

In The Matter Of:
BEFORE THE ARKANSAS STATE BOARD OF EDUCATION

November 14, 2019

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ARKANSAS DEPARTMENT OF EDUCATION
DIVISION OF ELEMENTARY AND SECONDARY EDUCATION

STATE BOARD OF EDUCATION

NOVEMBER 14, 2019
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
MS. KATHY McFETRIDGE
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. COURTNEY SALAS-FORD	Deputy General Counsel
MS. MARY CLAIRE HYATT	Attorney Specialist
MS. JENNIFER DEDMAN	Attorney Supervisor
MR. TAYLOR DUGAN	Attorney

LOCATION:

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

I N D E X

	Page
A-1: Resolution-Computer Science Week	4
A-2: PLSB Review - Haley Diane Widby	7
A-3: Mulerider LEAP	34
A-4: Consideration of CAP Decisions	
a) Arkansas Connections Academy	46
b) LISA Academy	47
c) River Valley Virtual Academy	49
d) The Excel Center	50
e) Adventure Online Academy	54
f) Centerpoint Academy	59
g) Southside Junior High School	62
A-5: Act 1240 Waivers - NLR School District	66
Chair's Instructions for B-13	89
B-1: Succeed Scholarship Transfer - Wilson	91
B-2: Haas Hall Academy - Report	92
B-3: Final Approval - Public School Choice.	108
B-4: Final Approval - Regulatory Basis/Acctg.	112
B-5: Final Approval - AESAA	114
B-6: Final Approval - Testing	115
B-7: Final Approval - Class Size/Teaching Load	116
B-8: K-12 Immunization Requirements	117

(cont.)

B-9: Student Discipline/School Safety	118
B-10: Special Ed./Related Services - Discipline. . . .	120
B-11: Special Ed./Related Services - Res. Placement. .	121
B-12: Special Ed./Related Services - Home Schooling. .	122
B-13: LRSD Reconstitution	
Preliminary Matters	123
a) Community Advisory Board	126
b) Board Member Zones	131
c) Draft MOU	137
d) Attendance Zones	153
Public Comments	195
Adjournment	262
Court Reporter's Certificate	265

E X H I B I T S

A-2: PLSB HEARING - HALEY DIANE WIDBY

EXHIBIT ONE (1)
Timeline for Ms. Widby's Case

EXHIBIT TWO (2)
Ark. Code Annotated 6-17-428

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

2 A-1: RESOLUTION - COMPUTER SCIENCE WEEK

3 CHAIRMAN ZOOK: Okay. We'll start with Mr.
4 Owen, our computer science guru. If you will,
5 identify yourself when you get to the microphone.

6 MR. OWEN: Anthony Owen, Arkansas Department of
7 Education, State Director of Computer Science.

8 Thank you, Chairwoman Zook and Board.

9 I have the privilege of coming before you again
10 this year to present for your consideration a
11 resolution for Computer Science Education Week. This
12 year it's December 9th through the 15th. We have
13 some great things working, some great plans that we
14 want to bring and announce during that week, and I
15 think that we're really going to get some great
16 national attention on this and continue to grow our
17 program.

18 I know your agenda is packed, so at your request
19 I am proud to read it, or happy to read it, or just
20 present it for consideration, Chairwoman Zook.

21 CHAIRMAN ZOOK: Okay. Would you like to read
22 it, please?

23 MR. OWEN: Okay. I would be happy to.

24 WHEREAS, The Arkansas State Board of Education
25 believes that every K-12 student in Arkansas deserves

1 a premier computer science and computing education
2 that is suitable for his or her needs and can support
3 his or her college and/or career aspirations; and

4 WHEREAS, The Arkansas State Board of Education
5 supports the State in its efforts to remain a
6 national leader in computer technology careers
7 through the implementation of a vertically
8 articulated and comprehensive computer science and
9 computing education initiative designed to support
10 appropriate technological growth in all Arkansas
11 students; and

12 WHEREAS, The Arkansas State Board of Education
13 believes that Arkansas must provide its students with
14 an education that will facilitate the advance of
15 useful technology -- technological skills and promote
16 their role as digital natives; and

17 WHEREAS, December 9 through 15, 2019 has been
18 declared to be National Computer Science Education
19 Week by Cord.org, the Computer Science for All
20 Initiative, and other nationally recognized entities;

21 NOW, THEREFORE, BE IT RESOLVED THAT

22 We, the members of the Arkansas State Board of
23 Education, recognize the week of December 9 through
24 15, 2019, as Arkansas Computer Science Education
25 Week.

1 CHAIRMAN ZOOK: Okay. Thank you.

2 Is Kevin still in the room? He was. There he
3 is.

4 So you got pictures of this?

5 KEVIN: (Nodding head up and down)

6 CHAIRMAN ZOOK: And you may want to hold it up
7 and get Anthony in the picture.

8 MR. OWEN: Chairwoman Zook, can I just mention
9 two brief things to the Board?

10 CHAIRMAN ZOOK: You certainly may.

11 MR. OWEN: I would like to come back in January
12 and do a full report for the Board, an update on
13 computer science and all the wonderful things that we
14 are able to do during the week of Computer Science
15 Education Week. But two quick points I'd just like
16 to mention is:

17 The Governor did release our enrollment numbers,
18 if you have not seen those for this current school
19 year, and we did grow to over 9800 students, which is
20 a 22% increase over last year and an increase from
21 our initial year of around about 1100 students. So
22 we still continue to see phenomenal growth in the
23 program;

24 And then one event that I think that I would
25 like to personally invite you-all and anyone watching

1 or in the audience to is on Monday, December 9th from
2 5:00 to 8:00 p.m. we will be hosting in partnership
3 with UALR a community coding night event at the EIT
4 building, at the engineering building. It is open to
5 the public, it's open to families. And if you want
6 to learn a little bit more about what we do and
7 engage in some of the varying computer science tools
8 that we use, appropriate for all age levels and
9 expertise, we would love to have y'all as our guests.

10 CHAIRMAN ZOOK: Okay. Thank you.

11 MR. OWEN: Thank you.

12 CHAIRMAN ZOOK: And if you'll work with Ms.
13 Windle and y'all decide whether it would be more
14 appropriate for a Thursday item or a Friday item for
15 your report --

16 MR. OWEN: Yes, ma'am.

17 CHAIRMAN ZOOK: All right.

18 MR. OWEN: Thank you so much.

19 CHAIRMAN ZOOK: Thank you.

20 A-2: STATE BOARD REVIEW OF PLSB 17-178 EVIDENTIARY HEARING
21 RECOMMENDATION - HALEY DIANE WIDBY

22 CHAIRMAN ZOOK: We have a hearing now. Mr.
23 Dugan, do you want to come to the microphone and
24 introduce it -- or Ms. Freno?

25 MS. FRENO: Thank you.

1 Lori Freno, Division of Elementary and Secondary
2 Education.

3 And this is an appeal of an Ethics Hearing
4 Subcommittee's recommendation that Ms. Haley Widby's
5 educator license be revoked. Ms. Widby is here
6 today, and she is here with her counsel, Andrea
7 Brock. The PLSB will be represented by Taylor Dugan
8 in this matter.

9 And if I may, I'd like to go over the procedures
10 for this hearing.

11 CHAIRMAN ZOOK: Thank you.

12 MS. FRENO: Thank you.

13 Ms. Widby may make a statement for up to 10
14 minutes, followed by Mr. Dugan making a statement for
15 10 minutes as well. The Chair may always grant
16 additional time as she deems appropriate. The Board
17 Members may ask questions during this hearing at any
18 time to either the PLSB investigator and either of
19 the attorneys or to the Educator herself.

20 Now this hearing is kind of a little different
21 than what you're used to, so I want to -- you know,
22 if you have any questions just please let me know.

23 Ms. Widby has made two objections with regard to
24 the decision of the Ethics Hearing Subcommittee. The
25 first is that the hearing was not conducted in the

1 timeframe set forth in law -- in the law for an
2 investigation to go forward. And she alleges that
3 for that reason alone, because of alleged
4 untimeliness, this should not even be heard at all.
5 So that is the first item that you should consider.
6 And then, you know, I would suggest that you vote on
7 that first before you move forward. Now the Ethics
8 Hearing Subcommittee did find that this matter was
9 not barred from going forward by time, but that is
10 something that you will need to decide.

11 The second objection that Ms. Widby has --
12 normally, you all would make Findings of Fact and
13 Conclusions of Law and determine what the appropriate
14 sanction is; that's what you're used to. In this
15 case Ms. Widby has stipulated, which she has agreed
16 that she did violate Standard 1 by sending
17 inappropriate text messages to a student. She does
18 object, however, to the sanction that was imposed,
19 which is revocation. So you all would have the
20 obligation to determine whether or not that sanction
21 was appropriate -- and, of course, you can either
22 uphold it or you can modify it.

23 Ms. Widby's lawyer and Mr. Dugan have agreed
24 that they -- because there is 10 minutes they're
25 going to split those so that you all can hear the

1 first objection first for 5 minutes. And then, of
2 course, Madam Chair, you always can extend time as
3 needed.

4 CHAIRMAN ZOOK: Okay.

5 MS. FRENO: And based upon the decision on that,
6 then the other 5 minutes would be left for the
7 remainder of the matter. So there will be questions
8 --

9 CHAIRMAN ZOOK: And so they'll be speaking to
10 the timeliness initially?

11 MS. FRENO: Yes.

12 CHAIRMAN ZOOK: Okay.

13 MS. FRENO: Timeliness initially.

14 CHAIRMAN ZOOK: Okay.

15 MS. FRENO: And if anyone has any questions,
16 I'll be happy to answer them. Otherwise, I'll turn
17 the floor over to Ms. Widby.

18 CHAIRMAN ZOOK: Do any of you have questions of
19 Ms. Freno at this point? Everybody clear?

20 Okay.

21 MS. FRENO: Okay. Thank you.

22 CHAIRMAN ZOOK: Thank you.

23 If you are -- might be giving testimony, if you
24 will raise your right hand. Do you swear or affirm
25 that the testimony you're about to give shall be the

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

2 MS. WIDBY: I do.

3 CHAIRMAN ZOOK: Thank you.

4 MS. BROCK: Good morning. My name is Andrea
5 Brock; I'm an attorney from Forrest City, and I do
6 represent Ms. Widby and have since the initial
7 process began.

8 I think it might be helpful -- I believe that
9 you have the transcripts -- or the transcript in the
10 exhibits attached to that available. And on page 216
11 -- I didn't bring my glasses, I believe that's what
12 it says, 216 -- there is actually a timeline that Mr.
13 Dugan was so wonderful to prepare. And that's -- I
14 think that that is the most helpful thing when
15 considering this argument.

16 MR. DUGAN: Do you want me to pass these out?

17 MS. BROCK: Sure, that would be great.

18 CHAIRMAN ZOOK: Thank you.

19 (WHEREUPON, A-2 Exhibit One (1), the timeline,
20 was marked for identification and entered into
21 evidence.)

22 MS. BROCK: As you can see, the investigation in
23 this matter was authorized on April 7, 2017. Then,
24 on July 10, 2017, a Reasonable Belief of Violation
25 Determination and Recommendation letter was issued,

1 whereby the Ethics Subcommittee recommended permanent
2 revocation of my client's teacher's license. On July
3 17th the letter was actually issued to my client,
4 notifying her of that recommendation. And then on
5 August 16th I objected to that and rejected that
6 recommendation on behalf of the Educator, Ms. Haley
7 Widby. The hearing, the evidentiary hearing was not
8 conducted until September 20, 2019.

9 I would point out that the first time that the
10 hearing was scheduled was in, I believe, November of
11 2017, when a letter went out, and it was actually
12 scheduled to take place in January '18. The only
13 continuance requested by my client -- because I think
14 that that's important for you all to understand --
15 was because of inclement weather the week of that
16 January date, which I pointed out in the objection
17 that I filed. The January date and even the notice
18 of November were far beyond the deadline set forth by
19 the statute.

20 The relevant statute is Arkansas Code Annotated
21 Section 6-17-428, and it provides that the ethics
22 committee shall complete its investigation of an
23 ethics complaint and take action within 180 days of
24 authorizing the investigation of that complaint in
25 the event a hearing is conducted. And since a

1 hearing was requested in this matter, that is the
2 provision that would apply, rather than the 150 days.

3 The legislature defines what it means to take
4 action, which is "or to have acted upon something as
5 meaning that the State Board of Education has taken
6 an action to address an ethics complaint by revoking,
7 suspending, or imposing another sanction on that
8 Educator's license." The reason that I have brought
9 this particular constitutional argument before the
10 Board is because in doing research about this
11 particular issue I did note that if I don't raise
12 this on behalf of my client at every level, then when
13 -- if we were to have to proceed to a court for an
14 appeal I would have waived that on her behalf. And
15 so I don't want in any way to waive any of her
16 rights.

17 And I would just like to state for argument
18 purposes and for clarifying what our position is, we
19 understand that Ms. Widby as an educator has
20 responsibilities and that the Board of Education is
21 responsible for then seeing those responsibilities
22 are met. But she also has rights. And this Board is
23 created by statute. Without the statute, the Board
24 of Education doesn't exist. Therefore, the authority
25 and the action that can be taken by the Board has to

1 be given by the legislature, and the Arkansas
2 Legislature has clearly set forth the timeframe in
3 which action can be taken.

4 It's my understanding that Mr. Dugan's response,
5 based on I'm sure a heavy workload, which I don't
6 dispute that they probably -- that they have, is that
7 it seems impossible sometimes for them to meet the
8 statutory requirement of 180 days. But the fact is
9 that is what the law requires and it is a "shall;" it
10 is a mandatory requirement. As Mr. Dugan pointed out
11 in his response to my objection, we are to consider
12 what the legislature states, what that statute says,
13 in just its plain meaning. And I feel confident that
14 everybody on this board understands "shall." It
15 means shall; it is mandatory.

16 The statute wasn't met and it's our position
17 that the Board then lacks jurisdiction when the time
18 passes to act further. And so we would ask then that
19 this action against my client be dismissed.

20 CHAIRMAN ZOOK: Okay. Thank you.

21 MS. BROCK: Thank you.

22 CHAIRMAN ZOOK: And I'm assuming the 180 days is
23 calendar days, not work days. Either way, it's
24 beyond, but --

25 MS. BROCK: They are calendar days. And under

1 the rules anything over 14 days -- it's my
2 understanding from the Rules of Civil Procedure
3 anything over 14 days you count by actual calendar
4 days, not business days.

5 CHAIRMAN ZOOK: Okay. Thank you.

6 Mr. Dugan.

7 MR. PEKRON: Can I ask a question first?

8 CHAIRMAN ZOOK: Mr. Pekron.

9 MS. BROCK: Sure. I'm sorry.

10 MR. PEKRON: Counsel, do you have any case law
11 supporting or discussing what happens for a failure
12 to finish the investigation within that period?

13 MS. BROCK: Right. There is not anything. And
14 I think that Mr. Dugan has pointed that out.
15 Unfortunately -- or maybe fortunately, a lot of these
16 things don't end up before the Supreme Court. The
17 case law just simply deals with the fact that boards
18 or agencies are creatures of statute, and therefore
19 their authority has to come from the legislature;
20 they can't act outside the authority. And so that
21 would be my basis for arguing the jurisdictional
22 argument, which other cases do address, just not in
23 this specific board.

24 CHAIRMAN ZOOK: Any other questions?

25 Mr. Dugan.

1 MR. DUGAN: Good morning. Taylor Dugan,
2 attorney for the Division of Elementary and Secondary
3 Education.

4 And I just spoke with my opposing counsel. I
5 did copy that relevant part of the statute, 6-17-
6 428(k), and so I would like to pass that out to the
7 Board Members, if I may, Madam Chair. So that I
8 think will help guide, what the statute says, as far
9 as when y'all are looking at this and coming up to a
10 determination on whether or not this case should be
11 dismissed for the timeline --

12 CHAIRMAN ZOOK: Sure. Thank you.

13 (WHEREUPON, A-2 Exhibit Two (2) was marked for
14 identification and entered into evidence.)

15 MR. DUGAN: Because it is a rather extensive
16 statute -- and so that is the relevant section as far
17 as the argument that is -- today that is being
18 considered as far as whether or not the PLSB followed
19 this timeline.

20 The original exhibit that was just discussed, as
21 far as the timeline that we've put together to aid
22 the Evidentiary Hearing Panel as far as following it,
23 I do agree that this is exactly what happened in this
24 case. The statute does say "shall;" Arkansas Code
25 Annotated 6-17-428 does say "shall." It's the PLSB's

1 position that this timeline is directory; it's not
2 mandatory. The case that we rely on that we put in
3 and cited to the brief that the PLSB filed is Farm
4 Service, Inc. -- excuse me -- Slusser v. Farm
5 Service, Inc.

6 And, Mr. Pekron, I did print off copies of it,
7 but I seem to have left them in my office. But I do
8 have some.

9 MR. PEKRON: What's the cite for it?

10 MR. DUGAN: The cite for it is 359 Ark. 392.

11 And the reason the PLSB relies on this case is
12 because they looked at a statute dealing with farm
13 supplies, pretty much seeds. And in that case the
14 person who wanted to take action was supposed to --
15 when they found out there was issues with these
16 seeds, they were supposed to go to arbitration,
17 because the statute required it, within 10 days of
18 noticing that defect in order for them to file a
19 claim in circuit court. And in that case this
20 gentleman failed to do that, and so The Court
21 discusses the fact that for the failure to not do
22 that first thing you don't get the benefit of having
23 this legal action.

24 And so it's the PLSB's position that the statute
25 doesn't give any consequence. Yes, it says you shall

1 take these actions within a certain timeframe, but
2 then it doesn't specifically state if that happened
3 then the case has to be dismissed -- or if that
4 happens, the sanction has to be lower. So it's our
5 position that this timeline that is in the statute is
6 directory, that it's not mandatory.

7 But, secondly, this case itself, I think the
8 timeline was followed within reasonable
9 circumstances. Because when you look at the sheet
10 that we have provided to the Board here -- so the
11 authorization was 4/7/2017, and then the Reasonable
12 Belief -- because this case is so old that this is
13 when they used the term Reasonable Belief instead of
14 Initial Determination and Recommendation -- but the
15 Reasonable Belief was found on July 10, 2017. The
16 Ethics Subcommittee had taken action by recommending
17 a revocation of Ms. Widby's license on -- when she
18 received that notice around mid-July. So that taking
19 action there would've been within about 94 days of
20 the authorization, because the authorization was on
21 7/6/2017; receiving the notice that the Ethics
22 Subcommittee was wanting to revoke that license,
23 which was going to be within -- mid-July would be
24 well within that timeframe. And so when you look at
25 the rules for the Code of Ethics for Arkansas

1 Educators it defines "take action." "Take action"
2 means that based on the preponderance of the evidence
3 the Ethics Subcommittee -- if the Ethics Hearing
4 Subcommittee makes a determination and recommendation
5 based on an ethics complaint. So I would argue that
6 there was -- that action was took as far as making
7 the recommendation.

8 Now the first continuance was requested by the
9 Educator. And then, as y'all saw throughout the
10 packet that was provided to the Panel, my predecessor
11 had sent a letter to the Educator saying, "Hey, I've
12 been trying to get in contact with you." This letter
13 was sent in July of 2018; and so, "Let's try to
14 settle this case." So then there was a settlement
15 conference on September 24, 2018, where the motion
16 was to settle the case for a suspension instead of
17 revocation. And the Ethics Hearing Subcommittee
18 rejected that recommendation, and so said it would go
19 for a hearing. And so when I inherited these cases
20 within the first week I set this case for a hearing
21 and we had the hearing on September 20, 2019. There
22 was continuances in this case. The Ethics
23 Subcommittee took action within 94 days of the
24 authorization of the complaint; so I would say that
25 we are even within that "shall" of that timeline.

1 And as I stated earlier that the PLSB's position
2 is that this timeline is directory, not mandatory.
3 So I would ask this Board to take that into
4 consideration and deny Ms. Widby's motion to dismiss
5 this case and proceed on to hear whether or not the
6 sanction is sufficient in this case.

7 (TIMER BELL RINGS)

8 MR. DUGAN: Thank you.

9 CHAIRMAN ZOOK: Thank you.

10 MR. PEKRON: Can I ask a couple of questions?

11 CHAIRMAN ZOOK: Sure.

12 MR. DUGAN: Yes, sir.

13 CHAIRMAN ZOOK: Mr. Pekron.

14 MR. PEKRON: Mr. Dugan, can you -- I'm sorry, I
15 kind of got lost there at the end. Can you explain
16 once again how you believe you would be within the
17 statute --

18 CHAIRMAN ZOOK: Microphone.

19 MR. PEKRON: -- even if it is mandatory?

20 MR. DUGAN: So the statute says, when you look
21 at 6-17-428, the Ethics Subcommittee shall complete
22 its investigation of an ethics complaint and take
23 action within 150 days of authorizing the
24 investigation of an ethics complaint; or if a hearing
25 is conducted, within 180 days of authorizing the

1 investigation of the complaint. So the "take action"
2 -- you know, in the rules where it states that the
3 Ethics Subcommittee or Ethics Hearing Subcommittee --
4 I would even argue that it could be interpreted that
5 the Ethics Subcommittee, the first level -- because
6 in these cases the Educators get a good bit of due
7 process to have the first committee. The Ethics
8 Subcommittee reviews a report; they just have that
9 report, and then they make a determination from that
10 report. Then if they reject it, they can go to an
11 evidentiary hearing and then have witnesses and
12 people can make their case and the Evidentiary
13 Hearing Panel can make a determination. In this case
14 the Ethics Subcommittee, that first level, took
15 action, recommended revocation within 94 days of the
16 authorization. So I could even look at that as there
17 was action taken; that could be an interpretation of
18 it.

19 MR. PEKRON: So you're relying on this July 10,
20 2017 Reasonable Belief?

21 MR. DUGAN: Correct, around that timeframe.

22 MR. PEKRON: Then I also wanted to ask about
23 this Slusser case. I'm just reading it here quickly.
24 I'm not sure -- I'm putting on my Judge hat for a
25 minute.

1 MR. DUGAN: Yeah.

2 MR. PEKRON: I'm not sure how that helps you
3 here, because it seems to me in that case The Court
4 says "shall" means shall and that's a condition
5 precedent to taking any action.

6 MR. DUGAN: True. And so the thing that really
7 in that case that I would like to point the Board to
8 is when they are talking about -- so they talk about
9 two cases from other jurisdictions, Illinois and
10 Florida. But when they're talking about the Illinois
11 statute this court says, "But, again, the Illinois
12 statute did not include mandatory, the word "shall,"
13 nor did it state the submission of the claim was a
14 pre-requisite." And so the Arkansas statute at issue
15 in the instant case is different; it mandates that a
16 complaint be filed with the Plant Board within 10
17 days of discovering the defect and that this is a
18 prerequisite for any legal action. Thus, the
19 consequences for failure to act are spelled out in
20 Section 223-12 -- 102(a).

21 So our argument here is that this statute
22 doesn't set out a consequence. That specific statute
23 in this case here did. It said you have to do this
24 within 10 days in order to get this remedy. And
25 this, our statute, it just says "shall." It doesn't

1 say, "Hey, if you don't follow this it's revoked" or
2 "if you don't follow this, then there's a dismissal."
3 So our interpretation is that, yes, since it does not
4 have an actual consequence that "shall" -- it's more
5 directory than mandatory.

6 MR. PEKRON: I think if it just said shall
7 complete its investigation of an ethics complaint,
8 colon, I'd be more compelled to agree with your
9 argument.

10 MR. DUGAN: Okay.

11 MR. PEKRON: But since it says "and take action"
12 it seems to me that that's a time limit on when
13 action can be taken.

14 MR. DUGAN: Right. And so then I would rely
15 then on my second argument that in this case there
16 was -- the Ethics Subcommittee made a recommendation.
17 And also to point back to in this case -- also in the
18 statute where it says "the time limitation imposed
19 under this section may be waived when reasonable
20 under certain circumstances, including, without
21 limitation, inclement weather, state or national
22 emergencies, or other unforeseeable events by the
23 Educator if the time limitation is imposed upon the
24 Ethics Subcommittee, or Ethics Subcommittee if the
25 time limitation is imposed upon the Educator."

1 So I would also argue here that in this case
2 specifically it was reasonable by the time we
3 received the request for a hearing; that that hearing
4 notice that was sent out in November of 2017 set that
5 hearing for January 2018; it was continued by the
6 Educator. And then for nine months -- like I said,
7 my predecessor is no longer here, but I did find that
8 letter that said, "Hey, we've been trying to get in
9 contact with you; let's try to settle this case." So
10 then I would assume that, since there was discussions
11 of settlement, because they had a settlement hearing
12 in September of 2018, that this is not just a case
13 where it just sat there a hundred-percent stagnant
14 for two-and-a-half years. Obviously, you know, cases
15 get continued and things of that sort to where -- the
16 unclean hands doctrine, like I put in my brief -- to
17 where, you know, here we're coming asking for relief
18 from this Board to dismiss this case; however, there
19 was a continuance there, there was a settlement
20 conference within that timeframe to try to get the
21 case settled to where -- I would agree if it was --
22 just one-hundred percent just sat there stagnant and
23 there was no action going on; then, yeah, that would
24 be unacceptable. But in this case I think that it
25 was well within reason.

1 MR. PEKRON: And I know that really shouldn't
2 affect how I read this, but I'm going to ask it
3 anyway: if we were to hold that this 150-day or 180-
4 day is mandatory, how many other cases are we going
5 to see going forward where these same arguments are
6 being made? Or do you typically get these resolved
7 within that time period?

8 MR. DUGAN: So a good majority of the cases,
9 they go through this process; they go through -- it
10 goes before the Subcommittee for an authorization;
11 the Subcommittee authorizes the complaint. Then the
12 investigators go out and investigate that case, and
13 then it goes before that Subcommittee and they make a
14 recommendation and then it's accepted. And so -- and
15 then it comes before the State Board; it is done.
16 However, when there is a hearing involved it takes a
17 lot longer, and the reason why is because you've got
18 the way -- all our panel members, they are volunteer.
19 We've had Ms. Saracini here, who's fantastic.

20 And thank you for coming and helping us keep up,
21 on track, getting these cases caught up.

22 But we've got to get a hearing panel set; we've
23 got to get, you know, our court reporter, and we've
24 got to get witnesses also available so they can
25 testify. So sometimes those types of situations just

1 make it difficult to have it within 30 days, because
2 of that statute saying that 180 days. But I couldn't
3 give an exact number, but there would be some.

4 MR. PEKRON: Okay.

5 MR. DUGAN: But, again, I would argue again, Mr.
6 Pekron, that -- and the same thing with this case --
7 is that it's reasonable within those circumstances
8 because, again, also it could be the other side's
9 attorney that needs a continuance or something like
10 that. And so -- but, yes, sir. I mean there will --
11 just like y'all saw last month, we had a case from
12 2017.

13 CHAIRMAN ZOOK: I have a question.

14 MR. DUGAN: Yes, ma'am.

15 CHAIRMAN ZOOK: Was the objection on the
16 timeline brought up during any of this time, or is
17 that a recent objection that has come forth?

18 MR. DUGAN: No, ma'am. Ms. Brock did raise that
19 objection in -- after that settlement conference,
20 September 2018, and then I came onboard late April on
21 these cases. And so when I saw that scheduled for a
22 hearing -- and so it was argued before the
23 Evidentiary Hearing Panel and they did deny that
24 motion. And the case did continue to a hearing and
25 that's how we're here today. And they had voted for

1 a revocation in that -- both levels.

2 CHAIRMAN ZOOK: Okay. Does anyone else have a
3 question?

4 Okay. So it's my understanding that we now will
5 vote whether or not the hearing would go forward
6 based on whether we think "shall" means shall or
7 "shall" is a suggestion.

8 MR. DUGAN: Or in this case whether or not that
9 it should be dismissed because we failed to adhere to
10 that timeline.

11 And, Ms. Brock, did you -- if the -- Madam Chair
12 allows.

13 CHAIRMAN ZOOK: Oh, you're wanting to say
14 something?

15 MS. BROCK: Yes.

16 CHAIRMAN ZOOK: Yes. Absolutely.

17 And, Ms. Freno, is there any reason I can't let
18 her speak at this point?

19 MS. FRENO: No reason.

20 MS. BROCK: And I will be brief.

21 CHAIRMAN ZOOK: Yeah.

22 MS. BROCK: Thank you.

23 CHAIRMAN ZOOK: Pull that down so I can see you
24 and so they can hear you.

25 MS. BROCK: Yeah, because I can't see.

1 CHAIRMAN ZOOK: Okay, thanks.

2 MS. BROCK: I have my glasses this time.

3 I just wanted to address a couple of things that
4 came up that weren't addressed when I initially spoke
5 to you all. Mr. Dugan had asked for the Board to
6 consider that action was taken when the Reasonable
7 Belief letter was sent out. However, I want to point
8 -- I think it's very important to look at the
9 statutory language. It states that the investigation
10 of the ethics complaint and action taken is to be
11 completed within that 180 days, in the event a
12 hearing is conducted. So it is clear -- there's a
13 different timeline if a hearing isn't requested, and
14 that's 150 days. So if the action taken was just the
15 Reasonable Belief letter, it wouldn't even provide
16 for time for a hearing to be requested. So clearly
17 that letter is not what is meant by "action taken."

18 And in fact rather than a rule that sets forth
19 what it means for action to be taken, I have cited
20 the statute in Arkansas Code Section 16-17-428 and it
21 specifically defines that term that "action taken"
22 means that the State Board of Education has taken an
23 action to address the complaint by revoking,
24 suspending, or imposing another sanction. So that is
25 not the committee; that is the Board. And I just

1 wanted to clarify that.

2 CHAIRMAN ZOOK: Okay. Is your client currently
3 working?

4 MS. BROCK: Is she working?

5 CHAIRMAN ZOOK: Uh-huh.

6 MS. BROCK: She is working.

7 CHAIRMAN ZOOK: I mean not working-working. Is
8 she currently employed as an educator in Arkansas?

9 MS. BROCK: No, Your Honor.

10 CHAIRMAN ZOOK: Okay, thanks.

11 MS. BROCK: I mean not Your Honor. I'm used to
12 that.

13 CHAIRMAN ZOOK: That's all right. It doesn't
14 matter.

15 MS. BROCK: Honorable.

16 CHAIRMAN ZOOK: They may have promoted me; I
17 mean, who knows.

18 MS. BROCK: I'm so used to having to say that
19 when I argue before a Judge.

20 CHAIRMAN ZOOK: That's fine.

21 MS. BROCK: I've got many here today.

22 CHAIRMAN ZOOK: That's right.

23 MS. BROCK: So also in connection with the
24 argument that this is directory, not mandatory, I'm
25 just not sure what directory means. But I do know

1 that the law even cited by Mr. Dugan states that we
2 go by -- when we interpret a statute -- and that's
3 what I'm asking you all to do today, to just go by
4 the clear language and it says "shall." And that's
5 what I'm asking you to enforce.

6 CHAIRMAN ZOOK: Okay. Thank you.

7 MS. BROCK: Thank you.

8 MS. BROCK: Also, I would point -- I'm sorry --
9 we were asked -- and it is included in the transcript
10 at page 185 -- I was asked by the prior Counsel to
11 sign a waiver of my client's rights to this
12 timeliness and to this 180 days. And you'll note
13 that it's in there because I refused to sign it and
14 it is not signed. We do not waive that.

15 CHAIRMAN ZOOK: Okay. Do I hear a motion, one
16 way or the other, regarding the timeliness of the
17 hearing based on the arguments that you've heard?

18 MR. PEKRON: I don't like the result. You know,
19 I know that Mr. Dugan works hard and his staff works
20 hard. I don't think this was his fault; I think this
21 was someone else's. But I think the statute says
22 what it says and the Assembly intended to give the
23 teachers a right to expeditious resolution on things
24 like this, and I think Counsel for Ms. Widby has it
25 correct.

1 And so I would move to dismiss the complaint for
2 lack of timeliness.

3 CHAIRMAN ZOOK: Okay. We have a motion by Mr.
4 Pekron to dismiss the complaint based on the
5 timeliness.

6 Do I have a second?

7 MR. WILLIAMSON: Second.

8 CHAIRMAN ZOOK: Second by Mr. Williamson.

9 I guess we should take a roll-call vote.

10 DR. MOORE: May I ask a question --

11 CHAIRMAN ZOOK: You certainly may.

12 DR. MOORE: -- of Mr. Dugan?

13 CHAIRMAN ZOOK: If you'll pull it up straight.

14 DR. MOORE: If that motion were to go through,
15 does that mean -- what are the results of that?

16 MR. DUGAN: That this case would be dismissed,
17 that there would be -- it would be done on that, you
18 know, point. So --

19 DR. MOORE: And so there would be no information
20 on a teacher license or any of that?

21 MR. DUGAN: Correct. Yeah. So there's -- kind
22 of like Ms. Brock said. And I think Ms. Zook asked a
23 good question is has this person been teaching.
24 Until there's an actual State Board action on
25 someone, their license has no action taken against

1 it. So you're correct.

2 DR. MOORE: So they could continue to teach?

3 MR. DUGAN: Correct. Yes. There would be,
4 yeah, no action. So, yeah.

5 DR. MOORE: Okay. Thank you.

6 MS. NEWTON: Could there be any trainings agreed
7 to?

8 MR. DUGAN: (Shaking head from side to side.)

9 MS. NEWTON: Nothing could happen?

10 MR. DUGAN: Yeah, it's dismissed. Yeah.

11 CHAIRMAN ZOOK: You know, I think the concern
12 that the Board always has is the people that are
13 allowed to be with the children. But I also
14 understand that "shall" -- at least when it comes to
15 us, in statute and law "shall" means shall.

16 And so -- well, we'll have a roll-call vote now.

17 Mr. Secretary.

18 SECRETARY KEY: Dr. Moore.

19 DR. MOORE: (silence)

20 SECRETARY KEY: Dr. Moore.

21 DR. MOORE: (silence)

22 SECRETARY KEY: Mr. Williamson.

23 MR. WILLIAMSON: Yes.

24 SECRETARY KEY: Ms. McFetridge.

25 MS. MCFETRIDGE: Yes.

1 SECRETARY KEY: Ms. Dean.

2 MS. DEAN: (silence)

3 SECRETARY KEY: Ms. Dean.

4 MS. DEAN: (silence)

5 SECRETARY KEY: Ms. Chambers.

6 MS. CHAMBERS: Yes.

7 SECRETARY KEY: Dr. Hill.

8 DR. HILL: Yes.

9 SECRETARY KEY: Ms. Newton.

10 MS. NEWTON: (silence)

11 SECRETARY KEY: Ms. Newton.

12 MS. NEWTON: (silence)

13 SECRETARY KEY: Mr. Pekron.

14 MR. PEKRON: Yes.

15 SECRETARY KEY: 5 votes.

16 CHAIRMAN ZOOK: Okay. Motion passes.

17 I will say this -- one of the things that has
18 been expressed as troubling by this Board during the
19 years I've been on it is trying to weigh the
20 timeliness of something getting done as opposed to
21 taking a chance of an educator staying in the
22 classroom, when possibly, you know, that -- so, but I
23 also understand that the PLSB board is a volunteer
24 board; I also understand that they're limited on the
25 number of people that they have that go out and do

1 the investigations. So it could be that a
2 conversation with the legislators about these kinds
3 of things so you show best efforts in those regards.
4 I don't know if my Board agrees with me or not, but
5 this has come up quite frequently. Nothing to the
6 extent of the need to revoke a license but -- and I
7 know, you know, you all are the messengers and we
8 totally understand that.

9 But the case has been presented and the vote has
10 been taken, and so if you all want to leave --

11 I would just say that since the Educator did not
12 disagree with the facts of the violation, but they
13 didn't agree with the sanction that was placed, that
14 this has been a two-year opportunity to learn a very
15 valuable lesson.

16 So if y'all want to leave, you may.

17 Thank you, Mr. Dugan and Mr. James.

18 A-3: MULERIDER LEARNING EDUCATORS ADVANCED PRACTICUM (LEAP)

19 CHAIRMAN ZOOK: Okay. Next we have the
20 Mulerider Learning Educators Advanced Practicum, LEAP
21 for short. And the new Joan -- well, you don't look
22 -- you certainly have changed since the last time I
23 saw you.

24 MR. ROWLAND: Thank you. That was very kind.

25 Michael Rowland with the Division, filling in

1 for Joan Luneau.

2 CHAIRMAN ZOOK: Okay.

3 MR. ROWLAND: In August, the Board approved
4 Southern Arkansas University's LEAP program. Dr.
5 Neelie Dobbins with SAU will be presenting her
6 request to expand this program.

7 CHAIRMAN ZOOK: Okay.

8 DR. DOBBINS: Do you want all of us to introduce
9 ourselves first?

10 CHAIRMAN ZOOK: I think that --

11 DR. DOBBINS: We've got a whole group, so --

12 CHAIRMAN ZOOK: That's fine. I don't need to
13 swear anybody in; is that correct? I'm looking for
14 my lawyer's eye back there. You can just nod. Do I
15 need to swear these people in?

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

17 CHAIRMAN ZOOK: Okay. Thank you.

18 All right.

19 DR. DOBBINS: I'm Neelie Dobbins from Southern
20 Arkansas University.

21 SUPT. TUCKER: Jim Tucker, superintendent, El
22 Dorado School District.

23 CHAIRMAN ZOOK: Good to see you, Mr. Tucker.

24 SUPT. TUCKER: Good to see you.

25 MS. MCCALL: Javana McCall, Special Programs

1 Coordinator, Camden-Fairview.

2 SUPT. EDWARDS: Robert Edwards, superintendent,
3 Lafayette County Schools.

4 MS. ANDERSON: Opal Anderson, Federal Programs
5 and Curriculum in Lafayette County.

6 SUPT. FAWCETT: Wayne Fawcett, superintendent,
7 Paris School District.

8 CHAIRMAN ZOOK: Good to see each of you.

9 Now, let's hear from you.

10 DR. DOBBINS: Okay. So we came to you guys in
11 August and talked about our Mulerider LEAP program.
12 And we have piloted it in Magnolia School District
13 with two of our student teachers this term, and it
14 has gone awesome; so that is a big positive. Support
15 is the key; that is one thing that we have insured.
16 The districts have been great in support. And one of
17 the good things that we have seen is that the
18 teachers that these candidates are working with have
19 rallied around them in those schools and really
20 supported them as well, and so it's been very
21 successful. Both of those candidates have been
22 offered the teaching position to start in January.
23 So we're really excited about it.

24 With that being said, we had a lot of school
25 districts that we've shared the information with and

1 they are excited to jump onboard. We are working
2 with paraprofessionals and our student teaching candidates in
3 this. So they're in their last semester. Just kind
4 of a reminder it would be their very last culminating
5 field experience that our candidates would be in.
6 For middle school and elementary programs it's a
7 little bit different based on the GPA because of
8 those content courses for middle school and secondary
9 people. But all licensure exams have to be passed to
10 include the PLT right now, which SAU is continuing to
11 use as one of our exit. So they would have to have
12 it and all of their content tests passed to be in the
13 program, to be accepted.

14 This spring we have 20 candidates that are
15 currently eligible, and 10 of them have said that if
16 a position becomes available that they would like to
17 do that; the other 10 have declined. And we are
18 allowing our students that choice because if they
19 don't feel like they're ready we sure don't want them
20 out there doing that.

21 And so we're asking for you guys to allow these
22 districts to partner with us in this same type of
23 experience.

24 CHAIRMAN ZOOK: Okay. Do we have any questions?

25 Dr. Moore.

1 DR. MOORE: Yes. Thank you all for being here
2 today.

3 Are we, timeline, talking about students being
4 placed this spring in classes or for next fall?

5 DR. DOBBINS: Yes, so for this spring.

6 DR. MOORE: Okay. I do have some concerns about
7 that and wonder at what grade levels will -- is it
8 block scheduling, who are they replacing, and that
9 kind of thing?

10 DR. DOBBINS: Oh, so like in the schools who are
11 they replacing?

12 DR. MOORE: Yes. And then maybe I'll go ahead
13 and ask all my questions --

14 DR. DOBBINS: You're good.

15 DR. MOORE: -- and then whoever feels the best
16 able --

17 DR. DOBBINS: Okay.

18 DR. MOORE: -- can answer it. I think this is a
19 great program and one we've seen in other places. We
20 last month had Fort Smith here, and their model, UA-
21 FS, was very intensive in which the teacher was --
22 the teacher of record was that mentor and pushing
23 into that classroom the whole time. And I know that
24 you all might not have the capacity to do that. But
25 I do want to reiterate what you said in which that

1 mentor is so critical, and so that if you all are
2 giving them the ability to spend more time than just
3 a normal first year teacher I want to hear about
4 that.

5 And then I guess I do have one last question for
6 Paris. There's some -- I have a little bit of
7 concern about the distance from SAU and how y'all are
8 going to overcome that --

9 DR. DOBBINS: Okay.

10 DR. MOORE: -- in that regard.

11 DR. DOBBINS: Okay. So I can -- let me give you
12 some -- the big overview and then if anybody wants to
13 jump in, you guys are all welcome.

14 So, one of the things is that we actually have
15 an adjunct that works really closely with us that is
16 the assistant superintendent. Correct?

17 SUPT. TUCKER: Correct.

18 DR. DOBBINS: Yes, okay, in Paris. And so she
19 works with us a lot and deals with any -- like so any
20 time we have northern placements in that area she
21 works closely with them.

22 DR. MOORE: Awesome.

23 DR. DOBBINS: So that helps with the Paris part.

24 So some of the things -- when you were asking
25 about why a transition -- like what's happening, I

1 know that when we've talked with our districts we
2 have some sick -- so it's some "sick" situations that
3 are taking place. We had a teacher that actually
4 just is leaving. So it's some of those kinds of
5 situations. And to fill these positions we are
6 providing the districts with information on the
7 eligible candidates based on their need, and then
8 they're able to interview and those kinds of things
9 to decide if they want our candidates or not.
10 Obviously, our candidates -- if there is a teacher
11 that is licensed and able to go into the classroom at
12 that time that would be our expectation. We do not
13 want them to choose our candidates over a certified
14 teacher. But in the case that there's not someone
15 that can do that that's when we want to step in and
16 be able to help, because we feel like our candidates
17 are prepared and ready, especially if we have that
18 support piece. And if Magnolia was here I think they
19 could speak and provide a little bit more of that.
20 But Magnolia not only has worked in -- they have
21 instructional facilitators in those classrooms a lot.
22 On our end, we as university supervisors are working
23 with those candidates; we're in contact at least two
24 to three days a week, "How was school today," "Do you
25 have any questions," "What are" -- those kinds of

1 things. So our university supervisors have really
2 hands-on-the-ground insured that they're okay and are
3 checking with colleagues beside them -- you know, how
4 are things going there -- and instructional
5 facilitators. So we're trying to get multiple
6 perspectives with these candidates to insure that
7 that support is in place for them.

8 DR. MOORE: Okay.

9 DR. DOBBINS: Does anybody --

10 SUPT. TUCKER: Yeah, I do.

11 Okay. So, Dr. Moore, in regards to your comment
12 about teacher support, in the El Dorado School
13 District, on our seven campuses we have a math
14 instructional facilitator and a literacy
15 instructional facilitator that provides support and
16 resources to teachers. This year we've partnered
17 with New Teacher Center out of California. We have a
18 very, I think, impressive new teacher induction
19 program to where every new teacher and second year
20 teacher and third year teacher have constant support
21 from a dedicated mentor that has extensive training.
22 First year teachers receive 180 minutes of mentor
23 time per month, and that's not counting the
24 instructional facilitators as well. So as far as
25 teacher support, we're ready. Yeah.

1 DR. MOORE: That's great. It is hard to be a
2 first year teacher, particularly walking in in the
3 middle of the year where you might walk into a
4 classroom with procedures already in place in that.
5 Do y'all feel that you are going to be pre-training
6 them, you know, before January so that when they're
7 walking in they're able to navigate that?

8 SUPT. TUCKER: We have professional development
9 time before the semester starts second semester that
10 we'll spend with that teacher.

11 DR. MOORE: Okay. Thank you.

12 SUPT. EDWARDS: In terms of the support, we have
13 a mentoring system in place. We have a highly
14 successful agri program. Our second teacher left us
15 unexpectedly. And we have a really strong main -- I
16 guess you would call it a main agri teacher. And she
17 referenced Dr. Kurets [ps] and my assistant
18 superintendent who has been, and still is, I believe
19 on the adjunct faculty for SAU. So we have the
20 support systems in place. Yes, putting a college --
21 soon-to-be college graduate in a high school class in
22 a plant science agri program is not ideal. But we
23 were -- we're facing a situation, not of our
24 choosing, with trying to replace this teacher to
25 continue a really strong agri program.

1 As far as the distance, it's my understanding --
2 and you can correct this -- I think that there are
3 some people that are interested that maybe have some
4 contacts in Russellville or in the area that maybe
5 they can stay with and make that commute. Now I may
6 be wrong about that, but --

7 DR. MOORE: Thank you.

8 SUPT. EDWARDS: I would just say at this time we
9 have no positions open, but would love the
10 opportunity to be able to partner with should
11 something come open. And we do have guidelines in
12 place for the training. Yes, ma'am.

13 MS. MCCALL: I would also like to speak to the
14 support that the teachers would be offered. We're
15 presently implementing the Professional Learning
16 Community at Work system. So we have collaborative
17 teams for our grade level teams, as well as content
18 area teams. So our teachers would have the support
19 of a team, as well as a mentor, and they would also
20 be enrolled in the new teacher institute at the co-
21 op.

22 MS. ANDERSON: And just to add to what Mr.
23 Edwards said, some of the things that we have in
24 place, we do have mentoring; we have teachers -- our
25 first year teachers, they do go to our local co-op

1 with mentoring. We also use some teachers sometimes
2 to help some of the new people. We have
3 instructional facilitators at our elementary campus
4 that could help the elementary staff, and also help
5 those that's at the high school.

6 CHAIRMAN ZOOK: Okay, thank you.

7 Anything else?

8 DR. MOORE: Yeah, I guess one more comment.

9 If there is an elementary teacher being placed,
10 would they go through the RISE training with the
11 district and receive additional reading training?

12 DR. DOBBINS: Yes. So not only are our
13 elementary teachers; we have been approved obviously
14 by the Department for our -- like our proficiency
15 pathway. So our candidates are getting nine hours
16 that have been approved through the Department for
17 that. But then also all of our candidates as they go
18 out are then put in training. Yeah.

19 DR. MOORE: Great. Thank you all for answering
20 my questions.

21 CHAIRMAN ZOOK: So is the reading test that's
22 going to be required, are y'all already administering
23 that?

24 DR. DOBBINS: Yes.

25 CHAIRMAN ZOOK: Okay. Okay.

1 And anybody else have a question before I
2 continue?

3 Okay. Thinking in terms of not only the mentor
4 but in buildings where the principal is a strong
5 instructional leader -- and we all know how critical
6 that is -- and also the -- emphasize the PD on the
7 classroom management, because if they're following
8 someone who maybe didn't have, as she says,
9 procedures down -- so we don't want to run them off
10 before they get started.

11 Okay. Do we have a motion?

12 MS. NEWTON: Move to approve.

13 CHAIRMAN ZOOK: Moved by Ms. Newton.

14 MR. WILLIAMSON: Second.

15 CHAIRMAN ZOOK: Second by Mr. Williamson.

16 All in favor?

17 (UNANIMOUS CHORUS OF AYES)

18 CHAIRMAN ZOOK: Congratulations. Your motion
19 passed.

20 DR. DOBBINS: Thank you.

21 CHAIRMAN ZOOK: Opposed?

22 DR. DOBBINS: We appreciate y'all.

23 CHAIRMAN ZOOK: Okay. Does anybody need a break
24 before we start the Charter Panel decision reviews?

25 Okay.

1 A-4: CONSIDERATION OF CHARTER AUTHORIZING PANEL DECISIONS -
2 SUMMARY INFORMATION

3 a) OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL AMENDMENT
4 REQUEST: ARKANSAS CONNECTIONS ACADEMY

5 CHAIRMAN ZOOK: We will start, Ms. Webb -- oh,
6 Ms. McLaughlin.

7 MS. McLAUGHLIN: Good morning. Kelly
8 McLaughlin, Charter School Office.

9 We have Arkansas Connections Academy. They were
10 approved on October 15, 2019. They had
11 representatives from the Academy appear from the
12 Charter Authorizing Panel requesting an amendment to
13 their charter. By a unanimous vote, the Panel
14 approved the request. The State Board may exercise a
15 right of review and conduct a hearing on the Charter
16 Authorizing Panel's determination at the State
17 Board's next meeting. So today you are just deciding
18 if you wish to review or not review. And we have Ms.
19 Darla Gardner, the superintendent, on the phone for
20 any questions.

21 CHAIRMAN ZOOK: Do any of you have any questions
22 of Ms. Gardner?

23 Do I have a motion?

24 MS. NEWTON: Move not to review.

25 CHAIRMAN ZOOK: Move not to review.

1 All in favor?

2 SECRETARY KEY: We need a second.

3 MS. DEAN: Second.

4 CHAIRMAN ZOOK: Oh, sorry; second. I got ahead
5 of myself.

6 All right. I have a motion by Ms. Newton,
7 second by Ms. Dean.

8 All in favor?

9 (UNANIMOUS CHORUS OF AYES)

10 CHAIRMAN ZOOK: Opposed?

11 Motion passes. Congratulations, Ms. Gardner.

12 SUPT. GARDNER: Thank you. Thank you very much.

13 CHAIRMAN ZOOK: Ms. Chambers, if you have
14 questions just jump in. So sometimes out-of-sight
15 and I fail to ask you, so please feel free to jump in
16 if you have something and I fail to mention it.

17 b) OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL AMENDMENT
18 REQUEST: LISA ACADEMY

19 CHAIRMAN ZOOK: Next is LISA Academy's request.

20 MS. McLAUGHLIN: On October 15, 2019,
21 representatives of LISA Academy appeared before the
22 Charter Authorizing Panel requesting amendments to
23 their charter. By a unanimous vote, the Panel
24 approved the request. The State Board may exercise a
25 right to review and conduct a hearing on the Panel's

1 determination. We do have Dr. Fatih Bogrek, Ms.
2 Luanne Baroni; we have the superintendent from Little
3 Rock Prep, Ms. Donna Broyles; and also the Little
4 Rock Prep school board president on the line for you
5 if you should have any questions.

6 CHAIRMAN ZOOK: Okay. This is basically LISA
7 doing for Little Rock Prep what they did in
8 Springdale when they took over an already-approved
9 charter. So the increase in their cap is like not an
10 increase in the seats in charters, but in fact it's
11 just an increase because of their current cap.

12 Do I have any questions of those on the phone,
13 or any comments, or questions of Ms. McLaughlin?

14 MS. McFETRIDGE: Yes, Ms. Zook.

15 CHAIRMAN ZOOK: Ms. McFetridge.

16 MS. McFETRIDGE: I have a question on their
17 counselors. To me it wasn't very clear as to how
18 many counselors they have on staff. And is there a
19 counselor at each one of their sites? I didn't think
20 it was very clear.

21 MS. McLAUGHLIN: I will let the school personnel
22 answer that question.

23 CHAIRMAN ZOOK: Who from LISA would like to
24 answer the question? And did you hear the question?

25 MS. BARONI: Yes, Madam Chair. This is Luanne

1 Baroni, assistant superintendent of LISA Academy.

2 And for the counselor question we asked for only
3 a waiver of two subsections for the certification and
4 for which plan we're going to use. We do have
5 counselors in all schools. We actually have more
6 than the required number of counselors in our
7 schools. So we are providing the services.

8 MS. McFETRIDGE: Okay. Thank you. That answers
9 my question.

10 CHAIRMAN ZOOK: Okay. Anything else?

11 Do I have a motion?

12 MR. PEKRON: Motion not to review.

13 MR. WILLIAMSON: Second.

14 CHAIRMAN ZOOK: Mr. Pekron moved to not review,
15 seconded by Mr. Williamson.

16 All in favor?

17 (UNANIMOUS CHORUS OF AYES)

18 CHAIRMAN ZOOK: Opposed?

19 Motion carries. Congratulations.

20 DR. BORGREK: Thank you.

21 MS. BARONI: Thank you very much.

22 MS. BROYLES: Thank you.

23 c) OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL AMENDMENT

24 REQUEST: RIVER VALLEY VIRTUAL ACADEMY

25 CHAIRMAN ZOOK: Next is River Valley Virtual

1 Academy.

2 MS. McLAUGHLIN: On October 15, 2019,
3 representatives of the River Valley Virtual Academy
4 appeared before the Charter Authorizing Panel
5 requesting an amendment to their charter. By a
6 unanimous vote, the Panel approved the request. And
7 the State Board may exercise their right to review
8 and conduct a hearing on the Panel's determination.
9 We do have Jennifer Feeny, the director of the
10 Academy, on the line for any questions.

11 CHAIRMAN ZOOK: Do I have any questions of Ms.
12 Feeny?

13 Do I have a motion?

14 MR. WILLIAMSON: Move to not review.

15 CHAIRMAN ZOOK: Moved by Mr. Williamson; second
16 by --

17 MS. NEWTON: Second.

18 CHAIRMAN ZOOK: -- Ms. Newton.

19 All in favor?

20 (UNANIMOUS CHORUS OF AYES)

21 CHAIRMAN ZOOK: All those opposed?

22 Motion passes. Congratulations, Ms. Feeny.

23 MS. FEENY: Thank you.

24 d) OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL AMENDMENT
25 REQUEST: THE EXCEL CENTER

1 CHAIRMAN ZOOK: Next is The Excel Center.

2 MS. McLAUGHLIN: On October 15, 2019,
3 representatives of The Excel Center appeared before
4 the Charter Authorizing Panel requesting an amendment
5 to their charter. By a unanimous vote, the Panel
6 approved the request. And the Board has the right to
7 review the Panel's decision at their next meeting.
8 We do have Ms. Tomeko Davis, the principal, present
9 in the meeting today, if you should have any
10 questions.

11 CHAIRMAN ZOOK: Okay. Any questions by a member
12 of the Board?

13 I think I'd like you to explain better to me
14 about the -- Ms. Hyatt -- the request they have
15 regarding counseling. And I think to reiterate, we
16 have paid particular attention to this since the
17 legislature moved that any waiver that a charter
18 gets, whether you have a student in that charter from
19 your district or not, that you also can request the
20 waiver. So would you help me understand what this
21 waiver entails in the counseling area?

22 MS. HYATT: Sure. Mary Claire Hyatt, Division
23 of Elementary and Secondary Education. It's going to
24 come naturally one day, I promise.

25 So I think there was some confusion because in

1 their original amendment request they had a more
2 broad request for the counseling waiver. Frequently
3 what happens during the Charter Authorizing Panel
4 meeting is that if I have legal concerns that a
5 waiver is too broad or too narrow, or the rationale
6 doesn't meet the request, I'll bring those up and a
7 lot of times the amendment request will be amended at
8 the Charter Authorizing Panel. So that's kind of
9 what happened here today; we narrowed the waiver
10 because they had asked for some of the sections of
11 the counseling law that they didn't actually need in
12 order to achieve whatever their intended goals are.
13 And I'll ask them -- I need to just peek at which
14 section they ended up keeping really quickly, if you
15 wouldn't mind.

16 CHAIRMAN ZOOK: Sure.

17 MS. HYATT: Thank you, Kelly.

18 So the only section of the counseling
19 legislation that they have asked for now in their
20 amendment request is just the one section about
21 licensure. They held a guidance counselor licensure
22 waiver in the previous legislation. They still have
23 a waiver under the standards. So this is really just
24 a shoring-it-up with the new -- with the change in
25 legislation from Act 190 of 2019.

1 CHAIRMAN ZOOK: So you're saying they may be a
2 licensed counselor or social worker or whatever, but
3 they may not be a guidance counselor as we think of
4 in the education field?

5 MS. HYATT: And Ms. Davis might want to provide
6 a little bit more information on exactly how they're
7 meeting the needs of their students.

8 CHAIRMAN ZOOK: I knew I'd get you up here, Ms.
9 Davis. If you'll identify yourself?

10 MS. DAVIS: Sure. Good morning. Tomeko Davis,
11 school director for The Excel Center.

12 So, yes. So they're not what you guys would
13 consider a licensed guidance counselor, but all of
14 our students do have a life coach who serve and does
15 those activities related to what a traditional
16 guidance counselor would do.

17 CHAIRMAN ZOOK: Okay.

18 Do we have anybody with questions or concerns
19 about that?

20 Dr. Moore.

21 DR. MOORE: Just to clarify, all of your
22 students are 18 or older; is that correct?

23 MS. DAVIS: 19 and above.

24 DR. MOORE: 19 and above. Okay. And y'all are
25 the only -- are y'all the only facility that does

1 this in the state?

2 MS. DAVIS: Yes.

3 DR. MOORE: Okay. It's exciting to hear some of
4 the things y'all are doing and hope that can grow
5 around the state as we do this. So, thank you for
6 coming today.

7 MS. DAVIS: Thank you.

8 CHAIRMAN ZOOK: Yeah. Any other questions,
9 comments?

10 Dr. -- well, I've promoted you now to Doctor. I
11 guess you do have a juris doctorate, so --

12 MS. HYATT: You can call me Doctor any time.

13 CHAIRMAN ZOOK: Do I have a motion?

14 MS. DEAN: Move to not review.

15 CHAIRMAN ZOOK: Moved by Ms. Dean to not review.
16 Second?

17 DR. MOORE: Second.

18 CHAIRMAN ZOOK: Second by Dr. Moore.

19 All in favor?

20 (UNANIMOUS CHORUS OF AYES)

21 CHAIRMAN ZOOK: Opposed?

22 Okay. You have your waiver. If you'd like to
23 go back to school, that would be great with us.

24 e) DISTRICT CONVERSION PUBLIC CHARTER SCHOOL

25 APPLICATION: ADVENTURE ONLINE ACADEMY

1 CHAIRMAN ZOOK: Next we have Consideration of
2 Charter Authorizing Panel Decision on District
3 Conversion Public Charter School Application for
4 Adventure Online. Ms. Webb.

5 MS. WEBB: On October 15, 2019, representatives
6 from the Adventure Online Academy appeared before the
7 Charter Authorizing Panel requesting a charter in the
8 Waldron School District. By a unanimous vote, the
9 Panel approved the request. The State Board may
10 exercise a right of review and conduct a hearing on
11 the Charter Authorizing Panel's determination of the
12 State Board -- at the State Board's next meeting.
13 And Mr. Fielding, who is the superintendent, is on
14 the line.

15 CHAIRMAN ZOOK: Okay. Anyone on this side have
16 questions?

17 Dr. Moore.

18 DR. MOORE: I do for Tracy -- or Ms. Webb, if
19 you don't mind.

20 So this is an online high school that will be
21 run by a local school district; correct?

22 MS. WEBB: Correct.

23 DR. MOORE: How many of those do we have in the
24 state now?

25 MS. WEBB: We have three -- I'd have to check on

1 that and get back with you.

2 DR. MOORE: Okay.

3 MS. WEBB: We have three open-enrollment that
4 are virtual only, but I'll have to check on the
5 district conversions.

6 DR. MOORE: Okay. I would like at some point --
7 and maybe this is a Friday thing -- but to get a
8 report of all those and what that looks like, because
9 to me it's very unique. I saw that they're using the
10 Edgenuity program. But I would like us to have a
11 deeper dive because it sounds like that's a growing
12 thing and something more districts are considering
13 for various reasons and want to learn from them and
14 also have them learn from each other, so --

15 MS. WEBB: Absolutely.

16 MS. HYATT: And I think we have three models for
17 doing the online right now; so we have the open-
18 enrollment, Arkansas Virtual, Arkansas Connections.
19 We have the district conversions, which this would be
20 a district conversion. And then we do have some
21 traditional public schools doing online programs
22 without a conversion status.

23 DR. MOORE: Yeah.

24 MS. HYATT: So there are all different kinds.
25 And I think we'd be happy to provide something to

1 you.

2 DR. MOORE: Thank y'all.

3 CHAIRMAN ZOOK: Okay. I think -- Ms. Fielding
4 -- or Mr. Fielding -- sorry -- are you still on the
5 line?

6 Mr. Fielding?

7 (BRIEF MOMENT OF SILENCE)

8 CHAIRMAN ZOOK: He may have, okay, gone away, I
9 guess.

10 I think my question was -- I was in a Joint Ed.
11 Committee and one of the things that rears its head
12 in certain parts of the state is the lack of
13 connectivity. So are we -- if a student wanted to be
14 in this program is there a place --

15 MR. FIELDING: Yes.

16 CHAIRMAN ZOOK: Oh, there you are.

17 MR. FIELDING: Yes, I'm here.

18 CHAIRMAN ZOOK: All right. Thank you.

19 I was wondering about students in your district
20 who might want to participate but they may not have
21 the WiFi connectivity at their home. Is there some
22 place they can go either to have that access or to
23 download the lessons so they can work off-line at
24 their home?

25 MR. FIELDING: Yes, ma'am. We -- in our county

1 we are a countywide school. I don't know if you're
2 familiar with Waldron.

3 CHAIRMAN ZOOK: Yes.

4 MR. FIELDING: We're a small city in this
5 county. But we are currently working with our
6 Arkansas Valley Electric Cooperative. They're
7 actually working on running a lot of new fiber-optic
8 cables, which is going to help. But one of the
9 things that we're also going to offer was if a family
10 could not -- did not have access to internet we were
11 going to provide them with what they call a hot-spot
12 connector, which can give them access. We were also
13 going to offer them -- we have a central office, that
14 if a student needed to come up here to get wireless
15 access that they could do that also.

16 CHAIRMAN ZOOK: Okay. And I noticed you did not
17 request any waivers regarding the counseling. But I
18 was wondering will this put your counselors over the
19 limit?

20 MR. FIELDING: No, ma'am, it does not. We
21 actually -- like one of the other schools that was
22 talking just a little bit ago, we actually have more
23 counselors than we actually need for the number of
24 students that we have. And in addition to that, one
25 of the personnel that's going to be a part of this

1 program is actually a certified counselor. So it was
2 something that we took into consideration when we
3 started this program. We thought it would be just a
4 good thing to have a counselor, a certified counselor
5 working with us just in case any of these students
6 might need that along the way.

7 CHAIRMAN ZOOK: And I do commend you for the
8 offer to provide transportation for students as well.
9 Thank you.

10 MR. FIELDING: Yes, ma'am. We're going to
11 handle that on a need-by-need basis.

12 CHAIRMAN ZOOK: Right. I appreciate that.
13 Do I have a motion?

14 MR. PEKRON: Motion not to review.

15 CHAIRMAN ZOOK: Mr. Pekron moved to not review.
16 Second?

17 DR. HILL: Second.

18 CHAIRMAN ZOOK: Second by Dr. Hill.

19 All in favor?

20 (UNANIMOUS CHORUS OF AYES)

21 CHAIRMAN ZOOK: Congratulations.

22 MR. FIELDING: Thank you.

23 f) DISTRICT CONVERSION PUBLIC CHARTER SCHOOL

24 APPLICATION: CENTERPOINT ACADEMY OF AGRICULTURE AND
25 SKILLED TRADES

1 CHAIRMAN ZOOK: Next we have -- let me look and
2 see here -- oh, Centerpoint Academy.

3 MS. WEBB: On October 15, 2019, representatives
4 from Centerpoint Academy of Agriculture and Skilled
5 Trades appeared before the Charter Authorizing Panel
6 requesting a district conversion charter in the
7 Centerpoint School District. By a unanimous vote,
8 the Panel approved the request. The State Board may
9 exercise a right of review and conduct a hearing on
10 the Charter Authorizing Panel's determination at the
11 State Board's next meeting. And the principal, Dr.
12 Nick Mounts, is on the phone.

13 CHAIRMAN ZOOK: Dr. Mounts, are you with us?

14 [BRIEF MOMENT OF SILENCE]

15 CHAIRMAN ZOOK: Okay. We'll see if there's any
16 questions or comments.

17 Ms. Newton.

18 MS. NEWTON: Just comments. I was very excited
19 when I saw this coming forward and the model that is
20 going to benefit students in this area of the state.
21 And similar to what I'd asked about last month when
22 we were talking about the model for teachers, interns
23 going into a classroom, being able to get the
24 different models together and sharing information,
25 this is fantastic. And I would love to see this

1 expanded to different areas of the state that have a
2 need, if somehow or another we could learn from this
3 model and maybe get some people together in a room
4 and start talking to other districts. Because I
5 think this is something that is greatly needed in our
6 state --

7 CHAIRMAN ZOOK: Okay.

8 MS. NEWTON: -- and could be duplicated if we
9 had the right people kind of helping us along. So I
10 don't know, Commissioner, if that's something that we
11 could look at doing or how we could get that started.

12 CHAIRMAN ZOOK: Uh-huh. And make people aware.

13 MS. NEWTON: Yes.

14 CHAIRMAN ZOOK: Sometimes just the lack of
15 awareness --

16 MS. NEWTON: Right.

17 CHAIRMAN ZOOK: Dr. Mounts, are you on the phone
18 yet?

19 (BRIEF MOMENT OF SILENCE)

20 CHAIRMAN ZOOK: Okay. I had a couple of
21 questions. And so I wondered if it -- would they be
22 helping the students with transportation and access
23 to a counselor? And would that put the counselor
24 over the number that they can have by statute? So,
25 if you can find those things out and just shoot us an

1 email about it or whatever.

2 MS. WEBB: (Nodding head up and down.)

3 CHAIRMAN ZOOK: Here comes Ms. Hyatt.

4 MS. HYATT: Mary Claire Hyatt.

5 So I'm not exactly sure about the
6 transportation, but I can tell you that in the legal
7 section they didn't request any waivers of the
8 guidance counselor and I believe they're going to be
9 providing it as the law requires. So there's no
10 requested waivers under the district conversion for
11 any of the new legislation or any standard related to
12 guidance counselor.

13 CHAIRMAN ZOOK: Okay. Thank you for that.

14 Do we have a motion?

15 MS. NEWTON: Move to not review.

16 CHAIRMAN ZOOK: Ms. Newton moved to not review.
17 Second?

18 MR. PEKRON: Second.

19 CHAIRMAN ZOOK: Second by Mr. Pekron.

20 All in favor?

21 (UNANIMOUS CHORUS OF AYES)

22 CHAIRMAN ZOOK: Congratulations, Dr. Mounts.

23 g) DISTRICT CONVERSION PUBLIC CHARTER SCHOOL

24 APPLICATION: SOUTHSIDE JUNIOR HIGH SCHOOL

25 CHAIRMAN ZOOK: And now we have Southside, and I

1 believe I saw Southside in the audience.

2 MS. WEBB: On October 15, 2019, representatives
3 of the Southside Junior High School appeared before
4 the Charter Authorizing Panel requesting a charter --
5 a district conversion charter in the Southside School
6 District. By a unanimous vote, the Panel approved
7 the request. The State Board may exercise a right of
8 review and conduct a hearing on the Charter
9 Authorizing Panel's determination at the next State
10 Board meeting.

11 CHAIRMAN ZOOK: We have two of the people in the
12 audience, Mr. Rich and Ms. Humphrey.

13 Do any of you have questions of them?

14 If y'all will come because I want to discuss
15 another little thing with you before we vote.

16 SUPT. RICH: Roger Rich, superintendent,
17 Southside School District.

18 MS. HUMPHREY: Novella Humphrey, director of
19 curriculum and federal programs at the Southside
20 School District.

21 CHAIRMAN ZOOK: Okay. We hear a lot of talk now
22 about wraparound and whole child and community
23 school. And based on what I know of what's going on
24 in Independence County, thanks to the two of you as
25 the leaders of that -- do you consider what you have

1 more of a community school, more of a wraparound,
2 more of a whole child, or all three?

3 SUPT. RICH: I consider it all three. We're
4 looking to take care of any need that any child might
5 have. But those wraparound services that we're
6 looking at, as far as the mental health piece with
7 kids, is looking to be proactive instead of reactive
8 as we have been in the past.

9 CHAIRMAN ZOOK: Right.

10 SUPT. RICH: So we've got lots of great partners
11 that really help us in that area.

12 CHAIRMAN ZOOK: And the outgrowth of that came
13 from -- who all are the partners that came up with
14 that idea, in addition to your leadership?

15 SUPT. RICH: Our leadership team, we sit down
16 with White River Health Systems and with ArcCare and
17 with Families, Inc., who we partner with right now,
18 as well as our Chamber and all the folks at the
19 table. And anything goes as far as trying to help a
20 kid not, only in our school district but throughout
21 Independence County as well.

22 CHAIRMAN ZOOK: And I think one of the things
23 that particularly impresses me is not only do we have
24 you all from UACCB, a public university, but we also
25 have Lyon, which is a private. So I can't think of

1 anybody other than the ice cream man that's not been
2 involved in this community effort. So I do want to
3 commend you and appreciate all you're doing for those
4 students in that area. And you also do students down
5 to two years old; am I right?

6 SUPT. RICH: We have them down to 18 months at
7 this time.

8 CHAIRMAN ZOOK: Oh, 18 months. You've backed up
9 another six months. Okay.

10 Do I have a motion?

11 DR. MOORE: I just --

12 CHAIRMAN ZOOK: Oh.

13 DR. MOORE: -- want to say I appreciate that you
14 are focusing on the junior high level because a lot
15 of times right now, especially in this space, we're
16 just looking at high school; and so backing up before
17 that is really exciting. And we'll want to have
18 y'all come post this to learn what you're learning
19 and see the results that you're seeing from it.
20 Thank y'all.

21 CHAIRMAN ZOOK: And I think that will be helpful
22 too with that starting in 8th grade with the Your
23 Future Plan -- which y'all have been doing, you know,
24 My Future Story for awhile.

25 Do I have a motion?

1 DR. MOORE: Motion to approve.

2 CHAIRMAN ZOOK: Moved by Dr. Moore.

3 MS. DEAN: Second.

4 CHAIRMAN ZOOK: Second by Ms. Dean.

5 All in favor?

6 (UNANIMOUS CHORUS OF AYES)

7 CHAIRMAN ZOOK: Any opposed?

8 Motion passes. Thank you. Be safe driving
9 home.

10 SUPT. RICH: Thank you.

11 A-5: DISTRICT REQUEST FOR WAIVERS GRANTED TO OPEN-ENROLLMENT
12 CHARTERS

13 a) NORTH LITTLE ROCK SCHOOL DISTRICT

14 CHAIRMAN ZOOK: Next we have my friends from
15 North Little Rock.

16 MS. McLAUGHLIN: North Little Rock School
17 District is here to ask for Act 1240 waivers. As a
18 reminder, the school district will have 20 minutes to
19 make their presentation. If there is any opposition,
20 they will also have 20 minutes. And then the
21 district will have 5 minutes to respond before the Q-
22 and-A begins.

23 As you know, Act 1240 of 2015 allows a school
24 district to petition the State Board of Education for
25 all or some of the waivers granted to open-enrollment

1 public charter schools. We have representatives from
2 North Little Rock School District here seeking
3 waivers for Teacher Licensure, Flexible Schedule, and
4 Class Size and Teaching Load for their program they
5 are moving out to all of the schools in their
6 district -- or most of them. Their 90 days actually
7 expires today. And they have requested for 5 years,
8 which would end on October 14, 2024.

9 So we have -- you will want to swear in Cheryl
10 Reinhart, Human Resource Director; Karli Saracini,
11 Assistant Superintendent; Mr. Bobby Acklin,
12 Superintendent; we have Mr. Michael Clark, Principal;
13 Mrs. Jatina Bryant, who is one of their lead
14 teachers; and Mrs. Gwen Leger, a counselor.

15 CHAIRMAN ZOOK: Okay. If those of you who she
16 just named will stand and raise your right hand? Do
17 you swear or affirm that the testimony you're about
18 to give shall be the truth, the whole truth, and
19 nothing but the truth?

20 (ALL SPEAKERS ANSWERED AFFIRMATIVELY)

21 CHAIRMAN ZOOK: Thank you. And whoever wants to
22 start the presentation.

23 SUPT. ACKLIN: Well --

24 CHAIRMAN ZOOK: And go ahead and identify
25 yourself.

1 SUPT. ACKLIN: -- Madam Chair and Secretary and
2 to all the Board, I'm Bobby Acklin, superintendent,
3 North Little Rock School District. I just came to
4 make the -- to make an introduction of myself because
5 I certainly didn't come to do the presentation. But
6 I do have with me a team of experts from North Little
7 Rock that is going to show you a presentation that
8 we've gone over.

9 And we also want to say to you we appreciate the
10 opportunity to come before you today, and we also
11 appreciate the camaraderie that we have with the
12 State Board and with our Secretary -- very user-
13 friendly; we appreciate that -- and we consider you
14 to be our partner.

15 So we're going to start our presentation. We're
16 going to ask Ms. Saracini to come and start that.

17 MS. SARACINI: Good morning. I'm Karli
18 Saracini, the assistant superintendent.

19 CHAIRMAN ZOOK: The infamous Karli Saracini --

20 MS. SARACINI: Maybe.

21 CHAIRMAN ZOOK: -- who's doing all things RISE
22 and all things dyslexia, and I appreciate you so much
23 for that.

24 MS. SARACINI: Well, thank you. We're working
25 awful hard and we have a great staff that's --

1 CHAIRMAN ZOOK: And the video is terrific.

2 MS. SARACINI: They are terrific, and we're so
3 proud of our teachers and students for this big
4 change.

5 But today I'm here to talk about why we are
6 asking for these waivers.

7 About three years ago, we were in front of you
8 and we were asking for waivers for our middle school
9 because we took on initiatives to implement
10 Opportunity Culture. And I know some of you may know
11 what Opportunity Culture is and what it is, and some
12 may not know what it is, and so we've got some slides
13 on it. But Opportunity Culture is really a two-
14 prong; it makes it to where we have small learning
15 communities within a large community, especially --
16 we started in our middle school because that was our
17 school in need, and on down. You'll see that we've
18 gone from a D to a C, and I'm very excited.

19 CHAIRMAN ZOOK: That's great. Good for you.

20 MS. SARACINI: And especially with 1761 students
21 that's hard to do.

22 CHAIRMAN ZOOK: Yes.

23 MS. SARACINI: But Opportunity Culture really
24 puts that small community, but at the same time it's
25 a pathway for our teachers. And when I say

1 "pathway," we have one here today that started as a
2 para and now she's the teacher; this is her second
3 year, and so the waivers helped us get her to become
4 a teacher. And so it's just really exciting that
5 it's not only helping our kids in that smaller
6 community but giving that opportunity for our
7 excellent teachers to have more reach. Because we're
8 in a team, and each team has a lead teacher and
9 that's your excellent teachers. And we just so
10 happened to have -- one of our lead teachers was a
11 Milken Award winner two years ago.

12 And so we're really taking it on; our school
13 district has embraced this, and now we're expanding
14 to six of our nine elementaries and we're expanding
15 it up to our high school and then our conversion
16 charter COE. And with that we do a lot of things.

17 And so these waivers are important to reach our
18 goal with Opportunity Culture, because it is a lot of
19 flexing -- flex scheduling. We kind of wrap it
20 around what's needed to be -- whatever we need for
21 our students, whether it's testing or that
22 transitioning to the high school. And we -- last
23 year we took our 8th graders over to the high school
24 for a day; it was great, but we had to really be
25 careful with our time. Because we wanted to let our

1 high school students not attend that afternoon while
2 we brought the 8th grade over so they could meet all
3 our staff at the high school. It was a great
4 transition; very, very wonderful experience. So
5 these waivers are very important to us.

6 But I do want to also tell you that I know
7 you're all familiar with the three tiers for the
8 ESSA, and Opportunity Culture is a Tier 2 for ESSA.
9 It's been approved. There's all kinds of research on
10 it, and it's in this PowerPoint where AIR has done --
11 if you just back up, you can kind of see. They also
12 did a really good article in the New York Times. And
13 so this is a proven program; it's research-based.
14 It's not something that we haven't piloted, and we
15 know it works because we have seen growth with that.
16 Our -- I guess our middle school -- and I would have
17 to ask Mr. Clark for sure, but I think we were --
18 we've been in improvement for about seven or eight
19 years. So for us to get up to a C, you can really
20 tell it is working. And I don't know what better to
21 say than you can see what this has done for us.
22 Because we want teachers of diversity -- and that's
23 so hard to do because there's not that many going
24 into the programs; and so this gives us that pathway
25 for those diverse populations. We are looking for

1 not only teachers of color but for the Hispanic
2 population that we serve. So getting them in there
3 and providing them with opportunity to be a para but
4 in a path -- and we have several partnerships with
5 different universities. And we have worked with the
6 Department of Education so that we have MOU's that --
7 you know, those are the ones that can't stop working
8 to go back and do the student teaching. So we've
9 done a lot of MOU's with -- if you work for us for
10 three years in direct contact with students, then
11 that's in lieu of your student teaching, but we then
12 give you experiences outside of that area. And so
13 this is really working for us. I think on one slide
14 that we have -- and also we pay them because other
15 jobs/careers have career ladders. And we have a
16 career ladder for teachers and also for our paras
17 that we call Reach Associates -- because they take on
18 a different role than just your regular para; they're
19 actually in there teaching with a teacher.

20 And when we ask for Class Size/Load -- you know,
21 you might have that very best math teacher -- and
22 it's so hard to get a math teacher or really good
23 science teacher. So this allows -- with that Reach
24 Associate in there with that teacher it allows them
25 to have 35 students instead of 30 students. But it's

1 never -- we never go over the limit without having a
2 second adult in the classroom with that teacher. And
3 so it's a win-win for us; it's working and it's
4 giving pathways within our district.

5 And if -- I think it's the next -- and here are
6 some partners that we partner with. Public Impact is
7 -- Opportunity Culture comes out of North Carolina.
8 It was started in Charlotte, North Carolina, at
9 Charlotte-Mecklenberg School District, and it's
10 expanding across the United States.

11 We also want to build that leadership capacity
12 with our teacher leaders, and so we rely heavily on
13 the Arkansas Leadership Academy. We have eight teams
14 right now going through Team Institute. And we -- so
15 we really feel we're building our capacity. But as
16 we expand this out we need these waivers for those
17 other buildings.

18 CHAIRMAN ZOOK: Okay. Ms. Newton has a
19 question.

20 MS. NEWTON: Yeah. I want to back up to
21 something you said that caught my interest. You said
22 that you had an understanding that if a para had
23 worked for three years that that would take the place
24 of their student teaching. Are you working in
25 conjunction with a university?

1 MS. SARACINI: Yes.

2 MS. NEWTON: How are you doing that?

3 MS. SARACINI: Yes. We have MOU's with the
4 university and we're working very closely with them.

5 MS. NEWTON: Which universities are you doing
6 that with?

7 MS. SARACINI: We have an MOU with Harding
8 currently that we are doing that with, and this is
9 for your degree completers. You may not have -- you
10 may have 60 hours or you may have 90 hours, but you
11 do not have a complete degree. So we are working
12 with them on that.

13 MS. NEWTON: So that's the only university that
14 you're working with?

15 MS. SARACINI: We have some others that we're
16 working with, but usually it's MAT. But they're the
17 only one that we're working with a degree completer.

18 MS. NEWTON: Okay.

19 MS. SARACINI: And if you work with us for three
20 years -- we also changed our policy -- or we made a
21 policy that if you're a classified employee and
22 you're enrolled in a teaching program that's approved
23 by all the departments we reimburse you six hours a
24 year but then you owe us a year of teaching.

25 MS. NEWTON: Okay.

1 MS. SARACINI: Because we're looking at not only
2 attracting but retaining those teachers.

3 MS. NEWTON: Sure.

4 CHAIRMAN ZOOK: Anything else?

5 Okay. Go ahead.

6 MS. SARACINI: No, you go right ahead.

7 CHAIRMAN ZOOK: Oh, Ms. McAdoo. Sorry.

8 MS. McADOO: Well, I was just going to make a
9 comment, but I can wait until --

10 CHAIRMAN ZOOK: No, no, go ahead.

11 MS. McADOO: I was just going to say that I had
12 the opportunity a couple of months ago to hear from
13 your teacher leaders and learn a little bit about
14 everything that you're doing, and I was very
15 impressed and excited.

16 MS. REINHART: I just wanted to say that the
17 District is very --

18 Cheryl Reinhart, North Little Rock School
19 District. I apologize.

20 The District is very committed to this process
21 and we have moved into it gradually, starting with
22 6th grade; then we went to 7th and 8th grade, and now
23 we're expanding it because we've seen success. But
24 we're very committed on many levels. As you can see
25 with our partnerships and with our salary schedules,

1 these waivers that we have used have been a large
2 factor in making all of this possible.

3 So we are asking for Teacher Licensure, Flexible
4 Scheduling, and Class Size and Teaching Load.

5 We may go a little bit fast because we know you
6 have an important agenda today. So if I go too fast,
7 just let me know.

8 But our Teacher Licensure waivers give us
9 opportunities for Reach Associates to become teachers
10 -- we've had four of those; paras or other classified
11 employees to become teachers; we have opportunities
12 for content experts. And we probably won't talk a
13 lot about this today but especially if we get into
14 Ford NGL and DoDEA Academies that we're looking into,
15 then some of those content experts will be related to
16 those academies and that would be a very beneficial
17 waiver for that. That's on the horizon. We're still
18 working on that. We do put into place a plan for
19 licensure for all of our teachers. We -- they have
20 waivers, but we give them -- I try to give them less
21 than three years, but we give them three years. I
22 make them sign something that they are telling me
23 what they -- when they're going to take the Praxis,
24 what they're going to do next, what program they're
25 enrolled in, so that they have an expectation of

1 becoming licensed. So the teacher licensure waiver
2 is an opening and an opportunity, but it is not our
3 end-game. We want our teachers licensed.

4 We've already talked a little bit about some of
5 our supports that we have put into place and
6 partnerships with the universities. We use Praxis
7 supports at the universities to help teachers -- new
8 people become teachers. We work closely with the
9 Division of Elementary and Secondary for licensure
10 and we've worked closely with Summit Learning and
11 Public Impact to provide the essential professional
12 development that not only existing teachers but new
13 teachers who come into the field and they're not yet
14 licensed -- they need that support as well. And that
15 comes during the school year and in the summer.

16 We're focused on teacher retention. Sixth grade
17 has had a great success story that we're proud to
18 show you. We had turnover of 11 teachers in 6th
19 grade in the 2016-17 school year; by 2018-2019, only
20 three. And we really only consider that two because
21 one of those teachers was outstanding and she went to
22 work for Summit Learning; so we're actually very
23 proud of her. But we have the leadership training
24 opportunities and so we want our teachers to grow
25 into teacher leadership; we want them -- and our

1 principals as well. They learn a lot about working
2 as a team. And of course we always provide the
3 mentoring that's needed for new teachers; we provide
4 that as well.

5 MS. NEWTON: Ms. Reinhart, you skipped over the
6 tuition reimbursement policy. Could you talk a
7 little bit --

8 MS. REINHART: I sure did.

9 MS. NEWTON: -- about that please?

10 MS. REINHART: Ms. Saracini also addressed that
11 a little bit. But if they are -- the tuition
12 reimbursement policy comes in if they've been
13 employed for three years; then we will reimburse
14 their tuition for six hours -- six credit hours per
15 year --

16 MS. NEWTON: Per year.

17 MS. REINHART: -- with a grade of B, I believe.
18 I don't think they -- a "C" is not acceptable, so --

19 So that tuition reimbursement policy is really
20 important to the Reach Associates and the paras
21 because they don't always have the means to just put
22 that money up-front and pay for tuition. And so they
23 at least do get reimbursed for that and it's been
24 very successful.

25 So Flexible Scheduling has provided our students

1 a benefit with student-focused learning and blended
2 learning because we're using the Summit Learning
3 platform, and it has helped us be able to work a
4 little more easily with students on that. I don't
5 think I have it on this slide, but another one -- we
6 have also mentoring -- one-to-one mentoring for their
7 -- for these students who use the Summit Learning
8 platform. And we might want -- do we want to talk on
9 this, how the -- do you want to step in on this?

10 CHAIRMAN ZOOK: Okay. You have six minutes.

11 MS. LEGER: Oh, okay. I am --

12 MS. REINHART: We have six minutes.

13 MS. LEGER: Okay. Really fast, I'm Gwen Leger;
14 I'm the high school counselor, North Little Rock High
15 School counselor.

16 We have a really big problem because we're such
17 a large school. When you want us to stop and test,
18 it is a nightmare. So Flexible Scheduling would
19 allow us to let grades leave so that we can have an
20 appropriate environment for testing and not have all
21 the bells ringing and kids moving and transitioning,
22 and that's really -- that's my biggest push and my
23 biggest concern at the high school level.

24 Also, we continually are asked to participate in
25 citywide community service projects, and we would

1 love to be able to do that, to pull grades and allow
2 them to have that experience, so --

3 MS. SARACINI: I've already talked about the
4 Leadership Academy.

5 If you would like to hear, I would love for Ms.
6 Bryant to come and maybe just give two minutes --

7 CHAIRMAN ZOOK: I would love to hear from Ms.
8 Bryant. Yes.

9 MS. BRYANT: Okay. My name is Jatina Bryant and
10 I am a 6th grade social studies teacher at North
11 Little Rock Middle School.

12 I started out as a Reach Associate. I will be
13 honest: until I became a Reach Associate it was never
14 my goal to be in the classroom. Once I was in there
15 with the lead teacher, the one that just recently
16 left us to work for Summit, the opportunity was eye-
17 opening and it was a great experience -- and it's
18 something now that I refuse to let go of. I am going
19 to teach until I retire. When I started out I wanted
20 to counsel in the schools. I have my bachelors in
21 Communication, but my masters in Psychology. And so
22 when Ms. Karli Saracini came to me with the
23 opportunity I told her that I'd give it a try, and it
24 turned out to be the best thing that I've done in my
25 life. Teaching -- being in the Reach Associate

1 position I was able to see what teaching was. I got
2 to see it from the perspective of being the teacher
3 and not from the perspective of standing outside the
4 classroom. I've been in the District for 12 years
5 and so I've had the opportunity of being with
6 children and I thought I could help more in a
7 counseling role, but I feel like being in the
8 classroom is literally better for me. So it has been
9 an eye-opening experience for me and it has really
10 led me to some really great things. Teaching social
11 studies, the content and all of that, I've learned a
12 lot and I appreciate the opportunity.

13 CHAIRMAN ZOOK: Well, we appreciate your
14 attitude.

15 And the Principal, did -- he's been standing
16 there patiently waiting.

17 MR. CLARK: Michael Clark, Principal of North
18 Little Rock Middle School 6th Grade Campus.

19 This has been a wonderful program that we have
20 had the opportunity to be a part of now for the third
21 year. Our teacher retention, as you can see the
22 numbers that were presented just a while ago, have
23 gone from having to replace 11 teachers three years
24 ago to this year it is technically three, but the one
25 teacher did go to Summit Learning. So it has made my

1 job easier in not having to go out and find teachers
2 and recruit them to come in because I have had the
3 opportunity to hire four Reach Associates, like Ms.
4 Bryant, to take these other positions when people
5 leave. So it is on-the-job training that you could
6 not get in a classroom, like a college-level
7 classroom. I mean these teachers -- these Reach
8 Associates that we have hired actually teach; they
9 help children. In some cases the children don't even
10 know who the actual teacher is. And so that is a
11 testament to how our staff has molded this model and
12 made it fit for us.

13 CHAIRMAN ZOOK: Okay. Thank you.

14 MS. BRYANT: Just to piggyback on what Mr. Clark
15 said, it is very true that the kids most of the time
16 do not know the difference between the teachers. As
17 a Reach Associate I was teaching at least two to
18 three times a week, if not -- and it was under the
19 supervision of Ms. Dallas. And then not only --
20 there would be days that she would have to step out
21 and allow me to have the class. And we would video
22 and we would be able to look at how we did things,
23 whether it was, you know, a positive route or
24 negative route, or how we should change things. So I
25 taught a lot as a Reach Associate, which made me more

1 confident to teach alone.

2 CHAIRMAN ZOOK: Yeah, yeah, good.

3 MS. REINHART: Okay. So we're going to speed
4 through. If you have questions, stop me.

5 But we just wanted to say, you know, that we now
6 have multi classroom leaders working in 10 buildings
7 in our school district, and they operate PLC's; they
8 desegregate data; they do wonderful things for our
9 students. We have one more elementary school coming
10 up next year to join in on this as well. I mean we
11 feel like we have some really good -- we went from a
12 D to a C at North Little Rock Middle School and also
13 at the Center of Excellence. And these waivers don't
14 impact the Center of Excellence, but they use the
15 same waivers and they're having the same success. So
16 -- and they are also using Opportunity Culture this
17 year.

18 I think that's about all that we have. We hope
19 that you will grant our request for district waivers,
20 knowing that we are committed to education, committed
21 to teacher licensure; we are committed to teachers
22 and students in our district.

23 CHAIRMAN ZOOK: Ms. Chambers, did you have any
24 questions or comments?

25 MS. CHAMBERS: I do not. Thank you.

1 CHAIRMAN ZOOK: Okay. Anyone on either side?

2 MS. NEWTON: I just have a quick comment for Ms.
3 Bryant.

4 I hope all teachers are excited like you are,
5 and your students are very blessed to have you. Your
6 excitement is contagious.

7 MS. BRYANT: Thank you.

8 CHAIRMAN ZOOK: Okay. Ms. McAdoo.

9 MS. McADOO: Did you talk about your teacher
10 leaders and how you are funding them and how they
11 apply for that? I don't think I heard you talk about
12 that.

13 MS. SARACINI: Okay.

14 MS. McADOO: As a teacher, that's very
15 important.

16 MS. SARACINI: Teacher leaders have to apply
17 every two years. And we are working with EVOS, and
18 we actually have -- they are -- they take our data
19 from ACT Aspire and we actually come up with a value-
20 added -- or they come up with that formula; I'm not a
21 statistician -- but they come up with that formula.
22 So every two years they have to reapply and show
23 growth to lead that team, and so it's that kind of
24 accountability. Also, we reallocate money. When
25 they get these stipends it's reallocated from Title

1 1, a little bit of ESA -- but most of it is all Title
2 1 funds. And so that building principal, they have
3 to make that decision this is how we want to spend
4 our money. But these are in place of a lot of your
5 instructional -- your coaches. We reallocated at the
6 middle school -- when we started this three years ago
7 we took the salaries that we were -- or the funds
8 that we were using for a science coach, a math coach,
9 and a literacy coach, and that's a lot of money when
10 you're looking at these are just stipends so you can
11 have a lot more leaders. And they have kind of --
12 they have some skin in the game because it's
13 accountability every two years.

14 MS. REINHART: Three seconds maybe?

15 CHAIRMAN ZOOK: Well, I was just saying I looked
16 at your numbers ahead of time on the My School Info
17 and it looks like you're narrowing your achievement
18 gap too --

19 MS. REINHART: We are.

20 CHAIRMAN ZOOK: -- which is the purpose of the
21 ESA, used to be NSLA, funds. So that's maybe a goal
22 or it may have been a nice side effect.

23 MS. REINHART: It was definitely a goal.

24 I just wanted to add to our -- when we interview
25 for MCLs, DRTs, and RAs -- pardon the acronyms -- we

1 select people who -- they -- it's a rigorous
2 interview process; it's very structured, very
3 rigorous. They actually go through like three
4 different levels. There's a writing component;
5 there's -- they have to show two years of growth --
6 not the DRTs and the RAs, but -- but the Direct Reach
7 Teachers do show some of those same higher-level
8 achievements, as even the MCLs do. So it's a
9 rigorous structured interview process. And then
10 they're added -- again, that accountability is added
11 to it. They have to interview again, so --

12 CHAIRMAN ZOOK: I think one question that we
13 always like to ask for on the 1240 waivers is: have
14 you spoken to your parents and teachers? Are they
15 aware? Are they buying into this, or is this
16 something that you're doing to them?

17 MS. SARACINI: When they choose to have
18 Opportunity Culture in their school it's a team; it's
19 a -- it's actually staff; a lot of parents are
20 involved as well. And we have lots of parent nights.

21 CHAIRMAN ZOOK: Okay. Any other questions?

22 MS. SARACINI: And we also present to our board.

23 CHAIRMAN ZOOK: Yeah, good.

24 Do I have a motion?

25 MS. McFETRIDGE: This is a request for five

1 years?

2 MS. SARACINI: Yes, ma'am.

3 MS. REINHART: Oh, there was one other quick
4 thing I just wanted to add to the Flexible
5 Scheduling. We are not asking for the -- a waiver
6 from the recess portion of that law.

7 CHAIRMAN ZOOK: Thank you.

8 MS. McFETRIDGE: I'm not always comfortable with
9 a five-year. I'd like to make the motion that we
10 approve the waivers for a three-year period.

11 CHAIRMAN ZOOK: I think you have to ask them if
12 they're willing to.

13 MS. McFETRIDGE: Oh.

14 CHAIRMAN ZOOK: This is different from the
15 charters. You ask them if they're willing to modify
16 their request.

17 Am I correct on that?

18 MS. HAYTT: (Nodding head up and down.)

19 CHAIRMAN ZOOK: Yes.

20 MS. McFETRIDGE: Dr. Acklin?

21 CHAIRMAN ZOOK: Here comes Dr. Acklin.

22 SUPT. ACKLIN: Thank you for that. I guess I
23 would just ask: why?

24 CHAIRMAN ZOOK: Good question.

25 MS. McFETRIDGE: I think to just to be able to

1 review it again in a short time period I would be
2 more comfortable, just personally.

3 SUPT. ACKLIN: I think if we dropped the ball
4 along the way that you all would have opportunity to
5 bring us back in. So we really would like to stick
6 with the five.

7 CHAIRMAN ZOOK: Okay. That's your prerogative.
8 Yes, that's your prerogative.

9 SUPT. ACKLIN: We ask for a good vote.

10 CHAIRMAN ZOOK: Okay.

11 MR. PEKRON: Am I correct that we would get a
12 report on the status of the waiver every year?

13 CHAIRMAN ZOOK: I think we already do that,
14 those -- under the consent agenda that we hear, that
15 is the update reports.

16 MR. PEKRON: That's what I -- yeah.

17 CHAIRMAN ZOOK: Okay.

18 MS. NEWTON: I move to grant the waivers for
19 five years.

20 CHAIRMAN ZOOK: I have a motion by Ms. Newton to
21 grant the waivers as requested.

22 Do I have a second?

23 MR. PEKRON: Seconded.

24 CHAIRMAN ZOOK: Second by Mr. Pekron.

25 All -- should I get a roll-call?

1 Let's see how the vote goes.

2 All in favor?

3 (UNANIMOUS CHORUS OF AYES)

4 CHAIRMAN ZOOK: Opposed?

5 Hearing none, motion passes.

6 Congratulations. We look forward to hearing
7 from you in a year.

8 Okay. Lunch is here and ready; so we'll take a
9 break now, and we will come back at 1:00.

10 (LUNCH BREAK: 11:56 A.M. - 1:02 P.M.)

11 CHAIRMAN ZOOK: The afternoon session of the
12 State Board of Education will come to order.

13 The Board recognizes there's a great interest in
14 at least one of the items that we'll be discussing
15 this afternoon. However, anyone in the audience who
16 speaks out of turn or without being recognized by the
17 Board forfeits the opportunity to give public
18 comment, if public comment is allowed, and may be
19 asked to leave the auditorium. It is expected that
20 everyone in the audience be respectful of the Board
21 and others speaking and not shout, yell, or otherwise
22 disrupt the meeting. Anyone who is disruptive to the
23 meeting will be asked to leave and may be escorted
24 out of the building. We're using Robert's Rules of
25 Order.

1 The fire people have asked us that no one stand.
2 There is overflow rooms and live-stream in those
3 rooms.

4 If a majority of the Board votes to allow public
5 comment, each person who signs up to give public
6 comment will be allowed two-and-a-half minutes unless
7 I as the Chair specifically allow otherwise. I would
8 ask that you be respectful of those who are speaking
9 behind you so that the amount of time is not cut
10 short. Anyone who does not respect the time
11 limitations may not be permitted to give public
12 comment in the future meetings. Public comment will
13 be allowed, as I said, for two-and-a-half minutes.

14 On Item 13, which is probably the one with the
15 most interest, it has four subparts: the Community
16 Advisory Board, the board member zones, the MOU, and
17 the attendance zones.

18 As a public board we welcome public comment. In
19 an effort to insure that everyone has the opportunity
20 to speak, we will hear public comment following the
21 presentation and discussion of all four subtopics.
22 The part -- the public comments will be heard prior
23 to any vote, if there is a motion and a vote. When
24 it's time for public comment I will call names in the
25 order they are listed and then I'll probably call

1 three or four. You can line up so that there's no
2 lost time in between when one person speaks and the
3 next. Each commenter will be given two-and-a-half
4 minutes. Given the number of people here today to
5 comment, please be respectful of the time limit.

6 B-1: REQUEST FOR TRANSFER OF SUCCEED SCHOLARSHIP: WILSON

7 CHAIRMAN ZOOK: Okay. The first item on the
8 afternoon agenda is the Wilson Succeed transfer
9 request. Ms. Salas-Ford.

10 MS. SALAS-FORD: Good afternoon. Courtney
11 Salas-Ford for the Division.

12 Yes, the first item is a request from the Wilson
13 family to transfer their son's Succeed scholarship.
14 As you know, according to the rules that request has
15 to be approved by the State Board. And Mr. Wilson, I
16 believe, is available on the phone if you have any
17 questions.

18 MS. WILSON: Hello.

19 MS. SALAS-FORD: Ms. Wilson?

20 MS. WILSON: Yes.

21 MS. SALAS-FORD: Okay. Ms. Wilson is on the
22 phone.

23 CHAIRMAN ZOOK: Okay. Does anyone have
24 questions of this parent?

25 Do I have a motion?

1 MS. NEWTON: Move to approve.

2 MS. DEAN: Second.

3 CHAIRMAN ZOOK: Moved by Ms. Newton, second by
4 Ms. Dean.

5 All in favor?

6 (UNANIMOUS CHORUS OF AYES)

7 CHAIRMAN ZOOK: Thank you.

8 B-2: CONSIDERATION OF DIVERSITY AND INCLUSION REPORT: HAAS
9 HALL ACADEMY

10 CHAIRMAN ZOOK: The next one is yours as well.
11 It's the Consideration of the Diversity and Inclusion
12 Report on Haas Hall Academy.

13 MS. SALAS-FORD: Yes. And before we get
14 started, with your pleasure, Madam Chair, I'd like to
15 introduce the members of our Equity Assistance staff.
16 You all know several months ago they were kind of
17 transferred around the Division and brought in as
18 part of the Legal Unit, and I have just really
19 enjoyed working with them, being able to see the work
20 we're doing with schools and improvement. And so I
21 would really like to recognize, even though they
22 don't want me to, Lasonia Johnson and Daisy Reyes.
23 Oliver Dillingham couldn't be here today. But they
24 have done outstanding work on this report and with
25 schools and I just really want that to be recognized,

1 the things that we plan to do and the things that we
2 hope to do in making sure that all kids have an
3 equitable access to public education.

4 CHAIRMAN ZOOK: Thank all of you very much.

5 Do you want to explain a little bit about what
6 this group is?

7 MS. SALAS-FORD: About the Equity Assistance
8 Unit?

9 CHAIRMAN ZOOK: Yes.

10 MS. SALAS-FORD: Sure. So the Equity Assistance
11 Unit is the unit within the Division that focuses on
12 things like bullying, like harassment, recruitment
13 and retention of minority teachers, Title 9 of the
14 federal law insuring -- again, it's all about
15 insuring equitable access. So if there are any
16 barriers that are preventing kids from accessing
17 their general education curriculum, activities --
18 anything that would prevent kids from being educated
19 as all other kids are being educated, those are the
20 things that we are looking at; whether it's from a
21 proactive approach, such as in with Haas Hall, what
22 can we do to prohibit this from happening, or a
23 responsive approach, such as if a complaint is filed.
24 We also look at Section 504 of the Rehabilitation Act
25 in conjunction with the Office for Civil Rights in

1 making sure that that's followed.

2 CHAIRMAN ZOOK: Okay. Thank you. You may
3 proceed.

4 MS. SALAS-FORD: Absolutely. All right.

5 So as you all know, on April 11th of this year
6 the State Board requested that the Equity Assistance
7 Unit work with Haas Hall Academy in a review of
8 diversity and inclusion procedures and develop an
9 action plan if there were areas where we thought they
10 might be able to improve. So the Equity Assistance
11 Unit, the staff that I just mentioned, along with our
12 Charter School Unit, Mr. Ballard, met several times
13 with staff of Haas Hall Academy in northwest
14 Arkansas. We reviewed all of their procedures, all
15 of their policies, many of their practices. We went
16 onsite and met with them twice, once in June and once
17 in August, to look at their facilities, to actually
18 -- excuse me -- to actually, you know, look at
19 everything going on in the school district, to
20 examine the facilities. We developed the following
21 report to outline for you the activities that we
22 observed, the conduct, the actions that were taken,
23 and developed some recommendations, looking at five
24 key areas which are important in any school to have
25 and insure a diverse environment. So those are

1 maintaining a common understanding of diversity and
2 inclusion; establishing diversity goals; and
3 recruiting, enrolling, and retaining a diverse
4 student body and staff. And so for each of these
5 areas we looked at again Haas Hall's policies,
6 procedures, and practices; included in the report are
7 the evidence that we found where they were meeting
8 these goals. And then we identified some areas where
9 we thought additional steps might need to be taken or
10 could be taken in order to help advance their -- I'm
11 sorry, it's very distracting -- to advance and
12 continue to meet these goals and progress further.
13 So if you'll look at the report we have each one
14 broken down into those five areas.

15 So, for example, the first recommendation is to
16 maintain a clear and shared understanding of
17 intentional diversity inclusion. So even if you have
18 a diverse community in which your school is located,
19 you have to be intentional about the actions that you
20 take. You can't just let it happen or assume it's
21 going to happen; you have to intentionally take those
22 actions. So we have included there many of the
23 things that the school is already doing, as well as
24 the policies that they have in place to encourage
25 diversity inclusion. But we did list a few action

1 steps that we thought they could take, such as
2 establishing an advisory committee, you know,
3 representative of the parents and the staff there
4 that could give feedback to the school. And I'm not
5 going to go through every action step recommended,
6 but if you all have any questions please feel free to
7 let me know.

8 The second recommendation is to develop
9 diversity and inclusion goals and actions that have
10 well-defined outcomes, a specified timeframe for
11 measuring progress, and are based on sufficient data
12 analysis. Again, we've listed the things we feel
13 that they are already doing to achieve that goal, but
14 then a few additional items that we think they should
15 do such as, again, reviewing their civil rights data;
16 looking at maybe complaints that have been filed, the
17 outcomes of those complaints; doing reviews,
18 consistent reviews. This is also not just a one-time
19 thing where you go in and look; it's having a
20 consistent practice of looking at the data and making
21 adjustments as needed.

22 The third recommendation is to utilize targeted
23 recruitment strategies that increase the diversity of
24 student and staff applicant pools. Again, we list
25 all the things that they are currently doing. They

1 have, you know, very clear procedures and practices
2 in how they are recruiting and attempting to get more
3 diverse applicants. We did list several
4 recommendations on how they could partner with
5 organizations in that area. There are lots of
6 diverse organizations in northwest Arkansas that
7 tailor specifically to a certain population, and we
8 feel like there could be a lot of opportunities to
9 partner with those organizations, as well as talking
10 to other charter and traditional schools throughout
11 the state to identify effective recruiting
12 strategies. That's also something that we are
13 focusing on a lot at the Department is recruitment
14 and retention and different ways of attracting
15 diverse teachers.

16 The fourth recommendation was to maintain an
17 unbiased hiring process for classified and certified
18 staff. This says "maintain" because, again, we
19 didn't find any indication that they had a bias
20 practice, but just steps that can be put in place to
21 insure that that continues, such as using interview
22 questions designed to measure diversity and cultural
23 competence; things to eliminate unconscious bias.
24 Again, I think that's something our Educator
25 Effectiveness Unit can very well help the charter

1 school in doing that, areas that we're looking at
2 through our poverty simulation and our cultural
3 competency to insure that this continues.

4 The fifth one I definitely want to call your
5 attention to, because in this we included a lot of
6 data that we think more accurately reflects the
7 current situation at Haas Hall. You know, there had
8 been a lot of questions in prior meetings about how
9 they are serving students with needs related to
10 dyslexia, their special education students. We have
11 included all that data for you. There are English
12 Learners; the languages that were identified by the
13 students and families as being their primary home
14 language; information about free and reduced lunch
15 counts; the clubs that they have available to
16 students, as well as the athletic programs they have
17 available to students. And all of that is related to
18 the fifth recommendation, to maintain a school
19 environment that intentionally supports student and
20 staff diversity; again, making those intentional
21 programs, intentional steps to foster that cultural
22 awareness and understanding among all students, not
23 just of their own culture but among other cultures.
24 A few recommended action steps there as well.

25 We do, again, intend to continue working with

1 Haas Hall throughout the next several months. You
2 have requested that they come back in June of 2020
3 and report back on the progress of implementing some
4 of these recommendations. The Equity Assistance
5 Unit, as well as the Charter Unit, will be working
6 with them. We will be available to them to help
7 implement some of these things, as well as hopefully
8 come up with some other ideas. As we learn, we want
9 to share that with all of our schools as well.

10 From Haas Hall today we have Amelia Dunovan, who
11 is their executive director of special education, and
12 Rebecca Moll, who is their executive director of
13 culture, as well as their attorney Mark Henry, who
14 also are available to answer any questions you might
15 have about the work that we've done together or about
16 their continued commitment to, you know, achieve
17 these goals, to work with the Department on
18 increasing their diversity among their staff and
19 students.

20 Dr. Schoppmeyer apologizes he could not be here
21 today; he actually is at a diversity certification
22 training in Houston or he would've been here. But
23 with that, I'll be happy to answer any questions, as
24 would the staff from Haas Hall.

25 CHAIRMAN ZOOK: Okay. Any questions on this

1 side?

2 Ms. Newton.

3 MS. NEWTON: Just one question. You've got a
4 lot of recommended action steps. Do you have kind of
5 a timeline of kind of how -- on implementation about
6 -- you know, it's too much to do at once, I'm sure.
7 So kind of what are the most important things and
8 kind of a timeline for implementing those?

9 MS. SALAS-FORD: So now that we have compiled
10 the report and gotten all of those our plan is to sit
11 down with the school and develop that timeline. Like
12 you said, some things are more pressing, need to be
13 done sooner; other things will be long-term plans.
14 So we don't have a specific timeline yet. But I do
15 know that the school has already been looking at this
16 and in the supplemental report that they provided
17 they addressed some of these things they are already
18 starting to do. So it'll just be a collaborative
19 effort of us to develop that timeline.

20 MS. NEWTON: Okay. Thank you.

21 CHAIRMAN ZOOK: Dr. Hill.

22 DR. HILL: The report that we got this week,
23 this is something that I want to -- that we've been
24 talking about. I noticed that the number of minority
25 teachers have decreased from the last year.

1 MS. SALAS-FORD: Uh-huh.

2 DR. HILL: And I know there's a lot of plans,
3 but I think it's very important that we have a
4 specific target that we're trying to shoot for so we
5 know if we're making progress or not. We've had
6 these balloon numbers with no specific target of what
7 we're shooting for. And to me, as I've shared with
8 the administration at Haas, that I think the
9 administration will help grow diversity of the school
10 by what they have rather than -- I see all this focus
11 on the students, and I admire that and I think that's
12 great. But I want to see a targeted effort on the
13 administration and on the faculty because when you
14 have those teachers to provide role models, I think
15 that would help. So that's really important to me.

16 MS. SALAS-FORD: Yes, and I agree with you
17 completely.

18 DR. HILL: Yes.

19 MS. SALAS-FORD: And it --

20 DR. HILL: Because -- and I say that because
21 those numbers from 17-18 to 18-19 have decreased.
22 So, you know, it's hard to grow when you're
23 declining.

24 MS. SALAS-FORD: Right. And, again, I agree
25 with you. And as I stated, that is one of our goals

1 is to conduct an assessment of them as to, you know,
2 looking at maybe why are they losing staff and what
3 can they do to continue to increase that diversity in
4 their staff.

5 But did anyone from the school -- did you all
6 want to address that?

7 DR. HILL: Well, I've been there. And I think
8 it's so important -- you know, it's hard -- and I
9 know I sound like a broken record. But it's hard to
10 go hire from somebody else's diversity, their
11 institution, but you have to have a strategic plan to
12 grow your own -- and I've said that now for three
13 years and that hasn't taken place. So I mean, so I
14 think that's important. As you go to ask these
15 questions -- because I've been there -- you don't
16 have to do it today, because there's really no
17 explanation that's going to really satisfy what I'm
18 -- the goals that I'm trying to reach. But that plan
19 -- because if we come back are you making the first
20 down or are you fumbling? And those are things I
21 want to see. But I think it's important to come here
22 and say "we have a diversity plan," but your
23 diversity is decreasing. And that -- you know, I've
24 been on this board now going on four years and this
25 has been on here that four years.

1 MS. SALAS-FORD: Yeah.

2 DR. HILL: So --

3 CHAIRMAN ZOOK: I think one thing that I would
4 recommend -- I know the superintendents of
5 Fayetteville, Springdale, Rogers, Bentonville -- I
6 think there's two others -- they are all working
7 themselves to get more diversity of faculty and
8 administration within their own schools. So I think
9 if all of you working together -- because if they
10 come up with a candidate but don't have an opening in
11 that area, Haas Hall might have an opening in that
12 area -- or now that Lisa Academy is up there. So I
13 think this would be a great way for the charter and
14 the traditional to collaborate --

15 MS. SALAS-FORD: Right.

16 CHAIRMAN ZOOK: -- and, you know, "What are
17 y'all doing that's working, what are -- what have we
18 tried that's working" -- those kind of things. So I
19 would encourage that because --

20 DR. HILL: But the population --

21 CHAIRMAN ZOOK: -- diversity up there is as much
22 in the Marshallese and Hispanic community as it is an
23 African American community. So they need to look at
24 the full spectrum.

25 DR. HILL: Correct. And I think working with

1 the Department of Education, University of Arkansas,
2 the elementary -- I mean the graduates that are
3 coming out, to have that pool that you can work with
4 and intern and do those type of things. You have to
5 be very creative rather than saying "we're going to
6 improve but we don't have a strategic plan." That's
7 all I'm saying.

8 MS. SALAS-FORD: Yeah. No, I understand.

9 DR. HILL: And it's -- diversity is tough. If
10 you want five and you get two --

11 MS. SALAS-FORD: Right.

12 DR. HILL: -- well, it's better than what you've
13 got.

14 MS. SALAS-FORD: Right. Yeah. No, again, I
15 agree with you. Those were some of our
16 recommendations, as Ms. Zook stated, was to work with
17 those other schools in that area -- to work with the
18 University of Arkansas's Academy for Educational
19 Equity; they are working on those same things. And
20 so instead of reinventing the wheel we need to be
21 working on those partnerships, and, again, the work
22 that our Educator Effectiveness Unit is doing on
23 recruitment and retainment. So I completely agree
24 with you. I can promise you we're working on that.

25 DR. HILL: Okay. And promise the last time that

1 it won't come back before us without some specific
2 targeted goals that we can measure. Because anything
3 that can be measured can be improved, but if we don't
4 have measureables you don't know if you're improving.

5 MS. SALAS-FORD: Exactly.

6 DR. HILL: Okay. Thank you.

7 CHAIRMAN ZOOK: And I wonder if the University
8 of Arkansas would be receptive, like the things we
9 heard earlier where they have you last semester and
10 once you've met all your goals as a teacher, to go
11 into the schools to do their final semester. And,
12 you know, once they pass all that, like they're doing
13 in Magnolia and Monticello and UCA and UALR and
14 Harding and -- you know, become creative in that
15 regard as well. So if you will, pass that along.

16 MS. SALAS-FORD: Absolutely.

17 CHAIRMAN ZOOK: And those of you -- thank you
18 for driving down. We appreciate it.

19 Do I hear a motion to accept this report? And
20 is there a caveat in the acceptance?

21 DR. HILL: Based on having specified goals in
22 the next report, because I just didn't see those
23 goals. She's working through that. I just want to
24 make sure when we come in here next time that we're
25 not looking at information without specific goals.

1 SECRETARY KEY: I'm going to have to -- I'm
2 going to have to step in on that, Dr. Hill. I don't
3 think it's the Department's responsibility to set
4 specific goals in this regard for a charter school.
5 So if you're asking the Department to do that, I
6 think that's not appropriate. I think that would be
7 something that the school should come back --

8 DR. HILL: Well, I understand.

9 SECRETARY KEY: Okay.

10 DR. HILL: That's fine.

11 SECRETARY KEY: I just wanted to clarify who --
12 what entity you're asking to do this.

13 DR. HILL: Who's responsible? I guess my
14 frustration is, Mr. Secretary, that we have had this
15 for four years and I've never seen that. So could we
16 -- do we continue to ask the school?

17 SECRETARY KEY: But that's included in the
18 charter application and review process, which you all
19 have ultimate authority over. And if that's
20 something that becomes part of that process, that's
21 different.

22 DR. HILL: Okay.

23 SECRETARY KEY: But in the middle of a charter
24 cycle or of a charter -- an approved charter --

25 DR. HILL: So when they come back up for review?

1 SECRETARY KEY: I think that would be more
2 appropriate than requiring those now. And, you know,
3 I think it -- Courtney did a good job of describing
4 what this unit does. But I want to just go a little
5 bit further and say, you know, before, this unit was
6 simply in many respects a compliance unit. You know,
7 we'd get complaints and they would go out. What I've
8 asked this unit to do is to be more proactive and to
9 go and, under Courtney's leadership, to actually
10 offer their services and support to districts, to
11 charters, to, you know, appropriate organizations,
12 and work with some of those partners that she
13 referenced to help with regard to districts or
14 schools setting the goals and working to attain those
15 goals -- but not for us to set those goals
16 themselves. We don't -- we're not in those
17 communities, so that's something that's more
18 appropriate to be handled at the school level.

19 CHAIRMAN ZOOK: So you can make your motion that
20 -- accept it with the understanding that the school
21 will come to you with measurable goals, but not the
22 Department.

23 DR. HILL: Okay.

24 CHAIRMAN ZOOK: Will that work?

25 DR. HILL: Yeah, that's good. Yeah.

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

3 Do I have a second?

4 MS. McFETRIDGE: Second.

5 CHAIRMAN ZOOK: Second by Ms. McFetridge.

6 All those in favor?

7 (UNANIMOUS CHORUS OF AYES)

8 CHAIRMAN ZOOK: Opposed?

9 Motion passes. Thank you.

10 MS. SALAS-FORD: Thank you.

11 CHAIRMAN ZOOK: And thank y'all for driving down
12 from Bentonville -- or Fayetteville or wherever they
13 live.

14 Okay. Let me get caught up here.

15 B-3: FOR FINAL APPROVAL: DESE RULES GOVERNING PUBLIC SCHOOL
16 CHOICE

17 CHAIRMAN ZOOK: The next is Ms. Dedman and the
18 Public School Choice governance rules, final. Did I
19 say all that backwards?

20 MS. DEDMAN: Yes, Madam Chair. This is Jennifer
21 Dedman; I'm an attorney for the Division.

22 Before you for final approval you have the
23 proposed rules governing Public School Choice. They
24 are coupled with two repeals of the two old school
25 choice rules. You'll see the repeal of the

1 Opportunity School Choice rules and the old Public
2 School Choice rules because they've been combined
3 into this rule. The rules were released for public
4 comment on September 13th and a public comment
5 hearing was held on September 26th. Although we did
6 receive public comments there were no substantive
7 changes to the rule.

8 CHAIRMAN ZOOK: Before I find out if others have
9 questions -- which time-stamp will take priority
10 order, the resident or the receiving? And it
11 references in 2-3.02 --

12 MS. DEDMAN: I understand your meaning. The
13 time-stamp will depend very much on which district is
14 looking at the student, and here's what I mean by
15 that: applications are considered in the order in
16 which they're received, which means that if I am a
17 nonresident district that's receiving an application
18 I'm not only considering that but also both districts
19 are time-stamping it. So if I'm the district that is
20 saying I've reached my 3% maximum, I'm also
21 considering as they go. And you'll see that when a
22 student -- when the 3% net maximum is no longer
23 reached the district is obligated now under these new
24 rules to notify the family of the student. They will
25 be doing that in the order in which they've received

1 that application. So it depends on whether we're
2 looking at it from how many can come into my school
3 or whether we're looking at it from we've reached our
4 3% maximum on students who are leaving and now we
5 need to notify those families as more availability is
6 reached.

7 CHAIRMAN ZOOK: And that will be explained to
8 the districts?

9 MS. DEDMAN: Yes. What's happening in the rules
10 is both of them are date-stamping their applications.
11 So depending on which one is relevant, they will all
12 be considered when they're received.

13 CHAIRMAN ZOOK: Okay. Thank you.

14 Anybody else have questions?

15 DR. MOORE: Yes.

16 CHAIRMAN ZOOK: Dr. Moore.

17 DR. MOORE: I notice the application is not
18 included in here, but that's something that y'all
19 make. Right?

20 MS. DEDMAN: Correct.

21 DR. MOORE: And we talked about it before. Are
22 y'all planning to change it this year so that it
23 takes off the portions that are unnecessary?

24 MS. DEDMAN: I have not discussed the proposed
25 changes to the application, if any. I think that

1 it's to make it more flexible because we are moving
2 from having forms promulgated with the rules, which
3 is very inflexible --

4 DR. MOORE: Right.

5 MS. DEDMAN: -- to moving to forms that we can
6 put on the website and make more readable or add
7 additional explanation from the law, that kind of
8 thing just to make it more flexible.

9 DR. MOORE: I think that would be great to make
10 it more parent-friendly, readable, and take off race
11 and special ed. and things that aren't -- information
12 that districts don't need to have at that point in
13 time.

14 MS. DEDMAN: Yes. And right now if a parent
15 wants to access the application through our website
16 they would need to go to the rules and go to the end
17 of the rules.

18 DR. MOORE: Yeah.

19 MS. DEDMAN: Hopefully we'll be able to direct
20 these forms in a kind of group setting.

21 DR. MOORE: Okay. Good. Thank you.

22 CHAIRMAN ZOOK: Do we do anything to be sure
23 that the districts are in fact informing parents on
24 the School Choice, particularly the Opportunity
25 School Choice?

1 MS. DEDMAN: Yes. We definitely release
2 Commissioner's Memos periodically to discuss these
3 matters. I know that when we were aware of some
4 issues with the various ways that districts were
5 approaching Opportunity School Choice we did reach
6 out to those districts.

7 CHAIRMAN ZOOK: Okay. Any other questions,
8 comments?

9 Do I have a motion?

10 MS. NEWTON: Move to approve.

11 MS. DEAN: Second.

12 CHAIRMAN ZOOK: Moved by Ms. Newton to approve,
13 second by Ms. Dean.

14 All in favor?

15 (UNANIMOUS CHORUS OF AYES)

16 CHAIRMAN ZOOK: Opposed?

17 Motion passes.

18 MS. DEDMAN: Thank you.

19 CHAIRMAN ZOOK: Thank you.

20 B-4: FOR FINAL APPROVAL: DESE RULES GOVERNING THE REGULATORY
21 BASIS OF ACCOUNTING

22 CHAIRMAN ZOOK: Next Ms. Freno, the final rules
23 for Department of Elementary -- I mean the Division
24 of Elementary and Secondary Education Rules Governing
25 the Regulatory Basis of Accounting.

1 MS. FRENO: Thank you, Ms. Zook. Yes, these are
2 -- these rules are before you for final approval. We
3 had a public comment period and a public comment
4 hearing. There were no public comments received and
5 so no change to the rules made. And these rules are
6 -- were put in place to implement Act 867 of 2019,
7 which eliminated the Alternative Basis of Accounting.
8 And even though it's my understanding no school
9 districts participate in the Alternative Basis of
10 Accounting, the fact alone that we had that as an
11 option it disadvantages school districts from a
12 federal audit perspective. So it's been taken out
13 and we seek your final approval on these.

14 CHAIRMAN ZOOK: No questions?

15 Do I have a motion?

16 MR. PEKRON: Move to approve.

17 MS. McFETRIDGE: Second.

18 CHAIRMAN ZOOK: Motion by Mr. Pekron, second by
19 Ms. McFetridge.

20 All in favor?

21 (UNANIMOUS CHORUS OF AYES)

22 CHAIRMAN ZOOK: Opposed?

23 Motion passes.

24 MS. FRENO: Thank you

25 CHAIRMAN ZOOK: Thank you, Ms. Freno.

1 B-5: CONSIDERATION FOR FINAL APPROVAL: DESE RULES GOVERNING
2 THE ARKANSAS EDUCATIONAL SUPPORT AND ACCOUNTABILITY ACT (AESAA)

3 CHAIRMAN ZOOK: Ms. Salas-Ford, final rules
4 governing the Arkansas Educational Support and
5 Accountability Act.

6 For those who don't attend our meetings
7 regularly, what these are are after the legislature
8 passes a law, then depending on the department that's
9 -- this being the education department, the legal
10 team is charged with the responsibility of writing
11 rules that helps the school districts understand what
12 it is that this law impacts. So that's what we're
13 doing right now.

14 MS. SALAS-FORD: Yes. Courtney Salas-Ford for
15 the Division.

16 As you've stated, we're requesting final
17 approval of the rules governing the Arkansas
18 Educational Support and Accountability Act. We did
19 put these through public comment, had a public
20 comment hearing. We did receive a few comments and
21 made minor corrections, but nothing substantive. So
22 we are requesting approval pending ALC review.

23 CHAIRMAN ZOOK: Any questions, comments?

24 Do I have a motion?

25 MS. MCFETRIDGE: I'll make a motion to approve.

1 CHAIRMAN ZOOK: Moved by Ms. McFetridge.

2 MS. DEAN: Second.

3 CHAIRMAN ZOOK: Second by Ms. Dean.

4 All in favor?

5 (UNANIMOUS CHORUS OF AYES)

6 CHAIRMAN ZOOK: Opposed?

7 Motion passes.

8 Let me get caught-up here.

9 B-6: CONSIDERATION FOR FINAL APPROVAL: DESE RULES GOVERNING
10 TEST SECURITY, TESTING VIOLATIONS, AND TESTING IMPROPRIETIES

11 CHAIRMAN ZOOK: Consideration for Final Approval
12 for Division of Elementary and Secondary Education
13 Rules Governing Test Security, Testing Violations,
14 and Testing Improprieties.

15 MS. SALAS-FORD: Yes. So we are again
16 requesting final approval. These rules govern
17 testing irregularities, violations regarding
18 standardized testing. So it's a little bit new
19 process that when a complaint comes in regarding
20 someone that may have violated test security into
21 ranking them in certain degrees of severity so that
22 then it can be dealt with appropriately. So we did
23 have a public comment period, received only minor
24 comments that led to corrections, and we are
25 requesting final approval.

1 CHAIRMAN ZOOK: Questions or comments?

2 Y'all have all done your homework ahead of time.

3 Good.

4 Do we have a motion?

5 MS. NEWTON: Move to approve.

6 CHAIRMAN ZOOK: Moved by Ms. Newton.

7 MR. PEKRON: Seconded.

8 CHAIRMAN ZOOK: Second by Mr. Pekron to approve.

9 All in favor?

10 (UNANIMOUS CHORUS OF AYES)

11 CHAIRMAN ZOOK: Opposed?

12 Okay.

13 MS. SALAS-FORD: Thank you.

14 B-7: FOR FINAL APPROVAL: DESE RULES GOVERNING CLASS SIZE AND
15 TEACHING LOAD

16 CHAIRMAN ZOOK: Ms. Hyatt, Final Approval for
17 Rules Governing Class Size and Teaching Load.

18 MS. HYATT: Mary Claire Hyatt.

19 The Division rules governing Class Size and
20 Teaching Load were amended to incorporate the
21 provisions of Act 979 of 2019, as well as to include
22 a definition of the phrase "elementary model" because
23 we were getting a lot of feedback that there was a
24 need for some clarity on that. We did receive public
25 comments; no substantive changes were made. And we

1 request final approval for these rules.

2 CHAIRMAN ZOOK: Any questions or comments?

3 I think this helps because we had gotten a lot
4 of questions, particularly in the 5th, 6th.

5 Do I have a motion?

6 MS. NEWTON: Move to approve.

7 CHAIRMAN ZOOK: Ms. Newton moved to approve.

8 MS. DEAN: Second.

9 CHAIRMAN ZOOK: Second by Ms. Dean.
10 All in favor?

11 (UNANIMOUS CHORUS OF AYES)

12 CHAIRMAN ZOOK: Opposed?

13 Thank you.

14 B-8: CONSIDERATION FOR RELEASE FOR PUBLIC COMMENT: DESE RULES
15 GOVERNING KINDERGARTEN THROUGH 12TH GRADE IMMUNIZATION
16 REQUIREMENTS IN ARKANSAS PUBLIC SCHOOLS

17 CHAIRMAN ZOOK: And now the next ones are in
18 that category where the rules have been written but
19 the passage or denial will be pending the Governor's
20 review. So be sure that's stated in your motion --
21 or if you forget, I will try to remember. So be sure
22 we understand that.

23 Ms. Hyatt.

24 MS. HYATT: The Division's rules governing
25 Kindergarten through 12th Grade Immunization

1 Requirements, we're requesting that you release them
2 for public comment. Changes were made to incorporate
3 Act 676 of 2019.

4 CHAIRMAN ZOOK: Do we have any comments or
5 questions?

6 Do I have a motion?

7 MR. PEKRON: Motion to approve pending
8 Governor's approval.

9 DR. HILL: Second.

10 CHAIRMAN ZOOK: Motion by Mr. Pekron, pending
11 Governor's approval; second by Dr. Hill.

12 All in favor?

13 (UNANIMOUS CHORUS OF AYES)

14 CHAIRMAN ZOOK: Opposed?

15 Motion passes.

16 B-9: CONSIDERATION FOR RELEASE FOR PUBLIC COMMENT: DESE RULES
17 GOVERNING STUDENT DISCIPLINE AND SCHOOL SAFETY

18 CHAIRMAN ZOOK: Next, Ms. Salas-Ford.

19 MS. SALAS-FORD: All right. The next ones up
20 are consideration for release for public comment, the
21 rules governing Student Discipline and School Safety.

22 These are implementing changes from several acts
23 but primarily 640 which was the result of the
24 Discipline Subcommittee that you all appointed
25 sometime ago that did a lot of research and made

1 recommendations on changes in legislation. So you'll
2 see very substantial changes to these rules. Most
3 importantly, originally they were just guidelines,
4 and so now they are rules and include all of the
5 requirements under the law that school districts have
6 to have in their policies and addressing bullying,
7 corporal punishment. So we are requesting approval
8 pending Governor's review.

9 CHAIRMAN ZOOK: Okay. And before we move on
10 from that, I want to thank Dr. Hill and Ms. Dean for
11 their work, because they took a lot of time and
12 studied it thoroughly. And we appreciate your
13 leadership in that.

14 Do I have a motion?

15 MS. DEAN: Motion to approve pending Governor's
16 approval.

17 CHAIRMAN ZOOK: Okay. I have a motion by Ms.
18 Dean pending Governor's review.

19 Do I have a second?

20 MS. McFETRIDGE: Second.

21 CHAIRMAN ZOOK: Second by Ms. McFetridge.

22 All in favor?

23 (UNANIMOUS CHORUS OF AYES)

24 CHAIRMAN ZOOK: Opposed?

25 Motion passes.

1 [BRIEF MOMENT OF SILENCE)

2 CHAIRMAN ZOOK: I'm getting to you.

3 B-10: CONSIDERATION FOR RELEASE FOR PUBLIC COMMENT: DESE RULES
4 GOVERNING SPECIAL EDUCATION AND RELATED SERVICES, SEC. 11.00
5 DISCIPLINE PROCEDURES

6 CHAIRMAN ZOOK: Next we have the rules governing
7 Special Ed. and Related Services. Ms. Salas-Ford.

8 MS. SALAS-FORD: These are specifically the
9 Special Education rules regarding discipline. And so
10 it's one of the same provisions that we had included
11 in the general rules we added to these, the corporal
12 punishment, because of the applicability to students
13 with disabilities. And that was the only change
14 made.

15 CHAIRMAN ZOOK: Okay. Questions or comments?
16 Do we have a motion?

17 MS. McFETRIDGE: Motion to approve pending the
18 Governor's approval.

19 CHAIRMAN ZOOK: We have a motion by Ms.
20 McFetridge, pending Governor's review.

21 Do we have a second?

22 DR. MOORE: Second.

23 CHAIRMAN ZOOK: Second by Dr. Moore.

24 All in favor?

25 (UNANIMOUS CHORUS OF AYES)

1 CHAIRMAN ZOOK: Opposed?

2 Motion passes.

3 B-11: CONSIDERATION FOR RELEASE FOR PUBLIC COMMENT: DESE RULES
4 GOVERNING SPECIAL EDUCATION AND RELATED SERVICES, SEC. 18.00
5 RESIDENTIAL PLACEMENT

6 CHAIRMAN ZOOK: Next are the rules governing
7 Special Ed. and Related Services regarding
8 Residential Placement.

9 MS. SALAS-FORD: Yes. These rules were amended
10 to incorporate changes from Act 523 regarding
11 students in out-of-state facilities being eligible
12 for state funding reimbursement. We also made a few
13 additional changes regarding procedure just to make
14 sure that it was clear to everyone the necessary
15 steps to take when a student is placed in a
16 residential facility. And I'd be happy to answer any
17 questions.

18 CHAIRMAN ZOOK: Seeing none, do I have a motion?

19 MR. PEKRON: Motion to approve pending
20 Governor's approval.

21 CHAIRMAN ZOOK: Motion by Mr. Pekron pending
22 Governor's review.

23 Do I have a second?

24 DR. HILL: Second.

25 CHAIRMAN ZOOK: Second by Dr. Hill.

1 All in favor?

2 (UNANIMOUS CHORUS OF AYES)

3 CHAIRMAN ZOOK: Okay. And in case the public is
4 wondering why there is no link here, until the
5 Governor has reviewed it then -- it's sent to us, but
6 it's not linked out into the public in case there is
7 review.

8 MS. SALAS-FORD: Correct.

9 B-12: CONSIDERATION FOR RELEASE FOR PUBLIC COMMENT: REPEAL OF
10 DESE RULES GOVERNING SPECIAL EDUCATION AND RELATED SERVICES,
11 SEC. 22.00 HOME SCHOOLING; SEC. 23.00 TESTING ASSESSMENT AND
12 ACCOUNTABILITY PROGRAM/ACADEMIC DISTRESS; SEC. 27.00 CHARTER
13 SCHOOLS; SEC. 28.00 UNIFORM GRADING SCALES

14 CHAIRMAN ZOOK: The next one is Consideration
15 for Release of Public Comment, the Repeal of the
16 Division of Elementary and Secondary Education Rules
17 Governing Special Ed. and Related Services. And you
18 can go into the details of that.

19 MS. SALAS-FORD: Yes. So to kind of explain
20 this, if anyone is familiar with the Special
21 Education rules, it was promulgated originally as one
22 large volume with 30 parts. And as we have been
23 amending separate sections, parts of that whole, we
24 noticed that a few of these were actually general
25 education rules that had just been copied over into

1 the special ed. and were not being kept up with the
2 standalone rule and really didn't need to be part of
3 the special education whole anyway. So that was
4 Section 22.00 regarding Home Schools, Section 23.00
5 the old ACTAAP system, Section 27.00 Charter Schools,
6 and Section 28.00 Uniform Grading Scales. So we're
7 only repealing them from this special ed. whole, not,
8 you know, as a standalone rule. The standalone rules
9 are still remaining, just to make that clear.

10 CHAIRMAN ZOOK: Okay. Do I have a motion?

11 MS. McFETRIDGE: Motion to approve pending
12 Governor's review.

13 MS. DEAN: Second.

14 CHAIRMAN ZOOK: Motion by Ms. McFetridge, second
15 by Ms. Dean.

16 All in favor?

17 (UNANIMOUS CHORUS OF AYES)

18 CHAIRMAN ZOOK: Opposed?

19 Motion carries.

20 MS. SALAS-FORD: Thank you.

21 B-13: LRSD RECONSTITUTION

22 CHAIRMAN ZOOK: Okay. Next is the Little Rock
23 School District Reconstitution.

24 I had stated earlier that it would be two-and-a-
25 half minutes, which gives a little space in there

1 leading up to the three minutes. But I will need a
2 motion to have it -- anything less than an absolute
3 three minutes.

4 So if I have a motion to that effect, fine;
5 otherwise, it will be three minutes per person.

6 (A FEW MOMENTS OF SILENCE)

7 CHAIRMAN ZOOK: Okay. We'll do the three
8 minutes.

9 And, let's see, do I need a motion to accept
10 public comment before the public comment that's on
11 the agenda? I think that's been the process in the
12 past.

13 Ms. Hyatt, if you'll come and advise us.

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

15 So if anyone notified the Department prior to
16 Wednesday, they can give public comment without a
17 vote. If people came and signed up today, you will
18 need a vote. It's my understanding, based on what
19 you said earlier, that you're going to present all of
20 the items and then allow public comment. So you can
21 either make the public comment motion now or wait and
22 make it when you're about to hear public comment; up
23 to you guys.

24 CHAIRMAN ZOOK: Okay. We did have three people
25 who signed up ahead of time, so we will hear them

1 first.

2 And do I hear a motion to hear public comment
3 prior to public comment occurring on the agenda?

4 MR. PEKRON: Are we going to have the comment --

5 CHAIRMAN ZOOK: I need your mic --

6 MR. PEKRON: -- before we do the presentations
7 or after?

8 Will the public comment be before the
9 presentations or after?

10 CHAIRMAN ZOOK: I think we'll have the
11 presentations; then we'll have public comment. And
12 then the Board can either discuss in the midst of the
13 public comment, after the public comment, or before
14 any motion is made.

15 MR. PEKRON: Okay. I move to hear additional
16 public comment at that point in time.

17 CHAIRMAN ZOOK: Okay. We have a motion to hear
18 public comment before it occurs on the agenda.

19 All in favor?

20 Oh, do I have a second?

21 MS. DEAN: Second.

22 CHAIRMAN ZOOK: Second by Ms. Dean.

23 All in favor?

24 (UNANIMOUS CHORUS OF AYES)

25 CHAIRMAN ZOOK: Opposed?

1 a) PROPOSAL TO ADD TWO ADDITIONAL AT LARGE MEMBERS
2 TO THE LRSD COMMUNITY ADVISORY BOARD

3 CHAIRMAN ZOOK: Okay. Ms. Freno and Dr.
4 Hernandez.

5 MS. FRENO: Lori Freno.

6 Ms. Zook, if it's acceptable to you, I'll just
7 move on to the first item, which is Item A, and that
8 is that the Division is seeking the Board's approval
9 to expand the Community Advisory Board in the Little
10 Rock School District by two at-large members.

11 The list of -- a list candidates will be
12 submitted by the mayor's office to the Division. The
13 Division will then screen -- you know, check them out
14 and make recommendations, in the same way we do with
15 the Community Advisory Board that exists now -- make
16 a recommendation to the Board for the Board's
17 approval.

18 But right now all we're asking for is that you
19 all -- and we're not going to vote on this yet; we're
20 going to vote, if it's acceptable to you, at the very
21 end --

22 CHAIRMAN ZOOK: Right.

23 MS. FRENO: -- after all the public comments are
24 made -- but to expand that by two at-large members.

25 CHAIRMAN ZOOK: Okay.

1 MS. FRENO: Okay.

2 CHAIRMAN ZOOK: So that's the -- does anybody
3 have any comments or questions on this item?

4 SECRETARY KEY: Let me add to that, Madam Chair,
5 if I may. You know, this is something that goes back
6 a couple of months, that when you all were discussing
7 the expansion of the Board to nine members. As we
8 approach the -- or, excuse me, the November 2020
9 election and reconstitution of the district, there
10 have been some public comment and other comments
11 expressed about the makeup of the Community Advisory
12 Board and maybe allowing some additional community
13 input there.

14 So this was an idea to present to you all to see
15 if it was something you would be open to and could
16 approve, and then we would work with the mayor's
17 office to work out the process. Because, you know,
18 under the old system, when there was a statutory
19 Community Advisory Board, we had applications that
20 were online, on the ADE website, if y'all will
21 remember that. So this is a little bit different.
22 But in keeping with what we had talked about or at
23 least in some of that public comment, we felt like
24 this may be something that we could present to you
25 all as a way to continue gradually working into the

1 turn-back of the District to local control back in --
2 or in November of 2020.

3 MS. McADOO: Question. So am I hearing you say
4 that instead of applicants it will -- these two
5 positions will be appointed once they're recommended?

6 SECRETARY KEY: Well, they're appointed anyway.
7 The process for appointment rather than taking those
8 applications would be the input from the mayor's
9 office.

10 MS. McADOO: Right. So --

11 SECRETARY KEY: And the mayor's office could use
12 those applications that we have, if they want to, and
13 we are certainly open to them using that process. We
14 just haven't explored that with them until we
15 actually have that conversation with you all.

16 CHAIRMAN ZOOK: Yeah. I think that my -- I
17 obviously want the community involved. I want -- I
18 think -- I have one concern that, in a period of
19 transition, of people coming on that have not had the
20 Community Advisory Board experience during the time
21 of the intervention. It would be a pretty steep
22 learning curve with regard to that. But anyway, just
23 something to think about as we proceed on.

24 Ms. Salas-Ford --

25 DR. MOORE: Can I ask a question on that?

1 CHAIRMAN ZOOK: Sure.

2 DR. MOORE: Can we -- will there be training for
3 those individuals once they are appointed prior to
4 joining the Board --

5 SECRETARY KEY: Yes.

6 DR. MOORE: -- or the CAB? Okay. And that will
7 be done by the Department or the District, or worked
8 out in the future?

9 SECRETARY KEY: Well, in the past we've done
10 both. We've had part of the trainings performed by
11 the Department; part was conducted by the Districts.
12 Community Advisory Board meets districts -- or each
13 of the districts where we have one is a little bit
14 different, whether it comes to policies or procedures
15 or anything like that. So we work together to make
16 sure that training takes place.

17 DR. MOORE: Okay, great. Thank you.

18 So they would -- the City would give us six or
19 eight or however many names; people could apply to
20 the City and say, "I'd like to be on the list" -- or
21 would that be up to us or the City to decide?

22 SECRETARY KEY: Well, I think -- I'm envisioning
23 that the mayor's office, the City, would vet and
24 receive applications from folks who are interested,
25 and then submit, you know, a set of names. And then

1 the Board would actually approve the two additional
2 members.

3 CHAIRMAN ZOOK: And then we currently have a
4 resignation on the CAB at the moment. And will that
5 go through the City process or the Representative/
6 Senator process?

7 SECRETARY KEY: Well, we did -- Ms. Craig just
8 recently resigned, and so that -- I'm open to your
9 thoughts on that. But we haven't established how
10 that position would be replaced.

11 CHAIRMAN ZOOK: Is that -- what zone is that?

12 SECRETARY KEY: I don't recall. I'd have to --

13 CHAIRMAN ZOOK: Okay.

14 SECRETARY KEY: -- get somebody to --

15 CHAIRMAN ZOOK: Two and Five; so I don't know.

16 SECRETARY KEY: Okay. I'm being told --

17 CHAIRMAN ZOOK: Mr. Woods?

18 MR. WOODS: Zone 5.

19 CHAIRMAN ZOOK: He said it's Zone 5.

20 SECRETARY KEY: Okay. And confirmed by Ms.
21 Salas-Ford. So thank you.

22 CHAIRMAN ZOOK: So if somebody from Zone 5 --
23 the other two would be, you're envisioning, at-large?

24 SECRETARY KEY: Well, there are no zones at this
25 point; so they would by necessity be at-large.

1 CHAIRMAN ZOOK: Okay. So we will have one from
2 Zone 5 and then two at-large, if that is the vote?

3 SECRETARY KEY: Yes, ma'am.

4 CHAIRMAN ZOOK: Okay. Any other questions or
5 comments on that?

6 b) REVIEW OF PROCESS TO ESTABLISH LRSD SCHOOL
7 DISTRICT BOARD MEMBER ZONES

8 CHAIRMAN ZOOK: Okay. Ms. Salas-Ford.

9 MS. SALAS-FORD: Thank you. Courtney Salas-Ford
10 for the Division.

11 So as you all know, you voted to return local
12 control to the Little Rock School District through
13 the election of a nine single-member zone board in
14 the November 2020 election. One of the things that
15 we've provided to you all is the timeline and process
16 for how that will occur leading up to November 2020.
17 All of these dates are required by statute and things
18 that have to be done in order to get to that process.

19 One of the main things that we have to achieve
20 is development of those nine single-member zones.
21 Since previously the local board was seven members,
22 we are starting from scratch and developing nine new
23 member zones. Obviously that's not our expertise,
24 and so we contacted Arkansas GIS, Geographic
25 Information Systems, which is the state agency

1 responsible for maintaining school district boundary
2 maps. They, after looking at the data and our
3 request, came up with three different options of nine
4 single-member zones. Each one of those was presented
5 to you in a map form. Each one is based on a
6 different method or a different basis on which GIS
7 came up with those. The guide -- I guess you could
8 say the guiding principals that they used in
9 developing these three options was to make each zone
10 as compact as possible, to maintain contiguous
11 territory with each zone, meaning there's no islands
12 or nothing that's, you know, not touching land-wise.
13 Each zone should include communities of interest and
14 who share commonalities; so not trying to split any
15 well-known or well-established community. Maximize
16 the degree -- to the degree feasible any use of
17 existing physical boundaries; so existing roads,
18 rivers, you know, anything that could be used as a
19 natural boundary, using that in identifying board
20 member zones. And then, as -- to the degree
21 feasible, attempting to coincide with other electoral
22 boundaries, such as existing election precincts. And
23 the reason for that is because it makes it easier for
24 the Clerk's office, when establishing the voter zones
25 already has that type of information blocked off; so

1 they have existing voter blocks that that map, if
2 that was the way the Board decided to go, would
3 already have that information and wouldn't be
4 starting from scratch.

5 So with each of those three zones, you know,
6 there's pros and cons to each. We can discuss those,
7 if you would like.

8 You were provided with updated maps yesterday
9 that contain the racial demographics information that
10 we just received from Arkansas GIS. Just a note on
11 that information: that is 2010 data, and that is
12 because the law requires that the zones be based on
13 the most recent decennial census data, and the last
14 time that was done was 2010. So that is the data
15 that we are legally required to use, even though, you
16 know, seven -- nine years later it's probably very
17 different. We cannot take that into consideration
18 legally. Now two years from now, when the 2020
19 census data is made available, if there are any
20 significant differences or you see anything that is
21 significantly unequal based on racial components and
22 the population data, then the school district at that
23 time would be required to revise these board member
24 zones. But as of now, we must use the 2010 census
25 data. And, again, all of that was provided to you,

1 along with each map.

2 And I'd be happy to answer any questions that
3 you might have.

4 CHAIRMAN ZOOK: Okay. Mr. Pekron.

5 MR. PEKRON: I think this is less of a question
6 than a comment. I certainly understood what was
7 intended to do with the election precincts; I
8 understand not wanting to overburden the Clerk's
9 office. But looking at that as an attorney, I see
10 some districts that have a four to five percent
11 variance, and I think -- I don't think a court would
12 allow that to go through. I have some real concerns
13 about those being too uneven. I like the idea, but I
14 don't think as it turned out it's acceptable. I
15 don't know if there's any tweaking that can be done
16 on that to smooth it out. The DBB district is 4.12
17 percent high and the JJE district is 4.99 percent
18 low.

19 MS. SALAS-FORD: Right.

20 MR. PEKRON: If there's any way to smooth those
21 down to closer to two, which I think is closer to
22 what the court would find acceptable, I think.

23 CHAIRMAN ZOOK: So you're saying it's more
24 appealing to you on the lowest variance, as opposed
25 to those that have such a wide variance?

1 MR. PEKRON: Well, I mean I think, you know,
2 generally the rule for election precinct -- election
3 districts is they're supposed to be as even as
4 possible. But I think five percent -- which, you
5 know, we've got one that's five percent less than
6 other districts. I think that falls outside --

7 CHAIRMAN ZOOK: Right.

8 MR. PEKRON: -- the bounds what a court would
9 find acceptable. And if there is some minor tweaks
10 to a couple of these districts that could be made --
11 I still like the idea of using election precincts, if
12 possible, and I think with a couple of minor tweaks
13 that would be the best option.

14 MS. SALAS-FORD: Okay, right. So these are
15 drafts, so adjustments can be made in discussion and
16 consultation with GIS.

17 To your point about a court, obviously we never
18 know what a court would decide. We did look at past
19 cases and found that five percent was the maximum
20 that they would allow to be -- and still be
21 considered substantially equal; so that's why we made
22 sure to not go over five percent. But obviously, as
23 you pointed out, 4.99 is very close to that number.

24 MR. PEKRON: I just think with a couple of small
25 tweaks you could probably get a lot closer, if

1 possible --

2 MS. SALAS-FORD: Okay.

3 MR. PEKRON: -- and still not excessively burden
4 the Clerk's office.

5 CHAIRMAN ZOOK: Yeah. Dr. Moore.

6 DR. MOORE: Yeah. Do you mind talking a little
7 bit about the process? So after we talk about it
8 today it's going to go to the CAB, what that would
9 look like?

10 MS. SALAS-FORD: Yes. So we're presenting these
11 to you today, of course, to get your feedback and
12 input. They then will be presented to the Community
13 Advisory Board so that they can, of course, review
14 these and provide input. They will be directed to
15 hold community meetings so that the community can
16 provide feedback to these as well. These are
17 available on the Division's website. So if anyone is
18 not able to participate in a community meeting, they
19 can provide feedback through the LRSD feedback email
20 that we have established and monitor.

21 Once all of that information is provided, of
22 course, all of that will be compiled and considered.
23 The Commissioner will make the final decision on the
24 final map, and then that will go to the Pulaski
25 County Election Commission for approval. That has to

1 be approved by them, and they said that could take
2 them up to two months to do that, given their meeting
3 schedule. And then it goes to the Pulaski County
4 Clerk's office to get ready for the election, and all
5 of that has to be done before May 3rd so that
6 candidates will know what zone that they could be
7 possible for and begin collecting signatures.

8 DR. MOORE: That's helpful. Thank you.

9 CHAIRMAN ZOOK: Okay. I think the only tweak
10 that came to mind as I studied this is that rather
11 than the suggestion -- because this was our -- we
12 initiated this to begin with -- is that the CAB's
13 input and the public input come to us based on the
14 public feedback. And then we make the final
15 decision, in cooperation with the Commissioner, but
16 not solely taking us out of it at that point. But,
17 you know, we can talk about that as we go along.

18 c) CONSIDERATION OF DRAFT MOU

19 CHAIRMAN ZOOK: Okay. And on to the Draft MOU.
20 Ms. Freno and Ms. Hyatt.

21 MS. FRENO: Lori Freno.

22 As the MOU, which was attached to the agenda,
23 reads, I think it's really important that everybody
24 looks at the disclaimer at the bottom of the
25 footnote: this Memorandum of Agreement is a working

1 draft and has not been reviewed and approved by all
2 proposed parties. This draft will change as we
3 receive feedback from the Little Rock School District
4 community, we're sure, as well as this Board, the
5 Little Rock School District itself, and the City of
6 Little Rock.

7 So what this is is -- this is not intended to be
8 something that's ripe for vote today. What this is
9 intended to be is just like a framework, kind of -- I
10 keep calling it a skeleton, just something to work
11 off of. And so I'm just placing it before this Board
12 today to start the conversation. And we would be
13 happy to answer any questions that you might have.

14 MR. PEKRON: I had some comments on this.

15 To me, it was unfortunate -- I understand under
16 FOIA this had to come out. I was -- I thought it was
17 unfortunate that it came out when it did because this
18 MOU was not what I had envisioned last month when I
19 made my motion. When I made a motion to return the
20 board to local control with an MOU I -- what I had in
21 mind was a few all-be-it obviously big-picture items
22 I'll mention in a minute; but other than that, that
23 it truly would be local control that the district --

24 [AUDIENCE APPLAUSE]

25 MR. PEKRON: If y'all could try and let me

1 finish before you applaud, but --

2 So, you know, I think -- I do think that there
3 are a lot of things in the MOU that are good ideas,
4 but I don't think they're things that we should be
5 dictating. I think there are a lot of good things
6 there in terms of organizing the community to run the
7 schools. For example, I'm not sure that -- at this
8 point I don't think we as the State Board should be
9 continuing to run those schools. At some point we've
10 got to let the District take control, take charge.

11 What I see is an MOU with a few what I would
12 call guardrails. This is the part where you probably
13 won't applaud, but I see, for example, a guardrail on
14 changing principals; I see a guardrail on recognition
15 of a bargaining unit; I see a guardrail on litigation
16 while they're in Level 5. And the other thing on
17 that is, you know, I think at some point we have to
18 give this District a clear set of ideas: what do you
19 need to do to get your schools back completely and
20 get out from even under those guardrails. I think
21 the community has felt that we've never done that, at
22 least that's the impression I've gotten. I don't
23 know that that's intentional on anybody's part. But
24 I do think we're at the point now where we need to
25 have a very clear set of exit criteria that are

1 spelled out in this MOU -- that to say, you know, the
2 three things I just laid out, if they're met, those
3 are going to be in place while we're under Level 5,
4 and once Level 5 is lifted those restrictions will be
5 lifted. But we would also have to tell them what
6 they need to do to get out of Level 5. I think we
7 need a very clear understandable set of exit criteria
8 that anybody's grandma could understand. I think
9 they need to understand that. But I do think those
10 big important guardrails are important to keep in
11 place while they're in Level 5. But other than that,
12 I do believe that the District should be in day-to-
13 day local control of the local school board with all
14 the support and responsibilities that come to the
15 state under Level 5.

16 So what -- I'm not planning to make that as a
17 motion today, but what I'd like to see next month is
18 a revised -- my sense would be a revised MOU that
19 looks more like that.

20 The one other thing I'd mention is I've heard a
21 lot of discussion about including something in here
22 about charter schools. I don't think that we have --
23 as a board have the legal authority to impose any
24 sort of limit on charter schools. I think we're
25 required by state law to evaluate each application as

1 it comes in on its own merits. I don't think we can
2 artificially agree to any sort of cap, if people want
3 a cap on charter schools. I think that's something
4 that would have to come from the General Assembly and
5 not from this board.

6 CHAIRMAN ZOOK: Okay. Ms. Newton.

7 MS. NEWTON: My questions that I had were around
8 the community school; you know, I have a lot of
9 questions on how it would work and members and who
10 would be making decisions. So, that was where my
11 biggest area of questions was that I was unclear on,
12 was in that -- was in that section.

13 CHAIRMAN ZOOK: Okay. And, Mr. Pekron, are -- I
14 know we've tried our best to give you everything that
15 we have. But you know there was exit criteria,
16 qualitative and quantitative, and you're saying if
17 that is being monitored or adjusted or changed in any
18 way that that be gotten out sooner than later?

19 MR. PEKRON: Well, the Draft MOU says that the
20 State will work with the District to develop a set of
21 exit criteria.

22 CHAIRMAN ZOOK: Right.

23 MR. PEKRON: Whether there are existing criteria
24 that are spelled out or something that's worked on, I
25 think they need to be clearly stated in the MOU and

1 not something that's put off --

2 CHAIRMAN ZOOK: Right. A statement of it, not
3 necessarily change it but maybe change it; just make
4 sure it's clear?

5 MR. PEKRON: Yeah. I'm not sure what those are.
6 That's -- I think those are conversations that we'd
7 need to have.

8 CHAIRMAN ZOOK: Okay.

9 MR. PEKRON: But whatever they are, I think they
10 need to be clear.

11 CHAIRMAN ZOOK: Ms. Newton, did you have
12 anything further at this point?

13 MS. NEWTON: No. That -- those were my
14 questions.

15 CHAIRMAN ZOOK: Dr. Hill? Ms. Dean? Ms.
16 McFetridge?

17 MS. McFETRIDGE: I think my question is, again,
18 working with the PPCs in our schools and making sure
19 that each school is represented on the PPC panel. I
20 think that's -- in my heart, that's really important,
21 knowing that there's a teacher in every building
22 that's represented on this committee.

23 CHAIRMAN ZOOK: Right. I brought that up. I
24 did check with districts larger than Little Rock,
25 districts about the same size, and districts smaller,

1 and the general consensus from those superintendents
2 would agree with that. I know that the date for
3 application or submission has passed, but with a vote
4 of this board I think we could reopen it. I think a
5 lot of the teachers who are not a member of LREA are
6 asking that we consider that, because they don't
7 think they'll have an opportunity to be on this
8 initial board where the bylaws will be established.
9 So I tend to agree with what you're saying.

10 MS. McFETRIDGE: I've seen it work and I know it
11 works well --

12 CHAIRMAN ZOOK: Okay.

13 MS. McFETRIDGE: -- when everyone is working
14 together.

15 CHAIRMAN ZOOK: Okay.

16 MS. McFETRIDGE: Thank you.

17 DR. MOORE: Okay.

18 CHAIRMAN ZOOK: Mr. Williamson?

19 MR. WILLIAMSON: All of my concerns have been
20 addressed.

21 CHAIRMAN ZOOK: Okay. Dr. Moore.

22 DR. MOORE: Yes. I think it's a limitation of
23 our model -- of the board model in which we can't
24 have conversations outside of up here. And so I've
25 been grappling in my head -- I haven't had enough

1 time to flesh this out with the Department. Can we
2 have a work session? Should we have a subcommittee?

3 CHAIRMAN ZOOK: Yes.

4 DR. MOORE: I would like to ask questions --

5 CHAIRMAN ZOOK: Yes.

6 DR. MOORE: -- of the mayor's office, of more
7 staff. And so I don't know which -- work session or,
8 you know, subcommittee, or whatnot -- but I would
9 like to have more time as we have these discussions.

10 CHAIRMAN ZOOK: I think what I'm hearing
11 everybody say is they would like a work session where
12 we can flesh out things and then maybe bring back
13 something for when we have an official meeting to do
14 a vote or not. But we'll see how it goes from here.

15 DR. MOORE: Okay.

16 CHAIRMAN ZOOK: Ms. McAdoo.

17 MS. McADOO: Well, I have a lot of questions.

18 One, I'm very interested in your definition of
19 "community schools." That's the first thing.

20 Secondly, when you were talking about the PPC
21 and having representation from every school -- so are
22 you envisioning 41 people on this body? Like how
23 does that work?

24 MS. McFETRIDGE: Well, I've seen it work --

25 CHAIRMAN ZOOK: Get close to the microphone.

1 MS. McFETRIDGE: I've seen it work in
2 Springdale. They don't have 40; I believe they have
3 30.

4 MS. McADOO: Okay.

5 MS. McFETRIDGE: And it works very well, where
6 each member of the PPC committee goes back to their
7 school, shares information, gets the feeling and the
8 vote from that school, and then brings that back to
9 the full committee; they discuss and move forward
10 with the majority vote. So it has worked very well.

11 MS. McADOO: Okay. Okay. I just know that it
12 feels like the Board here is just very anti-LREA and
13 that you've felt as though LREA didn't represent --
14 like it only represented the members, and that's not
15 how that was. So I don't really see a very big
16 difference in this model of making sure that people
17 are heard or whatever it is that you're exactly
18 saying.

19 MS. McFETRIDGE: Yeah. I mean I think you see
20 that representation in every building. They also
21 worked very well with the Springdale Education
22 Association. So, all of them were working together
23 for the same goal, to teach kids. So, again, they
24 worked with the Education Association and the PPC,
25 all together. There was a good feeling there, so --

1 CHAIRMAN ZOOK: Okay. Anybody else?

2 SECRETARY KEY: Dr. Hernandez -- yeah, Dr.

3 Hernandez can come and talk about the community

4 schools. Because there have been some things that

5 have changed since then, since --

6 CHAIRMAN ZOOK: Since the draft?

7 SECRETARY KEY: -- the MOU was drafted. There

8 were some national organizations that have been in.

9 I think the Clinton School sponsored one of those
10 events where there was a lot of good information.

11 And to Ms. McAdoo's question about what do you
12 mean by "community schools" --

13 MS. McADOO: Right.

14 SECRETARY KEY: -- there's -- we didn't want --

15 and we thought it would be irresponsible for us,

16 after the motion was made -- and, you know, we went

17 back and looked at the transcript to see what we

18 could ascertain from the motion, and then went back

19 to the public comment periods and other discussions

20 that you all had had to form the basis of that draft.

21 And, again, we made it very clear, as Ms. Freno said,

22 that it was a draft, it was a starting point. I mean

23 y'all can throw it out completely. But for us to go

24 from October to November and not have anything for

25 y'all to look at would've been irresponsible. So

1 that's why that draft was put forward. As I said,
2 Dr. Hernandez, Mr. Ballard, and some folks from the
3 Department were there with LRSD folks; I mean it was
4 community members, and at least one of these events.
5 And then there's been other research done about
6 community schools and that model.

7 And so if you all allow, I would like Dr.
8 Hernandez to talk a little bit about that.

9 DR. HERNANDEZ: Yeah. So, no, Commissioner Key
10 did a great job.

11 Mike Hernandez, Office of Coordinated Support
12 and Service.

13 So when we did write the MOU one of the things
14 that we were researching was about community schools.
15 So we went to the Coalition of Community Schools'
16 website and got some components of those things that
17 were needing to be incorporated, as just kind of a
18 starting point. We then were invited to go to the
19 Clinton School along with Little Rock and other
20 community members to learn about a specific model
21 that fits under the umbrella of the Coalition of
22 Community Schools, specifically "Communities in
23 Schools" was the presentation that was done. And so
24 while we were there it helped us to learn -- I think
25 to Ms. McAdoo's point -- is what is the definition of

1 our community schools, and then the model. And so,
2 you know, we brought back the information from that,
3 and there may be some potential site visits to
4 schools that are implementing that model, but it
5 opened our eyes to many more models that are out
6 there.

7 And so, one of the things that's kind of up for
8 discussion as the MOU is modified, is that even going
9 to be part of the MOU that the state has to have a
10 specific model in that. If that were to happen, or
11 if the District decided to do one, would the District
12 then put out something like a request for proposals?
13 Would that be something that the City would do?
14 Would that be an outside community group that would
15 do that? And so I think we're really flexible in
16 what that looks like and -- but just making sure that
17 at least the schools that will be participating do
18 have a model. That way, there's not, you know,
19 multiple ways of doing this and in the decision-
20 making process and getting lots of feedback to where
21 -- the community partners are a big piece of that,
22 and so those community partners know when and how
23 they should be plugged into working with the schools.

24 And so, that's kind of the latest in terms of
25 where we've gone with the community schools part.

1 CHAIRMAN ZOOK: I think my hesitation is that
2 we're talking reconstitution and do we want to leave
3 the impression that a reconstitution is a community
4 school, or is that something that the community --
5 that comes from the ground-up, not from the top-down?
6 So I think that was my reaction. I obviously think
7 that there are communities within -- and I think that
8 the community and the people at the school can better
9 decide what that looks like for their school than I
10 could; you know, if I go over to Earle, I'd have to
11 have a lot of input -- and it's like we heard from
12 Batesville this morning, in Independence County.

13 So I think that's -- when I was thinking
14 reconstitution, community school, is that something
15 that a reconstituted district wants to do or a
16 district that's never even been in Level 5 wants to
17 do? So that's sort of where I'm coming from in a lot
18 of the areas.

19 Anybody else?

20 All right. Thank you.

21 MS. McADOO: I do. I do have one more.

22 CHAIRMAN ZOOK: Okay. Yes, Ms. McAdoo.

23 MS. McADOO: So just for the record, when I
24 think of community schools it is not where the State
25 tells us what a community school is like. It really

1 has to be -- the community has to be a part of the
2 decision-making, not just --

3 CHAIRMAN ZOOK: Right.

4 MS. McADOO: -- you know, where you allow them
5 to say this is what they think about X, Y, and Z.

6 CHAIRMAN ZOOK: And I think -- I don't know if
7 it was the intent; it's like trying to figure out the
8 intent of legislators when they pass a law. But I
9 think on first glance I thought one thing, and then
10 as I got into it I think they may be saying while
11 we're in the -- a district is in Level 5, then we
12 want them to know that the Division is there to help,
13 there to provide support, there to do research, you
14 know, that -- but it -- more than it was them doing
15 it to you; it's like we can help you, if needed.
16 But, you know, I don't know. We can look through
17 that as we go along.

18 Mr. Pekron.

19 MR. PEKRON: I was just going to say I think
20 what Ms. McAdoo was saying now is what I was trying
21 to articulate a few minutes ago. I think that -- you
22 know, I think the ideas of these schools of most
23 significant need having all these resources poured in
24 from different locations, from the city, from the
25 state, from the school district -- I think that's all

1 great things. I just think at the end of the day, at
2 this point I don't think we should be steering that
3 ship. I think the school district and the city need
4 to work together, and then we serve as a support role
5 and help do whatever we can as the State with the
6 resources that we have to make sure that that gets
7 done.

8 CHAIRMAN ZOOK: Like pilot projects in different
9 districts with PLCs and the different things that
10 have come, and then they, you know, give us input
11 that "this works really well, this did not work
12 well." And, you know, what you might need at Central
13 might not be -- might be different than what we're
14 going to find at Southwest or different from Romine
15 to Washington. And then it may have more in common
16 than it has differences. But, you know, get your
17 faith-based community, your Boys Clubs, all the --
18 and the parents, you know, work with them on that.

19 Okay. Next, we have --

20 SECRETARY KEY: Before --

21 CHAIRMAN ZOOK: Mister --

22 SECRETARY KEY: Yeah. Before we leave that
23 topic --

24 CHAIRMAN ZOOK: -- Secretary.

25 SECRETARY KEY: -- Madam Zook, I think the

1 Department -- or the Division could use some
2 direction.

3 CHAIRMAN ZOOK: Sure.

4 SECRETARY KEY: So whether it's now or whether
5 it's at the end of all the subtopics, we'd
6 appreciate, you know, the Board -- because last time
7 we had -- we kind of had to extrapolate what you-all
8 wanted. All right? And so this discussion has been
9 helpful. But if it is a scheduling of a work session
10 or a series of work sessions or something like that,
11 we're -- you know, we don't know how to modify the
12 MOU at this point without a lot more clarity.

13 CHAIRMAN ZOOK: Right, I agree. I agree. And
14 that is not your --

15 SECRETARY KEY: Or if we even have an MOU.

16 CHAIRMAN ZOOK: Right.

17 SECRETARY KEY: That is -- you know, so --

18 CHAIRMAN ZOOK: Right.

19 SECRETARY KEY: So that will be very helpful to
20 us.

21 CHAIRMAN ZOOK: Okay.

22 MR. PEKRON: I think -- you know, I said earlier
23 the three guardrails that I think should be in there.
24 To me, the MOU's should basically be the three
25 guardrails, a set of exit criteria, and that's it.

1 It should be on a page.

2 d) LRSD ATTENDANCE ZONES

3 CHAIRMAN ZOOK: Now then we didn't have a link
4 for this on the Little Rock attendance zones. This
5 is a result of the court order that was brought by
6 the Covington and the settlement there. This was not
7 something that was prompted by the State Board. But
8 I did ask that someone from this board, as well as
9 from the CAB, be able to give some input.

10 And, Mr. Poore, are you going to do the
11 presentation or is someone else?

12 Anyway, this is a requirement by the court that
13 the high school --

14 FEMALE IN AUDIENCE: Your mic went out.

15 CHAIRMAN ZOOK: Dan, my mic went out.

16 MR. DAN DAVIS: Yes, ma'am. When I made the
17 switch for --

18 CHAIRMAN ZOOK: I'll have to use my teacher
19 voice.

20 MR. DAN DAVIS: I'm getting it right now.

21 CHAIRMAN ZOOK: Okay. Can you hear me now?

22 MR. DAN DAVIS: Just one second. It's all Mr.
23 Hernandez's fault.

24 (A FEW MOMENTS OF SILENCE)

25 MR. DAN DAVIS: I'm pulling everybody's mic's

1 back up.

2 (A FEW MOMENTS OF SILENCE)

3 MR. DAN DAVIS: All right. It should be good to
4 go now.

5 CHAIRMAN ZOOK: Okay. This is a result of the
6 Covington court case that required the Little Rock
7 School District re-draw their high school attendance
8 zones and/or reconstitute and make them -- use --

9 Tell me exactly the word where you had to make
10 it -- draw your zones without making it racially
11 different. What was the word?

12 SUPT. POORE: Well, we --

13 MR. DAN DAVIS: Just a second; I did it again.

14 (A FEW MOMENTS OF SILENCE)

15 MR. DAN DAVIS: Okay. Ms. Zook, you're good.

16 SUPT. POORE: Okay. Good afternoon.

17 CHAIRMAN ZOOK: I apologize for that.

18 SUPT. POORE: No. Good afternoon. I'm Mike
19 Poore, superintendent of Little Rock Public Schools.

20 And I believe maybe the word you're looking for
21 is to create a re-segregation or to create any kind
22 of racial imbalance and make things worse in terms of
23 --

24 CHAIRMAN ZOOK: Right.

25 SUPT. POORE: We want to have diverse --

1 CHAIRMAN ZOOK: Which has never been the
2 intention of this Board, ever.

3 SUPT. POORE: Right. So the -- what we have --
4 and I don't know if the PowerPoint is ready to come
5 up, if that would be helpful. And that will help
6 guide through the slides that I'd like to deliver, to
7 kind of give you an idea of a model that we will
8 present and then work on that at our Community
9 Advisory Board meeting next week and make that --
10 we'll have all these documents live and public by no
11 later than tomorrow morning so that people can access
12 them and be able to dive into the details of it.

13 So I'll go ahead and begin on this, that the
14 justification -- and, Ms. Zook, you're correct that
15 really there's actually two things that are driving
16 the need to modify our attendance lines or making
17 changes to the boundary. The first one is that -- if
18 you'll go ahead and move -- advance one slide please
19 -- the first --

20 CHAIRMAN ZOOK: The thing for that is at your
21 podium.

22 SUPT. POORE: Okay. Well, and you'll see in a
23 minute that this gets a little more complicated, that
24 we have to kind of come in and out; so it's actually
25 helpful to have a driver.

1 The first justification is that we have a
2 blueprint that was approved -- and you'll see that it
3 was approved in both January and February, because
4 our Community Advisory Board approved it in January;
5 the Commissioner then approved what the blueprint
6 represented in February of 2019. Additionally, the
7 other reason why we needed to do the blueprint is
8 that as the opening of Southwest High School -- one
9 of the things that came up in terms of the agreement
10 was to say that we would modify our attendance lines.
11 And we knew that we needed to do that in one respect
12 because of Hall High School, which you'll hear is a
13 real key component in all the adjustments that we're
14 going to make in terms of what we're trying to think
15 to improve the situation at Hall.

16 If you'll advance to the next slide -- the
17 intentions for any kind of attendance zones changes
18 is we don't want to have any form of re-segregation.
19 We want to improve feeder patterns, which is
20 something that all districts strive for, and larger
21 districts have a harder time -- or even districts
22 with growth have a harder time trying to create
23 feeder zone patterns. And so as you review this,
24 that's kind of one of the -- these are all standards
25 that we want to try to fulfill. We also want to

1 enhance school choice options for our parents so we
2 have more things that make the district attractive,
3 either to bring in families or to hold on to
4 families.

5 Next, we want to utilize our district resources
6 efficiently, especially if we have had a loss of
7 students. This year we had less loss than the
8 previous year. You might remember last year was
9 approximately 650 students that we had a decline;
10 this year we're just a little over 100 students where
11 -- that we lost. And, naturally, the most important
12 thing then is we also want to elevate academic
13 performance.

14 If you'll go to the next slide -- this then
15 shows a little bit of the community blueprint. And,
16 you know, it's kind of funny that that was such a
17 dominant visual for much of last fall, and now it's
18 probably like -- wasn't that like five years ago? It
19 just tells you how many things that we all think and
20 interact with. It was a process of trying to do a
21 lot with community. I will say upfront, whether it's
22 in the blueprint or when looking at attendance zone
23 boundary lines, it's nearly impossible to get to an
24 overwhelming majority to say, "We love this." Okay.
25 And so whether it's trying -- if you're trying to

1 seek an 80% approval or even a 70% approval on
2 attendance lines, I've never seen that be the case.
3 And it wasn't necessarily the case -- it wasn't the
4 case -- excuse me -- with the community blueprint
5 either, but we did try to go out to the public and we
6 had seven different community meetings. There were
7 times where people got to work in groups, but there
8 also were times where people spoke individually. All
9 that information is captured in our website. And
10 ultimately we came up with a blueprint that was
11 presented.

12 The big thing about the blueprint, if you look
13 down at the bottom of that, kind of the colored map
14 so-to-speak, is the opening of Southwest High really
15 spurs everything in terms of making changes within
16 the district. Because once Southwest High opens up
17 it brings Fair and McClellan students into that
18 campus, but it also brings down, as you can see, 300
19 students that are coming down from Hall and coming
20 into Southwest. Additionally, then you have to try
21 to work to come up --

22 CHAIRMAN ZOOK: Let me interrupt you there. For
23 those who don't live here, that's -- before, they had
24 the Newcomers Center for the Hispanic students, so
25 they were taken out of their attendance zone and were

1 at Hall, and that will not be necessary going
2 forward.

3 SUPT. POORE: Thank you. And please feel free
4 to interrupt me if you'd like.

5 Those 300 students do live in the Southwest, and
6 so they actually will be going to school in their
7 home area.

8 You know, from that then you've got to think
9 about what do we do to make Hall stronger. We also
10 knew that we have growth out in the northwest part of
11 our community, and this year we opened up an
12 innovation high school and it's still being worked on
13 in terms of what that innovation will ultimately look
14 like; we've got the beginning stages going there. We
15 have students that are attending there as 9th
16 graders; next year they will advance up to 10th. And
17 then we're making changes to utilize the facilities
18 in a greater way. We don't want Fair, which is
19 really an excellent campus, to not be utilized. And
20 so you'll see in just a minute with the attendance
21 lines that we've tried to make a K-8 option. We know
22 that the one K-8 we have right now is successful.
23 We'll create another K-8 that would be on the west
24 side, utilizing the Fair campus. On the east side,
25 one of the more dramatic changes that we'll see

1 within the boundary is that we have Rockefeller,
2 Washington, and we also have two magnet schools over
3 on the east side of our city. And so we were -- in
4 the blueprint it was approved to move Rockefeller to
5 being totally a pre-K center, and then the
6 Rockefeller students coming over and joining
7 Washington.

8 That kind of gives you a little bit of context.
9 There's a lot more, whether it's for you as State
10 Board members or those that are listening in the
11 audience or watching this via a feed, that you can
12 access the website and see all the components of the
13 blueprint. So --

14 CHAIRMAN ZOOK: And the blueprint was prompted
15 by the District, not by the State Board.

16 SUPT. POORE: That is correct.

17 Next is that we'll go to our elementary zones.
18 And I'm going to stop just for a second before we
19 blow it up. But this is where we kind of get into
20 the drive, is this actually shows the existing map
21 for the elementaries. And so in just a second --

22 I think now I'll switch it over to Mike helping
23 navigate this for me, so that we flip into a
24 different screen so that we can kind of blow-up and
25 enhance certain areas.

1 So with the elementary, really --
2 There we go. Thank you.
3 With the elementary, the changes really go back
4 into honoring what we've approved on the blueprint.
5 And so the recommendation here is to -- if you can
6 see where Romine is -- and Mike is going to move the
7 mouse around that area, if that'll help -- Romine is
8 going to join Dodd, which is in the pink. Those are
9 both right in the -- kind of the middle part of our
10 district on the west side. Those two campuses will
11 join together to come into the K-8 at Fair. And so
12 the attendance zone change, so-to-speak, is to have
13 the Romine/Dodd kids come together into one. That's
14 fairly simple in terms of the execution. If you go
15 over to the east side of our community, that also is
16 fairly simple in the fact of having Washington go in
17 -- excuse me -- Washington accept the Rockefeller
18 students. I will take note again that there are
19 actually four elementary schools in that area that
20 represent Washington and Rockefeller; two of those
21 campuses don't necessarily pop up with attendance
22 zones because they're magnets. Carver is a magnet,
23 as is Booker, and so we have a STEM type approach at
24 Carver, a fine arts approach at Booker. And then
25 we're moving the Rockefeller students to Washington.

1 When you move the Rockefeller students to Washington
2 basically what you're doing is that -- we know we
3 have a large capacity to receive students at
4 Washington. We also know that really when you look
5 at just the attendance line and transportation we're
6 not making anything that's a drastic transportation
7 delivery or modification for the students, because
8 Washington students already are traveling from all
9 over; the Rockefeller students are fairly close right
10 there. And we would be able to receive all those
11 students into one campus.

12 If you kind of take it back out just a little
13 bit, Mike, and go to the south --

14 The other thing that I will make of note, if he
15 can kind of hover around the Meadowcliff and Baseline
16 area in the blueprint, it was shared that we would
17 like to make another K-8 at the McClellan campus.
18 McClellan is a high school that will no longer have
19 kids next year. But we also know that McClellan is
20 not a good campus. We also know within the lawsuit
21 Cloverdale Middle School is down in that area and it
22 was identified as our number-one priority that we
23 have to do something about in terms of a facility
24 change. So we presented in the blueprint to move
25 forward on a K-8, with both Meadowcliff and Baseline

1 joining with Cloverdale and having that campus there.
2 But that is one of the areas of the blueprint that,
3 you know, a board might make a change on because that
4 is not something that we can execute right now. We
5 do not have the financial resources to move forward
6 on modifying McClellan. We have met with architects.
7 We have a facility that I think everyone will be
8 extremely proud of. We've utilized teachers to help
9 us map that out to what they would like at that
10 campus. We'd want even more community involvement,
11 if we choose to move forward with a funding source.
12 We do have a funding source even from the state;
13 we've applied for partnership funds at that school.
14 But right now, we don't have that dedicated big
15 number and so that's on a holding pattern and that
16 will be something that the Board, when it gets seated
17 in 2020, will have to come back to.

18 CHAIRMAN ZOOK: Is it something where you could
19 move the Cloverdale students to McClellan and -- as a
20 first step, and then if the funding does become
21 available then make it a K-8? Or is -- because isn't
22 McClellan in better shape than Cloverdale?

23 SUPT. POORE: No. I person -- I mean that may
24 be a personal thing, but I don't think so. And the
25 other thing is that once we get the resource then we

1 would -- basically we're leveling McClellan to create
2 a brand-new school. So we would have to have that
3 space and we wouldn't want to move students more than
4 once.

5 CHAIRMAN ZOOK: I didn't know that you were
6 leveling it.

7 SUPT. POORE: If we'll go to the middle school
8 model --

9 MR. HERNANDEZ: (inaudible)

10 SUPT. POORE: Yes, it is. Thank you.

11 And if we'll go back to where the K-8 is --
12 really the K-8 begins where the kind of turquoise
13 green color is, because that is our current Henderson
14 attendance zone, and you'll see that the Henderson
15 attendance zone does drop farther south. You can see
16 a green highlighted area that drops south to
17 encompass what is the Dodd attendance zone so that we
18 bring in the elementary that's already going to go to
19 that school, and so that everyone knows that as they
20 start that K-8 that they have a guarantee to be a
21 part of the K-8 that will be at J.A. Fair. So the
22 attendance zone looks like it's a fairly large area,
23 but one of the things of note is that if you look --

24 And, Mike, if you can kind of show where the
25 interstate is that comes across the central part of

1 our city, and then also show where Markham is which
2 is just directly north.

3 In that area --

4 Yeah, you'll probably have to scroll -- there
5 you go.

6 In that area, anything that -- the students that
7 we have going to Henderson, above Markham -- right
8 now there are only 45 students that are accessing
9 Henderson that are above Markham. So that will be
10 the largest transportation ride for students to come
11 down to J.A. Fair, but we have a limited number of
12 students that we're serving; so most of the Henderson
13 students that attend the school come from south of
14 the interstate or south of Markham. So that is the
15 one adjustment.

16 The second adjustment that we'll be presenting
17 to our Community Advisory Board is over at Dunbar.
18 There's a lot of folks that have at different times
19 tried to say, "Well, the district is not investing in
20 Dunbar," and that really couldn't be farther from the
21 truth. We have invested quite a bit in that campus.
22 It is an older facility, but it's an historic
23 facility, and that's the last thing we would ever
24 want to do is to lose that campus. We've worked to
25 try to remediate the issues in the basement -- not to

1 say we don't have problems, but we've taken huge
2 steps there; we've worked on, you know, the roof and
3 the other parts of the campus; we've improved the
4 exterior of that facility. And then with this
5 recommendation what we're trying to do is make Dunbar
6 have a boundary line that we hope makes sense and
7 also creates a better feeder pattern. There's a very
8 little, small chunk at the very southwest corner --

9 Mike, if you can hover around the area where --

10 It used to be Cloverdale, so it's the only
11 yellow on the top half, where there's that big white
12 space. That little area right there contains seven
13 students, but those seven students get shipped down
14 to Cloverdale. So we just think it makes sense -- we
15 don't know why -- I can't -- I can't find anyone that
16 can explain why that little area was initially
17 included for Cloverdale. But we can move those
18 closer and have those students have an easier access
19 into Dunbar than going down into Cloverdale.

20 CHAIRMAN ZOOK: Do you know why the gold color
21 is not touching? There's a gold to the right and
22 then a gold to --

23 SUPT. POORE: The Pulaski Heights area?

24 CHAIRMAN ZOOK: Well --

25 SUPT. POORE: Yeah, I'm going to cover that

1 next.

2 CHAIRMAN ZOOK: Okay. Sorry.

3 SUPT. POORE: So you're just leading me into it.

4 So the Pulaski Heights area, to the right,
5 that's one of those things that is an attendance zone
6 that probably makes people scratch their head, like,
7 "Well, why is it that Pulaski Heights has that whole
8 big stretch in the north and then it goes out and
9 juts out into the east?" We actually under this
10 proposal will be looking at moving the students from
11 that area that's on the eastern part of the city to
12 be a part of Dunbar. We also know that that area --
13 you know, they aren't -- all weren't going to Pulaski
14 Heights anyway. Again, we have two elementaries that
15 are magnets, and so many of the students that are a
16 part of those magnets then matriculate to Mann. So
17 there's kind of a mix there of students that go to
18 Mann, and we anticipate that will still happen. No
19 matter what happens, even with the number of students
20 right there in that area we would not have a major
21 issue in terms of them going into Dunbar.

22 And then -- and in Pulaski Heights, the other
23 adjustment is that that actually creates just a
24 little bit of space for Pulaski Heights Middle School
25 to take on more students. And Mr. Powell is doing a

1 great job at Pulaski Heights in terms of building
2 people's belief in the school; we have more people
3 matriculating from the schools in the northern part
4 of Jefferson and Forest Park coming into Pulaski
5 Heights than ever before. It's a really strong
6 diverse school and a good academic school, and so we
7 think it will be fine. So that's the adjustment for
8 the --

9 MS. McADOO: Mr. Poore.

10 SUPT. POORE: Yes. I'm sorry.

11 MS. McADOO: I'm right here. I'm sorry.

12 I got stuck for a minute. On the other slide,
13 when you were talking about Cloverdale, I thought I
14 heard you mention that it was identified as your
15 number one priority structurally or something to that
16 effect. What did you say would become of the
17 students at Cloverdale in all of this? Are they
18 still going to be at that same building that --

19 SUPT. POORE: I appreciate the clarification.

20 We -- Cloverdale students will stay at
21 Cloverdale for the time being, right now. But we
22 know that that is something that we want to change,
23 and we want to have Cloverdale students eventually
24 get into a brand-new-spanking campus that would be at
25 McClellan. If we had the money today, we'd still

1 probably be two years away from being able to open
2 that campus; so we're going to have to work on that
3 end of it. And, you know, the effort to go forward
4 to the public to say "we need additional resources,"
5 I think everybody in our community believes in that
6 and thinks this district needs additional resources.
7 The board that was in place in 2014 did a study and
8 at that time they identified over \$300,000,000 worth
9 of needs. Certainly, we've taken a big chunk of
10 those needs and been creative. We also failed in an
11 election where we tried to extend the debt. But we
12 need additional resources, and it's not just for
13 fixing McClellan and fixing Cloverdale. Central has
14 portables; we have growth in the northwest; we have
15 other campuses that an average age is 60 years of
16 age. And so the reinvestment into these campuses are
17 needed and we're going to eventually need the public
18 to support something like that.

19 MS. MCADOO: Okay. So -- and I'm sorry, I kind
20 of get stuck. But, if I'm hearing you correctly, it
21 was identified you said around 2014 as needing -- as
22 being a high-priority, and we're going to -- they're
23 still in that same predicament. Right? Is that what
24 you're saying?

25 SUPT. POORE: It -- well, there's --

1 MS. McADOO: Like we're shifting all of these
2 other zones to other buildings because of whatever
3 reasons. But those students are going to still be
4 structurally in a building that has been identified
5 for many years as being a high-priority for
6 improvement?

7 SUPT. POORE: Correct.

8 MS. McADOO: Okay.

9 SUPT. POORE: And, you know, one of the things I
10 would tell you is that's why we went for the debt
11 extension, was to tackle that. If we'd have received
12 that money, which would've been over \$160,000,000, we
13 wouldn't be talking about the Cloverdale and
14 McClellan problem, so -- but that did not pass. And
15 so when it didn't, what we had to do is try to work
16 -- we did get one thing done, which was even a higher
17 priority than Cloverdale, which was McClellan and
18 having the students at McClellan get to a better
19 campus. So the students moving from McClellan to
20 Southwest, that's just going to be a dramatic game-
21 changer in terms of the facility that they want here.
22 That was the number one priority --

23 MS. McADOO: Right.

24 SUPT. POORE: -- that was done by the community
25 at that time.

1 If we go now to the high school, it's probably
2 the one that will take us just a little bit longer; a
3 little bit more complex to work through. I would
4 like to present three options to you today that we
5 will then present to the Community Advisory Board and
6 to our community.

7 All of the discussions that we're talking about
8 on boundary adjustments would happen at the start of
9 the 2020-21 school year. So the things I'm talking
10 about this is coming into play for next school year,
11 if it's approved. That fits in with what the
12 blueprint had also suggested.

13 In this document right here, probably the
14 linchpin to kind of start to wrap your arms around is
15 Hall High School.

16 And so if you could circle around or kind of
17 open up where Hall is --

18 In this model and subsequent models that will
19 come later with Hall High School, the approach we'd
20 like to have considered is to have Hall become a
21 total magnet school. It would become a magnet school
22 over time, gradually, meaning that we would -- the
23 students that are currently at Hall that are 9th,
24 10th, and 11th, they would stay and they would
25 maintain the attendance zone. But we would start to

1 grandfather in the concept of having a magnet school
2 that would have a STEM and the Ford NGL type focus
3 that we've been working on within the community. The
4 key about creating the magnet at Hall is that we've
5 got to have programming and that's going to have to
6 take the efforts of a lot of folks to make that
7 something that our families, our students say, "Oh my
8 gosh, that's where I want to be." We would love to
9 have the reality -- and a part of this blueprint is
10 to say that this design on a boundary adjustment is
11 to allow Forest Heights as a part of the magnet. Any
12 student there would have guaranteed right to apply
13 and to enter into Hall if -- but we -- they're not
14 going to go right now, folks, unless we make Hall
15 super attractive. And so there's some work that has
16 to be done and I believe we will get help from the
17 Department on that; I believe we'll get help from the
18 community on that, and -- but that has to be
19 executed.

20 MR. PEKRON: Mr. Poore?

21 SUPT. POORE: Yes.

22 MR. PEKRON: Can I ask you a quick question?

23 You said it was STEM -- and what was the other
24 thing that you said would be the focus of the magnet
25 at Hall?

1 SUPT. POORE: Also a Ford NGL type concept
2 model. And really I look at that probably as two
3 things that make sense for Hall. One is a technology
4 component that would come into that school and --
5 because that fits in well with what's already
6 happening at Forest Heights STEM; so we've got to
7 have a tech piece on that -- and what that might
8 mean, that's still to be determined. The second
9 thing is because of Hall's location next -- so close
10 to the medical community -- we've had initial
11 discussions with the Chamber, with hospital groups to
12 say, "Would you be willing?" And those have all been
13 very positive to say that they would like to develop
14 that type of programming there.

15 In this model Parkview still maintains its
16 magnet school, and is a fine arts and science magnet.
17 The central attendance zone under this concept grows
18 by 600 -- or, excuse me, 456 students.

19 Before I go to the Central zone, let me just go
20 to the Southwest because it's the cleanest. You can
21 see that the colors of green and blue, that's
22 McClellan and Fair. Obviously, all those students go
23 there. But then we've added one more group, which is
24 where the mouse is hovering over right now. And if
25 you look at the interstate there is to the north, on

1 the eastern side of the boundary that's University
2 that heads south; and so that's -- the eastern
3 boundary is University. And then if you take it over
4 to the right, again the interstate that heads north
5 and south. So we're adding that little group into
6 there, and what that will do is it will increase the
7 attendance at the new high school but it also creates
8 a balance then within all of the rest of our
9 campuses.

10 The area to the very far northwest, I'll hit
11 that and then go back to Central. If you look at the
12 very top of the map you can see that under this one
13 we've basically identified that -- if you think about
14 Pinnacle View as a high school campus, it's limited
15 right now because we only have a little over 400
16 seats that are possible because of the space that's
17 available there. So what we tried to do is generate
18 a map that would say, okay, if we were to just
19 understand the dynamics, how big a chunk could we say
20 would be an option zone for people to attend either
21 Pinnacle or go towards the magnet concepts or to go
22 towards Central, that was the line we drew. The rest
23 of that then becomes a wide swath that goes from the
24 west -- most western edge, where it's yellow, with
25 Central, and then it would cut all the way across.

1 And remember that that map will become more and more
2 yellow, if you will, the Central color, as Hall moves
3 forward in terms of becoming a magnet.

4 CHAIRMAN ZOOK: And I think you specified on
5 Hall. But all of the kids that are currently 9th,
6 10th, and 11th graders would have the option to stay
7 at the school where they currently -- the high school
8 where they currently are?

9 SUPT. POORE: That's correct. We want to make
10 sure that we do that, to allow that transition for
11 kids to stay within the school that they care about.

12 CHAIRMAN ZOOK: And have you thought about if
13 the Pinnacle View 8th graders want to go to 9th, and
14 the 9th graders go to 10th, and grow, since we have a
15 high school where we use portables already, if you
16 have more than 400 students that you could put
17 portables there for them?

18 SUPT. POORE: To put portables up at the
19 Pinnacle campus?

20 CHAIRMAN ZOOK: Uh-huh.

21 SUPT. POORE: We have not explored that at this
22 point. And we'll take that in, and there may be
23 other community members --

24 CHAIRMAN ZOOK: Yeah.

25 SUPT. POORE: -- that would share those things.

1 CHAIRMAN ZOOK: Because I was contacted that the
2 portables that were used at -- which are new, except
3 for one year -- that were used in Forrest City by a
4 charter over there, that they are available for the
5 moving. So I don't know how much it costs to move a
6 portable but -- and I know portable isn't ideal, but
7 I also know funding is a concern.

8 SUPT. POORE: Yeah. And it kind of goes back in
9 a little bit on the bigger funding issue within the
10 District, that we really want to get out of the
11 portable business. And I'm not trying to disparage
12 your idea, because we know we have a large number of
13 -- we have growth going on in the northwest and we
14 want to try to keep as many students in that
15 northwest area. But the bigger picture really is
16 that we've got to do something -- you know, we need
17 to get rid of the portables at Central. And so, you
18 know, that's another factor for us in terms of, you
19 know, getting our public to be behind it. And, you
20 know, that's the challenge of the times; right?
21 Because we want to -- boundaries are just not easy.
22 Okay? They're just not. But we want to try to
23 develop strong schools within each of our campuses
24 that make parents and kids say, "Oh, I can't wait to
25 get there."

1 If we go ahead and go to Option 2 --

2 MR. PEKRON: Can I ask one question --

3 SUPT. POORE: Yes, sir.

4 MR. PEKRON: -- about that? So the Pinnacle
5 View that you have drawn there would be what it would
6 look like for a 400-student 9 through 12 high school?

7 SUPT. POORE: Yes.

8 MR. PEKRON: Okay. Thank you.

9 SUPT. POORE: But if you go to the next one,
10 it'll give a little bit better -- another way to do
11 an option. And there's really no other adjustment on
12 this that you'll see that there's a Central zone here
13 that has red lines going through it. And what that's
14 doing is that if you combine that area then with the
15 area that we previously looked at onto the north, you
16 combine those two spots, that actually is Pinnacle
17 View Middle School's attendance zone. So under this
18 idea what you're -- the only thing that's really
19 relevant in terms of difference is that you're trying
20 to say that any child that's in Pinnacle View Middle
21 School would have the option to either go to Pinnacle
22 View High School or to access either of the magnets
23 or to attend Central. So it becomes kind of an
24 option area.

25 Okay. Next, and the very last one, this is one

1 that probably I would say meets the bare minimum in
2 terms of adjustments to allow Hall to continue to be
3 strong and also meet the criteria of the lawsuit. So
4 under this one you still maintain kind of all the
5 areas that we've talked about. There still would be
6 kind of the choice option up in the northwest for
7 students to go up to Pinnacle High School if they
8 want to. They either go there or to Hall or to the
9 Parkview magnet or try to get in in Central in terms
10 of its magnet status. This one also has an
11 attendance zone adjustment for Hall.

12 So Hall in this model, Option 3, is staying a
13 traditional high school and not a magnet; it still
14 has its boundary. On this one we're extending the
15 boundary for Hall. And, if you go down the line of
16 where the interstate is that goes from north to
17 south, we are bringing in an area right there that's
18 a part of Central and bringing that into Hall. The
19 second area where we're making an adjustment is over
20 -- Mike's got it exactly right -- on the northeast
21 side. That basically is the area right around
22 downtown, bringing that in. And then, finally,
23 bringing in the area where Mike's pointing right now.
24 When you bring in all of those areas basically what
25 you've done is recover the students that are leaving

1 Hall that are a part of the program that -- for
2 second language students, and so that recovers all
3 those students. So that's the third option that we
4 are going to share with community and with Community
5 Advisory Board.

6 I know there will be a lot of folks that are
7 going to want to dive deeper into this, so the
8 PowerPoint will get put up. Also there will be the
9 type of maps that you're seeing right here that will
10 allow you to kind of blow things up and look at it a
11 little bit different, because it's harder to work
12 with it in the PowerPoint, just as community members.
13 So anybody that wants to access it, or if you as
14 board members want to access it, you will get the
15 same documents that we are flipping back and forth
16 through so that everyone can have access into
17 manipulating those maps.

18 We will have as a part of the Community Advisory
19 Board this -- kind of this same presentation will be
20 delivered, and then we will allow community comments,
21 of course. And I'm not sure what approach the
22 Community Advisory Board will want to go from there,
23 whether they'll want to have other steps that they'll
24 want to take before we have any action or how they'll
25 react to it. So we will be presenting this on the

1 21st.

2 We will continue to make sure that we
3 communicate out and continue to share the plan.

4 And then the other factor that we're kind of in
5 a little bit of a bind on, just to be real with you,
6 is we've kind of got two things that smack you upside
7 of the head to make sure you've got to keep
8 everything moving. One is that this is typically the
9 time, in December, where we have families really make
10 choice options -- that's a tradition within the
11 Little Rock community -- and so we've got that that's
12 staring at us. And then we also have high schools,
13 in February -- because we now know where everybody
14 so-to-speak is headed, they then go with their master
15 scheduling and push out, allowing students to make --
16 they're starting to create their schedule of what
17 they want for classes for the following year. So
18 those are kind of two dynamics that are at the end.

19 Mr. Hill.

20 DR. HILL: Talking about Dunbar, isn't that on
21 the National Register of Historic Places?

22 SUPT. POORE: Yes.

23 DR. HILL: And so just from a funding
24 standpoint, have you -- just keep in mind, as you're
25 looking at your budget for all of that, the historic

1 tax credits to work on -- I mean federal and state,
2 which could help you on that building, if it's there,
3 on the basement, those type -- because I know you've
4 done a lot in the community because I've seen it.
5 But I just know sometimes in state and federal
6 historic tax credits you can qualify for those and
7 banks have to use those. Just keep that in mind as
8 something, as you're working toward that funding
9 source.

10 SUPT. POORE: Thank you. We do reap benefits
11 more easily on that with Central High.

12 DR. HILL: Right.

13 SUPT. POORE: We've received a lot. But I think
14 --

15 DR. HILL: Right. But, yeah, Dunbar, I thought,
16 from something I saw happen over there in the
17 community, they would qualify based on that
18 designation as well.

19 CHAIRMAN ZOOK: Any other questions or comments?

20 MS. McADOO: I do.

21 CHAIRMAN ZOOK: Ms. McAdoo.

22 MS. McADOO: So you said you're going to roll
23 out or post. Where can the community access this
24 information? And when they're able to access it will
25 they be able to clearly see the options? The reason

1 I'm asking is because right now, out of all of those
2 three scenarios that you shared, the one that -- when
3 you talked about Pinnacle View I kept hearing the
4 different options that those students in that -- I
5 think it was the second one where then they would
6 have an option to go to this zone or an option to do
7 this or an option to do this. And I don't recall
8 hearing all of those options for the students in the
9 other zones.

10 SUPT. POORE: Well, you know, one of the -- I
11 hope I said it in the beginning but I probably could
12 have done it better, is that, you know, one of the
13 things that we're trying to do that was a part of the
14 blueprint, and then even with this moving forward, is
15 trying to create greater options and choices for
16 families that will hold on to them. So we already
17 have a great deal of choice within the District in
18 terms of magnet opportunities, and we don't want to
19 diminish any of those things; we want to enhance some
20 situations. You know, you look at Hall High --
21 again, kind of one of the linchpins of thinking
22 about, you know, what do we do there. It's had two
23 years of growth, which is outstanding and a real
24 tribute to the staff and to the principal and to the
25 community, but it hasn't brought any new students to

1 it. Okay. We've got to have a different level of
2 programming, a different level of support from the
3 community to be able to draw and attract even more
4 students into that campus, and so that's kind of the
5 intent.

6 The other things that we have in terms of
7 drawing people in -- you know, we know that's
8 happening in Central, we know that's happening at
9 Parkview. And the excitement that we've seen so far
10 about Southwest, especially when we've had kids even
11 go through the new facility, it's like -- it makes
12 you feel really good.

13 MS. MCADOO: I guess what I'm asking is will the
14 parents be able to readily see their options? Like
15 will that be very clear to them?

16 SUPT. POORE: I don't know if our -- to be frank
17 with you, that's probably something that we're going
18 to have to figure out how to package that a little
19 bit better, and I'll try to have that a little bit
20 better prepared for the Community Advisory Board
21 meeting. Because the current thing that -- we've
22 worked hard just to get to this, with just these set
23 of slides. I'll have to give that some thought.

24 CHAIRMAN ZOOK: Dr. Moore.

25 DR. MOORE: Yes. Looking at the three different

1 high school options, is there one in which all
2 students at a middle school would matriculate to the
3 same high school? It limits that, or is it too
4 difficult --

5 SUPT. POORE: It really does not. We can't
6 guarantee that. And, you know, even in a -- you
7 know, you go to Bentonville or Springdale, even
8 within those two school districts, or Rogers, you
9 don't have clear feeder lines necessarily, let alone
10 in a high -- in a setting like ours that has five.
11 And then you have dramatic differences in the sizes
12 of the schools that create challenges on the feeder
13 patterns, because you have some elementaries that are
14 at two -- well, 300 to 400 capacity; you have other
15 elementaries, like Roberts, that are at 900 -- that's
16 the other extreme -- or 1,000 kids. And so, you
17 know, trying to create those feeder patterns aren't
18 as clean. We think that the new map from elementary
19 to middle school is much improved. And even the
20 models that we're talking about for the high school
21 -- it's not perfect, but it is better in terms of a
22 feeder pattern.

23 DR. MOORE: And then can you speak to -- I know,
24 so currently Parkview and Central are magnets?

25 SUPT. POORE: Correct.

1 DR. MOORE: Correct? So this would add Hall.
2 What would -- what does student selection look like
3 at those three magnets in this proposal?

4 SUPT. POORE: I'm not sure that I understand the
5 question.

6 DR. MOORE: Well, I know you have to audition.

7 SUPT. POORE: Oh.

8 DR. MOORE: What does that mean? How are
9 students --

10 SUPT. POORE: Well, the only one that's -- right
11 now that's an audition is at Parkview. And so we do
12 not anticipate auditions for Hall, but that hasn't
13 got worked out yet because this isn't an approved
14 plan.

15 DR. MOORE: Okay. But -- and so there hasn't
16 been discussion about what that would look like yet?

17 SUPT. POORE: It hasn't -- what?

18 DR. MOORE: There's no discussion of tacking
19 that on --

20 SUPT. POORE: I have not --

21 DR. MOORE: -- as far as student choice?

22 SUPT. POORE: None of our team have brought that
23 up. We would like to have something that people are
24 saying "we want to come there" and then we end up
25 kind of trying to figure out how to go through a

1 lottery to determine who gets in. That would be the
2 ideal.

3 DR. MOORE: I advocate student choice, so that's
4 great. Thank you.

5 MR. PEKRON: Mr. Poore, just to follow-up on
6 something that Ms. McAdoo said, I think as you
7 explained the one plan I think some of the confusion
8 may have come up because you said there were four
9 different options for students in that one section --
10 Pinnacle View, Central, and the two magnet schools.
11 To be clear, every student would have three options;
12 right? Their attendance zone and then the two magnet
13 schools. So it's not four-versus one; it's four
14 versus three. Is that right?

15 SUPT. POORE: That's actually correct.

16 MR. PEKRON: Okay.

17 SUPT. POORE: So, you know, what we're doing is
18 we're kind of enhancing even another option or choice
19 for parents by making Hall a magnet.

20 MR. PEKRON: Okay. Thank you.

21 CHAIRMAN ZOOK: And there would be AP classes
22 everywhere and, you know, opportunities for students
23 to not have to get labeled Gifted in order to go?

24 SUPT. POORE: I appreciate you bringing that up,
25 for two reasons. One is I do want to share that

1 every one of our campuses have those GT programs at
2 the secondary level, both middle school and high
3 school. And, second, the other important point about
4 that question is that as a part of the lawsuit we
5 also had to do everything we possibly could to
6 enhance AP options for the students at McClellan and
7 Fair and Hall. And so what we did is we created a
8 different delivery in terms of greater access for AP
9 opportunities for all those campuses. We actually
10 just by creating Southwest will jump up in terms of
11 doubling, more or less, the size of AP opportunities
12 inside the buildings when those two campuses combine.
13 And the simple reality is just you're combining
14 McClellan and Fair that currently ballpark both have
15 about 700 students. So you bring those students
16 together, along with 300, and all of a sudden it
17 creates a whole different level of staffing. As a
18 former high school principal, if you get above 1500
19 in capacity it changes the game in terms of what you
20 can do in terms of your program offerings, everything
21 from GT to performing arts and career programs.

22 CHAIRMAN ZOOK: So if -- back to the Ford NGL.
23 If -- because I think you mentioned at Southwest and
24 you mentioned at the -- what I'm calling the K-12
25 magnet for Hall, if I am zoned for Central or if I am

1 zoned for West High School, will I have an opt-in
2 opportunity to go to a school where there is a Ford
3 NGL program?

4 SUPT. POORE: The challenge at Pinnacle is that
5 the campus is limited in terms of size, and so you
6 really can't --

7 CHAIRMAN ZOOK: No, I mean transfer to where
8 there is one.

9 SUPT. POORE: Oh, absolutely.

10 CHAIRMAN ZOOK: Like to go to Hall or to go to
11 Southwest if my school didn't offer it.

12 SUPT. POORE: Yes. Under School Choice
13 opportunity, yes, you can. The -- we also know that
14 Parkview is looking at Ford NGL in terms of what they
15 may want to do to enhance their own science and their
16 own fine arts. They're in expiration of it. Central
17 has kind of been -- has not moved forward on that at
18 this point in time in terms of looking at it in a
19 deeper way, not really looking at it in terms of a
20 new delivery for the 2020-21 year; whereas Southwest
21 and Hall definitely are and it looks like probably
22 Parkview will as well.

23 CHAIRMAN ZOOK: Yeah. I think one thing as I
24 was studying the pattern, which is Nashville, that
25 they're sort of playing off, is that, for example, at

1 Central there's almost 37% in need of support. And
2 what they discovered is some of those students were
3 needing more reading instruction, they needed more --
4 to look at an apprenticeship or an internship. And
5 then that in turn -- they had students that went
6 through the program, got a trade or got a licensure,
7 and then they could pay for their own college if they
8 decided to go to college. So I just wanted to be
9 sure that we were looking at that for some of the
10 students at schools where they didn't have a program.

11 Ms. Dean.

12 MS. DEAN: Just to go back to Ms. McAdoo's
13 point, that's something that I've also mentioned in
14 our Family and Community Engagement is insuring that
15 our parents are made aware of all of the options they
16 have within the school district. So I'd like --
17 that's something that we definitely want to focus on,
18 so I'd like to partner with you. I mean you're
19 welcome to help us in that endeavor, but I definitely
20 want to make an avenue for our parents to be aware of
21 every option that they have in Little Rock School
22 District.

23 CHAIRMAN ZOOK: And I think on those maps, if
24 you could -- if they could make it larger to where
25 you can see what streets, you know, are where,

1 because then you know, well, here's where I live and
2 here are the streets that this includes. I think
3 that was the difficult part for me until I really
4 studied it, so --

5 SUPT. POORE: Well, and once I can share this
6 with the public, once you access that map, let's say
7 tomorrow, you will -- if you go into the -- as we're
8 kind of toggling back and forth between the things,
9 the PowerPoint doesn't let you do that as easily.
10 But if you go to the individual map that will be
11 there as well, then that allows you to blow things up
12 much easier and really be able to go down into a
13 street level to see exactly where maybe your home is
14 or, you know -- so that's going to be more available
15 and easier for people to see.

16 CHAIRMAN ZOOK: Okay. Let me interrupt. Are
17 you taking care of the -- Ms. Chambers got put on
18 hold, so we're working on getting her back on the
19 line.

20 MR. PEKRON: This might be a good time for a
21 short break.

22 CHAIRMAN ZOOK: Yes, let's do that while we get
23 Ms. Chambers back on the line.

24 And if they have more questions we'll call you
25 back, and they may have more after the public

1 comment.

2 SUPT. POORE: I plan to be here the rest of the
3 afternoon.

4 CHAIRMAN ZOOK: Okay. Thank you.

5 SUPT. POORE: Thank you.

6 (BREAK: 3:01 - 3:14 P.M.)

7 CHAIRMAN ZOOK: Dan, is Ms. Chambers on the --
8 Ms. Chambers, are you there?

9 MS. CHAMBERS: I am. Thank you.

10 CHAIRMAN ZOOK: Thank you very much.

11 Okay. The first three people signed up
12 yesterday; so if you'll come in this order and be one
13 behind the other. I will ask that if you have
14 something to say and it's already been said a time or
15 two, then if you'll give up your time then, you know,
16 it would be appreciated -- and if you could focus it
17 on the things that have been addressed today.

18 Oh, where is Mr. Poore?

19 Did y'all have any more questions for Mr. Poore
20 before we move on?

21 DR. MOORE: I did --

22 CHAIRMAN ZOOK: Okay.

23 DR. MOORE: -- if you don't mind.

24 CHAIRMAN ZOOK: Thank you.

25 DR. MOORE: Thank you for that presentation.

1 Your next step is to present this to the Community
2 Advisory Board. And then, what happens after that?

3 SUPT. POORE: Well, we're going to try to
4 educate people as quickly as possible because we are
5 under a little bit of a time crunch of what the
6 possibilities are, gather the feedback, and then make
7 a final recommendation. Whenever we make a final
8 recommendation we'll have another chance for the
9 community to give feedback to that proposal before we
10 submit it to the Commissioner.

11 DR. MOORE: Okay. Thank you.

12 CHAIRMAN ZOOK: So if you could present it to
13 the CAB at your November meeting, have a couple of
14 weeks for community feedback, then y'all will have a
15 meeting in December; yes?

16 SUPT. POORE: That's kind of where we're going.
17 We may want to try to generate an earlier meeting
18 just because of the timing piece on the choice
19 element, just to try to keep everything going.

20 CHAIRMAN ZOOK: Yeah.

21 SUPT. POORE: So that's the -- a little bit of
22 the confines we're under.

23 CHAIRMAN ZOOK: Yes. So we're all headed to no
24 later than mid-January parents knowing, principals
25 knowing, scheduling, all of that?

1 SUPT. POORE: At least knowing the school that
2 they have as their choice or what their attendance
3 line -- their attendance -- their home attendance
4 line would be.

5 CHAIRMAN ZOOK: Okay. Anybody else?

6 Mister --

7 SECRETARY KEY: One thing. Well, the map is not
8 there anymore; I don't know if they can bring it up,
9 but it doesn't matter. I know you had gotten a lot
10 of feedback and we've gotten a lot of feedback about
11 the Central zone, and you kind of briefly talked
12 about it. But could you just reinforce what the net
13 effect of those options are on the Central High
14 School zone?

15 SUPT. POORE: Now I did bring my document up
16 with me, Commissioner. So, first off, the things
17 that make Central attractive maintain itself in terms
18 of its programming and its GT option and its
19 international studies. But under the attendance
20 zone, when the changes -- it basically creates 450
21 students that, as the lines change, would say "this
22 is now my home, Central." And that may freak
23 everybody out, but the reality is that those students
24 already are selecting Central for their school of
25 choice; so it just actually modifies it. The key

1 again to all this is that we've got to work hard to
2 support Hall, to create dramatic program
3 improvements.

4 CHAIRMAN ZOOK: Okay. And nothing is off the
5 table, reconstituting, teachers who want to work in
6 STEM, teachers who don't feel they do. So it would
7 be like, if that's the decision, a K-12 STEM starting
8 at Forest Heights and then going over to Hall, if
9 that's what the parents and children chose?

10 SUPT. POORE: Well, and I'll frame it -- and you
11 and I have gone back and forth on that before -- that
12 in my eyes, on the reconstitute, it's that with the
13 programming that we've put in the 9th grade, whether
14 that comes from the Hall staff or whether that comes
15 from outside staff that would come in that, with
16 whatever program is developed, we would want to get
17 top talent. That could come from the Hall staff
18 itself, so -- and if you do just a broad
19 reconstitution, then that creates a different dynamic
20 for the entire district. So I'd be against that, but
21 I'm for making sure that Hall gets to pick some staff
22 -- again, whether it's internal staff folks or those
23 from -- maybe from elsewhere to be able to come in
24 and say, "Boy, I want to teach that" because of their
25 excitement about a STEM or technology bent or because

1 of the medical.

2 CHAIRMAN ZOOK: Thank you.

3 Anyone else?

4 All right. Thank you very much.

5 SUPT. POORE: Thank you.

6 PUBLIC COMMENTS

7 CHAIRMAN ZOOK: Okay. I'm going to call out
8 five names, so if you will line up behind each other.
9 Yesterday, or day before, the three who signed up
10 ahead of time were Mr. McAdoo, Joelle Fahoum, and
11 Daniel Block; Leron McAdoo and Elizabeth Deere.

12 Go. If you will, state your name for the live-
13 streaming public.

14 MR. CHARLIE McADOO: Yes. My name is Charlie
15 Edward McAdoo, and good afternoon to everyone. As a
16 former school board member, all that has been said
17 here today to me could've been taken care of if we
18 had not been taken off the board, with the exception
19 of one dysfunctional board member that I had to work
20 with for a little time, and I'm not going to call any
21 names. "If you are silent about your pain, they will
22 kill you and say you enjoyed it," a former -- a
23 sorority sister of mine, Zora Hurston. We will not
24 be silent. We will go through what you've done with
25 us in the disenfranchisement of us and what you're

1 doing to the teachers union in such a way that we
2 will not be silent; we've been marginalized, but we
3 will not be silent; we have been broken-hearted, but
4 we will not be silent. Now you might ask, "Who are
5 the 'we?'" Well, the "we" is not just the Little
6 Rock School District; it's not just the people in
7 Little Rock. It's everybody in the whole state,
8 because every child, every teacher, every community
9 is subject to happen what happened to us. Of course,
10 what happened to us was you kept moving the
11 goalposts. Every time -- and then after you got rid
12 of us, you changed the rules. God bless you, Ms.
13 McAdoo -- but I wouldn't believe nothing any of y'all
14 say up here because I've seen what you've done to me
15 personally, and I've taken this personally, and I'm
16 mad as hell being taken off the board. But I just
17 want to let you know that, but no disrespect for
18 that. But let me say also that what the State Board
19 is doing could happen in any neighborhood. I call it
20 a cancer. I call it a cancer that could spread over
21 this whole state. Think about it medically, that if
22 you're doing something here in Little Rock to the
23 Little Rock School District, to the Little Rock
24 board, to the Little Rock teachers union, it's like a
25 cancer and it starts spreading. And then Arkansas

1 will become the -- a place that has an educational
2 cancer to it. I would like every child in this state
3 to not be educated by a substitute. A teacher spends
4 more time with your child than you do. I went to a
5 two-room school; I had one teacher for four years.
6 My whole life is based on Ms. Young; she had me for
7 four years.

8 CHAIRMAN ZOOK: You have 15 more seconds.

9 MR. McADOO: How many?

10 CHAIRMAN ZOOK: 15.

11 MR. McADOO: 15 more seconds.

12 (COURT REPORTER'S NOTE: The commenter said a
13 non-English word.)

14 MR. McADOO: Shalom. I leave you in the name of
15 Jesus.

16 CHAIRMAN ZOOK: Thank you.

17 [AUDIENCE APPLAUSE]

18 CHAIRMAN ZOOK: Ms. Fahoum.

19 MS. JOELLE FAHOUM: Hello. My name is Joelle
20 Fahoum and I'm a junior from Little Rock Central High
21 School. As a regular competitor on the LRCH debate
22 team I've learned that you have to speak up, and
23 especially when insidious forces try to silence you.
24 The State Board do not believe that students are
25 capable of advocating; you believe that we are not

1 smart enough. And you believe that you can silence
2 us and our teachers by the revocation of the
3 protective union that protects our interests from
4 special interests. But what you have failed to
5 realize is that the teachers you are hurting are the
6 ones who taught us how to identify those injustices
7 and fix them. We recognize that each step you take
8 to dismantling the District is a step closer to
9 stripping our chances of a future, and we will not
10 let you. I am here today against the wishes of my
11 parents who did not want me to be charged with an
12 unexcused absence because I support my teachers. I'm
13 here hoping that you will listen to students since
14 you have ignored teachers, experts, community
15 members, parents, and former members of this very
16 board who compel you to return true local control.
17 Do you think we cannot recognize that what you have
18 done is try to gaslight our community into thinking
19 you have actually returned local control? Do you
20 think that we are not capable of sensing the despair
21 that our teachers feel when they're trying to stay
22 strong in the faces of this oppression that you --
23 this oppression of their voices? Do you think we
24 don't understand these issues?

25 I'm asking you today to consider that we the

1 students of Little Rock School District are in fact
2 smarter than you could ever imagine, and we are
3 certainly smart enough to recognize that what we have
4 to make our -- that we have to make our voices heard
5 in any way possible -- if not at this meeting today,
6 then at the ballot box when we become of age. We
7 will remember that you used us as pawns; we will
8 remember you -- you should heed the voices of the
9 children and of their teachers. You should listen to
10 us today.

11 CHAIRMAN ZOOK: Thank you.

12 [AUDIENCE APPLAUSE]

13 CHAIRMAN ZOOK: Elizabeth Deere, Leigh Ann
14 Wilson, and Charles Zook will be the next three.

15 Mr. Block, you may start.

16 MR. DANIEL BLOCK: Well, before I begin I would
17 just like to say I'm keeping track of time just to,
18 you know, keep up with consistencies. And I would
19 like to acknowledge Mr. Key and thank him for wearing
20 red for ed. today. And without any further ado, I
21 will get started.

22 So hello. My name is Daniel Block, and I'm here
23 to set the record straight. Because contrary to the
24 popular belief held by those who are wanting to cause
25 harm to the Little Rock School District, I am not a

1 puppet being controlled by my teachers or my parents.
2 I do not have to be told that what is being done to
3 my school district is wrong and unjust. I know it
4 is. I know it is because I'm a free-thinking
5 advocate, a junior at Little Rock School -- Little
6 Rock Central High; I'm a debater who has won many
7 trophies, and I'm a future voter. And I'm about to
8 remind this State Board of Education that the only
9 puppets in Arkansas education are the Walton
10 Foundation supported oppressors who force a
11 destructive education agenda onto the teachers and
12 students of the Little Rock School District. You the
13 members of this board doubt us students and don't
14 realize that even though you have attempted time and
15 time again to silence and hurt our hardworking public
16 educators we have still been provided with the
17 necessary training to call you all out on your
18 oppressive and destructive acts against our teachers
19 and students. This board has forced silence upon our
20 teachers in hopes that they can easily kick the
21 teachers of this district in the teeth, without being
22 forced to listen to the teachers' demands for better
23 treatment -- or as the State Board of Education
24 prefers to call it "disrespectful disruptions." I
25 feel no sympathy for your pain when you feel

1 disrespected by the LRSD community members
2 confronting you and expressing their anger and
3 sadness and pain. Because no matter how much we want
4 and no matter how much we try, we cannot fire you
5 because you were not elected by us and you do not
6 represent us. The only form of representation that
7 you possess with this city is virtual representation,
8 and this is something I learned from a public
9 educator. We are supposedly represented by you due
10 to the fact that the person who appointed almost all
11 of you is our Governor, which the majority of Pulaski
12 County voted not to elect. So if the decisions
13 regarding our school district, including taxes, are
14 made by people we did not elect, which is this board,
15 and the person who appointed this -- almost entirety
16 of this board --

17 CHAIRMAN ZOOK: 15 seconds.

18 MR. BLOCK: -- did not elect -- did not gain 50%
19 plus 1 of the vote from the county that the district
20 in question sits in, then how is this allowed? How
21 is this allowed that the people of the LRSD are
22 having taxes that they had no say being forced upon
23 them? How is it allowed --

24 [TIMER BELL RINGS]

25 MR. BLOCK: -- that this board's reasoning for

1 taxation without representation --

2 CHAIRMAN ZOOK: Your time is up.

3 MR. BLOCK: I actually have 13 seconds
4 remaining.

5 How is it allowed that the Board's reasoning --

6 CHAIRMAN ZOOK: No.

7 MR. BLOCK: -- for taxation without
8 representation is that the Board represents all
9 Arkansans, even the minority? Frankly, it is not
10 allowed. It is un-American and it is a weapon to
11 keep -- it is a violent weapon used by un-American
12 people to keep power in the wealthy and keep it from
13 the minority. And we want local control.

14 CHAIRMAN ZOOK: Mr. Leron McAdoo.

15 MR. LERON McADOO: Hello, Board. My name is
16 Leron McAdoo. I want to love, and I do, everybody; I
17 wish I could like everybody as well. You can call
18 this a poem of sorts from a transcript of the
19 Governor: quote, "I never said I was a
20 segregationist. There must be some time for tempers
21 to cool and for intentions to die down and for people
22 to realize that their extreme opposition efforts are
23 futile. Like in the schools in Little Rock, they're
24 becoming a shamble. I can't think of a word hardly
25 suitable or strong enough to describe the conditions

1 in the Little Rock schools at the present time," end-
2 quote. Although that was Orville Faubus, it could
3 have been Asa Hutchinson -- two people noted for
4 being great politicians; two people who used the law
5 to get around and undermine justice for schools; two
6 people who set in motion a crisis in Little Rock.
7 I've heard someone even say "two peas in a pod."

8 Governor, it's on you to be with truth. But I
9 want to appeal to you, Mr. Asa Hutchinson, the one
10 thought to be the puppet-master, the ringleader, the
11 orchestrator, what do you want your legacy to be?
12 What light will the book of records shed on you?
13 What headlines will history tie you to? How will the
14 national news outlets cover your tenure? Would they
15 lump you alongside the deniers of truth, the ones who
16 did nothing, the bought-and-paid-for, the racists who
17 revealed themselves in '57? Governor, it's on you to
18 be with truth. I hope they say, I pray they say, I
19 wish they'd say, "Before Asa Hutchinson decided to
20 run for higher office he recognized the City of
21 Little Rock wanted to control their own destiny. He
22 did what was right. He understood the government
23 should be 'we the people,' not 'we tell people.' He
24 sided with the wheel of people, not the bills and
25 deep pockets. He allowed democracy to happen. He

1 allowed for justice to happen. He allowed for the
2 Little Rock School District to have a locally-elected
3 school board with full power."

4 Governor, it's on you to understand we march
5 with glory; we march with glory; glory, hallelujah,
6 since I lay my burdens down.

7 CHAIRMAN ZOOK: Ms. Deere. Ms. Deere. And
8 behind, Kimberley Crutchfield and Roy Vaughn.

9 MS. ELIZABETH DEERE: It's hard to follow that.
10 My name is Elizabeth Deere. I'm a licensed certified
11 social worker and a co-chair of the Central Arkansas
12 DSA. This board is in occupation of a school
13 district and is not considered representation of this
14 school district. The fact that you continue to hold
15 these meetings and vote on life-altering agenda items
16 can only mean that we've allowed you to feel
17 emboldened by the echo chamber of your surroundings.
18 I'm here to remind you that we in the community will
19 not slow our efforts to stop your re-segregation of
20 our schools and the ignoring of the collective power
21 of people who stand on the higher moral ground. Our
22 children and families deserve our voices.

23 CHAIRMAN ZOOK: Ms. Wilson.

24 MS. LEIGH ANN WILSON: Hi. My name is Leigh Ann
25 Wilson. I'm a parent in the Little Rock School

1 District; I'm also a licensed social worker in the
2 state. Today, I want to talk to you guys about
3 trust, transparency, and partnership. These things
4 have been lacking with the LRSD community and this
5 Arkansas State Board. Mrs. Zook, as a mental health
6 professional you know the most important tool we have
7 is our relationship. It doesn't matter what tool I
8 use with my patients; if I don't have a relationship,
9 if I don't have mutual trust with my patient, no
10 change will occur. This is true for anything.
11 People, communities, or organizations all require
12 mutual trust and respect for there to be progress
13 made. The State Board has failed to make a
14 partnership with the community and develop trust.
15 This board lays blame on the community for that, but
16 the fact is the burden of responsibility is on this
17 board. The Board is the one with the power, and any
18 group or person that holds the power holds the
19 responsibility to establish a relationship and build
20 trust and progress -- for progress.

21 A small example is the lack of communication.
22 The recent community meetings are the perfect example
23 for that. I attended the first one at Arkansas
24 Baptist where a roomful of over 200 people were told
25 there would be five questions, three people could

1 answer, for a maximum of three minutes. That's not
2 community input. There were postcards for people to
3 write down their comments and an email set up for us
4 to email. Well, how many comments did you get? What
5 did they say? Do people want return to local control
6 or continued state control? This is just one example
7 of the lack of transparency.

8 Ms. Zook, you stated at this meeting there would
9 potentially be another meeting to go over those
10 comments or some sort of posting or notification --
11 but that, of course, never happened.

12 So you like to state that you guys speak to lots
13 of people in the community, community members,
14 business owners, parents, and they tell you LRSD has
15 lots of problems and do not like the LREA. But how
16 many? What is the majority saying? I don't trust
17 that these aren't just people in your social circle.

18 Another example I'd like to bring up is the Fair
19 Teacher Dismissal Act. This board voted on that, to
20 get rid of that for the LRSD last year. And, Dr.
21 Moore, I believe you put that motion on the floor --
22 and yet, you put that motion on the floor to
23 reinstate it last month at this meeting. What
24 changed? Why was it magically all of a sudden not
25 hurting the Little Rock School District?

1 Back to my original post, the lack of trust --
2 you truly want to work with the LRSD community,
3 teachers, educators, and staff? Then put something
4 in motion that looks like it. Schedule real meetings
5 to have real dialogue about what needs to happen.
6 Give the elected board authority and not just a
7 suggestion box for Mr. Key to approve or veto. Thank
8 you.

9 CHAIRMAN ZOOK: Charles Zook. And then we'll
10 have Kimberley Crutchfield, Roy Vaughn, Ali Noland,
11 and Reverend Allen.

12 MR. CHARLES ZOOK: Okay. Good afternoon. Thank
13 you for giving me three minutes to speak. As a
14 former Spanish teacher, I'm going to teach y'all some
15 Spanish today: [Spanish phrase spoken.]

16 May 5, 2015, Johnny Key went on record saying,
17 "I've been asked many times about a national search
18 and my response to that was we need someone that can
19 bring Arkansas solutions and Little Rock solutions to
20 the Little Rock School District. That means we need
21 someone who has Little Rock roots and Little Rock
22 connections. I can think of no one better than Baker
23 Kurrus." As we all know now, Mr. Kurrus was fired
24 less than a year later, shortly after suggesting a
25 comprehensive data-driven analysis by the State

1 Department of Education, before approving expansion
2 of existing charter schools. To my knowledge, no
3 such analysis has ever been done; yet, charter
4 schools have been continually approved, even to this
5 day.

6 On August 3rd, he gave you all a document he did
7 not read at the meeting. So I'm going to read part
8 of his conclusion -- his comments to the State Board
9 of Education and the Arkansas Department of
10 Education, by Baker Kurrus: "The desire of some for
11 school choice can never overcome the state and
12 federal constitutional requirements for a free,
13 efficient, unitary system of a public education. A
14 community cannot thrive without a unitary system
15 which meets the needs and serves the purposes of all,
16 especially those persons of greatest need. Separate
17 but equal systems do not pass constitutional muster.
18 Systems which segregate, isolate, and stigmatize
19 students in protected classes are unstable -- are
20 unsustainable as a matter of law. Furthermore, such
21 a punitive arrangement is abominable." Those are the
22 words, in my opinion, of a moral man and of a
23 thinking man. I do not sense that from this board.

24 I feel like what's in front of me is a bunch of
25 people with an agenda. I feel like y'all know what

1 you're supposed to do and I feel like you're pretty
2 clumsy, often, and we see that. Like when you
3 unanimously voted for the deal that got 2,000 people
4 out at Central, then you came back and Mr. Pekron
5 seemed so concerned and he made a motion -- and
6 without any discussion, unanimous reversal. That is
7 so clumsy and obvious. I mean we're supposed to
8 believe y'all didn't discuss any of that beforehand?
9 That is ridiculous.

10 And I see you, Mr. Pekron.

11 MR. PEKRON: I see you too.

12 MR. ZOOK: Yeah. You never pay attention to the
13 speakers. Anyway --

14 CHAIRMAN ZOOK: You have 15 seconds.

15 MR. ZOOK: Okay. [Spanish phrase spoken] means
16 I see you. Although you come disguised, purporting
17 to do something else, I see what you're about. We
18 all see you.

19 CHAIRMAN ZOOK: Thank you.

20 Ms. Crutchfield. After her will be Vicki Hatter
21 and Laura Alvarez.

22 MS. KIMBERLEY CRUTCHFIELD: Okay. Good
23 afternoon. I'm Ms. Crutchfield. Again, I am a
24 teacher at Little Rock Central High, a former teacher
25 at McClellan High, and a McClellan alumni. Thank

1 you, Mr. Pekron, for having, you know, again, a
2 conscience to say the MOU was trash. But the only
3 thing I want to disagree with you about is the exit
4 criteria. The exit criteria needs to be obtainable
5 or applicable to you all, not us. You all need to
6 know we will ask for help when we deem it necessary.

7 The LREA, again, speaks for all teachers, Ms.
8 Moore, not just the one that pays dues. Okay? If we
9 get a raise, guess who gets a raise? Everybody. If
10 we get days, guess who gets days? Everybody. Okay.
11 So whether they're in the union -- they might not can
12 afford the union because, guess what, they haven't
13 had a raise in five years. Go and look at some of
14 the classified contracts. Some of them make \$20,000
15 a year. Could you live on \$20,000 a year? And
16 that's what we were at the table negotiating when you
17 all put out the negotiation. You didn't want to give
18 them a raise. So, guess what, they might can't
19 afford the \$30 a month but they do support us. And
20 the people that come to you, Ms. Zook, that are so
21 adamant that we're doing a bad job -- you see all
22 these people here and all those people at the school
23 today? They thought we did a good job and they came
24 out there and they stood with us. Where are your
25 people? Where are your people?

1 [AUDIENCE CLAPPING AND YELLING]

2 [CHAIRMAN ZOOK BANGS GAVEL]

3 MS. CRUTCHFIELD: Because, you know, when we had
4 the crisis at Little Rock Central all those racists
5 and those bigots, they were out there. They were out
6 there and they were not afraid to tell everybody they
7 were racists and bigots. But, guess what, nobody was
8 there today because we're all out here and we're
9 supporting our school district; we're supporting our
10 teachers. And I suggest, you know, if you have a
11 conscience -- and that means you're aware and you
12 understand and you're woke -- and if you believe in a
13 higher power than yourself, then one day you're going
14 to meet your maker, and I hope you will be standing
15 on the right side of integrity and humanity.

16 CHAIRMAN ZOOK: Mr. Vaughn.

17 MR. RAY VAUGHN: How y'all doing? I stand today
18 with a lot of humility before this board. I come
19 with a simple ask, is that you don't punitively
20 penalize teachers for teaching in schools that you
21 consider to be failing.

22 My entire high -- my entire elementary and
23 middle school career was done in failing schools. I
24 went to school in Detroit, and in Detroit Public
25 Schools teachers in the hood where I grew up, on the

1 east side, often were scrutinized because of our low
2 test scores. But I'll tell you my story as to why my
3 test scores were low: my last two years in Detroit,
4 before my mom died, she couldn't work. I lived in a
5 house with no lights, very little water, little heat.
6 There was a nice lady from down the street that
7 allowed us to run an orange extension cord from her
8 house to mine so that we could study by lamplight,
9 while we nursed my mother until she passed away. I
10 went to school every day to survive, not just go to
11 school to learn. That's what a lot of our students
12 are dealing with, and it feels like this board is
13 penalizing teachers for wanting to help students like
14 me.

15 I teach at Little Rock Central High, but I did
16 my due-diligence in doing work at McClellan and also
17 going back and helping in those types of communities
18 that raised me. So when I ask you why you would get
19 rid of our teachers union that allows, number one,
20 for teachers to have a voice and speak their truth --
21 because you guys haven't ever asked us what we
22 wanted; you guys have never listened to what we asked
23 for. How now do you expect us to believe that what
24 we're doing here even matters? What you believe is
25 the agenda that you set forward.

1 The teachers of Detroit stood for us in 1992.
2 They took a stand against the tyranny that was above
3 them, just like we are. But I ask that you all have
4 a heart here. You guys have shown us no research as
5 to what caused you guys to make this move to say that
6 the union is the problem in this district. I haven't
7 seen that. There is nothing that shows that the
8 teachers are the issues in those buildings. Those
9 teachers go to work every day to make a difference in
10 kids' lives. I've never seen a teacher that says,
11 "You know what, I'm going to spend a hundred thousand
12 dollars to ruin lives."

13 CHAIRMAN ZOOK: You have 20 seconds.

14 MR. VAUGHN: Nobody does that. Thank you.

15 CHAIRMAN ZOOK: Ali -- there you are. After
16 this will be Helen Davis and Veronica McClare [sic].

17 MS. ALI NOLAND: Thank you. My name is Ali
18 Noland; I'm a parent of two children in this
19 district.

20 I will get right to the merits. I fundamentally
21 oppose the restrictions that this board is
22 considering placing on a locally elected school board
23 -- or the guardrails, as Mr. Pekron described them.
24 I want to say that euphemisms, like "support" and
25 "guardrails," that is how we talk to children; it is

1 not how we talk to equals and other adults. We're
2 talking about restrictions and prohibitions on an
3 elected body. So let's be clear and have some
4 transparency about what this is. The restrictions,
5 like whether or not we could recognize the union,
6 whether or not we could have hiring and firing
7 authority over personnel, whether we could set our
8 own budget, or this new one about litigation that
9 we've heard for the first time today, those are
10 highly consequential decisions. And I want to point
11 out in particular the one about litigation because
12 that really caught me off-guard today. Under this
13 MOU and the plan that you are considering, the State
14 will continue to have its thumb on the District
15 indefinitely, until exit criteria are met. So let's
16 imagine a situation where it is four years from now,
17 five years from now, six years, seven years, ten
18 years from now. If there is a restriction on a
19 locally elected board's ability to engage in
20 litigation, we have no avenue to challenge that and
21 to try to get out from state control. So that is a
22 really big deal.

23 The next thing that I want to say is that in
24 personal meetings and in writing in the past weeks I
25 have suggested to members of this board, to Mr. Key,

1 to Mr. Poore, to other people that there is a really
2 simple way to avoid everything that you saw today --
3 the 10,000 students who missed school, the hundreds
4 of teachers who were out -- which is just announce
5 that you are removing the restriction on the elected
6 board's ability to choose whether or not we recognize
7 the union, and let everyone work towards those
8 elections as a positive outlet for all of our energy.
9 Let's debate the issues and look at this on the
10 substance and on the merits. You all have never
11 given any explanation for why these guardrails or
12 restrictions will increase test scores, will help
13 student growth. How can you put restrictions on an
14 elected board and link them to having us exit Level 5
15 if you don't explain to us that they are linked to us
16 being in Level 5? How can you say that removing the
17 bargaining power of the union is going to help us
18 exit Level 5? You haven't established that. So
19 before you prohibit an elected board --

20 CHAIRMAN ZOOK: Five seconds.

21 MS. NOLAND: -- for making those decisions, you
22 need to think about why you're doing it. Is it for
23 the best interest of the students? The people of
24 this community have the best interest of our students
25 at heart and we can make decisions for our own

1 children, and that's what we've been asking all the
2 way through this process. So I fundamentally oppose
3 any plan --

4 [TIMER BELL RINGS]

5 MS. NOLAND: -- that will put restrictions on an
6 elected school board indefinitely. Thank you.

7 CHAIRMAN ZOOK: Thank you.

8 Maxine Allen.

9 REVEREND MAXINE ALLEN: Good afternoon, Board.
10 I am Reverend Maxine Allen; I'm a United Methodist
11 clergy person. And I know that some of you probably
12 don't believe in lady preachers, just like you don't
13 believe in a union. And so I'm here to remind you
14 that before I was a preacher I was a member of the
15 Communication Workers of America Union 6507. And so
16 I want to say to you today that as a result of the
17 union you have lunch breaks; you have weekends; you
18 have paid vacation; you have FMLA; you have sick
19 leave; you have social security, and some of y'all I
20 know will need that; you have minimum wage; you have
21 the Civil Rights Act, including those that prohibit
22 employer discrimination; you have an 8-hour workday;
23 you have overtime pay; child labor laws; you have
24 OSHA, the Occupational Safety and Health Act; you
25 have a 40-hour workweek; you have workers'

1 compensation if you get hurt on your job at the
2 school; you have unemployment insurance; you have
3 pensions, you -- and the teachers have pensions if
4 you let them work; you have workplace safety
5 guidelines; you have employer healthcare insurance;
6 you have, except in this state, collective bargaining
7 rights for employees; you have wrongful termination
8 laws; you have withholding -- taxpayer withholding;
9 you have veteran's employment and training service;
10 you have sexual harassment laws; you have holiday
11 pay; you have employer dental, life, and vision
12 insurance; you have privacy rights; you have military
13 leave; you have the right to strike, except here; you
14 have public education for children; you have equal
15 pay under Acts 1963 and 2011; you have laws that
16 ended sweatshops in the United States of America so
17 the children could go to public schools and be taught
18 by excellent teachers, just like I was -- just like I
19 was at Charlotte Stevens; just like I was at Dunbar
20 Junior High; just like I was at Little Rock Central
21 High; just like my children were at Forest Heights;
22 just like my children were at Gibbs; just like my
23 children were at Central and McClellan and Parkview.
24 And why you would want to break up a teachers union
25 is beyond me. I'm a taxpaying grandmother. I

1 believe in Jesus, and I pray for you every night that
2 the Lord will send you a vision to do what is right,
3 Dr. Hill. Amen. I really do believe you know what
4 right is.

5 CHAIRMAN ZOOK: Five seconds.

6 REV. ALLEN: I believe you know what it is to
7 live under Matthew 25, where you work with the least
8 of these. And I believe that when you lay your head
9 on the pillow every night and try to go to sleep --

10 [TIMER BELL RINGS]

11 REV. ALLEN: -- you see the faces of these
12 children. And so because you see these children
13 every night --

14 CHAIRMAN ZOOK: Thank you.

15 REV. ALLEN: -- my prayer for you today is that
16 you would do the right thing, and you know what it
17 is. Amen.

18 CHAIRMAN ZOOK: Are you Ms. Alvarez? I know
19 you're not Vicki Hatter; I see her back there.

20 MALE IN AUDIENCE: You called her name.

21 CHAIRMAN ZOOK: Right. I just didn't know if
22 they were going to go in sequence.

23 MS. HELEN DAVIS: I'm Helen Davis. I've taught
24 school in my lifetime and was a member of the AEA and
25 the NEA. However, I most recently, in terms of

1 public work, retired from the State. Now I want to
2 say in a nutshell, you know, that I believe that you
3 all are all intelligent enough to understand, and
4 we're asking for complete and total control of the
5 Little Rock School District and recognition of our
6 teachers' organization. Now everything else, let the
7 District handle it; you all go on and deal with the
8 rest of the districts in the school -- in the state
9 that maybe need some of that good support you've got.

10 CHAIRMAN ZOOK: Ms. Hatter.

11 MS. VICKI HATTER: Good afternoon, everybody.
12 I'm Vicki Hatter and I'm a parent in the District.
13 So out of my children, my children have attended
14 Henderson, Fair, McClellan, Gibbs, Carver, and Horace
15 Mann, and Parkview. Now my oldest son, he has
16 attended what you all have said are failing schools.
17 He's out of the district now, but it was those
18 teachers that believed in him and that went the extra
19 mile. And I think that you all need to value our
20 professionals more than what you guys do. I think
21 you guys need to respect them. And to willy-nilly,
22 in my opinion, to come up with almost \$1,000,000 to
23 hire substitutes to take the place of them today is
24 just straight-up disrespectful -- and my child, as
25 well as thousands of other children, was not in

1 school today because of it. I stand with my
2 educators, my child's teachers. They went through
3 school, they passed the exam that the State says you
4 have to be certified -- licensed and certified to
5 teach. And for you guys to say that you're willing
6 to put un-vetted people in our schools is absolutely
7 ludicrous. And as a parent I chose to leave, to not
8 have my child there. And I think that you guys
9 should at least acknowledge the national attention.
10 You should acknowledge our educators taking a stand
11 and standing up for themselves. Our students who did
12 the sick-out are students and parents who stand with
13 our educators.

14 So we want, as you guys have been hearing, full
15 control, local control of our school district.

16 There was a huge gap after June 28, 2020. From
17 June 29th through -- I'm sorry -- from January 29th
18 of 2020 through January 1st of 2021, who is going to
19 be in control of the District? Because you guys have
20 to give it up; right? Because five years in. So we
21 would like for you guys to make a true motion to
22 return full and local control of our school district.

23 CHAIRMAN ZOOK: Thank you.

24 Laura Alvarez, Veronica McClane, Jeff Wood,
25 Deana McCormack.

1 It says Laura A-l-v-a-r-e-z.

2 SECRETARY KEY: She's not here.

3 CHAIRMAN ZOOK: Okay. And tell me your name.

4 MS. McCLANE: Veronica.

5 CHAIRMAN ZOOK: Okay. Veronica, Jeff, Deana,
6 and Bryan.

7 MS. VERONICA McCLANE: Okay. I'm Veronica
8 McClane. I'm a parent. I'm a product of the LRSD.
9 I've been here several times. I don't really even
10 know what I -- exactly what I want to say right now,
11 because I feel like you're right and you keep telling
12 us if it's repetitive -- but do you get it? It's
13 repetitive because we're saying it again and again
14 and again because that's what we want. And then you
15 sit up here and you say, "Are you asking for
16 community feedback on that?" But you don't listen.
17 What -- what is this? What is it? Is it just a game
18 to y'all? Is it? What's the point of pretending
19 like you care? I would much rather you stop with all
20 the smoke and mirrors and all of that and just put it
21 all out there. Let's quit playing this game. I'm
22 tired of dealing with this. I'm so tired. And I
23 know everybody else in this room is, with the
24 exception of a few over there. I'm so angry. I'm so
25 very angry because y'all are not listening. Why?

1 Why not? Why don't you care? What do you get out of
2 this? I think we know a little bit, but not every
3 single one of y'all has to be that way. There has to
4 be something better in some of y'all.

5 So please when you say "are you getting
6 community feedback" and "we're going to listen to
7 that," actually listen to us. Okay? Please. That's
8 it.

9 CHAIRMAN ZOOK: Thank you.
10 And Amy Bell and Mac Bell.

11 MR. JEFF WOOD: Ms. Zook, the commenters after
12 me -- I think it was Deana and Bryan and the Bell's
13 -- have asked me to read a statement for them
14 whenever I have the --

15 CHAIRMAN ZOOK: Okay.

16 MR. WOOD: -- whenever their name comes up.

17 CHAIRMAN ZOOK: That's fine.

18 MR. WOOD: I want to talk for just a second --
19 yeah, that's right -- my name is Jeff Wood. I'm the
20 chairman of the Community Advisory Board for Little
21 Rock School District. But I'm actually here to talk
22 just as a parent of three students in our school
23 district and a proud resident of northwest Little
24 Rock.

25 We are excited about the discussion that has

1 begun about a west high school in our district.
2 Families all over west Little Rock are excited about
3 this. The expansion of a west high school began this
4 year with a 9th grade, but there was a little bit of
5 lackluster response to that because of a late
6 announcement of that 9th grade and because the
7 opportunities that were being offered to the students
8 at that -- in 9th grade were not very sufficient.
9 This year only 60 out of the approximately 225
10 students in last year's 8th grade at Pinnacle View
11 Middle School chose to stay on for the 9th grade.
12 But I don't think that that would be the case if next
13 year we installed all grades, 9 through 12, and
14 offered a traditional student experience at that
15 location -- traditional student experience including
16 football, basketball, volleyball, cheerleading, band,
17 choir, anything else that contributes to the
18 excitement and the fun that students have in their
19 high school years. That is what the families of west
20 Little Rock want. They want community gatherings;
21 they want a mascot; they want rivalries to enjoy.

22 Recent history has shown -- recent history has
23 shown us that west Little Rock families are starving
24 for proximate quality education, and when they are
25 given these opportunities they have overwhelmingly

1 responded. Roberts Elementary School is busting at
2 the seams today. Pinnacle View is a resounding
3 success. Ten years ago, the school district hired a
4 consultant that said "in 10 years there will be
5 approximately 600 students in this west middle
6 school." Today, in year four there are over 900
7 students at Pinnacle View Middle School. Both of
8 those schools are A schools and they are bright spots
9 for the Little Rock School District. According to
10 MetroPlan --

11 [AUDIENCE YELLS]

12 CHAIRMAN ZOOK: Hey, hey.

13 [CHAIRMAN ZOOK POUNDS THE GAVEL]

14 MR. WOOD: According to MetroPlan, west Little
15 Rock is the fastest growing area of our city and the
16 center of our town continues to move westward. But
17 Little Rock School District is losing half or more of
18 its students from this part of town to competition
19 when those students get to high school. In fact, the
20 largest zone for west Little Rock is Hall and only 14
21 students choose to go to Hall High School. The
22 demand is there, the community involvement is there,
23 and it is time for the supply to be there also. If
24 the Little Rock School District doesn't do that,
25 doesn't meet the supply, then someone else will.

1 More than a hundred choiced to nearby Robinson High
2 School this year; a new charter school will open in
3 two years.

4 CHAIRMAN ZOOK: 15 seconds.

5 MR. WOOD: So for Little Rock School District to
6 be competitive we must meet the demand of that part
7 of town.

8 CHAIRMAN ZOOK: Thank you.

9 Laura Danforth, Portia Casey, Anika Whitfield,
10 and George Hopps.

11 MR. WOOD: Was Deana McCormack next, Ms. Zook --
12 I apologize -- after me?

13 CHAIRMAN ZOOK: Yes. Oh, I see what you're
14 saying.

15 MR. WOOD: Okay. Yeah.

16 CHAIRMAN ZOOK: Okay.

17 MR. WOOD: Yes.

18 CHAIRMAN ZOOK: Deana McCormack.

19 STATEMENT OF MS. DEANA MCCORMACK (READ BY JEFF
20 WOOD): Yeah. This is a statement from Deana
21 McCormack; she asked me to read this. She said, "My
22 family lives on Cantrell Road, between Reservoir and
23 430. Our home is zoned for McDermott, Henderson, and
24 Hall High School. My two daughters did not attend
25 those schools. Through much prayer and petition to

1 the District they attended alternate schools in the
2 District. My eldest attended Jefferson Elementary,
3 Horace Mann Middle, and Central High School. She's
4 now enjoying a successful first semester at Oklahoma
5 State University. My youngest attended Fulbright and
6 is now an 8th grader at Pinnacle View Middle School.
7 Her situation is different than my eldest. She has
8 cerebral palsy and her physical limitations create
9 challenges. With the help of a paraprofessional
10 since kindergarten she has been in typical classrooms
11 and able to keep up with her peers. Ninth grade is
12 on the horizon and I don't know what to do. With the
13 current climate, Hall isn't an option; Parkview, with
14 its focus on performance and science, is not either;
15 the layout of Central makes the school prohibitive
16 for her. Pinnacle's School of Innovation could be
17 appropriate, but attending that school would cause
18 her to miss out on the traditional high school
19 experience that can be so beneficial for our young
20 adults. Please consider families of special needs
21 children also. My daughter deserves options for a
22 safe and effective education, just like any other
23 student."

24 CHAIRMAN ZOOK: Thank you. Did you have
25 statements from the other three?

1 MR. WOOD: I do --

2 CHAIRMAN ZOOK: Okay.

3 MR. WOOD: -- from Bryan Salerno --

4 [SEVERAL IN THE AUDIENCE YELL OUT IN DISAPPROVAL]

5 CHAIRMAN ZOOK: There was a precedent set when
6 the social worker had 85 people sign and that person
7 read several statements. This is not a new
8 precedent.

9 SOCIAL WORKER: I read one statement.

10 [CHAIRMAN ZOOKS BANGS GAVEL]

11 STATEMENT BY MR. BRYAN SALERNO (READ BY JEFF
12 WOOD): This is Mr. Bryan Salerno. He writes this to
13 you, he says, "Our son goes to Pinnacle View Middle
14 School and our daughter to Don Roberts Elementary
15 School, which have both proven to be excellent
16 schools for academics and the quality of the
17 facilities. As a resident of west Little Rock for
18 over 12 years, we have a tough decision ahead of us
19 to decide if we send our son to private high school
20 or go to a public school out of our immediate area.
21 We pay very high taxes and should have the right to a
22 quality education for our children, like that of
23 other high schools, like Central. We feel we should
24 have a quality facility and staff in west Little Rock
25 for high school to properly educate our children.

1 Thanks, Bryan Salerno."

2 CHAIRMAN ZOOK: Okay. Do either of the Bell's
3 have a statement?

4 MR. WOOD: They do, a combined statement.

5 CHAIRMAN ZOOK: Okay.

6 FEMALE IN AUDIENCE: Bell is not your name.

7 CHAIRMAN ZOOK: Yes.

8 STATEMENT BY THE BELLS (READ BY JEFF WOOD): All
9 right. This is from Amy and Mac Bell; they say, "We
10 come from a long line of public school teachers in
11 Arkansas, and have been requesting proximate
12 secondary schools in west Little Rock for a full
13 decade, under both local and state control. Roberts
14 Elementary -- 10 years after its approval, and too
15 small, which was immediately so full that pre-K was
16 killed after just two years -- over 1,000 students
17 are educated there today. It took another six years
18 to finally deliver Pinnacle View Middle School. If
19 Roberts' six grades, which have 1,029 students, and
20 Pinnacle View's three grades with 903 students -- if
21 they were high schools they would already be the
22 District's third and fifth largest high schools.
23 Instead, students are forced to scatter to various
24 alternatives, including magnets, charters, and
25 private institutions, due to lack to facilities in

1 west Little Rock. Hall is eight-and-a-half miles
2 from Pinnacle View, in a different elementary and
3 middle school zone. Central is 13 miles from
4 Pinnacle View, equal in distance to Maumelle High
5 School. Robinson High School is two-point --

6 CHAIRMAN ZOOK: Let me interrupt you a minute.

7 Whoever has the music playing, either exit the
8 room or turn it off.

9 Okay, go ahead.

10 MR. WOOD: Sure. "Robinson High School is 2.8
11 miles from Pinnacle View and now open for school
12 choice, which has been a relief option for
13 traditional education. Development of homes,
14 businesses, and other civic infrastructures are
15 expanding rapidly in west Little Rock, with plans to
16 develop two downtown business districts at Chenal
17 Parkway and Rahling Road, and Highway 10 and the
18 Ranch. Currently, a traditional Little Rock School
19 District high school facility does not exist west of
20 I-430, which is comparable in population to the city
21 of Conway. If you wait to expand again, it will cost
22 the District more than the cost of a building.
23 Please, act now."

24 CHAIRMAN ZOOK: Thank you.

25 MR. WOOD: Yeah.

1 CHAIRMAN ZOOK: Laura Danforth, Portia Casey,
2 Anika Whitfield, George Hopps.

3 DR. LAURA DANFORTH: Hello. Dr. Laura Danforth
4 here. Okay. So you told us to stay on topic, Ms.
5 Zook, so I am trying to stay on the points for just
6 today.

7 Without looking at your computer -- and Ms.
8 McAdoo doesn't get to play because I know she already
9 knows -- can someone please tell me the cornerstone
10 of the community schools? That language is being co-
11 opted and kind of thrown around and used a lot. Can
12 anyone tell me the cornerstone of a community school
13 without looking at your computer?

14 CHAIRMAN ZOOK: The community.

15 DR. DANFORTH: No. So the cornerstone is to
16 pursue equity. I'm pretty disappointed because you
17 guys actually have an excerpt of that cornerstone in
18 the MOU, which tells me as an educator and as a
19 social scientist that what was put in this MOU, which
20 Mr. Pekron covered, was not really looked at by all
21 of you.

22 So community schools work actively to identify
23 and confront policies, practices, and cultures that
24 keep students of different backgrounds and races from
25 achieving equitable outcomes. The second piece

1 that's actually here on -- right here in the MOU --
2 this part that you left out was the sentence after
3 that, which says "community schools proactively and
4 intentionally empower those typically disempowered by
5 barriers to participation." That is not in the MOU.
6 And I think from looking at it I can see -- I can
7 deduce why.

8 So on the first page of the MOU, under the
9 community schools piece, where it says community
10 schools will have a community school partnership
11 alliance, compromised [sic] of community members,
12 staff, parents -- but under that bullet it says each
13 CSPA will have one CAB member, one representative
14 from the DESE, and one rep from the City of Little
15 Rock. So my concern is that those three groups are
16 not at all representative of a community school
17 model. And I would actually like to read you what is
18 -- what that is supposed to look like so that when we
19 re-do this that we can get it right.

20 CHAIRMAN ZOOK: You have 39 seconds.

21 DR. DANFORTH: So collaborative leadership -- so
22 you must nurture shared ownership and shared
23 accountability. Specifically, a committee for each
24 community school is a representative site-based
25 leadership team made up of families, students,

1 community partners -- which are the people that are
2 putting in the wraparound services in the school,
3 unions. That's in there. We don't have that --
4 community residents; principal; community school
5 coordinator; usually a social worker that is
6 organizing that process; teachers; school personnel
7 -- all of whom guide collaborative planning,
8 implementation, oversight.

9 So there's three indicators that I'll hit very
10 quickly.

11 Site leadership is -- the site leadership team
12 must be representative of the school and community.
13 So the --

14 [TIMER BELL RINGS]

15 DR. DANFORTH: -- representatives from the CSPA
16 --

17 CHAIRMAN ZOOK: Okay, your time is up.

18 DR. DANFORTH: -- as a CAB member, one
19 representative from the DESE, and the City of Little
20 Rock appointed person, that does not fit what you are
21 putting forward as a community school model. That
22 does not -- that is in direct competition with that.

23 CHAIRMAN ZOOK: Okay. Thank you.

24 DR. DANFORTH: Secondly, the regularly scheduled
25 meeting's agenda and minutes -- so I do not believe

1 that CAB members, mayoral appointments, and DESE reps
2 want to be responsible for being on these very labor
3 intensive committees. They meet sometimes once and
4 twice a week. This is very serious; this is not a
5 checkbox. So again --

6 CHAIRMAN ZOOK: Everyone else has had three too.

7 DR. DANFORTH: So --

8 CHAIRMAN ZOOK: So if you will, please step
9 aside.

10 DR. DANFORTH: And, finally, a clear definition
11 of leadership team rules -- I'm going to go 'cause --
12 go on 'cause Jeff Wood just talked for an hour.

13 CHAIRMAN ZOOK: Well --

14 DR. DANFORTH: So clear definitions of
15 leadership team rules, responsibilities, and
16 empowerment to make decisions -- one of the other
17 pillars that -- of a community school that you guys
18 did not -- were not able to answer is invest in
19 building trusting relationships. That is absent, and
20 that is really disappointing.

21 So if you want to do this well, please listen to
22 Mr. Pekron and scrap this entire process.

23 MS. PORTIA CASEY: Good evening.

24 CHAIRMAN ZOOK: Ms. Casey.

25 MS. CASEY: My name is Portia Casey. I am --

1 excuse me -- I am an alum of a failing school; I hold
2 three degrees with an added certification from the
3 failing school; I am a teacher of a failing school,
4 with awesome kids that are extremely intelligent and
5 smart; I am a parent; and I am an advocate for the
6 voiceless.

7 Throughout this entire ordeal I was thinking of
8 -- trying to think of something meaningful, something
9 thoughtful, something impactful to say. But the only
10 thing I can do is come up with questions.

11 Since the takeover teachers have dealt with so
12 many changes: school closing in urban areas -- let's
13 be honest; curriculum changes that didn't even have
14 an opportunity even to make a difference, to even ask
15 a teacher if it's working or not working; teacher
16 burnout -- I witnessed it almost yesterday; security
17 changes in our elementary schools, to name a few --
18 we've decided that rotating security is better than
19 an in-house security, and I've witnessed firsthand
20 how dangerous that can be -- two minutes is too long.

21 What started out as six failing schools has
22 rolled into triple that amount under your leadership,
23 your guidance, your watch. So ultimately you all are
24 responsible for the failing schools, just as you
25 claim we are responsible for our failing schools. So

1 my question is: who grades you? Who gives you your
2 grade? Who holds you accountable for your failure?
3 Because ultimately this is a school. So you guys
4 have failed us. We've done worse under your
5 leadership. What I've said -- that's just a
6 contradiction. And if we aren't allowed to score
7 you, then who's judging your performance? Because
8 this is what it is; it's a horse-and-pony show.

9 My last question that I would like to ask
10 amongst you all up here, excluding Ms. -- excluding
11 you, Ms. McAdoo -- how many years of teaching,
12 licensed teaching in the classroom experience do you
13 all have collectively? How many years? Because
14 educators, we know what we deal with on a daily; we
15 know what we need on a daily; we ask our parents on a
16 daily; we ask our students on a daily. What makes
17 you qualified to know what's best for our kids, when
18 you all have yet to come up into our classrooms and
19 experience what's -- what we're walking in daily? We
20 just want to know.

21 CHAIRMAN ZOOK: Ms. -- Dr. Whitfield.

22 DR. ANIKA WHITFIELD: Hello. My name is
23 Reverend Doctor Anika T. Whitfield. I'm a graduate
24 of Hall High School. I attended Horace Mann; I
25 attended Terry, Franklin, Romine, and Booker. And I

1 want you to know, first of all, I'm going to ask each
2 one of you to put this on your calendars. On
3 December the 6th -- I don't see anybody moving --
4 December the 6th we are inviting you to an equity bus
5 tour of the Little Rock School District. We want
6 each one of you to come and ride with us, and we're
7 going to take a look at two different schools in the
8 Little Rock School District. I asked this board --
9 and I know Mr. Williamson and Ms. Zook was on the
10 board before when I asked this question -- and maybe
11 you were, Ms. Newton -- I'm not sure -- I don't think
12 Ms. Chambers was, but she might've been. I asked you
13 all if you'd ever gone to any of the schools in the
14 Little Rock School District; I asked you if you'd
15 ever gone to the ones that are supposedly in
16 distress; I asked you how many times you'd gone to
17 any of those schools that were in distress. And,
18 sadly -- sadly, maybe one or two people said they'd
19 been. So we're going to offer you this opportunity
20 to go on an equity bus tour with us because as Laura
21 -- Dr. Laura Danforth said to you, the cornerstone of
22 a community school is equity. And guess what the
23 State of Arkansas has not shown ever? Equity in
24 public schools. And so we are holding you all
25 accountable, because for some reason the Governor

1 felt that you could do this.

2 To get to this point, I absolutely oppose any
3 additional at-large members for the CAB. I served on
4 the CAC -- and, Mr. Key, you were one of the people
5 who allowed me to serve on that committee and -- or
6 on that Civic Advisory -- yes, it was called a
7 Committee. And I was really glad that I had that
8 opportunity because guess what we did? We had
9 multiple, multiple meetings with the community, and
10 we put together a 40-page review of all the work that
11 we did. And guess what you all did as a result of
12 our 40-page response? Zilch. Never listened to any
13 of the recommendations we made about not closing our
14 schools down, about listening to the community, about
15 allowing us to make our own decisions, about
16 reinstating a locally elected school board. You
17 failed to listen to us over and over and over again.
18 That is unacceptable. That is why we will keep
19 coming here.

20 On Item Number B, as it relates to the Little
21 Rock School District zones, I have a question for
22 you: what is wrong with the current zones that we
23 have? Why are you trying to extend areas? What are
24 you so afraid of?

25 C, the consideration to -- of the draft of the

1 MOU -- Mr. Key, thank you so much for saying that
2 it's not a good one, that we -- that you all need to
3 have discussion --

4 [TIMER BELL RINGS]

5 DR. WHITFIELD: -- and have a session and talk
6 about it, and I hope that you absolutely will. But
7 let me also say on the attendance zones that Mr.
8 Poore talked about, not only do we not like the
9 blueprint and think there needs to be a moratorium on
10 that, we also recognize that you keep saying words
11 like "local control." But we don't have local
12 control, because if we had local control you would
13 not keep trying to make decisions on our behalf. You
14 keep trying to make decisions for us, and that is
15 unacceptable.

16 So on Item A, which is the only item, as I
17 understand it, that y'all are going to vote on, I'm
18 asking you, Mr. Pekron, to vote no. Ms. Chambers,
19 I'm asking you to vote no. Ms. Newton, I'm asking
20 you to vote no. Mr. Hill, I'm asking you to vote no.
21 Ms. Dean, although you will never look at me unless
22 you give me a mean look, I'm asking you to vote no.
23 Ms. Zook, I'm asking you to vote no. Mr. Key, you
24 don't get to vote. Ms. McFetridge, I'm asking you to
25 vote no. Mr. Williamson, I'm asking you to vote no.

1 Ms. Moore, I'm asking you to vote no. And Ms. --
2 Mrs. McAdoo, thank you for being the Teacher of the
3 Year; you serve us well.

4 [AUDIENCE APPLAUSE]

5 CHAIRMAN ZOOK: George Hopps. And then James
6 O'Connell, Will Bond, Senator Joyce Elliott.

7 MR. GEORGE HOPPS: My name is George Hopps; I'm
8 a school psychology specialist for the District. And
9 you'll be happy because I plan to be pretty brief
10 because most of the things that I was going to say --
11 most of the things that I had in mind have already
12 been said by people far more capable than me,
13 especially the high school students who just said
14 everything on my mind. So I won't repeat all that
15 stuff because I know how to follow the rules.

16 But I did want to point out -- I wanted to speak
17 to something Mr. Pekron said earlier regarding the
18 MOU and some of the guardrails and clarifying the
19 exit criteria so that it's plain and simple, and I
20 really respect that. I really, really hope that's
21 something you guys take seriously. I really -- your
22 track record would suggest otherwise. But if we're
23 going to take him at his word I really, really want
24 to make sure that you guys -- when you go to your
25 work sessions and you really, really consider this

1 stuff I want you to look at those as guardrails. I
2 know you want to use them as a leash, but please,
3 guardrails. Local control is something that
4 everybody has said up here. It's something that I
5 want you to be hearing, and it's not local control if
6 it's a leash.

7 To the exit criteria, simple as can be; you guys
8 have that power. You guys have the power to set the
9 exit control, the exit criteria, and I want you to
10 really consider that and consider good criteria,
11 criteria that we can work with, criteria that we can
12 actually do something about. Think long and hard
13 about the importance of ACT Aspire testing, summative
14 testing that is not aligned with our formative
15 evaluations throughout the year; think about things
16 like the impact of attendance that we have so very --
17 a very hard time, very difficult -- we can't drag
18 kids into the schools. We can't get judges to make
19 truancy rulings. We need to consider what is in our
20 power to control. And if you're providing support,
21 we love that; but if you're providing a leash, we're
22 not interested. Thank you.

23 CHAIRMAN ZOOK: Thank you. James O'Connell, and
24 then Will Bond, Senator Elliott, and Carmen Porteo.

25 Okay, go ahead. Sorry.

1 MR. JAMES O'CONNELL: Hi. I'm James Maynard
2 O'Connell. I am -- I hold my teachers certification
3 in Arkansas. I received it 16 years ago. I did my
4 student teaching at Parkview. I am currently a
5 private school teacher and yet, I choose to send my
6 children to the LRSD. I do that because I love the
7 LRSD because the education that my students are
8 getting through the LRSD is excellent. I'm very fond
9 of all the teachers that they've had. I have three
10 children in there right now, one that's pre-K, one
11 that's in 3rd grade, and one that's in 7th grade, at
12 two different schools.

13 The belief that the LRSD is failing is false.
14 It is false. And we have been very happy with the
15 education that we have received. Any issues that we
16 have had with the LRSD at the schools that we have
17 been involved with have had to do with under-funding
18 and have had to do with the broader effects of
19 poverty, not with local control.

20 The LRSD is stronger when it represents the
21 entire city of Little Rock, the entire community.
22 The LRSD is stronger when it is well-funded. It is
23 stronger when the teachers feel heard and supported.
24 It is stronger when all schools that receive public
25 funding are fully answerable to locally elected

1 school boards. And it is stronger when the success
2 of students and schools is measured holistically, not
3 by a single test.

4 As such, I fully support returning the LRSD to
5 local control. I fully support keeping the LRSD
6 unified, and I fully support reinstating the teachers
7 union as well as ending the movement toward charter
8 schools. Local schools need local control, and all
9 of our local schools receiving public funding need to
10 be accountable to that local control. Thank you.

11 SENATOR WILL BOND: Who all is tired of sitting
12 through these meetings? I know y'all are -- y'all
13 probably are, and we are too.

14 One thing I want to go back over, if you
15 remember we were here for Teacher Fair Dismissal, it
16 seems like a couple of years ago, and we had a big
17 crowd and y'all voted to take that away in Little
18 Rock District. So we left that and we came back, and
19 then y'all threw out the frameworks, that issue. And
20 then we come back and you back off the frameworks but
21 you give -- you get rid of the union. And then we
22 get out of that and then you throw out the MOU. And
23 so it's a whiplash effect that you all are creating
24 chaos and disruption for the kids that you say you
25 want to help and for the families that you say you

1 want to help. So in the spirit of what Mr. Pekron
2 said earlier, I hope we don't leave here and the
3 Department and the Board release another MOU that
4 says the State wants to continue to control the
5 District in every aspect, and we're right back to
6 where we were before we had this meeting.

7 There is a massive amount of distrust between
8 the community and this board. I think y'all realize
9 that. I think some of you see it as "well, it's just
10 a small minority;" but in reality -- I think I spend
11 as much time in the community as many -- more than
12 y'all -- you all do, as I'm elected here -- it is a
13 significant amount of distrust.

14 And so on the MOU, let me move quickly. These
15 zones have to be fully vetted or the distrust is
16 going to build. We've got to have meetings on these;
17 we have to have discussions on these. People have to
18 have an opportunity to look at them or they're not
19 going to trust in the local election that's coming.
20 The MOU has way too much mention of the CAB. Do
21 y'all realize that a large part of the community does
22 not trust the CAB? Do y'all realize that?

23 Also, the -- in reconstitution you can't just
24 keep the CAB going, in my opinion. That's against
25 the law. You have to reconstitute the board or the

1 administration, and keeping the CAB going is not a
2 reconstitution of the District under the law. So
3 establish an interim board; it can include some CAB
4 members but it can include others, and that's what we
5 need to look at -- rebuilding the trust and
6 communication. Also, the MOU includes a lot of
7 stuff. There's no reason for the State to have
8 budget control, for the State to have all this
9 control. The District is not in academic distress;
10 it wasn't taken -- the District is not in fiscal
11 distress; it wasn't taken over for fiscal distress.

12 So we submitted -- I submitted a mark-up of that
13 which says I don't see any way around a November
14 election. That's not a popular thing to say here.
15 But I think Ali was exactly right: if you'll allow us
16 to have an interim board, build to an election and
17 give that board full control, then you will see
18 Little Rock make its school world-class.

19 We need a smooth transition. Y'all keep
20 muddying the water, tearing us up with whiplash every
21 time we leave here. We need a smooth transition back
22 to local control for families, for our teachers, a
23 board that can determine whether to --

24 CHAIRMAN ZOOK: 15 seconds.

25 SENATOR BOND: -- decide whether the union is

1 going to be involved or not. Of course, we believe
2 that a locally elected board would decide they would
3 be involved. Right? But who knows what a locally
4 elected board will do. We'll elect them in a general
5 election. Any of you who believe it's going to be
6 one thing or another, anybody out here thinks that
7 local board is going to be one thing or another, pure
8 speculation. It's a democratic process.

9 It's time for the local people to take back
10 control. Taxation without representation has to end.
11 We don't talk about that enough. And let's get going
12 together. Come on.

13 SENATOR JOYCE ELLIOTT: Thank you, Will.

14 I'm Joyce Elliott. And every time I come down
15 here I just have these flashbacks to my childhood
16 days, when I have actually -- and most black people
17 in this state have actually lived under what was
18 nothing less than an apartheid system where you did
19 not have control of what happened to you or we did
20 not have control of our schools. We did not have
21 control of whether or not my parents and grandparents
22 voted. I've already lived so much of what's
23 happening to us right now. And for those of you here
24 who are fortunate enough not to have lived that and
25 don't even know what it feels like to be a citizen in

1 the United States of America, and you pay taxes and
2 you can't determine what's happening in your own town
3 and your own city -- this is not new to me, and I
4 really, really am sorry that it's not new to me. It
5 was not new to me as a child when I went to school.
6 I was told where to go; I was told to leave a school
7 just because of who I was. And I feel like this is
8 what Little Rock is.

9 There's something different about the way y'all
10 want to treat Little Rock. I don't know what it is,
11 but there's something weird, just like as a child I
12 kept trying to figure out why do those people treat
13 my grandparents like that? Why can't they vote?
14 What are they doing that's so wrong that they get
15 treated one way and other people get treated another
16 way, when all we have done is be born into the world
17 as we are, where all we've done is to be in Little
18 Rock? And there's something about Little Rock that
19 it's almost -- we have a thing for it.

20 And when I look at what the law says, the law
21 does not require you to take control of a school
22 district. There are people who think there is a
23 requirement in the law that you have to maintain
24 control of this district. That's not what it says.
25 It says you may; it does not say you must. And you

1 have "mayed" for five years here, and you can choose
2 to "may" turn it back to the people of this district,
3 just like somebody finally decided to stand up for me
4 and say, "When you turn 18 you won't have to suffer
5 what your parents and grandparents had to suffer."
6 If we keep this up, our kids are going to be standing
7 right here talking to you --

8 CHAIRMAN ZOOK: 20 seconds.

9 SENATOR ELLIOTT: -- or somebody who inherits
10 your position.

11 I want to say about the attendance zones, if
12 we're going to do everything by the blueprint and the
13 attendance zones, and we've got schools that may be
14 closed, schools that are going to be consolidated,
15 and we keep talking about --

16 [TIMER BELL RINGS]

17 SENATOR ELLIOTT: -- we're going to make all
18 these changes based on what's in this blueprint and
19 the attendance zones, we are --

20 Did you say we've got 30 seconds? We could have
21 our 30 seconds if it went off? Because you said
22 three and try to get there. So I will be fast
23 because I don't want to be disrespectful to the
24 Board, because I don't mean it that way.

25 We are not -- in these things we are not

1 concerned about avoiding segregation. I'm not
2 concerned so much about re-segregation at this point,
3 as it seems like nobody -- everybody said you didn't
4 know what a race-neutral school was. I don't
5 understand how come you don't know that. You know at
6 that work session? I know what that is. And I would
7 just say on the school board zones, please be
8 thoughtful about what Mr. Pekron said. You know,
9 there's something called packing districts, and what
10 that means is when you pack districts you put certain
11 people -- and generally, in this case it's black
12 folks -- pack them into a district where they're all
13 together. And here's what people believe: that we
14 will pack districts and add to so that we can make
15 sure we never have another predominantly black school
16 board. You need to know that's what people see in
17 this, and here's why: because you have never given a
18 single rationale for why we must go from seven to
19 nine. That's something that should be done by the
20 elected school board after November 20th, if they
21 decide to do that.

22 Thank you so much. And I want to come here at
23 some point and not have to live flashbacks, because
24 this is not American.

25 CHAIRMAN ZOOK: Okay. Carmen --

1 MS. PORTEO: Carmen Porteo. Yes.

2 CHAIRMAN ZOOK: Then Marco Dorfman -- Dorfsman
3 and Johnny Hasan.

4 Go ahead. Thank you.

5 MS. CARMEN PORTEO: Thank you.

6 Good afternoon, everyone. My name is Carmen
7 Porteo. I am a Little Rock resident. I'm a small
8 business owner, successful small business owner; a
9 product of the public school system. And I have a
10 bright full-of-life kindergartner at Williams Magnet.
11 I don't want to come here to repeat a lot of things
12 because you guys have heard them; your eyes are
13 glazing over, I understand. But I want to -- instead
14 of speaking in generalities, my comment today is for
15 -- is directed at Mr. Johnny Key.

16 Mr. Key, I don't know any organization or
17 business that will allow an employee to remain in
18 control that has considerably failed to do their job.
19 It has been five years since you guys have taken over
20 and since you were appointed by Asa Hutchinson. It's
21 okay to fail. It's okay to move on. You can accept
22 what you couldn't change, and you can learn from your
23 mistakes, and maybe find a profession that is
24 suitable for you.

25 Dr. Hill, you run the Two Fish Five Loaves

1 Ministry at our church, so you know the fish stinks
2 from the head down.

3 I want you to know that pride is concerned about
4 who is right, but humility is concerned about what is
5 right. Thank you.

6 MR. MARCO DORFSMAN: Hello. My name is Marco
7 Dorfsman. I'm a lifetime educator and a Little Rock
8 teacher and parent. Over the last five years this
9 board has made a big number of decisions, the
10 rationale for which has not been obvious. It either
11 doesn't explain or doesn't want to explain why it
12 does certain things. Now a community has also been
13 speaking to this board for about five years,
14 expressing its desires, it seems to me quite clearly,
15 and this board has not listened to the community.
16 We've listened to what you say, and we've asked why
17 are you doing that, and we don't hear back an
18 explanation, a rationale, a reasoning. And yet, the
19 decisions are taken.

20 Now today, interestingly, there was a lot of
21 concern expressed for those teachers who are not
22 members of LREA for their voice to be heard, and we
23 might even extend the nominating period so that their
24 voice can be heard. It seems to me that every time
25 something happens and the Board doesn't like where

1 it's going, we kind of revisit the issue. But every
2 time the community says, "Hey, wait, this is kind of
3 not okay," we never revisit those. Now the de-
4 certifying of the LREA is one of those examples.
5 That decision was made with no public comment. It
6 came in by surprise, then it disappeared, then it
7 came out in the chaos of a meeting at the very last
8 minute. People didn't know what happened, and then,
9 "Oh, by the way" -- they de-certified the union.

10 You guys have the power right now, right here --
11 one of you can make the motion to re-certify that
12 union. Please do so. Thank you.

13 CHAIRMAN ZOOK: Johnny Hasan, Jason Bailey.

14 MR. PEKRON: Ms. Zook, how many more are on the
15 list?

16 CHAIRMAN ZOOK: One, two, three, four, five.

17 MR. PEKRON: Okay. Then can we take a break?

18 MR. HASAN: My time?

19 CHAIRMAN ZOOK: You may -- yes, please.

20 MR. JOHNNY HASAN: [inaudible]. I just wanted
21 to explain what Dr. McAdoo said to you when he gave
22 you that greeting. That greeting is "God's Peace and
23 Blessing Be Upon You." He said that at the memorial
24 service at our attorney John Walker -- John W.
25 Walker, who was utilized a few days ago. His son

1 said, at St. Mark's Church, that he would ask the
2 Governor that the Little Rock School District to be
3 returned to community ownership. That's what John
4 Junior said, and I quote.

5 So the point of this, that greeting also means a
6 greeting of blessing to those who have deceased. And
7 so when he said it over at the church, he was giving
8 John a blessing from God, that only God can give you
9 a blessing of peace. Well, he said it to you. Now I
10 hope by y'all's conscience, as you and I did -- and I
11 hope that you act upon your conscience, and that's my
12 purpose for being here.

13 Two young men, come on, because y'all have been
14 seated there patiently -- and one on one side and one
15 on the other. So patient; they haven't been able to
16 get up.

17 (COURT REPORTER'S NOTE: Two young male school
18 children, sitting on the first row beside Dr. Anika
19 Whitfield, come to the podium to stand one on each
20 side of Mr. Hasan.)

21 MR. HASAN: Now I would suggest that you read
22 the book called "Betrayal of American Democracy." It
23 goes a long way in enlightening people about
24 juveniles that have no power and they're not voting,
25 so they have no input into their situation. Many

1 Americans think that is how governing systems are
2 supposed to work, directed and dominated by an elite
3 few. But if political systems are privileged and
4 inequality, a rank (inaudible) assigns most citizens
5 to an inferior status. In fact, (inaudible)
6 arguments, expensive expertise are only a route to
7 influencing government decisions, and by definition
8 most citizens have no excess. This is a functional
9 reality. This is (inaudible), not democracy. This
10 is capitalism at its most because most of the time --
11 so the point is for us the issue of racism. Okay.
12 Most of us -- you say those who are not guilty of
13 racism, right, become an instrument of our prejudice,
14 which is by define -- by definition is holding onto
15 opinion and making judgment about someone without
16 getting facts or regardless to their facts.

17 CHAIRMAN ZOOK: You have 20 more seconds.

18 MR. HASAN: This is based on attitude and
19 belief, and most of the time arrogance. Racism by
20 definition is placing an institution --

21 [TIMER BELL RINGS]

22 MR. HASAN: Okay. Racism is back-seated and
23 replaced by what you call institutional
24 subordination, and that is institutional
25 subordination -- excuse me -- I didn't go to college,

1 so y'all can excuse me for that -- a place -- placing
2 a person into a position of status of inferiority by
3 your attitudes and actions and your institutional
4 structure which do not use color or use inferior
5 ideas, and so subordinating a mechanism; but instead,
6 are maintaining mechanisms that indirectly are
7 related to color. You say that we are inferior by
8 our race. So my point is that you have the left --
9 left -- No School Child Left Behind. This is a
10 document that you supposedly are working on, as it
11 says here --

12 CHAIRMAN ZOOK: I'm sorry, your time is up.

13 MR. HASAN: -- (inaudible) of academic levels.
14 I just want it for the record, put this on for the
15 record.

16 So that tells me that you have not did the 100%
17 grade level of math through 2014, reached the goal
18 2014, increase the students' proficiency in
19 education. You're not talking about that. I haven't
20 heard nothing talking about this gap in -- the
21 difference between our school district.

22 And the other thing is the re-segregation of the
23 schools. Your own documents -- what I'm saying, your
24 own documents here says that these schools are re-
25 segregated. So my point is for the record put these

1 documents, okay, on file and define why these F
2 schools exist and why A and B schools -- all the A/B
3 schools have white students and all the F students
4 have African American students.

5 CHAIRMAN ZOOK: Thank you.

6 MR. HASAN: Can you define that for me?

7 CHAIRMAN ZOOK: Jason Bailey.

8 MR. JASON BAILEY: Hello. My name is Jason
9 Bailey. I wanted to speak last time but you guys
10 took way too long and I had to leave because I'm a
11 teacher, and you like to hold meetings when I'm
12 teaching. So I'm here to tell you why I'm here
13 today.

14 Mr. Pekron, I'm so glad you looked up at me,
15 because I'm glad that you're paying attention now.

16 I'm here because I overheard two of my students
17 while we were doing a lab explain their fears about
18 the re-segregation of their peers. So I was in this
19 5 December, when I watched you roll your eyes as a
20 mother come up here and talked about her domestic
21 violence situation. I was in this fight already. So
22 I'm here today because that lit a fire under me. And
23 the hundreds of people out there chanting are ready
24 too.

25 There is a dangerous and systemic problem that

1 you have, each of you, and that is systemic racism.

2 Please don't let your eyes glaze over, Mr.

3 Williamson. Thank you. We -- I told you I'm a

4 teacher. I can look at when you're paying attention.

5 You are planning to divide our district, and we

6 see that. And you may believe that we're throwing

7 this word segregation around as if it means nothing,

8 but to this community it has a visceral, guttural,

9 historical meaning. It is the height of your white

10 privilege that you do not understand that that word

11 isn't a buzz term. It strikes; it hurts. I know,

12 because I get to see it hurt my children. They're

13 using the term. The world is watching you.

14 Mr. Pekron, Ms. Ouida Newton, Mr. Hill, Ms. Dean

15 -- who I taught your students, Ms. Zook, Mr. Key, Ms.

16 McFetridge -- which I never hear you speak, Mr.

17 Williamson, Ms. Moore, and Ms. McAdoo, the world is

18 watching each and every one of you. And right next

19 to your name in the papers there's reserved terms for

20 you. Your actions, your behaviors are going to

21 determine this, not necessarily what you say today

22 because --

23 CHAIRMAN ZOOK: 30 seconds.

24 MR. BAILEY: -- because we know that your words

25 mean almost as much as they do with your actions --

1 nothing. Nothing, they're empty. Okay.

2 We are one district.

3 CHAIRMAN ZOOK: 10 seconds.

4 MR. BAILEY: We are one voice and we ain't going
5 anywhere. Thank you.

6 CHAIRMAN ZOOK: Jeremy Lusk, Dixie -- what's
7 Dixie's last name? And then Molly Humphries will be
8 our last speaker.

9 I don't know what Dixie's last name is. I'm
10 sorry; I can't read it. It sounds like maybe it's
11 Dixie Fair.

12 Okay, go ahead.

13 DR. JEREMY LUSK: So I'm Jeremy Lusk -- and
14 since Mom is right behind me I'll say I am Dr. Jeremy
15 Lusk. She wants me to say that.

16 Y'all, I'm tired. I'm not nearly as tired as
17 some of these teachers here. My wife is a teacher in
18 Little Rock School District; she teaches Stage Craft
19 at Parkview High School. Anybody want to guess what
20 time she got home from work last night? Anybody got
21 a guess? Ten. Ten o'clock at night. So everybody
22 go see "Lion and the Witch and the Wardrobe" at
23 Parkview, because she's working real hard on it. Now
24 I think the world of her, but she is not an
25 exception. She is the rule -- right? -- to teach our

1 students, to guide and nurture them. Our teachers
2 give everything they have, and then some. You will
3 not find a more dedicated, caring, loving group of
4 people. So when that group of people stands up and
5 walks out you know you have failed. You know you
6 have failed to listen -- failed to listen to the
7 people who collectively form the heart of this
8 District.

9 So here I stand repeating to a group of grown
10 adults, when I spent last night pleading with a 4-
11 year old, "Please listen." Listen to your teachers,
12 listen to the parents and the students in this
13 community. But I keep coming to these meetings and
14 it's easy to lose hope. But let me give y'all some
15 hope: I got him to put on his pajamas last night.
16 Miracles do happen. Sometimes people do listen. So
17 I'm going to hold on to that hope, and hope that you
18 will listen to the people who have spent their day
19 here trying to convince you to do the right thing.
20 Thank you.

21 CHAIRMAN ZOOK: Thank you.

22 Dixie Fair, and then Molly Humphries.

23 Pull it down.

24 MS. DIXIE FAIR: Hello. My name is Dixie Fair
25 and --

1 CHAIRMAN ZOOK: Pull it down so we can hear you.

2 MS. FAIR: Oh, surely you won't have a hard time
3 hearing me.

4 CHAIRMAN ZOOK: We don't want to wait this long
5 and then --

6 MS. FAIR: I teach 1st grade at Booker Arts
7 Magnet. I have worked in the school district since
8 1985. Both of my children graduated from Little Rock
9 Public Schools. And actually I had a dream that I
10 was going to stand before y'all and ask why; I didn't
11 realize that it was going to be a nightmare. But --
12 and my one question that I was going to say was, Why?
13 Why? You are the very people that should be our
14 cheerleaders. And is it test scores? You can't tell
15 me that you can compare my babies to the same
16 children at your three affluent schools. You cannot
17 tell me that the teachers at those three affluent
18 schools work any harder than the teachers at Booker.
19 Yet, we have a -- our school has a letter grade of a
20 D. My babies aren't D students; my babies haven't
21 lived long enough to be a D at anything -- anything.

22 How many of you have been in Booker? How many
23 have ever come out and watched our babies in the best
24 school place that you can imagine?

25 I had a situation one time and I could've been

1 recognized by every union in the world; I could've
2 been making a million dollars; I was well-trained in
3 what I did, and I had a small group. And I had a
4 little 5th grader lay his head down, and I said, you
5 know, "Come on, Jeremy, you've got to sit up, you've
6 got to learn." He said, "Ms. Fair," he said, "I am
7 so tired. There was shooting all night in my
8 neighborhood." I cannot fix that. Those are the
9 kinds of things that affect test scores. Did you
10 just see the recent report from DHS about that
11 Arkansas is 49th or 50th in childhood trauma? I mean
12 take some of that into consideration.

13 Come, see our school. I've always said that if
14 on the very first day of the new legislative session
15 that Asa would let them come and sub, and all of you
16 sub, in one school of their choice -- not at your
17 choice, our choice -- or even draw it out of a hat, I
18 don't really care --

19 [TIMER BELL RINGS]

20 MS. FAIR: If you came and subbed in my class
21 one time -- one time -- this would be a whole
22 different ballgame.

23 CHAIRMAN ZOOK: Thank you.

24 MS. FAIR: You just don't believe in our kids.
25 Come out.

1 CHAIRMAN ZOOK: Is Ms. Humphries -- did she have
2 to leave?

3 Okay. Thank you.

4 All right. That ends the public comment.

5 [END OF PUBLIC COMMENTS]

6 CHAIRMAN ZOOK: I think of the things that were
7 on the agenda there are only two things that have
8 need for a timely decision.

9 I didn't know who was sitting back here.

10 One would be whether or not we have the CAB
11 expanded, so that if we're going to expand it that
12 those people who get selected can be done in December
13 and have a chance for some training before they start
14 in January. And the other is whether or not to
15 extend the PPC time so that one teacher from each
16 building can be on the PPC.

17 So do I have a motion on either one of those, or
18 both?

19 DR. WHITFIELD: No taxation without
20 representation.

21 [AUDIENCE YELLING CHANTS OF "NO TAXATION WITHOUT
22 REPRESENTATION"]

23 [CHAIRMAN ZOOK BANGS GAVEL]

24 [CHANTING CONTINUES]

25 [CHAIRMAN ZOOK BANGS GAVEL]

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[CHANTING CONTINUES]

DR. MOORE: I'd like to make a motion.

[CHANTING CONTINUES]

[CHAIRMAN ZOOK BANGS GAVEL]

CHAIRMAN ZOOK: The Board is at recess.

{THE BOARD EXITS THE ROOM}

(BREAK: 4:53 P.M. - 5:15 P.M.)

CHAIRMAN ZOOK: The items under the --

[CHAIRMAN ZOOK BANGS GAVEL]

CHAIRMAN ZOOK: The items under Number 13 with regard to the Little Rock School District reconstitution will be moved till tomorrow morning and we will at that time decide on what points to vote, as well as the new business which will be the makeup of the PPC.

So without objection, the meeting is adjourned.

(The meeting was concluded at 5:16 p.m.)

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A-2: HALEY DIANE WIDBY/PLSB RECOMMENDATION

EXHIBIT ONE (1)

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A-2: HALEY DIANE WIDBY/PLSB RECOMMENDATION

EXHIBIT TWO (2)

C E R T I F I C A T E

STATE OF ARKANSAS)
) ss.
 COUNTY OF SALINE)

I, SHARON K. HILL, CCR, a Certified Stenomask Reporter and Notary Public before whom the foregoing proceedings was taken, do hereby certify that the same is a true and correct transcription before the ADE Division of Elementary and Secondary Education, State Board of Education, in Little Rock, Arkansas, on November 14, 2019, that the said proceedings was reduced to typewritten form by me or under my direction and supervision; and that the foregoing pages constitute a true and correct transcription of all proceedings had in said matter.

I FURTHER CERTIFY that I am neither counsel for, related to, nor employed by any of the parties to this action.

I FURTHER CERTIFY that I have no contract with any parties within this action that affects or has a substantial tendency to affect impartiality, that requires me to relinquish control of an original transcript or copies of the transcript before it is certified and delivered to the custodial agency, or that requires me to provide any service not made available to all parties to the action.

WITNESS, MY HAND AND SEAL, THIS DATE: November 26, 2019.

SHARON K. HILL, CCR
 Certified Court Reporter
 Certificate No. 670

	46:1	177:22;179:13,14,16;	179:24	127:20
\$	A-5 (1)	181:23,24;187:8;	actions (8)	adhere (1)
	66:11	190:6	18:1;94:22;95:19,	27:9
\$1,000,000 (1)	ability (3)	accessing (2)	22;96:9;254:3;	adjourned (1)
219:22	39:2;214:19;215:6	93:16;165:8	256:20,25	262:16
\$160,000,000 (1)	able (30)	according (3)	actively (1)	adjunct (2)
170:12	6:14;38:16;40:8,	91:14;224:9,14	230:22	39:15;42:19
\$20,000 (2)	11,16;42:7;43:10;	accountability (7)	activities (3)	adjusted (1)
210:14,15	60:23;79:3;80:1;	84:24;85:13;86:10;	53:15;93:17;94:21	141:17
\$30 (1)	81:1;82:22;87:25;	114:5,18;122:12;	acts (3)	adjustment (8)
210:19	92:19;94:10;111:19;	231:23	118:22;200:18;	165:15,16;167:23;
\$300,000,000 (1)	136:18;153:9;	accountable (3)	217:15	168:7;172:10;
169:8	155:12;162:10;	235:2;236:25;	actual (4)	177:11;178:11,19
	169:1;181:24,25;	242:10	15:3;23:4;31:24;	adjustments (5)
[183:3,14;190:12;	ACCOUNTAILITY (1)	82:10	96:21;135:15;
	194:23;226:11;	114:2	actually (49)	156:13;171:8;178:2
[AUDIENCE (7)	233:18;252:15	ACCOUNTING (4)	11:12;12:3,11;	administering (1)
138:24;197:17;	abominable (1)	112:21,25;113:7,	39:14;40:3;49:5;	44:22
199:12;211:1;	208:21	10	52:11;58:7,21,22,23;	administration (5)
224:11;239:4;261:21	above (6)	accurately (1)	59:1;67:6;72:19;	101:8,9,13;103:8;
[BRIEF (2)	53:23,24;165:7,9;	98:6	77:22;82:8;84:18,19;	244:1
60:14;120:1	187:18;213:2	achieve (4)	86:3,19;94:17,18;	admire (1)
[CHAIRMAN (7)	absence (1)	52:12;96:13;99:16;	99:21;107:9;122:24;	101:11
211:2;224:13;	198:12	131:19	128:15;130:1;	ado (1)
227:10;261:23,25;	absent (1)	achievement (1)	155:15,24;159:6;	199:20
262:4,9	233:19	85:17	160:20;161:19;	adult (1)
[CHANTING (3)	absolute (1)	achievements (1)	167:9,23;177:16;	73:2
261:24;262:1,3	124:2	86:8	186:15;187:9;	adults (3)
[END (1)	Absolutely (8)	achieving (1)	193:25;198:19;	214:1;226:20;
261:5	27:16;56:15;94:4;	230:25	202:3;222:7,21;	258:10
[inaudible] (1)	105:16;188:9;220:6;	Acklin (9)	230:17;231:1,17;	advance (6)
251:20	237:2;238:6	67:11,23;68:1,2;	240:12;245:16,17;	5:14;95:10,11;
[ps] (1)	academic (4)	87:20,21,22;88:3,9	259:9	155:18;156:16;
42:17	157:12;168:6;	acknowledge (3)	adamant (1)	159:16
[SEVERAL (1)	244:9;254:13	199:19;220:9,10	210:21	ADVANCED (2)
227:4	academics (1)	acronyms (1)	add (8)	34:18,20
[sic] (2)	227:16	85:25	43:22;85:24;87:4;	ADVENTURE (3)
213:16;231:11	Academies (2)	across (3)	111:6;126:1;127:4;	54:25;55:4,6
[Spanish (2)	76:14,16	73:10;164:25;	185:1;248:14	advise (1)
207:15;209:15	ACADEMY (23)	174:25	added (6)	124:13
[TIMER (8)	46:4,9,11;47:18,	act (21)	84:20;86:10,10;	Advisory (21)
201:24;216:4;	21;49:1,24;50:1,3,10;	14:18;15:20;22:19;	120:11;173:23;234:2	90:16;96:2;126:2,
218:10;232:14;	54:25;55:6;59:24;	52:25;66:17,23;	adding (1)	9,15;127:11,19;
238:4;247:16;	60:2,4;73:13;80:4;	84:19;93:24;113:6;	174:5	128:20;129:12;
253:21;260:19	92:9,12;94:7,13;	114:2,5,18;116:21;	addition (2)	136:13;155:9;156:4;
	103:12;104:18	118:3;121:10;	58:24;64:14	165:17;171:5;179:5,
{	Academy's (1)	206:19;216:21,24;	additional (14)	18,22;183:20;192:2;
	47:19	229:23;240:13;	8:16;44:11;95:9;	222:20;237:6
{THE (1)	accept (5)	252:11	96:14;111:7;121:13;	advocate (3)
262:6	105:19;107:20;	ACTAAP (1)	125:15;126:1;	186:3;200:5;234:5
A	124:9;161:17;249:21	123:5	127:12;130:1;169:4,	advocating (1)
	acceptable (6)	acted (1)	6,12;237:3	197:25
	78:18;126:6,20;	13:4	Additionally (2)	AEA (1)
A/B (1)	134:14,22;135:9	action (39)	156:6;158:20	218:24
255:2	acceptance (1)	12:23;13:4,6,25;	address (5)	AESAA (1)
A-1 (1)	105:20	14:3,19;17:14,23;	13:6;15:22;28:3,	114:2
4:2	accepted (2)	18:16,19;19:1,1,6,23;	23;102:6	affect (2)
A-2 (5)	25:14;37:13	20:23;21:1,15,17;	addressed (5)	25:2;260:9
7:20;11:19;16:13;	access (19)	22:5,18;23:11,13;	28:4;78:10;100:17;	affirm (2)
263:24;264:24	57:22;58:10,12,15;	24:23;28:6,10,14,17,	143:20;191:17	10:24;67:17
A-3 (1)	61:22;93:3,15;	19,21,23;31:24,25;	addressing (1)	AFFIRMATIVELY (1)
34:18	111:15;155:11;	32:4;94:9;95:25;	119:6	67:20
A-4 (1)	160:12;166:18;	96:5;98:24;100:4;	ADE (1)	affluent (2)

259:16,17 afford (2) 210:12,19 afraid (2) 211:6;237:24 African (2) 103:23;255:4 afternoon (14) 71:1;89:11,15; 91:8,10;154:16,18; 191:3;195:15; 207:12;209:23; 216:9;219:11;249:6 again (43) 4:9;20:16;22:11; 26:5,5,8;86:10,11; 88:1;93:14;95:5; 96:12,15,24;97:18; 24;98:20,25;101:24; 104:14,21;115:15; 133:25;142:17; 145:23;146:21; 154:13;161:18; 167:14;174:4; 182:21;194:1,22; 200:15;209:23; 210:1,7;221:13,13, 14;229:21;233:5; 237:17 against (7) 14:19;31:25; 194:20;198:10; 200:18;213:2;243:24 age (4) 7:8;169:15,16; 199:6 agencies (1) 15:18 agency (1) 131:25 agenda (14) 4:18;76:6;88:14; 91:8;124:11;125:3, 18;137:22;200:11; 204:15;208:25; 212:25;232:25;261:7 ago (15) 58:22;69:7;70:11; 75:12;81:22,24;85:6; 92:16;118:25; 150:21;157:18; 224:3;241:3;242:16; 251:25 agree (13) 16:23;23:8;24:21; 34:13;101:16,24; 104:15,23;141:2; 143:2,9;152:13,13 agreed (3) 9:15,23;32:6 Agreement (2) 137:25;156:9 agrees (1)	34:4 agri (4) 42:14,16,22,25 AGRICULTURE (2) 59:24;60:4 ahead (18) 38:12;47:4;67:24; 75:5,6,10;85:16; 116:2;124:25; 155:13,18;177:1; 195:10;227:18; 229:9;240:25;249:4; 257:12 aid (1) 16:21 ain't (1) 257:4 AIR (1) 71:10 ALC (1) 114:22 Ali (5) 207:10;213:15,17, 17;244:15 aligned (1) 240:14 all-be-it (1) 138:21 alleged (1) 9:3 alleges (1) 9:2 Allen (7) 207:11;216:8,9,10; 218:6,11,15 alliance (1) 231:11 allow (18) 37:21;79:19;80:1; 82:21;90:4,7;124:20; 134:12;135:20; 147:7;150:4;172:11; 175:10;178:2; 179:10,20;244:15; 249:17 allowed (16) 32:13;89:18;90:6, 13;201:20,21,23; 202:5,10;203:25; 204:1,1,16;212:7; 235:6;237:5 allowing (4) 37:18;127:12; 180:15;237:15 allows (6) 27:12;66:23;72:23, 24;190:11;212:19 almost (7) 189:1;201:10,15; 219:22;234:16; 246:19;256:25 alone (4) 9:3;83:1;113:10;	184:9 along (10) 59:6;61:9;88:4; 94:11;105:15;134:1; 137:17;147:19; 150:17;187:16 alongside (1) 203:15 already-approved (1) 48:8 alternate (1) 226:1 Alternative (2) 113:7,9 alternatives (1) 228:24 Although (4) 109:5;203:2; 209:16;238:21 alum (1) 234:1 alumni (1) 209:25 Alvarez (3) 209:21;218:18; 220:24 A-l-v-a-r-e-z (1) 221:1 always (8) 8:15;10:2;32:12; 78:2,21;86:13;87:8; 260:13 Amelia (1) 99:10 Amen (2) 218:3,17 amended (3) 52:7;116:20;121:9 amending (1) 122:23 AMENDMENT (10) 46:3,12;47:17; 49:23;50:5,24;51:4; 52:1,7,20 amendments (1) 47:22 America (3) 216:15;217:16; 246:1 American (4) 103:23;248:24; 252:22;255:4 Americans (1) 253:1 among (3) 98:22,23;99:18 amongst (1) 235:10 amount (4) 90:9;234:22;243:7, 13 Amy (2) 222:10;228:9	analysis (3) 96:12;207:25; 208:3 and/or (2) 5:3;154:8 and-A (1) 66:22 Anderson (3) 36:4,4;43:22 Andrea (2) 8:6;11:4 anger (1) 201:2 angry (2) 221:24,25 Anika (5) 225:9;230:2; 235:22,23;252:18 Ann (3) 199:13;204:24,24 Annotated (2) 12:20;16:25 announce (2) 4:14;215:4 announcement (1) 223:6 answerable (1) 241:25 ANSWERED (1) 67:20 Anthony (2) 4:6;6:7 anticipate (2) 167:18;185:12 anti-LREA (1) 145:12 anymore (1) 193:8 AP (4) 186:21;187:6,8,11 apartheid (1) 245:18 apologize (3) 75:19;154:17; 225:12 apologizes (1) 99:20 appeal (3) 8:3;13:14;203:9 appealing (1) 134:24 appear (1) 46:11 appeared (6) 47:21;50:4;51:3; 55:6;60:5;63:3 applaud (2) 139:1,13 APPLAUSE] (4) 138:24;197:17; 199:12;239:4 applicability (1) 120:12	applicable (1) 210:5 applicant (1) 96:24 applicants (2) 97:3;128:4 APPLICATION (12) 54:25;55:3;59:24; 62:24;106:18; 109:17;110:1,17,25; 111:15;140:25;143:3 applications (6) 109:15;110:10; 127:19;128:8,12; 129:24 applied (1) 163:13 apply (5) 13:2;84:11,16; 129:19;172:12 appointed (8) 118:24;128:5,6; 129:3;201:10,15; 232:20;249:20 appointment (1) 128:7 appointments (1) 233:1 appreciate (15) 45:22;59:12;65:3, 13;68:9,11,13,22; 81:12,13;105:18; 119:12;152:6; 168:19;186:24 appreciated (1) 191:16 apprenticeship (1) 189:4 approach (7) 93:21,23;127:8; 161:23,24;171:19; 179:21 approaching (1) 112:5 appropriate (12) 5:10;7:8,14;8:16; 9:13,21;79:20;106:6; 107:2,11,18;226:17 appropriately (1) 115:22 APPROVAL (27) 108:15,22;112:20; 113:2,13;114:1,17, 22;115:9,11,16,25; 116:14,16;117:1; 118:8,11;119:7,16; 120:18;121:20; 126:8,17;136:25; 158:1,1;228:14 approve (20) 45:12;66:1;87:10; 92:1;112:10,12; 113:16;114:25;
--	---	---	---	--

116:5,8;117:6,7; 118:7;119:15; 120:17;121:19; 123:11;127:16; 130:1;207:7 approved (26) 35:3;44:13,16; 46:10,14;47:24;50:6; 51:6;55:9;60:8;63:6; 71:9;74:22;91:15; 106:24;137:1;138:1; 156:2,3,4,5;160:4; 161:4;171:11; 185:13;208:4 approving (1) 208:1 approximately (3) 157:9;223:9;224:5 April (3) 11:23;26:20;94:5 arbitration (1) 17:16 ArCare (1) 64:16 architects (1) 163:6 area (41) 39:20;43:4,18; 51:21;60:20;64:11; 65:4;72:12;97:5; 103:11,12;104:17; 141:11;159:7;161:7; 19:162;16,21;164:16, 22;165:3,6;166:9,12, 16,23;167:4,11,12, 20;174:10;176:15; 177:14,15,24;178:17, 19,21,23;224:15; 227:20 areas (14) 61:1;94:9,24;95:5, 8,14;98:1;149:18; 160:25;163:2;178:5, 24;234:12;237:23 argue (5) 19:5;21:4;24:1; 26:5;29:19 argued (1) 26:22 arguing (1) 15:21 argument (9) 11:15;13:9,17; 15:22;16:17;22:21; 23:9,15;29:24 arguments (3) 25:5;30:17;253:6 Ark (1) 17:10 Arkansans (1) 202:9 Arkansas (45) 4:6,24,25;5:4,10, 12,13,22,24;12:20; 14:1;16:24;18:25; 22:14;28:20;29:8; 35:4,20;46:4,9;56:18, 18;58:6;73:13;94:14; 97:6;104:1;105:8; 114:2,4,17;117:16; 131:24;133:10; 196:25;200:9; 204:11;205:5,23; 207:19;208:9; 228:11;236:23; 241:3;260:11 Arkansas's (1) 104:18 arms (1) 171:14 around (19) 6:21;18:18;21:21; 36:19;54:5;70:20; 92:17;141:7;161:7; 162:15;166:9; 169:21;171:14,16; 178:21;203:5; 230:11;244:13;256:7 arrangement (1) 208:21 arrogance (1) 253:19 article (1) 71:12 articulate (1) 150:21 articulated (1) 5:8 artificially (1) 141:2 arts (5) 161:24;173:16; 187:21;188:16;259:6 Asa (5) 203:3,9,19;249:20; 260:15 ascertain (1) 146:18 aside (1) 233:9 aspect (1) 243:5 aspirations (1) 5:3 Aspire (2) 84:19;240:13 Assembly (2) 30:22;141:4 assessment (2) 102:1;122:11 assigns (1) 253:4 Assistance (6) 92:15;93:7,10; 94:6,10;99:4 assistant (5) 39:16;42:17;49:1; 67:11;68:18 Associate (6) 72:24;80:12,13,25; 82:17,25 Associates (5) 72:17;76:9;78:20; 82:3,8 Association (2) 145:22,24 assume (2) 24:10;95:20 assuming (1) 14:22 athletic (1) 98:16 at-large (6) 126:10,24;130:23, 25;131:2;237:3 attached (2) 11:10;137:22 attain (1) 107:14 attempted (1) 200:14 attempting (2) 97:2;132:21 attend (6) 71:1;114:6;165:13; 174:20;177:23; 225:24 attendance (34) 90:17;153:2,4; 154:7;155:16; 156:10,17;157:22; 158:2,25;159:20; 161:12,21;162:5; 164:14,15,17,22; 167:5;171:25; 173:17;174:7; 177:17;178:11; 186:12;193:2,3,3,19; 238:7;240:16; 247:11,13,19 attended (8) 205:23;219:13,16; 226:1,2,5;235:24,25 attending (2) 159:15;226:17 attention (7) 4:16;51:16;98:5; 209:12;220:9; 255:15;256:4 attitude (2) 81:14;253:18 attitudes (1) 254:3 attorney (7) 11:5;16:2;26:9; 99:13;108:21;134:9; 251:24 attorneys (1) 8:19 attract (1) 183:3 attracting (2) 75:2;97:14 attractive (3) 157:2;172:15; 193:17 audience (10) 7:1;63:1,12;89:15, 20;153:14;160:11; 218:20;227:4;228:6 audit (1) 113:12 audition (2) 185:6,11 auditions (1) 185:12 auditorium (1) 89:19 August (5) 12:5;35:3;36:11; 94:17;208:6 authority (7) 13:24;15:19,20; 106:19;140:23; 207:6;214:7 authorization (6) 18:11,20,20;19:24; 21:16;25:10 authorized (1) 11:23 authorizes (1) 25:11 authorizing (18) 12:24;20:23,25; 46:1,12,16;47:22; 50:4;51:4;52:3,8; 55:2,7,11;60:5,10; 63:4,9 availability (1) 110:5 available (14) 11:10;25:24;37:16; 91:16;98:15,17;99:6, 14;133:19;136:17; 163:21;174:17; 176:4;190:14 avenue (2) 189:20;214:20 average (1) 169:15 avoid (1) 215:2 avoiding (1) 248:1 Award (1) 70:11 aware (6) 61:12;86:15;112:3; 189:15,20;211:11 awareness (2) 61:15;98:22 away (4) 57:8;169:1;212:9; 242:17 awesome (3) 36:14;39:22;234:4 awful (1) 68:25 awhile (1) 65:24 AYES (22) 45:17;47:9;49:17; 50:20;54:20;59:20; 62:21;66:6;89:3; 92:6;108:7;112:15; 113:21;115:5; 116:10;117:11; 118:13;119:23; 120:25;122:2; 123:17;125:24	B B-1 (1) 91:6 B-10 (1) 120:3 B-11 (1) 121:3 B-12 (1) 122:9 B-13 (1) 123:21 B-2 (1) 92:8 B-3 (1) 108:15 B-4 (1) 112:20 B-5 (1) 114:1 B-6 (1) 115:9 B-7 (1) 116:14 B-8 (1) 117:14 B-9 (1) 118:16 babies (4) 259:15,20,20,23 bachelors (1) 80:20 back (54) 6:11;23:17;35:14; 54:23;56:1;71:11; 72:8;73:20;88:5; 89:9;99:2,3;102:19; 105:1;106:7,25; 127:5;128:1;139:19; 144:12;145:6,8; 146:17,18;148:2; 154:1;161:3;162:12; 163:17;164:11; 174:11;176:8;
---	--

179:15;187:22; 189:12;190:8,18,23, 25;194:11;207:1; 209:4;212:17; 218:19;242:14,18,20, 20;243:5;244:21; 245:9;247:2;250:17; 261:9	96:11;105:21; 124:18;132:5; 133:12,21;137:13; 181:17;197:6; 247:18;253:18	BELL (13) 20:7;201:24;216:4; 218:10;222:10,10; 228:6,9;232:14; 238:4;247:16; 253:21;260:19	bit (37) 7:6;21:6;37:7; 39:6;40:19;53:6; 58:22;75:13;76:5; 77:4;78:7,11;85:1; 93:5;107:5;115:18; 127:21;129:13; 136:7;147:8;157:15; 160:8;162:13; 165:21;167:24; 171:2,3;176:9; 177:10;179:11; 180:5;183:19,19; 192:5,21;222:2; 223:4	86:22;89:12,13,17, 20;90:4,16,16,18; 91:15;94:6;102:24; 125:12;126:2,9,15, 16;127:7,12,19; 128:20;129:4,12; 130:1;131:7,13,21; 132:19;133:2,23; 136:13;138:4,11,20; 139:8;140:13,23; 141:5;143:4,8,23; 145:12;152:6;153:7, 8;155:2,9;156:4; 160:10,15;163:3,16; 165:17;169:7;171:5; 179:5,14,19,22; 183:20;192:2; 195:16,18,19;196:16, 18,24;197:24; 198:16;200:8,13,19, 23;201:14,16;202:8, 15;204:3,12;205:5, 13,15,17,17;206:19; 207:6;208:8,23; 211:18;212:12; 213:21,22;214:25; 215:14,19;216:6,9; 222:20;236:8,10; 237:16;243:3,8,25; 244:3,16,17,23; 245:2,4,7;247:24; 248:7,16,20;250:9, 13,15,25;262:5,6
backed (1) 65:8	Baseline (2) 162:15,25	bells (2) 79:21;228:8	black (3) 245:16;248:11,15	boards (2) 15:17;242:1
backgrounds (1) 230:24	basement (2) 165:25;181:3	Bell's (2) 222:12;228:2	blame (1) 205:15	Board's (9) 46:17;55:12;60:11; 126:8,16;201:25; 202:5;214:19;215:6
backing (1) 65:16	basically (8) 48:6;152:24;162:2; 164:1;174:13; 178:21,24;193:20	beneficial (2) 76:16;226:19	blended (1) 79:1	Bobby (2) 67:11;68:2
back-seated (1) 253:22	basis (8) 15:21;59:11; 112:21,25;113:7,9; 132:6;146:20	benefit (3) 17:22;60:20;79:1	bless (1) 196:12	body (3) 95:4;144:22;214:3
backwards (1) 108:19	basketball (1) 223:16	benefits (1) 181:10	blessed (1) 84:5	Bogrek (1) 48:1
bad (1) 210:21	Batesville (1) 149:12	bent (1) 194:25	Blessing (4) 251:23;252:6,8,9	Bond (4) 239:6;240:24; 242:11;244:25
Bailey (6) 251:13;255:7,8,9; 256:24;257:4	became (1) 80:13	Bentonville (3) 103:5;108:12; 184:7	block (9) 38:8;195:11; 199:15,16,22;201:18, 25;202:3,7	book (2) 203:12;252:22
Baker (2) 207:22;208:10	become (13) 70:3;76:9,11;77:8; 105:14;163:20; 168:16;171:20,21; 175:1;197:1;199:6; 253:13	beside (2) 41:3;252:18	blocked (1) 132:25	Booker (6) 161:23,24;235:25; 259:6,18,22
balance (1) 174:8	becomes (4) 37:16;106:20; 174:23;177:23	best (10) 34:3;38:15;72:21; 80:24;135:13; 141:14;215:23,24; 235:17;259:23	blocks (1) 133:1	BORGREK (1) 49:20
ball (1) 88:3	becoming (3) 77:1;175:3;202:24	Betrayal (1) 252:22	blow (3) 160:19;179:10; 190:11	born (1) 246:16
Ballard (2) 94:12;147:2	beforehand (1) 209:8	better (17) 51:13;71:20;81:8; 104:12;149:8; 163:22;166:7; 170:18;177:10; 182:12;183:19,20; 184:21;200:22; 207:22;222:4;234:18	blow-up (1) 160:24	both (15) 27:1;36:21;109:18; 110:10;129:10; 156:3;161:9;162:25; 187:2,14;224:7; 227:15;228:13;
ballgame (1) 260:22	began (2) 11:7;223:3	beyond (3) 12:18;14:24; 217:25	blue (1) 173:21	
balloon (1) 101:6	begin (4) 137:7,12;155:13; 199:16	bias (2) 97:19,23	blueprint (21) 156:2,5,7;157:15, 22;158:4,10,12; 160:4,13,14;161:4; 162:16,24;163:2; 171:12;172:9; 182:14;238:9; 247:12,18	
ballot (1) 199:6	beginning (2) 159:14;182:11	big (16) 36:14;39:12;69:3; 79:16;140:10; 145:15;148:21; 158:12;163:14; 166:11;167:8;169:9; 174:19;214:22; 242:16;250:9	Board (170) 4:8,24;5:4,12,22; 6:9,12;7:20;8:16; 13:5,10,20,22,23,25; 14:14,17;15:23;16:7; 18:10;20:3;22:7,16; 24:18;25:15;28:5,22, 25;31:24;32:12; 33:18,23,24;34:4; 35:3;46:14;47:24; 48:4;50:7;51:6,12; 55:9,12;60:8;63:7, 10;66:24;68:2,12;	
ballpark (1) 187:14	begins (2) 66:22;164:12	biggest (3) 79:22,23;141:11		
band (1) 223:16	begun (1) 223:1	bigots (2) 211:5,7		
BANGS (6) 211:2;227:10; 261:23,25;262:4,9	behalf (4) 12:6;13:12,14; 238:13	big-picture (1) 138:21		
banks (1) 181:7	behaviors (1) 256:20	bills (1) 203:24		
Baptist (1) 205:24	behind (7) 90:9;176:19; 191:13;195:8;204:8; 254:9;257:14	bind (1) 180:5		
bare (1) 178:1	Belief (11) 11:24;18:12,13,15; 21:20;28:7,15;168:2; 199:24;241:13; 253:19			
bargaining (3) 139:15;215:17; 217:6	believes (3) 4:25;5:13;169:5			
Baroni (4) 48:2,25;49:1,21				
barred (1) 9:9				
barriers (2) 93:16;231:5				
based (21) 10:5;14:5;19:2,5; 27:6;30:17;31:4; 37:7;40:7;63:23;				

259:8;261:18 bottom (2) 137:24;158:13 bought-and-paid-for (1) 203:16 boundaries (3) 132:17;22:176:21 boundary (12) 132:1,19;155:17; 157:23;160:1;166:6; 171:8;172:10;174:1, 3;178:14,15 bounds (1) 135:8 box (2) 199:6;207:7 Boy (1) 194:24 Boys (1) 151:17 brand-new (1) 164:2 brand-new-spanking (1) 168:24 break (8) 45:23;89:9,10; 190:21;191:6; 217:24;251:17;262:7 breaks (1) 216:17 brief (7) 6:9;17:3;24:16; 27:20;57:7;61:19; 239:9 briefly (1) 193:11 bright (2) 224:8;249:10 bring (13) 4:14;11:11;52:6; 88:5;144:12;157:3; 164:18;178:24; 187:15;193:8,15; 206:18;207:19 bringing (5) 178:17,18,22,23; 186:24 brings (3) 145:8;158:17,18 broad (3) 52:2,5;194:18 broad (1) 241:18 Brock (27) 8:7;11:4,5,17,22; 14:21,25;15:9,13; 26:18;27:11,15,20, 22,25;28:2;29:4,6,9, 11,15,18,21,23;30:7, 8;31:22 broken (2) 95:14;102:9 broken-hearted (1)	196:3 brought (9) 13:8;26:16;71:2; 92:17;142:23;148:2; 153:5;182:25;185:22 Broyles (2) 48:3;49:22 Bryan (6) 221:6;222:12; 227:3,11,12;228:1 Bryant (9) 67:13;80:6,8,9,9; 82:4,14;84:3,7 budget (3) 180:25;214:8; 244:8 build (4) 73:11;205:19; 243:16;244:16 building (14) 7:4,4;73:15;85:2; 89:24;142:21; 145:20;168:1,18; 170:4;181:2;229:22; 233:19;261:16 buildings (6) 45:4;73:17;83:6; 170:2;187:12;213:8 bullet (1) 231:12 bullying (2) 93:12;119:6 bunch (1) 208:24 burden (2) 136:3;205:16 burdens (1) 204:6 burnout (1) 234:16 bus (2) 236:4,20 business (8) 15:4;176:11; 206:14;229:16; 249:8,8,17;262:14 businesses (1) 229:14 busting (1) 224:1 buying (1) 86:15 buzz (1) 256:11 bylaws (1) 143:8 C CAB (15) 129:6;130:4;136:8; 153:9;192:13; 231:13;232:18;	233:1;237:3;243:20, 22,24;244:1,3;261:10 cables (1) 58:8 CAB's (1) 137:12 CAC (1) 237:4 calendar (3) 14:23,25;15:3 calendars (1) 236:2 California (1) 41:17 call (17) 42:16;54:12;58:11; 72:17;90:24,25;98:4; 139:12;190:24; 195:7,20;196:19,20; 200:17,24;202:17; 253:23 called (4) 218:20;237:6; 248:9;252:22 calling (2) 138:10;187:24 camaraderie (1) 68:11 Camden-Fairview (1) 36:1 came (20) 26:20;28:4;36:10; 64:12,13;68:3;80:22; 124:17;132:3,7; 137:10;138:17; 156:9;158:10;209:4; 210:23;242:18; 251:6,7;260:20 campus (20) 44:3;81:18;158:18; 159:19,24;162:11,17, 20;163:1,10;165:21, 24;166:3;168:24; 169:2;170:19; 174:14;175:19; 183:4;188:5 campuses (10) 41:13;161:10,21; 169:15,16;174:9; 176:23;187:1,9,12 can (146) 5:2;6:8;9:21,22,25; 10:2;11:22;13:25; 14:3;15:7;20:10,14, 15;21:10,12,13; 23:13;25:24;27:23, 24;35:14;38:18; 39:11;40:15;43:2,5; 51:19;54:4,12;57:22, 23;58:12;61:24,25; 62:6;71:11,19,21; 75:9,24;79:19;81:21; 85:10;91:1,93:22;	97:20,25;102:3; 104:3,24;105:2,3,3; 107:19;110:2;111:5; 115:22;122:18; 124:16,20;125:12; 128:25;129:2;133:6; 134:15;135:15; 136:13,15,19;137:17; 141:1;144:1,12; 146:3,23;149:8; 150:15,16;151:5; 153:21;155:11; 158:18;160:11,24; 161:5;162:15;163:4; 164:15,24;166:9,16, 17;172:22;173:20; 174:12;177:2; 179:16;181:6,23; 184:23;187:20; 188:13;189:25; 190:5;193:8;198:1; 200:20;202:17; 204:16;207:18,22; 208:11;210:11; 215:13,16,25;226:19; 230:9,11;231:6,6,19; 234:10,20;240:7,11, 11;244:3,4,23;247:1; 248:14;249:21,22; 250:24;251:11,17; 252:8;254:1;255:6; 256:4;259:1,15,24; 261:12,16 cancer (4) 196:20,20,25; 197:2 candidate (1) 103:10 candidates (16) 36:18,21;37:2,5, 14;40:7,9,10,13,16, 23;41:6;44:15,17; 126:11;137:6 Cantrell (1) 225:22 cap (4) 48:9,11;141:2,3 capable (3) 197:25;198:20; 239:12 capacity (6) 38:24;73:11,15; 162:3;184:14;187:19 capitalism (1) 253:10 captured (1) 158:9 care (7) 64:4;175:11; 190:17;195:17; 221:19;222:1;260:18 career (5) 5:3;72:15,16;	187:21;211:23 careers (1) 5:6 careful (1) 70:25 caring (1) 258:3 Carmen (5) 240:24;248:25; 249:1,5,6 Carolina (2) 73:7,8 carries (2) 49:19;123:19 Carver (3) 161:22,24;219:14 case (50) 9:15;15:10,17; 16:10,24;17:2,11,13, 19;18:3,7,12;19:14, 16,20,22;20:5,6; 21:12,13,23;22:3,7, 15,23;23:15,17;24:1, 9,12,18,21,24;25:12; 26:6,11,24;27:8; 31:16;34:9;40:14; 59:5;122:3,6;154:6; 158:2,3,4;223:12; 248:11 cases (11) 15:22;19:19;21:6; 22:9;24:14;25:4,8, 21;26:21;82:9; 135:19 Casey (6) 225:9;230:1; 233:23,24,25,25 category (1) 117:18 caught (4) 25:21;73:21; 108:14;214:12 caught-up (1) 115:8 cause (4) 199:24;226:17; 233:11,12 caused (1) 213:5 caveat (1) 105:20 census (3) 133:13,19,24 Center (10) 41:17;50:25;51:1, 3;53:11;83:13,14; 158:24;160:5;224:16 CENTERPOINT (4) 59:24;60:2,4,7 central (40) 58:13;151:12; 164:25;169:13; 173:17,19;174:11,22,
--	--	---	--	---

25;175:2;176:17; 177:12,23;178:9,18; 181:11;183:8; 184:24;186:10; 187:25;188:16; 189:1;193:11,13,17, 22,24;197:20;200:6; 204:11;209:4,24; 211:4;212:15; 217:20,23;226:3,15; 227:23;229:3 cerebral (1) 226:8 certain (8) 18:1;23:20;57:12; 97:7;115:21;160:25; 248:10;250:12 certainly (8) 6:10;31:11;34:22; 68:5;128:13;134:6; 169:9;199:3 certification (4) 49:3;99:21;234:2; 241:2 certified (7) 40:13;59:1,4; 97:17;204:10;220:4, 4 certifying (1) 251:4 Chair (10) 8:15;10:2;16:7; 27:11;48:25;68:1; 90:7;92:14;108:20; 127:4 CHAIRMAN (438) 4:3,21;6:1,6,10; 7:10,12,17,19,22; 8:11;10:4,9,12,14,18, 22;11:3,18;14:20,22; 15:5,8,24;16:12,20,9, 11,13,18;26:13,15; 27:2,13,16,21,23; 28:1;29:2,5,7,10,13, 16,20,22;30:6,15; 31:3,8,11,13;32:11; 33:16;34:19;35:2,7, 10,12,17,23;36:8; 37:24;44:6,21,25; 45:13,15,18,21,23; 46:5,21,25;47:4,10, 13,19;48:6,15,23; 49:10,14,18,25; 50:11,15,18,21;51:1, 11;52:16;53:1,8,17; 54:8,13,15,18,21; 55:1,15;57:3,8,16,18; 58:3,16;59:7,12,15, 18,21;60:1,13,15; 61:7,12,14,17,20; 62:3,13,16,19,22,25; 63:11,21;64:9,12,22; 65:8,12,21;66:2,4,7,	14;67:15,21,24; 68:19,21;69:1,19,22; 73:18;75:4,7,10; 79:10;80:7;81:13; 82:13;83:2,23;84:1, 8;85:15,20;86:12,21, 23;87:7,11,14,19,21, 24;88:7,10,13,17,20, 24;89:4,11;91:7,23; 92:3,7,10;93:4,9; 94:2;99:25;100:21; 103:3,16,21;105:7, 17;107:19,24;108:1, 5,8,11,17;109:8; 110:7,13,16;111:22; 112:7,12,16,19,22; 113:14,18,22,25; 114:3,23;115:1,3,6, 11;116:1,6,8,11,16; 117:2,7,9,12,17; 118:4,10,14,18; 119:9,17,21,24; 120:2,6,15,19,23; 121:1,6,18,21,25; 122:3,14;123:10,14, 18,22;124:7,24; 125:5,10,17,22,25; 126:3,22,25;127:2; 128:16;129:1;130:3, 11,13,15,17,19,22; 131:1,4,8;134:4,23; 135:7;136:5;137:9, 19;141:6,13,22; 142:2,8,11,15,23; 143:12,15,18,21; 144:3,5,10,16,25; 146:1,6;149:1,22; 150:3,6;151:8,21,24; 152:3,13,16,18,21; 153:3,15,18,21; 154:5,17,24;155:1, 20;158:22;160:14; 163:18;164:5; 166:20,24;167:2; 175:4,12,20,24; 176:1;181:19,21; 183:24;186:21; 187:22;188:7,10,23; 189:23;190:16,22; 191:4,7,10,22,24; 192:12,20,23;193:5; 194:4;195:2,7;197:8, 10,16,18;199:11,13; 201:17;202:2,6,14; 204:7,23;207:9; 209:14,19;211:16; 213:13,15;215:20; 216:7;218:5,14,18, 21;219:10;220:23; 221:3,5;222:9,15,17, 20;224:12;225:4,8, 13,16,18;226:24; 227:2,5;228:2,5,7;	229:6,24;230:1,14; 231:20;232:17,23; 233:6,8,13,24; 235:21;239:5; 240:23;244:24; 247:8;248:25;249:2; 251:13,16,19;253:17; 254:12;255:5,7; 256:23;257:3,6; 258:21;259:1,4; 260:23;261:1,6; 262:5,8,10 Chairwoman (3) 4:8,20;6:8 challenge (3) 176:20;188:4; 214:20 challenges (2) 184:12;226:9 Chamber (3) 64:18;173:11; 204:17 Chambers (12) 33:5,6;47:13; 83:23,25;190:17,23; 191:7,8,9;236:12; 238:18 chance (3) 33:21;192:8; 261:13 chances (1) 198:9 change (16) 52:24;69:4;82:24; 110:22;113:5; 120:13;138:2;142:3, 3;161:12;162:24; 163:3;168:22; 193:21;205:10; 249:22 changed (6) 34:22;74:20; 141:17;146:5; 196:12;206:24 changer (1) 170:21 changes (21) 109:7;110:25; 116:25;118:2,22; 119:1,2;121:10,13; 155:17;156:17; 158:15;159:17,25; 161:3;187:19; 193:20;234:12,13,17; 247:18 changing (1) 139:14 chanting (1) 255:23 CHANTS (1) 261:21 chaos (2) 242:24;251:7	charge (1) 139:10 charged (2) 114:10;198:11 Charles (3) 199:14;207:9,12 Charlie (2) 195:14,14 Charlotte (2) 73:8;217:19 Charlotte-Mecklenberg (1) 73:9 Charter (58) 45:24;46:1,3,8,12, 13,15;47:17,22,23; 48:9;49:23;50:4,5, 24;51:4,5,17,18;52:3, 8;54:24;55:2,3,7,7, 11;59:23;60:5,6,10; 62:23;63:4,4,5,8; 67:1;70:16;94:12; 97:10,25;99:5; 103:13;106:4,18,23, 24,24;122:12;123:5; 140:22,24;141:3; 176:4;208:2,3;225:2; 242:7 charters (5) 48:10;66:12;87:15; 107:11;228:24 check (4) 55:25;56:4;126:13; 142:24 checkbox (1) 233:5 checking (1) 41:3 cheerleaders (1) 259:14 cheerleading (1) 223:16 Chenal (1) 229:16 Cheryl (2) 67:9;75:18 child (13) 63:22;64:2,4; 177:20;196:8;197:2, 4;216:23;219:24; 220:8;246:5,11; 254:9 childhood (2) 245:15;260:11 children (29) 32:13;81:6;82:9,9; 194:9;199:9;204:22; 213:18,25;216:1; 217:14,17,21,22,23; 218:12,12;219:13,13, 25;226:21;227:22, 25;241:6,10;252:18; 256:12;259:8,16 child's (1)	220:2 choice (26) 37:18;108:16,18, 23,25;109:1,2; 111:24,25;112:5; 157:1;178:6;180:10; 182:17;185:21; 186:3,18;188:12; 192:18;193:2,25; 208:11;229:12; 260:16,17,17 choiced (1) 225:1 choices (1) 182:15 choir (1) 223:17 choose (7) 40:13;86:17; 163:11;215:6; 224:21;241:5;247:1 choosing (1) 42:24 CHORUS (22) 45:17;47:9;49:17; 50:20;54:20;59:20; 62:21;66:6;89:3; 92:6;108:7;112:15; 113:21;115:5; 116:10;117:11; 118:13;119:23; 120:25;122:2; 123:17;125:24 chose (3) 194:9;220:7; 223:11 chunk (3) 166:8;169:9; 174:19 church (3) 250:1;252:1,7 circle (2) 171:16;206:17 circuit (1) 17:19 circumstances (3) 18:9;23:20;26:7 cite (2) 17:9,10 cited (3) 17:3;28:19;30:1 citizen (1) 245:25 citizens (2) 253:4,8 City (23) 11:5;58:4;129:18, 20,21,23;130:5; 138:5;148:13; 150:24;151:3;160:3; 165:1;167:11;176:3; 201:7;203:20; 224:15;229:20;
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231:14;232:19; 241:21;246:3 citywide (1) 79:25 civic (2) 229:14;237:6 Civil (4) 15:2;93:25;96:15; 216:21 claim (3) 17:19;22:13; 234:25 Claire (4) 51:22;62:4;116:18; 124:14 CLAPPING (1) 211:1 clarification (1) 168:19 clarify (3) 29:1;53:21;106:11 clarifying (2) 13:18;239:18 clarity (2) 116:24;152:12 Clark (5) 67:12;71:17;81:17; 17:82:14 class (9) 42:21;67:4;72:20; 76:4;82:21;116:14; 17:19;260:20 classes (4) 38:4;180:17; 186:21;208:19 classified (4) 74:21;76:10;97:17; 210:14 classroom (14) 33:22;38:23;40:11; 42:4;45:7;60:23; 73:2;80:14;81:4,8; 82:6,7;83:6;235:12 classrooms (3) 40:21;226:10; 235:18 clean (1) 184:18 cleanest (1) 173:20 clear (21) 10:19;28:12;30:4; 48:17;20;95:16;97:1; 121:14;123:9; 139:18;25;140:7; 142:4,10;146:21; 183:15;184:9; 186:11;214:3; 233:10,14 clearly (5) 14:2;28:16;141:25; 181:25;250:14 clergy (1)	216:11 Clerk's (4) 132:24;134:8; 136:4;137:4 client (5) 12:3,13;13:12; 14:19;29:2 client's (2) 12:2;30:11 climate (1) 226:13 Clinton (2) 146:9;147:19 close (4) 135:23;144:25; 162:9;173:9 closed (1) 247:14 closely (5) 39:15,21;74:4; 77:8,10 closer (5) 134:21,21;135:25; 166:18;198:8 closing (2) 234:12;237:13 Cloverdale (16) 162:21;163:1,19, 22;166:10,14,17,19; 168:13,17,20,21,23; 169:13;170:13,17 clubs (2) 98:15;151:17 clumsy (2) 209:2,7 co- (2) 43:20;230:10 coach (4) 53:14;85:8,8,9 coaches (1) 85:5 Coalition (2) 147:15,21 co-chair (1) 204:11 Code (4) 12:20;16:24;18:25; 28:20 coding (1) 7:3 COE (1) 70:16 coincide (1) 132:21 collaborate (1) 103:14 collaborative (4) 43:16;100:18; 231:21;232:7 colleagues (1) 41:3 collecting (1) 137:7	collective (2) 204:20;217:6 collectively (2) 235:13;258:7 college (6) 5:3;42:20,21; 189:7,8;253:25 college-level (1) 82:6 colon (1) 23:8 color (6) 72:1;164:13; 166:20;175:2;254:4, 7 colored (1) 158:13 colors (1) 173:21 combine (3) 177:14,16;187:12 combined (2) 109:2;228:4 combining (1) 187:13 comfortable (2) 87:8;88:2 coming (18) 4:9;16:9;24:17; 25:20;54:6;60:19; 83:9;104:3;128:19; 149:17;158:19,19; 160:6;168:4;171:10; 237:19;243:19; 258:13 commend (2) 59:7;65:3 comment (52) 41:11;44:8;75:9; 84:2;89:18,18;90:5,6, 12,12,18,20,24;91:5; 109:4,4;113:3,3; 114:19,20;115:23; 117:14;118:2,16,20; 120:3;121:3;122:9, 15;124:10,10,16,20, 21,22;125:2,3,4,8,11, 13,13,16,18;127:10, 23;134:6;146:19; 191:1;249:14;251:5; 261:4 commenter (2) 91:3;197:12 commenters (1) 222:11 comments (29) 48:13;54:9;60:16, 18;83:24;90:22; 109:6;112:8;113:4; 114:20,23;115:24; 116:1,25;117:2; 118:4;120:15; 126:23;127:3,10;	131:5;138:14; 179:20;181:19; 195:6;206:3,4,10; 208:8 COMMENTS] (1) 261:5 Commission (1) 136:25 Commissioner (7) 61:10;136:23; 137:15;147:9;156:5; 192:10;193:16 Commissioner's (1) 112:2 commitment (1) 99:16 committed (5) 75:20,24;83:20,20, 21 committee (11) 12:22;21:7;28:25; 57:11;96:2;142:22; 145:6,9;231:23; 237:5,7 committees (1) 233:3 common (2) 95:1;151:15 commonalities (1) 132:14 communicate (1) 180:3 Communication (4) 80:21;205:21; 216:15;244:6 communities (7) 69:15;107:17; 132:13;147:22; 149:7;205:11;212:17 community (138) 7:3;43:16;63:22; 64:1;65:2;69:15,24; 70:6;79:25;90:15; 95:18;103:22,23; 126:2,9,15;127:11, 12,19;128:17,20; 129:12;132:15; 136:12,15,15,18; 138:4;139:6,21; 141:8;144:19;146:3, 12;147:4,6,14,15,20, 22;148:1,14,21,22, 25;149:3,4,8,14,24, 25;150:1;151:17; 155:8;156:4;157:15, 21;158:4,6;159:11; 161:15;163:10; 165:17;169:5; 170:24;171:5,6; 172:3,18;173:10; 175:23;179:4,4,12, 18,20,22;180:11; 181:4,17,23;182:25;	183:3,20;189:14; 192:1,9,14;196:8; 198:14,18;201:1; 204:18;205:4,14,15, 22;206:2,13,13; 207:2;208:14; 215:24;221:16; 222:6,20;223:20; 224:22;230:10,12,14, 22;231:3,9,9,10,11, 16,24;232:1,4,4,12, 21;233:17;236:22; 237:9,14;241:21; 243:8,11,21;250:12, 15;251:2;252:3; 256:8;258:13 commute (1) 43:5 compact (1) 132:10 comparable (1) 229:20 compare (1) 259:15 compel (1) 198:16 compelled (1) 23:8 compensation (1) 217:1 competence (1) 97:23 competency (1) 98:3 competition (2) 224:18;232:22 competitive (1) 225:6 competitor (1) 197:21 compiled (2) 100:9;136:22 complaint (17) 12:23,24;13:6; 19:5,24;20:22,24; 21:1;22:16;23:7; 25:11;28:10,23;31:1, 4;93:23;115:19 complaints (3) 96:16,17;107:7 complete (5) 12:22;20:21;23:7; 74:11;219:4 completed (1) 28:11 completely (4) 101:17;104:23; 139:19;146:23 completer (1) 74:17 completers (1) 74:9 complex (1)
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171:3 compliance (1) 107:6 complicated (1) 155:23 component (3) 86:4;156:13;173:4 components (3) 133:21;147:16; 160:12 comprehensive (2) 5:8;207:25 compromised (1) 231:11 COMPUTER (15) 4:2,4,7,11;5:1,6,8, 18,19,24;6:13,14;7:7; 230:7,13 computing (2) 5:1,9 concept (3) 172:1;173:1,17 concepts (1) 174:21 concern (7) 32:11;39:7;79:23; 128:18;176:7; 231:15;250:21 concerned (5) 209:5;248:1,2; 250:3,4 concerns (5) 38:6;52:4;53:18; 134:12;143:19 concluded (1) 262:19 conclusion (1) 208:8 Conclusions (1) 9:13 condition (1) 22:4 conditions (1) 202:25 conduct (8) 46:15;47:25;50:8; 55:10;60:9;63:8; 94:22;102:1 conducted (6) 8:25;12:8,25; 20:25;28:12;129:11 conference (3) 19:15;24:20;26:19 confident (2) 14:13;83:1 confines (1) 192:22 confirmed (1) 130:20 confront (1) 230:23 confronting (1) 201:2	confusion (2) 51:25;186:7 Congratulations (7) 45:18;47:11;49:19; 50:22;59:21;62:22; 89:6 conjunction (2) 73:25;93:25 connection (1) 29:23 CONNECTIONS (4) 46:4,9;56:18; 207:22 connectivity (2) 57:13,21 connector (1) 58:12 cons (1) 133:6 conscience (4) 210:2;211:11; 252:10,11 consensus (1) 143:1 consent (1) 88:14 consequence (3) 17:25;22:22;23:4 consequences (1) 22:19 consequential (1) 214:10 consider (16) 9:5;14:11;28:6; 53:13;63:25;64:3; 68:13;77:20;143:6; 198:25;211:21; 226:20;239:25; 240:10,10,19 considerably (1) 249:18 consideration (22) 4:10,20;20:4;46:1; 55:1;59:2;92:8,11; 114:1;115:9,11; 117:14;118:16,20; 120:3;121:3;122:9; 14:133;17:137;18; 237:25;260:12 considered (7) 16:18;109:15; 110:12;135:21; 136:22;171:20; 204:13 considering (6) 11:15;56:12; 109:18,21;213:22; 214:13 consistencies (1) 199:18 consistent (2) 96:18,20 consolidated (1)	247:14 constant (1) 41:20 constitutional (3) 13:9;208:12,17 consultant (1) 224:4 consultation (1) 135:16 contact (4) 19:12;24:9;40:23; 72:10 contacted (2) 131:24;176:1 contacts (1) 43:4 contagious (1) 84:6 contain (1) 133:9 contains (1) 166:12 content (6) 37:8,12;43:17; 76:12,15;81:11 context (1) 160:8 contiguous (1) 132:10 continually (2) 79:24;208:4 continuance (4) 12:13;19:8;24:19; 26:9 continuances (1) 19:22 continue (17) 4:16;6:22;26:24; 32:2;42:25;45:2; 95:12;98:25;102:3; 106:16;127:25; 178:2;180:2,3; 204:14;214:14;243:4 continued (4) 24:5,15;99:16; 206:6 continues (3) 97:21;98:3;224:16 CONTINUES] (3) 261:24;262:1,3 continuing (2) 37:10;139:9 contracts (1) 210:14 contradiction (1) 235:6 contrary (1) 199:23 contributes (1) 223:17 control (42) 128:1;131:12; 138:20,23;139:10;	140:13;198:16,19; 202:13;203:21; 206:5,6;214:21; 219:4;220:15,15,19, 22;228:13;238:11,12, 12;240:3,5,9,20; 241:19;242:5,8,10; 243:4;244:8,9,17,22; 245:10,19,20,21; 246:21,24;249:18 controlled (1) 200:1 conversation (3) 34:2;128:15; 138:12 conversations (2) 142:6;143:24 CONVERSION (10) 54:24;55:3;56:20, 22;59:23;60:6;62:10, 23;63:5;70:15 conversions (2) 56:5,19 convince (1) 258:19 Conway (1) 229:21 cool (1) 202:21 co-op (1) 43:25 cooperation (1) 137:15 Cooperative (1) 58:6 Coordinated (1) 147:11 Coordinator (2) 36:1;232:5 copied (1) 122:25 copies (1) 17:6 copy (1) 16:5 cord (1) 212:7 Cordorg (1) 5:19 corner (1) 166:8 cornerstone (5) 230:9,12,15,17; 236:21 corporal (2) 119:7;120:11 corrections (2) 114:21;115:24 correctly (1) 169:20 cost (2) 229:21,22 costs (1)	176:5 counsel (6) 8:6;15:10;16:4; 30:10,24;80:20 counseling (7) 51:15,21;52:2,11, 18;58:17;81:7 counselor (17) 48:19;49:2;52:21; 53:2,3,13,16;59:1,4, 4;61:23,23;62:8,12; 67:14;79:14,15 counselors (6) 48:17,18;49:5,6; 58:18,23 count (1) 15:3 counting (1) 41:23 counts (1) 98:15 County (11) 36:3,5;57:25;58:5; 63:24;64:21;136:25; 137:3;149:12; 201:12,19 countywide (1) 58:1 couple (10) 20:10;28:3;61:20; 75:12;127:6;135:10, 12,24;192:13;242:16 coupled (1) 108:24 course (10) 9:21;10:2;78:2; 136:11,13,22;179:21; 196:9;206:11;245:1 courses (1) 37:8 court (17) 13:13;15:16;17:19, 20;22:3,11;25:23; 134:11,22;135:8,17, 18;153:5,12;154:6; 197:12;252:17 Courtney (4) 91:10;107:3; 114:14;131:9 Courtney's (1) 107:9 cover (2) 166:25;203:14 covered (1) 230:20 Covington (2) 153:6;154:6 Craft (1) 257:18 Craig (1) 130:7 cream (1) 65:1
--	---	---	---	---

create (11) 154:21,21;156:22; 159:23;164:1; 180:16;182:15; 184:12,17;194:2; 226:8	229:18;241:4	22,23,23,25;15:1,3,4, 4;17:17;18:19;19:23; 20:23,25;21:15; 22:17,24;26:1,2; 28:11,14;30:12; 40:24;67:6;82:20; 210:10,10;245:16; 251:25	133:2;148:11; 189:8;203:19; 234:18;247:3	definition (7) 116:22;144:18; 147:25;233:10; 253:7,14,20
created (2) 13:23;187:7	Curriculum (4) 36:5;63:19;93:17; 234:13	28:11,14;30:12; 40:24;67:6;82:20; 210:10,10;245:16; 251:25	deciding (1) 46:17	definitions (1) 233:14
creates (6) 166:7;167:23; 174:7;187:17; 193:20;194:19	curve (1) 128:22	day-to- (1) 140:12	decision (12) 8:24;10:5;45:24; 51:7;55:2;85:3; 136:23;137:15; 194:7;227:18;251:5; 261:8	degree (6) 74:9,11,17;132:16, 16,20
creating (3) 172:4;187:10; 242:23	cut (2) 90:9;174:25	DBB (1) 134:16	decision- (1) 148:19	degrees (2) 115:21;234:2
creative (3) 104:5;105:14; 169:10	cycle (1) 106:24	de- (1) 251:3	decision-making (1) 150:2	deliver (2) 155:6;228:18
creatures (1) 15:18	D	deadline (1) 12:18	DECISIONS (13) 46:1;141:10; 201:12;214:10; 215:21,25;233:16; 237:15;238:13,14; 250:9,19;253:7	delivered (1) 179:20
credit (1) 78:14	daily (5) 235:14,15,16,16,19	deal (5) 182:17;209:3; 214:22;219:7;235:14	declared (1) 5:18	delivery (3) 162:7;187:8; 188:20
credits (2) 181:1,6	Daisy (1) 92:22	dealing (3) 17:12;212:12; 221:22	declined (1) 37:17	demand (2) 224:22;225:6
crisis (2) 203:6;211:4	Dallas (1) 82:19	deals (2) 15:17;39:19	declining (1) 101:23	demands (1) 200:22
criteria (16) 139:25;140:7; 141:15,21,23;152:25; 178:3;210:4,4; 214:15;239:19; 240:7,9,10,11,11	Dan (9) 153:15,16,20,22, 25;154:3,13,15;191:7	dealt (2) 115:22;234:11	decline (1) 157:9	democracy (3) 203:25;252:22; 253:9
critical (2) 39:1;45:5	Danforth (13) 225:9;230:1,3,3, 15;231:21;232:15,18, 24;233:7,10,14; 236:21	Dean (30) 33:1,2,3,4;47:3,7; 54:14,15;66:3,4;92:2, 4;112:11,13;115:2,3; 117:8,9;119:10,15, 18;123:13,15;125:21, 22;142:15;189:11, 12;238:21;256:14	declined (1) 37:17	demographic (1) 133:9
crowd (1) 242:17	dangerous (2) 234:20;255:25	Deana (7) 220:25;221:5; 222:12;225:11,18,19, 20	declining (1) 101:23	denial (1) 117:19
crunch (1) 192:5	Daniel (3) 195:11;199:16,22	debate (2) 197:21;215:9	decreased (2) 100:25;101:21	deniers (1) 203:15
Crutchfield (6) 204:8;207:10; 209:20,22,23;211:3	Darla (1) 46:19	debater (1) 200:6	decreasing (1) 102:23	dental (1) 217:11
CSPA (2) 231:13;232:15	data (14) 83:8;84:18;96:11, 15,20;98:6,11;132:2; 133:11,13,14,19,22, 25	debt (2) 169:11;170:10	dedicated (3) 41:21;163:14; 258:3	deny (2) 20:4;26:23
culminating (1) 37:4	data-driven (1) 207:25	decade (1) 228:13	Dedman (12) 108:17,20,21; 109:12;110:9,20,24; 111:5,14,19;112:1,18	Department (22) 4:6;44:14,16;72:6; 97:13;99:17;104:1; 106:5;107:22; 112:23;114:8,9; 124:15;129:7,11; 144:1;147:3;152:1; 172:17;208:1,9; 243:3
cultural (3) 97:22;98:2,21	date (3) 12:16,17;143:2	decade (1) 228:13	deduce (1) 231:7	departments (1) 74:23
Culture (11) 69:10,11,13,23; 70:18;71:8;73:7; 83:16;86:18;98:23; 99:13	dates (1) 131:17	deceased (1) 252:6	deem (1) 210:6	Department's (1) 106:3
cultures (2) 98:23;230:23	date-stamping (1) 110:10	December (10) 4:12;5:17,23;7:1; 180:9;192:15;236:3, 4;255:19;261:12	deems (1) 8:16	depend (1) 109:13
current (7) 6:18;48:11;98:7; 164:13;183:21; 226:13;237:22	daughter (2) 226:21;227:14	decennial (1) 133:13	deep (1) 203:25	depending (2) 110:11;114:8
currently (15) 29:2,8;37:15;58:5; 74:8;96:25;130:3; 171:23;175:5,7,8; 184:24;187:14;	daughters (1) 225:24	de-certified (1) 251:9	deeper (3) 56:11;179:7; 188:19	depends (1) 110:1
	Davis (18) 51:8;53:5,9,10,10, 23;54:2,7;153:16,20, 22,25;154:3,13,15; 213:16;218:23,23	decide (11) 7:13;9:10;40:9; 129:21;135:18; 149:9;227:19; 244:25;245:2; 248:21;262:13	define (3) 253:14;255:1,6	describe (1) 202:25
	day (12) 25:4;51:24;70:24; 140:13;151:1;195:9; 208:5;211:13; 212:10;213:9; 258:18;260:14	decided (6)	defines (3) 13:3;19:1;28:21	described (1) 213:23
	days (31) 12:23;13:2;14:8,		definitely (6) 85:23;98:4;112:1; 188:21;189:17,19	describing (1) 107:3
				DESE (13)

108:15;112:20; 114:1;115:9;116:14; 117:14;118:16; 120:3;121:3;122:10; 231:14;232:19;233:1	die (1) 202:21	233:20	242:24	135:3,6,10;142:24;
died (1) 212:4	die (1) 202:21	DISAPPROVAL] (1) 227:4	disruptions (1) 200:24	25,25;151:9;156:20, 21,21;184:8;219:8; 229:16;248:9,10,14
desegregate (1) 83:8	difference (6) 82:16;145:16; 177:19;213:9; 234:14;254:21	DISCIPLINE (5) 118:17,21,24; 120:5,9	disruptive (1) 89:22	District's (1) 228:22
deserve (1) 204:22	differences (3) 133:20;151:16; 184:11	disclaimer (1) 137:24	distance (3) 39:7;43:1;229:4	distrust (3) 243:7,13,15
deserves (2) 4:25;226:21	different (44) 8:20;22:15;28:13; 37:7;56:24;60:24; 61:1;72:5,18;86:4; 87:14;97:14;106:21; 127:21;129:14; 132:3,6,6;133:17; 150:24;151:8,9,13, 14;154:11;158:6; 160:24;165:18; 179:11;182:4;183:1, 2,25;186:9;187:8,17; 194:19;226:7;229:2; 230:24;236:7; 241:12;246:9;260:22	discovered (1) 189:2	distracting (1) 95:11	dive (3) 56:11;155:12; 179:7
design (1) 172:10	difficult (4) 26:1;184:4;190:3; 240:17	discovering (1) 22:17	DISTRESS (6) 122:12;236:16,17; 244:9,11,11	diverse (9) 71:25;94:25;95:3, 18;97:3,6,15;154:25; 168:6
designation (1) 181:18	digital (1) 5:16	discrimination (1) 216:22	District (147) 35:22;36:7,12; 41:13;44:11;51:19; 54:24;55:2,8,21;56:5, 19,20;57:19;59:23; 60:6,7;62:10,23;63:5, 6,17,20;64:20;66:11, 13,17,18,21,24;67:2, 6;68:3;70:13;73:4,9; 75:17,19,20;81:4; 83:7,19,22;94:19; 109:13,17,19,23; 123:23;126:10; 127:9;128:1;129:7; 131:7,12;132:1; 133:22;134:16,17; 138:3,5,23;139:10, 18;140:12;141:20; 148:11,11;149:15,16; 150:11,25;151:3; 154:7;157:2,5; 158:16;160:15; 161:10;165:19; 169:6;176:10; 182:17;189:16,22; 194:20;196:6,23; 198:8;199:1,25; 200:3,12,21;201:13, 19;204:2,13,14; 205:1;206:25; 207:20;211:9;213:6, 19;214:14;219:5,7, 12,17;220:15,19,22; 222:21,23;223:1; 224:3,9,17,24;225:5; 226:1,2;229:19,22; 236:5,8,14;237:21; 239:8;242:18;243:5; 244:2,9,10;246:22, 24;247:2;248:12; 252:2;254:21;256:5; 257:2,18;258:8; 259:7;262:11	diversity (22) 71:22;92:8,11; 94:8;95:1,2,17,25; 96:9,23;97:22;98:20; 99:18,21;101:9; 102:3,10,22,23; 103:7,21;104:9
designed (2) 5:9;97:22	Dillingham (1) 92:23	discuss (6) 63:14;112:2; 125:12;133:6;145:9; 209:8	dividing (1) 109:13,17,19,23; 123:23;126:10; 127:9;128:1;129:7; 131:7,12;132:1; 133:22;134:16,17; 138:3,5,23;139:10, 18;140:12;141:20; 148:11,11;149:15,16; 150:11,25;151:3; 154:7;157:2,5; 158:16;160:15; 161:10;165:19; 169:6;176:10; 182:17;189:16,22; 194:20;196:6,23; 198:8;199:1,25; 200:3,12,21;201:13, 19;204:2,13,14; 205:1;206:25; 207:20;211:9;213:6, 19;214:14;219:5,7, 12,17;220:15,19,22; 222:21,23;223:1; 224:3,9,17,24;225:5; 226:1,2;229:19,22; 236:5,8,14;237:21; 239:8;242:18;243:5; 244:2,9,10;246:22, 24;247:2;248:12; 252:2;254:21;256:5; 257:2,18;258:8; 259:7;262:11	divide (1) 256:5
desire (1) 208:10	diminish (1) 182:19	discussed (2) 16:20;110:24	disempowered (1) 231:4	Division (21) 8:1;16:2;34:25; 51:22;77:9;91:11; 92:17;93:11;108:21; 112:23;114:15; 115:12;116:19; 122:16;124:14; 126:8,12,13;131:10; 150:12;152:1
desires (1) 250:14	direct (4) 72:10;86:6;111:19; 232:22	discusses (1) 17:21	disenfranchisement (1) 195:25	Division's (2) 117:24;136:17
despair (1) 198:20	directed (3) 136:14;249:15; 253:2	discussing (3) 15:11;89:14;127:6	disguised (1) 209:16	Dixie (5) 257:6,11;258:22, 24,24
destiny (1) 203:21	direction (1) 152:2	discussion (10) 90:21;135:15; 140:21;148:8;152:8; 185:16,18;209:6; 222:25;238:3	dismantling (1) 198:8	Dixie's (2) 257:7,9
destructive (2) 200:11,18	directly (1) 165:2	difficult (4) 26:1;184:4;190:3; 240:17	dismiss (4) 20:4;24:18;31:1,4	Dobbins (19) 35:5,8,11,19,19; 36:10;38:5,10,14,17; 39:9,11,18,23;41:9; 44:12,24;45:20,22
details (2) 122:18;155:12	Director (7) 4:7;50:9;53:11; 63:18;67:10;99:11, 12	details (2) 122:18;155:12	dismissal (3) 23:2;206:19; 242:15	Doctor (3) 54:10,12;235:23
Determination (12) 11:25;16:10;18:14; 19:4;21:9,13;46:16; 48:1;50:8;55:11; 60:10;63:9	directory (6) 17:1;18:6;20:2; 23:5;29:24,25	designed (2) 5:9;97:22	dismissed (6) 14:19;16:11;18:3; 27:9;31:16;32:10	doctorate (1) 54:11
determine (6) 9:13,20;186:1; 244:23;246:2;256:21	disabilities (1) 120:13	determined (1) 173:8	disparage (1) 176:11	doctrine (1) 24:16
determines (1) 173:8	disadvantages (1) 113:11	Detroit (4) 211:24,24;212:3; 213:1	dispute (1) 14:6	document (4) 171:13;193:15; 208:6;254:10
develop (9) 94:8;96:8;100:11, 19;141:20;173:13; 176:23;205:14; 229:16	disagree (2) 34:12;210:3	develop (9) 94:8;96:8;100:11, 19;141:20;173:13; 176:23;205:14; 229:16	disrespect (1) 196:17	documents (5) 155:10;179:15; 254:23,24;255:1
developed (3) 94:20,23;194:16	disappeared (1) 251:6	developing (2) 131:22;132:9	disrespected (1) 201:1	Dodd (2) 161:8;164:17
developing (2) 131:22;132:9	disappointed (1) 230:16	development (4) 42:8;77:12;131:20; 229:13	disrespectful (3) 200:24;219:24; 247:23	DoDEA (1) 76:14
DHS (1) 260:10	disappointing (1)	DIA (1) 7:21;263:24; 264:24	disrupt (1) 89:22	dollars (2) 213:12;260:2
dialogue (1) 207:5		dictating (1) 139:5	disruption (1)	

domestic (1) 255:20	45:20,22;48:1;49:20; 53:20,21,24;54:3,10, 17,18;55:17,18,23; 56:2,6,23;57:2;59:17, 18;60:11,13;61:17; 62:22;65:11,13;66:1, 2;87:20,21;99:20; 100:21,22;101:2,18, 20;102:7;103:2,20, 25;104:9,12,25; 105:6,21;106:2,8,10, 13,22,25;107:23,25; 108:1;110:15,16,17, 21;111:4,9,18,21; 118:9,11;119:10; 120:22,23;121:24,25; 126:3;128:25;129:2, 6,17;136:5,6;137:8; 142:15;143:17,21,22; 144:4,6,15;146:2,2; 147:2,7,9;180:20,23; 181:12,15;183:24,25; 184:23;185:1,6,8,15, 18,21;186:3;191:21, 23,25;192:11; 206:20;218:3;230:3, 3,15;231:21;232:15, 18,24;233:7,10,14; 235:21,22;236:21; 238:5;249:25; 251:21;252:18; 257:13,14;261:19; 262:2	driving (4) 66:8;105:18; 108:11;155:15 drop (1) 164:15 dropped (1) 88:3 drops (1) 164:16 DRTs (2) 85:25;86:6 DSA (1) 204:12 due (3) 21:6;201:9;228:25 due-diligence (1) 212:16 dues (1) 210:8 Dugan (38) 7:23;8:7,14;9:23; 11:13,16;14:10;15:6, 14,25;16:1,1,15; 17:10;20:8,12,14,20; 21:21;22:1,6;23:10, 14;25:8;26:5,14,18; 27:8;28:5;30:1,19; 31:12,16,21;32:3,8, 10;34:17 Dugan's (1) 14:4 Dunbar (9) 165:17,20;166:5, 19;167:12,21; 180:20;181:15; 217:19 Dunovan (1) 99:10 duplicated (1) 61:8 during (8) 4:14;6:14;8:17; 26:16;33:18;52:3; 77:15;128:20 dynamic (1) 194:19 dynamics (2) 174:19;180:18 dysfunctional (1) 195:19 dyslexia (2) 68:22;98:10	166:18;190:12,15 easily (4) 79:4;181:11;190:9; 200:20 east (5) 159:24;160:3; 161:15;167:9;212:1 eastern (3) 167:11;174:1,2 easy (2) 176:21;258:14 echo (1) 204:17 Ed (8) 57:10;111:11; 120:7;121:7;122:17; 123:1,7;199:20 edge (1) 174:24 Edgenuity (1) 56:10 educate (2) 192:4;227:25 educated (4) 93:18,19;197:3; 228:17 Education (58) 4:7,11,24;5:1,4,9, 12,14,18,23,24;6:15; 8:2;13:5,20,24;16:3; 28:22;51:23;53:4; 66:24;72:6;83:20; 89:12;93:3,17;98:10; 99:11;104:1;112:24; 114:9;115:12;120:4, 9;121:4;122:10,16, 21,25;123:3;145:21, 24;200:8,9,11,23; 208:1,9,10,13; 217:14;223:24; 226:22;227:22; 229:13;241:7,15; 254:19 Educational (5) 104:18;114:2,4,18; 197:1 educator (17) 8:5,19;12:6;13:19; 19:9,11;23:23,25; 24:6;29:8;33:21; 34:11;97:24;104:22; 201:9;230:18;250:7 Educators (10) 19:1;21:6;34:18, 20;200:16;207:3; 220:2,10,13;235:14 Educator's (1) 13:8 Edward (1) 195:15 Edwards (5) 36:2,2;42:12;43:8, 23	effect (5) 85:22;124:4; 168:16;193:13; 242:23 effective (2) 97:11;226:22 Effectiveness (2) 97:25;104:22 effects (1) 241:18 efficient (1) 208:13 efficiently (1) 157:6 effort (5) 65:2;90:19;100:19; 101:12;169:3 efforts (5) 5:5;34:3;172:6; 202:22;204:19 eight (3) 71:18;73:13; 129:19 eight-and-a-half (1) 229:1 EIT (1) 7:3 either (19) 8:18,18;9:21; 14:23;57:22;84:1; 124:21;125:12; 157:3;158:5;174:20; 177:21,22;178:8; 226:14;228:2;229:7; 250:10;261:17 EI (2) 35:21;41:12 eldest (2) 226:2,7 elect (4) 201:12,14,18; 245:4 elected (15) 201:5;207:6; 213:22;214:3,19; 215:5,14,19;216:6; 237:16;241:25; 243:12;245:2,4; 248:20 election (15) 127:9;131:13,14; 132:22;134:7;135:2, 2,11;136:25;137:4; 169:11;243:19; 244:14,16;245:5 elections (1) 215:8 electoral (1) 132:21 Electric (1) 58:6 element (1) 192:19
download (1) 57:23 downtown (2) 178:22;229:16 DR (174) 31:10,12,14,19; 32:2,5,18,19,20,21; 33:7,8;35:4,8,11,19; 36:10;37:25;38:1,5,6, 10,12,14,15,17,18; 39:9,10,11,18,22,23; 41:8,9,11;42:1,11,17; 43:7;44:8,12,19,24;	DRAFT (10) 137:18,19;138:1,2; 141:19;146:6,20,22; 147:1;237:25 drafted (1) 146:7 drafts (1) 135:15 drag (1) 240:17 dramatic (4) 159:25;170:20; 184:11;194:2 drastic (1) 162:6 draw (3) 154:10;183:3; 260:17 drawing (1) 183:7 drawn (1) 177:5 dream (1) 259:9 drew (1) 174:22 drive (1) 160:20 driver (1) 155:25	E Earle (1) 149:10 earlier (8) 20:1;105:9;123:24; 124:19;152:22; 192:17;239:17;243:2 easier (5) 82:1;132:23;		

elementaries (5) 70:14;160:21; 167:14;184:13,15	231:4	51:21	evaluate (1) 140:25	178:20;190:13; 221:10;244:15
Elementary (29) 8:1;16:2;37:6;44:3, 4,9,13;51:23;77:9; 83:9;104:2;112:23, 24;115:12;116:22; 122:16;160:17; 161:1,3,19;164:18; 184:18;211:22; 224:1;226:2;227:14; 228:14;229:2;234:17	empowerment (1) 233:16	enter (1) 172:13	evaluations (1) 240:15	exam (1) 220:3
elevate (1) 157:12	empty (1) 257:1	entered (2) 11:20;16:14	even (44) 9:4;12:17;19:25; 20:19;21:4,16;28:15; 30:1;82:9;86:8; 92:21;95:17;113:8; 133:15;135:3; 139:20;148:8; 149:16;152:15; 156:21;158:1; 163:10,12;167:19; 170:16;182:14; 183:3,10;184:6,7,19; 186:18;200:14; 202:9;203:7;208:4; 212:24;221:9; 234:13,14,14;245:25; 250:23;260:17	examine (1) 94:20
eligible (3) 37:15;40:7;121:11	encompass (1) 164:17	entire (7) 194:20;211:22,22; 233:22;234:7; 241:21,21	examples (1) 251:4	example (8) 95:15;139:7,13; 188:25;205:21,22; 206:6,18
eliminate (1) 97:23	encourage (2) 95:24;103:19	entirety (1) 201:15	exams (1) 37:9	EXCEL (4) 50:25;51:1,3;53:11
eliminated (1) 113:7	end (12) 15:16;20:15;40:22; 67:8;111:16;126:21; 151:1;152:5;169:3; 180:18;185:24; 245:10	entities (1) 5:20	EXCELLENCE (2) 83:13,14	excellence (2) 83:13,14
elite (1) 253:2	end- (1) 203:1	entity (1) 106:12	event (4) 6:24;7:3;12:25; 28:11	excellent (6) 70:7,9;159:19; 217:18;227:15;241:8
Elizabeth (4) 195:11;199:13; 204:9,10	endeavor (1) 189:19	environment (3) 79:20;94:25;98:19	events (3) 23:22;146:10; 147:4	except (3) 176:2;217:6,13
Elliott (6) 239:6;240:24; 245:13,14;247:9,17	ended (2) 52:14;217:16	envisioned (1) 138:18	eventually (2) 168:23;169:17	exception (3) 195:18;221:24; 257:25
else (17) 27:2;44:7;45:1; 49:10;75:4;110:14; 146:1;149:19; 153:11;193:5;195:3; 209:17;219:6; 221:23;223:17; 224:25;233:6	end-game (1) 77:3	envisioning (3) 129:22;130:23; 144:22	everybody (18) 10:19;14:14; 137:23;144:11; 169:5;180:13; 193:23;196:7; 202:16,17;210:9,10; 211:6;219:11; 221:23;240:4;248:3; 257:21	excerpt (1) 230:17
else's (2) 30:21;102:10	ending (1) 242:7	equal (4) 135:21;208:17; 217:14;229:4	everybody's (1) 153:25	excess (1) 253:8
elsewhere (1) 194:23	ends (1) 261:4	equals (1) 214:1	everyone (11) 89:20;90:19; 121:14;143:13; 163:7;164:19; 179:16;195:15; 215:7;233:6;249:6	excessively (1) 136:3
email (4) 62:1;136:19;206:3, 4	energy (1) 215:8	equitable (3) 93:3,15;230:25	everywhere (1) 186:22	excited (8) 36:23;37:1;60:18; 69:18;75:15;84:4; 222:25;223:2
emboldened (1) 204:17	enforce (1) 30:5	Equity (12) 92:15;93:7,10; 94:6,10;99:4;104:19; 230:16;236:4,20,22, 23	evidence (4) 11:21;16:14;19:2; 95:7	excitement (4) 84:6;183:9;194:25; 223:18
embraced (1) 70:13	engage (2) 7:7;214:19	ESA (2) 85:1,21	EVIDENTIARY (6) 7:20;12:7;16:22; 21:11,12;26:23	exciting (3) 54:3;65:17;70:4
emergencies (1) 23:22	Engagement (1) 189:14	escorted (1) 89:23	EVOS (1) 84:17	excluding (2) 235:10,10
emphasize (1) 45:6	engineering (1) 7:4	especially (10) 40:17;65:15;69:15, 20;76:13;157:6; 183:10;197:23; 208:16;239:13	exact (1) 26:3	excuse (9) 17:4;94:18;127:8; 158:4;161:17; 173:18;234:1; 253:25;254:1
employed (2) 29:8;78:13	English (1) 98:11	ESSA (2) 71:8,8	exactly (10) 16:23;53:6;62:5; 105:5;145:17;154:9;	execute (1) 163:4
employee (2) 74:21;249:17	enhance (5) 157:1;160:25; 182:19;187:6;188:15	essential (1) 77:11		executed (1) 172:19
employees (2) 76:11;217:7	enhancing (1) 186:18	ESTABLISH (3) 131:6;205:19; 244:3		execution (1) 161:14
employer (3) 216:22;217:5,11	enjoy (1) 223:21	established (4) 130:9;136:20; 143:8;215:18		executive (2) 99:11,12
employment (1) 217:9	enjoyed (2) 92:19;195:22	establishing (3) 95:2;96:2;132:24		exercise (6) 46:14;47:24;50:7; 55:10;60:9;63:7
empower (1)	enjoying (1) 226:4	Ethics (28) 8:3,24;9:7;12:1,21, 23;13:6;18:16,21,25; 19:3,3,5,17,22;20:21, 22,24;21:3,3,5,7,14; 23:7,16,24,24;28:10		Exhibit (5) 11:19;16:13,20; 263:25;264:25
	enlightening (1) 252:23	euphemisms (1) 213:24		exhibits (1)
	enough (8) 143:25;198:1; 199:3;202:25;219:3; 245:11,24;259:21			
	enrolled (3) 43:20;74:22;76:25			
	enrolling (1) 95:3			
	enrollment (2) 6:17;56:18			
	entails (1)			

11:10 exist (3) 13:24;229:19; 255:2 existing (8) 77:12;132:17,17, 22:133:1;141:23; 160:20;208:2 exists (1) 126:15 exit (16) 37:11;139:25; 140:7;141:15,21; 152:25;210:3,4; 214:15;215:14,18; 229:7;239:19;240:7, 9,9 EXITS (1) 262:6 expand (6) 35:6;73:16;126:9, 24;229:21;261:11 expanded (2) 61:1;261:11 expanding (5) 70:13,14;73:10; 75:23;229:15 expansion (3) 127:7;208:1;223:3 expect (1) 212:23 expectation (2) 40:12;76:25 expected (1) 89:19 expeditious (1) 30:23 expensive (1) 253:6 experience (12) 37:5,23;71:4;80:2, 17;81:9;128:20; 223:14,15;226:19; 235:12,19 experiences (1) 72:12 expertise (3) 7:9;131:23;253:6 experts (4) 68:6;76:12,15; 198:14 expiration (1) 188:16 expires (1) 67:7 explain (10) 20:15;51:13;93:5; 122:19;166:16; 215:15;250:11,11; 251:21;255:17 explained (2) 110:7;186:7 explanation (4)	102:17;111:7; 215:11;250:18 explored (2) 128:14;175:21 expressed (3) 33:18;127:11; 250:21 expressing (2) 201:2;250:14 extend (5) 10:2;169:11; 237:23;250:23; 261:15 extending (1) 178:14 extension (2) 170:11;212:7 extensive (2) 16:15;41:21 extent (1) 34:6 exterior (1) 166:4 extra (1) 219:18 extrapolate (1) 152:7 extreme (2) 184:16;202:22 extremely (2) 163:8;234:4 eye (1) 35:14 eye- (1) 80:16 eye-opening (1) 81:9 eyes (5) 148:5;194:12; 249:12;255:19;256:2 F faces (2) 198:22;218:11 facilitate (1) 5:14 facilitator (2) 41:14,15 facilitators (4) 40:21;41:5,24;44:3 facilities (6) 94:17,20;121:11; 159:17;227:17; 228:25 facility (11) 53:25;121:16; 162:23;163:7; 165:22,23;166:4; 170:21;183:11; 227:24;229:19 facing (1) 42:23	Fact (15) 9:12;14:8;15:17; 17:21;28:18;48:10; 111:23;113:10; 161:16;199:1; 201:10;204:14; 205:16;224:19;253:5 factor (3) 76:2;176:18;180:4 facts (3) 34:12;253:16,16 faculty (3) 42:19;101:13; 103:7 Fahoum (4) 195:10;197:18,19, 20 fail (3) 47:15,16;249:21 failed (11) 17:20;27:9;169:10; 198:4;205:13;235:4; 237:17;249:18; 258:5,6,6 failing (10) 211:21,23;219:16; 234:1,3,3,21,24,25; 241:13 failure (4) 15:11;17:21;22:19; 235:2 Fair (21) 158:17;159:18,24; 161:11;164:21; 165:11;173:22; 187:7,14;206:18; 219:14;242:15; 257:11;258:22,24,24; 259:2,6;260:6,20,24 fairly (4) 161:14,16;162:9; 164:22 faith-based (1) 151:17 fall (2) 38:4;157:17 falls (1) 135:6 false (2) 241:13,14 familiar (3) 58:2;71:7;122:20 families (17) 7:5;64:17;98:13; 110:5;157:3,4;172:7; 180:9;182:16; 204:22;223:2,19,23; 226:20;231:25; 242:25;244:22 family (5) 58:9;91:13;109:24; 189:14;225:22 fantastic (2)	25:19;60:25 far (15) 12:18;16:8,16,18, 21,22;19:6;41:24; 43:1;64:6,19;174:10; 183:9;185:21;239:12 Farm (3) 17:3,4,12 farther (2) 164:15;165:20 fast (4) 76:5,6;79:13; 247:22 fastest (1) 224:15 Fatih (1) 48:1 Faubus (1) 203:2 fault (2) 30:20;153:23 favor (24) 45:16;47:1,8; 49:16;50:19;54:19; 59:19;62:20;66:5; 89:2;92:5;108:6; 112:14;113:20; 115:4;116:9;117:10; 118:12;119:22; 120:24;122:1; 123:16;125:19,23 Fawcett (2) 36:6,6 Fayetteville (2) 103:5;108:12 fears (1) 255:17 feasible (2) 132:16,21 February (3) 156:3,6;180:13 Federal (7) 36:4;63:19;93:14; 113:12;181:1,5; 208:12 feed (1) 160:11 feedback (16) 96:4;116:23; 136:11,16,19,19; 137:14;138:3; 148:20;192:6,9,14; 193:10,10;221:16; 222:6 feeder (7) 156:19,23;166:7; 184:9,12,17,22 feel (25) 14:13;37:19;40:16; 42:5;47:15;73:15; 81:7;83:11;96:6,12; 97:8;159:3;183:12; 194:6;198:21;	200:25,25;204:16; 208:24,25;209:1; 221:11;227:23; 241:23;246:7 feeling (2) 145:7,25 feels (4) 38:15;145:12; 212:12;245:25 Feeny (4) 50:9,12,22,23 felt (4) 127:23;139:21; 145:13;237:1 FEMALE (2) 153:14;228:6 few (17) 95:25;96:14;98:24; 114:20;121:12; 122:24;124:6; 138:21;139:11; 150:21;153:24; 154:2,14;221:24; 234:17;251:25;253:3 fiber-optic (1) 58:7 field (3) 37:5;53:4;77:13 Fielding (11) 55:13;57:3,4,6,15, 17,25;58:4,20;59:10, 22 fifth (3) 98:4,18;228:22 fight (1) 255:21 figure (4) 150:7;183:18; 185:25;246:12 file (2) 17:18;255:1 filed (5) 12:17;17:3;22:16; 93:23;96:16 fill (1) 40:5 filling (1) 34:25 final (23) 105:11;108:15,18, 22;112:20,22;113:2, 13;114:1,3,16;115:9, 11,16,25;116:14,16; 117:1;136:23,24; 137:14;192:7,7 finally (4) 178:22;228:18; 233:10;247:3 financial (1) 163:5 find (12) 9:8;24:7;61:25; 82:1;97:19;109:8;
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134:22;135:9; 151:14;166:15; 249:23;258:3 Findings (1) 9:12 fine (9) 29:20;35:12; 106:10;124:4; 161:24;168:7; 173:16;188:16; 222:17 finish (2) 15:12;139:1 fire (3) 90:1;201:4;255:22 fired (1) 207:23 firing (1) 214:6 first (39) 8:25;9:5,7;10:1,1; 12:9;15:7;17:22; 19:8,20;21:5,7,14; 35:9;39:3;41:22; 42:2;43:25;91:7,12; 95:15;102:19;125:1; 126:7;144:19;150:9; 155:17,19;156:1; 163:20;191:11; 193:16;205:23; 214:9;226:4;231:8; 236:1;252:18;260:14 firsthand (1) 234:19 fiscal (2) 244:10,11 Fish (2) 249:25;250:1 fit (2) 82:12;232:20 fits (3) 147:21;171:11; 173:5 five (27) 86:25;88:6,19; 94:23;95:14;104:10; 130:15;134:10; 135:4,5,19,22; 157:18;184:10; 195:8;205:25; 210:13;214:17; 215:20;218:5; 220:20;247:1; 249:19,25;250:8,13; 251:16 five-year (1) 87:9 fix (2) 198:7;260:8 fixing (2) 169:13,13 flashbacks (2) 245:15;248:23	flesh (2) 144:1,12 flex (1) 70:19 Flexible (8) 67:3;76:3;78:25; 79:18;87:4;111:1,8; 148:15 flexing (1) 70:19 flip (1) 160:23 flipping (1) 179:15 floor (3) 10:17;206:21,22 Florida (1) 22:10 FMLA (1) 216:18 focus (6) 101:10;172:2,24; 189:17;191:16; 226:14 focused (1) 77:16 focuses (1) 93:11 focusing (2) 65:14;97:13 FOIA (1) 138:16 folks (10) 64:18;129:24; 147:2,3;165:18; 172:6,14;179:6; 194:22;248:12 follow (4) 23:1,2;204:9; 239:15 followed (4) 8:14;16:18;18:8; 94:1 following (5) 16:22;45:7;90:20; 94:20;180:17 follow-up (1) 186:5 fond (1) 241:8 football (1) 223:16 footnote (1) 137:25 force (1) 200:10 forced (4) 200:19,22;201:22; 228:23 forces (1) 197:23 Ford (6) 76:14;172:2;173:1;	187:22;188:2,14 Forest (5) 168:4;172:11; 173:6;194:8;217:21 forfeits (1) 89:17 forget (1) 117:21 form (5) 132:5;146:20; 156:18;201:6;258:7 formative (1) 240:14 former (6) 187:18;195:16,22; 198:15;207:14; 209:24 forms (3) 111:2,5,20 formula (2) 84:20,21 Forrest (2) 11:5;176:3 Fort (1) 38:20 forth (8) 9:1;12:18;14:2; 26:17;28:18;179:15; 190:8;194:11 fortunate (1) 245:24 fortunately (1) 15:15 forward (19) 9:2,7,9;25:5;27:5; 60:19;89:6;145:9; 147:1;159:2;162:25; 163:5,11;169:3; 175:3;182:14; 188:17;212:25; 232:21 foster (1) 98:21 found (4) 17:15;18:15;95:7; 135:19 Foundation (1) 200:10 four (17) 76:10;82:3;90:15, 21;91:1;102:24,25; 106:15;134:10; 161:19;186:8,13; 197:5,7;214:16; 224:6;251:16 fourth (1) 97:16 four-versus (1) 186:13 frame (1) 194:10 framework (1) 138:9	frameworks (2) 242:19,20 frank (1) 183:16 Franklin (1) 235:25 Frankly (1) 202:9 freak (1) 193:22 free (5) 47:15;96:6;98:14; 159:3;208:12 free-thinking (1) 200:4 Freno (25) 7:24,25;8:1,12; 10:5,11,13,15,19,21; 27:17,19;112:22; 113:1,24,25;126:3,5, 5,23;127:1;137:20, 21,21;146:21 frequently (2) 34:5;52:2 Friday (2) 7:14;56:7 friendly (1) 68:13 friends (1) 66:14 front (2) 69:7;208:24 frustration (1) 106:14 FS (1) 38:21 Fulbright (1) 226:5 fulfill (1) 156:25 full (9) 6:12;103:24;145:9; 204:3;220:14,22; 228:12,15;244:17 full-of-life (1) 249:10 fully (5) 241:25;242:4,5,6; 243:15 fumbling (1) 102:20 fun (1) 223:18 functional (1) 253:8 fundamentally (2) 213:20;216:2 funding (11) 84:10;121:12; 163:11,12,20;176:7, 9;180:23;181:8; 241:25;242:9 funds (4)	85:2,7,21;163:13 funny (1) 157:16 further (5) 14:18;95:12;107:5; 142:12;199:20 Furthermore (1) 208:20 futile (1) 202:23 Future (6) 65:23,24;90:12; 129:8;198:9;200:7
G				
gain (1) 201:18 game (4) 85:12;187:19; 221:17,21 game- (1) 170:20 gap (3) 85:18;220:16; 254:20 Gardner (4) 46:19,22;47:11,12 gaslight (1) 198:18 gather (1) 192:6 gatherings (1) 223:20 gave (2) 208:6;251:21 GAVEL] (7) 211:2;224:13; 227:10;261:23,25; 262:4,9 general (6) 93:17;120:11; 122:24;141:4;143:1; 245:4 generalities (1) 249:14 generally (2) 135:2;248:11 generate (2) 174:17;192:17 gentleman (1) 17:20 Geographic (1) 131:24 George (5) 225:10;230:2; 239:5,7,7 gets (9) 51:18;145:7;151:6; 155:23;163:16; 186:1;194:21;210:9, 10 Gibbs (2)				

217:22;219:14 Gifted (1) 186:23 GIS (4) 131:24;132:6; 133:10;135:16 given (7) 14:1;91:3,4;137:2; 215:11;223:25; 248:17 gives (4) 71:24;123:25; 160:8;235:1 giving (6) 10:23;39:2;70:6; 73:4;207:13;252:7 glad (3) 237:7;255:14,15 glance (1) 150:9 glasses (2) 11:11;28:2 glaze (1) 256:2 glazing (1) 249:13 glory (3) 204:5,5,5 goal (7) 70:18;80:14;85:21, 23;96:13;145:23; 254:17 goalposts (1) 196:11 goals (18) 52:12;95:2,8,12; 96:9;99:17;101:25; 102:18;105:2,10,21, 23,25;106:4;107:14, 15,15,21 God (3) 196:12;252:8,8 God's (1) 251:22 goes (14) 25:10,13;64:19; 89:1;127:5;137:3; 144:14;145:6;167:8; 174:23;176:8; 178:16;227:13; 252:23 gold (3) 166:20,21,22 Good (50) 11:4;16:1;21:6; 25:8;31:23;35:23,24; 36:8,17;38:14;46:7; 53:10;59:4;68:17; 69:19;71:12;72:22; 83:2,11;86:23;87:24; 88:9;91:10;107:3,25; 111:21;116:3;139:3, 5;145:25;146:10;	154:3,15,16,18; 162:20;168:6; 183:12;190:20; 195:15;207:12; 209:22;210:23; 216:9;219:9,11; 233:23;238:2; 240:10;249:6 gosh (1) 172:8 govern (1) 115:16 governance (1) 108:18 GOVERNING (23) 108:15,23;112:20, 24;114:1,4,17;115:9, 13;116:14,17,19; 117:15,24;118:17,21; 120:4,6;121:4,6; 122:10,17;253:1 government (2) 203:22;253:7 Governor (9) 6:17;122:5;201:11; 202:19;203:8,17; 204:4;236:25;252:2 Governor's (11) 117:19;118:8,11; 119:8,15,18;120:18, 20;121:20,22;123:12 GPA (1) 37:7 grade (26) 38:7;43:17;65:22; 71:2;75:22,22;77:16, 19;78:17;80:10; 81:18;117:15,25; 194:13;223:4,6,8,10, 11;226:11;235:2; 241:11,11;254:17; 259:6,19 grader (2) 226:6;260:4 graders (5) 70:23;159:16; 175:6,13,14 grades (6) 79:19;80:1;223:13; 228:19,20;235:1 GRADING (2) 122:13;123:6 gradually (3) 75:21;127:25; 171:22 graduate (2) 42:21;235:23 graduated (1) 259:8 graduates (1) 104:2 grandfather (1) 172:1	grandma (1) 140:8 grandmother (1) 217:25 grandparents (3) 245:21;246:13; 247:5 grant (4) 8:15;83:19;88:18, 21 GRANTED (2) 66:11,25 grappling (1) 143:25 great (28) 4:13,13,15;11:17; 36:16;38:19;42:1; 44:19;54:23;64:10; 68:25;69:19;70:24; 71:3;77:17;80:17; 81:10;89:13;101:12; 103:13;111:9; 129:17;147:10; 151:1;168:1;182:17; 186:4;203:4 greater (3) 159:18;182:15; 187:8 greatest (1) 208:16 greatly (1) 61:5 green (3) 164:13,16;173:21 greeting (4) 251:22,22;252:5,6 grew (1) 211:25 ground (1) 204:21 ground-up (1) 149:5 group (11) 35:11;93:6;111:20; 148:14;173:23; 174:5;205:18;258:3, 4,9;260:3 groups (3) 158:7;173:11; 231:15 grow (8) 4:16;6:19;54:4; 77:24;101:9,22; 102:12;175:14 growing (2) 56:11;224:15 grown (1) 258:9 grows (1) 173:17 growth (11) 5:10;6:22;71:15; 84:23;86:5;156:22;	159:10;169:14; 176:13;182:23; 215:13 GT (3) 187:1,21;193:18 guarantee (2) 164:20;184:6 guaranteed (1) 172:12 guardrail (3) 139:13,14,15 guardrails (11) 139:12,20;140:10; 152:23,25;213:23,25; 215:11;239:18; 240:1,3 guess (21) 31:9;39:5;42:16; 44:8;54:11;57:9; 71:16;87:22;106:13; 132:7;183:13;210:9, 10,12,18;211:7; 236:22;237:8,11; 257:19,21 guests (1) 7:9 guidance (7) 52:21;53:3,13,16; 62:8,12;234:23 guide (5) 16:8;132:7;155:6; 232:7;258:1 guidelines (3) 43:11;119:3;217:5 guiding (1) 132:8 guilty (1) 253:12 guru (1) 4:4 guttural (1) 256:8 guys (29) 36:10;37:21;39:13; 53:12;124:23;205:2; 206:12;212:21,22; 213:4,5;219:20,21; 220:5,8,14,19,21; 230:17;233:17; 235:3;239:21,24; 240:7,8;249:12,19; 251:10;255:9 Gwen (2) 67:14;79:13	7:21;8:4;12:6; 263:24;264:24 half (3) 123:25;166:11; 224:17 HALL (53) 92:9,12;93:21; 94:7,13;98:7;99:1,10, 24;103:11;156:12, 15;158:19;159:1,9; 171:15,17,19,20,23; 172:4,13,14,25; 173:3;175:2,5;178:2, 8,11,12,15,18;179:1; 182:20;185:1,12; 186:19;187:7,25; 188:10,21;194:2,8, 14,17,21;224:20,21; 225:24;226:13; 229:1;235:24 hallelujah (1) 204:5 Hall's (2) 95:5;173:9 hand (2) 10:24;67:16 handle (2) 59:11;219:7 handled (1) 107:18 hands (1) 24:16 hands-on-the-ground (1) 41:2 happen (13) 32:9;95:20,21; 148:10;167:18; 171:8;181:16;196:9, 19;203:25;204:1; 207:5;258:16 happened (9) 16:23;18:2;52:9; 70:10;196:9,10; 206:11;245:19;251:8 happening (8) 39:25;93:22;110:9; 173:6;183:8,8; 245:23;246:2 happens (6) 15:11;18:4;52:3; 167:19;192:2;250:25 happy (10) 4:19,23;10:16; 56:25;99:23;121:16; 134:2;138:13;239:9; 241:14 harassment (2) 93:12;217:10 hard (17) 30:19,20;42:1; 68:25;69:21;71:23; 72:22;101:22;102:8, 9;183:22;194:1;
---	--	---	---	--

204:9;240:12,17; 257:23;259:2 harder (4) 156:21,22;179:11; 259:18 Harding (2) 74:7;105:14 hardly (1) 202:24 hardworking (1) 200:15 harm (1) 199:25 Hasan (10) 249:3;251:13,18, 20;252:20,21;253:18, 22;254:13;255:6 hat (2) 21:24;260:17 Hatter (5) 209:20;218:19; 219:10,11,12 HAYTT (1) 87:18 head (12) 6:5;32:8;35:16; 57:11;62:2;87:18; 143:25;167:6;180:7; 218:8;250:2;260:4 headed (2) 180:14;192:23 headlines (1) 203:13 heads (2) 174:2,4 health (4) 64:6,16;205:5; 216:24 healthcare (1) 217:5 hear (26) 9:25;20:5;27:24; 30:15;36:9;39:3; 48:24;54:3;63:21; 75:12;80:5,7;88:14; 90:20;105:19; 124:22,25;125:2,2, 15,17;153:21; 156:12;250:17; 256:16;259:1 heard (17) 9:4;30:17;84:11; 90:22;105:9;140:20; 145:17;149:11; 168:14;199:4;203:7; 214:9;241:23; 249:12;250:22,24; 254:20 HEARING (57) 7:20,22;8:3,10,17, 20,24,25;9:8;12:7,7, 10,25;13:1;16:22; 19:3,17,19,20,21;	20:24;21:3,11,13; 24:3,3,5,11;25:16,22; 26:22,23,24;27:5; 28:12,13,16;30:17; 46:15;47:25;50:8; 55:10;60:9;63:8; 89:5,6;109:5;113:4; 114:20;128:3; 144:10;169:20; 182:3,8;220:14; 240:5;259:3 heart (4) 142:20;213:4; 215:25;258:7 heat (1) 212:5 heavily (1) 73:12 heavy (1) 14:5 heed (1) 199:8 height (1) 256:9 Heights (12) 166:23;167:4,7,14, 22,24;168:1,5; 172:11;173:6;194:8; 217:21 held (3) 52:21;109:5; 199:24 Helen (3) 213:16;218:23,23 hell (1) 196:16 Hello (9) 91:18;197:19; 199:22;202:15; 230:3;235:22;250:6; 255:8;258:24 help (35) 16:8;40:16;44:2,4, 4;51:20;58:8;64:11, 19;77:7;81:6;82:9; 95:10;97:25;99:6; 101:9,15;107:13; 150:12,15;151:5; 155:5;161:7;163:8; 172:16,17;181:2; 189:19;210:6; 212:13;215:12,17; 226:9;242:25;243:1 helped (3) 70:3;79:3;147:24 helpful (8) 11:8,14;65:21; 137:8;152:9,19; 155:5,25 helping (6) 25:20;61:9,22; 70:5;160:22;212:17 helps (4)	22:2;39:23;114:11; 117:3 Henderson (7) 164:13,14;165:7,9, 12;219:14;225:23 Henry (1) 99:13 here's (4) 109:14;190:1; 248:13,17 Hernandez (8) 126:4;146:2,3; 147:2,8,9,11;164:9 Hernandez's (1) 153:23 herself (1) 8:19 hesitation (1) 149:1 Hey (6) 19:11;23:1;24:8; 224:12,12;251:2 Hi (2) 204:24;241:1 high (76) 42:21;44:5;55:20; 62:24;63:3;65:14,16; 70:15,22,23;71:1,3; 79:14,14,23;134:17; 153:13;154:7;156:8, 12;158:14,16; 159:12;162:18; 171:1,15,19;174:7, 14;175:7,15;177:6, 22;178:7,13;180:12; 181:11;182:20; 184:1,3,10,20;187:2, 18;188:1;193:13; 197:20;200:6; 209:24,25;211:22; 212:15;217:20,21; 223:1,3,19;224:19, 21;225:1,24;226:3, 18;227:19,21,23,25; 228:21,22;229:4,5, 10,19;235:24; 239:13;257:19 higher (4) 170:16;203:20; 204:21;211:13 higher-level (1) 86:7 highlighted (1) 164:16 highly (2) 42:13;214:10 high-priority (2) 169:22;170:5 Highway (1) 229:17 Hill (42) 33:7,8;59:17,18; 100:21,22;101:2,18,	20;102:7;103:2,20, 25;104:9,12,25; 105:6,21;106:2,8,10, 13,22,25;107:23,25; 108:2;118:9,11; 119:10;121:24,25; 142:15;180:19,20,23; 181:12,15;218:3; 238:20;249:25; 256:14 hire (3) 82:3;102:10; 219:23 hired (2) 82:8;224:3 hiring (2) 97:17;214:6 Hispanic (3) 72:1;103:22; 158:24 historic (4) 165:22;180:21,25; 181:6 historical (1) 256:9 history (3) 203:13;223:22,22 hit (2) 174:10;232:9 hold (11) 6:6;25:3;136:15; 157:3;182:16; 190:18;204:14; 234:1;241:2;255:11; 258:17 holding (3) 163:15;236:24; 253:14 holds (3) 205:18,18;235:2 holiday (1) 217:10 holistically (1) 242:2 home (12) 57:21,24;66:9; 98:13;122:11;123:4; 159:7;190:13;193:3, 22;225:23;257:20 homes (1) 229:13 homework (1) 116:2 honest (2) 80:13;234:13 Honor (2) 29:9,11 Honorable (1) 29:15 honoring (1) 161:4 hood (1) 211:25	hope (17) 54:4;83:18;84:4; 93:2;166:6;182:11; 203:18;211:14; 238:6;239:20;243:2; 252:10,11;258:14,15, 17,17 hopefully (2) 99:7;111:19 hopes (1) 200:20 hoping (1) 198:13 Hopps (5) 225:10;230:2; 239:5,7,7 Horace (3) 219:14;226:3; 235:24 horizon (2) 76:17;226:12 horse-and-pony (1) 235:8 hospital (1) 173:11 hosting (1) 7:2 hot-spot (1) 58:11 hour (1) 233:12 hours (6) 44:15;74:10,10,23; 78:14,14 house (2) 212:5,8 Houston (1) 99:22 hover (2) 162:15;166:9 hovering (1) 173:24 huge (2) 166:1;220:16 Human (1) 67:10 humanity (1) 211:15 humility (2) 211:18;250:4 Humphrey (3) 63:12,18,18 Humphries (3) 257:7;258:22; 261:1 hundred (2) 213:11;225:1 hundred-percent (1) 24:13 hundreds (2) 215:3;255:23 Hurston (1) 195:23
---	--	--	--	--

hurt (3) 200:15;217:1; 256:12 hurting (2) 198:5;206:25 hurts (1) 256:11 Hutchinson (4) 203:3,9,19;249:20 HYATT (21) 35:16;51:14,22,22; 52:17;53:5;54:12; 56:16,24;62:3,4,4; 116:16,18,18;117:23, 24;124:13,14,14; 137:20	impactful (1) 234:9 impacts (1) 114:12 implement (3) 69:9;99:7;113:6 implementation (3) 5:7;100:5;232:8 implementing (5) 43:15;99:3;100:8; 118:22;148:4 importance (1) 240:13 important (21) 12:14;28:8;70:17; 71:5;76:6;78:20; 84:15;94:24;100:7; 101:3,15;102:8,14, 21;137:23;140:10, 10;142:20;157:11; 187:3;205:6 importantly (1) 119:3 impose (1) 140:23 imposed (4) 9:18;23:18,23,25 imposing (2) 13:7;28:24 impossible (2) 14:7;157:23 impressed (1) 75:15 impresses (1) 64:23 impression (2) 139:22;149:3 impressive (1) 41:18 IMPROPRIETIES (2) 115:10,14 improve (4) 94:10;104:6; 156:15,19 improved (3) 105:3;166:3; 184:19 improvement (3) 71:18;92:20;170:6 improvements (1) 194:3 improving (1) 105:4 inappropriate (1) 9:17 inaudible (5) 164:9;253:4,5,9; 254:13 Inc (3) 17:4,5;64:17 inclement (2) 12:15;23:21 include (7)	22:12;37:10; 116:21;119:4; 132:13;244:3,4 included (9) 30:9;95:6,22;98:5, 11;106:17;110:18; 120:10;166:17 includes (2) 190:2;244:6 including (6) 23:20;140:21; 201:13;216:21; 223:15;228:24 INCLUSION (7) 92:8,11;94:8;95:2, 17,25;96:9 incorporate (3) 116:20;118:2; 121:10 incorporated (1) 147:17 increase (10) 6:20,20;48:9,10, 11;96:23;102:3; 174:6;215:12;254:18 increasing (1) 99:18 indefinitely (2) 214:15;216:6 Independence (3) 63:24;64:21; 149:12 indication (1) 97:19 indicators (1) 232:9 indirectly (1) 254:6 individual (1) 190:10 individually (1) 158:8 individuals (1) 129:3 induction (1) 41:18 inequality (1) 253:4 infamous (1) 68:19 inferior (3) 253:5;254:4,7 inferiority (1) 254:2 inflexible (1) 111:3 influencing (1) 253:7 Info (1) 85:16 information (20) 31:19;36:25;40:6; 46:2;53:6;60:24; 98:14;105:25; 111:11;131:25; 132:25;133:3,9,11; 136:21;145:7; 146:10;148:2;158:9; 181:24 informing (1) 111:23 infrastructures (1) 229:14 inherited (1) 19:19 inherits (1) 247:9 in-house (1) 234:19 initial (5) 6:21;11:6;18:14; 143:8;173:10 initially (4) 10:10,13;28:4; 166:16 initiated (1) 137:12 initiative (2) 5:9,20 initiatives (1) 69:9 injustices (1) 198:6 innovation (3) 159:12,13;226:16 input (11) 127:13;128:8; 136:12,14;137:13,13; 149:11;151:10; 153:9;206:2;252:25 inside (1) 187:12 insidious (1) 197:23 installed (1) 223:13 instant (1) 22:15 instead (9) 18:13;19:16;64:7; 72:25;104:20;128:4; 228:23;249:13;254:5 institute (2) 43:20;73:14 institution (2) 102:11;253:20 institutional (3) 253:23,24;254:3 institutions (1) 228:25 instruction (1) 189:3 instructional (8) 40:21;41:4,14,15, 24;44:3;45:5;85:5 instrument (1)	253:13 insurance (3) 217:2,5,12 insure (5) 41:6;90:19;94:25; 97:21;98:3 insured (2) 36:15;41:2 insuring (3) 93:14,15;189:14 integrity (1) 211:15 intelligent (2) 219:3;234:4 intend (1) 98:25 intended (5) 30:22;52:12;134:7; 138:7,9 intensive (2) 38:21;233:3 intent (3) 150:7,8;183:5 intention (1) 155:2 intentional (5) 95:17,19;98:20,21; 139:23 intentionally (3) 95:21;98:19;231:4 intentions (2) 156:17;202:21 interact (1) 157:20 interest (6) 73:21;89:13;90:15; 132:13;215:23,24 interested (4) 43:3;129:24; 144:18;240:22 interestingly (1) 250:20 interests (2) 198:3,4 interim (2) 244:3,16 intern (1) 104:4 internal (1) 194:22 international (1) 193:19 internet (1) 58:10 interns (1) 60:22 internship (1) 189:4 interpret (1) 30:2 interpretation (2) 21:17;23:3 interpreted (1)
--	--	---	--

21:4 interrupt (4) 158:22;159:4; 190:16;229:6 interstate (5) 164:25;165:14; 173:25;174:4;178:16 intervention (1) 128:21 interview (6) 40:8;85:24;86:2,9, 11;97:21 into (65) 11:20;16:14;20:3; 38:23;40:11;42:3; 59:2;60:23;71:24; 75:21;76:13,14,18; 77:5,13,25;86:15; 95:14;105:11;109:3; 110:2;115:20;122:6, 18,25;127:25; 133:17;148:23; 150:10;155:12; 158:17,20;160:19,23; 161:4,11,13;162:11; 166:19,19;167:3,9, 21;168:4,24;169:16; 171:10;172:13; 173:4;174:5;178:18; 179:7,16;183:4; 190:7,12;198:18; 234:22;235:18; 240:18;246:16; 248:12;252:25; 254:2;260:12 introduce (3) 7:24;35:8;92:15 introduction (1) 68:4 invest (1) 233:18 invested (1) 165:21 investigate (1) 25:12 investigation (10) 9:2;11:22;12:22, 24;15:12;20:22,24; 21:1;23:7;28:9 investigations (1) 34:1 investigator (1) 8:18 investigators (1) 25:12 investing (1) 165:19 invite (1) 6:25 invited (1) 147:18 inviting (1) 236:4	involved (7) 25:16;65:2;86:20; 128:17;241:17; 245:1,3 involvement (2) 163:10;224:22 irregularities (1) 115:17 irresponsible (2) 146:15,25 islands (1) 132:11 isolate (1) 208:18 issue (7) 13:11;22:14; 167:21;176:9; 242:19;251:1;253:11 issued (2) 11:25;12:3 issues (7) 17:15;112:4; 165:25;198:24; 213:8;215:9;241:15 item (12) 7:14,14;9:5;90:14; 91:7,12;126:7,7; 127:3;237:20; 238:16,16 items (7) 89:14;96:14; 124:20;138:21; 204:15;262:8,10	Jesus (2) 197:15;218:1 Jim (1) 35:21 JJE (1) 134:17 Joan (2) 34:21;35:1 job (8) 82:1;107:3;147:10; 168:1;210:21,23; 217:1;249:18 jobs/careers (1) 72:15 Joelle (3) 195:10;197:19,19 John (4) 251:24,24;252:3,8 Johnny (5) 207:16;249:3,15; 251:13,20 Johnson (1) 92:22 join (3) 83:10;161:8,11 joining (3) 129:4;160:6;163:1 Joint (1) 57:10 Joyce (3) 239:6;245:13,14 Judge (2) 21:24;29:19 judges (1) 240:18 judging (1) 235:7 judgment (1) 253:15 July (5) 11:24;12:2;18:15; 19:13;21:19 jump (5) 37:1;39:13;47:14, 15;187:10 June (4) 94:16;99:2;220:16, 17 JUNIOR (7) 62:24;63:3;65:14; 197:20;200:5; 217:20;252:4 juris (1) 54:11 jurisdiction (1) 14:17 jurisdictional (1) 15:21 jurisdictions (1) 22:9 justice (2) 203:5;204:1 justification (2)	155:14;156:1 juts (1) 167:9 juveniles (1) 252:24 K K-12 (3) 4:25;187:24;194:7 K-8 (11) 159:21,22,23; 161:11;162:17,25; 163:21;164:11,12,20, 21 Karli (4) 67:10;68:17,19; 80:22 keep (24) 25:20;138:10; 140:10;176:14; 180:7,24;181:7; 192:19;199:18; 202:11,12,12;221:11; 226:11;230:24; 237:18;238:10,13,14; 243:24;244:19; 247:6,15;258:13 keeping (5) 52:14;127:22; 199:17;242:5;244:1 Kelly (2) 46:7;52:17 kept (4) 123:1;182:3; 196:10;246:12 Kevin (2) 6:2,5 KEY (60) 32:18,20,22,24; 33:1,3,5,7,9,11,13,15; 36:15;47:2;94:24; 106:1,9,11,17,23; 107:1;127:4;128:6, 11;129:5,9,22;130:7, 12,14,16,20,24; 131:3;146:2,7,14; 147:9;151:20,22,25; 152:4,15,17,19; 156:13;172:4;193:7, 25;199:19;207:7,16; 214:25;221:2;237:4; 238:1,23;249:15,16; 256:15 kick (1) 200:20 kid (1) 64:20 kids (22) 64:7;70:5;79:21; 82:15;93:2,16,18,19; 145:23;161:13; 162:19;175:5,11;	176:24;183:10; 184:16;234:4; 235:17;240:18; 242:24;247:6;260:24 kids' (1) 213:10 kill (1) 195:22 killed (1) 228:16 Kimberley (3) 204:8;207:10; 209:22 kind (65) 8:20;20:15;31:21; 34:24;37:3;38:9; 52:8;61:9;70:19; 71:11;84:23;85:11; 92:16;100:4,5,7,8; 103:18;111:7,20; 122:19;138:9; 147:17;148:7,24; 152:7;154:21;155:7, 24;156:17,24; 157:16;158:13; 160:8,19,24;161:9; 162:12,15;164:12,24; 167:17;169:19; 171:14,16;176:8; 177:23;178:4,6; 179:10,19;180:4,6, 18;182:21;183:4; 185:25;186:18; 188:17;190:8; 192:16;193:11; 230:11;251:1,2 KINDERGARTEN (3) 117:15,25;226:10 kindergartner (1) 249:10 kinds (7) 34:2;40:4,8,25; 56:24;71:9;260:9 knew (3) 53:8;156:11; 159:10 knowing (5) 83:20;142:21; 192:24,25;193:1 knowledge (1) 208:2 knows (4) 29:17;164:19; 230:9;245:3 Kurets (1) 42:17 Kurrus (3) 207:23,23;208:10 L lab (1) 255:17
---	---	--	--	--

labeled (1) 186:23	192:24;207:24	34:18,20;43:15;	15,17;259:19	178:15;190:19,23;
labor (2) 216:23;233:2	latest (1) 148:24	65:18;69:14;77:10;	level (24) 13:12;21:5,14;	193:3,4;195:8;
lack (7) 31:2;57:12;61:14;	Laura (9) 209:21;220:24;	22;79:1,2,2,7;81:25;	43:17;65:14;79:23;	228:10
205:21;206:7;207:1;	221:1;225:9;230:1,3,	128:22	107:18;139:16;	lines (8) 155:16;156:10;
228:25	3;236:20,21	leash (3) 240:2,6,21	140:3,4,6,11,15;	157:23;158:2;
lacking (1) 205:4	law (26) 9:1,1,13;14:9;	least (12) 32:14;40:23;78:23;	149:16;150:11;	159:21;177:13;
lackluster (1) 223:5	15:10,17;30:1;32:15;	82:17;89:14;127:23;	183:1,2;187:2,17;	184:9;193:21
lacks (1) 14:17	52:11;62:9;87:6;	139:22;147:4;	190:13;215:14,16,18;	link (3) 122:4;153:3;
ladder (1) 72:16	93:14;111:7;114:8,	148:17;193:1;218:7;	254:17	215:14
ladders (1) 72:15	12;119:5;133:12;	220:9	leveling (2) 164:1,6	linked (2) 122:6;215:15
lady (2) 212:6;216:12	140:25;150:8;203:4;	leave (17) 34:10,16;79:19;	levels (6) 7:8;27:1;38:7;	Lion (1) 257:22
Lafayette (2) 36:3,5	208:20;243:25;	82:5;89:19,23;149:2;	75:24;86:4;254:13	LISA (7) 47:18,19,21;48:6,
laid (1) 140:2	244:2;246:20,20,23	151:22;197:14;	license (8) 8:5;12:2;13:8;	23:49:1;103:12
lamplight (1) 212:8	laws (4) 216:23;217:8,10,	216:19;217:13;	18:17,22;31:20,25;	list (7) 95:25;96:24;97:3;
land-wise (1) 132:12	15	220:7;243:2;244:21;	34:6	126:11,11;129:20;
language (5) 28:9;30:4;98:14;	lawsuit (3) 162:20;178:3;	246:6;255:10;261:2	licensed (10) 40:11;53:2,13;	251:15
179:2;230:10	187:4	leaving (3) 40:4;110:4;178:25	77:1,3,14;204:10;	listed (2) 90:25;96:12
languages (1) 98:12	lawyer (1) 9:23	led (2) 81:10;115:24	205:1;220:4;235:12	listen (15) 198:13;199:9;
large (9) 69:15;76:1;79:17;	lawyer's (1) 35:14	left (9) 10:6;17:7;42:14;	licensure (11) 37:9;52:21,21;	200:22;221:16;
122:22;126:1;162:3;	lay (3) 204:6;218:8;260:4	80:16;231:2;242:18;	67:3;76:3,8,19;77:1,	222:6,7;233:21;
164:22;176:12;	layout (1) 226:15	254:8,9,9	9;83:21;189:6	237:17;258:6,6,11,
243:21	lays (1) 205:15	legacy (1) 203:11	lieu (1) 72:11	11,12,16,18
larger (3) 142:24;156:20;	lead (5) 67:13;70:8,10;	legal (7) 17:23;22:18;52:4;	life (4) 53:14;80:25;197:6;	listened (4) 212:22;237:12;
189:24	80:15;84:23	62:6;92:18;114:9;	217:11	250:15,16
largest (3) 165:10;224:20;	leader (2) 5:6;45:5	140:23	life-altering (1) 204:15	listening (3) 160:10;221:25;
228:22	leaders (7) 63:25;73:12;75:13;	legally (2) 133:15,18	lifetime (2) 218:24;250:7	237:14
Lasonia (1) 92:22	83:6;84:10,16;85:11	Leger (4) 67:14;79:11,13,13	lifted (2) 140:4,5	lit (1) 255:22
last (33) 6:20;26:11;34:22;	leadership (17) 64:14,15;73:11,13;	legislation (5) 52:19,22,25;62:11;	light (1) 203:12	literacy (2) 41:14;85:9
37:3,4;38:20;39:5;	77:23,25;80:4;107:9;	119:1	lights (1) 212:5	literally (1) 81:8
60:21;70:22;100:25;	119:13;231:21,25;	legislative (1) 260:14	limit (5) 23:12;58:19;73:1;	litigation (4) 139:15;214:8,11,
104:25;105:9;	232:11,11;233:11,15;	legislators (2) 34:2;150:8	91:5;140:24	20
133:13;138:18;	234:22;235:5	legislature (7) 13:3;14:1,2,12;	limitation (5) 23:18,21,23,25;	little (141) 7:6;8:20;37:7;
152:6;157:8,17;	leading (3) 124:1;131:16;	15:19;51:17;114:7	143:22	39:6;40:19;48:2,3,7;
165:23;177:25;	167:3	Leigh (3) 199:13;204:24,24	limitations (2) 90:11;226:8	53:6;58:22;63:15;
206:20,23;212:3;	LEAP (4) 34:18,20;35:4;	Leron (4) 195:11;202:14,15,	limited (4) 33:24;165:11;	66:13,15,16;67:2;
223:10;235:9;250:8;	36:11	16	174:14;188:5	68:3,6;75:13,18;
251:7;255:9;257:7,8,	learn (14) 7:6;34:14;56:13,	less (8) 76:20;124:2;134:5;	limits (1) 184:3	76:5;77:4;78:7,11;
9,20;258:10,15	14;61:2;65:18;75:13;	135:5;157:7;187:11;	linchpin (1) 171:14	79:4,14;80:11;81:18;
late (2) 26:20;223:5	78:1;99:8;147:20,24;	207:24;245:18	linchpins (1) 182:21	83:12;85:1;93:5;
later (6) 133:16;141:18;	212:11;249:22;260:6	lesson (1) 34:15	line (15) 48:4;50:10;55:14;	107:4;115:18;
155:11;171:19;	learned (3) 81:11;197:22;	lessons (1) 57:23	57:5;91:1;162:5;	123:22,25;126:9;
	201:8	letter (10) 11:25;12:3,11;	166:6;174:22;	127:21;129:13;
	Learners (1) 98:12	19:11,12;24:8;28:7,		131:12;136:6;138:3,
	LEARNING (13)			5,6;142:24;147:8,19;

3;174:5,15;176:9; 177:10;179:11; 180:5,11;183:18,19; 189:21;192:5,21; 195:20;196:5,7,22, 23,23,24;197:20; 199:1,25;200:5,5,12; 202:23;203:1,6,21; 204:2,25;206:25; 207:19,20,21,21; 209:24;211:4;212:5, 5,15;217:20;219:5; 222:2,20,23;223:2,4, 20,23;224:9,14,17, 20,24;225:5;227:17, 24;228:12;229:1,15, 18;231:14;232:19; 236:5,8,14;237:20; 241:21;242:17; 244:18;246:8,10,17, 18;249:7;250:7; 252:2;257:18;259:8; 260:4;262:11	long (7) 228:10;234:20; 240:12;252:23; 255:10;259:4,21 longer (5) 24:7;25:17;109:22; 162:18;171:2 long-term (1) 100:13 look (44) 18:9,24;20:20; 21:16;28:8;34:21; 60:1;61:11;82:22; 89:6;93:24;94:17,18; 95:13;96:19;103:23; 135:18;136:9; 146:25;150:16; 158:12;159:13; 162:4;164:23;173:2, 25;174:11;177:6; 179:10;182:20; 185:2,16;189:4; 210:13;215:9; 231:18;236:7; 238:21,22;240:1; 243:18;244:5; 246:20;256:4 looked (7) 17:12;85:15;95:5; 146:17;177:15; 230:20;255:14 looking (35) 16:9;35:13;64:4,6, 7;65:16;71:25;75:1; 76:14;85:10;93:20; 94:23;96:16,20;98:1; 100:15;102:2; 105:25;109:14; 110:2,3;132:2;134:9; 154:20;157:22; 167:10;180:25; 183:25;188:14,18,19; 189:9;230:7,13; 231:6 looks (9) 56:8;85:17;137:24; 140:19;148:16; 149:9;164:22; 188:21;207:4 Lord (1) 218:2 Lori (3) 8:1;126:5;137:21 lose (2) 165:24;258:14 losing (2) 102:2;224:17 loss (2) 157:6,7 lost (3) 20:15;91:2;157:11 lot (56) 15:15;25:17;36:24;	39:19;40:21;52:7; 58:7;63:21;65:14; 70:16,18;72:9;76:13; 78:1;81:12;82:25; 85:4,9,11;86:19;97:8, 13;98:5,8;100:4; 101:2;116:23;117:3; 118:25;119:11; 135:25;139:3,5; 140:21;141:8;143:5; 144:17;146:10; 149:11,17;152:12; 157:21;160:9; 165:18;172:6;179:6; 181:4,13;193:9,10; 211:18;212:11; 230:11;244:6; 249:11;250:20 lots (6) 64:10;86:20;97:5; 148:20;206:12,15 lottery (1) 186:1 love (11) 7:9;43:9;60:25; 80:1,5,7;157:24; 172:8;202:16; 240:21;241:6 loving (1) 258:3 low (3) 134:18;212:1,3 lower (1) 18:4 lowest (1) 134:24 LRCH (1) 197:21 LREA (6) 143:5;145:13; 206:15;210:7; 250:22;251:4 LRSD (22) 123:21;126:2; 131:6;136:19;147:3; 153:2;201:1,21; 205:4;206:14,20; 207:2;221:8;241:6,7, 8,13,16,20,22;242:4, 5 Luanne (2) 48:2,25 ludicrous (1) 220:7 lump (1) 203:15 Lunch (4) 89:8,10;98:14; 216:17 Luneau (1) 35:1 Lusk (4) 257:6,13,13,15	Lyon (1) 64:25 M ma'am (10) 7:16;26:14,18; 43:12;57:25;58:20; 59:10;87:2;131:3; 153:16 Mac (2) 222:10;228:9 mad (1) 196:16 Madam (9) 10:2;16:7;27:11; 48:25;68:1;92:14; 108:20;127:4;151:25 magically (1) 206:24 magnet (22) 160:2;161:22; 171:21,21;172:1,4, 11,24;173:16,16; 174:21;175:3;178:9, 10,13;182:18;186:10, 12,19;187:25; 249:10;259:7 magnets (7) 161:22;167:15,16; 177:22;184:24; 185:3;228:24 Magnolia (4) 36:12;40:18,20; 105:13 main (3) 42:15,16;131:19 maintain (9) 95:16;97:16,18; 98:18;132:10; 171:25;178:4; 193:17;246:23 maintaining (3) 95:1;132:1;254:6 maintains (1) 173:15 major (1) 167:20 majority (6) 25:8;90:4;145:10; 157:24;201:11; 206:16 maker (1) 211:14 makes (9) 19:4;69:14;132:23; 166:6,14;167:6; 183:11;226:15; 235:16 makeup (2) 127:11;262:15 making (25) 8:14;19:6;76:2;	93:2;94:1;96:20; 98:20;101:5;102:19; 141:10;142:18; 145:16;148:16,20; 154:10;155:16; 158:15;159:17; 162:6;178:19; 186:19;194:21; 215:21;253:15;260:2 MALE (2) 218:20;252:17 man (3) 65:1;208:22,23 management (1) 45:7 mandates (1) 22:15 mandatory (10) 14:10,15;17:2; 18:6;20:2,19;22:12; 23:5;25:4;29:24 manipulating (1) 179:17 Mann (5) 167:16,18;219:15; 226:3;235:24 many (30) 25:4;29:21;48:18; 55:23;71:23;75:24; 94:15;95:22;107:6; 110:2;129:19;148:5; 157:19;167:15; 170:5;176:14;197:9; 200:6;206:4,16; 207:17;234:12; 235:11,13;236:16; 243:11;251:14; 252:25;259:22,22 map (14) 132:5;133:1;134:1; 136:24;158:13; 160:20;163:9; 174:12,18;175:1; 184:18;190:6,10; 193:7 maps (5) 132:2;133:8;179:9, 17;189:23 march (2) 204:4,5 Marco (3) 249:2;250:6,6 marginalized (1) 196:2 Mark (1) 99:13 marked (2) 11:20;16:13 Markham (4) 165:1,7,9,14 Mark's (1) 252:1 mark-up (1)
---	--	--	---	---

244:12 Marshallese (1) 103:22 Mary (4) 51:22;62:4;116:18; 124:14 mascot (1) 223:21 massive (1) 243:7 master (1) 180:14 masters (1) 80:21 MAT (1) 74:16 math (5) 41:13;72:21,22; 85:8;254:17 matriculate (2) 167:16;184:2 matriculating (1) 168:3 matter (12) 8:8;9:8;10:7; 11:23;13:1;29:14; 167:19;193:9;201:3, 4;205:7;208:20 matters (2) 112:3;212:24 Matthew (1) 218:7 Maumelle (1) 229:4 Maximize (1) 132:15 maximum (5) 109:20,22;110:4; 135:19;206:1 Maxine (3) 216:8,9,10 may (55) 6:6,10;8:9,13,15, 17;16:7;23:19;29:16; 31:10,11;34:16;43:5; 46:14;47:24;50:7; 53:1,3;55:9;57:8,20; 60:8;63:7;69:10,12; 74:9,10,10;76:5; 85:22;89:18,23; 90:11;94:2;115:20; 127:5,24;137:5; 148:3;150:10; 151:15;163:23; 175:22;186:8; 188:15;190:25; 192:17;193:22; 199:15;207:16; 246:25;247:2,13; 251:19;256:6 maybe (24) 15:15;38:12;43:3, 4;45:8;56:7;61:3;	68:20;80:6;85:14,21; 96:16;102:2;127:12; 142:3;144:12; 154:20;190:13; 194:23;219:9; 236:10,18;249:23; 257:10 mayed (1) 247:1 Maynard (1) 241:1 mayoral (1) 233:1 mayor's (6) 126:12;127:16; 128:8,11;129:23; 144:6 McAdoo (45) 75:7,8,11;84:8,9, 14;128:3,10;144:16, 17;145:4,11;146:13; 149:21,22,23;150:4, 20;168:9,11;169:19; 170:1,8,23;181:20, 21,22;183:13;186:6; 195:10,11,14,15; 196:13;197:9,11,14; 202:14,15,16;230:8; 235:11;239:2; 251:21;256:17 McAdoo's (3) 146:11;147:25; 189:12 McCALL (3) 35:25,25;43:13 McClane (4) 220:24;221:4,7,8 McClare (1) 213:16 McClellan (22) 158:17;162:17,18, 19;163:6,19,22; 164:1;168:25; 169:13;170:14,17,18, 19;173:22;187:6,14; 209:25,25;212:16; 217:23;219:14 McCormack (5) 220:25;225:11,18, 19,21 McDermott (1) 225:23 McFetridge (34) 32:24,25;48:14,15, 16;49:8;86:25;87:8, 13,20,25;108:4,5; 113:17,19;114:25; 115:1;119:20,21; 120:17,20;123:11,14; 142:16,17;143:10,13, 16;144:24;145:1,5, 19;238:24;256:16 McLaughlin (9)	46:6,7,8;47:20; 48:13,21;50:2;51:2; 66:16 MCLs (2) 85:25;86:8 Meadowcliff (2) 162:15,25 mean (28) 26:10;29:7,11,17; 31:15;82:7;83:10; 102:13;104:2; 109:14;112:23; 135:1;145:19; 146:12,22;147:3; 163:23;173:8;181:1; 185:8;188:7;189:18; 204:16;209:7; 238:22;247:24; 256:25;260:11 meaning (6) 13:5;14:13;109:12; 132:11;171:22;256:9 meaningful (1) 234:8 means (17) 13:3;14:15;19:2; 22:4;27:6;28:19,22; 29:25;32:15;78:21; 109:16;207:20; 209:15;211:11; 248:10;252:5;256:7 meant (1) 28:17 measurable (1) 107:21 measure (2) 97:22;105:2 measureables (1) 105:4 measured (2) 105:3;242:2 measuring (1) 96:11 mechanism (1) 254:5 mechanisms (1) 254:6 medical (2) 173:10;195:1 medically (1) 196:21 meet (9) 14:7;52:6;71:2; 95:12;178:3;211:14; 224:25;225:6;233:3 meeting (28) 46:17;51:7,9;52:4; 53:7;55:12;60:11; 63:10;89:22,23;95:7; 136:18;137:2; 144:13;155:9; 183:21;192:13,15,17; 199:5;206:8,9,23;	208:7;243:6;251:7; 262:16,19 meetings (14) 90:12;98:8;114:6; 136:15;158:6; 204:15;205:22; 207:4;214:24;237:9; 242:12;243:16; 255:11;258:13 meeting's (1) 232:25 meets (3) 129:12;178:1; 208:15 member (14) 51:11;90:16;131:7, 23;132:20;133:23; 143:5;145:6;195:16, 19;216:14;218:24; 231:13;232:18 members (30) 5:22;8:17;16:7; 25:18;92:15;126:1, 10,24;127:7;130:2; 131:21;141:9; 145:14;147:4,20; 160:10;175:23; 179:12,14;198:15,15; 200:13;201:1; 206:13;214:25; 231:11;233:1;237:3; 244:4;250:22 Memorandum (1) 137:25 memorial (1) 251:23 Memos (1) 112:2 men (1) 252:13 mental (2) 64:6;205:5 mention (7) 6:8,16;47:16; 138:22;140:20; 168:14;243:20 mentioned (4) 94:11;187:23,24; 189:13 mentor (6) 38:22;39:1;41:21, 22;43:19;45:3 mentoring (6) 42:13;43:24;44:1; 78:3;79:6,6 merits (3) 141:1;213:20; 215:10 messages (1) 9:17 messengers (1) 34:7 met (8)	13:22;14:16;94:12, 16;105:10;140:2; 163:6;214:15 method (1) 132:6 Methodist (1) 216:10 MetroPlan (2) 224:10,14 mic (3) 125:5;153:14,15 Michael (3) 34:25;67:12;81:17 microphone (4) 4:5;7:23;20:18; 144:25 mic's (1) 153:25 middle (29) 37:6,8;42:3;69:8, 16;71:16;80:11; 81:18;83:12;85:6; 106:23;161:9; 162:21;164:7; 167:24;177:17,20; 184:2,19;187:2; 211:23;223:11; 224:5,7;226:3,6; 227:13;228:18;229:3 mid-January (1) 192:24 mid-July (2) 18:18,23 midst (1) 125:12 might (27) 10:23;11:8;38:24; 42:3;53:5;57:20; 59:6;64:4;72:21; 79:8;94:10;95:9; 99:14;103:11;134:3; 138:13;151:12,13,13; 157:8;163:3;173:7; 190:20;196:4; 210:11,18;250:23 might've (1) 236:12 Mike (7) 147:11;154:18; 160:22;161:6; 162:13;164:24;166:9 Mike's (2) 178:20,23 mile (1) 219:19 miles (3) 229:1,3,11 military (1) 217:12 Milken (1) 70:11 million (1) 260:2
---	---	---	--	---

mind (10) 52:15;55:19;136:6; 137:10;138:21; 180:24;181:7; 191:23;239:11,14	9:22;87:15;152:11; 155:16;156:10	7:6,13;23:4,8;39:2; 40:19;44:8;49:5; 52:1;53:6;56:12; 58:22;64:1,1,2;70:7; 79:4;81:6;82:25; 83:9;85:11;88:2; 97:2;98:6;100:12; 103:7;107:1,8,17; 110:5;111:1,6,8,10; 134:23;140:19; 144:6,9;148:5; 149:21;150:14; 151:15;152:12; 155:23;157:2; 159:25;160:9; 163:10;164:3; 167:25;168:2;171:3; 173:23;175:1,1,16; 181:11;183:3; 187:11;189:3,3; 190:14,24,25;191:19; 197:4,8,11;219:20; 224:17;225:1; 229:22;239:12; 243:11;251:14; 253:17;258:3	207:4;209:5;220:21; 251:11;261:17;262:2	256:25
modifying (1) 163:6	modified (1) 82:11	MOU (33) 74:7;90:16;137:18, 19,22;138:18,20; 139:3,11;140:1,18; 141:19,25;146:7; 147:13;148:8,9; 152:12,15;210:2; 214:13;230:18,19; 231:1,5,8;238:1; 239:18;242:22; 243:3,14,20;244:6		muddying (1) 244:20
molded (1) 99:12	Moll (1) 99:12	Mounts (4) 60:12,13;61:17; 62:22		MULERIDER (3) 34:18,20;36:11
Molly (2) 257:7;258:22	Molly (2) 257:7;258:22	MOU's (4) 72:6,9;74:3;152:24		multi (1) 83:6
mom (2) 212:4;257:14	MOMENT (5) 57:7;60:14;61:19; 120:1;130:4	move (34) 9:7;31:1;45:12; 46:24,25;50:14; 54:14;62:15;88:18; 92:1;112:10;113:16; 116:5;117:6;119:9; 125:15;126:7;145:9; 155:18;160:4;161:6; 162:1,24;163:5,11, 19;164:3;166:17; 176:5;191:20;213:5; 224:16;243:14; 249:21		multiple (4) 41:5;148:19;237:9, 9
MOMENTS (4) 124:6;153:24; 154:2,14	MOMENTS (4) 124:6;153:24; 154:2,14	Moved (16) 45:13;49:14;50:15; 51:17;54:15;59:15; 62:16;66:2;75:21; 92:3;112:12;115:1; 116:6;117:7;188:17; 262:12		music (1) 229:7
Monday (1) 7:1	Monday (1) 7:1	motion (86) 19:15;20:4;26:24; 30:15;31:3,14;33:16; 45:11,18;46:23;47:6, 11;49:11,12,19; 50:13,22;54:13; 59:13,14;62:14; 65:10,25;66:1,8; 86:24;87:9;88:20; 89:5;90:23;91:25; 105:19;107:19; 108:1,9;112:9,17; 113:15,18,23;114:24, 25;115:7;116:4; 117:5,20;118:6,7,10, 15;119:14,15,17,25; 120:16,17,19;121:2, 18,19,21;123:10,11, 14,19;124:2,4,9,21; 125:2,14,17;138:19, 19;140:17;146:16, 18;203:6;206:21,22;		must (8) 5:13;133:24; 202:20;225:6; 231:22;232:12; 246:25;248:18
money (6) 78:22;84:24;85:4, 9;168:25;170:12	money (6) 78:22;84:24;85:4, 9;168:25;170:12	morning (8) 11:4;16:1;46:7; 53:10;68:17;149:12; 155:11;262:12		muster (1) 208:17
monitor (1) 136:20	monitor (1) 136:20	most (23) 11:14;67:6;82:15; 85:1;90:15;100:7; 119:2;133:13; 150:22;157:11; 165:12;174:24; 205:6;218:25; 239:10,11;245:16; 253:4,8,10,10,12,19		mutual (2) 205:9,12
monitored (1) 141:17	monitored (1) 141:17	mother (2) 212:9;255:20		myself (2) 47:5;68:4
month (8) 26:11;38:20;41:23; 60:21;138:18; 140:17;206:23; 210:19	month (8) 26:11;38:20;41:23; 60:21;138:18; 140:17;206:23; 210:19	motion (86) 19:15;20:4;26:24; 30:15;31:3,14;33:16; 45:11,18;46:23;47:6, 11;49:11,12,19; 50:13,22;54:13; 59:13,14;62:14; 65:10,25;66:1,8; 86:24;87:9;88:20; 89:5;90:23;91:25; 105:19;107:19; 108:1,9;112:9,17; 113:15,18,23;114:24, 25;115:7;116:4; 117:5,20;118:6,7,10, 15;119:14,15,17,25; 120:16,17,19;121:2, 18,19,21;123:10,11, 14,19;124:2,4,9,21; 125:2,14,17;138:19, 19;140:17;146:16, 18;203:6;206:21,22;		
months (9) 24:6;65:6,8,9; 75:12;92:16;99:1; 127:6;137:2	months (9) 24:6;65:6,8,9; 75:12;92:16;99:1; 127:6;137:2	mother (2) 212:9;255:20		
Monticello (1) 105:13	Monticello (1) 105:13	motion (86) 19:15;20:4;26:24; 30:15;31:3,14;33:16; 45:11,18;46:23;47:6, 11;49:11,12,19; 50:13,22;54:13; 59:13,14;62:14; 65:10,25;66:1,8; 86:24;87:9;88:20; 89:5;90:23;91:25; 105:19;107:19; 108:1,9;112:9,17; 113:15,18,23;114:24, 25;115:7;116:4; 117:5,20;118:6,7,10, 15;119:14,15,17,25; 120:16,17,19;121:2, 18,19,21;123:10,11, 14,19;124:2,4,9,21; 125:2,14,17;138:19, 19;140:17;146:16, 18;203:6;206:21,22;		
MOORE (84) 31:10,12,14,19; 32:2,5,18,19,20,21; 37:25;38:1,6,12,15, 18;39:10,22;41:8,11; 42:1,11;43:7;44:8, 19;53:20,21,24;54:3, 17,18;55:17,18,23; 56:2,6,23;57:2,65:11, 13;66:1,2;110:15,16, 17,21;111:4,9,18,21; 120:22,23;128:25; 129:2,6,17;136:5,6; 137:8;143:17,21,22; 144:4,6,15;183:24, 25;184:23;185:1,6,8, 15,18,21;186:3; 191:21,23,25;192:11; 206:21;210:8;239:1; 256:17;262:2	MOORE (84) 31:10,12,14,19; 32:2,5,18,19,20,21; 37:25;38:1,6,12,15, 18;39:10,22;41:8,11; 42:1,11;43:7;44:8, 19;53:20,21,24;54:3, 17,18;55:17,18,23; 56:2,6,23;57:2,65:11, 13;66:1,2;110:15,16, 17,21;111:4,9,18,21; 120:22,23;128:25; 129:2,6,17;136:5,6; 137:8;143:17,21,22; 144:4,6,15;183:24, 25;184:23;185:1,6,8, 15,18,21;186:3; 191:21,23,25;192:11; 206:21;210:8;239:1; 256:17;262:2	mother (2) 212:9;255:20		
models (6) 56:16;60:24; 101:14;148:5; 171:18;184:20	models (6) 56:16;60:24; 101:14;148:5; 171:18;184:20	motion (86) 19:15;20:4;26:24; 30:15;31:3,14;33:16; 45:11,18;46:23;47:6, 11;49:11,12,19; 50:13,22;54:13; 59:13,14;62:14; 65:10,25;66:1,8; 86:24;87:9;88:20; 89:5;90:23;91:25; 105:19;107:19; 108:1,9;112:9,17; 113:15,18,23;114:24, 25;115:7;116:4; 117:5,20;118:6,7,10, 15;119:14,15,17,25; 120:16,17,19;121:2, 18,19,21;123:10,11, 14,19;124:2,4,9,21; 125:2,14,17;138:19, 19;140:17;146:16, 18;203:6;206:21,22;		
modification (1) 162:7	modification (1) 162:7	motion (86) 19:15;20:4;26:24; 30:15;31:3,14;33:16; 45:11,18;46:23;47:6, 11;49:11,12,19; 50:13,22;54:13; 59:13,14;62:14; 65:10,25;66:1,8; 86:24;87:9;88:20; 89:5;90:23;91:25; 105:19;107:19; 108:1,9;112:9,17; 113:15,18,23;114:24, 25;115:7;116:4; 117:5,20;118:6,7,10, 15;119:14,15,17,25; 120:16,17,19;121:2, 18,19,21;123:10,11, 14,19;124:2,4,9,21; 125:2,14,17;138:19, 19;140:17;146:16, 18;203:6;206:21,22;		
modified (1) 148:8	modified (1) 148:8	motion (86) 19:15;20:4;26:24; 30:15;31:3,14;33:16; 45:11,18;46:23;47:6, 11;49:11,12,19; 50:13,22;54:13; 59:13,14;62:14; 65:10,25;66:1,8; 86:24;87:9;88:20; 89:5;90:23;91:25; 105:19;107:19; 108:1,9;112:9,17; 113:15,18,23;114:24, 25;115:7;116:4; 117:5,20;118:6,7,10, 15;119:14,15,17,25; 120:16,17,19;121:2, 18,19,21;123:10,11, 14,19;124:2,4,9,21; 125:2,14,17;138:19, 19;140:17;146:16, 18;203:6;206:21,22;		
modifies (1) 193:25	modifies (1) 193:25	motion (86) 19:15;20:4;26:24; 30:15;31:3,14;33:16; 45:11,18;46:23;47:6, 11;49:11,12,19; 50:13,22;54:13; 59:13,14;62:14; 65:10,25;66:1,8; 86:24;87:9;88:20; 89:5;90:23;91:25; 105:19;107:19; 108:1,9;112:9,17; 113:15,18,23;114:24, 25;115:7;116:4; 117:5,20;118:6,7,10, 15;119:14,15,17,25; 120:16,17,19;121:2, 18,19,21;123:10,11, 14,19;124:2,4,9,21; 125:2,14,17;138:19, 19;140:17;146:16, 18;203:6;206:21,22;		
modify (5)	more (77)	motion (86) 19:15;20:4;26:24; 30:15;31:3,14;33:16; 45:11,18;46:23;47:6, 11;49:11,12,19; 50:13,22;54:13; 59:13,14;62:14; 65:10,25;66:1,8; 86:24;87:9;88:20; 89:5;90:23;91:25; 105:19;107:19; 108:1,9;112:9,17; 113:15,18,23;114:24, 25;115:7;116:4; 117:5,20;118:6,7,10, 15;119:14,15,17,25; 120:16,17,19;121:2, 18,19,21;123:10,11, 14,19;124:2,4,9,21; 125:2,14,17;138:19, 19;140:17;146:16, 18;203:6;206:21,22;		
				N
				name (27) 11:4;80:9;195:12, 14;197:14,19; 199:22;202:15; 204:10,24;213:17; 218:20;221:3; 222:16,19;228:6; 233:25;234:17; 235:22;239:7;249:6; 250:6;255:8;256:19; 257:7,9;258:24
				named (1) 67:16
				names (5) 90:24;129:19,25; 195:8,21
				narrow (1) 52:5
				narrowed (1) 52:9
				narrowing (1) 85:17
				Nashville (1) 188:24
				national (9) 4:16;5:6,18;23:21; 146:8;180:21; 203:14;207:17;220:9
				nationally (1) 5:20
				natives (1) 5:16
				natural (1) 132:19
				naturally (2) 51:24;157:11
				navigate (2)

42:7;160:23 NEA (1) 218:25 nearby (1) 225:1 nearly (2) 157:23;257:16 necessarily (5) 142:3;158:3; 161:21;184:9;256:21 necessary (4) 121:14;159:1; 200:17;210:6 necessity (1) 130:25 need (66) 9:10;34:6;35:12, 15:40;7:45;23:47;2; 52:11,13;58:23;59:6; 61:2;64:4;69:17; 70:20;73:16;77:14; 95:9;100:12;103:23; 104:20;110:5; 111:12,16;116:24; 123:2;124:1,9,18; 125:5;139:19,24; 140:6,7,9;141:25; 142:7,10;150:23; 151:3,12;155:16; 169:4,12,17;176:16; 189:1;207:18,20; 208:16;210:5; 215:22;216:20; 219:9,19,21;235:15; 238:2;240:19;242:8, 9;244:5,19,21; 248:16;261:8 need-by-need (1) 59:11 needed (11) 10:3;58:14;61:5; 70:20;78:3;96:21; 150:15;156:7,11; 169:17;189:3 needing (3) 147:17;169:21; 189:3 needs (12) 5:2;26:9;53:7; 98:9;169:6,9,10; 207:5;208:15;210:4; 226:20;238:9 Neelie (2) 35:5,19 negative (1) 82:24 negotiating (1) 210:16 negotiation (1) 210:17 neighborhood (2) 196:19;260:8 net (2)	109:22;193:12 new (30) 34:21;41:17,18,19; 43:20;44:2;52:24; 58:7;62:11;71:12; 77:7,12;78:3;109:23; 115:18;131:22; 174:7;176:2;182:25; 183:11;184:18; 188:20;214:8;225:2; 227:7;246:3,4,5; 260:14;262:14 Newcomers (1) 158:24 news (1) 203:14 NEWTON (51) 32:6,9;33:9,10,11, 12;45:12,13;46:24; 47:6;50:17,18;60:17, 18;61:8,13,16;62:15, 16;73:18,20;74:2,5, 13,18,25;75:3;78:5,9, 16;84:2;88:18,20; 92:1,3;100:2,3,20; 112:10,12;116:5,6; 117:6,7;141:6,7; 142:11,13;236:11; 238:19;256:14 Next (50) 34:19;38:4;46:17; 47:19;49:25;51:1,7; 55:1,12;60:1,11; 63:9;66:14;73:5; 76:24;83:10;91:3; 92:10;99:1;105:22, 24;108:17;112:22; 117:17;118:18,19; 120:6;121:6;122:14; 123:22;140:17; 151:19;155:9; 156:16;157:5,14; 159:16;160:17; 162:19;167:1; 171:10;173:9;177:9, 25;192:1;199:14; 214:23;223:12; 225:11;256:18 NGL (6) 76:14;172:2;173:1; 187:22;188:3,14 nice (2) 85:22;212:6 Nick (1) 60:12 night (9) 7:3;218:1,9,13; 257:20,21;258:10,15; 260:7 nightmare (2) 79:18;259:11 nights (1) 86:20	nine (10) 24:6;44:15;70:14; 127:7;131:13,20,22; 132:3;133:16;248:19 Ninth (1) 226:11 nobody (3) 211:7;213:14; 248:3 nod (1) 35:14 Nodding (3) 6:5;62:2;87:18 Noland (5) 207:10;213:17,18; 215:21;216:5 nominating (1) 250:23 none (3) 89:5;121:18; 185:22 non-English (1) 197:13 nonresident (1) 109:17 nor (1) 22:13 normal (1) 39:3 normally (1) 9:12 NORTH (19) 66:13,15,16;67:2; 68:3,6;73:7,8;75:18; 79:14;80:10;81:17; 83:12;165:2;167:8; 173:25;174:4; 177:15;178:16 northeast (1) 178:20 northern (2) 39:20;168:3 northwest (9) 94:13;97:6;159:10; 169:14;174:10; 176:13,15;178:6; 222:23 note (8) 13:11;30:12; 133:10;161:18; 162:14;164:23; 197:12;252:17 noted (1) 203:3 notice (5) 12:17;18:18,21; 24:4;110:17 noticed (3) 58:16;100:24; 122:24 noticing (1) 17:18 notification (1)	206:10 notified (1) 124:15 notify (2) 109:24;110:5 notifying (1) 12:4 Novella (1) 63:18 November (11) 12:10,18;24:4; 127:8;128:2;131:14, 16;146:24;192:13; 244:13;248:20 NSLA (1) 85:21 number (18) 26:3;33:25;49:6; 58:23;61:24;91:4; 100:24;135:23; 163:15;165:11; 167:19;168:15; 170:22;176:12; 212:19;237:20; 250:9;262:10 number-one (1) 162:22 numbers (5) 6:17;81:22;85:16; 101:6,21 nursed (1) 212:9 nurture (2) 231:22;258:1 nutshell (1) 219:2 O object (1) 9:18 objected (1) 12:5 objection (8) 9:11;10:1;12:16; 14:11;26:15,17,19; 262:16 objections (1) 8:23 obligated (1) 109:23 obligation (1) 9:20 observed (1) 94:22 obtainable (1) 210:4 obvious (2) 209:7;250:10 Obviously (10) 24:14;40:10;44:13; 128:17;131:23; 135:17,22;138:21;	149:6;173:22 occupation (1) 204:12 Occupational (1) 216:24 occur (2) 131:16;205:10 occurring (1) 125:3 occurs (1) 125:18 o'clock (1) 257:21 O'Connell (4) 239:6;240:23; 241:1,2 October (9) 46:10;47:20;50:2; 51:2;55:5;60:3;63:2; 67:8;146:24 off (15) 17:6;45:9;110:23; 111:10;132:25; 138:11;142:1; 188:25;193:16; 194:4;195:18; 196:16;229:8; 242:20;247:21 offer (6) 58:9,13;59:8; 107:10;188:11; 236:19 offered (4) 36:22;43:14;223:7, 14 offerings (1) 187:20 off-guard (1) 214:12 office (16) 17:7;46:8;58:13; 93:25;126:12; 127:17;128:9,11; 129:23;132:24; 134:9;136:4;137:4; 144:6;147:11;203:20 official (1) 144:13 off-line (1) 57:23 often (2) 209:2;212:1 Oklahoma (1) 226:4 old (7) 18:12;65:5;108:24; 109:1;123:5;127:18; 258:11 older (2) 53:22;165:22 oldest (1) 219:15 Oliver (1)
--	--	--	---	---

92:23 onboard (2) 26:20;37:1 once (17) 20:16;80:14;94:16, 16;100:6;105:10,12; 128:5;129:3;136:21; 140:4;158:16; 163:25;164:4;190:5, 6;233:3 one (159) 6:24;11:19;30:15; 33:17;36:15,16; 37:11;38:19;39:5,14; 44:8;48:19;51:24; 52:20;57:11;58:8,21, 24;64:22;67:13;70:1, 10;72:13;74:17; 77:21;79:5;80:15; 81:24;83:9;86:12; 87:3;89:14;90:1,14; 91:2;92:10;95:13; 98:4;100:3;101:25; 103:3;110:11; 120:10;122:14,21; 128:18;129:13; 131:1,14,19;132:4,5; 135:5;140:20; 144:18;146:9;147:4, 13;148:7,11;149:21; 150:9;153:22; 155:17,18;156:8,11, 24;159:22,25; 161:13;162:11; 163:2;164:23; 165:15;167:5; 168:15;170:9,16,22; 171:2;173:3,23; 174:12;176:3;177:2, 9,25,25;178:4,10,14; 180:8;182:2,5,10,12, 21;184:1;185:10; 186:7,9,13,25;187:1; 188:8,23;191:12; 193:7;195:19;197:5; 203:9;205:17,23; 206:6;207:22;210:8; 211:13;212:19; 214:8,11;222:3; 227:9;231:13,13,14; 232:18;233:16; 236:2,6,18;237:4; 238:2;241:10,10,11; 242:14;245:6,7; 246:15;251:4,11,16; 252:14,14,14,19; 256:18;257:2,4; 259:12,25;260:16,21, 21;261:10,15,17; 263:25 one-hundred (1) 24:22 ones (6)	72:7;117:17; 118:19;198:6; 203:15;236:15 one-time (1) 96:18 one-to-one (1) 79:6 ONLINE (7) 54:25;55:4,6,20; 56:17,21;127:20 only (43) 12:12;40:20;44:12; 45:3;49:2;52:18; 53:25,25;56:4;64:20, 23;70:5;72:1;74:13, 17;75:1;77:12,19,20; 82:19;109:18; 115:23;120:13; 123:7;137:9;145:14; 165:8;166:10; 174:15;177:18; 185:10;200:8;201:6; 204:16;210:2;223:9; 224:20;234:9;238:8, 16;252:8;253:6; 261:7 onsite (1) 94:16 on-the-job (1) 82:5 onto (3) 177:15;200:11; 253:14 op (1) 43:21 Opal (1) 36:4 open (11) 7:4,5;43:9,11; 127:15;128:13; 130:8;169:1;171:17; 225:2;229:11 open- (1) 56:17 opened (2) 148:5;159:11 OPEN-ENROLLMENT (7) 46:3;47:17;49:23; 50:24;56:3;66:11,25 opening (6) 77:2;80:17;103:10, 11;156:8;158:14 opens (1) 158:16 operate (1) 83:7 opinion (4) 208:22;219:22; 243:24;253:15 opportunities (10) 76:9,11;77:24; 97:8;182:18;186:22; 187:9,11;223:7,25	opportunity (35) 34:14;43:10;68:10; 69:10,11,13,23;70:6, 18;71:8;72:3;73:7; 75:12;77:2;80:16,23; 81:5,12,20;82:3; 83:16;86:18;88:4; 89:17;90:19;109:1; 111:24;112:5;143:7; 188:2,13;234:14; 236:19;237:8;243:18 oppose (3) 213:21;216:2; 237:2 opposed (20) 33:20;45:21;47:10; 49:18;50:21;54:21; 66:7;89:4;108:8; 112:16;113:22; 115:6;116:11; 117:12;118:14; 119:24;121:1; 123:18;125:25; 134:24 opposing (1) 16:4 opposition (2) 66:19;202:22 oppression (2) 198:22,23 oppressive (1) 200:18 oppressors (1) 200:10 opted (1) 230:11 opt-in (1) 188:1 option (20) 113:11;135:13; 159:21;174:20; 175:6;177:1,11,21, 24;178:6,12;179:3; 182:6,6,7;186:18; 189:21;193:18; 226:13;229:12 options (17) 132:3,9;157:1; 171:4;180:10; 181:25;182:4,8,15; 183:14;184:1;186:9, 11;187:6;189:15; 193:13;226:21 orange (1) 212:7 orchestrator (1) 203:11 ordeal (1) 234:7 order (14) 17:18;22:24;52:12; 89:12,25;90:25; 95:10;109:10,15,25;	131:18;153:5; 186:23;191:12 organization (2) 219:6;249:16 organizations (6) 97:5,6,9;107:11; 146:8;205:11 organizing (2) 139:6;232:6 original (3) 16:20;52:1;207:1 originally (2) 119:3;122:21 Orville (1) 203:2 OSHA (1) 216:24 others (5) 74:15;89:21;103:6; 109:8;244:4 Otherwise (5) 10:16;89:21;90:7; 124:5;239:22 Ouida (1) 256:14 ours (1) 184:10 ourselves (1) 35:9 out (107) 11:16;12:9,11,16; 14:10;15:14;16:6; 17:15;22:19,22;24:4; 25:12;28:7;33:25; 37:20;41:17;44:18; 61:25;67:5;73:7,16; 80:12,19,24;82:1,20; 89:16,24;104:3; 107:7;109:8;112:6; 113:12;122:6; 126:13;127:17; 129:8;134:14,16; 135:23;137:16; 138:16,17;139:20; 140:1,2,6;141:18,24; 144:1,12;146:23; 148:5,12;150:7; 153:14,15;155:24; 158:5,25;159:10; 162:12;163:9;167:8, 9;176:10;180:3,15; 181:23;182:1; 183:18;185:13,25; 193:23;195:7; 200:17;209:4; 210:17,24;211:5,5,8; 214:11,21;215:4; 219:13,17;221:21; 222:1;223:9;226:18; 227:4,20;231:2; 234:21;239:16; 242:19,22,22;245:6; 246:12;251:7;	255:23;258:5; 259:23;260:17,25 outcomes (3) 96:10,17;230:25 outgrowth (1) 64:12 outlet (1) 215:8 outlets (1) 203:14 outline (1) 94:21 out-of-sight (1) 47:14 out-of-state (1) 121:11 outside (7) 15:20;72:12;81:3; 135:6;143:24; 148:14;194:15 outstanding (3) 77:21;92:24; 182:23 over (55) 6:19,20;8:9;10:17; 15:1,3;40:13;48:8; 58:18;61:24;68:8; 70:23;71:2;73:1; 78:5;106:19;122:25; 135:22;149:10; 157:10;160:2,6,22; 161:15;162:9; 165:17;169:8; 170:12;171:22; 173:24;174:3,15; 176:4;178:19; 181:16;194:8; 196:20;205:24; 206:9;214:7;221:24; 223:2;224:6;227:18; 228:16;237:17,17,17; 242:14;244:11; 249:13,19;250:8; 252:7;256:2 overburden (1) 134:8 overcome (2) 39:8;208:11 overflow (1) 90:2 overheard (1) 255:16 oversight (1) 232:8 overtime (1) 216:23 overview (1) 39:12 overwhelming (1) 157:24 overwhelmingly (1) 223:25 owe (1)
--	---	--	--	---

74:24 Owen (9) 4:4,6,6,23;6:8,11; 7:11,16,18 own (15) 98:23;102:12; 103:8;141:1;188:15, 16;189:7;203:21; 214:8;215:25; 237:15;246:2,3; 254:23,24 owner (2) 249:8,8 owners (1) 206:14 ownership (2) 231:22;252:3	pardon (1) 85:25 parent (11) 86:20;91:24; 111:14;204:25; 213:18;219:12; 220:7;221:8;222:22; 234:5;250:8 parent-friendly (1) 111:10 parents (23) 86:14,19;96:3; 111:23;151:18; 157:1;176:24; 183:14;186:19; 189:15,20;192:24; 194:9;198:11,15; 200:1;206:14; 220:12;231:12; 235:15;245:21; 247:5;258:12 Paris (4) 36:7;39:6,18,23 Park (1) 168:4 Parkview (13) 173:15;178:9; 183:9;184:24; 185:11;188:14,22; 217:23;219:15; 226:13;241:4; 257:19,23 Parkway (1) 229:17 part (36) 16:5;39:23;58:25; 81:20;90:22;92:18; 106:20;123:2; 129:10,11;139:12,23; 148:9,25;150:1; 159:10;161:9; 164:21,25;167:11,12, 16;168:3;172:9,11; 178:18;179:1,18; 182:13;187:4;190:3; 208:7;224:18;225:6; 231:2;243:21 participate (4) 57:20;79:24;113:9; 136:18 participating (1) 148:17 participation (1) 231:5 particular (4) 13:9,11;51:16; 214:11 particularly (4) 42:2;64:23;111:24; 117:4 parties (1) 138:2 partner (8)	37:22;43:10;64:17; 68:14;73:6;97:4,9; 189:18 partnered (1) 41:16 partners (7) 64:10,13;73:6; 107:12;148:21,22; 232:1 partnership (5) 7:2;163:13;205:3, 14;231:10 partnerships (4) 72:4;75:25;77:6; 104:21 parts (4) 57:12;122:22,23; 166:3 pass (7) 11:16;16:6;105:12, 15;150:8;170:14; 208:17 passage (1) 117:19 passed (6) 37:9,12;45:19; 143:3;212:9;220:3 passes (14) 14:18;33:16;47:11; 50:22;66:8;89:5; 108:9;112:17; 113:23;114:8;115:7; 118:15;119:25;121:2 past (5) 64:8;124:12;129:9; 135:18;214:24 path (1) 72:4 pathway (4) 44:15;69:25;70:1; 71:24 pathways (1) 73:4 patient (2) 205:9;252:15 patiently (2) 81:16;252:14 patients (1) 205:8 pattern (4) 163:15;166:7; 184:22;188:24 patterns (4) 156:19,23;184:13, 17 pawns (1) 199:7 pay (9) 72:14;78:22;189:7; 209:12;216:23; 217:11,15;227:21; 246:1 paying (2)	255:15;256:4 pays (1) 210:8 PD (1) 45:6 Peace (2) 251:22;252:9 peas (1) 203:7 peek (1) 52:13 peers (2) 226:11;255:18 PEKRON (83) 15:7,8,10;17:6,9; 20:10,13,14,19; 21:19,22;22:2;23:6, 11;25:1;26:4,6; 30:18;31:4;33:13,14; 49:12,14;59:14,15; 62:18,19;88:11,16, 23,24;113:16,18; 116:7,8;118:7,10; 121:19,21;125:4,6, 15;134:4,5,20;135:1, 8,24;136:3;138:14, 25;141:13,19,23; 142:5,9;150:18,19; 152:22;172:20,22; 177:2,4,8;186:5,16, 20;190:20;209:4,10, 11;210:1;213:23; 230:20;233:22; 238:18;239:17; 243:1;248:8;251:14, 17;255:14;256:14 penalize (1) 211:20 penalizing (1) 212:13 pending (12) 114:22;117:19; 118:7,10;119:8,15, 18;120:17,20;121:19, 21;123:11 pensions (2) 217:3,3 people (87) 21:12;32:12;33:25; 35:15;37:9;43:3; 44:2;61:3,9,12; 63:11;77:8;82:4; 86:1;90:1;91:4; 124:17,24;128:19; 129:19;141:2; 144:22;145:16; 149:8;155:11;158:7, 8;167:6;168:2; 174:20;183:7; 185:23;190:15; 191:11;192:4;196:6; 201:14,21;202:12,21; 203:3,4,6,24;204:21;	205:11,24,25;206:2, 5,13,17;208:25; 209:3;210:20,22,22, 25,25;215:1,23; 220:6;227:6;232:1; 236:18;237:4; 239:12;243:17; 245:9,16;246:12,15, 22;247:2;248:11,13, 16;251:8;252:23; 255:23;258:4,7,16, 18;259:13;261:12 people' (2) 203:23,23 people's (1) 168:2 per (4) 41:23;78:14,16; 124:5 percent (8) 24:22;134:10,17, 17;135:4,5,19,22 perfect (2) 184:21;205:22 performance (3) 157:13;226:14; 235:7 performed (1) 129:10 performing (1) 187:21 period (8) 15:12;25:7;87:10; 88:1;113:3;115:23; 128:18;250:23 periodically (1) 112:2 periods (1) 146:19 permanent (1) 12:1 permitted (1) 90:11 person (13) 17:14;31:23;90:5; 91:2;124:5;163:23; 201:10,15;205:18; 216:11;227:6; 232:20;254:2 personal (2) 163:24;214:24 personally (4) 6:25;88:2;196:15, 15 personnel (4) 48:21;58:25;214:7; 232:6 persons (1) 208:16 perspective (3) 81:2,3;113:12 perspectives (1) 41:6
--	---	--	--	---

petition (2) 66:24;225:25	253:20;254:1	point (38) 10:19;12:9;22:7; 23:17;27:18;28:7; 30:8;31:18;56:6; 111:12;125:16; 130:25;135:17; 137:16;139:8,9,17, 24;142:12;146:22; 147:18,25;151:2; 152:12;175:22; 187:3;188:18; 189:13;214:10; 221:18;237:2; 239:16;248:2,23; 252:5;253:11;254:8, 25	populations (1) 71:25	12;190:9
phenomenal (1) 6:22	plain (2) 14:13;239:19		portable (3) 176:6,6,11	PPC (7) 142:19;144:20; 145:6,24;261:15,16; 262:15
phone (6) 46:19;48:12;60:12; 61:17;91:16,22	plan (17) 49:4;65:23;76:18; 93:1;94:9;100:10; 102:11,18,22;104:6; 180:3;185:14;186:7; 191:2;214:13;216:3; 239:9		portables (6) 169:14;175:15,17, 18;176:2,17	PPCs (1) 142:18
phrase (3) 116:22;207:15; 209:15			Porteo (5) 240:24;249:1,1,5,7	practice (2) 96:20;97:20
physical (2) 132:17;226:8	planning (4) 110:22;140:16; 232:7;256:5		Portia (4) 225:9;230:1; 233:23,25	practices (4) 94:15;95:6;97:1; 230:23
pick (1) 194:21	plans (4) 4:13;100:13;101:2; 229:15		portion (1) 87:6	PRACTICUM (2) 34:18,20
picture (2) 6:7;176:15	Plant (2) 22:16;42:22	pointed (4) 12:16;14:10;15:14; 135:23	portions (1) 110:23	Praxis (2) 76:23;77:6
pictures (1) 6:4	platform (2) 79:3,8	pointing (1) 178:23	position (12) 13:18;14:16;17:1, 24;18:5;20:1;36:22; 37:16;81:1;130:10; 247:10;254:2	pray (2) 203:18;218:1
piece (7) 40:18;64:6;148:21; 173:7;192:18; 230:25;231:9	play (2) 171:10;230:8	points (3) 6:15;230:5;262:13	positions (4) 40:5;43:9;82:4; 128:5	prayer (2) 218:15;225:25
piggyback (1) 82:14	playing (3) 188:25;221:21; 229:7	policies (6) 94:15;95:5,24; 119:6;129:14;230:23	positive (4) 36:14;82:23; 173:13;215:8	preacher (1) 216:14
pillars (1) 233:17	PLCs (1) 151:9	policy (5) 74:20,21;78:6,12, 19	possess (1) 201:7	preachers (1) 216:12
pillow (1) 218:9	PLC's (1) 83:7	political (1) 253:3	possibilities (1) 192:6	precedent (3) 22:5;227:5,8
pilot (1) 151:8	pleading (1) 258:10	politicians (1) 203:4	possible (9) 76:2;132:10;135:4, 12;136:1;137:7; 174:16;192:4;199:5	precinct (1) 135:2
piloted (2) 36:12;71:14	please (21) 4:22;8:22;47:15; 78:9;91:5;96:6; 155:18;159:3;222:5, 7;226:20;229:23; 230:9;233:8,21; 240:2;248:7;251:12, 19;256:2;258:11	pool (1) 104:3	possibly (2) 33:22;187:5	precincts (3) 132:22;134:7; 135:11
pink (1) 161:8	pleasure (1) 92:14	pools (1) 96:24	post (3) 65:18;181:23; 207:1	predecessor (2) 19:10;24:7
Pinnacle (22) 174:14,21;175:13, 19;177:4,16,20,21; 178:7;182:3;186:10; 188:4;223:10;224:2, 7;226:6;227:13; 228:18,20;229:2,4,11	PLSB (7) 7:20;8:7,18;16:18; 17:3,11;33:23	Poore (68) 153:10;154:12,16, 18,19,25;155:3,22; 159:3;160:16; 163:23;164:7,10; 166:23,25;167:3; 168:9,10,19;169:25; 170:7,9,24;172:20, 21;173:1;175:9,18, 21,25;176:8;177:3,7, 9;180:22;181:10,13; 182:10;183:16; 184:5,25;185:4,7,10, 17,20,22;186:5,15, 17,24;188:4,9,12; 190:5;191:2,5,18,19; 192:3,16,21;193:1, 15;194:10;195:5; 215:1;238:8	postcards (1) 206:2	predicament (1) 169:23
Pinnacle's (1) 226:16	PLSB's (3) 16:25;17:24;20:1	pool (1) 104:3	posting (1) 206:10	predominantly (1) 248:15
place (26) 12:12;40:3;41:7; 42:4,13,20;43:12,24; 57:14,22;73:23; 76:18;77:5;85:4; 95:24;97:20;102:13; 113:6;129:16;140:3, 11;169:7;197:1; 219:23;254:1;259:24	PLT (1) 37:10	pool (1) 104:3	potential (1) 148:3	prefers (1) 200:24
placed (4) 34:13;38:4;44:9; 121:15	plugged (1) 148:23	pool (1) 104:3	potentially (1) 206:9	prejudice (1) 253:13
PLACEMENT (2) 121:5,8	plus (1) 201:19	pool (1) 104:3	POUNDS (1) 224:13	pre-K (3) 160:5;228:15; 241:10
placements (1) 39:20	pm (6) 7:2;89:10;191:6; 262:7,7,19	pop (1) 161:21	poured (1) 150:23	premier (1) 5:1
places (2) 38:19;180:21	pockets (1) 203:25	popular (2) 199:24;244:14	poverty (2) 98:2;241:19	Prep (3) 48:3,4,7
placing (4) 138:11;213:22;	pod (1) 203:7	population (5) 72:2;97:7;103:20; 133:22;229:20	Powell (1) 167:25	prepare (1) 11:13
	podium (2) 155:21;252:19		power (12) 202:12;204:3,20; 205:17,18;211:13; 215:17;240:8,8,20; 251:10;252:24	prepared (2) 40:17;183:20
	poem (1) 202:18		PowerPoint (5) 71:10;155:4;179:8,	preponderance (1) 19:2
				prerequisite (1) 22:18
				pre-requisite (1) 22:14
				prerogative (2) 88:7,8
				present (13) 4:10,20;51:8; 86:22;124:19;

127:14,24;155:8; 171:4,5;192:1,12; 203:1 presentation (10) 66:19;67:22;68:5, 7,15;90:21;147:23; 153:11;179:19; 191:25 presentations (3) 125:6,9,11 presented (6) 34:9;81:22;132:4; 136:12;158:11; 162:24 presenting (4) 35:5;136:10; 165:16;179:25 presently (1) 43:15 president (1) 48:4 pressing (1) 100:12 pretending (1) 221:18 pre-training (1) 42:5 pretty (5) 17:13;128:21; 209:1;230:16;239:9 prevent (1) 93:18 preventing (1) 93:16 previous (2) 52:22;157:8 previously (2) 131:21;177:15 pride (1) 250:3 primarily (1) 118:23 primary (1) 98:13 principal (10) 45:4;51:8;60:11; 67:12;81:15,17;85:2; 182:24;187:18;232:4 principals (4) 78:1;132:8;139:14; 192:24 print (1) 17:6 prior (6) 30:10;90:22;98:8; 124:15;125:3;129:3 priority (5) 109:9;162:22; 168:15;170:17,22 privacy (1) 217:12 private (4) 64:25;227:19;	228:25;241:5 privilege (2) 4:9;256:10 privileged (1) 253:3 proactive (3) 64:7;93:21;107:8 proactively (1) 231:3 probably (20) 14:6;76:12;90:14, 25;133:16;135:25; 139:12;157:18; 165:4;167:6;169:1; 171:1,13;173:2; 178:1;182:11; 183:17;188:21; 216:11;242:13 problem (4) 79:16;170:14; 213:6;255:25 problems (2) 166:1;206:15 Procedure (2) 15:2;121:13 procedures (9) 8:9;42:4;45:9;94:8, 14;95:6;97:1;120:5; 129:14 proceed (4) 13:13;20:5;94:3; 128:23 process (26) 11:7;21:7;25:9; 75:20;86:2,9;97:17; 106:18,20;115:19; 124:11;127:17; 128:7,13;130:5,6; 131:6,15,18;136:7; 148:20;157:20; 216:2;232:6;233:22; 245:8 product (2) 221:8;249:9 profession (1) 249:23 professional (4) 42:8;43:15;77:11; 205:6 professionals (1) 219:20 proficiency (2) 44:14;254:18 program (27) 4:17;6:23;35:4,6; 36:11;37:13;38:19; 41:19;42:14,22,25; 56:10;57:14;59:1,3; 67:4;71:13;74:22; 76:24;81:19;179:1; 187:20;188:3;189:6, 10;194:2,16 PROGRAM/ACADEMIC (1)	122:12 programming (5) 172:5;173:14; 183:2;193:18;194:13 Programs (10) 35:25;36:4,37:6; 56:21;63:19;71:24; 98:16,21;187:1,21 progress (7) 95:12;96:11;99:3; 101:5;205:12,20,20 prohibit (3) 93:22;215:19; 216:21 prohibitions (1) 214:2 prohibitive (1) 226:15 projects (2) 79:25;151:8 promise (3) 51:24;104:24,25 promote (1) 5:15 promoted (2) 29:16;54:10 prompted (2) 153:7;160:14 promulgated (2) 111:2;122:21 prong (1) 69:14 properly (1) 227:25 PROPOSAL (4) 126:1;167:10; 185:3;192:9 proposals (1) 148:12 proposed (3) 108:23;110:24; 138:2 pros (1) 133:6 protected (1) 208:19 protective (1) 198:3 protects (1) 198:3 proud (6) 4:19;69:3;77:17, 23;163:8;222:23 proven (2) 71:13;227:15 provide (15) 5:13;28:15;40:19; 53:5;56:25;58:11; 59:8;77:11;78:2,3; 101:14;136:14,16,19; 150:13 provided (9) 18:10;19:10;78:25;	100:16;131:15; 133:8,25;136:21; 200:16 provides (2) 12:21;41:15 providing (6) 40:6;49:7;62:9; 72:3;240:20,21 provision (1) 13:2 provisions (2) 116:21;120:10 proximate (2) 223:24;228:11 Psychology (2) 80:21;239:8 public (98) 7:5;46:3;47:17; 49:23;50:24;54:24; 55:3;56:21;59:23; 62:23;64:24;67:1; 73:6;77:11;89:17,18; 90:4,5,11,12,18,18, 20,22,24;93:3; 108:15,18,23;109:1, 3,4,6;113:3,3,4; 114:19,19;115:23; 116:24;117:14,16; 118:2,16,20;120:3; 121:3;122:3,6,9,15; 124:10,10,16,20,21, 22;125:2,3,8,11,13, 13,16,18;126:23; 127:10,23;137:13,14; 146:19;154:19; 155:10;158:5;169:4, 17;176:19;190:6,25; 195:6,13;200:15; 201:8;208:13; 211:24;217:14,17; 219:1;227:20; 228:10;236:24; 241:24;242:9;249:9; 251:5;259:9;261:4,5 Pulaski (11) 136:24;137:3; 166:23;167:4,7,13, 22,24;168:1,4;201:11 Pull (5) 27:23;31:13;80:1; 258:23;259:1 pulling (1) 153:25 punishment (2) 119:7;120:12 punitive (1) 208:21 punitively (1) 211:19 puppet (1) 200:1 puppet-master (1) 203:10	puppets (1) 200:9 pure (1) 245:7 purporting (1) 209:16 purpose (2) 85:20;252:12 purposes (2) 13:18;208:15 pursue (1) 230:16 push (2) 79:22;180:15 pushing (1) 38:22 put (36) 16:21;17:2;24:16; 44:18;58:18;61:23; 76:18;77:5;78:21; 97:20;111:6;113:6; 114:19;142:1;147:1; 148:12;175:16,18; 179:8;190:17; 194:13;206:21,22; 207:3;210:17; 215:13;216:5;220:6; 221:20;230:19; 236:2;237:10; 248:10;254:14,25; 258:15 puts (1) 69:24 putting (4) 21:24;42:20;232:2, 21
Q				
Q- (1) 66:21 qualified (1) 235:17 qualify (2) 181:6,17 qualitative (1) 141:16 quality (4) 223:24;227:16,22, 24 quantitative (1) 141:16 quick (4) 6:15;84:2;87:3; 172:22 quickly (5) 21:23;52:14;192:4; 232:10;243:14 quit (1) 221:21 quite (3) 34:5;165:21; 250:14				

quote (3) 202:19;203:2; 252:4	reactive (1) 64:7	246:4,4;260:18	203:20;260:1	reflects (1) 98:6
R	read (16) 4:19,19,21;25:2; 208:7,7;222:13; 225:19,21;227:7,9, 11;228:8;231:17; 252:21;257:10	reap (1) 181:10	recognizes (1) 89:13	refuse (1) 80:18
	race (2) 111:10;254:8	reapply (1) 84:22	recommend (1) 103:4	refused (1) 30:13
race-neutral (1) 248:4	readable (2) 111:6,10	rears (1) 57:11	RECOMMENDATION (23) 7:21;8:4;11:25; 12:4,6;18:14;19:4,7, 18;23:16;25:14; 95:15;96:8,22;97:16; 98:18;126:16;161:5; 166:5;192:7,8; 263:24;264:24	regard (7) 8:23;39:10;105:15; 106:4;107:13; 128:22;262:11
races (1) 230:24	readily (1) 183:14	reason (12) 9:3;13:8;17:11; 24:25;25:17;27:17, 19;132:23;156:7; 181:25;236:25;244:7	recommendations (7) 94:23;97:4;99:4; 104:16;119:1; 126:14;237:13	regarding (12) 30:16;51:15;58:17; 115:17,19;120:9; 121:7,10,13;123:4; 201:13;239:17
racial (3) 133:9,21;154:22	reading (4) 21:23;44:11,21; 189:3	Reasonable (11) 11:24;18:8,11,13, 15;21:20;23:19;24:2; 26:7;28:6,15	recommended (6) 12:1;21:15;96:5; 98:24;100:4;128:5	regardless (1) 253:16
racially (1) 154:10	reads (1) 137:23	reasoning (3) 201:25;202:5; 250:18	recommending (1) 18:16	regards (2) 34:3;41:11
racism (5) 253:11,13,19,22; 256:1	ready (7) 37:19;40:17;41:25; 89:8;137:4;155:4; 255:23	reasons (3) 56:13;170:3; 186:25	reconstitute (3) 154:8;194:12; 243:25	Register (1) 180:21
racists (3) 203:16;211:4,7	real (7) 134:12;156:13; 180:5;182:23;207:4, 5;257:23	Rebecca (1) 99:12	reconstituted (1) 149:15	regular (2) 72:18;197:21
Rahling (1) 229:17	reality (5) 172:9;187:13; 193:23;243:10;253:9	rebuilding (1) 244:5	reconstituting (1) 194:5	regularly (2) 114:7;232:24
raise (8) 10:24;13:11;26:18; 67:16;210:9,9,13,18	realize (7) 198:5;200:14; 202:22;243:8,21,22; 259:11	recall (2) 130:12;182:7	RECONSTITUTION (10) 123:21,23;127:9; 149:2,3,14;194:19; 243:23;244:2;262:12	REGULATORY (2) 112:20,25
raised (1) 212:18	reallocate (1) 84:24	received (12) 18:18;24:3;109:16, 25;110:12;113:4; 115:23;133:10; 170:11;181:13; 241:3,15	record (9) 38:22;102:9; 149:23;199:23; 207:16;239:22; 254:14,15,25	Rehabilitation (1) 93:24
rallied (1) 36:19	reallocated (2) 84:25;85:5	receive (10) 41:22;44:11;109:6; 114:20;116:24; 129:24;138:3;162:3, 10;241:24	records (1) 203:12	reimburse (2) 74:23;78:13
Ranch (1) 229:18	really (86) 4:15;22:6;25:1; 36:19,23;39:15;41:1; 42:15,25;52:14,23; 64:11;65:17;69:13, 23;70:4,12,24;71:12, 19;72:13,22;73:15; 77:20;78:19;79:13, 16,22;81:9,10;83:11; 88:5;92:18,21,25; 101:15;102:16,17; 123:2;137:23; 142:20;145:15; 148:15;149:25; 151:11;155:15; 158:14;159:19; 161:1,3;162:4; 164:12;165:20; 168:5;173:2;176:10, 15;177:11,18;180:9; 183:12;184:5;188:6, 19;190:3,12;214:12, 22;215:1;218:3; 221:9;230:20; 233:20;237:7; 239:20,20,20,21,23, 23,25,25;240:10;	receiving (4) 18:21;109:10,17; 242:9	recover (1) 178:25	reimbursed (1) 78:23
rank (1) 253:4		recent (6) 26:17;133:13; 205:22;223:22,22; 260:10	recovers (1) 179:2	reimbursement (4) 78:6,12,19;121:12
ranking (1) 115:21		recently (3) 80:15;130:8; 218:25	recruit (1) 82:2	reinforce (1) 193:12
rapidly (1) 229:15		receptive (1) 105:8	recruiting (3) 95:3;97:2,11	Reinhart (13) 67:10;75:16,18; 78:5,8,10,17;79:12; 83:3;85:14,19,23; 87:3
RA's (2) 85:25;86:6		re-certify (1) 251:11	recruitment (4) 93:12;96:23;97:13; 104:23	reinstake (1) 206:23
rather (8) 13:2;16:15;28:18; 101:10;104:5;128:7; 137:10;221:19		recess (2) 87:6;262:5	red (2) 177:13;199:20	reinstating (2) 237:16;242:6
rational (4) 52:5;248:18; 250:10,18		recognition (2) 139:14;219:5	re-do (1) 231:19	reinventing (1) 104:20
RAY (1) 211:17		recognize (8) 5:23;92:21;198:7, 17;199:3;214:5; 215:6;238:10	re-draw (1) 154:7	reinvestment (1) 169:16
re- (1) 254:24		recognized (5) 5:20;89:16;92:25;	reduced (1) 98:14	reiterate (2) 38:25;51:15
reach (16) 70:7,17;72:17,23; 76:9;78:20;80:12,13, 25;82:3,7,17,25;86:6; 102:18;112:5			referenced (2) 42:17;107:13	reject (1) 21:10
reached (5) 109:20,23;110:3,6; 254:17			references (1) 109:11	rejected (2) 12:5;19:18
react (1) 179:25				related (12) 53:15;62:11;76:15; 98:9,17;120:4,7; 121:4,7;122:10,17; 254:7
reaction (1) 149:6				relates (1) 237:20

relationship (3) 205:7,8,19	replacing (2) 38:8,11	131:17;133:15,23; 140:25;154:6	14:4,11;207:18; 223:5;237:12	106:18,25;114:22; 117:20;119:8,18;
relationships (1) 233:19	report (20) 6:12;7:15;21:8,9, 10;56:8;88:12;92:8, 12,24;94:21;95:6,13; 99:3;100:10,16,22; 105:19,22;260:10	requirement (4) 14:8,10;153:12; 246:23	responsibilities (4) 13:20,21;140:14; 233:15	120:20;121:22; 122:7;123:12;131:6; 136:13;156:23; 237:10
release (11) 6:17;112:1;117:14; 118:1,16,20;120:3; 121:3;122:9,15; 243:3	reporter (1) 25:23	REQUIREMENTS (4) 117:16;118:1; 119:5;208:12	responsibility (4) 106:3;114:10; 205:16,19	reviewed (3) 94:14;122:5;138:1
released (1) 109:3	REPORTER'S (2) 197:12;252:17	requires (3) 14:9;62:9;133:12	responsible (6) 13:21;106:13; 132:1;233:2;234:24, 25	reviewing (1) 96:15
relevant (5) 12:20;16:5,16; 110:11;177:19	reports (1) 88:15	research (6) 13:10;71:9;118:25; 147:5;150:13;213:4	responsive (1) 93:23	reviews (4) 21:8;45:24;96:17, 18
relief (2) 24:17;229:12	represent (4) 11:6;145:13; 161:20;201:6	research-based (1) 71:13	rest (4) 174:8,22;191:2; 219:8	revise (1) 133:23
relies (1) 17:11	representation (9) 144:21;145:20; 201:6,7;202:1,8; 204:13;245:10; 261:20	researching (1) 147:14	restriction (2) 214:18;215:5	revised (2) 140:18,18
rely (3) 17:2;23:14;73:12	REPRESENTATION] (1) 261:22	re-segregation (6) 154:21;156:18; 204:19;248:2; 254:22;255:18	restrictions (7) 140:4;213:21; 214:2,4;215:12,13; 216:5	revisit (2) 251:1,3
relying (1) 21:19	representative (6) 96:3;231:13,16,24; 232:12,19	reserved (1) 256:19	result (6) 30:18;118:23; 153:5;154:5;216:16; 237:11	revocation (7) 9:19;12:2;18:17; 19:17;21:15;27:1; 198:2
remain (2) 5:5;249:17	Representative/ (1) 130:5	Reservoir (1) 225:22	results (2) 31:15;65:19	revoke (2) 18:22;34:6
remainder (1) 10:7	representatives (9) 46:11;47:21;50:3; 51:3;55:5;60:3;63:2; 67:1;232:15	resident (4) 109:10;222:23; 227:17;249:7	retaining (2) 75:2;95:3	revoked (2) 8:5;23:1
remaining (2) 123:9;202:4	represented (6) 8:7;142:19,22; 145:14;156:6;201:9	RESIDENTIAL (3) 121:5,8,16	retainment (1) 104:23	revoking (2) 13:6;28:23
remediate (1) 165:25	represents (2) 202:8;241:20	residents (1) 232:4	retention (4) 77:16;81:21;93:13; 97:14	Reyes (1) 92:22
remedy (1) 22:24	reps (1) 233:1	resignation (1) 130:4	retire (1) 80:19	Rich (8) 63:12,16,16;64:3, 10,15;65:6;66:10
remember (7) 117:21;127:21; 157:8;175:1;199:7,8; 242:15	request (35) 4:18;24:3;35:6; 46:4,14;47:18,19,24; 49:24;50:6,25;51:6, 14,19;52:1,2,6,7,20; 55:9;58:17;60:8; 62:7;63:7;66:11; 83:19;86:25;87:16; 91:6,9,12,14;117:1; 132:3;148:12	resigned (1) 130:8	retired (1) 219:1	rid (5) 176:17;196:11; 206:20;212:19; 242:21
remind (3) 200:8;204:18; 216:13	requested (10) 12:13;13:1;19:8; 28:13,16;62:10;67:7; 88:21;94:6;99:2	RESOLUTION (3) 4:2,11;30:23	returned (2) 198:19;252:3	ride (2) 165:10;236:6
reminder (2) 37:4;66:18	requesting (14) 46:12;47:22;50:5; 51:4;55:7;60:6;63:4; 114:16,22;115:16,25; 118:1;119:7;228:11	RESOLVED (2) 5:21;25:6	return (5) 131:11;138:19; 198:16;206:5;220:22	ridiculous (1) 209:9
removing (2) 215:5,16	require (2) 205:11;246:21	resounding (1) 224:2	returned (2) 198:19;252:3	right (124) 7:17;10:24;15:13; 23:14;29:13,22; 30:23;35:18;37:10; 46:15;47:6,25;50:7; 51:6;55:10;56:17; 57:18;59:12;60:9; 61:9,16;63:7;64:9, 17;65:5,15;67:16; 73:14;75:6;94:4; 101:24;103:15; 104:11,14;110:19; 111:4,14;114:13; 118:19;126:18,22; 128:10;134:19; 135:7,14;141:22; 142:2,23;146:13; 149:20;150:3;152:8, 13,16,18;153:20; 154:3,24;155:3; 159:22;161:9;162:9;
reopen (1) 143:4	required (8) 17:17;44:22;49:6;	Resource (2) 67:10;163:25	returning (1) 242:4	
rep (1) 231:14		resources (8) 41:16;150:23; 151:6;157:5;163:5; 169:4,6,12	REV (3) 218:6,11,15	
repeal (3) 108:25;122:9,15		respect (5) 90:10;156:11; 205:12;219:21; 239:20	revealed (1) 203:17	
repealing (1) 123:7		respectful (3) 89:20;90:8;91:5	Reverend (4) 207:11;216:9,10; 235:23	
repeals (1) 108:24		respects (1) 107:6	reversal (1) 209:6	
repeat (2) 239:14;249:11		respond (1) 66:21	REVIEW (37) 7:20;46:15,18,18, 24,25;47:25;49:12, 14;50:7,14;51:7; 54:14,15;55:10; 59:14,15;60:9;62:15, 16;63:8;88:1,94:7;	
repeating (1) 258:9		responded (1) 224:1		
repetitive (2) 221:12,13		response (5)		
replace (2) 42:24;81:23				
replaced (2) 130:10;253:23				

163:4,14;165:7; 166:12,21;167:4,20; 168:11,21;169:23; 170:23;171:13; 172:12,14;173:24; 174:4,15;176:20; 178:17,20,21,23; 179:9;181:12,15; 182:1;185:10; 186:12,14;195:4; 203:22;211:15; 213:20;217:13; 218:2,4,16,21; 220:20;221:10,11; 222:19;227:21; 228:9;231:1,19; 241:10;243:5; 244:15;245:3,23; 247:7;250:4,5; 251:10,10;253:13; 256:18;257:14,25; 258:19;261:4	Robinson (3) 225:1;229:5,10 Rock (91) 48:3,4,7;66:13,15, 16;67:2;68:3,7; 75:18;79:14;80:11; 81:18;83:12;123:22; 126:10;131:12; 138:3,5,6;142:24; 147:19;153:4;154:6, 19;180:11;189:21; 196:6,7,22,23,24; 197:20;199:1,25; 200:5,6,12;202:23; 203:1,6,21;204:2,25; 206:25;207:19,20,21, 21;209:24;211:4; 212:15;217:20; 219:5;222:21,24; 223:2,20,23;224:9, 15,17,20,24;225:5; 227:17,24;228:12; 229:1,15,18;231:15; 232:20;236:5,8,14; 237:21;241:21; 242:18;244:18; 246:8,10,18,18; 249:7;250:7;252:2; 257:18;259:8;262:11	rotating (1) 234:18 route (3) 82:23,24;253:6 row (1) 252:18 ROWLAND (3) 34:24,25;35:3 Roy (2) 204:8;207:10 ruin (1) 213:12 rule (7) 28:18;109:3,7; 123:2,8;135:2; 257:25 rules (58) 15:1,2;18:25;21:2; 89:24;91:14;108:15, 18,23,25;109:1,2,3, 24;110:9;111:2,16, 17;112:20,22,24; 113:2,5,5;114:1,3,11, 17;115:9,13,16; 116:14,17,19;117:1, 14,18,24;118:16,21; 119:2,4;120:3,6,9,11; 121:3,6,9;122:10,16, 21,25;123:8;196:12; 233:11,15;239:15	115:15;116:13; 118:18,19;120:7,8; 121:9;122:8,19; 123:20;128:24; 130:21;131:8,9,9; 134:19;135:14; 136:2,10 Salerno (4) 227:3,11,12;228:1 same (18) 25:5;26:6;37:22; 69:24;83:15,15;86:7; 104:19;120:10; 126:14;142:25; 145:23;168:18; 169:23;179:15,19; 184:3;259:15 sanction (8) 9:14,18,20;13:7; 18:4;20:6;28:24; 34:13 Saracini (26) 25:19;67:10;68:16, 17,18,19,20,24;69:2, 20,23;74:1,3,7,15,19; 75:1,6;78:10;80:3, 22;84:13,16;86:17, 22;87:2 sat (2) 24:13,22 satisfy (1) 102:17 SAU (4) 35:5;37:10;39:7; 42:19 saw (9) 19:9;26:11,21; 34:23;56:9;60:19; 63:1;181:16;215:2 saying (22) 19:11;26:2;53:1; 85:15;104:5,7; 109:20;134:23; 141:16;143:9; 145:18;150:10,20; 169:24;185:24; 206:16;207:16; 221:13;225:14; 238:1,10;254:23	scheduling (9) 38:8;70:19;76:4; 78:25;79:18;87:5; 152:9;180:15;192:25 SCHOLARSHIP (2) 91:6,13 school (306) 6:18;35:22;36:7, 12,24;37:6,8;40:24; 41:12;42:21;44:5; 46:3,8;47:17;48:4, 21;49:23;50:24; 53:11;54:23,24;55:3, 8,20,21;58:1;59:23; 60:7;62:23,24;63:3,5, 17,20,23;64:1,20; 65:16;66:13,16,18, 23;67:2;68:3;69:8, 16,17;70:12,15,22, 23;71:1,3,16;73:9; 75:18;77:15,19; 79:14,15,17,23; 80:11;81:18;83:7,9, 12;85:6,16;86:18; 94:12,19,24;95:18, 23;96:4;98:1,18; 100:11,15;101:9; 102:5;106:4,7,16; 107:18,20;108:15,18, 23,24;109:1,2;110:2; 111:24,25;112:5; 113:8,11;114:11; 118:17,21;119:5; 123:23;126:10; 131:6,12;132:1; 133:22;138:3,5; 140:13;141:8; 142:19;144:21; 145:7,8;146:9; 147:19;149:4,8,9,14, 25;150:25;151:3; 153:13;154:7,7; 156:8,12;157:1; 159:6,12;162:18,21; 163:13;164:2,7,19; 165:13;167:24; 168:2,6,6;171:1,9,10, 15,19,21,21;172:1; 173:4,16;174:7,14; 175:7,7,11,15;177:6, 21,22;178:7,13; 184:1,2,3,8,19,20; 187:2,3,18;188:1,2, 11,12;189:16,21; 193:1,14,24;195:16; 196:6,23;197:5,21; 199:1,25;200:3,5,12; 201:13;204:2,3,12, 14,25;206:25; 207:20;208:11; 210:22;211:9,23,24; 212:10,11;213:22; 215:3;216:6;217:2;
rights (8) 13:16,22;30:11; 93:25;96:15;216:21; 217:7,12 rigorous (3) 86:1,3,9 ringing (1) 79:21 ringleader (1) 203:10 RINGS (1) 20:7 RINGS] (8) 201:24;216:4; 218:10;232:14; 238:4;247:16; 253:21;260:19 ripe (1) 138:8 RISE (2) 44:10;68:21 rivalries (1) 223:21 RIVER (4) 49:24,25;50:3; 64:16 rivers (1) 132:18 Road (2) 225:22;229:17 roads (1) 132:17 Robert (1) 36:2 Roberts (4) 184:15;224:1; 227:14;228:13 Roberts' (1) 228:19 Robert's (1) 89:24	Rockefeller (8) 160:1,4,6;161:17, 20,25;162:1,9 Roger (1) 63:16 Rogers (2) 103:5;184:8 role (5) 5:16;72:18;81:7; 101:14;151:4 roll (2) 181:22;255:19 roll-call (3) 31:9;32:16;88:25 rolled (1) 234:22 Romine (4) 151:14;161:6,7; 235:25 Romine/Dodd (1) 161:13 roof (1) 166:2 room (4) 6:2;61:3;221:23; 229:8 ROOM] (1) 262:6 roomful (1) 205:24 rooms (2) 90:2,3 roots (1) 207:21	run (7) 45:9;55:21;139:6, 9;203:20;212:7; 249:25 running (1) 58:7 Russellville (1) 43:4 S sadly (2) 236:18,18 sadness (1) 201:3 safe (2) 66:8;226:22 SAFETY (4) 118:17,21;216:24; 217:4 salaries (1) 85:7 salary (1) 75:25 Salas-Ford (44) 91:9,10,11,19,21; 92:13;93:7,10;94:4; 100:9;101:1,16,19, 24;103:1,15;104:8, 11,14;105:5,16; 108:10;114:3,14,14;	227:3,11,12;228:1 25:5;26:6;37:22; 69:24;83:15,15;86:7; 104:19;120:10; 126:14;142:25; 145:23;168:18; 169:23;179:15,19; 184:3;259:15 9:14,18,20;13:7; 18:4;20:6;28:24; 34:13 25:19;67:10;68:16, 17,18,19,20,24;69:2, 20,23;74:1,3,7,15,19; 75:1,6;78:10;80:3, 22;84:13,16;86:17, 22;87:2 24:13,22 102:17 35:5;37:10;39:7; 42:19 19:9;26:11,21; 34:23;56:9;60:19; 63:1;181:16;215:2 19:11;26:2;53:1; 85:15;104:5,7; 109:20;134:23; 141:16;143:9; 145:18;150:10,20; 169:24;185:24; 206:16;207:16; 221:13;225:14; 238:1,10;254:23 122:13;123:6 228:23 182:2 67:3;137:3;180:16; 207:4 12:10,12;26:21; 232:24 75:25	6:18;35:22;36:7, 12,24;37:6,8;40:24; 41:12;42:21;44:5; 46:3,8;47:17;48:4, 21;49:23;50:24; 53:11;54:23,24;55:3, 8,20,21;58:1;59:23; 60:7;62:23,24;63:3,5, 17,20,23;64:1,20; 65:16;66:13,16,18, 23;67:2;68:3;69:8, 16,17;70:12,15,22, 23;71:1,3,16;73:9; 75:18;77:15,19; 79:14,15,17,23; 80:11;81:18;83:7,9, 12;85:6,16;86:18; 94:12,19,24;95:18, 23;96:4;98:1,18; 100:11,15;101:9; 102:5;106:4,7,16; 107:18,20;108:15,18, 23,24;109:1,2;110:2; 111:24,25;112:5; 113:8,11;114:11; 118:17,21;119:5; 123:23;126:10; 131:6,12;132:1; 133:22;138:3,5; 140:13;141:8; 142:19;144:21; 145:7,8;146:9; 147:19;149:4,8,9,14, 25;150:25;151:3; 153:13;154:7,7; 156:8,12;157:1; 159:6,12;162:18,21; 163:13;164:2,7,19; 165:13;167:24; 168:2,6,6;171:1,9,10, 15,19,21,21;172:1; 173:4,16;174:7,14; 175:7,7,11,15;177:6, 21,22;178:7,13; 184:1,2,3,8,19,20; 187:2,3,18;188:1,2, 11,12;189:16,21; 193:1,14,24;195:16; 196:6,23;197:5,21; 199:1,25;200:3,5,12; 201:13;204:2,3,12, 14,25;206:25; 207:20;208:11; 210:22;211:9,23,24; 212:10,11;213:22; 215:3;216:6;217:2;

218:24;219:5,8; 220:1,3,15,22; 222:21,22;223:1,3, 11,19;224:1,3,6,7,9, 17,19,21,24;225:2,2, 5,24;226:3,6,15,16, 17,18;227:14,15,19, 20,25;228:10,18; 229:3,5,5,10,11,18, 19;230:12;231:10,16, 24;232:2,4,6,12,21; 233:17;234:1,3,3,12; 235:3,24;236:5,8,14, 22;237:16,21;239:8, 13;241:5;242:1; 244:18;246:5,6,21; 248:4,7,15,20;249:9; 252:2,17;254:9,21; 257:18,19;259:7,19, 24;260:13,16;262:11	19,24;6:13,14;7:7; 42:22;72:23;85:8; 173:16;188:15; 226:14 scientist (1) 230:19 score (1) 235:6 scores (5) 212:2,3;215:12; 259:14;260:9 scrap (1) 233:22 scratch (3) 131:22;133:4; 167:6 screen (2) 126:13;160:24 scroll (1) 165:4 scrutinized (1) 212:1 seams (1) 224:2 search (1) 207:17 seated (2) 163:16;252:14 seats (2) 48:10;174:16 SEC (6) 120:4;121:4; 122:11,11,12,13 second (75) 9:11;23:15;31:6,7, 8;41:19;42:9,14; 45:14,15;47:2,3,4,7; 49:13;50:15,17; 54:16,17,18;59:16, 17,18;62:17,18,19; 66:3,4;70:2;73:2; 88:22,24;92:2,3; 96:8;108:3,4,5; 112:11,13;113:17,18; 115:2,3;116:8;117:8, 9;118:9,11;119:19, 20,21;120:21,22,23; 121:23,24,25;123:13, 14;125:20,21,22; 153:22;154:13; 160:18,21;165:16; 173:8;178:19;179:2; 182:5;187:3;222:18; 230:25 Secondary (10) 8:1;16:2;37:8; 51:23;77:9;112:24; 115:12;122:16; 187:2;228:12 seconded (3) 49:15;88:23;116:7 secondly (3) 18:7;144:20;	232:24 seconds (18) 85:14;197:8,11; 201:17;202:3; 209:14;213:13; 215:20;218:5;225:4; 231:20;244:24; 247:8,20,21;253:17; 256:23;257:3 Secretary (49) 32:17,18,20,22,24; 33:1,3,5,7,9,11,13,15; 47:2;68:1,12;106:1,9, 11,14,17,23;107:1; 127:4;128:6,11; 129:5,9,22;130:7,12, 14,16,20,24;131:3; 146:2,7,14;151:20, 22,24,25;152:4,15, 17,19;193:7;221:2 Section (16) 12:21;16:16;22:20; 23:19;28:20;52:14, 18,20;62:7;93:24; 123:4,4,5,6;141:12; 186:9 sections (2) 52:10;122:23 SECURITY (7) 115:10,13,20; 216:19;234:16,18,19 seeds (2) 17:13,16 seeing (4) 13:21;65:19; 121:18;179:9 seek (2) 113:13;158:1 seeking (2) 67:2;126:8 seem (1) 17:7 seemed (1) 209:5 seems (7) 14:7;22:3;23:12; 242:16;248:3; 250:14,24 segregate (1) 208:18 segregated (1) 254:25 segregation (2) 248:1;256:7 segregationist (1) 202:20 select (1) 86:1 selected (1) 261:12 selecting (1) 193:24 selection (1)	185:2 semester (6) 37:3;42:9,9;105:9, 11;226:4 Senator (8) 130:6;239:6; 240:24;242:11; 244:25;245:13; 247:9,17 send (3) 218:2;227:19; 241:5 sending (1) 9:16 sense (5) 140:18;166:6,14; 173:3;208:23 sensing (1) 198:20 sent (5) 19:11,13;24:4; 28:7;122:5 sentence (1) 231:2 separate (2) 122:23;208:16 September (7) 12:8;19:15,21; 24:12;26:20;109:4,5 sequence (1) 218:22 series (1) 152:10 serious (1) 233:4 seriously (1) 239:21 serve (5) 53:14;72:2;151:4; 237:5;239:3 served (1) 237:3 serves (1) 208:15 Service (6) 17:4,5;79:25; 147:12;217:9;251:24 services (10) 49:7;64:5;107:10; 120:4,7;121:4,7; 122:10,17;232:2 serving (2) 98:9;165:12 session (8) 89:11;144:2,7,11; 152:9;238:5;248:6; 260:14 sessions (2) 152:10;239:25 set (23) 9:1;12:18;14:2; 19:20;22:22;24:4; 25:22;106:3;107:15;	129:25;139:18,25; 140:7;141:20; 152:25;183:22; 199:23;203:6;206:3; 212:25;214:7;227:5; 240:8 sets (1) 28:18 setting (3) 107:14;111:20; 184:10 settle (3) 19:14,16;24:9 settled (1) 24:21 settlement (6) 19:14;24:11,11,19; 26:19;153:6 seven (9) 41:13;71:18; 131:21;133:16; 158:6;166:12,13; 214:17;248:18 several (8) 72:4;92:16;94:12; 97:3;99:1;118:22; 221:9;227:7 severity (1) 115:21 sexual (1) 217:10 Shaking (2) 32:8;35:16 shall (24) 10:25;12:22;14:9, 14,15;16:24,25; 17:25;19:25;20:21; 22:4,4,12,25;23:4,6; 27:6,6,7;30:4;32:14, 15,15;67:18 Shalom (1) 197:14 shamble (1) 202:24 shape (1) 163:22 share (7) 99:9;132:14; 175:25;179:4;180:3; 186:25;190:5 shared (7) 36:25;95:16;101:7; 162:16;182:2; 231:22,22 shares (1) 145:7 sharing (1) 60:24 shed (1) 203:12 sheet (1) 18:9 shifting (1)
---	---	---	---	--

170:1 ship (1) 151:3 shipped (1) 166:13 shoot (2) 61:25;101:4 shooting (2) 101:7;260:7 shoring-it-up (1) 52:24 short (4) 34:21;88:1;90:10; 190:21 shortly (1) 207:24 shout (1) 89:21 show (9) 34:3;68:7;77:18; 84:22;86:5,7;164:24; 165:1;235:8 shown (4) 213:4;223:22,23; 236:23 shows (3) 157:15;160:20; 213:7 sick (3) 40:2,2;216:18 sick-out (1) 220:12 side (19) 32:8,8;35:16,16; 55:15;84:1;85:22; 100:1;159:24,24; 160:3;161:10,15; 174:1;178:21; 211:15;212:1; 252:14,20 sided (1) 203:24 side's (1) 26:8 sign (4) 30:11,13;76:22; 227:6 signatures (1) 137:7 signed (5) 30:14;124:17,25; 191:11;195:9 significant (3) 133:20;150:23; 243:13 significantly (1) 133:21 signs (1) 90:5 silence (17) 32:19,21;33:2,4,10, 12;57:7;61:19;120:1; 124:6;153:24;154:2,	14;197:23;198:1; 200:15,19 SILENCE] (1) 60:14 silent (5) 195:21,24;196:2,3, 4 similar (1) 60:21 simple (7) 161:14,16;187:13; 211:19;215:2; 239:19;240:7 simply (2) 15:17;107:6 simulation (1) 98:2 single (3) 222:3;242:3; 248:18 single-member (3) 131:13,20;132:4 sister (1) 195:23 sit (4) 64:15;100:10; 221:15;260:5 site (3) 148:3;232:11,11 site-based (1) 231:24 sites (1) 48:19 sits (1) 201:20 sitting (3) 242:11;252:18; 261:9 situation (8) 42:23;98:7;156:15; 214:16;226:7; 252:25;255:21; 259:25 situations (4) 25:25;40:2,5; 182:20 six (12) 65:9;70:14;74:23; 78:14,14;79:10,12; 129:18;214:17; 228:17,19;234:21 Sixth (1) 77:16 Size (8) 67:4;76:4;116:14, 17,19;142:25; 187:11;188:5 Size/Load (1) 72:20 sizes (1) 184:11 skeleton (1) 138:10	SKILLED (2) 59:25;60:4 skills (1) 5:15 skin (1) 85:12 skipped (1) 78:5 sleep (1) 218:9 slide (6) 72:13;79:5;155:18; 156:16;157:14; 168:12 slides (3) 69:12;155:6; 183:23 slow (1) 204:19 Slusser (2) 17:4;21:23 smack (1) 180:6 small (11) 58:4;69:14,24; 135:24;166:8; 205:21;228:15; 243:10;249:7,8; 260:3 smaller (2) 70:5;142:25 smart (3) 198:1;199:3;234:5 smarter (1) 199:2 Smith (1) 38:20 smoke (1) 221:20 smooth (4) 134:16,20;244:19, 21 social (11) 53:2;80:10;81:10; 204:11;205:1; 206:17;216:19; 227:6,9;230:19; 232:5 solely (1) 137:16 solutions (2) 207:19,19 somebody (5) 102:10;130:14,22; 247:3,9 somehow (1) 61:2 someone (13) 30:21;31:25;40:14; 45:8;115:20;153:8, 11;203:7;207:18,21; 224:25;230:9;253:15 sometime (1)	118:25 sometimes (8) 14:7;25:25;44:1; 47:14;61:14;181:5; 233:3;258:16 son (4) 219:15;227:13,19; 251:25 son's (1) 91:13 sooner (2) 100:13;141:18 soon-to-be (1) 42:21 sorority (1) 195:23 sorry (16) 15:9;20:14;30:8; 47:4;57:4;75:7; 95:11;167:2;168:10, 11;169:19;220:17; 240:25;246:4; 254:12;257:10 sort (6) 24:15;140:24; 141:2;149:17; 188:25;206:10 sorts (1) 202:18 so-to-speak (3) 158:14;161:12; 180:14 sound (1) 102:9 sounds (2) 56:11;257:10 source (3) 163:11,12;181:9 south (8) 162:13;164:15,16; 165:13,14;174:2,5; 178:17 Southern (2) 35:4,19 SOUTHSIDE (7) 62:24,25;63:1,3,5, 17,19 Southwest (14) 151:14;156:8; 158:14,16,20;159:5; 166:8;170:20; 173:20;183:10; 187:10,23;188:11,20 space (6) 65:15;123:25; 164:3;166:12; 167:24;174:16 Spanish (2) 207:14,15 speak (12) 27:18;40:19;43:13; 90:20;184:23; 197:22;206:12;	207:13;212:20; 239:16;255:9;256:16 speaker (1) 257:8 SPEAKERS (2) 67:20;209:13 speaking (5) 10:9;89:21;90:8; 249:14;250:13 speaks (3) 89:16;91:2;210:7 Special (17) 35:25;98:10;99:11; 111:11;120:4,7,9; 121:4,7;122:10,17, 20;123:1,3,7;198:4; 226:20 specialist (1) 239:8 specific (10) 15:23;22:22; 100:14;101:4,6; 105:1,25;106:4; 147:20;148:10 specifically (8) 18:2;24:2;28:21; 90:7;97:7;120:8; 147:22;231:23 specified (3) 96:10;105:21; 175:4 spectrum (1) 103:24 speculation (1) 245:8 speed (1) 83:3 spelled (3) 22:19;140:1; 141:24 spend (5) 39:2;42:10;85:3; 213:11;243:10 spends (1) 197:3 spent (2) 258:10,18 spirit (1) 243:1 split (2) 9:25;132:14 spoke (3) 16:4;28:4;158:8 spoken (1) 86:14 spoken] (2) 207:15;209:15 sponsored (1) 146:9 spots (2) 177:16;224:8 spread (1) 196:20
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spreading (1) 196:25	65:22;75:21; 100:18;131:22; 133:4;146:22; 147:18;180:16;194:7	14:8;28:9;127:18	streets (2) 189:25;190:2	180:15;182:4,8,25; 183:4;184:2;185:9; 186:9,22;187:6,15, 15;189:2,5,10; 193:21,23;197:24; 198:13;199:1; 200:12,13,19;208:19; 212:11,13;215:3,23, 24;220:11,12; 222:22;223:7,10,18; 224:5,7,18,19,21; 228:16,19,20,23; 230:24;231:25; 235:16;239:13; 241:7;242:2;255:3,3, 4,16;256:15;258:1, 12;259:20
spring (3) 37:14;38:4,5	starts (2) 42:9;196:25	stay (9) 43:5;168:20; 171:24;175:6,11; 198:21;223:11; 230:4,5	stretch (1) 167:8	students' (1) 254:18
Springdale (5) 48:8;103:5;145:2, 21;184:7	starving (1) 223:23	staying (2) 33:21;178:12	strike (1) 217:13	studied (3) 119:12;137:10; 190:4
spurs (1) 158:15	State (84) 4:7,24;5:4,5,12,22; 7:20;13:5,17;18:2; 22:13;23:21;25:15; 28:22;31:24;46:14, 16;47:24;50:7;54:1, 5;55:9,12,12,24; 57:12;60:8,11,20; 61:1,6;63:7,9;66:24; 68:12;89:12;91:15; 94:6;97:11;121:12; 131:25;139:8; 140:15,25;141:20; 148:9;149:24; 150:25;151:5;153:7; 160:9,15;163:12; 181:1,5;195:12; 196:7,18,21;197:2, 24;200:8,23;205:2,5, 13;206:6,12;207:25; 208:8,11;214:13,21; 217:6;219:1,8;220:3; 226:5;228:13; 236:23;243:4;244:7, 8;245:17	steep (1) 128:21	strikes (1) 256:11	studying (1) 188:24
St (1) 252:1	stated (8) 20:1;101:25; 104:16;114:16; 117:20;123:24; 141:25;206:8	steering (1) 151:2	stripping (1) 198:9	stuff (3) 239:15;240:1; 244:7
staff (29) 30:19;44:4;48:18; 68:25;71:3;82:11; 86:19;92:15;94:11, 13;95:4;96:3,24; 97:18;98:20;99:18, 24;102:2,4;144:7; 182:24;194:14,15,17, 21,22;207:3;227:24; 231:12	statement (11) 8:13,14;142:2; 222:13;225:19,20; 227:9,11;228:3,4,8	STEM (7) 161:23;172:2,23; 173:6;194:6,7,25	strive (1) 156:20	sub (2) 260:15,16
staffing (1) 187:17	statements (2) 226:25;227:7	step (10) 40:15;79:9;82:20; 96:5;106:2;163:20; 192:1;198:7,8;233:8	strong (8) 42:15,25;45:4; 168:5;176:23;178:3; 198:22;202:25	subbed (1) 260:20
Stage (1) 257:18	states (7) 14:12;21:2;28:9; 30:1;73:10;217:16; 246:1	steps (9) 95:9;96:1;97:20; 98:21,24;100:4; 121:15;166:2;179:23	stronger (6) 159:9;241:20,22, 23,24;242:1	Subcommittee (24) 8:24;9:8;12:1; 18:16,22;19:3,4,17, 23;20:21;21:3,3,5,8, 14;23:16,24,24; 25:10,11,13;118:24; 144:2,8
stages (1) 159:14	statistician (1) 84:21	stick (1) 88:5	structurally (2) 168:15;170:4	Subcommittee's (1) 8:4
stagnant (2) 24:13,22	status (5) 56:22;88:12; 178:10;253:5;254:2	stigmatize (1) 208:18	structure (1) 254:4	subject (1) 196:9
stand (12) 67:16;90:1;204:21; 211:17;213:2;220:1, 10,12;247:3;252:19; 258:9;259:10	statute (31) 12:19,20;13:23,23; 14:12,16;15:18;16:5, 8,16,24;17:12,17,24; 18:5;20:17,20;22:11, 12,14,21,22,25; 23:18;26:2;28:20; 30:2,21;32:15;61:24; 131:17	still (22) 6:2,22;42:18; 52:22;57:4;76:17; 123:9;135:11,20; 136:3;159:12; 167:18;168:18,25; 169:23;170:3;173:8, 15;178:4,5,13;200:16	stuck (2) 168:12;169:20	submission (2) 22:13;143:3
standalone (3) 123:2,8,8	statutory (3)	stinks (1) 250:1	student (29) 4:25;9:17;36:13; 37:2;51:18;57:13; 58:14;72:8,11;73:24; 95:4;96:24;98:19; 109:14,22,24;118:17, 21;121:15;172:12; 185:2,21;186:3,11; 215:13;223:14,15; 226:23;241:4	submit (2) 129:25;192:10
Standard (2) 9:16;62:11		stipends (2) 84:25;85:10	student-focused (1) 79:1	submitted (3) 126:12;244:12,12
standardized (1) 115:18		stipulated (1) 9:15	students (147) 5:11,13;6:19,21; 37:18;38:3;53:7,14, 22;57:19;58:24;59:5, 8;60:20;61:22;65:4, 4;69:3,20;70:21; 71:1;72:10,25,25; 78:25;79:4,7;83:9, 22;84:5;98:9,10,13, 16,17,22;99:19; 101:11;110:4; 120:12;121:11; 157:7,9,10;158:17, 19,24;159:5,15; 160:6;161:18,25; 162:1,3,7,8,9,11; 163:19;164:3;165:6, 8,10,12,13;166:13, 13,18;167:10,15,17, 19,25;168:17,20,23; 170:3,18,19;171:23; 172:7;173:18,22; 175:16;176:14; 178:7,25;179:2,3;	subordinating (1) 254:5
standards (2) 52:23;156:24		stood (2) 210:24;213:1		subordination (2) 253:24,25
standing (5) 81:3,15;211:14; 220:11;247:6		stop (6) 72:7;79:17;83:4; 160:18;204:19; 221:19		subparts (1) 90:15
standpoint (1) 180:24		Story (3) 65:24;77:17;212:2		subsections (1) 49:3
stands (1) 258:4		straight (2) 31:13;199:23		subsequent (1) 171:18
staring (1) 180:12		straight-up (1) 219:24		
start (15) 4:3;36:22;45:24; 46:5;61:4;67:22; 68:15,16;138:12; 164:20;171:8,14,25; 199:15;261:13		strategic (2) 102:11;104:6		
started (12) 45:10;59:3;61:11; 69:16;70:1;73:8; 80:12,19;85:6;92:14; 199:21;234:21		strategies (2) 96:23;97:12		
starting (9)		streaming (1) 195:13		
		street (2) 190:13;212:6		

substance (1) 215:10	supplemental (1) 100:16	78:8;93:2,10;94:1; 100:6;105:24; 111:22;117:20,21; 121:14;129:1,16; 135:22;138:4;139:7; 142:4,5,18;145:16; 148:16;151:6;152:3; 175:10;179:21; 180:2,7;185:4;189:9; 194:21;229:10; 236:11;239:24; 248:15	76:12;78:6;79:8; 84:9,11;136:7; 137:17;146:3;147:8; 205:2;213:25;214:1; 222:18,21;238:5; 245:11	234:3,15,15;239:2; 241:5;242:15;250:8; 255:11;256:4; 257:17;261:15
substantial (1) 119:2	supplies (1) 17:13		talked (12) 36:11;40:1;77:4; 80:3;110:21;127:22; 178:5;182:3;193:11; 233:12;238:8;255:20	teachers (94) 30:23;36:13,18; 41:16,22;43:14,18; 24,25;44:1,13;60:22; 67:14;69:3,25;70:7,9; 10;71:22;72:1,16; 75:2;76:9,11,19;77:3; 7,8,12,13,18,21,24; 78:3;81:23;82:1,7; 16;83:21;84:4;86:7; 14;93:13;97:15; 100:25;101:14; 143:5;163:8;194:5,6; 196:1,24;198:2,5,12; 14,21;199:9;200:1, 11,18,20,21;207:3; 210:7;211:10,20,25; 212:13,19,20;213:1, 8,9;215:4;217:3,18, 24;219:18;220:2; 228:10;232:6; 234:11;241:2,9,23; 242:6;244:22; 250:21;257:17; 258:1,11;259:17,18
substantially (1) 135:21	supply (2) 224:23,25	surely (1) 259:2	talking (22) 22:8,10;38:3; 58:22;60:22;61:4; 97:9;100:24;136:6; 144:20;149:2; 168:13;170:13; 171:7,9;180:20; 184:20;214:2;247:7, 15;254:19,20	
substantive (3) 109:6;114:21; 116:25	support (35) 5:2,9;36:14,16; 40:18;41:7,12,15,20, 25;42:12,20;43:14, 18;77:14;107:10; 114:2,4,18;140:14; 147:11;150:13; 151:4;169:18;183:2; 189:1;194:2;198:12; 210:19;213:24; 219:9;240:20;242:4, 5,6	surprise (1) 251:6	tax (2) 181:1,6	
substitute (1) 197:3	supported (3) 36:20;200:10; 241:23	surroundings (1) 204:17	taxation (5) 202:1,7;245:10; 261:19,21	
substitutes (1) 219:23	supporting (3) 15:11;211:9,9	survive (1) 212:10	taxes (4) 201:13,22;227:21; 246:1	
subtopics (2) 90:21;152:5	supports (4) 5:5;77:5,7;98:19	suspending (2) 13:7;28:24	taxpayer (1) 217:8	
SUCCEED (3) 91:6,8,13	supposed (7) 17:14,16;135:3; 209:1,7;231:18; 253:2	suspension (1) 19:16	taxpaying (1) 217:25	
success (5) 75:23;77:17;83:15; 224:3;242:1	supposedly (3) 201:9;236:15; 254:10	swath (1) 174:23	Taylor (2) 8:7;16:1	
successful (6) 36:21;42:14;78:24; 159:22;226:4;249:8	Supreme (1) 15:16	swear (5) 10:24;35:13,15; 67:9,17	teach (11) 32:2;80:19;82:8; 83:1;145:23;194:24; 207:14;212:15; 220:5;257:25;259:6	
sudden (2) 187:16;206:24	SUPT (80) 35:21,24;36:2,6; 39:17;41:10;42:8,12; 43:8;47:12;63:16; 64:3,10,15;65:6; 66:10;67:23;68:1; 87:22;88:3,9;154:12, 16,18,25;155:3,22; 159:3;160:16; 163:23;164:7,10; 166:23,25;167:3; 168:10,19;169:25; 170:7,9,24;172:21; 173:1;175:9,18,21, 25;176:8;177:3,7,9; 180:22;181:10,13; 182:10;183:16; 184:5,25;185:4,7,10, 17,20,22;186:15,17, 24;188:4,9,12;190:5; 191:2,5;192:3,16,21; 193:1,15;194:10; 195:5	system (8) 42:13;43:16;123:5; 127:18;208:13,14; 245:18;249:9	teacher (70) 31:20;38:21,22; 39:3;40:3,10,14; 41:12,17,18,19,20,20, 25;42:2,10,14,16,24; 43:20;44:9;67:3; 70:2,4,8;72:19,21,22, 23,24;73:2,12;75:13; 76:3,8;77:1,16,25; 80:10,15;81:2,21,25; 82:10;83:21;84:9,14, 16;105:10;142:21; 153:18;196:8;197:3, 5;206:19;207:14; 209:24,24;213:10;	
suffer (2) 247:4,5	supposedly (3) 201:9;236:15; 254:10	systems (7) 42:20;64:16; 131:25;208:17,18; 253:1,3		
sufficient (3) 20:6;96:11;223:8	Supreme (1) 15:16			
suggest (4) 9:6;211:10;239:22; 252:21	SUPT (80) 35:21,24;36:2,6; 39:17;41:10;42:8,12; 43:8;47:12;63:16; 64:3,10,15;65:6; 66:10;67:23;68:1; 87:22;88:3,9;154:12, 16,18,25;155:3,22; 159:3;160:16; 163:23;164:7,10; 166:23,25;167:3; 168:10,19;169:25; 170:7,9,24;172:21; 173:1;175:9,18,21, 25;176:8;177:3,7,9; 180:22;181:10,13; 182:10;183:16; 184:5,25;185:4,7,10, 17,20,22;186:15,17, 24;188:4,9,12;190:5; 191:2,5;192:3,16,21; 193:1,15;194:10; 195:5	T		
suggested (2) 171:12;214:25	Summit (6) 77:10,22;79:2,7; 80:16;81:25	sympathy (1) 200:25		
suggesting (1) 207:24	super (1) 172:15	systemic (2) 255:25;256:1		
suggestion (3) 27:7;137:11;207:7	superintendent (15) 35:21;36:2,6; 39:16;42:18;46:19; 48:2,49:1;55:13; 63:16;67:11,12;68:2, 18;154:19	systems (7) 42:20;64:16; 131:25;208:17,18; 253:1,3		
suitable (3) 5:2;202:25;249:24	superintendents (2) 103:4;143:1	table (3) 64:19;194:5; 210:16		
SUMMARY (1) 46:2	supervision (1) 82:19	tacking (1) 185:18		
summative (1) 240:13	supervisors (2) 40:22;41:1	tackle (1) 170:11		
summer (1) 77:15		tailor (1) 97:7		
Summit (6) 77:10,22;79:2,7; 80:16;81:25		takeover (1) 234:11		
super (1) 172:15		talent (1) 194:17		
superintendent (15) 35:21;36:2,6; 39:16;42:18;46:19; 48:2,49:1;55:13; 63:16;67:11,12;68:2, 18;154:19		talk (19) 22:8;63:21;69:5;		
superintendents (2) 103:4;143:1				
supervision (1) 82:19				
supervisors (2) 40:22;41:1				

teeth (1) 200:21	5:21;13:24;15:18	230:11	214:9;12;215:2;	189:6
telling (2) 76:22;221:11	Thinking (6) 45:3;149:13;	thumb (1) 214:14	216:16;218:15;	TRADES (2) 59:25;60:5
tells (4) 149:25;157:19;	182:21;198:18;	Thursday (1) 7:14	219:23;220:1;224:2,	tradition (1) 180:10
230:18;254:16	208:23;234:7	Thus (1) 22:18	6;228:17;230:6;	traditional (10) 53:15;56:21;97:10;
tempers (1) 202:20	third (5) 41:20;81:20;96:22;	tie (1) 203:13	249:14;250:20;	103:14;178:13;
ten (4) 214:17;224:3;	179:3;228:22	Tier (1) 71:8	255:13;22;256:21	223:14,15;226:18;
257:21,21	thoroughly (1) 119:12	tiers (1) 71:7	together (16) 16:21;60:24;61:3;	229:13,18
tend (1) 143:9	though (5) 92:21;113:8;	till (1) 262:12	99:15;103:9;129:15;	training (13) 41:21;43:12;44:10,
tenure (1) 203:14	133:15;145:13;	timeframe (7) 9:1;14:2;18:1,24;	143:14;145:22,25;	11,18;77:23;82:5;
term (5) 18:13;28:21;36:13;	200:14	21:21;24:20;96:10	151:4;161:11,13;	99:22;129:2,16;
256:11,13	thought (14) 59:3;81:6;94:9;	timeline (20) 11:12,19;16:11,19,	187:16;237:10;	200:17;217:9;261:13
termination (1) 217:7	95:9;96:1;138:16;	21:17:1;18:5,8;	245:12;248:13	trainings (2) 32:6;129:10
terms (33) 42:12;45:3;139:6;	146:15;150:9;	27:10;28:13;38:3;	togglng (1) 190:8	transcript (4) 11:9;30:9;146:17;
148:24;154:22;	168:13;175:12;	100:5,8,11,14,19;	told (8) 80:23;130:16;	202:18
156:9,14;158:15;	181:15;183:23;	131:15	200:2;205:24;230:4;	transcripts (1) 11:9
159:13;161:14;	203:10;210:23	timeliness (7) 10:10,13;30:12,16;	246:6,6;256:3	TRANSFER (4) 91:6,8,13;188:7
162:23;167:21;	thoughtful (2) 234:9;248:8	31:2,5;33:20	Tomeko (2) 51:8;53:10	transferred (1) 92:17
168:1;170:21;175:3;	thoughts (1) 130:9	timely (1) 261:8	tomorrow (3) 155:11;190:7;	transition (6) 39:25;71:4;128:19;
176:18;177:19;	thousand (1) 213:11	TIMER (1) 20:7	262:12	175:10;244:19,21
178:2,9;182:18;	thousands (1) 219:25	times (12) 52:7;65:15;71:12;	took (12) 19:6,23;21:14;	transitioning (2) 70:22;79:21
183:6;184:21;187:8,	three (58) 40:24;55:25;56:3,	82:18;94:12;158:7,8;	48:8;59:2;69:9;	transparency (3) 205:3;206:7;214:4
10,19,20;188:5,14,	16:64:2,3;69:7;71:7;	165:18;176:20;	70:23;85:7;119:11;	transportation (6) 59:8;61:22;62:6;
18,19;193:17;	72:10;73:23;74:19;	207:17;221:9;236:16	213:2;228:17;255:10	162:5,6;165:10
218:25;256:19	76:21,21;77:20;	time-stamp (2) 109:9,13	tool (2) 205:6,7	trash (1) 210:2
terrific (2) 69:1,2	78:13;81:23,24;	time-stamping (1) 109:19	tools (1) 7:7	trauma (1) 260:11
territory (1) 132:11	82:18;85:6,14;86:3;	timing (1) 192:18	top (3) 166:11;174:12;	traveling (1) 162:8
Terry (1) 235:25	91:1;102:12;124:1,3,	tired (6) 221:22,22;242:11;	194:17	treat (2) 246:10,12
test (11) 44:21;79:17;	5,7,24;132:3,9;133:5;	257:16,16;260:7	top-down (1) 149:5	treated (2) 246:15,15
115:10,13,20;212:2,	140:2;152:23,24;	Title (3) 84:25;85:1;93:13	topic (2) 151:23;230:4	treatment (1) 200:23
3;215:12;242:3;	171:4;182:2;183:25;	today (58) 8:6;16:17;26:25;	total (2) 171:21;219:4	tribute (1) 182:24
259:14;260:9	185:3;186:11,14;	29:21;30:3;38:2;	totally (2) 34:8;160:5	tried (6) 103:18;141:14;
testament (1) 82:11	191:11;195:9;	40:24;46:17;51:9;	touching (2) 132:12;166:21	159:21;165:19;
testify (1) 25:25	199:14;205:25;	68:10;69:5;70:1;	tough (2) 104:9;227:18	169:11;174:17
testimony (3) 10:23,25;67:17	206:1;207:13;	76:6,13;91:4;92:23;	tour (2) 236:5,20	triple (1) 234:22
testing (11) 70:21;79:20;	222:22;226:25;	99:10,21;102:16;	toward (2) 181:8;242:7	trophies (1) 200:7
115:10,10,13,14,17,	228:20;231:15;	124:17;136:8,11;	towards (3) 174:21,22;215:7	troubling (1) 33:18
18;122:11;240:13,14	232:9;233:6;234:2;	138:8,12;140:17;	town (4) 224:16,18;225:7;	truancy (1) 240:19
tests (1) 37:12	241:9;247:22;	168:25;171:4;	246:2	True (5)
thanks (4) 28:1;29:10;63:24;	251:16;259:16,17	191:17;195:17;	track (3) 25:21;199:17;	
228:1	three-year (1) 87:10	198:10,25;199:5,10,	239:22	
that'll (1) 161:7	threw (1) 242:19	20:205:2;207:15;	Tracy (1) 55:18	
THEREFORE (3)	thrive (1) 208:14	210:23;211:8,17;	trade (1)	
	throughout (6) 19:9;64:20;97:10;			
	99:1;234:7;240:15			
	throw (2) 146:23;242:22			
	throwing (1) 256:6			
	thrown (1)			

22:6;82:15;198:16; 205:10;220:21 truly (2) 138:23;207:2 trust (10) 205:3,9,12,14,20; 206:16;207:1; 243:19,22;244:5 trusting (1) 233:19 truth (11) 11:1,1,1;67:18,18, 19;165:21;203:8,15, 18;212:20 try (25) 19:13;24:9,20; 76:20;80:23;117:21; 138:25;156:25; 158:5,20;165:25; 170:15;176:14,22; 178:9;183:19;192:3, 17,19;197:23; 198:18;201:4; 214:21;218:9;247:22 trying (31) 19:12;24:8;33:19; 41:5;42:24;64:19; 101:4;102:18; 132:14;150:7,20; 156:14,22;157:20,25, 25;166:5;176:11; 177:19;182:13,15; 184:17;185:25; 198:21;230:5;234:8; 237:23;238:13,14; 246:12;258:19 Tucker (7) 35:21,21,23,24; 39:17;41:10;42:8 tuition (5) 78:6,11,14,19,22 turn (6) 10:16;89:16;189:5; 229:8;247:2,4 turn-back (1) 128:1 turned (2) 80:24;134:14 turnover (1) 77:18 turquoise (1) 164:12 tweak (1) 137:9 tweaking (1) 134:15 tweaks (3) 135:9,12,25 twice (2) 94:16;233:4 two (73) 6:9,15;8:23;16:13; 22:9;36:13;40:23;	49:3;63:11,24;65:5; 70:11;77:20;80:6; 82:17;84:17,22; 85:13;86:5;103:6; 104:10;108:24,24; 126:1,10,24;128:4; 130:1,15,23;131:2; 133:18;134:21; 137:2;155:15;160:2; 161:10,20;167:14; 169:1;173:2;177:16; 180:6,18;182:22; 184:8,14;186:10,12, 25;187:12;191:15; 203:3,4,5,7;212:3; 213:18;225:3,24; 228:16;229:16; 234:20;236:7,18; 241:12;249:25; 251:16;252:13,17; 255:16;261:7;264:25 two- (1) 69:13 two-and-a- (1) 123:24 two-and-a-half (4) 24:14;90:6,13;91:3 two-point (1) 229:5 two-room (1) 197:5 two-year (1) 34:14 type (9) 37:22;104:4; 132:25;161:23; 172:2;173:1,14; 179:9;181:3 types (2) 25:25;212:17 typical (1) 226:10 typically (3) 25:6;180:8;231:4 tyranny (1) 213:2	147:21 unacceptable (3) 24:24;237:18; 238:15 un-American (2) 202:10,11 UNANIMOUS (30) 45:17;46:13;47:9, 23;49:17;50:6,20; 51:5;54:20;55:8; 59:20;60:7;62:21; 63:6;66:6;89:3;92:6; 108:7;112:15; 113:21;115:5; 116:10;117:11; 118:13;119:23; 120:25;122:2; 123:17;125:24;209:6 unanimously (1) 209:3 unbiased (1) 97:17 unclean (1) 24:16 unclear (1) 141:11 unconscious (1) 97:23 under (38) 14:25;23:19,20; 52:23;62:10;82:18; 88:14;107:9;109:23; 119:5;127:18; 138:15;139:20; 140:3,15;147:21; 167:9;173:17; 174:12;177:17; 178:4;188:12;192:5, 22;193:19;214:12; 217:15;218:7; 228:13;231:8,12; 234:22;235:4;244:2; 245:17;255:22; 262:8,10 under-funding (1) 241:17 undermine (1) 203:5 understandable (1) 140:7 understands (1) 14:14 understood (2) 134:6;203:22 unemployment (1) 217:2 unequal (1) 133:21 uneven (1) 134:13 unexcused (1) 198:12 unexpectedly (1)	42:15 unforeseeable (1) 23:22 unfortunate (2) 138:15,17 Unfortunately (1) 15:15 unified (1) 242:6 UNIFORM (2) 122:13;123:6 union (20) 196:1,24;198:3; 210:11,12;212:19; 213:6;214:5;215:7, 17;216:13,15,17; 217:24;242:7,21; 244:25;251:9,12; 260:1 unions (1) 232:3 unique (1) 56:9 Unit (16) 92:18;93:8,11,11; 94:7,11,12;97:25; 99:5,5;104:22;107:4, 5,6,8;139:15 unitary (2) 208:13,14 United (4) 73:10;216:10; 217:16;246:1 universities (4) 72:5;74:5;77:6,7 University (13) 35:20;40:22;41:1; 64:24;73:25;74:4,13; 104:1,18;105:7; 174:1,3;226:5 University's (1) 35:4 unjust (1) 200:3 unless (3) 90:6;172:14; 238:21 unnecessary (1) 110:23 unstable (1) 208:19 unsustainable (1) 208:20 untimeliness (1) 9:4 un-vetted (1) 220:6 up (107) 6:5,6,8;13;15:16; 16:9;25:20,21;26:16; 28:4;31:13;34:5; 52:6,14;53:8;58:14; 62:2;64:13;65:8,16;	70:15;71:11,19; 73:20;83:10;84:19, 20,21;87:18;90:5; 91:1;99:8;103:10,12, 21;106:25;108:14; 118:19;123:1;124:1, 17,22,25;129:21; 131:16;132:3,7; 137:2;142:23; 143:24;148:7;154:1; 155:5;156:9;158:10, 16,21;159:11,16; 160:19;161:21; 171:17;175:18; 178:6,7;179:8,10; 185:23,24;186:8,24; 187:10;190:11; 191:11,15;193:8,15; 195:8,9;196:14; 197:22;199:18; 202:2;206:3,18; 211:25;217:24; 219:22;220:11,20; 221:15;222:16; 226:11;231:25; 232:17;234:10; 235:10,18;240:4; 244:20;247:3,6; 252:16;254:12; 255:14,20;258:4; 260:5 update (2) 6:12;88:15 updated (1) 133:8 upfront (1) 157:21 up-front (1) 78:22 uphold (1) 9:22 upon (8) 10:5;13:4;23:23, 25;200:19;201:22; 251:23;252:11 upside (1) 180:6 urban (1) 234:12 use (20) 7:8;37:11;44:1; 49:4;77:6;79:7; 83:14;128:11; 132:16;133:15,24; 152:1;153:18;154:8; 175:15;181:7;205:8; 240:2;254:4,4 used (16) 8:21;9:14;18:13; 29:11,18;76:1;85:21; 132:8,18;166:10; 176:2,3;199:7; 202:11;203:4;230:11
	U			
	UA- (1) 38:20 UACCB (1) 64:24 UALR (2) 7:3;105:13 UCA (1) 105:13 ultimate (1) 106:19 ultimately (4) 158:10;159:13; 234:23;235:3 umbrella (1)			

useful (1) 5:15	69:1;82:21	209:3;242:17;245:22	256:13,18	well-known (1) 132:15
user- (1) 68:12	View (17) 174:14;175:13;	voter (3) 132:24;133:1;	water (2) 212:5;244:20	well-trained (1) 260:2
using (10) 56:9;79:2;83:16;	177:5;17,20,22;	200:7	way (31) 13:15;14:23;25:18;	weren't (2) 28:4;167:13
85:8;89:24;97:21;	182:3;186:10;	votes (2) 33:15;90:4	30:16;59:6;88:4;	west (18) 159:23;161:10;
128:13;132:19;	223:10;224:2,7;	voting (1) 252:24	103:13;126:14;	174:24;188:1;223:1,
135:11;256:13	226:6;227:13;		127:25;133:2;	2,3,19,23;224:5,14,
usually (2) 74:16;232:5	228:18;229:2,4,11	W	134:20;141:18;	20;227:17,24;
utilize (3) 96:22;157:5;	View's (1) 228:20		148:18;159:18;	228:12;229:1,15,19
159:17	violate (1) 9:16	wage (1) 216:20	174:25;177:10;	western (1) 174:24
utilized (3) 159:19;163:8;	violated (1) 115:20	wait (6) 75:9;124:21;	188:19;196:1;199:5;	westward (1) 224:16
251:25	Violation (2) 11:24;34:12	176:24;229:21;	215:2;216:2;222:3;	whatnot (1) 144:8
utilizing (1) 159:24	VIOLATIONS (3) 115:10,13,17	251:2;259:4	243:20;244:13;	What's (14) 17:9;39:25;63:23;
V	violence (1) 255:21	waiting (1) 81:16	246:9,15,16;247:24;	70:20;110:9;173:5;
	violent (1) 202:11	waive (2) 13:15;30:14	251:9;252:23;255:10	208:24;221:18;
vacation (1) 216:18	VIRTUAL (6) 49:24,25;50:3;	waived (2) 13:14;23:19	Wayne (1) 36:6	235:17,19;245:22;
VALLEY (4) 49:24,25;50:3;58:6	56:4,18;201:7	waiver (15) 30:11;49:3;51:17,	ways (3) 97:14;112:4;	246:2;247:18;257:6
valuable (1) 34:15	visceral (1) 256:8	20,21;52:2,5,9,22,23;	148:19	wheel (2) 104:20;203:24
value (1) 219:19	vision (2) 217:11;218:2	54:22;76:17;77:1;	we' (1) 196:5	Whenever (3) 192:7;222:14,16
value- (1) 84:19	visits (1) 148:3	87:5;88:12	wealthy (1) 202:12	WHEREAS (5) 4:24;5:4,12,17;
variance (3) 134:11,24,25	visual (1) 157:17	waivers (23) 58:17;62:7,10;	weapon (2) 202:10,11	188:20
various (3) 56:13;112:4;	voice (5) 153:19;212:20;	66:11,17,25;67:3;	wearing (1) 199:19	whereby (1) 12:1
228:23	250:22,24;257:4	69:6,8;70:3,17;71:5;	weather (2) 12:15;23:21	WHEREUPON (2) 11:19;16:13
varying (1) 7:7	voiceless (1) 234:6	73:16;76:1,8,20;	Webb (11) 46:5;55:4,5,18,22,	wherever (1) 108:12
Vaughn (5) 204:8;207:10;	voices (4) 198:23;199:4,8;	83:13,15,19;86:13;	25;56:3,15;60:3;	whiplash (2) 242:23;244:20
211:16,17;213:14	204:22	87:10;88:18,21	62:2;63:2	White (4) 64:16;166:11;
Veronica (6) 213:16;220:24;	volleyball (1) 223:16	Waldron (2) 55:8;58:2	website (7) 111:6,15;127:20;	255:3;256:9
221:4,5,7,7	volume (1) 122:22	walk (1) 42:3	136:17;147:16;	Whitfield (8) 225:9;230:2;
versus (1) 186:14	volunteer (2) 25:18;33:23	Walker (2) 251:24,25	158:9;160:12	235:21,22,23;238:5;
vertically (1) 5:7	vote (42) 9:6;27:5;31:9;	walking (3) 42:2,7;235:19	Wednesday (1) 124:16	252:19;261:19
vet (1) 129:23	32:16;34:9;46:13;	walks (1) 258:5	WEEK (15) 4:2,11,14;5:19,23,	whole (15) 11:1;35:11;38:23;
veteran's (1) 217:9	47:23;50:6;51:5;	Walton (1) 200:9	25;6:14,15;12:15;	63:22;64:2;67:18;
veto (1) 207:7	55:8;60:7;63:6,15;	wants (8) 39:12;67:21;	19:20;40:24;82:18;	122:23;123:3,7;
vetted (1) 243:15	88:9;89:1;90:23,23;	111:15;149:15,16;	100:22;155:9;233:4	167:7;187:17;196:7,
via (1) 160:11	124:17,18;126:19,20;	179:13;243:4;257:15	weekends (1) 216:17	21;197:6;260:21
Vicki (4) 209:20;218:19;	131:2;138:8;143:3;	Wardrobe (1) 257:22	weigh (1) 33:19	who's (4) 25:19;68:21;
219:11,12	144:14;145:8,10;	Washington (10) 151:15;160:2,7;	weird (1) 246:11	106:13;235:7
video (2)	201:19;204:15;	161:16,17,20,25;	welcome (3) 39:13;90:18;	WIDBY (12) 7:21;8:5,13,23;
	22,23,24,25,25;	162:1,4,8	189:19	9:11,15;10:17;11:2,
	239:1;246:13;262:14	watch (1) 234:23	well-defined (1) 96:10	6;12:7;13:19;30:24
	voted (7) 26:25;131:11;	watched (2) 255:19;259:23	well-established (1) 132:15	WIDBY/PLSB (2) 263:24;264:24
	201:12;206:19;	watching (4) 6:25;160:11;	well-funded (1) 241:22	Widby's (4) 8:4;9:23;18:17;

20:4 wide (2) 134:25;174:23 wife (1) 257:17 WiFi (1) 57:21 Williams (1) 249:10 WILLIAMSON (16) 31:7,8;32:22,23; 45:14,15;49:13,15; 50:14,15;143:18,19; 236:9;238:25;256:3, 17 willing (4) 87:12,15;173:12; 220:5 willy-nilly (1) 219:21 WILSON (12) 91:6,8,12,15,18,19, 20,21;199:14;204:23, 24,25 Windle (1) 7:13 winner (1) 70:11 win-win (1) 73:3 wireless (1) 58:14 wish (3) 46:18;202:17; 203:19 wishes (1) 198:10 Witch (1) 257:22 withholding (2) 217:8,8 within (40) 12:23;15:12;17:17; 18:1,8,19,23,24; 19:20,23,25;20:16, 23,25;21:15;22:16, 24;24:20,25;25:7; 26:1,7;28:11;69:15; 73:4;93:11;103:8; 149:7;158:15;160:1; 162:20;172:3;174:8; 175:11;176:9,23; 180:10;182:17; 184:8;189:16 Without (23) 13:23;23:20;56:22; 73:1;89:16;105:1,25; 124:16;152:12; 154:10;199:20; 200:21;202:1,7; 208:14;209:6;230:7, 13;245:10;253:15; 261:19,21;262:16	witnessed (2) 234:16,19 witnesses (2) 21:11;25:24 woke (1) 211:12 won (1) 200:6 wonder (2) 38:7;105:7 wondered (1) 61:21 wonderful (5) 6:13;11:13;71:4; 81:19;83:8 wondering (3) 57:19;58:18;122:4 Wood (19) 220:24;222:11,16, 18,19;224:14;225:5, 11,15,17,20;227:1,3, 12;228:4,8;229:10, 25;233:12 Woods (2) 130:17,18 word (9) 22:12;154:9,11,20; 197:13;202:24; 239:23;256:7,10 words (3) 208:22;238:10; 256:24 work (68) 7:12;14:23;43:16; 57:23;72:9;74:19; 77:8,22;79:3;80:16; 92:19,24;94:7;99:15, 17;104:3,16,17,21; 107:12,24;119:11; 127:16,17;129:15; 138:10;141:9,20; 143:10;144:2,7,11, 23,24;145:1;151:4, 11,18;152:9,10; 155:8;158:7,21; 169:2;170:15;171:3; 172:15;179:11; 181:1;194:1,5; 195:19;207:2;212:4, 16;213:9;215:7; 217:4;218:7;219:1; 230:22;237:10; 239:25;240:11; 248:6;253:2;257:20; 259:18 workday (1) 216:22 worked (15) 40:20;72:5;73:23; 77:10;129:7;141:24; 145:10,21,24;159:12; 165:24;166:2; 183:22;185:13;259:7	worker (6) 53:2;204:11;205:1; 227:6,9;232:5 Workers (1) 216:15 workers' (1) 216:25 working (51) 4:13;29:3,4,6; 36:18;37:1;40:22; 58:5,7;59:5;68:24; 71:20;72:7,13;73:3, 24;74:4,11,14,16,17; 76:18;78:1;83:6; 84:17;92:19;98:25; 99:5;103:6,9,17,18, 25;104:19,21,24; 105:23;107:14; 127:25;137:25; 142:18;143:13; 145:22;148:23; 172:3;181:8;190:18; 234:15,15;254:10; 257:23 working-working (1) 29:7 workload (1) 14:5 workplace (1) 217:4 works (9) 30:19,19;39:15,19, 21;71:15;143:11; 145:5;151:11 workweek (1) 216:25 world (5) 246:16;256:13,17; 257:24;260:1 world-class (1) 244:18 worse (2) 154:22;235:4 worth (1) 169:8 wrap (2) 70:19;171:14 wraparound (4) 63:22;64:1,5;232:2 write (2) 147:13;206:3 writes (1) 227:12 writing (3) 86:4;114:10; 214:24 written (1) 117:18 wrong (4) 43:6;200:3;237:22; 246:14 wrongful (1) 217:7	Y y'all (55) 7:9,13;16:9;19:9; 26:11;34:16;39:7; 42:5;44:22;45:22; 53:24,25;54:4;57:2; 63:14;65:18,20,23; 103:17;108:11; 110:18,22;116:2; 127:20;138:25; 146:23,25;191:19; 192:14;196:13; 207:14;208:25; 209:8;211:17; 216:19;221:18,25; 222:3,4;238:17; 242:12,12,17,19; 243:8,12,21,22; 244:19;246:9; 252:13;254:1; 257:16;258:14; 259:10 y'all's (1) 252:10 year (54) 4:10,12;6:19,20, 21;39:3;41:16,19,20, 22;42:2,3;43:25; 70:3,23;74:24,24; 77:15,19;78:15,16; 81:21,24;83:10,17; 88:12;89:7;94:5; 100:25;110:22; 157:7,8,8,10;159:11, 16;162:19;171:9,10; 176:3;180:17; 188:20;206:20; 207:24;210:15,15; 223:4,9,13;224:6; 225:2;239:3;240:15; 258:11 years (59) 24:14;33:19;65:5; 67:7;69:7;70:11; 71:19;72:10;73:23; 74:20;76:21,21; 78:13;81:4,23;84:17, 22;85:6,13;86:5; 87:1;88:19;102:13, 24,25;106:15;133:16, 18;157:18;169:1,15; 170:5;182:23;197:5, 7;210:13;212:3; 214:16,17,17,17,18; 220:20;223:19; 224:3,4;225:3; 227:18;228:14,16,17; 235:11,13;241:3; 242:16;247:1; 249:19;250:8,13 year's (1)	223:10 yell (2) 89:21;227:4 YELLING (1) 261:21 YELLING] (1) 211:1 yellow (3) 166:11;174:24; 175:2 YELLS] (1) 224:11 yesterday (4) 133:8;191:12; 195:9;234:16 York (1) 71:12 you-all (2) 6:25;152:7 Young (4) 197:6;226:19; 252:13,17 youngest (1) 226:5	Z Zilch (1) 237:12 zone (33) 130:11,18,19,22; 131:2,13;132:9,11, 13;137:6;156:23; 157:22;158:25; 161:12;164:14,15,17, 22;167:5;171:25; 173:17,19;174:20; 177:12,17;178:11; 182:6;186:12; 193:11,14,20;224:20; 229:3 zoned (3) 187:25;188:1; 225:23 zones (29) 90:16,17;130:24; 131:7,20,23;132:4, 20,24;133:5,12,24; 153:2,4;154:8,10; 156:17;160:17; 161:22;170:2;182:9; 237:21,22;238:7; 243:15;247:11,13,19, 248:7 ZOOK (469) 4:3,8,20,21;6:1,6,8, 10;7:10,12,17,19,22; 8:11;10:4,9,12,14,18, 22;11:3,18;14:20,22; 15:5,8,24;16:12;20:9, 11,13,18;26:13,15; 27:2,13,16,21,23; 28:1;29:2,5,7,10,13,
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16,20,22;30:6,15; 31:3,8,11,13,22; 32:11;33:16;34:19; 35:2,7,10,12,17,23; 36:8;37:24;44:6,21, 25;45:13,15,18,21, 23;46:5,21,25;47:4, 10,13,19;48:6,14,15, 23;49:10,14,18,25; 50:11,15,18,21;51:1, 11;52:16;53:1,8,17; 54:8,13,15,18,21; 55:1,15;57:3,8,16,18; 58:3,16;59:7,12,15, 18,21;60:1,13,15; 61:7,12,14,17,20; 62:3,13,16,19,22,25; 63:11,21;64:9,12,22; 65:8,12,21;66:2,4,7, 14;67:15,21,24; 68:19,21;69:1,19,22; 73:18;75:4,7,10; 79:10;80:7;81:13; 82:13;83:2,23;84:1, 8;85:15,20;86:12,21, 23;87:7,11,14,19,21, 24;88:7,10,13,17,20, 24;89:4,11;91:7,23; 92:3,7,10;93:4,9; 94:2;99:25;100:21; 103:3,16,21;104:16; 105:7,17;107:19,24; 108:1,5,8,11,17; 109:8;110:7,13,16; 111:22;112:7,12,16, 19,22;113:1,14,18, 22,25;114:3,23; 115:1,3,6,11;116:1,6, 8,11,16;117:2,7,9,12, 17;118:4,10,14,18; 119:9,17,21,24; 120:2,6,15,19,23; 121:1,6,18,21,25; 122:3,14;123:10,14, 18,22;124:7,24; 125:5,10,17,22,25; 126:3,6,22,25;127:2; 128:16;129:1;130:3, 11,13,15,17,19,22; 131:1,4,8;134:4,23; 135:7;136:5;137:9, 19;141:6,13,22; 142:2,8,11,15,23; 143:12,15,18,21; 144:3,5,10,16,25; 146:1,6;149:1,22; 150:3,6;151:8,21,24, 25;152:3,13,16,18, 21;153:3,15,18,21; 154:5,15,17,24; 155:1,14,20;158:22; 160:14;163:18; 164:5;166:20,24;	167:2;175:4,12,20, 24;176:1;181:19,21; 183:24;186:21; 187:22;188:7,10,23; 189:23;190:16,22; 191:4,7,10,22,24; 192:12,20,23;193:5; 194:4;195:2,7;197:8, 10,16,18;199:11,13, 14;201:17;202:2,6, 14;204:7,23;205:5; 206:8;207:9,9,12; 209:12,14,15,19; 210:20;211:2,16; 213:13,15;215:20; 216:7;218:5,14,18, 21;219:10;220:23; 221:3,5;222:9,11,15, 17;224:12,13;225:4, 8,11,13,16,18; 226:24;227:2,5; 228:2,5,7;229:6,24; 230:1,5,14;231:20; 232:17,23;233:6,8, 13,24;235:21;236:9; 238:23;239:5; 240:23;244:24; 247:8;248:25;249:2; 251:13,14,16,19; 253:17;254:12; 255:5,7;256:15,23; 257:3,6;258:21; 259:1,4;260:23; 261:1,6,23,25;262:4, 5,8,9,10 ZOOKS (1) 227:10 Zora (1) 195:23	100% (1) 254:16 102a (1) 22:20 10th (4) 159:16;171:24; 175:6,14 11 (2) 77:18;81:23 11.00 (1) 120:4 11:56 (1) 89:10 1100 (1) 6:21 11th (3) 94:5;171:24;175:6 12 (4) 81:4;177:6;223:13; 227:18 1240 (3) 66:17,23;86:13 12TH (2) 117:15,25 13 (4) 90:14;202:3;229:3; 262:10 13th (1) 109:4 14 (4) 15:1,3;67:8;224:20 15 (16) 5:17,24;46:10; 47:20;50:2;51:2; 55:5;60:3;63:2; 197:8,10,11;201:17; 209:14;225:4;244:24 150 (3) 13:2;20:23;28:14 1500 (1) 187:18 150-day (1) 25:3 15th (1) 4:12 16 (1) 241:3 16-17-428 (1) 28:20 16th (1) 12:5 17-178 (1) 7:20 17-18 (1) 101:21 1761 (1) 69:20 17th (1) 12:3 18 (5) 12:12;53:22;65:6, 8;247:4 18.00 (1)	121:4 180 (8) 12:23;14:8,22; 20:25;26:2;28:11; 30:12;41:22 180- (1) 25:3 18-19 (1) 101:21 185 (1) 30:10 19 (2) 53:23,24 190 (1) 52:25 1963 (1) 217:15 1985 (1) 259:8 1992 (1) 213:1 1st (2) 220:18;259:6	55:5;60:3;63:2; 113:6;116:21;118:3; 156:6 2020 (9) 99:2;127:8;128:2; 131:14,16;133:18; 163:17;220:16,18 2020-21 (2) 171:9;188:20 2021 (1) 220:18 2024 (1) 67:8 20th (1) 248:20 216 (2) 11:10,12 21st (1) 180:1 22% (1) 6:20 22.00 (2) 122:11;123:4 223-12 (1) 22:20 225 (1) 223:9 23.00 (2) 122:11;123:4 2-3.02 (1) 109:11 24 (1) 19:15 25 (1) 218:7 26th (1) 109:5 27.00 (2) 122:12;123:5 28 (1) 220:16 28.00 (2) 122:13;123:6 29th (2) 220:17,17
	1	1 (6) 9:16;11:19;85:1,2; 201:19;263:25 1,000 (2) 184:16;228:16 1,029 (1) 228:19 1:00 (1) 89:9 1:02 (1) 89:10 10 (16) 8:13,15;9:24; 11:24;17:17;18:15; 21:19;22:16,24; 37:15,17;83:6;224:4; 228:14;229:17;257:3 10,000 (1) 215:3 100 (1) 157:10	2	
			2 (4) 16:13;71:8;177:1; 264:25 2,000 (1) 209:3 2.8 (1) 229:10 20 (8) 12:8;19:21;37:14; 66:18,20;213:13; 247:8;253:17 200 (1) 205:24 2010 (3) 133:11,14,24 2011 (1) 217:15 2014 (4) 169:7,21;254:17, 18 2015 (2) 66:23;207:16 2016-17 (1) 77:19 2017 (7) 11:23,24;12:11; 18:15;21:20;24:4; 26:12 2018 (5) 19:13,15;24:5,12; 26:20 2018-2019 (1) 77:19 2019 (16) 5:17,24;12:8; 19:21;46:10;47:20; 50:2;51:2;52:25;	3
				3 (1) 178:12 3% (3) 109:20,22;110:4 3:01 (1) 191:6 3:14 (1) 191:6 30 (7) 26:1;72:25;122:22; 145:3;247:20,21; 256:23 300 (4) 158:18;159:5; 184:14;187:16

35 (1) 72:25 359 (1) 17:10 37% (1) 189:1 39 (1) 231:20 392 (1) 17:10 3rd (3) 137:5;208:6; 241:11	7:2 5:15 (1) 262:7 5:16 (1) 262:19 50% (1) 201:18 504 (1) 93:24 50th (1) 260:11 523 (1) 121:10 57 (1) 203:17 5th (2) 117:4;260:4	113:6 8-hour (1) 216:22 8th (7) 65:22;70:23;71:2; 75:22;175:13; 223:10;226:6		
4		9		
4- (1) 258:10 4.12 (1) 134:16 4.99 (2) 134:17;135:23 4/7/2017 (1) 18:11 4:53 (1) 262:7 40 (1) 145:2 400 (3) 174:15;175:16; 184:14 400-student (1) 177:6 40-hour (1) 216:25 40-page (2) 237:10,12 41 (1) 144:22 428k (1) 16:6 430 (1) 225:23 45 (1) 165:8 450 (1) 193:20 456 (1) 173:18 49th (1) 260:11	60 (3) 74:10;169:15; 223:9 600 (2) 173:18;224:5 6-17- (1) 16:5 6-17-428 (3) 12:21;16:25;20:21 640 (1) 118:23 650 (1) 157:9 6507 (1) 216:15 676 (1) 118:3 6th (7) 75:22;77:18;80:10; 81:18;117:4;236:3,4	9 (5) 5:17,23;93:13; 177:6;223:13 90 (2) 67:6;74:10 900 (2) 184:15;224:6 903 (1) 228:20 94 (3) 18:19;19:23;21:15 979 (1) 116:21 9800 (1) 6:19 9th (12) 4:12;7:1;159:15; 171:23;175:5,13,14; 194:13;223:4,6,8,11		
5	7			
5 (22) 10:1,6;33:15; 66:21;67:7;130:18, 19,22;131:2;139:16; 140:3,4,6,11,15; 149:16;150:11; 207:16;215:14,16,18; 255:19 5:00 (1)	8 8:00 (1) 7:2 80% (1) 158:1 85 (1) 227:6 867 (1)			