

In The Matter Of:

*DIVISION OF ELEMENTARY AND SECONDARY EDUCATION
CHARTER AUTHORIZING PANEL*

October 15, 2019

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

Original File CAP - 10-15-19.prn

Min-U-Script® with Word Index

ARKANSAS DIVISION OF
ELEMENTARY AND SECONDARY EDUCATION

CHARTER AUTHORIZING PANEL

OCTOBER 15, 2019
8:30 A.M.- 4:38 P.M.

A P P E A R A N C E S

PANEL MEMBERS:

DR. IVY PFEFFER	Chairperson/DESE Deputy Commissioner
MR. GREG ROGERS	DESE Asst. Commissioner - Fiscal and Admin. Services
MR. MIKE WILSON	Attorney & Education Advocate
MS. TOYCE NEWTON	Past State Board of Ed. Member
DR. NACCAMAN WILLIAMS	Past State Board of Ed. Member
MR. PHIL BALDWIN	CEO, Citizens Bank
DR. ANGELA KREMERS	Deputy Director - CTE/Ark. Dept. of Career Ed.

ADE LEGAL COUNSEL:

MS. MARY CLAIRE HYATT DESE Attorney Specialist

ALSO APPEARING:

MS. TRACY WEBB	DESE Coordinator of Monitoring and Systems Support
MS. KELLY McLAUGHLIN	DESE Public School Program Advisor
MR. FREDDIE SCOTT	DESE Operations Manager

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	4
Hearing Procedures	4
A-1: Arkansas Connections Academy	5
A-2: River Valley Virtual Academy	14
A-3: The Excel Center	21
A-4: Lisa Academy	50
B-1: Southside Junior High School	113
B-2: Adventure Online Academy	143
B-3: Centerpoint Academy	174
B-4: Mountainburg Middle School Brain Academy	216
Closing Comments	261
Court Reporter's Certificate	263

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

2 CHAIRMAN PFEFFER: Okay. Good morning,
3 everyone. Good to see everyone here. You all just
4 got so silent, I looked up, it was 8:30 on the dot.
5 And so I think we're all ready to go.

6 So at this time I will call to order the October
7 15, 2019 Charter Authorizing Panel. And we want to
8 welcome all of our guests here to the ADE auditorium.

9 Panel Members, good to see you. It's been a
10 little while since we've been together; so I
11 appreciate all of you being here.

12 And before we get started I thought I'd just let
13 each one of the panel members this morning introduce
14 themselves. And if you have any updates on things
15 you've done over the last couple of months and you
16 want to give the audience an update, we've got time
17 to do that. We'll start with Mr. Baldwin.

18 MR. BALDWIN: I am Phil Baldwin.

19 DR. KREMERS: Hi. Angela Kremers.

20 DR. WILLIAMS: Naccaman Williams.

21 CHAIRMAN PFEFFER: Ivy Pfeffer, Chair of the
22 Charter Authorizing Panel.

23 MR. ROGERS: Greg Rogers.

24 MS. NEWTON: Toyce Newton.

25 MR. WILSON: Mike Wilson.

1 CONSENT AGENDA

2 CHAIRMAN PFEFFER: Okay. All right. So I guess
3 we're ready to get started and we will begin this
4 morning with our Consent Agenda. I'll accept a
5 motion to approve the Consent Agenda.

6 MR. ROGERS: Motion.

7 DR. WILLIAMS: Second.

8 CHAIRMAN PFEFFER: I have a motion to approve
9 and a second. All those in favor say "aye."

10 (UNANIMOUS CHORUS OF AYES)

11 CHAIRMAN PFEFFER: Okay. Unanimously approved.

12 HEARING PROCEDURES

13 CHAIRMAN PFEFFER: So we'll move on to get ready
14 for the Action Agenda. Before we start that, Ms.
15 Hyatt, do you want to come up and just talk to us
16 about the procedures today?

17 MS. HYATT: Good morning, everyone. Mary Claire
18 Hyatt, Division of Elementary and Secondary
19 Education.

20 For the morning part of the agenda you're going
21 to be hearing four amendment requests. The procedure
22 for the amendment requests is that, first, anyone
23 that's going to be giving testimony before the Panel
24 needs to be sworn in, except for attorneys. The
25 applicant will have 20 minutes to give their

1 presentation about their amendment request. Any
2 parties in opposition will then have 20 minutes to
3 respond to the presentation. I don't believe we have
4 anyone signed up in opposition -- but of course I'll
5 check before we get there. And then if anyone -- the
6 applicant will have an additional 5 minutes at the
7 end to respond. Then you can engage in discussion,
8 ask questions; of course, you can always ask
9 questions during the presentations as well, and then
10 decide what you'd like to do with the amendment
11 request.

12 CHAIRMAN PFEFFER: Okay. All right. Thank you,
13 Ms. Hyatt.

14 A-1: HEARING FOR OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
15 AMENDMENT REQUEST: ARKANSAS CONNECTIONS ACADEMY

16 CHAIRMAN PFEFFER: All right. So the first item
17 on our action agenda is the open-enrollment public
18 charter school amendment request for Connections
19 Academy. Ms. McLaughlin, will you give us some
20 information please?

21 MS. McLAUGHLIN: Kelly McLaughlin, ADE Charter
22 School Office.

23 Our action item A-1, we will be hearing from
24 Arkansas Connections Academy. The Charter
25 Authorizing Panel approved this open-enrollment on

1 October 15, 2014, and today they are here for an
2 amendment request to seek waivers for School Boards.
3 Today you have -- Bryce Adams should be calling in;
4 we have Micah Lipscomb, the director of Student
5 Services; and Nicole Stevens, High School Assistant
6 Principal; Jeremy Hoback, Manager of School
7 Counseling; and Darla Gardner, School Leader. So you
8 will want to have them all sworn in.

9 CHAIRMAN PFEFFER: Yes. Ms. McLaughlin, before
10 we get started, you said that they were approved in
11 2014. When is -- when would they be up for renewal?

12 MS. McLAUGHLIN: They are in the renewal process
13 this year.

14 CHAIRMAN PFEFFER: Okay. So, but this is just
15 an amendment to their currently approved --

16 MS. McLAUGHLIN: Oh. Yes. It's just the
17 current.

18 CHAIRMAN PFEFFER: Okay. All right. Thank you.
19 Okay. So do we have anyone here to speak on
20 this action item?

21 Okay. If all those who wish to speak, if you'll
22 raise your right hand we need to swear you in. Do
23 you swear or affirm that the testimony you will give
24 will be the truth, the whole truth, and nothing but
25 the truth?

1 (ALL SPEAKERS ANSWERED AFFIRMATIVELY)

2 CHAIRMAN PFEFFER: Okay. And if you will please
3 state your name and title for the record, you are
4 recognized.

5 MS. GARDNER: My name is Darla Gardner and I'm
6 the School Leader at Arkansas Connections Academy.
7 Thank you.

8 First, thank you for the opportunity to be here
9 this morning. We are a public statewide online
10 school charter. And I wanted to briefly start off by
11 telling you -- just giving you an update on where we
12 are so far in our charter.

13 On the next slide you'll see that we've been --
14 we have had a C letter grade for the last two years.
15 Currently, we have 1511 students. This is our first
16 year for students in grades -- 12th grade.

17 Oh, is that how you do it? [indicating the
18 PowerPoint remote control].

19 Okay. We have 57% free and reduced lunch. 18%
20 of our students are on IEP 504.

21 We're very excited to share because we just had
22 our back-to-school bash in Little Rock. There's a
23 little photo of us at Professor Bowl. We had over
24 450 attendees there. We currently have 51 school
25 events planned for this school year all over the

1 state, and we're really excited about our first
2 graduation that is taking place in May here in Little
3 Rock. Also, we had our first prom this past May and
4 we're looking forward to our second prom next year.

5 So during the application process we requested a
6 waiver for our school board members to be able to
7 call in on the public conference line just so that we
8 could insure state representation on our board
9 statewide, since our students all -- are all over the
10 state, and we received that waiver. Since the
11 application time, the new law has gone into effect
12 and we're asking to extend that original waiver to
13 also include executive session. That's the only
14 piece of this that we're requesting.

15 It is a challenge for our school board members
16 since they do live all over the state to be in-person
17 for executive session. Here's some of the challenges
18 that they face:

19 Our current school board members -- and we
20 currently have five, and they are in northwest
21 Arkansas and in central Arkansas. And sometimes
22 executive sessions may involve sensitive issues that
23 we need everyone to be in-person quickly, and that
24 isn't always an option. For example, currently,
25 right now, our board treasurer, Virginia Walden Ford,

1 is traveling the United States because her movie
2 premier, Miss Virginia, is occurring, which we're
3 very excited for her. But we -- she would not be
4 able to be represented if we needed to have an
5 executive session right now. Our parent member has
6 three small children enrolled at ARCA and it wouldn't
7 be an option for her to travel to attend an executive
8 session.

9 And that is our request.

10 CHAIRMAN PFEFFER: Okay. Is there anyone else
11 that wishes to speak? Anyone signed up for public
12 comment?

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

14 CHAIRMAN PFEFFER: Okay. Well, are you ready
15 for questions then?

16 MS. GARDNER: I'm ready for questions.

17 CHAIRMAN PFEFFER: Okay. Great. So we'll --
18 I'll start with Mr. Wilson. Do you have any
19 questions?

20 MR. WILSON: No.

21 CHAIRMAN PFEFFER: Okay.

22 MR. WILSON: No questions. Thank you.

23 CHAIRMAN PFEFFER: Ms. Newton?

24 MS. NEWTON: No.

25 CHAIRMAN PFEFFER: Dr. Williams?

1 DR. WILLIAMS: Yes. Are you all looking -- is
2 the waiver just for phone calls or is other
3 electronic -- for example, I've served on boards
4 where we do consent agendas which can be done
5 electronically, in which everyone can sign off and
6 agree to something in writing and then fax or email
7 it back. Or, is this strictly for telephone?

8 MS. GARDNER: Strictly telephone.

9 DR. WILLIAMS: Okay.

10 CHAIRMAN PFEFFER: Dr. Kremers.

11 DR. KREMERS: It says that they can do three
12 times in the calendar year remotely. That's if they
13 follow this and then you didn't have the waiver. So
14 if you were granted the waiver, so then it could be
15 up to three times remote. Is there also -- do you
16 have it in bylaws how many times at minimum a board
17 member can miss a meeting? So if it's remote three
18 times, what about the other times if they're not
19 present and not able to come in person, if that's a
20 challenge?

21 MS. GARDNER: I do believe we do. And can I
22 refer to Bryce on the phone?

23 Bryce, can you assist with that question?

24 MR. ADAMS: Yes. Hi, good morning, everyone.

25 Bryce Adams, Connections Education.

1 So right now they already have the waiver from
2 the portion with the three allowances. So the waiver
3 that they already have allows each of the meetings --
4 each of the 12 annual meetings to be telephonic.
5 It's really just for the executive sessions that they
6 need the waiver to be able to actually do those as
7 well.

8 CHAIRMAN PFEFFER: Okay. I'm not sure how well
9 everyone was able to hear that.

10 Panel Members, were you able to?

11 Okay. I'm sorry.

12 And, Bryce, we probably need to swear you in. I
13 don't know that we actually knew that that was
14 happening. So let me do that, and then we're going
15 to see if you would repeat your answer. Okay?

16 MR. ADAMS: Okay. I was at home and raised my
17 hand and said yes.

18 CHAIRMAN PFEFFER: All right. Well, let's go
19 ahead and do it officially. If you'll raise your
20 right hand -- do you swear or affirm that the
21 testimony that you shall give will be the truth, the
22 whole truth, and nothing but the truth?

23 MR. ADAMS: I do.

24 CHAIRMAN PFEFFER: Okay. So if you could do
25 that response one more time I think that would help

1 us.

2 MR. ADAMS: Yes. So the referenced piece of
3 code with three allowances calling in for telephonic
4 meetings, they already have a waiver from that
5 section which allows them to have all 12 of their
6 annual meetings telephonically. It's really just the
7 executive sessions that are in new law, additional
8 subsections that have been passed into law. So this
9 is a cleanup amendment to allow those as well.

10 CHAIRMAN PFEFFER: Okay. Thank you.

11 Dr. Kremers, does that help?

12 DR. KREMERS: It does. Yes. Thank you.

13 CHAIRMAN PFEFFER: Okay. Question?

14 MR. BALDWIN: How many pre-established executive
15 sessions do you have? Are there such things?

16 MS. GARDNER: We have two pre-established. But
17 of course, as we know, anything could come up at any
18 time with complainant issues or --

19 MR. BALDWIN: How many nonrecurring executive
20 sessions do you generally have in a year?

21 MS. GARDNER: Non-reoccurring?

22 MR. BALDWIN: Yeah, kind of special purpose
23 executive sessions, how often would those happen?

24 MS. GARDNER: We typically don't. We have our
25 monthly board meeting and there's two times a year

1 that we go into executive sessions. Very rarely do
2 we have to call a special board meeting. So really
3 it's anything planned that's reoccurring for that.

4 DR. WILLIAMS: And you all do have a procedure
5 to -- when you go into executive session to make sure
6 those -- only those that's on the call are on the
7 call?

8 MS. GARDNER: Yes. And all of our -- you know,
9 our board meetings -- with the new recording law,
10 we're following all of those as well.

11 DR. WILLIAMS: Okay.

12 CHAIRMAN PFEFFER: Any other questions from
13 Panel Members?

14 Okay. Ms. Hyatt, are there any legal issues
15 that we would need to be aware of?

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

17 CHAIRMAN PFEFFER: No. All right. So if there
18 are no other questions, if someone is ready to make a
19 motion or if we need to have discussion I'll
20 entertain a motion.

21 MR. WILSON: Move the approval of the request.

22 DR. WILLIAMS: Second.

23 CHAIRMAN PFEFFER: Okay. I have a motion and a
24 second.

25 Any discussion?

1 All those in favor say "aye."

2 (UNANIMOUS CHORUS OF AYES)

3 CHAIRMAN PFEFFER: Any opposed?

4 Okay. Congratulations.

5 MS. GARDNER: Thank you very much.

6 CHAIRMAN PFEFFER: Your motion has been
7 approved.

8 And, Panel Members, if you will record your vote
9 -- I think we have a link. We'll give everybody a
10 minute to pull that link up.

11 [A FEW MOMENTS OF SILENCE]

12 CHAIRMAN PFEFFER: Okay. Since we had a
13 unanimous vote, unless Panel Members object, I won't
14 have you all read out your reasons for your vote in
15 terms of feedback.

16 The Panel Members did not have concerns or
17 questions and recognized that your board members are
18 coming from a wide range of locations and this will
19 allow the executive sessions to be conducted in the
20 same manner that a board meeting would.

21 MS. GARDNER: Okay.

22 CHAIRMAN PFEFFER: All right. Thank you.

23 A-2: HEARING FOR OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL

24 AMENDMENT REQUEST: RIVER VALLEY VIRTUAL ACADEMY

25 CHAIRMAN PFEFFER: Okay. So we will go ahead

1 and move on to action agenda item Number 2. Ms.
2 McLaughlin, will you present that to us?

3 MS. McLAUGHLIN: Action agenda item 2 is for
4 River Valley Virtual Academy. They were granted
5 authorization on October 20, 2016. Their charter
6 will expire on June 30, 2022.

7 Today, they are here for a -- requesting an
8 amendment request for waivers on the Unstructured
9 Social Time and Elementary Recess. And on the phone
10 we have Jennifer Feeny, Director of the Virtual
11 Academy, and Nancy Robbins, the Curriculum Director.

12 CHAIRMAN PFEFFER: Okay. So our presenters are
13 on the phone then; they're not here?

14 MS. McLAUGHLIN: Yes, ma'am.

15 CHAIRMAN PFEFFER: Okay. Hello?

16 MS. FEENY: Hi. How are you?

17 MS. ROBBINS: Good morning.

18 CHAIRMAN PFEFFER: Good morning. I'm going to
19 ask both of you to be sworn in at this time.

20 MS. FEENY: Okay.

21 MS. ROBBINS: Okay.

22 CHAIRMAN PFEFFER: All right. Do you swear or
23 affirm that the testimony you give shall be the
24 truth, the whole truth, and nothing but the truth?

25 MS. ROBBINS: Yes.

1 MS. FEENY: Yes, I do.

2 CHAIRMAN PFEFFER: Okay. So hearing both of
3 you, your responses -- Ms. Feeny, will you be going
4 first in the presentation?

5 MS. FEENY: Yes.

6 CHAIRMAN PFEFFER: Okay. We will go ahead and
7 let you get started, and you'll have 20 minutes.

8 MS. FEENY: Okay. Thank you-guys for letting us
9 come over the phone. That is very helpful from a
10 distance.

11 The reason we are here this morning is to
12 request the waiver for the Unstructured Social Time,
13 or recess time. As a virtual school, our students
14 work from home with the support of their parents.
15 While we do believe extra recess and unstructured
16 social time is very beneficial to our students, the
17 virtual setting makes it difficult to insure the 40
18 minutes a day is met. Our students participate in
19 P.E. and our encouraged to participate in youth
20 sports through our local Boys and Girls Club. And,
21 in addition, our school district has invested in area
22 walking trails and outdoor exercise equipment that
23 are open to our students and families. We continue
24 to emphasize the importance of physical activity and
25 social interaction through our youth sports, local

1 elementary schools, walking trails, the Center for
2 Art Education, the Huckabee Nature Center, and our
3 field trips. Our trips include activities such as
4 the city park cleanup, serving food at the local
5 homeless shelter, and packing food for local students
6 in need of additional food over the weekend.

7 With the approval of the recess waiver, we will
8 continue to work with our students and families to
9 insure that the additional time is spent in
10 unstructured social time settings. But the waiver
11 would give us that opportunity to be a little more
12 flexible.

13 CHAIRMAN PFEFFER: Okay. Ms. Robbins, did you
14 have anything to add?

15 MS. ROBBINS: No, that pretty well sums it up.
16 There's just no way that we can insure absolutely
17 that they're having that time every day.

18 CHAIRMAN PFEFFER: Okay. Are you all ready for
19 questions?

20 MS. FEENY: Yes, ma'am.

21 CHAIRMAN PFEFFER: All right. I'll start with
22 Mr. Baldwin.

23 MR. BALDWIN: No questions.

24 CHAIRMAN PFEFFER: No questions?

25 DR. KREMERS: No questions.

1 CHAIRMAN PFEFFER: Okay. Dr. Williams?

2 DR. WILLIAMS: How do you all -- do y'all have
3 any documentation process for families, something
4 that they can report on -- report back to you on what
5 they're doing?

6 MS. FEENY: Yes, we have a process. We use
7 Google forms a lot. And they submit information to
8 us -- you know, how long did it take, what did you
9 do, what days, things like that. So we do try to
10 document all those things.

11 DR. WILLIAMS: Okay. Thank you.

12 MS. FEENY: You're welcome.

13 MR. ROGERS: No.

14 MS. NEWTON: No questions.

15 MR. WILSON: No questions.

16 CHAIRMAN PFEFFER: Okay. I have a question.

17 You mentioned that you had invested in walking
18 trails and some, I think, playground equipment. And
19 you have that at your physical site; is that correct?

20 MS. FEENY: Our school district has it
21 throughout the -- all of the sites. Like at our
22 location there is a walking trail outside, and then
23 the elementaries are continuing to add walking trails
24 and outdoor equipment. It's throughout our school
25 district.

1 CHAIRMAN PFEFFER: Okay. So what type of
2 participation do you have from your students? Do you
3 have a way to gauge that?

4 MS. FEENY: We don't. That is something that we
5 could look at trying to collect data on.

6 CHAIRMAN PFEFFER: Okay. Okay. Panel Members,
7 any other questions?

8 Ms. Hyatt, would you like to -- can you update
9 us on any legal considerations with this request?

10 MS. HYATT: Mary Claire Hyatt.

11 I just wanted to let you know that this would --
12 this is the first time that this recess waiver would
13 be granted, if you do approve it. The new recess
14 legislation does specifically allow for a waiver if
15 the school is operating as a virtual school. There
16 are two ways to get it, and that's one of the ways.
17 But I just -- because you like to know when it's the
18 first time you're granting a waiver, I just wanted to
19 let you know that.

20 CHAIRMAN PFEFFER: Okay. Panel Members, any
21 questions or discussion about this?

22 Okay. Hearing none, if -- at this time if
23 someone has a motion?

24 MR. WILSON: I move the approval of the request.

25 DR. KREMERS: Second.

1 CHAIRMAN PFEFFER: Okay. I have a motion to
2 approve and a second.

3 All those in favor say "aye."

4 (UNANIMOUS CHORUS OF AYES)

5 CHAIRMAN PFEFFER: Anyone opposed?

6 All right. Your request has been approved. The
7 Panel Members will record their votes. And if you'll
8 stay on the line with us, we will go through and
9 provide any details on their responses.

10 MS. FEENY: Thank you.

11 [A FEW MOMENTS OF SILENCE]

12 CHAIRMAN PFEFFER: Okay. So since we do have
13 people on the phone I will let each Panel Member go
14 through and provide the feedback.

15 Mr. Baldwin.

16 MR. BALDWIN: I think it is a reasonable
17 request. I'm in favor of that.

18 CHAIRMAN PFEFFER: Okay. Dr. Kremers.

19 DR. KREMERS: I support the motion for the
20 waiver, with the online format. I don't have any
21 concerns.

22 CHAIRMAN PFEFFER: Dr. Williams.

23 DR. WILLIAMS: I support the motion. No
24 concerns given that students are encouraged to
25 participate in activities.

1 CHAIRMAN PFEFFER: Okay. Mr. Rogers.

2 MR. ROGERS: I approve the motion. For being a
3 virtual school the waiver of the recess is
4 appropriate.

5 CHAIRMAN PFEFFER: Ms. Newton.

6 MS. NEWTON: I vote in favor. No concerns.

7 CHAIRMAN PFEFFER: Mr. Wilson.

8 MR. WILSON: I have no concerns. I think it's
9 good for flexibility for them to be able to have the
10 waiver.

11 CHAIRMAN PFEFFER: Okay. All right. Thank you
12 very much.

13 A-3: HEARING FOR OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
14 AMENDMENT REQUEST: THE EXCEL CENTER

15 CHAIRMAN PFEFFER: And we will move on with our
16 next item on the agenda, which is for The Excel
17 Center. Ms. McLaughlin, will you present that to us?

18 MS. McLAUGHLIN: Okay. Action Item 3 is The
19 Excel Center. They were approved -- let me get
20 there. Their charter is going to be expiring on June
21 30, 2022. And if you'll bear with me for a few
22 minutes, I'm juggling a couple of tasks today.

23 [A FEW MOMENTS OF SILENCE]

24 MS. McLAUGHLIN: Okay. And they were approved
25 on October 19, 2016. They are here today to ask for

1 a request for an increased enrollment cap, and also
2 for employee sick leave, and the School Counseling
3 Improvement Act, just a portion of that. And you do
4 have Tomeko Davis, principal, and Brian Marsh,
5 president of -- the CEO of Goodwill present today for
6 their presentation.

7 CHAIRMAN PFEFFER: Okay. So will those who are
8 going to be speaking on this agenda item please
9 stand? Okay. If you will raise your right hand --
10 do you swear or affirm that the testimony you give
11 shall be the truth, the whole truth, and nothing but
12 the truth?

13 (ALL SPEAKERS ANSWERED AFFIRMATIVELY)

14 CHAIRMAN PFEFFER: Okay. If you'll come
15 forward, state your name and title for the record,
16 you'll be recognized and we'll begin with the 20
17 minutes -- up to 20 minutes to present.

18 MS. DAVIS: Okay. I'm Tomeko Davis, School
19 Director/Principal of The Excel Center.

20 MR. MARSH: Brian Marsh, President/CEO of
21 Goodwill Industries of Arkansas.

22 First, I'd like to thank --

23 CHAIRMAN PFEFFER: We need to make sure that you
24 pull that microphone up, and it's for our viewing
25 audience as well as our audience here. Thank you.

1 MR. MARSH: Thank you very much, one, for
2 allowing us to operate in the State of Arkansas and
3 have the impact that we're having. We do appreciate
4 the opportunity to serve the people of Arkansas.
5 Also appreciate the opportunity to speak with the
6 Board -- with the Panel.

7 Financially, we're in a very sound state in the
8 State of Arkansas here with Goodwill Industries of
9 Arkansas. We have the board that is very supportive
10 of The Excel Center. Our mission is "Changing Lives
11 Through Education Training and Employment." The
12 basis for that is education. We feel this is the
13 opportunity for us to have the greatest impact on the
14 citizens of Arkansas, and the people of need. So we
15 are in support of Tomeko and to answer any questions.

16 MS. DAVIS: Okay. So with the request for the
17 increase in the enrollment cap -- if you look at our
18 statistics over the course of 2017, that school year,
19 we had about 102 students on the enrollment cap of
20 125, on our official enrollment cap. But since that
21 time we've served over 217 students. So those are
22 individuals in the State of Arkansas who are at least
23 19 years of age or older who have not -- who do not
24 have a high school diploma. We had our first
25 graduation in December of last year; we had six

1 students to graduate. And then we had our second
2 graduation in June of this year, with an additional
3 18 students. So now we have 24 additional Arkansans
4 who are adults who have children within the
5 traditional public schools who now have parents that
6 have a high school diploma and have now changed their
7 priority when it comes to education.

8 So the increase in the enrollment cap request is
9 so that we can service more students. So if you're
10 looking at it and you're thinking, "Well, you haven't
11 reached your enrollment cap with that 102 and you're
12 currently approved for 125," we've been strategic in
13 our approach to marketing our school. What we don't
14 want to do is disenfranchise individuals who are
15 already dealing with things and have been
16 disenfranchised in the past by saying, "Okay, we have
17 this wonderful opportunity for you to come, complete
18 your education. But -- oh, wait a minute -- we don't
19 have a seat available." So if we were granted this
20 waiver we would -- I mean this enrollment increase we
21 would then ramp up our marketing efforts to pull in
22 the seats -- the students that could fill those
23 seats.

24 MR. MARSH: Our board supports this in -- both
25 in professional and monetary support. They have

1 agreed to invest \$2.3 million in the expansion for
2 the facilities. They will be located on our Scott
3 Hamilton campus, which is the campus that -- the
4 building that the current school is operating in. We
5 would build out roughly 26,000 square feet for the
6 operation of the school in that location. We have a
7 bus stop that actually stops at our building, so we
8 do have transportation. As the Panel is aware, we do
9 have a drop-in center for children, for child care,
10 while the parents are on-site. So we're trying to do
11 everything we can to remove these barriers.

12 MS. DAVIS: So in addition to that enrollment
13 cap we're also seeking the waivers for the sick leave
14 policy for our staff. As with all states now, the
15 employees should be granted at least one sick day per
16 month. What we do for our employees is at the
17 beginning of the calendar year we grant them 64
18 personal time-off hours. So that time can be
19 utilized for emergencies, for illnesses, and things
20 of that nature, at their discretion. The time that
21 the school is closed for holidays and the school
22 breaks that is considered the vacation time for our
23 staff. We have identified that, with our student
24 body, engagement and relationship building is
25 essential; and so the best way to do that is to

1 insure that our staff is constantly there, engaged,
2 and available. So if we were granted additional time
3 off to staff, then we may have students that are
4 coming into our school who are looking for those
5 connections to feel like, "Okay, I can talk to this
6 person." As you guys know, we have the life coaching
7 model. Each one of our students is assigned a life
8 coach -- and again, that's a big part of what we do
9 with our students in garnering that connection and
10 getting them to feel like, "Okay, I can be
11 successful; I have the support that I need, if I
12 don't have the family support outside of school." So
13 our staff -- usually, even with the 64 hours that
14 they're granted they don't use them; they're so
15 engaged for our students and we have such a high
16 retention rate. If you look at the students that
17 were enrolled, our average daily attendance is in the
18 90th percentile. From term to term, our retention
19 rate for our students is in the 70th percentile.
20 When we're dealing with individuals who have a
21 boatload of life barriers, we're there working with
22 them consistently, trying to help them face and
23 facilitate those life barriers so that they don't
24 hinder their success.

25 And so, again, that connection with them and

1 being constantly present helps to support the
2 mission.

3 CHAIRMAN PFEFFER: Okay. Did you speak to the
4 other waiver that you were seeking?

5 MS. DAVIS: So for the student services plan, so
6 although -- with the comprehensive counseling plan,
7 the Act that came down, although -- because our
8 students are nontraditional, everything that we do
9 for our students does not traditionally line up with
10 that plan. Now, granted, our life coaches do
11 complete many of the responsibilities that a
12 traditional counselor does do. They help with the
13 scheduling of the classes, they help with the career
14 and college planning for students outside -- because
15 we focus on what comes next. But our life coaches
16 also -- again, they are that support system to our
17 students. So the part of that that we're requesting
18 is -- because in that comprehensive plan it puts a
19 time limit on the amount of time that a quote/
20 unquote "counselor" can spend doing certain
21 activities with their students. And we would like
22 for our life coaches to have the autonomy to spend
23 whatever time is necessary to support the students.
24 We are big on saying, "We meet our students where
25 they are." And so with that, however much time that

1 needs to be dedicated to that student for whatever
2 specific person -- purpose it is, that's what we want
3 to be allowed to do. We do have MOUs with a
4 community organization; so with additional counseling
5 and things of that nature that we cannot handle in-
6 house, we have those connections to be able to make
7 referrals.

8 CHAIRMAN PFEFFER: Okay. You still have time
9 remaining. Are you -- do you want to make any kind
10 of closing statement or are you ready for questions?

11 MS. DAVIS: I will just say this --

12 CHAIRMAN PFEFFER: Okay.

13 MS. DAVIS: -- what we do is beyond what we do
14 within those walls. Being granted the ability to
15 service more people allows us to be able to service
16 more of the children in the traditional school
17 systems. When you educate a parent you educate a
18 child, and that's our focus.

19 CHAIRMAN PFEFFER: All right. Thank you very
20 much. And we will go ahead and move on to questions.

21 Mr. Wilson.

22 MR. WILSON: Thank you, Madam Chairman.

23 Your operating budget, as I'm reading it, shows
24 no state funding at all?

25 MR. MARSH: Correct. At this time we get no

1 state funding. We're fully funded by Goodwill
2 Industries of Arkansas.

3 MR. WILSON: That's amazing. Thank you.

4 MS. NEWTON: I have no questions.

5 CHAIRMAN PFEFFER: No questions.

6 Mr. Rogers?

7 MR. ROGERS: Not right now.

8 CHAIRMAN PFEFFER: Okay. On this side anybody
9 want to ask a question?

10 DR. WILLIAMS: Yes. I just need some clarity.
11 What's the difference between your waiver for sick
12 leave and what currently should be happening? I was
13 trying to track that in the wording here and I'm --

14 MS. DAVIS: So according to the law, currently
15 every employee should be receiving eight hours of
16 sick leave per month; so you get a day per month, and
17 then they can accumulate up to 90 days. There is no
18 accumulation with our staff. They're given 64 hours
19 each calendar year to use at their discretion. So
20 from January to December they get 64 hours that they
21 can use however they need to use it, for any
22 emergencies or illnesses.

23 DR. WILLIAMS: Okay.

24 MR. MARSH: Also, our school is set up in eight-
25 week sessions and there are five of those throughout

1 the year. So the breaks between those are also
2 afforded to the staff as time away from the job. So,
3 yes.

4 DR. WILLIAMS: Excellent. So approximately
5 what's the break between sessions?

6 MS. DAVIS: Between each eight-week session we
7 have one full week.

8 DR. WILLIAMS: Oh, okay.

9 MS. DAVIS: So we have one full week.

10 DR. WILLIAMS: Okay. And they are basically off
11 during that time or have some flex time during that
12 --

13 MS. DAVIS: Well, we consider it to be
14 administration days -- administrative days. But
15 they're allowed to take off if they need to take off.
16 But it's non-instructional.

17 DR. WILLIAMS: Yes. Okay. That's good. I was
18 worried about the eight for a whole year is --

19 MS. DAVIS: So our --

20 DR. WILLIAMS: -- not reasonable.

21 MS. DAVIS: So our instructional week is Monday
22 through Thursday.

23 DR. WILLIAMS: Okay.

24 MS. DAVIS: So we don't do instruction on
25 Friday.

1 DR. WILLIAMS: Okay.

2 MS. DAVIS: And then there's one week off of
3 instruction between each eight-week term.

4 DR. WILLIAMS: Okay. Makes sense now. Thank
5 you.

6 DR. KREMERS: I'm curious why the cap is
7 requested for 350. It looks like your current
8 enrollment is 72. So what do you anticipate changing
9 to raise the cap so high from where it is?

10 MS. DAVIS: Again, like I say, it would be our
11 marketing. Right now, it's strictly -- we just -- we
12 really don't have a marketing boost where we're
13 putting out extra things. So it's also -- right now,
14 it's more so word-of-mouth. We talk to students;
15 they refer people. Our marketing department with
16 Goodwill is working on a marketing plan. So when we
17 receive the approval for such, then we will ramp that
18 up and put that into place. Because the number --
19 there is about 10 -- 30,000-plus individuals in
20 Pulaski County that are adults who do not have high
21 school diplomas, and so we could serve them.

22 DR. KREMERS: Okay. My other question is about
23 the life coach modeling. And it looks like on the
24 budget you have three life coaches, plus one lead.
25 So I'm assuming that means there's four total?

1 MS. DAVIS: There will be four total. Yes.

2 DR. KREMERS: And if you have at your current 72
3 students that would allow ample time for each student
4 -- because as you mentioned, the whole idea is that
5 there's a lot more dedicated time. But if you hit
6 your max cap of 350, they'd be serving almost 90
7 students per. So is there any plan to add coaches at
8 that time?

9 MS. DAVIS: I will say I came from a location in
10 Tennessee, which was an Excel Center that had a 350
11 cap, and we were able to operate with four life
12 coaches. Because, honestly, you have -- you'll have
13 a portion of your caseload that needs high-touch, and
14 then you'll have a portion that really doesn't; it'll
15 be a matter of just temperature checks, how are you
16 doing, making sure they have their plans identified,
17 and then they really don't need your services. But
18 then you do have those that need that extra full-
19 blown life support coaching. But it is doable.

20 DR. KREMERS: And I think -- and that's -- I
21 think it was just the statement that you just
22 mentioned that it would just -- they'd have as much
23 time as they would want. But if you have 90 --
24 almost 90 students, that really isn't practical.

25 MS. DAVIS: So we are an environment where

1 everybody within the school -- although all are not
2 identified as life coaches, we all do life coaching.
3 So there's not a staff member there that a student
4 isn't capable of -- or able to go to to get the
5 support that they need. I find myself even pulling
6 students in, talking to students, trying to help with
7 the guidance of the students that we currently have
8 now, and we have the two life coaches.

9 CHAIRMAN PFEFFER: And if I may, something you
10 mentioned a while ago, Ms. Davis, that there are
11 limits to the time that your life coaches -- or that,
12 going back to the Counseling Act, there are limits to
13 the time they can spend with students. I don't know
14 that that's actually reflective of the legislation.
15 What the legislation did was basically open up for
16 more time to be spent with direct student services.

17 So your -- so I'm needing a little bit of
18 explanation as to why you need the waiver from the
19 School Counseling Act. I can understand that your
20 life coaches are not the licensed school counselors
21 like that might be in a traditional school; so those
22 components I would understand. But the legislation
23 is not limiting the time; it limits the amount of
24 administrative time that a counselor or life coach
25 would spend with students. But I think from what you

1 described you would see that as a good thing.

2 So can you help me understand maybe what the
3 legislation is limiting and why there would need to
4 be a wholesale waiver from the entire piece of
5 legislation?

6 MS. DAVIS: So with our life coaches, they serve
7 -- when it comes to disciplinary referrals and things
8 they all serve on the team collectively with my-self
9 and the other administrators within the building,
10 because they have that connection with the students.
11 And so, therefore, whatever time that needs to be
12 dedicated to those type of duties -- it may be an
13 administrative duty. But if it's there to improve
14 services that our students receive, we want them to
15 be able to dedicate that time to it.

16 CHAIRMAN PFEFFER: So have you visited with our
17 staff to determine whether or not participating on a
18 team would be considered an administrative duty or
19 the indirect services versus the direct services?
20 Because with what you're describing, I'm not sure
21 that that would actually be a problem.

22 MS. DAVIS: Okay.

23 CHAIRMAN PFEFFER: And I just -- with this --
24 with waiving this piece of legislation I just want to
25 make sure that those asking for the waiver really

1 understand what they're asking to waive, and why, and
2 is it absolutely necessary. So I don't want to
3 prevent you from being able to do what you need to
4 do, but I really want us to stop and think about it
5 before we would waive.

6 And Ms. Hyatt is walking up here, so she may be
7 able to help us a little bit.

8 MS. HYATT: Mary Claire Hyatt.

9 And because I knew this -- we were going to talk
10 about the counseling legislation a lot today, I have
11 printed a copy. So I'm just going to read what it
12 says in terms of what can be in that 90% as it
13 relates to that particular question.

14 So in the 90% of time engaged in direct and
15 indirect student services it includes serving as a
16 contributing member of decision-making teams, which
17 include without limitation several things, including
18 positive behavioral intervention support programs,
19 any type of decision-making team. I think the 10%
20 administrative duties is really things like being the
21 ELL coordinator, being the 504 coordinator, and not
22 actually serving, because the law differentiates
23 between serving on a decision-making team versus
24 being the coordinator of those activities. So in the
25 90% you could be on a behavior decision-making team

1 or a 504 team making decisions; you just couldn't be
2 the coordinator in that 90%.

3 So -- and we did talk about this before it came
4 before you guys today and they did kind of narrow it
5 down just to this section as opposed to a waiver of
6 everything. But hearing more today, you know, that
7 is something that can be done with the legislation
8 based on what you are saying today. So there might
9 be other things -- I'm not exactly sure, but --

10 CHAIRMAN PFEFFER: Okay.

11 I think I cut you off from asking your questions
12 --

13 MR. BALDWIN: That's okay. Thank you.

14 CHAIRMAN PFEFFER: -- Mr. Baldwin.

15 MR. BALDWIN: I just have two questions.

16 Let me ask about the life-coaching first. Is
17 that a -- is that something that is a certified
18 position, like a counselor, or is that a different
19 type of skill?

20 MS. DAVIS: No, it is not. We try to employ
21 individuals who have a background with serving the
22 public, public service. I'm trying to think --

23 MR. MARSH: There have been -- they have -- her
24 background -- another one of our life coaches came
25 through and worked at our -- with our re-entry team

1 as a counselor and coach with the re-entry team; so
2 she was working with individuals who are re-entering
3 society upon being released from incarceration. So
4 her training is in that life soft-skills building,
5 but also the surrounding -- building the surrounding
6 support system and working with an individual on how
7 they can build their support system so it's enriching
8 the family. So it's some of that also.

9 MR. BALDWIN: Okay. My other question is going
10 back to the increase in the cap of students. And I
11 guess you would need to have additional facilities if
12 you increased up to 350, and that's what the capital
13 purchases are for?

14 MR. MARSH: Yes, sir.

15 MR. BALDWIN: Okay. And explain what you would
16 add -- what you plan to add.

17 MR. MARSH: What we will do is we're building
18 out a new -- basically a new facility for the
19 classrooms, the drop-in center for the school
20 location. We have 587,000 square feet on Scott
21 Hamilton and I-30. The space that we're in right now
22 is limiting; it butts up against our administrative
23 offices, and it's actually where our trade school
24 will move into. We have a licensed trade school with
25 the State that supports the graduates of The Excel

1 Center. So we will move this into another location
2 in the building to allow for the 350 students and
3 also for the supporting efforts and activities for
4 the students.

5 MR. BALDWIN: Will you need to hire any new
6 teachers to -- I mean I guess you do, obviously.

7 MR. MARSH: Yes. With the staff -- with the
8 change with this, this will allow us to look at
9 hiring staff prior to the ramp-up, which would be
10 with the start of the new fiscal in July. So it
11 allows us to move forward with our build-out. If the
12 Panel so approves, we will start our build-out of the
13 facility. With that, what we will do is we will hire
14 the staff -- we'll bring the staff on early so that
15 they can learn the way the school operates and also
16 then be trained in any of the special skill-sets, and
17 also then couple with our partners in the Excel
18 model, which are in Indiana, Missouri, Tennessee,
19 Washington, D.C., and Austin, Texas.

20 And the life model works. It works well enough
21 that we're going to do it now for our employees. And
22 so we have 1,000 employees across the state. What we
23 see is -- Dr. Kremers, as you mentioned -- that ratio
24 of high-touch and low-touch support. We anticipate
25 with 1,000 employees that we're going to need to

1 start with five spread across the state, and then we
2 will evaluate their time and whether or not they have
3 the -- an adequate amount of time to serve the public
4 or the -- our employee population. It's the same
5 with the school, if we need to add an additional life
6 coach because of our mix. We're basing our numbers
7 on the schools that are operating across the state --
8 across the country, and it fits what they were
9 saying, as Tomeko mentioned, in Memphis, but also in
10 Indianapolis.

11 CHAIRMAN PFEFFER: Any remaining questions?

12 Mr. Rogers.

13 MR. ROGERS: Remind me again what age group
14 y'all are trying to serve, because I know it's a 9-12
15 school but I just can't remember --

16 MR. MARSH: 19 and above.

17 MR. ROGERS: Okay. So earlier when you were
18 asking about the state funds -- he was asking about
19 the state funds --

20 MR. MARSH: Yes.

21 MR. ROGERS: -- and you said, "Not right now" --

22 MR. MARSH: Yes.

23 MR. ROGERS: -- do you have plans to ever go
24 with that? Because I have -- I guess I have some
25 concerns there about granting these waivers and

1 everything if that's in the future.

2 MR. MARSH: Well, what we look at is we're
3 looking at working with the state in two ways. One,
4 we're working -- looking at working with legislators
5 to expand the funding. The way the bill is written
6 today the funding shall not come from the public
7 school model.

8 MR. ROGERS: Right.

9 MR. MARSH: So it will not come from those
10 funds. What we're looking at is working with the
11 Governor and with his staff, but also working with
12 legislators so that we can look to expand the schools
13 across the state. In the State of Arkansas, we have
14 over 300,000 Arkansans over the age of 25 without a
15 high school diploma. In Washington and Benton
16 Counties combined, using the 2015 numbers, there's
17 over 40,000 there. Here in central Arkansas we have
18 over 60,000 in the three counties that touch
19 together. We feel that we have to try and expand the
20 school. We cannot fund five schools across the state
21 with the Goodwill -- right now with the Goodwill
22 model and with our social enterprise. But with other
23 both public and private funding that we're looking at
24 we are looking at expanding the school. Yes.

25 MR. ROGERS: And to go back to the school

1 counseling waiver, I guess I'm going to need a little
2 more clarification. Did we establish whether you
3 need it or not? Because it sounds like --

4 MS. DAVIS: I don't need it.

5 MR. ROGERS: So does she need to --

6 MS. DAVIS: We can withdraw that.

7 MR. ROGERS: Okay.

8 MS. HYATT: And this was kind of an oversight on
9 my part. Seeing that the coaches are not certified,
10 they will need a waiver of 6-18-2003(2)(a). They are
11 meeting all of the other requirements of that law to
12 have a comprehensive school counseling program. But
13 that particular section says that it has to be
14 implemented by an Arkansas certified school counselor
15 or someone serving under an ALP or under a waiver --
16 but it cites to the 1240 law, not to a waiver granted
17 from a charter. So they will need a waiver there,
18 just that little-bitty section, 6-18-2003(2)(a).

19 CHAIRMAN PFEFFER: So you would be rescinding
20 the waiver that you have in the application as far as
21 the 90% of the time or those duties, but needing the
22 waiver from the actual license to be able to utilize
23 your life coaches. Is that correct?

24 MS. DAVIS: Yes.

25 MR. MARSH: Yes.

1 CHAIRMAN PFEFFER: Okay. Is everyone good with
2 that? Okay.

3 MR. ROGERS: Yeah. And I had one other just
4 about the cap. So right now, you said you had 102?

5 MS. DAVIS: In our 2017 numbers, yes.

6 MR. ROGERS: Okay. And you're wanting to go up
7 to 350 --

8 MS. DAVIS: Yes.

9 MR. ROGERS: -- all at once? And I thought you
10 said you were going to try to push the marketing?

11 MS. DAVIS: Yes.

12 MR. ROGERS: So if we approve the cap today, the
13 cap would go up at the next school year?

14 MR. MARSH: The facilities would allow us --
15 right now, we could have as many as 140 in the
16 classrooms that we have. We would not seek to try
17 and lift that until we had the other build-out done
18 so that we can serve those students, to look at that
19 cap or that -- excuse me -- that 350 number. We
20 would then start our marketing. Our marketing will
21 start in the spring for that July start-date. So we
22 would look to expand in that July -- in that July --

23 MR. ROGERS: July 2021?

24 MR. MARSH: July of this year -- of this coming
25 year. Yes, July of '20.

1 MR. ROGERS: '21, Okay.

2 CHAIRMAN PFEFFER: 2020.

3 MR. ROGERS: 2020.

4 MR. MARSH: Yes.

5 MR. ROGERS: But right now you would only -- you
6 could only go up to 140?

7 MR. MARSH: 140, yes, that's what we would -- we
8 would not seek to drive to that number because of the
9 disenfranchising of students. We don't ever want to
10 do that.

11 MR. ROGERS: Okay. I just -- it's aggressive.
12 I mean, and then you don't have the facilities done
13 yet, so that's -- but then again, I understand the
14 population you're trying to reach is different from
15 the traditional schools. And so that's why I'm going
16 back-and-forth in my head right now.

17 MR. MARSH: Mr. Rogers, I do understand. To
18 tell you where we are on the build-out, we have --
19 we're in the process of hiring an architect. We've
20 already talked with the architects. We brought in
21 six to look at the build-out. We've already prepped
22 the space for the construction. So we feel that the
23 construction can be done in a timely manner and we
24 would be ready for that. The staffing that -- we
25 would seek to do the recruiting and the staffing that

1 would fall in line with that start-up so that we
2 would be prepared. Tomeko has gone through a school
3 start-up. We went through the start-up here in
4 Little Rock. With that, we held a lottery. So we
5 had a number of people apply; we had two hundred --
6 over 250 students apply. We drew names for those
7 students that would be in the school and then the
8 other students went on a waiting list. We would
9 anticipate doing the same thing, but we don't want to
10 disenfranchise -- and that's the biggest concern we
11 have with the population we serve; they've already
12 got a lot of barriers in their way and we don't want
13 to add another barrier of that disenfranchising.

14 CHAIRMAN PFEFFER: And you all have had two
15 graduating classes; is that correct --

16 MR. MARSH: Yes.

17 CHAIRMAN PFEFFER: -- so far? What is -- have
18 you been able to determine is there a typical amount
19 of time that -- so far, that a graduate or that an
20 enrollee has taken to work through -- I know you've
21 got such a unique population and that would be very
22 unpredictable. But I didn't know if there was kind
23 of a pattern developing?

24 MS. DAVIS: So, traditionally, as a student
25 comes full-time, which is from 9:00 until 4:00 --

1 9:00 a.m. to 4:00 p.m., and they need what we
2 consider to be refresher courses, which is the
3 remediation to even start the course progression,
4 then it takes anywhere between 16, 18 months or so
5 for them to complete their high school diploma. But
6 we also have had individuals who are on the younger
7 side of the population who have come in and after 16
8 weeks -- because each eight-week term they earn
9 credits -- have earned the credits that they need to
10 graduate.

11 CHAIRMAN PFEFFER: Okay. And I think that
12 unique population and the timing probably really does
13 play into the uncertainty with the facilities, the
14 numbers.

15 MR. MARSH: Yes.

16 DR. KREMERS: I think just one more question on
17 that. The enrollment report enclosed within the
18 packet is from September of '19, and it says
19 enrollment is 72. But you're using a different
20 number?

21 MS. DAVIS: Yes. Well, so the information --
22 I'm referencing our enrollment, official enrollment
23 number of 2017. But currently -- so that information
24 that I submitted was prior to the term. So, again,
25 we have a term that starts every eight weeks, so that

1 was prior to the start of our second term of this
2 school year. And so that term began with an
3 enrollment of 96 students.

4 DR. KREMERS: Okay.

5 MS. DAVIS: So it varies each week. We have
6 students who withdraw, come in, and every eight weeks
7 we have an increase or a decrease in student
8 enrollment.

9 CHAIRMAN PFEFFER: So we really -- to get a true
10 picture you almost have to look at enrollment per the
11 eight-week term that your students come in, which is
12 a lot different than what we're looking at with the
13 three-quarter ADM for a traditional school.

14 MS. DAVIS: Right.

15 CHAIRMAN PFEFFER: Okay. And remind me, you
16 said your average daily attendance -- did you mention
17 that?

18 MS. DAVIS: And that's on -- with that 2017, and
19 that's in the 90th percentile. But our retention
20 rate from term-to-term is in the 70th percentile.

21 CHAIRMAN PFEFFER: Okay.

22 Okay, Mr. Baldwin.

23 MR. BALDWIN: Thank you. Going back to the
24 employee sick leave waiver, is that -- I guess the
25 system right now is working well for your staff --

1 MR. MARSH: Yes.

2 MR. BALDWIN: -- your teachers and staff. Are
3 they supportive of this?

4 MR. MARSH: Yes.

5 MS. DAVIS: Very much so. Like I said, I have
6 employees that get down to the end of the school year
7 -- because they hate to take off. Because we tell
8 our students missing a day of school with us, because
9 we're an accelerated program, is like missing a week;
10 and the teachers feel the exact same way.

11 CHAIRMAN PFEFFER: Okay. Panel, any other
12 questions?

13 Okay. If not, I will entertain a motion.

14 DR. WILLIAMS: I move that we approve the
15 waivers for increased enrollment, sick leave, and
16 counseling licensure.

17 MR. BALDWIN: Second.

18 CHAIRMAN PFEFFER: Okay. I have a motion and a
19 second.

20 All those in favor say "aye."

21 (CHORUS OF AYES FROM ALL PANEL MEMBERS, EXCEPT MR. ROGERS)

22 CHAIRMAN PFEFFER: I apologize.

23 MR. ROGERS: I'm confused about what the -- so
24 did that include the enrollment cap?

25 DR. WILLIAMS: Yes. I said enrollment.

1 CHAIRMAN PFEFFER: Enrollment cap.

2 MR. ROGERS: I'm sorry; I missed that. I was --
3 and then as they amended it?

4 CHAIRMAN PFEFFER: As the -- yes, their --

5 MR. ROGERS: Okay. So --

6 CHAIRMAN PFEFFER: Would you like to say --
7 would you like to vote at this time?

8 MR. ROGERS: Yes. I'm good with that. Yes.

9 CHAIRMAN PFEFFER: Okay. Any opposed?

10 Okay. Thank you. And we will record our votes
11 and that way we have it completely accurate for the
12 record. Thank you.

13 (A FEW MOMENTS OF SILENCE)

14 CHAIRMAN PFEFFER: Okay. I think we are ready.
15 Mr. Baldwin.

16 MR. BALDWIN: Yes. I believe that the request
17 for waivers for -- actually for the enrollment
18 increase and waivers for employee sick leave and
19 counseling were well considered and well presented
20 and part of your planned growth. So I am in support
21 of the request.

22 CHAIRMAN PFEFFER: Okay. Dr. Kremers.

23 DR. KREMERS: I support the motion to increase
24 the enrollment cap, the sick leave, and licensure for
25 the life coaches. I think for the population served

1 that it is -- it will help serve those.

2 CHAIRMAN PFEFFER: Dr. Williams.

3 DR. WILLIAMS: I support the motion for all the
4 waivers -- to increase the enrollment, sick leave,
5 and counseling licensure. Increased enrollment will
6 allow them to reach more students, ages 19 and above,
7 that can use their services. Given the structure of
8 the academic year, the sick leave is in line with
9 other organizations and schools. The counseling
10 waiver will allow instructional staff to continue
11 working with students.

12 CHAIRMAN PFEFFER: Mr. Rogers.

13 MR. ROGERS: I approve the motion as it was
14 amended for this kind of thing.

15 CHAIRMAN PFEFFER: Ms. Newton.

16 MS. NEWTON: I'm having technical difficulties.

17 CHAIRMAN PFEFFER: Oh, okay. Sorry about that.

18 MS. NEWTON: Granting the waivers seems both
19 logical and practical with the need.

20 CHAIRMAN PFEFFER: Okay. Mr. Wilson.

21 MR. WILSON: I vote for the motion. I
22 understood, with Mr. Rogers' help, the funding
23 question. And I'm satisfied and appreciative of the
24 work you all do.

25 CHAIRMAN PFEFFER: Okay. And we do appreciate

1 you working with us on the waivers to insure that you
2 have the waivers you need to do the work you need to
3 do. But you also recognize that we want to make sure
4 that other components stay intact, because they
5 really do help you continue to do what you need. So
6 appreciate you very much and have a great rest of the
7 day.

8 MS. DAVIS: Thank you.

9 MR. MARCH: Thank you very much. And I would
10 like to invite the Board to come and visit the
11 school, if the chance affords itself. We've had
12 Commissioner Key, we've had the Governor come
13 through, and would love to have the Board come
14 through. So, thank you.

15 CHAIRMAN PFEFFER: Yes. Thank you.

16 Okay. Before the next item, can we take a 5-
17 minute break? And we will come back to hear the
18 amendment request for Lisa Academy. Thank you.

19 (BREAK: 9:30 - 9:40 A.M.)

20 A-4: HEARING FOR OPEN-ENROLLMENT CHARTER AMENDMENT REQUEST -
21 LISA ACADEMY

22 CHAIRMAN PFEFFER: All right. We will reconvene
23 and begin with action item Number 4. Ms. McLaughlin,
24 you are recognized.

25 MS. McLAUGHLIN: Thank you. For Action Item 4

1 we have Lisa Academy coming before you asking for an
2 amendment request. They were granted or authorized a
3 charter on January 12, 2004, and their charter will
4 expire on June 30, 2030.

5 Today they are asking for multiple items. If
6 you'll bear with me, I'm going to go through those:

7 Transferring the Collegiate Choices dba Little
8 Rock Preparatory Academy charter to Lisa Academy,
9 beginning in the 2020-2021 school year;

10 Reconfiguring Lisa Academy Chenal, Lisa Academy
11 West Middle School, and Lisa Academy West High School
12 by adding a new campus at 6711 West Markham Street;

13 Rename schools to provide consistency and
14 clarity;

15 Increase Lisa Academy's enrollment cap by 432 to
16 accommodate the LRPA's current cap;

17 Lisa Academy requests that all of its current
18 waivers be extended to include what is now Little
19 Rock Preparatory Academy for the reasons originally
20 provided in the rationale when the waivers were first
21 granted by the State's charter authorizer;

22 And they also intend to change the name of the
23 new transferred school to Lisa Academy.

24 Today we will have Dr. Fatih Bogrek,
25 superintendent; Luanne Baroni, assistant

1 superintendent; Donna Broyles, Little Rock Prep
2 director; and many others. And you will want to
3 swear them in.

4 CHAIRMAN PFEFFER: All right. So will all of
5 those who are going to be presenting or speaking on
6 behalf of Lisa Academy -- yes, all of you -- we're
7 going to swear you in. If you'll raise your right
8 hand -- do you swear or affirm that the testimony
9 you're about to give shall be the truth, the whole
10 truth, and nothing but the truth?

11 (ALL SPEAKERS ANSWERED AFFIRMATIVELY)

12 CHAIRMAN PFEFFER: Okay, thank you. And we are
13 ready to begin the presentation. You'll have up to
14 20 minutes. And if you'll state your name and title
15 for the record, we will -- you'll be recognized.
16 Thank you.

17 SUPT. BOGREK: Fatih Bogrek, Superintendent of
18 Lisa Academy. Dear Respected Panel Members, I would
19 like to thank you for the opportunity to present our
20 amendment requests. Assistant Superintendent Luanne
21 Baroni is going to show the PowerPoint presentation.

22 MS. BARONI: Good morning, Dr. Pfeffer and Panel
23 Members. My name is Luanne Baroni. I'm the
24 Assistant Superintendent and Director of
25 Communications for Lisa Academy. And it's my

1 pleasure to present to you this morning our amendment
2 requests.

3 I'd like to start off with a little bit -- let
4 me make sure I've got the technology -- there we go.
5 I'd like to start off by reviewing our mission and
6 pillars. It's the mission of Lisa Academy to provide
7 an academically rigorous college prep curriculum in
8 partnership with students, families, and the
9 community, and to guide all students in knowledge,
10 skills, and the attitude necessary to direct their
11 lives; improve a diverse society and excel in a
12 changing world by providing dynamic resource rich
13 learning environments. That has always been our
14 mission. We have added in recent years our four
15 pillars which are Learn, Innovate, Support, and
16 Achieve.

17 The current structure of Lisa Academy consists
18 of essentially three different systems. In West
19 Little Rock we have a K-12 system that's housed in
20 three buildings, and that's about 1400 students in
21 that system. And then north of the river, in North
22 Little Rock/Sherwood, we have a K-12 system as well,
23 with about 550 students in the 6-12 grade building,
24 which is brand-new, and then 676 in our K-5. We also
25 have a K-8 system that we just opened this fall in

1 Springdale, serving around 230 students. Our current
2 enrollment cap is 3,000 for the entire system.

3 This is just some photos of our recent grand
4 opening of our Lisa North building, which has been
5 many years in the making. Our K-12 students were all
6 in a former Best Buy building for a number of years,
7 and we were very happy to open this new building for
8 our secondary students this fall. And so we're
9 excited about that opportunity.

10 Some of the things that have made Lisa Academy
11 successful over the years are listed here: first of
12 all, planning academic success for all of our
13 students. Regardless of the background they come to
14 us with, regardless of their preparation before we
15 get them, we believe that we have to make a plan for
16 each of them. We also embrace the diversity of our
17 students. We prepare all of our students for college
18 and career. We embed STEM in everything we do. We
19 intentionally involve our parents in all of the
20 activities and programs that we have for our
21 students. And we really aggressively try to
22 collaborate with others in our community, other
23 schools and organizations that can help us provide
24 the best education possible for our students.

25 We've had great success over the years. This is

1 from last year and we had to submit this before this
2 year's was ready, but our grades have been good over
3 the years. We've done a good job with providing for
4 our students and we -- one of the things we're very
5 proud of is the growth that we've had in our
6 students, not just achievement but also successful
7 growth. Lisa North last year was the highest growth
8 in the state of Arkansas, and we're very proud of
9 that.

10 As you can see, our ACT Aspire results and
11 graduation have been strong, particularly when
12 compared with central Arkansas. We have achieved
13 good scores in math, in ELA, and also have maintained
14 a strong graduation rate over the years.

15 Beyond just the classroom, we believe that
16 there's more to a student than just what happens in
17 the classroom -- and because of that we have always
18 offered a lot of extracurricular activities for
19 students. All of our middle school students and some
20 of our high school students participate in Science
21 Fair. We have other academic competition teams. We
22 have a sports program that's pretty broad that's
23 developed over the years. And we have other
24 extracurricular programs, including things in the
25 fine arts -- music, art, drama -- to broaden the

1 students' horizons.

2 Our diversity is something that I mentioned
3 earlier and that we have been very deliberate about
4 working with. We have steadily increased both our
5 low income and our minority student populations each
6 year since inception. This shows the growth since
7 2012. We currently have a minority enrollment of
8 around 80%, and we have currently a 64% free and
9 reduced lunch population. We've been recognized as
10 the most racially diverse school in the State of
11 Arkansas a couple of years ago. And you can see from
12 the graph that this has been a steady progression
13 that we have consistently grown both of the
14 populations -- the minority population and the free-
15 and-reduced lunch -- and that has been done through
16 some deliberate efforts on our part to do that.

17 We believe that college and career preparation
18 is one of our strongest focus points. We've had a
19 95% or more college acceptance rate for our students
20 graduating, and we've maintained a 100% graduation
21 rate. We also have been recognized nationally by US
22 News as one of the -- some of the best high schools
23 in Arkansas, and also by Washington Post as some of
24 the most challenging high schools.

25 We believe in parental involvement. We have a

1 lot of activities and these grow every year. One of
2 the things that has been kind of unique over the
3 years is our home visit program. Last year, we had
4 over 200 home visits that we offered to our families,
5 where our staff goes to visit with them in their
6 homes, learns about them -- not coming to tell on
7 their kids, but just to get to know them and let them
8 know what -- who we are and what we offer for their
9 students. We also have active volunteers within our
10 schools from our parents. We have a lot of other
11 activities, the traditional Donuts with Dads, Muffins
12 with Moms, and all of that. One of my favorite
13 activities is our Thanksgiving dinner that we have
14 for our students who are in our intervention
15 programs. That grew out of a desire from some
16 teachers who just wanted to spend some time with the
17 families without any agenda, without trying to talk
18 to them about anything other than just getting to
19 know them. And now that's become an annual event
20 where we just invite those families in, feed them,
21 serve them, and get to know them and try to
22 understand where they're coming from better. Lots of
23 other things that we have to try to engage parents
24 because that's very important.

25 We have always provided STEM exploration

1 programs for our students. Some of those include
2 Learning Blade, which is a STEM career exploration
3 online program that we use in our career orientation
4 and in our science classes; we've had some of our
5 girls participate in the Promise -- Girls of Promise
6 Coding Summit; we now offer Project Lead the Way
7 courses from elementary all the way through high
8 school; we have a Space Camp trip each year for our
9 5th grade students to go to Huntsville and learn
10 about the space program there; we have Science Fair,
11 again, for all of our middle school students each
12 year; and we have sponsored a STEM Festival that's a
13 statewide program for the last five years. We began
14 that in 2015, in cooperation with UA-Little Rock;
15 it's been housed at UA-Little Rock for the last five
16 years. We've had over 2,000 students from all across
17 the state participating in that, and it's a hands-on
18 event where students present to students about STEM
19 activities and all the science that they can get
20 their hands on. This year it's going to be on March
21 13th. We've moved it to the State Fairgrounds
22 because we needed more room. So we invite all of you
23 to come there. Our website is -- ARSTEM.org is a
24 website dedicated to that. We'd be happy to have you
25 there.

1 We also -- another STEM-related activity we've
2 had is our solar car team. Lisa North's solar car
3 team has participated two years in a national
4 competition. The first year they burned out two
5 engines and learned a lot. This past summer they
6 went back; it was at the Motor Speedway in Texas, and
7 they came in fifth nationally. So we're very proud
8 of them. They did that with a very low budget and
9 lots of learning. They designed, engineered, welded,
10 did everything, and then we had to have a couple with
11 driver's licenses to actually drive the car around.
12 So it was an exciting event and we're really proud of
13 them. They say they're going to go back and do
14 better next year.

15 We also have listened to what the state has told
16 us over the years as a charter school. We believe
17 that part of what we need to do is share what's
18 working for us. We've made a lot of efforts to
19 collaborate and to share best practices with other
20 schools. These are just some examples of that: the
21 Circles program for special education, we provided a
22 conference to invite educators from all over the
23 state; we've invited leaders and teachers from other
24 schools to come and visit with us and have
25 conversations about what's working for students in

1 our schools and learn from them about what's working
2 in their schools.

3 Oh, wrong button. There we go.

4 A recent success and collaboration that we're
5 very happy about was a new venture. Last year, we
6 worked with Ozark Montessori Academy in Springdale.
7 We did consulting in partnership with them throughout
8 the year. We really started working with them in the
9 second semester and as a result of that, as you can
10 see they had some significant increases in their
11 scores. And I believe that their reading score
12 improvement was one of the top two or three
13 improvement scores in the state. All of that was the
14 result of collaboration; it was not all Lisa Academy.
15 But we came in and gave them some structure, provided
16 some curricular supports, gave some guidance to the
17 leadership there, and we feel like the bottom-line on
18 that was students benefitted from that. We're very
19 proud of that and happy about the way that rolled
20 out. And I think the success of that came because we
21 began the process with meeting with their staff,
22 answering their questions, having information parents
23 for their -- nights for their parents, we reached out
24 to the community. There's a Latino and Marshallese
25 community there; we reached out to them to let them

1 know who we are and what we're doing. Before we had
2 our lottery we had application nights to help the
3 parents, had translators available there to speak in
4 their own languages to help them. And as a result of
5 that -- we also reached out to Springdale School
6 District, which is the main school district there.
7 We brought students here to see our STEM Festival and
8 we also took some of our robotics students there to
9 show their students about robotics and some of the
10 STEM activities we were doing -- are doing. As a
11 result of that, on August 12th we successfully opened
12 Lisa Academy Springdale with 230 K-8 students. Over
13 100 of those students were previously enrolled at
14 Ozark Montessori Academy and transferred over -- came
15 to us prior to the lottery as a result of that. And
16 so they're off and running there, and we're excited
17 about the new opportunities available to those
18 students there.

19 We're looking now at a partnership between Lisa
20 Academy and Little Rock Prep Academy. Little Rock
21 Prep currently serves, at the time of this report,
22 255 -- I think they have a few more than that now --
23 K-8 students in two buildings or two locations. The
24 primary school is located on Spring Street and the
25 middle school is on West Markham. As a CEP school,

1 all of their students are currently qualified for the
2 free-and-reduced lunch program. And you can see
3 their demographics for the -- I guess this is from
4 the fall, the beginning of the fall demographics. So
5 they're predominantly African American with some
6 other -- Hispanic, Latino, and some other races as
7 well.

8 At this time I'd like to ask Donna Broyles,
9 who's the Superintendent, to say a few words about
10 the partnership and what we'd like to do.

11 MS. BROYLES: Good morning. I'm Donna Broyles.
12 Thank you for this time.

13 I want to say that this opportunity kind of --
14 when the board sat down with me and talked about the
15 direction of the school, they -- we sat down with
16 Lisa and talked about the direction and what we
17 wanted to see for next year. And what that's going
18 to look like for us is we've experienced some
19 declining enrollment; I mean we've got some
20 competition around us. And one of the problems --
21 the challenges that we've also experienced is we go
22 to 8th grade, and so our students that leave 8th
23 grade they -- the parents have always said, "Where do
24 we go next?" Well, we have an opportunity now for
25 our students to continue quality education through a

1 K-12 program.

2 So the board sat down with my-self, and then
3 we've all sat down with Ms. Baroni and Dr. Fahti, and
4 we've done an assessment of our school and what the
5 needs are for moving forward. And it's going to be a
6 very positive transition for our students. We've had
7 a Parent Night with our parents and we are looking
8 forward to our students and our families having
9 choices -- another choice for them to continue
10 quality education.

11 So if there's any questions after Ms. Baroni
12 gets through with her presentation, I'll be glad to
13 entertain those. Thank you.

14 MS. BARONI: So to move forward with some of the
15 details about the partnership, we have already -- our
16 boards have already approved a Memorandum of
17 Understanding for Lisa Academy to provide some
18 consulting and support services this year. As Ms.
19 Broyles said, we've already sat down together with
20 their leadership to see what those might entail.
21 They particularly need some support for an effective
22 science curriculum. They also need some support for
23 providing some guidance for some of the areas where
24 they have waivers, for nursing services; they need
25 some help in child nutrition. And we're also looking

1 at providing potentially some RISE training for them;
2 we have trained trainers on our staff. And they need
3 some support in their state testing, and then
4 additional academic supports -- ELA, math -- and some
5 technology assessment to see what we could do to help
6 them in that area. So that is already underway;
7 we're beginning that process already.

8 Our plans for next year would involve some
9 reconfiguration of our buildings, and the details of
10 that are that our elementary campus right now houses
11 K-6; our 6th grade is in a modular building, which is
12 not optimal for them. What we would like to do is
13 make that campus just K-5, a pure elementary school.
14 Then we would like to move the 6th grade to what is
15 currently our middle school building on Corporate
16 Hill Drive so that it would be side-by-side with the
17 building that's currently our high school building,
18 which we'd like to move the 7th and 8th grade to that
19 building. So the middle school would be on one
20 campus but in two separate buildings, with a 6th
21 grade academy in one building and then the 7th and
22 8th grade next door in the other building. Our plan
23 would be, if that's approved, to move our high school
24 students to the building that is currently serving
25 Little Rock Preparatory Middle School, which is on

1 West Markham. That building has a full-size gym with
2 seating that we could use for home games, which we
3 currently do not have. We have a gym but no seating
4 area, so it's only for P.E. and for practices. Those
5 are the only reconfigurations; it would just be in
6 our west campuses.

7 We're also asking for some name changes on those
8 just so that our names are consistent. With the
9 amendments and growth over the years names kind of
10 are mismatches right now, and we'd like to make those
11 all more consistent so people know which building
12 we're talking about.

13 We plan to offer seats to all of the Little Rock
14 Preparatory Academy students who are enrolled prior
15 to the lottery, in a similar way that we did with
16 Ozark Montessori. We would provide application
17 opportunities and support for them to make sure that
18 any parents who want to claim seats would be able to
19 do that. We would intend to offer a seat either on
20 our north campus, if they live closer to that, or at
21 our west campus, if they live closer to that.

22 In addition, we're going to try something new
23 that we haven't done before and that's to offer
24 transportation. Our plan right now is to offer
25 transportation for the students who are currently at

1 the primary campus because we don't feel like that
2 campus is -- meets the standard in terms of the
3 structures. It's actually four buildings that
4 involves crossing the street to go to the cafeteria,
5 and we don't feel like that's the same quality campus
6 that we offer to our other elementary students. So
7 to make our campuses accessible to the students
8 there, we're going to provide transportation from
9 that area to our west middle school -- I'm sorry --
10 our west elementary school, so that any of those
11 primary students who want to continue will be able to
12 take advantage of that transportation. As I said,
13 that's a first-run for us doing transportation; so we
14 want to start it at that place and then see what the
15 demand is, what the response is, and then consider if
16 we want to broaden that down the road. As an
17 additional benefit to the reconfiguration that we're
18 proposing, we want to provide a Maker Space at the
19 Corporate Hill location that we want to open up to
20 the community and other schools so that other
21 students could come in and benefit from that Maker
22 Space, not only our students.

23 So to summarize, our amendment requests are
24 transferring the charter for Little Rock Preparatory
25 Academy to Lisa Academy for the 2020-21 school year;

1 reconfiguring our west campuses; renaming the schools
2 to provide consistency and clarity; increasing our
3 cap by 432 to accommodate Little Rock Prep's current
4 cap. We want to keep the existing waivers that Lisa
5 Academy has; we're not asking to blend in the Little
6 Rock Prep waivers, but just to keep the Lisa Academy
7 waivers. And we're asking for a couple of subsection
8 waivers in the counseling act that would allow us to
9 continue doing what we've been doing with our
10 counseling program. And we intend to change the name
11 of the new school sponsoring entity to Little
12 Scholars of Arkansas Foundation.

13 Thank you. And I'll turn it back over to you.

14 CHAIRMAN PFEFFER: Okay. Ms. Hyatt, is there
15 anyone to speak in opposition?

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

17 CHAIRMAN PFEFFER: No. Okay.

18 So you still have 5 minutes to close, if you or
19 anyone would like to speak. Okay. If not, then
20 we're ready for questions. So I'll open it up to
21 Panel Members who have questions.

22 Mr. Baldwin, do you want to start us?

23 MR. BALDWIN: Yes, thank you.

24 So job well-done and great scores and great
25 program that you have.

1 As you transition and basically bring together
2 these organizations, from a culture perspective what
3 do you think your biggest challenge will be --
4 challenges will be pertaining to that?

5 MS. BARONI: In terms of the cultural changes?

6 MR. BALDWIN: Any culture, bringing together two
7 teams to be one team.

8 MS. BARONI: Yeah. I don't -- I really don't
9 see it as being a huge challenge because our
10 population now has changed a whole lot and we're
11 dealing with a lot more students who come from
12 poverty backgrounds and from other kinds of
13 struggles. Yes, we're going to have to learn some
14 things to best serve these students -- and we've
15 already begun some conversations with Ms. Broyles
16 about some of the programs that Little Rock Prep is
17 doing to provide a little more wraparound services
18 for their students. So I think as we work through
19 this year we would want to learn from what they're
20 doing that's effective and to see if we can
21 transition some of that into what we're doing,
22 similar to with Ozark Montessori Academy. They were
23 a Montessori model, which is very different than our
24 model. We are kind of test-driving kindergarten
25 Montessori there and we feel like if that's effective

1 and we feel like it's going to work we may spread
2 that and use that in our other schools as well.

3 So when we talk about these collaborative and
4 partnership relationships, there's a two-way piece to
5 that. It's not just us saying, okay, here's our
6 model. We want to also pull the pieces out of what
7 they're doing that have been effective, but also
8 provide the things that maybe they couldn't as a very
9 small school. So, does that answer your question?

10 MR. BALDWIN: Yes, thank you.

11 MS. BARONI: Okay.

12 DR. KREMERS: Just can you confirm is the waiver
13 request for counseling just the licensure of the
14 counselor?

15 MS. BARONI: It is. Currently, it's just the
16 licensure which is the same section you talked about
17 earlier, the 2003(a) -- (2)(a). We've also asked for
18 (2)(b) and that is to utilize state and nationally
19 recognized counselor frameworks. The reason we
20 included that is because we are still vetting
21 frameworks to determine, under the new law and
22 looking at the model we've been using for 15 years,
23 which framework might work best for us. And on the
24 short timeframe we had to prepare this amendment we
25 did not have time to vet that or run that through any

1 committees to see what would line up. We still fully
2 intend to provide the Comprehensive School Counseling
3 Plan; we'd just like a little flexibility because
4 what we've been doing has been working and we want to
5 make sure that we're not boxing our-self into
6 something that we haven't fully vetted yet. So --

7 DR. KREMERS: Okay.

8 DR. WILLIAMS: Yeah. What is the current status
9 of LRPA? I mean are they still -- has the merger
10 occurred? Where are you all in the process?

11 MS. BARONI: No. Currently, they are still
12 operating as Little Rock Preparatory Academy.

13 DR. WILLIAMS: Okay.

14 MS. BARONI: And the intent is for them to
15 continue that through this school year. We would
16 just be providing consulting services to them based
17 on what they define as their needs and how we could
18 help them this year in sharing curricular resources
19 and other supports that might help them this year.

20 DR. WILLIAMS: And then the following year --

21 MS. BARONI: The following year the transfer of
22 the charter would make that then just merge --

23 DR. WILLIAMS: Okay.

24 MS. BARONI: -- with Lisa Academy. Yes.

25 DR. WILLIAMS: Okay. That's -- I needed clarity

1 there. Okay. Thank you.

2 CHAIRMAN PFEFFER: Okay. Mr. Rogers.

3 MR. ROGERS: So the following year Lisa will
4 take over the revenues and any debt of Little Rock
5 Prep; correct? Any bills or anything that Little
6 Rock Prep has still outstanding?

7 MS. BARONI: You're asking we would take over
8 that?

9 MR. ROGERS: Yes.

10 MS. BARONI: I'm not sure how exactly that all
11 rolls out through the State now with the new law
12 about the transferring of a charter. But our intent
13 is to make sure that everything is clear financially
14 before we complete that.

15 MR. ROGERS: And then so I guess that's why I'm
16 concerned.

17 The other one is I was looking for just an
18 overall budget of how you intend to use the
19 allocation of funds for reconfiguring your schools,
20 how it goes in, how your Title 1 funds are going to
21 be used, your state funds, your special ed. funds,
22 and I didn't see any of that on the presentation.
23 And I was kind of wanting to know how that's going to
24 impact --

25 MS. BARONI: Okay.

1 MR. ROGERS: -- how all the new schools are
2 going to look. Because with the Title 1 obviously
3 it's got to go with where the school -- how the
4 poverty has been allocated on that because -- the
5 Title 1 district or Title 1 building. And so, those
6 are some of the things that I'm kind of concerned
7 about and then I just don't know where I am right
8 now. Honestly, I'm just -- and I don't know where I
9 am right now with this, and so that's why I was
10 looking for that budget to kind of go -- I know that
11 the Ozark seems to be working good, and I'm glad
12 about that. I just don't know how the reconfiguring
13 is going to take over.

14 I'm glad I saw where you're offering the
15 transportation as well. But how will -- have you had
16 any discussions with your parents at Little Rock Prep
17 about their feelings on this merger?

18 MS. BROYLES: Yes, sir, Mr. Rogers. This is
19 Donna Broyles again.

20 Yes, sir. We had a parent meeting last night to
21 inform our parents and we will continue to be very
22 transparent with them. It's mixed feelings, of
23 course. Change is always different and interesting
24 because we are a small school. We do a lot of hands-
25 on approaches. But also the families that did stay

1 and say, "It's a great opportunity for my students to
2 continue quality education" -- and again those 8th
3 graders are what we are -- we always get the
4 questions about is "where do we go from here." And
5 so, again, it was very mixed feelings. Those parents
6 that have expressed some concerns and some passion
7 about LRPA they hopefully will come around, because
8 we've had some students that said, "I want to go to a
9 K-12 school that has more resources." Again, change
10 is different but I believe that those parents trust
11 us to take care of their children, and we will
12 continue to do that between now and June 30th.
13 Because that's my primary focus is to stay focused on
14 their children and to assure them that we are in this
15 together and that their children are our concern as
16 well.

17 So I hope that answers your question, Mr.
18 Rogers. And we will continue to have those meetings.

19 And as a matter of fact, this afternoon -- we've
20 had parent conferences going on this week. The
21 counselor from Lisa is going to set up there this
22 afternoon and answer any more questions that the
23 parents may have and just offer that personal time to
24 answer any questions and give some assurances to
25 those parents, and so --

1 MR. ROGERS: What brought Little Rock -- your
2 board -- Little Rock Prep's board ultimately to
3 wanting to look for a partner to go to?

4 MS. BROYLES: I can answer that or I can have
5 Mr. Stewart, our board -- one of our board members
6 answer that question. But I can answer that if you
7 --

8 MR. ROGERS: Yeah, that's fine. I just --

9 MS. BROYLES: Okay. Mr. Stewart, are you good
10 with that?

11 MR. ROGERS: Or both of y'all. I mean it's just
12 --

13 MS. NEWTON: If I can piggyback on your
14 question, that was one of the things that -- you
15 know, it's not -- it's the same thing but it's not
16 the same thing, because I think this is the first
17 time I've seen this. This is a different animal in
18 terms of what we see; the contentiousness is not
19 there, the conflict is not there, the lack of
20 performance is not there. So, you know, what other
21 than 8th grade drives this change? How does the
22 board feel about it? And what are the one and two
23 major issues and challenges that stands there in the
24 room that has to be acknowledged for this to be
25 successful? What do you have to overcome? You know,

1 everybody is -- you know, it's like a blended family;
2 you know, I'm marrying into this family, and it seems
3 that everybody is happy at the wedding and the
4 reception, but then when the party is over -- those
5 things that we knew that would be issues, rather than
6 coming to the board, saying, "You know, we've come up
7 with this and this is insurmountable or it's
8 difficult." Not insurmountable necessarily, but
9 difficult.

10 But to Mr. Rogers' question also, that to me --
11 I remember -- I know Mr. Stewart's passion and your
12 passion and Lisa's passion for the separate entities.
13 And it seems kind of counter to what the nexus was at
14 the beginning to have this come to be. So, you know,
15 I see it and then I struggle to understand all of it.
16 But it just -- and given -- last we dealt with the
17 Montessori and Lisa, so that was obvious, those
18 things were. And we just saw the reciprocal change
19 that was having that come to bear, knowing there was
20 something -- and to me it's not as clear here. It
21 makes sense and it sounds like a great plan, but that
22 doesn't always drive plans that they make sense and
23 they're logical. So, I'm sorry.

24 MR. ROGERS: No, ma'am.

25 MS. BROYLES: Well, before I turn the mic over

1 to Charles Stewart, who is one of our founders of
2 LRPA, it's quite emotional. The school has been
3 around for -- since 2009. I started with them in
4 2010. These kids come from all backgrounds. We've
5 gotten to know their families. But we're
6 experiencing some declining enrollment. We don't
7 have the resources to take care of our teachers or
8 our students and give them what they deserve and that
9 is one-to-one Chromebooks, more curriculum. That
10 declining enrollment has really impacted us. But our
11 teachers -- and forgive me -- but our teachers are
12 there because they want to be. They could be making
13 \$60,000, \$70,000 a year, but they're there because
14 they want to be. And some of the programs that we've
15 started at Lisa is sitting down and talking with us
16 about those wraparound services; they've sat down
17 with my admin team and myself and said, "What do you
18 need to help transition?"

19 This has not been an easy decision for our board
20 either. I want to speak before Mr. Stewart speaks.
21 It has not been an easy decision for our board. They
22 founded this school. I started the year after they
23 founded the school. The passion is there. But we
24 started seeing that our students deserved more and we
25 weren't really making the growth that we needed to

1 make because of the lack of resources. It wasn't
2 because of the lack of effort and passion; it was the
3 lack of resources. And when you start experiencing
4 lack of funding too that impacts resources.

5 So I hope that gives you a sense of direction of
6 where we've gone, because we've grieved over this,
7 we've talked about it, we've discussed it, and we've
8 said, "This is in the best interest of our students
9 too," other than closing the doors, which I think
10 would be more of a detriment to these students.
11 Because they deserve quality education and I believe
12 that Lisa can do that.

13 MS. NEWTON: Well, I appreciate that. I think
14 Mr. Williams and I were on the Board in 2009, when
15 Lisa came and Mr. Stewart came with a passion and a
16 desire. And it doesn't always follow just because
17 you have the passion; everything else doesn't follow.
18 So we know that. And everybody that comes generally
19 comes with a passionate request. So I applaud you
20 for being forward-thinking and getting in front of it
21 before it gets, you know, to the point of no return,
22 because we sacrifice our students in the process and
23 our families suffer as a result of it.

24 MS. BROYLES: Thank you.

25 Mr. Stewart, did you want to add anything?

1 MR. STEWART: I have nothing to say after that.
2 I think she has actually given the justification,
3 that it's about the -- our families and our children
4 and them getting a quality education.

5 You know, there's a lot -- there is a lot of
6 emotion tied to this, and we've had changes in our
7 management structure. I think that you're aware of
8 our changes from our -- the long-term relationship
9 that we have with a charter management organization.
10 And then we had started talks with another charter
11 management organization that got us way down the
12 road, we thought, and only to find out that they then
13 did not have the capacity to come in and do what we
14 needed for them to do for our children and our
15 families. And so we had to look for other options,
16 and in that search we were able to have conversations
17 with Lisa. And one of the things that we knew is
18 that at the 8th grade a number of our students would
19 in fact go and transition over to Lisa to finish up
20 their high school career and that that was working.
21 And so we saw this as a very viable option, again to
22 be able to continue the work that Little Rock Prep
23 has started and the relationship with our families
24 and so-forth, and we see this as just an extension.

25 I'm in business -- I've been in banking -- was

1 in banking before I retired and went through five
2 different mergers in those organizations. And in
3 many instances there's a strength that comes out of
4 that that allows you to do things that as separate
5 entities you're not able to do. And the bottom-line
6 is capacity and I think that this gives that much
7 more capacity for our families and for us to achieve
8 the objectives of providing these kids with a quality
9 education and helping to move the needle for a lot of
10 children that are challenged and are not getting what
11 they need through the regular system.

12 CHAIRMAN PFEFFER: Did we get your question
13 fully answered, Mr. Rogers?

14 MR. ROGERS: I think so.

15 CHAIRMAN PFEFFER: Okay.

16 MR. ROGERS: I do have a couple more, but you
17 can come back.

18 CHAIRMAN PFEFFER: Okay. Do you want to ask a
19 question?

20 MR. WILSON: A couple.

21 I'm supportive of your request and vote for it.
22 I have seen the work that Lisa has done north of the
23 river where I live, in particular, and the effect
24 that you've had there on many of the lower-income
25 students in the North Little Rock, Sherwood, and

1 Jacksonville area. I believe this is going to work
2 for you, for both of you.

3 I noticed on your presentation you mentioned the
4 collaboration that you'd undertaken with Mr. Poore or
5 the Little Rock District. Do you plan to -- I mean I
6 hope you do plan to expand your cooperation and
7 collaboration with the other districts in Pulaski
8 County, particularly Little Rock. They need all the
9 help they can get too. So that's the -- do you -- I
10 guess my question is do you plan to continue and
11 expand your contact, cooperation, collaboration with
12 the Little Rock District and any others?

13 MS. BARONI: Yes. I mean that's -- that is
14 something that is on the forefront for us. And we
15 have -- Dr. Fahti and I have met with Mr. Poore
16 several times; we've shared some information with him
17 about some of our STEM programs, and have ongoing
18 conversations with him about that and would like to
19 do whatever we can to work together. You know, I
20 think a lot of things turn into big political battles
21 but when it's all said and done, like Ms. Broyles
22 said, this is about the students. And, you know, we
23 want to do whatever we can to serve the students in
24 this community the best way we can -- and if that
25 means they go to Little Rock School District and we

1 help by providing things we've learned --

2 MR. WILSON: Sure.

3 MS. BARONI: -- good. If they come to us, we
4 want to do the best we possibly can there. And I
5 think if we all keep the students in front of us at
6 all times and let them be the focus, then we'll end
7 up in a better place.

8 SUPT. BOGREK: And last month Mike Poore and
9 Lisa Academy (inaudible), so he's scheduled a
10 collaboration meeting with other, you know, poverty
11 charter schools and also poverty schools. So almost
12 all, you know, Pulaski County school districts, you
13 know, and also charter school districts were there.
14 So we talk about collaboration, how we can do, you
15 know, better for our community. And they're going to
16 have another one maybe in January. So we've started,
17 you know, conversations, you know, with other school
18 districts, how we can work together and, you know,
19 serve for the community.

20 CHAIRMAN PFEFFER: Ms. Baroni, you spoke a
21 little while ago about some of the supports that you
22 all had, some of the specific supports you had
23 provided to the Ozark Montessori school last year.
24 And we do see evidence of that collaborative work
25 with the improvement in the data for that school.

1 And you indicated a lot of that would be similar to
2 what you would do this year with Little Rock Prep.

3 Can you go back through some of those specific
4 supports and then speak to how you all will insure
5 that? You know, because growing, you've got to
6 expand the capacity of support. So how are you going
7 to do that without creating a situation where you get
8 stretched too thin?

9 MS. BARONI: In terms of the supports we offered
10 Ozark Montessori Academy, I think one of the most
11 impactful things we did was work very hard to engage
12 students in reading. We went first for that because
13 we know that if we can improve students' reading
14 ability and the reading culture -- we begin to try to
15 build that through -- we provided My Own, which is an
16 online library for students; so that we pushed that
17 out with the parents, provided some incentives for
18 students who were engaging in reading and on level
19 reading. We also provided some ELA curriculum
20 resources, which they did not have -- I mean in terms
21 of just some books, you know, that they did not have
22 for their classroom, which really helped that. We
23 also provided an ELA coach who was going up there I
24 think about every two weeks to work with their staff
25 to help them and train them, do some professional

1 development. We also in the math area provided a
2 coach in that area as well and provided some other
3 online resources for them to support what they were
4 doing. We also worked with them to reconfigure their
5 schedule so that they were providing more time for
6 the math and ELA instruction. And we also provided a
7 science curriculum support for them.

8 So I think those are all kind of the tangible
9 academic pieces that we provided for them. And I
10 really think the most impactful was that reading
11 piece, that we just put some structure to that and
12 provided the resources so that the teachers and the
13 students could move them forward with that reading.

14 And, I'm sorry; your second question?

15 CHAIRMAN PFEFFER: And I think just how do you
16 expand that support --

17 MS. BARONI: The capacity.

18 CHAIRMAN PFEFFER: -- without -- and insure that
19 the capacity is there to continue that so it doesn't
20 negatively affect the already positive results that
21 you have within Lisa?

22 MS. BARONI: I think that's something we've had
23 a lot of conversations about in the last year. Dr.
24 Fahti has taken some initiatives in the past year to
25 restructure some of our district level support.

1 That's why it no longer says Middle School Principal
2 on my name badge. We've built a support system in
3 our district office so that we have some people
4 available to provide training and support, and that
5 will allow us to build a little more without it
6 straining us because we've got those district level
7 positions now that can support the school level
8 leaders. And so far, it's working. We're constantly
9 having those conversations. We're not oblivious to
10 the fact that this is a lot of growth, but we're
11 trying to plan with that growth in mind and build our
12 system so that we can handle that growth and not back
13 off on our quality.

14 CHAIRMAN PFEFFER: Okay.

15 MS. NEWTON: I have a follow-up question about
16 the growth, if that's okay.

17 MS. BARONI: Yes.

18 MS. NEWTON: Are you the largest charter
19 operating in the state, Lisa Academy?

20 MS. BARONI: I don't think so. I think eStem
21 actually is and the online schools I'm sure.

22 MS. NEWTON: Well, I'm not referencing --

23 MS. BARONI: But I think eStem actually has a
24 larger cap than we do currently.

25 DR. WILLIAMS: Which one did you say has the

1 largest enrollment?

2 MS. BARONI: I think eStem --

3 DR. WILLIAMS: eStem.

4 MS. BARONI: -- has the largest cap. I don't
5 know what their current enrollment is, but I think
6 their cap is --

7 DR. WILLIAMS: That would make sense.

8 MS. BARONI: -- larger than ours. Yeah.

9 DR. WILLIAMS: Okay.

10 DR. KREMERS: I just have a quick question. On
11 the reconfiguration, on the document that says the
12 Facilities Utilization Agreement, it looks like rent
13 is based on the enrollment.

14 MS. BARONI: Uh-huh.

15 DR. KREMERS: Is that your current situation or
16 that's something new with the configuration that's an
17 additional -- it kind of decreases your risk with
18 reconfiguration with that.

19 MS. BARONI: That is not our current
20 configuration. We own some of our buildings and
21 lease some of our buildings. The only other building
22 that we have a percentage lease agreement on is the
23 Springdale building, I believe. Yeah.

24 SUPT. BOGREK: So for the new facility that
25 Little Rock Prep is using, so it's the agreement for

1 that building specifically. And buildings owned by
2 (inaudible). So they do not -- rent is a percent of
3 student funding. So this is only leasing for
4 (inaudible) for Springdale; so the same thing for
5 Springdale. So a percent of funding is the rent
6 amount. But we have a five-year term and after five
7 years we are able to purchase the building and
8 (inaudible) is going to credit that all the rent
9 we've paid. So it's a great deal. And if you have
10 more students that sets it higher; if you have less
11 students it's, you know, less expensive. So it's
12 reasonable. And we can pay for other leases; I think
13 that amount is very similar.

14 CHAIRMAN PFEFFER: Okay. Go ahead.

15 MR. BALDWIN: Just a follow-up question on the
16 growth. So you all have grown a lot in the last
17 couple of years -- Ozark Montessori and now LRPA.
18 And I think your plan seems reasonable with the
19 provision of consultancy services this year and then
20 the following year merging the charters. Has the
21 board -- has the Lisa board talked about what happens
22 next, if there's another opportunity for growth? Are
23 you all -- you know, after this are you all going to
24 have a period of time where you take a moratorium or
25 would you be open to another opportunity?

1 MS. BARONI: Do you want to --

2 SUPT. BOGREK: Especially for Pulaski County,
3 you know, we are not planning to expand. But this
4 was, you know, something that happened. You know, we
5 would like to help another charter system, you know.
6 And so, you know, we are looking forward to the
7 expansion with that. Our expansion plans is mostly
8 northwest Arkansas. We have right now only one K-8
9 school. Lisa is, you know, established for K-12
10 system, so we might come for, you know, maybe some
11 northwest Arkansas options in the future. But as of
12 now, maybe for Pulaski County, we are not planning
13 any more expansion.

14 DR. WILLIAMS: No, and just a comment -- I agree
15 with Ms. Newton when she was talking about doing
16 something now before it reaches a point of where
17 they're closing down the school, we're dealing with
18 large debt, and so-forth. And I see a pattern, and I
19 think it's a good pattern, and you all just happened
20 to be the right ones at the right place.

21 I live in Springdale, so I've been kind of
22 tracking what was happening with the Montessori
23 school up there. It's an ideal location; it's
24 actually -- it used to be the old Decision Point
25 building there. It's close to downtown, which we

1 have a rather large Latino and Marshallese population
2 over in that area. And one of my general concerns
3 was is that when it closed the folks in that area,
4 the students, would kind of be disenfranchised
5 basically. And you all have come in -- and I'm just
6 now really paying attention to who actually came in
7 to help the school; I didn't realize it was Lisa at
8 the time. But it's vibrant; its test scores have
9 improved. And I knew at one time just in the
10 education circles up there that we thought it was
11 going to just close completely. And you kind of came
12 in at the very last minute -- now you could've done
13 it a little sooner, you know -- but at the same time
14 it's been a great turnaround. And I've got a lot of
15 faith and confidence in Mr. Stewart back there.

16 And you all coming in for Little Rock Prep I
17 think is timely and I trust their board to -- because
18 I know how much they -- you all think about Little
19 Rock Prep and we were all excited when it came before
20 us, when I was on the State Board and Ms. Newton
21 also. So I think you all are doing the right thing.

22 I've been kind of sitting up here thinking about
23 this as I was listening to it and I kind of hate to
24 see Little Rock Prep go away. But at the same time,
25 when I think about the Springdale -- the Montessori

1 school up there I think the timing is good, instead
2 of waiting till things get so bad that we're dealing
3 with all sorts of other issues. So I think you all
4 are doing the right thing. Uh-huh.

5 CHAIRMAN PFEFFER: Are there any remaining
6 questions from Panel Members?

7 Mr. Rogers.

8 MR. ROGERS: When is Little Rock Prep's -- when
9 would Little Rock Prep's charter be up for renewal,
10 if they weren't looking to do this merger?

11 MS. BARONI: The end of June 2020.

12 MR. ROGERS: So it would be --

13 MS. BARONI: And that's the reason we wanted to
14 come now so that their families can know what the
15 plan is rather than for them to be left kind of
16 hanging, so --

17 MR. ROGERS: And so y'all have been working
18 together with them to go over all the finances, all
19 the -- because I don't want the situation that
20 happened with another one where we got to the finish
21 line and, oh, they had debt that nobody knew about,
22 and then --

23 DR. WILLIAMS: Yes.

24 MR. ROGERS: -- it kind of blew up. And so
25 that's -- I'm just wanting I guess some reassurances

1 that we're --

2 MS. BARONI: We have begun those conversations,
3 and will have many more of those before -- you know,
4 before it happens. And we'll probably have some
5 conversations with you or some other folks at ADE to
6 make sure that we have a clear understanding. We've
7 talked through contracts, taken a look at contracts,
8 and how we can work out contracts that they're in now
9 and all of that. So, yes --

10 MR. ROGERS: Okay. And then --

11 MS. BARONI: -- we'll make sure that's all
12 resolved.

13 MR. ROGERS: -- since you are amending your
14 charter and adding a campus, July will -- have you
15 current-year funded for the year in which you do
16 that? Have you -- there would be -- how does that
17 work?

18 MS. HYATT: Mary Claire Hyatt.

19 So I believe the request is to take over the
20 Little Rock Prep charter --

21 MR. ROGERS: Okay.

22 MS. HYATT: -- not to add a campus to the Lisa
23 charter. So, do I have that correct?

24 (COURT 0REPORTER'S NOTE: Mr. Bogrek speaks with
25 Ms. Hyatt away from the microphone.)

1 MS. HYATT: Would the Little Rock Prep be part
2 of the long-term Lisa charter or will you be taking
3 over the Little Rock Prep charter? Right. So it
4 will exist independent of Lisa's charter; it will be
5 a separate charter. They'll be taking over the
6 Little Rock Prep charter, so they'll be on that
7 renewal cycle and they'll be -- I believe they would
8 still qualify for the current year funding because
9 they are reconfiguring their grade configuration.
10 Yeah. So you're saying -- sorry. But I wanted to --
11 because your question -- since Little Rock Prep is in
12 the middle of their renewal cycle we kind of find
13 ourselves in a similar situation, although not the
14 same as we've done before. And I want to make sure
15 that Lisa and Little Rock Prep are both clear that if
16 you approve the amendment request today you've
17 effectively approved the transfer of the Little Rock
18 Prep charter to Lisa, which would mean that any debts
19 of the school would become liabilities of Lisa and
20 that Lisa will now be responsible for doing the
21 renewal application for Little Rock Prep.

22 DR. WILLIAMS: What's the date, timing on that?

23 CHAIRMAN PFEFFER: I think --

24 (COURT REPORTER'S NOTE: Several people begin
25 talking at once.)

1 CHAIRMAN PFEFFER: Okay, excuse me. Okay. So
2 I'm looking at the actual amendment request and the
3 transfer is set to begin in the 2020-2021 school
4 year.

5 MS. HYATT: Correct.

6 CHAIRMAN PFEFFER: Is that correct?

7 MS. HYATT: Right. But if -- as the renewal
8 cycle is happening right now, Little Rock Prep has
9 already submitted a renewal application as Little
10 Rock Prep. If they're not going to continue to be
11 Little Rock Prep next year, because they're going to
12 be a Lisa school, Lisa will need to be at least
13 working with Little Rock Prep to do the renewal
14 application -- because, otherwise, we're going to do
15 a renewal application for a school that's not going
16 to exist next year.

17 SUPT. BOGREK: My understanding is since, you
18 know, we are adding this school to our portfolio --
19 we have done the same thing for Ozark Montessori --
20 it's going to be a Lisa school and it's going to be
21 under our charter. It means we have our own, you
22 know, term until 2029. So I don't think we are going
23 to do another application for that. Because their
24 term is ending in June and we are just adding this
25 one to our portfolio, we don't need to require

1 anything.

2 MS. HYATT: The way that the amendment request
3 was written, at least my interpretation of it, is
4 that they've asked to take over the Little Rock Prep
5 charter, which is different than assuming it as part
6 of their charter. So I think there needs to be some
7 clarification on what the request is.

8 CHAIRMAN PFEFFER: Yeah. We need some
9 clarification because we were thinking -- or my
10 understanding was -- and it may go back to what was
11 the arrangement with Ozark Montessori last year. I
12 thought that they were just working in consultation
13 and support, but the actual ownership or --

14 MS. HYATT: The way that they did Ozark
15 Montessori was to add Ozark Montessori to the Lisa
16 charter --

17 CHAIRMAN PFEFFER: Okay.

18 MS. HYATT: -- not to take over that charter.
19 It was my understanding that the way they were doing
20 it this time is to take over the currently existing
21 Little Rock Prep charter. If that is not a correct
22 interpretation, I think there needs to be some
23 clarification.

24 CHAIRMAN PFEFFER: Okay.

25 Please state your name and title for the record.

1 MR. WALTER: Thank you. Tripp Walter, Staff
2 Attorney, Arkansas Public School Resource Center.

3 Hopefully I can clarify it. I believe the
4 intent of Lisa and Little Rock Prep is similar to
5 what was done with Lisa and Ozark Montessori, and
6 that is have Little Rock Prep become part of Lisa's
7 charter and, therefore, also fall under the entire
8 Lisa charter renewal period, which I believe is 2030.
9 The reason I think it was phrased the way it was was
10 to recognize the new act that became effective in
11 July, which allowed for a process to be utilized by
12 the Panel, by the State's authorizer, to transfer or
13 assign a charter from one entity to another. But I
14 think substantively the idea behind it from both the
15 Lisa and Little Rock Prep standpoint is similar to
16 what was done with Ozark; it would become part of
17 Lisa's charter and the renewal date would become --
18 would mesh into Lisa's now.

19 CHAIRMAN PFEFFER: Okay. So based on what has
20 been submitted here, are there adjustments that would
21 need to be made if that is --

22 MS. HYATT: I think the confusion is just in the
23 way that it was worded. When we talk about
24 transferring charters, you're transferring the actual
25 charter to a different organization. In this

1 instance, they are asking to effectively not have
2 that charter anymore and for that school to become
3 basically a Lisa license. So that's a different
4 request.

5 I think they have clarified that now, but I
6 think it's worth clarifying again that the charter
7 that exists for Little Rock Prep will expire in June;
8 there will be no renewal application and that charter
9 will go away and Lisa will add the school as a campus
10 to Lisa in its current charter. Is that correct?

11 MS. BARONI: Yes.

12 MR. WALTER: Yes.

13 SUPT. BOGREK: Yes.

14 CHAIRMAN PFEFFER: Okay. So what implications
15 though are there in terms of finances and all of
16 that? We need to make sure that --

17 MS. HYATT: Sure.

18 CHAIRMAN PFEFFER: -- that we're not creating a
19 situation that could be problematic.

20 MS. HYATT: So I do think they would be current-
21 year funded because it would be for Lisa -- for the
22 Lisa charter a new campus and a new grade; right?

23 CHAIRMAN PFEFFER: And so you're saying the
24 change would be current-year funded for this -- for
25 the '19 --

1 MR. ROGERS: No.

2 CHAIRMAN PFEFFER: Okay.

3 MR. ROGERS: It would start in FY21.

4 CHAIRMAN PFEFFER: Okay.

5 MS. HYATT: Yeah, 20-21.

6 CHAIRMAN PFEFFER: Okay. Yeah.

7 MR. ROGERS: So to go back to what I was saying
8 earlier --

9 MS. HYATT: Mr. Rogers, you were correct. I've
10 said it on the record. You were correct. Yes.

11 So there was confusion on my part I think
12 because of the wording, because we can transfer a
13 charter to another organization where that charter
14 remains, just with a different sponsoring entity and
15 a different CMO. That is not what they're asking
16 for. They're asking basically for the Little Rock
17 Prep charter to no longer exist, freeing up an
18 additional spot in the charter cap; then for them to
19 absorb that school basically as a license so they can
20 open a new campus.

21 So that -- I'm glad that we cleared it up
22 because I had a very different understanding reading
23 the amendment request.

24 MR. ROGERS: So if we approve this today then
25 Lisa is taking on, starting in FY21, all of the

1 responsibilities, financial responsibilities that may
2 be out there for Little Rock Prep?

3 MS. HYATT: I don't believe so. Because if the
4 Little Rock Prep charter ceased to exist at the end
5 of the year, June 30th, then the charter will cease
6 to exist and the Charter Office and I will work to
7 wrap the school up.

8 MR. ROGERS: But in that situation then by law
9 all the funds for Little Rock Prep would have to come
10 back to the State and we would have to pay the bills
11 --

12 MS. HYATT: That's correct.

13 MR. ROGERS: -- up to the amount that is --

14 MS. HYATT: That's correct.

15 MR. ROGERS: So going forward then, in FY21 they
16 would have to be current funded and there would be
17 essentially no funding that they could draw back from
18 from Little Rock Prep to start taking on those two
19 new schools?

20 MS. HYATT: That's correct.

21 MR. ROGERS: So Lisa is going to have to absorb,
22 at least in the first couple of months till we get
23 enrollment in, all the financial responsibility of
24 reconfiguring their schools, having these two new
25 campuses, and all the new -- and the 400-whatever cap

1 students that they're going to have?

2 MS. HYATT: Right.

3 DR. WILLIAMS: But wouldn't they be funded in
4 arrears once it catches up?

5 MR. ROGERS: For the next year they would be
6 current-year funded. Yes. But until we get that --
7 we base it off what they do and what they turn in in
8 their enrollment. And then once we get to October
9 1st then we --

10 DR. WILLIAMS: And that's when they're in
11 arrears.

12 MR. ROGERS: -- then we make adjustments to what
13 it has to be. But that would be -- and it would be
14 current funded for all of Lisa's academies; right?
15 All of Lisa's campuses?

16 MS. HYATT: Yeah. I think what the law says is
17 that the charter -- and they only have the one --
18 will be current-year funded any year that they add a
19 new campus or a new grade. And in this instance,
20 they would be I think doing both.

21 MR. ROGERS: Right. Which goes back -- I'm
22 sorry?

23 MS. BARONI: We're not adding any new grades;
24 we're just --

25 MR. ROGERS: Well, that's where I'm getting

1 confused.

2 MS. HYATT: New grades at a new campus.

3 MR. ROGERS: Yes.

4 MS. HYATT: Yes.

5 MR. ROGERS: And so that's -- going back to
6 earlier where I was, I would've felt better if I
7 would've been able to see the budget of how we're
8 going to allocate this. Because I guess I wasn't --
9 I was thinking ahead if this was going forward-year
10 funding how that would look. And then really that's
11 --

12 SUPT. BOGREK: You know, in our packet we
13 provided the pro forma. So we included as a cap
14 increase, you know, (inaudible). So we projected our
15 budget, you know, the new numbers. And then we are
16 in good shape, strong -- you know, strong finance.
17 So I think with this cap increase we don't see any
18 problem. And I think Little Rock Prep financials,
19 they're going to finish the year with a positive
20 surplus. So we don't --

21 MR. ROGERS: I think that I just wanted to point
22 out that by not renewing that charter for Little Rock
23 Prep this date will -- they'll have to take the funds
24 that are remaining in their accounts and take them
25 and then pay whatever was left. So you won't have

1 that to draw on if there's any --

2 SUPT. BOGREK: No, again, we do take any of the
3 money from Little Rock Prep. What we said is we're
4 going to have another like 350 students (inaudible)
5 you know, funding. And including the new buildings
6 cost I think (inaudible) we will have a surplus after
7 this. So we don't see any problem financially.

8 MR. ROGERS: Okay.

9 Did you want to add -- you were over there
10 waving at me, so -- sorry, I'm taking over.

11 MS. BROYLES: This is Donna Broyles again.

12 I want to say that we will continue to have
13 these conversations with the finances as part -- it's
14 not just part of our MOU. Ms. Baroni and Dr. Fatih
15 and I have sat down and said, "We will have extensive
16 -- continued extensive conversations about that,"
17 because we want to make sure that everything is free
18 and clear on June 30th when we change over and
19 transition to Lisa."

20 CHAIRMAN PFEFFER: Okay. So along with those
21 lines, in your discussion earlier, the pretty
22 significant decline in enrollment that you've
23 experienced, so that will be less funding coming in
24 for you this year. So I guess I'd have a two-fold
25 question: if ADE Finance has any concerns about

1 Little Rock Prep finances at this time; and then
2 also, you know, not knowing for sure how many of the
3 Little Rock Prep students will come to Lisa Academy,
4 and you're doing this work with an idea of completely
5 reconfiguring all of your school buildings -- should
6 you not see a substantial increase in enrollment, do
7 you have the funding?

8 So I think that goes back to the question about
9 the capacity, how far can you stretch? Do you have
10 the funding without a significant increase in
11 enrollment and a significant increase in ADM funding
12 coming in?

13 SUPT. BOGREK: This year we have over 400
14 applications, so I'm sure, you know, last year at
15 Ozark Montessori around 70% of students stayed
16 (inaudible). I'm sure, you know, we're going to
17 recruit more students again for, you know, this
18 school year. But also we had a gain of more demand.
19 So if needed, we can add more, you know, seats for
20 other students. So I think our projection is a very
21 reasonable number, so we don't see any problem.

22 CHAIRMAN PFEFFER: So you're going to project to
23 have that increase -- it would first -- those would
24 first be for the Little Rock Prep students --

25 SUPT. BOGREK: Yes.

1 CHAIRMAN PFEFFER: -- because of the
2 partnership. But if not, then this would be for --

3 SUPT. BOGREK: They would ultimately be added to
4 our system.

5 CHAIRMAN PFEFFER: Okay.

6 DR. KREMERS: If the State would have to take
7 the charter back, is there anything in the packet
8 that shows us the finances of Little Rock Prep
9 Academy? Because it's almost like the risk is there,
10 but we have no idea what the budget looks like for
11 that risk as we're making the decision.

12 MS. BROYLES: I'm not aware that there's an
13 issue or challenge with finance. I mean everything
14 seems to be in very solid standing right now. And we
15 project that to continue through the rest of the
16 school year based all the monies that we do have.
17 So, Dr. Kremers, what was your --

18 DR. KREMERS: It would be nice --

19 MS. BROYLES: But we did not put anything in the
20 packet.

21 DR. KREMERS: Right.

22 MS. BROYLES: So we did not --

23 DR. KREMERS: Like a budget just to look at what
24 revenue expense that there might be, because we have
25 no idea.

1 MR. ROGERS: Right now --

2 CHAIRMAN PFEFFER: Mr. Rogers.

3 MR. ROGERS: Right now, there's not any concerns
4 with Little Rock Prep. It's just that given the
5 declining enrollment and given the unknown it's kind
6 of -- I guess I'm a little gun-shy because of the
7 last thing, that at the last -- at the 20 -- you
8 know, at the 12th hour stuff started popping up,
9 which is the only reason why I wanted to bring that
10 up and make everybody -- make sure that we're going
11 through that process, that we're discussing with our
12 parents, that we're discussing all the financial
13 situation with Lisa so that -- that's really where I
14 was -- why I was asking that. But, no, I don't know
15 of any finance situation --

16 DR. KREMERS: Okay.

17 MR. ROGERS: -- going on with Lisa Prep -- I
18 mean Little Rock Prep right now.

19 DR. KREMERS: Okay.

20 DR. WILLIAMS: Rightly so.

21 CHAIRMAN PFEFFER: All right. Any remaining
22 questions?

23 Okay. If there aren't, then were there any
24 legal issues or --

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

1 CHAIRMAN PFEFFER: Okay. Then at this time I
2 would accept a motion.

3 DR. KREMERS: Is it okay to break it -- remind
4 again like the actual -- like do we want to vote on
5 each one individually or all of them together?
6 Because there's multiple -- what would be the easiest
7 way, I think, to --

8 MS. HYATT: Mary Claire Hyatt.

9 You could do whatever you want, as long as
10 you're clear. You can vote to approve the entire
11 amendment request as written or if you want to
12 separate it out between waivers, enrollment, and the
13 absorption of the school -- however you want to do
14 it.

15 CHAIRMAN PFEFFER: Could we do this? I think --
16 was it on the presentation, the amendment requests?

17 Okay. Yeah. So, Panel, would it be helpful if
18 we broke it down with each component of the amendment
19 requests? I'm seeing heads shaking. Okay. And we
20 would want to clarify that first part. Is that
21 right? Because of the way it's worded and make sure
22 -- because I think we determined it would be --

23 MS. HYATT: Yes, ma'am.

24 CHAIRMAN PFEFFER: Okay. All right. So let's
25 -- Ms. Hyatt, you may need to be up here helping us

1 with the wording of that. And if someone would like
2 to begin a motion, and we'll take each part
3 individually.

4 MR. ROGERS: I do have --

5 CHAIRMAN PFEFFER: Okay, question.

6 MR. ROGERS: So the current cap for Little Rock
7 Prep is 432? That just seems weird that it's 432.

8 MS. BROYLES: Yes.

9 MR. ROGERS: Okay. I guess they needed those
10 two extra --

11 SUPT. BOGREK: (inaudible, speaking from the
12 audience.)

13 CHAIRMAN PFEFFER: Okay.

14 DR. WILLIAMS: Okay. Everybody is sitting, I
15 guess I'll take a shot at this. All right. Here's
16 my question before I start this motion: are we
17 transferring the charter or are we transferring --
18 what are we transferring? Because it didn't sound
19 like we were --

20 MS. HYATT: Right.

21 DR. WILLIAMS: -- transferring the charter.

22 MS. HYATT: We're not.

23 DR. WILLIAMS: Okay.

24 MS. HYATT: Yeah. I would -- I think it would
25 be clearer if you said transferring the Little Rock

1 Preparatory Academy school, rather than charter.
2 When I read the word "charter" I think you're talking
3 about the charter contract.

4 DR. WILLIAMS: Charter. I absolutely agree.

5 MS. HYATT: And we, as we've learned, are not.
6 So just to be clear, I want to make that clear in
7 your motion.

8 CHAIRMAN PFEFFER: Okay. And were there any
9 questions about items 2 through 6 by the Panel? Were
10 we comfortable? Because we could -- if we could just
11 work on the wording for number 1, I don't know that
12 we would have to separate out each one of these
13 individually.

14 MR. BALDWIN: Right. I like that.

15 CHAIRMAN PFEFFER: Okay. So maybe if we voted
16 on request numbers 2 through 6 we could do that, and
17 then go back and re-work item number 1. Would that
18 be something that would help?

19 DR. KREMERS: Are we all comfortable with the
20 waiver request on the counseling framework change
21 versus just the licensure? That would be in number 5
22 -- because it's all-encompassing.

23 MS. HYATT: I did work with Lisa and APSRC on
24 that piece. Originally, the request was for the
25 entire subchapter and they did pare it down just to

1 the two sections that they needed, which I think was
2 2003(2)(a) and (b). So, just a very small part of
3 the law. And I do believe that's the only two pieces
4 that they needed.

5 CHAIRMAN PFEFFER: Okay. Do you want to take a
6 stab at it?

7 DR. WILLIAMS: I was just going to do number 1,
8 and then do 2 through 6.

9 CHAIRMAN PFEFFER: Okay.

10 DR. WILLIAMS: Okay. I move that we approve the
11 request to transfer Collegiate Choices dba Little
12 Rock Preparatory Academy school to Lisa Academy,
13 beginning in the 2020 -- the 2021 school year.

14 MR. WILSON: Second.

15 CHAIRMAN PFEFFER: Okay. I have a motion and
16 second on that first item.

17 All those -- any discussion?

18 All those in favor say "aye."

19 (UNANIMOUS CHORUS OF AYES)

20 CHAIRMAN PFEFFER: Any opposed?

21 Okay. That motion passes unanimously.

22 DR. WILLIAMS: I move that we approve the
23 following requests as listed, items 2 through 6, made
24 by Lisa Academy.

25 MR. WILSON: Second.

1 CHAIRMAN PFEFFER: Okay. I have a motion and a
2 second for those remaining items with the amendment
3 requests.

4 Any discussion?

5 All those in favor say "aye."

6 (UNANIMOUS CHORUS OF AYES)

7 CHAIRMAN PFEFFER: Any opposed?

8 Okay. The motion passes unanimously.

9 And if you will record your votes, we will
10 provide feedback.

11 DR. WILLIAMS: Y'all are making me think this
12 morning.

13 DR. KREMERS: Should we record both on the same
14 sheet since it was the two?

15 CHAIRMAN PFEFFER: I think they'll record both
16 on the same sheet. Yeah. If you just want to put
17 your comments in there, since it was a unanimous vote
18 on both.

19 DR. KREMERS: Okay.

20 CHAIRMAN PFEFFER: And, Dr. Fatih, I wanted to
21 also acknowledge the partnership that you and Mr.
22 Poore and other area superintendents have engaged in.
23 That is something that I know you're -- it shows that
24 our schools are being responsive to concerns and to
25 opportunities. I know Mr. Wilson has talked about

1 that a lot in his time on this Panel, and now our
2 State Board members have encouraged that as well.
3 And I think that it's exciting when we attend events
4 and we see people from our traditional public schools
5 working with our open-enrollment schools. So I
6 appreciate you, and I wanted to also -- I appreciate
7 you for acknowledging Mr. Poore's leadership in that.

8 SUPT. BOGREK: Thank you. Thank you. We do our
9 best to collaborate with other schools.

10 [A FEW MOMENTS OF SILENCE]

11 CHAIRMAN PFEFFER: Okay. Mr. Baldwin, we'll let
12 you go ahead and provide feedback.

13 MR. BALDWIN: Yes. I vote to approve the
14 transfer of the LRPA school in the 2020-21 school
15 year due to the declining enrollment being
16 experienced by LRPA and also because of the strong
17 program offered by Lisa. And I also approve items 2
18 through 6 as essential components of the school
19 transfer.

20 CHAIRMAN PFEFFER: Okay. Dr. Kremers.

21 DR. KREMERS: I approve Motion 1 to transfer the
22 Little Rock Prep Academy school to Lisa Academy in
23 20-21. I approve Motion 2 for the remaining
24 requests. Lisa Academy has a well thought-out plan
25 and has demonstrated good student outcomes.

1 Communication is good to facilitate the transition.

2 CHAIRMAN PFEFFER: Okay. Dr. Williams.

3 DR. WILLIAMS: I support both motions: one, to
4 transfer the Little Rock Preparatory school to Lisa
5 Academy; and Motion 2, for items 2 through 6 as
6 listed in the request. The overall plan will serve
7 all students -- will serve all students on all the
8 campuses.

9 CHAIRMAN PFEFFER: Okay. Mr. Rogers.

10 MR. ROGERS: I approve both motions. I
11 understand there's going to continue to be
12 challenges; however, Little Rock Prep board and Lisa
13 are committed to making the transition smooth. And
14 in doing so, I believe it's in the best interest of
15 the kids at Little Rock Prep.

16 CHAIRMAN PFEFFER: Okay. Ms. Newton.

17 MS. NEWTON: I approve both motions, with the
18 justification that transfer increases capacity for
19 growth for the students and families at Little Rock
20 Prep Academy.

21 CHAIRMAN PFEFFER: Okay. Mr. Wilson.

22 MR. WILSON: I supported both motions. I'm
23 satisfied that the boards of Lisa and Little Rock
24 Prep have carefully considered this. And I'm relying
25 on Mr. Rogers watching the cash register too, and I

1 appreciate his clarifications --

2 CHAIRMAN PFEFFER: Yes.

3 MR. WILSON: -- and remarks.

4 CHAIRMAN PFEFFER: Yes. And I want to thank the
5 Panel too because it does, it takes all of us looking
6 and asking questions. And, you know, these decisions
7 are those that we don't -- we take these decisions
8 seriously. We want to work with schools. So, yes,
9 thank you. Don't ever hesitate to ask those
10 questions because they're needed.

11 And I also do want to say too that I think it's
12 given an opportunity for demonstration in hard
13 decisions, but putting kids first. I know it's not
14 what you all necessarily wanted, those of you who are
15 invested with Little Rock Prep. But you're making it
16 in the best interest for students and you're finding
17 good partners, and I think that's going to promote a
18 really positive pathway forward. So, thank you all
19 for being here today and giving us your time.

20 Okay. So in terms of our agenda, that was the
21 end of the morning agenda, and I think we probably
22 ended a little earlier than what we would have
23 expected to. But I also know with structuring it
24 with a designated time for the afternoon we may have
25 our afternoon folks who are not here. So I didn't

1 know whether there was anyone here to move up earlier
2 on the agenda, or do we need to just stick with the
3 agenda as it is?

4 MS. McLAUGHLIN: I'm afraid so.

5 CHAIRMAN PFEFFER: Okay. All right. I didn't
6 want to have folks that were sitting here and just
7 having to wait if they were ready to go.

8 So we will need to take a break then until our
9 afternoon agenda at 1:30. Is that correct?

10 MS. McLAUGHLIN: (Nodding head up and down.)

11 CHAIRMAN PFEFFER: All right. So we -- do we
12 need a motion to -- we're just breaking for lunch.
13 Okay. We're taking a break for lunch and we'll be
14 back at 1:30. Thank you.

15 (BREAK: 10:57 A.M. - 1:27 P.M.)

16 CHAIRMAN PFEFFER: Okay. So we will go ahead
17 and reconvene our meeting. And before we get
18 started, I do want to introduce to everyone and
19 introduce our Charter Panel Members to Tracy Webb.
20 And, Tracy, do you want to come up here and introduce
21 yourself and tell them your role and --

22 MS. WEBB: Thank you.

23 CHAIRMAN PFEFFER: Yeah.

24 MS. WEBB: My name is Tracy Webb. I am in
25 Public School Accountability. I'm over the Charter

1 Unit, Standards for Accreditation and State Federal
2 Monitoring.

3 CHAIRMAN PFEFFER: Yes. Yeah, thank you.

4 B-1: HEARING FOR DISTRICT CONVERSION PUBLIC CHARTER SCHOOL
5 APPLICATION - SOUTHSIDE JUNIOR HIGH SCHOOL

6 CHAIRMAN PFEFFER: All right. So we are on the
7 first item on our action agenda for the afternoon.
8 And I'm going to let Ms. McLaughlin come up and --
9 or, I'm sorry, Ms. Webb come up and introduce us to
10 this action item.

11 MS. WEBB: Good afternoon. Tracy Webb, Charter
12 Unit.

13 This item is the Southside Junior High School;
14 it has a proposed district conversion charter
15 application. The application is requesting to serve
16 students in grades 7 through 8 with a maximum
17 enrollment of 600 students. Speakers for the
18 Southside Junior High School today include Roger
19 Rich, superintendent; Novella Humphry, director of
20 Curriculum and Federal Programs; George Sitkowski,
21 junior high principal; Dr. Jody Smotherman, vice
22 president of White River Health Service Systems;
23 Crystal Johnson, CEO of Batesville Area Chamber of
24 Commerce; Senator James Sturch; and Senator Stu
25 Smith.

1 CHAIRMAN PFEFFER: Okay. And we customarily
2 allow our elected officials or invite our elected
3 officials to go ahead and introduce or make their
4 remarks early, if you would like to, or if you would
5 like to just wait and be part of the presentation.
6 But we -- if you would like to go ahead --

7 SENATOR STURCH: We'll wait.

8 CHAIRMAN PFEFFER: You want to wait. Okay. All
9 right.

10 Then let's go ahead and we need to swear in
11 those who are going to be speaking on behalf of this
12 application, if you'll raise your right hand. Do you
13 swear or affirm that the testimony you give will be
14 the truth, the whole truth, and nothing but the
15 truth?

16 (ALL SPEAKERS ANSWERED AFFIRMATIVELY)

17 CHAIRMAN PFEFFER: Okay. Thank you.

18 And we will go ahead and begin with the
19 presentation. You have up to 20 minutes to begin,
20 and we will then have time for additional comments.

21 SUPT. RICH: Okay.

22 CHAIRMAN PFEFFER: And please state your name
23 and title for the record.

24 SUPT. RICH: I'm Roger Rich, superintendent,
25 Southside School District.

1 Are you ready?

2 CHAIRMAN PFEFFER: We are ready when you are.

3 SUPT. RICH: Thank you, Madam Chair, thank you,
4 Panel, for allowing us to present Future Story
5 Discovery, which is our proposal for a conversion
6 charter at our junior high.

7 To know a little bit about where we're going I
8 think you need to know a little bit about us and
9 where we've been. Southside School District serves
10 families 18 months to high school. We're located in
11 Independence County, about five miles south of
12 Batesville. We're very fortunate to be in a growing
13 school district; not just a growing school district,
14 but a growing area as well. I think the newest
15 estimated census data shows Independence County
16 having about a 6.9% increase. Our school district is
17 continuing to grow. It has about a third of our
18 students that come to us by School Choice. We were
19 just recently named as the Number 4 high-growth
20 school district in the State of Arkansas and the
21 Number 1 school district with students of -- 500
22 students or more. We have very strong partnerships,
23 and we have a lot of our partners with us today, and
24 we'll kind of mention a little bit more of that later
25 on. But we have about 60 business and ministry

1 partners that just partner with us in so many
2 different ways and we're very, very appreciative of
3 that.

4 Our Project Future Story was our conversion
5 charter for our high school; that's grades 9 through
6 12. It serves as a model of innovative rural
7 education beneficence in the state of Arkansas.
8 Future Story was a birth-to-career model, and that's
9 kind of what our philosophy at Southside is. We
10 implemented Future Story about a decade ago. Student
11 success plans just became required within the last
12 couple of years, and we were -- we've been doing this
13 for about a decade. We have been very fortunate,
14 even with Dr. Pfeffer and Commissioner Key even to
15 send some people to us to look and see what we were
16 doing as far as student success plans for our kids.
17 The focus of the conversion charter was grades 9
18 through 12 at that time, and one of the key parts was
19 our shared leadership with UACCB, our community
20 college in our area. We meet with them monthly. We
21 have just been able to do great things with that
22 partnership. And that evolved into not only meeting
23 monthly with UACCB, but now with Lyon College and
24 eight other school districts. We've had a lot of
25 successes along the way, the strong partnerships,

1 increasing concurrent enrollment to tech
2 certificates, certificates of proficiency. And
3 what's very important to us is that teacher pipeline
4 we continue to grow and also reducing cost and time
5 to a degree. Very proud to say we saved \$274,000 in
6 tuition for our students over the last four years; so
7 we're very proud of that.

8 This is -- our plan today is kind of based off
9 of a strategic impact plan in Independence County.
10 And I'm going to have Ms. Crystal Johnson, CEO of the
11 Batesville Area Chamber of Commerce, come and share
12 it with us.

13 MS. JOHNSON: I just want to tell you a little
14 bit about our relationship with the Southside School
15 District. It started when we discovered a little
16 project that they had created called Project Future
17 Story, and we knew that it was too good not to share.
18 We went to them and they were gracious enough to
19 share their model with first our other schools in
20 Independence County, other school districts; and then
21 we scaled that project statewide. So that's now
22 known as the Arkansas Concurrent Challenge
23 Scholarship.

24 Our community really supports projects like that
25 because we know that they do. We created an impact

1 strategic plan. It was a grassroots strategic plan
2 created by about 1200 community survey results with
3 300 volunteers. That number is continuing to grow.
4 So our community told us that they not only care
5 about education, they care about healthy living and
6 wellbeing, tourism, and then the economic prosperity.
7 So our community is dedicated to these priority
8 items. And many of our successes from this plan have
9 been in education -- so things like Independence
10 Promise, Arkansas Concurrent Challenge Scholarship
11 Program, the new Workforce Development Center at
12 UACCB, record enrollment at UACCB which is setting
13 the pace. I think once the Arkansas Concurrent
14 Challenge Scholarship gets in place we'll see that
15 trend throughout the state.

16 What you will always see is Southside at the
17 forefront of these projects. They lead our state and
18 our community and make an impact.

19 So, thank you.

20 SUPT. RICH: Thank you, Ms. Johnson.

21 So why establish the Discovery phase? And this
22 is kind of what takes us into what we're going to
23 propose to you today, that we will be able to equip
24 our junior high students with tools and experiences
25 to make future choices. We want them to have

1 academic success and that can come in a variety of
2 different ways. It could be through acceleration,
3 could be through enrichment, or could be through
4 remediation. We want to meet the needs of all
5 students.

6 Another important part is the wraparound
7 services. We want to make sure we really hone in on
8 the mental health piece for our students and be
9 proactive instead of the way we have been in the
10 past, being reactive.

11 Discovery Options may not be for every kid, and
12 that's okay. If they want that traditional model,
13 then we want to make sure that we have that for them.
14 But if they want more, then that's exactly what we
15 want for each and every child that's within our
16 school district is more. We want to be -- want to
17 have the flexibility to be able to provide those
18 opportunities. We have about 60% of our kids, or
19 better, on free-and-reduced lunches and we want to
20 make sure that we serve every single child.

21 Those personal competencies that we hear about
22 so often from our business community, the soft
23 skills, we really want to hone in on those as well.
24 And one very important piece is the coping
25 strategies. We always talk about coping strategies

1 for success -- I mean for failure, but we also want
2 to have it for success, starting students out at a
3 young age. We want to make sure that we have
4 strategies for both failure and success. Sometimes
5 our greatest success does come from failure as well.

6 And our collaborative community partners that
7 will share a little bit more even about that are
8 willing to help us tackle all kinds of issues.

9 We're very fortunate to have Dr. Jody Smotherman
10 with us this morning. He's a pharmacist by trade,
11 he's on the executive team at White River Health
12 System, and he's going to come and share a few things
13 with you at this time.

14 CHAIRMAN PFEFFER: And go ahead and state your
15 name and title for the record; it'll make it easier
16 for --

17 DR. SMOTHERMAN: Yes, ma'am.

18 CHAIRMAN PFEFFER: -- our listening audience.

19 DR. SMOTHERMAN: Jody Smotherman, vice president
20 of Community Engagement, White River Health System.

21 Madam Chair, Panel, thank you for the
22 opportunity to share with you today. I'm approaching
23 my third decade in healthcare and the issues that are
24 facing our young people today are paramount, whether
25 it's mental health issues such as depression,

1 suicide, or other issues that you're aware of such as
2 the opioid crisis and vaping. I believe as a health
3 system that covers eight counties, 100,000 people, we
4 have an opportunity and obligation to help some of
5 our communities through our schools. Some of the
6 best partnerships that we have are through our
7 schools, and one of the most vibrant is with
8 Southside School District. I believe that in
9 healthcare if we can partner with schools to not only
10 provide information and education to children but
11 provide training and mentoring to their parents or
12 caregivers, we can take a step in the right direction
13 with these problems that we face in our communities
14 and in our state and around the nation. The
15 innovative model that's being proposed gives us the
16 opportunity as healthcare providers to come to a
17 school, whether it's breakfast with parents to
18 provide information, lunch learnings with young
19 students or with teenagers, or perhaps being mentors
20 to show them not only what preventative wellness
21 looks like, things to stay away from, but what
22 proactive wellness looks like, things to be involved
23 in. I hope that we'll be able to work with Southside
24 to do this through this opportunity. I believe if we
25 can help promote wellness for children we can help

1 promote wholeness for children. And a student who's
2 well and a student who's whole can then begin to
3 prepare for the future in ways that they might not
4 have been able to before. I appreciate your
5 consideration on this.

6 SUPT. RICH: Thank you, Dr. Smotherman.

7 Future Story Discovery is based on four
8 components and it's really -- it compares with the
9 Strategic Impact Plan that Ms. Johnson shared
10 earlier.

11 Student success for educational excellence is
12 the first one and this is really where that
13 personalized learning piece comes in. This will be
14 meeting every child where they are and moving them
15 forward, whether it be double-blocking, whether it be
16 accelerating, whatever it could be; meeting the kid
17 where they are, not by their age level but where they
18 are academically. Also, this is where you look at
19 the accelerated, the enrichment, and remediation
20 pieces too.

21 Healthy living and wellbeing, as you just heard,
22 is really an important piece of this and it's mostly
23 dealing with the mental health curriculum, but also
24 an enhanced physical education piece. We have a
25 proposed partnership with Apple that we're super

1 excited about for our P.E. classes where we'll be
2 using different devices to be able to track their
3 health and their wellbeing. So we're really excited
4 about that possibility.

5 Community engagement is very important to us.
6 And we tell people when they are interviewing to be
7 employed at Southside there's not a more rewarding
8 place in the world to work than within our district,
9 but there may not be a harder place to work either.
10 If you don't have a servant's heart, if you're not
11 willing to put others before yourself, then you're
12 not going to be very successful there and probably
13 not going to last very long there. So we require
14 that and that is something that we want from every
15 employee. We also want that from every child too.
16 We want them to come back and be our employees at
17 some point in time, so we try to instill those same
18 characteristics in them.

19 We also want to teach them through a couple of
20 curriculum pieces, the first one being The Leader in
21 Me by Stephen Covey, for highly effective teams. And
22 the second part will be kindness and teaching those
23 type things through Rachel's Challenge, which is --
24 unfortunately, she was the first young lady killed in
25 the Columbine school shooting tragedy.

1 And the last part, connections to make an
2 impact. This is where we really hit that discovery
3 piece, really bring in guest speakers, take them on
4 industry tours, take them and do -- anything that we
5 can expose them to that we possibly can we try to.
6 Even virtually, we have a lot of our students that go
7 off and work on the pipeline and we'd like to connect
8 virtually with them to show them what it actually
9 looks like. Our kids don't know what they can't see,
10 so I think it's our job to promote that and provide
11 that for them.

12 And the last part is to be able to write in the
13 workplace. I have a local employer that tells us
14 that he would love to be able to promote different
15 individuals within his organization, but
16 unfortunately he can't because they can't communicate
17 with the written word. So we really want to hone in
18 on that as well to make sure that they can increase
19 their ability and we give our students every unfair
20 advantage that we possibly can.

21 So our mission is to open the doors of academic
22 success and community enrichment for all children,
23 committing to high levels of learning, exploration,
24 discovery, and supporting the whole child.

25 As you'll see, we have -- we want to do this

1 through innovative flexibility. We have our bullet
2 points on the left as basically the traditional model
3 where every child would fall if they were in the
4 traditional model that we would have for our students
5 just meeting standards. On the right-hand side, if
6 you look at innovative flexibility, we want to make
7 sure that we have these things for kids. We want to
8 be able to place them on academic need by where they
9 -- what grade level they're in. We want to be able
10 to provide them with so many real-world life type
11 experiences and that's what we hope to do with this.

12 So to kind of give you some examples, this young
13 man is Tyler. His future story is to be a
14 firefighter or EMT. He's a great kid, comes from a
15 hard-working family, but Tyler struggles to read. So
16 how are we going to be able to handle and take care
17 of his needs? So here's a sample schedule. On my
18 left-hand side that's bold and gold, it shows the
19 traditional 7th grade schedule, what that individual
20 might have. If you look at the very bottom, he
21 struggles in reading. For us to give him additional
22 help in literacy he has to give up the elective, the
23 one thing that he might enjoy coming to school for.
24 The worst thing we can do for a child is take away
25 something that they love to do and be able to give

1 them an extra dose of something that they don't
2 enjoy. Our hope -- as you can see with our 7th and
3 8th grade schedule there, what would be different is
4 in bold. He would have an extra learning -- literacy
5 learning lab. We'd be able to embed some things in
6 literacy and he'd still have that opportunity to have
7 those electives, those hooks that make him want to
8 come to school. And then hopefully in that 10th,
9 11th and 12th grade year we've got him in that
10 concurrent credit pace to be able to become an EMT or
11 a firefighter or a paramedic and be making around
12 \$38,000 a year, and hopefully help him achieve his
13 future story because it's that possibility.

14 Here's another young man. His name is Brandon.
15 Brandon is already a senior. He's doing extremely
16 well, so he's a little bit different. So what can we
17 do for him to be able to accelerate or help him along
18 the way? Here's what his schedule might look like --
19 a traditional 7th grade schedule, again on the left;
20 and on the right, his advanced schedule. He's very
21 good in math, so we're going to hopefully move him up
22 into 8th grade math as a 7th grader, be able to embed
23 his literacy, accelerate him in 7th grade science so
24 he's able to take Algebra I, physical science, and
25 those type things to help him towards his future

1 story.

2 Through a career fair and enrichment classes at
3 our middle school he really enjoyed the classes
4 taught by Citizens Bank and Carter Ford's insurance
5 company, and he really now has an interest in
6 business and insurance. So we're trying to help him
7 get to that level as we go all the way through. As
8 you see, he's taking classes at Lyon and UACCB, by
9 his senior year hoping to graduate with 36 concurrent
10 credit hours and being able to achieve his future
11 story.

12 So that's a little bit about where we are and
13 what we're looking to do. We're asking for
14 flexibility. We're asking for the opportunity to do
15 more for our kids. And if you have any questions for
16 us today, we have an awesome team with us that would
17 be available and ready to answer any of those
18 questions. And we appreciate the opportunity to come
19 and share with you today.

20 CHAIRMAN PFEFFER: Okay. And you still have 5
21 minutes of your original time, if anyone else wants
22 to speak before we go to questions.

23 SUPT. RICH: Can we cede to them?

24 CHAIRMAN PFEFFER: You certainly can. Yes.

25 Welcome to our meeting.

1 REPRESENTATIVE SMITH: Good afternoon. I'm
2 State Representative Stu Smith, District 63,
3 Independence County.

4 And I wanted to talk a little bit about
5 Southside and their charter school. They've
6 established a program that strives to strengthen each
7 student's weaknesses while continuing nurturing their
8 strengths and interests through schedule flexibility,
9 which I think is very important. As a 36-year
10 educator myself, I've been very impressed with
11 Southside Charter High School and their ability to
12 prepare each student for life after graduation.
13 Adding a conversion charter to their junior high will
14 further enhance their students' opportunities to
15 become successful students and productive Arkansas
16 citizens. By zeroing in at an early age on any
17 weaknesses they can help to develop a can-do attitude
18 in a student who may otherwise become frustrated and
19 disinterested, falling further and further behind. I
20 appreciate how they continually strive to give their
21 students an educational experience that will move
22 them to future success, and I'm very proud to
23 represent their district. And I think this is a
24 fantastic idea because I've seen what they've done
25 with their high school and how many students will

1 stay in school that may ordinarily not stay in school
2 -- at the same time, giving those kids that are
3 accelerated a chance to even be taught at a higher
4 level. So I think this is great -- a great
5 opportunity, something that a lot of schools should
6 look at. And like I said, I'm very, very impressed.

7 CHAIRMAN PFEFFER: Thank you for being here.

8 SENATOR STURCH: [adjusting microphone] Short
9 people. James Sturch, State Senator for District 19.

10 I'm coming up on my fifth year in the
11 Legislature, so many of you may remember I was here
12 when Southside did the charter high school program;
13 and so we're coming up on five years for that. But
14 the reason I wanted to be here today is to show my
15 support for the conversion charter request for the
16 junior high. To me, I've been on Education nearly
17 half my time in the Legislature now and it seems like
18 we keep coming back to the same things: if we can
19 reach kids earlier, if we can reach kids earlier; if
20 we can't, you know, find some way somehow to reach
21 that kid who may be struggling and get them on the
22 right path before they end up graduating high school
23 and they can't write a report or they can't read an
24 entire nonfiction book. It seems like we say it all
25 the time and this is our opportunity to act.

1 I wish that it was different. I wish that we
2 didn't always have to come and ask for flexibility in
3 scheduling and flexibility to reach kids where they
4 are, but that's the way it is. And I really hope
5 that we can find ideas through this project, through
6 other projects around the state to where we can
7 really reach those kids where they need it. If we
8 can meet that need while they're in junior high, as
9 the Superintendent has said, and several of the other
10 speakers, maybe we can set them on a path to success
11 earlier to where we don't know what their future may
12 be but we know it would be bright. So thank you for
13 your consideration today.

14 CHAIRMAN PFEFFER: Senator Sturch, can I ask you
15 a question? And it was mentioned earlier in the
16 presentation about the Concurrent Challenge
17 Scholarship and that legislation that you helped to
18 pass in this last session. Do you mind just for a
19 minute talking about how you see this early beginning
20 really promoting those opportunities and -- because I
21 don't know that we've talked enough about those
22 opportunities that exist for our students starting
23 this year with a different kind of opportunity for
24 concurrent credit.

25 SENATOR STURCH: Yes, ma'am. The Concurrent

1 Credit Challenge was based off of the Future Story
2 for the Southside Charter High School. So basically
3 it allows juniors and seniors then to start taking
4 concurrent classes at no cost to them. So we provide
5 extra scholarship money; schools would be able to
6 provide NSLA money or other partnership money through
7 the community to help those students out.

8 So if I could, can I get them to go back to that
9 sample schedule that you had? Yeah, right there. So
10 if you look at this, if we could get more young
11 people as far as in junior high used to the idea of
12 taking a higher rigorous course -- so if you look up
13 there, instead of taking a regular 7th grade math
14 they're actually trying to get the young man into a
15 pre-AP 8th grade math because he's already advancing,
16 he's already honed those skills. So, in my opinion,
17 if we could get more junior high kids to I guess get
18 access to pre-AP classes before they're in high
19 school -- they would either take AP classes or they'd
20 be able to take concurrent, or even both, depending
21 on what career path they wanted to go to. So to me
22 this kind of feeds into that pipeline, exactly what
23 Mr. Rich was saying, is that we're trying to meet
24 kids where they are. So those kids who are
25 struggling, they could also meet that need as far as

1 with an extra literacy course, with an extra math
2 course, or time to just meet for their needs. But on
3 the other end of the spectrum, those kids who are
4 really excelling this would meet them where they are
5 too and it would give them extra opportunity, in my
6 opinion, to get on that career path even further.
7 And so, to me it makes perfect sense as far as the
8 meeting the whole -- meeting the whole need of the
9 child and meeting them where they are. Because as he
10 said, many of these kids -- academics -- being well-
11 rounded is more than just the standards or more than
12 just what we have here on the gold schedule. Most of
13 those kids they're going to school for a basketball
14 course or basketball team or they're going to school
15 for choir or band or art or whatever it might be.
16 And I can make a very good argument because I've been
17 in those meetings where those fine arts are just as
18 important sometimes as those academics.

19 And so with that, I think that would be the
20 answer to your question, Ma'am.

21 CHAIRMAN PFEFFER: And even in the schedule
22 example before, the student who's going to be taking
23 courses in criminal justice --

24 SENATOR STURCH: Correct.

25 CHAIRMAN PFEFFER: So it's not even just the

1 traditional courses we think of with concurrent.

2 SENATOR STURCH: Yes, ma'am.

3 CHAIRMAN PFEFFER: So my Panel Members may have
4 already known that, but I get excited with the
5 opportunity to share that information because I think
6 sometimes we don't always talk about the
7 opportunities until it's a little bit late.

8 SENATOR STURCH: Ma'am, I appreciate it --

9 CHAIRMAN PFEFFER: Thank you.

10 SENATOR STURCH: -- because as a Legislator
11 sometimes it's nice to be told "thank you" once in a
12 while. We get plenty of calls the other way.

13 CHAIRMAN PFEFFER: Okay.

14 SENATOR STURCH: Thank you very much.

15 CHAIRMAN PFEFFER: Thank you for being here as
16 well.

17 Okay. All right. So we'll start with questions
18 and we'll go ahead and start down here with Mr.
19 Baldwin.

20 MR. BALDWIN: Mr. Rich, talk to us a little bit
21 about your cohorts and about your thoughts on how you
22 form cohorts and progress them through them.

23 SUPT. RICH: I'm going to let you speak to
24 someone a little bit more -- who can speak really
25 well.

1 MS. HUMPHREY: I'm Novella Humphrey. I'm the
2 Director of Curriculum and Federal Programs at
3 Southside School District. And when we looked in the
4 application and our cohort groups, our grade level
5 groups as they progressed, we saw some grade levels
6 were growing and some grade levels were at a
7 stalemate; they were not progressing. And so as we
8 really examined the data something stood out to us.
9 Number one, because of our growth as a district some
10 of those cohorts have grown over 35% in the last five
11 years. So we've taken a class of maybe 110 and now
12 they're 150, they're 160. So we've had tremendous
13 growth in the class size, which presents challenges
14 to us as students move into the district with unknown
15 levels and placements in those cohorts. So we want
16 to use our data, and we're doing a great job of that
17 at junior high this year, and really hone in on where
18 are they when they enter the first day of 7th grade
19 and how do we make sure they're high school ready.
20 And so those cohorts were all -- in the past they've
21 always been based on grade level placement and based
22 on age. And so now we want innovative flexibility to
23 look at where they are in academic ability and
24 placing that cohort -- do we need more; do we need
25 acceleration; are we right on track and we just need

1 to enrich so we can make really great choices at the
2 high school level.

3 MR. BALDWIN: Okay. Thank you.

4 CHAIRMAN PFEFFER: Dr. Kremers.

5 DR. KREMERS: How does the Impact Plan compare
6 to the Student Success Plan?

7 SUPT. RICH: I think the Impact Plan basically
8 looks at what our community wants and needs. Like
9 she said, we have 1200 stakeholders that told us what
10 they want education to look like in Independence
11 County. So we wanted to follow that, and the Student
12 Success Plan is exactly that. We're going to look at
13 each individual child, make sure that we get them
14 exactly what they need for them to be successful. So
15 we continue to hone in and I know it's kind of -- we
16 say it over and over, but their future story. We're
17 going to do whatever we can to make their future
18 story come true. We hope that they're able to do
19 that and stay locally. That's a big part of our plan
20 is to stay within Independence County -- and if not,
21 to give them all they need to have that unfair
22 advantage when they leave us and be successful.

23 CHAIRMAN PFEFFER: Dr. Williams.

24 DR. WILLIAMS: Just in layman's terms, connect
25 the dots for me from junior high to high school. You

1 already have a conversion charter for the high
2 school. So how does the conversion for the junior
3 high roll into that?

4 SUPT. RICH: We'll tag this. But one of the
5 most important things for junior high, we have
6 probably only 10 or 12 FTE's of our teachers who
7 actually just work in the junior high alone. The
8 other 20 or so are shared amongst our district. So
9 they're functioning one way at the high school, with
10 flexibility and ability to do a lot of different
11 things; now they have to come back to the junior high
12 and they're constrained, restricted, not able to
13 teach that particular subject area because the waiver
14 we may not have for grades 9-12 -- or for 7th and
15 8th.

16 DR. WILLIAMS: Okay.

17 MS. HUMPHREY: And then from an instructional
18 standpoint at high school we look at each student,
19 what is their future story, and we build that four-
20 year plan to meet that future story -- and sometimes
21 their future stories change along the way, and that's
22 okay. So in junior high we really want to give them
23 time to discover their future story and narrow those
24 choices. So we have the young man whose schedule is
25 still on the screen; he knows he wants something

1 maybe banking, maybe insurance, maybe data analysis.
2 So we build a potential four-year schedule for him
3 while he's in junior high and then we adapt that
4 along the way based on his successes -- or his change
5 of interest. We are 14- and 15-year olds. We do
6 change our mind. And so we really want to tightly
7 align so that if a student has a solid future story
8 they can take full advantage of the opportunities at
9 high school. And we can't be what we don't know, and
10 so we have to give them those exposures at junior
11 high to discover that future story career.

12 DR. WILLIAMS: Okay. A follow-up: you're
13 requesting the conversion charter, which as I listen
14 makes sense now.

15 MS. HUMPHREY: Yes.

16 DR. WILLIAMS: Where was the future story
17 beginning before the request for the charter school?

18 MS. HUMPHREY: The charter school -- about a
19 decade ago our high school principal, Roger Reed,
20 started asking students about their future story. He
21 learned that in a poverty training, some professional
22 development. And he would just say, "Where do you
23 want to be in 10 years? 10 years out of high school
24 what do you want in your life, 10 years out?" And
25 then, "How do we get there? How -- what's step one,

1 what's step two, what's step three?" I'll give you
2 an example: kids would say, "Well, I'm not going to
3 go to college. I just want to weld." They didn't
4 realize to be a certified welder in our area you
5 needed to attend UACCB, because that's where the
6 welding courses are in our community. So really to
7 help build that step-by-step -- and we didn't just
8 look at what job do you want, but what things in your
9 life do you want; do you want a family, do you want
10 to live locally. And so that started about a decade
11 ago and it's just spread.

12 DR. WILLIAMS: Okay. So you basically backward
13 map?

14 MS. HUMPHREY: We start with the end in mind and
15 --

16 DR. WILLIAMS: Okay. And work your way down?

17 MS. HUMPHREY: And work our way down.

18 DR. WILLIAMS: So now by this conversion charter
19 -- for the junior high now, does that allow the
20 Future Story now to start in the 7th grade, where
21 maybe before the conversion it's really starting in
22 the 9th grade?

23 MS. HUMPHREY: It was generally starting -- with
24 Student Success Plans it starts at the end of 8th
25 grade as they begin to build that four-year plan.

1 DR. WILLIAMS: Okay.

2 MS. HUMPHREY: So we're going to go into this at
3 the beginning of 6th grade -- what are those three to
4 five areas that you're really interested in so we can
5 build some opportunities for you throughout 7th and
6 8th grade to try it out, to look it over and see if
7 this is something I want to do.

8 DR. WILLIAMS: Okay. Good. Thank you.

9 CHAIRMAN PFEFFER: Mr. Rogers, any questions?

10 MR. ROGERS: No.

11 CHAIRMAN PFEFFER: Questions?

12 MR. WILSON: Dr. Williams' questions and their
13 answers were enlightening to me and I appreciate
14 that.

15 CHAIRMAN PFEFFER: Okay.

16 MR. WILSON: I don't have anything.

17 CHAIRMAN PFEFFER: Okay. Back down here, any
18 questions or comments?

19 DR. WILLIAMS: Comment, it just seems like it
20 makes sense.

21 CHAIRMAN PFEFFER: Okay.

22 Yeah. I would just say that I -- you know, I
23 don't know how many people are watching this, but
24 these are the kinds of applications that really I
25 think are exciting. They're well thought-out. The

1 flexibility that's being asked for is flexibility
2 that's needed in order to accomplish these goals, and
3 this district has already shown a success with their
4 high school students.

5 So I just -- I would hope more people would come
6 to you-all, talk to you-all about this process, and
7 look at how these ideas can be replicated throughout
8 the state. So it's pretty exciting to get to be here
9 with you.

10 DR. WILLIAMS: A quick follow-up for ADE: are we
11 missing anything? You know, I just noticed in the
12 application there were some questions asked and the
13 responses look like they were good responses. It
14 just really looks like a good application and a good
15 project overall. But are we missing anything?

16 MS. HYATT: Mary Claire Hyatt, Division of
17 Elementary and Secondary Education.

18 No. Southside worked I think really, really
19 well with the Charter Internal Review Committee and
20 with me. All of the waiver issues were resolved --
21 from the initial application were resolved prior to
22 today, and I think the same with any issues that were
23 identified by the Review Committee. So there's
24 nothing outstanding from anyone from the Division.

25 DR. WILLIAMS: Okay. Thank you.

1 CHAIRMAN PFEFFER: All right, Panel. If there
2 are any questions or discussions, or we can entertain
3 a motion?

4 MR. BALDWIN: I'd like to make a motion --
5 proudly make a motion. I live five miles north of
6 Southside and I've seen this for the past six years
7 work in the lives of children. And you're right,
8 this is very innovative. So I'm proud to make that
9 motion.

10 CHAIRMAN PFEFFER: Okay. I have a motion.

11 DR. WILLIAMS: Second.

12 CHAIRMAN PFEFFER: I have a motion and a second
13 to approve the application.

14 All -- any discussion?

15 All those in favor say "aye."

16 (UNANIMOUS CHORUS OF AYES)

17 CHAIRMAN PFEFFER: Any opposed?

18 Okay. Congratulations. It's unanimous.

19 And if you want to wait for just a few minutes
20 and we'll let the individual members give you some
21 feedback that you can take back and talk about. So,
22 thank you.

23 (A FEW MOMENTS OF SILENCE)

24 CHAIRMAN PFEFFER: Okay. We'll start with Mr.
25 Wilson for feedback.

1 MR. WILSON: I voted for the application. I
2 thought the proposal was well-done, well-considered,
3 and a logical extension of the success for the high
4 school charter.

5 CHAIRMAN PFEFFER: Okay. Ms. Newton.

6 MS. NEWTON: I voted for the motion. The
7 District has a complete and comprehensive proposal
8 and plan.

9 CHAIRMAN PFEFFER: Okay. Mr. Rogers.

10 MR. ROGERS: I voted for the motion. I didn't
11 have any concerns with the conversion charter.

12 CHAIRMAN PFEFFER: Dr. Williams.

13 DR. WILLIAMS: I support the motion. The
14 request aligns with what's happening in the high
15 school and also it allows students to learn about and
16 start moving toward real world opportunities.

17 CHAIRMAN PFEFFER: Okay. Dr. Kremers.

18 DR. KREMERS: I have no concerns. I voted for
19 the motion. I think it's a well thought-out plan and
20 provides the flexibility needed for an innovative
21 approach extending to grades 7 and 8.

22 CHAIRMAN PFEFFER: Mr. Baldwin.

23 MR. BALDWIN: Yes. I voted for the motion.
24 Very impactful and innovative program, an example of
25 what can be accomplished in education when we think

1 outside the box.

2 CHAIRMAN PFEFFER: Okay. Thank you all very
3 much and we appreciate you being here today.

4 B-2: HEARING FOR DISTRICT CONVERSION PUBLIC CHARTER SCHOOL
5 APPLICATION - ADVENTURE ONLIN ACADEMY

6 CHAIRMAN PFEFFER: Okay. We will move on to the
7 next item on our afternoon agenda which is for the
8 Adventure Online Academy.

9 MS. WEBB: Next on the agenda is the hearing for
10 the district conversion charter applicant, Adventure
11 Online Academy in the Waldron School District. The
12 applicant is requesting to serve students in grades K
13 through 12 with a maximum enrollment of 150 students.
14 Speakers for Adventure Online Academy include
15 Superintendent Daniel Fielding and Curriculum
16 Specialist Toni Dozier.

17 CHAIRMAN PFEFFER: So will everyone who's
18 speaking on this proposal please stand and raise your
19 right hand? Do you swear or affirm that the
20 testimony you give will be the truth, the whole
21 truth, and nothing but the truth?

22 SUPT. FIELDING: I do.

23 MS. DOZIER: I do.

24 CHAIRMAN OFEPPER: Okay. Thank you. And if
25 you'll state your name and title for the record, you

1 may begin.

2 SUPT. FIELDING: Yes, ma'am. My name is Daniel
3 Fielding; I'm superintendent of Waldron Schools.
4 Madam Chairman, thank you for giving us the
5 opportunity to speak. The rest of the Panel, thank
6 you very much for this opportunity as we present this
7 application to have Adventure Online Academy at
8 Waldron Schools.

9 And I would actually like to start off by
10 breaking with what I'd practiced to say how much I
11 enjoyed listening to the Southside presentation,
12 because a lot of the theme that was talked about
13 there was the idea and the notion of flexibility
14 which is in essence what we are asking for at Waldron
15 Public Schools.

16 As I said before, we are trying to get a charter
17 for a virtual academy. We've named it Adventure
18 Online Academy (or AOA for short). And just to kind
19 of give you a little bit of background, when we were
20 developing this presentation we really wanted to
21 touch on why we need this, how we need this, how
22 we're going to do this -- just kind of go through
23 that flow there. Although our students have changed
24 dramatically over the years, I think it's kind of
25 safe to say that education sometimes tends to remain

1 the same. And then I will say this: at Waldron
2 Public Schools we're very proud of the educational
3 program that we have at our school, we work very
4 hard, we have a great number of professional
5 teachers, we have wonderful students -- but we are
6 asking for some flexibility, and in just a few
7 minutes I'll be explaining why we are asking for such
8 flexibility.

9 But I will say that parents do tend to -- I'm
10 going to use -- I'm going to say home-school --
11 that's one of the examples I'm going to use is they
12 home-school for various reasons, and that's what I'm
13 going to touch on today. And as you've probably had
14 presented to you before, there are a lot of quality
15 aligned curriculums out there, but they're -- some of
16 them are very challenging and often -- sometimes
17 expensive for home-school students and parents to
18 find. And some of the requirements for on-site
19 delivery often fall to the parents who may not
20 necessarily be comfortable or familiar with an
21 instructional program like that. You know, we have a
22 number of students in our district that are being
23 home-schooled. We also have a number of students who
24 are in high school that are in line to graduate, to
25 get their high school diploma, and for whatever

1 reasons -- it could be because of work, difficulties
2 at school, issues at home, just a desire to not come
3 to the public school anymore -- there are a variety
4 of reasons why we -- and I know that Waldron is
5 probably not dissimilar than a lot of places -- are
6 bleeding students. And that's kind of a tough pill
7 to swallow for us, especially -- you know, at our
8 school district we're trying to reach all students.
9 When I took this job as a superintendent I kind of
10 made that oath to the board that I would be doing
11 everything that I could to reach all the students
12 within our community. And I believe that there is a
13 population that we simply aren't reaching, which is
14 why I'm here requesting this online -- the virtual
15 school application.

16 Just to give you a little bit of background
17 about Scott County, we're on the far western side of
18 Arkansas; we're almost to the Oklahoma border. Scott
19 County has got an area of 892 square miles. Now
20 unlike a lot of school districts Scott County is one
21 school district. So we're very -- we're a large
22 county but in that county there's only one school
23 district, and so we have a number of our students
24 that travel great distances. And, you know, I don't
25 have the exact numbers now because I think that has

1 changed, but at one time Scott County had the longest
2 square mileage bus route in the state of Arkansas. I
3 think we're number two now. And so we have a very
4 large square mileage that we go and pick students up,
5 which presents a challenge. But I'm not here today
6 to talk about challenges; I'm talking -- I'm here to
7 talk about future solutions.

8 And so this is one of the things that we're
9 trying to do today is to talk about how we can reach
10 these students. As you also can see, Waldron School
11 District is -- we're a poverty community; Scott
12 County is a high-poverty county. I saw some
13 statistics in our application as we were putting it
14 together that kind of -- and it even kind of
15 surprised me. I think we have 10% of our population
16 has a bachelor's degree within our county, you know,
17 and if -- with a population of about 11,000, if you
18 took out the -- some -- the almost -- I'm sorry, I'm
19 not clicking -- sorry -- yes, sorry about that. If
20 you took out the approximately 200 certified staff
21 that we have, we may be down to 6% or 7% with our
22 county. So it does present quite a challenge to us.
23 We are currently close to breeching the 90% free-and-
24 reduced population. I know this because our
25 elementary school, which typically tends to be your

1 population that gets your highest number of free-and-
2 reduced lunches, we're close to 90%. And so we know
3 that that need is great in our county and it's
4 growing and -- but, again, we're looking for things
5 to help enhance our county. And with those long
6 distances that we face we often face a lot of
7 attendance issues. We fight that tooth-and-nail. I
8 think my administrators probably get very sick of
9 calling and asking where they are, but we just know
10 that being in your chair is the key to learning. And
11 I've got a big bulletin board -- a big huge billboard
12 right outside our central office and we decided that
13 we wanted just a simple statement this year, and it
14 says, "10% of school days missed in a year can lead
15 to reduction in learning." Just a simple statement,
16 but we wanted everybody that drove down 71 South to
17 know that we want your child there, we want your
18 child present. But this is just kind of a classic I
19 would say Ruby Payne mindset. I know you're probably
20 all familiar with some of Ruby Payne's work. But I
21 truly feel in my heart that the only way to
22 consistently overcome poverty or poverty mindset is
23 through education, and that's what we're trying to do
24 here.

25 Based on knowledge of our population and

1 demographics in our county, I do believe that there
2 is an alarming number of students who home-school or
3 simply stop coming to school that are receiving no --
4 little to no education. And I want to try to kind of
5 back that up a little bit with just kind of factual
6 evidence that's with our county is that -- unlike a
7 lot of counties Scott County does not have any type
8 of home-school consortium. I know that in a lot of
9 counties there is a -- there's kind of like a school
10 within a school for home-school students, and so --
11 but there is no consortium that we're aware of within
12 our county. We have -- the county just to our south
13 has a consortium, and so we have a few things for
14 students that are involved in that. But a lot of the
15 students that we have simply, for lack of a better
16 term, disappear, and I have trouble living with that.

17 Occasionally we have students that return to us,
18 former students that elected to go to home-school and
19 return to public school. Now I've been at this
20 school district for 17 years, and I was really trying
21 to think back to any of the students that we've had
22 that have come back to us from home-school and I
23 could actually only think of one student that came
24 back to us, to the public school that was either on
25 grade level or above it. Now this particular student

1 was the exception to the rule; he was a brilliant
2 young man and he basically knew just about everything
3 that we were teaching him before we taught it. But
4 the fact of the matter is a lot of them come back to
5 us and have regressed substantially. And, again,
6 we're in the education business and we're trying to
7 get them ready for college and career.

8 And so I said all that to say this is that we
9 seem to have a certain population of students that
10 are just simply falling through the cracks. And so
11 I'd like to present to you what we're looking for
12 with our AOA program.

13 In developing a vision we wanted it to just kind
14 of be simple. We wanted it to be simple, but I think
15 this is simple but robust. We've got two key
16 components: to provide a rich and rigorous curricular
17 program for students and families who are seeking an
18 alternative to a traditional school setting. Just a
19 simple one-sentence statement about what our vision
20 is. And a second part of that vision is to utilize
21 this AOA program as sort of a bridge between the
22 home-school community and the public schools. Again,
23 I do believe that there are some home-school programs
24 that are very good; there are some home-school
25 programs that are -- that can be very effective.

1 There are some students -- my daughter-in-law being
2 one of them -- never came to a public school but she
3 is a very educated, well-rounded young lady. But,
4 again, I think that there are so many of them that
5 they're -- that are unable to get this for whatever
6 reason, and that's why I'm trying to establish this.

7 This next slide kind of touches on just how we
8 plan to bridge that gap, the actual kind of meat and
9 potatoes so-to-speak for how we're going to bridge
10 that gap between them. Waldron Public Schools -- we
11 currently maintain a curriculum known as Edgenuity.
12 You may have heard of it before. There are some
13 other schools that use it, including us. We use it
14 for a credit recovery program. But this program has
15 basically all of the components needed to do a K-12
16 online program and we've been in many discussions
17 with them and working with them. There are other
18 educational programs out there. This is one that we
19 have used at Waldron with a lot of success in helping
20 students pass courses. This program is a K-12
21 instructional program which is completely online; it
22 has built-in video recorded lessons, and it's
23 presented by a licensed teacher -- an Arkansas
24 licensed teacher -- because that was -- when we were
25 trying to research all the information that we could

1 and gather everything we could about this program we
2 visited Van Buren. Van Buren has a fabulous online
3 educational academy. I know that they -- it's -- I
4 think they're about three years old. And we went and
5 visited with them and asked them lots of questions,
6 spent about two or three hours with them just kind of
7 picking their brain and asking things about, you
8 know, what are some pitfalls that you ran into, help
9 us to avoid those things. And so we were able to
10 gain a lot of knowledge from them.

11 Students can work through these lessons or
12 courses at any time day or night, which I think is a
13 part of that flexibility that we're asking for is to
14 give these students that opportunity to still seek
15 their education if, for whatever reason, they are not
16 coming to public school. And these students are
17 still required to maintain certain percentages, as
18 I've got up here, for mastery course passage.

19 This Edgenuity program, if you're not familiar
20 with it, provides a daily percentage of how much of
21 the course is being completed. So it also gives the
22 overseers the opportunity to see if a student is
23 having trouble with a course, it lets us know how
24 much of the course is being completed, and we can
25 gauge that by how much time is left in a semester

1 when we make our calls and we make our visits to try
2 to help these students along.

3 Further student benefits is that a student will
4 be enrolled as a Waldron Public School student. And,
5 again, something that I really enjoyed hearing from
6 the presenters from Southside was that we too feel
7 like it's very important that there be that
8 opportunity for students to be involved in fine arts
9 -- band, music, athletics -- that there still be an
10 opportunity for them to do that. And this program
11 would, as I said before, kind of bridge that gap and
12 help these students to still feel like they can be a
13 part of the Waldron Public School System, even if
14 it's not in the brick-and-mortar building. It still
15 gives them the opportunity to pursue some of their
16 passions. Because as the Senator said, a lot of
17 these students that come to our schools are here
18 because they want to be in band or they want to be in
19 choir. I don't think that's any different even with
20 a student that's at home, is that there is still I
21 think that desire for music or for activities and
22 things like that, and we want to try to provide that
23 to them. It's to allow them to do those
24 extracurricular activities -- sports, band, cheer,
25 agri -- or students may choose to never set foot on

1 campus. You know, the only time that we do feel like
2 they would have to be on campus, if they so chose to,
3 would be to meet the requirements for all state-level
4 testing, such as the ACT and ACT Aspire and things
5 like that.

6 We do have designated staff members that we have
7 -- one of whom would like to have been here today,
8 but she had a family emergency literally last night.
9 And so we would have loved to have had her here, but
10 she is going to be a part of this also. But we have
11 designated staff that will -- and contact personnel
12 that will be available to help the students and the
13 families.

14 And the school benefit -- there is a school
15 benefit. Again, I want to be honest and transparent
16 about this is that we are a community that is
17 shrinking. You know, we just recently lost our Wal-
18 Mart. We have a lot of students that have moved
19 away, but we still have a lot left; we still have a
20 lot of students. And what we want to do is we want
21 to design a program that can spark interest in our
22 community again. You know, obviously this is
23 something where we would like to reach all the
24 students and they would be Waldron Public School
25 students. So as I've got noted up there, each

1 student would be enrolled as a public school student
2 and would count toward our student count, which then
3 in turn helps with foundation funding with the
4 Department of Education. But I will say that
5 finances were not, however, the primary motivation
6 for this program. I won't lie to you and tell you
7 that it's not nice, but our main goal is to reach all
8 students in Scott County. We think that this program
9 will better serve Waldron School students, both home
10 and in the brick-and-mortar building.

11 As far as our staffing and other services go,
12 the AOA's educational delivery is going to be fully
13 digital. We offer -- this Edgenuity program offers
14 tutoring services, special education modifications,
15 ELL; they're all built into this program. There
16 will, however, be an on-site location which we felt
17 was very important. In the event that a student or
18 their family needed something that required one-on-
19 one assistance, we do have a space available in our
20 central office where they can come and seek help.

21 As I said before, all the students will
22 participate in all state testing. And as I've got
23 noted up here, this may be the only time that they
24 actually have to come to the school to take tests and
25 all arrangements can be made on kind of a case-by-

1 case basis there.

2 The Edgenuity program also has built-in labs.
3 That's one of the questions that I would like to make
4 sure that this Panel knows, that we have the labs,
5 which is sometimes something that the programs
6 struggle to have in their system. So they can come
7 to the building to participate in the labs or they
8 can just do the labs outside the Edgenuity program.

9 And this is a list of our staffing. My name is
10 up here first as superintendent of the schools, but
11 just kind of a list of my credentials: I have a
12 bachelor's degree in Science, master's degree in
13 Educational Leadership; I'm a graduate of the ESL
14 Academy, and I'm a graduate of the Arkansas Master
15 Principal Program at the Arkansas Leadership Academy.

16 I also have with me Ms. Toni Dozier, and she
17 will be our administrative director -- kind of our
18 administrator over this program. She has a pre-K
19 through 6 certification, a bachelor's in Science,
20 Middle Level Technology endorsement, and she has a
21 master's degree in Educational Leadership with the
22 Curriculum Endorsement. And we also have a lady
23 named Melissa Brewer; she serves as our high school
24 counselor currently. She has a bachelor's in Special
25 Education in K-12, and then a master's in School

1 Counseling and Leadership. So we tried to cover all
2 of the areas that we might -- all the bases that we
3 might need to cover in this program with the staff
4 that you see before you.

5 And I have a video from State Senator Terry Rice
6 that I would like for you to watch at this time.

7 MR. WILSON: I'd love to see it.

8 CHAIRMAN PFEFFER: Dan may need to -- can you
9 play that?

10 MR. DAN DAVIS: Yes.

11 CHAIRMAN PFEFFER: Okay. He's going to take
12 care of that for you.

13 SUPT. FIELDING: Okay. Thank you.

14 VIDEO SHOWN (TRANSCRIBED AS FOLLOWS):

15 SENATOR RICE: Hello. This is Terry Rice, State
16 Senator from District 9, and talking about the
17 Waldron School District in Scott County has applied
18 for the district conversion charter, Adventure Online
19 Academy. And I just want to say I've talked to
20 Superintendent Daniel Fielding about this and I fully
21 support it. We want to reach students that are much
22 in need and that are not fitting the traditional way
23 that I was grown up with and -- had grown up with.
24 And I want to reach all the children we can in the
25 timeline that we're able to. So anything I can do in

1 support of this I would be happy to.

2 [END OF VIDEO]

3 SUPT. FIELDING: That's my presentation. I
4 appreciate your time and consideration in this
5 matter. And if you have any questions, let's ask.

6 CHAIRMAN PFEFFER: All right.

7 Ms. Hyatt, is there anyone else to speak?

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

9 CHAIRMAN PFEFFER: Okay. Well, if you're ready
10 for questions we will go ahead and get started with
11 that part. We'll start down here.

12 MR. WILSON: I can't help but observe that Terry
13 Rice is the son of my colleague; I've known Bud Rice
14 a long, long time. And tell Terry, if you're
15 successful, his video didn't have anything to do with
16 it.

17 [LAUGHTER]

18 MR. WILSON: You mentioned the pretty large and
19 rural nature of Scott County. How can the kids that
20 -- students that are using online services, how can
21 they get access to the signal on the internet? How
22 do you plan to handle that?

23 SUPT. FIELDING: Yes, sir. Thank you for the
24 question. We've actually tried to time this well.
25 Now I'll give you a little bit of a statistic. We've

1 researched this and there's approximately 53% of the
2 citizens in our county have purchased broadband.
3 Okay. So if you really think about it, that's kind
4 of a -- what I would consider to be a low number. I
5 mean it's just slightly over half. And so when we
6 were considering how we were going to do this, the
7 school district was going to offer if a student
8 needed one or requested one a Chromebook, which we're
9 a one-to-one high school. We were also going to
10 offer them a hotspot, if needed, out in the county.
11 Now, you know, there are a lot of our students that
12 -- if you're familiar with Scott County, we have a
13 population within our town of about 4,000; the county
14 population is 11,000 -- and so spread out over the
15 county is a large number of people. Now in the town
16 there's good internet service. I mean it comes and
17 it goes out just like every other place, but we have
18 access to it. There is also a -- our local electric
19 company, Arkansas Valley Electric, is currently doing
20 a program where they are burying a fiber-optic line
21 in an effort to offer internet service to every
22 citizen in Scott County. Now it's still about a year
23 out, we're being told, but they're currently working
24 on getting it in place. And so we feel like that's
25 just something that's going to further enhance and

1 give the citizens of our county an opportunity to
2 receive these online services. But in the meantime,
3 we were still going to offer them -- we're going to
4 offer them a Chromebook, no matter what. But if you
5 live out in the county and you have no way of getting
6 internet service we're going to offer you a hotspot
7 to use there.

8 MR. WILSON: How do you grow a hotspot? How do
9 you plan on -- how does it work, is the question.

10 SUPT. FIELDING: Well, a hotspot -- you can
11 actually kind of even use it on your phone. It's a
12 -- you know, our phones -- we may not have like WiFi
13 where we're at; you know, we may not be able to use
14 WiFi. But you can even turn on a hotspot with your
15 phone so that you can use internet access through
16 like a phone or a device. These are just like a
17 little box that you use.

18 MR. WILSON: I'd better quit asking questions.
19 I'm past my level of incompetence here.

20 CHAIRMAN PFEFFER: Okay. Ms. Newton.

21 MS. NEWTON: What is the census of the district?

22 SUPT. FIELDING: I'm sorry; what?

23 MS. NEWTON: What's your district's census, the
24 number of students that you currently have?

25 SUPT. FIELDING: Currently, our actual number is

1 1404 as of our October 1 count. That's down 31
2 students from the previous year.

3 Actually, what I did -- when I took over as
4 superintendent one of the things that I did was I
5 went back and looked as far back as I could go to
6 determine what was our student population, and I just
7 went back to when I started as an administrator. And
8 when I went back and looked the number that I could
9 come up with -- the best number I could come up with
10 was 1781. And so, you know, we've lost approximately
11 350 or so students in the past, you know, 12 to 15
12 years. But again, I'm trying to look at this -- I'm
13 looking at this on the positive side, is, yes, that's
14 a problem; yes, that is a funding -- you know, is a
15 funding issue. You have to make provisions according
16 to that. But the reason why we are trying to do this
17 is it's not financial. But again, I'm not going to
18 lie to you and tell you that it's not good to try to
19 increase your student numbers. But we do have a
20 population of students that go to home-school and we
21 just can't -- we don't know where they're at. But
22 when you see those students around town I cannot help
23 but wonder -- you know, they haven't left Scott
24 County and yet, we are not -- they're not coming to
25 Waldron Public Schools. Honestly, it is my hope that

1 if we have a student that's successful in this
2 program maybe they will also consider, "hey, I want
3 to come up and I want to do welding in the agri shop;
4 I really enjoy doing that;" "I want to come to the
5 auto mechanic shop;" "I want to come up and work --
6 play in the band or be a part of the choir, but I'm
7 also a student that doesn't come to the traditional
8 school." And that kind of goes back to that bridging
9 the gap piece that I was talking about earlier, which
10 is simply a net. You know, we have the traditional
11 students that are going to come to seven or eight
12 periods a day; they're going to participate in all of
13 -- everything; they're going to graduate with a
14 diploma. Then you have everything in between. What
15 we're trying to do at Waldron Schools is we're trying
16 to provide a way to catch everyone, from the student
17 that's -- I'm just going to say easy to educate to
18 the student that's difficult to educate. Because
19 they're all going to be in this world; they're all
20 going to be working; and we're all -- we want them
21 all to be productive citizens. And just like what
22 the Southside folks said, we would really love for
23 them to be able to stay in Scott County and help for
24 us to begin to grow our population.

25 MS. NEWTON: What other towns -- I'm not

1 familiar with Scott County. What other towns are
2 there?

3 SUPT. FIELDING: We're about 45 miles south of
4 Fort Smith. That's probably the best way that I can
5 describe. We're straight south of them on Highway 71
6 South, in between Mena and Fort Smith.

7 MS. NEWTON: Okay.

8 CHAIRMAN PFEFFER: Mr. Fielding, can you talk to
9 me a little bit about the teachers of the online
10 courses? Who will be the teacher-of-record for those
11 and how are you -- what does that relationship look
12 like between those teachers-of-record and the
13 students?

14 SUPT. FIELDING: When we talked with Van Buren,
15 one of the things that we learned -- and I will say
16 this, even in the time that we submitted this
17 proposal to you guys we've learned some things since
18 then. One of the things that we learned from
19 speaking with Van Buren is that each one of the
20 teachers that are listed as an online teacher through
21 the Edgenuity program we have to list -- we list as a
22 teacher-of-record. And so whoever that teacher is
23 through the Edgenuity program, whoever it may be, if
24 they teach math we list them in our system as the
25 teacher-of-record. Does that make sense?

1 CHAIRMAN PFEFFER: Uh-huh.

2 SUPT. FIELDING: Does that answer your question?

3 CHAIRMAN PFEFFER: Yes.

4 SUPT. FIELDING: Okay.

5 CHAIRMAN PFEFFER: And I wanted to kind of see
6 what you were looking at. And then, so I was going
7 to go back to look at your success measures and I
8 can't find them immediately. But can you just
9 describe again how -- what you're going to be looking
10 at as those success measures? Because this will be
11 K-12; correct?

12 SUPT. FIELDING: Yes, ma'am.

13 CHAIRMAN PFEFFER: Okay.

14 SUPT. FIELDING: Yes, ma'am. Well, and I may
15 have Ms. Toni Dozier speak on that.

16 MS. DOZIER: I'm Toni Dozier; I'm the District
17 Instructional Improvement Administrator.

18 And part of our goals -- we kind of had math,
19 reading, social studies -- or no social studies --
20 science 60% of our students would be ready or
21 exceeding. But we've kind of looked at that since
22 the time and we think that maybe trying to make sure
23 our students are at the state average might be a
24 better -- you know, a better goal for us to start
25 with. On our goals we put that we were going to kind

1 of look at the first three years and kind of get a
2 plan so that we could, you know, move our students
3 up. But, you know, we would like to be at the state
4 average. We would like for our students in Scott
5 County to be at the state average.

6 CHAIRMAN PFEFFER: Okay.

7 SUPT. FIELDING: I would also like to say that
8 just making sure that we're passing -- you know,
9 passing these courses and staying current on things,
10 you know. You know, I personally think that that
11 sometimes is part of what leads to a successful
12 person is sticking it out. You know, I always called
13 it -- it's a slang term, but stick-with-it-ness. You
14 know, that's something that we picked up when we
15 talked with Van Buren was -- I think they're running
16 a 99% passage rate, which is phenomenal to me. And I
17 asked them why, because that was what really peaked
18 my interest, was, "How are you doing this?" And they
19 said, "Well, we stay in a lot of like constant
20 contact with them, communication." And so, you know,
21 I think that that is a goal too is for us to continue
22 to work together. Because for whatever reason there
23 is a divide between families and students that are
24 not enrolled in public schools and students that are.
25 And I think that, again -- I know I sound like a

1 broken record, but that bridging the gap process
2 starts with communication also. And having some
3 success in passing these courses and moving on to the
4 next one you get to the point where they say, "Okay,
5 you know, I really got this now."

6 CHAIRMAN PFEFFER: Okay. Dr. Williams?

7 DR. WILLIAMS: Mr. Wilson took my questions.

8 CHAIRMAN PFEFFER: Okay. Thank you. I think
9 y'all traded off then; he did that a while ago.

10 All right. Dr. Kremers.

11 DR. KREMERS: Looking at the Career and
12 Technical Education, the nine units, you list -- it
13 looks like you have programs of study at Waldron High
14 School. I'm assuming you've got ag facts and
15 business and STEM?

16 SUPT. FIELDING: Yes, ma'am.

17 DR. KREMERS: Okay. And so the option that you
18 speak of, the automotive lab, that would be where the
19 online student would have to then come to the campus
20 to have that hands-on experience for that portion?
21 Or do you also plan to have an online option for the
22 lab components also?

23 SUPT. FIELDING: The labs that they speak of --
24 and Ms. Dozier may have to step up here and say this
25 again, but I'm going to try to answer this best I can

1 -- is the labs that we -- that are currently through
2 Edgenuity are kind of the standard labs that we use.
3 Now one of the things that Ms. Dozier and I have
4 talked about is the one course that Waldron Schools
5 would have to create is the computer course, the
6 computer programming course in the middle school.
7 That's something -- and we've been in contact with
8 the Edgenuity folks about some of the -- there are a
9 few programs that they're going to have to maybe add
10 and modify. You know, in high school there's a --
11 there's not any -- there's not an economics class in
12 the Edgenuity program, but they have assured us that
13 that is a simple matter to overcome. As far as the
14 labs go, yes, there would be lab opportunities for
15 them to come up to the school, if they so chose. But
16 as far as lab opportunities that are a part of the
17 curriculum -- like science, for example, physical
18 science -- those are built into the Edgenuity
19 program. But again we want to extend that olive
20 branch to these students and say, "Hey, come on up.
21 Come up and come to this lab. We're going to have it
22 on Tuesday. Come up and be a part of this. Get to
23 know some people." And so, you know, that would be a
24 best-case scenario. But we want to have it designed
25 for either way.

1 DR. KREMERS: Uh-huh.

2 SUPT. FIELDING: Okay.

3 DR. KREMERS: And maybe to go into a little more
4 detail, so if I'm taking family consumer sciences and
5 it's food science and we're -- you know, are the
6 students doing things at home? Does the video guide
7 them through that?

8 MS. DOZIER: I think there's a mixture. There
9 are -- you know, they would include things that would
10 -- the student would have at home already. If they
11 were cooking, it would be something that they would
12 have at home already. But there are also videos;
13 they put that in there. Or like in a science
14 experiment, if you needed a microscope they have that
15 online that the kids can view. So they can -- or
16 they could come to our school and use the microscopes
17 there, so --

18 DR. KREMERS: Okay. Thank you.

19 SUPT. FIELDING: I would also say too that one
20 of the things that they did talk about was when they
21 do the labs, if it's a lab at home that they
22 indicated that they would -- that the attempt would
23 be for it to be things that they already had at home,
24 things that they could do, you know, which, of course
25 -- you know, it kind of goes back to that Wal-Mart

1 philosophy: it needs to be able to be purchased at
2 Wal-Mart, you know.

3 DR. KREMERS: Okay. Will you offer
4 certifications to students that might be in those
5 courses? Would that be an option available?

6 MS. DOZIER: Yes. And we do that at our high
7 school also. The Google certifications, we would
8 certainly offer those to any students, any that we're
9 familiar with, or we would find something for them if
10 we need to. We really want to make sure that we're
11 meeting the needs of all of our students.

12 DR. KREMERS: Okay. Thank you.

13 CHAIRMAN PFEFFER: Any questions?

14 MR. BALDWIN: I may know the answer to this, but
15 I'm going to ask it anyway. The Edgenuity
16 curriculum, is that state -- is that an approved
17 curriculum? I guess it would be or they wouldn't be
18 --

19 SUPT. FIELDING: Yes, sir.

20 MR. BALDWIN: Okay.

21 SUPT. FIELDING: It sure is.

22 MR. BALDWIN: If I'm a student and I'm following
23 the online courses, and I may have questions and I
24 just can't get past where I am, how do I get help,
25 real-life help?

1 SUPT. FIELDING: Well, what we're trying to do
2 is we've tried to set up a network. And during the
3 presentation I wanted to make sure I point out that
4 we do have an onsite place for students to come and
5 get help. But one of the things that we talked about
6 -- like with the high school principal, for example,
7 we -- she -- of course, everyone is onboard with this
8 and knows what we're doing with this. But in the
9 event that -- say upper level math, if it's an upper
10 level math question and the student simply can't find
11 the answer to it that someone has got to be available
12 to be able to answer that question. So that's where
13 that cooperation with our higher level math teachers
14 comes into play. And they're already -- they've
15 already been briefed on the fact that there would be
16 some occasions when a student may ask these
17 questions. We're also looking to try to build sort
18 of a library of online resources. Because, you know,
19 I'll just use with my own children -- Khan Academy
20 was an excellent site that could be used in helping
21 with math problems. Because a lot of these students,
22 you know, they're digitally minded; they've -- they
23 were born with a cell phone in their hand or computer
24 in their hand, and so they're very comfortable with
25 not only manipulating it that way but finding their

1 information that way. But we want to be able to
2 cover both bases. If a student chooses to find it
3 that way, that's excellent; if a family member or the
4 student wishes to come up to an onsite location or
5 seek the help from one of us, we just kind of have
6 this network of people that we're going to cooperate
7 with.

8 MR. BALDWIN: So would the student have to drive
9 in to the office, to the physical site, or could they
10 -- is there a phone number to call? Would they be
11 able to reach out by phone?

12 MS. DOZIER: Yes, we will have a phone number
13 and Edgenuity also has an online tutor. If the kids
14 need help with something, that could be their first
15 -- you know, first place to go. And then they even
16 have problems that are worked on white boards. So
17 they have a lot of built-in tutoring options. But if
18 the students need tutoring -- I know Van Buren has a
19 tutoring day, like on Thursday, for any kid who wants
20 to come in and have tutoring. So we'll be looking at
21 something like that. Or if the kids or parents want
22 to call in to us we can tutor or give the kids
23 whatever they need. We really want to build that
24 safety-net to help them succeed.

25 CHAIRMAN PFEFFER: Okay. Panel, do we have any

1 more questions for the applicant?

2 Okay. I was going to check with Ms. Hyatt to
3 see if there are any remaining issues with the
4 application or the legal review.

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

6 There's only one. So most of the services,
7 guidance counseling, school nursing, it says they're
8 going to provide at their -- with their -- through
9 their regular district. On the school nursing and
10 library media waivers, which is number seven on the
11 legal review, if you're following along, they
12 requested three statutes and two standards and a
13 rule. They repealed the request for the standards
14 and the rule citing that they would be providing
15 those services online -- I mean, not online, through
16 their traditional district. But they didn't repeal
17 their request for the statutes. And so I either need
18 them to repeal that request along with the others or
19 to explain how they're -- they might need those
20 standards -- or need the statute, so --

21 MS. DOZIER: Yes, we would like to repeal that.
22 We will not need that for media services and library.

23 MS. HYATT: And the statute for school nursing?

24 MS. DOZIER: Yes, also the statute for school
25 nursing.

1 CHAIRMAN PFEFFER: Okay. All right. That got
2 it?

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

4 CHAIRMAN PFEFFER: All right. So, Panel, if
5 there aren't any questions or discussion we can
6 entertain a motion.

7 MR. WILSON: I move the approval of the
8 application, Madam Chairman.

9 MS. NEWTON: Second.

10 CHAIRMAN PFEFFER: Okay. I have a motion to
11 approve and a second.

12 All those in favor say "aye."

13 (UNANIMOUS CHORUS OF AYES)

14 CHAIRMAN PFEFFER: Any opposed?

15 All right. Congratulations.

16 SUPT. FIELDING: Thank you very much.

17 CHAIRMAN PFEFFER: It's been approved. And we
18 will record our comments and provide you some
19 feedback.

20 (A FEW MOMENTS OF SILENCE)

21 CHAIRMAN PFEFFER: And I'm going to just
22 summarize because most used the same -- the same
23 supporting of the motion to re-engage your students
24 and having developed a comprehensive plan.

25 So thank you and good luck. And we can't wait

1 to see what happens in your school district.

2 SUPT. FIELDING: Yes, ma'am. Thank you very
3 much.

4 CHAIRMAN PFEFFER: Okay. All right.

5 B-3: HEARING FOR DISTRICT CONVERSION PUBLIC CHARTER SCHOOL
6 APPLICATION - CENTERPOINT ACADEMY OF AGRICULTURE AND SKILLED
7 TRADES

8 CHAIRMAN PFEFFER: Okay. We'll go ahead and
9 move on with our next item and that will be for
10 Centerpoint Academy. Ms. Webb, you're recognized.

11 MS. WEBB: The Centerpoint Academy of
12 Agriculture and Skilled Trades is a proposed district
13 conversion public charter school in the Centerpoint
14 School District. The applicant is requesting to
15 serve students in grades 11 and 12 with a maximum
16 enrollment of 75 students.

17 Speakers here from Centerpoint include the
18 superintendent, Dan Breshears; principal -- high
19 school principal, Dr. Nick Mounts; director of
20 Curriculum, Tonya Harrison; and agriculture teachers
21 Jerry Fendley, Billy Minton, and Marcus Crawley.

22 CHAIRMAN PFEFFER: All right. So if everyone
23 who's going to be speaking on this application can
24 raise your right hand and be sworn in. Do you swear
25 or affirm that the testimony you give will be the

1 truth, the whole truth, and nothing but the truth?

2 (ALL SPEAKERS ANSWERED AFFIRMATIVELY)

3 CHAIRMAN PFEFFER: Thank you very much.

4 And we are ready for you to begin your
5 presentation. You'll have 20 minutes -- up to 20
6 minutes for the presentation. And if there will be
7 multiple people you can just come up to the mic as
8 you're ready and if you'll state your name and
9 position for the record you'll be recognized.

10 Wait, hang on just a moment. We can --

11 MR. DAN DAVIS: I just wanted to apologize.
12 Whenever I converted it back for the PowerPoint from
13 the media, it looks like it's jumbled up there, on
14 the slide there.

15 CHAIRMAN PFEFFER: Oh, okay.

16 MR. DAN DAVIS: On the pdf it does not look like
17 that. So that was me, not them.

18 CHAIRMAN PFEFFER: Thank you for updating us.
19 And Ms. Newton had gotten really worried there, and
20 so --

21 Okay. Well, hopefully the rest of it will look
22 okay. And if we need to make copies and give paper
23 copies we can, but -- and we may have it online. Is
24 that correct?

25 MR. DAN DAVIS: Yes.

1 CHAIRMAN PFEFFER: Okay. All right. We're
2 ready when you are.

3 SUPT. BRESHEARS: Good afternoon, Dr. Pfeffer.
4 I appreciate you and the Panel listening to us this
5 afternoon and sharing the vision we have for the
6 Centerpoint Academy of Agriculture and Skilled
7 Trades.

8 I know Secretary Key has said I think on more
9 than one occasion that we're no longer focused on
10 college or career ready; it's just career ready. You
11 know, some kids are going to go to college to have
12 that career, and some aren't, and we do a good job
13 with our higher students in the Centerpoint School
14 District preparing them for that. But we also serve
15 another population. I think we're very well-known,
16 as Dr. Mounts is going to point out, for our
17 agricultural studies, our agri students.

18 We're a very rural school district in western
19 Arkansas, and we've got a lot of farm families out
20 there. A lot of our students thrive and even lead
21 when they go down to the meats lab or out to the
22 farm, whereas as a junior or senior they may not be
23 too jazzed on Shakespeare -- and they frankly aren't
24 going to be in the next 12 to 24 months before they
25 step out and begin citizens in our community, and

1 taxpayers.

2 So the nature of that community and those kids
3 that have come up in those families has led us to
4 want to create a school -- a special place, a school
5 to focus on these career and technical skills.
6 Again, our rural location prevents us from taking
7 kids to career centers; so we want to bring the
8 career center to the kids and to the community, and
9 that's why -- that's where the vision started. And
10 Dr. Mounts has worked very tirelessly and very hard
11 and this is his vision and I appreciate the work he's
12 done, along with the ag. guys.

13 And at this time I'm going to go ahead and turn
14 it over to Dr. Mounts. Thank you.

15 DR. MOUNTS: Yes. Thank you, Panel. Nick
16 Mounts, Centerpoint High School principal.

17 Like Mr. Breshears said, our goal is to develop
18 a charter school that's focused on agriculture and
19 skilled trades because that is who we are and that's
20 what we do. I feel like we do it very well. If
21 you've heard of Centerpoint, the Centerpoint School
22 District, Centerpoint High School at all, you've
23 probably heard about our agricultural program in some
24 regards.

25 This vision actually started back in 2017. One

1 of the agri teachers and I, Mr. Fendley, we traveled
2 to -- all the way to Minnesota to see their
3 agriculture high school there in Vadnais Heights,
4 Minnesota. What we saw was pretty impressive. We
5 both left thinking that we could do that -- we could
6 do that even better than what they had done. We also
7 visited Pea Ridge High School and their Pea Ridge
8 Manufacturing and Business Academy twice, with two
9 different groups of teachers. And we came away from
10 that thinking the same thing: that we can apply this,
11 we can take those ideas, then we can make them our
12 own.

13 Our college-going numbers -- we survey our
14 students, our outgoing students, like every school
15 does. About 80% of our graduates indicate to us that
16 they are planning to attend a post-secondary
17 education in some regard, in some way. About 85% of
18 those students do. But in two years though, only
19 about 60% of those students are still in some sort of
20 post-secondary training. What we have realized --
21 what the data tells us is that we're getting them
22 there. We're doing a very good job of preparing our
23 students for a four-year college, for a four-year
24 university to go on to be accountants, to be doctors,
25 to be lawyers, whatever it may be. What we're not

1 doing a very good job of right now, that we can
2 certainly improve upon, are those skilled trade
3 laborers, those agriculture focused careers that we
4 can send our students to that Pike County -- where we
5 are, in extreme southwest Arkansas, Pike County is
6 made up of those kinds of people. For every lawyer
7 we have -- I would say we have 10 or 20 farmers, and
8 it doesn't make sense to prepare everyone to go to a
9 four-year college or university.

10 What you see on the screen right now is -- those
11 are two pictures from our meats lab. What that is,
12 we -- it's one of the five I guess agriculture venues
13 or classrooms that we use. Mr. Crawley, one of our
14 agri teachers, is in charge of this. This is --
15 again, this is one of the things that we're known
16 for. This is one of those hands-on classes where our
17 students come in and they process this meat,
18 typically beef or pork; they process this, they send
19 it out. They're learning a hands-on skill. We've
20 had students go on to have pretty high-paying careers
21 in butcher shops. That's not all we do, that's not
22 all we try to do, but the hands-on aspect is there in
23 multiple ways.

24 This is a couple of pictures in our agriculture
25 shop. There on the left, the bigger picture, is a

1 CNC machine that we -- Isaac is one of our students
2 there. A CNC machine is a Computer Numeric Control
3 device that has a computer hooked to it. Isaac had
4 to develop a computer file that had what he wanted to
5 print or cut on it, and he is seeing the product of
6 that. On the right is a smoker that our students
7 built using a plasma cam, a CNC metal cutting
8 machine. They're very proud of that.

9 Here we have a couple of pictures of the
10 community outreach activities that our agriculture
11 students have a reach to our community. The one on
12 the left, the bigger one, is our livestock cutter
13 parked at our Centerpoint Elementary School and those
14 students are going through there; they're developing
15 that love of agriculture. On the right there, that
16 was taken at our school farm where our students get
17 to interact with the animals; they get to medicate
18 the animals, feed the animals. Everything that they
19 would do on a typical family-owned farm they do on
20 this school farm.

21 Agriculture has changed in the last several
22 years, especially in the last 10 years where it's not
23 just that the most high-tech tool that you have at
24 your disposal is a saw or is some sort of planer,
25 what-have-you. Agriculture has changed to the point

1 that we have a computer lab in our agriculture shop.
2 This computer lab is where those two boys are right
3 now. They are designing what will eventually be
4 printed -- and I say -- I use the word "printed" to
5 mean cut -- cut out on one of our CNC machines. I'm
6 not sure if that's a wooden -- a wood machine that
7 that will lead to or if that's a metal cutter. But
8 they -- what they're designing there will eventually
9 be sent to one of those CNC machines; the end product
10 will be cut out and they'll have something hands-on
11 tangible that they can hold. Again, agriculture has
12 progressed to the point to where you must innovate
13 with it and you must be able to do those computer-
14 based projects. The boy on the left, his name is
15 Gabe. Gabe's family is in the logging industry.
16 Gabe -- the one thing Gabe knew for sure was that he
17 didn't want to go into the logging industry; he
18 wanted to be a surveyor -- he wants to be a surveyor.
19 He's a senior this year; he's learning those skills
20 as a senior there at Centerpoint High School. He
21 will be able to take those skills, he'll be able to
22 go to a two-year college, and he'll be able to come
23 -- to become a land surveyor.

24 Our newest facility, our newest program of study
25 is our plant systems program of study. These girls

1 there in the bigger picture, they're in our
2 greenhouse. The boys on the right are actually in
3 our greenhouse too. But this greenhouse was funded
4 with a start-up grant from CTE. Those students there
5 are planting it looks like maybe tomato plants,
6 pepper plants. The boys on the right are working on
7 a hydroponics system, "hydroponics" meaning water --
8 fed by water, nourished by water. This has been a
9 great addition to our offerings that we already have
10 in place.

11 Our show and judging teams, we're very, very big
12 into these two areas. Our students get incredible
13 amounts of exposure at the county, district, and
14 state levels at the fairs. The girl on the right,
15 her name is Amy Williams; she is showing there the
16 grand champion market pig at the district fair just
17 this year in Hope. She's very proud of that, as you
18 can tell. She put a lot of time, a lot of effort, a
19 lot of money into that pig to get that to where it
20 needed to be. She's at the State Fair right now. If
21 she hasn't already shown, she'll show later this
22 week.

23 But I give you those pictures, those stories --
24 those short little stories to show you and to tell
25 you and to prove to you that we are an ag-based

1 community. We are very much -- agriculture is very
2 much ingrained in us and us in agriculture. We feel
3 like the next step for us is to -- I would say, for
4 lack of a better term, to place a school-within-a-
5 school. What we're looking to do honestly is to
6 develop this charter so that we can train, so that we
7 can nurture these students in a life of agriculture,
8 a life of skilled trades; we can show them the value
9 of skilled trades, of agriculture -- and just like
10 the other two presenters have already said, so that
11 those people, those students, those graduates of ours
12 can see that there is value in agriculture, there is
13 value in skilled trade, becoming a skilled trades
14 laborer. And selfishly, we want those students to
15 get trained and to continue to reside in Pike County
16 where they can make our community a better place, so
17 they can give our community better workers, better
18 skilled workers.

19 Our goal is to offer a value-added diploma
20 through an ag-infused and ag-powered program that
21 serves the population of students, as well as what
22 we're doing with our other population of students.
23 We have -- like other schools have, we have a very
24 high-performing AP program; we have a concurrent
25 credit program where students can earn an associates

1 degree before they leave our campus. We have those
2 things in place. We have a good agriculture program.
3 What we're not doing is making that connection
4 between our high school and agriculture courses and
5 feeding them into that career pipeline so that they
6 can go and earn a living in what they love doing. We
7 want to elevate the relevance of agriculture
8 instruction at Centerpoint High School with those
9 students. We want to let students know and
10 experience that skilled trades are a relevant and
11 viable career option for them. We also want to lift
12 our agricultural students up and hold them
13 accountable in a way that's similar to our AP
14 students.

15 So why focus on agriculture and skilled trades?
16 Well, the numbers don't lie. The top 20 most in-
17 demand jobs in southwest Arkansas, which again is
18 where we're located, according to the Arkansas
19 Division of Workforce Services -- those highlighted
20 there in purple, those are directly related to the
21 mission we have for our agricultural charter school.
22 Those are the careers that we think we can help
23 prepare students to fit directly into. 40% -- 40% of
24 all jobs in Pike County are in the fields of
25 agriculture, forestry, construction, or farming.

1 Another table here, this is the increase that
2 the Arkansas Division of Workforce Services predicts
3 [clearing throat] -- excuse me -- the increase in
4 those agriculture related industries. Construction
5 is expected to increase in the number of workers by
6 12-1/2%; transportation/utilities almost 10% -- and
7 you see the rest. These are the increases again
8 between 2016 and 2026.

9 Agriculture by the numbers at Centerpoint High
10 School -- we already have three full-time agriculture
11 teachers; we have five programs of study, and last
12 year alone we had 29 completers. We have 322
13 students in grades 9 through 12 at Centerpoint High
14 School. Of those 322 students, 157 of those students
15 already take at least one agriculture class; that's
16 48.7% of our kids. You can see that agriculture is a
17 part of our life at Centerpoint High School. Total
18 agriculture enrollment, meaning all the students, all
19 the classes they take, we're at 207. So obviously we
20 have several students taking multiple agriculture
21 classes. Over 25% of the students in these
22 agriculture programs of study are female, and plant
23 systems is the most popular with our girls. Almost
24 half, 48%, of those students in the plant systems
25 program of study are girls.

1 We want to develop partnerships. We already
2 have several partnerships in place. Some are local;
3 some are on a regional or even a state and national
4 level. But these entities here are either -- they've
5 either pledged their support to us in this endeavor
6 or we're already working with them in some regard.
7 But we'd like to have these partnerships to develop
8 into internships for industry certifications that
9 they can earn, site tours, guest speakers; and then
10 even formal pipelines to careers straight from
11 Centerpoint High School to a two-year degree, to a
12 technical certificate into one of these companies or
13 workforces.

14 Our targeted students for the Centerpoint
15 Academy of Agriculture and Skilled Trades are those
16 students entering the 11th grade who have shown an
17 interest in agriculture and skilled trades as a
18 career choice. Our students will be in a cohort
19 together, those students in CAAST. They will take
20 agriculture classes with students already enrolled --
21 still enrolled in Centerpoint High School, but they
22 will take their core classes as a group. So those
23 CAAST students, those members of CAAST will take
24 their core classes as a cohort group.

25 Our agriculture students consistently tell us

1 again and again that the best parts of their day are
2 the times they spend down the hill -- "down the hill"
3 being at our agriculture facilities. What we're
4 trying to do is to make their entire day the best
5 part of their day. What we're trying to do is to
6 make it to where they don't dread math and English,
7 but look forward to their agriculture classes. What
8 we're trying to do is to infuse agriculture into
9 every core subject area that these students have so
10 that they love English, that they love math because
11 it has that ag flavor to it. We want to make their
12 whole day great and their whole day relevant.
13 Students excel in their agri classes -- we want them,
14 again, to excel in all areas and to see that agri is
15 relevant across all disciplines.

16 Skills to be taught -- of course, the curriculum
17 will remain just like it is in Arkansas-approved
18 curriculum. All classes will have an agricultural
19 focus and all classes will be project-based.
20 Perseverance, collaboration, innovation are the three
21 primary tenants of what we're trying to do. The
22 skilled trades will be taught by practitioners within
23 our community. We want a value-added and an ag-
24 infused diploma; a partnership with the industry, as
25 I mentioned -- the instruction supplemented by those

1 practitioners. And then, of course, we want
2 internships once those students leave our campus --
3 while they're on our campus.

4 Student requirements -- the requirements for a
5 CAAST student will be even more rigorous, I guess,
6 than a Centerpoint High School student. They will
7 complete a minimum of two programs of study. They
8 will actively participate in our FFA program. They
9 will complete at least one CDE, a collaborative
10 capstone project, and they will have a job or an
11 internship with one of those partners, or a similar
12 partner. And they will gain an industry-recognized
13 certification, which we all know are becoming more
14 and more important. We are not trying to lessen the
15 requirements or cheat them the value of their
16 diploma. What we're trying to do is to elevate it so
17 that those kids -- so that our whole community sees
18 that there is value in those skilled trades area. We
19 will still require 24 credits for graduation, just as
20 we do now.

21 Waivers or approvals needed -- that we mentioned
22 in our application. They're on the screen there:
23 teacher certification for those non-core students --
24 or, excuse me, for those non-core teachers; a minimum
25 classified salary schedule; a fourth math credit. We

1 are -- once this is approved we will seek approval to
2 embed a fourth math course into one of our
3 agricultural courses.

4 We do have some advantages that other schools
5 don't typically have. Of our three certified
6 agricultural instructors, one is already certified in
7 9-12 math and another one is also certified in 9-12
8 science. We will definitely be taking advantage of
9 those certification areas.

10 This table is just the classes that those
11 students take currently, and if approved in those
12 different programs of study. Again, we offer five --
13 those are across the top. And then you see how those
14 students would progress through those.

15 Possible future programs of study --
16 construction, technology, medium and heavy-duty truck
17 technology, welding, criminal justice.

18 Long-term goals -- and like Mr. Breshears
19 alluded to at the very beginning, we're too far from
20 technology centers, from career centers to send our
21 kids to them. It's not feasible in the least to bus
22 kids or to allow them to get there on their own;
23 we're simply too far away from those campuses. We're
24 pretty isolated in that regard. We want to
25 eventually hopefully partner with a two-year college

1 so that they can come to us more, in a better way.
2 We want to be able to eventually maybe serve multiple
3 school districts with this -- with our plan.

4 And that is my presentation -- that was our
5 presentation. We'd entertain any questions that you
6 have about it.

7 CHAIRMAN PFEFFER: Okay. Thank you for that.

8 And I will go ahead and open it up for panel
9 questions. We'll start on this end.

10 MR. BALDWIN: You say here partner with a two-
11 year college. Do you have a list of colleges that
12 you will partner with or is that a -- kind of a
13 perceptual statement?

14 DR. MOUNTS: Yes, sir. Well, that is a long-
15 term goal. We do have a partnership currently in
16 place with University of Arkansas at Cossatot, in
17 DeQueen, where we offer concurrent credit classes.
18 And we do have an Animal Science I and II offered at
19 our campus. We have an articulation agreement that
20 that course at their place is waived if those
21 students complete both of those courses of ours.

22 CHAIRMAN PFEFFER: Dr. Kremers.

23 DR. KREMERS: Are you going to count the courses
24 that they're taking in ag. in 8, 9, 10 so that you
25 can get the full -- because your goal is two programs

1 of study by the time they're done. But if it's only
2 11th grade -- 11 and 12, they would need more time to
3 be able to do --

4 DR. MOUNTS: Yes.

5 DR. KREMERS: -- the two full programs of study?

6 DR. MOUNTS: Yes. We would -- yes. In the 9th
7 grade, these students typically take CASE AF&R in the
8 9th grade. So, yes, we would have to count that 9th
9 grade foundational course and then move up. Yes,
10 ma'am.

11 DR. KREMERS: To reach that goal?

12 DR. MOUNTS: To reach completer status, yes.

13 DR. KREMERS: And then on the slide that talks
14 about the approvals needed, it says waiver or
15 approvals needed, I just wanted to clarify. So the
16 math credit, which we know, if that's now approved,
17 to be a math credit for the CASE courses. But you're
18 not asking for a waiver of the instructor training
19 for CASE or anything like that --

20 DR. MOUNTS: No.

21 DR. KREMERS: -- from that --

22 DR. MOUNTS: No.

23 DR. KREMERS: -- request? Okay.

24 DR. MOUNTS: I believe two of our three teachers
25 right now are currently certified in at least one

1 area of CASE.

2 DR. KREMERS: Great.

3 DR. MOUNTS: Yes.

4 DR. KREMERS: Okay. Thank you.

5 CHAIRMAN PFEFFER: Questions?

6 DR. WILLIAMS: I don't think I have a question;
7 I've just got a comment. You know, if you go out
8 through the back-side door it locks when you go out.

9 CHAIRMAN PFEFFER: I'm sorry. I should have
10 told you that. Sorry.

11 DR. WILLIAMS: If I can help somebody --

12 I noticed on the enrollment -- on the
13 application that you go from '20-21 maximum
14 enrollment of 25 to '24-25 up to 75?

15 DR. MOUNTS: Yes, sir.

16 DR. WILLIAMS: That's quite a jump there. You
17 know, that's really a 200% increase there. So where
18 do you all see the -- are you looking for an
19 enrollment change or are you just looking for more
20 students that are already enrolled to move into the
21 program? What's your thoughts?

22 DR. MOUNTS: Yeah. So what we're -- so to
23 answer the first question first, the 25 in year-one,
24 which will go into effect August 2020, the '20-21
25 school year -- but that's just one grade level.

1 We'll start with juniors only. So that's --

2 DR. WILLIAMS: Okay.

3 DR. MOUNTS: That's 25 11th graders.

4 DR. WILLIAMS: Right.

5 DR. MOUNTS: The next year ideally, you know, we
6 would add -- well, we will move those 11th graders to
7 their senior year status and then we'll add a new
8 class, a new cohort of 11th graders. So where we
9 came up with the 25 number roughly -- our classes
10 typically have 75 students in each grade level.

11 DR. WILLIAMS: Okay.

12 DR. MOUNTS: Roughly half of those students take
13 an agri course. So we're looking at, you know, 37 or
14 so students in that. Just running the numbers, I
15 don't think that all 37 of those are so sold on
16 agriculture that they would want to I guess endear
17 themselves to an agricultural school. I do think
18 between 20 and 25 would definitely take us up on the
19 offer and say, "Yes, I do want to make that jump."

20 DR. WILLIAMS: I think that's a good answer and
21 that's a reasonable expectation.

22 DR. MOUNTS: Okay.

23 DR. WILLIAMS: I just didn't understand the
24 thought.

25 DR. MOUNTS: Yes, sir.

1 DR. WILLIAMS: Because 25 here, 25 -- if you
2 just get 25 a year, that's going to give you 50. But
3 you're looking at half the class of 30-something,
4 then so the numbers will work --

5 DR. MOUNTS: Yes, sir.

6 DR. WILLIAMS: -- basically.

7 Just to follow-up, what communities make up
8 Centerpoint Public Schools?

9 DR. MOUNTS: Glenwood in Pike County and Amity
10 in -- just over the county line, in Clark County.

11 DR. WILLIAMS: Okay. I used to work for the
12 Ranger out at Lake DeGray way back when --

13 DR. MOUNTS: Yes.

14 DR. WILLIAMS: -- so I remember Centerpoint.

15 DR. MOUNTS: Yes.

16 DR. WILLIAMS: So I just couldn't remember what
17 schools --

18 DR. MOUNTS: Glenwood and Amity.

19 DR. WILLIAMS: -- have consolidated over time
20 that now are coming to Centerpoint.

21 DR. MOUNTS: Right.

22 DR. WILLIAMS: Uh-huh. Okay.

23 CHAIRMAN PFEFFER: Questions?

24 MR. WILSON: I don't have any. Thank you.

25 CHAIRMAN PFEFFER: I'm curious as to what made

1 you decide to go the district conversion charter
2 route rather than looking at a different way to be
3 able to implement this?

4 DR. MOUNTS: Well, I think the -- I think
5 establishing, like I alluded to earlier, a school
6 within a school model serves us best because in some
7 ways those -- it's already -- our entire 9-12 campus
8 is under one building, except for our agriculture
9 program. They're already, in a sense, their own
10 being, their own entity. I think this solidifies
11 that; I think this gives more emphasis to that. Not
12 that we don't want them to be a bigger part of the
13 Centerpoint High School, but they are -- they're a
14 very big part of our school. And as you can see by
15 the numbers -- as you can see by the number of kids
16 that we send down the hill to agri, I think this --
17 instead of making them seem even more separate from
18 us I think this will give them more -- I'm not sure
19 what the word I'm looking for -- legitimacy, I guess,
20 as a part of our overall school.

21 CHAIRMAN PFEFFER: Okay. That's a good answer.

22 So my next question is with regards to the
23 waivers that you're seeking -- and, again, I'm
24 wanting to just make sure that the waivers that
25 you're seeking are only the waivers that you need.

1 DR. MOUNTS: Yes.

2 CHAIRMAN PFEFFER: And so with regards to the
3 licensure and certification, it seems that you're
4 looking at those -- you're not looking at the core
5 teachers. But it almost seems like you're looking at
6 those industry certified people who are either
7 adjunct instructors --

8 DR. MOUNTS: Yes.

9 CHAIRMAN PFEFFER: -- or those coming in. So I
10 don't know if they're technically not employees of
11 the district and they're technically not filling
12 those teacher-of-record roles? Because I remember
13 reading somewhere in here these people may only be
14 coming in --

15 DR. MOUNTS: Yes, ma'am.

16 CHAIRMAN PFEFFER: -- at very intermittent times
17 during the year. So Ms. Hyatt may be able to also
18 talk about the need for the waivers and how expansive
19 the waivers would be.

20 DR. MOUNTS: Yes. And you are correct; our core
21 -- we're asking for no waivers of core teachers, core
22 subject area disciplines at all. We are asking for
23 some flexibility through waivers for two non-core
24 positions. And then, like you said, what we're
25 referring to is the adjunct skilled trades

1 instructors. Because those are not teachers-of-
2 record, it may -- I'll let you speak to that; it may
3 not be necessary for us to even seek the waiver of
4 those.

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

6 That's right. If it's not the teacher-of-
7 record, I don't think -- is this working? Okay -- I
8 don't think it's necessary. And that kind of leads
9 into one of the things we've talked about on the
10 legal reviews is they have made requests for waivers
11 of the Right to Read Act and standard. And it's my
12 understanding that the request is just for those
13 adjunct professors; the professional development
14 required by the Right to Read clearly doesn't apply
15 to those people because they're not licensed
16 educators. It may be a requirement for them to have
17 the awareness credential because they are an educator
18 working with students in a K-12 environment, but
19 definitely not the professional development piece
20 which ties into this and is in the legal review under
21 this section and another section. I think they
22 wanted some teacher licensure waivers outside of the
23 adjunct professors?

24 DR. MOUNTS: Yes, but for non-core.

25 MR. HYATT: For non-core classes. But for the

1 adjunct professors, if they're coming and they're not
2 the teacher-of-record and they're just coming a
3 couple of times throughout I don't think it
4 necessarily needs to apply to those teachers.

5 CHAIRMAN PFEFFER: So if the waivers are granted
6 does that apply to the whole high school?

7 MS. HYATT: It -- I mean however you decide to
8 approve them. So if the representation being made in
9 the application right now is that they only apply to
10 non-core classes and the adjunct professors, that's
11 the standard that they would be held to. And when
12 the waivers are entered into My School Info and then
13 the Standards for Accreditation monitoring tool those
14 limitations would be added in there as well.

15 CHAIRMAN PFEFFER: Well, and I would like to
16 really know exactly what we're talking about when
17 we're talking about non-core classes. Because non-
18 core classes -- or is it the non-core classes within
19 this conversion charter concept? And then that also
20 would play into the minimum teacher salary. Again
21 I'm reading, you know, what the -- I think the intent
22 is. But again, if we're not real clear on which
23 teachers we're talking about I think that there are
24 opportunities for confusion down the road. And when
25 you talk about the professional development in the

1 Right to Read Act and starting to waive that, that
2 gives serious, serious pause.

3 So I really think we need to get some clarity on
4 all of this. And you all may have some thoughts on
5 that.

6 MS. HYATT: And just briefly, any waiver that's
7 granted through this process would only apply to a
8 district conversion school, not to the rest of the
9 school district, since it's done through the district
10 conversion process and not through a 1240 waiver.

11 CHAIRMAN PFEFFER: But is that the whole high
12 school?

13 MS. HYATT: Is this -- it's --

14 CHAIRMAN PFEFFER: No?

15 MS. HYATT: Yeah.

16 MS. McLAUGHLIN: 11 and 12.

17 MS. HYATT: 11th and 12th grade. And also just
18 to note, since you brought it up, this Panel has
19 never granted a waiver of any of the Right to Read
20 components -- the professional development, the
21 awareness, or proficiency credential, or the law
22 before. So that would be the first time that that's
23 ever been waived.

24 CHAIRMAN PFEFFER: But again, I'm thinking how
25 many of the teachers in your district only teach 11

1 and 12. So anyway, maybe you can help me think
2 through this and what does it need to look like.

3 DR. MOUNTS: So just to clarify, it is only --
4 this charter school would only serve students in
5 grades 11 and 12. It would not serve all students in
6 grades 11 and 12.

7 CHAIRMAN PFEFFER: Okay.

8 DR. MOUNTS: This would -- again, the best way
9 for me to think of it is as a school-within-a-school
10 mentality. And, yes, our intent was not to ask for
11 any certification of waivers, core or non-core, for
12 the larger Centerpoint High School, or especially the
13 Centerpoint School District. What we're asking for
14 certification of waivers are for non-core teachers
15 within the Centerpoint Academy of Agriculture and
16 Skilled Trades.

17 CHAIRMAN PFEFFER: Okay.

18 DR. MOUNTS: I hope that --

19 CHAIRMAN PFEFFER: Okay.

20 DR. MOUNTS: -- clarifies.

21 CHAIRMAN PFEFFER: What was the acronym for
22 that?

23 DR. MOUNTS: CAAST.

24 CHAIRMAN PFEFFER: CAAST. Okay. All right.

25 DR. KREMERS: So I have a comment on that.

1 CHAIRMAN PFEFFER: Yes.

2 DR. KREMERS: So for the ag teachers, you know,
3 we do technical permitting. But what I wouldn't be
4 sure of is if the ag teacher then becomes also the
5 math and English teacher and they're not going to the
6 core academic courses -- or they're still going to
7 their core academic courses?

8 DR. MOUNTS: Agriculture teachers wouldn't -- I
9 mean with our current staff agriculture teachers --
10 none of our agriculture teachers are certified in
11 English, like you said. One is certified in 9-12
12 mathematics and one is certified in 9-12 science.
13 Based on staffing right now, neither one of those
14 will be teaching in those -- in either of those
15 areas; they would still be teaching agriculture
16 classes because of the demand for those courses by
17 those students. We would -- again, we're only asking
18 for certification of waivers for non-core -- and
19 we're thinking health, physical education, just to be
20 honest with you right now -- health and physical
21 education.

22 CHAIRMAN PFEFFER: That could be for students
23 not in the CAAST program?

24 DR. MOUNTS: No, ma'am. We're only asking for
25 certification of waivers for --

1 CHAIRMAN PFEFFER: Okay.

2 DR. MOUNTS: -- that have been applied to the
3 CAAST.

4 CHAIRMAN PFEFFER: To the CAAST.

5 DR. MOUNTS: Yes.

6 CHAIRMAN PFEFFER: Okay.

7 MR. WALTER: May I be recognized, Madam Chair?

8 CHAIRMAN PFEFFER: State your name, please.

9 MR. WALTER: All right. Tripp Walter, staff
10 attorney, Arkansas Public School Resource Center.

11 I think Dr. Mounts hopefully addressed a fair
12 amount of your and the Panel's concerns. I just want
13 to re-emphasize a couple of things.

14 Number one, what they've tried to do in the
15 application is I think narrow down the scope as much
16 as possible. I understand in this discussion and one
17 this morning obviously the concern about opening up
18 an act-wide waiver in a situation like this. And,
19 again, to reiterate what Dr. Mounts has said, and
20 hopefully will allay some fears, we're talking
21 approximately 25 to 75 students; we're talking about
22 those teachers in non-core classes mostly dealing
23 with adjuncts and skilled trades that will be
24 instructing that group of students -- not anybody
25 else, not any other students within Centerpoint High

1 School. And we will be willing, if necessary, to
2 visit with Ms. Hyatt or the Panel about denoting how
3 that's going to be spelled out so it covers what they
4 want but raises your comfort level as to the specific
5 areas.

6 CHAIRMAN PFEFFER: So with the professional
7 development how would that apply, Ms. Hyatt, on that
8 one in particular?

9 MS. HYATT: The professional development for the
10 Right to Read or -- the only professional development
11 -- hold on, let me double-check. So the
12 representations that have been made at least in the
13 legal review is that they are going to be providing
14 even to the adjunct professors the professional
15 development for suicide awareness and prevention,
16 bullying, human trafficking, and -- but not the Right
17 to Read professional development. It's my opinion
18 that that wouldn't apply to the adjunct professors to
19 begin with. And so if that's the limitation I don't
20 think there's a necessity for a waiver of the Right
21 to Read provisions related to providing professional
22 development. But they are going to be providing the
23 other mandated reporter, parental involvement, teen
24 suicide, and bullying; that's required by law.

25 CHAIRMAN PFEFFER: Okay. And again I think it's

1 just hard when we're trying to think through
2 providing waivers when they may not even be necessary
3 for the adjunct instructors that are being discussed.
4 That one just does give me concern because I think
5 once we start it's going to be really difficult to
6 work through. And it just -- I don't -- it goes
7 against everything I think we do when we say we would
8 waive a Right to Read professional development
9 requirement. Because I really don't think it matters
10 what you're teaching, what age group you're teaching;
11 there are just -- there's a level of awareness that I
12 believe is going to be beneficial, especially if you
13 have students who are in grade 11 and are struggling
14 readers because we've not caught the -- we've not
15 taken care of that early on.

16 So that's I guess more my comments for the Panel
17 to think about, but --

18 MS. HYATT: And some of the remaining legal
19 issues were around the same thing, the Right to Read
20 Act waivers, based on -- you know, there's only one
21 law that is the Right to Read Act, and then the
22 Department has issued guidance that's elaborating on
23 what the requirements are. So CTE educators or
24 educators that kind of fall into this group would be
25 required just to have the awareness credential and

1 not the proficiency credential which requires a lot
2 more work. I think based on my review of what the
3 Division put out you can achieve the awareness
4 credential online through a several-component
5 professional development course. My remaining
6 concern, which is -- was I just wasn't understanding
7 the necessity of the waiver to achieve the goal
8 unless they just didn't want to provide that. So
9 those are the remaining waiver issues.

10 CHAIRMAN PFEFFER: Okay.

11 DR. MOUNTS: May I?

12 CHAIRMAN PFEFFER: Yes, please.

13 DR. MOUNTS: Okay. Yes. So it is -- I need to
14 clarify. All of our current teachers in the
15 Centerpoint School District, including the
16 elementary, middle school, and high school teachers,
17 the fact was they -- we have all -- we are all I
18 guess current in RISE training. Of course, high
19 school teachers so far have only had six hours of
20 awareness training for that, and we will progress as
21 we progress through the years until we are all fully
22 aware, as defined by ADE.

23 So our intent wasn't to get away from the RISE
24 training in regards to anything to do with the value
25 of the training or the appropriateness of the

1 training. We were simply trying to remove a barrier
2 from some of those practitioners that we thought that
3 we would probably be able to hire to come onto our
4 campus to provide those skilled trades instruction;
5 whereas, if we said, "Would you come work for us,"
6 they say yes, and the first thing we say is, "By the
7 way, you're going to need to get -- become 18 hours
8 aware of the Science of Reading," I think that would
9 be prohibitive to what we're trying to do. And I do
10 want to point out that, like the previous
11 applications -- you know, Edgenuity, Career and
12 Technical Centers -- I don't know what the
13 stipulation is on those instructors being required to
14 have the Science of Reading awareness or proficiency.
15 I know that we use an online --

16 CHAIRMAN PFEFFER: If they're a teacher-of-
17 record in Arkansas schools, then that is a component
18 that's going to continue to apply. So I think that
19 there is -- there are a lot of things --

20 DR. MOUNTS: So concurrent -- so our -- but we
21 have dozens of kids receiving concurrent credit
22 through various institutions around the state, and
23 those teachers have told us they're not -- they
24 haven't been trained in RISE yet, so --

25 CHAIRMAN PFEFFER: And I think what we'll have

1 is we'll have to be looking at are -- who are
2 employees of the school district versus other --

3 DR. MOUNTS: Right.

4 CHAIRMAN PFEFFER: -- types of employees. And I
5 think -- so I don't want to get into a debate --

6 DR. MOUNTS: Yes.

7 CHAIRMAN PFEFFER: -- over requirements for
8 teachers. That's not what this is about.

9 DR. MOUNTS: Right.

10 CHAIRMAN PFEFFER: I think what it's about for
11 us as a Panel and what we approve. Okay? So the PD
12 conversations later on --

13 DR. MOUNTS: Right.

14 CHAIRMAN PFEFFER: When we waive certain laws
15 and begin waiving certain laws, then it's wide open
16 for anybody and everybody to request waivers from
17 those laws.

18 DR. MOUNTS: Of course.

19 CHAIRMAN PFEFFER: You know, you've worked hard
20 on a plan, as far as the plan for this; you've worked
21 hard to really think through something that's going
22 to be good for kids. It's just my job to make sure
23 the Panel --

24 DR. MOUNTS: Right.

25 CHAIRMAN PFEFFER: -- is fully informed that

1 there are implications when we start granting
2 waivers. And we need to make sure that those waivers
3 are absolutely essential for you to accomplish your
4 goal. My personal opinion in this case is that the
5 people that you are asking about, if -- especially if
6 they're not employees of your school district, then
7 they wouldn't be required to meet that criteria
8 anyway. That's kind of --

9 DR. MOUNTS: And throughout the process with the
10 attorneys that's the impression that I got too, that
11 they were --

12 CHAIRMAN PFEFFER: Yeah.

13 DR. MOUNTS: -- that they were not necessary.
14 They would in no means be teachers-of-record for any
15 of those classes; they will simply be a supplement to
16 what we're already providing --

17 CHAIRMAN PFEFFER: Right.

18 DR. MOUNTS: -- in those instructional areas.

19 CHAIRMAN PFEFFER: So then that would make me
20 wonder if the waiver was necessary at this time. I
21 would even go so far as to say if you began this
22 process and found that it was going to prohibit you
23 from doing certain things, then you could come back
24 to the Panel and discuss, "Hey, this really is a
25 barrier and this is why it's a barrier."

1 DR. MOUNTS: Right. I feel comfortable -- I
2 think I could speak for Mr. Breshears -- in saying if
3 this is a sticking point or if this is in any way in
4 doubt we can repeal that portion, especially since
5 there is some indecision on whether or not it applies
6 to those people or not. We can repeal that request.

7 CHAIRMAN PFEFFER: And that -- I guess that's
8 probably something the Panel -- my fellow panel
9 members would have to weigh in on as well, so --

10 Is there any question or discussion around this
11 or any of the other waivers that they've asked for?

12 DR. WILLIAMS: So what actually are we -- what
13 would be the -- what are we -- are we just approving
14 waivers or are we approving the conversion charter
15 school? What exactly --

16 CHAIRMAN PFEFFER: Well, in their application
17 they have all of the waivers listed. So if they
18 don't make any adjustments to what they've asked for
19 and we approve, then we've approved what they -- as
20 they've submitted. They can withdraw some of the
21 waiver requests and -- but again, you all have heard
22 my thoughts on that, but they may not be reflective
23 of the rest of the Panel's thoughts.

24 DR. WILLIAMS: Okay.

25 MR. BALDWIN: I agree. You know, if the waivers

1 aren't necessary it would be easier to withdraw them.

2 DR. WILLIAMS: So we need some guidance to tell
3 us what's necessary.

4 MS. HYATT: So just a couple of comments. I
5 think we need to have some understanding before
6 there's a motion about where we stand with the Right
7 to Read waivers, whether they are going to rescind
8 their request from those or they're going to move
9 forward with the request from those.

10 And then I just had a clarifying question on
11 this particular slide because I didn't see a math
12 credit waiver requested. And so I just want to make
13 sure I didn't miss something before you guys voted
14 and then turned out I had missed something and you
15 guys didn't have everything you needed.

16 DR. MOUNTS: Yes. For clarification, I do
17 rescind those waiver requests -- anything to do with
18 RISE or the Right to Read, the Science of Reading
19 instruction.

20 Also, the -- yes, the third bullet there, those
21 three sub-bullets, those are simply -- I'm not asking
22 for waivers of that; I'm saying we will seek approval
23 through Mr. Coy's office for -- to embed those.

24 CHAIRMAN PFEFFER: Does that work? I just
25 noticed too up there it says Minimum Classified

1 Salary Schedule.

2 DR. MOUNTS: It should be certified.

3 CHAIRMAN PFEFFER: Okay. It should be certified
4 as in the application. All right.

5 MR. WALTER: Dr. Pfeffer, may I be --

6 CHAIRMAN PFEFFER: (Nodding head up and down.)

7 MR. WALTER: So I just want to make sure I guess
8 with you and Ms. Hyatt then what we have in front of
9 us now is the fourth math credit and the non-core
10 teacher certification.

11 DR. WILLIAMS: So the certified/classified
12 salary schedule, is that gone also? I was just
13 basing it off of --

14 MS. HYATT: So just based on their waiver
15 section, looking at the legal review, they do have
16 waivers for teacher licensure and those will be for
17 non-core classes. They have teacher minimum salary
18 waivers in their request.

19 CHAIRMAN PFEFFER: And is that also for non-core
20 teachers in the CAAST program?

21 MS. HYATT: For -- yes, for -- yes. And then
22 they have rescinded their request for the Right to
23 Read stuff. So I think those are the only waivers.

24 And it's my understanding that the math credit,
25 they'll get the approval through Learning Services

1 and it's not -- they don't need a waiver in order to
2 do that; they can just get the appropriate approval
3 through the Division.

4 DR. MOUNTS: Yes, that is correct, what she
5 said.

6 CHAIRMAN PFEFFER: Okay.

7 DR. KREMERS: I'm trying to confirm on the last
8 -- on the third bullet for the fourth math credit, I
9 do know that CASE was approved for the fourth -- for
10 math credit.

11 DR. MOUNTS: Yes.

12 DR. KREMERS: Is -- I'm not sure of the
13 quantitative literacy embedded in agri is approved
14 for a math credit.

15 CHAIRMAN PFEFFER: I think that's something they
16 would seek the course approval through Mr. Coy's
17 office.

18 DR. MOUNTS: Yes.

19 CHAIRMAN PFEFFER: And so that would be
20 something that they would work with your division on.

21 DR. MOUNTS: Exactly. That was my understanding
22 of that. Yes.

23 DR. KREMERS: Okay.

24 CHAIRMAN PFEFFER: So they'll be coming through
25 -- so that fourth math credit will not actually be a

1 waiver; it will be a course approval process. And
2 they'll have one of those options.

3 DR. MOUNTS: Yes.

4 CHAIRMAN PFEFFER: Is that right?

5 DR. MOUNTS: Yes.

6 CHAIRMAN PFEFFER: Okay. And we'll make sure
7 our teams are synced on that.

8 Okay. All right. Any other questions or
9 comments from the Panel?

10 All right. And, Ms. Hyatt, anything else then?

11 MS. HYATT: (shaking head from side to side.)

12 CHAIRMAN PFEFFER: Okay. If not, then we can
13 consider a motion.

14 DR. KREMERS: I approve to -- to -- I move to
15 approve -- I'm tongue-twisted today -- to approve the
16 motion -- to make a motion to approve --

17 CHAIRMAN PFEFFER: The application?

18 DR. KREMERS: Yes, thank you -- the application.
19 Long day.

20 DR. WILLIAMS: Just a final clarification.

21 CHAIRMAN PFEFFER: Okay.

22 DR. WILLIAMS: A motion to approve the
23 application for what? The charter school or
24 conversion charter school --

25 CHAIRMAN PFEFFER: Uh-huh.

1 DR. WILLIAMS: -- with the proper adjustments to
2 the waivers that are requested?

3 MS. McLAUGHLIN: (giving a thumbs-up signal)

4 CHAIRMAN PFEFFER: Okay.

5 DR. WILLIAMS: And somebody has taken down -- I
6 second.

7 CHAIRMAN PFEFFER: Okay. So we have a motion
8 and a second for this application with the
9 adjustments that have been made as discussed.

10 Okay. All those in favor say "aye."

11 (UNANIMOUS CHORUS OF AYES)

12 CHAIRMAN PFEFFER: Any opposed?

13 Okay. We have a unanimous decision.
14 Congratulations.

15 And we will record our feedback.

16 DR. MOUNTS: Thank you, Panel. And I'm sorry
17 about the confusion regarding the certification
18 waivers.

19 CHAIRMAN PFEFFER: Thank you for your patience
20 to answer our questions and listen and be responsive.

21 DR. MOUNTS: Absolutely.

22 CHAIRMAN PFEFFER: So we are excited about this
23 for your students and look forward to seeing the
24 success there.

25 DR. MOUNTS: Thank you.

1 CHAIRMAN PFEFFER: Okay. And as you finish your
2 comments, does anybody need to take a 5-minute break?

3 [SEVERAL PANEL MEMBERS NODDED ASSENT TO A BREAK]

4 CHAIRMAN PFEFFER: A 5-minute break, okay.

5 (A FEW MOMENTS OF SILENCE)

6 CHAIRMAN PFEFFER: Mr. Wilson, do you want to
7 start off giving some feedback?

8 MR. WILSON: I supported the motion. I thought
9 the application was well made and has a lot of
10 potential in the rural areas of the state; it's
11 important.

12 CHAIRMAN PFEFFER: Okay. Ms. Newton.

13 MS. NEWTON: I voted for the motion because it
14 increases career choices for the students based on
15 background-slash-demographics and personal-slash-
16 professional interests.

17 CHAIRMAN PFEFFER: Okay. Dr. Williams.

18 DR. WILLIAMS: I support the motion. It
19 provides curricular-slash-career options for students
20 based upon the needs of the community.

21 CHAIRMAN PFEFFER: Dr. Kremers.

22 DR. KREMERS: I approved the motion. The
23 charter offers additional opportunities for students
24 closely related to the community and labor market
25 needs. And in addition is attracting females into a

1 nontraditional career field as well.

2 CHAIRMAN PFEFFER: Yeah. Mr. Baldwin.

3 MR. BALDWIN: I approved the motion. She said
4 it better than I could.

5 CHAIRMAN PFEFFER: All right. Thank you,
6 everybody, and have a safe trip. And we appreciate
7 you being here with us.

8 And we will start -- let's do a 5-minute break
9 and we'll get started with the last application. We
10 know you've been waiting on us. Thank you.

11 (BREAK: 3:29 P.M. - 3:38 P.M.)

12 B-4: HEARING FOR DISTRICT CONVERSION PUBLIC CHARTER SCHOOL
13 INFORMATION - MOUNTAINBURG MIDDLE SCHOOL BRAIN ACADEMY

14 CHAIRMAN PFEFFER: Okay. So I think we're ready
15 for our final action agenda item today.

16 DR. WILLIAMS: So we vote to approve and go
17 home.

18 [LAUGHTER]

19 CHAIRMAN PFEFFER: Ms. Webb, if you will present
20 that to us.

21 MS. WEBB: The next item on the agenda is a
22 hearing for district conversion charter applicant
23 Mountainburg Middle School Brain Academy, which is
24 located in the Mountainburg School District. The
25 applicant is requesting to serve students in grades

1 5-8 with a maximum enrollment of 400 students.

2 Present to give the presentation is
3 Superintendent Dr. Debbie Atwell and Principal Amanda
4 Howard.

5 CHAIRMAN PFEFFER: Okay. If you will raise your
6 right hand and receive the oath. Do you swear or
7 affirm that the testimony you give will be the truth,
8 the whole truth, and nothing but the truth?

9 (ALL SPEAKERS ANSWERED AFFIRMATIVELY)

10 CHAIRMAN PFEFFER: Okay. You are -- you may
11 begin. You have up to 20 minutes for your
12 presentation. And if you'll state your name and
13 position for the record you are recognized.

14 SUPT. ATWELL: Debbie Atwell, superintendent.

15 MS. HOWARD: Amanda Howard, principal.

16 SUPT. ATWELL: So thank you for this
17 opportunity. We understand that we are standing
18 between you and dinner, so we're going to be engaging
19 and succinct. Okay. So it's my honor today to talk
20 to you about our vision with the school we aspire to
21 be at Mountainburg Middle School Brain Academy.

22 Who are the Mountainburg Dragons? If you've
23 ever traveled up Highway 71, up towards Fayetteville,
24 Mountainburg is located just off of Highway 71 and
25 off the interstate just south of the Bobby Hopper

1 tunnel. Now before the interstate opened then you --
2 and the tunnel was an option, you had to travel up
3 old Highway 71. So you might remember that little
4 town with the speed-trap and the dinosaur park.

5 And so in our middle school we currently serve
6 grades 5-8. We have about 200 students enrolled and
7 we have 11 full-time teachers, and we do have shared
8 staff with the high school. Our middle school campus
9 is adjacent to our high school campus. We are an
10 older facility that was started in the 1930s. We
11 have a lot of WPA stone, a lot of native stone, and a
12 lot of traditions in our community. I am actually a
13 graduate of Mountainburg, and then came back and
14 taught there, and was the principal that opened the
15 middle school back in the early 90s. And then I had
16 to spread my wings and go work in other districts and
17 get some experience and some opportunities, and now
18 I'm back home as the superintendent. So this is not
19 just a job; it is my passion. And our school is the
20 heart of our community.

21 And so when I came home and I started to talk
22 about who we are and who we wanted to be I brought
23 back some of my knowledge and my experience and my
24 passion about learning communities; so we are on the
25 journey to becoming a professional learning community

1 as a district. And so that means that we have to do
2 a couple of things: we have to guarantee -- we have
3 to make sure we have a guaranteed and viable
4 curriculum, that we provide time and support to
5 insure that all of our students learn at high levels,
6 and we have a culture that says we're going to focus
7 on results and we're going to work collaboratively to
8 do this.

9 And so year-one we started jumping into
10 understanding what it meant to be a PLC. Now as a
11 district focus that's great, but when our --

12 You're clicking. Great. I forgot about the
13 clicker.

14 So that's my team. Welcome to my team. That's
15 our district-wide team, support service, bus drivers,
16 transportation. There are about 114 of us. 40% of
17 our graduates are -- of our employees and faculty
18 staff are Mountainburg graduates. Mountainburg is a
19 place where people love to come back and stay. And
20 so these teachers over on the side, those are our
21 middle school staff. They're a little crazy, they
22 opted into middle school. Okay. And so as you know,
23 you have to be a fit for your environment. They're
24 career teachers who have chosen to spend their entire
25 career serving our kids.

1 And so when we started talking about what was
2 going on -- in the early 90s we had some interstate
3 construction which brought jobs and industry to our
4 community and we had a rise in our enrollment. Also,
5 when the dam was expanded to provide Fort Smith's
6 water supply that construction job for the dam
7 brought in a lot of jobs and changes. And so our
8 enrollment grew and we got up to almost 900. But
9 when those jobs ended, those construction families
10 moved on with the next interstate, with the next dam;
11 and so, we don't have as many jobs in our community
12 that we had 20 -- 15, 20 years ago. Also, the
13 manufacturing jobs in the River Valley have dried up
14 -- Rheem, Whirlpool, Therma-Tru -- those
15 manufacturing jobs that supported our families are no
16 longer there. Our community is comprised of an aging
17 population and they're not having as many kids as
18 they did. And a lot of times the family and the
19 grandparents stay on the farm, the kids move, and we
20 don't have as large of an enrollment in our
21 community. So we are kind of like the show Cars, if
22 you've seen the Disney movie Cars, we're a little bit
23 of Radiator Springs. The traffic has bypassed us on
24 the new interstate. People don't stop and have a
25 Mountain-burger or fill up their tank of gas like

1 they used to, and so some of our businesses have
2 closed and our enrollment is declining. And so that
3 is an alarming -- alarming situation as a
4 superintendent. How do I stop that decline?

5 And so as I started to look at our statistics,
6 our poverty rate is increasing, our enrollment is
7 declining 10, 15 students a year, resulting in a
8 decline in funding, and our performance has fallen
9 down. We also have an aging facility and it takes a
10 lot of money to maintain buildings that were started
11 in the 1940s to make them feel warm, safe, and dry.

12 And so when I walked around the campus, when I
13 walked around the community, I started getting
14 shareholder input and I just sense that there's also
15 a decrease in our motivation. One of the things our
16 teachers said is, "If our students were motivated and
17 knew how to behave, then we could teach them." And
18 so student motivation is low, teacher motivation at
19 this point is low. So where do we go from there?

20 Well, we know absolutely without a doubt that
21 our mission has to be to insure high levels of
22 learning for all, not just the ones who are
23 motivated, not just for the ones who come from a
24 family that gives them support, not just for the ones
25 that are capable. We have to insure high levels of

1 learning for all. And we're going to do that through
2 a professional learning community, because not one
3 teacher has the knowledge, time, strength, or ability
4 to serve and meet the needs of every one of their
5 students.

6 So as we started to work together in our mission
7 and vision work -- and any time you have an
8 opportunity for a change in leadership that's a great
9 time to go back and clarify your mission and your
10 vision -- these three points came forward:

11 We have a rich history and tradition. Last week
12 we crowned our 64th homecoming queen and we had an
13 awesome parade and we had the fire department and the
14 mayor there, and we had from pre-K all the way
15 through seniors, and the whole town came out for that
16 community. We love our rituals; we love our
17 ceremonies. That's a picture of a piece of the wall
18 in our cafeteria. If you come in on October 26th,
19 come play Bingo, have some pie at the Fall Festival,
20 and look at the composite of all of our graduating
21 classes going back to the 1940s. We have a rich
22 history. And it's our job to value and honor that
23 history through our traditions and our values -- but
24 we also know nobody else is going to come in and fix
25 this. It's up to us and we have to build our

1 presence. So we're going to do that, and we do that
2 through teamwork and collaboration.

3 So we had to make some structural changes and
4 start working together in collaborative teams and we
5 had to give up a little bit of our own independence
6 and autonomy and start looking and working together
7 in identifying what are our essential standards,
8 developing common assessments, and looking at our
9 data together.

10 And then our third leg, our third piece is we
11 know that it's up to us to create our future and we
12 are going to have to do that through creativity and
13 innovation. And so as this mission and this vision
14 statement became alive and became real for us we
15 realized that we had to get our culture right. If we
16 don't have our culture right, then no strategy, no
17 innovation, nothing else will stick. And so our
18 culture has to be that it doesn't matter what
19 happens; what matters is how we respond. And I wish
20 I was the genius who invented that phrase, but I'm
21 not.

22 So we started working on what is our culture,
23 what's our belief system -- and when we look at
24 barriers that we face, how do we overcome those. And
25 so, together as a district team we created

1 Mountainburg's Culture Playbook, because we have to
2 control our own 20-square feet and our attitude and
3 our actions within our control are what matter the
4 most. Each teacher on our campus is responsible for
5 the culture and the environment and the attitude in
6 their own 20 square feet. And we know that when we
7 do these things -- when we do these things that we
8 are Dragon strong. We have to start strong. We have
9 to believe that we have the capacity to learn and
10 grow. And we know that the struggle is real. And so
11 when the struggle gets real, we have to have strength
12 and persistence to overcome, and then we have to
13 finish strong. We have to be personally accountable
14 for our personal achievement and our collective
15 greatness. Not only do we believe this is essential
16 for us as our culture playbook, we believe this is a
17 life skill that we should equip our students with.

18 And so at this point I'd like to talk to you
19 about the innovations that we see, the creativity,
20 and the innovation for Mountainburg Middle School
21 Brain Academy.

22 We see this charter opportunity as a way to
23 rebrand and to reinvent ourselves and come back in
24 with that infusion of creativity and innovation and
25 engagement that's so necessary. We know we need

1 rigor and we know we have to do some curriculum work,
2 but we also need that engagement and that buy-in. We
3 need all those factors to be present. So we're
4 working very hard to provide for our whole district
5 quality professional development. To increase our
6 opportunities for collaboration we're expanding our
7 partnerships. We have a partnership with a medical
8 clinic, we have a partnership with the Boys and Girls
9 Club for an afterschool program, we're bringing in
10 providers and services into the community that we
11 haven't realized in the past, and that's been really
12 great. We're also working on our engagement, getting
13 our parents involved, getting them on campus for more
14 than a football game, getting them to come in for a
15 monthly meeting and participate, and then we're
16 seeking innovation. So I know that's what you want
17 to hear about now: what are your innovations.

18 All right. So with me, my partner is Principal
19 Amanda Howard.

20 MS. HOWARD: So I love this picture. If you
21 look at the left, I really do believe -- we never
22 want to talk negatively of our school, but I want to
23 be real with you today, and that is I've been on
24 campus for nine weeks, but about six months hanging
25 out; right? I love this school. But the first

1 moment I walked in the left is what I felt. There is
2 -- you know, when you look at middle school kids, 5th
3 and 6th, you don't expect cartwheels or jumping jacks
4 about math, but there should be some level of
5 engagement. And so immediately I thought we need to
6 fix this. Tomorrow, for Brain Academy, we want to
7 see the brain on fire and one way is through exercise
8 -- exercise, exercise, exercise -- movement, physical
9 movement. My daughter is in 7th grade and she never
10 sits still. This work is researched, it's evidence-
11 based; the more kids move the better they learn. And
12 I was going to ask Dr. Atwell to say this for me, but
13 I'm just going to look at my notes. Are you ready?
14 Brain Derived Neurotrophic Factor -- it's brain
15 fertilizer. When our bodies move we get brain
16 fertilizer. And so as we begin to talk about our
17 innovations know that this is the foundation of the
18 work.

19 Our first priority is always a culture of
20 academic growth. We have begun our work as a PLC.
21 Teachers are doing well. We have also begun the
22 training in RISE. Everyone is excited. There is
23 more to do with RISE and we look forward to
24 implementing Project Lead the Way.

25 Right now our PLCs meet once a week. We believe

1 with a more flexible schedule we can do a lot more
2 with our PLCs. We all know as educators there's
3 never enough time. But with Brain Academy we want to
4 offer this a couple times a week for teachers and not
5 invade their individual planning.

6 We also -- with Brain Academy we want to offer
7 individualized PD sessions for teachers. Just like
8 students don't need the same level of learning or the
9 same type of learning, we want to do that for
10 teachers on an individual level, and we believe that
11 at Brain Academy with a schedule that's more flexible
12 we can offer that to our teachers.

13 With RISE, I've been online day-six of my RISE
14 training. I have a master's degree in Curriculum and
15 Instruction. I'm proud of that. I will tell you the
16 trainings have been wonderful. I don't know enough
17 yet to implement it into the classroom, and so I
18 guarantee that my teachers aren't there yet. So we
19 need more time to do RISE, of course, but to do it
20 really well. And I want to be able to offer my
21 teachers the time and support to do that.

22 Project Lead the Way -- right now our kiddos do
23 not have any extra in science and math, and we want
24 to offer that at the Brain Academy. We want to offer
25 changes in the curriculum, both through enrichment

1 opportunities but also through their current courses.

2 SUPT. ATWELL: Middle school is a great time to
3 tear things apart, blow things up, try to figure out
4 how they work. And we want to offer more creativity,
5 more innovation, more exploration for our students,
6 so we feel like Project Lead the Way is a good
7 evidence-based research-developed curriculum. It
8 will help our students. We know that they start to
9 disengage at the middle school level, before they get
10 into high school. The dropout has started before
11 they hit 9th grade. And so we want to re-engage
12 them; we need to push their academic rigor but we
13 need to do that with engagement and exploration. So
14 we feel like Project Lead the Way is the right move.

15 MS. HOWARD: You'll never hear me say that
16 academics is not my favorite, but I'm going to tell
17 you this Priority 2 I am in love with. So the
18 concept of self-efficacy, evidenced by John Hattie's
19 research, has an affect size of .92. We have to be
20 -- and then also our teachers said, literally, "We
21 can teach them if they're motivated." And we know
22 never to blame the student, right, for not learning,
23 but this is where my teachers are. We're going to
24 move them in their own self-efficacy but through
25 students of efficacy.

1 So Brain Breaks -- if you've heard of them it
2 might sound kind of cheesy; we're going to pause for
3 a minute and not think. But the reality is that as
4 you pause you gain more on the flipside. So this
5 could be something as simple as stand up and march in
6 place for 60 seconds, all the way to for 10 minutes
7 you're going to run through a course and time
8 yourself. If you're getting better, then better. So
9 this is an example of a young man in the middle of a
10 Brain Break and his peers are cheering him on. So
11 now we're kind of playing around with Brain Break;
12 teachers are trying. Tomorrow in the Brain Break
13 Academy I want it to be very organized, structured
14 where students set their own goals. Maybe they can
15 run a quarter of a mile -- I don't know how fast you
16 should run a quarter of a mile. But let's say they
17 want to do it in a minute and they don't succeed,
18 then we're going to press in to that goal every day
19 and they're going to watch themselves improve. The
20 goal is the more you practice -- when kids understand
21 a growth mindset, we want to push that into their
22 academics as well.

23 SUPT. ATWELL: So the picture with the yellow
24 outline, that is our current playground. We may win
25 the award for the most barren, plain playground in

1 Arkansas. It's very bare. But what we want to see
2 is the picture on the right. We want to see the
3 tomorrow. We want to see an obstacle course that's
4 challenging and it's inviting, it's good for
5 structured activity; it's also good for free play,
6 and it's available for our community outside of
7 school hours. So we're excited about the potential
8 of invigorating our campus and our physical activity
9 with a course that says, "Hey, come play on me."

10 MS. HOWARD: And also to use this continually.

11 The other piece of self-efficacy that I love is
12 thinking of teachers like personal trainers. And I
13 don't know that anybody is super-excited to meet with
14 their personal trainer. I know I'm not. But one
15 thing I know is that a personal trainer knows
16 everything about you, including the weight that you
17 see on the scale, the number -- the number that's
18 awkward, the number that's uncomfortable. I want my
19 teachers to begin to understand that they need to
20 know the numbers that their kids struggle with. Many
21 of our students are 2.5 years behind in reading and
22 we need the teachers, the personal trainers, in our
23 building to know that. What I'd like to see is the
24 personal trainers in our building work with 12 to 15
25 students throughout the course of their middle school

1 career. And when the student walks in their personal
2 trainer has a flipchart of your academic growth for
3 today, your physical growth for today, and how well
4 your citizenship is going, your culture growth; where
5 students set their own goals, they meet their own
6 goals, and they have a personal trainer to help them
7 through it.

8 SUPT. ATWELL: So John Spencer says, "Our job is
9 not to prepare students for something; our job is to
10 help our students prepare for anything." And that
11 was a huge takeaway for me, and it's tied back into
12 some other research and reading that I was doing.
13 I'm not a huge Urban Meyer fan; okay? I'm a true SEC
14 girl. But I am a fan of winning programs. And Urban
15 talks about it's not what happens that matters; it's
16 how you respond. And this is one of my takeaways in
17 this leadership study: chaos, confusion, and conflict
18 -- they're going to have to face it. It's our
19 responsibility to teach them how to learn to deal
20 with it and how to rise above it. We have to teach
21 our kids to be above the line.

22 So for our culture we've chosen to follow the
23 "R" factor. Now the "R" factor is a powerful piece
24 of leadership that we think is great for adults and
25 for our learners. There's a formula, or an

1 algorithm, that's the heart of the "R" factor: E,
2 which are the events, plus R, your response, equals
3 the outcome. Now we don't control the events, but if
4 we want a positive outcome what we can control is our
5 response.

6 And so right now when we talk about wellness and
7 mental health and satisfaction and engagement, not
8 all of our students have the life skills they need to
9 cope and make appropriate choices. And so we feel
10 like we've got to, as the adult leaders in the
11 building, learn that ourselves, and then we've got to
12 -- they've got to see and we've got to teach and
13 they've got to model that; they've got to learn that
14 through us. And so the "R" factor, the focus three
15 approach, is really great.

16 There are six disciplines that we teach and we
17 model, and we use that language in our discipline
18 approach. We want to see our students -- we want to
19 see a decrease in the number of discipline referrals
20 we have. We want to see an increase in satisfaction
21 and engagement. And we feel like equipping students,
22 equipping learners with skills and strategy, so when
23 they get in a tough situation where things don't go
24 their way, where they don't feel like they're going
25 to be successful, they have the skills to step up and

1 choose right.

2 MS. HOWARD: And one thing that really has been
3 applicable to me are these six things. For example,
4 I've been the new principal of some new people for
5 nine weeks now and I have pressed pause a lot. And
6 so knowing that it can be applied to my own life, I
7 feel very positive that our students will gain a lot
8 from Focus 3.

9 And right now we're doing great work with the
10 teachers. It's going to be systematic. You don't
11 change a culture overnight, and we know that. The
12 biggest thing is, as our teachers are learning this
13 year, next year the hope is to press it more into the
14 students and that they take ownership, that they're
15 teaching their peers, and that they're teaching the
16 younger students. We want this to be a very public
17 thing --

18 [TIMER BELL RINGS AGAIN]

19 MS. HOWARD: -- for kids, privately and publicly
20 praised for all of these things: citizenship,
21 academic growth, and physical fitness.

22 Do you all have time for this 60-second video?

23 CHAIRMAN PFEFFER: No, you go ahead. You
24 actually would have an additional 5 minutes. But,
25 yeah, we definitely want to see your video.

1 (COURT REPORTER'S NOTE: A short video was
2 shown, which may be viewed on the DESE website.)

3 CHAIRMAN PFEFFER: Okay. Do you have anything
4 else you want to add?

5 SUPT. ATWELL: No, ma'am.

6 CHAIRMAN PFEFFER: Are you ready for questions?

7 SUPT. ATWELL: (Nodding head up and down.)

8 CHAIRMAN PFEFFER: Ready for questions. Okay.
9 All right.

10 I'll start with Mr. Baldwin, if you have
11 questions.

12 MR. BALDWIN: The students that will go into the
13 charter program, will it basically be students from
14 the school or is there an opportunity to bring other
15 kids into this?

16 SUPT. ATWELL: No, it would be all students.

17 MR. BALDWIN: It would be --

18 CHAIRMAN PFEFFER: Yeah, well, go ahead and come
19 up to the microphone please. Yeah.

20 SUPT. ATWELL: The charter would be for all
21 Mountainburg Middle School students.

22 MR. BALDWIN: Okay.

23 CHAIRMAN PFEFFER: Okay. Dr. Kremers,
24 questions?

25 DR. KREMERS: What do you feel the charter will

1 do that you can't do otherwise with your school?

2 MS. HOWARD: Over the summer I worked with Dr.
3 Atwell to build a schedule, which was very nearly --
4 it was just really difficult. I was going to say
5 impossible, but we did do it. We just need
6 flexibility to work with the limited resources, and
7 that's human resources, right, where Sherry teaches
8 from the high school and they come down to the middle
9 school to make sure our kids are covered with P.E.
10 There's just a lot of things that come with limited
11 resources, and we think the flexibility in the
12 schedule will help us introduce things like Brain
13 Break and Project Lead the Way.

14 SUPT. ATWELL: And we also want to rebrand. We
15 want something -- we want a splash; we want to show
16 that we care and we're seeking and we're trying and
17 we want to do things differently.

18 CHAIRMAN PFEFFER: To piggyback on your comment
19 with the Project Lead the Way, I know that there have
20 been a couple of other districts implementing that
21 and they have at times had questions about our -- the
22 requirements around those middle school courses and
23 several different things that have to be offered. So
24 I think this is maybe a time to -- with you all
25 starting this and us looking at our other Project

1 Lead the Way districts, and with Ms. Webb's role now,
2 maybe we do need to look at whether or not there are
3 some requirements in law that -- for those middle
4 grades that could be prohibitive of being able to
5 implement some things. So we -- your work with this
6 could help us know if there are some things that we
7 might want to look at asking for changes.

8 SUPT. ATWELL: Appreciate it.

9 CHAIRMAN PFEFFER: Okay.

10 DR. WILLIAMS: Yes. A couple of questions.

11 One, you have 200 students enrolled now and you
12 have a cap of 400. Where are the --

13 SUPT. ATWELL: Where are they going to come
14 from?

15 DR. WILLIAMS: Yes.

16 SUPT. ATWELL: We hope they're so excited that
17 they're knocking on our door. And growth is a new
18 challenge for us; we want to stop our decline. But
19 we hope to gain back some of the students who have
20 opted out, who are school choicing to neighboring
21 districts, going to virtual schools, going to home-
22 school.

23 DR. WILLIAMS: Okay.

24 SUPT. ATWELL: And the 400 cap, that number was
25 arrived at by looking at the number of class spaces

1 we have and what our campus has accommodated in the
2 past or what we could probably as a maximum
3 accommodate.

4 DR. WILLIAMS: So essentially you're saying that
5 the students are there in the district somewhere
6 pretty much, but they're opting out -- either home-
7 school or just, you know, transferring to other
8 districts?

9 SUPT. ATWELL: Driving to neighboring districts.

10 DR. WILLIAMS: Okay. So you're looking to bring
11 them back in?

12 SUPT. ATWELL: Uh-huh.

13 DR. WILLIAMS: Okay. And just really a comment
14 on the Brain Break: there's a lot of work going on in
15 mindfulness now for kids to take a break to -- just
16 to reflect, to slow down some. I know the Goldie
17 Hawn Foundation is really big on mindfulness in
18 schools throughout the nation. Uh-huh. So this is
19 not that far off-base. Uh-huh.

20 CHAIRMAN PFEFFER: Ms. Newton.

21 MS. NEWTON: Yes. My concern is that -- back to
22 Dr. Kremers' remark about the need for a charter to
23 do this -- you know, and maybe you do that. And I
24 don't think at this point the information that you've
25 given substantiates the gain or the connectivity

1 between Brain Breaks and learning as demonstrated by
2 data; that we've found that kids that, you know,
3 participate in this exercise they're more alert,
4 their grades -- you know, their grades increase,
5 their attention span. And I'm just wondering, I've
6 been -- I noticed the lack of activities that schools
7 are going into now based on schedules; you know, you
8 don't get as much outside time and those things. Now
9 I understand how that works in terms of getting young
10 people, you know, to exercise and releasing some of
11 the energy. But I'm just not making -- and it may
12 just be me because I'm not an academic. I'm not
13 making the academic connection between this Brain --
14 the Brain -- I'm sorry --

15 MS. HOWARD: Brain Break.

16 MS. NEWTON: Yeah, that, and how it relates
17 directly to improving grades, improving outcome,
18 improving education. You know, you may be in a
19 situation where kids in the neighborhood, you know,
20 hear about the play part of it and want to come back.
21 But I'm just -- I'm not following the connectivity
22 and relationship. I think it's a wonderful thing; I
23 think it certainly is an opportunity for folks to
24 relax and have fun. But I'm wondering you come from
25 the high school to the middle school [sic], what

1 happens to the high school students? So I'm just
2 trying to -- if it were -- is it a curriculum? And I
3 don't think that it is. I don't know; it may be.
4 But is it a curriculum, you know, to enhance
5 performance, is what I'm wondering. And, you know,
6 communities are going to respond to, I believe, young
7 people doing better in their grades and seeing more
8 learning going on. And to me this is just kind of
9 "give you a break from the routine to energize
10 yourself." So it may just be my lack of
11 understanding to be able to follow the concept.

12 MS. HOWARD: Sure. Thank you for that question.

13 For one thing, when you say Brain Break, you
14 have to be really careful to also say there's rigor
15 involved. So one thing, it's not recess. It's a
16 very --

17 MS. NEWTON: But is it academic rigor? So we're
18 thinking rigor -- you know, when I hear "rigor" I
19 think of rigor as it relates to subject matter or
20 teaching --

21 MS. HOWARD: Sure.

22 MS. NEWTON: -- specifics. But I don't think of
23 it as it relates to the physical part.

24 MS. HOWARD: Improving scores.

25 MS. NEWTON: And, you know, and our nation is --

1 you know, the obesity rate is growing, and the need
2 to get up and move around, you know, for all of us is
3 very important, and the lack of it is alarming. But
4 I'm wondering, the conversion charter -- you've been
5 here all day and you've heard the concepts of "this
6 charter will enhance this, or this will change, or
7 this will involve another learning process." And I'm
8 just trying to get a way to measure what do we
9 anticipate as a Panel to be the improvement expected
10 or natural or logical or anticipated improvement in
11 performance based on this approach?

12 MS. HOWARD: So it goes back to the brain
13 fertilizer. We're not saying "now you've learned, go
14 play." We're saying we're going to pause this
15 learning because you're shot; your brain is shot.
16 You know, we put kids in a classroom for 50 minutes
17 for math, Algebra I, and we expect them to really be
18 engaged that whole time. Average attention span is
19 12 minutes, and then we keep pressing in, you know,
20 for 32 more. It's really painful for students.

21 MS. NEWTON: I can imagine. But what --

22 MS. HOWARD: And so in that pause, the research
23 says now they can come back and their brain -- when
24 they do shots to the brain they literally are on fire
25 now.

1 MS. NEWTON: Yeah.

2 MS. HOWARD: So that's what helps us improve
3 academic scores is because now we have children --
4 now we have students who are ready to learn again.

5 MS. NEWTON: But show us -- show me, not us --
6 show me a demonstration of this. I'm wondering -- I
7 think this is a wonderful idea; I think it's a great
8 concept. But I'm wondering why a charter is needed
9 for this.

10 MS. HOWARD: Okay. So one thing is we have
11 P.E., traditional P.E. You get 40 minutes a week.
12 My 7th grade daughter, it's not going to do a thing
13 for her. What we'd like to do is take the concept of
14 physical education and put it in smaller increments
15 throughout the day and do it every day. We're not
16 losing P.E. time; we're increasing it and we're
17 increasing its effectiveness.

18 SUPT. ATWELL: Instead of P.E. being a class
19 that's scheduled, and maybe you don't get it until
20 the second semester or maybe you only get it on
21 Thursdays, we have physical activity built into their
22 day and in transition periods, and an increased
23 awareness about their physical fitness, their
24 personal levels. We also really want to create a
25 neurological response; we want their brains to be

1 fired up. And the more they move, the more they get
2 their oxygen flowing to their brain, the more they
3 get their blood pumping. We want them to feel
4 physically better.

5 MS. NEWTON: But what I'm asking is why can't
6 this be integrated? You know, if you call it P.E. or
7 you call it whatever, why can't it be integrated into
8 the day, you know, if it's -- P.E. has to be so many
9 minutes for the week, so it couldn't be 10 minutes
10 here, 10 minutes there, 10 -- you know --

11 SUPT. ATWELL: In a traditional model with a
12 certified teacher, I don't have the staffing to
13 provide everybody P.E. every day, and I'd have to
14 take them out of some other learning.

15 MS. NEWTON: Where else is this happening?

16 MS. HOWARD: I asked a lady from the ADE way on
17 in the early stages, and I said, you know, "This is
18 our idea. What do you think about it?" And she said
19 -- I asked her what schools could I talk to, and she
20 said, "There's no one doing it in Arkansas that I
21 know of."

22 MS. NEWTON: Where -- anywhere else?

23 MS. HOWARD: Do what?

24 MS. NEWTON: Where in other places?

25 MS. HOWARD: (Shaking head from side to side.)

1 MS. NEWTON: That's all.

2 CHAIRMAN PFEFFER: Okay. Mr. Wilson, questions?

3 Okay. Anyone else have a question?

4 DR. WILLIAMS: Yeah. I'd like to come back.

5 CHAIRMAN PFEFFER: Okay.

6 DR. WILLIAMS: I'll tell you what might be
7 helpful. I've had an opportunity to kind of engage
8 and actually fund mindfulness in the foundation I
9 work for, so -- and it's about a balance between
10 stimulating the brain and over-stimulating. And
11 there are times where kids are stressed they can take
12 a Brain Break and refocus; times when they are
13 dragging and just need to expend some energy. So I
14 see the balance between the two and what you're
15 trying to accomplish. I think one thing that would
16 be helpful for us is to -- no, let me rephrase that.
17 What would be helpful for me would be to do a little
18 bit of active research or action research which would
19 look something like where are the kids now as from an
20 academic perspective, and if you implement this where
21 does it go; is there a change in the process.

22 Because this sounds good; I almost want to help
23 answer your questions in the sense that why do you
24 need a charter school to do this. And it may be
25 structural reasons -- you know, we don't have enough

1 bodies to do all the things that we want to do, so we
2 need the flexibility. So that's more of a structural
3 issue. But if we look at it from an academic issue
4 -- I hear the branding piece, "something to make us
5 splash," something to really get things moving within
6 the community and within the school. But from a data
7 standpoint, from an academic data achievement
8 standpoint I don't see anything in the information
9 that really kind of addresses that in such a way of
10 what are some expectations we can look for. But it
11 may be from an innovation standpoint, if you all
12 could track whether there's any change, whether it be
13 from behavior when you get young kids and give them
14 an opportunity to burn some energy off in a very
15 structured manner; it could be from behavior; it
16 could be from an academic achievement standpoint. If
17 we don't know that right now, which we don't, it may
18 be worthwhile for you all to kind of document this to
19 see if there's any change.

20 CHAIRMAN PFEFFER: Well, and to piggyback, I
21 think what I really appreciate from the very outset
22 of your presentation, you were focused on what do we
23 want to become, what do we want our schools to be.
24 And I think that's something that we at the
25 Department have really been talking about with --

1 actually we're talking about that with school board
2 members as we're able to go to regional meetings, in
3 terms of thinking beyond just taking the data that
4 you have and being able to think beyond what is it
5 that we want to become. And from your presentation I
6 think we can see that there's this -- there's an idea
7 there, but it may be that it's hard to visualize, you
8 know, what does this flexible schedule look like,
9 what does having the flexibility so that teachers
10 really are engaged in that PLC process. And that may
11 be a little bit difficult to see within the
12 application and therefore hard to determine why the
13 route that you're going through, a district
14 conversion. So that may be just helping to explain
15 maybe the questions that you're getting.

16 MS. HOWARD: Do we need to speak to that, or no?

17 CHAIRMAN PFEFFER: Sure, you can. I know I
18 didn't ask you a question --

19 MS. HOWARD: Yeah, I didn't know for sure if
20 that was a question.

21 I just -- from this perspective, this very basic
22 gut feeling, every time I'm with teachers they need
23 more; you know, to say, "Let's do Brain Breaks, and
24 let's do them well and consistently, and chart the
25 child's progress." They need support from me, from

1 Dr. Atwell to know how to do this, to become personal
2 trainers, right, in academics, as well as student
3 citizenship, what that looks like to be a Focus 3
4 student. And so it would be lovely to have
5 flexibility in those spaces to be able to really do
6 this.

7 CHAIRMAN PFEFFER: All right. Any other
8 thoughts or discussion?

9 DR. WILLIAMS: Just one other comment. I also
10 like the idea of what the -- similar to what the
11 Waldron District is doing, is trying to come up with
12 a way to re-engage your community. You know, if
13 you're losing students I think a district kind of
14 owes it to the community to do whatever they can to
15 re-engage parents and students.

16 CHAIRMAN PFEFFER: Okay.

17 MS. NEWTON: I'm not suggesting -- you know,
18 volunteers -- you may have a group of volunteers that
19 maybe will give you that relief that you need. You
20 talked about high school teachers coming over, but
21 maybe a group of volunteers or some students doing a
22 practicum or something that you could start there and
23 say, "This demonstrates" -- or "we've done it with
24 these folks; you know, if we're able to elevate this
25 to do." But I don't see supporting evidence. I

1 think that's probably the best way I could put it. I
2 don't see supporting explanations or evidence that
3 this is something that is practical and that would
4 work.

5 MS. HOWARD: And I know that's not really a
6 question. But if you do look at John Hattie's work,
7 all we have is, you know, that he has 252 things,
8 strategies, you can do in a classroom that improves
9 academic growth. And we're looking at the top five,
10 and in this Brain Academy we're meeting those top
11 five. And so while there might not be a school yet
12 that has done this with success, I don't want to be
13 the school who didn't try it, you know -- and we do
14 need help to do that.

15 MS. NEWTON: And I'm encouraging you to the
16 degree that you can to give us some evidence to
17 operate on, the evidence that we need to make a
18 decision, for -- personally, for me to make a
19 decision to help you make this happen. But, you
20 know, I tell my husband -- you know, he reads
21 something on the internet; you know, anybody that can
22 write can write what they want to write. So I'm not
23 sure that that documents success because an
24 individual said do these five things. And I think in
25 practice I think we need to be able to have our young

1 people be involved in proven practice and best
2 practice. And so I -- you know, it's unique and it's
3 different, but is it a best practice, is it a
4 promising practice. And I think that's, you know,
5 professionally how we want to be able to explain that
6 we've transcended this program from here to there,
7 because we've seen it other places with the same
8 characteristic and it works.

9 SUPT. ATWELL: May we offer the Panel to accept
10 Dr. Williams' suggestion for action research, to
11 collect information about our academic, our physical,
12 our self-efficacy levels, and then monitor progress
13 and having positive impact on those qualities?

14 MS. NEWTON: I have no problem with that at all.

15 SUPT. ATWELL: Okay.

16 MS. NEWTON: But I think -- like I say, I can't
17 speak for the board; but it's an awesome
18 responsibility I think when we make the decisions
19 more -- not as much about conversion charters,
20 because there's a system already in place, but a
21 practice that's totally foreign and it sounds good.
22 I made -- baked a cake one time out of a cookbook
23 with all the ingredients and it never rose, but there
24 was that cookbook that I used and went by every
25 ingredient that was there. So I think that we need

1 to know that there's some efficacy in this and be
2 able to demonstrate it and uphold our responsibility
3 to all the other schools in the state to be able to
4 support our decisions.

5 SUPT. ATWELL: The concept of student self-
6 efficacy is not tangible. And we hope to demonstrate
7 to the students in a very measurable, tangible way
8 that when they set a goal and they do the reps, they
9 do the work, and they monitor their progress, and
10 they're coached, and they're supported, and they take
11 ownership for their action they can see a change.

12 MS. NEWTON: I think we're saying the same
13 thing.

14 SUPT. ATWELL: And that's a hard thing to do for
15 literacy or for math; it's abstract. But with
16 physical it's very -- I mean you wouldn't think it by
17 looking at this body, but I am -- I used to be a
18 runner. And that's something that we don't have a
19 lot of access to in our community. I could -- I
20 worked up at Rogers and I could go and run on the
21 trails. And I started with Couch to 5K and I saw
22 some success. And I built my confidence and I built
23 my ability, and then I ran a half-marathon, and you
24 could've thought I was ready to go race in the
25 Olympics from my ego at that point, once I survived

1 that, because I did something I never thought I could
2 do.

3 And so what we want to create is an opportunity
4 for those students. And we know from the basis of
5 neuroscience that the more they're active, the more
6 stimulated their brain is, it increases the oxygen
7 and the blood flow. We want to make -- and that --
8 and that's not in and of itself -- our innovation is
9 we tie into that and harness the power of self-
10 efficacy, goal-setting, and a reward for seeing their
11 actions, and then how does that carry over to their
12 choices in discipline, their choices in behavior,
13 their academics. And so I understand and I
14 appreciate that. And we're open to research to look
15 for other schools that are doing it, and doing it
16 well. We just haven't found them in our stage of
17 this journey at this point.

18 DR. KREMERS: I'd like to just add a comment
19 too. I feel uncomfortable on the marketing piece of
20 it because I think the purpose of the charter is not
21 to assist schools to market and rebrand. I think if
22 it -- it depends on the mission, and then is that
23 mission over and above what can already happen within
24 a school. And so the part about the marketing/
25 rebranding, I think that should be a separate

1 conversation from -- and that's just -- that's my
2 personal opinion on the purpose of a charter.

3 MS. HOWARD: Yeah. If I could speak to the
4 heart of that, coming in as a new person I'm looking
5 at teachers and I'm like, "Hey, let's try this
6 thing," and they're like, "Yeah, we've done that
7 thing." Right? And it's a very apathetic tone. And
8 I think when Dr. Atwell spoke of rebranding it's
9 like, "Hey, you do the work to get a conversion
10 charter; we are serious and we're excited and this is
11 going to work."

12 MR. WILSON: Madam Chairman, let me ask you
13 ladies a couple of questions. It seems to me that
14 everything that you have suggested -- and I applaud
15 you for your effort and engagement with the
16 community; that looks pretty substantial. Can't you
17 do what you propose to do with the existing school
18 system without a charter?

19 MS. HOWARD: Well --

20 MR. WILSON: I mean is that sensible? Is it
21 feasible? Do you need the charter contract with the
22 State to change some of the way you're doing
23 business?

24 CHAIRMAN PFEFFER: Ms. Hyatt might be able to
25 help us out too when -- with looking at some of the

1 waivers that they've requested. Again, in trying to
2 develop this I think they have the three components:
3 one is the really work with the professional learning
4 communities in PD; you've got the implementation of
5 Project Lead the Way; and then the third component is
6 the personal training/Brain Breaks. So I think maybe
7 that could help. What is it that they -- what would
8 they need if they weren't going to have a conversion
9 charter?

10 MS. HYATT: So I'll talk about --

11 Mary Claire Hyatt with the Division.

12 I will talk about that in terms of what they've
13 requested versus what I've heard today. So some of
14 the waivers that they requested in their application
15 I haven't necessarily heard a necessity for them
16 based on the information that was presented today;
17 not that there was an issue in the legal review. But
18 Class Size and Teaching Load, Educator Licensure,
19 those are some of the waivers that were requested,
20 and there weren't any outstanding issues on those.
21 But if the question is what do they need in order to
22 do what they want to do and do they have to have a
23 charter to do that, based on my limited
24 understanding, you know, I do think they may need
25 some waivers. Of course, there are other waiver

1 pathways, such as the 1240 waiver pathway.

2 Some of the waivers that they requested are
3 about Flexible Scheduling. Those are actually some
4 of the ones that I kind of had outstanding issues
5 with.

6 They did request waivers of the standard and the
7 law that requires an average of the six-hour
8 Student/Teacher Instructional Day or 30-hour a week
9 Student/Teacher Instructional Day. I didn't really
10 see how that fit in with what the application, how it
11 was supported by the application. And I think there
12 was one waiver, which was 1(a)(1)(2)(5), which is
13 physical activity curriculum 4, 5, 8, that I do think
14 is necessary given that they want to provide that
15 physical education in a more innovative and
16 integrated way than a traditional, as they were
17 discussing, 40 minutes one time a week. So I do
18 think they would need that waiver in order to
19 accomplish that.

20 These other waivers I don't -- I don't know if
21 they're necessary. All of the other flexible
22 scheduling waivers that they have listed, my opinion
23 was I didn't believe they were necessary based on the
24 rationale that had been provided. But, of course,
25 there could be something that I'm missing that they

1 might want to speak to.

2 MS. HOWARD: For one, on the hours that were,
3 you know, in the classroom, one thing we'd love to do
4 is with the implementation of Project Lead the Way to
5 allow our kids to compete with one another. Just as
6 an example -- an apology when you can't express all
7 the ideas you have in 20 minutes -- but let's say
8 we're going to have a big competition, you know, in
9 what you're working on in your Project Lead the Way
10 class; I also need extra time to do professional
11 development with my teachers. So maybe my aide,
12 maybe my instructor in Project Lead the Way, they go
13 off out in the parking lot and do -- they release an
14 hour early, they release two hours early, where I can
15 have my teachers -- the majority of my teachers and
16 we're doing professional development.

17 MR. WILSON: So you would need a waiver in that
18 sense?

19 MS. HOWARD: Yes. Yes, sir.

20 MR. WILSON: Well, I can follow that, sort of.
21 But it seems to me maybe Project Lead the Way can be
22 done under your existing authority now.

23 MS. HOWARD: The actual --

24 MR. WILSON: And I applaud the idea. But
25 Project Lead the Way or other -- Brain Pause or

1 whatever, those may be innovative projects and
2 methods, and that's huge; I think that's what charter
3 schools are intended, among other things, to do, and
4 I applaud that. But it's a shot-in-the-dark at this
5 point. It's a gamble as to whether the Brain thing
6 works because we don't have a history or experience
7 in other schools with it. I'm glad you're trying;
8 I'm just thinking it's off in all directions right
9 now.

10 MS. HOWARD: One thing, if I could kind of clear
11 it up, I think we've focused on Brain Breaks -- and
12 it's not a small piece; it's kind of a fundamental
13 piece. The other huge part is that our teachers are
14 years behind in professional development and there's
15 -- we cannot catch them up, and they have individual
16 planning time and that is theirs. And we're working
17 with PLCs and we're trying to stay true to what a PLC
18 looks like, looking at data and then informing our
19 instruction based on that data and putting kids where
20 they need to go. We do not look at, "Hey, what does
21 it look like to divide your class in groups and teach
22 in a different way." My teachers cannot improve
23 until they get time for professional development, and
24 that's one waiver that we need, where our kiddos can
25 be -- and it's not just Project Lead the Way; we can

1 introduce that into the curriculum, as we are now.
2 But if we want to do exceptional projects with the
3 kids -- let's take the culture piece as well. What
4 if we want to go read to a nursing home for half of
5 the day? There's no way that's going to happen. But
6 if we could, I could pull my teachers and teach them
7 during that time.

8 CHAIRMAN PFEFFER: So, Ms. Howard, we -- just
9 from listening to the Panel Members -- and it may be
10 here in a minute that we just need to kind of --

11 MS. HOWARD: Yes.

12 CHAIRMAN PFEFFER: -- to have some general
13 discussion, in thinking about the design and how you
14 all -- you've got a lot of innovative ideas that
15 you're considering doing. And the concept of taking
16 these innovative ideas with your middle school to
17 allow some flexibility to promote professional
18 learning for your faculty and different options for
19 kids in terms of their educational delivery, it seems
20 that there is some concern as to whether or not a
21 conversion charter is the right fit for you to be
22 able to do this.

23 And so I don't know whether we need to talk
24 about are there other options for you to do, is this
25 something that the Panel would want to take under

1 advisement until a next meeting and maybe ask for
2 some additional information. But it seems right now
3 we're kind of -- we're not necessarily moving toward
4 making a decision is what I'm starting to ascertain.

5 So, maybe some discussion among the Panel?

6 DR. WILLIAMS: Yeah. As I listen, I'm a little
7 bit further along on the brain research than probably
8 most here because I've actually been funding in that
9 area, so -- but as I listen to what you're trying to
10 accomplish, I appreciate the questions because I have
11 kind of the same questions. I'm thinking more in
12 terms of tabling it and that would give you all an
13 opportunity to go back and either flesh this out, to
14 come back, or look at other options and actually
15 determine whether this is -- the conversion charter
16 school is the right route to go. And if you think it
17 is the right route to go, then you can come back with
18 a little bit more defined -- maybe some research to
19 support what you're doing and maybe take a little bit
20 of that approach, and to give us a chance to kind of
21 reflect, and it will also give you all a chance.
22 That's just my thinking. Other board members may
23 have something different than I have.

24 MR. BALDWIN: I would agree. I think -- and I
25 appreciate your passion in wanting to make a change.

1 You've come home to do that and we want to help you
2 do that. Changing culture in a new organization is
3 hard and you've got to have something new that
4 excites people. It's hard for us to step forward
5 with you right now just because we don't see the
6 metrics. And so if you could listen to what we've
7 said and come back and respond to that at our next
8 meeting I think that would be helpful.

9 SUPT. ATWELL: Thank you. We appreciate that
10 opportunity.

11 CHAIRMAN PFEFFER: Okay.

12 MR. WILSON: We'll call it a pause.

13 SUPT. ATWELL: What?

14 MR. WILSON: I said we'll call it a pause.

15 SUPT. ATWELL: Press pause.

16 CHAIRMAN PFEFFER: Ms. Hyatt, so what would be
17 the proper steps for us to take based on this
18 conversation?

19 MS. HYATT: There needs to be a motion to that
20 effect. So if you want to hear it in November -- and
21 we do have a meeting scheduled in November -- you
22 could make a motion to take it under advisement until
23 November and request the additional information that
24 you've just said. I think that would be appropriate.

25 CHAIRMAN PFEFFER: Okay.

1 MR. WILSON: So moved.

2 DR. WILLIAMS: Second.

3 CHAIRMAN PFEFFER: Okay. So we have a motion to
4 take this under advisement. And so I'll go ahead and
5 ask for everyone to vote.

6 All those in favor say "aye."

7 (UNANIMOUS CHORUS OF AYES)

8 CHAIRMAN PFEFFER: Okay. And so it probably
9 would be helpful in our feedback if we articulate the
10 types of additional information that would help if
11 they come back.

12 And we are saying the November meeting; correct?

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

14 MS. McLAUGHLIN: (Nodding head up and down.)

15 CHAIRMAN PFEFFER: Okay. So let's go ahead and
16 go to the voting sheets at this time. The motion did
17 pass to take the matter under advisement. And we're
18 going to jot down some of the things that -- at least
19 just kind of get a start, and then we can follow-up
20 with our Charter Unit to work with the District prior
21 to that November meeting.

22 [A FEW MOMENTS OF SILENCE]

23 CHAIRMAN PFEFFER: Okay. I'll start with Mr.
24 Baldwin to begin the feedback.

25 MR. BALDWIN: Yes. I approved the motion. I

1 think the additional time will enable the school
2 system to develop a more metric-driven presentation.

3 CHAIRMAN PFEFFER: Okay. Dr. Kremers.

4 DR. KREMERS: I approved the motion to table the
5 request until further information can be provided.
6 Primary items to detail would be why the conversion
7 charter is needed to accomplish the goals, and how
8 will you measure if this will improve academics.

9 CHAIRMAN PFEFFER: Okay. Ms. Newton.

10 MS. NEWTON: I voted for the motion. I need
11 more information to determine whether the approach is
12 successful and whether a conversion charter is needed
13 to accomplish this goal.

14 CHAIRMAN PFEFFER: Okay. Mr. Wilson.

15 MR. WILSON: I voted for the motion for the same
16 reasons that the others have stated and to give the
17 applicants time to furnish their -- or focus their
18 interview, so-to-speak, a little more narrowly.

19 CHAIRMAN PFEFFER: Dr. Williams.

20 DR. WILLIAMS: I support the motion to take the
21 request under advisement. This will allow the
22 Mountainburg School District to provide additional
23 supporting information in support of the request of a
24 conversion charter school -- supporting data for both
25 Brain Breaks and physical activity's impact on

1 student achievement; also the effective use of
2 teacher time to support this initiative.

3 CHAIRMAN PFEFFER: Okay. All right.

4 Thank you both again for being here. And we are
5 excited about the focus that you have on the future
6 of what Mountainburg Schools will become.

7 And I think that if -- what we can do in working
8 with the Charter Office is make sure that anything
9 additional that members may think of or that might be
10 helpful if we can communicate that.

11 Would that be with you?

12 MS. WEBB: (Nodding head up and down.)

13 CHAIRMAN PFEFFER: Okay. With Ms. Webb.

14 And we'll be able to get that information so
15 that you all can be prepared next month.

16 Okay. All right. Thank you for being here,
17 safe travels.

18 So at this time we have finished our action
19 agenda. Is there anything we need to discuss before
20 next month's meeting?

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

22 CHAIRMAN PFEFFER: No. And our next meeting is
23 on November 15th --

24 MS. McLAUGHLIN: 19th.

25 CHAIRMAN PFEFFER: 19th. November 19th. Okay.

1 So I appreciate all of you for being here today.
2 And if there's nothing else to discuss, we can have a
3 motion to adjourn.

4 MS. NEWTON: So moved.

5 MR. WILSON: Second.

6 CHAIRMAN PFEFFER: Okay. Motion and second.

7 All those in favor?

8 (UNANIMOUS CHORUS OF AYES)

9 CHAIRMAN PFEFFER: All right. Thank you. We're
10 adjourned.

11

12

13

14 (The meeting was concluded at 4:38 p.m.)

15

16

17

18

19

20

21

22

23

24

25

C E R T I F I C A T E

STATE OF ARKANSAS)
) ss.
 COUNTY OF SALINE)

I, SHARON K. HILL, CCR, a Certified Stenomask Reporter and Notary Public before whom the foregoing proceedings was taken, do hereby certify that the same is a true and correct transcription before the Arkansas Division of Elementary and Secondary Education, Charter Authorizing Panel, in Little Rock, Arkansas, on October 15, 2019, that the said proceedings was reduced to typewritten form by me or under my direction and supervision; and that the foregoing pages constitute a true and correct transcription of all proceedings had in said matter.

I FURTHER CERTIFY that I am neither counsel for, related to, nor employed by any of the parties to this action.

I FURTHER CERTIFY that I have no contract with any parties within this action that affects or has a substantial tendency to affect impartiality, that requires me to relinquish control of an original transcript or copies of the transcript before it is certified and delivered to the custodial agency, or that requires me to provide any service not made available to all parties to the action.

WITNESS, MY HAND AND SEAL, THIS DATE: October 27, 2019.

SHARON K. HILL, CCR
 Certified Court Reporter
 Certificate No. 670

October 15, 2019

(1) \$2.3 - administrator

156:18;161:7; 164:17 administrators (2) 34:9;148:8 adult (1) 232:10 adults (3) 24:4;31:20;231:24 advanced (1) 126:20 advancing (1) 131:15 advantage (5) 66:12;124:20; 135:22;137:8;189:8 advantages (1) 189:4 ADVENTURE (7) 143:5,8,10,14; 144:7,17;157:18 advisement (5) 257:1;258:22; 259:4,17;260:21 AF&R (1) 191:7 affect (2) 83:20;228:19 affirm (9) 6:23;11:20;15:23; 22:10;52:8;114:13; 143:19;174:25;217:7 AFFIRMATIVELY (6) 7:1;22:13;52:11; 114:16;175:2;217:9 afforded (1) 30:2 affords (1) 50:11 afraid (1) 112:4 African (1) 62:5 afternoon (11) 73:19,22;111:24, 25;112:9;113:7,11; 128:1;143:7;176:3,5 afterschool (1) 225:9 ag (6) 166:14;177:12; 187:11;190:24; 201:2,4 ag- (1) 187:23 again (53) 26:8,25;27:16; 31:10;39:13;43:13; 45:24;58:11;72:19; 73:2,5,9;78:21;95:6; 100:2,11;101:17; 104:4;126:19;148:4; 150:5,22;151:4; 153:5;154:15,22;	161:12,17;164:9; 165:25;166:25; 167:19;177:6; 179:15;181:11; 184:17;185:7;187:1, 1,14;189:12;195:23; 198:20,22;199:24; 200:8;201:17; 202:19;203:25; 209:21;241:4;252:1; 261:4 AGAIN] (1) 233:18 against (2) 37:22;204:7 ag-based (1) 182:25 age (8) 23:23;39:13;40:14; 120:3;122:17; 128:16;134:22; 204:10 AGENDA (22) 4:1,4,5,14,20;5:17; 15:1,3;21:16;22:8; 57:17;111:20,21; 112:2,3,9;113:7; 143:7,9;216:15,21; 261:19 agendas (1) 10:4 ages (1) 49:6 aggressive (1) 43:11 aggressively (1) 54:21 ag-infused (1) 183:20 aging (2) 220:16;221:9 ago (8) 33:10;56:11;81:21; 116:10;137:19; 138:11;166:9;220:12 ag-powered (1) 183:20 agree (5) 10:6;87:14;106:4; 209:25;257:24 agreed (1) 25:1 Agreement (4) 85:12,22,25; 190:19 agri (10) 153:25;162:3; 176:17;178:1; 179:14;187:13,14; 193:13;195:16; 212:13 agricultural (8) 176:17;177:23;	184:12,21;187:18; 189:3,6;193:17 AGRICULTURE (47) 174:6,12,20;176:6; 177:18;178:3;179:3, 12,24;180:10,15,21, 25;181:1,11;183:1,2, 7,9,12;184:2,4,7,15, 25;185:4,9,10,15,16, 18,20,22;186:15,17, 20,25;187:3,7,8; 193:16;195:8; 200:15;201:8,9,10,15 ahead (22) 11:19;14:25;16:6; 28:20;86:14;99:9; 109:12;112:16; 114:3,6,10,18; 120:14;133:18; 158:10;174:8; 177:13;190:8; 233:23;234:18; 259:4,15 aide (1) 254:11 alarming (4) 149:2;221:3,3; 240:3 alert (1) 238:3 Algebra (2) 126:24;240:17 algorithm (1) 232:1 align (1) 137:7 aligned (1) 145:15 aligns (1) 142:14 alive (1) 223:14 allay (1) 202:20 all-encompassing (1) 106:22 allocate (1) 99:8 allocated (1) 72:4 allocation (1) 71:19 allow (18) 12:9;14:19;19:14; 32:3;38:2,8;42:14; 49:6,10;67:8;84:5; 114:2;138:19; 153:23;189:22; 254:5;256:17;260:21 allowances (2) 11:2;12:3 allowed (3) 28:3;30:15;94:11	allowing (2) 23:2;115:4 allows (7) 11:3;12:5;28:15; 38:11;79:4;131:3; 142:15 alluded (2) 189:19;195:5 almost (12) 32:6,24;46:10; 81:11;102:9;146:18; 147:18;185:6,23; 196:5;220:8;243:22 alone (2) 136:7;185:12 along (10) 100:20;116:25; 126:17;136:21; 137:4;153:2;172:11, 18;177:12;257:7 ALP (1) 41:15 alternative (1) 150:18 although (5) 27:6,7;33:1;91:13; 144:23 always (17) 5:8;8:24;53:13; 55:17;57:25;62:23; 72:23;73:3;75:22; 77:16;118:16; 119:25;130:2;133:6; 134:21;165:12; 226:19 Amanda (3) 217:3,15;225:19 amazing (1) 29:3 amended (2) 48:3;49:14 amending (1) 90:13 amendment (27) 4:21,22;5:1,10,15, 18;6:2,15;12:9; 14:24;15:8;21:14; 50:18,20;51:2;52:20; 53:1;66:23;69:24; 91:16;92:2;93:2; 96:23;104:11,16,18; 108:2 amendments (1) 65:9 American (1) 62:5 Amity (2) 194:9,18 among (2) 255:3;257:5 amongst (1) 136:8 amount (8)	27:19;33:23;39:3; 44:18;86:6,13;97:13; 202:12 amounts (1) 182:13 ample (1) 32:3 Amy (1) 182:15 analysis (1) 137:1 and-reduced (1) 56:15 Angela (1) 3:19 animal (2) 74:17;190:18 animals (3) 180:17,18,18 annual (3) 11:4;12:6;57:19 ANSWERED (7) 7:1;22:13;52:11; 79:13;114:16;175:2; 217:9 anticipate (4) 31:8;38:24;44:9; 240:9 anticipated (1) 240:10 anymore (2) 95:2;146:3 AOA (3) 144:18;150:12,21 AOA's (1) 155:12 AP (3) 131:19;183:24; 184:13 apart (1) 228:3 apathetic (1) 251:7 apologize (2) 47:22;175:11 apology (1) 254:6 applaud (4) 77:19;251:14; 254:24;255:4 Apple (1) 122:25 applicable (1) 233:3 applicant (8) 4:25;5:6;143:10, 12;172:1;174:14; 216:22,25 applicants (1) 260:17 application (45) 8:5,11;41:20;61:2; 65:16;91:21;92:9,14,
--	---	---	--	---

15,23;95:8;113:5,15, 15;114:12;134:4; 140:12,14,21;141:13; 142:1;143:5;144:7; 146:15;147:13; 172:4;173:8;174:6, 23;188:22;192:13; 198:9;202:15; 209:16;211:4; 213:17,18,23;214:8; 215:9;216:9;245:12; 252:14;253:10,11 applications (3) 101:14;139:24; 206:11 applied (3) 157:17;202:2; 233:6 applies (1) 209:5 apply (11) 44:5,6;178:10; 197:14;198:4,6,9; 199:7;203:7,18; 206:18 appreciate (26) 3:11;23:3,5;49:25; 50:6;77:13;109:6,6; 111:1;122:4;127:18; 128:20;133:8; 139:13;143:3;158:4; 176:4;177:11;216:6; 236:8;244:21; 250:14;257:10,25; 258:9;262:1 appreciative (2) 49:23;116:2 approach (7) 24:13;142:21; 232:15,18;240:11; 257:20;260:11 approaches (1) 72:25 approaching (1) 120:22 appropriate (4) 21:4;212:2;232:9; 258:24 appropriateness (1) 205:25 approval (11) 13:21;17:7;19:24; 31:17;173:7;189:1; 210:22;211:25; 212:2,16;213:1 approvals (3) 188:21;191:14,15 approve (30) 4:5,8;19:13;20:2; 21:2;42:12;47:14; 49:13;91:16;96:24; 104:10;107:10,22; 109:13,17,21,23;	110:10,17;141:13; 173:11;198:8; 207:11;209:19; 213:14,15,15,16,22; 216:16 approved (24) 4:11;5:25;6:10,15; 14:7;20:6;21:19,24; 24:12;63:16;64:23; 91:17;169:16; 173:17;189:1,11; 191:16;209:19; 212:9,13;215:22; 216:3;259:25;260:4 approves (1) 38:12 approving (2) 209:13,14 approximately (5) 30:4;147:20;159:1; 161:10;202:21 APSRC (1) 106:23 ARCA (1) 9:6 architect (1) 43:19 architects (1) 43:20 area (22) 16:21;64:6;65:4; 66:9;80:1;83:1,2; 88:2,3;108:22; 113:23;115:14; 116:20;117:11; 136:13;138:4; 146:19;187:9; 188:18;192:1; 196:22;257:9 areas (10) 63:23;139:4;157:2; 182:12;187:14; 189:9;201:15;203:5; 208:18;215:10 argument (1) 132:16 Arkansans (2) 24:3;40:14 ARKANSAS (46) 5:15,24;7:6;8:21, 21;22:21;23:2,4,8,9, 14,22;29:2;40:13,17; 41:14;55:8,12;56:11, 23;67:12;87:8,11; 94:2;115:20;116:7; 117:22;118:10,13; 128:15;146:18; 147:2;151:23; 156:14,15;159:19; 176:19;179:5; 184:17,18;185:2; 190:16;202:10; 206:17;230:1;242:20	Arkansas-approved (1) 187:17 around (19) 54:1;56:8;59:11; 62:20;73:7;76:3; 101:15;121:14; 126:11;130:6; 161:22;204:19; 206:22;209:10; 221:12,13;229:11; 235:22;240:2 arrangement (1) 93:11 arrangements (1) 155:25 arrears (2) 98:4,11 arrived (1) 236:25 ARSTEMorg (1) 58:23 Art (3) 17:2;55:25;132:15 articulate (1) 259:9 articulation (1) 190:19 arts (3) 55:25;132:17; 153:8 ascertain (1) 257:4 aspect (1) 179:22 Aspire (3) 55:10;154:4; 217:20 ASSENT (1) 215:3 assessment (2) 63:4;64:5 assessments (1) 223:8 assign (1) 94:13 assigned (1) 26:7 assist (2) 10:23;250:21 assistance (1) 155:19 Assistant (4) 6:5;51:25;52:20,24 associates (1) 183:25 assuming (3) 31:25;93:5;166:14 assurances (1) 73:24 assure (1) 73:14 assured (1) 167:12	athletics (1) 153:9 attempt (1) 168:22 attend (4) 9:7;109:3;138:5; 178:16 attendance (3) 26:17;46:16;148:7 attendeess (1) 7:24 attention (3) 88:6;238:5;240:18 attitude (4) 53:10;128:17; 224:2,5 Attorney (2) 94:2;202:10 attorneys (2) 4:24;208:10 attracting (1) 215:25 Atwell (31) 217:3,14,14,16; 226:12;228:2; 229:23;231:8;234:5, 7,16,20;235:3,14; 236:8,13,16,24; 237:9,12;241:18; 242:11;246:1;248:9, 15;249:5,14;251:8; 258:9,13,15 audience (5) 3:16;22:25,25; 105:12;120:18 auditorium (1) 3:8 August (2) 61:11;192:24 Austin (1) 38:19 authority (1) 254:22 authorization (1) 15:5 authorized (1) 51:2 authorizer (2) 51:21;94:12 Authorizing (3) 3:7,22;5:25 auto (1) 162:5 automotive (1) 166:18 autonomy (2) 27:22;223:6 available (11) 24:19;26:2;61:3, 17;84:4;127:17; 154:12;155:19; 169:5;170:11;230:6 average (7)	26:17;46:16; 164:23;165:4,5; 240:18;253:7 avoid (1) 152:9 award (1) 229:25 aware (8) 13:15;25:8;78:7; 102:12;121:1; 149:11;205:22;206:8 awareness (9) 197:17;199:21; 203:15;204:11,25; 205:3,20;206:14; 241:23 away (10) 30:2;88:24;90:25; 95:9;121:21;125:24; 154:19;178:9; 189:23;205:23 awesome (3) 127:16;222:13; 248:17 awkward (1) 230:18 aye (10) 4:9;14:1;20:3; 47:20;107:18;108:5; 141:15;173:12; 214:10;259:6 AYES (11) 4:10;14:2;20:4; 47:21;107:19;108:6; 141:16;173:13; 214:11;259:7;262:8
B				
B-1 (1) 113:4				
B-2 (1) 143:4				
B-3 (1) 174:5				
B-4 (1) 216:12				
bachelor's (4) 147:16;156:12,19, 24				
back (67) 10:7;18:4;33:12; 37:10;40:25;46:23; 50:17;59:6,13;67:13; 79:17;82:3;84:12; 88:15;93:10;96:7; 97:10,17;98:21;99:5; 101:8;102:7;106:17; 112:14;123:16; 129:18;131:8; 136:11;139:17; 141:21;149:5,21,22, 24;150:4;161:5,5,7,8;				

162:8;164:7;168:25; 175:12;177:25; 194:12;208:23; 218:13,15,18,23; 219:19;222:9,21; 224:23;231:11; 236:19;237:11,21; 238:20;240:12,23; 243:4;257:13,14,17; 258:7;259:11 back-and-forth (1) 43:16 background (5) 36:21,24;54:13; 144:19;146:16 backgrounds (2) 68:12;76:4 background-slash-demographics (1) 215:15 back-side (1) 192:8 back-to-school (1) 7:22 backward (1) 138:12 bad (1) 89:2 badge (1) 84:2 baked (1) 248:22 balance (2) 243:9,14 Baldwin (51) 3:17,18,18;12:14, 19,22;17:22,23; 20:15,16;36:13,14, 15;37:9,15;38:5; 46:22,23;47:2,17; 48:15,16;67:22,23; 68:6;69:10;86:15; 106:14;109:11,13; 133:19,20;135:3; 141:4;142:22,23; 169:14,20,22;171:8; 190:10;209:25; 216:2,3;234:10,12, 17,22;257:24;259:24, 25 band (5) 132:15;153:9,18, 24;162:6 Bank (1) 127:4 banking (3) 78:25;79:1;137:1 bare (1) 230:1 Baroni (40) 51:25;52:21,22,23; 63:3,11,14;68:5,8; 69:11,15;70:11,14, 21,24;71:7,10,25;	80:13;81:3,20;82:9; 83:17,22;84:17,20, 23;85:2,4,8,14,19; 87:1;89:11,13;90:2, 11;95:11;98:23; 100:14 barren (1) 229:25 barrier (4) 44:13;206:1; 208:25,25 barriers (5) 25:11;26:21,23; 44:12;223:24 base (1) 98:7 based (27) 36:8;70:16;85:13; 94:19;102:16;117:8; 122:7;131:1;134:21, 21;137:4;148:25; 181:14;201:13; 204:20;205:2; 211:14;215:14,20; 226:11;238:7; 240:11;252:16,23; 253:23;255:19; 258:17 bases (2) 157:2;171:2 bash (1) 7:22 basic (1) 245:21 basically (16) 30:10;33:15;37:18; 68:1;88:5;95:3; 96:16,19;125:2; 131:2;135:7;138:12; 150:2;151:15;194:6; 234:13 basing (2) 39:6;211:13 basis (3) 23:12;156:1;250:4 basketball (2) 132:13,14 Batesville (3) 113:23;115:12; 117:11 battles (1) 80:20 bear (3) 21:21;51:6;75:19 became (4) 94:10;116:11; 223:14,14 become (15) 57:19;91:19;94:6, 16,17;95:2;126:10; 128:15,18;181:23; 206:7;244:23;245:5; 246:1;261:6	becomes (1) 201:4 becoming (3) 183:13;188:13; 218:25 beef (1) 179:18 began (4) 46:2;58:13;60:21; 208:21 begin (22) 4:3;22:16;50:23; 52:13;82:14;91:24; 92:3;105:2;114:18, 19;122:2;138:25; 144:1;162:24;175:4; 176:25;203:19; 207:15;217:11; 226:16;230:19; 259:24 beginning (10) 25:17;51:9;62:4; 64:7;75:14;107:13; 130:19;137:17; 139:3;189:19 begun (4) 68:15;90:2;226:20, 21 behalf (2) 52:6;114:11 behave (1) 221:17 behavior (4) 35:25;244:13,15; 250:12 behavioral (1) 35:18 behind (4) 94:14;128:19; 230:21;255:14 belief (1) 223:23 BELL (1) 233:18 beneficence (1) 116:7 beneficial (2) 16:16;204:12 benefit (4) 66:17,21;154:14, 15 benefits (1) 153:3 benefitted (1) 60:18 Benton (1) 40:15 best (24) 25:25;54:6,24; 56:22;59:19;68:14; 69:23;77:8;80:24; 81:4;109:9;110:14; 111:16;121:6;161:9;	163:4;166:25;187:1, 4;195:6;200:8;247:1; 248:1,3 best-case (1) 167:24 better (23) 57:22;59:14;81:7, 15;99:6;119:19; 149:15;155:9; 160:18;164:24,24; 178:6;183:4,16,17, 17;190:1;216:4; 226:11;229:8,8; 239:7;242:4 beyond (4) 28:13;55:15;245:3, 4 big (10) 26:8;27:24;80:20; 135:19;148:11,11; 182:11;195:14; 237:17;254:8 bigger (4) 179:25;180:12; 182:1;195:12 biggest (3) 44:10;68:3;233:12 bill (1) 40:5 billboard (1) 148:11 bills (2) 71:5;97:10 Billy (1) 174:21 Bingo (1) 222:19 birth-to-career (1) 116:8 bit (26) 33:17;35:7;53:3; 115:7,8,24;117:14; 120:7;126:16; 127:12;128:4;133:7, 20,24;144:19; 146:16;149:5; 158:25;163:9; 220:22;223:5; 243:18;245:11; 257:7,18,19 Blade (1) 58:2 blame (1) 228:22 bleeding (1) 146:6 blend (1) 67:5 blended (1) 75:1 blew (1) 89:24 blood (2)	242:3;250:7 blow (1) 228:3 blown (1) 32:19 board (38) 8:6,8,15,19,25; 10:16;12:25;13:2,9; 14:17,20;23:6,9; 24:24;50:10,13; 62:14;63:2;74:2,2,5, 5,22;75:6;76:19,21; 77:14;86:21,21; 88:17,20;109:2; 110:12;146:10; 148:11;245:1; 248:17;257:22 Boards (5) 6:2;10:3;63:16; 110:23;171:16 boatload (1) 26:21 Bobby (1) 217:25 bodies (2) 226:15;244:1 body (2) 25:24;249:17 Bogrek (16) 51:24;52:17,17; 81:8;85:24;87:2; 90:24;92:17;95:13; 99:12;100:2;101:13, 25;102:3;105:11; 109:8 bold (2) 125:18;126:4 book (1) 129:24 books (1) 82:21 boost (1) 31:12 border (1) 146:18 born (1) 170:23 both (28) 15:19;16:2;24:24; 40:23;49:18;56:4,13; 74:11;80:2;91:15; 94:14;98:20;108:13, 15,18;110:3,10,17, 22;120:4;131:20; 155:9;171:2;178:5; 190:21;227:25; 260:24;261:4 bottom (1) 125:20 bottom-line (2) 60:17;79:5 Bowl (1) 7:23
--	--	--	--	--

box (2) 143:1;160:17	162:8;166:1	20;66:3;85:20,21; 86:1;100:5;101:5; 221:10	248:22	133:24;135:1,17; 137:8;139:4;140:7; 141:2,21;142:25; 147:9,10;148:14; 150:25;152:11,24; 153:12;154:21; 155:20,25;156:6,8; 157:8,24,25;158:19, 20;160:10,14,15; 163:4,8;164:8; 166:25;168:15,15; 171:22;173:5; 174:23;175:7,10,23; 178:10,11,11;179:1, 4;181:11;182:18; 183:6,7,8,12,16,17, 25;184:6,22;185:16; 186:9;190:1,25; 192:11;195:14,15; 200:1;205:3;209:4,6, 20;212:2;213:12; 227:1,12;228:21; 229:14;232:4;233:6; 240:21,23;243:11; 244:10;245:6,17; 246:14;247:8,16,21, 22;249:11;250:23; 254:14,20,21;255:24, 25;257:17;259:19; 260:5;261:7,10,15; 262:2
boxing (1) 70:5	briefed (1) 170:15	build-out (5) 38:11,12;42:17; 43:18,21	calendar (3) 10:12;25:17;29:19	can-do (1) 128:17
boy (1) 181:14	briefly (2) 7:10;199:6	built (7) 84:2;155:15; 167:18;180:7; 241:21;249:22,22	call (11) 3:6;8:7;13:2,6,7; 171:10,22;242:6,7; 258:12,14	cap (34) 22:1;23:17,19,20; 24:8,11;25:13;31:6, 9;32:6,11;37:10; 42:4,12,13,19;47:24; 48:1,24;51:15,16; 54:2;67:3,4;84:24; 85:4,6;96:18;97:25; 99:13,17;105:6; 236:12,24
Boys (5) 16:20;181:2;182:2, 6;225:8	bright (1) 130:12	bullet (3) 125:1;210:20; 212:8	called (2) 117:16;165:12	capable (2) 33:4;221:25
brain (40) 152:7;216:13,23; 217:21;224:21; 226:6,7,14,14,15; 227:3,6,11,24;229:1, 10,11,12;235:12; 237:14;238:1,13,14, 15;239:13;240:12,15, 23,24;242:2;243:10, 12;245:23;247:10; 250:6;254:25;255:5, 11;257:7;260:25	bring (7) 38:14;68:1;103:9; 124:3;177:7;234:14; 237:10	bulletin (1) 148:11	calling (3) 6:3;12:3;148:9	capacity (9) 78:13;79:6,7;82:6; 83:17,19;101:9; 110:18;224:9
brains (1) 241:25	bringing (2) 68:6;225:9	bullying (2) 203:16,24	calls (3) 10:2;133:12;153:1	capital (1) 37:12
branch (1) 167:20	broad (1) 55:22	Buren (6) 152:2,2;163:14,19; 165:15;171:18	cam (1) 180:7	capstone (1) 188:10
branding (1) 244:4	broadband (1) 159:2	burn (1) 244:14	came (21) 27:7;32:9;36:3,24; 59:7;60:15,20;61:14; 77:15,15;88:6,11,19; 149:23;151:2;178:9; 193:9;218:13,21; 222:10,15	car (3) 59:2,2,11
brand-new (1) 53:24	broke (1) 104:18	burned (1) 59:4	Camp (1) 58:8	care (9) 25:9;73:11;76:7; 118:4,5;125:16; 157:12;204:15; 235:16
Brandon (2) 126:14,15	broken (1) 166:1	burying (1) 159:20	campus (35) 25:3,3;51:12; 64:10,13,20;65:20, 21;66:1,2,5;90:14,22; 95:9,22;96:20;98:19; 99:2;154:1,2;166:19; 184:1;188:2,3; 190:19;195:7;206:4; 218:8,9;221:12; 224:4;225:13,24; 230:8;237:1	career (28) 27:13;54:18;56:17; 58:2,3;78:20;127:2;
break (21) 30:5;50:17,19; 104:3;112:8,13,15; 215:2,4;216:8,11; 229:10,11,12;235:13; 237:14,15;238:15; 239:9,13;243:12	brought (7) 43:20;61:7;74:1; 199:18;218:22; 220:3,7	bus (4) 25:7;147:2;189:21; 219:15	campuses (7) 65:6;66:7;67:1; 97:25;98:15;110:8; 189:23	
BREAK] (1) 215:3	Broyles (19) 52:1;62:8,11,11; 63:19;68:15;72:18, 19;74:4,9;75:25; 77:24;80:21;100:11, 11;102:12,19,22; 105:8	business (8) 78:25;115:25; 119:22;127:6;150:6; 166:15;178:8;251:23	can (193) 5:7,8;10:4,5,11,17, 21,23;17:16;18:4; 19:8;24:9;25:11,18; 26:5,10;27:20;29:17, 21;33:13,19;34:2; 35:12;36:7;37:7; 38:15;40:12;41:6; 42:18;43:23;49:7; 50:16;54:23;55:10; 56:11;58:19;60:9; 62:2;68:20;69:12; 74:4,4,6,13;77:12; 79:17;80:9,19,23,24; 81:4,14,18;82:3,13; 84:7,12;86:12;89:14; 90:8;94:3;96:12,19; 101:9,19;104:10; 119:1;121:9,12,25, 25;122:2;124:5,5,18, 20;125:24;126:2,16; 127:23,24;128:17; 129:18,19;130:5,6,8, 10,14;131:8;132:16;	
breakfast (1) 121:17	Bryce (5) 6:3;10:22,23,25; 11:12	businesses (1) 221:1		
breaking (2) 112:12;144:10	Bud (1) 158:13	butcher (1) 179:21		
breaks (8) 25:22;30:1;229:1; 238:1;245:23;252:6; 255:11;260:25	budget (9) 28:23;31:24;59:8; 71:18;72:10;99:7,15; 102:10,23	button (1) 60:3		
breeding (1) 147:23	build (14) 25:5;37:7;82:15; 84:5,11;136:19; 137:2;138:7,25; 139:5;170:17; 171:23;222:25;235:3	butts (1) 37:22		
Breshears (5) 174:18;176:3; 177:17;189:18;209:2	building (35) 25:4,7,24;34:9; 37:4,5,17;38:2; 53:23;54:4,6,7;64:11, 15,17,17,19,21,22,24; 65:1,11;72:5;85:21, 23;86:1,7;87:25; 153:14;155:10; 156:7;195:8;230:23, 24;232:11	Buy (1) 54:6		
Brewer (1) 156:23	buildings (11) 53:20;61:23;64:9,	buy-in (1) 225:2		
Brian (2) 22:4,20		bylaws (1) 10:16		
brick-and-mortar (2) 153:14;155:10		bypassed (1) 220:23		
bridge (4) 150:21;151:8,9; 153:11		C		
bridging (2)		CAAST (10) 186:19,23,23; 188:5;200:23,24; 201:23;202:3,4; 211:20		
		cafeteria (2) 66:4;222:18		
		cake (1)		

131:21;132:6; 137:11;150:7; 166:11;176:10,10,12; 177:5,7,8;184:5,11; 186:18;189:20; 206:11;215:14; 216:1;219:24,25; 231:1 careers (4) 179:3,20;184:22; 186:10 careful (1) 239:14 carefully (1) 110:24 caregivers (1) 121:12 carry (1) 250:11 Cars (2) 220:21,22 Carter (1) 127:4 cartwheels (1) 226:3 case (7) 156:1;191:7,17,19; 192:1;208:4;212:9 case-by- (1) 155:25 caseload (1) 32:13 cash (1) 110:25 catch (2) 162:16;255:15 catches (1) 98:4 caught (1) 204:14 CDE (1) 188:9 cease (1) 97:5 ceased (1) 97:4 cede (1) 127:23 cell (1) 170:23 census (3) 115:15;160:21,23 Center (15) 17:1,2;21:14,17, 19;22:19;23:10;25:9; 32:10;37:19;38:1; 94:2;118:11;177:8; 202:10 CENTERPOINT (30) 174:6,10,11,13,17; 176:6,13;177:16,21, 21,22;180:13; 181:20;184:8;185:9,	13,17;186:11,14,21; 188:6;194:8,14,20; 195:13;200:12,13,15; 202:25;205:15 centers (4) 177:7;189:20,20; 206:12 central (5) 8:21;40:17;55:12; 148:12;155:20 CEO (3) 22:5;113:23; 117:10 CEP (1) 61:25 ceremonies (1) 222:17 certain (6) 27:20;150:9; 152:17;207:14,15; 208:23 certainly (4) 127:24;169:8; 179:2;238:23 certificate (1) 186:12 certificates (2) 117:2,2 certification (11) 156:19;188:13,23; 189:9;196:3;200:11, 14;201:18,25; 211:10;214:17 certifications (3) 169:4,7;186:8 certified (16) 36:17;41:9,14; 138:4;147:20;189:5, 6,7;191:25;196:6; 201:10,11,12;211:2, 3;242:12 certified/classified (1) 211:11 Chair (5) 3:21;115:3;120:21; 148:10;202:7 CHAIRMAN (339) 3:2,21;4:2,8,11,13; 5:12,16;6:9,14,18; 7:2;9:10,14,17,21,23, 25;10:10;11:8,18,24; 12:10,13;13:12,17, 23;14:3,6,12,22,25; 15:12,15,18,22;16:2, 6;17:13,18,21,24; 18:1,16;19:1,6,20; 20:1,5,12,18,22;21:1, 5,7,11,15;22:7,14,23; 27:3;28:8,12,19,22; 29:5,8;33:9;34:16, 23;36:10,14;39:11; 41:19;42:1,43:2; 44:14,17;45:11;46:9,	15,21;47:11,18,22; 48:1,4,6,9,14,22; 49:2,12,15,17,20,25; 50:15,22;52:4,12; 67:14,17;71:2;79:12, 15,18;81:20;83:15, 18;84:14;86:14;89:5; 91:23;92:1,6;93:8,17, 24;94:19;95:14,18, 23;96:2,4,6;100:20; 101:22;102:1,5; 103:2,21;104:1,15, 24;105:5,13;106:8, 15;107:5,9,15,20; 108:1,7,15,20; 109:11,20;110:2,9, 16,21;111:2,4;112:5, 11,16,23;113:3,6; 114:1,8,17,22;115:2; 120:14,18;127:20,24; 129:7;130:14; 132:21,25;133:3,9, 13,15;135:4,23; 139:9,11,15,17,21; 141:1,10,12,17,24; 142:5,9,12,17,22; 143:2,6,17,24;144:4; 157:8,11;158:6,9; 160:20;163:8;164:1, 3,5,13;165:6;166:6,8; 169:13;171:25; 173:1,4,8,10,14,17, 21;174:4,8,22;175:3, 15,18;176:1;190:7, 22;192:5,9;194:23, 25;195:21;196:2,9, 16;198:5,15;199:11, 14,24;200:7,17,19, 21,24;201:1,22; 202:1,4,6,8;203:6,25; 205:10,12;206:16,25; 207:4,7,10,14,19,25; 208:12,17,19;209:7, 16;210:24;211:3,6, 19;212:6,15,19,24; 213:4,6,12,17,21,25; 214:4,7,12,19,22; 215:1,4,6,12,17,21; 216:2,5,14,19;217:5, 10;233:23;234:3,6,8, 18,23;235:18;236:9; 237:20;243:2,5; 244:20;245:17; 246:7,16;251:12,24; 256:8,12;258:11,16, 25;259:3,8,15,23; 260:3,9,14,19;261:3, 13,22,25;262:6,9 challenge (14) 8:15;10:20;68:3,9; 102:13;117:22; 118:10,14;123:23; 130:16;131:1;147:5,	22;236:18 challenged (1) 79:10 challenges (7) 8:17;62:21;68:4; 74:23;110:12; 134:13;147:6 challenging (3) 56:24;145:16; 230:4 Chamber (2) 113:23;117:11 champion (1) 182:16 chance (4) 50:11;129:3; 257:20,21 change (23) 38:8;51:22;67:10; 72:23;73:9;74:21; 75:18;95:24;100:18; 106:20;136:21; 137:4,6;192:19; 222:8;233:11;240:6; 243:21;244:12,19; 249:11;251:22; 257:25 changed (6) 24:6;68:10;144:23; 147:1;180:21,25 changes (8) 65:7;68:5;78:6,8; 220:7;223:3;227:25; 236:7 Changing (4) 23:10;31:8;53:12; 258:2 chaos (1) 231:17 characteristic (1) 248:8 characteristics (1) 123:18 charge (1) 179:14 Charles (1) 76:1 chart (1) 245:24 Charter (134) 3:7,22;5:14,18,21, 24;7:10,12;14:23; 15:5,21;13,20;41:17; 50:20;51:3,3,8,21; 59:16;66:24;70:22; 71:12;78:9,10;81:11, 13;84:18;87:5;89:9; 90:14,20,23;91:2,3,4, 5,6,18;92:21;93:5,6, 16,18,21;94:7,8,13, 17,25;95:2,6,8,10,22; 96:13,13,17,18;97:4, 5,6;98:17;99:22;	102:7;105:17,21; 106:1,2,3,4;112:19, 25;113:4,11,14; 115:6;116:5,17; 128:5,11,13;129:12, 15;131:2;136:1; 137:13,17,18;138:18; 140:19;142:4,11; 143:4,10;144:16; 157:18;174:5,13; 177:18;183:6; 184:21;195:1; 198:19;200:4; 209:14;213:23,24; 215:23;216:12,22; 224:22;234:13,20,25; 237:22;240:4,6; 241:8;243:24; 250:20;251:2,10,18, 21;252:9,23;255:2; 256:21;257:15; 259:20;260:7,12,24; 261:8 charters (3) 86:20;94:24; 248:19 cheat (1) 188:15 check (2) 5:5;172:2 checks (1) 32:15 cheer (1) 153:24 cheering (1) 229:10 cheesy (1) 229:2 Chenal (1) 51:10 child (14) 25:9;28:18;63:25; 119:15,20;122:14; 123:15;124:24; 125:3,24;132:9; 135:13;148:17,18 children (18) 9:6;24:4;25:9; 28:16;73:11,14,15; 78:3,14;79:10; 121:10,25;122:1; 124:22;141:7; 157:24;170:19;241:3 child's (1) 245:25 choice (3) 63:9;115:18; 186:18 Choices (10) 51:7;63:9;107:11; 118:25;135:1; 136:24;215:14; 232:9;250:12,12
---	--	--	--	---

choicing (1) 236:20	Clark (1) 194:10	CMO (1) 96:15	203:4	11,16,21;221:13;
choir (3) 132:15;153:19; 162:6	class (11) 134:11,13;167:11; 185:15;193:8;194:3;	CNC (5) 180:1,2,7;181:5,9	comfortable (5) 106:10,19;145:20; 170:24;209:1	222:2,16;225:10; 230:6;244:6;246:12, 14;249:19;251:16
choose (2) 153:25;233:1	236:25;241:18; 252:18;254:10; 255:21	coach (7) 26:8;31:23;33:24; 37:1;39:6;82:23;83:2	coming (25) 14:18;26:4;42:24; 51:1;57:6,22;75:6; 88:16;100:23; 101:12;125:23; 129:10,13,18;149:3; 152:16;161:24; 194:20;196:9,14; 198:1,2;212:24; 246:20;251:4	companies (1) 186:12
chooses (1) 171:2	classes (33) 27:13;44:15;58:4; 123:1;127:2,3,8; 131:4,18,19;179:16; 185:19,21;186:20,22, 24;187:7,13,18,19; 189:10;190:17; 193:9;197:25; 198:10,17,18,18; 201:16;202:22; 208:15;211:17; 222:21	coached (1) 249:10	comment (9) 9:12;87:14;139:19; 192:7;200:25; 235:18;237:13; 246:9;250:18	company (2) 127:5;159:19
CHORUS (11) 4:10;14:2;20:4; 47:21;107:19;108:6; 141:16;173:13; 214:11;259:7;262:8	classic (1) 148:18	coaches (15) 27:10,15,22;31:24; 32:7,12;33:2,8,11,20; 34:6;36:24;41:9,23; 48:25	comments (8) 108:17;114:20; 139:18;173:18; 204:16;210:4;213:9; 215:2	compare (1) 135:5
chose (2) 154:2;167:15	classified (2) 188:25;210:25	coaching (3) 26:6;32:19;33:2	Commerce (2) 113:24;117:11	compared (1) 55:12
chosen (2) 219:24;231:22	classroom (7) 55:15,17;82:22; 227:17;240:16; 247:8;254:3	code (1) 12:3	Commissioner (2) 50:12;116:14	compares (1) 122:8
Chromebook (2) 159:8;160:4	classrooms (3) 37:19;42:16; 179:13	Coding (1) 58:6	committed (1) 110:13	compete (1) 254:5
Chromebooks (1) 76:9	cleanup (2) 12:9;17:4	cohort (5) 134:4,24;186:18, 24;193:8	Committee (2) 140:19,23	competencies (1) 119:21
Circles (2) 59:21;88:10	clear (10) 71:13;75:20;90:6; 91:15;100:18; 104:10;106:6,6; 198:22;255:10	cohorts (5) 133:21,22;134:10, 15,20	committees (1) 70:1	competition (4) 55:21;59:4;62:20; 254:8
cites (1) 41:16	cleared (1) 96:21	collaborate (3) 54:22;59:19;109:9	committing (1) 124:23	complainant (1) 12:18
citing (1) 172:14	clearer (1) 105:25	collaboration (10) 60:4,14;80:4,7,11; 81:10,14;187:20; 223:2;225:6	common (1) 223:8	complete (8) 24:17;27:11;45:5; 71:14;142:7;188:7,9; 190:21
citizen (1) 159:22	clicker (1) 219:13	collaboratively (1) 219:7	communication (3) 110:1;165:20; 166:2	completed (2) 152:21,24
citizens (7) 23:14;127:4; 128:16;159:2;160:1; 162:21;176:25	clicking (2) 147:19;219:12	colleague (1) 158:13	Communications (1) 52:25	completely (4) 48:11;88:11;101:4; 151:21
citizenship (3) 231:4;233:20; 246:3	clinic (1) 225:8	collect (2) 19:5;248:11	communities (6) 121:5,13;194:7; 218:24;239:6;252:4	completer (1) 191:12
city (1) 17:4	close (5) 67:18;87:25;88:11; 147:23;148:2	collective (1) 224:14	community (57) 28:4;53:9;54:22; 60:24,25;66:20; 80:24;81:15,19; 116:19;117:24; 118:2,4,7,18;119:22; 120:6,20;123:5; 124:22;131:7;135:8; 138:6;146:12; 147:11;150:22; 154:16,22;176:25; 177:2,8;180:10,11; 183:1,16,17;187:23; 188:17;215:20,24; 218:12,20,25;220:4,	completers (1) 185:12
claim (1) 65:18	closed (3) 25:21;88:3;221:2	college (16) 27:14;53:7;54:17; 56:17,19;116:20,23; 138:3;150:7;176:10, 11;178:23;179:9; 181:22;189:25; 190:11	communitie (2) 124:16;261:10	component (3) 104:18;206:17; 252:5
Claire (9) 4:17;19:10;35:8; 90:18;104:8;140:16; 172:5;197:5;252:11	closely (1) 215:24	colleges (1) 190:11	Communication (3) 110:1;165:20; 166:2	components (9) 33:22;50:4;109:18; 122:8;150:16; 151:15;166:22; 199:20;252:2
clarification (6) 41:2;93:7,9,23; 210:16;213:20	closer (2) 65:20,21	Collegiate (2) 51:7;107:11	communities (6) 121:5,13;194:7; 218:24;239:6;252:4	complete (8) 24:17;27:11;45:5; 71:14;142:7;188:7,9; 190:21
clarifications (1) 111:1	closing (3) 28:10;77:9;87:17	Columbine (1) 123:25	community (57) 28:4;53:9;54:22; 60:24,25;66:20; 80:24;81:15,19; 116:19;117:24; 118:2,4,7,18;119:22; 120:6,20;123:5; 124:22;131:7;135:8; 138:6;146:12; 147:11;150:22; 154:16,22;176:25; 177:2,8;180:10,11; 183:1,16,17;187:23; 188:17;215:20,24; 218:12,20,25;220:4,	completed (2) 152:21,24
clarified (1) 95:5	Club (2) 16:20;225:9	combined (1) 40:16		completely (4) 48:11;88:11;101:4; 151:21
clarifies (1) 200:20		comfort (1)		completer (1) 191:12
clarify (6) 94:3;104:20; 191:15;200:3; 205:14;222:9				completers (1) 185:12
clarifying (2) 95:6;210:10				component (3) 104:18;206:17; 252:5
clarity (5) 29:10;51:14;67:2; 70:25;199:3				components (9) 33:22;50:4;109:18; 122:8;150:16; 151:15;166:22; 199:20;252:2

**DIVISION OF ELEMENTARY AND SECONDARY EDUCATION
CHARTER AUTHORIZING PANEL**

October 15, 2019

44:10;73:15; 202:17;204:4;205:6; 237:21;256:20 concerned (2) 71:16;72:6 concerns (14) 14:16;20:21,24; 21:6,8;39:25;73:6; 88:2;100:25;103:3; 108:24;142:11,18; 202:12 concluded (1) 262:14 concurrent (16) 117:1,22;118:10, 13;126:10;127:9; 130:16,24,25;131:4, 20;133:1;183:24; 190:17;206:20,21 conducted (1) 14:19 conference (2) 8:7;59:22 conferences (1) 73:20 confidence (2) 88:15;249:22 configuration (3) 85:16,20;91:9 confirm (2) 69:12;212:7 conflict (2) 74:19;231:17 confused (2) 47:23;99:1 confusion (5) 94:22;96:11; 198:24;214:17; 231:17 Congratulations (4) 14:4;141:18; 173:15;214:14 connect (2) 124:7;135:24 connection (5) 26:9,25;34:10; 184:3;238:13 CONNECTIONS (8) 5:15,18,24;7:6; 10:25;26:5;28:6; 124:1 connectivity (2) 237:25;238:21 CONSENT (4) 4:1,4,5;10:4 consider (6) 30:13;45:2;66:15; 159:4;162:2;213:13 consideration (3) 122:5;130:13; 158:4 considerations (1) 19:9	considered (4) 25:22;34:18;48:19; 110:24 considering (2) 159:6;256:15 consistency (2) 51:13;67:2 consistent (2) 65:8,11 consistently (5) 26:22;56:13; 148:22;186:25; 245:24 consists (1) 53:17 consolidated (1) 194:19 consortium (3) 149:8,11,13 constant (1) 165:19 constantly (3) 26:1;27:1;84:8 constrained (1) 136:12 construction (8) 43:22,23;184:25; 185:4;189:16;220:3, 6,9 consultancy (1) 86:19 consultation (1) 93:12 consulting (3) 60:7;63:18;70:16 consumer (1) 168:4 contact (4) 80:11;154:11; 165:20;167:7 contentiousness (1) 74:18 continually (2) 128:20;230:10 continue (25) 16:23;17:8;49:10; 50:5;62:25;63:9; 66:11;67:9;70:15; 72:21;73:2,12,18; 78:22;80:10;83:19; 92:10;100:12; 102:15;110:11; 117:4;135:15; 165:21;183:15; 206:18 continued (1) 100:16 continuing (4) 18:23;115:17; 118:3;128:7 contract (2) 106:3;251:21 contracts (3)	90:7,7,8 contributing (1) 35:16 Control (5) 180:2;224:2,3; 232:3,4 control] (1) 7:18 conversation (2) 251:1;258:18 conversations (12) 59:25;68:15;78:16; 80:18;81:17;83:23; 84:9;90:2,5;100:13, 16;207:12 CONVERSION (36) 113:4,14;115:5; 116:4,17;128:13; 129:15;136:1,2; 137:13;138:18,21; 142:11;143:4,10; 157:18;174:5,13; 195:1;198:19;199:8, 10;209:14;213:24; 216:12,22;240:4; 245:14;248:19; 251:9;252:8;256:21; 257:15;260:6,12,24 converted (1) 175:12 cookbook (2) 248:22,24 cooking (1) 168:11 cooperate (1) 171:6 cooperation (4) 58:14;80:6,11; 170:13 coordinator (4) 35:21,21,24;36:2 cope (1) 232:9 copies (2) 175:22,23 coping (2) 119:24,25 copy (1) 35:11 core (11) 186:22,24;187:9; 196:4,20,21,21; 198:18;200:11; 201:6,7 Corporate (2) 64:15;66:19 Cossatot (1) 190:16 cost (3) 100:6;117:4;131:4 Couch (1) 249:21 Counseling (20)	6:7;22:2;27:6; 28:4;33:12,19;35:10; 41:1,12;47:16;48:19; 49:5,9;67:8,10; 69:13;70:2;106:20; 157:1;172:7 counselor (10) 27:12,20;33:24; 36:18;37:1;41:14; 69:14,19;73:21; 156:24 counselors (1) 33:20 count (5) 155:2,2;161:1; 190:23;191:8 counter (1) 75:13 Counties (5) 40:16,18;121:3; 149:7,9 country (1) 39:8 County (52) 31:20;80:8;81:12; 87:2,12;115:11,15; 117:9,20;128:3; 135:11,20;146:17,19, 20,22,22;147:1,12, 12,16,22;148:3,5; 149:1,6,7,12,12; 155:8;157:17; 158:19;159:2,10,12, 13,15,22;160:1,5; 161:24;162:23; 163:1;165:5;179:4,5; 182:13;183:15; 184:24;194:9,10,10 couple (22) 3:15;21:22;38:17; 56:11;59:10;67:7; 79:16,20;86:17; 97:22;116:12; 123:19;179:24; 180:9;198:3;202:13; 210:4;219:2;227:4; 235:20;236:10; 251:13 course (37) 5:4,8;12:17;23:18; 45:3;72:23;131:12; 132:1,2,14;152:18, 21,23,24;167:4,5,6, 168:24;170:7; 187:16;188:1;189:2; 190:20;191:9; 193:13;205:5,18; 207:18;212:16; 213:1;227:19;229:7; 230:3,9,25;252:25; 253:24 courses (22) 45:2;58:7;132:23;	133:1;138:6;151:20; 152:12;163:10; 165:9;166:3;169:5, 23;184:4;189:3; 190:21,23;191:17; 201:6,7,16;228:1; 235:22 COURT (3) 90:24;91:24;234:1 cover (3) 157:1,3;171:2 covered (1) 235:9 covers (2) 121:3;203:3 Covey (1) 123:21 Coy's (2) 210:23;212:16 cracks (1) 150:10 Crawley (2) 174:21;179:13 crazy (1) 219:21 create (5) 167:5;177:4; 223:11;241:24;250:3 created (4) 117:16,25;118:2; 223:25 creating (2) 82:7;95:18 creativity (4) 223:12;224:19,24; 228:4 credential (5) 197:17;199:21; 204:25;205:1,4 credentials (1) 156:11 credit (19) 86:8;126:10; 127:10;130:24; 131:1;151:14; 183:25;188:25; 190:17;191:16,17; 206:21;210:12; 211:9,24;212:8,10, 14,25 credits (3) 45:9,9;188:19 criminal (2) 132:23;189:17 crisis (1) 121:2 criteria (1) 208:7 crossing (1) 66:4 crowned (1) 222:12 Crystal (2)
---	--	---	--	--

113:23;117:10 CTE (2) 182:4;204:23 cultural (1) 68:5 culture (17) 68:2,6;82:14; 219:6;223:15,16,18, 22;224:1,5,16; 226:19;231:4,22; 233:11;256:3;258:2 curious (2) 31:6;194:25 current (25) 6:17;8:19;25:4; 31:7;32:2;51:16,17; 53:17;54:1;67:3; 70:8;85:5,15,19; 91:8;95:10;97:16; 98:14;105:6;165:9; 201:9;205:14,18; 228:1;229:24 current- (1) 95:20 currently (35) 6:15;7:15,24;8:20, 24;24:12;29:12,14; 33:7;45:23;56:7,8; 61:21;62:1;64:15,17, 24;65:3,25;69:15; 70:11;84:24;93:20; 147:23;151:11; 156:24;159:19,23; 160:24,25;167:1; 189:11;190:15; 191:25;218:5 current-year (4) 90:15;95:24;98:6, 18 curricular (3) 60:16;70:18; 150:16 curricular-slash-career (1) 215:19 Curriculum (28) 15:11;53:7;63:22; 76:9;82:19;83:7; 113:20;122:23; 123:20;134:2; 143:15;151:11; 156:22;167:17; 169:16,17;174:20; 187:16,18;219:4; 225:1;227:14,25; 228:7;239:2,4; 253:13;256:1 curriculum (1) 145:15 customarily (1) 114:1 cut (5) 36:11;180:5;181:5, 5,10	cutter (2) 180:12;181:7 cutting (1) 180:7 cycle (3) 91:7,12;92:8 D Dads (1) 57:11 daily (3) 26:17;46:16; 152:20 dam (3) 220:5,6,10 Dan (6) 157:8,10;174:18; 175:11,16,25 Daniel (3) 143:15;144:2; 157:20 Darla (2) 6:7;7:5 data (15) 19:5;81:25;115:15; 134:8,16;137:1; 178:21;223:9;238:2; 244:6,7;245:3; 255:18,19;260:24 date (3) 91:22;94:17;99:23 daughter (2) 226:9;241:12 daughter-in-law (1) 151:1 Davis (41) 22:4,18,18;23:16; 25:12;27:5;28:11,13; 29:14;30:6,9,13,19, 21,24;31:2,10;32:1,9, 25;33:10;34:6,22; 36:20;41:4,6,24;42:5, 8,11;44:24;45:21; 46:5,14,18;47:5; 50:8;157:10;175:11, 16,25 day (26) 16:18;17:17;25:15; 29:16;47:8;50:7; 134:18;152:12; 162:12;171:19; 187:1,4,5,12,12; 213:19;229:18; 240:5;241:15,15,22; 242:8,13;253:8,9; 256:5 days (5) 18:9;29:17;30:14, 14;148:14 day-six (1) 227:13 dba (2)	51:7;107:11 DC (1) 38:19 deal (2) 86:9;231:19 dealing (7) 24:15;26:20;68:11; 87:17;89:2;122:23; 202:22 dealt (1) 75:16 Dear (1) 52:18 debate (1) 207:5 Debbie (2) 217:3,14 debt (3) 71:4;87:18;89:21 debts (1) 91:18 decade (5) 116:10,13;120:23; 137:19;138:10 December (2) 23:25;29:20 decide (3) 5:10;195:1;198:7 decided (1) 148:12 decision (8) 76:19,21;87:24; 102:11;214:13; 247:18,19;257:4 decision-making (4) 35:16,19,23,25 decisions (6) 36:1;111:6,7,13; 248:18;249:4 decline (4) 100:22;221:4,8; 236:18 declining (7) 62:19;76:6,10; 103:5;109:15;221:2, 7 decrease (3) 46:7;221:15; 232:19 decreases (1) 85:17 dedicate (1) 34:15 dedicated (5) 28:1;32:5;34:12; 58:24;118:7 define (1) 70:17 defined (2) 205:22;257:18 definitely (4) 189:8;193:18; 197:19;233:25	DeGray (1) 194:12 degree (9) 117:5;147:16; 156:12,12,21;184:1; 186:11;227:14; 247:16 deliberate (2) 56:3,16 delivery (3) 145:19;155:12; 256:19 demand (4) 66:15;101:18; 184:17;201:16 demographics (3) 62:3,4;149:1 demonstrate (2) 249:2,6 demonstrated (2) 109:25;238:1 demonstrates (1) 246:23 demonstration (2) 111:12;241:6 denoting (1) 203:2 department (5) 31:15;155:4; 204:22;222:13; 244:25 depending (1) 131:20 depends (1) 250:22 depression (1) 120:25 DeQueen (1) 190:17 Derived (1) 226:14 describe (2) 163:5;164:9 described (1) 34:1 describing (1) 34:20 DESE (1) 234:2 deserve (2) 76:8;77:11 deserved (1) 76:24 design (2) 154:21;256:13 designated (3) 111:24;154:6,11 designed (2) 59:9;167:24 designing (2) 181:3,8 desire (4) 57:15;77:16;146:2;	153:21 detail (2) 168:4;260:6 details (3) 20:9;63:15;64:9 determine (7) 34:17;44:18;69:21; 161:6;245:12; 257:15;260:11 determined (1) 104:22 detriment (1) 77:10 develop (8) 128:17;177:17; 180:4;183:6;186:1,7; 252:2;260:2 developed (2) 55:23;173:24 developing (5) 44:23;144:20; 150:13;180:14;223:8 development (20) 83:1;118:11; 137:22;197:13,19; 198:25;199:20; 203:7,9,10,15,17,22; 204:8;205:5;225:5; 254:11,16;255:14,23 device (2) 160:16;180:3 devices (1) 123:2 difference (1) 29:11 different (34) 36:18;43:14;45:19; 46:12;53:18;68:23; 72:23;73:10;74:17; 79:2;93:5;94:25; 95:3;96:14,15,22; 116:2;119:2;123:2; 124:14;126:3,16; 130:1,23;136:10; 153:19;178:9; 189:12;195:2; 235:23;248:3; 255:22;256:18; 257:23 differentiates (1) 35:22 differently (1) 235:17 difficult (7) 16:17;75:8,9; 162:18;204:5;235:4; 245:11 difficulties (2) 49:16;146:1 digital (1) 155:13 digitally (1) 170:22
---	---	--	--	---

dinner (2) 57:13;217:18	disenfranchise (2) 24:14;44:10	172:5;184:19;185:2; 197:5;205:3;212:3, 20;252:11	87:25	235:2;236:10,15,23; 237:4,10,13,22; 243:4,6;246:1,9; 248:10;250:18; 251:8;257:6;259:2; 260:3,4,19,20
dinosaur (1) 218:4	disenfranchised (2) 24:16;88:4	doable (1) 32:19	dozens (1) 206:21	dragging (1) 243:13
diploma (9) 23:24;24:6;40:15; 45:5;145:25;162:14; 183:19;187:24; 188:16	disenfranchising (2) 43:9;44:13	doctors (1) 178:24	Dozier (13) 143:16,23;156:16; 164:15,16,16;166:24; 167:3;168:8;169:6; 171:12;172:21,24	Dragon (1) 224:8
diplomas (1) 31:21	disengage (1) 228:9	document (3) 18:10;85:11; 244:18	DR (269) 3:19,20;4:7;9:25; 10:1,9,10,11;12:11, 12;13:4,11,22;17:25; 18:1,2,11;19:25; 20:18,19,22,23; 29:10,23;30:4,8,10, 17,20,23;31:1,4,6,22; 32:2,20;38:23;45:16; 46:4;47:14,25;48:22, 23;49:2,3;51:24; 52:22;63:3;69:12; 70:7,8,13,20,23,25; 80:15;83:23;84:25; 85:3,7,9,10,15;87:14; 89:23;91:22;98:3,10; 100:14;102:6,17,18, 21,23;103:16,19,20; 104:3;105:14,21,23; 106:4,19;107:7,10, 22;108:11,13,19,20; 109:20,21;110:2,3; 113:21;116:14; 120:9,17,19;122:6; 135:4,5,23,24; 136:16;137:12,16; 138:12,16,18;139:1, 8,12,19;140:10,25; 141:11;142:12,13,17, 18;166:6,7,10,11,17; 168:1,3,18;169:3,12; 174:19;176:3,16; 177:10,14,15;190:14, 22,23;191:4,5,6,11, 12,13,20,21,22,23,24; 192:2,3,4,6,11,15,16, 22;193:2,3,4,5,11,12, 20,22,23,25;194:1,5, 6,9,11,13,14,15,16, 18,19,21,22;195:4; 196:1,8,15,20; 197:24;200:3,8,18, 20,23,25;201:2,8,24; 202:2,5,11,19; 205:11,13;206:20; 207:3,6,9,13,18,24; 208:9,13,18;209:1, 12,24;210:2,16; 211:2,5,11;212:4,7, 11,12,18,21,23; 213:3,5,14,18,20,22; 214:1,5,16,21,25; 215:17,18,21,22; 216:16;217:3; 226:12;234:23,25;	dragging (1) 243:13
direct (4) 33:16;34:19;35:14; 53:10	disinterested (1) 128:19	documentation (1) 18:3		dragging (1) 243:13
direction (4) 62:15,16;77:5; 121:12	Disney (1) 220:22	documents (1) 247:23		Dragon (1) 224:8
directions (1) 255:8	disposal (1) 180:24	done (26) 3:15;10:4;36:7; 42:17;43:12,23;55:3; 56:15;63:4;65:23; 79:22;80:21;88:12; 91:14;92:19;94:5,16; 128:24;177:12; 178:6;191:1;199:9; 246:23;247:12; 251:6;254:22		Dragons (1) 217:22
directly (3) 184:20,23;238:17	dissimilar (1) 146:5	Donna (5) 52:1;62:8,11; 72:19;100:11		drama (1) 55:25
director (9) 6:4;15:10,11;52:2, 24;113:19;134:2; 156:17;174:19	distance (1) 16:10	Donuts (1) 57:11		dramatically (1) 144:24
Director/Principal (1) 22:19	distances (2) 146:24;148:6	door (3) 64:22;192:8; 236:17		draw (2) 97:17;100:1
disappear (1) 149:16	district (83) 16:21;18:20,25; 61:6,6;72:5;80:5,12, 25;83:25;84:3,6; 113:4,14;114:25; 115:9,13,13,16,20, 21;117:15;119:16; 121:8;123:8;128:2, 23;129:9;134:3,9,14; 136:8;140:3;142:7; 143:4,10,11;145:22; 146:8,21,23;147:11; 149:20;157:16,17,18; 159:7;160:21; 164:16;172:9,16; 174:1,5,12,14; 176:14,18;177:22; 182:13,16;195:1; 196:11;199:8,9,9,25; 200:13;205:15; 207:2;208:6;216:12, 22,24;219:1,11; 223:25;225:4;237:5; 245:13;246:11,13; 259:20;260:22	doors (2) 77:9;124:21		dread (1) 187:6
disciplinary (1) 34:7	districts (14) 80:7;81:12,13,18; 116:24;117:20; 146:20;190:3; 218:16;235:20; 236:1,21;237:8,9	dose (1) 126:1		dread (1) 187:6
discipline (3) 232:17,19;250:12	district's (1) 160:23	dot (1) 3:4		drew (1) 44:6
disciplines (3) 187:15;196:22; 232:16	district-wide (1) 219:15	dots (1) 135:25		dried (1) 220:13
discover (2) 136:23;137:11	diverse (2) 53:11;56:10	double-blocking (1) 122:15		drive (5) 43:8;59:11;64:16; 75:22;171:8
discovered (1) 117:15	diversity (2) 54:16;56:2	double-check (1) 203:11		drivers (1) 219:15
Discovery (6) 115:5;118:21; 119:11;122:7;124:2, 24	divide (2) 165:23;255:21	doubt (2) 209:4;221:20		driver's (1) 59:11
discretion (2) 25:20;29:19	Division (11) 4:18;140:16,24;	down (42) 27:7;36:5;47:6; 62:14,15;63:2,3,19; 66:16;76:15,16; 78:11;87:17;100:15; 104:18;106:25; 112:10;133:18; 138:16,17;139:17; 147:21;148:16; 158:11;161:1;173:3; 176:21;187:2,2; 195:16;198:24; 202:15;211:6;214:5; 221:9;234:7;235:8; 237:16;259:13,14,18; 261:12		drives (1) 74:21
discuss (3) 208:24;261:19; 262:2		downtown (1)		Driving (1) 237:9
discussed (3) 77:7;204:3;214:9				drop-in (2) 25:9;37:19
discussing (3) 103:11,12;253:17				dropout (1) 228:10
discussion (14) 5:7;13:19,25; 19:21;100:21; 107:17;108:4; 141:14;173:5; 202:16;209:10; 246:8;256:13;257:5				drove (1) 148:16
discussions (3) 72:16;141:2; 151:16				dry (1) 221:11
				due (1) 109:15
				during (7) 5:9;8:5;30:11,11; 170:2;196:17;256:7
				duties (3) 34:12;35:20;41:21
				duty (2) 34:13,18
				dynamic (1) 53:12
				E
				earlier (15) 39:17;56:3;69:17; 96:8;99:6;100:21; 111:22;112:1; 122:10;129:19,19; 130:11,15;162:9;

195:5 early (10) 38:14;114:4; 128:16;130:19; 204:15;218:15; 220:2;242:17; 254:14,14 earn (4) 45:8;183:25;184:6; 186:9 earned (1) 45:9 easier (2) 120:15;210:1 easiest (1) 104:6 easy (3) 76:19,21;162:17 economic (1) 118:6 economics (1) 167:11 ed (1) 71:21 Edgenuity (14) 151:11;152:19; 155:13;156:2,8; 163:21,23;167:2,8, 12,18;169:15; 171:13;206:11 educate (4) 28:17,17;162:17, 18 educated (1) 151:3 Education (40) 4:19;10:25;17:2; 23:11,12;24:7,18; 54:24;59:21;62:25; 63:10;73:2;77:11; 78:4;79:9;88:10; 116:7;118:5,9; 121:10;122:24; 129:16;135:10; 140:17;142:25; 144:25;148:23; 149:4;150:6;152:15; 155:4,14;156:25; 166:12;178:17; 201:19,21;238:18; 241:14;253:15 educational (9) 122:11;128:21; 145:2;151:18;152:3; 155:12;156:13,21; 256:19 educator (3) 128:10;197:17; 252:18 educators (5) 59:22;197:16; 204:23,24;227:2 effect (4)	8:11;79:23;192:24; 258:20 effective (8) 63:21;68:20,25; 69:7;94:10;123:21; 150:25;261:1 effectively (2) 91:17;95:1 effectiveness (1) 241:17 efficacy (4) 228:25;249:1,6; 250:10 effort (4) 77:2;159:21; 182:18;251:15 efforts (4) 24:21;38:3;56:16; 59:18 ego (1) 249:25 eight (7) 29:15;30:18;45:25; 46:6;116:24;121:3; 162:11 eight- (1) 29:24 eight-week (4) 30:6;31:3;45:8; 46:11 either (13) 65:19;76:20;123:9; 131:19;149:24; 167:25;172:17; 186:4,5;196:6; 201:14;237:6;257:13 ELA (5) 55:13;64:4;82:19, 23;83:6 elaborating (1) 204:22 elected (3) 114:2,2;149:18 elective (1) 125:22 electives (1) 126:7 electric (2) 159:18,19 electronic (1) 10:3 electronically (1) 10:5 elementaries (1) 18:23 Elementary (12) 4:18;15:9;17:1; 58:7;64:10,13;66:6, 10;140:17;147:25; 180:13;205:16 elevate (3) 184:7;188:16; 246:24	ELL (2) 35:21;155:15 else (13) 9:10;77:17;127:21; 158:7;202:25; 213:10;222:24; 223:17;234:4; 242:15,22;243:3; 262:2 email (1) 10:6 embed (5) 54:18;126:5,22; 189:2;210:23 embedded (1) 212:13 embrace (1) 54:16 emergencies (2) 25:19;29:22 emergency (1) 154:8 emotion (1) 78:6 emotional (1) 76:2 emphasis (1) 195:11 emphasize (1) 16:24 employ (1) 36:20 employed (1) 123:7 employee (6) 22:2;29:15;39:4; 46:24;48:18;123:15 employees (12) 25:15,16;38:21,22, 25;47:6;123:16; 196:10;207:2,4; 208:6;219:17 employer (1) 124:13 Employment (1) 23:11 EMT (2) 125:14;126:10 enable (1) 260:1 enclosed (1) 45:17 encouraged (3) 16:19;20:24;109:2 encouraging (1) 247:15 end (12) 5:7;47:6;81:6; 89:11;97:4;111:21; 129:22;132:3; 138:14,24;181:9; 190:9 endear (1)	193:16 endeavor (1) 186:5 ended (2) 111:22;220:9 ending (1) 92:24 endorsement (2) 156:20,22 energize (1) 239:9 energy (3) 238:11;243:13; 244:14 engage (4) 5:7;57:23;82:11; 243:7 engaged (6) 26:1,15;35:14; 108:22;240:18; 245:10 engagement (11) 25:24;120:20; 123:5;224:25;225:2, 12;226:5;228:13; 232:7,21;251:15 engaging (2) 82:18;217:18 engineered (1) 59:9 engines (1) 59:5 English (4) 187:6,10;201:5,11 enhance (5) 128:14;148:5; 159:25;239:4;240:6 enhanced (1) 122:24 enjoy (3) 125:23;126:2; 162:4 enjoyed (3) 127:3;144:11; 153:5 enlightening (1) 139:13 enough (6) 38:20;117:18; 130:21;227:3,16; 243:25 enrich (1) 135:1 enriching (1) 37:7 enrichment (5) 119:3;122:19; 124:22;127:2;227:25 enrolled (12) 9:6;26:17;61:13; 65:14;153:4;155:1; 165:24;186:20,21; 192:20;218:6;236:11	enrollee (1) 44:20 enrollment (56) 22:1;23:17,19,20; 24:8,11,20;25:12; 31:8;45:17,19,22,22; 46:3,8,10;47:15,24, 25;48:1,17,24;49:4,5; 51:15;54:2;56:7; 62:19;76:6,10;85:1,5, 13;97:23;98:8; 100:22;101:6,11; 103:5;104:12; 109:15;113:17; 117:1;118:12; 143:13;174:16; 185:18;192:12,14,19; 217:1;220:4,8,20; 221:2,6 entail (1) 63:20 enter (1) 134:18 entered (1) 198:12 entering (1) 186:16 enterprise (1) 40:22 entertain (6) 13:20;47:13;63:13; 141:2;173:6;190:5 entire (9) 34:4;54:2;94:7; 104:10;106:25; 129:24;187:4;195:7; 219:24 entities (3) 75:12;79:5;186:4 entity (4) 67:11;94:13;96:14; 195:10 environment (4) 32:25;197:18; 219:23;224:5 environments (1) 53:13 equals (1) 232:2 equip (2) 118:23;224:17 equipment (3) 16:22;18:18,24 equipping (2) 232:21,22 ESL (1) 156:13 Especially (7) 87:2;146:7;180:22; 200:12;204:12; 208:5;209:4 essence (1) 144:14
---	--	--	--	---

essential (5) 25:25;109:18; 208:3;223:7;224:15	131:22;135:12,14; 198:16;209:15; 212:21	80:6,11;82:6;83:16; 87:3	73:6	Fairgrounds (1) 58:21
essentially (3) 53:18;97:17;237:4	examined (1) 134:8	expanded (1) 220:5	extend (2) 8:12;167:19	fairs (1) 182:14
establish (3) 41:2;118:21;151:6	example (10) 8:24;10:3;132:22; 138:2;142:24; 167:17;170:6;229:9; 233:3;254:6	expanding (2) 40:24;225:6	extended (1) 51:18	faith (1) 88:15
established (2) 87:9;128:6	EXCEL (11) 21:14,16,19;22:19; 23:10;32:10;37:25; 38:17;53:11;187:13, 14	expansion (4) 25:1;87:7,7,13	extending (1) 142:21	fall (10) 44:1;53:25;54:8; 62:4,4;94:7;125:3; 145:19;204:24; 222:19
establishing (1) 195:5	excellence (1) 122:11	expansive (1) 196:18	extension (2) 78:24;142:3	fallen (1) 221:8
eStem (4) 84:20,23;85:2,3	Excellent (3) 30:4;170:20;171:3	expect (2) 226:3;240:17	extensive (2) 100:15,16	falling (2) 128:19;150:10
estimated (1) 115:15	excelling (1) 132:4	expectation (1) 193:21	extra (12) 16:15;31:13;32:18; 105:10;126:1,4; 131:5;132:1,1,5; 227:23;254:10	familiar (6) 145:20;148:20; 152:19;159:12; 163:1;169:9
evaluate (1) 39:2	except (3) 4:24;47:21;195:8	expectations (1) 244:10	extracurricular (3) 55:18,24;153:24	families (25) 16:23;17:8;18:3; 53:8;57:4,17,20; 63:8;72:25;76:5; 77:23;78:3,15,23; 79:7;89:14;110:19; 115:10;150:17; 154:13;165:23; 176:19;177:3;220:9, 15
even (29) 26:13;33:5;45:3; 116:14,14;120:7; 124:6;129:3;131:20; 132:6,21,25;147:14; 153:13,19;160:11,14; 163:16;171:15; 176:20;178:6;186:3, 10;188:5;195:17; 197:3;203:14;204:2; 208:21	exception (1) 150:1	expected (3) 111:23;185:5; 240:9	extreme (1) 179:5	family (13) 26:12;37:8;75:1,2; 125:15;138:9;154:8; 155:18;168:4;171:3; 181:15;220:18; 221:24
event (5) 57:19;58:18;59:12; 155:17;170:9	exceptional (1) 256:2	expend (1) 243:13	extremely (1) 126:15	family-owned (1) 180:19
events (4) 7:25;109:3;232:2,3	excited (15) 7:21;8:1;9:3;54:9; 61:16;88:19;123:1,3; 133:4;214:22; 226:22;230:7; 236:16;251:10;261:5	expense (1) 102:24	F	fan (2) 231:13,14
eventually (4) 181:3,8;189:25; 190:2	excites (1) 258:4	expensive (2) 86:11;145:17	fabulous (1) 152:2	fantastic (1) 128:24
everybody (11) 14:9;33:1;75:1,3; 77:18;103:10; 105:14;148:16; 207:16;216:6;242:13	exciting (4) 59:12;109:3; 139:25;140:8	experience (6) 128:21;166:20; 184:10;218:17,23; 255:6	face (7) 8:18;26:22;121:13; 148:6,6;223:24; 231:18	far (21) 7:12;41:20;44:17, 19;84:8;101:9; 116:16;131:11,25; 132:7;146:17; 155:11;161:5; 167:13,16;189:19,23; 205:19;207:20; 208:21;237:19
everyone (16) 3:3,3;4:17;8:23; 10:5,24;11:9;42:1; 112:18;143:17; 162:16;170:7; 174:22;179:8; 226:22;259:5	excuse (4) 42:19;92:1;185:3; 188:24	experiences (2) 118:24;125:11	facilitate (2) 26:23;110:1	farm (6) 176:19,22;180:16, 19,20;220:19
evidence (6) 81:24;149:6; 246:25;247:2,16,17	executive (14) 8:13,17,22;9:5,7; 11:5;12:7,14,19,23; 13:1,5;14:19;120:11	experiencing (2) 76:6;77:3	facilities (7) 25:2;37:11;42:14; 43:12;45:13;85:12; 187:3	farmers (1) 179:7
evidence- (1) 226:10	exercising (1) 16:22;226:7,8,8,8; 238:3,10	experiment (1) 168:14	facility (6) 37:18;38:13;85:24; 181:24;218:10;221:9	farming (1) 184:25
evidence-based (1) 228:7	exist (6) 91:4;92:16;96:17; 97:4,6;130:22	expiring (1) 21:20	facing (1) 120:24	fast (1) 229:15
evidenced (1) 228:18	existing (4) 67:4;93:20;251:17; 254:22	explain (4) 37:15;172:19; 245:14;248:5	fact (6) 73:19;78:19;84:10; 150:4;170:15;205:17	Fatih (4) 51:24;52:17; 100:14;108:20
evolved (1) 116:22	executive (14) 8:13,17,22;9:5,7; 11:5;12:7,14,19,23; 13:1,5;14:19;120:11	explaining (1) 145:7	Factor (5) 226:14;231:23,23; 232:1,14	favor (13)
exact (2) 47:10;146:25	exercise (7) 16:22;226:7,8,8,8; 238:3,10	explanation (1) 33:18	factors (1) 225:3	
exactly (9) 36:9;71:10;119:14;	explore (5) 57:25;58:2;124:23; 228:5,13	explanations (1) 247:2	facts (1) 166:14	
	expand (9) 40:5,12,19;42:22;	exposure (1) 182:13	factual (1) 149:5	
		exposures (1) 137:10	faculty (2) 219:17;256:18	
		express (1) 254:6	Fahti (3) 63:3;80:15;83:24	
		expressed (1)	failure (3) 120:1,4,5	
			Fair (6) 55:21;58:10;127:2; 182:16,20;202:11	

4:9;14:1;20:3,17; 21:6;47:20;107:18; 108:5;141:15; 173:12;214:10; 259:6;262:7 favorite (2) 57:12;228:16 fax (1) 10:6 Fayetteville (1) 217:23 fears (1) 202:20 feasible (2) 189:21;251:21 fed (1) 182:8 Federal (3) 113:1,20;134:2 feed (2) 57:20;180:18 feedback (11) 14:15;20:14; 108:10;109:12; 141:21,25;173:19; 214:15;215:7;259:9, 24 feeding (1) 184:5 feeds (1) 131:22 feel (30) 23:12;26:5,10; 40:19;43:22;47:10; 60:17;66:1,5;68:25; 69:1;74:22;148:21; 153:6,12;154:1; 159:24;177:20; 183:2;209:1;221:11; 228:6,14;232:9,21, 24;233:7;234:25; 242:3;250:19 feeling (1) 245:22 feelings (3) 72:17,22;73:5 Feeny (13) 15:10,16,20;16:1,3, 5,8;17:20;18:6,12,20; 19:4;20:10 feet (4) 25:5;37:20;224:2,6 fellow (1) 209:8 felt (3) 99:6;155:16;226:1 female (1) 185:22 females (1) 215:25 Fendley (2) 174:21;178:1 fertilizer (3)	226:15,16;240:13 Festival (3) 58:12;61:7;222:19 FEW (17) 14:11;20:11;21:21, 23;48:13;61:22;62:9; 109:10;120:12; 141:19,23;145:6; 149:13;167:9; 173:20;215:5;259:22 FFA (1) 188:8 fiber-optic (1) 159:20 field (2) 17:3;216:1 Fielding (28) 143:15,22;144:2,3; 157:13,20;158:3,23; 160:10,22,25;163:3, 8,14;164:2,4,12,14; 165:7;166:16,23; 168:2,19;169:19,21; 170:1;173:16;174:2 fields (1) 184:24 fifth (2) 59:7;129:10 fight (1) 148:7 figure (1) 228:3 file (1) 180:4 fill (2) 24:22;220:25 filling (1) 196:11 final (2) 213:20;216:15 finance (4) 99:16;100:25; 102:13;103:15 finances (6) 89:18;95:15; 100:13;101:1;102:8; 155:5 financial (4) 97:1,23;103:12; 161:17 Financially (3) 23:7;71:13;100:7 financials (1) 99:18 find (10) 33:5;78:12;91:12; 129:20;130:5; 145:18;164:8;169:9; 170:10;171:2 finding (2) 111:16;170:25 fine (4) 55:25;74:8;132:17;	153:8 finish (5) 78:19;89:20;99:19; 215:1;224:13 finished (1) 261:18 fire (3) 222:13;226:7; 240:24 fired (1) 242:1 firefighter (2) 125:14;126:11 first (39) 4:22;5:16;7:8,15; 8:1,3;16:4;19:12,18; 22:22;23:24;36:16; 51:20;54:11;59:4; 74:16;82:12;97:22; 101:23,24;104:20; 107:16;111:13; 113:7;117:19; 122:12;123:20,24; 134:18;156:10; 165:1;171:14,15; 192:23,23;199:22; 206:6;225:25;226:19 first-run (1) 66:13 fiscal (1) 38:10 fit (4) 184:23;219:23; 253:10;256:21 fitness (2) 233:21;241:23 fits (1) 39:8 fitting (1) 157:22 five (19) 8:20;29:25;39:1; 40:20;58:13,15;79:1; 86:6;115:11;129:13; 134:10;139:4;141:5; 179:12;185:11; 189:12;247:9,11,24 five-year (1) 86:6 fix (2) 222:24;226:6 flavor (1) 187:11 flesh (1) 257:13 flex (1) 30:11 flexibility (25) 21:9;70:3;119:17; 125:1,6;127:14; 128:8;130:2,3; 134:22;136:10; 140:1,1;142:20;	144:13;145:6,8; 152:13;196:23; 235:6,11;244:2; 245:9;246:5;256:17 flexible (6) 17:12;227:1,11; 245:8;253:3,21 flipchart (1) 231:2 flipside (1) 229:4 flow (2) 144:23;250:7 flowing (1) 242:2 focus (16) 27:15;28:18;56:18; 73:13;81:6;116:17; 177:5;184:15; 187:19;219:6,11; 232:14;233:8;246:3; 260:17;261:5 focused (6) 73:13;176:9; 177:18;179:3; 244:22;255:11 folks (8) 88:3;90:5;111:25; 112:6;162:22;167:8; 238:23;246:24 follow (7) 10:13;77:16,17; 135:11;231:22; 239:11;254:20 following (9) 13:10;70:20,21; 71:3;86:20;107:23; 169:22;172:11; 238:21 FOLLOWS (1) 157:14 follow-up (6) 84:15;86:15; 137:12;140:10; 194:7;259:19 food (4) 17:4,5,6;168:5 foot (1) 153:25 football (1) 225:14 Ford (1) 8:25 Ford's (1) 127:4 forefront (2) 80:14;118:17 foreign (1) 248:21 forestry (1) 184:25 forgive (1) 76:11	forgot (1) 219:12 form (1) 133:22 forma (1) 99:13 formal (1) 186:10 format (1) 20:20 former (2) 54:6;149:18 forms (1) 18:7 formula (1) 231:25 Fort (3) 163:4,6;220:5 fortunate (3) 115:12;116:13; 120:9 forward (17) 8:4;22:15;38:11; 63:5,8,14;83:13; 87:6;97:15;111:18; 122:15;187:7;210:9; 214:23;222:10; 226:23;258:4 forward-thinking (1) 77:20 forward-year (1) 99:9 found (3) 208:22;238:2; 250:16 Foundation (5) 67:12;155:3; 226:17;237:17;243:8 foundational (1) 191:9 founded (2) 76:22,23 founders (1) 76:1 four (8) 4:21;31:25;32:1, 11;53:14;66:3;117:6; 122:7 four- (1) 136:19 fourth (6) 188:25;189:2; 211:9;212:8,9,25 four-year (5) 137:2;138:25; 178:23,23;179:9 framework (2) 69:23;106:20 frameworks (2) 69:19,21 frankly (1) 176:23 free (4)
---	--	--	---	--

7:19;56:8;100:17; 230:5 free- (1) 56:14 free-and- (2) 147:23;148:1 free-and-reduced (2) 62:2;119:19 freeing (1) 96:17 Friday (1) 30:25 front (3) 77:20;81:5;211:8 frustrated (1) 128:18 FTE's (1) 136:6 full (5) 30:7,9;137:8; 190:25;191:5 full- (1) 32:18 full-size (1) 65:1 full-time (3) 44:25;185:10; 218:7 fully (8) 29:1;70:1,6;79:13; 155:12;157:20; 205:21;207:25 fun (1) 238:24 functioning (1) 136:9 fund (2) 40:20;243:8 fundamental (1) 255:12 funded (10) 29:1;90:15;95:21, 24:97:16;98:3,6,14, 18;182:3 funding (22) 28:24;29:1;40:5,6, 23;49:22;77:4;86:3, 5;91:8;97:17;99:10; 100:5,23;101:7,10, 11;155:3;161:14,15; 221:8;257:8 funds (9) 39:18,19;40:10; 71:19,20,21,21;97:9; 99:23 furnish (1) 260:17 further (8) 128:14,19,19; 132:6;153:3;159:25; 257:7;260:5 future (32) 40:1;87:11;115:4;	116:4,8,10;117:16; 118:25;122:3,7; 125:13;126:13,25; 127:10;128:22; 130:11;131:1; 135:16,17;136:19,20, 21,23;137:7,11,16, 20;138:20;147:7; 189:15;223:11;261:5 FY21 (3) 96:3,25;97:15 G Gabe (3) 181:15,16,16 Gabe's (1) 181:15 gain (7) 101:18;152:10; 188:12;229:4;233:7; 236:19;237:25 gamble (1) 255:5 game (1) 225:14 games (1) 65:2 gap (5) 151:8,10;153:11; 162:9;166:1 Gardner (12) 6:7;7:5,5;9:16; 10:8,21;12:16,21,24; 13:8;14:5,21 garnering (1) 26:9 gas (1) 220:25 gather (1) 152:1 gauge (2) 19:3;152:25 gave (2) 60:15,16 general (2) 88:2;256:12 generally (3) 12:20;77:18; 138:23 genius (1) 223:20 George (1) 113:20 gets (5) 63:12;77:21; 118:14;148:1;224:11 girl (2) 182:14;231:14 Girls (7) 16:20;58:5,5; 181:25;185:23,25; 225:8	given (10) 20:24;29:18;49:7; 75:16;78:2;103:4,5; 111:12;237:25; 253:14 gives (8) 77:5;79:6;121:15; 152:21;153:15; 195:11;199:2;221:24 giving (7) 4:23;7:11;111:19; 129:2;144:4;214:3; 215:7 glad (5) 63:12;72:11,14; 96:21;255:7 Glenwood (2) 194:9,18 goal (14) 155:7;164:24; 165:21;177:17; 183:19;190:15,25; 191:11;205:7;208:4; 229:18,20;249:8; 260:13 goals (8) 140:2;164:18,25; 189:18;229:14; 231:5,6;260:7 goal-setting (1) 250:10 goes (9) 57:5;71:20;98:21; 101:8;159:17;162:8; 168:25;204:6;240:12 gold (2) 125:18;132:12 Goldie (1) 237:16 Good (52) 3:2,3,9;4:17;10:24; 15:17,18;21:9;30:17; 34:1;42:1;48:8; 52:22;55:2,3,13; 62:11;72:11;74:9; 81:3;87:19;89:1; 99:16;109:25;110:1; 111:17;113:11; 117:17;126:21; 128:1;132:16;139:8; 140:13,14,14;150:24; 159:16;161:18; 173:25;176:3,12; 178:22;179:1;184:2; 193:20;195:21; 207:22;228:6;230:4, 5;243:22;248:21 Goodwill (7) 22:5,21;23:8;29:1; 31:16;40:21,21 Google (2) 18:7;169:7 Governor (2)	40:11;50:12 gracious (1) 117:18 grade (48) 7:14,16;53:23; 58:9;62:22,23;64:11, 14,18,21,22;74:21; 78:18;91:9;95:22; 98:19;125:9,19; 126:3,9,19,22,23; 131:13,15;134:4,5,6, 18,21;138:20,22,25; 139:3,6;149:25; 186:16;191:2,7,8,9; 192:25;193:10; 199:17;204:13; 226:9;228:11;241:12 grader (1) 126:22 graders (4) 73:3;193:3,6,8 grades (21) 7:16;55:2;98:23; 99:2;113:16;116:5, 17;136:14;142:21; 143:12;174:15; 185:13;200:5,6; 216:25;218:6;236:4; 238:4,4,17;239:7 graduate (9) 24:1;44:19;45:10; 127:9;145:24; 156:13,14;162:13; 218:13 graduates (5) 37:25;178:15; 183:11;219:17,18 graduating (4) 44:15;56:20; 129:22;222:20 graduation (8) 8:2;23:25;24:2; 55:11,14;56:20; 128:12;188:19 grand (2) 54:3;182:16 grandparents (1) 220:19 grant (2) 25:17;182:4 granted (15) 10:14;15:4;19:13; 24:19;25:15;26:2,14; 27:10;28:14;41:16; 51:2,21;198:5;199:7, 19 granting (4) 19:18;39:25;49:18; 208:1 graph (1) 56:12 grassroots (1) 118:1	Great (30) 9:17;50:6;54:25; 67:24,24;73:1;75:21; 86:9;88:14;116:21; 125:14;129:4,4; 134:16;135:1;145:4; 146:24;148:3;182:9; 187:12;192:2; 219:11,12;222:8; 225:12;228:2; 231:24;232:15; 233:9;241:7 greatest (2) 23:13;120:5 greatness (1) 224:15 greenhouse (3) 182:2,3,3 Greg (1) 3:23 grew (2) 57:15;220:8 grieved (1) 77:6 group (8) 39:13;186:22,24; 202:24;204:10,24; 246:18,21 groups (4) 134:4,5;178:9; 255:21 grow (7) 57:1;115:17;117:4; 118:3;160:8;162:24; 224:10 growing (7) 82:5;115:12,13,14; 134:6;148:4;240:1 grown (5) 56:13;86:16; 134:10;157:23,23 growth (24) 48:20;55:5,7,7; 56:6;65:9;76:25; 84:10,11,12,16; 86:16,22;110:19; 134:9,13;226:20; 229:21;231:2,3,4; 233:21;236:17;247:9 guarantee (2) 219:2;227:18 guaranteed (1) 219:3 guess (25) 4:2;37:11;38:6; 39:24;41:1;46:24; 62:3;71:15;80:10; 89:25;99:8;100:24; 103:6;105:9,15; 131:17;169:17; 179:12;188:5; 193:16;195:19; 204:16;205:18;
--	---	---	---	--

209:7;211:7 guest (2) 124:3;186:9 guests (1) 3:8 guidance (6) 33:7;60:16;63:23; 172:7;204:22;210:2 guide (2) 53:9;168:6 gun-shy (1) 103:6 gut (1) 245:22 guys (6) 26:6;36:4;163:17; 177:12;210:13,15 gym (2) 65:1,3	19;75:3;158:1 hard (13) 82:11;111:12; 145:4;177:10;204:1; 207:19,21;225:4; 245:7,12;249:14; 258:3,4 harder (1) 123:9 hard-working (1) 125:15 harness (1) 250:9 Harrison (1) 174:20 hate (2) 47:7;88:23 Hattie's (2) 228:18;247:6 Hawn (1) 237:17 head (16) 9:13;13:16;43:16; 67:16;103:25; 112:10;158:8;173:3; 211:6;213:11;234:7; 242:25;259:13,14; 261:12,21 heads (1) 104:19 Health (11) 113:22;119:8; 120:11,20,25;121:2; 122:23;123:3; 201:19,20;232:7 healthcare (3) 120:23;121:9,16 healthy (2) 118:5;122:21 hear (9) 11:9;50:17;119:21; 225:17;228:15; 238:20;239:18; 244:4;258:20 heard (10) 122:21;148:21; 151:12;177:21,23; 209:21;229:1;240:5; 252:13,15 HEARING (17) 4:12,21;5:14,23; 14:23;16:2;19:22; 21:13;36:6;50:20; 113:4;143:4,9;153:5; 174:5;216:12,22 heart (4) 123:10;218:20; 232:1;251:4 heavy-duty (1) 189:16 Heights (1) 178:3 held (2)	44:4;198:11 Hello (2) 15:15;157:15 help (67) 11:25;12:11;26:22; 27:12,13;33:6;34:2; 35:7;49:1,22;50:5; 54:23;61:2,4;63:25; 64:5;70:18,19;76:18; 80:9;81:1;82:25; 87:5;88:7;106:18; 120:8;121:4,25,25; 125:22;126:12,17,25; 127:6;128:17;131:7; 138:7;148:5;152:8; 153:2,12;154:12; 155:20;158:12; 161:22;162:23; 169:24,25;170:5; 171:5,14,24;184:22; 192:11;200:1;228:8; 231:6,10;235:12; 236:6;243:22; 247:14,19;251:25; 252:7;258:1;259:10 helped (2) 82:22;130:17 helpful (8) 16:9;104:17;243:7; 16,17;258:8;259:9; 261:10 helping (5) 79:9;104:25; 151:19;170:20; 245:14 helps (3) 27:1;155:3;241:2 Here's (6) 8:17;69:5;105:15; 125:17;126:14,18 hesitate (1) 111:9 hey (7) 162:2;167:20; 208:24;230:9;251:5, 9;255:20 Hi (3) 3:19;10:24;15:16 High (97) 6:5;23:24;24:6; 26:15;31:9,20;40:15; 45:5;51:11;55:20; 56:22,24;58:7;64:17, 23;78:20;113:5,13, 18,21;115:6,10; 116:5;118:24; 124:23;128:11,13,25; 129:12,16,22;130:8; 131:2,11,17,18; 134:17,19;135:2,25, 25;136:1,3,5,7,9,11, 18,22;137:3,9,11,19, 23;138:19;140:4;	142:3,14;145:24,25; 156:23;159:9; 166:13;167:10; 169:6;170:6;174:18; 177:16,22;178:3,7; 181:20;184:4,8; 185:9,13,17;186:11, 21;188:6;195:13; 198:6;199:11; 200:12;202:25; 205:16,18;218:8,9; 219:5;221:21,25; 228:10;235:8; 238:25;239:1;246:20 higher (5) 86:10;129:3; 131:12;170:13; 176:13 highest (2) 55:7;148:1 high-growth (1) 115:19 highlighted (1) 184:19 highly (1) 123:21 high-paying (1) 179:20 high-performing (1) 183:24 high-poverty (1) 147:12 high-tech (1) 180:23 high-touch (2) 32:13;38:24 Highway (4) 163:5;217:23,24; 218:3 Hill (5) 64:16;66:19;187:2, 2;195:16 hinder (1) 26:24 hire (3) 38:5,13;206:3 hiring (2) 38:9;43:19 Hispanic (1) 62:6 history (4) 222:11,22,23; 255:6 hit (3) 32:5;124:2;228:11 Hoback (1) 6:6 hold (3) 181:11;184:12; 203:11 holidays (1) 25:21 home (18)	11:16;16:14;57:3; 4;65:2;146:2;153:20; 155:9;168:6,10,12, 21,23;216:17;218:18, 21;256:4;258:1 home- (2) 236:21;237:6 homecoming (1) 222:12 homeless (1) 17:5 homes (1) 57:6 home-school (12) 145:10,12,17; 149:2,8,10,18,22; 150:22,23,24;161:20 home-schooled (1) 145:23 hone (5) 119:7,23;124:17; 134:17;135:15 honed (1) 131:16 honest (2) 154:15;201:20 honestly (4) 32:12;72:8;161:25; 183:5 honor (2) 217:19;222:22 hooked (1) 180:3 hooks (1) 126:7 hope (16) 73:17;77:5;80:6; 121:23;125:11; 126:2;130:4;135:18; 140:5;161:25; 182:17;200:18; 233:13;236:16,19; 249:6 hopefully (9) 73:7;94:3;126:8, 12,21;175:21; 189:25;202:11,20 hoping (1) 127:9 Hopper (1) 217:25 horizons (1) 56:1 hotspot (5) 159:10;160:6,8,10, 14 hour (2) 103:8;254:14 hours (12) 25:18;26:13;29:15, 18,20;127:10;152:6; 205:19;206:7;230:7; 254:2,14
H				
half (6) 129:17;159:5; 185:24;193:12; 194:3;256:4 half-marathon (1) 249:23 Hamilton (2) 25:3;37:21 hand (11) 6:22;11:17,20; 22:9;52:8;114:12; 143:19;170:23,24; 174:24;217:6 handle (4) 28:5;84:12;125:16; 158:22 hands (1) 58:20 hands- (1) 72:24 hands-on (6) 58:17;166:20; 179:16,19,22;181:10 hang (1) 175:10 hanging (2) 89:16;225:24 happen (4) 12:23;247:19; 250:23;256:5 happened (3) 87:4,19;89:20 happening (6) 11:14;29:12;87:22; 92:8;142:14;242:15 happens (7) 55:16;86:21;90:4; 174:1;223:19; 231:15;239:1 happy (6) 54:7;58:24;60:5,				

house (1) 28:6	37:21	impressed (2) 128:10;129:6	60:10;110:18; 185:7;215:14;250:6	260:5,11,23;261:14
housed (2) 53:19;58:15	idea (13) 32:4;94:14;101:4; 102:10,25;128:24; 131:11;144:13; 241:7;242:18;245:6; 246:10;254:24	impression (1) 208:10	increasing (5) 67:2;117:1;221:6; 241:16,17	informed (1) 207:25
houses (1) 64:10		impressive (1) 178:4	incredible (1) 182:12	informing (1) 255:18
Howard (32) 217:4,15,15; 225:19,20;228:15; 230:10;233:2,19; 235:2;238:15; 239:12,21,24;240:12, 22;241:2,10;242:16, 23,25;245:16,19; 247:5;251:3,19; 254:2,19,23;255:10; 256:8,11	ideal (1) 87:23	improve (8) 34:13;53:11;82:13; 179:2;229:19;241:2; 255:22;260:8	increments (1) 241:14	infuse (1) 187:8
Huckabee (1) 17:2	ideally (1) 193:5	improved (1) 88:9	indecision (1) 209:5	infused (1) 187:24
huge (6) 68:9;148:11; 231:11,13;255:2,13	ideas (6) 130:5;140:7; 178:11;254:7; 256:14,16	Improvement (7) 22:3;60:12,13; 81:25;164:17;240:9, 10	Independence (9) 115:11,15;117:9, 20;118:9;128:3; 135:10,20;223:5	infusion (1) 224:24
human (2) 203:16;235:7	identified (4) 25:23;32:16;33:2; 140:23	improves (1) 247:8	independent (1) 91:4	ingrained (1) 183:2
Humphrey (9) 134:1,1;136:17; 137:15,18;138:14,17, 23;139:2	identifying (1) 223:7	improving (4) 238:17,17,18; 239:24	Indiana (1) 38:18	ingredient (1) 248:25
Humphry (1) 113:19	IEP (1) 7:20	in- (2) 28:5;184:16	Indianapolis (1) 39:10	ingredients (1) 248:23
hundred (1) 44:5	II (1) 190:18	inaudible (9) 81:9;86:2,4,8; 99:14;100:4,6; 101:16;105:11	indicate (1) 178:15	initial (1) 140:21
Huntsville (1) 58:9	illnesses (2) 25:19;29:22	incarceration (1) 37:3	indicated (2) 82:1;168:22	initiative (1) 261:2
husband (1) 247:20	imagine (1) 240:21	incentives (1) 82:17	indirect (2) 34:19;35:15	initiatives (1) 83:24
Hyatt (83) 4:15,17,18;5:13; 9:13;13:14,16;19:8, 10,10;35:6,8,8;41:8; 67:14,16;90:18,18, 22,25;91:1,92:5,7; 93:2,14,18;94:22; 95:17,20;96:5,9;97:3, 12,14,20;98:2,16; 99:2,4;103:25;104:8, 8,23,25;105:20,22, 24;106:5,23;140:16, 16;158:7,8;172:2,5,5, 23;173:3;196:17; 197:5,5,25;198:7; 199:6,13,15,17; 203:2,7,9;204:18; 210:4;211:8,14,21; 213:10,11;251:24; 252:10,11;258:16,19; 259:13	immediately (2) 164:8;226:5	inception (1) 56:6	Innovate (2) 53:15;181:12	
hydroponics (2) 182:7,7	impact (12) 23:3,13;71:24; 117:9,25;118:18; 122:9;124:2;135:5,7; 248:13;260:25	include (10) 8:13;17:3;35:17; 47:24;51:18;58:1; 113:18;143:14; 168:9;174:17	individual (8) 37:6;125:19; 135:13;141:20; 227:5,10;247:24; 255:15	innovation (9) 187:20;223:13,17; 224:20,24;225:16; 228:5;244:11;250:8
	impacted (1) 76:10	included (2) 69:20;99:13	individualized (1) 227:7	innovations (3) 224:19;225:17; 226:17
	impactful (3) 82:11;83:10; 142:24	includes (1) 35:15	individually (3) 104:5;105:3; 106:13	innovative (12) 116:6;121:15; 125:1,6;134:22; 141:8;142:20,24; 253:15;255:1; 256:14,16
	impacts (1) 77:4	including (6) 35:17;55:24;100:5; 151:13;205:15; 230:16	individuals (8) 23:22;24:14;26:20; 31:19;36:21;37:2; 45:6;124:15	in-person (2) 8:16,23
	implement (4) 195:3;227:17; 236:5;243:20	income (1) 56:5	Industries (4) 22:21;23:8;29:2; 185:4	input (1) 221:14
	implementation (2) 252:4;254:4	incompetence (1) 160:19	industry (7) 124:4;181:15,17; 186:8;187:24;196:6; 220:3	instance (2) 95:1;98:19
	implemented (2) 41:14;116:10	increase (25) 23:17;24:8,20; 37:10;46:7;48:18,23; 49:4;51:15;99:14,17; 101:6,10,11,23; 115:16;124:18; 161:19;185:1,3,5; 192:17;225:5; 232:20;238:4	industry-recognized (1) 188:12	instances (1) 79:3
	implementing (2) 226:24;235:20	increased (6) 22:1;37:12;47:15; 49:5;56:4;241:22	Info (1) 198:12	instead (5) 89:1;119:9;131:13; 195:17;241:18
	implications (2) 95:14;208:1	increases (5)	inform (1) 72:21	instill (1) 123:17
	importance (1) 16:24		information (23) 5:20;18:7;45:21, 23;60:22;80:16; 121:10,18;133:5; 151:25;171:1; 216:13;237:24; 244:8;248:11; 252:16;257:2; 258:23;259:10;	institutions (1) 206:22
	important (14) 57:24;117:3;119:6, 24;122:22;123:5; 128:9;132:18;136:5; 153:7;155:17; 188:14;215:11;240:3			instructing (1) 202:24
	impossible (1) 235:5			instruction (9) 30:24;31:3;83:6; 184:8;187:25;206:4; 210:19;227:15; 255:19
I				instructional (9) 30:21;49:10; 136:17;145:21;
I-30 (1)				

151:21;164:17; 208:18;253:8,9 instructor (2) 191:18;254:12 instructors (5) 189:6;196:7;197:1; 204:3;206:13 insurance (3) 127:4,6;137:1 insure (11) 8:8;16:17;17:9,16; 26:1;50:1;82:4; 83:18;219:5;221:21, 25 insurmountable (2) 75:7,8 intact (1) 50:4 integrated (3) 242:6,7;253:16 intend (5) 51:22;65:19;67:10; 70:2;71:18 intended (1) 255:3 intent (6) 70:14;71:12;94:4; 198:21;200:10; 205:23 intentionally (1) 54:19 interact (1) 180:17 interaction (1) 16:25 interest (8) 77:8;110:14; 111:16;127:5;137:5; 154:21;165:18; 186:17 interested (1) 139:4 interesting (1) 72:23 interests (2) 128:8;215:16 intermittent (1) 196:16 Internal (1) 140:19 internet (6) 158:21;159:16,21; 160:6,15;247:21 internship (1) 188:11 internships (2) 186:8;188:2 interpretation (2) 93:3,22 interstate (5) 217:25;218:1; 220:2,10,24 intervention (2)	35:18;57:14 interview (1) 260:18 interviewing (1) 123:6 into (60) 8:11;12:8;13:1,5; 26:4;31:18;37:24; 38:1;45:13;68:21; 70:5;75:2;80:20; 94:18;116:22; 118:22;126:22; 131:14,22;134:14; 136:3;139:2;152:8; 155:15;167:18; 168:3;170:14; 181:17;182:12,19; 184:5,23;186:8,12; 187:8;189:2;192:20, 24;197:9,20;198:12, 20;204:24;207:5; 215:25;219:9,22; 225:10;227:17; 228:10;229:21; 231:11;233:13; 234:12,15;238:7; 241:21;242:7;250:9; 256:1 introduce (8) 3:13;112:18,19,20; 113:9;114:3;235:12; 256:1 invade (1) 227:5 invented (1) 223:20 invest (1) 25:1 invested (3) 16:21;18:17; 111:15 invigorating (1) 230:8 invite (5) 50:10;57:20;58:22; 59:22;114:2 invited (1) 59:23 inviting (1) 230:4 involve (4) 8:22;54:19;64:8; 240:7 involved (6) 121:22;149:14; 153:8;225:13; 239:15;248:1 involvement (2) 56:25;203:23 involves (1) 66:4 Isaac (2) 180:1,3	isolated (1) 189:24 issue (5) 102:13;161:15; 244:3,3;252:17 issued (1) 204:22 issues (20) 8:22;12:18;13:14; 74:23;75:5;89:3; 103:24;120:8,23,25; 121:1;140:20,22; 146:2;148:7;172:3; 204:19;205:9; 252:20;253:4 item (20) 5:16,23;6:20;15:1, 3;21:16,18;22:8; 50:16,23,25;106:17; 107:16;113:7,10,13; 143:7;174:9;216:15, 21 items (8) 51:5;106:9;107:23; 108:2;109:17;110:5; 118:8;260:6 Ivy (1) 3:21	Johnson (5) 113:23;117:10,13; 118:20;122:9 jot (1) 259:18 journey (2) 218:25;250:17 judging (1) 182:11 juggling (1) 21:22 July (9) 38:10;42:21,22,22, 23,24,25;90:14;94:11 jumbled (1) 175:13 jump (2) 192:16;193:19 jumping (2) 219:9;226:3 June (10) 15:6;21:20;24:2; 51:4;73:12;89:11; 92:24;95:7;97:5; 100:18 JUNIOR (22) 113:5,13,18,21; 115:6;118:24; 128:13;129:16; 130:8;131:11,17; 134:17;135:25; 136:2,5,7,11,22; 137:3,10;138:19; 176:22 juniors (2) 131:3;193:1 justice (2) 132:23;189:17 justification (2) 78:2;110:18	Khan (1) 170:19 kid (5) 119:11;122:16; 125:14;129:21; 171:19 kiddos (2) 227:22;255:24 kids (60) 57:7;76:4;79:8; 110:15;111:13; 116:16;119:18; 124:9;125:7;127:15; 129:2,19,19;130:3,7; 131:17,24,24;132:3, 10,13;138:2;158:19; 168:15;171:13,21,22; 176:11;177:2,7,8; 185:16;188:17; 189:21,22;195:15; 206:21;207:22; 219:25;220:17,19; 226:2,11;229:20; 230:20;231:21; 233:19;234:15; 235:9;237:15;238:2, 19;240:16;243:11, 19;244:13;254:5; 255:19;256:3,19 killed (1) 123:24 kind (83) 12:22;28:9;36:4; 41:8;44:22;49:14; 57:2;62:13;65:9; 68:24;71:23;72:6,10; 75:13;83:8;85:17; 87:21;88:4,11,22,23; 89:15,24;91:12; 103:5;115:24;116:9; 117:8;118:22; 125:12;130:23; 131:22;135:15; 144:18,22,24;146:6, 9;147:14,14;148:18; 149:4,5,9;150:13; 151:7,8;152:6; 153:11;155:25; 156:11,17;159:3; 160:11;162:8;164:5, 18,21,25;165:1; 167:2;168:25;171:5; 190:12;197:8; 204:24;208:8; 220:21;229:2,11; 239:8;243:7;244:9, 18;246:13;253:4; 255:10,12;256:10; 257:3,11,20;259:19 kindergarten (1) 68:24 kindness (1) 123:22	
		J	jacks (1) 226:3 Jacksonville (1) 80:1 James (2) 113:24;129:9 January (3) 29:20;51:3;81:16 jazzed (1) 176:23 Jennifer (1) 15:10 Jeremy (1) 6:6 Jerry (1) 174:21 job (17) 30:2;55:3;67:24; 124:10;134:16; 138:8;146:9;176:12; 178:22;179:1; 188:10;207:22; 218:19;220:6; 222:22;231:8,9 jobs (8) 184:17,24;220:3,7, 9,11,13,15 Jody (3) 113:21;120:9,19 John (3) 228:18;231:8; 247:6	K	K-12 (11) 53:19,22;54:5; 63:1;73:9;87:9; 151:15,20;156:25; 164:11;197:18 K-5 (2) 53:24;64:13 K-6 (1) 64:11 K-8 (4) 53:25;61:12,23; 87:8 keep (5) 67:4,6;81:5; 129:18;240:19 Kelly (1) 5:21 Key (6) 50:12;116:14,18; 148:10;150:15;176:8

kinds (4) 68:12;120:8; 139:24;179:6 knew (10) 11:13;35:9;75:5; 78:17;88:9;89:21; 117:17;150:2; 181:16;221:17 knocking (1) 236:17 knowing (3) 75:19;101:2;233:6 knowledge (5) 53:9;148:25; 152:10;218:23;222:3 known (5) 117:22;133:4; 151:11;158:13; 179:15 knows (4) 136:25;156:4; 170:8;230:15 Kremers (71) 3:19;19;10;10;11; 12:11;12;17:25; 19:25;20:18;19;31:6; 22;32:2;20;38:23; 45:16;46:4;48:22,23; 69:12;70:7;85:10,15; 102:6;17,18,21,23; 103:16,19;104:3; 106:19;108:13,19; 109:20,21;135:4,5; 142:17,18;166:10,11, 17;168:1,3,18;169:3, 12;190:22,23;191:5, 11,13,21,23;192:2,4; 200:25;201:2;212:7, 12,23;213:14,18; 215:21,22;234:23,25; 250:18;260:3,4 Kremers' (1) 237:22	149:15;183:4;238:6; 239:10;240:3 ladies (1) 251:13 lady (4) 123:24;151:3; 156:22;242:16 Lake (1) 194:12 land (1) 181:23 language (1) 232:17 languages (1) 61:4 large (7) 87:18;88:1;146:21; 147:4;158:18; 159:15;220:20 larger (3) 84:24;85:8;200:12 largest (3) 84:18;85:1,4 last (34) 3:15;7:14;23:25; 55:1,7;57:3;58:13, 15;60:5;72:20;75:16; 81:8,23;83:23;86:16; 88:12;93:11;101:14; 103:7,7;116:11; 117:6;123:13;124:1, 12;130:18;134:10; 154:8;180:21,22; 185:11;212:7;216:9; 222:11 late (1) 133:7 later (3) 115:24;182:21; 207:12 Latino (3) 60:24;62:6;88:1 law (18) 8:11;12:7,8;13:9; 29:14;35:22;41:11, 16;69:21;71:11;97:8; 98:16;107:3;199:21; 203:24;204:21; 236:3;253:7 laws (3) 207:14,15,17 lawyer (1) 179:6 lawyers (1) 178:25 layman's (1) 135:24 lead (20) 31:24;58:6;118:17; 148:14;176:20; 181:7;226:24; 227:22;228:6,14; 235:13,19;236:1;	252:5;254:4,9,12,21, 25;255:25 Leader (3) 6:7;7:6;123:20 leaders (3) 59:23;84:8;232:10 leadership (11) 60:17;63:20;109:7; 116:19;156:13,15,21; 157:1;222:8;231:17, 24 leads (2) 165:11;197:8 learn (14) 38:15;53:15;58:9; 60:1;68:13,19; 142:15;219:5;224:9; 226:11;231:19; 232:11,13;241:4 learned (8) 59:5;81:1;106:5; 137:21;163:15,17,18; 240:13 learners (2) 231:25;232:22 learning (28) 53:13;58:2;59:9; 122:13;124:23; 126:4,5;148:10,15; 179:19;181:19; 211:25;218:24,25; 221:22;222:1,2; 227:8,9;228:22; 233:12;238:1;239:8; 240:7,15;242:14; 252:3;256:18 learnings (1) 121:18 learns (1) 57:6 lease (2) 85:21,22 leases (1) 86:12 leasing (1) 86:3 least (11) 23:22;25:15;92:12; 93:3;97:22;185:15; 188:9;189:21; 191:25;203:12; 259:18 leave (14) 22:2;25:13;29:12, 16;46:24;47:15; 48:18,24;49:4,8; 62:22;135:22;184:1; 188:2 led (1) 177:3 left (13) 89:15;99:25;125:2; 126:19;152:25;	154:19;161:23; 178:5;179:25; 180:12;181:14; 225:21;226:1 left-hand (1) 125:18 leg (1) 223:10 legal (11) 13:14;19:9;103:24; 172:4,11;197:10,20; 203:13;204:18; 211:15;252:17 legislation (10) 19:14;33:14,15,22; 34:3,5,24;35:10; 36:7;130:17 Legislator (1) 133:10 legislators (2) 40:4,12 Legislature (2) 129:11,17 legitimacy (1) 195:19 less (3) 86:10,11;100:23 lessen (1) 188:14 lessons (2) 151:22;152:11 lets (1) 152:23 letter (1) 7:14 letting (1) 16:8 level (26) 82:18;83:25;84:6, 7;122:17;125:9; 127:7;129:4;134:4, 21;135:2;149:25; 156:20;160:19; 170:9,10,13;186:4; 192:25;193:10; 203:4;204:11;226:4; 227:8,10;228:9 levels (10) 124:23;134:5,6,15; 182:14;219:5; 221:21,25;241:24; 248:12 liabilities (1) 91:19 library (4) 82:16;170:18; 172:10,22 license (3) 41:22;95:3;96:19 licensed (5) 33:20;37:24; 151:23,24;197:15 licenses (1)	59:11 licensure (10) 47:16;48:24;49:5; 69:13,16;106:21; 196:3;197:22; 211:16;252:18 lie (3) 155:6;161:18; 184:16 life (34) 26:6,7,21,23;27:10, 15,22;31:23,24; 32:11,19;33:2,2,8,11, 20,24;34:6;36:24; 37:4;38:20;39:5; 41:23;48:25;125:10; 128:12;137:24; 138:9;183:7,8; 185:17;224:17; 232:8;233:6 life-coaching (1) 36:16 lift (2) 42:17;184:11 limit (1) 27:19 limitation (2) 35:17;203:19 limitations (1) 198:14 limited (3) 235:6,10;252:23 limiting (3) 33:23;34:3;37:22 limits (3) 33:11,12,23 line (11) 8:7;20:8;27:9; 44:1;49:8;70:1; 89:21;145:24; 159:20;194:10; 231:21 lines (1) 100:21 link (2) 14:9,10 Lipscomb (1) 6:4 Lisa (77) 50:18,21;51:1,8,10, 10,11,15,17,23;52:6, 18,25;53:6,17;54:4, 10;55:7;59:2;60:14; 61:12,19;62:16; 63:17;66:25;67:4,6; 70:24;71:3;73:21; 75:17;76:15;77:12, 15;78:17,19;79:22; 81:9;83:21;84:19; 86:21;87:9;88:7; 90:22;91:2,15,18,19, 20;92:12,12,20; 93:15;94:4,5,8,15;
--	--	---	---	--

<p>95:3,9,10,21,22; 96:25;97:21;100:19; 101:3;103:13,17; 106:23;107:12,24; 109:17,22,24;110:4, 12,23 Lisa's (7) 75:12;91:4;94:6, 17,18;98:14,15 list (8) 44:8;156:9,11; 163:21,21,24;166:12; 190:11 listed (6) 54:11;107:23; 110:6;163:20; 209:17;253:22 listen (5) 137:13;214:20; 257:6,9;258:6 listened (1) 59:15 listening (5) 88:23;120:18; 144:11;176:4;256:9 literacy (7) 125:22;126:4,6,23; 132:1;212:13;249:15 literally (3) 154:8;228:20; 240:24 little (123) 3:10;7:22,23;8:2; 17:11;33:17;35:7; 41:1;44:4;51:7,18; 52:1;53:3,19,22; 61:20,20;64:25; 65:13;66:24;67:3,5, 11;68:16,17;70:3,12; 71:4,5;72:16;74:1,2; 78:22;79:25;80:5,8, 12,25;81:21;82:2; 84:5;85:25;88:13,16, 18,24;89:8,9;90:20; 91:1,3,6,11,15,17,21; 92:8,9,11,13;93:4,21; 94:4,6,15;95:7; 96:16;97:2,4,9,18; 99:18,22;100:3; 101:1,3,24;102:8; 103:4,6,18;105:6,25; 107:11;109:22; 110:4,12,15,19,23; 111:15,22;115:7,8, 24;117:13,15;120:7; 126:16;127:12; 128:4;133:7,20,24; 144:19;146:16; 149:4,5;158:25; 160:17;163:9;168:3; 182:24;218:3; 219:21;220:22; 223:5;243:17;</p>	<p>245:11;257:6,18,19; 260:18 little-bitty (1) 41:18 live (8) 8:16;65:20,21; 79:23;87:21;138:10; 141:5;160:5 Lives (3) 23:10;53:11;141:7 livestock (1) 180:12 living (4) 118:5;122:21; 149:16;184:6 Load (1) 252:18 local (7) 16:20,25;17:4,5; 124:13;159:18;186:2 locally (2) 135:19;138:10 located (6) 25:2;61:24;115:10; 184:18;216:24; 217:24 location (10) 18:22;25:6;32:9; 37:20;38:1;66:19; 87:23;155:16;171:4; 177:6 locations (2) 14:18;61:23 locks (1) 192:8 logging (2) 181:15,17 logical (4) 49:19;75:23;142:3; 240:10 long (7) 18:8;104:9;123:13; 148:5;158:14,14; 213:19 long- (1) 190:14 longer (4) 84:1;96:17;176:9; 220:16 longest (1) 147:1 long-term (3) 78:8;91:2;189:18 look (60) 19:5;23:17;26:16; 38:8;40:2,12;42:18, 22;43:21;46:10; 62:18;72:2;74:3; 78:15;90:7;99:10; 102:23;116:15; 122:18;125:6,20; 126:18;129:6; 131:10,12;134:23;</p>	<p>135:10,12;136:18; 138:8;139:6;140:7, 13;161:12;163:11; 164:7;165:1;175:16, 21;187:7;200:2; 214:23;221:5; 222:20;223:23; 225:21;226:2,13,23; 236:2,7;243:19; 244:3,10;245:8; 247:6;250:14; 255:20,21;257:14 looked (5) 3:4;134:3;161:5,8; 164:21 looking (51) 8:4;10:1;24:10; 26:4;40:3,4,10,23,24; 46:12;61:19;63:7,25; 69:22;71:17;72:10; 87:6;89:10;92:2; 111:5;127:13;148:4; 150:11;161:13; 164:6,9;166:11; 170:17;171:20; 183:5;192:18,19; 193:13;194:3;195:2, 19;196:4,4,5;207:1; 211:15;223:6,8; 235:25;236:25; 237:10;247:9; 249:17;251:4,25; 255:18 looks (15) 31:7,23;85:12; 102:10;121:21,22; 124:9;135:8;140:14; 166:13;175:13; 182:5;246:3;251:16; 255:18 losing (2) 241:16;246:13 lost (2) 154:17;161:10 lot (69) 18:7;32:5;35:10; 44:12;46:12;55:18; 57:1,10;59:5,18; 68:10,11;72:24;78:5, 5;79:9;80:20;82:1; 83:23;84:10;86:16; 88:14;109:1;115:23; 116:24;124:6;129:5; 136:10;144:12; 145:14;146:5,20; 148:6;149:7,8,14; 150:4;151:19; 152:10;153:16; 154:18,19,20;159:11; 165:19;170:21; 171:17;176:19,20; 182:18,18,19;205:1; 206:19;215:9;</p>	<p>218:11,11,12;220:7, 18;221:10;227:1; 233:5,7;235:10; 237:14;249:19; 254:13;256:14 Lots (3) 57:22;59:9;152:5 lottery (4) 44:4;61:2,15;65:15 love (17) 50:13;124:14; 125:25;157:7; 162:22;180:15; 184:6;187:10,10; 219:19;222:16,16; 225:20,25;228:17; 230:11;254:3 loved (1) 154:9 lovely (1) 246:4 low (5) 56:5;59:8;159:4; 221:18,19 lower-income (1) 79:24 low-touch (1) 38:24 LRPA (6) 70:9;73:7;76:2; 86:17;109:14,16 LRPA's (1) 51:16 Luanne (3) 51:25;52:20,23 luck (1) 173:25 lunch (7) 7:19;56:9,15;62:2; 112:12,13;121:18 lunches (2) 119:19;148:2 Lyon (2) 116:23;127:8</p>	<p>main (2) 61:6;155:7 maintain (3) 151:11;152:17; 221:10 maintained (2) 55:13;56:20 major (1) 74:23 majority (1) 254:15 Maker (2) 66:18,21 makes (6) 16:17;31:4;75:21; 132:7;137:14;139:20 making (16) 32:16;36:1;54:5; 76:12,25;102:11; 108:11;110:13; 111:15;126:11; 165:8;184:3;195:17; 238:11,13;257:4 man (6) 125:13;126:14; 131:14;136:24; 150:2;229:9 management (3) 78:7,9,11 Manager (1) 6:6 mandated (1) 203:23 manipulating (1) 170:25 manner (3) 14:20;43:23; 244:15 Manufacturing (3) 178:8;220:13,15 many (25) 10:16;12:14,19; 27:11;42:15;52:2; 54:5;79:3,24;90:3; 101:2;116:1;118:8; 125:10;128:25; 129:11;132:10; 139:23;151:4,16; 199:25;220:11,17; 230:20;242:8 map (1) 138:13 MARCH (3) 50:9;58:20;229:5 Marcus (1) 174:21 market (3) 182:16;215:24; 250:21 marketing (10) 24:13,21;31:11,12, 15,16;42:10,20,20; 250:19</p>
---	---	--	---	---

marketing/ (1) 250:24	130:11;133:3; 136:14;144:1; 145:19;147:21; 151:12;153:25; 155:23;157:8; 160:12,13;163:23; 164:14;166:24; 169:14,23;170:16; 175:23;176:22; 178:25;196:13,17; 197:2,2,16;199:4; 202:7;204:2;205:11; 209:22;211:5; 217:10;229:24; 234:2;238:11,18; 239:3,10;243:24; 244:11,17;245:7,10, 14;246:18;248:9; 252:24;255:1;256:9; 257:22;261:9	measures (2) 164:7,10 meat (2) 151:8;179:17 meats (2) 176:21;179:11 mechanic (1) 162:5 media (3) 172:10,22;175:13 medical (1) 225:7 medicate (1) 180:17 medium (1) 189:16 meet (15) 27:24;116:20; 119:4;130:8;131:23, 25;132:2,4;136:20; 154:3;208:7;222:4; 226:25;230:13;231:5 meeting (28) 10:17;12:25;13:2; 14:20;41:11;60:21; 72:20;81:10;112:17; 116:22;122:14,16; 125:5;127:25;132:8, 8,9;169:11;225:15; 247:10;257:1;258:8, 21;259:12,21;261:20, 22;262:14 meetings (8) 11:3,4;12:4,6;13:9; 73:18;132:17;245:2 meets (1) 66:2 Melissa (1) 156:23 member (6) 9:5;10:17;20:13; 33:3;35:16;171:3 Members (32) 3:9,13;8:6,15,19; 11:10;13:13;14:8,13, 16,17;19:6,20;20:7; 47:21;52:18,23; 67:21;74:5;89:6; 109:2;112:19;133:3; 141:20;154:6; 186:23;209:9;215:3; 245:2;256:9;257:22; 261:9 Memorandum (1) 63:16 Memphis (1) 39:9 Mena (1) 163:6 mental (4) 119:8;120:25; 122:23;232:7 mentality (1)	200:10 mention (2) 46:16;115:24 mentioned (12) 18:17;32:4,22; 33:10;38:23;39:9; 56:2;80:3;130:15; 158:18;187:25; 188:21 mentoring (1) 121:11 mentors (1) 121:19 merge (1) 70:22 merger (3) 70:9;72:17;89:10 mergers (1) 79:2 merging (1) 86:20 mesh (1) 94:18 met (2) 16:18;80:15 metal (2) 180:7;181:7 methods (1) 255:2 metric-driven (1) 260:2 metrics (1) 258:6 Meyer (1) 231:13 mic (2) 75:25;175:7 Micah (1) 6:4 microphone (3) 22:24;90:25; 234:19 microphone] (1) 129:8 microscope (1) 168:14 microscopes (1) 168:16 Middle (34) 51:11;55:19;58:11; 61:25;64:15,19,25; 66:9;84:1,9,12; 127:3;156:20;167:6; 205:16;216:13,23; 217:21;218:5,8,15; 219:21,22;224:20; 226:2;228:2,9;229:9; 230:25;234:21; 235:8,22;236:3; 238:25;256:16 might (25) 33:21;36:8;63:20; 69:23;70:19;87:10;	102:24;122:3; 125:20,23;126:18; 132:15;157:2,3; 164:23;169:4; 172:19;218:3;229:2; 236:7;243:6;247:11; 251:24;254:1;261:9 Mike (2) 3:25;81:8 mile (2) 229:15,16 mileage (2) 147:2,4 miles (4) 115:11;141:5; 146:19;163:3 million (1) 25:1 mind (4) 84:11;130:18; 137:6;138:14 minded (1) 170:22 mindfulness (3) 237:15,17;243:8 mindset (3) 148:19,22;229:21 minimum (6) 10:16;188:7,24; 198:20;210:25; 211:17 ministry (1) 115:25 Minnesota (2) 178:2,4 minority (3) 56:5,7,14 Minton (1) 174:21 minute (8) 14:10;24:18;50:17; 88:12;130:19;229:3, 17;256:10 minutes (27) 4:25;5:2,6;16:7,18; 21:22;22:17,17; 52:14;67:18;114:19; 127:21;141:19; 145:7;175:5,6; 217:11;229:6; 233:24;240:16,19; 241:11;242:9,9,10; 253:17;254:7 mismatches (1) 65:10 Miss (3) 9:2;10:17;210:13 missed (3) 48:2;148:14; 210:14 missing (5) 47:8,9;140:11,15; 253:25
---------------------------------	---	--	--	--

mission (13) 23:10;27:2;53:5,6, 14;124:21;184:21; 221:21;222:6,9; 223:13;250:22,23	225:15 months (6) 3:15;45:4;97:22; 115:10;176:24; 225:24 month's (1) 261:20 moratorium (1) 86:24 more (92) 11:25;17:11;24:9; 28:15,16;31:14;32:5; 33:16;36:6;41:2; 45:16;49:6;55:16; 56:19;58:22;61:22; 65:11;68:11,17;73:9, 22;76:9,24;77:10; 79:7,16;83:5;84:5; 86:10;87:13;90:3; 101:17,18,19;115:22, 24;119:14,16;120:7; 123:7;127:15; 131:10,17;132:11,11; 133:24;134:24; 140:5;168:3;172:1; 176:8;188:5,13,14; 190:1;191:2;192:19; 195:11,17,18;204:16; 205:2;225:13; 226:11,23;227:1,1, 11,19;228:4,5,5; 229:4,20;233:13; 238:3;239:7;240:20; 242:1,1,2;244:2; 245:23;248:19; 250:5,5;253:15; 257:11,18;260:2,11, 18	110:5;112:12;141:3, 4,5,9,10,12;142:6,10, 13,19,23;173:6,10, 23;210:6;213:13,16, 16,22;214:7;215:8, 13,18,22;216:3; 258:19,22;259:3,16, 25;260:4,10,15,20; 262:3,6 motions (4) 110:3,10,17,22 motivated (3) 221:16,23;228:21 motivation (4) 155:5;221:15,18, 18 Motor (1) 59:6 MOU (1) 100:14 MOUNTAINBURG (13) 216:13,23,24; 217:21,22,24;218:13; 219:18,18;224:20; 234:21;260:22;261:6 Mountain-burger (1) 220:25 Mountainburg's (1) 224:1 Mounts (68) 174:19;176:16; 177:10,14,15,16; 190:14;191:4,6,12, 20,22,24;192:3,15, 22;193:3,5,12,22,25; 194:5,9,13,15,18,21; 195:4;196:1,8,15,20; 197:24;200:3,8,18, 20,23;201:8,24; 202:2,5,11,19; 205:11,13;206:20; 207:3,6,9,13,18,24; 208:9,13,18;209:1; 210:16;211:2;212:4, 11,18,21;213:3,5; 214:16,21,25 MOUs (1) 28:3 move (38) 4:13;13:21;15:1; 19:24;21:15;28:20; 37:24;38:1,11;47:14; 63:14;64:14,18,23; 79:9;83:13;107:10, 22;112:1;126:21; 128:21;134:14; 143:6;165:2;173:7; 174:9;191:9;192:20; 193:6;210:8;213:14; 220:19;226:11,15; 228:14,24;240:2; 242:1 moved (5)	58:21;154:18; 220:10;259:1;262:4 movement (2) 226:8,9 movie (2) 9:1;220:22 moving (6) 63:5;122:14; 142:16;166:3;244:5; 257:3 much (28) 14:5;21:12;23:1; 27:25;28:20;32:22; 47:5;50:6,9;79:6; 88:18;133:14;143:3; 144:6,10;152:20,24, 25;157:21;173:16; 174:3;175:3;183:1,2; 202:15;237:6;238:8; 248:19 Muffins (1) 57:11 multiple (6) 51:5;104:6;175:7; 179:23;185:20;190:2 music (3) 55:25;153:9,21 must (2) 181:12,13 myself (3) 33:5;76:17;128:10 my-self (2) 34:8;63:2	59:3;186:3 nationally (3) 56:21;59:7;69:18 native (1) 218:11 natural (1) 240:10 Nature (5) 17:2;25:20;28:5; 158:19;177:2 nearly (2) 129:16;235:3 necessarily (6) 75:8;111:14; 145:20;198:4; 252:15;257:3 necessary (15) 27:23;35:2;53:10; 197:3,8;203:1;204:2; 208:13,20;210:1,3; 224:25;253:14,21,23 necessity (3) 203:20;205:7; 252:15 need (130) 6:22;8:23;11:6,12; 13:15,19;17:6;22:23; 23:14;26:11;29:10, 21;30:15;32:17,18; 33:5,18;34:3;35:3; 37:11;38:5,25;39:5; 41:1,3,4,5,10,17; 45:1,9;49:19;50:2,2, 5;59:17;63:21,22,24; 64:2;76:18;79:11; 80:8;92:12,25;93:8; 94:21;95:16;104:25; 112:2,8,12;114:10; 115:8;125:8;130:7,8; 131:25;132:8; 134:24,24,25;135:14, 21;144:21,21;148:3; 157:3,8,22;169:10; 171:14,18,23;172:17, 19,20,22;175:22; 191:2;195:25; 196:18;199:3;200:2; 205:13;206:7;208:2; 210:2,5;212:1;215:2; 224:25;225:2,3; 226:5;227:8,19; 228:12,13;230:19,22; 232:8;235:5;236:2; 237:22;240:1; 243:13,24;244:2; 245:16,22,25;246:19; 247:14,17,25;248:25; 251:21;252:8,21,24; 253:18;254:10,17; 255:20,24;256:10,23; 260:10;261:19 needed (26) 9:4;58:22;70:25;
			N	
			Naccaman (1) 3:20 name (22) 7:3,5;22:15;51:22; 52:14,23;65:7;67:10; 84:2;93:25;112:24; 114:22;120:15; 126:14;143:25; 144:2;156:9;175:8; 181:14;182:15; 202:8;217:12 named (3) 115:19;144:17; 156:23 names (3) 44:6;65:8,9 Nancy (1) 15:11 narrow (3) 36:4;136:23; 202:15 narrowly (1) 260:18 nation (3) 121:14;237:18; 239:25 national (2)	

76:25;78:14;101:19; 105:9;107:1,4; 111:10;138:5;140:2; 142:20;151:15; 155:18;159:8,10; 168:14;182:20; 188:21;191:14,15; 210:15;241:8;260:7, 12 needing (2) 33:17;41:21 needle (1) 79:9 needs (19) 4:24;28:1;32:13; 34:11;63:5;70:17; 93:6,22;119:4; 125:17;132:2;135:8; 169:1,11;198:4; 215:20,25;222:4; 258:19 negatively (2) 83:20;225:22 neighborhood (1) 238:19 neighboring (2) 236:20;237:9 neither (1) 201:13 net (1) 162:10 network (2) 170:2;171:6 neurological (1) 241:25 neuroscience (1) 250:5 Neurotrophic (1) 226:14 new (44) 8:11;12:7;13:9; 19:13;37:18,18;38:5, 10;51:12,23;54:7; 60:5;61:17;65:22; 67:11;69:21;71:11; 72:1;85:16,24;94:10; 95:22,22;96:20; 97:19,24,25;98:19, 19,23;99:2,2,15; 100:5;118:11;193:7, 8;220:24;233:4,4; 236:17;251:4;258:2, 3 newest (3) 115:14;181:24,24 News (1) 56:22 Newton (53) 3:24,24;9:23,24; 18:14;21:5,6;29:4; 49:15,16,18;74:13; 77:13;84:15,18,22; 87:15;88:20;110:16,	17;142:5,6;160:20, 21,23;162:25;163:7; 173:9;175:19; 215:12,13;237:20,21; 238:16;239:17,22,25; 240:21;241:1,5; 242:5,15,22,24; 243:1;246:17; 247:15;248:14,16; 249:12;260:9,10; 262:4 next (33) 7:13;8:4;21:16; 27:15;42:13;50:16; 59:14;62:17,24;64:8, 22;86:22;92:11,16; 98:5;143:7,9;151:7; 166:4;174:9;176:24; 183:3;193:5;195:22; 216:21;220:10,10; 233:13;257:1;258:7; 261:15,20,22 nexus (1) 75:13 nice (3) 102:18;133:11; 155:7 Nick (2) 174:19;177:15 Nicole (1) 6:5 Night (4) 63:7;72:20;152:12; 154:8 nights (2) 60:23;61:2 nine (3) 166:12;225:24; 233:5 nobody (2) 89:21;222:24 NODDED (1) 215:3 Nodding (7) 112:10;173:3; 211:6;234:7;259:13, 14;261:12 non- (1) 198:17 non-core (15) 188:23,24;196:23; 197:24,25;198:10,17, 18;200:11,14; 201:18;202:22; 211:9,17,19 none (2) 19:22;201:10 nonfiction (1) 129:24 non-instructional (1) 30:16 nonrecurring (1) 12:19	Non-reoccurring (1) 12:21 nontraditional (2) 27:8;216:1 North (8) 53:21,21;54:4; 55:7;65:20;79:22,25; 141:5 North's (1) 59:2 northwest (3) 8:20;87:8,11 NOTE (4) 90:24;91:24; 199:18;234:1 noted (2) 154:25;155:23 notes (1) 226:13 noticed (5) 80:3;140:11; 192:12;210:25;238:6 notion (1) 144:13 nourished (1) 182:8 Novella (2) 113:19;134:1 November (7) 258:20,21,23; 259:12,21;261:23,25 NSLA (1) 131:6 Number (45) 15:1;31:18;42:19; 43:8;44:5;45:20,23; 50:23;54:6;78:18; 101:21;106:11,17,21; 107:7;115:19,21; 118:3;134:9;145:4, 22,23;146:23;147:3; 148:1;149:2;159:4, 15;160:24,25;161:8, 9;171:10,12;172:10; 185:5;193:9;195:15; 202:14;230:17,17,18; 232:19;236:24,25 numbers (15) 39:6;40:16;42:5; 45:14;99:15;106:16; 146:25;161:19; 178:13;184:16; 185:9;193:14;194:4; 195:15;230:20 Numeric (1) 180:2 nursing (6) 63:24;172:7,9,23, 25;256:4 nurture (1) 183:7 nurturing (1) 128:7	nutrition (1) 63:25 O oath (2) 146:10;217:6 obesity (1) 240:1 object (1) 14:13 objectives (1) 79:8 obligation (1) 121:4 oblivious (1) 84:9 observe (1) 158:12 obstacle (1) 230:3 obvious (1) 75:17 obviously (5) 38:6;72:2;154:22; 185:19;202:17 occasion (1) 176:9 Occasionally (1) 149:17 occasions (1) 170:16 occurred (1) 70:10 occurring (1) 9:2 October (7) 3:6;6:1;15:5; 21:25;98:8;161:1; 222:18 OFEFFER (1) 143:24 off (26) 7:10;10:5;26:3; 30:10,15,15;31:2; 36:11;47:7;53:3,5; 61:16;84:13;98:7; 117:8;124:7;131:1; 144:9;166:9;211:13; 215:7;217:24,25; 244:14;254:13;255:8 off-base (1) 237:19 offer (29) 57:8;58:6;65:13, 19,23,24;66:6;73:23; 155:13;159:7,10,21; 160:3,4,6;169:3,8; 183:19;189:12; 190:17;193:19; 227:4,6,12,20,24,24; 228:4;248:9 offered (6)	55:18;57:4;82:9; 109:17;190:18; 235:23 offering (1) 72:14 offerings (1) 182:9 offers (2) 155:13;215:23 Office (9) 5:22;84:3;97:6; 148:12;155:20; 171:9;210:23; 212:17;261:8 offices (1) 37:23 official (2) 23:20;45:22 officially (1) 11:19 officials (2) 114:2,3 often (5) 12:23;119:22; 145:16,19;148:6 Oklahoma (1) 146:18 old (3) 87:24;152:4;218:3 older (2) 23:23;218:10 olds (1) 137:5 olive (1) 167:19 Olympics (1) 249:25 onboard (1) 170:7 once (11) 42:9;91:25;98:4,8; 118:13;133:11; 188:2;189:1;204:5; 226:25;249:25 one (132) 3:13;11:25;19:16; 23:1;25:15;26:7; 30:7,9;31:2,24; 36:24;40:3;42:3; 45:16;55:4;56:18,22; 57:1,12;60:12;62:20; 64:19,21;68:7;71:17; 74:5,14,22;76:1; 78:17;81:16;82:10; 84:25;87:8;88:2,9; 89:20;92:25;94:13; 98:17;104:5;106:12; 110:3;116:18; 119:24;121:7; 122:12;123:20; 125:23;134:9;136:4, 9;137:25;145:11; 146:20,22;147:1,8;
--	---	--	---	---

<p>149:23;151:2,18; 154:7;155:19;156:3; 159:8,8;161:4; 163:15,18,19;166:4; 167:3,4;168:19; 170:5;171:5;172:6; 176:9;177:25; 179:12,13,15,16; 180:1,11,12;181:5,9, 16;185:15;186:12; 188:9,11;189:2,6,7; 191:25;192:25; 195:8;197:9;201:11, 12,13;202:14,16; 203:8;204:4,20; 213:2;221:15;222:2, 4;226:7;230:14; 231:16;233:2; 236:11;239:13,15; 241:10;242:20; 243:15;246:9; 248:22;252:3; 253:12,17;254:2,3,5; 255:10,24 one-on- (1) 155:18 ones (5) 87:20;221:22,23, 24;253:4 one-sentence (1) 150:19 one-to-one (2) 76:9;159:9 ongoing (1) 80:17 ONLIN (1) 143:5 online (32) 7:9;20:20;58:3; 82:16;83:3;84:21; 143:8,11,14;144:7, 18;146:14;151:16, 21;152:2;157:18; 158:20;160:2;163:9, 20;166:19,21; 168:15;169:23; 170:18;171:13; 172:15,15;175:23; 205:4;206:15;227:13 only (44) 8:13;13:6;43:5,6; 65:4,5;66:22;78:12; 85:21;86:3;87:8; 98:17;103:9;107:3; 116:22;118:4;121:9, 20;136:6;146:22; 148:21;149:23; 154:1;155:23; 170:25;172:6; 178:18;191:1;193:1; 195:25;196:13; 198:9;199:7,25; 200:3,4;201:17,24;</p>	<p>203:10;204:20; 205:19;211:23; 224:15;241:20 onsite (2) 170:4;171:4 on-site (3) 25:10;145:18; 155:16 onto (1) 206:3 open (11) 16:23;33:15;54:7; 66:19;67:20;86:25; 96:20;124:21;190:8; 207:15;250:14 opened (4) 53:25;61:11;218:1, 14 OPEN-ENROLLMENT (7) 5:14,17,25;14:23; 21:13;50:20;109:5 opening (2) 54:4;202:17 operate (3) 23:2;32:11;247:17 operates (1) 38:15 operating (6) 19:15;25:4;28:23; 39:7;70:12;84:19 operation (1) 25:6 opinion (6) 131:16;132:6; 203:17;208:4;251:2; 253:22 opioid (1) 121:2 opportunities (18) 61:17;65:17; 108:25;119:18; 128:14;130:20,22; 133:7;137:8;139:5; 142:16;167:14,16; 198:24;215:23; 218:17;225:6;228:1 opportunity (44) 7:8;17:11;23:4,5, 13;24:17;52:19;54:9; 62:13,24;73:1;86:22, 25;111:12;120:22; 121:4,16,24;126:6; 127:14,18;129:5,25; 130:23;132:5;133:5; 144:5,6;152:14,22; 153:8,10,15;160:1; 217:17;222:8; 224:22;234:14; 238:23;243:7; 244:14;250:3; 257:13;258:10 opposed (9) 14:3;20:5;36:5;</p>	<p>48:9;107:20;108:7; 141:17;173:14; 214:12 opposition (3) 5:2,4;67:15 opted (2) 219:22;236:20 optimal (1) 64:12 opting (1) 237:6 option (8) 8:24;9:7;78:21; 166:17,21;169:5; 184:11;218:2 options (9) 78:15;87:11; 119:11;171:17; 213:2;215:19; 256:18,24;257:14 order (5) 3:6;140:2;212:1; 252:21;253:18 ordinarily (1) 129:1 organization (7) 28:4;78:9,11; 94:25;96:13;124:15; 258:2 organizations (4) 49:9;54:23;68:2; 79:2 organized (1) 229:13 orientation (1) 58:3 original (2) 8:12;127:21 originally (2) 51:19;106:24 others (6) 52:2;54:22;80:12; 123:11;172:18; 260:16 otherwise (3) 92:14;128:18; 235:1 ours (3) 85:8;183:11; 190:21 our-self (1) 70:5 ourselves (3) 91:13;224:23; 232:11 out (62) 14:14;25:5;31:13; 37:18;57:15;59:4; 60:20,23,25;61:5; 69:6;71:11;78:12; 79:3;82:17;90:8; 97:2;99:22;104:12; 106:12;120:2;131:7;</p>	<p>134:8;137:23,24; 139:6;145:15; 147:18,20;151:18; 159:10,14,17,23; 160:5;165:12;170:3; 171:11;176:16,19,21, 25;179:19;181:5,10; 192:7,8;194:12; 203:3;205:3;206:10; 210:14;222:15; 225:25;228:3; 236:20;237:6; 242:14;248:22; 251:25;254:13; 257:13 outcome (3) 232:3,4;238:17 outcomes (1) 109:25 outdoor (2) 16:22;18:24 outgoing (1) 178:14 outline (1) 229:24 outreach (1) 180:10 outset (1) 244:21 outside (9) 18:22;26:12;27:14; 143:1;148:12;156:8; 197:22;230:6;238:8 outstanding (4) 71:6;140:24; 252:20;253:4 over (68) 3:15;7:23,25;8:9, 16;16:9;17:6;23:18, 21;40:14,14,17,18; 44:6;54:11,25;55:2, 14,23;57:2,4,58:16; 59:16,22;61:12,14; 65:9;67:13;71:4,7; 72:13;75:4,25;77:6; 78:19;88:2;89:18; 90:19;91:3,5;93:4,18, 20;100:9,10,18; 101:13;112:25; 117:6;134:10; 135:16,16;139:6; 144:24;156:18; 159:5,14;161:3; 177:14;185:21; 194:10,19;207:7; 219:20;235:2; 246:20;250:11,23 overall (4) 71:18;110:6; 140:15;195:20 overcome (5) 74:25;148:22; 167:13;223:24;</p>	<p>224:12 overnight (1) 233:11 overseers (1) 152:22 oversight (1) 41:8 over-stimulating (1) 243:10 owes (1) 246:14 own (17) 61:4;82:15;85:20; 92:21;170:19; 178:12;189:22; 195:9,10;223:5; 224:2,6;228:24; 229:14;231:5,5; 233:6 owned (1) 86:1 ownership (3) 93:13;233:14; 249:11 oxygen (2) 242:2;250:6 Ozark (15) 60:6;61:14;65:16; 68:22;72:11;81:23; 82:10;86:17;92:19; 93:11,14,15;94:5,16; 101:15</p>
P				
<p>pace (2) 118:13;126:10 packet (4) 45:18;99:12;102:7, 20 packing (1) 17:5 paid (1) 86:9 painful (1) 240:20 Panel (57) 3:7,9,13,22;4:23; 5:25;11:10;13:13; 14:8,13,16;19:6,20; 20:7,13;23:6;25:8; 38:12;47:11,21; 52:18,22;67:21;89:6; 94:12;104:17;106:9; 109:1;111:5;112:19; 115:4;120:21;133:3; 141:1;144:5;156:4; 171:25;173:4;176:4; 177:15;190:8; 199:18;203:2; 204:16;207:11,23; 208:24;209:8,8; 213:9;214:16;215:3;</p>				

240:9;248:9;256:9; 25;257:5 Panel's (2) 202:12;209:23 paper (1) 175:22 parade (1) 222:13 paramedic (1) 126:11 paramount (1) 120:24 pare (1) 106:25 parent (5) 9:5;28:17;63:7; 72:20;73:20 parental (2) 56:25;203:23 parents (28) 16:14;24:5;25:10; 54:19;57:10;23; 60:22;23;61:3;62:23; 63:7;65:18;72:16,21; 73:5,10,23,25;82:17; 103:12;121:11,17; 145:9,17,19;171:21; 225:13;246:15 park (2) 17:4;218:4 parked (1) 180:13 parking (1) 254:13 part (42) 4:20;26:8;27:17; 41:9;48:20;56:16; 59:17;91:1;93:5; 94:6,16;96:11; 100:13,14;104:20; 105:2;107:2;114:5; 119:6;123:22;124:1, 12;135:19;150:20; 152:13;153:13; 154:10;158:11; 162:6;164:18; 165:11;167:16,22; 185:17;187:5; 195:12,14,20;238:20; 239:23;250:24; 255:13 participate (11) 16:18,19;20:25; 55:20;58:5;155:22; 156:7;162:12;188:8; 225:15;238:3 participated (1) 59:3 participating (2) 34:17;58:17 participation (1) 19:2 particular (7)	35:13;41:13;79:23; 136:13;149:25; 203:8;210:11 particularly (3) 55:11;63:21;80:8 parties (1) 5:2 partner (8) 74:3;116:1;121:9; 188:12;189:25; 190:10,12;225:18 partners (6) 38:17;111:17; 115:23;116:1;120:6; 188:11 partnership (15) 53:8;60:7;61:19; 62:10;63:15;69:4; 102:2;108:21; 116:22;122:25; 131:6;187:24; 190:15;225:7,8 partnerships (7) 115:22;116:25; 121:6;186:1,2,7; 225:7 parts (2) 116:18;187:1 party (1) 75:4 pass (3) 130:18;151:20; 259:17 passage (2) 152:18;165:16 passed (1) 12:8 passes (2) 107:21;108:8 passing (3) 165:8,9;166:3 passion (11) 73:6;75:11,12,12; 76:23;77:2,15,17; 218:19,24;257:25 passionate (1) 77:19 passions (1) 153:16 past (12) 8:3;24:16;59:5; 83:24;119:10; 134:20;141:6; 160:19;161:11; 169:24;225:11;237:2 path (4) 129:22;130:10; 131:21;132:6 pathway (2) 111:18;253:1 pathways (1) 253:1 patience (1)	214:19 pattern (3) 44:23;87:18,19 pause (10) 199:2;229:2,4; 233:5;240:14,22; 254:25;258:12,14,15 pay (3) 86:12;97:10;99:25 paying (1) 88:6 Payne (1) 148:19 Payne's (1) 148:20 PD (3) 207:11;227:7; 252:4 pdf (1) 175:16 PE (11) 16:19;65:4;123:1; 235:9;241:11,11,16, 18;242:6,8,13 Pea (2) 178:7,7 peaked (1) 165:17 peers (2) 229:10;233:15 people (36) 20:13;23:4,14; 28:15;31:15;44:5; 65:11;84:3;91:24; 109:4;116:15; 120:24;121:3;123:6; 129:9;131:11; 139:23;140:5; 159:15;167:23; 171:6;175:7;179:6; 183:11;196:6,13; 197:15;208:5;209:6; 219:19;220:24; 233:4;238:10;239:7; 248:1;258:4 pepper (1) 182:6 per (5) 25:15;29:16,16; 32:7;46:10 percent (2) 86:2,5 percentage (2) 85:22;152:20 percentages (1) 152:17 percentile (4) 26:18,19;46:19,20 perceptual (1) 190:13 perfect (1) 132:7 performance (4)	74:20;221:8;239:5; 240:11 perhaps (1) 121:19 period (2) 86:24;94:8 periods (2) 162:12;241:22 permitting (1) 201:3 Perseverance (1) 187:20 persistence (1) 224:12 person (5) 10:19;26:6;28:2; 165:12;251:4 personal (16) 25:18;73:23; 119:21;208:4; 224:14;230:12,14,15, 22,24;231:1,6; 241:24;246:1;251:2; 252:6 personalized (1) 122:13 personally (3) 165:10;224:13; 247:18 personal-slash- (1) 215:15 personnel (1) 154:11 perspective (3) 68:2;243:20; 245:21 pertaining (1) 68:4 PFEFFER (339) 3:2,21,21;4:2,8,11, 13;5:12,16;6:9,14,18; 7:2;9:10,14,17,21,23, 25;10:10;11:8,18,24; 12:10,13;13:12,17, 23;14:3,6,12,22,25; 15:12,15,18,22;16:2, 6;17:13,18,21,24; 18:1,16;19:1,6,20; 20:1,5,12,18,22;21:1, 5,7,11,15;22:7,14,23; 27:3;28:8,12,19;29:5, 8;33:9;34:16,23; 36:10,14;39:11; 41:19;42:1;43:2; 44:14,17;45:11;46:9, 15,21;47:11,18,22; 48:1,4,6,9,14,22; 49:2,12,15,17,20,25; 50:15,22;52:4,12,22; 67:14,17;71:2;79:12, 15,18;81:20;83:15, 18;84:14;86:14;89:5; 91:23;92:1,6;93:8,17,	24;94:19;95:14,18, 23;96:2,4,6;100:20; 101:22;102:1,5; 103:2,21;104:1,15, 24;105:5,13;106:8, 15;107:5,9,15,20; 108:1,7,15,20; 109:11,20;110:2,9, 16,21;111:2,4;112:5, 11,16,23;113:3,6; 114:1,8,17,22;115:2; 116:14;120:14,18; 127:20,24;129:7; 130:14;132:21,25; 133:3,9,13,15;135:4, 23;139:9,11,15,17, 21;141:1,10,12,17, 24;142:5,9,12,17,22; 143:2,6,17;157:8,11; 158:6,9;160:20; 163:8;164:1,3,5,13; 165:6;166:6,8; 169:13;171:25; 173:1,4,10,14,17,21; 174:4,8,22;175:3,15, 18;176:1,3;190:7,22; 192:5,9;194:23,25; 195:21;196:2,9,16; 198:5,15;199:11,14, 24;200:7,17,19,21, 24;201:1,22;202:1,4, 6,8;203:6,25;205:10, 12;206:16,25;207:4, 7,10,14,19,25; 208:12,17,19;209:7, 16;210:24;211:3,5,6, 19;212:6,15,19,24; 213:4,6,12,17,21,25; 214:4,7,12,19,22; 215:1,4,6,12,17,21; 216:2,5,14,19;217:5, 10;233:23;234:3,6,8, 18,23;235:18;236:9; 237:20;243:2,5; 244:20;245:17; 246:7,16;251:24; 256:8,12;258:11,16, 25;259:3,8,15,23; 260:3,9,14,19;261:3, 13,22,25;262:6,9 pharmacist (1) 120:10 phase (1) 118:21 phenomenal (1) 165:16 Phil (1) 3:18 philosophy (2) 116:9;169:1 phone (13) 10:2,22;15:9,13; 16:9;20:13;160:11,
--	---	--	---	---

15,16;170:23;171:10, 11,12 phones (1) 160:12 photo (1) 7:23 photos (1) 54:3 phrase (1) 223:20 phrased (1) 94:9 physical (21) 16:24;18:19; 122:24;126:24; 167:17;171:9; 201:19,20;226:8; 230:8;231:3;233:21; 239:23;241:14,21,23; 248:11;249:16; 253:13,15;260:25 physically (1) 242:4 pick (1) 147:4 picked (1) 165:14 picking (1) 152:7 picture (7) 46:10;179:25; 182:1;222:17; 225:20;229:23;230:2 pictures (4) 179:11,24;180:9; 182:23 pie (1) 222:19 piece (24) 8:14;12:2;34:4,24; 69:4;83:11;106:24; 119:8,24;122:13,22, 24;124:3;162:9; 197:19;222:17; 223:10;230:11; 231:23;244:4; 250:19;255:12,13; 256:3 pieces (5) 69:6;83:9;107:3; 122:20;123:20 pig (2) 182:16,19 piggyback (3) 74:13;235:18; 244:20 Pike (5) 179:4,5;183:15; 184:24;194:9 pill (1) 146:6 pillars (2) 53:6,15	pipeline (4) 117:3;124:7; 131:22;184:5 pipelines (1) 186:10 pitfalls (1) 152:8 place (24) 8:2;31:18;66:14; 81:7;87:20;118:14; 123:8,9;125:8; 159:17,24;170:4; 171:15;177:4; 182:10;183:4,16; 184:2;186:2;190:16, 20;219:19;229:6; 248:20 placement (1) 134:21 placements (1) 134:15 places (3) 146:5;242:24; 248:7 placing (1) 134:24 plain (1) 229:25 plan (45) 27:5,6,10,18; 31:16;32:7;37:16; 54:15;64:22;65:13, 24;70:3;75:21;80:5, 6,10;84:11;86:18; 89:15;109:24;110:6; 117:8,9;118:1,1,8; 122:9;135:5,6,7,12, 19;136:20;138:25; 142:8,19;151:8; 158:22;160:9;165:2; 166:21;173:24; 190:3;207:20,20 planer (1) 180:24 planned (3) 7:25;13:3;48:20 planning (7) 27:14;54:12;87:3, 12;178:16;227:5; 255:16 plans (8) 32:16;39:23;64:8; 75:22;87:7;116:11, 16;138:24 plant (3) 181:25;185:22,24 planting (1) 182:5 plants (2) 182:5,6 plasma (1) 180:7 play (10)	45:13;157:9;162:6; 170:14;198:20; 222:19;230:5,9; 238:20;240:14 Playbook (2) 224:1,16 playground (3) 18:18;229:24,25 playing (1) 229:11 PLC (4) 219:10;226:20; 245:10;255:17 PLCs (3) 226:25;227:2; 255:17 please (9) 5:20;7:2;22:8; 93:25;114:22; 143:18;202:8; 205:12;234:19 pleasure (1) 53:1 pledged (1) 186:5 plenty (1) 133:12 plus (2) 31:24;232:2 pm (5) 45:1;112:15; 216:11,11;262:14 point (18) 77:21;87:16,24; 99:21;123:17;166:4; 170:3;176:16; 180:25;181:12; 206:10;209:3; 221:19;224:18; 237:24;249:25; 250:17;255:5 points (3) 56:18;125:2; 222:10 policy (1) 25:14 political (1) 80:20 Poore (4) 80:4,15;81:8; 108:22 Poore's (1) 109:7 popping (1) 103:8 popular (1) 185:23 population (27) 39:4;43:14;44:11, 21;45:7,12;48:25; 56:9,14;68:10;88:1; 146:13;147:15,17,24; 148:1,25;150:9;	159:13,14;161:6,20; 162:24;176:15; 183:21,22;220:17 populations (2) 56:5,14 pork (1) 179:18 portfolio (2) 92:18,25 portion (6) 11:2;22:3;32:13, 14;166:20;209:4 position (3) 36:18;175:9; 217:13 positions (2) 84:7;196:24 positive (9) 35:18;63:6;83:20; 99:19;111:18; 161:13;232:4;233:7; 248:13 possibility (2) 123:4;126:13 possible (3) 54:24;189:15; 202:16 possibly (3) 81:4;124:5,20 Post (1) 56:23 post-secondary (2) 178:16,20 potatoes (1) 151:9 potential (3) 137:2;215:10; 230:7 potentially (1) 64:1 poverty (9) 68:12;72:4;81:10, 11;137:21;147:11; 148:22,22;221:6 power (1) 250:9 powerful (1) 231:23 PowerPoint (3) 7:18;52:21;175:12 practical (3) 32:24;49:19;247:3 practice (7) 229:20;247:25; 248:1,2,3,4,21 practiced (1) 144:10 practices (2) 59:19;65:4 practicum (1) 246:22 practitioners (3) 187:22;188:1;	206:2 praised (1) 233:20 pre-AP (2) 131:15,18 predicts (1) 185:2 predominantly (1) 62:5 pre-established (2) 12:14,16 pre-K (2) 156:18;222:14 premier (1) 9:2 Prep (55) 52:1;53:7;61:20, 21;67:6;68:16;71:5, 6;72:16;78:22;82:2; 85:25;88:16,19,24; 90:20;91:1,3,6,11,15, 18,21;92:8,10,11,13; 93:4,21;94:4,6,15; 95:7;96:17;97:2,4,9, 18;99:18,23;100:3; 101:1,3,24;102:8; 103:4,17,18;105:7; 109:22;110:12,15,20, 24;111:15 preparation (2) 54:14;56:17 Preparatory (9) 51:8,19;64:25; 65:14;66:24;70:12; 106:1;107:12;110:4 prepare (8) 54:17;69:24;122:3; 128:12;179:8; 184:23;231:9,10 prepared (2) 44:2;261:15 preparing (2) 176:14;178:22 prepped (1) 43:21 Prep's (4) 67:3;74:2;89:8,9 presence (1) 223:1 present (17) 10:19;15:2;21:17; 22:5,17;27:1;52:19; 53:1;58:18;115:4; 144:6;147:22; 148:18;150:11; 216:19;217:2;225:3 presentation (26) 5:1,3;16:4;22:6; 52:13,21;63:12; 71:22;80:3;104:16; 114:5,19;130:16; 144:11,20;158:3; 170:3;175:5,6;190:4,
---	--	--	--	--

5;217:2,12;244:22; 245:5;260:2 presentations (1) 5:9 presented (4) 48:19;145:14; 151:23;252:16 presenters (3) 15:12;153:6; 183:10 presenting (1) 52:5 presents (2) 134:13;147:5 president (3) 22:5;113:22; 120:19 President/CEO (1) 22:20 press (3) 229:18;233:13; 258:15 pressed (1) 233:5 pressing (1) 240:19 pretty (10) 17:15;55:22; 100:21;140:8; 158:18;178:4; 179:20;189:24; 237:6;251:16 prevent (1) 35:3 preventative (1) 121:20 prevention (1) 203:15 prevents (1) 177:6 previous (2) 161:2;206:10 previously (1) 61:13 primary (7) 61:24;66:1,11; 73:13;155:5;187:21; 260:6 Principal (15) 6:6;22:4;84:1; 113:21;137:19; 156:15;170:6; 174:18,19;177:16; 217:3,15;218:14; 225:18;233:4 print (1) 180:5 printed (3) 35:11;181:4,4 prior (7) 38:9;45:24;46:1; 61:15;65:14;140:21; 259:20	priority (4) 24:7;118:7;226:19; 228:17 private (1) 40:23 privately (1) 233:19 pro (1) 99:13 proactive (2) 119:9;121:22 probably (18) 11:12;45:12;90:4; 111:21;123:12; 136:6;145:13;146:5; 148:8,19;163:4; 177:23;206:3;209:8; 237:2;247:1;257:7; 259:8 problem (6) 34:21;99:18;100:7; 101:21;161:14; 248:14 problematic (1) 95:19 problems (4) 62:20;121:13; 170:21;171:16 procedure (2) 4:21;13:4 PROCEDURES (2) 4:12,16 process (23) 6:12;8:5;18:3,6; 43:19;60:21;64:7; 70:10;77:22;94:11; 103:11;140:6;166:1; 179:17,18;199:7,10; 208:9,22;213:1; 240:7;243:21;245:10 product (2) 180:5;181:9 productive (2) 128:15;162:21 professional (26) 24:25;82:25; 137:21;145:4; 197:13,19;198:25; 199:20;203:6,9,10, 14,17,21;204:8; 205:5;215:16; 218:25;222:2;225:5; 252:3;254:10,16; 255:14,23;256:17 professionally (1) 248:5 Professor (1) 7:23 professors (6) 197:13,23;198:1, 10;203:14,18 proficiency (4) 117:2;199:21;	205:1;206:14 program (62) 41:12;47:9;55:22; 57:3;58:3,10,13; 59:21;62:2;63:1; 67:10,25;109:17; 118:11;128:6; 129:12;142:24; 145:3,21;150:12,17, 21;151:14,14,16,20, 21;152:1,19;153:10; 154:21;155:6,8,13, 15;156:2,8,15,18; 157:3;159:20;162:2; 163:21,23;167:12,19; 177:23;181:24,25; 183:20,24,25;184:2; 185:25;188:8; 192:21;195:9; 201:23;211:20; 225:9;234:13;248:6 programming (1) 167:6 programs (24) 35:18;54:20;55:24; 57:15;58:1;68:16; 76:14;80:17;113:20; 134:2;150:23,25; 151:18;156:5; 166:13;167:9; 185:11,22;188:7; 189:12,15;190:25; 191:5;231:14 progress (7) 133:22;189:14; 205:20,21;245:25; 248:12;249:9 progressed (2) 134:5;181:12 progressing (1) 134:7 progression (2) 45:3;56:12 prohibit (1) 208:22 prohibitive (2) 206:9;236:4 Project (24) 58:6;101:22; 102:15;116:4; 117:16,16,21;130:5; 140:15;188:10; 226:24;227:22; 228:6,14;235:13,19, 25;252:5;254:4,9,12, 21,25;255:25 project-based (1) 187:19 projected (1) 99:14 projection (1) 101:20 projects (6)	117:24;118:17; 130:6;181:14;255:1; 256:2 prom (2) 8:3,4 Promise (3) 58:5,5;118:10 promising (1) 248:4 promote (6) 111:17;121:25; 122:1;124:10,14; 256:17 promoting (1) 130:20 proper (2) 214:1;258:17 proposal (5) 115:5;142:2,7; 143:18;163:17 propose (2) 118:23;251:17 proposed (4) 113:14;121:15; 122:25;174:12 proposing (1) 66:18 prosperity (1) 118:6 proud (13) 55:5,8;59:7,12; 60:19;117:5,7; 128:22;141:8;145:2; 180:8;182:17;227:15 proudly (1) 141:5 prove (1) 182:25 proven (1) 248:1 provide (37) 20:9,14;51:13; 53:6;54:23;63:17; 65:16;66:8,18;67:2; 68:17;69:8;70:2; 84:4;108:10;109:12; 119:17;121:10,11,18; 124:10;125:10; 131:4,6;150:16; 153:22;162:16; 172:8;173:18;205:8; 206:4;219:4;220:5; 225:4;242:13; 253:14;260:22 provided (17) 51:20;57:25;59:21; 60:15;81:23;82:15, 17,19,23;83:1,2,6,9, 12;99:13;253:24; 260:5 providers (2) 121:16;225:10 provides (3)	142:20;152:20; 215:19 providing (14) 53:12;55:3;63:23; 64:1;70:16;79:8; 81:1;83:5;172:14; 203:13,21,22;204:2; 208:16 provision (1) 86:19 provisions (2) 161:15;203:21 PUBLIC (39) 5:14,17;7:9;8:7; 9:11;14:23;21:13; 24:5;36:22,22;39:3; 40:6,23;94:2;109:4; 112:25;113:4;143:4; 144:15;145:2;146:3; 149:19,24;150:22; 151:2,10;152:16; 153:4,13;154:24; 155:1;161:25; 165:24;174:5,13; 194:8;202:10; 216:12;233:16 publicly (1) 233:19 Pulaski (5) 31:20;80:7;81:12; 87:2,12 pull (5) 14:10;22:24;24:21; 69:6;256:6 pulling (1) 33:5 pumping (1) 242:3 purchase (1) 86:7 purchased (2) 159:2;169:1 purchases (1) 37:13 pure (1) 64:13 purple (1) 184:20 purpose (4) 12:22;28:2;250:20; 251:2 pursue (1) 153:15 push (3) 42:10;228:12; 229:21 pushed (1) 82:16 put (12) 31:18;83:11; 102:19;108:16; 123:11;164:25; 168:13;182:18;
---	---	---	---	--

205:3;240:16; 241:14;247:1 puts (1) 27:18 putting (4) 31:13;111:13; 147:13;255:19	ran (2) 152:8;249:23 range (1) 14:18 Ranger (1) 194:12 rarely (1) 13:1 rate (9) 26:16;19;46:20; 55:14;56:19,21; 165:16;221:6;240:1 rather (5) 75:5;88:1;89:15; 106:1;195:2 ratio (1) 38:23 rationale (2) 51:20;253:24 reach (18) 43:14;49:6;129:19, 19,20;130:3,7;146:8, 11;147:9;154:23; 155:7;157:21,24; 171:11;180:11; 191:11,12 reached (4) 24:11;60:23,25; 61:5 reaches (1) 87:16 reaching (1) 146:13 reactive (1) 119:10 read (19) 14:14;35:11;106:2; 125:15;129:23; 197:11,14;199:1,19; 203:10,17,21;204:8, 19,21;210:7,18; 211:23;256:4 readers (1) 204:14 reading (19) 28:23;60:11;82:12, 13,14,18,19;83:10, 13;96:22;125:21; 164:19;196:13; 198:21;206:8,14; 210:18;230:21; 231:12 reads (1) 247:20 ready (32) 3:5;4:3,13;9:14,16; 13:18;17:18;28:10; 43:24;48:14;52:13; 55:2;67:20;112:7; 115:1,2;127:17; 134:19;150:7;158:9; 164:20;175:4,8; 176:2,10,10;216:14;	226:13;234:6,8; 241:4;249:24 real (6) 142:16;198:22; 223:14;224:10,11; 225:23 reality (1) 229:3 realize (2) 88:7;138:4 realized (3) 178:20;223:15; 225:11 real-life (1) 169:25 really (94) 8:1;11:5;12:6; 13:2;31:12;32:14,17, 24;34:25;35:4,20; 45:12;46:9;50:5; 54:21;59:12;60:8; 68:8;76:10,25;82:22; 83:10;88:6;99:10; 103:13;111:18; 117:24;119:7,23; 122:8,12,22;123:3; 124:2,3,17;127:3,5; 130:4,7,20;132:4; 133:24;134:8,17; 135:1;136:22;137:6; 138:6,21;139:4,24; 140:14,18,18;144:20; 149:20;153:5;159:3; 162:4,22;165:17; 166:5;169:10; 171:23;175:19; 192:17;198:16; 199:3;204:5,9; 207:21;208:24; 225:11,21;227:20; 232:15;233:2;235:4; 237:13,17;239:14; 240:17,20;241:24; 244:5,9,21,25; 245:10;246:5;247:5; 252:3;253:9 real-world (1) 125:10 reason (10) 16:11;69:19;89:13; 94:9;103:9;129:14; 151:6;152:15; 161:16;165:22 reasonable (6) 20:16;30:20;86:12, 18;101:21;193:21 reasons (7) 14:14;51:19; 145:12;146:1,4; 243:25;260:16 reassurances (1) 89:25 rebrand (3)	224:23;235:14; 250:21 rebranding (2) 250:25;251:8 receive (4) 31:17;34:14;160:2; 217:6 received (1) 8:10 receiving (3) 29:15;149:3; 206:21 recent (3) 53:14;54:3;60:4 recently (2) 115:19;154:17 reception (1) 75:4 Recess (8) 15:9;16:13,15; 17:7;19:12,13;21:3; 239:15 reciprocal (1) 75:18 recognize (2) 50:3;94:10 recognized (12) 7:4;14:17;22:16; 50:24;52:15;56:9,21; 69:19;174:10;175:9; 202:7;217:13 reconfiguration (4) 64:9;66:17;85:11, 18 reconfigurations (1) 65:5 reconfigure (1) 83:4 Reconfiguring (7) 51:10;67:1;71:19; 72:12;91:9;97:24; 101:5 reconvene (2) 50:22;112:17 record (24) 7:3;14:8;20:7; 22:15;48:10,12; 52:15;93:25;96:10; 108:9,13,15;114:23; 118:12;120:15; 143:25;166:1; 173:18;175:9;197:2, 7;206:17;214:15; 217:13 recorded (1) 151:22 recording (1) 13:9 recovery (1) 151:14 recruit (1) 101:17 recruiting (1)	43:25 reduced (4) 7:19;56:9;147:24; 148:2 reducing (1) 117:4 reduction (1) 148:15 Reed (1) 137:19 re-emphasize (1) 202:13 re-engage (4) 173:23;228:11; 246:12,15 re-entering (1) 37:2 re-entry (2) 36:25;37:1 refer (2) 10:22;31:15 referenced (1) 12:2 referencing (2) 45:22;84:22 referrals (3) 28:7;34:7;232:19 referring (1) 196:25 reflect (2) 237:16;257:21 reflective (2) 33:14;209:22 refocus (1) 243:12 refresher (1) 45:2 regard (3) 178:17;186:6; 189:24 regarding (1) 214:17 Regardless (2) 54:13,14 regards (4) 177:24;195:22; 196:2;205:24 regional (2) 186:3;245:2 register (1) 110:25 regressed (1) 150:5 regular (3) 79:11;131:13; 172:9 reinvent (1) 224:23 reiterate (1) 202:19 related (4) 184:20;185:4; 203:21;215:24
Q				
qualified (1) 62:1 qualify (1) 91:8 qualities (1) 248:13 quality (10) 62:25;63:10;66:5; 73:2;77:11;78:4; 79:8;84:13;145:14; 225:5 quantitative (1) 212:13 quarter (2) 229:15,16 queen (1) 222:12 quick (2) 85:10;140:10 quickly (1) 8:23 quit (1) 160:18 quite (3) 76:2;147:22; 192:16 quote/ (1) 27:19				
R				
race (1) 249:24 races (1) 62:6 Rachel's (1) 123:23 racially (1) 56:10 Radiator (1) 220:23 raise (9) 6:22;11:19;22:9; 31:9;52:7;114:12; 143:18;174:24;217:5 raised (1) 11:16 raises (1) 203:4 ramp (2) 24:21;31:17 ramp-up (1) 38:9				

relates (4) 35:13;238:16; 239:19,23	85:12;86:2,5,8	52:20;53:2;66:23; 104:16,19;107:23; 108:3;109:24; 197:10;209:21; 210:17	responsible (2) 91:20;224:4	15:22;17:21;20:6; 21:11;22:9;28:19; 29:7;31:11,13;37:21; 39:21;40:8,21;42:4; 15:43;5,16;46:14,25; 50:22;52:4,7;64:10; 65:10,24;72:7,9;87:8, 20,20;88:21;89:4; 91:3;92:7,8;95:22; 98:2,14,21;102:14, 21;103:1,3,18,21; 104:21,24;105:15,20; 106:14;112:5,11; 113:6;114:9,12; 121:12;126:20; 129:22;131:9; 133:17;134:25; 141:1,7;143:19; 148:12;158:6; 166:10;173:1,4,15; 174:4,22,24;176:1; 179:1,10;180:6,15; 181:2;182:2,6,14,20; 191:25;193:4; 194:21;197:6,11,14; 198:9;199:1,19; 200:24;201:13,20; 202:9;203:10,16,20; 204:8,19,21;207:3,9, 13,24;208:17;209:1; 210:6,18;211:4,22; 213:4,8,10;216:5; 217:6;223:15,16; 225:18,25;226:25; 227:22;228:14,22; 230:2;232:6;233:1,9; 234:9;235:7;244:17; 246:2,7;251:7;255:8; 256:21;257:2,16,17; 258:5;261:3,16; 262:9
relationship (6) 25:24;78:8,23; 117:14;163:11; 238:22	reoccurring (1) 13:3	108:3;109:24; 197:10;209:21; 210:17	responsive (2) 108:24;214:20	21:11;22:9;28:19; 29:7;31:11,13;37:21; 39:21;40:8,21;42:4; 15:43;5,16;46:14,25; 50:22;52:4,7;64:10; 65:10,24;72:7,9;87:8, 20,20;88:21;89:4; 91:3;92:7,8;95:22; 98:2,14,21;102:14, 21;103:1,3,18,21; 104:21,24;105:15,20; 106:14;112:5,11; 113:6;114:9,12; 121:12;126:20; 129:22;131:9; 133:17;134:25; 141:1,7;143:19; 148:12;158:6; 166:10;173:1,4,15; 174:4,22,24;176:1; 179:1,10;180:6,15; 181:2;182:2,6,14,20; 191:25;193:4; 194:21;197:6,11,14; 198:9;199:1,19; 200:24;201:13,20; 202:9;203:10,16,20; 204:8,19,21;207:3,9, 13,24;208:17;209:1; 210:6,18;211:4,22; 213:4,8,10;216:5; 217:6;223:15,16; 225:18,25;226:25; 227:22;228:14,22; 230:2;232:6;233:1,9; 234:9;235:7;244:17; 246:2,7;251:7;255:8; 256:21;257:2,16,17; 258:5;261:3,16; 262:9
relationships (1) 69:4	repeal (5) 172:16,18,21; 209:4,6	require (3) 92:25;123:13; 188:19	rest (7) 50:6;102:15;144:5; 175:21;185:7;199:8; 209:23	21:11;22:9;28:19; 29:7;31:11,13;37:21; 39:21;40:8,21;42:4; 15:43;5,16;46:14,25; 50:22;52:4,7;64:10; 65:10,24;72:7,9;87:8, 20,20;88:21;89:4; 91:3;92:7,8;95:22; 98:2,14,21;102:14, 21;103:1,3,18,21; 104:21,24;105:15,20; 106:14;112:5,11; 113:6;114:9,12; 121:12;126:20; 129:22;131:9; 133:17;134:25; 141:1,7;143:19; 148:12;158:6; 166:10;173:1,4,15; 174:4,22,24;176:1; 179:1,10;180:6,15; 181:2;182:2,6,14,20; 191:25;193:4; 194:21;197:6,11,14; 198:9;199:1,19; 200:24;201:13,20; 202:9;203:10,16,20; 204:8,19,21;207:3,9, 13,24;208:17;209:1; 210:6,18;211:4,22; 213:4,8,10;216:5; 217:6;223:15,16; 225:18,25;226:25; 227:22;228:14,22; 230:2;232:6;233:1,9; 234:9;235:7;244:17; 246:2,7;251:7;255:8; 256:21;257:2,16,17; 258:5;261:3,16; 262:9
relax (1) 238:24	repeated (1) 172:13	required (8) 116:11;152:17; 155:18;197:14; 203:24;204:25; 206:13;208:7	restricted (1) 136:12	21:11;22:9;28:19; 29:7;31:11,13;37:21; 39:21;40:8,21;42:4; 15:43;5,16;46:14,25; 50:22;52:4,7;64:10; 65:10,24;72:7,9;87:8, 20,20;88:21;89:4; 91:3;92:7,8;95:22; 98:2,14,21;102:14, 21;103:1,3,18,21; 104:21,24;105:15,20; 106:14;112:5,11; 113:6;114:9,12; 121:12;126:20; 129:22;131:9; 133:17;134:25; 141:1,7;143:19; 148:12;158:6; 166:10;173:1,4,15; 174:4,22,24;176:1; 179:1,10;180:6,15; 181:2;182:2,6,14,20; 191:25;193:4; 194:21;197:6,11,14; 198:9;199:1,19; 200:24;201:13,20; 202:9;203:10,16,20; 204:8,19,21;207:3,9, 13,24;208:17;209:1; 210:6,18;211:4,22; 213:4,8,10;216:5; 217:6;223:15,16; 225:18,25;226:25; 227:22;228:14,22; 230:2;232:6;233:1,9; 234:9;235:7;244:17; 246:2,7;251:7;255:8; 256:21;257:2,16,17; 258:5;261:3,16; 262:9
release (2) 254:13,14	repeat (1) 11:15	requirements (10) 41:11;145:18; 154:3;188:4,4,15; 204:23;207:7; 235:22;236:3	restructure (1) 83:25	21:11;22:9;28:19; 29:7;31:11,13;37:21; 39:21;40:8,21;42:4; 15:43;5,16;46:14,25; 50:22;52:4,7;64:10; 65:10,24;72:7,9;87:8, 20,20;88:21;89:4; 91:3;92:7,8;95:22; 98:2,14,21;102:14, 21;103:1,3,18,21; 104:21,24;105:15,20; 106:14;112:5,11; 113:6;114:9,12; 121:12;126:20; 129:22;131:9; 133:17;134:25; 141:1,7;143:19; 148:12;158:6; 166:10;173:1,4,15; 174:4,22,24;176:1; 179:1,10;180:6,15; 181:2;182:2,6,14,20; 191:25;193:4; 194:21;197:6,11,14; 198:9;199:1,19; 200:24;201:13,20; 202:9;203:10,16,20; 204:8,19,21;207:3,9, 13,24;208:17;209:1; 210:6,18;211:4,22; 213:4,8,10;216:5; 217:6;223:15,16; 225:18,25;226:25; 227:22;228:14,22; 230:2;232:6;233:1,9; 234:9;235:7;244:17; 246:2,7;251:7;255:8; 256:21;257:2,16,17; 258:5;261:3,16; 262:9
released (1) 37:3	rephrase (1) 243:16	requirement (2) 197:16;204:9	result (6) 60:9,14;61:4,11, 15;77:23	21:11;22:9;28:19; 29:7;31:11,13;37:21; 39:21;40:8,21;42:4; 15:43;5,16;46:14,25; 50:22;52:4,7;64:10; 65:10,24;72:7,9;87:8, 20,20;88:21;89:4; 91:3;92:7,8;95:22; 98:2,14,21;102:14, 21;103:1,3,18,21; 104:21,24;105:15,20; 106:14;112:5,11; 113:6;114:9,12; 121:12;126:20; 129:22;131:9; 133:17;134:25; 141:1,7;143:19; 148:12;158:6; 166:10;173:1,4,15; 174:4,22,24;176:1; 179:1,10;180:6,15; 181:2;182:2,6,14,20; 191:25;193:4; 194:21;197:6,11,14; 198:9;199:1,19; 200:24;201:13,20; 202:9;203:10,16,20; 204:8,19,21;207:3,9, 13,24;208:17;209:1; 210:6,18;211:4,22; 213:4,8,10;216:5; 217:6;223:15,16; 225:18,25;226:25; 227:22;228:14,22; 230:2;232:6;233:1,9; 234:9;235:7;244:17; 246:2,7;251:7;255:8; 256:21;257:2,16,17; 258:5;261:3,16; 262:9
releasing (1) 238:10	report (5) 18:4,4,45:17; 61:21;129:23	requirements (10) 41:11;145:18; 154:3;188:4,4,15; 204:23;207:7; 235:22;236:3	resulting (1) 221:7	21:11;22:9;28:19; 29:7;31:11,13;37:21; 39:21;40:8,21;42:4; 15:43;5,16;46:14,25; 50:22;52:4,7;64:10; 65:10,24;72:7,9;87:8, 20,20;88:21;89:4; 91:3;92:7,8;95:22; 98:2,14,21;102:14, 21;103:1,3,18,21; 104:21,24;105:15,20; 106:14;112:5,11; 113:6;114:9,12; 121:12;126:20; 129:22;131:9; 133:17;134:25; 141:1,7;143:19; 148:12;158:6; 166:10;173:1,4,15; 174:4,22,24;176:1; 179:1,10;180:6,15; 181:2;182:2,6,14,20; 191:25;193:4; 194:21;197:6,11,14; 198:9;199:1,19; 200:24;201:13,20; 202:9;203:10,16,20; 204:8,19,21;207:3,9, 13,24;208:17;209:1; 210:6,18;211:4,22; 213:4,8,10;216:5; 217:6;223:15,16; 225:18,25;226:25; 227:22;228:14,22; 230:2;232:6;233:1,9; 234:9;235:7;244:17; 246:2,7;251:7;255:8; 256:21;257:2,16,17; 258:5;261:3,16; 262:9
relevance (1) 184:7	reporter (1) 203:23	rescind (2) 205:1;253:7	results (4) 55:10;83:20;118:2; 219:7	21:11;22:9;28:19; 29:7;31:11,13;37:21; 39:21;40:8,21;42:4; 15:43;5,16;46:14,25; 50:22;52:4,7;64:10; 65:10,24;72:7,9;87:8, 20,20;88:21;89:4; 91:3;92:7,8;95:22; 98:2,14,21;102:14, 21;103:1,3,18,21; 104:21,24;105:15,20; 106:14;112:5,11; 113:6;114:9,12; 121:12;126:20; 129:22;131:9; 133:17;134:25; 141:1,7;143:19; 148:12;158:6; 166:10;173:1,4,15; 174:4,22,24;176:1; 179:1,10;180:6,15; 181:2;182:2,6,14,20; 191:25;193:4; 194:21;197:6,11,14; 198:9;199:1,19; 200:24;201:13,20; 202:9;203:10,16,20; 204:8,19,21;207:3,9, 13,24;208:17;209:1; 210:6,18;211:4,22; 213:4,8,10;216:5; 217:6;223:15,16; 225:18,25;226:25; 227:22;228:14,22; 230:2;232:6;233:1,9; 234:9;235:7;244:17; 246:2,7;251:7;255:8; 256:21;257:2,16,17; 258:5;261:3,16; 262:9
relevant (3) 184:10;187:12,15	REPORTER'S (2) 91:24;234:1	rescinded (1) 211:22	retention (3) 26:16,18;46:19	21:11;22:9;28:19; 29:7;31:11,13;37:21; 39:21;40:8,21;42:4; 15:43;5,16;46:14,25; 50:22;52:4,7;64:10; 65:10,24;72:7,9;87:8, 20,20;88:21;89:4; 91:3;92:7,8;95:22; 98:2,14,21;102:14, 21;103:1,3,18,21; 104:21,24;105:15,20; 106:14;112:5,11; 113:6;114:9,12; 121:12;126:20; 129:22;131:9; 133:17;134:25; 141:1,7;143:19; 148:12;158:6; 166:10;173:1,4,15; 174:4,22,24;176:1; 179:1,10;180:6,15; 181:2;182:2,6,14,20; 191:25;193:4; 194:21;197:6,11,14; 198:9;199:1,19; 200:24;201:13,20; 202:9;203:10,16,20; 204:8,19,21;207:3,9, 13,24;208:17;209:1; 210:6,18;211:4,22; 213:4,8,10;216:5; 217:6;223:15,16; 225:18,25;226:25; 227:22;228:14,22; 230:2;232:6;233:1,9; 234:9;235:7;244:17; 246:2,7;251:7;255:8; 256:21;257:2,16,17; 258:5;261:3,16; 262:9
relief (1) 246:19	represent (1) 128:23	rescind (2) 210:7,17	retired (1) 79:1	21:11;22:9;28:19; 29:7;31:11,13;37:21; 39:21;40:8,21;42:4; 15:43;5,16;46:14,25; 50:22;52:4,7;64:10; 65:10,24;72:7,9;87:8, 20,20;88:21;89:4; 91:3;92:7,8;95:22; 98:2,14,21;102:14, 21;103:1,3,18,21; 104:21,24;105:15,20; 106:14;112:5,11; 113:6;114:9,12; 121:12;126:20; 129:22;131:9; 133:17;134:25; 141:1,7;143:19; 148:12;158:6; 166:10;173:1,4,15; 174:4,22,24;176:1; 179:1,10;180:6,15; 181:2;182:2,6,14,20; 191:25;193:4; 194:21;197:6,11,14; 198:9;199:1,19; 200:24;201:13,20; 202:9;203:10,16,20; 204:8,19,21;207:3,9, 13,24;208:17;209:1; 210:6,18;211:4,22; 213:4,8,10;216:5; 217:6;223:15,16; 225:18,25;226:25; 227:22;228:14,22; 230:2;232:6;233:1,9; 234:9;235:7;244:17; 246:2,7;251:7;255:8; 256:21;257:2,16,17; 258:5;261:3,16; 262:9
relying (1) 110:24	representation (2) 8:8;198:8	rescinded (1) 211:22	return (3) 77:21;149:17,19	21:11;22:9;28:19; 29:7;31:11,13;37:21; 39:21;40:8,21;42:4; 15:43;5,16;46:14,25; 50:22;52:4,7;64:10; 65:10,24;72:7,9;87:8, 20,20;88:21;89:4; 91:3;92:7,8;95:22; 98:2,14,21;102:14, 21;103:1,3,18,21; 104:21,24;105:15,20; 106:14;112:5,11; 113:6;114:9,12; 121:12;126:20; 129:22;131:9; 133:17;134:25; 141:1,7;143:19; 148:12;158:6; 166:10;173:1,4,15; 174:4,22,24;176:1; 179:1,10;180:6,15; 181:2;182:2,6,14,20; 191:25;193:4; 194:21;197:6,11,14; 198:9;199:1,19; 200:24;201:13,20; 202:9;203:10,16,20; 204:8,19,21;207:3,9, 13,24;208:17;209:1; 210:6,18;211:4,22; 213:4,8,10;216:5; 217:6;223:15,16; 225:18,25;226:25; 227:22;228:14,22; 230:2;232:6;233:1,9; 234:9;235:7;244:17; 246:2,7;251:7;255:8; 256:21;257:2,16,17; 258:5;261:3,16; 262:9
remain (2) 144:25;187:17	representations (1) 203:12	rescinding (1) 41:19	revenue (1) 102:24	21:11;22:9;28:19; 29:7;31:11,13;37:21; 39:21;40:8,21;42:4; 15:43;5,16;46:14,25; 50:22;52:4,7;64:10; 65:10,24;72:7,9;87:8, 20,20;88:21;89:4; 91:3;92:7,8;95:22; 98:2,14,21;102:14, 21;103:1,3,18,21; 104:21,24;105:15,20; 106:14;112:5,11; 113:6;114:9,12; 121:12;126:20; 129:22;131:9; 133:17;134:25; 141:1,7;143:19; 148:12;158:6; 166:10;173:1,4,15; 174:4,22,24;176:1; 179:1,10;180:6,15; 181:2;182:2,6,14,20; 191:25;193:4; 194:21;197:6,11,14; 198:9;199:1,19; 200:24;201:13,20; 202:9;203:10,16,20; 204:8,19,21;207:3,9, 13,24;208:17;209:1; 210:6,18;211:4,22; 213:4,8,10;216:5; 217:6;223:15,16; 225:18,25;226:25; 227:22;228:14,22; 230:2;232:6;233:1,9; 234:9;235:7;244:17; 246:2,7;251:7;255:8; 256:21;257:2,16,17; 258:5;261:3,16; 262:9
remaining (11) 28:9;39:11;89:5; 99:24;103:21;108:2; 109:23;172:3; 204:18;205:5,9	REPRESENTATIVE (2) 128:1,2	research (10) 151:25;228:19; 231:12;240:22; 243:18,18;248:10; 250:14;257:7,18	revenues (1) 71:4	21:11;22:9;28:19; 29:7;31:11,13;37:21; 39:21;40:8,21;42:4; 15:43;5,16;46:14,25; 50:22;52:4,7;64:10; 65:10,24;72:7,9;87:8, 20,20;88:21;89:4; 91:3;92:7,8;95:22; 98:2,14,21;102:14, 21;103:1,3,18,21; 104:21,24;105:15,20; 106:14;112:5,11; 113:6;114:9,12; 121:12;126:20; 129:22;131:9; 133:17;134:25; 141:1,7;143:19; 148:12;158:6; 166:10;173:1,4,15; 174:4,22,24;176:1; 179:1,10;180:6,15; 181:2;182:2,6,14,20; 191:25;193:4; 194:21;197:6,11,14; 198:9;199:1,19; 200:24;201:13,20; 202:9;203:10,16,20; 204:8,19,21;207:3,9, 13,24;208:17;209:1; 210:6,18;211:4,22; 213:4,8,10;216:5; 217:6;223:15,16; 225:18,25;226:25; 227:22;228:14,22; 230:2;232:6;233:1,9; 234:9;235:7;244:17; 246:2,7;251:7;255:8; 256:21;257:2,16,17; 258:5;261:3,16; 262:9
remains (1) 96:14	represented (1) 9:4	research-developed (1) 228:7	Review (9) 140:19,23;172:4, 11;197:20;203:13; 205:2;211:15;252:17	21:11;22:9;28:19; 29:7;31:11,13;37:21; 39:21;40:8,21;42:4; 15:43;5,16;46:14,25; 50:22;52:4,7;64:10; 65:10,24;72:7,9;87:8, 20,20;88:21;89:4; 91:3;92:7,8;95:22; 98:2,14,21;102:14, 21;103:1,3,18,21; 104:21,24;105:15,20; 106:14;112:5,11; 113:6;114:9,12; 121:12;126:20; 129:22;131:9;

14:24;15:4;53:21; 79:23;113:22; 120:11,20;220:13 road (3) 66:16;78:12; 198:24 Robbins (6) 15:11,17,21,25; 17:13,15 robotics (2) 61:8,9 robust (1) 150:15 Rock (78) 7:22;8:3;44:4;51:8, 19:52:1;53:19;58:14, 15:61:20,20;64:25; 65:13;66:24;67:3,6; 68:16;70:12;71:4,6; 72:16;74:1,2;78:22; 79:25;80:5,8,12,25; 82:2;85:25;88:16,19, 24;89:8,9;90:20; 91:1,3,6,11,15,17,21; 92:8,10,11,13;93:4, 21;94:4,6,15;95:7; 96:16;97:2,4,9,18; 99:18,22;100:3; 101:1,3,24;102:8; 103:4,18;105:6,25; 107:12;109:22; 110:4,12,15,19,23; 111:15 Rock/Sherwood (1) 53:22 Roger (3) 113:18;114:24; 137:19 Rogers (88) 3:23,23;4:6;18:13; 21:1,2;29:6,7;39:12, 13,17,21,23;40:8,25; 41:5,7;42:3,6,9,12, 23;43:1,3,5,11,17; 47:21,23;48:2,5,8; 49:12,13;71:2,3,9,15; 72:1,18;73:18;74:1,8, 11;75:24;79:13,14, 16;89:7,8,12,17,24; 90:10,13,21;96:1,3,7, 9,24;97:8,13,15,21; 98:5,12,21,25;99:3,5, 21;100:8;103:1,2,3, 17;105:4,6,9;110:9, 10,25;139:9,10; 142:9,10;249:20 Rogers' (2) 49:22;75:10 role (2) 112:21;236:1 roles (1) 196:12 roll (1)	136:3 rolled (1) 60:19 rolls (1) 71:11 room (2) 58:22;74:24 rose (1) 248:23 roughly (3) 25:5;193:9,12 rounded (1) 132:11 route (5) 147:2;195:2; 245:13;257:16,17 routine (1) 239:9 Ruby (2) 148:19,20 rule (3) 150:1;172:13,14 run (5) 69:25;229:7,15,16; 249:20 runner (1) 249:18 running (3) 61:16;165:15; 193:14 rural (5) 116:6;158:19; 176:18;177:6;215:10 S sacrifice (1) 77:22 safe (4) 144:25;216:6; 221:11;261:17 safety-net (1) 171:24 salary (5) 188:25;198:20; 211:1,12,17 same (30) 14:20;39:4;44:9; 47:10;66:5;69:16; 74:15,16;86:4;88:13, 24;91:14;92:19; 108:13,16;123:17; 129:2,18;140:22; 145:1;173:22,22; 178:10;204:19; 227:8,9;248:7; 249:12;257:11; 260:15 sample (2) 125:17;131:9 sat (7) 62:14,15;63:2,3, 19;76:16;100:15	satisfaction (2) 232:7,20 satisfied (2) 49:23;110:23 saved (1) 117:5 saw (8) 72:14;75:18;78:21; 134:5;147:12;178:4; 180:24;249:21 saying (17) 24:16;27:24;36:8; 39:9;69:5;75:6; 91:10;95:23;96:7; 131:23;209:2; 210:22;237:4; 240:13,14;249:12; 259:12 scale (1) 230:17 scaled (1) 117:21 scenario (1) 167:24 schedule (21) 83:5;125:17,19; 126:3,18,19,20; 128:8;131:9;132:12, 21;136:24;137:2; 188:25;211:1,12; 227:1,11;235:3,12; 245:8 scheduled (3) 81:9;241:19; 258:21 schedules (1) 238:7 scheduling (4) 27:13;130:3;253:3, 22 Scholars (1) 67:12 Scholarship (5) 117:23;118:10,14; 130:17;131:5 SCHOOL (342) 5:14,18,22;6:2,5,6, 7;7:6,10,24,25;8:6, 15,19;14:23;16:13, 21;18:20,24;19:15, 15;21:3,13;22:2,18; 23:18,24;24:6,13; 25:4,6,21,21;26:4,12; 28:16;29:24;31:21; 33:1,19,20,21;37:19, 23,24;38:15;39:5,15; 40:7,15,20,24,25; 41:12,14;42:13;44:2, 7;45:5;46:2,13;47:6, 8;50:11;51:9,11,11, 23;55:19,20;56:10; 58:8,11;59:16;61:5,6, 24,25,25;62:15;63:4;	64:13,15,17,19,23, 25;66:9,10,25;67:11; 69:9;70:2,15;72:3, 24;73:9;76:2,22,23; 78:20;80:25;81:12, 13,17,23,25;84:1,7; 87:9,17,23;88:7; 89:1;91:19;92:3,12, 15,18,20;94:2;95:2,9; 96:19;97:7;101:5,18; 102:16;104:13; 106:1;107:12,13; 109:14,14,18,22; 110:4;112:25;113:4, 5,13,18;114:25; 115:9,10,13,13,16,18, 20,21;116:5,24; 117:14,20;119:16; 121:8,17;123:25; 125:23;126:8;127:3; 128:5,11,25;129:1,1, 12,22;131:2,19; 132:13,14;134:3,19; 135:2,25;136:2,9,18; 137:9,17,18,19,23; 140:4;142:4,15; 143:4,11;145:3,24, 25;146:2,3,8,15,20, 21,22;147:10,25; 148:14;149:3,9,10, 19,20,24;150:18; 151:2;152:16;153:4, 13;154:14,14,24; 155:1,9,24;156:23, 25;157:17;159:7,9; 162:8;166:14;167:6, 10,15;168:16;169:7; 170:6;172:7,9,23,24; 174:1,5,13,14,19; 176:13,18;177:4,4, 16,18,21,22;178:3,7, 14;180:13,16,20; 181:20;183:5;184:4, 8,21;185:10,14,17; 186:11,21;188:6; 190:3;192:25; 193:17;195:5,6,13, 14,20;198:6,12; 199:8,9,12;200:4,12, 13;202:10;203:1; 205:15,16,16,19; 207:2;208:6;209:15; 213:23,24;216:12,13, 23,24;217:20,21; 218:5,8,8,9,15,19; 219:21,22;224:20; 225:22,25;226:2; 228:2,9,10;230:7,25; 234:14,21;235:1,8,9, 22;236:20,22;237:7; 238:25,25;239:1; 243:24;244:6;245:1; 246:20;247:11,13;	250:24;251:17; 256:16;257:16; 260:1,22,24 schools (66) 17:1;24:5;39:7; 40:12,20;43:15;49:9; 51:13;54:23;56:22, 24;57:10;59:20,24; 60:1,2;66:20;67:1; 69:2;71:19;72:1; 81:11,11;84:21; 97:19,24;108:24; 109:4,5,9;111:8; 117:19;121:5,7,9; 129:5;131:5;144:3,8, 15;145:2;150:22; 151:10,13;153:17; 156:10;161:25; 162:15;165:24; 167:4;183:23;189:4; 194:8,17;206:17; 236:21;237:18; 238:6;242:19; 244:23;249:3; 250:15,21;255:3,7; 261:6 school-within-a- (1) 183:4 school-within-a-school (1) 200:9 Science (22) 55:20;58:4,10,19; 63:22;83:7;126:23, 24;156:12,19; 164:20;167:17,18; 168:5,13;189:8; 190:18;201:12; 206:8,14;210:18; 227:23 sciences (1) 168:4 scope (1) 202:15 score (1) 60:11 scores (7) 55:13;60:11,13; 67:24;88:8;239:24; 241:3 Scott (17) 25:2;37:20;146:17, 18,20;147:1,11; 149:7;155:8;157:17; 158:19;159:12,22; 161:23;162:23; 163:1;165:4 screen (3) 136:25;179:10; 188:22 search (1) 78:16 seat (2) 24:19;65:19
--	---	--	--	---

seating (2) 65:2,3	Senator (16) 113:24,24;114:7; 129:8,9;130:14,25; 132:24;133:2,8,10, 14;153:16;157:5,15, 16	35:15;49:7;63:18,24; 68:17;70:16;76:16; 86:19;119:7;155:11, 14;158:20;160:2; 172:6,15,22;184:19; 185:2;211:25;225:10	259:16	101:10,11
seats (5) 24:22,23;65:13,18; 101:19	send (5) 116:15;179:4,18; 189:20;195:16	serving (10) 17:4;32:6;35:15, 22,23;36:21;41:15; 54:1;64:24;219:25	shelter (1) 17:5	SILENCE (4) 48:13;141:23;
SEC (1) 231:13	senior (6) 126:15;127:9; 176:22;181:19,20; 193:7	session (7) 8:13,17;9:5,8;13:5; 30:6;130:18	Sherry (1) 235:7	173:20;215:5
Second (29) 4:7,9;8:4;13:22,24; 19:25;20:2;24:1; 46:1;47:17,19;60:9; 83:14;107:14,16,25; 108:2;123:22; 141:11,12;150:20; 173:9,11;214:6,8; 241:20;259:2;262:5, 6	seniors (2) 131:3;222:15	sessions (11) 8:22;11:5;12:7,15, 20,23;13:1;14:19; 29:25;30:5;227:7	Sherwood (1) 79:25	SILENCE] (5) 14:11;20:11;21:23; 109:10;259:22
Secondary (3) 4:18;54:8;140:17	sense (14) 31:4;75:21,22; 77:5;85:7;132:7; 137:14;139:20; 163:25;179:8;195:9; 221:14;243:23; 254:18	set (9) 29:24;73:21;92:3; 130:10;153:25; 170:2;229:14;231:5; 249:8	shooting (1) 123:25	silent (1) 3:4
seconds (1) 229:6	sensible (1) 251:20	setting (3) 16:17;118:12; 150:18	shop (4) 162:3,5;179:25; 181:1	similar (10) 65:15;68:22;82:1; 86:13;91:13;94:4,15; 184:13;188:11; 246:10
Secretary (1) 176:8	sensitive (1) 8:22	settings (1) 17:10	shops (1) 179:21	simple (8) 148:13,15;150:14, 14,15,19;167:13; 229:5
section (8) 12:5;36:5;41:13, 18;69:16;197:21,21; 211:15	sent (1) 181:9	seven (2) 162:11;172:10	shot (3) 105:15;240:15,15	simply (10) 146:13;149:3,15; 150:10;162:10; 170:10;189:23; 206:1;208:15;210:21
sections (1) 107:1	separate (8) 64:20;75:12;79:4; 91:5;104:12;106:12; 195:17;250:25	several (8) 35:17;80:16;91:24; 130:9;180:21; 185:20;186:2;235:23	shot-in-the-dark (1) 255:4	single (1) 119:20
Seeing (7) 41:9;76:24;104:19; 180:5;214:23;239:7; 250:10	September (1) 45:18	several-component (1) 205:4	shots (1) 240:24	site (4) 18:19;170:20; 171:9;186:9
seek (11) 6:2;42:16;43:8,25; 152:14;155:20; 171:5;189:1;197:3; 210:22;212:16	serious (3) 199:2,2;251:10	Shakespeare (1) 176:23	show (14) 52:21;61:9;121:20; 124:8;129:14; 182:11,21,24;183:8; 220:21;235:15; 241:5,5,6	sites (1) 18:21
seeking (7) 25:13;27:4;150:17; 195:23,25;225:16; 235:16	seriously (1) 111:8	Shaking (9) 9:13;13:16;67:16; 103:25;104:19; 158:8;213:11; 242:25;261:21	showing (1) 182:15	Sitkowski (1) 113:20
seem (2) 150:9;195:17	servant's (1) 123:10	shall (5) 11:21;15:23;22:11; 40:6;52:9	shown (5) 140:3;157:14; 182:21;186:16;234:2	sits (1) 226:10
seems (16) 49:18;72:11;75:2, 13;86:18;102:14; 105:7;129:17,24; 139:19;196:3,5; 251:13;254:21; 256:19;257:2	serve (27) 23:4;31:21;34:6,8; 39:3,14;42:18;44:11; 49:1;57:21;68:14; 80:23;81:19;110:6,7; 113:15;119:20; 143:12;155:9; 174:15;176:14; 190:2;200:4,5; 216:25;218:5;222:4	share (11) 7:21;59:17,19; 117:11,17,19;120:7, 12,22;127:19;133:5	shows (6) 28:23;56:6;102:8; 108:23;115:15; 125:18	sitting (4) 76:15;88:22; 105:14;112:6
sees (1) 188:17	served (3) 10:3;23:21;48:25	shape (1) 99:16	shrinking (1) 154:17	situation (12) 82:7;85:15;89:19; 91:13;95:19;97:8; 103:13,15;202:18; 221:3;232:23;238:19
self- (2) 249:5;250:9	serves (6) 61:21;115:9;116:6; 156:23;183:21;195:6	shared (5) 80:16;116:19; 122:9;136:8;218:7	sick (12) 22:2;25:13,15; 29:11,16;46:24; 47:15;48:18,24;49:4, 8;148:8	six (7) 23:25;43:21;141:6; 205:19;225:24; 232:16;233:3
self-efficacy (4) 228:18,24;230:11; 248:12	service (9) 24:9;28:15,15; 36:22;113:22; 159:16,21;160:6; 219:15	shareholder (1) 221:14	side (23) 9:13,13;13:16,16; 29:8;45:7;67:16,16; 103:25,25;125:5,18; 146:17;158:8,8; 161:13;213:11,11; 219:20;242:25,25; 261:21,21	six-hour (1) 253:7
selfishly (1) 183:14	Services (27) 6:5;27:5;32:17; 33:16;34:14,19,19;	sharing (2) 70:18;176:5	side-by-side (1) 64:16	size (3) 134:13;228:19; 252:18
semester (3) 60:9;152:25; 241:20		sheet (2) 108:14,16	sign (1) 10:5	skill (3) 36:19;179:19; 224:17
		sheets (1)	signal (2) 158:21;214:3	SKILLED (20) 174:6,12;176:6; 177:19;179:2;183:8, 9,13,13,18;184:10, 15;186:15,17; 187:22;188:18; 196:25;200:16; 202:23;206:4
			signed (2) 5:4;9:11	skills (10)
			significant (4) 60:10;100:22;	

53:10;119:23; 131:16;177:5; 181:19,21;187:16; 232:8,22,25 skill-sets (1) 38:16 slang (1) 165:13 slide (5) 7:13;151:7;175:14; 191:13;210:11 slightly (1) 159:5 slow (1) 237:16 small (5) 9:6;69:9;72:24; 107:2;255:12 smaller (1) 241:14 Smith (5) 113:25;128:1,2; 163:4,6 Smith's (1) 220:5 smoker (1) 180:6 smooth (1) 110:13 Smotherman (6) 113:21;120:9,17, 19,19;122:6 Social (8) 15:9;16:12,16,25; 17:10;40:22;164:19, 19 society (2) 37:3;53:11 so-forth (2) 78:24;87:18 soft (1) 119:22 soft-skills (1) 37:4 solar (2) 59:2,2 sold (1) 193:15 solid (2) 102:14;137:7 solidifies (1) 195:10 solutions (1) 147:7 somebody (2) 192:11;214:5 somehow (1) 129:20 someone (6) 13:18;19:23;41:15; 105:1;133:24;170:11 sometimes (10) 8:21;120:4;132:18;	133:6,11;136:20; 144:25;145:16; 156:5;165:11 somewhere (2) 196:13;237:5 son (1) 158:13 sooner (1) 88:13 sorry (18) 11:11;48:2;49:17; 66:9;75:23;83:14; 91:10;98:22;100:10; 113:9;147:18,19,19; 160:22;192:9,10; 214:16;238:14 sort (5) 150:21;170:17; 178:19;180:24; 254:20 sorts (1) 89:3 so-to-speak (2) 151:9;260:18 sound (4) 23:7;105:18; 165:25;229:2 sounds (4) 41:3;75:21;243:22; 248:21 south (7) 115:11;148:16; 149:12;163:3,5,6; 217:25 SOUTHSIDE (21) 113:5,13,18; 114:25;115:9;116:9; 117:14;118:16; 121:8,23;123:7; 128:5,11;129:12; 131:2;134:3;140:18; 141:6;144:11;153:6; 162:22 southwest (2) 179:5;184:17 space (7) 37:21;43:22;58:8, 10;66:18,22;155:19 spaces (2) 236:25;246:5 span (2) 238:5;240:18 spark (1) 154:21 speak (24) 6:19,21;9:11;23:5; 27:3;61:3;67:15,19; 76:20;82:4;127:22; 133:23,24;144:5; 158:7;164:15; 166:18,23;197:2; 209:2;245:16; 248:17;251:3;254:1	SPEAKERS (12) 7:1;22:13;52:11; 113:17;114:16; 124:3;130:10; 143:14;174:17; 175:2;186:9;217:9 speaking (7) 22:8;52:5;105:11; 114:11;143:18; 163:19;174:23 speaks (2) 76:20;90:24 special (8) 12:22;13:2;38:16; 59:21;71:21;155:14; 156:24;177:4 Specialist (1) 143:16 specific (4) 28:2;81:22;82:3; 203:4 specifically (2) 19:14;86:1 specifics (1) 239:22 spectrum (1) 132:3 speed-trap (1) 218:4 Speedway (1) 59:6 spelled (1) 203:3 Spencer (1) 231:8 spend (7) 27:20,22;33:13,25; 57:16;187:2;219:24 spent (3) 17:9;33:16;152:6 splash (2) 235:15;244:5 spoke (2) 81:20;251:8 sponsored (1) 58:12 sponsoring (2) 67:11;96:14 sports (4) 16:20,25;55:22; 153:24 spot (1) 96:18 spread (5) 39:1;69:1;138:11; 159:14;218:16 spring (2) 42:21;61:24 Springdale (9) 54:1;60:6;61:5,12; 85:23;86:4,5;87:21; 88:25 Springs (1)	220:23 square (6) 25:5;37:20;146:19; 147:2,4;224:6 stab (1) 107:6 staff (31) 25:14,23;26:1,3, 13;29:18;30:2;33:3; 34:17;38:7,9,14,14; 40:11;46:25;47:2; 49:10;57:5;60:21; 64:2;82:24;94:1; 147:20;154:6,11; 157:3;201:9;202:9; 218:8;219:18,21 staffing (6) 43:24,25;155:11; 156:9;201:13;242:12 stage (1) 250:16 stages (1) 242:17 stakeholders (1) 135:9 stalemate (1) 134:7 stand (4) 22:9;143:18;210:6; 229:5 standard (5) 66:2;167:2;197:11; 198:11;253:6 Standards (8) 113:1;125:5; 132:11;172:12,13,20; 198:13;223:7 standing (2) 102:14;217:17 standpoint (6) 94:15;136:18; 244:7,8,11,16 stands (1) 74:23 start (44) 3:17;4:14;7:10; 9:18;17:21;38:10,12; 39:1;42:20,21;45:3; 46:1;53:3,5;66:14; 67:22;77:3;96:3; 97:18;105:16;131:3; 133:17,18;138:14,20; 141:24;142:16; 144:9;158:11; 164:24;190:9;193:1; 204:5;208:1;215:7; 216:8;223:4,6;224:8; 228:8;234:10; 246:22;259:19,23 start-date (1) 42:21 started (33) 3:12;4:3;6:10;	16:7;60:8;76:3,15,22, 24;78:10,23;81:16; 103:8;112:18; 117:15;137:20; 138:10;158:10; 161:7;177:9,25; 216:9;218:10,21; 219:9;220:1;221:5, 10,13;222:6;223:22; 228:10;249:21 starting (8) 96:25;120:2; 130:22;138:21,23; 199:1;235:25;257:4 starts (3) 45:25;138:24; 166:2 start-up (4) 44:1,3,3;182:4 state (71) 7:3;8:1,8,10,16; 22:15;23:2,7,8,22; 28:24;29:1;37:25; 38:22;39:1,7,18,19; 40:3,13,13,20;52:14; 55:8;56:10;58:17,21; 59:15,23;60:13;64:3; 69:18;71:11,21; 84:19;88:20;93:25; 97:10;102:6;109:2; 113:1;114:22; 115:20;116:7; 118:15,17;120:14; 121:14;128:2;129:9; 130:6;140:8;143:25; 147:2;155:22;157:5, 15;164:23;165:3,5; 169:16;175:8; 182:14,20;186:3; 202:8;206:22; 215:10;217:12; 249:3;251:22 stated (1) 260:16 state-level (1) 154:3 statement (7) 28:10;32:21; 148:13,15;150:19; 190:13;223:14 States (2) 9:1;25:14 State's (2) 51:21;94:12 statewide (4) 7:9;8:9;58:13; 117:21 statistic (1) 158:25 statistics (3) 23:18;147:13; 221:5 status (3)
---	---	---	---	--

70:8;191:12;193:7 statute (3) 172:20,23,24 statutes (2) 172:12,17 stay (14) 20:8;50:4;72:25; 73:13;121:21;129:1; 1;135:19,20;162:23; 165:19;219:19; 220:19;255:17 stayed (1) 101:15 staying (1) 165:9 steadily (1) 56:4 steady (1) 56:12 STEM (9) 54:18;57:25;58:2; 12,18;61:7,10;80:17; 166:15 STEM-related (1) 59:1 step (9) 121:12;137:25; 138:1,1;166:24; 176:25;183:3; 232:25;258:4 step-by-step (1) 138:7 Stephen (1) 123:21 steps (1) 258:17 Stevens (1) 6:5 Stewart (8) 74:5,9;76:1,20; 77:15,25;78:1;88:15 Stewart's (1) 75:11 stick (2) 112:2;223:17 sticking (2) 165:12;209:3 stick-with-it-ness (1) 165:13 still (27) 28:8;67:18;69:20; 70:1,9,11;71:6;91:8; 126:6;127:20; 136:25;152:14,17; 153:9,12,14,20; 154:19,19;159:22; 160:3;178:19; 186:21;188:19; 201:6,15;226:10 stimulated (1) 250:6 stimulating (1) 243:10	stipulation (1) 206:13 stone (2) 218:11,11 stood (1) 134:8 stop (6) 25:7;35:4;149:3; 220:24;221:4;236:18 stops (1) 25:7 stories (3) 136:21;182:23,24 Story (21) 115:4;116:4,8,10; 117:17;122:7; 125:13;126:13; 127:1,11;131:1; 135:16,18;136:19,20; 23;137:7,11,16,20; 138:20 straight (2) 163:5;186:10 straining (1) 84:6 strategic (5) 24:12;117:9;118:1, 1;122:9 strategies (4) 119:25,25;120:4; 247:8 strategy (2) 223:16;232:22 Street (3) 51:12;61:24;66:4 strength (3) 79:3;222:3;224:11 strengthen (1) 128:6 strengths (1) 128:8 stressed (1) 243:11 stretch (1) 101:9 stretched (1) 82:8 strictly (3) 10:7,8;31:11 strive (1) 128:20 strives (1) 128:6 strong (10) 55:11,14;99:16,16; 109:16;115:22; 116:25;224:8,8,13 strongest (1) 56:18 structural (3) 223:3;243:25; 244:2 structure (5)	49:7;53:17;60:15; 78:7;83:11 structured (3) 229:13;230:5; 244:15 structures (1) 66:3 structuring (1) 111:23 struggle (5) 75:15;156:6; 224:10,11;230:20 struggles (3) 68:13;125:15,21 struggling (3) 129:21;131:25; 204:13 Stu (2) 113:24;128:2 Student (63) 6:4;25:23;27:5; 28:1;32:3;33:3,16; 35:15;44:24;46:7; 55:16;56:5;86:3; 109:25;116:10,16; 122:1,2,11;128:12, 18;132:22;135:6,11; 136:18;137:7; 138:24;149:23,25; 152:22;153:3,4,20; 155:1,1,2,17;159:7; 161:6,19;162:1,7,16, 18;166:19;168:10; 169:22;170:10,16; 171:2,4,8;188:4,5,6; 221:18;228:22; 231:1;246:2,4;249:5; 261:1 Student/Teacher (2) 253:8,9 students (334) 7:15,16,20;8:9; 16:13,16,18,23;17:5, 8;19:2;20:24;23:19, 21;24:1,3,9,22;26:3, 7,9,15,16,19;27:8,9, 14,17,21,23,24; 31:14;32:3,7,24;33:6, 6,7,13,25;34:10,14; 37:10;38:2,4;42:18; 43:9;44:6,7,8;46:3,6, 11;47:8;49:6,11; 53:8,9,20,23;54:1,5, 8,13,17,17,21,24; 55:4,6,19,19,20; 56:19;57:9,14;58:1,9, 11,16,18,18;59:25; 60:18;61:7,8,9,12,13, 18,23;62:1,22,25; 63:6,8;64:24;65:14, 25;66:6,7,11,21,22; 68:11,14,18;73:1,8; 76:8,24;77:8,10,22;	78:18;79:25;80:22, 23;81:5;82:12,16,18; 83:13;86:10,11;88:4; 98:1;100:4;101:3,15, 17,20,24;110:7,7,19; 111:16;113:16,17; 115:18,21,22;117:6; 118:24;119:5,8; 120:2;121:19;124:6, 19;125:4;128:15,21, 25;130:22;131:7; 134:14;137:20; 140:4;142:15; 143:12,13;144:23; 145:5,17,22,23; 146:6,8,11,23;147:4, 10;149:2,10,14,15, 17,18,21;150:9,17; 151:1,20;152:11,14, 16;153:2,8,12,17,25; 154:12,18,20,24,25; 155:8,9,21;157:21; 158:20;159:11; 160:24;161:2,11,20, 22;162:11;163:13; 164:20,23;165:2,4, 23,24;167:20;168:6; 169:4,8,11;170:4,21; 171:18;173:23; 174:15,16;176:13,17, 20;178:14,14,18,19, 23;179:4,17,20; 180:1,6,11,14,16; 182:4,12;183:7,11, 14,21,22,25;184:9,9, 12,14,23;185:13,14, 14,18,20,21,24; 186:14,16,18,19,20, 23,25;187:9,13; 188:2,23;189:11,14; 190:21;191:7; 192:20;193:10,12,14; 197:18;200:4,5; 201:17,22;202:21,24, 25;204:13;214:23; 215:14,19,23;216:25; 217:1;218:6;219:5; 221:7,16;222:5; 224:17;227:8;228:5, 8,25;229:14;230:21, 25;231:5,9,10;232:8, 18,21;233:7,14,16; 234:12,13,16,21; 236:11,19;237:5; 239:1;240:20;241:4; 246:13,15,21;249:7; 250:4 students' (3) 56:1;82:13;128:14 student's (1) 128:7 studies (3) 164:19,19;176:17	study (12) 166:13;181:24,25; 185:11,22,25;188:7; 189:12,15;191:1,5; 231:17 stuff (2) 103:8;211:23 Sturch (11) 113:24;114:7; 129:8,9;130:14,25; 132:24;133:2,8,10,14 sub-bullets (1) 210:21 subchapter (1) 106:25 subject (4) 136:13;187:9; 196:22;239:19 submit (2) 18:7;55:1 submitted (5) 45:24;92:9;94:20; 163:16;209:20 subsection (1) 67:7 subsections (1) 12:8 substantial (2) 101:6;251:16 substantially (1) 150:5 substantiates (1) 237:25 substantively (1) 94:14 succeed (2) 171:24;229:17 success (29) 26:24;54:12,25; 60:4,20;116:11,16; 119:1;120:1,2,4,5; 122:11;124:22; 128:22;130:10; 135:6,12;138:24; 140:3;142:3;151:19; 164:7,10;166:3; 214:24;247:12,23; 249:22 successes (3) 116:25;118:8; 137:4 successful (13) 26:11;54:11;55:6; 74:25;123:12; 128:15;135:14,22; 158:15;162:1; 165:11;232:25; 260:12 successfully (1) 61:11 succinct (1) 217:19 suffer (1)
---	--	---	--	--

77:23 suggested (1) 251:14 suggesting (1) 246:17 suggestion (1) 248:10 suicide (3) 121:1;203:15,24 summarize (2) 66:23;173:22 summer (2) 59:5;235:2 Summit (1) 58:6 sums (1) 17:15 super (1) 122:25 super-excited (1) 230:13 superintendent (20) 51:25;52:1,17,20, 24;62:9;113:19; 114:24;130:9; 143:15;144:3;146:9; 156:10;157:20; 161:4;174:18;217:3, 14;218:18;221:4 superintendents (1) 108:22 supplement (1) 208:15 supplemented (1) 187:25 supply (1) 220:6 support (51) 16:14;20:19,23; 23:15;24:25;26:11, 12;27:1,16,23;32:19; 33:5;35:18;37:6,7; 38:24;48:20,23;49:3; 53:15;63:18,21,22; 64:3;65:17;82:6; 83:3,7,16,25;84:2,4, 7;93:13;110:3; 129:15;142:13; 157:21;158:1;186:5; 215:18;219:4,15; 221:24;227:21; 245:25;249:4; 257:19;260:20,23; 261:2 supported (5) 110:22;215:8; 220:15;249:10; 253:11 supporting (7) 38:3;124:24; 173:23;246:25; 247:2;260:23,24 supportive (3)	23:9;47:3;79:21 supports (10) 24:24;37:25;60:16; 64:4;70:19;81:21,22; 82:4,9;117:24 SUPT (72) 52:17;81:8;85:24; 87:2;92:17;95:13; 99:12;100:2;101:13, 25;102:3;105:11; 109:8;114:21,24; 115:3;118:20;122:6; 127:23;133:23; 135:7;136:4;143:22; 144:2;157:13;158:3, 23;160:10,22,25; 163:3,14;164:2,4,12, 14;165:7;166:16,23; 168:2,19;169:19,21; 170:1;173:16;174:2; 176:3;217:14,16; 228:2;229:23;231:8; 234:5,7,16,20; 235:14;236:8,13,16, 24;237:9,12;241:18; 242:11;248:9,15; 249:5,14;258:9,13,15 sure (59) 11:8;13:5;22:23; 32:16;34:20,25;36:9; 50:3;53:4;65:17; 70:5;71:10,13;81:2; 84:21;90:6,11;91:14; 95:16,17;100:17; 101:2,14,16;103:10; 104:21;119:7,13,20; 120:3;124:18;125:7; 134:19;135:13; 156:4;164:22;165:8; 169:10,21;170:3; 181:6,16;195:18,24; 201:4;207:22;208:2; 210:13;211:7; 212:12;213:6;219:3; 235:9;239:12,21; 245:17,19;247:23; 261:8 surplus (2) 99:20;100:6 surprised (1) 147:15 surrounding (2) 37:5,5 survey (2) 118:2;178:13 surveyor (3) 181:18,18,23 survived (1) 249:25 swallow (1) 146:7 swear (14) 6:22,23;11:12,20;	15:22;22:10;52:3,7, 8;114:10,13;143:19; 174:24;217:6 sworn (4) 4:24;6:8;15:19; 174:24 synced (1) 213:7 system (26) 27:16;37:6,7; 46:25;53:19,21,22, 25;54:2;79:11;84:2, 12;87:5,10;102:4; 120:12,20;121:3; 153:13;156:6; 163:24;182:7; 223:23;248:20; 251:18;260:2 systematic (1) 233:10 systems (6) 28:17;53:18; 113:22;181:25; 185:23,24 T table (3) 185:1;189:10; 260:4 tabling (1) 257:12 tackle (1) 120:8 tag (1) 136:4 takeaway (1) 231:11 takeaways (1) 231:16 talk (32) 4:15;26:5;31:14; 35:9;36:3;57:17; 69:3;81:14;94:23; 119:25;128:4;133:6, 20;140:6;141:21; 147:6,7,9;163:8; 168:20;196:18; 198:25;217:19; 218:21;224:18; 225:22;226:16; 232:6;242:19; 252:10,12;256:23 talked (17) 43:20;62:14,16; 69:16;77:7;86:21; 90:7;108:25;130:21; 144:12;157:19; 163:14;165:15; 167:4;170:5;197:9; 246:20 talking (18) 33:6;65:12;76:15;	87:15;91:25;106:2; 130:19;147:6; 157:16;162:9; 198:16,17,23;202:20, 21;220:1;244:25; 245:1 talks (3) 78:10;191:13; 231:15 tangible (4) 83:8;181:11;249:6, 7 tank (1) 220:25 targeted (1) 186:14 tasks (1) 21:22 taught (6) 127:4;129:3;150:3; 187:16,22;218:14 taxpayers (1) 177:1 teach (12) 123:19;136:13; 163:24;199:25; 221:17;228:21; 231:19,20;232:12,16; 255:21;256:6 teacher (18) 117:3;151:23,24; 163:20,22;188:23; 197:22;198:20; 201:4,5;211:10,16, 17;221:18;222:3; 224:4;242:12;261:2 teacher-of- (2) 197:6;206:16 teacher-of-record (5) 163:10,22,25; 196:12;198:2 teachers (67) 38:6;47:2,10; 57:16;59:23;76:7,11, 11;83:12;136:6; 145:5;163:9,20; 170:13;174:20; 178:1,9;179:14; 185:11;188:24; 191:24;196:5,21; 198:4,23;199:25; 200:14;201:2,8,9,10; 202:22;205:14,16,19; 206:23;207:8; 211:20;218:7; 219:20,24;221:16; 226:21;227:4,7,10, 12,18,21;228:20,23; 229:12;230:12,19,22; 233:10,12;245:9,22; 246:20;251:5; 254:11,15,15;255:13, 22;256:6	teachers-of- (1) 197:1 teachers-of-record (2) 163:12;208:14 teaches (1) 235:7 teaching (10) 123:22;150:3; 201:14,15;204:10,10; 233:15,15;239:20; 252:18 team (19) 34:8,18;35:19,23, 25;36:1,25;37:1; 59:2,3;68:7;76:17; 120:11;127:16; 132:14;219:14,14,15; 223:25 teams (7) 35:16;55:21;68:7; 123:21;182:11; 213:7;223:4 teamwork (1) 223:2 tear (1) 228:3 tech (1) 117:1 technical (6) 49:16;166:12; 177:5;186:12;201:3; 206:12 technically (2) 196:10,11 technology (6) 53:4;64:5;156:20; 189:16,17,20 teen (1) 203:23 teenagers (1) 121:19 telephone (2) 10:7,8 telephonic (2) 11:4;12:3 telephonically (1) 12:6 telling (1) 7:11 tells (2) 124:13;178:21 temperature (1) 32:15 tenants (1) 187:21 tend (1) 145:9 tends (2) 144:25;147:25 Tennessee (2) 32:10;38:18 term (16) 26:18,18;31:3;
--	--	--	---	---

45:8,24,25;46:1,2,11; 86:6;92:22,24; 149:16;165:13; 183:4;190:15 terms (15) 14:15;35:12;66:2; 68:5;74:18;82:9,20; 95:15;111:20; 135:24;238:9;245:3; 252:12;256:19; 257:12 term-to-term (1) 46:20 Terry (4) 157:5,15;158:12, 14 test (1) 88:8 test-driving (1) 68:24 testimony (10) 4:23;6:23;11:21; 15:23;22:10;52:8; 114:13;143:20; 174:25;217:7 testing (3) 64:3;154:4;155:22 tests (1) 155:24 Texas (2) 38:19;59:6 Thanksgiving (1) 57:13 theirs (1) 255:16 theme (1) 144:12 therefore (3) 34:11;94:7;245:12 Therma-Tru (1) 220:14 thin (1) 82:8 thinking (15) 24:10;88:22;93:9; 99:9;178:5,10; 199:24;201:19; 230:12;239:18; 245:3;255:8;256:13; 257:11,22 third (7) 115:17;120:23; 210:20;212:8; 223:10,10;252:5 though (2) 95:15;178:18 thought (12) 3:12;42:9;78:12; 88:10;93:12;142:2; 193:24;206:2;215:8; 226:5;249:24;250:1 thought-out (3) 109:24;139:25;	142:19 thoughts (6) 133:21;192:21; 199:4;209:22,23; 246:8 three (25) 9:6;10:11,15,17; 11:2;12:3;31:24; 40:18;53:18,20; 60:12;138:1;139:3; 152:4,6;165:1; 172:12;185:10; 187:20;189:5; 191:24;210:21; 222:10;232:14;252:2 three-quarter (1) 46:13 thrive (1) 176:20 throat] (1) 185:3 throughout (12) 18:21,24;29:25; 60:7;118:15;139:5; 140:7;198:3;208:9; 230:25;237:18; 241:15 thumbs-up (1) 214:3 Thursday (2) 30:22;171:19 Thursdays (1) 241:21 tie (1) 250:9 tied (2) 78:6;231:11 ties (1) 197:20 tightly (1) 137:6 till (2) 89:2;97:22 timeframe (1) 69:24 timeline (1) 157:25 timely (2) 43:23;88:17 time-off (1) 25:18 times (16) 10:12,15,16,18,18; 12:25;80:16;81:6; 187:2;196:16;198:3; 220:18;227:4; 235:21;243:11,12 timing (3) 45:12;89:1;91:22 tirelessly (1) 177:10 title (11) 7:3;22:15;52:14;	71:20;72:2,5,5; 93:25;114:23; 120:15;143:25 today (43) 4:16;6:1,3;15:7; 21:22,25;22:5;35:10; 36:4,6,8;40:6;42:12; 51:5,24;91:16;96:24; 111:19;113:18; 115:23;117:8; 118:23;120:22,24; 127:16,19;129:14; 130:13;140:22; 143:3;145:13;147:5, 9;154:7;213:15; 216:15;217:19; 225:23;231:3,3; 252:13,16;262:1 together (18) 3:10;40:19;63:19; 68:1,6;73:15;80:19; 81:18;89:18;104:5; 147:14;165:22; 186:19;222:6;223:4, 6,9,25 told (7) 59:15;118:4; 133:11;135:9; 159:23;192:10; 206:23 tomato (1) 182:5 Tomeko (5) 22:4,18;23:15; 39:9;44:2 Tomorrow (3) 226:6;229:12; 230:3 tone (1) 251:7 tongue-twisted (1) 213:15 Toni (4) 143:16;156:16; 164:15,16 Tonya (1) 174:20 took (6) 61:8;146:9;147:18, 20;161:3;166:7 tool (2) 180:23;198:13 tools (1) 118:24 tooth-and-nail (1) 148:7 top (5) 60:12;184:16; 189:13;247:9,10 total (3) 31:25;32:1;185:17 totally (1) 248:21	touch (3) 40:18;144:21; 145:13 touches (1) 151:7 tough (2) 146:6;232:23 tourism (1) 118:6 tours (2) 124:4;186:9 toward (3) 142:16;155:2; 257:3 towards (2) 126:25;217:23 town (5) 159:13,15;161:22; 218:4;222:15 towns (2) 162:25;163:1 Toyce (1) 3:24 track (4) 29:13;123:2; 134:25;244:12 tracking (1) 87:22 Tracy (4) 112:19,20,24; 113:11 trade (5) 37:23,24;120:10; 179:2;183:13 traded (1) 166:9 TRADES (17) 174:7,12;176:7; 177:19;183:8,9,13; 184:10,15;186:15,17; 187:22;188:18; 196:25;200:16; 202:23;206:4 tradition (1) 222:11 traditional (22) 24:5;27:12;28:16; 33:21;43:15;46:13; 57:11;109:4;119:12; 125:2,4,19;126:19; 133:1;150:18; 157:22;162:7,10; 172:16;241:11; 242:11;253:16 traditionally (2) 27:9;44:24 traditions (2) 218:12;222:23 traffic (1) 220:23 trafficking (1) 203:16 tragedy (1)	123:25 trail (1) 18:22 trails (5) 16:22;17:1;18:18, 23;249:21 train (2) 82:25;183:6 trained (4) 38:16;64:2;183:15; 206:24 trainer (4) 230:14,15;231:2,6 trainers (5) 64:2;230:12,22,24; 246:2 Training (15) 23:11;37:4;64:1; 84:4;121:11;137:21; 178:20;191:18; 205:18,20,24,25; 206:1;226:22;227:14 training/Brain (1) 252:6 trainings (1) 227:16 transcended (1) 248:6 TRANSCRIBED (1) 157:14 transfer (11) 70:21;91:17;92:3; 94:12;96:12;107:11; 109:14,19,21;110:4, 18 transferred (2) 51:23;61:14 Transferring (11) 51:7;66:24;71:12; 94:24,24;105:17,17, 18,21,25;237:7 transition (9) 63:6;68:1,21; 76:18;78:19;100:19; 110:1,13;241:22 translators (1) 61:3 transparent (2) 72:22;154:15 transportation (8) 25:8;65:24,25; 66:8,12,13;72:15; 219:16 transportation/utilities (1) 185:6 travel (3) 9:7;146:24;218:2 traveled (2) 178:1;217:23 traveling (1) 9:1 travels (1) 261:17
--	---	--	--	--

**DIVISION OF ELEMENTARY AND SECONDARY EDUCATION
CHARTER AUTHORIZING PANEL**

October 15, 2019

treasurer (1) 8:25	tunnel (2) 218:1,2	UA-Little (2) 58:14,15	24;24:21;27:9;29:17, 24;31:18;33:15;35:6; 37:12,22;42:6,13; 43:6;52:13;66:19; 67:20;70:1;73:21; 75:6;78:19;81:7; 82:23;87:23;88:10, 22;89:1,9,24;96:17, 21;97:7,13;98:4; 103:8,10;104:25; 112:1,10,20;113:8,9; 114:19;125:22; 126:21;129:10,13,22; 131:12;147:4;149:5; 152:18;154:25; 155:23;156:10; 157:23,23;161:9,9; 162:3,5;165:3,14; 166:24;167:15,20,21, 22;170:2;171:4; 173:3;175:5,7,13; 177:3;179:6;184:12; 190:8;191:9;192:14; 193:9,18;194:7; 199:18;202:17; 210:25;211:6; 217:11,23,23;218:2; 220:8,13,25;222:25; 223:5,11;228:3; 229:5;232:25;234:7, 19;240:2;242:1; 246:11;249:20; 255:11,15;259:13,14; 261:12	194:11;221:1; 248:24;249:17 using (7) 40:16;45:19;69:22; 85:25;123:2;158:20; 180:7 usually (1) 26:13 Utilization (1) 85:12 utilize (3) 41:22;69:18; 150:20 utilized (2) 25:19;94:11
tremendous (1) 134:12	turn (7) 67:13;75:25;80:20; 98:7;155:3;160:14; 177:13	ultimately (2) 74:2;102:3		
trend (1) 118:15	turnaround (1) 88:14	unable (1) 151:5		
tried (4) 157:1;158:24; 170:2;202:14	turned (1) 210:14	UNANIMOUS (14) 4:10;14:2,13;20:4; 107:19;108:6,17; 141:16,18;173:13; 214:11,13;259:7; 262:8		
trip (2) 58:8;216:6	tutor (2) 171:13,22	Unanimously (3) 4:11;107:21;108:8		
Tripp (2) 94:1;202:9	tutoring (5) 155:14;171:17,18, 19,20	uncertainty (1) 45:13		
trips (2) 17:3,3	twice (1) 178:8	uncomfortable (2) 230:18;250:19		
trouble (2) 149:16;152:23	two (42) 7:14;12:16,25; 19:16;33:8;36:15; 40:3;44:5,14;59:3,4; 60:12;61:23,23; 64:20;68:6;74:22; 82:24;97:18,24; 105:10;107:1,3; 108:14;138:1;147:3; 150:15;152:6; 172:12;178:8,18; 179:11;181:2; 182:12;183:10; 188:7;190:25;191:5, 24;196:23;243:14; 254:14	under (13) 41:15,15;69:21; 92:21;94:7;195:8; 197:20;254:22; 256:25;258:22; 259:4,17;260:21		
truck (1) 189:16	two-fold (1) 100:24	understood (1) 49:22		
true (4) 46:9;135:18; 231:13;255:17	two-way (1) 69:4	undertaken (1) 80:4		
truly (1) 148:21	two-year (3) 181:22;186:11; 189:25	underway (1) 64:6		
trust (2) 73:10;88:17	Tyler (2) 125:13,15	unfair (2) 124:19;135:21		
truth (27) 6:24,24,25;11:21, 22,22;15:24,24,24; 22:11,11,12;52:9,10, 10;114:14,14,15; 143:20,21,21;175:1, 1,1;217:7,8,8	type (9) 19:1;34:12;35:19; 36:19;123:23; 125:10;126:25; 149:7;227:9	unfortunately (2) 123:24;124:16		
try (23) 18:9;36:20;40:19; 42:10,16;54:21; 57:21,23;65:22; 82:14;123:17;124:5; 139:6;149:4;153:1, 22;161:18;166:25; 170:17;179:22; 228:3;247:13;251:5	types (2) 207:4;259:10	unique (4) 44:21;45:12;57:2; 248:2		
trying (47) 19:5;25:10;26:22; 29:13;33:6;36:22; 39:14;43:14;57:17; 84:11;127:6;131:14, 23;144:16;146:8; 147:9;148:23; 149:20;150:6;151:6, 25;161:12,16;162:15, 15;164:22;170:1; 187:4,5,8,21;188:14, 16;204:1;206:1,9; 212:7;229:12; 235:16;239:2;240:8; 243:15;246:11; 252:1;255:7,17; 257:9	typical (2) 44:18;180:19	Unit (3) 113:1,12;259:20		
Tuesday (1) 167:22	typically (6) 12:24;147:25; 179:18;189:5;191:7; 193:10	United (1) 9:1		
tuition (1) 117:6	U	units (1) 166:12		
	UACCB (6) 116:19,23;118:12, 12;127:8;138:5	university (3) 178:24;179:9; 190:16		
		unknown (2) 103:5;134:14		
		unless (2) 14:13;205:8		
		unlike (2) 146:20;149:6		
		unpredictable (1) 44:22		
		unquote (1) 27:20		
		Unstructured (4) 15:8;16:12,15; 17:10		
		up (120) 3:4;4:15;5:4;6:11; 9:11;10:15;12:17; 14:10;17:15;22:17,		
			update (3) 3:16;7:11;19:8	
			updates (1) 3:14	
			updating (1) 175:18	
			uphold (1) 249:2	
			upon (3) 37:3;179:2;215:20	
			upper (2) 170:9,9	
			Urban (2) 231:13,14	
			use (29) 18:6;26:14;29:19, 21,21;49:7;58:3; 65:2;69:2;71:18; 134:16;145:10,11; 151:13,13;160:7,11, 13,15,17;167:2; 168:16;170:19; 179:13;181:4; 206:15;230:10; 232:17;261:1	
			used (10) 71:21;87:24; 131:11;151:19; 170:20;173:22;	
				vacation (1) 25:22 Vadnais (1) 178:3 VALLEY (4) 14:24;15:4;159:19; 220:13 value (7) 183:8,12,13; 188:15,18;205:24; 222:22 value-added (2) 183:19;187:23 values (1) 222:23 Van (6) 152:2,2;163:14,19; 165:15;171:18 vaping (1) 121:2 varies (1) 46:5 variety (2) 119:1;146:3 various (2) 145:12;206:22 venture (1) 60:5 venues (1) 179:12 versus (5) 34:19;35:23; 106:21;207:2;252:13 vet (1) 69:25 vetted (1) 70:6 vetting (1) 69:20 viable (3) 78:21;184:11; 219:3 vibrant (2) 88:8;121:7 vice (2)

113:21;120:19 video (8) 151:22;157:5,14; 158:15;168:6; 233:22,25;234:1 VIDEOJ (1) 158:2 videos (1) 168:12 view (1) 168:15 viewed (1) 234:2 viewing (1) 22:24 Virginia (2) 8:25;9:2 VIRTUAL (10) 14:24;15:4,10; 16:13,17;19:15;21:3; 144:17;146:14; 236:21 virtually (2) 124:6,8 vision (11) 150:13,19,20; 176:5;177:9,11,25; 217:20;222:7,10; 223:13 visit (5) 50:10;57:3,5; 59:24;203:2 visited (4) 34:16;152:2,5; 178:7 visits (2) 57:4;153:1 visualize (1) 245:7 volunteers (5) 57:9;118:3;246:18, 18,21 vote (13) 14:8,13,14;21:6; 48:7;49:21;79:21; 104:4,10;108:17; 109:13;216:16;259:5 voted (10) 106:15;142:1,6,10, 18,23;210:13; 215:13;260:10,15 votes (3) 20:7;48:10;108:9 voting (1) 259:16	44:8;89:2;216:10 waive (5) 35:1,5;199:1; 204:8;207:14 waived (2) 190:20;199:23 waiver (62) 8:6,10,12;10:2,13, 14;11:1,2,6;12:4; 16:12;17:7,10;19:12, 14,18;20:20;21:3,10; 24:20;27:4;29:11; 33:18;34:4,25;36:5; 41:1,10,15,16,17,20, 22;46:24;49:10; 69:12;106:20; 136:13;140:20; 191:14,18;197:3; 199:6,10,19;202:18; 203:20;205:7,9; 208:20;209:21; 210:12,17;211:14; 212:1;213:1;252:25; 253:1,12,18;254:17; 255:24 waivers (60) 6:2;15:8;25:13; 39:25;47:15;48:17, 18;49:4,18;50:1,2; 51:18,20;63:24;67:4, 6,7,8;104:12;172:10; 188:21;195:23,24,25; 196:18,19,21,23; 197:10,22;198:5,12; 200:11,14;201:18,25; 204:2,20;207:16; 208:2,2;209:11,14, 17,25;210:7,22; 211:16,18,23;214:2, 18;252:1,14,19,25; 253:2,6,20,22 waiving (2) 34:24;207:15 Wal- (1) 154:17 Walden (1) 8:25 Waldron (19) 143:11;144:3,8,14; 145:1;146:4;147:10; 151:10,19;153:4,13; 154:24;155:9; 157:17;161:25; 162:15;166:13; 167:4;246:11 walked (3) 221:12,13;226:1 walking (6) 16:22;17:1;18:17, 22,23;35:6 walks (1) 231:1 wall (1)	222:17 walls (1) 28:14 Wal-Mart (2) 168:25;169:2 Walter (8) 94:1,1;95:12; 202:7,9,9;211:5,7 wants (5) 127:21;135:8; 136:25;171:19; 181:18 warm (1) 221:11 Washington (3) 38:19;40:15;56:23 watch (2) 157:6;229:19 watching (2) 110:25;139:23 water (4) 182:7,8,8;220:6 waving (1) 100:10 way (80) 17:16;19:3;25:25; 38:15;40:5;44:12; 47:10;48:11;58:6,7; 60:19;65:15;78:11; 80:24;93:2,14,19; 94:9,23;104:7,21; 116:25;119:9; 126:18;127:7; 129:20;130:4; 133:12;136:9,21; 137:4;138:16,17; 148:21;157:22; 160:5;162:16;163:4; 167:25;170:25; 171:1,3;178:2,17; 184:13;190:1; 194:12;195:2;200:8; 206:7;209:3;222:14; 224:22;226:7,24; 227:22;228:6,14; 229:6;232:24; 235:13,19;236:1; 240:8;242:16;244:9; 246:12;247:1;249:7; 251:22;252:5; 253:16;254:4,9,12, 21,25;255:22,25; 256:5 ways (8) 19:16,16;40:3; 116:2;119:2;122:3; 179:23;195:7 weaknesses (2) 128:7,17 Webb (15) 112:19,22,24,24; 113:9,11,11;143:9; 174:10,11;216:19,21;	261:12,13,21 Webb's (1) 236:1 website (3) 58:23,24;234:2 wedding (1) 75:3 week (16) 29:25;30:7,9,21; 31:2;46:5;47:9; 73:20;182:22; 222:11;226:25; 227:4;241:11;242:9; 253:8,17 weekend (1) 17:6 weeks (6) 45:8,25;46:6; 82:24;225:24;233:5 weigh (1) 209:9 weight (1) 230:16 weird (1) 105:7 welcome (4) 3:8;18:12;127:25; 219:14 weld (1) 138:3 welded (1) 59:9 welder (1) 138:4 welding (3) 138:6;162:3; 189:17 well- (1) 132:10 wellbeing (3) 118:6;122:21; 123:3 well-considered (1) 142:2 well-done (2) 67:24;142:2 well-known (1) 176:15 wellness (4) 121:20,22,25; 232:6 well-rounded (1) 151:3 weren't (4) 76:25;89:10;252:8, 20 West (11) 51:11,11,12;53:18; 61:25;65:1,6,21;66:9, 10;67:1 western (2) 146:17;176:18 what-have-you (1)	180:25 What's (15) 29:11;30:5;59:17, 25;60:1;91:22;117:3; 137:25;138:1,1; 142:14;160:23; 192:21;210:3;223:23 Whenever (1) 175:12 whereas (2) 176:22;206:5 Whirlpool (1) 220:14 White (4) 113:22;120:11,20; 171:16 whole (24) 6:24;11:22;15:24; 22:11;30:18;32:4; 52:9;68:10;114:14; 122:2;124:24;132:8, 8;143:20;175:1; 187:12,12;188:17; 198:6;199:11;217:8; 222:15;225:4;240:18 wholeness (1) 122:1 wholesale (1) 34:4 who's (6) 62:9;122:1,2; 132:22;143:17; 174:23 whose (1) 136:24 wide (2) 14:18;207:15 WiFi (2) 160:12,14 Williams (112) 3:20,20;4:7,9;25; 10:1,9;13:4,11,22; 18:1,2,11;20:22,23; 29:10,23;30:4,8,10, 17,20,23;31:1,4; 47:14,25;49:2,3;70:8, 13,20,23,25;77:14; 84:25;85:3,7,9; 87:14;89:23;91:22; 98:3,10;103:20; 105:14,21,23;106:4; 107:7,10,22;108:11; 110:2,3;135:23,24; 136:16;137:12,16; 138:12,16,18;139:1, 8,19;140:10,25; 141:11;142:12,13; 166:6,7;182:15; 192:6,11,16;193:2,4, 11,20,23;194:1,6,11, 14,16,19,22;209:12, 24;210:2;211:11; 213:20,22;214:1,5;
--	--	--	--	---

<p>215:17,18;216:16; 236:10,15,23;237:4, 10,13;243:4,6;246:9; 257:6;259:2;260:19, 20 Williams' (2) 139:12;248:10 willing (3) 120:8;123:11; 203:1 Wilson (49) 3:25,25:9:18,20, 22;13:21;18:15; 19:24;21:7,8;28:21, 22;29:3;49:20,21; 79:20;81:2;107:14, 25;108:25;110:21, 22;111:3;139:12,16; 141:25;142:1;157:7; 158:12,18;160:8,18; 166:7;173:7;194:24; 215:6,8;243:2; 251:12,20;254:17,20, 24;258:12,14;259:1; 260:14,15;262:5 win (1) 229:24 wings (1) 218:16 winning (1) 231:14 wish (4) 6:21;130:1,1; 223:19 wishes (2) 9:11;171:4 withdraw (4) 41:6;46:6;209:20; 210:1 within (27) 24:4;28:14;33:1; 34:9;45:17;57:9; 83:21;116:11; 119:15;123:8; 124:15;135:20; 146:12;147:16; 149:10,11;159:13; 187:22;195:6; 198:18;200:15; 202:25;224:3;244:5, 6;245:11;250:23 without (10) 35:17;40:14;57:17, 17;82:7;83:18;84:5; 101:10;221:20; 251:18 wonder (2) 161:23;208:20 wonderful (5) 24:17;145:5; 227:16;238:22;241:7 wondering (6) 238:5,24;239:5;</p>	<p>240:4;241:6,8 wood (1) 181:6 wooden (1) 181:6 word (4) 106:2;124:17; 181:4;195:19 worded (2) 94:23;104:21 wording (4) 29:13;96:12;105:1; 106:11 word-of-mouth (1) 31:14 words (1) 62:9 work (68) 16:14;17:8;44:20; 49:24;50:2;68:18; 69:1,23;78:22;79:22; 80:1,19;81:18,24; 82:11,24;90:8,17; 97:6;101:4;106:11, 23;111:8;121:23; 123:8,9;124:7;136:7; 138:16,17;141:7; 145:3;146:1;148:20; 152:11;160:9;162:5; 165:22;177:11; 194:4,11;204:6; 205:2;206:5;210:24; 212:20;218:16; 219:7;222:6,7;225:1; 226:10,18,20;228:4; 230:24;233:9;235:6; 236:5;237:14;243:9; 247:4,6;249:9;251:9, 11;252:3;259:20 worked (10) 36:25;60:6;83:4; 140:18;171:16; 177:10;207:19,20; 235:2;249:20 workers (3) 183:17,18;185:5 Workforce (3) 118:11;184:19; 185:2 workforces (1) 186:13 working (40) 26:21;31:16;37:2, 6;40:3,4,4,10,11; 46:25;49:11;50:1; 56:4;59:18,25;60:1, 8;70:4;72:11;78:20; 84:8;89:17;92:13; 93:12;109:5;151:17; 159:23;162:20; 182:6;186:6;197:7, 18;223:4,6,22;225:4, 12;254:9;255:16;</p>	<p>261:7 workplace (1) 124:13 works (5) 38:20,20;238:9; 248:8;255:6 world (4) 53:12;123:8; 142:16;162:19 worried (2) 30:18;175:19 worst (1) 125:24 worth (1) 95:6 worthwhile (1) 244:18 WPA (1) 218:11 wrap (1) 97:7 wraparound (3) 68:17;76:16;119:6 write (5) 124:12;129:23; 247:22,22,22 writing (1) 10:6 written (4) 40:5;93:3;104:11; 124:17 wrong (1) 60:3</p>	<p>181:19;182:17; 185:12;190:11; 192:25;193:5,7; 194:2;196:17;221:7; 233:13,13 year-one (2) 192:23;219:9 years (40) 7:14;23:23;53:14; 54:5,6,11,25;55:3,14, 23;56:11;57:3;58:13, 16;59:3,16;65:9; 69:22;86:7,17; 116:12;117:6; 129:13;134:11; 137:23,23,24;141:6; 144:24;149:20; 152:4;161:12;165:1; 178:18;180:22,22; 205:21;220:12; 230:21;255:14 year's (1) 55:2 yellow (1) 229:23 you-all (2) 140:6,6 you-guys (1) 16:8 young (16) 120:3,24;121:18; 123:24;125:12; 126:14;131:10,14; 136:24;150:2;151:3; 229:9;238:9;239:6; 244:13;247:25 younger (2) 45:6;233:16 youth (2) 16:19,25</p>	<p>10 (13) 31:19;136:6; 137:23,23,24;179:7; 180:22;190:24; 221:7;229:6;242:9, 10,10 10% (4) 35:19;147:15; 148:14;185:6 10:57 (1) 112:15 100 (1) 61:13 100% (1) 56:20 100,000 (1) 121:3 102 (3) 23:19;24:11;42:4 10th (1) 126:8 11 (8) 174:15;191:2; 199:16,25;200:5,6; 204:13;218:7 11,000 (2) 147:17;159:14 110 (1) 134:11 114 (1) 219:16 11th (7) 126:9;186:16; 191:2;193:3,6,8; 199:17 12 (18) 11:4;12:5;51:3; 116:6,18;136:6; 143:13;161:11; 174:15;176:24; 185:13;191:2; 199:16;200:1,5,6; 230:24;240:19 1200 (2) 118:2;135:9 12-1/2% (1) 185:6 1240 (3) 41:16;199:10; 253:1 125 (2) 23:20;24:12 12th (5) 7:16;61:11;103:8; 126:9;199:17 13th (1) 58:21 14- (1) 137:5 140 (3) 42:15;43:6,7 1400 (1) 53:20</p>
		<p>Y</p>		
		<p>y'all (6) 18:2;39:14;74:11; 89:17;108:11;166:9 year (93) 6:13;7:16,25;8:4; 10:12;12:20,25; 23:18,25;24:2,25;17; 29:19;30:1,18;42:13, 24,25;46:2;47:6; 49:8;51:9;55:1,7; 56:6;57:1,3;58:8,12, 20;59:4,14;60:5,8; 62:17;63:18;64:8; 66:25;68:19;70:15, 18,19,20,21;71:3; 76:13,22;81:23;82:2; 83:23,24;86:19,20; 90:15;91:8;92:4,11, 16;93:11;95:21;97:5; 98:5,18;99:19; 100:24;101:13,14,18; 102:16;107:13; 109:15;126:9,12; 127:9;129:10; 130:23;134:17; 136:20;148:13,14; 159:22;161:2;</p>		
			<p>Z</p>	
			<p>zeroing (1) 128:16</p>	
			<p>0</p>	
			<p>0REPORTER'S (1) 90:24</p>	
			<p>1</p>	
			<p>1 (10) 71:20;72:2,5,5; 106:11,17;107:7; 109:21;115:21;161:1 1,000 (2) 38:22,25 1:27 (1) 112:15 1:30 (2) 112:9,14</p>	

**DIVISION OF ELEMENTARY AND SECONDARY EDUCATION
CHARTER AUTHORIZING PANEL**

October 15, 2019

1404 (1) 161:1	57:4;147:20;218:6; 236:11	40:14;192:14,23; 193:3,9,18;194:1,1,2; 202:21	193:13,15	249:21
15 (7) 3:7;6:1;69:22; 161:11;220:12; 221:7;230:24	200% (1) 192:17	25% (1) 185:21	4	5-minute (3) 215:2,4;216:8
150 (2) 134:12;143:13	20032a (1) 107:2	250 (1) 44:6	4 (4) 50:23,25;115:19; 253:13	5th (2) 58:9;226:2
1511 (1) 7:15	2003a (1) 69:17	252 (1) 247:7	4,000 (1) 159:13	6
157 (1) 185:14	2004 (1) 51:3	255 (1) 61:22	4:00 (2) 44:25;45:1	6 (7) 106:9,16;107:8,23; 109:18;110:5;156:19
15th (1) 261:23	2009 (2) 76:3;77:14	26,000 (1) 25:5	4:38 (1) 262:14	6% (1) 147:21
15-year (1) 137:5	2010 (1) 76:4	26th (1) 222:18	40 (3) 16:17;241:11; 253:17	6.9% (1) 115:16
16 (2) 45:4,7	2012 (1) 56:7	29 (1) 185:12	40% (3) 184:23,23;219:16	60 (2) 115:25;229:6
160 (1) 134:12	2014 (2) 6:1,11	2a (1) 69:17	40,000 (1) 40:17	60% (3) 119:18;164:20; 178:19
17 (1) 149:20	2015 (2) 40:16;58:14	2b (1) 69:18	400 (4) 101:13;217:1; 236:12,24	60,000 (1) 40:18
1781 (1) 161:10	2016 (3) 15:5;21:25;185:8	3	400-whatever (1) 97:25	600 (1) 113:17
18 (4) 24:3;45:4;115:10; 206:7	2017 (5) 23:18;42:5;45:23; 46:18;177:25	3 (3) 21:18;233:8;246:3	432 (4) 51:15;67:3;105:7,7	60-second (1) 233:22
18% (1) 7:19	2019 (1) 3:7	3,000 (1) 54:2	45 (1) 163:3	6-12 (1) 53:23
19 (7) 21:25;23:23;39:16; 45:18;49:6;95:25; 129:9	2020 (5) 43:2,3;89:11; 107:13;192:24	3:29 (1) 216:11	450 (1) 7:24	6-18-20032a (2) 41:10,18
1930s (1) 218:10	2020-2021 (2) 51:9;92:3	3:38 (1) 216:11	48% (1) 185:24	63 (1) 128:2
1940s (2) 221:11;222:21	2020-21 (2) 66:25;109:14	30 (3) 15:6;21:21;51:4	48.7% (1) 185:16	64 (4) 25:17;26:13;29:18, 20
19th (3) 261:24,25,25	2021 (2) 42:23;107:13	30,000-plus (1) 31:19	5	64% (1) 56:8
1a125 (1) 253:12	20-21 (4) 96:5;109:23; 192:13,24	300 (1) 118:3	5 (6) 5:6;67:18;106:21; 127:20;233:24; 253:13	64th (1) 222:12
1st (1) 98:9	2022 (2) 15:6;21:21	300,000 (1) 40:14	5- (1) 50:16	6711 (1) 51:12
2	2026 (1) 185:8	30-hour (1) 253:8	50 (2) 194:2;240:16	676 (1) 53:24
2 (11) 15:1,3;106:9,16; 107:8,23;109:17,23; 110:5,5;228:17	2029 (1) 92:22	30-something (1) 194:3	500 (1) 115:21	6th (5) 64:11,14,20;139:3; 226:3
2,000 (1) 58:16	2030 (2) 51:4;94:8	30th (3) 73:12;97:5;100:18	504 (3) 7:20;35:21;36:1	7
2.5 (1) 230:21	207 (1) 185:19	31 (1) 161:1	51 (1) 7:24	7 (2) 113:16;142:21
20 (21) 4:25;5:2;15:5; 16:7;22:16,17;42:25; 52:14;103:7;114:19; 136:8;175:5,5;179:7; 184:16;193:18; 217:11;220:12,12; 224:6;254:7	20-square (1) 224:2	32 (1) 240:20	53% (1) 159:1	7% (1) 147:21
200 (4)	21 (1) 43:1	322 (2) 185:12,14	550 (1) 53:23	70% (1) 101:15
	217 (1) 23:21	35% (1) 134:10	57% (1) 7:19	70th (2) 26:19;46:20
	230 (2) 54:1;61:12	350 (9) 31:7;32:6,10; 37:12;38:2;42:7,19; 100:4;161:11	5-8 (2) 217:1;218:6	71 (5) 148:16;163:5; 217:23,24;218:3
	24 (3) 24:3;176:24; 188:19	36 (1) 127:9	587,000 (1) 37:20	72 (3) 31:8;32:2;45:19
	24-25 (1) 192:14	36-year (1) 128:9	5K (1)	75 (4)
	25 (10)	37 (2)		

<p>174:16;192:14; 193:10;202:21 7th (14) 64:18,21;125:19; 126:2,19,22,23; 131:13;134:18; 136:14;138:20; 139:5;226:9;241:12</p>	<p>138:22;191:6,8,8; 228:11</p>			
8				
<p>8 (4) 113:16;142:21; 190:24;253:13 8:30 (1) 3:4 80% (2) 56:8;178:15 85% (1) 178:17 892 (1) 146:19 8th (13) 62:22,22;64:18,22; 73:2;74:21;78:18; 126:3,22;131:15; 136:15;138:24;139:6</p>				
9				
<p>9 (5) 116:5,17;157:16; 185:13;190:24 9:00 (2) 44:25;45:1 9:30 (1) 50:19 9:40 (1) 50:19 90 (4) 29:17;32:6,23,24 90% (7) 35:12,14,25;36:2; 41:21;147:23;148:2 900 (1) 220:8 90s (2) 218:15;220:2 90th (2) 26:18;46:19 9-12 (7) 39:14;136:14; 189:7,7;195:7; 201:11,12 92 (1) 228:19 95% (1) 56:19 96 (1) 46:3 99% (1) 165:16 9th (5)</p>				