1	BOARD OF EDUCATION
2	BALTIMORE COUNTY
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8	PUBLIC MEETING OF THE BOARD OF EDUCATION
9	BROADCAST VIA MICROSOFT TEAMS
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12	DECEMBER 5, 2023
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20	Transcribed by:
21	CRC Salomon, Inc.

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¹ BOARD MEMBERS:	1	Page Chair's Report - Tiara Booker-Dwyer47
² Jane Lichter, Outgoing Board Chair	2	Student Board Member's Report - Kayla Drummond 47
³ Robin Harvey, Outgoing Vice Chair	3	Unfinished Business - Board Policies 48
⁴ Tiara Booker-Dwyer, Incoming Board Chair	4	Consideration of the Watershed Public
⁵ Maggie Domanowski	5	Charter School Renewal 50
⁶ Tiffany Lashawn Frempong	6	New Business - Action Taken in Closed Session
Julie C. Henn	7	Mr. Darren Burns, Esq53
³ Rodney R. McMillion	8	New Business - Contract Awards53
Christina Pumphrey, Incoming Vice Chair	9	New Business - Special Project Request 58
Dr. Brenda Savoy		Report on FY 2025 State Capital Budget Request 59
Emory Young		Report on Blueprint Pillar 4 61
² Felicia Stolusky		Information item
³ Kayla Drummond, Student Member		Board Member Comments and Agenda Setting 98
	14	Announcements
	15	Adjournment
	16	J
,	17	
3	18	
	19	
	20	
	21	
Page 3	1	Pag P R O C E E D I N G S
2 Call to Order	2	MS. LICHTER: Good evening. This is
		Chairwoman Jane Lichter. I now call to order the
Pledge of Allegiance/Silent Meditation 5		meeting of the Board of Education of Baltimore County
Consideration of Agenda		
Election of Board Officers		for Tuesday, December 5, 2023. I invite you to recite
New Business, Personnel Matters		the Pledge of Allegiance to the flag, to be led by Ms.
Public Comment		Lichter. We will then have a moment of silent
School System-Affiliated Groups:		nobody was nodding. We will then have a moment of
None.	9	silence in recognition of those who have served
Unions:	10	education in Baltimore County.
Billy Burke, CASE	11	(Pledge of Allegiance.)
Cindy Sexton, TABCO	12	MS. LICHTER: Thank you. Tonight's Board of
Nonprofit Community Groups:		Education meeting is being broadcast through the BCPS
Greg Ackerman, PFLAG 22	14	Online Live Meeting Broadcast and on BCPS TV, XFINITY
Individual Citizens or Students:	15	channel 73, Verizon Fios channel 34. In order to
Sharon Saroff	16	efficiently conduct this meeting, all voting items
Anna Weisberg		this evening will be done by roll call vote.
³ Erica Mah	18	The first item on the agenda is the
Bash Pharoan	19	consideration of the December 5th agenda.
^D Eric Morris	20	Dr. Rogers, are there any additions or
¹ Superintendent's Report - Dr. Myriam Rogers 38	21	changes to tonight's agenda?

1	Page 6 DR. ROGERS: I am unaware of any additions	1	Page 8 MS. GOVER: Ms. Domanowski?
2	or changes to this evening's agenda.	2	MS. DOMANOWSKI: Yes.
3	MS. LICHTER: Thank you. Hearing none, the	3	MS. GOVER: Mr. Young?
4	agenda stands as presented.	4	MR. YOUNG: Yes.
5	Earlier this evening, the Board met in	5	MS. GOVER: Ms. Frempong?
б	closed session pursuant to the Open Meetings Act for	6	MS. FREMPONG: Yes.
7	the following reasons: to discuss the appointment,	7	MS. GOVER: Ms. Stolusky?
8	employment, assignment, promotion, discipline,	8	MS. STOLUSKY: Yes.
9	demotion, compensation, removal, resignation, or	9	MS. GOVER: Ms. Henn?
10	performance evaluation of appointees, employees, or	10	MS. HENN: Yes.
11	officials over whom it has jurisdiction, or any other	11	MS. GOVER: Ms. Harvey?
12	personnel matter that affects one or more specific	12	MS. HARVEY: Yes.
13	individuals; and consult with counsel to obtain legal	13	MS. GOVER: Ms. Drummond?
14	advice.	14	MS. DRUMMOND: Yes.
15	The summary of the closed session and open	15	MS. GOVER: Ms. Pumphrey?
16	session information summary can be found on BoardDocs	16	MS. PUMPHREY: Yes.
17	under this Board meeting agenda date.	17	MS. GOVER: Dr. Savoy?
18	The next item on the agenda is the election	18	DR. SAVOY: Yes.
19	of Board officers, and at this time, I will turn the	19	MS. GOVER: Mr. McMillion?
20	meeting over to Dr. Rogers.	20	MR. McMILLION: Yes.
21	DR. ROGERS: Thank you. As required by	21	MS. GOVER: Ms. Booker-Dwyer?
1	Page 7 Section 3(2)(b)(09) of the Education Article of the	1	MS. BOOKER-DWYER: Yes.
2	Annotated Code of Maryland, and Board Policy 8210, the	2	MS. GOVER: Ms. Lichter.
3	first meeting in December is designated for election	3	MS. LICHTER: Yes.
4	of the Board chair and vice chair.	4	MS. GOVER: Thank you.
5	According to Board Policy 8210, the	5	DR. ROGERS: It's unanimous.
6	Superintendent presides over the election for offices	6	Congratulations.
7	of chair. Nominations are now open for the office of	7	(Applause).
8	Board Chair. Are there any nominations?	8	DR. ROGERS: Ms. Booker-Dwyer has been
9	Ms. Frempong?	9	elected as Chair, the Board of Education of Baltimore
10	MS. FREMPONG: I nominate Ms. Booker-Dwyer.	10	
11	DR. ROGERS: Ms. Booker-Dwyer is nominated.		in giving her a round of applause.
12	Are there further nominations for the office	12	(Applause.)
13	of Board Chair? Hearing none, nominations are now	13	DR. ROGERS: As the Board Chairs transition,
14	closed.	14	
15	The Education Transparency Act requires that	15	
16			Lichter for her services during this school year.
17	- I'm sorry, be recorded by voice vote or roll call	17	
18		18	(Applause.)
19	Ms. Gover, please call the role for those	19	MS. BOOKER-DWYER: Hello, everyone. So
20	^		thank you all for your nomination. I definitely
	Chair.		appreciate it, and I'm honored to serve Baltimore
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1County as Chair of the Board of Education. This1MS. GOVER: Dr. Savoy?2moment is not lost on me. My great-grandmother2DR. SAVOY: Yes.3cleaned Baltimore County Schools. My grandmother3MS. GOVER: Mr. McMillion?4cleaned Baltimore County Schools. I didn't think I5MS. GOVER: Ms. Lichter?5cleaned Baltimore County Schools. I didn't think I5MS. GOVER: Ms. Lichter?6was going to get emotional. So this moment is not6MS. LICHTER: Yes.7lost on me.7MS. GOVER: Ms. Booker-Dwyer.8Baltimore County runs deep in my family, and8MS. GOVER: Thank you.9I'm honored to be Chair. So thank you all for your9MS. GOVER: Thank you.10nominations, for your support, and your votes. Thank10MS. BOOKER-DWYER: So Ms. Pumphrey has12(Applause.)11received all the votes are unanimous. I am pleased13MS. BOOKER-DWYER: Okay. Onto the vice13Chair of the Board of Education for Baltimore County14chair. Nominations are now in order for the office of14for 2023-2024.15the Board Vice Chair. Are there any nominations?15MS. BOOKER-DWYER: I want to thank Ms.18recognizes Ms. Savoy in nominating Ms. Pumphrey. Are16Pumphrey, you can take your seat.19there further nominations for the office of Board Vice19Qaplause.)10Chair? Without objection, nominations are closed.2020Chair? Without objection, nomina		-		
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15 the Board Vice Chair. Are there any nominations? 15 (Applause.) 16 DR. SAVOY: I nominate Christina Pumphrey. 16 MS. BOOKER-DWYER: I want to thank Ms. 17 MS. BOOKER-DWYER: Ms. Pumphrey	13	MS. BOOKER-DWYER: Okay. Onto the vice	13	Chair of the Board of Education for Baltimore County
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	19	MS. DRUMMOND: Yes.	19	Pumphrey, and Superintendent Dr. Rogers and to the
²¹ MS. PUMPHREY: Yes. ²¹ for the following personnel matters: retirements,	20	MS. GOVER: Ms. Pumphrey?	20	members of the Board. I'd like the Board's consent
	21	MS. PUMPHREY: Yes.	21	for the following personnel matters: retirements,

	-		
1	Page 14 resignations, leaves, and certificated appointments.	1	Page 16 Superintendent for follow-up by her staff.
2	MS. BOOKER-DWYER: Do I have a motion to	2	If not selected to address the Board,
3	approve personnel matters as presented in Exhibits E-1	3	members of the public may submit their comments to the
4	through E-4?	4	Board members via email at boe@bcps.org.
5	MS. FREMPONG: So moved, Frempong.	5	The Baltimore County Police Department's
6	MS. BOOKER-DWYER: Do I have a second?	6	Homeland Security Unit and Office of School Safety has
7	DR. SAVOY: Second, Savoy.	7	recommended the following safety and security
8	MS. BOOKER-DWYER: Any discussion?	8	protocols. Participants should be seated in the room
9	May have a roll call vote?	9	during meetings. Individuals who need to stand should
10	MS. GOVER: Ms. Domanowski?	10	go into the hallway to do so. Participants should not
11	MS. DOMANOWSKI: Yes.	11	approach the table unless called upon to speak, and
12	MS. GOVER: Mr. Young?	12	should not approach the dais.
13	MR. YOUNG: Yes.	13	Materials brought to the table are limited
14	MS. GOVER: Ms. Stolusky?	14	to electronic devices, presentation papers, and
15	MS. STOLUSKY: Yes.	15	posters no larger than 11 by 14 inches. Other items
16	MS. GOVER: Ms. Frempong?	16	should be left in your seat.
17	MS. FREMPONG: Yes.	17	Documents to be given to the Board are to be
18	MS. GOVER: Ms. Henn?	18	handed to the staff member who is seated in the front
19	MS. HENN: Yes.	19	area of the meeting space. Information for other
20	MS. GOVER: Ms. Pumphrey?	20	attendees is to be left on the designated table
21	MS. PUMPHREY: Yes.	21	outside in the hall.
1	Page 15 MS. GOVER: Ms. Drummond?	1	Page 17 In the event of an emergency that requires
2	MS. DRUMMOND: Yes.	2	an emergency response, such as a lockout, lockdown, or
3	MS. GOVER: Ms. Harvey?	3	evacuation, staff from the Office of School Safety
4	MS. HARVEY: Yes.	4	will direct participants.
5	MS. GOVER: Dr. Savoy?	5	While we encourage the public input on
6	DR. SAVOY: Yes.	6	policy, programs, and practices within the purview of
7	MS. GOVER: Mr. McMillion?	7	this Board and the school system, this is not the
8	MR. McMILLION: Yes.	8	proper forum to address specific student or employee
9	MS. GOVER: Ms. Lichter?	9	matter, or to comment on matters that do not relate to
10	MS. LICHTER: Yes.	10	public education in Baltimore County.
11	MS. GOVER: Ms. Booker-Dwyer.	11	Disparaging remarks or derogatory remarks
12	MS. BOOKER-DWYER: Yes.	12	toward students and staff will not be tolerated.
13	MS. GOVER: Thank you.		Inappropriate personnel remarks or other behaviors
14	MS. BOOKER-DWYER: Thank you, Mr. McCall.	14	
15	MR. McCALL: Thank you.	15	
16	MS. BOOKER-DWYER: Our next item is public	16	
17	comment. This is one of the opportunities the Board	17	employee are subject to legal penalties. Person who
18	provides to hear the views and receive the advice of	18	otherwise disrupt or disturb the meeting will not be
19	community members. The members of the Board	19	allowed to continue their remarks and will be escorted
20	appreciate hearing from interested citizens. As	20	from the meeting.
21	appropriate, we will refer your concerns to the	21	Please observe the three-minute clock which
		I	

1 will let you know when your time is up. The microphone will be turned off at the end of your time, and it could be turned off at the end of your time, a specific students or employee matters, or commenting on matters not related to the public education in begin students or employee matters, or commenting on matters not related to the public education in begin students or employee matters, or commenting on matters not related to the public education in begin students or employee matters, or commenting on matters not related to the public education in begin students or employee matters, or commenting on matters not related to the public education in begin students or employee matters, or commenting on matters not related to the public education in begin students, and leave the students, and leave the diard special educations, bus attendants, and Central of line we will move on to our minon. 6 10 Wilk inflation at 3.2 percent, a simple hour of food matters, not related to the public education in begin students, and central central in groups, we will move on to our minon. 6 10 Wilk inflation at 3.2 percent, a simple hour of food in groups, we will move on to our minon. 10 11 CASR. CaSR. 0 12 So our first speaker is Mr. Billy Burke with coursers to grow and corking with you. 10 13 CaSR. 10 Fleese make every effort to appropriately fund FSOL. When we strengthen the supports for our neewest community. The resources and strategies that improve is special education strvices and TSOL services can be used with all children, and improve school for all spagerelated cadages		6		
2 microphone will be turned off at the end of your time, 2 or house supplies have become expenses that most 3 and it could be turned off if a speaker addresses 4 4 formiles struggle with. A cost-of-living adjustment 5 perfection students on employee matters, or commenting 4 6 on matters on related to the public education in 4 6 Baitimore County. That is a lot to read. 6 7 It is the practice of the Boart to allow 7 8 Board first, but we have no school system-affiliated 10 10 will move on. We have no school system-affiliated 10 11 groups, so we will move on to our unions. 11 0 12 Oscar first speaker is Mr. Billy Burke with 12 frandles community members, and centrel 13 So our first speaker is Mr. Billy Burke with 12 frandles community members, and centrel to the phore the 14 Wilk Chair Ms. Pumphrey, Superintendhent Dr. Rogers, and members of the Board. Thank you for letting me 12 community. The resources and Stategies that improve special culculation services and ESOL services can be 15 productive. RCPS and CASE have both presented chargers 12 paltimore County. Hap	1		1	
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Page 23Page 231name right?2MR. ACKERMAN: It's Greg Ackerman.3MS. BOOKER-DWYER: Ackerman.4MR. ACKERMAN: Yeah. Good evening. Thank5you so much for including me tonight. My name is Greg6Ackerman. I'm a parent of two BCPS students. My7older child is transgender, a member of the LGBTQ-plus8community. My wife, my family and I are proud members9of FLAG, an organization that supports members of the10LGBTQ-plus community, their families, and their11friends.12Today, I express my wholehearted support for13continuing the inclusive education of our youth on14topics of race, ethnicity, and LGBTQ-plus topics, and16All students have a First Amendment right to17read and learn about the history and viewpoints of all18communities, including their own. The First Amendment19protects educators and students' rights to receive and20exchange information and knowledge. Freedom of	20	our first speak is Mr. Greg Ackerman from PFLAG.	20	Education also prepares children for the
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MR. ACKERMAN: It's Greg Ackerman.Itere are three important takeaways. The number of employers adding diversity, equity and inclusion initiatives, DEI, is increasing, not decreasing. 62MR. ACKERMAN: Yeah. Good evening. Thankinitiatives, DEI, is increasing, not decreasing. 62you so much for including me tonight. My name is Gregpercent of U.S. workers said they would considerAckerman. I'm a parent of two BCPS students. Mydeclining a job offer or leaving a company if that manager did not support DEI values. And also, 74older child is transgender, a member of the LGBTQ-plus community. My wife, my family and I are proud members of PFLAG, an organization that supports members of the LGBTQ-plus community, their families, and their10Iffiends.11Today, I express my wholehearted support for continuing the inclusive education of our youth on topics of race, ethnicity, and LGBTQ-plus topics, and14All students have a First Amendment right to read and learn about the history and viewpoints of all communities, including their own. The First Amendment rpotects educators and students' rights to receive and exchange information and knowledge. Freedom of15orprotects educators and students' rights to receive and or exchange information and knowledge. Freedom of16orprotects educators and students' rights to receive and rights to receive and communities, including their own. The First Amendment protects educators and students' rights to receive and communities, including their own. The First Amendment protects educators and students' rights to receive and communities, including their own. The First Amendment protects educators and students' rights to receive and communities, inclu	1		1	
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expression protects our right to read, rearri, and includys.	21	expression protects our right to read, learn, and		holidays.

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1	Page 26 MS. BOOKER-DWYER: Thank you.	1	Page 28 problem. We need to fix that.
2	(Applause.)	2	MS. BOOKER-DWYER: Thank you.
3	MS. BOOKER-DWYER: Next are individual	3	Our next speaker is Ms. Anna Weisberg.
4	citizens and student groups. Our first speaker is Ms.	4	MS. WEISBERG: Good evening, Chairwoman
5	Sharon Saroff.	5	Booker-Dwyer, members of the Board. My name is Anna
6	MS. SAROFF: Good evening. I first want to	6	Weisberg, and I'm a BCPS teacher.
7	say congratulations to Ms. Booker-Dwyer and Ms.	7	First of all, thank you for supporting the
8	Pumphrey. I think that the Board made an excellent	8	efficient negotiations for the terms of TABCO's
9	choice as far as the new Chair and Vice Chair.	9	tentative agreement. I am grateful.
10	I'm going to I'm speaking low because I	10	I am also a participant in the Baltimore
11	have a cold, so. I'm here tonight to emphasize the	11	County Education Justice Table, the BCEJT, a large and
12	word communication. Because communication matters.		growing coalition of educators, parents, and
13	And what I'm seeing as far as special education is	13	organizations from across the county working to
14	concerned is that communication doesn't matter, and	14	advance equity and justice in public education for all
15	I'll explain why.	1	students so they thrive in the classroom and our local
16	In 2012, there was a headline on an on	16	communities.
17	Psychology Today that said, "The devastating diagnosis	17	We know that student achievement gaps are
18	of autism." I wonder what people here think of when	18	the result of historic and ongoing systemic inequities
19	they hear the word devastating. As the mother of a		in our society. That's why the Blueprint for
20	child with autism, my child is anything but		Maryland's Future mandates the implementation of the
21	devastating. So when I see that, that is very	21	community schools here in Baltimore County.
1	Page 27	1	Page 29
1	upsetting to me.	2	We appreciate tonight's presentation that's
	Last night, at a SECAC meeting, I heard that		coming up, and we are more than hopeful about the
3			
4			bring to our schools and communities.
5	dangerous to them. Again, what do you think of when	5	Over the past three years, though, our
6	you think of danger or dangerous? Is a more	6	coalition has found that many stakeholders at the
7	restrictive environment or a least restrictive		identified community schools have not been educated
8	environment dangerous to a particular child?	8	
9	Yes, it can be. But on the same token, not	9	what that model could mean for their community, or how
10	putting that child in the correct placement can be		they could help. Meanwhile, the achievement gap
11	more dangerous. We have to be cautious about the		
12	words we use when talking about special education.	12	We want to take this public opportunity to
13	Special education has enough of a stigma.		
14	The other reason I bring up communication is	1	
15	because home-school communication is something that's		require full staffing of high-quality educators
16	put in an IEP quite frequently. It's not being	16	providing ingli quality motion and set vices,
17	followed. I can't tell you how many times this school	17	especially the special education, English language
18	year I have heard from my clients and from parents in		learner, and mental health practitioners.
19	general that home-school communication is not being	19	I hope BCPS will commit to the
20	followed. That they have no idea what's going on in		transformational community schools model. I hope we
21	that classroom until there's an injury or a really big	21	will seek full staffing of high-quality educators in

 heach high-need areas, since we know that this same out year. Vith two children in college next year. I essential to seeing the gains our students and our communities need. communities need. male changes that will help to exeruit and retain transformational community schools inst an effort the can be contracted out or simply wrapped around. community school implementation is an all-hands-on- deck effort that will require deep community for the long term to neare it success. Thank you. for the long term to same it success. Thank you. for the long must speaker is Ms. Frica Mah. MS. MAH: Good evening, members of the Board of the long must break Mah. fit was not be and then adding on my teacher hat. MS. MAH: Good evening. members of the Board fit was not be and then adding on my teacher hat. Ms. Man is Erica Mah. fit we name is Erica Mah. fit we chair for their work this past year. fit we name is Erica Mah. fit we name is Erica Mah.<				
 communities need. Implementation implementing implementation is an all-hands-on- deck effort that will require deep community implementation is an all-hands-on- implementation i	1		1	
1 Implementation implementing 4 real changes that will help to recruit and retain 5 Intransformational community schools isn't an effort 5 6 Intransformational community schools isn't an effort 5 7 Community school implementation is an all-hands-on-deck effort that will require deep community 7 8 Involvement, collaboration, and long-term investment. 7 9 Involvement, collaboration, and long-term investment. 7 10 We look forward to collaboration with BCPS 7 11 for the long term to ensure its success. 10 12 for the long term to ensure its success. 10 13 Our next speaker is Ms. Erica Mah. 11 14 of Education, and congratulations to our new chair and 16 15 of educations for neary 15 years, first 16 16 their don't be to gene COTDL, what is going on in 17 17 chair and vice chair for their work this past year. 17 18 the lood of Edu sogake for neary 15 years, first 18 19 the lood of Edu sogake for neary 15 years, first 18 20 as a BCPS parent and then adding on my teacher hat. 20 21 develop into the current hybrid board, and Twe yeary a speak. 18 <	2	essential to seeing the gains our students and our	2	really need to know what my pay is going to be. And
5 transformational community schools isn't an effort 5 6 that can be contracted out or simply wrapped around. 6 7 Community school implementation is an all-hands-on- 7 8 deck effort that will require deep community 6 9 involvement, collaborating with BCPS 10 10 We look forward to collaborating with BCPS 10 11 for the long term to ensure its success. Thank you, 11 12 MS. BOOKER-DWYER: Thank you. 12 13 Or next speaker is Ms. Frica Mah. 12 14 MS. MAH: Good evening, members of the Board 14 15 of Falucation, and congratulations to our new chair and 15 16 vice chair for their work this past year. 13 18 My name is Erica Mah, and I've been coming 14 19 Ib the ourrent hybrid board, and I'm very 14 19 develop into the current hybrid board, and I'm very 14 2 gratefil for the current hybrid board that we have 2 3 ow. 2 gratefil for the current hybrid board that we have 4 Previously, there were Bo	3	communities need.	3	even with the efficient timeline, the contract has
6 frate can be contracted out or simply wrapped around. 6 need. 7 Community school implementation is an all-hands-on-deck effort that will require deep community 7 8 deck effort that will require deep community 7 9 involvement, collaboration, and long-term investment. 7 10 We look forward to collaborating with BCPS 10 11 for the long term to ensure its success. Thank you. 12 12 MS, BOOKBR-DWYER: Thank you. 12 13 Our next speaker is Ms. Erica Mah. 13 14 MS, MAH: Good evening, members of the Board 16 15 of Education, and congratulations to our former 16 14 My name is Erica Mah, and I've been coming 18 15 to the Board of Ed to speak for nearly 15 years, first 19 16 tive current hybrid board mt we have 10 17 develop into the current hybrid board mt we have 10 18 Previously, there were Board members who 14 19 gastruli for the current hybrid board that we have 14 10 Previously, there were Board members who 15	4	Implementation implementing	4	real changes that will help to recruit and retain
7Community school implementation is an all-hands-on- deck effort that will require deep community7I was planning on coming here to only give a thank you, but I'm sorry I can't do just that. I'm not a psychologist, but anyone in the classroom can to a psychologist, but anyone in the classroom can our avert speaker is Ms. Erica Mah.712MS. BOOKER-DWYER: Thank you.11now. Whether it be from COVID, what is going on in our world, or just individual and personal situations, there's more need than ever for us to build strong tell you that our schildren are in desperate need right now. Whether it be from COVID, what is going on in our world, or just individual and personal situations, there's more need than ever for us to build strong tell world. to ure stepseker is Ms. Erica Mah. at with extachable you very much to our former to de fed to speak for nearly 15 years, first as a SCPS parent and then adding on my teacher hat. 211311develop into the current hybrid board, and I'm very grateful for the current hybrid board, and I'm very grateful for the current hybrid board that we have making it clear that they did not care one bit about what the stakeholders had to asy. But over the past decade, this has changed drastically to a Board that what the stakeholders had to asy. But over the past decade, this has changed drastically to a Board that what the stakeholders had to asy. But over the past decade, this has changed drastically to a Board that what the stakeholders had to asy. But over the past decade, this has changed drastically to a Board that what the stakeholders had to asy. But over the past decade, this has changed drastically to a Board that what the stakeholders had to asy. But over the past decade, this has changed drastically to a Board that what the s	5	transformational community schools isn't an effort	5	teachers that which our students so desperately
involvement, collaboration, and long-term investment. involvement, collaboration, and long-term investment. involvement, collaboration, and congratulations to collaboration and to give their long term to ensure its success. Thank you. involvement, collaboration, and congratulations to un rew red, or just individual and personal situations, involvement, collaboration, and congratulations to our new their and thas advice chair for their work this past year. isto feducation, and congratulations to our new chair and isto of Education, and congratulations to our new their and thas advice chair for their work this past year. isto the Board of Ed to speak for nearly 15 years, first isto the Board of Ed to speak for nearly 15 years, first isto the superity in years on the BOE change and isto the construct and then adding on my teacher hat. ist been interesting watching the BOE change and isto term interesting watching the BOE change and isto term advice cours tubers and want to do right by them. But there is only so much disruption, disrespect, and sometimes physical harm that teachers inow. is a advice that they did not care one bit about isto the Board of Ed Lousin, and the specially thank isto the advice can's be heard throughout is wery purposely looked down when T came up to speak, is apid attention and strives to make our schools isto there tore they to as and fore	6	that can be contracted out or simply wrapped around.	6	need.
9 involvement, collaboration, and long-term investment. 10 not a psychologist, but anyone in the classroom can 10 We look forward to collaborating with BCPS 10 not a psychologist, but anyone in the classroom can 11 If the long term to ensure its success. Thank you. 10 10 our world, or just individual and personal situations, 12 MS. BOKER-DWYER: Thank you. 13 here's more speaker in the classroom can 14 MS. MAH: Good evening, members of the Board 14 inder and vice chair for their work this past year. 16 vice chair, and thank you very much to our former 16 inder and vice chair for their work this past year. 17 chair and vice chair for the adding on my teacher hat. 16 inder assurance, and many are literally screaming, 18 My name is Ficia Mah, and I've been coming 10 future planning and strategies will help to address 20 as a BCPS parent and then adding on my teacher hat. 20 future planning and strategies will help to address 21 develop into the current hybrid board, and Tm very readef to consistent and experienced staff 22 apatiful for the current hybrid board that we have 30 well as strategies will help to address 23 <td< td=""><td>7</td><td>Community school implementation is an all-hands-on-</td><td>7</td><td>I was planning on coming here to only give a</td></td<>	7	Community school implementation is an all-hands-on-	7	I was planning on coming here to only give a
10We look forward to collaborating with BCPS10tell you that our children are in desperate need right11for the long term to ensure its success. Thank you.11now. Whether it be from COVID, what is going on in12MS. BOOKER-DWYER: Thank you.11now. Whether it be from COVID, what is going on in13Our next speaker is Ms. Erica Mah.1114MS. MAH: Good evening, members of the Board1415of Education, and congratulations to our new chair and1416vice chair, and thank you very much to our former1617chair and vice chair for their work this past year.1718My name is Erica Mah, and Ive been coming1819to the Board of Ed to speak for nearly 15 years, first1910to the Board of Ed to speak for nearly 15 years, first2011develop into the current hybrid board, and Tm very102grateful for the current hybrid board, and Tm very102grateful for the current hybrid board, and Tm very104Previously, there were Board members who45very purposely looked down when I came up to speak,36making it clear that they did not care one bit about77what he stakeholders had to say. But over the past78decaet, this has changed drastically to a Board that89has paid attention and strives to make our schools910better.1011So I'm here today to say thank you. Thank12 </td <td>8</td> <td>deck effort that will require deep community</td> <td>8</td> <td>thank you, but I'm sorry I can't do just that. I'm</td>	8	deck effort that will require deep community	8	thank you, but I'm sorry I can't do just that. I'm
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20It's a relief to not be wondering into June,20I have been a member since 1995 or so. The	18	not perfect, but it's done in a timely manner and	18	while I'm listening into my ear pods, he proposed
	19	before the county fiscal process.	19	about for you, the Board, to consider the calendar.
	20	It's a relief to not be wondering into June,	20	I have been a member since 1995 or so. The
21 as we did last year, what our pay would be for next 21 calendar basically functions the same way; slight	21	as we did last year, what our pay would be for next	21	calendar basically functions the same way; slight

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1	Page 34 changes here and there. Too many holidays, too many	1	Page 3 MR. MORRIS: Good evening, Board members.
2	perks here and there. I really think this is an	2	I'm Eric Morris, a proud BCPS employee. But today, I
3	important idea, and I thank you, Mr. McMillion, for	3	am again here to speak to you about the need for
4	that proposal. I hope you take that in consideration.	4	strong policies supporting LGBTQ-plus students of all
5	You, the Board, are the boss, not the other	5	ages, like my two like two of my three children.
6	way around. I think you need to assess that calendar	6	At recent Board meetings, I have spoken of
7	and make it effective for education. Police	7	the great supports that my children's high school
8	department doesn't have as many holidays. FBI, GBMC,	8	offers them, my transgender kids. They do this
9	St. Joseph, et cetera.	9	because they care about students, and they care about
10	Second thing I want to applaud Ms. Henn for,	10	their LGBTQ students. These are students who live
11	I think at last meeting or maybe in the meeting	11	every day live their lives every day in fear to be
12	before, considering Spanish teachers, and I agree.	12	their true selves and fearful of those hate groups
13	There are many Spanish people here. However, you	13	persecuting them.
14	know, the Board is basically two colors and two	14	Moms for Liberty, one of those hate groups,
15	religions, minus/plus. I've never really seen the	15	along with other groups like PASS, are making
16	school system employ in any of the meeting an Arab	16	statements that our trans excuse me. Making
17	American teacher, or a Muslim American teacher. And	17	statements that our trans students are creating unsafe
18	our members are really large in nature. I don't think	18	environments for their children, when in fact, those
19	really we should advocate for one ethnicity. I think	19	groups are the perpetrators of fear. And they are
20	we should look at all of us.	20	creating the unsafe environment for our children. And
21	Last, but not least, in the last budget	21	they also preach book banning for those books that
1	Page 35 meeting, I noticed that 14 percent only is contributed	1	Page 3 support those LGBTQ students.
	by the federal government. 14 percent only, and the	2	I called Moms for Liberty a hate group again
	rest is the county and the state. In my time in the	3	because for the foremost authority on identifying
4	'90s, I think used to be 40 percent from federal		these groups, the Southern Poverty Law Center, has
5	government. So what I am saying to you, I suggest to		added them to their hate group list. Please, I beg
6	you to advocate to our congressmen and senators to		you not to listen to these words of hate, lies, and
7	stop wasting our money, sending it overseas to bomb		division these groups are spewing.
8	and kill people. It costs \$5-1/2 trillion Iraq and	8	And listen to the words of love, compassion,
9	Afghanistan, and we didn't win in either one. We	9	and equity from groups like the ACLU, NAACP, PFLAG,
10	didn't win in Vietnam, either.		GLSEN, your very own teachers' union, and your very
11	You know how many schools we can build with		own BCPS Department of Social Emotional Supports. In
12	\$5 trillion? How many teachers we can make happy?		their mission statements, they say that BCPS must
13	How many special education we can take care of them		
14	with equipment? How many laptops, computers thank		programs that promote students' academic, behavioral,
15	you.		social emotional, and physical development in
16	MS. BOOKER-DWYER: Thank you. Since there		preparation for college, career, and life readiness.
17	are speaker spaces available, we will now call from	17	With this mission statement in mind, I once
18	the waitlist for individual citizens and student		
19	category.		leaders of BCPS to re-read the BCPS LGBTQ-plus
	caregory.	-	rements of Der 2 to 10 to 10 th Der 2 DOD I A-hing
20	The first waitlist speaker is Mr. Eric	20	guidelines and call for a vote to make those

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1	Page 38 Or better yet, put together a special	1	Page 40 This evening, I would like to share with you
2	committee to plan a new inclusive inclusivity	2	specific information from the principal budget
3	policy, a committee made of teachers and staff,	3	priority survey, as well as the stakeholder across
4	administration and parents, and students and these	4	Team BCPS, their responses, as well. Next slide,
5	outside LGBTQ-plus expert organizations to put	5	please. Next slide, please.
6	together the best policies to protect our LGBTQ-plus	6	We will begin with the principal budget
7	children.	7	priority survey. As you can see, we had
8	As I've not visibly seen any steps taken in	8	representation of all types of schools. Our
9	that direction to this point, I would love to have the	9	elementary schools, middle school, high school, and
10	opportunity to speak to any one of you to discuss this	10	special schools and centers were represented. When
11	vital need to support our LGBTQ children. Thank you	11	asked to rank the four priority areas that we've
12	for your time and support for our students for all		identified for BCPS, all of our principals identified
13	of our students.	13	or the first choice was academic achievement,
14	MS. BOOKER-DWYER: Thank you.	14	followed by safety and climate, recruitment and
15	(Applause.)	15	retention, with infrastructure as the last priority.
16	MS. BOOKER-DWYER: The next item on the	16	Next slide, please. We asked principals to
17	agenda is the Superintendent's Report, and for that I	17	identify whether or not they wanted us, as we develop
18	call on Dr. Rogers.		
19	DR. ROGERS: Thank you. Good evening, Board	19	examining opportunities for improvement, balancing
20	Chair Booker-Dwyer, Vice Chair Pumphrey, all members	20	programs and opportunities, or preserving programs as
21	of the Board. I am pleased to present the December	21	much as possible. Overwhelming majority, 70 percent,
1	Page 39	1	Page 41
2	Superintendent's Report.		asked that we examine opportunities for improvement as we move forward, and recruitment and retention of our
3	Next slide, please. As everyone knows by		
	now, budget season in Baltimore County Public Schools		high-performing workforce as we move forward with the development of the budget.
4 5	is well underway. Again, we remind everyone that you	5	
6	can refer to our website where you can find Budget 101		Additionally, we asked them to rank budget
7	that really works to unpack how our budget is created,		priorities. Of note, all of our school leaders, the
8	our revenue sources, as well as our spending.		top area was professional development, making sure
	All year long, we work with offices,		that our educators were well trained, followed by
9	schools, leaders, and stakeholders to really provide		social emotional behavioral health and safety and
10	this year we've to really provide information		students, with the third item being teacher/student
11 12	regarding our budget development process, and also to		
	seek input and feedback regarding our next steps as we	12	When we asked principals overall for a focus
13	plan for FY '25.		to identify and rank in from 1 to 7 what was the
14	We have noted challenges for this upcoming	14	
15	budget, including the Esser fiscal cliff, for all	15	staff ranked number 1. Followed a close second was
16	school systems across the nation, Blueprint mandates,	16	providing academic support services to students that
17	as well as opportunities for or needs for	17	······································
18	additional saving. Opportunities for the community to		
19	provide feedback have included surveys, community		ratio. Next slide.
20	forums, Area Council meetings, upcoming public	20	We asked our principals to also share with
21	hearings, and of course, Budget 101 website.	21	us the top five additional school-based resources that

	6		,
1	Page 42 if there was room in the budget to make additional	1	Page 44 our stakeholders, as well as the responses from our
2	expenditures, what would they like us to focus on.		
3	The top two, they were tied at 49 responses, were	3	overall priority was hiring and retaining high-quality
4	additional teachers and staff development teachers for	4	staff in all groups, as we agree as well as a school
5	that job-embedded professional development, followed	5	system. Safety and climate were Focus Area No. 2
6	by school-based math resource teachers specifically,	6	identified, as well as examining opportunities to
7	and special education teachers, and the fifth need,	7	improve being the number one focus overall for the
8	fifth request, was assistant principal.	8	
9	Next slide. At this time, we'll transition	9	sure that the FY '25 provided academic support
10	over to the stakeholder budget priority survey, where	10	services to students in needs.
11	we received responses from several thousand responses	11	Differences included academic achievement
12	across Team BCPS. You'll note the first doughnut	12	being the number one priority for school leaders,
13	graph shows you the distribution. We had staff,	13	compared to the teacher/student ratio for families and
14	students, parents, guardians, community members, all	14	external stakeholders. One might argue that it is
15	participate in this survey.	15	
16		16	help to advance the goals of academic achievement.
17	a little different than the principals. They	17	
18	identified the top priority as recruitment and	18	development.
19	retention of staff, followed by safety and climate,	19	Professional development was identified as
20	and then academic achievement and infrastructure.	20	the number one system priority by school leaders for a
21	Next slide, please.		
1	Page 43 The ten priority for our stelleholders use to	1	Page 45 needed to move the work further. Next slide, please.
2	The top priority for our stakeholders was to examine opportunities for progress, specifically	2	And so more information to come on our
3	focused on recruitment and retention of our high-		
4			feedback that we received from our stakeholders.
5	performing workforce, followed by balancing		
6	preservation and opportunities, and then preserving	6	Whether it was from community conversations, from surveys, from individual meetings, and look forward to
7	programs.	7	
	When our stakeholders overall, outside of	8	
8 9	our school leaders, were asked to rank the school	9	At this time, we want to recognize that we
9 10	system budget priorities, the first one was		are now in the season of giving. As a school system,
11	teacher/student ratio. The number of students in a	10	we are working in three different areas and wanted to share that with the greater Baltimore County
12	classroom was extremely important. They also felt	12	
13	that social emotional, behavioral health of students		County Education Foundation to Share the Warmth to
14	was the second need, and the third one was	14	
15	instructional materials. Next slide, please.	15	
15	Their overall recommendations for the budget	16	
10	in terms of focus area was, first, hiring and	17	We are also working with Kids Helping Kids,
17	retaining high-quality staff, followed by academic		······································
18	I'm sorry. Followed by keeping the class sizes small	19	Hopkins where many of our students from birth through
20	and then academic support services to the students in		12th grade and children of our staff members have been
20	need. Next slide, please.		helped tremendously by the Hopkins Children Hospital.
<u></u>	When we took a look at the responses from	∠⊥	And so schools are working to identify, you know,

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1	Page 46 volunteering to identify individual projects, and so	1	Page 48 Secondly, the Student Member of the Board
2		2	application for the 2024-2025 school year is now open
3	reach out to your school. If your school is not	3	through January 8th. The application includes an
4	participating, please reach out to Central Office, and	4	essay, a resume and five letters of recommendation.
5	we'll be able to help point you to a school that is	5	That is all my announcements.
б	participating in raising funds specifically from	6	MS. BOOKER-DWYER: Thank you, Ms. Drummond.
7	students to help other children.	7	The next item on the agenda is Unfinished
8	And lastly, our Human Resources Division is	8	Business, Consideration of Board Policies. This is
9	spearheading again giving trees where we are adopting	9	the second reader for these policies, and for that I
10	three families across three families in Baltimore	10	call on Ms. Christina Pumphrey, chair of the Policy
11	County Public Schools that have six children. And so	11	Review Committee.
12	we are donating items for those students and their	12	MS. PUMPHREY: Thank you. Members of the
13	families, and we want to encourage everyone to join us	13	Board, the Policy Review Committee asks that the Board
14	or simply send good wishes their way. And want to	14	accepts the committee's recommendation to amend the
15	move to the next slide, please?	15	following Board policy. Board Policy 3150, Board
16	Want to again thank you for all of your time	16	Insurance Program; Board Policy 3310, Food and
17	and hope this information was helpful as we move	17	Nutrition Services; Board Policy 3330, Food Service
18	further into the budget process and as we think about	18	Finance; and Board Policy 5150, Resident and
19	all of the reasons that we have to be thankful for,	19	Nonresident Student Eligibility.
20	and all of our students and families that are in need	20	These policies are presented to you on
21	during this time of year. Thank you.	21	tonight's agenda as Exhibit J-1 through J-4.
1	Page 47 MS. BOOKER-DWYER: Thank you, Dr. Rogers.	1	Page 49 MS. BOOKER-DWYER: May I have a motion to
2	So the next item on the agenda is the	2	
3	Superintendent's Report no, is the Chair's Report.	3	
4	And so for the Chair's Report, we have a new Chair and		5150?
5	*	5	MS. HENN: So moved.
6	a new Vice Chair. So that is the extent of the report	6	
7	for this evening. We will have thank you. We will have a more robust report at the next Board meeting.		MS. BOOKER-DWYER: Thank you. No second is needed since the recommendation comes from the
, 8	So now we will move to the next item on	8	
9	the agenda is unfinished business no, Student	9	
10		10	Okay. May I have a roll call vote? MS. GOVER: Ms. Domanowski?
11	Member of the Board. Sorry about that, Ms. Drummond.	11	
11	So the next agenda item is the Student Board	12	MS. DOMANOWSKI: Yes.
13	Member's Report, and for that I call on Ms. Drummond.	13	MS. GOVER: Mr. Young? MR. YOUNG: Yes.
14	MS. DRUMMOND: Good evening, everyone. I	14	
15	first wanted to say that I just celebrated my 18th	15	MS. GOVER: Ms. Frempong?
15	birthday last week.	16	MS. FREMPONG: Yes.
10	(Applause.)	17	MS. GOVER: Ms. Stolusky?
	MS. DRUMMOND: It's definitely been thank	18	MS. STOLUSKY: Yes.
18 19	you. It's definitely been a very interesting but	19	MS. GOVER: Ms. Henn?
	rewarding year. My second town hall will be this	20	MS. HENN: Yes.
20	Thursday, December 7th, at 6:00 p.m., using the Google	20	MS. GOVER: Ms. Pumphrey?
	Meets Code SMOBTOWNHALL, all capitals, no spaces.		MS. PUMPHREY: Yes.

Page 50 Table 50				
a MS. DRUMNOND: Yes. a MS. GOVER: Ms. Harvey? 3 MS. GOVER: Ms. Harvey? a 4 MS. HARVEY; Yes. a 5 MS. GOVER: Mr. McMILION? b 6 DR. SAVOY; Yes. a 7 MS. GOVER: Mr. McMILION? b 8 MR. McMILLION: Yes. a 9 MS. GOVER: Ms. Lichter? b 9 MS. GOVER: Ms. Lichter? b 9 MS. GOVER: Ms. Lichter? b 10 MS. GOVER: Ms. Booker-Dwyer. b 11 MS. GOVER: Ms. Booker-Dwyer. b 12 MS. GOVER: Ms. Booker-Dwyer. b 13 MS. GOVER: Thank you. b 14 MS. GOVER: Ms. Pumphrey? b 15 The next item on the agenda is the b 16 The next item on the agenda is the b 17 Consideration of the Watershed Public Charter School b 18 remeval, and for that I call on D. Jones, Dr. b 19 DiDonato, and Dr. Elmendorf. c 20 Hello. c 21 Resewal Review Team, And after considering the remeval, and for that lead on Ms. GOVER: Ms. Booker-Dwyter. 10 Resewal Review Team, And after considerin	1		1	
3 MS. GOVER: Ms. Harvey? 2 MS. DOMANOWSKI: Yes. 4 MS. GOVER: Ms. HARVEY. Yes. MS. GOVER: Mr. Young? 5 MS. GOVER: Dr. Savoy? MR. YOUNG: Yes. 6 DR. SAVOY: Yes. MR. GOVER: Ms. Frempong? 7 MS. GOVER: Ms. Lichter? MS. GOVER: Ms. Ichter? 8 MS. GOVER: Ms. Lichter? MS. GOVER: Ms. Hooks-Dwyer. 10 MS. GOVER: Ms. Booker-Dwyer. MS. GOVER: Ms. Booker-Dwyer. 12 MS. GOVER: Ms. Booker-Dwyer. MS. GOVER: Ms. Booker-Dwyer. 14 MS. GOVER: Ms. Booker-Dwyer. MS. GOVER: Ms. Drumphrey? 15 MS. GOVER: Ms. Puruphrey? MS. GOVER: Ms. Drumphrey? 16 Yes, motion carries. Okay. MS. GOVER: Ms. Drummond? 17 Dre next item on the agendu is the 16 18 Frage 51 MS. GOVER: Mr. McMillion? 19 Dibonato, and Dr. Jones, Dr. 19 10 Hello. 19 21 hust Board meeting, we shared the findings of the 20 22 Renewal Review Team. And after considering the 21 32 Renewal Review Team. And after considering the 21	2	MS. DRUMMOND: Yes.	2	-
4 MS. HARVEY: Yes. 4 5 MS. GOVER: Dr. Savoy? 5 6 DR. SAVOY: Yes. 6 7 MS. GOVER: M. McMillion? 7 8 MR. McMILLON: Yes. 8 9 MS. GOVER: M. Lichter? 9 10 MS. GOVER: M. B. Booker-Dwyer. 11 11 MS. GOVER: M. B. Booker-Dwyer. 12 12 MS. GOVER: Thank you. 12 14 MS. BOOKER-DWYER: Yes. 12 15 MS. GOVER: Thank you. 12 16 MS. GOVER: Thank you. 14 17 MS. GOVER: Mas. Booker-Dwyer. 14 18 SOVER: Thank you. 14 19 Consideration of the Watershed Public Charter School 15 10 The next item on the agenda is the 16 10 Consideration of the Watershed Public Charter School 17 10 Consideration of the Watershed Public Charter School 17 10 DiDonato, and Dr. Jones, Dr. 18 11 Last Board meeting, we shared the findings of the 14 12 Renewal Review Team. And after considering the 14 14 Last Board meeting, we shared the findings of the 14 14 Last Board mee	3	MS. GOVER: Ms. Harvey?	3	
5 MS. GOVER: Dr. Savoy? 5 MR. YOUNG: Yes. 6 DR. SAVOY; Yes. 5 MS. GOVER: MS. Enempong? 7 MS. GOVER: M. McMillion? 7 MS. GOVER: MS. Lichter? 9 MS. GOVER: MS. Lichter? 8 MS. GOVER: MS. Stollusky? 9 MS. GOVER: MS. Lichter? 9 MS. GOVER: MS. Booker-Dwyer. 10 MS. GOVER: Thank you. 13 MS. GOVER: MS. Pumphrcy? 13 MS. GOVER: Thank you. 13 MS. GOVER: MS. Pumphrcy? 14 MS. GOVER: MS. Booker-Dwyer. 14 MS. GOVER: MS. Pumphrcy? 15 Yes, motion carries. Okay. 15 MS. GOVER: MS. Hurnword? 14 motion carries. Okay. 16 MS. GOVER: MS. Harvey? 17 15 Pisomic carries. Okay. 16 MS. GOVER: MS. Harvey? 17 16 mewal, and for that I call on Dr. Jones, Dr. 18 MS. GOVER: MS. Booker-Dwyer. 18 17 DR. ELMENDORF: Good evening. So at the 21 MS. GOVER: Ms. Lichter? 19 21 DR. ELMENDORF: Good evening. So at the 21 MS. GOVER: Ms. Booker-Dwyer. 18 22	4	MS. HARVEY: Yes.	4	
6 DR. SAVOY: Yes. 6 MS. GOVER: Ms. Frempong? 7 MS. GOVER: Ms. Identifion? 7 MS. FREMPONG: Yes. 8 MS. GOVER: Ms. Identifion? 7 9 MS. GOVER: Ms. Identifion? 8 10 MS. GOVER: Ms. Booker-Dwyer. 11 11 MS. GOVER: Ms. Booker-Dwyer. 12 12 MS. GOVER: Ms. Booker-Dwyer. 13 13 MS. GOVER: Thank you. 13 14 MS. GOVER: Thank you. 14 15 Yes, motion carries. Okay. 15 16 The next item on the agenda is the 15 17 Consideration of the Watershed Public Chatter School 17 18 Frameval, and for that I call on Dr. Jones. Dr. 18 19 DiDonato, and Dr. Elmendorf. 19 10 DR. ELMENDORF: Good evening. So at the 21 21 Last Board meeting, we shared the findings of the 14 22 MS. GOVER: Ms. Booker-Dwyer. 14 33 Baltimore County Public Schools Superintendent, Dr. 18 4 Baltimore County Public Schools Superintendent, Dr. 18 5 Rogers, recommended that the contract with Watershed 19 6 Suff here today if they would stand up.	5	MS. GOVER: Dr. Savoy?	5	0
7 MS. GOVER: Mr. McMillion? 7 MS. FREMPONG: Yes. 8 MR. McMILLON: Yes. 8 MS. GOVER: MS. Stolusky? 9 MS. COVER: Ms. Lichter? 9 MS. GOVER: Ms. Stolusky? 11 MS. COVER: Ms. Booker-Dwyer. 11 MS. GOVER: Ms. Henn? 12 MS. BOOKER-DWYER: Yes. 12 MS. GOVER: Ms. Pumphrey? 13 MS. BOOKER-DWYER: Yes. 12 MS. GOVER: Ms. Pumphrey? 14 MS. BOOKER-DWYER: Motion carries. No. 14 MS. GOVER: Ms. Durummond? 15 Yes, motion carries. Okay. 15 MS. GOVER: Ms. Harvey? 16 Consideration of the Watershed Public Charter School 16 MS. GOVER: Ms. Harvey? 17 DiDonato, and Dr. Elmendorf. 19 DR. SAVOY: Yes. 10 10 Hello. 20 MS. GOVER: Ms. Lichter? 10 11 last Board meeting, we shared the findings of the 14 MS. GOVER: Ms. Booker-Dwyer. 12 last Board meeting, we shared the findings of the 21 MS. GOVER: Ms. Booker-Dwyer. 28 Renewal Review Team, the 36 MS. GOVER: Ms. Booker-Dwyer. 45 29 <	6	DR. SAVOY: Yes.	6	
* MR. McMILLION: Yes. * MS. GOVER: Ms. Stolusky? 9 MS. GOVER: Ms. Lichter? * MS. STOLUSKY: Yes. 10 MS. GOVER: Ms. Booker-Dwyer. ** MS. GOVER: Ms. Pumphrey? 13 MS. GOVER: Ms. Booker-Dwyer. ** MS. GOVER: Ms. Pumphrey? 14 MS. GOVER: Ms. Pumphrey? ** MS. GOVER: Ms. Pumphrey? 15 MS. GOVER: Ms. Drummond? ** MS. GOVER: Ms. Drummond? 16 The next item on the agenda is the ** MS. GOVER: Ms. Harvey? 17 Consideration of the Watershed Public Charter School ** MS. GOVER: Ms. Harvey? 19 DiDonato, and Dr. Jones, Dr. ** MS. GOVER: Mr. McMillion? 20 Hello. ** MS. GOVER: Mr. McMillion? 21 Bat Board meeting, we shared the findings of the ** MS. GOVER: Ms. Lichter? 22 Renewal Review Team. And after considering the * MS. GOVER: Ms. Booker-Dwyer. 3 last Board meeting, we shared the findings of the ** MS. GOVER: Ms. Booker-Dwyer. 4 Batimore Country Public Schools Superintendent, Dr. * MS. GOVER: Ms. Booker-Dwyer. 4 Renewal Review Team. the * MS. GOVER: Ms. Nation carries. 7 Watershed Public Charter School he renewed for	7	MS. GOVER: Mr. McMillion?	7	
• MS. GOVER: Ms. Lichter? • MS. STOLUSKY: Yes. 10 MS. GOVER: Ms. Booker-Dwyer. 11 11 MS. GOVER: Ms. Booker-Dwyer. 12 12 MS. GOVER: Ms. Booker-Dwyer. 12 13 MS. GOVER: Thank you. 13 14 MS. GOVER: Thank you. 13 15 Yes, motion carries. Okay. 14 16 The next item on the agenda is the 15 17 Consideration of the Watershed Public Charter School 17 18 renewal, and for that I call on Dr. Jones, Dr. 18 19 DiDonato, and Dr. Elmendorf. 19 10 DR. ELMENDORF: Good evening. So at the 20 21 DR. ELMENDORF: Good evening. So at the 21 22 Renewal Review Team. the 3 31 ast Board meeting, we shared the findings of the 21 22 Renewal Review Team. the 3 31 ast Board meeting, we shared the findings of the 21 32 recommendation of the Renewal Review Team, the 3 34 recommendation of the Renewal Review Team, the 3	8	MR. McMILLION: Yes.	8	
10 MS. LICHTER: Yes. 10 MS. GOVER: Ms. Booker-Dwyer. 11 12 MS. GOVER: Ms. Booker-Dwyer. 11 12 13 MS. GOVER: Thank you. 13 14 MS. BOOKER-DWYER: Yes. 14 15 MS. GOVER: Thank you. 14 16 ROOKER. DWYER: Motion carries. No. 14 17 Consideration of the Watershed Public Charter School 17 18 renewal, and for that I call on Dr. Jones, Dr. 18 19 DiDonato, and Dr. Elmendorf. 19 10 DiDonato, and Dr. Elmendorf. 19 21 DR. ELMENDORF: Good evening. So at the 21 22 Renewal Review Team. And after considering the 10 23 Rast Board meeting, we shared the findings of the 22 34 Batimore County Public Schools Superintendent, Dr. 4 4 Batimore County Public Schools Superintendent, Dr. 4 5 Rogers, recommendation of the Renewal Review Team, the 3 4 Batimore County Public Schools Superintendent, Dr. 4 4 Batimore County Public Schools Superintendent, Dr. 4	9	MS. GOVER: Ms. Lichter?	9	-
12 MS. BOOKER-DWYER: Yes. 12 MS. GOVER: Mas. Pumphrey? 13 MS. GOVER: Thank you. 13 MS. GOVER: Ms. Pumphrey? 14 MS. BOOKER-DWYER: Motion carries. No. 14 MS. GOVER: Ms. Drummond? 15 Yes, motion carries. Okay. 15 MS. GOVER: Ms. Drummond? 16 The next item on the agenda is the 16 MS. GOVER: Ms. Harvey? 16 renewal, and for that I call on Dr. Jones. Dr. 16 MS. GOVER: Ms. Harvey? 17 DiDonato, and Dr. Elmendorf. 19 DR. SAVOY: Yes. MS. GOVER: Ms. Lichter? 18 Board meeting, we shared the findings of the 20 MS. GOVER: Ms. Lichter? Page 53 1 Iast Board meeting, we shared the findings of the 20 MS. GOVER: Ms. Lichter? Page 53 1 Iast Board meeting, we shared the findings of the 21 MS. GOVER: Ms. Lichter? Page 53 1 Iast Board meeting, we shared the findings of the 22 MS. GOVER: Ms. Lichter? Page 53 1 Renewal Review Team. And after considering the 26 MS. GOVER: Ms. Lichter? MS. BOOKER-DWYER: Yes. 1 Rogers, recommended that the contract with Watershed <td< td=""><td>10</td><td>MS. LICHTER: Yes.</td><td>10</td><td>MS. GOVER: Ms. Henn?</td></td<>	10	MS. LICHTER: Yes.	10	MS. GOVER: Ms. Henn?
13 MS. GOVER: Thank you. 13 14 MS. BOOKER-DWYER: Motion carries. No. 14 15 MS. BOOKER-DWYER: Motion carries. No. 14 16 The next item on the agenda is the 16 16 The next item on the agenda is the 16 16 The next item on the agenda is the 16 17 Consideration of the Watershed Public Charter School 17 18 Renewal, and for that I call on Dr. Jones, Dr. 18 19 DiDonato, and Dr. Elmendorf. 19 20 Hello. 20 21 Bat Board meeting, we shared the findings of the 21 22 Renewal Review Team. And after considering the 21 23 Iast Board meeting, we shared the findings of the 22 3 recommendation of the Renewal Review Team, the 3 4 Baltimore County Public Schools Superintendent, Dr. 4 5 Rogers, recommended that the contract with Watershed 5 6 Public Charter School Incorporated to operate 6 7 Watershed Public Charter School be renewed for a five- 7 year term, running from Jul	11	MS. GOVER: Ms. Booker-Dwyer.	11	MS. HENN: Yes.
13 MS. GOVER: Thank you. 13 MS. PUMPHREY: Yes. 14 MS. BOOKER-DWYER: Motion carries. No. 14 MS. GOVER: Ms. Drummond? 15 Yes, motion carries. Okay. 15 MS. DRUMMOND: Yes. 16 The next item on the agenda is the 16 17 Consideration of the Watershed Public Charter School 17 MS. GOVER: Ms. Harvey? 18 renewal, and for that I call on Dr. Jones, Dr. 18 MS. GOVER: Ms. Larvey? 19 DiDonato, and Dr. Elmendorf. 19 DR. SAVOY: Yes. 20 Hello. 20 MS. GOVER: Ms. Lichter? Page 53 1 last Board meeting, we shared the findings of the 28 MS. GOVER: Ms. Lichter? Page 53 1 last Board meeting, we shared the findings of the 28 MS. GOVER: Ms. Lichter? Page 53 1 last Board meeting, we shared the findings of the 28 MS. GOVER: Ms. Lichter? Page 53 2 Renewal Review Team. And after considering the 2 MS. GOVER: Ms. Lichter? Page 53 3 recommendation of the Renewal Review Team, the 3 MS. GOVER: Ms. Lichter? MS. GOVER: Ms. Lichter? 4	12	MS. BOOKER-DWYER: Yes.	12	MS. GOVER: Ms. Pumphrey?
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9And I want to recognize that we have some Watershed staff here today if they would stand up.9MS. BOOKER-DWYER: Okay. The next item on10staff here today if they would stand up.10the agenda is Action Taken in Closed Session, and for11(Applause.)11that I call on Mr. Burns.12DR. ELMENDORF: At this time, I will turn it12MR. BURNS: Madam Chair, there were no legal13over to the Board for action.13items in closed session.14MS. BOOKER-DWYER: May I have a motion to14MS. BOOKER-DWYER: Thank you.15approve the renewal of the Watershed Public Charter15The next item on the agenda is Contract16School?16Awards, and for that I call on Mr. Young, Vice Chair17MS. PUMPHREY: So moved, Pumphrey.17of the Building and Contracts Committee.18MS. FREMPONG: Second, Frempong.18MR. YOUNG: Members of the Board, the19DR. SAVOY: Second, Savoy.19Board's Building and Contracts Committee met on20MS. BOOKER-DWYER: Okay. That's good. Is20Monday, December 4, 2023. Items M-1 through M-4 and	7	Watershed Public Charter School be renewed for a five-	7	DR. ELMENDORF: Thank you.
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 ¹³ over to the Board for action. ¹⁴ MS. BOOKER-DWYER: May I have a motion to ¹⁴ approve the renewal of the Watershed Public Charter ¹⁵ School? ¹⁶ School? ¹⁷ MS. PUMPHREY: So moved, Pumphrey. ¹⁷ MS. FREMPONG: Second, Frempong. ¹⁸ MR. YOUNG: Members of the Board, the ¹⁹ DR. SAVOY: Second, Savoy. ¹⁹ MS. BOOKER-DWYER: Okay. That's good. Is ²⁰ Monday, December 4, 2023. Items M-1 through M-4 and 	11	(Applause.)	11	that I call on Mr. Burns.
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	19	DR. SAVOY: Second, Savoy.	19	Board's Building and Contracts Committee met on
21 there are there is there any discussion? 21 M-7 through M-16 are being forwarded to the full Board	20	MS. BOOKER-DWYER: Okay. That's good. Is	20	Monday, December 4, 2023. Items M-1 through M-4 and
	21	there are there is there any discussion?	21	M-7 through M-16 are being forwarded to the full Board

Baltimore County Board of Education Meeting

1	Page 54 for approval. Items M-5 and M-6 are being forwarded	1	Page 56 May I have a roll call vote?
2	to the full Board without a recommendation.	2	MS. LICHTER: Ms
3	MS. BOOKER-DWYER: Do I have a motion to	3	MS. BOOKER-DWYER: Oh, sorry. Go ahead, Ms.
4	approve Items M-1 through M-4 and M-7 through M-16?	4	Domanowski.
5	MS. HENN: So moved.	5	MS. DOMANOWSKI: I just have a quick
6	MS. BOOKER-DWYER: No second oh. No	6	question. What is the reasoning behind these not
7	second is needed since the recommendation comes from	7	being recommended by the committee?
8	the committee. Any discussion? This is a easy Board	8	MS. BOOKER-DWYER: Yes, go ahead, Mr. Young.
9	meeting today.	9	MR. YOUNG: Ms. Domanowski, based upon the
10	May I have a roll call vote?	10	committee having four members and only three being
11	MS. GOVER: Ms. Domanowski?	11	present, we would've needed all three members to vote
12	MS. DOMANOWSKI: Yes.	12	to move these forward. I recused myself from those
13	MS. GOVER: Mr. Young?	13	two contracts.
14	MR. YOUNG: Yes.	14	MS. DOMANOWSKI: Okay. Thank you.
15	MS. GOVER: Ms. Frempong?	15	MS. BOOKER-DWYER: Okay. May I have a roll
16	MS. FREMPONG: Yes.	16	call vote?
17	MS. GOVER: Ms. Stolusky?	17	MS. GOVER: Ms. Domanowski?
18	MS. STOLUSKY: Yes.	18	MS. DOMANOWSKI: Yes.
19	MS. GOVER: Ms. Henn?	19	MS. GOVER: Mr. Young?
20	MS. HENN: Yes.	20	MR. YOUNG: Recuse.
21	MS. GOVER: Ms. Pumphrey?	21	MS. GOVER: Ms. Frempong?
1	Page 55 MS. PUMPHREY: Yes.	1	Page 57
2	MS. FOMPTIKET. Tes. MS. GOVER: Ms. Drummond?	2	MS. FREMPONG: Yes.
3	MS. DOVER. MS. Drummond? MS. DRUMMOND: Yes.	3	MS. GOVER: Ms. Stolusky? MS. STOLUSKY: Yes.
4		4	MS. GOVER: Ms. Henn?
5	MS. GOVER: Ms. Harvey? MS. HARVEY: Yes.	5	
6	MS. GOVER: Dr. Savoy?	6	MS. HENN: Yes.
7	DR. SAVOY: Yes.	7	MS. GOVER: Ms. Pumphrey? MS. PUMPHREY: Yes.
8	MS. GOVER: Mr. McMillion?	8	MS. FOMPHRET. Tes. MS. GOVER: Ms. Drummond?
9	MR. McMILLION: Yes.	9	MS. DRUMMOND: Yes.
10	MS. GOVER: Ms. Lichter?	10	
11	MS. LICHTER: Yes.	11	MS. GOVER: Ms. Harvey? MS. HARVEY: Yes.
12	MS. GOVER: Ms. Booker-Dwyer.	12	MS. GOVER: Dr. Savoy?
13	MS. BOOKER-DWYER: Yes.	13	DR. SAVOY: Yes.
14	MS. GOVER: Thank you.	14	MS. GOVER: Mr. McMillion?
15	MS. BOVER: Thank you. MS. BOOKER-DWYER: Motion carries.	15	MR. McMILLION: Yes.
16		16	MS. GOVER: Ms. Lichter?
17	Do I have a motion to approve items wi-5 and	17	MS. LICHTER: Yes.
18	MS. HENN: So moved.	18	
19	MS. BOOKER-DWYER: Is there a second?	19	MS. GOVER: Ms. Booker-Dwyer. MS. BOOKER-DWYER: Yes.
20	MS. LICHTER: Second, Lichter.	20	MS. GOVER: Thank you.
21		21	MS. BOOKER-DWYER: Motion carries.
	MS. BOOKER-DWYER: Any discussion?	21	MS. BOOKER-DWYER: Motion carries.

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1	Page 58 The next item on the agenda is New Business,	1	Page 60 MS. GOVER: Ms. Pumphrey?
2	Special Project Request, and for that I call on Dr.	2	MS. PUMPHREY: Yes.
3	Jones and Ms. Reed.	3	MS. GOVER: Ms. Drummond?
4	And this is Principal Dellone. Welcome.	4	MS. DRUMMOND: Yes.
5	DR. JONES: Good evening. I'm actually not	5	MS. GOVER: Ms. Harvey?
6	joined by Ms. Reed, but I am joined by Ms. Dellone,	6	MS. HARVEY: Yes.
7	who is very passionate about the is about the	7	MS. GOVER: Dr. Savoy?
8	project. So for Board approval, we do have a special	8	DR. SAVOY: Yes.
9	project request which has been submitted for repairs	9	MS. GOVER: Mr. McMillion?
10	and upgrades for the greenhouse located at Hereford	10	MR. McMILLION: Yes.
11	Middle School.	11	MS. GOVER: Ms. Lichter?
12	There are several repairs that will bring	12	MS. LICHTER: Yes.
13	the greenhouse up to speed, including a new swamp	13	MS. GOVER: Ms. Booker-Dwyer.
14	cooler, cleaning of sumps and refilling with water,	14	MS. BOOKER-DWYER: Yes.
15	replacement of filter panels of the remaining units,	15	MS. GOVER: Thank you.
16	installation of new belts, and cleaning of the	16	MS. BOOKER-DWYER: Motion carries.
17	exterior units.	17	MS. DELLONE: Thank you very much for your
18	We're happy to say that this request is	18	support for agriscience department. It also benefits
19	funded by a grant through the Maryland Agricultural	19	Hereford High School for the computer the completer
20	Resource Council to replace equipment and for repairs	20	pathways for graduation, so thank you. We appreciate
21	to Hereford Middle School's greenhouse. Funds were	21	it.
1	Page 59 paid by My Neighbors Foundation, and this project	1	Page 61 MS. BOOKER-DWYER: Thank you.
2		2	MS. DELLONE: Thank you.
3	Middle School and the school science and agriscience	3	MS. BOOKER-DWYER: The next item on the
4	courses. Thank you.	4	agenda is the Report on Blueprint Pillar 4, More
5	MS. BOOKER-DWYER: Okay. May I have a		Resources for Students to be Successful. And for
б	motion to approve the privately funded capital project		that, I call on Dr. DiDonato, Dr. Jones, Ms. Forster,
7	for greenhouse repairs at Hereford?	7	and Ms. Stansbury.
8	MS. STOLUSKY: So moved, Stolusky.	8	Okay, Dr. Rogers is going to start us off.
9	MS. HENN: Second, Henn.	9	DR. ROGERS: Yes, thank you. Next slide,
10	MS. BOOKER-DWYER: Any discussion? Okay.	10	please.
11	May I have a roll call vote?	11	Okay. We are missing a slide, but we're
12	MS. GOVER: Ms. Domanowski?	12	going to do the introduction anyway. So it is perfect
13	MS. DOMANOWSKI: Yes.	13	timing that we had a community member come and speak
14	MS. GOVER: Mr. Young?	14	to community schools. This pillar, we are especially
15	MR. YOUNG: Yes.	15	excited around the work that's happening in Baltimore
16	MS. GOVER: Ms. Frempong?	16	County Public Schools around community schools.
17	MS. FREMPONG: Yes.	17	For those who don't have as much familiarity
18	MS. GOVER: Ms. Stolusky?	18	with community schools, it's an evidence-based
19	MS. STOLUSKY: Yes.	19	strategy that really focuses on the whole child. It's
20	MS. GOVER: Ms. Henn?	20	really where the school comes together with the
21	MS. HENN: Yes.	21	community and external partners to provide wraparound

1	Page 62 services to the student to really ensure that we're	1	Page 64 who are identified as potential ELLs, are
2	addressing any gaps that may exist, and that we're	2	automatically qualified for pre-kindergarten programs.
3	really thinking about the full family.	3	So the more resources for students for
4	When we talk about wraparound services, we	4	students specifically with special education services
5	are talking about before and after care. We're	5	or ESOL services are really entwined within the other
6	talking about mentorship programs. We're talking	6	pillars. However, it's acknowledged in this pillar
7	about health and wellness centers, social workers,	7	because there's workgroups that were formed as part of
8	school psychologists, counselors, restorative practice	8	the efforts to look at what are some recommendations
9	coaches, and more.	9	based on current research, models in other states, and
10	The team that has is assembled in front	10	around the country for best practices for English
11	of you is going to do a pretty good dive into Pillar	11	language learners, as well as for students receiving
12	4, what those requirements are, where we are as a	12	special education services.
13	school system. We are in Year 5, specifically with	13	The workgroup did put out a final report for
14	community schools, where currently we have 56	14	the ESOL workgroup that includes multiple
15	community schools at different phases of the process,	15	recommendations as far as instructional programming,
16	and we're looking forward to next year being having	16	services and supports, providing resources, and
17	more than 75 schools. And so we're really excited	17	supports to families, which you'll see tie into some
18	about how we ensure that targeted supports are based	18	of our community school work.
19	on needs, and they are matched with the students who	19	The special education workgroup has been
20	need additional resources and families, and that, you	20	formed. It is at the state level and is still in
21	know, we're really taking next steps with our	21	process. They anticipated a preliminary inter-session
1	Page 63 concentration of poverty grant.	1	Page 65 report sometime in November, which has not occurred at
2	So this team will talk to you about how we		this point. However, their final report is supposed
3	really are going to tend to the physical, mental		to happen over the summer.
4	health needs, academic needs, and the extracurricular	4	So with that, I will turn it over to my
5	needs of all of our students as a part of Pillar 4.	5	partners. Next slide.
6	And so at this time, I turn it over to Dr. DiDonato.	6	MS. STANSBURY: Thank you. I hope you can
7	DR. DIDONATO: Thank you. The focus of	7	hear us clearly. So thank you for giving us an
8	Pillar sorry. The focus of Pillar 4 is truly to	8	opportunity to talk about what we're most excited
9	provide more resources to ensure student success,	9	about, and that's community schools. Melissa and I
10	looking at students who are receiving special	10	have been very passionate about this. You may be
11	education services, our English language learners, our	11	wondering what makes a community school different from
12	students who are living in high concentration of	12	any other school, and it's simply the fact that the
13	poverty areas, and supporting students in the area of	13	school and the community are one.
14	behavior health.	14	It's really about providing the supports to
15	The pillar components of English language	15	students, families, and community members to be
16	learners and special education are entwined within the	16	successful. Because while we have students here in
17	other pillars. You've heard us talk about the	17	our buildings every day, five days a week, they do go
18	academic achievement and success, both with having	18	home to their families. And when they go home, they
19	students available and programs available for students	19	need the support they need to be successful to return
20	in pre-K. We heard that in Pillar 1, and that	20	back to us.
21	students who require special education services, or	21	So what you see on this slide is really an
	students who require special education services, or		bo what you see on and shad is fearly an

1	Page 66 example of how to implement the community school	1	Page 68 comes from MSDE late January/early February, but this
2	initiative using a multi-year approach. Year 1 is		is our projection. So as we think about this, almost
3	really dedicated to needs assessment. What are the		* *
4	needs of the students, the families, and the community	4	schools. Every school can be a community school. You
5	itself in order to make sure that we are supporting	5	don't have to have the funding to be a community
6	everyone specifically with what they need versus what	6	school. You simply need to have the passion about
7	we believe that they need? And that includes	7	creating partnerships with stakeholders and families.
8	involving stakeholders.	8	And we can do that in every school. So community
9	Every community school has a shared	9	schooling can be a way of schooling in BCPS for
10	decision-making team. That shared decision-making	10	everyone.
11	team includes students, families, community members,	11	Melissa?
12	and community partners. And so we've been very	12	MS. FORSTER: Next slide, please. Michelle
13	fortunate to have true advocates through TABCO, as	13	I'm going to move to this one. Sorry. Michelle
14	they are very passionate, also, about the community	14	talked about a little bit about the needs
15	school initiative, and we've partnered with them. We	15	assessment, but that's really a big component of
16	meet with them regularly. They have their own group.	16	Blueprint is our comprehensive needs assessment, and
17	We kind of share information with each other because	17	it is very encompassing. We actually have five
18	this is not an initiative that we have ever thought we	18	components. They include the asset inventory, the
19	can do independent of our stakeholders. And all of	19	existing data review where we really analyze the data
20	our stakeholders include not just community partners,	20	of the school, key informant interviews, listening
21	but also those partners that are partners with BCPS.	21	sessions, like Michelle said, with all stakeholders.
1	Page 67 Year 2 really goes into now that we've	1	Page 69 This includes staff, students, partners,
2	identified what the needs are in the community and for	2	community members that may just reside in the area but
3	students, what are the root causes of those needs, and	3	don't necessarily have a student in that school.
4		4	
	needs. Starting with the priorities that come out of	5	then, of course, partners. And then we also have a
6	the needs assessment.	6	survey that we give. We utilized the BCPS stakeholder
7	In year 3, it's full implementation. We've	7	as a key component in our needs assessment.
8	spent two years investing and determining what needs	8	And what you'll see here is our community
9	to happen and how we're going to execute those pieces.	9	school roadmap. This is created through our BCPS
10	And now it's time to execute, collect data, and refine	10	stakeholder steering committee, which we have our own.
11	practices in order to make sure we're meeting everyone	11	
12	where they are.		-
13	We have grown very quickly when it comes to	13	stakeholder steering committee for community schools,
14	community schools over the past five years. We	14	which encompasses students, staff. We have TABCO
15	started with 4 schools in Year 1, 10 schools in Year	15	representatives. We have community school
16	2. By Year 3, we had 22. Year 4, we were at 36.		facilitators, partners. They've really helped us
17	Year 5, we are at 56, and we are projecting to add the	17	develop what we call a roadmap, and this is what
18	most number of schools that we have thus far, and	18	guides community schools. This is how we evaluate our
19	that's 23 additional schools to be well over 75, as	19	effectiveness, and we're really embedded in the five
20	Dr. Rogers shared.	20	commitments that you see on the screen. Our needs
21	We don't have official data yet because that	21	assessment is embedded in this, and our implementation
		L	,,,

1	Page 70 plan.	1	Page 72 forward, and that's how we make sure we have a
2	Next slide, please. This is just a blowup.	2	thriving community.
3	It's really blurry to see, but we live and breathe	3	I want to go into the next slide where we
4	this roadmap. We did this in collaboration with the Y	4	talk a little bit about how schools are identified
5	in Central Maryland to create this and our stakeholder	5	through the Blueprint for community schools, funding,
6	steering committee. All of our implementation plans,	6	and the different types of funding sources that are
7	after the needs assessment, we have to identify key	7	available to community schools.
8	priorities, as Michelle said, and they all have to	8	As I shared earlier, the identification of
9	live in these evidence-based strategies.	9	community schools is based on MSDE data. We receive
10	And then we measure them through our	10	the list of schools from MSDE annually with the state
11	evidence-based impacts, whether that be chronic	11	aid formula. And so that does not come out to us
12	absenteeism, full day attendance, number of enrichment	12	until late January, sometimes early February by the
13	partners, whatever that may be. And we have an	13	time they finalize things. Some things aren't always
14	evaluator, an external evaluator, that shows us the	14	as final as we would like them.
15	effectiveness of this roadmap and whether we're	15	And then there is phase-in eligibility. And
16	meeting the needs of our stakeholders.	16	so what you will see listed on this slide are the
17	Next slide, please.	17	phases of eligibility for two grants. The first grant
18	MS. STANSBURY: So I really hope that when	18	is the grant for personnel funding. That grant has to
19	you leave today, this triangle is kind of what you	19	be used for a must, we do not have an option. We
20	remember the most about this discussion. Because the	20	must use that grant for a community school facilitator
21	work of community schools lives in where you see the	21	and a healthcare practitioner.
1	Page 71 edges of the triangle. It's really making those	1	Page 73 We use any additional remaining funding in
2	connections to what's happening in school to what's	2	that grant for additional wraparound urgent services.
3	happening outside of the school day and what's		
4	happening in the community.	4	a coat closet or any other basic needs that
5	If we're living only along the sides of	5	families and students might have.
6	those of the triangle, we will only get but so far.	6	In the first year of community schools, we
7	We have to make those connections. And so community	7	started with only schools that had a three-year
8	schoolwork is really about connecting all of the dots.	8	poverty average of 80 percent or higher. You will see
9	Making sure that when we have out-of-school-time	9	as we move into fiscal year '25 that three-year
10	programs, what's happening in those programs connects	10	poverty average has decreased to 55 percent, which is
11	back to what's happening in the classroom, and not in	11	why we have added so many schools every year for the
12	isolation of what's happening in the classroom.	12	past five years.
13	When we provide wraparound services and	13	The second grant that you see listed there
14	supports to community members and to students and	14	is the per-pupil grant. The per-pupil grant also is
15	families, that that is also connected to expanded	15	
16	learning opportunities and expanded learning resources	16	grant adjusts not just every year by the three-year
17	available to families and to students.	17	poverty average, but also how much of the per-pupil
18	And so it's very important that when we	18	grant a school receives.
19	think through the work of community schools that we	19	So in the first year of a school receiving
20	are thinking about connections, making connections,	20	the per-pupil grant, they get 16 percent of that
21	because that's how we move academic achievement		year's per-pupil allocation. Let's say the per-pupil
	I	1	· · · · · · · · · · · · · · · · ·

			Datamore County Doard of Education Meeting
1	Page 74 allocation is \$3,000. Year 1, you get 16 percent of	1	Page 76 What you will also see on the screen is a
2	that 3,000. Year 2 of eligibility, you get 32 percent	2	link to our community schools. To kind of wrap us up,
3	of that 3,000. Year 3, 37, then 66, then 75. By year	3	you can access that link. It gives you the name of
4	5, you have 100 percent of the per-pupil allocation.	4	all the schools, the name of the community school
5	And so that phase-in approach really gives schools	5	facilitator, and where they're at in implementation,
6	time to build the infrastructure and find the partners	6	whether they're in that year 1 needs-assessment phase,
7	to execute the programming.	7	year 2 implementation planning where they're building
8	Funding comes in, just like all other state	8	out a plan and building those infrastructures, or year
9	aid funding. It is annual, one year. There are some	9	3, full program development.
10	debates at the state level about carry-over, and I'm	10	DR. JONES: A couple more slides. Thank
11	sure we will come back and have more conversations	11	you. Good evening, everyone. The Pillar 4 Blueprint
12	about that. I think the one thing that Melissa and I	12	allows us to hire system-level behavior health
	have learned is to extend grace, as MSDE tries to	13	coordinators, and as a part of our continuum of
	navigate the legislation and the guidelines around	14	services, we in addition to the community schools,
	community schools. And so we've created some	15	we also provide wellness centers and provide mental
	structures to help us along the way, but we've also	16	health services, which we'll talk a little bit more
17	been very fluid in making sure we help schools		
18	understand how funding should be used. Next slide.	18	Under HB 1372, the mental health coordinator
19	MS. FORSTER: Last, but not least, we wanted	19	has the responsibility, as you'll notice on the slide,
20	to share how we approach community schools. Because	20	to support the referral process of services, to
	we created this network or neighborhood approach.	21	maximize funding for mental health, and provide
	Page 75		Page 7
1	You'll see our eight networks on the screen. They're	1	wraparound services. They support the development of
	really by area. What we didn't want to happen was to		F
	have 56 community schools with 56 different programs,	3	efforts are accomplished in partnerships with schools
	and you have a kid at one school that offers one		through the connection to community resources and
5	program but you have a kid that goes to a middle		referrals to facilitate access.
6	school that's also a community school in the same	6	We're going to talk a little bit and share
7	area, but they have a (inaudible) program and you		more about our partnerships, which we value
8	can't benefit from both.		tremendously. The maintenance of strong partnerships
9	So with this network and neighborhood	9	is vital with the Baltimore County Department of
	approach, the community school facilitators meet	10	
11	together in what we called network neighborhood	11	program, who serve in partnership on our mental health
12	meetings, and they share partners. They share	12	advisory council. Behavioral health coordinators are
13	resources. They brainstorm the needs of the community	13	vetted through the Baltimore County government, and
14	at large, rather than just their individual schools.	14	our local police department assists in supporting the
15	So they can be very targeted about what partnerships	15	safety and assessment of individuals who may have a
16	they form, what programs they build, that can benefit	16	behavioral health need, as well as our community
17	the entire community so we don't have a food pantry at	17	partners who provide services and supports.
18	56 schools. That may not be what's needed, but we	18	Some of those include the National Center
19	have a few food pantries in the area that all	19	for School Mental Health, Maryland Center for Safe and
20	community members can access, rather than just that	20	Supportive Schools, the National Alliance for Mental
21	one school.	21	Illness, American Foundation for Suicide Prevention,

		_	
1	Page 78 and many more agencies and organizations that are	1	Page 80 opportunity to share how we meet the needs of our
2	important to this work and make sure, again, that we	2	students. As you can see, we are all very passionate
3	provide that continuum services for our families and	3	in our different area of work, regarding just meeting
4	our students. Next slide, please.	4	the total needs of all of our children and making sure
5	We are very excited in the Division of	5	that they have everything they need to maintain
6	Schools to have the Maryland School-Based Health	6	academic and wellbeing in terms of their progress
7	Center program, which ensures that school-aged	7	throughout our school system. Thank you.
8	children and youth in Maryland are healthy and ready	8	MS. BOOKER-DWYER: Thank you.
9	to learn through an increased access and availability	9	So at this time, I'd like to open up for any
10	of quality, comprehensive healthcare.	10	questions.
11	A school-based health center is a clinic	11	Yes, Ms. Henn?
12	located within a school building or on school property	12	MS. HENN: Thank you, Madam Chair. Has a
13	that provides comprehensive primary, acute, and	13	nice ring to it. Thank you for the presentation.
14	preventive care services to students, families, and	14	This was incredibly informative. This is an area I'm
15	community members who enroll in the center.	15	passionate about, as well, so I really do appreciate
16	The centers' planning grant requires the	16	the time and efforts that went into preparing this for
17	school to conduct local needs assessments to identify	17	us tonight. So thank you.
18	schools that will benefit from new centers. This	18	I have three questions. My first is in the
19	requires extensive input from our stakeholders as was	19	three-year model of implementation. First, I
20	previously shared. And it identifies the healthcare	20	appreciate the discipline and the a lot of work and
21	priorities and the development of an action plan to	21	thought went into this, clearly. Are there options to
1	Page 79 make quality services available to our families.	1	Page 81 provide for more urgent needs for our students in
2	As you can see on the screen, we have	2	years 1 and 2? And I believe someone mentioned the
3	currently five elementary schools, four wellness	3	coat closet, the food pantry, things of that sort.
4	centers at four of our middle schools or accessibility	4	And would that funding be available, then, the year
5	to our middle schools. Dundalk Middle School actually	5	or shortly after MSDE identifies a school as being
6	serves is served by the Dundalk High wellness	6	eligible?
7	center, and Middle River Middle School is by	7	MS. FORSTER: Absolutely, yes. So when
8	appointment only, but families are able to access that	8	
9	wellness center, as well. And then we have seven high	9	assessment, they start with an asset inventory,
10	schools that we're very proud of that have school	10	existing data review, and start on those listening
11	wellness-based centers.	11	sessions and urgent priority needs kind of bubble up.
12	These centers are supported again at the	12	Like the food pantry, the care closet, so what we do
13	Baltimore County Department of Health level, but also	13	is we take some of that funding and put it in buckets
14	through our Baltimore County Public Schools Health	14	for them where we know historically those needs have
15	Services Department. Additional information about our	15	arisen, which is around food access, things like that.
16	wellness centers and all that we offer in terms of our	16	So yes, they have the opportunity to begin spending
17	support services and responsive needs to students can	17	the money pretty quickly once they get it as they
18	be found on our website, especially within the	18	identify those urgent needs.
19	Department of Social Emotional Supports. Next slide,	19	MS. HENN: Great.
20	please.	20	MS. STANSBURY: And that's official as of
21	And thank you. Thank you for the	21	July 1, so they may find out about identification in

1	Page 82 February or March, but execution actually starts July	1	Page 84 MS. HENN: Great. Thank you very much.
2	1st.	2	MS. STANSBURY: They definitely do, yes.
3	MS. HENN: Perfect. And that leads to my	3	MS. FORSTER: Yes, they do.
4	second question, which is does MSDE have the final say	4	MS. BOOKER-DWYER: Thanks. Ms. Harvey?
5	in identifying which schools become community schools	5	MS. HARVEY: Thank you, Madam Chair. So I
6	and then we carry that out, or does BCPS have any	6	am a big believer in community schools. I've seen
7	latitude or discretion in determining that?	7	them work when they're done well, and I appreciate all
8	MS. STANSBURY: So MSDE identifies schools	8	the enthusiasm that is evident in the room for
9	eligible to be a community school for the personnel	9	community schools. I have 10 community schools in my
10	grant. But it doesn't just take a grant to do the	10	district. So I am highly invested in not only their
11	work. We have encouraged some schools to even think	11	success, but the success of community schools broadly.
12	about other funding sources, other grants. Through	12	I wanted to know I have three schools in
13	Maryland Leads, we actually added BCPS community	13	needs assessment, five in plan development, and two in
14	school, which was Chesapeake High School. And then	14	implementation. For those schools that are just
15	they wound up becoming an MSDE-eligible school so we	15	starting out in needs assessment, what I know the
16	no longer needed to fund that through Leads.	16	outreach is surveys and, you know, that kind of thing,
17	And so we just think we're so passionate	17	letters home. Is there any information on how much of
18	about the initiative that even without the funding,	18	the community is participating and the level of equity
19	there are possibilities to actually get in dig in	19	and inclusion and diversity in that participation for
20	and do some of that work.	20	the schools? And what is it that the public in
21	MS. HENN: Terrific. And my final question	21	general?
1	page 83 is do we consider feeder patterns when we're looking	1	Page 85 Because I don't hear about, you know, the
2	at prioritization of community schools? And by that,		community schools' planning, but ideally a well-
3	I mean if students come from an elementary, a middle,		functioning community school is there for me as a
4	that were community schools but go on to a high school		member of the community who may not have a child in
5	that has not yet become a community school, how are we		BCPS. So what does that broader outreach look like?
6	meeting their needs? And do we consider that feeder	6	MS. STANSBURY: Excellent. Do you want to
7	high school when we are prioritizing supports?	7	take the one on the needs assessment? We're very
8	MS. FORSTER: So that is kind of why we	8	particular about the data that's collected and
9	created that network and neighborhood approach so we	9	MS. FORSTER: Yeah. So the needs
10	could still those families and those students at	10	assessment, when we do our training, we are very
11	those high schools could still access the supports		transparent that it needs to be equitable and needs to
12	because their elementary or middle school was a	12	be representative of your school, in your individual
13	community school. So we can't give them that		school. So we give a sample size number, but we say
14	identification, but they would still have access to	14	although you may reach that number, if your data is
15	all the resources and programs at their other schools.	15	not showing that you're equitable in who you're
16	MS. HENN: Perfect. So they can return to		speaking to, based off your population and your
17	those schools	17	demographic, you may need to surpass that number. So
18	MS. FORSTER: Absolutely.	18	we are very intentional about the needs assessment
19	MS. HENN: and still receive the same		process and what they look at.
20	programs and services?	20	In terms of how you can access some of the
21	MS. FORSTER: Yes, ma'am.	21	data from that needs assessment, we do have the survey
	NIS. I OKSTER. 105, ind diff.		data from that needs assessment, we do have the survey

1	Page 86 data accessible through a dashboard that we can share	1	Page 88 particular about how we are partnering, not just with
2	after this meeting that's accessible to anyone to see	2	them but with other Baltimore County agencies outside
3	how many stakeholders from each category have	3	of BCPS.
4	responded to that data.	4	MS. HARVEY: Great, thank you. And the last
5	MS. HARVEY: Great. Thank you.	5	question, community schools, as you say, can be any
6	MS. STANSBURY: And we're working on	6	school, and I know that we're identifying schools by
7	marketing strategies with our community school	7	concentration of poverty at this point. There was a
8	facilitators to make sure that the full community	8	school in my district, Maiden Choice, that was
9	knows what's accessible at the public school. Or even	9	initially identified as a community school. And then
10	what resources are accessible within the community	10	the that identification was removed.
11	supported through community schools. A lot of our	11	And so I am that's interesting to me
12	community school facilitators have organized events	12	because that population of those students are a
13	that were opened up to lots and lots and lots of	13	vulnerable population, a special needs population,
14	family members across the entire community. But then	14	which means their families have probably decidedly
15	they've also partnered with Baltimore City because we	15	more complicated issues to navigate on top of whatever
16	do share and swap students all the time, and so we	16	the poverty level may or may not be. And so has there
17	want to make sure that those supports are consistent	17	been any thought to implementing Maiden Choice as a
18	across, and some of the strategies that Baltimore City	18	community school outside of the concentration of
19	uses to share the community school initiative in their	19	poverty grant?
20	communities we have adopted because it's best	20	MS. STANSBURY: I think it's definitely
21	practice. And it's been working for them, and so	21	worth a conversation. What I'm hoping to be able to
1	Page 87 we've been picking that up.	1	Page 89 say as we project is that they will re-enter. But the
2	So we I'm saddened to hear that it's not	2	truth is that we don't have any firm information about
3	as vocal in your community, but I hope that changes	3	that because calculation methods really are left up to
4	tomorrow.	4	MSDE. And they have a very unique and complex
5	MS. HARVEY: And me, as well. I have yes,	5	calculation process that actually adjusted between
6	tomorrow. I have just a couple of follow-up	6	January and February of 2023. And so that's what
7	questions. One is community schools right now are	7	caused that drop of Maiden Choice and other schools.
8	based on concentration of poverty grants, and I see	8	But we have been talking about other ways in
9	you're connected to the Health Department and the	9	which we can help schools that are interested in the
10	Police Department. Are you connected with the local	10	initiative to be able to have access to doing some of
11	Department of Social Services?	11	the community schoolwork. So we're in the works of
12	MS. STANSBURY: Oh, yes. Absolutely. We	12	working on that.
13	recently had some situations with students' access to	13	MS. HARVEY: Thank you. Thank you very much
14	SNAP benefits and Medicaid, and we worked very closely	14	for all the work that you're doing.
15	with the Department of Social Services on that. We	15	MS. STANSBURY: Thank you. Thank you. We
16	communicate pretty frequently with them. They share	16	appreciate you.
17	flyers with us. We push those flyers out to our	17	MS. BOOKER-DWYER: Any other go ahead,
18	community school facilitators to make sure it gets out	18	Ms. Pumphrey.
	community school facilitators to make sure it gets out into the community. And then they're even at some of	18 19	Ms. Pumphrey. MS. PUMPHREY: Most of my questions were

1	Page 90 you mentioned that some schools who aren't designated,	1	Page 92 district and even in surrounding counties. And we're
2	and maybe I'm misunderstanding, you specifically know	2	looking at sending them to the community school
3	one school was offered a Leads grant in order to be a	3	conference so they can learn about effective community
4	community school. Do they still have to be designated	4	schools nationally.
5	by MSDE, but they don't receive the personnel grant	5	That at least will build capacity and
6	through MSDE? Can you clarify that, please?	6	understanding what it means to be a community school
7	MS. STANSBURY: Yeah, absolutely. So	7	versus what they are right now. And even if they
8	Chesapeake High School is the school that we elected	8	aren't identified by the state, there may be some
9	to add through Maryland Leads as a community school	9	great strategies that they pick up from those
10	before they were identified by MSDE. And we did that	10	opportunities that they can implement.
11	because almost every elementary and middle school that	11	MS. PUMPHREY: I lied. One more question.
12	fed into Chesapeake High School was already a	12	So you mentioned effective community schools, so for
13	community school. And so we really wanted to get a	13	some of our schools community schools that aren't
14	head start on making sure that that school built a	14	quite as effective. What steps are we taking to
15	model that they could sustain once they were	15	improve to make sure that they become more effective
16	identified.	16	community schools?
17	The calculation method, though, that I	17	MS. STANSBURY: So we are redesigning our
18	mentioned about Maiden Choice being an example of that	18	support model to make sure that schools that are still
19	actually is something that happened only once last	19	doing some tedious work to get to where they need to
20	school year. A list came out in January and then	20	be in implementing the community school initiative
21	things were recalculated, and a new list came out in	21	have the support that they need. The current model we
1	Page 91 February and it adjusted the schools.	1	Page 93 have has worked thus far, for as much as it can do.
2	We are very hopeful that the calculation		It is time for us to revisit and reevaluate, and
3	method that was revised is the one that will be	3	that's what we're doing, and we're making adjustments.
4	sustained when schools are identified in this upcoming	4	MS. PUMPHREY: Thank you very much.
5	year. But again, we have learned our lesson, and we	5	MS. STANSBURY: Yes, you're welcome.
6	are being very cautious in making sure that we have	6	MS. BOOKER-DWYER: Thank you. Any other
7	final information before we let schools know. But we	7	questions? Okay, I have a few. And so I want to go
8	have let schools know we are projecting you may be a	8	back to this calculation by MSDE.
9	community school, so get ready and when we say go, you	9	MS. STANSBURY: Oh, okay.
10	may go. But we won't say go until we're absolutely	10	MS. BOOKER-DWYER: So we are proactively
11	sure so.	11	predicting. We are running those calculations and
12	MS. PUMPHREY: And just one more question.	12	coming up having a list of the schools ourselves,
13	You mentioned the quick growth, especially for next	13	from the calculations that they put out publicly to
14	year. Do you are you foreseeing any difficulty	14	say this is what the calculations will be.
15	with implementation because of the quick growth and	15	MS. STANSBURY: The method, yes.
16	additional schools?	16	MS. BOOKER-DWYER: Right. And so then when
17	MS. STANSBURY: Actually, we don't, because	17	they change it, are we at the table with MSDE? Do we
18	we've already met with the projected principals to	18	have anyone from Baltimore County at the table when
19	give them some insight. They can start to learn about	19	these decisions are being made in any workgroups or
20	community schools. We're scheduling a time for them	20	anything like that?
21	to visit some high-quality community schools in the	21	MS. STANSBURY: I know that my fiscal

Baltimore County Board of Education Meeting

 friends arent here, and the release of the list of promula document. but Laow that they have been very vocal, not just dura - oh, sorry. DR. DIDONATC: You just approved the contract for that carlier this school year. MS. BOOKER-DWYER: Analyse year a a new valuator prior to the school year. DR. ROGERS: Yes, I would concur with your a saseritoin here. Additionally, you know, this Board, assertion here. Additionally, you know, this Board, achool systems are looking very closely. We're all in terms of hudget, you know, that came out last year, millions in the terms. achool systems are looking very closely. We're all in a different direction. Gurt of shirt as a result of reacheulations. So all the first time. time. there to shing our due diligence, you know, to the rain adout the context information the train and the methoology that the reling aligns with the methoology that they're to recommendations for improvements next year. we work with our principals. You know, as Ms. the first time. when you have a certain percentage of your budget that the very on any. But idefinitely, the methodology that they're to a constate form hat by provide. when you have a certain percentage of your budget that the shool systems, in schools, and the some action. Because it's of school-time programming during the summer to enages tubents in learning and enrichment they for your as you know, you have the normal were tore that the some action. Because it's of a school-time programming during the summer to enages tubents in learning and enrichment to provide some of thus the methodology that they's the move that the site of out-of school-time programming during the summer to enages tubention i				
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5 was in an uproral last February when this occurred. I 5 Okay. How often will they provide reports? 6 don't know if Dr. Rogers has more to add but. 5 Ms. STANSBURY: Annually. Yep. They are a 7 assertions here. Additionally, you know, this Board, 6 new evaluator. We had a different evaluator prior to 10 budget, you know, that came out last year, millions in 10 10 Feevaluated things and realized that we need to move 11 budget, you know, that came out last year, millions in 10 10 Our bops is that they come in and take a 12 school systems are looking very closely. We're all in 12 10 10 Our bops is that they come in and take a 13 support of sending out the correct information the 12 Iook at our roadmap and give us some advice about data 14 first time. 14 Iook at our roadmap and give us some advice about data 14 werb using aligns with the methodology that 12 recomendations for improvements next year. 18 as use work with our principals. You know, as Ms. 14 MS. BOOKER DWYER: Okay. That's good. And 19 as use work with our sprincipals. You know, you have 18 schools? School-time programming. We hav	3	But I know that they have been very vocal, not just	3	contract for that earlier this school year.
6 don't know if Dr. Rogers has more to add but. 6 MS. STANSBURY: Annually. Yep. They are a new evaluator. We had a different evaluator prior to this. And as I shared, we're in Year 5, so we 9 you'll remember the massive changes in terms of budget, you know, that came our last year, millions in a different direction. 10 11 terms of shift as a result of recalculations. So all support of sending out the correct information the this. And as I shared, we're in Year 5, so we 10 12 budget, you know, that came our last year, millions in the first time. 11 10 14 terms of shift as a result of recalculations. So all support of sending out the correct information the this. And hen you may see revisions to the methodology that the methodology that they try to predict and hoping that the methodology that they're 12 10 12 10 12 10 11 10 10 10 11 10	4	Baltimore County, but every single county pretty much	4	MS. BOOKER-DWYER: That was a good choice.
7 DR. ROGERS: Yes, I would concur with your 7 new evaluator. We had a different evaluator prior to 8 assertions here. Additionally, you know, this Board, 9 9 you'l remember the massive changes in terms of 9 11 terms of shift as a result of recalculations. So all 11 12 school systems are looking very closely. We're all in 12 13 support of sending out the correct information the 13 14 first time. 14 15 We're doing our due diligence, you know, to 15 16 try to predict and hoping that the methodology that 16 17 we're using aligns with the methodology that 16 18 using, but also using lessons learned from laxt year 18 19 as we work with our principals. You know, as Ms. 19 20 startation was felt widespread but, you know. 21 21 the firstration was felt widespread but, you know. 21 22 when you have a certain percentage of your budget that 2 23 comply with the information that they provide. 2 24 when you have a certain percentage of your budget that	5	was in an uproar last February when this occurred. I	5	Okay. How often will they provide reports?
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15of really good information in each of the buckets.15MS. FORSTER: We are collecting data on16And so there's metrics behind each of everything in16that. That's part of their the metrics that we17that roadmap that you're monitoring. And I love that17gather from them. What is the participation data?18you have an external evaluator. Who's the external18MS. BOOKER-DWYER: Okay. All right. Thank19evaluator?19you. That's all I have. Any final questions? All20MS. STANSBURY: Johns Hopkins.20	14		14	
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 ¹⁸ you have an external evaluator. Who's the external ¹⁸ MS. BOOKER-DWYER: Okay. All right. Thank ¹⁹ evaluator? ¹⁰ MS. STANSBURY: Johns Hopkins. ¹⁰ right. Thank you. 	17		17	_
 evaluator? MS. STANSBURY: Johns Hopkins. ¹⁹ you. That's all I have. Any final questions? All ²⁰ right. Thank you. 	18		18	
²⁰ MS. STANSBURY: Johns Hopkins. ²⁰ right. Thank you.	19		19	
	20	MS. STANSBURY: Johns Hopkins.		
	21	MS. BOOKER-DWYER: And how often are they		Okay. Our the next item on the agenda is

	C C		
1	Page 98 an information item including the minutes from the	1	Page 100 MS. DOMANOWSKI: I didn't have anything, but
2	October Southeast Area Education Advisory Council	2	
3	meeting.	3	great night.
4	And then the next item on the agenda is	4	MS. BOOKER-DWYER: And Ms. Pumphrey?
5	Board member comments and agenda setting. So I will	5	MS. PUMPHREY: I just want to say thank you
б	go around and I will start I'm going to switch it	6	to our former Chair and Vice Chair. What a wonderful
7	up this time. I'm going to start with Ms. Lichter.	7	job you've done this past year, and I was hopeful at
8	MS. LICHTER: I do not have any comments or	8	the beginning of last year. I'm hopeful again. I
9	agenda setting.	9	know that we work well together as a Board, and I'm
10	MS. BOOKER-DWYER: Okay. Mr. McMillion?	10	looking forward to this next year. Thank you.
11	MR. McMILLION: Neither do I. Thank you.	11	MS. BOOKER-DWYER: Yes, and thank you. I
12	MS. BOOKER-DWYER: Okay. Dr. Savoy?	12	want to echo Ms. Pumphrey's comments to thank our
13	DR. SAVOY: Not at this time. Thank you.	13	former Chair and Vice Chair. You all did a wonderful
14	MS. BOOKER-DWYER: Ms. Harvey?	14	job at leading us through some really bumpy times.
15	MS. HARVEY: I have no agenda items. I'd	15	And so, hopefully, you have smoothed the road out for
16	just like to wish everybody a warm and safe holiday	16	us, and it'll just be smooth sailing from here. And
17	season, however you choose to celebrate, whether	17	so I'm really looking forward to this next phase of
18	Christmas or Hanukkah or Kwanzaa or all of the above.	18	leadership and working closely with all of you.
19	Please do celebrate. Take care. Spend time with your	19	So the last item on the agenda is
20	families.	20	announcements. The next Board meeting will be held
21	MS. BOOKER-DWYER: Ms. Drummond?	21	Tuesday, December 19, 2023 at 6:30 p.m. Thank you for
1	Page 99 MS. DRUMMOND: I have nothing.	1	Page 101 joining us tonight. The meeting is now adjourned.
2	MS. BOOKER-DWYER: Okay. Ms. Henn?	2	Thank you.
3	MS. HENN: Thank you. I just want to say	3	(Meeting adjourned.)
4	congratulations again to our new Board officers, Ms.	4	(intering adjourned)
5	Booker-Dwyer and Ms. Pumphrey. Congratulations and	5	
6	also thank you to Vice Chair Harvey and Chair Lichter	6	
7	for your leadership over the past year. Have a good	7	
8	evening, everyone.	8	
9	MS. BOOKER-DWYER: Ms. Stolusky?	9	
10	MS. STOLUSKY: Thank you. The stakeholder	10	
11	feedback for the budget process, I think, was really	11	
12	informative. And I hope that as we continue to	12	
13	approve the budget, we focus on the teacher/student	13	
14	ratio and the teacher retention. Those were two	14	
15	things that really seemed to jump out as important.	15	
16	Thank you.	16	
17	MS. BOOKER-DWYER: Ms. Frempong?	17	
18	MS. FREMPONG: Happy holidays.	18	
19	MS. BOOKER-DWYER: Mr. Young?	19	
20	MR. YOUNG: I have nothing. Thank you.	20	
21	MS. BOOKER-DWYER: And Ms. Domanowski.	21	

1	Page 102 CERTIFICATE	
2	I, Vivian Saxe, hereby certify that I	
	transcribed from audio file the proceedings to the	
	best of my ability in the foregoing-entitled matter;	
	and I further certify that the foregoing is a full,	
	true, and correct transcript of the audio files	
	produces.	
8	IN WITNESS THEREOF, I have subscribed my	
9	name on December 13, 2023	
10		
11		
12		
13	Vivian Saxe	
14	Transcriber	
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WORD INDEX	26 3:16		77:5 78:9 79:8	address 16:2
	28 3:17	< 6 >	81:15 83:11, 14	17:8 32:19
< \$ >		6 3:5	85:20 87:13	67:4
\$3,000 74:1	< 3 >	6:00 47:20	89:10	addresses 18:3
\$5 35:12	3 67:7, 16 74:3	6:30 100:21	accessibility	addressing 62:2
\$5-1/2 35:8	76:9	61 4:11	79:4	adjourned
<i>q</i> u <u>1</u> , <u>1</u> 0010	3(2)(b)(09 7:1	62 25:4	accessible 86:1,	101:1, 3
<1>	3,000 74:2, 3	66 74: <i>3</i>	2, 9, 10	Adjournment
1 41: <i>13</i> , <i>15</i>	3.2 20:1	00 / 1.5	accomplished	4:15
51:8 63:20	30 3:18 51:8	<7>	77:3	adjusted 89:5
66:2 67: <i>15</i>	30th 21:20	7 41: <i>13</i>	achievement	91: <i>1</i>
74:1 76:6 81:2,	3150 48:15	70 40:21	24:15 28:17	adjustment 20:3
74.1 70.0 81.2, 21	49:3	70 40.21 73 5:15	29:10 40:13	•
				adjustments 19:21 93:3
10 67:15 84:9	32 74:2	74 25:7	42:20 44:11, 16	
100 74:4	33 3:19	75 62:17 67:19	63:18 71:21	adjusts 73:16
101 4:15 39:5,	3310 48:16	74:3	Ackerman 3:14	administration
21	49:3	7th 47:20	22:20 23:2, 3, 4,	38:4
11 16: <i>15</i>	3330 48:17		6	administrations
12th 45:19	49:3	< 8 >	acknowledge	33:1
13 3:6 102:9	34 5:15	80 73:8	24:9	adopted 86:20
1372 76:18	36 3:20 67:16	8210 7:2, 5	acknowledged	adopting 46:9
14 16: <i>15</i> 35: <i>1</i> ,	37 74: <i>3</i>	8th 48:3	64:6	adults 25:14
2	38 3:21		ACLU 37:9	advance 28:14
15 3:7 30:19		< 9 >	Act 6:6 7:15	44:16
16 73:20 74:1	< 4 >	90s 35:4	Action 4:6	advice 6:14
18 3:11	4 4:11 53:20	97 4:12	7:16 51:13	15:18 96:12
18th 47:14	61:4 62:12	98 4: <i>13</i>	53:10 78:21	advisory 77:12
19 100:21	63:5, 8 67:15,	99 4: <i>14</i>	95:7	98:2
1995 33:20	16 76:11		acute 78:13	advocate 34:19
1st 82:2	40 35:4	< A >	add 19:18	35:6
	47 4:1, 2	ability 102:4	67:17 90:9	advocates 66:13
< 2 >	48 4: <i>3</i>	able 33:1 46:5	94:6	Afghanistan
2 44:5 67:1, 16	49 42: <i>3</i>	79:8 88:21	added 37:5	35:9
74:2 76:7 81:2		89:10	73:11 82:13	agencies 78:1
2012 26:16	< 5 >	absenteeism	adding 25:3	88:2
2023 1:12 5:5	5 1:12 3:2, 3, 4	70:12	30:20	Agenda 3:4
53:20 89:6	5:5 62:13	Absolutely 81:7	addition 29:13	4:13 5:18, 19,
100:21 102:9	67: <i>17</i> 74: <i>4</i>	83:18 87:12	76:14	21 6:2, 4, 17, 18
2023-2024 9:10	96:8	90:7 91:10	additional	13:15 38:17
12:14	50 4:5	academic 37:14	19:18 20:8	47:2, 9, 11 48:7,
2024 51:8	5150 48:18	40:13 41:16	39:18 41:21	21 50:16 53:10,
2024-2025 48:2	49:4	42:20 43:17, 19	42:1,4 62:20	15 58:1 61:4
2025 4:10	53 4:7, 8	44:9, 11, 16	67:19 73:1,2	97:21 98:4, 5, 9,
2029 51:8	55 73:10	63:4, 18 71:21	79:15 91:16	15 100:19
21 3:12	56 62:14 67:17	80:6 97:6	Additionally	ages 36:5
22 3:14 67:16	75:3, 18	accept 25:10	41:5 94:8	ago 33:16
23 67:19	58 4:9	49:2	additions 5:20	agree 34:12
25 39:13 44:9	59 4:10	accepts 48:14	6:1	44:4
73:9	5th 5:19	access 37:13		Agreement
		75:20 76:3		19:2 28:9

agreentering1920.220.230.71assendingbinancingbinancingbinancingAgricultural53:8asser62:1040:1943:443:1217:12, 16Agricultural53:8asserasseremoly22:4BALTUMORE43:1217:12, 16agriscience48:2, 3assertions 94:812: 54:4, 0behaviors 17:1316:1559:360:18appointees 6:10assessment10:3, 4, 5, 866:781:2ahead66:367:1612: 13: 16:5believed 44:1589:1767:79:868:15, 16:69:7,17:1018:6believed 44:1594:214:118:1581:984:13, 1539:345:11, 12,benefit 59:2aligns 94:715:20 21:2assessment61:15:77:9, 13benefits 24:12best 20:773:6Allegiance/Silent29:1662:1978:1779:13, 1486:2964:1086:2030:720, 2175:10Association31:1638:111:264:1086:2031:3appropriateattend 95:1172:985:16billy 3:1138:1Allegiance/Silent39:10attend 95:1172:985:1688:1938:130:720,2175:10Association31:1638:1allowe 17:19appropriateattend 95:1172:985:1688:19allowe 17:19approval 54:1attendance13:3113:1683:14allowe 76:12appr	agraamanta	13 26:2 38:15	assembled	balancing	behavioral
Agricultural S8.1953:8 application agriscience 48:2.3assess 34:6 assess 34:6BALTIMORE 1:2 5:4.1043:12 77:12,16 believe 19:259:360:18 appointmentappointment 66:3 67:612:13 16:5 12:13 16:5believe 19:2 believe 14:15ahead 56:3,8 aid 72:11 74:9 appointments aid 72:11 74:9appointments appointments 21 70:7 77:1517:10 18:6 12:13 16:5believe 44:15 believe 44:15aligned 19:8 aligns 94:17appointments 15:20 21:281:9 84:13, 15 assessments39:3 45:11, 12 60:13 67:6benefit 59:2 60:18 87:14Allegiance 5:6, 22:16 22:10 25:19 30:778:17 assest 68:1818 88:2 93:18 banning 36:21benefit 59:2 60:18 87:1411 30:729:1 60:20 asset 68:1888:19 88:1694:464:10 86:12 60:18 87:1430:7 30:720,21 75:10 20,21 75:10Association assistant 42:8 bans 24:231:16 bans 24:238:1 bans 24:2allocation 31:00appropriate appropriate allow 18:7 20:6,1370:12 attendance appropriate attendance31:16 basic 73:438:1 bit 31:10 basic 73:4allowed 17:19 20:6,13 21:11 34:17approvel 54:1 aution 31:934:14 attendance autio 10:23:638:19 Basic 31:924:11 34:17 21:13 21:13 34:1641:14:24 aution 31:931:16 basic 73:418:12 bit 31:0 68:1431:16 33:17 analowed 17:19 20:6,1358:6 39:20 41:17 41:13 41:1720:6,13 attendance 31:1631:16 Basic 31:17 31:1618:12 Basic 31:19 31:11 </th <th>agreements</th> <th></th> <th></th> <th>balancing</th> <th></th>	agreements			balancing	
$ \begin{array}{c c c c c c c c c c c c c c c c c c c $					
$ \begin{array}{c c c c c c c c c c c c c c c c c c c $					
59:3 $60:7$ appointees $6:7$ assessment $10:3,4,5,8$ $66:7$ $81:2$ ahead $56:3,8$ appointment $66:3$ $67:6$ $12:13$ $16:5$ believed $44:15$ $89:17$ $67:79:8$ appointments $21.70:77:15$ $21:12:12:10:12$ believed $44:15$ $94:2$ appointments $21.70:77:15$ $21:12:12:10:15:14$ believet $84:63:15:13:15$ $39:3:45:11,12$ benefit $59:2$ aligned $19:8$ appreciate $22:1$ $85:7,10:18:21$ $15:46:10:51:4$ $75:8,16:78:18$ benefit $59:2$ aligned $56:6$ $22:1:6:25:19$ $78:17$ $79:13,14:86:15:65:66:79:16:18:71:4$ $75:8,16:78:18$ benefit $59:2$ Allegiance/Silent $89:16$ assignment $68:18:18:19:9:94:4$ $66:1:65:69:60:16:20:10:24:10:83:10:10:10:14:10:10:10:10:10:10:10:10:10:10:10:10:10:$					
ahead56:3,8appointment 6779:866:367:612:1316:5believed44:15 $89:17$ 6779:868:15, 1669:7,17:1018:6belts84:694:214:118:1581:984:13, 1539:345:11, 12,benefit59:2aligne 19:8appreciate9:2185:7, 10, 18, 211546:1051:478:18aligne 94:1715:2021:2assessments61:1577:9, 13benefit94:2Allegiance5:6,22:1625:1978:1779:13, 1486:15,60:1887:1429:160:20asset68:181888:293:18best20:738:63:3all-hands-on1266:274:5,assistant42:8bans94:464:1066:203:3all-cationappropriateattempts24:12based56:9big27:21allocationappropriateattendance87:896:1518:12allows76:12approoriateattendance73:4birth<45:18allows76:12approval54:1attendace33:11birth<45:18allows75:1554:4attendace13:1771:2Bash3:19allows76:12approved16:1373:313:1113:1031:1651:1554:4attendace33:31birth<45:18allows76:12approved16:1	0	-		· · ·	
89:176:779:868:15, 1669:7, 217:0717:1018:6believer84:6aid72:1174:9appointments2170:777:1521:128:10, 21belts58:16aligned19:8appreciate9:2185:7, 10, 18, 211546:1051:475:8, 1678:18aligns94:1715:2021:2assessments61:1577:9, 13benefits24:12Allegiance5:6,2:1625:1778:1779:3, 1448:15, 560:1887:141129:160:20asset68:181888:293:18best20:738:63:3approat16:11, assignment6:8banning36:21102:448:1086:2030:720,2175:10Association31:1638:138:138:1Alliance77:2083:924:12base56:9big27:21allowationappropriateattendance87:896:1518:1233:11birth day47:15allow 18:7approvel14:3attendance13:1115:1447:1613:1115:66:1648:1447:15allow 18:7approvel14:3attendance13:1115:1447:1613:1447:15allow 18:7approvel20:6, 1320:10basically33:2172:4766:16Amendmentapprovel14:3attendants33:11birth day4					
aid72:1174:9appointments2170:771:1521:121:128:10, 21belts58:1694:214:118:1581:984:13, 1539:345:11, 12,benefit59:2aligned19:8appreciate9:1283:7, 10, 18, 211546:1051:471:8, 1678:17Allegiance22:1602:1078:1779:13, 1486:1760:1887:141129:1602:0asset68:181888:293:18best50:738:63:3approach16:11,assistant42:8bans36:21102:464:1086:2030:720, 2175:10Association31:1638:138:138:1allocationappropriateattempts24:12based56:9big27:21allowed17:1920:6, 1370:12Bash31:1688:1688:15allowed17:1920:6, 1370:12Bash31:1131:1131:11allowed17:1920:6, 1370:12Bash31:1131:1131:11allowed17:1920:6, 1370:12Bash31:1131:1131:11allowed17:1920:6, 1370:12Bash31:1131:1131:11allowed17:1920:6, 1370:12Bash31:1131:1131:11allowed17:1920:6, 1370:12Bash31:1131:1131		**			
94:214:118:1581:984:13, 1539:345:11, 12, 15 46:10benefit59:2aligns94:1715:2021:2assessments61:15779, 13benefits78:18Allegiance5:6,22:1625:1978:1779:13, 1486:15,60:1887:141129:160:20asset68:181888:293:8best20:738:6Allegiance/Silent89:16assignment6:8banning36:21102:430:720,2175:10Association31:1638:130:720,2175:10Association31:1638:1Alloactor71:2083:924:12based56:9big27:21allow15:21attendance87:896:1518:12111allow17:9appropriateattendants33:1133:11111allows76:12approyriateattendants33:11111:4allows76:12approve44:148:1458:820:10basic73:4Amendmentpprove94:3authority31:1713:1111:1681:12anlows76:12approve44:4attendees16:21basically33:2172:4Amendmentpp:13aution31:934:1477:6bit 31:668:14Amendment29:13aution10:2:313:1111:1681:15Amendment					
aligned19:8 alignsappreciate9:21 15:20 $85:7, 10, 18, 21$ assessments15 46:10 $51:4$ (1:5 $75:8, 16$ $78:18$ benefitsAllegiance5:6, 22:16 $22:16$ $22:16$ $78:17$ $80:15, 20$ $80:15, 20$ $80:15, 20$ $78:17$ $88:19$ $79:13, 14$ $80:15, 20$ $80:15, 20$ $80:15, 20$ $80:15, 20$ $80:15, 20$ $81:9$ $94:4$ $94:4$ $94:4$ $64:10$ $86:20$ $102:4$ Allegiance/Silent $3:3$ $30:7$ $89:16$ $20, 21$ $75:10$ $20, 21$ $75:10$ $83:9$ $24:12$ $94:4$ $24:12$ $88:615$ $80:15, 20:47$ $102:4$ allocation allow 87.7 $20, 21$ $75:10$ $20, 21$ $75:10$ $20, 21$ $75:10$ $8soistant 42:8$ $24:12$ $21:10$ $80:15$ $84:6$ allowed allows $76:12$ $21:721$ $70:12$ $20:6, 13$ $21:721$ $70:12$ $20:6, 13$ $70:12$ $87:8$ $80:15$ $84:6$ allows amend $84:14$ $51:15$ $54:4$ $41tindants31:1171:2985:1659:641tindes24:1134:1471:688:820:10American77:21analyze 68:19Anno 3:1741:1644:544:544:544:541:1644:541:1644:5Announce 12:1263:1369:263:1472:1419:1,720:820:1611:1,6:1420:16Announce 12:1243:1644:544:544:544:541:16:1444:542:1641:16:1444:542:17Announce12:1272:19:18:1441:15:1610:17,79:18:1740$				· · · · · · · · · · · · · · · · · · ·	
aligns94:1715:2021:2assessments61:1577:9, 13benefits24:12Allegiance22:1622:1978:1779:13, 1486:1.560:1887:141129:160:20asset68:1894:464:1086:20Allegiance/Silent89:16assignment6:8banning30:21102:4all-hands-on1266:274:5,assignment6:8banning32:1all-cationapproach16:11,assistant42:8bargaining29:1131:1030:720, 2175:10Association31:1638:1based56:9big27:21allocationappropriateattempts24:2based56:968:1584:673:2174:1, 415:21attend95:1172:985:16Billy3:11allow18:7approyal54:1attendece87:896:1518:12allows76:12approval54:1attendece16:2033:11birth 43:13allows76:12approve14:3attendes16:2034:1477:6Amendment35:1659:6attendees16:2034:1477:623:16, 1851:1554:4attendees16:2134:1477:6Anne 14:134:17approved96:2authority37:313:1117:16Bueprint41:1334:16authority37:313:11					
Allegiance5:6, 21:1622:1625:19 25:1078:17 asset79:13, 1486:15, 86:17 88:1260:1887:14 best20:17 20:18Allegiance/Silent 3:3 all-hands-on 30:7 20, 2175:10 26:27 74:5, 20, 21assignment6:8 assignmentbanning36:21 bansbest20:7 29:1131:10 38:1Alliance all-hands-on 30:7 20, 2175:10 20, 21Association appropriate attend31:16 24:12 attend 95:11 24:12 attend 95:11 24:22 24:12 24:12 24:14 217:29based56:9 29:11 31:16 22:16billy 31:10 38:1Alliance 73:21 217:4:1,4 allowed17:19 20:6, 13 20:1020:10 20:10based56:9 20:10 23:11billy 33:11 20:10allowed 23:16, 18 24:11 23:16, 18 23:16, 18 23:1751:15 24:32 20:10attendance attendants 20:10 20:1087:8 26:1596:15 26:15 26:15analyze 24:11 24:11 24:11 24:11 24:11 24:11 24:11 24:11 24:11 24:11 24:11 24:11 24:11 24:11 24:11 24:11 24:11 24:11 24:11 20:1013:11 21:17:16 20:10 20:10 21:17 <br< th=""><th>0</th><th></th><th></th><th></th><th>,</th></br<>	0				,
$\begin{array}{c c c c c c c c c c c c c c c c c c c $	6			,	
80:15, 2084:781:994:464:1086:203:3approach16:11,assignment6:8banning36:21102:4all-hands-on1266:274:5,assistant42:8bans24:2better24:1030:720,2175:10Association31:1638:138:138:1Alliance77:2083:924:12based56:9big27:21allocationappropriateattempts24:262:1864:968:1584:673:2174:1,415:21attendance87:896:1518:12allowed17:1920:6,1370:12Bash31:10birth 45:18allows76:12approval54:1attendance33:11birth 45:18allows76:12approvel14:3attendees16:20basic73:4bit31:1681:1554:4attendees16:20basically33:2172:476:16American55:1659:6attitudes24:14BCEJT28:11biting32:1824:1134:1799:13aution10:2:3,6BCPS51:3,14bilowup70:2American55:1659:6attindes24:12BCEJT28:11biting32:1824:1134:1799:13aution11:1770:2828:1929:1431:1117:1613:1117:1613:1117:1628:1929:14	_				
Allegiance/Silent $89:16$ assignment $6:8$ banning $36:21$ $102:4$ $3:3$ approach $16:17$, $2 66:2 74:5,$ $30:7$ $20:21$ $75:10$ Association $31:16$ $38:1$ Alliance $77:20$ $83:9$ $24:12$ based $56:9$ big $27:21$ allocationappropriate appropriateattend $95:11$ $72:9$ $85:16$ Billy $3:11$ allow $18:7$ allow $18:7$ appropriately approval $54:1$ attend $95:11$ $72:9$ $85:16$ Billy $3:11$ allow $8:7$ $20:6, 13$ approval $54:1$ $20:6, 13$ attendents $33:11$ $33:11$ birth $45:18$ allow $8:7$ $216, 18$ approvel $44:3$ $31:6, 18$ attendees $16:20$ $34:14$ basic $73:4$ bit $31:6$ $68:14$ Amendment $23:16, 18$ $55:16$ $59:6$ $31:10$ attitudes $24:14$ $34:17$ BCFS $5:13, 14$ bit $31:6$ $68:14$ American $28:3, 5$ $55:16$ $59:6$ $31:20$ attitudes $24:14$ $31:11$ $17:16$ Blueprint $4:11$ analyze $68:19$ $Arab 34:16announce 12:1243:1641:541:1764:233:1931:10, 20:823:628:629:1930:10, 2036:1668:1672:5Annotated 7:24:1449:1745:1641:749:2243:1345:1740:14, 12:1641:1710:7752:2, 7, 19:80:3, 1353:1913:1117:1717:1766:2168:1612:3, 13:52, 7, 16:1672:5, 81:3, 1212:3, 13:2, 7, 16:16Annonuccements17:2243:1612:79:18:1440:1142:$	11				
3:3approach 16:11, 12 66:2 74:5, 30:7assistant 42:8 assista 77:14bans $24:2$ barganing 31:16better $24:10$ assist 77:14Alliance 77:20 allocation20, 21 75:10Association 24:1231:1638:1Alliance 77:20 allocationappropriate appropriate attend 95:1131:1638:1allocation allow 18:7 allows 76:12 amend 48:1452:1attempts 24:2 attend 95:1162:18 64:968:15 84:6allows 76:12 33:10approval 54:1 approval 54:1attendance attendes 16:20 attendes 16:2087:8 96:15 basic 73:418:12allows 76:12 33:10approval 54:1 attendes 16:20 33:11attendees 16:20 basic 13:21bit 31:6 68:14 77:24 76:16Amendment 23:16, 1855:16 59:6 attitudes 24:14attendees 16:20 aution 10:2;3,6 aution 10:2;3,6 asi,5BCEYS 5:13,14 31:11 17:16biting 32:18 Blueprint 4:11 Blueprint 4:11 Blueprint 4:11 anouncements4:14 48:5 4:17 44:514:92 43:16 44:564:2 63:13 69:2 availability 78:9 availability 78:9 availability 78:9 ansula 7:17,11,12,1966:16 72:5 64:2 33:1 36:2 33:1 36:24.14 48:5 10:20 ansuwerd 89:20 attripatedareas 30:1 47:16 63:13 arisen 81:1571:17 53:1666:21 68:9 63:19 71:17 66:21 68:921:1,2,4 3:5 64:21 63:13 10,1796:6 answerd 89:20 attripatedArticle 7:1 43:86 40:11,16 answerd 89:20 atses 81:1553:16 53:1652:6 53:1618:20 21:2 16:2,4,17 17:7 19:81:496:6 answerd 89:20 attripatedArticle 13:9					
all-hands-on 12 $66:2$ $74:5$, $20, 21$ assists $77:14$ bargaining $31:16$ $29:11$ $31:10$ $30:7$ $20, 21$ $75:10$ Association $31:16$ $38:1$ Alliance $77:20$ $83:9$ $24:12$ $based$ $56:9$ big $27:21$ allocationappropriateattempts $24:12$ $based$ $56:9$ big $27:21$ allow $18:7$ appropriatelyattendance $87:8$ $96:15$ $18:12$ allow $76:12$ approval $54:1$ attendants $33:11$ $birthday$ $47:15$ amend $48:14$ $58:8$ $20:10$ $basic$ $13:22$ $72:4$ $76:16$ $23:16, 18$ $51:15$ $54:4$ attention $31:9$ $34:14$ $77:6$ $American$ $55:16$ $59:6$ attitudes $16:20$ $basically$ $33:21$ $72:4$ $76:16$ $24:11$ $34:17$ $99:13$ audio $102:3, 6$ $BCPS$ $5:3, 14$ $blowup$ $70:2$ $analyze$ $68:19$ Arab $34:16$ $41:17$ 20 $23:6$ $28:6$ $39:16$ $61:4$ $28:3, 5$ $39:20$ $41:7$ $automatically$ $29:19$ $30:10, 20$ $68:16$ $72:5$ $Annotated$ $7:2$ $43:16$ $44:5$ $64:2$ $33:1$ $36:2$ $76:11$ $analyze$ $68:19$ $Arab$ $34:14$ $48:19$ $39:16$ $61:4$ $28:3, 5$ $39:20$ $41:7$ $automatically$ $29:19$ <				0	
30:720, 2175:10Association $31:16$ $38:1$ Alliance77:20 $83:9$ $24:12$ based $56:9$ big $27:21$ allocationappropriateattempts $24:22$ $62:18$ $64:9$ $68:15$ $84:6$ $73:21$ $74:1,4$ $15:21$ attend $95:11$ $72:9$ $85:16$ Billy $3:11$ allow $18:7$ appropriatelyattendance $87:8$ $96:15$ $18:12$ allows $76:12$ approval $54:1$ attendants $33:11$ birth $45:18$ allows $76:12$ approval $54:1$ attendants $33:11$ birth $45:18$ allows $76:12$ approval $54:1$ attendents $33:11$ birth $45:18$ allows $76:12$ approvel $14:3$ attendents $33:11$ birth $45:18$ allows $76:12$ approvel $14:3$ attendents $33:11$ birth $45:18$ amend $48:14$ $58:8$ $20:10$ basice $73:4$ bit $31:6$ $68:14$ Amenémen $55:16$ $59:6$ attendents $31:11$ $17:16$ Blueprint $4:11$ $24:11$ $34:17$ $99:13$ audio $10:23:8$ $19:1,7$ $20:8$ $28:19$ $24:11$ $34:17$ $99:13$ autism $26:18$ $19:1,7$ $20:8$ $28:19$ $29:14$ Anna $3:17$ area $16:19$ 20 $23:6$ $28:6$ $39:16$ $61:4$ Annoa $3:17$ area $16:19$ 20 $23:6$ $83:13:13:12$ <th></th> <th></th> <th></th> <th></th> <th></th>					
Alliance77:20 $83:9$ $24:12$ based $56:9$ big $27:21$ allocationappropriateattempts $24:12$ $62:18$ $64:9$ $68:15$ $84:6$ $73:21$ $74:1,4$ $15:21$ attend $95:11$ $72:9$ $85:16$ Billy $31:11$ allowed $17:19$ $20:6,13$ $70:12$ Bash $3:19$ birth $45:18$ allowed $17:19$ $20:6,13$ $70:12$ Bash $3:19$ birth $45:18$ allowed $17:19$ approval $54:1$ $31:11$ $51:86$ $33:11$ birthday $47:15$ amend $48:14$ $58:8$ $20:10$ basically $33:21$ $72:4$ $76:16$ $23:16,18$ $51:15$ $54:4$ attendees $16:20$ basically $33:21$ $72:4$ $76:16$ $23:16,18$ $51:15$ $59:6$ attention $31:9$ $34:14$ $77:6$ $72:2$ $76:16$ $23:16,18$ $51:17$ $59:6$ attention $31:9$ $34:14$ $77:6$ $72:2$ $76:16$ $23:13,51$ $99:13$ aution $102:3,6$ BCPS $51:3,14$ $51:16$ $82:2$ $82:19$ $92:14$ $24:11$ $34:17$ $99:13$ autiontically $29:19$ $30:10,20$ $68:16$ $72:5$ $Anna$ $3:17$ $area$ $16:19$ 20 $23:6$ $28:6$ $39:16$ $61:4$ $28:3,55$ $39:20$ $41:7$ $autionatically$ $29:19$ $30:10,20$ $68:16$ 7		,		0 0	
allocationappropriateattempts $24:2$ $62:18$ $64:9$ $68:15$ $84:6$ $73:21$ $74:1,4$ $15:21$ attend $95:11$ $72:9$ $85:16$ $Billy$ $3:11$ allow $18:7$ appropriatelyattendance $87:8$ $96:15$ $18:12$ allowed $17:19$ $20:6, 13$ $70:12$ $Bash$ $3:19$ $birth$ $45:18$ allows $76:12$ approval $54:1$ attendants $33:11$ $birth$ $birth$ amend $48:14$ $58:8$ $20:10$ $basic$ $73:4$ bit $31:6$ $8:14$ American $55:16$ $59:6$ attention $31:9$ $34:14$ $77:6$ $24:11$ $34:17$ $99:13$ audio $102:3,6$ $BCEST$ 51.16 $89:2$ $24:11$ $34:16$ area $16:19$ 20 $23:6$ $28:6$ $39:16$ $61:4$ $28:3,5$ $39:20$ $41:7$ $automatically$ $29:19$ $30:10,20$ $68:16$ $72:5$ Annotated $7:2$ $43:16$ $44:5$ $64:2$ $33:1$ $36:2$ $76:11$ announce $12:12$ $63:13$ $69:2$ $available$ $35:17$ $40:4,12$ $42:12$ $BOARD$ 11.8 $4:14$ $48:5$ 14 $98:2$ $63:19$ $71:17$ $66:21$ $68:9$ $2:1,2,4$ $35:4$ analyze $89:20$ $area$ $30:1$ $72:7$ $79:1$ $81:4$ $69:6,9,12$ $82:6,4:2,3,13$ $54:4$ announce <th></th> <th>,</th> <th></th> <th></th> <th></th>		,			
73:2174:1,415:21attend95:1172:985:16Billy3:11allow 18:7appropriately20:6, 1370:12Bash3:19birth45:18allows76:12approval54:1attendants33:11birthbirth45:18amend48:1458:820:10basic73:4birth45:1668:14Amendmentapprove14:3attendees16:20basic73:4bitti31:623:16, 1851:1554:4attention31:934:1477:6American55:1659:6attitudes24:14BCEJT28:11biting32:1824:1134:1799:13audio102:3,6BCPS51:3,14Blowup70:23mayze68:19Arab34:16autism26:18,13:1117:16Blueprint4:11analyze68:19Arab34:16autism26:18,19:1,720:828:1929:1428:3,539:2041:7automatically29:1930:10,2068:1672:5Announcements75:2,7,1980:3,availability78:937:11,12,19burry70:3Announcements75:2,7,1980:3,availability78:937:11,12,19burry70:3annual74:940:1142:16average73:8,1385:588:31265:17,19answered89:20arise81:15Award					
allow18:7appropriately 20:6, 13attendance 70:1287:896:1518:12allowed17:1920:6, 1370:12Bash3:19birth45:18allows76:12approval54:1attendants33:11birth45:18amend48:1458:820:10basically33:2172:476:16Amendmentapprove14:3attendees16:20basically33:2172:476:1623:16, 1851:1554:4attendees16:20basically33:2172:476:16American55:1659:6attitudes24:14BCEJT28:11biting32:1824:1134:1799:13aution102:3, 6BCPS51:3, 14blowup70:2analyze68:19Arab34:16autism26:18,19:1, 720:829:1929:1428:3, 539:2041:7automatically29:1930:10, 2068:1672:5Annotated7:243:1644:564:233:136:276:11announce12:1263:1369:2available35:1740:4, 1242:12BOARD11:1, 84:1448:51498:263:1971:1766:2168:921, 2, 43:5100:20areas30:172:779:181:469:6, 9, 1282:6,4:2, 3, 135:4,answered89:20arisen81:1553:16 <td< th=""><th></th><th></th><th>-</th><th></th><th></th></td<>			-		
allowed $17:19$ $20:6, 13$ $70:12$ Bash $3:19$ birth $45:18$ allows $76:12$ approval $54:1$ attendants $33:11$ birth $45:18$ amend $48:14$ $58:8$ $20:10$ basically $33:21$ $72:4$ $76:16$ $23:16, 18$ $51:15$ $54:4$ attendoes $16:20$ basically $33:14$ $77:6$ American $55:16$ $59:6$ attention $31:9$ $34:14$ $77:6$ $24:11$ $34:17$ $99:13$ audio $102:3, 6$ $BCEST$ $28:19$ $24:17$ approved $96:2$ authority $37:3$ $13:11$ $17:16$ analyze $68:19$ Arab $34:16$ autism $26:18$, $19:1, 7$ $20:8$ $28:19$ $29:14$ Annotated $7:2$ $43:16$ $44:5$ $64:2$ $33:13$ $36:2$ $76:11$ announce $12:12$ $63:13$ $69:2$ $availability$ $78:9$ $37:11, 12, 19$ $blurry$ $70:3$ Annotated $7:2$ $71:9$ $80:3, 10$ $72:7$ $79:1$ $81:4$ $69:6, 9, 12$ $82:6$ $42:3, 13$ $5:4, 13$ $10:20$ areas $30:1$ $72:7$ $79:1$ $81:4$ $69:6, 9, 12$ $82:5$ $12:6, 5, 17, 19$ annual $74:9$ $40:11$ $42:16$ $avarage$ $73:8, 13$ $10:1, 15, 19$ $10:1, 15, 19$ annual $74:9$ $40:11, 16$ $31:2$ $53:16$ $16:2, 0$ $12:13$ $13:2, 7, 12, 4, 5:5$ <	,				•
allows $76:12$ amendapproval $54:1$ $58:8$ attendants $20:10$ $33:11$ basicbirthday $47:15$ bitamend $48:14$ $58:8$ $20:10$ $20:10$ attendees $16:20$ $16:20$ $33:14$ basic $73:4$ basic $73:4$ $73:4$ $51:6 68:14$ $72:4 76:16$ American $55:16 59:6$ $24:11$ $34:14$ autio $32:11$ $34:17$ $72:4 76:16$ $77:21$ approved $96:2$ aution $102:3, 6$ aution $32:13$ $13:11$ $17:6$ $11:17:16$ analyze $68:19$ Arab $34:16$ autism 20 $23:6 28:6$ $39:16 61:4$ $29:19$ $30:10, 20$ $88:19$ $28:19 29:14$ Anno a: 17 $28:3, 5$ $39:20 41:7$ $39:20 41:7$ $automatically$ 20 20 $29:19 30:10, 20$ $33:1 36:2$ $37:11, 12, 19$ $39:16 61:4$ 20 $23:6 28:6$ $39:16 61:4$ Annotated $7:2$ $43:16 44:5$ $44:5$ $64:2$ $availability78:937:11, 12, 1940:4, 12 42:1260:21 68:920.1 2:2, 2, 4 3:5100:20Announcements75:2, 7, 1980:3,100:20areas 30:172:7 79:1 81:449:5263:19 71:1766:21 68:966:21 68:922:12 4, 3:5100:20anticipatedarisen 81:1553:1653:1653:16100:812:13 13:2, 7,14:213 13:2, 7,14:213 13:2, 7,15:17, 1910:1, 15, 19anticipatedArticle 7:1arisen 81:1553:1610:810:1210:1, 15, 1910:1211, 12, 1810:1211:1, 5, 12, 2011:17 74:1111:$					
amend $48:14$ $58:8$ $20:10$ basic $73:4$ bit $31:6$ $68:14$ Amendmentapprove $14:3$ attendees $16:20$ attendees $16:20$ $34:14$ $72:4$ $76:16$ $23:16,18$ $51:15$ $54:4$ attendees $16:20$ attendees $16:20$ $34:14$ $77:6$ American $55:16$ $59:6$ attitudes $24:14$ BCEJT $28:11$ biting $32:18$ $24:11$ $34:17$ $99:13$ aution $102:3, 6$ BCEJT $28:11$ biting $32:18$ $24:17$ Arab $34:16$ aution $31:9$ $34:14$ $77:6$ Blueprint $4:11$ analyze $68:19$ Arab $34:16$ autism $26:18$ $19:1, 7$ $20:8$ $28:19$ $22:18$ Annotated $7:2$ $43:16$ $44:5$ $64:2$ $33:1$ $15:6$ $28:19$ $29:14$ Announcements $75:2, 7, 19$ $80:3,$ $availablity$ $78:9$ $37:11, 12, 19$ $101try$ $70:3$ Announcements $75:2, 7, 19$ $80:3,$ $available$ $35:17$ $40:4, 12$ $42:12$ $BOARD$ $1:1, 8$ $100:20$ areas $30:1,$ $72:7$ $79:1$ $81:4$ $69:6, 9, 12$ $82:6,$ $4:2, 3, 13$ $5:4,$ annually $72:10$ $45:10$ $63:13$ $10, 17$ $100:8$ $12:13$ $13:2, 7,$ $answered$ $89:20$ arisen $81:15$ $53:16$ $53:16$ $59:16,$ $12:13$ $13:2,$					
Amendment 23:16, 18approve $14:3$ $51:15$ attendees $16:20$ attentionbasically $33:21$ $34:14$ $72:4$ $76:16$ American 24:11 $55:16$ $59:6$ $99:13$ attention $31:9$ attitudes $24:14$ audio $102:3, 6$ authority $34:14$ $77:6$ American 24:11 $55:16$ $59:6$ $99:13$ attention $31:9$ aution $102:3, 6$ authority $32:11$ $100xup$ $70:2$ $13:1117:1611:1710wup70:210:20:8Anno as 1728:3, 5Arab34:1639:20autism26:18,2019:1, 720:828:1929:1429:1423:628:1929:1429:1423:628:1929:1429:1423:628:1929:1429:1423:628:1929:1429:1661:461:428:3, 539:2041:743:1644:5564:264:233:136:235:1776:11100:2068:1672:571:1772:779:181:481:491:691:421:2, 435:4, 1312, 43:5100:20annual74:974:945:1063:1310, 1710, 1710, 17100:812:1313:2, 7, 19101:145:1045:1045:1010, 1710, 17100:812:1313:2, 7, 19101:1, 15, 19annually72:1271:110:18100:1, 15:17, 19100:8101:1, 15:19100:8101:1, 15:19100:20answered89:2$					
23:16, 1851:1554:4attention $31:9$ $34:14$ $77:6$ American55:1659:6attitudes $24:14$ BCEJT $28:11$ 24:11 $34:17$ 99:13audio $102:3, 6$ BCES $51:13, 14$ analyze68:19Arab $34:16$ autism $26:18$, $13:11$ $17:16$ BlueprintAnna $3:17$ area $16:19$ 20 $23:6$ $28:6$ $39:16$ $61:4$ $28:3, 5$ $39:20$ $41:7$ automatically $29:19$ $30:10, 20$ $68:16$ $72:5$ Annotated $7:2$ $43:16$ $44:5$ $64:2$ $33:1$ $36:2$ $76:11$ announce $12:12$ $63:13$ $69:2$ availability $78:9$ $37:11, 12, 19$ Burry $70:3$ Announcements $75:2, 7, 19$ $80:3,$ $72:7$ $79:1$ $81:4$ $69:6, 9, 12$ $82:6$ $4:2, 3, 13$ $5:4,$ annual $74:9$ $40:11$ $42:16$ average $73:8,$ 13 $85:5$ $88:3$ 12 $65:17, 19$ answered $89:20$ arisen $81:15$ $53:16$ beg $37:5$ $16, 20$ $99, 13$ answered $89:20$ arisen $81:15$ $53:16$ beg $37:5$ $16, 20$ $99, 13$ answered $89:20$ arisen $81:15$ $53:16$ beg $37:5$ $16, 20$ $99, 13$ anual $74:9$ $asked$ $40:11, 16$ $akec$ $52:0$ $18:20$ $21:2$ $16:2, 4, 17$ <t< th=""><th></th><th></th><th></th><th></th><th></th></t<>					
American $55:16$ $59:6$ attitudes $24:14$ BCEJT $28:11$ biting $32:18$ $24:11$ $34:17$ $99:13$ audio $102:3, 6$ aution $102:3, 6$ $BCPS$ $5:13, 14$ $5000000000000000000000000000000000000$				•	
24:11 $34:17$ $99:13$ approvedaudio $102:3, 6$ authorityBCPS $5:13, 14$ blowup $70:2$ $77:21$ analyze $68:19$ Arab $Arab$ $34:16$ area $autority$ $37:3$ autism $13:11$ $17:16$ $19:1, 7$ $28:3, 5$ $28:19$ $29:19$ $20:10$ $23:6$ $28:6$ $29:19$ $39:16$ $61:4$ $29:19$ $20:10, 20$ $68:16$ $68:16$ $72:5$ $76:11$ Announce announce $12:12$ $63:13$ $69:2$ $69:2$ $43:16$ $availability$ $78:9$ $75:2, 7, 19$ $80:3,$ $8vailability78:979:181:440:4, 1240:4, 1242:1240:4, 1240:4, 1242:12BOARD1:1, 84:2, 3, 135:4,13100:20annual74:974:1040:1142:1642:1645:1063:1310, 1710, 1710, 1710, 171385:588:3126:5, 17, 1912:6:5, 17, 1910:2, 4, 5, 8, 13,10:2, 13, 13:2, 7,10:2, 8, 13.310:1, 15, 1910:1, 15, 1910:2, 4, 17, 17:710:2, 8, 12.313:20, 21:216:2, 4, 17, 17:718:2021:2, 16:2, 4, 17, 17:718:2021:2, 18:20, 21:216:2, 4, 17, 17:718:7, 9, 1919:5,14, 21:11, 1221:1, 12, 18, 10:1210:1, 12, 12, 20:814:21:11, 1211, 12, 18:10:1214:21:11, 1211, 12, 18:10:12<$					
77:21approved96:2authority37:3 $13:11$ $17:16$ Blueprint $4:11$ analyze $68:19$ Arab $34:16$ autism $26:18$, $19:1, 7$ $20:8$ $28:19$ $29:14$ Anna $3:17$ area $16:19$ 20 $23:6$ $28:6$ $39:16$ $61:4$ $28:3, 5$ $39:20$ $41:7$ automatically $29:19$ $30:10, 20$ $68:16$ $72:5$ Annotated $7:2$ $43:16$ $44:5$ $64:2$ $33:1$ $36:2$ $76:11$ announce $12:12$ $63:13$ $69:2$ availability $78:9$ $37:11, 12, 19$ blurry $70:3$ Announcements $75:2, 7, 19$ $80:3,$ available $35:17$ $40:4, 12$ $42:12$ $BOARD$ $1:1, 8$ $4:14$ $48:5$ 14 $98:2$ $63:19$ $71:17$ $66:21$ $68:9$ $2:1, 2, 4$ $3:5$ $100:20$ areas $30:1$ $72:7$ $79:1$ $81:4$ $69:6, 9, 12$ $82:6$ $4:2, 3, 13$ $5:4,$ annual $74:9$ $40:11$ $42:16$ average $73:8,$ 13 $85:5$ $88:3$ 12 $6:5, 17, 19$ answered $89:20$ arisen $81:15$ $53:16$ beginning $81:8$ $10:1, 15, 19$ anticipatedArticle $7:1$ $100:8$ $12:13$ $13:2, 7,$ $64:21$ articulate $13:9$ $<$ $8 >$ behalf $9:14$ 20 $15:17, 19$ anyway $61:12$ asked </th <th></th> <th></th> <th></th> <th></th> <th>0</th>					0
analyze $68:19$ Arab $34:16$ autism $26:18$, 20 $19:1,7$ $20:8$ $28:19$ $29:14$ Anna $3:17$ area $16:19$ 20 $23:6$ $28:6$ $39:16$ $61:4$ $28:3,5$ $39:20$ $41:7$ automatically $29:19$ $30:10,20$ $68:16$ $72:5$ Annotated $7:2$ $43:16$ $44:5$ $64:2$ $33:1$ $36:2$ $76:11$ announce $12:12$ $63:13$ $69:2$ availability $78:9$ $37:11, 12, 19$ blurry $70:3$ Announcements $75:2, 7, 19$ $80:3,$ available $35:17$ $40:4, 12$ $42:12$ BOARD $1:1, 8$ $4:14$ $48:5$ 14 $98:2$ $63:19$ $71:17$ $66:21$ $68:9$ $2:1, 2, 4$ $3:5$ $100:20$ areas $30:1$ $72:7$ $79:1$ $81:4$ $69:6, 9, 12$ $82:6$ $4:2, 3, 13$ $5:4,$ annual $74:9$ $40:11$ $42:16$ average $73:8,$ 13 $85:5$ $88:3$ 12 $6:5, 17, 19$ annually $72:10$ $45:10$ $63:13$ $10, 17$ becoming $82:15$ $7:2, 4, 5, 8, 13,$ $96:6$ argue $44:14$ Awards $4:8$ beg $37:5$ $16, 20$ $9:9, 13$ answered $89:20$ arisen $81:15$ $53:16$ $beginning$ $81:8$ $10:1, 15, 19$ anticipated $Article$ $7:1$ $asked$ $40:11, 16$ $back$ $65:20$ $18:20$ $21:2$					-
Anna $3:17$ area $16:19$ 20 $23:6$ $28:6$ $39:16$ $61:4$ $28:3, 5$ $39:20$ $41:7$ automatically $29:19$ $30:10, 20$ $68:16$ $72:5$ Annotated $7:2$ $43:16$ $44:5$ $64:2$ $33:1$ $36:2$ $76:11$ announce $12:12$ $63:13$ $69:2$ availability $78:9$ $37:11, 12, 19$ blurry $70:3$ Announcements $75:2, 7, 19$ $80:3,$ available $35:17$ $40:4, 12$ $42:12$ BOARD $1:1, 8$ $4:14$ $48:5$ 14 $98:2$ $63:19$ $71:17$ $66:21$ $68:9$ $2:1, 2, 4$ $3:5$ $100:20$ areas $30:1$ $72:7$ $79:1$ $81:4$ $69:6, 9, 12$ $82:6$ $4:2, 3, 13$ $5:4,$ annual $74:9$ $40:11$ $42:16$ average $73:8,$ 13 $85:5$ $88:3$ 12 $65:17, 19$ annually $72:10$ $45:10$ $63:13$ $10, 17$ becoming $82:15$ $7:2, 4, 5, 8, 13,$ $96:6$ argue $44:14$ Awards $4:8$ beg $37:5$ $16, 20$ $9:9, 13$ answered $89:20$ arisen $81:15$ $53:16$ beginning $81:8$ $10:1, 15, 19$ anticipatedArticle $7:1$ $asked$ $40:11, 16$ $aske$ $65:20$ $18:20$ $21:2$ $16:2, 4, 17$ $17:7$ $aplaud$ $34:10$ $41:1, 5, 12, 20$ $71:11$ $74:11$ $76:12$ 14 $21:1$			•		-
28:3, 539:2041:7automatically29:19 $30:10, 20$ $68:16$ $72:5$ Annotated7:2 $43:16$ $44:5$ $64:2$ $33:1$ $36:2$ $76:11$ announce $12:12$ $63:13$ $69:2$ availability $78:9$ $37:11, 12, 19$ blurry $70:3$ Announcements $75:2, 7, 19$ $80:3,$ available $35:17$ $40:4, 12$ $42:12$ $80ARD$ $1:1, 8$ $4:14$ $48:5$ 14 $98:2$ $63:19$ $71:17$ $66:21$ $68:9$ $2:1, 2, 4$ $3:5$ $100:20$ areas $30:1$ $72:7$ $79:1$ $81:4$ $69:6, 9, 12$ $82:6$, $4:2, 3, 13$ $5:4,$ annual $74:9$ $40:11$ $42:16$ average $73:8,$ 13 $85:5$ $88:3$ 12 $65:17, 19$ annually $72:10$ $45:10$ $63:13$ $10, 17$ becoming $82:15$ $7:2, 4, 5, 8, 13,$ $96:6$ argue $44:14$ Awards $4:8$ beg $37:5$ $16, 20$ $9:9, 13$ answered $89:20$ arisen $81:15$ $53:16$ beginning $81:8$ $10:1, 15, 19$ anticipated $Article$ $7:1$ $asked$ $40:11, 16$ ask $65:20$ $18:20$ $21:2$ $16:2, 4, 17$ $17:7$ $aplaud$ $34:10$ $41:1, 5, 12, 20$ $71:11$ $74:11$ $76:12$ 14 $21:11, 12$ $11, 12, 18$ $10:12$ $asks$ $48:13$ $backgrounds$ $76:12$ 14 21	-		· · · · · ·	· · ·	
Annotated7:2 announce $43:16$ $44:5$ $63:13$ $64:2$ availability $33:1$ $36:2$ $37:11, 12, 19$ $76:11$ blurryAnnouncements $75:2, 7, 19$ $80:3,$ 14 $98:2$ $82:1$ $available$ $35:17$ $4:14$ $40:4, 12$ $42:12$ $40:4, 12$ $BOARD$ $1:1, 8$ $2:1, 2, 4$ $100:20$ annual $areas$ $30:1$ $40:11$ $72:7$ $79:1$ $81:4$ $82:10$ $66:21$ $68:9$ $69:6, 9, 12$ $2:1, 2, 4$ $3:5$ $4:2, 3, 13$ $5:4,$ 12 $annual$ $74:9$ $40:11$ $40:11$ $42:16$ $45:10$ $average$ $73:8,$ $10, 17$ 13 $85:5$ $88:3$ 12 12 $6:5, 17, 19$ $answered$ $89:20$ anticipated $64:21$ anyway $61:12$ $asked$ $40:11, 16$ $11, 15, 12, 20$ $Awards$ $4:8$ $53:16$ $beginning$ $81:8$ $10:8$ $10:1, 15, 19$ $12:13$ $13:2, 7,$ 20 $aplaud$ $34:10$ $41:1, 5, 12, 20$ $41:1, 74:11$ $93:8$ $behalf$ $9:14$ $18:20$ $21:2$ $16:2, 4, 17$ $16:2, 4, 17$ $17:7$ $18:7, 9, 19$ $19:55,$ 14 14 $21:11, 12$ $11, 12, 18$ $10:12$ $asks$ $48:13$ $backgrounds$ $76:12$ 14 $21:4, 9$ $22:4, 9$ $26:8$					
announce $12:12$ $63:13$ $69:2$ availability $78:9$ $37:11, 12, 19$ blurry $70:3$ Announcements $75:2, 7, 19$ $80:3, 14$ $98:2$ $available$ $35:17$ $40:4, 12$ $42:12$ $BOARD$ $1:1, 8$ $4:14$ $48:5$ 14 $98:2$ $63:19$ $71:17$ $66:21$ $68:9$ $2:1, 2, 4$ $3:5$ $100:20$ areas $30:1$ $72:7$ $79:1$ $81:4$ $69:6, 9, 12$ $82:6, 4:2, 3, 13$ $5:4, 12$ annual $74:9$ $40:11$ $42:16$ average $73:8, 13$ 13 $85:5$ $88:3$ 12 $6:5, 17, 19$ annually $72:10$ $45:10$ $63:13$ $10, 17$ becoming $82:15$ $7:2, 4, 5, 8, 13, 12$ $6:20$ $9:9, 13$ answered $89:20$ arisen $81:15$ $53:16$ beginning $81:8$ $10:1, 15, 19$ anticipatedArticle $7:1$ $asked$ $40:11, 16$ $back$ $65:20$ $18:20$ $21:2$ $16:2, 4, 17$ $64:21$ asked $40:11, 16$ $back$ $65:20$ $18:20$ $21:2$ $16:2, 4, 17$ $17:7$ applaud $34:10$ $41:1, 5, 12, 20$ $71:11$ $74:11$ $76:12$ 14 $21:11, 12$ $11, 12, 18$ $10:12$ $asks$ $48:13$ $backgrounds$ $76:12$ 14 $21:11, 12$			U U	,	
Announcements $75:2, 7, 19$ $80:3,$ 14 available $35:17$ $63:19$ $40:4, 12$ $42:12$ $66:21$ BOARD $1:1, 8$ $2:1, 2, 4$ $100:20$ areas $30:1$ areas $72:7$ $79:1$ $81:4$ $81:4$ $66:21$ $68:9$ $69:6, 9, 12$ $2:1, 2, 4$ $3:5$ $4:2, 3, 13$ annual $74:9$ annually $40:11$ $42:16$ $45:10$ $average$ $73:8,$ $10, 17$ 13 $85:5$ $88:3$ 12 12 $6:5, 17, 19$ $7:2, 4, 5, 8, 13,$ $96:6$ answered $89:20$ anticipated $64:21$ $arisen$ $81:15$ $53:16$ $53:16$ $beginning$ $81:8$ $100:8$ $10:1, 15, 19$ $12:13$ $10:1, 15, 19$ $12:13$ $10:1, 15, 19$ $12:13$ $12:13$ $13:2, 7,$ $16:2, 4, 17$ $17:7$ $64:21$ anyway $61:12$ asked $40:11, 16$ $41:1, 5, 12, 20$ Ak $65:20$ $71:11$ $18:20$ $21:2$ $18:20$ $16:2, 4, 17$ $17:7$ $18:7, 9, 19$ $19:5,$ $18:7, 9, 19$ $19:5,$ $19:5,$ $Applause$ $9:7,$ $43:8$ $43:13$ $93:8$ $8akgrounds$ $76:12$ 14 $21:11, 12$ $22:4, 9$ $26:8$					
4:14 $48:5$ 14 $98:2$ $63:19$ $71:17$ $66:21$ $68:9$ $2:1, 2, 4$ $3:5$ $100:20$ areas $30:1$ $72:7$ $79:1$ $81:4$ $69:6, 9, 12$ $82:6, 13$ $4:2, 3, 13$ $5:4, 13$ annual $74:9$ $40:11$ $42:16$ average $73:8, 10, 17$ $69:6, 9, 12$ $82:6, 12$ $4:2, 3, 13$ $5:4, 12$ annually $72:10$ $45:10$ $63:13$ $10, 17$ $10, 17$ $10, 8$ 12 $6:20$ $9:9, 13$ $96:6$ argue $44:14$ Awards $4:8$ $10, 17$ $10:8$ $10:1, 15, 19$ anticipatedArticle $7:1$ $53:16$ $100:8$ $12:13$ $13:2, 7, 10$ $64:21$ articulate $13:9$ $< B >$ $100:8$ $12:13$ $13:2, 7, 19$ applaud $34:10$ $41:1, 5, 12, 20$ $71:11$ $74:11$ $18:20$ $21:2$ $16:2, 4, 17$ $17:7$ $Applause$ $9:7, 43:8$ $93:8$ $76:12$ 14 $21:11, 12$ 14 $21:11, 12$ $11, 12, 18$ $10:12$ $asks$ $48:13$ $backgrounds$ $76:12$ 14 $21:11, 12$			•		U U
100:20areas $30:1$ $72:7$ $79:1$ $81:4$ $69:6, 9, 12$ $82:6,$ $4:2, 3, 13$ $5:4,$ annual $74:9$ $40:11$ $42:16$ average $73:8,$ 13 $85:5$ $88:3$ 12 $6:5, 17, 19$ annually $72:10$ $45:10$ $63:13$ $10, 17$ becoming $82:15$ $7:2, 4, 5, 8, 13,$ $96:6$ argue $44:14$ Awards $4:8$ beg $37:5$ $16, 20$ $9:9, 13$ answered $89:20$ arisen $81:15$ $53:16$ beginning $81:8$ $10:1, 15, 19$ anticipatedArticle $7:1$ $asked$ $40:11, 16$ back $65:20$ $18:20$ $21:2$ $16:2, 4, 17$ $17:7$ applaud $34:10$ $41:1, 5, 12, 20$ $71:11$ $74:11$ behavior $63:14$ $18:7, 9, 19$ $19:5,$ $Applause$ $9:7,$ $43:8$ $93:8$ $76:12$ 14 $21:11, 12$ $11, 12, 18$ $10:12$ asks $48:13$ backgrounds $76:12$ 14 $21:11, 12$					
annual $74:9$ annually $40:11$ $42:16$ $45:10$ average $73:8$, $10,17$ 13 $85:5$ $88:3$ becoming 12 $6:5,17,19$ $7:2,4,5,8,13,$ $96:6$ answered $89:20$ anticipated $64:21$ arisen $81:15$ articulate $Awards$ $4:8$ $53:16$ beg $37:5$ beg $37:5$ 12 $6:5,17,19$ $7:2,4,5,8,13,$ $64:21$ anyway $61:12$ applaud $34:10$ $41:1,5,12,20$ $Article$ $7:1$ $71:11$ $Abck$ $65:20$ $71:11$ $18:20$ $21:2$ $18:20$ $16:2,4,17$ $17:7$ $18:7,9,19$ $Applause$ $9:7$, $11,12,18$ $10:12$ $asks$ $48:13$ $backgrounds$ $76:12$ 14 $22:4,9$ $26:8$	4:14 48:5				2:1, 2, 4 3:5
annually $72:10$ $45:10$ $63:13$ $10, 17$ becoming $82:15$ $7:2, 4, 5, 8, 13,$ $96:6$ argue $44:14$ Awards $4:8$ beg $37:5$ $16, 20$ $9:9, 13$ answered $89:20$ arisen $81:15$ $53:16$ beginning $81:8$ $10:1, 15, 19$ anticipatedArticle $7:1$ $53:16$ behalf $9:14$ $10:1, 15, 19$ $64:21$ articulate $13:9$ $< B >$ behalf $9:14$ 20 $15:17, 19$ anyway $61:12$ asked $40:11, 16$ back $65:20$ $18:20$ $21:2$ $16:2, 4, 17$ $17:7$ applaud $34:10$ $41:1, 5, 12, 20$ $71:11$ $74:11$ $76:12$ 14 $21:11, 12$ $11, 12, 18$ $10:12$ asks $48:13$ backgrounds $76:12$ 14 $21:11, 12$				69: <i>6</i> , <i>9</i> , <i>12</i> 82: <i>6</i> ,	
96:6 argue 44:14 Awards 4:8 beg 37:5 16, 20 9:9, 13 answered 89:20 arisen 81:15 53:16 beg 37:5 10:1, 15, 19 anticipated Article 7:1 53:16 beginning 81:8 10:1, 15, 19 64:21 articulate 13:9 < B > behalf 9:14 20 15:17, 19 anyway 61:12 asked 40:11, 16 back 65:20 18:20 21:2 16:2, 4, 17 17:7 applaud 34:10 41:1, 5, 12, 20 71:11 74:11 behavior 63:14 18:7, 9, 19 19:5, Applause 9:7, 43:8 93:8 76:12 14 21:11, 12 11, 12, 18 10:12 asks 48:13 backgrounds 22:4, 9 26:8			0		
answered 89:20 arisen 81:15 53:16 beginning 81:8 10:1, 15, 19 anticipated Article 7:1 articulate 13:9 < B > behalf 9:14 10:2:13 13:2, 7, 20 64:21 articulate 13:9 < B > behalf 9:14 20 15:17, 19 anyway 61:12 asked 40:11, 16 back 65:20 18:20 21:2 16:2, 4, 17 17:7 applaud 34:10 41:1, 5, 12, 20 71:11 74:11 behavior 63:14 18:7, 9, 19 19:5, 11, 12, 18 10:12 asks 48:13 backgrounds 76:12 14 21:11, 12	•				
anticipated Article 7:1 100:8 12:13 13:2, 7, 64:21 articulate 13:9 < B > behalf 9:14 20 15:17, 19 anyway 61:12 asked 40:11, 16 back 65:20 18:20 21:2 16:2, 4, 17 17:7 applaud 34:10 41:1, 5, 12, 20 71:11 74:11 93:8 76:12 14 21:11, 12 11, 12, 18 10:12 asks 48:13 backgrounds 76:12 14 21:11, 12	96:6	0	Awards 4:8	beg 37:5	16, 20 9:9, 13
64:21 articulate 13:9 < B > behalf 9:14 20 15:17, 19 anyway 61:12 asked 40:11, 16 back 65:20 18:20 21:2 16:2, 4, 17 17:7 applaud 34:10 41:1, 5, 12, 20 71:11 74:11 behavior 63:14 18:7, 9, 19 19:5, Applause 9:7, 43:8 93:8 76:12 14 21:11, 12 11, 12, 18 10:12 asks 48:13 backgrounds 22:4, 9 26:8	answered 89:20	arisen 81:15	53:16		10:1, 15, 19
anyway61:12 applaudasked40:11, 16 41:1, 5, 12, 20back65:20 71:1118:2021:2 behavior16:2, 4, 1717:7 18:7, 9, 19Applause9:7, 11, 12, 1843:8 10:1293:8 backgrounds76:121421:11, 12 22:4, 926:8	anticipated				
applaud34:1041:1, 5, 12, 2071:1174:11behavior63:1418:7, 9, 1919:5,Applause9:7,43:893:876:121421:11, 1211, 12, 1810:12asks48:13backgrounds22:4, 926:8					
Applause 9:7,43:893:876:1214 21:11, 1211, 12, 18 10:12asks 48:13backgrounds22:4, 9 26:8	• •				
<i>11, 12, 18</i> 10: <i>12</i> asks 48: <i>13</i> backgrounds 22: <i>4</i> , 9 26:8					
	Applause 9:7,	43:8		76:12	
12:15, 19 13:4, 25:16 28:5 30:14, 19		asks 48:13	U		,
	12:15, 19 13:4,		25:16		28:5 30:14, 19

		1	1	
31:1, 2, 4, 8, 12	18 98:10, 12, 14,	~	cautious 27:11	changes 5:21
33:19 34:5, 14	21 99:2, 5, 9, 17,	< C >	91:6	6:2 19:1 24:13
36:1, 6 37:18	19, 21 100:4, 11	calculation	celebrate 98:17,	32:4 34:1 87:3
38:19, 21 47:7,	books 36:21	89:3, 5, 21	19	94:9
10, 11 48:1, 8,	boss 34:5	90:17 91:2	celebrated	Changing 21:7
13, 15, 16, 17, 18	brainstorm	93:8	47:14	channel 5:15
49: <i>3</i> 51: <i>1</i> , <i>13</i>	75:13	calculations	censorship 24:1,	Charter 4:5
53:18, 21 54:2,	breathe 70: <i>3</i>	93:11, 13, 14	2	50:17 51:6, 7,
8 58:8 94:8	Brenda 2:10	calendar 33:19,	Center 37:4	15
95:7 98:5 99:4	bring 27:14	21 34:6	45:17 77:18, 19	Chesapeake
100:9, 20	29:4 58:12	Call 3:2 5:3,	78:7, 11, 15	82:14 90:8, 12
Board-	brings 25:17	17 7:17, 19	79:7, 9	child 23:7
contracted 97:8	BROADCAST	11:1, 5 13:15	centers 40:10	26:20 27:3, 8,
BoardDocs 6:16	1:9 5:13, 14	14:9 35:17	62:7 76:15	10 61:19 85:4
Board's 13:20	broader 85:5	37:20 38:18	78:16, 18 79:4,	children 20:19,
49:2 53:19	broadly 84:11	47:12 48:10	11, 12, 16	20 24:20 25:12
BOE 30:21	brought 16:13	49:9 50:18	Central 20:10	32:1, 10 36:5,
boe@bcps.org	bubble 81:11	52:1 53:11, 16	46:4 70:5	18, 20 38:7, 11
16:4	buckets 81:13	54:10 56:1,16	centralized	45:14, 19, 20
bomb 35:7	95: <i>15</i>	58:2 59:11	97:11	46:7, 11 78:8
Book 24:1	Budget 4:10	61:6 69: <i>11</i> , <i>12</i> ,	certain 22:9	80:4
36:21	19:8, <i>10</i> , <i>16</i>	17	95:2	children's 36:7
Booker 18:14	34:21 39:3, 5, 6,	called 11:3	certificated 14:1	45:17
Booker-Dwyer	11, 15, 21 40:2,	16:11 37:2	certify 102:2, 5	choice 26:9
2:4 4:1 7:10,	<i>6</i> , <i>18</i> 41: <i>4</i> , <i>5</i>	75:11 97:3	cetera 34:9	33:13 40:13
11,20 8:21 9:1,	42:1, 10 43:9,	capacity 22:16	Chair 2:2, 3, 4,	88:8, 17 89:7
8, 19 10:13, 17	15 44:8, 21	92:5	9 7:4, 7, 8, 13,	90:18 96:4
12:7, 8, 10, 16,	45:3 46:18	Capital 4:10	21 9:9, 15 10:1,	choose 98:17
21 13:5, 9, 14,	94:10 95:2	59:6	9, 14, 15, 17, 20	Christina 2:9
18 14:2, 6, 8	99: <i>11, 13</i>	capitals 47:21	11:1, 2 12:13,	10:16 48:10
15:11, 12, 14, 16	build 32:13	care 31:6	17, 21 13:1, 2, 7,	Christmas
18:17 21:4,9	35:11 74:6	35:13 36:9	18 18:18 21:8,	98:18
22:18 23:3	75:16 92:5	62:5 78:14	9 26:9 30:15,	chronic 70:11
26:1, 3, 7 28:2,	Building 53:17,	81:12 98:19	16, 17 38:20	Cindy 3:12
5 30:12 33:10	19 76:7, 8	career 37:16	47:4, 5 48:10	21:5
35:16 38:14, 16,	78:12	carries 50:14,	53:12, 16 80:12	Citizens 3:15
20 47:1 48:6	buildings 65:17	15 53:6 55:15	84:5 99:6	15:20 26:4
49:1,6 50:11,	built 90:14	57:21 60:16	100:6, 13	35:18
12, 14 51:14, 20	bumpy 100:14	carry 82:6	chairmen 20:10	City 86:15, 18
53:3, 4, 6, 9, 14	Burke 3:11	carry-over	Chairs 9:13	clarification
54:3, 6 55:12,	18:12, 14 21:4	74:10	27:3	89:21
13, 15, 19, 21	Burns 4:7	CASE 3:11	Chair's 4:1	clarify 90:6
56:3, 8, 15	53:11, 12	18:13, 20 19:1,	47:3,4	class 41:17
57:18, 19, 21	bus 20:10	17 21:3	Chairwoman	43:18
59:5, <i>10</i> 60: <i>13</i> ,	Business 3:6	category 35:19	5:3 18:17 28:4	classroom 24:2
14, 16 61:1, 3	4:3, 6, 8, 9 47:9	86:3	challenges	27:21 28:15
80:8 84:4	48:8 58:1	caused 89:7	39:14	32:9 43:11
89:17 93:6, 10,	businesses	causes 67:3	change 30:21	71:11, 12
16 95:5, 21	97:10	cautioned 27:3	93:17	cleaned 10:3, 4,
96:4, 18 97:13,			changed 31:8	5
			. 3	

cleaning 58:14,	67:13 68:1	71:4, 7, 14, 19	conduct 5:16	conversations
<i>l6</i>	74:8 94:2 95:3	72:2, 5, 7, 9, 20	17: <i>14</i> 78: <i>17</i>	21:16 45:5
clear 20:5 31:6	coming 29:2	73:6 74:15, 20	conference 92:3	74:11
clearly 65:7	30:18 32:7	75:3, 6, 10, 13,	congratulate	cooler 58:14
80:21	93:12	17, 20 76:2, 4,	9:15	coordinator
clients 27:18	Comment 3:7	14 77:4, 16	Congratulations	76:18
cliff 39:15	15:17 17:9	78:15 82:5, 9,	9:6 13: <i>3</i> , <i>1</i> 8	coordinators
climate 40:14	commenting	13 83:2, 4, 5, 13	18:14 21:11	76:13 77:12
42:19 44:5	18:4	84:6, 9, 11, 18	26:7 30:15	corporate 25:8
clinic 78:11	Comments	85:2, 3, 4 86:7,	99:4, 5	correct 27:10
cloak 73:3	4:13 16:3 18:8	8, 10, 11, 12, 14,	congressmen	94:13 102:6
clock 17:21	98:5, 8 100:12	19 87:3, 7, 18,	35:6	cost-of-living
close 25:15	commit 29:19	19 88:5, 9, 18	connected	19:21 20:3
41:15	commitment	89:11 90:4, 9,	71:15 87:9,10	costs 35:8
Closed 4:6 6:6,	21:21	13 91:9, 20, 21	connecting 71:8	Council 19:6
15 7:14 10:20	commitments	92:2, 3, 6, 12, 13,	connection 77:4	39:20 58:20
53: <i>10</i> , <i>13</i>	69:20	16, 20 96:19	connections	77:12 98:2
closely 19:7	committee 38:2,	97:1	71:2, 7, 20	counsel 6:13
87: <i>14</i> 94: <i>12</i>	3 48:11, 13	company 25:6	connects 71:10	counselors 62:8
100:18	49:3, 8 53:17,	compared 44:13	consent 13:20	counties 19:20
closet 73:4	19 54:8 56:7,	compassion	consider 25:5	92:1
81: <i>3</i> , <i>12</i>	10 69:10, 13	37:8	33:19 83:1,6	country 24:8
coaches 62:9	70:6	compensation	Consideration	25:18 64:10
coalition 28:12	committee's	6:9 19:4	3:4 4:4 5:19	COUNTY 1:2
29:6	48:14	competitiveness	34:4 48:8	5:4, 10 7:16
coat 73:4 81:3	communicate	19: <i>19</i>	50:17	9:10, 14 10:1, 3,
Code 7:2 47:21	87:16	completed	considering	4, 5, 8 12:13
cold 26:11	communication	21:20	34:12 51:2	16:5 17:10
collaborating	19:13, 14 26:12,	completer 60:19	consistent	18:6 19:5, 6, 8,
30:10	14 27:14, 15, 19	complex 89:4	32:20 86:17	9, 12, 15 21:1
collaboration	communities	complicated	consult 6:13	28:11, 13, 21
19:12 30:9	23:18 24:19	88:15	continue 17:19	31:15, 19 35:3
70:4	28:16 29:4	comply 95:4, 6	21:13, 17 99:12	39:3 45:11, 13,
collaborations	30:3 86:20	component	continuing	15 46:11 51:4
21:16	Community	68:15 69:4, 7	23:13	61:16 77:9,13
collect 67:10	3:13 15:19	components	continuum	79:13, 14 88:2
collected 85:8	20:15, 17 22:19	63:15 68:18	76:13 78:3	93:18 94:4
collecting 96:13	23:8, 10 25:18	comprehensive	Contract 4:8	couple 33:16
97:13, 15	28:21 29:3, 7, 8,	68:16 78:10, 13	32:3, 18 51:5	76:10 87:6
collection 96:13	9, 14, 20 30:5, 7,	computer 60:19	53:15 96:3	course 39:21
college 32:1	8 39:18, 19	computers	contracted 30:6	69:5
37:16	42:14 45:5, 12	35:14	Contracts	courses 59:4
color 24:4	61:13, 14, 16, 18,	concentration	53:17, 19 56:13	courtesy 25:15
colors 34:14	21 62:14, 15	63:1, 12 87:8	contribute	COVID 32:11
come 45:2	64:18 65:9, 11,	88:7, 18	20:16	CRC 1:21
61: <i>13</i> 67:5	13, 15 66:1, 4, 9,	concerned	contributed	create 70:5
72:11 74:11	11, 12, 14, 20	26:14	35:1	created 39:6
83:3 96:11	67:2, 14 68:3, 4,	concerns $15:21$	conversation	69:9 74:15, 21
comes 49:7	5, 8 69:2, 8, 13,	concur 94:7	88:21	83:9
54:7 61:20	15, 18 70:21			

	1	D:#	2 54.11 12	12.20
creating 19:8	decreasing 25:4	Differences	3 54:11, 12	echo 12:20
36:17, 20 68:7	dedicated 66:3	44:11	56:4, 5, 9, 14, 17,	100:12
crisis 77:10	dedication	different 42:17	18 59:12, 13	Ed 30:19
critical 19:9	20:21	45:10 62:15	99:21 100:1	edges 71:1
24:14	deep 10:8 30:8	65:11 72:6	donating 46:12	educated 29:7
current 20:4	definitely 9:20	75:3 80:3 96:7,	dots 71:8	EDUCATION
31:1,2 64:9	47:17, 18 84:2		doughnut 42:12	1:1,8 5:4,10,
92:21	88:20 94:21	difficulty 91:14	Dr 2:10 3:21	13 7:1, 15 9:9
currently 62:14	DEI 25:4, 7, 9	dig 82:19	5:20 6:1, 20, 21	10:1 12:13
79:3	delivery 77:2	diligence 94:15	7:11 8:17, 18	17:10 18:5
curriculum	Dellone 58:4, 6	direct 17:4	9:5, 8, 13 10:16	20:7, 9, 18
24:13	60:17 61:2	direction 19:13	12:1, 2, 20 13:6,	23:13 24:7, 20
D	demographic	38:9 96:10	19 14:7 15:5,6	26:13 27:12, 13
< D >	85:17	discipline 6:8	18:18 21:8, 18	28:11, 14 29:17
dais 16:12	demotion 6:9	80:20	31:13 33:11, 12	30:15 31:12
danger 27:6	department	discretion 82:7	38:18, 19 47:1	34:7 35:13
dangerous 27:5,	20:9 34:8	discuss 6:7	50:5, 6, 18, 19,	42:7 45:13
6, 8, 11 D	37:11 60:18	38:10 95:7	21 51:4, 12, 19	63:11, 16, 21
Darren 4:7	77:9, 10, 14	discussion 14:8	52:18, 19 53:7	64:4, 12, 19
dashboard 86:1	79:13, 15, 19	49:8 51:21	55:6, 7 57:12,	98:2
data 67:10, 21	87:9, 10, 11, 15	54:8 55:21	13 58:2, 5 60:7,	educators
68:19 72:9	Department's	59:10 70:20	8 61:6, 8, 9	21:14 23:19
81:10 85:8, 14,	16:5	Disparaging	63:6, 7 67:20	28:12 29:15, 21
21 86:1, 4	derogatory	17:11	76:10 94:6,7	41:8
96:12, 16 97:14,	17:11 designated 7:2	disrespect 33:5	96:2 98:12, 13	effective 29:14
<i>15, 17</i> date 6: <i>17</i>	designated 7: <i>3</i> 16:20 90:1, 4	disrupt 17:18 disruption 33:4	drastically 31:8 drop 89:7	34:7 92: <i>3</i> , <i>12</i> , <i>14</i> , <i>15</i>
21:21		disruption 35.4 disrupts 17:14	Drummond	effectiveness
day 22:16	desperate 32:10 desperately	distribution	2:13 $4:2$ $8:13$,	69:19 70:15
36:11 65:17	32:5	42:13	<i>14</i> 11: <i>18</i> , <i>19</i>	efficient 28:8
70:12 71:3	determining	district 37:21	15:1, 2 47:10,	31:16 32:3
days 65:17	67:8 82:7	84:10 88:8	12, 13, 17 48:6	efficiently 5:16
debates 74:10	devastating	92:1	50:1, 2 $52:14,$	effort 19:17
decade 31:8	26:17, 19, 21	disturb 17:18	15 55:2, 3 57:8,	20:6, 13 22:2
DECEMBER	develop 31:1	dive 62:11	9 60:3, 4 98:21	30:5, 8
1:12 5:5, 19	40:17 67:4	diversity 24:17	99:1	efforts 19: <i>3</i>
7:3 38:21	69:17	25:3 84:19	due 94:15	46:2 64:8 77:3
47:20 53:20	development	division 37:7	Dundalk 79:5, 6	80:16
100:21 102:9	37:15 39:11	46:8 78:5	Dwyer 18:15	eight 75:1
decidedly 88:14	41:4, 7 42:4, 5	document 94:2		either 25:9
decision 25:10	44:18, 19 76:9	Documents	< E >	35:9, 10
69:11	77:1 78:21	16:17	E-1 14:3	elected 9:9
decision-making	84:13	doing 81:8	E-4 14:4	12:12 18:8, 9
66: <i>10</i>	devices 16:14	89:10, 14 92:19	ear 33:18	37:18 90:8
decisions 19:3	diagnosis 26:17	93:3 94:15	Earlier 6:5	Election 3:5
93: <i>19</i>	dialogue 24:7	97:11	72:8 96:3	6:18 7:3,6
deck 30:8	DiDonato	Domanowski	early 22:7	21:11
declining 25:6	50:19 61:6	2:5 8:1, 2 11:6,	72:12	electronic 16:14
decreased 73:10	63:6, 7 96:2	7 14:10, 11	easy 54:8	Elementary
	difference 44:17	49:10, 11 52:2,		22:12 40:9
		······, ······························	I	

79:3 83:3, 12	entire 75:17	event 17:1	23:21	fed 90:12
90:11	86:14	22:12	extend 74:13	federal 35:2, 4
Eligibility	entwined 63:16	events 86:12	extensive 78:19	feedback 39:12,
48:19 72:15, 17	64:5	87:20	extent 47:5	19 45:4 96:15
73:15 74:2	environment	everybody 33:8	exterior 58:17	99:11
eligible 81:6	27:4, 7, 8 36:20	98:16	external 44:14	feeder 83:1,6
82:9	environments	evidence-based	61:21 70:14	Felicia 2:12
ELLs 64:1	36:18	61:18 70:9, 11	95:18	felt 43:11 95:1
Elmendorf	equipment	evident 84:8	extracurricular	fifth 42:7, 8
50:19, 21 51:12	35:14 58:20	examine 41:1	63:4	file 102:3
53:7	equitable 24:7	43:2	extremely 43:11	files 102:6
email 16:4	37:13 85:11, 15	examining		filter 58:15
embedded	equity 25:3	40:19 44:6	< F >	final 64:13
69: <i>19</i> , <i>21</i>	28:14 37:9	example 66: <i>1</i>	facilitate 77:5	65:2 72:14
emergency	84:18	90:18	facilitator	82:4, 21 91:7
17: <i>1</i> , 2	erase 24:3	examples 96:20	72:20 76:5	97:19
Emory 2:11	Eric 3:20	excellent 26:8	facilitators	finalize 19:16
emotional 10:6	35:20 36:2	85:6	20:8 69:16	72:13
37:11, 15 41:9	Erica 3:18	exchange 23:20	75:10 86:8, 12	Finance 48:18
43:12 79:19	30:13, 18	excited 13:11	87:18	find 39:5 74:6
emphasize	escorted 17:19	45:3 61:15	fact 36:18	81:21
26: <i>11</i>	ESOL 20:14,	62:17 65:8	65:12	findings 51:1
employ 34:16	18 64:5, 14	78:5	failures 24:9	Fios 5:15
employee 17:8,	especially	excuse 36:16	fair 95:8	firm 89:2
<i>17</i> 18:4 36:2	29:17 31:12	execute 67:9,	familiarity	first 5:18 7:3
employees 6:10	61:14 79:18	10 74:7	61:17	13:17 18:9, 12
employers 25:3	91:13	execution 82:1	families 20:3	22:20 23:16, 18
employment 6:8	Esq 4:7	Executive 19:5	23:10 44:13	26:4, 6 28:7
encompasses	essay 48:4	Exhibit 48:21	46:10, 13, 20	30:19 35:20
69: <i>14</i>	essential 30:2	Exhibits 14:3	62:20 64:17	40:13 42:12
encompassing	Esser 39:15	exist 62:2	65:15, 18 66:4,	43:9, 16 47:14
68: <i>17</i>	et 34:9	existing 68:19	11 68:7 71:15,	72:17 73:6, 19
encourage 17:5	ethnicity 23:14	81:10	17 73:5 78:3,	80:18, 19 94:14
46:13 95:11	34:19	expanded	14 79:1,8	fiscal 31:19
encouraged	evacuation 17:3	71:15, 16	83:10 88:14	39:15 73:9
82:11	evaluate 69:18	expectations	98:20	93:21
enforce 33:1	evaluation 6:10	19:9	family 10:8	five 41:21 48:4
engage 96:21	evaluator 70:14	expenditures	23:8 62:3	51:7 65:17
English 29:17	95:18, 19 96:7	42:2	86:14	67:14 68:17
63:11,15 64:10	evening 5:2, 17	expenses 20:2	far 26:9, 13	69:19 73:12
enrichment	6:5 18:17 21:7,	experienced	64:15 67:18	79:3 84:13
70:12 96:21	8 23:4 26:6	32:20	71:6 89:21	fix 28:1
97:6	28:4 30:14	experiences	93:1	flag 5:6
enroll 78:15	33:12 36:1	24:4, 17 97:1	FBI 34:8	fluid 74:17
ensure 19:19	38:19 40:1	expert 38:5	fear 36:11, 19	flyers 87:17
20:15 30:11	47:6, 13 50:21	explain 26:15	fearful 36:12	focus 40:18
62:1, 18 63:9	58:5 76:11	explicitly 29:13	February 68:1	41:12 42:2
ensures 78:7	99:8	express 23:12	72:12 82:1	43:16 44:5,7
enthusiasm 84:8	evening's 6:2	expression	89:6 91:1 94:5	63:7, 8 99:13

	e 40.11	05.10		
focused 43:3	four 40:11	25:12	9:2, 4 11:5, 6, 8,	greenhouse
focuses 61:19	42:16 56:10	gains 30:2	10, 12, 14, 16, 18,	58:10, 13, 21
focusing 41:18	79:3, 4	gap 29:10	20 12:1, 3, 5, 7,	59:7
followed 27:17,	Freedom 23:20	gaps 28:17	9 14:10, 12, 14,	Greg 3:14
20 40:14 41:8,	Frempong 2:6	62:2	16, 18, 20 15:1,	22:20 23:2, 5
15 42:5, 19	7:9, 10 8:5, 6	gather 97:17	3, 5, 7, 9, 11, 13	group 24:16
43:4, 17, 18	11:10, 11 14:5,	GBMC 34:8	49:10, 12, 14, 16,	37:2, 5 66:16
following 6:7	16, 17 49:14, 15	general 27:19	18, 20 50:1, 3, 5,	Groups 3:8, 13
13:21 16:7	51:18 52:6,7	84:21	7, 9, 11, 13 52:2,	18:11 22:19
48:15	54:15, 16 56:21	give 32:7, 14	4, 6, 8, 10, 12, 14,	26:4 36:12, 14,
follow-up 16: <i>1</i>	57:1 59:16, 17	69:6 83:13	16, 18, 20 53:1,	15, 19 37:4, 7, 9
87:6	99:17, 18	85:13 91:19	3, 5 54:11, 13,	44:4, 8
food 20:1	frequently	96:12, 15	15, 17, 19, 21	grow 20:16
48:16, 17 73:3	27:16 87:16	given 16:17	55:2, 4, 6, 8, 10,	growing 28:12
75:17, 19 81:3,	friends 23:11	gives 74:5 76:3	12, 14 56:17, 19,	grown 67:13
12, 15	94:1	giving 9:11	21 57:2, 4, 6, 8,	growth 91:13,
foregoing 102:5	front 16:18	45:9 46:9 65:7	10, 12, 14, 16, 18,	15
foregoing-	62:10	Glassdoor 25:1	20 59:12, 14, 16,	guardians 42:14
entitled 102:4	frustration 95:1	GLSEN 37:10	18, 20 60:1, 3, 5,	guidelines
foremost 37:3	full 22:5 29:15,	go 16:10 56:3,	7, 9, 11, 13, 15	37:20, 21 74:14
foreseeing 91:14	21 53:21 54:2	8 65:17,18	government	guides 69:18
form 75:16	62:3 67:7	72:3 83:4	35:2, 5 77:13	
formed 64:7, 20	70:12 76:9	89:17 91:9, 10	grace 74:13	< H >
former 30:16	86:8 102:5	93:7 94:21	grade 45:19	half 68:3
100:6, 13	functioning	98:6	graduation	hall 16:21
formula 72:11	85:3	goal 24:9	60:20	47:19
94:2	functions 33:21	goals 44:16	grandmother	hallway 16:10
Forster 61:6	fund 19:17, 21	goes 67:1 75:5	10:3	handed 16:18
68:12 74:19	20:7, 14 82:16	going 10:6	grant 58:19	hands 19:4
81:7 83:8, 18,	funded 58:19	22:13 26:10	63:1 72:17, 18,	Hanukkah
21 84:3 85:9	59:6	27:20 32:2, 11	20 73:2, 13, 14,	98: <i>18</i>
97:3, 15	funding 68:5	61:8, 12 62:11	16, 18, 20 78:16	happen 21:19
fortunate 66: <i>13</i>	72:5, 6, 18 73:1	63:3 67:9	82:10 88:19	65: <i>3</i> 67: <i>9</i> 75:2
forum 17:8	74:8, 9, 18	68: <i>13</i> 77:6	90:3, 5	happened 90:19
forums 39:20 forward 18:16	76:21 81:4, 13	98:6, 7	grants 72:17	happening
	82:12, 18 95:3	Good 5:2	82:12 87:8	61:15 71:2, 3, 4,
21:12 22:3	funds 46:6	18:17 21:7, 8	graph 42:13	10, 11, 12 95:10
30:10 41:2, 3	58:21	22:17 23:4	grateful 28:9	96:20 97:5
45:6 56:12	further 7:12	26:6 28:4	31:2	Happy 21:1
62:16 72:1	10:19 13:11	30:14 33:12	great 36:7	25:20 33:8
100: <i>10</i> , <i>17</i>	45:1 46:18	36:1 38:19	81:19 84:1	35:12 58:18
forwarded	102:5	46:14 47:13	86:5 88:4 92:9	99:18
53:21 54:1	future 24:10	50:21 51:20	100:3	hard 13:1
found 6:16	28:20 32:19	58:5 62:11	greater 24:18	harm 33:5
29:6 79:18	FY 4:10 39:13	76:11 95:15	45:11	Harvey 2:3
Foundation	44:9	96:4, 18 99:7	great-	8:11, 12 11:16,
45: <i>13</i> 59: <i>1</i>		Google 47:20	grandmother	17 12:17, 21
77:21	$\langle \mathbf{G} \rangle$	Gover 7:19	10:2	15:3, 4 33:15
	gain 24:12	8:1, 3, 5, 7, 9, 11,		50:3, 4 52:16,
		13, 15, 17, 19, 21		17 55:4, 5

57:10, 11 60:5,	57:4, 5 59:9, 20,	70:18 87:3	80:19 84:14	35:18 45:6
6 84:4, 5 86:5	21 80:11, 12	96:11 99:12	91: <i>15</i>	46: <i>1</i> 75: <i>14</i>
87:5 88:4	81:19 82:3, 21	hopeful 19:12	implementing	85:12 97:11
89: <i>13</i> 98: <i>14</i> , <i>15</i>	83:16, 19 84:1	29:2 91:2	30:4 88:17	individuals
99:6	99:2, <i>3</i>	95:10 100:7,8	92:20	6:13 16:9
hat 30:20	Hereford 58:10,	hopefully	important 25:2,	77:15
hate 36:12, 14	21 59:2, 7	100:15	9, 10 34:3	inequities 28:18
37:2, 5, 6	60:19	hoping 88:21	41:14 43:11	inflation 20:1, 4
HB 76:18	high 36:7 40:9	94:16	71:18 78:2	informant 68:20
head 90:14	43:3 60:19	Hopkins 45:18,	99:15	Information
headline 26:16	63:12 79:6, 9	20 95:20	improve 19: <i>3</i>	4:12 6:16
health 29:18	82:14 83:4, 7,	Hospital 45:17,	20:16, 17, 19	16:19 23:20
32:21 41:9	11 90:8, 12	20	44:7 92:15	39:10 40:2
43:12 62:7	higher 24:15	house 20:2	Improved 24:14	45:2,7 46:17
63:4, 14 76:12,	73:8	Human 46:8	improvement	66:17 79:15
16, 18, 21 77:10,	highly 84:10	humbled 13:10	40:19 41:1	84:17 89:2
11, 12, 16, 19	high-need 30:1	hybrid 31:1, 2	improvements	91:7 94: <i>13</i>
78:6, 11 79:13,	high-performing		96:17	95:4, 15 98:1
14 87:9	41:3	<i></i>	improving	informative
healthcare	high-quality	idea 27:20 34:3	24:18	80:14 99:12
72:21 78:10, 20	29:15, 16, 21	ideally 85:2	Inappropriate	infrastructure
healthy 78:8	41:14 43:17	ideas 24:1	17:13	40:15 42:20
hear 15:18	44:3 91:21	identification	inaudible 75:7	74:6
26:19 65:7	hire 76:12	72:8 81:21	inches 16:15	infrastructures
85:1 87:2	hiring 19:3	83:14 88:10	include 66:20	76:8
heard 27:2, 18	25:1 41:14	identified 29:7	68:18 77:18	initially 88:9
31:14 33:17	43:16 44:3	40:12 42:18	included 39:19	initiative 66:2,
63:17, 20	historic 28:18	44:6, 19 64:1	44:11	15, 18 82:18
Hearing 6:3	historically	67:2 72:4 88:9	includes 48: <i>3</i>	86:19 89:10
7:13 15:20	81:14	90:10, 16 91:4	64:14 66:7,11	92:20
22:10	history 23:17	92:8	69:1	initiatives 25:4
hearings 39:21	24:3, 8	identifies 78:20	including 23:5,	injury 27:21
Hebbville 22:12	hitting 32:18	81:5 82:8	18 24:13 39:15	in-person 32:21
held 100:20	holiday 22:14	identify 40:17	58: <i>13</i> 98: <i>1</i>	input 17:5
Hello 9:19	33:9 98:16	41:13 45:21	inclusion 25:3	39:12 78:19
22:21 50:20	holidays 21:1	46:1 70:7	84:19	insight 91:19
help 29:10	25:21 34:1,8	78:17 81:18	inclusive 23:13	installation
32:4, 19 44:16	99:18	identifying	24:13 38:2	58:16
46: <i>5</i> , 7 74: <i>16</i> ,	home 65:18	37:3 82:5 88:6	inclusivity 38:2	instruction
17 89:9	84:17	IEP 20:8 27:3,	Incoming 2:4, 9	29:16
helped 45:20	Homeland 16:6	16	Incorporated	instructional
69: <i>16</i>	home-school	Illness 77:21	51:6	43:14 64:15
helpful 46:17	27:15, 19	impactful 37:13	increased 78:9	Insurance 48:16
Helping 45:16	honest 24:7	impacts 70:11	increases 19:17	intentional
Henn 2:7 8:9,	honored 9:21	implement 66:1	increasing 25:4	85:18
10 11:14, 15	10:9	92:10	incredibly 80:14	interest 24:18
14:18, 19 34:10	hope 29:19, 20	implementation	independent	interested
49:5, 18, 19	32:18 34:4	28:20 30:4, 7	66:19	15:20 46:2
52:10, 11 54:5,	46:17 65:6	67:7 69:21	Individual 3:15	89: <i>9</i>
19,20 55:18		70:6 76:5, 7	26:3 32:12	

intorecting	job 25:6, 10	10 21 05.1 2	17:17 53:12	little 42:17
interesting 30:21 47:18	100:7, 14	<i>19, 21 95:1, 3,</i> <i>12 100:9</i>	legislation 74:14	68: <i>14</i> 72: <i>4</i>
88:11 88:11	job-embedded	knowledge	lending 46:2	76:16 77:6
interferes 17:14	42:5	23:20	lesson 91:5	Live 5:14
inter-session	Johns 45:17	knows 39:2	lesson 91.5 lessons 94:18	36:10, 11 70:3,
64:21	95:20	86:9	letters 48:4	9 50.10, 11 70.5,
interviews	join 9:10 46:13	Kwanzaa 98:18	84:17	lived 24:3
68:20	joined 58:6		letting 18:19	lives 24:18
introduction	joining 101:1	< L >	level 64:20	36:11 70:21
61: <i>12</i>	Jones 50:18	language 17:15	69: <i>12</i> 74: <i>10</i>	living 63:12
inventory	58:3, 5 61:6	29:17 63:11, 15	79:13 84:18	71:5
68: <i>18</i> 81:9	76:10	64:11	88:16	loan 20:1
invested 84:10	Joseph 34:9	laptops 35:14	levels 24:16	local 28:15
investing 67:8	Julie 2:7	large 28:11	LGBTQ 36:10	77:10, 14 78:17
investment	July 51:8	34:18 75:14	37:1 38:11	87:10
25:8 30:9	81:21 82:1	larger 16:15	LGBTQ-plus	located 58:10
invite 5:5	jump 99:15	largest 25:1	23:7, 10, 14	59:2 78:12
invited 22:12	June 31:20	Lashawn 2:6	24:4 36:4	locations 97:12
involvement	51:8	lastly 24:17	37:19 38:5,6	lockdown 17:2
30:9	jurisdiction	46:8	Liberty 36:14	lockout 17:2
involving 66:8	6:11	late 68:1 72:12	37:2	long 30:11
Iraq 35:8	Justice 28:11,	latitude 82:7	Lichter 2:2	39:8
isolation 71:12	14	Law 37:4	5:2, 3, 7, 12 6:3	longer 82:16
issues 88:15		lead 24:17	9:2, 3, 16 12:5,	long-term 30:9
item 4:12 5:18	< K >	leaders 37:19	6 15:9, 10	look 18:15
6:18 13:14	Kayla 2:13 4:2	39:9 41:6 43:8	33:14 50:9, 10	21:11 22:3
15:16 38:16	keep 25:10	44:2, 12, 20	53:1, 2 55:10,	30:10 34:20
41:10 47:2, 8,	keeping 41:17	leadership 99:7	11, 20 56:2	43:21 45:6
11 48:7 50:16	43:18	100:18	57:16, 17 60:11,	64:8 85:5, 19
53:9, <i>15</i> 58: <i>1</i>	key 44:17	leading 100:14	12 98:7, 8 99:6	96: <i>12</i>
61: <i>3</i> 97:21	68:20 69:7	leads 82: <i>3</i> , <i>13</i> ,	lied 92:11	looked 31:5
98:1,4 100:19	70:7	16 90:3, 9	lies 37:6	looking 62:16
items 5:16	kicking 32:18	learn 23:17, 21	life 25:11, 13	63:10 83:1
16:15 46:12	kid 75:4, 5	78:9 91: <i>19</i>	37:16	92:2 94:12
53:13, 20 54:1,	kids 36:8 45:16	92:3	limited 16:13	100:10, 17
4 55:16 98:15	kill 35:8	learned 74:13	19:14	lost 10:2, 7
it'll 100:16	kind 66:17	91:5 94:18	link 76:2, 3	lot 18:6 80:20
its 30:11	70:19 76:2	learner 29:18	list 37:5 72:10	86:11 95:14
	81:11 83:8	learners 63:11,	90:20, 21 93:12	97:4, 7, 10
< J >	84:16	16 64:11	94:1	lots 86:13
J-1 48:21	know 13:9	learning 71:16	listed 72:16	love 24:8
J-4 48:21	18:1 22:10	96:21	73:13	32:16 33:3,6
Jane 2:2 5:3	28:17 30:1	leave 70:19	listen 31:13	37:8 38:9
9:15	32:2 34:14	leaves 14:1	37:6, 8	95:17
January 22:6	35:11 45:21	leaving 25:6	Listening 25:17,	low 26:10
45:7 48:3	62:21 81:14	led 5:6	20 31:15 33:18	
72:12 89:6	84:12, 15, 16	left 16:16, 20	68:20 81:10	< M >
90:20	85:1 88:6 90:2	89: <i>3</i>	literally 32:17	M-1 53:20 54:4
January/early	91:7, 8 93:21	legal 6:13		M-16 53:21
68:1	94:3, 6, 8, 10, 15,			

Proceedings

54:4	Matters 3:6	61:13 85:4	75:5 79:4, 5, 7	MSDE 68:1
M-4 53:20 54:4	13:15, 21 14:3	98:5	83:3, 12 90:11	72:9, 10 74:13
M-5 54:1 55:16	17:9 18:4, 5	MEMBERS	millions 94:10	81:5 82:4, 8
M-6 54:1 55:17	26:12	2:1 13:20	mind 37:17	89:4, 21 90:5, 6,
M-7 53:21 54:4	maximize 76:21	15:19 16:3, 4	minority 24:16	10 93:8, 17
ma'am 83:21	McCall 13:16,	18:19 19:18	minus/plus	MSDE-eligible
Madam 53:12	17 15:14, 15	20:15 21:10	34:15	82:15
80:12 84:5	McMillion 2:8	23:8,9 28:5	minutes 33:16	multiple 64:14
Maggie 2:5	8:19, 20 12:3, 4	30:14 31:4	98:1	multi-year 66:2
Mah 3:18	15:7, 8 33:16	34:18 36:1	misguided 24:2	67:4
30:13, 14, 18	34:3 50:7, 8	38:20 42:14	missing 61:11	Muslim 34:17
Maiden 88:8,	52:20, 21 55:8,	45:19 48:12	mission 37:12,	Myriam 3:21
17 89:7 90:18	9 57:14, 15	53:18 56:10, 11	17	
main 69:4	60:9, 10 98:10,	65:15 66:11	misunderstandin	< N >
maintain 80:5	11	69:2 71: <i>14</i>	g 90:2	NAACP 37:9
maintenance	mean 29:9	75:20 78:15	model 29:3, 8,	name 23:1, 5
77:8	83:3	86:14	9,20 80:19	28:5 30:18
majority 24:16	means 88:14	Member's 4:2	90:15 92:18, 21	76:3, 4 102:9
40:21	92:6	47:12	models 64:9	names 21:8
making 31:6	measure 70:10	membership	moment 5:7, 8	nation 39:16
36:15, 16 41:7	Medicaid 87:14	22:5	10:2, 6	National 77:18,
44:8 69: <i>11</i>	Meditation 3:3	mental 29:18	Moms 36:14	20
71:1, 9, 20	meet 45:14	32:21 63:3	37:2	nationally 92:4
74:17 80:4	66:16 75:10	76:15, 18, 21	Monday 53:20	nature 34:18
90: <i>14</i> 91:6	80:1	77:11, 19, 20	money 35:7	navigate 74:14
93: <i>3</i>	MEETING 1:8	mentioned 81:2	81:17	88:15
manager 25:7	5:4, 13, 14, 16	90:1, 18 91:13	monitoring	nearly 30:19
mandates	6:17, 20 7:3	92:12	95:17	necessarily 69:3
28:20 29:14	16:19 17:15, 18,	mentoring 97:6	Morris 3:20	need 16:9 20:8
39:16	20 18:16 21:14	mentorship	35:21 36:1, 2	28:1 30:3 32:2,
manner 31:18	22:10 27:2	62:6	mother 10:4	6, 10, 13, 20
March 82:1	33:17 34:11, 16	met 6:5 53:19	26:19	34:6 36:3
mark 94:20	35:1 47:7 51:1	91:18	motion 14:2	38:11 41:17
marketing 86:7	54:9 67:11	method 90:17	49:1 50:14, 15	42:7 43:13, 20
Maryland 7:2	70:16 80:3	91:3 93:15	51:14 53:6	45:14 46:20
58:19 70:5	83:6 86:2	methodology	54:3 55:15, 16	62:20 65:19
77:19 78:6, 8	95:11 98:3	94:16, 17	57:21 59:6	66:6, 7 68:6
82:13 90:9	100:20 101:1, 3	methods 89:3	60:16	77:16 80:5
Maryland's	Meetings 6:6	96:13	move 18:10, 11	81:8 85:17
28:20	16:9 36:6	metrics 95:16	41:2, 3 45:1	92:19, 21 96:9
massive 94:9	39:20 45:6	96: <i>14</i> 97: <i>16</i>	46:15, 17 47:8	needed 45:1
Master 19:2	75:12	Michelle 68:12,	56:12 68:13	49:7 54:7
matched 62:19	Meets 47:21	<i>13,21</i> 70:8	71:21 73:9	56:11 75:18
Materials	Melissa 65:9	microphone	96:9	82:16
16:13 43:14	68:11 74:12 Mombon 2:13	18:2 MICDOSOFT	moved 14:5	needs 21:14
math 42:6	Member 2:13	MICROSOFT	49:5 51:17	39:17 44:10
matter 6: <i>12</i> 17:9 26: <i>14</i>	4: <i>13</i> 16: <i>18</i> 23:7 33:20	1:9 middle 40:9	54:5 55:18 59:8	45:14 62:19
17:9 20:14	47:10 48:1			63:4, 5 66:3, 4
102.4	4/.10 40.1	58:11, 21 59:3	moving 19: <i>13</i>	67:2, <i>3</i> , <i>5</i> , <i>6</i> , <i>8</i>
		I	1	68:14, 16 69:7,

20 70:7, 16	Nonresident	10 61:8, 11	overall 24:15	partnerships
73:4 75:13	48: <i>19</i>	93:7, 9 96:5, 18	41:12 43:7, 15	68:7 75:15
78:17 79:17	note 41:6	97:18, 21 98:10,	41.12 43.7, 15	77:3, 7, 8
	42:12	<i>97.18, 21 98.10,</i> <i>12 99:2</i>	overseas 35:7	PASS 36:15
80:1, 4 81:1, 8,		older 23:7		
11, 14, 18 83:6	noted 39:14 44:2	once 37:17	Overwhelming 40:21	passion 68:6
84:13, 15 85:7,			40.21	passionate 58:7
9, 11, 18, 21	notice 76:19	81:17 90:15, 19		65:10 66:14
88: <i>13</i>	noticed 35:1	ones 21:15	< P >	80:2, <i>15</i> 82: <i>17</i>
needs-	95: <i>14</i>	ongoing 28:18	p.m 47:20	pathways 60:20
assessment 76:6	November	Online 5:14	100:21	patterns 83:1
negotiations	21:20 65:1	Open 6:6, 15	paid 31:9 59:1	pay 31:21 32:2
18:21 19:10	number 25:2	7:7 24:7 48:2	panels 58:15	peaceful 22:14
21:20 22:1	41:15 43:10	80:9	pantries 75:19	penalties 17:17
28:8	44:2, 7, 12, 20	opened 86:13	pantry 73:3	people 24:4, 5
neighborhood	67:18 70:12	operate 51:6	75:17 81:3, 12	25:11, 16 26:18
74:21 75:9, 11	85:13, 14, 17	opportunities	papers 16:14	34:13 35:8
83:9	Nutrition 48:17	15:17 31:14	paraeducators	percent 20:1
Neighbors 59:1		39:17, 18 40:19,	20:10	25:5, 8 35:1, 2,
Neither 98:11	<0>	20 41:1 43:2,5	parent 23:6	4 40:21 73:8,
network 74:21	objection 10:20	44:6 71:16	30:20	10, 20 74:1, 2, 4
75:9, 11 83:9	observe 17:21	92:10 97:7,9	parents 27:18	percentage 95:2
networks 75:1	obtain 6:13	opportunity	28:12 38:4	perfect 31:18
never 34:15	occurred 65:1	21:2, 10 25:20	42:14	61:12 82:3
New 3:6 4:6, 8,	94:5	29:12 38:10	part 22:8 63:5	83:16
9 26:9 30:15	October 98:2	65:8 80: <i>1</i>	64:7 76:13	performance
38:2 47:4, 5	offer 25:6	81: <i>16</i>	97:16	6:10
58:1, 13, 16	79:16	opposed 11:3	participant	performing
78:18 90:21	offered 90:3	option 72:19	28:10	43:4
96:7 99:4	offers 36:8	options 80:21	Participants	perks 34:2
newest 20:15	75:4	Order 3:2 5:3,	16:8, 10 17:4	perpetrators
nice 80:13	office 7:7, 12,	15 10:14 17:15	participate	36:19
night 22:17	20 10:14, 19	66:5 67:11	42:15	per-pupil 73:14,
27:2 100:3	16:6 17:3	90:3	participating	15, 17, 20, 21
nodding 5:8	20:11 46:4	organization	46:4, 6 84:18	74:4
nominate 7:10	Officers 3:5	23:9	participation	persecuting
10:16	6:19 99:4	organizations	84:19 97:17	36:13
nominated 7:11	offices 7:6 39:8	28:13 38:5	particular 27:8	persists 29:11
nominating	official 67:21	78:1	85:8 88:1	Person 17:17
10:18	81:20	organized 86:12	partnered	personal 32:12
nomination	officials 6:11	Outgoing 2:2, 3	66:15 86:15	Personnel 3:6
9:20 13:10	18:8, 9 37:18	9:15 21:15	partnering	6:12 13:15, 21
Nominations	of-school-time	out-of-school-	45:12 88:1	14:3 17:13
7:7, 8, 12, 13	97:5	time 71:9 97:4,	partners 61:21	72:18 82:9
10:10, 14, 15, 19,	oh 54:6 56:3	9	65:5 66:12, 20,	90:5
20	87:12 93:9	output 96:16	21 69:1, 5, 16	Persons 17:15
nonexistent	96:1	outreach 84:16	70:13 74:6	PFLAG 3:14
19:15	Okay 10:13	85:5	75:12 77:17	22:20 23:9
Nonprofit 3:13	49:9 50:15	outside 16:21	partnership	37:9
22:19	51:20 53:9	38:5 43:7 71:3	13:1 77:11	Pharoan 3:19
	56:14, 15 59:5,	88:2, 18		33:11, 12

				10.0
phase 76:6	Police 16:5	presentation	62:15 64:21	provide 18:8
100:17	34:7 77:10, 14	16: <i>14</i> 29: <i>1</i>	76:20 85:19	37:13 39:9, 10,
phase-in 72:15	87:10	80:13	89:5 99:11	19 61:21 63:9
74:5	Policies 4:3	presented 6:4	produces 102:7	71:13 76:15, 21
phases 62:15	33:2 36:4	14: <i>3</i> 19: <i>1</i>	productive 19:1	77:17 78:3
72:17 73:15	37:21 38:6	48:20	professional	81:1 89:20
physical 33:5	48:8, 9, 20 49:3	preservation	41:7 42:5	95:4 96:5 97:8
37:15 63:3	Policy 7:2, 5	43:5	44:17, 19	provided 44:9
pick 92:9	17:6 38:3	preserving	professionals	providers 20:9
picking 87:1	48:10, 13, 15, 16,	40:20 43:5	32:21	provides 15:18
pieces 67:9	17, 18 49:2	presides 7:6	Program 48:16	78:13
Pillar 4:11	population	pretty 62:11	75:5,7 76:9	providing
61:4, 14 62:11	85:16 88:12,13	81:17 87:16	77:11 78:7	29:16 41:16
63:5, 8, 15, 20	positive 24:13,	94:4	programming	64:16 65:14
64:6 76:11	17	Prevention	64:15 74:7	Psychological
pillars 63:17	possibilities	77:21	97:4, 5, 9	24:11
64:6	82:19	preventive	programs 17:6	psychologist
placement	possible 40:21	78:14	37:14 40:20	32:9
27:10	posters 16:15	Previously 31:4	43:6 62:6	psychologists
plan 38:2	potential 64:1	78:20	63:19 64:2	62:8
39: <i>13</i> 67: <i>4</i>	Poverty 37:4	primary 78:13	71:10 75:3, 16	Psychology
70:1 76:8	63: <i>1</i> , <i>13</i> 73:8,	principal 40:2,	83:15, 20	26:17
78:21 84:13	10, 17 87:8	6 42:8 58:4	progress 43:2	PUBLIC 1:8
planning 32:7,	88:7, 16, 19	principals	80:6	3:7 4:4 9:14
19 76:7 77:2	practice 18:7	40:12, 16 41:12,	Project 4:9	15:16 16:3
78:16 85:2	62:8 86:21	20 42:17 91:18	58:2, 8, 9 59:1,	17:5, 10 18:5
plans 70:6	practices 17:6	94:19	6 89:1	28:14 29:12
platforms 25:1	64:10 67:11	prior 96:7	projected 91:18	39:3, 20 45:15
please 7:19	practitioner	priorities 41:6	projecting	46:11 50:17
9:10 11:2, 3, 5	72:21	43:9 67:5 70:8	67:17 91:8	51:4, 6, 7, 15
17:21 19:16, 21	practitioners	78:21	projection 68:2	61:16 79:14
20:6, 13 37:5	29:18	prioritization	projects 46:1	84:20 86:9
39:2 40:5, 16	preach 36:21	83:2	promised 31:13	publicly 93:13
41:11 42:21	predict 94:16	prioritizing	promote 37:14	Pumphrey 2:9
43:14, 20 45:1	predicting	83:7	promotes 17:16	8:15, 16 10:16,
46:2, 4, 15	93:11 V (2.20	priority 40:3, 7,	promotion 6:8	17, 18, 21 11:2,
61:10 68:12	рге-К 63:20	11, 15 42:10, 16,	pronouncing	20, 21 12:10, 12,
70:2, 17 78:4	pre-	18 43:1 44:3,	22:21	18 13:7, 8, 19
79:20 90:6	kindergarten	12,20 81:11	proper 17:8	14:20, 21 18:15,
98: <i>19</i>	64:2	private 19:20	property 78:12	18 21:9 26:8
pleased 12:11	preliminary	privately 59:6	proposal 19:16	38:20 48:10, 12
38:21 Dialar 2:3 5:6	64:21	proactively	34:4	49:20, 21 51:17
Pledge 3:3 5:6,	preparation	93:10	proposed 33:17,	52:12, 13 54:21
11 noda 22.18	37:16	probably 88:14	18 materia 28.6	55:1 57:6, 7
pods 33:18	prepares 24:20	problem 28:1	protect 38:6	60: <i>1</i> , 2 89: <i>18</i> ,
point 29:13	preparing 80:16	proceedings	protects 23:19,	<i>19</i> 91: <i>12</i> 92: <i>11</i>
38:9 46:5 65:2	present 38:21	102:3	21 matacols 16.8	93:4 99:5
88:7	56:11	process 19:10,	protocols 16:8	100:4, 5
		11 22:8 31:17,	proud 23:8	Pumphrey's
		19 39:11 46:18	36:2 79:10	

100.12	01.0 04.20		50.0 12	17.2
100:12	91:9 94:20	recommended	repairs 58:9, 12,	response 17:2
purposely 31:5	real 32:4	16:7 51:5 56:7	20 59:7	77:10
pursuant 6:6	realized 96:9	recorded 7:17	repeat 95:9	responses 40:4
purview 17:6	really 27:21	recruit 32:4	replace 58:20	42:3, 11 43:21
push 87:17	32:2 34:2, 15,	recruiting	replacement	44:1
put 27:16 38:1,	18, 19 39:6, 9,	21:13 22:11	58:15	responsibility
5 45:3 64:13	10 41:18 61:19,	recruitment	Report 3:21	76:19
81:13 93:13	20 62:1, 3, 17,	40:14 41:2	4:1, 2, 10, 11	responsive
putting 27:3, 10	21 63:3 64:5	42:18 43:3	38:17 39:1	79:17
	65:14, 21 66:3	Recuse 56:20	47:3, 4, 5, 7, 12	rest 19:4
< Q >	67:1 68:15, 19	recused 56:12	61:4 64:13	21:12 35:3
qualified 64:2	69: <i>16</i> , <i>19</i> 70: <i>3</i> ,	redesigning	65:1,2	restful 22:14
quality 78:10	18 71:1,8 74:5	92:17	reports 96:5	restorative 62:8
79: <i>1</i>	75:2 80:15	Reed 58:3, 6	representation	restrictive 27:4,
question 56:6	89: <i>3</i> 90: <i>13</i>	re-enter 89:1	40:8	7
82:4, 21 88:5	95:15 99:11,15	reevaluate 93:2	representative	result 28:18
91: <i>12</i> 92: <i>11</i>	100:14, 17	reevaluated	22:4 85:12	94:11
95: <i>13</i>	reason 27:14	96:9	representatives	resume 48:4
questions 80:10,	reasoning 56:6	refer 15:21	69:15	retain 32:4
18 87:7 89:19	reasons 6:7	39:5	represented	retaining 21:13
93:7 97:19	23:15 46:19	referral 76:20	40:10	22:11 41:14
quick 56:5	reassurance	referrals 77:5	Request 4:9, 10	43:17 44:3
91: <i>13</i> , <i>15</i>	32:17	refilling 58:14	42:8 58:2, 9, 18	retention 19:3
quickly 67:13	recalculated	refine 67:10	require 29:15	40:15 41:2
81:17	90:21	regarding	30:8 63:21	42:19 43:3
quite 13:9	recalculations	39:11, 12 80:3	required 6:21	99:14
27:16 92:14	94:11	95: <i>13</i>	7:16	retirements
	receive 15:18	regularly 66:16	requirements	13:21
< R >	23:19 24:6	relate 17:9	62:12	return 65:19
race 23:14	72:9 83:19	related 18:5	requires 7:15	83:16
raising 46:6	90:5	relationships	17:1 78:16, 19	revenue 39:7
rank 40:11	received 12:11	32:14	re-read 37:19	Review 48:11,
41:5, 13 43:8	42:11 45:4	release 94:1	Research 24:12	<i>13</i> 49:2 51:2, 3
ranked 41:15	receives 73:18	released 73:15	64:9	68: <i>19</i> 81: <i>10</i>
ranking 42:16	receiving 63:10	relief 31:20	reside 69:2	revised 91:3
rate 20:4	64:11 73:19	religions 34:15	Resident 48:18	revisions 96:14
ratification 22:5	recite 5:5	remaining	resignation 6:9	revisit 93:2
ratio 41:11, 19	recognition 5:9	58:15 73:1	resignations	rewarding
43:10 44:13, 15	recognize 45:8	remarks 17:11,	14:1	47:19
99: <i>14</i>	51:9	13, 19	resource 20:11	right 19:13
reach 46:3, 4	recognizes	remember 22:6	42:6 58:20	23:1, 16, 21
85:14	10:18	31:17 70:20	resources 20:16,	24:6 32:10
reaching 22:2		94:9	17 41:21 46:8	33:4 87:7 92:7
reacts 20:4	recommendation	remind 39:4	61:5 62:20	93: <i>16</i> 96: <i>13</i>
read 18:6	48:4, 14 49:2, 7	removal 6:9	63:9 64:3, 16	97:18, 20
23:17, 21	51:3 54:2, 7	removed 88:10	71:16 75:13	rights 23:19
reader 48:9	recommendation	Renewal 4:5	77:4 83:15	24:3
readiness 37:16	s 43:15 64:8,	50:18 51:2, 3,	86:10	ring 80:13
ready 78:8	15 96:17	15	respect 25:15	River 79:7
·		renewed 51:7	responded 86:4	road 100:15
				-

roadmap 69:9,	15:5, 6 50:5, 6	78:6, 11	second 14:6, 7	15, 17 83:20
17 70:4, 15	51:19 52:18, 19	schooling 68:9	34:10 41:15	87:11,15 97:6
95:14, 17 96:12,	55:6, 7 57:12,	Schools 9:14	43:13 47:19	Session 4:6
15	13 60:7, 8	10:3, 4, 5 19:20	48:9 49:6	6:6, 15, 16
Robin 2: <i>3</i>	98: <i>12</i> , <i>13</i>	28:21 29:4, 7, 8,	51:18, 19 54:6,	53:10, 13
33:14	Saxe 102:2, 13	14, 20 30:5	7 55:19, 20	sessions 68:21
robust 47:7	saying 35:5	31:9 35:11	59:9 73: <i>13</i>	81:11
Rodney 2:8	95:6	39:3, 9 40:8, 9,	82:4	Setting 4:13
Rogers 3:21	scale 19:19	10 45:15,21	Secondly 48:1	98:5, 9
5:20 6:1, 20, 21	scheduling	46: <i>11</i> 51: <i>4</i>	Section 7:1	seven 79:9
7:11 9:5, 8, 13	91:20	61:14, 16, 18	Security 16:6, 7	Sexton 3:12
12:20 13:6, 19	School 3:8 4:5	62:14, 15, 17	see 26:21 40:7	21:5, 7 22:18
18:18 21:8, 19	9:10, 16 13:2	65:9 67:14, 15,	64:17 65:21	share 24:1
31: <i>13</i> 38: <i>18</i> , <i>19</i>	16:6 17: <i>3</i> , 7	18, 19 68:3, 4	69:8, <i>20</i> 70: <i>3</i> ,	40:1 41:20
47: <i>1</i> 51:5 61:8,	18:10 20:19	69: <i>13</i> , <i>18</i> 70: <i>21</i>	21 72:16 73:8,	45:11, 13 66:17
9 67:20 94:6,7	21:18 27:17	71:19 72:4, 5, 7,	13 75:1 76:1	74:20 75:12
role 7:19	29:3 30:7	9, 10 73:6, 7, 11	79:2 80:2 86:2	77:6 80:1 86:1,
roll 5:17 7:17	34:16 36:7	74:5, 15, 17, 20	87:8 95:9	16, 19 87:16
11: <i>1</i> , <i>3</i> , <i>5</i> 14:9	39:16 40:9, 18	75:3, 14, 18	96: <i>14</i>	96: <i>1</i>
49:9 52: <i>1</i>	41:6 43:8 44:4,	76:2, 4, 14 77:3,	seeing 26:13	shared 51:1
54:10 56:1,15	12, 20 45:9	20 78:6, 18	30:2	66: <i>9</i> , <i>10</i> 67:20
59:11	46:3, 5 48:2	79:3, 4, 5, 10, 14	seek 29:21	72:8 78:20
room 16:8	50:17 51:6, 7,	82:5, 8, 11 83:2,	39:12	96:8
42:1 84:8	<i>16</i> 58: <i>11</i> 59: <i>3</i>	4, 11, 15, 17	seen 34:15	sharing 45:7
root 67:3	60:19 61:20	84:6, 9, 11, 12,	38:8 84:6	Sharon 3:16
round 9:11	62:8, <i>13</i> 64: <i>18</i>	14, 20 85:2	selected 16:2	26:5
rules 33:2	65: <i>11, 12, 13</i>	86:11 87:7, 20	selves 36:12	shift 94:11
37:21	66: <i>1</i> , <i>9</i> , <i>15</i> 68: <i>4</i> ,	88:5, 6 89:7, 9	senators 35:6	shortly 81:5
running 51:8	6, 8, 20 69:3, 4,	90:1 91:1, 4, 7,	send 46:14	show 69:11
93:11	9, 11, 15 71:2, 3	8, 16, 20, 21	sending 35:7	showing 85:15
runs 10:8	72:20 73:18, 19	92:4, 12, 13, 16,	92:2 94: <i>13</i>	97:14
	75:4, 6, 10, 21	18 93:12 94:2	sentiments	shows 42:13
< S >	76:4 77:19	95:8 96:19	12:20	70:14
saddened 87:2	78:12, 17 79:5,	97:2, 11	serve 9:21	sides 71:5
Safe 77:19	7, 10 80:7 81:5	School's 58:21	13:11 20:7	sign 20:5
98: <i>16</i>	82:9, 14, 15	schoolwork	77:11	silence 5:9
Safety 16:6, 7	83:4, 5, 7, 12, 13	71:8 89:11	served 5:9 79:6	silent 5:7
17: <i>3</i> 40: <i>14</i>	85: <i>3</i> , <i>12</i> , <i>13</i>	science 59: <i>3</i>	serves 79:6	similarities 44:2
41:9 42:19	86:7, 9, 12, 19	screaming	service 12:17	simple 20:1
44:5 77:15	87:18 88:6, 8, 9,	32:16, 17	20:9 48:17	simply 30:6
sailing 100:16	<i>18</i> 90: <i>3</i> , <i>4</i> , <i>8</i> , <i>9</i> ,	screen 69:20	services 9:16	46:14 65:12
salary 19:18	11, 12, 13, 14, 20	75:1 76:1 79:2	20:18 29:16	68:6
Salomon 1:21	91:9 92:2, 6, 20	season 18:21	37:13 41:16	single 22:16
sample 85:13	94:12 95:8	22:14 39:3	43:19 44:10	94: <i>4</i>
Saroff 3:16	96: <i>3</i>	45:9 98:17	48:17 62:1,4	situations
26:5, 6	school-aged	seat 12:18	63: <i>11, 21</i> 64: <i>4</i> ,	32:12 87:13
saving 39:18	78:7	16: <i>16</i>	5, 12, 16 71:13	six 46:11
Savoy 2:10	school-based	seated 16:8, 18	73:2 76:14, 16,	size 85:13
8:17, 18 10:16,	41:21 42:6	SECAC 27:2	20 77:1, 2, 17	sizes 41:17
<i>18</i> 12: <i>1</i> , <i>2</i> 14:7			78:3, 14 79:1,	

	1	1		
43:18	speaker 18:3,	20 68:7, 21	strategies 20:17	subscribed
skill 25:12, 13	12 21:5 26:4	70:16 78:19	32:19 70:9	102:8
skills 24:15	28:3 30:13	86:3	86:7, 18 92:9	success 30:11
slide 39:2 40:4,	33:11 35:17, 20	stand 16:9	strategy 44:21	63:9, 18 84:11
5, 16 41:11, 19	speaking 26:10	51:10	61:19	Successful 61:5
42:9, 21 43:14,	85:16	stands 6:4	strengthen	65:16, 19
20 45:1 46:15	spearheading	Stansbury 61:7	20:14	successfully
61: <i>9</i> , <i>11</i> 65: <i>5</i> ,	46:9	65:6 70:18	strives 31:9	25:11
21 68:12 70:2,	Special 4:9	81:20 82:8	strong 32:13	suggest 35:5
17 72:3, 16	20:7, 8, 18	84:2 85:6 86:6	33:1 36:4 77:8	Suicide 77:21
74:18 76:19	26:13 27:12, 13	87:12 88:20	stronger 25:18	summary 6:15,
78:4 79:19	29:17 35:13	89:15 90:7	structures 74:16	16
slides 76:10	38:1 40:10	91:17 92:17	struggle 20:3	summer 65:3
slight 33:21	42:7 58:2, 8	93:5, 9, 15, 21	Student 2:13	96:21
small 41:17	63:10, 16, 21	94:20 95:20	4:2 17:8 24:6	sumps 58:14
43:18 97:10	64: <i>4</i> , <i>12</i> , <i>19</i>	96:6	26:4 28:17	Superintendent
smaller 44:15	88: <i>13</i>	start 61:8 81:9,	35:18 47:9,11	7:6 13:19 16:1
SMOBTOWNH	specialists 20:11	10 90:14 91:19	48:1, 19 62:1	18:18 51:4
ALL 47:21	specific 6:12	98:6, 7	63:9 69: <i>3</i>	
smooth 100:16	17:8 18:4 40:2	started 67:15	Students 3:15	Superintendent's
smoothed	specifically	73:7	17:12 18:4	3:21 38:17
100:15	42:6 43:2 46:6	Starting 67:5	20:7 21:14	39: <i>1</i> 47: <i>3</i>
SNAP 87:14	62:13 64:4	84:15	22:15 23:6, 16,	supervisors
Social 37:11, 15	66:6 90:2	starts 82:1	19 24:12, 14, 16	20:12
41:9 43:12	speed 58:13	State 4:10	28:15 30:2	supplies 20:2
62:7 79:19	Spend 98:19	35:3 64:20	32:5, 14, 16	support 10:10
87:11, 15	spending 39:7	72:10 74:8, 10	33:3, 8 36:4, 9,	13:11 19:2
society 28:19	81:16	92:8 94:2 95:3	10, 17 37:1, 14	23:12 25:7
somewhat 25:9	spent 67:8	statement 37:17	38:4, 12, 13	32:15, 16 33:7
sorry 7:17	spewing 37:7	statements	41:10, 16 42:14	37:1 38:11, 12
32:8 43:18	spoken 36:6	36:16, 17 37:12	43:10, 12, 19	41:16 43:19
47:10 56:3	St 34:9	states 64:9	44:10 45:14, 18	44:9 60:18
63:8 68: <i>13</i>	staff 16:1, 18	steering 69:10,	46:7, 12, 20	65:19 76:20
96: <i>1</i>	17:3, 12 20:5	13 70:6	59:2 61:5	77:1 79:17
sort 81:3	21:15 32:20	step 19:17	62:19 63:5, 10,	92:18, 21 94:13
sources 39:7	38:3 41:15	steps 19:18	12, 13, 19, 21	supported
72:6 82:12	42:4, 13, 19	38:8 39:12	64:3, 4, 11	32:21 79:12
Southeast 98:2	43:17 44:4	44:21 62:21	65:15, 16 66:4,	86:11
Southern 37:4	45:19 51:10	92:14	11 67:3 69:1,	supporting
space 16:19	69:1, 14	stigma 27:13	14 71:14, 17	28:7 36:4
spaces 35:17	staffing 29:15,	Stolusky 2:12	73:5 78:4, 14	63:13 66:5
47:2 <i>1</i>	21	8:7, 8 11:12, 13	79:17 80:2	77:14
Spanish 34:12,	stakeholder	14:14, 15 49:16,	81:1 83:3, 10	Supportive
13	40:3 42:10	17 52:8,9	86:16 87:13	77:20
speak 16:11	69:6, 10, 13	54:17, 18 57:2,	88:12 96:21	supports 20:14
18:20 21:2, 10	70:5 99:10	3 59:8, 18, 19	97:14	23:9 36:7
22:20 30:19	stakeholders	99:9, 10	studies 24:21	37:11 62:18
31:5 36:3	29:6 31:7 39:9	stop 35:7	subject 17:17	64:16,17 65:14
38: <i>10</i> 61: <i>13</i>	43:1,7 44:1,14		submit 16:3	71:14 77:17
	45: <i>4</i> 66: <i>8</i> , <i>19</i> ,		submitted 58:9	

79:19 83:7,11	table 16: <i>11</i> , <i>13</i> ,	79:16 80:6	11, 18, 19 35:4	31:11 36:2
86:17	$\begin{array}{c} \textbf{table} & 10.11, 13, \\ 20 & 28:11 & 93:17, \end{array}$	85:20 94:9, 11	46:18 68:2	51:10 54:9
supposed 65:2	18	Terrific 82:21	71:19 74:12	70:19
suppress 24:3	take 12:18	Thank 5:12	82:11, 17 88:20	token 27:9
suppress 24.3 sure 21:17	22:13 29:12	6:3, 21 9:4, 15,	99:11	tolerate 33:6
41:7 44:9 66:5	34:4 35:13	17, 20 10:9, 10	thinking 24:15	tolerated 17:12
67: <i>11</i> 71:9	81:13 82:10		62: <i>3</i> 71:20	
		12:9, 16, 21		tomorrow 87:4,
72:1 74:11, 17	85:7 95:7	13:3, 8, 12	third 41:10	-
78:2 80:4 86:8,	96:11 98:19	15:13, 14, 15	43:13	tonight 21:10
17 87:18, 21	takeaways 25:2	18:19 20:21	thought 66:18	23:5 25:20
90:14 91:6, 11	Taken 4:6	21:4, 9, 15, 18,	80:21 88:17	26:11 80:17
92:15, 18 94:21	38:8 53:10	21 22:1, 7, 14,	thousand 42:11	101:1
95:12	talk 62:4 63:2,	18 23:4 25:19	threatening	Tonight's 5:12,
surpass 85:17	17 65:8 72:4	26:1 28:2,7	17:16	21 29:1 48:21
surrounding	76:16 77:6	30:11, 12, 16	three 25:2	top 41:7, 21
19:19 92:1	talked 68:14	31:11, 12, 15	29:5 36:5 44:8	42:3, 18 43:1
survey 40:3, 7	talking 22:11	32:8 33:7, 10,	45:10 46:10	44:8 88:15
42:10, 15 69:6	27:12 62:5, 6	12, 13, 14 34:3	56:10, 11 80:18	topics 23:14
85:21	89:8	35:14, 16 38:11,	84:12	total 80:4
surveys 39:19	targeted 62:18	14, 19 46:16, 21	three-minute	town 47:19
45:6 84:16	75:15	47:1, 6, 17 48:6,	17:21	trained 41:8
sustain 90:15	teacher 28:6	12 49:6 50:13	three-year 73:7,	training 85:10
sustained 91:4	30:20 34:17	53:5, 7, 14	9,16 80:19	trans 36:16, 17
swamp 58:13	99:14	55:14 56:14	thrive 25:13	Transcribed
swap 86:16	teacher/student	57:20 59:4	28:15	1:20 102:3
switch 98:6	41:10 43:10	60:15, 17, 20	thriving 72:2	Transcriber
switching 100:2	44:13, 15 99:13	61:1, 2, 9 63:7	Thursday 47:20	102:14
system 17:7	teachers 20:9,	65:6, 7 76:10	Tiara 2:4 4:1	transcript 102:6
21:18 34:16	11 32:5 33:3, 5,	79:21 80:7, 8,	tie 64:17	transformation
40:18 43:9	7 34:12 35:12	12, 13, 17 84:1,	tied 42:3	29:3
44:5, 20 45:9	37:10 38:3	5 86:5 88:4	Tiffany 2:6	
62:13 68:3	42:4, 6, 7	89:13, 15 93:4,	time 6:19 18:1,	transformational
69:12 80:7	teacher-to-	6 97:18,20	2 20:21 22:2,	29:8, 20 30:5
System-	student 41:18	98:11, 13 99:3,	13 35:3 38:12	transgender
Affiliated 3:8	team 22:1, 2	6, 10, 16, 20	42:9 45:8	23:7 36:8
18:10	40:4 42:12	100:2, 5, 10, 11,	46:16, 21 51:12	transition 9:13
systemic 28:18	51:2, 3 62:10	12, 21 101:2	63:6 67:10	42:9
system-level	63:2 66:10, 11	thankful 46:19	72:13 74:6	Transparency
76:12	69:11	Thanks 84:4	80:9, 16 86:16	7:15
systems 39:16	TEAMS 1:9	THEREOF	91:20 93:2	transparent
94:12 95:8	tedious 92:19	102:8	94:14 98:7, 13,	19:11 31:16
T.	tell 27:17	thing 34:10	19	85:11
< T >	32:10	74:12 84:16	timeline 21:21	trees 46:9
TABCO 3:12	tend 63:3	things 24:10	32:3	tremendously
21:6, 19 22:1, 4	tentative 22:3	72:13 81:3, 15	timely 31:18	45:20 77:8
31:17 66:13	28:9	90:21 96:9, 20	times 27:17	triangle 70:19
69: <i>14</i>	term 30:11	99:15	100:14	71:1,6
TABCO's 28:8	51:8	think 10:5	timing 61:13	tries 74:13
	terms 28:8	26:8, 18 27:5, 6	Today 23:12	trillion 35:8, 12
	43:16 44:21	33:16 34:2, 6,	24:10 26:17	

true 36:12	urgent 73:2	54:10 56:1, 11,	well 21:17	wondering
66: <i>13</i> 102:6	81: <i>1</i> , <i>11</i> , <i>18</i>	16 59:11	33:1 39:4, 7, 17	31:20 65:11
truly 29:14	use 27:12	votes 10:10	40:3, 4 41:8	word 26:12, 19
63:8	72:20 73:1	12:11	40.3, 4 41.8	words 27:12
trust 19:7	uses 86:19	voting 5:16	67:19 77:16	37:6, 8
truth 89:2	utilized 69:6	7:20	79:9 80:15	work 13:1
			84:7 85:2 87:5	21: <i>13</i> 25: <i>19</i>
try 94:16	utilizing 97:7	vulnerable	100:9	30:17 39:8
Tuesday 5:5	- V S	88:13		
100:21	$\langle \mathbf{V} \rangle$		wellbeing 80:6	45:1 61:15
turn 6:19	valuable 25:13	$\langle W \rangle$	wellness 62:7	64:18 70:21
51:12 63:6	value 77:7	waitlist 35:18,	76:15 79:3, 6, 9,	71:19 78:2
65:4	valued 20:5	20	16	80:3, 20 82:11,
turned 18:2, 3	values 24:14	want 9:15	wellness-based	20 84:7 89:14
TV 5:14	25:7	12:16,21 13:6	79:11	92:19 94:19
two 23:6 25:1	various 31:14	21:18 22:13	went 80:16, 21	100:9
32:1 34:14	vendors 97:8	25:12 26:6	We're 45:3	worked 21:19
36:5 42:3	Verizon 5:15	29:12 33:3	58:18 61:11	22:7 87:14
56:13 67:8	versus 66:6	34:10 45:8	62:1, 2, 5, 6, 16,	93:1
72:17 84:13	92:7	46:13, 14, 16	17, 21 65:8	workers 25:5, 8
99:14	vetted 77:13	51:9 72:3 75:2	67:9, 11 69:19	62:7
types 40:8 72:6	Vice 2:3, 9 7:4	85:6 86:17	70:15 71:5	workforce 41:3
	10: <i>13</i> , <i>15</i> , <i>19</i> , <i>21</i>	93:7 95:5,9	77:6 79:10	43:4
< U >	11:2 12:12, 17	99:3 100:2, 5,	82:17 83:1	workgroup
U.S 24:8 25:5,	13:1, 7, 18	12	85:7 86:6 88:6	64:13, 14, 19
8	18:18 21:9	wanted 40:17	89:11 91:10, 20	workgroups
ultimately 19:5	26:9 30:16, 17	45:10 47:14	92:1 93:3	64:7 93:19
unanimous 9:5	38:20 47:5	74:19 84:12	94:12, 15, 17	working 18:16
12:11	53:16 99:6	90:13	95: <i>12</i> 96:8, <i>13</i>	19:7 21: <i>12</i>
unaware 6:1	100:6, 13	warm 98:16	97:7	25:11, 13 28:13
understand	Vietnam 35:10	Warmth 45:13	we've 39:10	45:10, 16, 21
74:18	viewpoint-based	wasting 35:7	40:11 66:12, 15	86:6, 21 89:12
understanding	24:1	watching 30:21	67:1,7 74:15,	100:18
25:17 92:6	viewpoints	water 58:14	16 87:1,21	workplace
underway 39:4	23:17	Watershed 4:4	91:18	24:21
Unfinished 4:3	views 15:18	50:17 51:5, 7, 9,	wholehearted	works 22:15
47:9 48:7	violence 17:16	15	23:12	39:6 89:11
union 37:10	visibly 38:8	way 33:21	widespread	world 32:12
Unions 3:10	visit 91:21	34:6 46: <i>14</i>	95:1	worth 88:21
18:11	vital 38:11	68:9 74:16	wife 23:8	would've 56:11
unique 89: <i>4</i>	77:9	ways 89:8	win 35:9, 10	wound 82:15
Unit 16:6	Vivian 102:2, 13	website 39:5,	wise 33:13	wrap 76:2
units 58:15, 17	vocal 87: <i>3</i> 94: <i>3</i>	21 79:18	wish 22:13	wraparound
unpack 39:6	voice 7:17	week 47:15	33:8 98:16	61:21 62:4
unsafe 36:17, 20	volunteering	65:17	wishes 46:14	71:13 73:2
upcoming	46: <i>1</i>	Weisberg 3:17	WITNESS	77:1
39:14, 20 91:4	vote 5:17 7:17,	28:3, 4, 6	102:8	wrapped 30:6
upgrades 58:10	<i>18</i> 10:2 <i>1</i> 11: <i>1</i> ,	welcome 13:6	women 24:4	
uproar 94:5	2 14:9 37:20	25:16 58:4	wonder 26:18	< X >
upsetting 27:1	49:9 52: <i>1</i>	93:5	wonderful	XFINITY 5:14
			100:6, 13	