:20 170:2 200:2, 8 <b>Marietta</b> 3:18 23:21 27:16 <b>mark</b> 23:13 <b>marker</b> 54:4, 8 <b>Marsh</b> 25:20 <b>Maryland</b> 39:9, 18 46:18 51:16 52:17 55:2 57:8 81:7 130:16 144:2, 12 145:3 174:21 193:10 194:4, 7 196:6 197:5 199:8 200:19 <b>Maryland's</b> 14:13 52:8 111:11 177:16 <b>massive</b> 97:11 <b>master</b> 50:1 63:6, 7, 15 64:14, 19, 20 65:3 66:1, 18 67:6, 8 68:7, 10 71:12, 14 72:9, 15 73:13, 18, 20 74:4, 13, 18 75:6, 20 76:13 81:4, 5, 8, 14 82:13 84:6	85:2, 19 86:16 88:11 96:17 102:18 103:5, 18 104:11 126:16 139:21 146:14 <b>math</b> 13:16 58:3 59:6 107:2 126:15 129:16 130:4, 16 132:5 184:14 <b>mathematic</b> 54:6 58:5 <b>mathematically</b> 75:2 <b>Mathematics</b> 53:2, 21 56:14 59:2 71:18 172:4 <b>matter</b> 7:11 37:15 119:8 175:8 204:4 <b>Matters</b> 3:5 7:20 8:3, 7 10:15, 16 183:19 199:2 <b>maximize</b> 69:5 71:8 88:18 <b>maximized</b> 80:19 <b>maximizing</b> 68:11 71:21 80:4 86:18 105:1 <b>maximum</b> 61:11 62:5 80:12 <b>MCAP</b> 131:9 <b>MCAT</b> 53:21 <b>McCall</b> 7:20, 21 <b>McFalls</b> 108:5 <b>McMillion</b> 2:8 9:9, 10 114:15, 16 118:11, 12 121:18, 19 122:21 123:17, 18 125:10, 11 128:7, 8 139:8, 9 147:9, 10	149:3, 4 155:15, 16 158:15, 16 173:2, 3 188:6 189:2, 3 191:4, 5 <b>meal</b> 194:11 <b>meals</b> 33:1 194:5, 7 <b>mean</b> 120:7 136:17, 21 179:9 186:5, 16 <b>meaning</b> 70:11 74:13 <b>means</b> 57:3 82:11 103:2 199:1 <b>measurable</b> 109:11 <b>measure</b> 135:4, 15 <b>measured</b> 51:3 <b>measurements</b> 41:13 <b>measures</b> 41:11 132:2 135:3, 19 <b>mechanism</b> 68:16 79:12 86:8 <b>media</b> 18:11 108:18 109:1, 3 111:1 112:18 <b>Meditation</b> 3:3 <b>meet</b> 19:7 20:14 53:2, 3 59:11 64:13 71:13 72:21 76:14 77:9, 14 85:3 92:2, 7 99:3 111:15 112:9 140:19 143:7 <b>MEETING</b> 1:8 6:2, 13, 14, 16 7:6, 18 10:21 11:2, 3 19:6 31:11 37:6, 7, 10 41:2, 14 56:16 57:14 60:2 69:4 76:15 83:14
---	---	---	---	--

92:9 116:9, 11  
 117:5 132:21  
 137:11, 12, 15,  
 17 140:8, 15  
 143:15 160:14  
 161:1, 7 162:9  
 170:3 171:19  
 172:5 173:16  
 203:13, 15, 17  
**meetings** 29:14  
 37:13 45:15  
 78:15 108:3  
 160:8, 10, 11  
 164:8 165:10  
**meets** 77:4  
 196:8  
**Melissa** 156:12  
**Member** 2:12  
 5:8 38:10  
 111:19 112:2  
 144:20 172:2  
 198:3, 6, 7, 10  
 201:19  
**MEMBERS**  
 2:1 8:2 10:2, 3,  
 4 14:18 15:12  
 16:9 17:2, 6  
 18:8 21:9 25:3,  
 7, 18 26:20  
 27:15 31:1  
 33:21 34:7  
 36:1, 11 38:9,  
 11 41:2 44:13,  
 20 45:5, 19  
 47:19 49:7  
 50:6 55:7  
 57:11, 12, 17  
 60:20 67:10  
 71:2 73:20  
 75:12, 16 76:7  
 77:1 78:2, 6  
 96:17 97:4  
 98:18 100:3  
 102:9 105:6  
 107:18 111:5  
 113:7 116:12  
 119:16 122:18  
 124:11 126:9  
 130:9 136:17  
 137:10 159:13  
 161:12 163:16  
 166:9 170:5, 6  
 175:14 192:3  
 193:2 198:5  
 200:13, 15  
**Member's** 4:10  
**membership**  
 16:12 198:4  
**mental** 12:13  
 13:2, 4, 8 18:16,  
 18 46:3 91:8  
**mentally** 14:2  
**mention** 46:15  
**mentioned**  
 45:20 46:7  
 50:13, 14 80:4  
 95:8 136:17  
**mentorship**  
 31:19  
**message** 20:3  
 99:10  
**messages**  
 165:10, 18  
**messed** 134:10  
**messengers**  
 165:19  
**met** 7:5 58:14  
 95:6 99:2  
 126:10 162:10  
 168:14  
**Metropolitan**  
 4:1 34:11, 18  
**mic** 11:14  
**mice** 187:4  
**Michelle** 195:20  
**microphone**  
 11:5  
**Middle** 4:13  
 13:6 32:13  
 40:10 45:1  
 51:9 59:3 60:5,  
 14, 19 61:3, 7, 8,  
 11, 20 62:3  
 73:2 74:7 75:4  
 84:7 87:18  
 88:2 96:11  
 101:2, 7 106:18  
 107:11 108:8  
 112:6 115:7, 13,  
 14 116:2, 6, 7,  
 13, 14 117:3, 11,  
 15 131:5, 11  
 169:14, 20  
 170:13 203:11  
**Middles** 112:7  
**midst** 14:10  
 54:12 174:5  
**Mildred** 192:20  
**Milford** 32:1  
**Mill** 108:8  
**Millbrook**  
 166:14, 19  
 167:17 171:7,  
 11  
**million** 21:12  
 39:12 41:3  
 54:20 55:18  
 60:13 111:7  
**millions** 109:17  
**Mills** 31:21  
**mind** 48:13  
 49:16  
**Minds** 13:3  
**mindset** 32:17  
**Mine** 132:18  
 202:11  
**mine's** 152:9  
**mini** 157:5  
**minimal** 74:1  
**minimize** 70:6  
 73:1  
**minimized** 75:5  
**minority** 23:8  
**minute** 66:21  
 67:1  
**minutes** 30:1  
 38:20 63:13  
 134:20 173:15  
**miscommunicati**  
**on** 56:3  
**misinformation**  
 36:3 49:17  
 56:2 58:8  
 67:16 84:5  
 108:17 109:3  
**missed** 26:12  
 143:4 144:19  
**mission** 14:18  
 49:19 109:4  
**missions** 25:15  
**model** 59:9  
 86:12 131:21  
**modeled** 26:1  
**models** 151:14  
**modest** 60:6  
 70:6 73:1, 2  
 87:18  
**modifications**  
 94:18 174:3  
**modified**  
 179:14 187:15  
**moment** 6:6  
 48:2 192:7  
**Monday** 126:10  
 198:18  
**money** 23:17  
 38:19 39:10, 15,  
 19 131:1  
 180:17  
**monitored** 87:6  
**month** 53:11  
 203:4  
**months** 50:14  
**Morgan** 143:13  
**morning** 187:7  
**Morrow** 156:7,  
 8, 11  
**motion** 8:6  
 9:20 113:15  
 115:5 116:13  
 119:1, 12 120:2,  
 7, 15, 16, 17  
 122:8, 9, 12, 13,  
 16 124:6, 8  
 125:21 127:4  
 128:18 129:13,  
 15 139:17, 20  
 147:20, 21  
 149:14, 15  
 154:15, 19  
 156:3 157:14  
 159:5 173:13  
 174:6 181:11  
 183:4 185:17  
 187:19 189:13  
 190:3, 4 191:15  
**mouth** 39:11  
**mouthful** 188:5  
**move** 24:14  
 35:15 41:4  
 50:10 51:5  
 52:16, 20 53:21  
 55:4 61:17  
 70:5 97:9  
 105:20 106:1, 6,  
 10, 15 107:16  
 109:19 136:9  
 141:10 162:3  
 172:3 175:10  
 187:12 188:2  
 190:2 195:5  
 199:16  
**moved** 8:8, 9  
 62:13 90:14  
 113:18 116:15  
 119:17, 18  
 120:19 122:19  
 124:12 127:7,  
 10 129:18  
 140:2 148:2  
 149:17 157:16  
 169:12 181:14  
 190:6  
**moves** 12:12  
 175:10  
**moving** 52:7  
 61:8 74:6  
 76:16 81:12  
 105:4 110:5  
 111:15 150:19  
 197:20 198:17  
**MSDE** 39:16  
 143:15 196:8  
**MTSS** 101:18  
**multi** 17:13  
**multi-agreement**  
 17:15  
**multi-contract**  
 17:18  
**multifaceted**  
 135:14  
**multilingual**  
 53:3 59:12  
 68:19  
**multiple** 40:11  
 131:9 132:2, 7  
**multiply** 102:4  
**multiplying**  
 69:18



<b>multi-year</b> 16:10	63:21 76:11 79:17 80:21	<b>neighboring</b> 14:6 66:11	<b>normal</b> 77:19 141:16	100:11, 19 101:3 102:12 131:19
<b>musical</b> 108:10	82:8, 11 84:8	<b>neighbors</b> 44:20	<b>Northeast</b> 4:12 115:7, 13, 14 116:2, 6, 14 195:21	<b>nurse</b> 80:11 <b>nurses</b> 65:15 80:12
<b>mute</b> 181:20	85:1, 3 93:19	<b>Network</b> 23:15 126:19 149:16 150:2, 3, 4, 5, 18, 19 151:7, 11 152:19 153:8 154:16	<b>Northwest</b> 159:8, 15 161:15 162:7 165:5, 6 166:13 167:12 170:1, 11 203:10	<b>nursing</b> 80:10 <b>nutrition</b> 17:5, 12 194:15, 20 <b>NW</b> 5:2
<b>mutual</b> 75:10 79:4 98:14	94:5, 9, 15 98:13 99:6 101:18 106:21 109:10, 13 122:9 129:12 132:7 134:5, 11 136:9 137:1 152:13 154:6 176:6, 8 178:4 182:13 187:11 198:19	<b>neurodiversity</b> 187:2	<b>note</b> 50:21 54:1 56:8 58:17 60:6 92:5 167:3 184:6	<b>&lt; O &gt;</b> <b>objectives</b> 166:9, 12 <b>obligation</b> 140:16, 19 <b>observe</b> 11:4 <b>observer</b> 160:10 <b>obstacle</b> 43:20 <b>obtain</b> 7:13 108:19 112:18 <b>obtaining</b> 163:2 <b>obviously</b> 87:21 194:21
<b>MWE-803-24</b> 126:15	101:18 106:21 109:10, 13 122:9 129:12 132:7 134:5, 11 136:9 137:1 152:13 154:6 176:6, 8 178:4 182:13 187:11 198:19	<b>neurological</b> 186:16	<b>Nottingham</b> 116:2, 7, 13	<b>obviously</b> 87:21 194:21
<b>Myriam</b> 4:8	101:18 106:21 109:10, 13 122:9 129:12 132:7 134:5, 11 136:9 137:1 152:13 154:6 176:6, 8 178:4 182:13 187:11 198:19	<b>neutral</b> 196:11	<b>November</b> 115:19 116:3 173:15	<b>offer</b> 33:1 187:20, 21 <b>offered</b> 26:6 130:17 <b>offerings</b> 91:11 <b>Office</b> 10:8 15:21 16:7 23:5 36:17 41:1, 4 55:12, 19 69:7 72:3 150:4, 6, 17 160:3 164:13 <b>offices</b> 44:19 <b>official</b> 63:20 108:21 <b>officially</b> 6:16 <b>officials</b> 7:10 181:2
<b>myth</b> 21:19, 21	101:18 106:21 109:10, 13 122:9 129:12 132:7 134:5, 11 136:9 137:1 152:13 154:6 176:6, 8 178:4 182:13 187:11 198:19	<b>never</b> 18:20 71:14 80:5, 6	<b>NPHC</b> 4:1 34:11, 18	
<b>&lt; N &gt;</b>	101:18 106:21 109:10, 13 122:9 129:12 132:7 134:5, 11 136:9 137:1 152:13 154:6 176:6, 8 178:4 182:13 187:11 198:19	<b>New</b> 3:5 4:12, 14, 16 5:1 13:4 25:7, 8, 20 26:8 27:1 54:13 56:8 61:16 78:13 80:8 87:9 97:20 102:13 110:8 115:7, 13, 14, 17 116:6, 14 128:19 133:7 144:14 156:6 164:12 177:2, 8 203:3	<b>nuances</b> 175:8	
<b>NAACP</b> 3:15, 18 21:11 23:14 27:17	101:18 106:21 109:10, 13 122:9 129:12 132:7 134:5, 11 136:9 137:1 152:13 154:6 176:6, 8 178:4 182:13 187:11 198:19	<b>newer</b> 151:14	<b>Number</b> 22:3 42:7 51:16 57:7 59:10 61:18 62:10 63:3, 19 64:8 69:19 70:11 74:3, 9, 21 75:1 79:7, 10 80:14 88:10, 21 91:16 94:1 101:12 102:3, 4, 5, 13 104:5 119:7 131:20 143:20 159:16 165:6 169:11 170:2 174:12 176:11	
<b>Nakiya</b> 3:19 30:16 31:2	101:18 106:21 109:10, 13 122:9 129:12 132:7 134:5, 11 136:9 137:1 152:13 154:6 176:6, 8 178:4 182:13 187:11 198:19	<b>news</b> 43:21 194:17	<b>numbers</b> 16:5 58:9 60:15 63:20 65:9, 15 73:8 74:2 80:2 81:10, 11 82:5 92:6 95:16 96:2, 11, 16	
<b>name</b> 12:4 17:3 27:16 31:2 34:8 38:4 116:6, 11, 13 117:3, 12 204:7	101:18 106:21 109:10, 13 122:9 129:12 132:7 134:5, 11 136:9 137:1 152:13 154:6 176:6, 8 178:4 182:13 187:11 198:19	<b>Newtown</b> 32:4		
<b>names</b> 117:7	101:18 106:21 109:10, 13 122:9 129:12 132:7 134:5, 11 136:9 137:1 152:13 154:6 176:6, 8 178:4 182:13 187:11 198:19	<b>Nick</b> 3:10 15:6 20:21 24:15 30:5 35:14 47:8		
<b>Naming</b> 4:12 115:7, 12, 17, 18 117:15	101:18 106:21 109:10, 13 122:9 129:12 132:7 134:5, 11 136:9 137:1 152:13 154:6 176:6, 8 178:4 182:13 187:11 198:19	<b>night</b> 19:5 202:15		
<b>Nancy</b> 196:16	101:18 106:21 109:10, 13 122:9 129:12 132:7 134:5, 11 136:9 137:1 152:13 154:6 176:6, 8 178:4 182:13 187:11 198:19	<b>nine</b> 13:15 74:6		
<b>narrowed</b> 168:5	101:18 106:21 109:10, 13 122:9 129:12 132:7 134:5, 11 136:9 137:1 152:13 154:6 176:6, 8 178:4 182:13 187:11 198:19	<b>nominated</b> 168:21		
<b>National</b> 203:2	101:18 106:21 109:10, 13 122:9 129:12 132:7 134:5, 11 136:9 137:1 152:13 154:6 176:6, 8 178:4 182:13 187:11 198:19	<b>Nonprofit</b> 3:14		
<b>nationwide</b> 14:10	101:18 106:21 109:10, 13 122:9 129:12 132:7 134:5, 11 136:9 137:1 152:13 154:6 176:6, 8 178:4 182:13 187:11 198:19	<b>non-profit</b> 21:1 30:15		
<b>natural</b> 68:14, 15	101:18 106:21 109:10, 13 122:9 129:12 132:7 134:5, 11 136:9 137:1 152:13 154:6 176:6, 8 178:4 182:13 187:11 198:19	<b>Non-Student</b> 198:3, 6		
<b>navigate</b> 110:17	101:18 106:21 109:10, 13 122:9 129:12 132:7 134:5, 11 136:9 137:1 152:13 154:6 176:6, 8 178:4 182:13 187:11 198:19	<b>Nope</b> 189:18		
<b>nearby</b> 166:18	101:18 106:21 109:10, 13 122:9 129:12 132:7 134:5, 11 136:9 137:1 152:13 154:6 176:6, 8 178:4 182:13 187:11 198:19			
<b>necessarily</b> 90:4	101:18 106:21 109:10, 13 122:9 129:12 132:7 134:5, 11 136:9 137:1 152:13 154:6 176:6, 8 178:4 182:13 187:11 198:19			
<b>necessary</b> 14:20 64:12 90:13	101:18 106:21 109:10, 13 122:9 129:12 132:7 134:5, 11 136:9 137:1 152:13 154:6 176:6, 8 178:4 182:13 187:11 198:19			
<b>necessitate</b> 109:15	101:18 106:21 109:10, 13 122:9 129:12 132:7 134:5, 11 136:9 137:1 152:13 154:6 176:6, 8 178:4 182:13 187:11 198:19			
<b>need</b> 12:14 13:15 16:4 21:20 35:3, 4 37:7 38:21 39:7, 10 42:13 46:12, 13 50:16 52:20 53:18, 20 56:11 57:17 59:10, 16, 20	101:18 106:21 109:10, 13 122:9 129:12 132:7 134:5, 11 136:9 137:1 152:13 154:6 176:6, 8 178:4 182:13 187:11 198:19			

<p><b>oftentimes</b> 54:16</p> <p><b>Oh</b> 24:3 30:12 44:10 63:21 116:19 126:7 154:20 174:7 181:20 189:15, 18</p> <p><b>Okay</b> 15:8, 10 21:1 24:6, 11 27:6 30:4 35:13, 15, 21 37:19 41:18 44:10 47:12 66:21 67:1 68:6 79:10 85:8 87:2, 12 88:15 89:6 90:8 93:3, 13 120:6, 14, 16 121:2 126:21 127:4 129:3, 15 130:10, 13 138:11 140:21 146:12, 13 148:8, 9 151:18, 21 152:4 153:19 154:13, 15 156:5 171:17 181:17 184:4 187:18 195:15, 18 201:15 202:1</p> <p><b>older</b> 151:6</p> <p><b>oldest</b> 152:18</p> <p><b>Olszewski</b> 21:12</p> <p><b>Omega</b> 3:20 31:4, 15 33:16 34:9</p> <p><b>once</b> 12:20 28:10 66:8, 9 82:7 142:14 150:7</p> <p><b>ones</b> 17:7 133:19</p> <p><b>one-year</b> 153:15</p> <p><b>ongoing</b> 48:15 77:11 97:6</p>	<p><b>online</b> 6:14 40:19 164:17 165:7</p> <p><b>onset</b> 80:18</p> <p><b>onus</b> 133:21</p> <p><b>Open</b> 7:6, 16 17:10 28:5 41:5 67:12 77:20 78:5 87:1 97:6 98:20 115:15 126:18 129:10, 13 148:1 171:17, 19 181:18 187:9</p> <p><b>open-ended</b> 115:20</p> <p><b>operating</b> 49:20 54:15 89:4 90:15</p> <p><b>operational</b> 136:14</p> <p><b>operations</b> 17:5, 10 57:20 113:11 136:16 165:1</p> <p><b>opportunities</b> 10:1 103:6 110:17 112:12 157:4 160:8 177:13 179:9 199:9</p> <p><b>opportunity</b> 18:9 22:5 27:19 28:6, 7 30:2 31:7 34:1 35:11 44:14 50:11 52:18 58:4, 18 63:6 76:20 77:14 89:2 108:3 130:17 136:6, 10, 11 170:4 192:16</p> <p><b>opposed</b> 134:5</p> <p><b>opt</b> 196:10</p> <p><b>optimal</b> 109:14</p> <p><b>option</b> 56:18 168:12, 15, 16, 18, 21 169:5, 7</p>	<p><b>options</b> 40:17 54:9 66:4, 12 81:16 82:10, 15 160:17, 18 162:13 164:4 168:2, 5, 7, 20 169:1</p> <p><b>oral</b> 119:15 120:8 124:10</p> <p><b>orange</b> 88:9 169:7, 8</p> <p><b>Order</b> 3:2 6:16 10:21 19:18 40:17 51:21 52:20 89:18 107:7 176:7</p> <p><b>ordinance</b> 182:9 183:3 188:4</p> <p><b>organization</b> 25:12 26:20 29:11 44:18</p> <p><b>organize</b> 25:19</p> <p><b>Orgs</b> 4:2</p> <p><b>outages</b> 152:19</p> <p><b>outcome</b> 41:15 134:7 174:18</p> <p><b>outcomes</b> 20:4 38:16 41:16 133:13</p> <p><b>outdoor</b> 157:5</p> <p><b>outliers</b> 82:7</p> <p><b>outlined</b> 182:20</p> <p><b>outlook</b> 77:7</p> <p><b>out-of-school-time</b> 179:1, 4</p> <p><b>outside</b> 13:5 37:5</p> <p><b>outstanding</b> 32:7</p> <p><b>ovens</b> 80:14</p> <p><b>overall</b> 49:19 62:16 74:18 75:6 91:15 178:19</p> <p><b>overarching</b> 175:2, 4</p> <p><b>overcrowding</b> 161:18 176:14</p>	<p><b>oversized</b> 75:18 105:4</p> <p><b>overview</b> 58:12 67:9 88:8</p> <p><b>Owings</b> 31:21</p> <p>&lt; <b>P</b> &gt;</p> <p><b>p.m</b> 26:14 169:19 170:14, 15 203:12, 13, 14</p> <p><b>Pack</b> 32:21</p> <p><b>packed</b> 33:5</p> <p><b>page</b> 41:10, 17 95:13 101:1</p> <p><b>pages</b> 45:12 109:1</p> <p><b>paid</b> 142:14</p> <p><b>Palm</b> 32:2</p> <p><b>panel</b> 108:2</p> <p><b>paper</b> 26:7</p> <p><b>paraeducators</b> 15:21 16:5 61:19 145:20</p> <p><b>parameters</b> 104:14 105:12 134:21 136:8 141:6 164:4</p> <p><b>paraprofessionals</b> 65:16 91:20</p> <p><b>Pardon</b> 189:16</p> <p><b>Parent</b> 3:16 24:8 25:11 36:9, 12, 20 38:6 40:18 45:8 46:7, 16, 20 165:17 177:17</p> <p><b>parents</b> 26:3 36:4, 7, 11, 13 37:4, 13 44:19 45:5 87:21 150:6 165:11 177:21</p> <p><b>Park</b> 44:17, 18, 21 108:8 162:1 167:16</p> <p><b>part</b> 37:8 59:14 61:1 63:12 65:3</p>	<p>68:14, 15 69:3 70:4 81:2 85:10 91:19 97:19 98:21 130:16 131:15 145:8 157:9 163:12 164:11 167:8 168:4 169:6 185:7 194:8 200:15</p> <p><b>participate</b> 130:7 160:18 167:6</p> <p><b>participated</b> 108:2 167:3, 13, 19</p> <p><b>participating</b> 135:10 140:17 194:6</p> <p><b>participation</b> 10:11 136:4 160:6 164:19 171:8</p> <p><b>particular</b> 90:16 107:11 171:21</p> <p><b>particularly</b> 28:12 45:1 64:16 81:13 82:14 97:11 104:12 140:9</p> <p><b>partner</b> 131:14, 16</p> <p><b>partnering</b> 23:14 33:6, 18 66:10 131:21 132:3 165:2</p> <p><b>partners</b> 63:19 72:4 131:6 144:1 165:20</p> <p><b>partnership</b> 131:15 164:9 166:4</p> <p><b>partnerships</b> 164:15 177:12, 21 178:15</p> <p><b>parts</b> 70:19</p> <p><b>pass</b> 154:8 200:5, 6</p>
---	--	--	---	---

<p><b>passage</b> 182:8, 11</p> <p><b>passing</b> 28:19</p> <p><b>passionate</b> 44:21 112:16</p> <p><b>Pastore</b> 197:15</p> <p><b>patience</b> 49:1</p> <p><b>patterns</b> 169:13, 14</p> <p><b>Paul</b> 159:19</p> <p><b>pause</b> 181:10</p> <p><b>pay</b> 177:18</p> <p><b>peace</b> 29:3 48:13</p> <p><b>Pearls</b> 32:6</p> <p><b>pediatrician</b> 31:2</p> <p><b>Pediatrics</b> 14:5</p> <p><b>pending</b> 7:14</p> <p><b>people</b> 15:19 16:15 22:21 37:14 38:14 51:6 58:11 70:18 73:17 85:10 86:1, 12 90:17, 21 94:16, 18 98:2, 4, 19, 20 99:4 141:8 201:8</p> <p><b>people's</b> 45:17</p> <p><b>percent</b> 12:16 143:5</p> <p><b>percentage</b> 29:6 55:3</p> <p><b>Perfect</b> 34:6 42:5 184:2, 4 185:12</p> <p><b>perform</b> 93:18</p> <p><b>performance</b> 7:9 41:10, 13 50:17 58:5 59:1, 3 76:17 108:4</p> <p><b>performing</b> 133:17 180:4, 7</p> <p><b>period</b> 12:21 13:20 74:16 93:1 135:6</p> <p><b>periods</b> 40:12 70:11, 12, 19</p>	<p>73:14, 16 74:10, 12 75:19 89:1</p> <p><b>permission</b> 23:5 37:2</p> <p><b>Perry</b> 31:20</p> <p><b>person</b> 27:11 37:9 133:18</p> <p><b>personal</b> 10:18 109:1</p> <p><b>personally</b> 61:2</p> <p><b>Personnel</b> 3:5 7:11, 19 8:3, 6 196:5</p> <p><b>Persons</b> 11:1</p> <p><b>pertains</b> 108:15</p> <p><b>Pete</b> 159:17</p> <p><b>Pharoan</b> 4:6 42:1, 3, 5 44:5 117:5</p> <p><b>phase</b> 165:5</p> <p><b>phased</b> 152:17</p> <p><b>philanthropic</b> 31:14</p> <p><b>philosophically</b> 75:3</p> <p><b>phone</b> 11:13, 19 44:15</p> <p><b>phones</b> 150:21</p> <p><b>physical</b> 82:6 105:14</p> <p><b>physically</b> 14:1 40:14</p> <p><b>picked</b> 43:15</p> <p><b>picking</b> 43:15</p> <p><b>picks</b> 17:9</p> <p><b>pickups</b> 13:12</p> <p><b>picture</b> 94:2 137:21</p> <p><b>piece</b> 29:8 46:15 57:16 179:7</p> <p><b>pieces</b> 138:2</p> <p><b>pillar</b> 52:14 199:3</p> <p><b>pillars</b> 52:13 197:10</p> <p><b>Pilot</b> 13:6 196:19 197:2</p> <p><b>pipeline</b> 146:9</p> <p><b>pivotal</b> 132:8</p>	<p><b>place</b> 20:12 26:14 51:15 53:16 81:8 84:19 107:6 115:18 131:4 134:21 143:10 145:7, 8 163:15</p> <p><b>places</b> 83:6 99:8 154:11</p> <p><b>placing</b> 133:21</p> <p><b>plan</b> 43:12 79:18 157:9 168:13</p> <p><b>planned</b> 41:12 120:4 163:11</p> <p><b>planning</b> 63:14 157:15 159:18, 19 160:4 162:8 163:12 166:1</p> <p><b>planted</b> 156:17</p> <p><b>planting</b> 156:16, 21 157:12</p> <p><b>plates</b> 18:21</p> <p><b>platforms</b> 46:2</p> <p><b>Please</b> 11:4 15:1, 4 18:3 23:13 26:15 42:2 48:14 49:12 50:12 51:10 52:4, 17 53:5 54:10 55:5 56:19 58:6 63:4 69:1 70:7 73:3 130:13 144:20 145:15 154:8 159:21 161:13 162:5 163:6 165:3 166:7, 21 167:3, 11, 20 168:10, 16, 18, 19 169:2, 8, 12</p> <p><b>pleased</b> 12:11 49:7 77:13 192:5</p> <p><b>Pledge</b> 3:3 6:4, 10, 11</p> <p><b>plethora</b> 112:5</p> <p><b>plus</b> 98:16</p>	<p><b>point</b> 21:14 53:9 87:3 107:12 117:6 132:12 193:7</p> <p><b>points</b> 45:18 51:2 54:8 95:7 150:21</p> <p><b>poised</b> 68:20 141:2</p> <p><b>Police</b> 10:7 42:11 93:9</p> <p><b>Policies</b> 4:11 113:3, 4, 10, 13, 17</p> <p><b>policy</b> 10:12 92:18 113:5, 8, 10, 11, 12, 16 115:16, 21</p> <p><b>Pomfrey</b> 84:1</p> <p><b>poor</b> 13:8</p> <p><b>population</b> 59:13 101:11 104:6</p> <p><b>populations</b> 64:3</p> <p><b>portion</b> 54:19 55:19, 20 144:19</p> <p><b>pose</b> 66:1</p> <p><b>position</b> 86:7 141:9 177:9 183:19</p> <p><b>positions</b> 20:2, 13 41:4 55:15 56:9, 11 71:11 74:15 84:9 91:10 102:16 103:11 201:9</p> <p><b>positive</b> 20:6 22:7 92:10, 11</p> <p><b>positives</b> 112:17</p> <p><b>possible</b> 14:21 107:8 166:21</p> <p><b>post</b> 135:16</p> <p><b>post-assessment</b> 135:2</p> <p><b>posted</b> 10:9 38:8 141:15 160:13 165:8, 16</p>	<p><b>postings</b> 109:3 111:2</p> <p><b>postpone</b> 172:3</p> <p><b>POSTPONED</b> 5:4</p> <p><b>posts</b> 26:19</p> <p><b>potential</b> 7:15 12:8 44:2 72:6 102:17</p> <p><b>pour</b> 58:20</p> <p><b>Power</b> 32:21</p> <p><b>PowerPoint</b> 49:6, 10</p> <p><b>Powers</b> 156:12</p> <p><b>practical</b> 109:21</p> <p><b>practice</b> 77:19</p> <p><b>practices</b> 10:13 97:16 103:17 109:19 141:16 163:1</p> <p><b>pre</b> 135:2, 16</p> <p><b>Precious</b> 32:5</p> <p><b>predicted</b> 15:3</p> <p><b>prefer</b> 88:14 99:4</p> <p><b>preference</b> 54:14 76:19</p> <p><b>pre-K</b> 40:7 53:13 56:15 57:1 59:6 96:7 177:13, 16, 18</p> <p><b>prep</b> 67:10</p> <p><b>prepare</b> 142:7</p> <p><b>prepared</b> 23:10</p> <p><b>present</b> 23:15 28:15 36:13 49:10 115:12 156:11, 13, 20 157:10 159:14 160:16 174:8</p> <p><b>presentation</b> 67:11, 20 78:4, 10 79:1 89:10 95:10 110:21 170:18 174:8 182:1</p> <p><b>presented</b> 7:4 8:7 78:6 113:13 160:19</p>
--	--	--	---	--

162:17 174:7  
 175:13 181:12  
**presenting** 46:2  
**preserving**  
 14:14  
**President** 17:3  
 20:3 25:10  
 31:3 34:9 35:2  
**presidents**  
 19:21  
**pretty** 63:10  
**prevalent** 109:6  
**prevent** 15:2  
 22:4 185:8  
**prevents**  
 179:13, 20  
**Previously**  
 95:12 115:19  
 182:11  
**pride** 108:11  
**primarily** 151:8  
**primary** 108:20  
**principal** 41:5  
 81:5 111:13  
 156:12  
**principals**  
 55:10 58:14  
 68:13, 16 69:4,  
 7 71:11 72:3,  
 12 75:17 76:4,  
 5, 8, 13 77:12  
 80:20 84:12, 13  
 85:9 103:18  
 108:7 165:10  
**prior** 11:6  
 38:18 78:17  
 120:2 160:15  
**Priorities** 5:6  
 39:7 51:12  
 52:6, 21 90:11  
 173:18, 19  
 174:7, 12, 14  
 175:1, 4, 5, 13  
 181:1, 6, 12  
 182:2, 5, 6, 12,  
 17, 20 183:10  
 185:7, 17 188:3  
 190:5  
**prioritization**  
 31:9

**prioritized**  
 154:10  
**prioritizing**  
 48:16 152:17  
**priority** 16:9  
 36:6 142:9  
 152:10 175:18  
 176:10 182:7  
 183:4  
**private** 178:1, 7  
**privilege** 108:6  
**proactive** 22:7  
 90:19  
**proactively**  
 176:14  
**probably** 43:7  
 145:6 154:6  
 199:13  
**problem** 46:10  
**problems** 20:1  
 42:8  
**proceed** 35:18  
 42:2 120:12  
**proceedings**  
 204:3  
**process** 28:6, 7,  
 8 45:7, 14 50:4  
 60:9 65:4 68:7,  
 10, 14, 15 94:19  
 95:17 97:12  
 107:21 111:6  
 151:10 160:2, 4,  
 5, 7, 21 162:6, 7,  
 15 163:2, 10  
 164:21 165:5  
 166:4, 10, 11, 12  
 167:3, 13, 19  
 168:4 170:6, 19  
 180:16 193:19  
 201:2  
**processes** 97:20  
 141:13  
**produces** 204:6  
**professional**  
 13:1 26:4 48:1  
 57:19 58:2  
 91:20  
**Professionals**  
 15:14, 21 16:7

**proficiency**  
 53:20 164:3  
**proficient** 51:3,  
 9  
**program** 13:3,  
 4, 6 16:15  
 27:18 29:13  
 31:19 32:5, 6,  
 10, 15, 21 33:15  
 46:8, 13 80:8, 9,  
 10, 13, 20  
 126:16 131:3  
 135:1 139:21  
 140:11, 12  
 141:21 143:14  
 145:21 146:14  
 179:16 194:5, 7  
 196:2, 3, 10, 17,  
 20 197:2 199:3,  
 5, 7, 11  
**programs**  
 10:13 31:10, 16  
 33:19 53:14  
 85:16 98:8  
 142:6 143:8, 9,  
 17 145:7  
 161:19 166:16,  
 18 176:6  
 178:15 179:1,  
 16 197:1  
**program's** 33:4  
**progress** 23:8  
 135:5, 20 145:4  
**progresses**  
 107:1  
**prohibitive**  
 136:4  
**Project** 5:1  
 128:20 156:6,  
 13, 15 157:11,  
 14, 15 167:15,  
 17  
**projected** 41:11  
 64:6 101:12  
**projects** 161:17  
 162:3 176:13  
**promise** 51:1  
**promised** 46:16  
**promote** 21:13

**promotes** 10:19  
**promotion** 7:8  
**proper** 10:14  
 142:13  
**properly** 142:7  
**proposed** 35:7  
 38:7 49:20  
 74:6 169:18  
 198:9  
**proposing**  
 57:21 62:1  
 179:21 180:21  
**prorating**  
 141:12  
**prosperous** 25:9  
**protect** 48:5  
 87:21  
**protocol** 82:21  
**protocols** 10:9  
 200:12  
**proud** 57:9  
 130:19 164:18  
**prove** 36:10  
**proven** 43:8  
 143:6  
**provide** 12:12  
 14:19 23:19  
 36:15 38:17  
 42:18 43:12  
 58:2, 11, 15  
 59:15 72:15  
 73:16 77:16  
 90:13 100:18  
 102:7 131:1  
 136:1, 11 141:7  
 143:9 145:18  
 146:7 157:3  
 163:3 165:7  
 166:13 177:10  
 180:8, 19  
 192:14 196:4  
**provided** 47:1  
 48:10 64:12  
 72:11 73:12  
 74:9 79:1  
 100:5 108:1  
 160:12 162:2  
 165:9, 14 166:2  
 174:2 192:8  
 194:10

**providers** 13:5  
 144:8 178:1, 7  
**provides** 10:1  
 36:20 141:11  
 162:6 163:21  
 197:3 199:8  
**providing** 13:1  
 22:5 36:4  
 52:12 66:5  
 91:6, 21 95:2  
 101:15 110:20  
 145:11 164:16  
 165:15 176:15  
 177:11 197:1  
**proximity**  
 131:12  
**psychometrician**  
 s 52:18  
**PTA** 3:8 11:10  
 12:5 44:19  
 108:3 157:6  
**PTAs** 12:7  
 14:4  
**PTSAs** 12:7  
**PUBLIC** 1:8  
 3:6 9:21 10:3,  
 11, 12, 16 15:17  
 16:16 26:19  
 32:8 41:5  
 48:19 58:6  
 67:14, 17 78:21  
 79:5, 20 94:9  
 95:11, 19  
 108:21 110:13,  
 14 116:8  
 141:15 142:5  
 160:9, 17, 19  
 161:2 162:18  
 164:4, 19 166:3,  
 10 168:3, 6, 8  
 169:18, 21  
 170:10 176:13  
 177:13 178:7  
 182:9 183:2  
 185:18 188:4  
 196:3, 7 197:19  
 203:9  
**publication**  
 97:10

<p><b>publications</b> 97:11</p> <p><b>publicly</b> 69:6 160:9</p> <p><b>public-private</b> 177:12, 21</p> <p><b>public's</b> 41:9</p> <p><b>published</b> 38:10 95:12</p> <p><b>pull</b> 76:10 86:12 111:2</p> <p><b>pulled</b> 69:9 70:15 151:5</p> <p><b>pulling</b> 76:7 126:21</p> <p><b>Pumphrey</b> 2:3 8:1 9:1, 2 15:12 17:1 18:8 21:8 25:2, 6 47:18 49:7 78:8, 9 82:16, 19 83:21 113:5, 7, 19 114:7, 8 115:11 116:17 118:3, 4 120:6, 10 121:10, 11 123:9, 10 125:2, 3 127:20, 21 130:9 138:21 139:1 141:19, 20 144:21 145:18 146:12 147:1, 2 148:6, 16 155:7, 8 156:9 158:7, 8 159:6, 12 161:11 172:15, 16 175:15 185:13, 14 187:17 188:15, 16 190:17, 18 192:3 193:1, 14 194:3 195:6, 14 202:9, 10</p> <p><b>Purcell</b> 108:5</p> <p><b>purchase</b> 150:17</p> <p><b>purple</b> 167:8</p> <p><b>purpose</b> 130:21</p>	<p>161:20</p> <p><b>pursuant</b> 7:6</p> <p><b>purview</b> 10:13</p> <p><b>push</b> 18:6 21:3 24:4, 5, 9, 10 30:6, 13, 17 35:17 37:14, 18 41:20 42:1 86:12 184:9</p> <p><b>push-in</b> 70:19</p> <p><b>pushing</b> 56:7</p> <p><b>put</b> 20:13 39:10 77:7 84:19 87:15 88:6 94:20 97:4, 10 175:1 177:9, 21</p> <p><b>putting</b> 134:2, 8, 21 184:12</p> <p>&lt; Q &gt;</p> <p><b>Q1</b> 181:13</p> <p><b>QR</b> 165:15</p> <p><b>quality</b> 22:10 23:19 32:16 52:9 56:14 91:17 145:13 194:16</p> <p><b>question</b> 69:2 73:4 75:7 79:3, 19 95:9 96:3 98:20 99:4 100:2 106:7, 9, 11, 15 107:9 117:1 130:15 132:19 136:14 141:1 148:6 149:21 150:7, 8 171:18 182:2 185:18</p> <p><b>questionable</b> 22:11</p> <p><b>questions</b> 19:2, 8, 9, 12 20:15 38:8, 10 39:17 55:14 58:7 67:6, 11, 12, 13 77:16, 20 78:4, 6 115:20 130:2 134:14 138:4</p>	<p>142:6, 17 148:9 171:21 187:18 195:4, 17 199:15 201:15</p> <p><b>quick</b> 82:17 92:13 117:2</p> <p><b>quickly</b> 21:9 92:3 106:16 107:8</p> <p><b>quite</b> 45:5 177:19 196:18</p> <p><b>quo</b> 14:14</p> <p>&lt; R &gt;</p> <p><b>raise</b> 23:17 29:6 46:16 78:7</p> <p><b>raised</b> 11:17 138:7, 8 148:7</p> <p><b>raises</b> 11:19 24:12 39:17</p> <p><b>raising</b> 107:10</p> <p><b>Ramona</b> 4:7 37:20 41:19</p> <p><b>Randallstown</b> 3:15 21:11 23:14 31:21 108:9</p> <p><b>range</b> 61:7, 10 62:4, 18 72:18 100:9</p> <p><b>ranges</b> 95:19</p> <p><b>Raquel</b> 159:17</p> <p><b>rated</b> 169:4</p> <p><b>rates</b> 178:18</p> <p><b>ratifying</b> 16:12</p> <p><b>ratio</b> 40:1</p> <p><b>rationale</b> 161:14</p> <p><b>ratios</b> 60:15 69:13 85:12 95:13</p> <p><b>reach</b> 83:14, 16 99:4, 11, 12 178:6</p> <p><b>reached</b> 38:14 39:19</p> <p><b>reaching</b> 201:1</p> <p><b>read</b> 43:18 53:19 170:19</p> <p><b>reader</b> 113:4</p>	<p><b>readiness</b> 54:10 132:9 184:15</p> <p><b>reading</b> 86:14, 15 107:2 142:3, 7, 8, 15 143:6, 14, 18, 21 144:5, 9, 15 146:1 184:14 194:14 196:12</p> <p><b>ready</b> 13:16, 17 17:11 21:21 47:9 52:11 53:9 184:20</p> <p><b>real</b> 98:11</p> <p><b>realistic</b> 95:5</p> <p><b>reality</b> 12:8 143:12</p> <p><b>reallocation</b> 79:4</p> <p><b>really</b> 29:13 35:7 43:4, 10, 21 44:18 49:18, 21 50:6, 20 53:6, 13 54:5 56:20 57:5 58:12 63:5 68:10, 13 69:2, 5 70:4 71:11 72:2, 14 86:19 88:8 90:12 91:18 92:7 94:6 97:10, 16 107:13 111:5 117:6 133:17 136:15 137:1, 6 151:7 164:11, 18 171:3 174:17 175:21 176:2, 16 177:9 178:6 181:8</p> <p><b>reason</b> 73:9 151:1 171:9</p> <p><b>reasoning</b> 105:8, 9</p> <p><b>reasons</b> 7:7 56:20 84:18</p> <p><b>reassignments</b> 39:2</p> <p><b>reassurance</b></p>	<p>48:11</p> <p><b>recall</b> 51:2</p> <p><b>receive</b> 10:2 63:18 130:4 160:21</p> <p><b>received</b> 22:9 55:2 96:21 157:7 161:5 164:6 168:15, 17, 18</p> <p><b>receiving</b> 53:4 63:3</p> <p><b>recite</b> 6:4</p> <p><b>recognition</b> 6:7 8:4</p> <p><b>recognize</b> 15:15 43:3 170:4 187:5 196:3</p> <p><b>recognized</b> 16:4, 6</p> <p><b>recognizing</b> 15:20 33:8 79:16</p> <p><b>recommend</b> 120:11</p> <p><b>Recommendatio n</b> 5:3 113:9 116:5 127:12 129:20 140:4 148:4 149:19 159:9, 14 160:16, 21 161:3, 5, 7 162:16 168:16, 17 169:15, 19 170:11 173:20 203:10</p> <p><b>recommendation s</b> 113:16, 20 116:1 133:9 174:1 182:9 183:3, 9 184:3 188:5</p> <p><b>recommended</b> 10:8 77:4 116:10 119:9 169:5, 10</p> <p><b>recommends</b> 198:14</p>
--	---	--	---	---

<p><b>record</b> 69:21 85:12, 13, 17, 18 86:2, 13 87:5 <b>recorded</b> 160:12 <b>records</b> 47:14 65:14 <b>recourse</b> 83:4, 18 <b>recreation</b> 164:16 <b>recruit</b> 19:16 <b>recruiting</b> 142:8 <b>recruitment</b> 57:5, 15 <b>Recuse</b> 125:3 155:20 <b>red</b> 26:10 79:7, 19 112:5 <b>redefine</b> 85:13 <b>reduce</b> 41:4 65:6 73:19 161:18 176:9, 15 <b>reduced</b> 40:15 86:2 92:6 96:10 <b>reduces</b> 86:10, 11 <b>reducing</b> 74:3, 20 86:19 94:5 96:18 176:4 177:11 178:9 179:8 <b>reduction</b> 62:6, 16 72:14 74:18 93:17 <b>reductions</b> 40:21 61:20 62:5, 9 74:2 <b>reference</b> 69:16 <b>referenced</b> 120:8 <b>referred</b> 119:8 <b>referring</b> 184:17 <b>reflect</b> 109:2 <b>reflection</b> 163:10 <b>reflects</b> 110:8, 9 <b>refrain</b> 185:15</p>	<p><b>regard</b> 92:12 169:13 <b>regarding</b> 46:2 50:1 77:21 79:4 102:10 160:18 <b>regardless</b> 78:11 <b>region</b> 161:18, 21 <b>regional</b> 166:17 <b>regular</b> 13:12 22:13 60:3 83:14 91:4 93:5 99:3 103:21 135:18 <b>regularly</b> 154:5 161:1, 7 <b>regulations</b> 64:15 177:6 <b>reinvesting</b> 58:17 <b>reiterate</b> 140:7 <b>reiterated</b> 166:10 <b>relate</b> 10:16 <b>related</b> 55:20 144:7 <b>relates</b> 134:15 164:14 <b>Relations</b> 173:21 174:2 175:14 <b>relationships</b> 93:9 112:11 135:11 <b>release</b> 36:20 70:11 73:14, 16 74:9, 12, 16 75:19 89:1 <b>released</b> 74:12 <b>reliability</b> 151:15 <b>relief</b> 161:16 166:13 <b>relocate</b> 161:19 <b>rely</b> 201:9 <b>remain</b> 33:17 64:17 <b>remains</b> 108:12</p>	<p><b>remarks</b> 10:18 11:2 95:2 <b>remember</b> 14:9 15:7, 9 18:5 21:3 130:18 134:12 <b>reminder</b> 11:12 <b>reminders</b> 91:4 93:5 <b>removal</b> 7:9 <b>remove</b> 180:1 <b>renewed</b> 163:13 <b>repeat</b> 109:12 <b>replace</b> 133:16 153:9 <b>replacement</b> 21:17 <b>Report</b> 4:8, 9, 10 5:2, 4 14:12 15:2 39:12 49:3, 8, 15 70:15 75:19 85:21 98:6 107:17, 18 111:17 159:8 170:20 172:4 <b>reported</b> 40:18 <b>reporting</b> 75:17 76:3 79:5 80:1, 2 83:13, 19 97:21 200:8 <b>reports</b> 69:9 76:8, 10 105:2, 3 154:8 <b>reprehensible</b> 22:15 <b>represent</b> 17:4, 7 <b>representation</b> 201:8 <b>representative</b> 16:18 <b>representatives</b> 83:17 <b>represented</b> 193:11 <b>representing</b> 156:10 193:13 <b>represents</b> 111:9</p>	<p><b>reps</b> 19:6 20:14 <b>Republic</b> 43:17 <b>Request</b> 5:1 37:4, 14 68:16 128:20 156:6, 14, 15 157:14 <b>requested</b> 166:2 <b>requests</b> 36:21 <b>require</b> 104:14 109:17 <b>required</b> 36:11 40:17 63:13 <b>requirement</b> 47:2 81:1 141:12 145:9 180:2 <b>requirements</b> 64:16 111:15 145:3 <b>requires</b> 111:11 177:16 <b>requiring</b> 143:16 <b>research</b> 23:3 92:8 109:9 133:7, 8 134:17 135:21 178:13 200:18 <b>research-</b> <b>informed</b> 109:19 <b>resident</b> 28:4 <b>resignation</b> 7:9 <b>resignations</b> 8:4 <b>resilient</b> 21:21 43:9 <b>resistance</b> 14:15 15:3 <b>resource</b> 59:9 70:16 101:16 <b>resources</b> 52:12 55:16 56:2, 7 57:19 61:9, 17 63:9 68:11 69:9 79:4 80:5 91:6, 7 179:4 180:12 <b>respect</b> 169:17 <b>respectful</b> 194:1</p>	<p><b>respectively</b> 60:9, 11 74:8 101:9 <b>respond</b> 90:17 91:2 92:3 134:14 141:3 <b>responding</b> 56:17 93:10 110:19 <b>response</b> 64:21 81:18 <b>responses</b> 171:13 <b>responsibility</b> 102:21 110:10 <b>responsible</b> 109:21 111:9 <b>rest</b> 52:16 <b>restaurant</b> 80:13 <b>rested</b> 13:21 <b>Restitution</b> 113:11 <b>restricted</b> 179:11 <b>result</b> 72:7, 8 89:4 142:19 163:10 168:3 <b>resulting</b> 161:16 <b>results</b> 19:18 64:18 110:8 116:4 150:13 168:8 169:2 170:20 176:7 <b>retain</b> 19:16 20:16 197:8 <b>retaining</b> 43:4 196:18 <b>retaliated</b> 37:13 <b>retaliation</b> 83:6 <b>retention</b> 16:11 57:6, 16 196:17 197:1, 11 <b>Retirements</b> 8:3 <b>return</b> 22:12, 13 140:9, 18 166:14, 16 <b>returned</b> 23:2 62:13</p>
---	---	---	---	---

<p><b>returns</b> 178:16  <b>revenue</b> 196:11  <b>reverse</b> 50:17  <b>reversing</b> 76:16  <b>review</b> 45:7  113:5, 8, 16  165:4 166:3  195:16  <b>reviewed</b> 165:8  <b>reviewing</b>  162:12  <b>reviews</b> 154:5  <b>revise</b> 161:6  180:1, 2  <b>revised</b> 110:9  <b>revolving</b> 22:12  <b>rewarded</b> 41:15  <b>Rho</b> 34:9, 15  <b>rhythm</b> 187:6  <b>rhythms</b>  186:18 187:3, 4  <b>riddled</b> 109:1  <b>right</b> 24:14  49:11 61:18  68:2, 6 77:8  81:19 87:11  89:6 95:4  98:18 103:20  106:20 107:7  122:13 130:12  134:6 135:9  138:11 153:13  154:20 167:15  169:7, 11 176:5,  18 179:11, 18  191:20 201:13  <b>rightful</b> 51:15  <b>right-size</b>  107:13  <b>rigor</b> 40:16  <b>rigorous</b> 21:18  <b>risk</b> 12:15  <b>risks</b> 14:15  <b>rituals</b> 26:21  <b>River</b> 112:6  <b>Road</b> 108:7  151:16  <b>robust</b> 91:20  109:8  <b>Rodney</b> 2:8</p>	<p><b>Rogers</b> 4:8  6:20 7:1 8:1  15:12 17:1  18:2, 8 19:1, 5,  9 20:11 21:8  25:2, 6 27:16,  21 28:16 31:2,  12 44:13 47:19  48:3 49:4, 5, 9,  11 67:18, 21  68:2, 6 78:3  79:15 82:18  83:11 84:3, 21  85:20 87:7, 9  88:7 89:7 90:7,  9 92:14 93:2, 4,  14 95:9 96:3  100:21 104:1, 9,  10 106:2, 8, 13  107:10 130:9  140:21 141:1,  18 142:21  143:1 145:17  154:1, 2, 14  156:9 159:12  161:12 193:1  <b>role</b> 71:2  111:14  <b>roles</b> 72:13, 20  <b>roll</b> 6:17 8:15  113:21 116:19  117:17 121:2  123:2 124:16  127:13 138:12  146:13 148:9  154:21 157:21  172:8 188:8  190:10  <b>rolling</b> 186:6, 9  <b>room</b> 10:9  13:8 80:20  <b>root</b> 175:20  176:2  <b>rough</b> 41:8  <b>routers</b> 150:21  151:14  <b>rule</b> 65:5  81:11 88:17  115:17  <b>rumors</b> 98:5</p>	<p><b>Run</b> 112:5, 6  170:19  <b>running</b> 65:21  151:6  &lt; S &gt;  <b>sad</b> 12:17  <b>Safety</b> 10:8  38:16 52:1  57:3 89:12  90:11, 14 92:16  105:16 112:10  196:4  <b>sake</b> 202:10  <b>salary</b> 38:21  41:3 57:8  <b>Salomon</b> 1:21  <b>sample</b> 193:18  <b>Sandy</b> 33:2  <b>Santos</b> 115:9  <b>Saroff</b> 4:4  35:17, 19, 21  37:16  <b>satellite</b> 166:18  167:8  <b>Saturday</b> 25:7  26:14  <b>Savoy</b> 2:9 8:11,  13 9:7, 8  114:13, 14  118:9, 10 121:1,  16, 17 123:15,  16 124:14  125:8, 9 128:5,  6 139:6, 7  147:7, 8 148:17  149:1, 2 155:13,  14 158:13, 14  172:21 173:1  188:21 189:1  190:1 191:2, 3  202:18, 19  <b>saw</b> 62:10  81:20 82:1, 2, 3,  5, 6 88:8 109:7  171:5  <b>Saxe</b> 204:2  <b>saying</b> 36:6  40:4 102:12  151:21</p>	<p><b>says</b> 36:10  37:12 44:18  80:11 109:9  150:1  <b>schedule</b> 13:11  37:8 63:6, 8, 16  64:14, 19, 20  65:3, 6, 8 66:1,  18 67:6, 8 68:7,  10 71:15 72:9,  15 73:13, 18, 20  74:4, 13, 19  75:6, 21 81:2, 9,  14 82:14 85:2  86:16 88:11  96:18 102:18  103:5 104:11  153:14 185:21  186:6, 9  <b>scheduled</b>  70:18 81:6  115:15 116:10  161:1, 7 162:18,  19 165:10  169:21 170:10  198:17  <b>scheduler</b> 81:4  <b>schedulers</b>  76:13 103:19  <b>schedules</b> 50:1  71:12 83:12  179:8, 13, 19  180:3, 6, 10, 16  186:3, 6 187:10  <b>scheduling</b>  68:15 84:7  85:19 95:17  109:16 179:14  <b>Scholarship</b>  33:15 198:4, 11  <b>scholarships</b>  21:12 33:10, 12  <b>School</b> 3:7  4:13 5:2, 7  10:8, 14 11:8  13:5, 6, 9, 12, 13,  18 15:2, 4 17:8,  9 20:6, 18  21:15 22:1, 6  31:19, 20 32:4,</p>	<p>7, 13, 19 33:13  34:19 35:2  36:5, 18, 20, 21  37:2 38:15  39:2 40:10, 16  43:6, 19 44:1, 2  45:1, 2 46:9, 21  50:21 51:11, 15  52:6, 15, 21  53:7, 17 54:8,  18 55:2 58:19  59:3, 5, 14  60:14, 19 61:3,  4, 7, 18, 20 62:9,  16, 21 63:15  64:16 66:3, 9,  11, 15 68:20  70:2, 9 71:18  73:2 74:16  75:21 81:2, 6  84:7, 8 85:15  86:4, 5 87:6, 10,  19 88:2 90:13  92:1, 11 93:6  94:9, 12 95:13  96:10, 11 97:15  99:7, 15 101:2,  3, 7, 10, 17  103:17 104:18  105:7 107:20  108:8, 9 110:1  111:5 112:2, 8,  14 115:7, 13, 15,  17, 18 116:2, 7,  11, 13, 14 117:4,  12, 15 130:6  131:2, 5, 8, 11,  12 132:3, 10  134:16 136:2, 3  140:18 141:7,  10 144:5  152:11 156:14,  19 157:2, 4, 6, 8  159:8, 15  161:16 162:1, 7  164:7, 12 165:1,  6, 11, 19 167:1  169:12, 20  170:2, 12, 13  174:13, 20</p>
---	--	--	--	---

175:3, 11, 21  
 176:5, 13, 15, 19  
 177:2, 3, 8, 10,  
 13 178:8, 10, 11,  
 12 179:3, 7, 15,  
 17, 19 180:3, 6,  
 10, 13, 14, 16  
 182:13, 15  
 184:21 185:19,  
 21 186:1, 3, 4, 9,  
 20 187:10, 13  
 191:17 192:6  
 194:6, 8, 10, 12  
 196:5, 7, 8  
 199:10 203:2, 3,  
 10, 11  
**school-based**  
 70:16  
**Schools** 15:17  
 16:16 20:4, 7,  
 13 22:5, 13, 17,  
 19 23:4 32:1, 8  
 33:3, 6 36:3  
 38:14 40:4  
 45:2 49:21  
 51:9, 10 55:13  
 56:6, 7 57:2  
 58:3, 6, 10, 16,  
 17 59:8, 20  
 60:5, 6, 16 61:8,  
 9, 11, 13, 16  
 62:3, 4, 13, 17  
 63:1, 2, 7, 11  
 64:1, 2, 3, 7, 9  
 66:12 68:8, 11,  
 13, 21 69:6  
 70:10 71:1, 3, 6,  
 10 73:11 74:7  
 75:4 76:6 77:8  
 81:21 86:19  
 90:16 91:1, 11  
 96:5 98:3, 6  
 101:14 104:12  
 105:2 107:7, 11  
 108:21 110:14  
 112:5, 13, 17, 18,  
 20 117:7 130:3,  
 6 131:20 132:1,  
 2, 3, 14 143:13  
 150:6, 20 151:3,

5, 9, 11, 17, 19  
 152:1, 10, 12, 16,  
 17, 20 153:5, 7,  
 10, 14 157:15  
 159:17 162:5  
 164:8, 20 165:1  
 166:14, 15, 17,  
 19 167:2, 10, 12,  
 15, 16, 17 169:3,  
 6, 15 177:7  
 178:2 179:5, 12  
 180:4, 6, 11, 13  
 196:1, 3 197:19  
**school's** 104:5,  
 6 157:11  
**science** 105:15  
 142:3, 8, 15  
 143:6, 14, 17, 21  
 144:5, 9, 15  
 146:1  
**scientific** 14:16  
 15:3  
**scope** 94:8  
**scores** 23:10  
 41:14  
**Scott's** 33:2  
 167:17  
**SD** 119:14  
**SD-2023-2024**  
 122:17  
**SD-2023-2024-5**  
 119:7  
**SD2023-24-05**  
 120:18  
**Seabolt** 192:9  
**season** 52:12  
 66:16  
**seats** 161:17  
 178:7  
**second** 8:10, 11,  
 12, 13 32:17  
 35:5 46:19  
 49:10 61:15  
 85:10 113:4, 19  
 116:3, 5, 16, 17  
 119:19, 20  
 120:20, 21  
 121:1 122:20,  
 21 124:13, 14  
 127:8, 11

129:19 140:3  
 148:3 149:18  
 150:8 157:17,  
 18 159:21  
 172:5, 6 181:15,  
 16 185:18  
 188:6 190:7, 8  
 195:20 196:11  
**secondary** 40:2  
 63:15 70:7  
 71:2, 15 77:8  
 85:19 90:16  
 104:12 107:5  
 126:17 140:1  
 146:15  
**Secondly** 46:6  
 79:6  
**secret** 12:10  
 136:21  
**Secretary** 12:5  
**section** 65:21  
 185:21  
**sections** 65:5, 7  
 71:5 72:10  
 73:17, 19 74:3,  
 13, 14, 17, 18, 19  
 75:6 76:1  
 81:14, 21 82:12  
 84:10 86:16  
 87:1 88:10  
 94:2 102:5, 17  
 103:3, 4  
**secure** 17:11  
 57:12  
**Security** 10:7, 9  
 48:11  
**see** 11:17  
 12:12 17:7  
 20:21 47:8  
 51:1, 5, 7 53:7  
 60:15 67:3, 6  
 76:12 80:18  
 81:10 87:4  
 89:14 90:7, 9  
 92:10 95:15  
 98:2 101:6, 16  
 105:1, 2 135:5  
 140:20 163:13  
 165:13 167:7  
 169:2 175:4

176:8 177:20  
 182:12 184:1  
**seeing** 16:14  
 24:11 37:15  
 41:10 78:17, 18  
 81:12 82:5, 8,  
 20 90:21 99:13  
 138:1  
**seek** 40:12  
**seen** 38:8  
 45:10 50:18  
**select** 131:8  
**selected** 10:3  
**self-awareness**  
 32:16  
**Senate** 194:2  
 196:13 197:13,  
 15, 21 198:16,  
 18 200:20  
**Senator** 196:16  
 197:16  
**send** 79:20  
 181:2 184:17  
**sending** 19:13  
**sends** 200:4  
**seniors** 32:7  
 46:20  
**sense** 48:10  
 97:18  
**sensitive** 136:8  
**sent** 28:10  
 165:18  
**separate** 120:2,  
 12  
**separated**  
 126:14 129:5  
**separating**  
 127:2  
**September**  
 50:3 63:17  
 64:4 69:5  
 162:10, 11  
**series** 31:12  
**serious** 39:17  
 98:15  
**seriously** 12:18  
 163:18  
**serve** 33:5  
 72:4 194:7  
**served** 6:7

**service** 8:4  
 33:19 36:16  
 46:17, 18, 20  
 144:8  
**serviced** 163:21  
**services** 22:7  
 53:5 63:3  
 126:15 129:16  
 150:5, 18 151:4,  
 7, 13  
**serving** 25:13  
**Session** 4:14  
 7:6, 16, 17  
 119:3, 11, 13  
 120:17 122:14,  
 16 124:9  
 134:20 153:7  
 160:17, 19  
 174:5 193:6  
**sessions** 28:3  
 164:5, 20 168:7  
 181:7  
**set** 95:15  
**Setting** 5:8  
 201:19  
**Sexton** 3:13  
 18:5, 7 20:20  
 77:13  
**shade** 156:18  
**shaping** 110:18  
**share** 45:17  
 49:8 50:8  
 54:12 60:7, 20  
 69:13 70:9  
 81:3 93:5  
 99:10 115:12  
 144:20 154:3  
 192:16 193:18  
**shared** 19:10  
 50:3, 19 55:18  
 60:18, 19 62:17  
 65:18, 19 69:6,  
 7 70:8 72:12  
 75:14 77:13  
 96:12, 15 99:17  
 101:10 102:8  
 141:15 160:1  
 163:7, 8 165:21  
 166:9 168:6, 8  
 183:17



<p><b>sharing</b> 34:12 51:11 79:16 91:3 105:3 163:1 <b>Sharon</b> 4:4 35:16 <b>SHAY</b> 130:8, 13 132:16 135:7 139:19 143:2 144:19 145:17 <b>Shelley</b> 197:16 <b>shepherd</b> 198:21 <b>shift</b> 110:11 136:15 144:4 <b>shifted</b> 56:2 <b>shifting</b> 55:16 134:18 <b>shifts</b> 66:17 93:21 146:3 <b>short</b> 25:12 <b>shortage</b> 14:11 <b>shortfall</b> 60:10, 13 68:13 111:7 <b>shortly</b> 55:21 <b>show</b> 25:21 102:15 182:18 199:17 <b>showcase</b> 25:19 32:11 <b>showcased</b> 108:9 112:20 <b>showed</b> 39:12 103:9 <b>Showell</b> 3:19 30:16, 17, 19, 21 31:2 <b>showing</b> 167:1 <b>shown</b> 167:8, 14 168:15 <b>shows</b> 23:3 70:1 169:3, 11 178:13 <b>Shuli</b> 3:16 24:7 25:10 <b>side</b> 82:3 136:15 196:15 197:14, 16</p>	<p>198:18 <b>Siebel</b> 175:17 <b>Sigma</b> 34:9, 15 <b>sign</b> 119:16 122:18 124:11 133:2 170:13 199:19 201:3 <b>signed</b> 36:20 46:2 <b>significant</b> 50:9 88:4 134:18 176:9 <b>sign-up</b> 203:12 <b>silence</b> 6:6 <b>similar</b> 26:13 <b>simple</b> 50:13 73:12 <b>simply</b> 18:20 58:11 62:14 73:7 103:15 <b>sincere</b> 45:6 <b>sincerely</b> 44:1 <b>single</b> 83:15 98:17 145:14 <b>singletons</b> 65:21 <b>sitting</b> 41:2 <b>situation</b> 83:19 92:4 <b>situations</b> 79:14 <b>Six</b> 23:18 82:1 167:2, 12 <b>six-month</b> 32:6 <b>size</b> 19:3 65:8 66:2, 13 73:5 78:1, 19 84:16, 17 88:13 89:14 93:16, 19 94:5, 7, 15 95:5 100:8 102:19 104:8 106:20 109:10, 14 <b>sizes</b> 35:4 40:3 50:2 55:20 63:9 65:7, 11, 13 78:17 79:17, 21 85:21 86:11 87:20 95:4, 6, 11 96:2 98:7 104:7 105:7, 8 106:18 109:7, 8,</p>	<p>9, 13 110:2 176:4, 9, 16 177:11 178:9 179:8 <b>sleep</b> 13:14, 16 14:16 <b>sleepy</b> 43:3 <b>slide</b> 49:12 50:12, 20, 21 51:10 52:4, 17 53:5, 6 54:10 55:1, 4 56:8, 19 58:6 60:6 63:4, 5 68:4, 21 69:2, 12 70:1, 7 73:3, 13 75:7 79:3 88:8 159:20, 21 161:13, 14 162:5, 6 163:6, 13 165:2, 13 166:7, 21 167:10, 19 168:10, 16, 18, 19 169:2, 8, 12 174:10, 15, 20 175:11 199:16, 17 200:9, 10 <b>slides</b> 85:11 102:15 <b>slight</b> 40:1 66:17 <b>slightly</b> 120:13 <b>small</b> 65:9 82:13 165:13 168:11 <b>smaller</b> 35:4 71:16, 19 72:10 80:6, 16 81:8 84:18 93:18 104:14 105:7 <b>smallest</b> 55:3 <b>snacks</b> 33:1 <b>social</b> 18:11, 15, 17 108:18 109:1, 3 111:1 <b>social-emotional</b> 21:16 <b>society</b> 19:19 <b>solicit</b> 161:3 <b>solicited</b> 116:8</p>	<p><b>solution</b> 42:7 43:13 <b>solve</b> 43:18 44:3 <b>somewhat</b> 157:5 165:13 <b>son</b> 46:9 <b>soon</b> 77:7 98:2 <b>sooner</b> 154:6 <b>Sorority</b> 3:19 31:3 34:10, 16 <b>sorry</b> 29:16 68:2, 14 82:17 126:7, 8 127:10 129:4, 6 181:20 184:6 189:18 <b>sort</b> 98:3 <b>sounds</b> 82:20 104:1, 5 <b>source</b> 99:20, 21 <b>sources</b> 108:20 131:9 <b>Southeast</b> 173:16 <b>Southwest</b> 112:6 <b>space</b> 40:14 80:7 105:16 157:6 178:3 <b>spaces</b> 105:13 <b>speak</b> 11:9, 14 18:9 27:19 30:2 31:7 34:1 35:11 44:14 47:20 102:1 150:8 200:1 <b>speaker</b> 11:9 15:6, 8 21:2 23:20 34:3 35:16 41:21 170:13 185:18 203:12 <b>speakers</b> 87:20 <b>speaking</b> 38:5 72:2 194:19 <b>speaks</b> 22:6 53:6, 13 69:15 <b>Special</b> 5:1 23:15 36:6, 17 53:3, 4 56:16</p>	<p>59:7, 21 61:21 62:19, 20 63:3 101:5, 6 103:13 126:17 128:20 140:1 141:9 146:15 156:6, 13, 15 157:11, 14 176:6 178:4 <b>specialist</b> 59:6 86:14 <b>specialists</b> 58:3 <b>specializes</b> 59:21 <b>specials</b> 63:14 <b>specific</b> 7:12 10:15 25:14 51:12 52:5 57:2 71:10 78:16 79:7 86:6 98:8 101:2, 9, 20 102:16 134:15 141:6, 11 152:2 175:3, 7 <b>Specifically</b> 52:8 59:5 62:2 63:7 73:5 77:21 91:10 96:4 112:14 142:15 161:20 <b>speed</b> 151:15 <b>spend</b> 39:15 49:15, 18 55:13 <b>spending</b> 38:20 <b>spent</b> 42:20 <b>spirit</b> 26:16 <b>spoke</b> 19:5 72:18 87:20 <b>spoken</b> 196:17 <b>sponsor</b> 31:10 32:13 196:14 <b>sports</b> 14:1 <b>spot</b> 57:7 <b>spots</b> 41:5 <b>spread</b> 78:12 112:12 <b>spring</b> 162:8 <b>Springs</b> 33:2 <b>squares</b> 103:9</p>
--	--	---	--	--

<p><b>SROs</b> 93:8  <b>stability</b> 48:9  <b>staff</b> 7:14 13:1  15:17 16:11  21:15 37:5  38:13 40:16  41:1, 4, 14 52:3  54:3 57:5, 11,  12, 17, 19, 21  60:1 61:10  62:6, 8 64:9  65:16, 19 69:6  71:2 73:20  75:1, 12, 15  76:7 80:19  92:18 96:17  98:17 104:20  110:21 111:5  140:13, 14  144:17 176:5  <b>staffed</b> 20:4  <b>staffing</b> 18:12  19:10 20:7  49:20, 21 58:9,  12, 15 61:3, 7  62:1, 15, 20  63:17, 18 64:1,  5, 10, 12 65:12  68:16 69:13, 14  71:8, 21 72:11  77:8, 21 84:14  88:19 95:13, 21  96:6 98:7  100:7 101:13,  15, 18, 19 102:2,  10 105:1  109:16  <b>stage</b> 112:1  163:12  <b>stakeholders</b>  28:4 50:6, 15  51:14 72:4, 5  95:3, 21 97:17  100:6, 20  115:20 164:7,  14, 17  <b>standard</b> 104:16  <b>standardized</b>  72:16</p>	<p><b>standards</b>  106:12  <b>standards-based</b>  21:18  <b>standing</b> 83:14  <b>standpoint</b>  89:13  <b>stands</b> 7:4  <b>star</b> 11:13, 18,  19 15:7, 10  18:6 21:3 24:1,  4, 5, 9, 10, 16  30:6, 13, 17  35:17 37:18  41:20 42:1  <b>start</b> 13:9, 12,  13 15:4 58:4  64:10 81:12  82:8 87:9  102:3 107:7  111:21 130:10  151:10 178:6  180:17 181:19  185:19 186:1,  11 187:15  194:11 201:20  <b>started</b> 22:3  50:4 51:11  60:7 82:5  140:8 143:3  <b>starting</b> 57:8  98:3 131:4, 8,  10 132:5, 12  151:9  <b>starts</b> 17:8  <b>startup</b> 131:1  <b>start-up</b> 199:7  <b>state</b> 14:15  36:19 37:12  39:6, 8 46:18  51:4, 16 52:16  55:2 57:8  63:19 64:15, 16  71:7 80:11  81:6 94:10  111:15 130:18,  19 136:6, 8  143:15 144:12  145:3, 9 169:4  174:14 175:10</p>	<p>176:17 177:6,  10 179:20  180:1 182:5, 6  183:10, 12  184:9 193:12  196:6, 12 199:9,  18 200:19  201:11  <b>stated</b> 14:14  20:11 71:7  72:1 76:18  77:6  <b>statement</b>  104:8 186:15  <b>states</b> 23:2  28:14 39:21  186:5  <b>statewide</b>  197:18  <b>status</b> 14:14  <b>stay</b> 46:4 57:7  112:3  <b>stays</b> 51:8  <b>Stemmers</b> 112:5  <b>step</b> 64:11  72:2 77:9 97:7  <b>step-by-step</b>  43:12 77:12  <b>steps</b> 66:3  72:6 77:17  99:6 169:17  <b>stick</b> 79:9  <b>sticking</b> 111:5  <b>stipends</b> 197:2,  3  <b>Stoluski</b> 181:14  <b>Stolusky</b> 2:10  8:8 9:5, 6  87:13, 14 89:6  114:11, 12  116:21 117:2,  16 118:7, 8  119:17 120:19  121:14, 15  123:13, 14  124:12 125:6, 7  128:3, 4 139:4,  5 147:5, 6  148:20, 21  155:11, 12</p>	<p>158:11, 12  172:19, 20  181:14 188:19,  20 190:21  191:1 202:14,  15  <b>Stonely</b> 33:3  <b>stop</b> 23:1  <b>stopped</b> 12:17  <b>stops</b> 18:20  142:17  <b>stories</b> 20:1  <b>story</b> 39:17  <b>straight</b> 137:4  <b>straightforward</b>  63:8 101:4  <b>Strategic</b>  159:18, 19  160:3 166:1  <b>strategy</b> 22:4  140:12 141:21  <b>streamed</b>  160:11  <b>strengthen</b>  132:9  <b>strong</b> 14:15  75:2 93:9  178:15  <b>strongly</b> 75:10  76:21 98:13  <b>structure</b> 76:3  136:18  <b>structured</b>  177:6  <b>structures</b> 177:5  <b>struggled</b> 20:6  <b>Student</b> 2:12  4:10 10:15  13:2 16:11, 14  20:5 23:3, 14  31:9 32:5 38:6,  16 39:9 40:1,  18 51:8 55:8  56:11 57:2  64:15, 17, 18, 21  89:12, 20 92:16,  17 93:20 94:4  101:20 102:4  109:12 111:19  112:1 134:18</p>	<p>135:3, 4, 8  136:4 174:18  176:6 186:20,  21 198:3, 7, 10  <b>student-faculty</b>  112:11  <b>Students</b> 4:3  12:11 13:4, 9  14:3, 19 15:17,  20 16:2, 4 17:7  18:14 19:20  20:10, 17 21:16  22:5, 8, 12, 14  23:1, 9, 19 26:2  29:15 31:16  32:13 33:2, 6,  11, 13, 20 35:9,  10, 16 36:16  39:3 40:8, 10,  12, 15 42:20  46:4, 11, 21  47:1 48:9, 12,  16 50:10, 16  51:1, 3, 7, 9, 20  52:10, 13 53:4,  7, 8, 12, 18 54:6,  9, 17 56:6, 14,  15, 16, 17, 19  57:14 58:5, 20  59:1, 11, 16  60:2 61:8, 9, 14,  17 62:12 63:3  64:13 65:14, 17  69:20 70:3  71:13 72:16, 21  75:4, 12 76:14,  15 77:5, 10  79:11 80:11, 12,  21 81:15 82:1  85:3, 7 86:17  87:1 88:13, 14,  16 89:16, 21  90:3, 4, 5, 6  91:7, 18 92:3, 7,  8, 9, 19 93:18  98:16 99:14  102:3 103:7, 12,  13, 20 104:18  106:20 107:14  108:10 109:5,</p>
--	--	---	---	--

<p>10, 13 110:3          112:9, 16, 19, 21          130:3, 5, 6          131:20 132:4, 9          133:5, 13, 17, 18,          21 134:4 135:6,          12, 18, 20          136:11 143:7          144:6 157:3          162:3 163:20          166:15 167:9          168:14 169:9,          11 176:8, 20          177:1, 3, 14          178:8, 14, 16          179:10, 16          180:7, 18          184:12 186:12,          13, 14, 15, 17          187:2, 6 194:9,          10 196:4 197:9          199:10  <b>student's</b> 66:9  <b>studies</b> 61:16          161:15 163:13          165:6  <b>study</b> 39:14          44:1 159:15          160:1, 3, 10, 11,          13, 15 161:21          162:21 163:9,          15, 17 164:21          165:12, 21          167:7 169:3, 6          170:2 171:14          172:1  <b>styles</b> 43:5  <b>subject</b> 143:14  <b>submit</b> 10:4  <b>submitted</b>          156:15  <b>subs</b> 43:13  <b>subscribed</b>          204:7  <b>subsequent</b>          131:18  <b>subsequently</b>          31:20  <b>substantial</b>          109:15</p>	<p><b>succeeding</b>          19:20  <b>success</b> 14:20          31:9 32:5          53:10 56:19          92:9, 11 194:21  <b>successful</b>          52:13 54:4          143:7  <b>Sudbrook</b>          169:20 170:13          203:11  <b>suggest</b> 201:1  <b>suggested</b> 46:20  <b>suicide</b> 12:19  <b>suit</b> 46:1  <b>summaries</b> 61:7  <b>summary</b> 7:16          141:5 168:20  <b>summer</b> 76:8          92:1 153:6, 11          162:14  <b>Summit</b> 162:1          167:16  <b>super</b> 83:7  <b>superimpose</b>          102:6  <b>Superintendent</b>          8:1 15:12 17:1          18:2 21:8          22:15 25:2, 6          27:15, 20 31:1          34:7, 13 36:1          44:13 45:14, 15          47:19 54:13          66:20 67:9          110:19 111:8          156:9 159:12          160:2 161:12          192:3 193:1  <b>Superintendents</b>          115:16    <b>Superintendent's</b>          4:8 49:3, 8, 15  <b>supply</b> 33:1  <b>support</b> 12:13          15:14, 16 23:14,          18 29:13 34:15          35:6 46:12</p>	<p>47:5 48:15          59:20 70:19          91:8, 9 106:21          108:1 117:3, 11,          14 126:15          129:16 140:14          145:19 146:7          150:5 174:16          175:6 176:13,          14 177:11, 12          178:21 179:5          182:16, 18          183:14 185:16          192:8 194:21          195:2, 12 197:8          201:7  <b>supported</b> 13:2          14:4 175:16          182:8 194:13          199:12  <b>supporting</b>          16:15 89:17          90:1 176:11          182:11 183:2  <b>supports</b> 14:3,          19 177:20          181:5 195:1          196:9 197:7, 10,          11, 12  <b>supposed</b> 38:11          83:5  <b>sure</b> 13:10          17:10 29:9          52:6 53:8          56:13 57:16          59:13 61:4, 18          63:12, 21 66:7          71:9 75:9 77:3          84:13 85:8          90:20 91:1, 16          93:10 97:2, 13          98:12 100:4          106:19 112:3          120:1 132:16          143:1 157:1          163:20 164:5          192:13  <b>surprises</b> 97:7  <b>surrounding</b>          45:2</p>	<p><b>survey</b> 12:16,          20 116:1, 3, 5          160:18 164:17          168:8 170:20          171:1  <b>surveys</b> 115:18          171:13  <b>swiftly</b> 91:2          93:10  <b>swings</b> 61:4  <b>switches</b> 150:20          151:14  <b>syllabus</b> 46:7  <b>symbolizing</b>          26:10  <b>system</b> 10:14          19:17 20:16, 18          22:1 34:20          42:10 43:6, 19          44:1, 3 51:15          52:6, 15, 21          53:7 54:18          66:15 70:9          87:4 94:9, 12          99:7 103:17          107:20 110:1          131:8 132:1          141:8 144:5          146:5 174:13,          20 175:3, 11, 21          194:18  <b>System-</b>  <b>Affiliated</b> 3:7  <b>system-level</b>          132:6  <b>systems</b> 11:8          20:1 55:2          97:15 131:2          146:10 176:15          177:3, 10          180:13 187:13  <b>system-wide</b>          151:19 152:1    <b>&lt; T &gt;</b>  <b>TABCO</b> 3:13          19:6 20:3, 14          83:14, 15 99:2</p>	<p><b>table</b> 39:20          41:2 94:16          167:14 169:11  <b>tailor</b> 43:4  <b>take</b> 18:21          40:19 46:21          48:2 50:19          52:19 53:16          56:7 60:17, 18          62:4 66:3          73:13 74:5          75:20 77:18          81:13, 19 89:2          93:21 94:17          97:10 99:6          102:12 103:15          107:13 141:9          143:10 162:2          163:18 170:4          171:19 180:16          185:8 187:1          192:6 198:12  <b>Taken</b> 4:14          64:2 119:2, 13          120:17 122:13,          16 124:9          163:15  <b>takes</b> 99:18          102:4 176:19  <b>talents</b> 108:10  <b>talk</b> 36:15, 21          37:1 63:6, 8          65:12, 13 85:20          185:19  <b>talked</b> 89:12          132:20 133:10          140:13  <b>talking</b> 28:1          35:1 65:13          66:8 69:5 71:1,          17 83:11 85:11          93:16 95:5          103:9, 10, 11          107:4 185:10  <b>Talkspace</b> 13:5  <b>tangible</b> 151:12  <b>tangibles</b> 150:9  <b>tapestry</b> 25:16  <b>target</b> 95:11  <b>targeted</b> 101:3</p>
--	--	--	--	--

<p><b>task</b> 27:10 76:3 182:10 183:3 184:3 188:4 <b>taught</b> 46:11 185:6, 7 <b>Taylor</b> 159:19 166:6, 8 <b>Taylor-Jackson</b> 4:1 34:3, 4, 6, 8 <b>teach</b> 22:1 34:17 42:15 70:3 74:17 86:21 89:16, 18 90:3 94:1 103:12, 13 111:11 142:2, 3, 7 <b>teacher</b> 13:18 40:1, 20 46:10 60:14 63:9 65:2 69:17 82:15 83:2 85:13 86:20 109:11 146:9 186:7 196:16, 21 197:10 199:2, 6 <b>teachers</b> 21:13, 17, 20 29:1, 3 34:15, 16, 17 35:10 40:4, 5, 11 42:12, 16 43:11, 12, 13 52:3, 10 55:11 58:1 59:7, 10, 14 61:19 63:13 65:14 69:20, 21 70:12, 16 72:4 77:12 78:15, 20 82:19 83:3, 10 84:11 85:12, 14, 15, 16, 17, 18 86:1, 13 88:1, 19 89:15 90:1, 17 91:19 92:18 94:1 98:17 101:5 102:17 103:12, 13 111:11 133:5</p>	<p>140:14 142:7, 9, 14 143:10 144:7 145:12, 13 146:2 184:11 186:6, 8 196:19 197:8, 9 <b>teacher's</b> 87:5 <b>teaches</b> 69:3 70:3 74:14 86:14 143:21 <b>teaching</b> 40:11 65:5, 7 69:10, 11 70:13 71:4 72:13, 17, 20 73:21 74:1 75:1 86:5, 7 88:21 91:17 102:21 103:3, 4 107:21 109:4, 20 144:5 <b>team</b> 36:12 37:5 49:16 50:7, 11, 18 51:12 52:3 54:3 55:8 56:21 57:11 58:13 61:2 70:21 75:10 76:15 77:1 79:18 93:7 97:4 99:9 104:18 132:3 156:10 157:8 162:13 163:19 170:9 192:16 193:4 <b>technical</b> 12:3 30:14 68:3 <b>technicians</b> 16:1 <b>technology</b> 42:9, 13 44:11 45:21 97:19 150:11 <b>Teen</b> 31:18 <b>tell</b> 19:21 56:18 81:20 <b>telling</b> 55:9 <b>temporary</b> 89:3 <b>tenable</b> 61:5</p>	<p><b>tend</b> 92:10 183:11 <b>tentative</b> 16:13 48:7 <b>term</b> 140:17 <b>terminates</b> 197:2 <b>terms</b> 54:3 55:14 60:5 70:5 87:18 96:1 100:16 105:1 140:13 141:5 145:1 151:12 154:6 164:6 <b>testified</b> 195:2 <b>testify</b> 200:13, 17 201:4 <b>testifying</b> 200:12 <b>testimonies</b> 108:1 <b>testimony</b> 181:3 200:11 <b>Thank</b> 6:12 9:19 12:1, 2 15:5, 20 16:16, 17 17:13 18:2, 4, 9 20:18, 20 23:19, 20 27:4, 6, 8, 12, 18 28:16, 21 30:1, 2, 4, 10 31:6 33:21 34:2 35:10, 13 37:15, 16 38:4 41:18 42:5 44:4, 5, 10 45:13 47:6, 7, 17, 20 48:14, 17, 19, 21 49:5, 6, 11, 13 67:21 78:3, 9, 21 79:15, 16 82:16 83:21 84:1, 3 87:2, 8, 11, 12, 14 89:6, 7, 9 93:13 95:1, 10 96:3 99:15, 16 104:1 105:17, 19, 20 107:10,</p>	<p>15 110:19, 21 111:4 112:21 113:1, 7 115:4 116:11 117:15, 16 118:21 119:4 120:6 122:7 124:7 125:20 126:1, 2, 6 128:17 129:8 130:1, 15 132:15, 17, 18 138:5 139:18, 19 140:6 141:1, 17, 20 146:12 147:19 149:13 150:15 152:6 153:21 154:13 156:4 157:12, 13, 19 159:4, 6 161:10 163:5, 7 170:5, 7, 8 171:1, 16 172:17 173:12 182:1, 21 183:5, 16 185:12 187:17 188:2 189:12 191:14 192:1, 7, 15, 19 193:3 194:3 195:3, 7, 12, 13, 18 201:5, 11, 13, 16, 17 202:15 203:2, 6, 15, 16 <b>thankful</b> 26:3 <b>thanking</b> 27:20 <b>thanks</b> 21:11 47:4 49:2 93:15 107:9 203:7 <b>themed</b> 26:8 <b>therapist</b> 37:1 <b>THEREOF</b> 204:7 <b>thing</b> 29:5 82:17 87:21 89:11 91:15, 16 134:6 171:5 191:20 <b>things</b> 17:20 18:21 19:2, 17,</p>	<p>19 54:11 56:5 81:1, 17 83:4 94:12 96:20 98:2 110:6, 12 111:13 175:20 176:1 183:13 184:16 <b>think</b> 12:10 14:8, 21 45:11 47:14 66:20 79:1 84:8, 12 89:13 90:7, 9 91:13 96:4, 8, 14 136:15, 18 137:6, 19 141:2 143:1 153:11 171:14 176:20 182:18 183:6 185:10, 20 187:9 193:6 195:10 198:17 199:13 201:5 <b>thinking</b> 89:20 <b>Third</b> 22:18 46:15 174:13 175:10 194:14 197:13 <b>third-party</b> 40:19 <b>thorough</b> 67:9 110:20 <b>thought</b> 67:3 193:17 <b>thousands</b> 76:1 <b>three</b> 30:1 73:16 103:3, 4, 5 130:19 134:20 166:16 175:19 176:3 177:16 178:3 180:21 <b>three-minute</b> 11:4 <b>three-year</b> 17:18 28:21 29:2 57:9 141:12 <b>three-year-olds</b> 178:3</p>
---	--	--	---	--

<p><b>throw</b> 117:9  <b>Thursday</b> 45:8  <b>TIA</b> 31:18 32:2  <b>Tiara</b> 2:2 4:9  <b>ticketing</b> 152:19  <b>Tiffany</b> 2:5  <b>tighten</b> 84:8  <b>time</b> 11:5, 6  13:9 17:16  19:13 28:1  29:17, 19 40:13  46:21 47:8  49:15, 18 56:13,  15 57:13 58:18  77:18 79:21  80:7 82:8  84:11 98:11  99:19 117:5  119:10 136:7  138:8 144:18  148:8 153:15  161:8 166:6  171:3 172:3  178:10 180:17  186:8, 14, 21  192:17 194:1  202:10, 11  <b>timeframe</b>  137:6  <b>timeline</b> 152:9  <b>timely</b> 165:10  182:19  <b>times</b> 18:19  48:11 51:19  53:17 76:9  77:10 134:20  136:19 162:10  185:19 186:1,  12 187:15  <b>timing</b> 162:11  <b>tired</b> 15:1 43:3  <b>tireless</b> 28:16  <b>Title</b> 103:10  <b>today</b> 15:15  17:13 19:8  31:7 34:1 42:8,  9 44:3 100:6  109:7 156:13  157:10 159:14</p>	<p><b>told</b> 36:8, 9, 19  45:8  <b>tolerated</b> 11:1  <b>tonight</b> 18:10  36:2 47:15, 21  87:20 111:17  117:15 192:5,  15 193:17, 21  196:19 200:2,  15 203:15  <b>Tonight's</b> 6:12,  21 113:14  <b>Tony</b> 192:12  <b>tool</b> 133:5  <b>toolkit</b> 165:9  <b>tools</b> 75:16, 17  76:5  <b>top</b> 46:4 49:16  52:13  <b>topic</b> 38:6  49:14 109:6  <b>topics</b> 18:13  112:10  <b>total</b> 71:1 74:3,  18 167:21  169:9 198:8  <b>totaling</b> 33:12  <b>totality</b> 62:7  <b>totally</b> 137:10  <b>touch</b> 61:3  <b>tough</b> 17:20  55:7 76:19  <b>tour</b> 112:9  <b>town</b> 45:15  <b>Towson</b> 144:1  <b>tracking</b>  192:11 193:5  194:4  <b>tracks</b> 120:13  <b>traditional</b>  25:21  <b>trained</b> 75:17  76:4 144:8  <b>training</b> 42:12  90:13 142:13  144:15 145:11,  19, 21 146:1  196:4 199:5  <b>trajectory</b> 58:5</p>	<p><b>Transcribed</b>  1:20 204:3  <b>Transcriber</b>  204:13  <b>transcript</b> 204:6  <b>transfer</b> 65:1  163:4  <b>transfers</b> 18:12  19:3  <b>transient</b> 64:3,  7 101:11  <b>transitions</b>  146:11  <b>translations</b>  165:14  <b>transparency</b>  136:20  <b>transparent</b>  28:5 45:9, 14  137:10  <b>transportation</b>  17:5, 8 46:21  166:20  <b>tree</b> 156:21  157:11, 15  <b>trees</b> 156:16, 18  157:3, 7  <b>tremendous</b>  193:12  <b>trend</b> 36:3  50:17 76:16  <b>trends</b> 64:11  <b>triangulate</b>  154:9  <b>tried</b> 12:20  83:4 93:4  102:15 106:19  107:6  <b>trimesters</b>  179:14  <b>true</b> 40:3  93:20 204:5  <b>truly</b> 93:19  94:9, 14 108:10  175:19 176:7  <b>trump</b> 14:15  15:3  <b>truth</b> 43:7  <b>try</b> 21:10  35:14 76:1</p>	<p>83:5 84:10  99:21 100:21  107:7 153:5  171:12 184:16  194:1  <b>trying</b> 27:11  63:12 66:17  80:17 84:4  90:6, 20 107:13  130:11 150:13  184:6 197:7  <b>Tuesday</b> 6:3  116:3, 9 203:13  <b>turn</b> 77:19  111:18 161:8  166:6 169:16  191:20 192:17  <b>turned</b> 11:6  <b>Tutoring</b>  126:15 129:16  130:4, 17 131:3  134:16 135:1,  10 136:2  <b>tutors</b> 131:14  135:12  <b>TV</b> 6:14  <b>two</b> 13:17 14:5  22:3 26:20  45:18 53:15  57:7 64:8  74:12 75:3  80:12 88:13  94:4 95:4  115:17 116:1  119:6 120:3  135:19 143:13  167:15  <b>types</b> 96:21  171:13  <b>typical</b> 81:1  <b>typically</b> 64:17  105:14 198:13,  15  &lt; U &gt;  <b>Uh-huh</b> 82:18  <b>ultimately</b>  132:13  <b>UMBC</b> 131:12</p>	<p><b>unanimously</b>  182:8  <b>unanticipated</b>  68:17  <b>unaware</b> 7:1  <b>uncertain</b> 48:11  <b>undergo</b> 68:9  <b>undersized</b>  65:19 74:21  75:18 105:4  <b>understand</b>  13:10 28:12  38:19 39:1  55:8 78:20  95:3, 20, 21  97:5 98:19  100:4, 7, 10, 12  <b>understandably</b>  87:19  <b>understanding</b>  22:10 97:2  99:1  <b>understands</b>  67:14  <b>understated</b>  40:3  <b>understood</b>  95:14  <b>undertake</b> 94:5  <b>underway</b>  29:13 163:12  <b>undivided</b> 43:2  <b>unemployment</b>  43:9  <b>Unfinished</b>  4:11, 12 5:6  113:2 115:6  173:17  <b>unfortunately</b>  73:5 108:16  <b>union</b> 16:18  19:21 72:4  83:16  <b>Unions</b> 3:9  11:15 15:6  30:5 57:10  <b>unique</b> 104:5  <b>Unit</b> 10:7  <b>universal</b>  177:16</p>
--	--	---	---	--

<p><b>universities</b> 144:12 145:5, 6</p> <p><b>university</b> 143:17 144:2 146:4, 5, 10 165:17</p> <p><b>unmute</b> 11:14, 18 15:7 18:6 21:3 24:5, 9, 10, 12 30:6, 17 35:17 37:18 41:20 42:2</p> <p><b>unmuted</b> 21:4 24:2</p> <p><b>unneded</b> 184:11</p> <p><b>unnoticed</b> 48:17</p> <p><b>unspent</b> 39:13</p> <p><b>upcoming</b> 58:15 61:5 69:3 95:11 96:19 161:4</p> <p><b>Update</b> 5:7 141:4 189:14 191:16 192:6, 15</p> <p><b>updated</b> 90:21 112:3</p> <p><b>updates</b> 46:5 98:11 164:16</p> <p><b>updating</b> 92:17</p> <p><b>Upgrade</b> 126:20 149:16 150:19 152:11 154:6, 17</p> <p><b>upgraded</b> 152:13</p> <p><b>upgrades</b> 150:10, 14</p> <p><b>upgrading</b> 151:10</p> <p><b>uplift</b> 178:19 192:8</p> <p><b>uplifting</b> 31:4</p> <p><b>Upsilon</b> 3:20 31:4, 14 33:16</p> <p><b>up-to-date</b> 97:20</p> <p><b>urge</b> 22:15</p>	<p><b>use</b> 15:1 76:4 79:9 111:9 131:21 181:1, 6 183:14 187:11</p> <p><b>user</b> 97:18</p> <p><b>users</b> 150:9</p> <p><b>usual</b> 12:18</p> <p><b>usually</b> 198:20</p> <p><b>Utilization</b> 151:18 169:5</p> <p><b>utilize</b> 108:13</p> <p><b>utilized</b> 63:20</p> <p>&lt; V &gt;</p> <p><b>value</b> 15:20 16:6 134:8</p> <p><b>Vandalism</b> 113:12</p> <p><b>variability</b> 70:10 71:3 72:18 73:15 84:9 86:19 96:18 103:2</p> <p><b>variable</b> 136:3</p> <p><b>variables</b> 135:7</p> <p><b>variance</b> 95:16</p> <p><b>variations</b> 168:1</p> <p><b>varies</b> 70:13 101:14</p> <p><b>variety</b> 40:16 91:13</p> <p><b>various</b> 17:4 162:12</p> <p><b>vast</b> 82:4</p> <p><b>Verizon</b> 6:15</p> <p><b>version</b> 175:12</p> <p><b>versus</b> 88:21 95:5 146:6</p> <p><b>vestiges</b> 102:1</p> <p><b>viable</b> 168:6</p> <p><b>Vice</b> 2:3 8:1 15:12 17:1 18:8 21:8 25:2, 6 27:14 31:1 34:7 35:2 36:1 44:12 47:18 49:7 115:11 130:9 144:20 156:9 159:12 161:11 192:2,</p>	<p>21 193:14 194:3 195:13</p> <p><b>Vicki</b> 23:16</p> <p><b>view</b> 45:17 94:17</p> <p><b>views</b> 10:1 109:2</p> <p><b>violence</b> 10:19</p> <p><b>virtual</b> 56:18 66:11 91:11</p> <p><b>Vision</b> 31:13 33:17</p> <p><b>visit</b> 112:20</p> <p><b>visited</b> 112:4</p> <p><b>visits</b> 107:20 112:8</p> <p><b>visual</b> 27:11 29:21</p> <p><b>Vivian</b> 204:2</p> <p><b>voiceover</b> 150:21</p> <p><b>voices</b> 112:21</p> <p><b>voluntary</b> 196:9</p> <p><b>vote</b> 8:15 38:18 113:21 116:10, 19 117:17 121:3 123:2 124:16 126:14 127:13 137:19 138:12 146:14 148:9 154:21 157:21 162:19 168:18 170:1 171:20 172:8 183:7 188:8 190:1, 10 198:17</p> <p><b>voted</b> 169:1</p> <p><b>votes</b> 168:15, 17</p> <p><b>voting</b> 6:17 120:3 168:20</p> <p>&lt; W &gt;</p> <p><b>wait</b> 56:13, 15 112:20 116:19, 21</p> <p><b>waiting</b> 144:11 146:5, 10</p>	<p><b>walk</b> 54:14 58:21 200:17 201:2</p> <p><b>wall-to-wall</b> 81:7</p> <p><b>want</b> 13:9 19:15 24:4 27:20 28:21 29:12 45:13, 18 46:15 47:3, 4 48:2 49:18 51:5, 7, 8 53:9 56:1 57:2, 3, 7, 12 58:11 59:13 60:7, 20 70:8 71:8, 11 78:9, 11 79:19 80:19 81:10 84:13 88:15, 18 92:6, 11 93:15 94:20 95:20, 21 106:17 107:5 109:8, 12 111:21 117:11 129:10 135:9 136:10 143:8 145:15 174:7, 8 176:8 177:20 178:6 179:3 180:7, 12, 15 184:19 187:15 191:19 195:3 200:17, 18 201:4</p> <p><b>wanted</b> 49:15 89:11 111:16 117:9 132:21 140:7, 19 170:17 184:8 187:11 193:9 197:18 199:17 200:11</p> <p><b>watch</b> 137:11, 12, 13</p> <p><b>way</b> 18:20 48:19 66:14 68:7, 8 71:20 97:3 99:2 101:1 110:6</p>	<p>163:21 170:19 185:2 199:13</p> <p><b>ways</b> 91:13 199:1</p> <p><b>wealth</b> 79:1</p> <p><b>wearing</b> 44:16</p> <p><b>weaving</b> 117:8</p> <p><b>webpage</b> 165:7</p> <p><b>website</b> 10:11 22:6 108:21 160:13 166:3 200:19, 20</p> <p><b>Wednesday</b> 170:12</p> <p><b>week</b> 46:20 49:17 83:15 84:4 134:20 143:15 203:2</p> <p><b>weekly</b> 165:9</p> <p><b>weeks</b> 16:13 112:4</p> <p><b>weigh</b> 198:18</p> <p><b>Welcome</b> 67:19 89:7 93:14 141:18 154:14 160:9</p> <p><b>Well</b> 15:8 16:11 17:6, 14, 15 18:2, 16 35:5 36:5 40:6 52:12 58:2 60:1 64:6 74:21 75:19 76:6 88:1 92:12 94:20 95:12 107:10 131:10 135:17 150:15 152:2 154:4 164:20 165:17 180:7 182:5, 17 183:11, 17 192:8 193:5, 11 195:3 196:9 197:12 201:10, 11</p> <p><b>wellness</b> 31:16</p> <p><b>Wellwood</b> 166:19 167:18</p>
--	---	---	---	---

**went** 60:9  
 61:10 62:14  
 67:5, 15 85:12  
**we're** 13:7, 16  
 20:2 30:4  
 35:13 47:7  
 52:15 55:21  
 57:9 58:21  
 60:3, 8 61:14  
 66:8 68:9 70:4  
 71:1 76:9, 12  
 77:11 79:21  
 80:17 83:11, 19  
 84:19 88:16  
 90:20 91:14, 15  
 92:21 93:10  
 94:4, 13 95:4  
 96:18, 20 97:5,  
 16 98:4, 5, 9, 11  
 100:10 101:4  
 102:11 103:9,  
 10, 11, 19  
 104:21 105:19  
 106:3 107:4  
 110:3, 7 126:21  
 133:4 134:9, 21  
 135:4, 12, 17  
 140:10 142:8  
 144:11 145:12  
 146:1, 10  
 150:12, 17, 19  
 151:1, 4, 8, 9, 16,  
 17, 20 152:17,  
 20 153:8  
 154:10 161:2  
 164:3, 6, 14, 18  
 171:17 174:4  
 175:10 176:16  
 179:21 186:10  
 194:4, 18  
**we've** 12:11  
 32:18 50:18  
 58:7 64:1, 2  
 66:16 69:3  
 74:5 75:13  
 78:13 82:13  
 85:5 86:3  
 89:12 93:4  
 96:10 101:11  
 107:20, 21

108:1, 3 109:7  
 110:6 133:15,  
 16 140:12  
 142:5 183:16  
 194:20 199:20  
 200:14  
**White** 25:19  
**wholeheartedly**  
 185:9  
**Who** 12:2  
**widens** 107:3  
**Williams** 192:3  
**willing** 98:19  
**willingness**  
 20:14  
**Winans** 23:17  
**window** 201:4  
**Windsor** 108:7  
**Winfield** 33:3  
**Wireless**  
 126:19 149:16  
 150:21 154:16  
**wish** 25:8 44:1  
**WITNESS**  
 204:7  
**Wonderful**  
 30:21 82:20  
**wondering** 98:4  
**wonky** 45:8  
**Woodlawn**  
 112:7, 8, 14  
 131:11  
**words** 142:4  
**work** 18:3  
 20:18 28:15, 17  
 29:7, 10 48:7,  
 12 50:9, 16  
 51:17 54:16  
 57:18 59:21  
 60:1 61:1, 2  
 64:4 66:14  
 76:10, 12 81:15  
 83:9, 15 84:4  
 87:15 90:19  
 93:8 97:6  
 98:15, 21 99:14  
 103:18 137:2  
 140:17 144:16  
 145:4 153:6  
 163:15 167:21

168:2 181:7  
 192:7, 16 193:4,  
 7, 8, 9 201:6, 10  
 202:16  
**worked** 83:18  
 187:4  
**working** 27:21  
 55:7 70:15  
 72:1 77:12  
 83:2, 5, 7 90:12  
 131:5 133:20  
 135:6, 12, 15  
 143:16 144:13  
 145:7, 12 171:3  
 192:12  
**workload** 43:11  
**Works** 156:17  
**world-class** 39:9  
**worry** 29:4  
 89:14  
**worth** 54:16  
 63:13  
**worthy** 140:12  
**wrapping**  
 100:16  
**write** 153:20  
**writing** 36:16  
 37:3  
**written** 91:3  
**wrong** 49:6  
  
 < X >  
**Xfinity** 6:15  
**Xia** 3:16 24:8,  
 17, 19 25:1, 5,  
 10  
  
 < Y >  
**Yay** 35:21  
**Yeah** 24:18  
 90:9 120:9  
 127:8 153:12,  
 20 163:7  
 191:19  
**year** 17:21  
 20:12 23:7  
 25:7, 8, 9, 20  
 26:8, 11 27:1  
 28:13 32:3, 11,  
 17 33:11 40:6

41:6, 11 50:6  
 51:11 53:1  
 54:12 55:1, 13  
 58:16 61:5, 13,  
 15 63:21 64:18  
 65:12 69:4  
 87:6, 10 92:1  
 95:7, 11 96:19  
 100:17 107:1  
 112:2 115:15  
 131:4 140:18  
 144:9 152:16  
 153:1, 4, 11  
 199:14 203:3  
**year-olds**  
 177:17 178:4  
**years** 29:2  
 31:5 33:11  
 42:21 45:10  
 69:16 131:18  
 187:4 200:14  
**year's** 16:2  
 41:12  
**Yep** 24:13  
 30:6 189:20  
**Yesterday** 81:17  
**yield** 176:7  
**yielded** 116:1  
**Young** 2:11  
 3:11 9:13, 14  
 15:9, 11 16:17  
 32:12 114:19,  
 20 118:15, 16  
 122:1, 2 123:21  
 124:1 125:14,  
 15 128:11, 12  
 139:12, 13  
 147:13, 14  
 149:7, 8 155:19,  
 20 158:19, 20  
 173:6, 7 189:6,  
 7 191:8, 9  
 201:20, 21  
**youth** 12:15  
 32:14  
**youth-led** 32:15  
  
 < Z >  
**zero** 71:4  
 72:19 168:17

**zero-based**  
 66:16 68:8  
**Zeta** 34:9  
**zone** 167:5  
**zones** 167:2