

**In The Matter Of:**

*BEFORE THE DIVISION OF ELEMENTARY & SECONDARY EDUCATION  
STATE BOARD OF EDUCATION*

---

*September 20, 2019*

---

*Tiffanie N. Harrison, CCR  
P.O. Box 883  
Little Rock, AR 72203*

ARKANSAS DIVISION OF  
ELEMENTARY AND SECONDARY EDUCATION  
STATE BOARD OF EDUCATION

SEPTEMBER 20, 2019  
9:00 A.M.

A P P E A R A N C E S

BOARD MEMBERS:

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

NON-VOTING BOARD MEMBERS:

MR. JOHNNY KEY, Secretary of Education

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:

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

Tiffanie N. Harrison, CCR  
(501) 960-2219

Tiffanie N. Harrison, CCR

I N D E X

	Page
A-1: Consideration for Release for Public Comment: DESE Rules Governing Educator Licensure . . . . .	3
A-2: Consideration for Release for Public Comment: DESE Rules Governing the Code of Ethics for Arkansas Educators . . . . .	7
A-3: Consideration for Release for Public Comment: DESE Rules Governing Background Checks. . . . .	7
A-4: Consideration for Release for Public Comment: DESE Rules Governing Home Schools . . . . .	8
A-5: Consideration for Release for Public Comment: DESE Rules Governing Enrollment of Children of Military Families . . . . .	10
A-6: Consideration for Release for Public Comment: Repeal of ADE Rules Governing Enrollment of Military Dependents . . . . .	10
A-7: Consideration for Release for Public Comment: Repeal of ADE Rules Governing Calculation of Smart Core Incentive Funding. . . . .	11
A-8: Consideration for Release for Public Comment: DESE Rules Governing Public Charter Schools . . . . .	11
A-9: Consideration of Little Rock School District Reconstitution Framework. . . . .	15
Adjournment. . . . .	80
Court Reporter's Certificate . . . . .	81

E X H I B I T S

None.

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

P R O C E E D I N G S

CHAIRMAN ZOOK: Okay. The first item is are there any changes to the agenda that need to be made?

Seeing none -- and there is no consent agenda today. Before we start the action agenda, I will mention because there has been some question about how quickly the meeting was called and what -- what short notice that people feel they were given, the Department has worked diligently for like 48 hours trying to find out when they could get as many of the people from the State Board in the same room at the same time, and this happened to be the day. So that is the reason why we are meeting this Friday morning.

Ms. Chambers, is she on the phone, do you know?

MS. CHAMBERS: I am, Diane.

CHAIRMAN ZOOK: All right. Thank you.

First item on the action agenda are the rules, like we went through last week. I would ask if you have any questions as we go through, that you ask the person whose name is by the item to come to the microphone; otherwise, we will go through the items as numbered and please remember to include pending approval by the Governor in your motion.

A-1: Consideration for Release for Public Comment: DESE Rules Governing Educate Licensure.

1 CHAIRMAN ZOOK: The first one is Governing  
2 Education -- or Educator licensure, and Melissa Jacks  
3 would be the one who answers the question if anybody  
4 has any.

5 No -- you have one?

6 DR. MOORE: Yes. If Melissa -- if you wouldn't  
7 mind coming up, Ms. Jacks.

8 MS. JACKS: Melissa Jacks, Educator Licensure  
9 Program Manager.

10 DR. MOORE: This is such a big rule. If you  
11 wouldn't mind just sharing a few of the biggest  
12 pieces that are being changed here.

13 MS. JACKS: Okay. So one thing that Ms. Newton  
14 had asked when library media has come up, on the Act  
15 1240 waivers -- one thing we did add to the rules was  
16 to make a provision that we could have an ancillary  
17 license for library media, so we're going to put that  
18 out for public comment. And we would do that  
19 basically like we did the ESOL and the dyslexia. So  
20 you would have to have a master's degree and then  
21 have to pass the test. So that that was a big one.

22 Also, also one that I've gotten a lot of comment  
23 from administrators and a lot of the teachers, we  
24 have middle school licensed teachers out there that  
25 have passed for one area and so in the rules right

1 now they can get a provisional license, one year at a  
2 time, until they pass for another area of middle  
3 school and -- which is fine but I have those people -  
4 - and I have noticed it's middle school math that  
5 they have passed for. So we've got these middle  
6 school math teachers doing oftentimes a great job and  
7 they are not able to -- what if the administrator  
8 wanted them teach that resource math class? They  
9 can't seek that resource endorsement because they  
10 only have that provisional license. So who better to  
11 teach your middle school resource math but -- than,  
12 you know, that qualified math teacher?

13 Also, some of them are eligible that they could  
14 pass for 7-12 math, but they can't do that. But  
15 their area of expertise is math. And that is the  
16 most common middle school area that I've had people  
17 calling me about. I have one young man that emails  
18 me constantly about that and I've had some  
19 administrators -- I actually had an administrator who  
20 lost a teacher to a school that had a waiver and she  
21 said it was just -- it was just too much trouble to  
22 keep doing this every year, and that administrator  
23 told me about that, and so he lost a teacher because  
24 of that. So that was another big one.

25 The rest are just things that might clean up in

1 the rules on the way they're worded things, things  
2 that might come before you that we would ask for you  
3 to consider before they ever went out. Those are the  
4 main things that I can think of.

5 DR. MOORE: Thank you very much. That's very  
6 helpful.

7 MS. JACKS: Thank you.

8 CHAIRMAN ZOOK: I know that this is sort of an  
9 aside, but as I looked at the different colleges, it  
10 seems that middle school was the one that had the  
11 lowest pass rate for people coming out of college.  
12 Is it a particular area in the middle school, or is  
13 it they have to pass two?

14 MS. JACKS: I think it's that they have to pass  
15 two, and I don't think the colleges would change  
16 their programs of study necessarily, if they have to  
17 do anything differently in the programs, but it would  
18 allow those people to license once they've passed one  
19 area of middle school and go ahead and get that  
20 standard license, and move forward from there.

21 CHAIRMAN ZOOK: Okay. Thank you. Anything else?  
22 Do I have a motion?

23 DR. MOORE: Motion to approve.

24 MS. NEWTON: Second.

25 CHAIRMAN ZOOK: Pending approval by the --

1 DR. MOORE: Motion to approve, pending Governor's  
2 Office approval.

3 CHAIRMAN ZOOK: Okay. Do I have a second?

4 MS. NEWTON: Second.

5 CHAIRMAN ZOOK: Okay. Moved by Dr. Moore; second  
6 by Ms. Newton. All in favor.

7 BOARD MEMBERS (Collectively): Aye.

8 CHAIRMAN ZOOK: Opposed?

9 Motion passes.

10 A-2: Consideration for Release for Public Comment: DESE  
11 Rules Governing the Code of Ethics for Arkansas Educators.

12 CHAIRMAN ZOOK: Number two the Code of Ethics.  
13 And if you have questions it will be Jennifer Link  
14 that you will call to the microphone.

15 Seeing none, do I have a motion?

16 MR. PEKRON: Motion to approve, pending  
17 Governor's approval.

18 CHAIRMAN ZOOK: Motion by Mr. Pekron. Second?

19 MR. WILLIAMSON: Second.

20 CHAIRMAN ZOOK: By Mr. Williamson. All in favor.

21 BOARD MEMBERS (Collectively): Aye.

22 CHAIRMAN ZOOK: Opposed?

23 Motion passes.

24 A-3: Consideration for Release for Public Comment: DESE  
25 Rules Governing Background Checks

1 CHAIRMAN ZOOK: The third one is governing  
2 background checks. This is also Ms. Link. Do you  
3 have any questions?

4 Seeing none, do I have a motion?

5 MS. NEWTON: Move to approve, pending Governor's  
6 approval.

7 DR. HILL: Second.

8 CHAIRMAN ZOOK: Motion by Ms. Newton; second by  
9 Dr. Hill. All in favor?

10 BOARD MEMBERS (Collectively): Aye.

11 CHAIRMAN ZOOK: Opposed?

12 Motion passes.

13 A-4: Consideration for Release for Public Comment: DESE Rules  
14 Governing Home Schools

15 CHAIRMAN ZOOK: The next one is regarding home  
16 schools and that will be Courtney Salas-Ford if you  
17 have any questions. Okay, I do have one. Is Ms.  
18 Salas -- there she is.

19 MS. SALAS-FORD: Good morning.

20 CHAIRMAN ZOOK: Thank you. And I want to thank  
21 all of you. These ladies and gentlemen have been  
22 working overtime getting these done, so we can get  
23 them out to the public. In the early days of home-  
24 schooling there was an issue when a home-schooled  
25 student started to go to college, because they didn't

1 have a diploma from an accredited high school. Is  
2 that still the case?

3 MS. SALAS-FORD: In order to receive a diploma  
4 from the high school, they would have to take and  
5 meet all of the graduation requirements from that  
6 high school and be enrolled. So if a home-school  
7 student, remains a home-school student until  
8 graduation, they won't have a diploma from the high  
9 school; however, if they took some of their courses  
10 as a home-school student and then enrolled in the  
11 high school, the public high school, upon graduation  
12 they could receive a diploma. So it's just about the  
13 timing.

14 CHAIRMAN ZOOK: So when they want -- if they  
15 wanted to go to -- and I don't -- I'm not going to  
16 even ask about out of state, but an in-state school,  
17 can a home-school student who doesn't attend the high  
18 school at all -- can they -- do they have to do  
19 anything special to get accepted into the college?

20 MS. SALAS-FORD: Not typically, but that would be  
21 up to the college's admission criteria.

22 CHAIRMAN ZOOK: Okay. Thank you. That's all the  
23 questions I have. Anyone else?

24 Do I have a motion?

25 MS. DEAN: Move to approve, pending the

1 Governor's approval.

2 CHAIRMAN ZOOK: Moved by Ms. Dean.

3 MR. PEKRON: Second.

4 CHAIRMAN ZOOK: Second by Mr. Pekron. All in  
5 favor?

6 BOARD MEMBERS (Collectively): Aye.

7 CHAIRMAN ZOOK: Opposed?

8 Motion passes.

9 \*\*\*

10 A-5: Consideration for Release for Public Comment: DESE Rules  
11 Governing Enrollment of Children of Military Families

12 CHAIRMAN ZOOK: Okay. The fifth one is  
13 enrollment of children of military families. Do you  
14 have any questions?

15 Seeing none, do I have a motion?

16 MS. MCFETRIDGE: Motion to approve, pending  
17 approval by the Governor.

18 CHAIRMAN ZOOK: Motion by Ms. McFetridge; second  
19 by --

20 MR. HILL: Second.

21 CHAIRMAN ZOOK: -- Dr. Hill. All in favor?

22 BOARD MEMBERS (Collectively): Aye.

23 CHAIRMAN ZOOK: Opposed?

24 Motion passes.

25 A-6: Consideration for Release for Public Comment: Repeal of

1 ADE Rules Governing Enrollment of Military Dependents.

2 CHAIRMAN ZOOK: And then, number six is the  
3 repeal of -- let's see how its worded here. Repeal  
4 of ADE rules governing enrollment of military  
5 dependents. Do we have any questions there?

6 Do I have a motion?

7 DR. MOORE: Motion to approve, pending Governor's  
8 Office approval.

9 MR. PEKRON: Second.

10 CHAIRMAN ZOOK: Motion by Dr. Moore; second by  
11 Mr. Pekron. All in favor.

12 BOARD MEMBERS (Collectively): Aye.

13 CHAIRMAN ZOOK: Opposed?

14 Motion passes.

15 A-7: Consideration for Release for Public Comment: Repeal of  
16 ADE Rules Governing Calculation of Smart Core Incentive Funding

17 CHAIRMAN ZOOK: Number seven is the calculation  
18 of Smart Core Incentive Funding. Have any questions?

19 Seeing none, do have a motion?

20 MS. DEAN: Move to approve, pending Governor's  
21 approval.

22 CHAIRMAN ZOOK: Moved by Ms. Dean; second by --

23 MR. PEKRON: Second.

24 CHAIRMAN ZOOK: -- Mr. Pekron. All in favor?

25 BOARD MEMBERS (Collectively): Aye.

1 CHAIRMAN ZOOK: Opposed?

2 A-8: Consideration for Release for Public Comment: DESE Rules  
3 Governing Public Charter Schools

4 CHAIRMAN ZOOK: Number eight, public charter  
5 schools. That would be Ms. Hyatt if you have any  
6 questions.

7 MS. NEWTON: I do have questions on this one.

8 CHAIRMAN ZOOK: Okay.

9 MS. NEWTON: And I'm trying to pull it up, so it  
10 -- but anyway, my question was in the rules on  
11 6.11.2, it says they can only seek a waiver of recess  
12 if -- and then there's some conditions that follow.  
13 If we had a school later come for a 1240 waiver,  
14 would those same conditions apply in that case also.

15 MS. HYATT: Mary Claire Hyatt from the Division.  
16 Yes, ma'am. And in the 1240 rules, this exact same  
17 language is in those rules and it comes directly from  
18 the recess legislation that lays out the waiver  
19 restrictions, so I put them both in the 1240 rules  
20 and in the recess rules, so in order to obtain a  
21 waiver from that section under 1240, a charter would  
22 have to have it and they would have to make that --  
23 make those -- these additional requirements and in  
24 order for an open enrollment or district conversion  
25 charter to get it, they would have to have this

1 alternative plan approved.

2 MS. NEWTON: Right. Okay. All right. So  
3 another question, along those same lines -- and this  
4 is kind of for future reference, and it's probably  
5 something that's going to require legislation, but  
6 could we think about -- could we do something along  
7 the same lines for counseling? Maybe if a charter  
8 wanted to have a waiver for some portion of  
9 counseling, could they -- could we say they had to  
10 submit some sort of alternative plan for counseling  
11 that met and then have those qualifications  
12 underneath it?

13 MS. HYATT: So the School Counseling Improvement  
14 Act that was passed in this -- this most recent  
15 session, didn't include any of that waiver limitation  
16 language, so the only existing waiver limitation  
17 language is included in the actual charter law  
18 itself, which lists the things that cannot be waived,  
19 and then in the recess legislation it specifically  
20 said that. So if there was a law that was passed  
21 that limited the ability to get waivers, I think, you  
22 know, that's something that we have started to see  
23 happen. I mean, I'm thinking it was also in some of  
24 proposed legislation that didn't pass to have that  
25 kind of requirement in there, and I think since we do

1 -- we are seeing more waivers that more legislation  
2 might start containing that.

3 MS. NEWTON: Okay. I just think that might be  
4 something that we might want to think about in the  
5 future. Okay. Thank you.

6 CHAIRMAN ZOOK: Talk to our legislature.

7 MS. NEWTON: I know.

8 CHAIRMAN ZOOK: Anything else? Dr. Moore?

9 DR. MOORE: I wanted to ask a couple of  
10 questions, or have you speak, on the agricultural  
11 school portion of it. I know that was a law that was  
12 passed many years ago. Was there a new law that  
13 reflects, or was it just added in?

14 MS. HYATT: I think in 2017 there was a -- there  
15 was a -- and to my knowledge, I don't think we have  
16 an agricultural charter school. Yeah, I'm looking at  
17 the Commissioner. I don't think we have one.

18 SECRETARY KEY: The original legislation from  
19 2015 was rewritten in 2017, and the 2015 legislation  
20 was impossible to really enact as it was written, so  
21 we worked with the sponsors in 2017 to make that  
22 better, but no one has come forward with a proposal  
23 at this point.

24 DR. MOORE: Okay. So can a school become a  
25 school of agriculture without being a charter school,

1 or do they go through the district conversion.

2 MS. HYATT: In order to have the charter school  
3 designation, they would have to go through the  
4 charter process, so either an open enrollment or a  
5 district conversion, go through that process. I  
6 don't think there's any prohibition on a school  
7 having an agricultural component as it operates in  
8 its traditional model or in a school of innovation  
9 model, but to have this type of designation it would  
10 have to go through the charter process, yes, ma'am.

11 DR. MOORE: Okay. That makes sense. And so  
12 therefore, if it was a charter -- I mean, if it was a  
13 charter school existing they could add this on and  
14 seek --

15 MS. HYATT: Add in the --

16 DR. MOORE: -- designation of it?

17 MS. HYATT: -- agricultural component? I mean if  
18 they wanted to change their model they can do an  
19 amendment request and come -- they would have to come  
20 before the Charter Panel to do that, because when the  
21 charters are approved, both open enrollment and  
22 district conversion, the Charter Panel approves a  
23 specific model type and have a lot of discussion  
24 about their model, and if they want to make changes  
25 to that model they do have to come and get an

1 amendment to their charter contract. So they would  
2 come before the panel. If it was approved, or even  
3 disapproved, it would come before you for that review  
4 or not review.

5 DR. MOORE: Okay. That makes sense. Thank you.

6 CHAIRMAN ZOOK: Any other questions?

7 Do I have a motion?

8 DR. MOORE: Move to approve, pending Governor's  
9 Office approval.

10 CHAIRMAN ZOOK: Moved by Dr. Moore.

11 MS. DEAN: Second.

12 CHAIRMAN ZOOK: Second by Ms. Dean. All in  
13 favor?

14 BOARD MEMBERS (Collectively): Aye.

15 CHAIRMAN ZOOK: Opposed?

16 Motion passes.

17 A-9: Consideration of Little Rock School District  
18 Reconstitution Framework

19 CHAIRMAN ZOOK: Number nine, Ms. Freno.

20 MS. FRENO: Good morning. Lori Freno, Arkansas  
21 Department of Education, Division of Elementary and  
22 Secondary Education. I'm general counsel. The State  
23 Board directed the Division of Elementary and  
24 Secondary Education to draft a framework to serve as  
25 a starting point for ongoing future planning for the

1 -- planning for the future of the Little Rock School  
2 District. You all I believe have a copy of that  
3 framework in front of you, and I would like to go  
4 over that with you now, if I may.

5 SECRETARY KEY: Ms. Freno, before you do, just --  
6 Ms. Mandel has copies of that out in the audience, if  
7 anyone wants a copy.

8 MS. FRENO: Okay. I'll get started while Ms.  
9 Mandel is passing out those documents. In the event  
10 the Little Rock School District does not meet the  
11 exit criteria on or before January 28th of 2020, this  
12 State Board will reconstitute the district as  
13 follows:

14 First, order the election of a nine-member local  
15 board of directors to take place in November of 2020.  
16 Local control will be returned to the board of  
17 directors which may have limited authority as defined  
18 by the State Board, or which may operate under the  
19 direction and approval of the Commissioner of  
20 Education, as allowed under the Arkansas Educational  
21 Support and Accountability Act and rules.

22 Second, establish three categories of schools.  
23 Category 1 will be schools with a 2019 letter grade  
24 of D or higher, which will operate under the elected  
25 nine-member board of directors. Category 2 will be

1 schools undergoing reconfigurations, which may  
2 operate under the elected nine-member board of  
3 directions. The State Board will determine which  
4 schools are going to be included in category 2.  
5 Category 3 will be schools with a 2019 letter grade  
6 of F. These schools will operate under different  
7 leadership than the remaining schools in the  
8 District, but in partnership with the District.

9 And third, the Division will continue level 5  
10 intensive support of the Little Rock School District.  
11 And if you have any questions, we will be happy to  
12 entertain them.

13 CHAIRMAN ZOOK: Okay. Since we just saw this  
14 this morning, does everybody want to take a second to  
15 look at it, and digest it and then we'll see if we  
16 need to call Ms. Freno back?

17 Do we have any questions or discussion among the  
18 members before we have a motion?

19 DR. HILL: So would that mean that the local will  
20 be January 2021? Is that -- when would that assume  
21 that if this was on the election of the Board?

22 CHAIRMAN ZOOK: I think there is a requirement  
23 that after a board member in any district -- that  
24 they have a certain amount of training and hours they  
25 have to get, before they assume authority. So I

1 would -- my presumption is, and somebody can correct  
2 me if I'm incorrect, is that once all of those  
3 people, all of the people who are elected, or have  
4 received the required training before assuming  
5 authority, that then they would assume authority and  
6 as -- as badly as Little Rock School District wants  
7 their local board, I would think that the people who  
8 are elected would do that in an expedited way so that  
9 they could assume control.

10 DR. HILL: Assume in January.

11 CHAIRMAN ZOOK: And I think -- January 1st I  
12 think is the earliest they could, but --

13 DR. HILL: Okay. That's what I was asking.

14 CHAIRMAN ZOOK: Yeah. So it'll be in the middle  
15 of the 20-21 school year. You know, if they can do  
16 it sooner than that, I don't know. I'd have to look  
17 at the specific law and -- to be positive about that.

18 Is that on track, Ms. Freno? Mr. Secretary?

19 SECRETARY KEY: So on the elections we've got  
20 Courtney Salas-Ford that can talk about -- she's  
21 researched the issue of the elections. And Dr. Hill,  
22 what I would say to that is, in the past when we  
23 returned Pulaski County, Helena/West Helena, the  
24 election was in November and I can't remember if  
25 there were any run-offs at that point, but after the

1 run-offs and the full board is identified, then that  
2 training process starts. Something that Mr. Poore, I  
3 think, brought up last night, I think I heard, in the  
4 CAB meeting and has talked about this as possible  
5 training ahead of time for candidates. I think some  
6 of the board members have mentioned that at different  
7 times, too. So that training process would be before  
8 and after the election process.

9 DR. HILL: Kind of create a pool of those  
10 applicants and --

11 SECRETARY KEY: People who are interested might  
12 come in, be interested in getting in training in  
13 partnership with the District. Maybe School Board  
14 Association, groups like that that do that on a  
15 regular basis.

16 MS. SALAS-FORD: Courtney Salas-Ford, the  
17 Division. And Dr. Hill, I apologize, I couldn't hear  
18 your question, but following along with Ms. Zook and  
19 Mr. Key, yes, there would be training that's  
20 required. Typically, they would assume authority in  
21 January; however, as part of the reconstitution plan,  
22 if you all wanted to set a different timeline you  
23 would just need to include that in there.

24 DR. HILL: Just try this as quick -- make sure  
25 everybody understood the expectations.

1 MS. SALAS-FORD: Yes, January would be the  
2 quickest and as Secretary Key said, we could do  
3 training as soon as people were elected.

4 DR. HILL: Well, I like that, you know, people  
5 who are interested can already start that in advance.

6 CHAIRMAN ZOOK: Right. They might want to know  
7 what they're getting into before they actually get  
8 their signatures.

9 DR. HILL: Like us.

10 CHAIRMAN ZOOK: Yeah. Any other questions?

11 DR. MOORE: I do, yes.

12 CHAIRMAN ZOOK: Dr. Moore?

13 DR. MOORE: So when we're talking about the  
14 schools with a letter grade of D or C, we know that  
15 there are real challenges in those schools. The  
16 Department -- because it's going to continue to be in  
17 level 5, the Department is going to continue to  
18 support those schools; is that correct?

19 SECRETARY KEY: Yes, that would be --

20 DR. MOORE: What would that look like?

21 SECRETARY KEY: It would -- well, similar to what  
22 it looks like now with the joint effort that we are  
23 engaged with the District, with respect to the  
24 R.I.S.E. training, with respect to professional  
25 learning communities, all of those elements that

1           you've been hearing in the reports. We want to make  
2           sure that progress is going, so as the needs are  
3           identified in other schools, we would work, but you  
4           know, ideally even with C and D under this framework,  
5           you know, that elected board will have a bit -- will  
6           have a role as well. So that's going to be a  
7           different element than what we have now, but as far  
8           as the support, Office of Coordinated Support and  
9           Service, the team that we have, they will still be  
10          engaged in the appropriate degree with the schools,  
11          based on their needs.

12                 CHAIRMAN ZOOK: And I think the current CAB has  
13                 really set a pattern for that, because they are at  
14                 every meeting and I'm sure, in between, speaking with  
15                 administration about ``How are we doing on dyslexia?''  
16                 ``How are we doing on the curriculum?'' ``How are we  
17                 doing, you know, on those different kinds of things  
18                 that are -- that are discussed.'' So I think in the  
19                 same vein that will be done.

20                 DR. MOORE: And as far as schools that will be in  
21                 category 3, just as we talk with parents in these  
22                 schools or others across the district --

23                 UNIDENTIFIED SPEAKER: We can't hear.

24                 DR. MOORE: I'll pull it closer. Sorry. These  
25                 schools in category 3 will continue to be Little Rock

1 School District?

2 CHAIRMAN ZOOK: Yes.

3 DR. MOORE: And we're not changing the boundaries  
4 or the zones --

5 CHAIRMAN ZOOK: No.

6 DR. MOORE: Those students will still go to that  
7 school. Just as far as the support, and what it  
8 looks like from the Department --

9 CHAIRMAN ZOOK: I think the Board made it  
10 perfectly clear, and ADE agreed, we want the District  
11 to go back as a whole and not be separated, with just  
12 the kinds of support that they are provided.

13 Ms. Dean?

14 MS. DEAN: I'd like to hear more about the  
15 category 2 schools, the ones that will go under  
16 reconfiguration.

17 SECRETARY KEY: Dr. Pfeffer may want to come up  
18 and help with this, but I think what we're  
19 contemplating there is -- and you know the  
20 conversation during your work session and other  
21 conversations, and honoring the work of the community  
22 blueprint, we know there are some things in process  
23 with respect to the community blueprint. There are -  
24 - there is a possibility that schools that, you know,  
25 have plans under the community blueprint, depending

1 on what the accountability results are, there -- so -  
2 - like there may be an F rated school that is slated  
3 to go in with one of the K-8 models. So those are  
4 the things that we don't know now, or the schools we  
5 don't -- have identified now, but they are identified  
6 in the community blueprint, and we didn't want to  
7 abandon that because Mr. Poore is -- actually is  
8 waiting on us to say ``Start moving forward again with  
9 the next steps of the community blueprint process.``

10 So it's kind of a balance between what the  
11 District is already working on and has identified and  
12 what the State Board role needs to be in identifying  
13 those schools, once the accountability results are  
14 complete.

15 CHAIRMAN ZOOK: Thank you. Any other questions?  
16 Dr. Moore?

17 DR. MOORE: Yes. So as far as, you know, the  
18 return of local control with the new board, limited  
19 power, and what that would look like, we're going to  
20 have further meetings in the next couple of months to  
21 further flesh all this out; is that correct?

22 SECRETARY KEY: My -- what we envision, what the  
23 Division has talked about is as -- in the aftermath  
24 of the State Board decision, there was a Little Rock  
25 item on every agenda. It was kind of a standing

1 agenda item for the Board on the -- on the business  
2 agenda, and we would envision that we would go back  
3 to that process, because as -- you know, a framework  
4 is simply a framework and the details have to be  
5 worked out. And so that's what we would envision.  
6 And as different decision points come about, then  
7 those decision points will be brought to y'all in  
8 that agenda item.

9 DR. MOORE: Okay. So as soon as next month,  
10 we'll have more information and have more time to  
11 discuss?

12 SECRETARY KEY: Yes, as we -- especially as we  
13 get a clearer picture of, you know, were the exit  
14 criteria met? If not, which schools are still below  
15 the exit criteria, but yeah we envision the October  
16 board agenda would -- we would start that process.

17 DR. MOORE: Okay.

18 CHAIRMAN ZOOK: And those will be action items  
19 unless we ask for it to be report. So anything that  
20 fills out this that we feel that we want to have a  
21 motion and a vote on, then we in fact will do that.

22 Everybody got it?

23 MR. PEKRON: Commissioner, can you explain a  
24 little bit about what the category 3 schools,  
25 operating in partnership with the District would be.

1           SECRETARY KEY: Yes. The idea there is that the  
2           District would continue to provide some of the --  
3           within our six systems that we've talked about. You  
4           know, we've got the transportation system. We have  
5           student supports, food service, for instance, you  
6           know, so a number of those elements would continue by  
7           the District. Some of the academics, personnel,  
8           those decisions would be working through the  
9           Department and the -- but all of it would be in  
10          partnership with the District.

11          CHAIRMAN ZOOK: Any other questions, discussion,  
12          comment? Dr. Hill?

13          DR. HILL: So the category 3 is just an intensive  
14          group of --

15          SECRETARY KEY: Yes, sir.

16          DR. HILL: That what we're working to make sure  
17          we get those --

18          SECRETARY KEY: Yes, sir.

19          DR. HILL -- desired academic achievement goals  
20          that you -- that the Department seeks for?

21          CHAIRMAN ZOOK: Dr. Hernandez group, you know,  
22          and the things they're doing.

23          DR. HILL: Okay.

24          CHAIRMAN ZOOK: Do I have a motion?

25          DR. WHITFIELD: I requested to speak on this

1 action item. Am I going to be able to speak on it,  
2 before you make a vote?

3 CHAIRMAN ZOOK: No. Public comment, as I told  
4 you before, is at the end of the meeting.

5 DR. WHITFIELD: It's not a public comment. It's  
6 a question about the act agenda.

7 MS. FRENO: According to the standard operating  
8 procedures, if the State -- if the Board votes to  
9 hear public comments and if it's on a particular  
10 item, the item should be heard before the board takes  
11 its vote.

12 CHAIRMAN ZOOK: Okay. Thank you.

13 MS. FRENO: Yes. I'm sorry.

14 CHAIRMAN ZOOK: No, that's all right. I know in  
15 the past it was -- they had to notify us a day ahead  
16 but since we didn't notify them, a day ahead -- thank  
17 you for the clarification. Okay. There is a request  
18 to speak on the particular item, by -- I don't know  
19 if the five people who have signed up all want to  
20 speak before, or if it was just Dr. Whitfield.

21 UNIDENTIFIED SPEAKER: No, I do.

22 CHAIRMAN ZOOK: All right. So, we will hear  
23 comments on this, before we take a vote, if I have a  
24 motion and a second and a majority.

25 MS. NEWTON: Move to hear public comments.

1 MR. PEKRON: Second it.

2 CHAIRMAN ZOOK: Moved by Ms. Newton; second by  
3 Mr. Pekron to hear public comment. All in favor.

4 BOARD MEMBERS (Collectively): Aye.

5 CHAIRMAN ZOOK: Opposed?

6 Hearing no opposition, yes, the first person is  
7 Ryan Foster.

8 MR. FOSTER: I'm going to hold my comments until  
9 the end of this proceeding.

10 CHAIRMAN ZOOK: Hold until the end?

11 MR. FOSTER: Yes, ma'am.

12 CHAIRMAN ZOOK: The end of the meeting, or the  
13 end of this group?

14 MR. FOSTER: The end of this group.

15 CHAIRMAN ZOOK: Okay. Thank you. Dr. Whitfield?

16 DR. WHITFIELD: Good morning, everybody. I'm  
17 coming before you because I want to make it very  
18 clear that Mr. Key has been our only board member  
19 since you took over the Little Rock School District.  
20 Mr. Key has refused to meet with us. We have spoken  
21 with the CAB, which is an appointed committee that he  
22 put together out of the Little Rock School District  
23 community. One of those persons has worked to  
24 purchase one of our beloved schools that was closed  
25 by the State Board of Education, and we are very

1 frustrated that during these meetings, during the  
2 blueprint meetings, the community came out and said  
3 to you over, and over, and over again, that we do not  
4 want any more of our schools closed, that we want to  
5 have a say in what's happening with the Little Rock  
6 School District, and despite our many comments,  
7 despite what your own report, the people that the  
8 Little Rock School District as well as you, I  
9 understand, agreed to bring in as consultants,  
10 despite what we said, you still chose to decide to  
11 close three more schools in the Little Rock School  
12 District next school year.

13 You decide to close David O'Dodd. You decided  
14 to close Henderson Middle. You decided to close  
15 Meadowcliff. No, I'm sorry, it's not Meadowcliff.  
16 It's David O'Dodd. It's Romine, and it's Henderson.  
17 And the next school year, you're planning to close  
18 Baseline Academy. You're planning to close  
19 Meadowcliff, and you're also planning to close  
20 Cloverdale. We said no. We mean no, but you keep  
21 ignoring what we're asking you to do. We don't have  
22 a voice and this plan is unacceptable, because you  
23 are holding us hostage until next year.

24 Your attorney said at the last public meeting  
25 that you could return local control to the Little

1 Rock School District and you could return the entire  
2 Little Rock School District to us right now. There  
3 is nothing holding you back. There are no laws  
4 holding you back from doing that. I am making an  
5 earnest appeal to whatever moral character you still  
6 might have, to do the right thing by the Little Rock  
7 School District, give our district back to us. You  
8 are harming our children. You are ruining our city.  
9 You are violating our communities and you are taking  
10 advantage of democracy and we want it back, now.

11 CHAIRMAN ZOOK: Kristin Alexander. When you come  
12 to the microphone if you'll say your name.

13 MS. ALEXANDER: My name is Kristen Alexander I am  
14 a local parent. My daughter is still small; she's  
15 not yet school-age. We're a few years away from  
16 thinking about school, so -- but here I am. I'm here  
17 worrying about the future of my daughter's education,  
18 and her classmates education. I don't think I should  
19 even need to be here and take off work to voice these  
20 matters, but like Dr. Whitfield said, I feel like our  
21 voices as a local district are being ignored. I  
22 think that there is a misunderstanding in this state.  
23 This school district does not belong to you. It  
24 belongs to us, okay. And our voices are very  
25 important, and we really -- I mean have you actually

1           listened do the things that have been said in all of  
2           these public meetings and taken them into account?  
3           Because this to me looks like a -- an elected school  
4           board that is still under the control of this state.  
5           It's still -- and I understand that there's  
6           accountability. I'm not talking about take away all  
7           accountability, but this basically looks like  
8           anything the school board does locally, you guys can  
9           just trump and you can say, ``No, we don't like that;  
10          we're going to keep going with our plan.'' Is that  
11          not what this looks like to you? Because that's what  
12          it looks like to me, okay.

13                 So the public has made their will very clear and  
14                 we are being blatantly ignored. So that's what I  
15                 want to say about that, and I wouldn't say something  
16                 about the charter issue. Privatization has no  
17                 business in our school system. Our public money does  
18                 not need to go to charter schools. There are two  
19                 standards being upheld here, a standard for public  
20                 schools, a standard for charter schools, and that is  
21                 called separate but not equal. We have been there;  
22                 we do not need to go back there. So the only option  
23                 is to return full control of our schools back to our  
24                 community. Thank you.

25                         CHAIRMAN ZOOK: Thank you. Senator Elliott?

1           SENATOR ELLIOTT: Good morning. I'm Joyce  
2           Elliott. Good morning, board members. I want to  
3           direct my comments to you, because I assume you are  
4           not the people who put this together, so -- since  
5           you've not met to do this. and I'm very hardened  
6           with the big word ``draft'' that is on here, because  
7           that is all the merit I can give to this proposal.  
8           It should be just that, a draft.

9           And here are the things that are concerns for  
10          me. We had a discussion in here, where we almost  
11          went back to the bad old days with teachers, where  
12          we're going to create two classifications of  
13          teachers. You remember that? And we decided not to  
14          do that, because surely we've come a long way. 400  
15          years ago, when we decided that we were not going to  
16          be equal in this -- in this country. We've come a  
17          long way. We decided on that day, we're not going to  
18          segregate our teachers into different categories,  
19          those who have rights and those who did not have  
20          rights, but what we decided though is just we  
21          wouldn't give anybody rights, for the most part,  
22          under Fair Dismissal.

23          What we're having proposed, what's being  
24          proposed to you board members is one of the very  
25          things we've asked over and over with absolute unity,

1 do not divide this school district. Now you can get  
2 technical and say you're not doing that, but if you  
3 follow this you are, because what you're doing is  
4 basically, once again -- if you are not aware of the  
5 geographical divide in this city and what it means,  
6 what this will do in practicality, the same schools,  
7 the same neighborhoods, that were okay and nobody was  
8 going to do anything to, are the same ones north of  
9 630. That is the divide in this city.

10 If you do this, you're helping to perpetuate a  
11 divide that was put there deliberately, and if you do  
12 this you will be furthering that effort to keep us  
13 divided deliberately, because all of the schools that  
14 you're referring to here, whoever wrote this are part  
15 of the infrastructure of that divide. I don't even  
16 know what it means that it would be under somebody  
17 else's jurisdiction; not the school board. Why is it  
18 that you would ever vote for something where maybe  
19 half of a city will have a school board and the other  
20 half of the city is going to be under the thumb of  
21 somebody else that we have no clue who that's going  
22 to be and what it's going to be. How is that  
23 possible to even entertain an idea like that in 2019?  
24 How is that even in your thoughts? And I'm not  
25 saying it's in your thoughts. I'm asking you not to

1 put it in your thoughts.

2 Over and over, the people of this city said,  
3 ``Please don't divide us.'' And I know people think  
4 it's pretty cool and pretty canny to say, ``We've  
5 given the District back to you. You've got your  
6 Board.'' Technically you need to look very carefully  
7 at who the you is that you're talking about. Be very  
8 careful with that, because you will set a precedent  
9 of continuing a structure that is unfair to the  
10 people in this city, and generally in this nation. I  
11 don't think you want to be a part of that. I'm  
12 asking you not to be a part of that.

13 So what I'm asking specifically, as we asked in  
14 the meetings, return the school district whole.  
15 Treat everybody with dignity and respect. That's not  
16 what this does. Please treat us as if we are worthy,  
17 that we are just as important as every other school  
18 in this district. Thank you.

19 MS. WHITFIELD: I understand the live feed has  
20 been cutoff. Is there a reason for that, when we  
21 started our public comments?

22 UNIDENTIFIED SPEAKER: We are working with AETN  
23 right now. The recording is still going, so  
24 everything is being recorded, but the live stream for  
25 AETN (indiscernible) at this time.

1                   CHAIRMAN ZOOK: Okay. Were y'all able to hear  
2 that? It's not that we did it. It was that -- the  
3 people who are carrying it for us, so they're working  
4 on that.

5                   Emily Kearns? If you will identify yourself.

6                   MS. KEARNS: Hi. My name is Emily Kearns and I'm  
7 a parent of four children, two who graduated from  
8 Hall and from Parkview High Schools. They are  
9 incredibly successful students now, at the University  
10 of Arkansas. Five years ago, I came here and I stood  
11 and I begged a board to please not take away my local  
12 school board, and I said then it was wrong, that you  
13 were making things harder. It didn't have to be  
14 harder. This was about my kids and I didn't want you  
15 to get involved, and you ignored me. So I waited  
16 patiently. I did all the things that are asked of  
17 our parents to do. I made sure my kids attended  
18 school every day. I made sure they showed up and did  
19 their test work. I helped them with their homework  
20 and I watch the schools that my children attended  
21 regularly be downgraded by this school board; not a  
22 school board that I voted for but a school board that  
23 you put in place, your school board.

24                   I wanted a chance to talk about Hall and the  
25 people of 12th Street. We work hard. We are not

1 rich people, but we are trying. You called this  
2 meeting; we had no notice. My neighbors could not  
3 make it here. I'm blessed to be able to make it here  
4 today. This is not fair and if this is the way that  
5 your Board goes on, it's not fair to the rest of us.  
6 It is not democracy. You should all be ashamed, all  
7 of you.

8 I'd like to say that of my children they have  
9 attended charter schools here in Arkansas, and they  
10 have attended LRSD schools. The best experiences  
11 they have had as students while -- was while students  
12 at LRSD. They suffered in charter schools. I'd love  
13 to see a study, some kind of follow-up done, so we  
14 can see how charter school students are doing in the  
15 real world, as they attempt to go to college, because  
16 from what I'm seeing anecdotally on the street, those  
17 kids are suffering, too. It's not fair to the  
18 students, to the parents, to continue this travesty.  
19 Give us back the educational system that we asked  
20 for. I'm a homeowner. I bought a home in Little  
21 Rock because I wanted my kids to go to LRSD schools.  
22 I'm not sure I feel that way anymore. I'm not sure I  
23 would encourage others to buy a home in Little Rock,  
24 if this is the kind of school system they're going to  
25 have and that's sad. That's all I want to say.

1                   CHAIRMAN ZOOK: Thank you. Mr. Foster.

2                   MR. FOSTER: Good morning. So I've been to every  
3 one of these meetings, you know. I'm here as parent.  
4 I have a little babe at home and more than anything I  
5 wanted to come stay here in Little Rock, because  
6 there's opportunity here as a worker. In fact,  
7 that's really why I'm here as worker because I work  
8 in your factories. I work on your streets, move your  
9 lumber. I create your steel, and I have to tell you,  
10 I never want my son to have to work as hard as I do.  
11 I want to have a good education. I want him to have  
12 an education that builds. I feel like what you guys  
13 are doing at this point is everything against that.  
14 We could talk about the meeting being on very short  
15 notice, 16 hours. We could talk about the fact that  
16 somehow an IT guy doesn't know how to run a live  
17 feed. We could talk about a whole list of things,  
18 but the end of the day the core of the story is the  
19 community had a vision. The community was willing to  
20 work with that vision. The only thing you guys had  
21 to do was meet that vision. The law even allowed you  
22 to do so, yet we're sitting here and we're talking  
23 about what ifs, still on a situation that needs to be  
24 fixed immediately. What if, you know, they don't  
25 pass -- come on, just get the school district back in

1 local control. This isn't hard. Once again, this is  
2 not rocket science.

3 This is a very simple matter, because at the end  
4 of the day, you know, this community just wants a  
5 chance for their sons and daughters to grow into  
6 being great people. They don't feel like they're  
7 going to have that chance if there's going to be a  
8 charter school which is going to shorten their  
9 education. They don't feel like they have that  
10 chance when they cannot speak to people.

11 Mr. Key, I hate to say this, but I hadn't seen  
12 you for about four of those meetings. I saw you for  
13 the last two, last one and this one. The parents  
14 didn't have a chance to speak to you and tell them  
15 comments and concerns. That's not democracy. You're  
16 the representative of this school district are you  
17 not, as apparently it stands, yet we can't seem to  
18 get in contact with you. The teachers can't get in  
19 contact with you.

20 You know, just fix it. Just be reasonable at  
21 this point. The parents want to have input in what  
22 goes on in their school. They want a local school  
23 board. They don't want strings. They don't want  
24 ridiculous attachments. They want you guys to move  
25 forward and just carryout the will of the people.

1 I'm asking you guys at this point because  
2 unfortunately, you know, there's only going to be so  
3 much we can ask before we just end up saying,  
4 ``Alright, we're going to do it our way.``

5 CHAIRMAN ZOOK: Thank you. Okay. The  
6 presentation that was given to us is that we will  
7 return the full district to local control. We will  
8 have a nine-member --

9 UNIDENTIFIED SPEAKER: Ms. Zook?

10 CHAIRMAN ZOOK: Yes, sorry.

11 UNIDENTIFIED SPEAKER: Mr. Poore is asking if he  
12 can speak.

13 CHAIRMAN ZOOK: I'm sorry, you weren't signed up.

14 MR. POORE: I didn't know, and I asked prior to  
15 the meeting to be able to sign up. So that was  
16 yesterday. Didn't know if it was going to take  
17 place, so I didn't have that opportunity at that time  
18 (indiscernible). So I am asking whether or not I can  
19 speak.

20 CHAIRMAN ZOOK: Okay. Do I have a motion to that  
21 effect? For if they're not signed up?

22 MR. WILLIAMSON: Moved by Mr. Williamson; second  
23 by -- no, that's okay. I'm sorry for the  
24 misunderstanding.

25 MR. POORE: Thank you. And I'll limit myself to

1 three minutes, as you've done with others. I guess  
2 the first thing that I would suggest to you as a  
3 Board in terms of a governance model that I think all  
4 of you have held true on previous difficult  
5 decisions, is that when you have something that can  
6 be controversial, or takes deep thought is to  
7 possibly say that this is now out there and then --  
8 I'm not calling for public meetings, but I think you  
9 should reach out with possibly a survey related to  
10 this framework to allow input to come in and give it  
11 the due course that it should be discussed, because  
12 this is a very important topic to many.

13 Secondly, I will not put anything that --  
14 because so much of this is a little bit fluid.  
15 There's so much devil in the detail type work ,but  
16 the one thing that strikes me on the category 3 area  
17 is that -- I guess, instead of trying to say here's  
18 why I don't think it's right, I guess I would share  
19 here is what is right, which is the work that we have  
20 been doing with the Department to work together. And  
21 when I heard the explanation, I don't feel like that  
22 represented the work that we're doing together right  
23 now. That in itself would say that there probably  
24 needs to be more discussion about each of these  
25 items, so that we can dive deeper into those details.

1           Stats that just have come in, if you go look --  
2           last night I asked our team to present, you know,  
3           what the work is for the helping and supporting  
4           teachers through the test model. If you go look at  
5           the schools that have Ds and Fs in terms of the  
6           number of observations, and then subsequent  
7           conversations with teachers, it's unbelievable the  
8           changes that have occurred over just a one-year span.  
9           That's because, again, we're just getting our feet in  
10          the right place with the Department working together  
11          and I worry that this category three option will  
12          undermine or take that away from us. Again, it  
13          doesn't necessarily maybe say that, but that would be  
14          my concern and I would think that we'd want to vet  
15          this in a deeper way and seek public opinion, and I  
16          do appreciate the opportunity to be able to address  
17          you today. Thank you, very much.

18           CHAIRMAN ZOOK: Thank you very much, Mr. Poore.  
19          I think -- my hope is that we -- when the local board  
20          is elected, that we won't have any F schools. That's  
21          my hope for these children.

22           Okay. Do I have a motion?

23           MS. NEWTON: Ms. Zook, can I ask a question  
24          first?

25           CHAIRMAN ZOOK: Sure.

1 MS. NEWTON: Since this is a draft, what -- if  
2 this is adopted, could you speak to the process of  
3 what's going to happen from this point on, if it is  
4 adopted.

5 SECRETARY KEY: Well, it's marked a draft because  
6 until you all adopt it, it's subject to change, so --  
7 so that's why we didn't -- we felt like it was  
8 important to designate this as a draft document,  
9 because there could have been elements in here that  
10 you all, you know, add to, take away from, change, so  
11 that's why it's a draft. If you -- if you pass it as  
12 is, then the draft watermark comes out and it becomes  
13 -- be written up as an order, you know, State Board  
14 order that reflects these elements, or would reflect  
15 any changes or additions to it.

16 The process moving forward then, would be this  
17 would establish the foundation from which the next  
18 discussions would take place in the coming months,  
19 details on you know timing of the -- you know,  
20 there's an election process that precedes the actual  
21 election. I'm sure they'll be questions about that.  
22 The identification of ESSA Index reports that come  
23 about. So that's going to impact the category, so I  
24 think the process from here is simply -- this  
25 establishes the foundation and it builds on.

1           CHAIRMAN ZOOK: And as we said earlier that each  
2           month they will -- we working with them, will have  
3           different things that we discuss and add to and --  
4           like this applies to number one, this applies to  
5           number two, those kinds of things, but we heard the  
6           people in the community who want a local board, and I  
7           think the only difference between those is when that  
8           election was actually going to happen, and there will  
9           be an independent objective committee that will look  
10          at the -- drawing the zones for the nine members.  
11          And as I say by the time the local board -- it's my  
12          hope there won't be any schools in category 3. That  
13          would be the best possible. As far as number two,  
14          that speaks to the blueprint, which they had, what,  
15          five meetings in -- around the community and gave the  
16          community -- not the ones we had, but the ones that  
17          the Little Rock School District conducted and the --  
18          this was -- the blueprint is what came out of that.

19                   UNIDENTIFIED SPEAKER: That is not true.

20           MS. NEWTON: If in the future that -- as we start  
21          discussing each one of these different sections here,  
22          we decided that we wanted to do something a little  
23          differently, we could do that within -- within this  
24          framework?

25                   CHAIRMAN ZOOK: Yes.

1 MS. NEWTON: Is that -- Dr. Moore, are you --

2 DR. MOORE: That's what I understand, especially  
3 around the category 3 and I think as the Department  
4 sits down with the superintendent we're going to be  
5 able to get more information, get more input on what  
6 that relationship is going to look like, how what --  
7 the good things that are going on, the schools will  
8 continue and we'll get even more support in that  
9 regard. That's how I'm looking at it, right now.

10 MS. NEWTON: Yeah.

11 CHAIRMAN ZOOK: And I think to the things --

12 DR. MOORE: So I'd like -- the minimum framework  
13 now, so that we can give -- have -- let those  
14 conversations be had.

15 CHAIRMAN ZOOK: And the things Dr. Hill and Ms.  
16 Dean and others of us were thinking about is like do  
17 they need more whole child approach? Do they need  
18 more wrap around service? Do they need more of the  
19 community school attributes? Those kinds of things,  
20 to see what all is playing a part in the fact that so  
21 many of these children are in need of additional  
22 support.

23 MS. NEWTON: So this is just a beginning and it's  
24 not set in stone, and we can make changes in the  
25 future as we go forward?

1 CHAIRMAN ZOOK: Right.

2 MS. NEWTON: As discussions go for it?

3 CHAIRMAN ZOOK: That's my understanding.

4 SECRETARY KEY: Would be additions, filling in  
5 the blanks, yeah. And all of this is going to hinge  
6 on the reports that come out in October, you know, so  
7 -- what our understanding was from the board at the  
8 end of the work session, was come up with a framework  
9 and you know at that point I -- I was -- thought I  
10 was pretty clear that, you know, we couldn't identify  
11 schools because -- so a lot of this hinges on the  
12 identification of what schools fall in which  
13 category. So that's going to be a lot clearer after  
14 the ESSA reports come out.

15 DR. HILL: So you were saying --

16 CHAIRMAN ZOOK: Dr. Hill?

17 DR. HILL: Yeah. So you were saying Ms. Zook,  
18 that you -- that if there were no letter grade F  
19 schools that there wouldn't be a category 3?

20 CHAIRMAN ZOOK: There would be no need for a  
21 category 3 and the -- because it will stay -- of  
22 course, there will be additional data that's coming  
23 in all the time to find out if they need to even stay  
24 in level 5, so that's why this is a foundation for  
25 right now.

1 DR. HILL: Right. But --

2 SECRETARY KEY: Let me clarify. If there are no  
3 F schools, the extra criteria were met. I mean,  
4 that's the -- that's the overarching, exit criteria.

5 MS. NEWTON: One more question. One of the  
6 things that we discussed was that when the board was  
7 elected then the Department would work with the new  
8 board to set that exit criteria. Is that -- or the  
9 new exit criteria. Is that something that would come  
10 later as we start flushing this out?

11 SECRETARY KEY: Yes. I mean, the idea is --  
12 under Act 930, the idea is that the Department works  
13 with the District, and in this case we're talking  
14 about having a district with an elected board,  
15 superintendent, and so the exit criteria would be --  
16 new exit criteria would be established at that point.

17 SENATOR ELLIOTT: Madame Chair, I would not speak  
18 out of order, if I didn't feel like this whole thing  
19 was out of order, so please forgive me. If you -- I  
20 don't know if it's even on, but this is just like  
21 what we did when we were talking about the teachers  
22 issues in so many ways. This can't possibly be a  
23 proposal with all this fluidity in it. For example  
24 when we say things like we're going to be in  
25 partnership with somebody else, we ought to know who

1           that somebody else is before you vote on this. And  
2           the public hasn't seen this. We just got it. We  
3           haven't had time to get input from the public. I  
4           don't see a need for you to put your imprimatur on  
5           this and you're just seeing it, board members. Why  
6           would you -- and there is already so much distrust  
7           and so much concern in the community, where people  
8           think that the meeting was called hastily for reasons  
9           that may or may not be true, and if on top of that  
10          you -- if we're going to talk about it more, don't  
11          vote on it. Let's hear from the public and then vote  
12          on it, because once you hear from the public then you  
13          are in a position now to construct your own proposal,  
14          because you didn't do this. This is not yours. This  
15          is given to you just as it's given to us.

16                 CHAIRMAN ZOOK: I beg your pardon on that.

17                 SENATOR ELLIOTT: I'm sorry?

18                 CHAIRMAN ZOOK: I beg your pardon on that. Each  
19          of the board members individually met with ADE in the  
20          process of developing this.

21                 SENATOR ELLIOTT: Well, I really do stand  
22          corrected, because the community is under the  
23          impression that the board -- we had no prior  
24          knowledge that the board had seen this, or we would  
25          have been talking to board members. But how could

1 we, because we hadn't seen it. Why do we give it to  
2 the board members. Think about what that means.  
3 This is to be a public document. It's something  
4 that's so far-reaching. You get it; the public  
5 doesn't, and now you're asked to vote on it, and make  
6 it something that we have to just swallow without  
7 having the opportunity to have input before you vote.

8 CHAIRMAN ZOOK: Mr. Pekron?

9 SENATOR ELLIOTT: That's what I consider very  
10 much out of order. And I know -- I know your call  
11 limits, and I apologize to you, because I know it's  
12 your turn to speak, but I have to speak for my  
13 community and a lot of people in this city. And I  
14 don't know any way you expect people to keep on just  
15 taking this because you can. Because you can, does  
16 that make this okay? So I'm asking you specifically  
17 to take this as a draft, as it is, just as we are  
18 forced to take it, as the draft that it is, and let's  
19 vote on it when you hear from the people in this  
20 city. That's all I'm asking.

21 CHAIRMAN ZOOK: Mr. Pekron?

22 MR. PEKRON: I honestly was listening to Senator  
23 Elliot and forgot what I was going to say.

24 CHAIRMAN ZOOK: Okay.

25 SECRETARY KEY: May I clarify, Madame --

1 UNIDENTIFIED SPEAKER: We need more clarification  
2 on that blueprint. It did not come out of the  
3 community meeting.

4 SECRETARY KEY: Madame Chair, if I can clarify.  
5 We had conversations with board members, as we -- as  
6 we do on many topics. This was -- I want to make  
7 sure there's not a perception that this was  
8 distributed to board members prior to today, because  
9 it was not. There were concepts that were discussed  
10 based out of conversation from last Wednesday night's  
11 work session. It's right up until this morning that  
12 those concepts were being clarified and put on paper.  
13 Conversations with the board members were about  
14 concepts and clarifications that were discussed at  
15 the work session in trying to achieve what you all  
16 asked us to do which was come up with a framework.  
17 So I just want to make sure that that it's clear that  
18 this document or -- you know, was not something that  
19 came out prior to this morning.

20 CHAIRMAN ZOOK: I'm sorry if I left that  
21 impression. I just knew that each board member had  
22 been given an opportunity separately to give input  
23 and clarify anything that was still of confusion.

24 Do I have a motion?

25 DR. MOORE: I move to approve the proposed

1 framework.

2 CHAIRMAN ZOOK: I have a motion by Dr. Moore.

3 Second? Do I have a second?

4 MR. PEKRON: Seconded.

5 CHAIRMAN ZOOK: Second by Mr. Pekron. Dr. Hill?

6 We have a motion and a second and it's time for  
7 discussion before we vote.

8 DR. HILL: Yeah. I want to -- as we process the  
9 -- this -- what we're going to do here, that we take  
10 into consideration that -- understanding to move the  
11 district forward with the current situation of the  
12 superintendent, of the progress, that we have made.  
13 Not saying that this is not the best approach, based  
14 on what we have -- information that we have received  
15 or not, that we would be sensitive to the community,  
16 at this point and make sure that that -- that this is  
17 something that we have -- and I think the frustrating  
18 thing about this total transparency is that we were  
19 hopeful that in our meetings, previously, that we  
20 could have got this type of -- but we -- but to  
21 defense, we didn't have this information to put out  
22 there at those previous meetings. I mean, that's --  
23 so as I look here and process this information, I'm  
24 trying to say what -- as board members, if when we  
25 went out to our discussion meetings and we sit there

1 as representatives from this district, we didn't --  
2 we talked about returning to local control, the  
3 process. And I guess my question is should this have  
4 been included in those meetings?

5 (CHORUS OF YESES FROM AUDIENCE)

6 DR. HILL: But we didn't -- but we didn't know  
7 that at the time, because the framework was built  
8 from that discussion. And so I want -- I want -- and  
9 I only made two of those because I was at other  
10 community meetings and so I think that's something we  
11 need to take into consideration, out of concern, and  
12 as a board member representing this district, those  
13 are my concerns.

14 CHAIRMAN ZOOK: Okay. I appreciate that.

15 Mr. Pekron?

16 MR. PEKRON: I want to just say that I feel like  
17 this is still a very early step in a process. I echo  
18 what Dr. Hill said. I wish -- you know it's kind of  
19 chicken and the egg. We didn't have a framework  
20 until there were meetings. I think there needs to be  
21 additional meetings where this is discussed further  
22 and I would urge us to have those meetings, but I  
23 don't -- I think there's a lot of things in here that  
24 are -- that are fluid but I think this is a starting  
25 point and I want to move ahead, and we're not going

1 to move ahead if we don't start somewhere. But I do  
2 think there's a lot of things -- there are a lot of  
3 things that the community is bringing up that are  
4 valid points. I want to hear them in the context of  
5 framework, but we don't at least start moving this  
6 process forward somehow, we're just going to spin our  
7 wheels up here as a board. But I see this -- I see  
8 everything in this as a framework; not a final  
9 document. I think it's all subject to change.

10 CHAIRMAN ZOOK: Okay. Thank you.

11 MS. NEWTON: Could we -- just a question of  
12 order, could we do this similar to how we -- when we  
13 put rules out for public comment, could we do the  
14 same sort of thing on the website? Put it out for  
15 public comment also?

16 CHAIRMAN ZOOK: You know, I think that once we  
17 make a decision up here today, if this is going to be  
18 our springboard, then being sure as many people as --  
19 we have our October meeting, our November meeting,  
20 our December meeting, and we fill in the blanks for  
21 lack of a better word, which is -- that is not a good  
22 word, that yes I see no reason why this can't be --  
23 and it's been distributed to the press, so it'll be  
24 in the print media. It'll be in the -- on  
25 television. It will be in the radio, and for those

1 people who have access to computers, they can do it  
2 that way, and then if you -- people who know that  
3 their neighbors do not have that access, they can  
4 share it with them, and as we put this as an action  
5 item on each of the succeeding meetings, yes, I think  
6 that's true, Ms. Newton.

7 I have a motion and --

8 MS. CHAMBERS: Madame Chair, may I ask a  
9 question? This is Susan.

10 CHAIRMAN ZOOK: Sure, Ms. Chambers.

11 MS. CHAMBERS: I apologize because I -- we went  
12 to the motion before I got a chance to ask this, so  
13 it may be too late, but I just wanted to state it  
14 anyway.

15 CHAIRMAN ZOOK: Yeah, since I can't see your  
16 hand, feel free to interrupt.

17 MS. CHAMBERS: Sorry. Well, I do understand the  
18 consternation, because depending on where we sit, we  
19 all understand these words to mean different things,  
20 that can go in different directions. They're  
21 intended to be written in a way where they can go in  
22 different directions, but we feel differently based  
23 on what that might be interpreted to mean. And  
24 particularly on category 3 -- I'm not saying there  
25 aren't issues with all of these, where people would

1 want more clarity, but I wondered if we could  
2 entertain just like changes in words as words do  
3 matter. On category 3, on the sentence it says  
4 ``These schools will operate under different  
5 leadership than the remaining schools in the district  
6 but in partnership with the district.'' I wondered if  
7 the board would entertain ``These schools will operate  
8 under additional leadership than the remaining  
9 schools in the district and in partnership with the  
10 district.''

11 That represents more of my understanding of what  
12 we intended, which is under level 5. It's ensuring  
13 that the leadership that is needed is there, but it's  
14 definitely very -- definitely part of the district;  
15 not an exception. And it may be too late, but that  
16 was my -- that represents my interpretation of the  
17 words.

18 CHAIRMAN ZOOK: Okay. So you're saying on number  
19 3, where it says ``These schools will operate under  
20 additional leadership --" and then what did you say  
21 after that?

22 MS. CHAMBERS: ``These schools will operate under  
23 additional leadership from the --" I don't know if  
24 it's from or than, ``-- the remaining schools in the  
25 district and --'' to me that --

1 CHAIRMAN ZOOK: And?

2 MS. CHAMBERS: Yeah. The ``but`` almost makes it  
3 feel like a carve out and it's not in my opinion not  
4 intended to be a carve out. This reflects additional  
5 support.

6 CHAIRMAN ZOOK: Okay. I'll have to see -- Dr.  
7 Moore, are you willing to amend your motion to  
8 include the change in category 3, where it says  
9 ``under additional leadership than the remaining  
10 schools and in partnership with the district``?

11 DR. MOORE: I'm going to keep the motion as  
12 stands.

13 CHAIRMAN ZOOK: Okay. She wants to keep the  
14 motion as is.

15 DR. MOORE: But I -- that -- I mean, but I think  
16 again there's many more conversations to be had. I  
17 want the Department to come back in October after  
18 discussing with the District.

19 CHAIRMAN ZOOK: I have a motion and a second.

20 MS. DEAN: I was just going to echo what Dr. Hill  
21 stated and just reiterate that we listened to the  
22 community, and we've taken all the feedback and we've  
23 processed it. At every meeting we've process this.  
24 And this framework for the most part is our response  
25 and what we've been hearing from the community;

1           however, I do believe that as we move forward even  
2           more so it's important for us to hear from the  
3           community and to gather input and to ensure that all  
4           of our community members are a part of flushing this  
5           out. And as Mr. Pekron stated, and Ms. Zook, we need  
6           to be able to move forward from someplace. But I  
7           think it's important that we have a starting place  
8           and that, as we begin we begin with inclusion, and we  
9           begin with hearing out what the community has to say  
10          and making sure that everyone is a part of this  
11          process. And I think that is going to be extremely  
12          important, as we move forward, that we continue to  
13          hear the voice of the community, and continue to  
14          gather input as we flush -- as we move forward, and  
15          as we flush things out.

16                 CHAIRMAN ZOOK: And I want to be sure that  
17                 everybody understands that there have been those who  
18                 have taken their valuable time, and come to the  
19                 meetings and we have heard what they said, but we got  
20                 a lot of input from people who did not come to the  
21                 meetings. They came to us one-on-one. They came to  
22                 us by telephone. So there is a lot of other voices  
23                 that have also been heard in addition to those in the  
24                 public meetings.

25                 So I have a motion and a second.

1 DR. HILL: One more point.

2 CHAIRMAN ZOOK: Okay. Dr. Hill?

3 DR. HILL: One more comment. Just making sure  
4 for point of clarification, what were you suggesting  
5 on the comment -- I mean, did I --

6 CHAIRMAN ZOOK: Just that --

7 UNIDENTIFIED SPEAKER: We can't hear  
8 (indiscernible).

9 DR. HILL: No, I was asking for clarification  
10 from Ms. Newton on -- on what she was. On the --  
11 more information that could be gathered.

12 MS. NEWTON: Just whenever we usually release  
13 rules for public comment there's an avenue for --  
14 through the web or -- web address or something of  
15 that sort, for the public to make public comments  
16 specifically to individual portions of a rule. And  
17 so I think, you know, if we could do that and make  
18 that accessible to the public that would be an avenue  
19 that almost anyone could make a comment, whether they  
20 could come to a meeting of this sort or just have  
21 access to a phone.

22 CHAIRMAN ZOOK: And I think one thing -- because  
23 in -- when we have our regularly scheduled meetings,  
24 those agendas go out at least a week ahead of time,  
25 so anything that's put on those agendas will be

1 readily accessible to the public, and so anything  
2 we're going to vote on as we feel -- if this passes  
3 as we fill it out, would give that opportunity to  
4 contact us, or come to the meeting, or email us, in  
5 some way. So we are getting that feedback, yes.

6 SECRETARY KEY: Ms. Zook, I think the ADE LRSD  
7 feedback email address that we had is still live. If  
8 it's not I'll make sure that it's turned back on, but  
9 I think it's still alive and available. I think that  
10 would be an already established avenue to -- for  
11 folks to continue to provide feedback as we move  
12 forward.

13 MR. PEKRON: And I assume this will be posted on  
14 the website?

15 SECRETARY KEY: Yeah, we'll make sure it gets  
16 posted.

17 MR. PEKRON: With an invitation to comment to  
18 that email address?

19 SECRETARY KEY: Sure. We can do that.

20 DR. HILL: So in this working document or draft  
21 document, what we're saying this framework we've  
22 created from the meetings that we've had -- I want to  
23 make sure everybody is clear, and it's fluid in  
24 nature to come back to exactly to what the final game  
25 plan will be.

1 CHAIRMAN ZOOK: Right.

2 DR. HILL: This is a practice -- I mean, not  
3 practice but this is the framework from which we're -  
4 -

5 CHAIRMAN ZOOK: You know, and the downside is  
6 that we could get together in the meetings, we can  
7 talk and everything, but our final discussions to be  
8 in public and that's what we're having right now.

9 DR. HILL: So when Ms. Chambers was mentioning  
10 additional leadership over different leadership,  
11 those things are just -- which are fluid, that can  
12 still be --

13 CHAIRMAN ZOOK: It's wordsmithing.

14 I have a motion by Dr. Moore, and I've  
15 forgotten, was it -- Mr. Pekron second. We'll do a  
16 roll call.

17 SECRETARY KEY: Mr. Pekron?

18 MR. PEKRON: Aye.

19 SECRETARY KEY: Dr. Hill?

20 DR. HILL: (No audible response given.)

21 SECRETARY KEY: Mr. Williamson?

22 MR. WILLIAMSON: Aye.

23 SECRETARY KEY: Ms. Chambers?

24 MS. CHAMBERS: Yes.

25 SECRETARY KEY: Ms. McFetridge?

1 MS. MCFETRIDGE: Yes.

2 SECRETARY KEY: Dr. Moore?

3 DR. MOORE: Yes.

4 SECRETARY KEY: Ms. Newton?

5 MS. NEWTON: Yes.

6 SECRETARY KEY: Ms. Dean?

7 MS. DEAN: Yes.

8 SECRETARY KEY: Did you vote, Dr. Hill?

9 DR. HILL: Yes. I'm going with yes.

10 CHAIRMAN ZOOK: The motion passes unanimously.

11 We're going to take a brief --

12 DR. MOORE: I have an addition --

13 CHAIRMAN ZOOK: We're going to take a brief  
14 break, because the only way that we can get this back  
15 up and live streamed is with a break, so we're going  
16 to take a break, and then we'll come back into  
17 session. It's 10:15. We'll come back at 10 -- Dan,  
18 will 10 minutes give you the time you need?

19 UNIDENTIFIED SPEAKER: I hope so. AETN wants me  
20 to restart all of our equipment, so they can put the  
21 page back up. Their page is what the public  
22 accesses.

23 CHAIRMAN ZOOK: Okay. So --

24 UNIDENTIFIED SPEAKER: As soon as I get it  
25 rebooted, then I can call in and ask if they're

1 getting the feed again, and push it back out.

2 CHAIRMAN ZOOK: So are you ready for that now, or  
3 do you want to --

4 UNIDENTIFIED SPEAKER: Whenever you -- the only  
5 thing that I'm making sure everybody knows is that it  
6 will stop this recording, and then when we come back,  
7 it'll be a separate recording.

8 CHAIRMAN ZOOK: So when they look at it on  
9 archive, what you're saying is they'll have to look  
10 at two different recordings?

11 UNIDENTIFIED SPEAKER: Yes, ma'am.

12 CHAIRMAN ZOOK: Okay. Thank you.

13 DR. MOORE: Let's just continue. I have an  
14 additional motion that I want to go ahead and make,  
15 since it's being recorded.

16 CHAIRMAN ZOOK: Okay. We have an additional  
17 motion.

18 DR. MOORE: I move that we instruct the  
19 Commissioner as a Board to notify the Little Rock  
20 Education Association -- I put a lot of thought into  
21 this, had a lot of conversations and I think that at  
22 the end of the contract the District should no longer  
23 recognize the Little Rock Education Association, as  
24 the exclusive bargaining representative of the  
25 District. Little Rock is the only District in the

1 state with this type of relationship. And I believe  
2 -- I believe that the teachers and the districts need  
3 to continue to be a part of the professional  
4 organization.

5 (LOUD SHOUTING AND CROSS-TALK FROM THE AUDIENCE)

6 CHAIRMAN ZOOK: I'm going to clear the room, if  
7 you can't control yourself.

8 DR. MOORE: The contract is to expire on October  
9 31st, and I'm having conversations with many in the  
10 community and I believe that now is the time to go  
11 ahead and get that in motion. I believe that Little  
12 Rock School District teachers can be just like any  
13 other teacher in the state who joins a professional  
14 organization but is not recognized by -- there's no  
15 negotiating within the District and so I move that we  
16 make a motion to do that. In addition to this, we  
17 know that Act 728 requires the District to create a  
18 Personnel Policy Committee just like every other  
19 district in the state.

20 I believe that the District needs to continue  
21 moving forward but to hire a third party to create  
22 that Personnel Policy Committee. In districts that  
23 I've worked in that policy committee is effective and  
24 important for all teachers to have a voice and I  
25 think it's important that we have a third party to do

1 that in the coming months so that that is up and  
2 running soon.

3 CHAIRMAN ZOOK: Okay. Does everyone understand  
4 the motion?

5 (UNANIMOUS CHORUS OF NOS FROM THE AUDIENCE)

6 DR. MOORE: I can restate it.

7 CHAIRMAN ZOOK: That's right.

8 DR. MOORE: I move that we instruct the  
9 Commissioner to notify the Little Rock Education  
10 Association that upon termination of the contract on  
11 October 31st between the Little Rock School District  
12 and the Education Association, the Little Rock  
13 District will no longer recognize the Education  
14 Association as the exclusive bargaining  
15 representative of the District and its employees. In  
16 addition, I move that we ask the District, in  
17 accordance to Act 728 to create a Personnel Policy  
18 Committee and contract with a third party to  
19 establish that committee as soon as possible so that  
20 teachers. just like every other teacher in the state,  
21 has a voice in their district.

22 CHAIRMAN ZOOK: I have a motion. Do I have a  
23 second?

24 SENATOR ELLIOTT: You should divide that motion.  
25 That's two different subjects. You can't vote on two

1 different things in the same motion.

2 CHAIRMAN ZOOK: Ms. Freno, do we need two  
3 motions, or is one sufficient?

4 MS. FRENO: Let me consult with our  
5 parliamentarian.

6 CHAIRMAN ZOOK: Okay.

7 MS. FRENO: I do not see a problem with one  
8 motion. I mean, it would be up to the person making  
9 the motion if she wanted to break it up into  
10 components, but there's no problem with one motion.

11 CHAIRMAN ZOOK: And Act 728 is in fact a law that  
12 was passed by the legislature; is that correct?

13 MS. FRENO: Yes, Act 728 of 2019. Yes.

14 CHAIRMAN ZOOK: Okay. Thank you. I have a  
15 motion. Do I have a second?

16 MS. MCFETRIDGE: Second.

17 CHAIRMAN ZOOK: Motion by Dr. Moore; second by  
18 Ms. McFetridge. Roll call?

19 UNIDENTIFIED SPEAKER: Will you take public  
20 comment, before you vote on this motion? There are  
21 people here that would like to speak on that. We  
22 didn't have any notice, but we'd be happy to speak  
23 now.

24 CHAIRMAN ZOOK: We have a request from the  
25 audience to speak before we vote on the motion. Do I

1 have a motion to do that?

2 DR. HILL: So moved.

3 MR. WILLIAMSON: Second.

4 CHAIRMAN ZOOK: Moved by Dr. Hill; second by Mr.  
5 Williamson. Ms. Noland?

6 MR. PEKRON: Can we take a short break, before we  
7 do public comments?

8 CHAIRMAN ZOOK: Yes.

9 MR. WILLIAMSON: Do we need to vote on that? We  
10 just had a motion and a second.

11 CHAIRMAN ZOOK: Sorry. Thank you, Mr.  
12 Williamson. All in favor.

13 BOARD MEMBERS (Collectively): Aye.

14 CHAIRMAN ZOOK: Against?

15 Motion passes. We'll take a break until 10:30.  
16 It's 10:21.

17 (OFF THE RECORD)

18 (ON THE RECORD)

19 CHAIRMAN ZOOK: One thing that I want to point  
20 out that was a misunderstanding, or was said earlier  
21 was stated incorrectly. They said that the  
22 Commissioner hand-picked the people on the CAB board.  
23 In order to be on the CAB board you had to have a  
24 recommendation from either a legislator, or senator,  
25 or both, and the people that are on the CAB board

1 were selected from the list of the people that were  
2 nominated by either a legislator, or senator, or  
3 both.

4 Okay we voted to have public comment and the  
5 first one on the list is Ally Noland.

6 MS. NOLAND: I wanted to come up and tell you how  
7 angry I am about this process and how the public got  
8 absolutely no notice of this motion. We had 16 hours  
9 notice that this meeting was going to be about our  
10 District at all. I for one -- I think I've earned the  
11 right to say that I would be here if I could be here,  
12 and I couldn't earlier so I didn't get to speak on  
13 whether or not this framework that you've proposed is  
14 a good idea, but regarding the LREA, I am not a  
15 teacher; I'm not a member of the Union. I am a  
16 parent and I want you to understand that Little Rock  
17 has to compete with surrounding districts, charter  
18 schools, and private schools, to attract great  
19 teachers. My children have had great teachers and  
20 they are members of the LREA. And so I don't want  
21 you to take any action that makes it harder for us to  
22 have phenomenal teachers in our district.

23 And I just quickly want to say to Ms. Newton,  
24 you talked about the process, the public comment  
25 process, and I think what was lost in that is the

1 fact that it's not a casual process by which you  
2 could just take emails and get phone calls. There's  
3 a real legal process by which not only you take  
4 comment, but you tell the public what that comment  
5 was and you respond to those comments. And that has  
6 not happened. So everything about this seems very  
7 much set up to limit our ability to have input, and  
8 limit our ability to know the input you are receiving  
9 from other sources.

10 I, as a parent, am asking you to vote against  
11 this motion, if not on its merits, which I think it  
12 should be voted against on its merits, but because  
13 the process here today absolutely proves to this  
14 community that you are not trying to have input from  
15 the public and that you do not care what we have to  
16 say, because you gave us no notice. So that's all I  
17 have to say. Thank you.

18 CHAIRMAN ZOOK: Clark Tucker?

19 MR. TUCKER: Thank you. Just to echo what Ally  
20 was just saying, it's one thing to do what you're  
21 doing, which I not only consider to be very bad  
22 public policy, but actually morally wrong, but it's a  
23 whole other thing to do it, in the manner in which  
24 you're doing it. Sixteen hours is really putting it  
25 generously, because the notice came at the close of

1 business, so eight of those hours are the middle of  
2 the night right?

3 And we also learned this morning that each  
4 member of the State Board met individually with the  
5 Commissioner which is a clear and obvious violation  
6 of the Arkansas Freedom of Information Act. The  
7 Supreme Court of Arkansas has held repeatedly that  
8 one-on-one meetings with members of boards such as  
9 this one, when they meet one-on-one with an  
10 administrator that's a violation of the open meetings  
11 requirement. So that's another major procedural flaw  
12 with what's happening here today.

13 So that happened and now there's no notice for  
14 Dr. Moore's motion. The people who are by far the  
15 most affected by this, can't be here because guess  
16 what they didn't know about it, but number two,  
17 they're in school right now. So I want you to think  
18 about what you're doing, what you have already done  
19 this morning that set into motion the 2019 version of  
20 the segregation of the City of Little Rock. And if  
21 you do this next step, my guess is there will be no  
22 school for the kids in Little Rock on Monday. That's  
23 my guess. I don't know what's going to happen, but  
24 my guess is there will be no school in Little Rock on  
25 Monday if y'all vote to approve this motion that Dr.

1 Moore just proposed.

2 I cannot ask you strongly enough to please vote  
3 this down, and whatever happens in the future I  
4 strongly oppose the motion on its merits, as Ms.  
5 Bredy said, no matter what, but please don't vote for  
6 it today, so that our children can go to school on  
7 Monday.

8 CHAIRMAN ZOOK: Andrew Collins.

9 MR. COLLINS: Thank you. And I couldn't agree  
10 more. I'm in a position to speak here today because I  
11 happen to be here. There's so many others who would  
12 like the opportunity to speak on this as well. I'm  
13 confident based on the people in my district and the  
14 conversations I've had, there'd be very strong  
15 opposition across the board, across this district.  
16 The procedural issues are what they are on the  
17 substance.

18 There is great value in having a voice for the  
19 teachers in this district to be heard by this Board  
20 and by this Department. Without a doubt labor needs  
21 a strong and unified voice and needs to be recognized  
22 and respected and to see that not be done in a rapid  
23 and procedurally inadequate way is very  
24 disappointing, hurtful to many people, and I think  
25 like the others have said, will be devastating for

1 this district and the kids in it who are going to  
2 suffer in the end. So please vote no for all the  
3 reasons I just stated. Thank you.

4 CHAIRMAN ZOOK: Mike Poore?

5 MR. POORE: Mike Poore, Superintendent of Little  
6 Rock Schools. I too ask you to give thought about  
7 just what's good governance and I think you were on  
8 the right track Ms. Newton when saying that, you  
9 know, typically when you do policy work, you put it  
10 out and then you allow feedback to come in. I still  
11 feel that way about the stakeholder motion that I  
12 think we missed that opportunity. I think right now  
13 we're setting ourselves up to just create tremendous  
14 disarray in our community.

15 I believe each one of you has real intentions of  
16 trying to make sure that the district improves. I  
17 totally believe that. I do, but I also believe that  
18 we're not really listening to everything that's  
19 happening. And in one way, I feel like as your  
20 superintendent -- and I've had all sorts of  
21 conversations with you -- you may not be paying  
22 attention to me right now either, and I'll have to  
23 take stock of that. I do think that we did well last  
24 year in trying circumstances with the motion that was  
25 made on the Teacher Fair Dismissal to work with that,

1 and get to a place where, with the association, with  
2 my team, that we created a venue and a vehicle to  
3 make sure that people would be treated adequately. I  
4 do all the level two hearings, me personally, because  
5 I wanted to feel that. I wanted to see it. I wanted  
6 to interact with it. And I felt like if it was going  
7 to be flawed, I was going to be -- I would know about  
8 it right away. So we've actually handled those  
9 things pretty well. I'm sure that the Teacher  
10 Association has been disappointed in some of my  
11 recommendations after a level two, and they probably  
12 were pleased on somethings in terms of me changing  
13 what was done in a level one situation. So we have  
14 worked, and we work together with it.

15 My concern is the major disruption that this  
16 will cause in the community. And it's a disruption  
17 that doesn't just happen in the here and now, but it  
18 extends into the election time as well. And then we  
19 start to have discussions about what the election  
20 represents of the wrong elements of what's being put  
21 forward. It goes back into control type issues,  
22 rather than the focus on what really needs to happen  
23 to improve the educational environment. That's my  
24 view. I appreciate the opportunity to share that  
25 with you.

1           CHAIRMAN ZOOK: Ms. Gordon. As you're coming to  
2           the microphone, I did -- I was watching the CAB  
3           meeting last night and I did think that several of  
4           the recommendations that some of the teachers in the  
5           district came up with were very student focused.

6           MS. GORDON: Thank you, Ms. Zook. I am Teresa  
7           Knapp Gordon, and I am the president of the Little  
8           Rock Education Association, and I'm here right now to  
9           tell you that I'm very disappointed, because you are  
10          not putting students first with that motion. Not to  
11          mention that you just came in the bathroom, while I  
12          was in there, looked at me and giggled, Dr. Moore. I  
13          don't think you knew who I was. I am the LREA  
14          president. The Arkansas Democrat-Gazette refers to  
15          me as the ``Union Boss'' and while that may be my title  
16          currently, I am first and foremost and will always  
17          be, a teacher. And I teach in Little Rock School  
18          District.

19          For four and a half years, the educators in this  
20          District have put the children first, through every  
21          single detrimental thing that has been done to us.  
22          We have put the students first. We have showed up  
23          every day, and we have taught our kids. We have  
24          collaborated with the administration in the Little  
25          Rock School District to ensure that our students were

1 being taught and being taught well. I collaborated  
2 with Dr. Dexter Suggs. I collaborated with Baker  
3 Kurrus. I collaborated with Mr. Poore. I  
4 collaborated with the whole entire administration  
5 team and attend more meetings than I would ever dream  
6 I needed to attend, to ensure that the Little Rock  
7 School District children are being taught and taught  
8 well. Everything I do every single day in this  
9 position is for the students of the Little Rock  
10 School District.

11 We represent 70 percent of the teachers, 70  
12 percent. That means we do represent the teachers'  
13 voices. The teachers, the educators, will make the  
14 decision about what happens if this motion passes;  
15 not Theresa Knapp Gordon. All I can do is try to  
16 control the outcome. We have done what's best for  
17 our students in the Little Rock School District for  
18 over 60 years. You can look at me today and see a  
19 person. Yes, I'm the Union Boss but the kids are  
20 first in my heart, every day. My child attends  
21 Little Rock School District and if there is a  
22 disruption on Monday, it affects my child, but if  
23 that's what the members vote to do and I'm sure that  
24 our community, especially after today, will join with  
25 us, then so be it. You did this.

1 CHAIRMAN ZOOK: Valencia White.

2 MS. WHITE: Good morning. I'm a parent of two  
3 boys in kindergarten and third grade. They go to  
4 Watson Elementary. I helped fight to keep that  
5 school open. What y'all do -- y'all don't understand  
6 what it does to our community, to our children. I'm  
7 hurt, because you seem to not care about the  
8 children. We're not dollar signs. Their education  
9 depends on who they're going to be later in life,  
10 that you may end up needing one day. And to do what  
11 you-all are doing is wrong. Where is your heart?  
12 Where is God in you, when it comes down to our  
13 children and their education? I understand they  
14 don't want God in the schools. I get that. But why?  
15 Can you-all get up every day and look at yourself and  
16 say, ``I'm doing what's right for them''? Not what's  
17 right for you. We're all human. We should not be  
18 separated under any circumstances. It's wrong, so  
19 please don't do this. Don't do it, because it hurts  
20 more than just the community, because our kids need  
21 us, in order for -- us to take care of them and to  
22 help take care you-all. Thank you.

23 CHAIRMAN ZOOK: For those of you who may not know  
24 about Act 728, that is a personnel committee that is  
25 made up of teachers who would be engaged with the

1 administration. So this would not exclude teachers  
2 from the conversation.

3 UNIDENTIFIED SPEAKER: How many teachers?

4 CHAIRMAN ZOOK: I don't know. In some districts  
5 they have one per building. In some districts they  
6 have -- anyway, and I do know from LREA members and  
7 ASTA members, and those who are not members of  
8 either, they have called me and said that the people  
9 who are speaking do not speak for them. So for  
10 whatever it's worth, that's the only comment that I  
11 have to make.

12 Ms. Freno, Dr. Hill would like for you to better  
13 explain Act 28 -- 728.

14 MS. FRENO: Lori Freno, Department of Education  
15 Division of Elementary Secondary Education. Act 728,  
16 what it did was -- prior to the passage of Act 728 a  
17 school district did not have to have a PPC, a  
18 Personnel Policy Committee, if there was a bargaining  
19 representative recognized by the school district.  
20 And with the passage of 728, that changed. Now all  
21 school districts must have a PPC, regardless of  
22 whether there is a bargaining representative or not.  
23 Consequently Little Rock School District would have  
24 to have a PPC under Act 728.

25 CHAIRMAN ZOOK: Does that give you clarity, Dr. -

1 - I mean, Mr. Pekron?

2 MR. PEKRON: Why does Little Rock not have a PPC,  
3 as of this time?

4 MS. FRENO: I think they're -- I believe that  
5 they are preparing to have a PPC. I mean the -- they  
6 have to form one, I believe it's in the first quarter  
7 of the school year and of course the law -- the Act  
8 just became effective in late July, so they are, my  
9 understanding is, at this time developing a PPC  
10 because there is no opt out anymore for that.

11 CHAIRMAN ZOOK: Can you tell him what -- why they  
12 have not had one in the past?

13 MS. FRENO: Well, I believe -- I would suspect it  
14 was because they had a bargaining representative.

15 DR. HILL: So with -- so you have one or the  
16 other?

17 MS. FRENO: I'm not sure if you could have both,  
18 but if you had a bargaining representative prior to  
19 the Act, the school district was exempt from the  
20 requirement in law that there be a PPC. So Little  
21 Rock did not have a PPC, because they had a  
22 bargaining representative.

23 DR. HILL: Okay. But the Act just came in July,  
24 right?

25 MS. FRENO: The Act became effective at -- around

1 the end of July, yes.

2 DR. HILL: So now you have to have the PPC?

3 MS. FRENO: Now, there -- every school district  
4 has to have a PPC, yes.

5 CHAIRMAN ZOOK: Other questions?

6 Okay. Any more discussion?

7 We have a motion and a second. Roll call?

8 SECRETARY KEY: Mr. Pekron?

9 MR. PEKRON: Can I make some comment before we do  
10 this?

11 CHAIRMAN ZOOK: Sure.

12 MR. PEKRON: I think this is the right thing to  
13 do. It's in line with what's going on around the  
14 state. I really have a lot of problem with not  
15 giving notice of this being an agenda item. I'm  
16 sorry, I just -- that's not how I think this should  
17 be handled. I would move to table this until the  
18 next board meeting.

19 CHAIRMAN ZOOK: Okay. It's my understanding, we  
20 have a motion. We had discussion. Part of the  
21 discussion was to table the motion. Do I need to get  
22 an okay from the person who made the motion, or from  
23 the majority of the Board?

24 SECRETARY KEY: You need a second.

25 CHAIRMAN ZOOK: I need a second to that motion,

1 if we're going to vote to table it.

2 DR. HILL: Second.

3 CHAIRMAN ZOOK: Motion by Mr. Pekron; second by  
4 Dr. Hill. Okay. All right. Any more discussion on  
5 the motion? The motion to table, that's the one that  
6 --

7 MR. PEKRON: I just -- I just feel like something  
8 that's important, should've been on the agenda, and  
9 people should've had the opportunity to comment, even  
10 though, as I said, I'm going to vote for it, when the  
11 time comes, so I don't want to lie to anybody about  
12 that.

13 CHAIRMAN ZOOK: Ms. Dean?

14 MS. DEAN: I would agree with you that the  
15 process is my issue. I believe it should have been  
16 on the agenda, if there was any way for that to be  
17 possible so that the public could be aware, so I'm  
18 definitely for tabling it.

19 SECRETARY KEY: May I clarify? Mr. Pekron, are  
20 you saying motion to table until the October regular  
21 meeting?

22 MR. PEKRON: Yes, sir.

23 SECRETARY KEY: Thank you.

24 CHAIRMAN ZOOK: Anyone else? Dr. Hill?

25 DR. HILL: I guess I'm -- as we've -- thinking

1 through this whole process and looking through what  
2 we just passed as far as what we're going to be  
3 working with, is this not something that will be  
4 inclusive in all the things we're trying to do to  
5 make sure that we're moving in that direction? I'm  
6 asking that, is -- because by tabeling that, we're  
7 going to put that out for public comments just as  
8 we're going do the categories that we established,  
9 and so I think the feedback that we're going to come  
10 to for October meeting, would be where we would  
11 actually move towards to vote, towards the goals,  
12 that are in this proposed framework. Am I missing  
13 that?

14 CHAIRMAN ZOOK: Right. It's my understanding  
15 this particular motion would need to be on the  
16 October agenda because, the contract expires  
17 October31st.

18 DR. HILL: Correct. Right.

19 CHAIRMAN ZOOK: Other things that may need to be  
20 fleshed out on the framework could be heard in  
21 October, November, December, you know, through the  
22 whole time.

23 DR. HILL: Yeah. I mean, like you said, that's -  
24 - the contract is October 31st, the LREA -- I mean  
25 the Act 728 says we have to do this. This was passed

1 by --

2 CHAIRMAN ZOOK: Legislature.

3 DR. HILL: -- legislature, which we have to --  
4 which we have to follow, so we're getting in line  
5 with the state law.

6 CHAIRMAN ZOOK: Yes.

7 DR. HILL: So, I mean, I'm just saying that as we  
8 get the feedback and make sure that the community is  
9 involved the vote is the vote, but I think we do need  
10 to -- to be inclusive of that. And I'm not opposed  
11 to what we're doing as he mentioned, but I think the  
12 process of how we get there is -- leaves a little bit  
13 to be desired moving forward.

14 CHAIRMAN ZOOK: Okay. Anymore discussion?

15 Ms. McFetridge?

16 MS. MCFETRIDGE: Could we request from the Little  
17 Rock School District and find out where they are in  
18 their PPC process and how the PPC will work in the  
19 Little Rock School District? How many times will  
20 they meet? How will they get the word out to the  
21 teachers? Just that whole process?

22 CHAIRMAN ZOOK: I think part of her motion was  
23 that an independent group conduct that. Is that  
24 correct, Dr. Moore?

25 DR. MOORE: Yes. So similar to what we saw in

1 Fort Smith last year, in which they contracted with  
2 someone, I think it makes it smoother for  
3 administration all around that we have someone  
4 outside the District to undergo that who's not bias  
5 in any way so that we can make sure that there's  
6 representation from teachers across the District.  
7 And that's why that motion, I think, is time-  
8 sensitive in which case they need to -- by law, they  
9 need to have this in place, and so time sensitive,  
10 being that the third party be involved.

11 DR. HILL: So how long does that process take?

12 DR. MOORE: I'm not sure.

13 DR. HILL: Because -- and seeing that we have to  
14 have a PPC -- I mean, we have to do that anyway,  
15 right?

16 DR. MOORE: Right.

17 DR. HILL: I mean, so that can -- we can start  
18 that process immediately.

19 DR. MOORE: Right.

20 DR. HILL: Regardless.

21 DR. MOORE: Regardless they will. I think the  
22 motion that I made, added in that third party,  
23 mirroring what they had done in Fort Smith, which was  
24 prior to this, the only other district like this.

25 DR. HILL: Right. So if we tabled that -- but we

1 could still add that to his table that we go ahead  
2 and pursue the PPC --

3 CHAIRMAN ZOOK: Actually it would need to be --  
4 it would table the motion that's on the floor, and  
5 then someone could come in and say the second part of  
6 her motion, which is --

7 DR. HILL: So that's another motion, you're  
8 saying?

9 CHAIRMAN ZOOK: After we decide about the table.  
10 We've got to see if that passes first.

11 Okay. Any further discussion?

12 Okay. Roll-call, and the motion is to table  
13 both parts of the original motion by Dr. Moore and  
14 seconded by Ms. McFetridge.

15 SECRETARY KEY: Mr. Pekron?

16 MR. PEKRON: Aye.

17 SECRETARY KEY: Dr. Hill?

18 DR. HILL: Aye.

19 SECRETARY KEY: Mr. Williamson?

20 MR. WILLIAMSON: Aye.

21 SECRETARY KEY: Ms. Chambers?

22 MS. CHAMBERS: Yes.

23 SECRETARY KEY: Ms. McFetridge?

24 MS. MCFETRIDGE: Yes.

25 SECRETARY KEY: Dr. Moore?

1 DR. MOORE: (No audible response.)

2 SECRETARY KEY: Ms. Newton?

3 MS. NEWTON: Yes.

4 SECRETARY KEY: Ms. Dean?

5 MS. DEAN: Yes.

6 CHAIRMAN ZOOK: Motion passes. Okay. Do --

7 DR. HILL: Now, what's the next --

8 SECRETARY KEY: So both of those motions were --  
9 I mean, that one motion was tabled. That included  
10 the action. Let me just say that I know that they --

11 CHAIRMAN ZOOK: Can they pull that off the table?

12 SECRETARY KEY: No, because it was one motion. I  
13 don't think that's -- I think it would require a new  
14 motion, but let me add a bit of information. I know  
15 that the discussion of how the PPC process would go  
16 has already been taking place with Mr. Poore, and Ms.  
17 Knapp Gordon. The timing issue -- and I'm just going  
18 to bring this up so you recall. Fort Smith had a  
19 timing issue as well. When they came here, they  
20 asked for a waiver from that portion of the of the  
21 PPC law that requires that it be done in the first  
22 quarter. All right, so just to make sure that all  
23 the information is out there on the table for your  
24 consideration, because if we're concerned about the  
25 timing issue, Fort Smith had the same thing, and came

1 to you-all to seek some help on getting that  
2 extended.

3 CHAIRMAN ZOOK: Do we have a motion about the PPC  
4 part of the original motion?

5 DR. HILL: Well, what needs to take place to  
6 start that process, I guess?

7 CHAIRMAN ZOOK: Well --

8 DR. HILL: I mean, what would be that motion?

9 SECRETARY KEY: I think the process is taking  
10 place. I think what I understood Dr. Moore -- that  
11 would further clarify, or direct, that an independent  
12 party be brought in, rather than it being handled in-  
13 house.

14 DR. HILL: Correct.

15 SECRETARY KEY: So I guess that's the issue that  
16 you're discussing.

17 DR. HILL: I mean, that's by law that we do that.  
18 I mean, that we have a PPC.

19 CHAIRMAN ZOOK: That you have a PPC, but not that  
20 you have to have an outside party do it. So we would  
21 need that motion.

22 MS. NEWTON: Do we need to make that motion  
23 today, since --

24 CHAIRMAN ZOOK: Yes.

25 MS. NEWTON: Okay. I move --

1 CHAIRMAN ZOOK: I don't think it would be fair to  
2 them to do it in October and then they just have like  
3 two or three -- you know, I think that it would be  
4 considerate to do it today.

5 MS. NEWTON: Would we also need to -- since it's  
6 end of September right now, our middle of September,  
7 do we need to put in that motion that they would have  
8 extended time to -- to get that Personnel Policy  
9 Committee together? Would that need to be a part of  
10 it?

11 CHAIRMAN ZOOK: I think that it would be better  
12 to do it, and then if they need -- if the independent  
13 group says, ``We need more time,`` then they can come  
14 to us and say that.

15 Okay. Do I have a motion?

16 MS. NEWTON: I move that we have -- and I'm not  
17 sure of how to state it, so y'all can help me out --  
18 have a third-party help establish a Personnel Policy  
19 Committee in the Little Rock School District.

20 CHAIRMAN ZOOK: Okay. Do I have a second?

21 DR. HILL: Second.

22 CHAIRMAN ZOOK: Motion by Ms. Newton; second by  
23 Dr. Hill. All in favor?

24 BOARD MEMBERS (Collectively): Aye.

25 CHAIRMAN ZOOK: Any opposed?

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

Motion passes.

Do we have any new business or other motions to come before the body at this time?

Seeing none and we don't have any additional people signed up for public comment, so do I here a motion to adjourn?

MS. NEWTON: Motion to adjourn.

MS. DEAN: Second.

CHAIRMAN ZOOK: Moved by Ms. McFetridge; second by Ms. Dean. All in favor.

BOARD MEMBERS (Collectively): Aye.

CHAIRMAN ZOOK: Motion passes.

(The meeting was concluded at 11:00 a.m.)

C E R T I F I C A T E

STATE OF ARKANSAS )  
 ) ss.  
COUNTY OF PULASKI )

I, TIFFANIE N. HARRISON, CCR, a Certified Stenomask Reporter and Notary Public before whom the foregoing proceedings was taken, do hereby certify that the same is a true and correct transcription before the Arkansas Division of Elementary and Secondary Education, State Board of Education, in Little Rock, Arkansas, on September 20, 2019, that the said proceedings was reduced to typewritten form by me or under my direction and supervision; and that the foregoing pages constitute a true and correct transcription of all proceedings had in said matter.

I FURTHER CERTIFY that I am neither counsel for, related to, nor employed by any of the parties to this action.

I FURTHER CERTIFY that I have no contract with any parties within this action that affects or has a substantial tendency to affect impartiality, that requires me to relinquish control of an original transcript or copies of the transcript before it is certified and delivered to the custodial agency, or that requires me to provide any service not made available to all parties to the action.

WITNESS, MY HAND AND SEAL, THIS DATE: October 18, 2019.

\_\_\_\_\_  
TIFFANIE N. HARRISON, CCR  
Certified Court Reporter  
Certificate No. 757

	<b>24:7</b>	<b>added (2)</b> 14:13;81:22	<b>69:9;78:14</b>	<b>approach (2)</b> 44:17;50:13
*	<b>ability (3)</b> 13:21;67:7,8	<b>addition (4)</b> 56:23;60:12;62:16; 63:16	<b>agreed (2)</b> 23:10;29:9	<b>appropriate (1)</b> 22:10
*** (1) 10:9	<b>able (8)</b> 5:7;27:1;35:1; 36:3;39:15;41:16; 44:5;56:6	<b>additional (13)</b> 12:23;44:21;45:22; 51:21;54:8,20,23; 55:4,9;59:10;61:14, 16;86:4	<b>agricultural (4)</b> 14:10,16;15:7,17	<b>approval (11)</b> 3:23;6:25;7:2,17; 8:6;10:1,17;11:8,21; 16:9;17:19
‘	<b>absolute (1)</b> 32:25	<b>address (4)</b> 41:16;57:14;58:7, 18	<b>agriculture (1)</b> 14:25	<b>approve (11)</b> 6:23;7:1,16;8:5; 9:25;10:16;11:7,20; 16:8;49:25;68:25
“- (1) 54:24	<b>absolutely (2)</b> 66:8;67:13	<b>additions (2)</b> 42:15;45:4	<b>ahead (10)</b> 6:19;20:5;27:15, 16;51:25;52:1;57:24; 61:14;62:11;82:1	<b>approved (3)</b> 13:1;15:21;16:2
“Alright (1) 39:4	<b>academic (1)</b> 26:19	<b>address (4)</b> 41:16;57:14;58:7, 18	<b>Alexander (3)</b> 30:11,13,13	<b>approves (1)</b> 15:22
“but” (1) 55:2	<b>academics (1)</b> 26:7	<b>ADE (6)</b> 11:1,4,16;23:10; 47:19;58:6	<b>alive (1)</b> 58:9	<b>archive (1)</b> 61:9
“draft” (1) 32:6	<b>Academy (1)</b> 29:18	<b>adequately (1)</b> 71:3	<b>allow (3)</b> 6:18;40:10;70:10	<b>area (7)</b> 4:25;5:2,15,16; 6:12,19;40:16
“How (3) 22:15,16,16	<b>accepted (1)</b> 9:19	<b>adjoin (2)</b> 86:6,7	<b>allowed (2)</b> 17:20;37:21	<b>Arkansas (8)</b> 7:11;16:20;17:20; 35:10;36:9;68:6,7; 72:14
“I’m (1) 74:16	<b>access (3)</b> 53:1,3;57:21	<b>administration (5)</b> 22:15;72:24;73:4; 75:1;81:3	<b>Ally (2)</b> 66:5;67:19	<b>around (6)</b> 43:15;44:3,18; 76:25;77:13;81:3
“No (1) 31:9	<b>accesses (1)</b> 60:22	<b>administrator (4)</b> 5:7,19,22;68:10	<b>almost (3)</b> 32:10;55:2;57:19	<b>ashamed (1)</b> 36:6
“Please (1) 34:3	<b>accessible (2)</b> 57:18;58:1	<b>administrators (2)</b> 4:23;5:19	<b>along (3)</b> 13:3,6;20:18	<b>aside (1)</b> 6:9
“Start (1) 24:8	<b>accordance (1)</b> 63:17	<b>admission (1)</b> 9:21	<b>alternative (2)</b> 13:1,10	<b>Association (9)</b> 20:14;61:20,23; 63:10,12,14;71:1,10; 72:8
“These (4) 54:4,7,19,22	<b>According (1)</b> 27:7	<b>admission (1)</b> 9:21	<b>always (1)</b> 72:16	<b>assume (8)</b> 18:20,25;19:5,9, 10;20:20;32:3;58:13
“under (1) 55:9	<b>account (1)</b> 31:2	<b>admission (1)</b> 9:21	<b>amend (1)</b> 55:7	<b>assuming (1)</b> 19:4
“Union (1) 72:15	<b>Accountability (5)</b> 17:21;24:1,13; 31:6,7	<b>adopt (1)</b> 42:6	<b>amendment (2)</b> 15:19;16:1	<b>ASTA (1)</b> 75:7
“We (1) 85:13	<b>accredited (1)</b> 9:1	<b>adopted (2)</b> 42:2,4	<b>among (1)</b> 18:17	<b>attachments (1)</b> 38:24
“We’ve (1) 34:4	<b>achieve (1)</b> 49:15	<b>advance (1)</b> 21:5	<b>amount (1)</b> 18:24	<b>attempt (1)</b> 36:15
’	<b>achievement (1)</b> 26:19	<b>advantage (1)</b> 30:10	<b>ancillary (1)</b> 4:16	<b>attend (3)</b> 9:17;73:5,6
” (1) 54:25	<b>across (4)</b> 22:22;69:15,15; 81:6	<b>AETN (3)</b> 34:22,25;60:19	<b>Andrew (1)</b> 69:8	<b>attended (4)</b> 35:17,20;36:9,10
A	<b>act (20)</b> 4:14;13:14;17:21; 27:6;46:12;62:17; 63:17;64:11,13;68:6; 74:24;75:13,15,16, 24;76:7,19,23,25; 79:25	<b>affected (1)</b> 68:15	<b>anecdotally (1)</b> 36:16	<b>attends (1)</b> 73:20
A-1 (1) 3:24	<b>action (7)</b> 3:5,17;25:18;27:1; 53:4;66:21;83:10	<b>affects (1)</b> 73:22	<b>angry (1)</b> 66:7	<b>attention (1)</b> 70:22
A-2 (1) 7:10	<b>actual (2)</b> 13:17;42:20	<b>aftermath (1)</b> 24:23	<b>anymore (3)</b> 36:22;76:10;80:14	<b>attorney (1)</b> 29:24
A-3 (1) 7:24	<b>actually (9)</b> 5:19;21:7;24:7; 30:25;43:8;67:22; 71:8;79:11;82:3	<b>again (8)</b> 24:8;29:3;33:4; 38:1;41:9,12;55:16; 61:1	<b>apologize (3)</b> 20:17;48:11;53:11	<b>attract (1)</b> 66:18
A-4 (1) 8:13	<b>add (7)</b> 4:15;15:13,15; 42:10;43:3;82:1; 83:14	<b>against (4)</b> 37:13;65:14;67:10, 12	<b>apparently (1)</b> 38:17	<b>attributes (1)</b> 44:19
A-5 (1) 10:10		<b>agenda (14)</b> 3:3,4,5,17;24:25; 25:1,2,8,16;27:6; 77:15;78:8,16;79:16	<b>appeal (1)</b> 30:5	<b>audible (2)</b> 59:20;83:1
A-6 (1) 10:25		<b>agendas (2)</b> 57:24,25	<b>applicants (1)</b> 20:10	
A-7 (1) 11:15		<b>ago (3)</b> 14:12;32:15;35:10	<b>applies (2)</b> 43:4,4	
A-8 (1) 12:2		<b>agree (2)</b> 41:16;51:14;71:24	<b>apply (1)</b> 12:14	
A-9 (1) 16:17			<b>appointed (1)</b> 28:21	
abandon (1)			<b>appreciate (3)</b> 41:16;51:14;71:24	

<p><b>audience (5)</b> 17:6;51:5;62:5; 63:5;64:25</p> <p><b>authority (5)</b> 17:17;18:25;19:5, 5;20:20</p> <p><b>available (1)</b> 58:9</p> <p><b>avenue (3)</b> 57:13,18;58:10</p> <p><b>aware (2)</b> 33:4;78:17</p> <p><b>away (6)</b> 30:15;31:6;35:11; 41:12;42:10;71:8</p> <p><b>Aye (17)</b> 7:7,21;8:10;10:6, 22;11:12,25;16:14; 28:4;59:18,22;65:13; 82:16,18,20;85:24; 86:11</p>	<p><b>beg (2)</b> 47:16,18</p> <p><b>begged (1)</b> 35:11</p> <p><b>begin (3)</b> 56:8,8,9</p> <p><b>beginning (1)</b> 44:23</p> <p><b>belong (1)</b> 30:23</p> <p><b>belongs (1)</b> 30:24</p> <p><b>beloved (1)</b> 28:24</p> <p><b>below (1)</b> 25:14</p> <p><b>best (4)</b> 36:10;43:13;50:13; 73:16</p> <p><b>better (5)</b> 5:10;14:22;52:21; 75:12;85:11</p> <p><b>bias (1)</b> 81:4</p> <p><b>big (4)</b> 4:10,21;5:24;32:6</p> <p><b>biggest (1)</b> 4:11</p> <p><b>bit (5)</b> 22:5;25:24;40:14; 80:12;83:14</p> <p><b>blanks (2)</b> 45:5;52:20</p> <p><b>blatantly (1)</b> 31:14</p> <p><b>blessed (1)</b> 36:3</p> <p><b>blueprint (9)</b> 23:22,23,25;24:6, 9;29:2;43:14,18;49:2</p> <p><b>Board (84)</b> 3:11;7:7,21;8:10; 10:6,22;11:12,25; 16:14,23;17:12,15, 16,18,25;18:2,3,21, 23;19:7;20:1,6,13; 22:5;23:9;24:12,18, 24;25:1,16;27:8,10; 28:4,18,25;31:4,8; 32:2,24;33:17,19; 35:11,12,21,22,22, 23;36:5;38:23;40:3; 41:19;42:13;43:6,11; 45:7;46:6,8,14;47:5, 19,23,24,25;48:2; 49:5,8,13,21;50:24; 51:12;52:7;54:7; 61:19;65:13,22,23, 25;68:4;69:15,19; 77:18,23;85:24; 86:11</p> <p><b>Board'' (1)</b> 34:6</p>	<p><b>boards (1)</b> 68:8</p> <p><b>body (1)</b> 86:3</p> <p><b>Boss (1)</b> 73:19</p> <p><b>Boss'' (1)</b> 72:15</p> <p><b>both (7)</b> 12:19;15:21;65:25; 66:3;76:17;82:13; 83:8</p> <p><b>bought (1)</b> 36:20</p> <p><b>boundaries (1)</b> 23:3</p> <p><b>boys (1)</b> 74:3</p> <p><b>break (6)</b> 60:14,15,16;64:9; 65:6,15</p> <p><b>Bredy (1)</b> 69:5</p> <p><b>brief (2)</b> 60:11,13</p> <p><b>bring (2)</b> 29:9;83:18</p> <p><b>bringing (1)</b> 52:3</p> <p><b>brought (3)</b> 20:3;25:7;84:12</p> <p><b>building (1)</b> 75:5</p> <p><b>builds (2)</b> 37:12;42:25</p> <p><b>built (1)</b> 51:7</p> <p><b>business (4)</b> 25:1;31:17;68:1; 86:2</p> <p><b>buy (1)</b> 36:23</p>	<p>49:19;56:21,21; 67:25;72:5,11;76:23; 83:19,25</p> <p><b>can (54)</b> 5:1;6:4;8:22;9:17, 18;12:11;14:24; 15:18;19:1,15,20; 21:5;25:23;31:8,9; 32:7;33:1;36:14; 39:3,12,18;40:5,25; 41:23;44:13,24; 48:15,15;49:4;53:1,3, 20,21;58:19;59:6,11; 60:14,20,25;62:12; 63:6;65:6;69:6; 73:15,18;74:15; 76:11;77:9;81:5,17, 17;83:11;85:13,17</p> <p><b>candidates (1)</b> 20:5</p> <p><b>canny (1)</b> 34:4</p> <p><b>care (4)</b> 67:15;74:7,21,22</p> <p><b>careful (1)</b> 34:8</p> <p><b>carefully (1)</b> 34:6</p> <p><b>carrying (1)</b> 35:3</p> <p><b>carryout (1)</b> 38:25</p> <p><b>carve (2)</b> 55:3,4</p> <p><b>case (4)</b> 9:2;12:14;46:13; 81:8</p> <p><b>casual (1)</b> 67:1</p> <p><b>categories (3)</b> 17:22;32:18;79:8</p> <p><b>Category (20)</b> 17:23,25;18:4,5; 22:21,25;23:15; 25:24;26:13;40:16; 41:11;42:23;43:12; 44:3;45:13,19,21; 53:24;54:3;55:8</p> <p><b>cause (1)</b> 71:16</p> <p><b>certain (1)</b> 18:24</p> <p><b>Chair (3)</b> 46:17;49:4;53:8</p> <p><b>CHAIRMAN (170)</b> 3:2,16;4:1;6:8,21, 25;7:3,5,8,12,18,20, 22;8:1,8,11,15,20; 9:14,22;10:2,4,7,12, 18,21,23;11:2,10,13, 17,22,24;12:1,4,8; 14:6,8;16:6,10,12,15, 19;18:13,22;19:11,</p>	<p>14:21;6,10,12;22:12; 23:2,5,9;24:15; 25:18;26:11,21,24; 27:3,12,14,22;28:2,5, 10,12,15;30:11; 31:25;35:1;37:1; 39:5,10,13,20;41:18, 25;43:1,25;44:11,15; 45:1,3,16,20;47:16, 18;48:8,21,24;49:20; 50:2,5;51:14;52:10, 16;53:10,15;54:18; 55:1,6,13,19;56:16; 57:2,6,22;59:1,5,13; 60:10,13,23;61:2,8, 12,16;62:6;63:3,7,22; 64:2,6,11,14,17,24; 65:4,8,11,14,19; 67:18;69:8;70:4; 72:1;74:1,23;75:4, 25;76:11;77:5,11,19, 25;78:3,13,24;79:14, 19;80:2,6,14,22;82:3, 9;83:6,11;84:3,7,19, 24;85:1,11,20,22,25; 86:9,12</p> <p><b>challenges (1)</b> 21:15</p> <p><b>Chambers (13)</b> 3:14,15;53:8,10,11, 17;54:22;55:2;59:9, 23,24;82:21,22</p> <p><b>chance (6)</b> 35:24;38:5,7,10, 14;53:12</p> <p><b>change (6)</b> 6:15;15:18;42:6, 10;52:9;55:8</p> <p><b>changed (2)</b> 4:12;75:20</p> <p><b>changes (6)</b> 3:3;15:24;41:8; 42:15;44:24;54:2</p> <p><b>changing (2)</b> 23:3;71:12</p> <p><b>character (1)</b> 30:5</p> <p><b>Charter (24)</b> 12:3,4,21,25;13:7, 17;14:16,25;15:2,4, 10,12,13,20,22;16:1; 31:16,18,20;36:9,12, 14;38:8;66:17</p> <p><b>charters (1)</b> 15:21</p> <p><b>Checks (2)</b> 7:25;8:2</p> <p><b>chicken (1)</b> 51:19</p> <p><b>child (3)</b> 44:17;73:20,22</p> <p><b>Children (15)</b> 10:11,13;30:8;</p>
<b>B</b>		<b>C</b>		
<p><b>babe (1)</b> 37:4</p> <p><b>back (23)</b> 18:16;23:11;25:2; 30:3,4,7,10;31:22,23; 32:11;34:5;36:19; 37:25;55:17;58:8,24; 60:14,16,17,21;61:1, 6;71:21</p> <p><b>Background (2)</b> 7:25;8:2</p> <p><b>bad (2)</b> 32:11;67:21</p> <p><b>badly (1)</b> 19:6</p> <p><b>Baker (1)</b> 73:2</p> <p><b>balance (1)</b> 24:10</p> <p><b>bargaining (7)</b> 61:24;63:14;75:18, 22;76:14,18,22</p> <p><b>based (5)</b> 22:11;49:10;50:13; 53:22;69:13</p> <p><b>Baseline (1)</b> 29:18</p> <p><b>basically (3)</b> 4:19;31:7;33:4</p> <p><b>basis (1)</b> 20:15</p> <p><b>bathroom (1)</b> 72:11</p> <p><b>became (2)</b> 76:8,25</p> <p><b>become (1)</b> 14:24</p> <p><b>becomes (1)</b> 42:12</p>	<p><b>boards (1)</b> 68:8</p> <p><b>body (1)</b> 86:3</p> <p><b>Boss (1)</b> 73:19</p> <p><b>Boss'' (1)</b> 72:15</p> <p><b>both (7)</b> 12:19;15:21;65:25; 66:3;76:17;82:13; 83:8</p> <p><b>bought (1)</b> 36:20</p> <p><b>boundaries (1)</b> 23:3</p> <p><b>boys (1)</b> 74:3</p> <p><b>break (6)</b> 60:14,15,16;64:9; 65:6,15</p> <p><b>Bredy (1)</b> 69:5</p> <p><b>brief (2)</b> 60:11,13</p> <p><b>bring (2)</b> 29:9;83:18</p> <p><b>bringing (1)</b> 52:3</p> <p><b>brought (3)</b> 20:3;25:7;84:12</p> <p><b>building (1)</b> 75:5</p> <p><b>builds (2)</b> 37:12;42:25</p> <p><b>built (1)</b> 51:7</p> <p><b>business (4)</b> 25:1;31:17;68:1; 86:2</p> <p><b>buy (1)</b> 36:23</p>	<p>49:19;56:21,21; 67:25;72:5,11;76:23; 83:19,25</p> <p><b>can (54)</b> 5:1;6:4;8:22;9:17, 18;12:11;14:24; 15:18;19:1,15,20; 21:5;25:23;31:8,9; 32:7;33:1;36:14; 39:3,12,18;40:5,25; 41:23;44:13,24; 48:15,15;49:4;53:1,3, 20,21;58:19;59:6,11; 60:14,20,25;62:12; 63:6;65:6;69:6; 73:15,18;74:15; 76:11;77:9;81:5,17, 17;83:11;85:13,17</p> <p><b>candidates (1)</b> 20:5</p> <p><b>canny (1)</b> 34:4</p> <p><b>care (4)</b> 67:15;74:7,21,22</p> <p><b>careful (1)</b> 34:8</p> <p><b>carefully (1)</b> 34:6</p> <p><b>carrying (1)</b> 35:3</p> <p><b>carryout (1)</b> 38:25</p> <p><b>carve (2)</b> 55:3,4</p> <p><b>case (4)</b> 9:2;12:14;46:13; 81:8</p> <p><b>casual (1)</b> 67:1</p> <p><b>categories (3)</b> 17:22;32:18;79:8</p> <p><b>Category (20)</b> 17:23,25;18:4,5; 22:21,25;23:15; 25:24;26:13;40:16; 41:11;42:23;43:12; 44:3;45:13,19,21; 53:24;54:3;55:8</p> <p><b>cause (1)</b> 71:16</p> <p><b>certain (1)</b> 18:24</p> <p><b>Chair (3)</b> 46:17;49:4;53:8</p> <p><b>CHAIRMAN (170)</b> 3:2,16;4:1;6:8,21, 25;7:3,5,8,12,18,20, 22;8:1,8,11,15,20; 9:14,22;10:2,4,7,12, 18,21,23;11:2,10,13, 17,22,24;12:1,4,8; 14:6,8;16:6,10,12,15, 19;18:13,22;19:11,</p>	<p>14:21;6,10,12;22:12; 23:2,5,9;24:15; 25:18;26:11,21,24; 27:3,12,14,22;28:2,5, 10,12,15;30:11; 31:25;35:1;37:1; 39:5,10,13,20;41:18, 25;43:1,25;44:11,15; 45:1,3,16,20;47:16, 18;48:8,21,24;49:20; 50:2,5;51:14;52:10, 16;53:10,15;54:18; 55:1,6,13,19;56:16; 57:2,6,22;59:1,5,13; 60:10,13,23;61:2,8, 12,16;62:6;63:3,7,22; 64:2,6,11,14,17,24; 65:4,8,11,14,19; 67:18;69:8;70:4; 72:1;74:1,23;75:4, 25;76:11;77:5,11,19, 25;78:3,13,24;79:14, 19;80:2,6,14,22;82:3, 9;83:6,11;84:3,7,19, 24;85:1,11,20,22,25; 86:9,12</p> <p><b>challenges (1)</b> 21:15</p> <p><b>Chambers (13)</b> 3:14,15;53:8,10,11, 17;54:22;55:2;59:9, 23,24;82:21,22</p> <p><b>chance (6)</b> 35:24;38:5,7,10, 14;53:12</p> <p><b>change (6)</b> 6:15;15:18;42:6, 10;52:9;55:8</p> <p><b>changed (2)</b> 4:12;75:20</p> <p><b>changes (6)</b> 3:3;15:24;41:8; 42:15;44:24;54:2</p> <p><b>changing (2)</b> 23:3;71:12</p> <p><b>character (1)</b> 30:5</p> <p><b>Charter (24)</b> 12:3,4,21,25;13:7, 17;14:16,25;15:2,4, 10,12,13,20,22;16:1; 31:16,18,20;36:9,12, 14;38:8;66:17</p> <p><b>charters (1)</b> 15:21</p> <p><b>Checks (2)</b> 7:25;8:2</p> <p><b>chicken (1)</b> 51:19</p> <p><b>child (3)</b> 44:17;73:20,22</p> <p><b>Children (15)</b> 10:11,13;30:8;</p>	

35:7,20;36:8;41:21; 44:21;66:19;69:6; 72:20;73:7;74:6,8,13 <b>CHORUS (2)</b> 51:5;63:5 <b>chose (1)</b> 29:10 <b>circumstances (2)</b> 70:24;74:18 <b>city (10)</b> 30:8;33:5,9,19,20; 34:2,10;48:13,20; 68:20 <b>Claire (1)</b> 12:15 <b>clarification (4)</b> 27:17;49:1;57:4,9 <b>clarifications (1)</b> 49:14 <b>clarified (1)</b> 49:12 <b>clarify (6)</b> 46:2;48:25;49:4, 23;78:19;84:11 <b>clarity (2)</b> 54:1;75:25 <b>Clark (1)</b> 67:18 <b>class (1)</b> 5:8 <b>classifications (1)</b> 32:12 <b>classmates (1)</b> 30:18 <b>clean (1)</b> 5:25 <b>clear (8)</b> 23:10;28:18;31:13; 45:10;49:17;58:23; 62:6;68:5 <b>clearer (2)</b> 25:13;45:13 <b>close (8)</b> 29:11,13,14,14,17, 18,19;67:25 <b>closed (2)</b> 28:24;29:4 <b>closer (1)</b> 22:24 <b>Cloverdale (1)</b> 29:20 <b>clue (1)</b> 33:21 <b>Code (2)</b> 7:11,12 <b>collaborated (5)</b> 72:24;73:1,2,3,4 <b>Collectively (12)</b> 7:7,21;8:10;10:6, 22;11:12,25;16:14; 28:4;65:13;85:24; 86:11 <b>college (4)</b>	6:11;8:25;9:19; 36:15 <b>colleges (2)</b> 6:9,15 <b>college's (1)</b> 9:21 <b>Collins (2)</b> 69:8,9 <b>coming (7)</b> 4:7;6:11;28:17; 42:18;45:22;63:1; 72:1 <b>Comment (30)</b> 3:24;4:18,22;7:10, 24;8:13;10:10,25; 11:15;12:2;26:12; 27:3,5;28:3;52:13, 15;57:3,5,13,19; 58:17;64:20;66:4,24; 67:4,4;75:10;77:9; 78:9;86:5 <b>comments (12)</b> 27:9,23,25;28:8; 29:6;32:3;34:21; 38:15;57:15;65:7; 67:5;79:7 <b>Commissioner (7)</b> 14:17;17:19;25:23; 61:19;63:9;65:22; 68:5 <b>committee (11)</b> 28:21;43:9;62:18, 22,23;63:18,19; 74:24;75:18;85:9,19 <b>common (1)</b> 5:16 <b>communities (2)</b> 21:25;30:9 <b>community (36)</b> 23:21,23,25;24:6, 9;28:23;29:2;31:24; 37:19,19;38:4;43:6, 15,16;44:19;47:7,22; 48:13;49:3;50:15; 51:10;52:3;55:22,25; 56:3,4,9,13;62:10; 67:14;70:14;71:16; 73:24;74:6,20;80:8 <b>compete (1)</b> 66:17 <b>complete (1)</b> 24:14 <b>component (2)</b> 15:7,17 <b>components (1)</b> 64:10 <b>computers (1)</b> 53:1 <b>concepts (3)</b> 49:9,12,14 <b>concern (4)</b> 41:14;47:7;51:11; 71:15	<b>concerned (1)</b> 83:24 <b>concerns (3)</b> 32:9;38:15;51:13 <b>concluded (1)</b> 86:13 <b>conditions (2)</b> 12:12,14 <b>conduct (1)</b> 80:23 <b>conducted (1)</b> 43:17 <b>confident (1)</b> 69:13 <b>confusion (1)</b> 49:23 <b>consent (1)</b> 3:4 <b>Consequently (1)</b> 75:23 <b>consider (3)</b> 6:3;48:9;67:21 <b>considerate (1)</b> 85:4 <b>Consideration (12)</b> 3:24;7:10,24;8:13; 10:10,25;11:15;12:2; 16:17;50:10;51:11; 83:24 <b>constantly (1)</b> 5:18 <b>consternation (1)</b> 53:18 <b>construct (1)</b> 47:13 <b>consult (1)</b> 64:4 <b>consultants (1)</b> 29:9 <b>contact (3)</b> 38:18,19;58:4 <b>containing (1)</b> 14:2 <b>contemplating (1)</b> 23:19 <b>context (1)</b> 52:4 <b>continue (14)</b> 18:9;21:16,17; 22:25;26:2,6;36:18; 44:8;56:12,13;58:11; 61:13;62:3,20 <b>continuing (1)</b> 34:9 <b>contract (7)</b> 16:1;61:22;62:8; 63:10,18;79:16,24 <b>contracted (1)</b> 81:1 <b>control (12)</b> 17:16;19:9;24:18; 29:25;31:4,23;38:1; 39:7;51:2;62:7;	71:21;73:16 <b>controversial (1)</b> 40:6 <b>conversation (3)</b> 23:20;49:10;75:2 <b>conversations (10)</b> 23:21;41:7;44:14; 49:5,13;55:16;61:21; 62:9;69:14;70:21 <b>conversion (4)</b> 12:24;15:1,5,22 <b>cool (1)</b> 34:4 <b>Coordinated (1)</b> 22:8 <b>copies (1)</b> 17:6 <b>copy (2)</b> 17:2,7 <b>Core (3)</b> 11:16,18;37:18 <b>corrected (1)</b> 47:22 <b>counsel (1)</b> 16:22 <b>counseling (4)</b> 13:7,9,10,13 <b>country (1)</b> 32:16 <b>County (1)</b> 19:23 <b>couple (2)</b> 14:9;24:20 <b>course (3)</b> 40:11;45:22;76:7 <b>courses (1)</b> 9:9 <b>Court (1)</b> 68:7 <b>Courtney (3)</b> 8:16;19:20;20:16 <b>create (7)</b> 20:9;32:12;37:9; 62:17,21;63:17; 70:13 <b>created (2)</b> 58:22;71:2 <b>criteria (10)</b> 9:21;17:11;25:14, 15;46:3,4,8,9,15,16 <b>CROSS-TALK (1)</b> 62:5 <b>current (2)</b> 22:12;50:11 <b>currently (1)</b> 72:16 <b>curriculum" (1)</b> 22:16 <b>cutoff (1)</b> 34:20	<b>Dan (1)</b> 60:17 <b>data (1)</b> 45:22 <b>daughter (1)</b> 30:14 <b>daughters (1)</b> 38:5 <b>daughter's (1)</b> 30:17 <b>David (2)</b> 29:13,16 <b>day (12)</b> 3:12;27:15,16; 32:17;35:18;37:18; 38:4;72:23;73:8,20; 74:10,15 <b>days (2)</b> 8:23;32:11 <b>DEAN (18)</b> 9:25;10:2;11:20, 22;16:11,12;23:13, 14;44:16;55:20;60:6, 7;78:13,14;83:4,5; 86:8,10 <b>December (2)</b> 52:20;79:21 <b>decide (3)</b> 29:10,13;82:9 <b>decided (7)</b> 29:13,14;32:13,15, 17,20;43:22 <b>decision (5)</b> 24:24;25:6,7; 52:17;73:14 <b>decisions (2)</b> 26:8;40:5 <b>deep (1)</b> 40:6 <b>deeper (2)</b> 40:25;41:15 <b>defense (1)</b> 50:21 <b>defined (1)</b> 17:17 <b>definitely (3)</b> 54:14,14;78:18 <b>degree (2)</b> 4:20;22:10 <b>deliberately (2)</b> 33:11,13 <b>democracy (3)</b> 30:10;36:6;38:15 <b>Democrat-Gazette (1)</b> 72:14 <b>Department (15)</b> 3:9;16:21;21:16, 17;23:8;26:9,20; 40:20;41:10;44:3; 46:7,12;55:17;69:20; 75:14 <b>Dependents (2)</b> 11:1,5
<b>D</b>				

<p><b>depending (2)</b> 23:25;53:18</p> <p><b>depends (1)</b> 74:9</p> <p><b>DESE (6)</b> 3:24;7:10,24;8:13; 10:10;12:2</p> <p><b>designate (1)</b> 42:8</p> <p><b>designation (3)</b> 15:3,9,16</p> <p><b>desired (2)</b> 26:19;80:13</p> <p><b>despite (3)</b> 29:6,7,10</p> <p><b>detail (1)</b> 40:15</p> <p><b>details (3)</b> 25:4;40:25;42:19</p> <p><b>determine (1)</b> 18:3</p> <p><b>detrimental (1)</b> 72:21</p> <p><b>devastating (1)</b> 69:25</p> <p><b>developing (2)</b> 47:20;76:9</p> <p><b>devil (1)</b> 40:15</p> <p><b>Dexter (1)</b> 73:2</p> <p><b>Diane (1)</b> 3:15</p> <p><b>difference (1)</b> 43:7</p> <p><b>different (18)</b> 6:9;18:6;20:6,22; 22:7,17;25:6;32:18; 43:3,21;53:19,20,22; 54:4;59:10;61:10; 63:25;64:1</p> <p><b>differently (3)</b> 6:17;43:23;53:22</p> <p><b>difficult (1)</b> 40:4</p> <p><b>digest (1)</b> 18:15</p> <p><b>dignity (1)</b> 34:15</p> <p><b>diligently (1)</b> 3:9</p> <p><b>diploma (4)</b> 9:1,3,8,12</p> <p><b>direct (2)</b> 32:3;84:11</p> <p><b>directed (1)</b> 16:23</p> <p><b>direction (2)</b> 17:19;79:5</p> <p><b>directions (3)</b> 18:3;53:20,22</p> <p><b>directly (1)</b> 12:17</p>	<p><b>directors (3)</b> 17:15,17,25</p> <p><b>disappointed (2)</b> 71:10;72:9</p> <p><b>disappointing (1)</b> 69:24</p> <p><b>disapproved (1)</b> 16:3</p> <p><b>disarray (1)</b> 70:14</p> <p><b>discuss (2)</b> 25:11;43:3</p> <p><b>discussed (5)</b> 40:11;46:6;49:9, 14;51:21</p> <p><b>discussed'' (1)</b> 22:18</p> <p><b>discussing (3)</b> 43:21;55:18;84:16</p> <p><b>discussion (15)</b> 15:23;18:17;26:11; 32:10;40:24;50:7,25; 51:8;77:6,20,21; 78:4;80:14;82:11; 83:15</p> <p><b>discussions (4)</b> 42:18;45:2;59:7; 71:19</p> <p><b>Dismissal (2)</b> 32:22;70:25</p> <p><b>disruption (3)</b> 71:15,16;73:22</p> <p><b>distributed (2)</b> 49:8;52:23</p> <p><b>district (91)</b> 12:24;15:1,5,22; 16:17;17:2,10,12; 18:8,8,10,23;19:6; 20:13;21:23;22:22; 23:1,10;24:11;25:25; 26:2,7,10;28:19,22; 29:6,8,12;30:1,2,7,7, 21,23;33:1;34:5,14, 18;37:25;38:16;39:7; 43:17;46:13,14; 50:11;51:1,12;54:5,9, 14,25;55:18;61:22, 25,25;62:12,15,17, 19,20;63:11,13,15, 16,21;66:10,22; 69:13,15,19;70:1,16; 72:5,18,20,25;73:7, 10,17,21;75:17,19, 23;76:19;77:3;80:17, 19;81:4,6,24;85:19</p> <p><b>district'' (3)</b> 54:6,10;55:10</p> <p><b>districts (6)</b> 62:2,22;66:17; 75:4,5,21</p> <p><b>distrust (1)</b> 47:6</p> <p><b>dive (1)</b> 40:25</p>	<p><b>divide (7)</b> 33:1,5,9,11,15; 34:3;63:24</p> <p><b>divided (1)</b> 33:13</p> <p><b>Division (7)</b> 12:15;16:21,23; 18:9;20:17;24:23; 75:15</p> <p><b>document (6)</b> 42:8;48:3;49:18; 52:9;58:20,21</p> <p><b>documents (1)</b> 17:9</p> <p><b>dollar (1)</b> 74:8</p> <p><b>done (11)</b> 8:22;22:19;36:13; 40:1;68:18;69:22; 71:13;72:21;73:16; 81:23;83:21</p> <p><b>doubt (1)</b> 69:20</p> <p><b>down (3)</b> 44:4;69:3;74:12</p> <p><b>downgraded (1)</b> 35:21</p> <p><b>downside (1)</b> 59:5</p> <p><b>DR (136)</b> 4:6,10;6:5,23;7:1, 5;8:7,9;10:21;11:7, 10;14:8,9,24;15:11, 16;16:5,8,10;18:19; 19:10,13,21;20:9,17, 24;21:4,9,11,12,13, 20;22:20,24;23:3,6, 17;24:16,17;25:9,17; 26:12,13,16,19,21,23, 25;27:5,20;28:15,16; 30:20;44:1,2,12,15; 45:15,16,17;46:1; 49:25;50:2,5,8;51:6, 18;55:6,11,15,20; 57:1,2,3,9;58:20; 59:2,9,14,19,20;60:2, 3,8,9,12;61:13,18; 62:8;63:6,8;64:17; 65:2,4;68:14,25; 72:12;73:2;75:12,25; 76:15,23;77:2;78:2,4, 24,25;79:18,23;80:3, 7,24,25;81:11,12,13, 16,17,19,20,21,25; 82:7,13,17,18,25; 83:1,7;84:5,8,10,14, 17;85:21,23</p> <p><b>draft (10)</b> 16:24;32:8;42:1,5, 8,11,12;48:17,18; 58:20</p> <p><b>drawing (1)</b> 43:10</p>	<p><b>dream (1)</b> 73:5</p> <p><b>Ds (1)</b> 41:5</p> <p><b>due (1)</b> 40:11</p> <p><b>during (3)</b> 23:20;29:1,1</p> <p><b>dyslexia (1)</b> 4:19</p> <p><b>dyslexia'' (1)</b> 22:15</p> <p style="text-align: center;"><b>E</b></p> <p><b>earlier (3)</b> 43:1;65:20;66:12</p> <p><b>earliest (1)</b> 19:12</p> <p><b>early (2)</b> 8:23;51:17</p> <p><b>earned (1)</b> 66:10</p> <p><b>earnest (1)</b> 30:5</p> <p><b>echo (3)</b> 51:17;55:20;67:19</p> <p><b>Educate (1)</b> 3:25</p> <p><b>Education (21)</b> 4:2;16:21,22,24; 17:20;28:25;30:17, 18;37:11,12;38:9; 61:20,23;63:9,12,13; 72:8;74:8,13;75:14, 15</p> <p><b>Educational (3)</b> 17:20;36:19;71:23</p> <p><b>Educator (2)</b> 4:2,8</p> <p><b>Educators (3)</b> 7:11;72:19;73:13</p> <p><b>effect (1)</b> 39:21</p> <p><b>effective (3)</b> 62:23;76:8,25</p> <p><b>effort (2)</b> 21:22;33:12</p> <p><b>egg (1)</b> 51:19</p> <p><b>eight (2)</b> 12:4;68:1</p> <p><b>either (5)</b> 15:4;65:24;66:2; 70:22;75:8</p> <p><b>elected (10)</b> 17:24;18:2;19:3,8; 21:3;22:5;31:3; 41:20;46:7,14</p> <p><b>election (9)</b> 17:14;18:21;19:24; 20:8;42:20,21;43:8;</p>	<p>71:18,19</p> <p><b>elections (2)</b> 19:19,21</p> <p><b>element (1)</b> 22:7</p> <p><b>Elementary (4)</b> 16:21,23;74:4; 75:15</p> <p><b>elements (5)</b> 21:25;26:6;42:9, 14;71:20</p> <p><b>eligible (1)</b> 5:13</p> <p><b>Elliot (1)</b> 48:23</p> <p><b>Elliott (8)</b> 31:25;32:1,2; 46:17;47:17,21;48:9; 63:24</p> <p><b>else (7)</b> 6:21;9:23;14:8; 33:21;46:25;47:1; 78:24</p> <p><b>else's (1)</b> 33:17</p> <p><b>email (3)</b> 58:4,7,18</p> <p><b>emails (2)</b> 5:17;67:2</p> <p><b>Emily (2)</b> 35:5,6</p> <p><b>employees (1)</b> 63:15</p> <p><b>enact (1)</b> 14:20</p> <p><b>encourage (1)</b> 36:23</p> <p><b>end (15)</b> 27:4;28:9,10,12,13, 14;37:18;38:3;39:3; 45:8;61:22;70:2; 74:10;77:1;85:6</p> <p><b>endorsement (1)</b> 5:9</p> <p><b>engaged (3)</b> 21:23;22:10;74:25</p> <p><b>enough (1)</b> 69:2</p> <p><b>enrolled (2)</b> 9:6,10</p> <p><b>Enrollment (7)</b> 10:11,13;11:1,4; 12:24;15:4,21</p> <p><b>ensure (3)</b> 56:3;72:25;73:6</p> <p><b>ensuring (1)</b> 54:12</p> <p><b>entertain (4)</b> 18:12;33:23;54:2,7</p> <p><b>entire (2)</b> 30:1;73:4</p> <p><b>environment (1)</b> 71:23</p>
--	---	--	--	--

<p><b>envision (4)</b> 24:22;25:2,5,15</p> <p><b>equal (2)</b> 31:21;32:16</p> <p><b>equipment (1)</b> 60:20</p> <p><b>ESOL (1)</b> 4:19</p> <p><b>especially (3)</b> 25:12;44:2;73:24</p> <p><b>ESSA (2)</b> 42:22;45:14</p> <p><b>establish (4)</b> 17:22;42:17;63:19; 85:18</p> <p><b>established (3)</b> 46:16;58:10;79:8</p> <p><b>establishes (1)</b> 42:25</p> <p><b>Ethics (2)</b> 7:11,12</p> <p><b>even (13)</b> 9:16;16:2;22:4; 30:19;33:15,23,24; 37:21;44:8;45:23; 46:20;56:1;78:9</p> <p><b>event (1)</b> 17:9</p> <p><b>everybody (8)</b> 18:14;20:25;25:22; 28:16;34:15;56:17; 58:23;61:5</p> <p><b>everyone (2)</b> 56:10;63:3</p> <p><b>exact (1)</b> 12:16</p> <p><b>exactly (1)</b> 58:24</p> <p><b>example (1)</b> 46:23</p> <p><b>exception (1)</b> 54:15</p> <p><b>exclude (1)</b> 75:1</p> <p><b>exclusive (2)</b> 61:24;63:14</p> <p><b>exempt (1)</b> 76:19</p> <p><b>existing (2)</b> 13:16;15:13</p> <p><b>exit (8)</b> 17:11;25:13,15; 46:4,8,9,15,16</p> <p><b>expect (1)</b> 48:14</p> <p><b>expectations (1)</b> 20:25</p> <p><b>expedited (1)</b> 19:8</p> <p><b>experiences (1)</b> 36:10</p> <p><b>expertise (1)</b> 5:15</p>	<p><b>expire (1)</b> 62:8</p> <p><b>expires (1)</b> 79:16</p> <p><b>explain (2)</b> 25:23;75:13</p> <p><b>explanation (1)</b> 40:21</p> <p><b>extended (2)</b> 84:2;85:8</p> <p><b>extends (1)</b> 71:18</p> <p><b>extra (1)</b> 46:3</p> <p><b>extremely (1)</b> 56:11</p> <p style="text-align: center;"><b>F</b></p> <p><b>fact (6)</b> 25:21;37:6,15; 44:20;64:11;67:1</p> <p><b>factories (1)</b> 37:8</p> <p><b>Fair (6)</b> 32:22;36:4,5,17; 70:25;85:1</p> <p><b>fall (1)</b> 45:12</p> <p><b>Families (2)</b> 10:11,13</p> <p><b>far (7)</b> 22:7,20;23:7; 24:17;43:13;68:14; 79:2</p> <p><b>far-reaching (1)</b> 48:4</p> <p><b>favor (12)</b> 7:6,20;8:9;10:5,21; 11:11,24;16:13;28:3; 65:12;85:23;86:10</p> <p><b>feed (3)</b> 34:19;37:17;61:1</p> <p><b>feedback (7)</b> 55:22;58:5,7,11; 70:10;79:9;80:8</p> <p><b>feel (18)</b> 3:8;25:20;30:20; 36:22;37:12;38:6,9; 40:21;46:18;51:16; 53:16,22;55:3;58:2; 70:11,19;71:5;78:7</p> <p><b>feet (1)</b> 41:9</p> <p><b>felt (2)</b> 42:7;71:6</p> <p><b>few (2)</b> 4:11;30:15</p> <p><b>fifth (1)</b> 10:12</p> <p><b>fight (1)</b> 74:4</p> <p><b>fill (2)</b> 52:20;58:3</p>	<p><b>filling (1)</b> 45:4</p> <p><b>fills (1)</b> 25:20</p> <p><b>final (3)</b> 52:8;58:24;59:7</p> <p><b>find (3)</b> 3:10;45:23;80:17</p> <p><b>fine (1)</b> 5:3</p> <p><b>first (16)</b> 3:2,17;4:1;17:14; 28:6;40:2;41:24; 66:5;72:10,16,20,22; 73:20;76:6;82:10; 83:21</p> <p><b>five (3)</b> 27:19;35:10;43:15</p> <p><b>fix (1)</b> 38:20</p> <p><b>fixed (1)</b> 37:24</p> <p><b>flaw (1)</b> 68:11</p> <p><b>flawed (1)</b> 71:7</p> <p><b>flesh (1)</b> 24:21</p> <p><b>fleshed (1)</b> 79:20</p> <p><b>floor (1)</b> 82:4</p> <p><b>fluid (4)</b> 40:14;51:24;58:23; 59:11</p> <p><b>fluidity (1)</b> 46:23</p> <p><b>flush (2)</b> 56:14,15</p> <p><b>flushing (2)</b> 46:10;56:4</p> <p><b>focus (1)</b> 71:22</p> <p><b>focused (1)</b> 72:5</p> <p><b>folks (1)</b> 58:11</p> <p><b>follow (3)</b> 12:12;33:3;80:4</p> <p><b>following (1)</b> 20:18</p> <p><b>follows (1)</b> 17:13</p> <p><b>follow-up (1)</b> 36:13</p> <p><b>food (1)</b> 26:5</p> <p><b>forced (1)</b> 48:18</p> <p><b>foremost (1)</b> 72:16</p> <p><b>forgive (1)</b> 46:19</p>	<p><b>forgot (1)</b> 48:23</p> <p><b>forgotten (1)</b> 59:15</p> <p><b>form (1)</b> 76:6</p> <p><b>Fort (4)</b> 81:1,23;83:18,25</p> <p><b>forward (16)</b> 6:20;14:22;24:8; 38:25;42:16;44:25; 50:11;52:6;56:1,6,12, 14;58:12;62:21; 71:21;80:13</p> <p><b>Foster (6)</b> 28:7,8,11,14;37:1,2</p> <p><b>foundation (3)</b> 42:17,25;45:24</p> <p><b>four (3)</b> 35:7;38:12;72:19</p> <p><b>Framework (22)</b> 16:18,24;17:3; 22:4;25:3,4;40:10; 43:24;44:12;45:8; 49:16;50:1;51:7,19; 52:5,8;55:24;58:21; 59:3;66:13;79:12,20</p> <p><b>free (1)</b> 53:16</p> <p><b>Freedom (1)</b> 68:6</p> <p><b>Freno (21)</b> 16:19,20,20;17:5, 8;18:16;19:18;27:7, 13;64:2,4,7,13;75:12, 14,14;76:4,13,17,25; 77:3</p> <p><b>Friday (1)</b> 3:13</p> <p><b>front (1)</b> 17:3</p> <p><b>frustrated (1)</b> 29:1</p> <p><b>frustrating (1)</b> 50:17</p> <p><b>Fs (1)</b> 41:5</p> <p><b>full (3)</b> 20:1;31:23;39:7</p> <p><b>Funding (2)</b> 11:16,18</p> <p><b>further (5)</b> 24:20,21;51:21; 82:11;84:11</p> <p><b>furthering (1)</b> 33:12</p> <p><b>future (8)</b> 13:4;14:5;16:25; 17:1;30:17;43:20; 44:25;69:3</p>	<p><b>G</b></p>
			<p><b>game (1)</b> 58:24</p> <p><b>gather (2)</b> 56:3,14</p> <p><b>gathered (1)</b> 57:11</p> <p><b>gave (2)</b> 43:15;67:16</p> <p><b>general (1)</b> 16:22</p> <p><b>generally (1)</b> 34:10</p> <p><b>generously (1)</b> 67:25</p> <p><b>gentlemen (1)</b> 8:21</p> <p><b>geographical (1)</b> 33:5</p> <p><b>gets (1)</b> 58:15</p> <p><b>giggled (1)</b> 72:12</p> <p><b>given (7)</b> 3:8;34:5;39:6; 47:15,15;49:22; 59:20</p> <p><b>giving (1)</b> 77:15</p> <p><b>goals (2)</b> 26:19;79:11</p> <p><b>God (2)</b> 74:12,14</p> <p><b>goes (3)</b> 36:5;38:22;71:21</p> <p><b>Good (12)</b> 8:19;16:20;28:16; 32:1,2;37:2,11;44:7; 52:21;66:14;70:7; 74:2</p> <p><b>Gordon (5)</b> 72:1,6,7;73:15; 83:17</p> <p><b>governance (2)</b> 40:3;70:7</p> <p><b>Governing (11)</b> 3:25;4:1;7:11,25; 8:1,14;10:11;11:1,4, 16;12:3</p> <p><b>Governor (2)</b> 3:23;10:17</p> <p><b>Governor's (7)</b> 7:1,17;8:5;10:1; 11:7,20;16:8</p> <p><b>grade (5)</b> 17:23;18:5;21:14; 45:18;74:3</p> <p><b>graduated (1)</b> 35:7</p> <p><b>graduation (3)</b> 9:5,8,11</p>	

<p><b>great (5)</b> 5:6;38:6;66:18,19; 69:18</p> <p><b>group (6)</b> 26:14,21;28:13,14; 80:23;85:13</p> <p><b>groups (1)</b> 20:14</p> <p><b>grow (1)</b> 38:5</p> <p><b>guess (11)</b> 40:1,17,18;51:3; 68:15,21,23,24; 78:25;84:6,15</p> <p><b>guy (1)</b> 37:16</p> <p><b>guys (5)</b> 31:8;37:12,20; 38:24;39:1</p>	<p>43:5;56:19,23;69:19; 79:20</p> <p><b>hearing (4)</b> 22:1;28:6;55:25; 56:9</p> <p><b>hearings (1)</b> 71:4</p> <p><b>heart (2)</b> 73:20;74:11</p> <p><b>held (2)</b> 40:4;68:7</p> <p><b>Helena (1)</b> 19:23</p> <p><b>Helena/West (1)</b> 19:23</p> <p><b>help (5)</b> 23:18;74:22;84:1; 85:17,18</p> <p><b>helped (2)</b> 35:19;74:4</p> <p><b>helpful (1)</b> 6:6</p> <p><b>helping (2)</b> 33:10;41:3</p> <p><b>Henderson (2)</b> 29:14,16</p> <p><b>here's (1)</b> 40:17</p> <p><b>Hernandez (1)</b> 26:21</p> <p><b>Hi (1)</b> 35:6</p> <p><b>high (8)</b> 9:1,4,6,8,11,11,17; 35:8</p> <p><b>higher (1)</b> 17:24</p> <p><b>HILL (68)</b> 8:7,9;10:20,21; 18:19;19:10,13,21; 20:9,17,24;21:4,9; 26:12,13,16,19,23; 44:15;45:15,16,17; 46:1;50:5,8;51:6,18; 55:20;57:1,2,3,9; 58:20;59:2,9,19,20; 60:8,9;65:2,4;75:12; 76:15,23;77:2;78:2,4, 24,25;79:18,23;80:3, 7;81:11,13,17,20,25; 82:7,17,18;83:7;84:5, 8,14,17;85:21,23</p> <p><b>hinge (1)</b> 45:5</p> <p><b>hinges (1)</b> 45:11</p> <p><b>hire (1)</b> 62:21</p> <p><b>hold (2)</b> 28:8,10</p> <p><b>holding (3)</b> 29:23;30:3,4</p> <p><b>Home (5)</b></p>	<p>8:14,15;36:20,23; 37:4</p> <p><b>home- (1)</b> 8:23</p> <p><b>homeowner (1)</b> 36:20</p> <p><b>home-school (4)</b> 9:6,7,10,17</p> <p><b>home-schooled (1)</b> 8:24</p> <p><b>homework (1)</b> 35:19</p> <p><b>honestly (1)</b> 48:22</p> <p><b>honoring (1)</b> 23:21</p> <p><b>hope (4)</b> 41:19,21;43:12; 60:19</p> <p><b>hopeful (1)</b> 50:19</p> <p><b>hostage (1)</b> 29:23</p> <p><b>hours (6)</b> 3:9;18:24;37:15; 66:8;67:24;68:1</p> <p><b>house (1)</b> 84:13</p> <p><b>human (1)</b> 74:17</p> <p><b>hurt (1)</b> 74:7</p> <p><b>hurtful (1)</b> 69:24</p> <p><b>hurts (1)</b> 74:19</p> <p><b>Hyatt (8)</b> 12:5,15,15;13:13; 14:14;15:2,15,17</p>	<p>37:24;81:18</p> <p><b>impact (1)</b> 42:23</p> <p><b>important (10)</b> 30:25;34:17;40:12; 42:8;56:2,7,12;62:24, 25;78:8</p> <p><b>impossible (1)</b> 14:20</p> <p><b>impression (2)</b> 47:23;49:21</p> <p><b>imprimatur (1)</b> 47:4</p> <p><b>improve (1)</b> 71:23</p> <p><b>Improvement (1)</b> 13:13</p> <p><b>improves (1)</b> 70:16</p> <p><b>in- (1)</b> 84:12</p> <p><b>inadequate (1)</b> 69:23</p> <p><b>Incentive (2)</b> 11:16,18</p> <p><b>include (4)</b> 3:22;13:15;20:23; 55:8</p> <p><b>included (4)</b> 13:17;18:4;51:4; 83:9</p> <p><b>inclusion (1)</b> 56:8</p> <p><b>inclusive (2)</b> 79:4;80:10</p> <p><b>incorrect (1)</b> 19:2</p> <p><b>incorrectly (1)</b> 65:21</p> <p><b>incredibly (1)</b> 35:9</p> <p><b>independent (4)</b> 43:9;80:23;84:11; 85:12</p> <p><b>Index (1)</b> 42:22</p> <p><b>indiscernible (3)</b> 34:25;39:18;57:8</p> <p><b>individual (1)</b> 57:16</p> <p><b>individually (2)</b> 47:19;68:4</p> <p><b>information (9)</b> 25:10;44:5;50:14, 21,23;57:11;68:6; 83:14,23</p> <p><b>infrastructure (1)</b> 33:15</p> <p><b>innovation (1)</b> 15:8</p> <p><b>input (12)</b> 38:21;40:10;44:5; 47:3;48:7;49:22;</p>	<p>56:3,14,20;67:7,8,14</p> <p><b>instance (1)</b> 26:5</p> <p><b>in-state (1)</b> 9:16</p> <p><b>instead (1)</b> 40:17</p> <p><b>instruct (2)</b> 61:18;63:8</p> <p><b>intended (3)</b> 53:21;54:12;55:4</p> <p><b>intensive (2)</b> 18:10;26:13</p> <p><b>intentions (1)</b> 70:15</p> <p><b>interact (1)</b> 71:6</p> <p><b>interested (3)</b> 20:11,12;21:5</p> <p><b>interpretation (1)</b> 54:16</p> <p><b>interpreted (1)</b> 53:23</p> <p><b>interrupt (1)</b> 53:16</p> <p><b>into (14)</b> 9:19;21:7;31:2; 32:18;38:5;40:25; 50:10;51:11;60:16; 61:20;64:9;68:19; 71:18,21</p> <p><b>invitation (1)</b> 58:17</p> <p><b>involved (3)</b> 35:15;80:9;81:10</p> <p><b>issue (8)</b> 8:24;19:21;31:16; 78:15;83:17,19,25; 84:15</p> <p><b>issues (4)</b> 46:22;53:25;69:16; 71:21</p> <p><b>item (12)</b> 3:2,17,20;24:25; 25:1,8;27:1,10,10,18; 53:5;77:15</p> <p><b>items (3)</b> 3:21;25:18;40:25</p>
<b>H</b>				
<p><b>half (3)</b> 33:19,20;72:19</p> <p><b>Hall (2)</b> 35:8,24</p> <p><b>hand (1)</b> 53:16</p> <p><b>handled (3)</b> 71:8;77:17;84:12</p> <p><b>hand-picked (1)</b> 65:22</p> <p><b>happen (7)</b> 13:23;42:3;43:8; 68:23;69:11;71:17, 22</p> <p><b>happened (3)</b> 3:12;67:6;68:13</p> <p><b>happening (3)</b> 29:5;68:12;70:19</p> <p><b>happens (2)</b> 69:3;73:14</p> <p><b>happy (2)</b> 18:11;64:22</p> <p><b>hard (3)</b> 35:25;37:10;38:1</p> <p><b>hardened (1)</b> 32:5</p> <p><b>harder (3)</b> 35:13,14;66:21</p> <p><b>harming (1)</b> 30:8</p> <p><b>hastily (1)</b> 47:8</p> <p><b>hate (1)</b> 38:11</p> <p><b>hear (15)</b> 20:17;22:23;23:14; 27:9,22,25;28:3; 35:1;47:11,12;48:19; 52:4;56:2,13;57:7</p> <p><b>heard (8)</b> 20:3;27:10;40:21;</p>				
		<b>I</b>		
		<p><b>idea (5)</b> 26:1;33:23;46:11, 12;66:14</p> <p><b>ideally (1)</b> 22:4</p> <p><b>identification (2)</b> 42:22;45:12</p> <p><b>identified (5)</b> 20:1;22:3;24:5,5, 11</p> <p><b>identify (2)</b> 35:5;45:10</p> <p><b>identifying (1)</b> 24:12</p> <p><b>ifs (1)</b> 37:23</p> <p><b>ignored (3)</b> 30:21;31:14;35:15</p> <p><b>ignoring (1)</b> 29:21</p> <p><b>immediately (2)</b></p>		
				<b>J</b>
				<p><b>Jacks (7)</b> 4:2,7,8,8,13;6:7,14</p> <p><b>January (6)</b> 17:11;18:20;19:10, 11;20:21;21:1</p> <p><b>Jennifer (1)</b> 7:13</p> <p><b>job (1)</b> 5:6</p> <p><b>join (1)</b> 73:24</p> <p><b>joins (1)</b></p>

62:13 <b>joint (1)</b> 21:22 <b>Joyce (1)</b> 32:1 <b>July (3)</b> 76:8,23;77:1 <b>jurisdiction (1)</b> 33:17	<b>labor (1)</b> 69:20 <b>lack (1)</b> 52:21 <b>ladies (1)</b> 8:21 <b>language (3)</b> 12:17;13:16,17 <b>last (10)</b> 3:18;20:3;29:24; 38:13,13;41:2;49:10; 70:23;72:3;81:1 <b>late (3)</b> 53:13;54:15;76:8 <b>later (3)</b> 12:13;46:10;74:9 <b>law (13)</b> 13:17,20;14:11,12; 19:17;37:21;64:11; 76:7,20;80:5;81:8; 83:21;84:17 <b>laws (1)</b> 30:3 <b>lays (1)</b> 12:18 <b>leadership (9)</b> 18:7;54:5,8,13,20, 23;55:9;59:10,10 <b>learned (1)</b> 68:3 <b>learning (1)</b> 21:25 <b>least (2)</b> 52:5;57:24 <b>leaves (1)</b> 80:12 <b>left (1)</b> 49:20 <b>legal (1)</b> 67:3 <b>legislation (7)</b> 12:18;13:5,19,24; 14:1,18,19 <b>legislator (2)</b> 65:24;66:2 <b>legislature (4)</b> 14:6;64:12;80:2,3 <b>letter (4)</b> 17:23;18:5;21:14; 45:18 <b>level (7)</b> 18:9;21:17;45:24; 54:12;71:4,11,13 <b>library (2)</b> 4:14,17 <b>license (5)</b> 4:17;5:1,10;6:18, 20 <b>licensed (1)</b> 4:24 <b>Licensure (3)</b> 3:25;4:2,8 <b>lie (1)</b>	78:11 <b>life (1)</b> 74:9 <b>limit (3)</b> 39:25;67:7,8 <b>limitation (2)</b> 13:15,16 <b>limited (3)</b> 13:21;17:17;24:18 <b>limits (1)</b> 48:11 <b>line (2)</b> 77:13;80:4 <b>lines (2)</b> 13:3,7 <b>Link (2)</b> 7:13;8:2 <b>list (3)</b> 37:17;66:1,5 <b>listened (2)</b> 31:1;55:21 <b>listening (2)</b> 48:22;70:18 <b>lists (1)</b> 13:18 <b>Little (49)</b> 16:17;17:1,10; 18:10;19:6;22:25; 24:24;25:24;28:19, 22;29:5,8,11,25;30:2, 6;36:20,23;37:4,5; 40:14;43:17,22; 61:19,23,25;62:11; 63:9,11,12;66:16; 68:20,22,24;70:5; 72:7,17,24;73:6,9,17, 21;75:23;76:2,20; 80:12,16,19;85:19 <b>live (5)</b> 34:19,24;37:16; 58:7;60:15 <b>local (16)</b> 17:14,16;18:19; 19:7;24:18;29:25; 30:14,21;35:11;38:1, 22;39:7;41:19;43:6, 11;51:2 <b>locally (1)</b> 31:8 <b>long (3)</b> 32:14,17;81:11 <b>longer (2)</b> 61:22;63:13 <b>look (14)</b> 18:15;19:16;21:20; 24:19;34:6;41:1,4; 43:9;44:6;50:23; 61:8,9;73:18;74:15 <b>looked (2)</b> 6:9;72:12 <b>looking (3)</b> 14:16;44:9;79:1 <b>looks (6)</b>	21:22;23:8;31:3,7, 11,12 <b>Lori (2)</b> 16:20;75:14 <b>lost (3)</b> 5:20,23;66:25 <b>lot (14)</b> 4:22,23;15:23; 45:11,13;48:13; 51:23;52:2,2;56:20, 22;61:20,21;77:14 <b>LOUD (1)</b> 62:5 <b>love (1)</b> 36:12 <b>lowest (1)</b> 6:11 <b>LREA (5)</b> 66:14,20;72:13; 75:6;79:24 <b>LRSD (4)</b> 36:10,12,21;58:6 <b>lumber (1)</b> 37:9	<b>master's (1)</b> 4:20 <b>math (7)</b> 5:4,6,8,11,12,14,15 <b>matter (3)</b> 38:3;54:3;69:5 <b>matters (1)</b> 30:20 <b>may (18)</b> 17:4,17,18;18:1; 23:17;24:2;47:9,9; 48:25;53:8,13;54:15; 70:21;72:15;74:10, 23;78:19;79:19 <b>Maybe (4)</b> 13:7;20:13;33:18; 41:13 <b>MCFETRIDGE (12)</b> 10:16,18;59:25; 60:1;64:16,18;80:15, 16;82:14,23,24;86:9 <b>Meadowcliff (3)</b> 29:15,15,19 <b>mean (26)</b> 13:23;15:12,17; 18:19;29:20;30:25; 46:3,11;50:22;53:19, 23;55:15;57:5;59:2; 64:8;76:1,5;79:23, 24;80:7;81:14,17; 83:9;84:8,17,18 <b>means (4)</b> 33:5,16;48:2;73:12 <b>media (3)</b> 4:14,17;52:24 <b>meet (6)</b> 9:5;17:10;28:20; 37:21;68:9;80:20 <b>meeting (24)</b> 3:7,13;20:4;22:14; 27:4;28:12;29:24; 36:2;37:14;39:15; 47:8;49:3;52:19,19, 20;55:23;57:20;58:4; 66:9;72:3;77:18; 78:21;79:10;86:13 <b>meetings (27)</b> 24:20;29:1,2;31:2; 34:14;37:3;38:12; 40:8;43:15;50:19,22, 25;51:4,10,20,21,22; 53:5;56:19,21,24; 57:23;58:22;59:6; 68:8,10;73:5 <b>Melissa (3)</b> 4:2,6,8 <b>member (6)</b> 18:23;28:18;49:21; 51:12;66:15;68:4 <b>MEMBERS (32)</b> 7:7,21;8:10;10:6, 22;11:12,25;16:14; 18:18;20:6;28:4;
<b>K</b>				
<b>K-8 (1)</b> 24:3 <b>Kearns (3)</b> 35:5,6,6 <b>keep (8)</b> 5:22;29:20;31:10; 33:12;48:14;55:11, 13;74:4 <b>KEY (51)</b> 14:18;17:5;19:19; 20:11,19;21:2,19,21; 23:17;24:22;25:12; 26:1,15,18;28:18,20; 38:11;42:5;45:4; 46:2,11;48:25;49:4; 58:6,15,19;59:17,19, 21,23,25;60:2,4,6,8; 77:8,24;78:19,23; 82:15,17,19,21,23, 25;83:2,4,8,12;84:9, 15 <b>kids (9)</b> 35:14,17;36:17,21; 68:22;70:1;72:23; 73:19;74:20 <b>kind (8)</b> 13:4,25;20:9; 24:10,25;36:13,24; 51:18 <b>kindergarten (1)</b> 74:3 <b>kinds (4)</b> 22:17;23:12;43:5; 44:19 <b>Knapp (3)</b> 72:7;73:15;83:17 <b>knew (2)</b> 49:21;72:13 <b>knowledge (2)</b> 14:15;47:24 <b>knows (1)</b> 61:5 <b>Kristen (1)</b> 30:13 <b>Kristin (1)</b> 30:11 <b>Kurrus (1)</b> 73:3				
<b>L</b>				
			<b>M</b>	
			<b>ma'am (4)</b> 12:16;15:10;28:11; 61:11 <b>Madame (4)</b> 46:17;48:25;49:4; 53:8 <b>main (1)</b> 6:4 <b>major (2)</b> 68:11;71:15 <b>majority (2)</b> 27:24;77:23 <b>makes (5)</b> 15:11;16:5;55:2; 66:21;81:2 <b>making (6)</b> 30:4;35:13;56:10; 57:3;61:5;64:8 <b>man (1)</b> 5:17 <b>Manager (1)</b> 4:9 <b>Mandel (2)</b> 17:6,9 <b>manner (1)</b> 67:23 <b>many (14)</b> 3:10;14:12;29:6; 40:12;44:21;46:22; 49:6;52:18;55:16; 62:9;69:11,24;75:3; 80:19 <b>marked (1)</b> 42:5 <b>Mary (1)</b> 12:15	

32:2,24;43:10;47:5, 19,25;48:2;49:5,8,13; 50:24;56:4;65:13; 66:20;68:8;73:23; 75:6,7,7;85:24;86:11	5;11:7,10;14:8,9,24; 15:11,16;16:5,8,10; 21:11,12,13,20; 22:20,24;23:3,6; 24:16,17;25:9,17; 44:1,2,12;49:25; 50:2;55:7,11,15; 59:14;60:2,3,12; 61:13,18;62:8;63:6, 8;64:17;69:1;72:12; 80:24,25;81:12,16, 19,21;82:13,25;83:1; 84:10	37:8;38:24;49:25; 50:10;51:25;52:1; 56:1,6,12,14;58:11; 61:18;62:15;63:8,16; 77:17;79:11;84:25; 85:16	8:5,8;12:7,9;13:2; 14:3,7;27:25;28:2; 41:23;42:1;43:20; 44:1,10,23;45:2; 46:5;52:11;53:6; 57:10,12;60:4,5; 66:23;70:8;83:2,3; 84:22,25;85:5,16,22; 86:7	<b>obvious (1)</b> 68:5 <b>occurred (1)</b> 41:8 <b>October (12)</b> 25:15;45:6;52:19; 55:17;62:8;63:11; 78:20;79:10,16,21, 24;85:2 <b>October31st (1)</b> 79:17 <b>O'Dodd (2)</b> 29:13,16 <b>off (3)</b> 30:19;65:17;83:11 <b>Office (4)</b> 7:2;11:8;16:9;22:8 <b>oftentimes (1)</b> 5:6 <b>old (1)</b> 32:11 <b>once (7)</b> 6:18;19:2;24:13; 33:4;38:1;47:12; 52:16 <b>one (54)</b> 4:1,3,5,13,15,21, 22,25;5:1,17,24;6:10, 18;8:1,15,17;10:12; 12:7;14:17,22;24:3; 28:23,24;32:24;37:3; 38:13,13;40:16;43:4, 21;46:5,5;57:1,3,22; 64:3,7,10;65:19;66:5, 10;67:20;68:9;70:15, 19;71:13;74:10;75:5; 76:6,12,15;78:5;83:9, 12 <b>one-on-one (3)</b> 56:21;68:8,9 <b>ones (4)</b> 23:15;33:8;43:16, 16 <b>one-year (1)</b> 41:8 <b>ongoing (1)</b> 16:25 <b>only (16)</b> 5:10;12:11;13:16; 28:18;31:22;37:20; 39:2;43:7;51:9; 60:14;61:4,25;67:3, 21;75:10;81:24 <b>open (5)</b> 12:24;15:4,21; 68:10;74:5 <b>operate (8)</b> 17:18,24;18:2,6; 54:4,7,19,22 <b>operates (1)</b> 15:7 <b>operating (2)</b> 25:25;27:7
<b>mention (2)</b> 3:6;72:11 <b>mentioned (2)</b> 20:6;80:11 <b>mentioning (1)</b> 59:9 <b>merit (1)</b> 32:7 <b>merits (3)</b> 67:11,12;69:4 <b>met (6)</b> 13:11;25:14;32:5; 46:3;47:19;68:4 <b>microphone (4)</b> 3:21;7:14;30:12; 72:2 <b>middle (13)</b> 4:24;5:2,4,5,11,16; 6:10,12,19;19:14; 29:14;68:1;85:6 <b>might (9)</b> 5:25;6:2;14:2,3,4; 20:11;21:6;30:6; 53:23 <b>Mike (2)</b> 70:4,5 <b>Military (4)</b> 10:11,13;11:1,4 <b>mind (2)</b> 4:7,11 <b>minimum (1)</b> 44:12 <b>minutes (2)</b> 40:1;60:18 <b>mirroring (1)</b> 81:23 <b>missed (1)</b> 70:12 <b>missing (1)</b> 79:12 <b>misunderstanding (3)</b> 30:22;39:24;65:20 <b>model (8)</b> 15:8,9,18,23,24,25; 40:3;41:4 <b>models (1)</b> 24:3 <b>Monday (4)</b> 68:22,25;69:7; 73:22 <b>money (1)</b> 31:17 <b>month (2)</b> 25:9;43:2 <b>months (3)</b> 24:20;42:18;63:1 <b>MOORE (58)</b> 4:6,10;6:5,23;7:1,	<b>Moore's (1)</b> 68:14 <b>moral (1)</b> 30:5 <b>morally (1)</b> 67:22 <b>more (31)</b> 14:1,1;23:14; 25:10,10;29:4,11; 37:4;40:24;44:5,5,8, 17,18,18;46:5;47:10; 49:1;54:1,11;55:16; 56:2;57:1,3,11; 69:10;73:5;74:20; 77:6;78:4;85:13 <b>morning (13)</b> 3:13;8:19;16:20; 18:14;28:16;32:1,2; 37:2;49:11,19;68:3, 19;74:2 <b>most (5)</b> 5:16;13:14;32:21; 55:24;68:15 <b>motion (104)</b> 3:23;6:22,23;7:1,9, 15,16,18,23;8:4,8,12; 9:24;10:8,15,16,18, 24;11:6,10,14,19; 16:7,16;18:18;25:21; 26:24;27:24;39:20; 41:22;49:24;50:2,6; 53:7,12;55:7,11,14, 19;56:25;59:14; 60:10;61:14,17; 62:11,16;63:4,22,24; 64:1,8,9,10,15,17,20, 25;65:1,10,15;66:8; 67:11;68:14,19,25; 69:4;70:11,24;72:10; 73:14;77:7,20,21,22, 25;78:3,5,5,20;79:15; 80:22;81:7,22;82:4,6, 7,12,13;83:6,9,12,14; 84:3,4,8,21,22;85:7, 15,22;86:1,6,7,12 <b>motions (3)</b> 64:3;83:8;86:2 <b>move (25)</b> 6:20;8:5;9:25; 11:20;16:8;27:25;	<b>Moved (9)</b> 7:5;10:2;11:22; 16:10;28:2;39:22; 65:2,4;86:9 <b>moving (6)</b> 24:8;42:16;52:5; 62:21;79:5;80:13 <b>much (11)</b> 5:21;6:5;39:3; 40:14,15;41:17,18; 47:6,7;48:10;67:7 <b>must (1)</b> 75:21 <b>myself (1)</b> 39:25	<b>next (11)</b> 8:15;24:9,20;25:9; 29:12,17,23;42:17; 68:21;77:18;83:7 <b>night (4)</b> 20:3;41:2;68:2; 72:3 <b>night's (1)</b> 49:10 <b>nine (2)</b> 16:19;43:10 <b>nine-member (4)</b> 17:14,25;18:2;39:8 <b>nobody (1)</b> 33:7 <b>Noland (3)</b> 65:5;66:5,6 <b>nominated (1)</b> 66:2 <b>none (6)</b> 3:4;7:15;8:4; 10:15;11:19;86:4 <b>north (1)</b> 33:8 <b>NOS (1)</b> 63:5 <b>notice (10)</b> 3:8;36:2;37:15; 64:22;66:8,9;67:16, 25;68:13;77:15 <b>noticed (1)</b> 5:4 <b>notify (4)</b> 27:15,16;61:19; 63:9 <b>November (4)</b> 17:15;19:24;52:19; 79:21 <b>Number (12)</b> 7:12;11:2,17;12:4; 16:19;26:6;41:6; 43:4,5,13;54:18; 68:16 <b>numbered (1)</b> 3:22	<b>N</b>
		<b>name (4)</b> 3:20;30:12,13;35:6 <b>nation (1)</b> 34:10 <b>nature (1)</b> 58:24 <b>necessarily (2)</b> 6:16;41:13 <b>need (38)</b> 3:3;18:16;20:23; 30:19;31:18,22;34:6; 44:17,17,18,21; 45:20,23;47:4;49:1; 51:11;56:5;60:18; 62:2;64:2;65:9; 74:20;77:21,24,25; 79:15,19;80:9;81:8, 9;82:3;84:21,22; 85:5,7,9,12,13 <b>needed (2)</b> 54:13;73:6 <b>needing (1)</b> 74:10 <b>needs (11)</b> 22:2,11;24:12; 37:23;40:24;51:20; 62:20;69:20,21; 71:22;84:5 <b>negotiating (1)</b> 62:15 <b>neighborhoods (1)</b> 33:7 <b>neighbors (2)</b> 36:2;53:3 <b>new (7)</b> 14:12;24:18;46:7, 9,16;83:13;86:2 <b>Newton (37)</b> 4:13;6:24;7:4,6;	<b>night's (1)</b> 49:10 <b>nine (2)</b> 16:19;43:10 <b>nine-member (4)</b> 17:14,25;18:2;39:8 <b>nobody (1)</b> 33:7 <b>Noland (3)</b> 65:5;66:5,6 <b>nominated (1)</b> 66:2 <b>none (6)</b> 3:4;7:15;8:4; 10:15;11:19;86:4 <b>north (1)</b> 33:8 <b>NOS (1)</b> 63:5 <b>notice (10)</b> 3:8;36:2;37:15; 64:22;66:8,9;67:16, 25;68:13;77:15 <b>noticed (1)</b> 5:4 <b>notify (4)</b> 27:15,16;61:19; 63:9 <b>November (4)</b> 17:15;19:24;52:19; 79:21 <b>Number (12)</b> 7:12;11:2,17;12:4; 16:19;26:6;41:6; 43:4,5,13;54:18; 68:16 <b>numbered (1)</b> 3:22	<b>O</b>
		<b>objective (1)</b> 43:9 <b>observations (1)</b> 41:6 <b>obtain (1)</b> 12:20		

<b>opinion (2)</b> 41:15;55:3	<b>own (2)</b> 29:7;47:13	<b>pattern (1)</b> 22:13	71:1;81:9;83:16; 84:5,10	21;84:3,18,19
<b>opportunity (10)</b> 37:6;39:17;41:16; 48:7;49:22;58:3; 69:12;70:12;71:24; 78:9	<b>P</b>	<b>paying (1)</b> 70:21	<b>plan (5)</b> 13:1,10;20:21; 29:22;58:25	<b>practicality (1)</b> 33:6
<b>oppose (1)</b> 69:4	<b>page (2)</b> 60:21,21	<b>PEKRON (36)</b> 7:16,18;10:3,4; 11:9,11,23,24;25:23; 28:1,3;48:8,21,22; 50:4,5;51:15,16; 56:5;58:13,17;59:15, 17,18;65:6;76:1,2; 77:8,9,12;78:3,7,19, 22;82:15,16	<b>plan'' (1)</b> 31:10	<b>practice (2)</b> 59:2,3
<b>Opposed (11)</b> 7:8,22;8:11;10:7, 23:11;13:12;1:16;15; 28:5;80:10;85:25	<b>Panel (3)</b> 15:20,22;16:2	<b>pending (10)</b> 3:22;6:25;7:1,16; 8:5;9:25;10:16;11:7, 20;16:8	<b>planning (5)</b> 16:25;17:1;29:17, 18,19	<b>precedent (1)</b> 34:8
<b>opposition (2)</b> 28:6;69:15	<b>paper (1)</b> 49:12	<b>people (45)</b> 3:8,11;5:3,16;6:11, 18;19:3,3,7;20:11; 21:3,4;27:19;29:7; 32:4;34:2,3,10;35:3, 25;36:1;38:6,10,25; 43:6;47:7;48:13,14, 19;52:18;53:1,2,25; 56:20;64:21;65:22, 25;66:1;68:14;69:13, 24;71:3;75:8;78:9; 86:5	<b>plans (1)</b> 23:25	<b>precedes (1)</b> 42:20
<b>opt (1)</b> 76:10	<b>parent (6)</b> 30:14;35:7;37:3; 66:16;67:10;74:2	<b>per (1)</b> 75:5	<b>playing (1)</b> 44:20	<b>preparing (1)</b> 76:5
<b>option (2)</b> 31:22;41:11	<b>parents (5)</b> 22:21;35:17;36:18; 38:13,21	<b>perfectly (1)</b> 23:10	<b>please (8)</b> 3:22;34:16;35:11; 46:19;69:2,5;70:2; 74:19	<b>present (1)</b> 41:2
<b>order (13)</b> 9:3;12:20,24;15:2; 17:14;42:13,14; 46:18,19;48:10; 52:12;65:23;74:21	<b>Parkview (1)</b> 35:8	<b>perception (1)</b> 49:7	<b>pleased (1)</b> 71:12	<b>presentation (1)</b> 39:6
<b>organization (2)</b> 62:4,14	<b>parliamentarian (1)</b> 64:5	<b>perceptually (1)</b> 73:11,12	<b>point (14)</b> 14:23;16:25;19:25; 37:13;38:21;39:1; 42:3;45:9;46:16; 50:16;51:25;57:1,4; 65:19	<b>president (2)</b> 72:7,14
<b>original (3)</b> 14:18;82:13;84:4	<b>part (16)</b> 20:21;32:21;33:14; 34:11,12;44:20; 54:14;55:24;56:4,10; 62:3;77:20;80:22; 82:5;84:4;85:9	<b>perpetuate (1)</b> 33:10	<b>points (3)</b> 25:6,7;52:4	<b>press (1)</b> 52:23
<b>others (6)</b> 22:22;36:23;40:1; 44:16;69:11,25	<b>particular (4)</b> 6:12;27:9,18;79:15	<b>person (5)</b> 3:20;28:6;64:8; 73:19;77:22	<b>Policy (9)</b> 62:18,22,23;63:17; 67:22;70:9;75:18; 85:8,18	<b>presumption (1)</b> 19:1
<b>otherwise (1)</b> 3:21	<b>particularly (1)</b> 53:24	<b>personally (1)</b> 71:4	<b>pool (1)</b> 20:9	<b>pretty (4)</b> 34:4,4;45:10;71:9
<b>ought (1)</b> 46:25	<b>partnership (8)</b> 18:8;20:13;25:25; 26:10;46:25;54:6,9; 55:10	<b>personnel (8)</b> 26:7;62:18,22; 63:17;74:24;75:18; 85:8,18	<b>Poore (11)</b> 20:2;24:7;39:11, 14,25;41:18;70:4,5,5; 73:3;83:16	<b>previous (2)</b> 40:4;50:22
<b>ourselves (1)</b> 70:13	<b>parts (1)</b> 82:13	<b>persons (1)</b> 28:23	<b>portions (3)</b> 13:8;14:11;83:20	<b>previously (1)</b> 50:19
<b>out (51)</b> 3:10;4:18,24;6:3, 11;8:23;9:16;12:18; 17:6,9;24:21;25:5, 20;28:22;29:2;40:7, 9;42:12;43:18;45:6, 14,23;46:10,18,19; 48:10;49:2,10,19; 50:21,25;51:11; 52:13,14;55:3,4;56:5, 9,15;57:24;58:3; 61:1;65:20;70:10; 76:10;79:7,20;80:17, 20;83:23;85:17	<b>party (7)</b> 62:21,25;63:18; 81:10,22;84:12,20	<b>Pfeffer (1)</b> 23:17	<b>portion (3)</b> 13:8;14:11;83:20	<b>print (1)</b> 52:24
<b>outcome (1)</b> 73:16	<b>pass (9)</b> 4:21;5:2,14;6:11, 13,14;13:24;37:25; 42:11	<b>phenomenal (1)</b> 66:22	<b>portions (1)</b> 57:16	<b>prior (7)</b> 39:14;47:23;49:8, 19;75:16;76:18; 81:24
<b>outside (2)</b> 81:4;84:20	<b>passage (2)</b> 75:16,20	<b>phenomenon (1)</b> 66:22	<b>position (3)</b> 47:13;69:10;73:9	<b>private (1)</b> 66:18
<b>over (12)</b> 17:4;28:19;29:3,3, 3;32:25,25;34:2,2; 41:8;59:10;73:18	<b>passed (9)</b> 4:25;5:5;6:18; 13:14,20;14:12; 64:12;79:2,25	<b>phone (3)</b> 3:14;57:21;67:2	<b>positive (1)</b> 19:17	<b>Privatization (1)</b> 31:16
<b>overarching (1)</b> 46:4	<b>passes (15)</b> 7:9,23;8:12;10:8, 24;11:14;16:16;58:2; 60:10;65:15;73:14; 82:10;83:6;86:1,12	<b>picture (1)</b> 25:13	<b>possibility (1)</b> 23:24	<b>probably (3)</b> 13:4;40:23;71:11
<b>overtime (1)</b> 8:22	<b>past (3)</b> 19:22;27:15;76:12	<b>pieces (1)</b> 4:12	<b>possible (5)</b> 20:4;33:23;43:13; 63:19;78:17	<b>problem (3)</b> 64:7,10;77:14
	<b>patiently (1)</b> 35:16	<b>place (11)</b> 17:15;35:23;39:17; 41:10;42:18;56:7;	<b>possibly (3)</b> 40:7,9;46:22	<b>procedural (2)</b> 68:11;69:16
			<b>posted (2)</b> 58:13,16	<b>procedurally (1)</b> 69:23
			<b>Potion (1)</b> 11:7	<b>procedures (1)</b> 27:8
			<b>power (1)</b> 24:19	<b>proceeding (1)</b> 28:9
			<b>PPC (19)</b> 75:17,21,24;76:2,5, 9,20,21;77:2,4;80:18, 18;81:14;82:2;83:15,	<b>process (37)</b> 15:4,5,10;20:2,7,8; 23:22;25:3,16;42:2, 16,20,24;47:20;50:8, 23;51:3,17;52:6; 55:23;56:11;66:7,24, 25;67:1,3,13;78:15; 79:1;80:12,18,21; 81:11,18;83:15;84:6, 9
				<b>process'' (1)</b> 24:9
				<b>processed (1)</b> 55:23

<p><b>professional (3)</b> 21:24;62:3,13</p> <p><b>Program (1)</b> 4:9</p> <p><b>programs (2)</b> 6:16,17</p> <p><b>progress (2)</b> 22:2;50:12</p> <p><b>prohibition (1)</b> 15:6</p> <p><b>proposal (4)</b> 14:22;32:7;46:23; 47:13</p> <p><b>proposed (7)</b> 13:24;32:23,24; 49:25;66:13;69:1; 79:12</p> <p><b>proves (1)</b> 67:13</p> <p><b>provide (2)</b> 26:2;58:11</p> <p><b>provided (1)</b> 23:12</p> <p><b>provision (1)</b> 4:16</p> <p><b>provisional (2)</b> 5:1,10</p> <p><b>Public (53)</b> 3:24;4:18;7:10,24; 8:13,23;9:11;10:10, 25;11:15;12:2,3,4; 27:3,5,9,25;28:3; 29:24;31:2,13,17,19; 34:21;40:8;41:15; 47:2,3,11,12;48:3,4; 52:13,15;56:24; 57:13,15,15,18;58:1; 59:8;60:21;64:19; 65:7;66:4,7,24;67:4, 15,22;78:17;79:7; 86:5</p> <p><b>Pulaski (1)</b> 19:23</p> <p><b>pull (3)</b> 12:9;22:24;83:11</p> <p><b>purchase (1)</b> 28:24</p> <p><b>pursue (1)</b> 82:2</p> <p><b>push (1)</b> 61:1</p> <p><b>put (23)</b> 4:17;12:19;28:22; 32:4;33:11;34:1; 35:23;40:13;47:4; 49:12;50:21;52:13, 14;53:4;57:25;60:20; 61:20;70:9;71:20; 72:20,22;79:7;85:7</p> <p><b>putting (2)</b> 67:24;72:10</p>	<p style="text-align: center;"><b>Q</b></p> <p><b>qualifications (1)</b> 13:11</p> <p><b>qualified (1)</b> 5:12</p> <p><b>quarter (2)</b> 76:6;83:22</p> <p><b>quick (1)</b> 20:24</p> <p><b>quickest (1)</b> 21:2</p> <p><b>quickly (2)</b> 3:7;66:23</p> <p style="text-align: center;"><b>R</b></p> <p><b>radio (1)</b> 52:25</p> <p><b>rapid (1)</b> 69:22</p> <p><b>rate (1)</b> 6:11</p> <p><b>rated (1)</b> 24:2</p> <p><b>rather (2)</b> 71:22;84:12</p> <p><b>reach (1)</b> 40:9</p> <p><b>readily (1)</b> 58:1</p> <p><b>ready (1)</b> 61:2</p> <p><b>real (4)</b> 21:15;36:15;67:3; 70:15</p> <p><b>really (9)</b> 14:20;22:13;30:25; 37:7;47:21;67:24; 70:18;71:22;77:14</p> <p><b>reason (3)</b> 3:13;34:20;52:22</p> <p><b>reasonable (1)</b> 38:20</p> <p><b>reasons (2)</b> 47:8;70:3</p> <p><b>rebooted (1)</b> 60:25</p> <p><b>recall (1)</b> 83:18</p> <p><b>receive (2)</b> 9:3,12</p> <p><b>received (2)</b> 19:4;50:14</p> <p><b>receiving (1)</b> 67:8</p> <p><b>recent (1)</b> 13:14</p> <p><b>recess (4)</b> 12:11,18,20;13:19</p> <p><b>recognize (2)</b> 61:23;63:13</p>	<p><b>recognized (3)</b> 62:14;69:21;75:19</p> <p><b>recommendation (1)</b> 65:24</p> <p><b>recommendations (2)</b> 71:11;72:4</p> <p><b>reconfiguration (1)</b> 23:16</p> <p><b>reconfigurations (1)</b> 18:1</p> <p><b>reconstitute (1)</b> 17:12</p> <p><b>Reconstitution (2)</b> 16:18;20:21</p> <p><b>RECORD (2)</b> 65:17,18</p> <p><b>recorded (2)</b> 34:24;61:15</p> <p><b>recording (3)</b> 34:23;61:6,7</p> <p><b>recordings (1)</b> 61:10</p> <p><b>reference (1)</b> 13:4</p> <p><b>referring (1)</b> 33:14</p> <p><b>refers (1)</b> 72:14</p> <p><b>reflect (1)</b> 42:14</p> <p><b>reflects (3)</b> 14:13;42:14;55:4</p> <p><b>refused (1)</b> 28:20</p> <p><b>regard (1)</b> 44:9</p> <p><b>regarding (2)</b> 8:15;66:14</p> <p><b>regardless (3)</b> 75:21;81:20,21</p> <p><b>regular (2)</b> 20:15;78:20</p> <p><b>regularly (2)</b> 35:21;57:23</p> <p><b>reiterate (1)</b> 55:21</p> <p><b>related (1)</b> 40:9</p> <p><b>relationship (2)</b> 44:6;62:1</p> <p><b>Release (9)</b> 3:24;7:10,24;8:13; 10:10,25;11:15;12:2; 57:12</p> <p><b>remaining (5)</b> 18:7;54:5,8,24; 55:9</p> <p><b>remains (1)</b> 9:7</p> <p><b>remember (3)</b> 3:22;19:24;32:13</p> <p><b>Repeal (4)</b> 10:25;11:3,3,15</p>	<p><b>repeatedly (1)</b> 68:7</p> <p><b>report (2)</b> 25:19;29:7</p> <p><b>reports (4)</b> 22:1;42:22;45:6,14</p> <p><b>represent (2)</b> 73:11,12</p> <p><b>representation (1)</b> 81:6</p> <p><b>representative (8)</b> 38:16;61:24;63:15; 75:19,22;76:14,18,22</p> <p><b>representatives (1)</b> 51:1</p> <p><b>represented (1)</b> 40:22</p> <p><b>representing (1)</b> 51:12</p> <p><b>represents (3)</b> 54:11,16;71:20</p> <p><b>request (4)</b> 15:19;27:17;64:24; 80:16</p> <p><b>requested (1)</b> 26:25</p> <p><b>require (2)</b> 13:5;83:13</p> <p><b>required (2)</b> 19:4;20:20</p> <p><b>requirement (4)</b> 13:25;18:22;68:11; 76:20</p> <p><b>requirements (2)</b> 9:5;12:23</p> <p><b>requires (2)</b> 62:17;83:21</p> <p><b>researched (1)</b> 19:21</p> <p><b>resource (3)</b> 5:8,9,11</p> <p><b>respect (4)</b> 21:23,24;23:23; 34:15</p> <p><b>respected (1)</b> 69:22</p> <p><b>respond (1)</b> 67:5</p> <p><b>response (3)</b> 55:24;59:20;83:1</p> <p><b>rest (2)</b> 5:25;36:5</p> <p><b>restart (1)</b> 60:20</p> <p><b>restate (1)</b> 63:6</p> <p><b>restrictions (1)</b> 12:19</p> <p><b>results (2)</b> 24:1,13</p> <p><b>return (6)</b> 24:18;29:25;30:1; 31:23;34:14;39:7</p>	<p><b>returned (2)</b> 17:16;19:23</p> <p><b>returning (1)</b> 51:2</p> <p><b>review (2)</b> 16:3,4</p> <p><b>rewritten (1)</b> 14:19</p> <p><b>rich (1)</b> 36:1</p> <p><b>ridiculous (1)</b> 38:24</p> <p><b>right (43)</b> 3:16;4:25;13:2,2; 21:6;27:14,22;30:2, 6;34:23;40:18,19,22; 41:10;44:9;45:1,25; 46:1;49:11;59:1,8; 63:7;66:11;68:2,17; 70:8,12,22;71:8; 72:8;74:16,17;76:24; 77:12;78:4;79:14,18; 81:15,16,19,25; 83:22;85:6</p> <p><b>rights (3)</b> 32:19,20,21</p> <p><b>RISE (1)</b> 21:24</p> <p><b>Rock (44)</b> 16:17;17:1,10; 18:10;19:6;22:25; 24:24;28:19,22;29:5, 8,11;30:1,2,6;36:21, 23;37:5;43:17;61:19, 23,25;62:12;63:9,11, 12;66:16;68:20,22, 24;70:6;72:8,17,25; 73:6,9,17,21;75:23; 76:2,21;80:17,19; 85:19</p> <p><b>rocket (1)</b> 38:2</p> <p><b>role (2)</b> 22:6;24:12</p> <p><b>roll (3)</b> 59:16;64:18;77:7</p> <p><b>Roll-call (1)</b> 82:12</p> <p><b>Romine (1)</b> 29:16</p> <p><b>room (2)</b> 3:11;62:6</p> <p><b>ruining (1)</b> 30:8</p> <p><b>rule (2)</b> 4:10;57:16</p> <p><b>rules (21)</b> 3:17,24;4:15,25; 6:1;7:11,25;8:13; 10:10;11:1,4,16;12:2, 10,16,17,19,20; 17:21;52:13;57:13</p> <p><b>run (1)</b></p>
--	---	--	--	--

37:16 <b>running (1)</b> 63:2 <b>run-offs (2)</b> 19:25;20:1 <b>Ryan (1)</b> 28:7	28:24;29:4,11;31:18, 20,20,23;33:6,13; 35:8,20;36:9,10,12, 21;41:5,20;43:12; 44:7;45:11,12,19; 46:3;54:4,5,7,9,19, 22,24;55:10;66:18, 18;70:6;74:14	66:1 <b>Senator (10)</b> 31:25;32:1;46:17; 47:17,21;48:9,22; 63:24;65:24;66:2 <b>sense (2)</b> 15:11;16:5 <b>sensitive (3)</b> 50:15;81:8,9 <b>sentence (1)</b> 54:3 <b>separate (2)</b> 31:21;61:7 <b>separated (2)</b> 23:11;74:18 <b>separately (1)</b> 49:22 <b>September (2)</b> 85:6,6 <b>serve (1)</b> 16:24 <b>Service (3)</b> 22:9;26:5;44:18 <b>session (6)</b> 13:15;23:20;45:8; 49:11,15;60:17 <b>set (7)</b> 20:22;22:13;34:8; 44:24;46:8;67:7; 68:19 <b>setting (1)</b> 70:13 <b>seven (1)</b> 11:17 <b>several (1)</b> 72:3 <b>share (3)</b> 40:18;53:4;71:24 <b>sharing (1)</b> 4:11 <b>short (3)</b> 3:8;37:14;65:6 <b>shorten (1)</b> 38:8 <b>SHOUTING (1)</b> 62:5 <b>showed (2)</b> 35:18;72:22 <b>sign (1)</b> 39:15 <b>signatures (1)</b> 21:8 <b>signed (4)</b> 27:19;39:13,21; 86:5 <b>signs (1)</b> 74:8 <b>similar (3)</b> 21:21;52:12;80:25 <b>simple (1)</b> 38:3 <b>simply (2)</b> 25:4;42:24	<b>single (2)</b> 72:21;73:8 <b>sit (2)</b> 50:25;53:18 <b>sits (1)</b> 44:4 <b>sitting (1)</b> 37:22 <b>situation (3)</b> 37:23;50:11;71:13 <b>six (2)</b> 11:2;26:3 <b>Sixteen (1)</b> 67:24 <b>slated (1)</b> 24:2 <b>small (1)</b> 30:14 <b>Smart (2)</b> 11:16,18 <b>Smith (4)</b> 81:1,23;83:18,25 <b>smoother (1)</b> 81:2 <b>somebody (5)</b> 19:1;33:16,21; 46:25;47:1 <b>somehow (2)</b> 37:16;52:6 <b>someone (3)</b> 81:2,3;82:5 <b>someplace (1)</b> 56:6 <b>somethings (1)</b> 71:12 <b>somewhere (1)</b> 52:1 <b>son (1)</b> 37:10 <b>sons (1)</b> 38:5 <b>soon (5)</b> 21:3;25:9;60:24; 63:2,19 <b>sooner (1)</b> 19:16 <b>Sorry (11)</b> 22:24;27:13;29:15; 39:10,13,23;47:17; 49:20;53:17;65:11; 77:16 <b>sort (5)</b> 6:8;13:10;52:14; 57:15,20 <b>sorts (1)</b> 70:20 <b>sources (1)</b> 67:9 <b>span (1)</b> 41:8 <b>speak (20)</b> 14:10;26:25;27:1, 18,20;38:10,14;	39:12,19;42:2;46:17; 48:12,12;64:21,22, 25;66:12;69:10,12; 75:9 <b>SPEAKER (14)</b> 22:23;27:21;34:22; 39:9,11;43:19;49:1; 57:7;60:19,24;61:4, 11;64:19;75:3 <b>speaking (2)</b> 22:14;75:9 <b>speaks (1)</b> 43:14 <b>special (1)</b> 9:19 <b>specific (2)</b> 15:23;19:17 <b>specifically (4)</b> 13:19;34:13;48:16; 57:16 <b>spin (1)</b> 52:6 <b>spoken (1)</b> 28:20 <b>sponsors (1)</b> 14:21 <b>springboard (1)</b> 52:18 <b>stakeholder (1)</b> 70:11 <b>stand (1)</b> 47:21 <b>standard (4)</b> 6:20;27:7;31:19,20 <b>standards (1)</b> 31:19 <b>standing (1)</b> 24:25 <b>stands (2)</b> 38:17;55:12 <b>start (11)</b> 3:5;14:2;21:5; 25:16;43:20;46:10; 52:1,5;71:19;81:17; 84:6 <b>started (4)</b> 8:25;13:22;17:8; 34:21 <b>starting (3)</b> 16:25;51:24;56:7 <b>starts (1)</b> 20:2 <b>State (22)</b> 3:11;9:16;16:22; 17:12,18;18:3;24:12, 24;27:8;28:25;30:22; 31:4;42:13;53:13; 62:1,13,19;63:20; 68:4;77:14;80:5; 85:17 <b>stated (4)</b> 55:21;56:5;65:21; 70:3
<b>S</b>	<b>science (1)</b> 38:2 <b>Second (49)</b> 6:24;7:3,4,5,18,19; 8:7,8;10:3,4,18,20; 11:9,10,22,23;16:11, 12;17:22;18:14; 27:24;28:1,2;39:22; 50:3,3,5,6;55:19; 56:25;59:15;63:23; 64:15,16,17;65:3,4, 10;77:7,24,25;78:2,3; 82:5;85:20,21,22; 86:8,9 <b>Secondary (3)</b> 16:22,24;75:15 <b>Seconded (2)</b> 50:4;82:14 <b>Secondly (1)</b> 40:13 <b>SECRETARY (48)</b> 14:18;17:5;19:18, 19;20:11;21:2,19,21; 23:17;24:22;25:12; 26:1,15,18;42:5; 45:4;46:2,11;48:25; 49:4;58:6,15,19; 59:17,19,21,23,25; 60:2,4,6,8;77:8,24; 78:19,23;82:15,17, 19,21,23,25;83:2,4,8, 12;84:9,15 <b>section (1)</b> 12:21 <b>sections (1)</b> 43:21 <b>Seeing (10)</b> 3:4;7:15;8:4; 10:15;11:19;14:1; 36:16;47:5;81:13; 86:4 <b>seek (5)</b> 5:9;12:11;15:14; 41:15;84:1 <b>seeks (1)</b> 26:20 <b>seem (2)</b> 38:17;74:7 <b>seems (2)</b> 6:10;67:6 <b>segregate (1)</b> 32:18 <b>segregation (1)</b> 68:20 <b>selected (1)</b>			
<b>sad (1)</b> 36:25 <b>Salas (1)</b> 8:18 <b>Salas-Ford (8)</b> 8:16,19;9:3,20; 19:20;20:16,16;21:1 <b>same (13)</b> 3:11,12;12:14,16; 13:3,7;22:19;33:6,7, 8;52:14;64:1;83:25 <b>saw (3)</b> 18:13;38:12;80:25 <b>saying (14)</b> 33:25;39:3;45:15, 17;50:13;53:24; 54:18;58:21;61:9; 67:20;70:8;78:20; 80:7;82:8 <b>scheduled (1)</b> 57:23 <b>school (97)</b> 4:24;5:3,4,6,11,16, 20;6:10,12,19;9:1,4, 6,9,11,11,16,18; 12:13;13:13;14:11, 16,24,25,25;15:2,6,8, 13;16:17;17:1,10; 18:10;19:6,15;20:13; 23:1,7;24:2;28:19, 22;29:6,8,11,12,17; 30:1,2,7,16,23;31:3, 8,17;33:1,17,19; 34:14,17;35:12,18, 21,22,22,23;36:14, 24;37:25;38:8,16,22, 22;43:17;44:19; 62:12;63:11;68:17, 22,24;69:6;72:17,25; 73:7,10,17,21;74:5; 75:17,19,21,23;76:7, 19;77:3;80:17,19; 85:19 <b>school-age (1)</b> 30:15 <b>schooling (1)</b> 8:24 <b>Schools (60)</b> 8:14,16;12:3,5; 17:22,23;18:1,4,5,6, 7;21:14,15,18;22:3, 10,20,22,25;23:15, 24;24:4,13;25:14,24;				

<b>Stats (1)</b> 41:1	<b>succeeding (1)</b> 53:5	79:6	<b>Theresa (1)</b> 73:15	15:8
<b>stay (3)</b> 37:5;45:21,23	<b>successful (1)</b> 35:9	<b>table (11)</b> 77:17,21;78:1,5, 20;82:1,4,9,12;83:11, 23	<b>thinking (4)</b> 13:23;30:16;44:16; 78:25	<b>training (9)</b> 18:24;19:4;20:2,5, 7,12,19;21:3,24
<b>steel (1)</b> 37:9	<b>suffer (1)</b> 70:2	<b>tabled (2)</b> 81:25;83:9	<b>third (8)</b> 8:1;18:9;62:21,25; 63:18;74:3;81:10,22	<b>transparency (1)</b> 50:18
<b>step (2)</b> 51:17;68:21	<b>suffered (1)</b> 36:12	<b>tabling (1)</b> 78:18	<b>third-party (1)</b> 85:18	<b>transportation (1)</b> 26:4
<b>steps (1)</b> 24:9	<b>suffering (1)</b> 36:17	<b>Talk (9)</b> 14:6;19:20;22:21; 35:24;37:14,15,17; 47:10;59:7	<b>thought (2)</b> 32:20;78:10	<b>travesty (1)</b> 36:18
<b>still (18)</b> 9:2;22:9;23:6; 25:14;29:10;30:5,14; 31:4,5;34:23;37:23; 49:23;51:17;58:7,9; 59:12;70:10;82:1	<b>sufficient (1)</b> 64:3	<b>talked (5)</b> 20:4;24:23;26:3; 51:2;66:24	<b>thought (4)</b> 40:6;45:9;61:20; 70:6	<b>Treat (2)</b> 34:15,16
<b>stock (1)</b> 70:23	<b>suggest (1)</b> 40:2	<b>talking (7)</b> 21:13;31:6;34:7; 37:22;46:13,21; 47:25	<b>thoughts (3)</b> 33:24,25;34:1	<b>treated (1)</b> 71:3
<b>stone (1)</b> 44:24	<b>suggesting (1)</b> 57:4	<b>teachers (26)</b> 4:23,24;5:6;32:11, 13,18;38:18;41:4,7; 46:21;62:2,12,24; 63:20;66:19,19,22; 69:19;72:4;73:11,13; 74:25;75:1,3;80:21; 81:6	<b>three (5)</b> 17:22;29:11;40:1; 41:11;85:3	<b>tremendous (1)</b> 70:13
<b>stood (1)</b> 35:10	<b>Suggs (1)</b> 73:2	<b>teach (5)</b> 72:23;73:1,1,7,7	<b>thumb (1)</b> 33:20	<b>trouble (1)</b> 5:21
<b>stop (1)</b> 61:6	<b>superintendent (5)</b> 44:4;46:15;50:12; 70:5,20	<b>teacher (9)</b> 5:12,20,23;62:13; 63:20;66:15;70:25; 71:9;72:17	<b>time- (1)</b> 81:7	<b>true (4)</b> 40:4;43:19;47:9; 53:6
<b>story (1)</b> 37:18	<b>Support (10)</b> 17:21;18:10;21:18; 22:8,8;23:7,12;44:8, 22;55:5	<b>teachers' (1)</b> 73:12	<b>time'' (1)</b> 85:13	<b>trump (1)</b> 31:9
<b>stream (1)</b> 34:24	<b>supporting (1)</b> 41:3	<b>team (4)</b> 22:9;41:2;71:2; 73:5	<b>timeline (1)</b> 20:22	<b>try (2)</b> 20:24;73:15
<b>streamed (1)</b> 60:15	<b>supports (1)</b> 26:5	<b>technical (1)</b> 33:2	<b>times (2)</b> 20:7;80:19	<b>trying (10)</b> 3:10;12:9;36:1; 40:17;49:15;50:24; 67:14;70:16,24;79:4
<b>Street (2)</b> 35:25;36:16	<b>Supreme (1)</b> 68:7	<b>Technically (1)</b> 34:6	<b>timing (5)</b> 9:13;42:19;83:17, 19,25	<b>Tucker (2)</b> 67:18,19
<b>streets (1)</b> 37:8	<b>sure (35)</b> 20:24;22:2,14; 26:16;35:17,18; 36:22,22;41:25; 42:21;49:7,17;50:16; 52:18;53:10;56:10, 16;57:3;58:8,15,19, 23;61:5;70:16;71:3, 9;73:23;76:17;77:11; 79:5;80:8;81:5,12; 83:22;85:17	<b>team (4)</b> 22:9;41:2;71:2; 73:5	<b>title (1)</b> 72:15	<b>turn (1)</b> 48:12
<b>strikes (1)</b> 40:16	<b>surely (1)</b> 32:14	<b>technical (1)</b> 33:2	<b>today (13)</b> 3:5;36:4;41:17; 49:8;52:17;67:13; 68:12;69:6,10;73:18, 24;84:23;85:4	<b>turned (1)</b> 58:8
<b>strings (1)</b> 38:23	<b>surrounding (1)</b> 66:17	<b>teachers' (1)</b> 73:12	<b>together (8)</b> 28:22;32:4;40:20, 22;41:10;59:6;71:14; 85:9	<b>two (19)</b> 6:13,15;7:12; 31:18;32:12;35:7; 38:13;43:5,13;51:9; 61:10;63:25,25;64:2; 68:16;71:4,11;74:2; 85:3
<b>strong (2)</b> 69:14,21	<b>survey (1)</b> 40:9	<b>team (4)</b> 22:9;41:2;71:2; 73:5	<b>told (2)</b> 5:23;27:3	<b>type (6)</b> 15:9,23;40:15; 50:20;62:1;71:21
<b>strongly (2)</b> 69:2,4	<b>Susan (1)</b> 53:9	<b>team (4)</b> 22:9;41:2;71:2; 73:5	<b>took (2)</b> 9:9;28:19	<b>typically (3)</b> 9:20;20:20;70:9
<b>structure (1)</b> 34:9	<b>suspect (1)</b> 76:13	<b>technical (1)</b> 33:2	<b>top (1)</b> 47:9	
<b>student (7)</b> 8:25;9:7,7,10,17; 26:5;72:5	<b>swallow (1)</b> 48:6	<b>Technically (1)</b> 34:6	<b>topic (1)</b> 40:12	<b>U</b>
<b>students (11)</b> 23:6;35:9;36:11, 11,14,18;72:10,22, 25;73:9,17	<b>system (4)</b> 26:4;31:17;36:19, 24	<b>telephone (1)</b> 56:22	<b>topics (1)</b> 49:6	<b>unacceptable (1)</b> 29:22
<b>study (2)</b> 6:16;36:13	<b>systems (1)</b> 26:3	<b>television (1)</b> 52:25	<b>total (1)</b> 50:18	<b>UNANIMOUS (1)</b> 63:5
<b>subject (2)</b> 42:6;52:9		<b>Teresa (1)</b> 72:6	<b>totally (1)</b> 70:17	<b>unanimously (1)</b> 60:10
<b>subjects (1)</b> 63:25		<b>termination (1)</b> 63:10	<b>towards (2)</b> 79:11,11	<b>unbelievable (1)</b> 41:7
<b>submit (1)</b> 13:10		<b>terms (3)</b> 40:3;41:5;71:12	<b>track (2)</b> 19:18;70:8	<b>under (22)</b> 12:21;17:18,20,24; 18:2,6;22:4;23:15, 25;31:4;32:22;33:16, 20;46:12;47:22;54:4,
<b>subsequent (1)</b> 41:6	<b>T</b>	<b>test (3)</b> 4:21;35:19;41:4	<b>traditional (1)</b>	
<b>substance (1)</b> 69:17	<b>tabeling (1)</b>	<b>them'' (1)</b> 74:16		
		<b>there'd (1)</b> 69:14		
		<b>therefore (1)</b> 15:12		

8,12,19,22;74:18; 75:24 <b>undergo (1)</b> 81:4 <b>undergoing (1)</b> 18:1 <b>undermine (1)</b> 41:12 <b>underneath (1)</b> 13:12 <b>understands (1)</b> 56:17 <b>understood (2)</b> 20:25;84:10 <b>unfair (1)</b> 34:9 <b>unfortunately (1)</b> 39:2 <b>UNIDENTIFIED (14)</b> 22:23;27:21;34:22; 39:9,11;43:19;49:1; 57:7;60:19,24;61:4, 11;64:19;75:3 <b>unified (1)</b> 69:21 <b>Union (2)</b> 66:15;73:19 <b>unity (1)</b> 32:25 <b>University (1)</b> 35:9 <b>unless (1)</b> 25:19 <b>up (35)</b> 4:7,14;5:25;9:21; 12:9;20:3;23:17; 27:19;35:18;39:3,13, 15,21;42:13;45:8; 49:11,16;52:3,7,17; 60:15,21;63:1;64:8, 9;66:6;67:7;70:13; 72:5,22;74:10,15,25; 83:18;86:5 <b>upheld (1)</b> 31:19 <b>upon (2)</b> 9:11;63:10 <b>urge (1)</b> 51:22 <b>us'' (1)</b> 34:3 <b>usually (1)</b> 57:12	69:18 <b>vehicle (1)</b> 71:2 <b>vein (1)</b> 22:19 <b>venue (1)</b> 71:2 <b>version (1)</b> 68:19 <b>vet (1)</b> 41:14 <b>view (1)</b> 71:24 <b>violating (1)</b> 30:9 <b>violation (2)</b> 68:5,10 <b>vision (3)</b> 37:19,20,21 <b>voice (7)</b> 29:22;30:19;56:13; 62:24;63:21;69:18, 21 <b>voices (4)</b> 30:21,24;56:22; 73:13 <b>vote (29)</b> 25:21;27:2,11,23; 33:18;47:1,11,11; 48:5,7,19;50:7;58:2; 60:8;63:25;64:20,25; 65:9;67:10;68:25; 69:2,5;70:2;73:23; 78:1,10;79:11;80:9,9 <b>voted (3)</b> 35:22;66:4;67:12 <b>votes (1)</b> 27:8	<b>way (17)</b> 6:1;19:8;32:14,17; 36:4,22;41:15;48:14; 53:2,21;58:5;60:14; 69:23;70:11,19; 78:16;81:5 <b>way'' (1)</b> 39:4 <b>ways (1)</b> 46:22 <b>web (2)</b> 57:14,14 <b>website (2)</b> 52:14;58:14 <b>Wednesday (1)</b> 49:10 <b>week (2)</b> 3:18;57:24 <b>weren't (1)</b> 39:13 <b>what's (12)</b> 29:5;32:23;42:3; 68:12,23;70:7;71:20; 73:16;74:16,16; 77:13;83:7 <b>wheels (1)</b> 52:7 <b>whenever (2)</b> 57:12;61:4 <b>White (2)</b> 74:1,2 <b>WHITFIELD (7)</b> 26:25;27:5,20; 28:15,16;30:20; 34:19 <b>whole (10)</b> 23:11;34:14;37:17; 44:17;46:18;67:23; 73:4;79:1,22;80:21 <b>who's (1)</b> 81:4 <b>whose (1)</b> 3:20 <b>WILLIAMSON (12)</b> 7:19,20;39:22,22; 59:21,22;65:3,5,9,12; 82:19,20 <b>willing (2)</b> 37:19;55:7 <b>wish (1)</b> 51:18 <b>within (4)</b> 26:3;43:23,23; 62:15 <b>without (3)</b> 14:25;48:6;69:20 <b>wondered (2)</b> 54:1,6 <b>word (4)</b> 32:6;52:21,22; 80:20 <b>worded (2)</b> 6:1;11:3	<b>words (4)</b> 53:19;54:2,2,17 <b>wordsmithing (1)</b> 59:13 <b>work (23)</b> 22:3;23:20,21; 30:19;35:19,25;37:7, 8,10,20;40:15,19,20, 22;41:3;45:8;46:7; 49:11,15;70:9,25; 71:14;80:18 <b>worked (6)</b> 3:9;14:21;25:5; 28:23;62:23;71:14 <b>worker (2)</b> 37:6,7 <b>working (10)</b> 8:22;24:11;26:8, 16;34:22;35:3;41:10; 43:2;58:20;79:3 <b>works (1)</b> 46:12 <b>world (1)</b> 36:15 <b>worry (1)</b> 41:11 <b>worrying (1)</b> 30:17 <b>worth (1)</b> 75:10 <b>worthy (1)</b> 34:16 <b>wrap (1)</b> 44:18 <b>written (3)</b> 14:20;42:13;53:21 <b>wrong (5)</b> 35:12;67:22;71:20; 74:11,18 <b>wrote (1)</b> 33:14	<b>Z</b>
<b>V</b>	<b>W</b>	<b>Y</b>	<b>1</b>	
<b>Valencia (1)</b> 74:1 <b>valid (1)</b> 52:4 <b>valuable (1)</b> 56:18 <b>value (1)</b>	<b>waited (1)</b> 35:15 <b>waiting (1)</b> 24:8 <b>waived (1)</b> 13:18 <b>waiver (9)</b> 5:20;12:11,13,18, 21;13:8,15,16;83:20 <b>waivers (3)</b> 4:15;13:21;14:1 <b>wants (5)</b> 17:7;19:6;38:4; 55:13;60:19 <b>watch (1)</b> 35:20 <b>watching (1)</b> 72:2 <b>watermark (1)</b> 42:12 <b>Watson (1)</b> 74:4	<b>y'all (6)</b> 25:7;35:1;68:25; 74:5,5;85:17 <b>year (9)</b> 5:1,22;19:15; 29:12,17,23;70:24; 76:7;81:1 <b>years (6)</b> 14:12;30:15;32:15; 35:10;72:19;73:18 <b>YESES (1)</b> 51:5 <b>yesterday (1)</b> 39:16 <b>you-all (4)</b> 74:11,15,22;84:1 <b>young (1)</b> 5:17	<b>zones (2)</b> 23:4;43:10 <b>ZOOK (177)</b> 3:2,16;4:1;6:8,21, 25;7:3,5,8,12,18,20, 22;8:1,8,11,15,20; 9:14,22;10:2,4,7,12, 18,21,23;11:2,10,13, 17,22,24;12:1,4,8; 14:6,8;16:6,10,12,15, 19;18:13,22;19:11, 14;20:18;21:6,10,12; 22:12;23:2,5,9; 24:15;25:18;26:11, 21,24;27:3,12,14,22; 28:2,5,10,12,15; 30:11;31:25;35:1; 37:1;39:5,9,10,13,20; 41:18,23,25;43:1,25; 44:11,15;45:1,3,16, 17,20;47:16,18;48:8, 21,24;49:20;50:2,5; 51:14;52:10,16; 53:10,15;54:18;55:1, 6,13,19;56:5,16;57:2, 6,22;58:6;59:1,5,13; 60:10,13,23;61:2,8, 12,16;62:6;63:3,7,22; 64:2,6,11,14,17,24; 65:4,8,11,14,19; 67:18;69:8;70:4; 72:1,6;74:1,23;75:4, 25;76:11;77:5,11,19, 25;78:3,13,24;79:14, 19;80:2,6,14,22;82:3, 9;83:6,11;84:3,7,19, 24;85:1,11,20,22,25; 86:9,12	
		<b>1 (1)</b> 17:23 <b>10 (2)</b> 60:17,18 <b>10:15 (1)</b> 60:17 <b>10:21 (1)</b> 65:16 <b>10:30 (1)</b> 65:15 <b>11:00 (1)</b> 86:13 <b>1240 (5)</b> 4:15;12:13,16,19, 21 <b>12th (1)</b> 35:25 <b>16 (2)</b> 37:15;66:8		

1st (1) 19:11	728 (11) 62:17;63:17;64:11, 13;74:24;75:13,15, 16,20,24;79:25			
<b>2</b>				
2 (3) 17:25;18:4;23:15	<b>9</b>			
2015 (2) 14:19,19	930 (1) 46:12			
2017 (3) 14:14,19,21				
2019 (5) 17:23;18:5;33:23; 64:13;68:19				
2020 (2) 17:11,15				
2021 (1) 18:20				
20-21 (1) 19:15				
28 (1) 75:13				
28th (1) 17:11				
<b>3</b>				
3 (14) 18:5;22:21,25; 25:24;26:13;40:16; 43:12;44:3;45:19,21; 53:24;54:3,19;55:8				
31st (3) 62:9;63:11;79:24				
<b>4</b>				
400 (1) 32:14				
48 (1) 3:9				
<b>5</b>				
5 (4) 18:9;21:17;45:24; 54:12				
<b>6</b>				
6.11.2 (1) 12:11				
60 (1) 73:18				
630 (1) 33:9				
<b>7</b>				
70 (2) 73:11,11				
7-12 (1) 5:14				