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BOARD OF EDUCATION
BALTIMORE COUNTY

PUBLIC MEETING OF THE BOARD OF EDUCATION
BROADCAST VIA MICROSOFT TEAMS

DECEMBER 5, 2023

Transcribed by:
CRC Salomon, Inc.

Page 2

1 **BOARD MEMBERS:**

2 Jane Lichter, Outgoing Board Chair

3 Robin Harvey, Outgoing Vice Chair

4 Tiara Booker-Dwyer, Incoming Board Chair

5 Maggie Domanowski

6 Tiffany Lashawn Frempong

7 Julie C. Henn

8 Rodney R. McMillion

9 Christina Pumphrey, Incoming Vice Chair

10 Dr. Brenda Savoy

11 Emory Young

12 Felicia Stolusky

13 Kayla Drummond, Student Member

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16

17

18

19

20

21

Page 4

1 Chair's Report - Tiara Booker-Dwyer47

2 Student Board Member's Report - Kayla Drummond 47

3 Unfinished Business - Board Policies 48

4 Consideration of the Watershed Public

5 Charter School Renewal 50

6 New Business - Action Taken in Closed Session

7 Mr. Darren Burns, Esq 53

8 New Business - Contract Awards 53

9 New Business - Special Project Request 58

10 Report on FY 2025 State Capital Budget Request 59

11 Report on Blueprint Pillar 461

12 Information item 97

13 Board Member Comments and Agenda Setting . . . 98

14 Announcements 99

15 Adjournment 101

16

17

18

19

20

21

Page 3

1 **I N D E X**

2 Call to Order 5

3 Pledge of Allegiance/Silent Meditation 5

4 Consideration of Agenda 5

5 Election of Board Officers 6

6 New Business, Personnel Matters13

7 Public Comment 15

8 School System-Affiliated Groups:

9 None.

10 Unions:

11 Billy Burke, CASE18

12 Cindy Sexton, TABCO21

13 Nonprofit Community Groups:

14 Greg Ackerman, PFLAG 22

15 Individual Citizens or Students:

16 Sharon Saroff26

17 Anna Weisberg28

18 Erica Mah30

19 Bash Pharoon 33

20 Eric Morris36

21 Superintendent's Report - Dr. Myriam Rogers. . 38

Page 5

1 **P R O C E E D I N G S**

2 **MS. LICHTER:** Good evening. This is

3 Chairwoman Jane Lichter. I now call to order the

4 meeting of the Board of Education of Baltimore County

5 for Tuesday, December 5, 2023. I invite you to recite

6 the Pledge of Allegiance to the flag, to be led by Ms.

7 Lichter. We will then have a moment of silent --

8 nobody was nodding. We will then have a moment of

9 silence in recognition of those who have served

10 education in Baltimore County.

11 (Pledge of Allegiance.)

12 **MS. LICHTER:** Thank you. Tonight's Board of

13 Education meeting is being broadcast through the BCPS

14 Online Live Meeting Broadcast and on BCPS TV, XFINITY

15 channel 73, Verizon Fios channel 34. In order to

16 efficiently conduct this meeting, all voting items

17 this evening will be done by roll call vote.

18 The first item on the agenda is the

19 consideration of the December 5th agenda.

20 Dr. Rogers, are there any additions or

21 changes to tonight's agenda?

Page 6

1 DR. ROGERS: I am unaware of any additions
 2 or changes to this evening's agenda.
 3 MS. LICHTER: Thank you. Hearing none, the
 4 agenda stands as presented.
 5 Earlier this evening, the Board met in
 6 closed session pursuant to the Open Meetings Act for
 7 the following reasons: to discuss the appointment,
 8 employment, assignment, promotion, discipline,
 9 demotion, compensation, removal, resignation, or
 10 performance evaluation of appointees, employees, or
 11 officials over whom it has jurisdiction, or any other
 12 personnel matter that affects one or more specific
 13 individuals; and consult with counsel to obtain legal
 14 advice.
 15 The summary of the closed session and open
 16 session information summary can be found on BoardDocs
 17 under this Board meeting agenda date.
 18 The next item on the agenda is the election
 19 of Board officers, and at this time, I will turn the
 20 meeting over to Dr. Rogers.
 21 DR. ROGERS: Thank you. As required by

Page 7

1 Section 3(2)(b)(09) of the Education Article of the
 2 Annotated Code of Maryland, and Board Policy 8210, the
 3 first meeting in December is designated for election
 4 of the Board chair and vice chair.
 5 According to Board Policy 8210, the
 6 Superintendent presides over the election for offices
 7 of chair. Nominations are now open for the office of
 8 Board Chair. Are there any nominations?
 9 Ms. Frempong?
 10 MS. FREMPONG: I nominate Ms. Booker-Dwyer.
 11 DR. ROGERS: Ms. Booker-Dwyer is nominated.
 12 Are there further nominations for the office
 13 of Board Chair? Hearing none, nominations are now
 14 closed.
 15 The Education Transparency Act requires that
 16 any action of the Baltimore County Board be required -
 17 - I'm sorry, be recorded by voice vote or roll call
 18 vote.
 19 Ms. Gover, please call the roll for those
 20 voting for Ms. Booker-Dwyer for the office of Board
 21 Chair.

Page 8

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

Page 9

1 MS. BOOKER-DWYER: Yes.
 2 MS. GOVER: Ms. Lichter.
 3 MS. LICHTER: Yes.
 4 MS. GOVER: Thank you.
 5 DR. ROGERS: It's unanimous.
 6 Congratulations.
 7 (Applause).
 8 DR. ROGERS: Ms. Booker-Dwyer has been
 9 elected as Chair, the Board of Education of Baltimore
 10 County, for the 2023-2024 school year. Please join me
 11 in giving her a round of applause.
 12 (Applause.)
 13 DR. ROGERS: As the Board Chairs transition,
 14 we also, on behalf of Baltimore County Public Schools,
 15 want to congratulate and thank outgoing Chair Jane
 16 Lichter for her services during this school year.
 17 Thank you very much.
 18 (Applause.)
 19 MS. BOOKER-DWYER: Hello, everyone. So
 20 thank you all for your nomination. I definitely
 21 appreciate it, and I'm honored to serve Baltimore

Page 10

1 County as Chair of the Board of Education. This
 2 moment is not lost on me. My great-grandmother
 3 cleaned Baltimore County Schools. My grandmother
 4 cleaned Baltimore County Schools, and my mother
 5 cleaned Baltimore County Schools. I didn't think I
 6 was going to get emotional. So this moment is not
 7 lost on me.
 8 Baltimore County runs deep in my family, and
 9 I'm honored to be Chair. So thank you all for your
 10 nominations, for your support, and your votes. Thank
 11 you.
 12 (Applause.)
 13 MS. BOOKER-DWYER: Okay. Onto the vice
 14 chair. Nominations are now in order for the office of
 15 the Board Vice Chair. Are there any nominations?
 16 DR. SAVOY: I nominate Christina Pumphrey.
 17 MS. BOOKER-DWYER: Ms. Pumphrey -- the Chair
 18 recognizes Ms. Savoy in nominating Ms. Pumphrey. Are
 19 there further nominations for the office of Board Vice
 20 Chair? Without objection, nominations are closed.
 21 All those who vote for Ms. Pumphrey as vice

Page 11

1 chair -- we'll do a roll call vote. So all those who
 2 vote for Ms. Pumphrey as vice chair, please say yes
 3 when the roll is called. All those opposed, please
 4 say no.
 5 Ms. Gover, please call the roll.
 6 MS. GOVER: Ms. Domanowski?
 7 MS. DOMANOWSKI: Yes.
 8 MS. GOVER: Mr. Young?
 9 MR. YOUNG: Yes.
 10 MS. GOVER: Ms. Frempong?
 11 MS. FREMPONG: Yes.
 12 MS. GOVER: Ms. Stolusky?
 13 MS. STOLUSKY: Yes.
 14 MS. GOVER: Ms. Henn?
 15 MS. HENN: Yes.
 16 MS. GOVER: Ms. Harvey?
 17 MS. HARVEY: Yes.
 18 MS. GOVER: Ms. Drummond?
 19 MS. DRUMMOND: Yes.
 20 MS. GOVER: Ms. Pumphrey?
 21 MS. PUMPHREY: Yes.

Page 12

1 MS. GOVER: Dr. Savoy?
 2 DR. SAVOY: Yes.
 3 MS. GOVER: Mr. McMillion?
 4 MR. McMILLION: Yes.
 5 MS. GOVER: Ms. Lichter?
 6 MS. LICHTER: Yes.
 7 MS. GOVER: Ms. Booker-Dwyer.
 8 MS. BOOKER-DWYER: Yes.
 9 MS. GOVER: Thank you.
 10 MS. BOOKER-DWYER: So Ms. Pumphrey has
 11 received all -- the votes are unanimous. I am pleased
 12 to announce that Ms. Pumphrey has been elected as Vice
 13 Chair of the Board of Education for Baltimore County
 14 for 2023-2024.
 15 (Applause.)
 16 MS. BOOKER-DWYER: I want to thank Ms.
 17 Harvey for her service as Vice Chair, and Ms.
 18 Pumphrey, you can take your seat.
 19 (Applause.)
 20 DR. ROGERS: I, too, echo the sentiments of
 21 Chair Booker-Dwyer. I want to thank Ms. Harvey for

Page 13

1 her hard work and her partnership as Chair -- Vice
 2 Chair of the Board for this past school year.
 3 Congratulations, and thank you.
 4 (Applause.)
 5 MS. BOOKER-DWYER: And Ms. --
 6 DR. ROGERS: Also want to welcome Ms.
 7 Pumphrey as Vice Chair of the Board.
 8 MS. PUMPHREY: Thank you. As you all may
 9 know, I'm not quite as articulate as Ms. Booker-Dwyer,
 10 but I am humbled for my nomination and for all of your
 11 support. And I am excited to serve BCPS further.
 12 Thank you.
 13 (Applause.)
 14 MS. BOOKER-DWYER: The next item on the
 15 agenda is personnel matters, and for that I call on
 16 Mr. McCall.
 17 MR. McCALL: I would be first.
 18 Congratulations, Chair Booker-Dwyer, Vice Chair
 19 Pumphrey, and Superintendent Dr. Rogers and to the
 20 members of the Board. I'd like the Board's consent
 21 for the following personnel matters: retirements,

Page 14

1 resignations, leaves, and certificated appointments.
 2 MS. BOOKER-DWYER: Do I have a motion to
 3 approve personnel matters as presented in Exhibits E-1
 4 through E-4?
 5 MS. FREMPONG: So moved, Frempong.
 6 MS. BOOKER-DWYER: Do I have a second?
 7 DR. SAVOY: Second, Savoy.
 8 MS. BOOKER-DWYER: Any discussion?
 9 May have a roll call vote?
 10 MS. GOVER: Ms. Domanowski?
 11 MS. DOMANOWSKI: Yes.
 12 MS. GOVER: Mr. Young?
 13 MR. YOUNG: Yes.
 14 MS. GOVER: Ms. Stolusky?
 15 MS. STOLUSKY: Yes.
 16 MS. GOVER: Ms. Frempong?
 17 MS. FREMPONG: Yes.
 18 MS. GOVER: Ms. Henn?
 19 MS. HENN: Yes.
 20 MS. GOVER: Ms. Pumphrey?
 21 MS. PUMPHREY: Yes.

Page 15

1 MS. GOVER: Ms. Drummond?
 2 MS. DRUMMOND: Yes.
 3 MS. GOVER: Ms. Harvey?
 4 MS. HARVEY: Yes.
 5 MS. GOVER: Dr. Savoy?
 6 DR. SAVOY: Yes.
 7 MS. GOVER: Mr. McMillion?
 8 MR. McMILLION: Yes.
 9 MS. GOVER: Ms. Lichter?
 10 MS. LICHTER: Yes.
 11 MS. GOVER: Ms. Booker-Dwyer.
 12 MS. BOOKER-DWYER: Yes.
 13 MS. GOVER: Thank you.
 14 MS. BOOKER-DWYER: Thank you, Mr. McCall.
 15 MR. McCALL: Thank you.
 16 MS. BOOKER-DWYER: Our next item is public
 17 comment. This is one of the opportunities the Board
 18 provides to hear the views and receive the advice of
 19 community members. The members of the Board
 20 appreciate hearing from interested citizens. As
 21 appropriate, we will refer your concerns to the

Page 16

1 Superintendent for follow-up by her staff.
 2 If not selected to address the Board,
 3 members of the public may submit their comments to the
 4 Board members via email at boe@bcps.org.
 5 The Baltimore County Police Department's
 6 Homeland Security Unit and Office of School Safety has
 7 recommended the following safety and security
 8 protocols. Participants should be seated in the room
 9 during meetings. Individuals who need to stand should
 10 go into the hallway to do so. Participants should not
 11 approach the table unless called upon to speak, and
 12 should not approach the dais.
 13 Materials brought to the table are limited
 14 to electronic devices, presentation papers, and
 15 posters no larger than 11 by 14 inches. Other items
 16 should be left in your seat.
 17 Documents to be given to the Board are to be
 18 handed to the staff member who is seated in the front
 19 area of the meeting space. Information for other
 20 attendees is to be left on the designated table
 21 outside in the hall.

Page 17

1 In the event of an emergency that requires
 2 an emergency response, such as a lockout, lockdown, or
 3 evacuation, staff from the Office of School Safety
 4 will direct participants.
 5 While we encourage the public input on
 6 policy, programs, and practices within the purview of
 7 this Board and the school system, this is not the
 8 proper forum to address specific student or employee
 9 matter, or to comment on matters that do not relate to
 10 public education in Baltimore County.
 11 Disparaging remarks or derogatory remarks
 12 toward students and staff will not be tolerated.
 13 Inappropriate personnel remarks or other behaviors
 14 that disrupts or interferes with the conduct of this
 15 meeting are out of order. Persons using language that
 16 are threatening or promotes violence against a BCPS
 17 employee are subject to legal penalties. Person who
 18 otherwise disrupt or disturb the meeting will not be
 19 allowed to continue their remarks and will be escorted
 20 from the meeting.
 21 Please observe the three-minute clock which

Page 18

1 will let you know when your time is up. The
 2 microphone will be turned off at the end of your time,
 3 and it could be turned off if a speaker addresses
 4 specific students or employee matters, or commenting
 5 on matters not related to the public education in
 6 Baltimore County. That is a lot to read.
 7 It is the practice of the Board to allow
 8 elected officials to provide their comments to the
 9 Board first, but we have no elected officials, so we
 10 will move on. We have no school system-affiliated
 11 groups, so we will move on to our unions.
 12 So our first speaker is Mr. Billy Burke with
 13 CASE.
 14 MR. BURKE: Congratulations, Ms. Booker-
 15 Dwyer, Ms. Pumphrey on your appointments. I look
 16 forward to meeting you and working with you.
 17 Good evening, Chairwoman Ms. Booker-Dwyer,
 18 Vice Chair Ms. Pumphrey, Superintendent Dr. Rogers,
 19 and members of the Board. Thank you for letting me
 20 speak on behalf of CASE.
 21 This season of negotiations has been

Page 19

1 productive. BCPS and CASE have both presented changes
 2 to the Master Agreement that I believe support and
 3 improve hiring and retention efforts. The decisions
 4 around compensation now rest in the hands of the
 5 Board, the County Executive, and ultimately, the
 6 County Council.
 7 I trust that BCPS is working closely with
 8 the county and is creating a budget aligned with
 9 county expectations. I have been critical in the past
 10 of negotiations and the budget process. In the past,
 11 the process has not been transparent as to the
 12 collaboration with the county. I am hopeful we are
 13 moving in the right direction, but communication with
 14 you as the Board has been limited, and communication
 15 with the county has been nonexistent.
 16 As you finalize the budget proposal, please
 17 make every effort to fund step increases for CASE
 18 members, and to add additional steps to the salary
 19 scale to ensure competitiveness with the surrounding
 20 counties and private schools.
 21 Please fund the cost-of-living adjustments.

Page 20

1 With inflation at 3.2 percent, a simple loan or food
 2 or house supplies have become expenses that most
 3 families struggle with. A cost-of-living adjustment
 4 that reacts to the current rate of inflation is a
 5 clear sign to staff that they are valued.
 6 Please make every effort to appropriately
 7 fund special education. To best serve the students of
 8 BCPS, we need IEP facilitators, additional special
 9 education teachers and service providers, department
 10 chairmen, paraeducators, bus attendants, and Central
 11 Office resource teachers, specialists, and
 12 supervisors.
 13 Please make every effort to appropriately
 14 fund ESOL. When we strengthen the supports for our
 15 newest community members, and ensure they have the
 16 resources to grow and contribute, we improve our whole
 17 community. The resources and strategies that improve
 18 special education services and ESOL services can be
 19 used with all children, and improve school for all
 20 children.
 21 Thank you for your time and dedication to

Page 21

1 Baltimore County. Happy holidays to you and yours. I
 2 appreciate you and the opportunity to speak on behalf
 3 of CASE.
 4 MS. BOOKER-DWYER: Thank you, Mr. Burke.
 5 Our next speaker is Ms. Cindy Sexton from
 6 TABCO.
 7 MS. SEXTON: Good evening. Changing of
 8 these names. Good evening, Dr. Rogers, Chair Ms.
 9 Booker-Dwyer, Vice Chair Ms. Pumphrey. Thank you for
 10 the opportunity to speak tonight, all members of the
 11 Board. Congratulations on your election. I look
 12 forward to working with you and the rest of the Board
 13 as we continue on the work of recruiting and retaining
 14 educators, and meeting the needs of our students and
 15 staff. And to our outgoing ones, thank you for all
 16 you did, the collaborations and the conversations, and
 17 I'm sure those will continue, as well.
 18 I want to thank the school system. Dr.
 19 Rogers, you worked with TABCO, and we made it happen.
 20 Our negotiations were completed by the November 30th
 21 date. Thank you for your commitment to that timeline,

Page 22

1 and thank you to your team and the TABCO negotiations
 2 team for all the time and effort in reaching those
 3 tentative agreements. I look forward to taking them
 4 to the TABCO board, the TABCO representative assembly,
 5 and then the full membership for ratification in
 6 January. None of us can ever remember being done this
 7 early. We worked together, and we got it done. Thank
 8 you to all those who were part of the process.

9 I'm not certain I will be at the next Board
 10 meeting, and I know you'll all miss me, hearing
 11 talking about recruiting and retaining. But I've been
 12 invited to an event at Hebbville Elementary and I'm
 13 going to be there, so I want to take this time to wish
 14 everyone a peaceful and restful holiday season. Thank
 15 you to everyone who works with and for our students in
 16 any capacity every single day. I appreciate you.
 17 Have a good night.

18 MS. BOOKER-DWYER: Thank you, Ms. Sexton.
 19 Next are the nonprofit community groups, and
 20 our first speak is Mr. Greg Ackerman from PFLAG.
 21 Hello, Mr. -- did I -- am I pronouncing your

Page 23

1 name right?

2 MR. ACKERMAN: It's Greg Ackerman.
 3 MS. BOOKER-DWYER: Ackerman.
 4 MR. ACKERMAN: Yeah. Good evening. Thank
 5 you so much for including me tonight. My name is Greg
 6 Ackerman. I'm a parent of two BCPS students. My
 7 older child is transgender, a member of the LGBTQ-plus
 8 community. My wife, my family and I are proud members
 9 of PFLAG, an organization that supports members of the
 10 LGBTQ-plus community, their families, and their
 11 friends.

12 Today, I express my wholehearted support for
 13 continuing the inclusive education of our youth on
 14 topics of race, ethnicity, and LGBTQ-plus topics, and
 15 here are reasons why.

16 All students have a First Amendment right to
 17 read and learn about the history and viewpoints of all
 18 communities, including their own. The First Amendment
 19 protects educators and students' rights to receive and
 20 exchange information and knowledge. Freedom of
 21 expression protects our right to read, learn, and

Page 24

1 share ideas from viewpoint-based censorship. Book
 2 bans, classroom censorship are misguided attempts to
 3 suppress our rights. They erase the history and lived
 4 experiences of women, people of color, and LGBTQ-plus
 5 people.

6 Every student has the right to receive an
 7 equitable education with open and honest dialogue
 8 about U.S. history. Yes, we can love our country and
 9 still acknowledge past failures with the goal to make
 10 things better today and for the future.

11 According to American Psychological
 12 Association of Research, students gain benefits from
 13 an inclusive curriculum, including positive changes in
 14 students' attitudes and values. Improved critical
 15 thinking skills, even higher overall achievement
 16 levels for both majority and minority group students.
 17 And lastly, positive diversity experiences lead to
 18 greater interest in improving the lives of others in
 19 their communities.

20 Education also prepares children for the
 21 workplace. According to recent studies from Indeed

Page 25

1 and Glassdoor, two of the largest hiring platforms,
 2 there are three important takeaways. The number of
 3 employers adding diversity, equity and inclusion
 4 initiatives, DEI, is increasing, not decreasing. 62
 5 percent of U.S. workers said they would consider
 6 declining a job offer or leaving a company if that
 7 manager did not support DEI values. And also, 74
 8 percent of U.S. workers said the corporate investment
 9 in DEI is either very important or at least somewhat
 10 important in their decision to accept or keep a job.

11 Working successfully with people is a life
 12 skill. I want all of our children to gain this
 13 valuable life skill so that they can thrive as working
 14 adults.

15 To close, it's about courtesy and respect
 16 for people of all backgrounds. All are welcome.
 17 Listening and understanding brings us together and
 18 makes us stronger as a community and a country. I
 19 appreciate the work you all do. Thank you very much
 20 for listening and for the opportunity tonight. Happy
 21 holidays.

Page 26

1 MS. BOOKER-DWYER: Thank you.
 2 (Applause.)
 3 MS. BOOKER-DWYER: Next are individual
 4 citizens and student groups. Our first speaker is Ms.
 5 Sharon Saroff.
 6 MS. SAROFF: Good evening. I first want to
 7 say congratulations to Ms. Booker-Dwyer and Ms.
 8 Pumphrey. I think that the Board made an excellent
 9 choice as far as the new Chair and Vice Chair.
 10 I'm going to -- I'm speaking low because I
 11 have a cold, so. I'm here tonight to emphasize the
 12 word communication. Because communication matters.
 13 And what I'm seeing as far as special education is
 14 concerned is that communication doesn't matter, and
 15 I'll explain why.
 16 In 2012, there was a headline on an -- on
 17 Psychology Today that said, "The devastating diagnosis
 18 of autism." I wonder what people here think of when
 19 they hear the word devastating. As the mother of a
 20 child with autism, my child is anything but
 21 devastating. So when I see that, that is very

Page 27

1 upsetting to me.
 2 Last night, at a SECAC meeting, I heard that
 3 IEP chairs are being cautioned about putting a child
 4 in a more restrictive environment because it could be
 5 dangerous to them. Again, what do you think of when
 6 you think of danger or dangerous? Is a more
 7 restrictive environment or a least restrictive
 8 environment dangerous to a particular child?
 9 Yes, it can be. But on the same token, not
 10 putting that child in the correct placement can be
 11 more dangerous. We have to be cautious about the
 12 words we use when talking about special education.
 13 Special education has enough of a stigma.
 14 The other reason I bring up communication is
 15 because home-school communication is something that's
 16 put in an IEP quite frequently. It's not being
 17 followed. I can't tell you how many times this school
 18 year I have heard from my clients and from parents in
 19 general that home-school communication is not being
 20 followed. That they have no idea what's going on in
 21 that classroom until there's an injury or a really big

Page 28

1 problem. We need to fix that.
 2 MS. BOOKER-DWYER: Thank you.
 3 Our next speaker is Ms. Anna Weisberg.
 4 MS. WEISBERG: Good evening, Chairwoman
 5 Booker-Dwyer, members of the Board. My name is Anna
 6 Weisberg, and I'm a BCPS teacher.
 7 First of all, thank you for supporting the
 8 efficient negotiations for the terms of TABCO's
 9 tentative agreement. I am grateful.
 10 I am also a participant in the Baltimore
 11 County Education Justice Table, the BCEJT, a large and
 12 growing coalition of educators, parents, and
 13 organizations from across the county working to
 14 advance equity and justice in public education for all
 15 students so they thrive in the classroom and our local
 16 communities.
 17 We know that student achievement gaps are
 18 the result of historic and ongoing systemic inequities
 19 in our society. That's why the Blueprint for
 20 Maryland's Future mandates the implementation of the
 21 community schools here in Baltimore County.

Page 29

1 We appreciate tonight's presentation that's
 2 coming up, and we are more than hopeful about the
 3 transformation that the community school model will
 4 bring to our schools and communities.
 5 Over the past three years, though, our
 6 coalition has found that many stakeholders at the
 7 identified community schools have not been educated
 8 about the transformational community schools model,
 9 what that model could mean for their community, or how
 10 they could help. Meanwhile, the achievement gap
 11 persists. We can do better.
 12 We want to take this public opportunity to
 13 explicitly point out that in addition to what the
 14 Blueprint mandates, truly effective community schools
 15 require full staffing of high-quality educators
 16 providing high-quality instruction and services,
 17 especially the special education, English language
 18 learner, and mental health practitioners.
 19 I hope BCPS will commit to the
 20 transformational community schools model. I hope we
 21 will seek full staffing of high-quality educators in

Page 30

1 these high-need areas, since we know that this is
 2 essential to seeing the gains our students and our
 3 communities need.
 4 Implementation -- implementing
 5 transformational community schools isn't an effort
 6 that can be contracted out or simply wrapped around.
 7 Community school implementation is an all-hands-on-
 8 deck effort that will require deep community
 9 involvement, collaboration, and long-term investment.
 10 We look forward to collaborating with BCPS
 11 for the long term to ensure its success. Thank you.
 12 MS. BOOKER-DWYER: Thank you.
 13 Our next speaker is Ms. Erica Mah.
 14 MS. MAH: Good evening, members of the Board
 15 of Education, and congratulations to our new chair and
 16 vice chair, and thank you very much to our former
 17 chair and vice chair for their work this past year.
 18 My name is Erica Mah, and I've been coming
 19 to the Board of Ed to speak for nearly 15 years, first
 20 as a BCPS parent and then adding on my teacher hat.
 21 It's been interesting watching the BOE change and

Page 31

1 develop into the current hybrid board, and I'm very
 2 grateful for the current hybrid board that we have
 3 now.
 4 Previously, there were Board members who
 5 very purposely looked down when I came up to speak,
 6 making it clear that they did not care one bit about
 7 what the stakeholders had to say. But over the past
 8 decade, this has changed drastically to a Board that
 9 has paid attention and strives to make our schools
 10 better.
 11 So I'm here today to say thank you. Thank
 12 you to the Board of Education, and especially thank
 13 you to Dr. Rogers who promised to listen and has made
 14 various opportunities for us to be heard throughout
 15 the county. Thank you for listening to us and for
 16 having the most efficient and transparent bargaining
 17 process with TABCO than many of us can remember. It's
 18 not perfect, but it's done in a timely manner and
 19 before the county fiscal process.
 20 It's a relief to not be wondering into June,
 21 as we did last year, what our pay would be for next

Page 32

1 year. With two children in college next year, I
 2 really need to know what my pay is going to be. And
 3 even with the efficient timeline, the contract has
 4 real changes that will help to recruit and retain
 5 teachers that -- which our students so desperately
 6 need.
 7 I was planning on coming here to only give a
 8 thank you, but I'm sorry I can't do just that. I'm
 9 not a psychologist, but anyone in the classroom can
 10 tell you that our children are in desperate need right
 11 now. Whether it be from COVID, what is going on in
 12 our world, or just individual and personal situations,
 13 there's more need than ever for us to build strong
 14 relationships with our students and to give them
 15 support.
 16 Students are screaming for love, support,
 17 and reassurance, and many are literally screaming,
 18 kicking, biting, hitting. I hope this contract and
 19 future planning and strategies will help to address
 20 the need for consistent and experienced staff
 21 supported by in-person mental health professionals, as

Page 33

1 well as strong administrations able to enforce BCPS
 2 policies and rules.
 3 We teachers love our students and want to do
 4 right by them. But there is only so much disruption,
 5 disrespect, and sometimes physical harm that teachers
 6 can tolerate before that love can't be enough.
 7 Thank you for your support of our teachers
 8 and our students, and I wish everybody a happy
 9 holiday.
 10 MS. BOOKER-DWYER: Thank you.
 11 Our next speaker is Dr. Bash Pharoan.
 12 DR. PHAROAN: Good evening to all. Thank
 13 you for a wise choice for all of you. Thank you, Ms.
 14 Lichter. I will miss you, and thank you, Ms. Robin
 15 Harvey.
 16 I think couple of minutes ago, Mr. McMillion
 17 proposed at the end of the meeting, and I heard him
 18 while I'm listening into my ear pods, he proposed
 19 about for you, the Board, to consider the calendar.
 20 I have been a member since 1995 or so. The
 21 calendar basically functions the same way; slight

Page 34

1 changes here and there. Too many holidays, too many
 2 perks here and there. I really think this is an
 3 important idea, and I thank you, Mr. McMillion, for
 4 that proposal. I hope you take that in consideration.
 5 You, the Board, are the boss, not the other
 6 way around. I think you need to assess that calendar
 7 and make it effective for education. Police
 8 department doesn't have as many holidays. FBI, GBMC,
 9 St. Joseph, et cetera.
 10 Second thing I want to applaud Ms. Henn for,
 11 I think at last meeting or maybe in the meeting
 12 before, considering Spanish teachers, and I agree.
 13 There are many Spanish people here. However, you
 14 know, the Board is basically two colors and two
 15 religions, minus/plus. I've never really seen the
 16 school system employ in any of the meeting an Arab
 17 American teacher, or a Muslim American teacher. And
 18 our members are really large in nature. I don't think
 19 really we should advocate for one ethnicity. I think
 20 we should look at all of us.
 21 Last, but not least, in the last budget

Page 35

1 meeting, I noticed that 14 percent only is contributed
 2 by the federal government. 14 percent only, and the
 3 rest is the county and the state. In my time in the
 4 '90s, I think used to be 40 percent from federal
 5 government. So what I am saying to you, I suggest to
 6 you to advocate to our congressmen and senators to
 7 stop wasting our money, sending it overseas to bomb
 8 and kill people. It costs \$5-1/2 trillion Iraq and
 9 Afghanistan, and we didn't win in either one. We
 10 didn't win in Vietnam, either.
 11 You know how many schools we can build with
 12 \$5 trillion? How many teachers we can make happy?
 13 How many special education we can take care of them
 14 with equipment? How many laptops, computers -- thank
 15 you.
 16 MS. BOOKER-DWYER: Thank you. Since there
 17 are speaker spaces available, we will now call from
 18 the waitlist for individual citizens and student
 19 category.
 20 The first waitlist speaker is Mr. Eric
 21 Morris.

Page 36

1 MR. MORRIS: Good evening, Board members.
 2 I'm Eric Morris, a proud BCPS employee. But today, I
 3 am again here to speak to you about the need for
 4 strong policies supporting LGBTQ-plus students of all
 5 ages, like my two -- like two of my three children.
 6 At recent Board meetings, I have spoken of
 7 the great supports that my children's high school
 8 offers them, my transgender kids. They do this
 9 because they care about students, and they care about
 10 their LGBTQ students. These are students who live
 11 every day -- live their lives every day in fear to be
 12 their true selves and fearful of those hate groups
 13 persecuting them.
 14 Moms for Liberty, one of those hate groups,
 15 along with other groups like PASS, are making
 16 statements that our trans -- excuse me. Making
 17 statements that our trans students are creating unsafe
 18 environments for their children, when in fact, those
 19 groups are the perpetrators of fear. And they are
 20 creating the unsafe environment for our children. And
 21 they also preach book banning for those books that

Page 37

1 support those LGBTQ students.
 2 I called Moms for Liberty a hate group again
 3 because for -- the foremost authority on identifying
 4 these groups, the Southern Poverty Law Center, has
 5 added them to their hate group list. Please, I beg
 6 you not to listen to these words of hate, lies, and
 7 division these groups are spewing.
 8 And listen to the words of love, compassion,
 9 and equity from groups like the ACLU, NAACP, PFLAG,
 10 GLSEN, your very own teachers' union, and your very
 11 own BCPS Department of Social Emotional Supports. In
 12 their mission statements, they say that BCPS must
 13 provide equitable access to impactful services and
 14 programs that promote students' academic, behavioral,
 15 social emotional, and physical development in
 16 preparation for college, career, and life readiness.
 17 With this mission statement in mind, I once
 18 again ask you, the Board, the elected officials, the
 19 leaders of BCPS to re-read the BCPS LGBTQ-plus
 20 guidelines and call for a vote to make those
 21 guidelines district policies or rules.

Page 38

1 Or better yet, put together a special
 2 committee to plan a new inclusive -- inclusivity
 3 policy, a committee made of teachers and staff,
 4 administration and parents, and students and these
 5 outside LGBTQ-plus expert organizations to put
 6 together the best policies to protect our LGBTQ-plus
 7 children.
 8 As I've not visibly seen any steps taken in
 9 that direction to this point, I would love to have the
 10 opportunity to speak to any one of you to discuss this
 11 vital need to support our LGBTQ children. Thank you
 12 for your time and support for our students -- for all
 13 of our students.
 14 MS. BOOKER-DWYER: Thank you.
 15 (Applause.)
 16 MS. BOOKER-DWYER: The next item on the
 17 agenda is the Superintendent's Report, and for that I
 18 call on Dr. Rogers.
 19 DR. ROGERS: Thank you. Good evening, Board
 20 Chair Booker-Dwyer, Vice Chair Pumphrey, all members
 21 of the Board. I am pleased to present the December

Page 39

1 Superintendent's Report.
 2 Next slide, please. As everyone knows by
 3 now, budget season in Baltimore County Public Schools
 4 is well underway. Again, we remind everyone that you
 5 can refer to our website where you can find Budget 101
 6 that really works to unpack how our budget is created,
 7 our revenue sources, as well as our spending.
 8 All year long, we work with offices,
 9 schools, leaders, and stakeholders to really provide
 10 this year we've -- to really provide information
 11 regarding our budget development process, and also to
 12 seek input and feedback regarding our next steps as we
 13 plan for FY '25.
 14 We have noted challenges for this upcoming
 15 budget, including the Esser fiscal cliff, for all
 16 school systems across the nation, Blueprint mandates,
 17 as well as opportunities for -- or needs for
 18 additional saving. Opportunities for the community to
 19 provide feedback have included surveys, community
 20 forums, Area Council meetings, upcoming public
 21 hearings, and of course, Budget 101 website.

Page 40

1 This evening, I would like to share with you
 2 specific information from the principal budget
 3 priority survey, as well as the stakeholder across
 4 Team BCPS, their responses, as well. Next slide,
 5 please. Next slide, please.
 6 We will begin with the principal budget
 7 priority survey. As you can see, we had
 8 representation of all types of schools. Our
 9 elementary schools, middle school, high school, and
 10 special schools and centers were represented. When
 11 asked to rank the four priority areas that we've
 12 identified for BCPS, all of our principals identified
 13 -- or the first choice was academic achievement,
 14 followed by safety and climate, recruitment and
 15 retention, with infrastructure as the last priority.
 16 Next slide, please. We asked principals to
 17 identify whether or not they wanted us, as we develop
 18 the school budget for the school system, to focus on
 19 examining opportunities for improvement, balancing
 20 programs and opportunities, or preserving programs as
 21 much as possible. Overwhelming majority, 70 percent,

Page 41

1 asked that we examine opportunities for improvement as
 2 we move forward, and recruitment and retention of our
 3 high-performing workforce as we move forward with the
 4 development of the budget.
 5 Additionally, we asked them to rank budget
 6 priorities. Of note, all of our school leaders, the
 7 top area was professional development, making sure
 8 that our educators were well trained, followed by
 9 social emotional behavioral health and safety and
 10 students, with the third item being teacher/student
 11 ratio. Next slide, please.
 12 When we asked principals overall for a focus
 13 to identify and rank in -- from 1 to 7 what was the
 14 most important, hiring and retaining high-quality
 15 staff ranked number 1. Followed a close second was
 16 providing academic support services to students that
 17 need it the most, and keeping the class sizes small,
 18 again, really focusing on that teacher-to-student
 19 ratio. Next slide.
 20 We asked our principals to also share with
 21 us the top five additional school-based resources that

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

Page 46

1 volunteering to identify individual projects, and so
 2 if you are interested in lending your efforts, please
 3 reach out to your school. If your school is not
 4 participating, please reach out to Central Office, and
 5 we'll be able to help point you to a school that is
 6 participating in raising funds specifically from
 7 students to help other children.

8 And lastly, our Human Resources Division is
 9 spearheading again giving trees where we are adopting
 10 three families -- across three families in Baltimore
 11 County Public Schools that have six children. And so
 12 we are donating items for those students and their
 13 families, and we want to encourage everyone to join us
 14 or simply send good wishes their way. And want to
 15 move to the next slide, please?

16 Want to again thank you for all of your time
 17 and hope this information was helpful as we move
 18 further into the budget process and as we think about
 19 all of the reasons that we have to be thankful for,
 20 and all of our students and families that are in need
 21 during this time of year. Thank you.

Page 47

1 MS. BOOKER-DWYER: Thank you, Dr. Rogers.
 2 So the next item on the agenda is the
 3 Superintendent's Report -- no, is the Chair's Report.
 4 And so for the Chair's Report, we have a new Chair and
 5 a new Vice Chair. So that is the extent of the report
 6 for this evening. We will have -- thank you. We will
 7 have a more robust report at the next Board meeting.

8 So now we will move to -- the next item on
 9 the agenda is unfinished business -- no, Student
 10 Member of the Board. Sorry about that, Ms. Drummond.

11 So the next agenda item is the Student Board
 12 Member's Report, and for that I call on Ms. Drummond.

13 MS. DRUMMOND: Good evening, everyone. I
 14 first wanted to say that I just celebrated my 18th
 15 birthday last week.
 16 (Applause.)
 17 MS. DRUMMOND: It's definitely been -- thank
 18 you. It's definitely been a very interesting but
 19 rewarding year. My second town hall will be this
 20 Thursday, December 7th, at 6:00 p.m., using the Google
 21 Meets Code SMOBTOWNHALL, all capitals, no spaces.

Page 48

1 Secondly, the Student Member of the Board
 2 application for the 2024-2025 school year is now open
 3 through January 8th. The application includes an
 4 essay, a resume and five letters of recommendation.
 5 That is all my announcements.

6 MS. BOOKER-DWYER: Thank you, Ms. Drummond.
 7 The next item on the agenda is Unfinished
 8 Business, Consideration of Board Policies. This is
 9 the second reader for these policies, and for that I
 10 call on Ms. Christina Pumphrey, chair of the Policy
 11 Review Committee.

12 MS. PUMPHREY: Thank you. Members of the
 13 Board, the Policy Review Committee asks that the Board
 14 accepts the committee's recommendation to amend the
 15 following Board policy. Board Policy 3150, Board
 16 Insurance Program; Board Policy 3310, Food and
 17 Nutrition Services; Board Policy 3330, Food Service
 18 Finance; and Board Policy 5150, Resident and
 19 Nonresident Student Eligibility.

20 These policies are presented to you on
 21 tonight's agenda as Exhibit J-1 through J-4.

Page 49

1 MS. BOOKER-DWYER: May I have a motion to
 2 accept the recommendation of the Board's Policy Review
 3 Committee for Board Policies 3150, 3310, 3330, and
 4 5150?
 5 MS. HENN: So moved.
 6 MS. BOOKER-DWYER: Thank you. No second is
 7 needed since the recommendation comes from the
 8 committee. Is there any discussion?
 9 Okay. May I have a roll call vote?
 10 MS. GOVER: Ms. Domanowski?
 11 MS. DOMANOWSKI: Yes.
 12 MS. GOVER: Mr. Young?
 13 MR. YOUNG: Yes.
 14 MS. GOVER: Ms. Frempong?
 15 MS. FREMPONG: Yes.
 16 MS. GOVER: Ms. Stolusky?
 17 MS. STOLUSKY: Yes.
 18 MS. GOVER: Ms. Henn?
 19 MS. HENN: Yes.
 20 MS. GOVER: Ms. Pumphrey?
 21 MS. PUMPHREY: Yes.

Page 50

1 MS. GOVER: Ms. Drummond?
 2 MS. DRUMMOND: Yes.
 3 MS. GOVER: Ms. Harvey?
 4 MS. HARVEY: Yes.
 5 MS. GOVER: Dr. Savoy?
 6 DR. SAVOY: Yes.
 7 MS. GOVER: Mr. McMillion?
 8 MR. McMILLION: Yes.
 9 MS. GOVER: Ms. Lichter?
 10 MS. LICHTER: Yes.
 11 MS. GOVER: Ms. Booker-Dwyer.
 12 MS. BOOKER-DWYER: Yes.
 13 MS. GOVER: Thank you.
 14 MS. BOOKER-DWYER: Motion carries. No.
 15 Yes, motion carries. Okay.
 16 The next item on the agenda is the
 17 Consideration of the Watershed Public Charter School
 18 renewal, and for that I call on Dr. Jones, Dr.
 19 DiDonato, and Dr. Elmendorf.
 20 Hello.
 21 DR. ELMENDORF: Good evening. So at the

Page 51

1 last Board meeting, we shared the findings of the
 2 Renewal Review Team. And after considering the
 3 recommendation of the Renewal Review Team, the
 4 Baltimore County Public Schools Superintendent, Dr.
 5 Rogers, recommended that the contract with Watershed
 6 Public Charter School Incorporated to operate
 7 Watershed Public Charter School be renewed for a five-
 8 year term, running from July 1, 2024 to June 30, 2029.
 9 And I want to recognize that we have some Watershed
 10 staff here today if they would stand up.
 11 (Applause.)
 12 DR. ELMENDORF: At this time, I will turn it
 13 over to the Board for action.
 14 MS. BOOKER-DWYER: May I have a motion to
 15 approve the renewal of the Watershed Public Charter
 16 School?
 17 MS. PUMPHREY: So moved, Pumphrey.
 18 MS. FREMPONG: Second, Frempong.
 19 DR. SAVOY: Second, Savoy.
 20 MS. BOOKER-DWYER: Okay. That's good. Is
 21 there -- are there -- is there any discussion?

Page 52

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

Page 53

1 MS. GOVER: Ms. Lichter?
 2 MS. LICHTER: Yes.
 3 MS. GOVER: Ms. Booker-Dwyer.
 4 MS. BOOKER-DWYER: Yes.
 5 MS. GOVER: Thank you.
 6 MS. BOOKER-DWYER: Motion carries.
 7 DR. ELMENDORF: Thank you.
 8 (Applause).
 9 MS. BOOKER-DWYER: Okay. The next item on
 10 the agenda is Action Taken in Closed Session, and for
 11 that I call on Mr. Burns.
 12 MR. BURNS: Madam Chair, there were no legal
 13 items in closed session.
 14 MS. BOOKER-DWYER: Thank you.
 15 The next item on the agenda is Contract
 16 Awards, and for that I call on Mr. Young, Vice Chair
 17 of the Building and Contracts Committee.
 18 MR. YOUNG: Members of the Board, the
 19 Board's Building and Contracts Committee met on
 20 Monday, December 4, 2023. Items M-1 through M-4 and
 21 M-7 through M-16 are being forwarded to the full Board

Page 54

1 for approval. Items M-5 and M-6 are being forwarded
 2 to the full Board without a recommendation.
 3 MS. BOOKER-DWYER: Do I have a motion to
 4 approve Items M-1 through M-4 and M-7 through M-16?
 5 MS. HENN: So moved.
 6 MS. BOOKER-DWYER: No second -- oh. No
 7 second is needed since the recommendation comes from
 8 the committee. Any discussion? This is a easy Board
 9 meeting today.
 10 May I have a roll call vote?
 11 MS. GOVER: Ms. Domanowski?
 12 MS. DOMANOWSKI: Yes.
 13 MS. GOVER: Mr. Young?
 14 MR. YOUNG: Yes.
 15 MS. GOVER: Ms. Frempong?
 16 MS. FREMPONG: Yes.
 17 MS. GOVER: Ms. Stolusky?
 18 MS. STOLUSKY: Yes.
 19 MS. GOVER: Ms. Henn?
 20 MS. HENN: Yes.
 21 MS. GOVER: Ms. Pumphrey?

Page 55

1 MS. PUMPHREY: Yes.
 2 MS. GOVER: Ms. Drummond?
 3 MS. DRUMMOND: Yes.
 4 MS. GOVER: Ms. Harvey?
 5 MS. HARVEY: Yes.
 6 MS. GOVER: Dr. Savoy?
 7 DR. SAVOY: Yes.
 8 MS. GOVER: Mr. McMillion?
 9 MR. McMILLION: Yes.
 10 MS. GOVER: Ms. Lichter?
 11 MS. LICHTER: Yes.
 12 MS. GOVER: Ms. Booker-Dwyer.
 13 MS. BOOKER-DWYER: Yes.
 14 MS. GOVER: Thank you.
 15 MS. BOOKER-DWYER: Motion carries.
 16 Do I have a motion to approve items M-5 and
 17 M-6?
 18 MS. HENN: So moved.
 19 MS. BOOKER-DWYER: Is there a second?
 20 MS. LICHTER: Second, Lichter.
 21 MS. BOOKER-DWYER: Any discussion?

Page 56

1 May I have a roll call vote?
 2 MS. LICHTER: Ms. --
 3 MS. BOOKER-DWYER: Oh, sorry. Go ahead, Ms.
 4 Domanowski.
 5 MS. DOMANOWSKI: I just have a quick
 6 question. What is the reasoning behind these not
 7 being recommended by the committee?
 8 MS. BOOKER-DWYER: Yes, go ahead, Mr. Young.
 9 MR. YOUNG: Ms. Domanowski, based upon the
 10 committee having four members and only three being
 11 present, we would've needed all three members to vote
 12 to move these forward. I recused myself from those
 13 two contracts.
 14 MS. DOMANOWSKI: Okay. Thank you.
 15 MS. BOOKER-DWYER: Okay. May I have a roll
 16 call vote?
 17 MS. GOVER: Ms. Domanowski?
 18 MS. DOMANOWSKI: Yes.
 19 MS. GOVER: Mr. Young?
 20 MR. YOUNG: Recuse.
 21 MS. GOVER: Ms. Frempong?

Page 57

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

Page 58

1 The next item on the agenda is New Business,
 2 Special Project Request, and for that I call on Dr.
 3 Jones and Ms. Reed.
 4 And this is Principal Dellone. Welcome.
 5 DR. JONES: Good evening. I'm actually not
 6 joined by Ms. Reed, but I am joined by Ms. Dellone,
 7 who is very passionate about the -- is about the
 8 project. So for Board approval, we do have a special
 9 project request which has been submitted for repairs
 10 and upgrades for the greenhouse located at Hereford
 11 Middle School.
 12 There are several repairs that will bring
 13 the greenhouse up to speed, including a new swamp
 14 cooler, cleaning of sumps and refilling with water,
 15 replacement of filter panels of the remaining units,
 16 installation of new belts, and cleaning of the
 17 exterior units.
 18 We're happy to say that this request is
 19 funded by a grant through the Maryland Agricultural
 20 Resource Council to replace equipment and for repairs
 21 to Hereford Middle School's greenhouse. Funds were

Page 59

1 paid by My Neighbors Foundation, and this project
 2 would benefit, again, the students located at Hereford
 3 Middle School and the school science and agriscience
 4 courses. Thank you.
 5 MS. BOOKER-DWYER: Okay. May I have a
 6 motion to approve the privately funded capital project
 7 for greenhouse repairs at Hereford?
 8 MS. STOLUSKY: So moved, Stolusky.
 9 MS. HENN: Second, Henn.
 10 MS. BOOKER-DWYER: Any discussion? Okay.
 11 May I have a roll call vote?
 12 MS. GOVER: Ms. Domanowski?
 13 MS. DOMANOWSKI: Yes.
 14 MS. GOVER: Mr. Young?
 15 MR. YOUNG: Yes.
 16 MS. GOVER: Ms. Frempong?
 17 MS. FREMPONG: Yes.
 18 MS. GOVER: Ms. Stolusky?
 19 MS. STOLUSKY: Yes.
 20 MS. GOVER: Ms. Henn?
 21 MS. HENN: Yes.

Page 60

1 MS. GOVER: Ms. Pumphrey?
 2 MS. PUMPHREY: Yes.
 3 MS. GOVER: Ms. Drummond?
 4 MS. DRUMMOND: Yes.
 5 MS. GOVER: Ms. Harvey?
 6 MS. HARVEY: Yes.
 7 MS. GOVER: Dr. Savoy?
 8 DR. SAVOY: Yes.
 9 MS. GOVER: Mr. McMillion?
 10 MR. McMILLION: Yes.
 11 MS. GOVER: Ms. Lichter?
 12 MS. LICHTER: Yes.
 13 MS. GOVER: Ms. Booker-Dwyer.
 14 MS. BOOKER-DWYER: Yes.
 15 MS. GOVER: Thank you.
 16 MS. BOOKER-DWYER: Motion carries.
 17 MS. DELLONE: Thank you very much for your
 18 support for agriscience department. It also benefits
 19 Hereford High School for the computer -- the completer
 20 pathways for graduation, so thank you. We appreciate
 21 it.

Page 61

1 MS. BOOKER-DWYER: Thank you.
 2 MS. DELLONE: Thank you.
 3 MS. BOOKER-DWYER: The next item on the
 4 agenda is the Report on Blueprint Pillar 4, More
 5 Resources for Students to be Successful. And for
 6 that, I call on Dr. DiDonato, Dr. Jones, Ms. Forster,
 7 and Ms. Stansbury.
 8 Okay, Dr. Rogers is going to start us off.
 9 DR. ROGERS: Yes, thank you. Next slide,
 10 please.
 11 Okay. We are missing a slide, but we're
 12 going to do the introduction anyway. So it is perfect
 13 timing that we had a community member come and speak
 14 to community schools. This pillar, we are especially
 15 excited around the work that's happening in Baltimore
 16 County Public Schools around community schools.
 17 For those who don't have as much familiarity
 18 with community schools, it's an evidence-based
 19 strategy that really focuses on the whole child. It's
 20 really where the school comes together with the
 21 community and external partners to provide wraparound

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

Page 66

1 example of how to implement the community school
 2 initiative using a multi-year approach. Year 1 is
 3 really dedicated to needs assessment. What are the
 4 needs of the students, the families, and the community
 5 itself in order to make sure that we are supporting
 6 everyone specifically with what they need versus what
 7 we believe that they need? And that includes
 8 involving stakeholders.

9 Every community school has a shared
 10 decision-making team. That shared decision-making
 11 team includes students, families, community members,
 12 and community partners. And so we've been very
 13 fortunate to have true advocates through TABCO, as
 14 they are very passionate, also, about the community
 15 school initiative, and we've partnered with them. We
 16 meet with them regularly. They have their own group.
 17 We kind of share information with each other because
 18 this is not an initiative that we have ever thought we
 19 can do independent of our stakeholders. And all of
 20 our stakeholders include not just community partners,
 21 but also those partners that are partners with BCPS.

Page 67

1 Year 2 really goes into now that we've
 2 identified what the needs are in the community and for
 3 students, what are the root causes of those needs, and
 4 let's develop a multi-year plan to address those
 5 needs. Starting with the priorities that come out of
 6 the needs assessment.

7 In year 3, it's full implementation. We've
 8 spent two years investing and determining what needs
 9 to happen and how we're going to execute those pieces.
 10 And now it's time to execute, collect data, and refine
 11 practices in order to make sure we're meeting everyone
 12 where they are.

13 We have grown very quickly when it comes to
 14 community schools over the past five years. We
 15 started with 4 schools in Year 1, 10 schools in Year
 16 2. By Year 3, we had 22. Year 4, we were at 36.
 17 Year 5, we are at 56, and we are projecting to add the
 18 most number of schools that we have thus far, and
 19 that's 23 additional schools to be well over 75, as
 20 Dr. Rogers shared.

21 We don't have official data yet because that

Page 68

1 comes from MSDE late January/early February, but this
 2 is our projection. So as we think about this, almost
 3 half of our schools in the system will be community
 4 schools. Every school can be a community school. You
 5 don't have to have the funding to be a community
 6 school. You simply need to have the passion about
 7 creating partnerships with stakeholders and families.
 8 And we can do that in every school. So community
 9 schooling can be a way of schooling in BCPS for
 10 everyone.

11 Melissa?

12 MS. FORSTER: Next slide, please. Michelle
 13 -- I'm going to move to this one. Sorry. Michelle
 14 talked about -- a little bit about the needs
 15 assessment, but that's really a big component of
 16 Blueprint is our comprehensive needs assessment, and
 17 it is very encompassing. We actually have five
 18 components. They include the asset inventory, the
 19 existing data review where we really analyze the data
 20 of the school, key informant interviews, listening
 21 sessions, like Michelle said, with all stakeholders.

Page 69

1 This includes staff, students, partners,
 2 community members that may just reside in the area but
 3 don't necessarily have a student in that school.
 4 They're still a main component of the school. And
 5 then, of course, partners. And then we also have a
 6 survey that we give. We utilized the BCPS stakeholder
 7 as a key component in our needs assessment.

8 And what you'll see here is our community
 9 school roadmap. This is created through our BCPS
 10 stakeholder steering committee, which we have our own.
 11 We call it a show decision making team at the school
 12 level. At the system level, we call it our BCPS
 13 stakeholder steering committee for community schools,
 14 which encompasses students, staff. We have TABCO
 15 representatives. We have community school
 16 facilitators, partners. They've really helped us
 17 develop what we call a roadmap, and this is what
 18 guides community schools. This is how we evaluate our
 19 effectiveness, and we're really embedded in the five
 20 commitments that you see on the screen. Our needs
 21 assessment is embedded in this, and our implementation

Page 70

1 plan.

2 Next slide, please. This is just a blowup.

3 It's really blurry to see, but we live and breathe

4 this roadmap. We did this in collaboration with the Y

5 in Central Maryland to create this and our stakeholder

6 steering committee. All of our implementation plans,

7 after the needs assessment, we have to identify key

8 priorities, as Michelle said, and they all have to

9 live in these evidence-based strategies.

10 And then we measure them through our

11 evidence-based impacts, whether that be chronic

12 absenteeism, full day attendance, number of enrichment

13 partners, whatever that may be. And we have an

14 evaluator, an external evaluator, that shows us the

15 effectiveness of this roadmap and whether we're

16 meeting the needs of our stakeholders.

17 Next slide, please.

18 MS. STANSBURY: So I really hope that when

19 you leave today, this triangle is kind of what you

20 remember the most about this discussion. Because the

21 work of community schools lives in where you see the

Page 71

1 edges of the triangle. It's really making those

2 connections to what's happening in school to what's

3 happening outside of the school day and what's

4 happening in the community.

5 If we're living only along the sides of

6 those -- of the triangle, we will only get but so far.

7 We have to make those connections. And so community

8 schoolwork is really about connecting all of the dots.

9 Making sure that when we have out-of-school-time

10 programs, what's happening in those programs connects

11 back to what's happening in the classroom, and not in

12 isolation of what's happening in the classroom.

13 When we provide wraparound services and

14 supports to community members and to students and

15 families, that that is also connected to expanded

16 learning opportunities and expanded learning resources

17 available to families and to students.

18 And so it's very important that when we

19 think through the work of community schools that we

20 are thinking about connections, making connections,

21 because that's how we move academic achievement

Page 72

1 forward, and that's how we make sure we have a

2 thriving community.

3 I want to go into the next slide where we

4 talk a little bit about how schools are identified

5 through the Blueprint for community schools, funding,

6 and the different types of funding sources that are

7 available to community schools.

8 As I shared earlier, the identification of

9 community schools is based on MSDE data. We receive

10 the list of schools from MSDE annually with the state

11 aid formula. And so that does not come out to us

12 until late January, sometimes early February by the

13 time they finalize things. Some things aren't always

14 as final as we would like them.

15 And then there is phase-in eligibility. And

16 so what you will see listed on this slide are the

17 phases of eligibility for two grants. The first grant

18 is the grant for personnel funding. That grant has to

19 be used for a -- must, we do not have an option. We

20 must use that grant for a community school facilitator

21 and a healthcare practitioner.

Page 73

1 We use any additional remaining funding in

2 that grant for additional wraparound urgent services.

3 Sometimes, it may be a food pantry. It could be cloak

4 -- a coat closet or any other basic needs that

5 families and students might have.

6 In the first year of community schools, we

7 started with only schools that had a three-year

8 poverty average of 80 percent or higher. You will see

9 as we move into fiscal year '25 that three-year

10 poverty average has decreased to 55 percent, which is

11 why we have added so many schools every year for the

12 past five years.

13 The second grant that you see listed there

14 is the per-pupil grant. The per-pupil grant also is

15 released in phases. Eligibility for the per-pupil

16 grant adjusts not just every year by the three-year

17 poverty average, but also how much of the per-pupil

18 grant a school receives.

19 So in the first year of a school receiving

20 the per-pupil grant, they get 16 percent of that

21 year's per-pupil allocation. Let's say the per-pupil

Page 74

1 allocation is \$3,000. Year 1, you get 16 percent of
 2 that 3,000. Year 2 of eligibility, you get 32 percent
 3 of that 3,000. Year 3, 37, then 66, then 75. By year
 4 5, you have 100 percent of the per-pupil allocation.
 5 And so that phase-in approach really gives schools
 6 time to build the infrastructure and find the partners
 7 to execute the programming.

8 Funding comes in, just like all other state
 9 aid funding. It is annual, one year. There are some
 10 debates at the state level about carry-over, and I'm
 11 sure we will come back and have more conversations
 12 about that. I think the one thing that Melissa and I
 13 have learned is to extend grace, as MSDE tries to
 14 navigate the legislation and the guidelines around
 15 community schools. And so we've created some
 16 structures to help us along the way, but we've also
 17 been very fluid in making sure we help schools
 18 understand how funding should be used. Next slide.

19 MS. FORSTER: Last, but not least, we wanted
 20 to share how we approach community schools. Because
 21 we created this network or neighborhood approach.

Page 75

1 You'll see our eight networks on the screen. They're
 2 really by area. What we didn't want to happen was to
 3 have 56 community schools with 56 different programs,
 4 and you have a kid at one school that offers one
 5 program but you have a kid that goes to a middle
 6 school that's also a community school in the same
 7 area, but they have a (inaudible) program and you
 8 can't benefit from both.

9 So with this network and neighborhood
 10 approach, the community school facilitators meet
 11 together in what we called network neighborhood
 12 meetings, and they share partners. They share
 13 resources. They brainstorm the needs of the community
 14 at large, rather than just their individual schools.
 15 So they can be very targeted about what partnerships
 16 they form, what programs they build, that can benefit
 17 the entire community so we don't have a food pantry at
 18 56 schools. That may not be what's needed, but we
 19 have a few food pantries in the area that all
 20 community members can access, rather than just that
 21 one school.

Page 76

1 What you will also see on the screen is a
 2 link to our community schools. To kind of wrap us up,
 3 you can access that link. It gives you the name of
 4 all the schools, the name of the community school
 5 facilitator, and where they're at in implementation,
 6 whether they're in that year 1 needs-assessment phase,
 7 year 2 implementation planning where they're building
 8 out a plan and building those infrastructures, or year
 9 3, full program development.

10 DR. JONES: A couple more slides. Thank
 11 you. Good evening, everyone. The Pillar 4 Blueprint
 12 allows us to hire system-level behavior health
 13 coordinators, and as a part of our continuum of
 14 services, we -- in addition to the community schools,
 15 we also provide wellness centers and provide mental
 16 health services, which we'll talk a little bit more
 17 about.

18 Under HB 1372, the mental health coordinator
 19 has the responsibility, as you'll notice on the slide,
 20 to support the referral process of services, to
 21 maximize funding for mental health, and provide

Page 77

1 wraparound services. They support the development of
 2 the planning and the delivery of services, and these
 3 efforts are accomplished in partnerships with schools
 4 through the connection to community resources and
 5 referrals to facilitate access.

6 We're going to talk a little bit and share
 7 more about our partnerships, which we value
 8 tremendously. The maintenance of strong partnerships
 9 is vital with the Baltimore County Department of
 10 Health and local police department crisis response
 11 program, who serve in partnership on our mental health
 12 advisory council. Behavioral health coordinators are
 13 vetted through the Baltimore County government, and
 14 our local police department assists in supporting the
 15 safety and assessment of individuals who may have a
 16 behavioral health need, as well as our community
 17 partners who provide services and supports.

18 Some of those include the National Center
 19 for School Mental Health, Maryland Center for Safe and
 20 Supportive Schools, the National Alliance for Mental
 21 Illness, American Foundation for Suicide Prevention,

Page 78

1 and many more agencies and organizations that are
 2 important to this work and make sure, again, that we
 3 provide that continuum services for our families and
 4 our students. Next slide, please.

5 We are very excited in the Division of
 6 Schools to have the Maryland School-Based Health
 7 Center program, which ensures that school-aged
 8 children and youth in Maryland are healthy and ready
 9 to learn through an increased access and availability
 10 of quality, comprehensive healthcare.

11 A school-based health center is a clinic
 12 located within a school building or on school property
 13 that provides comprehensive primary, acute, and
 14 preventive care services to students, families, and
 15 community members who enroll in the center.

16 The centers' planning grant requires the
 17 school to conduct local needs assessments to identify
 18 schools that will benefit from new centers. This
 19 requires extensive input from our stakeholders as was
 20 previously shared. And it identifies the healthcare
 21 priorities and the development of an action plan to

Page 79

1 make quality services available to our families.

2 As you can see on the screen, we have
 3 currently five elementary schools, four wellness
 4 centers at four of our middle schools or accessibility
 5 to our middle schools. Dundalk Middle School actually
 6 serves -- is served by the Dundalk High wellness
 7 center, and Middle River Middle School is by
 8 appointment only, but families are able to access that
 9 wellness center, as well. And then we have seven high
 10 schools that we're very proud of that have school
 11 wellness-based centers.

12 These centers are supported again at the
 13 Baltimore County Department of Health level, but also
 14 through our Baltimore County Public Schools Health
 15 Services Department. Additional information about our
 16 wellness centers and all that we offer in terms of our
 17 support services and responsive needs to students can
 18 be found on our website, especially within the
 19 Department of Social Emotional Supports. Next slide,
 20 please.

21 And thank you. Thank you for the

Page 80

1 opportunity to share how we meet the needs of our
 2 students. As you can see, we are all very passionate
 3 in our different area of work, regarding just meeting
 4 the total needs of all of our children and making sure
 5 that they have everything they need to maintain
 6 academic and wellbeing in terms of their progress
 7 throughout our school system. Thank you.

8 MS. BOOKER-DWYER: Thank you.

9 So at this time, I'd like to open up for any
 10 questions.

11 Yes, Ms. Henn?

12 MS. HENN: Thank you, Madam Chair. Has a
 13 nice ring to it. Thank you for the presentation.

14 This was incredibly informative. This is an area I'm
 15 passionate about, as well, so I really do appreciate
 16 the time and efforts that went into preparing this for
 17 us tonight. So thank you.

18 I have three questions. My first is in the
 19 three-year model of implementation. First, I
 20 appreciate the discipline and the -- a lot of work and
 21 thought went into this, clearly. Are there options to

Page 81

1 provide for more urgent needs for our students in
 2 years 1 and 2? And I believe someone mentioned the
 3 coat closet, the food pantry, things of that sort.

4 And would that funding be available, then, the year --
 5 or shortly after MSDE identifies a school as being
 6 eligible?

7 MS. FORSTER: Absolutely, yes. So when
 8 they're doing the beginning need -- their needs
 9 assessment, they start with an asset inventory,
 10 existing data review, and start on those listening
 11 sessions and urgent priority needs kind of bubble up.

12 Like the food pantry, the care closet, so what we do
 13 is we take some of that funding and put it in buckets
 14 for them where we know historically those needs have
 15 arisen, which is around food access, things like that.

16 So yes, they have the opportunity to begin spending
 17 the money pretty quickly once they get it as they
 18 identify those urgent needs.

19 MS. HENN: Great.

20 MS. STANSBURY: And that's official as of
 21 July 1, so they may find out about identification in

Page 82

1 February or March, but execution actually starts July
 2 1st.
 3 MS. HENN: Perfect. And that leads to my
 4 second question, which is does MSDE have the final say
 5 in identifying which schools become community schools
 6 and then we carry that out, or does BCPS have any
 7 latitude or discretion in determining that?
 8 MS. STANSBURY: So MSDE identifies schools
 9 eligible to be a community school for the personnel
 10 grant. But it doesn't just take a grant to do the
 11 work. We have encouraged some schools to even think
 12 about other funding sources, other grants. Through
 13 Maryland Leads, we actually added BCPS community
 14 school, which was Chesapeake High School. And then
 15 they wound up becoming an MSDE-eligible school so we
 16 no longer needed to fund that through Leads.
 17 And so we just think -- we're so passionate
 18 about the initiative that even without the funding,
 19 there are possibilities to actually get in -- dig in
 20 and do some of that work.
 21 MS. HENN: Terrific. And my final question

Page 83

1 is do we consider feeder patterns when we're looking
 2 at prioritization of community schools? And by that,
 3 I mean if students come from an elementary, a middle,
 4 that were community schools but go on to a high school
 5 that has not yet become a community school, how are we
 6 meeting their needs? And do we consider that feeder
 7 high school when we are prioritizing supports?
 8 MS. FORSTER: So that is kind of why we
 9 created that network and neighborhood approach so we
 10 could still -- those families and those students at
 11 those high schools could still access the supports
 12 because their elementary or middle school was a
 13 community school. So we can't give them that
 14 identification, but they would still have access to
 15 all the resources and programs at their other schools.
 16 MS. HENN: Perfect. So they can return to
 17 those schools --
 18 MS. FORSTER: Absolutely.
 19 MS. HENN: -- and still receive the same
 20 programs and services?
 21 MS. FORSTER: Yes, ma'am.

Page 84

1 MS. HENN: Great. Thank you very much.
 2 MS. STANSBURY: They definitely do, yes.
 3 MS. FORSTER: Yes, they do.
 4 MS. BOOKER-DWYER: Thanks. Ms. Harvey?
 5 MS. HARVEY: Thank you, Madam Chair. So I
 6 am a big believer in community schools. I've seen
 7 them work when they're done well, and I appreciate all
 8 the enthusiasm that is evident in the room for
 9 community schools. I have 10 community schools in my
 10 district. So I am highly invested in not only their
 11 success, but the success of community schools broadly.
 12 I wanted to know -- I have three schools in
 13 needs assessment, five in plan development, and two in
 14 implementation. For those schools that are just
 15 starting out in needs assessment, what -- I know the
 16 outreach is surveys and, you know, that kind of thing,
 17 letters home. Is there any information on how much of
 18 the community is participating and the level of equity
 19 and inclusion and diversity in that participation for
 20 the schools? And what is it that the public in
 21 general?

Page 85

1 Because I don't hear about, you know, the
 2 community schools' planning, but ideally a well-
 3 functioning community school is there for me as a
 4 member of the community who may not have a child in
 5 BCPS. So what does that broader outreach look like?
 6 MS. STANSBURY: Excellent. Do you want to
 7 take the one on the needs assessment? We're very
 8 particular about the data that's collected and --
 9 MS. FORSTER: Yeah. So the needs
 10 assessment, when we do our training, we are very
 11 transparent that it needs to be equitable and needs to
 12 be representative of your school, in your individual
 13 school. So we give a sample size number, but we say
 14 although you may reach that number, if your data is
 15 not showing that you're equitable in who you're
 16 speaking to, based off your population and your
 17 demographic, you may need to surpass that number. So
 18 we are very intentional about the needs assessment
 19 process and what they look at.
 20 In terms of how you can access some of the
 21 data from that needs assessment, we do have the survey

Page 86

1 data accessible through a dashboard that we can share
 2 after this meeting that's accessible to anyone to see
 3 how many stakeholders from each category have
 4 responded to that data.
 5 MS. HARVEY: Great. Thank you.
 6 MS. STANSBURY: And we're working on
 7 marketing strategies with our community school
 8 facilitators to make sure that the full community
 9 knows what's accessible at the public school. Or even
 10 what resources are accessible within the community
 11 supported through community schools. A lot of our
 12 community school facilitators have organized events
 13 that were opened up to lots and lots and lots of
 14 family members across the entire community. But then
 15 they've also partnered with Baltimore City because we
 16 do share and swap students all the time, and so we
 17 want to make sure that those supports are consistent
 18 across, and some of the strategies that Baltimore City
 19 uses to share the community school initiative in their
 20 communities we have adopted because it's best
 21 practice. And it's been working for them, and so

Page 87

1 we've been picking that up.
 2 So we -- I'm saddened to hear that it's not
 3 as vocal in your community, but I hope that changes
 4 tomorrow.
 5 MS. HARVEY: And me, as well. I have yes,
 6 tomorrow. I have just a couple of follow-up
 7 questions. One is community schools right now are
 8 based on concentration of poverty grants, and I see
 9 you're connected to the Health Department and the
 10 Police Department. Are you connected with the local
 11 Department of Social Services?
 12 MS. STANSBURY: Oh, yes. Absolutely. We
 13 recently had some situations with students' access to
 14 SNAP benefits and Medicaid, and we worked very closely
 15 with the Department of Social Services on that. We
 16 communicate pretty frequently with them. They share
 17 flyers with us. We push those flyers out to our
 18 community school facilitators to make sure it gets out
 19 into the community. And then they're even at some of
 20 events that schools have.
 21 So we've made sure we've been very

Page 88

1 particular about how we are partnering, not just with
 2 them but with other Baltimore County agencies outside
 3 of BCPS.
 4 MS. HARVEY: Great, thank you. And the last
 5 question, community schools, as you say, can be any
 6 school, and I know that we're identifying schools by
 7 concentration of poverty at this point. There was a
 8 school in my district, Maiden Choice, that was
 9 initially identified as a community school. And then
 10 the -- that identification was removed.
 11 And so I am -- that's interesting to me
 12 because that population of those students are a
 13 vulnerable population, a special needs population,
 14 which means their families have probably decided
 15 more complicated issues to navigate on top of whatever
 16 the poverty level may or may not be. And so has there
 17 been any thought to implementing Maiden Choice as a
 18 community school outside of the concentration of
 19 poverty grant?
 20 MS. STANSBURY: I think it's definitely
 21 worth a conversation. What I'm hoping to be able to

Page 89

1 say as we project is that they will re-enter. But the
 2 truth is that we don't have any firm information about
 3 that because calculation methods really are left up to
 4 MSDE. And they have a very unique and complex
 5 calculation process that actually adjusted between
 6 January and February of 2023. And so that's what
 7 caused that drop of Maiden Choice and other schools.
 8 But we have been talking about other ways in
 9 which we can help schools that are interested in the
 10 initiative to be able to have access to doing some of
 11 the community schoolwork. So we're in the works of
 12 working on that.
 13 MS. HARVEY: Thank you. Thank you very much
 14 for all the work that you're doing.
 15 MS. STANSBURY: Thank you. Thank you. We
 16 appreciate you.
 17 MS. BOOKER-DWYER: Any other -- go ahead,
 18 Ms. Pumphrey.
 19 MS. PUMPHREY: Most of my questions were
 20 already answered, but if you would provide some
 21 clarification as far as the MSDE calculation. Because

Page 90

1 you mentioned that some schools who aren't designated,
 2 and maybe I'm misunderstanding, you specifically know
 3 one school was offered a Leads grant in order to be a
 4 community school. Do they still have to be designated
 5 by MSDE, but they don't receive the personnel grant
 6 through MSDE? Can you clarify that, please?

7 MS. STANSBURY: Yeah, absolutely. So
 8 Chesapeake High School is the school that we elected
 9 to add through Maryland Leads as a community school
 10 before they were identified by MSDE. And we did that
 11 because almost every elementary and middle school that
 12 fed into Chesapeake High School was already a
 13 community school. And so we really wanted to get a
 14 head start on making sure that that school built a
 15 model that they could sustain once they were
 16 identified.

17 The calculation method, though, that I
 18 mentioned about Maiden Choice being an example of that
 19 actually is something that happened only once last
 20 school year. A list came out in January and then
 21 things were recalculated, and a new list came out in

Page 91

1 February and it adjusted the schools.

2 We are very hopeful that the calculation
 3 method that was revised is the one that will be
 4 sustained when schools are identified in this upcoming
 5 year. But again, we have learned our lesson, and we
 6 are being very cautious in making sure that we have
 7 final information before we let schools know. But we
 8 have let schools know we are projecting you may be a
 9 community school, so get ready and when we say go, you
 10 may go. But we won't say go until we're absolutely
 11 sure so.

12 MS. PUMPHREY: And just one more question.
 13 You mentioned the quick growth, especially for next
 14 year. Do you -- are you foreseeing any difficulty
 15 with implementation because of the quick growth and
 16 additional schools?

17 MS. STANSBURY: Actually, we don't, because
 18 we've already met with the projected principals to
 19 give them some insight. They can start to learn about
 20 community schools. We're scheduling a time for them
 21 to visit some high-quality community schools in the

Page 92

1 district and even in surrounding counties. And we're
 2 looking at sending them to the community school
 3 conference so they can learn about effective community
 4 schools nationally.

5 That at least will build capacity and
 6 understanding what it means to be a community school
 7 versus what they are right now. And even if they
 8 aren't identified by the state, there may be some
 9 great strategies that they pick up from those
 10 opportunities that they can implement.

11 MS. PUMPHREY: I lied. One more question.
 12 So you mentioned effective community schools, so for
 13 some of our schools -- community schools that aren't
 14 quite as effective. What steps are we taking to
 15 improve to make sure that they become more effective
 16 community schools?

17 MS. STANSBURY: So we are redesigning our
 18 support model to make sure that schools that are still
 19 doing some tedious work to get to where they need to
 20 be in implementing the community school initiative
 21 have the support that they need. The current model we

Page 93

1 have has worked thus far, for as much as it can do.
 2 It is time for us to revisit and reevaluate, and
 3 that's what we're doing, and we're making adjustments.

4 MS. PUMPHREY: Thank you very much.
 5 MS. STANSBURY: Yes, you're welcome.
 6 MS. BOOKER-DWYER: Thank you. Any other
 7 questions? Okay, I have a few. And so I want to go
 8 back to this calculation by MSDE.

9 MS. STANSBURY: Oh, okay.
 10 MS. BOOKER-DWYER: So we are proactively
 11 predicting. We are running those calculations and
 12 coming up -- having a list of the schools ourselves,
 13 from the calculations that they put out publicly to
 14 say this is what the calculations will be.

15 MS. STANSBURY: The method, yes.
 16 MS. BOOKER-DWYER: Right. And so then when
 17 they change it, are we at the table with MSDE? Do we
 18 have anyone from Baltimore County at the table when
 19 these decisions are being made in any workgroups or
 20 anything like that?

21 MS. STANSBURY: I know that my fiscal

Page 94

1 friends aren't here, and the release of the list of
 2 schools comes through the state aid formula document.
 3 But I know that they have been very vocal, not just
 4 Baltimore County, but every single county pretty much
 5 was in an uproar last February when this occurred. I
 6 don't know if Dr. Rogers has more to add but.

7 DR. ROGERS: Yes, I would concur with your
 8 assertions here. Additionally, you know, this Board,
 9 you'll remember the massive changes in terms of
 10 budget, you know, that came out last year, millions in
 11 terms of shift as a result of recalculations. So all
 12 school systems are looking very closely. We're all in
 13 support of sending out the correct information the
 14 first time.

15 We're doing our due diligence, you know, to
 16 try to predict and hoping that the methodology that
 17 we're using aligns with the methodology that they're
 18 using, but also using lessons learned from last year
 19 as we work with our principals. You know, as Ms.
 20 Stansbury said, get ready, on your mark, but then when
 21 we know for sure, then you can go. But definitely,

Page 95

1 the frustration was felt widespread but, you know,
 2 when you have a certain percentage of your budget that
 3 comes from state funding, you are, you know, you have
 4 to comply with the information that they provide.

5 MS. BOOKER-DWYER: And if we ever don't want
 6 to comply, I'm just saying, we can get together as a
 7 Board and discuss and take some action. Because it's
 8 -- that wasn't fair to school systems, to schools, and
 9 I just -- I don't want to see a repeat of that this
 10 year. But I am hopeful with what's happening, but I
 11 just encourage any meeting that we can attend, any --
 12 that, you know, make sure we're there.

13 The other question I have is regarding the
 14 roadmap. So I noticed in that roadmap you have a lot
 15 of really good information in each of the buckets.
 16 And so there's metrics behind each of -- everything in
 17 that roadmap that you're monitoring. And I love that
 18 you have an external evaluator. Who's the external
 19 evaluator?

20 MS. STANSBURY: Johns Hopkins.
 21 MS. BOOKER-DWYER: And how often are they

Page 96

1 share -- oh, sorry.
 2 DR. DIDONATO: You just approved the
 3 contract for that earlier this school year.
 4 MS. BOOKER-DWYER: That was a good choice.
 5 Okay. How often will they provide reports?
 6 MS. STANSBURY: Annually. Yep. They are a
 7 new evaluator. We had a different evaluator prior to
 8 this. And as I shared, we're in Year 5, so we
 9 reevaluated things and realized that we need to move
 10 in a different direction.

11 Our hope is that they come in and take a
 12 look at our roadmap and give us some advice about data
 13 collection methods, whether we're collecting the right
 14 metrics. And then you may see revisions to the
 15 roadmap based on their feedback. But they will give
 16 us some output data for this year and then make
 17 recommendations for improvements next year.

18 MS. BOOKER-DWYER: Okay. That's good. And
 19 then with the community schools, what are some
 20 examples of things that are happening during the
 21 summer to engage students in learning and enrichment

Page 97

1 experiences during these -- with these community
 2 schools?
 3 MS. FORSTER: So we have a -- we called it
 4 out-of-school-time programming. We have a lot of out-
 5 of-school-time programming happening, whether that be
 6 through mentoring services, academic enrichment
 7 opportunities. We have -- we're utilizing a lot of
 8 the Board-contracted vendors to provide some of those
 9 out-of-school-time programming opportunities. And
 10 then there's a lot of small businesses that are also
 11 doing that at individual schools and in centralized
 12 locations.

13 MS. BOOKER-DWYER: And you're collecting
 14 data and, like, are the students showing up to those?
 15 MS. FORSTER: We are collecting data on
 16 that. That's part of their -- the metrics that we
 17 gather from them. What is the participation data?
 18 MS. BOOKER-DWYER: Okay. All right. Thank
 19 you. That's all I have. Any final questions? All
 20 right. Thank you.
 21 Okay. Our -- the next item on the agenda is

Page 98

1 an information item including the minutes from the
 2 October Southeast Area Education Advisory Council
 3 meeting.
 4 And then the next item on the agenda is
 5 Board member comments and agenda setting. So I will
 6 go around and I will start -- I'm going to switch it
 7 up this time. I'm going to start with Ms. Lichter.
 8 MS. LICHTER: I do not have any comments or
 9 agenda setting.
 10 MS. BOOKER-DWYER: Okay. Mr. McMillion?
 11 MR. McMILLION: Neither do I. Thank you.
 12 MS. BOOKER-DWYER: Okay. Dr. Savoy?
 13 DR. SAVOY: Not at this time. Thank you.
 14 MS. BOOKER-DWYER: Ms. Harvey?
 15 MS. HARVEY: I have no agenda items. I'd
 16 just like to wish everybody a warm and safe holiday
 17 season, however you choose to celebrate, whether
 18 Christmas or Hanukkah or Kwanzaa or all of the above.
 19 Please do celebrate. Take care. Spend time with your
 20 families.
 21 MS. BOOKER-DWYER: Ms. Drummond?

Page 99

1 MS. DRUMMOND: I have nothing.
 2 MS. BOOKER-DWYER: Okay. Ms. Henn?
 3 MS. HENN: Thank you. I just want to say
 4 congratulations again to our new Board officers, Ms.
 5 Booker-Dwyer and Ms. Pumphrey. Congratulations and
 6 also thank you to Vice Chair Harvey and Chair Lichter
 7 for your leadership over the past year. Have a good
 8 evening, everyone.
 9 MS. BOOKER-DWYER: Ms. Stolusky?
 10 MS. STOLUSKY: Thank you. The stakeholder
 11 feedback for the budget process, I think, was really
 12 informative. And I hope that as we continue to
 13 approve the budget, we focus on the teacher/student
 14 ratio and the teacher retention. Those were two
 15 things that really seemed to jump out as important.
 16 Thank you.
 17 MS. BOOKER-DWYER: Ms. Frempong?
 18 MS. FREMPONG: Happy holidays.
 19 MS. BOOKER-DWYER: Mr. Young?
 20 MR. YOUNG: I have nothing. Thank you.
 21 MS. BOOKER-DWYER: And Ms. Domanowski.

Page 100

1 MS. DOMANOWSKI: I didn't have anything, but
 2 I want to say thank you for switching it up and have a
 3 great night.
 4 MS. BOOKER-DWYER: And Ms. Pumphrey?
 5 MS. PUMPHREY: I just want to say thank you
 6 to our former Chair and Vice Chair. What a wonderful
 7 job you've done this past year, and I was hopeful at
 8 the beginning of last year. I'm hopeful again. I
 9 know that we work well together as a Board, and I'm
 10 looking forward to this next year. Thank you.
 11 MS. BOOKER-DWYER: Yes, and thank you. I
 12 want to echo Ms. Pumphrey's comments to thank our
 13 former Chair and Vice Chair. You all did a wonderful
 14 job at leading us through some really bumpy times.
 15 And so, hopefully, you have smoothed the road out for
 16 us, and it'll just be smooth sailing from here. And
 17 so I'm really looking forward to this next phase of
 18 leadership and working closely with all of you.
 19 So the last item on the agenda is
 20 announcements. The next Board meeting will be held
 21 Tuesday, December 19, 2023 at 6:30 p.m. Thank you for

Page 101

1 joining us tonight. The meeting is now adjourned.
 2 Thank you.
 3 (Meeting adjourned.)
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CERTIFICATE

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.

IN WITNESS THEREOF, I have subscribed my name on December 13, 2023

Vivian Saxe
Transcriber

<u>WORD INDEX</u>	26 3:16 28 3:17	< 6 > 6 3:5 6:00 47:20 6:30 100:21 61 4:11 62 25:4 66 74:3	77:5 78:9 79:8 81:15 83:11, 14 85:20 87:13 89:10 accessibility 79:4 accessible 86:1, 2, 9, 10 accomplished 77:3 achievement 24:15 28:17 29:10 40:13 42:20 44:11, 16 63:18 71:21 Ackerman 3:14 22:20 23:2, 3, 4, 6	address 16:2 17:8 32:19 67:4 addresses 18:3 addressing 62:2 adjourned 101:1, 3 Adjournment 4:15 adjusted 89:5 91:1 adjustment 20:3 adjustments 19:21 93:3 adjusts 73:16 administration 38:4 administrations 33:1 adopted 86:20 adopting 46:9 adults 25:14 advance 28:14 44:16 advice 6:14 15:18 96:12 advisory 77:12 98:2 advocate 34:19 35:6 advocates 66:13 Afghanistan 35:9 agencies 78:1 88:2 Agenda 3:4 4:13 5:18, 19, 21 6:2, 4, 17, 18 13:15 38:17 47:2, 9, 11 48:7, 21 50:16 53:10, 15 58:1 61:4 97:21 98:4, 5, 9, 15 100:19 ages 36:5 ago 33:16 agree 34:12 44:4 Agreement 19:2 28:9
< \$ > \$3,000 74:1 \$5 35:12 \$5-1/2 35:8	< 3 > 3 67:7, 16 74:3 76:9 3(2)(b)(09 7:1 3,000 74:2, 3 3.2 20:1 30 3:18 51:8 30th 21:20 3150 48:15 49:3 32 74:2 33 3:19 3310 48:16 49:3 3330 48:17 49:3	< 7 > 7 41:13 70 40:21 73 5:15 74 25:7 75 62:17 67:19 74:3 7th 47:20	< 8 > 80 73:8 8210 7:2, 5 8th 48:3	
< 1 > 1 41:13, 15 51:8 63:20 66:2 67:15 74:1 76:6 81:2, 21 10 67:15 84:9 100 74:4 101 4:15 39:5, 21 11 16:15 12th 45:19 13 3:6 102:9 1372 76:18 14 16:15 35:1, 2 15 3:7 30:19 16 73:20 74:1 18 3:11 18th 47:14 19 100:21 1995 33:20 1st 82:2	30th 21:20 3150 48:15 49:3 32 74:2 33 3:19 3310 48:16 49:3 3330 48:17 49:3 34 5:15 36 3:20 67:16 37 74:3 38 3:21	< 9 > 90s 35:4 97 4:12 98 4:13 99 4:14	< 9 > 90s 35:4 97 4:12 98 4:13 99 4:14	
< 2 > 2 44:5 67:1, 16 74:2 76:7 81:2 2012 26:16 2023 1:12 5:5 53:20 89:6 100:21 102:9 2023-2024 9:10 12:14 2024 51:8 2024-2025 48:2 2025 4:10 2029 51:8 21 3:12 22 3:14 67:16 23 67:19 25 39:13 44:9 73:9	< 4 > 4 4:11 53:20 61:4 62:12 63:5, 8 67:15, 16 76:11 40 35:4 47 4:1, 2 48 4:3 49 42:3	< A > ability 102:4 able 33:1 46:5 79:8 88:21 89:10 absenteeism 70:12 Absolutely 81:7 83:18 87:12 90:7 91:10 academic 37:14 40:13 41:16 42:20 43:17, 19 44:9, 11, 16 63:4, 18 71:21 80:6 97:6 accept 25:10 49:2 accepts 48:14 access 37:13 75:20 76:3	< A > act 6:6 7:15 Action 4:6 7:16 51:13 53:10 78:21 95:7 acute 78:13 add 19:18 67:17 90:9 94:6 added 37:5 73:11 82:13 adding 25:3 30:20 addition 29:13 76:14 additional 19:18 20:8 39:18 41:21 42:1, 4 62:20 67:19 73:1, 2 79:15 91:16 Additionally 41:5 94:8 additions 5:20 6:1	

<p>agreements 22:3</p> <p>Agricultural 58:19</p> <p>agriscience 59:3 60:18</p> <p>ahead 56:3, 8 89:17</p> <p>aid 72:11 74:9 94:2</p> <p>aligned 19:8</p> <p>aligns 94:17</p> <p>Allegiance 5:6, 11</p> <p>Allegiance/Silent 3:3</p> <p>all-hands-on 30:7</p> <p>Alliance 77:20</p> <p>allocation 73:21 74:1, 4</p> <p>allow 18:7</p> <p>allowed 17:19</p> <p>allows 76:12</p> <p>amend 48:14</p> <p>Amendment 23:16, 18</p> <p>American 24:11 34:17 77:21</p> <p>analyze 68:19</p> <p>Anna 3:17 28:3, 5</p> <p>Annotated 7:2</p> <p>announce 12:12</p> <p>Announcements 4:14 48:5 100:20</p> <p>annual 74:9</p> <p>annually 72:10 96:6</p> <p>answered 89:20</p> <p>anticipated 64:21</p> <p>anyway 61:12</p> <p>applaud 34:10</p> <p>Applause 9:7, 11, 12, 18 10:12 12:15, 19 13:4,</p>	<p>13 26:2 38:15 47:16 51:11 53:8</p> <p>application 48:2, 3</p> <p>appointees 6:10</p> <p>appointment 6:7 79:8</p> <p>appointments 14:1 18:15</p> <p>appreciate 9:21 15:20 21:2 22:16 25:19 29:1 60:20 80:15, 20 84:7 89:16</p> <p>approach 16:11, 12 66:2 74:5, 20, 21 75:10 83:9</p> <p>appropriate 15:21</p> <p>appropriately 20:6, 13</p> <p>approval 54:1 58:8</p> <p>approve 14:3 51:15 54:4 55:16 59:6 99:13</p> <p>approved 96:2</p> <p>Arab 34:16</p> <p>area 16:19 39:20 41:7 43:16 44:5 63:13 69:2 75:2, 7, 19 80:3, 14 98:2</p> <p>areas 30:1 40:11 42:16 45:10 63:13</p> <p>argue 44:14</p> <p>arisen 81:15</p> <p>Article 7:1</p> <p>articulate 13:9</p> <p>asked 40:11, 16 41:1, 5, 12, 20 43:8</p> <p>asks 48:13</p>	<p>assembled 62:10</p> <p>assembly 22:4</p> <p>assertions 94:8</p> <p>assess 34:6</p> <p>assessment 66:3 67:6 68:15, 16 69:7, 21 70:7 77:15 81:9 84:13, 15 85:7, 10, 18, 21</p> <p>assessments 78:17</p> <p>asset 68:18 81:9</p> <p>assignment 6:8</p> <p>assistant 42:8</p> <p>assists 77:14</p> <p>Association 24:12</p> <p>attempts 24:2</p> <p>attend 95:11</p> <p>attendance 70:12</p> <p>attendants 20:10</p> <p>attendees 16:20</p> <p>attention 31:9</p> <p>attitudes 24:14</p> <p>audio 102:3, 6</p> <p>authority 37:3</p> <p>autism 26:18, 20</p> <p>automatically 64:2</p> <p>availability 78:9</p> <p>available 35:17 63:19 71:17 72:7 79:1 81:4</p> <p>average 73:8, 10, 17</p> <p>Awards 4:8 53:16</p> <p>< B ></p> <p>back 65:20 71:11 74:11 93:8</p> <p>backgrounds 25:16</p>	<p>balancing 40:19 43:4</p> <p>BALTIMORE 1:2 5:4, 10 7:16 9:9, 14, 21 10:3, 4, 5, 8 12:13 16:5 17:10 18:6 21:1 28:10, 21 39:3 45:11, 12, 15 46:10 51:4 61:15 77:9, 13 79:13, 14 86:15, 18 88:2 93:18 94:4</p> <p>banning 36:21</p> <p>bans 24:2</p> <p>bargaining 31:16</p> <p>based 56:9 62:18 64:9 72:9 85:16 87:8 96:15</p> <p>Bash 3:19 33:11</p> <p>basic 73:4</p> <p>basically 33:21 34:14</p> <p>BCEJT 28:11</p> <p>BCPS 5:13, 14 13:11 17:16 19:1, 7 20:8 23:6 28:6 29:19 30:10, 20 33:1 36:2 37:11, 12, 19 40:4, 12 42:12 66:21 68:9 69:6, 9, 12 82:6, 13 85:5 88:3</p> <p>becoming 82:15</p> <p>beg 37:5</p> <p>beginning 81:8 100:8</p> <p>behalf 9:14 18:20 21:2</p> <p>behavior 63:14 76:12</p>	<p>behavioral 37:14 41:9 43:12 77:12, 16</p> <p>behaviors 17:13</p> <p>believe 19:2 66:7 81:2</p> <p>believed 44:15</p> <p>believer 84:6</p> <p>belts 58:16</p> <p>benefit 59:2 75:8, 16 78:18</p> <p>benefits 24:12 60:18 87:14</p> <p>best 20:7 38:6 64:10 86:20 102:4</p> <p>better 24:10 29:11 31:10 38:1</p> <p>big 27:21 68:15 84:6</p> <p>Billy 3:11 18:12</p> <p>birth 45:18</p> <p>birthday 47:15</p> <p>bit 31:6 68:14 72:4 76:16 77:6</p> <p>biting 32:18</p> <p>blowup 70:2</p> <p>Blueprint 4:11 28:19 29:14 39:16 61:4 68:16 72:5 76:11</p> <p>blurry 70:3</p> <p>BOARD 1:1, 8 2:1, 2, 4 3:5 4:2, 3, 13 5:4, 12 6:5, 17, 19 7:2, 4, 5, 8, 13, 16, 20 9:9, 13 10:1, 15, 19 12:13 13:2, 7, 20 15:17, 19 16:2, 4, 17 17:7 18:7, 9, 19 19:5, 14 21:11, 12 22:4, 9 26:8 28:5 30:14, 19</p>
--	---	---	--	---

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

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

creating 19:8
36:17, 20 68:7
crisis 77:10
critical 19:9
24:14
current 20:4
31:1, 2 64:9
92:21
currently 62:14
79:3
curriculum
24:13

< D >
dais 16:12
danger 27:6
dangerous 27:5,
6, 8, 11
Darren 4:7
dashboard 86:1
data 67:10, 21
68:19 72:9
81:10 85:8, 14,
21 86:1, 4
96:12, 16 97:14,
15, 17
date 6:17
21:21
day 22:16
36:11 65:17
70:12 71:3
days 65:17
debates 74:10
decade 31:8
DECEMBER
1:12 5:5, 19
7:3 38:21
47:20 53:20
100:21 102:9
decidedly 88:14
decision 25:10
69:11
decision-making
66:10
decisions 19:3
93:19
deck 30:8
declining 25:6
decreased 73:10

decreasing 25:4
dedicated 66:3
dedication
20:21
deep 10:8 30:8
definitely 9:20
47:17, 18 84:2
88:20 94:21
DEI 25:4, 7, 9
delivery 77:2
Dellone 58:4, 6
60:17 61:2
demographic
85:17
demotion 6:9
department
20:9 34:8
37:11 60:18
77:9, 10, 14
79:13, 15, 19
87:9, 10, 11, 15
Department's
16:5
derogatory
17:11
designated 7:3
16:20 90:1, 4
desperate 32:10
desperately
32:5
determining
67:8 82:7
devastating
26:17, 19, 21
develop 31:1
40:17 67:4
69:17
development
37:15 39:11
41:4, 7 42:4, 5
44:18, 19 76:9
77:1 78:21
84:13
devices 16:14
diagnosis 26:17
dialogue 24:7
DiDonato
50:19 61:6
63:6, 7 96:2
difference 44:17

Differences
44:11
different 42:17
45:10 62:15
65:11 72:6
75:3 80:3 96:7,
10
difficulty 91:14
dig 82:19
diligence 94:15
direct 17:4
direction 19:13
38:9 96:10
discipline 6:8
80:20
discretion 82:7
discuss 6:7
38:10 95:7
discussion 14:8
49:8 51:21
54:8 55:21
59:10 70:20
Disparaging
17:11
disrespect 33:5
disrupt 17:18
disruption 33:4
disrupts 17:14
distribution
42:13
district 37:21
84:10 88:8
92:1
disturb 17:18
dive 62:11
diversity 24:17
25:3 84:19
division 37:7
46:8 78:5
document 94:2
Documents
16:17
doing 81:8
89:10, 14 92:19
93:3 94:15
97:11
Domanowski
2:5 8:1, 2 11:6,
7 14:10, 11
49:10, 11 52:2,

3 54:11, 12
56:4, 5, 9, 14, 17,
18 59:12, 13
99:21 100:1
donating 46:12
dots 71:8
doughnut 42:12
Dr 2:10 3:21
5:20 6:1, 20, 21
7:11 8:17, 18
9:5, 8, 13 10:16
12:1, 2, 20 13:6,
19 14:7 15:5, 6
18:18 21:8, 18
31:13 33:11, 12
38:18, 19 47:1
50:5, 6, 18, 19,
21 51:4, 12, 19
52:18, 19 53:7
55:6, 7 57:12,
13 58:2, 5 60:7,
8 61:6, 8, 9
63:6, 7 67:20
76:10 94:6, 7
96:2 98:12, 13
drastically 31:8
drop 89:7
Drummond
2:13 4:2 8:13,
14 11:18, 19
15:1, 2 47:10,
12, 13, 17 48:6
50:1, 2 52:14,
15 55:2, 3 57:8,
9 60:3, 4 98:21
99:1
due 94:15
Dundalk 79:5, 6
Dwyer 18:15

< E >
E-1 14:3
E-4 14:4
ear 33:18
Earlier 6:5
72:8 96:3
early 22:7
72:12
easy 54:8

echo 12:20
100:12
Ed 30:19
edges 71:1
educated 29:7
EDUCATION
1:1, 8 5:4, 10,
13 7:1, 15 9:9
10:1 12:13
17:10 18:5
20:7, 9, 18
23:13 24:7, 20
26:13 27:12, 13
28:11, 14 29:17
30:15 31:12
34:7 35:13
42:7 45:13
63:11, 16, 21
64:4, 12, 19
98:2
educators
21:14 23:19
28:12 29:15, 21
41:8
effective 29:14
34:7 92:3, 12,
14, 15
effectiveness
69:19 70:15
efficient 28:8
31:16 32:3
efficiently 5:16
effort 19:17
20:6, 13 22:2
30:5, 8
efforts 19:3
46:2 64:8 77:3
80:16
eight 75:1
either 25:9
35:9, 10
elected 9:9
12:12 18:8, 9
37:18 90:8
Election 3:5
6:18 7:3, 6
21:11
electronic 16:14
Elementary
22:12 40:9

79:3 83:3, 12
90:11
Eligibility
48:19 72:15, 17
73:15 74:2
eligible 81:6
82:9
ELLs 64:1
Elmendorf
50:19, 21 51:12
53:7
email 16:4
embedded
69:19, 21
emergency
17:1, 2
Emory 2:11
emotional 10:6
37:11, 15 41:9
43:12 79:19
emphasize
26:11
employ 34:16
employee 17:8,
17 18:4 36:2
employees 6:10
employers 25:3
employment 6:8
encompasses
69:14
encompassing
68:17
encourage 17:5
46:13 95:11
encouraged
82:11
enforce 33:1
engage 96:21
English 29:17
63:11, 15 64:10
enrichment
70:12 96:21
97:6
enroll 78:15
ensure 19:19
20:15 30:11
62:1, 18 63:9
ensures 78:7
enthusiasm 84:8

entire 75:17
86:14
entwined 63:16
64:5
environment
27:4, 7, 8 36:20
environments
36:18
equipment
35:14 58:20
equitable 24:7
37:13 85:11, 15
equity 25:3
28:14 37:9
84:18
erase 24:3
Eric 3:20
35:20 36:2
Erica 3:18
30:13, 18
escorted 17:19
ESOL 20:14,
18 64:5, 14
especially
29:17 31:12
61:14 79:18
91:13
Esq 4:7
essay 48:4
essential 30:2
Esser 39:15
et 34:9
ethnicity 23:14
34:19
evacuation 17:3
evaluate 69:18
evaluation 6:10
evaluator 70:14
95:18, 19 96:7
evening 5:2, 17
6:5 18:17 21:7,
8 23:4 26:6
28:4 30:14
33:12 36:1
38:19 40:1
47:6, 13 50:21
58:5 76:11
99:8
evening's 6:2

event 17:1
22:12
events 86:12
87:20
everybody 33:8
98:16
evidence-based
61:18 70:9, 11
evident 84:8
examine 41:1
43:2
examining
40:19 44:6
example 66:1
90:18
examples 96:20
excellent 26:8
85:6
exchange 23:20
excited 13:11
45:3 61:15
62:17 65:8
78:5
excuse 36:16
execute 67:9,
10 74:7
execution 82:1
Executive 19:5
Exhibit 48:21
Exhibits 14:3
exist 62:2
existing 68:19
81:10
expanded
71:15, 16
expectations
19:9
expenditures
42:2
expenses 20:2
experienced
32:20
experiences
24:4, 17 97:1
expert 38:5
explain 26:15
explicitly 29:13
express 23:12
expression

23:21
extend 74:13
extensive 78:19
extent 47:5
exterior 58:17
external 44:14
61:21 70:14
95:18
extracurricular
63:4
extremely 43:11

< F >
facilitate 77:5
facilitator
72:20 76:5
facilitators
20:8 69:16
75:10 86:8, 12
87:18
fact 36:18
65:12
failures 24:9
fair 95:8
familiarity
61:17
families 20:3
23:10 44:13
46:10, 13, 20
62:20 64:17
65:15, 18 66:4,
11 68:7 71:15,
17 73:5 78:3,
14 79:1, 8
83:10 88:14
98:20
family 10:8
23:8 62:3
86:14
far 26:9, 13
64:15 67:18
71:6 89:21
93:1
FBI 34:8
fear 36:11, 19
fearful 36:12
February 68:1
72:12 82:1
89:6 91:1 94:5

fed 90:12
federal 35:2, 4
feedback 39:12,
19 45:4 96:15
99:11
feeder 83:1, 6
Felicia 2:12
felt 43:11 95:1
fifth 42:7, 8
file 102:3
files 102:6
filter 58:15
final 64:13
65:2 72:14
82:4, 21 91:7
97:19
finalize 19:16
72:13
Finance 48:18
find 39:5 74:6
81:21
findings 51:1
Fios 5:15
firm 89:2
first 5:18 7:3
13:17 18:9, 12
22:20 23:16, 18
26:4, 6 28:7
30:19 35:20
40:13 42:12
43:9, 16 47:14
72:17 73:6, 19
80:18, 19 94:14
fiscal 31:19
39:15 73:9
93:21
five 41:21 48:4
51:7 65:17
67:14 68:17
69:19 73:12
79:3 84:13
fix 28:1
flag 5:6
fluid 74:17
flyers 87:17
focus 40:18
41:12 42:2
43:16 44:5, 7
63:7, 8 99:13

focused 43:3
focuses 61:19
focusing 41:18
followed 27:17, 20 40:14 41:8, 15 42:5, 19 43:4, 17, 18
following 6:7 13:21 16:7 48:15
follow-up 16:1 87:6
food 20:1 48:16, 17 73:3 75:17, 19 81:3, 12, 15
foregoing 102:5
foregoing-entitled 102:4
foremost 37:3
foreseeing 91:14
form 75:16
formed 64:7, 20
former 30:16 100:6, 13
formula 72:11 94:2
Forster 61:6 68:12 74:19 81:7 83:8, 18, 21 84:3 85:9 97:3, 15
fortunate 66:13
forum 17:8
forums 39:20
forward 18:16 21:12 22:3 30:10 41:2, 3 45:6 56:12 62:16 72:1 100:10, 17
forwarded 53:21 54:1
found 6:16 29:6 79:18
Foundation 45:13 59:1 77:21

four 40:11 42:16 56:10 79:3, 4
Freedom 23:20
Frempong 2:6 7:9, 10 8:5, 6 11:10, 11 14:5, 16, 17 49:14, 15 51:18 52:6, 7 54:15, 16 56:21 57:1 59:16, 17 99:17, 18
frequently 27:16 87:16
friends 23:11 94:1
front 16:18 62:10
frustration 95:1
full 22:5 29:15, 21 53:21 54:2 62:3 67:7 70:12 76:9 86:8 102:5
functioning 85:3
functions 33:21
fund 19:17, 21 20:7, 14 82:16
funded 58:19 59:6
funding 68:5 72:5, 6, 18 73:1 74:8, 9, 18 76:21 81:4, 13 82:12, 18 95:3
funds 46:6 58:21
further 7:12 10:19 13:11 45:1 46:18 102:5
future 24:10 28:20 32:19
FY 4:10 39:13 44:9

< G >

gain 24:12

25:12
gains 30:2
gap 29:10
gaps 28:17 62:2
gather 97:17
GBMC 34:8
general 27:19 84:21
give 32:7, 14 69:6 83:13 85:13 91:19 96:12, 15
given 16:17
gives 74:5 76:3
giving 9:11 45:9 46:9 65:7
Glassdoor 25:1
GLSEN 37:10
go 16:10 56:3, 8 65:17, 18 72:3 83:4 89:17 91:9, 10 93:7 94:21 98:6
goal 24:9
goals 44:16
goes 67:1 75:5
going 10:6 22:13 26:10 27:20 32:2, 11 61:8, 12 62:11 63:3 67:9 68:13 77:6 98:6, 7
Good 5:2 18:17 21:7, 8 22:17 23:4 26:6 28:4 30:14 33:12 36:1 38:19 46:14 47:13 50:21 51:20 58:5 62:11 76:11 95:15 96:4, 18 99:7
Google 47:20
Gover 7:19 8:1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21

9:2, 4 11:5, 6, 8, 10, 12, 14, 16, 18, 20 12:1, 3, 5, 7, 9 14:10, 12, 14, 16, 18, 20 15:1, 3, 5, 7, 9, 11, 13 49:10, 12, 14, 16, 18, 20 50:1, 3, 5, 7, 9, 11, 13 52:2, 4, 6, 8, 10, 12, 14, 16, 18, 20 53:1, 3, 5 54:11, 13, 15, 17, 19, 21 55:2, 4, 6, 8, 10, 12, 14 56:17, 19, 21 57:2, 4, 6, 8, 10, 12, 14, 16, 18, 20 59:12, 14, 16, 18, 20 60:1, 3, 5, 7, 9, 11, 13, 15
government 35:2, 5 77:13
grace 74:13
grade 45:19
graduation 60:20
grandmother 10:3
grant 58:19 63:1 72:17, 18, 20 73:2, 13, 14, 16, 18, 20 78:16 82:10 88:19 90:3, 5
grants 72:17 82:12 87:8
graph 42:13
grateful 28:9 31:2
great 36:7 81:19 84:1 86:5 88:4 92:9 100:3
greater 24:18 45:11
great-grandmother 10:2

greenhouse 58:10, 13, 21 59:7
Greg 3:14 22:20 23:2, 5
group 24:16 37:2, 5 66:16
Groups 3:8, 13 18:11 22:19 26:4 36:12, 14, 15, 19 37:4, 7, 9 44:4, 8
grow 20:16
growing 28:12
grown 67:13
growth 91:13, 15
guardians 42:14
guidelines 37:20, 21 74:14
guides 69:18

< H >

half 68:3
hall 16:21 47:19
hallway 16:10
handed 16:18
hands 19:4
Hanukkah 98:18
happen 21:19 65:3 67:9 75:2
happened 90:19
happening 61:15 71:2, 3, 4, 10, 11, 12 95:10 96:20 97:5
Happy 21:1 25:20 33:8 35:12 58:18 99:18
hard 13:1
harm 33:5
Harvey 2:3 8:11, 12 11:16, 17 12:17, 21 15:3, 4 33:15 50:3, 4 52:16, 17 55:4, 5

57:10, 11 60:5,
6 84:4, 5 86:5
87:5 88:4
89:13 98:14, 15
99:6
hat 30:20
hate 36:12, 14
37:2, 5, 6
HB 76:18
head 90:14
headline 26:16
health 29:18
32:21 41:9
43:12 62:7
63:4, 14 76:12,
16, 18, 21 77:10,
11, 12, 16, 19
78:6, 11 79:13,
14 87:9
healthcare
72:21 78:10, 20
healthy 78:8
hear 15:18
26:19 65:7
85:1 87:2
heard 27:2, 18
31:14 33:17
63:17, 20
Hearing 6:3
7:13 15:20
22:10
hearings 39:21
Hebbsville 22:12
held 100:20
Hello 9:19
22:21 50:20
help 29:10
32:4, 19 44:16
46:5, 7 74:16,
17 89:9
helped 45:20
69:16
helpful 46:17
Helping 45:16
Henn 2:7 8:9,
10 11:14, 15
14:18, 19 34:10
49:5, 18, 19
52:10, 11 54:5,
19, 20 55:18

57:4, 5 59:9, 20,
21 80:11, 12
81:19 82:3, 21
83:16, 19 84:1
99:2, 3
Hereford 58:10,
21 59:2, 7
60:19
high 36:7 40:9
43:3 60:19
63:12 79:6, 9
82:14 83:4, 7,
11 90:8, 12
higher 24:15
73:8
highly 84:10
high-need 30:1
high-performing
41:3
high-quality
29:15, 16, 21
41:14 43:17
44:3 91:21
hire 76:12
hiring 19:3
25:1 41:14
43:16 44:3
historic 28:18
historically
81:14
history 23:17
24:3, 8
hitting 32:18
holiday 22:14
33:9 98:16
holidays 21:1
25:21 34:1, 8
99:18
home 65:18
84:17
Homeland 16:6
home-school
27:15, 19
honest 24:7
honored 9:21
10:9
hope 29:19, 20
32:18 34:4
46:17 65:6

70:18 87:3
96:11 99:12
hopeful 19:12
29:2 91:2
95:10 100:7, 8
hopefully
100:15
hoping 88:21
94:16
Hopkins 45:18,
20 95:20
Hospital 45:17,
20
house 20:2
Human 46:8
humbled 13:10
hybrid 31:1, 2
< I >
idea 27:20 34:3
ideally 85:2
ideas 24:1
identification
72:8 81:21
83:14 88:10
identified 29:7
40:12 42:18
44:6, 19 64:1
67:2 72:4 88:9
90:10, 16 91:4
92:8
identifies 78:20
81:5 82:8
identify 40:17
41:13 45:21
46:1 70:7
78:17 81:18
identifying
37:3 82:5 88:6
IEP 20:8 27:3,
16
Illness 77:21
impactful 37:13
impacts 70:11
implement 66:1
92:10
implementation
28:20 30:4, 7
67:7 69:21
70:6 76:5, 7

80:19 84:14
91:15
implementing
30:4 88:17
92:20
important 25:2,
9, 10 34:3
41:14 43:11
71:18 78:2
99:15
improve 19:3
20:16, 17, 19
44:7 92:15
Improved 24:14
improvement
40:19 41:1
improvements
96:17
improving
24:18
Inappropriate
17:13
inaudible 75:7
inches 16:15
include 66:20
68:18 77:18
included 39:19
44:11
includes 48:3
64:14 66:7, 11
69:1
including 23:5,
18 24:13 39:15
58:13 98:1
inclusion 25:3
84:19
inclusive 23:13
24:13 38:2
inclusivity 38:2
Incoming 2:4, 9
Incorporated
51:6
increased 78:9
increases 19:17
increasing 25:4
incredibly 80:14
independent
66:19
Individual 3:15
26:3 32:12

35:18 45:6
46:1 75:14
85:12 97:11
individuals
6:13 16:9
77:15
inequities 28:18
inflation 20:1, 4
informant 68:20
Information
4:12 6:16
16:19 23:20
39:10 40:2
45:2, 7 46:17
66:17 79:15
84:17 89:2
91:7 94:13
95:4, 15 98:1
informative
80:14 99:12
infrastructure
40:15 42:20
74:6
infrastructures
76:8
initially 88:9
initiative 66:2,
15, 18 82:18
86:19 89:10
92:20
initiatives 25:4
injury 27:21
in-person 32:21
input 17:5
39:12 78:19
insight 91:19
installation
58:16
instruction
29:16
instructional
43:14 64:15
Insurance 48:16
intentional
85:18
interest 24:18
interested
15:20 46:2
89:9

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

54:4
M-4 53:20 54:4
M-5 54:1 55:16
M-6 54:1 55:17
M-7 53:21 54:4
ma'am 83:21
Madam 53:12
 80:12 84:5
Maggie 2:5
Mah 3:18
 30:13, 14, 18
Maiden 88:8,
 17 89:7 90:18
main 69:4
maintain 80:5
maintenance
 77:8
majority 24:16
 40:21
making 31:6
 36:15, 16 41:7
 44:8 69:11
 71:1, 9, 20
 74:17 80:4
 90:14 91:6
 93:3
manager 25:7
mandates
 28:20 29:14
 39:16
manner 31:18
March 82:1
mark 94:20
marketing 86:7
Maryland 7:2
 58:19 70:5
 77:19 78:6, 8
 82:13 90:9
Maryland's
 28:20
massive 94:9
Master 19:2
matched 62:19
Materials
 16:13 43:14
math 42:6
matter 6:12
 17:9 26:14
 102:4

Matters 3:6
 13:15, 21 14:3
 17:9 18:4, 5
 26:12
maximize 76:21
McCall 13:16,
 17 15:14, 15
McMillion 2:8
 8:19, 20 12:3, 4
 15:7, 8 33:16
 34:3 50:7, 8
 52:20, 21 55:8,
 9 57:14, 15
 60:9, 10 98:10,
 11
mean 29:9
 83:3
means 88:14
 92:6
measure 70:10
Medicaid 87:14
Meditation 3:3
meet 45:14
 66:16 75:10
 80:1
MEETING 1:8
 5:4, 13, 14, 16
 6:17, 20 7:3
 16:19 17:15, 18,
 20 18:16 21:14
 22:10 27:2
 33:17 34:11, 16
 35:1 47:7 51:1
 54:9 67:11
 70:16 80:3
 83:6 86:2
 95:11 98:3
 100:20 101:1, 3
Meetings 6:6
 16:9 36:6
 39:20 45:6
 75:12
Meets 47:21
Melissa 65:9
 68:11 74:12
Member 2:13
 4:13 16:18
 23:7 33:20
 47:10 48:1

61:13 85:4
 98:5
MEMBERS
 2:1 13:20
 15:19 16:3, 4
 18:19 19:18
 20:15 21:10
 23:8, 9 28:5
 30:14 31:4
 34:18 36:1
 38:20 42:14
 45:19 48:12
 53:18 56:10, 11
 65:15 66:11
 69:2 71:14
 75:20 78:15
 86:14
Member's 4:2
 47:12
membership
 22:5
mental 29:18
 32:21 63:3
 76:15, 18, 21
 77:11, 19, 20
mentioned 81:2
 90:1, 18 91:13
 92:12
mentoring 97:6
mentorship
 62:6
met 6:5 53:19
 91:18
method 90:17
 91:3 93:15
methodology
 94:16, 17
methods 89:3
 96:13
metrics 95:16
 96:14 97:16
Michelle 68:12,
 13, 21 70:8
microphone
 18:2
MICROSOFT
 1:9
middle 40:9
 58:11, 21 59:3

75:5 79:4, 5, 7
 83:3, 12 90:11
millions 94:10
mind 37:17
minority 24:16
minus/plus
 34:15
minutes 33:16
 98:1
misguided 24:2
missing 61:11
mission 37:12,
 17
misunderstandin
g 90:2
model 29:3, 8,
 9, 20 80:19
 90:15 92:18, 21
models 64:9
moment 5:7, 8
 10:2, 6
Moms 36:14
 37:2
Monday 53:20
money 35:7
 81:17
monitoring
 95:17
Morris 3:20
 35:21 36:1, 2
mother 10:4
 26:19
motion 14:2
 49:1 50:14, 15
 51:14 53:6
 54:3 55:15, 16
 57:21 59:6
 60:16
move 18:10, 11
 41:2, 3 45:1
 46:15, 17 47:8
 56:12 68:13
 71:21 73:9
 96:9
moved 14:5
 49:5 51:17
 54:5 55:18
 59:8
moving 19:13

MSDE 68:1
 72:9, 10 74:13
 81:5 82:4, 8
 89:4, 21 90:5, 6,
 10 93:8, 17
MSDE-eligible
 82:15
multiple 64:14
multi-year 66:2
 67:4
Muslim 34:17
Myriam 3:21

 < N >
NAACP 37:9
name 23:1, 5
 28:5 30:18
 76:3, 4 102:9
names 21:8
nation 39:16
National 77:18,
 20
nationally 92:4
nature 34:18
navigate 74:14
 88:15
nearly 30:19
necessarily 69:3
need 16:9 20:8
 28:1 30:3 32:2,
 6, 10, 13, 20
 34:6 36:3
 38:11 41:17
 42:7 43:13, 20
 45:14 46:20
 62:20 65:19
 66:6, 7 68:6
 77:16 80:5
 81:8 85:17
 92:19, 21 96:9
needed 45:1
 49:7 54:7
 56:11 75:18
 82:16
needs 21:14
 39:17 44:10
 45:14 62:19
 63:4, 5 66:3, 4
 67:2, 3, 5, 6, 8
 68:14, 16 69:7,

20 70:7, 16
 73:4 75:13
 78:17 79:17
 80:1, 4 81:1, 8,
 11, 14, 18 83:6
 84:13, 15 85:7,
 9, 11, 18, 21
 88:13
needs-
assessment 76:6
negotiations
 18:21 19:10
 21:20 22:1
 28:8
neighborhood
 74:21 75:9, 11
 83:9
Neighbors 59:1
Neither 98:11
network 74:21
 75:9, 11 83:9
networks 75:1
never 34:15
New 3:6 4:6, 8,
 9 26:9 30:15
 38:2 47:4, 5
 58:1, 13, 16
 78:18 90:21
 96:7 99:4
newest 20:15
nice 80:13
night 22:17
 27:2 100:3
nodding 5:8
nominate 7:10
 10:16
nominated 7:11
nominating
 10:18
nomination
 9:20 13:10
Nominations
 7:7, 8, 12, 13
 10:10, 14, 15, 19,
 20
nonexistent
 19:15
Nonprofit 3:13
 22:19

Nonresident
 48:19
note 41:6
 42:12
noted 39:14
 44:2
notice 76:19
noticed 35:1
 95:14
November
 21:20 65:1
number 25:2
 41:15 43:10
 44:2, 7, 12, 20
 67:18 70:12
 85:13, 14, 17
Nutrition 48:17

< O >
objection 10:20
observe 17:21
obtain 6:13
occurred 65:1
 94:5
October 98:2
offer 25:6
 79:16
offered 90:3
offers 36:8
 75:4
office 7:7, 12,
 20 10:14, 19
 16:6 17:3
 20:11 46:4
Officers 3:5
 6:19 99:4
offices 7:6 39:8
official 67:21
 81:20
officials 6:11
 18:8, 9 37:18
of-school-time
 97:5
oh 54:6 56:3
 87:12 93:9
 96:1
Okay 10:13
 49:9 50:15
 51:20 53:9
 56:14, 15 59:5,

10 61:8, 11
 93:7, 9 96:5, 18
 97:18, 21 98:10,
 12 99:2
older 23:7
once 37:17
 81:17 90:15, 19
ones 21:15
ongoing 28:18
Online 5:14
Open 6:6, 15
 7:7 24:7 48:2
 80:9
opened 86:13
operate 51:6
opportunities
 15:17 31:14
 39:17, 18 40:19,
 20 41:1 43:2, 5
 44:6 71:16
 92:10 97:7, 9
opportunity
 21:2, 10 25:20
 29:12 38:10
 65:8 80:1
 81:16
opposed 11:3
option 72:19
options 80:21
Order 3:2 5:3,
 15 10:14 17:15
 66:5 67:11
 90:3
organization
 23:9
organizations
 28:13 38:5
 78:1
organized 86:12
Outgoing 2:2, 3
 9:15 21:15
out-of-school-
time 71:9 97:4,
 9
output 96:16
outreach 84:16
 85:5
outside 16:21
 38:5 43:7 71:3
 88:2, 18

overall 24:15
 41:12 43:7, 15
 44:3, 7
overseas 35:7
Overwhelming
 40:21

< P >
p.m 47:20
 100:21
paid 31:9 59:1
panels 58:15
pantries 75:19
pantry 73:3
 75:17 81:3, 12
papers 16:14
paraeducators
 20:10
parent 23:6
 30:20
parents 27:18
 28:12 38:4
 42:14
part 22:8 63:5
 64:7 76:13
 97:16
participant
 28:10
Participants
 16:8, 10 17:4
participate
 42:15
participating
 46:4, 6 84:18
participation
 84:19 97:17
particular 27:8
 85:8 88:1
partnered
 66:15 86:15
partnering
 45:12 88:1
partners 61:21
 65:5 66:12, 20,
 21 69:1, 5, 16
 70:13 74:6
 75:12 77:17
partnership
 13:1 77:11

partnerships
 68:7 75:15
 77:3, 7, 8
PASS 36:15
passion 68:6
passionate 58:7
 65:10 66:14
 80:2, 15 82:17
pathways 60:20
patterns 83:1
pay 31:21 32:2
peaceful 22:14
penalties 17:17
people 24:4, 5
 25:11, 16 26:18
 34:13 35:8
percent 20:1
 25:5, 8 35:1, 2,
 4 40:21 73:8,
 10, 20 74:1, 2, 4
percentage 95:2
perfect 31:18
 61:12 82:3
 83:16
performance
 6:10
performing
 43:4
perks 34:2
perpetrators
 36:19
per-pupil 73:14,
 15, 17, 20, 21
 74:4
persecuting
 36:13
persists 29:11
Person 17:17
personal 32:12
Personnel 3:6
 6:12 13:15, 21
 14:3 17:13
 72:18 82:9
 90:5
Persons 17:15
PFLAG 3:14
 22:20 23:9
 37:9
Pharoan 3:19
 33:11, 12

phase 76:6
100:17
phase-in 72:15
74:5
phases 62:15
72:17 73:15
physical 33:5
37:15 63:3
pick 92:9
picking 87:1
pieces 67:9
Pillar 4:11
61:4, 14 62:11
63:5, 8, 15, 20
64:6 76:11
pillars 63:17
64:6
placement
27:10
plan 38:2
39:13 67:4
70:1 76:8
78:21 84:13
planning 32:7,
19 76:7 77:2
78:16 85:2
plans 70:6
platforms 25:1
please 7:19
9:10 11:2, 3, 5
17:21 19:16, 21
20:6, 13 37:5
39:2 40:5, 16
41:11 42:21
43:14, 20 45:1
46:2, 4, 15
61:10 68:12
70:2, 17 78:4
79:20 90:6
98:19
pleased 12:11
38:21
Pledge 3:3 5:6,
11
Pods 33:18
point 29:13
38:9 46:5 65:2
88:7

Police 16:5
34:7 77:10, 14
87:10
Policies 4:3
33:2 36:4
37:21 38:6
48:8, 9, 20 49:3
Policy 7:2, 5
17:6 38:3
48:10, 13, 15, 16,
17, 18 49:2
population
85:16 88:12, 13
positive 24:13,
17
possibilities
82:19
possible 40:21
posters 16:15
potential 64:1
Poverty 37:4
63:1, 13 73:8,
10, 17 87:8
88:7, 16, 19
practice 18:7
62:8 86:21
practices 17:6
64:10 67:11
practitioner
72:21
practitioners
29:18
preach 36:21
predict 94:16
predicting
93:11
pre-K 63:20
pre-kindergarten
64:2
preliminary
64:21
preparation
37:16
prepares 24:20
preparing 80:16
present 38:21
56:11

presentation
16:14 29:1
80:13
presented 6:4
14:3 19:1
48:20
preservation
43:5
preserving
40:20 43:5
presides 7:6
pretty 62:11
81:17 87:16
94:4
Prevention
77:21
preventive
78:14
Previously 31:4
78:20
primary 78:13
principal 40:2,
6 42:8 58:4
principals
40:12, 16 41:12,
20 42:17 91:18
94:19
prior 96:7
priorities 41:6
43:9 67:5 70:8
78:21
prioritization
83:2
prioritizing
83:7
priority 40:3, 7,
11, 15 42:10, 16,
18 43:1 44:3,
12, 20 81:11
private 19:20
privately 59:6
proactively
93:10
probably 88:14
problem 28:1
proceedings
102:3
process 19:10,
11 22:8 31:17,
19 39:11 46:18

62:15 64:21
76:20 85:19
89:5 99:11
produces 102:7
productive 19:1
professional
41:7 42:5
44:17, 19
professionals
32:21
Program 48:16
75:5, 7 76:9
77:11 78:7
programming
64:15 74:7
97:4, 5, 9
programs 17:6
37:14 40:20
43:6 62:6
63:19 64:2
71:10 75:3, 16
83:15, 20
progress 43:2
80:6
Project 4:9
58:2, 8, 9 59:1,
6 89:1
projected 91:18
projecting
67:17 91:8
projection 68:2
projects 46:1
promised 31:13
promote 37:14
promotes 17:16
promotion 6:8
pronouncing
22:21
proper 17:8
property 78:12
proposal 19:16
34:4
proposed 33:17,
18
protect 38:6
protects 23:19,
21
protocols 16:8
proud 23:8
36:2 79:10

provide 18:8
37:13 39:9, 10,
19 61:21 63:9
71:13 76:15, 21
77:17 78:3
81:1 89:20
95:4 96:5 97:8
provided 44:9
providers 20:9
provides 15:18
78:13
providing
29:16 41:16
64:16 65:14
Psychological
24:11
psychologist
32:9
psychologists
62:8
Psychology
26:17
PUBLIC 1:8
3:7 4:4 9:14
15:16 16:3
17:5, 10 18:5
28:14 29:12
39:3, 20 45:15
46:11 50:17
51:4, 6, 7, 15
61:16 79:14
84:20 86:9
publicly 93:13
Pumphrey 2:9
8:15, 16 10:16,
17, 18, 21 11:2,
20, 21 12:10, 12,
18 13:7, 8, 19
14:20, 21 18:15,
18 21:9 26:8
38:20 48:10, 12
49:20, 21 51:17
52:12, 13 54:21
55:1 57:6, 7
60:1, 2 89:18,
19 91:12 92:11
93:4 99:5
100:4, 5
Pumphrey's

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

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

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

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

true 36:12
66:13 102:6
truly 29:14
63:8
trust 19:7
truth 89:2
try 94:16
Tuesday 5:5
100:21
turn 6:19
51:12 63:6
65:4
turned 18:2, 3
TV 5:14
two 23:6 25:1
32:1 34:14
36:5 42:3
56:13 67:8
72:17 84:13
99:14
types 40:8 72:6

< U >
U.S 24:8 25:5,
8
ultimately 19:5
unanimous 9:5
12:11
unaware 6:1
understand
74:18
understanding
25:17 92:6
underway 39:4
Unfinished 4:3
47:9 48:7
union 37:10
Unions 3:10
18:11
unique 89:4
Unit 16:6
units 58:15, 17
unpack 39:6
unsafe 36:17, 20
upcoming
39:14, 20 91:4
upgrades 58:10
uproar 94:5
upsetting 27:1

urgent 73:2
81:1, 11, 18
use 27:12
72:20 73:1
uses 86:19
utilized 69:6
utilizing 97:7

< V >
valuable 25:13
value 77:7
valued 20:5
values 24:14
25:7
various 31:14
vendors 97:8
Verizon 5:15
versus 66:6
92:7
vetted 77:13
Vice 2:3, 9 7:4
10:13, 15, 19, 21
11:2 12:12, 17
13:1, 7, 18
18:18 21:9
26:9 30:16, 17
38:20 47:5
53:16 99:6
100:6, 13
Vietnam 35:10
viewpoint-based
24:1
viewpoints
23:17
views 15:18
violence 17:16
visibly 38:8
visit 91:21
vital 38:11
77:9
Vivian 102:2, 13
vocal 87:3 94:3
voice 7:17
volunteering
46:1
vote 5:17 7:17,
18 10:21 11:1,
2 14:9 37:20
49:9 52:1

54:10 56:1, 11,
16 59:11
votes 10:10
12:11
voting 5:16
7:20
vulnerable
88:13

< W >
waitlist 35:18,
20
want 9:15
12:16, 21 13:6
21:18 22:13
25:12 26:6
29:12 33:3
34:10 45:8
46:13, 14, 16
51:9 72:3 75:2
85:6 86:17
93:7 95:5, 9
99:3 100:2, 5,
12
wanted 40:17
45:10 47:14
74:19 84:12
90:13
warm 98:16
Warmth 45:13
wasting 35:7
watching 30:21
water 58:14
Watershed 4:4
50:17 51:5, 7, 9,
15
way 33:21
34:6 46:14
68:9 74:16
ways 89:8
website 39:5,
21 79:18
week 47:15
65:17
Weisberg 3:17
28:3, 4, 6
welcome 13:6
25:16 58:4
93:5

well 21:17
33:1 39:4, 7, 17
40:3, 4 41:8
44:1, 4, 6 64:11
67:19 77:16
79:9 80:15
84:7 85:2 87:5
100:9
wellbeing 80:6
wellness 62:7
76:15 79:3, 6, 9,
16
wellness-based
79:11
went 80:16, 21
We're 45:3
58:18 61:11
62:1, 2, 5, 6, 16,
17, 21 65:8
67:9, 11 69:19
70:15 71:5
77:6 79:10
82:17 83:1
85:7 86:6 88:6
89:11 91:10, 20
92:1 93:3
94:12, 15, 17
95:12 96:8, 13
97:7
we've 39:10
40:11 66:12, 15
67:1, 7 74:15,
16 87:1, 21
91:18
wholehearted
23:12
widespread
95:1
wife 23:8
win 35:9, 10
wise 33:13
wish 22:13
33:8 98:16
wishes 46:14
WITNESS
102:8
women 24:4
wonder 26:18
wonderful
100:6, 13

wondering
31:20 65:11
word 26:12, 19
words 27:12
37:6, 8
work 13:1
21:13 25:19
30:17 39:8
45:1 61:15
64:18 70:21
71:19 78:2
80:3, 20 82:11,
20 84:7 89:14
92:19 94:19
100:9
worked 21:19
22:7 87:14
93:1
workers 25:5, 8
62:7
workforce 41:3
43:4
workgroup
64:13, 14, 19
workgroups
64:7 93:19
working 18:16
19:7 21:12
25:11, 13 28:13
45:10, 16, 21
86:6, 21 89:12
100:18
workplace
24:21
works 22:15
39:6 89:11
world 32:12
worth 88:21
would've 56:11
wound 82:15
wrap 76:2
wraparound
61:21 62:4
71:13 73:2
77:1
wrapped 30:6

< X >
XFINITY 5:14

< Y >

Yeah 23:4
 85:9 90:7
year 9:10, 16
 13:2 27:18
 30:17 31:21
 32:1 39:8, 10
 46:21 47:19
 48:2 51:8
 62:13, 16 66:2
 67:1, 7, 15, 16,
 17 73:6, 9, 11,
 16, 19 74:1, 2, 3,
 9 76:6, 7, 8
 81:4 90:20
 91:5, 14 94:10,
 18 95:10 96:3,
 8, 16, 17 99:7
 100:7, 8, 10
years 29:5
 30:19 67:8, 14
 73:12 81:2
year's 73:21
Yep 96:6
Young 2:11
 8:3, 4 11:8, 9
 14:12, 13 49:12,
 13 52:4, 5
 53:16, 18 54:13,
 14 56:8, 9, 19,
 20 59:14, 15
 99:19, 20
youth 23:13
 78:8