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BOARD OF EDUCATION
BALTIMORE COUNTY

PUBLIC MEETING OF THE BOARD OF EDUCATION
BROADCAST VIA MICROSOFT TEAMS

December 20, 2022

Transcribed by:
CRC Salomon, Inc.

Page 2

1 **BOARD MEMBERS:**

2 Jane Lichter, Board Chair

3 Robin Harvey, Vice Chair

4 Erin R. Hager

5 Julie Henn (Absent)

6 Moalie S. Jose (Absent)

7 Russell T. Kuehn (Absent)

8 Rodney R. McMillion

9 John H. Offerman, Jr.

10 Maggie Domanowski

11 Christina Pumphrey

12 Brenda Savoy

13 Roah Hassan, Student Member

14

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21

Page 4

1 Public Comment on Board Policy 1300

2 Sharon Saroff 54

3 Lloyd Allen 56

4 Public Comment on Board Policy 3410

5 Sharon Saroff 58

6 Report on Board Policies 60

7 New Business - Action Taken in Closed Session

8 Mr. Brousaides, Esq. 66

9 Report on Proposed FY2024 County Capital Budget . . 68

10 MAP Data Report 70

11 Report of First Quarter Results 93

12 Information Items 132

13 Board Member Comments and

14 Agenda-Setting Announcements 132

15 Adjournment 138

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 13

6 New Business, Administrative Appointments 15

7 Public Comment 20

8 Leslie Weber 23

9 Jeeda Hennawi 26

10 Donna Sibley 28

11 Marietta English 30

12 Billy Burke 33

13 Marlena Pearsell 35

14 LaShaune Stitt 38

15 General Public Comment 41

16 Amy Adams 41

17 Sharon Saroff 44

18 Derrick Burnett 46

19 Muhammed Jameel 49

20 Lloyd Allen 52

21

Page 5

1 **PROCEEDINGS**

2 **CHAIRWOMAN LICHTER:** This is Chairwoman Jane

3 Lichter. I now call to order the meeting of the Board of

4 Education of Baltimore County for Tuesday, December 20,

5 2022. I invite you to recite the Pledge of Allegiance to

6 the Flag to be led by Ms. Roah Hassan. We will then have

7 a moment of silence in recognition of those who have

8 served education in Baltimore County.

9 (Pledge of Allegiance.)

10 (Moment of silence.)

11 **CHAIRWOMAN LICHTER:** Thank you.

12 Tonight's Board of Education meeting is being

13 held in person and virtually and broadcast online through

14 Microsoft Teams and through BCPS TV, Comcast Xfinity

15 Channel 73, and Verizon FiOS Channel 34. In order to

16 efficiently conduct this meeting, all voting items this

17 evening will be done by roll call vote.

18 The first item on the agenda is the

19 consideration of the December 20th agenda.

20 Dr. Williams, are there any additions or

21 changes to tonight's agenda? Whoops, I'm sorry.

<p style="text-align: right;">Page 6</p> <p>1 MS. DOMANOWSKI: Yes, I would like to move that 2 Information item No. 2, the MAP Data Report Fall 2022, be 3 added as Item J, which would relabel First Quarter 4 Results as Item K and Information as Item L. 5 CHAIRWOMAN LICHTER: Is there a -- wait a 6 second. Is there any -- is there -- give me a second. 7 I'm just skipping ahead. Is there any discussion? 8 UNIDENTIFIED SPEAKER: Yes. 9 CHAIRWOMAN LICHTER: Is there a second? 10 MS. PUMPHREY: Second, Pumphrey. 11 CHAIRWOMAN LICHTER: Okay. Is there any 12 discussion? 13 Ms. Hassan? 14 MS. HASSAN: I just had a brief clarifying 15 question. So the MAP data report, there is no staff 16 report for that. It's just the report for our 17 information, correct? 18 DR. WILLIAMS: So at this time, it is for 19 information. 20 MS. HASSAN: Okay. 21 DR. WILLIAMS: Yes.</p>	<p style="text-align: right;">Page 8</p> <p>1 in the percent of students scoring at or above the 61 2 percentile in reading. During that same time frame, an 3 abbreviated MCAP showed that only 25 percent of BCPS 4 third graders were able to demonstrate proficiency in 5 ELA. 6 Page 2 shows that all BCPS elementary students, 7 with the exception of Grade 1 math, lagged behind 8 national peers in ELA and math, as did all BCPS middle- 9 school grades. Board members should have the opportunity 10 to ask questions and receive more information about 11 student performance. 12 CHAIRWOMAN LICHTER: Is there any other 13 discussion? 14 DR. WILLIAMS: So I would just like to respond 15 to that. We provided the MAP as a benchmark, as a 16 datapoint to know how our students are doing. And then 17 we use that when we do an additional assessment, and we 18 use this upcoming state assessment, as well as 19 curriculum-based assessments to determine how our 20 students are doing. 21 Right now, we do not have the individual MAP</p>
<p style="text-align: right;">Page 7</p> <p>1 MS. HASSAN: So then we wouldn't have anything 2 to present to therefore create an additional agenda item 3 for it? 4 DR. WILLIAMS: No. So we normally would have a 5 report with some type of presentation, in addition to an 6 information item or executive summary. So we don't have 7 a presentation. We can entertain any questions or 8 comment from Board members, and we could always follow 9 up. 10 MS. HASSAN: Thank you. 11 CHAIRWOMAN LICHTER: Ms. Domanowski, can you 12 put the motion into the chat? 13 MS. DOMANOWSKI: I am right now. 14 CHAIRWOMAN LICHTER: Thank you. 15 Any other discussion? 16 MS. DOMANOWSKI: I'd like to speak on my 17 motion. 18 CHAIRWOMAN LICHTER: Okay. 19 MS. DOMANOWSKI: So this MAP report shows that, 20 of the 139 elementary and middle schools listed in 21 Appendix D, 110 schools showed a year-over-year decline</p>	<p style="text-align: right;">Page 9</p> <p>1 results for 2020. The state released the aggregate in 2 terms of how the state is doing. We're waiting to get 3 the individual reports for every school so we can then do 4 a clear analysis about how our students are progressing. 5 We do recognize during that time period that there was 6 some learning loss with our students. 7 But, again, we're happy to entertain any 8 questions as we get data reports, and clearly, we see 9 some growth and some decline based on the MAP. But 10 remember, we use that as a tool to then inform our 11 instruction in every school. And last year, we did a 12 presentation regarding one particular school and how they 13 utilized the MAP results to inform instruction to work 14 with their staff and students to improve. 15 So again, this is information we're happy to 16 continue to explore and answer additional questions. But 17 I want to say that the 2022 MCAP per -- for the schools 18 have not been released yet. The state did a 19 presentation, the aggregate, and not for each system. 20 CHAIRWOMAN LICHTER: Can I ask a question? 21 We're talking MAP or MCAP?</p>

Page 10

1 DR. WILLIAMS: Well, Ms. Domanowski referenced
 2 MCAP, so I referenced about the MCAP, as well.
 3 CHAIRWOMAN LICHTER: Oh, okay, but --
 4 DR. WILLIAMS: For last year's administration,
 5 so I just wanted to elevate that we have not received the
 6 official data report from MSDE yet.
 7 CHAIRWOMAN LICHTER: Okay. Ms. Domanowski?
 8 MS. DOMANOWSKI: Yeah, I just wanted to
 9 reiterate that I was just referencing that, but I wanted
 10 to ask questions because we do have the actual data from
 11 Baltimore County Schools in the MAP. So that's what I
 12 would like to ask questions about.
 13 DR. WILLIAMS: Sure. This is the MAP.
 14 MS. DOMANOWSKI: Correct, the MAP.
 15 DR. WILLIAMS: Not the MCAP. I just wanted to
 16 clarify.
 17 CHAIRWOMAN LICHTER: Okay. Okay.
 18 Dr. Hager?
 19 DR. HAGER: I just wanted to say that I would
 20 support this motion, just because we are already talking
 21 about attendance and the MCAP, and since it's available

Page 11

1 in information, it seems like a logical extension of that
 2 discussion. And the MAP testing is a nationally
 3 representative test versus the MCAP, which is a Maryland-
 4 specific test.
 5 So, again, it seems like a logical extension of
 6 our discussion we're already going to have, so I would
 7 support this motion.
 8 CHAIRWOMAN LICHTER: Thank you. Any other
 9 discussion?
 10 May I have a roll call, please?
 11 MS. GOVER: Ms. Domanowski?
 12 MS. DOMANOWSKI: Yes.
 13 MS. GOVER: Ms. Pumphrey?
 14 MS. PUMPHREY: Yes.
 15 MS. GOVER: Mr. McMillion?
 16 MR. MCMILLION: Yes.
 17 MS. GOVER: Ms. Harvey?
 18 VICE CHAIR HARVEY: Yes.
 19 MS. GOVER: Ms. Hassan?
 20 MS. HASSAN: Yes.
 21 MS. GOVER: Mr. Offerman?

Page 12

1 MR. OFFERMAN: Yes.
 2 MS. GOVER: Dr. Savoy?
 3 DR. SAVOY: Yes.
 4 MS. GOVER: Dr. Hager?
 5 DR. HAGER: Yes.
 6 MS. GOVER: Ms. Lichter?
 7 CHAIRWOMAN LICHTER: Yes.
 8 MS. GOVER: Favor is nine.
 9 CHAIRWOMAN LICHTER: So the motion passes. So
 10 the motion -- can I reread the motion? Right. So the
 11 motion is to move Information Item No. 2, MAP Data Report
 12 Fall 2022, to be added as Item J, which would relabel
 13 First Quarter Results as Item K and Information as Item
 14 L. And that was just moved, so I will figure out those
 15 letters as we go through the agenda.
 16 Okay. Dr. Williams, did you have any additions
 17 or changes to tonight's agenda?
 18 DR. WILLIAMS: No.
 19 CHAIRWOMAN LICHTER: Okay. Okay.
 20 Summary of closed session. Earlier this
 21 evening, the Board met in closed session, pursuant to the

Page 13

1 Open Meetings Act, for the following reasons: to (1)
 2 discuss the appointment, employment, assignment,
 3 promotion, discipline, demotion, compensation, removal,
 4 resignation, or performance evaluation of appointees,
 5 employees, or officials over whom it has jurisdiction, or
 6 any other personnel matter that affects one or more
 7 specific individuals, consult with counsel to obtain
 8 legal advice, and conduct collective bargaining
 9 negotiations, or consider matters that relate to the
 10 negotiations.
 11 The summary of the closed session and open
 12 session information summary can be found on BoardDocs
 13 under this meeting -- under this Board meeting agenda
 14 date.
 15 The next item on the agenda is personnel
 16 matters, and for that I call on Mr. McCall.
 17 MR. MCCALL: Good evening, Chair Lichter, Vice
 18 Chair Harvey, Superintendent Williams, and members of the
 19 Board. I'd like the Board's consent for the following
 20 personnel matters: retirements, resignations, deceased
 21 recognition of service, and certificated appointments.

Page 14

1 CHAIRWOMAN LICHTER: Do I have a motion to
 2 approve personnel matters as presented in Exhibits D-1
 3 through D-4?
 4 MS. HASSAN: So moved, Hassan.
 5 CHAIRWOMAN LICHTER: Do I have a second?
 6 MS. DOMANOWSKI: Second, Domanowski.
 7 CHAIRWOMAN LICHTER: Any discussion?
 8 May I have a roll call vote?
 9 MS. GOVER: Ms. Domanowski?
 10 MS. DOMANOWSKI: Yes.
 11 MS. GOVER: Ms. Pumphrey?
 12 MS. PUMPHREY: Yes.
 13 MS. GOVER: Mr. McMillion?
 14 MR. MCMILLION: Yes.
 15 MS. GOVER: Ms. Harvey?
 16 VICE CHAIR HARVEY: Yes.
 17 MS. GOVER: Ms. Hassan?
 18 MS. HASSAN: Yes.
 19 MS. GOVER: Mr. Offerman?
 20 MR. OFFERMAN: Yes.
 21 MS. GOVER: Dr. Savoy?

Page 15

1 DR. SAVOY: Yes.
 2 MS. GOVER: Dr. Hager?
 3 DR. HAGER: Yes.
 4 MS. GOVER: Ms. Lichter?
 5 CHAIRWOMAN LICHTER: Yes.
 6 MS. GOVER: Favor is nine.
 7 CHAIRWOMAN LICHTER: Motion carries.
 8 Dr. Williams?
 9 DR. WILLIAMS: Yes. Madam Chair Lichter, Vice
 10 Chair Harvey, and members of the Board, I am bringing
 11 forward the following administrative appointments for
 12 your approval: Manager, Office of Purchasing; Supervisor
 13 Secondary English, Office English Language Arts; Pupil
 14 Personnel Worker, there are two positions, Office of
 15 Pupil Personnel Services and Responsive Student
 16 Programming; and Supervisor in the Office of Health
 17 Services.
 18 CHAIRWOMAN LICHTER: Do I have a motion to
 19 approve the administrative appointments as presented in
 20 Exhibit E-1?
 21 MS. PUMPHREY: So moved, Pumphrey.

Page 16

1 CHAIRWOMAN LICHTER: Do I have a second?
 2 MS. HASSAN: Second, Hassan.
 3 CHAIRWOMAN LICHTER: Any discussion?
 4 May I have a roll call vote?
 5 MS. GOVER: Ms. Domanowski?
 6 MS. DOMANOWSKI: Yes.
 7 MS. GOVER: Ms. Pumphrey?
 8 MS. PUMPHREY: Yes.
 9 MS. GOVER: Mr. McMillion?
 10 MR. MCMILLION: Yes.
 11 MS. GOVER: Ms. Harvey?
 12 VICE CHAIR HARVEY: Yes.
 13 MS. GOVER: Ms. Hassan?
 14 MS. HASSAN: Yes.
 15 MS. GOVER: Mr. Offerman?
 16 MR. OFFERMAN: Yes.
 17 MS. GOVER: Dr. Savoy?
 18 DR. SAVOY: Yes.
 19 MS. GOVER: Dr. Hager?
 20 DR. HAGER: Yes.
 21 MS. GOVER: Ms. Lichter?

Page 17

1 CHAIRWOMAN LICHTER: Yes.
 2 MS. GOVER: Favor is nine.
 3 CHAIRWOMAN LICHTER: Motion carries.
 4 Dr. Williams?
 5 DR. WILLIAMS: So our first appointment is
 6 Robert Bertazon as the Manager, Purchasing in the Office
 7 of Purchasing. He is new to Baltimore County Public
 8 Schools. He is attending. I ask that he stand at this
 9 time. There he is.
 10 (Applause.)
 11 He brings to us several experiences. He was
 12 the founder of Maryland Construction Network, LLC for
 13 over nine years. He's been the executive director,
 14 Masonry Institute of Maryland, and the American
 15 Subcontractors Association of Baltimore, Incorporated,
 16 Executive Director of Electric League of Maryland. He is
 17 new to Baltimore County, once again, so welcome to
 18 Baltimore County Public Schools.
 19 (Applause.)
 20 Next, we have Jonathan Gonzalez as the
 21 Supervisor, Secondary English, of the Office of English

Page 18

1 Language Arts. Please stand. Attending tonight is his
 2 wife.
 3 (Applause.)
 4 Attending tonight is his wife, Jennifer
 5 Gonzalez, and a little special joy in his hand.
 6 (Applause.)
 7 So welcome back to Baltimore County Public
 8 Schools. Previously, he served as the Assessment
 9 Specialist for K to 12 English Language Arts and Literacy
 10 in the Maryland State Department of Education. And prior
 11 to that, he served as a resource teacher in the Office of
 12 Secondary Language, English teacher at Parkville Middle
 13 and Parkville High.
 14 So welcome back once again to Baltimore County
 15 Public Schools.
 16 (Applause.)
 17 Next, we have Jasma T. John as a Pupil
 18 Personnel Worker, the Office of Pupil Personnel Services
 19 and Responsive Programming.
 20 (Applause.)
 21 Attending with her tonight is her mom, Ms. Liz

Page 19

1 Bess (phonetic). Please stand.
 2 (Applause.)
 3 Jasma John brings to us over four years of
 4 experience in Baltimore County. Previously, she served
 5 as a psychologist in the Office of Psychological
 6 Services. And she's had prior experience in Charles
 7 County Public Schools, the D.C. -- District of Columbia
 8 Public Schools, as well as Prince George's County.
 9 Congratulations.
 10 (Applause.)
 11 Next, we have Robert A. Male (phonetic) as the
 12 Supervisor in the Office of Health Services. He brings --
 13 (Applause.)
 14 Attending tonight is his spouse, Mikhail
 15 DiAndrogy (phonetic). I apologize if I messed that up.
 16 Welcome back. He's one of our rehired retirees. He's
 17 given us over 31 years of experience in Baltimore County.
 18 He served previously as a school nurse at Hernwood
 19 Elementary School, in the Office of Health Services at
 20 Woodlawn High School, New Town Elementary, Edmundson
 21 Heights Elementary, Pine Grove Middle, Stemmers Run

Page 20

1 Middle. Congratulations.
 2 (Applause.)
 3 Next, we have Eamon F. Muller, Pupil Personnel
 4 Worker in the Office of Pupil Personnel Services and
 5 Responsive Student Programming.
 6 (Applause.)
 7 Attending with him is his wife, Michelle
 8 Muller. Please stand.
 9 (Applause.)
 10 He brings over three years of experience in
 11 Baltimore County. Previously, he served as the school
 12 counselor at Sparrows Point High School.
 13 Congratulations.
 14 (Applause.)
 15 That concludes the appointments.
 16 CHAIRWOMAN LICHTER: Thank you, Dr. Williams.
 17 Oops. Thank you, Dr. Williams, and congratulations to
 18 everyone.
 19 Our next item is public comment. This is one
 20 of the opportunities the Board provides to hear the
 21 views, and receive the advice, of community members. The

Page 21

1 members of the Board appreciate hearing from interested
 2 citizens. As appropriate, we will refer your concerns to
 3 the Superintendent for follow-up by his staff.
 4 The Board of Education will conduct the public
 5 comment portion of the meeting by allowing those who
 6 registered to speak to attend in person -- those who
 7 registered to speak to attend in person. Registration
 8 was open to the public one week prior to tonight's Board
 9 meeting, and was closed at 3:00 p.m. yesterday, for
 10 anyone wishing to speak at this evening's meeting.
 11 Board practice limits to 10 the number of
 12 speakers at a regularly scheduled Board meeting.
 13 Speakers are selected randomly using an electronic
 14 selection process from all registrations received within
 15 the designated time frame. Each speaker is allowed three
 16 minutes to address the Board. Of course, if fewer than
 17 10 registrations are received, all who registered will be
 18 permitted to speak. However, no speaker substitutions
 19 will be allowed.
 20 While we encourage public input on policy,
 21 programs, and practices within the purview of this Board

<p style="text-align: right;">Page 22</p> <p>1 and this school system, this is not the proper forum to 2 address specific student or employee matters, or to 3 comment on matters that do not relate to public education 4 in Baltimore County. We encourage everyone to utilize 5 existing dispute resolution processes as appropriate. 6 I remind everyone that inappropriate personal 7 remarks or other behavior that disrupts or interferes 8 with the conduct of this meeting are out of order. 9 Persons using language that is threatening or promotes 10 violence against a BCPS employee are subject to legal 11 penalties. Persons who otherwise disrupt or disturb this 12 meeting will not be allowed to continue their remarks and 13 will be escorted from the meeting. 14 I ask speakers to observe the three-minute 15 clock which will let you know when your time is up. 16 Please conclude your remarks when you hear the tone or 17 see that time has expired. The microphone will be turned 18 off at the end of your time, and it could be turned off 19 if a speaker addresses specific student or employee 20 matters, or is commenting on matters not related to 21 public education in Baltimore County.</p>	<p style="text-align: right;">Page 24</p> <p>1 As I reported the last time I spoke here in 2 November, we continue working hard to restart many units. 3 We promise to get data on the status of units to Dr. 4 Williams, Dr. Yarbrough, and Ms. Charley-Greene as soon 5 as we're able. The last time I spoke, I introduced new 6 Council board members. I'd like to add that we're 7 thrilled that the BCPS Office of Family and Community 8 Engagement helped us find new Baltimore County student 9 council's liaison to Yosie Dada (phonetic), a junior at 10 Towson High School. It's crucial to have student voice 11 on our board. 12 We'd like to invite everyone to our next 13 general meeting and workshops on Thursday, January 26th 14 at 7:00 p.m. at Loch Raven High School. We're hoping to 15 make it a hybrid event. After brief business meeting, 16 we'll have presentations from the Free State PTA 17 Membership Chair and from the BCPS Office of Facilities 18 Operations to talk about using the BCPS event manager and 19 related insurance requirements. PTAs have asked for this 20 training. 21 Our Family, School and Community Partnerships</p>
<p style="text-align: right;">Page 23</p> <p>1 If not selected, the public may submit their 2 comments to the Board members via email at boe@bcps.org. 3 More information is provided on the Board's website at 4 bcps.org under Board of Education, Participation by the 5 Public. 6 I will now call on our advisory and stakeholder 7 group leaders to speak. Our first speaker is Leslie 8 Weber from the PTA Council of Baltimore County. 9 Good evening. 10 MS. WEBER: Good evening. Good evening, 11 Chairperson Lichter, Vice Chairperson Harvey, Board of 12 Education members, and Dr. Williams. I'm Leslie Weber, 13 President of the PTA Council of Baltimore County. We 14 support and train all the PTA and PTSA units in Baltimore 15 County Public Schools. Congratulations on your election 16 as Board leaders, Ms. Lichter and Ms. Harvey, and 17 congratulations to the other members who were recently 18 elected. PTA Council is excited to partner with you to 19 strengthen our schools. Thank you to the appointed 20 members for continuing to serve until our new governor 21 appoints your successors.</p>	<p style="text-align: right;">Page 25</p> <p>1 Committee chair, Ramona Basilio, spoke for PTA Council at 2 your last meeting, I want to commend her for her 3 commitment to increasing PTA Council's outreach. We're 4 excited about our new partnership with BCPS and the 5 Northwest Area Education Advisory Council to better 6 engage multilingual students and their families. You'll 7 hear more about this soon. 8 Our focus on family engagement is extending to 9 our PTA Council annual awards program, which will be 10 streamlined and revamped to recognize units hosting 11 innovative family engagement programs or establishing 12 partnerships that bring the community into their schools. 13 We're also streamlining the process for BCPS seniors to 14 apply for our annual scholarships. Information on our 15 awards and scholarships will be posted on our website 16 next month. 17 Thank you to everyone, and Happy Holidays. 18 CHAIRWOMAN LICHTER: Thank you. 19 Our next speaker is Jeeda Hennawi from the 20 Baltimore County Public Schools -- it's a student in a 21 Baltimore County Public Schools, and I am sorry if I did</p>

Page 26

1 not pronounce your name right. How do you pronounce your
 2 name?
 3 MS. HENNAWI: Jeeda Hennawi.
 4 CHAIRWOMAN LICHTER: Okay. Thanks.
 5 MS. HENNAWI: Good evening. I'm Jeeda Hennawi,
 6 and I'm at Dulaney High School, and I help run the club
 7 Grow Up. And I'm here to talk about the new legislation
 8 that was just passed by the Maryland General Assembly,
 9 the Menstrual Equity Policy, or HB205 and SB427. This
 10 legislation states that by October 1, 2022, public
 11 schools must provide menstrual hygiene products via
 12 dispensers in at least two high school and two middle
 13 school bathrooms and one elementary school bathroom at no
 14 cost to students.
 15 This law was a huge step in combatting period
 16 poverty, or the inability to access menstrual products.
 17 However, it has not been enforced yet, as Dulaney is one
 18 of several schools in our community that have dispensers
 19 installed, yet they have lacked products throughout the
 20 entire year.
 21 Aside from providing training and tools for

Page 27

1 female empowerment in our community, our club, Grow Up,
 2 has also taken an initiative by distributing menstrual
 3 products in all six restrooms at our school. We place at
 4 least 15 bathrooms in each -- we place at least 15
 5 products in each of our bathrooms every other Friday,
 6 depending on how much we have, and that supply is gone by
 7 the following Wednesday.
 8 At this moment, the products are being stocked
 9 up through donations from our school community and club
 10 funds that we have raised to cover these costs. Through
 11 our own distribution, it's very evident that there is a
 12 demand for these products, and it has helped many at our
 13 school.
 14 That being said, I'm here speaking with you in
 15 hopes of continuing our fight against period poverty
 16 together, and to continue to support students in
 17 Baltimore County. Our club, as a goal, is to utilize our
 18 position and resources in our community to support local
 19 women's shelters and organizations. But we cannot
 20 complete our mission when students at school also lack
 21 support.

Page 28

1 Therefore, we're asking the Board to install
 2 dispensers in the public bathrooms and, more importantly,
 3 maintain the replenishment of these products. With the
 4 proper allocation and distribution of menstrual hygiene
 5 products, following the Maryland General Assembly's bill,
 6 many students will gain access to basic hygiene
 7 necessities that can improve their student experience and
 8 their wellbeing. Thank you.
 9 CHAIRWOMAN LICHTER: Thank you.
 10 Our next speaker is Donna Sibley from the Area
 11 Education Advisory Council. She's the coordinator of the
 12 Area Education Advisory Councils.
 13 MS. SIBLEY: Good evening, Chair Lichter, and
 14 Vice Chair Harvey, Dr. -- excuse me, Dr. Williams, and
 15 Board members. I bring you greetings from all of the
 16 advisory councils, and I am Donna Sibley, the coordinator
 17 of the five Area Education Advisory Councils.
 18 I want to congratulate all of those that are
 19 newly elected to the Board, and I also would like to
 20 thank those that are appointed that've agreed to continue
 21 their service until the new appointees are appointed by

Page 29

1 the governor.
 2 This evening, I would like to take just a few
 3 minutes to give you a little overview of the Advisory
 4 Councils. Policy 1230 is the policy that actually
 5 dictates what the Advisory Councils do. It was adopted
 6 by the Board April 22, 1976. So Advisory Councils have
 7 been around a good while.
 8 In the policy statement, it reads, "The Board
 9 of Education of Baltimore County believes that the Area
 10 Education Advisory Councils, or AEACs for short, exist to
 11 improve the quality of education in Baltimore County and
 12 to strengthen the relationship between the school system
 13 and the community by serving as informed advisors to the
 14 Board on public school issues, and promoting interest and
 15 involvement in the school system."
 16 The Board establishes the AEACs as standing
 17 committees which report directly to the Board. With
 18 careful attention to the input from the community, the
 19 AEACs are charged with advising the Board on issues that
 20 affect students, families, communities, and schools.
 21 The policy also states that the members of the

Page 30

1 councils are appointed by the Board, and the membership
 2 is limited to 15 in each council. Two of these
 3 individuals can be students in 11th or 12th grade, and I
 4 think many times we forget that the students really are
 5 stakeholders, too. And in my opinion, they're the most
 6 important stakeholders within the county. And we have
 7 had wonderful students this year, so if you know of any
 8 11th or 12th graders that we welcome them and would hope
 9 that they would become students, also.

10 We are -- excuse me, we are looking forward to
 11 working with the new Board this year. We wish you Happy
 12 Holidays, whichever holidays you celebrate, and thank you
 13 very much.

14 CHAIRWOMAN LICHTER: Thank you. Next is
 15 Marietta English from the NAACP of Baltimore County.

16 MS. ENGLISH: Good evening, President Lichter
 17 and Vice President Harvey, and School Board members, and
 18 Superintendent Dr. Williams. Congratulations on your
 19 election. Some of you, I had signs in my yard, so thank
 20 you very much.

21 My name is Marietta English, and I am the Chair

Page 31

1 of the ACT-SO program for the Baltimore County branch of
 2 the NAACP. Some of you have heard about this, but those
 3 of you who are new, I would like to bring your attention
 4 to our ACT-SO program.

5 ACT-SO stands for Afro-American Academic
 6 Scientific Olympics. It was founded for young people to
 7 be recognized for academic, scientific, and artistic
 8 achievement, allowing young people to be recognized equal
 9 to those of athletes and entertainers.

10 There are 26 categories that the students in
 11 grades 9 through 12 can compete, from sciences,
 12 performing arts, humanities, and culinary arts. They
 13 compete locally, and the gold-medal winners go on to
 14 compete nationally for awards, gold, silver, or bronze.

15 We are very fortunate this year. One of our
 16 gold-medal winners in the humanities was offered a
 17 complete and full scholarship to Coppin State University,
 18 and she's only in the 10th grade this year. She was in
 19 the ninth grade when she won.

20 (Applause.)

21 She was also interviewed for an article in the

Page 32

1 Sun paper. So Baltimore County has great students, and
 2 we're doing great things.

3 The ACT-SO program is an enrichment program.
 4 Over the year, the students work with mentors and
 5 teachers to develop projects and participate in
 6 enrichment opportunities. We are proud of our
 7 partnership with Baltimore County Public Schools. They
 8 are providing many opportunities for our students to
 9 participate and develop.

10 Just recently, some of our students attended
 11 the HBCU college fair, and talked about the value of
 12 attending the fair and how valuable the information was
 13 for them in making decisions about attending the
 14 universities or college that they plan to attend. We
 15 look forward to attending many other activities such as
 16 this.

17 Our competition this year will be held in
 18 April, and I look forward to coming back and sharing much
 19 more information with you and our winners. Happy
 20 Holidays, and Happy New Year. Thank you.

21 CHAIRWOMAN LICHTER: Thank you.

Page 33

1 Our next speaker is Billy Burke from CASE.
 2 Hello.

3 MR. BURKE: Hi. Good evening, Chairwoman Mrs.
 4 Lichter, Vice Chair Mrs. Harvey, Superintendent Dr.
 5 Williams, and members of the Board. I would like to say
 6 congratulations and welcome to the new members of the
 7 Board. I would also like to thank you -- to say thank
 8 you to the returning members of the Board. CASE is
 9 grateful for your commitment to the students, families,
 10 community and staff of BCPS. You have a tough job ahead.
 11 There are no magic bullets. Decisions will be
 12 complicated. Some decisions will appear to benefit some
 13 students and alienate stakeholders. Other decisions
 14 around race, poverty, and equity will ask you to
 15 contemplate how to level the playing field so all
 16 children will have access to an appropriate education.
 17 It is through those tough decisions, though, that you
 18 will better the lives of the children in our community.

19 As introduced, my name is Billy Burke, and I am
 20 the Executive Director of CASE. CASE stands for the
 21 Council of Administrative and Supervisory Employees. In

Page 34

1 layman's terms, I am the head of the bargaining unit, or
 2 union, that represents principals, assistant principals,
 3 and central office supervisors.

4 I worked for BCPS for 28 years as a teacher,
 5 school administrator, and in the central office, spending
 6 most of my career working on leadership development and
 7 equity. I finished my career on the superintendent's
 8 staff as a chief in 2020.

9 I'd like to take a minute and introduce to the
 10 new Board members CASE's priorities for this school year.
 11 The first priority is to advocate for fair and reasonable
 12 workload and compensation. The second priority is to
 13 advocate for short-term and long-term plans for
 14 addressing the staffing crisis. The third priority is to
 15 advocate for appropriate special education staffing. And
 16 the fourth and final priority this year is to advocate
 17 for changes to the negotiation and budget development
 18 processes.

19 I would like the opportunity to meet virtually
 20 or in person with each of you to clarify CASE's position
 21 on the many issues you will contemplate. I hope my years

Page 35

1 of experience and my connection to school and central
 2 office leadership can support in your decision making.
 3 Thank you again for taking on this challenging, sometimes
 4 thankless, but always important and rewarding work. BCPS
 5 will be better because of you.

6 Wishing you all a restful and peaceful holiday
 7 season. Thank you for the opportunity to speak tonight
 8 on behalf of CASE.

9 CHAIRWOMAN LICHTER: Thank you.

10 Our next speaker is Marlena Pearsell from the
 11 Southwest Area Educational Advisory Council. She's the
 12 chair, actually, of the Southwest Council.

13 MS. PEARSELL: Finishing halls (phonetic).

14 CHAIRWOMAN LICHTER: Good evening.

15 MS. PEARSELL: Good evening, good evening. My
 16 name is Marlena Colleton-Pearsell, and I am the Chair of
 17 the Southwest Education Advisory Council. Good evening,
 18 Madam Chair. So excited, and Vice Chair Harvey. Dr.
 19 Williams, good evening. To all who are here, Happy
 20 Holidays. We thank each and every one of you for the
 21 dedication that you have shown and commitment.

Page 36

1 I'm just going to highlight, at our last
 2 meeting, which was held via Zoom, December 12, 2022, we
 3 discussed three questions, and I followed the playbook of
 4 Dr. Williams. The first question, what would you say
 5 that Baltimore County Public Schools does well, and what
 6 would you like to continue? I'm going to highlight one
 7 answer of the many, and that was communication. One of
 8 the parents indicated that, and actually an employee,
 9 indicated that the communication seems to be more of and
 10 abundant, and she really appreciates that. And I know,
 11 as a parent, I appreciate the school-issued notices and
 12 the information that comes out via email.

13 The second question was what would you like to
 14 see Baltimore County Public Schools do better or
 15 eliminate altogether? The irony is communication. So
 16 let me explain. This one was more so as a direct to the
 17 Southwest area. There are a lot of nonspeaking English
 18 students and parents' households, and so one of the
 19 things that they were indicating that we need to do
 20 better is to make sure that we have translators, even at
 21 our meetings, perhaps, or even as a flyer that goes out,

Page 37

1 making sure that those schools that have a heavy
 2 population in a certain particular non-English language
 3 has it translated to meet their needs. So not just
 4 Spanish, but whatever the language is in that school.

5 And then the third question was what new things
 6 would you like to see in Baltimore County Public Schools
 7 at your child's schools? Pause. I won't go into all of
 8 those because it says your child's school, right? But I
 9 will provide the Board members here the information, and
 10 thank you for attending, Chair Lichter.

11 CHAIRWOMAN LICHTER: You're welcome.

12 MS. PEARSELL: Our meetings are on Zoon the
 13 second Mondays, and I just want to invite each and every
 14 one of you. If you do not receive notices in your
 15 child's bookbag, make sure you go onto the Baltimore
 16 County website, type in AEAC meetings, and then,
 17 therefore, you will find any of the area and you can
 18 attend. Please do not let transportation be the issue,
 19 because we are on Zoom. And let not the topic be the
 20 issue, because you can attend any of the area meetings.
 21 I thank you for your time, Happy Holidays, and

Page 38

1 best wishes, all.

2 CHAIRWOMAN LICHTER: Thank you very much.

3 And our last stakeholder group speaker is Dr.

4 LaShaune Stitt, who is the Northwest Area Advisory

5 Council Chairperson. So after they hug then Dr. Stitt

6 will --

7 DR. STITT: Thank you --

8 CHAIRWOMAN LICHTER: -- provide comments.

9 Thank you.

10 Good evening.

11 DR. STITT: Greetings, Madam Chair, Vice Chair,

12 and present Board members. As stated earlier, my name is

13 Dr. LaShaune Stitt, and as the chairperson of the

14 Northeast Area Education Advisory Council, I represent

15 the scholars, families, and stakeholders in the Northwest

16 region of the county, while serving as the liaison

17 between the Board and the community.

18 Let me begin by acknowledging the land on which

19 we stand, territory that was originally inhabited by the

20 Susquehanna people. I stand in acknowledgment with other

21 indigenous black, brown, and ethnically diverse

Page 39

1 individuals of this county in our expression of gratitude

2 and appreciation to them. And I ask that you join me in

3 honoring them, as well.

4 Now, to highlight the purpose of my appearance

5 this evening. Many of the stakeholders in the Northwest

6 region have expressed a concern with the growing number

7 of issues affecting our young people and the call to

8 action that needs to take place in our district.

9 From sinking scores on high-stakes assessments

10 to poor relationships with scholars and families, to the

11 overlooking of funds that are desperately needed in the

12 most vulnerable spaces, we need to see the commitment to

13 excellence for all children in the county, particularly

14 those who are historically marginalized and

15 disenfranchised. We implore this Board to utilize all

16 resources and practices available to bring forth change

17 in our future leaders of this state, country, and world.

18 Since September, our council has hosted a

19 number of meetings where families, educators, district

20 leaders, elected officials, and community stakeholders

21 were invited to attend. We realize that the landscape of

Page 40

1 BCPS is changing, and it is our duty to meet the needs of

2 all stakeholders, no matter the ethnicity, culture,

3 religious belief, identity choice, physical or mental

4 ability, or socioeconomic status.

5 We implore this Board to also keep that in mind

6 when making decisions about curriculum, teacher

7 recruitment and retention, family engagement, and funding

8 for programs that acknowledge, value, and invest in the

9 excellence that has been stifled for so many years. Our

10 stakeholders deserve full transparency when it comes to

11 the widening gaps between black, brown, and marginalized

12 students and their white counterparts. Our community is

13 entitled to know why so many of our traditionally

14 underserved scholars are not placed in more rigorous

15 courses, and why so many have lost faith, not only in the

16 system of education, but in the adults of Baltimore

17 County who have failed to meet their needs academically,

18 emotionally, socially, and culturally.

19 We would like for this Board to initiate a

20 change, a change in the equity practices and actions that

21 would demonstrate a move towards inclusion, opportunity,

Page 41

1 and equity. I will end here, but we do ask that all

2 Board members commit to the equity training offered

3 through Mr. Doug Handy's office and that our teachers

4 engage in the same trainings to address biases that

5 exist. Thank you. Happy Holidays. I appreciate your

6 presence, and I look forward to a new year of

7 accountability, responsibility, and action for all

8 scholars of BCPS.

9 CHAIRWOMAN LICHTER: Thank you, Dr. Stitt.

10 DR. STITT: You're welcome.

11 CHAIRWOMAN LICHTER: And thank you to all our

12 stakeholders.

13 Next -- that spoke -- next is public comment --

14 is general public comment, and our first speaker is Amy

15 Adams.

16 Good evening.

17 MS. ADAMS: Good evening. Good evening, Chair

18 Lichter. Good evening, Vice Chair Harvey, and members of

19 the Board. I see that the proposed 24 County Capital

20 Budget is on the agenda for tonight, and I would like to

21 request an update for No. 13 on the priority list,

Page 42

1 Dulaney High School. It shows that the state approved
 2 zero dollars as of October 17, 2022 of the 113-million
 3 request.
 4 On November 22nd, the County Executive wrote a
 5 letter to the acting Executive Director of the IAC,
 6 urging BCPS to promptly submit documentation requested by
 7 the IAC so full state funding can be realized and there's
 8 no unnecessary delays in the replacement project. My
 9 question for you is has BCPS sent the appropriate
 10 documentation to the IAC and, if not, what is the status?
 11 On the agenda for this evening is the report on
 12 first-quarter results. The presentation was not attached
 13 to BoardDocs prior to the meeting, so I'm not exactly
 14 sure what will be discussed. Attached as information was
 15 the MAP data fall report. Thank you to the Board members
 16 for adding that to the agenda tonight for discussion.
 17 The data in this report comparing fall of 2021
 18 MAP scores to fall of 2022 MAP scores is extremely
 19 concerning. But to be honest, this isn't surprising. We
 20 have been on an academic decline for almost a decade,
 21 according to multiple datapoints and assessments.

Page 43

1 Just focusing on the reading portion of the MAP
 2 data, the percentage of students scoring at or above the
 3 61st percentile in reading decreased from 2021 to 2022
 4 across all elementary grade levels. We all know that
 5 students learn to read in grades kindergarten through
 6 third, and read to learn in third grade and higher. The
 7 fact that students who scored at or above the 61st
 8 percentile ranges from 36 to 43 percent is a huge red
 9 flag.
 10 First, I find the 61st percentile a very low
 11 bar, and the fact that less than half of our elementary
 12 students are meeting that benchmark, despite having
 13 early screenings and targeted interventions in place,
 14 must leave room to do something drastically different.
 15 Not only are we not closing gaps between student groups,
 16 we are having less kids meet proficiency rates.
 17 Staff has stated before, as a reason to justify
 18 purchasing new curriculum, that only one-third of BCPS
 19 students are reading on grade level. How does any of
 20 this add up to preparing children for college or a
 21 career? If a child cannot read adequately, they cannot

Page 44

1 possibly be expected to thrive in other subjects like
 2 math, science, social studies, et cetera.
 3 Somewhere, there is a breakdown. Is it the
 4 quality of curriculum? Is it the amount of training and
 5 support? Is the implementation to fidelity (phonetic?
 6 We cannot continue to spend millions of dollars with no
 7 accountability. Who is the person ultimately in charge
 8 of these outcomes? Accountability requires leadership.
 9 True leaders take responsibility for outcomes. Who is
 10 our leader in this situation? What is the plan to change
 11 this course starting immediately?
 12 That's all I have time for, so I hope you all
 13 have a good break, and Happy Holidays, and thank you for
 14 your time.
 15 CHAIRWOMAN LICHTER: Thank you.
 16 Our next speaker is Sharon Saroff.
 17 MS. SAROFF: Good evening.
 18 CHAIRWOMAN LICHTER: Good evening.
 19 MS. SAROFF: And welcome to our new members,
 20 and welcome back to those of you who have been here for a
 21 while. I hope that you will get used to me in a positive

Page 45

1 manner when I talk about special ed and how to improve
 2 delivery of services.
 3 What I'd like to talk about tonight, though, is
 4 college and career readiness. That is something that the
 5 state has tasked every school system with in the state,
 6 and I think that Baltimore County right now is falling
 7 short, from what I have seen from my students, which are
 8 those with disabilities.
 9 What is college and career readiness? It is
 10 not providing the bare minimum so that a child gets their
 11 credits and walks across a stage. That's what I have
 12 seen from some of the high schools. Because we are not
 13 requiring all the high schools to be -- to grade on the
 14 same policy, because we are not requiring all the high
 15 schools to do the same standard, each high school is
 16 doing basically their own thing.
 17 And I know that we'd like to believe otherwise,
 18 but I have students who are not being afforded magnet
 19 programs. They are being discouraged from getting into a
 20 magnet school. I have students who are not getting
 21 internships because their school isn't giving them the

Page 46

1 information in a timely manner, saying that, oh, I'm
 2 sorry. I didn't mean to not give it to you last year.
 3 You're not required to get that internship, but that
 4 internship is important.
 5 I was in a meeting today where we were told
 6 that the child is getting the bare minimum, and they're
 7 modifying that minimum so that the child can pass the
 8 class and walk across the stage with their class, in
 9 spite of the fact that the parent and the student said
 10 they don't want that.
 11 We need to take a better look at what college
 12 and career readiness means for our students with
 13 disabilities and make sure that parents and advocates and
 14 students are part of that conversation. And if somebody
 15 says I'm not ready, we need to listen, not brush them
 16 aside.
 17 Have a happy holiday.
 18 CHAIRWOMAN LICHTER: Thank you.
 19 Our next speaker is Derrick Burnett.
 20 MR. BURNETT: Good evening, Board members.
 21 Good evening, Board president, and good evening,

Page 47

1 Superintendent of Schools, Dr. Darryl L. Williams.
 2 First and foremost, it's a privilege and
 3 pleasure to present to you this evening. I'd like to
 4 welcome all you new Board members, and especially do we
 5 have the student representative here today? Especially
 6 the new student representative.
 7 Secondly, I'd like to thank the Office of
 8 School Counseling for their superior execution of the
 9 HBCU college fair that was held in New Town on December
 10 the 10th. It was an excellent activity which attracted
 11 over 1,900 students, and 30 of the 105 HBCUs in the
 12 country.
 13 In addition to the HBCUs, it also attracted
 14 nine -- all nine of the Greek-letter organizations within
 15 the country itself. These Greek-letter organizations are
 16 community driven, community oriented, community active
 17 organizations that interact with millions of people
 18 throughout the country, and hundreds of millions of
 19 people throughout the world. Prime example we have, Vice
 20 President, the Honorable Kamala Harris, is a member of
 21 Alpha Kappa Alpha Sorority, Incorporated. She's also a

Page 48

1 HBCU graduate.
 2 Additionally, we have the former Congressman,
 3 Mr. John Lewis, is a HBCU graduate of Fisk University,
 4 and also a member of Phi Beta Sigma Fraternity,
 5 Incorporated. We have Mr. Elijah Cummings, Howard
 6 University graduate, and also a member of Phi Beta Sigma
 7 Fraternity, Incorporated.
 8 As you can see, HBCU graduates have had a great
 9 influence on my life. But let me talk to you about some
 10 local educators that have touched my life, and thousands
 11 of others. You have Mr. Joseph Wufolk (phonetic), who
 12 was formerly a Fulbright Scholar and member of Phi Beta
 13 Sigma Fraternity, and also a graduate of Morgan State
 14 University.
 15 You have Dr. Walter Amprey, Baltimore City
 16 Schools Superintendent, graduate of Morgan State
 17 University and member of Omega Psi Phi Fraternity. You
 18 have former Dr. -- former president of UMBC, Dr. Freeman
 19 Hrabowski, Hampton Institute grad, who graduated at the
 20 age of 16, and member of Alpha Phi Alpha Fraternity.
 21 So as you could see, HBCUs and Divine 9

Page 49

1 organization have a great influence on our community, and
 2 they continue to have a great influence on our nation
 3 and, additionally, our world. So continue to have this
 4 fair. I look forward to participating in it next year,
 5 and many years to come.
 6 And thank you, Darryl Williams, for all that
 7 you do as a member of Kappa Alpha Psi.
 8 CHAIRWOMAN LICHTER: Thank you.
 9 Our next speaker is Muhammed Jameel.
 10 Good evening.
 11 MR. JAMEEL: Good evening. Peace and blessings
 12 to everyone. I have represented the community,
 13 especially the children of Muslim parents, since 1984.
 14 I've had the privilege to serve as a PTA president, board
 15 member of Baltimore County Muslim Council, president of
 16 the largest Islamic institution, the Mid-Atlantic coast,
 17 with a membership of over 20,000 families, and a
 18 commissioner in one of the Baltimore County commissions
 19 for at least 9 years. It's nearly 200th time that I'm
 20 appearing before the Board today.
 21 History is a branch of knowledge that records

Page 50

1 and explains the past. Therefore, while I welcome the
 2 new Board members, and thank them for their thankless
 3 service, it's important for them to know about the 33
 4 years' struggle with the BCPS to treat the Muslim
 5 students equally regarding closings of the schools on
 6 their two high holidays. For your information, the
 7 mother of my children is a Roman Catholic.

8 Children are keen observers. They know when a
 9 policy or an action is unfair, discriminatory, or unjust.
 10 My three children were in the BCPS from 1976 through
 11 1995. Their experience had been no different than every
 12 Muslim student. Many children gave testimonials to this
 13 Board about their challenges and difficulties, if not
 14 their suffering, due to absence on their high holidays,
 15 unlike their peers, who could have a perfect attendance
 16 record, not having to make up lost lessons and homework,
 17 able to participate in school sports and family
 18 gatherings, et cetera.

19 They felt marginalized, alienated, isolated,
 20 and discriminated. They were devastated by the decision
 21 of the Superintendent, Dr. Stuart Berger, in 1998 when he

Page 51

1 rejected only Muslim holidays, despite the recommendation
 2 of the Calendar Committee to rectify the inequality.

3 Ms. Barbara Desmond from the Maryland State
 4 Board of Education had also testified and advised the
 5 Board not to shut the door already opened to non-calendar
 6 holidays for one minority. It was 2017 when the Board
 7 did find a way to eliminate the inequality and
 8 discriminatory policy of making exception for only one
 9 minority.

10 I've observed the hard work of the Calendar
 11 Committee. They have to juggle many factors to come up
 12 with calendar year after year. Lately, the two holidays
 13 have become the easy way out -- to put them on the
 14 chopping block. It's very distressing.

15 There is room in adjusting spring, summer, and
 16 winter breaks to achieve and maintain the equality of
 17 Muslim students, instead of rescinding the 2017 decision.
 18 Thank you for listening, and wish you all a safe,
 19 prosperous, healthy holidays and New Year and every day
 20 in the New Year. Thank you. God bless you.
 21 CHAIRWOMAN LICHTER: Thank you.

Page 52

1 Our next speaker is Lloyd Allen.
 2 Good evening.
 3 MR. ALLEN: Good evening, Chair Lichter, Vice
 4 Chair Harvey, Superintendent Williams, and members of the
 5 Board. Thank you for the opportunity to speak tonight.
 6 I am Lloyd Allen, he/him, special educator in
 7 mathematics, speaking as an individual. I'll be brief
 8 tonight.

9 This is the time of year when we consider
 10 renewal. Earlier this month, you renewed yourselves as a
 11 Board, with elected members being sworn in. Last
 12 weekend, educators received their request for
 13 declarations of intent, renewal notices as it were.

14 Tomorrow marks the winter solstice, and our sun
 15 begins its journey back to us, lengthening the days and
 16 shortening the nights so that our non-transported high
 17 school students will have morning commutes with natural
 18 light.

19 Next month, you will receive the proposed
 20 operating budget from the Superintendent. You will hear
 21 public comment from stakeholders, and you will have a

Page 53

1 work session at the end of the month. As you review the
 2 operating budget line by line, when you notice
 3 significant costs from outsourcing items that are part of
 4 our core mission, before renewing, please consider does
 5 the contract in this line serve the students? Is the
 6 contract in this line something that another profession
 7 specializes in, or is it something that we should be
 8 doing, as it is part of our core mission? Does the
 9 contract in this line further the public good, or does it
 10 have significant and expensive overhead associated?

11 Partnering with CCBC does further the public
 12 good and the mission of public education. Opportunities
 13 similar to that should certainly be pursued, especially
 14 when they cover gaps in our offerings, such as ASL. And
 15 I totally get that we can't write gradebook software as a
 16 school system. However, in the long term, folding
 17 contracts that don't meet these tests back under our own
 18 wing will serve as better than abrogating our
 19 responsibilities.

20 Outsourcing subs is a significant expense, and
 21 since this year, BCPS doesn't directly compensate to

Page 54

1 oversee our subs, BCPS doesn't have direct control over
 2 resolving their issues. Thank you.
 3 CHAIRWOMAN LICHTER: Thank you, and thanks to
 4 all of our speakers.
 5 Next is public comment on Board policies. So
 6 speaking first for Board Policy 1300, Use of School
 7 Facilities, is Jeeda Hennawi. Oh, I think I did it
 8 again. No? Okay.
 9 Next, speaking on Use of School Facilities is
 10 Marlena Pearsell. Okay. Next is Sharon Saroff.
 11 MS. SAROFF: I'm going to speak from the -- I'm
 12 going to speak from the perspective of someone who has
 13 used the facilities and, unfortunately, has been unable
 14 to use the facilities since the pandemic -- since,
 15 actually, before the pandemic.
 16 I'm on the board of a local theater group
 17 called Open Space Arts, which is based in Reisterstown.
 18 And we have, in the past, requested use, and have had
 19 use, of facilities for our plays and for rehearsal. And
 20 we have not been able to procure that recently. I also
 21 am a member of the Society for Creative Anachronism,

Page 55

1 which I know very, very early on in my living here in
 2 Maryland, which is about 20 years ago that this happened.
 3 We used Franklin Middle School as the site for holdings
 4 our meetings.
 5 Getting to use the facilities in Baltimore
 6 County right now, even trying to go through the Parks and
 7 Recreation, has been an impossibility. We don't hear
 8 back from people, and when we do hear back from people,
 9 the process is not well explained, if it's explained at
 10 all.
 11 What I think needs to happen in this policy, if
 12 you're going to make some changes, is make -- is work
 13 with the Parks and Recreation to make that process more
 14 streamlined, more understandable, and community friendly.
 15 The community would like to be more involved in your
 16 school system, and making your facilities more community
 17 friendly and more open would be very helpful. That's
 18 what I have to say about that.
 19 CHAIRWOMAN LICHTER: Thank you.
 20 Our next speaker is Derrick Burnett.
 21 Lloyd Allen?

Page 56

1 MR. ALLEN: Good evening.
 2 CHAIRWOMAN LICHTER: Good evening.
 3 MR. ALLEN: I'm continuing to speak as an
 4 individual. Considering Policy Analysis 1300, I am
 5 concerned about page 3, lines 4 and 5. At the October
 6 meeting, the Board considered including language that
 7 requires a security check of the facility before, during,
 8 and after each use. The break from page 3 to page 4
 9 notes that the estimated cost of a single security check
 10 would likely exceed \$200 per use. I don't recall seeing
 11 anything about the length of time that an adequate
 12 security check would take.
 13 School buildings are community resources. We
 14 are a public school system, serving the public good. We
 15 cannot be, and should not be, hardened.
 16 Bruce Schneider (phonetic) is a security
 17 expert. In 2005, he wrote a column for Wired Magazine,
 18 cautioning us against attempting to defend against
 19 specific movie plots rather than broad threats. We
 20 imagine specific threats, and we attempt to defend
 21 against them.

Page 57

1 When I did athletic duty earlier this year, a
 2 staff member from another worksite wanted to grade in the
 3 stands while watching their athlete. They brought their
 4 bag with their grading. I had to tell them to return
 5 their bag to the car. This caused ill will. This did
 6 not create safety.
 7 If you see something, say something, sure. I'm
 8 not saying to ignore security concerns. However, please
 9 focus on being welcoming community members. Focus on
 10 providing social emotional supports for today's students,
 11 who are both today's and tomorrow's citizens, to find
 12 solutions other than aggression. Demonstrate that we
 13 value our students, staff, and community members.
 14 Facilitate positive connections between groups and
 15 individuals.
 16 Community members using school buildings are
 17 not outsiders. We are part of the community. As we
 18 pursue community schools with fidelity, we are the hub of
 19 the community. We need to embrace that and not set
 20 policies that may give the impression that we think
 21 ourselves separate from the community that we serve.

Page 58

1 Thank you.

2 CHAIRWOMAN LICHTER: Thank you.

3 And speaking on Board Policy 3410,

4 Transportation Services is Sharon Saroff.

5 MS. SAROFF: I'm going to speak very, very

6 specifically on something that is near and dear to my

7 heart, which is special education and special

8 transportation. We don't do a good job with that at all.

9 I have had students who don't get a bus coming

10 down their street when they need door-to-door

11 transportation. And I'll give you an example. I have a

12 client who is in a wheelchair, and he's not getting door-

13 to-door transportation. He's getting it that he has to

14 walk a block. That shouldn't be the case.

15 Special transportation is provided on an IEP,

16 which is a legal document. Most of your IEP chairs

17 understand that special transportation means door to

18 door, and that is not the case. When a child has to walk

19 a block, and they're in a wheelchair, or they're a flight

20 risk because they elope from a parent, or they have a

21 behavior concern.

Page 59

1 Simply saying to a parent, well, my bus can't

2 get down your street, when the garbage truck gets down

3 the street, the UPS truck gets down the street, is not an

4 excuse for not providing the transportation as it should

5 be, and that's a policy -- that's something that should

6 be in your policy so that it's understood and followed.

7 And not that I have students who aren't getting

8 transportation to school to get the instruction and

9 services that they need and are required to get by law.

10 The second thing that I think I need for you

11 guys to understand is that there isn't enough

12 transportation for students to magnet programs. I know

13 students that are not getting a bus in the morning

14 because there's only one bus available, and they are

15 crammed into that bus and sitting in the aisle, or

16 standing in the aisle, which is not safe, and I don't

17 care what anybody says that it's okay. It's not safe.

18 And they have two buses in the afternoon so that they can

19 go home in the afternoon. How are they supposed to get

20 to the building?

21 You need to have enough buses to transport kids

Page 60

1 both to the school and from the school. And not have

2 students sitting three and four to a seat or sitting in

3 the aisle. That's a safety concern. Thank you.

4 CHAIRWOMAN LICHTER: Thank you.

5 The next item on the agenda is the report on

6 Board policies. Members of the Board, the Police Review

7 Committee asks that the Board accept this report of the

8 committee's recommendation to amend the following Board

9 policies: No. 1, Board Policy 1300, Community Relations,

10 Use of School Facilities; No. 2, Board Policy 3410,

11 Noninstructional Services, Transportation Services.

12 These policies are presented to you on tonight's agenda

13 as Exhibit G.

14 May I have a motion to accept the

15 recommendation of the Board Policy Review Committee for

16 Board Policies 1300 and 3410?

17 MS. HASSAN: So moved, Hassan.

18 CHAIRWOMAN LICHTER: No second is needed, since

19 the recommendation comes from the committee. Is there

20 any discussion?

21 Ms. Hassan?

Page 61

1 MS. HASSAN: I just had a clarifying question.

2 So for Policy 3410, (C)(3), when it discusses that a

3 student is enrolled in an authorized Baltimore County

4 Public Schools educational program, that includes our

5 magnet schools, correct?

6 CHAIRWOMAN LICHTER: So is there somebody from

7 Policy and Review Committee that can speak to that?

8 Okay. Can you put your question in the chat?

9 MS. HASSAN: Yeah. I just wanted to clarify

10 the wording, but.

11 CHAIRWOMAN LICHTER: Ms. Harvey, do you have a

12 question, too?

13 VICE CHAIR HARVEY: Yes, thank you. I just

14 wanted to know the impetus for changing the distance

15 required in Policy 3410 for middle school and high school

16 students? I'll put it in the chat, as well.

17 CHAIRWOMAN LICHTER: Thank you. Any other

18 questions or discussion? Okay. No. So I just --

19 DR. WILLIAMS: I'm going to ask Dr. Yarbrough

20 to respond to those questions regarding transportation at

21 this time. Dr. Yarbrough?

Page 62

1 CHAIRWOMAN LICHTER: Do you want -- yes, Dr.
 2 Yarbrough, you want to respond?
 3 DR. YARBROUGH: Absolutely. Good evening.
 4 Good evening, Chair Lichter, Vice Chair Harvey, members
 5 of the Board. I want to respond to your question first,
 6 Ms. Hassan. You spoke about whether or not magnet
 7 schools and transportation are a part of our policy.
 8 They absolutely are. For magnet schools, in particular,
 9 both in the application process, as well as in our
 10 policy, it states that we have hub stops, and so, you
 11 know, that's the transportation that we provide at all
 12 three levels, elementary school programs, middle school,
 13 and high school.
 14 In reference to the question, Vice Chair
 15 Harvey, about the -- extending the distance, last year we
 16 spent a great amount of time looking at our services,
 17 looking how to innovate, looking at both short-term
 18 solutions, as well as long-term solutions. One of the
 19 long-term solutions that we looked at with all of the
 20 stakeholder groups was extending our non-transported
 21 distance in middle school and high school. We provided

Page 63

1 all of the data for all of the LEAs across the state of
 2 Maryland. Particularly for our middle schools, we were
 3 much shorter distance. I think we're at one mile, and
 4 then for high schools we were much shorter distance with
 5 all of the larger school systems. So we proposed moving
 6 up a quarter of a mile, looking at the impact on long
 7 term in terms of improving efficiency. And so that's
 8 where that came from.
 9 VICE CHAIR HARVEY: Thank you.
 10 DR. YARBROUGH: You're welcome.
 11 CHAIRWOMAN LICHTER: Any other questions?
 12 Mr. McMillion?
 13 MR. MCMILLION: Dr. Yarbrough, did we utilize
 14 an outside consultant to evaluate our transportation?
 15 And if so, did they make this recommendation?
 16 DR. YARBROUGH: We did utilize an outside
 17 consultant. We actually have two members on board. This
 18 was one of the recommendations that came out when we
 19 shared all of the recommendations for improved
 20 efficiency.
 21 MR. MCMILLION: Thank you.

Page 64

1 DR. YARBROUGH: You're welcome.
 2 CHAIRWOMAN LICHTER: Any other questions?
 3 Ms. Pumphrey, and then back to Ms. Harvey.
 4 MS. PUMPHREY: When you state about other,
 5 larger school systems that have similar distances, were
 6 these -- do you know if these were recent changes in
 7 those school systems, or if that's been a longstanding
 8 policy for the distance being longer than what we have
 9 currently here?
 10 DR. YARBROUGH: That's something I would have
 11 to look into.
 12 CHAIRWOMAN LICHTER: Ms. Harvey?
 13 VICE CHAIR HARVEY: Just so a clarification,
 14 the goal to improve efficiencies, can you speak to
 15 specifically what areas of efficiency you're looking to
 16 improve? Is that timeliness of service? Is that number
 17 of students being transported? Is it meeting the needs
 18 of our special education students? Can you provide some
 19 detail on that?
 20 DR. YARBROUGH: Yes. So when we're looking at
 21 improving efficiency of service, specifically last year

Page 65

1 we were looking for timeliness of service. We were
 2 looking for improved communication so that students and
 3 families knew when to expect the buses, and we were
 4 looking for improvements in terms of safety overall on
 5 buses and responses to any safety concerns that existed,
 6 particularly among students as they were on the board --
 7 on board the buses.
 8 VICE CHAIR HARVEY: Thank you.
 9 DR. YARBROUGH: You're welcome.
 10 CHAIRWOMAN LICHTER: I have a question. You
 11 said there were parents on the committee when this was
 12 being generated?
 13 DR. YARBROUGH: Yes. There is a long list of
 14 different stakeholder groups that we met with last year,
 15 including the reopening stakeholder group, went out to
 16 every area council, the council of PTAs and the list goes
 17 on. Yes, parents were absolutely a part of this.
 18 CHAIRWOMAN LICHTER: Okay. And they were in
 19 support of the changes. Any other questions?
 20 May I have a roll call vote?
 21 MS. GOVER: Ms. Domanowski?

Page 66

1 MS. DOMANOWSKI: Yes.
 2 MS. GOVER: Ms. Pumphrey?
 3 MS. PUMPHREY: Yes.
 4 MS. GOVER: Mr. McMillion?
 5 MR. MCMILLION: Yes.
 6 MS. GOVER: Ms. Harvey?
 7 VICE CHAIR HARVEY: Yes.
 8 MS. GOVER: Ms. Hassan?
 9 MS. HASSAN: Yes.
 10 MS. GOVER: Mr. Offerman? Mr. Offerman?
 11 MR. OFFERMAN: Yes.
 12 MS. GOVER: Dr. Savoy?
 13 DR. SAVOY: Yes.
 14 MS. GOVER: Dr. Hager?
 15 DR. HAGER: Yes.
 16 MS. GOVER: Ms. Lichter?
 17 CHAIRWOMAN LICHTER: Yes.
 18 MS. GOVER: Thank you. Favor is nine.
 19 CHAIRWOMAN LICHTER: Motion passes.
 20 The next item on the agenda is action taken in
 21 closed session, and for that I call on Mr. Brousaides.

Page 67

1 MR. BROUSAIDES: Good evening.
 2 CHAIRWOMAN LICHTER: Good evening.
 3 MR. BROUSAIDES: As you know, earlier tonight
 4 the Board met in closed session in its quasi-judicial
 5 capacity to render decisions in two cases. Those were
 6 H.E. 23-03 and H.E. 23-14. Now would be an appropriate
 7 time to confirm the action taken in closed session.
 8 CHAIRWOMAN LICHTER: May I have a motion to
 9 approve the action taken in closed session on Hearing
 10 Examiner Cases H.E. 23-03 and 23-14, and authorize Ms.
 11 Gover to sign for those Board members not physically
 12 present?
 13 VICE CHAIR HARVEY: So moved, Harvey.
 14 CHAIRWOMAN LICHTER: Is there a second?
 15 MS. PUMPHREY: Second, Pumphrey.
 16 DR. SAVOY: Savoy, second.
 17 CHAIRWOMAN LICHTER: Any discussion?
 18 May I have a roll call vote?
 19 MS. GOVER: Ms. Domanowski?
 20 MS. DOMANOWSKI: Yes.
 21 MS. GOVER: Ms. Pumphrey?

Page 68

1 MS. PUMPHREY: Yes.
 2 MS. GOVER: Mr. McMillion?
 3 MR. MCMILLION: Yes.
 4 MS. GOVER: Ms. Harvey?
 5 VICE CHAIR HARVEY: Yes.
 6 MS. GOVER: Ms. Hassan?
 7 MS. HASSAN: Yes.
 8 MS. GOVER: Mr. Offerman?
 9 MR. OFFERMAN: Yes.
 10 MS. GOVER: Dr. Savoy?
 11 DR. SAVOY: Yes.
 12 MS. GOVER: Dr. Hager?
 13 DR. HAGER: Yes.
 14 MS. GOVER: Ms. Lichter?
 15 CHAIRWOMAN LICHTER: Yes.
 16 MS. GOVER: Thank you. Favor is nine.
 17 CHAIRWOMAN LICHTER: Motion passes.
 18 The next item on the agenda is the report on
 19 the proposed FY 2024 County Capital Budget, and for that
 20 I call on Mr. Hartlove and Mr. Dixit.
 21 Good evening.

Page 69

1 MR. DIXIT: Good evening.
 2 MR. HARTLOVE: Good evening.
 3 MR. DIXIT: Good evening, Chair Lichter, Vice
 4 Chair Harvey, Dr. Williams, and members of the Board. So
 5 tonight we are here to introduce the fiscal '24 -- 2024
 6 County Capital Budget Request. In the next meeting, on
 7 January 10th, we'll describe in detail the process and
 8 content of the request. Attachment that have already
 9 been shared. They include a schedule, and they schedule
 10 -- and they include last year's approved state budget and
 11 this year's proposed county budget.
 12 We are requesting that you review those
 13 documents and if you have any questions, please submit it
 14 to Dr. Williams' office by January the 3rd. And we'll
 15 try to answer those questions before the work session, as
 16 soon as we can get the question and get the answers.
 17 That's all I have to say tonight. I'll be talking a lot
 18 more in the next meeting, and I just wanted to thank you
 19 and wish you Happy Holidays.
 20 CHAIRWOMAN LICHTER: Thank you. Board members,
 21 please provide any questions related to the proposed FY

<p style="text-align: right;">Page 70</p> <p>1 2024 County Capital Budget to Dr. Williams by close of 2 business on Tuesday, January 3, 2023. The work session 3 for this will be held during the January 10, 2023 Board 4 meeting. 5 The next item on the agenda is the report on 6 First Quarter Results, and for that I call on Dr. McComas 7 and Dr. Zarchin. 8 UNIDENTIFIED SPEAKER: Excuse me, Ms. Lichter. 9 I think it's actually the MAP (indiscernible). 10 CHAIRWOMAN LICHTER: Oh, okay, right. Okay, so 11 right. K became J. Oh, I need to refresh, okay. Thank 12 you. Give me one second. Thanks. All right. Okay, so 13 where are we? 14 Okay, so at this point, we've added a MAP data 15 report and discussion. So are we -- are we still 16 bringing the same people to the table for the MAP data 17 discussion? 18 DR. WILLIAMS: So we'll begin with Dr. 19 (indiscernible). Dr. Yarbrough can join (indiscernible). 20 CHAIRWOMAN LICHTER: The first quarter. 21 UNIDENTIFIED SPEAKER: Shall I stay?</p>	<p style="text-align: right;">Page 72</p> <p>1 year, the middle of the year, and the end of the year, so 2 it's important to understand that the report you're 3 looking at is our baseline data for this year. So that's 4 where our students are starting at the beginning of this 5 year. We do provide comparative data so that you can see 6 where students were beginning last year and where they're 7 beginning relative to the national, the norm. So I hope 8 that that is a little bit of a level setting, and this is 9 an assessment that we use to measure growth. 10 So you can have students who we want to look at 11 both achievement and growth along the trajectory, right? 12 Because you may have students in the biggest picture of 13 assessment. Not hitting the proficiency, level, right, 14 if you will. Like, they're not crossing the finish line 15 where we want them to, but are they accelerating? Are 16 they making progress towards that? 17 And so I just ask as move forward as a 18 community, discussing data, whether it's MAP or as Dr. 19 Williams mentioned earlier, state MCAP assessments, that 20 we're constantly looking at both achievement and growth. 21 Because students that are behind, the rate of growth is</p>
<p style="text-align: right;">Page 71</p> <p>1 DR. WILLIAM: You're fine where you are. 2 UNIDENTIFIED SPEAKER: Okay. 3 CHAIRWOMAN LICHTER: Okay. Okay, so this was 4 added as a discussion on a MAP data report that was 5 originally intended as informational. Ms. McComas, did 6 you want to -- Dr. McComas, did you want to start, or did 7 you want us to just ask questions? 8 DR. MCCOMAS: Well, I will just go ahead and 9 just do a brief, I guess, level setting, if I may, for 10 what MAP is, for those of you who may be -- some of you 11 may be familiar, and some of you may be unfamiliar. So 12 MAP is one data measurement. It is a national 13 assessment. It stands for Measures of Academic 14 Performance. It measures that for reading and math at 15 the elementary and middle-school grades. 16 It is an adaptive test whereby as students 17 demonstrate greater proficiency, the test actually gives 18 them more difficult questions. And, again, you can see 19 in the report that it is something that we use to compare 20 how we're doing against national norms. 21 We do give the MAP at the beginning of the</p>	<p style="text-align: right;">Page 73</p> <p>1 something really important to pay attention to, as it is 2 for our gifted and advanced students. They could be 3 achieving, but are they growing? Are we challenging 4 them? So there are two concepts that I ask that you keep 5 in mind. This particular assessment really focuses in on 6 the growth process for students, so I hope that helps 7 kind of level set. 8 CHAIRWOMAN LICHTER: Let me just ask a 9 question. When you -- so we have the 2022 fall MAP data 10 that was on the chart in the informational session, 11 correct? 12 DR. MCCOMAS: Yes. 13 CHAIRWOMAN LICHTER: And then the 2021, was 14 that the fall data or was that winter data? 15 DR. MCCOMAS: That was fall data. 16 CHAIRWOMAN LICHTER: Okay. So while it's 17 benchmark, it's also looking at from last fall to this 18 fall. 19 DR. MCCOMAS: Yes, that's correct. So last 20 year's beginning marks to this year's beginning marks. 21 CHAIRWOMAN LICHTER: Okay. Can you just also</p>

Page 74

1 explain the 61 percentile? Because there's percentages,
 2 percentile, can you just explain that one piece before we
 3 go on?
 4 DR. MCCOMAS: Yes. So the 61st percentile is
 5 the mark, and while we certainly would love our students
 6 to do greater than that, by no means do we want that to
 7 be the limit of their success, it is the threshold that
 8 research shows is the trajectory to be college and career
 9 ready. So that's sort of the minimum line that we
 10 ultimately want to get all students to, but we certainly
 11 want them to do better than that, as well.
 12 CHAIRWOMAN LICHTER: Okay. Questions from
 13 Board members?
 14 Ms. Domanowski?
 15 MS. DOMANOWSKI: Yes. I just wanted to see if
 16 there was going to be further research or discussion into
 17 the discrepancies in the special education and the EL
 18 learners. I feel that their numbers are much lower than
 19 even the -- across, you know, multicultural races. Can
 20 you comment on that or --
 21 DR. MCCOMAS: Yes, absolutely. And thank you

Page 75

1 for paying such close attention to how our students are
 2 doing. It is true. We have great work to do for
 3 students who receive services for special education and
 4 our multilingual learners, as well. I will just comment
 5 that special education is something that we are striving
 6 to work through. We have plans that we are working hand
 7 in hand with MSDE to dig deep into our delivery service
 8 model, and to provide greater professional development
 9 across the board.
 10 One of the initiatives that we took this year,
 11 using some of the grant money that we currently have, was
 12 to begin piloting, if you will, or putting in place
 13 elementary IEP facilitators, which is something that our
 14 SECAC group, our Citizen Advisories for Special
 15 Education, has been advocating for at least, I know, the
 16 eight years that I've been with Baltimore County. And so
 17 that's just an example of one of the initiatives that
 18 we're trying to really get deeper into understanding how
 19 to provide greater support at the classroom and the
 20 school level.
 21 In terms of our multilingual learners, it is

Page 76

1 our fastest-growing student population. And we know that
 2 it is important to understand that when we're talking
 3 about our multilingual learners, it is not monolithic.
 4 You may have a student who has lived their entire life
 5 here in the United States in the Baltimore area, but
 6 their home language is other than English. And you may
 7 have next to them a student who has -- who is an
 8 immigrant who has come as -- and lived several years in a
 9 refugee camp and has extensive interruption to their
 10 formal education, if you will.
 11 We, as a system, are, quite frankly, behind in
 12 our resources to support our multilingual learners. We
 13 have not kept pace, not because we have not advocated for
 14 those resources, but quite frankly, the rate of growth is
 15 beyond what we have the resources. So we continue to do
 16 that.
 17 One of the things it's important for everyone
 18 to understand is that our model at the elementary level
 19 is that our language -- multilingual learners attend
 20 their home school. And that's important because they're
 21 in their communities, and they are able to access

Page 77

1 resources, after-school resources and resources right
 2 there in their home community.
 3 One of the things that happens at our secondary
 4 level, and we are in the process of shifting, we have an
 5 old model at the secondary level, grade 6 to 12, for
 6 English learners who are only at proficiency levels 1 and
 7 2. They go to a center model. That center model perhaps
 8 served us very well decades ago. It is no longer serving
 9 our students well, as our data indicates. And it's not
 10 functional for the volume of students that we have, so we
 11 have been meeting with the schools, because many of our
 12 English-learner families have been waiving services
 13 because they want to be in their home school community so
 14 that they can participate in athletics and some of the
 15 other resources. That also supports their social
 16 development of language.
 17 And so we are in the process of working to
 18 reallocate resources and to support those families, but
 19 you will see that that is an ongoing need, and I
 20 appreciate the opportunity. I'm very passionate about
 21 it, as we move forward into the budget process. So I'll

Page 78

1 pull myself together now, thank you. Sorry, Ms.
 2 Domanowski.
 3 MS. DOMANOWSKI: Great, thank you.
 4 CHAIRWOMAN LICHTER: Thank you. Other
 5 questions or comments?
 6 Ms. Roah? I mean, Ms. Hassan?
 7 MS. HASSAN: Thank you. So first of all, thank
 8 you so much for mentioning English language learners.
 9 Those -- I did have the opportunity to visit Lansdowne
 10 Middle School, which has a very strong ESOL program and,
 11 like, English-language learner student population. And I
 12 think one of the biggest things that I learned there was
 13 that the priority isn't necessarily increasing MAP scores
 14 there. It's making sure that those students are
 15 developing with their peers, that they are in, you know,
 16 in social environments, making sure that they are on
 17 track to learn English and be proficient in it, as well
 18 as learn their own curriculum, so thank you for
 19 mentioning that.
 20 But I did -- I definitely did want to ask about
 21 how students and families and schools received data on

Page 79

1 MAP. So I know that -- I know when I was in elementary
 2 school, I got the little, like, this was your score. So
 3 I just wanted to ask if we have data that goes in depth
 4 as to the specific areas in which students need to
 5 improve on. I know in some national things, I know the
 6 College Board has specific, you know, this is what
 7 students need to work on. This is what students are
 8 lacking. I'm just wondering, you know, if that's
 9 something that MAP also has, and whether or not we can
 10 provide that to our school communities and our parents
 11 and students.
 12 DR. MCCOMAS: Yeah, absolutely. Great
 13 question. So our schools do receive reports for their
 14 overall school data. But they also are able to look at
 15 that by student, and parents receive letters and, as you
 16 indicate, student -- nothing's more powerful than putting
 17 data in the hands of students.
 18 And with that information, our teachers are
 19 able, and our school administrators are able, to identify
 20 what are the areas that we really need to focus in. And
 21 again, I cannot stress enough that this is one of many

Page 80

1 measures, right? So we don't just take one measure and
 2 say, oh, well, that's the only thing we need to do.
 3 We're looking at this data around a student and their
 4 starting point. We're also looking at how they're doing
 5 on unit assessments. We're looking at how they're doing
 6 on everyday activities within the classroom and
 7 identifying what are those areas that we need to focus in
 8 on for groups of students, on training for trainers? And
 9 so it really yields sort of multiple action points.
 10 There are -- I think there are resources, also,
 11 for parents on the NWEA website, as well, to help parents
 12 make meaning of the reports that they get.
 13 CHAIRWOMAN LICHTER: Other comments?
 14 Ms. Harvey?
 15 VICE CHAIR HARVEY: Thank you, Madam Chair. So
 16 I think, one, I appreciate the -- giving us the context
 17 of the data. Because sometimes it can be overwhelming
 18 for us to receive data of this sort, because we all are
 19 here to improve the performance of our students and our
 20 school system, and make sure that we're operating as a
 21 community.

Page 81

1 So I want to know, I think we all are clear
 2 that the pandemic created learning loss amongst our
 3 student population. What are some of the strategies that
 4 are being implemented to close that gap across the
 5 different types of student services within the school
 6 system, and how can parents expect to see that and see
 7 the results of that?
 8 DR. MCCOMAS: That is the question. So thank
 9 you. You know, fundamentally, what's really important,
 10 and I will cite the research that we drew upon during the
 11 upheaval of the last couple years with the pandemic, and
 12 that we continue to draw on as a profession, is the
 13 important of accelerating learning. And what we mean by
 14 that is it's very tempting to not expose students to
 15 grade-level standards as they're moving forward. It's
 16 very tempting to just say you have to stay here until
 17 you're 100 percent proficient.
 18 What research shows us, and this really draws
 19 out of the New Orleans Public School Systems after
 20 Katrina, right, because they were a huge school system
 21 that really went through a tremendous disruption when the

Page 82

1 rest of the nation wasn't, and it yielded a great
 2 opportunity to understand how do you get students
 3 recovered and moving forward as rapidly as possible? And
 4 what's important is that you continue to expose students
 5 to grade-level standards on schedule and that you have
 6 adept, responsive teaching.

7 I don't want to use the word intervention
 8 because really this is quality teaching that should be
 9 happening all the time, not just in response to a crisis
 10 interruption. But it really comes down to data-informed
 11 decisions at the classroom level every day. Easy to say,
 12 not easy to do. That's why it's really important for our
 13 teachers to have the opportunity to collaborate with the
 14 -- with their peers.

15 So if Ms. Current (phonetic) and I are teaching
 16 second grade together, it's really best if we are looking
 17 at data together and informing one another and
 18 strategizing together what resources to pull to drive
 19 home the just-in-time teaching method or teaching need,
 20 if you will, for content, knowledge, and skills for
 21 students as they're demonstrating it in real time.

Page 83

1 So that's one -- that's, like, our key lever.
 2 Now, how do parents know? Again, there is nothing more
 3 essential than parents and teachers having frequent
 4 conversation. Parents do have access to Schoology, and
 5 of course, that's our platform whereby teacher -- I mean,
 6 excuse me, parents can go in and see how their students
 7 are doing. They can see the resource their students are
 8 working on, and they can communicate with their teacher.

9 There is -- you know, there's -- there are some
 10 things we can never innovate. And a great conversation
 11 between a teacher and a parent is something that we're
 12 never going to be able to innovate that, right, because
 13 that's meaningful dialogue. Where a parent and a teacher
 14 can look at a student work sample and say this is how
 15 your student's doing. This is a -- this is what the
 16 standard looks like. These are the specific areas that
 17 we need the partner together to provide reinforcement and
 18 extra support.

19 Schools do have resources to provide tutoring
 20 services right now through grant funds, which we are very
 21 grateful to be able to offer. And for our students who

Page 84

1 are in community schools, those community schools are in
 2 the process -- some of them are a little further along,
 3 of identifying all the needs that they can provide for
 4 wraparound services beyond the school day. And there are
 5 lots of resources that may be uniquely available at those
 6 schools, as well.

7 VICE CHAIR HARVEY: Just one follow-up. Is it
 8 posted on how parents can access the tutoring service?
 9 Do they need to go to the school specifically? Is there
 10 a request to be made online? How does that work?

11 DR. MCCOMAS: Yeah. Again, I would say reach
 12 out directly to your classroom teacher, because the
 13 classroom teachers will know what the design of the
 14 tutoring at their particular school. Is there -- school
 15 administrators were empowered to really design tutoring
 16 model, if you will, like, for example, is it Tuesdays and
 17 Thursdays? Tuesdays through Thursdays or, you know, most
 18 people don't want to tutor on Fridays. But, you know,
 19 school administrators were really empowered to leverage
 20 the expertise at their building and to understand what
 21 would work best for their communities.

Page 85

1 So I don't have a single bullet answer for
 2 that, but as always, your classroom teacher is your first
 3 source of real information about what's available in your
 4 school.

5 VICE CHAIR HARVEY: Thank you.

6 DR. MCCOMAS: Mm-hm.

7 CHAIRWOMAN LICHTER: Ms. Domanowski?

8 MS. DOMANOWSKI: Just a quick follow-up on that
 9 one. You mentioned grant funding for some of these
 10 programs? Where are these grants coming from, and is
 11 this something that if the -- when the grant runs out,
 12 and what happens next?

13 DR. MCCOMAS: Yeah, so great question. You
 14 just have great questions. I could talk to you all night
 15 long. I think I will. So many of the grants that we're
 16 currently leveraging are federal grants that have come as
 17 a function of helping school systems in this time of
 18 upheaval and this time as we move away, right, as we
 19 begin to level out and normalize. You're right. As is
 20 the case with all grants, sooner or later they do sunset.
 21 That's where it becomes incumbent upon us to think about

Page 86

1 what is sustainability?
 2 You -- well, you may not, but my team often
 3 hears me talk about what's our sustainability plan? I
 4 often sound I'm PT because we need sustainable funding
 5 for these things. But that's where it's really important
 6 at community schools' program.
 7 Another thing that's a gift of the Blueprint
 8 legislation coming is additional resources for the
 9 concentration in poverty. And so we look forward to how
 10 as many of these federal grants for the crisis are
 11 sunseting, the Blueprint funding is beginning to ramp
 12 up. And we're going to have to be very thoughtful to
 13 make sure that we are splicing them together so that we
 14 do our best to provide uninterrupted services for our
 15 students.
 16 VICE CHAIR HARVEY: And then one more. For
 17 Appendix A, I'm just wondering how is this data -- how
 18 did you get this data?
 19 DR. MCCOMAS: So that is information that's --
 20 or I'll have to -- forgive me for stuttering. Our
 21 Department of Research and Accountability works -- gets

Page 87

1 the data from the MAP organization, and so then they
 2 compile the reports based on that data.
 3 VICE CHAIR HARVEY: It's just you have -- it's
 4 percentage of students scoring by gender, and there's two
 5 genders up until grade three, and then there's three
 6 genders after that. So I'm just wondering why the change
 7 is from two to three?
 8 DR. MCCOMAS: I will have to find out. It may
 9 be that that's what the NWEA form offers students to
 10 identify as.
 11 VICE CHAIR HARVEY: Just one quick -- sorry.
 12 Just -- I'm asking as a parent, because I have a fourth
 13 grader, and I did ask him if he knew what nonbinary means
 14 or if he'd ever heard it, and he said no. So I'm
 15 wondering if these students are asked this before they
 16 fill it out, and who answers that question for them/
 17 DR. MCCOMAS: Great question.
 18 CHAIRWOMAN LICHTER: Dr. Yarbrough, did you
 19 want to add something couple of minutes ago.
 20 DR. YARBROUGH: No worries. Sure. The only
 21 other piece I was going to add was around the data, in

Page 88

1 response to your question. So as Dr. Boswell-McComas
 2 talked about, she talked about the accelerating learning,
 3 but learning at accelerating in a different way. The
 4 other piece that we added as a result of the pandemic was
 5 that increased access to data, and the increased training
 6 of our leaders to analyze data on a regular basis.
 7 So before the pandemic, there was a lot of
 8 access to lagging data after those groups of students
 9 that have already performed, whether you're talking about
 10 at the quarter mark and there's a grade on the report
 11 card, or you're talking about at the end of the year when
 12 a state assessment comes in. During that time of the
 13 pandemic, we were able to procure, with the support of
 14 the Board, additional resources, Performance Matters
 15 being one, a full battery of Microsoft which allowed us
 16 to move into Power BI and rebuild a performance
 17 dashboard.
 18 What that means is that there's right at the
 19 principal's fingertips, and our guide was three clicks or
 20 less, that you can take a snapshot. It's color coded,
 21 take a quick look as a leadership team, and you see how

Page 89

1 your students are performing at that moment of time. Why
 2 that's important is because it allows you to ask more
 3 questions. If you see red and orange are the colors
 4 which are associated with Ds and Es, you want to dig a
 5 little deeper. What department is that? It's English.
 6 I'm going to click on that, and this is available from
 7 4th grade to 12th grade.
 8 You click on English. You can dig a little
 9 deeper. What class are we talking about? You see that
 10 it's one specific subject. Dig a little deeper. You're
 11 looking at the PLC, or the Professional Learning
 12 Community. All the teachers that teach the subject to
 13 identify is this, you know, only in one set of teacher's
 14 classes, or is this across the grade level? When it's
 15 across the grade level, then you're going to go look at
 16 the assessment.
 17 You're going to look at the questions, and
 18 that's where Dr. Boswell-McComas and her team comes in.
 19 Are many of our students across the district having
 20 difficulty on these particular concepts? What is it that
 21 we want to put in real time for the teachers as they go

Page 90

1 back into the classroom to reinforce the subject, because
 2 many subjects are recursive, particularly if we're
 3 talking about English or math that's foundational that
 4 builds on another. Or are we looking at something long
 5 term for our summer work for our system? So I thought
 6 that was important context to add, that when we're
 7 looking at the data, we've not looking at the data in
 8 isolation. We're looking at both leading and lagging
 9 data. What is it that we need to fix at the school
 10 level? And then what is it that we need to do to support
 11 that work at the Central Office level? You're welcome.
 12 CHAIRWOMAN LICHTER: Any other questions or --
 13 Ms. Hassan?
 14 MS. HASSAN: Sorry, last question. I just
 15 wanted to ask. So I know we talk a lot about learning
 16 loss after the pandemic. I just want to stress the
 17 importance of acknowledging the learning skills loss so
 18 that comes with attention span, which is something that I
 19 know a lot of students experience, and a lot of testing
 20 skills that may cause a lot of this gap in data from
 21 previous years.

Page 91

1 So I just wanted to ask maybe how we're -- how
 2 we are taking that into consideration into effect as we
 3 are analyzing this new data?
 4 DR. MCCOMAS: So I would say -- I want to make
 5 sure I understand your question. How are we helping
 6 students adjust back to, like, normal test taking and,
 7 like, all those sort of internal disciplines to -- okay.
 8 I just want to make sure I understand your question.
 9 So that is part of our everyday normalizing
 10 school, right? So one of the things that's been
 11 fantastic this year, we're very excited about, of course,
 12 is I don't want to jinx us. You know, we opened the
 13 school year with largely no interruptions. And may that
 14 persist throughout the rest of this school year. And
 15 just getting students back to school every day, the
 16 duration of a school day, and building that stamina, we
 17 do routinely teach students throughout the year how to
 18 study for test, how to prepare for tests. Get a good
 19 night's sleep the night before. These are things that we
 20 did before the interruptions of the last couple of years.
 21 We know that our students experience a great deal of

Page 92

1 turbulence and conduct and behavior and all of those sort
 2 of like postures that we need to hold to do well
 3 academically, we're renormalizing and getting those
 4 things back in place.
 5 But absolutely, we know it was a huge
 6 disruption in all facets of our lives.
 7 CHAIRWOMAN LICHTER: Anyone else?
 8 DR. WILLIAMS: I just want to remind the Board
 9 that we use MAP and we can go back to those presentations
 10 last year where our principals, I won't put Principal
 11 Kearns on the spot, but the schools use that data to
 12 actually look at how they're going to continue to support
 13 students instructionally.
 14 So as those reports are going home, there are
 15 some recommendations on those reports, but the school
 16 will actually group students, look at additional courses.
 17 We have reading specialists. Some schools have math
 18 specialists. We're working on that, to really provide
 19 that additional support. So the data will then inform
 20 the instruction. And there are times when principals
 21 will regroup students, put them in different classrooms,

Page 93

1 provide that additional support.
 2 So families, when we reach out and say there
 3 are opportunities at the school, when there are
 4 opportunities as a system, we encourage our families to
 5 take advantage of those opportunities. Because
 6 (indiscernible) we're opening up those doors for access
 7 and opportunity. But really, as we articulated last
 8 year, what really happens at a school to really program
 9 or provide additional supports.
 10 And as Dr. Boswell-McComas, we are looking at
 11 rigor, and so the data is being used to not only fill in
 12 gaps, but also to continue to push our students to
 13 advanced-level courses. So I want to thank the team for
 14 actually presenting tonight.
 15 (Applause.)
 16 CHAIRWOMAN LICHTER: Thank you. Okay.
 17 So now the next item on the agenda is the
 18 report on First Quarter Results, and for that, calling on
 19 Dr. McComas, I'm not sure about Dr. Zarchin, and then
 20 Principal Kearns.
 21 DR. MCCOMAS: Yeah, so welcome back. I am Mary

<p style="text-align: right;">Page 94</p> <p>1 McComas. I have the pleasure of serving as our Chief 2 Academic Officer. I am joined by Principal Kearns, and I 3 believe Dr. Zarchin is joining us virtually. Is that -- 4 DR. ZARCHIN: Yes, thank you. Good evening, 5 everyone. 6 DR. MCCOMAS: Thank you, Dr. Zarchin. So we're 7 here this evening to share with you how our students are 8 performing for first marking period. And so if we could 9 go to the next slide, please. 10 As I was saying just momentarily ago, we are so 11 pleased that we had a successful and traditional opening 12 to this academic year. And that it did go largely 13 uninterrupted, which has empowered us to sink back in and 14 really focus on teaching and learning and establishing 15 safe and supportive school environments. Next slide, 16 please. 17 DR. ZARCHIN: As Team BCPS, we want to know how 18 our students are performing and if we are making 19 progress. This evening, we will focus on three notable 20 indicators of student success: attendance, student 21 belonging, and course performance, discussing how our</p>	<p style="text-align: right;">Page 96</p> <p>1 support student success. Next slide, please. 2 DR. MCCOMAS: This evening's presentation, as 3 we discussed, includes attendance, belonging outcomes, 4 and highlighting a school story. These do fall within 5 our two focus areas of our Compass, learning 6 accountability and safe and supportive school 7 environments. Next slide, please. 8 DR. ZARCHIN: The research is clear. When 9 students improve their attendance rates, they improve 10 their academic prospects and chances for graduating. 11 First, we will look at our attendance data for the first 12 marking period and speak to how we are responding to our 13 students' attendance. Next slide, please. 14 DR. MCCOMAS: On the slide before you, you will 15 find our first marking period attendance by grade span. 16 Promoting high attendance rates for all our students is 17 an important part of our growth and achievement over 18 time. The National Center for Education Statistics notes 19 that students who attend school regularly have been shown 20 to achieve at higher levels than students who do not have 21 regular attendance. And, in fact, by ninth grade,</p>
<p style="text-align: right;">Page 95</p> <p>1 students are progressing, and how we are responding 2 systematically in each school-level community. 3 As always, we will showcase how a school brings 4 our efforts to life for their students. Next slide, 5 please. 6 DR. MCCOMAS: As a community, as we've already 7 demonstrated this evening, we are committed to monitoring 8 and discussing in open session student performance so 9 that we can make data-informed decisions on behalf of our 10 students and young people. We recognize and it's 11 important to maintain the mindset that data is a 12 flashlight to help us expand our vision and gain a deeper 13 understanding of what our student needs are in their 14 unique context. Next slide, please. 15 DR. ZARCHIN: Our strategic plan, the Compass, 16 is clear on our purpose. We will increase achievement 17 for all students while preparing a variety of pathways 18 for college and career readiness in a safe, orderly, and 19 caring environment. Throughout this evening's 20 presentation, we will highlight system improvement team 21 efforts, along with school-level specific actions to</p>	<p style="text-align: right;">Page 97</p> <p>1 student attendance is a stronger predictor of graduation 2 rate than eighth-grade test scores. And therefore, the 3 home/school partnership is critical in supporting our 4 student attendance across all the grades. 5 As you can see, we are approaching our 6 attendance goals. However, we do have room to improve 7 and are working on that. At this point, I'll ask Dr. 8 Zarchin to speak to some of the actions that we do at the 9 school level to help our students with attendance. 10 DR. ZARCHIN: In our schools, school attendance 11 teams monitor and identify actions as needed. Actions 12 include proactive strategies, as well as interventions. 13 Interventions often begin with calls home to parents and 14 caregivers to understand what are the challenges they are 15 facing in helping their students attend school regularly? 16 Overall, we recognize student engagement, both in 17 classroom and in extracurricular opportunities, as 18 important to ensuring students are well connected to 19 schools in meaningful ways. Next slide, please. 20 DR. MCCOMAS: Throughout this presentation, I 21 will also highlight data from our virtual learning</p>

Page 98

1 program, often referred to as the VLP. The VLP is in its
 2 second year and currently serves approximately 1,821
 3 students in BCPS, 1,091 of those students are full time
 4 VLP students, and we serve 730 students part time.
 5 Students are considered present in their virtual learning
 6 classes if they log into their synchronous Google Class
 7 Meet session with their teachers.
 8 As seen on the screen, our VLP attendance for
 9 middle-grade students does exceed our system goal, and
 10 we're very proud of that effort this year. VLP faculty
 11 administration follow all of the same approaches to both
 12 proactive and intervention supports as our traditional
 13 schools do. Next slide, please.
 14 This chart displays our rates at first marking
 15 period chronic absenteeism by grade span. A student is
 16 considered chronically absent when their attendance rate
 17 reaches or falls below 90 percent. This includes both
 18 excused and unexcused absences. Chronic absenteeism for
 19 a student is a very serious matter and can be a function
 20 of a variety of root causes. This is where the
 21 importance of our work of school teams comes into action

Page 99

1 in working with parents to understand what are the
 2 barriers that are causing the chronic absenteeism.
 3 At this point, I'll also invite Dr. Zarchin to
 4 speak to what schools do to address this.
 5 DR. ZARCHIN: So in this part of the
 6 presentation, we'll examine to what extent our students
 7 have a sense of belonging with the school community, and
 8 why does it matter? Annually --
 9 DR. MCCOMAS: Dr. Zarchin, I'm so sorry to
 10 interrupt you. I think you've moved ahead. We're on
 11 chronic absenteeism.
 12 DR. ZARCHIN: Okay. I apologize for that. I
 13 can't see the slides from this perspective.
 14 DR. MCCOMAS: Sorry.
 15 DR. ZARCHIN: So school-level actions, it's
 16 important to note that multitiered systems of support are
 17 in place to address student engagement and attendance at
 18 the schoolhouse. As mentioned earlier, student
 19 attendance teams monitor students struggling with regular
 20 attendance and partner with parents and caregivers to
 21 improve student attendance.

Page 100

1 These supports increase in intensity,
 2 leveraging the PPW up to and including court action when
 3 appropriate.
 4 DR. MCCOMAS: Next slide, please. Oh, I'm
 5 sorry, go back one. The chart displays rates of first
 6 marking period chronic absenteeism by grade span for
 7 students in our virtual learning program. Again, a
 8 student is considered chronically absent when their
 9 attendance falls below 90 percent, the same for virtual
 10 learning as for in-person instruction.
 11 When compared to the systemwide data, rates for
 12 all BCPS students, it is noted that the chronic
 13 absenteeism rates for all levels of VLP were lower in
 14 comparison. Next slide, please.
 15 DR. ZARCHIN: So now, in this part of our
 16 presentation, we will examine the extent to which our
 17 students have a sense of belonging within the school
 18 community and why it matters. Annually, BCPS conducts a
 19 stakeholder climate survey which provides us with insight
 20 into student, staff, and community perceptions of
 21 climate.

Page 101

1 Last year, 57,986 people participated in the
 2 survey. Of those 50,000-plus people, there were 43,500
 3 students, 7,800 parents and caregivers, 5,400 staff
 4 members, and 1,110 central team members. The BCPS
 5 stakeholder climate survey was accessible in 18 languages
 6 with approximately 1,600 translated responses.
 7 The responses or results of the school climate
 8 survey are publicly available on our BCPS website as a
 9 dashboard item and a key report. Next slide, please.
 10 DR. MCCOMAS: So how do we measure student
 11 belonging? Annually, as Dr. Zarchin mentioned, we
 12 conduct our stakeholder survey, which provides us
 13 insights into our student, staff, and community
 14 perceptions of climate. Our student belonging domain
 15 measures the extent to which our students feel physically
 16 and emotionally safe at school. Items in this domain
 17 address the overall school environment and peer-to-peer
 18 relations.
 19 So what is it our students are telling us in
 20 this survey? As evident on the screen, while we have on
 21 average, more than most students are indicating a sense

Page 102

1 of belonging. We must continue in our efforts, and this
 2 is important because it's directly related to attendance
 3 and engagement.

4 I'll invite -- one of the things I want to
 5 mention is that we do have a system improvement team on
 6 family engagement, which is just one example of a system-
 7 level team where we're working to engage families to
 8 elevate student belonging and student attendance, as
 9 well.

10 I'll invite Dr. Zarchin to add.

11 DR. ZARCHIN: Thank you. So you may be asking
 12 why does this matter? Research is clear and indicates
 13 that a strong sense of belonging translates to students
 14 of all ages and developmental stages improving
 15 academically, being more engaged and motivated in school,
 16 and increasing their physical and emotional health.

17 Next, we'll speak to how we strive to support
 18 our students' sense of belonging. Next slide, please.

19 DR. MCCOMAS: Thank you. So as we know, we are
 20 striving to engage over 111,000 students to develop a
 21 strong sense of belonging. And at the system level, we

Page 103

1 offer many robust academic pathways to engage our
 2 students in relevant learning experiences that will
 3 support their college and ultimately their career
 4 readiness.

5 For example, we offer 37 distinct programs of
 6 study for students in CTE with over 40 pathways, often
 7 referred to as our CTE pathways or clusters. We also
 8 offer 116 magnet programs across 32 schools, serving
 9 19,995 students this year alone.

10 In addition, we offer opportunities for
 11 students to engage in experiences such as mock trial. We
 12 annually have about 300 students in mock trial, and
 13 another 300 students who engage in Model U.N. We also
 14 offer many career-oriented clubs, such as robotics. We
 15 have 500 students annually who participate in that.
 16 Future Business Leaders of America, that's about 1,200
 17 students. We also offer Skills U.S.A. for students in
 18 CTE programs. The DECA program for business and
 19 marketing students. Future Healthcare Health Professions
 20 and HOSA, and Future Farmers of America, Society of Women
 21 Engineers, and my personal favorite, Educators Rising.

Page 104

1 Dr. Zarchin, if you could share with everyone
 2 some of the offerings we have at the school in terms of
 3 extracurriculars and athletics?

4 DR. ZARCHIN: Thank you. So across our
 5 schools, we offer a wide range of extracurriculars based
 6 on student interest, such as robotics, theater, band,
 7 orchestra, and chorus. As you know, we have a robust
 8 athletics program at both the middle and high-school
 9 levels, in addition to our allied sports programs for
 10 students with special needs.

11 During the 2021 to 2022 school year,
 12 approximately 11,000 student athletes participated in the
 13 high school interscholastic athletics program.
 14 Approximately 3,000 students in grades 6, 7, and 8
 15 participated in our middle school interscholastic
 16 athletics program. We know the more a student is
 17 positively engaged in their school community, the more
 18 likely they will be to survive, thrive, and be engaged
 19 socially, emotionally, and academically. Next slide,
 20 please.

21 We will review how our students are performing

Page 105

1 and coursework holistically within ELA, math, science,
 2 and social studies. Next slide, please.

3 DR. MCCOMAS: The elementary first marking
 4 period course grade distribution chart is displayed on
 5 your left. And the second chart to your right displays
 6 the percentage of students earning grades of C or better.
 7 These data are shown for students in grades four and five
 8 for the core content areas of English, language arts,
 9 mathematics, science, and social studies. Overall in all
 10 subject areas, more than 96 percent of our elementary
 11 students earned a passing grade during first marking
 12 period.

13 Rates of students earning a letter grade of D
 14 or E were highest in mathematics and lowest in science,
 15 and over 90 percent of science and social studies
 16 students earned a grade of C or better. Our rates of
 17 elementary students earning a C or better in English,
 18 language arts, and math were over 85 percent.

19 At the system level, we have a system
 20 improvement team that's focused on reading and how to
 21 drive our reading achievement higher. At this point,

<p style="text-align: right;">Page 106</p> <p>1 I'll invite Dr. Zarchin to add about school-level 2 actions.</p> <p>3 DR. ZARCHIN: Thank you. At the school level, 4 teams are engaged in collaborative planning and work 5 together to support individual students based on need. 6 Those teams take different forms and shapes involving 7 staff, students, and stakeholders. Next slide, please.</p> <p>8 DR. MCCOMAS: This slide, we are looking at 9 middle school first marking period grades. Again, on 10 your left, you'll see the letter distribution, and on the 11 right, you'll see the breakout by content areas. The 12 middle school course grade distribution percentage of 13 students earning Cs or better are displayed. 14 Approximately 80 percent of all middle school students 15 earned a C or higher in subject areas of English, 16 language arts, science, and social studies.</p> <p>17 Approximately a quarter of our middle school 18 students earned a first marking period grade of A in 19 mathematics, and nearly a third earned an A in English, 20 language arts, science, social studies.</p> <p>21 Again, at the system level, we have system</p>	<p style="text-align: right;">Page 108</p> <p>1 achieved this benchmark in mathematics courses. 2 Approximately 30 percent of our high school students 3 earned a first marking period of A in English, language 4 arts, science, and social studies courses.</p> <p>5 A system improvement team that influenced our 6 high school work is a system improvement team on college 7 and career readiness and graduation rate. College -- 8 another on college and career readiness and our CTE 9 programs, and then another on athletic eligibility.</p> <p>10 And Dr. Zarchin, if you -- I invite you to add 11 anything.</p> <p>12 DR. ZARCHIN: Yeah, so as Dr. Yarbrough 13 mentioned earlier, the addition of Performance Matters 14 being used across schools has really been a game changer. 15 And it's placed real-time data in the hands of our school 16 leaders and classroom teachers to make data-informed 17 instructional decisions. Next slide, please.</p> <p>18 DR. MCCOMAS: Here, we are looking at our 19 virtual learning program achieved grades for first 20 marking period. In general, course performance has 21 improved across the three levels of the VLP when compared</p>
<p style="text-align: right;">Page 107</p> <p>1 improvement teams who identify actionable steps to 2 address the key metrics in our Compass. One such example 3 is the system improvement team on Algebra 1 by grade 8. 4 And Dr. Zarchin?</p> <p>5 DR. ZARCHIN: Yes. Another example of how 6 teams are coming together is our response of middle 7 schools, who are committed to ensuring equity in action 8 in all middle schools. They're working to develop and 9 implement consistent expectations for a responsive middle 10 school through AMLE research. They're also working to 11 develop and implement a consistent format for supervisory 12 visits, identify clear measures for mutual 13 accountability, and implement a structure for building 14 principal leadership capacity. Next slide, please.</p> <p>15 DR. MCCOMAS: And again, here we are looking at 16 our high school marking period performance. The high 17 school course grade distribution chart and percentage of 18 students earning Cs or better are displayed. Over 70 19 percent of high school students earned a C or better in 20 English, language arts, science, and social studies 21 courses. And over two thirds of our high school students</p>	<p style="text-align: right;">Page 109</p> <p>1 to last year. This will be more evident in the next 2 slides, but overall in the middle school program, less 3 than 4 percent of our students earned an E in social 4 studies, and more than 42 percent earned a grade of A.</p> <p>5 In the high school program, more than 86 6 percent of our students earned a passing grade of D or 7 higher in mathematics, with more than 70 percent earning 8 a grade of C or higher. Next slide, please.</p> <p>9 In all levels of the virtual learning program, 10 there are noted improvements in students receiving a 11 grade of C or higher across every level, when compared to 12 last year. In both the middle and high-school levels of 13 VLP, every subject area showed significant improvement 14 when compared to the previous year.</p> <p>15 Over 90 percent of our middle school VLP 16 students received a grade of C or better in social 17 studies, and 83 percent earned a grade of C or better in 18 science.</p> <p>19 In the high school VLP, it is noted that the 20 rate of students who received grades of C or better 21 exceeds the system-wide rate of students earning a grade</p>

<p style="text-align: right;">Page 110</p> <p>1 of C or better in all subject areas. Next slide, please.</p> <p>2 DR. ZARCHIN: As is our practice, we are</p> <p>3 pleased to showcase a school that is deeply engaged in</p> <p>4 the work of student achievement and belonging. I would</p> <p>5 now like to turn things over to Ms. Kearns, proud</p> <p>6 principal of Holabird Middle School. Next slide, please.</p> <p>7 MS. KEARNS: Good evening, everyone. Yes, I am</p> <p>8 Melanie Kearns, the very proud principal of Holabird STEM</p> <p>9 Middle School, which is located in the Southeast side of</p> <p>10 Baltimore County in the great neighborhood of Dundalk.</p> <p>11 Our focus is on moving the needle, now that we have</p> <p>12 demonstrated growth in climate and culture, and that</p> <p>13 sense of belonging among students and staff.</p> <p>14 The tools for this include school-wide avid</p> <p>15 strategies, CER or claims-evidenced reasoning strategies,</p> <p>16 and the use of resource teachers through our Title I</p> <p>17 program narrative. The proof of these efforts is</p> <p>18 witnessed in students internalizing and applying said</p> <p>19 strategies in all classes, from grade four to eight. We</p> <p>20 are the only school who can attest to the impact of this</p> <p>21 continuity and high level of expectations from upper</p>	<p style="text-align: right;">Page 112</p> <p>1 must meet those fundamental needs and respond accordingly</p> <p>2 before we can expect our students to perform in the</p> <p>3 classroom. This was key prior to the pandemic, but has</p> <p>4 become increasingly more evident as students and</p> <p>5 families, and staff, continue to thirst for normalcy.</p> <p>6 Our recent designation as a community school</p> <p>7 for the '22-'23 school year has increased our ability to</p> <p>8 engage members of the greater Dundalk community. Our</p> <p>9 main goal is parent engagement, which we keep at the root</p> <p>10 of all plans. Our first community school event this year</p> <p>11 was bingo, which brought together over 150 people, as</p> <p>12 well as featured donations from local merchants and</p> <p>13 schools.</p> <p>14 Thank you very much for your time this evening,</p> <p>15 and next slide, please.</p> <p>16 DR. ZARCHIN: Thank you, Principal Kearns. I</p> <p>17 want to share appreciation for your presentation tonight,</p> <p>18 but most importantly for what you do to support your</p> <p>19 students and staff every day. Posted is a schedule of</p> <p>20 past and future academic reports. We greatly appreciate</p> <p>21 this time and opportunity to present tonight.</p>
<p style="text-align: right;">Page 111</p> <p>1 elementary through middle school. Our code of conduct</p> <p>2 and SPP jointly emphasize the importance of behavior and</p> <p>3 academics. Next slide, please.</p> <p>4 As we continue to grow and improve, our core</p> <p>5 beliefs keep us anchored to efforts that increase the</p> <p>6 sense of belonging for all. One way we do this is by</p> <p>7 maintaining a welcoming schoolhouse. This is the</p> <p>8 physical presence of bright student-centered hallways and</p> <p>9 classrooms, as well as adults who are present and</p> <p>10 involved.</p> <p>11 We ensure all teachers are part of a PLC in</p> <p>12 order to increase their effectiveness, and we maintain</p> <p>13 our three Ps, planning, pacing, and purpose, as well as</p> <p>14 being a part of a committee to solidify their buy-in to</p> <p>15 the overall success of Holabird. We support teachers</p> <p>16 through classroom challenges by being present and</p> <p>17 positive.</p> <p>18 We are intentional in our support to our</p> <p>19 students beyond the curriculum. By utilizing PBIS, MTSS,</p> <p>20 and SEL strategies, we focus on the basic needs in order</p> <p>21 to make space for academics. As all educators know, we</p>	<p style="text-align: right;">Page 113</p> <p>1 CHAIRWOMAN LICHTER: Thank you to all three of</p> <p>2 you who have made that presentation for us. Are there</p> <p>3 any questions at this time?</p> <p>4 Mr. McMillion.</p> <p>5 MR. MCMILLION: Thank you very much for the</p> <p>6 presentation. Principal Kearns, I love it when a</p> <p>7 principal sits in on one of these presentations because</p> <p>8 you're boots on the ground. You're on the front lines.</p> <p>9 It's different when people talk about things and they</p> <p>10 don't have that experience with them.</p> <p>11 I want to go to Slide 22 -- 21. I think this</p> <p>12 is an excellent opportunity -- if I'm not mistaken, and</p> <p>13 you correct me --</p> <p>14 DR. MCCOMAS: Okay.</p> <p>15 MR. MCMILLION: -- out of 176 schools in</p> <p>16 Baltimore County, you're the only -- it says Holabird</p> <p>17 Elementary/Middle School. You're the only</p> <p>18 elementary/middle school in Baltimore County. Is that</p> <p>19 correct?</p> <p>20 MS. KEARNS: That is correct, sir.</p> <p>21 MR. MCMILLION: And you have the fourth and</p>

Page 114

1 fifth grades that normally was across the street at
 2 Norwood. Now, they're into your building. Is that
 3 correct?
 4 MS. KEARNS: Yes, that is partially correct in
 5 terms of the original designation of fourth and fifth
 6 grade goes all the way back about 10 years ago to the
 7 closure of Eastwood, which previously sat where the
 8 current Precinct 12 sits.
 9 MR. MCMILLION: And I know you do an excellent
 10 job of keeping those fourth and fifth graders away from
 11 the middle school. However, there must be times where
 12 they share a space. Is that correct?
 13 MS. KEARNS: So I'm going to refer to them as
 14 my littlest eagles, first of all. My fourth and fifth
 15 graders are my littlest eagles, and so we do maintain two
 16 bell schedules so that when they transition to shared
 17 spaces such as a cafeteria or a gym, it is during the
 18 time in which my middle schoolers are not transitioning.
 19 But we also do look for the positive and find
 20 ways to bring them together for very influential and
 21 mentorship opportunities. It is -- there's nothing more

Page 115

1 impactful than watching an eighth grader help two fourth
 2 graders mediate something. It is -- and, again, I'm the
 3 only one that can attest to that right there in that
 4 building.
 5 So yes, we do have a structured bell schedule
 6 to keep that flow. But we also look for the
 7 opportunities to have it be a positive.
 8 MR. MCMILLION: And I know that this is off of
 9 the academic performance piece, but I saw the opportunity
 10 to share this with the county. Because a lot of people
 11 don't realize that you're the only one that does that.
 12 And then my last comment, if I'm not mistaken, and I
 13 can't give you the exact wording of it, but I think the
 14 Sage report and the multi-year improvement plan for all
 15 schools, both of them talk about looking at this
 16 situation. Is that correct?
 17 MS. KEARNS: Correct.
 18 MR. MCMILLION: Okay. Thank you very much.
 19 Thank you.
 20 MS. KEARNS: Thank you.
 21 CHAIRWOMAN LICHTER: Dr. Hager, did you have a

Page 116

1 question?
 2 DR. HAGER: Yes, I did. Thank you, and thank
 3 you for the presentation. I am sorry for not being there
 4 in person to see all your faces. I had some questions
 5 about the VLP. First of all, when will we be making a
 6 decision about whether or not to continue the VLP past
 7 this trial period?
 8 DR. MCCOMAS: So thank you for the question.
 9 We are actively in that process now. You know, it's
 10 important to make decisions far enough in advance to
 11 provide families and faculty clear understanding and
 12 expectation about what resources will be available for
 13 them for next year. So we're actively in that process,
 14 and should be wrapping that up within the next month.
 15 DR. HAGER: Okay, great. And as far as
 16 attendance in a -- in the VLP, as someone who often
 17 teaches in hybrid settings and things like that,
 18 attendance and engagement can be challenging. Do the
 19 children -- are they required to have their videos on in
 20 the VLP?
 21 DR. MCCOMAS: So we do work to have them on.

Page 117

1 If there is a reason that a student -- oh, thank you, Dr.
 2 Elmendorf. I'm going to hand it over to my colleague,
 3 Dr. Elmendorf, who helps oversee the VLP.
 4 DR. ELMENDORF: I was kind of hoping you'd be
 5 here tonight, Dr. Hager. Thank you for the great
 6 question, and last year we really adopted the idea of
 7 what we had during emergency remote learning, which was
 8 we weren't necessarily strongly encouraging students to
 9 have their cameras on for various reasons.
 10 But this year, after reflecting and talking to
 11 VLP families and our students, we're actually strongly
 12 encouraging our students to have their camera on. And we
 13 actually said to them if you're going to stay in the VLP
 14 this coming year, the research shows -- the anecdotal
 15 evidence shows that it's -- your student's going to do
 16 better if their camera's on, for the most part.
 17 So our teachers have been deliberate, though.
 18 In times where students are working independently, or
 19 they're working in a small group, they don't necessarily
 20 have to have their cameras on. But there's way more
 21 opportunities and expectation as it relates to students

Page 118

1 having their cameras on so that there's more engagement.
 2 Because that's one of the things we saw last year is that
 3 the engagement wasn't where we wanted it to be. And when
 4 the students have their cameras on, the engagement's much
 5 higher so.
 6 DR. HAGER: Yeah, certainly. I mean, avoiding
 7 the, you know, having the kids log in and then go about
 8 their business, you know, in their house and not really
 9 learning, so that's good news.
 10 And similarly for when tests are administered,
 11 I know that I recall when my daughter took an AP test
 12 during the pandemic, there were a lot of rules around,
 13 you know, having the video on and things like that. Are
 14 there similar rules for testing in the VLP?
 15 DR. ELMENDORF: That's another great question,
 16 and that's something that we spent considerable time this
 17 summer reflecting upon our practices from last year. And
 18 what we want to make sure we're doing is looking at our
 19 end-of-unit assessments and our CBAs and different things
 20 and making sure that we're able to make really genuine
 21 comparisons between and among the levels in the VLP, but

Page 119

1 also with our brick-and-mortar schools. And so we're
 2 making those testing environments as authentic as
 3 possible.
 4 Generally, the students have their cameras on
 5 and their microphones off, and so we have worked with
 6 various offices to make sure that we're coming up with a
 7 process that really makes the test-taking environment as
 8 close to one that is really able to be monitored in a
 9 physical environment, replicating that in a virtual
 10 environment. And we're still looking to find ways and
 11 perhaps even technologies that we might be able to use to
 12 ensure that students are genuinely giving their own
 13 answers in ways that are authentically showing what they
 14 know.
 15 DR. HAGER: Great. Yeah, I can imagine. Not
 16 that any of our children would do this, but cheating and
 17 things like that could certainly increase in a setting
 18 like that, so. Thank you for your responses. I
 19 appreciate it.
 20 DR. ELMENDORF: Thank you.
 21 DR. MCCOMAS: Thank you, Dr. Elmendorf.

Page 120

1 CHAIRWOMAN LICHTER: Other questions?
 2 Ms. Pumphrey?
 3 MS. PUMPHREY: I have more of a statement, if
 4 that's okay.
 5 CHAIRWOMAN LICHTER: Mm-hm.
 6 MS. PUMPHREY: I would just like to go back to
 7 Principal Kearns and thank you again for showcasing the
 8 success of Holabird. I'd like to point out that when you
 9 started your presentation, you spoke about encouraging a
 10 sense of belonging at your school. And looking at the
 11 slide, when you look at the percentage of students
 12 feeling, you know, that they -- a sense of belonging in
 13 their school, it's dropped significantly from elementary
 14 to middle school, and then rises again in high school.
 15 And then if you refer back to suspension rates,
 16 suspension rates increase dramatically in middle school,
 17 and then decrease again in high school. And I think that
 18 sense of belonging sort of fosters that. So it's
 19 encouraging that you -- to see that you also realize that
 20 -- the importance of that community and belonging and
 21 that the students feel in school. Thank you.

Page 121

1 MS. KEARNS: Thank you. I appreciate that.
 2 MS. DOMANOWSKI: Also just going back to that
 3 same one about the belonging, the stakeholder survey that
 4 goes out, is there a copy of that questionnaire that goes
 5 out? And do you know if on that questionnaire they asked
 6 the stakeholders if there was any, like, a comment or
 7 question where what could BCPS do to make you feel more
 8 belonging? What are -- do you have any suggestions?
 9 DR. MCCOMAS: Sure, so I'll -- do -- oh, I have
 10 a colleague here who -- from Department of Research could
 11 address that question more thoroughly than I could.
 12 DR. WILLIAMS: Well, I can respond to that, Ms.
 13 Domanowski. So the schools get their individual results
 14 and then what they do from that, they go beyond the
 15 results to figure out how to address the belonging. So
 16 it is one of those assessments, and Mr. Connelly can give
 17 the appropriate term. But then we ask our schools to go
 18 back and a part of their school progress plan is around
 19 climate, and a lot of that is dealing with how do they
 20 look at addressing those concerns?
 21 We want our middle school students -- I'm going

Page 122

1 to go back to what Ms. Pumphrey said. We want our -- we
 2 notice the same data, and as Dr. Zarchin talked about,
 3 the responsive middle school summit that we did last
 4 year, we brought all our middle school principals, and we
 5 talked about how do we improve that transition from
 6 elementary to middle? Because we were seeing the same
 7 thing. What can we do so we don't see a gap, we don't
 8 see a drop?
 9 But the principals will go beyond the data to
 10 drill down and look at is there a particular grade? What
 11 do we do with our -- or a student orientation to make
 12 sure our students feel welcome, and then how do we
 13 continue to transfer that from seventh grade to eighth
 14 grade? But absolutely, that was a big discussion around
 15 our responsive middle school summit.
 16 But Mr. Connelly, anything you want to add
 17 about the survey?
 18 MR. CONNELLY: It was mentioned earlier, but it
 19 is available online at bcps.org. We have a dashboard
 20 that goes through each of the domains and questions that
 21 were asked and responses, as well as a static report

Page 123

1 that's in key report that goes into extensive detail.
 2 The survey itself does not have open-ended questions,
 3 just due to the nature of the type of survey and the
 4 amount of people that we're surveying. But it does
 5 exactly what Dr. Williams shared, which is gives you
 6 insight into where you want to go with looking at your
 7 own school and stakeholder feedback.
 8 So that information doves nicely into the
 9 school progress planning work that happens in schools as
 10 we transition from one school year to the next, where we
 11 look at what we put in place as intentional work for
 12 school performance or school progress. And then what are
 13 the feedback that we're receiving from our constituents,
 14 and then from there, building into now what do we want to
 15 know more about? Asking those really meaningful
 16 questions that dig deeper into what's working and what's
 17 not working.
 18 MS. DOMANOWSKI: I guess I'm trying to be more
 19 specific as instead of just looking at this data and them
 20 telling you that they're uncomfortable or not feeling
 21 belonging. Is there any thought into making a survey

Page 124

1 where specifically asking students or bringing in a, you
 2 know, just a discussion group of a couple of kids and
 3 asking them what it is that makes them feel like they
 4 don't belong? And what can BCPS do to help them instead
 5 of us trying to figure it out for them, maybe we can
 6 listen to them and work together that way?
 7 MR. CONNELLY: That is some of the work that
 8 happens in schoolhouses.
 9 MS. KEARNS: And if I may add to that, thank
 10 you.
 11 MR. CONNELLY: Yeah, please.
 12 MS. KEARNS: So in our example, if belonging
 13 was in question, then we would take a group of students
 14 and have students representing grade four all the way
 15 through grade 8 and talk to us a little bit more about
 16 what does that mean? So let's break that question down
 17 in student language. What does it really mean to belong,
 18 and what do you need from us? What can we expect from
 19 you? And that's where you really get the work done, in
 20 terms of what do the kids feel is needed in the
 21 schoolhouse?

Page 125

1 And from it is born something like an advisory
 2 group, additional counseling groups. Sometimes, it's as
 3 simple as making sure every child has a teacher in that
 4 building, or an adult in that building, that they can go
 5 to. So that's how we would break it down at Holabird.
 6 MS. DOMANOWSKI: Right, and I was just hoping
 7 that that could be spread across all schools so that
 8 every --
 9 DR. WILLIAMS: That is the work of the whole
 10 schools so let me just clarify that. When that data is
 11 given, that's the expectation to all principals. Take
 12 your data and drill down further. We actually heard from
 13 our students that they wanted to know the data, as well,
 14 and that's where we said invite stakeholder groups of
 15 students to come in during the summer, parents as well,
 16 to drill down and say let's look at our data, but what
 17 does that mean?
 18 So as Principal Kearns, she gave an example,
 19 but that's an expectation because it's a part of our
 20 school progress plan to drill down and say what does that
 21 look -- what does it mean in our school, and what does it

Page 126

1 mean that -- in terms of our next steps and action? And
 2 day one, I've said we want every student to have at least
 3 one adult in the building whom they trust. And what
 4 we're pushing more, and we have our student coordinator,
 5 to have more students involved and connected to school
 6 activities or feel that they are part of that school
 7 community.

8 CHAIRWOMAN LICHTER: Ms. Hassan?

9 MS. HASSAN: I can speak to that, as well, from
 10 the student perspective and, hopefully, that adds a
 11 little bit of insight. But I think something that is
 12 essential is that students can and will say something
 13 about their sense of belonging, and they will be very
 14 vocal about it, even if it's not something that's
 15 necessarily aggregate data that we can analyze here on
 16 the Board.

17 As a student, I know every single student,
 18 every school that I've encountered has some sort of
 19 feedback policy, whether that means they have a
 20 principal's advisory council. I think I visited so many
 21 schools with those amazing advisory councils. Students

Page 127

1 who are involved in extracurriculars have, you know,
 2 taken it upon themselves to let their principal know that
 3 they feel a certain way about their school community.

4 Even students who aren't necessarily involved
 5 in those extracurriculars can go to their teachers, can
 6 go to each other, and usually word spreads very, very
 7 fast, especially in, you know, in such an environment
 8 where you're surrounded by your peers, by people of
 9 similar ages. So I'm very fortunate to, you know, work
 10 with a group of students, about 40 students within my
 11 cabinet, and empower them to really foster that sense of
 12 belonging within their schools. And ensure that, you
 13 know, we're thinking about perspectives that aren't just
 14 with the most vocal students.

15 So I know I did visit Holabird Middle School,
 16 and they do a very good job about communicating what they
 17 feel should be better in their schools. But it's also
 18 something that if we listen to our students, they are
 19 already communicating these things. So a huge shoutout
 20 to our principals who are in the hallways speaking to our
 21 students and encouraging them to really speak up.

Page 128

1 Because we don't necessarily need a survey or
 2 some sort of extra datapoint to prove that our students,
 3 you know, are experiencing a certain experience. But
 4 it's really just listening to them, because I promise
 5 you, they have some ideas, solutions, all of which, and
 6 as soon as we begin to empower them, we begin to really
 7 form our solutions for a lot of these issues.

8 CHAIRWOMAN LICHTER: Thank you. I have three
 9 points that I'd like to make. First, thank you,
 10 Principal Kearns. I know that this is not easy, but
 11 thank you for your perspective. And also thank you for
 12 the hard work you've done as leader of Holabird. I know
 13 that you've worked so hard on improving the climate and
 14 the culture of that school, so it's not easy work, so
 15 thank you very much.

16 MS. KEARNS: Thank you. I appreciate that.

17 CHAIRWOMAN LICHTER: You're welcome. The
 18 second point is the VLP. I'm so encouraged to see the
 19 gains and the improvement that the VLP program has made.
 20 I'm just looking forward to hearing what are next steps
 21 and how we can utilize that program to meet the needs of

Page 129

1 some of our students.

2 So kudos, Dr. Elmendorf, to your group for the
 3 work that they did. I know that was a rough start last
 4 year, so it's really encouraging to see the datapoints
 5 that are pointing in the right direction.

6 The other piece is, and this is more of a
 7 systemic comment, not a school-based comment, because I
 8 know some of this is already happening at the school
 9 level. But how are we correlating the datapoints that we
 10 -- that you just presented for Quarter 1 data with the
 11 MAP report? So we had that to look at, as well as
 12 looking at what you just provided.

13 Because the results in the presentations are
 14 very different. We saw a high percentage, not high
 15 enough, but a good percentage of kids getting passing
 16 grades. And yet, when we look at our MAP results, our
 17 kids are -- it's vastly different. We don't have kids
 18 that are performing at that 61st percentile. So those
 19 two datapoints are telling me two different things.

20 When we look at the belonging data that you
 21 went over, and I looked at the high school particularly,

Page 130

1 I'm not seeing sub-gaps. I don't see -- I see it was
 2 pretty consistent from student group to student group.
 3 Yet, when we look at the MAP results, we have huge sub-
 4 group gaps. So that, to me, is also not kind of jiving.
 5 We have a third of our high-school kids who are
 6 chronically absent. So as a system, more -- I know that
 7 schools are doing this individually, but as a system, are
 8 we looking to correlate those multiple datapoints that we
 9 know we can't just look at one. But are we correlating
 10 those multiple datapoints to really dig deep to find out
 11 what is going on, to make sure that we are putting the
 12 right shifts, the right strategies in place? And
 13 especially as we start our budget process.
 14 We're going to have hard decisions to make as
 15 we enter January and we do this budget process. And the
 16 decisions we make have to reflect what the needs are and
 17 the solutions. So as a system, at the system level --
 18 was that for me? Oh, no. Okay. So I'm not looking for
 19 an answer. I wasn't looking for an answer, because it's
 20 too many questions at once. But that correlation of
 21 data, that deeper dive, especially as we enter the budget

Page 131

1 system, feels so necessary at this point. Because we're
 2 getting lots of different datapoints pointing to
 3 different outcomes.
 4 That three minutes goes fast, or was it only
 5 two? Okay.
 6 Any other questions from anybody who's got
 7 minutes left? Nope. Okay.
 8 DR. WILLIAMS: I do want to, again, thank the
 9 team, and Mr. McMillion, I want to thank you because we
 10 started to include a perspective of a school. We thought
 11 it was important for the Board to hear a perspective of a
 12 school and having a principal to speak about the work.
 13 Clearly, it's the leadership of the school, in addition
 14 to the leadership and the work of every classroom
 15 teacher, paraeducator, counselor, those who are touching
 16 our students in the classroom. So I want to thank,
 17 again, our team, but more importantly, I want to thank
 18 our Principal Kearns for being part of this presentation.
 19 MS. KEARNS: Thank you. My pleasure.
 20 (Applause.)
 21 CHAIRWOMAN LICHTER: Thank you, again.

Page 132

1 The next item on the agenda is informational
 2 items -- is informational items, including the financial
 3 report for October 2022 and the annual MBE/SBE report for
 4 the 2021 to 2022 school year, and the revised
 5 Superintendent's rules for 3250 and 7110.
 6 The next item on the agenda is agenda setting,
 7 which is an opportunity for Board members to suggest
 8 topics for future Board meetings. So we will begin --
 9 I'm going to go around. Next time, I promise, Ms.
 10 Domanowski, I'll mix it up.
 11 But Ms. Domanowski, do you have any agenda
 12 items or final comments?
 13 MS. DOMANOWSKI: I just wanted to say I'm
 14 deeply sorry that some of us -- for some families out
 15 there that will not be celebrating the holidays with some
 16 of their loved ones, and I am thinking of all of you.
 17 And I'm thinking of our whole community right now, and
 18 I'm hoping we can all come together and have a wonderful
 19 vacation.
 20 CHAIRWOMAN LICHTER: Thank you.
 21 Ms. Pumphrey?

Page 133

1 MS. PUMPHREY: Nothing for agenda items, but
 2 just wanted to wish everybody a restful, peaceful, happy
 3 and healthy holidays.
 4 CHAIRWOMAN LICHTER: Mr. McMillion?
 5 MR. MCMILLION: I think at some point we need
 6 to talk about athletic directors. Some of you realize I
 7 taught school for 35 years. I was in the athletic
 8 leadership role for 25 years. There's too many of our
 9 schools that don't have athletic trainers. We service in
 10 high school and middle school athletic programs thousands
 11 of kids. And we don't have -- just for example, if I'm
 12 not mistaken, in the high schools, out of 24 high
 13 schools, there's 14 that have athletic trainers. There's
 14 10 that don't, if I'm not mistaken. And then all of our
 15 middle schools don't have them. Sometimes, the high
 16 school athletic director -- athletic trainer -- athletic
 17 trainers, sometimes the trainer goes down into the middle
 18 school and helps.
 19 But we need to look at this. It's a safety
 20 issue. It's an equity issue. We've got too many people
 21 out there, too many young people out there, in the heat

Page 134

1 of the summer, and that was my biggest fear was losing
 2 somebody at practice in a football practice. And that
 3 was -- and I'm no longer in that role, and that's -- I'm
 4 kind of glad of that.

5 And one thing I want to say, too, is I'm kind
 6 of sad. I was in that role for 25 years. When I try to
 7 talk to people about this topic, people say back to me,
 8 Rod, I can't talk to you. And it's, like, that's
 9 disturbing to me. Because I -- not that I was close
 10 friends with these people, but I was acquaintance with
 11 them. And when I ask them to give me their status, give
 12 me an up-to-date thing on where we are with trainers,
 13 they -- Rod, I'm sorry, I can't talk to you. And that's
 14 disturbing to me. So thank you. Thank you very much.
 15 Have a great holiday.

16 CHAIRWOMAN LICHTER: Thank you, Mr. McMillion.
 17 Ms. Harvey?

18 VICE CHAIR HARVEY: Thank you. I do not have
 19 any agenda items today, but I would like to thank
 20 everyone for your continued participation in this
 21 process. If we are to improve education for our students

Page 135

1 and our families, it's going to take all of us, so thank
 2 you for your commitment.

3 And I'd also like to wish everyone a Happy
 4 Hanukah, Merry Christmas, Happy Kwanzaa, Happy New Year,
 5 however you choose to celebrate, please just celebrate.

6 CHAIRWOMAN LICHTER: Thank you, Madam Vice
 7 Chair.

8 Ms. Hassan?

9 MS. HASSAN: Thank you. So good evening,
 10 everyone. I hope everyone is looking forward to a
 11 restful holiday break. I know I personally am. I just
 12 wanted to take a moment to thank our students who I've
 13 had the pleasure of meeting with over the past few weeks
 14 for their continued dedication to their own education, to
 15 empowering themselves and each other, and to speaking to
 16 me. I encourage all of you, hopefully in the New Year,
 17 to go out and visit some schools. It truly is the best
 18 part of being on this dais in this role. Because our
 19 students truly our power, and I cannot begin to thank
 20 them for the hard work and due diligence that they
 21 provide our county.

Page 136

1 And as I end every Board meeting, I just wanted
 2 to remind you all to get in some good trouble.

3 CHAIRWOMAN LICHTER: Thank you.
 4 Mr. Offerman?

5 MR. OFFERMAN: I would like to see staff delve
 6 into the effectiveness of the implication of the
 7 cellphone policy, which was changed about two years ago,
 8 and see if there's been follow-through. Because I have
 9 had concerns from the staff that they -- that the policy
 10 and Superintendent's rule were not being administered as
 11 hoped. Thank you.

12 CHAIRWOMAN LICHTER: Thank you.
 13 Dr. Savoy?

14 DR. SAVOY: Yes, good evening, everyone. I'd
 15 just like to give you something to think about. I'd like
 16 to see metal detectors installed in all of the high
 17 schools. I really believe that we're living in a
 18 dangerous time, and if we lose just one child, that's one
 19 too many. But think about that.

20 And then I'd like to say have a Happy Holiday
 21 to everybody. And God bless you, and I'll see you after

Page 137

1 the New Year. Into the New Year.

2 CHAIRWOMAN LICHTER: And then I would first --
 3 I see Dr. Ferguson sitting in the audience. I had the
 4 pleasure, and I know Ms. Savoy did -- Dr. Savoy did, too,
 5 of attending the HBCU conference or workshop or
 6 convention, I don't know what you want to call it, at New
 7 Town High School last weekend, or two weekends ago. And
 8 it was a wonderful event. The participation, the number
 9 of families, the number of staff, it was just a great
 10 event. So please thank your staff for all the hard work.
 11 I'm sure that took a -- you're probably planning next
 12 year's already, so thank you very much.

13 I just want to wish everyone a -- oops, Dr.
 14 Hager, I'm sorry. I'll get you in one sec. I would like
 15 to wish everybody Happy Holidays, and also for our staff
 16 and our students, have a wonderful and restful week off,
 17 and we'll see you in the New Year.

18 And last, but not least, Dr. Hager, your final
 19 comments?

20 DR. HAGER: Thank you. Just very briefly, I
 21 wanted to echo what Mr. Offerman said about the cellphone

1 policy, and I also wanted to mention to our new Board
 2 members that January is our budget month, and so get a
 3 lot of rest over the holiday break. Because it's a very
 4 active time, and we'll certainly get to really have great
 5 insight on the priorities for the coming year. And I
 6 think that that process will really help to solidify
 7 interests coming -- going forward for the Board, and so
 8 I'm excited about that process and looking forward to
 9 doing that with you all.

10 And have a great holiday, and a Happy New Year.

11 That's all.

12 CHAIRWOMAN LICHTER: Thank you. The last item
 13 on the agenda is announcements. The Board's next meeting
 14 will be on Tuesday, January 10, 2023, at 6:30 p.m. A
 15 public hearing on the Superintendent's proposed FY 2024
 16 operating budget will be held on Tuesday, January 17,
 17 2023, at 6:340 p.m. in the boardroom. I've already
 18 thanked everybody, and had great wishes for the holiday.
 19 And it is 8:56, and how many times, Madam Vice chair?
 20 Once? Meeting is adjourned.

21 (Meeting adjourned.)

1 TRANSCRIBER'S CERTIFICATE

2
 3 I, Vivian Saxe, hereby certify that I transcribed
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 5 in the foregoing-entitled matter; and I further certify
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 12 Vivian Saxe
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WORD INDEX

<p>< \$ > \$200 56:10</p> <p>< 1 > 1 8:7 13:1 26:10 60:9 77:6 107:3 110:16 129:10 1,091 98:3 1,110 101:4 1,200 103:16 1,600 101:6 1,821 98:2 1,900 47:11 10 21:11, 17 70:3 114:6 133:14 138:14 100 81:17 105 47:11 10th 31:18 47:10 69:7 11,000 104:12 110 7:21 111,000 102:20 113-million 42:2 116 103:8 11th 30:3, 8 12 18:9 31:11 36:2 77:5 114:8 1230 29:4 12th 30:3, 8 89:7 13 3:5 41:21 1300 4:1 54:6 56:4 60:9, 16 132 4:12, 14 138 4:15 139 7:20 14 133:13 15 3:6 27:4 30:2 150 112:11 16 48:20 17 42:2 138:16 176 113:15 18 101:5 19,995 103:9</p>	<p>1976 29:6 50:10 1984 49:13 1995 50:11 1998 50:21</p> <p>< 2 > 2 6:2 8:6 12:11 60:10 77:7 20 1:12 3:7 5:4 55:2 20,000 49:17 2005 56:17 200th 49:19 2017 51:6, 17 2020 9:1 34:8 2021 42:17 43:3 73:13 104:11 132:4 2022 1:12 5:5 6:2 9:17 12:12 26:10 36:2 42:2, 18 43:3 73:9 104:11 132:3, 4 139:9 2023 70:2, 3 138:14, 17 2024 68:19 69:5 70:1 138:15 20th 5:19 21 113:11 22 29:6 113:11 22-'23 112:7 22nd 42:4 23 3:8 23-03 67:6, 10 23-14 67:6, 10 24 41:19 69:5 133:12 25 8:3 133:8 134:6 26 3:9 31:10 26th 24:13 28 3:10 34:4 139:9</p> <p>< 3 ></p>	<p>3 56:5, 8 70:2 3,000 104:14 3:00 21:9 30 3:11 47:11 108:2 300 103:12, 13 31 19:17 32 103:8 3250 132:5 33 3:12 50:3 34 5:15 3410 4:4 58:3 60:10, 16 61:2, 15 35 3:13 133:7 36 43:8 37 103:5 38 3:14 3rd 69:14</p> <p>< 4 > 4 56:5, 8 109:3 40 103:6 127:10 41 3:15, 16 42 109:4 43 43:8 43,500 101:2 44 3:17 46 3:18 49 3:19 4th 89:7</p> <p>< 5 > 5 3:2, 3, 4 56:5 5,400 101:3 50,000-plus 101:2 500 103:15 52 3:20 54 4:2 56 4:3 57,986 101:1 58 4:5</p> <p>< 6 > 6 77:5 104:14 6:30 138:14 6:340 138:17</p>	<p>60 4:6 61 8:1 74:1 61st 43:3, 7, 10 74:4 129:18 66 4:8 68 4:9</p> <p>< 7 > 7 104:14 7,800 101:3 7:00 24:14 70 4:10 107:18 109:7 7110 132:5 73 5:15 730 98:4</p> <p>< 8 > 8 104:14 107:3 124:15 8:56 138:19 80 106:14 83 109:17 85 105:18 86 109:5</p> <p>< 9 > 9 31:11 48:21 49:19 90 98:17 100:9 105:15 109:15 93 4:11 96 105:10</p> <p>< A > abbreviated 8:3 ability 40:4 112:7 139:4 able 8:4 24:5 50:17 54:20 76:21 79:14, 19 83:12, 21 88:13 118:20 119:8, 11 abrogating 53:18 absence 50:14 absences 98:18</p>	<p>Absent 2:5, 6, 7 98:16 100:8 130:6 absenteeism 98:15, 18 99:2, 11 100:6, 13 Absolutely 62:3, 8 65:17 74:21 79:12 92:5 122:14 abundant 36:10 Academic 31:5, 7 42:20 71:13 94:2, 12 96:10 103:1 112:20 115:9 academically 40:17 92:3 102:15 104:19 academics 111:3, 21 accelerating 72:15 81:13 88:2, 3 accept 60:7, 14 access 26:16 28:6 33:16 76:21 83:4 84:8 88:5, 8 93:6 accessible 101:5 accountability 41:7 44:7, 8 86:21 96:6 107:13 achieve 51:16 96:20 achieved 108:1, 19 achievement 31:8 72:11, 20 95:16 96:17 105:21 110:4 achieving 73:3 acknowledge 40:8 acknowledging 38:18 90:17</p>
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<p>acknowledgment 38:20</p> <p>acquaintance 134:10</p> <p>Act 13:1</p> <p>acting 42:5</p> <p>Action 4:7 39:8 41:7 50:9 66:20 67:7, 9 80:9 98:21 100:2 107:7 126:1</p> <p>actionable 107:1</p> <p>actions 40:20 95:21 97:8, 11 99:15 106:2</p> <p>active 47:16 138:4</p> <p>actively 116:9, 13</p> <p>activities 32:15 80:6 126:6</p> <p>activity 47:10</p> <p>ACT-SO 31:1, 4, 5 32:3</p> <p>actual 10:10</p> <p>Adams 3:16 41:15, 17</p> <p>adaptive 71:16</p> <p>add 24:6 43:20 87:19, 21 90:6 102:10 106:1 108:10 122:16 124:9</p> <p>added 6:3 12:12 70:14 71:4 88:4</p> <p>adding 42:16</p> <p>addition 7:5 47:13 103:10 104:9 108:13 131:13</p> <p>additional 7:2 8:17 9:16 86:8 88:14 92:16, 19 93:1, 9 125:2</p> <p>Additionally 48:2 49:3</p>	<p>additions 5:20 12:16</p> <p>address 21:16 22:2 41:4 99:4, 17 101:17 107:2 121:11, 15</p> <p>addresses 22:19</p> <p>addressing 34:14 121:20</p> <p>adds 126:10</p> <p>adept 82:6</p> <p>adequate 56:11</p> <p>adequately 43:21</p> <p>adjourned 138:20, 21</p> <p>Adjournment 4:15</p> <p>adjust 91:6</p> <p>adjusting 51:15</p> <p>administered 118:10 136:10</p> <p>administration 10:4 98:11</p> <p>Administrative 3:6 15:11, 19 33:21</p> <p>administrator 34:5</p> <p>administrators 79:19 84:15, 19</p> <p>adopted 29:5 117:6</p> <p>adult 125:4 126:3</p> <p>adults 40:16 111:9</p> <p>advance 116:10</p> <p>advanced 73:2</p> <p>advanced-level 93:13</p> <p>advantage 93:5</p> <p>advice 13:8 20:21</p> <p>advised 51:4</p> <p>advising 29:19</p> <p>Advisories 75:14</p> <p>advisors 29:13</p>	<p>advisory 23:6 25:5 28:11, 12, 16, 17 29:3, 5, 6, 10 35:11, 17 38:4, 14 125:1 126:20, 21</p> <p>advocate 34:11, 13, 15, 16</p> <p>advocated 76:13</p> <p>advocates 46:13</p> <p>advocating 75:15</p> <p>AEAC 37:16</p> <p>AEACs 29:10, 16, 19</p> <p>affect 29:20</p> <p>afforded 45:18</p> <p>Afro-American 31:5</p> <p>afternoon 59:18, 19</p> <p>after-school 77:1</p> <p>age 48:20</p> <p>Agenda 3:4 5:18, 19, 21 7:2 12:15, 17 13:13, 15 41:20 42:11, 16 60:5, 12 66:20 68:18 70:5 93:17 132:1, 6, 11 133:1 134:19 138:13</p> <p>Agenda-Setting 4:14</p> <p>ages 102:14 127:9</p> <p>aggregate 9:1, 19 126:15</p> <p>aggression 57:12</p> <p>ago 55:2 77:8 87:19 94:10 114:6 136:7 137:7</p> <p>agreed 28:20</p> <p>ahead 6:7 33:10 71:8 99:10</p>	<p>aisle 59:15, 16 60:3</p> <p>Algebra 107:3</p> <p>alienate 33:13</p> <p>alienated 50:19</p> <p>Allegiance 5:5, 9</p> <p>Allegiance/Silent 3:3</p> <p>Allen 3:20 4:3 52:1, 3, 6 55:21 56:1, 3</p> <p>allied 104:9</p> <p>allocation 28:4</p> <p>allowed 21:15, 19 22:12 88:15</p> <p>allowing 21:5 31:8</p> <p>allows 89:2</p> <p>Alpha 47:21 48:20 49:7</p> <p>altogether 36:15</p> <p>amazing 126:21</p> <p>amend 60:8</p> <p>America 103:16, 20</p> <p>American 17:14</p> <p>AMLE 107:10</p> <p>amount 44:4 62:16 123:4</p> <p>Amprey 48:15</p> <p>Amy 3:16 41:14</p> <p>Anachronism 54:21</p> <p>analysis 9:4 56:4</p> <p>analyze 88:6 126:15</p> <p>analyzing 91:3</p> <p>anchored 111:5</p> <p>anecdotal 117:14</p> <p>Announcements 4:14 138:13</p> <p>annual 25:9, 14 132:3</p>	<p>Annually 99:8 100:18 101:11 103:12, 15</p> <p>answer 9:16 36:7 69:15 85:1 130:19</p> <p>answers 69:16 87:16 119:13</p> <p>anybody 59:17 131:6</p> <p>AP 118:11</p> <p>apologize 19:15 99:12</p> <p>appear 33:12</p> <p>appearance 39:4</p> <p>appearing 49:20</p> <p>Appendix 7:21 86:17</p> <p>Applause 17:10, 19 18:3, 6, 16, 20 19:2, 10, 13 20:2, 6, 9, 14 31:20 93:15 131:20</p> <p>application 62:9</p> <p>apply 25:14</p> <p>applying 110:18</p> <p>appointed 23:19 28:20, 21 30:1</p> <p>appointees 13:4 28:21</p> <p>appointment 13:2 17:5</p> <p>Appointments 3:6 13:21 15:11, 19 20:15</p> <p>appoints 23:21</p> <p>appreciate 21:1 36:11 41:5 77:20 80:16 112:20 119:19 121:1 128:16</p> <p>appreciates 36:10</p> <p>appreciation 39:2 112:17</p> <p>approaches 98:11</p>
--	---	--	--	---

<p>approaching 97:5 appropriate 21:2 22:5 33:16 34:15 42:9 67:6 100:3 121:17 approval 15:12 approve 14:2 15:19 67:9 approved 42:1 69:10 approximately 98:2 101:6 104:12, 14 106:14, 17 108:2 April 29:6 32:18 Area 25:5 28:10, 12, 17 29:9 35:11 36:17 37:17, 20 38:4, 14 65:16 76:5 109:13 areas 64:15 79:4, 20 80:7 83:16 96:5 105:8, 10 106:11, 15 110:1 article 31:21 articulated 93:7 artistic 31:7 Arts 15:13 18:1, 9 31:12 54:17 105:8, 18 106:16, 20 107:20 108:4 Aside 26:21 46:16 asked 24:19 87:15 121:5 122:21 asking 28:1 87:12 102:11 123:15 124:1, 3 asks 60:7 ASL 53:14</p>	<p>Assembly 26:8 Assembly's 28:5 assessment 8:17, 18 18:8 71:13 72:9, 13 73:5 88:12 89:16 assessments 8:19 39:9 42:21 72:19 80:5 118:19 121:16 assignment 13:2 assistant 34:2 associated 53:10 89:4 Association 17:15 athlete 57:3 athletes 31:9 104:12 athletic 57:1 108:9 133:6, 7, 9, 10, 13, 16 athletics 77:14 104:3, 8, 13, 16 attached 42:12, 14 Attachment 69:8 attempt 56:20 attempting 56:18 attend 21:6, 7 32:14 37:18, 20 39:21 76:19 96:19 97:15 attendance 10:21 50:15 94:20 96:3, 9, 11, 13, 15, 16, 21 97:1, 4, 6, 9, 10 98:8, 16 99:17, 19, 20, 21 100:9 102:2, 8 116:16, 18 attended 32:10 attending 17:8 18:1, 4, 21 19:14 20:7</p>	<p>32:12, 13, 15 37:10 137:5 attention 29:18 31:3 73:1 75:1 90:18 attest 110:20 115:3 attracted 47:10, 13 audience 137:3 audio 139:4, 7 authentic 119:2 authentically 119:13 authorize 67:10 authorized 61:3 available 10:21 39:16 59:14 84:5 85:3 89:6 101:8 116:12 122:19 average 101:21 avid 110:14 avoiding 118:6 awards 25:9, 15 31:14 < B > back 18:7, 14 19:16 32:18 44:20 52:15 53:17 55:8 64:3 90:1 91:6, 15 92:4, 9 93:21 94:13 100:5 114:6 120:6, 15 121:2, 18 122:1 134:7 bag 57:4, 5 BALTIMORE 1:2 5:4, 8 10:11 17:7, 15, 17, 18 18:7, 14 19:4, 17 20:11 22:4, 21 23:8, 13, 14 24:8 25:20, 21 27:17 29:9, 11 30:15 31:1 32:1, 7 36:5, 14 37:6,</p>	<p>15 40:16 45:6 48:15 49:15, 18 55:5 61:3 75:16 76:5 110:10 113:16, 18 band 104:6 bar 43:11 Barbara 51:3 bare 45:10 46:6 bargaining 13:8 34:1 barriers 99:2 based 9:9 54:17 87:2 104:5 106:5 baseline 72:3 basic 28:6 111:20 basically 45:16 Basilio 25:1 basis 88:6 bathroom 26:13 bathrooms 26:13 27:4, 5 28:2 battery 88:15 BCPS 5:14 8:3, 6, 8 22:10 24:7, 17, 18 25:4, 13 33:10 34:4 35:4 40:1 41:8 42:6, 9 43:18 50:4, 10 53:21 54:1 94:17 98:3 100:12, 18 101:4, 8 121:7 124:4 bcps.org 23:4 122:19 beginning 71:21 72:4, 6, 7 73:20 86:11 begins 52:15 behalf 35:8 95:9 behavior 22:7 58:21 92:1</p>	<p>111:2 belief 40:3 beliefs 111:5 believe 45:17 94:3 136:17 believes 29:9 bell 114:16 115:5 belong 124:4, 17 belonging 94:21 96:3 99:7 100:17 101:11, 14 102:1, 8, 13, 18, 21 110:4, 13 111:6 120:10, 12, 18, 20 121:3, 8, 15 123:21 124:12 126:13 127:12 129:20 benchmark 8:15 43:12 73:17 108:1 benefit 33:12 Berger 50:21 Bertazon 17:6 Bess 19:1 best 38:1 82:16 84:21 86:14 135:17 139:4 Beta 48:4, 6, 12 better 25:5 33:18 35:5 36:14, 20 46:11 53:18 74:11 105:6, 16, 17 106:13 107:18, 19 109:16, 17, 20 110:1 117:16 127:17 beyond 76:15 84:4 111:19 121:14 122:9 BI 88:16 biases 41:4 big 122:14 biggest 72:12 78:12 134:1 bill 28:5</p>
--	---	---	---	---

<p>Billy 3:12 33:1, 19 bingo 112:11 bit 72:8 124:15 126:11 black 38:21 40:11 bless 51:20 136:21 blessings 49:11 block 51:14 58:14, 19 Blueprint 86:7, 11 BOARD 1:1, 8 2:1, 2 4:1, 4, 6, 13 5:3, 12 7:8 8:9 12:21 13:13, 19 15:10 20:20 21:1, 4, 8, 11, 12, 16, 21 23:2, 4, 11, 16 24:6, 11 28:1, 15, 19 29:6, 8, 14, 16, 17, 19 30:1, 11, 17 33:5, 7, 8 34:10 37:9 38:12, 17 39:15 40:5, 19 41:2, 19 42:15 46:20, 21 47:4 49:14, 20 50:2, 13 51:4, 5, 6 52:5, 11 54:5, 6, 16 56:6 58:3 60:6, 7, 8, 9, 10, 15, 16 62:5 63:17 65:6, 7 67:4, 11 69:4, 20 70:3 74:13 75:9 79:6 88:14 92:8 126:16 131:11 132:7, 8 136:1 138:1, 7 BoardDocs 13:12 42:13 boardroom 138:17</p>	<p>Board's 13:19 23:3 138:13 boe@bcps.org 23:2 bookbag 37:15 boots 113:8 born 125:1 Boswell-McComas 88:1 89:18 93:10 branch 31:1 49:21 break 44:13 56:8 124:16 125:5 135:11 138:3 breakdown 44:3 breakout 106:11 breaks 51:16 Brenda 2:12 brick-and-mortar 119:1 brief 6:14 24:15 52:7 71:9 briefly 137:20 bright 111:8 bring 25:12 28:15 31:3 39:16 114:20 bringing 15:10 70:16 124:1 brings 17:11 19:3, 12 20:10 95:3 broad 56:19 BROADCAST 1:9 5:13 bronze 31:14 brought 57:3 112:11 122:4 Brousaides 4:8 66:21 67:1, 3 brown 38:21 40:11 Bruce 56:16 brush 46:15 Budget 4:9 34:17 41:20</p>	<p>52:20 53:2 68:19 69:6, 10, 11 70:1 77:21 130:13, 15, 21 138:2, 16 building 59:20 84:20 91:16 107:13 114:2 115:4 123:14 125:4 126:3 buildings 56:13 57:16 builds 90:4 bullet 85:1 bullets 33:11 Burke 3:12 33:1, 3, 19 Burnett 3:18 46:19, 20 55:20 bus 58:9 59:1, 13, 14, 15 buses 59:18, 21 65:3, 5, 7 Business 3:5, 6 4:7 24:15 70:2 103:16, 18 118:8 buy-in 111:14 < C > C)(3 61:2 cabinet 127:11 cafeteria 114:17 Calendar 51:2, 10, 12 Call 3:2 5:3, 17 11:10 13:16 14:8 16:4 23:6 39:7 65:20 66:21 67:18 68:20 70:6 137:6 called 54:17 calling 93:18 calls 97:13 camera 117:12 cameras 117:9, 20 118:1, 4 119:4</p>	<p>camera's 117:16 camp 76:9 capacity 67:5 107:14 Capital 4:9 41:19 68:19 69:6 70:1 car 57:5 card 88:11 care 59:17 career 34:6, 7 43:21 45:4, 9 46:12 74:8 95:18 103:3 108:7, 8 career-oriented 103:14 careful 29:18 caregivers 97:14 99:20 101:3 caring 95:19 carries 15:7 17:3 CASE 33:1, 8, 20 35:8 58:14, 18 85:20 cases 67:5, 10 CASE's 34:10, 20 categories 31:10 Catholic 50:7 cause 90:20 caused 57:5 causes 98:20 causing 99:2 cautioning 56:18 CBAs 118:19 CCBC 53:11 celebrate 30:12 135:5 celebrating 132:15 cellphone 136:7 137:21 center 77:7 96:18</p>	<p>central 34:3, 5 35:1 90:11 101:4 CER 110:15 certain 37:2 127:3 128:3 certainly 53:13 74:5, 10 118:6 119:17 138:4 CERTIFICATE 139:1 certificated 13:21 certify 139:3, 5 cetera 44:2 50:18 Chair 2:2, 3 11:18 13:17, 18 14:16 15:9, 10 16:12 24:17 25:1 28:13, 14 30:21 33:4 35:12, 16, 18 37:10 38:11 41:17, 18 52:3, 4 61:13 62:4, 14 63:9 64:13 65:8 66:7 67:13 68:5 69:3, 4 80:15 84:7 85:5 86:16 87:3, 11 134:18 135:7 138:19 Chairperson 23:11 38:5, 13 chairs 58:16 CHAIRWOMAN 5:2, 11 6:5, 9, 11 7:11, 14, 18 8:12 9:20 10:3, 7, 17 11:8 12:7, 9, 19 14:1, 5, 7 15:5, 7, 18 16:1, 3 17:1, 3 20:16 25:18 26:4 28:9 30:14 32:21 33:3 35:9, 14 37:11 38:2, 8</p>
---	--	---	--	---

41:9, 11 44:15,
18 46:18 49:8
51:21 54:3
55:19 56:2
58:2 60:4, 18
61:6, 11, 17
62:1 63:11
64:2, 12 65:10,
18 66:17, 19
67:2, 8, 14, 17
68:15, 17 69:20
70:10, 20 71:3
73:8, 13, 16, 21
74:12 78:4
80:13 85:7
87:18 90:12
92:7 93:16
113:1 115:21
120:1, 5 126:8
128:8, 17
131:21 132:20
133:4 134:16
135:6 136:3, 12
137:2 138:12
challenges
50:13 97:14
111:16
challenging
35:3 73:3
116:18
chances 96:10
change 39:16
40:20 44:10
87:6
changed 136:7
changer 108:14
changes 5:21
12:17 34:17
55:12 64:6
65:19
changing 40:1
61:14
Channel 5:15
charge 44:7
charged 29:19
Charles 19:6
Charley-Greene
24:4

chart 73:10
98:14 100:5
105:4, 5 107:17
chat 7:12 61:8,
16
cheating 119:16
check 56:7, 9,
12
chief 34:8 94:1
child 43:21
45:10 46:6, 7
58:18 125:3
136:18
children 33:16,
18 39:13 43:20
49:13 50:7, 8,
10, 12 116:19
119:16
child's 37:7, 8,
15
choice 40:3
choose 135:5
chopping 51:14
chorus 104:7
Christina 2:11
Christmas
135:4
chronic 98:15,
18 99:2, 11
100:6, 12
chronically
98:16 100:8
130:6
cite 81:10
Citizen 75:14
citizens 21:2
57:11
City 48:15
claims-
evidenced
110:15
clarification
64:13
clarify 10:16
34:20 61:9
125:10
clarifying 6:14
61:1
class 46:8 89:9
98:6

classes 89:14
98:6 110:19
classroom
75:19 80:6
82:11 84:12, 13
85:2 90:1
97:17 108:16
111:16 112:3
131:14, 16
classrooms
92:21 111:9
clear 9:4 81:1
95:16 96:8
102:12 107:12
116:11
clearly 9:8
131:13
click 89:6, 8
clicks 88:19
client 58:12
climate 100:19,
21 101:5, 7, 14
110:12 121:19
128:13
clock 22:15
close 70:1 75:1
81:4 119:8
134:9
Closed 4:7
12:20, 21 13:11
21:9 66:21
67:4, 7, 9
closing 43:15
closings 50:5
closure 114:7
club 26:6 27:1,
9, 17
clubs 103:14
clusters 103:7
coast 49:16
code 111:1
coded 88:20
collaborate
82:13
collaborative
106:4
colleague 117:2
121:10
collective 13:8

college 32:11,
14 43:20 45:4,
9 46:11 47:9
74:8 79:6
95:18 103:3
108:6, 7, 8
Colleton-
Pearsell 35:16
color 88:20
colors 89:3
Columbia 19:7
column 56:17
combatting
26:15
Comcast 5:14
come 49:5
51:11 76:8
85:16 125:15
132:18
comes 36:12
40:10 60:19
82:10 88:12
89:18 90:18
98:21
coming 32:18
58:9 85:10
86:8 107:6
117:14 119:6
138:5, 7
commend 25:2
Comment 3:7,
15 4:1, 4 7:8
20:19 21:5
22:3 41:13, 14
52:21 54:5
74:20 75:4
115:12 121:6
129:7
commenting
22:20
Comments
4:13 23:2 38:8
78:5 80:13
132:12 137:19
commissioner
49:18
commissions
49:18
commit 41:2

commitment
25:3 33:9
35:21 39:12
135:2
committed 95:7
107:7
Committee
25:1 51:2, 11
60:7, 15, 19
61:7 65:11
111:14
committees
29:17
committee's
60:8
communicate
83:8
communicating
127:16, 19
communication
36:7, 9, 15 65:2
communities
29:20 76:21
79:10 84:21
community
20:21 24:7, 21
25:12 26:18
27:1, 9, 18
29:13, 18 33:10,
18 38:17 39:20
40:12 47:16
49:1, 12 55:14,
15, 16 56:13
57:9, 13, 16, 17,
18, 19, 21 60:9
72:18 77:2, 13
80:21 84:1
86:6 89:12
95:2, 6 99:7
100:18, 20
101:13 104:17
112:6, 8, 10
120:20 126:7
127:3 132:17
commutes 52:17
comparative
72:5
compare 71:19

<p>compared 100:11 108:21 109:11, 14 comparing 42:17 comparison 100:14 comparisons 118:21 Compass 95:15 96:5 107:2 compensate 53:21 compensation 13:3 34:12 compete 31:11, 13, 14 competition 32:17 compile 87:2 complete 27:20 31:17 complicated 33:12 concentration 86:9 concepts 73:4 89:20 concern 39:6 58:21 60:3 concerned 56:5 concerning 42:19 concerns 21:2 57:8 65:5 121:20 136:9 conclude 22:16 concludes 20:15 conduct 5:16 13:8 21:4 22:8 92:1 101:12 111:1 conducts 100:18 conference 137:5 confirm 67:7 congratulate 28:18 Congratulations 19:9 20:1, 13,</p>	<p>17 23:15, 17 30:18 33:6 Congressman 48:2 connected 97:18 126:5 connection 35:1 connections 57:14 Connelly 121:16 122:16, 18 124:7, 11 consent 13:19 consider 13:9 52:9 53:4 considerable 118:16 Consideration 3:4 5:19 91:2 considered 56:6 98:5, 16 100:8 Considering 56:4 consistent 107:9, 11 130:2 constantly 72:20 constituents 123:13 Construction 17:12 consult 13:7 consultant 63:14, 17 contemplate 33:15 34:21 content 69:8 82:20 105:8 106:11 context 80:16 90:6 95:14 continue 9:16 22:12 24:2 27:16 28:20 36:6 44:6 49:2, 3 76:15 81:12 82:4 92:12 93:12 102:1</p>	<p>111:4 112:5 116:6 122:13 continued 134:20 135:14 continuing 23:20 27:15 56:3 continuity 110:21 contract 53:5, 6, 9 contracts 53:17 control 54:1 convention 137:6 conversation 46:14 83:4, 10 coordinator 28:11, 16 126:4 Coppin 31:17 copy 121:4 core 53:4, 8 105:8 111:4 correct 6:17 10:14 61:5 73:11, 19 113:13, 19, 20 114:3, 4, 12 115:16, 17 139:6 correlate 130:8 correlating 129:9 130:9 correlation 130:20 cost 26:14 56:9 costs 27:10 53:3 Council 23:8, 13, 18 24:6 25:1, 5, 9 28:11 30:2 33:21 35:11, 12, 17 38:5, 14 39:18 49:15 65:16 126:20 Councils 28:12, 16, 17 29:4, 5, 6, 10 30:1 126:21</p>	<p>council's 24:9 25:3 counsel 13:7 Counseling 47:8 125:2 counselor 20:12 131:15 counterparts 40:12 country 39:17 47:12, 15, 18 COUNTY 1:2 4:9 5:4, 8 10:11 17:7, 17, 18 18:7, 14 19:4, 7, 8, 17 20:11 22:4, 21 23:8, 13, 15 24:8 25:20, 21 27:17 29:9, 11 30:6, 15 31:1 32:1, 7 36:5, 14 37:6, 16 38:16 39:1, 13 40:17 41:19 42:4 45:6 49:15, 18 55:6 61:3 68:19 69:6, 11 70:1 75:16 110:10 113:16, 18 115:10 135:21 couple 81:11 87:19 91:20 124:2 course 21:16 44:11 83:5 91:11 94:21 105:4 106:12 107:17 108:20 courses 40:15 92:16 93:13 107:21 108:1, 4 coursework 105:1 court 100:2 cover 27:10 53:14 crammed 59:15</p>	<p>CRC 1:21 create 7:2 57:6 created 81:2 Creative 54:21 credits 45:11 crisis 34:14 82:9 86:10 critical 97:3 crossing 72:14 crucial 24:10 Cs 106:13 107:18 CTE 103:6, 7, 18 108:8 culinary 31:12 culturally 40:18 culture 40:2 110:12 128:14 Cummings 48:5 Current 82:15 114:8 currently 64:9 75:11 85:16 98:2 curriculum 40:6 43:18 44:4 78:18 111:19 curriculum- based 8:19 < D > D.C 19:7 D-1 14:2 D-4 14:3 Dada 24:9 dais 135:18 dangerous 136:18 Darryl 47:1 49:6 dashboard 88:17 101:9 122:19 Data 4:10 6:2, 15 9:8 10:6, 10 12:11 24:3 42:15, 17 43:2 63:1 70:14, 16 71:4, 12 72:3, 5,</p>
--	---	---	--	--

18 73:9, 14, 15
 77:9 78:21
 79:3, 14, 17
 80:3, 17, 18
 82:17 86:17, 18
 87:1, 2, 21 88:5,
 6, 8 90:7, 9, 20
 91:3 92:11, 19
 93:11 95:11
 96:11 97:21
 100:11 105:7
 108:15 122:2, 9
 123:19 125:10,
 12, 13, 16
 126:15 129:10,
 20 130:21
data-informed
 82:10 95:9
 108:16
datapoint 8:16
 128:2
datapoints
 42:21 129:4, 9,
 19 130:8, 10
 131:2
date 13:14
daughter
 118:11
day 51:19
 82:11 84:4
 91:15, 16
 112:19 126:2
days 52:15
deal 91:21
dealing 121:19
dear 58:6
DECA 103:18
decade 42:20
decades 77:8
deceased 13:20
December 1:12
 5:4, 19 36:2
 47:9 139:9
decision 35:2
 50:20 51:17
 116:6
decisions 32:13
 33:11, 12, 13, 17
 40:6 67:5
 82:11 95:9

108:17 116:10
 130:14, 16
declarations
 52:13
decline 7:21
 9:9 42:20
decrease 120:17
decreased 43:3
dedication
 35:21 135:14
deep 75:7
 130:10
deeper 75:18
 89:5, 9, 10
 95:12 123:16
 130:21
deeply 110:3
 132:14
defend 56:18,
 20
definitely 78:20
delays 42:8
deliberate
 117:17
delivery 45:2
 75:7
delve 136:5
demand 27:12
demonstrate
 8:4 40:21
 57:12 71:17
demonstrated
 95:7 110:12
demonstrating
 82:21
demotion 13:3
Department
 18:10 86:21
 89:5 121:10
depending 27:6
depth 79:3
Derrick 3:18
 46:19 55:20
describe 69:7
deserve 40:10
design 84:13, 15
designated
 21:15
designation

112:6 114:5
Desmond 51:3
desperately
 39:11
despite 43:12
 51:1
detail 64:19
 69:7 123:1
detectors
 136:16
determine 8:19
devastated
 50:20
develop 32:5, 9
 102:20 107:8,
 11
developing
 78:15
development
 34:6, 17 75:8
 77:16
developmental
 102:14
dialogue 83:13
DiAndrogy
 19:15
dictates 29:5
different 43:14
 50:11 65:14
 81:5 88:3
 92:21 106:6
 113:9 118:19
 129:14, 17, 19
 131:2, 3
difficult 71:18
difficulties
 50:13
difficulty 89:20
dig 75:7 89:4,
 8, 10 123:16
 130:10
diligence 135:20
direct 36:16
 54:1
direction 129:5
directly 29:17
 53:21 84:12
 102:2

director 17:13,
 16 33:20 42:5
 133:16
directors 133:6
disabilities 45:8
 46:13
discipline 13:3
disciplines 91:7
discouraged
 45:19
discrepancies
 74:17
discriminated
 50:20
discriminatory
 50:9 51:8
discuss 13:2
discussed 36:3
 42:14 96:3
discusses 61:2
discussing
 72:18 94:21
 95:8
discussion 6:7,
 12 7:15 8:13
 11:2, 6, 9 14:7
 16:3 42:16
 60:20 61:18
 67:17 70:15, 17
 71:4 74:16
 122:14 124:2
disenfranchised
 39:15
dispensers
 26:12, 18 28:2
displayed 105:4
 106:13 107:18
displays 98:14
 100:5 105:5
dispute 22:5
disrupt 22:11
disruption
 81:21 92:6
disrupts 22:7
distance 61:14
 62:15, 21 63:3,
 4 64:8
distances 64:5
distinct 103:5

distressing
 51:14
distributing
 27:2
distribution
 27:11 28:4
 105:4 106:10,
 12 107:17
District 19:7
 39:8, 19 89:19
disturb 22:11
disturbing
 134:9, 14
dive 130:21
diverse 38:21
Divine 48:21
Dixit 68:20
 69:1, 3
document 58:16
documentation
 42:6, 10
documents
 69:13
doing 8:16, 20
 9:2 32:2 45:16
 53:8 71:20
 75:2 80:4, 5
 83:7, 15 118:18
 130:7 138:9
dollars 42:2
 44:6
domain 101:14,
 16
domains 122:20
Domanowski
 2:10 6:1 7:11,
 13, 16, 19 10:1,
 7, 8, 14 11:11,
 12 14:6, 9, 10
 16:5, 6 65:21
 66:1 67:19, 20
 74:14, 15 78:2,
 3 85:7, 8 121:2,
 13 123:18
 125:6 132:10,
 11, 13
donations 27:9
 112:12
Donna 3:10
 28:10, 16

<p>door 51:5 58:12, 17, 18 doors 93:6 door-to-door 58:10 Doug 41:3 doves 123:8 Dr 5:20 6:18, 21 7:4 8:14 10:1, 4, 13, 15, 18, 19 12:2, 3, 4, 5, 16, 18 14:21 15:1, 2, 3, 8, 9 16:17, 18, 19, 20 17:4, 5 20:16, 17 23:12 24:3, 4 28:14 30:18 33:4 35:18 36:4 38:3, 5, 7, 11, 13 41:9, 10 47:1 48:15, 18 50:21 61:19, 21 62:1, 3 63:10, 13, 16 64:1, 10, 20 65:9, 13 66:12, 13, 14, 15 67:16 68:10, 11, 12, 13 69:4, 14 70:1, 6, 7, 18, 19 71:1, 6, 8 72:18 73:12, 15, 19 74:4, 21 79:12 81:8 84:11 85:6, 13 86:19 87:8, 17, 18, 20 88:1 89:18 91:4 92:8 93:10, 19, 21 94:3, 4, 6, 17 95:6, 15 96:2, 8, 14 97:7, 10, 20 99:3, 5, 9, 12, 14, 15 100:4, 15 101:10, 11 102:10, 11, 19 104:1, 4 105:3 106:1, 3, 8 107:4, 5, 15 108:10, 12, 18 110:2 112:16</p>	<p>113:14 115:21 116:2, 8, 15, 21 117:1, 3, 4, 5 118:6, 15 119:15, 20, 21 121:9, 12 122:2 123:5 125:9 129:2 131:8 136:13, 14 137:3, 4, 13, 18, 20 dramatically 120:16 drastically 43:14 draw 81:12 draws 81:18 drew 81:10 drill 122:10 125:12, 16, 20 drive 82:18 105:21 driven 47:16 drop 122:8 dropped 120:13 Ds 89:4 due 50:14 123:3 135:20 Dulaney 26:6, 17 42:1 Dundalk 110:10 112:8 duration 91:16 duty 40:1 57:1 < E > E-1 15:20 eagles 114:14, 15 Eamon 20:3 Earlier 12:20 38:12 52:10 57:1 67:3 72:19 99:18 108:13 122:18 early 43:13 55:1 earned 105:11, 16 106:15, 18, 19 107:19</p>	<p>108:3 109:3, 4, 6, 17 earning 105:6, 13, 17 106:13 107:18 109:7, 21 Eastwood 114:7 easy 51:13 82:11, 12 128:10, 14 echo 137:21 ed 45:1 Edmundson 19:20 EDUCATION 1:1, 8 5:4, 8, 12 18:10 21:4 22:3, 21 23:4, 12 25:5 28:11, 12, 17 29:9, 10, 11 33:16 34:15 35:17 38:14 40:16 51:4 53:12 58:7 64:18 74:17 75:3, 5, 15 76:10 96:18 134:21 135:14 Educational 35:11 61:4 educator 52:6 educators 39:19 48:10 52:12 103:21 111:21 effect 91:2 effectiveness 111:12 136:6 efficiencies 64:14 efficiency 63:7, 20 64:15, 21 efficiently 5:16 effort 98:10 efforts 95:4, 21 102:1 110:17 111:5 eight 75:16 110:19</p>	<p>eighth 115:1 122:13 eighth-grade 97:2 EL 74:17 ELA 8:5, 8 105:1 elected 23:18 28:19 39:20 52:11 election 23:15 30:19 Electric 17:16 electronic 21:13 elementary 7:20 8:6 19:19, 20, 21 26:13 43:4, 11 62:12 71:15 75:13 76:18 79:1 105:3, 10, 17 111:1 120:13 122:6 Elementary/Mid dle 113:17, 18 elevate 10:5 102:8 eligibility 108:9 Elijah 48:5 eliminate 36:15 51:7 Elmendorf 117:2, 3, 4 118:15 119:20, 21 129:2 elope 58:20 email 23:2 36:12 embrace 57:19 emergency 117:7 emotional 57:10 102:16 emotionally 40:18 101:16 104:19 emphasize 111:2 employee 22:2, 10, 19 36:8</p>	<p>employees 13:5 33:21 employment 13:2 empower 127:11 128:6 empowered 84:15, 19 94:13 empowering 135:15 empowerment 27:1 encountered 126:18 encourage 21:20 22:4 93:4 135:16 encouraged 128:18 encouraging 117:8, 12 120:9, 19 127:21 129:4 end-of-unit 118:19 enforced 26:17 engage 25:6 41:4 102:7, 20 103:1, 11, 13 112:8 engaged 102:15 104:17, 18 106:4 110:3 Engagement 24:8 25:8, 11 40:7 97:16 99:17 102:3, 6 112:9 116:18 118:1, 3 engagement's 118:4 Engineers 103:21 English 3:11 15:13 17:21 18:9, 12 30:15, 16, 21 36:17 76:6 77:6 78:8, 17 89:5, 8 90:3 105:8, 17</p>
--	--	--	--	--

106:15, 19
 107:20 108:3
English-language 78:11
English-learner 77:12
enrichment 32:3, 6
enrolled 61:3
ensure 111:11 119:12 127:12
ensuring 97:18 107:7
enter 130:15, 21
entertain 7:7 9:7
entertainers 31:9
entire 26:20 76:4
entitled 40:13
environment 95:19 101:17 119:7, 9, 10 127:7
environments 78:16 94:15 96:7 119:2
equal 31:8
equality 51:16
equally 50:5
Equity 26:9 33:14 34:7 40:20 41:1, 2 107:7 133:20
Erin 2:4
Es 89:4
escorted 22:13
ESOL 78:10
especially 47:4, 5 49:13 53:13 127:7 130:13, 21
Esq 4:8
essential 83:3 126:12
establishes 29:16
establishing

25:11 94:14
estimated 56:9
et 44:2 50:18
ethnically 38:21
ethnicity 40:2
evaluate 63:14
evaluation 13:4
evening 5:17 12:21 13:17 23:9, 10 26:5 28:13 29:2 30:16 33:3 35:14, 15, 17, 19 38:10 39:5 41:16, 17, 18 42:11 44:17, 18 46:20, 21 47:3 49:10, 11 52:2, 3 56:1, 2 62:3, 4 67:1, 2 68:21 69:1, 2, 3 94:4, 7, 19 95:7 110:7 112:14 135:9 136:14
evening's 21:10 95:19 96:2
event 24:15, 18 112:10 137:8, 10
everybody 133:2 136:21 137:15 138:18
everyday 80:6 91:9
evidence 117:15
evident 27:11 101:20 109:1 112:4
exact 115:13
exactly 42:13 123:5
examine 99:6 100:16
Examiner 67:10
example 47:19 58:11 75:17 84:16 102:6 103:5 107:2, 5 124:12 125:18 133:11

exceed 56:10 98:9
exceeds 109:21
excellence 39:13 40:9
excellent 47:10 113:12 114:9
exception 8:7 51:8
excited 23:18 25:4 35:18 91:11 138:8
excuse 28:14 30:10 59:4 70:8 83:6
excused 98:18
execution 47:8
executive 7:6 17:13, 16 33:20 42:4, 5
Exhibit 15:20 60:13
Exhibits 14:2
exist 29:10 41:5
existed 65:5
existing 22:5
expand 95:12
expect 65:3 81:6 112:2 124:18
expectation 116:12 117:21 125:11, 19
expectations 107:9 110:21
expected 44:1
expense 53:20
expensive 53:10
experience 19:4, 6, 17 20:10 28:7 35:1 50:11 90:19 91:21 113:10 128:3
experiences 17:11 103:2, 11
experiencing 128:3

expert 56:17
expertise 84:20
expired 22:17
explain 36:16 74:1, 2
explained 55:9
explains 50:1
explore 9:16
expose 81:14 82:4
expressed 39:6
expression 39:1
extending 25:8 62:15, 20
extension 11:1, 5
extensive 76:9 123:1
extent 99:6 100:16 101:15
extra 83:18 128:2
extracurricular 97:17
extracurriculars 104:3, 5 127:1, 5
extremely 42:18

 < F >
faces 116:4
facets 92:6
Facilitate 57:14
facilitators 75:13
Facilities 24:17 54:7, 9, 13, 14, 19 55:5, 16 60:10
facility 56:7
facing 97:15
fact 43:7, 11 46:9 96:21
factors 51:11
faculty 98:10 116:11
failed 40:17
fair 32:11, 12 34:11 47:9

49:4
faith 40:15
Fall 6:2 12:12 42:15, 17, 18 73:9, 14, 15, 17, 18 96:4
falling 45:6
falls 98:17 100:9
familiar 71:11
families 25:6 29:20 33:9 38:15 39:10, 19 49:17 65:3 77:12, 18 78:21 93:2, 4 102:7 112:5 116:11 117:11 132:14 135:1 137:9
Family 24:7, 21 25:8, 11 40:7 50:17 102:6
fantastic 91:11
far 116:10, 15
Farmers 103:20
fast 127:7 131:4
fastest-growing 76:1
Favor 12:8 15:6 17:2 66:18 68:16
favorite 103:21
fear 134:1
featured 112:12
federal 85:16 86:10
feedback 123:7, 13 126:19
feel 74:18 101:15 120:21 121:7 122:12 124:3, 20 126:6 127:3, 17
feeling 120:12 123:20
feels 131:1
felt 50:19
female 27:1

Ferguson 137:3
fewer 21:16
fidelity 44:5
 57:18
field 33:15
fifth 114:1, 5,
 10, 14
fight 27:15
figure 12:14
 121:15 124:5
file 139:4
files 139:7
fill 87:16 93:11
final 34:16
 132:12 137:18
financial 132:2
find 24:8
 37:17 43:10
 51:7 57:11
 87:8 96:15
 114:19 119:10
 130:10
fine 71:1
fingertips 88:19
finish 72:14
finished 34:7
Finishing 35:13
FiOS 5:15
First 4:11 5:18
 6:3 12:13 17:5
 23:7 34:11
 36:4 41:14
 43:10 47:2
 54:6 62:5 70:6,
 20 78:7 85:2
 93:18 94:8
 96:11, 15 98:14
 100:5 105:3, 11
 106:9, 18 108:3,
 19 112:10
 114:14 116:5
 128:9 137:2
first-quarter
 42:12
fiscal 69:5
Fisk 48:3
five 28:17
 105:7
fix 90:9

Flag 5:6 43:9
flashlight 95:12
flight 58:19
flow 115:6
flyer 36:21
focus 25:8
 57:9 79:20
 80:7 94:14, 19
 96:5 110:11
 111:20
focused 105:20
focuses 73:5
focusing 43:1
folding 53:16
follow 7:8
 98:11
followed 36:3
 59:6
following 13:1,
 19 15:11 27:7
 28:5 60:8
follow-through
 136:8
follow-up 21:3
 84:7 85:8
football 134:2
foregoing 139:6
foregoing-
entitled 139:5
foremost 47:2
forget 30:4
forgive 86:20
form 87:9
 128:7
formal 76:10
format 107:11
former 48:2, 18
formerly 48:12
forms 106:6
forth 39:16
fortunate 31:15
 127:9
forum 22:1
forward 15:11
 30:10 32:15, 18
 41:6 49:4
 72:17 77:21
 81:15 82:3
 86:9 128:20

135:10 138:7, 8
foster 127:11
fosters 120:18
found 13:12
foundational
 90:3
founded 31:6
founder 17:12
four 19:3 60:2
 105:7 110:19
 124:14
fourth 34:16
 87:12 113:21
 114:5, 10, 14
 115:1
frame 8:2
 21:15
Franklin 55:3
frankly 76:11,
 14
Fraternity 48:4,
 7, 13, 17, 20
Free 24:16
Freeman 48:18
frequent 83:3
Friday 27:5
Fridays 84:18
friendly 55:14,
 17
friends 134:10
front 113:8
Fulbright 48:12
full 31:17
 40:10 42:7
 88:15 98:3
 139:6
function 85:17
 98:19
functional 77:10
fundamental
 112:1
fundamentally
 81:9
funding 40:7
 42:7 85:9 86:4,
 11
funds 27:10
 39:11 83:20

further 53:9,
 11 74:16 84:2
 125:12 139:5
future 39:17
 103:16, 19, 20
 112:20 132:8
FY 68:19
 69:21 138:15
FY2024 4:9

 < G >
gain 28:6
 95:12
gains 128:19
game 108:14
gap 81:4 90:20
 122:7
gaps 40:11
 43:15 53:14
 93:12 130:4
garbage 59:2
gatherings
 50:18
gender 87:4
genders 87:5, 6
General 3:15
 24:13 26:8
 28:5 41:14
 108:20
Generally 119:4
generated 65:12
genuine 118:20
genuinely
 119:12
George's 19:8
getting 45:19,
 20 46:6 55:5
 58:12, 13 59:7,
 13 91:15 92:3
 129:15 131:2
gift 86:7
gifted 73:2
give 6:6 29:3
 46:2 57:20
 58:11 70:12
 71:21 115:13
 121:16 134:11
 136:15
given 19:17
 125:11

gives 71:17
 123:5
giving 45:21
 80:16 119:12
glad 134:4
go 12:15 31:13
 37:7, 15 55:6
 59:19 71:8
 74:3 77:7 83:6
 84:9 89:15, 21
 92:9 94:9, 12
 100:5 113:11
 118:7 120:6
 121:14, 17
 122:1, 9 123:6
 125:4 127:5, 6
 132:9 135:17
goal 27:17
 64:14 98:9
 112:9
goals 97:6
God 51:20
 136:21
goes 36:21
 65:16 79:3
 114:6 121:4
 122:20 123:1
 131:4 133:17
going 11:6
 36:1, 6 54:11,
 12 55:12 58:5
 61:19 74:16
 83:12 86:12
 87:21 89:6, 15,
 17 92:12, 14
 114:13 117:2,
 13, 15 121:2, 21
 130:11, 14
 132:9 135:1
 138:7
gold 31:14
gold-medal
 31:13, 16
Gonzalez 17:20
 18:5
Good 13:17
 23:9, 10 26:5
 28:13 29:7
 30:16 33:3
 35:14, 15, 17, 19

38:10 41:16, 17, 18 44:13, 17, 18 46:20, 21 49:10, 11 52:2, 3 53:9, 12 56:1, 2, 14 58:8 62:3, 4 67:1, 2 68:21 69:1, 2, 3 91:18 94:4 110:7 118:9 127:16 129:15 135:9 136:2, 14
Google 98:6
GOVER 11:11, 13, 15, 17, 19, 21 12:2, 4, 6, 8 14:9, 11, 13, 15, 17, 19, 21 15:2, 4, 6 16:5, 7, 9, 11, 13, 15, 17, 19, 21 17:2 65:21 66:2, 4, 6, 8, 10, 12, 14, 16, 18 67:11, 19, 21 68:2, 4, 6, 8, 10, 12, 14, 16
governor 23:20 29:1
grad 48:19
Grade 8:7 30:3 31:18, 19 43:4, 6, 19 45:13 57:2 77:5 82:16 87:5 88:10 89:7, 14, 15 96:15, 21 98:15 100:6 105:4, 11, 13, 16 106:12, 18 107:3, 17 109:4, 6, 8, 11, 16, 17, 21 110:19 114:6 122:10, 13, 14 124:14, 15
gradebook 53:15
grade-level 81:15 82:5

grader 87:13 115:1
graders 8:4 30:8 114:10, 15 115:2
grades 8:9 31:11 43:5 71:15 97:4 104:14 105:6, 7 106:9 108:19 109:20 114:1 129:16
grading 57:4
graduate 48:1, 3, 6, 13, 16
graduated 48:19
graduates 48:8
graduating 96:10
graduation 97:1 108:7
grant 75:11 83:20 85:9, 11
grants 85:10, 15, 16, 20 86:10
grateful 33:9 83:21
gratitude 39:1
great 32:1, 2 48:8 49:1, 2 62:16 75:2 78:3 79:12 82:1 83:10 85:13, 14 87:17 91:21 110:10 116:15 117:5 118:15 119:15 134:15 137:9 138:4, 10, 18
greater 71:17 74:6 75:8, 19 112:8
greatly 112:20
Greek-letter 47:14, 15
greetings 28:15 38:11
ground 113:8

group 23:7 38:3 54:16 65:15 75:14 92:16 117:19 124:2, 13 125:2 127:10 129:2 130:2, 4
groups 43:15 57:14 62:20 65:14 80:8 88:8 125:2, 14
Grove 19:21
Grow 26:7 27:1 111:4
growing 39:6 73:3
growth 9:9 72:9, 11, 20, 21 73:6 76:14 96:17 110:12
guess 71:9 123:18
guide 88:19
guys 59:11
gym 114:17
< H >
H.E 67:6, 10
Hager 2:4 10:18, 19 12:4, 5 15:2, 3 16:19, 20 66:14, 15 68:12, 13 115:21 116:2, 15 117:5 118:6 119:15 137:14, 18, 20
half 43:11
halls 35:13
hallways 111:8 127:20
Hampton 48:19
hand 18:5 75:6, 7 117:2
hands 79:17 108:15
Handy's 41:3
Hanukah 135:4
happen 55:11
happened 55:2

happening 82:9 129:8
happens 77:3 85:12 93:8 123:9 124:8
happy 9:7, 15 25:17 30:11 32:19, 20 35:19 37:21 41:5 44:13 46:17 69:19 133:2 135:3, 4 136:20 137:15 138:10
hard 24:2 51:10 128:12, 13 130:14 135:20 137:10
hardened 56:15
Harris 47:20
Hartlove 68:20 69:2
Harvey 2:3 11:17, 18 13:18 14:15, 16 15:10 16:11, 12 23:11, 16 28:14 30:17 33:4 35:18 41:18 52:4 61:11, 13 62:4, 15 63:9 64:3, 12, 13 65:8 66:6, 7 67:13 68:4, 5 69:4 80:14, 15 84:7 85:5 86:16 87:3, 11 134:17, 18
Hassan 2:13 5:6 6:13, 14, 20 7:1, 10 11:19, 20 14:4, 17, 18 16:2, 13, 14 60:17, 21 61:1, 9 62:6 66:8, 9 68:6, 7 78:6, 7 90:13, 14 126:8, 9 135:8, 9
HB205 26:9

HBCU 32:11 47:9 48:1, 3, 8 137:5
HBCUs 47:11, 13 48:21
he/him 52:6
head 34:1
Health 15:16 19:12, 19 102:16 103:19
Healthcare 103:19
healthy 51:19 133:3
hear 20:20 22:16 25:7 52:20 55:7, 8 131:11
heard 31:2 87:14 125:12
hearing 21:1 67:9 128:20 138:15
hears 86:3
heart 58:7
heat 133:21
heavy 37:1
he'd 87:14
Heights 19:21
held 5:13 32:17 36:2 47:9 70:3 138:16
Hello 33:2
help 26:6 80:11 95:12 97:9 115:1 124:4 138:6
helped 24:8 27:12
helpful 55:17
helping 85:17 91:5 97:15
helps 73:6 117:3 133:18
Henn 2:5
Hennawi 3:9 25:19 26:3, 5 54:7

<p>Hernwood 19:18 Hi 33:3 High 18:13 19:20 20:12 24:10, 14 26:6, 12 42:1 45:12, 13, 14, 15 50:6, 14 52:16 61:15 62:13, 21 63:4 96:16 104:13 107:16, 19, 21 108:2, 6 109:5, 19 110:21 120:14, 17 129:14, 21 133:10, 12, 15 136:16 137:7 higher 43:6 96:20 105:21 106:15 109:7, 8, 11 118:5 highest 105:14 highlight 36:1, 6 39:4 95:20 97:21 highlighting 96:4 high-school 104:8 109:12 130:5 high-stakes 39:9 historically 39:14 History 49:21 hitting 72:13 Holabird 110:6, 8 111:15 113:16 120:8 125:5 127:15 128:12 hold 92:2 holdings 55:3 holiday 35:6 46:17 134:15 135:11 136:20 138:3, 10, 18 Holidays 25:17 30:12 32:20 35:20 37:21</p>	<p>41:5 44:13 50:6, 14 51:1, 6, 12, 19 69:19 132:15 133:3 137:15 holistically 105:1 home 59:19 76:6, 20 77:2, 13 82:19 92:14 97:13 home/school 97:3 homework 50:16 honest 42:19 Honorable 47:20 honoring 39:3 hope 30:8 34:21 44:12, 21 72:7 73:6 135:10 hoped 136:11 hopefully 126:10 135:16 hopes 27:15 hoping 24:14 117:4 125:6 132:18 HOSA 103:20 hosted 39:18 hosting 25:10 house 118:8 households 36:18 Howard 48:5 Hrabowski 48:19 hub 57:18 62:10 hug 38:5 huge 26:15 43:8 81:20 92:5 127:19 130:3 humanities 31:12, 16 hundreds 47:18</p>	<p>hybrid 24:15 116:17 hygiene 26:11 28:4, 6 < I > IAC 42:5, 7, 10 idea 117:6 ideas 128:5 identify 79:19 87:10 89:13 97:11 107:1, 12 identifying 80:7 84:3 identity 40:3 IEP 58:15, 16 75:13 ignore 57:8 ill 57:5 imagine 56:20 119:15 immediately 44:11 immigrant 76:8 impact 63:6 110:20 impactful 115:1 impetus 61:14 implement 107:9, 11, 13 implementation 44:5 implemented 81:4 implication 136:6 implore 39:15 40:5 importance 90:17 98:21 111:2 120:20 important 30:6 35:4 46:4 50:3 72:2 73:1 76:2, 17, 20 81:9, 13 82:4, 12 86:5 89:2 90:6 95:11 96:17 97:18 99:16</p>	<p>102:2 116:10 131:11 importantly 28:2 112:18 131:17 impossibility 55:7 impression 57:20 improve 9:14 28:7 29:11 45:1 64:14, 16 79:5 80:19 96:9 97:6 99:21 111:4 122:5 134:21 improved 63:19 65:2 108:21 improvement 95:20 102:5 105:20 107:1, 3 108:5, 6 109:13 115:14 128:19 improvements 65:4 109:10 improving 63:7 64:21 102:14 128:13 inability 26:16 inappropriate 22:6 include 69:9, 10 97:12 110:14 131:10 includes 61:4 96:3 98:17 including 56:6 65:15 100:2 132:2 inclusion 40:21 Incorporated 17:15 47:21 48:5, 7 increase 95:16 100:1 111:5, 12 119:17 120:16 increased 88:5 112:7</p>	<p>increasing 25:3 78:13 102:16 increasingly 112:4 incumbent 85:21 independently 117:18 indicate 79:16 indicated 36:8, 9 indicates 77:9 102:12 indicating 36:19 101:21 indicators 94:20 indigenous 38:21 indiscernible 70:9, 19 93:6 individual 8:21 9:3 52:7 56:4 106:5 121:13 individually 130:7 individuals 13:7 30:3 39:1 57:15 inequality 51:2, 7 influence 48:9 49:1, 2 influenced 108:5 influential 114:20 inform 9:10, 13 92:19 Information 4:12 6:2, 4, 17, 19 7:6 8:10 9:15 11:1 12:11, 13 13:12 23:3 25:14 32:12, 19 36:12 37:9 42:14 46:1 50:6 79:18 85:3 86:19 123:8</p>
--	--	--	---	---

<p>informational 71:5 73:10 132:1, 2 informed 29:13 informing 82:17 inhabited 38:19 initiate 40:19 initiative 27:2 initiatives 75:10, 17 innovate 62:17 83:10, 12 innovative 25:11 in-person 100:10 input 21:20 29:18 insight 100:19 123:6 126:11 138:5 insights 101:13 install 28:1 installed 26:19 136:16 Institute 17:14 48:19 institution 49:16 instruction 9:11, 13 59:8 92:20 100:10 instructional 108:17 instructionally 92:13 insurance 24:19 intended 71:5 intensity 100:1 intent 52:13 intentional 111:18 123:11 interact 47:17 interest 29:14 104:6 interested 21:1 interests 138:7 interferes 22:7 internal 91:7</p>	<p>internalizing 110:18 internship 46:3, 4 internships 45:21 interrupt 99:10 interruption 76:9 82:10 interruptions 91:13, 20 interscholastic 104:13, 15 intervention 82:7 98:12 interventions 43:13 97:12, 13 interviewed 31:21 introduce 34:9 69:5 introduced 24:5 33:19 invest 40:8 invite 5:5 24:12 37:13 99:3 102:4, 10 106:1 108:10 125:14 invited 39:21 involved 55:15 111:10 126:5 127:1, 4 involvement 29:15 involving 106:6 irony 36:15 Islamic 49:16 isolated 50:19 isolation 90:8 issue 37:18, 20 133:20 issues 29:14, 19 34:21 39:7 54:2 128:7 item 5:18 6:2, 3, 4 7:2, 6 12:11, 12, 13 13:15 20:19 60:5 66:20</p>	<p>68:18 70:5 93:17 101:9 132:1, 6 138:12 Items 4:12 5:16 53:3 101:16 132:2, 12 133:1 134:19 its 52:15 67:4 98:1 < J > Jameel 3:19 49:9, 11 Jane 2:2 5:2 January 24:13 69:7, 14 70:2, 3 130:15 138:2, 14, 16 Jasma 18:17 19:3 Jeeda 3:9 25:19 26:3, 5 54:7 Jennifer 18:4 jinx 91:12 jiving 130:4 job 33:10 58:8 114:10 127:16 John 2:9 18:17 19:3 48:3 join 39:2 70:19 joined 94:2 joining 94:3 jointly 111:2 Jonathan 17:20 Jose 2:6 Joseph 48:11 journey 52:15 joy 18:5 Jr 2:9 juggle 51:11 Julie 2:5 junior 24:9 jurisdiction 13:5 justify 43:17 just-in-time</p>	<p>82:19 < K > Kamala 47:20 Kappa 47:21 49:7 Katrina 81:20 Kearns 92:11 93:20 94:2 110:5, 7, 8 112:16 113:6, 20 114:4, 13 115:17, 20 120:7 121:1 124:9, 12 125:18 128:10, 16 131:18, 19 keen 50:8 keep 40:5 73:4 111:5 112:9 115:6 keeping 114:10 kept 76:13 key 83:1 101:9 107:2 112:3 123:1 kids 43:16 59:21 118:7 124:2, 20 129:15, 17 130:5 133:11 kind 73:7 117:4 130:4 134:4, 5 kindergarten 43:5 knew 65:3 87:13 know 8:16 22:15 30:7 36:10 40:13 43:4 45:17 50:3, 8 55:1 59:12 61:14 62:11 64:6 67:3 74:19 75:15 76:1 78:15 79:1, 5, 6, 8 81:1, 9 83:2, 9 84:13, 17, 18</p>	<p>89:13 90:15, 19 91:12, 21 92:5 94:17 102:19 104:7, 16 111:21 114:9 115:8 116:9 118:7, 8, 11, 13 119:14 120:12 121:5 123:15 124:2 125:13 126:17 127:1, 2, 7, 9, 13, 15 128:3, 10, 12 129:3, 8 130:6, 9 135:11 137:4, 6 knowledge 49:21 82:20 kudos 129:2 Kuehn 2:7 Kwanzaa 135:4 < L > lack 27:20 lacked 26:19 lacking 79:8 lagged 8:7 lagging 88:8 90:8 land 38:18 landscape 39:21 Language 15:13 18:1, 9, 12 22:9 37:2, 4 56:6 76:6, 19 77:16 78:8 105:8, 18 106:16, 20 107:20 108:3 124:17 languages 101:5 Lansdowne 78:9 largely 91:13 94:12 larger 63:5 64:5 largest 49:16 LaShaune 3:14</p>
---	---	---	--	--

<p>38:4, 13 Lately 51:12 law 26:15 59:9 layman's 34:1 leader 44:10 128:12 leaders 23:7, 16 39:17, 20 44:9 88:6 103:16 108:16 leadership 34:6 35:2 44:8 88:21 107:14 131:13, 14 133:8 leading 90:8 League 17:16 learn 43:5, 6 78:17, 18 learned 78:12 learner 78:11 learners 74:18 75:4, 21 76:3, 12, 19 77:6 78:8 learning 9:6 81:2, 13 88:2, 3 89:11 90:15, 17 94:14 96:5 97:21 98:5 100:7, 10 103:2 108:19 109:9 117:7 118:9 LEAs 63:1 leave 43:14 led 5:6 left 105:5 106:10 131:7 legal 13:8 22:10 58:16 legislation 26:7, 10 86:8 length 56:11 lengthening 52:15 Leslie 3:8 23:7, 12 lessons 50:16 letter 42:5 105:13 106:10</p>	<p>letters 12:15 79:15 level 33:15 43:19 71:9 72:8, 13 73:7 75:20 76:18 77:4, 5 82:11 85:19 89:14, 15 90:10, 11 97:9 102:7, 21 105:19 106:3, 21 109:11 110:21 129:9 130:17 levels 43:4 62:12 77:6 96:20 100:13 104:9 108:21 109:9, 12 118:21 lever 83:1 leverage 84:19 leveraging 85:16 100:2 Lewis 48:3 liaison 24:9 38:16 Lichter 2:2 5:2, 3, 11 6:5, 9, 11 7:11, 14, 18 8:12 9:20 10:3, 7, 17 11:8 12:6, 7, 9, 19 13:17 14:1, 5, 7 15:4, 5, 7, 9, 18 16:1, 3, 21 17:1, 3 20:16 23:11, 16 25:18 26:4 28:9, 13 30:14, 16 32:21 33:4 35:9, 14 37:10, 11 38:2, 8 41:9, 11, 18 44:15, 18 46:18 49:8 51:21 52:3 54:3 55:19 56:2 58:2 60:4, 18 61:6, 11, 17 62:1, 4 63:11 64:2, 12 65:10,</p>	<p>18 66:16, 17, 19 67:2, 8, 14, 17 68:14, 15, 17 69:3, 20 70:8, 10, 20 71:3 73:8, 13, 16, 21 74:12 78:4 80:13 85:7 87:18 90:12 92:7 93:16 113:1 115:21 120:1, 5 126:8 128:8, 17 131:21 132:20 133:4 134:16 135:6 136:3, 12 137:2 138:12 life 48:9, 10 76:4 95:4 light 52:18 limit 74:7 limited 30:2 limits 21:11 line 53:2, 5, 6, 9 72:14 74:9 lines 56:5 113:8 list 41:21 65:13, 16 listed 7:20 listen 46:15 124:6 127:18 listening 51:18 128:4 Literacy 18:9 little 18:5 29:3 72:8 79:2 84:2 89:5, 8, 10 124:15 126:11 littlest 114:14, 15 lived 76:4, 8 lives 33:18 92:6 living 55:1 136:17 Liz 18:21 LLC 17:12 Lloyd 3:20 4:3 52:1, 6 55:21</p>	<p>local 27:18 48:10 54:16 112:12 locally 31:13 located 110:9 Loch 24:14 log 98:6 118:7 logical 11:1, 5 long 53:16 63:6 65:13 85:15 90:4 longer 64:8 77:8 134:3 longstanding 64:7 long-term 34:13 62:18, 19 look 32:15, 18 41:6 46:11 49:4 64:11 72:10 79:14 83:14 86:9 88:21 89:15, 17 92:12, 16 96:11 114:19 115:6 120:11 121:20 122:10 123:11 125:16, 21 129:11, 16, 20 130:3, 9 133:19 looked 62:19 129:21 looking 30:10 62:16, 17 63:6 64:15, 20 65:1, 2, 4 72:3, 20 73:17 80:3, 4, 5 82:16 89:11 90:4, 7, 8 93:10 106:8 107:15 108:18 115:15 118:18 119:10 120:10 123:6, 19 128:20 129:12 130:8, 18, 19 135:10 138:8 looks 83:16 lose 136:18 losing 134:1</p>	<p>loss 9:6 81:2 90:16, 17 lost 40:15 50:16 lot 36:17 69:17 88:7 90:15, 19, 20 115:10 118:12 121:19 128:7 138:3 lots 84:5 131:2 love 74:5 113:6 loved 132:16 low 43:10 lower 74:18 100:13 lowest 105:14</p> <p>< M > Madam 15:9 35:18 38:11 80:15 135:6 138:19 Magazine 56:17 Maggie 2:10 magic 33:11 magnet 45:18, 20 59:12 61:5 62:6, 8 103:8 main 112:9 maintain 28:3 51:16 95:11 111:12 114:15 maintaining 111:7 making 32:13 35:2 37:1 40:6 51:8 55:16 72:16 78:14, 16 94:18 116:5 118:20 119:2 123:21 125:3 Male 19:11 Manager 15:12 17:6 24:18 manner 45:1 46:1 MAP 4:10 6:2, 15 7:19 8:15, 21 9:9, 13, 21</p>
---	---	---	--	--

<p>10:11, 13, 14 11:2 12:11 42:15, 18 43:1 70:9, 14, 16 71:4, 10, 12, 21 72:18 73:9 78:13 79:1, 9 87:1 92:9 129:11, 16 130:3 marginalized 39:14 40:11 50:19 Marietta 3:11 30:15, 21 mark 74:5 88:10 marketing 103:19 marking 94:8 96:12, 15 98:14 100:6 105:3, 11 106:9, 18 107:16 108:3, 20 marks 52:14 73:20 Marlena 3:13 35:10, 16 54:10 Mary 93:21 Maryland 11:3 17:12, 14, 16 18:10 26:8 28:5 51:3 55:2 63:2 Masonry 17:14 math 8:7, 8 44:2 71:14 90:3 92:17 105:1, 18 mathematics 52:7 105:9, 14 106:19 108:1 109:7 matter 13:6 40:2 98:19 99:8 102:12 139:5 Matters 3:5 13:9, 16, 20</p>	<p>14:2 22:2, 3, 20 88:14 100:18 108:13 MBE/SBE 132:3 MCAP 8:3 9:17, 21 10:2, 15, 21 11:3 72:19 McCall 13:16, 17 McComas 70:6 71:5, 6, 8 73:12, 15, 19 74:4, 21 79:12 81:8 84:11 85:6, 13 86:19 87:8, 17 91:4 93:19, 21 94:1, 6 95:6 96:2, 14 97:20 99:9, 14 100:4 101:10 102:19 105:3 106:8 107:15 108:18 113:14 116:8, 21 119:21 121:9 McMillion 2:8 11:15, 16 14:13, 14 16:9, 10 63:12, 13, 21 66:4, 5 68:2, 3 113:4, 5, 15, 21 114:9 115:8, 18 131:9 133:4, 5 134:16 mean 46:2 78:6 81:13 83:5 118:6 124:16, 17 125:17, 21 126:1 meaning 80:12 meaningful 83:13 97:19 123:15 means 46:12 58:17 74:6 87:13 88:18 126:19</p>	<p>measure 72:9 80:1 101:10 measurement 71:12 Measures 71:13, 14 80:1 101:15 107:12 mediate 115:2 Meditation 3:3 meet 34:19 37:3 40:1, 17 43:16 53:17 98:7 112:1 128:21 MEETING 1:8 5:3, 12, 16 13:13 21:5, 9, 10, 12 22:8, 12, 13 24:13, 15 25:2 36:2 42:13 46:5 56:6 64:17 69:6, 18 70:4 77:11 135:13 136:1 138:13, 20, 21 Meetings 13:1 36:21 37:12, 16, 20 39:19 43:12 55:4 132:8 Melanie 110:8 Member 2:13 4:13 47:20 48:4, 6, 12, 17, 20 49:7, 15 54:21 57:2 MEMBERS 2:1 7:8 8:9 13:18 15:10 20:21 21:1 23:2, 12, 17, 20 24:6 28:15 29:21 30:17 33:5, 6, 8 34:10 37:9 38:12 41:2, 18 42:15 44:19 46:20 47:4 50:2 52:4, 11 57:9, 13, 16 60:6 62:4</p>	<p>63:17 67:11 69:4, 20 74:13 101:4 112:8 132:7 138:2 Membership 24:17 30:1 49:17 Menstrual 26:9, 11, 16 27:2 28:4 mental 40:3 mention 102:5 138:1 mentioned 72:19 85:9 99:18 101:11 108:13 122:18 mentioning 78:8, 19 mentors 32:4 mentorship 114:21 merchants 112:12 Merry 135:4 messed 19:15 met 12:21 65:14 67:4 metal 136:16 method 82:19 metrics 107:2 Michelle 20:7 microphone 22:17 microphones 119:5 MICROSOFT 1:9 5:14 88:15 Mid-Atlantic 49:16 middle 7:20 8:8 18:12 19:21 20:1 26:12 55:3 61:15 62:12, 21 63:2 72:1 78:10 104:8, 15 106:9, 12, 14, 17 107:6, 8, 9 109:2, 12, 15</p>	<p>110:6, 9 111:1 114:11, 18 120:14, 16 121:21 122:3, 4, 6, 15 127:15 133:10, 15, 17 middle-grade 98:9 middle-school 71:15 Mikhail 19:14 mile 63:3, 6 millions 44:6 47:17, 18 mind 40:5 73:5 mindset 95:11 minimum 45:10 46:6, 7 74:9 minority 51:6, 9 minute 34:9 minutes 21:16 29:3 87:19 131:4, 7 mission 27:20 53:4, 8, 12 mistaken 113:12 115:12 133:12, 14 mix 132:10 Mm-hm 85:6 120:5 Moalie 2:6 mock 103:11, 12 model 75:8 76:18 77:5, 7 84:16 103:13 modifying 46:7 mom 18:21 moment 5:7, 10 27:8 89:1 135:12 momentarily 94:10 Mondays 37:13 money 75:11 monitor 97:11 99:19 monitored</p>
--	--	--	---	--

119:8
monitoring 95:7
monolithic 76:3
month 25:16
 52:10, 19 53:1
 116:14 138:2
Morgan 48:13, 16
morning 52:17
 59:13
mother 50:7
motion 7:12, 17
 10:20 11:7
 12:9, 10, 11
 14:1 15:7, 18
 17:3 60:14
 66:19 67:8
 68:17
motivated
 102:15
move 6:1
 12:11 40:21
 72:17 77:21
 85:18 88:16
moved 12:14
 14:4 15:21
 60:17 67:13
 99:10
movie 56:19
moving 63:5
 81:15 82:3
 110:11
MSDE 10:6
 75:7
MTSS 111:19
Muhammed
 3:19 49:9
Muller 20:3, 8
multicultural
 74:19
multilingual
 25:6 75:4, 21
 76:3, 12, 19
multiple 42:21
 80:9 130:8, 10
multitiered
 99:16
multi-year
 115:14

Muslim 49:13, 15 50:4, 12
 51:1, 17
mutual 107:12
 < N >
NAACP 30:15
 31:2
name 26:1, 2
 30:21 33:19
 35:16 38:12
 139:8
narrative
 110:17
nation 49:2
 82:1
national 8:8
 71:12, 20 72:7
 79:5 96:18
nationally 11:2
 31:14
natural 52:17
nature 123:3
near 58:6
nearly 49:19
 106:19
necessarily
 78:13 117:8, 19
 126:15 127:4
 128:1
necessary 131:1
necessities 28:7
need 36:19
 39:12 46:11, 15
 57:19 58:10
 59:9, 10, 21
 70:11 77:19
 79:4, 7, 20 80:2,
 7 82:19 83:17
 84:9 86:4 90:9,
 10 92:2 106:5
 124:18 128:1
 133:5, 19
needed 39:11
 60:18 97:11
 124:20
needle 110:11
needs 37:3
 39:8 40:1, 17
 55:11 64:17

84:3 95:13
 104:10 111:20
 112:1 128:21
 130:16
negotiation
 34:17
negotiations
 13:9, 10
neighborhood
 110:10
Network 17:12
never 83:10, 12
New 3:5, 6 4:7
 17:7, 17 19:20
 23:20 24:5, 8
 25:4 26:7
 28:21 30:11
 31:3 32:20
 33:6 34:10
 37:5 41:6
 43:18 44:19
 47:4, 6, 9 50:2
 51:19, 20 81:19
 91:3 135:4, 16
 137:1, 6, 17
 138:1, 10
newly 28:19
news 118:9
nicely 123:8
night 85:14
 91:19
nights 52:16
night's 91:19
nine 12:8 15:6
 17:2, 13 47:14
 66:18 68:16
ninth 31:19
 96:21
nonbinary
 87:13
non-calendar
 51:5
non-English
 37:2
Noninstructional
 60:11
nonspeaking
 36:17

non-transported
 52:16 62:20
Nope 131:7
norm 72:7
normal 91:6
normalcy 112:5
normalize 85:19
normalizing
 91:9
normally 7:4
 114:1
norms 71:20
Northeast 38:14
Northwest 25:5
 38:4, 15 39:5
Norwood 114:2
notable 94:19
note 99:16
noted 100:12
 109:10, 19
notes 56:9
 96:18
nothing's 79:16
notice 53:2
 122:2
notices 36:11
 37:14 52:13
November 24:2
 42:4
number 21:11
 39:6, 19 64:16
 137:8, 9
numbers 74:18
nurse 19:18
NWEA 80:11
 87:9
 < O >
observe 22:14
observed 51:10
observers 50:8
obtain 13:7
October 26:10
 42:2 56:5
 132:3
offer 83:21
 103:1, 5, 8, 10,
 14, 17 104:5
offered 31:16
 41:2

offerings 53:14
 104:2
Offerman 2:9
 11:21 12:1
 14:19, 20 16:15,
 16 66:10, 11
 68:8, 9 136:4, 5
 137:21
offers 87:9
Office 15:12,
 13, 14, 16 17:6,
 21 18:11, 18
 19:5, 12, 19
 20:4 24:7, 17
 34:3, 5 35:2
 41:3 47:7
 69:14 90:11
Officer 94:2
offices 119:6
official 10:6
officials 13:5
 39:20
Oh 10:3 46:1
 54:7 70:10, 11
 80:2 100:4
 117:1 121:9
 130:18
Okay 6:11, 20
 7:18 10:3, 7, 17
 12:16, 19 26:4
 54:8, 10 59:17
 61:8, 18 65:18
 70:10, 11, 12, 14
 71:2, 3 73:16,
 21 74:12 91:7
 93:16 99:12
 113:14 115:18
 116:15 120:4
 130:18 131:5, 7
old 77:5
Olympics 31:6
Omega 48:17
once 17:17
 18:14 130:20
 138:20
ones 132:16
one-third 43:18
ongoing 77:19
online 5:13
 84:10 122:19

<p>Oops 20:17 137:13</p> <p>Open 13:1, 11 21:8 54:17 55:17 95:8</p> <p>opened 51:5 91:12</p> <p>open-ended 123:2</p> <p>opening 93:6 94:11</p> <p>operating 52:20 53:2 80:20 138:16</p> <p>Operations 24:18</p> <p>opinion 30:5</p> <p>opportunities 20:20 32:6, 8 53:12 93:3, 4, 5 97:17 103:10 114:21 115:7 117:21</p> <p>opportunity 8:9 34:19 35:7 40:21 52:5 77:20 78:9 82:2, 13 93:7 112:21 113:12 115:9 132:7</p> <p>orange 89:3</p> <p>orchestra 104:7</p> <p>Order 3:2 5:3, 15 22:8 111:12, 20</p> <p>orderly 95:18</p> <p>organization 49:1 87:1</p> <p>organizations 27:19 47:14, 15, 17</p> <p>orientation 122:11</p> <p>oriented 47:16</p> <p>original 114:5</p> <p>originally 38:19 71:5</p> <p>Orleans 81:19</p> <p>outcomes 44:8,</p>	<p>9 96:3 131:3</p> <p>outreach 25:3</p> <p>outside 63:14, 16</p> <p>outsiders 57:17</p> <p>outsourcing 53:3, 20</p> <p>overall 65:4 79:14 97:16 101:17 105:9 109:2 111:15</p> <p>overhead 53:10</p> <p>overlooking 39:11</p> <p>oversee 54:1 117:3</p> <p>overview 29:3</p> <p>overwhelming 80:17</p> <p>< P ></p> <p>p.m 21:9 24:14 138:14, 17</p> <p>pace 76:13</p> <p>pacing 111:13</p> <p>Page 8:6 56:5, 8</p> <p>pandemic 54:14, 15 81:2, 11 88:4, 7, 13 90:16 112:3 118:12</p> <p>paper 32:1</p> <p>paraeducator 131:15</p> <p>parent 36:11 46:9 58:20 59:1 83:11, 13 87:12 112:9</p> <p>parents 36:8, 18 46:13 49:13 65:11, 17 79:10, 15 80:11 81:6 83:2, 3, 4, 6 84:8 97:13 99:1, 20 101:3 125:15</p> <p>Parks 55:6, 13</p>	<p>Parkville 18:12, 13</p> <p>part 46:14 53:3, 8 57:17 62:7 65:17 91:9 96:17 98:4 99:5 100:15 111:11, 14 117:16 121:18 125:19 126:6 131:18 135:18</p> <p>partially 114:4</p> <p>participate 32:5, 9 50:17 77:14 103:15</p> <p>participated 101:1 104:12, 15</p> <p>participating 49:4</p> <p>Participation 23:4 134:20 137:8</p> <p>particular 9:12 37:2 62:8 73:5 84:14 89:20 122:10</p> <p>particularly 39:13 63:2 65:6 90:2 129:21</p> <p>partner 23:18 83:17 99:20</p> <p>Partnering 53:11</p> <p>partnership 25:4 32:7 97:3</p> <p>Partnerships 24:21 25:12</p> <p>pass 46:7</p> <p>passed 26:8</p> <p>passes 12:9 66:19 68:17</p> <p>passing 105:11 109:6 129:15</p> <p>passionate 77:20</p> <p>pathways 95:17</p>	<p>103:1, 6, 7</p> <p>Pause 37:7</p> <p>pay 73:1</p> <p>paying 75:1</p> <p>PBIS 111:19</p> <p>Peace 49:11</p> <p>peaceful 35:6 133:2</p> <p>Pearsell 3:13 35:10, 13, 15 37:12 54:10</p> <p>peers 8:8 50:15 78:15 82:14 127:8</p> <p>peer-to-peer 101:17</p> <p>penalties 22:11</p> <p>people 31:6, 8 38:20 39:7 47:17, 19 55:8 70:16 84:18 95:10 101:1, 2 112:11 113:9 115:10 123:4 127:8 133:20, 21 134:7, 10</p> <p>percent 8:1, 3 43:8 81:17 98:17 100:9 105:10, 15, 18 106:14 107:19 108:2 109:3, 4, 6, 7, 15, 17</p> <p>percentage 43:2 87:4 105:6 106:12 107:17 120:11 129:14, 15</p> <p>percentages 74:1</p> <p>percentile 8:2 43:3, 8, 10 74:1, 2, 4 129:18</p> <p>perceptions 100:20 101:14</p> <p>perfect 50:15</p> <p>perform 112:2</p> <p>performance 8:11 13:4 71:14 80:19</p>	<p>88:14, 16 94:21 95:8 107:16 108:13, 20 115:9 123:12</p> <p>performed 88:9</p> <p>performing 31:12 89:1 94:8, 18 104:21 129:18</p> <p>period 9:5 26:15 27:15 94:8 96:12, 15 98:15 100:6 105:4, 12 106:9, 18 107:16 108:3, 20 116:7</p> <p>permitted 21:18</p> <p>persist 91:14</p> <p>person 5:13 21:6, 7 34:20 44:7 116:4</p> <p>personal 22:6 103:21</p> <p>personally 135:11</p> <p>Personnel 3:5 13:6, 15, 20 14:2 15:14, 15 18:18 20:3, 4</p> <p>Persons 22:9, 11</p> <p>perspective 54:12 99:13 126:10 128:11 131:10, 11</p> <p>perspectives 127:13</p> <p>Phi 48:4, 6, 12, 17, 20</p> <p>phonetic 19:1, 11, 15 24:9 35:13 44:5 48:11 56:16 82:15</p> <p>physical 40:3 102:16 111:8 119:9</p> <p>physically 67:11 101:15</p> <p>picture 72:12</p>
---	--	---	--	--

piece 74:2
 87:21 88:4
 115:9 129:6
piloting 75:12
Pine 19:21
place 27:3, 4
 39:8 43:13
 75:12 92:4
 99:17 123:11
 130:12
placed 40:14
 108:15
plan 32:14
 44:10 86:3
 95:15 115:14
 121:18 125:20
planning 106:4
 111:13 123:9
 137:11
plans 34:13
 75:6 112:10
platform 83:5
playbook 36:3
playing 33:15
plays 54:19
PLC 89:11
 111:11
please 11:10
 18:1 19:1 20:8
 22:16 37:18
 53:4 57:8
 69:13, 21 94:9,
 16 95:5, 14
 96:1, 7, 13
 97:19 98:13
 100:4, 14 101:9
 102:18 104:20
 105:2 106:7
 107:14 108:17
 109:8 110:1, 6
 111:3 112:15
 124:11 135:5
 137:10
pleased 94:11
 110:3
pleasure 47:3
 94:1 131:19
 135:13 137:4
Pledge 3:3 5:5,

9
plots 56:19
Point 20:12
 70:14 80:4
 97:7 99:3
 105:21 120:8
 128:18 131:1
 133:5
pointing 129:5
 131:2
points 80:9
 128:9
Police 60:6
Policies 4:6
 54:5 57:20
 60:6, 9, 12, 16
Policy 4:1, 4
 21:20 26:9
 29:4, 8, 21
 45:14 50:9
 51:8 54:6
 55:11 56:4
 58:3 59:5, 6
 60:9, 10, 15
 61:2, 7, 15 62:7,
 10 64:8 126:19
 136:7, 9 138:1
poor 39:10
population
 37:2 76:1
 78:11 81:3
portion 21:5
 43:1
position 27:18
 34:20
positions 15:14
positive 44:21
 57:14 111:17
 114:19 115:7
positively
 104:17
possible 82:3
 119:3
possibly 44:1
posted 25:15
 84:8 112:19
postures 92:2
poverty 26:16
 27:15 33:14
 86:9

Power 88:16
 135:19
powerful 79:16
PPW 100:2
practice 21:11
 110:2 134:2
practices 21:21
 39:16 40:20
 118:17
Precinct 114:8
predictor 97:1
prepare 91:18
preparing
 43:20 95:17
presence 41:6
 111:8
present 7:2
 38:12 47:3
 67:12 98:5
 111:9, 16
 112:21
presentation
 7:5, 7 9:12, 19
 42:12 95:20
 96:2 97:20
 99:6 100:16
 112:17 113:2, 6
 116:3 120:9
 131:18
presentations
 24:16 92:9
 113:7 129:13
presented 14:2
 15:19 60:12
 129:10
presenting
 93:14
President 23:13
 30:16, 17 46:21
 47:20 48:18
 49:14, 15
pretty 130:2
previous 90:21
 109:14
Previously 18:8
 19:4, 18 20:11
 114:7
Prime 47:19
Prince 19:8

Principal 92:10
 93:20 94:2
 107:14 110:6, 8
 112:16 113:6, 7
 120:7 125:18
 127:2 128:10
 131:12, 18
principals 34:2
 92:10, 20 122:4,
 9 125:11
 127:20
principal's
 88:19 126:20
prior 18:10
 19:6 21:8
 42:13 112:3
priorities 34:10
 138:5
priority 34:11,
 12, 14, 16 41:21
 78:13
privilege 47:2
 49:14
proactive 97:12
 98:12
probably
 137:11
PROCEEDINGS
 5:1 139:4
process 21:14
 25:13 55:9, 13
 62:9 69:7 73:6
 77:4, 17, 21
 84:2 116:9, 13
 119:7 130:13,
 15 134:21
 138:6, 8
processes 22:5
 34:18
procure 54:20
 88:13
produced 139:7
products 26:11,
 16, 19 27:3, 5, 8,
 12 28:3, 5
profession 53:6
 81:12
professional
 75:8 89:11

Professions
 103:19
proficiency 8:4
 43:16 71:17
 72:13 77:6
proficient
 78:17 81:17
program 25:9
 31:1, 4 32:3
 61:4 78:10
 86:6 93:8 98:1
 100:7 103:18
 104:8, 13, 16
 108:19 109:2, 5,
 9 110:17
 128:19, 21
Programming
 15:16 18:19
 20:5
programs
 21:21 25:11
 40:8 45:19
 59:12 62:12
 85:10 103:5, 8,
 18 104:9 108:9
 133:10
progress 72:16
 94:19 121:18
 123:9, 12
 125:20
progressing 9:4
 95:1
project 42:8
projects 32:5
promise 24:3
 128:4 132:9
promotes 22:9
promoting
 29:14 96:16
promotion 13:3
promptly 42:6
pronounce 26:1
proof 110:17
proper 22:1
 28:4
Proposed 4:9
 41:19 52:19
 63:5 68:19
 69:11, 21

138:15
prospects 96:10
prosperous
 51:19
proud 32:6
 98:10 110:5, 8
prove 128:2
provide 26:11
 37:9 38:8
 62:11 64:18
 69:21 72:5
 75:8, 19 79:10
 83:17, 19 84:3
 86:14 92:18
 93:1, 9 116:11
 135:21
provided 8:15
 23:3 58:15
 62:21 129:12
provides 20:20
 100:19 101:12
providing
 26:21 32:8
 45:10 57:10
 59:4
Ps 111:13
Psi 48:17 49:7
Psychological
 19:5
psychologist
 19:5
PT 86:4
PTA 23:8, 13,
 14, 18 24:16
 25:1, 3, 9 49:14
PTAs 24:19
 65:16
PTSA 23:14
PUBLIC 1:8
 3:7, 15 4:1, 4
 17:7, 18 18:7,
 15 19:7, 8
 20:19 21:4, 8,
 20 22:3, 21
 23:1, 5, 15
 25:20, 21 26:10
 28:2 29:14
 32:7 36:5, 14
 37:6 41:13, 14
 52:21 53:9, 11,

12 54:5 56:14
 61:4 81:19
 138:15
publicly 101:8
pull 78:1 82:18
Pumphrey 2:11
 6:10 11:13, 14
 14:11, 12 15:21
 16:7, 8 64:3, 4
 66:2, 3 67:15,
 21 68:1 120:2,
 3, 6 122:1
 132:21 133:1
Pupil 15:13, 15
 18:17, 18 20:3,
 4
Purchasing
 15:12 17:6, 7
 43:18
purpose 39:4
 95:16 111:13
pursuant 12:21
pursue 57:18
pursued 53:13
purview 21:21
push 93:12
pushing 126:4
put 7:12 51:13
 61:8, 16 89:21
 92:10, 21
 123:11
putting 75:12
 79:16 130:11

< Q >
quality 29:11
 44:4 82:8
Quarter 4:11
 6:3 12:13 63:6
 70:6, 20 88:10
 93:18 106:17
 129:10
quasi-judicial
 67:4
question 6:15
 9:20 36:4, 13
 37:5 42:9 61:1,
 8, 12 62:5, 14
 65:10 69:16
 73:9 79:13

81:8 85:13
 87:16, 17 88:1
 90:14 91:5, 8
 116:1, 8 117:6
 118:15 121:7,
 11 124:13, 16
questionnaire
 121:4, 5
questions 7:7
 8:10 9:8, 16
 10:10, 12 36:3
 61:18, 20 63:11
 64:2 65:19
 69:13, 15, 21
 71:7, 18 74:12
 78:5 85:14
 89:3, 17 90:12
 113:3 116:4
 120:1 122:20
 123:2, 16
 130:20 131:6
quick 85:8
 87:11 88:21
quite 76:11, 14

< R >
race 33:14
races 74:19
raised 27:10
Ramona 25:1
ramp 86:11
randomly 21:13
range 104:5
ranges 43:8
rapidly 82:3
rate 72:21
 76:14 97:2
 98:16 108:7
 109:20, 21
rates 43:16
 96:9, 16 98:14
 100:5, 11, 13
 105:13, 16
 120:15, 16
Raven 24:14
reach 84:11
 93:2
reaches 98:17
read 43:5, 6, 21

readiness 45:4,
 9 46:12 95:18
 103:4 108:7, 8
reading 8:2
 43:1, 3, 19
 71:14 92:17
 105:20, 21
reads 29:8
ready 46:15
 74:9
real 82:21
 85:3 89:21
realize 39:21
 115:11 120:19
 133:6
realized 42:7
reallocate 77:18
really 30:4
 36:10 73:1, 5
 75:18 79:20
 80:9 81:9, 18,
 21 82:8, 10, 12,
 16 84:15, 19
 86:5 92:18
 93:7, 8 94:14
 108:14 117:6
 118:8, 20 119:7,
 8 123:15
 124:17, 19
 127:11, 21
 128:4, 6 129:4
 130:10 136:17
 138:4, 6
real-time
 108:15
reason 43:17
 117:1
reasonable
 34:11
reasoning
 110:15
reasons 13:1
 117:9
rebuild 88:16
recall 56:10
 118:11
receive 8:10
 20:21 37:14
 52:19 75:3
 79:13, 15 80:18

received 10:5
 21:14, 17 52:12
 78:21 109:16,
 20
receiving
 109:10 123:13
recite 5:5
recognition 5:7
 13:21
recognize 9:5
 25:10 95:10
 97:16
recognized
 31:7, 8

recommendation
 51:1 60:8, 15,
 19 63:15
recommendation
s 63:18, 19
 92:15
record 50:16
records 49:21
recovered 82:3
Recreation
 55:7, 13
recruitment
 40:7
rectify 51:2
recursive 90:2
red 43:8 89:3
refer 21:2
 114:13 120:15
reference 62:14
referenced 10:1,
 2
referencing
 10:9
referred 98:1
 103:7
reflect 130:16
reflecting
 117:10 118:17
refresh 70:11
refugee 76:9
regarding 9:12
 50:5 61:20
region 38:16
 39:6

<p>registered 21:6, 7, 17</p> <p>Registration 21:7</p> <p>registrations 21:14, 17</p> <p>regroup 92:21</p> <p>regular 88:6 96:21 99:19</p> <p>regularly 21:12 96:19 97:15</p> <p>rehearsal 54:19</p> <p>rehired 19:16</p> <p>reinforce 90:1</p> <p>reinforcement 83:17</p> <p>Reisterstown 54:17</p> <p>reiterate 10:9</p> <p>rejected 51:1</p> <p>relabel 6:3 12:12</p> <p>relate 13:9 22:3</p> <p>related 22:20 24:19 69:21 102:2</p> <p>relates 117:21</p> <p>Relations 60:9 101:18</p> <p>relationship 29:12</p> <p>relationships 39:10</p> <p>relative 72:7</p> <p>released 9:1, 18</p> <p>relevant 103:2</p> <p>religious 40:3</p> <p>remarks 22:7, 12, 16</p> <p>remember 9:10</p> <p>remind 22:6 92:8 136:2</p> <p>remote 117:7</p> <p>removal 13:3</p> <p>render 67:5</p> <p>renewal 52:10, 13</p> <p>renewed 52:10</p> <p>renewing 53:4</p>	<p>renormalizing 92:3</p> <p>reopening 65:15</p> <p>replacement 42:8</p> <p>replenishment 28:3</p> <p>replicating 119:9</p> <p>Report 4:6, 9, 10, 11 6:2, 15, 16 7:5, 19 10:6 12:11 29:17 42:11, 15, 17 60:5, 7 68:18 70:5, 15 71:4, 19 72:2 88:10 93:18 101:9 115:14 122:21 123:1 129:11 132:3</p> <p>reported 24:1</p> <p>reports 9:3, 8 79:13 80:12 87:2 92:14, 15 112:20</p> <p>represent 38:14</p> <p>representative 11:3 47:5, 6</p> <p>represented 49:12</p> <p>representing 124:14</p> <p>represents 34:2</p> <p>request 41:21 42:3 52:12 69:6, 8 84:10</p> <p>requested 42:6 54:18</p> <p>requesting 69:12</p> <p>required 46:3 59:9 61:15 116:19</p> <p>requirements 24:19</p> <p>requires 44:8 56:7</p> <p>requiring 45:13,</p>	<p>14</p> <p>reread 12:10</p> <p>rescinding 51:17</p> <p>research 74:8, 16 81:10, 18 86:21 96:8 102:12 107:10 117:14 121:10</p> <p>resignation 13:4</p> <p>resignations 13:20</p> <p>resolution 22:5</p> <p>resolving 54:2</p> <p>resource 18:11 83:7 110:16</p> <p>resources 27:18 39:16 56:13 76:12, 14, 15 77:1, 15, 18 80:10 82:18 83:19 84:5 86:8 88:14 116:12</p> <p>respond 8:14 61:20 62:2, 5 112:1 121:12</p> <p>responding 95:1 96:12</p> <p>response 82:9 88:1 107:6</p> <p>responses 65:5 101:6, 7 119:18 122:21</p> <p>responsibilities 53:19</p> <p>responsibility 41:7 44:9</p> <p>Responsive 15:15 18:19 20:5 82:6 107:9 122:3, 15</p> <p>rest 82:1 91:14 138:3</p> <p>restart 24:2</p> <p>restful 35:6 133:2 135:11 137:16</p> <p>restrooms 27:3</p> <p>result 88:4</p>	<p>Results 4:11 6:4 9:1, 13 12:13 42:12 70:6 81:7 93:18 101:7 121:13, 15 129:13, 16 130:3</p> <p>retention 40:7</p> <p>retirees 19:16</p> <p>retirements 13:20</p> <p>return 57:4</p> <p>returning 33:8</p> <p>revamped 25:10</p> <p>review 53:1 60:6, 15 61:7 69:12 104:21</p> <p>revised 132:4</p> <p>rewarding 35:4</p> <p>right 7:13 8:21 12:10 26:1 37:8 45:6 55:6 70:10, 11, 12 72:11, 13 77:1 80:1 81:20 83:12, 20 85:18, 19 88:18 91:10 105:5 106:11 115:3 125:6 129:5 130:12 132:17</p> <p>rigor 93:11</p> <p>rigorous 40:14</p> <p>rises 120:14</p> <p>Rising 103:21</p> <p>risk 58:20</p> <p>Roah 2:13 5:6 78:6</p> <p>Robert 17:6 19:11</p> <p>Robin 2:3</p> <p>robotics 103:14 104:6</p> <p>robust 103:1 104:7</p> <p>Rod 134:8, 13</p> <p>Rodney 2:8</p> <p>role 133:8 134:3, 6 135:18</p>	<p>roll 5:17 11:10 14:8 16:4 65:20 67:18</p> <p>Roman 50:7</p> <p>room 43:14 51:15 97:6</p> <p>root 98:20 112:9</p> <p>rough 129:3</p> <p>routinely 91:17</p> <p>rule 136:10</p> <p>rules 118:12, 14 132:5</p> <p>Run 19:21 26:6</p> <p>runs 85:11</p> <p>Russell 2:7</p> <p>< S ></p> <p>sad 134:6</p> <p>safe 51:18 59:16, 17 94:15 95:18 96:6 101:16</p> <p>safety 57:6 60:3 65:4, 5 133:19</p> <p>Sage 115:14</p> <p>Salomon 1:21</p> <p>sample 83:14</p> <p>Saroff 3:17 4:2, 5 44:16, 17, 19 54:10, 11 58:4, 5</p> <p>sat 114:7</p> <p>Savoy 2:12 12:2, 3 14:21 15:1 16:17, 18 66:12, 13 67:16 68:10, 11 136:13, 14 137:4</p> <p>saw 115:9 118:2 129:14</p> <p>Saxe 139:3, 12</p> <p>saying 46:1 57:8 59:1 94:10</p>
--	--	---	--	--

<p>says 37:8 46:15 59:17 113:16 SB427 26:9 schedule 69:9 82:5 112:19 115:5 scheduled 21:12 schedules 114:16 Schneider 56:16 Scholar 48:12 scholars 38:15 39:10 40:14 41:8 scholarship 31:17 scholarships 25:14, 15 school 8:9 9:3, 11, 12 19:18, 19, 20 20:11, 12 22:1 24:10, 14, 21 26:6, 12, 13 27:3, 9, 13, 20 29:12, 14, 15 30:17 34:5, 10 35:1 37:4, 8 42:1 45:5, 15, 20, 21 47:8 50:17 52:17 53:16 54:6, 9 55:3, 16 56:13, 14 57:16 59:8 60:1, 10 61:15 62:12, 13, 21 63:5 64:5, 7 75:20 76:20 77:13 78:10 79:2, 10, 14, 19 80:20 81:5, 19, 20 84:4, 9, 14, 19 85:4, 17 90:9 91:10, 13, 14, 15, 16 92:15 93:3, 8 94:15 95:3 96:4, 6, 19 97:9, 10, 15 98:21 99:7 100:17 101:7,</p>	<p>16, 17 102:15 104:2, 11, 13, 15, 17 106:3, 9, 12, 14, 17 107:10, 16, 17, 19, 21 108:2, 6, 15 109:2, 5, 15, 19 110:3, 6, 9, 20 111:1 112:6, 7, 10 113:17, 18 114:11 120:10, 13, 14, 16, 17, 21 121:18, 21 122:3, 4, 15 123:7, 9, 10, 12 125:20, 21 126:5, 6, 18 127:3, 15 128:14 129:8, 21 131:10, 12, 13 132:4 133:7, 10, 16, 18 137:7 school-based 129:7 schoolers 114:18 schoolhouse 99:18 111:7 124:21 schoolhouses 124:8 school-issued 36:11 school-level 95:2, 21 99:15 106:1 Schoolology 83:4 schools 7:20, 21 9:17 10:11 17:8, 18 18:8, 15 19:7, 8 23:15, 19 25:12, 20, 21 26:11, 18 29:20 32:7 36:5, 14 37:1, 6, 7 45:12, 13, 15 47:1 48:16 50:5 57:18 61:4, 5 62:7, 8 63:2, 4 77:11</p>	<p>78:21 79:13 83:19 84:1, 6 86:6 92:11, 17 97:10, 19 98:13 99:4 103:8 104:5 107:7, 8 108:14 112:13 113:15 115:15 119:1 121:13, 17 123:9 125:7, 10 126:21 127:12, 17 130:7 133:9, 12, 13, 15 135:17 136:17 school-wide 110:14 science 44:2 105:1, 9, 14, 15 106:16, 20 107:20 108:4 109:18 sciences 31:11 Scientific 31:6, 7 score 79:2 scored 43:7 scores 39:9 42:18 78:13 97:2 scoring 8:1 43:2 87:4 screen 98:8 101:20 screenings 43:13 season 35:7 seat 60:2 sec 137:14 SECAC 75:14 second 6:6, 9, 10 14:5, 6 16:1, 2 34:12 36:13 37:13 59:10 60:18 67:14, 15, 16 70:12 82:16 98:2 105:5 128:18</p>	<p>Secondary 15:13 17:21 18:12 77:3, 5 Secondly 47:7 security 56:7, 9, 12, 16 57:8 see 9:8 22:17 36:14 37:6 39:12 41:19 48:8, 21 57:7 71:18 72:5 74:15 77:19 81:6 83:6, 7 88:21 89:3, 9 97:5 99:13 106:10, 11 116:4 120:19 122:7, 8 128:18 129:4 130:1 136:5, 8, 16, 21 137:3, 17 seeing 56:10 122:6 130:1 seen 45:7, 12 98:8 SEL 111:20 selected 21:13 23:1 selection 21:14 seniors 25:13 sense 99:7 100:17 101:21 102:13, 18, 21 110:13 111:6 120:10, 12, 18 126:13 127:11 sent 42:9 separate 57:21 September 39:18 serious 98:19 serve 23:20 49:14 53:5, 18 57:21 98:4 served 5:8 18:8, 11 19:4, 18 20:11 77:8 serves 98:2 service 13:21 28:21 50:3</p>	<p>64:16, 21 65:1 75:7 84:8 133:9 Services 15:15, 17 18:18 19:6, 12, 19 20:4 45:2 58:4 59:9 60:11 62:16 75:3 77:12 81:5 83:20 84:4 86:14 serving 29:13 38:16 56:14 77:8 94:1 103:8 Session 4:7 12:20, 21 13:11, 12 53:1 66:21 67:4, 7, 9 69:15 70:2 73:10 95:8 98:7 set 57:19 73:7 89:13 setting 71:9 72:8 119:17 132:6 settings 116:17 seventh 122:13 shapes 106:6 share 94:7 104:1 112:17 114:12 115:10 shared 63:19 69:9 114:16 123:5 sharing 32:18 Sharon 3:17 4:2, 5 44:16 54:10 58:4 shelters 27:19 shifting 77:4 shifts 130:12 short 29:10 45:7 shortening 52:16 shorter 63:3, 4 short-term 34:13 62:17 shoutout 127:19</p>
--	---	--	---	--

<p>showcase 95:3 110:3</p> <p>showcasing 120:7</p> <p>showed 7:21 8:3 109:13</p> <p>showing 119:13</p> <p>shown 35:21 96:19 105:7</p> <p>shows 7:19 8:6 42:1 74:8 81:18 117:14, 15</p> <p>shut 51:5</p> <p>Sibley 3:10 28:10, 13, 16</p> <p>side 110:9</p> <p>Sigma 48:4, 6, 13</p> <p>sign 67:11</p> <p>significant 53:3, 10, 20 109:13</p> <p>significantly 120:13</p> <p>signs 30:19</p> <p>silence 5:7, 10</p> <p>silver 31:14</p> <p>similar 53:13 64:5 118:14 127:9</p> <p>similarly 118:10</p> <p>simple 125:3</p> <p>Simply 59:1</p> <p>single 56:9 85:1 126:17</p> <p>sink 94:13</p> <p>sinking 39:9</p> <p>sir 113:20</p> <p>site 55:3</p> <p>sits 113:7 114:8</p> <p>sitting 59:15 60:2 137:3</p> <p>situation 44:10 115:16</p> <p>six 27:3</p> <p>skills 82:20 90:17, 20 103:17</p>	<p>skipping 6:7</p> <p>sleep 91:19</p> <p>slide 94:9, 15 95:4, 14 96:1, 7, 13, 14 97:19 98:13 100:4, 14 101:9 102:18 104:19 105:2 106:7, 8 107:14 108:17 109:8 110:1, 6 111:3 112:15 113:11 120:11</p> <p>slides 99:13 109:2</p> <p>small 117:19</p> <p>snapshot 88:20</p> <p>social 44:2 57:10 77:15 78:16 105:2, 9, 15 106:16, 20 107:20 108:4 109:3, 16</p> <p>socially 40:18 104:19</p> <p>Society 54:21 103:20</p> <p>socioeconomic 40:4</p> <p>software 53:15</p> <p>solidify 111:14 138:6</p> <p>solstice 52:14</p> <p>solutions 57:12 62:18, 19 128:5, 7 130:17</p> <p>somebody 46:14 61:6 134:2</p> <p>soon 24:4 25:7 69:16 128:6</p> <p>sooner 85:20</p> <p>Sorority 47:21</p> <p>sorry 5:21 25:21 46:2 78:1 87:11 90:14 99:9, 14 100:5 116:3 132:14 134:13 137:14</p>	<p>sort 74:9 80:9, 18 91:7 92:1 120:18 126:18 128:2</p> <p>sound 86:4</p> <p>source 85:3</p> <p>Southeast 110:9</p> <p>Southwest 35:11, 12, 17 36:17</p> <p>Space 54:17 111:21 114:12</p> <p>spaces 39:12 114:17</p> <p>span 90:18 96:15 98:15 100:6</p> <p>Spanish 37:4</p> <p>Sparrows 20:12</p> <p>speak 7:16 21:6, 7, 10, 18 23:7 35:7 52:5 54:11, 12 56:3 58:5 61:7 64:14 96:12 97:8 99:4 102:17 126:9 127:21 131:12</p> <p>SPEAKER 6:8 21:15, 18 22:19 23:7 25:19 28:10 33:1 35:10 38:3 41:14 44:16 46:19 49:9 52:1 55:20 70:8, 21 71:2</p> <p>speakers 21:12, 13 22:14 54:4</p> <p>speaking 27:14 52:7 54:6, 9 58:3 127:20 135:15</p> <p>special 18:5 34:15 45:1 52:6 58:7, 15, 17 64:18 74:17 75:3, 5, 14 104:10</p> <p>Specialist 18:9</p>	<p>specialists 92:17, 18</p> <p>specializes 53:7</p> <p>specific 11:4 13:7 22:2, 19 56:19, 20 79:4, 6 83:16 89:10 95:21 123:19</p> <p>specifically 58:6 64:15, 21 84:9 124:1</p> <p>spend 44:6</p> <p>spending 34:5</p> <p>spent 62:16 118:16</p> <p>spite 46:9</p> <p>splicing 86:13</p> <p>spoke 24:1, 5 25:1 41:13 62:6 120:9</p> <p>sports 50:17 104:9</p> <p>spot 92:11</p> <p>spouse 19:14</p> <p>SPP 111:2</p> <p>spread 125:7</p> <p>spreads 127:6</p> <p>spring 51:15</p> <p>staff 6:15 9:14 21:3 33:10 34:8 43:17 57:2, 13 100:20 101:3, 13 106:7 110:13 112:5, 19 136:5, 9 137:9, 10, 15</p> <p>staffing 34:14, 15</p> <p>stage 45:11 46:8</p> <p>stages 102:14</p> <p>stakeholder 23:6 38:3 62:20 65:14, 15 100:19 101:5, 12 121:3 123:7 125:14</p> <p>stakeholders 30:5, 6 33:13 38:15 39:5, 20</p>	<p>40:2, 10 41:12 52:21 106:7 121:6</p> <p>stamina 91:16</p> <p>stand 17:8 18:1 19:1 20:8 38:19, 20</p> <p>standard 45:15 83:16</p> <p>standards 81:15 82:5</p> <p>standing 29:16 59:16</p> <p>stands 31:5 33:20 57:3 71:13</p> <p>start 71:6 129:3 130:13</p> <p>started 120:9 131:10</p> <p>starting 44:11 72:4 80:4</p> <p>state 8:18 9:1, 2, 18 18:10 24:16 31:17 39:17 42:1, 7 45:5 48:13, 16 51:3 63:1 64:4 69:10 72:19 88:12</p> <p>stated 38:12 43:17</p> <p>statement 29:8 120:3</p> <p>states 26:10 29:21 62:10 76:5</p> <p>static 122:21</p> <p>Statistics 96:18</p> <p>status 24:3 40:4 42:10 134:11</p> <p>stay 70:21 81:16 117:13</p> <p>STEM 110:8</p> <p>Stemmers 19:21</p> <p>step 26:15</p> <p>steps 107:1 126:1 128:20</p> <p>stifled 40:9</p>
---	---	---	---	---

<p>Stitt 3:14 38:4, 5, 7, 11, 13 41:9, 10</p> <p>stocked 27:8</p> <p>stops 62:10</p> <p>story 96:4</p> <p>strategic 95:15</p> <p>strategies 81:3 97:12 110:15, 19 111:20 130:12</p> <p>strategizing 82:18</p> <p>streamlined 25:10 55:14</p> <p>streamlining 25:13</p> <p>street 58:10 59:2, 3 114:1</p> <p>strengthen 23:19 29:12</p> <p>stress 79:21 90:16</p> <p>strive 102:17</p> <p>striving 75:5 102:20</p> <p>strong 78:10 102:13, 21</p> <p>stronger 97:1</p> <p>strongly 117:8, 11</p> <p>structure 107:13</p> <p>structured 115:5</p> <p>struggle 50:4</p> <p>struggling 99:19</p> <p>Stuart 50:21</p> <p>Student 2:13 8:11 15:15 20:5 22:2, 19 24:8, 10 25:20 28:7 43:15 46:9 47:5, 6 50:12 61:3 76:1, 4, 7 78:11 79:15, 16 80:3 81:3, 5 83:14 94:20 95:8, 13 96:1 97:1, 4, 16</p>	<p>98:15, 19 99:17, 18, 21 100:8, 20 101:10, 13, 14 102:8 104:6, 12, 16 110:4 117:1 122:11 124:17 126:2, 4, 10, 17 130:2</p> <p>student-centered 111:8</p> <p>students 8:1, 6, 16, 20 9:4, 6, 14 25:6 26:14 27:16, 20 28:6 29:20 30:3, 4, 7, 9 31:10 32:1, 4, 8, 10 33:9, 13 36:18 40:12 43:2, 5, 7, 12, 19 45:7, 18, 20 46:12, 14 47:11 50:5 51:17 52:17 53:5 57:10, 13 58:9 59:7, 12, 13 60:2 61:16 64:17, 18 65:2, 6 71:16 72:4, 6, 10, 12, 21 73:2, 6 74:5, 10 75:1, 3 77:9, 10 78:14, 21 79:4, 7, 11, 17 80:8, 19 81:14 82:2, 4, 21 83:6, 7, 21 86:15 87:4, 9, 15 88:8 89:1, 19 90:19 91:6, 15, 17, 21 92:13, 16, 21 93:12 94:7, 18 95:1, 4, 10, 17 96:9, 13, 16, 19, 20 97:9, 15, 18 98:3, 4, 5, 9 99:6, 19 100:7, 12, 17 101:3, 15, 19, 21 102:13, 18, 20 103:2, 6, 9, 11, 12, 13, 15, 17, 19</p>	<p>104:10, 14, 21 105:6, 7, 11, 13, 16, 17 106:5, 7, 13, 14, 18 107:18, 19, 21 108:2 109:3, 6, 10, 16, 20, 21 110:13, 18 111:19 112:2, 4, 19 117:8, 11, 12, 18, 21 118:4 119:4, 12 120:11, 21 121:21 122:12 124:1, 13, 14 125:13, 15 126:5, 12, 21 127:4, 10, 14, 18, 21 128:2 129:1 131:16 134:21 135:12, 19 137:16</p> <p>student's 83:15 117:15</p> <p>studies 44:2 105:2, 9, 15 106:16, 20 107:20 108:4 109:4, 17</p> <p>study 91:18 103:6</p> <p>stuttering 86:20</p> <p>sub 130:3</p> <p>Subcontractors 17:15</p> <p>sub-gaps 130:1</p> <p>subject 22:10 89:10, 12 90:1 105:10 106:15 109:13 110:1</p> <p>subjects 44:1 90:2</p> <p>submit 23:1 42:6 69:13</p> <p>subs 53:20 54:1</p> <p>subscribed 139:8</p> <p>substitutions 21:18</p>	<p>success 74:7 94:20 96:1 111:15 120:8</p> <p>successful 94:11</p> <p>successors 23:21</p> <p>suffering 50:14</p> <p>suggest 132:7</p> <p>suggestions 121:8</p> <p>summary 7:6 12:20 13:11, 12</p> <p>summer 51:15 90:5 118:17 125:15 134:1</p> <p>summit 122:3, 15</p> <p>Sun 32:1 52:14</p> <p>sunset 85:20</p> <p>sunsetting 86:11</p> <p>Superintendent 13:18 21:3 30:18 33:4 47:1 48:16 50:21 52:4, 20</p> <p>superintendent's 34:7 132:5 136:10 138:15</p> <p>superior 47:8</p> <p>Supervisor 15:12, 16 17:21 19:12</p> <p>supervisors 34:3</p> <p>Supervisory 33:21 107:11</p> <p>supply 27:6</p> <p>support 10:20 11:7 23:14 27:16, 18, 21 35:2 44:5 65:19 75:19 76:12 77:18 83:18 88:13 90:10 92:12, 19 93:1 96:1 99:16 102:17 103:3 106:5 111:15, 18</p>	<p>112:18</p> <p>supporting 97:3</p> <p>supportive 94:15 96:6</p> <p>supports 57:10 77:15 93:9 98:12 100:1</p> <p>supposed 59:19</p> <p>Sure 10:13 36:20 37:1, 15 42:14 46:13 57:7 78:14, 16 80:20 86:13 87:20 91:5, 8 93:19 118:18, 20 119:6 121:9 122:12 125:3 130:11 137:11</p> <p>surprising 42:19</p> <p>surrounded 127:8</p> <p>survey 100:19 101:2, 5, 8, 12, 20 121:3 122:17 123:2, 3, 21 128:1</p> <p>surveying 123:4</p> <p>survive 104:18</p> <p>suspension 120:15, 16</p> <p>Susquehanna 38:20</p> <p>sustainability 86:1, 3</p> <p>sustainable 86:4</p> <p>sworn 52:11</p> <p>synchronous 98:6</p> <p>system 9:19 22:1 29:12, 15 40:16 45:5 53:16 55:16 56:14 76:11 80:20 81:6, 20 90:5 93:4 95:20 98:9 102:5, 6, 21 105:19 106:21 107:3 108:5, 6</p>
--	--	---	---	---

<p>130:6, 7, 17 131:1 systematically 95:2 systemic 129:7 systems 63:5 64:5, 7 81:19 85:17 99:16 systemwide 100:11 system-wide 109:21</p> <p>< T > table 70:16 take 29:2 34:9 39:8 44:9 46:11 56:12 80:1 88:20, 21 93:5 106:6 124:13 125:11 135:1, 12 Taken 4:7 27:2 66:20 67:7, 9 127:2 talk 24:18 26:7 45:1, 3 48:9 85:14 86:3 90:15 113:9 115:15 124:15 133:6 134:7, 8, 13 talked 32:11 88:2 122:2, 5 talking 9:21 10:20 69:17 76:2 88:9, 11 89:9 90:3 117:10 targeted 43:13 tasked 45:5 taught 133:7 teach 89:12 91:17 teacher 18:11, 12 34:4 40:6 83:5, 8, 11, 13 84:12 85:2 125:3 131:15</p>	<p>teachers 32:5 41:3 79:18 82:13 83:3 84:13 89:12, 21 98:7 108:16 110:16 111:11, 15 117:17 127:5 teacher's 89:13 teaches 116:17 teaching 82:6, 8, 15, 19 94:14 team 86:2 88:21 89:18 93:13 94:17 95:20 101:4 102:5, 7 105:20 107:3 108:5, 6 131:9, 17 TEAMS 1:9 5:14 97:11 98:21 99:19 106:4, 6 107:1, 6 technologies 119:11 tell 57:4 telling 101:19 123:20 129:19 tempting 81:14, 16 term 53:16 63:7 90:5 121:17 terms 9:2 34:1 63:7 65:4 75:21 104:2 114:5 124:20 126:1 territory 38:19 test 11:3, 4 71:16, 17 91:6, 18 97:2 118:11 testified 51:4 testimonials 50:12 testing 11:2 90:19 118:14 119:2</p>	<p>tests 53:17 91:18 118:10 test-taking 119:7 Thank 5:11 7:10, 14 11:8 20:16, 17 23:19 25:17, 18 28:8, 9, 20 30:12, 14, 19 32:20, 21 33:7 35:3, 7, 9, 20 37:10, 21 38:2, 7, 9 41:5, 9, 11 42:15 44:13, 15 46:18 47:7 49:6, 8 50:2 51:18, 20, 21 52:5 54:2, 3 55:19 58:1, 2 60:3, 4 61:13, 17 63:9, 21 65:8 66:18 68:16 69:18, 20 70:11 74:21 78:1, 3, 4, 7, 18 80:15 81:8 85:5 93:13, 16 94:4, 6 102:11, 19 104:4 106:3 112:14, 16 113:1, 5 115:18, 19, 20 116:2, 8 117:1, 5 119:18, 20, 21 120:7, 21 121:1 124:9 128:8, 9, 11, 15, 16 131:8, 9, 16, 17, 19, 21 132:20 134:14, 16, 18, 19 135:1, 6, 9, 12, 19 136:3, 11, 12 137:10, 12, 20 138:12 thanked 138:18 thankless 35:4 50:2 Thanks 26:4 54:3 70:12 that've 28:20</p>	<p>theater 54:16 104:6 THEREOF 139:8 thing 45:16 59:10 80:2 86:7 122:7 134:5, 12 things 32:2 36:19 37:5 76:17 77:3 78:12 79:5 83:10 86:5 91:10, 19 92:4 102:4 110:5 113:9 116:17 118:2, 13, 19 119:17 127:19 129:19 think 30:4 45:6 54:7 55:11 57:20 59:10 63:3 70:9 78:12 80:10, 16 81:1 85:15, 21 99:10 113:11 115:13 120:17 126:11, 20 133:5 136:15, 19 138:6 thinking 127:13 132:16, 17 third 8:4 34:14 37:5 43:6 106:19 130:5 thirds 107:21 thirst 112:5 thoroughly 121:11 thought 90:5 123:21 131:10 thoughtful 86:12 thousands 48:10 133:10 threatening 22:9</p>	<p>threats 56:19, 20 three 20:10 21:15 36:3 50:10 60:2 62:12 87:5, 7 88:19 94:19 108:21 111:13 113:1 128:8 131:4 three-minute 22:14 threshold 74:7 thrilled 24:7 thrive 44:1 104:18 Thursday 24:13 Thursdays 84:17 time 6:18 8:2 9:5 17:9 21:15 22:15, 17, 18 24:1, 5 37:21 44:12, 14 49:19 52:9 56:11 61:21 62:16 67:7 82:9, 21 85:17, 18 88:12 89:1, 21 96:18 98:3, 4 112:14, 21 113:3 114:18 118:16 132:9 136:18 138:4 timeliness 64:16 65:1 timely 46:1 times 30:4 92:20 114:11 117:18 138:19 Title 110:16 today 46:5 47:5 49:20 134:19 today's 57:10, 11 to-door 58:13 told 46:5 Tomorrow 52:14</p>
---	--	--	---	--

<p>tomorrow's 57:11</p> <p>tone 22:16</p> <p>tonight 18:1, 4, 21 19:14 35:7 41:20 42:16 45:3 52:5, 8 67:3 69:5, 17 93:14 112:17, 21 117:5</p> <p>Tonight's 5:12, 21 12:17 21:8 60:12</p> <p>tool 9:10</p> <p>tools 26:21 110:14</p> <p>topic 37:19 134:7</p> <p>topics 132:8</p> <p>totally 53:15</p> <p>touched 48:10</p> <p>touching 131:15</p> <p>tough 33:10, 17</p> <p>Town 19:20 47:9 137:7</p> <p>Towson 24:10</p> <p>track 78:17</p> <p>traditional 94:11 98:12</p> <p>traditionally 40:13</p> <p>train 23:14</p> <p>trainer 133:16, 17</p> <p>trainers 80:8 133:9, 13, 17 134:12</p> <p>training 24:20 26:21 41:2 44:4 80:8 88:5</p> <p>trainings 41:4</p> <p>trajectory 72:11 74:8</p> <p>Transcribed 1:20 139:3</p> <p>TRANSCRIBER'S S 139:1</p> <p>transcript 139:6</p> <p>transfer 122:13</p>	<p>transition 114:16 122:5 123:10</p> <p>transitioning 114:18</p> <p>translated 37:3 101:6</p> <p>translates 102:13</p> <p>translators 36:20</p> <p>transparency 40:10</p> <p>transport 59:21</p> <p>transportation 37:18 58:4, 8, 11, 13, 15, 17 59:4, 8, 12 60:11 61:20 62:7, 11 63:14</p> <p>transported 64:17</p> <p>treat 50:4</p> <p>tremendous 81:21</p> <p>trial 103:11, 12 116:7</p> <p>trouble 136:2</p> <p>truck 59:2, 3</p> <p>True 44:9 75:2 139:6</p> <p>truly 135:17, 19</p> <p>trust 126:3</p> <p>try 69:15 134:6</p> <p>trying 55:6 75:18 123:18 124:5</p> <p>Tuesday 5:4 70:2 138:14, 16</p> <p>Tuesdays 84:16, 17</p> <p>turbulence 92:1</p> <p>turn 110:5</p> <p>turned 22:17, 18</p> <p>tutor 84:18</p> <p>tutoring 83:19 84:8, 14, 15</p> <p>TV 5:14</p>	<p>two 15:14 26:12 30:2 50:6 51:12 59:18 63:17 67:5 73:4 87:4, 7 96:5 107:21 114:15 115:1 129:19 131:5 136:7 137:7</p> <p>type 7:5 37:16 123:3</p> <p>types 81:5</p> <p>< U ></p> <p>U.N 103:13</p> <p>U.S.A 103:17</p> <p>ultimately 44:7 74:10 103:3</p> <p>UMBC 48:18</p> <p>unable 54:13</p> <p>uncomfortable 123:20</p> <p>underserved 40:14</p> <p>understand 58:17 59:11 72:2 76:2, 18 82:2 84:20 91:5, 8 97:14 99:1</p> <p>understandable 55:14</p> <p>understanding 75:18 95:13 116:11</p> <p>understood 59:6</p> <p>unexcused 98:18</p> <p>unfair 50:9</p> <p>unfamiliar 71:11</p> <p>unfortunately 54:13</p> <p>UNIDENTIFIED D 6:8 70:8, 21 71:2</p> <p>uninterrupted 86:14 94:13</p> <p>union 34:2</p>	<p>unique 95:14</p> <p>uniquely 84:5</p> <p>unit 34:1 80:5</p> <p>United 76:5</p> <p>units 23:14 24:2, 3 25:10</p> <p>universities 32:14</p> <p>University 31:17 48:3, 6, 14, 17</p> <p>unjust 50:9</p> <p>unnecessary 42:8</p> <p>upcoming 8:18</p> <p>update 41:21</p> <p>upheaval 81:11 85:18</p> <p>upper 110:21</p> <p>UPS 59:3</p> <p>up-to-date 134:12</p> <p>urging 42:6</p> <p>use 8:17, 18 9:10 54:6, 9, 14, 18, 19 55:5 56:8, 10 60:10 71:19 72:9 82:7 92:9, 11 110:16 119:11</p> <p>usually 127:6</p> <p>utilize 22:4 27:17 39:15 63:13, 16 128:21</p> <p>utilized 9:13</p> <p>utilizing 111:19</p> <p>< V ></p> <p>vacation 132:19</p> <p>valuable 32:12</p> <p>value 32:11 40:8 57:13</p> <p>variety 95:17 98:20</p> <p>various 117:9 119:6</p> <p>vastly 129:17</p> <p>Verizon 5:15</p> <p>versus 11:3</p>	<p>Vice 2:3 11:18 13:17 14:16 15:9 16:12 23:11 28:14 30:17 33:4 35:18 38:11 41:18 47:19 52:3 61:13 62:4, 14 63:9 64:13 65:8 66:7 67:13 68:5 69:3 80:15 84:7 85:5 86:16 87:3, 11 134:18 135:6 138:19</p> <p>video 118:13</p> <p>videos 116:19</p> <p>views 20:21</p> <p>violence 22:10</p> <p>virtual 97:21 98:5 100:7, 9 108:19 109:9 119:9</p> <p>virtually 5:13 34:19 94:3</p> <p>vision 95:12</p> <p>visit 78:9 127:15 135:17</p> <p>visited 126:20</p> <p>visits 107:12</p> <p>Vivian 139:3, 12</p> <p>VLP 98:1, 4, 8, 10 100:13 108:21 109:13, 15, 19 116:5, 6, 16, 20 117:3, 11, 13 118:14, 21 128:18, 19</p> <p>vocal 126:14 127:14</p> <p>voice 24:10</p> <p>volume 77:10</p> <p>vote 5:17 14:8 16:4 65:20 67:18</p> <p>voting 5:16</p> <p>vulnerable 39:12</p>
---	---	---	--	--

<p>< W > wait 6:5 waiting 9:2 waiving 77:12 walk 46:8 58:14, 18 walks 45:11 Walter 48:15 want 9:17 25:2 28:18 37:13 46:10 62:1, 2, 5 71:6, 7 72:10, 15 74:6, 10, 11 77:13 78:20 81:1 82:7 84:18 87:19 89:4, 21 90:16 91:4, 8, 12 92:8 93:13 94:17 102:4 112:17 113:11 118:18 121:21 122:1, 16 123:6, 14 126:2 131:8, 9, 16, 17 134:5 137:6, 13 wanted 10:5, 8, 9, 15, 19 57:2 61:9, 14 69:18 74:15 79:3 90:15 91:1 118:3 125:13 132:13 133:2 135:12 136:1 137:21 138:1 watching 57:3 115:1 way 51:7, 13 88:3 111:6 114:6 117:20 124:6, 14 127:3 ways 97:19 114:20 119:10, 13 Weber 3:8 23:8, 10, 12</p>	<p>website 23:3 25:15 37:16 80:11 101:8 Wednesday 27:7 week 21:8 137:16 weekend 52:12 137:7 weekends 137:7 weeks 135:13 welcome 17:17 18:7, 14 19:16 30:8 33:6 37:11 41:10 44:19, 20 47:4 50:1 63:10 64:1 65:9 90:11 93:21 122:12 128:17 welcoming 57:9 111:7 well 8:18 10:1, 2 19:8 36:5 39:3 55:9 59:1 61:16 62:9, 18 71:8 74:11 75:4 77:8, 9 78:17 80:2, 11 84:6 86:2 92:2 97:12, 18 102:9 111:9, 13 112:12 121:12 122:21 125:13, 15 126:9 129:11 wellbeing 28:8 went 65:15 81:21 129:21 We're 9:2, 7, 15, 21 11:6 24:5, 6, 14 25:3, 13 28:1 32:2 63:3 64:20 71:20 72:20 75:18 76:2 80:3, 4, 5, 20 83:11 85:15 86:12 90:2, 6, 8 91:1, 11 92:3,</p>	<p>18 93:6 94:6 98:10 99:10 102:7 116:13 117:11 118:18, 20 119:1, 6, 10 123:4, 13 126:4 127:13 130:14 131:1 136:17 we've 70:14 90:7 95:6 133:20 wheelchair 58:12, 19 whichever 30:12 white 40:12 Whoops 5:21 wide 104:5 widening 40:11 wife 18:2, 4 20:7 WILLIAM 71:1 Williams 5:20 6:18, 21 7:4 8:14 10:1, 4, 13, 15 12:16, 18 13:18 15:8, 9 17:4, 5 20:16, 17 23:12 24:4 28:14 30:18 33:5 35:19 36:4 47:1 49:6 52:4 61:19 69:4, 14 70:1, 18 72:19 92:8 121:12 123:5 125:9 131:8 wing 53:18 winners 31:13, 16 32:19 winter 51:16 52:14 73:14 Wired 56:17 wish 30:11 51:18 69:19 133:2 135:3 137:13, 15 wishes 38:1 138:18</p>	<p>wishing 21:10 35:6 WITNESS 139:8 witnessed 110:18 Women 103:20 women's 27:19 won 31:19 wonderful 30:7 132:18 137:8, 16 wondering 79:8 86:17 87:6, 15 Woodlawn 19:20 word 82:7 127:6 wording 61:10 115:13 work 9:13 32:4 35:4 51:10 53:1 55:12 69:15 70:2 75:2, 6 79:7 83:14 84:10, 21 90:5, 11 98:21 106:4 108:6 110:4 116:21 123:9, 11 124:6, 7, 19 125:9 127:9 128:12, 14 129:3 131:12, 14 135:20 137:10 worked 34:4 119:5 128:13 Worker 15:14 18:18 20:4 working 24:2 30:11 34:6 75:6 77:17 83:8 92:18 97:7 99:1 102:7 107:8, 10 117:18, 19 123:16, 17 workload 34:12</p>	<p>works 86:21 workshop 137:5 workshops 24:13 worksite 57:2 world 39:17 47:19 49:3 worries 87:20 wraparound 84:4 wrapping 116:14 write 53:15 wrote 42:4 56:17 Wufolk 48:11 < X > Xfinity 5:14 < Y > Yarbrough 24:4 61:19, 21 62:2, 3 63:10, 13, 16 64:1, 10, 20 65:9, 13 70:19 87:18, 20 108:12 yard 30:19 Yeah 10:8 61:9 79:12 84:11 85:13 93:21 108:12 118:6 119:15 124:11 year 9:11 26:20 30:7, 11 31:15, 18 32:4, 17, 20 34:10, 16 41:6 46:2 49:4 51:12, 19, 20 52:9 53:21 57:1 62:15 64:21 65:14 72:1, 3, 5, 6 75:10 88:11 91:11, 13, 14, 17 92:10 93:8 94:12 98:2, 10 101:1 103:9</p>
---	--	--	---	--

104:11 109:1,
 12, 14 112:7, 10
 116:13 117:6,
 10, 14 118:2, 17
 122:4 123:10
 129:4 132:4
 135:4, 16 137:1,
 17 138:5, 10
year-over-year
 7:21
years 17:13
 19:3, 17 20:10
 34:4, 21 40:9
 49:5, 19 50:4
 55:2 75:16
 76:8 81:11
 90:21 91:20
 114:6 133:7, 8
 134:6 136:7
year's 10:4
 69:10, 11 73:20
 137:12
yesterday 21:9
yielded 82:1
yields 80:9
Yosie 24:9
young 31:6, 8
 39:7 95:10
 133:21

< Z >

Zarchin 70:7
 93:19 94:3, 4, 6,
 17 95:15 96:8
 97:8, 10 99:3, 5,
 9, 12, 15 100:15
 101:11 102:10,
 11 104:1, 4
 106:1, 3 107:4,
 5 108:10, 12
 110:2 112:16
 122:2
zero 42:2
Zoom 36:2
 37:19
Zoon 37:12