

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

BOARD OF EDUCATION

BALTIMORE COUNTY PUBLIC SCHOOLS

PUBLIC MEETING OF THE BOARD OF EDUCATION

FEBRUARY 27, 2024

Transcribed by:  
CRC Salomon, Inc.

Page 2

1 **BOARD MEMBERS:**

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

3 **Christina Pumphrey, Vice Chair**

4 **Maggie Domanowski**

5 **Tiffany Lashawn Frempong**

6 **Julie C. Henn**

7 **Jane Lichter**

8 **Rodney R. McMillion**

9 **Dr. Brenda Savoy**

10 **Felicia Stolusky**

11 **Emory Young**

12 **Kayla Drummond, Student Member**

13

14

15

16

17

18

19

20

21

Page 4

1 **I N D E X (Continued)**

2 Eric Morris. . . . . 32

3 Elected Official:

4 Delegate Cheryl Pasteur . . . . . 30

5 Unfinished Business - Superintendent's Proposed

6 FY2025 Operating Budget. . . . . 34

7 Report on Academic Achievement - Mathematics . . . . . 56

8 New Business - Action Taken in Closed Session

9 Ms. Claude De Vastey Jones, Esq. . . . . 90

10 Report - Central Area Elementary School Capacity

11 Relief Boundary Recommendation . . . . . 90

12 Information . . . . . 114

13 Board Committee Updates and Agenda Setting . . . . . 115

14 Announcements . . . . . 117

15 Adjournment . . . . . 118

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 New Business, Personnel Matters . . . . . 6

6 New Business, Administrative Appointments . . . . . 8

7 Public Comment . . . . . 11

8 School System-Affiliated Groups:

9 Lisa Dingle (Baltimore County Alliance of

10 Black School Educators) . . . . . 13

11 Unions:

12 Billy Burke (CASE) . . . . . 15

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

14 Jeannette Young (ESPBC) . . . . . 20

15 Nick Argyros (BCPSOPE) . . . . . 22

16 Bryan Epps (AFSCME) . . . . . 23

17 Nonprofit Community Groups:

18 Marietta English (Baltimore Co. NAACP). . . . . 24

19 Individual Citizens and Students:

20 Sharon Saroff. . . . . 26

21 Bash Pharoan, M.D. . . . . 28

Page 5

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

2 **MS. BOOKER-DWYER:** Good evening. This is

3 Chairwoman Tiara Booker-Dwyer. I now call to order the

4 meeting of the Board of Education of Baltimore County for

5 Tuesday, February 27, 2024.

6 I invite you to recite the pledge of allegiance

7 to the flag, to be led by me.

8 (Pledge of Allegiance.)

9 **MS. BOOKER-DWYER:** And I forgot to read that we

10 will then have a moment of silence in recognition of

11 those who have served education in the county.

12 (Moment of silence.)

13 **MS. BOOKER-DWYER:** Tonight's Board of Education

14 meeting is being broadcast through the BCPS online live

15 meeting broadcast and on BCPS TV Comcast Xfinity Channel

16 73, Verizon Files, Channel 34.

17 In order to efficiently conduct this meeting,

18 all voting items will be done by roll call vote.

19 The first item on the agenda is consideration

20 of the February 27th agenda.

21 Dr. Rogers, are there any additions or changes

Page 6

1 to tonight's agenda?

2 DR. ROGERS: I am unaware of any additions or

3 changes to tonight's agenda.

4 MS. BOOKER-DWYER: Hearing none, the agenda

5 stands as presented.

6 Earlier this evening, the Board met in closed

7 session pursuant to the Open Meetings Act for the

8 following reasons: to discuss the appointment,

9 employment, assignment, promotion, discipline, demotion,

10 compensation, removal, resignation, performance

11 evaluation of appointees, employees, or officials over

12 whom it has jurisdiction, or any other personnel matter

13 that affects one or more specific individuals, and

14 consult with counsel to obtain legal advice.

15 The summary of closed session and open session

16 information can be found on BoardDocs under this Board

17 meeting agenda date.

18 The next item on the agenda is personnel

19 matters. And for that, I call on Mr. McCall.

20 MR. MCCALL: Good evening, Chair Booker-Dwyer,

21 Vice Chair Pumphrey, Superintendent Dr. Rogers, and

Page 7

1 members of the Board. I would like the Board's consent

2 for the following personnel matters: retirements,

3 resignations, and deceased recognition of service.

4 MS. BOOKER-DWYER: Do I have a motion to

5 approve personnel matters as presented in Exhibits D1

6 through D3?

7 MS. HARVEY: So moved, Harvey.

8 MS. BOOKER-DWYER: Do I have a second?

9 DR. SAVOY: Second, Savoy.

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

11 a roll call vote?

12 MS. GOVER: Ms. Frempong?

13 MS. FREMPONG: Yes.

14 MS. GOVER: Ms. Lichter?

15 MS. LICHTER: Yes.

16 MS. GOVER: Ms. Pumphrey?

17 MS. PUMPHREY: Yes.

18 MS. GOVER: Ms. Drummond?

19 MS. DRUMMOND: Yes.

20 MS. GOVER: Ms. Stolusky?

21 MS. STOLUSKY: Yes.

Page 8

1 MS. GOVER: Dr. Savoy?

2 DR. SAVOY: Yes.

3 MS. GOVER: Mr. McMillion?

4 MR. MCMILLION: Yes.

5 MS. GOVER: Ms. Harvey?

6 MS. HARVEY: Yes.

7 MS. GOVER: Mr. Young?

8 MR. YOUNG: Yes.

9 MS. GOVER: Ms. Domanowski?

10 MS. DOMANOWSKI: Yes.

11 MS. GOVER: Ms. Henn?

12 MS. HENN: Yes.

13 MS. GOVER: Ms. Booker-Dwyer?

14 MS. BOOKER-DWYER: Yes.

15 MS. GOVER: Thank you.

16 MS. BOOKER-DWYER: Motion carries.

17 The next item on the agenda is administrative

18 appointments. And for that, I call on Dr. Rogers.

19 DR. ROGERS: Thank you. Madam Chair Booker-

20 Dwyer, Vice Chair Pumphrey, and members of the Board, I'm

21 bringing forward the following administrative appointment

Page 9

1 for approval this evening: Accounting Manager, Office of

2 the Controller.

3 MS. BOOKER-DWYER: Do I have a motion to

4 approve the personnel matters as presented in Exhibit E1?

5 MS. STOLUSKY: So moved, Stolusky.

6 MS. BOOKER-DWYER: Do I have a second?

7 DR. SAVOY: Second, Savoy.

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

9 a roll call vote?

10 MS. GOVER: Ms. Frempong?

11 MS. FREMPONG: Yes.

12 MS. GOVER: Ms. Lichter?

13 MS. LICHTER: Yes.

14 MS. GOVER: Ms. Pumphrey?

15 MS. PUMPHREY: Yes.

16 MS. GOVER: Ms. Drummond?

17 MS. DRUMMOND: Yes.

18 MS. GOVER: Ms. Stolusky?

19 MS. STOLUSKY: Yes.

20 MS. GOVER: Dr. Savoy?

21 DR. SAVOY: Yes.

<p style="text-align: right;">Page 10</p> <p>1 MS. GOVER: Mr. McMillion?                  2 MR. MCMILLION: Yes.                  3 MS. GOVER: Ms. Harvey?                  4 MS. HARVEY: Yes.                  5 MS. GOVER: Mr. Young?                  6 MR. YOUNG: Yes.                  7 MS. GOVER: Ms. Domanowski?                  8 MS. DOMANOWSKI: Yes.                  9 MS. GOVER: Ms. Henn?                  10 MS. HENN: Yes.                  11 MS. GOVER: Ms. Booker-Dwyer?                  12 MS. BOOKER-DWYER: Yes.                  13 MS. GOVER: Thank you.                  14 MS. BOOKER-DWYER: Motion carries.                  15 And Dr. Rogers will do recognition of the                  16 administrative appointments.                  17 DR. ROGERS: Thank you. Please help me to                  18 recognize Ms. Deanna Ashenfelter. She's attending this                  19 evening with her husband.                  20 (Applause.)                  21 DR. ROGERS: Please stand. And your husband,</p>	<p style="text-align: right;">Page 12</p> <p>1 Boardroom and available in BoardDocs and on the Board's                  2 participation by the public website.                  3 While we encourage public input on policy                  4 programs and practices within the purview of this Board                  5 and this system, this is not the proper form to address                  6 specific student or employee matters or to comment on                  7 matters that do not relate to public education in                  8 Baltimore County.                  9 Inappropriate personnel remarks or other                  10 behavior, such as language that promotes violence against                  11 a BCPS employee or that disrupts or interferes with the                  12 conduct of this meeting, are out of order and will not be                  13 tolerated. Persons who otherwise disrupt or disturb this                  14 meeting will not be allowed to continue their remarks and                  15 will be escorted from the meeting.                  16 Please observe the three-minute clock, which                  17 will let you know when your time is up. The microphone                  18 will be turned off at the end of your time or prior to                  19 that time at the discretion of the Board Chair.                  20 It is the practice of this Board to allow                  21 elected officials to provide their comments to the Board.</p>
<p style="text-align: right;">Page 11</p> <p>1 Christopher, please stand with her. Thank you for being                  2 here. You're being appointed.                  3 She is being appointed as the Accounting                  4 Manager, Office of the Controllor, with over five years                  5 of service with Baltimore County Public Schools. Her                  6 previous experience includes Fiscal Supervisor in the                  7 Office of Accounts Payable and Controllor. Additionally,                  8 her prior experiences include Accounting and Finance                  9 Manager at Industry Retail Group and Senior Accountant                  10 Financial Analyst for HealthPro.                  11 Congratulations.                  12 (Applause.)                  13 MS. BOOKER-DWYER: Thank you. Our next item is                  14 public comment. This is one of the opportunities the                  15 Board provides to hear the views and receive the advice                  16 of community members. If not selected to address the                  17 Board, members of the public may submit their comments to                  18 the Board members via email at boe@bcps.org.                  19 Baltimore County Police Department's Homeland                  20 Security Unit and Office of School Safety has recommended                  21 safety and security protocols, which are posted in the</p>	<p style="text-align: right;">Page 13</p> <p>1 First to speak is Delegate Cheryl Pasteur.                  2 Okay. If the Delegate joins us, we will go to                  3 her. I now call on our school system affiliated groups                  4 to speak. Our first speaker is Ms. Lisa Dingle.                  5 MS. DINGLE: Good evening, Board Chair Booker-                  6 Dwyer, Board Vice Chair Humphrey, Superintendent Dr.                  7 Rogers, and members of the Board. My name is Lisa                  8 Dingle, President of the Baltimore County Alliance of                  9 Black School Educators, BCAPC. Our members include                  10 teachers, front office staff, administrators,                  11 paraeducators, building service staff, retired staff, and                  12 parents. BCAPC has been partnering with BCPS for over 26                  13 years.                  14 Thank you for providing a transparent budget                  15 process. In my 32 years in Baltimore County Public                  16 Schools, I cannot remember the opportunity for such high-                  17 level engagement from the community.                  18 Community stakeholders have had an opportunity                  19 to become a part of the budget process, and several                  20 stakeholder meetings were held throughout the community                  21 during the development of the budget. The addition of</p>

<p style="text-align: right;">Page 14</p> <p>1 the Budget 101 website provides stakeholders an overview                  2 of the BCPS operating budget, including where our funding                  3 comes from, how it is spent, and how we ensure we are                  4 meeting the needs of every BCPS student. The budget                  5 directly aligns with the system's four priority areas as                  6 well as the Blueprint for Maryland's Future.</p> <p>7 Of note is the focus on increased academic                  8 achievement. This is evident in the budget as it                  9 outlines an investment in the hiring and development of                  10 highly effective, diverse teachers, leaders, and staff,                  11 compensation enhancements for all staff, the addition of                  12 special education individualized program IEP chairs, the                  13 reduction of class size in grades 3 through 5, the                  14 expansion of full-day preschool and pre-kindergarten                  15 programs, the increase of resource teachers such as ESOL                  16 and staff development teachers in school buildings to                  17 provide on-site, ongoing professional support in                  18 development, increased special education teacher                  19 allocation, increased special area teacher allocation,                  20 the participation in an elementary math lead teacher's                  21 pilot, and the expansion of community schools.</p>	<p style="text-align: right;">Page 16</p> <p>1 challenging schools. Staff reductions made to balance                  2 this year's budget will make the staffing shortage look                  3 smaller in the aggregate.</p> <p>4 Not planning to fill open positions is the                  5 right strategy in a lean year, but it is important that                  6 these positions be restored as soon as it is fiscally                  7 possible. Please keep that in mind as you plan spending                  8 throughout this year.</p> <p>9 The second subject I would like to speak on                  10 tonight is educator well-being. It is the goal of CASE                  11 and the other bargaining units to improve recruitment and                  12 retention by improving the culture, climate, and working                  13 conditions of all BCPS employees. I have been doing                  14 research and development with colleagues across the mid-                  15 Atlantic on educator well-being based on the Surgeon                  16 General's report on employee well-being. I believe BCPS                  17 could improve retention and recruitment based on the                  18 following foundational ideas.</p> <p>19 One, employees are protected from harm.                  20 Workplaces are safe and jobs are secure. That is why we                  21 have unions and master agreements.</p>
<p style="text-align: right;">Page 15</p> <p>1 Thank you for placing people first in the                  2 development of the budget, Dr. Rogers. Your commitment                  3 to the people of BCPS will increase outcomes for                  4 students. I look forward to the adoption of this budget                  5 proposal. Have a good evening.</p> <p>6 MS. BOOKER-DWYER: Thank you, Ms. Dingle.                  7 Next are our unions. And our first speaker is                  8 Mr. Billy Burke, speaking on behalf of CASE.</p> <p>9 MR. BURKE: Good evening, Chairwoman Ms.                  10 Booker-Dwyer, Vice Chairman Ms. Pumphrey, Superintendent                  11 Dr. Rogers, and members of the Board. Thank you for the                  12 opportunity to speak tonight on behalf of CASE.</p> <p>13 I'd like to speak on two subjects tonight. The                  14 first is the budget. Tonight you will consider Dr.                  15 Rogers' proposed budget. All bargaining units were                  16 advised this would be a tight year. CASE is supportive                  17 of the budget, but we need you to know that                  18 administrators, teachers and staff are being asked to do                  19 more with less.</p> <p>20 The staffing shortage is still having a                  21 detrimental effect on student performance, especially in</p>	<p style="text-align: right;">Page 17</p> <p>1 Two, there is a connection and community.                  2 We've known for a long time that students require social                  3 support and a sense of belonging. Staff require the same                  4 thing.</p> <p>5 Three, there is work-life harmony. Staff have                  6 the autonomy to do the jobs they were hired to do without                  7 micromanagement, and there is flexibility available when                  8 staff need to attend to personal and family issues.</p> <p>9 Four, staff need to know they matter to the                  10 school system. They need to be treated with dignity and                  11 they need to know their work has meaning to the larger                  12 community.</p> <p>13 And five, staff need well developed                  14 opportunities for growth. There should be clear lanes                  15 for moving up the ladder in your own position and in                  16 leading others. Work should be seen and valued as                  17 accomplishments that improve conditions for students,                  18 other staff, and the community at large.</p> <p>19 I am asking for the opportunity to develop                  20 these ideas with the other bargaining units and BCPS                  21 leadership. I think it will make a difference. Thank</p>

Page 18

1 you for the opportunity to speak on behalf of CASE.

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

3 Next, we have Ms. Cindy Sexton speaking on

4 behalf of TABCO.

5 MS. SEXTON: Good evening, Chair Ms. Booker-

6 Dwyer, Vice Chair Ms. Pumphrey, Dr. Rogers, and members

7 of the Board. Thank you for the opportunity to speak

8 tonight.

9 I don't love this budget. I don't love any

10 budget that cuts positions, but I'm sure that none of us

11 do. It's not what's best for our students or staff. And

12 you all know my position is recruit and retain. So while

13 I don't love it, I support this budget, looking at it as

14 a one-year only anomaly.

15 Next year we will get those positions back and

16 hopefully be able to recruit and retain like never

17 before. Because our students need us. Because educators

18 need each other. We need the veteran staff to help our

19 early career educators learn and grow in the profession.

20 We need the support of each other, because teaching and

21 learning is a social activity, and it's hard work.

Page 19

1 This year has been especially difficult for

2 educators. We're dealing with student needs that go way

3 beyond just the academic ones. And while I've said it

4 many times that our job is hard, and it never stops, that

5 just seems to be more true this school year. We simply

6 must find a way to take things off the plates of

7 educators. And I implore this Board and BCPS leadership

8 to do all they can to find tasks that truly are not

9 essential to student learning and take them off our

10 plates. We can work together to do this, and it will

11 make a difference for our students and our educators.

12 I support this budget, because, as I said, I

13 hope it's a one-year anomaly, but it does fund our

14 compensation package that we negotiated with the school

15 system. Over the next three years, our TABCO unit

16 members will realize an average increase of 13.25%. It

17 gives us predictability. We know where we're starting

18 and where we will end up. That is invaluable in our

19 career and financial planning, and it will work towards

20 recruiting and retaining those educators.

21 So I can't sugar coat our challenges in

Page 20

1 education, because there are so many, and certainly not

2 just in BCPS. But I support the budget, and as always,

3 TABCO stands at the ready to face the challenges and work

4 with our educators and our system to make the changes we

5 need for our students and our staff. Thank you.

6 MS. BOOKER-DWYER: Speaking next -- I mean, Ms.

7 Sexton. Sorry.

8 Speaking next, we have Ms. Jeanette Young of

9 the Education Support Professionals of Baltimore County.

10 MS. YOUNG: Good evening, Chairwoman Booker-

11 Dwyer, Vice Chair Pumphrey, Superintendent Dr. Rogers,

12 and members of the Board of Education. I'm coming to you

13 tonight on the behalf of the 2200 parent educators,

14 technicians, office professionals, interpreters, health

15 assistants, and dedicated education employees of

16 Baltimore County Public Schools.

17 You've heard me speak about the partnership we

18 have had over the last few years as we work to address

19 the needs of the education support professionals. I come

20 to you tonight to recognize and thank you for the

21 difficult decisions that have been made to support the

Page 21

1 students and staff of Baltimore County Public Schools.

2 Education is a future, it's a cost. Educating the future

3 is a cost. The greatest component of the cost is the

4 people investing in the students.

5 Therefore, thank you for recognizing the value

6 of the paraeducator, office professional, health

7 assistant, technicians, and interpreters. We have on the

8 111,000 students of Baltimore County in this year's

9 budget. You recognize the increased need of students by

10 increasing the numbers of paraeducators, FTEs, in the

11 budget. You recognize the value of education by

12 acknowledging the educational attainment of office

13 professionals and interpreters.

14 Increased compensation is a priority of my

15 members. While there's always a desire for more, your

16 commitment to tonight to a multi-year agreement that will

17 provide increased compensation each year with including

18 no furloughs, no layoff, will be commendable.

19 Tonight, I'm comfortable seeing this budget

20 focus on the people who support the students and programs

21 of Baltimore County Public Schools. Let's agree, this

<p style="text-align: right;">Page 22</p> <p>1 budget is worth your vote in the affirmative. Thank you.</p> <p>2 MS. BOOKER-DWYER: Thank you, Ms. Young. Next,</p> <p>3 we have Mr. Nicholas Argyros from BCPSOPE.</p> <p>4 MR. ARGYROS: Good evening, Chairwoman Booker-</p> <p>5 Dwyer, Vice Chair Pumphrey, Superintendent Dr. Rogers,</p> <p>6 and members of the Board. Thank you for letting me speak</p> <p>7 on behalf of OPE tonight.</p> <p>8 On behalf of the Central Office professional</p> <p>9 employees, I would like to convey our endorsement of the</p> <p>10 proposed budget. I want to take another opportunity to</p> <p>11 express my appreciation to Dr. Rogers and the Board for</p> <p>12 your commitment to guarding the livelihood of our</p> <p>13 employees in the compensation package.</p> <p>14 Your proactive measures to safeguard employees</p> <p>15 against layoffs and furloughs while carefully weighing</p> <p>16 all components of the tentative work agreements showcase</p> <p>17 your sincere care for staff, students, and the</p> <p>18 community's well-being. This sense of security and</p> <p>19 reassurance gives central office professional employees a</p> <p>20 peace of mind, allowing them to concentrate on our</p> <p>21 students and their needs.</p>	<p style="text-align: right;">Page 24</p> <p>1 And I am standing here in support of this budget and ask</p> <p>2 that you pass this budget, that my members will be happy</p> <p>3 with their increase. Thank you so much.</p> <p>4 MS. BOOKER-DWYER: Thank you. Next are the</p> <p>5 nonprofit community groups. And our first speaker is Ms.</p> <p>6 Marietta English from the Baltimore County NAACP.</p> <p>7 MS. ENGLISH: Can you hear me?</p> <p>8 MS. BOOKER-DWYER: I can hear you. You can</p> <p>9 proceed, Ms. English.</p> <p>10 MS. ENGLISH: Thank you. I didn't have the</p> <p>11 problem I had last time.</p> <p>12 Good evening, Chairwoman Booker-Dwyer, Vice</p> <p>13 Chair Pumphrey, members of the Board, and Superintendent</p> <p>14 Rogers. I am Marietta English, and I chair the Baltimore</p> <p>15 County NAACP ACT-SO program and the education committee.</p> <p>16 And on behalf of the branch, I want to thank</p> <p>17 you again for your openness with your budget process.</p> <p>18 You have provided an opportunity for the community's</p> <p>19 input, and I am sure and hopeful that it will be passed</p> <p>20 today.</p> <p>21 I want to again thank you for your willingness,</p>
<p style="text-align: right;">Page 23</p> <p>1 I sincerely thank you for your continued</p> <p>2 support and advocacy. Your dedication to prioritizing</p> <p>3 the needs of students and employees does not go</p> <p>4 unnoticed. Thank you.</p> <p>5 MS. BOOKER-DWYER: Thank you, Mr. Argyros. Our</p> <p>6 next speaker is Mr. Brian Epps from AFSCME.</p> <p>7 MR. EPPS: Good evening, Chairwoman Booker-</p> <p>8 Dwyer, Vice Chair Pumphrey, Superintendent Dr. Rogers,</p> <p>9 and members of the Board.</p> <p>10 As you know, my name is Brian Epps. I</p> <p>11 represent AFSCME, which is about 3,000 members. I'm here</p> <p>12 tonight to support the budget. Last month, we had our</p> <p>13 largest membership meeting, and we shared with them what</p> <p>14 AFSCME members would receive. An overwhelming of more</p> <p>15 than 150 people showed up to see, and they're very</p> <p>16 excited and asking that this budget be passed.</p> <p>17 As you know, I represent the frontline workers,</p> <p>18 transportation, food and nutrition, as well as</p> <p>19 facilities, operations, and logistics. Those are the</p> <p>20 people who are the first ones to see the students and the</p> <p>21 last one to take them home, and they are very pleased.</p>	<p style="text-align: right;">Page 25</p> <p>1 Dr. Rogers, to meet with our education committee to</p> <p>2 discuss issues that we feel that are important to us.</p> <p>3 And again, I want to thank you for your tremendous</p> <p>4 support of the ACT-SO program. I had the opportunity</p> <p>5 today to speak to about 50 students at Pikesville High</p> <p>6 School. They were so interested and engaged, and they</p> <p>7 listened. And at the end of the presentation, they asked</p> <p>8 questions and took applications.</p> <p>9 I am excited about this, because we have never</p> <p>10 had anyone to participate from Pikesville. This program</p> <p>11 is so important to our students, especially our students</p> <p>12 of color. And I can't thank you enough for your support</p> <p>13 as we are preparing for our local competition, which will</p> <p>14 be on April the 27th at Newtown High School.</p> <p>15 I hope that you will join us on that day and</p> <p>16 see the work of the students of Baltimore County and how</p> <p>17 wonderful, talented they are. So I look forward to</p> <p>18 seeing you as we prepare for the national competition and</p> <p>19 locally. Thank you so very much.</p> <p>20 MS. BOOKER-DWYER: Thank you. Next, we will go</p> <p>21 to our elected officials. So for this, I call on Ms. --</p>

Page 26

1 Delegate Cheryl Pasteur.  
 2 Okay. We will move on to our individual  
 3 speakers, our individual citizens and student groups.  
 4 And our first speaker is Ms. Sharon Saroff.  
 5 MS. SAROFF: I'm only going to say --  
 6 MS. BOOKER-DWYER: Okay. You can go now. Yes.  
 7 MS. SAROFF: I'm only going to say good evening  
 8 because that's the proper thing to say. The past two  
 9 weeks have been very, very challenging for a good portion  
 10 of my clients who have experienced a lack of willingness  
 11 of this county to address their needs in special  
 12 education. That's part of my concern with this budget,  
 13 when we say that we're going to be cutting some teachers,  
 14 and when we say -- and we've been saying this all year  
 15 long -- special education is a priority.  
 16 And I have to ask, how is it a priority, if  
 17 we're refusing to evaluate a student's needs? How is it  
 18 a priority, if we're refusing to put a child in the  
 19 appropriate environment in the name of least restrictive  
 20 environment? That doesn't tell me it's a priority.  
 21 I have students who are literally refusing to

Page 27

1 go to school, because school to them is a frightening  
 2 place, is a dangerous place. I had one client today that  
 3 I had a meeting for. And for the first time in two  
 4 years, we finally got a safety plan, something that we've  
 5 been asking for. We finally got it. That should say  
 6 volumes to you.  
 7 We can't cut teachers right now. Not when  
 8 we're refusing to give our students -- our most  
 9 vulnerable students services that they need. As I said,  
 10 it's not a good evening for my clients and for me. It's  
 11 been very rough when I have to wake up at 7 o'clock in  
 12 the morning to a call from a client whose child is in  
 13 crisis. Thank you.  
 14 MS. BOOKER-DWYER: Thank you, Ms. Saroff.  
 15 So at this time, we'll go to Delegate Pasteur,  
 16 our elected official.  
 17 Okay. All right. We will go to our next  
 18 individual citizen. We have S. Cruz. Is there a Cruz?  
 19 Okay. So we'll go to our next citizen, Dr.  
 20 Bash Pharoan.  
 21 Time's up.

Page 28

1 (Laughter.)  
 2 MR. PHAROAN: Good evening to all. Thank you,  
 3 Board member Felicia Stalusky, for last meeting when you  
 4 mentioned my idea -- support of my idea of placing  
 5 historical names for schools.  
 6 So Americans don't know much about our  
 7 presidents, any president. They are more interested,  
 8 including me, with sales. And I think this is really  
 9 important, and I know I told you that last time.  
 10 Americans like money. So I wonder if you can really take  
 11 care of that.  
 12 To mention about the month of Dr. King, many  
 13 Muslims came to this country, starting in the 1500s, in  
 14 the civil rights movement. Dr. King did not really do it  
 15 by himself. He had behind him many Muslim Americans,  
 16 African Americans that were supportive of him. But in  
 17 general, really, students and Americans don't know that.  
 18 And also, they don't know that in the 1500s  
 19 with the expeditions that came from Portugal, trackers,  
 20 navigators from the Arab world, mostly probably Morocco,  
 21 one of them is called Estevan, often times known as

Page 29

1 Esteban, came with the explorers and obviously stayed  
 2 here. Ten years ago I brought that to the school system,  
 3 and I really don't think that our educators really bring  
 4 that. There are many Muslim Africans that came in on the  
 5 slave ships and they were forced to convert. And they  
 6 fought the British in the independence wars. They were  
 7 trackers, they built colonies.  
 8 Personally, I don't think, really, school  
 9 curriculums reflect that. And if I am really wrong, I  
 10 would like you to show me that.  
 11 That's why our kids, in part, feel a bit  
 12 alienated, that they are treated inferiorly. They don't  
 13 really see many Muslim teachers. They learn basically  
 14 the history through a Western prism.  
 15 And in my 40 seconds, this country went to war  
 16 in Vietnam, Iraq, Afghanistan, with trillions of dollars.  
 17 And so many people have been killed, handicapped, for  
 18 nothing, and we lost all of them. Part of that may be  
 19 the love of power and money, but the other part is really  
 20 pure ignorance. And the job of the school system is  
 21 really to educate our future leaders.

Page 30

1 So I ask you, Dr. Rogers and Dr. DiDonato, to  
 2 really take care of that part and really show me if the  
 3 school system fairly teaches the history I mentioned to  
 4 you. I'll be sending you a copy.

5 MS. BOOKER-DWYER: Thank you, Dr. Pharoan.  
 6 Thank you. Okay. So now we have our elected official,  
 7 Delegate Cheryl Pasteur.

8 MS. PASTEUR: Good evening. I hope that you  
 9 can hear me well. I'm in a closet, actually.

10 MS. BOOKER-DWYER: Yes, we can hear you.

11 MS. PASTEUR: I'm taking a break from a  
 12 hearing. Okay, very good.

13 I just wanted to call in just to make a comment  
 14 about the budget. I might be way off in terms of what  
 15 the topics have been so far, but I do want to say that  
 16 everybody is pulling in those belts, those economic  
 17 belts. Certainly we're feeling that here in Annapolis.  
 18 Many of the offices have had to reduce what they're able  
 19 to do.

20 I've spent this -- a good portion of this  
 21 evening trying to pare down a bill that I have written on

Page 31

1 restorative practices, because I want our schools to  
 2 maximize our abilities. One, to be safe, and to be safe  
 3 so that our children can learn and do all the wonderful  
 4 things that I know you're doing in Baltimore County now.  
 5 And I had to pull that back because of budget  
 6 constraints.

7 So I just want to give Dr. Rogers and the Board  
 8 some kudos for recognizing that things are not always the  
 9 way we want in terms of how we can spend the money. But  
 10 I do like the fact that in many cases central office has  
 11 been reduced in terms of spending so we can put some of  
 12 those funds back into our schools, particularly our pre-  
 13 K, our younger folks.

14 I agree wholeheartedly that when we give our  
 15 children a strong start, we can keep that going. So in  
 16 these early grades, having more teachers, more support,  
 17 excellent, excellent. Our ESOL students, our special  
 18 education students.

19 I'm not sure, but I think I heard Ms. Saranoff  
 20 talking -- Saroff -- talking earlier. And she works so  
 21 hard on behalf of special education children, and so many

Page 32

1 of you do. So I'm looking forward to seeing all of the  
 2 ways we'll be able to better support them as well.

3 So I wish I could say there was something more  
 4 I could do down here, but there isn't. But again, bravo  
 5 for taking a strong look at how to serve the children in  
 6 Baltimore County. Everyone have a good evening. And  
 7 thank you for working around my schedule.

8 MS. BOOKER-DWYER: Thank you. Since there are  
 9 speaker spaces available, we will now call from the  
 10 waitlist for the individual citizens and students  
 11 category.

12 The first waitlist speaker is Mr. Eric Morris.

13 MR. MORRIS: Good evening, Chairwoman Booker-  
 14 Dwyer, Vice Chair Pumphrey, Dr. Rogers, and other members  
 15 of the Board. My name is Eric Morris. I am here today  
 16 as a proud parent of three teenagers who are BCPS  
 17 students, two of which are transgender.

18 Each day in school, I see LGBTQ-plus students  
 19 who are afraid to be themselves in school because of the  
 20 fear of retribution from other students and their  
 21 families. Why? Because there are hate groups out there

Page 33

1 that are creating confusion and fear when it comes to  
 2 supporting our LGBTQ-plus students.

3 Please, I beg you not to listen to these words  
 4 of hate, lies, and division these groups are spewing, and  
 5 listen to the words of love, compassion, and equity from  
 6 groups like the ACLU, NAACP, PFLAG, GLSEN, our own  
 7 teachers union, TABCO, and our very own BCPS Department  
 8 of Social and Emotional Supports.

9 I once again ask you, the Board, the elected  
 10 officials, the leaders of BCPS to re-read the BCPS LGBTQ-  
 11 plus guidelines and call for a vote to make those  
 12 guidelines policies, or rules. Or better yet, put  
 13 together a special committee to plan a new inclusivity  
 14 policy. A committee made of teachers and staff,  
 15 administration and parents, students and these LGBTQ  
 16 expert organizations, to put together the best policies  
 17 to protect our children.

18 Which of you leaders are ready to take a stand  
 19 and protect our LGBTQ students, so we don't have a death  
 20 like Nex Benedict, a 16-year-old non-binary student who  
 21 was brutally and viciously beaten inside a bathroom in a

Page 34

1 high school in Oklahoma? Nex was released and taken to  
 2 the hospital, released from the hospital, readmitted the  
 3 next day, and she succumbed to her injuries and  
 4 tragically died.

5 This is at least the second brutal killing of a  
 6 school-aged transgender or gender expansive person in  
 7 2024. Again, which of you leaders is ready to take a  
 8 stand and protect our LGBTQ-plus students from the  
 9 needless deaths like Nex Benedict? Thank you for all  
 10 your hard work with BCPS students.

11 MS. BOOKER-DWYER: Thank you. The next item on  
 12 the agenda is unfinished business, the Superintendent's  
 13 proposed FY 2025 operating budget. And for that, I call  
 14 on Dr. Rogers.

15 DR. ROGERS: Good evening. Thank you, Ms.  
 16 Booker-Dwyer -- Chair Booker-Dwyer, Vice Chair Pumphrey,  
 17 members of the Board.

18 As you know, we presented the official  
 19 operating budget on January the 9th at the Board meeting.  
 20 We had a work session on January the 23rd. And last  
 21 Board meeting, as part of the Superintendent's report, I

Page 35

1 also addressed the FY25 operating budget. So today we  
 2 are scheduled for a vote on the FY25 operating budget,  
 3 and I am pleased to turn it back over to you for that  
 4 process.

5 MS. BOOKER-DWYER: Thank you. May I have a  
 6 motion to approve the Superintendent's proposed FY 2025  
 7 operating budget?

8 MS. LICHTER: So approved, Lichter. So moved.

9 MS. BOOKER-DWYER: Thank you, Ms. Lichter. Is  
 10 there a second?

11 DR. SAVOY: Second, Savoy.

12 MS. BOOKER-DWYER: Any discussion? Ms.  
 13 Stolusky.

14 MS. STOLUSKY: Good evening. And I want to  
 15 agree with many of the commentators about how transparent  
 16 and engaging the budget process was.

17 I was looking for the information about the  
 18 central office cuts, and I just couldn't find it. So I  
 19 know there's been some misinformation or different takes  
 20 on what the central office cuts have looked like. So I  
 21 just want to make sure that, you know, whether it's the

Page 36

1 visual or whatever, to just clarify what will be  
 2 happening with central office for the, you know, the  
 3 fiscal year 2025. Thank you.

4 MS. BOOKER-DWYER: And so the central office,  
 5 that was all addressed in the budget book and in the  
 6 supporting documents that were provided. So that  
 7 information has been provided, and it is in those  
 8 documents. Any other questions? Yes, Mr. McMillion.

9 MR. MCMILLION: I have got a statement or two  
 10 to make. And this just sort of came to me here very  
 11 recently. You know, I really appreciate the zero-based  
 12 budgetary process and the way you started that, and I  
 13 think that's a great way to go about it. The  
 14 compensation package, I think, is excellent. The three-  
 15 year agreement with the unions. You know, being a former  
 16 athletic director, I greatly appreciate the six  
 17 additional full-time athletic trainers.

18 The piece that I'm having a difficult --  
 19 difficulty understanding is the cuts to the teaching  
 20 positions in the high school and the middle school. And  
 21 what I don't understand, in my 35 years I never scheduled

Page 37

1 a building, and I don't pretend to know that. But what I  
 2 don't understand is what are we going to do with these  
 3 people that are not placed, that are excess right now, or  
 4 will be shortly?

5 And there's going to be a large group of them.  
 6 It's not going to be a few. It's going to be a large  
 7 group of them. How are they going to be placed over the  
 8 summer? You know, we were told that they're going to  
 9 have jobs, but what -- you know, we're not going to know  
 10 where they go. So if we have somebody that has an  
 11 expertise in theater, you know, which -- will that  
 12 individual have an opportunity to go to a to a middle  
 13 school or high school and teach theater?

14 Are they going to teach English or something  
 15 else and be placed at the last minute after these  
 16 schedules have been kind of, sort of, I would think,  
 17 constructed, you know, in this spring and this early  
 18 summer? And then these people are -- I don't understand  
 19 where they're going to be placed, is the piece I don't  
 20 get.

21 MS. BOOKER-DWYER: And so Mr. McMillion, the --

Page 38

1 when we think about this budget and how the staffing is  
 2 done, in the previous presentation, there was discussion  
 3 around the staff-teacher ratio and how people would --  
 4 we're going to make sure that there's enough teachers in  
 5 the building for the courses that are there. So that was  
 6 all addressed in the information that was provided in the  
 7 budget book and the responses to the frequently asked --  
 8 the questions that were provided. So a lot of that  
 9 information was already provided.

10 MR. MCMILLION: Can somebody tell me where  
 11 they're going to go? How are you going to place them?

12 DR. ROGERS: Yes. Mr. McMillion, quite simply,  
 13 they're going to go to our schools. So if we think about  
 14 the vacancies that we have right now, out of, I would say  
 15 173 vacancies that we opened the school year with, most  
 16 recently I checked, we have at the secondary level over  
 17 130 vacancies. Then you have additional positions that  
 18 this budget requests for your approval.

19 Every year, whether you have a tight budget in  
 20 terms of fiscal constraints or not, you always go through  
 21 a priority transfer process. You go through that

Page 39

1 process, whether we're talking about 10 years ago, 10  
 2 years from now, this year, last year. Because staffing  
 3 is largely based on enrollment. And so when you have  
 4 enrollment shifts, you have to move the staffing to where  
 5 the students are.

6 And so we've already started that process of  
 7 priority placement. We've already started matching.  
 8 Principals actually have received a copy of a list. They  
 9 have an opportunity to interview people, to make  
 10 recommendations. On March 12th, we have our countywide  
 11 job fair. And it's that opportunity for anyone who  
 12 hasn't already been placed that they have to meet with  
 13 different schools for additional placement.

14 And then, after that, there is a window where  
 15 Human Resources freezes all activity. And when that  
 16 window freezes, it's because Human Resources works  
 17 together with executive directors of schools to place  
 18 teachers. When I was an executive director in Baltimore  
 19 County, that was a process that I was a part of. It is  
 20 an annual process.

21 I want to again reiterate, there are no

Page 40

1 furloughs. There are no layoffs. We have spaces for our  
 2 teachers. We already have, you know, as I said, some  
 3 existing vacancies as well as the additional positions.  
 4 And you named a few of them this evening. They will be  
 5 in our schools according to the area of certification.

6 MS. BOOKER-DWYER: May I have a roll call vote?  
 7 MS. GOVER: Oh.  
 8 MS. BOOKER-DWYER: Go ahead, Ms. Stolusky.  
 9 MS. STOLUSKY: Thank you. So just -- I just  
 10 want to clarify. Because I did go through the documents  
 11 that were republished, and I could not find the sections  
 12 dealing with central office. So I just want to be fully  
 13 transparent in understanding what's really going to be  
 14 happening with central office.

15 DR. ROGERS: Absolutely. On January 8th and  
 16 January 9th, when I presented to the public, there is a  
 17 slide with a large, I believe it's orange, box that  
 18 speaks to a pretty detailed list of the reductions.  
 19 Again, on January 23rd, when there was the budget work  
 20 session, if you go specifically to slides 7, 10, and 11,  
 21 all three of those slides speak to central office. You

Page 41

1 have the positions, I think, \$12.9 million. You have  
 2 \$13.7 million in zero-based budgeting, and an additional  
 3 \$10 million in built-in savings, for a total of \$36.6  
 4 million worth of central office savings.

5 MS. BOOKER-DWYER: Okay. May I have a roll  
 6 call vote?  
 7 MS. GOVER: Ms. Frempong? Oh --  
 8 MS. FREMPONG: Yes.  
 9 MS. GOVER: She had a comment.  
 10 MS. BOOKER-DWYER: Oh. Go ahead, Ms.  
 11 Domanowski. Sure. Then go ahead, Ms. Henn.  
 12 MS. HENN: So like Ms. Sexton said earlier,  
 13 there are parts of this budget that are fantastic in  
 14 terms of for our staff. What I'm not hearing anyone  
 15 address is the real impact on our students. My two  
 16 concerns are class sizes, as well as the courses that are  
 17 available.

18 And Chair Booker-Dwyer, you mentioned that we  
 19 will have adequate staff for the courses that are  
 20 available. What we have not addressed are those courses  
 21 that will no longer be available as electives to our

Page 42

1 students: creative writing, journalism, American  
 2 government, to name a few.  
 3 MS. BOOKER-DWYER: I want to pause you right  
 4 there.  
 5 MS. HENN: So --  
 6 MS. BOOKER-DWYER: Because you're naming things  
 7 that are not accurate.  
 8 MS. HENN: I would like official information  
 9 prior to casting this vote --  
 10 MS. BOOKER-DWYER: And so the --  
 11 MS. HENN: -- for the Superintendent to speak  
 12 to what exactly -- what impact will these have on our  
 13 students in terms of courses that are available to them  
 14 and class sizes. Because anecdotal information, as  
 15 you're inferring, is not what we should be basing our  
 16 decision on.  
 17 So I've requested that from the Superintendent  
 18 in terms of actual impact. I have teachers telling me  
 19 they have actual rosters for next year of 38 students at  
 20 the high school level, and that electives are being cut -  
 21 -

Page 43

1 MS. BOOKER-DWYER: That is not factual. Ms.  
 2 Henn, I'm going to have to stop you if you're not going  
 3 to speak in the facts.  
 4 MS. HENN: I'm requesting in that information  
 5 officially.  
 6 MS. BOOKER-DWYER: And if you are speaking to  
 7 operations and not governance, which is our role as a  
 8 Board. And so the process for selecting classes, for  
 9 assigning students to classes, master scheduling, all of  
 10 those operational processes are still in place. So we're  
 11 not -- so you're naming classes that you are -- you have  
 12 no knowledge of that it's going to be cut or not.  
 13 We are really looking toward the bigger picture  
 14 for this budget. Every school will have the teachers  
 15 that it needs. Every school will have the courses that  
 16 they need. We are in tighter fiscal times, and you're  
 17 going deep into the weeds of operations, which is beyond  
 18 the scope of the Board's work.  
 19 MS. HENN: Madam Chair, may I respond? The  
 20 Board needs to understand the impact on students. We  
 21 know what the impact on compensation for our staff is,

Page 44

1 and that's been spoken very positively by our bargaining  
 2 units this evening. What I'm interested in, and I've  
 3 requested official information on this, are what are the  
 4 actual class sizes, what are the impact on student  
 5 academics? At a high level that's not operations --  
 6 MS. BOOKER-DWYER: You have been provided the  
 7 class sizes. You have been provided the class sizes, and  
 8 you have been provided -- we -- our priority is students.  
 9 That is our moral imperative. That is what we're focused  
 10 on. So we are not going to do anything that is going to  
 11 negatively impact students.  
 12 Go ahead, Ms. Domanowski.  
 13 MS. DOMANOWSKI: I just wanted to kind of  
 14 follow up. And as being from a governance, trying to  
 15 vote on this budget, and understanding that we're not  
 16 going to get -- you know, we're only going to get an  
 17 estimated number of the class size, because we can't  
 18 predict the future. But knowing that we're going to have  
 19 to increase the class size, because we are going to have  
 20 some -- we're trying to reduce the class sizes in three  
 21 to five.

Page 45

1 What I wanted to hear tonight was from more  
 2 teachers in our classrooms, where we heard from a lot of  
 3 teachers that -- you know, union representatives. But I  
 4 didn't hear a lot from actual teachers in our classrooms  
 5 who are going to be affected by this and how they feel  
 6 about it.  
 7 And I'm coming from that -- from a point of  
 8 with climate and safety, and giving our teachers tools to  
 9 conduct a quality classroom in a controlled environment.  
 10 And that's something that goes to class size.  
 11 And yes, we've had this conversation, where you  
 12 can have a classroom of 30 students who are well behaved,  
 13 and you're going to get through a class pretty quickly;  
 14 and you can have a classroom of five that are not, and  
 15 you're not going to get anything done. But we don't have  
 16 that liberty of that -- of knowing any of that right now  
 17 while we're trying to pass this.  
 18 So it's hard to say -- to Ms. Henn's point,  
 19 we're kind of -- in a way, it feels like we're blind  
 20 passing this. And I know we're giving -- you're giving  
 21 up as much as we can, but it's a little bit scary not

Page 46

1 knowing the total impact of this.

2 MS. BOOKER-DWYER: Go ahead, Dr. Rogers.

3 DR. ROGERS: Ms. Domanowski, thank you for your

4 comments.

5 I would bring the Board's attention to every

6 year when you pass a budget, the final schedules are

7 never done. Final schedules aren't done until July. And

8 so I am not aware of any practice where anyone can have

9 that information. So if there is misinformation,

10 additional misinformation circulating about class rosters

11 for next year and things of that nature, that's simply

12 inaccurate.

13 Speaking as an experienced master scheduler, I

14 can tell you, the most information that a school has as

15 at this point are the students who have requested

16 specific courses. And you can have anywhere from 12

17 students report request the course from hundreds of

18 students that request the course.

19 But what makes for a master schedule is the

20 choices that you have, the department chairs together

21 with the principal, the assistant principals, and you

Page 47

1 match it up with the certification. You have to put the

2 required course requirements from the state of Maryland.

3 For example, for social studies in high school,

4 there's three courses that are required. You have to put

5 those up against the electives. And based on the number

6 of teachers, and the number of sections, and the number

7 of students, that's how you create a master schedule.

8 So information that is circulating about, you

9 know, courses that are canceled at this time and things

10 of that nature as a result of this budget are inaccurate.

11 I would say that as a former principal, that decisions

12 probably were made right after students submitted course

13 requests from principals along with their leadership team

14 to determine what classes they were going to have or not.

15 So if you put on your course request sheet, for

16 example, a level 6 class and there are only two students

17 in the building, or even 12 students in the building, who

18 sign up for it, and you know it's going to be what we

19 call a singleton, meaning it's offered only one time in

20 the schedule. And if you think about a regular high

21 school schedule that has hundreds, maybe near a thousand

Page 48

1 sections. So that 12 students quickly gets whittled down

2 to three students that can make that match for that

3 period.

4 That would make sense for a principal or an

5 assistant principal, master scheduler, to say, "This

6 class is not going to be offered." The kinds of

7 decisions that master schedulers should be making,

8 particularly when you're up against fiscal times and you

9 have to make choices.

10 In high school, students have four years. And

11 so you want to think about the totality of their

12 experience. You want to make sure that during the four

13 years that they have at least two different opportunities

14 to take the specific classes. And then, you're going to

15 think about if they're semesterized (sic) when you're

16 offering them.

17 And so what I would say to you, and we talked

18 about it, you know, in our one-on-one meeting, safety and

19 climate is one of the priorities of the school system.

20 Because we know that not only must students be safe and,

21 you know, be able to focus on teaching and learning, but

Page 49

1 we know that our adults need that as well, so that they

2 can do their work.

3 To compare what's currently happening in the

4 buildings now to what is going to happen next year is

5 just not the proper comparison, because we are adding

6 back several sections into our master schedules that

7 simply did not exist. But I also want to make it very

8 clear that no matter what kind of schedule you have, you

9 are going to have some classes that are smaller and some

10 classes that are larger. And that's based specifically

11 on the needs of kids and -- or as I shared before, if

12 there are licensure requirements.

13 If you have a nursing program, for example, the

14 state of Maryland says that there's one nurse to eight

15 students. And so if you have two nurses, you can have 16

16 students. If you have one nurse, no matter what you do,

17 no matter how much interest is generated, you can only

18 have eight students in that class.

19 And so as a principal, as a master scheduler,

20 you need to think through the -- you know, what is going

21 to offset that? What kind of other decisions are you

Page 50

1 going to make? For me, as a prior master scheduler, that  
 2 was my AP BC calculus class. It might have been 35 or  
 3 36, you know, in terms of the size of that class. As  
 4 opposed to my Algebra 1 class that had 21, 22 students in  
 5 it. That's a part of master scheduling.

6 And so we have the new parameters that I shared  
 7 very detailed, in terms of our expectations for numbers  
 8 and how we're going to monitor those processes, as well  
 9 as how we're going to share out with members of Team  
 10 BCPS.

11 So there is no room for conjecture. There are  
 12 no, you know, misinformation and different stories out  
 13 there. You're going to be able to look and see, in this  
 14 school, this is what the staffing looks like, these are  
 15 the courses that are offered, and these are our average  
 16 sizes.

17 We provided, and it's posted on our website as  
 18 part of the first budget set of questions, our class  
 19 sizes for every single level, for every single course.  
 20 We put exactly what lived under there. We had every  
 21 single section in our master schedule. And when you look

Page 51

1 at that report, you see many small classes, you see some  
 2 middle of the road classes, and then you see some classes  
 3 that are larger.

4 And what we're saying is specifically to talk  
 5 to those classes that are larger and some of those  
 6 classes that are way at the bottom of extremely small,  
 7 that we're putting specific parameters in place to  
 8 address that. Because our students are absolutely our  
 9 number one priority. And recruiting and retaining our  
 10 teachers is a priority for us, because we know teachers  
 11 coupled with leaders make the difference that we seek to  
 12 see in our schools, to make sure that our students are  
 13 learning at high levels.

14 MS. BOOKER-DWYER: Go ahead, Ms. Domanowski.  
 15 MS. DOMANOWSKI: Okay. Was every avenue  
 16 exhausted, every cut made possible in everything but  
 17 teachers to keep as many teacher positions available as  
 18 possible?  
 19 DR. ROGERS: Absolutely. And I'll share again  
 20 for the public. The first start was to round up the  
 21 number, because we were at .7 and .3. Then, we added 1

Page 52

1 to that. And then, when the budget team notified me that  
 2 we still had a shortfall, that's when we moved to 2. It  
 3 was absolutely the last change that we made.

4 MS. BOOKER-DWYER: Ms. Harvey.  
 5 MS. HARVEY: Thank you, Madam Chair. I think  
 6 it's important, as we talk about the budget, to have  
 7 context and perspective. We have a multi-million dollar  
 8 budget. We all believe that it's our moral imperative  
 9 that each and every student can and will learn.

10 This budget, while it may not include  
 11 everything that everyone wants, includes smaller class  
 12 sizes for some of our youngest learners. And we know  
 13 that 3rd grade is a magic grade for reading. It includes  
 14 supports for our athletes. It includes supports for our  
 15 IEPs. It includes supports for special education.

16 It includes job stability for our staff. They  
 17 don't have to worry about how they're going to negotiate  
 18 contracts for three years. It hasn't been done in a  
 19 long, long time, if ever. It includes security. We talk  
 20 about safety and climate.  
 21 It includes so many things that are germane and

Page 53

1 important to our moral imperative that we focus on each  
 2 and every student, that I believe when we focus on  
 3 individual aspects, that those things get lost. Class  
 4 size is very important.

5 We had millions upon millions of dollars to cut  
 6 from this budget. And the Superintendent and the  
 7 system's commitment to making sure that the people who we  
 8 entrust our students to, our children to, were the last  
 9 ones to be impacted by those cuts. Those were hard  
 10 decisions, hard decisions that the Superintendent and her  
 11 team willingly engaged in and were thoughtful and  
 12 considerate about, that they engaged the community on  
 13 multiple levels about.

14 And so I think that while we can work on those  
 15 things that we want to see improve when we're in a better  
 16 fiscal situation. I don't think -- well, no, I know I  
 17 cannot question the integrity with which the budget was  
 18 approached, the integrity with which we are receiving  
 19 information. We have many conversations about  
 20 transparency. Transparency only matters if you give  
 21 context.

Page 54

1 And so for me, this budget meets many critical  
 2 needs of our students. And I would be remiss if I did  
 3 not express that in this setting and say that there's  
 4 much work to be done. And I believe we're on the path to  
 5 do it. This budget is a beginning and not an end.  
 6 MS. BOOKER-DWYER: Thank you, Ms. Harvey.  
 7 Any other questions? Ms. Pumphrey.  
 8 MS. PUMPHREY: Just a quick comment.  
 9 I also was concerned about the class sizes in  
 10 high school and middle school. And I would reiterate  
 11 that we didn't hear from any teachers, however, at least  
 12 this evening. However, I do feel that that's part of  
 13 what our union representatives are here for. They speak  
 14 for the staff and the teachers. And so if we don't hear  
 15 from the teachers directly, I feel like that's where we  
 16 take our input from the teachers, because that's what we  
 17 have at our hands and at our disposal. Thank you.  
 18 MS. BOOKER-DWYER: Thank you.  
 19 May I have a roll call vote?  
 20 MS. GOVER: Ms. Frempong?  
 21 MS. FREMPONG: Yes.

Page 55

1 MS. GOVER: Ms. Lichter?  
 2 MS. LICHTER: Yes.  
 3 MS. GOVER: Ms. Pumphrey?  
 4 MS. PUMPHREY: Yes.  
 5 MS. GOVER: Ms. Drummond?  
 6 MS. DRUMMOND: Yes.  
 7 MS. GOVER: Ms. Stolusky?  
 8 MS. STOLUSKY: Yes.  
 9 MS. GOVER: Dr. Savoy?  
 10 DR. SAVOY: Yes.  
 11 MS. GOVER: Mr. McMillion?  
 12 MR. MCMILLION: I'm very sorry. No.  
 13 MS. GOVER: Ms. Harvey?  
 14 MS. HARVEY: Yes.  
 15 MS. GOVER: Mr. Young?  
 16 MR. YOUNG: Yes.  
 17 MS. GOVER: Ms. Domanowski?  
 18 MS. DOMANOWSKI: No.  
 19 MS. GOVER: Ms. Henn?  
 20 MS. HENN: No.  
 21 MS. GOVER: Ms. Booker-Dwyer?

Page 56

1 MS. BOOKER-DWYER: Yes. Motion carries.  
 2 The next item on the agenda is a report on  
 3 academic achievement, mathematics. This was postponed  
 4 from the February 13th meeting. And for that, I call on  
 5 Dr. DiDonato and Dr. Jones.  
 6 MS. SHAY: This is not Dr. Jones.  
 7 All right. Good evening, Chair Booker-Dwyer,  
 8 Vice Chair Ms. Pumphrey, and Superintendent Dr. Rogers,  
 9 and members of the Board. Tonight we share with you some  
 10 updates on mathematics with a specific focus on secondary  
 11 math. Next slide.  
 12 In front of you is -- oh, thank you. In front  
 13 of you is a thousand-foot-level view of our MCAT data.  
 14 Dr. Jones and I at the start of the school year shared in  
 15 depth with you by grade level our math MCAT scores. What  
 16 this does is looks at grade level bands, and this is  
 17 really truly just to help us recall where our focus and  
 18 need was. We all know that mathematics was clearly an  
 19 area of need where we were focusing, but this allowed us  
 20 to really dive into what we wanted to do in our plan to  
 21 help address this.

Page 57

1 Looking at the strategic needs for professional  
 2 learning for teachers, both around content standards, as  
 3 well as pedagogy practices, and the implementation of the  
 4 curriculum. Really focusing on what does lesson planning  
 5 look like using Illustrative Math in our secondary  
 6 schools? What instructional practices should we see  
 7 supporting professional development for not only our  
 8 teachers in the implementation in the classrooms, but  
 9 also really supporting our leaders in the school with how  
 10 do they provide effective feedback to them?  
 11 So again, this is the context of all the rest  
 12 of the information that you will hear about how we are  
 13 striving to address this. Next slide.  
 14 MS. MSHINDA: Good evening. My name is Kasele  
 15 Mshinda, Director for the Office of Mathematics. And so  
 16 just in lieu of the slide that we just looked at with the  
 17 data, you might be wondering what's different about  
 18 mathematics teaching and learning today. And it's  
 19 largely the ask. So this slide, outlining the standards  
 20 for mathematical practice, really dictate the things we  
 21 want to develop in students so that they can be

Page 58

1 proficient mathematics thinkers.

2       And what is so important is that these are just

3 as important as the content standards, and they're also

4 measured on our state assessment. So now we're talking

5 about students being able to productively struggle and

6 recognize structure and repeated reasoning. They have to

7 critique arguments of their peers and negotiate these

8 understandings through their experiences.

9       So we're not asking for regurgitation of

10 automatized facts. We're not asking for simple

11 computation. And we're not even asking for manipulation

12 of like an algorithm or an equation. Those things are

13 still true and important. But in addition, students have

14 to be able to do those things through the lens of context

15 by engaging in their standards for mathematical practice.

16 So that's what looks and feels very different about

17 mathematics instruction today.

18       And so in thinking about this and acknowledging

19 that that difference then is going to drive us to look at

20 instruction differently, how can we provide opportunities

21 for students to do this? This is the bedrock of the

Page 59

1 approach that we're working through, where students are

2 at the center, how can we develop students who can

3 demonstrate proficiency by teaching them to be proficient

4 mathematics thinkers.

5       MS. DIDONATO: If I can add to this, this is

6 also -- good evening -- this is also reflected in the

7 Blueprint and in the expectations for college and career

8 readiness. So Ms. Mshinda talked about not only is it

9 shifting the way we're assessed on MCAP assessments, it's

10 also a part of how the SAT was redesigned. It's a part

11 of the expectations for college and career readiness and

12 how we're shifting those expectations for algebra

13 readiness and for how we're preparing students to be

14 deemed ready for college and career, so that we can shift

15 this application.

16       And so some of the gap in practice that we're

17 trying to fill in with the shifts in professional

18 learning and instruction are also putting us on the

19 pathway to meet the expectations for Blueprint, as well

20 as some of those other high stakes assessments, and how

21 they're defining that readiness for mathematics. Next

Page 60

1 slide.

2       So how do we know what we're doing is also

3 really meeting the needs of teachers. Because we have

4 our data that's telling us what our students really need.

5 How do we know what our teachers really need? Well, in

6 2022 and 2023, John Hopkins University did an

7 implementation study with BCPS. This was started pre-

8 pandemic, moved through pandemic, and rounded out last

9 year.

10       But what the point of the study with Hopkins

11 was, was to really look at teacher implementation of

12 curriculum and get feedback from teachers on the positive

13 things about the curriculum, the things that were

14 identified as challenges for them. And they surveyed and

15 met with teachers, school administrators, teacher leaders

16 within a school. And some of the work that we're doing

17 to move forward is specifically outlined by that study.

18 You can see that some of the challenges were really how

19 do they address the rigor, how do they address pacing?

20       So in some of the professional development that

21 we're going to talk about in just a moment, we're talking

Page 61

1 about instructional pacing, we're talking about unit

2 planning, which is the foundation to ensure that you've

3 got enough time to teach the content that you're working

4 towards within a specific instructional time period.

5 Differentiation, again, how are we supporting the needs

6 of all of our learners?

7       So as we move forward, these areas that were

8 identified within a study, in addition to our data, is

9 what really is helping us move forward to identify

10 specifically what we're doing with teachers and

11 administrators to support them with the instructional

12 process. Next slide.

13       MS. MSHINDA: So this is a high-level view of

14 the approach. We know that we've invested in high-

15 quality, evidence-based curriculum, and we want to

16 leverage that space and continue digging in. Because the

17 curriculum has all of the things we need to support

18 students' instruction and that learner transfer. What we

19 need to do more of is make sure that we provide the

20 professional learning that then will shift the

21 instructional practice so that that experience lives in

Page 62

1 the classroom for students.

2       And so what do we have in our curricular

3 resources now in Bridges for K through 5 and Illustrative

4 Mathematics for advanced 5 through Algebra 2? We have a

5 curricular resource that is aligned to both the content

6 standards as outlined in Maryland College and Career

7 Ready Standards for Math and those standards for

8 mathematical practice that I just shared. So both of

9 those pieces are already embedded in that resource.

10       It is -- includes rigor as outlined by the

11 Common Core, so there is a balanced focus on procedural

12 skill fluency, conceptual understanding and application.

13 No one more than the other, but all those things baked

14 into the experiences that students have.

15       And it includes a focus on some literacy

16 strategies. And we know that there's research out there

17 that connects literacy to achievement across other core

18 areas. Where can I find this in Bridges? All of the

19 workouts that students do in Bridges from K to 5 include

20 opportunities for students to negotiate their

21 understanding through discourse in their workplace games.

Page 63

1 They have sentence frames that help them develop their

2 language. It includes story problems, all those things.

3 In Illustrative Mathematics, to balance that out, there

4 are math language routines, kids are having discourse.

5       So all of those things are part of the

6 curricular resource. Now we need that professional

7 learning to shore up the shift we want to see in the

8 classroom dynamics. And so that's those first two

9 efforts that go to the approach.

10       That third piece is all around student

11 transfer. The students demonstrate achievement. We

12 don't give them achievement. They demonstrate

13 achievement through their experiences with us. And so

14 this idea of learner transfer is how can we make sure

15 that students year over year as they spend time in BCPS

16 are better for it with what they know from grade level to

17 grade level. What are those strategic pieces I need to

18 know from grade 3 to be successful in grade 4 and 5?

19 What do I need to carry with me from elementary to middle

20 grades to have access to Algebra I?

21       So as a part of that approach, we're

Page 64

1 identifying some benchmark standards at benchmark grade

2 levels that we can use to measure and quantify transfer.

3 What are we going to look at in grade 3? Well, that is a

4 grade level that introduces this new number, fraction.

5 It starts in grade 3 -- 3 to 5, we start talking about

6 that. How can we measure what students carry with them

7 in their reasoning and understanding around fractions to

8 middle grades when they begin to talk about ratio and

9 proportional reasoning? Which is just another term --

10 you know, another idea around fraction.

11       Apologies if I get excited about this. But

12 this is privileging -- this is privilege for students.

13 Students who know and can do mathematics -- and you might

14 relate to your own children -- they have another level of

15 privilege. We owe that to the students at BCPS.

16       So then how do they take that to be ready for

17 Algebra I? So that part of the strategy is really the

18 root. How do we make sure that after making sure that

19 the curriculum and instruction align, that we see it

20 living in students' ability to have mathematical

21 independence, so that we don't have to worry when they're

Page 65

1 ready to perform. We know we've prepared them to

2 demonstrate proficiency in performance.

3       So to be really deliberate and intentional

4 about the professional learning, we've identified four

5 areas that will help make these shifts. And when we

6 spend time designing and implementing professional

7 learning, it should fit in either a planning shift, an

8 instructional shift, a student learning behavior shift,

9 or a data literacy shift. And so we've been intentional

10 about making sure that that's where you will find any

11 professional learning opportunity that we're offering to

12 bridge all of those three efforts. And the next slide.

13       Here is a sample of what we've offered to date.

14 So the first type of professional learning we do offer,

15 we note those as touchpoint supports. They are in time,

16 they are site-based, and largely requested by school

17 building leaders. And so to date, we have been to every

18 middle and high school in a touchpoint support way.

19       What does that look like? That looks like co-

20 teaching. That looks like modeling. That looks like

21 planning with teachers and teacher teams. That looks

Page 66

1 like walking and doing classroom visits with math  
 2 leaders. In the elementary space, with the same size  
 3 team, we've been to over 55%. And so I can say that I  
 4 prepared this slide for the last Board meeting. So these  
 5 numbers are greater than what you see today.

6 And then, the final piece is just support for  
 7 building leaders and administrators. And we have walked  
 8 alongside of them and talked about actionable feedback  
 9 and those pieces of reflective feedback that will move  
 10 and shift instruction one step at a time. So these are  
 11 touchpoint support. We've done many hours of that, and  
 12 we're looking to do more and make improvements on that  
 13 reach.

14 The next slide looks specifically at elementary  
 15 support. So one of the important pieces about this  
 16 approach is that no professional learning can be one and  
 17 done. All of it needs to be ongoing and as job embedded  
 18 as we can make it, right?

19 And so one of the highlights of this slide is  
 20 our "bring your own bin preparation" series. We have  
 21 teachers to come and meet us at a school, grades K to

Page 67

1 five, with an empty bin. At that session, they do one  
 2 session per module for the upcoming unit with colleagues  
 3 from across the system. So now you're working with  
 4 teachers who have had experiences, challenges, and gains  
 5 in different ways.

6 We're going to try the lesson on, we're going  
 7 to count the beans out. While we're doing the  
 8 instructional piece, you're getting your paper clips,  
 9 you're getting modeling clay, you're getting M&M's.  
 10 Anything that would make the lesson come to life for  
 11 students in a concrete way, they're doing that together  
 12 in grade levels. And they're leaving with a bin,  
 13 including copies for every student for that lesson.  
 14 They're leaving with a bin for that until the next time.

15 We caravan this effort. And as you can see, we  
 16 get pretty good participation, but we caravan this effort  
 17 around the county. So we're in different zones and at  
 18 different elementary schools each time. We've completed  
 19 up through unit six so far. We have one bring your own  
 20 bin session left.

21 MS. SHAY: I think what's important to

Page 68

1 highlight about this is these are also optional after  
 2 school sessions. So teachers are seeing the value of  
 3 this. When you have over, you know, 50% of the seats  
 4 that are available for participation, teachers are  
 5 attending this, so they are seeing value in it.

6 And what we've also encouraged is school  
 7 administrators to attend, too. This is a great time to  
 8 work side by side with your teachers to look at the  
 9 materials that they're preparing, get some practice, and  
 10 what the instructional pedagogy should actually look  
 11 like, and be part of the planning process right alongside  
 12 your teachers.

13 So again, these are optional after school  
 14 professional development, so this is not part of  
 15 required. So teachers are really taking it upon  
 16 themselves to engage in these additional opportunities.

17 And if I can add, the slide that Dr. DiDonato  
 18 shared from Johns Hopkins, this was the number one thing  
 19 teachers shared for Bridges. So the elementary teachers,  
 20 when they first adopted Bridges, talked a lot about the  
 21 materials and preparing materials. And so I just wanted

Page 69

1 to make that connection, that we really do value that  
 2 teacher feedback. And that was a direct driver for  
 3 designing this session. And teachers have responded by  
 4 giving up that time in their evening to do that.

5 MS. MSHINDA: Yes, we're looking to expand this  
 6 into middle grades. And we do offer a session for  
 7 advanced 5 that covers Illustrative Mathematics 6 and 7  
 8 material. And so because of the participation, we're  
 9 looking to expand.

10 The next slide is secondary. In the secondary  
 11 slide, you'll note some similarities in that the  
 12 professional learning is tied to lifting the curricular  
 13 resource. So those IM Teach and Learn modules really  
 14 guide teachers through the implementation of the program,  
 15 through the philosophy of the program, and all of the  
 16 different strategies that are there and embedded in the  
 17 program to be used. Our math language routines provide  
 18 entry points for multilingual learners and to students  
 19 who struggle with academic vocabulary around mathematics  
 20 altogether.

21 And we have our monthly department chair

Page 70

1 meetings. Because the idea is to make sure there is a  
 2 math leader in the building who has all of the  
 3 information that anyone in the math office would have to  
 4 try to lift the curricular resource.

5 I think this is a good place to also just say,  
 6 I'm encouraged about an opportunity in the new budget to  
 7 increase positions that will allow for math leadership to  
 8 be in all of those spaces. So those math specialist  
 9 pilot ID, you know, the pilots and all those things.

10 On the next slide, this is additional  
 11 professional learning specifically for those folks in  
 12 buildings who are around math support or just teacher  
 13 support. So we are training this year staff development  
 14 teachers who come to schools and classrooms and may not  
 15 have content pedagogy expertise. As a staff development  
 16 teacher, I might have a different background but need to  
 17 go in and support a teacher in a math classroom.

18 And so the idea that we've been able to reach  
 19 out and meet with this many staff development teachers on  
 20 a monthly basis and provide them with support around the  
 21 strength of each of the components within the curricular

Page 71

1 resource also helps to bridge that gap to make sure that  
 2 we're seeing some shifts in instruction. And the next  
 3 slide.

4 And so to continue rounding this out, because,  
 5 you know, we're in the spring, but we're headed to the  
 6 summer. And a part of the work that we want to continue  
 7 to do with our summer is to incorporate content  
 8 development sessions, sessions on intervention. We are  
 9 specifically using our Bridges Intervention Program for  
 10 our summer programs, and to continue those required  
 11 implementation trainings that allow for teachers new to  
 12 the programs or just shifting in grade levels to have the  
 13 professional development that they need to really lift  
 14 the curriculum.

15 The curriculum has the rigor, the curriculum  
 16 has the alignment. We're supporting to make sure the  
 17 instruction lifts those things for students to have that  
 18 independence.

19 MS. SHAY: And then last but not least, this  
 20 math also feels very different for our parents and  
 21 families that are supporting their children. And so we

Page 72

1 often get questions about how can we support. So I  
 2 wanted to take a moment as we conclude to share the  
 3 resources that are public facing for parents and  
 4 families.

5 At the very top, you'll see both our core  
 6 elementary resources, Bridges in Mathematics, and our  
 7 secondary resource, Illustrative Math. On our website,  
 8 on BCPS, there are direct links for families to go  
 9 directly to that curriculum and to family support  
 10 resources offered by both Bridges and Illustrative Math.

11 Down below in the left corner, you'll see we  
 12 have family unit overviews. Currently, they are in  
 13 English and Spanish, but we are working on translating  
 14 them into other languages. When you use those family  
 15 resources, it uses language to support families with  
 16 helping their child at home and includes sample problems.

17 So we actually, if you've ever heard your child  
 18 come home and say, "That's not how my teacher did it,"  
 19 this is designed to address that for families. So you  
 20 can actually have a step-by-step problem modeled in that  
 21 unit. This is what we're learning. This is why, related

Page 73

1 to those standards for mathematical practice and those  
 2 expectations. And then a visual representation of, this  
 3 is how your child is being taught to solve that problem,  
 4 so that we can help support those conversations.

5 And then, last but not least, in the center, I  
 6 want to make a plug for our math homework helpers.  
 7 Parents may not realize that we save and archive all of  
 8 these episodes on our Vimeo. We're so fortunate to have  
 9 BCPS TV and that partnership. Oftentimes they feature  
 10 our elementary supervisor, Mr. Joe Tang, starring in  
 11 those videos, who does a fantastic job in breaking down  
 12 some of those topics. So it's important for families to  
 13 know that we maintain that as a library, that you can go  
 14 back and search to support your child as well.

15 And then on the right, that's just a visual of  
 16 some of those unit overviews. But I wanted to show what  
 17 families would see on the website when they go to click  
 18 that for support. Next slide. I'll turn it back over to  
 19 Dr. DiDonato to sum it up.

20 MS. DIDONATO: So thank you very much. What we  
 21 really wanted to emphasize tonight is that, you know, we

Page 74

1 are very cognizant of our data, both qualitative data  
 2 that we've received from the implementation study with  
 3 John Hopkins, as well as quantitative data from our  
 4 achievement.  
 5 We're taking very deliberate, specific measures  
 6 to focus on our instruction, our planning, the feedback  
 7 that we provide to teachers on a daily basis, and how  
 8 we're doing that ongoing coaching by developing the  
 9 skills of those site-based math resource teachers, staff  
 10 development teachers, and department chairs to really  
 11 make an impact in shifting some of the data trends that  
 12 we've been seeing. And if you have any questions, we can  
 13 certainly take those.  
 14 MS. BOOKER-DWYER: Thank you. Any questions?  
 15 Ms. Domanowski.  
 16 MS. DOMANOWSKI: I'm sorry to sound like a  
 17 broken record with this stuff. Because I do this with my  
 18 5th grader, and it's definitely different than something  
 19 that I'm used to. And I don't know how to do this,  
 20 because I'm someone that was paying attention. Okay, I  
 21 don't pay attention to every single newsletter email that

Page 75

1 I get from school. But like, I'll have to go back and  
 2 look at his work to figure out how. And honestly, it's  
 3 great. Like, some of the division and the multiplication  
 4 with several -- like in the hundreds to the 20, like I --  
 5 it's genius. Like, I can actually -- I was like, "Oh,  
 6 and now I get it, and I can do it with him." But I  
 7 didn't know that I could go find that somewhere, you  
 8 know, that there was a lesson like this.  
 9 So I don't know if we -- you know, how do we  
 10 figure that out? How do we like get more parents, and  
 11 like, get it -- more community members involved to say,  
 12 this is -- I know this isn't how you -- this isn't what  
 13 you're used to, and you want to teach it your way. But  
 14 like, break that, you know, glass ceiling with some  
 15 parents that don't want to change the way they used to do  
 16 things and look at this way. Because it might actually  
 17 be a lot better for their -- and so like, how -- what do  
 18 we do? I don't even -- what do we do?  
 19 MS. SHAY: Well, I'll start, but I'll certainly  
 20 invite. I think what you just shared is one way. So  
 21 sharing your experience as a parent and how that was

Page 76

1 successful is part of it. I think having an opportunity  
 2 tonight at the Board to present and to share what we're  
 3 doing and why is another avenue.  
 4 We partner with Parent University, Sue Hahn and  
 5 her amazing team, to do different ways. We've learned we  
 6 have to use X, I guess it's called now, different social  
 7 media, different ways to do that. We have workshops that  
 8 we've done for schools, at the school. But anything.  
 9 We'll take the opportunity to go to advisory councils,  
 10 PTA councils, anything we can do.  
 11 Because I think you're right. I think some of  
 12 it is fear of the unknown and kind of bridging that gap.  
 13 And I often hear from parents and families a very similar  
 14 narrative, that once they have an opportunity to see it,  
 15 they feel much better. There's less frustration at home,  
 16 because the students are like, "Yes, that is how my  
 17 teacher showed me to." So we're open to any other  
 18 avenues, because we believe that parents and families are  
 19 incredibly important partners in making this shift.  
 20 Anything you want to add to that piece?  
 21 MS. DIDONATO: So and if you haven't seen some

Page 77

1 of the upcoming events, the Superintendent's Curriculum  
 2 Nights --  
 3 MS. SHAY: Great. Yes.  
 4 MS. DIDONATO: -- is one of the great ways --  
 5 MS. SHAY: Nice job.  
 6 MS. DIDONATO: -- that we are hoping to really  
 7 engage our parents in our communities where they are  
 8 going to be able to see firsthand and have an opportunity  
 9 to do those things, to practice, to see examples, to, you  
 10 know, engage in the math so that they can really support  
 11 their students at home. So plug for the Superintendent's  
 12 --  
 13 MS. DIDONATO: (Indiscernible) Woodlawn High.  
 14 MS. SHAY: That's the first.  
 15 MS. BOOKER-DWYER: Okay. Other questions? Ms.  
 16 Harvey?  
 17 MS. HARVEY: Thank you, Madam Chair. First,  
 18 let me say that I appreciate not only the enthusiasm with  
 19 which you have approached this presentation and clearly  
 20 the work itself, but I also appreciate what is the  
 21 apparent subject matter expertise. I believe that math

Page 78

1 is one of those subjects that instills fear in many  
 2 students and adults. But your presentation made me want  
 3 to do a quadratic equation, so I don't know.  
 4 MS. SHAY: Yay.  
 5 (Applause.)  
 6 MS. HARVEY: What I am interested in hearing a  
 7 little bit more about is the rigor and the attending to  
 8 precision that's part of this process. Because I believe  
 9 that setting high expectations for our students yields us  
 10 high performance in our students. So can you speak a  
 11 little bit about that, please?  
 12 MS. MSHINDA: Yeah. So the idea of rigor  
 13 being, the idea of rigor, the three components,  
 14 conceptual understanding, procedural fluency, and  
 15 application, is that you develop one out of the other.  
 16 They all need to happen, equal intensity, but  
 17 when you see a shift in a problem where we used to maybe  
 18 do drill and kill worksheets, that was lots of the  
 19 procedural fluency and very little of the conceptual  
 20 understanding. So maybe like, you didn't get why you  
 21 were doing it, but you knew that this thing worked and

Page 79

1 would work every time you do it.  
 2 So this idea is, go through the conceptual  
 3 understanding, and the procedural fluency comes out of  
 4 practicing that understanding. So I'm going to now talk  
 5 through and explain and critique my peers and all those  
 6 things in this conceptual moment. I'm going to tackle  
 7 some very -- many text-heavy math problems, where I have  
 8 to decontextualize, pull out and abstract the  
 9 mathematics, and then recontextualize to address the  
 10 problem. I'm going to do all of that together.  
 11 And all the while, I'm practicing procedure.  
 12 I'm getting comfortable with algorithm. I'm making --  
 13 I'm taking this idea of what used to be making sure the  
 14 kids were fluent, right? Fluency was huge. It is still  
 15 huge. But we now want to move from fluency to  
 16 flexibility. I want to have some strategic competence in  
 17 what I know. Not just that I'm fluent in it, but I know  
 18 not only what it is and how to do it, but when to use it.  
 19 Because I have that understanding.  
 20 So that is what makes something rigorous. I  
 21 think we've, in many cases, attached the idea of rigor to

Page 80

1 hard. It's hard, it's challenging. But that's not  
 2 rigor. Rigor is, I've got to think through this in very  
 3 many different levels and expose my understanding at deep  
 4 levels, right? And so attending to precision beautifully  
 5 enough is one of the standards for mathematical practice.  
 6 And that happens in two ways. It is the  
 7 vocabulary, that academic vocabulary, that allows  
 8 students to articulate exactly what they know, that is  
 9 attending to precision. It's precise language. It's  
 10 precise units of measurement as well, you know, it's  
 11 precise labeling. But really what comes out in a part of  
 12 this rigor piece is, can I be precise in my articulation  
 13 of understanding?  
 14 And so part of what we want to make sure that  
 15 students get an opportunity to do is have that precision  
 16 in language. And that comes through building their  
 17 academic vocabulary and ability to use mathematics  
 18 language as they're explaining their thinking through  
 19 conceptual understanding.  
 20 MS. HARVEY: Thank you. Thank you very much.  
 21 I appreciate that explanation.

Page 81

1 And I would just add, in terms of reaching out  
 2 to parents who are struggling with old math versus new  
 3 math, or who are just trying to figure out ways to help  
 4 their students succeed with their homework, any way that  
 5 we can touch a parent, whether it's at pickup, drop-off,  
 6 student conferences, robocalls, any way that we can touch  
 7 a parent, I would recommend that you do that. Because if  
 8 the help is out there, but our parents don't know and  
 9 they're not accessing it, it's really not helpful.  
 10 MS. SHAY: Yep.  
 11 MS. BOOKER-DWYER: Ms. Stolusky? Oh, you  
 12 didn't have -- oh, okay. Oh, Ms. Lichter or Ms. Henn.  
 13 MS. LICHTER: I also want to echo Ms. Harvey's  
 14 comments. I mean, I'm thinking maybe I should have been  
 15 a math teacher, I don't know. And that was never on my  
 16 list.  
 17 MS. DIDONATO: We're still hiring if you're --  
 18 (Laughter)  
 19 MS. LICHTER: Next journey. But I just want to  
 20 comment on the intentionality of the PD plan. You know,  
 21 I really love seeing that you've identified four shifts,

Page 82

1 that the PD is falling under those shifts, so that  
 2 teachers really understand why they're going to the PD,  
 3 what they should be taking with them when they leave  
 4 there back to their classrooms. So I really think it's  
 5 very strategically mapped out.

6 I mean, it is noticeable that your elementary  
 7 teachers are attending some of the PD sessions at greater  
 8 numbers than your secondary. But a lot of that will take  
 9 word of mouth and a reputation that if you go to it,  
 10 you're going to leave with things to do. So I know that  
 11 is a struggle due to the differences in elementary versus  
 12 secondary teachers.

13 While I don't want to get operational, we have  
 14 homework helpers for our kids. But listening to some of  
 15 the comments of my colleagues, should we have homework  
 16 helpers for our parents? Like I could see the light go  
 17 off in Ms. Domanowski's eyes when she, you know, when she  
 18 --

19 MS. DOMANOWSKI: I would love a homework  
 20 helper.  
 21 (Laughter.)

Page 83

1 MS. LICHTER: But --  
 2 MS. SHAY: It's for both.  
 3 MS. DIDONATO: It's for everyone.  
 4 MS. LICHTER: But once you understand why I'm  
 5 doing this crazy -- well, no, it's not crazy.  
 6 MS. DIDONATO: I agree.  
 7 MS. LICHTER: Why I -- I knew as soon as I said  
 8 it. You know, why I'm using this model to try to figure  
 9 out long division, when years ago all I had to do was  
 10 give it a shove and all those other things. So just any  
 11 way.

12 And even this Board meeting to be able to sit  
 13 and listen to you, you clearly explained old math versus  
 14 new math and the changes in it. So you know, even  
 15 pulling this off and putting it on the math website, I  
 16 just think listening to you, it was so clear why we have  
 17 to make the shift and how much better it is for our kids.  
 18 But it's so hard for those of us who have -- were never  
 19 raised that way to understand math and the terms.

20 But thank you. Your passion, the way you  
 21 presented this was just wonderful. So thank you.

Page 84

1 MS. BOOKER-DWYER: Thank you. Ms. Henn.  
 2 MS. HENN: Thank you. And I want to chime in  
 3 with my colleagues and just reemphasize how important  
 4 family engagement is, and how this is the best kept  
 5 secret in BCPS that these resources are available. So  
 6 thank you for sharing them with the Board. Thank you for  
 7 sharing them with everyone at home watching. I'll  
 8 certainly help spread the word.

9 But I also want to toss out the idea of sharing  
 10 them with our students. Because the very first touch  
 11 point, and Ms. Harvey said, how do we touch parents? We  
 12 are asking our children, our students, help. You know,  
 13 that's who they have direct access to. And they're the  
 14 most frequently accessed resource, if it will. And our  
 15 students then become the teachers and can help their  
 16 family members at least, you know, find the resources  
 17 that they need.

18 And I can't tell you the number of times that  
 19 that would have been helpful. I've done it myself, too.  
 20 When my daughter was in the system, "Hey, what's  
 21 available? Show me." "Oh, nothing's out there, mom."

Page 85

1 "Okay."  
 2 No, that's false. So let's bust that myth and  
 3 get the word to our students within the curriculum, that,  
 4 "Hey, if you're going to mom, dad, grandma for help,  
 5 here's what you can point them to." And I think that  
 6 that will stick. And when their parents ask them,  
 7 hopefully they will say, "Oh, yeah. I remember hearing  
 8 something about that."

9 So thank you again for the presentation.  
 10 MS. DIDONATO: Thank you.  
 11 MS. SHAY: Thank you.  
 12 MS. BOOKER-DWYER: Yes. Any other Board  
 13 members?

14 I just have a few questions, not a lot. This  
 15 was great, it really is. And I'm encouraged, because we  
 16 -- this is what we need to really improve math in  
 17 Baltimore County. So I love this.

18 So the Johns Hopkins implementation study, that  
 19 was done with Baltimore County teachers, or was that like  
 20 a -- okay. So with Baltimore County teachers, and we --  
 21 noticing that a significant number of them were -- well,

Page 86

1 60 -- in 65% of them were not -- they were using  
 2 materials from outside of the curriculum. Why was that?  
 3 Is it -- did the study speak to the why?  
 4 MS. MSHINDA: So I think there were  
 5 opportunities for teachers to report on that, to self-  
 6 report what my reason was. So the study included  
 7 surveys. It also included focus groups. So there was an  
 8 opportunity for the researchers to go in and ask the  
 9 teachers just those questions, and they provided blurbs  
 10 of just sentences of here and there.  
 11 But I think it was a lot around exactly what we  
 12 talked about when we talked about what was the impetus  
 13 for the bring your own bin. If I have to learn something  
 14 new that I feel like maybe I've been doing for a very  
 15 long time. I remember as a teacher having my shelf of  
 16 Algebra 1, Unit 1, and at the end of the summer, there it  
 17 is, I know what's going to happen. So I have to engage  
 18 and open myself up to something different.  
 19 What I try to remind just everyone around is  
 20 that this is an evidence-based curriculum, because there  
 21 was an efficacy study somewhere that said it works if

Page 87

1 implemented this way. So what we want to do is encourage  
 2 teachers to use the curriculum in this way, and let's  
 3 test it and see.  
 4 But what we found with that Johns Hopkins study  
 5 was that it was -- there wasn't enough to really say year  
 6 one could be a year one. And what I've often shared is  
 7 that there needs to be a sort of a belief shift, because  
 8 that might have been a really good way just to bring us  
 9 in. Let's just talk about a belief shift around -- the  
 10 same thing I've shared today, a shift in thinking around  
 11 how practice might need to shift, how engagement might  
 12 need to shift, the things we're trying to develop in  
 13 kids.  
 14 Having that belief shift conversation first  
 15 probably would have done a great -- you know, would have  
 16 been a great -- but so now we're doing both. And that's  
 17 why I think what you saw from teachers in that study was,  
 18 you know, yeah, I'm using something else, because I  
 19 haven't actually bought into the whole program yet, and  
 20 so I'm not going to try it with fidelity just yet. I'm  
 21 still going to hold on to my --

Page 88

1 And I'm speaking as a teacher myself, right?  
 2 What I might have felt getting a new program and not  
 3 knowing all the things. So that's part of the  
 4 professional learning. And every day, every professional  
 5 learning and why it fits in those buckets. We are  
 6 looking, one of those is a shift in instruction. And so  
 7 I don't know if I answered your question.  
 8 MS. BOOKER-DWYER: No, you answered. And so  
 9 are you starting to see that shift in the -- you know, so  
 10 it was -- and I get this was -- one of them was just done  
 11 in 2023, which was just last year. But as you're going  
 12 on your learning walks, and you're going into the schools  
 13 and seeing this in action, are you beginning to see more  
 14 teachers anecdotally? Are you seeing a larger buy-in  
 15 with the 60 to 65%?  
 16 MS. MSHINDA: I think we are. But and I also  
 17 want to mention, one of the things coming out is I think  
 18 we're at -- we're hearing more questions. What does  
 19 fidelity mean? So if you're asking me this question,  
 20 then you're listening to the -- so we have a technical  
 21 for that. What do you mean when you say purpose,

Page 89

1 implement the program with purpose? Those questions are  
 2 begging the answer for how I might do this better.  
 3 So I appreciate that as well. But yes, in the  
 4 walk-throughs, we are seeing the program in use.  
 5 MS. DIDONATO: And I would say just from, you  
 6 know, being an executive director in elementary schools,  
 7 and Bridges was first implemented, to even visiting  
 8 elementary schools now, there is a much higher  
 9 implementation of use of materials with Bridges and  
 10 Number Corner across elementary schools. There's a lot  
 11 less of the either former math series materials that you  
 12 see or other resources that teachers might have gotten on  
 13 Pinterest or some of those other websites.  
 14 It is much more aligned. And I think, you  
 15 know, seeing that pattern, and again, looking at the  
 16 types of professional development that's being provided,  
 17 and really focused on use of materials and gathering  
 18 materials, really gives us some insight to that that is  
 19 something that's working to help change that.  
 20 So again, as Ms. Mshinda said, really looking  
 21 at how do we now move that to really our middle school

Page 90

1 grades.

2 MS. BOOKER-DWYER: Thank you. I have like six

3 more questions, but I'll hold off. So thank you so much.

4 This is good. I'm very encouraged from this work.

5 MS. MSHINDA: Great. Thank you.

6 MS. DIDONATO: Thank you.

7 MS. SHAY: Thank you.

8 MS. MSHINDA: Okay. Thank you.

9 MS. BOOKER-DWYER: The next item on the agenda

10 is action taking in closed session, and for that I call

11 on Ms. De Vastey Jones.

12 MS. DE VASTEY JONES: Good evening, members of

13 the Board. There was no action taken during the closed

14 session.

15 MS. BOOKER-DWYER: Thank you. The next item on

16 the agenda is the report on the Central Area Elementary

17 School capacity relief boundary recommendation. And for

18 that, I call on Dr. Grim. Dr. Grim and team.

19 DR. GRIM: Good evening, Chair Booker-Dwyer,

20 Vice Chair Pumphrey, Superintendent Dr. Rogers and

21 members of the Board. We are here this evening to

Page 91

1 present the recommendation of the Central Area Elementary

2 School Boundary Study Committee. Joining me this evening

3 are Dr. Racquel Jones, Chief of School, Mr. Pete Dixit,

4 Executive Director of Facilities Management, Mr. Steve

5 Bender, and Dr. Sharonda Gregory, Executive Director's

6 Department of Schools, and Ms. Melissa Appler,

7 Coordinator, Strategic Planning. Next slide, please.

8 On February 13th, we shared this slide with you

9 as part of the Northwest Area Elementary School Boundary

10 Study number one recommendation. It depicts the boundary

11 study process, and I'm not going to read it all again to

12 you. And with that, I'll turn it over to Mr. Dixit.

13 MR. DIXIT: Thank you, Dr. Grim. And good

14 evening, Chair Booker-Dwyer, Vice Chair Pumphrey,

15 Superintendent Dr. Rogers, and members of the Board.

16 This slide gives you -- next slide, please,

17 yeah -- the rationale for the boundary study for Central

18 Area Elementary School. It was to relieve schools

19 projected to be overcrowded and to maximize use of

20 available space in schools until additional seats can be

21 added in the region through the capital program. Next

Page 92

1 slide, please.

2 The Central Area Elementary School boundary

3 change process was initiated in the spring of 2023.

4 Planning occurred from June through August, and the

5 committee began meeting in September. The committee met

6 four times between September 2023 and January 2024,

7 formulating and reviewing various boundary change

8 options. Staff listened to the Board's feedback from the

9 summer of 2023 and emphasized community engagement

10 throughout this process.

11 This evening, the committee's recommendation is

12 being presented to the Board for your consideration. The

13 Board's public hearing is scheduled for March 6th, and a

14 vote by the Board of Education is scheduled for March 19,

15 2024.

16 Throughout the boundary study, BCPS implemented

17 practices that fully engaged the community, sharing

18 information about the process, and obtaining feedback to

19 provide to the committee. Next slide. Dr. Jones.

20 DR. RACQUEL JONES: Yes. Thank you, Mr. Dixit.

21 Good evening, Board Chair Booker-Dwyer, Vice

Page 93

1 Chair Pumphrey, and Superintendent Rogers. This slide,

2 as Mr. Dixit suggested, was shared with you back in

3 October. Next slide, please. I'm sorry.

4 Our new focus was shared back in October, and

5 it is part of the recommendation that was brought to you

6 at that time. BCPS continues to be committed to engaging

7 the community through the boundary study process, and

8 schools are instrumental in engaging the community in the

9 boundary study. Next slide, please.

10 This slide is another slide that you've seen

11 before. It also depicts some of the examples and some of

12 the ways we focus on community engagement, specific to

13 the Central Area Elementary School Capacity Relief

14 Boundary Study. Next slide.

15 And I'll turn it over to -- is it you?

16 MS. APPLER: Uh-huh.

17 DR. RACQUEL JONES: Yes. Ms. Appler.

18 MS. APPLER: Good evening, Chair Booker-Dwyer,

19 Vice Chair Ms. Pumphrey, and members of the Board, and

20 Superintendent Dr. Rogers.

21 This is a map showing the current school

<p style="text-align: right;">Page 94</p> <p>1 attendance zones for the 19 schools that participated in                  2 the boundary process. Next slide, please.</p> <p>3       Again, 19 schools participated in this boundary                  4 process. They are listed in the table to the left and                  5 shown in the map to the right. The study was large in                  6 scope because of the adjacencies to the schools                  7 identified in need of relief and the overall composition                  8 of the area. Next slide, please.</p> <p>9       A total of 23 variations were considered                  10 throughout the course of the committee's work. The                  11 majority of these options were the result of committee                  12 and public engagement throughout the process. As part of                  13 their process, the committee narrowed down the 23 down --                  14 23 options to four options that they felt were most                  15 viable and shared them with the public at a public                  16 information session.</p> <p>17       These four options were also the focus of the                  18 public survey. The survey results were shared with the                  19 committee and -- who further engaged with this feedback.                  20 Next slide, please.</p> <p>21       Through small group and large group</p>	<p style="text-align: right;">Page 96</p> <p>1 requested that the boundaries of these schools remain                  2 unchanged. The remaining three schools that are now at                  3 or exceed 100% utilization are the result of changes that                  4 increased utilization. For these schools, they exceed                  5 100% by no more than seven students. Next slide, please.</p> <p>6       A total of 388 students are estimated to be                  7 impacted with the recommended boundary changes. The                  8 table to the right shows the number of students that are                  9 moved from school to school. Next slide.</p> <p>10       This slide shows the impacted feeder pattern                  11 from elementary to middle schools. There are changes to                  12 six elementary feeder patterns. Next slide, please. Dr.                  13 Grim.</p> <p>14       DR. GRIM: With respect to the next steps, the                  15 Board will host a public hearing on the proposed boundary                  16 recommendation on March 6, 2024, at 630 p.m. at Loch                  17 Raven High School to gather additional public comment.                  18 The Board of Education is then scheduled to vote on the                  19 boundary for the Central Elementary School boundary                  20 recommendation at its March 19, 2024, meeting.</p> <p>21       We would like to take this opportunity to</p>
<p style="text-align: right;">Page 95</p> <p>1 discussions, the committee concluded that draft option C2                  2 was the plan that best adhered to the considerations as a                  3 whole and best met the needs of all students in the area.                  4 Option C2, shown here, received 72% of the votes of the                  5 final recommendation. Next slide, please.</p> <p>6       Option B3 was also under recommendation and                  7 received 28% of the votes. Next slide.</p> <p>8       At the last meeting, as I mentioned, two                  9 options were nominated as potential recommendations, and                  10 option C2 was nominated for consideration tonight. Next                  11 slide.</p> <p>12       This chart shows the schools within the study                  13 area, the state rated capacity figures, current                  14 enrollment and utilization compared to that of the                  15 recommended option. While the primary objective of the                  16 study was to relieve schools projected to be overcrowded                  17 and to maximize use of available space, six schools                  18 continue to be at or exceed 100% utilization. For three                  19 of those six schools that continue to exceed 100%                  20 utilization.</p> <p>21       This is the result of community feedback that</p>	<p style="text-align: right;">Page 97</p> <p>1 recognize and thank all of our committee members and                  2 community members who engaged with BCPS throughout the                  3 year.</p> <p>4       MS. BOOKER-DWYER: Thank you. Any questions                  5 from the Board? Ms. Lichter, and then Ms. Domanowski.</p> <p>6       MS. LICHTER: Can you just repeat, Ms. Appler,                  7 when you said there were six that were over 100, and that                  8 the recommendation that's being made will only -- not fix                  9 -- will only reduce three of those six?</p> <p>10       MS. APPLER: Yes. So in --</p> <p>11       MS. LICHTER: Can you just repeat what you                  12 said?</p> <p>13       MS. APPLER: So in the beginning of the study,                  14 there were six schools that were over 100 percent                  15 utilization. And following the boundary study, three of                  16 those schools remained over 100 percent utilization.</p> <p>17       MS. LICHTER: Okay.</p> <p>18       MS. APPLER: During the process, public                  19 feedback and community input, they decided that those                  20 schools, they did not want their boundary changed.</p> <p>21       MS. LICHTER: Okay. Thank you.</p>

Page 98

1 MS. BOOKER-DWYER: Ms. Domanowski?  
 2 MS. DOMANOWSKI: I just wondered, it's -- Pine  
 3 Grove Elementary's in the comments that were coming in,  
 4 were they considered more or less in this discussion?  
 5 Because I'm just worried about looking at the feeders  
 6 going from the elementary schools to secondary schools.  
 7 Where now one of the concerns with, you know,  
 8 separating -- you know, one of the concerns with the  
 9 elementary schools was separating the schools going to  
 10 two different middle schools. Where we had decided back  
 11 during the middle -- the Central Northeast Middle School  
 12 to keep all -- you know, all of Carroll Manor together,  
 13 since it was such a small group. And now, we're taking a  
 14 small part away again.  
 15 Was there any consideration -- what were the --  
 16 what was the consensus, you know, from Pine Grove  
 17 Elementary? Was this something that they were for or  
 18 against? Or what was the consensus there?  
 19 Dr. GRIM: So we provide the boundary study  
 20 committee with whatever options they've requested. So  
 21 out of the 23 maps, I don't know exactly how many would

Page 99

1 have addressed that particular issue. We can provide you  
 2 whatever data you'd like to see that would specifically  
 3 address those pieces.  
 4 Again, our role in this as staff is to  
 5 coordinate the process with the committee. So as that  
 6 came up from any of the schools or any of the committee  
 7 members, we would have provided that data to them. In a  
 8 study of this size and scope, as we said, the reality is  
 9 we need more elementary seats throughout the region, and  
 10 that is what will ultimately take care of this issue.  
 11 In taking a look at this particular study, the  
 12 best recommendation as provided by the committee was the  
 13 one that was provided to the Board. So again, we can  
 14 provide you with whatever data or maps you'd like  
 15 relative to Pine Grove Elementary School.  
 16 MS. DOMANOWSKI: And I know it was already big  
 17 enough as it was, but with Pine Grove kind of being on  
 18 that edge of Central, were there any other elementary  
 19 schools with open seats that were not included in this  
 20 study that could have helped Pine Grove, as opposed to  
 21 setting them to a school that was already projected to be

Page 100

1 overpopulated?  
 2 DR. GRIM: So if I'm hearing your question  
 3 correctly, outside of the scope of this study, were there  
 4 any other schools that could have been included?  
 5 MS. DOMANOWSKI: Were there any open seats in  
 6 any of the other schools that were close to Pine Grove  
 7 that were not included in -- that were not included in  
 8 this study?  
 9 MS. APPLER: So you're asking about adjacencies  
 10 to Pine Grove. Okay. So I do not believe that the  
 11 adjacencies to Pine Grove were considered. And I'd have  
 12 to look to Melissa or actually go back to the maps.  
 13 Simply because the primary focus of the study were the  
 14 ones in the central area that were relief.  
 15 And in fact, the size of this particular study,  
 16 the scope of it, was so large. Because as we began to  
 17 look at them, we needed to look at the adjacencies to the  
 18 adjacencies. So I can't specifically say about Pine  
 19 Grove.  
 20 MS. DOMANOWSKI: And I'm not trying to -- I  
 21 really don't want you guys to go through another study.

Page 101

1 I'm just -- the only thing I'm worried about with Pine  
 2 Grove --  
 3 DR. GRIM: Uh-huh.  
 4 MS. DOMANOWSKI: -- is because they were the  
 5 highest -- projected to be the highest over -- like, over  
 6 their enrollment. And I just -- I'm wondering if we  
 7 could have looked at another set of schools that was  
 8 closer to them than Carroll Manor and Jacksonville and  
 9 Hampton, whatever that -- like, if there were any other  
 10 schools that could have been looked at with open seats to  
 11 help them, so that we weren't sending them to another  
 12 school where they were going to be separated in middle  
 13 school from their elementary school friends.  
 14 DR. RACQUEL JONES: Ms. Domanowski, we can note  
 15 that and take it back and send a follow-up. Thank you.  
 16 MS. DOMANOWSKI: Thank you.  
 17 MS. BOOKER-DWYER: Ms. Harvey?  
 18 MS. HARVEY: Thank you, Madam Chair.  
 19 I just -- I have a follow-up to Ms. Lichter's  
 20 question, because I'm not fully understanding at this  
 21 point. I believe you said that there were three schools

Page 102

1 that -- it was schools -- I don't know if it was schools  
 2 or communities that didn't want their boundaries changed.  
 3 So can you speak a little bit about that process?  
 4 I'm not sure how that decision was made.  
 5 Because the presentation sounds as if these schools said,  
 6 "We don't want our boundaries changed," and they didn't  
 7 get their boundaries changed. Which impacts other  
 8 decisions that have to be made about boundaries. And can  
 9 you tell us what those three schools are?  
 10 Dr. GRIM: So if we go back to, I believe it's  
 11 slide number three, which covers the rationale for the  
 12 overall boundary study. The four schools that were above  
 13 utilization that we were targeting to help relieve were  
 14 Timonium Elementary, Hampton Elementary, Carroll Manor  
 15 Elementary, and Pine Grove Elementary.  
 16 MS. HARVEY: Uh-huh.  
 17 DR. GRIM: To clarify, the committee is  
 18 provided options. So they're provided an initial list of  
 19 options of when you look at this planning block, or you  
 20 look at that planning block, here's how we could shift to  
 21 address the capacity relief in this area. Based on those

Page 103

1 maps, the committee drives the additional options and  
 2 choices that they look at. And the committee members  
 3 would be the ones to determine that ultimately, they were  
 4 asking for the boundaries of those schools not to be  
 5 changed.  
 6 So we can't specifically tell you as our part  
 7 of the process who within the committee determined, made  
 8 the decision that -- not to change those specific  
 9 boundaries. It was the committee decision. That's what  
 10 the committee ultimately decided to put forth with their  
 11 recommendation.  
 12 MS. HARVEY: So it's four schools and not  
 13 three? It's those four --  
 14 DR. GRIM: There was four -- no, ma'am. It was  
 15 --  
 16 MS. HARVEY: Okay.  
 17 DR. GRIM: I'm sorry, it was four that were  
 18 part of the initial target, and then the -- there were  
 19 six at the end --  
 20 MS. HARVEY: I understand.  
 21 DR. GRIM: -- that are slated to be left. The

Page 104

1 three --  
 2 Melissa, do you have the three written  
 3 specifically that were left?  
 4 MS. APPLER: Yes. The three that were part of  
 5 that are Lutherville, Timonium, and Pinewood. So.  
 6 MS. HARVEY: I think it's important for us --  
 7 we're striving to make this process more transparent,  
 8 more equitable, more efficient, more engaging with our  
 9 communities. And I would like to know how that decision  
 10 was made. If it's the committee that considered that in  
 11 all of their deliberations, that's fine. That's a  
 12 process.  
 13 But when I heard the school, it shifted that  
 14 kind of decision making for me. So maybe I just need  
 15 clarification. Was it the school or was it the  
 16 committee?  
 17 DR. GRIM: So the schools are only a part --  
 18 the schools comprise the committee. The representatives  
 19 from the schools comprise the committee. So ultimately,  
 20 the members of the committee make those recommendations.  
 21 Does that help answer -- does that help answer your

Page 105

1 question?  
 2 MS. HARVEY: Slightly. The presentation was  
 3 that it was requested that those boundaries not be  
 4 changed --  
 5 DR. GRIM: Uh-huh.  
 6 MS. HARVEY: -- and the community -- I mean,  
 7 the committee honored that request. And I'm just curious  
 8 as to how that came about.  
 9 DR. GRIM: Uh-huh.  
 10 MS. HARVEY: Just as a process question.  
 11 DR. ROGERS: Ms. Harvey, if I may? So for the  
 12 record, you know, principals, if you will, can't sway  
 13 this process. You know, they're a part to give  
 14 information, but they are not one of the voters.  
 15 What I'm hearing around the questions  
 16 particularly that you've asked, and Ms. Lichter asked, is  
 17 if the intent of the process is to relieve overcrowding,  
 18 how can we walk out of the process with a recommendation  
 19 that leaves overcrowding in some schools? Very good  
 20 question, one that we will follow up on.  
 21 This is such a committee-driven process, that

Page 106

1 this is what the committee wanted to have the group move  
 2 forward to the Board. And so, you know, honoring that  
 3 process, that's why this recommendation is here. But  
 4 it's definitely something that we can have some follow-up  
 5 conversations about.

6 And if we need to make some, you know,  
 7 potential changes moving forward, again, recommitting to  
 8 the overall point of the process is to relieve that  
 9 overcrowding. And you have that competing against, you  
 10 know, the committee driving everything that takes place.

11 So we can certainly take that back and unpack  
 12 it as a team and, you know, make the necessary updates  
 13 and changes moving forward.

14 MS. HARVEY: Thank you.

15 DR. ROGERS: You're welcome.

16 MS. HARVEY: Yes. And I do -- I have a follow-  
 17 up to that. Because I would like to -- were there any  
 18 options where the schools were not overcrowded?

19 DR. GRIM: Where there were zero that were  
 20 overcrowded? I do not believe that there were. But we  
 21 can check that. I believe that the --

Page 107

1 MS. HARVEY: And so no matter what option we  
 2 would have -- the committee would have recommended, the  
 3 schools would have been overcrowded still?

4 DR. GRIM: There would have been overcrowded  
 5 schools. Yes, ma'am. And as I said, the -- as I said  
 6 earlier, the only permanent solution are more seats in  
 7 the area. That's going to -- that will be the only thing  
 8 that will eliminate or address overcrowding in the area.

9 MS. HARVEY: And so, we're -- and so this  
 10 process is just to make it a little less overcrowded.  
 11 But either way, it's just going to be overcrowded. And  
 12 so this is why I think we really do need, as a Baltimore  
 13 County community, to look at a bigger picture here.  
 14 Because I'm even wondering, what's the point of even  
 15 doing a boundary study if we're still just going to end  
 16 up with schools that are overcrowded?

17 And I mean, I get -- I know why there's a  
 18 point. Because you're going from, what, 123% --

19 DR. GRIM: Uh-huh.

20 MS. HARVEY: -- to 106%, which helps eases --  
 21 that is -- it helps to ease it. But we're not addressing

Page 108

1 the root cause of the problem, and we're going to keep  
 2 shifting students around. And, I mean, this just -- it  
 3 doesn't make sense to me at all.

4 I mean, what you all are doing is fine. It's  
 5 not on you. I think it's a bigger Baltimore County  
 6 problem that, you know, we're doing these boundary  
 7 studies just to get schools that are still overcrowded.  
 8 So, okay. I'll just end it there. But -- and there's no  
 9 -- there was really no other option. Everything was just  
 10 overcrowded.

11 DR. GRIM: All of the options were -- as we  
 12 said, resulted in overcrowded schools. The committee was  
 13 provided 23 different options. I believe we started with  
 14 seven. I'm looking at Melissa. I believe we started  
 15 with seven options.

16 As they ask for other for other options and  
 17 alternatives, our job as coordinators of the process are  
 18 to work with our consultant to facilitate what those  
 19 options are and what they might look like. So we  
 20 provided maps strictly on the basis of race, economics.  
 21 What if we, you know, completely tried to make everything

Page 109

1 -- every school as even as possible, what would those  
 2 boundaries look like? Yep.

3 MS. HARVEY: Thank you.

4 DR. GRIM: You're welcome.

5 MS. BOOKER-DWYER: Any other questions?

6 MS. LICHTER: Just --

7 MS. BOOKER-DWYER: Yep. Go ahead, Ms. Lichter.

8 MS. LICHTER: A quick ask. Could we have the  
 9 other three options broken up like the slide number 13  
 10 that has the -- for the recommended one? Can we see the  
 11 other three? You said there was four that went --

12 There's four final ones, right, that went to  
 13 the public community hearing?

14 DR. GRIM: Yes, ma'am.

15 MS. LICHTER: Okay.

16 DR. GRIM: There were four that went.

17 MS. LICHTER: Okay.

18 DR. GRIM: And then two were recommended to be  
 19 voted on.

20 MS. LICHTER: Okay.

21 DR. GRIM: So we can provide you with whatever

Page 110

1 you like.

2 MS. LICHTER: Like those four, so three more --

3 three in addition to the one that's here that's --

4 DR. GRIM: And you want like the chart on slide

5 13 --

6 MS. LICHTER: Correct.

7 DR. GRIM: -- Ms. Lichter?

8 MS. LICHTER: Yes.

9 DR. GRIM: Uh-huh.

10 MS. LICHTER. That has the utilization.

11 MS. BOOKER-DWYER: Okay. Yes. Ms. Harvey.

12 MS. HARVEY: Just one -- thank you, Madam

13 Chair. Just one quick question, which I don't really

14 expect an answer to now. But we talked about were there

15 any surrounding schools that may have had capacity. I'm

16 not -- I think you all are researching that.

17 My question is, we've had discussions before on

18 this Board about the regional -- the regionalization of

19 our systems. We have the Northeast and the Northwest.

20 And these are boundaries that we set. They're

21 geographical boundaries that we have imposed. And there

Page 111

1 has been some discussion about whether or not those

2 boundaries should be crossed.

3 But if you're talking about a system or a

4 system of schools that is bordering -- crossing a

5 boundary, but it would relieve overcrowding to just go

6 across that self -- you know, established line, that

7 imaginary line that we draw, was that considered in any

8 of the 23 options?

9 DR. GRIM: So I'll answer that by saying the --

10 when we initially looked at the four schools that we were

11 trying to relieve, we considered what the appropriate

12 size of the boundary study would be. I believe we began

13 with 11 schools, then we increased that to 13 schools,

14 then we increased it to 16 schools, then we increased it

15 to 19 schools.

16 So the challenge that we have as staff when we

17 engage with the community is just the very issue that

18 you're bringing up. Where do we attempt to draw any type

19 of imaginary line, or any line, when we look at these

20 boundaries?

21 So in this case, the four schools that we

Page 112

1 started with, we went to adjacencies of adjacencies. So

2 it wasn't just the schools directly around them, it was

3 schools that were around the schools that we were trying

4 to relieve.

5 MS. HARVEY: And some of those recommendations

6 crossed our regional catchment areas.

7 DR. GRIM: They do. In fact, Pine Grove

8 Elementary School is one of those that's considered a

9 Northeast school rather than a Central Area school.

10 That's correct.

11 MS. HARVEY: Okay.

12 DR. GRIM: Yeah.

13 MS. BOOKER-DWYER: Ms. Harvey, am I hearing

14 that you want to redraw all the boundary lines in

15 Baltimore County so that we could get to a more equitable

16 distribution of students?

17 (Laughter.)

18 MS. HARVEY: What you're hearing is that

19 there's a practicality of, I have a school here, and I

20 have a school that's three blocks down the road, or a

21 mile down the road, but it's in a different district,

Page 113

1 should be considered, if we are sitting here redrawing

2 maps to reduce overcrowding, but maintain overcrowding,

3 and there's space in those schools that would actually

4 relieve the overcrowding.

5 That, to me, is a responsible use of our

6 resources and more of a service to our students. Who,

7 who we just had a big conversation about classroom sizes,

8 and we're talking about overcrowding. So overcrowding

9 less falls short of the goal for me. And so if there are

10 schools that are close but outside of our self-imposed

11 lines, then they should be considered. That's what I'm

12 saying.

13 MS. BOOKER-DWYER: Thank you, Ms. Harvey.

14 DR. GRIM: Ms. Harvey, we don't disagree with

15 you at all. And in fact, when looking at the Northwest

16 considerations that we've provided, the luxury that we

17 have in the Northwest are the influx of new seats that we

18 have there because of the Board support in the new

19 schools that we've been able to construct in the area.

20 So we have four capital projects that are

21 happening in that area over the course of time that will

Page 114

1 bring an infusion of seats that will help the  
 2 overcrowding in that area. We've worked on capital  
 3 projects elsewhere, too, to alleviate this problem. But  
 4 it's that delicate balance, as you've pointed out. So  
 5 thank you for that.

6 MS. HARVEY: Thank you. I appreciate the work  
 7 that you've done.

8 MS. BOOKER-DWYER: Thanks. Any other  
 9 questions? Or motions to look at boundaries as a whole  
 10 in Baltimore County? That'll come at a later date.  
 11 Okay. We'll do that later.

12 Okay. So thank you, Dr. Grim. Thank you,  
 13 everyone.

14 The next item on the agenda is information.  
 15 The first item is FY24 General Fund Report on  
 16 Revenues, Expenditures, and Encumbrances, Budget and  
 17 Actuals for Period Ending December 2023.

18 The next item is Quarter 2 Audit Report  
 19 provided to the Audit Committee at their January 17th  
 20 meeting.

21 The next item is the revised 2024-2025 school

Page 115

1 calendar to comply with the virtual education bill.  
 2 December 20, 2024, and May 16, 2025, will no longer be  
 3 listed as half day asynchronous days for students. Both  
 4 days will remain as three-hour early closure days, and  
 5 instruction will take place in person.

6 The next four items are revised  
 7 Superintendent's Rules 3520, 3532, 3620, and 6800 Form C.

8 The next item is the annual report on students  
 9 count on FY23 with comprehensive data on enrollment,  
 10 projections, and school capacities.

11 And the last item is an update on key school  
 12 legislation that has been introduced and presented during  
 13 this session. We have a lot of items for information.

14 Is there any questions from the Board?  
 15 Okay. The next item on your agenda is Board  
 16 committee updates and agenda setting. First, our  
 17 committee updates. So I'll go to Mr. McMillion for the  
 18 audit committee.

19 MR. MCMILLION: Thank you. The audit committee  
 20 met on February 20th. Two separate audits were  
 21 discussed, with presentations: the minority business

Page 116

1 enterprise audit report, and the bus contractors audit  
 2 report.

3 As a reminder, all audit reports are posted to  
 4 the Office of Internal Audit website. We encourage you  
 5 to go to that website and look at these. Our next  
 6 meeting is scheduled to be held virtually on Tuesday,  
 7 March 12th at 4:30 p.m. Thank you.

8 MS. BOOKER-DWYER: Thank you. Budget  
 9 committee, Ms. Domanowski?

10 MS. DOMANOWSKI: Our next budget committee  
 11 meeting will be held March 13th virtually at 5:30 p.m.

12 MS. BOOKER-DWYER: Thank you. Building and  
 13 contracts, Ms. Harvey?

14 MS. HARVEY: Thank you, Madam Chair. The next  
 15 Building And Contracts meeting is on March 4th at 4:30  
 16 p.m., and we invite everyone to come and join us for the  
 17 meeting.

18 MS. BOOKER-DWYER: Curriculum committee, Ms.  
 19 Lichter?

20 MS. LICHTER: Yes. Thank you. We just had a  
 21 meeting this past Monday, where we reviewed three

Page 117

1 potential contracts and had an overview of the secondary  
 2 elementary -- secondary ELA pilot. Our next meeting is  
 3 on April 4th. Thank you.

4 MS. BOOKER-DWYER: Equity committee, Dr. Savoy?  
 5 DR. SAVOY: WE have not set a date yet for our  
 6 next meeting. Thank you.

7 MS. BOOKER-DWYER: Legislative and governmental  
 8 regulations. That is me. Our next meeting is March 13th  
 9 at 4:30.

10 Policy review committee, Ms. Pumphrey?  
 11 MS. PUMPHREY: Our next policy review committee  
 12 meeting is scheduled for Monday, March 11th at 4:30.

13 MS. BOOKER-DWYER: The next agenda item -- next  
 14 is agenda items. Board members, please raise your hand  
 15 to indicate if you have any comments or items for  
 16 consideration.

17 Okay. The last item on the agenda is  
 18 announcements. The March 4, 2024, building and contracts  
 19 committee meeting will begin at 4:30 p.m. with  
 20 presentation and preliminary design for Scott's Branch  
 21 Elementary School, followed by contracts at 5 p.m.

Page 118

1 The Board's next meeting will be held Tuesday,  
 2 March 6, 2024, at 6:30 p.m.

3 Lastly, tonight the Board was presented with  
 4 the committee's Central Area Elementary School capacity  
 5 relief boundary recommendation. The Board will hold a  
 6 public hearing on March 6, 2024, at 6:30 p.m. at Loch  
 7 Raven High School in order to listen to community -- to  
 8 listen to comments from the public regarding recommended  
 9 boundary change.

10 As a reminder, PC5S will begin at 5:30 p.m.,  
 11 and each speaker will be allotted 3 minutes to express  
 12 their views on the proposed boundary recommendations.  
 13 Comments may also be sent to the board at boe.bcps.org.

14 This meeting is not intended as a discussion  
 15 between Board members and the public, but to gain  
 16 feedback on the proposed recommendation. Board members  
 17 may ask clarifying questions to speakers or respond to  
 18 questions presented by speakers to better inform boundary  
 19 decisions. A transcript on the public hearing will be  
 20 posted to the Board's webpage under transcripts.

21 All comments received will be taken into

Page 119

1 consideration when the Board takes final action on the  
 2 boundary change recommendations at their March 19, 2024,  
 3 board meeting.

4 Thank you for joining us. The meeting is now  
 5 adjourned.

6 (Meeting adjourned.)

7  
 8  
 9  
 10  
 11  
 12  
 13  
 14  
 15  
 16  
 17  
 18  
 19  
 20  
 21

Page 120

1 CERTIFICATE

2 I, Vivian Saxe, hereby certify that I  
 3 transcribed from audio file the proceedings to the best  
 4 of my ability in the foregoing-entitled matter; and I  
 5 further certify that the foregoing is a full, true, and  
 6 correct transcript of the audio files produces.

7 IN WITNESS THEREOF, I have subscribed my name  
 8 on March 5, 2024.

9

10

11 Vivian Saxe  
 12 Transcriber

13  
 14  
 15  
 16  
 17  
 18  
 19  
 20  
 21

**WORD INDEX**

<p>&lt; \$ &gt;  <b>\$10</b> 41:3  <b>\$12.9</b> 41:1  <b>\$13.7</b> 41:2  <b>\$36.6</b> 41:3</p> <p>&lt; 1 &gt;  <b>1</b> 50:4 51:21  86:16  <b>10</b> 39:1 40:20  <b>100</b> 95:18, 19  96:3, 5 97:7, 14,  16  <b>101</b> 14:1  <b>106</b> 107:20  <b>11</b> 3:7 40:20  111:13  <b>111,000</b> 21:8  <b>114</b> 4:12  <b>115</b> 4:13  <b>117</b> 4:14  <b>118</b> 4:15  <b>11th</b> 117:12  <b>12</b> 46:16 47:17  48:1  <b>123</b> 107:18  <b>12th</b> 39:10  116:7  <b>13</b> 3:10 109:9  110:5 111:13  <b>13.25</b> 19:16  <b>130</b> 38:17  <b>13th</b> 56:4 91:8  116:11 117:8  <b>15</b> 3:12  <b>150</b> 23:15  <b>1500s</b> 28:13, 18  <b>16</b> 49:15  111:14 115:2  <b>16-year-old</b>  33:20  <b>173</b> 38:15  <b>17th</b> 114:19  <b>18</b> 3:13  <b>19</b> 92:14 94:1,  3 96:20 111:15  119:2</p>	<p>&lt; 2 &gt;  <b>2</b> 52:2 62:4  114:18  <b>20</b> 3:14 75:4  115:2  <b>2022</b> 60:6  <b>2023</b> 60:6  88:11 92:3, 6, 9  114:17  <b>2024</b> 1:11 5:5  34:7 92:6, 15  96:16, 20 115:2  117:18 118:2, 6  119:2 120:8  <b>2024-2025</b>  114:21  <b>2025</b> 34:13  35:6 36:3  115:2  <b>20th</b> 115:20  <b>21</b> 50:4  <b>22</b> 3:15 50:4  <b>2200</b> 20:13  <b>23</b> 3:16 94:9,  13, 14 98:21  108:13 111:8  <b>23rd</b> 34:20  40:19  <b>24</b> 3:18  <b>26</b> 3:20 13:12  <b>27</b> 1:11 5:5  <b>27th</b> 5:20  25:14  <b>28</b> 3:21 95:7</p> <p>&lt; 3 &gt;  <b>3</b> 14:13 51:21  63:18 64:3, 5  118:11  <b>3,000</b> 23:11  <b>30</b> 4:4 45:12  <b>32</b> 4:2 13:15  <b>34</b> 4:6 5:16  <b>35</b> 36:21 50:2  <b>3520</b> 115:7  <b>3532</b> 115:7  <b>36</b> 50:3  <b>3620</b> 115:7</p>	<p><b>38</b> 42:19  <b>388</b> 96:6  <b>3rd</b> 52:13</p> <p>&lt; 4 &gt;  <b>4</b> 63:18 117:18  <b>4:30</b> 116:7, 15  117:9, 12, 19  <b>40</b> 29:15  <b>4th</b> 116:15  117:3</p> <p>&lt; 5 &gt;  <b>5</b> 3:2, 3, 4  14:13 62:3, 4,  19 63:18 64:5  69:7 117:21  120:8  <b>5:30</b> 116:11  118:10  <b>50</b> 25:5 68:3  <b>55</b> 66:3  <b>56</b> 4:7  <b>5th</b> 74:18</p> <p>&lt; 6 &gt;  <b>6</b> 3:5 47:16  69:7 96:16  118:2, 6  <b>6:30</b> 118:2, 6  <b>60</b> 86:1 88:15  <b>630</b> 96:16  <b>65</b> 86:1 88:15  <b>6800</b> 115:7  <b>6th</b> 92:13</p> <p>&lt; 7 &gt;  <b>7</b> 27:11 40:20  51:21 69:7  <b>72</b> 95:4  <b>73</b> 5:16</p> <p>&lt; 8 &gt;  <b>8</b> 3:6  <b>8th</b> 40:15</p> <p>&lt; 9 &gt;  <b>90</b> 4:9, 11  <b>9th</b> 34:19</p>	<p>40:16</p> <p>&lt; A &gt;  <b>abilities</b> 31:2  <b>ability</b> 64:20  80:17 120:4  <b>able</b> 18:16  30:18 32:2  48:21 50:13  58:5, 14 70:18  77:8 83:12  113:19  <b>Absolutely</b>  40:15 51:8, 19  52:3  <b>abstract</b> 79:8  <b>Academic</b> 4:7  14:7 19:3 56:3  69:19 80:7, 17  <b>academics</b> 44:5  <b>access</b> 63:20  84:13  <b>accessed</b> 84:14  <b>accessing</b> 81:9</p> <p><b>accomplishments</b>  17:17  <b>Accountant</b>  11:9  <b>Accounting</b> 9:1  11:3, 8  <b>Accounts</b> 11:7  <b>accurate</b> 42:7  <b>Achievement</b>  4:7 14:8 56:3  62:17 63:11, 12,  13 74:4  <b>acknowledging</b>  21:12 58:18  <b>ACLU</b> 33:6  <b>Act</b> 6:7  <b>Action</b> 4:8  88:13 90:10, 13  119:1  <b>actionable</b> 66:8  <b>activity</b> 18:21  39:15  <b>ACT-SO</b> 24:15  25:4</p>	<p><b>actual</b> 42:18,  19 44:4 45:4  <b>Actuals</b> 114:17  <b>add</b> 59:5  68:17 76:20  81:1  <b>added</b> 51:21  91:21  <b>adding</b> 49:5  <b>addition</b> 13:21  14:11 58:13  61:8 110:3  <b>additional</b>  36:17 38:17  39:13 40:3  41:2 46:10  68:16 70:10  91:20 96:17  103:1  <b>Additionally</b>  11:7  <b>additions</b> 5:21  6:2  <b>address</b> 11:16  12:5 20:18  26:11 41:15  51:8 56:21  57:13 60:19  72:19 79:9  99:3 102:21  107:8  <b>addressed</b> 35:1  36:5 38:6  41:20 99:1  <b>addressing</b>  107:21  <b>adequate</b> 41:19  <b>adhered</b> 95:2  <b>adjacencies</b>  94:6 100:9, 11,  17, 18 112:1  <b>adjourned</b>  119:5, 6  <b>Adjournment</b>  4:15  <b>administration</b>  33:15  <b>Administrative</b>  3:6 8:17, 21  10:16</p>
--	--	--	---	---

<p><b>administrators</b> 13:10 15:18 60:15 61:11 66:7 68:7 <b>adopted</b> 68:20 <b>adoption</b> 15:4 <b>adults</b> 49:1 78:2 <b>advanced</b> 62:4 69:7 <b>advice</b> 6:14 11:15 <b>advised</b> 15:16 <b>advisory</b> 76:9 <b>advocacy</b> 23:2 <b>affiliated</b> 13:3 <b>affirmative</b> 22:1 <b>Afghanistan</b> 29:16 <b>afraid</b> 32:19 <b>African</b> 28:16 <b>Africans</b> 29:4 <b>AFSCME</b> 3:16 23:6, 11, 14 <b>Agenda</b> 3:4 4:13 5:19, 20 6:1, 3, 4, 17, 18 8:17 34:12 56:2 90:9, 16 114:14 115:15, 16 117:13, 14, 17 <b>aggregate</b> 16:3 <b>ago</b> 29:2 39:1 83:9 <b>agree</b> 21:21 31:14 35:15 83:6 <b>agreement</b> 21:16 36:15 <b>agreements</b> 16:21 22:16 <b>ahead</b> 40:8 41:10, 11 44:12 46:2 51:14 109:7 <b>Algebra</b> 50:4 59:12 62:4 63:20 64:17 86:16</p>	<p><b>algorithm</b> 58:12 79:12 <b>alienated</b> 29:12 <b>align</b> 64:19 <b>aligned</b> 62:5 89:14 <b>alignment</b> 71:16 <b>aligns</b> 14:5 <b>allegiance</b> 5:6, 8  <b>Allegiance/Silent</b> 3:3 <b>alleviate</b> 114:3 <b>Alliance</b> 3:9 13:8 <b>allocation</b> 14:19 <b>allotted</b> 118:11 <b>allow</b> 12:20 70:7 71:11 <b>allowed</b> 12:14 56:19 <b>allowing</b> 22:20 <b>allows</b> 80:7 <b>alongside</b> 66:8 68:11 <b>alternatives</b> 108:17 <b>altogether</b> 69:20 <b>amazing</b> 76:5 <b>American</b> 42:1 <b>Americans</b> 28:6, 10, 15, 16, 17 <b>Analyst</b> 11:10 <b>anecdotal</b> 42:14 <b>anecdotally</b> 88:14 <b>Annapolis</b> 30:17 <b>Announcements</b> 4:14 117:18 <b>annual</b> 39:20 115:8 <b>anomaly</b> 18:14 19:13 <b>answer</b> 89:2 104:21 110:14 111:9 <b>answered</b> 88:7, 8</p>	<p><b>AP</b> 50:2 <b>Apologies</b> 64:11 <b>apparent</b> 77:21 <b>Applause</b> 10:20 11:12 78:5 <b>Appler</b> 91:6 93:16, 17, 18 97:6, 10, 13, 18 100:9 104:4 <b>application</b> 59:15 62:12 78:15 <b>applications</b> 25:8 <b>appointed</b> 11:2, 3 <b>appointees</b> 6:11 <b>appointment</b> 6:8 8:21 <b>Appointments</b> 3:6 8:18 10:16 <b>appreciate</b> 36:11, 16 77:18, 20 80:21 89:3 114:6 <b>appreciation</b> 22:11 <b>approach</b> 59:1 61:14 63:9, 21 66:16 <b>approached</b> 53:18 77:19 <b>appropriate</b> 26:19 111:11 <b>approval</b> 9:1 38:18 <b>approve</b> 7:5 9:4 35:6 <b>approved</b> 35:8 <b>April</b> 25:14 117:3 <b>Arab</b> 28:20 <b>archive</b> 73:7 <b>Area</b> 4:10 14:19 40:5 56:19 90:16 91:1, 9, 18 92:2 93:13 94:8 95:3, 13 100:14 102:21 107:7, 8</p>	<p>112:9 113:19, 21 114:2 118:4 <b>areas</b> 14:5 61:7 62:18 65:5 112:6 <b>arguments</b> 58:7 <b>Argyros</b> 3:15 22:3, 4 23:5 <b>articulate</b> 80:8 <b>articulation</b> 80:12 <b>Ashenfelter</b> 10:18 <b>asked</b> 15:18 25:7 38:7 105:16 <b>asking</b> 17:19 23:16 27:5 58:9, 10, 11 84:12 88:19 100:9 103:4 <b>aspects</b> 53:3 <b>assessed</b> 59:9 <b>assessment</b> 58:4 <b>assessments</b> 59:9, 20 <b>assigning</b> 43:9 <b>assignment</b> 6:9 <b>assistant</b> 21:7 46:21 48:5 <b>assistants</b> 20:15 <b>asynchronous</b> 115:3 <b>athletes</b> 52:14 <b>athletic</b> 36:16, 17 <b>Atlantic</b> 16:15 <b>attached</b> 79:21 <b>attainment</b> 21:12 <b>attempt</b> 111:18 <b>attend</b> 17:8 68:7 <b>attendance</b> 94:1 <b>attending</b> 10:18 68:5 78:7 80:4, 9 82:7 <b>attention</b> 46:5 74:20, 21 <b>audio</b> 120:3, 6</p>	<p><b>Audit</b> 114:18, 19 115:18, 19 116:1, 3, 4 <b>audits</b> 115:20 <b>August</b> 92:4 <b>automatized</b> 58:10 <b>autonomy</b> 17:6 <b>available</b> 12:1 17:7 32:9 41:17, 20, 21 42:13 51:17 68:4 84:5, 21 91:20 95:17 <b>avenue</b> 51:15 76:3 <b>avenues</b> 76:18 <b>average</b> 19:16 50:15 <b>aware</b> 46:8  &lt; <b>B</b> &gt; <b>B3</b> 95:6 <b>back</b> 18:15 31:5, 12 35:3 49:6 73:14, 18 75:1 82:4 93:2, 4 98:10 100:12 101:15 102:10 106:11 <b>background</b> 70:16 <b>baked</b> 62:13 <b>balance</b> 16:1 63:3 114:4 <b>balanced</b> 62:11 <b>BALTIMORE</b> 1:2 3:9, 18 5:4 11:5, 19 12:8 13:8, 15 20:9, 16 21:1, 8, 21 24:6, 14 25:16 31:4 32:6 39:18 85:17, 19, 20 107:12 108:5 112:15 114:10 <b>bands</b> 56:16</p>
---	--	---	--	--

<p><b>bargaining</b> 15:15 16:11 17:20 44:1</p> <p><b>based</b> 16:15, 17 39:3 47:5 49:10 102:21</p> <p><b>Bash</b> 3:21 27:20</p> <p><b>basically</b> 29:13</p> <p><b>basing</b> 42:15</p> <p><b>basis</b> 70:20 74:7 108:20</p> <p><b>bathroom</b> 33:21</p> <p><b>BC</b> 50:2</p> <p><b>BCAPC</b> 13:9, 12</p> <p><b>BCPS</b> 5:14, 15 12:11 13:12 14:2, 4 15:3 16:13, 16 17:20 19:7 20:2 32:16 33:7, 10 34:10 50:10 60:7 63:15 64:15 72:8 73:9 84:5 92:16 93:6 97:2</p> <p><b>BCPSOPE</b> 3:15 22:3</p> <p><b>beans</b> 67:7</p> <p><b>beaten</b> 33:21</p> <p><b>beautifully</b> 80:4</p> <p><b>bedrock</b> 58:21</p> <p><b>beg</b> 33:3</p> <p><b>began</b> 92:5 100:16 111:12</p> <p><b>begging</b> 89:2</p> <p><b>beginning</b> 54:5 88:13 97:13</p> <p><b>behalf</b> 15:8, 12 18:1, 4 20:13 22:7, 8 24:16 31:21</p> <p><b>behaved</b> 45:12</p> <p><b>behavior</b> 12:10 65:8</p> <p><b>belief</b> 87:7, 9, 14</p> <p><b>believe</b> 16:16 40:17 52:8</p>	<p>53:2 54:4 76:18 77:21 78:8 100:10 101:21 102:10 106:20, 21 108:13, 14 111:12</p> <p><b>belonging</b> 17:3</p> <p><b>belts</b> 30:16, 17</p> <p><b>benchmark</b> 64:1</p> <p><b>Bender</b> 91:5</p> <p><b>Benedict</b> 33:20 34:9</p> <p><b>best</b> 18:11 33:16 84:4 95:2, 3 99:12 120:3</p> <p><b>better</b> 32:2 33:12 53:15 63:16 75:17 76:15 83:17 89:2 118:18</p> <p><b>beyond</b> 19:3 43:17</p> <p><b>big</b> 99:16 113:7</p> <p><b>bigger</b> 43:13 107:13 108:5</p> <p><b>bill</b> 30:21 115:1</p> <p><b>Billy</b> 3:12 15:8</p> <p><b>bin</b> 66:20 67:1, 12, 14, 20 86:13</p> <p><b>bit</b> 29:11 45:21 78:7, 11 102:3</p> <p><b>Black</b> 3:10 13:9</p> <p><b>blind</b> 45:19</p> <p><b>block</b> 102:19, 20</p> <p><b>blocks</b> 112:20</p> <p><b>Blueprint</b> 14:6 59:7, 19</p> <p><b>blurbs</b> 86:9</p> <p><b>BOARD</b> 1:1, 8 2:1, 2 4:13 5:4, 13 6:6, 16 7:1 8:20 11:15, 17, 18 12:4, 19, 20,</p>	<p>21 13:5, 6, 7 15:11 18:7 19:7 20:12 22:6, 11 23:9 24:13 28:3 31:7 32:15 33:9 34:17, 19, 21 43:8, 20 56:9 66:4 76:2 83:12 84:6 85:12 90:13, 21 91:15 92:12, 14, 21 93:19 96:15, 18 97:5 99:13 106:2 110:18 113:18 115:14, 15 117:14 118:3, 5, 13, 15, 16 119:1, 3</p> <p><b>BoardDocs</b> 6:16 12:1</p> <p><b>Boardroom</b> 12:1</p> <p><b>Board's</b> 7:1 12:1 43:18 46:5 92:8, 13 118:1, 20</p> <p><b>boe.bcps.org</b> 118:13</p> <p><b>boe@bcps.org</b> 11:18</p> <p><b>book</b> 36:5 38:7</p> <p><b>Booker</b> 8:19 13:5 18:5 20:10 22:4 23:7 32:13</p> <p><b>Booker-Dwyer</b> 2:2 5:2, 3, 9, 13 6:4, 20 7:4, 8, 10 8:13, 14, 16 9:3, 6, 8 10:11, 12, 14 11:13 15:6, 10 18:2 20:6 22:2 23:5 24:4, 8, 12 25:20 26:6 27:14 30:5, 10 32:8 34:11, 16 35:5, 9, 12 36:4 37:21 40:6, 8</p>	<p>41:5, 10, 18 42:3, 6, 10 43:1, 6 44:6 46:2 51:14 52:4 54:6, 18 55:21 56:1, 7 74:14 77:15 81:11 84:1 85:12 88:8 90:2, 9, 15, 19 91:14 92:21 93:18 97:4 98:1 101:17 109:5, 7 110:11 112:13 113:13 114:8 116:8, 12, 18 117:4, 7, 13</p> <p><b>bordering</b> 111:4</p> <p><b>bottom</b> 51:6</p> <p><b>bought</b> 87:19</p> <p><b>boundaries</b> 96:1 102:2, 6, 7, 8 103:4, 9 105:3 109:2 110:20, 21 111:2, 20 114:9</p> <p><b>Boundary</b> 4:11 90:17 91:2, 9, 10, 17 92:2, 7, 16 93:7, 9, 14 94:2, 3 96:7, 15, 19 97:15, 20 98:19 102:12 107:15 108:6 111:5, 12 112:14 118:5, 9, 12, 18 119:2</p> <p><b>box</b> 40:17</p> <p><b>branch</b> 24:16 117:20</p> <p><b>bravo</b> 32:4</p> <p><b>break</b> 30:11 75:14</p> <p><b>breaking</b> 73:11</p> <p><b>Brenda</b> 2:9</p> <p><b>Brian</b> 23:6, 10</p> <p><b>bridge</b> 65:12 71:1</p> <p><b>Bridges</b> 62:3, 18, 19 68:19, 20</p>	<p>71:9 72:6, 10 89:7, 9</p> <p><b>bridging</b> 76:12</p> <p><b>bring</b> 29:3 46:5 66:20 67:19 86:13 87:8 114:1</p> <p><b>bringing</b> 8:21 111:18</p> <p><b>British</b> 29:6</p> <p><b>broadcast</b> 5:14, 15</p> <p><b>broken</b> 74:17 109:9</p> <p><b>brought</b> 29:2 93:5</p> <p><b>brutal</b> 34:5</p> <p><b>brutally</b> 33:21</p> <p><b>Bryan</b> 3:16</p> <p><b>buckets</b> 88:5</p> <p><b>Budget</b> 4:6 13:14, 19, 21 14:1, 2, 4, 8 15:2, 4, 14, 15, 17 16:2 18:9, 10, 13 19:12 20:2 21:9, 11, 19 22:1, 10 23:12, 16 24:1, 2, 17 26:12 30:14 31:5 34:13, 19 35:1, 2, 7, 16 36:5 38:1, 7, 18, 19 40:19 41:13 43:14 44:15 46:6 47:10 50:18 52:1, 6, 8, 10 53:6, 17 54:1, 5 70:6 114:16 116:8, 10</p> <p><b>budgetary</b> 36:12</p> <p><b>budgeting</b> 41:2</p> <p><b>building</b> 13:11 37:1 38:5 47:17 65:17 66:7 70:2</p>
--	---	---	---	---

80:16 116:12,  
15 117:18  
**buildings** 14:16  
49:4 70:12  
**built** 29:7  
**built-in** 41:3  
**Burke** 3:12  
15:8, 9 18:2  
**bus** 116:1  
**Business** 3:5, 6  
4:5, 8 34:12  
115:21  
**bust** 85:2  
**buy-in** 88:14

< C >  
**C2** 95:1, 4, 10  
**calculus** 50:2  
**calendar** 115:1  
**Call** 3:2 5:3,  
18 6:19 7:11  
8:18 9:9 13:3  
25:21 27:12  
30:13 32:9  
33:11 34:13  
40:6 41:6  
47:19 54:19  
56:4 90:10, 18  
**called** 28:21  
76:6  
**canceled** 47:9  
**capacities**  
115:10  
**Capacity** 4:10  
90:17 93:13  
95:13 102:21  
110:15 118:4  
**capital** 91:21  
113:20 114:2  
**caravan** 67:15,  
16  
**care** 22:17  
28:11 30:2  
99:10  
**career** 18:19  
19:19 59:7, 11,  
14 62:6  
**carefully** 22:15  
**carries** 8:16  
10:14 56:1

**Carroll** 98:12  
101:8 102:14  
**carry** 63:19  
64:6  
**CASE** 3:12  
15:8, 12, 16  
16:10 18:1  
111:21  
**cases** 31:10  
79:21  
**casting** 42:9  
**catchment**  
112:6  
**category** 32:11  
**cause** 108:1  
**ceiling** 75:14  
**center** 59:2  
73:5  
**Central** 4:10  
22:8, 19 31:10  
35:18, 20 36:2,  
4 40:12, 14, 21  
41:4 90:16  
91:1, 17 92:2  
93:13 96:19  
98:11 99:18  
100:14 112:9  
118:4  
**certainly** 20:1  
30:17 74:13  
75:19 84:8  
106:11  
**certification**  
40:5 47:1  
**certify** 120:2, 5  
**Chair** 2:2, 3  
6:20, 21 8:19,  
20 12:19 13:5,  
6 18:5, 6 20:11  
22:5 23:8  
24:13, 14 32:14  
34:16 41:18  
43:19 52:5  
56:7, 8 69:21  
77:17 90:19, 20  
91:14 92:21  
93:1, 18, 19  
101:18 110:13  
116:14

**Chairman**  
15:10  
**chairs** 14:12  
46:20 74:10  
**Chairwoman**  
5:3 15:9 20:10  
22:4 23:7  
24:12 32:13  
**challenge**  
111:16  
**challenges**  
19:21 20:3  
60:14, 18 67:4  
**challenging**  
16:1 26:9 80:1  
**change** 52:3  
75:15 89:19  
92:3, 7 103:8  
118:9 119:2  
**changed** 97:20  
102:2, 6, 7  
103:5 105:4  
**changes** 5:21  
6:3 20:4 83:14  
96:3, 7, 11  
106:7, 13  
**Channel** 5:15,  
16  
**chart** 95:12  
110:4  
**check** 106:21  
**checked** 38:16  
**Cheryl** 4:4  
13:1 26:1 30:7  
**Chief** 91:3  
**child** 26:18  
27:12 72:16, 17  
73:3, 14  
**children** 31:3,  
15, 21 32:5  
33:17 53:8  
64:14 71:21  
84:12  
**chime** 84:2  
**choices** 46:20  
48:9 103:2  
**Christina** 2:3  
**Christopher**  
11:1

**Cindy** 3:13  
18:3  
**circulating**  
46:10 47:8  
**citizen** 27:18, 19  
**Citizens** 3:19  
26:3 32:10  
**civil** 28:14  
**clarification**  
104:15  
**clarify** 36:1  
40:10 102:17  
**clarifying**  
118:17  
**class** 14:13  
41:16 42:14  
44:4, 7, 17, 19,  
20 45:10, 13  
46:10 47:16  
48:6 49:18  
50:2, 3, 4, 18  
52:11 53:3  
54:9  
**classes** 43:8, 9,  
11 47:14 48:14  
49:9, 10 51:1, 2,  
5, 6  
**classroom** 45:9,  
12, 14 62:1  
63:8 66:1  
70:17 113:7  
**classrooms**  
45:2, 4 57:8  
70:14 82:4  
**Claude** 4:9  
**clay** 67:9  
**clear** 17:14  
49:8 83:16  
**clearly** 56:18  
77:19 83:13  
**click** 73:17  
**client** 27:2, 12  
**clients** 26:10  
27:10  
**climate** 16:12  
45:8 48:19  
52:20  
**clips** 67:8  
**clock** 12:16

**close** 100:6  
113:10  
**Closed** 4:8 6:6,  
15 90:10, 13  
**closer** 101:8  
**closet** 30:9  
**closure** 115:4  
**coaching** 74:8  
**coat** 19:21  
**cognizant** 74:1  
**colleagues**  
16:14 67:2  
82:15 84:3  
**college** 59:7, 11,  
14 62:6  
**colonies** 29:7  
**color** 25:12  
**Comcast** 5:15  
**come** 20:19  
66:21 67:10  
70:14 72:18  
114:10 116:16  
**comes** 14:3  
33:1 79:3  
80:11, 16  
**comfortable**  
21:19 79:12  
**coming** 20:12  
45:7 88:17  
98:3  
**commendable**  
21:18  
**Comment** 3:7  
11:14 12:6  
30:13 41:9  
54:8 81:20  
96:17  
**commentators**  
35:15  
**comments**  
11:17 12:21  
46:4 81:14  
82:15 98:3  
117:15 118:8,  
13, 21  
**commitment**  
15:2 21:16  
22:12 53:7  
**committed** 93:6

<p><b>Committee</b>  4:13 24:15  25:1 33:13, 14  91:2 92:5, 19  94:11, 13, 19  95:1 97:1  98:20 99:5, 6,  12 102:17  103:1, 2, 7, 9, 10  104:10, 16, 18,  19, 20 105:7  106:1, 10 107:2  108:12 114:19  115:16, 17, 18,  19 116:9, 10, 18  117:4, 10, 11, 19  <b>committee-</b>  <b>driven</b> 105:21  <b>committee's</b>  92:11 94:10  118:4  <b>Common</b> 62:11  <b>communities</b>  77:7 102:2  104:9  <b>Community</b>  3:17 11:16  13:17, 18, 20  14:21 17:1, 12,  18 24:5 53:12  75:11 92:9, 17  93:7, 8, 12  95:21 97:2, 19  105:6 107:13  109:13 111:17  118:7  <b>community's</b>  22:18 24:18  <b>compare</b> 49:3  <b>compared</b> 95:14  <b>comparison</b>  49:5  <b>compassion</b>  33:5  <b>compensation</b>  6:10 14:11  19:14 21:14, 17  22:13 36:14  43:21</p>	<p><b>competence</b>  79:16  <b>competing</b>  106:9  <b>competition</b>  25:13, 18  <b>completed</b>  67:18  <b>completely</b>  108:21  <b>comply</b> 115:1  <b>component</b> 21:3  <b>components</b>  22:16 70:21  78:13  <b>composition</b>  94:7  <b>comprehensive</b>  115:9  <b>comprise</b>  104:18, 19  <b>computation</b>  58:11  <b>concentrate</b>  22:20  <b>conceptual</b>  62:12 78:14, 19  79:2, 6 80:19  <b>concern</b> 26:12  <b>concerned</b> 54:9  <b>concerns</b> 41:16  98:7, 8  <b>conclude</b> 72:2  <b>concluded</b> 95:1  <b>concrete</b> 67:11  <b>conditions</b>  16:13 17:17  <b>conduct</b> 5:17  12:12 45:9  <b>conferences</b>  81:6  <b>confusion</b> 33:1  <b>Congratulations</b>  11:11  <b>conjecture</b>  50:11  <b>connection</b>  17:1 69:1  <b>connects</b> 62:17</p>	<p><b>consensus</b>  98:16, 18  <b>consent</b> 7:1  <b>consider</b> 15:14  <b>considerate</b>  53:12  <b>Consideration</b>  3:4 5:19 92:12  95:10 98:15  117:16 119:1  <b>considerations</b>  95:2 113:16  <b>considered</b>  94:9 98:4  100:11 104:10  111:7, 11 112:8  113:1, 11  <b>constraints</b>  31:6 38:20  <b>construct</b>  113:19  <b>constructed</b>  37:17  <b>consult</b> 6:14  <b>consultant</b>  108:18  <b>content</b> 57:2  58:3 61:3 62:5  70:15 71:7  <b>context</b> 52:7  53:21 57:11  58:14  <b>continue</b> 12:14  61:16 71:4, 6,  10 95:18, 19  <b>Continued</b> 4:1  23:1  <b>continues</b> 93:6  <b>contractors</b>  116:1  <b>contracts</b> 52:18  116:13, 15  117:1, 18, 21  <b>controlled</b> 45:9  <b>Controller</b> 9:2  11:4, 7  <b>conversation</b>  45:11 87:14  113:7</p>	<p><b>conversations</b>  53:19 73:4  106:5  <b>convert</b> 29:5  <b>convey</b> 22:9  <b>coordinate</b> 99:5  <b>Coordinator</b>  91:7  <b>coordinators</b>  108:17  <b>copies</b> 67:13  <b>copy</b> 30:4 39:8  <b>Core</b> 62:11, 17  72:5  <b>corner</b> 72:11  89:10  <b>Correct</b> 110:6  112:10 120:6  <b>correctly</b> 100:3  <b>cost</b> 21:2, 3  <b>councils</b> 76:9,  10  <b>counsel</b> 6:14  <b>count</b> 67:7  115:9  <b>country</b> 28:13  29:15  <b>COUNTY</b> 1:2  3:9 5:4, 11  11:5, 19 12:8  13:8, 15 20:9,  16 21:1, 8, 21  24:6, 15 25:16  26:11 31:4  32:6 39:19  67:17 85:17, 19,  20 107:13  108:5 112:15  114:10  <b>countywide</b>  39:10  <b>coupled</b> 51:11  <b>course</b> 46:17,  18 47:2, 12, 15  50:19 94:10  113:21  <b>courses</b> 38:5  41:16, 19, 20  42:13 43:15</p>	<p>46:16 47:4, 9  50:15  <b>covers</b> 69:7  102:11  <b>crazy</b> 83:5  <b>CRC</b> 1:21  <b>create</b> 47:7  <b>creating</b> 33:1  <b>creative</b> 42:1  <b>crisis</b> 27:13  <b>critical</b> 54:1  <b>critique</b> 58:7  79:5  <b>crossed</b> 111:2  112:6  <b>crossing</b> 111:4  <b>Cruz</b> 27:18  <b>culture</b> 16:12  <b>curious</b> 105:7  <b>current</b> 93:21  95:13  <b>currently</b> 49:3  72:12  <b>curricular</b> 62:2,  5 63:6 69:12  70:4, 21  <b>curriculum</b>  57:4 60:12, 13  61:15, 17 64:19  71:14, 15 72:9  77:1 85:3 86:2,  20 87:2 116:18  <b>curriculums</b>  29:9  <b>cut</b> 27:7 42:20  43:12 51:16  53:5  <b>cuts</b> 18:10  35:18, 20 36:19  53:9  <b>cutting</b> 26:13    <b>&lt; D &gt;</b>  <b>D1</b> 7:5  <b>D3</b> 7:6  <b>dad</b> 85:4  <b>daily</b> 74:7  <b>dangerous</b> 27:2  <b>data</b> 56:13  57:17 60:4</p>
--	--	--	--	--

61:8 65:9 74:1,  
3, 11 99:2, 7, 14  
115:9  
**date** 6:17  
65:13, 17  
114:10 117:5  
**daughter** 84:20  
**day** 25:15  
32:18 34:3  
88:4 115:3  
**days** 115:3, 4  
**De** 4:9 90:11,  
12  
**dealing** 19:2  
40:12  
**Deanna** 10:18  
**death** 33:19  
**deaths** 34:9  
**deceased** 7:3  
**December**  
114:17 115:2  
**decided** 97:19  
98:10 103:10  
**decision** 42:16  
102:4 103:8, 9  
104:9, 14  
**decisions** 20:21  
47:11 48:7  
49:21 53:10  
102:8 118:19  
**decontextualize**  
79:8  
**dedicated** 20:15  
**dedication** 23:2  
**deemed** 59:14  
**deep** 43:17  
80:3  
**defining** 59:21  
**definitely** 74:18  
106:4  
**Delegate** 4:4  
13:1, 2 26:1  
27:15 30:7  
**deliberate** 65:3  
74:5  
**deliberations**  
104:11  
**delicate** 114:4

**demonstrate**  
59:3 63:11, 12  
65:2  
**demotion** 6:9  
**Department**  
33:7 46:20  
69:21 74:10  
91:6  
**Department's**  
11:19  
**depicts** 91:10  
93:11  
**depth** 56:15  
**design** 117:20  
**designed** 72:19  
**designing** 65:6  
69:3  
**desire** 21:15  
**detailed** 40:18  
50:7  
**determine**  
47:14 103:3  
**determined**  
103:7  
**detrimental**  
15:21  
**develop** 17:19  
57:21 59:2  
63:1 78:15  
87:12  
**developed** 17:13  
**developing** 74:8  
**development**  
13:21 14:9, 16,  
18 15:2 16:14  
57:7 60:20  
68:14 70:13, 15,  
19 71:8, 13  
74:10 89:16  
**dictate** 57:20  
**DiDonato** 30:1  
56:5 59:5  
68:17 73:19, 20  
76:21 77:4, 6,  
13 81:17 83:3,  
6 85:10 89:5  
90:6  
**died** 34:4

**difference**  
17:21 19:11  
51:11 58:19  
**differences**  
82:11  
**different** 35:19  
39:13 48:13  
50:12 57:17  
58:16 67:5, 17,  
18 69:16 70:16  
71:20 74:18  
76:5, 6, 7 80:3  
86:18 98:10  
108:13 112:21  
**Differentiation**  
61:5  
**differently**  
58:20  
**difficult** 19:1  
20:21 36:18  
**difficulty** 36:19  
**digging** 61:16  
**dignity** 17:10  
**Dingle** 3:9  
13:4, 5, 8 15:6  
**direct** 69:2  
72:8 84:13  
**directly** 14:5  
54:15 72:9  
112:2  
**director** 36:16  
39:18 57:15  
89:6 91:4  
**directors** 39:17  
**Director's** 91:5  
**disagree** 113:14  
**discipline** 6:9  
**discourse** 62:21  
63:4  
**discretion** 12:19  
**discuss** 6:8  
25:2  
**discussed**  
115:21  
**discussion** 7:10  
9:8 35:12 38:2  
98:4 111:1  
118:14  
**discussions**

95:1 110:17  
**disposal** 54:17  
**disrupt** 12:13  
**disrupts** 12:11  
**distribution**  
112:16  
**district** 112:21  
**disturb** 12:13  
**dive** 56:20  
**diverse** 14:10  
**division** 33:4  
75:3 83:9  
**Dixit** 91:3, 12,  
13 92:20 93:2  
**documents**  
36:6, 8 40:10  
**doing** 16:13  
31:4 60:2, 16  
61:10 66:1  
67:7, 11 74:8  
76:3 78:21  
83:5 86:14  
87:16 107:15  
108:4, 6  
**dollar** 52:7  
**dollars** 29:16  
53:5  
**Domanowski**  
2:4 8:9, 10  
10:7, 8 41:11  
44:12, 13 46:3  
51:14, 15 55:17,  
18 74:15, 16  
82:19 97:5  
98:1, 2 99:16  
100:5, 20 101:4,  
14, 16 116:9, 10  
**Domanowski's**  
82:17  
**Dr** 2:9 5:21  
6:2, 21 7:9 8:1,  
2, 18, 19 9:7, 20,  
21 10:15, 17, 21  
13:6 15:2, 11,  
14 18:6 20:11  
22:5, 11 23:8  
25:1 27:19  
28:12, 14 30:1,  
5 31:7 32:14  
34:14, 15 35:11

38:12 40:15  
46:2, 3 51:19  
55:9, 10 56:5, 6,  
8, 14 68:17  
73:19 90:18, 19,  
20 91:3, 5, 13,  
15 92:19, 20  
93:17, 20 96:12,  
14 98:19 100:2  
101:3, 14  
102:10, 17  
103:14, 17, 21  
104:17 105:5, 9,  
11 106:15, 19  
107:4, 19  
108:11 109:4,  
14, 16, 18, 21  
110:4, 7, 9  
111:9 112:7, 12  
113:14 114:12  
117:4, 5  
**draft** 95:1  
**draw** 111:7, 18  
**drill** 78:18  
**drive** 58:19  
**driver** 69:2  
**drives** 103:1  
**driving** 106:10  
**drop-off** 81:5  
**Drummond**  
2:12 7:18, 19  
9:16, 17 55:5, 6  
**due** 82:11  
**Dwyer** 8:20  
13:6 18:6  
20:11 22:5  
23:8 32:14  
**dynamics** 63:8  
  
< E >  
**E1** 9:4  
**Earlier** 6:6  
31:20 41:12  
107:6  
**early** 18:19  
31:16 37:17  
115:4  
**ease** 107:21  
**eases** 107:20

<p><b>echo</b> 81:13  <b>economic</b> 30:16  <b>economics</b>  108:20  <b>edge</b> 99:18  <b>educate</b> 29:21  <b>Educating</b> 21:2  <b>EDUCATION</b>  1:1, 8 5:4, 11,  13 12:7 14:12,  18 20:1, 9, 12,  15, 19 21:2, 11  24:15 25:1  26:12, 15 31:18,  21 52:15 92:14  96:18 115:1  <b>educational</b>  21:12  <b>educator</b> 16:10,  15  <b>Educators</b> 3:10  13:9 18:17, 19  19:2, 7, 11, 20  20:4, 13 29:3  <b>effect</b> 15:21  <b>effective</b> 14:10  57:10  <b>efficacy</b> 86:21  <b>efficient</b> 104:8  <b>efficiently</b> 5:17  <b>effort</b> 67:15, 16  <b>efforts</b> 63:9  65:12  <b>eight</b> 49:14, 18  <b>either</b> 65:7  89:11 107:11  <b>ELA</b> 117:2  <b>Elected</b> 4:3  12:21 25:21  27:16 30:6  33:9  <b>electives</b> 41:21  42:20 47:5  <b>Elementary</b>  4:10 14:20  63:19 66:2, 14  67:18 68:19  72:6 73:10  82:6, 11 89:6, 8,  10 90:16 91:1,</p>	<p>9, 18 92:2  93:13 96:11, 12,  19 98:6, 9, 17  99:9, 15, 18  101:13 102:14,  15 112:8 117:2,  21 118:4  <b>Elementary's</b>  98:3  <b>eliminate</b> 107:8  <b>email</b> 11:18  74:21  <b>embedded</b> 62:9  66:17 69:16  <b>Emory</b> 2:11  <b>Emotional</b> 33:8  <b>emphasize</b>  73:21  <b>emphasized</b>  92:9  <b>employee</b> 12:6,  11 16:16  <b>employees</b> 6:11  16:13, 19 20:15  22:9, 13, 14, 19  23:3  <b>employment</b> 6:9  <b>empty</b> 67:1  <b>encourage</b> 12:3  87:1 116:4  <b>encouraged</b>  68:6 70:6  85:15 90:4  <b>Encumbrances</b>  114:16  <b>endorsement</b>  22:9  <b>engage</b> 68:16  77:7, 10 86:17  111:17  <b>engaged</b> 25:6  53:11, 12 92:17  94:19 97:2  <b>engagement</b>  13:17 84:4  87:11 92:9  93:12 94:12  <b>engaging</b> 35:16  58:15 93:6, 8  104:8</p>	<p><b>English</b> 3:18  24:6, 7, 9, 10, 14  37:14 72:13  <b>enhancements</b>  14:11  <b>enrollment</b>  39:3, 4 95:14  101:6 115:9  <b>ensure</b> 14:3  61:2  <b>enterprise</b> 116:1  <b>enthusiasm</b>  77:18  <b>entrust</b> 53:8  <b>entry</b> 69:18  <b>environment</b>  26:19, 20 45:9  <b>episodes</b> 73:8  <b>Epps</b> 3:16  23:6, 7, 10  <b>equal</b> 78:16  <b>equation</b> 58:12  78:3  <b>equitable</b> 104:8  112:15  <b>equity</b> 33:5  117:4  <b>Eric</b> 4:2 32:12,  15  <b>escorted</b> 12:15  <b>ESOL</b> 14:15  31:17  <b>ESPBC</b> 3:14  <b>especially</b>  15:21 19:1  25:11  <b>Esq</b> 4:9  <b>essential</b> 19:9  <b>established</b>  111:6  <b>Esteban</b> 29:1  <b>Estevan</b> 28:21  <b>estimated</b>  44:17 96:6  <b>evaluate</b> 26:17  <b>evaluation</b> 6:11  <b>evening</b> 5:2  6:6, 20 9:1  10:19 13:5  15:5, 9 18:5</p>	<p>20:10 22:4  23:7 24:12  26:7 27:10  28:2 30:8, 21  32:6, 13 34:15  35:14 40:4  44:2 54:12  56:7 57:14  59:6 69:4  90:12, 19, 21  91:2, 14 92:11,  21 93:18  <b>events</b> 77:1  <b>everybody</b>  30:16  <b>evidence-based</b>  61:15 86:20  <b>evident</b> 14:8  <b>exactly</b> 42:12  50:20 80:8  86:11 98:21  <b>example</b> 47:3,  16 49:13  <b>examples</b> 77:9  93:11  <b>exceed</b> 95:18,  19 96:3, 4  <b>excellent</b> 31:17  36:14  <b>excess</b> 37:3  <b>excited</b> 23:16  25:9 64:11  <b>executive</b> 39:17,  18 89:6 91:4, 5  <b>exhausted</b> 51:16  <b>Exhibit</b> 9:4  <b>Exhibits</b> 7:5  <b>exist</b> 49:7  <b>existing</b> 40:3  <b>expand</b> 69:5, 9  <b>expansion</b>  14:14, 21  <b>expansive</b> 34:6  <b>expect</b> 110:14  <b>expectations</b>  50:7 59:7, 11,  12, 19 73:2  78:9  <b>expeditions</b>  28:19</p>	<p><b>Expenditures</b>  114:16  <b>experience</b> 11:6  48:12 61:21  75:21  <b>experienced</b>  26:10 46:13  <b>experiences</b>  11:8 58:8  62:14 63:13  67:4  <b>expert</b> 33:16  <b>expertise</b> 37:11  70:15 77:21  <b>explain</b> 79:5  <b>explained</b> 83:13  <b>explaining</b>  80:18  <b>explanation</b>  80:21  <b>explorers</b> 29:1  <b>expose</b> 80:3  <b>express</b> 22:11  54:3 118:11  <b>extremely</b> 51:6  <b>eyes</b> 82:17    &lt; F &gt;  <b>face</b> 20:3  <b>facilitate</b> 108:18  <b>facilities</b> 23:19  91:4  <b>facing</b> 72:3  <b>fact</b> 31:10  100:15 112:7  113:15  <b>facts</b> 43:3  58:10  <b>factual</b> 43:1  <b>fair</b> 39:11  <b>fairly</b> 30:3  <b>falling</b> 82:1  <b>falls</b> 113:9  <b>false</b> 85:2  <b>families</b> 32:21  71:21 72:4, 8,  15, 19 73:12, 17  76:13, 18</p>
--	--	--	--	--

<p><b>family</b> 17:8 72:9, 12, 14 84:4, 16 <b>fantastic</b> 41:13 73:11 <b>far</b> 30:15 67:19 <b>fear</b> 32:20 33:1 76:12 78:1 <b>feature</b> 73:9 <b>FEBRUARY</b> 1:11 5:5, 20 56:4 91:8 115:20 <b>feedback</b> 57:10 60:12 66:8, 9 69:2 74:6 92:8, 18 94:19 95:21 97:19 118:16 <b>feeder</b> 96:10, 12 <b>feeders</b> 98:5 <b>feel</b> 25:2 29:11 45:5 54:12, 15 76:15 86:14 <b>feeling</b> 30:17 <b>feels</b> 45:19 58:16 71:20 <b>Felicia</b> 2:10 28:3 <b>felt</b> 88:2 94:14 <b>fidelity</b> 87:20 88:19 <b>figure</b> 75:2, 10 81:3 83:8 <b>figures</b> 95:13 <b>file</b> 120:3 <b>Files</b> 5:16 120:6 <b>fill</b> 16:4 59:17 <b>final</b> 46:6, 7 66:6 95:5 109:12 119:1 <b>finally</b> 27:4, 5 <b>Finance</b> 11:8 <b>Financial</b> 11:10 19:19 <b>find</b> 19:6, 8 35:18 40:11 62:18 65:10 75:7 84:16</p>	<p><b>fine</b> 104:11 108:4 <b>first</b> 5:19 13:1, 4 15:1, 7, 14 23:20 24:5 26:4 27:3 32:12 50:18 51:20 63:8 65:14 68:20 77:14, 17 84:10 87:14 89:7 114:15 115:16 <b>firsthand</b> 77:8 <b>Fiscal</b> 11:6 36:3 38:20 43:16 48:8 53:16 <b>fiscally</b> 16:6 <b>fit</b> 65:7 <b>fits</b> 88:5 <b>five</b> 11:4 17:13 44:21 45:14 67:1 <b>fix</b> 97:8 <b>flag</b> 5:7 <b>flexibility</b> 17:7 79:16 <b>fluency</b> 62:12 78:14, 19 79:3, 14, 15 <b>fluent</b> 79:14, 17 <b>focus</b> 14:7 21:20 48:21 53:1, 2 56:10, 17 62:11, 15 74:6 86:7 93:4, 12 94:17 100:13 <b>focused</b> 44:9 89:17 <b>focusing</b> 56:19 57:4 <b>folks</b> 31:13 70:11 <b>follow</b> 44:14 105:20 106:16 <b>followed</b> 117:21 <b>following</b> 6:8 7:2 8:21 16:18 97:15</p>	<p><b>follow-up</b> 101:15, 19 106:4 <b>food</b> 23:18 <b>forced</b> 29:5 <b>foregoing</b> 120:5 <b>foregoing-</b> <b>entitled</b> 120:4 <b>forgot</b> 5:9 <b>form</b> 12:5 115:7 <b>former</b> 36:15 47:11 89:11 <b>formulating</b> 92:7 <b>forth</b> 103:10 <b>fortunate</b> 73:8 <b>forward</b> 8:21 15:4 25:17 32:1 60:17 61:7, 9 106:2, 7, 13 <b>fought</b> 29:6 <b>found</b> 6:16 87:4 <b>foundation</b> 61:2 <b>foundational</b> 16:18 <b>four</b> 14:5 17:9 48:10, 12 65:4 81:21 92:6 94:14, 17 102:12 103:12, 13, 14, 17 109:11, 12, 16 110:2 111:10, 21 113:20 115:6 <b>fraction</b> 64:4, 10 <b>fractions</b> 64:7 <b>frames</b> 63:1 <b>freezes</b> 39:15, 16 <b>Frempong</b> 2:5 7:12, 13 9:10, 11 41:7, 8 54:20, 21 <b>frequently</b> 38:7</p>	<p>84:14 <b>friends</b> 101:13 <b>frightening</b> 27:1 <b>front</b> 13:10 56:12 <b>frontline</b> 23:17 <b>frustration</b> 76:15 <b>FTEs</b> 21:10 <b>full</b> 120:5 <b>full-day</b> 14:14 <b>full-time</b> 36:17 <b>fully</b> 40:12 92:17 101:20 <b>fund</b> 19:13 114:15 <b>funding</b> 14:2 <b>funds</b> 31:12 <b>furloughs</b> 21:18 22:15 40:1 <b>further</b> 94:19 120:5 <b>Future</b> 14:6 21:2 29:21 44:18 <b>FY</b> 34:13 35:6 <b>FY2025</b> 4:6 <b>FY23</b> 115:9 <b>FY24</b> 114:15 <b>FY25</b> 35:1, 2</p> <p>&lt; G &gt; <b>gain</b> 118:15 <b>gains</b> 67:4 <b>games</b> 62:21 <b>gap</b> 59:16 71:1 76:12 <b>gather</b> 96:17 <b>gathering</b> 89:17 <b>gender</b> 34:6 <b>general</b> 28:17 114:15 <b>General's</b> 16:16 <b>generated</b> 49:17 <b>genius</b> 75:5 <b>geographical</b> 110:21 <b>germane</b> 52:21</p>	<p><b>getting</b> 67:8, 9 79:12 88:2 <b>give</b> 27:8 31:7, 14 53:20 63:12 83:10 105:13 <b>gives</b> 19:17 22:19 89:18 91:16 <b>giving</b> 45:8, 20 69:4 <b>glass</b> 75:14 <b>GLSEN</b> 33:6 <b>go</b> 13:2 19:2 23:3 25:20 26:6 27:1, 15, 17, 19 36:13 37:10, 12 38:11, 13, 20, 21 40:8, 10, 20 41:10, 11 44:12 46:2 51:14 63:9 70:17 72:8 73:13, 17 75:1, 7 76:9 79:2 82:9, 16 86:8 100:12, 21 102:10 109:7 111:5 115:17 116:5 <b>goal</b> 16:10 113:9 <b>goes</b> 45:10 <b>going</b> 26:5, 7, 13 31:15 37:2, 5, 6, 7, 8, 9, 14, 19 38:4, 11, 13 40:13 43:2, 12, 17 44:10, 16, 18, 19 45:5, 13, 15 47:14, 18 48:6, 14 49:4, 9, 20 50:1, 8, 9, 13 52:17 58:19 60:21 64:3 67:6 77:8 79:4, 6, 10 82:2, 10 85:4 86:17 87:20, 21 88:11, 12 91:11 98:6,</p>
---	--	--	---	--

9 101:12 107:7,  
11, 15, 18 108:1  
**Good** 5:2 6:20  
13:5 15:5, 9  
18:5 20:10  
22:4 23:7  
24:12 26:7, 9  
27:10 28:2  
30:8, 12, 20  
32:6, 13 34:15  
35:14 56:7  
57:14 59:6  
67:16 70:5  
87:8 90:4, 12,  
19 91:13 92:21  
93:18 105:19  
**gotten** 89:12  
**GOVER** 7:12,  
14, 16, 18, 20  
8:1, 3, 5, 7, 9, 11,  
13, 15 9:10, 12,  
14, 16, 18, 20  
10:1, 3, 5, 7, 9,  
11, 13 40:7  
41:7, 9 54:20  
55:1, 3, 5, 7, 9,  
11, 13, 15, 17, 19,  
21  
**governance**  
43:7 44:14  
**government**  
42:2  
**governmental**  
117:7  
**grade** 52:13  
56:15, 16 63:16,  
17, 18 64:1, 3, 4,  
5 67:12 71:12  
**grader** 74:18  
**grades** 14:13  
31:16 63:20  
64:8 66:21  
69:6 90:1  
**grandma** 85:4  
**great** 36:13  
68:7 75:3 77:3,  
4 85:15 87:15,  
16 90:5  
**greater** 66:5

82:7  
**greatest** 21:3  
**greatly** 36:16  
**Gregory** 91:5  
**Grim** 90:18, 19  
91:13 96:13, 14  
98:19 100:2  
101:3 102:10,  
17 103:14, 17,  
21 104:17  
105:5, 9 106:19  
107:4, 19  
108:11 109:4,  
14, 16, 18, 21  
110:4, 7, 9  
111:9 112:7, 12  
113:14 114:12  
**Group** 11:9  
37:5, 7 94:21  
98:13 106:1  
**Groups** 3:8, 17  
13:3 24:5 26:3  
32:21 33:4, 6  
86:7  
**Grove** 98:3, 16  
99:15, 17, 20  
100:6, 10, 11, 19  
101:2 102:15  
112:7  
**grow** 18:19  
**growth** 17:14  
**guarding** 22:12  
**guess** 76:6  
**guide** 69:14  
**guidelines**  
33:11, 12  
**guys** 100:21  
  
< H >  
**Hahn** 76:4  
**half** 115:3  
**Hampton** 101:9  
102:14  
**hand** 117:14  
**handicapped**  
29:17  
**hands** 54:17  
**happen** 49:4  
78:16 86:17

**happening** 36:2  
40:14 49:3  
113:21  
**happens** 80:6  
**happy** 24:2  
**hard** 18:21  
19:4 31:21  
34:10 45:18  
53:9, 10 80:1  
83:18  
**harm** 16:19  
**harmony** 17:5  
**HARVEY** 7:7  
8:5, 6 10:3, 4  
52:4, 5 54:6  
55:13, 14 77:16,  
17 78:6 80:20  
84:11 101:17,  
18 102:16  
103:12, 16, 20  
104:6 105:2, 6,  
10, 11 106:14,  
16 107:1, 9, 20  
109:3 110:11,  
12 112:5, 11, 13,  
18 113:13, 14  
114:6 116:13,  
14  
**Harvey's** 81:13  
**hate** 32:21  
33:4  
**headed** 71:5  
**health** 20:14  
21:6  
**HealthPro**  
11:10  
**hear** 11:15  
24:7, 8 30:9, 10  
45:1, 4 54:11,  
14 57:12 76:13  
**heard** 20:17  
31:19 45:2  
72:17 104:13  
**Hearing** 6:4  
30:12 41:14  
78:6 85:7  
88:18 92:13  
96:15 100:2  
105:15 109:13

112:13, 18  
118:6, 19  
**held** 13:20  
116:6, 11 118:1  
**help** 10:17  
18:18 56:17, 21  
63:1 65:5 73:4  
81:3, 8 84:8, 12,  
15 85:4 89:19  
101:11 102:13  
104:21 114:1  
**helped** 99:20  
**helper** 82:20  
**helpers** 73:6  
82:14, 16  
**helpful** 81:9  
84:19  
**helping** 61:9  
72:16  
**helps** 71:1  
107:20, 21  
**Henn** 2:6 8:11,  
12 10:9, 10  
41:11, 12 42:5,  
8, 11 43:2, 4, 19  
55:19, 20 81:12  
84:1, 2  
**Henn's** 45:18  
**Hey** 84:20 85:4  
**high** 13:16  
25:5, 14 34:1  
36:20 37:13  
42:20 44:5  
47:3, 20 48:10  
51:13 54:10  
59:20 61:14  
65:18 77:13  
78:9, 10 96:17  
118:7  
**higher** 89:8  
**highest** 101:5  
**high-level** 61:13  
**highlight** 68:1  
**highlights** 66:19  
**highly** 14:10  
**hired** 17:6  
**hiring** 14:9  
81:17  
**historical** 28:5

**history** 29:14  
30:3  
**hold** 87:21  
90:3 118:5  
**home** 23:21  
72:16, 18 76:15  
77:11 84:7  
**Homeland**  
11:19  
**homework** 73:6  
81:4 82:14, 15,  
19  
**honestly** 75:2  
**honored** 105:7  
**honoring** 106:2  
**hope** 19:13  
25:15 30:8  
**hopeful** 24:19  
**hopefully** 18:16  
85:7  
**hoping** 77:6  
**Hopkins** 60:6,  
10 68:18 74:3  
85:18 87:4  
**hospital** 34:2  
**host** 96:15  
**hours** 66:11  
**huge** 79:14, 15  
**Human** 39:15,  
16  
**Humphrey** 13:6  
**hundreds** 46:17  
47:21 75:4  
**husband** 10:19,  
21  
  
< I >  
**ID** 70:9  
**idea** 28:4  
63:14 64:10  
70:1, 18 78:12,  
13 79:2, 13, 21  
84:9  
**ideas** 16:18  
17:20  
**identified** 60:14  
61:8 65:4  
81:21 94:7  
**identify** 61:9

<p><b>identifying</b> 64:1  <b>IEP</b> 14:12  <b>IEPs</b> 52:15  <b>ignorance</b> 29:20  <b>Illustrative</b>                      57:5 62:3 63:3                      69:7 72:7, 10  <b>IM</b> 69:13  <b>imaginary</b>                      111:7, 19  <b>impact</b> 41:15                      42:12, 18 43:20,                      21 44:4, 11                      46:1 74:11  <b>impacted</b> 53:9                      96:7, 10  <b>impacts</b> 102:7  <b>imperative</b>                      44:9 52:8 53:1  <b>impetus</b> 86:12  <b>implement</b> 89:1  <b>implementation</b>                      57:3, 8 60:7, 11                      69:14 71:11                      74:2 85:18                      89:9  <b>implemented</b>                      87:1 89:7                      92:16  <b>implementing</b>                      65:6  <b>implore</b> 19:7  <b>important</b> 16:5                      25:2, 11 28:9                      52:6 53:1, 4                      58:2, 3, 13                      66:15 67:21                      73:12 76:19                      84:3 104:6  <b>imposed</b> 110:21  <b>improve</b> 16:11,                      17 17:17 53:15                      85:16  <b>improvements</b>                      66:12  <b>improving</b>                      16:12  <b>inaccurate</b>                      46:12 47:10</p>	<p><b>Inappropriate</b>                      12:9  <b>include</b> 11:8                      13:9 52:10                      62:19  <b>included</b> 86:6,                      7 99:19 100:4,                      7  <b>includes</b> 11:6                      52:11, 13, 14, 15,                      16, 19, 21 62:10,                      15 63:2 72:16  <b>including</b> 14:2                      21:17 28:8                      67:13  <b>inclusivity</b>                      33:13  <b>incorporate</b>                      71:7  <b>increase</b> 14:15                      15:3 19:16                      24:3 44:19                      70:7  <b>increased</b> 14:7,                      18, 19 21:9, 14,                      17 96:4 111:13,                      14  <b>increasing</b>                      21:10  <b>incredibly</b> 76:19  <b>independence</b>                      29:6 64:21                      71:18  <b>indicate</b> 117:15  <b>Indiscernible</b>                      77:13  <b>Individual</b> 3:19                      26:2, 3 27:18                      32:10 37:12                      53:3  <b>individualized</b>                      14:12  <b>individuals</b> 6:13  <b>Industry</b> 11:9  <b>inferiorly</b> 29:12  <b>inferring</b> 42:15  <b>influx</b> 113:17  <b>inform</b> 118:18  <b>Information</b>                      4:12 6:16</p>	<p>35:17 36:7                      38:6, 9 42:8, 14                      43:4 44:3 46:9,                      14 47:8 53:19                      57:12 70:3                      92:18 94:16                      105:14 114:14                      115:13  <b>infusion</b> 114:1  <b>initial</b> 102:18                      103:18  <b>initially</b> 111:10  <b>initiated</b> 92:3  <b>injuries</b> 34:3  <b>input</b> 12:3                      24:19 54:16                      97:19  <b>inside</b> 33:21  <b>insight</b> 89:18  <b>instills</b> 78:1  <b>instruction</b>                      58:17, 20 59:18                      61:18 64:19                      66:10 71:2, 17                      74:6 88:6                      115:5  <b>instructional</b>                      57:6 61:1, 4, 11,                      21 65:8 67:8                      68:10  <b>instrumental</b>                      93:8  <b>integrity</b> 53:17,                      18  <b>intended</b> 118:14  <b>intensity</b> 78:16  <b>intent</b> 105:17  <b>intentional</b>                      65:3, 9  <b>intentionality</b>                      81:20  <b>interest</b> 49:17  <b>interested</b> 25:6                      28:7 44:2 78:6  <b>interferes</b> 12:11  <b>Internal</b> 116:4  <b>interpreters</b>                      20:14 21:7, 13  <b>intervention</b></p>	<p>71:8, 9  <b>interview</b> 39:9  <b>introduced</b>                      115:12  <b>introduces</b> 64:4  <b>invaluable</b>                      19:18  <b>invested</b> 61:14  <b>investing</b> 21:4  <b>investment</b> 14:9  <b>invite</b> 5:6                      75:20 116:16  <b>involved</b> 75:11  <b>Iraq</b> 29:16  <b>issue</b> 99:1, 10                      111:17  <b>issues</b> 17:8                      25:2  <b>item</b> 5:19 6:18                      8:17 11:13                      34:11 56:2                      90:9, 15 114:14,                      15, 18, 21 115:8,                      11, 15 117:13,                      17  <b>items</b> 5:18                      115:6, 13                      117:14, 15  <b>its</b> 96:20</p>	<p><b>join</b> 25:15                      116:16  <b>Joining</b> 91:2                      119:4  <b>joins</b> 13:2  <b>Jones</b> 4:9 56:5,                      6, 14 90:11, 12                      91:3 92:19, 20                      93:17 101:14  <b>journalism</b> 42:1  <b>journey</b> 81:19  <b>Julie</b> 2:6  <b>July</b> 46:7  <b>June</b> 92:4  <b>jurisdiction</b>                      6:12</p> <p>&lt; K &gt;  <b>Kasele</b> 57:14  <b>Kayla</b> 2:12  <b>keep</b> 16:7                      31:15 51:17                      98:12 108:1  <b>kept</b> 84:4  <b>key</b> 115:11  <b>kids</b> 29:11                      49:11 63:4                      79:14 82:14                      83:17 87:13  <b>kill</b> 78:18  <b>killed</b> 29:17  <b>killing</b> 34:5  <b>kind</b> 37:16                      44:13 45:19                      49:8, 21 76:12                      99:17 104:14  <b>kinds</b> 48:6  <b>King</b> 28:12, 14  <b>knew</b> 78:21                      83:7  <b>know</b> 12:17                      15:17 17:9, 11                      18:12 19:17                      23:10, 17 28:6,                      9, 17, 18 31:4                      34:18 35:19, 21                      36:2, 11, 15                      37:1, 8, 9, 11, 17                      40:2 43:21                      44:16 45:3, 20</p>
--	---	---	--	--

47:9, 18 48:18,  
20, 21 49:1, 20  
50:3, 12 51:10  
52:12 53:16  
56:18 60:2, 5  
61:14 62:16  
63:16, 18 64:10,  
13 65:1 68:3  
70:9 71:5  
73:13, 21 74:19  
75:7, 8, 9, 12, 14  
77:10 78:3  
79:17 80:8, 10  
81:8, 15, 20  
82:10, 17 83:8,  
14 84:12, 16  
86:17 87:15, 18  
88:7, 9 89:6, 15  
98:7, 8, 12, 16,  
21 99:16 102:1  
104:9 105:12,  
13 106:2, 6, 10,  
12 107:17  
108:6, 21 111:6  
**knowing** 44:18  
45:16 46:1  
88:3  
**knowledge**  
43:12  
**known** 17:2  
28:21  
**kudos** 31:8  
  
< L >  
**labeling** 80:11  
**lack** 26:10  
**ladder** 17:15  
**lanes** 17:14  
**language** 12:10  
63:2, 4 69:17  
72:15 80:9, 16,  
18  
**languages** 72:14  
**large** 17:18  
37:5, 6 40:17  
94:5, 21 100:16  
**largely** 39:3  
57:19 65:16

**larger** 17:11  
49:10 51:3, 5  
88:14  
**largest** 23:13  
**Lashawn** 2:5  
**Lastly** 118:3  
**Laughter** 28:1  
81:18 82:21  
112:17  
**layoff** 21:18  
**layoffs** 22:15  
40:1  
**lead** 14:20  
**leader** 70:2  
**leaders** 14:10  
29:21 33:10, 18  
34:7 51:11  
57:9 60:15  
65:17 66:2, 7  
**leadership**  
17:21 19:7  
47:13 70:7  
**leading** 17:16  
**lean** 16:5  
**learn** 18:19  
29:13 31:3  
52:9 69:13  
86:13  
**learned** 76:5  
**learner** 61:18  
63:14  
**learners** 52:12  
61:6 69:18  
**learning** 18:21  
19:9 48:21  
51:13 57:2, 18  
59:18 61:20  
63:7 65:4, 7, 8,  
11, 14 66:16  
69:12 70:11  
72:21 88:4, 5,  
12  
**leave** 82:3, 10  
**leaves** 105:19  
**leaving** 67:12,  
14  
**led** 5:7  
**left** 67:20  
72:11 94:4

103:21 104:3  
**legal** 6:14  
**legislation**  
115:12  
**Legislative**  
117:7  
**lens** 58:14  
**lesson** 57:4  
67:6, 10, 13  
75:8  
**letting** 22:6  
**level** 13:17  
38:16 42:20  
44:5 47:16  
50:19 56:15, 16  
63:16, 17 64:4,  
14  
**levels** 51:13  
53:13 64:2  
67:12 71:12  
80:3, 4  
**leverage** 61:16  
**LGBTQ** 33:10,  
15, 19  
**LGBTQ-plus**  
32:18 33:2  
34:8  
**liberty** 45:16  
**library** 73:13  
**licensure** 49:12  
**Lichter** 2:7  
7:14, 15 9:12,  
13 35:8, 9 55:1,  
2 81:12, 13, 19  
83:1, 4, 7 97:5,  
6, 11, 17, 21  
105:16 109:6, 7,  
8, 15, 17, 20  
110:2, 6, 7, 8, 10  
116:19, 20  
**Lichter's** 101:19  
**lies** 33:4  
**lieu** 57:16  
**life** 67:10  
**lift** 70:4 71:13  
**lifting** 69:12  
**lifts** 71:17  
**light** 82:16  
**line** 111:6, 7, 19

**lines** 112:14  
113:11  
**links** 72:8  
**Lisa** 3:9 13:4,  
7  
**list** 39:8 40:18  
81:16 102:18  
**listed** 94:4  
115:3  
**listen** 33:3, 5  
83:13 118:7, 8  
**listened** 25:7  
92:8  
**listening** 82:14  
83:16 88:20  
**literacy** 62:15,  
17 65:9  
**literally** 26:21  
**little** 45:21  
78:7, 11, 19  
102:3 107:10  
**live** 5:14  
**lived** 50:20  
**livelihood** 22:12  
**lives** 61:21  
**living** 64:20  
**local** 25:13  
**locally** 25:19  
**Loch** 96:16  
118:6  
**logistics** 23:19  
**long** 17:2  
26:15 52:19  
83:9 86:15  
**longer** 41:21  
115:2  
**look** 15:4 16:2  
25:17 32:5  
50:13, 21 57:5  
58:19 60:11  
64:3 65:19  
68:8, 10 75:2,  
16 99:11  
100:12, 17  
102:19, 20  
103:2 107:13  
108:19 109:2  
111:19 114:9  
116:5

**looked** 35:20  
57:16 101:7, 10  
111:10  
**looking** 18:13  
32:1 35:17  
43:13 57:1  
66:12 69:5, 9  
88:6 89:15, 20  
98:5 108:14  
113:15  
**looks** 50:14  
56:16 58:16  
65:19, 20, 21  
66:14  
**lost** 29:18 53:3  
**lot** 38:8 45:2,  
4 68:20 75:17  
82:8 85:14  
86:11 89:10  
115:13  
**lots** 78:18  
**love** 18:9, 13  
29:19 33:5  
81:21 82:19  
85:17  
**Lutherville**  
104:5  
**luxury** 113:16  
  
< M >  
**M&M's** 67:9  
**M.D** 3:21  
**ma'am** 103:14  
107:5 109:14  
**Madam** 8:19  
43:19 52:5  
77:17 101:18  
110:12 116:14  
**Maggie** 2:4  
**magic** 52:13  
**maintain** 73:13  
113:2  
**majority** 94:11  
**making** 48:7  
53:7 64:18  
65:10 76:19  
79:12, 13  
104:14  
**Management**  
91:4

<p><b>Manager</b> 9:1 11:4, 9</p> <p><b>manipulation</b> 58:11</p> <p><b>Manor</b> 98:12 101:8 102:14</p> <p><b>map</b> 93:21 94:5</p> <p><b>mapped</b> 82:5</p> <p><b>maps</b> 98:21 99:14 100:12 103:1 108:20 113:2</p> <p><b>March</b> 39:10 92:13, 14 96:16, 20 116:7, 11, 15 117:8, 12, 18 118:2, 6 119:2 120:8</p> <p><b>Marietta</b> 3:18 24:6, 14</p> <p><b>Maryland</b> 47:2 49:14 62:6</p> <p><b>Maryland's</b> 14:6</p> <p><b>master</b> 16:21 43:9 46:13, 19 47:7 48:5, 7 49:6, 19 50:1, 5, 21</p> <p><b>match</b> 47:1 48:2</p> <p><b>matching</b> 39:7</p> <p><b>material</b> 69:8</p> <p><b>materials</b> 68:9, 21 86:2 89:9, 11, 17, 18</p> <p><b>math</b> 14:20 56:11, 15 57:5 62:7 63:4 66:1 69:17 70:2, 3, 7, 8, 12, 17 71:20 72:7, 10 73:6 74:9 77:10, 21 79:7 81:2, 3, 15 83:13, 14, 15, 19 85:16 89:11</p> <p><b>mathematical</b> 57:20 58:15</p>	<p>62:8 64:20 73:1 80:5</p> <p><b>Mathematics</b> 4:7 56:3, 10, 18 57:15, 18 58:1, 17 59:4, 21 62:4 63:3 64:13 69:7, 19 72:6 79:9 80:17</p> <p><b>matter</b> 6:12 17:9 49:8, 16, 17 77:21 107:1 120:4</p> <p><b>Matters</b> 3:5 6:19 7:2, 5 9:4 12:6, 7 53:20</p> <p><b>maximize</b> 31:2 91:19 95:17</p> <p><b>MCAP</b> 59:9</p> <p><b>MCAT</b> 56:13, 15</p> <p><b>McCall</b> 6:19, 20</p> <p><b>McMillion</b> 2:8 8:3, 4 10:1, 2 36:8, 9 37:21 38:10, 12 55:11, 12 115:17, 19</p> <p><b>mean</b> 20:6 81:14 82:6 88:19, 21 105:6 107:17 108:2, 4</p> <p><b>meaning</b> 17:11 47:19</p> <p><b>measure</b> 64:2, 6</p> <p><b>measured</b> 58:4</p> <p><b>measurement</b> 80:10</p> <p><b>measures</b> 22:14 74:5</p> <p><b>media</b> 76:7</p> <p><b>Meditation</b> 3:3</p> <p><b>meet</b> 25:1 39:12 59:19 66:21 70:19</p> <p><b>MEETING</b> 1:8 5:4, 14, 15, 17 6:17 12:12, 14, 15 14:4 23:13 27:3 28:3</p>	<p>34:19, 21 48:18 56:4 60:3 66:4 83:12 92:5 95:8 96:20 114:20 116:6, 11, 15, 17, 21 117:2, 6, 8, 12, 19 118:1, 14 119:3, 4, 6</p> <p><b>Meetings</b> 6:7 13:20 70:1</p> <p><b>meets</b> 54:1</p> <p><b>Melissa</b> 91:6 100:12 104:2 108:14</p> <p><b>Member</b> 2:12 28:3</p> <p><b>MEMBERS</b> 2:1 7:1 8:20 11:16, 17, 18 13:7, 9 15:11 18:6 19:16 20:12 21:15 22:6 23:9, 11, 14 24:2, 13 32:14 34:17 50:9 56:9 75:11 84:16 85:13 90:12, 21 91:15 93:19 97:1, 2 99:7 103:2 104:20 117:14 118:15, 16</p> <p><b>membership</b> 23:13</p> <p><b>mention</b> 28:12 88:17</p> <p><b>mentioned</b> 28:4 30:3 41:18 95:8</p> <p><b>met</b> 6:6 60:15 92:5 95:3 115:20</p> <p><b>micromanageme nt</b> 17:7</p> <p><b>microphone</b> 12:17</p> <p><b>mid</b> 16:14</p>	<p><b>middle</b> 36:20 37:12 51:2 54:10 63:19 64:8 65:18 69:6 89:21 96:11 98:10, 11 101:12</p> <p><b>mile</b> 112:21</p> <p><b>million</b> 41:1, 2, 3, 4</p> <p><b>millions</b> 53:5</p> <p><b>mind</b> 16:7 22:20</p> <p><b>minority</b> 115:21</p> <p><b>minute</b> 37:15</p> <p><b>minutes</b> 118:11</p> <p><b>misinformation</b> 35:19 46:9, 10 50:12</p> <p><b>model</b> 83:8</p> <p><b>modeled</b> 72:20</p> <p><b>modeling</b> 65:20 67:9</p> <p><b>module</b> 67:2</p> <p><b>modules</b> 69:13</p> <p><b>mom</b> 84:21 85:4</p> <p><b>moment</b> 5:10, 12 60:21 72:2 79:6</p> <p><b>Monday</b> 116:21 117:12</p> <p><b>money</b> 28:10 29:19 31:9</p> <p><b>monitor</b> 50:8</p> <p><b>month</b> 23:12 28:12</p> <p><b>monthly</b> 69:21 70:20</p> <p><b>moral</b> 44:9 52:8 53:1</p> <p><b>morning</b> 27:12</p> <p><b>Morocco</b> 28:20</p> <p><b>Morris</b> 4:2 32:12, 13, 15</p> <p><b>motion</b> 7:4 8:16 9:3 10:14 35:6 56:1</p> <p><b>motions</b> 114:9</p> <p><b>mouth</b> 82:9</p>	<p><b>move</b> 26:2 39:4 60:17 61:7, 9 66:9 79:15 89:21 106:1</p> <p><b>moved</b> 7:7 9:5 35:8 52:2 60:8 96:9</p> <p><b>movement</b> 28:14</p> <p><b>moving</b> 17:15 106:7, 13</p> <p><b>MSHINDA</b> 57:14, 15 59:8 61:13 69:5 78:12 86:4 88:16 89:20 90:5, 8</p> <p><b>multilingual</b> 69:18</p> <p><b>multi-million</b> 52:7</p> <p><b>multiple</b> 53:13</p> <p><b>multiplication</b> 75:3</p> <p><b>multi-year</b> 21:16</p> <p><b>Muslim</b> 28:15 29:4, 13</p> <p><b>Muslims</b> 28:13</p> <p><b>myth</b> 85:2</p> <p>&lt; N &gt;</p> <p><b>NAACP</b> 3:18 24:6, 15 33:6</p> <p><b>name</b> 13:7 23:10 26:19 32:15 42:2 57:14 120:7</p> <p><b>named</b> 40:4</p> <p><b>names</b> 28:5</p> <p><b>naming</b> 42:6 43:11</p> <p><b>narrative</b> 76:14</p> <p><b>narrowed</b> 94:13</p> <p><b>national</b> 25:18</p> <p><b>nature</b> 46:11 47:10</p> <p><b>navigators</b></p>
---	---	--	--	---

28:20  
**near** 47:21  
**necessary**  
 106:12  
**need** 15:17  
 17:8, 9, 10, 11,  
 13 18:17, 18, 20  
 20:5 21:9 27:9  
 43:16 49:1, 20  
 56:18, 19 60:4,  
 5 61:17, 19  
 63:6, 17, 19  
 70:16 71:13  
 78:16 84:17  
 85:16 87:11, 12  
 94:7 99:9  
 104:14 106:6  
 107:12  
**needed** 100:17  
**needless** 34:9  
**needs** 14:4  
 19:2 20:19  
 22:21 23:3  
 26:11, 17 43:15,  
 20 49:11 54:2  
 57:1 60:3 61:5  
 66:17 87:7  
 95:3  
**negatively** 44:11  
**negotiate** 52:17  
 58:7 62:20  
**negotiated**  
 19:14  
**never** 18:16  
 19:4 25:9  
 36:21 46:7  
 81:15 83:18  
**New** 3:5, 6 4:8  
 33:13 50:6  
 64:4 70:6  
 71:11 81:2  
 83:14 86:14  
 88:2 93:4  
 113:17, 18  
**newsletter**  
 74:21  
**Newtown** 25:14  
**Nex** 33:20  
 34:1, 9

**Nice** 77:5  
**Nicholas** 22:3  
**Nick** 3:15  
**Nights** 77:2  
**nominated** 95:9,  
 10  
**non-binary**  
 33:20  
**Nonprofit** 3:17  
 24:5  
**Northeast**  
 98:11 110:19  
 112:9  
**Northwest** 91:9  
 110:19 113:15,  
 17  
**note** 14:7  
 65:15 69:11  
 101:14  
**nothing's** 84:21  
**noticeable** 82:6  
**noticing** 85:21  
**notified** 52:1  
**number** 44:17  
 47:5, 6 51:9, 21  
 64:4 68:18  
 84:18 85:21  
 89:10 91:10  
 96:8 102:11  
 109:9  
**numbers** 21:10  
 50:7 66:5 82:8  
**nurse** 49:14, 16  
**nurses** 49:15  
**nursing** 49:13  
**nutrition** 23:18  
**< O >**  
**objective** 95:15  
**observe** 12:16  
**obtain** 6:14  
**obtaining** 92:18  
**obviously** 29:1  
**occurred** 92:4  
**o'clock** 27:11  
**October** 93:3, 4  
**offer** 65:14  
 69:6

**offered** 47:19  
 48:6 50:15  
 65:13 72:10  
**offering** 48:16  
 65:11  
**Office** 9:1  
 11:4, 7, 20  
 13:10 20:14  
 21:6, 12 22:8,  
 19 31:10 35:18,  
 20 36:2, 4  
 40:12, 14, 21  
 41:4 57:15  
 70:3 116:4  
**offices** 30:18  
**Official** 4:3  
 27:16 30:6  
 34:18 42:8  
 44:3  
**officially** 43:5  
**officials** 6:11  
 12:21 25:21  
 33:10  
**offset** 49:21  
**Oftentimes** 73:9  
**Oh** 40:7 41:7,  
 10 56:12 75:5  
 81:11, 12 84:21  
 85:7  
**Okay** 13:2  
 26:2, 6 27:17,  
 19 30:6, 12  
 41:5 51:15  
 74:20 77:15  
 81:12 85:1, 20  
 90:8 97:17, 21  
 100:10 103:16  
 108:8 109:15,  
 17, 20 110:11  
 112:11 114:11,  
 12 115:15  
 117:17  
**Oklahoma** 34:1  
**old** 81:2 83:13  
**once** 33:9  
 76:14 83:4  
**one-on-one**  
 48:18  
**ones** 19:3  
 23:20 53:9

100:14 103:3  
 109:12  
**one-year** 18:14  
 19:13  
**ongoing** 14:17  
 66:17 74:8  
**online** 5:14  
**on-site** 14:17  
**OPE** 22:7  
**Open** 6:7, 15  
 16:4 76:17  
 86:18 99:19  
 100:5 101:10  
**opened** 38:15  
**openness** 24:17  
**Operating** 4:6  
 14:2 34:13, 19  
 35:1, 2, 7  
**operational**  
 43:10 82:13  
**operations**  
 23:19 43:7, 17  
 44:5  
**opportunities**  
 11:14 17:14  
 48:13 58:20  
 62:20 68:16  
 86:5  
**opportunity**  
 13:16, 18 15:12  
 17:19 18:1, 7  
 22:10 24:18  
 25:4 37:12  
 39:9, 11 65:11  
 70:6 76:1, 9, 14  
 77:8 80:15  
 86:8 96:21  
**opposed** 50:4  
 99:20  
**option** 95:1, 4,  
 6, 10, 15 107:1  
 108:9  
**optional** 68:1,  
 13  
**options** 92:8  
 94:11, 14, 17  
 95:9 98:20  
 102:18, 19  
 103:1 106:18  
 108:11, 13, 15,

16, 19 109:9  
 111:8  
**orange** 40:17  
**Order** 3:2 5:3,  
 17 12:12 118:7  
**organizations**  
 33:16  
**outcomes** 15:3  
**outlined** 60:17  
 62:6, 10  
**outlines** 14:9  
**outlining** 57:19  
**outside** 86:2  
 100:3 113:10  
**overall** 94:7  
 102:12 106:8  
**overcrowded**  
 91:19 95:16  
 106:18, 20  
 107:3, 4, 10, 11,  
 16 108:7, 10, 12  
**overcrowding**  
 105:17, 19  
 106:9 107:8  
 111:5 113:2, 4,  
 8 114:2  
**overpopulated**  
 100:1  
**overview** 14:1  
 117:1  
**overviews**  
 72:12 73:16  
**overwhelming**  
 23:14  
**owe** 64:15  
**< P >**  
**p.m** 96:16  
 116:7, 11, 16  
 117:19, 21  
 118:2, 6, 10  
**pacing** 60:19  
 61:1  
**package** 19:14  
 22:13 36:14  
**pandemic** 60:8  
**paper** 67:8  
**paraeducator**  
 21:6

<p><b>paraeducators</b> 13:11 21:10</p> <p><b>parameters</b> 50:6 51:7</p> <p><b>pare</b> 30:21</p> <p><b>parent</b> 20:13 32:16 75:21 76:4 81:5, 7</p> <p><b>parents</b> 13:12 33:15 71:20 72:3 73:7 75:10, 15 76:13, 18 77:7 81:2, 8 82:16 84:11 85:6</p> <p><b>part</b> 13:19 26:12 29:11, 18, 19 30:2 34:21 39:19 50:5, 18 54:12 59:10 63:5, 21 64:17 68:11, 14 71:6 76:1 78:8 80:11, 14 88:3 91:9 93:5 94:12 98:14 103:6, 18 104:4, 17 105:13</p> <p><b>participate</b> 25:10</p> <p><b>participated</b> 94:1, 3</p> <p><b>participation</b> 12:2 14:20 67:16 68:4 69:8</p> <p><b>particular</b> 99:1, 11 100:15</p> <p><b>particularly</b> 31:12 48:8 105:16</p> <p><b>partner</b> 76:4</p> <p><b>partnering</b> 13:12</p> <p><b>partners</b> 76:19</p> <p><b>partnership</b> 20:17 73:9</p> <p><b>parts</b> 41:13</p> <p><b>pass</b> 24:2 45:17 46:6</p>	<p><b>passed</b> 23:16 24:19</p> <p><b>passing</b> 45:20</p> <p><b>passion</b> 83:20</p> <p><b>Pasteur</b> 4:4 13:1 26:1 27:15 30:7, 8, 11</p> <p><b>path</b> 54:4</p> <p><b>pathway</b> 59:19</p> <p><b>pattern</b> 89:15 96:10</p> <p><b>patterns</b> 96:12</p> <p><b>pause</b> 42:3</p> <p><b>pay</b> 74:21</p> <p><b>Payable</b> 11:7</p> <p><b>paying</b> 74:20</p> <p><b>PC5S</b> 118:10</p> <p><b>PD</b> 81:20 82:1, 2, 7</p> <p><b>peace</b> 22:20</p> <p><b>pedagogy</b> 57:3 68:10 70:15</p> <p><b>peers</b> 58:7 79:5</p> <p><b>people</b> 15:1, 3 21:4, 20 23:15, 20 29:17 37:3, 18 38:3 39:9 53:7</p> <p><b>percent</b> 97:14, 16</p> <p><b>perform</b> 65:1</p> <p><b>performance</b> 6:10 15:21 65:2 78:10</p> <p><b>period</b> 48:3 61:4 114:17</p> <p><b>permanent</b> 107:6</p> <p><b>person</b> 34:6 115:5</p> <p><b>personal</b> 17:8</p> <p><b>Personally</b> 29:8</p> <p><b>Personnel</b> 3:5 6:12, 18 7:2, 5 9:4 12:9</p> <p><b>Persons</b> 12:13</p> <p><b>perspective</b> 52:7</p> <p><b>Pete</b> 91:3</p> <p><b>PFLAG</b> 33:6</p>	<p><b>Pharoan</b> 3:21 27:20 28:2 30:5</p> <p><b>philosophy</b> 69:15</p> <p><b>pickup</b> 81:5</p> <p><b>picture</b> 43:13 107:13</p> <p><b>piece</b> 36:18 37:19 63:10 66:6 67:8 76:20 80:12</p> <p><b>pieces</b> 62:9 63:17 66:9, 15 99:3</p> <p><b>Pikesville</b> 25:5, 10</p> <p><b>pilot</b> 14:21 70:9 117:2</p> <p><b>pilots</b> 70:9</p> <p><b>Pine</b> 98:2, 16 99:15, 17, 20 100:6, 10, 11, 18 101:1 102:15 112:7</p> <p><b>Pinewood</b> 104:5</p> <p><b>Pinterest</b> 89:13</p> <p><b>place</b> 27:2 38:11 39:17 43:10 51:7 70:5 106:10 115:5</p> <p><b>placed</b> 37:3, 7, 15, 19 39:12</p> <p><b>placement</b> 39:7, 13</p> <p><b>placing</b> 15:1 28:4</p> <p><b>plan</b> 16:7 27:4 33:13 56:20 81:20 95:2</p> <p><b>planning</b> 16:4 19:19 57:4 61:2 65:7, 21 68:11 74:6 91:7 92:4 102:19, 20</p> <p><b>plates</b> 19:6, 10</p> <p><b>Please</b> 10:17, 21 11:1 12:16</p>	<p>16:7 33:3 78:11 91:7, 16 92:1 93:3, 9 94:2, 8, 20 95:5 96:5, 12 117:14</p> <p><b>pleased</b> 23:21 35:3</p> <p><b>Pledge</b> 3:3 5:6, 8</p> <p><b>plug</b> 73:6 77:11</p> <p><b>plus</b> 33:11</p> <p><b>point</b> 45:7, 18 46:15 60:10 84:11 85:5 101:21 106:8 107:14, 18</p> <p><b>pointed</b> 114:4</p> <p><b>points</b> 69:18</p> <p><b>Police</b> 11:19</p> <p><b>policies</b> 33:12, 16</p> <p><b>policy</b> 12:3 33:14 117:10, 11</p> <p><b>portion</b> 26:9 30:20</p> <p><b>Portugal</b> 28:19</p> <p><b>position</b> 17:15 18:12</p> <p><b>positions</b> 16:4, 6 18:10, 15 36:20 38:17 40:3 41:1 51:17 70:7</p> <p><b>positive</b> 60:12</p> <p><b>positively</b> 44:1</p> <p><b>possible</b> 16:7 51:16, 18 109:1</p> <p><b>posted</b> 11:21 50:17 116:3 118:20</p> <p><b>postponed</b> 56:3</p> <p><b>potential</b> 95:9 106:7 117:1</p> <p><b>power</b> 29:19</p> <p><b>practicality</b> 112:19</p> <p><b>practice</b> 12:20 46:8 57:20</p>	<p>58:15 59:16 61:21 62:8 68:9 73:1 77:9 80:5 87:11</p> <p><b>practices</b> 12:4 31:1 57:3, 6 92:17</p> <p><b>practicing</b> 79:4, 11</p> <p><b>pre</b> 31:12 60:7</p> <p><b>precise</b> 80:9, 10, 11, 12</p> <p><b>precision</b> 78:8 80:4, 9, 15</p> <p><b>predict</b> 44:18</p> <p><b>predictability</b> 19:17</p> <p><b>pre-kindergarten</b> 14:14</p> <p><b>preliminary</b> 117:20</p> <p><b>preparation</b> 66:20</p> <p><b>prepare</b> 25:18</p> <p><b>prepared</b> 65:1 66:4</p> <p><b>preparing</b> 25:13 59:13 68:9, 21</p> <p><b>preschool</b> 14:14</p> <p><b>present</b> 76:2 91:1</p> <p><b>presentation</b> 25:7 38:2 77:19 78:2 85:9 102:5 105:2 117:20</p> <p><b>presentations</b> 115:21</p> <p><b>presented</b> 6:5 7:5 9:4 34:18 40:16 83:21 92:12 115:12 118:3, 18</p> <p><b>President</b> 13:8 28:7</p> <p><b>presidents</b> 28:7</p> <p><b>pretend</b> 37:1</p>
---	--	--	--	--

<p><b>pretty</b> 40:18 45:13 67:16</p> <p><b>previous</b> 11:6 38:2</p> <p><b>primary</b> 95:15 100:13</p> <p><b>principal</b> 46:21 47:11 48:4, 5 49:19</p> <p><b>Principals</b> 39:8 46:21 47:13 105:12</p> <p><b>prior</b> 11:8 12:18 42:9 50:1</p> <p><b>priorities</b> 48:19</p> <p><b>prioritizing</b> 23:2</p> <p><b>priority</b> 14:5 21:14 26:15, 16, 18, 20 38:21 39:7 44:8 51:9, 10</p> <p><b>prism</b> 29:14</p> <p><b>privilege</b> 64:12, 15</p> <p><b>privileging</b> 64:12</p> <p><b>proactive</b> 22:14</p> <p><b>probably</b> 28:20 47:12 87:15</p> <p><b>problem</b> 24:11 72:20 73:3 78:17 79:10 108:1, 6 114:3</p> <p><b>problems</b> 63:2 72:16 79:7</p> <p><b>procedural</b> 62:11 78:14, 19 79:3</p> <p><b>procedure</b> 79:11</p> <p><b>proceed</b> 24:9</p> <p><b>proceedings</b> 120:3</p> <p><b>process</b> 13:15, 19 24:17 35:4, 16 36:12 38:21 39:1, 6, 19, 20 43:8 61:12</p>	<p>68:11 78:8 91:11 92:3, 10, 18 93:7 94:2, 4, 12, 13 97:18 99:5 102:3 103:7 104:7, 12 105:10, 13, 17, 18, 21 106:3, 8 107:10 108:17</p> <p><b>processes</b> 43:10 50:8</p> <p><b>produces</b> 120:6</p> <p><b>productively</b> 58:5</p> <p><b>profession</b> 18:19</p> <p><b>professional</b> 14:17 21:6 22:8, 19 57:1, 7 59:17 60:20 61:20 63:6 65:4, 6, 11, 14 66:16 68:14 69:12 70:11 71:13 88:4 89:16</p> <p><b>Professionals</b> 20:9, 14, 19 21:13</p> <p><b>proficiency</b> 59:3 65:2</p> <p><b>proficient</b> 58:1 59:3</p> <p><b>program</b> 14:12 24:15 25:4, 10 49:13 69:14, 15, 17 71:9 87:19 88:2 89:1, 4 91:21</p> <p><b>programs</b> 12:4 14:15 21:20 71:10, 12</p> <p><b>projected</b> 91:19 95:16 99:21 101:5</p> <p><b>projections</b> 115:10</p> <p><b>projects</b> 113:20 114:3</p>	<p><b>promotes</b> 12:10</p> <p><b>promotion</b> 6:9</p> <p><b>proper</b> 12:5 26:8 49:5</p> <p><b>proportional</b> 64:9</p> <p><b>proposal</b> 15:5</p> <p><b>Proposed</b> 4:5 15:15 22:10 34:13 35:6 96:15 118:12, 16</p> <p><b>protect</b> 33:17, 19 34:8</p> <p><b>protected</b> 16:19</p> <p><b>protocols</b> 11:21</p> <p><b>proud</b> 32:16</p> <p><b>provide</b> 12:21 14:17 21:17 57:10 58:20 61:19 69:17 70:20 74:7 92:19 98:19 99:1, 14 109:21</p> <p><b>provided</b> 24:18 36:6, 7 38:6, 8, 9 44:6, 7, 8 50:17 86:9 89:16 99:7, 12, 13 102:18 108:13, 20 113:16 114:19</p> <p><b>provides</b> 11:15 14:1</p> <p><b>providing</b> 13:14</p> <p><b>PTA</b> 76:10</p> <p><b>PUBLIC</b> 1:2, 8 3:7 11:5, 14, 17 12:2, 3, 7 13:15 20:16 21:1, 21 40:16 51:20 72:3 92:13 94:12, 15, 18 96:15, 17 97:18 109:13 118:6, 8, 15, 19</p> <p><b>pull</b> 31:5 79:8</p> <p><b>pulling</b> 30:16 83:15</p>	<p><b>Pumphrey</b> 2:3 6:21 7:16, 17 8:20 9:14, 15 15:10 18:6 20:11 22:5 23:8 24:13 32:14 34:16 54:7, 8 55:3, 4 56:8 90:20 91:14 93:1, 19 117:10, 11</p> <p><b>pure</b> 29:20</p> <p><b>purpose</b> 88:21 89:1</p> <p><b>pursuant</b> 6:7</p> <p><b>purview</b> 12:4</p> <p><b>put</b> 26:18 31:11 33:12, 16 47:1, 4, 15 50:20 103:10</p> <p><b>putting</b> 51:7 59:18 83:15</p> <p>&lt; Q &gt;</p> <p><b>quadratic</b> 78:3</p> <p><b>qualitative</b> 74:1</p> <p><b>quality</b> 45:9 61:15</p> <p><b>quantify</b> 64:2</p> <p><b>quantitative</b> 74:3</p> <p><b>Quarter</b> 114:18</p> <p><b>question</b> 53:17 88:7, 19 100:2 101:20 105:1, 10, 20 110:13, 17</p> <p><b>questions</b> 25:8 36:8 38:8 50:18 54:7 72:1 74:12, 14 77:15 85:14 86:9 88:18 89:1 90:3 97:4 105:15 109:5 114:9 115:14 118:17, 18</p> <p><b>quick</b> 54:8 109:8 110:13</p>	<p><b>quickly</b> 45:13 48:1</p> <p><b>quite</b> 38:12</p> <p>&lt; R &gt;</p> <p><b>race</b> 108:20</p> <p><b>Racquel</b> 91:3 92:20 93:17 101:14</p> <p><b>raise</b> 117:14</p> <p><b>raised</b> 83:19</p> <p><b>rated</b> 95:13</p> <p><b>ratio</b> 38:3 64:8</p> <p><b>rationale</b> 91:17 102:11</p> <p><b>Raven</b> 96:17 118:7</p> <p><b>reach</b> 66:13 70:18</p> <p><b>reaching</b> 81:1</p> <p><b>read</b> 5:9 91:11</p> <p><b>readiness</b> 59:8, 11, 13, 21</p> <p><b>reading</b> 52:13</p> <p><b>readmitted</b> 34:2</p> <p><b>ready</b> 20:3 33:18 34:7 59:14 62:7 64:16 65:1</p> <p><b>real</b> 41:15</p> <p><b>reality</b> 99:8</p> <p><b>realize</b> 19:16 73:7</p> <p><b>really</b> 28:8, 10, 14, 17 29:3, 8, 9, 13, 19, 21 30:2 36:11 40:13 43:13 56:17, 20 57:4, 9, 20 60:3, 4, 5, 11, 18 61:9 64:17 65:3 68:15 69:1, 13 71:13 73:21 74:10 77:6, 10 80:11 81:9, 21 82:2, 4 85:15, 16 87:5, 8 89:17, 18, 20, 21 100:21 107:12</p>
---	--	---	---	---

<p>108:9 110:13  <b>reason</b> 86:6  <b>reasoning</b> 58:6          64:7, 9  <b>reasons</b> 6:8  <b>reassurance</b>          22:19  <b>recall</b> 56:17  <b>receive</b> 11:15          23:14  <b>received</b> 39:8          74:2 95:4, 7          118:21  <b>receiving</b> 53:18  <b>recite</b> 5:6  <b>recognition</b>          5:10 7:3 10:15  <b>recognize</b> 10:18          20:20 21:9, 11          58:6 97:1  <b>recognizing</b>          21:5 31:8  <b>recommend</b>          81:7  <b>Recommendation</b>          4:11 90:17          91:1, 10 92:11          93:5 95:5, 6          96:16, 20 97:8          99:12 103:11          105:18 106:3          118:5, 16  <b>recommendations</b>          39:10 95:9          104:20 112:5          118:12 119:2  <b>recommended</b>          11:20 95:15          96:7 107:2          109:10, 18          118:8  <b>recommitting</b>          106:7  <b>recontextualize</b>          79:9  <b>record</b> 74:17          105:12  <b>recruit</b> 18:12,          16</p>	<p><b>recruiting</b>          19:20 51:9  <b>recruitment</b>          16:11, 17  <b>redesigned</b>          59:10  <b>redraw</b> 112:14  <b>redrawing</b>          113:1  <b>reduce</b> 30:18          44:20 97:9          113:2  <b>reduced</b> 31:11  <b>reduction</b> 14:13  <b>reductions</b> 16:1          40:18  <b>reemphasize</b>          84:3  <b>reflect</b> 29:9  <b>reflected</b> 59:6  <b>reflective</b> 66:9  <b>refusing</b> 26:17,          18, 21 27:8  <b>regarding</b> 118:8  <b>region</b> 91:21          99:9  <b>regional</b> 110:18          112:6  <b>regionalization</b>          110:18  <b>regular</b> 47:20  <b>regulations</b>          117:8  <b>regurgitation</b>          58:9  <b>reiterate</b> 39:21          54:10  <b>relate</b> 12:7          64:14  <b>related</b> 72:21  <b>relative</b> 99:15  <b>released</b> 34:1, 2  <b>Relief</b> 4:11          90:17 93:13          94:7 100:14          102:21 118:5  <b>relieve</b> 91:18          95:16 102:13          105:17 106:8</p>	<p>111:5, 11 112:4          113:4  <b>remain</b> 96:1          115:4  <b>remained</b> 97:16  <b>remaining</b> 96:2  <b>remarks</b> 12:9,          14  <b>remember</b>          13:16 85:7          86:15  <b>remind</b> 86:19  <b>reminder</b> 116:3          118:10  <b>remiss</b> 54:2  <b>removal</b> 6:10  <b>repeat</b> 97:6, 11  <b>repeated</b> 58:6  <b>Report</b> 4:7, 10          16:16 34:21          46:17 51:1          56:2 86:5, 6          90:16 114:15,          18 115:8 116:1,          2  <b>reports</b> 116:3  <b>represent</b> 23:11,          17  <b>representation</b>          73:2  <b>representatives</b>          45:3 54:13          104:18  <b>republished</b>          40:11  <b>reputation</b> 82:9  <b>request</b> 46:17,          18 47:15 105:7  <b>requested</b>          42:17 44:3          46:15 65:16          96:1 98:20          105:3  <b>requesting</b> 43:4  <b>requests</b> 38:18          47:13  <b>require</b> 17:2, 3  <b>required</b> 47:2,          4 68:15 71:10</p>	<p><b>requirements</b>          47:2 49:12  <b>re-read</b> 33:10  <b>research</b> 16:14          62:16  <b>researchers</b>          86:8  <b>researching</b>          110:16  <b>resignation</b> 6:10  <b>resignations</b> 7:3  <b>resource</b> 14:15          62:5, 9 63:6          69:13 70:4          71:1 72:7 74:9          84:14  <b>Resources</b>          39:15, 16 62:3          72:3, 6, 10, 15          84:5, 16 89:12          113:6  <b>respect</b> 96:14  <b>respond</b> 43:19          118:17  <b>responded</b> 69:3  <b>responses</b> 38:7  <b>responsible</b>          113:5  <b>rest</b> 57:11  <b>restorative</b> 31:1  <b>restored</b> 16:6  <b>restrictive</b> 26:19  <b>result</b> 47:10          94:11 95:21          96:3  <b>resulted</b> 108:12  <b>results</b> 94:18  <b>Retail</b> 11:9  <b>retain</b> 18:12, 16  <b>retaining</b> 19:20          51:9  <b>retention</b> 16:12,          17  <b>retired</b> 13:11  <b>retirements</b> 7:2  <b>retribution</b>          32:20  <b>Revenues</b>          114:16</p>	<p><b>review</b> 117:10,          11  <b>reviewed</b> 116:21  <b>reviewing</b> 92:7  <b>revised</b> 114:21          115:6  <b>right</b> 16:5          27:7, 17 37:3          38:14 42:3          45:16 47:12          56:7 66:18          68:11 73:15          76:11 79:14          80:4 88:1 94:5          96:8 109:12  <b>rights</b> 28:14  <b>rigor</b> 60:19          62:10 71:15          78:7, 12, 13          79:21 80:2, 12  <b>rigorous</b> 79:20  <b>road</b> 51:2          112:20, 21  <b>robocalls</b> 81:6  <b>Rodney</b> 2:8  <b>Rogers</b> 5:21          6:2, 21 8:18, 19          10:15, 17, 21          13:7 15:2, 11,          15 18:6 20:11          22:5, 11 23:8          24:14 25:1          30:1 31:7          32:14 34:14, 15          38:12 40:15          46:2, 3 51:19          56:8 90:20          91:15 93:1, 20          105:11 106:15  <b>role</b> 43:7 99:4  <b>roll</b> 5:18 7:11          9:9 40:6 41:5          54:19  <b>room</b> 50:11  <b>root</b> 64:18          108:1  <b>rosters</b> 42:19          46:10  <b>rough</b> 27:11</p>
---	---	--	---	--

<p><b>round</b> 51:20  <b>rounded</b> 60:8  <b>rounding</b> 71:4  <b>routines</b> 63:4          69:17  <b>rules</b> 33:12          115:7</p> <p>&lt; S &gt;</p> <p><b>safe</b> 16:20          31:2 48:20  <b>safeguard</b> 22:14  <b>Safety</b> 11:20,          21 27:4 45:8          48:18 52:20  <b>sales</b> 28:8  <b>Salomon</b> 1:21  <b>sample</b> 65:13          72:16  <b>Saranoff</b> 31:19  <b>Saroff</b> 3:20          26:4, 5, 7 27:14          31:20  <b>SAT</b> 59:10  <b>save</b> 73:7  <b>savings</b> 41:3, 4  <b>Savoy</b> 2:9 7:9          8:1, 2 9:7, 20,          21 35:11 55:9,          10 117:4, 5  <b>saw</b> 87:17  <b>Saxe</b> 120:2, 11  <b>saying</b> 26:14          51:4 111:9          113:12  <b>says</b> 49:14  <b>scary</b> 45:21  <b>schedule</b> 32:7          46:19 47:7, 20,          21 49:8 50:21  <b>scheduled</b> 35:2          36:21 92:13, 14          96:18 116:6          117:12  <b>scheduler</b>          46:13 48:5          49:19 50:1  <b>schedulers</b> 48:7  <b>schedules</b> 37:16          46:6, 7 49:6</p>	<p><b>scheduling</b> 43:9          50:5  <b>School</b> 3:8, 10          4:10 11:20          13:3, 9 14:16          17:10 19:5, 14          25:6, 14 27:1          29:2, 8, 20 30:3          32:18, 19 34:1          36:20 37:13          38:15 42:20          43:14, 15 46:14          47:3, 21 48:10,          19 50:14 54:10          56:14 57:9          60:15, 16 65:16,          18 66:21 68:2,          6, 13 75:1 76:8          89:21 90:17          91:2, 3, 9, 18          92:2 93:13, 21          96:9, 17, 19          98:11 99:15, 21          101:12, 13          104:13, 15          109:1 112:8, 9,          19, 20 114:21          115:10, 11          117:21 118:4, 7  <b>school-aged</b>          34:6  <b>SCHOOLS</b> 1:2          11:5 13:16          14:21 16:1          20:16 21:1, 21          28:5 31:1, 12          38:13 39:13, 17          40:5 51:12          57:6 67:18          70:14 76:8          88:12 89:6, 8,          10 91:6, 18, 20          93:8 94:1, 3, 6          95:12, 16, 17, 19          96:1, 2, 4, 11          97:14, 16, 20          98:6, 9, 10 99:6,          19 100:4, 6          101:7, 10, 21          102:1, 5, 9, 12</p>	<p>103:4, 12          104:17, 18, 19          105:19 106:18          107:3, 5, 16          108:7, 12          110:15 111:4,          10, 13, 14, 15, 21          112:2, 3 113:3,          10, 19  <b>scope</b> 43:18          94:6 99:8          100:3, 16  <b>scores</b> 56:15  <b>Scott's</b> 117:20  <b>search</b> 73:14  <b>seats</b> 68:3          91:20 99:9, 19          100:5 101:10          107:6 113:17          114:1  <b>second</b> 7:8, 9          9:6, 7 16:9          34:5 35:10, 11  <b>secondary</b>          38:16 56:10          57:5 69:10          72:7 82:8, 12          98:6 117:1, 2  <b>seconds</b> 29:15  <b>secret</b> 84:5  <b>section</b> 50:21  <b>sections</b> 40:11          47:6 48:1 49:6  <b>secure</b> 16:20  <b>Security</b> 11:20,          21 22:18 52:19  <b>see</b> 23:15, 20          25:16 29:13          32:18 50:13          51:1, 2, 12          53:15 57:6          60:18 63:7          64:19 66:5          67:15 72:5, 11          73:17 76:14          77:8, 9 78:17          82:16 87:3          88:9, 13 89:12          99:2 109:10</p>	<p><b>seeing</b> 21:19          25:18 32:1          68:2, 5 71:2          74:12 81:21          88:13, 14 89:4,          15  <b>seek</b> 51:11  <b>seen</b> 17:16          76:21 93:10  <b>selected</b> 11:16  <b>selecting</b> 43:8  <b>self</b> 86:5 111:6  <b>self-imposed</b>          113:10  <b>semesterized</b>          48:15  <b>send</b> 101:15  <b>sending</b> 30:4          101:11  <b>Senior</b> 11:9  <b>sense</b> 17:3          22:18 48:4          108:3  <b>sent</b> 118:13  <b>sentence</b> 63:1  <b>sentences</b> 86:10  <b>separate</b> 115:20  <b>separated</b>          101:12  <b>separating</b> 98:8,          9  <b>September</b>          92:5, 6  <b>series</b> 66:20          89:11  <b>serve</b> 32:5  <b>served</b> 5:11  <b>service</b> 7:3          11:5 13:11          113:6  <b>services</b> 27:9  <b>Session</b> 4:8          6:7, 15 34:20          40:20 67:1, 2,          20 69:3, 6          90:10, 14 94:16          115:13  <b>sessions</b> 68:2          71:8 82:7</p>	<p><b>set</b> 50:18          101:7 110:20          117:5  <b>Setting</b> 4:13          54:3 78:9          99:21 115:16  <b>seven</b> 96:5          108:14, 15  <b>Sexton</b> 3:13          18:3, 5 20:7          41:12  <b>share</b> 50:9          51:19 56:9          72:2 76:2  <b>shared</b> 23:13          49:11 50:6          56:14 62:8          68:18, 19 75:20          87:6, 10 91:8          93:2, 4 94:15,          18  <b>sharing</b> 75:21          84:6, 7, 9 92:17  <b>Sharon</b> 3:20          26:4  <b>Sharonda</b> 91:5  <b>SHAY</b> 56:6          67:21 71:19          75:19 77:3, 5,          14 78:4 81:10          83:2 85:11          90:7  <b>sheet</b> 47:15  <b>shelf</b> 86:15  <b>shift</b> 59:14          61:20 63:7          65:7, 8, 9 66:10          76:19 78:17          83:17 87:7, 9,          10, 11, 12, 14          88:6, 9 102:20  <b>shifted</b> 104:13  <b>shifting</b> 59:9,          12 71:12 74:11          108:2  <b>shifts</b> 39:4          59:17 65:5          71:2 81:21          82:1</p>
---	--	---	---	---

<p><b>ships</b> 29:5  <b>shore</b> 63:7  <b>short</b> 113:9  <b>shortage</b> 15:20  16:2  <b>shortfall</b> 52:2  <b>shortly</b> 37:4  <b>shove</b> 83:10  <b>show</b> 29:10  30:2 73:16  84:21  <b>showcase</b> 22:16  <b>showed</b> 23:15  76:17  <b>showing</b> 93:21  <b>shown</b> 94:5  95:4  <b>shows</b> 95:12  96:8, 10  <b>sic</b> 48:15  <b>side</b> 68:8  <b>sign</b> 47:18  <b>significant</b>  85:21  <b>silence</b> 5:10, 12  <b>similar</b> 76:13  <b>similarities</b>  69:11  <b>simple</b> 58:10  <b>simply</b> 19:5  38:12 46:11  49:7 100:13  <b>sincere</b> 22:17  <b>sincerely</b> 23:1  <b>single</b> 50:19, 21  74:21  <b>singleton</b> 47:19  <b>sit</b> 83:12  <b>site-based</b>  65:16 74:9  <b>sitting</b> 113:1  <b>situation</b> 53:16  <b>six</b> 36:16  67:19 90:2  95:17, 19 96:12  97:7, 9, 14  103:19  <b>size</b> 14:13  44:17, 19 45:10  50:3 53:4 66:2</p>	<p>99:8 100:15  111:12  <b>sizes</b> 41:16  42:14 44:4, 7,  20 50:16, 19  52:12 54:9  113:7  <b>skill</b> 62:12  <b>skills</b> 74:9  <b>slated</b> 103:21  <b>slave</b> 29:5  <b>slide</b> 40:17  56:11 57:13, 16,  19 60:1 61:12  65:12 66:4, 14,  19 68:17 69:10,  11 70:10 71:3  73:18 91:7, 8,  16 92:1, 19  93:1, 3, 9, 10, 14  94:2, 8, 20 95:5,  7, 11 96:5, 9, 10,  12 102:11  109:9 110:4  <b>slides</b> 40:20, 21  <b>Slightly</b> 105:2  <b>small</b> 51:1, 6  94:21 98:13, 14  <b>smaller</b> 16:3  49:9 52:11  <b>social</b> 17:2  18:21 33:8  47:3 76:6  <b>solution</b> 107:6  <b>solve</b> 73:3  <b>somebody</b>  37:10 38:10  <b>soon</b> 16:6 83:7  <b>Sorry</b> 20:7  55:12 74:16  93:3 103:17  <b>sort</b> 36:10  37:16 87:7  <b>sound</b> 74:16  <b>sounds</b> 102:5  <b>space</b> 61:16  66:2 91:20  95:17 113:3  <b>spaces</b> 32:9</p>	<p>40:1 70:8  <b>Spanish</b> 72:13  <b>speak</b> 13:1, 4  15:12, 13 16:9  18:1, 7 20:17  22:6 25:5  40:21 42:11  43:3 54:13  78:10 86:3  102:3  <b>speaker</b> 13:4  15:7 23:6 24:5  26:4 32:9, 12  118:11  <b>speakers</b> 26:3  118:17, 18  <b>speaking</b> 15:8  18:3 20:6, 8  43:6 46:13  88:1  <b>speaks</b> 40:18  <b>special</b> 14:12,  18, 19 26:11, 15  31:17, 21 33:13  52:15  <b>specialist</b> 70:8  <b>specific</b> 6:13  12:6 46:16  48:14 51:7  56:10 61:4  74:5 93:12  103:8  <b>specifically</b>  40:20 49:10  51:4 60:17  61:10 66:14  70:11 71:9  99:2 100:18  103:6 104:3  <b>spend</b> 31:9  63:15 65:6  <b>spending</b> 16:7  31:11  <b>spent</b> 14:3  30:20  <b>spewing</b> 33:4  <b>spoken</b> 44:1  <b>spread</b> 84:8  <b>spring</b> 37:17</p>	<p>71:5 92:3  <b>stability</b> 52:16  <b>staff</b> 13:10, 11  14:10, 11, 16  15:18 16:1  17:3, 5, 8, 9, 13,  18 18:11, 18  20:5 21:1  22:17 33:14  41:14, 19 43:21  52:16 54:14  70:13, 15, 19  74:9 92:8 99:4  111:16  <b>staffing</b> 15:20  16:2 38:1 39:2,  4 50:14  <b>staff-teacher</b>  38:3  <b>stakeholder</b>  13:20  <b>stakeholders</b>  13:18 14:1  <b>stakes</b> 59:20  <b>stand</b> 10:21  11:1 33:18  34:8  <b>standards</b> 57:2,  19 58:3, 15  62:6, 7 64:1  73:1 80:5  <b>standing</b> 24:1  <b>stands</b> 6:5 20:3  <b>starring</b> 73:10  <b>start</b> 31:15  51:20 56:14  64:5 75:19  <b>started</b> 36:12  39:6, 7 60:7  108:13, 14  112:1  <b>starting</b> 19:17  28:13 88:9  <b>starts</b> 64:5  <b>state</b> 47:2  49:14 58:4  95:13  <b>statement</b> 36:9  <b>stayed</b> 29:1  <b>step</b> 66:10</p>	<p><b>step-by-step</b>  72:20  <b>steps</b> 96:14  <b>Steve</b> 91:4  <b>stick</b> 85:6  <b>Stolusky</b> 2:10  7:20, 21 9:5, 18,  19 28:3 35:13,  14 40:8, 9 55:7,  8 81:11  <b>stop</b> 43:2  <b>stops</b> 19:4  <b>stories</b> 50:12  <b>story</b> 63:2  <b>strategic</b> 57:1  63:17 79:16  91:7  <b>strategically</b>  82:5  <b>strategies</b> 62:16  69:16  <b>strategy</b> 16:5  64:17  <b>strength</b> 70:21  <b>strictly</b> 108:20  <b>striving</b> 57:13  104:7  <b>strong</b> 31:15  32:5  <b>structure</b> 58:6  <b>struggle</b> 58:5  69:19 82:11  <b>struggling</b> 81:2  <b>Student</b> 2:12  12:6 14:4  15:21 19:2, 9  26:3 33:20  44:4 52:9 53:2  63:10 65:8  67:13 81:6  <b>Students</b> 3:19  15:4 17:2, 17  18:11, 17 19:11  20:5 21:1, 4, 8,  9, 20 22:17, 21  23:3, 20 25:5,  11, 16 26:21  27:8, 9 28:17  31:17, 18 32:10,  17, 18, 20 33:2,</p>
--	--	--	--	---

15, 19 34:8, 10  
 39:5 41:15  
 42:1, 13, 19  
 43:9, 20 44:8,  
 11 45:12 46:15,  
 17, 18 47:7, 12,  
 16, 17 48:1, 2,  
 10, 20 49:15, 16,  
 18 50:4 51:8,  
 12 53:8 54:2  
 57:21 58:5, 13,  
 21 59:1, 2, 13  
 60:4 61:18  
 62:1, 14, 19, 20  
 63:11, 15 64:6,  
 12, 13, 15, 20  
 67:11 69:18  
 71:17 76:16  
 77:11 78:2, 9,  
 10 80:8, 15  
 81:4 84:10, 12,  
 15 85:3 95:3  
 96:5, 6, 8 108:2  
 112:16 113:6  
 115:3, 8  
**student's** 26:17  
**studies** 47:3  
 108:7  
**study** 60:7, 10,  
 17 61:8 74:2  
 85:18 86:3, 6,  
 21 87:4, 17  
 91:2, 10, 11, 17  
 92:16 93:7, 9,  
 14 94:5 95:12,  
 16 97:13, 15  
 98:19 99:8, 11,  
 20 100:3, 8, 13,  
 15, 21 102:12  
 107:15 111:12  
**stuff** 74:17  
**subject** 16:9  
 77:21  
**subjects** 15:13  
 78:1  
**submit** 11:17  
**submitted** 47:12  
**subscribed**  
 120:7  
**succeed** 81:4

**successful**  
 63:18 76:1  
**succumbed** 34:3  
**Sue** 76:4  
**sugar** 19:21  
**suggested** 93:2  
**sum** 73:19  
**summary** 6:15  
**summer** 37:8,  
 18 71:6, 7, 10  
 86:16 92:9  
**Superintendent**  
 6:21 13:6  
 15:10 20:11  
 22:5 23:8  
 24:13 42:11, 17  
 53:6, 10 56:8  
 90:20 91:15  
 93:1, 20  
**Superintendent's**  
 4:5 34:12, 21  
 35:6 77:1, 11  
 115:7  
**Supervisor**  
 11:6 73:10  
**support** 14:17  
 17:3 18:13, 20  
 19:12 20:2, 9,  
 19, 21 21:20  
 23:2, 12 24:1  
 25:4, 12 28:4  
 31:16 32:2  
 61:11, 17 65:18  
 66:6, 11, 15  
 70:12, 13, 17, 20  
 72:1, 9, 15 73:4,  
 14, 18 77:10  
 113:18  
**supporting**  
 33:2 36:6 57:7,  
 9 61:5 71:16,  
 21  
**supportive**  
 15:16 28:16  
**Supports** 33:8  
 52:14, 15 65:15  
**sure** 18:10  
 24:19 31:19  
 35:21 38:4

41:11 48:12  
 51:12 53:7  
 61:19 63:14  
 64:18 65:10  
 70:1 71:1, 16  
 79:13 80:14  
 102:4  
**Surgeon** 16:15  
**surrounding**  
 110:15  
**survey** 94:18  
**surveyed** 60:14  
**surveys** 86:7  
**sway** 105:12  
**system** 12:5  
 13:3 17:10  
 19:15 20:4  
 29:2, 20 30:3  
 48:19 67:3  
 84:20 111:3, 4  
**System-**  
**Affiliated** 3:8  
**systems** 110:19  
**system's** 14:5  
 53:7  
 < T >  
**TABCO** 3:13  
 18:4 19:15  
 20:3 33:7  
**table** 94:4 96:8  
**tackle** 79:6  
**take** 19:6, 9  
 22:10 23:21  
 28:10 30:2  
 33:18 34:7  
 48:14 54:16  
 64:16 72:2  
 74:13 76:9  
 82:8 96:21  
 99:10 101:15  
 106:11 115:5  
**Taken** 4:8  
 34:1 90:13  
 118:21  
**takes** 35:19  
 106:10 119:1  
**talented** 25:17

**talk** 51:4 52:6,  
 19 60:21 64:8  
 79:4 87:9  
**talked** 48:17  
 59:8 66:8  
 68:20 86:12  
 110:14  
**talking** 31:20  
 39:1 58:4  
 60:21 61:1  
 64:5 111:3  
 113:8  
**Tang** 73:10  
**target** 103:18  
**targeting**  
 102:13  
**tasks** 19:8  
**taught** 73:3  
**teach** 37:13, 14  
 61:3 69:13  
 75:13  
**teacher** 14:18,  
 19 51:17 60:11,  
 15 65:21 69:2  
 70:12, 16, 17  
 72:18 76:17  
 81:15 86:15  
 88:1  
**teachers** 13:10  
 14:10, 15, 16  
 15:18 26:13  
 27:7 29:13  
 31:16 33:7, 14  
 38:4 39:18  
 40:2 42:18  
 43:14 45:2, 3, 4,  
 8 47:6 51:10,  
 17 54:11, 14, 15,  
 16 57:2, 8 60:3,  
 5, 12, 15 61:10  
 65:21 66:21  
 67:4 68:2, 4, 8,  
 12, 15, 19 69:3,  
 14 70:14, 19  
 71:11 74:7, 9,  
 10 82:2, 7, 12  
 84:15 85:19, 20  
 86:5, 9 87:2, 17  
 88:14 89:12

**teacher's** 14:20  
**teaches** 30:3  
**teaching** 18:20  
 36:19 48:21  
 57:18 59:3  
 65:20  
**team** 47:13  
 50:9 52:1  
 53:11 66:3  
 76:5 90:18  
 106:12  
**teams** 65:21  
**technical** 88:20  
**technicians**  
 20:14 21:7  
**teenagers** 32:16  
**tell** 26:20  
 38:10 46:14  
 84:18 102:9  
 103:6  
**telling** 42:18  
 60:4  
**Ten** 29:2  
**tentative** 22:16  
**term** 64:9  
**terms** 30:14  
 31:9, 11 38:20  
 41:14 42:13, 18  
 50:3, 7 81:1  
 83:19  
**test** 87:3  
**text-heavy** 79:7  
**Thank** 8:15, 19  
 10:13, 17 11:1,  
 13 13:14 15:1,  
 6, 11 17:21  
 18:2, 7 20:5, 20  
 21:5 22:1, 2, 6  
 23:1, 4, 5 24:3,  
 4, 10, 16, 21  
 25:3, 12, 19, 20  
 27:13, 14 28:2  
 30:5, 6 32:7, 8  
 34:9, 11, 15  
 35:5, 9 36:3  
 40:9 46:3 52:5  
 54:6, 17, 18  
 56:12 73:20  
 74:14 77:17  
 80:20 83:20, 21

84:1, 2, 6 85:9,  
10, 11 90:2, 3, 5,  
6, 7, 8, 15 91:13  
92:20 97:1, 4,  
21 101:15, 16,  
18 106:14  
109:3 110:12  
113:13 114:5, 6,  
12 115:19  
116:7, 8, 12, 14,  
20 117:3, 6  
119:4  
**Thanks** 114:8  
**theater** 37:11,  
13  
**THEREOF**  
120:7  
**thing** 17:4  
26:8 68:18  
78:21 87:10  
101:1 107:7  
**things** 19:6  
31:4, 8 42:6  
46:11 47:9  
52:21 53:3, 15  
57:20 58:12, 14  
60:13 61:17  
62:13 63:2, 5  
70:9 71:17  
75:16 77:9  
79:6 82:10  
83:10 87:12  
88:3, 17  
**think** 17:21  
28:8 29:3, 8  
31:19 36:13, 14  
37:16 38:1, 13  
41:1 47:20  
48:11, 15 49:20  
52:5 53:14, 16  
67:21 70:5  
75:20 76:1, 11  
79:21 80:2  
82:4 83:16  
85:5 86:4, 11  
87:17 88:16, 17  
89:14 104:6  
107:12 108:5  
110:16

**thinkers** 58:1  
59:4  
**thinking** 58:18  
80:18 81:14  
87:10  
**third** 63:10  
**thoughtful**  
53:11  
**thousand** 47:21  
**thousand-foot-**  
**level** 56:13  
**Three** 17:5  
19:15 32:16  
36:14 40:21  
44:20 47:4  
48:2 52:18  
65:12 78:13  
95:18 96:2  
97:9, 15 101:21  
102:9, 11  
103:13 104:1, 2,  
4 109:9, 11  
110:2, 3 112:20  
116:21  
**three-hour**  
115:4  
**three-minute**  
12:16  
**Tiara** 2:2 5:3  
**tied** 69:12  
**Tiffany** 2:5  
**tight** 15:16  
38:19  
**tighter** 43:16  
**time** 12:17, 18,  
19 17:2 24:11  
27:3, 15 28:9  
47:9, 19 52:19  
61:3, 4 63:15  
65:6, 15 66:10  
67:14, 18 68:7  
69:4 79:1  
86:15 93:6  
113:21  
**times** 19:4  
28:21 43:16  
48:8 84:18  
92:6  
**Time's** 27:21

**Timonium**  
102:14 104:5  
**today** 24:20  
25:5 27:2  
32:15 35:1  
57:18 58:17  
66:5 87:10  
**told** 28:9 37:8  
**tolerated** 12:13  
**tonight** 15:12,  
13, 14 16:10  
18:8 20:13, 20  
21:16, 19 22:7  
23:12 45:1  
56:9 73:21  
76:2 95:10  
118:3  
**Tonight's** 5:13  
6:1, 3  
**tools** 45:8  
**top** 72:5  
**topics** 30:15  
73:12  
**toss** 84:9  
**total** 41:3 46:1  
94:9 96:6  
**totality** 48:11  
**touch** 81:5, 6  
84:10, 11  
**touchpoint**  
65:15, 18 66:11  
**trackers** 28:19  
29:7  
**tragically** 34:4  
**trainers** 36:17  
**training** 70:13  
**trainings** 71:11  
**Transcribed**  
1:20 120:3  
**Transcriber**  
120:12  
**transcript**  
118:19 120:6  
**transcripts**  
118:20  
**transfer** 38:21  
61:18 63:11, 14  
64:2  
**transgender**  
32:17 34:6

**translating**  
72:13  
**transparency**  
53:20  
**transparent**  
13:14 35:15  
40:13 104:7  
**transportation**  
23:18  
**treated** 17:10  
29:12  
**tremendous**  
25:3  
**trends** 74:11  
**tried** 108:21  
**trillions** 29:16  
**true** 19:5  
58:13 120:5  
**truly** 19:8  
56:17  
**try** 67:6 70:4  
83:8 86:19  
87:20  
**trying** 30:21  
44:14, 20 45:17  
59:17 81:3  
87:12 100:20  
111:11 112:3  
**Tuesday** 5:5  
116:6 118:1  
**turn** 35:3  
73:18 91:12  
93:15  
**turned** 12:18  
**TV** 5:15 73:9  
**two** 15:13 17:1  
26:8 27:3  
32:17 36:9  
41:15 47:16  
48:13 49:15  
63:8 80:6 95:8  
98:10 109:18  
115:20  
**type** 65:14  
111:18  
**types** 89:16  
< U >  
**Uh-huh** 93:16  
101:3 102:16

105:5, 9 107:19  
110:9  
**ultimately**  
99:10 103:3, 10  
104:19  
**unaware** 6:2  
**unchanged** 96:2  
**understand**  
36:21 37:2, 18  
43:20 82:2  
83:4, 19 103:20  
**understanding**  
36:19 40:13  
44:15 62:12, 21  
64:7 78:14, 20  
79:3, 4, 19 80:3,  
13, 19 101:20  
**understandings**  
58:8  
**Unfinished** 4:5  
34:12  
**union** 33:7  
45:3 54:13  
**Unions** 3:11  
15:7 16:21  
36:15  
**Unit** 11:20  
19:15 61:1  
67:2, 19 72:12,  
21 73:16 86:16  
**units** 15:15  
16:11 17:20  
44:2 80:10  
**University** 60:6  
76:4  
**unknown** 76:12  
**unnoticed** 23:4  
**unpack** 106:11  
**upcoming** 67:2  
77:1  
**update** 115:11  
**Updates** 4:13  
56:10 106:12  
115:16, 17  
**use** 64:2 72:14  
76:6 79:18  
80:17 87:2  
89:4, 9, 17  
91:19 95:17

113:5  
**uses** 72:15  
**utilization**  
 95:14, 18, 20  
 96:3, 4 97:15,  
 16 102:13  
 110:10  
  
 < V >  
**vacancies** 38:14,  
 15, 17 40:3  
**value** 21:5, 11  
 68:2, 5 69:1  
**valued** 17:16  
**variations** 94:9  
**various** 92:7  
**Vastey** 4:9  
 90:11, 12  
**Verizon** 5:16  
**versus** 81:2  
 82:11 83:13  
**veteran** 18:18  
**viable** 94:15  
**Vice** 2:3 6:21  
 8:20 13:6  
 15:10 18:6  
 20:11 22:5  
 23:8 24:12  
 32:14 34:16  
 56:8 90:20  
 91:14 92:21  
 93:19  
**viciously** 33:21  
**videos** 73:11  
**Vietnam** 29:16  
**view** 56:13  
 61:13  
**views** 11:15  
 118:12  
**Vimeo** 73:8  
**violence** 12:10  
**virtual** 115:1  
**virtually** 116:6,  
 11  
**visiting** 89:7  
**visits** 66:1  
**visual** 36:1  
 73:2, 15  
**Vivian** 120:2, 11

**vocabulary**  
 69:19 80:7, 17  
**volumes** 27:6  
**vote** 5:18 7:11  
 9:9 22:1 33:11  
 35:2 40:6 41:6  
 42:9 44:15  
 54:19 92:14  
 96:18  
**voted** 109:19  
**voters** 105:14  
**votes** 95:4, 7  
**voting** 5:18  
**vulnerable** 27:9  
  
 < W >  
**waitlist** 32:10,  
 12  
**wake** 27:11  
**walk** 105:18  
**walked** 66:7  
**walking** 66:1  
**walks** 88:12  
**walk-throughs**  
 89:4  
**want** 22:10  
 24:16, 21 25:3  
 30:15 31:1, 7, 9  
 35:14, 21 39:21  
 40:10, 12 42:3  
 48:11, 12 49:7  
 53:15 57:21  
 61:15 63:7  
 71:6 73:6  
 75:13, 15 76:20  
 78:2 79:15, 16  
 80:14 81:13, 19  
 82:13 84:2, 9  
 87:1 88:17  
 97:20 100:21  
 102:2, 6 110:4  
 112:14  
**wanted** 30:13  
 44:13 45:1  
 56:20 68:21  
 72:2 73:16, 21  
 106:1  
**wants** 52:11  
**war** 29:15

**wars** 29:6  
**watching** 84:7  
**way** 19:2, 6  
 30:14 31:9  
 36:12, 13 45:19  
 51:6 59:9  
 65:18 67:11  
 75:13, 15, 16, 20  
 81:4, 6 83:11,  
 19, 20 87:1, 2, 8  
 107:11  
**ways** 32:2  
 67:5 76:5, 7  
 77:4 80:6 81:3  
 93:12  
**webpage** 118:20  
**website** 12:2  
 14:1 50:17  
 72:7 73:17  
 83:15 116:4, 5  
**websites** 89:13  
**weeds** 43:17  
**weeks** 26:9  
**weighing** 22:15  
**welcome**  
 106:15 109:4  
**well** 14:6  
 17:13 23:18  
 30:9 32:2 40:3  
 41:16 45:12  
 49:1 50:8  
 53:16 57:3  
 59:19 60:5  
 64:3 73:14  
 74:3 75:19  
 80:10 83:5  
 85:21 89:3  
**well-being**  
 16:10, 15, 16  
 22:18  
**went** 29:15  
 109:11, 12, 16  
 112:1  
**We're** 19:2, 17  
 26:13, 17, 18  
 27:8 30:17  
 37:9 38:4 39:1  
 43:10 44:9, 15,  
 16, 18, 20 45:17,  
 19, 20 50:8, 9

51:4, 7 53:15  
 54:4 58:4, 9, 10,  
 11 59:1, 9, 12,  
 13, 16 60:2, 16,  
 21 61:1, 10  
 63:21 65:11  
 66:12 67:6, 7,  
 17 69:5, 8 71:2,  
 5, 16 72:21  
 73:8 74:5, 8  
 76:2, 17 81:17  
 87:12, 16 88:18  
 98:13 104:7  
 107:9, 15, 21  
 108:1, 6 113:8  
**Western** 29:14  
**We've** 17:2  
 26:14 27:4  
 39:6, 7 45:11  
 61:14 65:1, 4, 9,  
 13 66:3, 11  
 67:18 68:6  
 70:18 74:2, 12  
 76:5, 8 79:21  
 110:17 113:16,  
 19 114:2  
**whittled** 48:1  
**wholeheartedly**  
 31:14  
**willingly** 53:11  
**willingness**  
 24:21 26:10  
**window** 39:14,  
 16  
**wish** 32:3  
**WITNESS**  
 120:7  
**wonder** 28:10  
**wondered** 98:2  
**wonderful**  
 25:17 31:3  
 83:21  
**wondering**  
 57:17 101:6  
 107:14  
**Woodlawn**  
 77:13  
**word** 82:9  
 84:8 85:3  
**words** 33:3, 5

**work** 17:11, 16  
 18:21 19:10, 19  
 20:3, 18 22:16  
 25:16 34:10, 20  
 40:19 43:18  
 49:2 53:14  
 54:4 60:16  
 68:8 71:6 75:2  
 77:20 79:1  
 90:4 94:10  
 108:18 114:6  
**worked** 78:21  
 114:2  
**workers** 23:17  
**working** 16:12  
 32:7 59:1 61:3  
 67:3 72:13  
 89:19  
**work-life** 17:5  
**workouts** 62:19  
**workplace**  
 62:21  
**Workplaces**  
 16:20  
**works** 31:20  
 39:16 86:21  
**worksheets**  
 78:18  
**workshops** 76:7  
**world** 28:20  
**worried** 98:5  
 101:1  
**worry** 52:17  
 64:21  
**worth** 22:1  
 41:4  
**writing** 42:1  
**written** 30:21  
 104:2  
**wrong** 29:9  
  
 < X >  
**Xfinity** 5:15  
  
 < Y >  
**Yay** 78:4  
**Yeah** 78:12  
 85:7 87:18  
 91:17 112:12

**year** 15:16  
 16:5, 8 18:15  
 19:1, 5 21:17  
 26:14 36:3, 15  
 38:15, 19 39:2  
 42:19 46:6, 11  
 49:4 56:14  
 60:9 63:15  
 70:13 87:5, 6  
 88:11 97:3  
**years** 11:4  
 13:13, 15 19:15  
 20:18 27:4  
 29:2 36:21  
 39:1, 2 48:10,  
 13 52:18 83:9  
**year's** 16:2  
 21:8  
**Yep** 81:10  
 109:2, 7  
**yields** 78:9  
**Young** 2:11  
 3:14 8:7, 8  
 10:5, 6 20:8, 10  
 22:2 55:15, 16  
**younger** 31:13  
**youngest** 52:12  
  
**< Z >**  
**zero** 106:19  
**zero-based**  
 36:11 41:2  
**zones** 67:17  
 94:1