

In The Matter Of:

*ARKANSAS DIVISION OF ELEMENTARY AND SECONDARY EDUCATION
STATE BOARD OF EDUCATION*

February 13, 2020

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

Original File BOE - 2-13-20.prn

Min-U-Script® with Word Index

ARKANSAS DIVISION OF
ELEMENTARY AND SECONDARY EDUCATION
STATE BOARD OF EDUCATION

FEBRUARY 13, 2020
10:00 A.M.

A P P E A R A N C E S

BOARD MEMBERS:

MS. DIANE ZOOK, Chairman
MS. CHARISSE DEAN, Vice Chairman
MR. BRETT WILLIAMSON
MS. OUIDA NEWTON
DR. FITZGERALD HILL
DR. SARAH MOORE
MR. CHAD PEKRON
MS. SUSAN CHAMBERS (via telephone)

NON-VOTING MEMBERS:

MR. JOHNNY KEY, Secretary of Education
MS. STACEY McADOO, Arkansas Teacher of the Year

DESE LEGAL COUNSEL:

MS. LORI FRENO	General Counsel
MS. MARY CLAIRE HYATT	Attorney
MS. JENNIFER DEDMAN	Attorney
MR. TAYLOR DUGAN	Attorney

LOCATION:

ARKANSAS DIVISION OF ELEMENTARY AND SECONDARY EDUCATION
- Auditorium
#4 Capitol Mall
Little Rock, AR 72201

I N D E X

	Page
A-1: PLSB 18-091 - Tammie Cloyes	4
A-2: PLSB 20-016 - Bobby Pennington	6
A-3: PLSB 19-090 - Davissa Brimer	18
A-4: PLSB 19-009 - Kira Geer	50
A-5: 1240 Waiver Requests	
a) Hope School District	79
b) Marion School District	97
B-1: "Megan's Law"	126
B-2: Distance and Digital Learning	128
B-3: Creation of School Districts by Detachment	137
B-4: Instructional Materials	138
B-5: Required Training for School Board Members	139
B-6: Grading and Course Credit	140, 156
B-7: Nutrition Guidelines	146
B-8: 2020 Standards for Accreditation	147
Court Reporter's Certificate	167

E X H I B I T S

A-1: REVIEW OF PLSB RECOMMENDATION - TAMMIE CLOYES

EXHIBIT ONE (1)

Consent to Revocation of Arkansas Educator's
License

B-8: 2020 STANDARDS FOR ACCREDITATION PROPOSED CHANGES

EXHIBIT ONE (1)

PowerPoint Presentation

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

P R O C E E D I N G S

A-1: STATE BOARD REVIEW OF PLSB 18-091 EVIDENTIARY HEARING
RECOMMENDATION - TAMMIE CLOYES

CHAIRMAN ZOOK: Mr. Dugan.

MR. DUGAN: Good morning, Ladies and Gentlemen of the Board. Taylor Dugan with the PLSB, Arkansas Department of Education, Division of Elementary and Secondary Education.

The first item on the Action Agenda is PLSB Case Number 18-091; this is Tammie Cloyes' case. And this is a case that the Board might remember that was pulled from the Consent Agenda two months ago and that the attorney and the client appeared last month and was asking for a full board review of the hearing transcript that was provided to the Board. However, after that was provided to the Board, Ms. Cloyes signed a voluntary surrender of her license. And her attorney, nor her, are here today because the PLSB is asking the Board to accept that voluntary surrender of the license, because that acts as a revocation. It was signed, it was notarized, you know, put on there that she was represented by an attorney, that she was waiving her rights under the Administrative Procedure Act. I did bring hardcopies but it was provided to the Board prior to the hearing.

1 MR. PEKRON: So moved.

2 CHAIRMAN ZOOK: Moved by Mr. Pekron.

3 DR. HILL: Second.

4 CHAIRMAN ZOOK: Second by Dr. Hill.

5 All in favor?

6 (UNANIMOUS CHORUS OF AYES)

7 CHAIRMAN ZOOK: Opposed?

8 Motion passes.

9 A-2: CONSIDERATION OF THE RECOMMENDATION OF THE PROFESSIONAL
10 LICENSURE STANDARDS BOARD FOR CASE #20-016 - BOBBY PENNINGTON

11 CHAIRMAN ZOOK: Okay. Next, Number 2.

12 MR. DUGAN: And Number 2, Ms. Zook, is PLSB Case
13 20-016; this is the case with Mr. Bobby Pennington.

14 The recommendation from the Professional
15 Licensure Standards Board is that he was in violation
16 of Standard 2 and that the Board recommends -- or
17 that we recommend a 2-year probation, assess a \$250
18 fine to be paid within 90 days of the State Board
19 order -- [clearing throat] -- excuse me -- and that
20 he's required to complete the following trainings
21 through Arkansas IDEAS:

22 He'd have to take the Code of Ethics training;
23 he'd also have to do the Culturally Responsive
24 Teaching: Theory, Research, and Practice, which is
25 384 pages; he would also have to read The 85%

1 Solution: How Personal Accountability Guarantees
2 Success - No Nonsense, No Excuses; he'd also have to
3 read title three, The Power Paradox: How We Gain and
4 Lose Influence; he would also have to read How to Be
5 An Antiracist. He would also -- and he would have to
6 provide the PLSB with a written reflection of how
7 these trainings had impacted him.

8 This was an item that was placed on the Consent
9 Agenda originally. Mr. Pennington had accepted the
10 recommendation of the Board. My understanding, there
11 are folks that want to make public comments on this.

12 CHAIRMAN ZOOK: Yes.

13 MR. DUGAN: And I believe there might've been a
14 list, Ms. Zook, that was provided to you.

15 CHAIRMAN ZOOK: Yes.

16 MR. DUGAN: So I ask that those people be
17 allowed to make public comments on this action. And
18 the decision for the Board today would be either to
19 accept the recommendation of the PLSB or table it for
20 next month. And the reason why is so that way we can
21 give adequate notice to the Educator and their
22 attorney, so that way they can come and also bring
23 their people to make comments if they would like to,
24 and then decide whether or not he would like a
25 hearing or something like that.

1 CHAIRMAN ZOOK: Okay. So it's my understanding
2 that we need a vote from the Board to take public
3 comment, even though they signed up ahead of time?

4 MR. DUGAN: If they signed up ahead of time, no.

5 CHAIRMAN ZOOK: Okay.

6 MR. DUGAN: But if they did not sign up and
7 they're wanting to make public comment, then yes.

8 CHAIRMAN ZOOK: Yeah. I think the ones that
9 I've got here did.

10 Secondly, there would be two things we would be
11 voting on: to either uphold the settlement, as
12 recommended, or to table until next month. So those
13 will be the two things we'll be voting on later.

14 And I think, if it's the pleasure of the Board,
15 we will hear public comment now before we make that
16 decision. Is that in agreement with everyone?

17 Okay. First, I have Tommy Smith -- oh, Johnny
18 Smith. Sorry.

19 MR. SMITH: Good morning.

20 CHAIRMAN ZOOK: Good morning, Mr. Smith.

21 MR. SMITH: Good morning. I want to thank you
22 for this opportunity and thank you for not just this
23 opportunity but the past opportunities.

24 CHAIRMAN ZOOK: If you will, pull it a little
25 closer.

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

MR. SMITH: Oh, okay.

CHAIRMAN ZOOK: The people on the phone sometimes have trouble hearing you.

MR. SMITH: Again, I want to thank you for this opportunity and thank you for the past opportunities and considerations that have been given to us in this case.

We are reminded that one of the important issues was Mr. Pennington's text to a parent that he hated African Americans and using the "N" word to express his hatred. And since then our community, our school has been in particular high tensions and dissention, both in the community and the home and in the programs at the schools.

It seems that -- though that each recommendation regarding this matter has constantly been diminished and then circumvented, beginning with the Superintendent's recommendation of termination and then the school board modifying it to a suspension of 100 days. That suspension was supposed to begin on June the 18th, I believe it was -- around June the 18th, of 2019, and to be concluded somewhere around November or December. However, Mr. Pennington returned on December -- on July the 25th to the school campus and held a school -- a team meeting in

1 which he gave a pep speech to -- preparing for the
2 first game of the season. The other thing was to
3 give an apology, that he was supposed to have given
4 to the community, and did that in some kind of
5 article in the newspaper.

6 The suspension was then -- we thought was
7 supposed to be 100 days. It was then reduced because
8 there was the intent of it being calendar days or
9 contractual days. We believe there was the inclusion
10 of weekends, in which his contract did not cover his
11 working on weekends. And so he returned earlier, and
12 the days seemed to be reduced to around 70 days, 73
13 or more days, but not conclusive 100 as we
14 considered.

15 Upon being returning to the school he was
16 confined to the field house and parents -- during the
17 athletic activities the students who did not want to
18 be under his supervision had the alternative to go to
19 a classroom which, by staff and others who --
20 athletes who didn't want his supervision, was labeled
21 "the quitters' room." And they had to deal with the
22 emotions of being labeled a quitter, because they
23 wanted to play.

24 Now there was a reassignment in the -- to our
25 elementary school, and we believe that that places

1 him over even more vulnerable children.

2 [TIMER BELL RINGS]

3 MR. SMITH: And so we want to ask you to
4 consider removing him from the supervision of our
5 children. If not suspending license and not those
6 kind of things, reassignment where he does not have
7 to supervise our children.

8 I want to thank you for this.

9 And athletes have been affected. We had an
10 offer -- one of our athletes was offered a preferred
11 walk-on opportunity from the Arkansas Razorbacks, and
12 his stats were outstanding. But that offer came --
13 because he only played four games and he and star --
14 other star athletes didn't play after Mr. Pennington
15 returned.

16 CHAIRMAN ZOOK: Thank you.

17 MR. SMITH: We thank you.

18 CHAIRMAN ZOOK: Alice Love.

19 MS. LOVE: Good morning.

20 CHAIRMAN ZOOK: Good morning.

21 MS. LOVE: And thank you for this opportunity to
22 speak before you.

23 You mentioned early on about it being February,
24 African American History Month. And I didn't dress
25 this way to impress you this morning; I dress this

1 way because it's at the heart of who I am culturally,
2 which is at the heart of the issue with Coach
3 Pennington. For about 30 years now I've engaged in
4 my cultural stuff, and as a classroom teacher I took
5 that to my classroom. Cultural competence had not
6 even been a buzzword in education at the time, but
7 now cultural competence is a buzzword and cultural
8 sensitivity is vital in the classroom. Not only did
9 I recognize February and make sure students who look
10 like me and all other students understood about my
11 culture, in September, Hispanic Heritage Month; in
12 October, Italian American Heritage Month; in
13 November, Native American Heritage Month -- and I
14 went through the whole litany to make sure the kids
15 understood culture is important and to be respected.

16 Which brings me to May of 2019, when an
17 educational leader, instructional leader failed to
18 demonstrate cultural competence. And it's very
19 concerning to me that the use of a word and saying "I
20 hate those that I am supervising" was used by a
21 person in educational leadership. It rang the alarm
22 bell. So now that the bell is rang, what are we
23 going to do about it?

24 It's obvious that Coach Pennington had not done
25 or had not embraced cultural sensitivity. And I was

1 infuriated when the school district of Dumas simply
2 said, "Go watch a video, put some checkmarks on some
3 questions, check some boxes, and print yourself a
4 certificate saying that you've complied with
5 competence and sensitivity." I went online to look
6 at what he was requested to do, and I was appalled.

7 And so I'm here with the Department of
8 Education, policymakers for the state of Arkansas,
9 appealing to you to make sure that not only in Dumas,
10 Magnolia, Springdale, and all across this state that
11 cultural competence is not just something that you're
12 saying teachers should do; it's something that there
13 is some teeth in to make sure that it happens. And
14 asking him to write -- to read a -- to watch a video
15 and, again, answer some questions on a questionnaire
16 and/or read a book does not engage him in any way
17 with me or those people that he needed to be
18 culturally sensitive to. So I'm asking you to take a
19 different approach in your recommendation for him.

20 In addition to thanking you --

21 [TIMER BELL RINGS]

22 MS. LOVE: -- for having given me this moment to
23 speak to you, I'd like to ask about the opportunity
24 to see what were the ethics violations that he was
25 investigated for following this incident. I don't

1 need to know who made the request or who sent in the
2 information. What were the things that he was
3 investigated about? Is that something that I and
4 others can have in writing?

5 And thank you for your time.

6 CHAIRMAN ZOOK: Yes. You can talk with Mr.
7 James and Mr. Dugan about that specific thing.
8 That's not something that we're in charge of.

9 MS. LOVE: All right. Mr. Dugan.

10 CHAIRMAN ZOOK: Okay.

11 MS. LOVE: Thank you.

12 CHAIRMAN ZOOK: Irene Lacey. Did you still want
13 to speak?

14 MS. LACEY: Well, I mean I was deferring
15 everything to Pastor Smith.

16 CHAIRMAN ZOOK: Okay, that's fine.

17 MS. LACEY: And they basically said the same
18 thing I did. I did want to say one thing, one other
19 thing.

20 CHAIRMAN ZOOK: Okay. When you get to the
21 microphone say your name.

22 MS. LACEY: My name is Irene Lacey. And I would
23 like to ditto what Ms. Alice said. She said that she
24 came before the Board not just for Dumas; for every
25 city in the state of Arkansas. Now I didn't have

1 this particular incident to happen, but my grandson
2 was kicked by a coach, in Arkansas, and they allowed
3 him to go back to work. Now, that was something that
4 other students were now put in place to have the same
5 thing happen to them.

6 I think as an Educator, just like Ms. Alice,
7 that we need to think about our ethics, what -- our
8 Code of Ethics, things that we're expecting the
9 teachers of Arkansas to comply with. Now if he was
10 allowed to kick a student and then have other
11 students laugh about that, and then he was allowed to
12 stay in the system, then we're not changing anything.
13 And I heard the student counselor -- the school
14 counselor talking about how we want our students to
15 feel successful. They cannot feel successful with
16 the way that we're treating them, so --

17 CHAIRMAN ZOOK: Thank you for that.

18 Okay. The two motion choices are either to
19 uphold the PLSB recommendation that is there or to
20 table until next month for a full hearing. Is that
21 correct?

22 MR. DUGAN: So in this case Mr. Pennington did
23 not have the opportunity to have a hearing. And so
24 then next month it would be -- they would have to go
25 back to PLSB, so he would have a full right to have a

1 full hearing with witnesses. He might not decide to
2 do that, but we have to give him the opportunity to
3 be able to have that right.

4 CHAIRMAN ZOOK: So we table this until next
5 month and the PLSB may or may not have had his
6 hearing by then, if he chose for it?

7 MR. DUGAN: Well, so he would -- so per our
8 rules, he's allowed to come to these meetings and
9 elect to appear and, you know, give his side of the
10 story. And so we just need to be sure that -- I need
11 to give him adequate notice.

12 CHAIRMAN ZOOK: Okay.

13 MR. DUGAN: And so for next month it would be me
14 giving him adequate notice for him to come and, you
15 know, give his side.

16 CHAIRMAN ZOOK: For us or for PLSB?

17 MR. DUGAN: For the Board.

18 CHAIRMAN ZOOK: Okay. Thank you.

19 MR. DUGAN: Excuse me.

20 CHAIRMAN ZOOK: Dr. Hill.

21 DR. HILL: So what is his understanding right
22 now?

23 MR. DUGAN: So his understanding right now is --
24 because typically, you know, it's on the Consent
25 Agenda, it's moved, and then next month he gets

1 notice and everyone comes then. Right now -- it was
2 taken off last week [sic], and so to give him
3 adequate notice -- so his understanding right now is
4 that if it's not accepted today that he would have to
5 come next month and be able to give his side.

6 DR. HILL: So we --

7 CHAIRMAN ZOOK: Because there's a certain time
8 -- day time limit, number of -- there's a certain
9 number of days when they have to receive notice;
10 right?

11 MR. DUGAN: Or just that he has notice that he
12 can come to one. Because usually it will be a review
13 meeting and he has to have notice that he can be able
14 to attend this review meeting. And so we have to
15 give him -- send him a notice through the mail and
16 also show that this is what could happen at this
17 meeting and those things. So I just want to make
18 sure that I send him that adequate notice.

19 DR. HILL: So we make a motion to move it to
20 next month?

21 CHAIRMAN ZOOK: We'll either table until next
22 month or we'll uphold this settlement, as
23 recommended.

24 DR. HILL: Okay. All right. I make a motion we
25 table till next month.

1 CHAIRMAN ZOOK: Okay. We have a motion by Dr.
2 Hill.

3 MR. PEKRON: Seconded.

4 CHAIRMAN ZOOK: Second by Mr. Pekron.

5 All in favor?

6 (UNANIMOUS CHORUS OF AYES)

7 CHAIRMAN ZOOK: Opposed?

8 Okay. Would you please take care of making sure
9 he's noticed -- notified?

10 A-3: STATE BOARD REVIEW OF PLSB 19-090 EVIDENTIARY HEARING
11 RECOMMENDATION - DAVISSA BRIMER

12 CHAIRMAN ZOOK: All right. Number 3.

13 MS. FRENO: Good morning. Lori -- [clearing
14 throat] -- excuse me. Good morning. Lori Freno,
15 Division of Elementary and Secondary Education.

16 Before you is the appeal of the PLSB Evidentiary
17 Hearing Subcommittee that Davissa Brimer's educator's
18 license be suspended for three years, that she be
19 fined \$500, and some other items as well. Ms. Brimer
20 is here today, as is her attorney Matt Benson. The
21 PLSB is represented -- will be represented here today
22 by Taylor Dugan.

23 The Subcommittee found that Ms. Brimer violated
24 Standards 2, 3, 4 and 5 of the Code of Ethics for
25 Arkansas Educators. Ms. Brimer is not challenging

1 the Subcommittee's Findings of Fact or Conclusions of
2 Law, but only is seeking a reduction in her sanction.

3 If I may at this point, I'll go over the
4 procedures for this hearing.

5 CHAIRMAN ZOOK: Please do.

6 MS. FRENO: Thank you.

7 Ms. Brimer may make a statement for up to 10
8 minutes, followed by a statement on behalf of the
9 PLSB by Mr. Dugan -- and, of course, the Chair can
10 extend either of those times at her discretion.
11 During the hearing, Board Members may ask questions
12 to the Educator, to the PLSB investigator, or to
13 either of the attorneys. Testimony by anyone who is
14 not an attorney must be taken under oath.

15 CHAIRMAN ZOOK: Okay.

16 MS. FRENO: And unless there are any questions,
17 I will turn the floor over to Mr. Benson to make his
18 presentation on behalf of Ms. Brimer.

19 CHAIRMAN ZOOK: Okay. Before we do that, would
20 you -- any of you who will be giving testimony during
21 this hearing please stand and raise your right hand?
22 Do you swear or affirm that the testimony you're
23 about to give shall be the truth, the whole truth and
24 nothing but the truth?

25 (ALL SPEAKERS ANSWERED AFFIRMATIVELY)

1 CHAIRMAN ZOOK: Okay. Thank you.

2 MS. NEWTON: Can I ask a question of Ms. Freno
3 before she leaves?

4 CHAIRMAN ZOOK: Sure.

5 MS. NEWTON: Once this is over, since she's not
6 saying any of the allegations are wrong, what would
7 be our actions possibly be? Will we only have to
8 rule on the sanction or we would have to go back and
9 go through each one of the standards violations?

10 MS. FRENO: No. My understanding is -- and
11 either party can correct you if I'm wrong -- but my
12 understanding is you will only be looking at the
13 sanction --

14 MS. NEWTON: Okay.

15 MS. FRENO: -- whether -- because she's asking
16 for a reduction in the sanction. So you could either
17 reduce it or leave it as the Evidentiary --

18 MS. NEWTON: So they are -- she is accepting
19 that the standards were violated?

20 MS. FRENO: That is my understanding.

21 MS. NEWTON: Okay.

22 MS. FRENO: Yes, it is.

23 MS. NEWTON: Thank you.

24 CHAIRMAN ZOOK: She's stipulating to both
25 Findings of Fact and the procedures?

1 MS. FRENO: That is correct. Yes.

2 CHAIRMAN ZOOK: Okay. Thank you. Good.

3 Thank you, Ms. Newton.

4 Okay. Yes, if you will identify yourself for
5 the viewing audience and for the record.

6 MR. BENSON: Yes, ma'am. My name is Matthew
7 Benson. I'm an attorney from Fayetteville, and I
8 represent Ms. Brimer in this matter.

9 Ladies and Gentlemen of the Board, I certainly
10 -- we appreciate the opportunity to be here and to
11 visit with you about this matter. And I certainly
12 appreciate the complexity here and the amount of
13 documents that you guys have been provided with; I
14 know it is a lot and it's probably more than you're
15 used to on these cases.

16 I would like to first say that there are
17 supporters here from the Bald Knob School District
18 for Ms. Brimer. And the programs that she was
19 involved with here -- and let me say my intention
20 here is to give a fairly short statement and then
21 allow Ms. Brimer to appear and give her statement and
22 take questions from the Board.

23 CHAIRMAN ZOOK: Okay.

24 MR. BENSON: The programs that are the subject
25 here were suspended in 2017. Ms. Brimer has

1 continued her work as an educator in the Bald Knob
2 School District. As you all are aware, I'm sure,
3 that school district is an impoverished one; it's not
4 very easy to get teachers to come to that district.
5 Ms. Brimer has been an exceptional educator, as she
6 will attest to, and I think there's no question as to
7 that. What we are here today to do is to ask for a
8 significant change to the PLSB Ethics Subcommittee
9 hearing recommendation of sanctions.

10 In summary, we believe that the findings and
11 sanctions recommended are not appropriate given the
12 circumstances. Ms. Brimer was a co-coordinator for
13 these programs that you've read about. And the
14 agreement between Ms. Brimer and the co-coordinator,
15 they divided responsibilities within these programs.
16 But according to the Findings of the Subcommittee,
17 you know, Ms. Brimer, as a co-coordinator, is being
18 held responsible for everything, though some of the
19 responsibilities were not hers on a day-to-day basis.

20 We believe that Ms. Brimer is a valuable asset,
21 not only to the Bald Knob community and school
22 district but to the overall Arkansas education
23 community within the state. She's been an educator
24 for 26 years. She -- and I think the suspension of
25 her license at this point in her career is going to

1 -- well, not that -- I think it will effectively end
2 her career as an educator. We don't believe that's
3 good for the school district, the children in the
4 district, the community at large overall, nor do I
5 believe that it's going to serve any rehabilitative
6 purpose at this point. She has not been involved
7 with these programs since they were suspended in
8 2017, and has continued her career as an outstanding
9 educator since that time.

10 I will say if this Board does find it
11 appropriate to impose a suspension that we do not
12 agree with that. We would certainly ask that the
13 Board consider imposing that suspension once this
14 school semester has finished. The kids that she
15 teaches, elementary children, are in the middle of a
16 semester and it's going to be tough not only for the
17 children but for the district to get someone to
18 replace her for the remainder of the year. We
19 believe a more appropriate sanction here would be
20 potentially a probation, education, additional ethics
21 -- whatever the Board may see fit. But a suspension
22 here would end her career.

23 So I will turn the floor over to Ms. Brimer and
24 allow her to make a statement and take questions.
25 I'm available for any questions, of course, that the

1 Board would like to ask.

2 CHAIRMAN ZOOK: Thank you.

3 MR. BENSON: Thank you. If you don't mind, I'll
4 just stay up here with her.

5 CHAIRMAN ZOOK: Sure.

6 If you'll move -- if you will, move the
7 microphone close to you.

8 MS. BRIMER: I may get happy with these; I like
9 these.

10 CHAIRMAN ZOOK: Yeah.

11 MS. BRIMER: My name is Davissa Brimer. I teach
12 4th grade at Bald Knob Elementary. Thank you for
13 listening to me. Thank you, my friends, for coming
14 -- and my husband.

15 I am National Board certified. I have taught 26
16 years. I have been voted Teacher of the Year at Bald
17 Knob twice. I taught at Pulaski County four years,
18 went to Beebe six, and then rested at home at Bald
19 Knob; that's where I've been the last 16. I love my
20 kids and I love my job.

21 I know that there were total errors in the --
22 with the audit. But I was over the kids. When I
23 found out about these, was I angry? Absolutely.
24 Could I fix them then? No. There was -- I couldn't
25 fix them. Am I angry? I'm furious. Because this is

1 -- this is ending -- I only know teaching and kids;
2 that's what I know and I'm good at it, and I love my
3 job. I don't want -- I hurt kids when the program
4 was taken. And I've been asked, "Did it bother you?"
5 How could it not? I'm an educator. I teach kids.
6 Of course it bothered me. What did I do? I cried.
7 And then I went to work and I went every day with a
8 smile on my face, no matter what was going on with
9 this. This has been over my head for three years --
10 three years -- and I went to school every day and my
11 kids know nothing. They don't see me sad; they only
12 see me teach.

13 I ask that you look at what three years does; it
14 ends my career. It does. But can you not look at
15 that and look at the good that I've done? Stop
16 flipping through the audit and think about what I've
17 done with kids? My team wouldn't be here if they
18 didn't think I was good. That's all I ask is look at
19 me. Come to my school, watch me teach. I won't put
20 on a dog-and-pony show for you. I love teaching.
21 But don't hurt my kids and me, because I didn't do
22 the budget. I was asked why didn't I ask questions.
23 Well, Ms. Cloyes was helping Ms. Garr with the
24 budget; why would I ask them questions? My
25 responsibility, when it was divided, was the kids.

1 That's what I did; I took care of the kids. I left
2 school at 3:00, I went to the cafeteria, we tutored,
3 we went to Russell, we did extension activities, and
4 we played; and then I followed the bus back and
5 waited on parents to pick kids up. That's what I
6 did. I did attendance. I was the one that was --
7 the liaison between the school district and myself.
8 When teachers had a problem with a kid in my program,
9 here they came, "Ms. Brimer, help" -- and that's what
10 I did; that was my job. I didn't -- you can see with
11 the receipts, those things were bought at school.
12 You're right, I should've had them lay everything out
13 and check it, but I didn't. I trusted others. I
14 trusted that our budgets were being right because we
15 were getting help.

16 Do you have questions for me?

17 CHAIRMAN ZOOK: Does anyone have any questions
18 of the Educator or her attorney?

19 Dr. Moore.

20 DR. MOORE: Yes, I do. So, in your --

21 CHAIRMAN ZOOK: If you will, bring it close so
22 Ms. Chambers can hear.

23 DR. MOORE: Thank you for coming today.

24 In your role as -- what was your stated role
25 over the program?

1 MS. BRIMER: Co-coordinator.

2 DR. MOORE: Co-coordinator. Were you -- how
3 much training did you receive --

4 MS. BRIMER: I just --

5 DR. MOORE: -- prior to this?

6 MS. BRIMER: Just what the State gave us. We
7 would go and -- I mean it was -- we had one at the
8 school. And then when we moved it to community-
9 based, it was overwhelming; it was absolutely
10 overwhelming. We worked all summer to get the
11 building ready, and then we had 200 kids that wanted
12 to come, and it was -- if the first year would've
13 continued that hard, I would've had to step down. It
14 was -- it was overwhelming; it was hard. And so when
15 Renee would buy stuff, she would call -- or she said
16 she would call and talk to Mr. Graham or Ms. Cloyes,
17 and they would say, "Yes, you can buy that," and she
18 would go buy it. I mean I was -- I was at school
19 teaching kids, and then I left from school and I
20 taught some more. We had a whole bunch of kids our
21 first year. It was hard.

22 DR. MOORE: Uh-huh. Had you had previous
23 experience running afterschool programs or --

24 MS. BRIMER: Just through --

25 DR. MOORE: -- similar programs?

1 MS. BRIMER: Yes, ma'am, just through the
2 school. But the school basically took care of the
3 budget for us.

4 DR. MOORE: Okay. So then this was a shift?

5 MS. BRIMER: Yes, ma'am.

6 DR. MOORE: So at that point in time did the way
7 the budget and the way purchases were made -- it was
8 changed?

9 MS. BRIMER: It was. Because we would ask -- or
10 Renee would ask and they would say yes or no, and
11 then she would justify, and they would say, "Okay."

12 DR. MOORE: Okay.

13 MS. BRIMER: But it was. It was -- we should've
14 never moved it from the school.

15 DR. MOORE: Why did that move occur?

16 MS. BRIMER: Well, because Renee wanted to move
17 it because her town was dying. So she wanted to do a
18 community-based so we could use the kids --

19 DR. MOORE: Oh.

20 MS. BRIMER: -- to outreach to the older --

21 DR. MOORE: Okay.

22 MS. BRIMER: -- the older community. There are
23 about 200 people there and they're all older.

24 DR. MOORE: Okay. Thank you.

25 MS. BRIMER: Uh-huh.

1 CHAIRMAN ZOOK: Ms. McAdoo?

2 MS. McADOO: No.

3 CHAIRMAN ZOOK: Mr. Williamson? Anyone on this
4 side?

5 Ms. Newton.

6 MS. NEWTON: Were you present when some of the
7 unauthorized purchases were made?

8 MS. BRIMER: A few of them, yes.

9 MS. NEWTON: And at that particular time you
10 knew that they were unauthorized or --

11 MS. BRIMER: Well, we just -- the bags that we
12 bought, we thought we were getting good sturdy bags,
13 and I used it from the first year till the program
14 was pulled. The games that were bought, I had no
15 clue that they were that and I promise you they were
16 not played in my presence. I can't allow kids to
17 watch games -- [sobbing] -- sorry. I can't allow
18 kids to play games like that in an afterschool
19 program and then carry myself to school and ask for
20 respect and ask them not to talk that way in the
21 classroom. They were not played in my presence,
22 ever. I'm sorry they were bought. If I would've
23 seen them, I'd've broke them. I didn't know until
24 the audit came out, and that's when I knew.

25 MS. NEWTON: We're not talking about a small

1 amount of funds that was misused; we're talking about
2 thousands and thousands of dollars. And, you know,
3 as co-coordinator you have some responsibilities that
4 you have to own up to.

5 MS. BRIMER: Uh-huh. Yes, ma'am. And I should
6 have asked questions and not trusted others. But the
7 help that we were getting, I thought that was --
8 that's like me going to my superintendent and
9 questioning her about, you know, some of the things
10 that she purchased; I would never do that. We had
11 help and I trusted --

12 MS. NEWTON: But you're not a co-superintendent.

13 MS. BRIMER: Right.

14 MS. NEWTON: You know, you were a co-coordinator
15 --

16 MS. BRIMER: Yes, ma'am.

17 MS. NEWTON: -- of this particular thing. And
18 so, you know, you have responsibilities that --

19 MS. BRIMER: Yes, ma'am.

20 MS. NEWTON: -- you know, that come along with
21 any position that you have to --

22 MS. BRIMER: And I failed.

23 MS. NEWTON: -- own up to. And so, you know, I
24 think about the students that -- these were at-risk
25 students that, you know, needed help. And I think

1 about these funds, what could've been done to make a
2 difference in a child's life.

3 MS. BRIMER: Yes, ma'am.

4 CHAIRMAN ZOOK: Mr. Pekron? Dr. Hill?

5 DR. HILL: No. She said what I was going to
6 say.

7 CHAIRMAN ZOOK: Okay. The other person who was
8 coordinating with you, is she an employee of the
9 District?

10 MS. BRIMER: No.

11 CHAIRMAN ZOOK: Okay.

12 MS. BRIMER: She's a retired teacher.

13 CHAIRMAN ZOOK: Okay. Okay.

14 DR. MOORE: I do have another question.

15 CHAIRMAN ZOOK: Okay.

16 DR. MOORE: Do you currently have any budgetary
17 responsibilities --

18 MS. BRIMER: No, ma'am.

19 DR. MOORE: -- in your school? Okay. And have
20 you since then?

21 MS. BRIMER: I am on the leadership team. But
22 when they bring their stuff that they purchase, they
23 sit down with me and they make sure I write it down
24 right.

25 DR. MOORE: Okay. Thank you.

1 MS. BRIMER: I'm not responsible for anything.

2 CHAIRMAN ZOOK: Okay. Y'all may be seated.

3 Mr. Dugan.

4 MR. DUGAN: Taylor Dugan with the PLSB.

5 And since the Findings of Fact and Conclusions
6 of Law are not up really as far as whether or not
7 they were -- they were determined by a preponderance
8 of the evidence to be valid, so I'm not going to go
9 into it too much. But since some of the facts were
10 brought up here I'd like to just, you know, state to
11 the Board that when the PLSB does these hearings they
12 are very in-depth hearings. So, just for example,
13 the one we had earlier, Ms. Cloyes, that was two full
14 days where, you know, a volunteer panel came and
15 heard all this evidence and the PLSB presented
16 witnesses, and the other side is able to present
17 witnesses. And so there are a lot of questions that
18 those panels that hear these cases get to ask, and I
19 know when you guys review the transcript you see that
20 they might hammer on some of those questions. And so
21 my clients in this case -- we had, you know, a
22 hearing, and the PLSB presented witnesses from
23 Legislative Audit, auditors here at the Department,
24 and people that worked with this program that still
25 work here at the Department. So I would say that the

1 PLSB proved its case beyond a preponderance of the
2 evidence, and the recommendation was the 3-year
3 suspension, the \$500 fine, and those trainings for
4 Ms. Brimer to take. And what I would ask the Board
5 to do is ask -- going back to Dr. Moore's question
6 about what type of training or those types of things
7 that were provided, what was provided to the Board
8 and what -- in the State Board review packet, which
9 is page 131, it lists a lot of those duties that were
10 checked off and signed by Ms. Garr, but also by the
11 Educator that is here today. And I would also ask
12 the Board to look at what was in the State Board
13 review packet around page 200 and further on, because
14 that was the response to the Legislative Audit where
15 the pronoun "we" is used. That was from Ms. Brimer
16 and Ms. Garr.

17 And so I just want to stand up for my client
18 here, you know, because sometimes in these 10 minutes
19 that is only provided it's just a very small amount
20 of those panels that come and spend all day hammering
21 these witnesses and asking questions and, you know,
22 really getting into the meat and having a lot of time
23 to really review these documents. So, again, since
24 -- the Findings of Fact and Conclusion of Law are not
25 at issue here, so it's really just the sanction.

1 And, again, the PLSB did their due-diligence on this
2 case and recommended the appropriate sanction.

3 MR. PEKRON: May I ask --

4 MS. NEWTON: Go ahead.

5 MR. PEKRON: Mr. Dugan -- and this is something
6 I should already know, and I apologize -- is it the
7 same PLSB panel that hears all the same cases?

8 MR. DUGAN: No, they are not.

9 So what it is is the Ethics Subcommittee and the
10 full board can approve people to serve as panel
11 members, and right now -- we have currently 10 or 11.
12 We have to have at least three for a quorum to hear
13 the case, but we can pick from those 10 or 11 people
14 to come and sit and hear these cases. And since we
15 had Ms. Cloyes' case, I made sure that there was a
16 separate panel to hear each of these cases because I
17 didn't want that other panel to hear this case --
18 because this case came afterwards, to be biased, to
19 say, "Oh, well, we've already seen all this evidence
20 and everything." So that's what's good about having
21 those separate panels.

22 MR. PEKRON: Well, and I guess my concern is --
23 and maybe -- I don't know what can be done about
24 this. But you look at even just what we're seeing
25 today -- you know, if somebody had to ask me to

1 explain the rhyme and reason between some of these
2 punishments, I don't know how I could do it. Because
3 the last case we just heard we had an Educator who
4 wrote I hate the "N" word to a parent, literally blew
5 up a community, that I don't know how they're going
6 to heal from it, and we've decided -- and we got a
7 probation recommendation. And now we have this and
8 the recommendation appears to be let's take what by
9 all accounts is a good teacher, but probably a
10 terrible manager, out of a classroom for three years.
11 I just -- if somebody asked me how to --

12 MR. DUGAN: No, definitely.

13 MR. PEKRON: -- explain that, I don't know how I
14 could do that.

15 MR. DUGAN: I think that's a very good question
16 and a valid question about the process of the PLSB.

17 So what typically happens is there's the
18 investigation that's authorized to go to the
19 Subcommittee; it goes out for an investigation and
20 then it comes back to that Subcommittee. And that
21 Subcommittee reviews and makes that recommendation --
22 kind of like, I guess, a prosecutor would when
23 they're charging the document. So they do follow
24 their sanctioning matrix and it'll have like whether
25 -- what standard -- it's kind of like a sentencing

1 guideline: this is what violation is alleged and
2 therefore this is kind of the range of punishment.

3 And, you know, what's unique about a PLSB case
4 is that those things are confidential until, you
5 know, it makes it here to the State Board. But they
6 do hard work and they do -- and these are tough
7 cases. This is the thing -- you know, because as an
8 attorney you can make an argument for anything, you
9 know; right? And so in the case that we heard
10 earlier the PLSB Subcommittee could look at it as
11 this is a district issue. Is this so much -- that's
12 a job issue; is this so much as suspending of
13 someone's license issue? You know, because I can say
14 on the case that -- talking with -- earlier today in
15 Mr. Pennington's case -- you know, the Subcommittee
16 that heard it, it was a diverse panel of people that
17 heard it that reviewed, you know, Mr. Pennington's
18 side and also the side that's here today and took all
19 of that into account as far as when making their
20 recommendation. And so I know it's difficult for the
21 State Board because they don't have all those -- like
22 in this case, the thousands of pages of documents,
23 you know, or the survey that was done, you know, by
24 PLSB as far as other people in the community. And so
25 that's, again, you know, a good thing for next month

1 to have Mr. Pennington come here, because always
2 there's, you know, two sides to every story and get
3 it presented. So, yes. But they're tough cases.

4 MR. PEKRON: Yeah. And I certainly don't mean
5 to insinuate that the PLSB doesn't work hard or that
6 they're not doing a good job. I've just seen in my
7 time on here that we get some results -- and, you
8 know, when you look at some of the other things that
9 we have on the Consent Agenda, like Mr. Williamson
10 said earlier, you know -- I'm not going to go into
11 details on them, because they're confidential. But I
12 know you know some of the ones I'm talking about that
13 involve inappropriate behavior with students, for
14 example, and we're giving a 1-year suspension or
15 probation. And I just don't -- I think it reduces
16 trust in the process when we get results that seem
17 inconsistent. But I can understand some of the
18 frustration that the people out here today are
19 probably hearing or feeling when they see that. And
20 I just wanted to --

21 MR. DUGAN: No, definitely. And I think it's
22 also something, looking at cases, is you also have to
23 look at -- and I'm not using Mr. Pennington's case as
24 an example, just using cases in general -- is
25 sometimes -- like one that was on the Consent Agenda,

1 you know, we put in our rationale is you've got to
2 have witnesses to prove your case. And that's the
3 thing; sometimes, you know, witnesses, they don't
4 want to come. And some of them, they might be
5 students and I'm not going to force a subpoena
6 against a child, you know, to come to court. And so
7 you kind of look at your case and go, "Who are my
8 witnesses? Who are we going to want to come?" And
9 so then you kind of might -- it might not be the
10 ideal sanction but it's like, "Hey, this is the
11 sanction we can get because this is how strong our
12 witness is or this is how strong the case is or who
13 will come to the hearing. So those are other things
14 that are taken into consideration with it.

15 MR. PEKRON: And I don't mean to take it out on
16 you. I think I just ended up with two cases here,
17 one against each other -- one right after another,
18 where I think we went way off the rails, both times,
19 in different directions.

20 MS. NEWTON: Mr. Dugan, could you go through the
21 rationale and, specifically for this particular case,
22 you know, the mitigating and aggravating factors on
23 this particular case, why they landed at the 3-year
24 suspension please?

25 MR. DUGAN: And so this is one of the older

1 cases to where -- before we started adding the
2 aggravating and mitigating factors. But the
3 preponderance of the evidence rationale, which the
4 Ethics Hearing Subcommittee upheld -- because they
5 upheld -- they said, "Based on the preponderance of
6 the evidence we agree with the findings of the Ethics
7 Subcommittee." But it was: the Educator was aware of
8 the severe impact of students, but not her own
9 culpability of the impact; does not accept
10 responsibility and does not view her actions as
11 wrong; Educator should have known that those actions
12 violated the Code of Ethics, specifically that her
13 purchases were not allowed, based on what is allowed
14 as regular classroom purchases; Educator's action
15 extended over a period of four years; Educator didn't
16 require accountability for program purchases; severe
17 negative impact to students in the community; loss of
18 confidence from the community, the agency, and the
19 organizations that awarded and utilized the grant;
20 impacts future ability of the agency and local
21 schools to get grants; federal money was abused;
22 direct unallowable expenses she allowed includes, but
23 not limited to, staff bonuses, gift cards,
24 coffeemakers, expensive tote bags, dog grooming check
25 to go through, dollhouse, specific video games; and

1 the Educator was the co-coordinator and was the site
2 coordinator for which the grant was funded by the
3 ADE. So those were the rationale that they put in
4 there.

5 Like I said, this was before we started doing
6 the aggravating and mitigators, and I'd hate to speak
7 for them for which ones they clumped in. But that
8 was their preponderance of the evidence rationale.

9 MS. NEWTON: Okay. Thank you.

10 CHAIRMAN ZOOK: Did the Educator benefit
11 financially from these inappropriate actions?

12 MR. DUGAN: I probably couldn't answer that
13 question. One of the things that we presented was
14 there was a dollhouse that was sold to the program
15 for \$200 and it was written on a handwritten receipt.
16 So there's that -- you know, selling things. But she
17 would have to be the one to actually answer as far as
18 what benefit did she gain personally from it.

19 MS. NEWTON: I have a question. Was she one of
20 the ones that received a back-pay check?

21 MR. DUGAN: I can't -- honestly, I cannot
22 remember.

23 MS. NEWTON: Okay.

24 MR. DUGAN: And I apologize. There was a lot of
25 stuff going on in this case and --

1 MS. NEWTON: Yeah.

2 CHAIRMAN ZOOK: Right.

3 MR. DUGAN: -- I'd hate to -- I apologize; I do
4 not remember that part.

5 DR. MOORE: Can you speak to -- so after this
6 audit was done, this afterschool program was closed.
7 Were there any requirements -- what happened to the
8 equipment and the funds at that point in time?

9 MR. DUGAN: I believe it was seized. I don't
10 know that for --

11 Matt, do you remember?

12 I believe it was seized.

13 MR. BENSON: I believe it was seized and the
14 majority of it was doled out to the school district,
15 if I recall.

16 MR. DUGAN: I think that's correct.

17 DR. MOORE: Okay. And this was a federally
18 funded program; is that correct?

19 MR. DUGAN: Correct. This was one of the 21st
20 Century grants.

21 DR. MOORE: Okay. So, there's ramifications for
22 federal funds --

23 CHAIRMAN ZOOK: Ms. Coffman.

24 MS. COFFMAN: Deborah Coffman, Department of Ed.

25 All -- we have a procedure, a standard operating

1 procedure in instances just like this. If a case --
2 if a grant is suspended or closed, then materials are
3 recuperated and they are distributed to like
4 programs. So we do that if we close a charter, close
5 a 21st Century program, anyone; we have standard
6 operating procedures we follow with all materials.

7 CHAIRMAN ZOOK: Okay. Thank you.

8 Does that answer your question?

9 DR. MOORE: Okay, yes. And there were no
10 charges filed?

11 MR. DUGAN: Correct. The Prosecutor -- I think
12 it was White County -- did not file criminal charges
13 in this case.

14 DR. MOORE: Okay. Thank you.

15 CHAIRMAN ZOOK: Mr. Secretary.

16 SECRETARY KEY: Mr. Dugan, there were other
17 Educators that were involved in this and had ethics
18 processes going on at the same time. Were the --
19 were all of the complaints that were filed heard by
20 the same group of -- or the same committee? The
21 make-up of the committee, was it the same or was it
22 different? And would there have been a potential
23 impact on any of these based on the make-up of the
24 committee?

25 MR. DUGAN: So the first board, the Ethics

1 Subcommittee, they don't do hearings; they review the
2 investigator's report. So that was the same
3 committee that reviewed both these cases. But both
4 of the Educators in this case requested hearings, and
5 so what I did -- because my thought process is I
6 don't want the same panel -- I want them to get as
7 fair a shake as they can. And so I have -- as far as
8 the hearing goes, where all the witnesses came and
9 presented testimony, the panel for Ms. Cloyes' case
10 was completely separate from the panel in Ms.
11 Brimer's case. So they had a new set of eyes, open
12 minds coming into those hearings.

13 MS. NEWTON: One more question about the funds.
14 I know you said the materials were distributed. What
15 about the funds that were misused? Were they repaid?

16 MR. DUGAN: I believe they were not. Ms.
17 Coffman might, but --

18 MS. COFFMAN: (Shaking head from side to side.)

19 MR. DUGAN: She's nodding no. So they were not.
20 And that was my understanding too.

21 MS. NEWTON: So if I'm looking at that
22 correctly, it's over \$300,000?

23 MR. DUGAN: It was a lot of money. I can't
24 remember the exact amount, and I apologize.

25 MS. NEWTON: Okay.

1 CHAIRMAN ZOOK: Dr. Moore.

2 MR. DUGAN: It's in the audit though, it is.

3 DR. MOORE: Yeah. In looking through the audit
4 -- so the other co-coordinator, because they don't
5 hold a license --

6 MR. DUGAN: If I remember correctly, when I was
7 looking at it, I think her license expired in 1999.

8 DR. MOORE: Okay.

9 MR. DUGAN: Because there was another one there.
10 But there's two other folks involved, and they were
11 licensed educators at one point but it's been a long
12 time since they did. Because I went back and looked
13 at that too, wondering why they had not --

14 DR. MOORE: Okay. So there were no other
15 licensed -- teachers of license involved in this;
16 everyone else was --

17 MR. DUGAN: (Nodding head up and down.)

18 DR. MOORE: Okay.

19 MR. DUGAN: Correct. This would be the last
20 two. And Ms. Cloyes was principal during this, so
21 had a license, a valid license. And same with Ms.
22 Brimer; she has a license, valid license. But the
23 other two were teachers at one point -- kind of like
24 as Ms. Brimer said, retired -- but it's been a long
25 time. It was -- one was like in the late 90s and I

1 believe one was early 2000s.

2 DR. MOORE: Okay.

3 CHAIRMAN ZOOK: Ms. Chambers, do you have any
4 questions?

5 MS. CHAMBERS: My question -- it may have been
6 just not hearing it correctly. So as you're talking
7 about other individuals that were involved in this --
8 and the case that Mr. Pekron was referring to in
9 particular, I think -- were the outcomes -- while
10 there were different committees that heard the
11 evidence, were the outcomes different? I didn't
12 understand that.

13 MR. DUGAN: So, yes. So going back, Ms.
14 Chambers, on how the process works is it goes to the
15 first committee, and they're called the Ethics
16 Subcommittee. And they only see reports, Ms.
17 Chambers, and then they make a recommendation that's
18 sent to the Educator. And then the Educator can
19 accept that recommendation -- and if they do, then it
20 goes before the State Board, per our rules, as a
21 Consent Agenda item. And that's what happened with
22 the case -- Mr. Pennington's case. In that one, he
23 accepted the Subcommittee's recommendation and then
24 asked for a hearing. Or, the Educator can reject
25 what the Subcommittee is recommending to the State

1 Board and ask for an evidentiary hearing, and then
2 that's a separate panel; and then they hear the case
3 and then they make a recommendation to the Board
4 after hearing the case.

5 And so on that first case, no hearing; on this
6 case, they did have a hearing.

7 Did that answer your question, Ms. Chambers?

8 MS. CHAMBERS: It did. But I didn't ask my
9 question very well; I'm sorry, Taylor. So I'm just
10 interested -- and it may be inappropriate, but I want
11 to make sure I'm clear on my question. It sounds
12 like multiple people were involved in this particular
13 case, and I thought I understood that at least one of
14 these conversations was about someone else that had
15 been involved in this very same case, and that the
16 case had been heard by a different committee. Maybe
17 that's -- maybe I misunderstood. But my question is
18 have others been involved in this, and would the
19 treatment or findings or conclusions be the same for
20 each individual that was involved? Or are they
21 individuals and the concerns that have been raised
22 about those individuals different and a comparison
23 would be inappropriate? Could you help me understand
24 that?

25 MR. DUGAN: Yes, ma'am, definitely. So there

1 were three programs that were involved in this. And
2 so one of the persons that was involved was in a
3 separate one of these three programs, and so it would
4 probably be a situation where you have to look at
5 that one particular program and see and assess each
6 program. So it could be different for one of the
7 other two. But I would say the other two -- that was
8 the co-coordinator with Ms. Brimer in this case; it
9 would've been similar.

10 MS. CHAMBERS: That's what I need. Thank you.

11 MS. NEWTON: I have one more question.

12 CHAIRMAN ZOOK: Okay, Ms. Newton.

13 MS. NEWTON: Since there were funds misused, can
14 you tell me the rationale of why the Prosecutor chose
15 not to pursue this?

16 MR. DUGAN: You know, there was a letter that
17 the Prosecutor wrote and -- for the rationale for why
18 they did not file charges, and -- but they did say
19 that there was obviously horrible misuse of funds
20 here, but that it didn't rise to the level of
21 criminal penalties. And I hate to, you know, speak
22 for the Prosecutor, but it's probably because their
23 burden is so much higher; they have to prove things
24 beyond a reasonable doubt. But in our cases it's
25 preponderance of the evidence; so, 51%. And so it

1 could've been that. But they did write a letter and,
2 you know, state that there was obviously horrible
3 misuse of funds here, but it didn't rise to the level
4 of criminal penalties.

5 MS. NEWTON: Okay.

6 CHAIRMAN ZOOK: Anyone else have questions of
7 Mr. Dugan or the other party?

8 Do I have a motion?

9 MR. PEKRON: I'd like to make a motion.

10 CHAIRMAN ZOOK: Mr. Pekron.

11 MR. PEKRON: I'd like to make a motion to revise
12 the penalty to a 3-year probation, with no -- during
13 that period of time the Educator is to have no
14 responsibility for any financial affairs.

15 CHAIRMAN ZOOK: Okay. We have a --

16 MR. WILLIAMSON: Second.

17 CHAIRMAN ZOOK: And are you including a fine or
18 PD with that or just purely the probation?

19 MR. PEKRON: The fine and professional
20 development.

21 CHAIRMAN ZOOK: Okay. We have a motion and a
22 second for -- to have a 3-year probation, plus a fine
23 and the same PD. And I have a motion and a second.

24 Let's have roll-call.

25 MR. DUGAN: Would the fine be \$250? That's the

1 maximum for a probation.

2 MR. PEKRON: Okay.

3 MR. DUGAN: Okay, just making sure.

4 SECRETARY KEY: Dr. Moore.

5 DR. MOORE: Yes.

6 SECRETARY KEY: Mr. Williamson.

7 MR. WILLIAMSON: Yes.

8 SECRETARY KEY: Ms. Chambers.

9 MS. CHAMBERS: Yes.

10 SECRETARY KEY: Dr. Hill.

11 DR. HILL: Yes.

12 SECRETARY KEY: Ms. Newton.

13 MS. NEWTON: No.

14 SECRETARY KEY: Mr. Pekron.

15 MR. PEKRON: Yes.

16 SECRETARY KEY: Five yea's, one nay.

17 CHAIRMAN ZOOK: Okay. Motion passes.

18 Okay. Y'all may be excused, because I'm

19 assuming school is going on and they need you there.

20 MR. BENSON: Thank you all for your time.

21 MS. BRIMER: Thank you.

22 CHAIRMAN ZOOK: I'm sure you've learned a

23 valuable lesson.

24 Mr. Dugan or Ms. Freno?

25 MR. PEKRON: Could we take a really short break?

1 CHAIRMAN ZOOK: Yes. Is it -- are you good with
2 that?

3 MS. FRENO: A short break?

4 CHAIRMAN ZOOK: Uh-huh.

5 MS. FRENO: Yes, ma'am.

6 CHAIRMAN ZOOK: Okay. We'll come back at 11:20;
7 that's an eight-minute break.

8 (BREAK: 11:12 - 11:21 A.M.)

9 A-4: STATE BOARD REVIEW OF PLSB 19-009 EVIDENTIARY HEARING
10 RECOMMENDATION - KIRA GEER

11 CHAIRMAN ZOOK: I will call the meeting back to
12 order. Ms. Freno, Action Item 4 for the morning
13 agenda, please.

14 MS. FRENO: Thank you. Again, Lori Freno.

15 This is an appeal of a PLSB Ethics Hearing
16 Subcommittee recommendation that Kira Geer, who is a
17 pre-service teacher, may not be issued an educator
18 license for five years and be fined \$500, in addition
19 to other things. Ms. Geer is here and she's
20 represented by her attorney, Jennifer Flinn. PLSB
21 again is represented by Mr. Dugan.

22 I'll again go over the procedures --

23 CHAIRMAN ZOOK: Okay.

24 MS. FRENO: -- if I may, just --

25 CHAIRMAN ZOOK: Please.

1 MS. FRENO: -- in case anyone forgot.

2 Ms. Geer may make a statement for up to 10
3 minutes, followed by a statement for up to 10 minutes
4 by Mr. Dugan on behalf of the PLSB. Of course, the
5 Chair can always increase those times as she deems
6 fit. The Board may ask questions at any time during
7 the hearing to the Educator, to the attorneys on the
8 case, or to the PLSB investigator. Testimony of non-
9 lawyer witnesses must be made under oath.

10 Following this hearing, the Board is going to
11 have to make three decisions:

12 The first, you will make a decision regarding
13 the Findings of Fact. In other words, you will need
14 to determine whether you agree with the
15 Subcommittee's decision concerning the facts of this
16 case -- the facts underlying this case;

17 Second, if you agree with the facts underlying
18 the Subcommittee's decision you'll need to determine
19 whether, based upon those facts, Ms. Geer violated
20 Standard 1, Standard 2, or both, of the Code of
21 Ethics for Arkansas Educators;

22 And, third, if you determine that Ms. Geer
23 violated Standards 1, 2, or both, you must then
24 decide whether you agree with the sanction that was
25 imposed in this case -- and again that was a 5-year

1 non-issuance of a teaching license and a \$500 fine.
2 If you do not agree with the sanction, you may modify
3 it.

4 And it would be best if all of these be made in
5 separate motions.

6 CHAIRMAN ZOOK: Thank you.

7 MS. FRENO: And just from a procedural
8 standpoint, I want to remind you all that last month
9 Ms. Geer had asked this board to dismiss this matter
10 because it was not -- the investigation was not
11 completed within 150 days of the authorization of the
12 complaint. The Board did not grant that motion, but
13 the Board did grant a continuance so that Ms. Geer
14 could come back today and file an appeal to the
15 Subcommittee's determination, that being the 5-year
16 non-issuance and the fine.

17 CHAIRMAN ZOOK: Thank you.

18 MS. FRENO: And unless there are any questions
19 --

20 CHAIRMAN ZOOK: Any questions of Ms. Freno?
21 There being none -- okay, sorry.

22 SECRETARY KEY: The times --

23 CHAIRMAN ZOOK: Ten.

24 SECRETARY KEY: -- of the --

25 CHAIRMAN ZOOK: Ten minutes.

1 SECRETARY KEY: Did you -- is it 10 and 10
2 again? I missed that part; sorry.

3 CHAIRMAN ZOOK: He didn't hear the timing that
4 you gave, the 10 minutes and 10 minutes.

5 MS. FRENO: Oh. Oh, yes. The 10 minutes and 10
6 minutes. I'm sorry.

7 SECRETARY KEY: Thank you.

8 MS. FRENO: Yes. Each side gets 10 minutes, and
9 the Board can increase that time if she deems fit.
10 And I'll turn the floor over then to Ms. Flinn's
11 attorney.

12 CHAIRMAN ZOOK: Okay.

13 MS. FRENO: I'm sorry -- to Ms. Flinn, who is
14 the attorney.

15 CHAIRMAN ZOOK: Yeah. And do you plan for your
16 client or anyone else to give testimony?

17 MS. FLINN: Yes, ma'am, we do.

18 CHAIRMAN ZOOK: Okay. Would you stand and raise
19 your right hand? Do you swear or affirm that the
20 testimony you're about to give shall be the truth,
21 the whole truth and nothing but the truth?

22 MS. GEER: Yes.

23 CHAIRMAN ZOOK: Thank you.

24 You may proceed.

25 MS. FLINN: Hi. My name is Jennifer Flinn, and

1 I'm an attorney and I represent Ms. Kira Geer in this
2 matter.

3 And Ms. Geer is -- she is here because of
4 inappropriate conversations or inappropriate comments
5 that were made in front of students. And this is --
6 you can find these specifically -- I believe it is on
7 page 2 of the board packet; that is the Final
8 Determination and Recommendation from the evidentiary
9 hearing. She did have a hearing before the PLSB in
10 this matter, so that is why we are here. We are here
11 specifically for inappropriate comments or
12 conversations that were alleged to have occurred, and
13 Ms. Geer does deny that those happened, at least in
14 the context that they were presented here. But I
15 believe that she can speak more to that, and you can
16 ask questions about that for her.

17 These comments, according to the record,
18 according to the evidence in the case, happened in
19 the last five to six weeks of her second internship,
20 because Ms. Geer is a student -- was a student
21 teacher when these allegations occurred. And so
22 these comments happened in the last six weeks or so
23 of her second internship, and so that is the time
24 period that we are looking at here. And the Panel
25 did find that she had violated Standards 1 and 2 from

1 that -- and, again, I'm going to let Ms. Geer speak
2 more to those specific allegations.

3 I think my time -- I'm just going to speak very
4 briefly and then turn it over to her. I believe my
5 time is spent more -- is better in terms of looking
6 at some mitigating factors in this case in terms of
7 the sanctions.

8 So Ms. Geer has been recommended to have a 5-
9 year non-issuance of her licensure -- of her license
10 and a \$500 fine. And so we're asking at the very
11 least that you reduce that sanction to something more
12 appropriate.

13 If you look at, again, some of the mitigating
14 factors in this case, Ms. Geer was only a student
15 teacher at the time. She was enrolled in the MAT
16 program at the University of Arkansas in
17 Fayetteville, and this was her second internship. So
18 she was only a teacher -- she was still learning how
19 to navigate a classroom as the teacher of the class.
20 If you look at the evidence in the case, she had
21 successfully completed her first internship at a
22 different school. She was at Elmwood Middle School
23 in Rogers for her first internship. These
24 allegations occurred in the spring of 2019 -- no,
25 2018. And so in the fall of 2017 she did complete

1 her internship at Rogers and got glowing reviews from
2 her mentors there. If you look in the record, her
3 mentor at that -- Mr. Lee Donnell, he's a teacher at
4 Elmwood, actually testified for her, as well as
5 another teacher, Ms. Jane Moore. They both testified
6 for Ms. Geer. They had a great experience with her.
7 Their testimony was that she had never done anything
8 inappropriate, was always very professional with the
9 students, and that they would recommend her for
10 employment should they -- you know, if there -- if
11 she ever needed a recommendation from them. And they
12 sent letters to that effect as well. And so she had
13 a completely different experience there in her first
14 internship, and that shows that -- I believe that
15 that shows she can be an effective teacher.

16 She also, prior to enrolling in the MAT program,
17 served as a substitute teacher for nine years in, I
18 believe, three different school districts in the
19 central Arkansas area, some of which she was in those
20 positions for up to three weeks at a time. And,
21 again, there was no evidence -- or there has been --
22 she can talk to this as well -- there was no
23 disciplinary issues against her, no complaints
24 against her; everything went fine for nine years.

25 We also -- in looking at the recommendation, we

1 believe that this recommendation does not align with
2 the sanctioning guidelines for ethical violations.
3 And if you look at -- it is Appendix D of the rules
4 governing the Code of Ethics for Arkansas Educators,
5 these are the sanction guidelines for ethical
6 violations that the Panel, and in turn this board, I
7 suppose, is supposed to look at in determining what
8 an appropriate violation is. And if you look at --
9 again, this begins, I believe, on page 2. If you
10 look at the rationale of the Panel, their rationale
11 for finding a 5-year suspension was that there was a
12 prior history of similar behaviors. Again, I don't
13 -- that's not in the record. There was -- again,
14 we're talking about six weeks, that's it; low to
15 moderate negative impact on students, and the
16 Educator knew the behavior was a violation. And if
17 you look at these particular guidelines, again, they
18 recommended a suspension; that is a Level 3 sanction.
19 If you look at the weighting factors of that, you
20 will see that nothing in this case -- nothing is
21 presented here that falls into that particular
22 sanction. We believe that a Level 2 sanction,
23 something along the lines of probation would be more
24 appropriate.

25 And, finally, before I turn it over to Ms. Geer,

1 I just want to bring it to the Board's attention that
2 she is a student -- she was a student. She's waited
3 two years, almost two years from when these
4 allegations occurred in the spring of 2018. She's
5 waited almost two years to be able to know whether or
6 not she can pursue a career as a teacher. Unlike a
7 licensed teacher, even that you saw today in the last
8 hearing, they come to you, they're allowed to keep
9 their license through this whole time, and nothing
10 happens against them until this board acts. Well, in
11 this case, because she was a student teacher she's
12 not had that opportunity to really teach or seek any
13 other kind of licensure during the two years. So
14 it's our position that just because of her
15 circumstances she's been in limbo for the past two
16 years.

17 And now I'm going to turn it over to Ms. Geer,
18 who's going to be able to talk to you.

19 CHAIRMAN ZOOK: Thank you.

20 When you come to the microphone, if you'll get
21 close to the microphone. And if you will, identify
22 yourself.

23 MS. GEER: I have to get it down; I'm short.

24 CHAIRMAN ZOOK: That's good. Okay.

25 MS. GEER: Okay. Thank you for the opportunity

1 to appear before you today. My name is Kira Geer.
2 And as my attorney said, during this time I was a
3 student teacher from the University of Arkansas at
4 the -- through the MAT program.

5 And I'm just asking for the recommendation to
6 be, I guess, lessened because I was still in the
7 process of learning how to present myself in a
8 classroom. And as this did happen in the final six
9 weeks of my second internship, I was kind of put into
10 a weird position for my own -- my second internship.
11 I started out in one classroom with one mentor, and
12 in between that I had to switch to a completely
13 different classroom and a completely different mentor
14 and basically learn 150 new students in six weeks.
15 And I was taken from -- at no fault of mine or the
16 school district, I was taken from a class that I was
17 one-hundred percent comfortable with. I was teaching
18 U.S. History to 11th and 12th graders, which that is
19 what my dream would be, and I was placed with a
20 second mentor and I was moved into a 9th grade class
21 teaching economics, and that is one of my weakest
22 subjects in the entire Social Studies group that they
23 have. So that was really scary for me to have to
24 switch in the middle of the semester and do that with
25 six weeks left.

1 CHAIRMAN ZOOK: Have you finished your education
2 and taken and passed the Praxis?

3 MS. GEER: No, ma'am. During the time I was a
4 student, I have taken Praxis 1 and I have taken the
5 -- I guess what we call Praxis 3, the teaching and
6 the -- and I've passed both of those. I have not
7 taken Praxis 2 yet because I was placed on hold in
8 May of 2018.

9 CHAIRMAN ZOOK: Okay. Thank you.

10 Anybody else have a question of her at this
11 time?

12 Dr. Moore.

13 DR. MOORE: Yes, I do.

14 So you did -- you had two internship
15 experiences. Your first internship experience, what
16 age group were you working with?

17 MS. GEER: I was teaching a 7th grade geography
18 class.

19 DR. MOORE: Okay. And in your time as a
20 substitute teacher what age groups were you working
21 with?

22 MS. GEER: Anywhere between 7th grade -- 7th
23 through 12th grade. I never did anything lower than
24 middle school.

25 DR. MOORE: Okay. So you have lots of

1 experience with high school students?

2 MS. GEER: Yes, ma'am.

3 DR. MOORE: So the allegations that were made
4 against you, are you denying them at this point?

5 MS. GEER: Yes.

6 DR. MOORE: And both from the students and from
7 the teacher you were with?

8 MS. GEER: I'm -- I am very sorry at the way
9 that this has gone. My boundaries were a little --
10 my boundaries weren't as strong as I have set them
11 now. And what I have said, I'm very sorry if it
12 caused any problems or made anybody really
13 uncomfortable. That was not my intentions. So, yes,
14 I am -- I'm denying them.

15 DR. MOORE: Okay.

16 CHAIRMAN ZOOK: Anyone else?

17 Okay. Mr. Dugan.

18 MR. DUGAN: Taylor Dugan with the PLSB.

19 And since -- what is in front of the Board today
20 is also the Findings of Fact and the Conclusions of
21 Law. I'd like to reserve a little bit of my time to
22 discuss those.

23 And so Ms. Flinn had referenced what was in the
24 PLSB State Board review packet, pages 2 and on. I'm
25 going to refer a little bit to that also, as far as

1 what the findings and recommendations were from the
2 PLSB Evidentiary Hearing Committee -- that Ms. Geer
3 engaged in inappropriate conversations, that she
4 talked about sex toys with students, that she
5 embarrassed a student about her penmanship and made
6 her cry, that she discussed drinking, cocaine,
7 transgenders, homosexuals, domestic abuse, and
8 referenced teachers engaging in relationships with
9 students, all of which had nothing to do with the
10 curriculum or serve an educational purpose.

11 And so, both of those the Evidentiary Hearing
12 Panel found violated Standards 1 and 2. So I'm
13 asking the Board, as for their Findings of Fact, to
14 uphold those Findings of Fact.

15 And then, because of those Findings of Fact she
16 violated Standards 1 and 2. And Standard 1 is an
17 Educator maintains a professional relationship with
18 each student, both inside and outside the classroom.
19 And Standard 2 is an Educator maintains competence
20 regarding his or her professional practice, inclusive
21 of skills, knowledge, dispositions, and
22 responsibilities relating to his or her
23 organizational position.

24 So those Findings of Fact that the Evidentiary
25 Hearing Panel found, I'm asking this Board to uphold

1 those and apply those to their Conclusion of Law,
2 that those violated Standards 1 and 2. And I think I
3 heard her say she denied them, but the PLSB put on
4 four witnesses in this hearing. We put on her mentor
5 teacher, we put on a substitute that was also present
6 during some of these conversations, and then also we
7 had two students testify that were present in the
8 class when some of these conversations were held; so,
9 four witnesses testifying that these happened. And
10 the evidence that was presented by the Educator, her
11 testimony and her other two witnesses dealt with
12 people that weren't at that school district, that
13 weren't there during these allegations. I'm not
14 saying it's not mitigating factors, but I'm saying
15 that our Findings of Fact are solid as far as what
16 was the evidence that we presented at the hearing and
17 at the case. So I'm asking this board to uphold what
18 the Evidentiary Hearing Panel found.

19 Secondly, moving on to the mitigating factors
20 that Ms. Flinn discussed in her brief -- and I'm just
21 going to go through them briefly, because we filed a
22 response to the brief -- because the PLSB's argument
23 that -- talking about that she'd had this prior
24 experience in other internships and also as a
25 substitute teacher for a number of years -- I believe

1 it was nine -- that that right there, that shows
2 that, to me, an aggravating circumstance, because
3 then it's like you should have known that this type
4 of behavior was not appropriate in an educational
5 setting. And so I don't think that argument is
6 persuasive.

7 I'd also argue, going off of the sanctioning
8 matrix, that the sanctioning matrix are guidelines.
9 And I think after hearing those Findings of Fact that
10 I read off, the multiple violations, that could be
11 considered to be multiple violations, each one of
12 these conversations. Even if it only happened over a
13 six-week period or on just a few days, those could be
14 looked at -- interpreted as multiple violations. But
15 again the sanctioning matrix, as it says at the very
16 top of it, are guidelines; so it's just an aid and a
17 tool for that panel to follow.

18 And I know there was the question here about the
19 program, but she was dismissed not just because of
20 these PLSB allegations. Well, it's on page 212 of
21 the State Board review packet. The University of
22 Arkansas sent a letter dated November 28, 2018, that
23 said that she was dismissed for other dispositional
24 issues, such as absences, dishonesty, and use of
25 school resources without permission. So the PLSB's

1 argument is it's not just this case that's preventing
2 her from being an educator in the classroom; it was
3 these other things also caused, you know, her
4 dismissal from the program.

5 So we're asking that this sanction be upheld,
6 and I think that we've proved our case beyond a
7 preponderance of the evidence -- again, going back to
8 those witnesses that were presented and the evidence
9 that was heard.

10 And earlier, we were talking about what panels
11 heard this case. In this particular case, two of the
12 panel members are in ed-prep programs. One of them
13 is over an ed-prep program, and the other one works
14 in an ed-prep program. And the reason those were
15 selected is because of the insight they could gain
16 from dealing with ed-prep students, and so that's
17 particularly why we had two of them on the board. We
18 had a superintendent, two ed-prep program folks, a
19 teacher, and an assistant superintendent; so five
20 educators heard this and determined that this would
21 be an appropriate recommendation for this educator
22 here, which was a 5-year non-issuance and a \$500
23 fine.

24 CHAIRMAN ZOOK: Okay. Do any of you have
25 questions of Mr. Dugan?

1 Yeah. So this happened two years ago?

2 MR. DUGAN: That's correct.

3 CHAIRMAN ZOOK: So, technically, for two years,
4 regardless of what we decide, she's not been involved
5 in educating students or finishing her Praxis?

6 MR. DUGAN: Okay. Yeah, that's correct.

7 CHAIRMAN ZOOK: Okay.

8 MS. NEWTON: If you don't have any -- I'm ready
9 with some motions, if you're ready.

10 CHAIRMAN ZOOK: Ms. Newton is ready with a
11 motion, if we don't have any other questions.

12 Ms. Newton.

13 MS. NEWTON: I move that we uphold the PLSB's
14 Findings of Fact, that --

15 CHAIRMAN ZOOK: Okay, let's stop there.

16 MS. NEWTON: Okay.

17 CHAIRMAN ZOOK: Okay. Ms. Newton has moved that
18 we uphold the Findings of Fact. Do I have a second?

19 MR. PEKRON: Seconded.

20 CHAIRMAN ZOOK: Second by Mr. Pekron.

21 All in favor?

22 (UNANIMOUS CHORUS OF AYES)

23 CHAIRMAN ZOOK: Opposed?

24 All right. Do you have a second motion?

25 MS. NEWTON: I move that the Educator violated

1 Standards 1 and 2.

2 CHAIRMAN ZOOK: Okay. So Ms. Newton's motion
3 says that there was a violation of both 1 and 2. Do
4 I have a second?

5 DR. HILL: Second.

6 CHAIRMAN ZOOK: Second by Dr. Hill.

7 All in favor?

8 (UNANIMOUS CHORUS OF AYES)

9 CHAIRMAN ZOOK: Opposed?

10 MS. NEWTON: And then we could discuss, if you
11 have discussion on it -- but since she's already had
12 essentially two years -- I move that we go with three
13 years non-issuance of license, since she's already
14 had two, and it would be reduced to three years non-
15 issuance of license.

16 CHAIRMAN ZOOK: Would you alter the fine as
17 well, and the PD?

18 MS. NEWTON: I don't know that she had any PD.
19 If I remember right, I don't think there was any.

20 CHAIRMAN ZOOK: Okay.

21 MS. NEWTON: Do we want to add some?

22 MR. DUGAN: That's correct, there was no PD.

23 CHAIRMAN ZOOK: Okay. Thank you.

24 MS. NEWTON: Okay. But there was a -- I don't
25 see a fine either.

1 MR. DUGAN: Ms. Newton, there was a fine of
2 \$500.

3 MS. NEWTON: Would that reduce, if we reduced it
4 to three years?

5 MR. DUGAN: Yes. It could be zero, up to \$500.

6 MS. NEWTON: So would it be appropriate to keep
7 it at \$500 or reduce it?

8 MR. DUGAN: I'd defer to the Board for that.

9 MS. NEWTON: Okay.

10 MR. PEKRON: So are you saying one year
11 additional from now -- she'd be eligible in one year
12 from now?

13 MS. NEWTON: No. Three years from now, because
14 --

15 CHAIRMAN ZOOK: It was originally five years --

16 MS. NEWTON: Originally five.

17 CHAIRMAN ZOOK: -- then she's subtracting the
18 two from the --

19 DR. HILL: Oh, subtract two.

20 MS. NEWTON: Yeah.

21 CHAIRMAN ZOOK: She's subtracting two from the
22 five.

23 MR. PEKRON: Okay. I wasn't sure if the two --

24 CHAIRMAN ZOOK: And then the fine, did you come
25 up with a number you want to put in your motion on

1 the fine?

2 MS. NEWTON: \$250.

3 CHAIRMAN ZOOK: Okay. We have a motion. And do
4 I hear a second?

5 DR. MOORE: Would you want to add any PD with
6 it? I mean --

7 MS. NEWTON: Let's see. I had a list here, let
8 me find it.

9 DR. MOORE: Yeah. I don't know specific, but I
10 would favor some sort of PD --

11 MS. NEWTON: Yeah.

12 DR. MOORE: -- along the lines of students and
13 class culture.

14 MS. NEWTON: I've got the Learning Classroom:
15 Expectations for Success and a book titled Culturally
16 Responsive Teaching, Theory, Research and Practice.

17 CHAIRMAN ZOOK: So the motion is to reduce the
18 5-year sanction to 3, to have a \$250 fine, and then
19 the two PD's that Ms. Newton mentioned.

20 Do I have a second for this motion?

21 (A FEW MOMENTS OF SILENCE)

22 CHAIRMAN ZOOK: Hearing none, motion fails.

23 Do I have another motion?

24 (A FEW MOMENTS OF SILENCE)

25 MS. NEWTON: Can we discuss then, I guess?

1 CHAIRMAN ZOOK: Sure. Let's have a
2 conversation.

3 MS. NEWTON: I had a problem with the teacher
4 had been -- or student had been a substitute teacher
5 for nine years and then was six weeks from completing
6 an internship, and then had behavior like this. To
7 me, at that point she should be pretty close to being
8 -- you know, I know we have mentorships, but the
9 skills should have been there to know that this
10 behavior was totally inappropriate.

11 DR. MOORE: I'm onboard with you. And my
12 concern is more is there enough rehabilitation, is
13 there a change in behavior to enter the classroom.

14 MS. NEWTON: So you're thinking not any --

15 DR. MOORE: I don't know.

16 MS. NEWTON: Yeah, yeah.

17 DR. MOORE: What -- how do we allow for -- so
18 that when the individual enters the classroom --

19 CHAIRMAN ZOOK: So you might say since she's had
20 two years that you might think in terms of probation,
21 but to be sure that whoever employed her --

22 DR. MOORE: No.

23 MS. NEWTON: No.

24 DR. MOORE: No. No.

25 CHAIRMAN ZOOK: No, no. Okay. No. All right.

1 DR. MOORE: Well, someone else --

2 CHAIRMAN ZOOK: Okay. Just trying to flesh this
3 out.

4 MS. NEWTON: Yeah. So are you thinking we need
5 to go longer than three years? Is that what you're
6 saying?

7 DR. MOORE: I don't know if it's a time period
8 or just a -- at what point in time -- you know, have
9 patterns of behavior changed.

10 MS. NEWTON: Right. But --

11 DR. MOORE: You can't put a time period on that
12 --

13 MS. NEWTON: Right.

14 DR. MOORE: -- and I don't think we can place
15 stipulations around that.

16 MS. NEWTON: Yeah. Apparently, there were other
17 issues also, because the University had problems with
18 -- she was dismissed from the program there also.
19 So, you know --

20 MR. PEKRON: I guess one question I had is --
21 and I don't really know exactly how this would work.
22 Regardless of whatever period of time we impose, what
23 additional time would she have in a classroom between
24 now and when she gets a license? Because from
25 reading this it looks like this last period of time

1 she -- this last period of student teaching she got
2 an F. And so I assume that would have to be repeated
3 as part of the program.

4 CHAIRMAN ZOOK: Right.

5 MR. PEKRON: Would there be any additional
6 classroom time beyond that or -- I don't know what
7 else she would have to do in a classroom that anyone
8 would be able to observe to determine whether or not
9 --

10 CHAIRMAN ZOOK: Yeah. And I don't know if the
11 University would receive her again.

12 DR. MOORE: Right.

13 CHAIRMAN ZOOK: And then she'd have to work to
14 find a different school of training to see if they
15 would accept her. There's a lot of questions out
16 there about that.

17 MR. PEKRON: You know, I guess one thing I was
18 thinking when I was talking earlier today is I look
19 at these things in terms of would I want this person
20 teaching my student. I've got a freshman right now
21 and there would've been hell to pay if I'd found out
22 about something like this --

23 CHAIRMAN ZOOK: Right.

24 MR. PEKRON: -- with my freshman. And I just --
25 I feel like there would need to be some significant

1 demonstrations of ability to perform in a classroom
2 setting, because her explanation today was that she
3 was stressed out by being in a new classroom setting
4 or in a class that she wasn't as comfortable with
5 teaching.

6 MS. NEWTON: And didn't really take
7 responsibility for it, you know.

8 MR. PEKRON: And so I would want to see a lot
9 more before this person is allowed to be in the
10 classroom. Now I don't know what that looks like.

11 MS. NEWTON: So could we do some sort of time
12 period, and then if she got accepted into the program
13 then she would have to come back with maybe a --
14 whatever program that she was accepted into -- come
15 back with their recommendations that she be licensed?
16 Or, I don't know how --

17 DR. MOORE: Is that a possibility?

18 MR. DUGAN: And I was speaking with my co -- or
19 opposing counsel there, so I kind of missed the last
20 little bit there. I apologize. But I know there's
21 also alternative licensure paths too, so she might
22 not even enroll in another program is one thing.

23 MS. NEWTON: Yeah.

24 CHAIRMAN ZOOK: And, of course, there is the
25 fact that since she has -- she could sign up to be a

1 substitute teacher if a district chose to do that.
2 And I don't know, when they are a substitute, if any
3 kind of information is shared with the district or
4 not.

5 MR. DUGAN: Mary Claire might be able to comment
6 on this, because that would probably be a standards
7 violation, because it acts as a suspension. And
8 people that are suspended, per PLSB rules -- and I
9 believe standards -- that they are not allowed to
10 even substitute.

11 CHAIRMAN ZOOK: But how would the district know,
12 I guess?

13 MR. DUGAN: It would be on ELS, ma'am.

14 CHAIRMAN ZOOK: Okay.

15 MS. HYATT: And -- Mary Claire Hyatt with the
16 Division.

17 It's Standard 4(d)(2) and it prohibits a
18 district from employing, including as a substitute
19 teacher, whether directly employed by the school or
20 through a third-party teaching service, anyone whose
21 license has been suspended or revoked by the State
22 Board of Education. And that's 4(d)(2) in the
23 standards.

24 MS. NEWTON: Would this be considered a
25 suspension or revocation? There's no license.

1 CHAIRMAN ZOOK: I think that's our quandary.

2 MS. HYATT: Quite the conundrum. I mean the
3 language in the standard is "suspended or revoked."
4 That is the language that's in the standard -- or who
5 have been -- sorry, I should've kept reading -- or
6 who have been sanctioned for an ethical violation in
7 accordance with the laws of the state of Arkansas.

8 CHAIRMAN ZOOK: Okay.

9 MS. NEWTON: Oh, okay.

10 CHAIRMAN ZOOK: So that covers it.

11 MS. NEWTON: Okay.

12 CHAIRMAN ZOOK: Okay. Thank you.

13 MR. DUGAN: A lot of moving parts.

14 CHAIRMAN ZOOK: Does anybody want to try another
15 motion?

16 MS. NEWTON: I tried; so somebody else try.

17 Could we have some conditions that --

18 CHAIRMAN ZOOK: You know, I don't know how you
19 guarantee a person's appropriate behavior. I think
20 that's --

21 MS. NEWTON: Right.

22 CHAIRMAN ZOOK: -- that's where we are. We want
23 to protect the children and we want to do everything
24 we can. And I think if we were talking about
25 somebody that was like 21 that, you know, you think

1 there's still some learning and maturity to come --
2 but that's not the case here. So, but I don't know
3 that there's anything this board can do to assure us
4 that this kind of thing would not happen by her or
5 others.

6 MS. NEWTON: What about if we did the three
7 years, with the training, and then if she -- in the
8 event that she did become licensed, for a period of
9 two years she would be on probation and do what we
10 had done before with some other ones, that the --
11 whoever her direct supervisor is, once a semester
12 give some sort of report on her behavior or her
13 interactions with her students? Could we do that?

14 DR. MOORE: I think that's appropriate, if
15 that's allowable.

16 MR. DUGAN: Yes, it is.

17 CHAIRMAN ZOOK: Okay.

18 MS. NEWTON: Okay.

19 CHAIRMAN ZOOK: All right. So --

20 MS. NEWTON: Just in the event that she became
21 licensed.

22 MR. DUGAN: Correct.

23 MS. NEWTON: So we're not saying -- okay.

24 CHAIRMAN ZOOK: Okay.

25 MS. NEWTON: There would be some sort of follow-

1 up that way.

2 CHAIRMAN ZOOK: Let's see if I'm correctly
3 restating your motion: delay the licensing for three
4 years. And once -- if she gets accepted to a
5 university, and if she starts teaching, a two-year
6 probation with a couple of times a year her
7 supervising teacher or mentor give reports of her
8 progress, the \$250 fine, and the PD mentioned
9 earlier.

10 MS. McADOO: Just for clarification, what was
11 stated about substituting?

12 CHAIRMAN ZOOK: She can't substitute as long as
13 this is going on.

14 Okay. Do I have a second to that motion?

15 DR. MOORE: Second.

16 CHAIRMAN ZOOK: Second by Dr. Moore.

17 Let's take a roll-call.

18 Ms. Chambers, did you hear the motion
19 completely?

20 MS. CHAMBERS: Thank you for asking. I'd
21 appreciate having it repeated please.

22 MS. NEWTON: Repeat it.

23 CHAIRMAN ZOOK: She said to repeat it, okay.

24 Yes. The motion is that the delay of her motion
25 [sic] or a temporary suspension, to use that

1 vernacular, of the licensing. And then, in addition,
2 if she decides to become a teacher and is hired that
3 during the first two years she'd be on probation and
4 her supervisor would give a report at each semester
5 about her behavior and her following the rules and
6 the ethics rules, a \$250 fine, and PD.

7 MS. CHAMBERS: Thank you. Got it.

8 CHAIRMAN ZOOK: You're welcome.
9 We're going to do a roll-call.

10 SECRETARY KEY: Dr. Moore.

11 DR. MOORE: Yes.

12 SECRETARY KEY: Mr. Williamson.

13 MR. WILLIAMSON: Yes.

14 SECRETARY KEY: Ms. Chambers.

15 MS. CHAMBERS: Yes.

16 SECRETARY KEY: Dr. Hill.

17 DR. HILL: Yes.

18 SECRETARY KEY: Ms. Newton.

19 MS. NEWTON: Yes.

20 SECRETARY KEY: Mr. Pekron.

21 MR. PEKRON: Yes.

22 CHAIRMAN ZOOK: Okay. Motion passes.

23 And you'll prepare that order --

24 MR. DUGAN: I will.

25 CHAIRMAN ZOOK: -- for us to sign?

1 MR. DUGAN: Yes, ma'am, I will.

2 CHAIRMAN ZOOK: Thank you.

3 MR. DUGAN: And that's all I have, Madam Chair.
4 May I step aside?

5 CHAIRMAN ZOOK: You certainly may.

6 MR. DUGAN: Thank you.

7 MS. NEWTON: Do you want this PD list?

8 MR. DUGAN: Yes, ma'am, I do. Thank you.

9 A-5: DISTRICT REQUEST FOR WAIVERS GRANTED TO OPEN-ENROLLMENT
10 CHARTERS

11 a) HOPE SCHOOL DISTRICT

12 CHAIRMAN ZOOK: Okay. Is Hope -- I don't see --
13 oh, there's Hope, back in the back. Okay.

14 Ms. McLaughlin, the 1240 waivers, item 4.
15 Actually, it's not item 4; it's item 5.

16 MS. McLAUGHLIN: Good morning. Kelly McLaughlin
17 with the Division.

18 Today, we do have Hope School District here to
19 seek waivers of Teacher Licensure. As a reminder,
20 the school district will have 20 minutes to make
21 their presentation, and any opposition will also have
22 20 minutes; and the District would then have 5
23 minutes to respond before the question-and-answer
24 session begins. Their 90 days will expire on March
25 10th, and they are requesting for five years, ending

1 on June 30, 2025.

2 And we do have Superintendent Bobby Hart here to
3 make the presentation and to answer any questions.

4 CHAIRMAN ZOOK: Okay. And is this like an open-
5 enrollment charter? As a 1240, do we take -- do we
6 swear people in or --

7 MS. McLAUGHLIN: Yes.

8 CHAIRMAN ZOOK: -- since it is a negotiation?

9 MS. McLAUGHLIN: Yes, you will want to swear him
10 in.

11 CHAIRMAN ZOOK: Okay.

12 If you will, please stand as you're walking to
13 the microphone. When you get here, identify
14 yourself. Do you swear or affirm the testimony
15 you're about to give shall be the truth, the whole
16 truth and nothing but the truth?

17 SUPT. HART: I do.

18 CHAIRMAN ZOOK: Thank you. You may step to the
19 microphone.

20 SUPT. HART: Good morning. I do not intend to
21 take the whole 20 minutes, Mr. Williamson. I will
22 not stand between this body and lunch any longer than
23 I have to. I do want to tell you --

24 CHAIRMAN ZOOK: Well, Mr. Fenter will take care
25 of that.

1 SUPT. HART: I'm sure he will.

2 I do want to tell you -- I don't know how often
3 you get told this, but thank you for the service you
4 do. After sitting here -- any time I'm in here I
5 realize that some of you may have done something to
6 upset the Governor at some time to have forced him to
7 have appointed you. Because much like the
8 Superintendent's office, if it gets to your desk it's
9 not an easy decision. So I applaud you for the work
10 you do.

11 You've been given our request for a 1240 waiver.
12 A little bit of background on it -- we had started,
13 two years ago, trying to increase the college
14 graduation rate in our county. It's currently at
15 14%; a lot of various reasons behind that. But one
16 of the things that we know to be true is that the
17 majority of our students at our high school when they
18 do go to college they're first generation college
19 students and they need supports, they need help, they
20 need -- they don't know to go see the registrar, they
21 don't know where things are. They just need some
22 help. So we partnered with the University of
23 Arkansas at Hope-Texarkana to come up with a program
24 that we think gives kids an opportunity to be
25 immersed in an early college setting and that will

1 help prepare them to graduate from Hope High School
2 and from the University of Arkansas/Hope-Texarkana at
3 the same time. It's an even bigger program now or
4 has greater potential now that the University of
5 Arkansas-Fayetteville released their transfer
6 scholarship that kids can take the tuition rate from
7 their local community college, with an associate's
8 degree from that local UA system school, and they can
9 take it to Fayetteville and have the same tuition
10 rate. We're very fortunate that the Hope-Texarkana
11 campus is the most -- some of the most -- the most
12 affordable in the state. And so what we're trying to
13 do is trying to increase opportunities for our kids
14 throughout our county and throughout our school
15 system.

16 One of the things that we run into is not every
17 teacher at an institution of higher education has a
18 K-12 certification. They sometimes do, and we're
19 fortunate -- you know, in concurrent credit courses
20 it's not -- it doesn't matter if they're
21 automatically eligible for licensure, if you will.
22 But there's a portion of our program that is the 10th
23 grade year, because we know that kids sometimes need
24 that scaffolding-up that 10th grade year to get
25 ready. So we house all the 10th graders on the UA-HT

1 campus and their -- all their coursework is done by
2 UA-HT instructors. There are -- I'm going off of
3 memory -- I believe there are two or three courses
4 that are concurrent for the 10th grade; that would be
5 World History, Intro to Computers, and there's one
6 other that escapes me right now. So, but the English
7 10 is not a concurrent offering; Algebra II is not a
8 concurrent offering; and Biology is not a concurrent
9 offering. So we need the ability to have our staff
10 -- or, excuse me, UA-HT staff certified to teach
11 those courses. That's what this waiver is simply
12 requesting.

13 I can answer a ton of questions about the
14 program and go into great detail, if you'd like, but
15 that is -- and you've got -- you've seen the
16 rationale behind the request there.

17 CHAIRMAN ZOOK: Is this your 10th -- is this
18 your Hope Academy? I may not be using the full name
19 correctly. But is it the academy?

20 SUPT. HART: We call it our Collegiate Academy.

21 CHAIRMAN ZOOK: Collegiate Academy.

22 SUPT. HART: Yes, ma'am.

23 CHAIRMAN ZOOK: Okay. And what determines how
24 you can get into the academy?

25 SUPT. HART: It's open-enrollment. The only

1 requirement is -- are the requirements that are set
2 forth by the University of Arkansas/Hope-Texarkana in
3 regard to their entrance exams. A student -- they
4 can take -- and I'm not higher ed., so forgive me.
5 But, you know, the qualifying score is a 17 to get
6 in.

7 CHAIRMAN ZOOK: On the ACT?

8 SUPT. HART: On the ACT. Yes, ma'am.

9 They can take a child who is at a 15 on
10 conditional. So that score is basically the -- the
11 15 is what's necessary for them. They do allow for
12 the ACCUPLACER exam, which is an alternative
13 assessment that's done -- that higher ed. does, and I
14 don't know the score there. But, so it's open to
15 whoever wants to enroll; it's open to whoever -- and
16 also can -- that does qualify to attend.

17 CHAIRMAN ZOOK: Okay. And are the courses
18 virtual?

19 SUPT. HART: No, ma'am. They're taught by
20 college instructors.

21 CHAIRMAN ZOOK: And the 10th graders who may not
22 plan a career that involves college, will these
23 courses be taught to those students as well?

24 SUPT. HART: Yes, ma'am. It's the same
25 coursework that a regular 10th grader would be

1 taking. I will say that on the flipside of this --
2 fortunately, I don't think we'll have to ask for any
3 certification waivers. But we've started a
4 partnership with the Secondary Career Center that's
5 now on the UA-HT campus, and we have started that
6 partnership and that merger, if you will, of our kids
7 being on the UA-HT campus for career and technical
8 schools or classes.

9 CHAIRMAN ZOOK: Okay. Questions over here? Mr.
10 Pekron?

11 MR. PEKRON: I don't have any questions. I just
12 want to say this all sounds great and I want to see
13 more schools doing things like this to guide students
14 into the appropriate paths.

15 SUPT. HART: Well, thank you.

16 CHAIRMAN ZOOK: Ms. Newton.

17 MS. NEWTON: Yeah, I'm excited about it also.

18 Just a couple of questions. What percent of
19 your students are going into the Collegiate Academy?

20 SUPT. HART: About a third.

21 MS. NEWTON: That's pretty good. Yeah.

22 SUPT. HART: And I didn't look at it --

23 MS. NEWTON: Sure.

24 SUPT. HART: -- in percentages. It's probably
25 not that high. Let me do the quick math.

1 MS. NEWTON: Yeah.

2 SUPT. HART: But it's --

3 MS. NEWTON: A pretty high percentage?

4 SUPT. HART: About 20% of the 10th grade class.

5 MS. NEWTON: Okay.

6 SUPT. HART: About 25 to 40 kids in each grade,
7 in 10th grade and 11th grade.

8 MS. NEWTON: And so I'm not familiar with where
9 the campus is located, your campus. How far away --

10 SUPT. HART: It's actually less than two miles.

11 MS. NEWTON: Okay. So it's --

12 SUPT. HART: So those kids that are in the 10th
13 grade, they actually come back to our campus --

14 MS. NEWTON: Okay.

15 SUPT. HART: -- for extracurriculars or if there
16 is a course, like ROTC or athletics or band or -- you
17 know, if there's a course that they can't take there
18 on the campus.

19 MS. NEWTON: Right. That was my question.

20 SUPT. HART: Yeah.

21 MS. NEWTON: Do they -- are they -- do you
22 furnish transportation back and forth, or do they do
23 that?

24 SUPT. HART: We do. We do.

25 MS. NEWTON: Okay.

1 SUPT. HART: Yeah, that's a major undertaking
2 just for two miles, but --

3 MS. NEWTON: Sure. I can understand that.
4 I had one other question, but --

5 CHAIRMAN ZOOK: Well, if it comes --

6 MS. NEWTON: -- it just flew out of my mind.

7 CHAIRMAN ZOOK: We'll come back to you.

8 MS. NEWTON: Okay.

9 CHAIRMAN ZOOK: Dr. Hill.

10 DR. HILL: Yeah. Yeah. Great job.

11 CHAIRMAN ZOOK: Uh-huh. Mr. Williamson.

12 MR. WILLIAMSON: No.

13 DR. MOORE: Yeah. I do have questions.

14 Is it a -- I guess is it a separate LEA?

15 SUPT. HART: No, ma'am. And we had originally
16 asked for and thought about a conversion charter.

17 DR. MOORE: Yeah.

18 SUPT. HART: And we were encouraged not to by
19 the conversion charter board, and so we pulled that
20 request at that time. I think, in retrospect -- and
21 we knew it going into that request -- a separate LEA
22 only benefits us in that we can -- we have data to
23 look at that says this might work.

24 DR. MOORE: Yeah.

25 SUPT. HART: We can pull that data anyway.

1 DR. MOORE: Yeah.

2 SUPT. HART: I was more excited even -- when we
3 were encouraged not to I was a little disappointed;
4 but now those 10th grade students, their scores are
5 still tied to Hope High School, so it's -- some were
6 disappointed in that, but to me that was a win-win.

7 DR. MOORE: What's your grade configuration?
8 Are all students at the high school 9th grade?

9 SUPT. HART: Yes, ma'am. It's 9 through 12.

10 DR. MOORE: Okay. Okay. And so then -- so are
11 9th grade students given ample information to --

12 SUPT. HART: Yes, ma'am. Matter of fact, I got
13 an email from our coordinator of the Collegiate
14 Academy this morning saying that that notification
15 and enrollment packet was going out tomorrow for next
16 year.

17 DR. MOORE: Do students move in and out each
18 grade? Or once they're in 10th grade are they locked
19 in or is it --

20 SUPT. HART: No, ma'am, because things change.
21 I have a set of 13 -- or soon-to-be 13-year olds and
22 their career paths have changed already --

23 DR. MOORE: Right.

24 SUPT. HART: -- numerous times. So, yeah.
25 You're not locked in to anything. Matter of fact, if

1 a kid doesn't go to the Collegiate Academy in the
2 10th grade and decides, hey, this is something I want
3 to try in the 11th grade, they're ready to go;
4 they're more than welcome.

5 DR. MOORE: Are they paying any fees?

6 SUPT. HART: No, ma'am. I'm proud to say that.

7 DR. MOORE: How do y'all do that?

8 SUPT. HART: Local dollars.

9 DR. MOORE: Really?

10 SUPT. HART: You know, while we're not fortunate
11 enough to have the Murphy Oil money that El Dorado
12 does, our community -- I'm sorry, Mr. Williamson; I
13 shouldn't have taken a jab at you. You've got big
14 broad shoulders.

15 MR. WILLIAMSON: That's okay. That's a great
16 thing we promote.

17 SUPT. HART: Yeah. Well, and that's very
18 similar; we're promoting the same thing. Hey, if you
19 want the opportunity for you and your family to have
20 the first two years of your child's college education
21 paid for, Hope Public Schools is willing to -- you
22 know, it only costs us about \$90,000 a year, which
23 that's -- those are dollars well-spent.

24 DR. MOORE: Yeah.

25 SUPT. HART: You know, our board has been -- you

1 know, I get a little nervous and antsy about dollars
2 and cents sometimes, and they remind me, "Hey, this
3 is what the money is for." So --

4 MR. WILLIAMSON: Or they can come to El Dorado.

5 SUPT. HART: See, I knew I shouldn't have
6 brought that in.

7 CHAIRMAN ZOOK: Oh, I don't think they
8 participate in choice.

9 DR. MOORE: How many students a year do y'all
10 have in the program?

11 SUPT. HART: We're in year-two and we have 44
12 students in the program right now.

13 DR. MOORE: Okay. So you don't have any
14 graduates yet?

15 SUPT. HART: No. Next year, we will have
16 graduates. And there's a lot of safety-nets built in
17 for kids, because we don't want to just throw them
18 out there. We have what used to be a high school
19 counselor is now the director of the program, and she
20 checks those things, checks kids every week; she
21 holds study hall, she does -- a lot of safety-nets
22 are built in just -- not just for the 10th grade
23 students, but for the 11th grade students. So next
24 year, in May, our plan is to graduate 20-something
25 kids with their associate's degree and their high

1 school diploma.

2 MR. PEKRON: Can I ask one more question?

3 CHAIRMAN ZOOK: I'll get back to you. Wait just
4 a second.

5 Ms. McAdoo?

6 MS. McADOO: I don't.

7 CHAIRMAN ZOOK: Okay. And so does a student
8 have to have been in your 5th through 9th program to
9 apply?

10 SUPT. HART: No, ma'am. No, ma'am.

11 CHAIRMAN ZOOK: Okay.

12 SUPT. HART: We would certainly think that that
13 would put them on a trajectory to be academically
14 ready when they get there, but it's not a
15 requirement. No, ma'am.

16 CHAIRMAN ZOOK: And what's the requirement to
17 get into that academy?

18 SUPT. HART: There is none.

19 CHAIRMAN ZOOK: Okay.

20 SUPT. HART: It's open to -- if your 5th grader
21 wants to enroll and he lives in our school district,
22 come on.

23 CHAIRMAN ZOOK: And are you making sure the
24 parents know that this college teacher is not K-12
25 licensed, but nonetheless --

1 SUPT. HART: Yes, ma'am.

2 CHAIRMAN ZOOK: -- has mastery of their content?

3 SUPT. HART: Yes, ma'am. We have complete
4 transparency every year with the 9th grade class
5 that's enrolling. We sit down with parents in what
6 can be a long and drawn out conversation, but it's a
7 necessary one that says, "Here are -- here's the way
8 we're going to do business." We take their input.
9 Knock on wood, we've been very blessed with some
10 success thus far.

11 CHAIRMAN ZOOK: And sort of back to the ACT
12 thing, I know Dr. Hill and I and Mr. Williamson have
13 talked about sometimes the reason students don't do
14 well is because they don't get to take the test as
15 many times as other students. So if a student
16 doesn't score the 15 or whatever the number, is there
17 someone who can help them take the test again --

18 SUPT. HART: Sure.

19 CHAIRMAN ZOOK: -- if they choose to?

20 SUPT. HART: There are two things in there.
21 There are -- number one, there are multiple
22 opportunities to take the test; it's not a one-shot
23 opportunity. And then we constantly are -- not just
24 the ACT, but ACCUPLACER testing --

25 CHAIRMAN ZOOK: Right.

1 SUPT. HART: -- as well. We'll ACCUPLACER test
2 every 9th grader, whether they're interested in the
3 program or not.

4 CHAIRMAN ZOOK: Right.

5 SUPT. HART: And we provide some remediation or
6 some tutoring based off of that score.

7 CHAIRMAN ZOOK: Okay. Thank you.

8 Mr. Pekron.

9 MR. PEKRON: Do the kids in the academy take all
10 of their classes on the college campus?

11 SUPT. HART: In that 10th grade year they'll
12 take all their classes on that campus, with the
13 exception of those extracurriculars. In the 11th and
14 12th grade year they're blended in with the regular
15 college class workload; the goal being we don't want
16 any more than six in a regular college class because
17 we don't want it to turn into a high school class.
18 So it's, to answer your question, a little bit of yes
19 and a little bit of no. The opportunity -- all of
20 their core academic work is done on the college
21 campus; their extracurriculars and such as that are
22 done back home.

23 MR. PEKRON: Okay.

24 DR. MOORE: Could I -- oh.

25 CHAIRMAN ZOOK: Let's go over here first.

1 MS. NEWTON: My other question was: sometimes
2 students, especially at the 10th grade level, are not
3 quite sure of them-selves. So maybe they might want
4 to take the 10th grade English class, but then think
5 I don't think I want to go to a college class Algebra
6 II. Are they able to pick and choose or they have to
7 do the whole core?

8 SUPT. HART: If you enroll in the 10th grade
9 through the Collegiate Academy, your -- I don't want
10 to say your options are narrowed, but they are a
11 little bit more narrow. You're going to take your
12 10th and 11th -- 10th grade English, you're going to
13 take your 10th grade --

14 MS. NEWTON: Right.

15 SUPT. HART: -- social studies, and your four
16 cores are going to be taken there.

17 MS. NEWTON: So, but it's either all or none;
18 they can't pick -- they can't do a few. They have to
19 --

20 SUPT. HART: Sure. I mean, yes, they can't,
21 because of just sheer logistics of working with the
22 college and working with us. Hey, at semester if you
23 want to drop, hey, that's -- you know --

24 MS. NEWTON: Okay.

25 SUPT. HART: -- that's part of being in college.

1 MS. NEWTON: Right.

2 SUPT. HART: You can drop at semester.

3 MS. NEWTON: Okay. All right. Thank you.

4 CHAIRMAN ZOOK: And Dr. Moore, and then I'll --
5 we'll come back to me.

6 DR. MOORE: Yes. Are students given -- are any
7 of these AP credits as well, or --

8 SUPT. HART: They're not. And, you know, we can
9 discuss --

10 DR. MOORE: Yeah.

11 SUPT. HART: -- the merits of AP --

12 DR. MOORE: Right.

13 SUPT. HART: -- in a small rural south Arkansas
14 town. We're currently trying to make sure we get in
15 our policy that they're given the extra credit, the
16 additional point for --

17 DR. MOORE: Weighted.

18 SUPT. HART: -- weighted credit. We just found
19 that while we pushed for a number of years Advanced
20 Placement, in all honesty the kids from south
21 Arkansas who's a first generation college student,
22 that gamble of making a 3 or better on the AP test
23 pales in comparison to going and taking a course and
24 getting a credit. And, you know, I'm not anti-AP.

25 DR. MOORE: No, I understand.

1 SUPT. HART: But I just -- for the folks we work
2 with it just makes more sense.

3 CHAIRMAN ZOOK: I'd be interested -- we talk
4 about the data, and when you come back in a year or
5 send a report in in a year is to compare the growth
6 scores of your students who are not on campus for the
7 10th grade with the growth scores. Because if --
8 depending on the ability, innate ability, we don't
9 necessarily want to look at the, quote, achievement.
10 But if you can see growth --

11 SUPT. HART: Sure.

12 CHAIRMAN ZOOK: -- then that would maybe better
13 inform you --

14 SUPT. HART: That's a true evaluation, if the
15 Collegiate Academy kids are growing at a similar rate
16 or accelerated rate than kids that are in the regular
17 10th grade classroom.

18 CHAIRMAN ZOOK: Right.

19 SUPT. HART: That's fair.

20 CHAIRMAN ZOOK: Right.

21 Any other questions, concerns? Does someone
22 have a motion?

23 MS. NEWTON: Move to grant the waiver.

24 DR. HILL: Second.

25 CHAIRMAN ZOOK: For the full five years?

1 MS. NEWTON: Oh, yeah. Five years.

2 CHAIRMAN ZOOK: Okay.

3 MS. NEWTON: Yeah. Sorry.

4 CHAIRMAN ZOOK: Okay. A motion by Ms. Newton,
5 second by Dr. Hill.

6 All those in favor?

7 (CHORUS OF AYES BY BOARD MEMBERS, EXCEPT MS. CHAMBERS)

8 CHAIRMAN ZOOK: Opposed?

9 MS. CHAMBERS: Aye.

10 CHAIRMAN ZOOK: You're saying you're in favor,
11 Ms. Chambers; is that correct?

12 MS. CHAMBERS: I'm in favor. Sorry if I was --

13 CHAIRMAN ZOOK: Well, no, that's fine. It's
14 just sometimes delayed and I've already jumped ahead.
15 So I want to be -- clarify for the public that you
16 are in fact voting yes.

17 SECRETARY KEY: Got her as yes.

18 CHAIRMAN ZOOK: Got it. Okay.

19 Motion passes -- opposed?

20 Motion passes.

21 SUPT. HART: Thank you for your time. We
22 appreciate your work.

23 CHAIRMAN ZOOK: Be safe going home.

24 b) MARION SCHOOL DISTRICT

25 CHAIRMAN ZOOK: Marion.

1 MS. McLAUGHLIN: Marion School District is here
2 to request waivers for Teacher Licensure and Teacher
3 Fair Dismissal for teachers that are hired through
4 the Act 1240 waiver. Their 90 days expire on April
5 7, 2020. And they are requesting for five years as
6 well, ending on June 30, 2025.

7 We have Tripp Walter from APSRC; Dr. Glenn
8 Fenter, Superintendent; Sandra Halley, School
9 Improvement Specialist; and Hugh Inman, Assistant
10 Superintendent. You will want to swear everyone in,
11 except for Mr. Walter.

12 CHAIRMAN ZOOK: Okay. Will those who plan to
13 testify please stand and raise your right hand? Do
14 you swear or affirm that the testimony you're about
15 to give shall be the truth, the whole truth and
16 nothing but the truth?

17 (ALL SPEAKERS ANSWERED AFFIRMATIVELY)

18 CHAIRMAN ZOOK: Thank you.

19 You may come to the microphone, identify
20 yourself, and proceed.

21 MR. WALTER: All right. Thank you, Madam Chair,
22 Members of the State Board, and Secretary Key. My
23 name is Tripp Walter; I'm staff attorney with the
24 Arkansas Public School Resource Center. And I'll be
25 kind of starting a little comments before the

1 presentation -- a little pre-presentation, if you
2 will -- to kind of address what we're -- you're going
3 to see here in a few moments.

4 As you probably are aware, this is a two-part
5 request. Marion is asking for a waiver of Teacher
6 Licensure and also I think -- well, I guess you've
7 heard about the -- and Public Employee Fair Hearing
8 Act, as we're talking about unlicensed teachers and
9 not teacher personnel.

10 First of all, I just wanted to assure the Board
11 that it is going to continue to be the policy of the
12 Marion School District to always hire licensed
13 teachers first. But as they will explain in just a
14 moment in more detail in the presentation, sometimes
15 that's not always possible.

16 Secondly, concerning the Public Employee Fair
17 Hearing Act, just to allay any concerns that you may
18 have or may be thinking about that if you grant
19 Marion this waiver that they will use it across the
20 board for every type of unlicensed employee, that is
21 absolutely not the case. It's not the intent to
22 extend it to paraprofessionals, custodians, aids, any
23 other type of unlicensed category. This would only
24 be -- this would be narrowly tailored to only those
25 individuals they hire through the Teacher Licensure

1 waiver.

2 Another point I wanted to make about this as
3 well is that Marion will provide, and already does
4 and will continue to provide, full support for all
5 the teachers it brings in on this waiver. It will
6 provide training, preparation, making sure that the
7 unlicensed teachers they bring in are going to be
8 capable of providing quality education in the
9 classroom and that they will all be put on tracks to
10 full licensure; and they will also have extensive and
11 continuous support from the District in achieving
12 those goals as well.

13 The combination of the two parts of the waiver
14 are important for this reason: if you grant both
15 parts of the waiver, that would make any unlicensed
16 teachers who were hired in essence at-will employees.
17 And this is something I know you're familiar with
18 from the charter schools; it's a common waiver there.
19 The reason for this is certainly not to deny those
20 individuals any proper process; it's to give Marion
21 the opportunity, if needed -- if they see that a
22 particular teacher or teachers is not working out,
23 despite their best efforts, and are actually not
24 doing what they need to do to positively drive and
25 impact student achievement, to be able to make a

1 replacement and be able to make sure that those
2 students continue to provide a quality education.

3 I thank you for the opportunity to kick things
4 off, and I will turn things over to Assistant
5 Superintendent Hugh Inman.

6 CHAIRMAN ZOOK: Good morning. If you will,
7 identify yourself for the record.

8 MR. INMAN: I'm Hugh Inman, Assistant
9 Superintendent with the Marion School District.

10 Thank you, Tripp.

11 Secretary Key, Madam Chairwoman, Members of the
12 Board, thank you for allowing us to be here today. I
13 do not know how tense this negotiation may be; I
14 suspect though, in reference to what Ms. Zook said
15 earlier, it will not be any more tense than my
16 negotiation with Dr. Fenter to allow me to speak
17 today and keep him away from the microphone.

18 I don't know where our tech person is. Is this
19 the one?

20 CHAIRMAN ZOOK: If it's on, all you have to do
21 is click it -- but be sure it's on, on the side.

22 MR. INMAN: Okay. We'll know soon.

23 CHAIRMAN ZOOK: Okay.

24 MR. INMAN: I realize the importance of me
25 staying in front of this microphone, and I will do my

1 best; but the problem is I'm a teacher at heart, and
2 so I feel like I need to be moving about the
3 classroom in proximity. So if I wander away, just
4 pull me back.

5 CHAIRMAN ZOOK: Well, you can --

6 MR. INMAN: Okay.

7 CHAIRMAN ZOOK: -- remove that microphone and
8 carry it with you.

9 MR. INMAN: Well, I may do that -- may.

10 CHAIRMAN ZOOK: Easier said than done.

11 MR. INMAN: It is.

12 Okay. So before I start this presentation I
13 want to tell you a story concerning the history of
14 our district. You see where we're starting with this
15 presentation is 2017. Prior to that time, several
16 things had happened in our district and we had some
17 retirements at the top of the District. On July 1 of
18 2017, Dr. Fenter was hired as superintendent. I will
19 tell you -- and it doesn't matter if you're in
20 eastern Arkansas, like we are, in Crittenden County,
21 or if you're anywhere else in the state of Arkansas;
22 in the school business, at the end of the day it
23 boils down to a couple of things: trust and
24 relationships. And if you have those things you're
25 going to be okay; if you do not have those things,

1 it's an uphill battle. We had arrived at a point in
2 our district where maybe we didn't have the trust
3 that we needed from our community. It was our fault
4 our relationships were not what they needed to be.
5 So when Dr. Fenter came onboard in August of --
6 excuse me -- in July of 2017, we immediately went to
7 work on those things. Our district -- again, Marion
8 is in Crittenden County, but it also includes what
9 was once the Crawfordsville School District, as well
10 -- and what was once the Turrell School District.
11 Part of our district actually is inside the city
12 limits of West Memphis. So our land mass is large,
13 and we're as far east as you can get till you hit the
14 river.

15 So beginning in August of 2017, this is what we
16 started working on -- because when he arrived we had
17 issues -- and I'll be the first to tell you we still
18 have issues. Okay? This is a small part of a larger
19 process. Our test scores were not good, our
20 relationships were not good, and the trust was simply
21 not there. Here's what we have been doing during
22 this time to work on these things:

23 We reconfigured our elementary schools. Our
24 elementary schools were configured two grade levels
25 at a time. We had a K-1 building, then we had a

1 separate 2-3 building, then we had a separate 3-4
2 building -- or, excuse me -- 4-5 building, and so-
3 forth and so-on. We reconfigured those into three K-
4 6 magnet schools, and by doing that we also moved the
5 7th grade into the junior high but it is in a
6 standalone building. And we did that in an effort to
7 ease the transition from elementary to junior high,
8 and we had a lot of 7th grade parents that were very
9 happy with that decision.

10 We successfully campaigned for and passed a 5-
11 mill tax increase. A portion of the funds raised in
12 this millage increase is going toward a teacher
13 raise. With this raise we will be one of the highest
14 paying school districts in eastern Arkansas. Of all
15 the challenges that we have, we are fortunate that
16 our salary schedule is very, very competitive, with
17 the exception of a handful of schools in northwest
18 Arkansas.

19 We've increased pre-K enrollment.

20 We began providing free breakfast on a daily
21 basis for all students. And when you serve a large
22 portion of your students who come from poverty, in
23 many instances the only food they get during the day
24 is what they get when they're in school.

25 We also founded a school-based health clinic for

1 students and staff.

2 And while all those things are important,
3 there's nothing about any of those things that show
4 up on a school report card anywhere. But they're the
5 right thing to do for your community and the right
6 thing to do for your students.

7 During the same three-year span, we have
8 surpassed the 70% level for free-and-reduced lunch
9 for three consecutive years. This secures full ESSA
10 funding for the first time in the history of our
11 district. One of our challenges that we have been
12 dealing with is we have had four students that that
13 trust was not there with our district, so we could
14 not get them to complete and turn in their free-and-
15 reduced lunch forms; so we did not have that extra
16 funding to help support those students. Honestly, we
17 still don't have it all. Next year will be the first
18 year that we have it, so that's huge. Those funds
19 have allowed us to create a facilitator team of six
20 to support teachers and an interventionist team of
21 seven to support students.

22 A little bit of a tangent here, but you started
23 the meeting, Ms. Zook, talking about dyslexia. I
24 will put that in the category with a lot of other
25 things; we are probably not where we need to be, and

1 our -- I suspect that our percentage is significantly
2 lower than the state average. However, what we have
3 done -- those seven interventionists -- all seven of
4 those people are currently attending Take Flight
5 training at the Crowley's Ridge Co-op and working
6 with our students who have been identified with
7 characteristics of dyslexia. If you question how
8 important it is for us to serve our students for any
9 reason, this gentleman right here, who is our
10 superintendent, has three grandchildren who are in
11 our elementary schools, and all three of those show
12 characteristics of dyslexia. So it's like a lot of
13 other things: we're not there yet, but we are working
14 diligently to get there.

15 The other thing we've done, we've added a
16 Director of Student Services in an effort to improve
17 parental communication and involvement -- again,
18 building relationships, building trust.

19 We've increased campus security officers from
20 two to seven, and this allows at least one officer at
21 each campus.

22 We're not finished. It's not like we feel like
23 we've reached the pinnacle. We're still looking
24 every day for something better to do. We are in the
25 middle of discussions currently -- and we have a

1 public meeting Monday night; I am confident it will
2 be lively -- we are creating a hybrid -- what we're
3 calling a hybrid school calendar for next school
4 year. With this hybrid calendar, the school students
5 would begin near the end of July and the school year
6 would roll on until early June. It implements a
7 basic concept of we're in school for nine weeks and
8 then there would be a two-week break, and we would
9 carry that throughout the school year. Again,
10 because of how many students we have that come from
11 poverty, minimizing that time off in the summer will
12 prevent that summer slide, if you will.

13 The other thing we are considering is what we're
14 calling a staggered start-time, but basically what it
15 does is it pushes the secondary schools back to a
16 little later start-time. They would start at 9:00.
17 As you know, there's a lot of research out there that
18 shows the teenage mind -- if it is ever awake, it's
19 awake later in the day.

20 So those are two things that we haven't done yet
21 that we're considering. We have polled our faculty
22 and staff; we have polled our students; we have
23 polled our community. And we're having a public
24 meeting Monday night, and we're going to lay all that
25 in front of our school board next Thursday to make

1 some decisions. And these people, while they may
2 agree or disagree, their voices will be heard -- and,
3 again, that's all about building those relationships
4 and trust. I honestly don't know where we will end
5 up, but we're certainly looking into these things.

6 Looking back, 2013-2014, the Marion School
7 District -- and by the way, I used 2nd quarter ADM
8 because that's all we have available to us. I wish
9 this was deep enough in that I had 3rd quarter, but I
10 don't. In 13-14, the Marion School District had
11 4,174 students, 2nd quarter ADM. Fast-forward to --
12 remember that date I started with, 2017 -- in the
13 summer of 2017, we were down to 3,785 students. That
14 is almost a loss of 400 students over the course of
15 four years; so almost losing 100 students per year,
16 10% of our enrollment. I know this board knows very
17 well what that does to your financial situation.

18 Once we started turning things around, beginning in
19 2017, by doing all those things I've already told you
20 about -- plus some I failed to list, I'm confident of
21 that -- the following year our enrollment grew. It
22 has grown again this year. We're back up to 3,918
23 students. While we're still not to where we were, I
24 need you to know that we have achieved that growth in
25 a county that is rapidly losing population. The

1 thing that I have at the bottom of this slide I will
2 be referring back to momentarily. Of our 3,918
3 students, 62% of those students -- [clearing throat]
4 -- excuse me -- 62% of those students are minorities.

5 During this same time -- and, again, it's all
6 part of building relationships -- 2017-18, the first
7 year that there was some licensure flexibility -- and
8 I will be the first to tip my hat to this board and
9 to the Division's employees for allowing flexibility
10 and some creativity -- 17% of our hires that year
11 were minorities, and that resulted in 17% of our
12 licensed population being minorities. The following
13 year we did better: 22% of our hires, minorities. If
14 you notice there, then our total for licensed is up
15 to 27%. This current school year we even did better:
16 24% of our hires, minorities. We are now -- over a
17 course of three years we've gone from 17% to 33% of
18 our teachers, if you will, are minorities. That is
19 huge because of that bottom number on the previous
20 slide. 62% of our students are minorities. In a
21 perfect world, our teacher demographic would mirror
22 our student demographic. We're not there, but we're
23 working on it. And the reason we've been able to
24 make the kind of progress we have made is because of
25 licensure flexibility.

1 Now to our waiver request -- and I may jump back
2 and forth from this presentation possibly to the
3 actual waiver request that was presented. Here's
4 what this slide says -- I'm not going to read it to
5 you; I'm not going to insult you that way. What it
6 says is it's hard to have school anywhere, and it's
7 especially hard to have school in the Delta -- but
8 you already know that. It also says that there's
9 nothing more important than that teacher that's in
10 front of that classroom. That is the single-most
11 important thing, and we recognize that. Again, more
12 reasons that it's challenging where we are located.
13 Again, all of you are well aware of these
14 circumstances.

15 What are we requesting? We're asking for a
16 waiver of Teacher Licensure requirements, as well as
17 -- and, of course, this last part has been altered
18 slightly -- Teacher Fair Dismissal for -- again, as
19 Tripp said, only for those who are employed under a
20 teacher licensure waiver.

21 What are we going to do? Basically, what this
22 slide says is we're not looking to lessen
23 requirements on any of these folks in terms of their
24 employability. They're still going to have to make
25 it through the background checks; they are going to

1 be evaluated in TESS. We will keep them listed as
2 novice teachers, which means they will have a mentor
3 assigned to them by the District. We will also
4 provide them with training. We're going to provide
5 training both in how to become a better teacher,
6 which is utilizing that team of facilitators. We're
7 going to provide other trainings on how to pass the
8 Praxis -- and, quite frankly, that's the biggest
9 hurdle with a lot of our folks. We're working in
10 conjunction with our co-op, Crowley's Ridge
11 Educational Service Co-op as well; they have agreed
12 to help us in both of those areas. Of course, we're
13 still going to meet all AQT requirements when
14 applicable.

15 What have we been doing? Before flexibility,
16 probably the same thing everyone else has been doing
17 -- APPEL, MAT, PPTL, calling neighboring districts --
18 and when we do, they laugh at us and say, "I need
19 more people than you need, and you pay more than I
20 do; why are you calling me?" Posting openings in
21 colleges, local paper, website, job fairs, in and out
22 of state, using long-term subs, and posting openings
23 on AAEA website.

24 I talked to you about the team of facilitators
25 that we can now fund because of that additional

1 funding that we have available to us. They consist
2 of certified and experienced teachers, two of which
3 are state-trained RISE trainers. Folks, we have gone
4 all in with the Science of Reading and phonics-based
5 teaching. They span all grade levels and all core
6 content areas. Those people do observations; they go
7 in and model-teach when necessary; they provide
8 feedback and collaborate on a regular basis in every
9 building in our district.

10 I talked about the other piece of this, the
11 Praxis, which, again, that's the highest hurdle for
12 our people. We're going to set-up professional
13 development after school to provide them test-taking
14 strategies, provide them guidance, help them all we
15 can.

16 Some more really good numbers as to why this is
17 important to us -- when we started this year, we had
18 32 teachers working under some form of licensure
19 flexibility. Now what I am calling licensure
20 flexibility is basically an emergency teacher permit,
21 year-one or year-two, or as a long-term sub. The
22 reason we have long-term subs, as you all are well
23 aware, you cannot teach special education on an
24 emergency teacher permit, and you can as a long-term
25 sub. And as I have been told --

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

[TIMER BELL RINGS]

MR. INMAN: -- on more than one occasion that deals with federal regulations.

Of those 32 teachers -- and that sounds like a big number, but, remember, we're a pretty good-sized district. That's less than 10% of our total teacher population. 47% of those teachers have Crittenden County roots. Ms. Love from Dumas spoke to you earlier this morning about culture. That is a very important thing. There are a lot of people, for whatever reason, they're not willing to move to Crittenden County, Arkansas. I don't know why. I moved there 12 years ago, and I love it, raised a family there. I've put I guess I'll say two-and-a-half kids -- I have two in college and one that's in 9th grade right now that -- he may make it to college someday. But they've received a fine education. But 47% of these people are from Crittenden County, have Crittenden County roots. It allows us to grow our own. 56% of these teachers working under flexibility are minorities.

Remember those gains we made? Remember what our student population is? We're still not there. But if you take this 56% out, we're going backwards and then we start losing that trust from our community

1 and breaking those relationships. A hundred-percent
2 -- excuse me -- 66% of those have made progress
3 toward licensure. You may be asking, what's
4 progress? Well, it varies. They have passed all or
5 part of their Praxis, required practice -- Praxis.
6 As you know, some Praxis exams have multiple parts,
7 and so maybe they've passed two parts and still have
8 two or three to go. Many of them are in APPEL or an
9 MAT program, and they're currently receiving that
10 help, but they haven't passed their Praxis. So any
11 combination -- I got word earlier this week that one
12 of my folks in the MAT program finally passed his
13 last Praxis, and so he's got a license coming. It's
14 been a two-year process. A hundred-percent of those
15 people have attempted the Praxis exam at least once,
16 with some attempting as many as 10 times. I assure
17 you, they're not failing it on purpose.

18 Benefits of the waiver -- it lets us hire local
19 people who have a heart for and understand our
20 students; provide these teachers with the time and
21 resources; continue employment of educators for whom
22 the district has made an investment and are assets to
23 our district. Some of these people we have two years
24 of professional development invested into.

25 That last bullet is about the other waiver we're

1 asking for. It provides the District with the
2 ability to quickly remove and replace poor performing
3 teachers who are working under a waiver.

4 These are all the reasons that we're asking for
5 your consideration and for a five-year time-span.
6 And I will be happy to do my best to answer any
7 questions.

8 CHAIRMAN ZOOK: Okay. Do we have anyone here to
9 speak against?

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

11 CHAIRMAN ZOOK: Seeing none, do we have
12 questions from the Board?

13 Dr. Moore.

14 DR. MOORE: Yes. Thank you for your
15 presentation.

16 I guess hearing you and knowing other districts
17 as well saying the issue of passing the Praxis is a
18 concern -- and I imagine that these teachers, if we
19 grant this waiver, will still have that challenge.
20 What is the District -- are y'all working with your
21 co-op to support these teachers as they go through
22 that?

23 MR. INMAN: We are bringing -- we are pairing
24 them up -- in many instances, that is at the
25 secondary level where it is more content specific.

1 DR. MOORE: Subject specific, yeah.

2 MR. INMAN: So we pair them up with other
3 teachers who have passed those Praxis, and then we
4 make available to them various online resources. Our
5 co-op has a person hired that is their job to help
6 with this. That doesn't mean it's easy still.

7 DR. MOORE: Right.

8 MR. INMAN: But that's what we're working on.

9 DR. MOORE: If we grant this, is it you-all's
10 full intention that these teachers who are hired
11 under this, if they remain in your district they will
12 be on a pathway to licensure?

13 MR. INMAN: Absolutely. And, again, most of
14 those people -- number one, we're not looking to go
15 out and hire unlicensed teachers. Most of these
16 people that we're talking about they are on a pathway
17 to licensure. It's just that with an emergency
18 teacher permit there is no way to get a third year.
19 If I could get a five-year emergency teacher permit,
20 I wouldn't be standing in front of you today.

21 DR. MOORE: I appreciate that you put in the
22 board minutes from when y'all talked about this with
23 your board, and I'm glad you did that before coming
24 to us.

25 I notice that y'all will have a different salary

1 schedule. I don't think I've seen that before. Is
2 that something --

3 MR. INMAN: That is a part of this. We tried to
4 build in -- not only are we going to provide support
5 for these people to get a traditional license, if you
6 will; we also tried to build in as many incentives as
7 possible to incentivize a reason for them to --

8 DR. MOORE: To get that license?

9 MR. INMAN: Yes.

10 DR. MOORE: Yeah. That makes sense.

11 Those are all the questions I have. Thank you.

12 CHAIRMAN ZOOK: Anything else on this side?

13 Do those who aren't licensed that would fit
14 under this waiver, are they -- is it explained to
15 them that during this process they would not have the
16 Fair Dismissal protection?

17 MR. INMAN: It hasn't been yet, but it will be
18 -- yes, ma'am --

19 CHAIRMAN ZOOK: But I mean --

20 MR. INMAN: -- if approved. Yes, ma'am.

21 CHAIRMAN ZOOK: Right, if approved. Okay.
22 There would still be due-process protection?

23 MR. INMAN: Yes.

24 CHAIRMAN ZOOK: Okay. All right.

25 Dr. Hill? Ms. Newton?

1 MS. NEWTON: Could you be a little bit more
2 specific under the due-process? What would be the
3 process, or the criteria, I guess, for dismissal if
4 they did not -- if you did not have the Teacher Fair
5 Dismissal protection?

6 MR. INMAN: I don't know that I can give you the
7 specifics. And this is a very simplistic answer,
8 but, you know, as -- and maybe I answered Ms. Zook's
9 question incorrectly. What we're asking is that they
10 would be at-will employees. So maybe I answered your
11 --

12 CHAIRMAN ZOOK: Right.

13 MR. INMAN: -- question incorrectly.

14 CHAIRMAN ZOOK: Probably.

15 MR. INMAN: You know, as -- if they are not good
16 for our students we want to be able to remove them as
17 quickly as possible. Again, as Mr. Walter
18 referenced, those scenarios currently exist in many
19 of the charter schools, and so we are trying to level
20 that playing field, if you will. Now we're not
21 asking for any -- you know, again, our teachers with
22 a license, they still have full rights to Teacher
23 Fair Dismissal.

24 CHAIRMAN ZOOK: So you're saying they still
25 would be observed, they still would get feedback,

1 they would still get an opportunity to improve?

2 MR. INMAN: Yes.

3 CHAIRMAN ZOOK: Okay.

4 MS. NEWTON: Okay.

5 CHAIRMAN ZOOK: Anything further, Ms. Newton?

6 Mr. Pekron?

7 Ms. Hyatt.

8 MS. HYATT: Can I clarify something just really
9 quickly? And it's been alluded to, but I haven't had
10 a chance to get up here. So in the request that's
11 presented to you they did ask for the Teacher Fair
12 Dismissal Act. They don't need the Teacher Fair
13 Dismissal Act; that only applies to those that are
14 required to hold a teaching license from the Board as
15 a condition of their employment. What they need
16 instead is the Public School Employee Fair Hearing
17 Act, which is 6-17-1701 et seq., and that applies to
18 people who are not required to hold a license as a
19 condition of their employment. And before they
20 started their presentation they did agree to that, as
21 we were visiting ahead of time, but I need them to
22 confirm --

23 CHAIRMAN ZOOK: State that.

24 MS. HYATT: -- that they wish to make that
25 change.

1 CHAIRMAN ZOOK: Okay. We need you to state that
2 for the record, if that's what your intent is.

3 DR. MOORE: Can I ask you a question?

4 So it was my understanding that all teachers
5 that are under the Act 1240 waiver, if you're
6 employed in a district you're not under Teacher Fair
7 Dismissal --

8 MS. HYATT: Yes. So --

9 DR. MOORE: -- statewide.

10 MS. HYATT: -- Act 1240 -- if you're employed
11 under a waiver from licensure because you're
12 unlicensed, the Teacher Fair Dismissal Act is not
13 going to apply to you, because the definition of
14 "teacher" in the law is someone who is required to
15 hold a license from the State Board of Education as a
16 condition of their employment.

17 DR. MOORE: Okay. Thank you.

18 MS. NEWTON: So would that mean that if you were
19 a teacher employed under the waiver that you would be
20 an at-will employee?

21 MS. HYATT: Well, I believe you would fall under
22 the Public School Employee Fair Hearing Act, because
23 that applies to employees that are not required to
24 hold a license. So that's why my suggestion to them
25 was to change the request from the Teacher Fair

1 Hearing -- Teacher --

2 CHAIRMAN ZOOK: Fair Dismissal.

3 MS. HYATT: Thank you -- Teacher Fair Dismissal
4 Act to the Public School Employee Fair Hearing Act to
5 cover them, because they're not going to be required
6 to hold a license.

7 MS. NEWTON: So will you explain to me what the
8 Public School Fair Hearing Act summary says?

9 MS. HYATT: Sure. It is basically due-process
10 when it comes to contract renewal and has a lot of
11 the same components as the Teacher -- I'm getting
12 them all confused --

13 CHAIRMAN ZOOK: Fair Dismissal.

14 MS. HYATT: -- Teacher Fair Dismissal Act. And
15 I can -- if you'll give me a second, I can go get the
16 code book and kind of read to you some pieces of it.

17 MS. NEWTON: Yeah.

18 MS. HYATT: Sure.

19 MS. NEWTON: Give me just a second.

20 MR. INMAN: So while this may not be fair to me,
21 because she took her notes with her, I'm guessing
22 you're not going to allow me to say just what she
23 said. But we are asking this to be changed from
24 Teacher Fair Dismissal Act to Public School Employee
25 Fair Hearing Act.

1 CHAIRMAN ZOOK: And you're on the record, and so
2 therefore you are under now contract if we decide to
3 do that.

4 MR. INMAN: Thank you.

5 CHAIRMAN ZOOK: Okay. Here she comes.

6 MS. HYATT: Okay. So in the Public School
7 Employee Fair Hearing Act there is still a term by
8 which they have to notify the employee if they're
9 going to be terminated or their contract is going to
10 be non-renewed. They are allowed to be immediately
11 suspended, but they have to be given notice within
12 two days. They are still allowed to have a hearing.
13 The hearing has to take place no more than five --
14 sorry -- no fewer than five, no more than ten days
15 after the written request for the hearing has been
16 received.

17 So it's still that -- those levels of due-
18 process that the Teacher Fair Dismissal Act has; it
19 just -- this is for people that are not required to
20 have a license. So if what they're trying to do is
21 be able to remove a non-licensed 1240 teacher
22 immediately from the classroom they would need a
23 waiver of this in order to do that, because this has
24 those due-process layers built in and allows a
25 hearing and requires some type of notice before they

1 can be removed from the classroom or from a position
2 of -- that's not a teacher.

3 And one thing I also wanted to say is nobody
4 currently has a 1240 waiver of this law. So this
5 would be the first time it's been granted under Act
6 1240.

7 CHAIRMAN ZOOK: Do any of the charters?

8 MS. HYATT: Yes, most of the charters, and I
9 think we have three district conversions -- it might
10 actually be more than three. A few district
11 conversions and the majority of the charters do hold
12 a waiver of this, but it's never been granted under
13 Act 1240. So I always like to tell you guys when
14 it's the first time you would be granting it.

15 CHAIRMAN ZOOK: But they did have a right to
16 request because someone does have it?

17 MS. HYATT: That's right; it's allowable to
18 request under Act 1240. It's just this will be the
19 first time, if granted, that it's been granted using
20 that waiver pathway.

21 CHAIRMAN ZOOK: Okay. Thank you.

22 Anything else, Ms. Newton? Mr. Pekron?

23 MR. PEKRON: No, I was -- all I have is -- I was
24 just going to add I really appreciate the innovative
25 solutions that your district is looking at to address

1 your problems out there.

2 CHAIRMAN ZOOK: Okay.

3 MR. INMAN: Thank you very much.

4 CHAIRMAN ZOOK: Dr. Hill?

5 DR. HILL: No. Great job.

6 CHAIRMAN ZOOK: Mr. Williamson?

7 MR. WILLIAMSON: No.

8 CHAIRMAN ZOOK: Dr. Moore?

9 DR. MOORE: Yes. Back on that issue -- so at
10 whatever point in time that teacher receives a
11 license they will receive the Teacher Fair Dismissal?

12 MR. INMAN: Yes. When they receive a license,
13 they will immediately be like everyone else. And to
14 your question earlier, they would jump over to the
15 other salary schedule as well. So even if it -- you
16 know, it could be in the middle of the year
17 potentially and they would immediately change over
18 when they get that license in hand.

19 DR. MOORE: And so this would not be a surprise
20 to any of the teachers, because this is upon seeking
21 employment they would know this information?

22 MR. INMAN: Correct.

23 DR. MOORE: Okay. Thank you.

24 CHAIRMAN ZOOK: Ms. McAdoo?

25 Okay.

1 MS. NEWTON: So this --

2 CHAIRMAN ZOOK: Microphone.

3 MS. NEWTON: I'm sorry. This would be an
4 incentive for a 1240 teacher to get licensed, I
5 guess?

6 MR. INMAN: Absolutely. That was the intent of
7 many of these pieces that we worked in.

8 CHAIRMAN ZOOK: Okay. Anymore discussion,
9 questions?

10 Do I have a motion?

11 MS. NEWTON: Do we need to do them separately?

12 CHAIRMAN ZOOK: You can choose to do them
13 separately, and we would vote on that, or you can
14 choose to do both of them at the same time and we can
15 vote on it that way. It's up to the Board.

16 DR. MOORE: I move to approve the request.

17 CHAIRMAN ZOOK: Moved by Dr. Moore to approve
18 both waiver requests.

19 Do I have a second?

20 DR. HILL: Second.

21 CHAIRMAN ZOOK: Second by Dr. Hill.

22 All in favor?

23 (UNANIMOUS CHORUS OF AYES)

24 CHAIRMAN ZOOK: Opposed?

25 Motion passes.

1 MR. INMAN: Thank you very much.

2 CHAIRMAN ZOOK: Thank you for your presentation.

3 Y'all be safe going home.

4 Okay. It is 13 minutes until 1:00. We will
5 reconvene at 1:40.

6 (LUNCH BREAK: 12:47 - 1:42 P.M.)

7 CHAIRMAN ZOOK: The afternoon session of the
8 February State Board of Education meeting will now
9 come to order. And we have the Jennifer Dedman show.

10 B-1: CONSIDERATION FOR APPROVAL: DESE GUIDELINES FOR ARKANSAS
11 CODE ANNOTATED 12-12-901 ET SEQ., "MEGAN'S LAW"

12 MS. DEDMAN: Jennifer Dedman, attorney for the
13 Department.

14 Okay. The first item on the agenda is the
15 guidelines governing "Megan's Law." These are not
16 rules; they are guidelines that require the State
17 Board's approval though. We have a change to these
18 rules as a result of Act 187 of 2019, which you'll
19 see on the very last page, those last two paragraphs.
20 And I'm available to take any questions you may have.

21 CHAIRMAN ZOOK: Any questions, comments?

22 DR. MOORE: What's the difference between a
23 guideline and a rule?

24 MS. DEDMAN: The rules are required to be
25 promulgated in compliance with the Administrative

1 Procedures Act. This is guidance that's not required
2 to be promulgated; it doesn't require the same
3 process, including public comment. These are
4 internal Department guidelines on "Megan's Law."

5 CHAIRMAN ZOOK: These are more administrative
6 instead of legislative.

7 MS. DEDMAN: Yes.

8 CHAIRMAN ZOOK: Is that correct?

9 MS. DEDMAN: That's correct. Schools required
10 --

11 DR. MOORE: So school --

12 MS. DEDMAN: I'm so sorry.

13 DR. MOORE: School districts still have to
14 adhere to this?

15 MS. DEDMAN: They still have to adhere to
16 "Megan's Law." This is to provide guidance to the
17 district and help to explain. We've drawn some from
18 the Arkansas State Police and the law. It's a set of
19 procedures and best practices for how to exactly
20 handle this.

21 DR. MOORE: Okay. Thank you.

22 CHAIRMAN ZOOK: Anything else?

23 Do I have a motion?

24 MR. WILLIAMSON: Move to approve.

25 CHAIRMAN ZOOK: Moved by Mr. Williamson.

1 DR. HILL: Second.

2 CHAIRMAN ZOOK: Second by Dr. Hill.

3 All those in favor?

4 (UNANIMOUS CHORUS OF AYES)

5 CHAIRMAN ZOOK: All those opposed?

6 Motion passes.

7 B-2: CONSIDERATION FOR FINAL APPROVAL: DESE RULES GOVERNING
8 DISTANCE AND DIGITAL LEARNING

9 CHAIRMAN ZOOK: Number 2, the final on Digital
10 and Distance Learning. And we do have a person
11 signed up to make public comment on this after you do
12 your presentation and before we vote.

13 MS. DEDMAN: That is correct.

14 CHAIRMAN ZOOK: Now this came in today, so I
15 think we have to get a vote of the Board to accept
16 public comment on this item.

17 Do I have a motion on that?

18 MS. NEWTON: Move to accept public comment.

19 CHAIRMAN ZOOK: Moved by Ms. Newton to accept
20 public comment.

21 DR. HILL: Second.

22 CHAIRMAN ZOOK: Second by Dr. Hill.

23 All in favor?

24 (UNANIMOUS CHORUS OF AYES)

25 CHAIRMAN ZOOK: Opposed?

1 Okay. We will hear public comment after you
2 make the presentation.

3 MS. DEDMAN: Thank you.

4 These rules were amended to incorporate the
5 changes of Act 709 of 2019. A public comment hearing
6 was held on November 18th, and we did receive some
7 public comments, as you will see in your packet.
8 These resulted in no substantive changes to the
9 rules. And Staff respectfully requests that you
10 approve these rules.

11 CHAIRMAN ZOOK: Okay. And now, Mr. Berry. If
12 you will, state your name for the record, for the
13 listening and viewing public, and then we will let
14 you proceed.

15 COL. BERRY: Thank you very much, Madam Chair.

16 My name is Don Berry. I'm with the Arkansas
17 Veterans Coalition.

18 The Coalition is the umbrella organization that
19 involves 20 or more Arkansas military and veteran
20 organizations and we advocate on behalf of Arkansas'
21 military, as well as veteran families.

22 We'd ask the Board to authorize the Children of
23 our Armed Forces being reassigned to Arkansas access
24 to distance and learning [sic] coursework. This
25 request was originally generated by the Office of the

1 Assistant Undersecretary of Defense for Military
2 Community and Family Policy, and we work with them on
3 a number of issues relating to military families.

4 Nationally, about 185,000 military children move
5 between schools annually. Of these, a third move
6 during the school year and either lose educational
7 opportunities or receive incomplete grades.

8 Consequently, military connected students must often
9 divert from a normal course of study to attend summer
10 school or add extra classes to an already full
11 curriculum in order to advance or graduate with their
12 peers. In early 2018, the Secretaries of the Army,
13 Navy, and the Air Force wrote the state Governors
14 asking for help. They said, "We are often asked what
15 communities can do to support those who serve."

16 Among the factors military families cite most
17 frequently as drawbacks to military service include
18 their military dependent difficulty assimilating to a
19 new school system following a station transfer and
20 the quality of local schools where -- the schools
21 where the children attend.

22 In our 2019 legislative session Arkansas adopted
23 Act 939 with the strong support of the Department of
24 Education and our Legislature, with the unanimous
25 passing in both chambers. So we very much appreciate

1 that. That Act 939 provided for extending our
2 Military Interstate Compact provisions to certain
3 members of the Reserve component, and also added a
4 provision to allow the advance enrollment of inbound
5 military kids by the parents providing a copy of
6 their reassignment orders. Arkansas is one of the
7 first of five states in the country to enact that
8 provision; now 15 -- in fact, DOD now cites Arkansas'
9 statute as the model statute for the Country.

10 We contend that the primary measure of quality
11 of schools is really not an objective score, but a
12 compiled subjective view of the parents. It's based
13 upon how the schools communicate with the parents and
14 the families and how they're effective -- their
15 ability to effect the transition. Those schools
16 which are -- outreach and communicate receive high
17 scores from parents.

18 Act -- A.C.A. 6-18-107, which is the statute
19 that provides for that advance enrollment, we believe
20 provides the legal authority for the Board to
21 authorize districts to enroll transitioning military
22 connected children access to distance learning
23 coursework, thereby facilitating the education
24 success of transitioning military connected students
25 and supporting their advancement and graduation with

1 their peers despite numerous transitions during their
2 elementary and secondary years.

3 Madam Chair, request the Board consider adding
4 military connected children to the provisions in the
5 rules that you are viewing today. Thank you.

6 CHAIRMAN ZOOK: Okay. I have a question, and it
7 may be for Ms. Dedman. But when this law was --
8 before it was passed, before it went before the full
9 House and the Senate, were -- did y'all come to the
10 Subcommittees to make this request or did it -- it
11 was one of those things that went through before you
12 realized what it -- that it might not include the
13 military students?

14 COL. BERRY: Well, the rule that -- or the --
15 you're talking about --

16 CHAIRMAN ZOOK: This particular one.

17 COL. BERRY: The Act that was driven for the
18 change for the rule did not include military. But we
19 -- it was never a provision to be considered, I don't
20 believe, at that time.

21 MS. DEDMAN: That's correct. Act 939 does not
22 specifically address the same sections as are
23 contained in the Digital Learning Act. So it's a
24 completely different section of the law concerning a
25 lot of things, including student attendance, but not

1 digital learning.

2 CHAIRMAN ZOOK: So it wasn't that the
3 Legislature heard this recommendation and rejected
4 it; it just never was presented to the Subcommittee?

5 MS. DEDMAN: Not to my knowledge. No.

6 CHAIRMAN ZOOK: Okay. So it's my understanding
7 -- and correct me if I'm wrong -- that we don't have
8 the power to add something at this level that doesn't
9 specifically address in the law what we are voting on
10 today, but it doesn't mean that we are opposed to it.
11 But we have to take the guidance of our attorneys,
12 who I'm sure have checked with BLR and others, to say
13 can this be a big umbrella or does it have to be
14 specific. And if it does need to be specific, which
15 they've stated, then I know it's two years from now
16 -- or one year from now -- but to bring that before
17 the Legislature at the next session to be sure.
18 Because I have no doubt that this Board and those of
19 us on the Board who served in the military or had
20 family members we would fully support this, but it's
21 not within our power to grant this outside of what
22 the legislation says.

23 COL. BERRY: Thank you, Madam Chair.

24 CHAIRMAN ZOOK: Does that make sense, Ms.
25 Dedman?

1 MS. DEDMAN: Yes, Madam Chair.

2 CHAIRMAN ZOOK: Okay.

3 MS. NEWTON: Ms. Zook --

4 CHAIRMAN ZOOK: Yes.

5 MS. NEWTON: -- would this be something --
6 because I know the Division works on agendas for
7 legislative sessions, you know --

8 CHAIRMAN ZOOK: Yes.

9 MS. NEWTON: -- quite a ways out. Could this be
10 something that we might put on the Division's radar
11 to look at in the future?

12 SECRETARY KEY: Ms. Newton, it is on our radar,
13 and we were aware of Colonel Berry's concern and
14 desire to see this. It is something that, you know,
15 didn't really get picked up when the work on the
16 session was -- or work during the session was going
17 on. Mr. Kaminar was just here; I know he's working
18 with the Compact states. So that is -- and then,
19 last week we learned from Ms. Coffman, as she was at
20 a federal programs conference, that recent federal
21 legislation changed some of the things related to
22 military connected students. So now we're going to
23 need to go back anyway --

24 MS. NEWTON: Okay.

25 SECRETARY KEY: -- and look at some of the

1 language in our statutes. This will be something
2 that we'll put on a list to see if it's the right
3 policy change to make in the '21 session.

4 CHAIRMAN ZOOK: So this would include students
5 that are military and home-school or military and
6 private school, just not those who are military and
7 public school?

8 SECRETARY KEY: Well, it depends on which -- we
9 would have to look to see which code sections --

10 CHAIRMAN ZOOK: Okay.

11 SECRETARY KEY: -- need to be changed because --

12 CHAIRMAN ZOOK: Right.

13 SECRETARY KEY: -- there may be some in 6-18-202
14 that discuss -- that talks about age, residence
15 requirements and all for public schools that we'll
16 have to look at as well. So it may just -- it may
17 not be just this section that we have to look at.

18 MS. NEWTON: I just know that as a state we want
19 to do everything that we can to support the families
20 that are putting their lives on hold for us.

21 SECRETARY KEY: Absolutely.

22 MS. NEWTON: So I want to make sure we --

23 SECRETARY KEY: And if I may -- and Colonel
24 Berry didn't ask me to do this; I'm going to do it
25 anyway -- there's no one who is -- he is tireless in

1 his work in the advocacy for our military families
2 and their -- and military connected students. So,
3 you know, he's not going to let us forget about it, I
4 know that.

5 MS. NEWTON: Okay. Good.

6 CHAIRMAN ZOOK: Good.

7 MS. NEWTON: Thank you.

8 CHAIRMAN ZOOK: Okay. Do I have a motion --

9 DR. MOORE: May I ask a question real quick?

10 CHAIRMAN ZOOK: Sure.

11 DR. MOORE: So on the -- in reference to Act
12 709, on the expelled students, is this a practice
13 that districts currently do now, that they offer the
14 online component to students who are being expelled?

15 MS. DEDMAN: Yes. Districts, of course, are
16 required to continue to provide an education to
17 students who are undergoing a period of expulsion,
18 and one of the ways they do that is sometimes through
19 digital.

20 DR. MOORE: Okay. And so this will require them
21 to offer it to a student any time?

22 MS. DEDMAN: If that's part of the district's
23 plan for providing education to those students, it
24 will. Some districts are providing in other formats,
25 including an ALE-like format.

1 DR. MOORE: Okay. Thank you.

2 CHAIRMAN ZOOK: Do I have a motion?

3 DR. MOORE: Motion to approve.

4 CHAIRMAN ZOOK: Motion made by Dr. Moore.
5 Second?

6 MR. WILLIAMSON: Second.

7 CHAIRMAN ZOOK: Second by Mr. Williamson.
8 All those in favor?

9 (UNANIMOUS CHORUS OF AYES)

10 CHAIRMAN ZOOK: Motion passes.

11 Thank you, Colonel Berry.

12 MS. DEDMAN: Thank you.

13 B-3: CONSIDERATION FOR FINAL APPROVAL: DESE RULES GOVERNING
14 CREATION OF SCHOOL DISTRICTS BY DETACHMENT

15 CHAIRMAN ZOOK: Next is the final approval
16 governing establishing districts by detachment.

17 MS. DEDMAN: Okay. These rules were amended to
18 incorporate the changes of Act 528 of 2019, and a
19 public comment hearing was held on November 18th. We
20 did receive public comments, but as you'll see none
21 of them resulted in substantive changes to the rules.
22 So we request approval of these rules.

23 CHAIRMAN ZOOK: I think the only question I had
24 is it said that if a group or a section of a district
25 wanted to detach they had to get permission from the

1 district they're detaching from. With so much money
2 tied up in individual kids that you're educating, I
3 just wonder if a district would happily give
4 permission for somebody to detach from them.

5 MS. DEDMAN: So I think we're looking at Section
6 4 here. It looks like there's two ways to initiate
7 detachment. You can either do it by a resolution of
8 the board of directors of the district from which the
9 territory will be coming, or a petition presented to
10 the State Board of Education. So it's possible that
11 a district would elect to use Section 4.02 instead.

12 CHAIRMAN ZOOK: Okay. Thank you for that
13 clarification.

14 Any other questions or comments?

15 Do I have a motion?

16 MR. PEKRON: Motion to approve.

17 CHAIRMAN ZOOK: Moved by Mr. Pekron.

18 DR. HILL: Second.

19 CHAIRMAN ZOOK: Second by Dr. Hill.

20 Those in favor?

21 (UNANIMOUS CHORUS OF AYES)

22 CHAIRMAN ZOOK: Opposed?

23 Thank you. Motion passes.

24 B-4: CONSIDERATION FOR FINAL APPROVAL: DESE RULES GOVERNING
25 INSTRUCTIONAL MATERIALS

1 CHAIRMAN ZOOK: Final rules for teaching of
2 school board members -- or training of school board
3 members.

4 Did I skip one? Oh, yes, I did. Final,
5 instructional materials. Sorry.

6 MS. DEDMAN: It's right at the bottom of that
7 page, yes. These rules were amended to incorporate
8 the changes of Act 757 of 2019, and a public comment
9 hearing was held on December 9th. Public comments
10 were received, but did not result in substantive
11 changes to the rules. And we'd request approval of
12 these rules.

13 CHAIRMAN ZOOK: Do I have any comments or
14 questions about instructional materials?

15 Seeing none, do I have a motion?

16 DR. MOORE: Motion to approve.

17 CHAIRMAN ZOOK: Motion by Dr. Moore.

18 MR. PEKRON: Second.

19 CHAIRMAN ZOOK: Second by Mr. Pekron.

20 All those in favor?

21 (UNANIMOUS CHORUS OF AYES)

22 CHAIRMAN ZOOK: Okay.

23 B-5: CONSIDERATION FOR FINAL APPROVAL: DESE RULES GOVERNING
24 REQUIRED TRAINING FOR SCHOOL BOARD MEMBERS

25 CHAIRMAN ZOOK: Now then, rules about training

1 of school board members.

2 MS. DEDMAN: These rules were amended to
3 incorporate the changes of Acts 168 and 1029 of 2019.
4 A public comment hearing was held on December 9th,
5 and public comments were received, but did not result
6 in substantive changes. And I'd request final
7 approval of these rules.

8 CHAIRMAN ZOOK: Okay. Questions, comments?
9 Motion?

10 MR. PEKRON: Motion to approve.

11 CHAIRMAN ZOOK: Motion by Mr. Pekron.

12 DR. MOORE: Second.

13 CHAIRMAN ZOOK: Second by Dr. Moore.

14 All those in favor?

15 (UNANIMOUS CHORUS OF AYES)

16 CHAIRMAN ZOOK: Opposed?

17 Okay.

18 B-6: CONSIDERATION FOR FINAL APPROVAL: DESE RULES GOVERNING
19 GRADING AND COURSE CREDIT

20 CHAIRMAN ZOOK: Then, final, grading and course
21 credit.

22 MS. DEDMAN: These rules are combining the
23 former rules governing Uniform Grading Scales,
24 Concurrent Credit, and Advanced Placement and the
25 International Baccalaureate Initiative Program --

1 Incentive Program, rather, into a single rule. So
2 you'll see the repeal of those three rules are also
3 listed.

4 The language that has been changed has been
5 added to incorporate the changes of Act 745 and 1118
6 of 2017 and Acts 429, 456, and 632 of 2019. The
7 rules also contain new sections concerning
8 flexibility in awarding high school course credit and
9 courses for weighted credit. A public comment
10 hearing was held on November 18th, and we received
11 several public comments, but none resulted in a
12 substantive change to the rules.

13 So we request that the State Board grant final
14 approval for these rules.

15 CHAIRMAN ZOOK: Anyone have -- Ms. Newton.

16 MS. NEWTON: Yeah. And I'm not sure I agree
17 that there weren't substantive changes made, because
18 I saw several definitions added and just several
19 things to -- sub-score -- I mean there were several
20 different things that I thought were changes made.
21 And I know we want to get these rules right. And so
22 I was wondering if we didn't really need to go
23 through another public comment period on this one?

24 MS. DEDMAN: We did add, as a result of the
25 public comments, a definition for "standards-based

1 grading," a term that had been used in the rules but
2 was not specifically included in the definition
3 section. Standards-based grading is simply the
4 system of reporting that is covered in not only
5 Sections 2-2.03 and 2-2.04, but also in Flexibility.
6 So we did add at the request of several -- I'm sorry
7 -- rather, of the School Boards Association a
8 definition of "standards-based grading."

9 We added a definition for our office that does
10 evaluate these applications, but it didn't make a
11 change to the way the office operates; it merely
12 responds to several requests for language, including
13 the office of Gifted and Talented. Our definition is
14 intended to explain it has included, and will
15 include, the Office of Gifted and Talented. But a
16 definition addition seemed to be the quickest way to
17 simply address that they are included and have been
18 included. We didn't make the change the commenter
19 wanted us to make in that instance, but we did add a
20 definition to further explain our response to the
21 commenter.

22 MS. NEWTON: I just saw several other things and
23 I tried to go through and mark everything that I
24 thought was, you know, a change, other than, you
25 know, a grammar type thing. But it just seemed to me

1 that there were several things through here, and I
2 know it's easier to get things right on the front-end
3 than to try to come back and clean up something that
4 maybe we missed or whatever. So I -- you know, I was
5 just wondering if that we might want to go through
6 another comment period just to make sure that we get
7 it correct?

8 MS. DEDMAN: I would leave that to the Board to
9 decide.

10 MS. NEWTON: What would that do to, I guess,
11 timeline and that sort of thing?

12 MS. DEDMAN: We would release it for another
13 public comment period. As it stands, approving today
14 would put this on the ALC March agenda for final
15 approval of the rule, with the rule becoming
16 effective about March 25th.

17 (COURT REPORTER'S NOTE: Ms. Freno whispers to
18 Ms. Dedman.)

19 MS. DEDMAN: Oh, that is true.

20 Ms. Freno has just reminded me that making a
21 change of that type will require it to go back to the
22 Governor's office for re-approval. The timeline on
23 that will be unpredictable. But a second public
24 comment period will take 30 days after the Governor's
25 office has re-approved the rules.

1 MS. NEWTON: And so I guess the goal is to have
2 this in place by school starting next year?

3 MS. DEDMAN: Yes. It could take I mean as
4 little as three months, as much as six or longer. It
5 depends. It's really hard to predict how long it
6 might take.

7 MS. NEWTON: Okay.

8 CHAIRMAN ZOOK: Mr. Secretary.

9 SECRETARY KEY: If I may add too, because the
10 Arkansas Legislative Council and their subcommittees
11 will not meet during the fiscal session that creates
12 another delay potentially. Even if everything is
13 accelerated with the timelines, that part would
14 potentially knock us out, which is why we're adding
15 one of these other items now so we can get -- so it
16 would make it very difficult for these changes to get
17 in place in time for the next school year.

18 MS. NEWTON: Okay.

19 MS. DEDMAN: By way of reassurance, Ms. Newton,
20 we really do believe it not to be a substantive
21 change.

22 MS. NEWTON: Okay.

23 MS. DEDMAN: It's defined in an AG's memo, which
24 is -- it's fairly flexible. But we did in good faith
25 decide that there was not a substantive change, in

1 our opinion. But I would leave that to the Board.

2 MS. NEWTON: Okay. All right. It just seemed
3 like that, I guess, there was more than what we
4 usually see when these rules come to us.

5 MS. DEDMAN: There were a lot of comments, very
6 in-depth comments, and those were, you know,
7 commensurate with the size and additions of the
8 rules.

9 MS. NEWTON: Sure.

10 CHAIRMAN ZOOK: Do I have a motion?

11 SECRETARY KEY: Can --

12 CHAIRMAN ZOOK: Oh.

13 SECRETARY KEY: Madam Chair, can we skip over
14 this one for a second?

15 CHAIRMAN ZOOK: Sure.

16 SECRETARY KEY: I want to make sure they confer
17 before we move forward with something. I want to
18 make sure the whole team is onboard with this.

19 CHAIRMAN ZOOK: Yes.

20 MS. NEWTON: Okay.

21 SECRETARY KEY: So if you wouldn't mind letting
22 Ms. Dedman confer with Ms. Smith and Dr. Pfeffer.

23 MS. DEDMAN: Thank you.

24 CHAIRMAN ZOOK: Okay. We will table number 6
25 and come back to it after they confer.

1 B-7: CONSIDERATION FOR RELEASE FOR PUBLIC COMMENT: RULES
2 GOVERNING NUTRITION AND PHYSICAL ACTIVITY STANDARDS AND BODY
3 MASS INDEX

4 CHAIRMAN ZOOK: Which puts us to Number 7, which
5 was added this morning; we requested to add Rules
6 Governing Nutrition and Physical Activity Standards
7 and Body Mass Index. There's almost as many comments
8 typically about this kind of thing as there is about
9 grades and course credit. And this -- if this is
10 passed, it would need to say within the motion
11 "pending Governor's office approval" or --

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

13 These are the rules governing nutrition and
14 physical activity standards. Before they came before
15 you guys they went through the Community Health
16 Advisory Committee and then the State Board of
17 Health; so now, they're before you. We're requesting
18 that they be released for public comment, pending the
19 Governor's review.

20 The changes that we made in these rules for the
21 most part were to incorporate the provisions of Act
22 641 of 2019, which was the recess legislation, and
23 Act 428 of 2019, which was the Hunger Free Students
24 Bill of Rights. We also made a couple of minor
25 changes to make sure that some of the language that

1 we were using is in line with the language that the
2 federal government is using in its USDA regulations.
3 We did receive quite a lot of feedback from the
4 Community Health Advisory Committee, so we worked
5 with them and went through a couple of drafts before
6 we got to the draft that we have before you.

7 So we respectfully request that you release them
8 for public comment pending Governor's office review.

9 CHAIRMAN ZOOK: Do we have any specific comments
10 or questions on this one?

11 Do I have a motion?

12 DR. MOORE: Motion to approve pending Governor's
13 office review.

14 CHAIRMAN ZOOK: Motion by Dr. Moore.

15 MR. PEKRON: Second.

16 CHAIRMAN ZOOK: Second by Mr. Pekron.

17 All those in favor?

18 (UNANIMOUS CHORUS OF AYES)

19 CHAIRMAN ZOOK: Opposed?

20 Okay.

21 B-8: CONSIDERATION FOR RELEASE FOR PUBLIC COMMENT: DESE RULES
22 GOVERNING STANDARDS FOR ACCREDITATION OF ARKANSAS PUBLIC
23 SCHOOLS AND SCHOOL DISTRICTS

24 CHAIRMAN ZOOK: Next, Ms. Hyatt, the Standards
25 for Accreditation.

1 MS. HYATT: Yes, ma'am. These are the rules
2 governing Standards for Accreditation of Arkansas
3 Public Schools and School Districts. Changes to the
4 standards were made to incorporate provisions of Act
5 83, which was the school level improvement plan
6 legislation; Act 190, which was the School Counselor
7 Improvement Act; Act 641, the recess legislation; Act
8 1083, which was the National School Lunch Funding
9 legislation changing the name; and Act 676, which was
10 about vaccinations and immunizations.

11 If you would permit me, I would like to go over
12 some of the changes, since we've added it to the
13 agenda today, just so that you guys know what those
14 changes were. Is that all right with you?

15 CHAIRMAN ZOOK: Please.

16 MS. HYATT: Okay.

17 CHAIRMAN ZOOK: And you have a hardcopy in front
18 of you so you can make reference.

19 MS. HYATT: I'm going to go grab it. I left it
20 at my chair; so sorry. Sorry about that.

21 CHAIRMAN ZOOK: No problem.

22 MS. HYATT: So in the actual rules section,
23 really there were only two changes made. The first
24 impacts Sections 8.01 and 10.01. In our Standards
25 for Accreditation monitoring system, districts and

1 the Division have realtime access to see if the
2 district is in compliance with all the standards or
3 if there's a deficiency. Because we can look and see
4 today, it doesn't make sense to wait until May to let
5 the schools know if there's a violation or to cure
6 that violation. So what we've done in these two
7 sections is make it to where we can notify districts
8 that -- any time if there's a deficiency in the
9 standards and begin to work with the district to
10 either cure it or create a plan for curing the
11 deficiency immediately, rather than waiting until
12 May.

13 The second change was in Section 10.01. I think
14 you guys are familiar with this. If you'll remember,
15 we've had a couple of schools had to come before you
16 for last-minute one-year waivers of the Standards for
17 Accreditation due to -- I think we had a bat
18 infestation a couple of years ago and then we had
19 some flooding last year that caused that. So we've
20 added something in the standards in Section 10.01
21 that allows the Commissioner to waive that 30-day
22 timeline of notice in the case of emergency
23 circumstances, if there is a flood or some sort of
24 infestation; that way, you can hear it sooner so they
25 don't find out until 15 days before the board meeting

1 that they need the waiver; they won't have to wait a
2 month-and-a-half to come before you.

3 Those are the changes in the actual rules
4 section.

5 And we'll move on to kind of in the Appendix
6 section. Most of the changes that we made in the
7 Appendix section, the actual standards come from us
8 having monitored the standards and working with this
9 version of the standards for about a year-and-a-half;
10 so a lot of it was to clarify what things meant.

11 So if you look at 1-A.2, we've added the word
12 "high school" so that it's clear that the 120 clock-
13 hour rules applies to high school units of credit,
14 not every single unit of credit. We did incorporate
15 the acts that I read off at the beginning. Some of
16 the changes -- 1-B.3.1, for instance -- was something
17 that's already monitored in the standards, because
18 the nutrition/physical activity rules are monitored
19 through the standards. But to make it clear that
20 we're monitoring all the different components of
21 those rules it was better to bring it out into its
22 own standard to put everyone on notice that we're
23 monitoring the different components of it.

24 1-C.2.4 through 1-C.2.6, these are the non-
25 academic course graduation requirements. Some of

1 them are already in the standards and some were
2 omitted. We've added them all in one place now to
3 where it's very clear what the non-academic course
4 graduation requirements are, and they're all in the
5 standards as opposed to just having the personal and
6 family finance piece and not having the CPR piece in
7 there as well.

8 Let me see. In 3-B.2, which is the annual
9 report to the public, we removed the October 15th
10 deadline. Because the ESSA School Index reports are
11 coming out around that time and districts are getting
12 a lot of data around the beginning of October, we've
13 had a lot of feedback that that October 15th deadline
14 was really hard for districts to meet and that they
15 might not have enough time to be able to give
16 thorough presentations about "here's what our goals
17 are, here's our progress towards those goals." So
18 what we did was take the timeline out to where now it
19 reads that they just have to do it one time annually
20 and allow them to work with their community and their
21 families and their teachers to decide when is the
22 best time during the year to give that report so that
23 it can best meet the needs of the district and they
24 can do it in a time when they have all of the
25 information that they need to have.

1 4-C.3, 4-C.4, 4-D.4, and 4-D.5, these have to do
2 with first-year teachers and administrators. These
3 are requirements that already exist; I want to make
4 sure that that's clear. They just haven't been
5 monitored through the standards before. So they
6 require that a first-year teacher/administrator be
7 registered with the Division so that we can insure
8 they're receiving three years of mentoring and
9 support, beginning the first year that they're an
10 administrator or teacher, and that they're receiving
11 summative evaluations once every four years at least.
12 I think it's really -- the reason that we've decided
13 to monitor it in the standards now is kind of -- as
14 we have had many conversations in front of this
15 board, it's really a time when we're trying to make
16 sure that we're supporting new teachers, so that we
17 can insure equal access to quality teachers
18 throughout the state. And so that mentoring and
19 support piece is really important, which is why we've
20 added it to the standards.

21 Any other change was either grammar or to change
22 a typo or to incorporate something from the
23 legislative pieces that I've already read to you.
24 They did go through public comment; we received a few
25 public comments independently. And then we had the

1 stakeholder committee meeting, which was a big group
2 of administrators, teachers, people from educational
3 groups, advocacy groups, some of our own staff from
4 the Division, all there to kind of talk about things
5 that are working, not working, and to give us a lot
6 of feedback -- and they did not shy away from giving
7 us that feedback. And I included all of those in the
8 public comments and responses too, so that you could
9 see them. And then on Monday we presented these to
10 the Joint Ed. Committee in front of the Legislature
11 and got some feedback from them as well.

12 As the Commissioner -- sorry -- Secretary
13 stated, they're not meeting -- ALC is not meeting
14 during the session, which is why we asked for them to
15 be added today. They do need to be in place for the
16 next school year and we have to begin building the
17 system, changing the system that monitors that as
18 soon as possible so that it's in place, so we get off
19 to a good start at the beginning of the next school
20 year.

21 I'm happy to answer any questions.

22 CHAIRMAN ZOOK: Does anyone have any questions?

23 MS. NEWTON: Most of these changes were made
24 before the public comment period?

25 MS. HYATT: So the changes in the copy that you

1 have that are highlighted are ones that we made after
2 the public comment period, and I'll go over them
3 really quickly.

4 We added a law that I accidentally omitted from
5 Section 1.02, was added in. There were some grammar
6 that we had changed in Section 4.02; I changed those
7 to the standards for clarity. I think the biggest
8 change that we made in here was to add -- let me find
9 this section for you, Ms. Newton -- in 1-A.4.3, which
10 deals with recess, we pulled it out to be an
11 individual standard, for clarity. It was already
12 being monitored by the Standards, so nothing is
13 changing in terms of what we're monitoring and what
14 districts are expected to do. We just pulled it out
15 of the standard that's above it so that it would be
16 absolutely clear.

17 MS. NEWTON: Okay.

18 CHAIRMAN ZOOK: Any other questions or comments?

19 Dr. Moore.

20 DR. MOORE: Yes. There is a lot of public
21 comment from this. Could you -- and I know -- I mean
22 non-substantial, but could you give us some -- a
23 little bit of feedback from the public comment and
24 the stakeholder groups that were held?

25 MS. HYATT: Sure. I think the biggest thing --

1 and I will take blame for it -- is in an effort to
2 make the language consistent throughout all the
3 graduation requirements I changed it to say "must
4 receive one credit in Personal and Family Finance."
5 It used to say "must receive credit in," and it's
6 done through -- most of the time done through a half-
7 credit class or economics. A lot of people were
8 concerned that that was going to change. That was
9 absolutely just my fault. So we changed that.

10 We did get some -- a lot of questions about why
11 we were taking the October 15th date for the annual
12 report to the public out, and there were some people
13 that wanted it to stay in or wanted it to be later in
14 the year. I think we have talked about it a lot
15 internally and in the stakeholder group that it's
16 important for schools to decide when it works best
17 for them.

18 Those are the two areas.

19 We did also get some questions about why we were
20 adding the administrator and teacher mentoring and
21 support pieces. But those aren't new requirements;
22 they're just new to being monitored.

23 Most of the public comments were around those
24 three areas.

25 DR. MOORE: Thank you.

1 CHAIRMAN ZOOK: Do I have a motion?

2 DR. MOORE: Motion to approve.

3 CHAIRMAN ZOOK: Moved by Dr. Moore.

4 MR. WILLIAMSON: Second.

5 CHAIRMAN ZOOK: Second by Mr. Williamson.

6 All in favor?

7 (UNANIMOUS CHORUS OF AYES)

8 CHAIRMAN ZOOK: Opposed?

9 And you did an excellent job in front of Joint
10 Ed. the other day.

11 MS. HYATT: Thank you. Thank you.

12 CHAIRMAN ZOOK: Thank you for that.

13 B-6: CONSIDERATION FOR FINAL APPROVAL: DESE RULES GOVERNING
14 GRADING AND COURSE CREDIT (continuation)

15 CHAIRMAN ZOOK: Are you ready, Ms. Dedman, to
16 pull --

17 MS. DEDMAN: Yes.

18 CHAIRMAN ZOOK: Do I have a motion to pull
19 Number 6 off the table?

20 MR. WILLIAMSON: So moved.

21 CHAIRMAN ZOOK: Moved by Mr. Williamson.

22 DR. HILL: Second.

23 CHAIRMAN ZOOK: Second by Dr. Hill.

24 All in favor?

25 (UNANIMOUS CHORUS OF AYES)

1 CHAIRMAN ZOOK: Opposed?

2 Okay. Proceed.

3 MS. DEDMAN: Jennifer Dedman, attorney for the
4 Department.

5 In response to an earlier question, I'd like to
6 take you to those sections and look at those sections
7 with you.

8 I'll start on page 6 of the rules, at Sections
9 2-2.02 and 2-2.03. You'll see that it says "student
10 grades should reflect the knowledge and skills
11 demonstrated by the student through class
12 assignments, tests, presentations, and projects that
13 reflect the Arkansas academic standards." The
14 following section refers to standards-based grading.
15 Of course, that's in reference to that section before
16 it. The addition of a definition essentially
17 summarizes these two sections that have already been
18 included. The request was for something to be added
19 in the definition section concerning standards-based
20 grading. But Section 2-2.02 is already paired with
21 Section 2-2.03 to give a thorough explanation of
22 standards-based grading, which we have summarized in
23 a brand-new definition at the request of a commenter.

24 The other definition added was for -- it's at
25 the end of page 5; it's for weighted credit and AP

1 training approval committee. If you look at the
2 bottom of page 18 of the rules, there is a section
3 that reads, "Other similarly rigorous training
4 approved by a committee comprised of Division program
5 directors and advisors with AP and content
6 expertise." We merely took that and named it; we
7 called it the DESE Weighted Credit and AP Training
8 Approval Committee. When you turn to the definition
9 of that committee, it uses that same language: a
10 review committee composed of Division program
11 directors and advisors with AP and content expertise.

12 So we did add those two definitions, but we
13 didn't feel that that was a substantive change since
14 they were drawn from the body of the pre-existing
15 rules.

16 Now we did receive a lot of comments. And often
17 when we're not going to make a change we simply say
18 that no change was made, but in this instance we did
19 answer the questions. Now they didn't result in
20 changes to the rules, but a number of these answers
21 probably do make it look like there was a lot of
22 change. Many of these changes refer back to one of
23 those two definitions. So, for example, on page 4 of
24 the comments you can see another reference to that
25 Weighted Credit and AP Training Approval Committee,

1 and you see it kind of throughout the comments; you
2 see it again on page 5. So although it looks like
3 there were several changes made, most of the changes
4 were those two changes. There was a change made to
5 add the word "private" in front of "institution" --
6 to, I'm sorry, "higher education." So the phrase was
7 "private institution;" it clarified "private
8 institution of higher education," which was already
9 clear in the law, but further clarifying language was
10 added at the request of a commenter. And we made
11 some changes --

12 MS. NEWTON: Back-up just a second. What about
13 that very next -- next one there, after the one about
14 "private institution of higher education?"

15 CHAIRMAN ZOOK: What page, Ms. Newton?

16 MS. NEWTON: On page 5, the very next comment.

17 MS. DEDMAN: Yes, ma'am.

18 CHAIRMAN ZOOK: Okay.

19 MS. DEDMAN: A change was made to indicate that
20 the course corresponding to the -- to indicate the
21 course corresponding to the sub-score. So the
22 question was for clarification. If you look at 5-
23 1.01.2 -- and I'll find the page number for you real
24 quick -- on page 12, the question from the commenter
25 was, "Is that all three or is it and/or or

1 either/or?" We made a change to clarify "or." The
2 sub-score of 17 is required in the subject where they
3 wish to enroll. For example, when we're talking
4 about a sub-score of 17 we don't mean you have to
5 have a sub-score of 17 in math in order to enroll in
6 English; we mean a sub-score of 17 in the relevant
7 course. So the change that we made was to clarify
8 that it means in that course. So, mostly the change
9 was an explanation in the public comment. So it's
10 not really a big change in the rule; you're purely
11 looking at the explanation in the public comment, I
12 think, on that one.

13 MS. NEWTON: So you didn't really change
14 anything in the rule there except --

15 MS. DEDMAN: I'm seeing two changes in the rule:
16 a comparable score on the SAT and "of higher
17 education." I think it was the addition of that
18 comma.

19 MS. NEWTON: Okay. Okay.

20 MS. DEDMAN: You'll see that there was a
21 redundant section pointed out to me. The redundant
22 section was removed. It was the exact same language
23 in two places.

24 there was a request to call the college board --
25 capitalize The College Board, which is their correct

1 name. I made several changes --

2 MS. NEWTON: Yeah.

3 MS. DEDMAN: -- corresponding to that.

4 And The College Board requested that we put back
5 in a section that had previously been in the Uniform
6 Grading Scales, and that was honored. It was not any
7 language; it was for clarity. They asked if we would
8 put back in the statement of learner outcomes.

9 MS. NEWTON: There's one other one that I had
10 marked as a question. It's on page 8 of the
11 comments.

12 MS. DEDMAN: Yes, ma'am.

13 MS. NEWTON: The number 5 there.

14 MS. DEDMAN: Okay. We're looking at page 12 of
15 the rules at Section 5-1.01.1. No, I'm sorry.
16 Section 12 at -- let's see -- there's one on page 12.
17 It's Section 5-1.04, at number 5 there, and that's at
18 the bottom of page 13.

19 MS. NEWTON: Okay.

20 MS. DEDMAN: However, the actual change is at
21 the top of page 14, it appears. It runs over onto
22 the next page. The confusion with regards to the
23 last sentence, they wondered if a student could take
24 remedial developmental education courses in Science
25 or Social Studies to meet the core subject area unit

1 requirements. It looked like we were limiting it to
2 English and Mathematics. He asked us to clarify
3 because he found the sentence confusing. In that
4 case we struck the additional language to clarify the
5 sentence.

6 MS. NEWTON: So that particular way has been in
7 practice all along, that it would not be accepted for
8 any core course?

9 MS. DEDMAN: Let's see. A remedial
10 developmental course cannot be used to meet the core
11 subject area unit requirements, period, is what it
12 looks like to me. It looks like that they were
13 asking does that mean that you can actually use
14 English and Mathematics to do it, and that was
15 unclear to them. But the answer is no, you cannot
16 use a remedial education course to meet the core
17 subject area unit requirements in English or Math.

18 MS. NEWTON: But I guess my question is, has it
19 been that way all along that you could not use the
20 remedial to meet core classes in any subject area?
21 We're not making that change, are we?

22 MS. DEDMAN: I'd have to go and consult my
23 folder, unless Stacy remembers off the top of her
24 head.

25 Ms. Smith?

1 MS. SMITH: What Section is it?

2 MS. DEDMAN: We're looking at Section 5-1.04 at
3 the top of -- bottom of page 13, top of page 14. The
4 question is, is this a new change. And I can consult
5 my guide, unless Ms. Smith knows off the top of her
6 head.

7 MS. SMITH: It's always been that way.

8 MS. NEWTON: Okay.

9 MS. DEDMAN: It's always been that way.

10 MS. NEWTON: Okay. And I hope you realize I'm
11 not trying to put you on the spot or --

12 MS. DEDMAN: No, no.

13 MS. NEWTON: -- say that you -- but I just want
14 to make sure we get this right.

15 MS. DEDMAN: Yes, ma'am. We appreciate that.

16 MS. NEWTON: And that was -- I think those were
17 the main ones that I had marked. So, thank you for
18 clarification.

19 CHAIRMAN ZOOK: Yeah. Thank you, Ms. Dedman,
20 Dr. Pfeffer, Ms. Smith. Thank you, Ms. Newton.

21 Anybody else?

22 Do I have a motion?

23 MR. WILLIAMSON: Move to approve.

24 CHAIRMAN ZOOK: Moved by Mr. Williamson.

25 MR. PEKRON: Second.

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

CHAIRMAN ZOOK: Second by Mr. Pekron.

All in favor?

(UNANIMOUS CHORUS OF AYES)

CHAIRMAN ZOOK: All opposed?

Okay.

(The Action Agenda was concluded at 2:26 p.m.)

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

A-1: PLSB/TAMMIE CLOYES

EXHIBIT ONE (1)

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

B-8: STANDARDS FOR ACCREDITATION CHANGES

EXHIBIT ONE (1)

	116:13;125:6; 135:21;154:16;155:9	123:5,13,18;126:18; 127:1;129:5;130:23; 131:1,18;132:17,21, 23;136:11;137:18; 139:8;141:5;146:21, 23;148:4,6,7,7,9	127:14,15 ADM (2) 108:7,11 Administrative (3) 4:23;126:25;127:5 administrator (2) 152:10;155:20 administrators (2) 152:2;153:2 adopted (1) 130:22 advance (3) 130:11;131:4,19 Advanced (2) 95:19;140:24 advancement (1) 131:25 advisors (2) 158:5,11 Advisory (2) 146:16;147:4 advocacy (2) 136:1;153:3 advocate (1) 129:20 affairs (1) 48:14 affected (1) 11:9 affirm (4) 19:22;53:19;80:14; 98:14 AFFIRMATIVELY (2) 19:25;98:17 affordable (1) 82:12 African (2) 9:10;11:24 afternoon (1) 126:7 afterschool (3) 27:23;29:18;41:6 afterwards (1) 34:18 Again (35) 9:4;13:15;33:23; 34:1;36:25;50:14,21, 22;51:25;53:2;55:1, 13;56:21;57:9,12,13, 17;64:15;65:7;72:11; 92:17;103:7;106:17; 107:9;108:3,22; 109:5;110:11,13,18; 112:11;116:13; 118:17,21;159:2 against (7) 38:6,17;56:23,24; 58:10;61:4;115:9 age (3) 60:16,20;135:14 agency (2) 39:18,20 Agenda (12)	4:9,12;7:9;16:25; 37:9,25;45:21;50:13; 126:14;143:14; 148:13;164:8 agendas (1) 134:6 aggravating (4) 38:22;39:2;40:6; 64:2 ago (5) 4:12;66:1;81:13; 113:13;149:18 agree (9) 23:12;39:6;51:14, 17,24;52:2;108:2; 119:20;141:16 agreed (1) 111:11 agreement (2) 8:16;22:14 AG's (1) 144:23 ahead (5) 8:3,4;34:4;97:14; 119:21 aid (1) 64:16 aids (1) 99:22 Air (1) 130:13 alarm (1) 12:21 ALC (2) 143:14;153:13 ALE-like (1) 136:25 Algebra (2) 83:7;94:5 Alice (3) 11:18;14:23;15:6 align (1) 57:1 allay (1) 99:17 allegations (8) 20:6;54:21;55:2, 24;58:4;61:3;63:13; 64:20 alleged (2) 36:1;54:12 allow (10) 21:21;23:24;29:16, 17;70:17;84:11; 101:16;121:22; 131:4;151:20 allowable (2) 76:15;123:17 allowed (14) 7:17;15:2,10,11; 16:8;39:13,13,22; 58:8;73:9;74:9; 105:19;122:10,12
#				
#20-016 (1) 6:10	abuse (1) 62:7 abused (1) 39:21	Action (5) 4:9;7:17;39:14; 50:12;164:8 actions (4) 20:7;39:10,11; 40:11 activities (2) 10:17;26:3 ACTIVITY (4) 146:2,6,14;150:18 acts (6) 4:20;58:10;74:7; 140:3;141:6;150:15 actual (5) 110:3;148:22; 150:3,7;161:20 actually (9) 40:17;56:4;79:15; 86:10,13;100:23; 103:11;123:10; 162:13 add (13) 67:21;69:5;123:24; 130:10;133:8; 141:24;142:6,19; 144:9;146:5;154:8; 158:12;159:5 added (17) 106:15;131:3; 141:5,18;142:9; 146:5;148:12; 149:20;150:11; 151:2;152:20; 153:15;154:4,5; 157:18,24;159:10 adding (4) 39:1;132:3;144:14; 155:20 addition (6) 13:20;50:18;78:1; 142:16;157:16; 160:17 additional (7) 23:20;68:11;71:23; 72:5;95:16;111:25; 162:4 additions (1) 145:7 address (5) 99:2;123:25; 132:22;133:9;142:17 ADE (1) 40:3 adequate (5) 7:21;16:11,14; 17:3,18 adhere (2)		
\$	ACA (1) 131:18 academic (3) 93:20;150:25; 157:13 academically (1) 91:13 Academy (12) 83:18,19,20,21,24; 85:19;88:14;89:1; 91:17;93:9,94:9; 96:15 accelerated (2) 96:16;144:13 accept (10) 4:19;5:3,24;7:19; 39:9;45:19;72:15; 128:15,18,19 accepted (7) 7:9;17:4;45:23; 73:12,14;77:4;162:7 accepting (1) 20:18 access (4) 129:23;131:22; 149:1;152:17 accidentally (1) 154:4 accordance (1) 75:7 according (3) 22:16;54:17,18 account (1) 36:19 Accountability (2) 7:1;39:16 accounts (1) 35:9 ACCREDITATION (6) 147:22,25;148:2, 25;149:17;166:24 ACCUPLACER (3) 84:12;92:24;93:1 achieved (1) 108:24 achievement (2) 96:9;100:25 achieving (1) 100:11 across (2) 13:10;99:19 Act (47) 4:24;84:7,8;92:11, 24;98:4;99:8,17; 119:12,13,17;120:5, 10,12,22;121:4,4,8, 14,24,25;122:7,18;			
\$200 (1) 40:15				
\$250 (6) 6:17;48:25;69:2, 18;77:8;78:6				
\$300,000 (1) 43:22				
\$500 (9) 18:19;33:3;50:18; 52:1;55:10;65:22; 68:2,5,7				
\$90,000 (1) 89:22				
[
[clearing (3) 6:19;18:13;109:3 [sic] (3) 17:2;77:25;129:24 [sobbing] (1) 29:17 [TIMER (3) 11:2;13:21;113:1				
A				
A-1 (2) 4:2;165:24				
A-2 (1) 6:9				
A-3 (1) 18:10				
A-4 (1) 50:9				
A-5 (1) 79:9				
AAEA (1) 111:23				
ability (7) 39:20;73:1;83:9; 96:8,8;115:2;131:15				
able (15) 16:3;17:5,13; 32:16;58:5,18;72:8; 74:5;94:6;100:25; 101:1;109:23; 118:16;122:21; 151:15				
above (1) 154:15				
absences (1) 64:24				
Absolutely (8) 24:23;27:9;99:21;				

allowing (2) 101:12;109:9	apologize (5) 34:6;40:24;41:3; 43:24;73:20	approving (1) 143:13	157:12	52:11
allows (4) 106:20;113:19; 122:24;149:21	apology (1) 10:3	April (1) 98:4	assimilating (1) 130:18	authorize (2) 129:22;131:21
alluded (1) 119:9	appalled (1) 13:6	APSRC (1) 98:7	assistant (5) 65:19;98:9;101:4, 8;130:1	authorized (1) 35:18
almost (5) 58:3,5;108:14,15; 146:7	Apparently (1) 71:16	AQT (1) 111:13	associate's (2) 82:7;90:25	automatically (1) 82:21
along (5) 30:20;57:23;69:12; 162:7,19	appeal (3) 18:16;50:15;52:14	area (5) 56:19;161:25; 162:11,17,20	Association (1) 142:7	available (5) 23:25;108:8;112:1; 116:4;126:20
alter (1) 67:16	appealing (1) 13:9	areas (4) 111:12;112:6; 155:18,24	assume (1) 72:2	average (1) 106:2
altered (1) 110:17	appear (3) 16:9;21:21;59:1	argue (1) 64:7	assuming (1) 49:19	awake (2) 107:18,19
alternative (3) 10:18;73:21;84:12	appeared (1) 4:13	argument (4) 36:8;63:22;64:5; 65:1	assure (3) 76:3;99:10;114:16	awarded (1) 39:19
although (1) 159:2	appears (2) 35:8;161:21	Arkansas (36) 4:6;6:21;11:11; 13:8;14:25;15:2,9; 18:25;22:22;51:21; 55:16;56:19;57:4; 59:3;64:22;75:7; 81:23;95:13,21; 98:24;102:20,21; 104:14,18;113:12; 126:10;127:18; 129:16,19,23;130:22; 131:6;144:10; 147:22;148:2;157:13	athletes (4) 10:20;11:9,10,14	awarding (1) 141:8
always (8) 37:1;51:5;56:8; 99:12,15;123:13; 163:7,9	APPEL (2) 111:17;114:8	Arkansas' (2) 129:20;131:8	athletic (1) 10:17	aware (6) 22:2;39:7;99:4; 110:13;112:23; 134:13
amended (4) 129:4;137:17; 139:7;140:2	Appendix (3) 57:3;150:5,7	Arkansas/Hope-Texarkana (2) 82:2;84:2	at-risk (1) 30:24	away (4) 86:9;101:17;102:3; 153:6
American (3) 11:24;12:12,13	applaud (1) 81:9	Arkansas-Fayetteville (1) 82:5	attempted (1) 114:15	Aye (1) 97:9
Americans (1) 9:10	applicable (1) 111:14	Armed (1) 129:23	attempting (1) 114:16	AYES (16) 6:6;18:6;66:22; 67:8;97:7;125:23; 128:4,24;137:9; 138:21;139:21; 140:15;147:18; 156:7,25;164:3
Among (1) 130:16	applications (1) 142:10	Army (1) 130:12	attend (4) 17:14;84:16;130:9, 21	B
amount (4) 21:12;30:1;33:19; 43:24	applies (4) 119:13,17;120:23; 150:13	around (9) 9:21,22;10:12; 33:13;71:15;108:18; 151:11,12;155:23	attendance (2) 26:6;132:25	B-1 (1) 126:10
ample (1) 88:11	appointed (1) 81:7	arrived (2) 103:1,16	attending (1) 106:4	B-2 (1) 128:7
and/or (2) 13:16;159:25	appreciate (8) 21:10,12;77:21; 97:22;116:21; 123:24;130:25; 163:15	article (1) 10:5	attention (1) 58:1	B-3 (1) 137:13
angry (2) 24:23,25	approach (1) 13:19	aside (1) 79:4	attest (1) 22:6	B-4 (1) 138:24
ANNOTATED (1) 126:11	appropriate (13) 22:11;23:11,19; 34:2;55:12;57:8,24; 64:4;65:21;68:6; 75:19;76:14;85:14	assess (2) 6:17;47:5	attorney (17) 4:13,18,22;7:22; 18:20;19:14;21:7; 26:18;36:8;50:20; 53:11,14;54:1;59:2; 98:23;126:12;157:3	B-5 (1) 139:23
annual (2) 151:8;155:11	APPROVAL (18) 126:10,17;128:7; 137:13,15,22;138:24; 139:11,23;140:7,18; 141:14;143:15; 146:11;156:13; 158:1,8,25	assessment (1) 84:13	attorneys (3) 19:13;51:7;133:11	B-6 (2) 140:18;156:13
annually (2) 130:5;151:19	approve (12) 34:10;125:16,17; 127:24;129:10; 137:3;138:16; 139:16;140:10; 147:12;156:2;163:23	asset (1) 22:20	at-will (3) 100:16;118:10; 120:20	B-7 (1) 146:1
ANSWERED (4) 19:25;98:17;118:8, 10	approved (3) 117:20,21;158:4	assets (1) 114:22	audience (1) 21:5	B-8 (2) 147:21;166:24
anti-AP (1) 95:24		assigned (1) 111:3	audit (8) 24:22;25:16;29:24; 32:23;33:14;41:6; 44:2,3	Baccalaureate (1) 140:25
Antiracist (1) 7:5		assignments (1)	auditors (1) 32:23	back (38) 15:3,25;20:8;26:4; 33:5;35:20;44:12; 45:13;50:6,11;52:14; 65:7;73:13,15;79:13, 13;86:13,22;87:7; 91:3;92:11;93:22; 95:5;96:4;102:4;
antsy (1) 90:1			August (2) 103:5,15	
Anymore (1) 125:8			authority (1) 131:20	
AP (8) 95:7,11,22;157:25; 158:5,7,11,25			authorization (1)	

107:15;108:6,22; 109:2;110:1;124:9; 134:23;143:3,21; 145:25;158:22; 161:4,8	behaviors (1) 57:12	16,18;7:10,18;8:2,14; 9:19;14:24;16:17; 18:10;19:11;21:9,22; 23:10,13,21;24:1,15; 32:11;33:4,7,8,12,12; 34:10;36:5,21;42:25; 45:20;46:1,3;50:9; 51:6,10;52:9,12,13; 53:9;54:7;57:6; 58:10;61:19,24; 62:13,25;63:17; 64:21;65:17;68:8; 74:22;76:3;87:19; 89:25;97:7;98:22; 99:10,20;101:12; 107:25;108:16; 109:8;115:12; 116:22,23;119:14; 120:15;125:15; 126:8;128:15; 129:22;131:20; 132:3;133:18,19; 138:8,10;139:2,2,24; 140:1;141:13;143:8; 145:1;146:16; 149:25;152:15; 160:24,25;161:4	brand-new (1) 157:23	business (2) 92:8;102:22
background (2) 81:12;110:25	behind (2) 81:15;83:16	23:10,13,21;24:1,15; 32:11;33:4,7,8,12,12; 34:10;36:5,21;42:25; 45:20;46:1,3;50:9; 51:6,10;52:9,12,13; 53:9;54:7;57:6; 58:10;61:19,24; 62:13,25;63:17; 64:21;65:17;68:8; 74:22;76:3;87:19; 89:25;97:7;98:22; 99:10,20;101:12; 107:25;108:16; 109:8;115:12; 116:22,23;119:14; 120:15;125:15; 126:8;128:15; 129:22;131:20; 132:3;133:18,19; 138:8,10;139:2,2,24; 140:1;141:13;143:8; 145:1;146:16; 149:25;152:15; 160:24,25;161:4	break (6) 49:25;50:3,7,8; 107:8;126:6	buy (3) 27:15,17,18
back-pay (1) 40:20	BELL (5) 11:2;12:22,22; 13:21;113:1	23:10,13,21;24:1,15; 32:11;33:4,7,8,12,12; 34:10;36:5,21;42:25; 45:20;46:1,3;50:9; 51:6,10;52:9,12,13; 53:9;54:7;57:6; 58:10;61:19,24; 62:13,25;63:17; 64:21;65:17;68:8; 74:22;76:3;87:19; 89:25;97:7;98:22; 99:10,20;101:12; 107:25;108:16; 109:8;115:12; 116:22,23;119:14; 120:15;125:15; 126:8;128:15; 129:22;131:20; 132:3;133:18,19; 138:8,10;139:2,2,24; 140:1;141:13;143:8; 145:1;146:16; 149:25;152:15; 160:24,25;161:4	breakfast (1) 104:20	buzzword (2) 12:6,7
back-up (1) 159:12	benefit (2) 40:10,18	23:10,13,21;24:1,15; 32:11;33:4,7,8,12,12; 34:10;36:5,21;42:25; 45:20;46:1,3;50:9; 51:6,10;52:9,12,13; 53:9;54:7;57:6; 58:10;61:19,24; 62:13,25;63:17; 64:21;65:17;68:8; 74:22;76:3;87:19; 89:25;97:7;98:22; 99:10,20;101:12; 107:25;108:16; 109:8;115:12; 116:22,23;119:14; 120:15;125:15; 126:8;128:15; 129:22;131:20; 132:3;133:18,19; 138:8,10;139:2,2,24; 140:1;141:13;143:8; 145:1;146:16; 149:25;152:15; 160:24,25;161:4	breaking (1) 114:1	C
backwards (1) 113:24	benefits (2) 87:22;114:18	23:10,13,21;24:1,15; 32:11;33:4,7,8,12,12; 34:10;36:5,21;42:25; 45:20;46:1,3;50:9; 51:6,10;52:9,12,13; 53:9;54:7;57:6; 58:10;61:19,24; 62:13,25;63:17; 64:21;65:17;68:8; 74:22;76:3;87:19; 89:25;97:7;98:22; 99:10,20;101:12; 107:25;108:16; 109:8;115:12; 116:22,23;119:14; 120:15;125:15; 126:8;128:15; 129:22;131:20; 132:3;133:18,19; 138:8,10;139:2,2,24; 140:1;141:13;143:8; 145:1;146:16; 149:25;152:15; 160:24,25;161:4	brief (2) 63:20,22	cafeteria (1) 26:2
bags (3) 29:11,12;39:24	Benson (8) 18:20;19:17;21:6, 7,24;24:3;41:13; 49:20	23:10,13,21;24:1,15; 32:11;33:4,7,8,12,12; 34:10;36:5,21;42:25; 45:20;46:1,3;50:9; 51:6,10;52:9,12,13; 53:9;54:7;57:6; 58:10;61:19,24; 62:13,25;63:17; 64:21;65:17;68:8; 74:22;76:3;87:19; 89:25;97:7;98:22; 99:10,20;101:12; 107:25;108:16; 109:8;115:12; 116:22,23;119:14; 120:15;125:15; 126:8;128:15; 129:22;131:20; 132:3;133:18,19; 138:8,10;139:2,2,24; 140:1;141:13;143:8; 145:1;146:16; 149:25;152:15; 160:24,25;161:4	briefly (2) 55:4;63:21	calendar (3) 10:8;107:3,4
Bald (6) 21:17;22:1,21; 24:12,16,18	Berry (8) 129:11,15,16; 132:14,17;133:23; 135:24;137:11	23:10,13,21;24:1,15; 32:11;33:4,7,8,12,12; 34:10;36:5,21;42:25; 45:20;46:1,3;50:9; 51:6,10;52:9,12,13; 53:9;54:7;57:6; 58:10;61:19,24; 62:13,25;63:17; 64:21;65:17;68:8; 74:22;76:3;87:19; 89:25;97:7;98:22; 99:10,20;101:12; 107:25;108:16; 109:8;115:12; 116:22,23;119:14; 120:15;125:15; 126:8;128:15; 129:22;131:20; 132:3;133:18,19; 138:8,10;139:2,2,24; 140:1;141:13;143:8; 145:1;146:16; 149:25;152:15; 160:24,25;161:4	BRIMER (51) 18:11,19,23,25; 19:7,18;21:8,18,21, 25;22:5,12,14,17,20; 23:23;24:8,11,11; 26:9;27:1,4,6,24; 28:1,5,9,13,16,20,22, 25;29:8,11;30:5,13, 16,19,22;31:3,10,12, 18,21;32:1;33:4,15; 44:22,24;47:8;49:21	call (6) 27:15,16;50:11; 60:5;83:20;160:24
band (1) 86:16	Berry's (1) 134:13	23:10,13,21;24:1,15; 32:11;33:4,7,8,12,12; 34:10;36:5,21;42:25; 45:20;46:1,3;50:9; 51:6,10;52:9,12,13; 53:9;54:7;57:6; 58:10;61:19,24; 62:13,25;63:17; 64:21;65:17;68:8; 74:22;76:3;87:19; 89:25;97:7;98:22; 99:10,20;101:12; 107:25;108:16; 109:8;115:12; 116:22,23;119:14; 120:15;125:15; 126:8;128:15; 129:22;131:20; 132:3;133:18,19; 138:8,10;139:2,2,24; 140:1;141:13;143:8; 145:1;146:16; 149:25;152:15; 160:24,25;161:4	Brimer's (2) 18:17;43:11	called (2) 45:15;158:7
based (7) 27:9;39:5,13; 42:23;51:19;93:6; 131:12	best (8) 52:4;100:23;102:1; 115:6;127:19; 151:22,23;155:16	23:10,13,21;24:1,15; 32:11;33:4,7,8,12,12; 34:10;36:5,21;42:25; 45:20;46:1,3;50:9; 51:6,10;52:9,12,13; 53:9;54:7;57:6; 58:10;61:19,24; 62:13,25;63:17; 64:21;65:17;68:8; 74:22;76:3;87:19; 89:25;97:7;98:22; 99:10,20;101:12; 107:25;108:16; 109:8;115:12; 116:22,23;119:14; 120:15;125:15; 126:8;128:15; 129:22;131:20; 132:3;133:18,19; 138:8,10;139:2,2,24; 140:1;141:13;143:8; 145:1;146:16; 149:25;152:15; 160:24,25;161:4	bring (8) 4:24;7:22;26:21; 31:22;58:1;100:7; 133:16;150:21	calling (5) 107:3,14;111:17, 20;112:19
basic (1) 107:7	better (8) 55:5;95:22;96:12; 106:24;109:13,15; 111:5;150:21	23:10,13,21;24:1,15; 32:11;33:4,7,8,12,12; 34:10;36:5,21;42:25; 45:20;46:1,3;50:9; 51:6,10;52:9,12,13; 53:9;54:7;57:6; 58:10;61:19,24; 62:13,25;63:17; 64:21;65:17;68:8; 74:22;76:3;87:19; 89:25;97:7;98:22; 99:10,20;101:12; 107:25;108:16; 109:8;115:12; 116:22,23;119:14; 120:15;125:15; 126:8;128:15; 129:22;131:20; 132:3;133:18,19; 138:8,10;139:2,2,24; 140:1;141:13;143:8; 145:1;146:16; 149:25;152:15; 160:24,25;161:4	bring (8) 4:24;7:22;26:21; 31:22;58:1;100:7; 133:16;150:21	came (10) 11:12;14:24;26:9; 29:24;32:14;34:18; 43:8;103:5;128:14; 146:14
basically (8) 14:17;28:2;59:14; 84:10;107:14; 110:21;112:20;121:9	beyond (4) 33:1;47:24;65:6; 72:6	23:10,13,21;24:1,15; 32:11;33:4,7,8,12,12; 34:10;36:5,21;42:25; 45:20;46:1,3;50:9; 51:6,10;52:9,12,13; 53:9;54:7;57:6; 58:10;61:19,24; 62:13,25;63:17; 64:21;65:17;68:8; 74:22;76:3;87:19; 89:25;97:7;98:22; 99:10,20;101:12; 107:25;108:16; 109:8;115:12; 116:22,23;119:14; 120:15;125:15; 126:8;128:15; 129:22;131:20; 132:3;133:18,19; 138:8,10;139:2,2,24; 140:1;141:13;143:8; 145:1;146:16; 149:25;152:15; 160:24,25;161:4	bring (8) 4:24;7:22;26:21; 31:22;58:1;100:7; 133:16;150:21	campaign (1) 104:10
basis (3) 22:19;104:21; 112:8	biased (1) 34:18	23:10,13,21;24:1,15; 32:11;33:4,7,8,12,12; 34:10;36:5,21;42:25; 45:20;46:1,3;50:9; 51:6,10;52:9,12,13; 53:9;54:7;57:6; 58:10;61:19,24; 62:13,25;63:17; 64:21;65:17;68:8; 74:22;76:3;87:19; 89:25;97:7;98:22; 99:10,20;101:12; 107:25;108:16; 109:8;115:12; 116:22,23;119:14; 120:15;125:15; 126:8;128:15; 129:22;131:20; 132:3;133:18,19; 138:8,10;139:2,2,24; 140:1;141:13;143:8; 145:1;146:16; 149:25;152:15; 160:24,25;161:4	bring (8) 4:24;7:22;26:21; 31:22;58:1;100:7; 133:16;150:21	campus (15) 9:25;82:11;83:1; 85:5,7;86:9,9,13,18; 93:10,12,21;96:6; 106:19,21
bat (1) 149:17	big (5) 89:13;113:5; 133:13;153:1;160:10	23:10,13,21;24:1,15; 32:11;33:4,7,8,12,12; 34:10;36:5,21;42:25; 45:20;46:1,3;50:9; 51:6,10;52:9,12,13; 53:9;54:7;57:6; 58:10;61:19,24; 62:13,25;63:17; 64:21;65:17;68:8; 74:22;76:3;87:19; 89:25;97:7;98:22; 99:10,20;101:12; 107:25;108:16; 109:8;115:12; 116:22,23;119:14; 120:15;125:15; 126:8;128:15; 129:22;131:20; 132:3;133:18,19; 138:8,10;139:2,2,24; 140:1;141:13;143:8; 145:1;146:16; 149:25;152:15; 160:24,25;161:4	bring (8) 4:24;7:22;26:21; 31:22;58:1;100:7; 133:16;150:21	can (86) 7:20,22;14:4,6; 17:12,13;19:9;20:2, 11;25:14;26:10,22; 27:17;34:10,13,23; 36:8,13;37:17;38:11; 41:5;43:7;45:18,24; 47:13;51:5;53:9; 54:6,15,15;56:15,22; 58:6;69:25;71:14; 75:24;76:3;82:6,8; 83:13,24;84:4,9,16; 87:3,22,25;90:4; 91:2;92:6,17;95:2,8; 96:10;102:5;103:13; 111:25;112:15,24; 118:6;119:8;120:3; 121:15,15;123:1; 125:12,13,14;130:15; 133:13;135:19; 138:7;144:15; 145:11,13;148:18; 149:3,7,24;151:23, 24;152:7,17;158:24; 162:13;163:4
battle (1) 103:1	bigger (1) 82:3	23:10,13,21;24:1,15; 32:11;33:4,7,8,12,12; 34:10;36:5,21;42:25; 45:20;46:1,3;50:9; 51:6,10;52:9,12,13; 53:9;54:7;57:6; 58:10;61:19,24; 62:13,25;63:17; 64:21;65:17;68:8; 74:22;76:3;87:19; 89:25;97:7;98:22; 99:10,20;101:12; 107:25;108:16; 109:8;115:12; 116:22,23;119:14; 120:15;125:15; 126:8;128:15; 129:22;131:20; 132:3;133:18,19; 138:8,10;139:2,2,24; 140:1;141:13;143:8; 145:1;146:16; 149:25;152:15; 160:24,25;161:4	bring (8) 4:24;7:22;26:21; 31:22;58:1;100:7; 133:16;150:21	called (2) 45:15;158:7
became (1) 76:20	biggest (3) 111:8;154:7,25	23:10,13,21;24:1,15; 32:11;33:4,7,8,12,12; 34:10;36:5,21;42:25; 45:20;46:1,3;50:9; 51:6,10;52:9,12,13; 53:9;54:7;57:6; 58:10;61:19,24; 62:13,25;63:17; 64:21;65:17;68:8; 74:22;76:3;87:19; 89:25;97:7;98:22; 99:10,20;101:12; 107:25;108:16; 109:8;115:12; 116:22,23;119:14; 120:15;125:15; 126:8;128:15; 129:22;131:20; 132:3;133:18,19; 138:8,10;139:2,2,24; 140:1;141:13;143:8; 145:1;146:16; 149:25;152:15; 160:24,25;161:4	bring (8) 4:24;7:22;26:21; 31:22;58:1;100:7; 133:16;150:21	calling (5) 107:3,14;111:17, 20;112:19
become (3) 76:8;78:2;111:5	Bill (1) 146:24	23:10,13,21;24:1,15; 32:11;33:4,7,8,12,12; 34:10;36:5,21;42:25; 45:20;46:1,3;50:9; 51:6,10;52:9,12,13; 53:9;54:7;57:6; 58:10;61:19,24; 62:13,25;63:17; 64:21;65:17;68:8; 74:22;76:3;87:19; 89:25;97:7;98:22; 99:10,20;101:12; 107:25;108:16; 109:8;115:12; 116:22,23;119:14; 120:15;125:15; 126:8;128:15; 129:22;131:20; 132:3;133:18,19; 138:8,10;139:2,2,24; 140:1;141:13;143:8; 145:1;146:16; 149:25;152:15; 160:24,25;161:4	bring (8) 4:24;7:22;26:21; 31:22;58:1;100:7; 133:16;150:21	came (10) 11:12;14:24;26:9; 29:24;32:14;34:18; 43:8;103:5;128:14; 146:14
becoming (1) 143:15	Biology (1) 83:8	23:10,13,21;24:1,15; 32:11;33:4,7,8,12,12; 34:10;36:5,21;42:25; 45:20;46:1,3;50:9; 51:6,10;52:9,12,13; 53:9;54:7;57:6; 58:10;61:19,24; 62:13,25;63:17; 64:21;65:17;68:8; 74:22;76:3;87:19; 89:25;97:7;98:22; 99:10,20;101:12; 107:25;108:16; 109:8;115:12; 116:22,23;119:14; 120:15;125:15; 126:8;128:15; 129:22;131:20; 132:3;133:18,19; 138:8,10;139:2,2,24; 140:1;141:13;143:8; 145:1;146:16; 149:25;152:15; 160:24,25;161:4	bring (8) 4:24;7:22;26:21; 31:22;58:1;100:7; 133:16;150:21	campaign (1) 104:10
Beebe (1) 24:18	bit (10) 61:21,25;73:20; 81:12;93:18,19; 94:11;105:22;118:1; 154:23	23:10,13,21;24:1,15; 32:11;33:4,7,8,12,12; 34:10;36:5,21;42:25; 45:20;46:1,3;50:9; 51:6,10;52:9,12,13; 53:9;54:7;57:6; 58:10;61:19,24; 62:13,25;63:17; 64:21;65:17;68:8; 74:22;76:3;87:19; 89:25;97:7;98:22; 99:10,20;101:12; 107:25;108:16; 109:8;115:12; 116:22,23;119:14; 120:15;125:15; 126:8;128:15; 129:22;131:20; 132:3;133:18,19; 138:8,10;139:2,2,24; 140:1;141:13;143:8; 145:1;146:16; 149:25;152:15; 160:24,25;161:4	bring (8) 4:24;7:22;26:21; 31:22;58:1;100:7; 133:16;150:21	campus (15) 9:25;82:11;83:1; 85:5,7;86:9,9,13,18; 93:10,12,21;96:6; 106:19,21
began (1) 104:20	blame (1) 155:1	23:10,13,21;24:1,15; 32:11;33:4,7,8,12,12; 34:10;36:5,21;42:25; 45:20;46:1,3;50:9; 51:6,10;52:9,12,13; 53:9;54:7;57:6; 58:10;61:19,24; 62:13,25;63:17; 64:21;65:17;68:8; 74:22;76:3;87:19; 89:25;97:7;98:22; 99:10,20;101:12; 107:25;108:16; 109:8;115:12; 116:22,23;119:14; 120:15;125:15; 126:8;128:15; 129:22;131:20; 132:3;133:18,19; 138:8,10;139:2,2,24; 140:1;141:13;143:8; 145:1;146:16; 149:25;152:15; 160:24,25;161:4		

<p>105:4 cards (1) 39:23 care (4) 18:8;26:1;28:2; 80:24 career (10) 22:25;23:2,8,22; 25:14;58:6;84:22; 85:4,7;88:22 carry (3) 29:19;102:8;107:9 Case (64) 4:9,10,11;6:10,12, 13;9:7;15:22;32:21; 33:1;34:2,13,15,17, 18;35:3;36:3,9,14,15, 22;37:23;38:2,7,12, 21,23;40:25;42:1,13; 43:4,9,11;45:8,22,22; 46:2,4,5,6,13,15,16; 47:8;51:1,8,16,16,25; 54:18;55:6,14,20; 57:20;58:11;63:17; 65:1,6,11,11;76:2; 99:21;149:22;162:4 cases (13) 21:15;32:18;34:7, 14,16;36:7;37:3,22, 24;38:16;39:1;43:3; 47:24 category (2) 99:23;105:24 caused (3) 61:12;65:3;149:19 Center (2) 85:4;98:24 central (1) 56:19 cents (1) 90:2 Century (2) 41:20;42:5 certain (3) 17:7,8;131:2 certainly (8) 21:9,11;23:12; 37:4;79:5;91:12; 100:19;108:5 certificate (1) 13:4 certification (2) 82:18;85:3 certified (3) 24:15;83:10;112:2 Chair (11) 5:6;19:9;51:5; 79:3;98:21;129:15; 132:3;133:23;134:1; 145:13;148:20 CHAIRMAN (316) 4:4;5:4,10,15,18, 21,23;6:2,4,7,11;</p>	<p>7:12,15;8:1,5,8,20, 24;9:2;11:16,18,20; 14:6,10,12,16,20; 15:17;16:4,12,16,18, 20;17:7,21;18:1,4,7, 12;19:5,15,19;20:1,4, 24;21:2,23;24:2,5,10; 26:17,21;29:1,3;31:4, 7,11,13,15;32:2; 40:10;41:2,23;42:7, 15;44:1,45:3;47:12; 48:6,10,15,17,21; 49:17,22;50:1,4,6,11, 23,25;52:6,17,20,23, 25;53:3,12,15,18,23; 58:19,24;60:1,9; 61:16;65:24;66:3,7, 10,15,17,20,23;67:2, 6,9,16,20,23;68:15, 17,21,24;69:3,17,22; 70:1,19,25;71:2;72:4, 10,13,23;73:24; 74:11,14;75:1,8,10, 12,14,18,22;76:17, 19,24;77:2,12,16,23; 78:8,22,25;79:2,5,12; 80:4,8,11,18,24; 83:17,21,23;84:7,17, 21;85:9,16;87:5,7,9, 11;90:7;91:3,7,11,16, 19,23;92:2,11,19,25; 93:4,7,25;95:4;96:3, 12,18,20,25;97:2,4,8, 10,13,18,23,25; 98:12,18;101:6,20, 23;102:5,7,10;115:8, 11;117:12,19,21,24; 118:12,14,24;119:3, 5,23;120:1;121:2,13; 122:1,5;123:7,15,21; 124:2,4,6,8,24;125:2, 8,12,17,21,24;126:2, 7,21;127:5,8,22,25; 128:2,5,9,14,19,22, 25;129:11;132:6,16; 133:2,6,24;134:2,4,8; 135:4,10,12;136:6,8, 10;137:2,4,7,10,15, 23;138:12,17,19,22; 139:1,13,17,19,22, 25;140:8,11,13,16, 20;141:15;144:8; 145:10,12,15,19,24; 146:4;147:9,14,16, 19,24;148:15,17,21; 153:22;154:18; 156:1,3,5,8,12,15,18, 21,23;157:1;159:15, 18;163:19,24;164:1,4 Chairwoman (1) 101:11 challenge (1) 115:19</p>	<p>challenges (2) 104:15;105:11 challenging (2) 18:25;110:12 Chambers (24) 5:8,18,20,21; 26:22;45:3,5,14,17; 46:7,8;47:10;49:8,9; 77:18,20;78:7,14,15; 97:7,9,11,12;130:25 chance (1) 119:10 change (35) 22:8;70:13;88:20; 119:25;120:25; 124:17;126:17; 132:18;135:3; 141:12;142:11,18,24; 143:21;144:21,25; 149:13;152:21,21; 154:8;155:8;158:13, 17,18,22;159:4,19; 160:1,7,8,10,13; 161:20;162:21;163:4 changed (11) 28:8;71:9;88:22; 121:23;134:21; 135:11;141:4;154:6, 6;155:3,9 changes (32) 129:5,8;137:18,21; 139:8,11;140:3,6; 141:5,17,20;144:16; 146:20,25;148:3,12, 14,23;150:3,6,16; 153:23,25;158:20,22; 159:3,3,4,11;160:15; 161:1;166:24 changing (4) 15:12;148:9; 153:17;154:13 characteristics (2) 106:7,12 charge (1) 14:8 charges (3) 42:10,12;47:18 charging (1) 35:23 charter (6) 42:4;80:5;87:16, 19;100:18;118:19 CHARTERS (4) 79:10;123:7,8,11 check (4) 13:3;26:13;39:24; 40:20 checked (2) 33:10;133:12 checkmarks (1) 13:2 checks (3) 90:20,20;110:25</p>	<p>child (2) 38:6;84:9 children (12) 11:1,5,7;23:3,15, 17;75:23;129:22; 130:4,21;131:22; 132:4 child's (2) 31:2;89:20 choice (1) 90:8 choices (1) 15:18 choose (4) 92:19;94:6;125:12, 14 CHORUS (16) 6:6;18:6;66:22; 67:8;97:7;125:23; 128:4,24;137:9; 138:21;139:21; 140:15;147:18; 156:7,25;164:3 chose (3) 16:6;47:14;74:1 circumstance (1) 64:2 circumstances (4) 22:12;58:15; 110:14;149:23 circumvented (1) 9:17 cite (1) 130:16 cites (1) 131:8 city (2) 14:25;103:11 Claire (3) 74:5,15;146:12 clarification (4) 77:10;138:13; 159:22;163:18 clarified (1) 159:7 clarify (7) 97:15;119:8; 150:10;160:1,7; 162:2,4 clarifying (1) 159:9 clarity (3) 154:7,11;161:7 class (16) 55:19;59:16,20; 60:18;63:8;69:13; 73:4;86:4;92:4; 93:15,16,17;94:4,5; 155:7;157:11 classes (5) 85:8;93:10,12; 130:10;162:20 classroom (28)</p>	<p>10:19;12:4,5,8; 29:21;35:10;39:14; 55:19;59:8,11,13; 62:18;65:2;69:14; 70:13,18;71:23;72:6, 7;73:1,3,10;96:17; 100:9;102:3;110:10; 122:22;123:1 clean (1) 143:3 clear (7) 46:11;150:12,19; 151:3;152:4;154:16; 159:9 click (1) 101:21 client (3) 4:13;33:17;53:16 clients (1) 32:21 clinic (1) 104:25 clock- (1) 150:12 close (6) 24:7;26:21;42:4,4; 58:21;70:7 closed (2) 41:6;42:2 closer (1) 8:25 CLOYES (7) 4:3,16;25:23; 27:16;32:13;44:20; 165:24 Cloyes' (3) 4:10;34:15;43:9 clue (1) 29:15 clumped (1) 40:7 co (1) 73:18 Coach (3) 12:2,24;15:2 Coalition (2) 129:17,18 cocaine (1) 62:6 co-coordinator (10) 22:12,14,17;27:1, 2;30:3,14;40:1;44:4; 47:8 Code (9) 6:22;15:8;18:24; 39:12;51:20;57:4; 121:16;126:11;135:9 coffeemakers (1) 39:24 Coffman (6) 41:23,24,24;43:17, 18;134:19 COL (4)</p>
--	--	--	--	--

129:15;132:14,17; 133:23 collaborate (1) 112:8 college (22) 81:13,18,18,25; 82:7;84:20,22;89:20; 91:24;93:10,15,16, 20;94:5,22,25;95:21; 113:15,16;160:24,25; 161:4 colleges (1) 111:21 Collegiate (7) 83:20,21;85:19; 88:13;89:1;94:9; 96:15 Colonel (3) 134:13;135:23; 137:11 combination (2) 100:13;114:11 combining (1) 140:22 comfortable (2) 59:17;73:4 coming (7) 24:13;26:23;43:12; 114:13;116:23; 138:9;151:11 comma (1) 160:18 commensurate (1) 145:7 comment (31) 8:3,7,15;74:5; 127:3;128:11,16,18, 20;129:1,5;137:19; 139:8;140:4;141:9, 23;143:6,13,24; 146:1,18;147:8,21; 152:24;153:24; 154:2,21,23;159:16; 160:9,11 commenter (5) 142:18,21;157:23; 159:10,24 comments (30) 7:11,17,23;54:4,11, 17,22;98:25;126:21; 129:7;137:20; 138:14;139:9,13; 140:5,8;141:11,25; 145:5,6;146:7;147:9; 152:25;153:8; 154:18;155:23; 158:16,24;159:1; 161:11 Commissioner (2) 149:21;153:12 committee (17) 42:20,21,24;43:3; 45:15;46:16;62:2;	146:16;147:4;153:1, 10;158:1,4,8,9,10,25 committees (1) 45:10 common (1) 100:18 communicate (2) 131:13,16 communication (1) 106:17 communities (1) 130:15 community (21) 9:11,13;10:4; 22:21,23;23:4;28:22; 35:5;36:24;39:17,18; 82:7;89:12;103:3; 105:5;107:23; 113:25;130:2; 146:15;147:4;151:20 community- (1) 27:8 community-based (1) 28:18 Compact (2) 131:2;134:18 comparable (1) 160:16 compare (1) 96:5 comparison (2) 46:22;95:23 competence (6) 12:5,7,18;13:5,11; 62:19 competitive (1) 104:16 compiled (1) 131:12 complaint (1) 52:12 complaints (2) 42:19;56:23 complete (4) 6:20;55:25;92:3; 105:14 completed (2) 52:11;55:21 completely (6) 43:10;56:13;59:12, 13;77:19;132:24 completing (1) 70:5 complexity (1) 21:12 compliance (2) 126:25;149:2 complied (1) 13:4 comply (1) 15:9 component (2) 131:3;136:14	components (3) 121:11;150:20,23 composed (1) 158:10 comprised (1) 158:4 Computers (1) 83:5 concept (1) 107:7 concern (4) 34:22;70:12; 115:18;134:13 concerned (1) 155:8 concerning (7) 12:19;51:15;99:16; 102:13;132:24; 141:7;157:19 concerns (3) 46:21;96:21;99:17 concluded (2) 9:22;164:8 Conclusion (2) 33:24;63:1 Conclusions (4) 19:1;32:5;46:19; 61:20 conclusive (1) 10:13 concurrent (6) 82:19;83:4,7,8,8; 140:24 condition (3) 119:15,19;120:16 conditional (1) 84:10 conditions (1) 75:17 confer (3) 145:16,22,25 conference (1) 134:20 confidence (1) 39:18 confident (2) 107:1;108:20 confidential (2) 36:4;37:11 configuration (1) 88:7 configured (1) 103:24 confined (1) 10:16 confirm (1) 119:22 confirmation (1) 5:7 confused (1) 121:12 confusing (1) 162:3	confusion (1) 161:22 conjunction (1) 111:10 connected (6) 130:8;131:22,24; 132:4;134:22;136:2 consecutive (1) 105:9 Consent (6) 4:12;7:8;16:24; 37:9,25;45:21 Consequently (1) 130:8 consider (3) 11:4;23:13;132:3 CONSIDERATION (12) 6:9;38:14;115:5; 126:10;128:7; 137:13;138:24; 139:23;140:18; 146:1;147:21;156:13 considerations (1) 9:6 considered (4) 10:14;64:11;74:24; 132:19 considering (2) 107:13,21 consist (1) 112:1 consistent (1) 155:2 constantly (2) 9:16;92:23 consult (2) 162:22;163:4 contain (1) 141:7 contained (1) 132:23 contend (1) 131:10 content (5) 92:2;112:6;115:25; 158:5,11 context (1) 54:14 continuance (1) 52:13 continuation (1) 156:14 continue (5) 99:11;100:4;101:2; 114:21;136:16 continued (3) 22:1;23:8;27:13 continuous (1) 100:11 contract (4) 10:10;121:10; 122:2,9 contractual (1)	10:9 conundrum (1) 75:2 conversation (2) 70:2;92:6 conversations (8) 46:14;54:4,12; 62:3;63:6,8;64:12; 152:14 conversion (2) 87:16,19 conversions (2) 123:9,11 Co-op (5) 106:5;111:10,11; 115:21;116:5 coordinating (1) 31:8 coordinator (2) 40:2;88:13 copy (2) 131:5;153:25 core (8) 93:20;94:7;112:5; 161:25;162:8,10,16, 20 cores (1) 94:16 correctly (5) 43:22;44:6;45:6; 77:2;83:19 corresponding (3) 159:20,21;161:3 costs (1) 89:22 co-superintendent (1) 30:12 Council (1) 144:10 counsel (1) 73:19 counselor (4) 15:13,14;90:19; 148:6 country (2) 131:7,9 County (11) 24:17;42:12;81:14; 82:14;102:20;103:8; 108:25;113:8,12,18, 19 couple (7) 77:6;85:18;102:23; 146:24;147:5; 149:15,18 course (29) 19:9;23:25;25:6; 51:4;73:24;86:16,17; 95:23;108:14; 109:17;110:17; 111:12;130:9; 136:15;140:19,20; 141:8;146:9;150:25;
--	--	--	--	---

151:3;156:14; 157:15;159:20,21; 160:7,8;162:8,10,16 courses (7) 82:19;83:3,11; 84:17,23;141:9; 161:24 coursework (4) 83:1;84:25;129:24; 131:23 court (2) 38:6;143:17 cover (2) 10:10;121:5 covered (1) 142:4 covers (1) 75:10 CPR (1) 151:6 Crawfordsville (1) 103:9 create (2) 105:19;149:10 creates (1) 144:11 creating (1) 107:2 CREATION (1) 137:14 creativity (1) 109:10 credit (19) 82:19;95:15,18,24; 140:19,21,24;141:8, 9;146:9;150:13,14; 155:4,5,7;156:14; 157:25;158:7,25 credits (1) 95:7 cried (1) 25:6 criminal (3) 42:12;47:21;48:4 criteria (1) 118:3 Crittenden (6) 102:20;103:8; 113:7,12,18,19 Crowley's (2) 106:5;111:10 cry (1) 62:6 culpability (1) 39:9 cultural (7) 12:4,5,7,7,18,25; 13:11 Culturally (4) 6:23;12:1;13:18; 69:15 culture (4) 12:11,15;69:13;	113:9 cure (2) 149:5,10 curing (1) 149:10 current (1) 109:15 currently (10) 31:16;34:11;81:14; 95:14;106:4,25; 114:9;118:18;123:4; 136:13 curriculum (2) 62:10;130:11 custodians (1) 99:22	decided (2) 35:6;152:12 decides (2) 78:2;89:2 decision (7) 7:18;8:16;51:12, 15,18;81:9;104:9 decisions (2) 51:11;108:1 Dedman (53) 126:9,12,12,24; 127:7,9,12,15; 128:13;129:3;132:7, 21;133:5,25;134:1; 136:15,22;137:12,17; 138:5;139:6;140:2, 22;141:24;143:8,12, 18,19;144:3,19,23; 145:5,22,23;156:15, 17;157:3,3;159:17, 19;160:15,20;161:3, 12,14,20;162:9,22; 163:2,9,12,15,19 deems (2) 51:5;53:9 deep (1) 108:9 Defense (1) 130:1 defer (1) 68:8 deferring (1) 14:14 deficiency (3) 149:3,8,11 defined (1) 144:23 definitely (3) 35:12;37:21;46:25 definition (13) 120:13;141:25; 142:2,8,9,13,16,20; 157:16,19,23,24; 158:8 definitions (3) 141:18;158:12,23 degree (2) 82:8;90:25 delay (3) 77:3,24;144:12 delayed (1) 97:14 Delta (1) 110:7 demographic (2) 109:21,22 demonstrate (1) 12:18 demonstrated (1) 157:11 demonstrations (1) 73:1 denied (1)	63:3 deny (2) 54:13;100:19 denying (2) 61:4,14 Department (9) 4:7;13:7;32:23,25; 41:24;126:13;127:4; 130:23;157:4 dependent (1) 130:18 depending (1) 96:8 depends (2) 135:8;144:5 DESE (9) 126:10;128:7; 137:13;138:24; 139:23;140:18; 147:21;156:13;158:7 desire (1) 134:14 desk (1) 81:8 despite (2) 100:23;132:1 detach (2) 137:25;138:4 detaching (1) 138:1 DETACHMENT (3) 137:14,16;138:7 detail (2) 83:14;99:14 details (1) 37:11 determination (2) 52:15;54:8 determine (4) 51:14,18,22;72:8 determined (2) 32:7;65:20 determines (1) 83:23 determining (1) 57:7 development (3) 48:20;112:13; 114:24 developmental (2) 161:24;162:10 difference (2) 31:2;126:22 different (19) 13:19;38:19;42:22; 45:10,11;46:16,22; 47:6;55:22;56:13,18; 59:13,13;72:14; 116:25;132:24; 141:20;150:20,23 difficult (2) 36:20;144:16 difficulty (1)	130:18 DIGITAL (5) 128:8,9;132:23; 133:1;136:19 diligently (1) 106:14 diminished (1) 9:16 diploma (1) 91:1 direct (2) 39:22;76:11 directions (1) 38:19 directly (1) 74:19 director (2) 90:19;106:16 directors (3) 138:8;158:5,11 disagree (1) 108:2 disappointed (2) 88:3,6 disciplinary (1) 56:23 discretion (1) 19:10 discuss (5) 61:22;67:10;69:25; 95:9;135:14 discussed (2) 62:6;63:20 discussion (2) 67:11;125:8 discussions (1) 106:25 dishonesty (1) 64:24 dismiss (1) 52:9 dismissal (18) 65:4;98:3;110:18; 117:16;118:3,5,23; 119:12,13;120:7,12; 121:2,3,13,14,24; 122:18;124:11 dismissed (3) 64:19,23;71:18 dispositional (1) 64:23 dispositions (1) 62:21 dissent (1) 9:12 DISTANCE (4) 128:8,10;129:24; 131:22 distributed (2) 42:3;43:14 district (63) 13:1;21:17;22:2,3, 4,22;23:3,4,17;26:7;
	D			
	daily (1) 104:20 data (4) 87:22,25;96:4; 151:12 date (2) 108:12;155:11 dated (1) 64:22 DAVISSA (3) 18:11,17;24:11 day (9) 17:8;25:7,10; 33:20;102:22; 104:23;106:24; 107:19;156:10 days (18) 6:18;9:20;10:7,8,9, 12,12,13;17:9;32:14; 52:11;64:13;79:24; 98:4;122:12,14; 143:24;149:25 day-to-day (1) 22:19 deadline (2) 151:10,13 deal (1) 10:21 dealing (2) 65:16;105:12 deals (2) 113:3;154:10 dealt (1) 63:11 Deborah (1) 41:24 December (4) 9:23,24;139:9; 140:4 decide (9) 7:24;16:1;51:24; 66:4;122:2;143:9; 144:25;151:21; 155:16			

<p>31:9;36:11;41:14; 59:16;63:12;74:1,3, 11,18;79:9,11,18,20, 22;91:21;97:24;98:1; 99:12;100:11;101:9; 102:14,16,17;103:2, 7,9,10,11;105:11,13; 108:7,10;111:3; 112:9;113:6;114:22, 23;115:1,20;116:11; 120:6;123:9,10,25; 127:17;137:24; 138:1,3,8,11;149:2,9; 151:23</p> <p>districts (18) 56:18;104:14; 111:17;115:16; 127:13;131:21; 136:13,15,24;137:14, 16;147:23;148:3,25; 149:7;151:11,14; 154:14</p> <p>district's (1) 136:22</p> <p>ditto (1) 14:23</p> <p>diverse (1) 36:16</p> <p>divert (1) 130:9</p> <p>divided (2) 22:15;25:25</p> <p>Division (11) 4:7;18:15;74:16; 79:17;134:6;146:12; 149:1;152:7;153:4; 158:4,10</p> <p>Division's (2) 109:9;134:10</p> <p>document (1) 35:23</p> <p>documents (3) 21:13;33:23;36:22</p> <p>DOD (1) 131:8</p> <p>dog (1) 39:24</p> <p>dog-and-pony (1) 25:20</p> <p>doled (1) 41:14</p> <p>dollars (4) 30:2;89:8,23;90:1</p> <p>dollhouse (2) 39:25;40:14</p> <p>domestic (1) 62:7</p> <p>Don (1) 129:16</p> <p>done (21) 12:24;25:15,17; 31:1;34:23;36:23; 41:6;56:7;76:10;</p>	<p>81:5;83:1;84:13; 93:20,22;102:10; 106:3,15;107:20; 149:6;155:6,6</p> <p>Donnell (1) 56:3</p> <p>Dorado (2) 89:11;90:4</p> <p>doubt (2) 47:24;133:18</p> <p>down (8) 27:13;31:23,23; 44:17;58:23;92:5; 102:23;108:13</p> <p>DR (158) 6:3,4;16:20,21; 17:6,19,24;18:1; 26:19,20,23;27:2,5, 22,25;28:4,6,12,15, 19,21,24;31:4,5,14, 16,19,25;33:5,41:5, 17,21,42:9,14;44:1,3, 8,14,18;45:2;49:4,5, 10,11;60:12,13,19, 25;61:3,6,15;67:5,6; 68:19;69:5,9,12; 70:11,15,17,22,24; 71:1,7,11,14;72:12; 73:17;76:14;77:15, 16;78:10,11,16,17; 87:9,10,13,17,24; 88:1,7,10,17,23;89:5, 7,9,24;90:9,13;92:12; 93:24;95:4,6,10,12, 17,25;96:24;97:5; 98:7;101:16;102:18; 103:5;115:13,14; 116:1,7,9,21;117:8, 10,25;120:3,9,17; 124:4,5,8,9,19,23; 125:16,17,20,21; 126:22;127:11,13,21; 128:1,2,21,22;136:9, 11,20;137:1,3,4; 138:18,19;139:16,17; 140:12,13;145:22; 147:12,14;154:19,20; 155:25;156:2,3,22, 23;163:20</p> <p>draft (1) 147:6</p> <p>drafts (1) 147:5</p> <p>drawbacks (1) 130:17</p> <p>drawn (3) 92:6;127:17; 158:14</p> <p>dream (1) 59:19</p> <p>dress (2) 11:24,25</p> <p>drinking (1)</p>	<p>62:6</p> <p>drive (1) 100:24</p> <p>driven (1) 132:17</p> <p>drop (2) 94:23;95:2</p> <p>due (1) 149:17</p> <p>due- (1) 122:17</p> <p>due-diligence (1) 34:1</p> <p>due-process (4) 117:22;118:2; 121:9;122:24</p> <p>Dugan (78) 4:4,5,6;5:5,6;12; 7:13,16;8:4,6;14:7,9; 15:22;16:7,13,17,19, 23;17:11;18:22;19:9; 32:3,4,4;34:5,8; 35:12,15;37:21; 38:20,25;40:12,21, 24;41:3,9,16,19; 42:11,16,25;43:16, 19,23;44:2,6,9,17,19; 45:13;46:25;47:16; 48:7,25;49:3,24; 50:21;51:4;61:17,18, 18;65:25;66:2,6; 67:22;68:1,5,8; 73:18;74:5,13;75:13; 76:16,22;78:24;79:1, 3,6,8</p> <p>Dumas (4) 13:1,9;14:24;113:8</p> <p>during (23) 10:16;19:11,20; 44:20;48:12;51:6; 58:13;59:2;60:3; 63:6,13;78:3;103:21; 104:23;105:7;109:5; 117:15;130:6;132:1; 134:16;144:11; 151:22;153:14</p> <p>duties (1) 33:9</p> <p>dying (1) 28:17</p> <p>dyslexia (3) 105:23;106:7,12</p>	<p>107:6;130:12</p> <p>ease (1) 104:7</p> <p>Easier (2) 102:10;143:2</p> <p>east (1) 103:13</p> <p>eastern (2) 102:20;104:14</p> <p>easy (3) 22:4;81:9;116:6</p> <p>economics (2) 59:21;155:7</p> <p>Ed (5) 41:24;84:4,13; 153:10;156:10</p> <p>ed-prep (5) 65:12,13,14,16,18</p> <p>educating (2) 66:5;138:2</p> <p>Education (28) 4:7,8;12:6;13:8; 18:15;22:22;23:20; 60:1;74:22;82:17; 89:20;100:8;101:2; 112:23;113:17; 120:15;126:8; 130:24;131:23; 136:16,23;138:10; 159:6,8,14;160:17; 161:24;162:16</p> <p>educational (7) 12:17,21;62:10; 64:4;111:11;130:6; 153:2</p> <p>Educator (30) 7:21;15:6;19:12; 22:1,5,23;23:2,9; 25:5;26:18;33:11; 35:3;39:7,11,15;40:1, 10;45:18,18,24; 48:13;50:17;51:7; 57:16;62:17,19; 63:10;65:2,21;66:25</p> <p>Educators (8) 18:25;42:17;43:4; 44:11;51:21;57:4; 65:20;114:21</p> <p>Educator's (3) 5:24;18:17;39:14</p> <p>effect (2) 56:12;131:15</p> <p>effective (3) 56:15;131:14; 143:16</p> <p>effectively (1) 23:1</p> <p>effort (3) 104:6;106:16; 155:1</p> <p>efforts (1) 100:23</p> <p>eight-minute (1)</p>	<p>50:7</p> <p>either (14) 7:18;8:11;15:18; 17:21;19:10,13; 20:11,16;67:25; 94:17;130:6;138:7; 149:10;152:21</p> <p>either/or (1) 160:1</p> <p>EI (2) 89:11;90:4</p> <p>elect (2) 16:9;138:11</p> <p>Elementary (10) 4:7;10:25;18:15; 23:15;24:12;103:23, 24;104:7;106:11; 132:2</p> <p>eligible (2) 68:11;82:21</p> <p>Elmwood (2) 55:22;56:4</p> <p>ELS (1) 74:13</p> <p>else (16) 44:16;46:14;48:6; 53:16;60:10;61:16; 71:1;72:7;75:16; 102:21;111:16; 117:12;123:22; 124:13;127:22; 163:21</p> <p>email (1) 88:13</p> <p>embarrassed (1) 62:5</p> <p>embraced (1) 12:25</p> <p>emergency (5) 112:20,24;116:17, 19;149:22</p> <p>emotions (1) 10:22</p> <p>employability (1) 110:24</p> <p>employed (6) 70:21;74:19; 110:19;120:6,10,19</p> <p>employee (11) 31:8;99:7,16,20; 119:16;120:20,22; 121:4,24;122:7,8</p> <p>employees (4) 100:16;109:9; 118:10;120:23</p> <p>employing (1) 74:18</p> <p>employment (6) 56:10;114:21; 119:15,19;120:16; 124:21</p> <p>enact (1) 131:7</p>
		E		
		<p>earlier (13) 10:11;32:13;36:10, 14;37:10;65:10; 72:18;77:9;101:15; 113:9;114:11; 124:14;157:5</p> <p>early (5) 11:23;45:1,81:25;</p>		

<p>encouraged (2) 87:18;88:3</p> <p>end (6) 23:1,22;102:22; 107:5;108:4;157:25</p> <p>ended (1) 38:16</p> <p>ending (3) 25:1;79:25;98:6</p> <p>ends (1) 25:14</p> <p>engage (1) 13:16</p> <p>engaged (2) 12:3;62:3</p> <p>engaging (1) 62:8</p> <p>English (7) 83:6;94:4,12; 160:6;162:2,14,17</p> <p>enough (4) 70:12;89:11;108:9; 151:15</p> <p>enroll (7) 73:22;84:15;91:21; 94:8;131:21;160:3,5</p> <p>enrolled (1) 55:15</p> <p>enrolling (2) 56:16;92:5</p> <p>enrollment (7) 80:5;88:15;104:19; 108:16,21;131:4,19</p> <p>enter (1) 70:13</p> <p>enters (1) 70:18</p> <p>entertain (1) 5:2</p> <p>entire (1) 59:22</p> <p>entrance (1) 84:3</p> <p>equal (1) 152:17</p> <p>equipment (1) 41:8</p> <p>errors (1) 24:21</p> <p>escapes (1) 83:6</p> <p>especially (2) 94:2;110:7</p> <p>ESSA (2) 105:9;151:10</p> <p>essence (1) 100:16</p> <p>essentially (2) 67:12;157:16</p> <p>establishing (1) 137:16</p> <p>et (2) 119:17;126:11</p>	<p>ethical (3) 57:2,5;75:6</p> <p>Ethics (18) 6:22;13:24;15:7,8; 18:24;22:8;23:20; 34:9;39:4,6,12;42:17, 25;45:15;50:15; 51:21;57:4;78:6</p> <p>evaluate (1) 142:10</p> <p>evaluated (1) 111:1</p> <p>evaluation (1) 96:14</p> <p>evaluations (1) 152:11</p> <p>even (13) 8:3;11:1;12:6; 34:24;58:7;64:12; 73:22;74:10;82:3; 88:2;109:15;124:15; 144:12</p> <p>event (2) 76:8,20</p> <p>everyone (7) 8:16;17:1;44:16; 98:10;111:16; 124:13;150:22</p> <p>evidence (16) 32:8,15;33:2; 34:19;39:3,6;40:8; 45:11;47:25;54:18; 55:20;56:21;63:10, 16;65:7,8</p> <p>EVIDENTIARY (11) 4:2;18:10,16; 20:17;46:1;50:9; 54:8;62:2,11,24; 63:18</p> <p>exact (2) 43:24;160:22</p> <p>exactly (2) 71:21;127:19</p> <p>exam (2) 84:12;114:15</p> <p>example (5) 32:12;37:14,24; 158:23;160:3</p> <p>exams (2) 84:3;114:6</p> <p>excellent (1) 156:9</p> <p>EXCEPT (3) 97:7;98:11;160:14</p> <p>exception (2) 93:13;104:17</p> <p>exceptional (1) 22:5</p> <p>excited (2) 85:17;88:2</p> <p>excuse (8) 6:19;16:19;18:14; 83:10;103:6;104:2;</p>	<p>109:4;114:2</p> <p>excused (1) 49:18</p> <p>Excuses (1) 7:2</p> <p>EXHIBIT (2) 165:25;166:25</p> <p>exist (2) 118:18;152:3</p> <p>Expectations (1) 69:15</p> <p>expected (1) 154:14</p> <p>expecting (1) 15:8</p> <p>expelled (2) 136:12,14</p> <p>expenses (1) 39:22</p> <p>expensive (1) 39:24</p> <p>experience (6) 27:23;56:6,13; 60:15;61:1;63:24</p> <p>experienced (1) 112:2</p> <p>experiences (1) 60:15</p> <p>expertise (2) 158:6,11</p> <p>expire (2) 79:24;98:4</p> <p>expired (1) 44:7</p> <p>explain (7) 35:1,13;99:13; 121:7;127:17; 142:14,20</p> <p>explained (1) 117:14</p> <p>explanation (4) 73:2;157:21;160:9, 11</p> <p>express (1) 9:10</p> <p>expulsion (1) 136:17</p> <p>extend (2) 19:10;99:22</p> <p>extended (1) 39:15</p> <p>extending (1) 131:1</p> <p>extension (1) 26:3</p> <p>extensive (1) 100:10</p> <p>extra (3) 95:15;105:15; 130:10</p> <p>extracurriculars (3) 86:15;93:13,21</p> <p>eyes (1)</p>	<p>43:11</p> <p style="text-align: center;">F</p> <p>face (1) 25:8</p> <p>facilitating (1) 131:23</p> <p>facilitator (1) 105:19</p> <p>facilitators (2) 111:6,24</p> <p>Fact (19) 19:1;20:25;32:5; 33:24;51:13;61:20; 62:13,14,15,24; 63:15;64:9;66:14,18; 73:25;88:12,25; 97:16;131:8</p> <p>factors (8) 38:22;39:2;55:6, 14;57:19;63:14,19; 130:16</p> <p>facts (5) 32:9;51:15,16,17, 19</p> <p>faculty (1) 107:21</p> <p>failed (3) 12:17;30:22; 108:20</p> <p>failing (1) 114:17</p> <p>fails (1) 69:22</p> <p>fair (28) 43:7;96:19;98:3; 99:7,16;110:18; 117:16;118:4,23; 119:11,12,16;120:6, 12,22,25;121:2,3,4,8, 13,14,20,24,25; 122:7,18;124:11</p> <p>fairly (2) 21:20;144:24</p> <p>fairs (1) 111:21</p> <p>faith (1) 144:24</p> <p>fall (2) 55:25;120:21</p> <p>falls (1) 57:21</p> <p>familiar (3) 86:8;100:17; 149:14</p> <p>families (7) 129:21;130:3,16; 131:14;135:19; 136:1;151:21</p> <p>family (6) 89:19;113:14; 130:2;133:20;151:6;</p>	<p>155:4</p> <p>far (10) 32:6;36:19,24; 40:17;43:7;61:25; 63:15;86:9;92:10; 103:13</p> <p>Fast-forward (1) 108:11</p> <p>fault (3) 59:15;103:3;155:9</p> <p>favor (19) 6:5;18:5;66:21; 67:7;69:10;97:6,10, 12;125:22;128:3,23; 137:8;138:20; 139:20;140:14; 147:17;156:6,24; 164:2</p> <p>Fayetteville (3) 21:7;55:17;82:9</p> <p>February (3) 11:23;12:9;126:8</p> <p>federal (6) 39:21;41:22;113:3; 134:20,20;147:2</p> <p>federally (1) 41:17</p> <p>feedback (8) 112:8;118:25; 147:3;151:13;153:6, 7,11;154:23</p> <p>feel (6) 15:15,15;72:25; 102:2;106:22;158:13</p> <p>feeling (1) 37:19</p> <p>fees (1) 89:5</p> <p>Fenter (5) 80:24;98:8;101:16; 102:18;103:5</p> <p>few (8) 29:8;64:13;69:21, 24;94:18;99:3; 123:10;152:24</p> <p>fewer (1) 122:14</p> <p>field (2) 10:16;118:20</p> <p>file (3) 42:12;47:18;52:14</p> <p>filed (3) 42:10,19;63:21</p> <p>Final (16) 54:7;59:8;128:7,9; 137:13,15;138:24; 139:1,4,23;140:6,18, 20;141:13;143:14; 156:13</p> <p>finally (2) 57:25;114:12</p> <p>finance (2) 151:6;155:4</p>
--	--	--	---	---

financial (2) 48:14;108:17	109:7,9,25;111:15; 112:19,20;113:20; 141:8;142:5	84:2;86:22;104:3; 110:2	105:10,16;112:1; 148:8	gives (1) 81:24
financially (1) 40:11	flexible (1) 144:24	fortunate (4) 82:10,19;89:10; 104:15	funds (11) 30:1;31:1;41:8,22; 43:13,15;47:13,19; 48:3;104:11;105:18	giving (4) 16:14;19:20;37:14; 153:6
find (8) 23:10;54:6,25; 69:8;72:14;149:25; 154:8;159:23	Flight (1) 106:4	fortunately (1) 85:2	furios (1) 24:25	glad (1) 116:23
finding (1) 57:11	Flinn (7) 50:20;53:13,17,25, 25;61:23;63:20	forward (1) 145:17	furnish (1) 86:22	Glenn (1) 98:7
Findings (19) 19:1;20:25;22:10, 16;32:5;33:24;39:6; 46:19;51:13;61:20; 62:1,13,14,15,24; 63:15;64:9;66:14,18	Flinn's (1) 53:10	found (8) 18:23;24:23;62:12, 25;63:18;72:21; 95:18;162:3	further (4) 33:13;119:5; 142:20;159:9	glowing (1) 56:1
fine (22) 6:18;14:16;33:3; 48:17,19,22,25;52:1, 16;55:10;56:24; 65:23;67:16,25;68:1, 24;69:1,18;77:8; 78:6;97:13;113:17	flipping (1) 25:16	founded (1) 104:25	future (2) 39:20;134:11	goal (2) 93:15;144:1
fined (2) 18:19;50:18	flipside (1) 85:1	four (9) 11:13;24:17;39:15; 63:4,9;94:15;105:12; 108:15;152:11	G	goals (3) 100:12;151:16,17
finished (3) 23:14;60:1;106:22	flood (1) 149:23	frankly (1) 111:8	Gain (3) 7:3;40:18;65:15	goes (4) 35:19;43:8;45:14, 20
finishing (1) 66:5	flooding (1) 149:19	free (2) 104:20;146:23	gains (1) 113:22	Good (33) 4:5;8:19,20,21; 11:19,20;18:13,14; 21:2;23:3;25:2,15, 18;29:12;34:20;35:9, 15;36:25;37:6;50:1; 58:24;79:16;80:20; 85:21;101:6;103:19, 20;112:16;118:15; 136:5,6;144:24; 153:19
first (34) 4:9;8:17;10:2; 21:16;27:12,21; 29:13;42:25;45:15; 46:5;51:12;55:21,23; 56:13;60:15;78:3; 81:18;89:20;93:25; 95:21;99:10,13; 103:17;105:10,17; 109:6,8;123:5,14,19; 126:14;131:7; 148:23;152:9	floor (3) 19:17;23:23;53:10	free-and- (1) 105:14	game (1) 10:2	good-sized (1) 113:5
first-year (2) 152:2,6	folder (1) 162:23	free-and-reduced (1) 105:8	games (5) 11:13;29:14,17,18; 39:25	governing (15) 57:4;126:15;128:7; 137:13,16;138:24; 139:23;140:18,23; 146:2,6,13;147:22; 148:2;156:13
fiscal (1) 144:11	folks (8) 7:11;44:10;65:18; 96:1;110:23;111:9; 112:3;114:12	FRENO (26) 18:13,14;19:6,16; 20:2,10,15,20,22; 21:1;49:24;50:3,5,12, 14,14,24;51:1,52:7, 18,20;53:5,8,13; 143:17,20	Garr (3) 25:23;33:10,16	government (1) 147:2
fit (4) 23:21;51:6;53:9; 117:13	follow (3) 35:23;42:6;64:17	frequently (1) 130:17	gave (3) 10:1;27:6;53:4	Governor (1) 81:6
Five (14) 49:16;50:18;54:19; 65:19;68:15,16,22; 79:25;96:25;97:1; 98:5;122:13,14; 131:7	follow- (1) 76:25	freshman (2) 72:20,24	GEER (29) 50:10,16,19;51:2, 19,22;52:9,13;53:22; 54:1,3,13,20;55:1,8, 14;56:6;57:25;58:17, 23,25;59:1;60:3,17, 22;61:2,5,8;62:2	Governors (1) 130:13
five-year (2) 115:5;116:19	followed (3) 19:8;26:4;51:3	friends (1) 24:13	gentleman (1) 106:9	Governor's (6) 143:22,24;146:11, 19;147:8,12
fix (2) 24:24,25	following (8) 6:20;13:25;51:10; 78:5;108:21;109:12; 130:19;157:14	front-end (1) 143:2	general (1) 37:24	grab (1) 148:19
flesh (1) 71:2	food (1) 104:23	front (11) 54:5;61:19;101:25; 107:25;110:10; 116:20;148:17; 152:14;153:10; 156:9;159:5	generated (1) 129:25	grade (38) 24:12;59:20;60:17, 22,23;82:23,24;83:4; 86:4,6,7,7,13;88:4,7, 8,11,18,18;89:2,3; 90:22,23;92:4;93:11, 14;94:2,4,8,12,13; 96:7,17;103:24; 104:5,8;112:5; 113:16
flew (1) 87:6	force (2) 38:5;130:13	frustration (1) 37:18	generation (2) 81:18;95:21	graders (3) 84:25;91:20;93:2
flexibility (9)	forced (1) 81:6	full (15) 4:14;15:20,25; 16:1;32:13;34:10; 83:18;96:25;100:4, 10;105:9;116:10; 118:22;130:10;132:8	gentlemen (2) 4:5;21:9	graders (3) 59:18;82:25;84:21
	Forces (1) 129:23	fully (1) 133:20	gift (1) 39:23	grades (3)
	forget (1) 136:3	fund (1) 111:25	Gifted (2) 142:13,15	
	forgive (1) 84:4	funded (2) 40:2;41:18	given (9) 9:6;10:3;13:22; 22:11;81:11;88:11; 95:6,15;122:11	
	forgot (1) 51:1	funding (4)		
	form (1) 112:18			
	format (1) 136:25			
	formats (1) 136:24			
	former (1) 140:23			
	forms (1) 105:15			
	forth (4)			

130:7;146:9; 157:10 GRADING (11) 140:19,20,23; 142:1,3,8;156:14; 157:14,20,22;161:6 graduate (3) 82:1;90:24;130:11 graduates (2) 90:14,16 graduation (5) 81:14;131:25; 150:25;151:4;155:3 Graham (1) 27:16 grammar (3) 142:25;152:21; 154:5 grandchildren (1) 106:10 grandson (1) 15:1 grant (12) 39:19;40:2;42:2; 52:12,13;96:23; 99:18;100:14; 115:19;116:9; 133:21;141:13 GRANTED (5) 79:9;123:5,12,19, 19 granting (1) 123:14 grants (2) 39:21;41:20 great (6) 56:6;83:14;85:12; 87:10;89:15;124:5 greater (1) 82:4 grew (1) 108:21 grooming (1) 39:24 group (6) 42:20;59:22;60:16; 137:24;153:1;155:25 groups (4) 60:20;153:3,3; 154:24 grow (1) 113:19 growing (1) 96:15 grown (1) 108:22 growth (4) 96:5,7,10;108:24 guarantee (1) 75:19 Guarantees (1) 7:1 guess (18)	34:22;35:22;59:6; 60:5;69:25;71:20; 72:17;74:12;87:14; 99:6;113:14;115:16; 118:3;125:5;143:10; 144:1;145:3;162:18 guessing (1) 121:21 guidance (4) 112:14;127:1,16; 133:11 guide (2) 85:13;163:5 guideline (2) 36:1;126:23 guidelines (9) 57:2,5,17;64:8,16; 126:10,15,16;127:4 guys (6) 21:13;32:19; 123:13;146:15; 148:13;149:14	151:14 hardcopies (1) 4:24 hardcopy (1) 148:17 Hart (64) 80:2,17,20;81:1; 83:20,22,25;84:8,19, 24;85:15,20,22,24; 86:2,4,6,10,12,15,20, 24;87:1,15,18,25; 88:2,9,12,20,24;89:6, 8,10,17,25;90:5,11, 15;91:10,12,18,20; 92:1,3,18,20;93:1,5, 11;94:8,15,20,25; 95:2,8,11,13,18;96:1, 11,14,19;97:21 hat (1) 109:8 hate (5) 12:20;35:4;40:6; 41:3;47:21 hated (1) 9:9 hatred (1) 9:11 head (6) 25:9;43:18;44:17; 115:10;162:24;163:6 heal (1) 35:6 health (4) 104:25;146:15,17; 147:4 hear (14) 5:13;8:15;26:22; 32:18;34:12,14,16, 17;46:2;53:3;69:4; 77:18;129:1;149:24 heard (17) 5:7;15:13;32:15; 35:3;36:9,16,17; 42:19;45:10;46:16; 63:3;65:9,11,20; 99:7;108:2;133:3 HEARING (60) 4:2,14,25;7:25;9:3; 15:20,23;16:1,6; 18:10,17;19:4,11,21; 22:9;32:22;37:19; 38:13;39:4;43:8; 45:6,24;46:1,4,5,6; 50:9,15;51:7,10;54:9, 9;58:8;62:2,11,25; 63:4,16,18;64:9; 69:22;99:7,17; 115:16;119:16; 120:22;121:1,4,8,25; 122:7,12,13,15,25; 129:5;137:19;139:9; 140:4;141:10 hearings (5)	32:11,12;43:1,4,12 hears (1) 34:7 heart (4) 12:1,2;102:1; 114:19 held (9) 9:25;22:18;63:8; 129:6;137:19;139:9; 140:4;141:10;154:24 hell (1) 72:21 help (17) 26:9,15;30:7,11, 25;46:23;81:19,22; 82:1;92:17;105:16; 111:12;112:14; 114:10;116:5; 127:17;130:14 helping (1) 25:23 here's (5) 92:7;103:21;110:3; 151:16,17 Heritage (3) 12:11,12,13 Hey (6) 38:10;89:2,18; 90:2;94:22,23 Hi (1) 53:25 high (17) 9:12;61:1;81:17; 82:1;85:25;86:3; 88:5,8;90:18,25; 93:17;104:5,7; 131:16;141:8; 150:12,13 higher (8) 47:23;82:17;84:4, 13;159:6,8,14;160:16 highest (2) 104:13;112:11 highlighted (1) 154:1 HILL (35) 6:3,4;16:20,21; 17:6,19,24;18:2;31:4, 5;49:10,11;67:5,6; 68:19;78:16,17;87:9, 10;92:12;96:24;97:5; 117:25;124:4,5; 125:20,21;128:1,2, 21,22;138:18,19; 156:22,23 hire (4) 99:12,25;114:18; 116:15 hired (6) 78:2;98:3;100:16; 102:18;116:5,10 hires (3) 109:10,13,16	Hispanic (1) 12:11 History (6) 11:24;57:12;59:18; 83:5;102:13;105:10 hit (1) 103:13 hold (9) 44:5;60:7;119:14, 18;120:15,24;121:6; 123:11;135:20 holds (1) 90:21 home (5) 9:13;24:18;93:22; 97:23;126:3 home-school (1) 135:5 homosexuals (1) 62:7 honestly (3) 40:21;105:16; 108:4 honesty (1) 95:20 honored (1) 161:6 HOPE (9) 79:11,12,13,18; 82:1;83:18;88:5; 89:21;163:10 Hope-Texas (2) 81:23;82:10 horrible (2) 47:19;48:2 hour (1) 150:13 house (3) 10:16;82:25;132:9 huge (2) 105:18;109:19 Hugh (3) 98:9;101:5,8 hundred-percent (2) 114:1,14 Hunger (1) 146:23 hurdle (2) 111:9;112:11 hurt (2) 25:3,21 husband (1) 24:14 Hyatt (27) 74:15,15;75:2; 115:10;119:7,8,24; 120:8,10,21;121:3,9, 14,18;122:6;123:8, 17;146:12,12; 147:24;148:1,16,19, 22;153:25;154:25; 156:11 hybrid (3)
	H			

107:2,3,4	125:4;141:1	13:1	155:15	Italian (1) 12:12
I	incentives (1) 117:6	initiate (1) 138:6	International (1) 140:25	item (9) 4:9;7:8;45:21; 50:12;79:14,15,15; 126:14;128:16
ideal (1) 38:10	incentivize (1) 117:7	Initiative (1) 140:25	internship (12) 54:19,23;55:17,21, 23;56:1,14;59:9,10; 60:14,15;70:6	items (2) 18:19;144:15
IDEAS (1) 6:21	incident (2) 13:25;15:1	Inman (30) 98:9;101:5,8,8,22, 24;102:6,9,11;113:2; 115:23;116:2,8,13; 117:3,9,17,20,23; 118:6,13,15;119:2; 121:20;122:4;124:3, 12,22;125:6;126:1	internships (1) 63:24	J
identified (1) 106:6	include (5) 130:17;132:12,18; 135:4;142:15	innate (1) 96:8	interpreted (1) 64:14	jab (1) 89:13
identify (5) 21:4;58:21;80:13; 98:19;101:7	included (6) 142:2,14,17,18; 153:7;157:18	innovative (1) 123:24	Interstate (1) 131:2	James (1) 14:7
I'd've (1) 29:23	includes (2) 39:22;103:8	input (1) 92:8	interventionist (1) 105:20	Jane (1) 56:5
II (2) 83:7;94:6	including (6) 48:17;74:18;127:3; 132:25;136:25; 142:12	inside (2) 62:18;103:11	interventionists (1) 106:3	Jennifer (5) 50:20;53:25;126:9, 12;157:3
imagine (1) 115:18	inclusion (1) 10:9	insight (1) 65:15	into (25) 32:9;33:22;36:19; 37:10;38:14;43:12; 57:21;59:9,20;73:12, 14;82:16;83:14,24; 85:14,19;87:21; 91:17;93:17;104:3,5; 108:5;114:24;141:1; 150:21	job (10) 24:20;25:3;26:10; 36:12;37:6;87:10; 111:21;116:5;124:5; 156:9
immediately (6) 103:6;122:10,22; 124:13,17;149:11	inclusive (1) 62:20	insinuate (1) 37:5	Intro (1) 83:5	Johnny (1) 8:17
immersed (1) 81:25	incomplete (1) 130:7	instance (3) 142:19;150:16; 158:18	invested (1) 114:24	Joint (2) 153:10;156:9
immunizations (1) 148:10	inconsistent (1) 37:17	instances (3) 42:1;104:23; 115:24	investigated (2) 13:25;14:3	July (4) 9:24;102:17;103:6; 107:5
impact (6) 39:8,9,17;42:23; 57:15;100:25	incorporate (9) 129:4;137:18; 139:7;140:3;141:5; 146:21;148:4; 150:14;152:22	instead (3) 119:16;127:6; 138:11	investigation (3) 35:18,19;52:10	jump (2) 110:1;124:14
impacted (1) 7:7	incorrectly (2) 118:9,13	institution (5) 82:17;159:5,7,8,14	investigator (2) 19:12;51:8	jumped (1) 97:14
impacts (2) 39:20;148:24	increase (6) 51:5;53:9;81:13; 82:13;104:11,12	instructional (4) 12:17;138:25; 139:5,14	investigator's (1) 43:2	June (5) 9:21,21;80:1;98:6; 107:6
implements (1) 107:6	increased (2) 104:19;106:19	instructors (2) 83:2;84:20	investment (1) 114:22	junior (2) 104:5,7
importance (1) 101:24	independently (1) 152:25	insult (1) 110:5	involve (1) 37:13	justify (1) 28:11
important (11) 9:8;12:15;100:14; 105:2;106:8;110:9, 11;112:17;113:10; 152:19;155:16	in-depth (2) 32:12;145:6	insure (2) 152:7,17	involved (13) 21:19;23:6;42:17; 44:10,15;45:7;46:12, 15,18,20;47:1,2;66:4	K
impose (2) 23:11;71:22	INDEX (3) 146:3,7;151:10	intend (1) 80:20	involvement (1) 106:17	K- (1) 104:3
imposed (1) 51:25	indicate (2) 159:19,20	intended (1) 142:14	involves (2) 84:22;129:19	K-1 (1) 103:25
imposing (1) 23:13	individual (4) 46:20;70:18;138:2; 154:11	intent (4) 10:8;99:21;120:2; 125:6	Irene (2) 14:12,22	K-12 (2) 82:18;91:24
impoverished (1) 22:3	individuals (5) 45:7;46:21,22; 99:25;100:20	intention (2) 21:19;116:10	issuance (1) 67:15	Kaminar (1) 134:17
impress (1) 11:25	infestation (2) 149:18,24	intentions (1) 61:13	issue (7) 12:2;33:25;36:11, 12,13;115:17;124:9	keep (4) 58:8;68:6;101:17; 111:1
improve (2) 106:16;119:1	Influence (1) 7:4	interactions (1) 76:13	issued (1) 50:17	Kelly (1) 79:16
Improvement (3) 98:9;148:5,7	inform (1) 96:13	interested (3) 46:10;93:2;96:3	issues (7) 9:8;56:23;64:24; 71:17;103:17,18; 130:3	kept (1) 75:5
inappropriate (10) 37:13;40:11;46:10, 23;54:4,4,11;56:8; 62:3;70:10	information (5) 14:2;74:3;88:11; 124:21;151:25	internal (1) 127:4		KEY (36) 5:6,12,22;42:16;
inbound (1) 131:4	infuriated (1)	internally (1)		
incentive (2)				

49:4,6,8,10,12,14,16; 52:22,24;53:1,7; 78:10,12,14,16,18, 20;97:17;98:22; 101:11;134:12,25; 135:8,11,13,21,23; 144:9;145:11,13,16, 21 kick (2) 15:10;101:3 kicked (1) 15:2 kid (2) 26:8;89:1 kids (36) 12:14;23:14;24:20, 22;25:1,3,5,11,17,21, 25;26:1,5;27:11,19, 20;28:18;29:16,18; 81:24;82:6,13,23; 85:6;86:6,12;90:17, 20,25;93:9;95:20; 96:15,16;113:15; 131:5;138:2 kind (22) 10:4;11:6;35:22, 25;36:2;38:7,9; 44:23;58:13;59:9; 73:19;74:3;76:4; 98:25;99:2;109:24; 121:16;146:8;150:5; 152:13;153:4;159:1 KIRA (4) 50:10,16;54:1;59:1 knew (5) 29:10,24;57:16; 87:21;90:5 Knob (6) 21:17;22:1,21; 24:12,17,19 Knock (2) 92:9;144:14 knowing (1) 115:16 knowledge (3) 62:21;133:5; 157:10 known (2) 39:11;64:3 knows (2) 108:16;163:5	38:23 language (13) 75:3,4;135:1; 141:4;142:12; 146:25;147:1;155:2; 158:9;159:9;160:22; 161:7;162:4 large (3) 23:4;103:12; 104:21 larger (1) 103:18 last (20) 4:13;17:2;24:19; 35:3;44:19;52:8; 54:19,22;58:7;71:25; 72:1;73:19;110:17; 114:13,25;126:19,19; 134:19;149:19; 161:23 last-minute (1) 149:16 late (1) 44:25 later (4) 8:13;107:16,19; 155:13 laugh (2) 15:11;111:18 Law (17) 19:2;32:6;33:24; 61:21;63:1;120:14; 123:4;126:11,15; 127:4,16,18;132:7, 24;133:9;154:4; 159:9 laws (1) 75:7 lawyer (1) 51:9 lay (2) 26:12;107:24 layers (1) 122:24 LEA (2) 87:14,21 leader (2) 12:17,17 leadership (2) 12:21;31:21 learn (1) 59:14 learned (2) 49:22;134:19 learner (1) 161:8 learning (10) 55:18;59:7;69:14; 76:1;128:8,10; 129:24;131:22; 132:23;133:1 least (7) 34:12;46:13;54:13;	55:11;106:20; 114:15;152:11 leave (3) 20:17;143:8;145:1 leaves (1) 20:3 Lee (1) 56:3 left (4) 26:1;27:19;59:25; 148:19 legal (1) 131:20 legislation (6) 133:22;134:21; 146:22;148:6,7,9 Legislative (7) 32:23;33:14;127:6; 130:22;134:7; 144:10;152:23 Legislature (4) 130:24;133:3,17; 153:10 less (2) 86:10;113:6 lessen (1) 110:22 lessened (1) 59:6 lesson (1) 49:23 lets (1) 114:18 letter (3) 47:16;48:1;64:22 letters (1) 56:12 letting (1) 145:21 level (10) 47:20;48:3;57:18, 22;94:2;105:8; 115:25;118:19; 133:8;148:5 levels (3) 103:24;112:5; 122:17 liaison (1) 26:7 license (36) 4:17,20;5:25;11:5; 18:18;22:25;36:13; 44:5,7,15,21,21,22, 22;50:18;52:1;55:9; 58:9;67:13,15;71:24; 74:21,25;114:13; 117:5,8;118:22; 119:14,18;120:15,24; 121:6;122:20; 124:11,12,18 licensed (12) 44:11,15;58:7; 73:15;76:8,21;91:25;	99:12;109:12,14; 117:13;125:4 licensing (2) 77:3;78:1 LICENSURE (21) 6:10,15;55:9; 58:13;73:21;79:19; 82:21;98:2;99:6,25; 100:10;109:7,25; 110:16,20;112:18,19; 114:3;116:12,17; 120:11 life (1) 31:2 limbo (1) 58:15 limit (1) 17:8 limited (1) 39:23 limiting (1) 162:1 limits (1) 103:12 line (3) 5:8,15;147:1 lines (2) 57:23;69:12 list (5) 7:14;69:7;79:7; 108:20;135:2 listed (2) 111:1;141:3 listening (2) 24:13;129:13 lists (1) 33:9 litany (1) 12:14 literally (1) 35:4 little (18) 8:24;61:9,21,25; 73:20;81:12;88:3; 90:1;93:18,19;94:11; 98:25;99:1;105:22; 107:16;118:1;144:4; 154:23 lively (1) 107:2 lives (2) 91:21;135:20 local (7) 39:20;82:7,8;89:8; 111:21;114:18; 130:20 located (2) 86:9;110:12 locked (2) 88:18,25 logistics (1) 94:21 long (5)	44:11,24;77:12; 92:6;144:5 longer (3) 71:5;80:22;144:4 long-term (4) 111:22;112:21,22, 24 look (37) 12:9;13:5;25:13, 14,15,18;33:12; 34:24;36:10;37:8,23; 38:7;47:4;55:13,20; 56:2;57:3,7,8,10,17, 19;72:18;85:22; 87:23;96:9;134:11, 25;135:9,16,17; 149:3;150:11;157:6; 158:1,21;159:22 looked (3) 44:12;64:14;162:1 looking (18) 20:12;37:22;43:21; 44:3,7;54:24;55:5; 56:25;106:23;108:5, 6;110:22;116:14; 123:25;138:5; 160:11;161:14;163:2 looks (6) 71:25;73:10;138:6; 159:2;162:12,12 Lori (3) 18:13,14;50:14 Lose (2) 7:4;130:6 losing (3) 108:15,25;113:25 loss (2) 39:17;108:14 lot (32) 21:14;32:17;33:9, 22;40:24;43:23; 72:15;73:8;75:13; 81:15;90:16,21; 104:8;105:24; 106:12;107:17; 111:9;113:10; 121:10;132:25; 145:5;147:3;150:10; 151:12,13;153:5; 154:20;155:7,10,14; 158:16,21 lots (1) 60:25 love (13) 5:1;11:18,19,21; 13:22;14:9,11;24:19, 20;25:2,20;113:8,13 low (1) 57:14 lower (2) 60:23;106:2 lunch (5) 80:22;105:8,15;
L				
labeled (2) 10:20,22 Lacey (5) 14:12,14,17,22,22 Ladies (2) 4:5;21:9 land (1) 103:12 landed (1)	learn (1) 59:14 learned (2) 49:22;134:19 learner (1) 161:8 learning (10) 55:18;59:7;69:14; 76:1;128:8,10; 129:24;131:22; 132:23;133:1 least (7) 34:12;46:13;54:13;	letting (1) 145:21 level (10) 47:20;48:3;57:18, 22;94:2;105:8; 115:25;118:19; 133:8;148:5 levels (3) 103:24;112:5; 122:17 liaison (1) 26:7 license (36) 4:17,20;5:25;11:5; 18:18;22:25;36:13; 44:5,7,15,21,21,22, 22;50:18;52:1;55:9; 58:9;67:13,15;71:24; 74:21,25;114:13; 117:5,8;118:22; 119:14,18;120:15,24; 121:6;122:20; 124:11,12,18 licensed (12) 44:11,15;58:7; 73:15;76:8,21;91:25;	lives (2) 91:21;135:20 local (7) 39:20;82:7,8;89:8; 111:21;114:18; 130:20 located (2) 86:9;110:12 locked (2) 88:18,25 logistics (1) 94:21 long (5)	lots (1) 60:25 love (13) 5:1;11:18,19,21; 13:22;14:9,11;24:19, 20;25:2,20;113:8,13 low (1) 57:14 lower (2) 60:23;106:2 lunch (5) 80:22;105:8,15;

126:6;148:8	Mary (3) 74:5,15;146:12	75:2;94:20;116:6; 117:19;120:18; 133:10;141:19; 144:3;154:21;160:4, 6;162:13	might (20) 4:11;5:11;16:1; 32:20;38:4,9,9; 43:17;70:19,20; 73:21;74:5;87:23; 94:3;123:9;132:12; 134:10;143:5;144:6; 151:15	52:2
M	mass (3) 103:12;146:3,7	means (2) 111:2;160:8	might've (1) 7:13	modifying (1) 9:19
ma'am (36) 21:6;28:1,5;30:5, 16,19;31:3,18;46:25; 50:5;53:17;60:3; 61:2;74:13;79:1,8; 83:22;84:8,19,24; 87:15;88:9,12,20; 89:6;91:10,10,15; 92:1,3;117:18,20; 148:1;159:17; 161:12;163:15	mastery (1) 92:2	meant (1) 150:10	miles (2) 86:10;87:2	MOMENT (3) 5:17;13:22;99:14
Madam (9) 5:6;79:3;98:21; 101:11;129:15; 132:3;133:23;134:1; 145:13	MAT (6) 55:15;56:16;59:4; 111:17;114:9,12	measure (1) 131:10	military (23) 129:19,21;130:1,3, 4,8,16,17,18;131:2,5, 21,24;132:4,13,18; 133:19;134:22; 135:5,5,6;136:1,2	momentarily (1) 109:2
magnet (1) 104:4	materials (6) 42:2,6;43:14; 138:25;139:5,14	meat (1) 33:22	mill (1) 104:11	MOMENTS (3) 69:21,24;99:3
Magnolia (1) 13:10	math (3) 85:25;160:5; 162:17	meet (8) 111:13;144:11; 151:14,23;161:25; 162:10,16,20	millage (1) 104:12	Monday (3) 107:1,24;153:9
mail (1) 17:15	Mathematics (2) 162:2,14	meeting (13) 9:25;17:13,14,17; 50:11;105:23;107:1, 24;126:8;149:25; 153:1,13,13	mind (4) 24:3;87:6;107:18; 145:21	money (5) 39:21;43:23;89:11; 90:3;138:1
main (1) 163:17	matrix (4) 35:24;64:8,8,15	meetings (1) 16:8	minds (1) 43:12	monitor (1) 152:13
maintains (2) 62:17,19	Matt (2) 18:20;41:11	MEGAN'S (4) 126:11,15;127:4, 16	mine (1) 59:15	monitored (6) 150:8,17,18;152:5; 154:12;155:22
major (1) 87:1	matter (11) 9:16;21:8,11;25:8; 52:9;54:2,10;82:20; 88:12,25;102:19	Members (12) 19:11;34:11;65:12; 97:7;98:22;101:11; 131:3;133:20;139:2, 3,24;140:1	minimizing (1) 107:11	monitoring (4) 148:25;150:20,23; 154:15
majority (3) 41:14;81:17; 123:11	Matthew (1) 21:6	memo (1) 144:23	minor (1) 146:24	monitors (1) 153:17
makes (4) 35:21;36:5;96:2; 117:10	maturity (1) 76:1	memory (1) 83:3	minorities (8) 109:4,11,12,13,16, 18,20;113:21	month (18) 4:13;7:20;8:12; 11:24;12:11,12,13; 15:20,24;16:5,13,25; 17:5,20,22,25;36:25; 52:8
make-up (2) 42:21,23	maximum (1) 49:1	Memphis (1) 103:12	minutes (16) 19:8;33:18;51:3,3; 52:25;53:4,4,5,6,8; 79:20,22,23;80:21; 116:22;126:4	month-and-a-half (1) 150:2
making (8) 18:8;36:19;49:3; 91:23;95:22;100:6; 143:20;162:21	May (48) 12:16;16:5,5;19:3, 7,11;23:21;24:8; 32:2;34:3;45:5; 46:10;49:18;50:17, 24;51:2,6;52:2; 53:24;60:8;79:4,5; 80:18;81:5;83:18; 84:21;90:24;98:19; 99:17,18;101:13; 102:9,9;108:1;110:1; 113:16;114:3; 121:20;126:20; 132:7;135:13,16,16, 23;136:9;144:9; 149:4,12	mentioned (3) 11:23;69:19;77:8	mirrored (1) 109:21	months (2) 4:12;144:4
manager (1) 35:10	maybe (11) 34:23;46:16,17; 73:13;94:3;96:12; 103:2;114:7;118:8, 10;143:4	mentor (7) 56:3;59:11,13,20; 63:4;77:7;111:2	missed (3) 53:2;73:19;143:4	Moore (117) 26:19,20,23;27:2,5, 22,25;28:4,6,12,15, 19,21,24;31:14,16, 19,25;41:5,17,21; 42:9,14;44:1,3,8,14, 18;45:2;49:4,5;56:5; 60:12,13,19,25;61:3, 6,15;69:5,9,12;70:11, 15,17,22,24;71:1,7, 11,14;72:12;73:17; 76:14;77:15,16; 78:10,11;87:13,17, 24;88:1,7,10,17,23; 89:5,7,9,24;90:9,13; 93:24;95:4,6,10,12, 17,25;115:13,14; 116:1,7,9,21;117:8, 10;120:3,9,17;124:8, 9,19,23;125:16,17; 126:22;127:11,13,21; 136:9,11,20;137:1,3, 4;139:16,17;140:12, 13;147:12,14;154:19, 20;155:25;156:2,3
many (13) 90:9;92:15;104:23; 107:10;114:8,16; 115:24;117:6; 118:18;125:7;146:7; 152:14;158:22	McAdoo (6) 29:1,2;77:10;91:5, 6;124:24	mentors (1) 56:2	misunderstood (1) 46:17	Moore's (1) 33:5
March (3) 79:24;143:14,16	McFetridge (3) 5:9,10,16	mentorships (1) 70:8	misuse (2) 47:19;48:3	more (37) 10:13;11:1;21:14;
MARION (12) 97:24,25;98:1; 99:5,12,19;100:3,20; 101:9;103:7;108:6, 10	McLaughlin (6) 79:14,16,16;80:7, 9;98:1	merely (2) 142:11;158:6	misused (3) 30:1;43:15;47:13	
mark (1) 142:23	mean (18) 14:14;27:7,18; 37:4;38:15;69:6;	merger (1) 85:6	mitigating (6) 38:22;39:2;55:6, 13;63:14,19	
marked (2) 161:10;163:17		merits (1) 95:11	mitigators (1) 40:6	
		microphone (11) 14:21;24:7;58:20, 21;80:13,19;98:19; 101:17,25;102:7; 125:2	model (1) 131:9	
		middle (6) 23:15;55:22;59:24; 60:24;106:25;124:16	model-teach (1) 112:7	
			moderate (1) 57:15	
			modify (1)	

<p>23:19;27:20;43:13; 47:11;54:15;55:2,5, 11;57:23;70:12;73:9; 85:13;88:2;89:4; 91:2;93:16;94:11; 96:2;99:14;101:15; 110:9,11;111:19,19; 112:16;113:2; 115:25;118:1; 122:13,14;123:10; 127:5;129:19;145:3</p> <p>morning (16) 4:5;8:19,20,21; 11:19,20,25;18:13, 14;50:12;79:16; 80:20;88:14;101:6; 113:9;146:5</p> <p>most (13) 82:11,11,11; 116:13,15;123:8; 130:16;146:21; 150:6;153:23;155:6, 23;159:3</p> <p>mostly (1) 160:8</p> <p>motion (61) 5:23;6:8;15:18; 17:19,24;18:1;48:8,9, 11,21,23;49:17; 52:12;66:11,24;67:2; 68:25;69:3,17,20,22, 23;75:15;77:3,14,18, 24,24;78:22;96:22; 97:4,19,20;125:10, 25;127:23;128:6,17; 136:8;137:2,3,4,10; 138:15,16,23;139:15, 16,17;140:9,10,11; 145:10;146:10; 147:11,12,14;156:1, 2,18;163:22</p> <p>motions (2) 52:5;66:9</p> <p>move (19) 17:19;24:6,6; 28:15,16;66:13,25; 67:12;88:17;96:23; 113:11;125:16; 127:24;128:18; 130:4,5;145:17; 150:5;163:23</p> <p>moved (17) 6:1,2;16:25;27:8; 28:14;59:20;66:17; 104:4;113:13; 125:17;127:25; 128:19;138:17; 156:3,20,21;163:24</p> <p>moving (3) 63:19;75:13;102:2</p> <p>much (12) 27:3;32:9;36:11, 12;47:23;81:7;124:3;</p>	<p>126:1;129:15; 130:25;138:1;144:4</p> <p>multiple (6) 46:12;64:10,11,14; 92:21;114:6</p> <p>Murphy (1) 89:11</p> <p>must (6) 19:14;51:9,23; 130:8;155:3,5</p> <p>myself (3) 26:7;29:19;59:7</p> <hr/> <p style="text-align: center;">N</p> <hr/> <p>name (12) 14:21,22;21:6; 24:11;53:25;59:1; 83:18;98:23;129:12, 16;148:9;161:1</p> <p>named (1) 158:6</p> <p>narrow (1) 94:11</p> <p>narrowed (1) 94:10</p> <p>narrowly (1) 99:24</p> <p>National (2) 24:15;148:8</p> <p>Nationally (1) 130:4</p> <p>Native (1) 12:13</p> <p>navigate (1) 55:19</p> <p>Navy (1) 130:13</p> <p>nay (1) 49:16</p> <p>near (1) 107:5</p> <p>necessarily (1) 96:9</p> <p>necessary (3) 84:11;92:7;112:7</p> <p>need (37) 8:2;14:1;15:7; 16:10,10;47:10; 49:19;51:13,18;71:4; 72:25;81:19,19,20, 21;82:23;83:9; 100:24;102:2; 105:25;108:24; 111:18,19;119:12,15, 21;120:1;122:22; 125:11;133:14; 134:23;135:11; 141:22;146:10; 150:1;151:25;153:15</p> <p>needed (6) 13:17;30:25;56:11; 100:21;103:3,4</p>	<p>needs (1) 151:23</p> <p>negative (2) 39:17;57:15</p> <p>negotiation (3) 80:8;101:13,16</p> <p>neighboring (1) 111:17</p> <p>nervous (1) 90:1</p> <p>new (9) 43:11;59:14;73:3; 130:19;141:7; 152:16;155:21,22; 163:4</p> <p>newspaper (1) 10:5</p> <p>NEWTON (160) 20:2,5,14,18,21,23; 21:3;29:5,6,9,25; 30:12,14,17,20,23; 34:4;38:20;40:9,19, 23;41:1;43:13,21,25; 47:11,12,13;48:5; 49:12,13;66:8,10,12, 13,16,17,25;67:10, 18,21,24;68:1,3,6,9, 13,16,20;69:2,7,11, 14,19,25;70:3,14,16, 23;71:4,10,13,16; 73:6,11,23;74:24; 75:9,11,16,21;76:6, 18,20,23,25;77:22; 78:18,19;79:7;85:16, 17,21,23;86:1,3,5,8, 11,14,19,21,25;87:3, 6,8;94:1,14,17,24; 95:1,3;96:23;97:1,3, 4;117:25;118:1; 119:4,5;120:18; 121:7,17,19;123:22; 125:1,3,11;128:18, 19;134:3,5,9,12,24; 135:18,22;136:5,7; 141:15,16;142:22; 143:10;144:1,7,18, 19,22;145:2,9,20; 153:23;154:9,17; 159:12,15,16;160:13, 19;161:2,9,13,19; 162:6,18;163:8,10, 13,16,20</p> <p>Newton's (1) 67:2</p> <p>Next (30) 6:11;7:20;8:12; 15:20,24;16:4,13,25; 17:5,20,21,25;36:25; 88:15;90:15,23; 105:17;107:3,25; 133:17;137:15; 144:2,17;147:24; 153:16,19;159:13,13,</p>	<p>16;161:22</p> <p>night (2) 107:1,24</p> <p>nine (5) 56:17,24;64:1; 70:5;107:7</p> <p>nobody (1) 123:3</p> <p>nodding (2) 43:19;44:17</p> <p>non- (3) 51:8;67:14;150:24</p> <p>non-academic (1) 151:3</p> <p>none (8) 52:21;69:22;91:18; 94:17;115:11; 137:20;139:15; 141:11</p> <p>nonetheless (1) 91:25</p> <p>non-issuance (5) 52:1,16;55:9; 65:22;67:13</p> <p>non-licensed (1) 122:21</p> <p>non-renewed (1) 122:10</p> <p>Nonsense (1) 7:2</p> <p>non-substantial (1) 154:22</p> <p>nor (2) 4:18;23:4</p> <p>normal (1) 130:9</p> <p>northwest (1) 104:17</p> <p>notarized (1) 4:21</p> <p>NOTE (1) 143:17</p> <p>notes (1) 121:21</p> <p>notice (16) 7:21;16:11,14; 17:1,3,9,11,13,15,18; 109:14;116:25; 122:11,25;149:22; 150:22</p> <p>noticed (1) 18:9</p> <p>notification (1) 88:14</p> <p>notified (1) 18:9</p> <p>notify (2) 122:8;149:7</p> <p>November (6) 9:23;12:13;64:22; 129:6;137:19;141:10</p> <p>novice (1) 111:2</p>	<p>Number (23) 4:10;6:11,12;17:8, 9;18:12;63:25;68:25; 92:16,21;95:19; 109:19;113:5; 116:14;128:9;130:3; 145:24;146:4; 156:19;158:20; 159:23;161:13,17</p> <p>numbers (1) 112:16</p> <p>numerous (2) 88:24;132:1</p> <p>NUTRITION (3) 146:2,6,13</p> <p>nutrition/physical (1) 150:18</p> <hr/> <p style="text-align: center;">O</p> <hr/> <p>oath (2) 19:14;51:9</p> <p>objective (1) 131:11</p> <p>observations (1) 112:6</p> <p>observe (1) 72:8</p> <p>observed (1) 118:25</p> <p>obvious (1) 12:24</p> <p>obviously (2) 47:19;48:2</p> <p>occasion (1) 113:2</p> <p>occur (1) 28:15</p> <p>occurred (4) 54:12,21;55:24; 58:4</p> <p>October (5) 12:12;151:9,12,13; 155:11</p> <p>off (14) 17:2;33:10;38:18; 64:7,10;83:2;93:6; 101:4;107:11; 150:15;153:18; 156:19;162:23;163:5</p> <p>offer (4) 11:10,12;136:13, 21</p> <p>offered (1) 11:10</p> <p>offering (3) 83:7,8,9</p> <p>office (11) 81:8;129:25;142:9, 11,13,15;143:22,25; 146:11;147:8,13</p> <p>officer (1) 106:20</p>
--	--	---	---	--

officers (1) 106:19	64:12;83:25;87:22; 89:22;99:23,24;	133:12	pairing (1) 115:23	128:6;137:10;138:23
often (4) 81:2;130:8,14; 158:16	104:23;110:19; 117:4;119:13; 137:23;142:4;148:23	out (34) 24:23;26:12;29:24; 35:10,19;37:18; 38:15;41:14;59:11; 71:3;72:15,21;73:3; 87:6;88:15,17;90:18; 92:6;100:22;107:17; 111:21;113:24; 116:15;124:1;134:9; 144:14;149:25; 150:21;151:11,18; 154:10,14;155:12; 160:21	pales (1) 95:23	passing (2) 115:17;130:25
Oil (1) 89:11	onto (1) 161:21	outcomes (3) 45:9,11;161:8	panel (18) 32:14;34:7,10,16, 17;36:16;43:6,9,10; 46:2;54:24;57:6,10; 62:12,25;63:18; 64:17;65:12	past (3) 8:23;9:5;58:15
older (4) 28:20,22,23;38:25	open (4) 43:11;84:14,15; 91:20	outreach (2) 28:20;131:16	panels (4) 32:18;33:20;34:21; 65:10	Pastor (1) 14:15
olds (1) 88:21	open- (1) 80:4	outside (2) 62:18;133:21	paper (1) 111:21	paths (3) 73:21;85:14;88:22
omitted (2) 151:2;154:4	OPEN-ENROLLMENT (2) 79:9;83:25	outstanding (2) 11:12;23:8	Paradox (1) 7:3	pathway (3) 116:12,16;123:20
onboard (3) 70:11;103:5; 145:18	openings (2) 111:20,22	over (28) 11:1;19:3,17;20:5; 23:23;24:22;25:9; 26:25;39:15;43:22; 50:22;53:10;55:4; 57:25;58:17;64:12; 65:13;85:9;93:25; 101:4;108:14; 109:16;124:14,17; 145:13;148:11; 154:2;161:21	paragraphs (1) 126:19	patterns (1) 71:9
Once (10) 20:5;23:13;76:11; 77:4;88:18;103:9,10; 108:18;114:15; 152:11	operates (1) 142:11	overall (2) 22:22;23:4	paraprofessionals (1) 99:22	pay (2) 72:21;111:19
one (82) 9:8;11:10;14:18, 18;17:12;20:9;22:3; 26:6;27:7;32:13; 37:25;38:17,17,25; 40:13,17,19;41:19; 43:13;44:9,11,23,25; 45:1,22;46:13;47:2,3, 5,6,11;49:16;59:11, 11,21;64:11;65:12, 13;68:10,11;71:20; 72:17;73:22;81:15; 82:16;83:5;87:4; 91:2;92:7,21;101:19; 104:13;105:11; 106:20;113:2,15; 114:11;116:14; 123:3;131:6;132:11, 16;133:16;135:25; 136:18;139:4; 141:23;144:15; 145:14;147:10; 151:2,19;155:4; 158:22;159:13,13; 160:12;161:9,9,16; 165:25;166:25	operating (2) 41:25;42:6	overwhelming (3) 27:9,10,14	part (13) 41:4;53:2;72:3; 94:25;103:11,18; 109:6;110:17;114:5; 117:3;136:22; 144:13;146:21	paying (2) 89:5;104:14
one-hundred (1) 59:17	opinion (1) 145:1	own (7) 30:4,23;39:8; 59:10;113:20; 150:22;153:3	parents (9) 10:16;26:5;91:24; 92:5;104:8;131:5,12, 13,17	PD (10) 48:18,23;67:17,18, 22;69:5,10;77:8; 78:6;79:7
ones (7) 8:8;37:12;40:7,20; 76:10;154:1;163:17	opportunities (5) 8:23;9:5;82:13; 92:22;130:7	packet (7) 33:8,13;54:7; 61:24;64:21;88:15; 129:7	parental (1) 106:17	PD's (1) 69:19
one-shot (1) 92:22	opportunity (18) 8:22,23;9:5;11:11, 21;13:23;15:23;16:2; 21:10;58:12,25; 81:24;89:19;92:23; 93:19;100:21;101:3; 119:1	paired (1) 157:20	parents (9) 10:16;26:5;91:24; 92:5;104:8;131:5,12, 13,17	peers (2) 130:12;132:1
one-year (1) 149:16	Opposed (17) 6:7;18:7;66:23; 67:9;97:8,19;125:24; 128:5,25;133:10; 138:22;140:16; 147:19;151:5;156:8; 157:1;164:4		participate (1) 90:8	PEKRON (50) 6:1,2;18:3,4;31:4; 34:3,5,22;35:13; 37:4;38:15;45:8; 48:9,10,11,19;49:2, 14,15,25;66:19,20; 68:10,23;71:20;72:5, 17,24;73:8;78:20,21; 85:10,11;91:2;93:8,9, 23;119:6;123:22,23; 138:16,17;139:18,19; 140:10,11;147:15,16; 163:25;164:1
online (3) 13:5;116:4;136:14	opposing (1) 73:19		particular (15) 9:12;15:1;29:9; 30:17;38:21,23;45:9; 46:12;47:5;57:17,21; 65:11;100:22; 132:16;162:6	penalties (2) 47:21;48:4
only (27) 11:13;12:8;13:9; 19:2;20:7,12;22:21; 23:16;25:1,11;33:19; 45:16;55:14,18;	opposition (1) 79:21		particularly (1) 65:17	penalty (1) 48:12
	options (1) 94:10		partnered (1) 81:22	pending (4) 146:11,18;147:8, 12
	order (7) 6:19;50:12;78:23; 122:23;126:9; 130:11;160:5		partnership (2) 85:4,6	penmanship (1) 62:5
	orders (1) 131:6		parts (5) 75:13;100:13,15; 114:6,7	PENNINGTON (9) 6:10,13;7:9;9:23; 11:14;12:3,24;15:22; 37:1
	organization (1) 129:18		party (2) 20:11;48:7	Pennington's (5) 9:9;36:15,17; 37:23;45:22
	organizational (1) 62:23		pass (1) 111:7	people (33) 7:16,23;9:2;13:17; 28:23;32:24;34:10, 13;36:16,24;37:18; 46:12;63:12;74:8; 80:6;106:4;108:1; 111:19;112:6,12; 113:10,18;114:15,19, 23;116:14,16;117:5;
	organizations (2) 39:19;129:20		passed (10) 60:2,6;104:10; 114:4,7,10,12;116:3; 132:8;146:10	
	originally (5) 7:9;68:15,16; 87:15;129:25		passes (9) 6:8;49:17;78:22; 97:19,20;125:25;	
	others (7) 10:19;14:4;26:13; 30:6;46:18;76:5;			

119:18;122:19; 153:2;155:7,12 pep (1) 10:1 per (4) 16:7;45:20;74:8; 108:15 percent (2) 59:17;85:18 percentage (2) 86:3;106:1 percentages (1) 85:24 perfect (1) 109:21 perform (1) 73:1 performing (1) 115:2 period (19) 39:15;48:13;54:24; 64:13;71:7,11,22,25; 72:1;73:12;76:8; 136:17;141:23; 143:6,13,24;153:24; 154:2;162:11 permission (3) 64:25;137:25; 138:4 permit (5) 112:20,24;116:18, 19;148:11 person (7) 12:21;31:7;72:19; 73:9;101:18;116:5; 128:10 Personal (3) 7:1;151:5;155:4 personally (1) 40:18 personnel (1) 99:9 persons (1) 47:2 person's (1) 75:19 persuasive (1) 64:6 petition (1) 138:9 Pfeffer (2) 145:22;163:20 phone (1) 9:2 phonics-based (1) 112:4 phoning (1) 5:11 phrase (1) 159:6 PHYSICAL (3) 146:2,6,14 pick (4)	26:5;34:13;94:6,18 picked (1) 134:15 piece (4) 112:10;151:6,6; 152:19 pieces (4) 121:16;125:7; 152:23;155:21 pinnacle (1) 106:23 place (8) 15:4;71:14;122:13; 144:2,17;151:2; 153:15,18 placed (3) 7:8;59:19;60:7 Placement (2) 95:20;140:24 places (2) 10:25;160:23 plan (7) 53:15;84:22;90:24; 98:12;136:23;148:5; 149:10 play (3) 10:23;11:14;29:18 played (4) 11:13;26:4;29:16, 21 playing (1) 118:20 please (11) 5:16;18:8;19:5,21; 38:24;50:13,25; 77:21;80:12;98:13; 148:15 pleasure (1) 8:14 PLSB (41) 4:2,6,9,18;6:12; 7:6,19;15:19,25;16:5, 16;18:10,16,21;19:9, 12;22:8;32:4,11,15, 22;33:1;34:1,7; 35:16;36:3,10,24; 37:5;50:9,15,20;51:4, 8;54:9;61:18,24; 62:2;63:3;64:20;74:8 PLSB/TAMMIE (1) 165:24 PLSB's (3) 63:22;64:25;66:13 plus (2) 48:22;108:20 PM (2) 126:6;164:8 point (14) 19:3;22:25;23:6; 28:6;41:8;44:11,23; 61:4;70:7;71:8; 95:16;100:2;103:1; 124:10	pointed (1) 160:21 Police (1) 127:18 policy (4) 95:15;99:11;130:2; 135:3 policymakers (1) 13:8 polled (3) 107:21,22,23 poor (1) 115:2 population (4) 108:25;109:12; 113:7,23 portion (3) 82:22;104:11,22 position (5) 30:21;58:14;59:10; 62:23;123:1 positions (1) 56:20 positively (1) 100:24 possibility (1) 73:17 possible (5) 99:15;117:7; 118:17;138:10; 153:18 possibly (2) 20:7;110:2 Posting (2) 111:20,22 potential (2) 42:22;82:4 potentially (4) 23:20;124:17; 144:12,14 poverty (2) 104:22;107:11 Power (3) 7:3;133:8,21 PPTL (1) 111:17 Practice (6) 6:24;62:20;69:16; 114:5;136:12;162:7 practices (1) 127:19 Praxis (15) 60:2,4,5,7;66:5; 111:8;112:11;114:5, 5,6,10,13,15;115:17; 116:3 predict (1) 144:5 pre-existing (1) 158:14 preferred (1) 11:10 pre-K (1)	104:19 preparation (1) 100:6 prepare (2) 78:23;82:1 preparing (1) 10:1 preponderance (7) 32:7;33:1;39:3,5; 40:8;47:25;65:7 pre-presentation (1) 99:1 presence (2) 29:16,21 present (5) 29:6;32:16;59:7; 63:5,7 presentation (13) 19:18;79:21;80:3; 99:1,14;102:12,15; 110:2;115:15; 119:20;126:2; 128:12;129:2 presentations (2) 151:16;157:12 presented (15) 32:15,22;37:3; 40:13;43:9;54:14; 57:21;63:10,16;65:8; 110:3;119:11;133:4; 138:9;153:9 pre-service (1) 50:17 pretty (4) 70:7;85:21;86:3; 113:5 prevent (1) 107:12 preventing (1) 65:1 previous (2) 27:22;109:19 previously (1) 161:5 primary (1) 131:10 principal (1) 44:20 print (1) 13:3 prior (6) 4:25;27:5;56:16; 57:12;63:23;102:15 private (5) 135:6;159:5,7,7,14 probably (13) 21:14;35:9;37:19; 40:12;47:4,22;74:6; 85:24;99:4;105:25; 111:16;118:14; 158:21 probation (13) 6:17;23:20;35:7;	37:15;48:12,18,22; 49:1;57:23;70:20; 76:9;77:6;78:3 problem (4) 26:8;70:3;102:1; 148:21 problems (3) 61:12;71:17;124:1 procedural (1) 52:7 Procedure (3) 4:24;41:25;42:1 procedures (6) 19:4;20:25;42:6; 50:22;127:1,19 proceed (4) 53:24;98:20; 129:14;157:2 process (12) 35:16;37:16;43:5; 45:14;59:7;100:20; 103:19;114:14; 117:15;118:3; 122:18;127:3 processes (1) 42:18 PROFESSIONAL (8) 6:9,14;48:19;56:8; 62:17,20;112:12; 114:24 program (41) 25:3;26:8,25; 29:13,19;32:24; 39:16;40:14;41:6,18; 42:5;47:5,6;55:16; 56:16;59:4;64:19; 65:4,13,14,18;71:18; 72:3;73:12,14,22; 81:23;82:3,22;83:14; 90:10,12,19;91:8; 93:3;114:9,12; 140:25;141:1;158:4, 10 programs (13) 9:14;21:18,24; 22:13,15;23:7;27:23, 25;42:4;47:1,3; 65:12;134:20 progress (5) 77:8;109:24;114:2, 4;151:17 prohibits (1) 74:17 projects (1) 157:12 promise (1) 29:15 promote (1) 89:16 promoting (1) 89:18 promulgated (2) 126:25;127:2
--	---	--	--	---

<p>pronoun (1) 33:15</p> <p>proper (1) 100:20</p> <p>prosecutor (5) 35:22;42:11;47:14, 17,22</p> <p>protect (1) 75:23</p> <p>protection (3) 117:16,22;118:5</p> <p>proud (1) 89:6</p> <p>prove (2) 38:2;47:23</p> <p>proved (2) 33:1;65:6</p> <p>provide (16) 7:6;93:5;100:3,4,6; 101:2;111:4,4,7; 112:7,13,14;114:20; 117:4;127:16;136:16</p> <p>provided (9) 4:15,16,25;7:14; 21:13;33:7,7,19; 131:1</p> <p>provides (3) 115:1;131:19,20</p> <p>providing (5) 100:8;104:20; 131:5;136:23,24</p> <p>provision (3) 131:4,8;132:19</p> <p>provisions (4) 131:2;132:4; 146:21;148:4</p> <p>proximity (1) 102:3</p> <p>public (59) 7:11,17;8:2,7,15; 89:21;97:15;98:24; 99:7,16;107:1,23; 119:16;120:22; 121:4,8,24;122:6; 127:3;128:11,16,18, 20;129:1,5,7,13; 135:7,15;137:19,20; 139:8,9;140:4,5; 141:9,11,23,25; 143:13,23;146:1,18; 147:8,21,22;148:3; 151:9;152:24,25; 153:8,24;154:2,20, 23;155:12,23;160:9, 11</p> <p>Pulaski (1) 24:17</p> <p>pull (5) 8:24;87:25;102:4; 156:16,18</p> <p>pulled (5) 4:12;29:14;87:19; 154:10,14</p>	<p>punishment (1) 36:2</p> <p>punishments (1) 35:2</p> <p>purchase (1) 31:22</p> <p>purchased (1) 30:10</p> <p>purchases (5) 28:7;29:7;39:13, 14,16</p> <p>purely (2) 48:18;160:10</p> <p>purpose (3) 23:6;62:10;114:17</p> <p>pursue (2) 47:15;58:6</p> <p>pushed (1) 95:19</p> <p>pushes (1) 107:15</p> <p>put (24) 4:21;13:2;15:4; 25:19;38:1;40:3; 59:9;63:3,4,5;68:25; 71:11;91:13;100:9; 105:24;113:14; 116:21;134:10; 135:2;143:14; 150:22;161:4,8; 163:11</p> <p>puts (1) 146:4</p> <p>putting (1) 135:20</p>	<p>75:2;94:3;111:8; 134:9;147:3</p> <p>quitter (1) 10:22</p> <p>quitters' (1) 10:21</p> <p>quorum (1) 34:12</p> <p>quote (1) 96:9</p>	<p>realized (1) 132:12</p> <p>really (27) 32:6;33:22,23,25; 49:25;58:12;59:23; 61:12;71:21;73:6; 89:9;112:16;119:8; 123:24;131:11; 134:15;141:22; 144:5,20;148:23; 151:14;152:12,15,19; 154:3;160:10,13</p> <p>realtime (1) 149:1</p> <p>re-approval (1) 143:22</p> <p>re-approved (1) 143:25</p> <p>reason (12) 7:20;35:1;65:14; 92:13;100:14,19; 106:9;109:23; 112:22;113:11; 117:7;152:12</p> <p>reasonable (1) 47:24</p> <p>reasons (3) 81:15;110:12; 115:4</p> <p>reassigned (1) 129:23</p> <p>reassignment (3) 10:24;11:6;131:6</p> <p>reassurance (1) 144:19</p> <p>recall (1) 41:15</p> <p>receipt (1) 40:15</p> <p>receipts (1) 26:11</p> <p>receive (13) 17:9;27:3;72:11; 124:11,12;129:6; 130:7;131:16; 137:20;147:3;155:4, 5;158:16</p> <p>received (7) 40:20;113:17; 122:16;139:10; 140:5;141:10;152:24</p> <p>receives (1) 124:10</p> <p>receiving (3) 114:9;152:8,10</p> <p>recent (1) 134:20</p> <p>recess (3) 146:22;148:7; 154:10</p> <p>recognize (2) 12:9;110:11</p> <p>recommend (2)</p>	<p>6:17;56:9</p> <p>RECOMMENDATION (29) 4:3;6:9,14;7:10,19; 9:15,18;13:19;15:19; 18:11;22:9;33:2; 35:7,8,21;36:20; 45:17,19,23;46:3; 50:10,16;54:8;56:11, 25;57:1;59:5;65:21; 133:3</p> <p>recommendations (2) 62:1;73:15</p> <p>recommended (6) 8:12;17:23;22:11; 34:2;55:8;57:18</p> <p>recommending (1) 45:25</p> <p>recommends (1) 6:16</p> <p>reconfigured (2) 103:23;104:3</p> <p>reconvene (1) 126:5</p> <p>record (9) 5:14;21:5;54:17; 56:2;57:13;101:7; 120:2;122:1;129:12</p> <p>recuperated (1) 42:3</p> <p>reduce (5) 20:17;55:11;68:3, 7;69:17</p> <p>reduced (5) 10:7,12;67:14; 68:3;105:15</p> <p>reduces (1) 37:15</p> <p>reduction (2) 19:2;20:16</p> <p>redundant (2) 160:21,21</p> <p>refer (2) 61:25;158:22</p> <p>reference (5) 101:14;136:11; 148:18;157:15; 158:24</p> <p>referenced (3) 61:23;62:8;118:18</p> <p>referring (2) 45:8;109:2</p> <p>refers (1) 157:14</p> <p>reflect (2) 157:10,13</p> <p>reflection (1) 7:6</p> <p>regard (1) 84:3</p> <p>regarding (3) 9:16;51:12;62:20</p> <p>regardless (2) 66:4;71:22</p>	
	Q		R		
	<p>qualify (1) 84:16</p> <p>qualifying (1) 84:5</p> <p>quality (5) 100:8;101:2; 130:20;131:10; 152:17</p> <p>quandary (1) 75:1</p> <p>quarter (3) 108:7,9,11</p> <p>question-and-answer (1) 79:23</p> <p>questionnaire (1) 13:15</p> <p>quick (3) 85:25;136:9; 159:24</p> <p>quickest (1) 142:16</p> <p>quickly (4) 115:2;118:17; 119:9;154:3</p> <p>Quite (5)</p>	<p>radar (2) 134:10,12</p> <p>rails (1) 38:18</p> <p>raise (5) 19:21;53:18;98:13; 104:13,13</p> <p>raised (3) 46:21;104:11; 113:13</p> <p>ramifications (1) 41:21</p> <p>rang (2) 12:21,22</p> <p>range (1) 36:2</p> <p>rapidly (1) 108:25</p> <p>rate (5) 81:14;82:6,10; 96:15,16</p> <p>rather (3) 141:1;142:7; 149:11</p> <p>rationale (10) 38:1,21;39:3;40:3, 8;47:14,17;57:10,10; 83:16</p> <p>Razorbacks (1) 11:11</p> <p>reached (1) 106:23</p> <p>read (11) 6:25;7:3,4;13:14, 16;22:13;64:10; 110:4;121:16; 150:15;152:23</p> <p>reading (3) 71:25;75:5;112:4</p> <p>reads (2) 151:19;158:3</p> <p>ready (8) 27:11;66:8,9,10; 82:25;89:3;91:14; 156:15</p> <p>real (2) 136:9;159:23</p> <p>realize (3) 81:5;101:24; 163:10</p>			

regards (1) 161:22	160:22	139:24;160:2	102:17	107:6
registered (1) 152:7	removing (1) 11:4	requirement (3) 84:1;91:15,16	retrospect (1) 87:20	roll-call (3) 48:24;77:17;78:9
registrar (1) 81:20	Renee (3) 27:15;28:10,16	requirements (14) 41:7;84:1;110:16, 23;111:13;135:15; 150:25;151:4;152:3; 155:3,21;162:1,11,17	returned (3) 9:24;10:11;11:15	room (1) 10:21
regular (6) 39:14;84:25;93:14, 16;96:16;112:8	renewal (1) 121:10	requires (1) 122:25	returning (1) 10:15	roots (2) 113:8,19
regulations (2) 113:3;147:2	repaid (1) 43:15	Research (3) 6:24;69:16;107:17	REVIEW (17) 4:2,14;17:12,14; 18:10;32:19;33:8,13, 23;43:1;50:9;61:24; 64:21;146:19;147:8, 13;158:10	ROTC (1) 86:16
rehabilitation (1) 70:12	repeal (1) 141:2	reserve (2) 61:21;131:3	reviewed (2) 36:17;43:3	rule (10) 20:8;126:23; 132:14,18;141:1; 143:15,15;160:10,14, 15
rehabilitative (1) 23:5	Repeat (2) 77:22,23	residence (1) 135:14	reviews (2) 35:21;56:1	rules (56) 16:8;45:20;57:3; 74:8;78:5,6;126:16, 18,24;128:7;129:4,9, 10;132:5;137:13,17, 21,22;138:24;139:1, 7,11,12,23,25;140:2, 7,18,22,23;141:2,7, 12,14,21;142:1; 143:25;145:4,8; 146:1,5,13,20; 147:21;148:1,22; 150:3,13,18,21; 156:13;157:8;158:2, 15,20;161:15
reject (1) 45:24	replace (2) 23:18;115:2	resolution (1) 138:7	revise (1) 48:11	run (1) 82:16
rejected (1) 133:3	replacement (1) 101:1	Resource (1) 98:24	revocation (2) 4:20;74:25	running (1) 27:23
related (1) 134:21	report (8) 43:2;76:12;78:4; 96:5;105:4;151:9,22; 155:12	resources (3) 64:25;114:21; 116:4	revoked (2) 74:21;75:3	runs (1) 161:21
relating (2) 62:22;130:3	REPORTER'S (1) 143:17	respect (1) 29:20	rhyme (1) 35:1	rural (1) 95:13
relationship (1) 62:17	reporting (1) 142:4	respected (1) 12:15	Ridge (2) 106:5;111:10	Russell (1) 26:3
relationships (8) 62:8;102:24;103:4, 20;106:18;108:3; 109:6;114:1	reports (3) 45:16;77:7;151:10	respectfully (2) 129:9;147:7	right (66) 5:19,22;14:9; 15:25;16:3,21,23; 17:1,3,10,24;18:12; 19:21;26:12,14; 30:13;31:24;34:11; 36:9;38:17;41:2; 53:19;64:1;66:24; 67:19;70:25;71:10, 13;72:4,12,20,23; 75:21;76:19;83:6; 86:19;88:23;90:12; 92:25;93:4;94:14; 95:1,3,12;96:18,20; 98:13,21;105:5,5; 106:9;113:16;116:7; 117:21,24;118:12; 123:15,17;135:2,12; 139:6;141:21;143:2; 145:2;148:14;163:14	run (1) 82:16
release (4) 143:12;146:1; 147:7,21	represent (2) 21:8;54:1	respond (1) 79:23	rights (3) 4:23;118:22; 146:24	running (1) 27:23
released (2) 82:5;146:18	represented (5) 4:22;18:21,21; 50:20,21	responds (1) 142:12	rigorous (1) 158:3	runs (1) 161:21
relevant (1) 160:6	request (29) 14:1;79:9;81:11; 83:16;87:20,21;98:2; 99:5;110:1,3;119:10; 120:25;122:15; 123:16,18;125:16; 129:25;132:3,10; 137:22;139:11; 140:6;141:13;142:6; 147:7;157:18,23; 159:10;160:24	response (4) 33:14;63:22; 142:20;157:5	RINGS] (3) 11:2;13:21;113:1	rural (1) 95:13
remain (1) 116:11	requested (4) 13:6;43:4;146:5; 161:4	responses (1) 153:8	rise (3) 47:20;48:3;112:3	salary (3) 104:16;116:25; 124:15
remainder (1) 23:18	requesting (5) 79:25;83:12;98:5; 110:15;146:17	responsibilities (6) 22:15,19;30:3,18; 31:17;62:22	river (1) 103:14	same (27) 14:17;15:4;34:7,7; 42:18,20,20,21;43:2, 6;44:21;46:15,19; 48:23;82:3,9;84:24; 89:18;105:7;109:5; 111:16;121:11; 125:14;127:2; 132:22;158:9;160:22
remedial (4) 161:24;162:9,16, 20	requested (4) 13:6;43:4;146:5; 161:4	responsibility (4) 25:25;39:10;48:14; 73:7	Rogers (2) 55:23;56:1	sanction (18) 19:2;20:8,13,16; 23:19;33:25;34:2;
remediation (1) 93:5	requesting (5) 79:25;83:12;98:5; 110:15;146:17	restating (1) 77:3	role (2) 26:24,24	
remember (12) 4:11;40:22;41:4, 11;43:24;44:6;67:19; 108:12;113:5,22,22; 149:14	requests (3) 125:18;129:9; 142:12	rested (1) 24:18	roll (1)	
remembers (1) 162:23	require (6) 39:16;126:16; 127:2;136:20; 143:21;152:6	result (5) 126:18;139:10; 140:5;141:24;158:19		
remind (2) 52:8;90:2	required (14) 6:20;114:5;119:14, 18;120:14,23;121:5; 122:19;126:24; 127:1,9;136:16;	resulted (4) 109:11;129:8; 137:21;141:11		
reminded (2) 9:8;143:20		results (2) 37:7,16		
reminder (1) 79:19		retired (2) 31:12;44:24		
remove (4) 102:7;115:2; 118:16;122:21		retirements (1)		
removed (3) 123:1;151:9;				

S

<p>38:10,11;51:24;52:2; 55:11;57:5,18,22,22; 65:5;69:18 sanctioned (1) 75:6 sanctioning (5) 35:24;57:2;64:7,8, 15 sanctions (3) 22:9,11;55:7 Sandra (1) 98:8 SAT (1) 160:16 saw (3) 58:7;141:18; 142:22 saying (13) 12:19;13:4,12; 20:6;63:14,14;68:10; 71:6;76:23;88:14; 97:10;115:17;118:24 scaffolding-up (1) 82:24 Scales (2) 140:23;161:6 scary (1) 59:23 scenarios (1) 118:18 schedule (3) 104:16;117:1; 124:15 scholarship (1) 82:6 school (109) 9:11,19,25,25; 10:15,25;13:1;15:13; 21:17;22:2,3,21;23:3, 14;25:10,19;26:2,7, 11;27:8,18,19;28:2,2, 14;29:19;31:19; 41:14;49:19;55:22, 22;56:18;59:16; 60:24;61:1;63:12; 64:25;72:14;74:19; 79:11,18,20;81:17; 82:1,8,14;88:5,8; 90:18;91:1,21;93:17; 97:24;98:1,8,24; 99:12;101:9;102:22; 103:9,10;104:14,24; 105:4;107:3,3,4,5,7, 9,25;108:6,10; 109:15;110:6,7; 112:13;119:16; 120:22;121:4,8,24; 122:6;127:11,13; 130:6,10,19;135:6,7; 137:14;139:2,2,24; 140:1;141:8;142:7; 144:2,17;147:23; 148:3,5,6,8;150:12,</p>	<p>13;151:10;153:16,19 school-based (1) 104:25 schools (26) 9:14;39:21;85:8, 13;89:21;100:18; 103:23,24;104:4,17; 106:11;107:15; 118:19;127:9;130:5, 20,20;131:11,13,15; 135:15;147:23; 148:3;149:5,15; 155:16 Science (2) 112:4;161:24 score (7) 84:5,10,14;92:16; 93:6;131:11;160:16 scores (5) 88:4;96:6,7; 103:19;131:17 season (1) 10:2 seated (1) 32:2 Second (57) 6:3,4;18:4;48:16, 22,23;51:17;54:19, 23;55:17;59:9,10,20; 66:18,20,24;67:4,5,6; 69:4,20;77:14,15,16; 91:4;96:24;97:5; 121:15,19;125:19,20, 21;128:1,2,21,22; 137:5,6,7;138:18,19; 139:18,19;140:12,13; 143:23;145:14; 147:15,16;149:13; 156:4,5,22,23; 159:12;163:25;164:1 Secondary (6) 4:8;18:15;85:4; 107:15;115:25;132:2 Seconded (2) 18:3;66:19 Secondly (3) 8:10;63:19;99:16 Secretaries (1) 130:12 SECRETARY (39) 5:6,12,22;42:15, 16;49:4,6,8,10,12,14, 16;52:22,24;53:1,7; 78:10,12,14,16,18, 20;97:17;98:22; 101:11;134:12,25; 135:8,11,13,21,23; 144:8,9;145:11,13, 16,21;153:12 section (29) 132:24;135:17; 137:24;138:5,11; 142:3;148:22;</p>	<p>149:13,20;150:4,6,7; 154:5,6,9;157:14,15, 19,20,21;158:2; 160:21,22;161:5,15, 16,17;163:1,2 sections (10) 132:22;135:9; 141:7;142:5;148:24; 149:7;157:6,6,8,17 secures (1) 105:9 security (1) 106:19 seeing (4) 34:24;115:11; 139:15;160:15 seek (2) 58:12;79:19 seeking (2) 19:2;124:20 seem (1) 37:16 seemed (4) 10:12;142:16,25; 145:2 seems (1) 9:15 seized (3) 41:9,12,13 selected (1) 65:15 selling (1) 40:16 semester (7) 23:14,16;59:24; 76:11;78:4;94:22; 95:2 Senate (1) 132:9 send (3) 17:15,18;96:5 sense (4) 96:2;117:10; 133:24;149:4 sensitive (1) 13:18 sensitivity (3) 12:8,25;13:5 sent (4) 14:1;45:18;56:12; 64:22 sentence (3) 161:23;162:3,5 sentencing (1) 35:25 separate (10) 34:16,21;43:10; 46:2;47:3;52:5; 87:14,21;104:1,1 separately (2) 125:11,13 September (1) 12:11</p>	<p>seq (2) 119:17;126:11 serve (6) 23:5;34:10;62:10; 104:21;106:8;130:15 served (2) 56:17;133:19 service (4) 74:20;81:3;111:11; 130:17 Services (1) 106:16 session (9) 79:24;126:7; 130:22;133:17; 134:16,16;135:3; 144:11;153:14 sessions (1) 134:7 set (5) 43:11;61:10;84:1; 88:21;127:18 setting (4) 64:5;73:2,3;81:25 settlement (2) 8:11;17:22 set-up (1) 112:12 seven (4) 105:21;106:3,3,20 several (11) 102:15;141:11,18, 18,19;142:6,12,22; 143:1;159:3;161:1 severe (2) 39:8,16 sex (1) 62:4 shake (1) 43:7 Shaking (2) 43:18;115:10 shall (4) 19:23;53:20;80:15; 98:15 shared (1) 74:3 sheer (1) 94:21 shift (1) 28:4 short (4) 21:20;49:25;50:3; 58:23 shoulders (1) 89:14 show (5) 17:16;25:20;105:3; 106:11;126:9 shows (4) 56:14,15;64:1; 107:18 shy (1)</p>	<p>153:6 side (14) 16:9,15;17:5;29:4; 32:16;36:18,18; 43:18,18;53:8; 101:21;115:10,10; 117:12 sides (1) 37:2 sign (3) 8:6;73:25;78:25 signed (6) 4:17,21;8:3,4; 33:10;128:11 significant (2) 22:8;72:25 significantly (1) 106:1 SILENCE (3) 5:17;69:21,24 similar (5) 27:25;47:9;57:12; 89:18;96:15 similarly (1) 158:3 simplistic (1) 118:7 simply (6) 13:1;83:11;103:20; 142:3,17;158:17 single (2) 141:1;150:14 single-most (1) 110:10 sit (3) 31:23;34:14;92:5 site (1) 40:1 sitting (1) 81:4 situation (2) 47:4;108:17 six (11) 24:18;54:19,22; 57:14;59:8,14,25; 70:5;93:16;105:19; 144:4 six-week (1) 64:13 size (1) 145:7 skills (3) 62:21;70:9;157:10 skip (2) 139:4;145:13 slide (5) 107:12;109:1,20; 110:4,22 slightly (1) 110:18 small (4) 29:25;33:19;95:13; 103:18</p>
---	---	---	--	---

<p>smile (1) 25:8</p> <p>Smith (16) 8:17,18,19,20,21; 9:1,4;11:3,17;14:15; 145:22;162:25; 163:1,5,7,20</p> <p>so- (1) 104:2</p> <p>Social (3) 59:22;94:15; 161:25</p> <p>sold (1) 40:14</p> <p>solid (1) 63:15</p> <p>Solution (1) 7:1</p> <p>solutions (1) 123:25</p> <p>somebody (5) 34:25;35:11;75:16, 25;138:4</p> <p>someday (1) 113:17</p> <p>someone (7) 23:17;46:14;71:1; 92:17;96:21;120:14; 123:16</p> <p>someone's (1) 36:13</p> <p>sometimes (12) 9:3;33:18;37:25; 38:3;82:18,23;90:2; 92:13;94:1;97:14; 99:14;136:18</p> <p>somewhere (1) 9:22</p> <p>soon (2) 101:22;153:18</p> <p>so-on (1) 104:3</p> <p>sooner (1) 149:24</p> <p>soon-to-be (1) 88:21</p> <p>Sorry (24) 8:18;29:17,22; 46:9;52:21;53:2,6, 13;61:8,11;75:5; 89:12;97:3,12; 122:14;125:3; 127:12;139:5;142:6; 148:20,20;153:12; 159:6;161:15</p> <p>sort (7) 69:10;73:11;76:12, 25;92:11;143:11; 149:23</p> <p>sounds (3) 46:11;85:12;113:4</p> <p>south (2) 95:13,20</p>	<p>span (2) 105:7;112:5</p> <p>speak (11) 11:22;13:23;14:13; 40:6;41:5;47:21; 54:15;55:1,3;101:16; 115:9</p> <p>SPEAKERS (2) 19:25;98:17</p> <p>speaking (1) 73:18</p> <p>special (1) 112:23</p> <p>Specialist (1) 98:9</p> <p>specific (10) 14:7;39:25;55:2; 69:9;115:25;116:1; 118:2;133:14,14; 147:9</p> <p>specifically (7) 38:21;39:12;54:6, 11;132:22;133:9; 142:2</p> <p>specifics (1) 118:7</p> <p>speech (1) 10:1</p> <p>spend (1) 33:20</p> <p>spent (1) 55:5</p> <p>spoke (1) 113:8</p> <p>spot (1) 163:11</p> <p>spring (2) 55:24;58:4</p> <p>Springdale (1) 13:10</p> <p>Stacy (1) 162:23</p> <p>staff (9) 10:19;39:23;83:9, 10;98:23;105:1; 107:22;129:9;153:3</p> <p>staggered (1) 107:14</p> <p>stakeholder (3) 153:1;154:24; 155:15</p> <p>stand (6) 19:21;33:17;53:18; 80:12,22;98:13</p> <p>standalone (1) 104:6</p> <p>Standard (14) 6:16;35:25;41:25; 42:5;51:20,20;62:16, 19;74:17;75:3,4; 150:22;154:11,15</p> <p>STANDARDS (40) 6:10,15;18:24;</p>	<p>20:9,19;51:23;54:25; 62:12,16;63:2;67:1; 74:6,9,23;146:2,6,14; 147:22,24;148:2,4, 24;149:2,9,16,20; 150:7,8,9,17,19; 151:1,5;152:5,13,20; 154:7,12;157:13; 166:24</p> <p>standards-based (6) 141:25;142:3,8; 157:14,19,22</p> <p>standing (1) 116:20</p> <p>standpoint (1) 52:8</p> <p>stands (1) 143:13</p> <p>star (2) 11:13,14</p> <p>start (5) 102:12;107:16; 113:25;153:19;157:8</p> <p>started (12) 39:1;40:5;59:11; 81:12;85:3,5;103:16; 105:22;108:12,18; 112:17;119:20</p> <p>starting (3) 98:25;102:14; 144:2</p> <p>starts (1) 77:5</p> <p>start-time (2) 107:14,16</p> <p>STATE (39) 4:2;6:18;13:8,10; 14:25;18:10;22:23; 27:6;32:10;33:8,12; 36:5,21;45:20,25; 48:2;50:9;61:24; 64:21;74:21;75:7; 82:12;98:22;102:21; 106:2;111:22; 119:23;120:1,15; 126:8,16;127:18; 129:12;130:13; 135:18;138:10; 141:13;146:16; 152:18</p> <p>stated (4) 26:24;77:11; 133:15;153:13</p> <p>statement (8) 19:7,8;21:20,21; 23:24;51:2,3;161:8</p> <p>states (2) 131:7;134:18</p> <p>state-trained (1) 112:3</p> <p>statewide (1) 120:9</p> <p>station (1)</p>	<p>130:19</p> <p>stats (1) 11:12</p> <p>statute (3) 131:9,9,18</p> <p>statutes (1) 135:1</p> <p>stay (3) 15:12;24:4;155:13</p> <p>staying (1) 101:25</p> <p>step (3) 27:13;79:4;80:18</p> <p>still (26) 14:12;32:24;55:18; 59:6;76:1;88:5; 103:17;105:17; 106:23;108:23; 110:24;111:13; 113:23;114:7; 115:19;116:6; 117:22;118:22,24,25; 119:1;122:7,12,17; 127:13,15</p> <p>stipulating (1) 20:24</p> <p>stipulations (1) 71:15</p> <p>Stop (2) 25:15;66:15</p> <p>story (3) 16:10;37:2;102:13</p> <p>strategies (1) 112:14</p> <p>stressed (1) 73:3</p> <p>strong (4) 38:11,12;61:10; 130:23</p> <p>struck (1) 162:4</p> <p>student (28) 15:10,13;54:20,20; 55:14;58:2,2,11; 59:3;60:4;62:5,18; 70:4;72:1,20;84:3; 91:7;92:15;95:21; 100:25;106:16; 109:22;113:23; 132:25;136:21; 157:9,11;161:23</p> <p>students (78) 10:17;12:9,10; 15:4,11,14;30:24,25; 37:13;38:5;39:8,17; 54:5;56:9;57:15; 59:14;61:1,6;62:4,9; 63:7;65:16;66:5; 69:12;76:13;81:17, 19;84:23;85:13,19; 88:4,8,11,17;90:9,12, 23,23;92:13,15;94:2; 95:6;96:6;101:2;</p>	<p>104:21,22;105:1,6, 12,16,21;106:6,8; 107:4,10,22;108:11, 13,14,15,23;109:3,3, 4,20;114:20;118:16; 130:8;131:24; 132:13;134:22; 135:4;136:2,12,14, 17,23;146:23</p> <p>Studies (3) 59:22;94:15; 161:25</p> <p>study (2) 90:21;130:9</p> <p>stuff (4) 12:4;27:15;31:22; 40:25</p> <p>sturdy (1) 29:12</p> <p>sub (2) 112:21,25</p> <p>Subcommittee (17) 18:17,23;22:8,16; 34:9;35:19,20,21; 36:10,15;39:4,7; 43:1;45:16,25;50:16; 133:4</p> <p>Subcommittees (2) 132:10;144:10</p> <p>Subcommittee's (5) 19:1;45:23;51:15, 18;52:15</p> <p>subject (7) 21:24;116:1;160:2; 161:25;162:11,17,20</p> <p>subjective (1) 131:12</p> <p>subjects (1) 59:22</p> <p>subpoena (1) 38:5</p> <p>subs (2) 111:22;112:22</p> <p>sub-score (6) 141:19;159:21; 160:2,4,5,6</p> <p>substantive (9) 129:8;137:21; 139:10;140:6; 141:12,17;144:20,25; 158:13</p> <p>substitute (10) 56:17;60:20;63:5, 25;70:4;74:1,2,10,18; 77:12</p> <p>substituting (1) 77:11</p> <p>subtract (1) 68:19</p> <p>subtracting (2) 68:17,21</p> <p>Success (4) 7:2;69:15;92:10;</p>
---	--	--	--	--

131:24 successful (2) 15:15,15 successfully (2) 55:21;104:10 suggestion (1) 120:24 summarized (1) 157:22 summarizes (1) 157:17 summary (2) 22:10;121:8 summative (1) 152:11 summer (5) 27:10;107:11,12; 108:13;130:9 superintendent (10) 30:8;65:18,19; 80:2;98:8,10;101:5, 9;102:18;106:10 Superintendent's (2) 9:18;81:8 supervise (1) 11:7 supervising (2) 12:20;77:7 supervision (3) 10:18,20;11:4 supervisor (2) 76:11;78:4 support (14) 100:4,11;105:16, 20,21;115:21;117:4; 130:15,23;133:20; 135:19;152:9,19; 155:21 supporters (1) 21:17 supporting (2) 131:25;152:16 supports (1) 81:19 suppose (1) 57:7 supposed (4) 9:20;10:3,7;57:7 SUPT (63) 80:17,20;81:1; 83:20,22,25;84:8,19, 24;85:15,20,22,24; 86:2,4,6,10,12,15,20, 24;87:1,15,18,25; 88:2,9,12,20,24;89:6, 8,10,17,25;90:5,11, 15;91:10,12,18,20; 92:1,3,18,20;93:1,5, 11;94:8,15,20,25; 95:2,8,11,13,18;96:1, 11,14,19;97:21 sure (48) 5:14;12:9,14;13:9,	13;16:10;17:18;18:8; 20:4;22:2;24:5; 31:23;34:15;46:11; 49:3,22;68:23;70:1, 21;81:1;85:23;87:3; 91:23;92:18;94:3,20; 95:14;96:11;100:6; 101:1,21;121:9,18; 133:12,17;135:22; 136:10;141:16; 143:6;145:9,15,16, 18;146:25;152:4,16; 154:25;163:14 surpassed (1) 105:8 surprise (1) 124:19 surrender (4) 4:17,19;5:3,24 survey (1) 36:23 suspect (2) 101:14;106:1 suspended (8) 18:18;21:25;23:7; 42:2;74:8,21;75:3; 122:11 suspending (2) 11:5;36:12 suspension (15) 9:19,20;10:6; 22:24;23:11,13,21; 33:3;37:14;38:24; 57:11,18;74:7,25; 77:25 swear (7) 19:22;53:19;80:6, 9,14;98:10,14 switch (2) 59:12,24 system (8) 15:12;82:8,15; 130:19;142:4; 148:25;153:17,17	T	table (8) 7:19;8:12;15:20; 16:4;17:21,25; 145:24;156:19 tailed (1) 99:24 Talented (2) 142:13,15 talk (7) 14:6;27:16;29:20; 56:22;58:18;96:3; 153:4 talked (6) 62:4;92:13;111:24; 112:10;116:22; 155:14	talking (16) 15:14;29:25;30:1; 36:14;37:12;45:6; 57:14;63:23;65:10; 72:18;75:24;99:8; 105:23;116:16; 132:15;160:3 talks (1) 135:14 TAMMIE (2) 4:3,10 tangent (1) 105:22 taught (5) 24:15,17;27:20; 84:19,23 tax (1) 104:11 Taylor (5) 4:6;18:22;32:4; 46:9;61:18 teach (7) 24:11;25:5,12,19; 58:12;83:10;112:23 teacher (72) 12:4;24:16;31:12; 35:9;50:17;54:21; 55:15,18,19;56:3,5, 15,17;58:6,7,11;59:3; 60:20;61:7;63:5,25; 65:19;70:3,4;74:1, 19;77:7;78:2;79:19; 82:17;91:24;98:2,2; 99:5,9,25;100:22; 102:1;104:12; 109:21;110:9,16,18, 20;111:5;112:20,24; 113:6;116:18,19; 118:4,22;119:11,12; 120:6,12,14,19,25; 121:1,3,11,14,24; 122:18,21;123:2; 124:10,11;125:4; 152:10;155:20 teacher/administrator (1) 152:6 teachers (37) 13:12;15:9;22:4; 26:8;44:15,23;62:8; 98:3;99:8,13;100:5,7, 16,22;105:20; 109:18;111:2;112:2, 18;113:4,7,20; 114:20;115:3,18,21; 116:3,10,15;118:21; 120:4;124:20; 151:21;152:2,16,17; 153:2 teaches (1) 23:15 Teaching (18) 6:24;25:1,20; 27:19;52:1,59;17,21;	60:5,17;69:16;72:1, 20;73:5;74:20;77:5; 112:5;119:14;139:1 team (8) 9:25;25:17;31:21; 105:19,20;111:6,24; 145:18 tech (1) 101:18 technical (1) 85:7 technically (1) 66:3 teenage (1) 107:18 teeth (1) 13:13 temporary (1) 77:25 Ten (3) 52:23,25;122:14 tense (2) 101:13,15 tensions (1) 9:12 term (2) 122:7;142:1 terminated (1) 122:9 termination (1) 9:18 terms (6) 55:5,6;70:20; 72:19;110:23;154:13 terrible (1) 35:10 territory (1) 138:9 TESS (1) 111:1 test (6) 92:14,17,22;93:1; 95:22;103:19 testified (2) 56:4,5 testify (2) 63:7;98:13 testifying (1) 63:9 Testimony (11) 19:13,20,22;43:9; 51:8;53:16,20;56:7; 63:11;80:14;98:14 testing (1) 92:24 tests (1) 157:12 test-taking (1) 112:13 thanking (1) 13:20 them-selves (1) 94:3	Theory (2) 6:24;69:16 thereby (1) 131:23 therefore (2) 36:2;122:2 thinking (4) 70:14;71:4;72:18; 99:18 third (4) 51:22;85:20; 116:18;130:5 third-party (1) 74:20 thorough (2) 151:16;157:21 though (6) 8:3;9:15;22:18; 44:2;101:14;126:17 thought (8) 10:6;29:12;30:7; 43:5;46:13;87:16; 141:20;142:24 thousands (3) 30:2,2;36:22 three (33) 7:3;18:18;25:9,10, 13;34:12;35:10;47:1, 3;51:11;56:18,20; 67:12,14;68:4,13; 71:5;76:6;77:3;83:3; 104:3;105:9;106:10, 11;109:17;114:8; 123:9,10;141:2; 144:4;152:8;155:24; 159:25 three-year (1) 105:7 throat] (3) 6:19;18:14;109:3 throughout (6) 82:14,14;107:9; 152:18;155:2;159:1 throw (1) 90:17 Thursday (1) 107:25 thus (1) 92:10 tied (2) 88:5;138:2 till (3) 17:25;29:13; 103:13 timeline (4) 143:11,22;149:22; 151:18 timelines (1) 144:13 times (8) 19:10;38:18;51:5; 52:22;77:6;88:24; 92:15;114:16
---	---	----------	--	---	--	---

time-span (1) 115:5	112:3	19:17;23:23;53:10; 55:4;57:6,25;58:17; 93:17;101:4;105:14; 158:8	unallowable (1) 39:22	116:2;119:10; 125:15;128:11; 134:15;138:2;143:3
timing (1) 53:3	training (16) 6:22;27:3;33:6; 72:14;76:7;100:6; 106:5;111:4,5;139:2, 24,25;158:1,3,7,25	turning (1) 108:18	UNANIMOUS (16) 6:6;18:6;66:22; 67:8;125:23;128:4, 24;130:24;137:9; 138:21;139:21; 140:15;147:18; 156:7,25;164:3	upheld (2) 39:5;65:5
tip (1) 109:8	trainings (4) 6:20;7:7;33:3; 111:7	Turrell (1) 103:10	unauthorized (2) 29:7,10	uphill (1) 103:1
tireless (1) 135:25	trajectory (1) 91:13	tutored (1) 26:2	unclear (1) 162:15	uphold (8) 8:11;15:19;17:22; 62:14,25;63:17; 66:13,18
title (1) 7:3	transcript (2) 4:15;32:19	tutoring (1) 93:6	uncomfortable (1) 61:13	upheld (1) 39:4
titled (1) 69:15	transfer (2) 82:5;130:19	twice (1) 24:17	under (20) 4:23;10:18;19:14; 51:9;110:19;112:18; 113:20;115:3; 116:11;117:14; 118:2;120:5,6,11,19, 21;122:2;123:5,12,18	Upon (4) 10:15;51:19; 124:20;131:13
today (29) 4:18;7:18;17:4; 18:20,21;22:7;26:23; 33:11;34:25;36:14, 18;37:18;52:14;58:7; 59:1;61:19;72:18; 73:2;79:18;101:12, 17;116:20;128:14; 132:5;133:10; 143:13;148:13; 149:4;153:15	transcenders (1) 62:7	two (63) 4:12;8:10,13; 15:18;32:13;37:2; 38:16;44:10,20,23; 47:7,7;58:3,3,5,13, 15;60:14;63:7,11; 65:11,17,18;66:1,3; 67:12,14;68:18,19, 21,23;69:19;70:20; 76:9;78:3;81:13; 83:3;86:10;87:2; 89:20;92:20;100:13; 103:24;106:20; 107:20;112:2; 113:15;114:7,8,23; 122:12;126:19; 133:15;138:6; 148:23;149:6; 155:18;157:17; 158:12,23;159:4; 160:15,23	undergoing (1) 136:17	upset (1) 81:6
told (4) 5:10;81:3;108:19; 112:25	transition (2) 104:7;131:15	two-and-a- (1) 113:14	underlying (2) 51:16,17	USDA (1) 147:2
Tommy (1) 8:17	transitioning (2) 131:21,24	two-part (1) 99:4	Undersecretary (1) 130:1	use (9) 12:19;28:18;64:24; 77:25;99:19;138:11; 162:13,16,19
tomorrow (1) 88:15	transitions (1) 132:1	two-week (1) 107:8	understood (3) 12:10,15;46:13	used (9) 12:20;21:15;29:13; 33:15;90:18;108:7; 142:1;155:5;162:10
ton (1) 83:13	transparency (1) 92:4	two-year (2) 77:5;114:14	undertaking (1) 87:1	uses (1) 158:9
took (6) 12:4;26:1;28:2; 36:18;121:21;158:6	transportation (1) 86:22	type (7) 33:6;64:3;99:20, 23;122:25;142:25; 143:21	Uniform (2) 140:23;161:5	using (8) 9:10;37:23,24; 83:18;111:22; 123:19;147:1,2
tool (1) 64:17	treating (1) 15:16	types (1) 33:6	unique (1) 36:3	usually (2) 17:12;145:4
top (7) 64:16;102:17; 161:21;162:23; 163:3,3,5	treatment (1) 46:19	typically (3) 16:24;35:17;146:8	unit (4) 150:14;161:25; 162:11,17	utilized (1) 39:19
total (3) 24:21;109:14; 113:6	tried (4) 75:16;117:3,6; 142:23	typo (1) 152:22	units (1) 150:13	utilizing (1) 111:6
totally (1) 70:10	Tripp (4) 98:7,23;101:10; 110:19	U	University (10) 55:16;59:3;64:21; 71:17;72:11;77:5; 81:22;82:2,4;84:2	vaccinations (1) 148:10
tote (1) 39:24	trouble (1) 9:3	UA (1) 82:8	unless (4) 19:16;52:18; 162:23;163:5	valid (4) 32:8;35:16;44:21, 22
tough (3) 23:16;36:6;37:3	true (3) 81:16;96:14; 143:19	UA-HT (5) 82:25;83:2,10; 85:5,7	unlicensed (7) 99:8,20,23;100:7, 15;116:15;120:12	valuable (2) 22:20;49:23
toward (2) 104:12;114:3	trust (8) 37:16;102:23; 103:2,20;105:13; 106:18;108:4;113:25	umbrella (2) 129:18;133:13	Unlike (1) 58:6	varies (1) 114:4
towards (1) 151:17	trusted (4) 26:13,14;30:6,11		unpredictable (1) 143:23	various (2) 81:15;116:4
town (2) 28:17;95:14	truth (12) 19:23,23,24;53:20, 21,21;80:15,16,16; 98:15,15,16		up (34) 8:3,4,6;19:7;24:4; 26:5;30:4,23;32:6, 10;33:17;35:5;38:16; 44:17;51:2,3;56:20; 68:5,25;73:25;77:1; 81:23;105:4;108:5, 22;109:14;115:24;	vernacular (1) 78:1
toys (1) 62:4	try (4) 75:14,16;89:3; 143:3			version (1) 150:9
tracks (1) 100:9	trying (9) 71:2;81:13;82:12, 13;95:14;118:19; 122:20;152:15; 163:11			veteran (2) 129:19,21
traditional (1) 117:5	tuition (2) 82:6,9			Veterans (1) 129:17
trainers (1)	turn (11)			video (3)

13:2,14;39:25 view (2) 39:10;131:12 viewing (3) 21:5;129:13;132:5 violated (10) 18:23;20:19;39:12; 51:19,23;54:25; 62:12,16;63:2;66:25 violation (9) 6:15;36:1;57:8,16; 67:3;74:7;75:6; 149:5,6 violations (7) 13:24;20:9;57:2,6; 64:10,11,14 virtual (1) 84:18 visit (1) 21:11 visiting (1) 119:21 vital (1) 12:8 voices (1) 108:2 voluntary (4) 4:17,19;5:3,24 volunteer (1) 32:14 vote (7) 5:6,13;8:2;125:13, 15;128:12,15 voted (1) 24:16 voting (4) 8:11,13;97:16; 133:9 vulnerable (1) 11:1	4:23 walking (1) 80:12 walk-on (1) 11:11 Walter (5) 98:7,11,21,23; 118:17 wander (1) 102:3 wants (2) 84:15;91:21 watch (4) 13:2,14;25:19; 29:17 way (25) 7:20,22;11:25; 12:1;13:16;15:16; 28:6,7;29:20;38:18; 61:8;77:1;92:7; 108:7;110:5;116:18; 125:15;142:11,16; 144:19;149:24; 162:6,19;163:7,9 ways (3) 134:9;136:18; 138:6 weakest (1) 59:21 website (2) 111:21,23 week (4) 17:2;90:20;114:11; 134:19 weekends (2) 10:10,11 weeks (9) 54:19,22;56:20; 57:14;59:9,14,25; 70:5;107:7 Weighted (6) 95:17,18;141:9; 157:25;158:7,25 weighting (1) 57:19 weird (1) 59:10 welcome (2) 78:8;89:4 well-spent (1) 89:23 weren't (4) 61:10;63:12,13; 141:17 West (1) 103:12 what's (7) 34:20;36:3;84:11; 88:7;91:16;114:3; 126:22 whispers (1) 143:17 White (1)	42:12 whole (10) 12:14;19:23;27:20; 53:21;58:9;80:15,21; 94:7;98:15;145:18 who's (2) 58:18;95:21 whose (1) 74:20 Williamson (26) 29:3;37:9;48:16; 49:6,7;78:12,13; 80:21;87:11,12; 89:12,15;90:4;92:12; 124:6,7;127:24,25; 137:6,7;156:4,5,20, 21;163:23,24 willing (2) 89:21;113:11 win-win (1) 88:6 wish (3) 108:8;119:24; 160:3 within (7) 6:18;22:15,23; 52:11;122:11; 133:21;146:10 without (1) 64:25 witness (1) 38:12 witnesses (14) 16:1;32:16,17,22; 33:21;38:2,3,8;43:8; 51:9;63:4,9,11;65:8 wonder (1) 138:3 wondered (1) 161:23 wondering (3) 44:13;141:22; 143:5 wood (1) 92:9 word (6) 9:10;12:19;35:4; 114:11;150:11;159:5 words (1) 51:13 work (21) 15:3;22:1;25:7; 32:25;36:6;37:5; 71:21;72:13;81:9; 87:23;93:20;96:1; 97:22;103:7,22; 130:2;134:15,16; 136:1;149:9;151:20 worked (4) 27:10;32:24;125:7; 147:4 working (20) 10:11;60:16,20;	94:21,22;100:22; 103:16;106:5,13; 109:23;111:9; 112:18;113:20; 115:3,20;116:8; 134:17;150:8;153:5, 5 workload (1) 93:15 works (4) 45:14;65:13;134:6; 155:16 World (2) 83:5;109:21 write (3) 13:14;31:23;48:1 writing (1) 14:4 written (3) 7:6;40:15;122:15 wrong (4) 20:6,11;39:11; 133:7 wrote (3) 35:4;47:17;130:13	109:17;113:13; 114:23;132:2; 133:15;149:18; 152:8,11 year-two (2) 90:11;112:21 yea's (1) 49:16 you-all's (1) 116:9	
Z					
zero (1) 68:5					
ZOOK (321) 4:4;5:4,10,15,18, 21,23;6:2,4,7,11,12; 7:12,14,15;8:1,5,8, 20,24;9:2;11:16,18, 20;14:6,10,12,16,20; 15:17;16:4,12,16,18, 20;17:7,21;18:1,4,7, 12;19:5,15,19;20:1,4, 24;21:2,23;24:2,5,10; 26;17,21;29:1,3;31:4, 7,11,13,15;32:2; 40:10;41:2,23;42:7, 15;44:1;45:3;47:12; 48:6,10,15,17,21; 49:17,22;50:1,4,6,11, 23,25;52:6,17,20,23, 25;53:3,12,15,18,23; 58:19,24;60:1,9; 61:16;65:24;66:3,7, 10,15,17,20,23;67:2, 6,9,16,20,23;68:15, 17,21,24;69:3,17,22; 70:1,19,25;71:2;72:4, 10,13,23;73:24; 74:11,14;75:1,8,10, 12,14,18,22;76:17, 19,24;77:2,12,16,23; 78:8,22,25;79:2,5,12; 80:4,8,11,18,24; 83:17,21,23;84:7,17, 21;85:9,16;87:5,7,9, 11;90:7;91:3,7,11,16, 19,23;92:2,11,19,25; 93:4,7,25;95:4;96:3, 12,18,20,25;97:2,4,8, 10,13,18,23,25; 98:12,18;101:6,14, 20,23;102:5,7,10; 105:23;115:8,11; 117:12,19,21,24; 118:12,14,24;119:3, 5,23;120:1;121:2,13; 122:1,5;123:7,15,21; 124:2,4,6,8,24;125:2, 8,12,17,21,24;126:2, 7,21;127:5,8,22,25; 128:2,5,9,14,19,22,					
W					
Wait (3) 91:3;149:4;150:1 waited (3) 26:5;58:2,5 waiting (1) 149:11 waive (1) 149:21 waiver (29) 81:11;83:11;96:23; 98:4;99:5,19;100:1,5, 13,15,18;110:1,3,16, 20;114:18,25;115:3, 19;117:14;120:5,11, 19;122:23;123:4,12, 20;125:18;150:1 WAIVERS (6) 79:9,14,19;85:3; 98:2;149:16 waiving (1)					
Y					
			Y'all (9) 32:2;49:18;89:7; 90:9;115:20;116:22, 25;126:3;132:9 year (46) 23:18;24:16;27:12, 21;29:13;55:9;68:10, 11;77:6;82:23,24; 88:16;89:22;90:9,15, 24;92:4;93:11,14; 96:4,5;105:17,18; 107:4,5,9;108:15,21, 22;109:7,10,13,15; 112:17;116:18; 124:16;130:6; 133:16;144:2,17; 149:19;151:22; 152:9;153:16,20; 155:14 year-and-a-half (1) 150:9 year-one (1) 112:21 years (51) 12:3;18:18;22:24; 24:16,17;25:9,10,13; 35:10;39:15;50:18; 56:17,24;58:3,3,5,13, 16;63:25;66:1,3; 67:12,13,14;68:4,13, 15;70:5,20;71:5; 76:7,9;77:4;78:3; 79:25;81:13;89:20; 95:19;96:25;97:1; 98:5;105:9;108:15;		

25;129:11;132:6,16; 133:2,6,24;134:2,3,4, 8;135:4,10,12;136:6, 8,10;137:2,4,7,10,15, 23;138:12,17,19,22; 139:1,13,17,19,22, 25;140:8,11,13,16, 20;141:15;144:8; 145:10,12,15,19,24; 146:4;147:9,14,16, 19,24;148:15,17,21; 153:22;154:18; 156:1,3,5,8,12,15,18, 21,23;157:1;159:15, 18;163:19,24;164:1,4 Zook's (1) 118:8	11:21 (1) 50:8 1118 (1) 141:5 11th (6) 59:18;86:7;89:3; 90:23;93:13;94:12 12 (6) 88:9;113:13; 159:24;161:14,16,16 12:47 (1) 126:6 120 (1) 150:12 12-12-901 (1) 126:11 1240 (12) 79:14;80:5;81:11; 98:4;120:5,10; 122:21;123:4,6,13, 18;125:4	148:6 19-009 (1) 50:9 19-090 (1) 18:10 1999 (1) 44:7 1-A2 (1) 150:11 1-A4.3 (1) 154:9 1-B3.1 (1) 150:16 1-C2.4 (1) 150:24 1-C2.6 (1) 150:24 1-year (1) 37:14	90:24 21 (2) 75:25;135:3 212 (1) 64:20 21st (2) 41:19;42:5 22% (1) 109:13 2-2.02 (2) 157:9,20 2-2.03 (3) 142:5;157:9,21 2-2.04 (1) 142:5 2-3 (1) 104:1 24% (1) 109:16 25 (1) 86:6 25th (2) 9:24;143:16 26 (2) 22:24;24:15 27% (1) 109:15 28 (1) 64:22 2nd (2) 108:7,11 2-year (1) 6:17	33:2;38:23;48:12, 22
1		2	3	4
1 (13) 51:20,23;54:25; 60:4;62:12,16,16; 63:2;67:1,3;102:17; 165:25;166:25 1.01.2 (1) 159:23 1.02 (1) 154:5 1:00 (1) 126:4 1:40 (1) 126:5 1:42 (1) 126:6 10 (15) 19:7;33:18;34:11, 13;51:2,3;53:1,1,4,4, 5,5,8;83:7;114:16 10% (2) 108:16;113:6 10.01 (3) 148:24;149:13,20 100 (4) 9:20;10:7,13; 108:15 1029 (1) 140:3 1083 (1) 148:8 10th (24) 79:25;82:22,24,25; 83:4,17;84:21,25; 86:4,7,12;88:4,18; 89:2;90:22;93:11; 94:2,4,8,12,12,13; 96:7,17 11 (2) 34:11,13 11:12 (1) 50:8 11:20 (1) 50:6	12th (3) 59:18;60:23;93:14 13 (4) 88:21;126:4; 161:18;163:3 131 (1) 33:9 13-14 (1) 108:10 13-year (1) 88:21 14 (2) 161:21;163:3 14% (1) 81:15 15 (5) 84:9,11;92:16; 131:8;149:25 150 (2) 52:11;59:14 15th (3) 151:9,13;155:11 16 (1) 24:19 168 (1) 140:3 17 (5) 84:5;160:2,4,5,6 17% (3) 109:10,11,17 18 (1) 158:2 18-091 (2) 4:2,10 185,000 (1) 130:4 187 (1) 126:18 18th (5) 9:21,22;129:6; 137:19;141:10 190 (1)	2 (19) 6:11,12,16;18:24; 51:20,23;54:7,25; 57:9,22;60:7;61:24; 62:12,16,19;63:2; 67:1,3;128:9 2:26 (1) 164:8 20 (4) 79:20,22;80:21; 129:19 20% (1) 86:4 200 (3) 27:11;28:23;33:13 2000s (1) 45:1 20-016 (1) 6:13 2013-2014 (1) 108:6 2017 (11) 21:25;23:8;55:25; 102:15,18;103:6,15; 108:12,13,19;141:6 2017-18 (1) 109:6 2018 (5) 55:25;58:4;60:8; 64:22;130:12 2019 (12) 9:22;12:16;55:24; 126:18;129:5; 130:22;137:18; 139:8;140:3;141:6; 146:22,23 2020 (1) 98:5 2025 (2) 80:1;98:6 20-something (1)	3 (6) 18:12,24;57:18; 60:5;69:18;95:22 3,785 (1) 108:13 3,918 (2) 108:22;109:2 3:00 (1) 26:2 30 (4) 12:3;80:1;98:6; 143:24 30-day (1) 149:21 32 (2) 112:18;113:4 33% (1) 109:17 3-4 (1) 104:1 384 (1) 6:25 3-B2 (1) 151:8 3rd (1) 108:9 3-year (4)	4 (6) 18:24;50:12;79:14, 15;138:6;158:23 4,174 (1) 108:11 4.02 (2) 138:11;154:6 40 (1) 86:6 400 (1) 108:14 428 (1) 146:23 429 (1) 141:6 44 (1) 90:11 4-5 (1) 104:2 456 (1) 141:6 47% (2) 113:7,18 4-C3 (1) 152:1 4-C4 (1) 152:1 4d2 (2) 74:17,22 4-D4 (1) 152:1 4-D5 (1) 152:1 4th (1) 24:12
			5	
				5 (8) 18:24;79:15,22; 157:25;159:2,16; 161:13,17 5- (3) 55:8;104:10; 159:22 51% (1) 47:25 5-1.01.1 (1) 161:15 5-1.04 (2) 161:17;163:2 528 (1) 137:18 56% (2) 113:20,24 5th (2) 91:8,20 5-year (5)

<p>51:25;52:15;57:11; 65:22;69:18</p>	<p>6:18;79:24;98:4 90s (1) 44:25</p>			
<p>6</p>	<p>939 (3)</p>			
<p>6 (4) 104:4;145:24; 156:19;157:8 6-17-1701 (1) 119:17 6-18-107 (1) 131:18 6-18-202 (1) 135:13 62% (3) 109:3,4,20 632 (1) 141:6 641 (2) 146:22;148:7 66% (1) 114:2 676 (1) 148:9</p>	<p>130:23;131:1; 132:21 9th (9) 59:20;88:8,11; 91:8;92:4;93:2; 113:16;139:9;140:4</p>			
<p>7</p>				
<p>7 (2) 98:5;146:4 70 (1) 10:12 70% (1) 105:8 709 (2) 129:5;136:12 73 (1) 10:12 745 (1) 141:5 757 (1) 139:8 7th (5) 60:17,22,22;104:5, 8</p>				
<p>8</p>				
<p>8 (1) 161:10 8.01 (1) 148:24 83 (1) 148:5 85% (1) 6:25</p>				
<p>9</p>				
<p>9 (1) 88:9 9:00 (1) 107:16 90 (3)</p>				