

In The Matter Of:

*DIVISION OF ELEMENTARY AND SECONDARY EDUCATION
CHARTER AUTHORIZING PANEL*

October 13, 2020

*Sharon K. Hill, CCR
(501) 680-0888*

Original File CAP - 10-13-20.prn

Min-U-Script® with Word Index

ARKANSAS DIVISION OF
ELEMENTARY AND SECONDARY EDUCATION

CHARTER AUTHORIZING PANEL

OCTOBER 13, 2020
9:00 A.M. - 4:41 P.M.

A P P E A R A N C E S

PANEL MEMBERS:

MS. DEBORAH COFFMAN	Chairperson/DESE Asst. Commissioner - Public School Accountability
DR. NACCAMAN WILLIAMS	Former State Board of Ed. Member
MR. PHIL BALDWIN	CEO, Citizens Bank
MS. ANN CLEMMER	Division of Higher Learning - Senior Associate Director, Government Relations/Special Projects
MS. SONJA WRIGHT-McMURRAY	Division of Career & Technical Education - Associate Director for Career Readiness

ADE LEGAL COUNSEL:

MS. MARY CLAIRE HYATT DESE Attorney

ALSO APPEARING:

MS. TRACY WEBB DESE Coordinator of Monitoring
and Systems Support

LOCATION:

ARKANSAS DIVISION OF ELEMENTARY AND SECONDARY EDUCATION
- Auditorium
#4 Capitol Mall
Little Rock, Arkansas

I N D E X

	Page
Preliminary Matters	3
Consent Agenda	3
Hearing Procedures	4
1: Cave City Middle School Career/Collegiate	5
2: Batesville Charter High School	70
3: Academies at Rivercrest High School	126
4: Vilonia Pathways Academy	171
5: Drive Academy (PCSSD)	235
Adjournment	293
Court Reporter's Certificate	294

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

P R O C E E D I N G S

CHAIRMAN COFFMAN: Good morning. The October 13, 2020 meeting of the Charter Authorizing Panel is called to order. I'd like to welcome everyone to the Arkansas Department of Education auditorium and ask you to please silence all of your electronic devices.

The Charter Panel oversees the authorization, renewal, revision, and revocation of charters. And our members today joining us online virtually are Sonja Wright-McMurray, Dr. Naccaman Williams, and Ann Clemmer. And here in the auditorium with me is Phillip Baldwin, and I'm Deborah Coffman.

We will facilitate a fair and responsible hearing today. And I request that each of you as you come to the microphone to please state your name and title for the record. And I'll ask you to speak clearly into the microphone so that we can hear you and so that our audience that's joining us virtually can hear you. The entire meeting is being live-streamed and recorded, and a transcript of the meeting will be posted on the DESE website.

MINUTES FROM PREVIOUS MEETING

CHAIRMAN COFFMAN: So with that, I'll ask our members to look at the minutes, and if there are any corrections --

1 Hearing none, I'll accept a motion to approve.

2 MR. BALDWIN: Motion.

3 DR. WILLIAMS: Second.

4 CHAIRMAN COFFMAN: Motion by Mr. Baldwin, the
5 second by Dr. Williams to approve the minutes.

6 All those in favor?

7 (UNANIMOUS CHORUS OF AYES)

8 CHAIRMAN COFFMAN: Thank you. Motion passes.

9 HEARING PROCEDURES

10 CHAIRMAN COFFMAN: All right. Ms. Hyatt, if you
11 will, come and explain the process this morning?

12 MS. HYATT: Good morning. Mary Claire Hyatt
13 with the Department.

14 I think -- well, I don't think Ms. Clemmer has,
15 but most of you have been through this before. But
16 just to give you a refresher, before every hearing
17 Tracy Webb will introduce the applicant. We have
18 five today. Before the hearing begins, Ms. Coffman,
19 you'll want to swear all of the parties, except for
20 the attorneys. The district conversion applicant
21 will then have 20 minutes to present its application
22 to you. No one has signed up to speak in opposition
23 for any of the applications during the hearing piece,
24 so you can skip the 20 minutes for opposition which
25 then gives the applicant an additional 5 minutes.

1 Following, you can ask questions of the Department,
2 the Division, the applicant, or anyone else that's
3 here.

4 For the parties, please state your name before
5 you talk, even if you have spoken before, so that it
6 helps us keep a clean record. I do think we have
7 some community partners and community members that
8 are here to speak on behalf of some of the
9 applications. Those people will need to speak during
10 the 20 minutes of the presentation. I also think we
11 have some elected officials that are here to speak on
12 behalf. Those, you can do them three ways: they may
13 speak before the hearing, they may speak during the
14 20 minutes, or they may speak at the conclusion of
15 the hearing before you engage in discussion. That's
16 up to the official how they would like to do that and
17 the applicant.

18 Following the conclusion of the questions and
19 the discussion, you have a host -- you know, a host
20 of options -- I'm not sure I said that right -- to
21 choose from, and we can go over them at that time.

22 CHAIRMAN COFFMAN: Thank you.

23 ACTION AGENDA

24 1. CONSIDERATION OF DISTRICT CONVERSION CHARTER SCHOOL

25 APPLICATION - CAVE CITY MIDDLE SCHOOL CAREER AND COLLEGIATE

1 PREPARATORY

2 CHAIRMAN COFFMAN: Ms. Webb.

3 MS. WEBB: The first item on the agenda is the
4 Consideration of District Conversion Charter School
5 Application - Cave City Middle School Career and
6 Collegiate Preparatory. The Cave City School
7 District is requesting a district conversion charter
8 license for their middle school. The proposed school
9 will serve up to 375 students in grades 6-8. Cave
10 City also holds a charter license for their high
11 school which was granted in 2015.

12 Today they have Representative Stu Smith here to
13 speak on their behalf. From the District they have
14 Superintendent Steven Green; Mark Smith, the middle
15 school principal; Dr. Cheryl Bell, the middle school
16 assistant principal. And they have two onsite -- I
17 mean on Zoom, Marc Walling, the high school
18 principal, and Vickie Green, the high school
19 counselor and charter director.

20 So we will let Stu Smith, Representative, speak
21 first.

22 CHAIRMAN COFFMAN: Let me start by -- all those
23 speaking on behalf of Cave City charter application,
24 if you will stand and raise your right hand please,
25 even the ones on Zoom. Do you swear or affirm that

1 the testimony you're about to give shall be the
2 truth, the whole truth, and nothing but the truth?

3 (ALL SPEAKERS ANSWERED AFFIRMATIVELY)

4 CHAIRMAN COFFMAN: Thank you. Representative
5 Smith, you're recognized. Good morning.

6 REPRESENTATIVE STU SMITH: Thank you, Committee,
7 for letting me speak here today in front of you. I
8 would just like to say a few words on behalf of Cave
9 City. They are a rural community made up mostly of
10 farmers, farmhands, skilled laborers, and hardworking
11 people. They have a very successful charter model
12 currently at the high school where students graduate
13 with industrial certifications and cost-free college
14 credit. Cave City is a small district; it's a very
15 supportive community. They've established many
16 community partnerships there. There's actually only
17 two school districts in all of Sharp County,
18 including Cave City. So they've done some great
19 things. What impresses me most though are the people
20 that work at this school. They're great folks, good,
21 honest, hardworking folks, just like the people in
22 the community, just like the students they have in
23 their school. And they always make sure that the
24 best interests of the students come first. So I
25 think this is a great opportunity for them to move

1 forward and it's something that will greatly benefit
2 their students in the future. Thank you.

3 CHAIRMAN COFFMAN: Thank you, sir.

4 Mr. Green, do we have your -- is your mayor on
5 Zoom?

6 SUPT. GREEN: Yes.

7 CHAIRMAN COFFMAN: Okay.

8 SUPT. GREEN: Yes, ma'am.

9 CHAIRMAN COFFMAN: All right.

10 SUPT. GREEN: I just want to say thank you so
11 much for your time today and it's a great opportunity
12 for our school and this would mean so much to our
13 school and our community. And we just appreciate you
14 so much for considering us today.

15 CHAIRMAN COFFMAN: Thank you.

16 SUPT. GREEN: It's good to be here. Thank you.

17 CHAIRMAN COFFMAN: Mr. Anderson.

18 MAYOR ANDERSON: Thank you very much. I
19 appreciate you allowing me to speak here this
20 morning. I'd also just like to add my support for
21 the middle school charter. If you look at the
22 success that the high school charter has had, I think
23 it's clear to see that Cave City is on the right
24 track and we're very excited about this in the
25 community. You know, as you know and as

1 Representative Smith already said, we're a very rural
2 area, but our school district is, you know, really
3 one of the pride crowns in the state and they've been
4 recognized for that and they have a strong track
5 record of success with the charter model. You know,
6 we think that this is something that's going to be
7 positive, not only for Cave City as far as, you know,
8 just our students and for local economic development,
9 but it's obviously going to be something that's great
10 for the state as well.

11 I myself am a product of Cave City. My
12 grandparents graduated there in 1950, and for the
13 past 70 years we've either been teaching and working
14 in Cave City School District or learning at Cave City
15 School District; so this is something that's very
16 personal for me. And I now have two children that
17 attend the Cave City School District. So anything
18 that we can do to support the district and support
19 learning -- and especially with this year and Covid-
20 19 and everything we know that education is never
21 going to look the same again, you know, in any
22 respect that we're used to. So I think this is a
23 great opportunity and I'm happy to give my support to
24 the Cave City School District for this charter. And
25 I appreciate you letting me speak to you.

1 CHAIRMAN COFFMAN: Thank you.

2 All right. If our presenter will come up, I'm
3 going to set the timer for 20 minutes and then you'll
4 have an additional 5 at the end.

5 MR. SMITH: Okay. My name is Mark Smith and I'm
6 the Middle School Principal --

7 CHAIRMAN COFFMAN: Mr. Smith, you can remove
8 your mask --

9 MR. SMITH: Thank you.

10 CHAIRMAN COFFMAN: -- so we can hear you.

11 MR. SMITH: Thank you very much. I would like
12 to say thank you to the Panel and to everyone that is
13 here today for this. We appreciate you hearing our
14 middle school charter application.

15 At this time I would like to tell you a little
16 bit about our school district as a whole and the
17 middle school in particular. And a thing that you're
18 going to hear quite a bit, I guess, today is we are a
19 very rural setting. Cave City School District serves
20 roughly 200 miles in radius. The majority of the
21 road system in this is unpaved. We are one of two
22 school districts in Sharp County, which is in north
23 central Arkansas. We have one high school, one
24 middle school, and one elementary. Our community is
25 well-known for our summer crops of watermelons,

1 cantaloupes, pumpkins, peaches, vegetables, and at
2 any given time in the summertime you will see
3 probably nine fresh fruits and vegetables stands on
4 the main street alone. Our community is comprised of
5 farm families, hired farmhands, skilled labor like
6 plumbers, masonry workers, heating and cooling
7 technicians, landscapers, engine repair or body shop
8 repair. We are a very blue collar community. On a
9 personal note, it's a place where people like to
10 stay. I'm from Cave City, Dr. Bell is from Cave
11 City, Mr. Green is from Cave City, and so we all grew
12 up here and this is very important and very personal
13 for us.

14 A little bit about our students -- the
15 District's free and reduced lunch numbers have
16 steadily increased over the past seven years; we've
17 gone from about 62% to 77%. We have an increase in
18 low-income families within our district, as well as
19 many of our students living with either grandparents
20 or other relatives, or in some cases, members that
21 are not even their families. We serve very
22 economically disadvantaged students and their
23 families.

24 This is my bragging time here now. We're very
25 proud of our achievements that we've earned on the

1 local and state level, and our teachers and students
2 have worked very hard in the tested areas. And we
3 have -- we feel like that we have a very strong core
4 curriculum. You can see up here it says currently a
5 "B" on ESSA. Well, that "B" at that time was two-
6 tenths of a point from an "A" -- and I thought Dr.
7 Bell was going to come down here and fight somebody
8 for those two-tenths, but she didn't. So but anyway,
9 it was -- that was how hard that we have worked.

10 We're very invested in our students. Every
11 student in the District has a school-issued device
12 for their educational use, and this is thanks to Mr.
13 Green and our local school board. The District has
14 high-density wireless access points; we have those in
15 every classroom. And we have even -- we even
16 maintain hotspots on the outside of our campus so
17 that we can have outdoor classrooms. And so our
18 students who are virtual at this time, if they don't
19 have reliable internet service they can come and
20 access those.

21 At this time that's all for me. And I -- but I
22 would like to introduce Mr. Marc Walling, who is our
23 High School Principal, and he is going to describe
24 some ways that our middle school charter application
25 would help the students entering high school.

1 (COURT REPORTER'S NOTE: A video was shown;
2 however, there was no audio.)

3 DR. BELL: Through YouTube, there's no --
4 there's no sound? Okay. That's okay. Okay. We'll
5 move on.

6 Hi, I'm Dr. Cheryl Bell. I'm the Assistant
7 Principal at Cave City Middle School. And I would
8 like to say thank you, Madam Chair, Panel Members for
9 being here and us -- giving us the opportunity to
10 present to you today.

11 We had a video from Marc Walling who is not able
12 to be with us today, but he's talking about how our
13 middle school feeds into the high school charter.
14 And one of the programs he's actually speaking about
15 at this point was agri and how that the middle
16 school, if we get a chance to start those kids a year
17 earlier in some of those foundational agri courses,
18 then those kids have a year extra to make the
19 decisions that they need to make about their future
20 choices. So we have an established welding program
21 at the high school level. And the way it is right
22 now our kids go into 9th grade and they have to take
23 Surveys of Ag and then they take ag mechanics. I
24 mean, and then they can't take welding until their
25 11th grade year, but if we bump that back a year

1 we're gaining a year for those kids. So if they're
2 able to take Surveys of Ag in 8th grade, ag mechanics
3 in 9th grade, and then they get welding in 10th
4 grade, then when they hit their 11th grade year they
5 can travel to our local community college and work on
6 their welding certification; so they get a year head-
7 start. So that's what he's speaking to in that
8 video. Sorry that that did not work.

9 Okay. Come on now [clicking the PowerPoint
10 clicker]. Are we stuck? There we go.

11 Okay. So the first issue I want to talk to you
12 about is why we need the charter status. We have an
13 established charter at our high school, very
14 successful at this point. We're up for renewal this
15 year, so you'll be seeing us here in a few weeks
16 again. But we -- our community understands the word
17 "charter" and what it means to us. We have students
18 who are graduating with college credit; they're
19 graduating with certifications; they're gaining
20 meaningful employment after high school. So our next
21 logical step is to expand the charter model; so if we
22 can expand that into our middle school we can help
23 contribute to these kids who are still undecided.

24 You're going to see some numbers here in just a
25 few minutes where we've -- we're hitting about 60% of

1 our graduates that are coming out of high school with
2 a plan. We're still missing 30 -- roughly 30% of our
3 kids. We need to help those kids develop a plan as
4 well. So we think getting started a little earlier
5 gives them more time to explore the different
6 pathways of agriculture and the medical field or
7 college degrees or certifications that they might be
8 interested in. We're trying to gain a year for those
9 kids. So our community understands "charter." It's
10 been very successful. The next logical step is for
11 us to apply for a charter.

12 It also indicates that a change is coming. So
13 for our community members -- and I know that you read
14 about our public hearing -- they were excited about
15 the charter expansion. As a matter of fact, one of
16 our public attendees made a comment, like "what's
17 taken so long," just because they are excited about
18 charter as a positive thing in our community. It
19 means and indicates that a change is coming and
20 they're onboard with that change and they're excited
21 about what the charter can do for the community.

22 Another reason is that our middle school will be
23 the sole feeder into our high school charter; so
24 directly aligning these programs just makes sense.

25 We've got 60% of our kids who are graduating

1 with value-added diplomas, 53 graduate with college
2 credit, about 10% industrial certifications, about
3 10% are going into the military. We have room for
4 growth. We're still missing about 30% of our kids,
5 as I said before. So our goal is 100%. We're
6 excited about our kids and our community, and of
7 course we want every kid to be successful in coming
8 to high school with a plan.

9 Some of the resources we have available right
10 now through the high school -- we have our technical
11 courses and course offerings and certifications. Our
12 college courses are free to our free-and-reduced
13 lunch students. The reduced lunch students pay a
14 \$25.00 fee -- or other students pay a \$25.00 fee for
15 their class, but that's just so they have an invested
16 interest. Over half of our juniors and seniors are
17 enrolled in concurrent credit in technical
18 certification courses. So that just goes to show the
19 success of the high school model right now.

20 Okay. Here are some of the programs that are
21 established in our high school that we would be
22 feeding into. You'll see technical programs here.
23 And then we've got the animal science associates
24 degree that we're in collaboration with Ozarka for in
25 the technical field. So we have our CNA established

1 program. We have an established welding program
2 where students can earn their industrial
3 certification through welding. We are in the works
4 with a phlebotomy program; we're talking with ASU-
5 Newport about that. Information Systems Technology,
6 we have some students who are being certified and
7 going into that field, so -- and Animal Husbandry and
8 Animal Science is something that we're looking to
9 build on through the middle school.

10 Okay. So our mission for our proposed charter
11 -- there are three aspects of our mission: academic
12 excellence, personal excellence, and preparation for
13 our future choices. And all of these encompass our
14 main goal of supporting the high school charter and
15 expanding the programs through the high school.

16 Our academic success includes ideas and
17 innovations where students can take high school
18 credit earlier. So we can get 7th and 8th graders
19 started on some high school credit so that they have
20 time later in their schedule, in their senior high
21 schedule to take more college classes or get on track
22 for an industrial certification. So we have -- we'd
23 like to help those kids get started early who are
24 ready. Not every kid is going to be ready and we
25 understand that as well. So our goal is to expose

1 them to as many aspects of career opportunities and
2 career explorations as we possibly can while we have
3 them. We have them for three years -- our middle
4 school is a 6th through 8th grade -- so we want to
5 expose them to as many career opportunities as we can
6 in the fields of their interest. And hopefully we
7 can help them get a plan when they enter high school
8 so that every minute and every year they're in high
9 school is of value to them and contributing toward
10 their future.

11 We are implementing an accelerated pathway where
12 students can move through the curriculum based on
13 their academic skill level and not their grade level
14 necessarily. So if you have some accelerated
15 students who are ready for those upper level 8th
16 grade -- 7th grade classes, then we can do that for
17 those students. We're asking for some flexibility in
18 our schedule so that we can do that for those kids.

19 We also offer our interventions, face-to-face
20 tutoring, and virtual tutoring as supports for the
21 academic piece of our charter application.

22 This clicks forward when I don't want it to, and
23 it doesn't -- there we go.

24 Preparation for future choices -- this is
25 another aspect of our mission. And, of course, our

1 job as educators is to prepare our students for their
2 futures. And we want to offer as many options as we
3 can; we want to give them as much support as we can,
4 as much guidance as we can. We have our community
5 partners who are going to be with us and help create
6 opportunities for our kids to be exposed to different
7 careers that are in our -- within our community. We
8 have students who -- and I can't -- the percentage
9 leaves me; I think it's close to 70% of our graduates
10 actually come back and live in our community.

11 So we invest in our kids and that growth happens
12 within our community. So it's to our benefit -- and
13 the community knows this; that's why there's such
14 supporters of our charter. They want our kids coming
15 out of high school with their CNA, so -- because we
16 have a nursing home in Cave City. We have HAV,
17 welders, we have plumbers, we have all of that within
18 our community. And our students graduating with
19 those certifications they give back to our community.

20 So we're trying just to give support to that
21 high school program. We want our kids exposed
22 earlier so that they have all the information that
23 they need to make decisions for themselves.

24 We are offering certifications. We've got CPR,
25 Stop the Bleed, Heimlich, first-aid, we've got a

1 Google certification. Now we know that every
2 graduate has to have CPR, so we can help them get
3 that in middle school. We have our agriculture piece
4 that I'll talk about here in just a few minutes, and
5 we have a pre-med piece for our CNA program with
6 medical terminology right now, is what we're
7 offering. It feeds directly into our high school
8 programs.

9 We have a student -- and we wanted to include
10 this student because it's interesting that she and
11 most of our 8th grade students understand the value
12 in getting started a little earlier. So can we play
13 -- hopefully, this one has sound. If not, we'll move
14 on.

15 (COURT REPORTER'S NOTE: The video was shown;
16 however, there was no sound.)

17 DR. BELL: Okay, there we go. I'm not sure why
18 YouTube is -- that's okay. I'm going to use my extra
19 time.

20 MR. DAN DAVIS: (inaudible, not at microphone)

21 DR. BELL: Okay, that'll be fine. We can do
22 whatever you need. I'll just continue.

23 Our personal success aspect of our charter
24 application and our mission -- we're hitting the
25 academics. We want a well-rounded academically

1 advanced student who's prepared for high school. We
2 want personal success for our students and we want
3 our students prepared for their future choices. The
4 personal success aspect of our charter includes
5 student success plans being pushed down to the 6th
6 grade so that when they enter our middle school in
7 6th grade we help them develop a plan that drives
8 their middle school experience. So if they're
9 interested in the medical field they won't know
10 exactly what they want to do, but they might know
11 they're interested in the medical field. We'll help
12 them explore that and we'll help create a plan that
13 drives them down that pathway so that they're in our
14 health lab and they're members of our Scrub Club and
15 they get the medical terminology. And when they
16 enter 9th grade they're ready for college-level
17 medical terminology; and then in 10th grade they can
18 take their CNA certification course; and in 11th and
19 12th grade they could work on their college pre-
20 requisites for nursing or phlebotomy or lab tech or
21 whichever area they choose to enter. But by starting
22 earlier it creates that space in their high school
23 schedule so that they can complete those programs,
24 get started on a college program, if they desire,
25 earlier.

1 Having said that, I mentioned earlier that the
2 college credits for our free-and-reduced lunch
3 students are free; so you're talking about a kid who,
4 in 11th and 12th grade, gets two years' worth of
5 college credit for free. So they could enter college
6 with 22, 24, 30 credits even, and completely debt-
7 free; it hasn't been a cost to their parents at all.
8 So we can help create that space for them if we get
9 to start a little earlier.

10 We have a piece of the social and emotional
11 learning and that's where we're going to do the study
12 of The 7 Habits of Highly Successful Teens. Our
13 counselor will handle that. I think we're going to
14 focus on maybe a habit per month with our students.
15 We'd like for every middle school student who comes
16 through to have completed that study. We've also
17 developed a program called "I'm Possible" and that is
18 in collaboration with our community members and our
19 teachers. And we feel like everyone has a story to
20 tell, everyone has a hardship they've had to overcome
21 to get to where you are. And so the "I'm Possible"
22 lets the kids know "I am possible for you;" you can
23 be a teacher, you can be a coach, you can be a police
24 officer, you can be a bank CEO, you can -- this is
25 possible for you. But we've all had the same

1 hardships to try to overcome. It's not going to be
2 easy. So it starts that conversation for those kids,
3 because sometimes they think I could never do that,
4 that's too hard. But maybe it is, maybe it isn't,
5 but we're going to help them get ready for that
6 challenge. So there's a social/emotional learning
7 piece of that.

8 There's also trauma-informed education that
9 we're training all of our staff in. Currently, our
10 counselor has been trained in trauma-informed
11 education. But you saw on a slide earlier that up to
12 35% of our student body is being raised by someone
13 other than their parent; so they're in foster homes
14 or they live with grandparents, they're in the court
15 system. So those kids need extra attention and our
16 teachers need to be equipped to help those kids
17 handle those situations, see the big picture, help
18 them develop coping skills so that they're successful
19 later in life.

20 Our goals for our charter -- we'd like to
21 increase the number of students who complete a
22 foundational level course in ag, family science, the
23 CTE umbrella, and certifications offered through the
24 high school charter; so we'd like to start that
25 foundation a little earlier. We'd like to increase

1 the number of 7th and 8th grade students completing
2 high school credit courses. We'd like them, if
3 they're academically ready, to enter high school with
4 some of those credits under their belt; that creates
5 space later on for them. We'd like for 80% of our
6 students to meet their personal growth goals in
7 reading and math. We'll set those in their student
8 success plans. Those plans are created in
9 collaboration with their parents and community
10 members and that drives their middle school
11 experience. Those goals are set for a reason; we'd
12 like for them to stay focused on those goals. 80% of
13 our students will meet their personal growth goals in
14 science; we'll also write that into their student
15 success plan.

16 We'd like to increase the percent of 6th and 7th
17 grade students scoring Ready or Exceeding on the ACT
18 Aspire math, science and literacy. And we set a goal
19 of 5% each year, so we'd like to build on that.

20 [TIMER BELL RINGS]

21 DR. BELL: Is that my 20 minutes?

22 CHAIRMAN COFFMAN: Five minutes.

23 DR. BELL: Okay. So at this time I'm going to
24 ask -- let me get to my -- I'm going to ask Mr. John
25 Beller if he'd like to speak on behalf of our school.

1 He's our Bank of Cave City president/CEO.

2 MR. BELLER: Hi, Cheryl. I'm on the Zoom.

3 DR. BELL: Hi, John.

4 MR. BELLER: Good morning, everybody. I'm -- my
5 name is John Beller; I work at the Bank of Cave City.
6 I'm really happy to be here to support and petition
7 for the middle school charter.

8 A few years ago, when the high school was
9 developing their programming I really thought it
10 sounded like a creative way to address some tough
11 issues in our community and our local economy. But
12 I've got to admit I'm really surprised at just how
13 dynamic and the impact this sort of programming can
14 have. And I want to give you a really quick
15 illustration of that:

16 Brittanie Walling graduated last spring with her
17 CNA certificate and a lot of pre-requisites and she's
18 currently working on an LPN degree. And that charter
19 programming launched her on this career path and
20 Brittanie is saving time and she's saving money en
21 route to important and productive employment at wages
22 that are going to help her start a life and a family
23 on her own here in Cave City. And so it's great --
24 it's great for Brittanie, it's great for our local
25 healthcare; it's great for our whole area. But

1 that's not all there is; because Brittanie's parents
2 now have to spend less time and money supporting her
3 on this path, they can redirect those resources. And
4 really specifically in this case Brittanie's
5 stepmother has decided to reduce her hours at work
6 and our bank is currently financing a new business
7 that she's starting, one that I think is going to be
8 successful; it's going to improve the quality of life
9 in our town; it's going to offer employment for
10 several more folks. And so it is not a stretch to
11 say that not only is this charter program a -- not
12 only does it represent both an empowering investment
13 in a student, but it also represents a potentially
14 transformational investment in our community. It
15 sounds like this middle school charter is going to
16 strengthen the effectiveness of this kind of
17 programming, engaging the students and families
18 earlier in the process, and offering lots more
19 options and flexibility and experience. And I'm
20 excited about it for our school and our students and
21 our place, and I really appreciate being able to
22 share that with you. Thanks.

23 DR. BELL: Thank you, John.

24 Okay. So I want to talk just a minute about our
25 data within the middle school. Okay. So what you're

1 looking at right now is data from our economically
2 disadvantaged. We pulled that out because those are
3 the kids we're targeting. There's generational
4 poverty within our community and we see that every
5 day; so we feel like it's part of our job to help
6 break that cycle and part of that is through
7 education. That's the piece that we can play in this
8 -- that's the role we can play in this.

9 So you can see in literacy in 6th grade we had
10 62% of our economically disadvantaged who did not
11 pass the literacy piece of this -- and this is tied
12 directly to our waivers, this data; so I'm going to
13 talk to you about our waivers here in just a minute.
14 But, you know, we need some flexibility with our
15 Library/Media Specialist. She's also a literacy
16 specialist and we can use her to help target these
17 kids who did not pass this test, who are not on grade
18 level in literacy.

19 And same thing in math; we had -- 66% of our
20 economically disadvantaged 6th graders did not pass
21 that math piece. These are red flags to us; it has
22 our attention. That's why we're here; we're working
23 to make education meaningful for these kids. If we
24 can get them interested in something, a pathway,
25 agriculture, medical, then this other piece becomes

1 relevant to them. The academic piece, it's all tied
2 together.

3 So you can see in science the same thing. It's
4 across the board. Our economically disadvantaged
5 children are not scoring where they need to be. So
6 we have them for three years; we have them 6th
7 through 8th grade. These are directly tied to the
8 waivers that we're asking for.

9 We're asking for our Teacher Licensure waiver.
10 These are waivers that we are not going to use unless
11 absolutely necessary. We are not in favor of across-
12 the-board hiring someone who does not have a teaching
13 license. What we're looking to do here is use our
14 local experts and let them come in and share their
15 knowledge with us -- and we're talking about farmers,
16 we're talking about community members, we're talking
17 about local experts who have no desire to become a
18 teacher. They just want to share their knowledge
19 with our kids and we'd like to have the opportunity
20 to invite them in and help our kids figure out --
21 maybe they want to be a farmer; let's teach them how
22 to do that. Let's teach them how to be healthy.

23 The Library/Media Specialist -- I'll stick to
24 number four that -- we'd like to use our Librarian in
25 another capacity, and in that event we would ask to

1 put an aid in there for an hour. We would train the
2 aid; we'll let her work alongside our Librarian so
3 that the Student Service does not interrupt just
4 because the Librarian is not in there for that hour.

5 [TIMER BELL RINGS]

6 DR. BELL: Okay. Thank you.

7 CHAIRMAN COFFMAN: Thank you so much.

8 Ms. Hyatt, if you'll come up and walk us through
9 the process?

10 Ms. Bell, what we'll do is we'll -- as we go
11 through all of the waivers and everything we'll have
12 questions for you to come back and answer.

13 DR. BELL: Okay, certainly.

14 MS. HYATT: Mary Claire Hyatt with the
15 Department.

16 So the end of their presentation segways nicely
17 into discussion about the waivers; so we will go
18 through, just like we did with the open-enrollments,
19 and kind of touch on each of the -- I think they have
20 five waiver requests, allow them an opportunity to
21 kind of explain how they're using it -- so you guys
22 have the information -- and then also clean-up any
23 waiver remaining issues.

24 PLANNED INSTRUCTIONAL DAY

25 MS. HYATT: So on the first waiver is for the

1 Planned Instructional Day. The first kind of just
2 clean-up matter here is since they don't -- this is
3 not an elementary school they would not need Section
4 (a)(5) of the law they've asked for there, which has
5 to do with recess in elementary settings. So if they
6 could just confirm that they don't need that piece of
7 it, we'll get that cleared up off the bat.

8 DR. BELL: Yes, we confirm that.

9 CHAIRMAN COFFMAN: Come to the microphone.

10 DR. BELL: Yes, ma'am, we confirm that. We do
11 not need that recess piece.

12 MS. HYATT: So I would like to give them an
13 opportunity -- and I think they were about to do it
14 anyways in their presentation -- to explain why they
15 need the Planned Instructional Day waiver. I do want
16 to kind of set the stage a little bit, if you will,
17 by explaining that the instructional time law is not
18 a seat time law. So we did used to have seat-time
19 requirements that said students have to be in their
20 seats learning a certain amount of minutes or hours
21 per day. The Planned Instructional Day really
22 doesn't -- I mean everything has to do with students,
23 but it's not really about students; it's about how
24 long is the school open each day and providing
25 instruction each day. So it might mean that some

1 students are not receiving six hours of instruction
2 per day because they're doing internships or
3 externships or have jobs or don't need to take as
4 many classes because they're on the path to graduate.
5 It's really about how many hours a school is offering
6 instruction that day. So I think it would be helpful
7 for them to explain how they'll be using that waiver.

8 DR. BELL: Okay. On our Planned Instruction Day
9 what we're -- what it looks like right now is our 8th
10 grade students are being bussed to our high school
11 campus for Surveys of Agriculture and Advanced
12 Science for high school credit. So we'd like to
13 continue to do that; however, that bussing time takes
14 away from instruction time, so that six-hour day is
15 less for those students. To travel across to the
16 campus it takes about seven minutes. The bells are
17 not completely synced, so we lose a little
18 instruction time that way. We're averaging losing
19 about 70 minutes per week for those kids. So we're
20 asking for some flexibility so that we can continue
21 to do that for our kids. We feel like it's an
22 important piece to get some high school credit a
23 little earlier, and so that would mean bussing across
24 into the high school campus, and that means losing a
25 little instruction time for those kids.

1 MR. WALTER: Good morning. My name is Tripp
2 Walter; I'm the Staff Attorney with the Arkansas
3 Public School Resource Center. And I just wanted to
4 add a little something from the legal side to Dr.
5 Bell's comment.

6 This is a waiver that's been routinely requested
7 by charter schools for years for the reasons that Dr.
8 Bell has stated. This is the first time I'm aware
9 that there's been -- the position that Ms. Hyatt
10 expressed has been taken by DESE, which is fine,
11 which I understand. But given this just came about
12 in the middle of the cycle, and given Dr. Bell's
13 explanation as to the need really for transparency
14 and trying to show that they're being honest and
15 diligent with the use of the time and where there
16 might be slight -- some slight departures, I would
17 respectfully ask that they be allowed -- that you
18 make the decision to allow them to keep the waiver as
19 written. Thank you.

20 CHAIRMAN COFFMAN: Any questions from the panel
21 members regarding this waiver?

22 DR. WILLIAMS: Yes. This is Dr. Williams.

23 Ms. Hyatt, is there any reason why -- any legal
24 reason why we couldn't be able to grant them this
25 waiver?

1 MS. HYATT: Of course, as the Charter Panel you
2 have the option to grant waivers that are requested
3 as part of the application. Typically, as you know
4 -- I'm sure you're very familiar at this point, Dr.
5 Williams -- during the legal review we look to see
6 what is the rationale behind each of the waivers and
7 make sure that they're tied to the model and the
8 goals of the school, as well as make sure that they
9 have all of the waivers they need to accomplish that
10 goal, and that we don't grant excessive waivers in
11 areas where they don't necessarily need them. Which
12 is why I think it's important to allow them the
13 opportunity to explain what the need is for the
14 waiver.

15 DR. WILLIAMS: Thank you.

16 CHAIRMAN COFFMAN: Ms. Clemmer?

17 MS. CLEMMER: I was curious about the loss of
18 the 70 minutes. It may not seem like a lot, but is
19 this for one welding class and that comes out to
20 about 14 minutes a day? Does that mean -- I mean
21 what time is -- what time remains for them to get the
22 material they need to get?

23 DR. BELL: Yes, they're receiving about 45
24 minutes of instruction per day in Surveys of
25 Agriculture and their Advanced Science right now. So

1 like Mr. Walter was just saying, we're just -- we
2 want full transparency. We'd like to continue to
3 offer this for our students. We're asking for the
4 flexibility in the daily hours that are required for
5 this reason. And --

6 MS. CLEMMER: So how many classroom minutes per
7 day are they missing in the material?

8 DR. BELL: They're missing about 14 minutes
9 because it's a 7-minute travel one way, so it's 7
10 minutes back.

11 MS. CLEMMER: Well, I mean --

12 DR. BELL: Does that -- I'm sorry.

13 MS. CLEMMER: If they're being transported for
14 welding -- I mean what is happening inside the
15 classroom? Do all the middle school students come in
16 seven minutes late and they have to catch-up?

17 DR. BELL: Yes.

18 MS. CLEMMER: I mean what is the --

19 DR. BELL: Yes.

20 MS. CLEMMER: Does everyone end up losing that
21 amount of time?

22 DR. BELL: Yes.

23 MS. CLEMMER: And --

24 DR. BELL: As they travel back from the high
25 school campus, they come into their third hour class

1 and they're a little late when they come back to our
2 campus. And so we've tried to put another elective
3 there so they're not missing some core instruction
4 time for those kids. We've got about 20 kids that
5 that affects right now. So as they come back they're
6 missing about -- and so we try to make that time up
7 for them, if we can; but in full transparency,
8 they're losing some instruction time.

9 MS. CLEMMER: Has there been thought about
10 putting these transportation times at the end of the
11 school day so that they only lose it one way?

12 DR. BELL: Yes. We've actually been
13 brainstorming on ways that if, you know, we're not
14 approved for some reason -- or even if we get the
15 approval we don't really want to use it unless we
16 absolutely have to; we don't want kids losing
17 instruction time. So we have been looking at our
18 master schedule trying to figure out how we can not
19 lose instruction for the kids. We're educators and
20 we don't want to lose instruction time for anything,
21 but we also want to provide the opportunity for the
22 kids. We have to look at that master schedule and,
23 you know, figure that out, and it's a process.

24 MS. CLEMMER: Thank you.

25 DR. BELL: You're welcome.

1 MS. HYATT: Okay. If there are no other
2 questions on that, I will move on to the next waiver
3 topic, which is Teacher Licensure.

4 And I should've said at the beginning I do
5 really want to commend the applicant here because
6 they do have really robust rationales for each of
7 their waivers, which is always appreciated.

8 TEACHER LICENSURE

9 MS. HYATT: The next set of waivers has to do
10 with Teacher Licensure. I believe I saw it on the
11 slide that they were on, on the last couple of
12 minutes of their presentation. But my first question
13 was for which teachers is this for, and to confirm
14 that this was not going to be used for core classes.
15 So if you guys could just touch on that?

16 DR. BELL: Yes, this is one of those waivers
17 that we would not use unless absolutely necessary.
18 We want certified teachers in our classrooms, in
19 every classroom. In this particular case, this
20 waiver we would ask to apply for agriculture and
21 those courses that we'll implement that feed into the
22 high school ag programs that we have in place. For
23 example, we would like to add horticulture for our
24 middle school. We currently do not have any ag
25 program or any ag courses in our middle school; so

1 this is -- we're breaking ground here. I mean we
2 have the facility, so really all we're needing is
3 experts and we'd like to use our local experts to
4 come in and share their knowledge. And we have a
5 small community, so our kids go to church with these
6 people and we see them at our sporting events and so
7 they're very credible to our kids. So we feel like
8 their expertise coming in, they have a lot to share
9 with us. Those -- these experts, they have jobs;
10 they don't want to be teachers, they're not striving
11 to become a certified teacher. And it may not always
12 be that way. We might end up getting a certified
13 teacher, you know, if the program grows. But at this
14 point we're asking for the waiver so that we can get
15 started with this and use our local community to come
16 in and share their knowledge and experiences and let
17 our kids make some community connections. They're
18 going to make connections with our bankers and with
19 our local farmers, and maybe they get summer jobs out
20 of that. So we're helping those kids make
21 connections that will benefit them later.

22 MR. WALTER: Thank you. Tripp Walter, Staff
23 Attorney, APSRC.

24 I just wanted to add one thing to what Dr. Bell
25 said. As you'll notice in the waiver request,

1 another point that I wanted to make sure you were
2 aware of is that the District and the middle school
3 are going to provide supports for those individuals,
4 such as Dr. Bell referenced, that may not -- have
5 never been in a classroom before. So I just wanted
6 the Panel to realize or remember that that's going to
7 be the case. There's going to be hands-on training
8 that can be provided and support so they will become
9 properly acclimated to the classroom and do a good
10 job for those students.

11 CHAIRMAN COFFMAN: Questions from the Panel?

12 All right. Ms. Hyatt.

13 CLASS SIZE AND TEACHING LOAD

14 MS. HYATT: Okay. I'll move on to the third
15 waiver request, which has to deal with Class Size and
16 Teaching Load.

17 In the -- so Class Size is how many students a
18 teacher can teach in each class; Teaching Load is how
19 many students a teacher can teach per day without
20 receiving additional compensation. So in the
21 rationale for the waiver -- and you guys have this in
22 the application on page 37 -- it does a really good
23 job of explaining why the class size waiver is
24 necessary. But then the very last sentence says
25 "teaching load will be not over 150 students per

1 day," which would mean that they would be meeting the
2 teaching load requirements and they would no longer
3 need a waiver of Section 4 of the Class Size and
4 Teaching Load rules; they would not need a waiver of
5 6-17-812, which is about compensating teachers who
6 teach more than 150 students per day. So I don't
7 believe they need those two pieces. If they could
8 confirm they don't need them or provide additional
9 information about why they do need them?

10 DR. BELL: I can confirm that we are not going
11 to ask our teachers to have more than 150 students
12 per day.

13 MS. HYATT: Easy enough. If there are no
14 questions on that one, I'll move on.

15 Okay. I have no remaining issues on waiver
16 topic number four, which has to do --

17 MR. WALTER: Tripp Walter, APSRC.

18 I guess this is something I just need
19 clarification on. My understanding was that there
20 was going to be a 30-student limit for students in
21 grades, well, 7 through 12, and 20 -- 25 to 28 in 5
22 through 6. So I was still thinking the class load --
23 or class size piece would apply.

24 MS. HYATT: Yeah, they need that piece.

25 MR. WALTER: Okay. I'm sorry. Thank you. I

1 just wanted to make sure of that.

2 MS. HYATT: Just to clarify for the record, the
3 only piece on waiver topic number three that's not
4 needed is 6-17-812 and Section 4 of the rules, which
5 only have to do with Teaching Load. So they will
6 keep the Class Size pieces.

7 MEDIA CENTER and LIBRARY/MEDA SPECIALIST

8 MS. HYATT: So on waiver topic number four,
9 Media Center and Library/Media Specialist, I think
10 they covered it really well in their presentation. I
11 have no remaining issues. So if there are no
12 questions from the panel members, I'll move on to
13 their last waiver topic.

14 CHAIRMAN COFFMAN: I do have a question.

15 MS. HYATT: Okay.

16 CHAIRMAN COFFMAN: So I'm assuming -- but kind
17 of talk us through Library/Media at the elementary,
18 the middle, and the high school, kind of what's going
19 on, what services are available to students. And if
20 you have this waiver, how is that going to look a
21 little differently? So, of course, we're concerned
22 with reading.

23 DR. BELL: Absolutely. We are too, yes, which
24 is why we need our Library/Media Specialist to work
25 with some of those kids who are struggling. But for

1 middle school, the services for the students through
2 the day will not look any different for the library.
3 The library will be open. We'll just have an aid in
4 there who has been trained on the resources within
5 the library, the system that we use in the library.
6 We'll train and help and give support for the aid on
7 classroom management, dealing with kids; of course,
8 we'd have a training period for that aid so that
9 there's no interruption in services for the students,
10 in the event that we need our Library/Media
11 Specialist to help us with some of these
12 interventions for the economically disadvantaged
13 kids. And I think as a team we are concerned about
14 keeping kids on grade level, advancing them
15 academically, and she can fill that role for us very
16 easily. But we don't want to interrupt those
17 services in the library.

18 CHAIRMAN COFFMAN: And your current Librarian is
19 agreeable?

20 DR. BELL: Yes.

21 VISUAL ARTS/PERFORMING ARTS

22 MS. HYATT: The last waiver topic has to do with
23 providing visual arts or music for 7th and 8th grade
24 students. So they have asked for a waiver of the
25 provisions that require 7th or 8th grade students to

1 participate in either visual arts instruction or
2 performing arts instruction. My first question --
3 well, my only question is just to confirm this is
4 just for 7th and 8th grade students. And then, also,
5 to allow them the opportunity to explain why they
6 would need a waiver from those requirements.

7 DR. BELL: I can confirm this waiver is
8 requested only for 7th and 8th grade students. I
9 just want to preface this with the fact that we at
10 the middle school -- we at the District see the value
11 in art and music. We're not trying to deter any
12 student from taking those courses at all. We're just
13 trying to provide some outlet and exploration for
14 students who are not interested in the arts. And
15 being a small school, in our schedule sometimes those
16 classes may be offered the same hour and we would
17 hate to ask for a student to choose between a penalty
18 of not having their visual arts or missing out on the
19 opportunity to do exploration in agriculture or the
20 medical field that might actually lead to a career
21 for them. We're not going to deter any student who
22 wants to take the arts. We're going to offer those
23 courses alongside the new electives that we're
24 offering. The students, they get art and music all
25 the way from kindergarten through 8th grade, and we

1 want to continue that. We're not going to take any
2 of that away. We just want to add to the variety for
3 the 7th and 8th grade students, especially if they're
4 interested in those fields we'd like to give them a
5 chance to explore. In the event that it's offered in
6 the same hour and then there's a conflict there, we
7 would like to ask that we not be penalized if we have
8 some of those students who forego the visual arts
9 piece and take a more technical piece.

10 CHAIRMAN COFFMAN: So, in reality, you're
11 stacking 7th and 8th grade art and music?

12 DR. BELL: Yes. Yes, pretty much. We want to
13 encourage them taking it and hopefully we wouldn't
14 even have to have -- use the waiver. This is in the
15 event when we're getting off the ground here that it
16 can't work out the way we want it to.

17 CHAIRMAN COFFMAN: And are your music and art
18 teachers willing to do that work of stacking those
19 courses?

20 DR. BELL: Yes, we've talked with them, we've
21 brainstormed with them. No decisions have been made
22 yet. The challenge that we face -- one of the
23 challenges that we face is that our music teacher is
24 also the music teacher on our high school campus; so
25 we share that teacher because we're a small district.

1 So we have that teacher for three hours and we've got
2 6th, 7th, and 8th grade that we need to offer that
3 music course for. So that's why we anticipate there
4 may be a scheduling conflict. We're just covering
5 our bases here. We want to keep full transparency.
6 It may be that we don't utilize this waiver at all.
7 If we can work it out, we will not. But in the event
8 that we need to, we'd like to have it in place.

9 MS. HYATT: There are no additional legal
10 concerns. I do think that the -- well, no additional
11 concerns from the Division either.

12 PANEL Q&A

13 MS. WRIGHT-McMURRAY: Madam Chair?

14 CHAIRMAN COFFMAN: Yes, Miss --

15 MS. WRIGHT-McMURRAY: I have a --

16 CHAIRMAN COFFMAN: Go ahead with your questions,
17 Ms. Wright-McMurray.

18 MS. WRIGHT-McMURRAY: I'm sorry. I'm sorry; I
19 have a question back on item number two. I couldn't
20 get my un-mute button to work there. Sorry.

21 I wanted to revisit the conversation about
22 licensure. And I do understand that many times our
23 subject matter experts in the fields have a great
24 wealth of information and knowledge that can be
25 supportive in the classroom. But I just would like a

1 little bit more detail on how those teachers that are
2 not licensed teachers are going to be supported, just
3 because I would like to be a little bit more
4 comfortable that what they're instructing at their
5 level is going to fit nicely into the additional
6 courses in the pathway so students are adequately
7 prepared as they matriculate through.

8 DR. BELL: Yes. Thank you for that question.

9 So once we have established who will be helping
10 us from the community to come in and work with our
11 students, they will undergo all -- the same criteria
12 as a new-hire teacher would -- the background checks,
13 the professional development in classroom management.
14 They'll be a part of our pre-school meetings. Before
15 we start our school year we always have meetings with
16 our teacher and we brainstorm ways to do things and
17 what works in the classroom and what doesn't. So we
18 would want those experts in on those conversations.
19 But also Mark and I -- Mr. Smith and I are very
20 active in our hallways, we're in and out of that
21 classroom, and the plan would be to give support in
22 that way as well.

23 So we understand that the community members as
24 they come in are not trained and licensed teachers.
25 We would not want to give them a situation where they

1 would feel like they were unsupported in any way.
2 And we welcome their input and their suggestions, and
3 we want them in on the conversations that we have
4 before our school year begins. And we'll collaborate
5 and let them collaborate with other teachers.
6 They'll have a mentor teacher, just like they would
7 if they were a new teacher -- although a couple of
8 our community members who are kind of -- are actually
9 retired teachers -- we have a retired agri teacher
10 who's willing to come back in. He doesn't have a
11 teaching license; he let it expire. He's retired,
12 but he's willing to come in. So he's coming in with
13 those skills.

14 CHAIRMAN COFFMAN: We can help you get that
15 license renewed.

16 DR. BELL: I don't know if he wants that. He's
17 retired. I'm not sure. But he is willing to step up
18 --

19 CHAIRMAN COFFMAN: We have a lifetime license.

20 DR. BELL: I know that. Yeah. Yeah.

21 But that's our plan. And, you know, we're just
22 -- we want this to succeed, so that's why we're here.

23 CHAIRMAN COFFMAN: Questions, other questions
24 from the Panel?

25 MS. WRIGHT-McMURRAY: I do have an additional

1 question, but I can wait if someone else has one.

2 CHAIRMAN COFFMAN: Go ahead, Ms. Wright-
3 McMurray. You're recognized.

4 MS. WRIGHT-McMURRAY: Thank you.

5 Also, I just wanted to revisit the conversation
6 that you guys introduced about the student success
7 plans. Again, I greatly appreciate your thinking a
8 lot earlier with students being able to begin to plan
9 at the 6th grade level. But just wanted to get a
10 little bit more detail on who do you anticipate at
11 that level will be responsible for carrying out that
12 task? And then, also, as students go into their
13 older grades what will be the plan for them to
14 revisit that to make sure that it's current and
15 accurate as they go into the upper level courses?

16 DR. BELL: Yes. Thank you. So our student
17 success plans play a vital role in our middle school
18 experience. So as they come into 6th grade -- and
19 I'm going to allow our middle school counselor to
20 chime in here because she's actually the one who
21 develops the student success plans and she's
22 responsible for those. But it's an active, living,
23 breathing document for these kids. There -- it's
24 input with our parents, their mentor teacher,
25 community members that's going to drive this middle

1 school experience so that they leave middle school
2 with a plan. So as a 6th grader it's hard for them
3 to understand or even know what they're interested
4 in, but we want them to start thinking in that
5 direction -- what is your plan, is there a goal here.
6 We're not just aimlessly coming to school. We want
7 to try to give them some foundations so that they can
8 move in the direction and be ready to move in the
9 direction when they enter high school. So that's the
10 purpose of the plan at 6th grade, not necessarily
11 that anything is going to be in stone in 6th grade.
12 Of course not. But if nothing else, it starts the
13 conversation with the parents and the student where
14 do you see yourself in five years, where -- how would
15 you like your middle school experience to be, do you
16 want a focus area, let us help you with that. And it
17 will change from year to year. We actually have
18 those student meetings once a week with kids, so we
19 would continue to do that just to make sure that they
20 know that somebody is there supporting them.

21 And Ms. Johnston is our middle school counselor.
22 Do you have anything that you'd like to add, Ms.
23 Johnston?

24 MS. JOHNSTON: No. I think you did a really
25 good job just expressing that, you know, 6th grade is

1 about career exploration and just providing multiple
2 opportunities for those students to explore the areas
3 that they want to develop into. And just giving them
4 the opportunity -- and as they go, we narrow down the
5 choices and get them focused to have a solid student
6 success plan when they enter into high school.

7 MS. WRIGHT-McMURRAY: Is there any plan to
8 integrate any of this into the career development
9 course at all?

10 MS. JOHNSTON: Yes. Our career development
11 course already helps do part of the success plan. We
12 work together, that teacher and I, in developing the
13 surveys and stuff that I can't always get into the
14 classroom and do as often as she can. So we do work
15 together already to do those.

16 MS. WRIGHT-McMURRAY: Thank you.

17 CHAIRMAN COFFMAN: Dr. Williams, any follow-up
18 questions?

19 DR. WILLIAMS: (shaking head from side to side.)

20 CHAIRMAN COFFMAN: Okay. Mr. Baldwin?

21 MR. BALDWIN: I have two questions. So one of
22 the things that I was intrigued by in your
23 application was the fact that you are going to use
24 the junior high charter to enhance and support what
25 you currently have. And if you could explain that a

1 little bit deeper for me, how that would work?

2 DR. BELL: Okay. And we also have our high
3 school counselor here and she's our high school
4 charter director as well. So she can speak to this.
5 But the plan is for -- do you want me to explain the
6 -- like the agriculture piece and how that, for
7 example --

8 MR. BALDWIN: (Nodding head up and down.)

9 DR. BELL: Okay. Or the medical piece?

10 MR. BALDWIN: Uh-huh.

11 DR. BELL: Those established charter programs in
12 high school are very successful. But as I mentioned,
13 we're still missing a few of our kids as they
14 graduate, so the goal would be to get those kids on
15 track for something. But our middle school course
16 plan feeds directly into the high school. It might
17 be that some of those high school courses are pushed
18 down into the 9th grade so that -- or into the 8th
19 grade so the kids are taking Survey of Ag, for
20 example, as a foundational course for any other
21 agriculture course they're going to take. If we
22 could get that in 8th grade, then that student has
23 8th grade, 9th grade, 10th grade to choose if they
24 want to go into the welding program, if they're more
25 interested in the animal science program, if they're

1 interested in the horticulture piece. So we can get
2 them started. We can gain a year for those kids and
3 give them an extra year to make that decision. As it
4 is right now, they come into 9th grade and they take
5 Surveys of Ag, which is that foundational course,
6 they take Ag Mechanics. And then in their 11th grade
7 year they -- they're starting a new program. So we
8 would like to bump that back so that they maybe get a
9 head-start on that in 10th grade instead of 11th
10 grade. So if we're covering the cost of those
11 classes for them, we want them to have ample time to
12 take those classes in high school.

13 Ms. Green, do you have anything you'd like to
14 add for that?

15 MS. GREEN: No, I think you did a great job with
16 that. But keep in mind our CTE department did change
17 the course sequencing, so now students cannot take
18 welding with us until their junior year. Well, the
19 UACCB welding program starts the junior year, so
20 you're asking students to commit to a two-year
21 program without ever even having a welding class in
22 high school. So without the opportunity to move this
23 charter down into middle school, that's not going to
24 be able to happen for our students. And, I mean,
25 you've all seen the research. We have to get kids to

1 buy-in in those middle school years. That's the
2 career development time. That is the time we need to
3 get them more focused when they come to us so
4 hopefully they'll be more successful and more
5 interested in our programs to get them onto the right
6 path.

7 MR. BALDWIN: Okay. One more. I like your
8 charts that you did back here.

9 DR. BELL: Thank you.

10 MR. BALDWIN: That was very easy. So on the
11 chart that was the medical professional chart, the
12 relationships that you have are pretty strong in the
13 community -- UACCB, White River Health System. Is
14 that -- are these relationships informal or are they
15 actually contractually developed relationships?

16 DR. BELL: I can speak for the high school,
17 they're contractually developed. For middle school,
18 they have been casual. I know White River Health
19 Systems comes in and they have helped support what we
20 call Health Lab and our Scrub Club, and they have
21 offered financial assistance for the kids to gain
22 those certifications. They have purchased scrubs for
23 those kids to wear and some of the supplies -- the
24 blood pressure cuffs, the stethoscopes. So there's a
25 piece -- so it's informal with us right now. If

1 approved, I think it would become more formal for
2 sure. But they're here, so I might let them speak.
3 I don't know if we have time. But does that answer
4 your question?

5 MR. BALDWIN: Yes.

6 DR. BELL: Okay.

7 CHAIRMAN COFFMAN: Dr. Bell, I have a couple of
8 questions. In your presentation you had a place on
9 your slide that said you were failing approximately
10 30% of your students. Let's unpack that.

11 DR. BELL: Yeah. Yeah.

12 CHAIRMAN COFFMAN: What does that mean --

13 DR. BELL: Yeah.

14 CHAIRMAN COFFMAN: -- "failing?"

15 DR. BELL: Yes. I'm glad you're going to
16 clarify that because actually when I hit Send I was
17 like, oh, I was going to change that wording. It's
18 just failing to prepare them for -- to have a plan.
19 So for obvious reasons -- I mean it could be a number
20 of reasons that 30% of our kids come out of high
21 school without a plan. It could be that they
22 themselves have no idea and were not interested in
23 trying to find a solution for themselves. It could
24 be that their attendance wasn't exactly what it
25 needed to be and so they missed some things and did

1 not get to develop some skills, so they don't really
2 have a plan when they graduate high school. But
3 that's one of the conversations that we're having
4 with our high school is how are we going to close
5 that gap. Like I said, I know it's ambitious but we
6 want 100% of our kids to graduate with a plan. And
7 so the word "failing" is only in the sense of failing
8 to help them prepare a plan. It's not that we're
9 failing to educate those kids; we're just -- for
10 whatever reason, they're getting away from us without
11 a plan; we send them out into the workforce without
12 the skills that they might need. So that's -- we own
13 that. We own that there's a gap there and there's
14 room for improvement there and that's -- those were
15 the conversations that we've been having that we
16 think in the middle school we can help with that gap.

17 CHAIRMAN COFFMAN: In your application you
18 mentioned on-site, virtual, some type of hybrid.

19 DR. BELL: Hybrid, yeah.

20 CHAIRMAN COFFMAN: We haven't discussed that.
21 So kind of --

22 DR. BELL: Okay.

23 CHAIRMAN COFFMAN: -- give us a little --

24 DR. BELL: Okay.

25 CHAIRMAN COFFMAN: -- brief description of what

1 you're planning.

2 DR. BELL: Okay. So I think the virtual piece
3 of education is here to stay. I'm not sure that that
4 will ever go away for us. So what we have done is we
5 offer our students the virtual option. We have a
6 blended option, or the hybrid option; and then we
7 have the traditional option, and that would stay in
8 place going forward with or without the charter
9 status. But the virtual means completely online and
10 our teachers record themselves instructing, they post
11 that into what -- we're using the platform of Google
12 Classroom. So the kids at home are getting the same
13 instruction as the kids in their seat, and those kids
14 at home have access to the video immediately. They
15 can re-watch that video as many times as they need
16 to, they could pause it, they can back it up. In
17 math, if they need to see that problem re-worked it's
18 right there for them. We also offer support for all
19 of our students, but mainly the virtual students in
20 our virtual tutoring. They have that Monday through
21 Thursday; it's 4:15 to 5:15, and it's a live chat.
22 They get to ask their teacher questions. Because one
23 of the challenges we've found with our virtual kids
24 is if they have a question, an immediate question,
25 that question may not get answered until the end of

1 the hour or maybe the end of the day, depending on
2 when the teacher's prep is; so that kid is sitting
3 there with a question and can't move forward until
4 they hear back from their teacher. So we've set that
5 hour every day that they can ask a face-to-face
6 question. So there's that piece.

7 We've got the blended piece for the kids who
8 aren't comfortable coming every day to class for
9 whatever reason, but maybe they come on Mondays, they
10 get their assignments and their instruction, and the
11 rest of the week they're online.

12 And then we have our traditional piece [audio
13 distortion, other sounds bleeding through]. They're
14 in their seat [audio distortion] -- so they're in
15 their seats in their classroom and they also have
16 access to the Google Classroom version. So even
17 though they're getting face-to-face instruction, if
18 they need more support on that they can also tap into
19 the virtual tutoring. We still offer face-to-face
20 tutoring and they have access to those instructional
21 videos; they can re-watch those videos as well.

22 CHAIRMAN COFFMAN: My last question was the data
23 you submitted in your application up to 35% of your
24 students are living with others?

25 DR. BELL: Yes.

1 CHAIRMAN COFFMAN: So when I checked your data
2 on identified homelessness, which if you look at the
3 definition of homelessness it includes doubled-up, it
4 was indicating about 2%.

5 DR. BELL: Okay.

6 CHAIRMAN COFFMAN: So either we need to go back
7 and look at that and see --

8 DR. BELL: Yeah.

9 CHAIRMAN COFFMAN: -- if we're under-identifying
10 --

11 DR. BELL: Yeah.

12 CHAIRMAN COFFMAN: -- kids --

13 DR. BELL: Yes.

14 CHAIRMAN COFFMAN: Kind of speak to that. I
15 mean I think that's an issue that we face in many
16 communities, in that there are families that are
17 doubled up. We have kids that are what I call couch-
18 surfing from friend to friend.

19 DR. BELL: Yes.

20 CHAIRMAN COFFMAN: And those are the kids that
21 -- as I'm reading through here, that's what I said
22 were programs are meant to help insure that those
23 kids have the equitable access to a quality
24 education. So kind of talk a little bit about some
25 of the things that y'all are doing, not just to serve

1 those kids that are supported and easy to serve, but
2 these kids that are trying to fly under the radar but
3 you know who they are because you're a tight
4 community.

5 DR. BELL: Yes.

6 CHAIRMAN COFFMAN: So how are you serving -- how
7 are you serving them and how is this charter going to
8 be beneficial to them?

9 DR. BELL: Okay. So that 35% is strictly
10 school-kept data and that includes the students who
11 are on FINS petitions, the Family In Need of
12 Services. So, yeah, there's a wholeness aspect to
13 that, but we kind of lumped all that together to form
14 our data. So that's why there's probably a
15 discrepancy there. And I've got our counselor on
16 stand-by as well because she works with some of those
17 struggling students. And you're right, we're a small
18 community and we know which kids live with
19 grandparents, we know what their homes -- home life
20 is like. We deliver meals -- right now our
21 administrators are delivering meals to our virtual
22 kids, and so they're actually going -- we lay our
23 eyes on those kids at least once a week because we
24 don't want them to fall between the cracks. We want
25 them to know that they're supported, they're being

1 thought of. Our teachers are contacting those kids
2 at least once a week because a lot of our virtual
3 kids are those kids who are struggling or
4 economically disadvantaged. So there are some
5 challenges there, but we're making sure those kids
6 are not going to fall between the cracks. And even
7 if they're on campus, you're right, they like to fly
8 under the radar, and so we have some support systems
9 in place. Ms. Johnston has a Google counseling
10 classroom and all the kids are a member of that and
11 she's able to target some of those kids that are on
12 our radar that we want them to be -- to have a
13 foundation to move forward. We want them to succeed.
14 There's generational poverty there and we have taken
15 it upon our-self to try to change that in our
16 community and we believe education is the way to do
17 that. So getting them vested in their own education,
18 finding something they're interested in, getting them
19 hooked into some of those things that they are
20 interested in for later on, the rest of the piece
21 becomes meaningful for them. You can't move forward
22 in those ag classes if you're not passing your math
23 and your English and your science, and we've got to
24 help them get on grade level. And so we -- right as
25 they come into 6th grade we diagnostic test every

1 student and we have some data to start with, and we
2 do that periodically throughout the year. And that
3 data drives our instruction and we also can target
4 those kids using that data. So we have some pieces
5 in place.

6 Ms. Johnston, do you want to speak on -- do you
7 have anything to add for supporting those students
8 who are challenged?

9 MS. JOHNSTON: Yeah. Going back to saying with
10 our school being in such a small community and we
11 really know our students, our teachers have a very
12 strong passion for each individual child within our
13 district. And so it's -- a lot of times I have as
14 many teachers in my office as I do students, and
15 they're coming worried about those students that we
16 identify and we know they don't have that support.
17 So I think our staff does a great job of really
18 trying to rally around and make sure that we're not
19 losing kids. And we have RTI meetings to talk about
20 our students monthly and to really try to pull in our
21 community and help -- you know, it takes a whole
22 community to raise a child. So that's really what we
23 are about at our school and we all invest in that.

24 DR. BELL: And that's part -- Debbie, that's
25 part of that trauma-informed education for our staff

1 as well, so that they're able to pass on some of
2 those coping skills with those kids. We don't want
3 them in a rut and we don't want them to be stuck in
4 the cycle. So I think training and preparing our
5 teachers for those challenges to help those students
6 is a big piece of the puzzle as well.

7 CHAIRMAN COFFMAN: Is your middle school school-
8 wide for Title 1?

9 DR. BELL: Yes.

10 CHAIRMAN COFFMAN: Panel Members, any additional
11 questions?

12 DR. WILLIAMS: Yes, just a comment and two quick
13 questions.

14 The comment -- this curriculum seems to be very
15 community-based, which I think is great. As I
16 listened to you talk about it, it's meeting the needs
17 of the community -- and also listening to the guest
18 speakers also.

19 Couple of questions, one I think is pretty
20 straightforward but I hadn't heard a whole lot about
21 it. College preparatory curriculum, is that still --
22 you know, we focus a lot on the career-to-work and
23 career and technical education and so-forth. But
24 could you speak just a little bit on the college
25 preparatory curriculum?

1 DR. BELL: Absolutely.

2 DR. WILLIAMS: And then I have one other
3 question.

4 DR. BELL: Okay.

5 DR. WILLIAMS: I'll let you take that one first.

6 DR. BELL: Thank you for that question. We're
7 very excited about that piece. The academic piece,
8 the preparatory for college -- we of course know that
9 college isn't for every student. So we have I think
10 a pretty good plan in place for the kids who choose
11 not to go to college or college isn't for them,
12 whatever, for whatever reason -- or they need to work
13 through college. So I think we have that piece
14 pretty well laid out. The academic piece, we have
15 pathways set up; and so Ms. Johnston may want to
16 speak to this as well, or Ms. Green may want to speak
17 to this as well. But we'd like to be able to let
18 kids move through that curriculum at their academic
19 pace, not necessarily at their grade level. So let's
20 say we have a 6th grade student who scores Exceeding
21 on math and when -- on their diagnostics they're
22 scoring at least two grade levels above where they
23 are, where they should be, so they're ahead. Maybe
24 that 6th grade student takes a 7th grade math class
25 during their 6th grade year, which also becomes a

1 scheduling issue which is why we've asked for some of
2 those waivers. But in 8th grade they might take
3 their Algebra I, so now they're a year ahead so that
4 in their 11th and 12th grade year they have some
5 space in their schedule for more of those college
6 classes. So we've got that piece in place. We're
7 trying to get them some of those high school credits
8 so that they create that space later on in their high
9 school career and they have room to take some of
10 those exploratory classes or the foundational
11 classes. So there is that piece.

12 We also have -- we know how important the ACT is
13 and those scores for our kids, so we in middle school
14 start with the ACT Aspire. We use that data every
15 day; it drives the instruction. We're able to target
16 those kids in their weak areas and we intervene with
17 those kids and they have interventions for that, in
18 the hopes that every kid when they leave middle
19 school is on grade level as they enter high school.
20 We want them prepared. We want -- if they want to go
21 to college, we want them ready. But we have a
22 challenge because sometimes they come to us and
23 they're not on grade level, and so it becomes -- that
24 student success plan is a vital piece of this because
25 we'll lay out, "okay, you're not on grade level in

1 math; we've got to get you some extra help in that;
2 here's what we're going to do," and reassess that
3 constantly.

4 Ms. Green, do you have anything -- or Ms.
5 Johnston?

6 MS. GREEN: Our college plan I think is very,
7 very solid academically. We consistently have
8 Governor's Distinguished scholars every year with
9 that 32 or above on the ACT. Students graduate with
10 30-plus college hours every year. So that's a very
11 solid academic piece in our middle school. They
12 offer physical science in the 8th grade so we're able
13 to really track with the science classes going
14 through. They also, I believe, offer some honors
15 classes as well -- right, Ms. Johnston? So that
16 piece is very solid.

17 DR. BELL: I'll just elaborate on --

18 DR. WILLIAMS: Okay, thank you.

19 DR. BELL: I'll elaborate on that for just a
20 second, because we have our accelerated pathway and
21 we have our advanced pathway. So the accelerated
22 pathway would be for kids who want to accelerate
23 through that. They might not want to take high
24 school credit in middle school, but they want
25 preparation for those advanced classes as they enter

1 high school. So we have two different options for
2 those kids.

3 DR. WILLIAMS: Okay, thank you. And just the
4 final question, I notice in your presentation Need
5 for Charter says that "the Cave Springs CCSD
6 understands we can implement these ideas and
7 innovations through Act 1240." Why the choice of
8 going the charter route versus Act 1240?

9 DR. BELL: Okay. So I think it's a big piece
10 for our community; our community is driving that
11 charter piece. Our high school charter is such a
12 success. They hear at graduation the students who
13 come across the stage and they have college credit
14 hours, they have certifications, they have meaningful
15 employment. That's what our community associates
16 with charter. It's a very positive idea. And so we
17 think the next logical step is to ask for the charter
18 status at the middle school. It indicates that we're
19 changing what we're doing; there's going to -- a
20 change is coming. It also indicates that we are
21 directly aligned with the high school and we're
22 supporting that already successful piece. So to our
23 community, if you walk the streets in Cave City
24 they're not going to be able to tell you which
25 waivers we have; they might not even be able to tell

1 you exactly what a charter is, but they associate
2 success with the name charter. And so we feel like
3 moving forward it just indicates that we support our
4 students, we support our high school, and together we
5 support the community.

6 CHAIRMAN COFFMAN: Any other questions?

7 DR. WILLIAMS: Yes, one follow-up question to
8 the ADE.

9 Does it really matter whether a route a school
10 district chooses to take, whether they use Act 1240
11 or the charter school process?

12 MS. HYATT: There are certainly I think benefits
13 and detriments to both. You know, going through the
14 charter we look more to make sure that it's aligned
15 with a larger innovative mission. With 1240's you
16 don't necessarily have to have a new model for a
17 school; it's more about doing something innovative
18 within the traditional school context. Also, of
19 course, if you do a 1240 you don't have to come
20 through the Charter Authorizing Panel and there's not
21 that additional layer of accountability. But for the
22 most part any waiver that you can get under charter
23 you can also get under 1240; it just kind of depends
24 I think what the school wants to do in terms of
25 model.

1 CHAIRMAN COFFMAN: Mr. Walter.

2 MR. WALTER: Thank you, Madam Chair.

3 Dr. Williams, if I may just add something
4 briefly to Ms. Hyatt's comments. In working with
5 Cave City School District one of the things that
6 struck me, besides the fact that they already have
7 the charter in place -- and I think why they
8 ultimately decided to go the conversion charter route
9 as opposed to 1240 is they wanted to put, as Ms.
10 Hyatt said, a model together and they wanted
11 something of permanence. They didn't want, for
12 example, kind of a way to address a need they were
13 having, such as having trouble attracting teachers or
14 going before the State Board for an Act 1240 waiver
15 for Teacher Licensure. They wanted to put something
16 solid and lasting together and the waivers there were
17 the drivers in them being able to imply -- pardon me
18 -- implement the model.

19 DR. WILLIAMS: Okay, thank you. All three
20 answers were excellent. Thank you. Thank all three
21 of you.

22 CHAIRMAN COFFMAN: Any further questions or
23 discussion?

24 I'll accept a motion then.

25 MR. BALDWIN: I'd like to make a motion to

1 approve the Cave City Middle School Career and
2 College Preparatory Charter School. I think in my
3 mind your application is very thorough. You all have
4 obviously spent time and effort to do what's right
5 for the kids. I think this will be a good program
6 for you.

7 DR. WILLIAMS: Second.

8 CHAIRMAN COFFMAN: So we have a motion by Mr.
9 Baldwin and a second by Dr. Williams to approve the
10 charter for Cave City Middle School.

11 Any discussion?

12 All those in favor?

13 (UNANIMOUS CHORUS OF AYES)

14 CHAIRMAN COFFMAN: Opposed?

15 Hearing none, motion passes.

16 We'll take just a moment to fill in our voting
17 sheets and then give each panel [sic] an opportunity
18 to share their voting notes with the team.

19 (A FEW MOMENTS OF SILENCE)

20 CHAIRMAN COFFMAN: Mr. Baldwin, if you're ready?

21 MR. BALDWIN: So I voted in favor of the motion.
22 I think the charter is well considered; you guys have
23 thought through this, and it will benefit the
24 students in the Cave City School District.

25 CHAIRMAN COFFMAN: Ms. Clemmer.

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

(MOMENT OF SILENCE)

CHAIRMAN COFFMAN: Ms. Clemmer?

(MOMENT OF SILENCE)

CHAIRMAN COFFMAN: All right. I can see her sheet. She said she voted for. She said it's an -- engaging middle school students earlier towards thinking about the occupational benefits of their students is important.

Dr. Williams.

DR. WILLIAMS: Yes. I support the motion. The application supports the current high school charter and addresses the needs of the community within this curriculum.

CHAIRMAN COFFMAN: Thank you.

Ms. Wright-McMurray.

MS. WRIGHT-McMURRAY: I voted for the charter. This is going to be a great opportunity -- [clearing throat] -- excuse me -- for students to engage in CTE earlier. I'd just continue to encourage the district to work closely with the State CTE office to provide PD opportunities for those teachers that may be non-licensed but are subject matter experts the CTE.

CHAIRMAN COFFMAN: Congratulations on a well-prepared and presented plan of action for your students. We look forward to seeing great things in

1 Cave City, as always.

2 Panel, let's take a 10-minute break and let the
3 people leave the room and new people enter the room
4 safely. So, 10 minutes please.

5 (BREAK: 10:28 - 10:39 a.m.)

6 2. CONSIDERATION OF DISTRICT CONVERSION CHARTER SCHOOL
7 APPLICATION - BATESVILLE CHARTER HIGH SCHOOL

8 CHAIRMAN COFFMAN: Good morning. We'll give our
9 panel members a moment to turn their cameras on.

10 And, Ms. Hyatt, if you're ready to come and go
11 over the process so that the team from Batesville
12 knows the procedures?

13 MS. HYATT: Mary Claire Hyatt with the
14 Department.

15 Tracy Webb will introduce the applicant before
16 the hearing begins.

17 Ms. Coffman, you'll want to swear all the
18 parties, except for attorneys, that will be giving
19 testimony.

20 The district conversion applicant will then have
21 20 minutes. There's no one signed up in opposition
22 for this applicant, so they'll then be given the
23 additional 5 minutes. And then you can move into
24 questions.

25 All parties and anyone that's on the Zoom please

1 state your name before you speak, even if you've
2 talked before, so that we can have a clear record.

3 Any community members or community partners that
4 are here to speak on behalf of the applicant will
5 need to speak during the 20 minutes.

6 Any elected officials that are here -- and I do
7 believe we have at least one -- can speak before the
8 hearing, during the 20 minutes, or at the conclusion
9 of all the testimony; up to the official and the
10 applicant how they want to move forward.

11 Following that, we'll do what we did last time
12 which is go through remaining legal concerns and
13 waivers, allow them the opportunity to kind of give
14 you guys more information about how they're using
15 their waivers, and any remaining concerns outside of
16 legal.

17 CHAIRMAN COFFMAN: Thank you.

18 Ms. Webb.

19 MS. WEBB: The next item on the agenda is
20 Consideration of District Conversion Charter
21 Application for the Batesville Charter High School.
22 The Batesville School District is requesting a
23 district conversion charter license for their high
24 school. The proposed school will serve up to 2,000
25 students in grades 9-12. And today we have

1 Representative Stu Smith that is here to talk on
2 their behalf. We also have on Zoom Superintendent
3 Michael Hester; Dr. Jennifer Douglas, Assistant
4 Superintendent is here on-site, as well as Jeannie
5 Roepcke, a teacher, and Laura Howard, Community
6 Schools Coordinator. They also have two Batesville
7 Area Chamber of Commerce representatives, Jamie
8 Rayford and Crystal Johnson, that are -- on Zoom or
9 present? Present -- that will be part of their
10 presentation.

11 CHAIRMAN COFFMAN: If everyone speaking on
12 behalf of Batesville will stand, raise your right
13 hand, and repeat after me -- do you swear or affirm
14 that the testimony you're about to give shall be the
15 truth, the whole truth, and nothing but the truth?

16 (ALL SPEAKERS ANSWERED AFFIRMATIVELY)

17 CHAIRMAN COFFMAN: Thank you.

18 Representative Smith, you're recognized.

19 REPRESENTATIVE STU SMITH: Thank you, Committee.
20 I'm Representative Stu Smith, District 63.

21 I'm a little partial towards this school because
22 I taught there for 35 years. Matter of fact, I
23 dusted off the cobwebs, went and got my lifetime
24 teaching certificate, and I'm back teaching there
25 again this fall. So it's been a great experience --

1 and a new one, to say the least, in these times.

2 But this is a very special school district
3 mainly for the fact that I know firsthand that they
4 always put their students first. Batesville has a
5 long history of having one of the best and most
6 progressive school districts in the state of
7 Arkansas. They're always moving forward to make sure
8 that their students have every opportunity to compete
9 and succeed in today's ever-changing job market.
10 This conversion charter will give them the
11 opportunity to provide greater flexibility of their
12 students. It will enable each student to nurture
13 their strengths and to strengthen their weaknesses.

14 I'm here today to give my full support in their
15 efforts to expand student opportunities in
16 Independence County in the State of Arkansas. Thank
17 you.

18 CHAIRMAN COFFMAN: Thank you. Thank you for
19 being here.

20 All right, Batesville team, who wants to start
21 us off? Be sure to say your name and title. And I
22 will alert you when your 20 minutes is up so that
23 you'll know you have 5 more.

24 SUPT. HESTER: I'm Dr. Michael Hester,
25 Superintendent at Batesville. Greetings from

1 beautiful Batesville. We have [inaudible] and you
2 need to come see us; it's beautiful. And on behalf
3 of our school board and school district, as
4 Superintendent, I want to thank you and this board
5 for considering our request today. We are excited
6 about the innovation and creativity. Among the
7 board's goals is innovation and efficiencies, and
8 this team today represents our district's goals and
9 that innovation. They were led with the creativity
10 in the school by Assistant Superintendent, Ms.
11 Jennifer Douglas, who is there to present, and she
12 has got some wonderful team members. The things they
13 are doing I think are cutting-edge. We are
14 privileged and honored to be there and to be
15 represented by this team.

16 I do have to apologize, I have to step out.
17 I've got a [inaudible] meeting going on at this time,
18 but we're happy to be here. So I'm going to step
19 back out, but [audio distortion] with Ms. Douglas,
20 our Assistant Superintendent for Curriculum and
21 Instruction.

22 CHAIRMAN COFFMAN: Thank you, Mr. Hester.

23 MS. DOUGLAS: My name is Jennifer Douglas; I'm
24 Assistant Superintendent at Batesville. It's an
25 honor and a privilege to be with you guys today. As

1 Dr. Hester said, we are just a small representation
2 of a much larger team that have provided input and
3 feedback through this whole charter process. So we
4 want to get started.

5 Before we talk too much about our charter, we
6 want to tell you a little bit about Batesville. At
7 Batesville we are the Pioneers and we pride ourselves
8 on pioneering new and innovative ways for our
9 students to gain skills and experiences that will
10 take them into a successful place in the workforce.
11 We are the largest school in Independence County. We
12 have a home-visiting program where we begin serving
13 our youngest Pioneers before birth. We have 12 home
14 visitors, many of which are bilingual because we have
15 a very diverse population in Batesville. Then we
16 begin at birth at our Batesville preschool serving
17 our Pioneers and families and continue through K-12
18 education. All six of our schools throughout the
19 district are part -- implement the community schools
20 model. This model is based and founded in the fact
21 that we know school districts do much more than just
22 provide teaching and learning; they also provide
23 support for social/emotional needs, as well as health
24 and physical well-being. Our high school and our
25 district has been a growing district. And one of the

1 final things we really pride ourselves on -- I think
2 Stu alluded to it -- we have amazing partners,
3 whether they're community partners, business and
4 industry partners. And we have a very strong working
5 relationship with our Chamber of Commerce, as well as
6 other schools in Independence County. Through our
7 work as a ForwARd community, through Impact
8 Independence, which is one of our community goals,
9 and through Excel by Eight we're confident we have
10 the resources in place and support to make this
11 conversion charter very successful.

12 At this time I'm going to turn it over to Ms.
13 Roepcke to share more.

14 MS. ROEPCKE: Good morning. I'm Jeannie
15 Roepcke, classroom teacher at Batesville High School.

16 Why -- what is it that we are asking for today?

17 We are asking you for the opportunity for a --
18 to provide an equitable and sustainable personal
19 model for each individual student, no matter where
20 they are, no matter what their needs are, and where
21 they are in their academic career. Also, we need to
22 provide this in a timely manner to meet the needs
23 that our community workforce is asking for. Our
24 community workforce is asking for specialized
25 programs that aren't offered in any other pathways,

1 and we would like to be able to provide that -- those
2 opportunities for those students and for the
3 community and be able to provide security in knowing
4 that we can move forward with these pathways as they
5 arise in our community.

6 Ms. Crystal Johnson -- we have a video of her,
7 but she is also in the room, so we'd like to ask her
8 to please just step forward and speak instead of the
9 video.

10 MS. JOHNSON: Hi. Crystal Johnson with the
11 Batesville Area Chamber of Commerce.

12 And I am just thrilled to death to be here
13 today. This has been a collaborative journey that
14 we've been on for the past couple of years, so I'm
15 proud and thankful for your consideration of the
16 application which will really shape the future of
17 Independence County moving forward. And I thought it
18 would be kind of important to tell you why I'm here
19 and why our partnership is important.

20 It's -- you know, a few years ago when I --
21 well, 11 years ago, when I started at the Chamber, we
22 did not have relationships with our school district.
23 Once we kind of dug into our community, we had a
24 grassroots strategic plan; we were looking for input
25 from community members to see, you know, what do you

1 expect from the Chamber. And they responded back and
2 said, "We expect to see four things: we want to focus
3 on tourism; we want to focus on healthy living and
4 well-being; we want to focus on economic prosperity;
5 and then, education. So we said, "Okay. What about
6 education?" And they told us that they wanted us to
7 help our school district in bringing them to meet a
8 goal of being a leader in K-12 education. Well,
9 that's big. I mean what does that mean? So we take
10 a step back and we say, "Well, what is our business
11 community telling us that they need?" They need
12 skilled workforce. So we partnered with our
13 Batesville School District and we started on this
14 journey. We went on learning journeys to see other
15 school districts; we went to Texas to see some of the
16 very best medical pathway opportunities. And we
17 thought, okay, let's bring back the very best ideas
18 and do those in our community.

19 So that's kind of what has gotten us to this
20 point of getting our charter application together:
21 we're responding to the needs of our workforce. And
22 it's pretty cool because our school district supports
23 our business and industry, and business and industry
24 support our school district, and it is just the
25 absolute perfect partnership.

1 So in -- what I encourage you to think about are
2 the needs of our school district to be able to
3 respond to the needs of our business and industry
4 quickly, because jobs change. Jobs that are in high
5 demand change very rapidly and these folks need to be
6 able to respond to that need without delay. That
7 gives our students the best opportunity; that helps
8 our community with economic development -- just a
9 stronger community as a whole. So that's why I'm
10 here, to encourage you to think about those things.
11 Super proud of our team. And that's it. Appreciate
12 you. Thank you.

13 MS. ROEPCKE: Thank you, Ms. Johnson.

14 Again, I'm Jeannie Roepcke. And today I want to
15 talk to you a minute about why we're asking for a
16 conversion charter, what does that mean to Batesville
17 High School.

18 As Ms. Johnson said, our community is requesting
19 qualified workers. The community, with the industry,
20 with education -- all three form a perfect trifecta
21 in order to promote students and their future life
22 and the things that we can help them begin before
23 they leave high school. We need to be able to create
24 personalized educational plans based on those student
25 needs.

1 Being a classroom teacher, one of the things
2 that the pandemic has done for me is I'm no longer
3 able to read the student's expression or sometimes
4 even body language. I have to look them in the eye.
5 And Batesville is blessed to have such a large and
6 growing Hispanic community. And one of the things
7 that is very important to my students is being able
8 to give back to their students [sic] in an economic
9 way, to be able to provide for their family. And
10 I've seen several -- many cases when those students
11 can get a job and go to work immediately in an entry-
12 level job and still go to school; we have many
13 students that do that, that work 40 hours a week and
14 still go to school. But what if we could provide for
15 them a personalized pathway that would give them the
16 credentials and be able to stack those workforce
17 needs that they need while they're in high school,
18 encouraging them to stay in high school instead of
19 going into the job market before graduation? What if
20 we could give them what they need then, exactly when
21 they need it, those pathways that aren't offered in
22 any other pathway at the time that they need it
23 without having to wait a very long time in order to
24 implement those? What if we could give those to
25 those -- give those to these students now, keep them

1 in the educational system, as well as in the
2 workforce and being able to provide for their family?
3 That is a huge sense of pride for those students to
4 be able to get both of those things, to get the
5 education as well as be able to provide back for
6 their families.

7 We know that we can prepare these students for
8 life through our internships, through our student
9 success plans. What we need is the ability to be
10 able to meet the needs of now and evolve to tomorrow.
11 Webster says that "evolve" is to develop gradually,
12 especially from the simple model to the complex form.
13 Isn't that -- as educators and at the State
14 Department isn't that our job? Isn't that what we're
15 doing with students every day, evolving them from the
16 simple to the more complex? And then have them in
17 the workforce, building better communities for us
18 all.

19 Ms. Angela Chapman is -- first of all, let me
20 talk just a minute about our personalized pathways
21 and our services, what those actually look like. At
22 the elementary level they look like exploration; they
23 look a little bit like play; they look like finding
24 out what the passion of each student is, what they
25 enjoy, and what they want to do in their free time.

1 And then when they hit high school 9-12 they begin to
2 discover how to do that in an educational way, in a
3 way that meets the industry needs. And then, of
4 course, in 12th grade our seniors are our leaders in
5 our community, as well as in our classrooms and in
6 the educational system.

7 Ms. Angela Chapman with White River Health
8 Systems has a few things she would like to share with
9 us this morning, and we have her on video and we'd
10 like to try to play that video. If not, I have also
11 audio on my phone that I can put with the video.

12 (COURT REPORTER'S NOTE: The video was played,
13 but there was no sound. Therefore, Ms. Roepcke
14 played the audio on her cell phone, as follows)

15 "-- with White River Health System in
16 Batesville, Arkansas. We've had the joy and pleasure
17 to work with the Batesville School District in the
18 development of their health pathways, another program
19 for their students. We've worked together to develop
20 four of these, one of those being sports medicine,
21 another being medical assistant, surgical technician,
22 and pre-med professional. We feel so strongly that
23 it's important to have individuals as students that
24 are qualified prepared workforce individuals. This
25 opportunity for Batesville School District not only

1 affects the lives of the students and their families,
2 but also our community. We at White River are
3 community driven and we are here for the care you
4 need where you need it. So we're so excited to
5 continue to work the Batesville School District,
6 encourage them and support them on this opportunity."

7 MS. ROEPCKE: And, again, thank you for allowing
8 me to be here today. We appreciate you.

9 MS. HOWARD: Good morning. I'm Laura Howard,
10 Community Schools Coordinator.

11 And as you can tell, Batesville School District
12 is committed to expanding our career opportunities
13 and meeting our students and community needs in a
14 timely manner. During Phase 1 of conversion charter,
15 we are set to implement several innovative pathways.
16 Many are directly connected to healthcare and the
17 workforce needs outlined by White River Medical
18 Center, such as medical assistant, surgical tech,
19 medical pre-professional, and sports medicine.
20 Medical assistant and surgical tech specifically are
21 pathways we collaborated with White River Health
22 System to write leveled courses students must
23 complete in preparation to enter the workforce.
24 Other pathways include aviation, which includes
25 drones and pilot training; also video journalism and

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

production.

Over the last few years we worked diligently in Batesville School District to create amazing ways of educating our students for the future workforce, and one of those ways is the creation of our E3 internship and apprenticeship program. In partnership with National Apprenticeship Training Foundation and multiple business and industry partners, Batesville School District is scaling up to be a pipeline for our community workforce. National Apprenticeship Training specifically has allowed students 16 years of age or older to enter registered apprenticeship programs; and as a result, our students are able to begin training and working in facilities that typically require their employees to be at least 18 years of age or older. Each year new community workforce needs arise and are brought to our attention, and each year new partnerships through our E3 internship and apprenticeship program are developed.

And, finally, our last slide shows you three students, Student A, B, and C. All three students are Batesville High School graduates, but only two have the advantage of becoming endorsed by completing career academies outlined in our conversion charter.

1 Student A is a Batesville High School graduate.
2 She definitely has an aptitude for the healthcare
3 profession, but lacked the eligibility requirements
4 to enter UACCB secondary education pathway for
5 healthcare to earn a CNA license while in high
6 school. And as a result, she had to wait until after
7 graduation to enter UACCB to begin studying her
8 healthcare coursework after graduation.

9 But Student B took advantage of one of our
10 healthcare pathways we're hoping to implement through
11 a conversion charter and he became endorsed as a
12 medical assistant. And through his pathway he was
13 able to earn various certifications, such as CPR,
14 Stop the Bleed, OSHA 10, HIPPA certified. But after
15 graduation he's able to earn a preferential interview
16 with White River Medical Center through our
17 partnership and can gain employment as a medical
18 assistant. Additionally, he is able to earn
19 scholarships to further his education after
20 graduation through the hospital while he works to
21 earn his LPN certification.

22 Student C is also a Batesville High School
23 graduate and earned an endorsement in medical pre-
24 professional. She earned many of the same
25 certifications that Student B did, with the exception

1 of also earning pharmacy tech because she's at least
2 18 or older. Through her pathway she is immersed in
3 various medical lab simulations and job shadowing
4 opportunities within our hospital, and as a result is
5 able to network with multiple medical professionals
6 right in our hospital. After graduation she gains
7 employment with White River Medical Center as a
8 pharmacy tech and is a student at Lyon College
9 majoring in pre-Pharmacy.

10 So as you can see, the healthcare pathways that
11 we're asking for have such benefits for our students;
12 they're able to prepare themselves to be workforce
13 ready. And we have opportunities for skilled workers
14 but also students who are seeking more advanced
15 degrees as well.

16 And so we thank you for your consideration and
17 we're happy to begin accepting questions at this
18 time. Thank you.

19 CHAIRMAN COFFMAN: Thank you. Can you answer a
20 clarifying question for me before we get started?

21 MS. HOWARD: Certainly.

22 CHAIRMAN COFFMAN: Are you asking for a charter
23 -- are you asking to change your whole high school
24 into this charter or are you asking for a separate
25 high school?

1 MS. HOWARD: Our whole high school.

2 CHAIRMAN COFFMAN: Okay. Ms. Hyatt.

3 FLEXIBLE SCHEDULE WAIVER

4 MS. HYATT: Mary Claire Hyatt with the
5 Department.

6 The first set of waivers has to do with Flexible
7 Schedule. Again, we kind of talked about this with
8 the previous applicant. The first -- there are kind
9 of two clean-up things on this. The first is, just
10 like with Cave City, since this is the high school
11 there's no need for 6-16-102(a)(5), which is the
12 recess provision. So I would like confirmation from
13 the applicant that they do not need a waiver of that
14 provision. And in order to fully effectuate the
15 waiver they will need Standard 1(a)(4)(2), which is
16 the six-hour instructional day or 30-hour
17 instructional week, and so they will need to add
18 that. In addition, if they would just give
19 additional information about why this waiver is
20 necessary for the Panel?

21 MS. DOUGLAS: We can confirm we don't need the
22 recess waiver -- oh, sorry -- Jennifer Douglas,
23 Assistant Superintendent. We can confirm we don't
24 need the recess waiver for our high school
25 conversion. We feel this is necessary because we

1 have students who travel to UACCB for their career
2 center. We will also have partnership with White
3 River Health Systems, as well as many other business
4 and industry in Batesville community. Some of our
5 current partners are LaCroix Optical, Citizens Bank,
6 First Community Bank. Our students travel to these
7 businesses to gain experiences and employment. And
8 our hope is with the conversion charter they may also
9 go to these places for coursework which would take
10 them off campus, and there's travel time in there.
11 So we feel like this would cover us. Although the
12 school is open six hours a day, students are out and
13 going to business and industry -- Bad Boy,
14 Intimidator, as well -- multiple partners. So this
15 would afford us that flexibility for them to do
16 internships and hands-on experiencing in the
17 workforce.

18 CHAIRMAN COFFMAN: Ms. Douglas, the students are
19 getting their 22 credits though?

20 MS. DOUGLAS: Yes, ma'am.

21 CHAIRMAN COFFMAN: Okay.

22 MR. WALTER: Thank you, Madam Chair. Tripp
23 Walter, Staff Attorney, APSRC. I just wanted to
24 respond to Ms. Hyatt's request for confirmation on
25 the addition/deletion she mentioned. And on behalf

1 of the District we will confirm those.

2 CHAIRMAN COFFMAN: Questions from the Panel?

3 I have one other quick question. And so talk to
4 us just a little bit, just to kind of share with the
5 public -- so kids are going and coming, and how do
6 you transport, insure safety? And are you doing an
7 8-period day?

8 MS. DOUGLAS: No, we do an A/B block schedule.

9 So Jennifer Douglas again, Assistant
10 Superintendent.

11 We run an A/B block schedule. For most of the
12 classes for UACCB students we do provide
13 transportation to the secondary career center or for
14 concurrent college classes, if that is a need. But
15 we also allow our students to drive themselves, if
16 they're 16 or older, and that -- they transport
17 themselves. It's probably four miles across town
18 that they travel to and from campus. To this point,
19 with our E3 internships the students have provided
20 their own travel. We have looked at, if a need
21 arises, to try to provide travel for students so that
22 that would not prohibit a student from being able to
23 experience an onsite internship.

24 TEACHER LICENSURE

25 MS. HYATT: If there are no additional questions

1 on that, I'll move on to the next set of waivers
2 which has to do with Teacher Licensure. So a couple
3 of clean-up things here first before we get into
4 substantive things -- they have cited 6-17-401 et
5 seq. They just need 6-17-401, not the entire
6 subchapter. Additionally, they only need Section 7
7 of the rules governing Educator Licensure, rather
8 than the entire set of rules.

9 If Tripp maybe wants to come up and confirm
10 those pieces before we move on to the next set of
11 issues?

12 MR. WALTER: Tripp Walter, APSRC on behalf of
13 the District. I will confirm those changes.

14 MS. HYATT: So the next kind of question I have
15 and that the Internal Review Committee had on these
16 set of waivers is for which classes and grades the
17 Teacher Licensure waiver would be used and whether it
18 would be used for core courses.

19 MS. DOUGLAS: Jennifer Douglas, Assistant
20 Superintendent.

21 We would like the flexibility to use those for
22 core courses with the -- and with the medical
23 pathways also. In today's society, finding highly
24 qualified teachers that have a current teacher
25 license is sometimes difficult. And oftentimes we

1 have people, professionals who may have an art degree
2 or an advanced degree in English that can provide a
3 wealth of information; and oftentimes they also may
4 want to pursue a teacher licensure, in which case we
5 would encourage that and support that through the
6 APPEL program or some of the alternate paths. But we
7 also know that there are professionals out there that
8 are very busy, that are either medical professionals
9 or possibly retired pilots that would like to come
10 and provide a service to our students and they don't
11 necessarily have the time to pursue that licensure.

12 So we would like the flexibility to be able to
13 use that when needed, with the assurance that any
14 applicant that we hired would meet all criminal and
15 child maltreatment background checks. And we would
16 continue to provide all professional development
17 support to them and training through either the
18 Science of Reading or all required professional
19 development that is required through the State of
20 Arkansas.

21 Did that answer all parts of that?

22 MS. HYATT: (Nodding head up and down.)

23 CHAIRMAN COFFMAN: Okay. We're going to have a
24 lot of questions here. I'll start --

25 MS. DOUGLAS: Okay.

1 CHAIRMAN COFFMAN: -- and then they can join in.
2 And so it makes sense if you have an expert
3 coming in that may not want to work toward a license,
4 but I need you to talk to me a little bit more about
5 core teachers. Because we have core -- for core
6 classes we have so many pathways, emergency teaching
7 permits; there are so many pathways for them. I need
8 to understand why you would need a waiver for core
9 instruction.

10 MS. DOUGLAS: Okay. I think for us one reason
11 would be what I alluded to before, there are people
12 out there -- I think, for example, as of right now we
13 have Act 1240 waivers for licensure. And we hired a
14 teacher who has multiple advanced degrees in English
15 and was an editor for a publication for many, many
16 years. And as a second kind of retirement
17 profession, she retired and moved and now provides
18 English instruction; excellent English teacher.
19 We've given her support; she's gone through Science
20 of Reading. She does an amazing job. She doesn't
21 necessarily have a desire to go back and go through
22 the APPEL program and get an additional set of
23 courses, but she's done an amazing job teaching
24 English for us. So when and if at all possible we
25 absolutely want to hire certified teachers, but that

1 flexibility to respond in a certain circumstance --
2 another great example is we have a Communications
3 director who has a degree in Broadcast Journalism.
4 She's been able to go over and teach some courses on
5 live-streaming and video production at our high
6 school. She's our Communications Coordinator. She
7 doesn't necessarily want to pursue a license in
8 Education but she can provide a wealth of knowledge,
9 and so right now we do that under a supervised
10 teacher. A conversion charter would allow us to use
11 people like that to actually go in and teach the
12 course. But, again, I would like to say when and if
13 at all possible we always seek to hire certified
14 teachers and have them follow through with one of the
15 alternate paths to licensure.

16 CHAIRMAN COFFMAN: So I believe they can go the
17 PPTL route for -- as you have described. But our
18 urging is if there's a possibility to get someone on
19 a pathway, a licensure pathway, that serves us long-
20 term.

21 MS. DOUGLAS: Correct.

22 CHAIRMAN COFFMAN: And so what you've described
23 makes sense for some people that want to come in just
24 for temporary, you know, fill the need --

25 MS. DOUGLAS: Right.

1 CHAIRMAN COFFMAN: -- some expert. That makes
2 perfect sense. But, you know, just like
3 Representative Smith, you know, we encourage that
4 lifetime license and getting licensed if at all
5 possible because we do have so many pathways now.

6 MS. DOUGLAS: Yes, ma'am. And we do the same
7 thing. When a candidate is brought for hire, if they
8 don't have a current license they often meet with
9 myself or the Superintendent and we discuss the
10 possibilities, whether we need to use a waiver in
11 place for a temporary circumstance or -- I do foresee
12 us using this mostly for our medical pathways, our
13 medical professionals, our athletic trainers,
14 professional people who would be coming in to teach a
15 course here or there. But we would like that
16 flexibility for some of the instances that I
17 described.

18 CHAIRMAN COFFMAN: Have you worked with Educator
19 Effectiveness or Licensure?

20 MS. DOUGLAS: Yes, ma'am. I actually have
21 talked to Mr. Baka [ps] several times and spoke with
22 him again yesterday just about our plan in general
23 and how we currently do things and giving him the
24 assurances. And he basically said if we operate
25 under a conversion charter or Act 1240 waivers the

1 Licensure Department will work with us as long as we
2 continue to meet those same assurances that teachers
3 are Arkansas qualified, we follow everything with
4 Arkansas Qualified Teacher, and then child
5 maltreatment and criminal background checks.

6 CHAIRMAN COFFMAN: Thank you.

7 Panel Members, any additional questions?

8 Ms. Hyatt, I'm assuming you're going to unpack
9 this for the other components, counselors?

10 MS. HYATT: Yes. Read my mind.

11 MS. WRIGHT-McMURRAY: I did have a question.
12 I'm sorry. Again, I couldn't get that mute button --
13 my mute button to work.

14 So just kind of to follow-up a little bit to
15 some of the Chair's comments -- so, on the CTE side
16 we do provide opportunities for individuals that may
17 be subject matter experts in industry to be permitted
18 to teach courses, and that's a process that
19 individuals can go through. I guess I would just
20 want you just to talk a little bit -- on the CTE
21 side, what are your expectations as far as
22 individuals coming in teaching those courses? And
23 what type of permits or additional credentials would
24 you expect for them to have to teach the CTE courses?

25 MS. DOUGLAS: Yes, ma'am. Thank you for that

1 question. We do realize that that is an option and
2 it may be an option some people want to pursue. But,
3 again, many of the people that we would be asking to
4 teach these courses are busy professionals who often
5 may hold a separate job other than just teaching
6 coursework at Batesville High School. So just having
7 that flexibility so that those people can come in and
8 provide a service to students in a timely fashion,
9 knowing that if it's something long-term they may
10 want to pursue that career and technical certificate,
11 which I understand is basically an application, a
12 two-year -- two to three years of experience, and
13 then the criminal and child maltreatment background
14 checks. We would still assure those things as a
15 district, that those -- any applicant that works with
16 our students has met those things. But we would just
17 like to be able to take those professionals and allow
18 them to work with our students in the course where --
19 athletic trainer -- for example, we have a certified
20 athletic trainer who's employed through White River
21 Health Systems that we could utilize to teach
22 athletic training classes and provide hands-on
23 experiences to our students throughout the course of
24 the year. But he's an athletic trainer. He's very
25 busy, he has a schedule, he works for the hospital;

1 he may not have the time to pursue an Arkansas
2 teaching license. Does that --

3 MS. WRIGHT-McMURRAY: Well, just in -- I'm
4 sorry; go ahead.

5 MS. DOUGLAS: No, I was just going to ask you if
6 that answered your question.

7 MS. WRIGHT-McMURRAY: Yes. So just in follow-up
8 to those comments, so if we have an individual whose
9 schedule is -- [clearing throat] sorry -- extremely
10 busy, will they have the opportunity to work with
11 other teachers in the school to be able to be
12 mentored and supported? Because we understand that
13 for that course we're wanting that instruction to
14 take place, but we also want to make sure that it
15 fits well within the pathway so students are
16 supported to be able to go to the next course and
17 then they can take that program of study and earn any
18 certifications that they may --

19 MS. DOUGLAS: Yes, ma'am.

20 MS. WRIGHT-McMURRAY: -- or that that would be
21 something that they would be able to do based on
22 their busy schedules.

23 MS. DOUGLAS: Yes, ma'am. We have our PLC, our
24 Professional Learning Community time built into the
25 school day. So we would hope that we could schedule

1 time in for that person to meet with other content
2 area specialists in their content area to discuss and
3 provide support. We also have a career coach full-
4 time at the high school, and as well as an
5 instructional facilitator on every staff -- on every
6 campus. So with the support of our additional
7 personnel, our Community School Coordinator, myself
8 -- one of the hats I wear is professional development
9 for our district. We check on those people and make
10 sure they have the support and resources they need to
11 be successful.

12 MS. WRIGHT-McMURRAY: Thank you.

13 MS. ROEPCKE: Jeannie Roepcke, Batesville High
14 School teacher.

15 Being at the high school and seeing the teachers
16 every day and seeing these professionals that do come
17 into our classrooms and help us with the curriculum
18 in a professional manner, those professionals of
19 course can make three times as much money at -- out
20 in the industry that they have ingrained their life
21 to. And -- but I do see also how they are a part of
22 our staff, they are part of our faculty, they attend
23 PLCs, they attend all of the professional growth as
24 teachers that they need to have. And when I say
25 "they" I'm speaking right now of our athletic trainer

1 who is on campus every day, all day with all of our
2 students, and he is ingrained as part of our faculty
3 even though he is employed by White River Health
4 Systems.

5 CHAIRMAN COFFMAN: A place I'm struggling is if
6 they're going to do all that work -- they've already
7 met the requirements for the permit, and so I'm just
8 struggling with why not get the permit and meet the
9 licensure pathway. That's what we're trying to
10 unpack.

11 MS. DOUGLAS: Again, Jennifer Douglas, Assistant
12 Superintendent.

13 I think some people may want to. But I know
14 just from looking at it, it is a process that they
15 have to go through, and we do want to be able to
16 respond in a timely fashion and definitely present
17 that for professionals that would want to pursue
18 that. But, again, we may have a physician who comes
19 in to just teach one course for us and they may not
20 want to do that. And like Keith Sherman, he's our
21 athletic trainer, he's an integral part of our campus
22 and I mean I would consider him one of our own. But
23 he's very busy; I don't know that he has the time to
24 dedicate to going through the application process to
25 get a certificate. But he can provide invaluable

1 information, enhance on experiences to our students
2 as far as athletic training is concerned; he has an
3 expertise that I could never bring to a classroom
4 with his life skills. And so that -- we just would
5 like the flexibility to pursue that if a teacher
6 would like to; but the flexibility to work with
7 professionals who may not have the time or the desire
8 to -- you know, to pursue those teacher licenses, to
9 provide that knowledge to our students.

10 First and foremost, I really do believe that we
11 live and breathe our motto of putting students first.
12 And we want to afford our Batesville students every
13 opportunity to gain experience, whether it's to take
14 them to college or to take them straight to their
15 career and enter the workforce. And the best people
16 to teach our students, along with our certified
17 teachers, are the people who are in business and
18 industry, and they provide a resource that is just
19 invaluable to us. And I think we will continue to
20 provide our teachers not only professional
21 development locally but also -- Ms. Wright-McMurray
22 mentioned courses through CTE, provide professional
23 development and training, wherever it's offered so
24 that our students can benefit directly.

25 CHAIRMAN COFFMAN: Mr. Walter, you're

1 recognized.

2 MR. WALTER: Thank you, Madam Chair. Tripp
3 Walter, APSRC.

4 I just wanted to -- first of all, I think it's
5 been clear from what Ms. Douglas has said that there
6 is a respect for the licensure process and the
7 pathways and the permitting process, to address Ms.
8 Wright-McMurray's questions. I think what I have
9 seen through Batesville's application and what I've
10 seen through other successful charter applicants in
11 the past who have a pathways model is that it's -- as
12 she said, in practice there are individuals in the
13 community who are very willing to step up and provide
14 either occasional or ongoing instruction. And this
15 is a district that I have seen through the
16 application process who I believe with integrity and
17 fidelity will provide the necessary supports. And
18 even though understanding that, certainly from the
19 Division's standpoint, the PPTL requirements are not
20 excessive, they can be more than community experts
21 want to do in order to help out the district.

22 So I respect all the points made by DESE, but I
23 would just like to close by saying I would ask
24 favorable consideration of this waiver for the reason
25 the Districts have said, and understanding it will be

1 used on an as-needed basis.

2 CHAIRMAN COFFMAN: Ms. Hyatt.

3 MS. HYATT: Mary Claire Hyatt with the Division.

4 Also in this group of waivers, under Teacher
5 Licensure there is in here a request for a waiver of
6 Guidance Counselor licensure. It's the Standard
7 4(e)(1) which says -- I'm just trying to pull it up
8 so I can read it to you exactly -- that each public
9 school district shall employ school counselors that
10 meet the licensure requirements. Kind of two things
11 on this: the requirement in the standard is on the
12 district, not on the individual school; it's the same
13 in the law. So even if Batesville becomes a district
14 conversion, the district as a whole is still required
15 to meet the requirements. So since it's a
16 requirement on the district itself, not on the
17 individual school, we can't here grant a waiver
18 that's going to be district-wide; we can only grant
19 waivers for the district conversion charter.

20 So I would like to have more information from
21 them on why they need that, what the role of the
22 school counselor is going to be, and why they would
23 need a district-wide waiver for their school.

24 MS. DOUGLAS: Jennifer Douglas, Assistant
25 Superintendent.

1 We have that waiver in there just in the event
2 -- we do have a full-time college career coach; she
3 is a licensed counselor. She is in addition to our
4 two required counselors this year, so she is not a
5 full 1.0 FTE as a counselor. Our intent is not to
6 ever replace our counselors. They're amazing. We
7 couldn't operate without them. They provide
8 wonderful resources to our students. But we would
9 just like the flexibility in the event that we had to
10 hire a counselor who maybe didn't have -- maybe she
11 has a degree in private counseling but not in school
12 counseling, we could look at that candidate. We
13 actually had that situation this past year. We ended
14 up finding a school licensed counselor, but we had
15 turnover very late in the summer and a couple of our
16 very strong applicants were professional licensed
17 counselors that would like to enter public school
18 education. And, fortunately, we were -- we could
19 find a school licensed counselor to hire. But to
20 have that flexibility would be nice and/or to be able
21 to assign that person more career coaching
22 opportunities.

23 MR. WALTER: Thank you. Tripp Walter, APSRC.

24 I just wanted to add to what Ms. Douglas said
25 that this -- that that request for licensure for the

1 Guidance Counselor for the reason she said does not
2 extend into any other parts of Act 190 of 2019. It's
3 not an attempt to also try to waive those other
4 parts, such as the comprehensive counseling plan. It
5 is just for licensure of a counselor if and as needed
6 for the reason stated.

7 MS. HYATT: Mary Claire Hyatt with the
8 Department.

9 I think where I'm still -- what I'm still
10 wondering is since -- provided that the charter is
11 granted, there is an amendment process if the needs
12 of the school change. And if they're saying now "we
13 have a licensed counselor, we're meeting the law, we
14 don't intend to have to use that waiver," there's
15 always a way for them to come back and add it if it
16 becomes necessary and it's just a 30-day process. So
17 I still have a little bit of hesitation there. And
18 there is a piece in the School Counseling Improvement
19 Act that has to do with counselor licensure that
20 would also have to be waived, which is 6-18-
21 2003(a)(2)(a). So that will need to be added if
22 we're going to move forward with this. I still would
23 like some more information on why it's necessary in
24 order to support their model.

25 MS. DOUGLAS: Other than -- like I said, this

1 year was the prime example of why we could need that,
2 because literally one week prior to school starting
3 our secondary counselor took another position, and so
4 we would not have had a 30-day time period to come
5 through this process. And, again, we had very
6 qualified applicants that had professional licenses
7 that automatically would've had to be taken out of
8 our applicant pool because they didn't have the
9 proper credentials. Again, I think any public school
10 or charter school -- we want to constantly look for
11 certified teachers or certified counselors that fit
12 that, but we also want to always have the option to
13 go with the very best candidate. And, sadly, more
14 often than not we have turnover late in the game
15 sometimes; so you don't always have a 30-day window.
16 We do have 2.3 counselors hired at the high school
17 now, in addition to a career coach. I anticipate
18 those people staying, but with Covid-19, with the way
19 things are right now, you know, sometimes it's
20 uncertain. And if a family gets a job -- we've had a
21 few employees, their spouse lost their job, they had
22 to relocate to another state, so we were tasked with
23 finding a new employee in a very short timeline.

24 MR. WALTER: Tripp Walter again. Two comments.

25 Number one, I would request to add to the

1 current waiver request the statute referenced by Ms.
2 Hyatt concerning the waiver of Guidance Counselor
3 teachers. Again, I understand the Division and the
4 Panel's concern. I think Ms. Douglas has articulated
5 reasons when this would be used. Again, it would be
6 used on an as-needed basis.

7 The other comment I'd like to make, which really
8 kind of transcends this particular waiver request --
9 to a certain extent all waiver requests are
10 prospectives and we don't always know -- for some of
11 them, obviously, we know -- and you've heard Ms.
12 Douglas articulate that and see that in the
13 application. But there are some instances when it's
14 impossible without getting into the waiver exactly
15 when they will be used, and I think this is one of
16 those times. And I would ask that you allow the
17 waiver and trust that the District, if granted the
18 waiver, will use the -- its discretion and
19 professional judgment to use it if -- and only if as-
20 needed. Thank you.

21 DR. WILLIAMS: Is there a current need for the
22 waiver just in your regular school?

23 This is -- I'm sorry; this is Dr. Williams.

24 Is there a current need for the waiver now?

25 MS. DOUGLAS: No, sir, not as of today.

1 DR. WILLIAMS: Okay. So what would be different
2 between today and the implementation of the charter
3 school? Would the same faculty -- it's a school
4 conversion, so the faculty will be there. So what's
5 your anticipation? Are you needing to hire more
6 counselors or -- help me understand where you're
7 going.

8 MS. DOUGLAS: At -- excuse me -- Jennifer
9 Douglas, Assistant Superintendent.

10 As of today, no, we would hopefully anticipate
11 we would have the same staff moving into a conversion
12 charter high school next year that we currently have.
13 But as I stated earlier, we had a staff change one
14 week before school started. So in the foreseeable
15 future, I would hope that I have all three of my
16 counselors next year, but I don't -- I can't
17 anticipate that. I don't know what may or may not
18 take them away from Batesville School District. So
19 just to have that flexibility -- like I said earlier,
20 we had multiple applicants this time who were
21 professional licensed counselors that were looking to
22 possibly go into public school counseling, and we
23 could've considered those candidates had we had this
24 waiver in place. Without it, we have to continue
25 looking until we can find a licensed public school

1 counselor. So while I can't see into the foreseeable
2 future -- I hope that all my counselors are here next
3 year -- this would allow us to consider other
4 credentialed candidates.

5 DR. WILLIAMS: Thank you. Hmmm. Okay.

6 CHAIRMAN COFFMAN: So, Ms. Johnson, the part
7 that gives me pause is not that I don't trust you,
8 because I do, and you've got a really well thought-
9 out charter plan here. But this plan works when
10 there's good counseling going on.

11 MS. DOUGLAS: Right.

12 CHAIRMAN COFFMAN: And so, once again, I think
13 we're in that place where those applicants may become
14 really great employees of the district if they follow
15 -- if they started entering a pathway for licensure.
16 And so that just gives us pause because counseling is
17 so critical --

18 MS. DOUGLAS: Correct.

19 CHAIRMAN COFFMAN: -- to this plan. And it's
20 not something you need right now. And so it just
21 gives us pause.

22 MR. BALDWIN: Let me ask -- and I don't know as
23 much about this as the professional educators. But
24 if this is a stumbling block in the application, and
25 if you have -- you know, if you don't need it right

1 now -- and I think I heard there's a 30-day process
2 if you do need it later on -- would you be willing to
3 remove this as a waiver request and move forward and
4 -- like you say, we can't predict the future, but
5 maybe the future is better than we think it might be.

6 MS. DOUGLAS: Yes, sir. If we could remove just
7 the counseling licensure waiver, I think the District
8 would be in favor of that because we don't need it at
9 this time. We were just trying to look into the
10 foreseeable future and have things in place to try to
11 anticipate. But if the counseling waiver -- we would
12 be -- we would concede to remove that.

13 MS. HYATT: Are there additional questions on
14 any of the Teacher Licensure or Guidance Counselor
15 licensure pieces before I move on?

16 CHAIRMAN COFFMAN: I think it also addresses
17 Library/Media, so we need to address that.

18 MS. HYATT: Yes. And they actually added
19 Library/Media Specialist as its own waiver topic. So
20 if it's all right with you, Ms. Coffman, I'll address
21 it when we get to number four.

22 CHAIRMAN COFFMAN: Okay.

23 MS. CLEMMER: I had a question. I hit the
24 little raise-hand button. This is Ann Clemmer.

25 CHAIRMAN COFFMAN: You're recognized, Ms.

1 Clemmer.

2 MS. CLEMMER: My question is really not so much
3 for the school district as it is for ADE. When we
4 agree to a waiver are we -- on any of these
5 licensures, are we saying for five years the
6 authorization period they don't have to meet these
7 requirements? Or is this -- I mean I would be
8 willing to waive the 30 days waiver if there might be
9 an effort to bring that person or to do some basic
10 licensure movement. I don't know -- from my
11 perspective, I need to be talked -- I need to be
12 convinced to say -- if we're giving something away
13 for five -- if we're giving a waiver for five years.

14 MS. HYATT: Sure.

15 MS. CLEMMER: Do you understand what I'm asking?

16 MS. HYATT: Yes, ma'am. So, yes, the waiver
17 exists for the charter period, so five years. There
18 are times, you know, if something were happening
19 where they got called before the Charter Authorizer
20 the Panel certainly has the ability to take a waiver
21 away. But I don't know -- I don't -- I can't
22 remember in three years when that's happened. But it
23 is something that the Panel could do. Typically the
24 waivers are not reviewed until renewal, which is at
25 the five-year period -- well, four-and-a-half, the

1 December before the charter expires. At that point
2 you'll have an opportunity to review the waivers and
3 ask questions about how they were used and how they
4 benefitted students. But once you grant a waiver,
5 subject to whatever -- so if you granted a waiver
6 let's say for Teacher Licensure and they said "we're
7 only going to use it for our CTE courses," like Cave
8 City did in the previous presentation, then that
9 waiver is only for CTE courses. If in this case they
10 say "we want a waiver of Teacher Licensure for all
11 courses, all grades at the school," then they can
12 have it for all courses, all grades. So it's subject
13 to what they agree to. So, in this case their
14 Teacher Licensure waiver would be all classes,
15 grades, including core courses at their high school.

16 MS. CLEMMER: Okay.

17 MS. HYATT: Does that --

18 MS. CLEMMER: Thank you for that.

19 MS. HYATT: -- answer your --

20 MS. CLEMMER: It does. It does. Thank you very
21 much.

22 MS. HYATT: Sure.

23 GIFTED AND TALENTED

24 MS. HYATT: Okay. I'm going to move on to
25 waiver topic number three. There are no legal issues

1 here, but I did want to give them an opportunity to
2 give the Panel the information on how they're serving
3 their Gifted and Talented students in their model.

4 MS. DOUGLAS: Jennifer Douglas, Assistant
5 Superintendent.

6 We included the Gifted and Talented waiver in
7 our charter -- conversion charter application because
8 we feel like we want to re-imagine and redefine and
9 offer those classes to all students; we want,
10 regardless of if you're identified as Gifted and
11 Talented, for our students to have the opportunities
12 to take and receive enrichment courses. So we looked
13 at it not as we're not going to provide Gifted and
14 Talented, but we just wanted to be able to expand
15 that and really redefine and offer those
16 opportunities to all of our students.

17 LIBRARY/MEDIA SPECIALIST

18 MS. HYATT: If there are no questions, I'll move
19 on to the last waiver topic which is the
20 Library/Media Specialist. The only remaining legal
21 issue here is they've asked for a waiver of 2(d)(1)
22 in the Standards which is a pretty flexible standard.
23 It states -- and let me grab my standards so I can
24 read it to you word-for word. I get myself in
25 trouble paraphrasing sometimes. So the standard

1 says, "Each public school district shall annually
2 budget and expend sufficient resources to purchase
3 and maintain an appropriate balance of print, non-
4 print, and electronic media that's adequate in
5 quality and quantity to meet the academic standards
6 for all students." So, number one, this just says an
7 appropriate balance. It's up to the district to
8 determine what appropriate -- what's appropriate for
9 their students. And, additionally, this is a
10 requirement on the district to budget and expend for
11 the appropriate balance, not on individual schools.
12 So whether this waiver is granted or not, the school
13 district is still going to have to budget and expend
14 sufficient resources to meet the needs of its
15 students and maintain this appropriate balance of
16 print, non-print, and electronic media.

17 All of the other waiver requests on here are
18 fine. But that one I would like to know how they
19 plan to use that and why it's necessary.
20 Additionally, if they want to provide some additional
21 information for the Panel on the role of the
22 Library/Media Specialist and how they'll meet the
23 needs of those students, that would be helpful also.

24 MS. DOUGLAS: Jennifer Douglas, Assistant
25 Superintendent.

1 We would be willing to concede and take out
2 Standard 2(b)(1) -- 2(b)(1)(d) -- did I say that
3 right? 2(d)(1). I'm sorry, I was trying to hear the
4 numbers. We would be willing to take out 2(d)(1) as
5 far as the standard and resources are concerned. Our
6 Library/Media Specialist serves as the hub for -- we
7 are a one-to-one campus; we've had one-to-one
8 Chromebooks for multiple years now. She is kind of
9 the hub for all things technology and teaching and
10 learning in technology, and she does an amazing job.
11 And so the waivers just afford us that -- and she's
12 -- we've spoken with her and she's very happy to do
13 what she does. She meets with our Technology
14 Committee every Friday afternoon. And so the -- with
15 the one-to-one technology it kind of changes,
16 especially now with virtual school options also. It
17 really changes the role of the Library/Media
18 Specialist as far as the things that she does. She
19 does much more than just checkout books and manage
20 resources in her library. She works with techies --
21 that's what we call them -- to help her repair
22 Chromebooks. And so these waivers just allow us --
23 her -- allow her actually flexibility to manage
24 students as tech interns and to manage the check-in/
25 check-out of the Chromebooks in the library.

1 CHAIRMAN COFFMAN: Panel Members, any additional
2 questions?

3 DR. WILLIAMS: Yes. This is Dr. Williams.

4 Just on waivers, there's one little point that
5 keeps coming back to me and that was the waiver for
6 the core teaching licensure where you used an example
7 of the athletic trainer being able -- does he teach
8 classes? Or how do you all use him beyond being an
9 athletic trainer?

10 MS. DOUGLAS: We actually do have him teaching
11 one course this year and we created -- and we had a
12 course approval for the course he's teaching. He
13 also mentors a group of students that aspire to
14 possibly go into the health profession, possibly
15 medical or athletic training. He mentors those
16 students and works with them in teaching them how to
17 care for student athletes. And his mentor group
18 actually travels to many of our athletic events and
19 stays on the sidelines and provides support for our
20 student athletes.

21 DR. WILLIAMS: Uh-huh, okay. So this waiver for
22 the core teaching licensure, are there any others
23 that fit within the same category?

24 MS. DOUGLAS: There could be. Yes, sir. We
25 have -- as I said earlier, we have an English teacher

1 who has multiple advanced degrees, in English and
2 used to be an editor in the professional world, who
3 now teaches English for us -- and does an excellent
4 job, I might add.

5 DR. WILLIAMS: Okay. You know, I guess what my
6 concern is -- and I'm agreeable with the waiver, but
7 it kind of reminds me a little bit of myself. I was
8 a math teacher in Arkadelphia for a number of years
9 and started teaching reading. And when I decided --
10 I was told that if I was going to really teach
11 reading and just really put -- since I was doing it
12 on a regular basis that I really need to take the
13 time and get certified. So I went back and got a
14 Master's as a reading specialist, along with my
15 Bachelor of Science in mathematics. So I guess my
16 point is if this is going to be an ongoing thing that
17 there ought to be some consideration of them getting
18 appropriately licensed to do it. And it may be the
19 school district supporting them in some way to get
20 that certification of what they need. So it's one
21 thing to have someone from the business community to
22 come in and teach and convey their knowledge and so-
23 forth, but if you've got this happening on a regular
24 year-to-year basis then that's a different
25 perspective.

1 MS. DOUGLAS: Yes, sir. And as I said before,
2 we will encourage that where it's appropriate and
3 where it fits. And we do have many teachers who've
4 joined us initially on an Act 1240 waiver and have
5 pursued an alternate licensure path and become
6 licensed teachers. And like I said, we will pursue
7 that when possible. We have done that. We've had
8 our Act 1240 waivers for I think going on three to
9 four years now, and we do encourage that and we have
10 teachers who take us up on that. We just need the
11 flexibility to be able to respond to business and
12 industry needs and provide those experts in there.
13 And then I know -- I have all the confidence in the
14 world that we can provide the professional
15 development and support that they need to help them
16 become better teachers. But I don't have that
17 content expertise that we often need for some of
18 these specialized courses.

19 DR. WILLIAMS: Okay. Totally understand. Uh-
20 huh. Thank you.

21 MR. WALTER: Thank you, Madam Chair. Tripp
22 Walter.

23 Dr. Williams, if I could just add something that
24 hopefully might allay perhaps yours and other panel
25 members' fears, we've talked about I guess a little

1 bit lately the concreteness so-to-speak of the waiver
2 request. I think you have in this area a very good
3 specific example of that where Ms. Douglas has given
4 the Panel and the Division two concrete examples of
5 how this is being used on the ground so-to-speak
6 under Act 1240. And basically they're asking the
7 ability to continue it here under a license waiver
8 since they'll be going after 1240, how it's being
9 used in practice. It appears it's been used in a
10 couple of positions where there weren't sufficient
11 licensure candidates. It's worked well. And I have
12 heard nothing from Ms. Douglas, nor anybody else from
13 Batesville, that indicates there will be a wholesale
14 usage of it. But they've shown I think under 1240 to
15 be good stewards of the utilization of it, realized
16 that, and I think can be reasonably expected to carry
17 on that practice going forward should you grant the
18 charter and this waiver.

19 DR. WILLIAMS: Mr. Walters, I appreciate your
20 comments there. My primary concern is, is this going
21 on year-after-year-after-year with the same people.

22 MR. WALTER: Yes, sir, understand.

23 DR. WILLIAMS: If that's not the case, then
24 there is no issue; if that is the case, there is an
25 issue, is basically my perspective on this. And I

1 would trust the Batesville School District to address
2 that accordingly.

3 MR. WALTER: Yes, sir. Thank you.

4 DR. WILLIAMS: All right. Thank you.

5 CHAIRMAN COFFMAN: Ms. Wright-McMurray,
6 questions?

7 MS. WRIGHT-McMURRAY: Well, I've already asked
8 all the ones that I have. I do echo and have some of
9 the similar concerns that Dr. Williams had in regards
10 to the CTE courses.

11 CHAIRMAN COFFMAN: Ms. Clemmer, any additional
12 questions?

13 MS. CLEMMER: No, ma'am.

14 CHAIRMAN COFFMAN: Mr. Baldwin?

15 MR. BALDWIN: So really two questions.

16 First question would be how many schools in the
17 state -- traditional high schools convert to be a
18 full charter school? Is that a rare situation or is
19 that pretty common?

20 (A FEW MOMENTS OF SILENCE)

21 DR. WILLIAMS: Mr. Baldwin, if you don't mind,
22 while they're looking on that I'd like to make a
23 comment while they're researching that.

24 I think this is an excellent charter school. I
25 think you all are moving in the right direction

1 overall of connecting what your community needs and
2 providing a good pathway for the students to move
3 into some of these jobs. So I think the charter is
4 on the right track. So to me that's the bigger
5 picture. That's not really that big of an issue. We
6 just want to make sure that within the framework of a
7 charter that things don't slip too much.

8 MR. BALDWIN: Okay.

9 CHAIRMAN COFFMAN: Ms. Webb.

10 MR. BALDWIN: Is this conversion being done to
11 facilitate the community school model to some degree?
12 Is that all part of the concept?

13 MS. DOUGLAS: I definitely think it loops into
14 it and goes hand-in-hand. We implemented the
15 community school's model this year and have Ms.
16 Laura's position as the community school model
17 coordinator. And so much of that is encompassing
18 that the school becomes the hub for everything for
19 families, for support and resources as far as social-
20 emotional and physical and physical well-being. So
21 it does kind of go hand-in-hand with the community
22 school's model.

23 And I would want to assure the Charter
24 Authorizing Panel we will always do our due-diligence
25 to provide support to teachers seeking certification,

1 and then also looking, as Dr. Williams said, at the
2 ones who have been there long-term, to insure that we
3 try to get them on a path for licensure if it's an
4 ongoing issue or concern. We want -- first and
5 foremost we want our students to be successful and
6 have the resources they need, and the best way for us
7 to do that is to provide them support.

8 CHAIRMAN COFFMAN: Thank you. We appreciate
9 that. That's -- and we want you to have the
10 flexibility at the same time.

11 Ms. Webb.

12 MS. WEBB: We currently have around 12-ish out
13 of 31 charters that are complete high school district
14 conversions.

15 MR. BALDWIN: Okay. Thank you.

16 MS. HYATT: Just to add to that, the previous
17 applicant, Cave City, their other charter was a high
18 school. So a lot of what they talked about
19 supporting the work of their high school district
20 conversion was about a high school that converted to
21 a district conversion. So just so you have that.

22 CHAIRMAN COFFMAN: Mr. Baldwin, any other
23 questions?

24 MR. BALDWIN: The -- what I think, I guess, is
25 we approved on a number of occasions the Teacher

1 Licensure exemptions when they're not as -- maybe as
2 broad. And I think the questions are coming around
3 because you could, I guess the way it's written right
4 now, not have licensures at all for the high school.
5 And if it was more limited I think we'd probably be
6 done with the conversation by now.

7 Did you guys think through that? Do you really
8 intend for the broad exemption, or were you thinking
9 more of a limited case exemption?

10 MS. DOUGLAS: Well, we asked for the licensure
11 waivers because we have had the Act 1240 waivers and
12 we've seen how our school can benefit through those.
13 And I think both attorneys have spoken that we have
14 been good stewards of that and we have -- we've
15 proven we only use that when we need to use those.
16 And many of those have led to alternate paths of
17 licensure where they've sought either a Master's in
18 teaching or gone through the APPEL program. So that
19 is why we asked for the same waivers and licensure
20 that we currently have through Act 1240. In fact,
21 most -- many of the waivers that we've requested are
22 waivers that we've been good stewards of from the
23 time that we received Act 1240 waivers in 2017, I
24 believe.

25 MR. BALDWIN: Okay. Thank you.

1 CHAIRMAN COFFMAN: I have one last question, Ms.
2 Douglas. On -- in your application you talked a
3 little bit or kind of alluded to a competency-based
4 model. Would you address that? And have you done
5 anything to seek competency-based approval through
6 our curriculum office?

7 MS. DOUGLAS: Not as of yet. I think that was
8 something relatively new. We initially had sought
9 that waiver and -- when we read through the
10 Commissioner's Memo and through our review that that
11 would be an option. I do believe that is an option
12 that we will seek, getting an approved plan for some
13 competency-based subject matter for courses, but that
14 is something we will begin exploring in the fall. We
15 did have a change in leadership at our high school,
16 and so we're kind of regrouping and getting everybody
17 up-to-speed. But we feel very confident that we will
18 submit that through the Department.

19 CHAIRMAN COFFMAN: Ms. Hyatt, any additional
20 concerns?

21 MS. HYATT: (Shaking head from side to side.)

22 CHAIRMAN COFFMAN: Ms. Webb?

23 MS. WEBB: No.

24 CHAIRMAN COFFMAN: Panel Members, any further
25 discussion?

1 Then I'll accept a motion.

2 DR. WILLIAMS: I move that we approve the
3 waiver.

4 MR. BALDWIN: And I second.

5 CHAIRMAN COFFMAN: A motion has been made by Dr.
6 Williams, seconded by Mr. Baldwin to approve this
7 charter.

8 Any discussion?

9 All those in favor?

10 (UNANIMOUS CHORUS OF AYES)

11 CHAIRMAN COFFMAN: Motion passes.

12 Oh, any opposed?

13 Motion passes. Thank you.

14 If you'll wait just a moment, we will fill out
15 voting sheets and share those with you.

16 (A FEW MOMENTS OF SILENCE)

17 CHAIRMAN COFFMAN: Mr. Baldwin, if you'll start
18 us off?

19 MR. BALDWIN: I voted for the charter. I think
20 the charter will compliment the community school
21 approach and other innovative efforts you all have
22 going in Batesville, which I'm very familiar with --
23 and these are wonderful educational initiatives. And
24 I also like the fact that it's tied in so closely
25 with the business community, with Ms. Johnson being

1 here, so --

2 CHAIRMAN COFFMAN: Ms. Wright-McMurray.

3 MS. WRIGHT-McMURRAY: Sorry, un-mute. I'm
4 supportive of Batesville School District's plan.
5 This conversion charter will provide expanded
6 opportunities for students to pursue CTE career
7 pathways. And I strongly encourage the District to
8 identify additional opportunities to support non-
9 licensed CTE subject matter experts teaching CTE
10 courses.

11 CHAIRMAN COFFMAN: Ms. Clemmer.

12 (MOMENT OF SILENCE)

13 CHAIRMAN COFFMAN: Ms. Clemmer.

14 MS. CLEMMER: Oh, sorry. I'm just talking away
15 thinking you can hear me.

16 While I'm voting to support, I would expect the
17 licensure waivers to be used with caution and
18 preferably on a temporary basis.

19 CHAIRMAN COFFMAN: Dr. Williams.

20 DR. WILLIAMS: Un-mute here. There you go.

21 I support the motion. This charter will allow
22 students to choose various medical pathways,
23 aviation, as well as meeting the occupational needs
24 of the community. Thank you.

25 CHAIRMAN COFFMAN: Congratulations, Batesville.

1 We expect great things. And we just seek to
2 understand how waivers are being used, how they need
3 to be used. So we appreciate you digging into that
4 with us and helping us understand what the barriers
5 are and what the benefits to waivers can be for our
6 students. And that's what we always want to focus on
7 is students. So we appreciate you so much and thank
8 you for being here today. Congratulations.

9 Panel, we'll take a 30-minute lunch break. So
10 we'll start at 12:30.

11 (LUNCH BREAK: 11:56 A.M. - 12:31 P.M.)

12 3. CONSIDERATION OF DISTRICT CONVERSION CHARTER SCHOOL
13 APPLICATION - ACADEMIES AT RIVERCREST HIGH SCHOOL

14 CHAIRMAN COFFMAN: All right. Welcome back,
15 everyone. Ms. Hyatt, if you'd like to go over the
16 procedures?

17 MS. HYATT: Mary Claire Hyatt with the
18 Department.

19 Ms. Webb will introduce the district conversion
20 applicant. Before the hearing begins, Ms. Coffman,
21 you'll swear all of the parties who are not
22 attorneys. The applicant will then have 20 minutes
23 to present its application. No one has signed up to
24 speak in opposition during the hearing, so you can
25 skip the 20 minutes for opposition. Then the

1 applicant will have an additional 5 minutes to
2 respond. After that we'll address the waivers and
3 any remaining legal issues, as well as other
4 remaining issues from the Internal Review Committee.

5 For the parties, please make sure you state your
6 name before you talk, even if you've already talked
7 during your hearing, because we have to have it for
8 the record. Community members and community
9 partners, they can speak during the 20 minutes of the
10 hearing. And the elected officials may speak before
11 the hearing, during the 20 minutes, or at the
12 conclusion of the 20 minutes.

13 CHAIRMAN COFFMAN: Thank you.

14 Ms. Webb.

15 MS. WEBB: The next item on the agenda is the
16 Consideration of a District Conversion Charter
17 Application for Academies at Rivercrest High School.
18 The Rivercrest School District is requesting a
19 district conversion charter license to establish the
20 Academies at Rivercrest High School. The proposed
21 school will serve up to 500 students in grades 9-12.
22 And today we have Superintendent Sally Bennett, and
23 Curriculum and Federal Programs Coordinator Harry
24 Alvis. We also have Representative Monte Hodges, and
25 Senator Wallace that may be on Zoom after the

1 presentation.

2 CHAIRMAN COFFMAN: All those speaking on behalf
3 of Rivercrest, if you'll stand and raise your right
4 hand. Do you swear or affirm that the testimony
5 you're about to give shall be the truth, the whole
6 truth, and nothing but the truth?

7 (ALL SPEAKERS ANSWERED AFFIRMATIVELY)

8 CHAIRMAN COFFMAN: Thank you.

9 Ms. Bennett, I don't see your elected officials
10 on Zoom. So if they do hop on, we'll stop and let
11 them speak; otherwise, if you're ready to come to the
12 podium we'll get started. I'm going to set the timer
13 for 20 minutes just so you'll know. After that,
14 you'll have about 5 more minutes.

15 SUPT. BENNETT: Do I remove my mask?

16 CHAIRMAN COFFMAN: Yes.

17 SUPT. BENNETT: Good afternoon. Thank you so
18 much for this opportunity to share with you our
19 application for a conversion charter school for
20 Rivercrest School District. We are uniquely
21 positioned in Mississippi County, probably more so
22 than any district in the state. We cover 371 square
23 miles. And we are looking to provide different
24 pathways for our students primarily with the capstone
25 being an ag option for our children to open up

1 different career paths to that agricultural
2 community. The district owns over 2,000 acres of
3 farmland which we lease, and so we are uniquely
4 positioned to offer these career paths to our
5 students. And we want to be able to establish that
6 middle level understanding of what options there are,
7 develop that through a freshman academy and bring
8 that to fruition through that 9-12 pathway with that
9 ag focus, plus the other career options as well. We
10 have Farm Families of the Year that have been
11 graduates of Rivercrest High School. The odd thing
12 is that not since I was a student at Rivercrest High
13 School has there ever been an ag program or an FFA
14 program. So we have not capitalized on our local
15 resources and our community is hungry to see us do
16 that, to take advantage, to extend those
17 opportunities for our students.

18 I noticed that Governor Hutchinson just this
19 morning tweeted that agriculture is the number one
20 industry in Arkansas. That's something that we need
21 to take advantage of. And so with our application
22 you'll see how we want to proceed through that and
23 Mr. Harry Alvis, Assistant Superintendent will bring
24 those details to you. Thank you for this
25 opportunity.

1 MR. ALVIS: Good afternoon. I'm Assistant
2 Superintendent Harry Alvis with the Rivercrest School
3 District and I'd like to talk to you about our plans
4 for the Academies at Rivercrest High School.

5 Okay. First off I want to address why a charter
6 school. Okay. We want -- our mission for the
7 Academies at Rivercrest High School is to produce
8 future ready students. We want our students to be
9 prepared with not only the academic skills, but also
10 the technical skills necessary so that they are
11 prepared to either continue with post-secondary
12 formal education opportunities or skilled workforce
13 opportunities. It is really essential that our
14 students have those options. It is our goal that our
15 students -- that no door is closed to our students
16 when they leave. If they want to go on to a
17 secondary -- post-secondary institution, I want them
18 to have the ability to do that. And we also want
19 them to have the skills necessary to enter the
20 workforce should they choose to do that as well. And
21 we would like to do this through some unique
22 pathways. We all know that mass education is going
23 away, and the more individualized it can become the
24 better we're going to meet the needs of those
25 students. And so if we can get unique pathways for

1 each and every student then we can do a better job of
2 meeting their needs. We want to focus on the
3 individual.

4 CHAIRMAN COFFMAN: Mr. Alvis, do you want to
5 pause and let Senator Hodges -- he's just joined us.

6 MR. ALVIS: Oh, yes.

7 CHAIRMAN COFFMAN: Senator Hodges.

8 REPRESENTATIVE HODGES: Yes.

9 CHAIRMAN COFFMAN: You have the floor, sir.
10 Would you like to speak on behalf --

11 REPRESENTATIVE HODGES: Can you hear me?

12 CHAIRMAN COFFMAN: -- of the Rivercrest -- yes,
13 sir, we can hear you.

14 REPRESENTATIVE HODGES: How are you guys doing?

15 CHAIRMAN COFFMAN: Great.

16 (MOMENT OF SILENCE)

17 CHAIRMAN COFFMAN: Would you like to speak on
18 behalf of the Rivercrest charter?

19 REPRESENTATIVE HODGES: Okay, great. I didn't
20 know -- first of all, hello to everyone. I thought
21 it would be during budget hearings. Absolutely. You
22 know, I'm in full support of Rivercrest School
23 District and their efforts to implement and innovate
24 the charter school. My son actually attends
25 Rivercrest School; this is his second year in

1 attendance. And I've worked with Superintendent
2 Sally Bennett when she was at another school in my
3 district, in Armorel, and her leadership is by far --
4 you know, second-to-none. She does a great job in
5 [audio distortion] great school system, you know.
6 So, but I'm definitely confident in their efforts and
7 I know that they are preparing our students for life-
8 long learning, professional success, and academic
9 attainment. So I am in support of this charter.

10 CHAIRMAN COFFMAN: Thank you, sir. We
11 appreciate you joining us today.

12 REPRESENTATIVE HODGES: Can you guys hear me?
13 Absolutely. Thanks for having me.

14 CHAIRMAN COFFMAN: You're welcome.

15 REPRESENTATIVE HODGES: Wish I could've been
16 there in person.

17 CHAIRMAN COFFMAN: We do too.

18 Mr. Alvis, if you'd like to continue.

19 REPRESENTATIVE HODGES: (inaudible)

20 CHAIRMAN COFFMAN: Go ahead, Senator Hodges.

21 REPRESENTATIVE HODGES: Oh, I was done.

22 CHAIRMAN COFFMAN: Okay, thank you.

23 REPRESENTATIVE HODGES: Yeah.

24 CHAIRMAN COFFMAN: Thank you.

25 REPRESENTATIVE HODGES: Yeah. Thank you.

1 MR. ALVIS: Yes. Kind of like Ms. Bennett said
2 earlier, we are in a unique position with community
3 resources and district resources and a very unique
4 situation, and so our educational opportunities
5 should be just as unique. Because we want to produce
6 students that can serve our community and the state
7 community and the national community well, and so we
8 need to be able to leverage those resources to their
9 maximum benefit for the students of our school so
10 that our students graduate with choice. And we need
11 flexibility to do that. And we're doing -- we're
12 doing that through the academy model.

13 First, I want to talk about the Freshman
14 Academy. This is going to be where we begin and all
15 freshmen will participate in this academy to build
16 capacity for project-based learning and the ability
17 to explore future pathways. And when I say student
18 success plans will begin to be executed, student
19 success plans will begin to be formed at the 7th and
20 8th grade levels. But we want those documents to be
21 the driving force of their educational experience
22 while they're at the Academies at Rivercrest. We
23 want to use that to begin to execute what's there
24 starting with this Freshman Academy.

25 The Agriculture Academy -- the Agriculture

1 Academy is what Ms. Bennett called the capstone.
2 This will be a curriculum design to incorporate
3 agriculture into every area of instruction, be that
4 communications, literacy, mathematics, science.
5 Agriculture is an area that can easily be
6 incorporated into all those areas. Internships and
7 real world experiences will be provided through
8 community partnerships and the use of district owned
9 farmland. We do own over 2,000 acres of farmland.

10 Some of the partnerships that we have for the
11 agriculture academy is Arkansas Northeastern College
12 where we use some of their facilities to execute this
13 vision; University of Arkansas Extension and Research
14 Office -- they have expressed interest in working
15 with us to provide additional educational
16 opportunities, potential internships for our
17 students; Greenway, who has worked with other schools
18 that have agriculture programs, has reached out and
19 said they would be very willing and excited to work
20 with us to provide additional educational
21 opportunities for students; Farm Bureau and our own
22 local farmers. You know, our 2,000 acres of farmland
23 are leased out to other farmers and these farmers
24 also want to get involved. Because they expressed a
25 concern that there's not many -- there's not a lot of

1 new blood so-to-speak for the farming business, kids
2 that want to do that, and they want to help build
3 that capacity.

4 The Tech Academy -- our EAST program will be
5 used to integrate technology throughout the
6 curriculum and throughout the academies. The
7 curriculum will reflect current technology trends and
8 will include an on-campus solar farm. We have also
9 partnered with Integrity -- Integrity Solar; we're
10 going to have an on-campus solar farm. And there's
11 also science and agriculture curriculum that is --
12 that comes with that that they provide. And they
13 will also support the high-tech components of the
14 Agriculture Academy.

15 We also have -- so our partners will include
16 EAST, Integrity Solar, and Arkansas State University.
17 We are participating in their Up-Skill program at
18 this time where they're learning -- our students are
19 learning how to code and create apps for use on Apple
20 products. And some of our farmers actually use Apple
21 products on their -- in their farms. So that is
22 something that we see being able to integrate all
23 throughout.

24 We have a Colt Academy. It will be the general
25 education pathway that will follow a more traditional

1 approach to education. Experiential opportunities
2 will be provided to engage students in their
3 individual learning paths. This is also going to be
4 where students who may want to accelerate their
5 educational pathways, you know, try to get additional
6 credits to maybe be more -- graduate with an
7 Associates type degree through ANC; this would be a
8 pathway for them. And for the Colt Academy we'll
9 work with Arkansas Northeastern College to provide
10 some of those opportunities, Virtual Arkansas, and
11 also some of the curriculum provided through
12 Integrity Solar, concurrent. And also AP courses
13 will be used to help increase and strengthen the Colt
14 Academy.

15 Now the Virtual Academy -- this option will
16 provide flexibility in who, what, where, when, and
17 how students engage in learning opportunities. This
18 allows Rivercrest to better serve students whose
19 academic needs cannot be met through a traditional
20 learning environment. Now this may mean students
21 that may be 100% virtual, but I'm also seeing this as
22 a way to enhance the other academies to where it may
23 free up time in their schedule so that they can
24 participate in off-campus internships and
25 apprenticeships and programs. And we will also be

1 partnering with Virtual Arkansas and, you know,
2 APSRC. Right now, through our virtual -- we have a
3 virtual academy as of right now through APSRC is
4 helping us with this, and Lincoln Learning.

5 Now our goals and things we want to accomplish
6 with this charter:

7 We want to increase the students meeting
8 readiness standards by at least 5% each year. I
9 think some of these experiential opportunities can
10 increase engagement, can increase attendance, and
11 make it to where students can really see and
12 appreciate the other skills that the classes bring;

13 Increase the number of students reading on grade
14 level -- communication, written, verbal -- reading is
15 all something that's going to be integrated and very
16 important to what we're trying to accomplish;

17 Increase the number of students earning industry
18 recognized certificates before graduation. This is
19 the -- you know, the skills that we are trying to
20 teach. Students will complete at least one of the
21 following upon graduation, whether they secure
22 employment, secure an internship, secure admission to
23 a college or university, and secure placement in a
24 skilled trade training program. We feel like if all
25 of our graduates can accomplish at least one of those

1 they're going to be on a path to future success.

2 Now throughout this process our teachers are
3 going to need support. And our high school currently
4 is in Cohort 5 of the PLC work initiative through
5 Solution Tree, and they provide training and help us
6 establish the PLC process to where teachers can
7 support one another. We require all of our teachers
8 to complete Google Fundament Training for the
9 technology aspect. We're also training them on Buzz
10 and Lincoln Learning for the virtual academy. And we
11 also are going to provide professional developments
12 for the local industry professionals. What we really
13 hope with this Agricultural Academy is we can
14 leverage the knowledge of our community members --
15 but them not being trained teachers, we understand
16 that there are going to be some things that are going
17 to be -- need to be addressed and supports. Because
18 we want them to have the most positive experience
19 possible, not only helping kids but we want the kids
20 -- we want the students to have a very positive
21 experience. So we also understand there's going to
22 be some professional development that will be
23 required with that as well.

24 And we'll go over waivers here in a little bit.

25 But we're asking for a waiver for Certification

1 so we will have the ability to hire the industry
2 professionals who may not have a teaching license to
3 teach classes in which they are experts;

4 And we're asking for a waiver for the Planned
5 Instructional Day so students will have options for
6 acceleration, enhancement, and enrichment that meet
7 all the curriculum requirements that may be provided
8 in less than 30 hours per week. Now what I mean by
9 that is less than 30 hours per week classroom time,
10 whether that means they are -- some of that time may
11 be spent in actual internship field type experience;

12 Clock Hours -- we'll ask to provide relevant and
13 meaningful instruction in various employment
14 pathways, and this will also allow for the teaching
15 of simultaneous and/or embedded courses and allow the
16 integration of graduate credit courses with other
17 courses as necessary. In the past I have worked --
18 at previous schools in getting this kind of -- at
19 doing this kind of thing. You know, I've done an
20 Algebra I/physical science embedded course so they
21 could get both and we've also embedded speech into
22 English and those kind of things. And this will also
23 help with student acceleration and opening up time
24 for some of these other experiences that we want to
25 be able to offer.

1 We're also asking for a waiver from the Teacher
2 Minimum Salaries. It does not apply to full-time
3 traditional classroom teachers who are under
4 contract. This is solely intended for part-time
5 adjunct instructors to be paid a flat rate should the
6 need arise. You know, as of right now, we've had a
7 lot of people talk about, you know, being willing to
8 volunteer their time, but that may not always be the
9 case. And so if we decide to pay them a flat rate
10 for coming in for one course, this is what this is
11 for.

12 That's it for me. I thank you for your time and
13 I look forward to your questions.

14 CHAIRMAN COFFMAN: Ms. Hyatt, before you begin
15 we probably need to just clarify if we're talking
16 about one high school or two. That's not clear in
17 the application.

18 MR. ALVIS: We are talking about one high
19 school.

20 CHAIRMAN COFFMAN: Okay. Thank you.

21 TEACHER LICENSURE & CERTIFICATION

22 MS. HYATT: Mary Claire Hyatt with the
23 Department.

24 The first set of waivers is for Teacher
25 Licensure and Certification. A couple of clean-up

1 things here: if you'll look -- I'm on page 21 of the
2 application, if you're following along. Under the
3 Standard for Accreditation they've listed the correct
4 standard, but underneath it they've also listed
5 15.03.1 which is the standard in the version that --
6 the standards that existed before 2018. That
7 standard has been repealed and doesn't exist anymore,
8 so it needs to be removed from the application.

9 And then under the rules they've listed several
10 sections of the rules governing Educator Licensure.
11 They don't need any of these sections; they only need
12 Section 7 of those rules.

13 If I could get them to verify those things for
14 me, we can move forward.

15 MR. WALTER: Tripp Walter, APSRC on behalf of
16 the District. I will verify what Ms. Hyatt said.

17 MS. HYATT: My second question they actually
18 addressed in their presentation, I think, but I just
19 want to make sure for the record that we have it. So
20 Teacher Licensure, this waiver is to be only used for
21 those part-time industry professionals or will this
22 include core courses as well?

23 MR. ALVIS: Yes, we're asking for that -- Harry
24 Alvis, Assistant Superintendent, Rivercrest. We are
25 not asking for that waiver for the core courses and

1 it will be only for the industry specialists that we
2 would ask to come in.

3 MS. HYATT: If there are no additional questions
4 on the Teacher Licensure piece, I'll move on.

5 CHAIRMAN COFFMAN: Let's pause and check. Panel
6 Members, any questions around Teacher Licensure?

7 MS. WRIGHT-McMURRAY: This is Sonja Wright-
8 McMurray. I'm sorry; I didn't hear exactly what the
9 representative from the District said. It just
10 didn't come in clear on my end. I'm sorry.

11 MS. HAYTT: He confirmed that they would only be
12 using the waiver for the industry professionals and
13 not for core courses.

14 MS. WRIGHT-McMURRAY: Okay. And so just as the
15 last other applicant, would you mind just giving a
16 little bit more detail on what your plan is to insure
17 that that is done where the teachers are fully
18 supported and the courses are offered in fidelity --
19 with fidelity? Sorry.

20 MR. ALVIS: Yes. Any industry professional that
21 we would bring in would -- we would make sure --
22 insure that they would have appropriate training in
23 terms of classroom management and all of the training
24 that we would give any other beginning teacher that
25 would come in in terms to make sure they are fully

1 supported. Because we want them to have a positive
2 experience and we want the students to have a
3 positive experience. So they would be asked to
4 participate in training in terms of, like I said,
5 classroom management. We would want them to be a
6 part of that PLC process as much as possible, and we
7 would try to be as flexible as we could be
8 considering that these industry professionals have
9 other jobs and other commitments and that they're --
10 most of them will probably be volunteering their
11 time. But we would want them to be a part of that
12 because we want them to feel like that they can --
13 that they are fully supported. And any teacher that
14 -- you know, any industry professional that comes in
15 that we would need and they have not had the training
16 we would provide a trained either a licensed teacher
17 or a para to be there in support until we can get
18 them properly trained.

19 CHAIRMAN COFFMAN: Mr. Alvis, will any of --
20 will you be recommending any of those industry
21 professionals seek a technical permit?

22 MR. ALVIS: Not unless they want to become full-
23 time teachers. A lot of -- from our previous
24 discussions, these -- they're probably volunteering
25 maybe an hour of their time a day. At that point I

1 would not expect them to do that. But should they
2 decide to be more than part-time, should they want to
3 become a full-time teacher, we would expect them to
4 seek licensure.

5 MS. WRIGHT-McMURRAY: Thank you.

6 MS. HYATT: I'll move on, if no one else has a
7 question.

8 INSTRUCTIONAL DAY/WEEK

9 MS. HYATT: The second set of waivers here,
10 again, has to do with the 6-hour Instructional Day or
11 30-hour Instructional Week. Just like with the other
12 schools, since this is not an elementary school
13 there's no need for a waiver of (a)(5) from the law,
14 which again has to do with the recess provisions. So
15 in addition to confirming that they don't need
16 (a)(5), I'd also -- they have cited the version of
17 the standards that was changed in July; so their
18 application states 1(a)(5)(2), when really they need
19 1(a)(4)(2). It's just a numbering change. So if
20 they can confirm those two things for me.

21 And then give a little bit of additional
22 information about why they need a waiver from the
23 Instructional Day. Just to reiterate, it's not seat
24 time; it's the instructional day that the District
25 provides.

1 MR. WALTER: Tripp Walter, APSRC. I will
2 confirm the changes that -- on behalf of the District
3 that Ms. Hyatt brought up.

4 CHAIRMAN COFFMAN: And, Mr. Alvis, do you plan
5 to offer a 6-hour instructional day?

6 MR. ALVIS: Yes, we do.

7 CHAIRMAN COFFMAN: So maybe we need some
8 clarification on why we need a waiver there?

9 MR. ALVIS: Well, because a lot of those
10 experiences will be off-campus -- some of them.
11 There would be some transportation issues,
12 transportation time that we would have to have, and
13 that's going to be the main thing.

14 CHAIRMAN COFFMAN: The attorney -- but my
15 attorney can speak to this, but the intent of that
16 standard is that a district offer a 6-hour
17 instructional day?

18 MS. HYATT: I think -- I mean we've had this
19 conversation I think with all three applicants at
20 this point. But this requirement is again not a seat
21 time requirement. It's not that students have to be
22 in their seat 6 hours per day; it's that the district
23 has to offer a 6-hour instructional day. That's what
24 the standard says; that's what the law says. If
25 students are going to be off engaging in other types

1 of instruction, like internships or other types of
2 courses that are not at the -- on campus, that
3 doesn't mean that the district isn't providing the
4 instructional day. If because of that the district
5 is then going to say, "Well, we're closing early one
6 day a week because all of our students are going to
7 be going to participate in internships on Friday
8 afternoon; so our district -- our high school is not
9 open on Fridays because that's when our district --
10 our students go to do these internships," that would
11 be a reason that the waiver would be necessary
12 because then the district is not providing that 6-
13 hour instructional day. If it's a situation where
14 the district is open for business, the school is open
15 for business and you just have individual students
16 moving in and out to do internships or to go to work
17 or they only have to take two courses because they're
18 seniors and they don't need additional classes,
19 that's not an appropriate reason to have an
20 Instructional Day waiver; that's a seat time issue.
21 And the seat time requirements were repealed in 2017.

22 So I think that the information I've heard
23 doesn't necessarily support this waiver, but there
24 might be kind of a misunderstanding that maybe Tripp
25 or the District can clear up for us.

1 MR. WALTER: Tripp Walter. I don't know that
2 there's been a misunderstanding on the part of what
3 the District is requesting. I would just reiterate
4 to the Panel and the Division the comments I made
5 earlier today with different applicant or applicants.
6 This has been a traditionally requested and granted
7 waiver for charters for quite some period of time.
8 Entering this cycle we did not realize that there had
9 been an apparent shift in thinking. Given that, I'm
10 inclined to ask that the waiver be allowed to stand.

11 CHAIRMAN COFFMAN: Tripp, the law changed in
12 2017, and I think we're still getting the same
13 argument. So when will you be willing to adjust to
14 what the current law says? That's what we're trying
15 to resolve today, as we've tried to resolve in the
16 past. But we've been consistent with all of our
17 schools that come before us today. We're trying to
18 resolve this. This waiver is not needed.

19 MR. WALTER: Well, I guess my concern is that if
20 there are assurances that's going to be articulated
21 throughout the Department -- the Division, rather,
22 especially through Standards, that there are not
23 going to be any concerns or compliance issues, then I
24 understand. But again it's just the departure of
25 what's been going on and what everybody else has.

1 MS. WRIGHT-McMURRAY: I have a question.

2 CHAIRMAN COFFMAN: Recognized.

3 MS. WRIGHT-McMURRAY: Just for my clarification,
4 if we continue to move in this same direction is
5 there going to be any future implications for these
6 schools continuing to utilize the waiver in an
7 inappropriate manner? I'm just trying to get a sense
8 of if we can -- I understand what you said that we've
9 done this in the past. But if we continue to do it,
10 will it create future issues down the road? I'm just
11 trying to get a better understanding.

12 MS. HYATT: I think there are definitely proper
13 uses for this waiver, and we have granted it to open-
14 enrollments and under 1240 and to district
15 conversions for reasons that support the waiver --
16 like I said, we're closing early one day a week to
17 have PLC; we're closing one -- early a couple of days
18 a week so that our students can all go participate in
19 internships or volunteer opportunities. Those are
20 reasons that support this waiver. In 2017, all of
21 the mandatory attendance requirements that really had
22 to do with seat time, how long students are in their
23 seats learning were repealed. So this isn't
24 necessarily a departure from anything; it's more
25 catching up with the changes in the law. And we look

1 at all of the waivers on an individual basis always,
2 and there are times when this waiver is necessary.
3 And as schools are asking for it under 1240, open-
4 enrollment, and district conversion we always look to
5 make sure that the rationale supports the waiver. If
6 there are schools who hold it because it was in
7 conjunction with a seat time waiver during their
8 original 1240 or charter waiver request, they'll be
9 reviewed during the renewal process to see if they
10 still need that waiver moving forward and how they
11 utilized it.

12 MS. WRIGHT-McMURRAY: Thank you for that
13 additional explanation. I'm just trying to get a
14 sense of when we would need to start correcting or
15 doing something different. So, thank you.

16 MR. WALTER: Tripp Walter. I just had further
17 -- one further response. I understand the comments
18 of the Division and Panel. The only thing that I'm
19 saying I guess in closing is up until now the
20 transportation timepiece, which has been utilized by
21 a lot of the charters in their requests, has been an
22 acceptable reason for the granting of this waiver.
23 If it's not now, I understand. But that has been
24 what has been done up till now.

25 MR. ALVIS: And being part of the -- Harry

1 Alvis, Assistant Superintendent, Rivercrest.

2 Being part of the Cohort 4 of the PLC initiative
3 we could -- you know, we could use that as some of
4 that professional development time that we could use
5 to help support our industry professionals and
6 teachers.

7 CHAIRMAN COFFMAN: You're going to need to
8 explain how you're going to do that, because that --
9 and that's the whole purpose of this with a waiver.
10 We're trying to figure out what we're waiving. Are
11 we just opening the door and saying, "Hey, go do as
12 you wish," or what's your plan? That's what you're
13 declaring.

14 MR. ALVIS: Okay. Finding the -- having that
15 flexibility to use that time that way would make it
16 to where -- this is mainly -- we want this waiver for
17 the industry professionals and for our ability to
18 move -- not only move students to different locations
19 off-campus, but also to potentially -- if there is a
20 professional development opportunity that we can
21 offer, we can be a little more flexible with our
22 industry professionals in doing that. You know,
23 while taking a whole day a week may not be a route we
24 would want to take, being able to take a partial day
25 because we can bring them in and provide that

1 training will be something -- should we need it, we
2 would like to be able to do it. It's not something
3 that -- and we don't have a -- like a PD schedule.
4 But we want to be able to do -- to be able to create
5 one and have some flexibility in creating one to meet
6 the needs of the professionals that we -- that are
7 going to help support us.

8 CHAIRMAN COFFMAN: Any questions from the Panel?
9 Ms. Hyatt.

10 CLOCK HOURS

11 MS. HYATT: So I'll move on to the next set of
12 waivers, which is for Clock Hours. They have cited
13 the correction Standard for Accreditation, but they
14 have cited Section 14.03 of an ADE rule that does not
15 have a title; they didn't list which rule. I believe
16 they were citing to the old version of the standards
17 and that just needs to be removed from their
18 application. But if I could just get some
19 confirmation from Tripp or from the District on that?

20 MR. WALTER: Tripp Walter. We'll agree to that
21 change.

22 MS. HYATT: So also on this Clock Hour, the law
23 and now also the standard, while it used to say you
24 may only award high school units of credit for a
25 course that meets 120 clock hours, now there is a

1 provision that says "or you can award high school
2 units of credit based on subject matter competency,
3 if you have an approved plan by the Division." So
4 I'll remind you in the previous hearing Batesville
5 discussed they would be awarding credit based on
6 subject matter competency and they are going through
7 the process to get their plan approved; so that is --
8 now we can award credit based on 120 clock hours or
9 based on subject matter competency, as approved by
10 the Division. So if they won't be awarding credit
11 based on 120 clock hours or based on subject matter
12 competency, my question is: how will you be awarding
13 high school units of credit so that we can make sure
14 that we're meeting graduation requirements and that
15 kind of thing?

16 MR. ALVIS: Harry Alvis, Assistant
17 Superintendent, Rivercrest.

18 We would seek to get a competency -- approved
19 competency plan from the Department.

20 CHAIRMAN COFFMAN: Mr. Alvis, the description
21 here also mentions embedded courses and there's a
22 process for embedded courses. Talk to us about that.

23 MR. ALVIS: Well, we would work with the
24 Department and we would submit our plan and
25 curriculum and the -- to the Department. We would

1 submit that in order to get approval. We wouldn't --
2 we're not seeking any waiver from that. We would go
3 through the process to get embedded courses approved.

4 MS. HYATT: So if the District is going to go
5 through the process to get the subject matter
6 competency plan approved, there's no need for the
7 waiver because the standard specifically allows you
8 to do that in place of the 120 clock hours. So if my
9 understanding is correct, the waiver is not
10 necessary. So will one of you confirm that you don't
11 need that waiver?

12 MR. ALVIS: Harry Alvis, Rivercrest. I will
13 confirm we don't need that waiver.

14 MS. HYATT: The next set of waivers -- if there
15 are no questions?

16 TEACHER MINIMUM SALARIES

17 MS. HYATT: The next set of waivers has to deal
18 with Teacher Minimum Salaries. And they did touch on
19 this in their presentation that this would be only
20 for part-time adjunct instructors, not for their
21 full-time staff. So that answered most of my
22 questions.

23 My last remaining question is they've cited some
24 rules -- I'm on page 22 of their application -- that
25 -- we don't have Licensed Employee Minimum Salary

1 rules; we don't have rules that have that title. So
2 if I could get some clarification on what those rules
3 are and what they're trying to waive there, that
4 would be helpful.

5 MR. WALTER: Tripp Walter. 6-17-2403 is -- and
6 9 -- 6-17-902 and 6-17-919 are all that are needed;
7 we'll withdraw everything else.

8 PROFESSIONAL DEVELOPMENT

9 MS. HYATT: If there are no questions on that
10 one, I'll move on to the last set of waivers which
11 have to do with Professional Development. There are
12 no legal issues or any clean-up here. I wanted to
13 point out to the Panel that they have said they will
14 do all of their required training in child
15 maltreatment, mandated reporter, human trafficking,
16 parental involvement, teen suicide awareness and
17 prevention.

18 My last question is just whether they plan to
19 meet the Right to Read Act in terms of professional
20 development for that?

21 MR. ALVIS: We would expect any teacher or
22 adjunct instructor to complete the awareness part of
23 the Science of Reading, just like anybody -- any
24 other employee of the District.

25 CHAIRMAN COFFMAN: No additional?

1 Okay. Then, Panel, we'll start our round of
2 questions.

3 Dr. Williams, would you like to start?

4 DR. WILLIAMS: Yes. In listening to the
5 presentation and reviewing the presentation I noticed
6 a number of academies that you all are looking to
7 have, and they all seem to have a place. My concern
8 is being able to do them all effectively, because
9 it's almost like there's a separate -- it's almost
10 separate school modules within the overall school.
11 So could you just talk to -- do you all have the
12 horsepower to do all that?

13 MR. ALVIS: Yes. We actually see these
14 academies as being intertwined. You know, I know it
15 may look like we see them as separate schools, but I
16 don't see them that way; I just see them as separate
17 points of emphasis within the school. You know, I
18 fully expect the Tech Academy to feed into every
19 other academy. I expect the Agriculture Academy to
20 feed into every other academy as well. So I don't
21 see them as separated; I see them as points of
22 emphasis that continually feed each other. I expect
23 each student to spend time in each one and to make
24 each other -- to make their experience stronger.
25 Whether they choose to go with an ag emphasis or

1 whether they choose to go with a tech emphasis,
2 they're going to get some of everything throughout
3 their process. So, yeah, I don't see it as separate
4 schools; I see it as a larger one school.

5 DR. WILLIAMS: Okay, thank you.

6 CHAIRMAN COFFMAN: Ms. Wright-McMurray?

7 MS. WRIGHT-McMURRAY: I don't have any other
8 questions at this time.

9 CHAIRMAN COFFMAN: Ms. Clemmer?

10 MS. CLEMMER: I have no questions at this time.

11 CHAIRMAN COFFMAN: Mr. Baldwin?

12 MR. BALDWIN: (shaking head from side to side.)

13 CHAIRMAN COFFMAN: Okay. I have some.

14 So one of the statements in your application
15 says student success plans and -- let me find that
16 page -- it had another word there as well, I think.
17 So is there one plan for a student? Is it just a
18 student success plan and that's what you're working
19 off of? Was that -- is that correct?

20 MR. ALVIS: Yes, ma'am.

21 CHAIRMAN COFFMAN: Here's what -- it calls it,
22 on page 16, student success plans and personalized
23 learning plans. And so I was trying to reconcile --

24 MR. ALVIS: Well, the student success plan will
25 lead us to develop the personalized learning plan.

1 They kind of go together.

2 CHAIRMAN COFFMAN: One and the same?

3 MR. ALVIS: Yeah, one and the same.

4 CHAIRMAN COFFMAN: Okay. So then, that leads me
5 back to my other question about kind of the movement
6 or the expectations of students. You started kind of
7 describing that you kind of saw the kids moving
8 between the academies. So I'm trying to get an
9 understanding in my head of like -- normally when I
10 see a 9th grade academy that's all the 9th graders
11 and the experience is really engaging for students at
12 that age level. And then you see academies 10, 11,
13 12 where they kind of go in a direction. But you're
14 describing that they are not locked into a direction;
15 is that correct?

16 MR. ALVIS: Yes, absolutely. Because, you know,
17 a kid may -- a student may would -- may want to have
18 an agriculture emphasis and hit the Agriculture
19 Academy. But that does not preclude them from taking
20 part in aspects of the Tech Academy. You know, just
21 because -- if a kid wants to go and have that
22 agriculture emphasis, I still want them to have the
23 opportunity to learn how to code if they see that
24 that's something that they're also interested in. I
25 just -- that's what I mean by being able to move

1 about amongst the academies. A specific choice or a
2 specific emphasis doesn't preclude students from
3 taking part in certain aspects of the other
4 academies.

5 CHAIRMAN COFFMAN: Then, on page 11 it says,
6 "Student success plan data will be used to place
7 students in core literacy and math courses based on
8 multiple datapoints. Placement will not be based
9 solely on the grade level of the student." So talk
10 to us a little bit -- are you looking at ways to
11 accelerate kids? Or what I was more concerned about
12 is placing students in work that's below their grade
13 level.

14 MR. ALVIS: No. The intent of that statement
15 was to accelerate students. We want to make sure
16 that if a student is ready for a certain level of
17 material that we have the opportunity to provide
18 that.

19 CHAIRMAN COFFMAN: On page 15 you said,
20 "Students of the charter will be served and continue
21 to have access to the media center located in the 7th
22 and 8th grade building." So there is no media center
23 in the high school?

24 MR. ALVIS: Not in the high school building.
25 They're all on the same campus, but they do have to

1 go outside to go into the other, and they're still
2 probably 20 yards away from each other.

3 CHAIRMAN COFFMAN: Okay. You can see how we get
4 excited when we read these things.

5 So I'm feeling comfortable except for I don't
6 know yet in my mind what your plan is for next year
7 as far as how many days you're going to be less than
8 6 hour instructional days. So are we talking one day
9 a week, one day a month? I need to have a better
10 feel for "just when the mood hits me."

11 MR. ALVIS: I anticipate at most it will be one
12 day a month.

13 CHAIRMAN COFFMAN: For half-day, part of the
14 day, all day?

15 MR. ALVIS: I see it as half-day, but I would
16 not want to take the whole day option away. But I
17 see it as a half-day for training purposes.

18 CHAIRMAN COFFMAN: So, and on those days
19 students would not be on campus?

20 MR. ALVIS: Correct.

21 MS. WRIGHT-McMURRAY: I have a question.

22 CHAIRMAN COFFMAN: You're recognized.

23 MS. WRIGHT-McMURRAY: Going back to the comment
24 that was made about students being able to move in
25 and out of pathways, I definitely can appreciate you

1 wanting to give students an opportunity to learn
2 about various career pathways so they can have a
3 broad knowledge. But just want to get some more
4 detail on if they're able to move in and out of a
5 pathway; are they still going to be encouraged to
6 take the two to three courses within a pathway so
7 they can make it to their Concentrate or Completer
8 Status? How would that be supported through this
9 process?

10 MR. ALVIS: Well, to quickly answer your first
11 question, yes, they will be supported and they will
12 be encouraged to complete a pathway because that's
13 going to be the key to getting those industry
14 certifications that we hope that they get. And we're
15 going to use the student success plan along with the
16 individualized learning plan, when we create it, that
17 that's going to be a goal we set for them. And so
18 while we will allow them to try other pathways, we're
19 going to really maintain and keep stressing the goal
20 of completion of a pathway. Because we do want --
21 while we do want them to be well-rounded and have
22 experience in all of them, the goal is that they have
23 some of these industry certifications and these
24 things. And so we are going to really stress that
25 with, you know, our success plans.

1 MS. WRIGHT-McMURRAY: Thank you.

2 MR. ALVIS: Thank you.

3 MR. BALDWIN: Yeah, just a follow-up question to
4 that. So the pathway -- I guess I'm kind of seeing
5 it now as more of an abstract than a separate
6 distinct pathway. And I guess my questions are: are
7 the students comingled or are they separated? And do
8 teachers teach multiple pathways at the same time?

9 MR. ALVIS: Students -- I would say in some
10 areas they would be more of a co-mingle. I would say
11 in the agriculture pathway they would be more
12 segregated because that's more specialized, whereas
13 in the tech department you could have students from a
14 bunch -- all the pathways maybe in a single
15 classroom. And so as far as the agriculture part, I
16 think it will be more singular, whereas they will
17 intermingle in the others. And as far as the
18 teachers go, I think your agriculture teachers will
19 be more individualized in teaching agriculture,
20 whereas you may have some of your teachers that could
21 teach within multiple academies or multiple pathways.

22 CHAIRMAN COFFMAN: Will you have online -- I
23 mean virtual and onsite classes going on at the same
24 time?

25 MR. ALVIS: Yes, that is the plan.

1 DR. WILLIAMS: Madam Chair, a follow-up
2 question.

3 CHAIRMAN COFFMAN: Yes, you're recognized.

4 DR. WILLIAMS: I was just looking at the -- I
5 need you to help me connect the dots here. I'm
6 looking at your ESSA report; your school grade is a
7 D. And you're looking to do a lot of different
8 academies. As I listened to the description of the
9 academies, there just seems to be a lot going on. Is
10 there enough emphasis on the basics to help the
11 students to achieve, to bring that overall grade up
12 from a D for the school?

13 MR. ALVIS: Well, we hope that these different
14 pathways will provide some unique experiences that
15 can help our students grow in these areas. You know,
16 these experiential things, especially, you know, in
17 terms of literacy which is an area that -- it is an
18 area that we need a lot of improvement. We -- I
19 really do believe that if we can take this unique
20 approach and these unique pathways that we can
21 incorporate literacy in ways that is more engaging to
22 our students and we can help them see the importance
23 and it can actually help them reach goals. And so I
24 do think that this way of approaching education can
25 really help strengthen those areas that we need

1 improvement in.

2 DR. WILLIAMS: Okay. Let me -- do you have a
3 Curriculum Specialist with you today?

4 MR. ALVIS: I have our superintendent, Ms.
5 Bennett, who is a pretty strong curriculum lady.
6 Yes.

7 DR. WILLIAMS: You know, I would like someone to
8 be able to talk a little bit more, get a little
9 deeper than this. We're kind of flying at the 30,000
10 foot level. I'm really interested in what's going to
11 happen in the classroom -- when you have a school
12 with a D, that means a number of your students are
13 not achieving at the level at which they should.
14 Which means what are you going to be doing
15 differently to help those students achieve? That's
16 the part that I'm kind of missing here. So help me
17 out.

18 SUPT. BENNETT: Sally Bennett, Superintendent of
19 Rivercrest School District.

20 And you're right, sir. And I'm going to say
21 something that you might not have heard before, but
22 we are sorely disappointed that we didn't get to take
23 our state assessment in April. We had done a
24 tremendous amount of literacy work this past school
25 year. We were so close to that C level and we were

1 on our way to that B level, and we just don't have
2 the metric to support that. Last year we
3 participated in the Solution Tree's professional
4 learning community outside of the state grant; we
5 used our ESSA funds for that collaboration for our
6 teachers. We saw tremendous growth among what we
7 were doing on our interim assessments. We were on
8 our way. So, of course, here we are now in very
9 challenging times and we are part of the Cohort 4
10 Solution Tree project. I have a literacy specialist
11 that will be here this week to work with our English
12 teachers. We are well aware of where are metrics are
13 and we're aggressively seeking to right that
14 situation. And we think the Academies at Rivercrest
15 will help provide that focal point for our students.
16 If we can engage them in those literacy pieces,
17 through the tech or the ag or whatever their career
18 academy choice is, we know that if students are
19 interested, if we've established those relationships
20 we can build upon those reading skills. And we do
21 know that that's an area that we must address.

22 DR. WILLIAMS: Thank you. That's what I was
23 looking for, is how do you -- that the fundamentals
24 are still going to be addressed within the academies.

25 SUPT. BENNETT: Absolutely.

1 DR. WILLIAMS: Thank you.

2 SUPT. BENNETT: Yes, sir.

3 CHAIRMAN COFFMAN: Ms. Bennett, I want to
4 follow-up on that.

5 SUPT. BENNETT: Yes.

6 CHAIRMAN COFFMAN: And so I like how Mr. Baldwin
7 kind of described it as abstract, because that kind
8 of helps me think me through it too. So I like that
9 you're not locking a student into one pathway only.
10 That makes perfect sense to me. And I know you and
11 trust you. So I just need to kind of think about in
12 this innovative approach of really -- what I'm
13 hearing you say is that it's more personalized; it's
14 the academy of the student --

15 SUPT. BENNETT: Yes.

16 CHAIRMAN COFFMAN: -- and what does the student
17 need to get out of it. If you're using that more
18 interest-based approach, then will your teachers have
19 training and supplies to provide that interest-based
20 instruction?

21 SUPT. BENNETT: Yes. I think that that will be
22 a key component, that they're going to have to work
23 through some professional development. And I think
24 with the support Solution Tree is providing to us
25 that we have access to a wealth of highly trained

1 professionals, and we're excited about that. We've
2 also tapped into other resources through APSRC,
3 through the ERZ, through the -- through DESE. There
4 are a lot of people who can help us marshal these
5 resources and provide these learning environments
6 that I think will really challenge our students in
7 ways that they're going to want to be successful.

8 You know, we're all facing some unique
9 situations now because of this global pandemic. But
10 when we went home in March I had high school students
11 who were excited about the growth they were making on
12 NWEA. That doesn't really happen very often. And so
13 we're eager to resume that momentum and get kids back
14 on that path and back interested in school, and we
15 want them sitting in front of us. And we know that
16 there's going to be a group that are going to make
17 choices for a virtual option. We're hoping that
18 that's a smaller number, because our experience this
19 first nine weeks has been that's a little more
20 challenging to keep them engaged. And so we know
21 better now probably what some of our obstacles are
22 moving forward than we would've had we not had this
23 experience. But I think we're going to be well-
24 equipped to address that hands-on and make those
25 adjustments. Boy, we've become very nimble and

1 quick.

2 MR. BALDWIN: I'm on page 8 through 10 of the
3 application, which is the curriculum, language,
4 science, fine arts -- those courses. How do the
5 academies fit into this? Are there -- and I guess
6 I'm thinking is there a curriculum for each academy
7 that you could articulate or describe for us?

8 SUPT. BENNETT: We'll have a guaranteed and
9 viable curriculum that we will provide to all
10 students. I think that the academy focus will help
11 make literature selections for an English class; it
12 might help gear the science experiments that are done
13 in a science class, those kinds of -- the
14 mathematical computations, the scenarios, the real-
15 world problems that serve as the basis for the
16 calculations. That would be how you would bring in
17 those focal areas.

18 CHAIRMAN COFFMAN: Ms. Bennett, speak to the
19 buy-in that you already have from your teachers and
20 your students regarding this.

21 SUPT. BENNETT: We had a -- we've had -- we've
22 been talking about this for quite sometime and we
23 have -- we're a consolidated rural school district.
24 We pull from five different communities in our high
25 school and now our elementary. We're actually

1 located right off Interstate I-55 in Mississippi
2 County. There's not a school or a community that's
3 close. The closest one is 10 miles away and we
4 transport all our students in. So we have brought in
5 our community members to have these discussions. In
6 February -- January, we had a really large group of
7 people, farmers, and Farm Bureau and Greenway
8 representatives, and there's a tremendous amount of
9 interest in this, particularly with the ag focus,
10 because of our unique situation. It is an untapped
11 avenue that we just have not pursued and I think that
12 the time is right. We have faced a disruption in
13 education; it's time to innovate, it's time to think
14 about things a little bit differently and a little
15 bit outside of the box. And this is an opportunity
16 to best serve our kids to do that.

17 CHAIRMAN COFFMAN: Ms. Wright-McMurray.

18 MS. WRIGHT-McMURRAY: Yes, thank you. I noticed
19 that the [audio distortion] course you've chosen is
20 an apprenticeship course, which is designed to
21 support students that are within a pathway and are
22 working in that pathway. And so you mentioned
23 Greenway, which makes a lot of good sense for ag.
24 Would you mind speaking a little bit on the other
25 pathways that you have? And then industry partners

1 that you have in that community that will be willing
2 to support those students in their employment?

3 SUPT. BARRETT: Sure. We are in partnership
4 with Arkansas Northeastern College in Blytheville,
5 Arkansas. They have a secondary technical center
6 there. We send students there for welding, for
7 medical professions, for criminal justice. I may be
8 forgetting something. In-house we have a family and
9 consumer science pathway and a survey of business
10 pathway and JROTC as well.

11 MS. WRIGHT-McMURRAY: And will those be paid
12 experiences?

13 SUPT. BENNETT: You know, those details have not
14 been worked out. I anticipate that some will, but
15 probably not all.

16 MS. WRIGHT-McMURRAY: I just -- we may want to
17 just talk a little bit more about things and what are
18 options if it's not a paid experience.

19 SUPT. BENNETT: Okay, great. Thank you.

20 CHAIRMAN COFFMAN: Panel Members, any other
21 questions? Any discussion?

22 SUPT. BENNETT: Thank you.

23 CHAIRMAN COFFMAN: I'll accept a motion.

24 DR. WILLIAMS: I move that we approve the --

25 MS. CLEMMER: So moved. Motion.

1 DR. WILLIAMS: Second.

2 CHAIRMAN COFFMAN: I have a motion from Ms.
3 Clemmer, a second by Dr. Williams to approve the
4 charter for Rivercrest.

5 Any discussion?

6 All those in favor?

7 (UNANIMOUS CHORUS OF AYES)

8 CHAIRMAN COFFMAN: Any opposed?

9 Hearing none, motion passes. Congratulations.

10 If you'll wait just a moment, the Panel will
11 record their responses and we'll share those with
12 you.

13 (A FEW MOMENTS OF SILENCE)

14 CHAIRMAN COFFMAN: Ms. Wright-McMurray, would
15 you like to go first?

16 MS. WRIGHT-McMURRAY: Yes. It always helps if
17 you un-mute yourself.

18 Yes. I voted for. And I said I'm excited to
19 see the growing opportunities for traditional
20 education, especially in the delta region of our
21 state. I look forward to seeing growth and positive
22 outcomes for Rivercrest High School students.

23 CHAIRMAN COFFMAN: Ms. Clemmer.

24 MS. CLEMMER: Yes. I'm voting for. A well
25 thought-out plan to reach students with expanded

1 opportunities -- if I can get it typed in. There we
2 go.

3 CHAIRMAN COFFMAN: Dr. Williams.

4 DR. WILLIAMS: Yes. I support the motion. The
5 academy model will provide options for students. My
6 concern, which is addressed, is that students receive
7 the basics that they need to be successful within the
8 academies. I commend the district in looking at
9 innovative ways to engage students.

10 CHAIRMAN COFFMAN: Mr. Baldwin.

11 MR. BALDWIN: I voted for also, mainly because
12 of the innovation that I see. You guys have spent a
13 lot of time and effort on it. It's good to see
14 something new out there.

15 CHAIRMAN COFFMAN: Congratulations. We expect
16 great things and look forward to -- I look forward to
17 kind of seeing it written out on paper, how it all
18 flows and how it works for students. So we look
19 forward to seeing that. Thank you.

20 A 10-minute break. All right. It is 1:38;
21 we'll resume at 1:48 p.m. Thank you.

22 (BREAK: 1:38 - 1:48 p.m.)

23 4. CONSIDERATION OF DISTRICT CONVERSION CHARTER APPLICATION -
24 VILONIA PATHWAYS ACADEMY

25 CHAIRMAN COFFMAN: Ms. Hyatt.

1 MS. HYATT: Mary Claire Hyatt with the
2 Department.

3 Panel Members, I bet you guys could do this for
4 me at this point. So Tracy Webb will come and
5 introduce the applicant before the hearing begins.
6 Ms. Coffman, please swear all of those that plan to
7 provide testimony, other than the attorneys.
8 Following that, the applicant will have 20 minutes to
9 give their presentation. No one has signed up to
10 present in opposition, so following the 20-minute
11 presentation they'll be given an additional 5
12 minutes. Following that we'll go through the legal
13 concerns and the waivers, like we've done with the
14 other applications, and then you can engage in
15 discussion and ask questions.

16 For community members and community partners, if
17 they're here to speak, they might want to answer some
18 of their questions, but they can speak during the 20
19 minute hearing timeslot. For our elected official,
20 Representative Meeks that's joined us, you have the
21 option to speak at the beginning of the hearing,
22 during the 20 minutes, or at the conclusion of the
23 hearing, at your preference.

24 If there are no questions --

25 CHAIRMAN COFFMAN: Thank you. Ms. Webb.

1 MS. WEBB: The next item on the agenda is
2 Consideration of the District Conversion Charter
3 Application for Vilonia Pathways Academy. The
4 Vilonia School District is requesting a district
5 conversion charter license for a virtual K-12 school.
6 Their whole school will serve up to 700 students in
7 grades K-12.

8 Today we have Superintendent Dr. David Stephens;
9 we have Assistant Superintendent Dr. Cathy Riggins,
10 as well as the Executive Vice President for Nabholz,
11 David Nabholz; and the Department Chair for UA Little
12 Rock Commercial Construction, Hank Bray that I
13 believe are in the videos -- you said, correct? And
14 we also have Representative Stephen Meeks that is on
15 Zoom to speak on the District's behalf. And Senator
16 Ricky Hill and Representative Bruce Cozart sent in
17 letters of support that are attached to the agenda.

18 CHAIRMAN COFFMAN: All those speaking on behalf
19 of the Vilonia Pathways Academy, if you'll please
20 stand and raise your right hand. Do you swear or
21 affirm that the testimony you're about to give shall
22 be the truth, the whole truth, and nothing but the
23 truth?

24 (ALL SPEAKERS ANSWERED AFFIRMATIVELY)

25 CHAIRMAN COFFMAN: Thank you.

1 Representative Meeks, you're recognized.

2 REPRESENTATIVE STEPHEN MEEKS: All right. Can
3 you hear me? Good morning. Can you hear me?

4 CHAIRMAN COFFMAN: We can hear you.

5 REP. MEEKS: All right. Thank you. I
6 appreciate you giving me a few moments to speak on
7 behalf of the Vilonia School District this morning.

8 As you may know, I do serve on the Education
9 Committee and so this is near and dear to my heart.
10 I appreciate the Vilonia School District looking for
11 opportunities to expand what they're offering for
12 their students, trying to meet the needs of the next
13 generation; so I applaud them in their efforts.

14 I would just briefly say that I do strongly
15 support this. As we move forward through time, I
16 think everyone understands the need to make sure that
17 as we're graduating students from high school that if
18 opportunity allows for us to allow them to graduate
19 with a skill that can carry them through life, allow
20 them to be successful, we need to take advantage of
21 those opportunities. And so I just want to extend my
22 full support of this effort and would be grateful for
23 the Board's positive consideration on their
24 application today.

25 CHAIRMAN COFFMAN: Thank you, Representative

1 Meeks. We appreciate you being with us.

2 REP. MEEKS: Thank you.

3 CHAIRMAN COFFMAN: All right. We'll hear from
4 the Vilonia team, whoever is going to start off. And
5 when we get to the videos we'll allow the time needed
6 to get them up and running.

7 SUPT. STEPHENS: I appreciate y'all in giving us
8 your consideration for this conversion charter that
9 we're trying to get accomplished in the Vilonia
10 School District. My name is David Stephens; I'm the
11 school superintendent. And I just want to take a
12 couple of minutes and give you a picture of how this
13 supports our district initiatives and goals that we
14 started establishing back in 2017.

15 In 2017, we began the process of becoming a
16 fully functioning, high-functioning professional
17 learning community. One of the points of becoming a
18 professional learning community is establishing a set
19 of type or non-negotiables. One of our non-
20 negotiables is that we will provide and implement a
21 guaranteed and viable curriculum. We believe that
22 this process that we're asking you to consider
23 enhances our possibility of implementing a guaranteed
24 and viable curriculum. [audio distortion] about a
25 guaranteed curriculum that it is a curriculum that

1 translates into student knowledge and skills. And
2 because of the vocational component that we are
3 wanting to have a significant role in this conversion
4 charter, we feel like that does help us implement a
5 guaranteed curriculum to enhance student skills for
6 after school, after high school.

7 The other portion of that is the viability of
8 the curriculum, and we -- and, of course, viability
9 just means that it's sustainable and it's growable.
10 And so by continuously examining the needs in our
11 community and in our business area, and by adjusting
12 our curriculum to address that, I believe that we are
13 increasing the viability of our curriculum. It will
14 continue to grow, continue to meet the needs of
15 students in our changing society. And I know that
16 sounds like a cliché to say that, but that is a
17 perfect descriptor of what we're doing.

18 So without further ado, I do want to express my
19 appreciation to Dr. Riggins for all the work she's
20 put in on this. And I will turn it over to her now.

21 DR. RIGGINS: Thank you. I do appreciate the
22 opportunity to visit with you today. And I want to
23 share with you that there are two reasons that
24 Vilonia needs a charter.

25 May I take this --

1 CHAIRMAN COFFMAN: Yes.

2 (COURT REPORTER'S NOTE: Dr. Riggins removes her
3 mask.)

4 DR. RIGGINS: Thank you.

5 CHAIRMAN COFFMAN: You'll want to go ahead and
6 state your name for the record.

7 DR. RIGGINS: Cathy Riggins, Assistant
8 Superintendent.

9 The first reason is parents are wanting a
10 flexible learning option. The second reason is we
11 need to meet the occupational needs of our community.

12 In the past few years, Vilonia has seen an
13 increase in students choosing a home-school option or
14 an option for open-enrollment charters. And so
15 through this process we began to visit with our
16 parents and try to find out how we could better meet
17 their needs and why they're choosing these options.
18 And so one of the things that we recognized is even
19 though many of our people work split-shifts or
20 professional positions that travel, in the military,
21 they just -- basically the over-arching reason is
22 because they need a flexible option. Often they're
23 not allowed family time if they're working in these
24 situations. So we started looking for a virtual
25 option for these students -- and then Covid hit and

1 so now everyone has a virtual option. But the
2 question is what about the implementation. And so we
3 began to look at our current reality of what we're
4 experiencing with our virtual option, and the current
5 reality -- we had to ask our-self -- we had a high
6 percentage of students who are not engaged -- so why
7 are they not engaged? Why are these students not
8 attending and participating as they should?

9 So concerning screen-time we looked at this
10 research. What do we know about screen-time and
11 children? What do we know about the Science of
12 Reading? As we know how the brain learns to read, we
13 have to make sure that we implement a curriculum for
14 all of our students that includes the Science of
15 Reading. We had to start looking at physical and
16 emotional well-being and learned helplessness. We
17 have experienced with a parent of a young child --
18 she said, "I'm really concerned because when I get
19 the Chromebook out in the morning she starts to cry."
20 That's not what we want school to be about for
21 children; so we have to figure out how do we offer a
22 blended learning option that is innovative, that
23 provides the need for these parents, but still makes
24 this engaging and we see the academic excellence that
25 we expect.

1 So then we looked at the other need for our
2 workplace and our workforce. About -- a few years
3 back, the District was asking for a millage and it
4 was for an auditorium and expansion of the high
5 school. At that time we worked with Nabholz
6 Construction and then Kathy Turner, with Workforce
7 Ed., and we decided that we really needed a
8 commercial construction component. The millage did
9 not pass, and so it seems that we would not be able
10 to implement that program. But through this blended
11 learning option and this new option that we're
12 offering, we have recognized that it's not about
13 having an onsite traditional construction program;
14 it's about how can you implement the need through a
15 blended learning option. So we refused to let this
16 vision die because we knew that the need is still so
17 urgent. We started to look at what does our current
18 workforce say that our students need to be prepared
19 in, and we found that it's soft skills. We found
20 that it's communication and collaboration and
21 critical thinking. And then we started to look at
22 some additional data -- well, how are we doing with
23 that? And the Peer Research Center showed us that 18
24 to 34 year old young adults, more of them are living
25 at home now than ever before. And we thought, why is

1 that? And so we looked at the reasons and it
2 indicated that they have high student loan debt, that
3 they have low wages and poor prospects of getting
4 jobs; they're graduating from college with debt but
5 they can't get a job. And so we also looked at what
6 -- the U.S. Bureau of Labor and Statistics debt and
7 it indicated that in the future, for the next several
8 years, that we would have -- non-degree leveled
9 occupations would increase, and that would be as well
10 as the -- in commercial construction industry.

11 And I'm sorry I'm having a little bit of trouble
12 keeping up with this clicker and with my
13 presentation; so I apologize. I'll try to stay on
14 track.

15 So we looked deeper into commercial
16 construction. What does the data say about
17 commercial construction? We know that for every four
18 workers retiring only one worker is entering the
19 industry. We know that there's a desperate need for
20 males and females in this industry. Looking back to
21 the early 1990s, the Arkansas Contractors Licensing
22 Board and UALR Commercial Construction created a
23 survey, and in that survey it indicated then, in the
24 early 1990s, that unless there was a systematic
25 educational plan put into place to attract students

1 into the commercial construction industry there would
2 be a severe shortage in 25 years. And that has
3 proven to be true. So we looked at Vilonia and our
4 location, and we believe Vilonia has a perfect
5 location and the demographics for a commercial
6 construction program. Actually, only 37% of our
7 students are remaining in college after their first
8 year, and we recognize that 63% of our students need
9 a non-degree college workforce training option.

10 The charter is needed to allow the District to
11 take this model that has seemed to be -- has seemed
12 to be -- we're trying to put a traditional curriculum
13 into a virtual option, and we need a blended option.
14 And so the charter will allow us to create a blended
15 learning option that is innovative and that blends
16 with online instruction, in addition to providing
17 these innovations and experiences for students to
18 apply the knowledge they have. The charter provides
19 a much needed action research concerning the
20 development and implementation of blended learning in
21 the state of Arkansas.

22 So we developed our mission and we decided that
23 we needed differentiated pathways that would promote
24 student success and we focused on a rigorous
25 curriculum that would include workplace soft skills.

1 We will use Service Learning as a vehicle to help our
2 students learn the core curriculum while learning to
3 live as a civic responsible individual and commit to
4 their community. And we will expand their
5 opportunities for workforce jobs through a commercial
6 construction pathway.

7 You'll notice on the left-hand side of the
8 screen we have partners that have been created; these
9 will mainly help in our K-8 program. And then on the
10 right side of the screen, these partners will focus
11 around our commercial construction. These are
12 partners that we have secured now.

13 And I would like for you to hear from one of our
14 lead partners, Mr. David Nabholz with Nabholz
15 Construction.

16 [VIDEO BEGINS, AS FOLLOWS]

17 MR. DAVID NABHOLZ: With your permission and
18 support, Vilonia Schools will do something historic
19 and innovative. I'm David Nabholz, Executive Vice
20 President with Nabholz. We first met with Dr.
21 Riggins over two years ago. She told us that too
22 many non-college-bound students were missing
23 preparation and opportunities for meaningful, well-
24 paying careers. She was looking for a way to improve
25 this process by exposing high school students to the

1 craft careers available in a commercial construction
2 industry. Her mission dovetails perfectly with the
3 short- and long-term needs of the industry. In my
4 45-year career, I have seen many changes in the
5 industry, most all of them positive. Commercial
6 construction continues to thrive and grow, building
7 our schools, our hospitals, our industrial buildings,
8 and our infrastructure. One big negative though in
9 the change is a severe drop in the young people
10 choosing to work in the skill trades, careers like
11 electricians, carpenters, plumbers, HVAC,
12 ironworkers, drywall, control systems, equipment
13 operators, concrete finishers, and mechanics and many
14 others. All these careers pay great wages, have
15 great benefits including health insurance, 401k
16 retirement plans, and vacation, and all have career
17 opportunities for advancement into leadership roles.
18 We have all seen the statistics, and they are true.
19 There's a continuing shortage of people entering the
20 craft trades locally, statewide, and nationally. The
21 program Vilonia is proposing will (a) raise awareness
22 of these rewarding career paths; (b) give students
23 the information they need to make smart career
24 choices; and (c) provide specialized training to
25 prepare them for the craft career of their choice.

1 Nabholz, along with many other contractors, both
2 big and small, will support Vilonia's program by
3 supplying detailed knowledge of opportunities, taking
4 part in training, and helping set up a direct school-
5 to-work path, opening the door to lifelong well-
6 paying careers for Vilonia's school participants.
7 All of this will benefit the commercial construction
8 industry by alleviating a severe shortage of craft
9 personnel. It is a match made in Heaven.

10 I ask for your support and approval for Vilonia
11 School's proposed program. Thank you very much.

12 [END OF VIDEO]

13 DR. RIGGINS: The District is continuing to
14 communicate and seek out additional partners. As
15 we've developed these partners, they're helping us
16 with additional partners. And we need these partners
17 to help us with the actual implementation. We've
18 been visiting with ADE Division of Career and
19 Technical Education to help us with -- as we develop
20 our course of study. And also we're looking for
21 online construction programs that will help with
22 certifications.

23 Service Learning will be an innovative part of
24 our systematic approach K-12. Service Learning is
25 not volunteerism. Volunteerism is good, but Service

1 Learning has additional components that need to be
2 included. Students will learn to investigate and
3 identify the needs in their community. They will
4 plan and collaborate with others. They will take
5 action and serve. They will reflect upon their
6 service experiences and learning. We know that Hatty
7 says that when students practice and reflect upon
8 their experience the level is higher for their
9 learning. And we will celebrate our successes. We
10 will work to build communication and collaboration
11 with our community. Service Learning will be a
12 foundational piece to building a quality blended
13 service learning -- a quality blended learning
14 experience. Through this, students will be at the
15 center of their learning. They will be -- it will be
16 tied to specific learning objectives that will
17 guarantee a viable curriculum exists, and we will
18 educate students in the workforce skills that they
19 need for the future.

20 Preparing students with skills needed for the
21 workforce takes a systematic approach. We know that
22 this must start in the kindergarten level. That's
23 where we start learning to read and we communicate.
24 And so in K-6 our students will partner with our
25 community and we will work through a community

1 garden. This will give our students an opportunity
2 to be engaged for social and emotional development,
3 to develop soft skills. The garden will also allow
4 us to really embed those strategies for the Science
5 of Reading to help us build background knowledge, to
6 help us increase vocabulary in these young children,
7 and to expose them to authentic text. We know these
8 are very important pieces of the Science of Reading
9 as we introduce reading to students. All of our core
10 curriculum will include Science of Reading and Math
11 Quest Initiates.

12 The middle school pathway will offer an
13 innovative approach to meeting the needs of the
14 middle school child. We will focus on the needs of
15 these children. We know that they have social and
16 emotional needs; they have a need to belong, but at
17 the same time they're developing a need to be
18 independent. And so we want our students to be able
19 to develop and create that transition period between
20 elementary and secondary ed. to prepare them to move
21 into high school. We will use Making Middle Grades
22 Work and we will follow the Arkansas Diamond Schools
23 to Watch domains to make sure that we do this and
24 meet the needs of our students. Students will
25 receive academic excellence through core standards

1 that are fully embedded with career explorations.
2 Everything that we will do in this conversion charter
3 will focus around introducing students to career and
4 showing them how their core standards is embedded
5 into the need for the workforce. We will give them
6 personalized pathways to apply their knowledge. We
7 will teach them about social equity. We will make
8 sure that they understand the need to collaborate as
9 we develop their interpersonal and intrapersonal
10 skills. We want to create an organization structure
11 that allows for two-way communication between the
12 school and the home. And we want to train our
13 teachers, parents, and students how to successfully
14 work in this blended environment. We will also
15 provide additional opportunities through our
16 partners, such as UA-Little Rock, for a commercial
17 construction camp for 8th grade students.

18 In the 9-12 program we will offer two pathways.
19 The innovation of this commercial construction
20 pathway will guide students to success in the
21 workplace. They will either go through the workforce
22 pathway or college prep. Through this initiative and
23 our curriculum initiatives we'll focus on creating
24 core standards, curriculum that is focused around
25 core standards that includes commercial construction

1 content. For example, if we're trying to teach
2 students strategies for reading nonfiction texts,
3 we're going to use commercial construction content.
4 If we're teaching geometry and trig, we're going to
5 use those problems -- and with the help of our
6 partners to develop a curriculum where they're
7 applying those skills in the commercial construction
8 industry. That way, our students are more engaged
9 and they're more involved and they see the value for
10 the core content. We are also going to be helping
11 them with field experiences, mini labs, internships,
12 and capstone projects. Our partners are willing to
13 support us with this; they have the equipment to set
14 up these mini labs and help students explore. We
15 will also have students prepared with a portfolio
16 that will allow them to enter entry-level jobs. They
17 will get industry certifications. They will have
18 elective courses that will focus on specific areas of
19 the construction industry. And we want to provide
20 them opportunities to present at state and national
21 meetings in the industry. We want to put them out
22 there and give them a chance to hone in on these soft
23 skills and to use those soft skills in the industry.
24 We will also provide an option for students to earn
25 concurrent credit through the UA-Little Rock, through

1 our partnership.

2 And now I want -- I would like for you to hear
3 from Dr. Hank Bray, who is another one of our lead
4 partners, with UA-Little Rock.

5 (VIDEO BEGINS, AS FOLLOWS)

6 DR. HANK BRAY: Hello. I'm Dr. Hank Bray. I
7 have 32 years experience in the higher ed. sector of
8 construction education, the last three years as chair
9 of the Department of Construction Management and
10 Civil and Construction Engineering at UA-Little Rock.

11 I support the Vilonia School District efforts
12 because it duplicates what we're trying to
13 accomplish. We can support the program with
14 curriculum development, concurrent enrollment,
15 pathways to associates and bachelors degrees in
16 construction. We have 220 students pursuing
17 Associate of Science and Bachelor of Science degrees
18 in construction related fields and they will all have
19 jobs. Our students have 100% employment. Arkansas
20 is an undeveloped state. Look around you.

21 Everything you see in the built environment, from
22 buildings to highways, requires skilled trades and
23 professionally educated construction managers.

24 There's a tremendous shortage right now -- and this
25 is great; what an opportunity for women and

1 minorities.

2 One of the things that really jumped out at me
3 in the proposal was our culture of learned failure.
4 We've got to do something about that. And I think
5 the proposal's use of service learning is a
6 tremendous way to do that, to show young people what
7 some of the opportunities are and giving the
8 opportunity to do a hands-on and see that they really
9 can do these things. These students can achieve the
10 American dream. They can become productive citizens
11 in the state of Arkansas with a big enough paycheck
12 to raise a family; with private insurance and private
13 retirement. And we'll do everything we can to help
14 the Vilonia proposal succeed. Thanks.

15 [VIDEO ENDS]

16 DR. RIGGINS: So to achieve the goals of the
17 charter students will meet the following
18 requirements. Students will -- all students K-12
19 will participate in at least one ongoing service
20 learning project and four to eight short-term
21 projects. Upon graduation, all seniors will earn a
22 service learning elective credit and a minimum of two
23 commercial construction certifications. We would
24 like for OSHA 10 to be one of those requirements.
25 And our students will maintain K-12 a grade

1 appropriate personalized portfolio to demonstrate
2 their learning throughout the process.

3 The long-term expected outcomes to come from the
4 Vilonia Pathways Academy is that we will see academic
5 excellence; that we will see student and family and
6 community engagement rise; that our students will
7 master core schedule -- core standards -- excuse me
8 -- while developing civic responsibility and learning
9 how to be that productive member in their community.
10 They will develop the workforce skills that they need
11 and they will secure jobs in the commercial
12 construction industry with high potential earnings.
13 At the state level we hope to serve as a model for
14 other districts who are trying to implement a blended
15 learning model. We hope to also be a contributor to
16 helping the state of Arkansas meet the goal of
17 becoming a leader in blended learning throughout the
18 nation. We will improve our economic development by
19 contributing to the commercial construction industry.
20 And our students will have a better quality of life
21 as they take the education that they have acquired
22 and have high-paying jobs so that they can support
23 their families.

24 At this time I would also like to address the
25 waivers that we have asked for.

1 First of all, I would like to start with the
2 Curriculum waiver. We have recognized that we
3 probably do not need that waiver. And we would like
4 to ask to rescind that waiver because I have made a
5 contact to speak with Ms. Rachel Horn at DESE and we
6 feel like that this can be served through the
7 Department and not through a charter waiver.

8 For Class Size, I would like to address the
9 issue that we have asked for 1-to-40. And relooking
10 at that, a ratio of 1-to-40 we feel like that K-2,
11 from our experiences, would be better served with a
12 ratio of 1-to-30. And we would like to have a
13 paraprofessional that would be shared among that
14 grade level to assist those teachers as well. Those
15 are such crucial times, and what we're learning from
16 our experience with virtual learning is that we need
17 to probably change that.

18 Looking at the Instructional Day, we are asking
19 for a waiver for the instructional day. And this
20 being the reason why, we understand that often you
21 cannot take a 6-hour instructional day and put it in
22 a blended environment. And, in addition, presently
23 our district -- we have early release on Wednesdays
24 for professional learning community teams to meet
25 together. That's been very effective. We're in our

1 fourth year of that. But we would like for this
2 waiver to extend into our charter. We want our
3 charter teachers to meet with our teachers that are
4 onsite as well. We want to keep that curriculum
5 aligned. We want to keep that strength going through
6 a professional learning community. But also we need
7 a day, an afternoon that our charter teachers would
8 meet because we want them to take that time to look
9 at student data, to look at where their students are
10 having problems, and work together to create stronger
11 pathways for those students. We want them to have
12 time together to analyze that data that we have on
13 interim testing and on our screeners that we have for
14 our children; how do we develop innovative
15 intervention opportunities for these kids. But our
16 teachers have to have time to talk about kids and
17 have to have time to look at the data and see what
18 that says. So that would be a reason that we're
19 asking for this waiver, and also for the opportunity
20 that there may be -- we recognize there will be times
21 when our students will be out in different learning
22 experiences with our partners. And our teachers we
23 hope at that time -- we feel like any time that that
24 occurs our teachers will be working on developing,
25 taking time to give feedback to students, doing that

1 work that they need, in addition to their prep time.
2 Because I can tell you it takes a lot of time to
3 really make those connections and have those
4 conversations, to contact parents, and to have that
5 communication level. I think that's important.

6 In addition, the Licensure waiver -- we are
7 asking for the Licensure waiver for our partners who
8 will help us. I know you've probably heard that
9 today. But here's the reason that we're asking for
10 that: our partners have been very direct that they
11 are willing to help us, but they do have day jobs
12 too. And they would be coming in as adjunct to help
13 us with these -- the career focus on commercial
14 construction. We're not asking for a blanket waiver.
15 We will utilize the pathways the Department has for
16 all of our core instruction. We will insure that
17 these partners are trained. They will follow the
18 background checks; they will follow the core training
19 that we would offer, such as child maltreatment, with
20 our other teachers; and we will insure that we will
21 support them. We are asking not for Teacher Fair
22 Dismissal for any of our teachers, but for this
23 situation, in case we had a situation where we need
24 to move quickly, where we need to ask someone not to
25 come back in that category, if we're finding that

1 it's not working out and we could move quickly and
2 get a replacement there.

3 We are also asking for the Salary waiver. That
4 is not related to our full-time teachers; it would be
5 for these adjunct positions. And we would create a
6 salary schedule and get that approved by our board.

7 In addition, the Guidance Counselor that we're
8 asking for is not for -- we will follow the
9 comprehensive counseling plan. Presently, the
10 District has a counselor in addition to the state
11 requirements. In our district we believe that's very
12 important because counselors have such important work
13 and there's only so much time in the day. We're
14 trying to make sure we meet the needs of our
15 students. The waiver for the counselor would be for
16 us to have a career counselor. It would focus -- if
17 we have a need to hire someone, that would serve us
18 well in counseling our students in career pathways.
19 But we would still use our onsite counselors for
20 those other psychological counseling needs, for that
21 type of -- following our comprehensive plan.

22 So I think I may have covered those, but I'm
23 sure you may have some questions. But I so
24 appreciate the opportunity to share. We're very
25 excited about our program. We feel like it meets the

1 needs of our community and we're excited to work with
2 this industry.

3 CHAIRMAN COFFMAN: Thank you.

4 MR. DAN DAVIS: (inaudible)

5 DR. RIGGINS: Yes, I had a --

6 MR. DAN DAVIS: (inaudible)

7 DR. RIGGINS: Yes, the mayor. Is it ready? Is
8 that okay, Dr. Coffman?

9 (VIDEO BEGINS, AS FOLLOWS)

10 MAYOR PRESTON SCROGGINS: Thank you for allowing
11 me today to talk to you a little bit. I'm Preston
12 Scroggins; I'm mayor of the city of Vilonia. The
13 city of Vilonia is in full support of Vilonia School
14 District's program that they are proposing. We've
15 worked with the school on many projects over the
16 years. They have been a great resource to us,
17 helping on many of our public learning projects.
18 We've had several successful endeavors with them.

19 Vilonia is home to many successful construction
20 businesses that have been centered here over the
21 years, such as Central Industrial Electrical Company,
22 Evatt Electric, Weaver-Bailey Contractors, H.W.
23 Tucker Concrete. We've seen the need for skilled
24 trade in our community. We've had a lot of wonderful
25 partnerships with companies that have come in and

1 CHAIRMAN COFFMAN: Separate LEA. And so are you
2 aware that there can be accountability issues if kids
3 are moving back and forth between those LEAs during
4 the school year?

5 DR. RIGGINS: Yes, ma'am.

6 CHAIRMAN COFFMAN: Okay. On the record just
7 want you to know that, so next year when I have to
8 remind you --

9 DR. RIGGINS: Okay.

10 CHAIRMAN COFFMAN: -- we'll pull that transcript
11 back out.

12 And so is your intent to hire a total staff for
13 this new LEA or will you be sharing staff?

14 DR. RIGGINS: Yes, ma'am, we will be sharing
15 staff, and we may have to hire some additional staff.
16 But at the present time we know that just with our
17 virtual now we've been able to share, because we're
18 pulling students. But we hope that we will get back
19 some of these students that are in the home-school
20 setting and that then we will have a need to hire
21 additional staff. And we're very committed to hiring
22 the right staff because that's very important.

23 CHAIRMAN COFFMAN: And then in eSchool you'll
24 need to set up and set a schedule for all of the
25 required educators from K through 12.

1 DR. RIGGINS: Yes, ma'am. And in my experience,
2 I did have a conversion charter in my middle school
3 when I was Principal there. And it was -- I
4 understand you have to run two separate LEAs, you run
5 two separate attendances; it's a total school --

6 CHAIRMAN COFFMAN: Yes.

7 DR. RIGGINS: -- within a school. But we feel
8 like that this is very important and we feel like
9 it's doable.

10 CHAIRMAN COFFMAN: Okay. I just wanted to make
11 sure we were clear.

12 DR. RIGGINS: Yes, ma'am.

13 CHAIRMAN COFFMAN: Thank you.

14 Ms. Hyatt, if you'll start with the waivers and
15 legal issues.

16 MS. HYATT: The -- sorry -- Mary Claire Hyatt
17 with the Department.

18 The first waiver topic, it actually really has
19 four things going on. So I'm going to -- to use your
20 word, Ms. Coffman -- unpack it and take it piece by
21 piece.

22 INSTRUCTIONAL DAY WAIVER

23 MS. HYATT: So the first piece is the
24 Instructional Day, the 6-hour day. We have talked
25 about that several times today. I think that they

1 did a really good job in their presentation
2 explaining why that waiver is necessary. So if there
3 aren't any questions on that piece, I'll move on.
4 But I did want to point out what a good example of
5 when that waiver might be necessary this application
6 is.

7 The second piece is about recess. So it's
8 included in the law that is cited here, 6-16-102.
9 Most of the other applicants today we've had them
10 take that piece out of their waiver because they
11 didn't need it. It's not really addressed here in a
12 lot of detail, so I'd like to give them the
13 opportunity to explain if they need a waiver from
14 recess -- and if so, how they will be doing -- or
15 what they will be doing instead of having the 40
16 minutes per day. And there are some additional
17 waivers they'll need to add, if they plan to have a
18 waiver from recess. So after they give you the
19 additional information I'll tell you what those are.

20 DR. RIGGINS: Yes. The waiver would be just
21 limited to the virtual piece. And we feel like that
22 students will -- we will ask them to incorporate
23 physical activity. But as far as on 40 minutes a
24 day, we feel like that would not be something that we
25 would be able to do in that piece.

1 MS. HYATT: I just want to point out that since
2 they're doing a blended learning model as opposed to
3 a fully virtual model, in addition to getting the
4 approval from the Charter Authorizer they will have
5 to get their plan for recess approved by the
6 Division. That's in the law. So your -- you
7 absolutely can approve it today, and I'm going to
8 tell you what the additional pieces are. But just so
9 that they know, you'll have to go through that
10 additional piece. The additional --

11 CHAIRMAN COFFMAN: Mary Claire, we may need to
12 define what they're meaning by virtual and blended
13 before we move on with that.

14 DR. RIGGINS: To us, the virtual piece is when
15 students are on an online program, self-paced. But
16 when you have blended learning, it's when you
17 incorporate and you provide those additional
18 opportunities onsite through the partnerships, where
19 you give them opportunities to extend the learning
20 and there is a blend of onsite and virtual
21 opportunities.

22 CHAIRMAN COFFMAN: During a normal week --

23 DR. RIGGINS: Yes.

24 CHAIRMAN COFFMAN: -- in elementary, would you
25 expect the students to be mostly remote and there

1 would be some blended opportunities scattered
2 throughout the year? Or are you thinking there would
3 be onsite opportunities at least weekly? Kind of --

4 DR. RIGGINS: I would like to see those at least
5 weekly and a lot of that would focus through our
6 community garden -- for instance, as we would
7 schedule students in. And we feel like it's really
8 important that we would have an individual who is a
9 service learning project manager. Because you can
10 ask for volunteers, and that's great -- and we have
11 many volunteers that are willing to come in at times
12 and help us. But you need an individual, in addition
13 to the teachers, that can manage the garden and
14 schedule students in and out so that students have
15 the opportunity. So we would schedule with parents
16 the opportunities, and then teachers would meet
17 onsite with them and at the garden. We would have
18 the Faulkner County Extension Office come in and help
19 us with the instructional piece of that; master
20 gardeners would come in at times. But I see that
21 flowing in and out weekly. And we would look for
22 opportunities to use that year-long.

23 CHAIRMAN COFFMAN: Okay, thank you.

24 MS. HYATT: And the Division -- provided that
25 this is approved, the Division can work with them to

1 get the additional level of approval that's required
2 for recess. The additional provisions they need to
3 add are Standard 1(a)(4)(3), which is new, and the
4 2020 version of the standards that is specifically
5 for recess, and Section 7.11 of the rules governing
6 the nutrition and physical activity standards and
7 body mass index protocols for ages -- body mass index
8 for age assessment protocols. I should have written
9 that down. If -- Tripp, you might want to come. But
10 if you'll just confirm that you need to add those two
11 pieces?

12 MR. WALTER: Tripp Walter. I will confirm on
13 behalf of the District that we would like to add
14 those two pieces to that waiver request.

15 MS. HYATT: The third piece that's kind of in
16 this waiver topic number one is the 178 instructional
17 days. So we've talked a lot about the instructional
18 days and how many hours per week. The additional
19 standard has to do with every school district
20 offering 178 days each school year. They did not ask
21 for the standard, but they did talk about the 178
22 days in the rationale on page 36, talking about
23 students receiving an equivalent of 178 instructional
24 days. So based on that, I'm not sure if they need
25 the waiver or not. But if they need it, I want to

1 make sure we get it added to their list; so maybe
2 they can give us some more information.

3 And the standard -- just for you, Tripp -- is
4 1(a)(4)(1) that would need to be added if they need
5 it.

6 DR. RIGGINS: I think the request on the 178
7 days is that we recognize that there will be times
8 when the students will be involved, such as in the --
9 maybe the construction camp. It may not be exactly
10 an instructional day that that would be, but we will
11 follow the school calendar. So students will start
12 with the other students in the district and they will
13 end the year with other students in the district.
14 And so I am confirming that we need the waiver.

15 MS. HYATT: Thank you.

16 CHAIRMAN COFFMAN: Confirming we need an
17 attendance waiver?

18 MS. HYATT: No, 178 days standard. Because,
19 like she just said, there may be -- I'm paraphrasing,
20 so stop me if I say something wrong -- but that they
21 may be involved in construction camps or other
22 learning activities that don't necessarily fall into
23 an instructional day. So they are, like they say in
24 their rationale, getting an equivalent of 178 days,
25 but it might not be 178 full instructional days,

1 which would necessitate the waiver for 1(a)(4)(1).

2 CHAIRMAN COFFMAN: It's not making sense to me
3 yet. Just keep trying.

4 MS. HYATT: Okay. Let me grab my copy of the
5 standards so I can read right from it. Okay. So
6 1(a)(4)(1) says, "Each public school shall provide a
7 minimum of 178 days of student/teacher interaction
8 time." So it's a little bit different than the
9 instructional time, the 6 hours that we've talked
10 about on and off all day long. So I think -- again,
11 please stop me if I say something that I've misheard
12 -- I think what they're saying is they may be doing
13 other things, like construction camps or projects
14 with their community partners, that aren't student/
15 teacher interaction time but still fit in with the
16 model of getting them experience in the construction
17 field or in those other partnerships. So it wouldn't
18 necessarily be student/teacher interaction time, but
19 it would still fit in the model of them learning in
20 these different programs.

21 CHAIRMAN COFFMAN: I'm sorry. I'm struggling
22 with that because if that's a part of their
23 curriculum to have these opportunities, they're still
24 providing 178 days of instruction; it just doesn't --
25 you've already given a waiver from 6 hours.

1 MS. HYATT: So using their example of like a
2 construction camp --

3 CHAIRMAN COFFMAN: Yeah.

4 MS. HYATT: So let's say they have a teacher
5 that they have hired under a licensure waiver that is
6 a construction person and they teach the construction
7 course. And then maybe those students go do like a
8 three-day camp or a three-day onsite project where
9 that person that's their teacher isn't necessarily
10 the one that's there teaching them; they're
11 interacting with all different kinds of people in
12 different job roles. That's not student/teacher
13 interaction time, and the standard specifically says
14 student/teacher interaction time. So if they're not
15 interacting with their teacher, because that teacher
16 may be just a part of it while then you have someone
17 in accounting or someone onsite or -- I clearly don't
18 know very much about construction -- the construction
19 field, so I'm just kind of making these titles up.
20 But they wouldn't be a teacher for purposes of
21 student/teacher interaction time.

22 CHAIRMAN COFFMAN: Okay. I'm going to leave it
23 for now.

24 MS. HYATT: Okay.

25 CHAIRMAN COFFMAN: I'll come back to it later.

1 MS. HYATT: Okay. I'm going to brainstorm some
2 other ways to talk about it.

3 CHAIRMAN COFFMAN: I don't see how that's any
4 different from any of our internships or -- you may
5 go off and work with someone else; as long as it's an
6 approved project that your school has approved, I
7 don't see how that's any different.

8 MS. HYATT: I think --

9 CHAIRMAN COFFMAN: I'm just trying to understand
10 it.

11 MS. HYATT: I think if it's just one piece, like
12 they're getting out early because you're going to go
13 do your internship, you've still had that teacher
14 interaction time at the beginning of the day or
15 during the other parts of the day where you're at
16 school learning from a classroom teacher. But if
17 you're going off-site for several days where you're
18 not interacting with your classroom teacher, your
19 teacher of record, I don't know that that counts as
20 student/teacher interaction time.

21 CHAIRMAN COFFMAN: Okay.

22 MS. HYATT: But we can think -- I mean we can
23 come back to it.

24 CHAIRMAN COFFMAN: I'm not convinced yet, so --

25 MS. HYATT: Okay.

1 CHAIRMAN COFFMAN: -- we'll keep working on it.

2 MS. HYATT: Are there any other questions about
3 the 178 days?

4 If not, I'm going to move on -- oh.

5 CHAIRMAN COFFMAN: Tripp, are you on my side?

6 MS. HYATT: Okay. So the last piece in waiver
7 topic number one is a request for a waiver of the 120
8 Clock Hours. We've talked about this with the last
9 applicant. The standard allows you to award high
10 school units of credit for courses that meet for a
11 minimum of 120 clock hours or based on subject matter
12 competency if you have your plan approved by the
13 Division. Because there are those two options now,
14 if the applicant plans to award units of high school
15 credit in a way that's not based on subject matter
16 competency or on 120 clock hours, I think it would be
17 helpful if we had additional information how they
18 plan to award high school units of credit.

19 DR. RIGGINS: Okay. If I left that in there, I
20 think it was a mistake. We do not plan to use that
21 waiver, and I thought I took it out as I was working
22 through the final proposal. But if I did not, then I
23 would like to rescind that portion.

24 CHAIRMAN COFFMAN: While you're here, would you
25 try to explain the 178 days to me?

1 DR. RIGGINS: Yes. Well, basically I'm
2 understanding it as Mary Claire is. But with that,
3 if I don't need it, that's fine; but if I need it, I
4 know that there might be a situation -- it won't
5 happen often, but there might be a situation, such as
6 the camp, where a student might go to another
7 activity for those two days and not be with their
8 teacher that day. So that would be the reason that
9 they wouldn't have that teacher/student interaction.

10 CHAIRMAN COFFMAN: And so might that -- let me
11 just ask the question a different way. So might --
12 that can't be two days over here that you're giving
13 them three days of instruction for? Are you doing a
14 different balance, maybe the camp is long, maybe it's
15 more than six hours long --

16 DR. RIGGINS: Uh-huh.

17 CHAIRMAN COFFMAN: -- and you're giving them the
18 equivalent of it? Is that -- I'm trying to unpack.
19 Because we have kids go to activities where they're
20 not with their instructional provider all day long,
21 and so it just kind of caught me off-guard to
22 describe it that way.

23 Tripp is going to have a go at it.

24 MR. WALTER: Well, Tripp Walter. The only thing
25 -- the only thing I want to add -- I can't add

1 anything to the academic piece. But I agree with Ms.
2 Hyatt's analysis, and here's why: I guess from my
3 aspect I try and look at the standards and the laws
4 literally whenever I can. And I think -- again, my
5 reasoning is much the same as hers -- is my concern
6 was the type of activities that Dr. Riggins
7 described. And I think she came back in her follow-
8 up comments now and hopefully allayed maybe some
9 concerns out there that the Panel may have that this
10 wasn't going to be a frequent thing. But an
11 occasional thing, as part of a specified educational
12 program, would not technically -- while instruction
13 certainly and quality instruction, it wouldn't be
14 technically student/teacher interaction time. So I
15 -- sorry, Ms. Coffman; I don't know if that helps,
16 but I mean that's kind of my thought behind it.

17 CHAIRMAN COFFMAN: Is it learning?

18 MR. WALTER: It's learning, but it's not
19 student/teacher interaction time.

20 CHAIRMAN COFFMAN: Okay. New definition for me.

21 MS. HYATT: Okay. So I'm going to take off the
22 120 Clock Hour waiver that the District said they
23 accidentally left in here. So I'm going to take out
24 Standard 1(a)(2) since they accidentally left it in
25 here.

1 If there are no additional questions on the
2 waiver topic number one, I will move on to waiver
3 topic number two which, again, has several different
4 pieces that I'll kind of take one-by-one.

5 TEACHER LICENSURE

6 MS. HYATT: The first and most -- most of the
7 waivers requested have to do with Teacher Licensure.
8 I understood them to say that this would be excluding
9 their core courses, if they could just confirm that
10 for me?

11 DR. RIGGINS: Yes. Cathy Riggins, Vilonia. I
12 confirm.

13 MS. HYATT: If there are not additional
14 questions on the Teacher Licensure piece, I'll move
15 on.

16 They have requested a standard and a law to
17 waive Principal Licensure. I didn't see very much
18 information here in the rationale, although they
19 provided a very robust rationale that supported the
20 waiver of Principal Licensure. So, additional
21 information is needed there.

22 DR. RIGGINS: We will -- I will correct that
23 waiver request. We will utilize individuals as a
24 Principal that is licensed.

25 MS. WRIGHT-McMURRAY: Madam Chair, I have a

1 question.

2 CHAIRMAN COFFMAN: You're recognized, Ms.
3 Wright-McMurray.

4 MS. WRIGHT-McMURRAY: I just want a little bit
5 more detail on the intent to contract with a
6 curriculum provider. Can you provide some more
7 detail on that item under the Licensure waiver?

8 MS. HYATT: Could you repeat that? We're having
9 a hard time hearing you.

10 MS. WRIGHT-McMURRAY: Sorry. Can you provide --
11 in addition provide a little bit more detail on the
12 comment about intents to contract with a curriculum
13 provider, just more detail on what that is and what
14 the plan is for that? Is this under the --

15 CHAIRMAN COFFMAN: Curriculum provider, is that
16 a virtual -- is that an approved virtual provider?

17 DR. RIGGINS: Any virtual online provider that
18 we use would be State approved. Does that clarify?

19 CHAIRMAN COFFMAN: Yes, I think it -- because
20 they have teachers that are recognized in our system.

21 DR. RIGGINS: Yes.

22 MS. WRIGHT-McMURRAY: And is that for both your
23 core and non-core courses?

24 DR. RIGGINS: Yes. Any time we used a virtual
25 -- well, I would say -- I want to back-up on that

1 because we have -- through our partners we have
2 options for the non-core courses to -- for -- in the
3 commercial construction. We are looking at
4 partnering with some -- like NCCR, who is a national
5 construction provider in research and education, and
6 they provide some online courses. And so we would
7 like to have the option to use their curriculum. And
8 so that would be a case where we might not have a
9 certified teacher. I'm not sure about their
10 certification in the online program. And I
11 apologize, that's just as honest as I can be. I'm
12 not sure. That would be the only case, when we have
13 an option to work through a construction industry
14 provider who is recognized as a research provider in
15 the commercial construction industry. Otherwise, in
16 any of the core areas we would use an online
17 provider, if we chose to, with -- that is approved by
18 the State.

19 MS. WRIGHT-McMURRAY: So are you saying then
20 your teachers would also come from NCCR or --

21 DR. RIGGINS: Yes, in that -- in that situation
22 they may provide the teacher. And if they do, then
23 we would choose -- they might not be certified in
24 Arkansas. I'm not sure about that yet.

25 CHAIRMAN COFFMAN: Do they have background

1 checks?

2 DR. RIGGINS: Yes.

3 CHAIRMAN COFFMAN: And you would do -- no matter
4 where they are --

5 DR. RIGGINS: Yes.

6 CHAIRMAN COFFMAN: -- located, they would have
7 to do an Arkansas background check --

8 DR. RIGGINS: Yes, ma'am.

9 CHAIRMAN COFFMAN: -- and maltreatment check?

10 DR. RIGGINS: Yes, ma'am.

11 MS. HYATT: If there are no additional questions
12 on those pieces, I'll move on. The next kind of
13 component of waiver topic number two has to deal with
14 their Personnel Policy Committees. They have
15 requested waivers of the Personnel Policy Committees
16 for teachers and for staff members. If we could get
17 some clarification -- it's just -- is this just for
18 those industry professionals, and to what extent do
19 they plan to utilize this waiver?

20 DR. RIGGINS: I'm sorry. Could you repeat that
21 for me? I apologize.

22 MS. HYATT: Included in waiver topic number two
23 are two laws that have to do with Personnel Policy
24 Committees, the one for your licensed staff and the
25 one for your unlicensed staff. How do you plan on

1 using these waivers? Are these just for your kind of
2 adjunct industry professionals? Is this for
3 everyone? And how do you plan on having your staff
4 participation in the development of your personnel
5 policies without the PPCs?

6 DR. RIGGINS: Yes, that is correct. We will
7 only provide that with those adjunct instructors.

8 CHAIRMAN COFFMAN: Ask one more clarifying
9 question about these. So any teacher on staff
10 currently that is asked to also teach in the virtual
11 program, you're still going -- how you're treating
12 them now is the way you're going to continue? None
13 of this is going to infringe on any of their rights
14 or benefits; correct?

15 DR. RIGGINS: Yes. No, ma'am.

16 CHAIRMAN COFFMAN: Okay.

17 MS. HYATT: The next piece has to do with
18 Minimum Salary for teachers and Minimum Salary for
19 classified employees. I think they touched on this a
20 little bit in their presentation. Legally, there's
21 nothing they need to add or take away, but I wanted
22 to give them an opportunity to clarify is this for
23 all staff members or, again, just for your industry
24 professionals?

25 MR. WALTER: Tripp Walter. I will verify and

1 certify on behalf of the District that it is just
2 intended to be for the industry professionals and
3 adjunct individuals, not full-time staff.

4 CHAIRMAN COFFMAN: I've got one more question.
5 So I'm teaching Algebra I in the high school, but you
6 need me to teach a virtual class. Is that going to
7 be optional to me or requirement of me?

8 DR. RIGGINS: The first thing that we will do is
9 we will seek out individuals who would like to teach
10 that option. We will open that position up, just as
11 we would any other position in the district. And
12 then we will look at just the district needs. For
13 instance, we would do that only as a last option to
14 say "we don't have enough sections here; we need you
15 to teach a section here."

16 CHAIRMAN COFFMAN: Do you foresee that any of
17 those sections will be onsite and remote students in
18 the same class?

19 DR. RIGGINS: No, ma'am.

20 CHAIRMAN COFFMAN: Okay.

21 DR. RIGGINS: We're not doing that. And I feel
22 like that that is the best way, is to keep that
23 separated. It's hard for a teacher to do an onsite
24 class and keep up with those students at the same
25 time.

1 CHAIRMAN COFFMAN: Thank you.

2 MS. HYATT: The last piece of waiver topic
3 number two is the Teacher Fair Dismissal Act and the
4 Public Employee Fair Hearing Act [sic]. It says in
5 their rationale that these will apply to their non-
6 certified -- I'm guessing adjunct industry
7 professionals only, if they could confirm that. And
8 then talk about how they plan to -- kind of what that
9 process will look like for those that won't have the
10 Teacher Fair Dismissal and the Public School Employee
11 Fair Dismissal.

12 MR. WALTER: Tripp Walter. I'll address that.
13 Couple of points -- yes, that will concern again what
14 we've been talking about as adjuncts and also any
15 individuals that are engaged through a curriculum
16 provider or external to the Vilonia School District
17 staff who will not hold an Arkansas teaching license.

18 Now I understand that this is a unique waiver
19 request -- or part of that waiver request. But
20 here's the rationale behind it, both legally and from
21 the practical side, is the idea being that if the
22 school finds that there's not sufficient performance
23 going on in the classroom and that the teacher,
24 whomever that is, or instructor, despite getting
25 adequate support and training from the District is

1 not making gains in the classroom and probably is
2 acting as a detriment, then that enables the school
3 and the District to pivot quickly and move that
4 individual out of the classroom so we can stop the
5 loss in academic growth and replace that person with
6 somebody who will be able to grow the students.

7 MS. HYATT: And just for the Panel, we do have
8 four other district conversions that hold those
9 waivers -- Teacher Fair Dismissal and Public School
10 Employee Fair Hearing. So it wouldn't be the first
11 time that has been granted under a district
12 conversion.

13 CLASS SIZE AND TEACHING LOAD

14 MS. HYATT: If there aren't any additional
15 questions on this kind of big set, I'll move on to
16 waiver topic number three, which is Class Size and
17 Teaching Load. They addressed the K-2
18 student/teacher ratio and the rest in their
19 presentation. There are no legal issues remaining
20 here. So if there aren't additional questions, I'll
21 just move on.

22 Okay. Waiver topic --

23 CHAIRMAN COFFMAN: So you know I'm going to have
24 a question, and that's about the teaching load of
25 more than 150. So have you talked about that with

1 teachers? Currently, teachers in your high school
2 are protected from 150 and must be compensated if you
3 go over. So if they're doing double-duty -- oh,
4 sorry -- which one applies?

5 DR. RIGGINS: Well, I feel like that in the high
6 school if they're onsite we follow that. I really
7 don't see many options where this would go over 150.
8 It is our goal not to do that, but there may be some
9 situations in some specialty areas that that might
10 occur. For instance, maybe if they're teaching
11 virtually an art class or -- and they're rotating
12 children, they might end up serving but not per-day.
13 So I feel like that that number is high. We did
14 discuss that as a district and that would be -- we
15 would go over 150 in a very unique situation. Our
16 goal is to always stay within that 150.

17 CHAIRMAN COFFMAN: I think it's -- in listening
18 to some of our virtual academies talk about that -- I
19 mean I don't think it's out of range. I just think
20 when you're sharing teachers --

21 DR. RIGGINS: Yes.

22 CHAIRMAN COFFMAN: -- between a traditional high
23 school and a virtual program that they need to know
24 which side they're on.

25 DR. RIGGINS: Yes. If they're teaching onsite

1 we would keep them under that 150.

2 CHAIRMAN COFFMAN: If they're in the traditional
3 high school?

4 DR. RIGGINS: Yes. It would only be for
5 teachers that would be completely in the virtual
6 model.

7 CHAIRMAN COFFMAN: That makes sense.

8 GUIDANCE COUNSELING

9 MS. HYATT: All right. Waiver topic number four
10 is Guidance Counseling. They have asked for a waiver
11 of Guidance Counseling Licensure. We talked about
12 this a couple of times today. If they want to move
13 forward with this waiver request, they'll need to add
14 4(e)(1) in the standards, which is the Guidance
15 Counselor Licensure for the standards. Not very many
16 schools hold waivers of this. We've granted it to a
17 couple of open-enrollments. This piece comes out of
18 the School Counseling Improvement Act of 2019. So
19 I'd like to give them an opportunity to talk about
20 why the waiver is necessary and why a licensed school
21 counselor can't implement the comprehensive school
22 counseling plan.

23 DR. RIGGINS: We would like to focus on, with
24 this waiver, the college and career counseling
25 component. What we have learned is that students

1 need additional support, and we feel like that in the
2 charter a counselor would be needed that would focus
3 exactly on that purpose. And so we also know that
4 having someone that's familiar with the industry,
5 having someone that may be more in a social worker
6 skill level, that that may be an option for us. If a
7 licensed counselor -- if we can find a licensed
8 counselor that has that knowledge, then we would
9 definitely hire the licensed counselor. But in a
10 situation -- there might be a situation where we
11 cannot find a licensed counselor and so -- but we
12 would still use our onsite counselors to support this
13 program.

14 MR. WALTER: Tripp Walter. Again, the follow-up
15 on some of what Ms. Hyatt said, this Panel has
16 granted before just this piece and I think one other
17 slight small piece of the counseling act, Act 190 of
18 2019. And I believe it has granted a waiver
19 previously for almost basically the same rationale.
20 This is a very specific circumstance where I think
21 if, as Dr. Riggins said, there could not be found a
22 licensed counselor with that skill-set to provide
23 this particular type of counseling and guidance to
24 the students, then they would like the ability to
25 have this waiver. As I always do when I speak in

1 behalf of applicants to request this waiver, I want
2 to assure this Panel and DESE that there is not going
3 to be any diminution of services in the comprehensive
4 counseling plan that's required by the counseling
5 statutes.

6 MS. HYATT: Before you sit down, will you
7 confirm that you need to add 4(e)(1), please?

8 MR. WALTER: Sorry. Yes. On behalf of the
9 applicant, I will confirm the additional waiver
10 request.

11 MS. HYATT: Are there any remaining questions on
12 the guidance counseling piece?

13 CHAIRMAN COFFMAN: Yes. So how many counselors
14 are employed by your district currently?

15 DR. RIGGINS: Presently, we have eight
16 counselors employed in our district.

17 CHAIRMAN COFFMAN: And the ratio is 450-to-1, so
18 --

19 DR. RIGGINS: We have 2,947 students as of
20 today.

21 CHAIRMAN COFFMAN: Two thousand nine hundred --

22 DR. RIGGINS: -- forty-seven students as of
23 today.

24 CHAIRMAN COFFMAN: I might have to think -- I'm
25 going to have to think about that for a few minutes

1 and just ponder. Tell me again what skill-set you're
2 looking for that you're not going to find in a school
3 -- that you might not find in a school counselor?

4 DR. RIGGINS: I'm looking for the skill-set that
5 would be more focused on the careers, social work,
6 maybe that connection as a family liaison between the
7 school and the homes; also in the commercial
8 construction industry. I feel like that this is an
9 area that we might need someone -- although we have a
10 sufficient number of counselors, we need someone that
11 can really advise when we get into that area with our
12 higher ed. pathway. There's a lot of job
13 opportunities out there that we may not be aware of
14 that our industry is and they can counsel with these
15 kids and pick up on their interest levels and take
16 them to levels for jobs that we might not be able to
17 direct them under a traditional counseling license.

18 CHAIRMAN COFFMAN: So, currently, you're over
19 your required number of counselors by standards?

20 DR. RIGGINS: Yes, ma'am.

21 CHAIRMAN COFFMAN: So I'm struggling to figure
22 out why you need a waiver --

23 DR. RIGGINS: Well, because --

24 CHAIRMAN COFFMAN: -- because you can add
25 another person or you could even replace a person and

1 still be within the guidelines of standards.

2 DR. RIGGINS: Yes. But I feel like that it's so
3 important that we have the right person for this
4 blended learning opportunity. Because it's not about
5 just getting another counselor; it's about having
6 that person that can make that connection in that
7 pathway. And I think this pathway is unique and I
8 think that it's something that I certainly think that
9 it's part of the innovation. Because what we've
10 learned is that that disconnect -- if we don't have
11 the right connection, then that makes it hard -- you
12 know, students feel like -- we can counsel students,
13 but sometimes our counseling is ineffective if we're
14 not on target.

15 CHAIRMAN COFFMAN: I'm in total agreement with
16 you. I'm just saying that you don't have to have
17 this waiver to hire that person. You can hire that
18 person now because you're over standards requirement.
19 So you can go out and hire one tomorrow.

20 DR. RIGGINS: Okay. As a counselor or just as a
21 support person?

22 CHAIRMAN COFFMAN: As a -- just as a support
23 person, you can hire someone. You don't need --
24 according to your count, unless you're increasing a
25 whole bunch of new kids -- and even then, you can

1 increase 450 kids and still be within standards --

2 DR. RIGGINS: Okay.

3 CHAIRMAN COFFMAN: -- regarding counseling.

4 MS. WRIGHT-McMURRAY: I had a question on that
5 also, when there's an opportunity.

6 CHAIRMAN COFFMAN: Go ahead, Ms. Wright-
7 McMurray.

8 MS. WRIGHT-McMURRAY: And that was just for my
9 own clarification; I was just trying to better
10 understand the request for the waiver. Because we
11 have many schools that utilize like college and
12 career coaches and different personnel on their
13 campus that do this similar task that aren't
14 officially a school counselor. So I just think there
15 are some options that are available to you that would
16 not require you to have to have the waiver, and
17 that's just from my own knowledge. I just want to
18 make sure that I'm understanding why you're
19 requesting that when there's options that we could
20 help you with to identify, that would meet that need.

21 DR. RIGGINS: And I guess basically, too,
22 looking at fiscal management of it, is that if we did
23 have an increase in numbers which required us to have
24 an additional counselor that might be a case where I
25 would lose this person to hire an additional

1 counselor. And I really feel that having this person
2 in the charter would be essential to helping us guide
3 students into the pathways. But I totally respect
4 you and I will -- I understand what you're saying.

5 CHAIRMAN COFFMAN: I'm trying to think this
6 through, because I think you may be short-changing
7 yourself in the way that you can fund to pay for this
8 person.

9 DR. RIGGINS: Okay.

10 CHAIRMAN COFFMAN: So I'm going to have to think
11 about that because as of right now, because you're
12 over your standards, you could use federal funds to
13 supplement. And once you've gotten a waiver --

14 MS. WEBB: (inaudible, not at microphone)

15 CHAIRMAN COFFMAN: Yeah, or E-S-A funds. But --

16 DR. RIGGINS: Okay.

17 CHAIRMAN COFFMAN: -- I think it might be more
18 of a barrier than the positive you're thinking it is.

19 DR. RIGGINS: Okay.

20 CHAIRMAN COFFMAN: But that's going to be for
21 you to decide.

22 DR. RIGGINS: It's something to think about. I
23 haven't looked at it in that -- through that lens.

24 MS. HYATT: I want to add, just so that I'm fair
25 to Batesville, there is -- you know, we're talking

1 prospectively now, if we grow students. There is a
2 process to amend your charter, once you have it, to
3 add provisions as you need them. I pointed that out
4 with Batesville. I want to be fair and make I point
5 it out here, because it sounds like the same kind of
6 situation.

7 REPORT CARDS

8 MS. HYATT: The last waiver topic has to do with
9 Report Cards. There's no legal issues here. Because
10 they're utilizing this kind of blended model they
11 want to be able to send the report cards home
12 virtually, which is not currently allowed.

13 If there aren't any questions, there's no
14 remaining legal concern besides those I've already
15 noted.

16 CHAIRMAN COFFMAN: Have your parents agreed to
17 virtual report cards?

18 DR. RIGGINS: Yes, ma'am.

19 CHAIRMAN COFFMAN: The kids are going to hate
20 it.

21 DR. RIGGINS: I understand. Well, and we are --
22 that's what we're planning to use.

23 CHAIRMAN COFFMAN: I think it's smart.

24 Ms. Riggins, did you -- Dr. Riggins, did you
25 hear what Mary Claire said, that on the counseling

1 waiver that you know you can always come back later
2 and ask for that through an amendment? It's about a
3 30-day process.

4 DR. RIGGINS: Yes, ma'am. So if there -- I'm
5 sure there's someone that can give me some support on
6 how to fund that, and I would ask that I could maybe
7 partner with someone to make sure that I can fund
8 that. And I am willing to rescind that request, if
9 needed. I would like to have the option, but I need
10 some assistance to make sure that I can fund that --
11 that person.

12 CHAIRMAN COFFMAN: So Jane Green can provide
13 that to you in Federal Programs.

14 DR. RIGGINS: Okay.

15 CHAIRMAN COFFMAN: To confirm you are pulling
16 that waiver at this time?

17 DR. RIGGINS: Is that your recommendation for
18 me?

19 CHAIRMAN COFFMAN: No, ma'am, I'm not making
20 one.

21 DR. RIGGINS: Okay. My concern is that I
22 receive -- that I will receive enough federal funds
23 to use it. So at this time I am -- I'm going to
24 rescind the waiver request, with the option that I
25 can come back in 30 days if I need to. That seems a

1 fair --

2 CHAIRMAN COFFMAN: You could come back any time.
3 We like you.

4 DR. RIGGINS: Thank you. I will work on
5 creating a solution, and if I can't make it work in
6 my district then I'll come back and ask.

7 CHAIRMAN COFFMAN: There you go.

8 All right. Dr. Williams, additional questions?

9 DR. WILLIAMS: Yeah, my question is around the
10 -- just the general concept of having the
11 construction focus on virtual learning. Could you
12 just talk a little bit about that? You know, when I
13 think of construction I think of hands-on and, you
14 know, really interacting with everyone, from
15 architects to builders and so-forth. So how do you
16 all plan to make this work virtually?

17 DR. RIGGINS: Yes, sir. Actually, in our
18 mindset that's what we thought about too for the past
19 few years. But we've recognized in talking with our
20 industry partners that a shop, traditional shop model
21 is not needed. We need students to be aware of
22 what's available for them. And as Mr. Nabholz said
23 in one of our meetings, our partnership meetings, he
24 said, "We're not expecting you to produce a
25 commercial construction finished worker." He said,

1 "We will do that. But we need students to know
2 what's available. We need to know how -- that they
3 come to us with soft skills, with work ethic. We
4 need them to come through the doors and we're going
5 to pay for their education and we're going to train
6 them in specific areas that we need." We also know
7 that our partners have agreed to help us make sure
8 that we facilitate the learning, and that's through
9 mini labs. They're going to bring us in and help us
10 with software programs so that students can -- for
11 example, they could learn how plans are developed and
12 learn how to read plans, and our partners are going
13 to provide that for us. In the 9th grade level we
14 need an elective course that just talks about -- one
15 of the things that our partners indicated, they need
16 to know how to read a tape. We can teach them those
17 things. We can give them the basic knowledge of hand
18 tools and things that has been lost in our process.
19 But as far as building a huge shop where they need to
20 go into it, we don't need that for us to meet the
21 needs of our industry.

22 DR. WILLIAMS: Thank you.

23 DR. RIGGINS: Thank you.

24 CHAIRMAN COFFMAN: Ms. Wright-McMurray,
25 additional questions?

1 MS. WRIGHT-McMURRAY: Not at this time.

2 CHAIRMAN COFFMAN: Ms. Clemmer?

3 (MOMENT OF SILENCE)

4 CHAIRMAN COFFMAN: Ms. Clemmer, do you have
5 additional questions?

6 (MOMENT OF SILENCE)

7 MS. CLEMMER: There we go. No, I do not. I
8 just spent that much time getting to the un-mute.

9 CHAIRMAN COFFMAN: Mr. Baldwin?

10 MR. BALDWIN: No.

11 CHAIRMAN COFFMAN: I do want to say one thing
12 that excited me from the very beginning when you
13 talked about algebra, geometry, trig, taking those
14 classes with authentic learning experiences. I know
15 firsthand from having taken all those classes how I
16 longed for those type of real-life mathematical
17 experiences to go along with my algorithms. So
18 that's a game-changer for kids when it comes to math.
19 I'm really -- so I'm super excited. Let me know when
20 that's happening; I want to come virtually visit.

21 DR. RIGGINS: I would love for you to come.

22 CHAIRMAN COFFMAN: I want to virtually visit.

23 DR. RIGGINS: We'd love to have you come.

24 CHAIRMAN COFFMAN: Thank you.

25 All right. If there's no additional discussion,

1 I'll accept a motion.

2 DR. WILLIAMS: I --

3 CHAIRMAN COFFMAN: Oh.

4 DR. WILLIAMS: Let me have a follow-up question,
5 please.

6 CHAIRMAN COFFMAN: Yes.

7 DR. WILLIAMS: Since you're going to have some
8 onsite learning too, and this is a separate LEA,
9 where is the location going to be in proximity to
10 your current high school -- your current school?

11 DR. RIGGINS: It will be located on our
12 campuses. Depending on what grade level, we will
13 develop a location that we can bring students in --
14 into a particular area where we might bring in a mini
15 lab. And sometimes it will be at the partner's
16 location. We will take -- we will transport students
17 to the partner so that they can go into the
18 partnership location, depending on what lab is being
19 used and what introduction to the industry is being
20 accomplished.

21 DR. WILLIAMS: Okay. Thank you.

22 DR. RIGGINS: Thank you.

23 CHAIRMAN COFFMAN: Okay. If we're ready for a
24 motion?

25 MR. BALDWIN: I move approval of the charter

1 application.

2 MS. WRIGHT-McMURRAY: Second.

3 CHAIRMAN COFFMAN: I have a motion by Mr.
4 Baldwin, a second by Ms. Wright-McMurray to approve
5 this district conversion charter.

6 Any discussion?

7 All those in favor?

8 (UNANIMOUS CHORUS OF AYES)

9 CHAIRMAN COFFMAN: Any opposed?
10 Hearing none, motion passes.

11 DR. RIGGINS: Thank you. I certainly appreciate
12 it. We're looking forward to this opportunity to
13 meet our students' needs.

14 CHAIRMAN COFFMAN: I hope you know we ask a lot
15 of questions so that we're sure we've thought through
16 it. We're learning too about what it's like to have
17 to think through all of these -- what these waivers
18 really mean.

19 DR. RIGGINS: Yes.

20 CHAIRMAN COFFMAN: And it's very helpful to have
21 these conversations.

22 DR. RIGGINS: Well, if we're not learning
23 together we can't improve things for kids.

24 CHAIRMAN COFFMAN: That's right.

25 DR. RIGGINS: And that's what we're here for.

1 So thank you.

2 CHAIRMAN COFFMAN: That's right.

3 If you'll wait just a moment, the Panel will
4 fill in their voting sheets and then we'll share
5 those with you.

6 DR. RIGGINS: Okay. Thank you.

7 (A FEW MOMENTS OF SILENCE)

8 MS. CLEMMER: Deborah, I'm having trouble
9 getting mine loaded here.

10 CHAIRMAN COFFMAN: Ms. Clemmer, do you want to
11 say it out-loud and let Tracy type it in for you?

12 MS. CLEMMER: All right. I don't know whether
13 -- yeah, it's asking me to re-do or re -- anyway, re-
14 sign-in or something. I'm in favor of this. And
15 like you, I'm excited about the real-world
16 applications for this program for these students.

17 CHAIRMAN COFFMAN: Thank you.

18 Dr. Williams.

19 DR. WILLIAMS: Yes. I support the motion. The
20 focus on construction and the opportunity to serve
21 students virtually will create additional
22 opportunities for students and parents.

23 CHAIRMAN COFFMAN: Thank you.

24 Ms. Wright-McMurray.

25 (MOMENT OF SILENCE)

1 CHAIRMAN COFFMAN: You're on mute.

2 MS. WRIGHT-McMURRAY: I [audio distortion] for
3 the proposal and [audio distortion] innovative plans
4 to offer technical education in a blended and virtual
5 environment. I would encourage the district to work
6 with ADE/DESE/CTE to identify ways to [audio
7 distortion] career coach to address assisting
8 students with career planning.

9 CHAIRMAN COFFMAN: Mr. Baldwin.

10 MR. BALDWIN: Yes, I voted for the charter plan.
11 I found it to be very practical and will I believe
12 benefit students.

13 CHAIRMAN COFFMAN: Congratulations, Vilonia.

14 DR. RIGGINS: Thank you.

15 CHAIRMAN COFFMAN: We look forward to seeing it
16 and seeing how we can support you.

17 DR. RIGGINS: Thank you.

18 CHAIRMAN COFFMAN: Another quick maybe 7 or 8
19 minute break while they change places.

20 (BREAK: 3:15 - 3:22 P.M.)

21 5. CONSIDERATION OF DISTRICT CONVERSION CHARTER APPLICATION -
22 DRIVEN ACADEMY (PULASKI COUNTY SPECIAL SCHOOL DISTRICT)

23 CHAIRMAN COFFMAN: All right. Ms. Hyatt, you're
24 recognized to give us the procedures for the final
25 time.

1 MS. HYATT: I know you guys are really upset
2 that this is the last time I'm going to do this.

3 So Tracy will introduce the applicant. Ms.
4 Coffman, please swear all of the parties, except for
5 the attorneys, that plan to provide testimony. If
6 you're on the Zoom and you're going to be giving
7 testimony or speaking during the hearing, please turn
8 on your camera so that we can see that you get
9 properly sworn in. The applicant will then have 20
10 minutes to give its presentation. No one has signed
11 up in opposition, so they'll be given the additional
12 5 minutes to -- at the end. Then you can ask
13 questions. We'll go through the remaining legal
14 issues as we've done.

15 Parties, please state your name before you
16 speak, even if you've talked before so we have a
17 clear record. Those of you that are on the Zoom and
18 going to participate, please make sure you state your
19 name before you start talking. If there are any
20 community members or community partners here, they'll
21 need to speak during the 20 minute presentation
22 period. Anyone that's here -- I'm not sure if we
23 have any elected officials that are here, but if we
24 do, they can speak before the hearing, during the 20
25 minutes, or at the conclusion of the 20 minutes.

1 Oh, they're saying they can't hear.

2 MR. DAN DAVIS: Right. Everything is dead right
3 now.

4 MS. HYATT: Oh.

5 MR. DAVIS: I'm trying to get it --

6 MS. HYATT: The joke is on you guys; you get to
7 hear it one more time.

8 MR. DAVIS: I can switch you over to the
9 conference-cam mic right now to get it going to where
10 you can do it. But then speaking, you'll probably
11 have to really project.

12 CHAIRMAN COFFMAN: Okay. Did y'all hear that?

13 MS. BLACKWELL: To project.

14 CHAIRMAN COFFMAN: You're really talking to this
15 microphone instead of that one there.

16 MS. BLACKWELL: Okay.

17 CHAIRMAN COFFMAN: Okay. Okay, Ms. Hyatt, one
18 more time.

19 MS. HYATT: Can you guys hear me on the Zoom?

20 Okay, great.

21 So Tracy will introduce the applicant. All
22 parties need to be sworn. If you're on the Zoom and
23 you're going to be giving testimony or speaking
24 during the presentation, please make sure your camera
25 is on and we can see you, so we can make sure you're

1 properly sworn in. You'll need to get sworn also.
2 The school will have 20 minutes, and then an
3 additional 5 to give its presentation. No one has
4 signed up to speak in opposition. Following, we'll
5 have questions. We'll go through the waivers, as
6 we've done in the other hearings.

7 Parties, including those on the Zoom, when
8 you're going to speak please make sure you state your
9 name so that we can have it for the transcript and
10 the record. Even if you have talked before, please
11 say it again before you start speaking.

12 Community members and community partners will
13 need to speak during the 25-minute presentation time.
14 If there are elected officials, they can speak
15 before, during, or at the conclusion of the
16 presentation time.

17 CHAIRMAN COFFMAN: Thank you.

18 Ms. Webb.

19 MS. WEBB: The last item on the agenda today is
20 the Consideration of District Conversion Charter
21 Application for Driven Academy, which is a Pulaski
22 County Special School District. The District is
23 requesting a district conversion charter license to
24 establish a virtual school that will serve up to 900
25 students in grades K-12.

1 Today you have the Superintendent, Dr. Charles
2 McNulty; Digital Learning Facilitator, Rachel
3 Blackwell; Instructional Technology and PD
4 Coordinator, Casey Dailey. And on the Zoom we have
5 Dr. Janice Warren, who's the Assistant Superintendent
6 of Equity and Pupil Services, and Jessica Duff, the
7 Executive Director of Communications.

8 CHAIRMAN COFFMAN: If you'll raise -- stand and
9 raise your right hand please. Do you swear or affirm
10 that the testimony you're about to give shall be the
11 truth, the whole truth, and nothing but the truth?

12 (ALL SPEAKERS ANSWERED AFFIRMATIVELY)

13 CHAIRMAN COFFMAN: Thank you.

14 All right. Who's going to start for us?

15 MS. BLACKWELL: (inaudible, not at the mic).

16 [VIDEO BEGINS, AS FOLLOWS]

17 SENATOR LINDA CHESTERFIELD: My name is Linda
18 Chesterfield and it's my great opportunity to
19 represent the Pulaski County Special School District.
20 We have come to you today to ask your approval of the
21 Driven Virtual Academy that is proposed by the
22 District. Pulaski County wishes to offer each parent
23 and each child an opportunity to have the greatest
24 success level possible. And that includes
25 participating in the Driven Virtual Academy that will

1 allow parents less travel, those children who aren't
2 able to come together for in person learning, and
3 those parents who wish to home-school their children,
4 and for many other reasons, to be able to participate
5 fully in the District. We know that Pulaski County
6 is driven to provide the very best educational
7 opportunities possible. And so in vernacular of the
8 Senate, I would appreciate a good vote.

9 [VIDEO ENDS]

10 SUPT. McNULTY: Good afternoon. My name is Dr.
11 Charles McNulty; I'm Superintendent at Pulaski County
12 Special School District, and it's an honor to be
13 here. I have the great privilege of introducing the
14 Driven Virtual Academy and my colleagues who will be
15 putting forward our request for a conversion charter.

16 You know, the Driven Virtual Academy is a
17 natural extension of the work that we've been doing
18 over the last five years with student-centered,
19 rigorous, founded on soft skills, and yet also hard-
20 skill applications that provide opportunities for
21 excellence for our students and our professional
22 staff. We are excited to be here.

23 And I want to introduce the colleagues who are
24 going to be onsite to provide an opportunity for
25 discussion and virtually. There I am in a nice suit.

1 But right next to me is Ms. Rachel Blackwell, she's
2 our Digital Learning Facilitator; Ms. Casey Dailey,
3 Instructional Technology and Professional Development
4 leader in our District; Dr. Janice Warren, Assistant
5 Superintendent of Equity and Pupil Services; and --

6 MR. DAN DAVIS: I need you to hold for one
7 second. They're saying they can't hear again.

8 SUPT. McNULTY: I can reboot at any time.

9 MR. DAN DAVIS: We might all be doing that.
10 Okay. Try it now.

11 SUPT. McNULTY: Again, I'm going to introduce my
12 colleagues that I have both here onsite and
13 virtually. We have Rachel Blackwell, Digital
14 Learning Facilitator; Casey Dailey, Instructional
15 Technology and Professional Development leader for
16 our District; Dr. Janice Warren, Assistant
17 Superintendent of Equity and Pupil Services; and
18 Jessica Duff, Executive Director of Communications.

19 Right now, Ms. Blackwell, our Digital Learning
20 Facilitator, will start the process of the conversion
21 charter application.

22 MS. BLACKWELL: All right. So, good afternoon.
23 So my name is Rachel Blackwell, the Digital Learning
24 Facilitator, and I have been with the District for 15
25 years. I started my career here and during that time

1 I went from a teacher into an instructional
2 technology role in my school in the 2014-15 school
3 year. We want to walk you through kind of the
4 timeline of our development of this, so I want to
5 start with our 2014-15 school year. That was the
6 year that we piloted the 1-to-1 program for
7 Chromebooks. It was an initiative that we needed for
8 testing, but then we also started thinking about what
9 can we do differently now that students have a
10 device.

11 MR. DAN DAVIS: Sorry; I'm trying to correct the
12 sound issue and it keeps taking you off your
13 presentation. Sorry.

14 Try that.

15 MS. BLACKWELL: Okay. So in the 2015-16 school
16 year we went district-wide with our 1-to-1. At that
17 time Ms. Dailey and I both came to work at the
18 Central Office to help promote that and also support
19 our schools in that. So we spent the 2015-16 school
20 year making sure that everyone had a device, because
21 that was one expense. And then the next year we
22 really focused our funding and our focus on
23 supporting the students and the teachers in that --

24 MS. DUFF: I got a text from one of the team
25 members saying -- right now saying they're working on

1 it. So maybe they can't hear us; I'm not sure.

2 CHAIRMAN COFFMAN: Dan, they're saying they
3 can't hear.

4 DR. WARREN: We're aware that there's a problem.

5 MR. DAN DAVIS: I'm able to hear them, so maybe
6 they can hear us.

7 MS. BLACKWELL: Can you hear us now?

8 (MOMENT OF SILENCE)

9 MR. DAN DAVIS: All right.

10 CHAIRMAN COFFMAN: Try again.

11 MS. BLACKWELL: All right. Can you hear us now?

12 CHAIRMAN COFFMAN: Can you give a thumbs-up if
13 you can hear Rachel?

14 They're not hearing.

15 MS. BLACKWELL: Nothing.

16 MR. DAN DAVIS: Not hearing. We'll have to stop
17 the presentation then for right now.

18 CHAIRMAN COFFMAN: Jessica says they're going to
19 stay muted and just watch.

20 MS. BLACKWELL: (inaudible). We'll figure it
21 out.

22 MR. DAN DAVIS: Testing, testing. All right.
23 Talk into it now.

24 MS. BLACKWELL: All right. Testing. Can you
25 hear?

1 CHAIRMAN COFFMAN: Yeah, she can hear.

2 MS. BLACKWELL: Yea! I saw Jessica, yeah,
3 thumbs up. All right.

4 MR. DAN DAVIS: Now I'll get you --

5 MS. BLACKWELL: The presentation?

6 MR. DAN DAVIS: I'll get the video or the
7 presentation back up. It's going now, but give me
8 just a second so I can start the screen-share for the
9 presentation.

10 MS. BLACKWELL: Okay. Would you like me to
11 start over for the -- okay. The people at my
12 district have heard it enough.

13 MR. DAN DAVIS: All right. Now you should be
14 good.

15 MS. BLACKWELL: All right. So I'll go back to
16 the beginning.

17 So I wanted to give a timeline of the District
18 and how we have come to need this district conversion
19 charter. So, again, I started in this district 15
20 years ago with my career, became a teacher, and then
21 I moved into a coaching role into the -- into my
22 local school that I was at. In the 2014-15 year we
23 went 1-to-1 -- we piloted a 1-to-1 program. And so
24 because of the role that I had at the school I kind
25 of became the tech person, did all the helping. And

1 then the next year, in 2015-16, the District went
2 district-wide with Chromebooks for all students. So
3 that year my-self and Ms. Dailey moved to Central
4 Office; we were hired for a position there as
5 Instructional Technology. And so we spent that year
6 not only getting devices to the students and to the
7 teachers and helping them to learn, but we really
8 took that and supported them over the next year after
9 that. So 2016-17 was really a year of support on
10 just using the device because we were used to having
11 labs. So after that year of support we still
12 continued to support them, but we were thinking what
13 can we do a little bit different; how can we change
14 --

15 Am I good?

16 MR. DAN DAVIS: (Nodding head up and down.)

17 MS. BLACKWELL: -- how can we change learning.

18 And so we really started looking into Schools of
19 Innovation. We traveled to other states to look at
20 other models; we worked with the Office of
21 Innovation, and we really -- and we had our high
22 schools fill out the applications for School of
23 Innovation. So that was something we wanted to do;
24 we wanted to change the way learning happened. so
25 from there, in 2018, two of our high schools that

1 applied opened their Schools of Innovation that way,
2 Driven, Blended. During that year -- the next year
3 they were recognized as Schools of Innovation. And
4 in 2019, Robinson High School also opened their
5 Schools of Innovation and in that one -- that's
6 probably one of our largest growing, fastest growing
7 Schools of Innovation there. Last year also, in the
8 2019-20 school year we decided to pilot a virtual
9 academy. We did this with 1240 waivers, we had a
10 third-party company that helped support us in this,
11 and we learned a lot. Some of the things that we
12 learned we'll go through during our presentation.
13 But we did learn that we needed a more unified model,
14 because we didn't want just something that we had
15 extra; we wanted it to be a school model that we
16 could have in our district. Well, then, of course,
17 in 2020, we had the pandemic happen, actually at the
18 end of that last school year, and so we had already
19 had in mind as we were piloting that this was the
20 direction we wanted to go. So once the pandemic
21 happened we realized that this is even more
22 important. We didn't change our direction. We made
23 sure and applied in April for our conversion charter
24 application. And then hopefully this next year we
25 will have our virtual academy. I didn't mention but

1 in there, in the 2017-18 school year, that's when we
2 had a leadership change. Dr. Charles McNulty came to
3 our district, and not only had we already started
4 that vision, he also saw the vision that he helped
5 support and continue that on.

6 MS. DAILEY: Good afternoon. Casey Dailey. I
7 just wanted to kind of speak on Rachel and I going
8 through this whole process together, starting with
9 the 1-to-1, but really getting to that -- that need
10 for a district conversion charter. So in the two
11 thousand -- Rachel kind of spoke about it; in the
12 2019-2020 school year we had a pilot option for our
13 virtual program that we brought a third-party
14 consultant in. And we kind of realized right away
15 that it wasn't really meeting the needs of what we
16 were envisioning for our students; it wasn't that
17 uniform model. We had these students kind of spread
18 out over 25 schools. I think they felt, and we kind
19 of felt, that they were kind of an addition to these
20 schools and not something that was kind of under our
21 umbrella that we were envisioning of, you know,
22 making this huge difference with our virtual academy.
23 So that's when we kind of realized like, you know,
24 this district conversion charter is probably going to
25 be a much better option for us than trying to kind of

1 piecemeal these together through waivers. And it
2 kind of felt like that's what we were doing with the
3 waivers, so that kind of brought us to where we are
4 now. We definitely went out and sought out more --
5 looking at other Schools of Innovation, looking at
6 other districts in our state that had already
7 district conversion charters. And as we met with
8 them and kind of walked through their models, it was
9 much more what we were looking for and it was kind of
10 that -- that was our realization of, okay, this pilot
11 year of this -- using the waivers just isn't meeting
12 the needs of our students. And it was very hard to
13 manage these students spread out over 25 different
14 schools. It did not feel like that they had a sense
15 of belonging to something; it was just kind of an
16 addition to it. So that's kind of what really
17 brought us to the realization of we need to really
18 apply for this.

19 And I think Rachel is going to introduce Dr.
20 Warren.

21 MS. BLACKWELL: Okay. So this is a great map of
22 our district. You can see it's a very large
23 district. We're over 640 square miles. We have 26
24 schools and four very different feeders; some have
25 community based around them, some do not. And so

1 that definitely shows that we can -- having one
2 central program would help. So Casey did mention
3 about the conversion charter versus our 1240 waivers
4 and how there is -- we really want a uniform district
5 model. It's more about our philosophy and less about
6 a waiver or something that could fluctuate.

7 And Dr. Warren is going to speak on these next
8 few slides.

9 DR. WARREN: Okay. I'm Janice Warren.

10 This process caused us to revisit our mission
11 and vision for the district. And as you see, our
12 mission is to provide equity and excellence for all
13 students through a rigorous college and career
14 readiness with our instructional strategies. Then,
15 of course you see our vision there. And the
16 highlights of it is that all students achieve at
17 their maximum potential. Well, when we thought about
18 our mission and vision and looking at our Schools of
19 Innovation and what we wanted our Driven Academy to
20 reflect was that same kind of learning for all
21 students. So our mission for the Driven Academy is
22 to make learning personalized for all of our learners
23 by targeting their individual interests and
24 opportunities for growth and integrating a blended
25 learning model for the purpose of meeting the

1 individual needs of all students. And with the
2 vision and mission that we entail we wanted to make
3 sure that we capitalize on all students, because we
4 wanted this virtual learning process to make sure
5 that it takes care of that.

6 Then we looked at the students that we serve,
7 what we have to offer our students now, and then what
8 a Driven Virtual Academy would look like. Well,
9 right now we serve our students through a traditional
10 model. We have the Schools of Innovation and we also
11 have alternative learning environments. We have a
12 location that -- where our middle-schoolers are
13 housed and we also have an alternative learning
14 classroom on each one of our high school campuses.
15 Now the virtual model, which we think will provide
16 more support for our students and our families --
17 this is the audience: homeschool students, providing
18 all of our students with the social-emotional support
19 that is needed, addressing the health concerns. We
20 are a highly, highly mobile district, so we wanted to
21 make sure that we focus in on those families who
22 travel, as well as accelerating our learning and
23 targeting our workforce and our career ed. technology
24 that we already have in place.

25 Who are we reaching? Of course, we want to

1 reach all of our students who are zoned for the PCSSD
2 attendance area and those who are -- although this is
3 their attendance zone, they currently might not be
4 attending a PCSSD school. So that is our target
5 audience, or one of them, to bring those kids home.
6 We want to extend it to students and their families
7 outside of PCSSD via school choice options, as well
8 as serving our school and our community
9 simultaneously. We also want to make sure that we
10 give our children or our students the opportunity to
11 participate in extracurricular activities as a part
12 of our virtual academy.

13 MS. BLACKWELL: All right. So I'm going to take
14 back over. Rachel Blackwell.

15 So our goals for the academy are very -- they're
16 reflecting from our mission statement. So we have
17 three main goals for our students: academic goals,
18 student growth goals, and also student interest goals
19 -- trying to make sure they're involved in the
20 community, as well as trying to help them with their
21 future.

22 So what is it going to look like, a day in the
23 life for a student who's in virtual academy? So
24 since we're offering this K-12 we'll have an
25 elementary and a secondary part of this. So I have

1 two schedules here on the side just as samples. So
2 we would offer educational choices for our students
3 as far as the schedule options. We're all used to
4 what a block schedule might look like. There might
5 be options for our elementary kids where they could
6 do two courses a day. We know it's very important
7 for the fundamentals that they make sure to hit all
8 of their core curricular during the week. And then
9 there's also an option for like multiple classes.
10 The teachers that will be here -- and we'll talk
11 about that here in a minute -- but those teachers are
12 going to be more than just teachers; they're going to
13 be mentors and support for the families. Those
14 teachers will be available online and onsite. We'll
15 have a location for these -- for the academy so that
16 if a parent needs some kind of onsite support we'll
17 have it available.

18 For elementary students we'll also make sure to
19 do all the Department's initiatives, such as RISE,
20 phonemic awareness, and we also do formative and
21 summative tests with those
22 students.

23 Our secondary will look a little bit different.
24 So their educational choices will be different
25 options as well, but some students may decide to do

1 block sources; that's something different where they
2 can block their core courses so they can get them
3 just completed one at a time. Those will all just be
4 developed with the family and with a mentor. Student
5 interest -- we want to make sure in the secondary
6 that we can figure out what are the student's
7 interests, what are they excited about, and make sure
8 that we can connect them with some community partners
9 that can help support them in their interests.
10 Again, just as the elementary, we'll have mentor
11 check-ins; they'll have onsite and online support, as
12 well as formative and summative assessments.

13 SUPT. McNULTY: This is Charles McNulty again.

14 As you can see, we have a diverse and innovative
15 staff. We have over 1,000 certified professionals
16 who are going to be accessible to support Driven
17 Virtual Academy. We are all Arkansas qualified
18 teachers; they will be going into our salary
19 schedule. We're going to be able to provide social
20 and emotional support for our students and our staff;
21 we found that real critical under the pandemic. We
22 also have a robust professional development as a
23 blended learning approach. And, finally, we do have
24 a standards-based scope and sequence that can guide
25 our professionals, especially in a blended model as

1 they reach to our students' needs and advocate for
2 them as they need support.

3 When we look at human capital, back in the mid-
4 90s I was a young professional having my first
5 principalship in Portland, Oregon. And I thought we
6 had an innovative approach as a 501(c) charter. What
7 we didn't have was the infrastructure of human
8 capital to support our students. What PCSSD brings
9 to the table is a myriad of services, professionals
10 with specific skills, and systemists -- and that
11 means that we have ourselves in our professional
12 approach a core foundation of educational services;
13 so from dyslexia down to gifted they will be able to
14 engage in AVID (Advancement Via Individual
15 Determination), athletics, counseling, career and
16 technical education, fine arts. Our students in
17 Driven Virtual Academy will be able to access these.

18 And, finally, as mentioned, we are no newcomer
19 to 1-to-1 education and we have learned a lot over
20 the last 68 months regarding technological needs,
21 especially around the Google Suites, and
22 connectivity. Right now, we offer hotspots to many
23 of our families who do not have access to the
24 internet and we would intend to support that process
25 and get better at it as we support Driven Virtual

1 Academy.

2 MS. DUFF: Good afternoon. This is Jessica
3 Duff; I'm Executive Director of Communications.

4 We reached out to our board members with the
5 PCSSD School Board of Education and they have a few
6 thoughts to share with you in support of the Driven
7 Virtual Academy.

8 [VIDEO PLAYED, AS FOLLOWS:]

9 DR. LINDA REMELE: Hello. I'm Linda Remele and
10 I'm president of the Pulaski County Special School
11 District's school board. And we're excited about the
12 Driven Virtual Academy because it offers another
13 option for many of our families that have students
14 that might have social or emotional or health issues
15 and may need an opportunity to learn virtually. So
16 this gives them another way to look at it and they're
17 part of the school, they're part of a set curriculum
18 that will be a continuing curriculum. So we think
19 this is a great opportunity for the parents and the
20 students in our district. Thank you.

21 MR. MAUNE: Greetings, Panel Members. This is
22 Brian Maune, PCSSD School Board Member for western
23 Pulaski County. It has been exciting to watch our
24 Driven School of Innovation programs meeting the
25 needs and learning styles of so many families across

1 our district that past couple of years. This
2 flexible approach has attracted a number of new
3 families to our district. I am here to support
4 Driven Virtual Academy to reach more nontraditional
5 families by providing accessible curriculum for their
6 at-home learning environment. Thank you.

7 MR. THOMAS: My name is Shelby Thomas. I
8 represent the people in Zone 4 on the Pulaski County
9 Special School District Board of Directors. I'm here
10 to show my support of the virtual academy. Through
11 this, we will be able to reach students that we would
12 not have an opportunity to reach. I'm also here
13 asking you to support it. Thank you.

14 MS. GILLEN: Hi. My name is Alicia Gillen and I
15 represent the PCSSD School Board for Zone 5. I
16 represent amazing families and students within my
17 zone. And today I'd like to talk about how important
18 the charter conversion would be for Pulaski County
19 and for our virtual academy. This has been something
20 that the school board, along with the administration,
21 has been working diligently together over the years.
22 We know that this is so vital to the success of the
23 students -- all of our students -- and for the future
24 of our community. Having these conversion charters
25 and the virtual academy will just expand the already

1 existing programs that we have already in place. It
2 is going to be a great accompaniment to what we have
3 in our district, and I cannot even begin to imagine
4 the infinite possibilities that it will provide for
5 our students.

6 I'm here in front of Maumelle Middle School
7 because not only am I a school board representative,
8 I'm also a mother -- a mother of two amazing young
9 women. And I cannot wait to see what opportunities
10 that they would have if this conversion charter goes
11 through at the high school. I know the foundation
12 that has been set in our elementary and our middle
13 school will only be amplified with this virtual
14 academy. So I hope that you will consider PCSSD for
15 our future and for our students. Thank you and have
16 a great day.

17 [END OF VIDEO]

18 MS. DUFF: This is Jessica Duff speaking again.

19 For those of you who are attending virtually, I
20 did drop the links for both of the videos, the one
21 showed in public comments and the one just now. If
22 you wanted to listen to those a little clearer later
23 on, they are available.

24 All right. So we have two quick slides I'm
25 going to go through that talk about some of the

1 analytics and the preparation for our promotion of
2 the Driven Virtual Academy and, once we had our
3 public hearing, the feedback that we got after the
4 public hearing ran.

5 So in promotion of this we ran three ads in a
6 row in the Sunday edition of the Arkansas Democrat-
7 Gazette, as represented by the screenshot in the
8 bottom right-hand corner of this slide. And we also
9 did a social media post that ran one time on our
10 social media, on the District's Facebook, Twitter,
11 and Instagram. On this post alone, we reached almost
12 11,000 people and had just over 2,000 levels of
13 engagement. An engagement can vary from different
14 things, such as a Like, a comment, a share -- and we
15 had 233 of those public reactions.

16 Taking a look at once the public hearing
17 actually ran, we had 91 registered viewers live on
18 our YouTube. We had 239 YouTube viewers since the
19 post on July 27th, so that means more people have
20 gone back and visited and viewed the actual hearing
21 in its entirety. We also had very active chat
22 participation as represented by a summary that Rachel
23 Blackwell saved in terms of the entire chat
24 conversation from the hearing. This web story with
25 the link to the video is on our website right now.

1 It currently is the fourth most viewed news story
2 that I've written for our District since July 1,
3 2020, and that includes several Covid related stories
4 that have been posted as well. So it's generated a
5 lot of traffic with over 1300 page views and the
6 average time onsite for reading this article is just
7 over two-and-a-half minutes, which in comparison to
8 some of our other pages it's closer to the 90 seconds
9 per page. So we've generated quite a bit of traffic
10 on that site as well.

11 Rachel, back to you.

12 MS. BLACKWELL: All right. So, again, I'm
13 Rachel Blackwell.

14 So we're applying for eight different waivers
15 and I know we'll have some conversation about that.
16 And so we're excited about the Driven Virtual Academy
17 and what this will do for our students in our
18 district. Thank you.

19 CHAIRMAN COFFMAN: Thank you. Great
20 presentation.

21 Ms. Hyatt.

22 INSTRUCTIONAL DAY

23 MS. HYATT: Mary Claire Hyatt with the
24 Department.

25 The first set of waivers -- I know you guys are

1 tired of talking about this. The first set of
2 waivers is about the Instructional Day, including
3 Recess. And I will just note this is a little bit
4 different than what we have seen from the other
5 applicants because this is a fully virtual program.
6 And the recess law specifically says that schools
7 that are operating as a virtual school may have a
8 waiver of recess, so they won't have to go through
9 any additional levels of approval to have the recess
10 waiver.

11 So on the Instructional Day and on the recess,
12 there are no remaining legal issues. I will give you
13 a second if you've got questions before I move on to
14 the Clock Hours.

15 Okay. In that same kind of waiver request they
16 have asked for a waiver of the 120 Clock Hours. We
17 have talked about this several times today. The
18 standard says you can award high school units of
19 credit for courses that meet a minimum of 120 clock
20 hours, or based on subject matter competency if you
21 have an approved plan by the Division. If the
22 applicant does not plan on awarding high school units
23 of credit based on 120 clock hours or based on
24 subject matter competency, we need to know how they
25 plan on awarding high school units of credit.

1 MS. BLACKWELL: We plan on the competency and we
2 also are planning to get that approved through the
3 Department.

4 MS. HYATT: If that's the case, can you confirm
5 you don't need the two waivers related to the clock
6 hours for me please?

7 MR. WALTER: Tripp Walter, APSRC.

8 Given the explanation from Ms. Hyatt, then we
9 will withdraw those waiver requests.

10 MS. HYATT: Okay. If there are no questions
11 there, I'll move on to the next waiver topic, which
12 has to do with Reporting Attendance.

13 REPORTING ATTENDANCE

14 MS. HYATT: This is a common waiver for virtual
15 schools. There are no remaining legal issues, and if
16 there are no questions I'll move on to the next
17 waiver topic.

18 FLAG, PLEDGE OF ALLEGIANCE

19 MS. HYATT: Waiver topic number three has to do
20 with displaying the United States and Arkansas flag,
21 doing the pledge of allegiance, and having a period
22 of silence. These are also typical for virtual
23 programs.

24 If you don't have any questions, I'll move on to
25 the next group.

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

TEACHER LICENSURE

MS. HYATT: Okay. Waiver topic number four is Teacher Licensure. I'm going to do this in two pieces. We'll start with the licensure piece. They have a pretty robust explanation in their application, so just to commend them for that. I would still like to know is this all teachers in all grades and all classes or does this apply to core courses as well?

MR. WALTER: Tripp Walter. I can verify that the District is only going to use this in non-core courses.

CHAIRMAN COFFMAN: Okay, I have questions. And I just need to -- I need you to help me, Ms. Blackwell, understand. If you're using approved providers -- are you using approved providers for every class or are you having some PCSSD staff teach some classes?

MS. BLACKWELL: So we will -- so we'll have our PCSSD employees teach the synchronous part of the class, but the curriculum is asynchronous and it will be an Arkansas approved provider.

CHAIRMAN COFFMAN: Okay. So give me an example.

MS. CLEMMER: Could you repeat that? I couldn't understand her answer to you, Deborah.

1 MS. BLACKWELL: Okay. To repeat --

2 MS. CLEMMER: Ms. Blackwell, could you --

3 CHAIRMAN COFFMAN: Yes. So --

4 MS. CLEMMER: Yes, thank you.

5 CHAIRMAN COFFMAN: Yeah. If you'll repeat that

6 --

7 MS. BLACKWELL: Yes.

8 CHAIRMAN COFFMAN: -- and kind of give an

9 example of what your --

10 MS. BLACKWELL: Yes. So we have PCSSD staff
11 that will be for these classes. So if there is -- as
12 Dr. McNulty stated in our presentation, we have a
13 large human capital. So I don't see us needing, but
14 if we do have a course that may be unique, such as a
15 foreign language or something we don't have a teacher
16 that we can pull from, we want to be able to pull
17 from a provider that's Arkansas approved.

18 CHAIRMAN COFFMAN: So your intent is to staff
19 most of the classes because -- are the synchronous or
20 asynchronous?

21 MS. BLACKWELL: They're asynchronous, but
22 there's a synchronous portion within the class as
23 well so that students can come in and talk with the
24 teacher and make sure there's learning. So that way
25 it's not all just hands-off; there will be a teacher

1 that will be assigned to the students.

2 CHAIRMAN COFFMAN: But the main instruction is
3 asynchronous so there's some type of recording or --

4 MS. BLACKWELL: Correct.

5 CHAIRMAN COFFMAN: -- platform program. So are
6 Pulaski County teachers going to create that or is
7 that -- are you going to use an LMS system that
8 already has that asynchronous content?

9 MS. BLACKWELL: So we have looked at both, and
10 so because we do have -- already have our curriculum
11 paced in our district -- we have formative
12 assessments already assigned; we're going to utilize
13 some of that. But we also have some courses that we
14 might utilize through an Arkansas approved vendor --
15 digital provider.

16 MS. HYATT: Are there additional questions on
17 the Licensure piece?

18 Okay. Also within that same waiver topic we
19 have request to waive Teacher Fair Dismissal and
20 Public School Employee Fair Dismissal. I'd like to
21 give them an opportunity to explain how they plan to
22 use those waivers and to which teachers those waivers
23 will apply.

24 MR. WALTER: Tripp Walter. I'm going to start
25 off and Ms. Blackwell may need to come in behind on

1 this. My understanding is the idea behind the
2 waivers are kind of similar to I think the last
3 presentation you heard, is if we have a situation
4 when we have an individual who is not being able to
5 provide sufficient quality education for the students
6 involved, especially given this virtual environment,
7 that the District has the ability to quickly pivot
8 away from that teacher and to be able to replace the
9 teacher in a timely manner, more timely than you
10 could through either the Teacher Fair Dismissal Act
11 or Public Employee Fair Hearing Act in order so as to
12 re-establish student achievement and growth and
13 proper teaching.

14 CHAIRMAN COFFMAN: Okay. You know there's going
15 to be a question.

16 MR. WALTER: Yes, ma'am.

17 CHAIRMAN COFFMAN: So we have not established
18 how teachers will be assigned to Driven Virtual
19 Academy. And if you're using current Pulaski County
20 teachers, what's the mechanism that now suddenly
21 they're without Teacher Fair Dismissal?

22 MS. BLACKWELL: All right. So with these
23 positions for the Academy we will post those through
24 our HR Department, just like we would any other job
25 opening, and have our detailed job duties and

1 descriptions; and set interviews and then hire those
2 teachers through that, not just pulling teachers out
3 of the classroom.

4 CHAIRMAN COFFMAN: So there will be no currently
5 employed teacher in Pulaski County that's assigned?

6 MS. BLACKWELL: Not that --

7 CHAIRMAN COFFMAN: They all have --

8 MS. BLACKWELL: No, ma'am, not that's just
9 assigned. It would be something that if we have to
10 use a teacher because, you know, we need a certain
11 teacher for maybe those elective courses -- the core,
12 we plan to have completely in-house; but the elective
13 courses, if we have to pull those teachers we will
14 also talk to and interview. It's not going to be a
15 volun-told position.

16 So did I help clarify that?

17 CHAIRMAN COFFMAN: So, yes, that part is clear.

18 I just --

19 MS. BLACKWELL: Okay.

20 CHAIRMAN COFFMAN: I mean they're protected now
21 under Teacher Fair Dismissal Act. Correct?

22 MR. WALTER: Yes, that is correct.

23 CHAIRMAN COFFMAN: So if you waive that, you've
24 taken away their right for that.

25 MR. WALTER: I'll try and follow-up. And again,

1 Ms. Blackwell may --

2 MS. BLACKWELL: Yeah.

3 MR. WALTER: -- come behind.

4 I believe the intent is not to apply these
5 waivers for individuals. I think the waiver talks
6 about individuals and I think implies that there are
7 individuals probably within the District who may be
8 asked in the licensure waiver part to teach out of
9 area. And I believe that it is the intent that those
10 individuals and other individuals who may be within
11 the District will continue to have the protections,
12 the Teacher Fair Dismissal Act and Public Employee
13 Fair Hearing Act, if they're unlicensed staff. But
14 it was, as Ms. Blackwell said a minute ago, if they
15 are posting for new positions externally that that's
16 a situation they would want to have the flexibility
17 on.

18 MS. WRIGHT-McMURRAY: I have a question.

19 CHAIRMAN COFFMAN: Ms. Wright-McMurray, go
20 ahead.

21 MS. WRIGHT-McMURRAY: Just for my clarification,
22 on the last comment that was made from the District
23 -- so is that going to cover core and non-core
24 teachers? Because I wasn't clear if she was saying
25 that non-core would not be covered either on that.

1 MR. WALTER: Tripp Walter. It would be non-
2 core.

3 MS. HYATT: Mary Claire Hyatt with the
4 Department. I need to make sure I understand so that
5 we can have accurate data entry. So what I have
6 written down is that the licensure waivers will apply
7 only to non-core; the Teacher Fair Dismissal and the
8 Public School Employee Fair Hearing Act will apply to
9 all teachers that teach in the virtual program.

10 MR. WALTER: Tripp Walter. A point of
11 clarification, we're talking about non-core
12 individuals and they would be individuals that would
13 -- that are not currently PCSSD employees.

14 CHAIRMAN COFFMAN: You would be hiring them,
15 even if they were a current employee. But you're
16 going to hire them to work in the virtual academy --
17 anyone that you would hire, you would make -- they
18 would -- you would make it known that these
19 protections are not in place for that position?

20 MR. WALTER: Correct. Although my understanding
21 is if we did have some -- if the District had
22 somebody that was brought in to teach at Driven
23 Academy that was already a PCSSD staff member, non-
24 core, then we wouldn't be talking about this waiver
25 applying.

1 CHAIRMAN COFFMAN: Mr. Baldwin.

2 MR. BALDWIN: What would be the definition of a
3 non-core individual? And could a non-core individual
4 transition to being a core individual, and what would
5 happen if that occurred?

6 MS. BLACKWELL: So when we say core, core
7 individual, that's your math, science, English, and
8 history; so your four core subjects. So non-core
9 would be your electives, your P.E., your health, your
10 extracurricular, and foreign language.

11 So, I'm sorry, what was the second part of your
12 question?

13 MR. BALDWIN: Are they not subject to the same
14 rules as the core right now --

15 MS. BLACKWELL: Yes. Right now, they're --

16 MR. BALDWIN: -- as far as under the same
17 contract? I guess my question is really legal; it's
18 a legal question.

19 MS. BLACKWELL: Okay.

20 MS. HYATT: So right now any teacher who falls
21 -- so there's the Teacher Fair Dismissal Act and
22 there's the classified employee Fair -- wait --
23 Public Employee Fair Hearing Act. So all employees
24 in school districts are protected through some type
25 of due process if they're going to be terminated;

1 non-core and core teachers are treated the same.
2 Classified staff is treated a little bit differently
3 than certified staff, but they do both have due
4 process when it comes to termination. I think maybe
5 it would be helpful -- when we're talking about core
6 classes I want to make sure we have the same
7 understanding, because I think the Division's
8 definition of core classes is different than what the
9 school just said. And when we are entering this
10 information, the waivers, into our system to make
11 sure that things aren't flagging, we need to have a
12 very clear understanding of which courses we're
13 talking about so that things aren't flagging here and
14 there.

15 I guess my -- also something that I think needs
16 to be addressed is what's the rationale behind
17 treating non-core teachers differently than core
18 teachers, even if they're in the same position
19 license-wise.

20 So, Tracy, could you help with the definition of
21 core and then maybe Pulaski County can follow-up?

22 MS. WEBB: Sure. Core courses are, of course,
23 social studies, science, math, and literacy/English,
24 in addition to art, music, foreign language, and all
25 elementary courses.

1 MR. WALTER: Tripp Walter. I think I can bring
2 some clarity to this. I think we kind of got off-
3 sync.

4 The intent and the idea behind the waiver
5 request was -- and I think we saw this with a
6 previous applicant today -- that when PC -- or if or
7 when PCSSD engages with an external curriculum
8 provider, and then the external curriculum provider
9 -- the agreement between that provider and PCSSD is
10 that there will be a teacher provided with the
11 course, a non-PCSSD employee, and that that
12 individual is non-licensed. And, again, despite the
13 -- if the District sees that there's a problem in the
14 instructional quality and that there's no growth
15 being had, no student development, despite the
16 District's best efforts and supports, then that would
17 allow in those circumstances, whether the teacher is
18 teaching core or non-core courses, to not be subject
19 to the provision. That is when the waiver would
20 apply, again so that the PCSSD could quickly pivot
21 away from that individual to insure that there is a
22 stoppage of the educational loss and can bring in
23 somebody who is able to get things back on track and
24 provide educational growth again.

25 CHAIRMAN COFFMAN: Mr. Walter, isn't that

1 contracted services and as a part of your contract
2 you would have expected a certain service or demand
3 that service be changed?

4 MR. WALTER: It could be. Yes, ma'am.

5 CHAIRMAN COFFMAN: I'm struggling to find out
6 why Arkansas law would apply to that contract.

7 MR. WALTER: Well, because that -- the contract
8 -- yes, there would be information in that contract.
9 But also that individual is going to be teaching
10 Arkansas students, is the way I look at it, and that
11 teacher is not going to be holding perhaps an
12 Arkansas teaching license.

13 MS. WRIGHT-McMURRAY: I have another point of
14 clarification for [audio distortion].

15 CHAIRMAN COFFMAN: Go ahead. You're recognized.

16 MS. WRIGHT-McMURRAY: I just want to be clear,
17 because it sounds like initially the answer that was
18 given by the District was that if teachers that were
19 hired that were already District employees that were
20 non-core there would be -- what we're addressing
21 right now, I want to make sure that's not what I'm
22 understanding, because it sounds like you're saying
23 teachers that are employed maybe through Virtual
24 Arkansas or something like that. But I don't know, I
25 thought I heard earlier the District said that they

1 were referring to teachers that would be hired from
2 within the District that would be teaching the non-
3 core courses and that that's who would be affected by
4 the waiver. But I may have misunderstood their
5 initial answer.

6 MS. HYATT: I don't think you did. I think
7 we're having some confusion on that piece, because
8 I'm with you, Dr. Wright-McMurray. I've heard that
9 same originally for non-core and then now something
10 different. So I think it would be really helpful to
11 have some clarity on that and a very concise answer
12 to whom the waiver will apply.

13 Also, to your point, Ms. Coffman, we have lots
14 of school districts that contract with approved
15 virtual providers that don't have waivers of Teacher
16 Fair Dismissal. That's not a requisite to have a
17 contract with Virtual Arkansas or any of the other
18 approved providers. So I don't know that that's a
19 rationale that necessarily supports such an important
20 waiver.

21 CHAIRMAN COFFMAN: All right. Let's try again.

22 MR. WALTER: In consultation with the District
23 and their review and analysis of the comments,
24 they've authorized me to rescind the waiver and
25 believe that they will have appropriate protections

1 to make the changes they need to going forward, based
2 on the discussion that's been had.

3 MS. HYATT: So for the record -- and if I say
4 anything that's wrong, please jump in -- they're
5 going to rescind Teacher Fair Dismissal and Public
6 School Employee Fair Hearing Act, and the remaining
7 waivers that apply to licensure will apply for only
8 non-core teachers?

9 MR. WALTER: Tripp Walter on behalf of the
10 District, that is correct.

11 MS. HYATT: Okay. Thank you, everyone, for your
12 patience as we kind of worked through that. I
13 appreciate having a nice clean record.

14 If there aren't additional questions on that,
15 I'll move on to waiver topic number five which is
16 Class Size and Teaching Load.

17 CLASS SIZE/TEACHING LOAD

18 MS. HYATT: There are no remaining legal
19 concerns here. Given that it's a virtual
20 environment, I think their rationale supports the
21 waiver. If there are no questions, I'll move on.

22 I believe Ms. Coffman has a question.

23 CHAIRMAN COFFMAN: What is your -- what are you
24 expecting a class size or teaching load to be?

25 MS. BLACKWELL: Just like we -- just like others

1 that have been up here that we've been listening to
2 today, we don't expect -- sorry, I apologize for
3 keeping that on.

4 (COURT REPORTER'S NOTE: Ms. Blackwell removed
5 the shared screen.)

6 MS. BLACKWELL: We don't expect to go over the
7 150, but we want to have that flexibility; since the
8 teachers are -- will have the curriculum asynchronous
9 that they can possibly support more learners
10 virtually than they can.

11 And what was --

12 CHAIRMAN COFFMAN: About Class Size.

13 MS. BLACKWELL: A ratio of -- we're talking
14 about a ratio of like 40-to-1. I think I had that in
15 there at one point, but I didn't realize I took it
16 out.

17 CHAIRMAN COFFMAN: So I would assume that if you
18 saw that students were not succeeding that you might
19 change that if it -- you know how -- in the primary
20 grades?

21 MS. BLACKWELL: Absolutely. Yes. The primary
22 grades, yeah, that's definitely something we would
23 definitely look at and make sure we monitor all those
24 students.

25 CHAIRMAN COFFMAN: Okay. So we won't hold you

1 to those numbers; we're just looking to see what your
2 range of thinking or --

3 MS. BLACKWELL: Okay. Yes. And I think I have
4 that in here. I think I took that exact ratio out,
5 just in case.

6 CHAIRMAN COFFMAN: Okay. Thank you.

7 MS. BLACKWELL: No, thank you.

8 MS. HYATT: And I accidentally overlooked one of
9 my comments on this, so I'm glad you did have a
10 question.

11 So Teaching Load does not apply to schools that
12 are operating entirely as a virtual school, so
13 they're not going to be bound by the 150 students per
14 day. Therefore, they don't need a waiver of 6-17-812
15 which deals with compensating teachers who teach more
16 than 150 students per day. That law says "as defined
17 in the standards and in our Class Size rules," and
18 our rules are very clear that the 150 students per
19 day limit does not apply to virtual schools.

20 So if we could get them to rescind that piece
21 we'll be good.

22 MR. WALTER: Tripp Walter. We will make that
23 rescission request.

24 FOOD SERVICES

25 MS. HYATT: The next waiver topic deals with

1 Food Services. They're asking to waive essentially
2 the breakfast program and providing meals. There's
3 no legal concerns with this, other than just a
4 confirmation that this Panel can't waive any federal
5 requirements dealing with food service. So while we
6 can waive the state law dealing with the breakfast
7 program, they'll need to make sure they're following
8 any federal laws on providing food services.

9 MR. WALTER: On behalf of the District, I will
10 confirm that it will comply with all federal laws and
11 regulations concerning food services.

12 MS. HAYTT: If there are no questions there,
13 I'll move on to waiver topic number seven which deals
14 with --

15 CHAIRMAN COFFMAN: Excuse me. Of course I have
16 a question.

17 I just want to know what that means. What does
18 that mean to waive the state part --

19 MS. HYATT: And not the federal?

20 CHAIRMAN COFFMAN: Yeah.

21 MS. HYATT: So sometimes like there -- okay, I'm
22 trying to explain this without getting to lawyer-y.
23 Sometimes there can be federal laws and state laws
24 that impact kind of the same areas of food service.
25 We can waive the state stuff that's different from

1 the federal stuff, but we can't waive anything that's
2 federal because you don't have the authority to do
3 that.

4 CHAIRMAN COFFMAN: Right. I'm more interested
5 in what does that mean for a kid.

6 MS. HYATT: Sure.

7 CHAIRMAN COFFMAN: Does that mean less pancakes,
8 no pancakes, no breakfast bars?

9 MS. HYATT: Yeah, I think it means no pancakes.
10 I don't know that there's -- so the breakfast program
11 is specifically a state law, so it would be waiving
12 that, which means they wouldn't have to have a
13 breakfast program. I believe -- and I'm not an
14 expert on this, so I'd have to double-check with
15 Child Nutrition -- I think that the nutrition rules
16 that are federal apply in the context of when you are
17 providing food service or if you have onsite
18 instruction. I'm not sure that there's a requirement
19 that requires virtual programs to provide food
20 service, but I would have to double-check that. And
21 I'm sure that our Child Nutrition Unit would be more
22 than happy to work with them to make sure they're
23 doing everything that the federal law says.

24 CHAIRMAN COFFMAN: Highly encouraged.

25 MS. BLACKWELL: Yes, ma'am.

1 MS. HYATT: So -- do you need to say something?

2 MR. WALTER: I just wanted to reference the
3 rationale in that section that also indicates that if
4 during state testing or field trips, those times when
5 there is going to be live student interaction, that
6 the District is providing meals.

7 CPR INSTRUCTION

8 MS. HYATT: The next waiver topic is CPR
9 Instruction. This is a prohibited waiver; CPR is a
10 graduation requirement. We're not allowed to waive
11 that, so there's no way that it can be approved. So
12 my request is that they rescind this waiver request.
13 I know that it's a virtual environment, but we have
14 virtual schools, like Arkansas Virtual Academy, that
15 are able to comply. My suggestion, which I made in
16 my original comments and will say again now, is to
17 reach out to those virtual schools to see how they're
18 providing it.

19 MS. BLACKWELL: So I did take her
20 recommendation. I did contact some virtual academies
21 and ask, and so they do offer the CPR graduation
22 requirement virtually. But if the student wishes to
23 go extend that and actually get the certification,
24 which is not required, then they offer that onsite at
25 specific times that students can get that.

1 MS. HYATT: Based on that, no waiver is
2 necessary. If you're meeting the graduation
3 requirement, that's what's required. This Panel is
4 not permitted to waive graduation requirements. So a
5 confirmation of rescission of that waiver would be
6 great.

7 MR. WALTER: I will move to rescind based on the
8 understanding that the instruction, the online
9 instruction that's going -- virtual instruction is
10 going to be provided by PCSSD will satisfy the
11 requirements of the statute.

12 CHAIRMAN COFFMAN: I'm uncomfortable with that
13 wording.

14 MS. HYATT: You read my mind, Deb.

15 I'm not sure what you mean -- what you mean
16 there. The graduation requirement is that every
17 student, you know, receive the CPR instruction and it
18 has to meet the requirements of the statute. We just
19 don't have any wiggle room there.

20 MR. WALTER: I'll rephrase. I wasn't attempting
21 to wordsmith. It's just my understanding from what I
22 heard from Ms. Blackwell is apparently that it is
23 possible to do the instruction -- the CPR instruction
24 the way they've planned and that it will meet the
25 requirements. So given that, then we'll withdraw the

1 request for a waiver of the statute.

2 REPORT CARDS

3 MS. HYATT: All right. The last waiver topic --
4 we have reached -- we have finally reached it -- this
5 also -- we saw this in the previous applicant; it has
6 to do with sending report cards electronically versus
7 sending home with the student or mailing the report
8 card to the student. No legal concerns. And no
9 remaining legal concerns after that.

10 MISC. Q&A

11 CHAIRMAN COFFMAN: Ms. Clemmer, do you have
12 questions?

13 MS. CLEMMER: I do not.

14 CHAIRMAN COFFMAN: Ms. Wright-McMurray, do you
15 have additional questions?

16 MS. WRIGHT-McMURRAY: I guess I'd just -- I know
17 currently that there's Driven programs that are being
18 offered in the District. And so I'm just trying to
19 get, I guess, a little bit better sense of how this
20 is going to be different than the current format
21 that's being offered. Because I know it's already
22 being offered as like a blended/virtual option.

23 MS. BLACKWELL: Yes. So our Driven blended
24 approach is within three of our four high schools.
25 It's a blended model and it is a school-within-a-

1 school. So the students have flexibility within
2 their core classes, but they are completely onsite;
3 there's no virtual learning there.

4 MS. WRIGHT-McMURRAY: And --

5 MS. BLACKWELL: So this will be different in the
6 fact that -- oh, sorry. So this will be different in
7 the fact that these will be students who would offer
8 a virtual academy separate than what's being offered
9 in the school through Schools of Innovation.

10 MS. WRIGHT-McMURRAY: And so do you guys have a
11 sense that with it being offered 100% virtual -- it's
12 my understanding that a piece of the success of the
13 Driven Academy is the relationships and personal
14 touch of the instructors. Do you feel like that
15 that's going to be accomplished as effectively in the
16 virtual format?

17 MS. BLACKWELL: We do. During our pilot we did
18 do some like get-togethers, when we piloted it, just
19 so those students who are virtual could have
20 opportunities for school spirit and -- but we also --
21 through the pilot we also had students who may have
22 taken, you know, six of their classes or five of
23 their classes virtually and went on-campus. So
24 they'll have the ability to have the onsite for
25 extracurricular activities or something that they're

1 interested in that might be offered onsite as well.

2 MS. WRIGHT-McMURRAY: I mean I'm very supportive
3 of the different format. I have a high-schooler
4 myself, so I know that it's a good model. I just
5 want to make sure that the integrity is still there
6 in virtual format.

7 MS. BLACKWELL: Absolutely, yes. Yes. Just a
8 reminder, yeah, this is a whole-school concept versus
9 what we were trying to do with our pilot when we did
10 that, because with 25, 26 different schools it's hard
11 to monitor that. So we wanted to make sure that
12 these students feel included, that it's a whole --
13 it's a philosophy -- it's a school philosophy that we
14 have.

15 MS. WRIGHT-McMURRAY: Thank you.

16 CHAIRMAN COFFMAN: Dr. Williams, questions?

17 DR. WILLIAMS: A couple of questions.

18 First of all, I was looking at the -- this is a
19 district-wide school, so it is not just in one school
20 here. One, how do you expect to get the students to
21 enroll in this? Are they coming from your current
22 schools or -- I know you're looking for probably
23 students that are maybe at the virtual academy, home-
24 schoolers and so-forth. So just talk a little bit
25 about where you hope to recruit students from.

1 And the second part of the question is that you
2 have five schools in your district that are D
3 schools. Since this is a district-wide school, what
4 are you looking to do -- I enjoyed the waiver
5 discussions; it just really excites me -- but I'd
6 like to get to where the rubber meets the road. What
7 are you going to do to help these students get better
8 that's going to be enrolled in the school?

9 MS. BLACKWELL: Well, I can definitely speak --
10 so your first question was about enrollment. So,
11 first and foremost, we want to make sure we reach our
12 kids in Pulaski County borders. We have students who
13 are home-schooled. We have a huge -- a very high
14 number of students who are home-schooled, so we'd
15 like to attract those students. But I'm not naïve to
16 think -- last year when we did the pilot there were
17 students whose needs weren't being met on -- as a
18 traditional school. So, you know, we did pull from
19 some -- we did pull from some of those students. So
20 I want to make sure we have this as an option for our
21 students, whether they need it and they're already
22 registered or not. But we do -- you can see we have
23 an amazing communications team. So we will
24 definitely promote this, just like we do our other
25 schools, starting in January when we do our

1 registration push.

2 SUPT. McNULTY: Thank you for addressing the
3 five schools in the District. Like the --
4 Charles McNulty, Superintendent.

5 Like the previous district before us, we wanted
6 to take the assessment. We had a lot of great -- we
7 had indicators that said that we were going to
8 mitigate those D's and move our schools to C's and
9 B's. And we also have some ancillary information
10 around that. Our AP scores went up across all four
11 high schools, even under a pandemic; our ACT scores
12 also raised under a pandemic, and we used the MAPS
13 assessment. And we were very sure that we had a
14 couple of schools, especially Mills Middle and Mills
15 High School, that had some outstanding growth in
16 language arts and mathematics -- in fact, top 5% in
17 the state in our first year applying the changes. So
18 we look forward to the Aspire assessment summative
19 this year and we see that we're going to get great
20 results.

21 DR. WILLIAMS: Thank you. And I expect you to
22 carry those results over to the school, your new
23 charter school also. Thank you.

24 CHAIRMAN COFFMAN: Mr. Baldwin, questions?

25 MR. BALDWIN: Yes, just one question.

1 You mentioned early on that you all will have
2 mentor check-ins, and I think that's a really
3 important component of a virtual school. So tell us
4 a little bit about how that will work.

5 MS. BLACKWELL: So looking at other virtual
6 schools in the state and nationwide, that was one of
7 the pieces that we felt was the most important, is to
8 make sure that the parents and the families have a
9 point of contact at the school, not only for check-
10 ins with -- for grades, but also just to have a
11 person they can connect with. Because being virtual
12 that is -- that can be difficult. We also do that in
13 our blended program as well. Every -- even though
14 the kids have more of their classes there, they have
15 one mentor teacher that the students can go to and
16 that communicate. So definitely, being virtual I
17 think the mentor piece is going to be huge so that
18 they can make sure and get to know those students and
19 make them feel included.

20 CHAIRMAN COFFMAN: All right. So I don't know
21 that I've ever asked this question before. But what
22 do you do if more than 500 students want to
23 participate next year? Do they have to do a lottery?

24 MS. WEBB: Uh-huh.

25 CHAIRMAN COFFMAN: Okay. It's a charter -- it's

1 an open-enrollment charter question. I never ask
2 that on district conversion. Okay.

3 MR. WALTER: If I may address that -- Tripp
4 Walter. That would be one way to approach it. My
5 thought would be if they were able to see this coming
6 that hopefully then they could come back here for an
7 amendment to raise the cap in light of increased
8 student interest.

9 CHAIRMAN COFFMAN: So I'm not -- Dr. McNulty, I
10 probably need you for this one because this is a big
11 one. If approved, this charter is a K-12 charter.
12 So when it comes -- or K-12 school. It will have its
13 own LEA number, which means you've got to staff it in
14 eSchool, you have to meet all of the regulations for
15 a K-12 school within eSchool. But I want to make
16 sure that it's very clear about accountability, that
17 the school will be held accountable, because it's K-
18 12, on the high school and when you look at the three
19 grade configurations. And if students are moving
20 back and forth between this school and one of your
21 other schools, after October 1st they'll be highly
22 mobile; so that becomes an issue when kids aren't
23 kind of settled into their school. So --

24 SUPT. McNULTY: Yes, I do. This is Charles
25 McNulty. I'm going to address it. I think we've

1 learned a lot under the pandemic. You know, I think
2 we have to have a really important selective process,
3 both for our educators and students. You know, we
4 have a daughter and she went full virtual and it
5 wasn't really the right fit for her, and so she's now
6 going a couple of days. I think that's important.
7 And I think when you see the success of our Driven
8 Academies at the school it's a certain student who
9 really progresses well under guidance and the
10 mentoring approach, but it's self-motivated. I as a
11 high school student, to be honest with you, this
12 would not have been my desired choice, not my
13 parents'. But my wife probably would've done very,
14 very well. So I think it's really about clarity of
15 communication, a selection process that really lays
16 out for the student what's the expectations,
17 selection process for our professional staff to know
18 that they have that dual role of an educator and
19 mentor and communication. I think -- a community
20 nexus, in other words. You're bringing all this
21 information to the student in the learning process
22 that is so important to keep track of, both for the
23 self-management and for the outcome for the child.
24 So we aren't looking for a lot of highly mobile
25 students going in and not being successful. And what

1 we're seeing from -- for example, I can talk about
2 Robinson Driven -- the students are coming and
3 they're staying, but that's because we've done a
4 really good job of communication with parents and
5 students.

6 CHAIRMAN COFFMAN: Thank you. It's just -- as
7 the Assistant Commissioner of Accountability, it's my
8 job to make sure that on the record you've affirmed
9 that I've explained that to you and you're well
10 aware.

11 SUPT. McNULTY: You did an outstanding job.

12 CHAIRMAN COFFMAN: Thank you.

13 SUPT. McNULTY: You're welcome.

14 MS. WRIGHT-McMURRAY: I do have one more
15 question. I'm sorry.

16 CHAIRMAN COFFMAN: Yes, go right ahead, Ms.
17 Wright-McMurray.

18 MS. WRIGHT-McMURRAY: And so to the last
19 comments that were made about the type of student --
20 and so I noted from the application that all students
21 would be encouraged to participate in the Driven
22 Virtual Academy. So when we speak about our students
23 that have IEPs or a 504 plan, are they going to be
24 supported going through this process to make sure
25 that they're successful and have the same opportunity

1 to participate in -- to matriculate in this process?

2 SUPT. McNULTY: Yeah. And Charles McNulty. Of
3 course. And that was part of, you know, our ability
4 to provide a lot of services because of our human
5 capital and infrastructure. Yeah, that's -- you
6 know, that's adapted, and accommodations has nothing
7 to do with a student's goodness of fit in an
8 instructional environment. So, of course, we
9 actually would have dyslexia services, and if they
10 want to do added and also some social/emotional
11 support we'll be there with every child.

12 CHAIRMAN COFFMAN: Additional questions or
13 discussion?

14 Then, I'll --

15 MS. CLEMMER: I have one, if I can get off mute.

16 CHAIRMAN COFFMAN: Yes, Ms. Clemmer.

17 MS. CLEMMER: Okay. I did think of one. And
18 I'm curious what kind of arrangements are being made
19 for concurrent offerings since that's such a big deal
20 with so many students. I don't know that I heard
21 that. If I missed it, I apologize.

22 MS. BLACKWELL: Yes. So we have -- so anything
23 that's offered to our brick-and-mortar students will
24 also be offered to our virtual students as well. I
25 have met -- last year during the pilot I did meet

1 with UALR and some of the other schools that we do
2 concurrent credit with, and they do have virtual
3 offerings for those students as well. And something
4 else to mention about that is learning from other
5 virtual academies around that I've went and modeled
6 -- or went to look at as a model, they have a real --
7 they did learn early on to have a good parent
8 orientation at the beginning, give them an idea what
9 it will look like to make sure that you can -- you
10 are meeting the needs of that student early on. So
11 they don't have to get into the school, learn that
12 it's not for them, and then transfer out. So we do
13 plan to have a good orientation for these families so
14 they can make sure they know what the expectations
15 are.

16 MS. CLEMMER: Thank you.

17 MS. BLACKWELL: Thank you.

18 CHAIRMAN COFFMAN: Most of them have been
19 through an orientation this first semester.

20 MS. BLACKWELL: Yeah, that's true. We all have.

21 CHAIRMAN COFFMAN: All right. I'll accept a
22 motion.

23 MS. WRIGHT-McMURRAY: I move to approve.

24 MS. CLEMMER: Second.

25 CHAIRMAN COFFMAN: So I have a motion from --

1 MS. CLEMMER: That was Ann Clemmer seconded.

2 CHAIRMAN COFFMAN: I have a motion from Ms.
3 Wright-McMurray and a second from Ms. Clemmer to
4 approve the Pulaski County district conversion
5 charter.

6 Any discussion?

7 All those in favor?

8 (UNANIMOUS CHORUS OF AYES)

9 CHAIRMAN COFFMAN: Opposed?

10 Hearing none, your charter is approved.

11 If you'll wait a minute, we'll do our voting
12 sheets.

13 (A FEW MOMENTS OF SILENCE)

14 CHAIRMAN COFFMAN: Mr. Baldwin, would you like
15 to begin this time?

16 MR. BALDWIN: So I voted to support the charter.
17 I really do think that your plan is very strategic
18 and I think it creates a new dynamic for education
19 for your students over time.

20 CHAIRMAN COFFMAN: Ms. Clemmer.

21 MS. CLEMMER: I was impressed. I voted for it.
22 I was impressed by the degree to which almost all of
23 the issues have been [audio distortion]. But I
24 thought most everything was just fully thought of
25 ahead of time.

1 CHAIRMAN COFFMAN: Dr. Williams.

2 DR. WILLIAMS: Yes. I support the motion.
3 Driven Academy will provide another educational
4 option for students and parents. This is especially
5 important during this time of Covid.

6 CHAIRMAN COFFMAN: Ms. Wright-McMurray.

7 MS. WRIGHT-McMURRAY: I vote for. I'm very
8 supportive of the District's plan to expand the
9 Driven model in a virtual format. This will provide
10 more opportunities for students to receive
11 instruction that is personalized and designed for
12 their growth and achievement.

13 CHAIRMAN COFFMAN: Congratulations, Pulaski
14 County.

15 Well, thank you, everyone. Let's -- do we have
16 a motion to adjourn?

17 MR. BALDWIN: Motion.

18 DR. WILLIAMS: So moved.

19 CHAIRMAN COFFMAN: All those in favor?

20 (UNANIMOUS CHORUS OF AYES)

21 CHAIRMAN COFFMAN: Meeting is adjourned. Thank
22 you, everyone.

23

24

25

(The meeting was concluded at 4:41 p.m.)

	<p>198:17;200:25; 218:6;223:16; 227:11;240:2,4; 243:5;253:19; 254:13,17;256:11; 263:16;265:4,8; 271:23;279:15;287:5</p>	<p>289:22;293:3 accelerate (4) 64:22;136:4; 158:11,15 accelerated (4) 18:11,14;64:20,21 accelerating (1) 250:22 acceleration (2) 139:6,23 accept (6) 4:1;67:24;124:1; 169:23;232:1;291:21 acceptable (1) 149:22 accepting (1) 86:17 access (10) 12:14,20;55:14; 56:16,20;57:23; 158:21;165:25; 254:17,23 accessible (2) 253:16;256:5 accidentally (3) 210:23,24;276:8 acclimated (1) 38:9 accommodations (1) 290:6 accompaniment (1) 257:2 accomplish (5) 33:9;137:5,16,25; 189:13 accomplished (3) 175:9;232:20; 282:15 according (1) 224:24 accordingly (1) 119:2 accountability (4) 66:21;198:2; 287:16;289:7 accountable (1) 287:17 accounting (1) 206:17 Accreditation (2) 141:3;151:13 accurate (2) 47:15;268:5 achieve (5) 162:11;163:15; 190:9,16;249:16 achievement (2) 265:12;293:12 achievements (1) 11:25 achieving (1) 163:13 acquired (1)</p>	<p>191:21 acres (3) 129:2;134:9,22 across (7) 28:4;31:15,23; 65:13;89:17;255:25; 285:10 across- (1) 28:11 ACT (34) 24:17;63:12,14; 64:9;65:7,8;66:10; 67:14;92:13;94:25; 104:2,19;117:4,8; 118:6;122:11,20,23; 154:19;217:3,4; 220:18;221:17,17; 265:10,11;266:21; 267:12,13;268:8; 269:21,23;274:6; 285:11 acting (1) 218:2 ACTION (4) 5:23;69:24;181:19; 185:5 active (3) 45:20;47:22; 258:21 activities (5) 204:22;209:19; 210:6;251:11;282:25 activity (3) 200:23;203:6; 209:7 actual (3) 139:11;184:17; 258:20 actually (32) 7:16;13:14;19:10; 35:12;42:20;46:8; 47:20;48:17;52:15; 53:16;58:22;81:21; 93:11;94:20;103:13; 109:18;114:23; 115:10,18;131:24; 135:20;141:17; 155:13;162:23; 167:25;181:6; 199:18;229:17; 246:17;258:17; 279:23;290:9 adapted (1) 290:6 add (28) 8:20;32:4;36:23; 37:24;43:2;48:22; 51:14;60:7;67:3; 87:17;103:24; 104:15;105:25; 116:4;117:23; 121:16;200:17; 203:3,10,13;209:25,</p>	<p>25;215:21;220:13; 222:7;223:24; 226:24;227:3 added (5) 104:21;109:18; 204:1,4;290:10 addition (17) 87:18;103:3; 105:17;144:15; 181:16;192:22; 194:1,6;195:7,10; 197:22;201:3; 202:12;212:11; 247:19;248:16; 270:24 addition/deletion (1) 88:25 additional (72) 4:25;10:4;38:20; 39:8;44:9,10;45:5; 46:25;61:10;66:21; 70:23;87:19;89:25; 92:22;95:7,23;98:6; 109:13;113:20; 115:1;119:11; 123:19;125:8;127:1; 134:15,20;136:5; 142:3;144:21; 146:18;149:13; 154:25;172:11; 179:22;184:14,16; 185:1;187:15; 198:15,21;200:16,19; 201:8,10,10,17; 203:1,2,18;208:17; 211:1,13,20;214:11; 218:14,20;221:1; 222:9;225:24,25; 229:8;230:25;231:5; 25;234:21;236:11; 238:3;260:9;264:16; 274:14;281:15; 290:12 Additionally (4) 85:18;90:6;113:9, 20 address (18) 25:10;67:12;101:7; 109:17,20;119:1; 123:4;127:2;130:5; 164:21;166:24; 176:12;191:24; 192:8;217:12;235:7; 287:3,25 addressed (7) 138:17;141:18; 164:24;171:6; 200:11;218:17; 270:16 addresses (2) 69:12;109:16 addressing (3) 250:19;272:20;</p>
<p>§ \$25.00 (2) 16:14,14</p>				
<p>[</p>				
<p>[audio (11) 56:12,14;74:19; 132:5;168:19; 175:24;235:2,3,6; 272:14;292:23 [clearing (2) 69:17;97:9 [clicking (1) 14:9 [END (2) 184:12;257:17 [inaudible] (2) 74:1,17 [ps] (1) 94:21 [sic] (3) 68:17;80:8;217:4 [TIMER (2) 24:20;29:5 [VIDEO (6) 182:16;190:15; 197:15;239:16; 240:9;255:8</p>	<p>above (2) 62:22;64:9 absolute (1) 78:25 absolutely (13) 28:11;35:16;36:17; 40:23;62:1;92:25; 131:21;132:13; 157:16;164:25; 201:7;275:21;283:7 abstract (2) 161:5;165:7 academic (20) 17:11,16;18:13,21; 28:1;62:7,14,18; 64:11;76:21;113:5; 130:9;132:8;136:19; 178:24;186:25; 191:4;210:1;218:5; 251:17 academically (4) 20:25;24:3;41:15; 64:7 academics (1) 20:25 academies (26) 84:25;126:13; 127:17,20;130:4,7; 133:22;135:6; 136:22;155:6,14; 157:8,12;158:1,4; 161:21;162:8,9; 164:14,24;167:5; 171:8;219:18; 279:20;288:8;291:5 academy (71) 129:7;133:12,14, 15,24,25;134:1,11; 135:4,14,24;136:8, 14,15;137:3;138:10, 13;155:18,19,19,20; 157:10,19,20;164:18; 165:14;167:6,10; 171:5,24;173:3,19; 191:4;235:22; 238:21;239:21,25; 240:14,16;246:9,25; 247:22;249:19,21; 250:8;251:12,15,23; 252:15;253:17; 254:17;255:1,7,12; 256:4,10,19,25; 257:14;258:2; 259:16;265:19,23; 268:16,23;279:14; 282:8,13;283:23;</p>			
<p>A A/B (2) 89:8,11 a5 (3) 30:4;144:13,16 ability (11) 81:9;110:20;118:7; 130:18;133:16; 139:1;150:17; 221:24;265:7; 282:24;290:3 able (79) 13:11;14:2;26:21; 32:24;47:8;51:24; 59:11;61:1;62:17; 63:15;64:12;65:24, 25;67:17;77:1,3; 79:2,6,23;80:3,7,9, 16;81:2,4,5,10;84:14; 85:13,15,18;86:5,12; 89:22;91:12;93:4; 96:17;97:11,16,21; 99:15;103:20; 112:14;115:7; 117:11;129:5;133:8; 135:22;139:25; 150:24;151:2,4,4; 155:8;157:25; 159:24;160:4;163:8; 179:9;186:18;197:1;</p>				

285:2 ADE (4) 66:8;110:3;151:14; 184:18 ADE/DESE/CTE (1) 235:6 adequate (2) 113:4;217:25 adequately (1) 45:6 adjourn (1) 293:16 adjourned (1) 293:21 adjunct (9) 140:5;153:20; 154:22;194:12; 195:5;215:2,7;216:3; 217:6 adjuncts (1) 217:14 adjust (1) 147:13 adjusting (1) 176:11 adjustments (1) 166:25 administration (1) 256:20 administrators (1) 58:21 admission (1) 137:22 admit (1) 25:12 ado (1) 176:18 ads (1) 258:5 adults (1) 179:24 advanced (9) 21:1;31:11;33:25; 64:21,25;86:14;91:2; 92:14;116:1 advancement (2) 183:17;254:14 advancing (1) 41:14 advantage (5) 84:24;85:9;129:16, 21;174:20 advise (1) 223:11 advocate (1) 254:1 affected (1) 273:3 affects (2) 35:5;83:1 affirm (5) 6:25;72:13;128:4; 173:21;239:9	AFFIRMATIVELY (5) 7:3;72:16;128:7; 173:24;239:12 affirmed (1) 289:8 afford (3) 88:15;100:12; 114:11 afternoon (9) 114:14;128:17; 130:1;146:8;193:7; 240:10;241:22; 247:6;255:2 ag (19) 13:23,23;14:2,2; 23:22;36:22,24,25; 50:19;51:5,6;59:22; 128:25;129:9,13; 155:25;164:17; 168:9,23 again (46) 9:21;14:16;47:7; 72:25;79:14;83:7; 87:7;89:9;93:12; 94:22;95:12;96:3; 99:11,18;105:5,9,24; 106:3,5;108:12; 144:10,14;145:20; 147:24;205:10; 210:4;211:3;215:23; 217:13;221:14; 223:1;238:11;241:7, 11;243:10;244:19; 253:10,13;257:18; 259:12;266:25; 271:12,20,24;273:21; 279:16 age (4) 84:12,16;157:12; 203:8 AGENDA (7) 5:23;6:3;71:19; 127:15;173:1,17; 238:19 ages (1) 203:7 aggressively (1) 164:13 ago (6) 25:8;77:20,21; 182:21;244:20; 267:14 agree (4) 110:4;111:13; 151:20;210:1 agreeable (2) 41:19;116:6 agreed (2) 227:16;230:7 agreement (2) 224:15;271:9 agri (3) 13:15,17;46:9	agricultural (2) 129:1;138:13 agriculture (26) 15:6;20:3;27:25; 31:11;33:25;36:20; 42:19;50:6,21; 129:19;133:25,25; 134:3,5,11,18; 135:11,14;155:19; 157:18,18,22;161:11, 15,18,19 ahead (12) 44:16;47:2;62:23; 63:3;97:4;132:20; 177:5;225:6;267:20; 272:15;289:16; 292:25 aid (5) 29:1,2;41:3,6,8 aimlessly (1) 48:6 alert (1) 73:22 Algebra (4) 63:3;139:20;216:5; 231:13 algorithms (1) 231:17 Alicia (1) 256:14 aligned (3) 65:21;66:14;193:5 aligning (1) 15:24 allay (1) 117:24 allayed (1) 210:8 ALLEGIANCE (2) 261:18,21 alleviating (1) 184:8 allow (26) 29:20;32:18;33:12; 42:5;47:19;71:13; 89:15;93:10;96:17; 106:16;108:3; 114:22,23;125:21; 139:14,15;160:18; 174:18,19;175:5; 181:10,14;186:3; 188:16;240:1;271:17 allowed (6) 32:17;84:11; 147:10;177:23; 227:12;279:10 allowing (3) 8:19;83:7;196:10 allows (5) 136:18;153:7; 174:18;187:11;208:9 alluded (3) 76:2;92:11;123:3	almost (5) 155:9,9;221:19; 258:11;292:22 alone (2) 11:4;258:11 along (7) 100:16;116:14; 141:2;160:15;184:1; 231:17;256:20 alongside (2) 29:2;42:23 alternate (4) 91:6;93:15;117:5; 122:16 alternative (2) 250:11,13 although (6) 46:7;88:11;211:18; 223:9;251:2;268:20 Alvis (43) 127:24;129:23; 130:1,2;131:4,6; 132:18;133:1; 140:18;141:23,24; 142:20;143:19,22; 145:4,6,9;149:25; 150:1,14;152:16,16, 20,23;153:12,12; 154:21;155:13; 156:20,24;157:3,16; 158:14,24;159:11,15, 20;160:10;161:2,9, 25;162:13;163:4 always (22) 7:23;36:7;37:11; 45:15;49:13;70:1; 73:4,7;93:13;104:15; 105:12,15;106:10; 120:24;126:6;140:8; 149:1,4;170:16; 219:16;221:25;228:1 amazing (9) 76:2;84:3;92:20, 23;103:6;114:10; 256:16;257:8;284:23 ambitious (1) 54:5 amend (1) 227:2 amendment (3) 104:11;228:2; 287:7 American (1) 190:10 Among (3) 74:6;164:6;192:13 amongst (1) 158:1 amount (4) 30:20;34:21; 163:24;168:8 ample (1) 51:11	amplified (1) 257:13 analysis (2) 210:2;273:23 analytics (1) 258:1 analyze (1) 193:12 ANC (1) 136:7 ancillary (1) 285:9 and/or (2) 103:20;139:15 Anderson (2) 8:17,18 Angela (2) 81:19;82:7 animal (4) 16:23;17:7,8;50:25 Ann (3) 3:10;109:24;292:1 annually (1) 113:1 ANSWERED (8) 7:3;55:25;72:16; 97:6;128:7;153:21; 173:24;239:12 anticipate (8) 44:3;47:10;105:17; 107:10,17;109:11; 159:11;169:14 anticipation (1) 107:5 anymore (1) 141:7 anyways (1) 30:14 AP (2) 136:12;285:10 apologize (6) 74:16;180:13; 213:11;214:21; 275:2;290:21 apparent (1) 147:9 apparently (1) 280:22 appears (1) 118:9 APPEL (3) 91:6;92:22;122:18 applaud (1) 174:13 Apple (2) 135:19,20 applicant (33) 4:17,20,25;5:2,17; 36:5;70:15,20,22; 71:4,10;87:8,13; 91:14;96:15;105:8; 121:17;126:20,22; 127:1;142:15;147:5;
---	---	--	---	---

<p>172:5,8;208:9,14; 222:9;236:3,9; 237:21;260:22; 271:6;281:5 applicants (10) 101:10;103:16; 105:6;107:20; 108:13;145:19; 147:5;200:9;222:1; 260:5 application (51) 4:21:5;25:6;5:23; 10:14;12:24;18:21; 20:24;33:3;38:22; 49:23;54:17;56:23; 68:3;69:11;70:7; 71:21;77:16;78:20; 96:11;99:24;101:9; 16:106:13;108:24; 112:7;123:2;126:13, 23;127:17;128:19; 129:21;140:17; 141:2,8;144:18; 151:18;153:24; 156:14;167:3; 171:23;173:3; 174:24;200:5;233:1; 235:21;238:21; 241:21;246:24; 262:6;289:20 applications (6) 4:23:5;9:172:14; 234:16;240:20; 245:22 applied (2) 246:1,23 applies (1) 219:4 apply (21) 15:11;36:20;39:23; 140:2;181:18;187:6; 217:5;248:18;262:8; 264:23;267:4;268:6, 8;271:20;272:6; 273:12;274:7,7; 276:11,19;278:16 applying (4) 188:7;259:14; 268:25;285:17 appreciate (24) 8:13,19;9:25; 10:13;26:21;47:7; 79:11;83:8;118:19; 121:8;126:3,7; 132:11;137:12; 159:25;174:6,10; 175:1,7;176:21; 195:24;233:11; 240:8;274:13 appreciated (1) 36:7 appreciation (1) 176:19</p>	<p>apprenticeship (6) 84:6,7,11,13,19; 168:20 apprenticeships (1) 136:25 approach (15) 124:21;136:1; 162:20;165:12,18; 184:24;185:21; 186:13;253:23; 254:6,12;256:2; 281:24;287:4;288:10 approaching (1) 162:24 appropriate (11) 113:3,7,8,8,11,15; 117:2;142:22; 146:19;191:1;273:25 appropriately (1) 116:18 approval (10) 35:15;115:12; 123:5;153:1;184:10; 201:4;203:1;232:25; 239:20;260:9 approve (12) 4:1.5;68:1,9;124:2, 6;169:24;170:3; 201:7;233:4;291:23; 292:4 approved (31) 35:14;53:1;121:25; 123:12;152:3,7,9,18; 153:3,6;195:6;201:5; 202:25;207:6,6; 208:12;212:16,18; 213:17;260:21; 261:2;262:15,16,22; 263:17;264:14; 273:14,18;279:11; 287:11;292:10 approximately (1) 53:9 apps (1) 135:19 April (2) 163:23;246:23 APSRC (12) 37:23;39:17;88:23; 90:12;101:3;103:23; 137:2,3;141:15; 145:1;166:2;261:7 aptitude (1) 85:2 architects (1) 229:15 area (21) 9:2;21:21;25:25; 48:16;72:7;77:11; 98:2,2;118:2;134:3, 5;162:17,18;164:21; 176:11;197:12; 223:9,11;232:14;</p>	<p>251:2;267:9 areas (14) 12:2;33:11;49:2; 63:16;134:6;161:10; 162:15,25;167:17; 188:18;213:16; 219:9;230:6;277:24 argument (1) 147:13 arise (3) 77:5;84:17;140:6 arises (1) 89:21 Arkadelphia (1) 116:8 Arkansas (40) 3:5;10:23;32:2; 73:7,16;82:16;91:20; 95:3,4;97:1;129:20; 134:11,13;135:16; 136:9,10;137:1; 169:4,5;180:21; 181:21;186:22; 189:19;190:11; 191:16;213:24; 214:7;217:17; 253:17;258:6; 261:20;262:22; 263:17;264:14; 272:6,10,12,24; 273:17;279:14 Armored (1) 132:3 around (13) 60:18;121:12; 122:2;142:6;182:11; 187:3,24;189:20; 229:9;248:25; 254:21;285:10;291:5 arrangements (1) 290:18 art (7) 42:11,24;43:11,17; 91:1;219:11;270:24 article (1) 259:6 articulate (2) 106:12;167:7 articulated (2) 106:4;147:20 ARTS (11) 41:21,23;42:1,2,14, 18,22;43:8;167:4; 254:16;285:16 ARTS/PERFORMING (1) 41:21 as- (1) 106:19 as-needed (2) 102:1;106:6 aspect (6) 18:25;20:23;21:4; 58:12;138:9;210:3</p>	<p>aspects (4) 17:11;18:1;157:20; 158:3 Aspire (4) 24:18;63:14; 115:13;285:18 assessment (5) 163:23;203:8; 285:6,13,18 assessments (3) 164:7;253:12; 264:12 assign (1) 103:21 assigned (5) 264:1,12;265:18; 266:5,9 assignments (1) 56:10 assist (1) 192:14 assistance (2) 52:21;228:10 assistant (30) 6:16;13:6;72:3; 74:10,20,24;82:21; 83:18,20;85:12,18; 87:23;89:9;90:19; 99:11;102:24;107:9; 112:4;113:24; 129:23;130:1; 141:24;150:1; 152:16;173:9;177:7; 239:5;241:4,16; 289:7 assisting (1) 235:7 associate (2) 66:1;189:17 associates (4) 16:23;65:15;136:7; 189:15 assume (1) 275:17 assuming (2) 40:16;95:8 assurance (1) 91:13 assurances (3) 94:24;95:2;147:20 assure (3) 96:14;120:23; 222:2 ASU- (1) 17:4 asynchronous (6) 262:21;263:20,21; 264:3,8;275:8 athletes (2) 115:17,20 athletic (12) 94:13;96:19,20,22, 24;98:25;99:21;</p>	<p>100:2;115:7,9,15,18 athletics (1) 254:15 at-home (1) 256:6 attached (1) 173:17 attainment (1) 132:9 attempt (1) 104:3 attempting (1) 280:20 attend (3) 9:17;98:22,23 attendance (9) 53:24;132:1; 137:10;148:21; 204:17;251:2,3; 261:12,13 attendances (1) 199:5 attendees (1) 15:16 attending (3) 178:8;251:4; 257:19 attends (1) 131:24 attention (3) 23:15;27:22;84:18 Attorney (5) 32:2;37:23;88:23; 145:14,15 attorneys (6) 4:20;70:18;122:13; 126:22;172:7;236:5 attract (2) 180:25;284:15 attracted (1) 256:2 attracting (1) 67:13 audience (3) 3:18;250:17;251:5 audio (3) 13:2;82:11,14 auditorium (3) 3:5,11;179:4 authentic (2) 186:7;231:14 authority (1) 278:2 authorization (2) 3:7;110:6 authorized (1) 273:24 Authorizer (2) 110:19;201:4 Authorizing (3) 3:3;66:20;120:24 automatically (1) 105:7</p>
--	---	--	--	--

<p>available (9) 16:9;40:19;183:1; 225:15;229:22; 230:2;252:14,17; 257:23</p> <p>avenue (1) 168:11</p> <p>average (1) 259:6</p> <p>averaging (1) 31:18</p> <p>aviation (2) 83:24;125:23</p> <p>AVID (1) 254:14</p> <p>award (7) 151:24;152:1,8; 208:9,14,18;260:18</p> <p>awarding (5) 152:5,10,12; 260:22,25</p> <p>aware (8) 32:8;38:2;164:12; 198:2;223:13; 229:21;243:4;289:10</p> <p>awareness (4) 154:16,22;183:21; 252:20</p> <p>away (17) 31:14;43:2;54:10; 55:4;107:18;110:12, 21;125:14;130:23; 159:2,16;168:3; 215:21;247:14; 265:8;266:24;271:21</p> <p>AYES (7) 4:7;68:13;124:10; 170:7;233:8;292:8; 293:20</p>	<p>251:14;254:3; 258:20;259:11; 271:23;287:6,20</p> <p>background (8) 45:12;91:15;95:5; 96:13;186:5;194:18; 213:25;214:7</p> <p>back-up (1) 212:25</p> <p>Bad (1) 88:13</p> <p>Baka (1) 94:21</p> <p>balance (5) 113:3,7,11,15; 209:14</p> <p>Baldwin (50) 3:12;4:2,4;49:20, 21;50:8,10;52:7,10; 53:5;67:25;68:9,20, 21;108:22;119:14,15, 21;120:8,10;121:15, 22,24;122:25;124:4, 6,17,19;156:11,12; 161:3;165:6;167:2; 171:10,11;231:9,10; 232:25;233:4;235:9, 10;269:1,2,13,16; 285:24,25;292:14,16; 293:17</p> <p>bank (6) 22:24;25:1,5;26:6; 88:5,6</p> <p>bankers (1) 37:18</p> <p>BARRETT (1) 169:3</p> <p>barrier (1) 226:18</p> <p>barriers (1) 126:4</p> <p>bars (1) 278:8</p> <p>based (22) 18:12;75:20;79:24; 97:21;152:2,5,8,9,11, 11;158:7,8;203:24; 208:11,15;248:25; 260:20,23,23;274:1; 280:1,7</p> <p>bases (1) 44:5</p> <p>basic (2) 110:9;230:17</p> <p>basically (8) 94:24;96:11;118:6, 25;177:21;209:1; 221:19;225:21</p> <p>basics (2) 162:10;171:7</p> <p>basis (7) 102:1;106:6; 116:12,24;125:18;</p>	<p>149:1;167:15</p> <p>bat (1) 30:7</p> <p>BATESVILLE (44) 70:7,11;71:21,22; 72:6,12;73:4,20,25; 74:1,24;75:6,7,15,16; 76:15;77:11;78:13; 79:16;80:5;82:16,17, 25;83:5,11;84:3,9,23; 85:1,22;88:4;96:6; 98:13;100:12; 102:13;107:18; 118:13;119:1; 124:22;125:4,25; 152:4;226:25;227:4</p> <p>Batesville's (1) 101:9</p> <p>beautiful (2) 74:1,2</p> <p>became (3) 85:11;244:20,25</p> <p>become (12) 28:17;37:11;38:8; 53:1;108:13;117:5, 16;130:23;143:22; 144:3;166:25;190:10</p> <p>becomes (8) 27:25;59:21;62:25; 63:23;102:13; 104:16;120:18; 287:22</p> <p>becoming (4) 84:24;175:15,17; 191:17</p> <p>began (3) 175:15;177:15; 178:3</p> <p>begin (16) 47:8;75:12,16; 79:22;82:1,84:14; 85:7;86:17;123:14; 133:14,18,19,23; 140:14;257:3;292:15</p> <p>beginning (7) 36:4;142:24; 172:21;207:14; 231:12;244:16;291:8</p> <p>begins (9) 4:18;46:4;70:16; 126:20;172:5; 182:16;189:5;196:9; 239:16</p> <p>behalf (26) 5:8,12;6:13,23;7:8; 24:25;71:4;72:2,12; 74:2;88:25;90:12; 128:2;131:10,18; 141:15;145:2; 173:15,18;174:7; 203:13;216:1;222:1, 8;274:9;277:9</p> <p>behind (8)</p>	<p>33:6;210:16; 217:20;264:25; 265:1;267:3;270:16; 271:4</p> <p>Bell (72) 6:15;11:10;12:7; 13:3,6;20:17,21; 24:20,21,23;25:3; 26:23;29:5,6,10,13; 30:8,10;31:8;32:8; 33:23;34:8,12,17,19, 22,24;35:12,25; 36:16;37:24;38:4; 39:10;40:23;41:20; 42:7;43:12,20;45:8; 46:16,20;47:16;50:2, 9,11;52:9,16;53:6,7, 11,13,15;54:19,22, 24;55:2;56:25;57:5, 8,11,13,19;58:5,9; 60:24;61:9;62:1,4,6; 64:17,19;65:9</p> <p>Beller (4) 24:25;25:2,4,5</p> <p>bells (1) 31:16</p> <p>Bell's (2) 32:5,12</p> <p>belong (1) 186:16</p> <p>belonging (1) 248:15</p> <p>below (1) 158:12</p> <p>belt (1) 24:4</p> <p>beneficial (1) 58:8</p> <p>benefit (9) 8:1;19:12;37:21; 68:23;100:24; 122:12;133:9;184:7; 235:12</p> <p>benefits (6) 66:12;69:7;86:11; 126:5;183:15;215:14</p> <p>benefitted (1) 111:4</p> <p>Bennett (22) 127:22;128:9,15, 17;132:2;133:1; 134:1;163:5,18,18; 164:25;165:2,3,5,15, 21;167:8,18,21; 169:13,19,22</p> <p>besides (2) 67:6;227:14</p> <p>best (12) 7:24;73:5;78:16, 17;79:7;100:15; 105:13;121:6; 168:16;216:22; 240:6;271:16</p>	<p>bet (1) 172:3</p> <p>better (17) 81:17;109:5; 117:16;130:24; 131:1;136:18; 148:11;159:9; 166:21;177:16; 191:20;192:11; 225:9;247:25; 254:25;281:19;284:7</p> <p>beyond (1) 115:8</p> <p>big (11) 23:17;61:6;65:9; 78:9;120:5;183:8; 184:2;190:11; 218:15;287:10; 290:19</p> <p>bigger (1) 120:4</p> <p>bilingual (1) 75:14</p> <p>birth (2) 75:13,16</p> <p>bit (44) 10:16,18;11:14; 30:16;45:1,3;47:10; 50:1;57:24;61:24; 75:6;81:23;89:4; 92:4;95:14,20; 104:17;116:7;118:1; 123:3;138:24; 142:16;144:21; 158:10;163:8; 168:14,15,24;169:17; 180:11;196:11; 205:8;212:4,11; 215:20;229:12; 245:13;252:23; 259:9;260:3;270:2; 281:19;283:24;286:4</p> <p>BLACKWELL (66) 237:13,16;239:3, 15;241:1,13,19,22, 23;242:15;243:7,11, 15,20,24;244:2,5,10, 15;245:17;248:21; 251:13,14;258:23; 259:12,13;261:1; 262:15,19;263:1,2,7, 10,21;264:4,9,25; 265:22;266:6,8,19; 267:1,2,14;269:6,15, 19;274:25;275:4,6, 13,21;276:3,7; 278:25;279:19; 280:22;281:23; 282:5,17;283:7; 284:9;286:5;290:22; 291:17,20</p> <p>blanket (1) 194:14</p>
B				
<p>Bachelor (2) 116:15;189:17</p> <p>bachelors (1) 189:15</p> <p>back (55) 13:25;19:10,19; 29:12;34:10,24;35:1, 5;44:19;46:10;51:8; 52:8;55:16;56:4; 57:6;60:9;72:24; 74:19;78:1,10,17; 80:8;81:5;92:21; 104:15;115:5; 116:13;126:14; 157:5;159:23; 166:13,14;175:14; 179:3;180:20; 194:25;198:3,11,18; 206:25;207:23; 210:7;228:1,25; 229:2,6;244:7,15;</p>	<p>251:14;254:3; 258:20;259:11; 271:23;287:6,20</p> <p>background (8) 45:12;91:15;95:5; 96:13;186:5;194:18; 213:25;214:7</p> <p>back-up (1) 212:25</p> <p>Bad (1) 88:13</p> <p>Baka (1) 94:21</p> <p>balance (5) 113:3,7,11,15; 209:14</p> <p>Baldwin (50) 3:12;4:2,4;49:20, 21;50:8,10;52:7,10; 53:5;67:25;68:9,20, 21;108:22;119:14,15, 21;120:8,10;121:15, 22,24;122:25;124:4, 6,17,19;156:11,12; 161:3;165:6;167:2; 171:10,11;231:9,10; 232:25;233:4;235:9, 10;269:1,2,13,16; 285:24,25;292:14,16; 293:17</p> <p>bank (6) 22:24;25:1,5;26:6; 88:5,6</p> <p>bankers (1) 37:18</p> <p>BARRETT (1) 169:3</p> <p>barrier (1) 226:18</p> <p>barriers (1) 126:4</p> <p>bars (1) 278:8</p> <p>based (22) 18:12;75:20;79:24; 97:21;152:2,5,8,9,11, 11;158:7,8;203:24; 208:11,15;248:25; 260:20,23,23;274:1; 280:1,7</p> <p>bases (1) 44:5</p> <p>basic (2) 110:9;230:17</p> <p>basically (8) 94:24;96:11;118:6, 25;177:21;209:1; 221:19;225:21</p> <p>basics (2) 162:10;171:7</p> <p>basis (7) 102:1;106:6; 116:12,24;125:18;</p>	<p>149:1;167:15</p> <p>bat (1) 30:7</p> <p>BATESVILLE (44) 70:7,11;71:21,22; 72:6,12;73:4,20,25; 74:1,24;75:6,7,15,16; 76:15;77:11;78:13; 79:16;80:5;82:16,17, 25;83:5,11;84:3,9,23; 85:1,22;88:4;96:6; 98:13;100:12; 102:13;107:18; 118:13;119:1; 124:22;125:4,25; 152:4;226:25;227:4</p> <p>Batesville's (1) 101:9</p> <p>beautiful (2) 74:1,2</p> <p>became (3) 85:11;244:20,25</p> <p>become (12) 28:17;37:11;38:8; 53:1;108:13;117:5, 16;130:23;143:22; 144:3;166:25;190:10</p> <p>becomes (8) 27:25;59:21;62:25; 63:23;102:13; 104:16;120:18; 287:22</p> <p>becoming (4) 84:24;175:15,17; 191:17</p> <p>began (3) 175:15;177:15; 178:3</p> <p>begin (16) 47:8;75:12,16; 79:22;82:1,84:14; 85:7;86:17;123:14; 133:14,18,19,23; 140:14;257:3;292:15</p> <p>beginning (7) 36:4;142:24; 172:21;207:14; 231:12;244:16;291:8</p> <p>begins (9) 4:18;46:4;70:16; 126:20;172:5; 182:16;189:5;196:9; 239:16</p> <p>behalf (26) 5:8,12;6:13,23;7:8; 24:25;71:4;72:2,12; 74:2;88:25;90:12; 128:2;131:10,18; 141:15;145:2; 173:15,18;174:7; 203:13;216:1;222:1, 8;274:9;277:9</p> <p>behind (8)</p>	<p>33:6;210:16; 217:20;264:25; 265:1;267:3;270:16; 271:4</p> <p>Bell (72) 6:15;11:10;12:7; 13:3,6;20:17,21; 24:20,21,23;25:3; 26:23;29:5,6,10,13; 30:8,10;31:8;32:8; 33:23;34:8,12,17,19, 22,24;35:12,25; 36:16;37:24;38:4; 39:10;40:23;41:20; 42:7;43:12,20;45:8; 46:16,20;47:16;50:2, 9,11;52:9,16;53:6,7, 11,13,15;54:19,22, 24;55:2;56:25;57:5, 8,11,13,19;58:5,9; 60:24;61:9;62:1,4,6; 64:17,19;65:9</p> <p>Beller (4) 24:25;25:2,4,5</p> <p>bells (1) 31:16</p> <p>Bell's (2) 32:5,12</p> <p>belong (1) 186:16</p> <p>belonging (1) 248:15</p> <p>below (1) 158:12</p> <p>belt (1) 24:4</p> <p>beneficial (1) 58:8</p> <p>benefit (9) 8:1;19:12;37:21; 68:23;100:24; 122:12;133:9;184:7; 235:12</p> <p>benefits (6) 66:12;69:7;86:11; 126:5;183:15;215:14</p> <p>benefitted (1) 111:4</p> <p>Bennett (22) 127:22;128:9,15, 17;132:2;133:1; 134:1;163:5,18,18; 164:25;165:2,3,5,15, 21;167:8,18,21; 169:13,19,22</p> <p>besides (2) 67:6;227:14</p> <p>best (12) 7:24;73:5;78:16, 17;79:7;100:15; 105:13;121:6; 168:16;216:22; 240:6;271:16</p>	<p>bet (1) 172:3</p> <p>better (17) 81:17;109:5; 117:16;130:24; 131:1;136:18; 148:11;159:9; 166:21;177:16; 191:20;192:11; 225:9;247:25; 254:25;281:19;284:7</p> <p>beyond (1) 115:8</p> <p>big (11) 23:17;61:6;65:9; 78:9;120:5;183:8; 184:2;190:11; 218:15;287:10; 290:19</p> <p>bigger (1) 120:4</p> <p>bilingual (1) 75:14</p> <p>birth (2) 75:13,16</p> <p>bit (44) 10:16,18;11:14; 30:16;45:1,3;47:10; 50:1;57:24;61:24; 75:6;81:23;89:4; 92:4;95:14,20; 104:17;116:7;118:1; 123:3;138:24; 142:16;144:21; 158:10;163:8; 168:14,15,24;169:17; 180:11;196:11; 205:8;212:4,11; 215:20;229:12; 245:13;252:23; 259:9;260:3;270:2; 281:19;283:24;286:4</p> <p>BLACKWELL (66) 237:13,16;239:3, 15;241:1,13,19,22, 23;242:15;243:7,11, 15,20,24;244:2,5,10, 15;245:17;248:21; 251:13,14;258:23; 259:12,13;261:1; 262:15,19;263:1,2,7, 10,21;264:4,9,25; 265:22;266:6,8,19; 267:1,2,14;269:6,15, 19;274:25;275:4,6, 13,21;276:3,7; 278:25;279:19; 280:22;281:23; 282:5,17;283:7; 284:9;286:5;290:22; 291:17,20</p> <p>blanket (1) 194:14</p>

Bleed (2) 19:25;85:14	brain (1) 178:12	135:2;164:20; 185:10;186:5	70:9	13,25;204:2;205:5; 207:22,22;210:4; 212:6,10;213:11; 218:4;221:7;223:11, 14,24;224:6,12,17, 19,23,25;226:7; 228:1,5,7,10,12,25; 230:10,16,17;232:13, 17;235:16;236:8,12, 24;237:8,10,19,25, 25;238:9,14;241:8; 242:9;243:6,7,11,12, 13,24;244:1,8; 245:13,13,17;248:22; 249:1;253:2,2,6,8,9, 14,24;258:13; 260:18;261:4; 262:10;263:16,23; 268:5;270:21;271:1, 22;275:9,10;277:6, 23,25;279:11,25; 284:9,22;286:11,12, 15,18;289:1;290:15; 291:9,14
bleeding (1) 56:13	brainstorm (2) 45:16;207:1	builders (1) 229:15	camp (6) 187:17;204:9; 206:2,8;209:6,14	207:22,22;210:4; 212:6,10;213:11; 218:4;221:7;223:11, 14,24;224:6,12,17, 19,23,25;226:7; 228:1,5,7,10,12,25; 230:10,16,17;232:13, 17;235:16;236:8,12, 24;237:8,10,19,25, 25;238:9,14;241:8; 242:9;243:6,7,11,12, 13,24;244:1,8; 245:13,13,17;248:22; 249:1;253:2,2,6,8,9, 14,24;258:13; 260:18;261:4; 262:10;263:16,23; 268:5;270:21;271:1, 22;275:9,10;277:6, 23,25;279:11,25; 284:9,22;286:11,12, 15,18;289:1;290:15; 291:9,14
blend (1) 201:20	brainstormed (1) 43:21	building (6) 81:17;158:22,24; 183:6;185:12;230:19	camp (6) 187:17;204:9; 206:2,8;209:6,14	207:22,22;210:4; 212:6,10;213:11; 218:4;221:7;223:11, 14,24;224:6,12,17, 19,23,25;226:7; 228:1,5,7,10,12,25; 230:10,16,17;232:13, 17;235:16;236:8,12, 24;237:8,10,19,25, 25;238:9,14;241:8; 242:9;243:6,7,11,12, 13,24;244:1,8; 245:13,13,17;248:22; 249:1;253:2,2,6,8,9, 14,24;258:13; 260:18;261:4; 262:10;263:16,23; 268:5;270:21;271:1, 22;275:9,10;277:6, 23,25;279:11,25; 284:9,22;286:11,12, 15,18;289:1;290:15; 291:9,14
blended (28) 55:6;56:7;178:22; 179:10,15;181:13,14, 20;185:12,13; 187:14;191:14,17; 192:22;201:2,12,16; 202:1;224:4;227:10; 235:4;246:2;249:24; 253:23,25;281:23,25; 286:13	brainstorming (1) 35:13	buildings (2) 183:7;189:22	camp (6) 187:17;204:9; 206:2,8;209:6,14	207:22,22;210:4; 212:6,10;213:11; 218:4;221:7;223:11, 14,24;224:6,12,17, 19,23,25;226:7; 228:1,5,7,10,12,25; 230:10,16,17;232:13, 17;235:16;236:8,12, 24;237:8,10,19,25, 25;238:9,14;241:8; 242:9;243:6,7,11,12, 13,24;244:1,8; 245:13,13,17;248:22; 249:1;253:2,2,6,8,9, 14,24;258:13; 260:18;261:4; 262:10;263:16,23; 268:5;270:21;271:1, 22;275:9,10;277:6, 23,25;279:11,25; 284:9,22;286:11,12, 15,18;289:1;290:15; 291:9,14
blended/virtual (1) 281:22	Bray (4) 173:12;189:3,6,6	built (2) 97:24;189:21	camp (6) 187:17;204:9; 206:2,8;209:6,14	207:22,22;210:4; 212:6,10;213:11; 218:4;221:7;223:11, 14,24;224:6,12,17, 19,23,25;226:7; 228:1,5,7,10,12,25; 230:10,16,17;232:13, 17;235:16;236:8,12, 24;237:8,10,19,25, 25;238:9,14;241:8; 242:9;243:6,7,11,12, 13,24;244:1,8; 245:13,13,17;248:22; 249:1;253:2,2,6,8,9, 14,24;258:13; 260:18;261:4; 262:10;263:16,23; 268:5;270:21;271:1, 22;275:9,10;277:6, 23,25;279:11,25; 284:9,22;286:11,12, 15,18;289:1;290:15; 291:9,14
blends (1) 181:15	break (9) 27:6;70:2,5;126:9, 11;171:20,22;235:19, 20	bump (2) 13:25;51:8	camp (6) 187:17;204:9; 206:2,8;209:6,14	207:22,22;210:4; 212:6,10;213:11; 218:4;221:7;223:11, 14,24;224:6,12,17, 19,23,25;226:7; 228:1,5,7,10,12,25; 230:10,16,17;232:13, 17;235:16;236:8,12, 24;237:8,10,19,25, 25;238:9,14;241:8; 242:9;243:6,7,11,12, 13,24;244:1,8; 245:13,13,17;248:22; 249:1;253:2,2,6,8,9, 14,24;258:13; 260:18;261:4; 262:10;263:16,23; 268:5;270:21;271:1, 22;275:9,10;277:6, 23,25;279:11,25; 284:9,22;286:11,12, 15,18;289:1;290:15; 291:9,14
blessed (1) 80:5	breakfast (5) 277:2,6;278:8,10, 13	bunch (2) 161:14;224:25	camp (6) 187:17;204:9; 206:2,8;209:6,14	207:22,22;210:4; 212:6,10;213:11; 218:4;221:7;223:11, 14,24;224:6,12,17, 19,23,25;226:7; 228:1,5,7,10,12,25; 230:10,16,17;232:13, 17;235:16;236:8,12, 24;237:8,10,19,25, 25;238:9,14;241:8; 242:9;243:6,7,11,12, 13,24;244:1,8; 245:13,13,17;248:22; 249:1;253:2,2,6,8,9, 14,24;258:13; 260:18;261:4; 262:10;263:16,23; 268:5;270:21;271:1, 22;275:9,10;277:6, 23,25;279:11,25; 284:9,22;286:11,12, 15,18;289:1;290:15; 291:9,14
block (6) 89:8,11;108:24; 252:4;253:1,2	breaking (1) 37:1	Bureau (3) 134:21;168:7; 180:6	camp (6) 187:17;204:9; 206:2,8;209:6,14	207:22,22;210:4; 212:6,10;213:11; 218:4;221:7;223:11, 14,24;224:6,12,17, 19,23,25;226:7; 228:1,5,7,10,12,25; 230:10,16,17;232:13, 17;235:16;236:8,12, 24;237:8,10,19,25, 25;238:9,14;241:8; 242:9;243:6,7,11,12, 13,24;244:1,8; 245:13,13,17;248:22; 249:1;253:2,2,6,8,9, 14,24;258:13; 260:18;261:4; 262:10;263:16,23; 268:5;270:21;271:1, 22;275:9,10;277:6, 23,25;279:11,25; 284:9,22;286:11,12, 15,18;289:1;290:15; 291:9,14
blood (2) 52:24;135:1	breathe (1) 100:11	business (18) 26:6;76:3;78:10, 23,23;79:3;84:8; 88:3,13;100:17; 116:21;117:11; 124:25;135:1; 146:14,15;169:9; 176:11	camp (6) 187:17;204:9; 206:2,8;209:6,14	207:22,22;210:4; 212:6,10;213:11; 218:4;221:7;223:11, 14,24;224:6,12,17, 19,23,25;226:7; 228:1,5,7,10,12,25; 230:10,16,17;232:13, 17;235:16;236:8,12, 24;237:8,10,19,25, 25;238:9,14;241:8; 242:9;243:6,7,11,12, 13,24;244:1,8; 245:13,13,17;248:22; 249:1;253:2,2,6,8,9, 14,24;258:13; 260:18;261:4; 262:10;263:16,23; 268:5;270:21;271:1, 22;275:9,10;277:6, 23,25;279:11,25; 284:9,22;286:11,12, 15,18;289:1;290:15; 291:9,14
blue (1) 11:8	breathing (1) 47:23	businesses (2) 88:7;196:20	camp (6) 187:17;204:9; 206:2,8;209:6,14	207:22,22;210:4; 212:6,10;213:11; 218:4;221:7;223:11, 14,24;224:6,12,17, 19,23,25;226:7; 228:1,5,7,10,12,25; 230:10,16,17;232:13, 17;235:16;236:8,12, 24;237:8,10,19,25, 25;238:9,14;241:8; 242:9;243:6,7,11,12, 13,24;244:1,8; 245:13,13,17;248:22; 249:1;253:2,2,6,8,9, 14,24;258:13; 260:18;261:4; 262:10;263:16,23; 268:5;270:21;271:1, 22;275:9,10;277:6, 23,25;279:11,25; 284:9,22;286:11,12, 15,18;289:1;290:15; 291:9,14
Blytheville (1) 169:4	Brian (1) 255:22	bussed (1) 31:10	camp (6) 187:17;204:9; 206:2,8;209:6,14	207:22,22;210:4; 212:6,10;213:11; 218:4;221:7;223:11, 14,24;224:6,12,17, 19,23,25;226:7; 228:1,5,7,10,12,25; 230:10,16,17;232:13, 17;235:16;236:8,12, 24;237:8,10,19,25, 25;238:9,14;241:8; 242:9;243:6,7,11,12, 13,24;244:1,8; 245:13,13,17;248:22; 249:1;253:2,2,6,8,9, 14,24;258:13; 260:18;261:4; 262:10;263:16,23; 268:5;270:21;271:1, 22;275:9,10;277:6, 23,25;279:11,25; 284:9,22;286:11,12, 15,18;289:1;290:15; 291:9,14
board (15) 12:13;28:4;67:14; 74:3,4;180:22;195:6; 255:4,5,11,22;256:9, 15,20;257:7	brick-and-mortar (1) 290:23	bussing (2) 31:13,23	camp (6) 187:17;204:9; 206:2,8;209:6,14	207:22,22;210:4; 212:6,10;213:11; 218:4;221:7;223:11, 14,24;224:6,12,17, 19,23,25;226:7; 228:1,5,7,10,12,25; 230:10,16,17;232:13, 17;235:16;236:8,12, 24;237:8,10,19,25, 25;238:9,14;241:8; 242:9;243:6,7,11,12, 13,24;244:1,8; 245:13,13,17;248:22; 249:1;253:2,2,6,8,9, 14,24;258:13; 260:18;261:4; 262:10;263:16,23; 268:5;270:21;271:1, 22;275:9,10;277:6, 23,25;279:11,25; 284:9,22;286:11,12, 15,18;289:1;290:15; 291:9,14
board's (2) 74:7;174:23	brief (1) 54:25	button (4) 44:20;95:12,13; 109:24	camp (6) 187:17;204:9; 206:2,8;209:6,14	207:22,22;210:4; 212:6,10;213:11; 218:4;221:7;223:11, 14,24;224:6,12,17, 19,23,25;226:7; 228:1,5,7,10,12,25; 230:10,16,17;232:13, 17;235:16;236:8,12, 24;237:8,10,19,25, 25;238:9,14;241:8; 242:9;243:6,7,11,12, 13,24;244:1,8; 245:13,13,17;248:22; 249:1;253:2,2,6,8,9, 14,24;258:13; 260:18;261:4; 262:10;263:16,23; 268:5;270:21;271:1, 22;275:9,10;277:6, 23,25;279:11,25; 284:9,22;286:11,12, 15,18;289:1;290:15; 291:9,14
body (5) 11:7;23:12;80:4; 203:7,7	briefly (2) 67:4;174:14	buy-in (2) 52:1;167:19	camp (6) 187:17;204:9; 206:2,8;209:6,14	207:22,22;210:4; 212:6,10;213:11; 218:4;221:7;223:11, 14,24;224:6,12,17, 19,23,25;226:7; 228:1,5,7,10,12,25; 230:10,16,17;232:13, 17;235:16;236:8,12, 24;237:8,10,19,25, 25;238:9,14;241:8; 242:9;243:6,7,11,12, 13,24;244:1,8; 245:13,13,17;248:22; 249:1;253:2,2,6,8,9, 14,24;258:13; 260:18;261:4; 262:10;263:16,23; 268:5;270:21;271:1, 22;275:9,10;277:6, 23,25;279:11,25; 284:9,22;286:11,12, 15,18;289:1;290:15; 291:9,14
books (1) 114:19	bring (16) 78:17;100:3;110:9; 129:7,23;137:12; 142:21;150:25; 162:11;167:16; 230:9;232:13,14; 251:5;271:1,22	Buzz (1) 138:9	camp (6) 187:17;204:9; 206:2,8;209:6,14	207:22,22;210:4; 212:6,10;213:11; 218:4;221:7;223:11, 14,24;224:6,12,17, 19,23,25;226:7; 228:1,5,7,10,12,25; 230:10,16,17;232:13, 17;235:16;236:8,12, 24;237:8,10,19,25, 25;238:9,14;241:8; 242:9;243:6,7,11,12, 13,24;244:1,8; 245:13,13,17;248:22; 249:1;253:2,2,6,8,9, 14,24;258:13; 260:18;261:4; 262:10;263:16,23; 268:5;270:21;271:1, 22;275:9,10;277:6, 23,25;279:11,25; 284:9,22;286:11,12, 15,18;289:1;290:15; 291:9,14
borders (1) 284:12	bringing (2) 78:7;288:20		camp (6) 187:17;204:9; 206:2,8;209:6,14	207:22,22;210:4; 212:6,10;213:11; 218:4;221:7;223:11, 14,24;224:6,12,17, 19,23,25;226:7; 228:1,5,7,10,12,25; 230:10,16,17;232:13, 17;235:16;236:8,12, 24;237:8,10,19,25, 25;238:9,14;241:8; 242:9;243:6,7,11,12, 13,24;244:1,8; 245:13,13,17;248:22; 249:1;253:2,2,6,8,9, 14,24;258:13; 260:18;261:4; 262:10;263:16,23; 268:5;270:21;271:1, 22;275:9,10;277:6, 23,25;279:11,25; 284:9,22;286:11,12, 15,18;289:1;290:15; 291:9,14
both (15) 26:12;66:13;81:4; 122:13;139:21; 184:1;212:22; 217:20;241:12; 242:17;257:20; 264:9;270:3;288:3, 22	brings (1) 254:8		camp (6) 187:17;204:9; 206:2,8;209:6,14	207:22,22;210:4; 212:6,10;213:11; 218:4;221:7;223:11, 14,24;224:6,12,17, 19,23,25;226:7; 228:1,5,7,10,12,25; 230:10,16,17;232:13, 17;235:16;236:8,12, 24;237:8,10,19,25, 25;238:9,14;241:8; 242:9;243:6,7,11,12, 13,24;244:1,8; 245:13,13,17;248:22; 249:1;253:2,2,6,8,9, 14,24;258:13; 260:18;261:4; 262:10;263:16,23; 268:5;270:21;271:1, 22;275:9,10;277:6, 23,25;279:11,25; 284:9,22;286:11,12, 15,18;289:1;290:15; 291:9,14
bottom (1) 258:8	Brittanie (3) 25:16,20,24		camp (6) 187:17;204:9; 206:2,8;209:6,14	207:22,22;210:4; 212:6,10;213:11; 218:4;221:7;223:11, 14,24;224:6,12,17, 19,23,25;226:7; 228:1,5,7,10,12,25; 230:10,16,17;232:13, 17;235:16;236:8,12, 24;237:8,10,19,25, 25;238:9,14;241:8; 242:9;243:6,7,11,12, 13,24;244:1,8; 245:13,13,17;248:22; 249:1;253:2,2,6,8,9, 14,24;258:13; 260:18;261:4; 262:10;263:16,23; 268:5;270:21;271:1, 22;275:9,10;277:6, 23,25;279:11,25; 284:9,22;286:11,12, 15,18;289:1;290:15; 291:9,14
bound (1) 276:13	Brittanie's (2) 26:1,4		camp (6) 187:17;204:9; 206:2,8;209:6,14	207:22,22;210:4; 212:6,10;213:11; 218:4;221:7;223:11, 14,24;224:6,12,17, 19,23,25;226:7; 228:1,5,7,10,12,25; 230:10,16,17;232:13, 17;235:16;236:8,12, 24;237:8,10,19,25, 25;238:9,14;241:8; 242:9;243:6,7,11,12, 13,24;244:1,8; 245:13,13,17;248:22; 249:1;253:2,2,6,8,9, 14,24;258:13; 260:18;261:4; 262:10;263:16,23; 268:5;270:21;271:1, 22;275:9,10;277:6, 23,25;279:11,25; 284:9,22;286:11,12, 15,18;289:1;290:15; 291:9,14
box (1) 168:15	broad (3) 122:2,8;160:3		camp (6) 187:17;204:9; 206:2,8;209:6,14	207:22,22;210:4; 212:6,10;213:11; 218:4;221:7;223:11, 14,24;224:6,12,17, 19,23,25;226:7; 228:1,5,7,10,12,25; 230:10,16,17;232:13, 17;235:16;236:8,12, 24;237:8,10,19,25, 25;238:9,14;241:8; 242:9;243:6,7,11,12, 13,24;244:1,8; 245:13,13,17;248:22; 249:1;253:2,2,6,8,9, 14,24;258:13; 260:18;261:4; 262:10;263:16,23; 268:5;270:21;271:1, 22;275:9,10;277:6, 23,25;279:11,25; 284:9,22;286:11,12, 15,18;289:1;290:15; 291:9,14
Boy (2) 88:13;166:25	Broadcast (1) 93:3		camp (6) 187:17;204:9; 206:2,8;209:6,14	207:22,22;210:4; 212:6,10;213:11; 218:4;221:7;223:11, 14,24;224:6,12,17, 19,23,25;226:7; 228:1,5,7,10,12,25; 230:10,16,17;232:13, 17;235:16;236:8,12,<

<p>160:2;164:17;183:4; 16,22,23,25;184:18; 187:1,3;194:13; 195:16,18;220:24; 225:12;235:7,8; 241:25;244:20; 249:13;250:23; 254:15 careers (7) 19:7;182:24;183:1, 10,14;184:6;223:5 career-to-work (1) 61:22 carpenters (1) 183:11 carry (3) 118:16;174:19; 285:22 carrying (1) 47:11 case (16) 26:4;36:19;38:7; 91:4;111:9,13; 118:23,24;122:9; 140:9;194:23;213:8, 12;225:24;261:4; 276:5 cases (2) 11:20;80:10 Casey (5) 239:4;241:2,14; 247:6;249:2 casual (1) 52:18 catching (1) 148:25 catch-up (1) 34:16 category (2) 115:23;194:25 Cathy (3) 173:9;177:7; 211:11 caught (1) 209:21 caused (1) 249:10 caution (1) 125:17 CAVE (34) 5:25;6:5,6,9,23; 7:8,14,18;8:23;9:7, 11,14,14,17,24; 10:19;11:10,10,11; 13:7;19:16;25:1,5, 23;65:5,23;67:5; 68:1,10,24;70:1; 87:10;111:7;121:17 CCSD (1) 65:5 celebrate (1) 185:9 cell (1)</p>	<p>82:14 Center (13) 32:3;40:7,9;83:18; 85:16;86:7;88:2; 89:13;158:21,22; 169:5;179:23;185:15 centered (1) 196:20 central (5) 10:23;196:21; 242:18;245:3;249:2 CEO (1) 22:24 certain (8) 30:20;93:1;106:9; 158:3,16;266:10; 272:2;288:8 certainly (8) 29:13;66:12;86:21; 101:18;110:20; 210:13;224:8;233:11 certificate (4) 25:17;72:24;96:10; 99:25 certificates (1) 137:18 certification (14) 14:6;16:18;17:3, 22;20:1;21:18;85:21; 116:20;120:25; 138:25;140:21,25; 213:10;279:23 certifications (18) 7:13;14:19;15:7; 16:2,11;19:19,24; 23:23;52:22;65:14; 85:13,25;97:18; 160:14,23;184:22; 188:17;190:23 certified (17) 17:6;36:18;37:11, 12;85:14;92:25; 93:13;96:19;100:16; 105:11,11;116:13; 213:9,23;217:6; 253:15;270:3 certify (1) 216:1 Chair (10) 13:8;44:13;67:2; 88:22;101:2;117:21; 162:1;173:11;189:8; 211:25 CHAIRMAN (345) 3:2,23;4:4,8,10; 5:22;6:2,22;7:4;8:3, 7,9,15,17;10:1,7,10; 24:22;29:7;30:9; 32:20;33:16;38:11; 40:14,16;41:18; 43:10,17;44:14,16; 46:14,19,23;47:2; 49:17,20;53:7,12,14;</p>	<p>54:17,20,23,25; 56:22;57:1,6,9,12,14, 20;58:6;61:7,10; 66:6;67:1,22;68:8,14, 20,25;69:2,4,14,23; 70:8;71:17;72:11,17; 73:18;74:22;86:19, 22;87:2;88:18,21; 89:2;91:23;92:1; 93:16,22;94:1,18; 95:6;99:5;100:25; 102:2;108:6,12,19; 109:16,22,25;115:1; 119:5,11,14;120:9; 121:8,22;123:1,19, 22,24;124:5,11,17; 125:2,11,13,19,25; 126:14;127:13; 128:2,8,16;131:4,7,9, 12,15,17;132:10,14, 17,20,22,24;140:14, 20;142:5;143:19; 145:4,7,14;147:11; 148:2;150:7;151:8; 152:20;154:25; 156:6,9,11,13,21; 157:2,4;158:5,19; 159:3,13,18,22; 161:22;162:3;165:3, 6,16;167:18;168:17; 169:20,23;170:2,8, 14;171:3,10,15,25; 172:25;173:18,25; 174:4,25;175:3; 177:1,5;196:3; 197:16,20;198:1,6, 10,23;199:6,10,13; 201:11,22,24;202:23; 204:16;205:2,21; 206:3,22,25;207:3,9, 21,24;208:1,5,24; 209:10,17;210:17,20; 212:2,15,19;213:25; 214:3,6,9;215:8,16; 216:4,16,20;217:1; 218:23;219:17,22; 220:2,7;222:13,17, 21,24;223:18,21,24; 224:15,22;225:3,6; 226:5,10,15,17,20; 227:16,19,23;228:12, 15,19;229:2,7; 230:24;231:2,4,9,11, 22,24;232:3,6,23; 233:3,9,14,20,24; 234:2,10,17,23; 235:1,9,13,15,18,23; 237:12,14,17;238:17; 239:8,13;243:2,10, 12,18;244:1;259:19; 262:13,23;263:3,5,8, 18;264:2,5;265:14, 17;266:4,7,17,20,23;</p>	<p>267:19;268:14; 269:1;271:25;272:5, 15;273:21;274:23; 275:12,17,25;276:6; 277:15,20;278:4,7, 24;280:12;281:11, 14;283:16;285:24; 286:20,25;287:9; 289:6,12,16;290:12, 16;291:18,21,25; 292:2,9,14,20;293:1, 6,13,19,21 CHAIRMN (1) 170:23 Chair's (1) 95:15 challenge (4) 23:6;43:22;63:22; 166:6 challenged (1) 60:8 challenges (4) 43:23;55:23;59:5; 61:5 challenging (2) 164:9;166:20 Chamber (5) 72:7;76:5;77:11, 21;78:1 chance (3) 13:16;43:5;188:22 change (25) 15:12,19,20;48:17; 51:16;53:17;59:15; 65:20;79:4,5;86:23; 104:12;107:13; 123:15;144:19; 151:21;183:9; 192:17;235:19; 245:13,17,24;246:22; 247:2;275:19 changed (3) 144:17;147:11; 272:3 changes (8) 90:13;114:15,17; 145:2;148:25;183:4; 274:1;285:17 changing (2) 65:19;176:15 Chapman (2) 81:19;82:7 Charles (7) 239:1;240:11; 247:2;253:13;285:4; 287:24;290:2 chart (2) 52:11,11 Charter (165) 3:3,7;5:24;6:4,7, 10,19,23;7:11;8:21, 22;9:5,24;10:14; 12:24;13:13;14:12,</p>	<p>13,17,21;15:9,11,15, 18,21,23;17:10,14; 18:21;19:14;20:23; 21:4;23:20,24;25:7, 18;26:11,15;32:7; 33:1;49:24;50:4,11; 51:23;55:8;58:7; 65:5,8,11,11,16,17; 66:1,2,11,14,20,22; 67:7,8;68:2,10,22; 69:11,16;70:6,7; 71:20,21,23;73:10; 75:3,5;76:11;78:20; 79:16;83:14;84:25; 85:11;86:22,24;88:8; 93:10;94:25;101:10; 102:19;104:10; 105:10;107:2,12; 108:9;110:17,19; 111:1;112:7,7; 118:18;119:18,24; 120:3,7,23;121:17; 124:7,19,20;125:5, 21;126:12;127:16, 19;128:19;130:5; 131:18,24;132:9; 137:6;149:8;158:20; 170:4;171:23;173:2, 5;175:8;176:4,24; 181:10,14,18;187:2; 190:17;192:7;193:2, 3,7;197:14;199:2; 201:4;221:2;226:2; 227:2;232:25;233:5; 235:10,21;238:20,23; 240:15;241:21; 244:19;246:23; 247:10,24;249:3; 254:6;256:18; 257:10;285:23; 286:25;287:1,11,11; 292:5,10,16 charters (7) 3:8;121:13;147:7; 149:21;177:14; 248:7;256:24 charts (1) 52:8 chat (3) 55:21;258:21,23 check (4) 98:9;142:5;214:7,9 check- (1) 286:9 checked (1) 57:1 check-in/ (1) 114:24 check-ins (2) 253:11;286:2 checkout (1) 114:19 check-out (1)</p>
---	---	--	---	--

<p>114:25 checks (6) 45:12;91:15;95:5; 96:14;194:18;214:1 Cheryl (3) 6:15;13:6;25:2 CHESTERFIELD (2) 239:17,18 child (14) 60:12,22;91:15; 95:4;96:13;154:14; 178:17;186:14; 194:19;239:23; 278:15,21;288:23; 290:11 children (12) 9:16;28:5;128:25; 178:11,21;186:6,15; 193:14;219:12; 240:1,3;251:10 chime (1) 47:20 choice (7) 65:7;133:10;158:1; 164:18;183:25; 251:7;288:12 choices (9) 13:20;17:13;18:24; 21:3;49:5;166:17; 183:24;252:2,24 chose (10) 5:21;21:21;42:17; 50:23;62:10;125:22; 130:20;155:25; 156:1;213:23 chooses (1) 66:10 choosing (3) 177:13,17;183:10 CHORUS (7) 4:7;68:13;124:10; 170:7;233:8;292:8; 293:20 chose (1) 213:17 chosen (1) 168:19 Chromebook (1) 178:19 Chromebooks (5) 114:8,22,25;242:7; 245:2 church (1) 37:5 circumstance (3) 93:1;94:11;221:20 circumstances (1) 271:17 cited (6) 90:4;144:16; 151:12,14;153:23; 200:8 citing (1)</p>	<p>151:16 Citizens (2) 88:5;190:10 CITY (36) 5:25;6:5,6,10,23; 7:9,14,18;8:23;9:7, 11,14,14,17,24; 10:19;11:10,11,11; 13:7;19:16;25:1,5, 23;65:23;67:5;68:1, 10,24;70:1;87:10; 111:8;121:17; 196:12,13;197:13 civic (2) 182:3;191:8 Civil (1) 189:10 Claire (15) 4:12;29:14;70:13; 87:4;102:3;104:7; 126:17;140:22; 172:1;199:16; 201:11;209:2; 227:25;259:23;268:3 clarification (9) 39:19;145:8;148:3; 154:2;214:17;225:9; 267:21;268:11; 272:14 clarify (6) 40:2;53:16;140:15; 212:18;215:22; 266:16 clarifying (3) 86:20;197:18; 215:8 clarity (3) 271:2;273:11; 288:14 class (32) 16:15;33:19;34:25; 38:13,15,17,18,23; 39:3,22,23;40:6; 51:21;56:8;62:24; 167:11,13;192:8; 216:6,18,24;218:13, 16;219:11;262:17, 21;263:22;274:16,17, 24;275:12;276:17 classes (39) 17:21;18:16;31:4; 36:14;42:16;51:11, 12;59:22;63:6,10,11; 64:13,15,25;89:12, 14;90:16;92:6;96:22; 111:14;112:9;115:8; 137:12;139:3; 146:18;161:23; 231:14,15;252:9; 262:8,18;263:11,19; 270:6,8;282:2,22,23; 286:14 classified (3)</p>	<p>215:19;269:22; 270:2 classroom (32) 12:15;34:6,15; 36:19;38:5,9;41:7; 44:25;45:13,17,21; 49:14;55:12;56:15, 16;59:10;76:15;80:1; 100:3;139:9;140:3; 142:23;143:5; 161:15;163:11; 207:16,18;217:23; 218:1,4;250:14; 266:3 classrooms (4) 12:17;36:18;82:5; 98:17 clean (2) 5:6;274:13 clean-up (6) 29:22;30:2;87:9; 90:3;140:25;154:12 clear (14) 8:23;71:2;101:5; 140:16;142:10; 146:25;199:11; 236:17;266:17; 267:24;270:12; 272:16;276:18; 287:16 cleared (1) 30:7 clearer (1) 257:22 clearly (2) 3:17;206:17 Clemmer (54) 3:11;4:14;33:16, 17;34:6,11,13,18,20, 23;35:9,24;68:25; 69:2;109:23,24; 110:1,2,15;111:16, 18,20;119:11,13; 125:11,13,14;156:9, 10;169:25;170:3,23, 24;231:2,4,7;234:8, 10,12;262:24;263:2, 4;281:11,13;290:15, 16,17;291:16,24; 292:1,1,3,20,21 cliché (1) 176:16 clicker (1) 180:12 clicker] (1) 14:10 clicks (1) 18:22 Clock (17) 139:12;151:10,12, 22,25;152:8,11; 153:8;208:8,11,16; 210:22;260:14,16,19,</p>	<p>23;261:5 close (5) 19:9;54:4;101:23; 163:25;168:3 closed (1) 130:15 closely (2) 69:20;124:24 closer (1) 259:8 closest (1) 168:3 closing (4) 146:5;148:16,17; 149:19 Club (2) 21:14;52:20 CNA (6) 16:25;19:15;20:5; 21:18;25:17;85:5 coach (5) 22:23;98:3;103:2; 105:17;235:7 coaches (1) 225:12 coaching (2) 103:21;244:21 cobwebs (1) 72:23 code (2) 135:19;157:23 COFFMAN (358) 3:2,12,23;4:4,8,10, 18;5:22;6:2,22;7:4; 8:3,7,9,15,17;10:1,7, 10;24:22;29:7;30:9; 32:20;33:16;38:11; 40:14,16;41:18; 43:10,17;44:14,16; 46:14,19,23;47:2; 49:17,20;53:7,12,14; 54:17,20,23,25; 56:22;57:1,6,9,12,14, 20;58:6;61:7,10; 66:6;67:1,22;68:8,14, 20,25;69:2,4,14,23; 70:8,17;71:17;72:11, 17;73:18;74:22; 86:19,22;87:2;88:18, 21;89:2;91:23;92:1; 93:16,22;94:1,18; 95:6;99:5;100:25; 102:2;108:6,12,19; 109:16,20,22,25; 115:1;119:5,11,14; 120:9;121:8,22; 123:1,19,22,24; 124:5,11,17;125:2, 11,13,19,25;126:14, 20;127:13;128:2,8, 16;131:4,7,9,12,15, 17;132:10,14,17,20, 22,24;140:14,20;</p>	<p>142:5;143:19;145:4, 7,14;147:11;148:2; 150:7;151:8;152:20; 154:25;156:6,9,11, 13,21;157:2,4;158:5, 19;159:3,13,18,22; 161:22;162:3;165:3, 6,16;167:18;168:17; 169:20,23;170:2,8, 14,23;171:3,10,15, 25;172:6,25;173:18, 25;174:4,25;175:3; 177:1,5;196:3,8; 197:16,20;198:1,6, 10,23;199:6,10,13, 20;201:11,22,24; 202:23;204:16; 205:2,21;206:3,22, 25;207:3,9,21,24; 208:1,5,24;209:10, 17;210:15,17,20; 212:2,15,19;213:25; 214:3,6,9;215:8,16; 216:4,16,20;217:1; 218:23;219:17,22; 220:2,7;222:13,17, 21,24;223:18,21,24; 224:15,22;225:3,6; 226:5,10,15,17,20; 227:16,19,23;228:12, 15,19;229:2,7; 230:24;231:2,4,9,11, 22,24;232:3,6,23; 233:3,9,14,20,24; 234:2,10,17,23; 235:1,9,13,15,18,23; 236:4;237:12,14,17; 238:17;239:8,13; 243:2,10,12,18; 244:1;259:19; 262:13,23;263:3,5,8, 18;264:2,5;265:14, 17;266:4,7,17,20,23; 267:19;268:14; 269:1;271:25;272:5, 15;273:13,21;274:22, 23;275:12,17,25; 276:6;277:15,20; 278:4,7,24;280:12; 281:11,14;283:16; 285:24;286:20,25; 287:9;289:6,12,16; 290:12,16;291:18,21, 25;292:2,9,14,20; 293:1,6,13,19,21 Cohort (3) 138:4;150:2;164:9 collaborate (4) 46:4,5;185:4;187:8 collaborated (1) 83:21 collaboration (6) 16:24;22:18;24:9;</p>
---	--	--	--	--

<p>164:5;179:20;185:10 collaborative (1) 77:13 collar (1) 11:8 colleagues (3) 240:14,23;241:12 college (40) 7:13;14:5,18;15:7; 16:1,12;17:21;21:19, 24;22:2,5,5;61:21,24; 62:8,9,11,11,13;63:5, 21;64:6,10;65:13; 68:2;86:8;89:14; 100:14;103:2; 134:11;136:9; 137:23;169:4;180:4; 181:7,9;187:22; 220:24;225:11; 249:13 college-level (1) 21:16 COLLEGIATE (2) 5:25;6:6 Colt (3) 135:24;136:8,13 comfortable (3) 45:4;56:8;159:5 coming (22) 15:1,12,19;16:7; 19:14;37:8;46:12; 48:6;56:8;60:15; 65:20;89:5;92:3; 94:14;95:22;115:5; 122:2;140:10; 194:12;283:21; 287:5;289:2 co-mingle (1) 161:10 comingled (1) 161:7 commend (3) 36:5;171:8;262:6 comment (10) 15:16;32:5;61:12, 14;106:7;119:23; 159:23;212:12; 258:14;267:22 comments (13) 67:4;95:15;97:8; 105:24;118:20; 147:4;149:17;210:8; 257:21;273:23; 276:9;279:16;289:19 Commerce (3) 72:7;76:5;77:11 Commercial (26) 173:12;179:8; 180:10,15,17,22; 181:1,5;182:5,11; 183:1,5;184:7; 187:16,19,25;188:3, 7;190:23;191:11,19;</p>	<p>194:13;213:3,15; 223:7;229:25 Commissioner (1) 289:7 Commissioner's (1) 123:10 commit (2) 51:20;182:3 commitments (1) 143:9 committed (2) 83:12;198:21 Committee (6) 7:6;72:19;90:15; 114:14;127:4;174:9 Committees (3) 214:14,15,24 common (2) 119:19;261:14 communicate (3) 184:14;185:23; 286:16 communication (8) 137:14;179:20; 185:10;187:11; 194:5;288:15,19; 289:4 Communications (7) 93:2,6;134:4; 239:7;241:18;255:3; 284:23 communities (3) 57:16;81:17; 167:24 community (140) 5:7,7;7:9,15,16,22; 8:13,25;10:24;11:4, 8;14:5,16;15:9,13,18, 21;16:6;19:4,7,10,12, 13,18,19;22:18;24:9; 25:11;26:14;27:4; 28:16;37:5,15,17; 45:10,23;46:8;47:25; 52:13;58:4,18;59:16; 60:10,21,22;61:17; 65:10,10,15,23;66:5; 69:12;71:3,3;72:5; 75:19;76:3,7,8,23,24; 77:3,5,23,25;78:11, 18;79:8,9,18,19;80:6; 82:5;83:2,3,10,13; 84:10,17;88:4,6; 97:24;98:7;101:13, 20;116:21;120:1,11, 15,16,21;124:20,25; 125:24;127:8,8; 129:2,15;133:2,6,7,7; 134:8;138:14;164:4; 168:2,5;169:1; 172:16,16;175:17,18; 176:11;177:11; 182:4;185:3,11,25, 25;191:6,9;192:24;</p>	<p>193:6;196:1,24; 197:8,8,8;202:6; 205:14;236:20,20; 238:12,12;248:25; 251:8,20;253:8; 256:24;288:19 community-based (1) 61:15 companies (1) 196:25 Company (2) 196:21;246:10 comparison (1) 259:7 compensated (1) 219:2 compensating (2) 39:5;276:15 compensation (1) 38:20 compete (1) 73:8 competency (12) 152:2,6,9,12,18,19; 153:6;208:12,16; 260:20,24;261:1 competency-based (3) 123:3,5,13 complete (8) 21:23;23:21;83:23; 121:13;137:20; 138:8;154:22;160:12 completed (2) 22:16;253:3 completely (6) 22:6;31:17;55:9; 220:5;266:12;282:2 Completer (1) 160:7 completing (2) 24:1;84:24 completion (1) 160:20 complex (2) 81:12,16 compliance (1) 147:23 compliment (1) 124:20 comply (2) 277:10;279:15 component (6) 165:22;176:2; 179:8;214:13; 220:25;286:3 components (3) 95:9;135:13;185:1 comprehensive (5) 104:4;195:9,21; 220:21;222:3 comprised (1) 11:4 computations (1)</p>	<p>167:14 concede (2) 109:12;114:1 Concentrate (1) 160:7 concept (3) 120:12;229:10; 283:8 concern (12) 106:4;116:6; 118:20;121:4; 134:25;147:19; 155:7;171:6;210:5; 217:13;227:14; 228:21 concerned (6) 40:21;41:13;100:2; 114:5;158:11;178:18 concerning (4) 106:2;178:9; 181:19;277:11 concerns (14) 44:10,11;71:12,15; 119:9;123:20; 147:23;172:13; 210:9;250:19; 274:19;277:3;281:8, 9 concise (1) 273:11 concluded (1) 293:25 conclusion (7) 5:14,18;71:8; 127:12;172:22; 236:25;238:15 concrete (3) 118:4;183:13; 196:23 concreteness (1) 118:1 concurrent (7) 16:17;89:14; 136:12;188:25; 189:14;290:19;291:2 conference-cam (1) 237:9 confidence (1) 117:13 confident (3) 76:9;123:17;132:6 configurations (1) 287:19 confirm (27) 30:6,8,10;36:13; 39:8,10;42:3,7;87:21, 23;89:1;90:9,13; 144:20;145:2; 153:10,13;203:10,12; 211:9,12;217:7; 222:7,9;228:15; 261:4;277:10 confirmation (5)</p>	<p>87:12;88:24; 151:19;277:4;280:5 confirmed (1) 142:11 confirming (3) 144:15;204:14,16 conflict (2) 43:6;44:4 confusion (1) 273:7 Congratulations (7) 69:23;125:25; 126:8;170:9;171:15; 235:13;293:13 conjunction (1) 149:7 connect (3) 162:5;253:8; 286:11 connected (1) 83:16 connecting (1) 120:1 connection (3) 223:6;224:6,11 connections (4) 37:17,18,21;194:3 connectivity (1) 254:22 consider (4) 99:22;108:3; 175:22;257:14 CONSIDERATION (16) 5:24;6:4;70:6; 71:20;77:15;86:16; 101:24;116:17; 126:12;127:16; 171:23;173:2; 174:23;175:8; 235:21;238:20 considered (2) 68:22;107:23 considering (3) 8:14;74:5;143:8 consistent (1) 147:16 consistently (1) 64:7 consolidated (1) 167:23 constantly (2) 64:3;105:10 Construction (52) 173:12;179:6,8,13; 180:10,16,17,22; 181:1,6;182:6,11,15; 183:1,6;184:7,21; 187:17,19,25;188:3, 7,19;189:8,9,10,16, 18,23;190:23;191:12, 19;194:14;196:19; 204:9,21;205:13,16; 206:2,6,6,18,18;</p>
---	--	---	--	---

<p>213:3,5,13,15;223:8; 229:11,13,25;234:20 consultant (1) 247:14 consultation (1) 273:22 consumer (1) 169:9 contact (4) 192:5;194:4; 279:20;286:9 contacting (1) 59:1 content (7) 98:1,2;117:17; 188:1,3,10;264:8 context (2) 66:18;278:16 continually (1) 155:22 continue (24) 20:22;31:13,20; 34:2;43:1;48:19; 69:19;75:17;83:5; 91:16;95:2;100:19; 107:24;118:7; 130:11;132:18; 148:4,9;158:20; 176:14,14;215:12; 247:5;267:11 continued (1) 245:12 continues (1) 183:6 continuing (4) 148:6;183:19; 184:13;255:18 continuously (1) 176:10 contract (10) 140:4;212:5,12; 269:17;272:1,6,7,8; 273:14,17 contracted (1) 272:1 Contractors (3) 180:21;184:1; 196:22 contractually (2) 52:15,17 contribute (1) 14:23 contributing (2) 18:9;191:19 contributor (1) 191:15 control (1) 183:12 conversation (8) 23:2;44:21;47:5; 48:13;122:6;145:19; 258:24;259:15 conversations (6)</p>	<p>45:18;46:3;54:3, 15;194:4;233:21 conversion (59) 4:20;5:24;6:4,7; 67:8;70:6,20;71:20, 23;73:10;76:11; 79:16;83:14;84:25; 85:11;87:25;88:8; 93:10;94:25;102:14, 19;107:4,11;112:7; 120:10;121:20,21; 125:5;126:12,19; 127:16,19;128:19; 149:4;171:23;173:2, 5;175:8;176:3;187:2; 199:2;218:12;233:5; 235:21;238:20,23; 240:15;241:20; 244:18;246:23; 247:10,24;248:7; 249:3;256:18,24; 257:10;287:2;292:4 conversions (3) 121:14;148:15; 218:8 convert (1) 119:17 converted (1) 121:20 convey (1) 116:22 convinced (2) 110:12;207:24 cool (1) 78:22 cooling (1) 11:6 Coordinator (7) 72:6;83:10;93:6; 98:7;120:17;127:23; 239:4 coping (2) 23:18;61:2 copy (1) 205:4 core (52) 12:3;35:3;36:14; 90:18,22;92:5,5,5,8; 111:15;115:6,22; 141:22,25;142:13; 158:7;182:2;186:9, 25;187:4,24,25; 188:10;191:7,7; 194:16,18;211:9; 212:23;213:16; 252:8;253:2;254:12; 262:8;266:11; 267:23;268:2,24; 269:4,6,6,8,14;270:1, 5,8,17,21,22;271:18; 273:3;282:2 corner (1) 258:8</p>	<p>correcting (1) 149:14 correction (1) 151:13 corrections (1) 3:25 cost (2) 22:7;51:10 cost-free (1) 7:13 couch- (1) 57:17 counsel (2) 223:14;224:12 counseling (29) 59:9;103:11,12; 104:4,18;107:22; 108:10,16;109:7,11; 195:9,18,20;220:8, 10,11,18,22,24; 221:17,23;222:4,4, 12;223:17;224:13; 225:3;227:25;254:15 counselor (40) 6:19;22:13;23:10; 47:19;48:21;50:3; 58:15;102:6,22; 103:3,5,10,14,19; 104:1,5,13,19;105:3; 106:2;108:1;109:14; 195:7,10,15,16; 220:15,21;221:2,7,8, 9,11,22;223:3;224:5, 20;225:14,24;226:1 counselors (18) 95:9;102:9;103:4, 6,17;105:11,16; 107:6,16,21;108:2; 195:12,19;221:12; 222:13,16;223:10,19 count (1) 224:24 counts (1) 207:19 County (26) 7:17;10:22;73:16; 75:11;76:6;77:17; 128:21;168:2; 202:18;235:22; 238:22;239:19,22; 240:5,11;255:10,23; 256:8,18;264:6; 265:19;266:5; 270:21;284:12; 292:4;293:14 couple (18) 36:11;46:7;53:7; 61:19;77:14;90:2; 103:15;118:10; 140:25;148:17; 175:12;217:13; 220:12,17;256:1; 283:17;285:14;288:6</p>	<p>course (50) 16:7,11;18:25; 21:18;23:22;33:1; 40:21;41:7;44:3; 48:12;49:9,11;50:15, 20,21;51:5,17;62:8; 66:19;82:4;93:12; 94:15;96:18,23; 97:13,16;98:19; 99:19;115:11,12,12; 139:20;140:10; 151:25;164:8; 168:19,20;176:8; 184:20;206:7; 230:14;246:16; 249:15;250:25; 263:14;270:22; 271:11;277:15; 290:3,8 courses (68) 13:17;16:11,12,18; 24:2;36:21,25;42:12, 23;43:19;45:6;47:15; 50:17;83:22;90:18, 22;92:23;93:4;95:18, 22,24;96:4;100:22; 111:7,9,11,12,15; 112:12;117:18; 119:10;123:13; 125:10;136:12; 139:15,16,17;141:22, 25;142:13,18;146:2, 17;152:21,22;153:3; 158:7;160:6;167:4; 188:18;208:10; 211:9;212:23;213:2, 6;252:6;253:2; 260:19;262:9,12; 264:13;266:11,13; 270:12,22,25;271:18; 273:3 coursework (3) 85:8;88:9;96:6 COURT (6) 13:1;20:15;23:14; 82:12;177:2;275:4 cover (3) 88:11;128:22; 267:23 covered (3) 40:10;195:22; 267:25 covering (2) 44:4;51:10 Covid (3) 177:25;259:3; 293:5 Covid- (1) 9:19 Covid-19 (1) 105:18 Cozart (1) 173:16</p>	<p>CPR (9) 19:24;20:2;85:13; 279:7,8,9,21;280:17, 23 cracks (2) 58:24;59:6 craft (4) 183:1,20,25;184:8 create (17) 19:5;21:12;22:8; 63:8;79:23;84:3; 135:19;148:10; 151:4;160:16; 181:14;186:19; 187:10;193:10; 195:5;234:21;264:6 created (4) 24:8;115:11; 180:22;182:8 creates (3) 21:22;24:4;292:18 creating (3) 151:5;187:23; 229:5 creation (1) 84:5 creative (1) 25:10 creativity (2) 74:6,9 credentialed (1) 108:4 credentials (3) 80:16;95:23;105:9 credible (1) 37:7 credit (28) 7:14;14:18;16:2, 17;17:18,19;22:5; 24:2;31:12,22;64:24; 65:13;139:16; 151:24;152:2,5,8,10, 13;188:25;190:22; 208:10,15,18;260:19, 23,25;291:2 credits (6) 22:2,6;24:4;63:7; 88:19;136:6 criminal (4) 91:14;95:5;96:13; 169:7 criteria (1) 45:11 critical (3) 108:17;179:21; 253:21 crops (1) 10:25 crowns (1) 9:3 crucial (1) 192:15 cry (1)</p>
--	--	---	--	--

<p>178:19 Crystal (3) 72:8;77:6,10 C's (1) 285:8 CTE (15) 23:23;51:16;69:18, 20,22;95:15,20,24; 100:22;111:7,9; 119:10;125:6,9,9 cuffs (1) 52:24 culture (1) 190:3 curious (2) 33:17;290:18 current (20) 41:18;47:14;69:11; 88:5;90:24;94:8; 106:1,21,24;135:7; 147:14;178:3,4; 179:17;232:10,10; 265:19;268:15; 281:20;283:21 currently (22) 7:12;12:4;23:9; 25:18;26:6;36:24; 49:25;94:23;107:12; 121:12;122:20; 138:3;215:10;219:1; 222:14;223:18; 227:12;251:3;259:1; 266:4;268:13;281:17 curricular (1) 252:8 curriculum (58) 12:4;18:12;61:14, 21,25;62:18;69:13; 74:20;98:17;123:6; 127:23;134:2;135:6, 7,11;136:11;139:7; 152:25;163:3,5; 167:3,6,9;175:21,24, 25,25;176:5,8,12,13; 178:13;181:12,25; 182:2;185:17; 186:10;187:23,24; 188:6;189:14;192:2; 193:4;197:4;205:23; 212:6,12,15;213:7; 217:15;255:17,18; 256:5;262:21; 264:10;271:7,8; 275:8 cutting-edge (1) 74:13 cycle (4) 27:6;32:12;61:4; 147:8</p>	<p>239:4;241:2,14; 242:17;245:3;247:6, 6 daily (1) 34:4 DAN (16) 20:20;196:4,6; 237:2;241:6,9; 242:11;243:2,5,9,16, 22;244:4,6,13;245:16 data (18) 26:25;27:1,12; 56:22;57:1;58:10,14; 60:1,3,4;63:14; 158:6;179:22; 180:16;193:9,12,17; 268:5 datapoints (1) 158:8 daughter (1) 288:4 David (6) 173:8,11;175:10; 182:14,17,19 DAVIS (17) 20:20;196:4,6; 237:2,5,8;241:6,9; 242:11;243:5,9,16, 22;244:4,6,13;245:16 day (82) 27:5;29:24;30:1, 15,21,21,24,25;31:2, 6,8,14;33:20,24;34:7; 35:11;38:19;39:1,6, 12;41:2;56:1,5,8; 63:15;81:15;87:16; 88:12;89:7;97:25; 98:16;99:1,1;139:5; 143:25;144:10,23,24; 145:5,17,22,23; 146:4,6,13,20; 148:16;150:23,24; 159:8,9,12,14,14,16; 192:18,19,21;193:7; 194:11;195:13; 199:22,24,24;200:16, 24;204:10,23; 205:10;207:14,15; 209:8,20;251:22; 252:6;257:16; 259:22;260:2,11; 276:14,16,19 DAY/WEEK (1) 144:8 days (24) 110:8;148:17; 159:7,8,18;203:17, 18,20,22,24;204:7, 18,24,25;205:7,24; 207:17;208:3,25; 209:7,12,13;228:25; 288:6 dead (1)</p>	<p>237:2 deal (4) 38:15;153:17; 214:13;290:19 dealing (3) 41:7;277:5,6 deals (3) 276:15,25;277:13 dear (1) 174:9 death (1) 77:12 Deb (1) 280:14 Debbie (1) 60:24 Deborah (3) 3:12;234:8;262:25 debt (3) 180:2,4,6 debt- (1) 22:6 December (1) 111:1 decide (4) 140:9;144:2; 226:21;252:25 decided (6) 26:5;67:8;116:9; 179:7;181:22;246:8 decision (2) 32:18;51:3 decisions (3) 13:19;19:23;43:21 declaring (1) 150:13 dedicate (1) 99:24 deeper (3) 50:1;163:9;180:15 deeply (1) 197:9 define (1) 201:12 defined (1) 276:16 definitely (15) 85:2;99:16;120:13; 132:6;148:12; 159:25;197:10; 221:9;248:4;249:1; 275:22,23;284:9,24; 286:16 definition (5) 57:3;210:20;269:2; 270:8,20 degree (9) 16:24;25:18;91:1, 2;93:3;103:11; 120:11;136:7;292:22 degrees (6) 15:7;86:15;92:14; 116:1;189:15,17</p>	<p>delay (1) 79:6 deliver (1) 58:20 delivering (1) 58:21 delta (1) 170:20 demand (2) 79:5;272:2 Democrat- (1) 258:6 demographics (1) 181:5 demonstrate (1) 191:1 Department (28) 3:5;4:13;5:1; 29:15;51:16;70:14; 81:14;87:5;95:1; 104:8;123:18; 126:18;140:23; 147:21;152:19,24,25; 161:13;172:2; 173:11;189:9;192:7; 194:15;199:17; 259:24;261:3; 265:24;268:4 Department's (1) 252:19 departure (2) 147:24;148:24 departures (1) 32:16 depending (3) 56:1;232:12,18 depends (1) 66:23 describe (3) 12:23;167:7; 209:22 described (5) 93:17,22;94:17; 165:7;210:7 describing (2) 157:7,14 description (3) 54:25;152:20; 162:8 descriptions (1) 266:1 descriptor (1) 176:17 DESE (6) 3:21;32:10;101:22; 166:3;192:5;222:2 design (1) 134:2 designed (2) 168:20;293:11 desire (4) 21:24;28:17;92:21; 100:7</p>	<p>desired (1) 288:12 desperate (1) 180:19 despite (3) 217:24;271:12,15 detail (9) 45:1;47:10;142:16; 160:4;200:12;212:5, 7,11,13 detailed (2) 184:3;265:25 details (2) 129:24;169:13 deter (2) 42:11,21 Determination (1) 254:15 determine (1) 113:8 detriment (1) 218:2 detriments (1) 66:13 develop (17) 15:3;21:7;23:18; 49:3;54:1;81:11; 82:19;129:7;156:25; 184:19;186:3,19; 187:9;188:6;191:10; 193:14;232:13 developed (8) 22:17;52:15,17; 84:20;181:22; 184:15;230:11;253:4 developing (5) 25:9;49:12;186:17; 191:8;193:24 development (30) 9:8;45:13;49:8,10; 52:2;79:8;82:18; 91:16,19;98:8; 100:21,23;117:15; 138:22;150:4,20; 154:8,11,20;165:23; 181:20;186:2; 189:14;191:18; 215:4;241:3,15; 242:4;253:22;271:15 developments (1) 138:11 descriptor (1) 47:21 device (4) 12:11;242:10,20; 245:10 devices (2) 3:6;245:6 diagnostic (1) 59:25 diagnostics (1) 62:21 Diamond (1)</p>
D				
Dailey (7)				

186:22 die (1) 179:16 difference (1) 247:22 different (43) 15:5;19:6;41:2; 65:1;107:1;116:24; 128:23;129:1;147:5; 149:15;150:18; 162:7,13;167:24; 193:21;197:1;205:8, 20;206:11,12;207:4, 7;209:11,14;211:3; 225:12;245:13; 248:13,24;252:23,24; 253:1;258:13; 259:14;260:4;270:8; 273:10;277:25; 281:20;282:5,6; 283:3,10 differentiated (1) 181:23 differently (6) 40:21;163:15; 168:14;242:9;270:2, 17 difficult (2) 90:25;286:12 digging (1) 126:3 Digital (6) 239:2;241:2,13,19, 23;264:15 diligent (1) 32:15 diligently (2) 84:2;256:21 diminution (1) 222:3 diplomas (1) 16:1 direct (3) 184:4;194:10; 223:17 direction (9) 48:5,8,9;119:25; 148:4;157:13,14, 246:20,22 directly (8) 15:24;20:7;27:12; 28:7;50:16;65:21; 83:16;100:24 director (6) 6:19;50:4;93:3; 239:7;241:18;255:3 Directors (1) 256:9 disadvantaged (7) 11:22;27:2,10,20; 28:4;41:12;59:4 disappointed (1) 163:22	disconnect (1) 224:10 discover (1) 82:2 discrepancy (1) 58:15 discretion (1) 106:18 discuss (3) 94:9;98:2;219:14 discussed (2) 54:20;152:5 discussion (16) 5:15,19;29:17; 67:23;68:11;123:25; 124:8;169:21;170:5; 172:15;231:25; 233:6;240:25;274:2; 290:13;292:6 discussions (3) 143:24;168:5; 284:5 Dismissal (15) 194:22;217:3,10, 11;218:9;264:19,20; 265:10,21;266:21; 267:12;268:7; 269:21;273:16;274:5 displaying (1) 261:20 disruption (1) 168:12 distinct (1) 161:6 Distinguished (1) 64:8 distortion (1) 56:13 distortion] (10) 56:14;74:19;132:5; 168:19;175:24; 235:2,3,7;272:14; 292:23 district (204) 4:20;5:24;6:4,7,7, 13;7:14;9:2,14,15,17, 18,24;10:16,19; 11:18;12:11,13;38:2; 42:10;43:25;60:13; 66:10;67:5;68:24; 69:19;70:6,20;71:20, 22,23;72:20;73:2; 74:3;75:19,25,25; 77:22;78:7,13,22,24; 79:2;82:17,25;83:5, 11;84:3,9;89:1; 90:13;96:15;98:9; 101:15,21;102:9,12, 13,14,16,19;106:17; 107:18;108:14; 109:7;110:3;113:1,7, 10,13;116:19;119:1; 121:13,19,21;125:7;	126:12,19;127:16,18, 19;128:20,22;129:2; 130:3;131:23;132:3; 133:3;134:8;141:16; 142:9;144:24;145:2, 16,22;146:3,4,8,9,12, 14,25;147:3;148:14; 149:4;151:19;153:4; 154:24;163:19; 167:23;171:8,23; 173:2,4,4;174:7,10; 175:10,13;179:3; 181:10;184:13; 189:11;192:23; 195:10,11;197:3,14; 203:13,19;204:12,13; 210:22;216:1,11,12; 217:16,25;218:3,8, 11;219:14;222:14, 16;229:6;233:5; 235:5,21,22;238:20, 22,22,23;239:19,22; 240:5,12;241:4,16, 24;244:12,17,18,19; 245:1;246:16;247:3, 10,24;248:7,22,23; 249:4,11;250:20; 255:20;256:1,3,9; 257:3;259:2,18; 262:11;264:11; 265:7;267:7,11,22; 268:21;271:13; 272:18,19,25;273:2, 22;274:10;277:9; 279:6;281:18;284:2; 285:3,5;287:2;292:4 districts (10) 7:17;10:22;73:6; 75:21;78:15;101:25; 191:14;248:6; 269:24;273:14 District's (9) 11:15;74:8;125:4; 173:15;196:14; 255:11;258:10; 271:16;293:8 district-wide (6) 102:18,23;242:16; 245:2;283:19;284:3 diverse (2) 75:15;253:14 Division (16) 5:2;44:11;102:3; 106:3;118:4;147:4, 21;149:18;152:3,10; 184:18;201:6; 202:24,25;208:13; 260:21 Division's (2) 101:19;270:7 doable (1) 199:9 document (1)	47:23 documents (1) 133:20 domains (1) 186:23 done (20) 7:18;55:4;80:2; 92:23;117:7;120:10; 122:6;123:4;132:21; 139:19;142:17; 148:9;149:24; 163:23;167:12; 172:13;236:14; 238:6;288:13;289:3 door (3) 130:15;150:11; 184:5 doors (1) 230:4 dots (1) 162:5 double-check (2) 278:14,20 doubled (1) 57:17 doubled-up (1) 57:3 double-duty (1) 219:3 Douglas (51) 72:3;74:11,19,23, 23;87:21,22;88:18, 20;89:8,9;90:19,19; 91:25;92:10;93:21, 25;94:6,20;95:25; 97:5,19,23;99:11,11; 101:5;102:24,24; 103:24;104:25; 106:4,12,25;107:8,9; 108:11,18;109:6; 112:4,4;113:24,24; 115:10,24;117:1; 118:3,12;120:13; 122:10;123:2,7 dovetails (1) 183:2 down (14) 12:7;21:5,13;49:4; 50:8,18;51:23;91:22; 148:10;203:9;222:6; 245:16;254:13;268:6 Dr (249) 3:10;4:3,5;6:15; 11:10;12:6;13:3,6; 20:17,21;24:21,23; 25:3;26:23;29:6,13; 30:8,10;31:8;32:4,7, 12,22,22;33:4,15,23; 34:8,12,17,19,22,24; 35:12,25;36:16; 37:24;38:4;39:10; 40:23;41:20;42:7; 43:12,20;45:8;46:16,	20;47:16;49:17,19; 50:2,9,11;52:9,16; 53:6,7,11,13,15; 54:19,22,24;55:2; 56:25;57:5,8,11,13, 19;58:5,9;60:24; 61:9,12;62:1,2,4,5,6; 64:17,18,19;65:3,9; 66:7;67:3,19;68:7,9; 69:9,10;72:3,73:24; 75:1;106:21,23; 107:1;108:5;115:3,3, 21;116:5;117:19,23; 118:19,23;119:4,9, 21;121:1;124:2,5; 125:19,20;155:3,4; 156:5;162:1,4;163:2, 7;164:22;165:1; 169:24;170:1,3; 171:3,4;173:8,9; 176:19,21;177:2,4,7; 182:20;184:13; 189:3,6,6;190:16; 196:5,7,8;197:16,19, 25;198:5,9,14;199:1, 7,12;200:20;201:14, 23;202:4;204:6; 208:19;209:1,16; 210:6;211:11,22; 212:17,21,24;213:21; 214:2,5,8,10,20, 215:6,15;216:8,19, 21;219:5,21,25; 220:4,23;221:21; 222:15,19,22;223:4, 20,23;224:2,20; 225:2,21;226:9,16, 19,22;227:18,21,24; 228:4,14,17,21; 229:4,8,9,17;230:22, 23;231:21,23;232:2, 4,7,11,21,22;233:11, 19,22,25;234:6,18, 19;235:14,17;239:1, 5;240:10;241:4,16; 243:4;247:2;248:19; 249:7,9;255:9; 263:12;273:8; 283:16,17;285:21; 287:9;293:1,2,18 dream (1) 190:10 drive (2) 47:25;89:15 driven (31) 83:3;235:22; 238:21;239:21,25; 240:6,14,16;246:2; 249:19,21;250:8; 253:16;254:17,25; 255:6,12,24;256:4; 258:2;259:16; 265:18;268:22;
---	--	---	---	---

<p>281:17,23;282:13; 288:7;289:2,21; 293:3,9 drivers (1) 67:17 drives (5) 21:7,13;24:10; 60:3;63:15 driving (2) 65:10;133:21 drones (1) 83:25 drop (2) 183:9;257:20 drywall (1) 183:12 D's (1) 285:8 dual (1) 288:18 due (2) 269:25;270:3 due-diligence (1) 120:24 Duff (7) 239:6;241:18; 242:24;255:2,3; 257:18,18 dug (1) 77:23 duplicates (1) 189:12 during (34) 4:23;5:9,13;33:5; 62:25;71:5,8;83:14; 126:24;127:7,9,11; 131:21;149:7,9; 172:18,22;198:3; 201:22;207:15; 236:7,21,24;237:24; 238:13,15;241:25; 246:2,12;252:8; 279:4;282:17; 290:25;293:5 dusted (1) 72:23 duties (1) 265:25 dynamic (2) 25:13;292:18 dyslexia (2) 254:13;290:9</p>	<p>26:18;31:23;47:8; 69:6,19;107:13,19; 115:25;133:2;147:5; 272:25 early (11) 17:23;146:5; 148:16,17;180:21,24; 192:23;207:12; 286:1;291:7,10 earn (9) 17:2;85:5,13,15,18, 21;97:17;188:24; 190:21 earned (3) 11:25;85:23,24 earning (2) 86:1;137:17 earnings (1) 191:12 easily (2) 41:16;134:5 EAST (2) 135:4,16 easy (4) 23:2;39:13;52:10; 58:1 echo (1) 119:8 economic (5) 9:8;78:4;79:8; 80:8;191:18 economically (7) 11:22;27:1,10,20; 28:4;41:12;59:4 economy (1) 25:11 Ed (5) 179:7;186:20; 189:7;223:12;250:23 edition (1) 258:6 editor (2) 92:15;116:2 educate (2) 54:9;185:18 educated (1) 189:23 educating (1) 84:4 Education (41) 3:5;9:20;23:8,11; 27:7,23;55:3;57:24; 59:16,17;60:25; 61:23;75:18;78:5,6, 8;79:20;81:5;85:4, 19;93:8;103:18; 130:12,22;135:25; 136:1;162:24; 168:13;170:20; 174:8;184:19;189:8; 191:21;213:5;230:5; 235:4;254:16,19; 255:5;265:5;292:18</p>	<p>educational (20) 12:12;79:24;81:1; 82:2,6;124:23;133:4, 21;134:15,20;136:5; 180:25;210:11; 240:6;252:2,24; 254:12;271:22,24; 293:3 Educator (4) 90:7;94:18;141:10; 288:18 educators (6) 19:1;35:19;81:13; 108:23;198:25;288:3 effective (1) 192:25 effectively (2) 155:8;282:15 effectiveness (2) 26:16;94:19 effectuate (1) 87:14 efficiencies (1) 74:7 effort (4) 68:4;110:9;171:13; 174:22 efforts (7) 73:15;124:21; 131:23;132:6; 174:13;189:11; 271:16 Eight (4) 76:9;190:20; 222:15;259:14 either (14) 9:13;11:19;42:1; 44:11;57:6;91:8,17; 101:14;122:17; 130:11;143:16; 187:21;265:10; 267:25 elaborate (2) 64:17,19 elected (7) 5:11;71:6;127:10; 128:9;172:19; 236:23;238:14 elective (6) 35:2;188:18; 190:22;230:14; 266:11,12 electives (2) 42:23;269:9 Electric (1) 196:22 Electrical (1) 196:21 electricians (1) 183:11 electronic (3) 3:6;113:4,16 electronically (1)</p>	<p>281:6 elementary (16) 10:24;30:3,5; 40:17;81:22;144:12; 167:25;186:20; 197:23;201:24; 251:25;252:5,18; 253:10;257:12; 270:25 eligibility (1) 85:3 else (9) 5:2;47:1;48:12; 118:12;144:6; 147:25;154:7;207:5; 291:4 embed (1) 186:4 embedded (8) 139:15,20,21; 152:21,22;153:3; 187:1,4 emergency (1) 92:6 emotional (7) 22:10;120:20; 178:16;186:2,16; 253:20;255:14 emphasis (8) 155:17,22,25; 156:1;157:18,22; 158:2;162:10 employed (6) 96:20;99:3;222:14, 16;266:5;272:23 employee (16) 102:9;105:23; 153:25;154:24; 217:4,10;218:10; 264:20;265:11; 267:12;268:8,15; 269:22,23;271:11; 274:6 employees (8) 84:15;105:21; 108:14;215:19; 262:20;268:13; 269:23;272:19 employment (11) 14:20;25:21;26:9; 65:15;85:17;86:7; 88:7;137:22;139:13; 169:2;189:19 empowering (1) 26:12 en (1) 25:20 enable (1) 73:12 enables (1) 218:2 encompass (1) 17:13</p>	<p>encompassing (1) 120:17 encourage (11) 43:13;69:19;79:1, 10;83:6;91:5;94:3; 117:2,9;125:7;235:5 encouraged (4) 160:5,12;278:24; 289:21 encouraging (1) 80:18 end (12) 10:4;29:16;34:20; 35:10;37:12;55:25; 56:1;142:10;204:13; 219:12;236:12; 246:18 endeavors (1) 196:18 ended (1) 103:13 endorsed (2) 84:24;85:11 endorsement (1) 85:23 ENDS] (3) 190:15;197:15; 240:9 engage (8) 5:15;69:18;136:2, 17;164:16;171:9; 172:14;254:14 engaged (6) 166:20;178:6,7; 186:2;188:8;217:15 engagement (4) 137:10;191:6; 258:13,13 engages (1) 271:7 engaging (6) 26:17;69:6;145:25; 157:11;162:21; 178:24 engine (1) 11:7 Engineering (1) 189:10 English (13) 59:23;91:2;92:14, 18,18,24;115:25; 116:1,3;139:22; 164:11;167:11;269:7 enhance (4) 49:24;100:1; 136:22;176:5 enhancement (1) 139:6 enhances (1) 175:23 enjoy (1) 81:25 enjoyed (1)</p>
E				
<p>E3 (3) 84:5,19;89:19 eager (1) 166:13 earlier (22) 13:17;15:4;17:18; 19:22;20:12;21:22, 25;22:1,9;23:11,25;</p>				

284:4 enough (6) 39:13;162:10; 190:11;216:14; 228:22;244:12 enrichment (2) 112:12;139:6 enroll (1) 283:21 enrolled (2) 16:17;284:8 enrollment (3) 149:4;189:14; 284:10 enrollments (1) 148:14 entail (1) 250:2 enter (19) 18:7;21:6,16,21; 22:5;24:3;48:9;49:6; 63:19;64:25;70:3; 83:23;84:12;85:4,7; 100:15;103:17; 130:19;188:16 entering (6) 12:25;108:15; 147:8;180:18; 183:19;270:9 entire (4) 3:19;90:5,8;258:23 entirely (1) 276:12 entirety (1) 258:21 entry (1) 268:5 entry- (1) 80:11 entry-level (1) 188:16 environment (10) 136:20;187:14; 189:21;192:22; 235:5;256:6;265:6; 274:20;279:13;290:8 environments (2) 166:5;250:11 envisioning (2) 247:16,21 equipment (2) 183:12;188:13 equipped (2) 23:16;166:24 equitable (2) 57:23;76:18 equity (5) 187:7;239:6;241:5, 17;249:12 equivalent (3) 203:23;204:24; 209:18 ERZ (1)	166:3 E-S-A (1) 226:15 eSchool (3) 198:23;287:14,15 especially (12) 9:19;43:3;81:12; 114:16;147:22; 162:16;170:20; 253:25;254:21; 265:6;285:14;293:4 ESSA (3) 12:5;162:6;164:5 essential (2) 130:13;226:2 essentially (1) 277:1 establish (4) 127:19;129:5; 138:6;238:24 established (10) 7:15;13:20;14:13; 16:21,25;17:1;45:9; 50:11;164:19;265:17 establishing (2) 175:14,18 et (1) 90:4 ethic (1) 230:3 Evatt (1) 196:22 even (30) 5:5;6:25;11:21; 12:15,15;22:6;35:14; 43:14;48:3;51:21; 56:16;59:6;65:25; 71:1;80:4;99:3; 101:18;102:13; 127:6;177:18; 223:25;224:25; 236:16;238:10; 246:21;257:3; 268:15;270:18; 285:11;286:13 event (7) 28:25;41:10;43:5, 15;44:7;103:1,9 events (2) 37:6;115:18 ever-changing (1) 73:9 everybody (3) 25:4;123:16; 147:25 everyone (16) 3:4;10:12;22:19, 20;34:20;72:11; 126:15;131:20; 174:16;178:1;215:3; 229:14;242:20; 274:11;293:15,22 evolve (2)	81:10,11 evolving (1) 81:15 exact (1) 276:4 exactly (9) 21:10;53:24;66:1; 80:20;102:8;106:14; 142:8;204:9;221:3 examining (1) 176:10 example (17) 36:23;50:7,20; 67:12;92:12;93:2; 96:19;105:1;115:6; 118:3;188:1;200:4; 206:1;230:11; 262:23;263:9;289:1 examples (1) 118:4 Exceeding (2) 24:17;62:20 Excel (1) 76:9 excellence (7) 17:12,12;178:24; 186:25;191:5; 240:21;249:12 excellent (4) 67:20;92:18;116:3; 119:24 except (4) 4:19;70:18;159:5; 236:4 exception (1) 85:25 excessive (2) 33:10;101:20 excited (25) 8:24;15:14,17,20; 16:6;26:20;62:7; 74:5;83:4;134:19; 159:4;166:1,11; 170:18;195:25; 196:1;197:7,12; 231:12,19;234:15; 240:22;253:7; 255:11;259:16 excites (1) 284:5 exciting (1) 255:23 excusing (1) 211:8 excuse (4) 69:18;107:8;191:7; 277:15 execute (2) 133:23;134:12 executed (1) 133:18 Executive (5) 173:10;182:19;	239:7;241:18;255:3 exemption (2) 122:8,9 exemptions (1) 122:1 exist (1) 141:7 existed (1) 141:6 existing (1) 257:1 exists (2) 110:17;185:17 expand (8) 14:21,22;73:15; 112:14;174:11; 182:4;256:25;293:8 expanded (2) 125:5;170:25 expanding (2) 17:15;83:12 expansion (2) 15:15;179:4 expect (18) 78:1,2;95:24; 125:16;126:1;144:1, 3;154:21;155:18,19, 22;171:15;178:25; 201:25;275:2,6; 283:20;285:21 expectations (4) 95:21;157:6; 288:16;291:14 expected (3) 118:16;191:3; 272:2 expecting (2) 229:24;274:24 expend (3) 113:2,10,13 expense (1) 242:21 experience (28) 21:8;24:11;26:19; 47:18;48:1,15;72:25; 89:23;96:12;100:13; 133:21;138:18,21; 139:11;143:2,3; 155:24;157:11; 160:22;166:18,23; 169:18;185:8,14; 189:7;192:16;199:1; 205:16 experienced (1) 178:17 experiences (17) 37:16;75:9;88:7; 96:23;100:1;134:7; 139:24;145:10; 162:14;169:12; 181:17;185:6; 188:11;192:11; 193:22;231:14,17	experiencing (2) 88:16;178:4 Experiential (3) 136:1;137:9; 162:16 experiments (1) 167:12 expert (3) 92:2;94:1;278:14 expertise (3) 37:8;100:3;117:17 experts (13) 28:14,17;37:3,3,9; 44:23;45:18;69:22; 95:17;101:20; 117:12;125:9;139:3 expire (1) 46:11 expires (1) 111:1 expiration (13) 4:11;29:21;30:14; 31:7;33:13;42:5; 49:25;50:5;150:8; 200:13;208:25; 264:21;277:22 explained (1) 289:9 explaining (3) 30:17;38:23;200:2 explanation (4) 32:13;149:13; 261:8;262:5 exploration (4) 42:13,19;49:1; 81:22 explorations (2) 18:2;187:1 exploratory (1) 63:10 explore (6) 15:5;21:12;43:5; 49:2;133:17;188:14 exploring (1) 123:14 expose (3) 17:25;18:5;186:7 exposed (2) 19:6,21 exposing (1) 182:25 express (1) 176:18 expressed (3) 32:10;134:14,24 expressing (1) 48:25 expression (1) 80:3 extend (7) 104:2;129:16; 174:21;193:2; 201:19;251:6;279:23
---	--	--	--	--

48:2 graders (3) 17:18;27:20; 157:10 grades (16) 6:9;39:21;47:13; 71:25;90:16;111:11, 12,15;127:21;173:7; 186:21;238:25; 262:8;275:20,22; 286:10 gradually (1) 81:11 graduate (14) 7:12;16:1;20:2; 31:4;50:14;54:2,6; 64:9;85:1,23;133:10; 136:6;139:16;174:18 graduated (2) 9:12;25:16 graduates (5) 15:1;19:9;84:23; 129:11;137:25 graduating (6) 14:18,19;15:25; 19:18;174:17;180:4 graduation (16) 65:12;80:19;85:7, 8,15,20;86:6;137:18, 21;152:14;190:21; 279:10,21;280:2,4,16 grandparents (4) 9:12;11:19;23:14; 58:19 grant (8) 32:24;33:2,10; 102:17,18;111:4; 118:17;164:4 granted (11) 6:11;104:11; 106:17;111:5; 113:12;147:6; 148:13;218:11; 220:16;221:16,18 granting (1) 149:22 grassroots (1) 77:24 grateful (1) 174:22 great (42) 7:18,20,25;8:11; 9:9,23;25:23,24,24, 25;44:23;51:15; 60:17;61:15;69:17, 25;72:25;93:2; 108:14;126:1; 131:15,19;132:4,5; 169:19;171:16; 183:14,15;189:25; 196:16;202:10; 237:20;239:18; 240:13;248:21; 255:19;257:2,16; 259:19;280:6;285:6, 19 greater (1) 73:11 greatest (1) 239:23 greatly (2) 8:1;47:7 Green (15) 6:14,18;8:4,6,8,10, 16;11:11;12:13; 51:13,15;62:16;64:4, 6;228:12 Greenway (3) 134:17;168:7,23 Greetings (2) 73:25;255:21 grew (1) 11:11 ground (3) 37:1;43:15;118:5 group (6) 102:4;115:13,17; 166:16;168:6;261:25 grow (5) 162:15;176:14; 183:6;218:6;227:1 growable (1) 176:9 growing (5) 75:25;80:6;170:19; 246:6,6 grows (1) 37:13 growth (16) 16:4;19:11;24:6, 13;98:23;164:6; 166:11;170:21; 218:5;249:24; 251:18;265:12; 271:14,24;285:15; 293:12 growth-spurt (1) 197:10 guarantee (1) 185:17 guaranteed (5) 167:8;175:21,23, 25;176:5 guess (19) 10:18;39:18;95:19; 116:5,15;117:25; 121:24;122:3; 147:19;149:19; 161:4,6;167:5;210:2; 225:21;269:17; 270:15;281:16,19 guessing (1) 217:6 guest (1) 61:17 guidance (13) 19:4;102:6;104:1; 106:2;109:14;195:7; 220:8,10,11,14; 221:23;222:12;288:9 guide (3) 187:20;226:2; 253:24 guidelines (1) 224:1 guys (17) 29:21;36:15;38:21; 47:6;68:22;71:14; 74:25;122:7;131:14; 132:12;171:12; 172:3;236:1;237:6, 19;259:25;282:10	hard- (1) 240:19 hardship (1) 22:20 hardships (1) 23:1 hardworking (2) 7:10,21 Harry (7) 127:23;129:23; 130:2;141:23; 149:25;152:16; 153:12 hate (2) 42:17;227:19 hats (1) 98:8 Hatty (1) 185:6 HAV (1) 19:16 HAYTT (2) 142:11;277:12 head (7) 49:19;50:8;91:22; 123:21;156:12; 157:9;245:16 head- (1) 14:6 head-start (1) 51:9 health (17) 21:14;52:13,18,20; 75:23;82:7,15,18; 83:21;88:3;96:21; 99:3;115:14;183:15; 250:19;255:14;269:9 healthcare (7) 25:25;83:16;85:2, 5,8,10;86:10 healthy (2) 28:22;78:3 hear (33) 3:17,19;10:10,18; 56:4;65:12;114:3; 125:15;131:11,13; 132:12;142:8;174:3, 3,4;175:3;182:13; 189:2;227:25;237:1, 7,12,19;241:7;243:1, 3,5,6,7,11,13,25; 244:1 heard (13) 61:20;106:11; 109:1;118:12; 146:22;163:21; 194:8;244:12;265:3; 272:25;273:8; 280:22;290:20 hearing (44) 3:14;4:1,9,16,18, 23;5:13,15;10:13; 15:14;68:15;70:16; 71:8;126:20,24; 127:7,10,11;152:4; 165:13;170:9;172:5, 19,21,23;212:9; 217:4;218:10; 233:10;236:7,24; 243:14,16;258:3,4, 16,20,24;265:11; 267:13;268:8; 269:23;274:6;292:10 hearings (2) 131:21;238:6 heart (1) 174:9 heating (1) 11:6 Heaven (1) 184:9 Heimlich (1) 19:25 held (1) 287:17 hello (3) 131:20;189:6; 255:9 help (81) 12:25;14:22;15:3; 17:23;18:7;19:5; 20:2;21:7,11,12; 22:8;23:5,16,17; 25:22;27:5,16;28:20; 41:6,11;46:14;48:16; 54:8,16;57:22;59:24; 60:21;61:5;64:1; 78:7;79:22;98:17; 101:21;107:6; 114:21;117:15; 135:2;136:13;138:5; 139:23;150:5;151:7; 162:5,10,15,22,23, 25;163:15,16; 164:15;166:4; 167:10,12;176:4; 182:1,9;184:17,19, 21;186:5,6;188:5,14; 190:13;194:8,11,12; 202:12,18;225:20; 230:7,9;242:18; 249:2;251:20;253:9; 262:14;266:16; 270:20;284:7 helped (3) 52:19;246:10; 247:4 helpful (7) 31:6;113:23;154:4; 208:17;233:20; 270:5;273:10 helping (13) 37:20;45:9;126:4; 137:4;138:19;184:4, 15;188:10;191:16; 196:17;226:2;		
		H	
		habit (1) 22:14 Habits (1) 22:12 half (1) 16:16 half-day (3) 159:13,15,17 hallways (1) 45:20 hand (6) 6:24;72:13;128:4; 173:20;230:17;239:9 hand-in-hand (2) 120:14,21 handle (2) 22:13;23:17 hands-off (1) 263:25 hands-on (6) 38:7;88:16;96:22; 166:24;190:8;229:13 Hank (4) 173:12;189:3,6,6 happen (6) 51:24;163:11; 166:12;209:5; 246:17;269:5 happened (3) 110:22;245:24; 246:21 happening (4) 34:14;110:18; 116:23;231:20 happens (1) 19:11 happy (6) 9:23;25:6;74:18; 86:17;114:12;278:22 hard (9) 12:2,9;23:4;48:2; 212:9;216:23; 224:11;248:12; 283:10	

244:25;245:7 helplessness (1) 178:16 helps (6) 5:6;49:11;79:7; 165:8;170:16;210:15 here's (5) 64:2;156:21;194:9; 210:2;217:20 hesitation (1) 104:17 Hester (5) 72:3;73:24,24; 74:22;75:1 Hey (1) 150:11 Hi (5) 13:6;25:2,3;77:10; 256:14 high (152) 6:10,17,18;7:12; 8:22;10:23;12:23,25; 13:13,21;14:13,20; 15:1,23;16:8,10,19, 21;17:14,15,17,19, 20;18:7,8;19:15,21; 20:7:21:1,22;23:24; 24:2,3;25:8;31:10,12, 22,24;34:24;36:22; 40:18;43:24;48:9; 49:6,24;50:2,3,12,16, 17;51:12,22;52:16; 53:20;54:2,4;63:7,8, 19;64:23;65:1,11,21; 66:4;69:11;70:7; 71:21,23;75:24; 76:15;79:4,17,23; 80:17,18;82:1;84:23; 85:1,5,22;86:23,25; 87:1,10,24;93:5; 96:6;98:4,13,15; 105:16;107:12; 111:15;119:17; 121:13,17,19,20; 122:4;123:15; 126:13;127:17,20; 129:11,12;130:4,7; 138:3;140:16,18; 146:8;151:24;152:1, 13;158:23,24; 166:10;167:24; 170:22;174:17; 176:6;178:5;179:4; 180:2;182:25; 186:21;191:12; 197:23;208:9,14,18; 216:5;219:1,5,13,22; 220:3;232:10; 245:21,25;246:4; 250:14;257:11; 260:18,22,25;281:24; 284:13;285:11,15; 287:18;288:11	high-density (1) 12:14 higher (3) 185:8;189:7; 223:12 high-functioning (1) 175:16 highlights (1) 249:16 Highly (8) 22:12;90:23; 165:25;250:20,20; 278:24;287:21; 288:24 high-paying (1) 191:22 high-schooler (1) 283:3 high-tech (1) 135:13 highways (1) 189:22 Hill (1) 173:16 HIPPA (1) 85:14 hire (20) 92:25;93:13;94:7; 103:10,19;107:5; 139:1;195:17; 198:12,15,20;221:9; 224:17,17,19,23; 225:25;266:1; 268:16,17 hired (8) 11:5;91:14;92:13; 105:16;206:5;245:4; 272:19;273:1 hiring (3) 28:12;198:21; 268:14 Hispanic (1) 80:6 historic (1) 182:18 history (2) 73:5;269:8 hit (7) 14:4;53:16;82:1; 109:23;157:18; 177:25;252:7 hits (1) 159:10 hitting (2) 14:25;20:24 Hmmm (1) 108:5 Hodges (14) 127:24;131:5,7,8, 11,14,19;132:12,15, 19,20,21,23,25 hold (7) 96:5;149:6;217:17;	218:8;220:16;241:6; 275:25 holding (1) 272:11 holds (1) 6:10 home (12) 19:16;55:12,14; 58:19;75:13;166:10; 179:25;187:12; 196:19;227:11; 251:5;281:7 home- (1) 283:23 homelessness (2) 57:2,3 homes (4) 23:13;58:19; 197:11;223:7 homeschool (1) 250:17 home-school (3) 177:13;198:19; 240:3 home-schooled (2) 284:13,14 home-visiting (1) 75:12 hone (1) 188:22 honest (4) 7:21;32:14;213:11; 288:11 honor (2) 74:25;240:12 honored (1) 74:14 honors (1) 64:14 hooked (1) 59:19 hop (1) 128:10 hope (14) 88:8;97:25;107:15; 108:2;138:13; 160:14;162:13; 191:13,15;193:23; 198:18;233:14; 257:14;283:25 hopefully (9) 18:6;20:13;43:13; 52:4;107:10;117:24; 210:8;246:24;287:6 hopes (1) 63:18 hoping (2) 85:10;166:17 Horn (1) 192:5 horsepower (1) 155:12 horticulture (2)	36:23;51:1 hospital (4) 85:20;86:4,6;96:25 hospitals (1) 183:7 host (2) 5:19,19 hotspots (2) 12:16;254:22 hour (12) 29:1,4;34:25; 42:16;43:6;56:1,5; 143:25;146:13; 151:22;159:8;210:22 hours (32) 26:5;30:20;31:1,5; 34:4;44:1;64:10; 65:14;80:13;88:12; 139:8,9,12;145:22; 151:10,12,25;152:8, 11;153:8;203:18; 205:9,25;208:8,11, 16;209:15;260:14,16, 20,23;261:6 housed (1) 250:13 Howard (5) 72:5;83:9,9;86:21; 87:1 HR (1) 265:24 hub (3) 114:6,9;120:18 huge (5) 81:3;230:19; 247:22;284:13; 286:17 huh (1) 117:20 human (5) 154:15;254:3,7; 263:13;290:4 hundred (1) 222:21 hungry (1) 129:15 Husbandry (1) 17:7 Hutchinson (1) 129:18 HVAC (1) 183:11 HW (1) 196:22 Hyatt (147) 4:10,12,12;29:8,14, 14,25;30:12;32:9,23; 33:1;36:1,9;38:12, 14;39:13,24;40:2,8, 15;41:22;44:9;66:12; 67:10;70:10,13,13; 87:2,4,4;89:25; 90:14;91:22;95:8,10;	102:2,3,3;104:7,7; 106:2;109:13,18; 110:14,16;111:17,19, 22,24;112:18; 121:16;123:19,21; 126:15,17,17;140:14, 22,22;141:16,17; 142:3;144:6,9;145:3, 18;148:12;151:9,11, 22;153:4,14,17; 154:9;171:25;172:1, 1;199:14,16,16,23; 201:1;202:24; 203:15;204:15,18; 205:4;206:1,4,24; 207:1,8,11,22,25; 208:2,6;210:21; 211:6,13;212:8; 214:11,22;215:17; 217:2;218:7,14; 220:9;221:15;222:6, 11;226:24;227:8; 235:23;236:1;237:4, 6,17,19;259:21,23, 23;261:4,8,10,14,19; 262:2;264:16;268:3, 3;269:20;273:6; 274:3,11,18;276:8, 25;277:19,21;278:6, 9;279:1,8;280:1,14; 281:3 Hyatt's (3) 67:4;88:24;210:2 hybrid (3) 54:18,19;55:6
I				
I/physical (1) 139:20 I-55 (1) 168:1 idea (6) 53:22;65:16; 217:21;265:1;271:4; 291:8 ideas (3) 17:16;65:6;78:17 identified (2) 57:2;112:10 identify (5) 60:16;125:8;185:3; 225:20;235:6 IEPs (1) 289:23 illustration (1) 25:15 imagine (1) 257:3 immediate (1) 55:24 immediately (2) 55:14;80:11				

immersed (1) 86:2	214:22;283:12; 286:19	79:3,19;82:3;84:8; 88:4,13;95:17;98:20; 100:18;117:12; 129:20;137:17; 138:12;139:1; 141:21;142:1,12,20; 143:8,14,20;150:5, 17,22;160:13,23; 168:25;180:10,19,20; 181:1;183:2,3,5; 184:8;188:8,17,19, 21,23;191:12,19; 196:2;197:9;213:13, 15;214:18;215:2,23; 216:2;217:6;221:4; 223:8,14;229:20; 230:21;232:19	innovations (3) 17:17;65:7;181:17 innovative (16) 66:15,17;75:8; 83:15;124:21; 165:12;171:9; 178:22;181:15; 182:19;184:23; 186:13;193:14; 235:3;253:14;254:6 input (4) 46:2;47:24;75:2; 77:24 ins (1) 286:10 inside (1) 34:14 Instagram (1) 258:11 instance (3) 202:6;216:13; 219:10 instances (2) 94:16;106:13 instead (5) 51:9;77:8;80:18; 200:15;237:15 institution (1) 130:17 instructing (2) 45:4;55:10 instruction (46) 30:25;31:1,6,8,14, 18,25;33:24;35:3,8, 17,19,20;42:1,2; 55:13;56:10,17;60:3; 63:15;74:21;92:9,18; 97:13;101:14;134:3; 139:13;146:1; 165:20;181:16; 194:16;205:24; 209:13;210:12,13; 264:2;278:18;279:7, 9;280:8,9,9,17,23,23; 293:11 INSTRUCTIONAL (47) 29:24;30:1,15,17, 21;56:20;87:16,17; 98:5;139:5;144:8,10, 11,23,24;145:5,17, 23;146:4,13,20; 159:8;192:18,19,21; 199:22,24;202:19; 203:16,17,23;204:10, 23,25;205:9;209:20; 239:3;241:3,14; 242:1;245:5;249:14; 259:22;260:2,11; 271:14;290:8 instructor (2) 154:22;217:24 instructors (4) 140:5;153:20;	215:7;282:14 insurance (2) 183:15;190:12 insure (8) 57:22;89:6;121:2; 142:16,22;194:16,20; 271:21 integral (1) 99:21 integrate (3) 49:8;135:5,22 integrated (1) 137:15 integrating (1) 249:24 integration (1) 139:16 integrity (6) 101:16;135:9,16; 136:12;283:5 intend (3) 104:14;122:8; 254:24 intended (2) 140:4;216:2 intent (9) 103:5;145:15; 158:14;198:12; 212:5;263:18;267:4, 9;271:4 intents (1) 212:12 interacting (4) 206:11,15;207:18; 229:14 interaction (12) 205:7,15,18; 206:13,14,21;207:14, 20;209:9;210:14,19; 279:5 interest (8) 16:16;18:6;134:14; 168:9;223:15; 251:18;253:5;287:8 interest-based (2) 165:18,19 interested (19) 15:8;21:9,11; 27:24;42:14;43:4; 48:3;50:25;51:1; 52:5;53:22;59:18,20; 157:24;163:10; 164:19;166:14; 278:4;283:1 interesting (1) 20:10 interests (4) 7:24;249:23;253:7, 9 interim (2) 164:7;193:13 intermediate (1) 197:23
-----------------------------	--------------------------	---	---	---

intermingle (1) 161:17	230:20;232:14,17; 242:1;243:23;	Jamie (1) 72:7	82:16	15,16;27:3,17,23;
Internal (2) 90:15;127:4	244:21,21,21;245:18;	Jane (1) 228:12	JROTC (1) 169:10	28:19,20;31:19,21,
internet (2) 12:19;254:24	253:18;270:10;	Janice (4) 239:5;241:4,16;	judgment (1) 106:19	25;35:4,4,16,19,22;
interns (1) 114:24	287:23;291:11	249:9	July (3) 144:17;258:19;	37:5,7,17,20;40:25;
internship (6) 84:6,19;89:23;	intrapersonal (1) 187:9	January (2) 168:6;284:25	259:2	41:7,13,14;47:23;
137:22;139:11;	intrigued (1) 49:22	Jeannie (4) 72:4;76:14;79:14;	jump (1) 274:4	48:18;50:13,14,19;
207:13	introduce (11) 4:17;12:22;70:15;	98:13	jumped (1) 190:2	51:2,25;52:21,23;
internships (14) 31:2;81:8;88:16;	126:19;172:5;186:9;	Jennifer (11) 72:3;74:11,23;	June (1) 197:11	53:20;54:6,9;55:12,
89:19;134:6,16;	236:3;237:21;	87:22;89:9,90:19;	junior (3) 49:24;51:18,19	13,13,23;56:7;57:12,
136:24;146:1,7,10,	240:23;241:11;	99:11;102:24;107:8;	juniors (1) 16:16	17,20,23;58:1,2,18,
16;148:19;188:11;	248:19	112:4;113:24	justice (1) 169:7	22,23;59:1,3,3,5,10,
207:4	introduced (1) 47:6	Jessica (6) 239:6;241:18;		11;60:4,19;61:2;
interpersonal (1) 187:9	introducing (2) 187:3;240:13	243:18;244:2;255:2;	K	62:10,18;63:13,16,
interrupt (2) 29:3;41:16	introduction (1) 232:19	257:18	K- (1) 287:17	17;64:22;65:2;68:5;
interruption (1) 41:9	invaluable (2) 99:25;100:19	job (31) 19:1;27:5;38:10,	K-12 (12) 75:17;78:8;173:5,	89:5;135:1;138:19,
Interstate (1) 168:1	invest (2) 19:11;60:23	23;48:25;51:15;	7;184:24;190:18,25;	19;157:7;158:11;
intertwined (1) 155:14	invested (2) 12:10;16:15	60:17;73:9;80:11,12,	238:25;251:24;	166:13;168:16;
intervene (1) 63:16	investigate (1) 185:2	19;81:14;86:3;92:20,	287:11,12,15	193:15,16;198:2;
intervention (1) 193:15	investment (2) 26:12,14	23;96:5;105:20,21;	K-2 (2) 192:10;218:17	209:19;223:15;
interventions (3) 18:19;41:12;63:17	invite (1) 28:20	114:10;116:4;131:1;	K-6 (1) 185:24	224:25;225:1;
interview (2) 85:15;266:14	involve (6) 134:24;188:9;	132:4;180:5;200:1;	K-8 (1) 182:9	227:19;231:18;
interviews (1) 266:1	204:8,21;251:19;	206:12;223:12;	Kathy (1) 179:6	233:23;251:5;252:5;
Intimidator (1) 88:14	265:6	265:24,25;289:4,8,11	keep (16) 5:6;32:18;40:6;	284:12;286:14;
into (86) 3:17;13:13,22;	involvement (1) 154:16	jobs (15) 31:3;37:9,19;79:4,	44:5;51:16;80:25;	287:22
14:22;15:23;16:3,22;	ironworkers (1) 183:12	4;120:3;143:9;180:4;	160:19;166:20;	kind (89) 26:16;29:19,21;
17:7;20:7;24:14;	issue (12) 14:11;57:15;63:1;	182:5;188:16;	193:4,5;205:3;208:1;	30:1,16;40:16,18;
29:17;31:24;34:25;	112:21;118:24,25;	189:19;191:11,22;	216:22,24;220:1;	46:8;54:21;57:14,24;
36:21;45:5;47:12,15,	120:5;121:4;146:20;	194:11;223:16	288:22	58:13;66:23;67:12;
18;49:3,6,8,13;50:16,	192:9;242:12;287:22	John (4) 24:24;25:3,5;26:23	keeping (3) 41:14;180:12;	71:13;77:18,23;
18,18,24;51:4,23;	issues (21) 25:11;29:23;39:15;	Johnson (8) 72:8;77:6,10,10;	275:3	78:19;87:7,8;89:4;
54:11;55:11;56:18;	40:11;90:11;111:25;	77:13,18;108:6;	keeps (2) 115:5;242:12	90:14;92:16;95:14;
59:19,25;70:23;	127:3,4;145:11;	124:25	Keith (1) 99:20	102:10;106:8;114:8,
75:10;77:23;80:19;	147:23;148:10;	Johnston (10) 48:21,23,24;49:10;	key (2) 160:13;165:22	15;116:7;120:21;
86:24;90:3;97:24;	154:12;198:2;	59:9;60:6,9;62:15;	kid (8) 16:7;17:24;22:3;	123:3,16;133:1;
98:17;104:2;106:14;	199:15;218:19;	64:5,15	56:2;63:18;157:17,	139:18,19,22;146:24;
107:11,22;108:1;	227:9;236:14;	join (1) 92:1	21;278:5	152:15;157:1,5,6,7,
109:9;115:14;120:3,	255:14;260:12;	joined (3) 117:4;131:5;	kids (108) 13:16,18,22;14:1,	13;161:4;163:9,16;
13;126:3;134:3,6;	261:15;292:23	172:20	23;15:3,3,9,25;16:4,	165:7,7,11;171:17;
139:21;155:18,20;	item (7) 6:3;44:19;71:19;	joining (3) 3:9,18;132:11	6;17:23;18:18;19:6,	202:3;203:15;
157:14;159:1;165:9;	127:15;173:1;212:7;	joke (1) 237:6	11,14,21;22:22;23:2,	206:19;209:21;
166:2;167:5;176:1;	238:19	journalism (2) 83:25;93:3		210:16;211:4;
180:15,25;181:1,13;	J	journey (2) 77:13;78:14		214:12;215:1;217:8;
183:17;186:21;		journeys (1) 78:14		218:15;227:5,10;
187:5;193:2;204:22;		joy (1)		242:3;244:24;247:7,
223:11;226:3;				11,14,17,18,19,20,23,

116:22;138:14; 160:3;176:1;181:18; 184:3;186:5;187:6; 221:8;225:17;230:17 known (1) 268:18 knows (2) 19:13;70:12	118:1;197:10 later (10) 17:20;23:19;24:5; 37:21;59:20;63:8; 109:2;206:25;228:1; 257:22 launched (1) 25:19 Laura (2) 72:5;83:9 Laura's (1) 120:16 law (20) 30:4,17,18;102:13; 104:13;144:13; 145:24;147:11,14; 148:25;151:22; 200:8;201:6;211:16; 260:6;272:6;276:16; 277:6;278:11,23 laws (6) 210:3;214:23; 277:8,10,23,23 lawyer-y (1) 277:22 lay (2) 58:22;63:25 layer (1) 66:21 lays (1) 288:15 LEA (5) 197:22;198:1,13; 232:8;287:13 lead (4) 42:20;156:25; 182:14;189:3 leader (4) 78:8;191:17;241:4, 15 leaders (1) 82:4 leadership (4) 123:15;132:3; 183:17;247:2 leads (1) 157:4 learn (11) 157:23;160:1; 182:2;185:2;230:11, 12;245:7;246:13; 255:15;291:7,11 learned (8) 178:16;190:3; 220:25;224:10; 246:11,12;254:19; 288:1 learners (2) 249:22;275:9 learning (97) 9:14,19;22:11; 23:6;30:20;75:22; 78:14;97:24;114:10;	132:8;133:16; 135:18,19;136:3,17, 20;137:4;138:10; 148:23;156:23,25; 160:16;164:4;166:5; 175:17,18;177:10; 178:22;179:11,15; 181:15,20;182:1,2; 184:23,24;185:1,6,9, 11,13,13,15,16,23; 190:5,20,22;191:2,8, 15,17;192:15,16,24; 193:6,21;196:17; 197:2;201:2,16,19; 202:9;204:22; 205:19;207:16; 210:17,18;224:4; 229:11;230:8; 231:14;232:8; 233:16,22;239:2; 240:2;241:2,14,19, 23;245:17,24;249:20, 22,25;250:4,11,13, 22;253:23;255:25; 256:6;263:24;282:3; 288:21;291:4 learns (1) 178:12 LEAs (2) 198:3;199:4 lease (1) 129:3 leased (1) 134:23 least (13) 58:23;59:2;62:22; 71:7;73:1;84:16; 86:1;137:8,20,25; 190:19;202:3,4 leave (6) 48:1;63:18;70:3; 79:23;130:16;206:22 leaves (1) 19:9 led (2) 74:9;122:16 left (3) 208:19;210:23,24 left-hand (1) 182:7 legal (24) 32:4,23;33:5;44:9; 71:12,16;111:25; 112:20;127:3; 154:12;172:12; 199:15;218:19; 227:9,14;236:13; 260:12;261:15; 269:17,18;274:18; 277:3;281:8,9 Legally (2) 215:20;217:20 lens (1)	226:23 less (8) 26:2;31:15;139:8, 9;159:7;240:1;249:5; 278:7 lets (1) 22:22 letters (1) 173:17 letting (2) 7:7;9:25 level (39) 12:1;13:21;18:13, 13,15;23:22;27:18; 41:14;45:5;47:9,11, 15;59:24;62:19; 63:19,23,25;80:12; 81:22;129:6;137:14; 157:12;158:9,13,16; 163:10,13,25;164:1; 185:8,22;191:13; 192:14;194:5;203:1; 221:6;230:13; 232:12;239:24 leveled (2) 83:22;180:8 levels (6) 62:22;133:20; 223:15,16;258:12; 260:9 leverage (2) 133:8;138:14 liaison (1) 223:6 Librarian (4) 28:24;29:2,4;41:18 library (7) 41:2,3,5,5,17; 114:20,25 LIBRARY/MEDA (1) 40:7 Library/Media (13) 27:15;28:23;40:9, 17,24;41:10;109:17, 19;112:17,20; 113:22;114:6,17 license (22) 6:8,10;28:13; 46:11,15,19;71:23; 85:5;90:25;92:3; 93:7;94:4,8;97:2; 118:7;127:19;139:2; 173:5;217:17; 223:17;238:23; 272:12 licensed (24) 45:2,24;69:22; 94:4;103:3,14,16,19; 104:13;107:21,25; 116:18;117:6;125:9; 143:16;153:25; 211:24;214:24; 220:20;221:7,7,9,11,	22 licenses (2) 100:8;105:6 license-wise (1) 270:19 Licensing (1) 180:21 Licensure (68) 28:9;36:3,8,10; 44:22;67:15;89:24; 90:2,7,17;91:4,11; 92:13;93:15,19; 94:19;95:1;99:9; 101:6;102:5,6,10; 103:25;104:5,19; 108:15;109:7,14,15; 110:10;111:6,10,14; 115:6,22;117:5; 118:11;121:3;122:1, 10,17,19;125:17; 140:21,25;141:10,20; 142:4,6;144:4;194:6, 7;206:5;211:5,7,14, 17,20;212:7;220:11, 15;262:1,3,4;264:17; 267:8;268:6;274:7 licensures (2) 110:5;122:4 life (11) 23:19;25:22;26:8; 58:19;79:21;81:8; 98:20;100:4;174:19; 191:20;251:23 life- (1) 132:7 lifelong (1) 184:5 lifetime (3) 46:19;72:23;94:4 light (1) 287:7 limit (2) 39:20;276:19 limited (3) 122:5,9;200:21 Lincoln (2) 137:4;138:10 Linda (4) 239:17,17;255:9,9 link (1) 258:25 links (1) 257:20 list (2) 151:15;204:1 listed (3) 141:3,4,9 listen (2) 197:21;257:22 listened (2) 61:16;162:8 listening (4) 61:17;155:4;
---	--	---	--	--

219:17;275:1 literacy (12) 24:18;27:9,11,15, 18;134:4;158:7; 162:17,21;163:24; 164:10,16 literacy/English (1) 270:23 literally (2) 105:2;210:4 literature (1) 167:11 little (61) 10:15;11:14;15:4; 20:12;22:9;23:25; 30:16;31:17,23,25; 32:4;35:1;40:21; 45:1,3;47:10;50:1; 54:23;57:24;61:24; 72:21;75:6;81:23; 89:4;92:4;95:14,20; 104:17;109:24; 115:4;116:7;117:25; 123:3;138:24; 142:16;144:21; 150:21;158:10; 163:8,8;166:19; 168:14,14,24;169:17; 173:11;180:11; 196:11;205:8;212:4, 11;215:20;229:12; 245:13;252:23; 257:22;260:3;270:2; 281:19;283:24;286:4 live (8) 19:10;23:14;55:21; 58:18;100:11;182:3; 258:17;279:5 live- (1) 3:19 lives (1) 83:1 live-streaming (1) 93:5 living (5) 11:19;47:22;56:24; 78:3;179:24 LMS (1) 264:7 LOAD (15) 38:13,16,18,25; 39:2,4,22;40:5; 218:13,17,24;274:16, 17,24;276:11 loaded (1) 234:9 loan (1) 180:2 local (15) 9:8;12:1,13;14:5; 25:11,24;28:14,17; 37:3,15,19;129:14; 134:22;138:12;	244:22 locally (2) 100:21;183:20 located (4) 158:21;168:1; 214:6;232:11 location (8) 181:4,5;232:9,13, 16,18;250:12;252:15 locations (1) 150:18 locked (1) 157:14 locking (1) 165:9 logical (3) 14:21;15:10;65:17 long (12) 15:17;30:24;73:5; 80:23;95:1;132:8; 148:22;205:10; 207:5;209:14,15,20 long- (1) 93:19 longed (1) 231:16 longer (2) 39:2;80:2 long-term (4) 96:9;121:2;183:3; 191:3 look (54) 3:24;8:21;9:21; 33:5;35:22;40:20; 41:2;57:2,7;66:14; 69:25;80:4;81:21,22, 23,23;103:12; 105:10;109:9; 140:13;141:1; 148:25;149:4; 155:15;170:21; 171:16,16,18;178:3; 179:17,21;189:20; 193:8,9,17;202:21; 210:3;216:12;217:9; 235:15;245:19; 250:8;251:22;252:4, 23;254:3;255:16; 258:16;272:10; 275:23;285:18; 287:18;291:6,9 looked (11) 89:20;112:12; 178:9;179:1;180:1,5, 15;181:3;226:23; 250:6;264:9 looking (42) 17:8;27:1;28:13; 35:17;77:24;99:14; 107:21,25;119:22; 121:1;128:23;155:6; 158:10;162:4,6,7; 164:23;171:8;	174:10;177:24; 178:15;180:20; 182:24;184:20; 192:18;197:2;213:3; 223:2,4;225:22; 233:12;245:18; 248:5,5,9;249:18; 276:1;283:18,22; 284:4;286:5;288:24 looks (1) 31:9 loops (1) 120:13 lose (5) 31:17;35:11,19,20; 225:25 losing (6) 31:18,24;34:20; 35:8,16;60:19 loss (3) 33:17;218:5; 271:22 lost (2) 105:21;230:18 lot (35) 25:17;33:18;37:8; 47:8;59:2;60:13; 61:20,22;91:24; 121:18;134:25; 140:7;143:23;145:9; 149:21;162:7,9,18; 166:4;168:23; 171:13;194:2; 196:24;200:12; 202:5;203:17; 223:12;233:14; 246:11;254:19; 259:5;285:6;288:1, 24;290:4 lots (2) 26:18;273:13 lottery (1) 286:23 love (2) 231:21,23 low (1) 180:3 low-income (1) 11:18 LPN (2) 25:18;85:21 lumped (1) 58:13 lunch (6) 11:15;16:13,13; 22:2;126:9,11 Lyon (1) 86:8	94:6,20;95:25;97:19, 23;110:16;119:13; 156:20;197:19,25; 198:5,14;199:1,12; 214:8,10;215:15; 216:19;223:20; 227:18;228:4,19; 265:16;266:8;272:4; 278:25 Madam (8) 13:8;44:13;67:2; 88:22;101:2;117:21; 162:1;211:25 mailing (1) 281:7 main (5) 11:4;17:14;145:13; 251:17;264:2 mainly (5) 55:19;73:3;150:16; 171:11;182:9 maintain (5) 12:16;113:3,15; 160:19;190:25 majoring (1) 86:9 majority (1) 10:20 makes (9) 15:24;92:2;93:23; 94:1;165:10;168:23; 178:23;220:7;224:11 making (9) 59:5;166:11; 186:21;205:2; 206:19;218:1; 228:19;242:20; 247:22 males (1) 180:20 maltreatment (6) 91:15;95:5;96:13; 154:15;194:19;214:9 manage (5) 114:19,23,24; 202:13;248:13 management (6) 41:7;45:13;142:23; 143:5;189:9;225:22 manager (1) 202:9 managers (1) 189:23 mandated (1) 154:15 mandatory (1) 148:21 manner (5) 76:22;83:14;98:18; 148:7;265:9 many (52) 7:15;11:19;18:1,5; 19:2;31:4,5;34:6;	38:17,19;44:22; 55:15;57:15;60:14; 75:14;80:10,12; 83:16;85:24;88:3; 92:6,7,15,15;94:5; 96:3;115:18;117:3; 119:16;122:16,21; 134:25;159:7; 177:19;182:22; 183:4,13;184:1; 196:15,17,19;202:11; 203:18;219:7; 220:15;222:13; 225:11;240:4; 254:22;255:13,25; 290:20 map (1) 248:21 MAPS (1) 285:12 Marc (3) 6:17;12:22;13:11 March (1) 166:10 Mark (3) 6:14;10:5;45:19 market (2) 73:9;80:19 marshal (1) 166:4 Mary (15) 4:12;29:14;70:13; 87:4;102:3;104:7; 126:17;140:22; 172:1;199:16; 201:11;209:2; 227:25;259:23;268:3 mask (3) 10:8;128:15;177:3 masonry (1) 11:6 mass (3) 130:22;203:7,7 master (4) 35:18,22;191:7; 202:19 Master's (2) 116:14;122:17 match (1) 184:9 material (3) 33:22;34:7;158:17 math (15) 24:7,18;27:19,21; 55:17;59:22;62:21, 24;64:1;116:8;158:7; 186:10;231:18; 269:7;270:23 mathematical (2) 167:14;231:16 mathematics (3) 116:15;134:4; 285:16
		M		
		ma'am (29) 8:8;30:10;88:20;		

misunderstood (1) 273:4	52:3,4,4,7;53:1; 56:18;63:5;66:14,17; 71:14;73:23;75:21; 76:13;81:16;86:14; 92:4;101:20;102:20; 103:21;104:23; 105:13;107:5; 114:19;122:5,9; 128:14,21;130:23; 135:25;136:6; 142:16;144:2; 148:24;150:21; 158:11;160:3;161:5, 10,11,12,16,19; 162:21;163:8; 165:13,17;166:19; 169:17;179:24; 188:8,9;204:2; 209:15;212:5,6,11, 13;215:8;216:4; 218:25;221:5;223:5; 226:17;237:7,18; 246:13,21;248:4,9; 249:5;250:16; 252:12;256:4; 258:19;265:9;275:9; 276:15;278:4,21; 286:14,22;289:14; 293:10	51:22;56:3;59:13,21; 62:18;70:23;71:10; 77:4;90:1,10;104:22; 109:3,15;111:24; 112:18;120:2;124:2; 141:14;142:4;144:6; 148:4;150:18,18; 151:11;154:10; 157:25;159:24; 160:4;169:24; 174:15;186:20; 194:24;195:1;200:3; 201:13;208:4;211:2, 14;214:12;218:3,15, 21;220:12;232:25; 260:13;261:11,16,24; 274:15,21;277:13; 280:7;285:8;291:23	my-self (1) 245:3	55:15,17;56:18;57:6; 58:11;62:12;65:4; 67:12;71:5;74:2; 76:21;78:11,11;79:5, 6,23;80:17,20,21,22; 81:9;83:4,4;87:11,13, 15,17,21,24;89:14, 20;90:5,6;92:4,7,8; 93:24;94:10;98:10, 24;102:21,23; 104:21;105:1; 106:21,24;108:20,25; 109:2,8,17;110:11, 11;116:12,20;117:10, 15,17;121:6;122:15; 126:2;129:20;133:8, 10;138:3,17;140:6, 15;141:11,11; 143:15;144:13,15,18, 22;145:7,8;146:18; 149:10,14;150:7; 151:1;153:6,11,13; 159:9;162:5,18,25; 165:11,17;171:7; 174:16,20;177:11,22; 178:23;179:1,14,16, 18;180:19;181:8,13; 183:23;184:16; 185:1,19;186:16,17; 187:5,8;191:10; 192:3,16;193:6; 194:1,23,24;195:17; 196:23;198:20,24; 200:11,13,17;201:11; 202:12;203:2,10,24, 25;204:4,4,14,16; 209:3,3;215:21; 216:6,14;219:23; 220:13;221:1;222:7; 223:9,10,22;224:23; 225:20;227:3;228:9, 25;229:21;230:1,2,4, 6,14,15,19,20; 236:21;237:22; 238:1,13;241:6; 244:18;247:9; 248:17;254:2; 255:15;260:24; 261:5;262:14,14; 264:25;266:10; 268:4;270:11;274:1; 276:14;277:7;279:1; 284:21;287:10
mitigate (1) 285:8	103:21;104:23; 105:13;107:5; 114:19;122:5,9; 128:14,21;130:23; 135:25;136:6; 142:16;144:2; 148:24;150:21; 158:11;160:3;161:5, 10,11,12,16,19; 162:21;163:8; 165:13,17;166:19; 169:17;179:24; 188:8,9;204:2; 209:15;212:5,6,11, 13;215:8;216:4; 218:25;221:5;223:5; 226:17;237:7,18; 246:13,21;248:4,9; 249:5;250:16; 252:12;256:4; 258:19;265:9;275:9; 276:15;278:4,21; 286:14,22;289:14; 293:10	466:3;473:7;477:17; 107:11;119:25; 146:16;149:10; 157:7;166:22;198:3; 287:19	N	
mobile (3) 250:20;287:22; 288:24	114:19;122:5,9; 128:14,21;130:23; 135:25;136:6; 142:16;144:2; 148:24;150:21; 158:11;160:3;161:5, 10,11,12,16,19; 162:21;163:8; 165:13,17;166:19; 169:17;179:24; 188:8,9;204:2; 209:15;212:5,6,11, 13;215:8;216:4; 218:25;221:5;223:5; 226:17;237:7,18; 246:13,21;248:4,9; 249:5;250:16; 252:12;256:4; 258:19;265:9;275:9; 276:15;278:4,21; 286:14,22;289:14; 293:10	moved (5) 92:17;169:25; 244:21;245:3;293:18	Nabholz (10) 173:10,11;179:5; 182:14,14,17,19,20; 184:1;229:22	
model (45) 7:11;9:5;14:21; 16:19;33:7;66:16,25; 67:10,18;75:20,20; 76:19;81:12;101:11; 104:24;112:3; 120:11,15,16,22; 123:4;133:12;171:5; 181:11;191:13,15; 201:2,3;205:16,19; 220:6;227:10; 229:20;246:13,15; 247:17;249:5,25; 250:10,15;253:25; 281:25;283:4;291:6; 293:9	114:19;122:5,9; 128:14,21;130:23; 135:25;136:6; 142:16;144:2; 148:24;150:21; 158:11;160:3;161:5, 10,11,12,16,19; 162:21;163:8; 165:13,17;166:19; 169:17;179:24; 188:8,9;204:2; 209:15;212:5,6,11, 13;215:8;216:4; 218:25;221:5;223:5; 226:17;237:7,18; 246:13,21;248:4,9; 249:5;250:16; 252:12;256:4; 258:19;265:9;275:9; 276:15;278:4,21; 286:14,22;289:14; 293:10	movement (2) 110:10;157:5	Naccaman (1) 3:10	
modeled (1) 291:5	114:19;122:5,9; 128:14,21;130:23; 135:25;136:6; 142:16;144:2; 148:24;150:21; 158:11;160:3;161:5, 10,11,12,16,19; 162:21;163:8; 165:13,17;166:19; 169:17;179:24; 188:8,9;204:2; 209:15;212:5,6,11, 13;215:8;216:4; 218:25;221:5;223:5; 226:17;237:7,18; 246:13,21;248:4,9; 249:5;250:16; 252:12;256:4; 258:19;265:9;275:9; 276:15;278:4,21; 286:14,22;289:14; 293:10	moving (11) 66:3;73:7;77:17; 107:11;119:25; 146:16;149:10; 157:7;166:22;198:3; 287:19	naïve (1) 284:15	
models (2) 245:20;248:8	114:19;122:5,9; 128:14,21;130:23; 135:25;136:6; 142:16;144:2; 148:24;150:21; 158:11;160:3;161:5, 10,11,12,16,19; 162:21;163:8; 165:13,17;166:19; 169:17;179:24; 188:8,9;204:2; 209:15;212:5,6,11, 13;215:8;216:4; 218:25;221:5;223:5; 226:17;237:7,18; 246:13,21;248:4,9; 249:5;250:16; 252:12;256:4; 258:19;265:9;275:9; 276:15;278:4,21; 286:14,22;289:14; 293:10	much (31) 8:11,12,14,18; 10:11;19:3,4;29:7; 43:12;75:2,5,21; 98:19;108:23;110:2; 111:21;114:19; 120:7,17;126:7; 128:18;143:6; 181:19;184:11; 195:13;206:18; 210:5;211:17;231:8; 247:25;248:9	name (20) 3:15;5:4;10:5; 25:5;32:1;66:2;71:1; 73:21;74:23;127:6; 175:10;177:6; 236:15,19;238:9; 239:17;240:10; 241:23;256:7,14	
modules (1) 155:10	114:19;122:5,9; 128:14,21;130:23; 135:25;136:6; 142:16;144:2; 148:24;150:21; 158:11;160:3;161:5, 10,11,12,16,19; 162:21;163:8; 165:13,17;166:19; 169:17;179:24; 188:8,9;204:2; 209:15;212:5,6,11, 13;215:8;216:4; 218:25;221:5;223:5; 226:17;237:7,18; 246:13,21;248:4,9; 249:5;250:16; 252:12;256:4; 258:19;265:9;275:9; 276:15;278:4,21; 286:14,22;289:14; 293:10	multiple (13) 49:1;84:8;86:5; 88:14;92:14;107:20; 114:8;116:1;158:8; 161:8,21,21;252:9	narrow (1) 49:4	
moment (13) 68:16;69:1,3;70:9; 124:14;125:12; 131:16;170:10; 231:3,6;234:3,25; 243:8	114:19;122:5,9; 128:14,21;130:23; 135:25;136:6; 142:16;144:2; 148:24;150:21; 158:11;160:3;161:5, 10,11,12,16,19; 162:21;163:8; 165:13,17;166:19; 169:17;179:24; 188:8,9;204:2; 209:15;212:5,6,11, 13;215:8;216:4; 218:25;221:5;223:5; 226:17;237:7,18; 246:13,21;248:4,9; 249:5;250:16; 252:12;256:4; 258:19;265:9;275:9; 276:15;278:4,21; 286:14,22;289:14; 293:10	music (9) 41:23;42:11,24; 43:11,17,23,24;44:3; 270:24	nation (1) 191:18	
modeled (1) 291:5	114:19;122:5,9; 128:14,21;130:23; 135:25;136:6; 142:16;144:2; 148:24;150:21; 158:11;160:3;161:5, 10,11,12,16,19; 162:21;163:8; 165:13,17;166:19; 169:17;179:24; 188:8,9;204:2; 209:15;212:5,6,11, 13;215:8;216:4; 218:25;221:5;223:5; 226:17;237:7,18; 246:13,21;248:4,9; 249:5;250:16; 252:12;256:4; 258:19;265:9;275:9; 276:15;278:4,21; 286:14,22;289:14; 293:10	must (4) 83:22;164:21; 185:22;219:2	National (5) 84:7,10;133:7; 188:20;213:4	
models (2) 245:20;248:8	114:19;122:5,9; 128:14,21;130:23; 135:25;136:6; 142:16;144:2; 148:24;150:21; 158:11;160:3;161:5, 10,11,12,16,19; 162:21;163:8; 165:13,17;166:19; 169:17;179:24; 188:8,9;204:2; 209:15;212:5,6,11, 13;215:8;216:4; 218:25;221:5;223:5; 226:17;237:7,18; 246:13,21;248:4,9; 249:5;250:16; 252:12;256:4; 258:19;265:9;275:9; 276:15;278:4,21; 286:14,22;289:14; 293:10	mute (4) 95:12,13;235:1; 290:15	nationally (1) 183:20	
modules (1) 155:10	114:19;122:5,9; 128:14,21;130:23; 135:25;136:6; 142:16;144:2; 148:24;150:21; 158:11;160:3;161:5, 10,11,12,16,19; 162:21;163:8; 165:13,17;166:19; 169:17;179:24; 188:8,9;204:2; 209:15;212:5,6,11, 13;215:8;216:4; 218:25;221:5;223:5; 226:17;237:7,18; 246:13,21;248:4,9; 249:5;250:16; 252:12;256:4; 258:19;265:9;275:9; 276:15;278:4,21; 286:14,22;289:14; 293:10	muted (1) 243:19	nationwide (1) 286:6	
moment (13) 68:16;69:1,3;70:9; 124:14;125:12; 131:16;170:10; 231:3,6;234:3,25; 243:8	114:19;122:5,9; 128:14,21;130:23; 135:25;136:6; 142:16;144:2; 148:24;150:21; 158:11;160:3;161:5, 10,11,12,16,19; 162:21;163:8; 165:13,17;166:19; 169:17;179:24; 188:8,9;204:2; 209:15;212:5,6,11, 13;215:8;216:4; 218:25;221:5;223:5; 226:17;237:7,18; 246:13,21;248:4,9; 249:5;250:16; 252:12;256:4; 258:19;265:9;275:9; 276:15;278:4,21; 286:14,22;289:14; 293:10	myriad (1) 254:9	natural (1) 240:17	
modeled (1) 291:5	114:19;122:5,9; 128:14,21;130:23; 135:25;136:6; 142:16;144:2; 148:24;150:21; 158:11;160:3;161:5, 10,11,12,16,19; 162:21;163:8; 165:13,17;166:19; 169:17;179:24; 188:8,9;204:2; 209:15;212:5,6,11, 13;215:8;216:4; 218:25;221:5;223:5; 226:17;237:7,18; 246:13,21;248:4,9; 249:5;250:16; 252:12;256:4; 258:19;265:9;275:9; 276:15;278:4,21; 286:14,22;289:14; 293:10	myself (6) 9:11;94:9;98:7; 112:24;116:7;283:4	NCCR (2) 213:4,20	
models (2) 245:20;248:8	114:19;122:5,9; 128:14,21;130:23; 135:25;136:6; 142:16;144:2; 148:24;150:21; 158:11;160:3;161:5, 10,11,12,16,19; 162:21;163:8; 165:13,17;166:19; 169:17;179:24; 188:8,9;204:2; 209:15;212:5,6,11, 13;215:8;216:4; 218:25;221:5;223:5; 226:17;237:7,18; 246:13,21;248:4,9; 249:5;250:16; 252:12;256:4; 258:19;265:9;275:9; 276:15;278:4,21; 286:14,22;289:14; 293:10		near (1) 174:9	
modules (1) 155:10	114:19;122:5,9; 128:14,21;130:23; 135:25;136:6; 142:16;144:2; 148:24;150:21; 158:11;160:3;161:5, 10,11,12,16,19; 162:21;163:8; 165:13,17;166:19; 169:17;179:24; 188:8,9;204:2; 209:15;212:5,6,11, 13;215:8;216:4; 218:25;221:5;223:5; 226:17;237:7,18; 246:13,21;248:4,9; 249:5;250:16; 252:12;256:4; 258:19;265:9;275:9; 276:15;278:4,21; 286:14,22;289:14; 293:10		necessarily (14) 18:14;33:11;48:10; 62:19;66:16;91:11; 92:21;93:7;146:23; 148:24;204:22; 205:18;206:9;273:19	
moment (13) 68:16;69:1,3;70:9; 124:14;125:12; 131:16;170:10; 231:3,6;234:3,25; 243:8	114:19;122:5,9; 128:14,21;130:23; 135:25;136:6; 142:16;144:2; 148:24;150:21; 158:11;160:3;161:5, 10,11,12,16,19; 162:21;163:8; 165:13,17;166:19; 169:17;179:24; 188:8,9;204:2; 209:15;212:5,6,11, 13;215:8;216:4; 218:25;221:5;223:5; 226:17;237:7,18; 246:13,21;248:4,9; 249:5;250:16; 252:12;256:4; 258:19;265:9;275:9; 276:15;278:4,21; 286:14,22;289:14; 293:10		necessary (19) 28:11;36:17;38:24; 87:20,25;101:17; 104:16,23;113:19; 130:10,19;139:17; 146:11;149:2; 153:10;200:2,5; 220:20;280:2	
modeled (1) 291:5	114:19;122:5,9; 128:14,21;130:23; 135:25;136:6; 142:16;144:2; 148:24;150:21; 158:11;160:3;161:5, 10,11,12,16,19; 162:21;163:8; 165:13,17;166:19; 169:17;179:24; 188:8,9;204:2; 209:15;212:5,6,11, 13;215:8;216:4; 218:25;221:5;223:5; 226:17;237:7,18; 246:13,21;248:4,9; 249:5;250:16; 252:12;256:4; 258:19;265:9;275:9; 276:15;278:4,21; 286:14,22;289:14; 293:10		need (220) 5:9;13:19;14:12; 15:3;19:23;20:22; 23:15,16;27:14;28:5; 30:3,6,11,15;31:3; 32:13;33:9,11,13,22; 39:3,4,7,8,9,18,24; 40:24;41:10;42:6; 44:2,8;52:2;54:12;	
models (2) 245:20;248:8	114:19;122:5,9; 128:14,21;130:23; 135:25;136:6; 142:16;144:2; 148:24;150:21; 158:11;160:3;161:5, 10,11,12,16,19; 162:21;163:8; 165:13,17;166:19; 169:17;179:24; 188:8,9;204:2; 209:15;212:5,6,11, 13;215:8;216:4; 218:25;221:5;223:5; 226:17;237:7,18; 246:13,21;248:4,9; 249:5;250:16; 252:12;256:4; 258:19;265:9;275:9; 276:15;278:4,21; 286:14,22;289:14; 293:10		needed (20) 40:4;53:25;91:13; 104:5;106:20; 147:18;154:6;175:5; 179:7;181:10,19,23; 185:20;211:21; 221:2;228:9;229:21; 242:7;246:13;250:19	
modules (1) 155:10	114:19;122:5,9; 128:14,21;130:23; 135:25;136:6; 142:16;144:2; 148:24;150:21; 158:11;160:3;161:5, 10,11,12,16,19; 162:21;163:8; 165:13,17;166:19; 169:17;179:24; 188:8,9;204:2; 209:15;212:5,6,11, 13;215:8;216:4; 218:25;221:5;223:5; 226:17;237:7,18; 246:13,21;248:4,9; 249:5;250:16; 252:12;256:4; 258:19;265:9;275:9; 276:15;278:4,21; 286:14,22;289:14; 293:10		needing (3) 37:2;107:5;263:13	

<p>needs (55) 61:16;69:12;75:23; 76:20,22;78:21;79:2, 3,25;80:17;81:10; 82:3;83:13,17;84:17; 104:11;113:14,23; 117:12;120:1; 125:23;130:24; 131:2;136:19;141:8; 151:6,17;174:12; 176:10,14,24;177:11, 17;183:3;185:3; 186:13,14,16,24; 195:14,20;196:1; 216:12;230:21; 233:13;247:15; 248:12;250:1; 252:16;254:1,20; 255:25;270:15; 284:17;291:10</p> <p>negative (1) 183:8</p> <p>negotiables (1) 175:20</p> <p>network (1) 86:5</p> <p>new (24) 26:6;42:23;46:7; 51:7;66:16;70:3; 73:1;75:8;84:16,18; 105:23;123:8;135:1; 171:14;179:11; 197:4;198:13;203:3; 210:20;224:25; 256:2;267:15; 285:22;292:18</p> <p>newcomer (1) 254:18</p> <p>new-hire (1) 45:12</p> <p>Newport (1) 17:5</p> <p>news (1) 259:1</p> <p>next (37) 14:20;15:10;36:2, 9;65:17;71:19;90:1, 10,14;97:16;107:12, 16;108:2;127:15; 151:11;153:14,17; 159:6;173:1;174:12; 180:7;198:7;214:12; 215:17;241:1; 242:21;245:1,8; 246:2,24;249:7; 261:11,16,25;276:25; 279:8;286:23</p> <p>nexus (1) 288:20</p> <p>nice (3) 103:20;240:25; 274:13</p> <p>nicely (2)</p>	<p>29:16;45:5</p> <p>nimble (1) 166:25</p> <p>nine (3) 11:3;166:19; 222:21</p> <p>Nodding (3) 50:8;91:22;245:16</p> <p>non- (8) 69:21;113:3;125:8; 175:19;217:5;268:1, 23;273:2</p> <p>non-college-bound (1) 182:22</p> <p>non-core (16) 212:23;213:2; 262:11;267:23,25; 268:7,11;269:3,3,8; 270:1,17;271:18; 272:20;273:9;274:8</p> <p>non-degree (2) 180:8;181:9</p> <p>none (6) 4:1;68:15;170:9; 215:12;233:10; 292:10</p> <p>nonfiction (1) 188:2</p> <p>non-licensed (1) 271:12</p> <p>non-negotiables (1) 175:19</p> <p>non-PCSSD (1) 271:11</p> <p>non-print (1) 113:16</p> <p>nontraditional (1) 256:4</p> <p>nor (1) 118:12</p> <p>normal (1) 201:22</p> <p>normally (1) 157:9</p> <p>north (1) 10:22</p> <p>Northeastern (3) 134:11;136:9; 169:4</p> <p>note (7) 11:9;13:1;20:15; 82:12;177:2;260:3; 275:4</p> <p>noted (2) 227:15;289:20</p> <p>notes (1) 68:18</p> <p>notice (3) 37:25;65:4;182:7</p> <p>noticed (3) 129:18;155:5; 168:18</p> <p>number (39)</p>	<p>23:21;24:1;28:24; 39:16;40:3,8;44:19; 53:19;105:25; 109:21;111:25; 113:6;116:8;121:25; 129:19;137:13,17; 155:6;163:12; 166:18;203:16; 208:7;211:2,3; 214:13,22;217:3; 218:16;219:13; 220:9;223:10,19; 256:2;261:19;262:2; 274:15;277:13; 284:14;287:13</p> <p>numbering (1) 144:19</p> <p>numbers (5) 11:15;14:24;114:4; 225:23;276:1</p> <p>nursing (2) 19:16;21:20</p> <p>nurture (1) 73:12</p> <p>nutrition (4) 203:6;278:15,15, 21</p> <p>NWEA (1) 166:12</p>	<p>156:19;168:1;175:4; 205:10;207:5; 210:21;242:12; 264:25;290:15</p> <p>off- (1) 271:2</p> <p>off-campus (3) 136:24;145:10; 150:19</p> <p>offer (31) 18:19;19:2;26:9; 34:3;42:22;44:2; 55:5,18;56:19;64:12, 14;112:9,15;129:4; 139:25;145:5,16,23; 150:21;178:21; 186:12;187:18; 194:19;235:4; 239:22;250:7;252:2; 254:22;279:21,24, 282:7</p> <p>offered (16) 23:23;42:16;43:5; 52:21;76:25;80:21; 100:23;142:18; 281:18,21,22;282:8, 11;283:1;290:23,24</p> <p>offering (9) 19:24;20:7;26:18; 31:5;42:24;174:11; 179:12;203:20; 251:24</p> <p>offerings (3) 16:11;290:19; 291:3</p> <p>offers (1) 255:12</p> <p>off-guard (1) 209:21</p> <p>office (8) 60:14;69:20;123:6; 134:14;202:18; 242:18;245:4,20</p> <p>officer (1) 22:24</p> <p>official (3) 5:16;71:9;172:19</p> <p>officially (1) 225:14</p> <p>officials (6) 5:11;71:6;127:10; 128:9;236:23;238:14</p> <p>off-site (1) 207:17</p> <p>often (9) 49:14;94:8;96:4; 105:14;117:17; 166:12;177:22; 192:20;209:5</p> <p>oftentimes (2) 90:25;91:3</p> <p>old (2) 151:16;179:24</p>	<p>older (5) 47:13;84:12,16; 86:2;89:16</p> <p>onboard (1) 15:20</p> <p>on-campus (3) 135:8,10;282:23</p> <p>once (12) 45:9;48:18;58:23; 59:2;77:23;108:12; 111:4;226:13;227:2; 246:20;258:2,16</p> <p>one (141) 4:22;9:3;10:21,23, 23,24;13:14;15:15; 20:13;26:7;33:19; 34:9;35:11;36:16; 37:24;39:14;43:22; 47:1,20;49:21;52:7; 54:3;55:22;61:19; 62:2,5;66:7;67:5; 70:21;71:7;73:1,5; 75:25;76:8;80:1,6; 82:20;84:5;85:9; 89:3;92:10;93:14; 98:8;99:19,22;105:2, 25;106:15;107:13; 113:6,18;115:4,11; 116:20;123:1; 126:23;129:19; 137:20,25;138:7; 140:10,16,18;144:6; 146:5;148:16,17; 149:17;151:5,5; 153:10;154:10; 155:23;156:4,14,17; 157:2,3;159:8,9,11; 165:9;168:3;172:9; 175:17,19;177:18; 180:18;182:13; 183:8;189:3;190:2, 19,24;203:16; 206:10;207:11; 208:7;211:2;214:24, 25;215:8;216:4; 219:4;221:16; 224:19;228:20; 229:23;230:14; 231:11;236:10; 237:7,15,17;238:3; 241:6;242:21,24; 246:5,6;249:1; 250:14;251:5;253:3; 257:20,21;258:9; 275:15;276:8; 283:19,20;285:25; 286:6,15;287:4,10, 11,20;289:14;290:15, 17</p> <p>one-by-one (1) 211:4</p> <p>ones (3) 6:25;119:8;121:2</p>
		O		
		<p>objectives (1) 185:16</p> <p>obstacles (1) 166:21</p> <p>obvious (1) 53:19</p> <p>obviously (3) 9:9;68:4;106:11</p> <p>occasional (2) 101:14;210:11</p> <p>occasions (1) 121:25</p> <p>occupational (3) 69:7;125:23; 177:11</p> <p>occupations (1) 180:9</p> <p>occur (1) 219:10</p> <p>occurred (1) 269:5</p> <p>occurs (1) 193:24</p> <p>October (2) 3:2;287:21</p> <p>odd (1) 129:11</p> <p>off (17) 30:7;43:15;72:23; 73:21;88:10;124:18; 130:5;145:25;</p>		

<p>one-to-one (3) 114:7,7,15</p> <p>ongoing (4) 101:14;116:16; 121:4;190:19</p> <p>online (14) 3:9;55:9;56:11; 161:22;181:16; 184:21;201:15; 212:17;213:6,10,16; 252:14;253:11;280:8</p> <p>only (50) 7:16;9:7;26:11,12; 35:11;40:3,5;42:3,8; 54:7;82:25;84:23; 90:6;100:20;102:18; 106:19;111:7,9; 112:20;122:15; 130:9;138:19; 141:11,20;142:1,11; 146:17;149:18; 150:18;151:24; 153:19;165:9; 180:18;181:6; 195:13;209:24,25; 213:12;215:7; 216:13;217:7;220:4; 245:6;247:3;257:7, 13;262:11;268:7; 274:7;286:9</p> <p>onsite (29) 6:16;89:23;161:23; 179:13;193:4; 195:19;201:18,20; 202:3,17;206:8,17; 216:17,23;219:6,25; 221:12;232:8; 240:24;241:12; 252:14,16;253:11; 259:6;278:17; 279:24;282:2,24; 283:1</p> <p>on-site (2) 54:18;72:4</p> <p>onto (1) 52:5</p> <p>open (8) 30:24;41:3;88:12; 128:25;146:9,14,14; 216:10</p> <p>open- (2) 148:13;149:3</p> <p>opened (2) 246:1,4</p> <p>open-enrollment (2) 177:14;287:1</p> <p>open-enrollments (2) 29:18;220:17</p> <p>opening (4) 139:23;150:11; 184:5;265:25</p> <p>operate (2) 94:24;103:7</p>	<p>operating (2) 260:7;276:12</p> <p>operators (1) 183:13</p> <p>opportunities (56) 18:1,5;19:6;49:2; 69:21;73:15;77:2; 78:16;83:12;86:4,13; 95:16;103:22; 112:11,16;125:6,8; 129:17;130:12,13; 133:4;134:16,21; 136:1,10,17;137:9; 148:19;170:19; 171:1;174:11,21; 182:5,23;183:17; 184:3;187:15; 188:20;190:7; 193:15;201:18,19,21; 202:1,3,16,22; 205:23;223:13; 234:22;240:7,20; 249:24;257:9; 282:20;293:10</p> <p>opportunity (57) 7:25;8:11;9:23; 13:9;28:19;29:20; 30:13;33:13;35:21; 42:5,19;49:4;51:22; 68:17;69:17;71:13; 73:8,11;76:17;79:7; 82:25;83:6;97:10; 100:13;111:2;112:1; 128:18;129:25; 150:20;157:23; 158:17;160:1; 168:15;174:18; 176:22;186:1; 189:25;190:8; 193:19;195:24; 200:13;202:15; 215:22;220:19; 224:4;225:5;233:12; 234:20;239:18,23; 240:24;251:10; 255:15,19;256:12; 264:21;289:25</p> <p>opposed (7) 67:9;68:14;124:12; 170:8;201:2;233:9; 292:9</p> <p>opposition (8) 4:22,24;70:21; 126:24,25;172:10; 236:11;238:4</p> <p>Optical (1) 88:5</p> <p>option (45) 33:2;55:5,6,6,7; 96:1,2;105:12; 123:11,11;128:25; 136:15;159:16; 166:17;172:21;</p>	<p>177:10,13,14,22,25; 178:1,4,22;179:11, 11,15;181:9,13,13, 15;188:24;213:7,13; 216:10,13;221:6; 228:9,24;247:12,25; 252:9;255:13; 281:22;284:20;293:4</p> <p>optional (1) 216:7</p> <p>options (21) 5:20;19:2;26:19; 65:1;114:16;129:6,9; 130:14;139:5; 169:18;171:5; 177:17;208:13; 213:2;219:7;225:15, 19;251:7;252:3,5,25</p> <p>order (8) 3:4;79:21;80:23; 87:14;101:21; 104:24;153:1;265:11</p> <p>Oregon (1) 254:5</p> <p>organization (1) 187:10</p> <p>orientation (3) 291:8,13,19</p> <p>original (2) 149:8;279:16</p> <p>originally (1) 273:9</p> <p>OSHA (2) 85:14;190:24</p> <p>others (6) 56:24;115:22; 161:17;183:14; 185:4;274:25</p> <p>otherwise (2) 128:11;213:15</p> <p>ought (1) 116:17</p> <p>our-self (2) 59:15;178:5</p> <p>ourselves (3) 75:7;76:1;254:11</p> <p>out (86) 15:1;19:15;27:2; 28:20;33:19;35:18, 23;37:19;42:18; 43:16;44:7;45:20; 47:11;53:20;54:11; 62:14;63:25;74:16, 19;81:24;88:12;91:7; 92:12;98:19;101:21; 105:7;108:9;114:1,4; 121:12;124:14; 134:18,23;146:16; 150:10;154:13; 159:25;160:4; 163:17;165:17; 169:14;171:14,17; 177:16;178:19,21;</p>	<p>184:14;188:21; 190:2;193:21;195:1; 198:11;200:4,10; 201:1;202:14,21; 207:12;208:21; 210:9,23;216:9; 218:4;219:19; 220:17;223:13,22; 224:19;227:3,5; 243:21;245:22; 247:18;248:4,4,13; 253:6;255:4;266:2; 267:8;272:5;275:16; 276:4;279:17; 288:16;291:12</p> <p>outcome (1) 288:23</p> <p>outcomes (2) 170:22;191:3</p> <p>outdoor (1) 12:17</p> <p>outlet (1) 42:13</p> <p>outlined (2) 83:17;84:25</p> <p>out-loud (1) 234:11</p> <p>outside (6) 12:16;71:15;159:1; 164:4;168:15;251:7</p> <p>outstanding (2) 285:15;289:11</p> <p>over (41) 5:21;11:16;16:16; 38:25;70:11;76:12; 84:2;93:4;126:15; 129:2;134:9;138:24; 176:20;182:21; 196:15,20;197:17; 209:12;219:3,7,15; 223:18;224:18; 226:12;237:8; 240:18;244:11; 245:8;247:18; 248:13,23;251:14; 253:15;254:19; 256:21;258:12; 259:5,7;275:6; 285:22;292:19</p> <p>overall (3) 120:1;155:10; 162:11</p> <p>over-arching (1) 177:21</p> <p>overcome (2) 22:20;23:1</p> <p>overlooked (1) 276:8</p> <p>oversees (1) 3:7</p> <p>own (12) 25:23;54:12,13; 59:17;89:20;99:22;</p>	<p>109:19;134:9,21; 225:9,17;287:13</p> <p>owned (1) 134:8</p> <p>owns (1) 129:2</p> <p>Ozarka (1) 16:24</p> <hr/> <p style="text-align: center;">P</p> <hr/> <p>pace (1) 62:19</p> <p>paced (1) 264:11</p> <p>page (11) 38:22;141:1; 153:24;156:16,22; 158:5,19;167:2; 203:22;259:5,9</p> <p>pages (1) 259:8</p> <p>paid (3) 140:5;169:11,18</p> <p>pancakes (3) 278:7,8,9</p> <p>pandemic (8) 80:2;166:9;246:17, 20;253:21;285:11, 12;288:1</p> <p>Panel (46) 3:3,7;10:12;13:8; 32:20;33:1;38:6,11; 40:12;44:12;46:24; 61:10;66:20;68:17; 70:2,9;87:20;89:2; 95:7;110:20,23; 112:2;113:21;115:1; 117:24;118:4; 120:24;123:24; 126:9;142:5;147:4; 149:18;151:8; 154:13;155:1; 169:20;170:10; 172:3;210:9;218:7; 221:15;222:2;234:3; 255:21;277:4;280:3</p> <p>Panel's (1) 106:4</p> <p>paper (1) 171:17</p> <p>para (1) 143:17</p> <p>paraphrasing (2) 112:25;204:19</p> <p>paraprofessional (1) 192:13</p> <p>pardon (1) 67:17</p> <p>parent (5) 23:13;178:17; 239:22;252:16;291:7</p> <p>parental (1)</p>
--	---	---	---	--

<p>154:16 parents (19) 22:7;24:9;26:1; 47:24;48:13;177:9; 16;178:23;187:13; 194:4;202:15; 227:16;234:22; 240:1,3;255:19; 286:8;289:4;293:4 parents' (1) 288:13 part (47) 27:5,6;33:3;45:14; 49:11;60:24,25; 66:22;72:9;75:19; 98:21,22;99:2,21; 108:6;120:12;143:6, 11;147:2;149:25; 150:2;154:22; 157:20;158:3; 159:13;161:15; 163:16;164:9;184:4, 23;205:22;206:16; 210:11;217:19; 224:9;251:11,25; 255:17,17;262:20; 266:17;267:8; 269:11;272:1; 277:18;284:1;290:3 partial (2) 72:21;150:24 participants (1) 184:6 participate (13) 42:1;133:15; 136:24;143:4;146:7; 148:18;190:19; 236:18;240:4; 251:11;286:23; 289:21;290:1 participated (1) 164:3 participating (3) 135:17;178:8; 239:25 participation (2) 215:4;258:22 particular (5) 10:17;36:19;106:8; 221:23;232:14 particularly (1) 168:9 parties (10) 4:19;5:4;70:18,25; 126:21;127:5;236:4, 15;237:22;238:7 partner (3) 185:24;228:7; 232:17 partnered (2) 78:12;135:9 partnering (2) 137:1;213:4</p>	<p>partners (38) 5:7;19:5;71:3;76:2, 3,4;84:9;88:5,14; 127:9;135:15; 168:25;172:16; 182:8,10,12,14; 184:14,15,16,16; 187:16;188:6,12; 189:4;193:22;194:7, 10,17;205:14;213:1; 229:20;230:7,12,15; 236:20;238:12;253:8 partner's (1) 232:15 partnership (9) 77:19;78:25;84:7; 85:17;88:2;169:3; 189:1;229:23;232:18 partnerships (7) 7:16;84:18;134:8, 10;196:25;201:18; 205:17 parts (4) 91:21;104:2,4; 207:15 part-time (4) 140:4;141:21; 144:2;153:20 pass (5) 27:11,17,20;61:1; 179:9 passes (6) 4:8;68:15;124:11, 13;170:9;233:10 passing (1) 59:22 passion (2) 60:12;81:24 past (12) 9:13;11:16;77:14; 101:11;103:13; 139:17;147:16; 148:9;163:24; 177:12;229:18;256:1 path (9) 25:19;26:3;31:4; 52:6;117:5;121:3; 138:1;166:14;184:5 paths (7) 91:6;93:15;122:16; 129:1,4;136:3; 183:22 pathway (41) 18:11;21:13;27:24; 45:6;64:20,21,22; 78:16;80:15,22;85:4, 12;86:2;93:19,19; 97:15;99:9;108:15; 120:2;129:8;135:25; 136:8;160:5,6,12,20; 161:4,6,11;165:9; 168:21,22;169:9,10; 182:6;186:12;</p>	<p>187:20,22;223:12; 224:7,7 pathways (48) 15:6;62:15;76:25; 77:4;80:21;81:20; 82:18;83:15,21,24; 85:10;86:10;90:23; 92:6,7;94:5,12;101:7, 11;125:7,22;128:24; 130:22,25;133:17; 136:5;139:14; 159:25;160:2,18; 161:8,14,21;162:14, 20;168:25;171:24; 173:3,19;181:23; 187:6,18;189:15; 191:4;193:11; 194:15;195:18;226:3 patience (1) 274:12 pause (6) 55:16;108:7,16,21; 131:5;142:5 pay (6) 16:13,14;140:9; 183:14;226:7;230:5 paycheck (1) 190:11 paying (2) 182:24;184:6 PC (1) 271:6 PCSSD (17) 251:1,4,7;254:8; 255:5,22;256:15; 257:14;262:17,20; 263:10;268:13,23; 271:7,9,20;280:10 PD (3) 69:21;151:3;239:3 PE (1) 269:9 peaches (1) 11:1 Peer (1) 179:23 penalized (1) 43:7 penalty (1) 42:17 people (34) 5:9;7:11,19,21; 11:9;37:6;70:3,3; 91:1;92:11;93:11,23; 94:14;96:2,3,7;98:9; 99:13;100:15,17; 105:18;118:21; 140:7;166:4;168:7; 177:19;183:9,19; 190:6;206:11; 244:11;256:8; 258:12,19 per (19)</p>	<p>22:14;30:21;31:2, 19;33:24;34:6;38:19, 25;39:6,12;139:8,9; 145:22;200:16; 203:18;259:9; 276:13,16,18 percent (1) 24:16 percentage (2) 19:8;178:6 per-day (1) 219:12 perfect (6) 78:25;79:20;94:2; 165:10;176:17;181:4 perfectly (1) 183:2 performance (1) 217:22 performing (1) 42:2 perhaps (2) 117:24;272:11 period (9) 41:8;105:4;110:6, 17,25;147:7;186:19; 236:22;261:21 periodically (1) 60:2 permanence (1) 67:11 permission (1) 182:17 permit (3) 99:7,8;143:21 permits (2) 92:7;95:23 permitted (2) 95:17;280:4 permitting (1) 101:7 person (22) 98:1;103:21;110:9; 132:16;206:6,9; 218:5;223:25,25; 224:3,6,17,18,21,23; 225:25;226:1,8; 228:11;240:2; 244:25;286:11 personal (11) 9:16;11:9,12; 17:12;20:23;21:2,4; 24:6,13;76:18; 282:13 personalized (10) 79:24;80:15;81:20; 156:22,25;165:13; 187:6;191:1;249:22; 293:11 personnel (7) 98:7;184:9;214:14, 15,23;215:4;225:12 perspective (3)</p>	<p>110:11;116:25; 118:25 petition (1) 25:6 petitions (1) 58:11 pharmacy (2) 86:1,8 Phase (1) 83:14 Phillip (1) 3:12 philosophy (3) 249:5;283:13,13 phlebotomy (2) 17:4;21:20 phone (2) 82:11,14 phonemic (1) 252:20 physical (7) 64:12;75:24; 120:20,20;178:15; 200:23;203:6 physician (1) 99:18 pick (1) 223:15 picture (3) 23:17;120:5; 175:12 piece (72) 4:23;18:21;20:3,5; 22:10;23:7;27:7,11, 21,25;28:1;30:6,11; 31:22;39:23,24;40:3; 43:9,9;50:6,9;51:1; 52:25;55:2;56:6,7, 12;59:20;61:6;62:7, 7,13,14;63:6,11,24; 64:11,16;65:9,11,22; 104:18;142:4; 185:12;199:20,21,23; 200:3,7,10,21,25; 201:10,14;202:19; 203:15;207:11; 208:6;210:1;211:14; 215:17;217:2; 220:17;221:16,17; 222:12;262:4; 264:17;273:7; 276:20;282:12; 286:17 piecemeal (1) 248:1 pieces (14) 39:7;40:6;60:4; 90:10;109:15; 164:16;186:8;201:8; 203:11,14;211:4; 214:12;262:4;286:7 pilot (9) 83:25;246:8;</p>
--	--	--	--	---

<p>247:12;248:10; 282:17,21;283:9; 284:16;290:25 piloted (3) 242:6;244:23; 282:18 piloting (1) 246:19 pilots (1) 91:9 pioneering (1) 75:8 Pioneers (3) 75:7,13,17 pipeline (1) 84:10 pivot (3) 218:3;265:7; 271:20 place (26) 11:9;26:21;36:22; 44:8;53:8;55:8;59:9; 60:5;62:10;63:6; 67:7;75:10;76:10; 94:11;97:14;99:5; 107:24;108:13; 109:10;153:8;155:7; 158:6;180:25; 250:24;257:1;268:19 placement (2) 137:23;158:8 places (2) 88:9;235:19 placing (1) 158:12 plan (87) 15:2,3;16:8;18:7; 21:7,12;24:15;45:21; 46:21;47:8,13;48:2,5, 10;49:6,7,11;50:5,16; 53:18,21;54:2,6,8,11; 62:10;63:24;64:6; 69:24;77:24;94:22; 104:4;108:9,9,19; 113:19;123:12; 125:4;142:16;145:4; 150:12;152:3,7,19, 24;153:6;154:18; 156:17,18,24,25; 158:6;159:6;160:15, 16;161:25;170:25; 172:6;180:25;185:4; 195:9,21;200:17; 201:5;208:12,18,20; 212:14;214:19,25; 215:3;217:8;220:22; 222:4;229:16; 235:10;236:5; 260:21,22,25;261:1; 264:21;266:12; 289:23;291:13; 292:17;293:8 PLANNED (7)</p>	<p>29:24;30:1,15,21; 31:8;139:4;280:24 planning (4) 55:1;227:22;235:8; 261:2 plans (20) 21:5;24:8,8;47:7, 17,21;79:24;81:9; 130:3;133:18,19; 156:15,22,23;160:25; 183:16;208:14; 230:11,12;235:3 platform (2) 55:11;264:5 play (6) 20:12;27:7,8; 47:17;81:23;82:10 played (3) 82:12,14;255:8 PLC (6) 97:23;138:4,6; 143:6;148:17;150:2 PLCs (1) 98:23 please (23) 3:6,15;5:4;6:24; 70:4,25;77:8;127:5; 172:6;173:19; 205:11;222:7;232:5; 236:4,7,15,18; 237:24;238:8,10; 239:9;261:6;274:4 pleasure (1) 82:16 PLEDGE (2) 261:18,21 plumbers (3) 11:6;19:17;183:11 plus (1) 129:9 PM (5) 126:11;171:21,22; 235:20;293:25 podium (1) 128:12 point (24) 12:6;13:15;14:14; 33:4;37:14;38:1; 78:20;89:18;111:1; 115:4;116:16; 143:25;145:20; 154:13;164:15; 172:4;200:4;201:1; 227:4;268:10; 272:13;273:13; 275:15;286:9 pointed (1) 227:3 points (6) 12:14;101:22; 155:17,21;175:17; 217:13 police (1)</p>	<p>22:23 policies (1) 215:5 Policy (3) 214:14,15,23 ponder (1) 223:1 pool (1) 105:8 poor (1) 180:3 population (1) 75:15 portfolio (2) 188:15;191:1 portion (3) 176:7;208:23; 263:22 Portland (1) 254:5 position (10) 32:9;105:3;120:16; 133:2;216:10,11; 245:4;266:15; 268:19;270:18 positioned (2) 128:21;129:4 positions (5) 118:10;177:20; 195:5;265:23;267:15 positive (11) 9:7;15:18;65:16; 138:18,20;143:1,3; 170:21;174:23; 183:5;226:18 possibilities (2) 94:10;257:4 possibility (2) 93:18;175:23 Possible (13) 22:17,21,22,25; 92:24;93:13;94:5; 117:7;138:19;143:6; 239:24;240:7;280:23 possibly (6) 18:2;91:9;107:22; 115:14,14;275:9 post (5) 55:10;258:9,11,19; 265:23 posted (2) 3:21;259:4 posting (1) 267:15 post-secondary (2) 130:11,17 potential (3) 134:16;191:12; 249:17 potentially (2) 26:13;150:19 poverty (2) 27:4;59:14</p>	<p>PowerPoint (1) 14:9 PPCs (1) 215:5 PPTL (2) 93:17;101:19 practical (2) 217:21;235:11 practice (4) 101:12;118:9,17; 185:7 pre- (2) 21:19;85:23 preclude (2) 157:19;158:2 predict (1) 109:4 preface (1) 42:9 preferably (1) 125:18 preference (1) 172:23 preferential (1) 85:15 pre-med (2) 20:5;82:22 prep (3) 56:2;187:22;194:1 preparation (6) 17:12;18:24;64:25; 83:23;182:23;258:1 PREPARATORY (6) 6:1,6;61:21,25; 62:8;68:2 prepare (7) 19:1;53:18;54:8; 81:7;86:12;183:25; 186:20 prepared (10) 21:1,3;45:7;63:20; 69:24;82:24;130:9, 11;179:18;188:15 preparing (3) 61:4;132:7;185:20 pre-Pharmacy (1) 86:9 pre-professional (1) 83:19 pre-requisites (1) 25:17 preschool (1) 75:16 pre-school (1) 45:14 present (10) 4:21;13:10;72:9,9; 74:11;99:16;126:23; 172:10;188:20; 198:16 presentation (35) 5:10;29:16;30:14; 36:12;40:10;53:8;</p>	<p>65:4;72:10;111:8; 128:1;141:18; 153:19;155:5,5; 172:9,11;180:13; 200:1;215:20; 218:19;236:10,21; 237:24;238:3,13,16; 242:13;243:17; 244:5,7,9;246:12; 259:20;263:12;265:3 presented (1) 69:24 presenter (1) 10:2 presently (3) 192:22;195:9; 222:15 President (3) 173:10;182:20; 255:10 president/CEO (1) 25:1 pressure (1) 52:24 PRESTON (2) 196:10,11 pretty (10) 43:12;52:12;61:19; 62:10,14;78:22; 112:22;119:19; 163:5;262:5 prevention (1) 154:17 PREVIOUS (10) 3:22;87:8;111:8; 121:16;139:18; 143:23;152:4;271:6; 281:5;285:5 previously (1) 221:19 pride (4) 9:3;75:7;76:1;81:3 primarily (1) 128:24 primary (4) 118:20;197:23; 275:19,21 prime (1) 105:1 principal (10) 6:15,16,18;10:6; 12:23;13:7;199:3; 211:17,20,24 principalship (1) 254:5 print (3) 113:3,4,16 prior (1) 105:2 private (3) 103:11;190:12,12 privilege (2) 74:25;240:13</p>
--	--	--	---	--

<p>privileged (1) 74:14</p> <p>probably (22) 11:3;58:14;89:17; 122:5;128:21; 140:15;143:10,24; 159:2;166:21; 169:15;192:3,17; 194:8;218:1;237:10; 246:6;247:24;267:7; 283:22;287:10; 288:13</p> <p>problem (3) 55:17;243:4; 271:13</p> <p>problems (3) 167:15;188:5; 193:10</p> <p>PROCEDURES (4) 4:9;70:12;126:16; 235:24</p> <p>proceed (1) 129:22</p> <p>process (49) 4:11;26:18;29:9; 35:23;66:11;70:11; 75:3;95:18;99:14,24; 101:6,7,16;104:11, 16;105:5;109:1; 138:2,6;143:6;149:9; 152:7,22;153:3,5; 156:3;160:9;175:15, 22;177:15;182:25; 191:2;217:9;227:2; 228:3;230:18; 241:20;247:8; 249:10;250:4; 254:24;269:25; 270:4;288:2,15,17, 21;289:24;290:1</p> <p>produce (3) 130:7;133:5; 229:24</p> <p>product (1) 9:11</p> <p>production (2) 84:1;93:5</p> <p>productive (3) 25:21;190:10; 191:9</p> <p>products (2) 135:20,21</p> <p>profession (3) 85:3;92:17;115:14</p> <p>professional (44) 45:13;52:11;82:22; 85:24;91:16,18; 94:14;97:24;98:8,18, 23;100:20,22; 103:16;105:6; 106:19;107:21; 108:23;116:2; 117:14;132:8;</p>	<p>138:11,22;142:20; 143:14;150:4,20; 154:8,11,19;164:3; 165:23;175:16,18; 177:20;192:24; 193:6;240:21;241:3, 15;253:22;254:4,11; 288:17</p> <p>professionally (1) 189:23</p> <p>professionals (30) 86:5;91:1,7,8; 94:13;96:4,17;98:16, 18;99:17;100:7; 138:12;139:2; 141:21;142:12; 143:8,21;150:5,17, 22;151:6;166:1; 214:18;215:2,24; 216:2;217:7;253:15, 25;254:9</p> <p>professions (1) 169:7</p> <p>program (61) 13:20;17:1,1,4; 19:21;20:5;21:24; 22:17;26:11;36:25; 37:13;50:24,25;51:7, 19,21;68:5;75:12; 82:18;84:6,19;91:6; 92:22;97:17;122:18; 129:13,14;135:4,17; 137:24;179:10,13; 181:6;182:9;183:21; 184:2,11;187:18; 189:13;195:25; 196:14;197:13; 201:15;210:12; 213:10;215:11; 219:23;221:13; 234:16;242:6; 244:23;247:13; 249:2;260:5;264:5; 268:9;277:2,7; 278:10,13;286:13</p> <p>programming (4) 25:9,13,19;26:17</p> <p>programs (25) 13:14;15:24;16:20, 22;17:15;20:8;21:23; 36:22;50:11;52:5; 57:22;76:25;84:13; 127:23;134:18; 136:25;184:21; 205:20;228:13; 230:10;255:24; 257:1;261:23; 278:19;281:17</p> <p>progresses (1) 288:9</p> <p>progressive (1) 73:6</p> <p>prohibit (1)</p>	<p>89:22</p> <p>prohibited (1) 279:9</p> <p>project (7) 164:10;190:20; 202:9;206:8;207:6; 237:11,13</p> <p>project-based (1) 133:16</p> <p>projects (7) 188:12;190:21; 196:15,17;197:2,4; 205:13</p> <p>promote (4) 79:21;181:23; 242:18;284:24</p> <p>promotion (2) 258:1,5</p> <p>proper (3) 105:9;148:12; 265:13</p> <p>professions (4) 38:9;143:18;236:9; 238:1</p> <p>proposal (4) 190:3,14;208:22; 235:3</p> <p>proposal's (1) 190:5</p> <p>proposed (7) 6:8;17:10;71:24; 127:20;184:11; 197:4;239:21</p> <p>proposing (3) 183:21;196:14; 197:5</p> <p>prospectively (1) 227:1</p> <p>prospectives (1) 106:10</p> <p>prospects (1) 180:3</p> <p>prosperity (1) 78:4</p> <p>protected (3) 219:2;266:20; 269:24</p> <p>protections (3) 267:11;268:19; 273:25</p> <p>protocols (2) 203:7,8</p> <p>proud (3) 11:25;77:15;79:11</p> <p>proven (2) 122:15;181:3</p> <p>provide (90) 35:21;38:3;39:8; 42:13;69:20;73:11; 75:22,22;76:18,22; 77:1,3;80:9,14;81:2, 5;89:12,21;91:2,10, 16;93:8;95:16;96:8,</p>	<p>22;98:3;99:25;100:9, 18,20,22;101:13,17; 103:7;112:13; 113:20;117:12,14; 120:25;121:7;125:5; 128:23;134:15,20; 135:12;136:9,16; 138:5,11;139:12; 143:16;150:25; 158:17;162:14; 164:15;165:19; 166:5;167:9;171:5; 172:7;175:20; 183:24;187:15; 188:19,24;201:17; 205:6;212:6,10,11; 213:6,22;215:7; 221:22;228:12; 230:13;236:5;240:6, 20,24;249:12; 250:15;253:19; 257:4;265:5;271:24; 278:19;290:4;293:3, 9</p> <p>provided (12) 38:8;75:2;89:19; 104:10;134:7;136:2, 11;139:7;202:24; 211:19;271:10; 280:10</p> <p>provider (17) 209:20;212:6,13, 15,16,17;213:5,14, 14,17;217:16; 262:22;263:17; 264:15;271:8,8,9</p> <p>providers (4) 262:16,16;273:15, 18</p> <p>provides (5) 92:17;115:19; 144:25;178:23; 181:18</p> <p>providing (16) 30:24;41:23;49:1; 120:2;146:3,12; 165:24;181:16; 205:24;250:17; 256:5;277:2,8; 278:17;279:6,18</p> <p>provision (4) 87:12,14;152:1; 271:19</p> <p>provisions (4) 41:25;144:14; 203:2;227:3</p> <p>proximity (1) 232:9</p> <p>psychological (1) 195:20</p> <p>public (26) 15:14,16;32:3; 89:5;102:8;103:17;</p>	<p>105:9;107:22,25; 113:1;196:17;205:6; 217:4,10;218:9; 257:21;258:3,4,15, 16;264:20;265:11; 267:12;268:8; 269:23;274:5</p> <p>publication (1) 92:15</p> <p>PULASKI (17) 235:22;238:21; 239:19,22;240:5,11; 255:10,23;256:8,18; 264:6;265:19;266:5; 270:21;284:12; 292:4;293:13</p> <p>pull (9) 60:20;102:7; 167:24;198:10; 263:16,16;266:13; 284:18,19</p> <p>pulled (1) 27:2</p> <p>pulling (3) 198:18;228:15; 266:2</p> <p>pumpkins (1) 11:1</p> <p>Pupil (3) 239:6;241:5,17</p> <p>purchase (1) 113:2</p> <p>purchased (1) 52:22</p> <p>purpose (4) 48:10;150:9;221:3; 249:25</p> <p>purposes (2) 159:17;206:20</p> <p>pursue (11) 91:4,11;93:7;96:2, 10,97:1;99:17;100:5, 8;117:6;125:6</p> <p>pursued (2) 117:5;168:11</p> <p>pursuing (1) 189:16</p> <p>push (1) 285:1</p> <p>pushed (2) 21:5;50:17</p> <p>put (12) 29:1;35:2;67:9,15; 73:4;82:11;116:11; 176:20;180:25; 181:12;188:21; 192:21</p> <p>putting (3) 35:10;100:11; 240:15</p> <p>puzzle (1) 61:6</p>
---	---	---	--	---

Q	222:17;275:13,14; 276:4 rationale (14) 33:6;38:21;149:5; 203:22;204:24; 211:18,19;217:5,20; 221:19;270:16; 273:19;274:20;279:3 rationales (1) 36:6 Rayford (1) 72:8 re (1) 234:13 re- (1) 234:13 reach (9) 162:23;170:25; 251:1;254:1;256:4, 11,12;279:17;284:11 reached (5) 134:18;255:4; 258:11;281:4,4 reaching (1) 250:25 reactions (1) 258:15 read (14) 15:13;80:3;95:10; 102:8;112:24;123:9; 154:19;159:4; 178:12;185:23; 205:5;230:12,16; 280:14 readiness (2) 137:8;249:14 reading (20) 24:7;40:22;57:21; 91:18;92:20;116:9, 11,14;137:13,14; 154:23;164:20; 178:12,15;186:5,8,9, 10;188:2;259:6 ready (17) 17:24,24;18:15; 21:16;23:5;24:3,17; 48:8;63:21;68:20; 70:10;86:13;128:11; 130:8;158:16;196:7; 232:23 real (3) 134:7;253:21; 291:6 real- (1) 167:14 reality (3) 43:10;178:3,5 realization (2) 248:10,17 realize (4) 38:6;96:1;147:8; 275:15 realized (4)	118:15;246:21; 247:14,23 real-life (1) 231:16 really (95) 9:2;25:6,9,12,14; 26:4,21;30:21,23; 31:5;32:13;35:15; 36:5,6;37:2;38:22; 40:10;48:24;54:1; 60:11,17,20,22; 64:13;66:9;76:1; 77:16;100:10;106:7; 108:8,14;110:2; 112:15;114:17; 116:10,11,12;119:15; 120:5;122:7;130:13; 137:11;138:12; 144:18;148:21; 157:11;160:19,24; 162:19,25;163:10; 165:12;166:6,12; 168:6;178:18;179:7; 186:4;190:2,8;194:3; 199:18;200:1,11; 202:7;219:6;223:11; 226:1;229:14; 231:19;233:18; 236:1;237:11,14; 242:22;245:7,9,18, 21;247:9,15;248:16, 17;249:4;269:17; 273:10;284:5;286:2; 288:2,5,9,14,15; 289:4;292:17 real-world (1) 234:15 reason (23) 15:22;24:11;32:23, 24;34:5;35:14;54:10; 56:9;62:12;92:10; 101:24;104:1,6; 146:11,19;149:22; 177:9,10,21;192:20; 193:18;194:9;209:8 reasonably (1) 118:16 reasoning (1) 210:5 reasons (9) 32:7;53:19,20; 106:5;148:15,20; 176:23;180:1;240:4 reassess (1) 64:2 reboot (1) 241:8 receive (7) 112:12;171:6; 186:25;228:22,22; 280:17;293:10 received (1) 122:23	receiving (4) 31:1;33:23;38:20; 203:23 recess (17) 30:5,11;87:12,22, 24;144:14;200:7,14, 18;201:5;203:2,5; 260:3,6,8,9,11 recognize (3) 181:8;193:20; 204:7 recognized (21) 7:5;9:4;47:3; 72:18;101:1;109:25; 137:18;148:2; 159:22;162:3;174:1; 177:18;179:12; 192:2;212:2,20; 213:14;229:19; 235:24;246:3;272:15 recommendation (2) 228:17;279:20 recommending (1) 143:20 reconcile (1) 156:23 record (17) 3:16;5:6;9:5;40:2; 55:10;71:2;127:8; 141:19;170:11; 177:6;198:6;207:19; 236:17;238:10; 274:3,13;289:8 recorded (1) 3:20 recording (1) 264:3 recruit (1) 283:25 red (1) 27:21 redefine (2) 112:8,15 redirect (1) 26:3 re-do (1) 234:13 reduce (1) 26:5 reduced (2) 11:15;16:13 re-establish (1) 265:12 reference (1) 279:2 referenced (2) 38:4;106:1 referring (1) 273:1 reflect (4) 135:7;185:5,7; 249:20 reflecting (1)	251:16 refresher (1) 4:16 refused (1) 179:15 regarding (4) 32:21;167:20; 225:3;254:20 regardless (1) 112:10 regards (1) 119:9 region (1) 170:20 registered (3) 84:12;258:17; 284:22 registration (1) 285:1 regrouping (1) 123:16 regular (3) 106:22;116:12,23 regulations (2) 277:11;287:14 re-imagine (1) 112:8 reiterate (2) 144:23;147:3 related (4) 189:18;195:4; 259:3;261:5 relationship (1) 76:5 relationships (6) 52:12,14,15;77:22; 164:19;282:13 relatively (1) 123:8 relatives (1) 11:20 release (1) 192:23 relevant (2) 28:1;139:12 reliable (1) 12:19 relocate (1) 105:22 relooking (1) 192:9 remaining (19) 29:23;39:15;40:11; 71:12,15;112:20; 127:3,4;153:23; 181:7;218:19; 222:11;227:14; 236:13;260:12; 261:15;274:6,18; 281:9 remains (1) 33:21 Remele (2)
R				
Rachel (13) 192:5;239:2;241:1, 13,23;243:13;247:7, 11;248:19;251:14; 258:22;259:11,13 radar (3) 58:2;59:8,12 radius (1) 10:20 raise (10) 6:24;60:22;72:12; 128:3;173:20; 183:21;190:12; 239:8,9;287:7 raised (2) 23:12;285:12 raise-hand (1) 109:24 rally (1) 60:18 ran (4) 258:4,5,9,17 range (2) 219:19;276:2 rapidly (1) 79:5 rare (1) 119:18 rate (2) 140:5,9 rather (2) 90:7;147:21 ratio (7) 192:10,12;218:18;				

255:9,9 remember (2) 38:6;110:22 remind (2) 152:4;198:8 reminder (1) 283:8 reminds (1) 116:7 remote (2) 201:25;216:17 remove (5) 10:7;109:3,6,12; 128:15 removed (3) 141:8;151:17; 275:4 removes (1) 177:2 renewal (4) 3:8;14:14;110:24; 149:9 renewed (1) 46:15 REP (2) 174:5;175:2 repair (3) 11:7,8;114:21 repealed (3) 141:7;146:21; 148:23 repeat (6) 72:13;212:8; 214:20;262:24; 263:1,5 rephrase (1) 280:20 replace (4) 103:6;218:5; 223:25;265:8 replacement (1) 195:2 report (8) 162:6;227:7,9,11, 17;281:2,6,7 reporter (1) 154:15 REPORTER'S (5) 13:1;20:15;82:12; 177:2;275:4 Reporting (2) 261:12,13 represent (5) 26:12;239:19; 256:8,15,16 representation (1) 75:1 Representative (29) 6:12,20;7:4,6,9:1; 72:1,18,19,20;94:3; 127:24;131:8,11,14, 19;132:12,15,19,21, 23,25;142:9;172:20;	173:14,16;174:1,2, 25;257:7 representatives (2) 72:7;168:8 represented (3) 74:15;258:7,22 represents (2) 26:13;74:8 request (33) 3:14;37:25;38:15; 74:5;88:24;102:5; 103:25;105:25; 106:1,8;109:3;118:2; 149:8;203:14;204:6; 208:7;211:23; 217:19,19;220:13; 222:1,10;225:10; 228:8,24;240:15; 260:15;264:19; 271:5;276:23; 279:12,12;281:1 requested (8) 32:6;33:2;42:8; 122:21;147:6;211:7, 16;214:15 requesting (8) 6:7;71:22;79:18; 127:18;147:3;173:4; 225:19;238:23 requests (5) 29:20;106:9; 113:17;149:21;261:9 require (4) 41:25;84:15;138:7; 225:16 required (14) 34:4;91:18,19; 102:14;103:4; 138:23;154:14; 198:25;203:1;222:4; 223:19;225:23; 279:24;280:3 requirement (12) 102:11,16;113:10; 145:20,21;216:7; 224:18;278:18; 279:10,22;280:3,16 requirements (21) 30:19;39:2;42:6; 85:3;99:7;101:19; 102:10,15;110:7; 139:7;146:21; 148:21;152:14; 190:18,24;195:11; 277:5;280:4,11,18,25 requires (2) 189:22;278:19 requisite (1) 273:16 requisites (1) 21:20 rescind (9) 192:4;208:23;	228:8,24;273:24; 274:5;276:20; 279:12;280:7 rescission (2) 276:23;280:5 research (7) 51:25;134:13; 178:10;179:23; 181:19;213:5,14 researching (1) 119:23 resolve (3) 147:15,15,18 Resource (3) 32:3;100:18; 196:16 resources (18) 16:9;26:3;41:4; 76:10;98:10;103:8; 113:2,14;114:5,20; 120:19;121:6; 129:15;133:3,3,8; 166:2,5 respect (4) 9:22;101:6,22; 226:3 respectfully (1) 32:17 respond (7) 79:3,6;88:24;93:1; 99:16;117:11;127:2 responded (1) 78:1 responding (1) 78:21 response (1) 149:17 responses (1) 170:11 responsibility (1) 191:8 responsible (4) 3:13;47:11,22; 182:3 rest (3) 56:11;59:20; 218:18 result (3) 84:13;85:6;86:4 results (2) 285:20,22 resume (2) 166:13;171:21 retired (6) 46:9,9,11,17;91:9; 92:17 retirement (3) 92:16;183:16; 190:13 retiring (1) 180:18 review (6) 33:5;90:15;111:2;	123:10;127:4;273:23 reviewed (2) 110:24;149:9 reviewing (1) 155:5 revision (1) 3:8 revisit (4) 44:21;47:5,14; 249:10 revocation (1) 3:8 rewarding (1) 183:22 re-watch (2) 55:15;56:21 re-worked (1) 55:17 Ricky (1) 173:16 Riggins (89) 173:9;176:19,21; 177:2,4,7,7;182:21; 184:13;190:16; 196:5,7;197:16,19, 25;198:5,9,14;199:1, 7,12;200:20;201:14, 23;202:4;204:6; 208:19;209:1,16; 210:6;211:11,11,22; 212:17,21,24;213:21; 214:2,5,8,10,20; 215:6,15;216:8,19, 21;219:5,21,25; 220:4,23;221:21; 222:15,19,22;223:4, 20,23;224:2,20; 225:2,21;226:9,16, 19,22;227:18,21,24, 24;228:4,14,17,21; 229:4,17;230:23; 231:21,23;232:11,22; 233:11,19,22,25; 234:6;235:14,17 right (109) 4:10;5:20;6:24;8:9, 23;10:2;13:21;16:9, 19;20:6;27:1;31:9; 33:25;35:5;38:12; 51:4;52:5,25;55:18; 58:17,20;59:7,24; 64:15;68:4;69:4; 72:12;73:20;86:6; 92:12;93:9,25;98:25; 105:19;108:11,20,25; 109:20;114:3;119:4, 25;120:4;122:3; 126:14;128:3;137:2, 3;140:6;154:19; 163:20;164:13; 168:1,12;171:20; 173:20;174:2,5; 175:3;182:10;	189:24;198:22; 205:5;220:9;224:3, 11;226:11;229:8; 231:25;233:24; 234:2,12;235:23; 237:2,2,9;239:9,14; 241:1,19,22;242:25; 243:9,11,17,22,24; 244:3,13,15;247:14; 250:9;251:13; 254:22;257:24; 258:25;259:12; 265:22;266:24; 269:14,15,20;272:21; 273:21;278:4;281:3; 286:20;288:5; 289:16;291:21 right-hand (1) 258:8 rights (1) 215:13 rigorous (3) 181:24;240:19; 249:13 RINGS] (2) 24:20;29:5 rise (2) 191:6;252:19 River (12) 52:13,18;82:7,15; 83:2,17,21;85:16; 86:7;88:3;96:20;99:3 RIVERCREST (25) 126:13;127:17,18, 20;128:3,20;129:11, 12;130:2,4,7;131:12, 18,22,25;133:22; 136:18;141:24; 150:1;152:17; 153:12;163:19; 164:14;170:4,22 road (3) 10:21;148:10; 284:6 Robinson (2) 246:4;289:2 robust (4) 36:6;211:19; 253:22;262:5 Rock (5) 173:12;187:16; 188:25;189:4,10 Roepcke (10) 72:5;76:13,14,15; 79:13,14;82:13;83:7; 98:13,13 role (11) 27:8;41:15;47:17; 102:21;113:21; 114:17;176:3;242:2; 244:21,24;288:18 roles (2) 183:17;206:12
--	---	--	--	---

<p>room (7) 16:3;54:14;63:9; 70:3,3;77:7;280:19</p> <p>rooted (1) 197:9</p> <p>rotating (1) 219:11</p> <p>roughly (2) 10:20;15:2</p> <p>round (1) 155:1</p> <p>route (6) 25:21;65:8;66:9; 67:8;93:17;150:23</p> <p>routinely (1) 32:6</p> <p>row (1) 258:6</p> <p>RTI (1) 60:19</p> <p>rubber (1) 284:6</p> <p>rule (2) 151:14,15</p> <p>rules (16) 39:4;40:4;90:7,8; 141:9,10,12;153:24; 154:1,1,2;203:5; 269:14;276:17,18; 278:15</p> <p>run (3) 89:11;199:4,4</p> <p>running (1) 175:6</p> <p>rural (4) 7:9;9:1;10:19; 167:23</p> <p>rut (1) 61:3</p>	<p>122:19;147:12; 148:4;157:2,3; 158:25;161:8,23; 186:17;210:5; 216:18,24;221:19; 227:5;249:20; 260:15;264:18; 269:13,16;270:1,6, 18;273:9;277:24; 289:25</p> <p>samples (1) 252:1</p> <p>satisfy (1) 280:10</p> <p>saved (1) 258:23</p> <p>saving (2) 25:20,20</p> <p>saw (9) 23:11;36:10;157:7; 164:6;244:2;247:4; 271:5;275:18;281:5</p> <p>saying (18) 34:1;60:9;101:23; 104:12;110:5; 149:19;150:11; 205:12;213:19; 224:16;226:4;237:1; 241:7;242:25,25; 243:2;267:24;272:22</p> <p>scaling (1) 84:9</p> <p>scattered (1) 202:1</p> <p>scenarios (1) 167:14</p> <p>schedule (26) 17:20,21;18:18; 21:23;35:18,22; 42:15;63:5;87:3,7; 89:8,11;96:25;97:9, 25;136:23;151:3; 191:7;195:6;198:24; 202:7,14,15;252:3,4; 253:19</p> <p>schedules (2) 97:22;252:1</p> <p>scheduling (2) 44:4;63:1</p> <p>scholars (1) 64:8</p> <p>scholarships (1) 85:19</p> <p>SCHOOL (428) 5:24,25;6:4,5,6,8,8, 11,15,15,17,18;7:12, 17,20,23;8:12,13,21, 22;9:2,14,15,17,24; 10:6,14,16,17,19,22, 23,24;12:13,23,24, 25;13:7,13,13,16,21; 14:13,20,22;15:1,22, 23;16:8,10,19,21;</p>	<p>17:9,14,15,17,19; 18:4,7,9;19:15,21; 20:3,7;21:1,6,8,22; 22:15;23:24;24:2,3, 10,25;25:7,8;26:15, 20,25;30:3,24;31:5, 10,12,22,24;32:3; 33:8;34:15,25;35:11; 36:22,24,25;38:2; 40:18;41:1;42:10,15; 43:24;45:15;46:4; 47:17,19;48:1,1,6,9, 15,21;49:6;50:3,3,12, 15,16,17;51:12,22, 23;52:1,16,17;53:21; 54:2,4,16;60:10,23; 61:7;63:7,9,13,19,19; 64:11,24,24;65:1,11, 18,21;66:4,9,11,17, 18,24;67:5;68:1,2,10, 24;69:6,11;70:6,7; 71:21,22,24,24; 72:21;73:2,6;74:3,3, 10;75:11,21,24; 76:15;77:22;78:7,13, 15,22,24;79:2,17,23; 80:12,14,17,18;82:1, 17,25;83:5,11;84:3,9, 23;85:1,6,22;86:23, 25;87:1,10,24;88:12; 93:6;96:6;97:11,25; 98:4,7,14,15;102:9,9, 12,17,22,23;103:11, 14,17,19;104:12,18; 105:2,9,10,16; 106:22;107:3,3,12, 14,18,22,25;110:3; 111:11,15;113:1,12; 114:16;116:19; 119:1,18,24;120:11, 16,18;121:13,18,19, 20;122:4,12;123:15; 124:20;125:4; 126:12,13;127:17,18, 20,21;128:19,20; 129:11,13;130:2,4,6, 7;131:22,24,25; 132:2,5;133:9;138:3; 140:16,19;144:12; 146:8,14;151:24; 152:1,13;155:10,10, 17;156:4;158:23,24; 162:6,12;163:11,19, 24;166:10,14;167:23, 25;168:2;170:22; 173:4,5,6;174:7,10, 17;175:10,11;176:6, 6;178:20;179:5; 182:25;184:6; 186:12,14,21;187:12; 189:11;196:13,15; 197:3,14,24;198:4; 199:2,5,7;203:19,20;</p>	<p>204:11;205:6;207:6, 16;208:10,14,18; 216:5;217:10,16,22; 218:2,9;219:1,6,23; 220:3,18,20,21; 223:2,3,7;225:14; 232:10,10;235:22; 238:2,22,24;239:19; 240:12;242:2,2,5,15, 19;244:22,24; 245:22;246:4,8,15, 18;247:1,1,2;250:14; 251:4,7,8;255:5,10, 11,17,22,24;256:9, 15,20;257:6,7,11,13; 260:7,18,22,25; 264:20;268:8; 269:24;270:9; 273:14;274:6; 276:12;282:1,9,20; 283:13,19,19;284:3, 8,18;285:15,22,23; 286:3,9;287:12,15, 17,18,20,23;288:8, 11;291:11</p> <p>school- (2) 61:7;184:4</p> <p>schoolers (1) 283:24</p> <p>school-issued (1) 12:11</p> <p>school-kept (1) 58:10</p> <p>schools (58) 32:7;72:6;75:18, 19;76:6;83:10; 113:11;119:16,17; 134:17;139:18; 144:12;147:17; 148:6;149:3,6; 155:15;156:4; 182:18;183:7; 186:22;220:16; 225:11;242:19; 245:18,22,25;246:1, 3,5,7;247:18,20; 248:5,14,24;249:18; 250:10;260:6; 261:15;276:11,19; 279:14,17;281:24; 282:9;283:10,22; 284:2,3,25;285:3,8, 11,14;286:6;287:21; 291:1</p> <p>school's (3) 120:15,22;184:11</p> <p>school-within-a- (1) 281:25</p> <p>science (32) 16:23;17:8;23:22; 24:14,18;28:3;31:12; 33:25;50:25;59:23; 64:12,13;91:18;</p>	<p>92:19;116:15;134:4; 135:11;139:20; 154:23;167:4,12,13; 169:9;178:11,14; 186:4,8,10;189:17, 17;269:7;270:23</p> <p>scope (1) 253:24</p> <p>scores (4) 62:20;63:13; 285:10,11</p> <p>scoring (3) 24:17;28:5;62:22</p> <p>screen (3) 182:8,10;275:5</p> <p>screeners (1) 193:13</p> <p>screen-share (1) 244:8</p> <p>screenshot (1) 258:7</p> <p>screen-time (2) 178:9,10</p> <p>SCROGGINS (2) 196:10,12</p> <p>Scrub (2) 21:14;52:20</p> <p>scrubs (1) 52:22</p> <p>seat (10) 30:18;55:13;56:14; 144:23;145:20,22; 146:20,21;148:22; 149:7</p> <p>seats (3) 30:20;56:15; 148:23</p> <p>seat-time (1) 30:18</p> <p>Second (23) 4:3,5;64:20;68:7,9; 92:16;124:4;131:25; 141:17;144:9;170:1, 3;177:10;200:7; 233:2,4;241:7;244:8; 260:13;269:11; 284:1;291:24;292:3</p> <p>secondary (9) 85:4;89:13;105:3; 130:17;169:5; 186:20;251:25; 252:23;253:5</p> <p>seconded (2) 124:6;292:1</p> <p>seconds (1) 259:8</p> <p>second-to-none (1) 132:4</p> <p>Section (9) 30:3;39:3;40:4; 90:6;141:12;151:14; 203:5;216:15;279:3</p> <p>sections (4)</p>
S				
<p>sadly (1) 105:13</p> <p>safely (1) 70:4</p> <p>safety (1) 89:6</p> <p>Salaries (3) 140:2;153:16,18</p> <p>Salary (6) 153:25;195:3,6; 215:18,18;253:18</p> <p>Sally (3) 127:22;132:2; 163:18</p> <p>same (42) 9:21;22:25;27:19; 28:3;42:16;43:6; 45:11;55:12;85:24; 94:6;95:2;102:12; 107:3,11;115:23; 118:21;121:10;</p>				

141:10,11;216:14, 17 sector (1) 189:7 secure (5) 137:21,22,22,23; 191:11 secured (1) 182:12 security (1) 77:3 seeing (12) 14:15;69:25;98:15, 16;136:21;161:4; 170:21;171:17,19; 235:15,16;289:1 seek (9) 93:13;123:5,12; 126:1;143:21;144:4; 152:18;184:14;216:9 seeking (4) 86:14;120:25; 153:2;164:13 seem (2) 33:18;155:7 seemed (2) 181:11,11 seems (4) 61:14;162:9;179:9; 228:25 sees (1) 271:13 segregated (1) 161:12 segways (1) 29:16 selection (2) 288:15,17 selections (1) 167:11 selective (1) 288:2 self-management (1) 288:23 self-motivated (1) 288:10 self-paced (1) 201:15 semester (1) 291:19 Senate (1) 240:8 Senator (6) 127:25;131:5,7; 132:20;173:15; 239:17 Send (4) 53:16;54:11;169:6; 227:11 sending (2) 281:6,7 senior (1) 17:20	seniors (4) 16:16;82:4;146:18; 190:21 sense (15) 15:24;54:7;81:3; 92:2;93:23;94:2; 148:7;149:14; 165:10;168:23; 205:2;220:7;248:14; 281:19;282:11 sent (1) 173:16 sentence (1) 38:24 separate (14) 86:24;96:5;155:9, 10,15,16;156:3; 161:5;197:22;198:1; 199:4,5;232:8;282:8 separated (3) 155:21;161:7; 216:23 seq (1) 90:5 sequence (1) 253:24 sequencing (1) 51:17 serve (19) 6:9;11:21;57:25; 58:1;71:24;127:21; 133:6;136:18; 167:15;168:16; 173:6;174:8;185:5; 191:13;195:17; 234:20;238:24; 250:6,9 served (3) 158:20;192:6,11 serves (3) 10:19;93:19;114:6 service (21) 12:19;29:3;91:10; 96:8;182:1;184:23, 24,25;185:6,11,13; 190:5,19,22;202:9; 272:2,3;277:5,24; 278:17,20 services (19) 40:19;41:1,9,17; 58:12;81:21;222:3; 239:6;241:5,17; 254:9,12;272:1; 276:24;277:1,8,11; 290:4,9 serving (7) 58:6,7;75:12,16; 112:2;219:12;251:8 set (34) 10:3;24:7,11,18; 30:16;36:9;56:4; 62:15;83:15;87:6; 90:1,8,10,16;92:22;	128:12;140:24; 144:9;151:11; 153:14,17;154:10; 160:17;175:18; 184:4;188:13; 198:24,24;218:15; 255:17;257:12; 259:25;260:1;266:1 setting (2) 10:19;198:20 settings (1) 30:5 settled (1) 287:23 seven (4) 11:16;31:16;34:16; 277:13 several (13) 26:10;80:10;83:15; 94:21;141:9;180:7; 196:18;197:4; 199:25;207:17; 211:3;259:3;260:17 severe (3) 181:2;183:9;184:8 shadowing (1) 86:3 shaking (3) 49:19;123:21; 156:12 shall (8) 7:1;72:14;102:9; 113:1;128:5;173:21; 205:6;239:10 shape (1) 77:16 share (20) 26:22;28:14,18; 37:4,8,16;43:25; 68:18;76:13;82:8; 89:4;124:15;128:18; 170:11;176:23; 195:24;198:17; 234:4;255:6;258:14 shared (2) 192:13;275:5 sharing (3) 198:13,14;219:20 Sharp (2) 7:17;10:22 sheet (1) 69:5 sheets (4) 68:17;124:15; 234:4;292:12 Shelby (1) 256:7 Sherman (1) 99:20 shift (1) 147:9 shop (4) 11:7;229:20,20;	230:19 short (1) 105:23 short- (1) 183:3 shortage (4) 181:2;183:19; 184:8;189:24 short-changing (1) 226:6 short-term (1) 190:20 show (4) 16:18;32:14;190:6; 256:10 showed (2) 179:23;257:21 showing (1) 187:4 shown (3) 13:1;20:15;118:14 shows (2) 84:21;249:1 side (15) 32:4;49:19,19; 95:15,21;123:21,21; 156:12,12;182:7,10; 208:5;217:21; 219:24;252:1 sidelines (1) 115:19 signed (6) 4:22;70:21;126:23; 172:9;236:10;238:4 significant (1) 176:3 sign-in (1) 234:14 silence (16) 3:6;68:19;69:1,3; 119:20;124:16; 125:12;131:16; 170:13;231:3,6; 234:7,25;243:8; 261:22;292:13 similar (3) 119:9;225:13; 265:2 simple (2) 81:12,16 simulations (1) 86:3 simultaneous (1) 139:15 simultaneously (1) 251:9 single (1) 161:14 singular (1) 161:16 sit (1) 222:6 site (1)	259:10 sitting (2) 56:2;166:15 situation (18) 45:25;103:13; 119:18;133:4; 146:13;164:14; 168:10;194:23,23; 209:4,5;213:21; 219:15;221:10,10; 227:6;265:3;267:16 situations (4) 23:17;166:9; 177:24;219:9 six (5) 31:1;75:18;88:12; 209:15;282:22 six-hour (2) 31:14;87:16 SIZE (14) 38:13,15,17,23; 39:3,23;40:6;192:8; 218:13,16;274:16,24; 275:12;276:17 SIZE/TEACHING (1) 274:17 skill (5) 18:13;174:19; 183:10;221:6;240:20 skilled (8) 7:10;11:5;78:12; 86:13;130:12; 137:24;189:22; 196:23 skills (28) 23:18;46:13;54:1, 12;61:2;75:9;100:4; 130:9,10,19;137:12, 19;164:20;176:1,5; 179:19;181:25; 185:18,20;186:3; 187:10;188:7,23,23; 191:10;230:3; 240:19;254:10 skill-set (3) 221:22;223:1,4 skip (2) 4:24;126:25 slide (5) 23:11;36:11;53:9; 84:21;258:8 slides (2) 249:8;257:24 slight (3) 32:16,16;221:17 slip (1) 120:7 small (9) 7:14;37:5;42:15; 43:25;58:17;60:10; 75:1;184:2;221:17 smaller (1) 166:18
--	--	---	---	--

<p>smart (2) 183:23;227:23</p> <p>Smith (17) 6:12,14,20;7:5,6; 9:1;10:5,5,7,9,11; 45:19;72:1,18,19,20; 94:3</p> <p>so- (1) 116:22</p> <p>social (11) 22:10;186:2,15; 187:7;221:5;223:5; 253:19;255:14; 258:9,10;270:23</p> <p>social- (1) 120:19</p> <p>social/emotional (3) 23:6;75:23;290:10</p> <p>social-emotional (1) 250:18</p> <p>society (2) 90:23;176:15</p> <p>so-forth (3) 61:23;229:15; 283:24</p> <p>soft (7) 179:19;181:25; 186:3;188:22,23; 230:3;240:19</p> <p>software (1) 230:10</p> <p>solar (5) 135:8,9,10,16; 136:12</p> <p>sole (1) 15:23</p> <p>solely (2) 140:4;158:9</p> <p>solid (5) 49:5;64:7,11,16; 67:16</p> <p>solution (6) 53:23;138:5;164:3, 10;165:24;229:5</p> <p>somebody (5) 12:7;48:20;218:6; 268:22;271:23</p> <p>someone (18) 23:12;28:12;47:1; 93:18;116:21;163:7; 194:24;195:17; 206:16,17;207:5; 221:4,5;223:9,10; 224:23;228:5,7</p> <p>sometime (1) 167:22</p> <p>sometimes (12) 23:3;42:15;63:22; 80:3;90:25;105:15, 19;112:25;224:13; 232:15;277:21,23</p> <p>son (1) 131:24</p>	<p>Sonja (2) 3:10;142:7</p> <p>sorely (1) 163:22</p> <p>Sorry (31) 14:8;34:12;39:25; 44:18,18,20;87:22; 95:12;97:4,9;106:23; 114:3;125:3,14; 142:8,10,19;180:11; 199:16;205:21; 210:15;212:10; 214:20;219:4;222:8; 242:11,13;269:11; 275:2;282:6;289:15</p> <p>sort (1) 25:13</p> <p>so-to-speak (3) 118:1,5;135:1</p> <p>sought (3) 122:17;123:8; 248:4</p> <p>sound (5) 13:4;20:13,16; 82:13;242:12</p> <p>sounded (1) 25:10</p> <p>sounds (6) 26:15;56:13; 176:16;227:5; 272:17,22</p> <p>sources (1) 253:1</p> <p>space (5) 21:22;22:8;24:5; 63:5,8</p> <p>speak (53) 3:16;4:22;5:8,9,11, 13,13,14;6:13,20;7:7; 8:19;9:25;24:25; 50:4;52:16;53:2; 57:14;60:6;61:24; 62:16,16;71:1,4,5,7; 77:8;126:24;127:9, 10;128:11;131:10, 17;145:15;167:18; 172:17,18,21;173:15; 174:6;192:5;221:25; 236:16,21,24;238:4, 8,13,14;247:7;249:7; 284:9;289:22</p> <p>SPEAKERS (6) 7:3;61:18;72:16; 128:7;173:24;239:12</p> <p>speaking (13) 6:23;13:14;14:7; 72:11;98:25;128:2; 168:24;173:18; 236:7;237:10,23; 238:11;257:18</p> <p>special (7) 73:2;235:22; 238:22;239:19;</p>	<p>240:12;255:10;256:9</p> <p>Specialist (16) 27:15,16;28:23; 40:7,9,24;41:11; 109:19;112:17,20; 113:22;114:6,18; 116:14;163:3;164:10</p> <p>specialists (2) 98:2;142:1</p> <p>specialized (4) 76:24;117:18; 161:12;183:24</p> <p>specialty (1) 219:9</p> <p>specific (9) 118:3;158:1,2; 185:16;188:18; 221:20;230:6; 254:10;279:25</p> <p>specifically (8) 26:4;83:20;84:11; 153:7;203:4;206:13; 260:6;278:11</p> <p>specified (1) 210:11</p> <p>speech (1) 139:21</p> <p>spend (2) 26:2;155:23</p> <p>spent (6) 68:4;139:11; 171:12;231:8; 242:19;245:5</p> <p>spirit (1) 282:20</p> <p>split-shifts (1) 177:19</p> <p>spoke (2) 94:21;247:11</p> <p>spoken (3) 5:5;114:12;122:13</p> <p>sporting (1) 37:6</p> <p>sports (2) 82:20;83:19</p> <p>spouse (1) 105:21</p> <p>spread (2) 247:17;248:13</p> <p>spring (1) 25:16</p> <p>Springs (1) 65:5</p> <p>square (2) 128:22;248:23</p> <p>stack (1) 80:16</p> <p>stacking (2) 43:11,18</p> <p>staff (37) 23:9;32:2;37:22; 60:17,25;88:23;98:5, 22;107:11,13;</p>	<p>153:21;198:12,13,15, 15,21,22;214:16,24, 25;215:3,9,23;216:3; 217:17;240:22; 253:15,20;262:17; 263:10,18;267:13; 268:23;270:2,3; 287:13;288:17</p> <p>stage (2) 30:16;65:13</p> <p>stand (6) 6:24;72:12;128:3; 147:10;173:20;239:8</p> <p>Standard (26) 87:15;102:6,11; 112:22,25;114:2,5; 141:3,4,5,7;145:16, 24;151:13,23;153:7; 203:3,19,21;204:3, 18;206:13;208:9; 210:24;211:16; 260:18</p> <p>Standards (25) 112:22,23;113:5; 137:8;141:6;144:17; 147:22;151:16; 186:25;187:4,24,25; 191:7;203:4,6;205:5; 210:3;220:14,15; 223:19;224:1,18; 225:1;226:12;276:17</p> <p>standards-based (1) 253:24</p> <p>stand-by (1) 58:16</p> <p>standpoint (1) 101:19</p> <p>stands (1) 11:3</p> <p>start (33) 6:22;13:16;14:7; 22:9;23:24;25:22; 45:15;48:4;60:1; 63:14;73:20;91:24; 124:17;126:10; 149:14;155:1,3; 175:4;178:15; 185:22,23;192:1; 199:14;204:11; 236:19;238:11; 239:14;241:20; 242:5;244:8,11; 262:4;264:24</p> <p>started (26) 15:4;17:19,23; 20:12;21:24;37:15; 51:2;75:4;77:21; 78:13;86:20;107:14; 108:15;116:9; 128:12;157:6; 175:14;177:24; 179:17,21;197:17; 241:25;242:8;</p>	<p>244:19;245:18;247:3</p> <p>starting (7) 21:21;26:7;51:7; 105:2;133:24;247:8; 284:25</p> <p>starts (4) 23:2;48:12;51:19; 178:19</p> <p>state (43) 3:15;5:4;9:3,10; 12:1;67:14;69:20; 71:1;73:6,16;81:13; 91:19;105:22; 119:17;127:5; 128:22;133:6; 135:16;163:23; 164:4;170:21;177:6; 181:21;188:20; 189:20;190:11; 191:13,16;195:10; 212:18;213:18; 236:15,18;238:8; 248:6;277:6,18,23, 25;278:11;279:4; 285:17;286:6</p> <p>stated (4) 32:8;104:6;107:13; 263:12</p> <p>statement (2) 158:14;251:16</p> <p>statements (1) 156:14</p> <p>states (4) 112:23;144:18; 245:19;261:20</p> <p>statewide (1) 183:20</p> <p>Statistics (2) 180:6;183:18</p> <p>status (4) 14:12;55:9;65:18; 160:8</p> <p>statute (4) 106:1;280:11,18; 281:1</p> <p>statutes (1) 222:5</p> <p>stay (8) 11:10;24:12;55:3, 7;80:18;180:13; 219:16;243:19</p> <p>staying (2) 105:18;289:3</p> <p>stays (1) 115:19</p> <p>steadily (1) 11:16</p> <p>step (9) 14:21;15:10;46:17; 65:17;74:16,18;77:8; 78:10;101:13</p> <p>Stephen (2) 173:14;174:2</p>
---	--	---	---	---

Stephens (3) 173:8;175:7,10	stressing (1) 160:19	students (405) 6:9;7:12,22,24;8:2; 9:8;11:14,19,22;12:1, 10,18,25;14:17; 16:13,13,14;17:2,6, 17;18:12,15,17;19:1, 8,18;20:11;21:2,3; 22:3,14;23:21;24:1,6, 13,17;26:17,20; 30:19,22,23;31:1,10, 15;34:3,15;38:10,17, 19,25;39:6,11,20; 40:19;41:1,9,24,25; 42:4,8,14,24;43:3,8; 45:6,11;47:8,12; 49:2;51:17,20,24; 53:10;55:5,19,19; 56:24;58:10,17;60:7, 11,14,15,20;61:5; 64:9;65:12;66:4; 68:24;69:6,8,18,25; 71:25;73:4,8,12; 75:9;77:2;79:7,21; 80:7,8,10,13,25;81:3, 7,15;82:19,23;83:1, 13,22;84:4,12,14,22, 22;86:11,14;88:1,6, 12,18;89:12,15,19, 21;91:10;96:8,16,18, 23;97:15;99:2;100:1, 9,11,12,16,24;103:8; 111:4;112:3,9,11,16; 113:6,9,15,23; 114:24;115:13,16; 120:2;121:5;125:6, 22;126:6,7;127:21; 128:24;129:5,17; 130:8,8,14,15,15,25; 132:7;133:6,9,10; 134:17,21;135:18; 136:2,4,17,18,20; 137:7,11,13,17,20; 138:20;139:5;143:2; 145:21,25;146:6,10, 15;148:18,22; 150:18;157:6,11; 158:2,7,12,15,20; 159:19,24;160:1; 161:7,9,13;162:11, 15,22;163:12,15; 164:15,18;166:6,10; 167:10,20;168:4,21; 169:2,6;170:22,25; 171:5,6,9,18;173:6; 174:12,17;176:15; 177:13,25;178:6,7, 14;179:18;180:25; 181:7,8,17;182:2,22, 25;183:22;185:2,7, 14,18,20,24;186:1,9, 18,24,24;187:3,13, 17,20;188:2,8,14,15, 24;189:16,19;190:9,	17,18,18,25;191:6, 20;193:9,11,21,25; 195:15,18;197:1; 198:18,19;200:22; 201:15,25;202:7,14, 14;203:23;204:8,11, 12,13;206:7;216:17, 24;218:6;220:25; 221:24;222:19,22; 224:12,12;226:3; 227:1;229:21;230:1, 10;232:13,16;234:16, 21,22;235:8,12; 238:25;240:21; 242:9,23;245:2,6; 247:16,17;248:12,13; 249:13,16,21;250:1, 3,6,7,9,16,17,18; 251:1,6,10,17;252:2, 18,22,25;253:20; 254:8,16;255:13,20; 256:11,16,23,23; 257:5,15;259:17; 263:23;264:1;265:5; 272:10;275:18,24; 276:13,16,18;279:25; 282:1,7,19,21; 283:12,20,23,25; 284:7,12,14,15,17,19, 21;286:15,18,22; 287:19;288:3,25; 289:2,5,20,22; 290:20,23,24;291:3; 292:19;293:4,10	submit (3) 123:18;152:24; 153:1
stepmother (1) 26:5	stretch (1) 26:10		submitted (1) 56:23	
stethoscopes (1) 52:24	strictly (1) 58:9		substantive (1) 90:4	
Steven (1) 6:14	striving (1) 37:10		succeed (4) 46:22;59:13;73:9; 190:14	
stewards (3) 118:15;122:14,22	strong (7) 9:4;12:3;52:12; 60:12;76:4;103:16; 163:5		succeeding (1) 275:18	
stick (1) 28:23	stronger (3) 79:9;155:24; 193:10		success (36) 8:22;9:5;16:19; 17:16;20:23;21:2,4, 5;24:8,15;47:6,17,21; 49:6,11;63:24;65:12; 66:2;81:9;132:8; 133:18,19;138:1; 156:15,18,22,24; 158:6;160:15,25; 181:24;187:20; 239:24;256:22; 282:12;288:7	
still (36) 14:23;15:2;16:4; 39:22;50:13;56:19; 61:21;80:12,14; 96:14;102:14;104:9, 9,17,22;113:13; 147:12;149:10; 157:22;159:1;160:5; 164:24;178:23; 179:16;195:19; 205:15,19,23;207:13; 215:11;221:12; 224:1;225:1;245:11; 262:7;283:5	strongly (3) 82:22;125:7; 174:14		successes (1) 185:9	
stone (1) 48:11	struck (1) 67:6		successful (22) 7:11;14:14;15:10; 16:7;22:12;23:18; 26:8;50:12;52:4; 65:22;75:10;76:11; 98:11;101:10;121:5; 166:7;171:7;174:20; 196:18,19;288:25; 289:25	
Stop (7) 19:25;85:14; 128:10;204:20; 205:11;218:4;243:16	structure (1) 187:10		successfully (1) 187:13	
stoppage (1) 271:22	struggling (8) 40:25;58:17;59:3; 99:5,8;205:21; 223:21;272:5		suddenly (1) 265:20	
stories (1) 259:3	Stu (7) 6:12,20;7:6;72:1, 19,20;76:2		sufficient (6) 113:2,14;118:10; 217:22;223:10;265:5	
story (3) 22:19;258:24; 259:1	stuck (2) 14:10;61:3		suggestion (1) 279:15	
straight (1) 100:14	student (85) 12:11;20:9,10; 21:1,5;22:15;23:12; 24:7,14;26:13;29:3; 42:12,17,21;47:6,16, 21;48:13,18;49:5; 50:22;60:1,62:9,20, 24;63:24;73:12,15; 76:19;79:24;81:8,24; 84:22;85:1,9,22,25; 86:8;89:22;115:17, 20;129:12;131:1; 133:17,18;139:23; 155:23;156:15,17,18, 22,24;157:17;158:6, 9,16;160:15;165:9, 14,16;176:1,5;180:2; 181:24;191:5;193:9; 209:6;251:18,18,23; 253:4;265:12; 271:15;279:5,22; 280:17;281:7,8; 287:8;288:8,11,16, 21;289:19;291:10		suggestions (1) 46:2	
straightforward (1) 61:20	student/ (1) 205:14		suicide (1) 154:16	
strategic (2) 77:24;292:17	student/teacher (9) 205:7,18;206:12, 14,21;207:20;210:14, 19;218:18		suit (1) 240:25	
strategies (3) 186:4;188:2; 249:14	student-centered (1) 240:18		Suites (1) 254:21	
streamed (1) 3:20			summary (1) 258:22	
street (1) 11:4			summative (3) 252:21;253:12; 285:18	
streets (1) 65:23			summer (3) 10:25;37:19; 103:15	
strength (1) 193:5			summertime (1) 11:2	
strengthen (4) 26:16;73:13; 136:13;162:25			Sunday (1)	
strengths (1) 73:13				
stress (1) 160:24				

<p>258:6 Super (2) 79:11;231:19 Superintendent (36) 6:14;72:2,4;73:25; 74:4,10,20,24;87:23; 89:10;90:20;94:9; 99:12;102:25;107:9; 112:5;113:25; 127:22;129:23; 130:2;132:1;141:24; 150:1;152:17;163:4, 18;173:8,9;175:11; 177:8;239:1,5; 240:11;241:5,17; 285:4 supervised (1) 93:9 supplement (1) 226:13 supplies (2) 52:23;165:19 supplying (1) 184:3 support (102) 8:20;9:18,18,23; 19:3,20;25:6;38:8; 41:6;45:21;49:24; 52:19;55:18;56:18; 59:8;60:16;66:3,4,5; 69:10;73:14;75:23; 76:10;78:24;83:6; 91:5,17;92:19;98:3,6, 10;104:24;115:19; 117:15;120:19,25; 121:7;125:8,16,21; 131:22;132:9; 135:13;138:3,7; 143:17;146:23; 148:15,20;150:5; 151:7;164:2;165:24; 168:21;169:2;171:4; 173:17;174:15,22; 182:18;184:2,10; 188:13;189:11,13; 191:22;194:21; 196:13;217:25; 221:1,12;224:21,22; 228:5;234:19; 235:16;242:18; 245:9,11,12;246:10; 247:5;250:16,18; 252:13,16;253:9,11, 16,20;254:2,8,24,25; 255:6;256:3,10,13; 275:9;290:11; 292:16;293:2 supported (13) 45:2;58:1,25; 97:12,16;142:18; 143:1,13;160:8,11; 211:19;245:8;289:24 supporters (1)</p>	<p>19:14 supporting (8) 17:14;26:2;48:20; 60:7;65:22;116:19; 121:19;242:23 supportive (5) 7:15;44:25;125:4; 283:2;293:8 supports (12) 18:20;38:3;69:11; 78:22;101:17; 138:17;149:5; 175:13;197:14; 271:16;273:19; 274:20 SUPT (29) 8:6,8,10,16;73:24; 128:15,17;163:18; 164:25;165:2,5,15, 21;167:8,21;169:3, 13,19,22;175:7; 240:10;241:8,11; 253:13;285:2; 287:24;289:11,13; 290:2 sure (92) 5:20;7:23;20:17; 33:4,7,8;38:1;40:1; 46:17;47:14;48:19; 53:2;55:3;59:5; 60:18;66:14;73:7,21; 97:14;98:10;110:14; 111:22;120:6;127:5; 141:19;142:21,25; 149:5;152:13; 158:15;169:3; 174:16;178:13; 186:23;187:8; 195:14,23;197:20; 199:11;203:24; 204:1;213:9,12,24; 225:18;228:5,7,10; 230:7;233:15; 236:18,22;237:24,25; 238:8;242:20;243:1; 246:23;250:3,4,21; 251:9,19;252:7,18; 253:5,7;263:24; 268:4;270:6,11,22; 272:21;275:23; 277:7;278:6,18,21, 22;280:15;283:5,11; 284:11,20;285:13; 286:8,18;287:16; 289:8,24;291:9,14 surfing (1) 57:18 surgical (3) 82:21;83:18,20 surprised (1) 25:12 Survey (4) 50:19;169:9;</p>	<p>180:23,23 Surveys (6) 13:23;14:2;31:11; 33:24;49:13;51:5 sustainable (2) 76:18;176:9 swear (10) 4:19;6:25;70:17; 72:13;126:21;128:4; 172:6;173:20;236:4; 239:9 switch (1) 237:8 sworn (4) 236:9;237:22; 238:1,1 sync (1) 271:3 synced (1) 31:17 synchronous (3) 262:20;263:19,22 system (12) 10:21;23:15;41:5; 52:13;81:1;82:6,15; 83:22;132:5;212:20; 264:7;270:10 systematic (3) 180:24;184:24; 185:21 systemists (1) 254:10 Systems (8) 17:5;52:19;59:8; 82:8;88:3;96:21; 99:4;183:12</p>	<p>94:21;110:11; 117:25;121:18; 123:2;127:6;199:24; 203:17;205:9;208:8; 218:25;220:11; 231:13;236:16; 238:10;260:17 talking (23) 13:12;17:4;22:3; 28:15,16,16;125:14; 140:15,18;159:8; 167:22;203:22; 217:14;226:25; 229:19;236:19; 237:14;260:1; 268:11,24;270:5,13; 275:13 talks (2) 230:14;267:5 tap (1) 56:18 tape (1) 230:16 tapped (1) 166:2 target (6) 27:16;59:11;60:3; 63:15;224:14;251:4 targeting (3) 27:3;249:23; 250:23 task (2) 47:12;225:13 tasked (1) 105:22 taught (1) 72:22 teach (36) 28:21,22;38:18,19; 39:6;93:4,11;94:14; 95:18,24;96:4,21; 99:19;100:16;115:7; 116:10,22;137:20; 139:3;161:8,21; 187:7;188:1;197:1; 206:6;215:10;216:6, 9,15;230:16;262:17, 20;267:8;268:9,22; 276:15 teacher (109) 22:23;28:9,18; 36:3,8,10;37:11,13; 38:18,19;43:23,24, 25;44:1;45:12,16; 46:6,7,9;47:24; 49:12;55:22;56:4; 67:15;72:5;76:15; 80:1;89:24;90:2,17, 24;91:4;92:14,18; 93:10;95:4;98:14; 100:5,8;102:4; 109:14;111:6,10,14; 115:25;116:8;</p>	<p>121:25;140:1,21,24; 141:20;142:4,6,24; 143:13,16;144:3; 153:16,18;154:21; 194:21;205:15; 206:4,9,15,15,20; 207:13,16,18,19; 209:8;211:5,7,14; 213:9,22;215:9; 216:23;217:3,10,23; 218:9;242:1;244:20; 262:1,3;263:15,24, 25;264:19;265:8,9, 10,21;266:5,10,11, 21;267:12;268:7; 269:20,21;271:10,17; 272:11;273:15; 274:5;286:15 teacher/student (1) 209:9 teachers (101) 12:1;22:19;23:16; 36:13,18;37:10;39:5, 11;43:18;45:1,2,24; 46:5,9;55:10;59:1; 60:11,14;61:5;67:13; 69:21;90:24;92:5,25; 93:14;95:2;97:11; 98:15,24;100:17,20; 105:11;106:3;117:3, 6,10,16;120:25; 138:2,6,7,15;140:3; 142:17;143:23; 150:6;161:8,18,18, 20;164:6,12;165:18; 167:19;187:13; 192:14;193:3,3,7,16, 22,24;194:20,22; 195:4;202:13,16; 212:20;213:20; 214:16;215:18; 219:1,1,20;220:5; 242:23;245:7; 252:10,11,12,14; 253:18;262:7;264:6, 22;265:18,20;266:2, 2,13;267:24;268:9; 270:1,17,18;272:18, 23;273:1;274:8; 275:8;276:15 teacher's (1) 56:2 teaches (1) 116:3 teaching (47) 9:13;28:12;38:13, 16,18,25;39:2,4;40:5; 46:11;72:24,24; 75:22;92:6,23;95:22; 96:5;97:2;114:9; 115:6,10,12,16,22; 116:9;122:18;125:9; 139:2,14;161:19;</p>
		T		
		<p>table (1) 254:9 TALENTED (5) 111:23;112:3,6,11, 14 talk (41) 5:5;14:11;20:4; 26:24;27:13;40:17; 57:24;60:19;61:16; 72:1;75:5;79:15; 81:20;89:3;92:4; 95:20;127:6;130:3; 133:13;140:7; 152:22;155:11; 158:9;163:8;169:17; 193:16;196:11; 203:21;207:2;217:8; 219:18;220:19; 229:12;243:23; 252:10;256:17; 257:25;263:23; 266:14;283:24;289:1 talked (19) 43:20;71:2;87:7;</p>		

188:4;206:10;216:5; 217:17;218:13,17,24; 219:10,25;265:13; 271:18;272:9,12; 273:2;274:16,24; 276:11 team (12) 41:13;68:18;70:11; 73:20;74:8,12,15; 75:2;79:11;175:4; 242:24;284:23 teams (1) 192:24 tech (13) 21:20;83:18,20; 86:1,8;114:24;135:4; 155:18;156:1; 157:20;161:13; 164:17;244:25 techies (1) 114:20 technical (13) 16:10,17,22,25; 43:9;61:23;96:10; 130:10;143:21; 169:5;184:19;235:4; 254:16 technically (2) 210:12,14 technician (1) 82:21 technicians (1) 11:7 technological (1) 254:20 Technology (14) 17:5;114:9,10,13, 15;135:5,7;138:9; 239:3;241:3,15; 242:2;245:5;250:23 teen (1) 154:16 Teens (1) 22:12 telling (1) 78:11 temporary (3) 93:24;94:11; 125:18 tenths (1) 12:6 term (1) 93:20 terminated (1) 269:25 termination (1) 270:4 terminology (3) 20:6;21:15,17 terms (7) 66:24;142:23,25; 143:4;154:19; 162:17;258:23	test (2) 27:17;59:25 tested (1) 12:2 testimony (11) 7:1;70:19;71:9; 72:14;128:4;172:7; 173:21;236:5,7; 237:23;239:10 testing (6) 193:13;242:8; 243:22,22,24;279:4 tests (1) 252:21 Texas (1) 78:15 texts (1) 188:2 thankful (1) 77:15 thanks (4) 12:12;26:22; 132:13;190:14 that'll (1) 20:21 the-board (1) 28:12 Therefore (2) 82:13;276:14 thinking (14) 39:22;47:7;48:4; 69:7;122:8;125:15; 147:9;167:6;179:21; 202:2;226:18;242:8; 245:12;276:2 third (3) 34:25;38:14; 203:15 third-party (2) 246:10;247:13 Thomas (2) 256:7,7 thorough (1) 68:3 though (8) 7:19;56:17;88:19; 99:3;101:18;177:19; 183:8;286:13 thought (19) 12:6;25:9;35:9; 59:1;68:23;77:17; 78:17;131:20; 179:25;208:21; 210:16;229:18; 233:15;249:17; 254:5;272:25;287:5; 292:24,24 thought- (1) 108:8 thought-out (1) 170:25 thoughts (1) 255:6	thousand (2) 222:21;247:11 three (27) 5:12;17:11;18:3; 28:6;40:3;44:1; 67:19,20;79:20; 84:21,22;96:12; 98:19;107:15; 110:22;111:25; 117:8;145:19;160:6; 189:8;209:13; 218:16;251:17; 258:5;261:19; 281:24;287:18 three-day (2) 206:8,8 thrilled (1) 77:12 thrive (1) 183:6 thriving (1) 197:8 throat] (2) 69:18;97:9 through] (1) 56:13 throughout (12) 60:2;75:18;96:23; 135:5,6,23;138:2; 147:21;156:2;191:2, 17;202:2 thumbs (1) 244:3 thumbs-up (1) 243:12 Thursday (1) 55:21 tied (6) 27:11;28:1,7;33:7; 124:24;185:16 tight (1) 58:3 till (1) 149:24 timeline (3) 105:23;242:4; 244:17 timely (6) 76:22;83:14;96:8; 99:16;265:9,9 timepiece (1) 149:20 timer (2) 10:3;128:12 times (21) 35:10;44:22;55:15; 60:13;73:1;94:21; 98:19;106:16; 110:18;149:2;164:9; 192:15;193:20; 199:25;202:11,20; 204:7;220:12; 260:17;279:4,25	timeslot (1) 172:19 tired (1) 260:1 title (5) 3:16;61:8;73:21; 151:15;154:1 titles (1) 206:19 today (49) 3:9;14:4;18;6:12; 7:7;8:11,14;10:13, 18;13:10,12;71:25; 73:14;74:5,8,25; 76:16;77:13;79:14; 83:8;106:25;107:2, 10;126:8;127:22; 132:11;147:5,15,17; 163:3;173:8;174:24; 176:22;194:9; 196:11;197:5; 199:25;200:9;201:7; 220:12;222:20,23; 238:19;239:1,20; 256:17;260:17; 271:6;275:2 today's (2) 73:9;90:23 together (18) 28:2;49:12,15; 58:13;66:4;67:10,16; 78:20;82:19;157:1; 192:25;193:10,12; 233:23;240:2;247:8; 248:1;256:21 told (3) 78:6;116:10; 182:21 tomorrow (2) 81:10;224:19 took (6) 85:9;105:3;208:21; 245:8;275:15;276:4 tools (1) 230:18 top (1) 285:16 topic (31) 36:3;39:16;40:3,8, 13;41:22;109:19; 111:25;112:19; 199:18;203:16; 208:7;211:2,3; 214:13,22;217:2; 218:16,22;220:9; 227:8;261:11,17,19; 262:2;264:18; 274:15;276:25; 277:13;279:8;281:3 total (3) 198:12;199:5; 224:15 Totally (2)	117:19;226:3 touch (4) 29:19;36:15; 153:18;282:14 touched (1) 215:19 tough (1) 25:10 tourism (1) 78:3 toward (2) 18:9;92:3 towards (2) 69:6;72:21 town (2) 26:9;89:17 to-work (1) 184:5 track (9) 8:24;9:4;17:21; 50:15;64:13;120:4; 180:14;271:23; 288:22 Tracy (7) 4:17;70:15;172:4; 234:11;236:3; 237:21;270:20 trade (3) 137:24;196:24; 197:9 trades (3) 183:10,20;189:22 traditional (16) 55:7;56:12;66:18; 119:17;135:25; 136:19;140:3; 170:19;179:13; 181:12;219:22; 220:2;223:17; 229:20;250:9;284:18 traditionally (1) 147:6 traffic (2) 259:5,9 trafficking (1) 154:15 train (4) 29:1;41:6;187:12; 230:5 trained (8) 23:10;41:4;45:24; 138:15;143:16,18; 165:25;194:17 trainer (7) 96:19,20,24;98:25; 99:21;115:7,9 trainers (1) 94:13 training (30) 23:9;38:7;41:8; 61:4;83:25;84:7,11, 14;91:17;96:22; 100:2,23;115:15;
---	---	---	---	--

<p>137:24;138:5,8,9; 142:22,23;143:4,15; 151:1;154:14; 159:17;165:19; 181:9;183:24;184:4; 194:18;217:25 transcends (1) 106:8 transcript (3) 3:20;198:10;238:9 transfer (1) 291:12 transformational (1) 26:14 transition (2) 186:19;269:4 translates (1) 176:1 transparency (4) 32:13;34:2;35:7; 44:5 transport (4) 89:6,16;168:4; 232:16 transportation (5) 35:10;89:13; 145:11,12;149:20 transported (1) 34:13 trauma-informed (3) 23:8,10;60:25 travel (13) 14:5;31:15;34:9, 24;88:1,6,10;89:18, 20,21;177:20;240:1; 250:22 traveled (1) 245:19 travels (1) 115:18 treated (2) 270:1,2 treating (2) 215:11;270:17 Tree (3) 138:5;164:10; 165:24 Tree's (1) 164:3 tremendous (5) 163:24;164:6; 168:8;189:24;190:6 trends (1) 135:7 tried (2) 35:2;147:15 trifecta (1) 79:20 trig (2) 188:4;231:13 Tripp (37) 32:1;37:22;39:17; 88:22;90:9,12;101:2;</p>	<p>103:23;105:24; 117:21;141:15; 145:1;146:24;147:1, 11;149:16;151:19, 20;154:5;203:9,12; 204:3;208:5;209:23, 24;215:25;217:12; 221:14;261:7; 262:10;264:24; 268:1,10;271:1; 274:9;276:22;287:3 trips (1) 279:4 trouble (4) 67:13;112:25; 180:11;234:8 true (3) 181:3;183:18; 291:20 trust (4) 106:17;108:7; 119:1;165:11 truth (15) 7:2,2,2;72:15,15, 15;128:5,6,6;173:22, 22,23;239:11,11,11 try (22) 23:1;35:6;48:7; 59:15;60:20;82:10; 89:21;104:3;109:10; 121:3;136:5;143:7; 160:18;177:16; 180:13;208:25; 210:3;241:10; 242:14;243:10; 266:25;273:21 trying (45) 15:8;19:20;32:14; 35:18;42:11,13; 53:23;58:2;60:18; 63:7;99:9;102:7; 109:9;114:3;137:16, 19;147:14,17;148:7, 11;149:13;150:10; 154:3;156:23;157:8; 174:12;175:9; 181:12;188:1; 189:12;191:14; 195:14;205:3;207:9; 209:18;225:9;226:5; 237:5;242:11; 247:25;251:19,20; 277:22;281:18;283:9 Tucker (1) 196:23 turn (4) 70:9;76:12;176:20; 236:7 Turner (1) 179:6 turnover (2) 103:15;105:14 tutoring (5)</p>	<p>18:20,20;55:20; 56:19,20 tweeted (1) 129:19 Twitter (1) 258:10 two (49) 6:16;7:17;9:16; 10:21;22:4;39:7; 44:19;49:21;61:12; 62:22;65:1;72:6; 84:23;87:9;96:12; 102:10;103:4; 105:24;118:4; 119:15;140:16; 144:20;146:17; 160:6;176:23; 182:21;187:18; 190:22;199:4,5; 203:10,14;208:13; 209:7,12;211:3; 214:13,22,23;217:3; 222:21;245:25; 247:10;252:1,6; 257:8,24;261:5; 262:3 two- (1) 12:5 two-and-a-half (1) 259:7 two-tenths (1) 12:8 two-way (1) 187:11 two-year (2) 51:20;96:12 type (13) 54:18;95:23;136:7; 139:11;175:19; 195:21;210:6; 221:23;231:16; 234:11;264:3; 269:24;289:19 typed (1) 171:1 types (2) 145:25;146:1 typical (1) 261:22 Typically (3) 33:3;84:15;110:23</p>	<p>180:22;291:1 Uh- (1) 117:19 ultimately (1) 67:8 umbrella (2) 23:23;247:21 UNANIMOUS (7) 4:7;68:13;124:10; 170:7;233:8;292:8; 293:20 uncertain (1) 105:20 uncomfortable (1) 280:12 undecided (1) 14:23 under (30) 24:4;58:2;59:8; 66:22,23;93:9;94:25; 102:4;118:6,7,14; 140:3;141:2,9; 148:14;149:3;206:5; 212:7,14;218:11; 220:1;223:17; 247:20;253:21; 266:21;269:16; 285:11,12;288:1,9 undergo (1) 45:11 under-identifying (1) 57:9 underneath (1) 141:4 understands (4) 14:16;15:9;65:6; 174:16 understood (1) 211:8 undeveloped (1) 189:20 unified (1) 246:13 uniform (2) 247:17;249:4 unique (14) 130:21,25;133:2,3, 5;162:14,19,20; 166:8;168:10; 217:18;219:15; 224:7;263:14 uniquely (2) 128:20;129:3 Unit (1) 278:21 United (1) 261:20 units (9) 151:24;152:2,13; 208:10,14,18;260:18, 22,25 University (3) 134:13;135:16;</p>	<p>137:23 unless (6) 28:10;35:15;36:17; 143:22;180:24; 224:24 unlicensed (2) 214:25;267:13 un-mute (5) 44:20;125:3,20; 170:17;231:8 unpack (5) 53:10;95:8;99:10; 199:20;209:18 unpaved (1) 10:21 unsupported (1) 46:1 untapped (1) 168:10 up (64) 4:22;5:16;6:9;7:9; 10:2;11:12;12:4; 14:14;23:11;29:8; 30:7;34:20;35:6; 37:12;46:17;50:8; 55:16;56:23;57:17; 62:15;70:21;71:9,24; 73:22;84:9;90:9; 91:22;101:13;102:7; 103:14;113:7; 117:10;126:23; 127:21;128:25; 136:23;139:23; 145:3;146:25; 148:25;149:19,24; 162:11;172:9;173:6; 175:6;180:12;184:4; 188:14;198:24; 206:19;210:8; 216:10,24;219:12; 223:15;236:11; 238:4,24;244:3,7; 245:16;275:1;285:10 upon (6) 59:15;137:21; 164:20;185:5,7; 190:21 upper (2) 18:15;47:15 upset (1) 236:1 Up-Skill (1) 135:17 up-to-speed (1) 123:17 urgent (1) 179:17 urging (1) 93:18 usage (1) 118:14 use (58) 12:12;20:18;27:16;</p>
			U	
			<p>UA (1) 173:11 UACCB (6) 51:19;52:13;85:4, 7;88:1;89:12 UA-Little (4) 187:16;188:25; 189:4,10 UALR (2)</p>	

<p>28:10,13,24;32:15; 35:15;36:17;37:3,15; 41:5;43:14;49:23; 63:14;66:10;90:21; 91:13;93:10;94:10; 104:14;106:18,19; 111:7;113:19;115:8; 122:15,15;133:23; 134:8,12;135:19,20; 150:3,4,15;160:15; 182:1;186:21;188:3, 5,23;190:5;195:19; 199:19;202:22; 208:20;212:18; 213:7,16;221:12; 226:12;227:22; 228:23;262:11; 264:7,22;266:10</p> <p>used (29) 9:22;30:18;36:14; 90:17,18;102:1; 106:5,6,15;111:3; 115:6;116:2;118:5,9, 9;125:17;126:2,3; 135:5;136:13; 141:20;151:23; 158:6;164:5;212:24; 232:19;245:10; 252:3;285:12</p> <p>uses (1) 148:13</p> <p>using (15) 29:21;31:7;55:11; 60:4;71:14;94:12; 142:12;165:17; 206:1;215:1;245:10; 248:11;262:15,16; 265:19</p> <p>utilization (1) 118:15</p> <p>utilize (9) 44:6;96:21;148:6; 194:15;211:23; 214:19;225:11; 264:12,14</p> <p>utilized (2) 149:11,20</p> <p>utilizing (1) 227:10</p> <hr/> <p style="text-align: center;">V</p> <hr/> <p>vacation (1) 183:16</p> <p>value (4) 18:9;20:11;42:10; 188:9</p> <p>value-added (1) 16:1</p> <p>variety (1) 43:2</p> <p>various (5) 85:13;86:3;125:22;</p>	<p>139:13;160:2</p> <p>vary (1) 258:13</p> <p>vegetables (2) 11:1,3</p> <p>vehicle (1) 182:1</p> <p>vendor (1) 264:14</p> <p>verbal (1) 137:14</p> <p>verify (4) 141:13,16;215:25; 262:10</p> <p>vernacular (1) 240:7</p> <p>version (5) 56:16;141:5; 144:16;151:16;203:4</p> <p>versus (4) 65:8;249:3;281:6; 283:8</p> <p>vested (1) 59:17</p> <p>via (2) 251:7;254:14</p> <p>viability (3) 176:7,8,13</p> <p>viable (4) 167:9;175:21,24; 185:17</p> <p>Vice (2) 173:10;182:19</p> <p>Vickie (1) 6:18</p> <p>video (18) 13:1,11;14:8; 20:15;55:14,15;77:6, 9;82:9,10,11,12; 83:25;93:5;189:5; 196:9;244:6;258:25</p> <p>VIDEO] (2) 184:12;257:17</p> <p>videos (5) 56:21,21;173:13; 175:5;257:20</p> <p>viewed (2) 258:20;259:1</p> <p>viewers (2) 258:17,18</p> <p>views (1) 259:5</p> <p>VILONIA (28) 171:24;173:3,4,19; 174:7,10;175:4,9; 176:24;177:12; 181:3,4;182:18; 183:21;184:10; 189:11;190:14; 191:4;196:12,13,13, 19;197:3,13,14; 211:11;217:16; 235:13</p>	<p>Vilonia's (2) 184:2,6</p> <p>virtual (110) 12:18;18:20;54:18; 55:2,5,9,19,20,23; 56:19;58:21;59:2; 114:16;136:10,15,21; 137:1,2,3;138:10; 161:23;166:17; 173:5;177:24;178:1, 4;181:13;192:16; 198:17;200:21; 201:3,12,14,20; 212:16,16,17,24; 215:10;216:6; 219:18,23;220:5; 227:17;229:11; 235:4;238:24; 239:21,25;240:14,16; 246:8,25;247:13,22; 250:4,8,15;251:12, 23;253:17;254:17, 25;255:7,12;256:4, 10,19,25;257:13; 258:2;259:16;260:5, 7;261:14,22;265:6, 18;268:9,16;272:23; 273:15,17;274:19; 276:12,19;278:19; 279:13,14,14,17,20; 280:9;282:3,8,11,16, 19;283:6,23;286:3,5, 11,16;288:4;289:22; 290:24;291:2,5; 293:9</p> <p>virtually (15) 3:9,18;219:11; 227:12;229:16; 231:20,22;234:21; 240:25;241:13; 255:15;257:19; 275:10;279:22; 282:23</p> <p>vision (8) 134:13;179:16; 247:4,4;249:11,15, 18;250:2</p> <p>visit (4) 176:22;177:15; 231:20,22</p> <p>visited (1) 258:20</p> <p>visiting (1) 184:18</p> <p>visitors (1) 75:14</p> <p>VISUAL (5) 41:21,23;42:1,18; 43:8</p> <p>vital (3) 47:17;63:24; 256:22</p> <p>vocabulary (1)</p>	<p>186:6</p> <p>vocational (1) 176:2</p> <p>volunteer (2) 140:8;148:19</p> <p>volunteering (2) 143:10,24</p> <p>Volunteerism (2) 184:25,25</p> <p>volunteers (2) 202:10,11</p> <p>volun-told (1) 266:15</p> <p>vote (2) 240:8;293:7</p> <p>voted (9) 68:21;69:5,16; 124:19;170:18; 171:11;235:10; 292:16,21</p> <p>voting (7) 68:16,18;124:15; 125:16;170:24; 234:4;292:11</p> <hr/> <p style="text-align: center;">W</p> <hr/> <p>wages (3) 25:21;180:3; 183:14</p> <p>wait (9) 47:1;80:23;85:6; 124:14;170:10; 234:3;257:9;269:22; 292:11</p> <p>waive (14) 104:3;110:8;154:3; 211:17;264:19; 266:23;277:1,4,6,18, 25;278:1;279:10; 280:4</p> <p>waived (1) 104:20</p> <p>waiver (216) 28:9;29:20,23,25; 30:15;31:7;32:6,18, 21,25;33:14;36:2,20; 37:14,25;38:15,21, 23;39:3,4,15;40:3,8, 13,20;41:22,24;42:6, 7;43:14;44:6;66:22; 67:14;87:3,13,15,19, 22,24;90:17;92:8; 94:10;101:24;102:5, 17,23;103:1;104:14; 106:1,2,8,9,14,17,18, 22,24;107:24;109:3, 7,11,19;110:4,8,13, 16,20;111:4,5,9,10, 14,25;112:6,19,21; 113:12,17;115:5,21; 116:6;117:4;118:1,7, 18;123:9;124:3;</p>	<p>138:25;139:4;140:1; 141:20,25;142:12; 144:13,22;145:8; 146:11,20,23;147:7, 10,18;148:6,13,15, 20;149:2,5,7,8,10,22; 150:9,16;153:2,7,9, 11,13;192:2,3,4,7,19; 193:2,19;194:6,7,14; 195:3,15;199:18,22; 200:2,5,10,13,18,20; 203:14,16,25;204:14, 17;205:1,25;206:5; 208:6,7,21;210:22; 211:2,2,20,23;212:7; 214:13,19,22;217:2, 18,19;218:16,22; 220:9,10,13,20,24; 221:18,25;222:1,9; 223:22;224:17; 225:10,16;226:13; 227:8;228:1,16,24; 249:6;260:8,10,15, 16;261:9,11,14,17, 19;262:2;264:18; 267:5,8;268:24; 271:4,19;273:4,12, 20,24;274:15,21; 276:14,25;277:13; 279:8,9,12;280:1,5; 281:1,3;284:4</p> <p>waivers (79) 27:12,13;28:8,10; 29:11,17;33:2,6,9,10; 36:7,9,16;63:2; 65:25;67:16;71:13, 15;87:6;90:1,16; 92:13;94:25;102:4, 19;110:24;111:2; 114:11,22;115:4; 117:8;122:11,11,19, 21,22,23;125:17; 126:2,5;127:2; 138:24;140:24; 144:9;149:1;151:12; 153:14,17;154:10; 172:13;191:25; 197:17,21;199:14; 200:17;211:7; 214:15;215:1;218:9; 220:16;233:17; 238:5;246:9;248:1,3, 11;249:3;259:14,25; 260:2;261:5;264:22, 22;265:2;267:5; 268:6;270:10; 273:15;274:7</p> <p>waiving (2) 150:10;278:11</p> <p>walk (3) 29:8;65:23;242:3</p> <p>walked (1) 248:8</p>
--	--	--	--	--

<p>Wallace (1) 127:25</p> <p>Walling (4) 6:17;12:22;13:11; 25:16</p> <p>WALTER (81) 32:1,2;34:1;37:22, 22;39:17,17,25;67:1, 2;88:22,23;90:12,12; 100:25;101:2,3; 103:23,23;105:24,24; 117:21,22;118:22; 119:3;141:15,15; 145:1,1;147:1,1,19; 149:16,16;151:20,20; 154:5,5;203:12,12; 209:24,24;210:18; 215:25,25;217:12,12; 221:14,14;222:8; 261:7,7;262:10,10; 264:24,24;265:16; 266:22,25;267:3; 268:1,1,10,10,20; 271:1,1,25;272:4,7; 273:22;274:9,9; 276:22,22;277:9; 279:2;280:7,20; 287:3,4</p> <p>Walters (1) 118:19</p> <p>wants (6) 42:22;46:16;66:24; 73:20;90:9;157:21</p> <p>Warren (8) 239:5;241:4,16; 243:4;248:20;249:7, 9,9</p> <p>Watch (3) 186:23;243:19; 255:23</p> <p>watermelons (1) 10:25</p> <p>way (44) 13:21;25:10;31:18; 34:9;35:11;37:12; 42:25;43:16;45:22; 46:1;59:16;67:12; 80:9;82:2,3;104:15; 105:18;116:19; 121:6;122:3;136:22; 150:15;155:16; 162:24;164:1,8; 182:24;188:8;190:6; 197:6;208:15; 209:11,22;215:12; 216:22;226:7; 245:24;246:1; 255:16;263:24; 272:10;279:11; 280:24;287:4</p> <p>ways (13) 5:12;12:24;35:13; 45:16;75:8;84:3,5;</p>	<p>158:10;162:21; 166:7;171:9;207:2; 235:6</p> <p>weak (1) 63:16</p> <p>weaknesses (1) 73:13</p> <p>wealth (4) 44:24;91:3;93:8; 165:25</p> <p>wear (2) 52:23;98:8</p> <p>Weaver-Bailey (1) 196:22</p> <p>web (1) 258:24</p> <p>Webb (22) 4:17;6:2,3;70:15; 71:18,19;120:9; 121:11,12;123:22,23; 126:19;127:14,15; 172:4,25;173:1; 226:14;238:18,19; 270:22;286:24</p> <p>website (2) 3:21;258:25</p> <p>Webster (1) 81:11</p> <p>Wednesdays (1) 192:23</p> <p>week (21) 31:19;48:18;56:11; 58:23;59:2;80:13; 87:17;105:2;107:14; 139:8,9;144:11; 146:6;148:16,18; 150:23;159:9; 164:11;201:22; 203:18;252:8</p> <p>weekly (3) 202:3,5,21</p> <p>weeks (2) 14:15;166:19</p> <p>welcome (6) 3:4;35:25;46:2; 126:14;132:14; 289:13</p> <p>welders (1) 19:17</p> <p>welding (13) 13:20,24;14:3,6; 17:1,3;33:19;34:14; 50:24;51:18,19,21; 169:6</p> <p>well- (4) 69:23;166:23; 182:23;184:5</p> <p>well-being (4) 75:24;78:4;120:20; 178:16</p> <p>well-known (1) 10:25</p> <p>well-rounded (2)</p>	<p>20:25;160:21</p> <p>weren't (2) 118:10;284:17</p> <p>western (1) 255:22</p> <p>what's (16) 15:16;40:18;68:4; 107:4;113:8;133:23; 147:25;150:12; 163:10;229:22; 230:2;265:20; 270:16;280:3;282:8; 288:16</p> <p>whenever (1) 210:4</p> <p>whereas (3) 161:12,16,20</p> <p>wherever (1) 100:23</p> <p>whichever (1) 21:21</p> <p>White (12) 52:13,18;82:7,15; 83:2,17,21;85:16; 86:7;88:2;96:20;99:3</p> <p>whole (21) 7:2;10:16;25:25; 60:21;61:20;72:15; 75:3;79:9;86:23; 87:1;102:14;128:5; 150:9,23;159:16; 173:6,22;224:25; 239:11;247:8;283:12</p> <p>wholeness (1) 58:12</p> <p>wholesale (1) 118:13</p> <p>whole-school (1) 283:8</p> <p>whomever (1) 217:24</p> <p>who's (6) 21:1;46:10;96:20; 239:5,14;251:23</p> <p>whose (3) 97:8;136:18; 284:17</p> <p>who've (1) 117:3</p> <p>wide (1) 61:8</p> <p>wife (1) 288:13</p> <p>wiggle (1) 280:19</p> <p>Williams (70) 3:10;4:3,5;32:22, 22;33:5,15;49:17,19; 61:12;62:2,5;64:18; 65:3;66:7;67:3,19; 68:7,9;69:9,10; 106:21,23;107:1; 108:5;115:3,3,21;</p>	<p>116:5;117:19,23; 118:19,23;119:4,9, 21;121:1;124:2,6; 125:19,20;155:3,4; 156:5;162:1,4;163:2, 7;164:22;165:1; 169:24;170:1,3; 171:3,4;229:8,9; 230:22;232:2,4,7,21; 234:18,19;283:16,17; 285:21;293:1,2,18</p> <p>willing (18) 43:18;46:10,12,17; 101:13;109:2;110:8; 114:1,4;134:19; 140:7;147:13;169:1; 188:12;194:11; 197:6;202:11;228:8</p> <p>window (1) 105:15</p> <p>wireless (1) 12:14</p> <p>Wish (3) 132:15;150:12; 240:3</p> <p>wishes (2) 239:22;279:22</p> <p>withdraw (3) 154:7;261:9; 280:25</p> <p>within (34) 11:18;19:7,12,17; 26:25;27:4;41:4; 60:12;66:18;69:12; 86:4;97:15;115:23; 120:6;155:10,17; 160:6;161:21; 164:24;168:21; 171:7;199:7;219:16; 224:1;225:1;256:16; 263:22;264:18; 267:7,10;273:2; 281:24;282:1;287:15</p> <p>without (16) 38:19;51:21,22; 53:21;54:10,11;55:8; 79:6;80:23;103:7; 106:14;107:24; 176:18;215:5; 265:21;277:22</p> <p>women (2) 189:25;257:9</p> <p>wonderful (4) 74:12;103:8; 124:23;196:24</p> <p>wondering (1) 104:10</p> <p>word (5) 14:16;54:7;112:24; 156:16;199:20</p> <p>word-for (1) 112:24</p> <p>wording (2)</p>	<p>53:17;280:13</p> <p>words (2) 7:8;288:20</p> <p>wordsmith (1) 280:21</p> <p>work (66) 7:20;14:5,8;21:19; 25:5;26:5;29:2; 40:24;43:16,18;44:7, 20;45:10;49:12,14; 50:1;62:12;69:20; 76:7;80:11,13;82:17; 83:5;92:3;95:1,13; 96:18;97:10;99:6; 100:6;121:19; 134:19;136:9;138:4; 146:16;152:23; 158:12;163:24; 164:11;165:22; 176:19;177:19; 183:10;185:10,25; 186:22;187:14; 193:10;194:1; 195:12;196:1;197:6; 202:25;207:5; 213:13;223:5;229:4, 5,16;230:3;235:5; 240:17;242:17; 268:16;278:22;286:4</p> <p>worked (14) 12:2,9;82:19;84:2; 94:18;118:11;132:1; 134:17;139:17; 169:14;179:5; 196:15;245:20; 274:12</p> <p>worker (3) 180:18;221:5; 229:25</p> <p>workers (4) 11:6;79:19;86:13; 180:18</p> <p>workforce (31) 54:11;75:10;76:23, 24;78:12,21;80:16; 81:2,17;82:24;83:17, 23;84:4,10,17;86:12; 88:17;100:15; 130:12,20;179:2,6, 18;181:9;182:5; 185:18,21;187:5,21; 191:10;250:23</p> <p>working (17) 9:13;25:18;27:22; 67:4;76:4;84:14; 134:14;156:18; 168:22;177:23; 193:24;195:1;197:3; 208:1,21;242:25; 256:21</p> <p>workplace (3) 179:2;181:25; 187:21</p>
--	--	--	--	--

works (10) 17:3;45:17;58:16; 85:20;96:15,25; 108:9;114:20; 115:16;171:18	105:1;107:12,16; 108:3;115:11; 120:15;129:10; 131:25;137:8;159:6; 163:25;164:2; 179:24;181:8;193:1; 198:4,7;202:2; 203:20;204:13; 242:3,5,6,16,20,21; 244:22;245:1,3,5,8,9, 11;246:2,2,7,8,18,24; 247:1,12;248:11; 284:16;285:17,19; 286:23;290:25	5:24;61:8;83:14; 259:2 1,000 (1) 253:15 1.0 (1) 103:5 1:38 (2) 171:20,22 1:48 (2) 171:21,22 10 (6) 70:4;85:14;157:12; 167:2;168:3;190:24 10% (2) 16:2,3 10:28 (1) 70:5 10:39 (1) 70:5 100% (5) 16:5;54:6;136:21; 189:19;282:11 10-minute (2) 70:2;171:20 10th (4) 14:3;21:17;50:23; 51:9 11 (3) 77:21;157:12; 158:5 11,000 (1) 258:12 11:56 (1) 126:11 11th (7) 13:25;14:4;21:18; 22:4;51:6,9;63:4 12 (5) 39:21;75:13; 157:13;198:25; 287:18 12:30 (1) 126:10 12:31 (1) 126:11 120 (11) 151:25;152:8,11; 153:8;208:7,11,16; 210:22;260:16,19,23 1240 (22) 65:7,8;66:10,19, 23;67:9,14;92:13; 94:25;117:4,8;118:6, 8,14;122:11,20,23; 148:14;149:3,8; 246:9;249:3 1240's (1) 66:15 12-ish (1) 121:12 12th (4) 21:19;22:4;63:4; 82:4	13 (1) 3:3 1300 (1) 259:5 14 (2) 33:20;34:8 14.03 (1) 151:14 15 (3) 158:19;241:24; 244:19 15.03.1 (1) 141:5 150 (13) 38:25;39:6,11; 218:25;219:2,7,15, 16;220:1;275:7; 276:13,16,18 16 (3) 84:12;89:16; 156:22 178 (12) 203:16,20,21,23; 204:6,18,24,25; 205:7,24;208:3,25 18 (3) 84:16;86:2;179:23 19 (1) 9:20 190 (2) 104:2;221:17 1950 (1) 9:12 1990s (2) 180:21,24 1a2 (1) 210:24 1a41 (3) 204:4;205:1,6 1a42 (2) 87:15;144:19 1a43 (1) 203:3 1a52 (1) 144:18 1st (1) 287:21 1-to-1 (6) 242:6,16;244:23, 23;247:9;254:19 1-to-30 (1) 192:12 1-to-40 (2) 192:9,10 2 2 (1) 70:6 2% (1) 57:4 2,000 (5) 71:24;129:2;134:9,	22;258:12 2,947 (1) 222:19 2.3 (1) 105:16 20 (27) 4:21,24;5:10,14; 10:3;24:21;35:4; 39:21;70:21;71:5,8; 73:22;126:22,25; 127:9,11,12;128:13; 159:2;172:8,18,22; 236:9,21,24,25;238:2 200 (1) 10:20 2003a2a (1) 104:21 2014-15 (3) 242:2,5;244:22 2015 (1) 6:11 2015-16 (3) 242:15,19;245:1 2016-17 (1) 245:9 2017 (6) 122:23;146:21; 147:12;148:20; 175:14,15 2017-18 (1) 247:1 2018 (2) 141:6;245:25 2019 (4) 104:2;220:18; 221:18;246:4 2019-20 (1) 246:8 2019-2020 (1) 247:12 2020 (4) 3:3;203:4;246:17; 259:3 20-minute (1) 172:10 21 (1) 141:1 22 (3) 22:6;88:19;153:24 220 (1) 189:16 233 (1) 258:15 239 (1) 258:18 24 (1) 22:6 25 (5) 39:21;181:2; 247:18;248:13; 283:10 25-minute (1) 238:13
Y				
y'all (4) 57:25;175:7;197:5; 237:12 yards (1) 159:2 Yea! (1) 244:2 year (79) 9:19;13:16,18,25, 25;14:1,4,6,15;15:8; 18:8;24:19;45:15; 46:4;48:17,17;51:2,3, 7,18,19;60:2;62:25; 63:3,4;64:8,10;84:16, 18;96:24;103:4,13;	year-after-year-after-year (1) 118:21 year-long (1) 202:22 years (39) 9:13;11:16;18:3; 25:8;28:6;32:7; 48:14;52:1;72:22; 77:14,20,21;84:2,12, 16;92:16;96:12; 110:5,13,17,22; 114:8;116:8;117:9; 177:12;179:2;180:8; 181:2;182:21;189:7, 8;196:16,21;229:19; 240:18;241:25; 244:20;256:1,21 years' (1) 22:4 year-to-year (1) 116:24 yesterday (1) 94:22 young (7) 178:17;179:24; 183:9;186:6;190:6; 254:4;257:8 youngest (1) 75:13 YouTube (4) 13:3;20:18;258:18, 18	Z		
1 (4)	zone (4) 251:3;256:8,15,17 zoned (1) 251:1 Zoom (16) 6:17,25;8:5;25:2; 70:25;72:2,8;127:25; 128:10;173:15; 236:6,17;237:19,22; 238:7;239:4			

<p>26 (2) 248:23;283:10</p> <p>27th (1) 258:19</p> <p>28 (1) 39:21</p> <p>2b1 (1) 114:2</p> <p>2b1d (1) 114:2</p> <p>2d1 (3) 112:21;114:3,4</p>	<p>39:3;40:4;150:2; 164:9;171:23;256:8</p> <p>4:15 (1) 55:21</p> <p>4:41 (1) 293:25</p> <p>40 (3) 80:13;200:15,23</p> <p>401k (1) 183:15</p> <p>40-to-1 (1) 275:14</p> <p>45 (1) 33:23</p> <p>450 (1) 225:1</p> <p>450-to-1 (1) 222:17</p> <p>45-year (1) 183:4</p> <p>4e1 (3) 102:7;220:14; 222:7</p>	<p>6-17-812 (3) 39:5;40:4;276:14</p> <p>6-17-902 (1) 154:6</p> <p>6-17-919 (1) 154:6</p> <p>6-18- (1) 104:20</p> <p>62 (1) 197:11</p> <p>62% (2) 11:17;27:10</p> <p>63 (1) 72:20</p> <p>63% (1) 181:8</p> <p>640 (1) 248:23</p> <p>66% (1) 27:19</p> <p>68 (1) 254:20</p> <p>6-8 (1) 6:9</p> <p>6-hour (6) 144:10;145:5,16, 23;192:21;199:24</p> <p>6th (18) 18:4;21:5,7;24:16; 27:9,20;28:6;44:2; 47:9,18;48:2,10,11, 25;59:25;62:20,24,25</p>	<p>89:7</p> <p>8th (24) 14:2;17:18;18:4, 15;20:11;24:1;28:7; 31:9;41:23,25;42:4,8, 25;43:3,11;44:2; 50:18,22,23;63:2; 64:12;133:20; 158:22;187:17</p>
3			9
<p>3 (1) 126:12</p> <p>3:15 (1) 235:20</p> <p>3:22 (1) 235:20</p> <p>30 (6) 15:2;22:6;110:8; 139:8,9;228:25</p> <p>30% (4) 15:2;16:4;53:10,20</p> <p>30,000 (1) 163:9</p> <p>30-day (5) 104:16;105:4,15; 109:1;228:3</p> <p>30-hour (2) 87:16;144:11</p> <p>30-minute (1) 126:9</p> <p>30-plus (1) 64:10</p> <p>30-student (1) 39:20</p> <p>31 (1) 121:13</p> <p>32 (2) 64:9;189:7</p> <p>34 (1) 179:24</p> <p>35 (1) 72:22</p> <p>35% (3) 23:12;56:23;58:9</p> <p>36 (1) 203:22</p> <p>37 (1) 38:22</p> <p>37% (1) 181:6</p> <p>371 (1) 128:22</p> <p>375 (1) 6:9</p>	<p style="text-align: center;">5</p> <p>5 (13) 4:25;10:4;39:21; 70:23;73:23;127:1; 128:14;138:4; 172:11;235:21; 236:12;238:3;256:15</p> <p>5% (3) 24:19;137:8; 285:16</p> <p>5:15 (1) 55:21</p> <p>500 (2) 127:21;286:22</p> <p>501c (1) 254:6</p> <p>504 (1) 289:23</p> <p>53 (1) 16:1</p>		
	6		
	<p>6 (5) 39:22;145:22; 159:8;205:9,25</p> <p>6- (1) 146:12</p> <p>60% (2) 14:25;15:25</p> <p>6-16-102 (1) 200:8</p> <p>6-16-102a5 (1) 87:11</p> <p>6-17-2403 (1) 154:5</p> <p>6-17-401 (2) 90:4,5</p>	7	
		8	
4		<p>8 (2) 167:2;235:18</p> <p>80% (2) 24:5,12</p> <p>8-period (1)</p>	
4 (6)			